
2011-2012

**Institutional Accountability
Report**

Kenneth L. Ender, Ph.D.

President

July 2012

William Rainey Harper College
Institutional Effectiveness/Outcomes Assessment
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Table of Contents

President's Memorandum	1
Accountability at Harper College	6
Institutional Effectiveness Measures	7
Overview	7
Data Sources	9
Student Progress	11
Graduation Rate	11
Transfer Out Rate	12
Persistence Rate: Fall to Spring	13
Persistence Rate: Fall of Year One to Fall of Year Two	14
Student Advancement Rate	15
Student Satisfaction	16
Graduate Achievement of Objective	17
Progress of Developmental Students	18
Developmental Writing Success Rate	18
Developmental Reading Success Rate	19
Developmental Math Success Rate	20
Success Rate of Developmental Students in ENG101	21
Success Rate of Developmental Students in College-Level Math	22
Performance after Transfer to Baccalaureate Institution	23
Transfer Cumulative Grade Point Average (GPA)	23
Market Penetration	24
Credit Students	24
Non-Credit Students	25
Percentage Share of Public High School Graduates	26
Workforce Development	27
Employment in Field Related to Harper Program of Study (Career Graduates)	27
Licensure/Certification Pass Rate	28
Facilities	29
Net Asset Value Index	29
Total Asset Reinvestment Backlog	30
Energy Consumption	31
Financials	32
Cost Per Credit Hour	32
Cost Per Full-Time Equivalent (FTE) Student	33
Employee Diversity	34
Employee Diversity	34

Strategic Plan.....	35
Overview	35
Strategic Plan Outcomes.....	36
Strategic Direction - Inspiration - Goal Team Targets	36
Goal - Inspire all students to seek postsecondary opportunities	37
Goal - P-20 curriculum alignment	38
Strategy - Alliance for College Readiness.....	40
Strategic Direction - Partnership - Goal Team Targets	41
Goal - Create “stackable” career and academic pathways.....	42
Goal - Integrate career readiness skills into education and training programs	44
Strategy - GED Student Transitions	45
Strategy - Employability Skills in Returning Adult Students.....	46
Strategic Direction - Accountability - Goal Team Targets.....	47
Goal - Identify funding and leverage partner resources	48
Goal - Identify, monitor, and publish results on strategic goals	50
Strategic Direction - Completion - Goal Team Targets.....	51
Goal - Decrease student achievement gaps	52
Strategy - Accelerated Pipeline	54
Strategy - Placement for Success.....	56
Strategy - Early Alert.....	58
Strategy - R.E.A.C.H. Summer Bridge.....	60
Strategy - Diverse Student Engagement	61
Strategy - Student On-Campus Employment	62
Goal - Increase percentage of freshmen who begin in credit courses	64
Strategy - Choice Scholars	65
Strategy - Partners for Success	66
Goal - Increase the number of certificate and degree completers.....	68
Operational Plan.....	70
Overview	70
Accountability, Institutional Effectiveness and Transparency	71
Communications and Community Relations	73
Financial	74
Student Success	76
Teaching and Learning	78
Employee Relations.....	80
Diversity	81
Workforce Development/Economic Development.....	82
Facilities	83
Technology	85
Safety.....	86

MEMORANDUM

To: Board of Trustees

From: Dr. Kenneth L. Ender, President

Date: June 20, 2012

Re: Harper College's Accountability Report for FY2012

Harper College is now completing its second full year under the new Strategic Plan and we have established a solid foundation from which to improve student completion and success. We are expanding our attention on the student success pipeline from primarily developmental students to the experiences of all students from their first credit hour to their fifteenth. Our strategic planning teams continue to evaluate our student data and benchmark efforts in order to pilot initiatives that show promise to increase student success. Based on successful pilot performance, the following initiatives have been or will be institutionalized: High School Compass Testing, GED Student Transitions, College and Career Expo, Completion Concierge, Self-Service Degree Audit, Alliance for College Readiness, R.E.A.C.H. and Placement for Success.

Consistent with our commitment to transparency and accountability, this report includes the outcomes for the 2012 fiscal year for our institutional priorities, Strategic Plan and the Operational Plan. While all of our efforts are worth consideration, the following highlight the exceptional work of the faculty and staff over the last year:

- Conferred 4,487 degrees and certificates, the highest level in Harper College's history for the second year in a row. This puts the College 2,866 credentials ahead of our annual target to reach 10,604 by 2020, surpassing the annual goal by 47%.
- Hired an Executive Director for the Northwest Educational Council for Student Success, which aligns four of Harper's strategic goals with our district high schools to increase college readiness. Realized a 64% increase in Early College Credit in our feeder high schools.
- Realized a 34.88% market penetration rate from our feeder schools' recent high school graduates - our highest rate ever - as well as a 6% increase in the numbers of District 211 students (our pilot district) who began at Harper in credit-bearing math courses.

- Responded to local manufacturers' workforce needs by holding a Manufacturing Summit which resulted in the establishment of a Manufacturing Task Force, formed to address this workforce skills shortage. As a result, new academic programming was developed in advanced manufacturing and welding and a strong workforce collaborative, known as the Manufacturing Jobs Training Initiative, has been established to link students with training programs that feed into jobs.
- Led the Illinois Network for Advanced Manufacturing (INAM), a group of 21 Illinois community colleges, to submit a \$15 million TAA grant proposal to help address a statewide skills shortage in advanced manufacturing.
- Created two new degree programs, Advanced Manufacturing and Welding, and six new certificates, as well as revised curriculum in 24 programs.
- Developed targets for the Institutional Effectiveness Measures and Strategic Plan goals.
- Conducted a Compensation Study that confirmed that College employees are competitively compensated compared to their peers.
- Led contract negotiations with IEA/NEA, Professional/Technical Association, ICOPS, and Adjunct Faculty.
- Based on broad-based campus input, the Institutional Planning Committee developed new Financial Policies. Included was a policy regarding tuition and fees increases tied to CPI-U and the state legal limitation. These policies are scheduled to be approved at the June 2012 Board meeting.
- Convened a College's Shared Governance System Taskforce who developed design criteria for the system as part of a two-year project to develop recommendations for system improvements.
- Reviewed and reaffirmed the partnership between the Board of Trustees and the Educational Foundation Board including hosting a joint Board retreat and launching the search for the new Executive Director of the Foundation.
- Made major advances in accordance with the Master Plan goals including completing construction drawings on Buildings G and H; retaining an architect for the One Stop/Student Center and Building D; and launched construction on the Euclid Road and Roselle Road entrances project.
- Completed Banner 8.5.3 upgrade as well as added self-service functions for students including orientation, registration and degree audit.

Institutional Priorities

Annually, 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 goals established for FY2012:

- Develop the target metrics for the Institutional Effectiveness Measures (IEM), the Strategic Plan goals, and the College Operational Plan.
Completed: Targets were approved by the Board of Trustees at the May meeting.
- Conduct a Compensation Study and lead contract negotiations with IEA/NEA, Professional/Technical Association, ICOPS, and Adjunct Faculty.
Completed: Compensation Study was received by the Board at the December 2011 meeting and contract negotiations are drawing to a conclusion.
- Conduct a campus-wide assessment and review of the College's Shared Governance System and develop recommendations (if any) for system modification.
Completed first year goal: Taskforce was established and design criteria established.
- Review and reaffirm the partnership between the Board of Trustees and the Educational Foundation Board.
Completed: Updated the MOU with the Foundation, and quarterly meeting of Board chairs was established.
- Enhance our student advising support systems.
Ongoing: A major effort was undertaken to apply for a Title III grant to support this work and in doing so created a roadmap to the future for our support systems.
- Implement the Business Plan for the Workforce and Strategic Alliances Division.
Completed: New division is operational.

Outcome details on the Strategic Plan and the Operational Plan can be found in the corresponding section of the attached Accountability Report.

The following highlights the financial results against the FY2012 budget.

Financial Projections

The College's projected financial results are based on the combined Tax-Capped Funds, which include the 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 limitations.

The FY2012 Tax-Capped Funds revenue is projected to be under budget by \$2.7 million, or 2.4%. This revenue variance is driven by a decline in enrollment impacting tuition and fees, partially offset by slightly positive budget variances in both local and state government revenues.

Projected expenditures for FY2012 are under budget by \$7.6 million, or 7.1%. Vacant positions affecting salary and benefit costs, lower than expected increase in health insurance rates, a mild winter keeping utilities low, and overall cost containment efforts were the key factors in this positive variance.

The Tax-Capped Funds were originally budgeted to break even after all transfers. Current projections are to have a net surplus of \$1.5 million across the funds.

Capital Projects

Several Campus Master Plan project initiatives made significant headway in FY2012:

- Building H Renovations Project went from the design development to completion of construction documents. The project documents are currently under final review by the Capital Development Board (CDB) with construction expected to commence in the fall 2012 semester. The project is fully funded with a contribution of \$20.3 million from the CDB and \$17.8 million from the Harper College referendum fund for a total project budget of \$38.1 million.
- North Campus Parking Lot and Roadway Improvement Project (Euclid & Roselle Entrances) began construction in late April 2012 and is expected to be completed in time for the fall semester. The project is fully funded with a total \$5.2 million budget taken from the Harper College referendum fund.
- Building D Renovations and Addition Project completed the programming and schematic design phases and the project is currently in the design development phase. Construction documents are expected to be completed by year-end 2012 with bidding and construction to follow in early 2013. The project is fully funded with a total \$46.4 million budget taken from the Harper College referendum fund.
- One Stop/Student Center project was awarded to Cannon Design by the CDB in spring 2012 and the programming phase is expected to be completed by year-end 2012.
- Other significant capital improvements in FY2012 included: Building L Elevator Replacement; Buildings A and J Entrance Replacements; Building B, S, T, U and V Roof Replacements; Buildings A, K and C Masonry Restoration; and Back-up Power for the East and West Campus Sump Pumps.

Conclusion

This has been an extremely productive year for Harper College. We conferred our highest number of credentials ever for the second year in a row and are well on our way to 10,604. The College is receiving some national recognition for leading the “completion” agenda established by the federal government and supported by numerous foundations and professional associations. The last year has been productive and we have successfully established a clear commitment to a student success model. Our stewardship of the College’s funds has been outstanding, and we will finish the year with funds to invest in the College’s Capital Plan, student financial assistance, and our Strategic Plan. Our governance agenda will continue into and through FY2013 and we hope to complete contract negotiations with our collective bargaining units soon. All in all, much progress has been made.

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 FY2013 the College will monitor targets for the IEMs and the strategic goals. Progress against these goals and targets will be conveyed in future annual reports. The FY2012 report contains trend data and targets on the IEMs, strategic goal team and strategy team accomplishments and activities, and outcomes on the Operational Plan targets. The Accountability Report is also available to the public on the Harper College website.

College Accountability Structure

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

	Institutional Effectiveness Measures	College Strategic Plan	College Operational Plan
Cycle	Ongoing	5 year	Annual
Contents	Set of measures including rollup measures over time	Strategic Directions Goals Strategies	Goal Category Goal
Reporting	Annual	Annual	Annual
Description	Measures of effectiveness that are key to our mission; benchmarkable with other community colleges and provides targets for performance.	Sets the College's direction and delineates goals that will move our agenda forward. Cannot be accomplished by a single organizational unit and requires College-wide commitment.	Lists the institutional level tasks 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, called Institutional Effectiveness Measures (IEMs). These measures align with the mission and vision of Harper College as well as the needs and expectations of the College's internal and external stakeholders. The institutional activities at Harper College measure the quality of the institution in eight categories:

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

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

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

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

Once the framework categories were selected, the Accountability Team conducted a thorough review of the historical and comparison data to provide preliminary numbers for each of the framework categories. Often, the IEM targets were set against a four or five-year average. These numbers, along with the category description, serve as the basis for discussion around targets.

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

Institutional Effectiveness Measures

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

A culminating input group session was conducted with the Board of Trustees on December 14, 2011. At this session, Board members had the opportunity to provide feedback on the measures and complete the above mentioned survey item. After this final input session, the Accountability Team reviewed the results of all input sessions, along with the survey results to draft the recommendation. The recommendation was shared with the entire campus for feedback, through feedback sessions and an online feedback form, before it was taken through the governance system in March 2012. The recommendation was endorsed by the College Assembly, a governance committee, and forwarded to the President for review and approval. With the endorsement of the President, the recommendation was approved by the Board of Trustees in May 2012.

Institutional Effectiveness Measures

Data Sources

Community College Survey of Student Engagement (CCSSE)

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

It is a:

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

Illinois Community College Board (ICCB)

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

Integrated Postsecondary Education Data System (IPEDS)

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

Institutional Effectiveness Measures

Data Sources (cont.)

National Community College Benchmark Project (NCCBP)

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

Sightlines

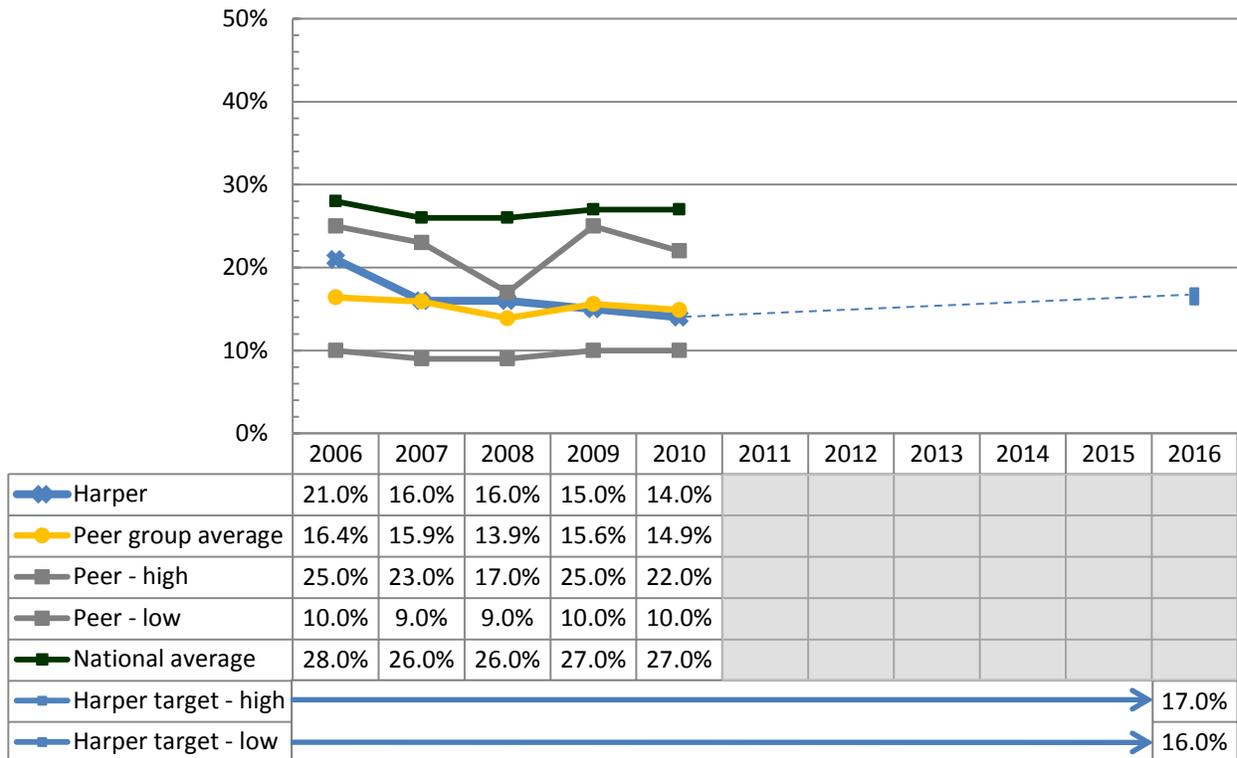
Sightlines was founded in 2000 as a facilities asset advisory firm. Sightlines' founding mission was to provide campus leadership with the ability to link facilities operating strategy and financial capacity by providing superior and independent facilities advisory services, thereby fulfilling the need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

Institutional Effectiveness Measures – Student Progress

The IEM category of student progress contains measures on the academic achievement of students as well as students’ perceptions of Harper’s role in their achievement. Student progress measures support the College’s mission to provide excellent educational opportunities. The measures of student progress are graduation rate, persistence rate, transfer out rate, advancement rate, student satisfaction and graduate achievement of objective.

Graduation Rate measures degree or certificate completers within three years of enrolling at Harper. Harper’s graduation rate has been declining since 2006 and for 2010 is 14.0%. With the exception of an increase in 2009, the peer group average has been declining since 2006. Over the past five years, Harper has remained near the mid-point of the peer group range. The national average is significantly higher than Harper’s rate and the peer group average.

2016 Target: Improvement = 16-17%



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

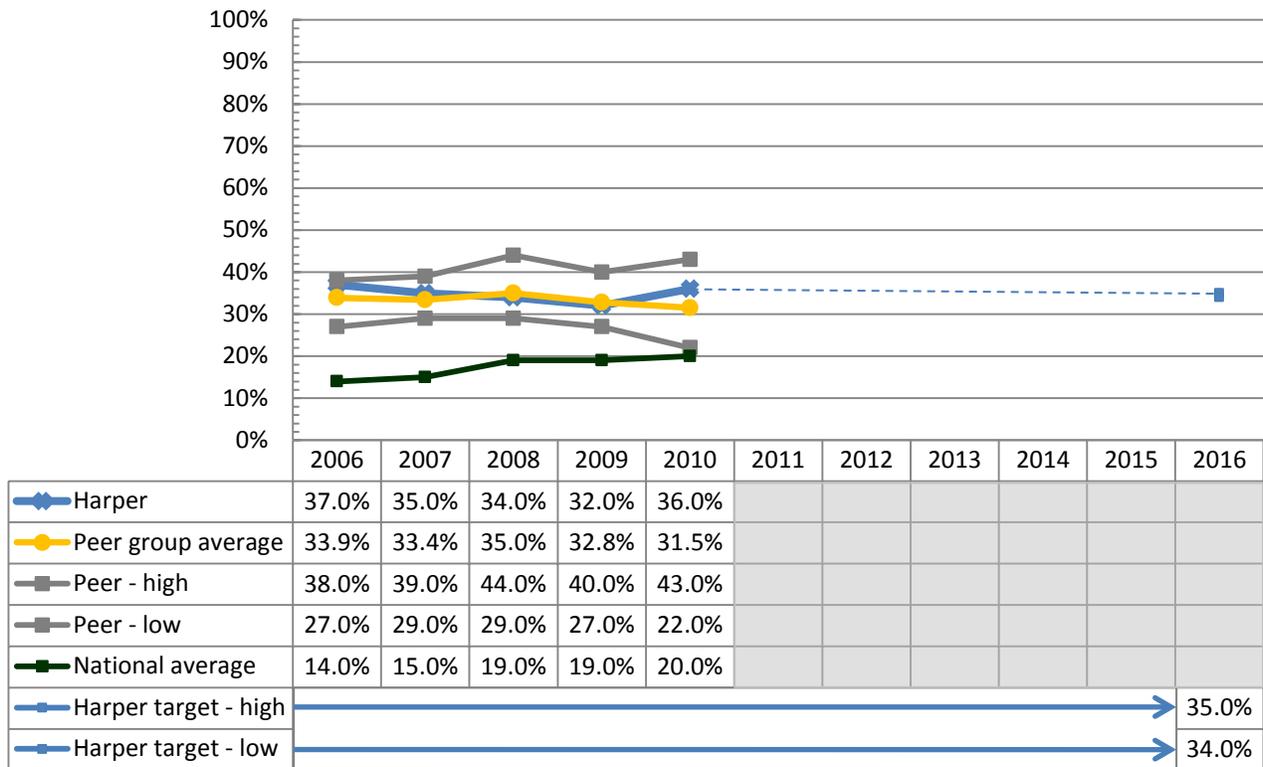
Data source: IPEDS – Three-year rate (2010 data represents students who enrolled at Harper in fall 2007 and completed a degree or certificate by spring 2010)

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

Institutional Effectiveness Measures – Student Progress

Transfer Out Rate measures degree/certificate-seeking students who enroll at another institution within three years of enrolling at Harper. Harper’s transfer out rate has declined from 2006 to 2009 but increased for 2010 (36.0%). The peer group average is below Harper’s rate at 31.5%. In 2010, both Harper and the peer group were well above the national average of 20.0%.

2016 Target: Expected = 34-35%



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

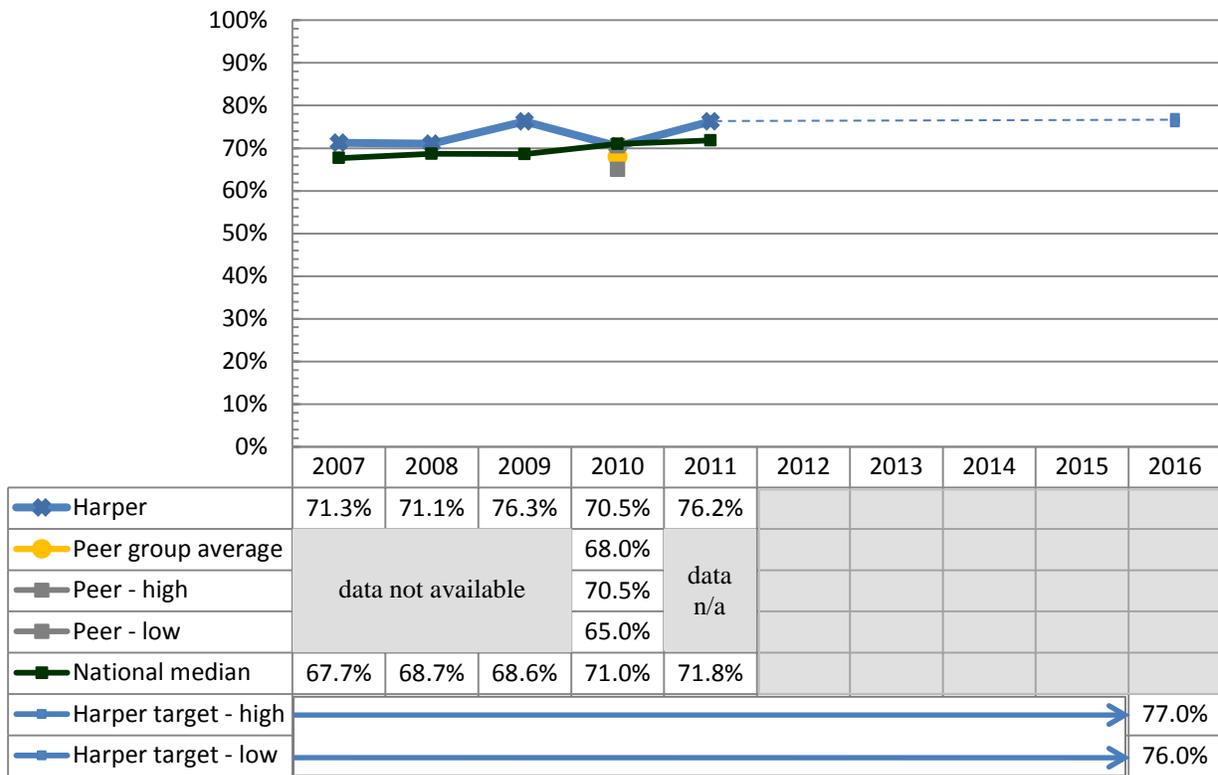
Data source: IPEDS – Three-year rate (2010 data represents students who enrolled at Harper in fall 2007 and enrolled at another institution by spring 2010)

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

Institutional Effectiveness Measures – Student Progress

Persistence Rate: Fall to Spring measures students who enroll at Harper in the fall semester and then re-enroll in the spring semester of the same fiscal year. Harper’s fall to spring persistence rate has varied over the past five years. The 2011 rate (76.2%) is similar to the peak rate in 2009 (76.3%). In 2010, Harper was at the top of the peer group range (65.0-70.5%). Harper is well above the 2011 national median (71.8%).

2016 Target: Stretch = 76-77% - This target based on a five-year average.



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

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

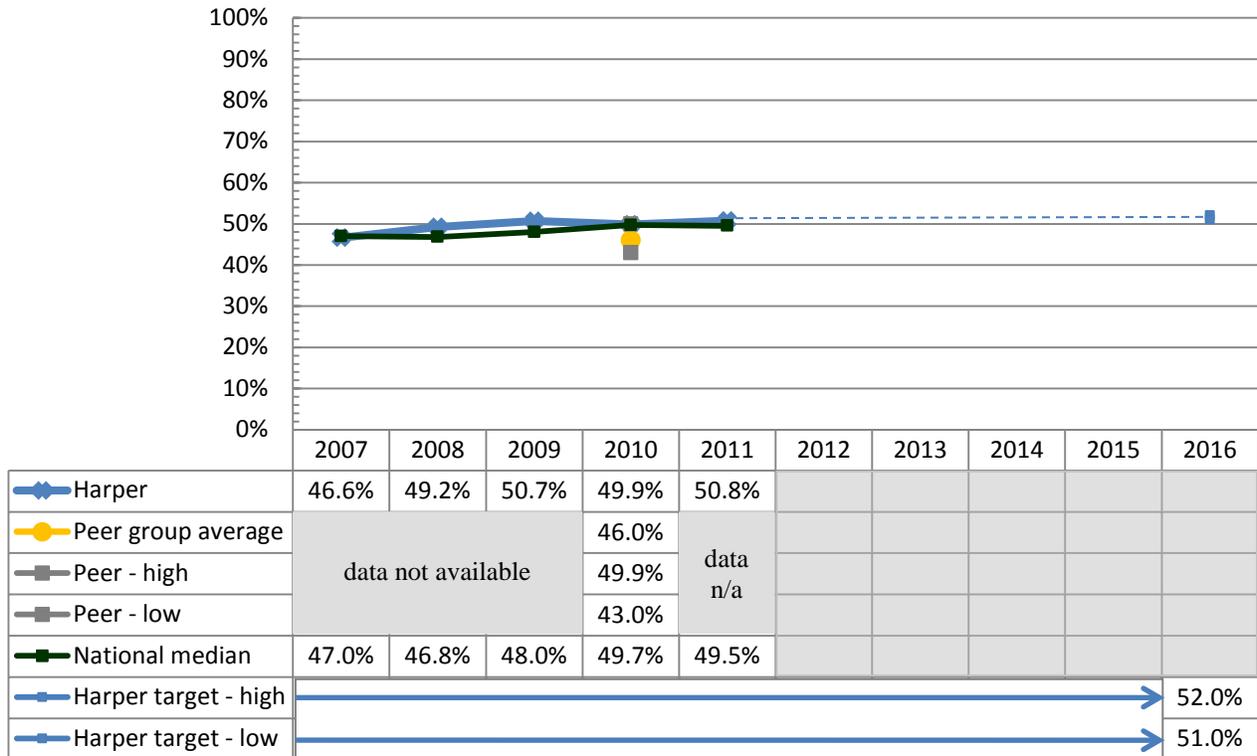
Peer group: College of DuPage, Elgin Community College, Joliet Junior College, Moraine Valley Community College, Oakton Community College*

*Partial participation in NCCBP for 2010

Institutional Effectiveness Measures – Student Progress

Persistence Rate: Fall of Year One to Fall of Year Two measures students who enroll at Harper in the fall semester and then re-enroll the following fall. Harper’s fall to fall persistence rate (50.8%) has remained relatively stable over the last five years. In 2010, Harper was at the top of the peer group range (43.0-49.9%). Harper is slightly above the 2011 national median (49.5%).

2016 Target: Improvement = 51-52%



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

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

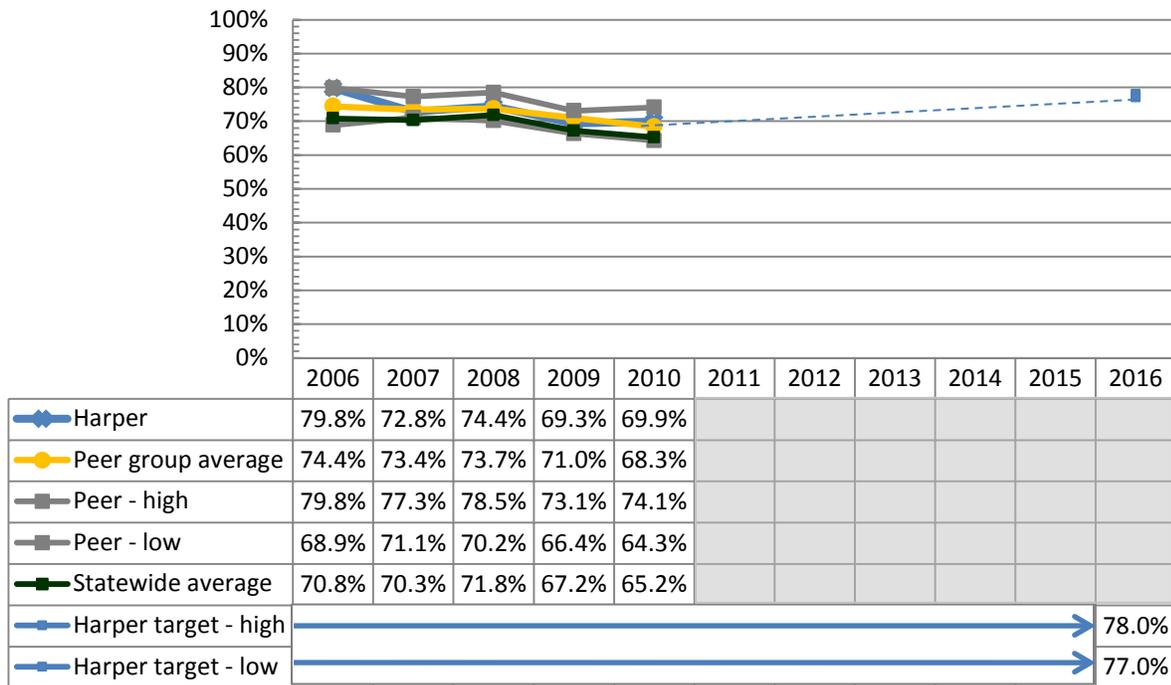
Peer group: College of DuPage, Elgin Community College, Joliet Junior College, Moraine Valley Community College, Oakton Community College*

*Partial participation in NCCBP for 2010

Institutional Effectiveness Measures – Student Progress

Student Advancement Rate measures degree/certificate-seeking students who graduate, transfer or continue to enroll at Harper after three years. Harper’s student advancement rate (69.9%) has declined since 2006. The peer group average (68.3%) has also declined since 2006 and is below Harper’s rate. Harper’s rate continues to be above the statewide average (65.2%).

2016 Target: Stretch = 77-78%



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

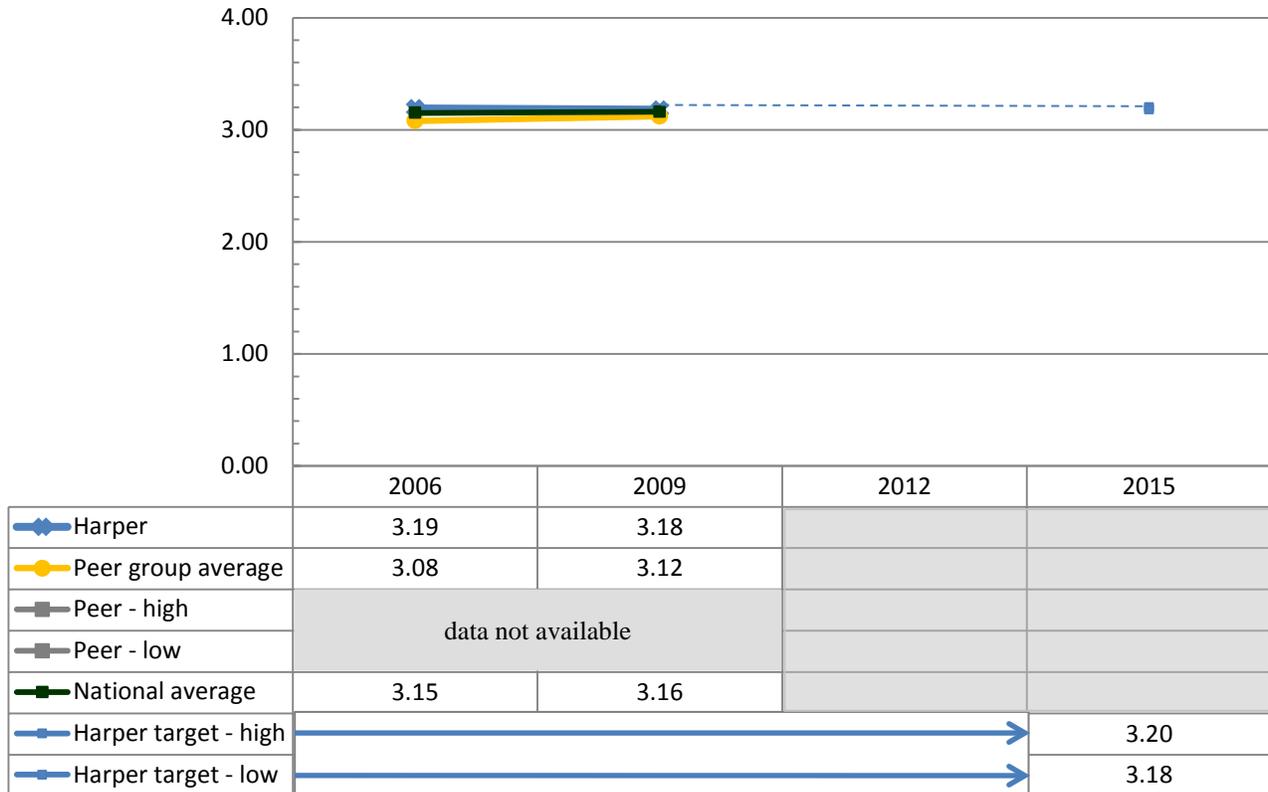
Data source: ICCB and IPEDS – Three-year rate (2010 data represents students who enrolled at Harper in fall 2007 and graduated, transferred or continued to enroll at Harper by spring 2010)

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

Institutional Effectiveness Measures – Student Progress

Student Satisfaction measures responses to the question “How would you evaluate your entire educational experience at this college?” on a four-point scale (1 = poor, 2 = fair, 3 = good, 4 = excellent). Harper’s level of student satisfaction (3.18) has remained stable for the two years measured and continues to be slightly above the peer group (3.12). Harper’s average for student satisfaction is consistent with the national average (3.16).

2015 Target: Expected = 3.18-3.20



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

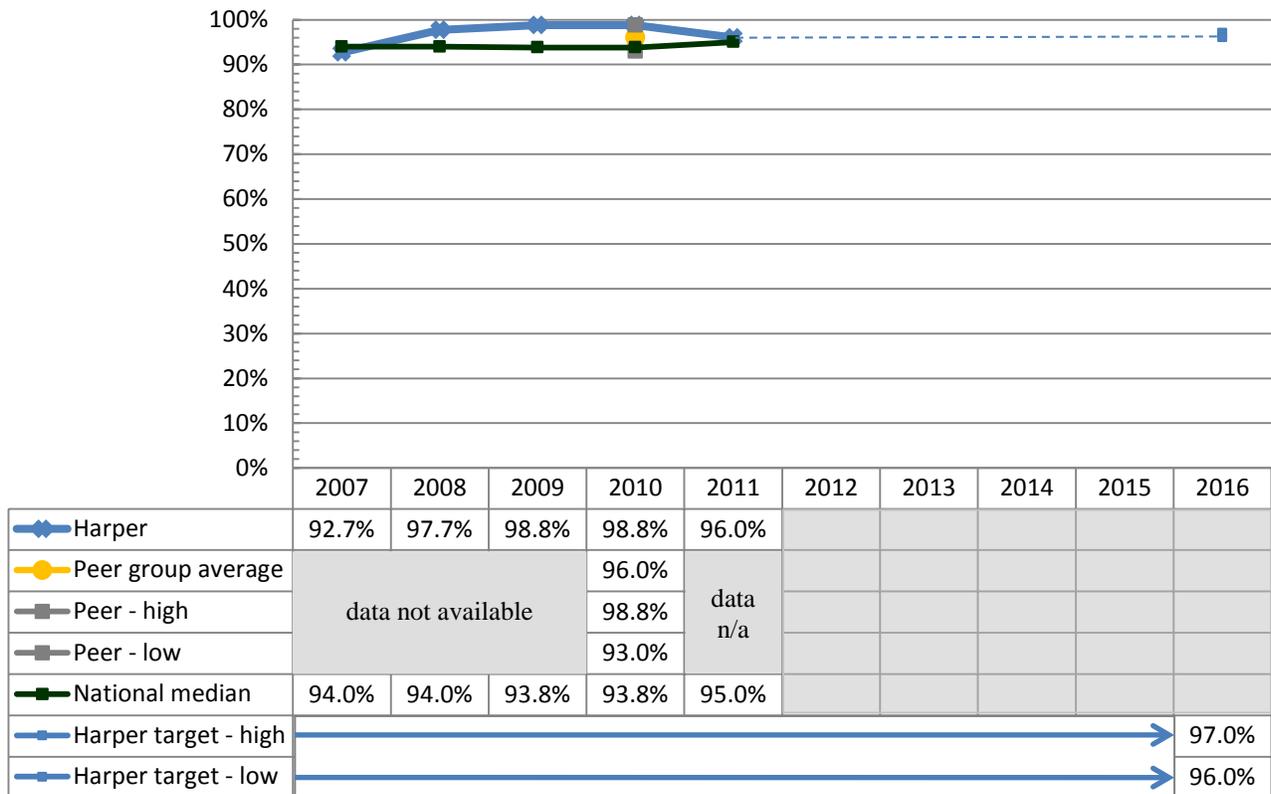
Data source: CCSSE – Reported year is actual year (CCSSE is conducted once every three years)

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

Institutional Effectiveness Measures – Student Progress

Graduate Achievement of Objective measures affirmative responses to items on the Transfer (Very successful, Successful) and Career (Satisfied, Somewhat satisfied) Graduate Surveys. Harper’s rate of graduate satisfaction (96.0%) has remained very high over the past five years. Harper’s current rate is slightly above the national median (95.0%).

2016 Target: Expected = 96-97%



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

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

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

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

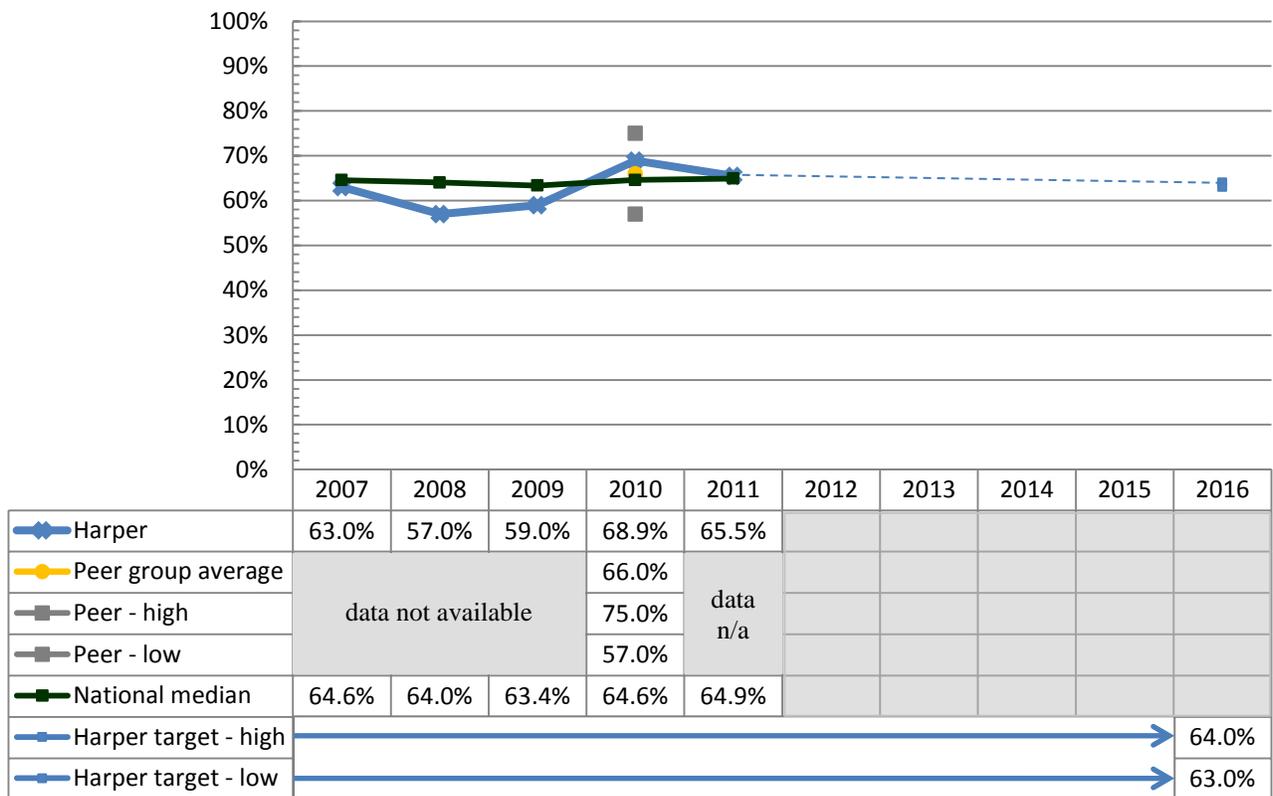
*Partial participation in NCCBP for 2010

Institutional Effectiveness Measures – Progress of Developmental Students

The IEM category of progress of developmental students contains measures on the academic success of students through developmental course work (English, reading and math) and college-level courses (English and math). These measures support the College’s mission to provide developmental instruction for underprepared students.

Developmental Writing Success Rate measures students who were enrolled in developmental English and earned a grade of C or better. Harper’s current success rate for developmental writing (65.5%) is above the rates for 2008 and 2009. Harper’s success rate is slightly above the national median (64.9%).

2016 Target: Expected = 63-64%



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

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

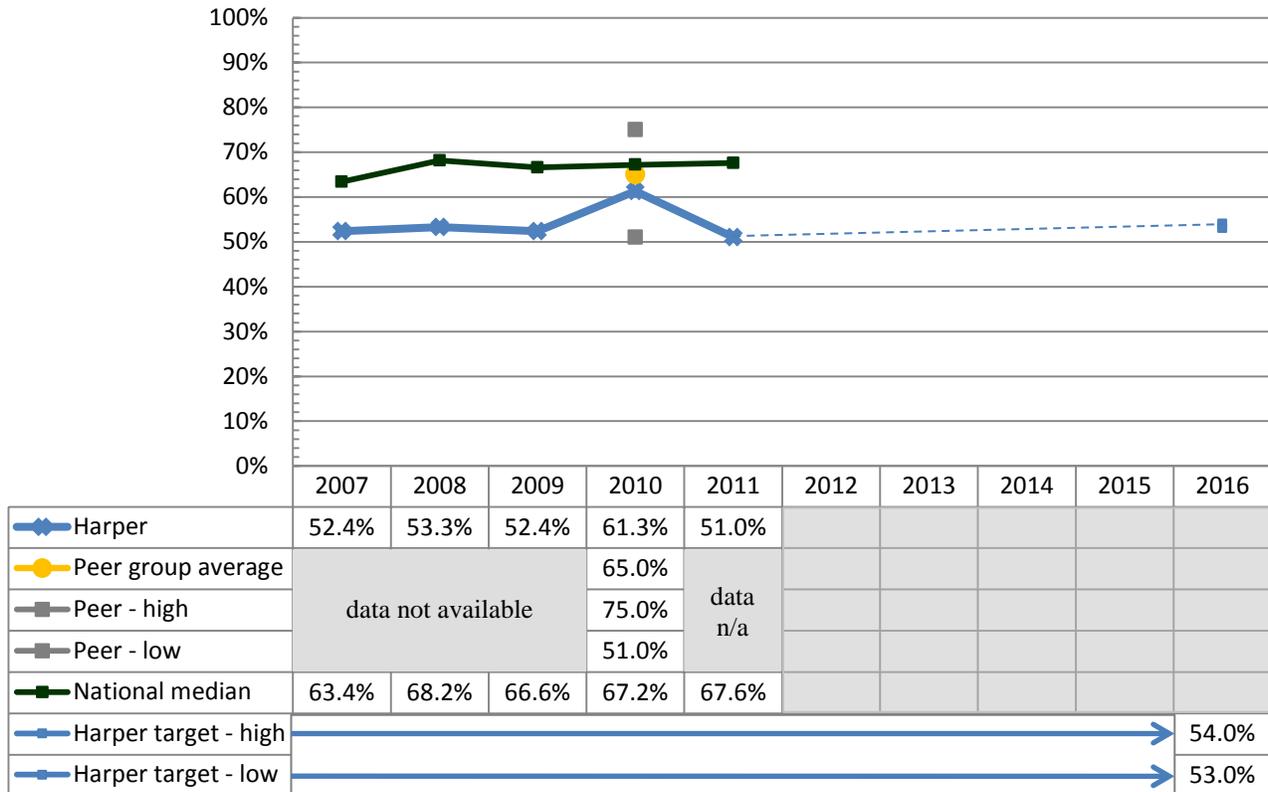
Peer group: College of DuPage, Elgin Community College, Joliet Junior College, Moraine Valley Community College, Oakton Community College*

*Partial participation in NCCBP for 2010

Institutional Effectiveness Measures – Progress of Developmental Students

Developmental Reading Success Rate measures students who were enrolled in developmental reading and earned a grade of C or better. Harper’s current success rate for developmental reading (51.0%) is below the rates for earlier years. The Harper rate remains below the 2010 peer group average (65.0%) as well as the 2011 national median (67.6%).

2016 Target: Expected = 53-54% - This target based on a five-year average.



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

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

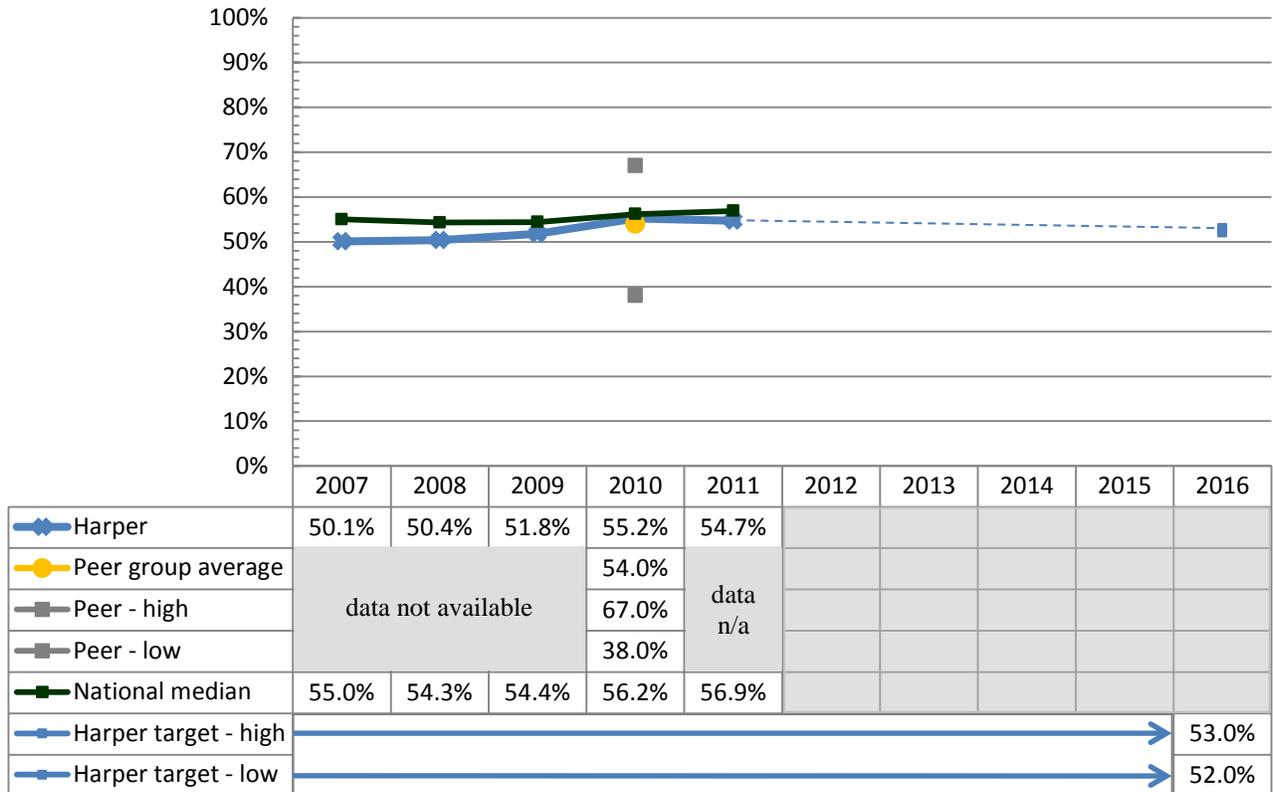
Peer group: College of DuPage, Elgin Community College, Joliet Junior College, Moraine Valley Community College, Oakton Community College*

*Partial participation in NCCBP for 2010

Institutional Effectiveness Measures – Progress of Developmental Students

Developmental Math Success Rate measures students who were enrolled in developmental math and earned a grade of C or better. Harper’s success rate for developmental math has increased over the past four years. The current Harper rate (54.7%) is consistent with the 2010 peer group average (54.0%) and the 2011 national median (56.9%).

2016 Target: Expected = 52-53%



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

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

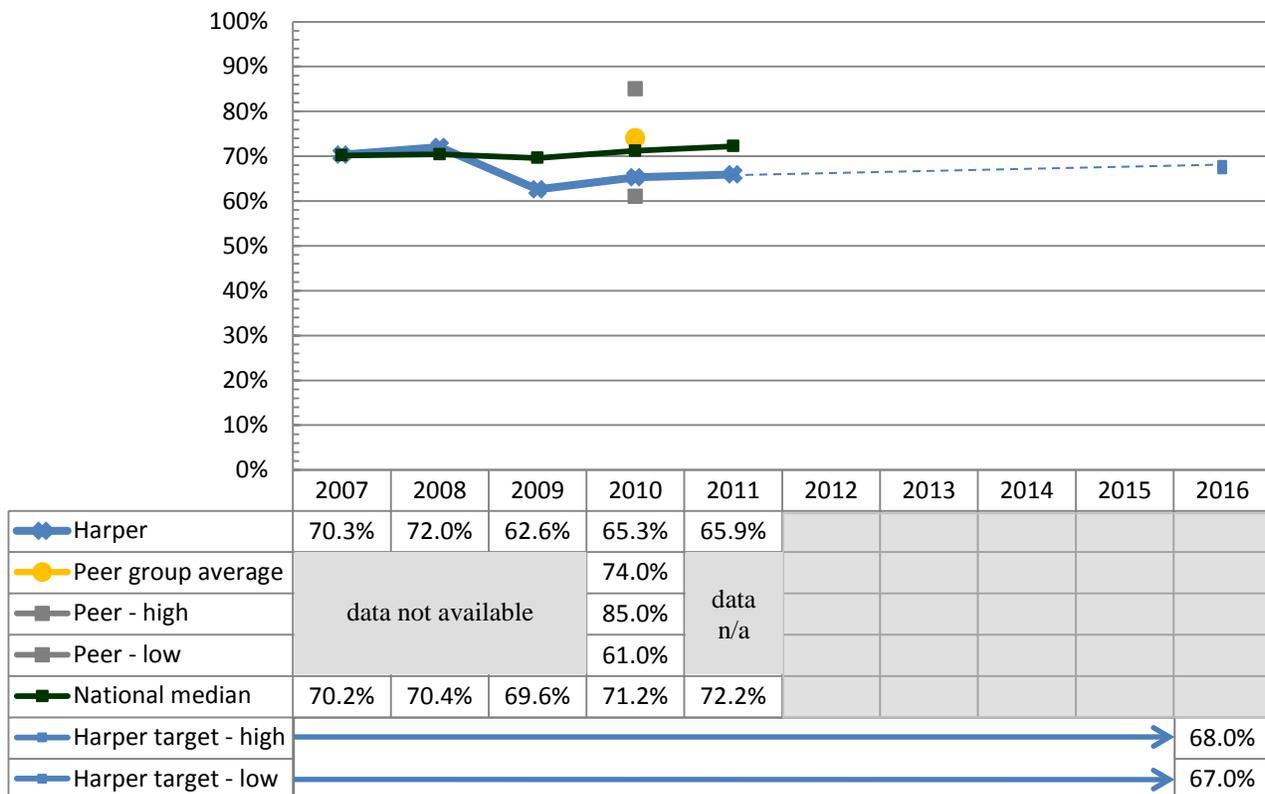
Peer group: College of DuPage, Elgin Community College, Joliet Junior College, Moraine Valley Community College, Oakton Community College*

*Partial participation in NCCBP for 2010

Institutional Effectiveness Measures – Progress of Developmental Students

Success Rate of Developmental Students in ENG101 measures students who successfully completed developmental course work in reading and/or English and subsequently successfully completed ENG101. Harper’s success rate for ENG101 (65.9%) has improved slightly over the past two years but remains below the rates for 2007 and 2008. The 2010 average success rate for the peer group (74.0%) and the 2011 national median (72.2%) are above Harper’s rate.

2016 Target: Expected = 67-68%



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

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

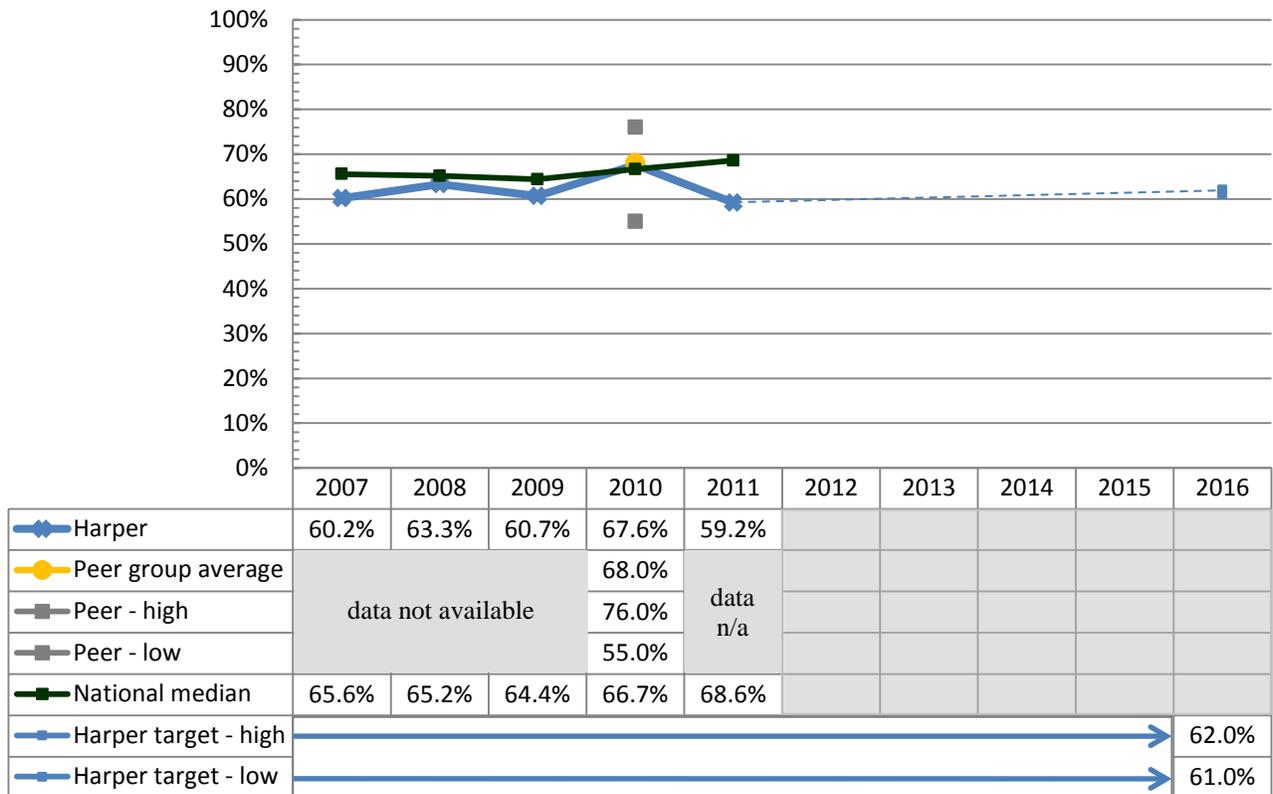
Peer group: College of DuPage, Elgin Community College, Joliet Junior College, Moraine Valley Community College, Oakton Community College*

*Partial participation in NCCBP for 2010

Institutional Effectiveness Measures – Progress of Developmental Students

Success Rate of Developmental Students in College-Level Math measures students who successfully completed developmental course work in math and subsequently successfully completed college-level math. Harper’s success rate for college-level math (59.2%) is currently at a five year low. Harper’s rate is below the peer group average (68.0%) and the national median (68.6%).

2016 Target: Expected = 61-62%



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

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

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

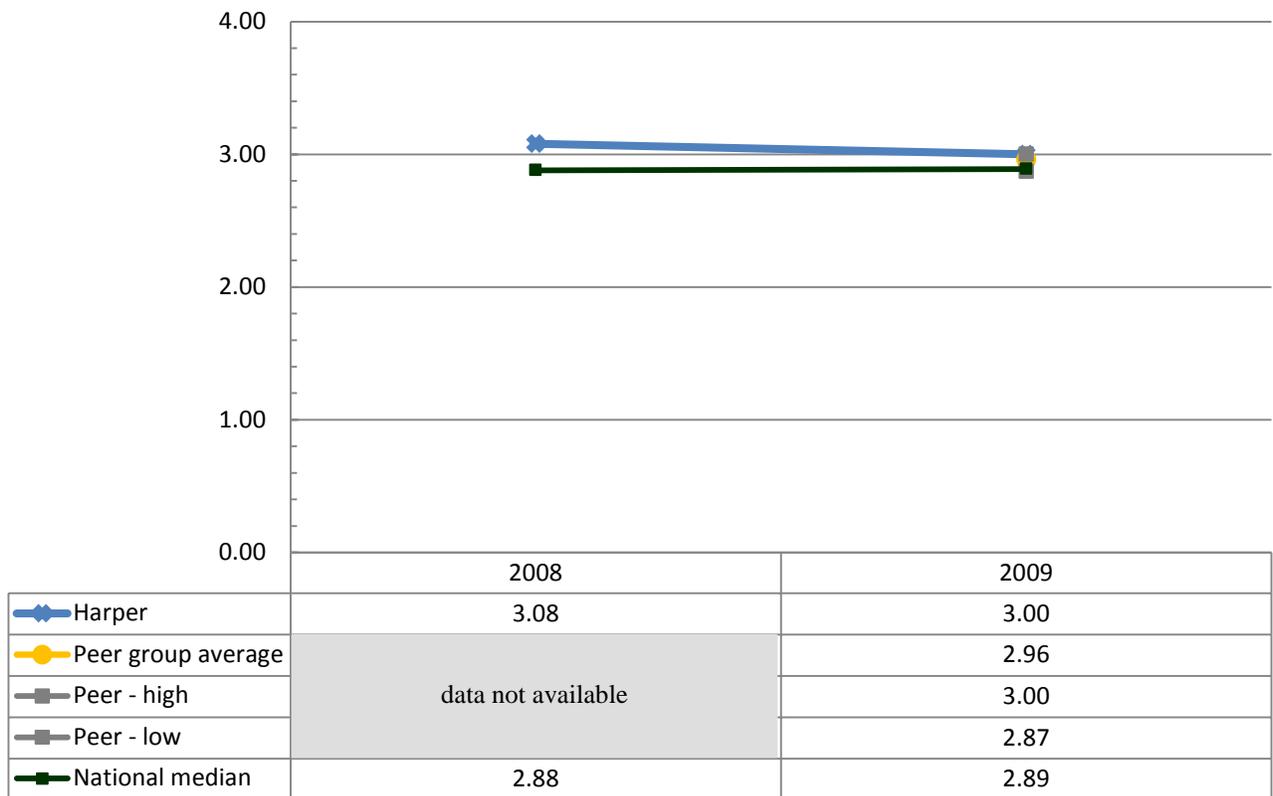
*Partial participation in NCCBP for 2010

Institutional Effectiveness Measures – Performance after Transfer

The IEM category of performance after transfer measures the cumulative grade point average of former Harper students at the end of the first year after transferring to an Illinois public university. This measure supports the College’s mission to prepare students to transfer to four-year colleges and universities.

Transfer Cumulative Grade Point Average (GPA) measures cumulative GPA at end of first year after transferring. The cumulative GPA of Harper’s transfers to Illinois public universities (3.00) has remained relatively unchanged over the last two years. Harper’s average transfer cumulative GPA is above the national median (2.89).

2016 Target: Not recommending a target at this time. The state organization that provided this data is no longer collecting this information. New tracking system scheduled for implementation in 2014.



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

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

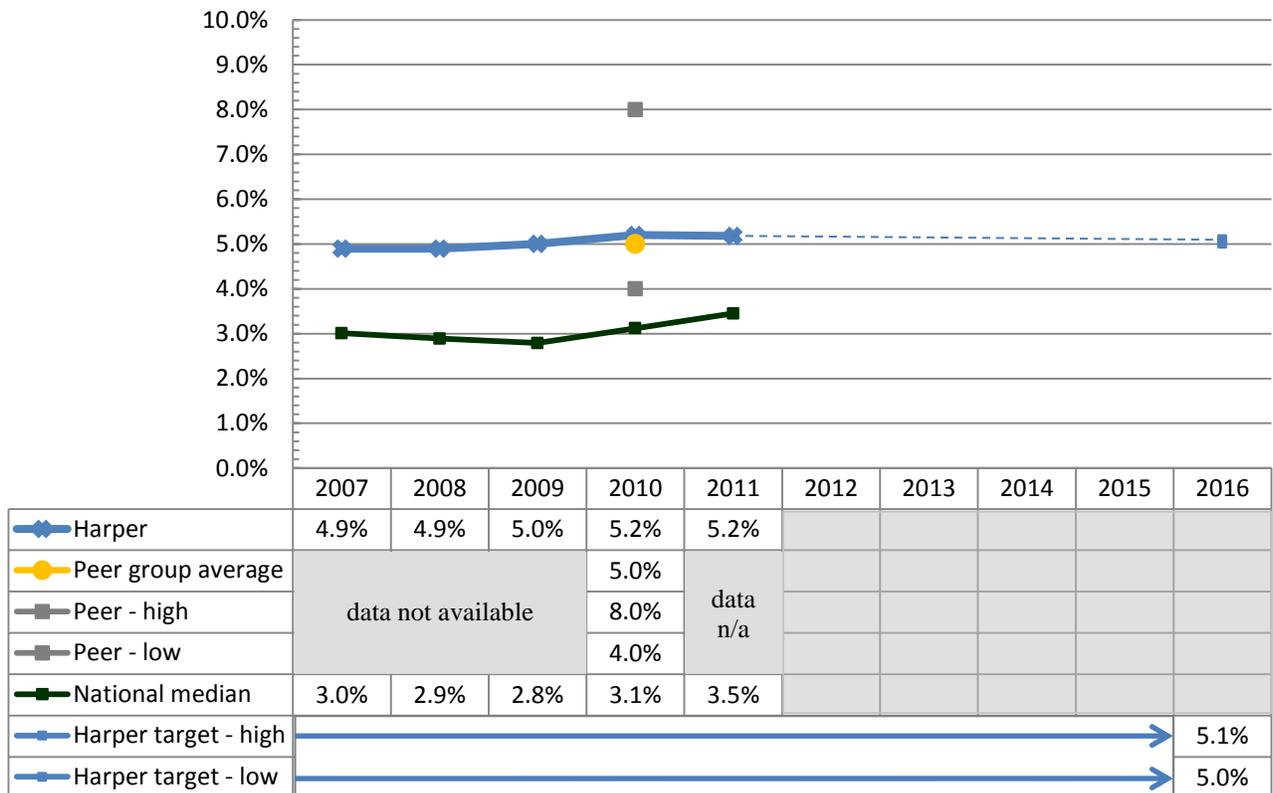
Peer group: College of DuPage, Elgin Community College, Joliet Junior College, Moraine Valley Community College, Oakton Community College

Institutional Effectiveness Measures – Market Penetration

The IEM category of market penetration contains measures on the enrollment of district residents at Harper College. These measures include credit and non-credit students as well as the percentage share of district high school graduates. Market penetration measures support the College’s mission to promote personal growth and enrich the local community.

Market Penetration: Credit Students measures unduplicated credit enrollment divided by population of district. Harper’s credit market penetration rate (5.2%) has remained relatively stable over the last five years. Harper’s rate is consistent with the 2010 peer group average (5.0%) and well above the 2011 national median (3.5%).

2016 Target: Expected = 5.0-5.1%



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

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

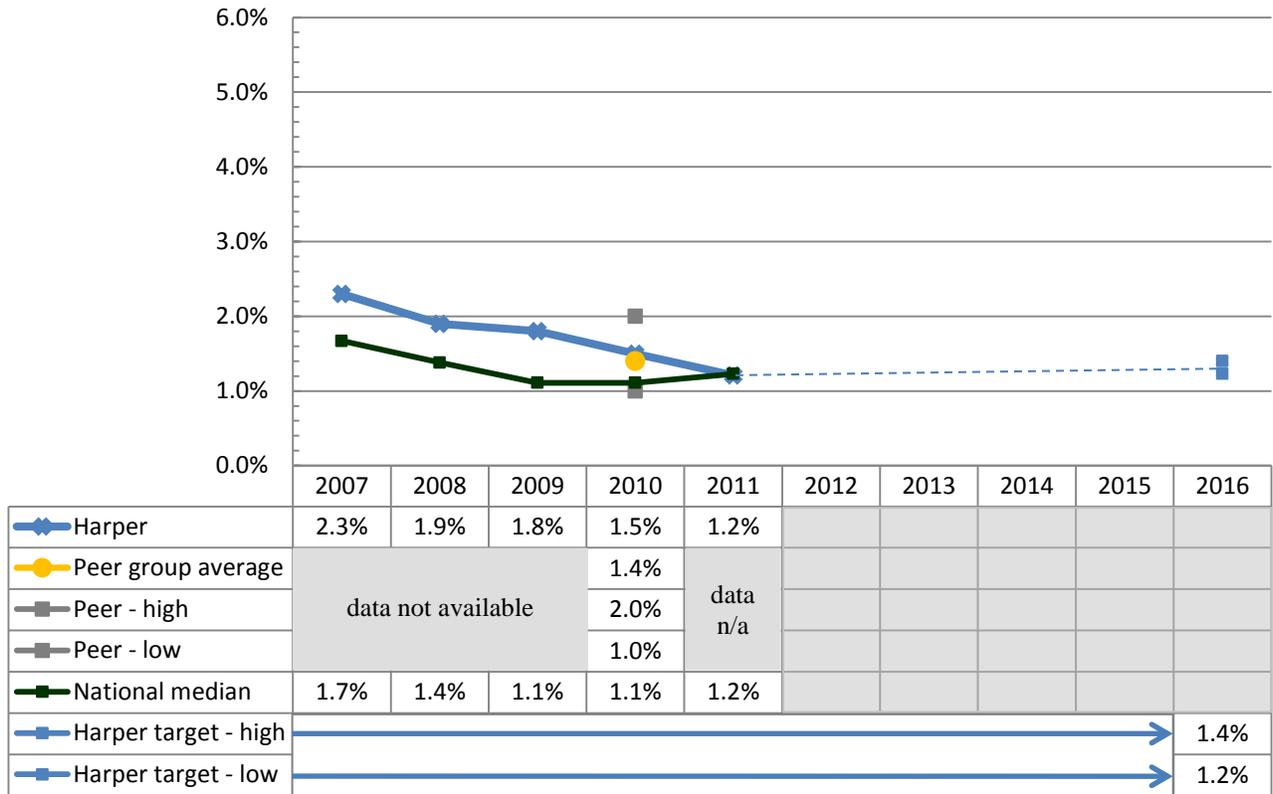
Peer group: College of DuPage, Elgin Community College, Joliet Junior College, Moraine Valley Community College, Oakton Community College*

*Partial participation in NCCBP for 2010

Institutional Effectiveness Measures – Market Penetration

Market Penetration: Non-Credit Students measures unduplicated non-credit enrollment divided by population of district. Harper’s non-credit market penetration rate (1.2%) has declined over the last four years. Harper’s rate is similar to the national median (1.2%).

2016 Target: Expected = 1.2-1.4%



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

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

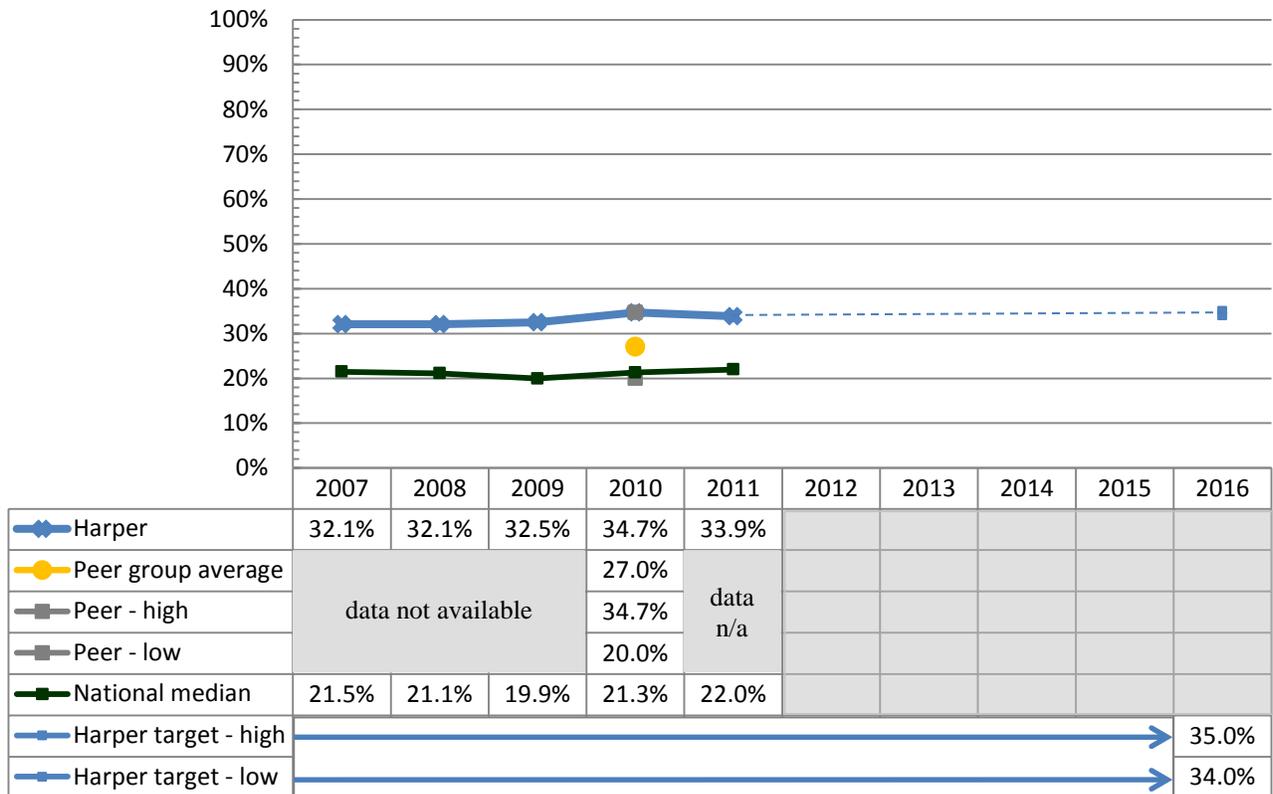
Peer group: College of DuPage, Elgin Community College, Joliet Junior College, Moraine Valley Community College, Oakton Community College*

*Partial participation in NCCBP for 2010

Institutional Effectiveness Measures – Market Penetration

Market Penetration: Percentage Share of Public High School Graduates measures the percentage of total June high school graduates (in-district) who enroll at Harper in the fall semester of that year. Harper’s percentage share of public high school graduates (33.9%) has remained relatively stable for the past five years. Harper’s rate is well above the 2010 peer group average (27.0%) as well as the 2011 national median (22.0%).

2016 Target: Improvement = 34-35%



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

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

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

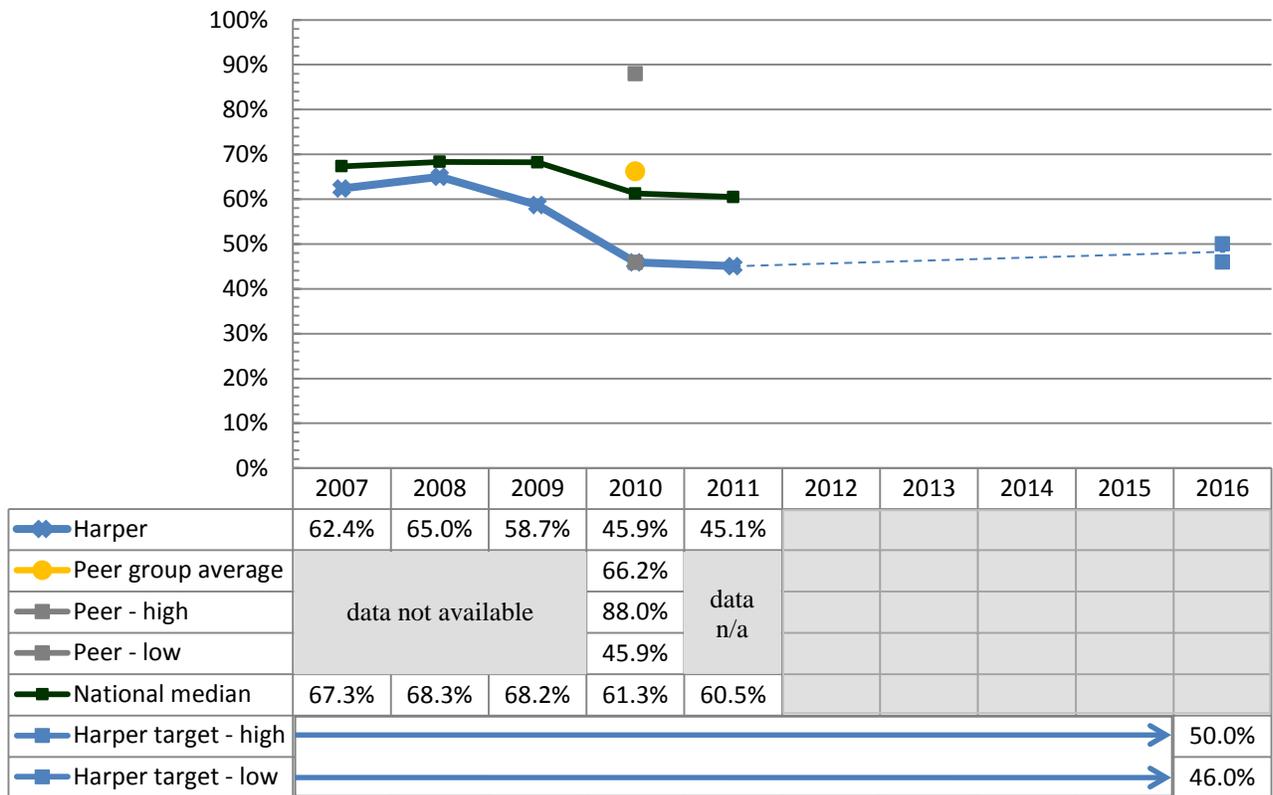
*Partial participation in NCCBP for 2010

Institutional Effectiveness Measures – Workforce Development

The IEM category of workforce development contains measures on the employment of Harper College career program graduates as well as graduate pass rates on licensure and certification exams. These measures support the College’s mission to provide educational opportunities that enable students to acquire the knowledge and skills necessary to enter a specific career.

Employment in Field Related to Harper Program of Study (Career Graduates) measures responses to the question “How closely is your present job related to your former community college program?” (Related, Not related). Harper’s current employment in related field (45.1%) is at a five year low. Harper’s rate is below the national median (60.5%).

2016 Target: Expected = 46-50%



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

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

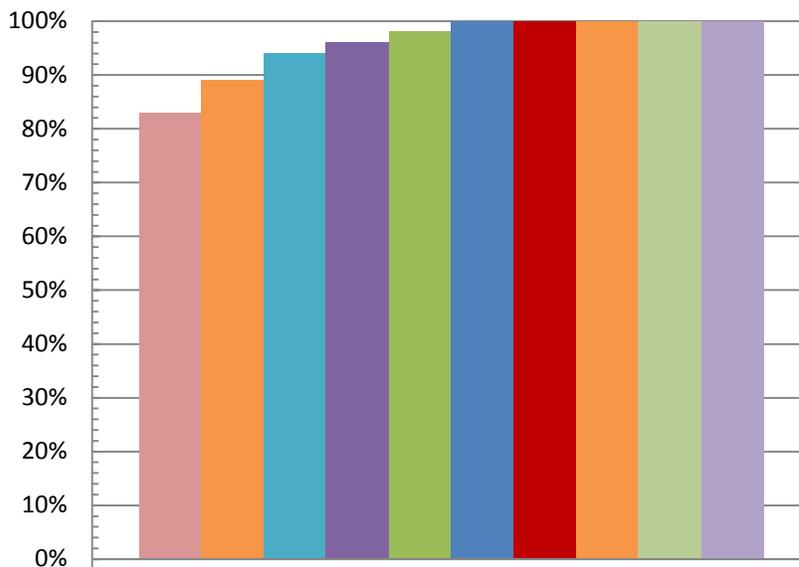
Peer group: College of DuPage, Elgin Community College, Joliet Junior College, Moraine Valley Community College, Oakton Community College*

*Partial participation in NCCBP for 2010

Institutional Effectiveness Measures – Workforce Development

Licensure/Certification Pass Rate measures the percent of Harper graduates passing the given licensure/certification exams. Most recent available Harper scores range from 83-100%.

Recommended target: Recommended target for each program licensure/certification based on standards set by the program’s specialized accreditation body.



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

Full definition: Percentage of Harper graduates from each discipline passing licensure and/or certification exams.

Data Source: Licensing and/or certification agencies

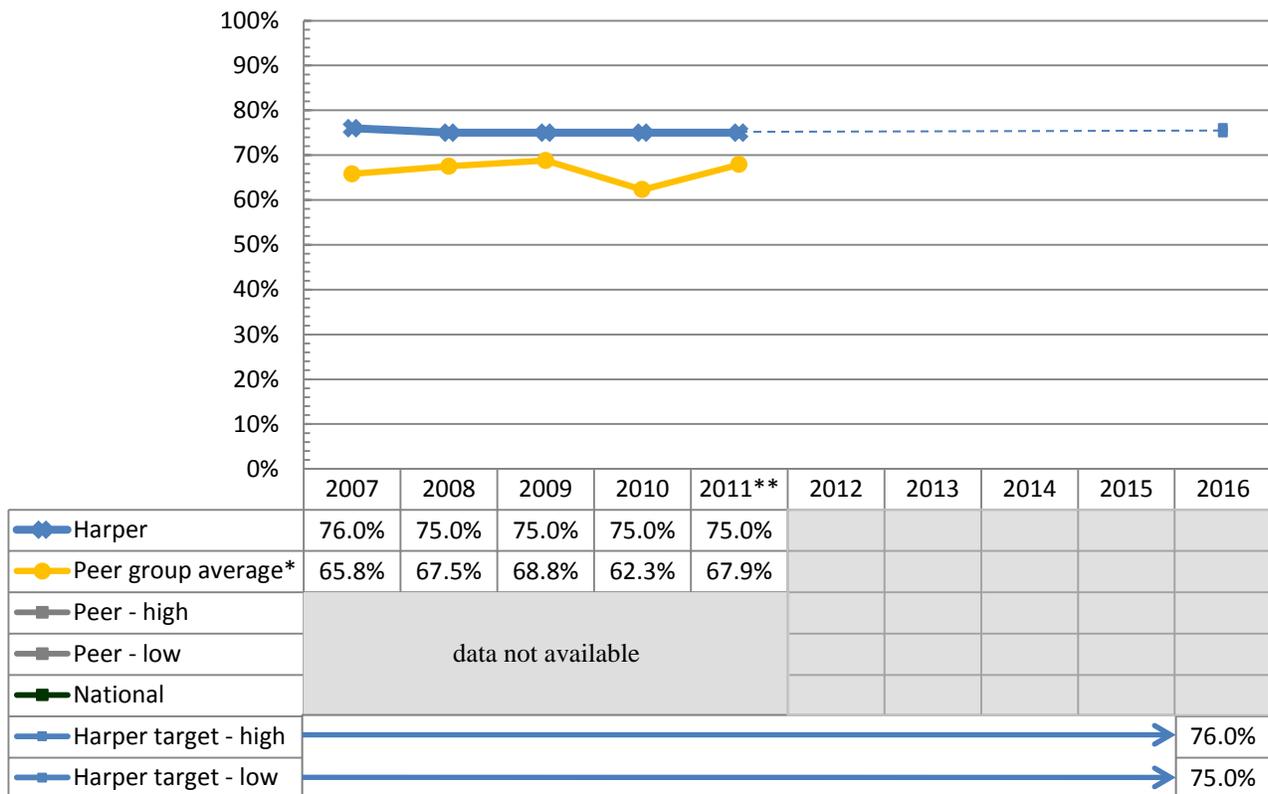
Peer Group: No peer comparison available.

Institutional Effectiveness Measures – Facilities

The IEM category of facilities contains measures on the overall condition of the campus, the asset reinvestment backlog and the campus energy consumption. These measures aid in supporting the sustainability initiatives at Harper College.

Net Asset Value Index measures the condition of the campus and is calculated by subtracting the asset reinvestment backlog from the replacement value and dividing it by the replacement value. Harper’s net asset value index (75.0%) has remained stable over the past five years. The peer group index is 67.9%. Harper’s net asset value index is significantly higher than the peer group average.

2016 Target: Expected = 75-76%



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

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

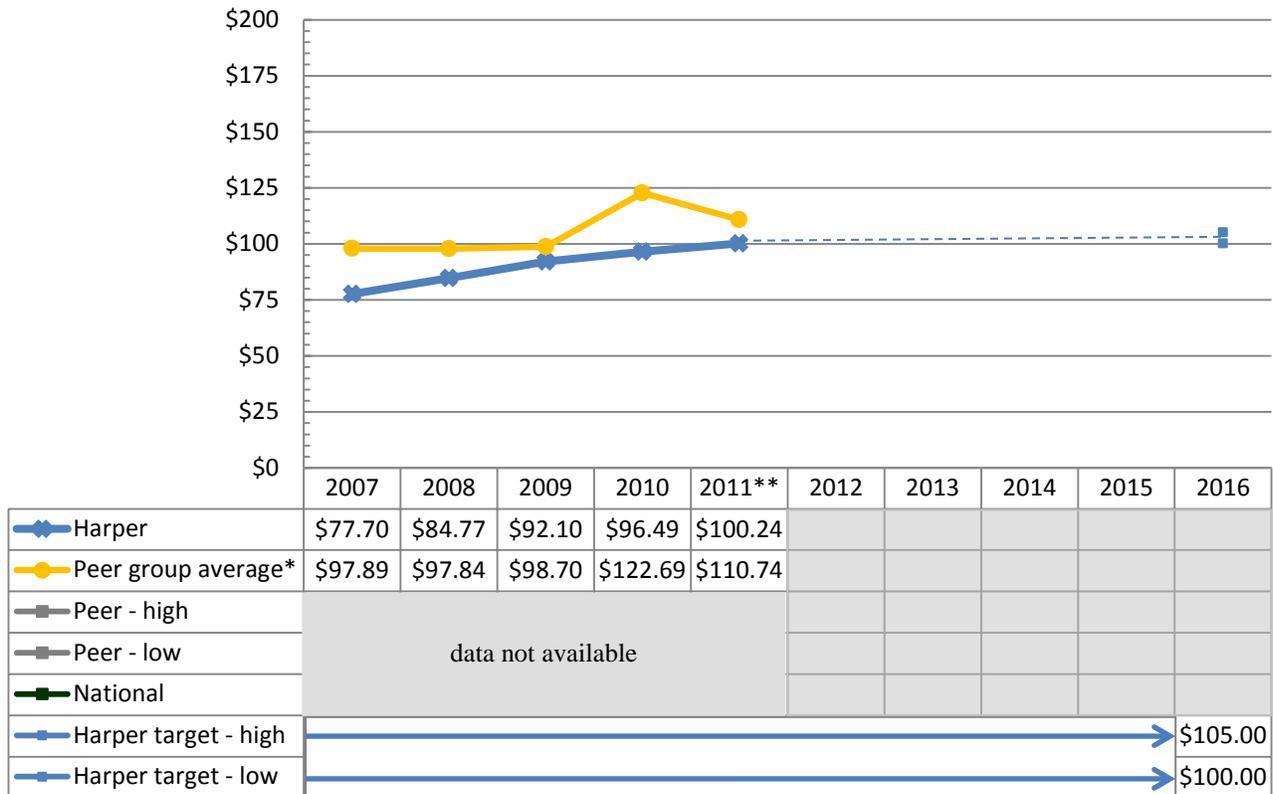
Data source: Sightlines – Reported year is actual year.

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

Institutional Effectiveness Measures – Facilities

Total Asset Reinvestment Backlog is expressed in dollars per gross square foot (GSF) and quantifies the College’s ability to address the backlog of mechanical, space and infrastructure needs. Harper’s asset reinvestment backlog (\$100.24) has been increasing since 2007. The peer group backlog (\$110.74) decreased from 2010 to 2011.

2016 Target: Expected = \$100-\$105



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

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

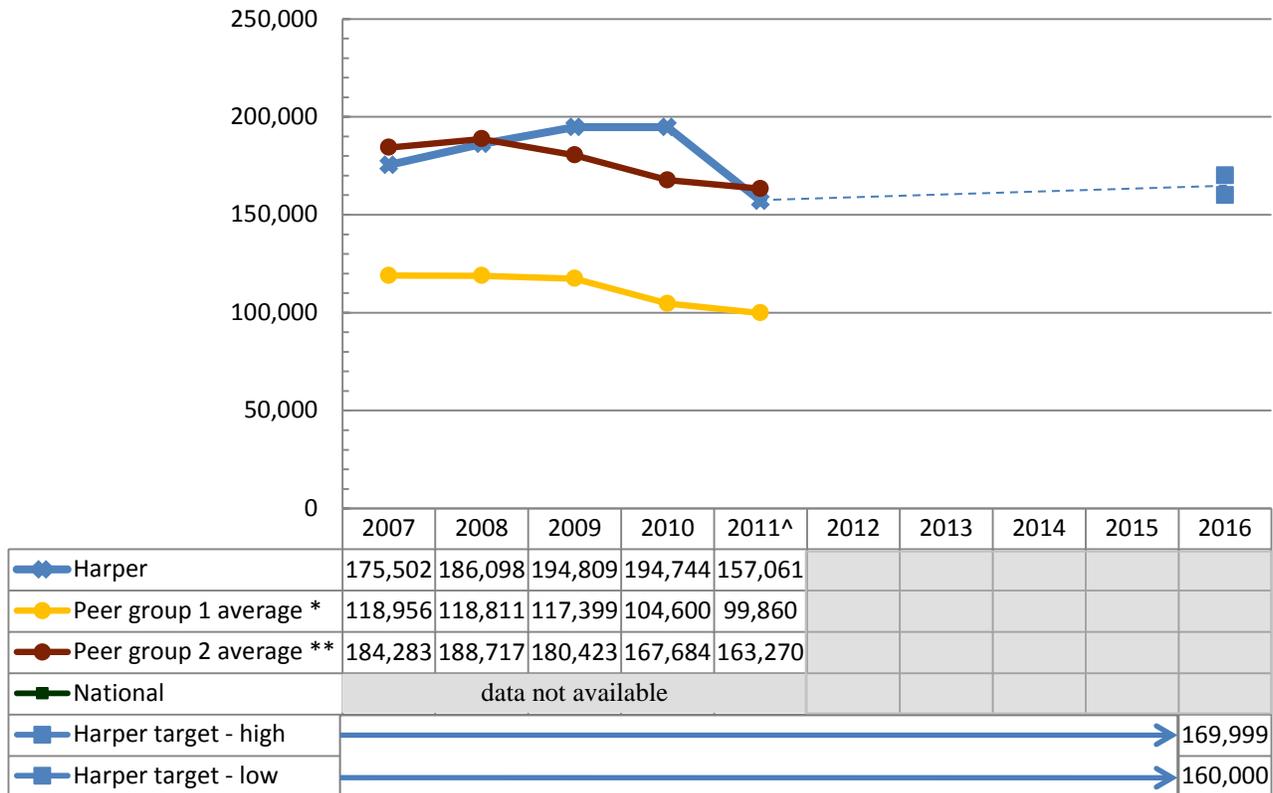
Data source: Sightlines – Reported year is actual year.

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

Institutional Effectiveness Measures – Facilities

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

2016 Target: Improvement = 160,000-169,999 BTU/GSF - In the case of this measure, a lower score demonstrates improvement.



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

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

Data source: Sightlines – Reported year is actual year.

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

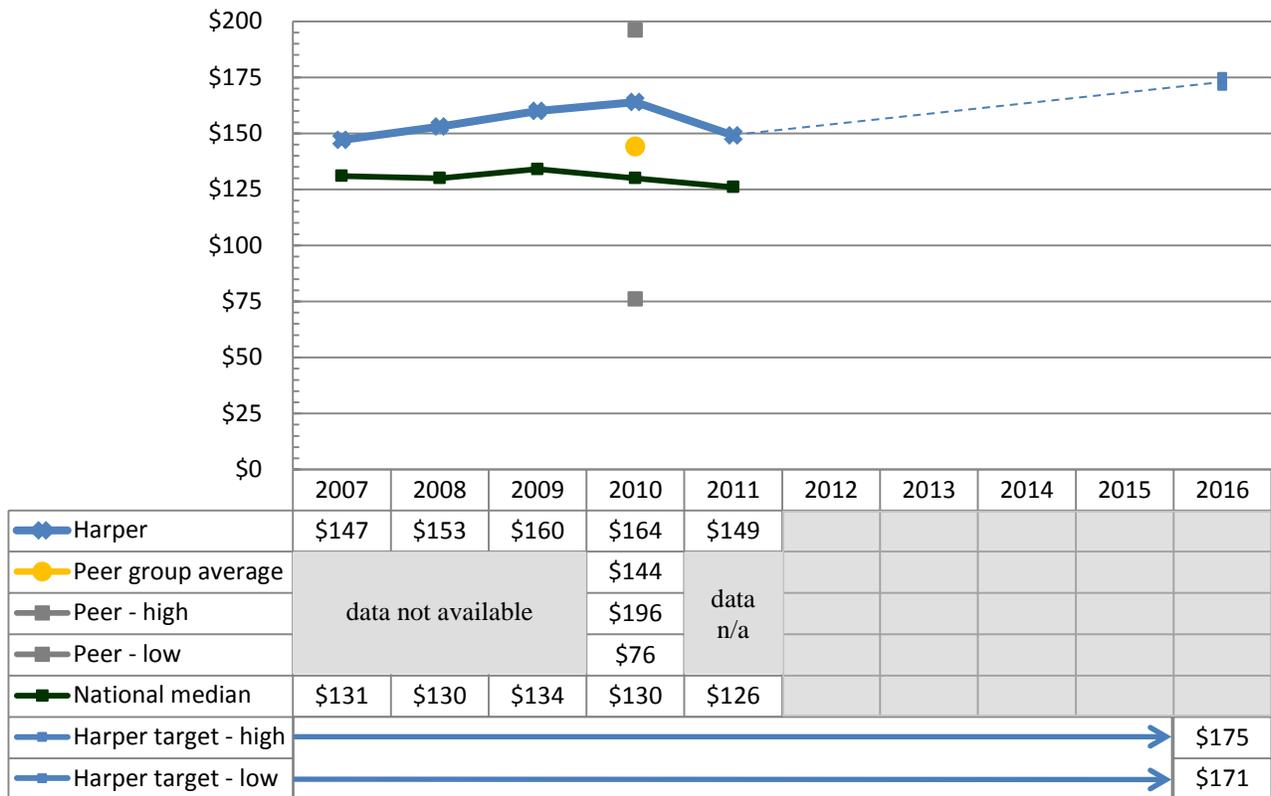
Peer group 2 (climate zone): California University of Pennsylvania, PA; Clarion University of Pennsylvania, PA; Illinois Institute of Technology, IL; Manchester College, IN; Michigan State University, MI; Northwestern University, IL; Saint Mary’s College, IN; The University of Dayton, OH; University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

Institutional Effectiveness Measures – Financials

The IEM category of financials provides measures related to the total direct instructional expenditures at Harper College. Data is presented in cost per credit hour and cost per full-time equivalent student.

Cost Per Credit Hour measures total direct credit instructional expenditures divided by total number of credit hours. Harper’s cost per credit hour increased from 2007 to 2010 and decreased in 2011 (\$149). The 2010 peer group average (\$144) and the 2011 national median (\$126) are below Harper.

2016 Target: Expected = \$171-\$175



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

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

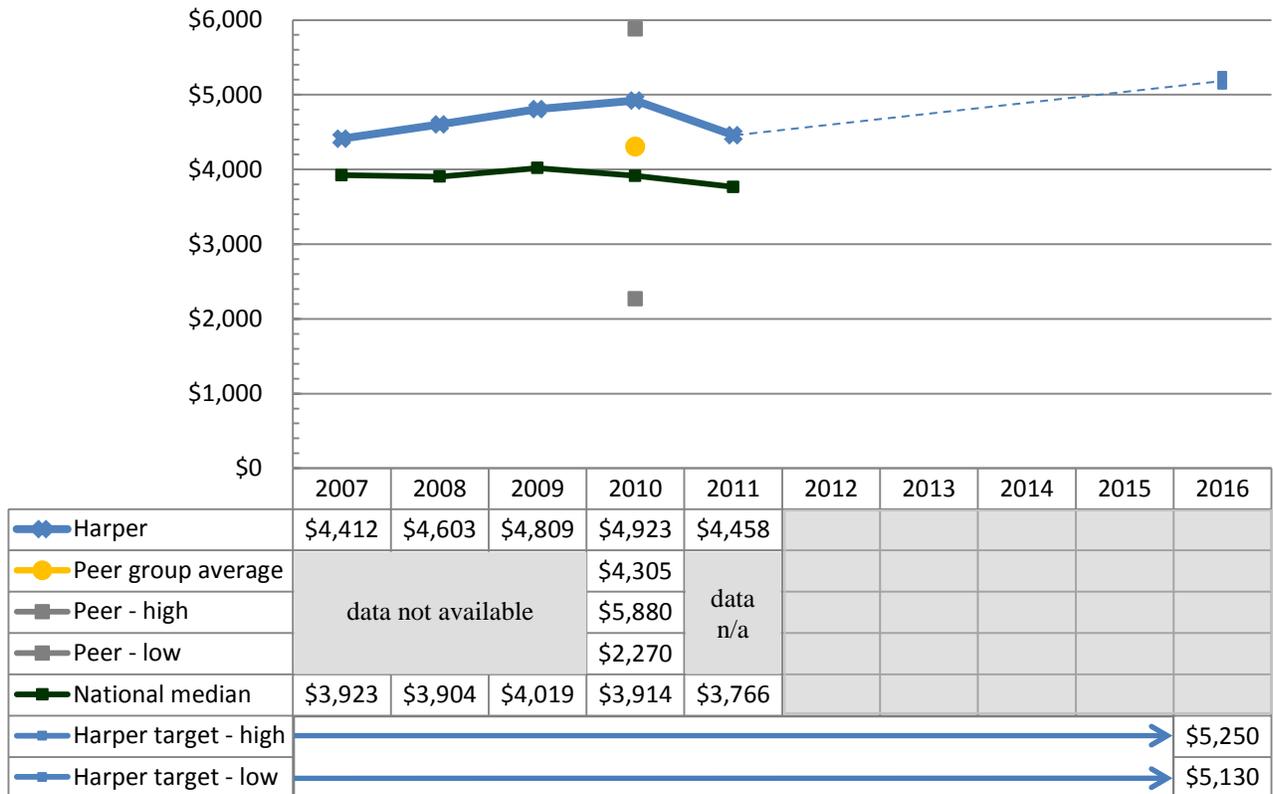
Peer group: College of DuPage, Elgin Community College, Joliet Junior College, Moraine Valley Community College, Oakton Community College*

*Partial participation in NCCBP for 2010

Institutional Effectiveness Measures – Financials

Cost Per Full-Time Equivalent (FTE) Student measures total direct credit instructional expenditures divided by student FTE. Harper’s cost per FTE increased from 2007 to 2010 and decreased for 2011 (\$4,458). The 2010 peer group average (\$4,305) and the 2011 national median (\$3,766) are below Harper.

2016 Target: Expected = \$5,130-\$5,250



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

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

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

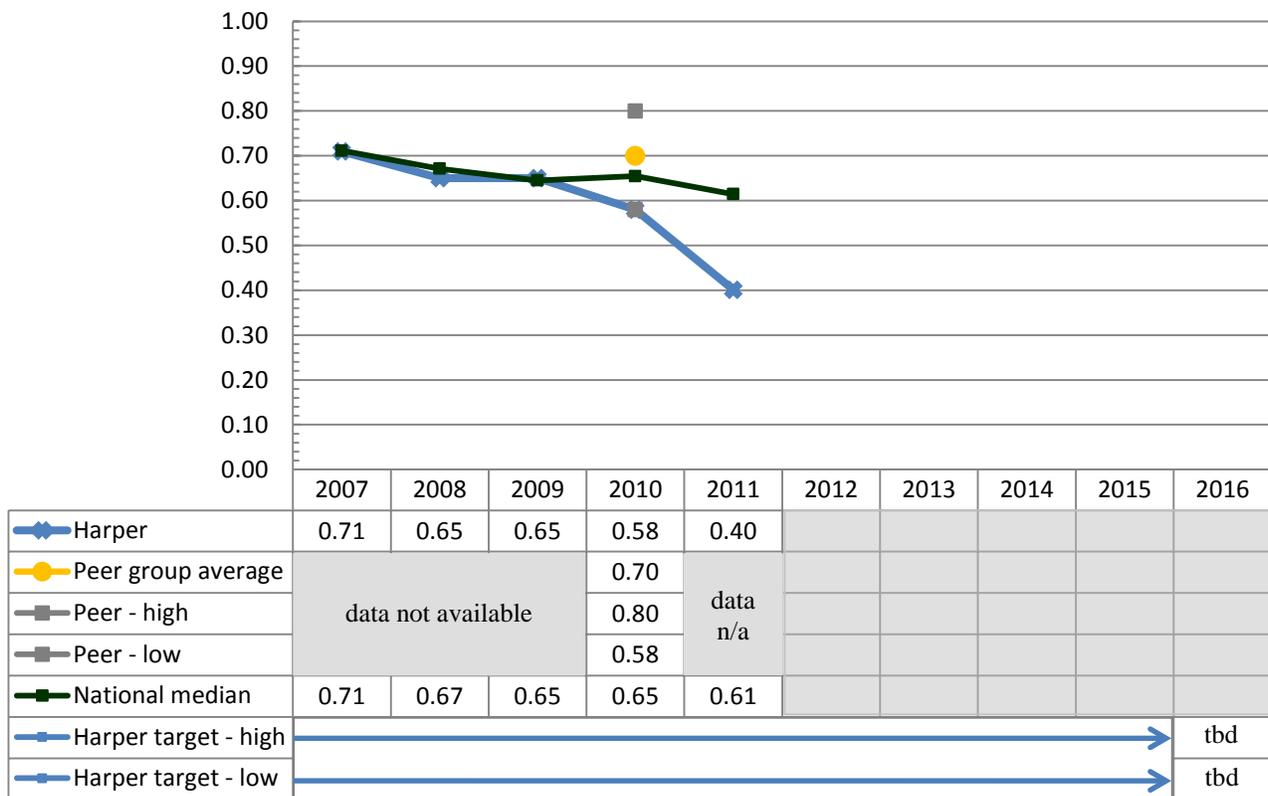
*Partial participation in NCCBP for 2010

Institutional Effectiveness Measures – Employee Diversity

The IEM category of employee diversity measures the College’s minority employee population as compared to the minority population of the district. This measure supports Harper’s core values of integrity and respect.

Employee Diversity measures fall headcount of minority employees divided by the minority population of the district. Harper’s current ratio (0.40) is below that of previous years. Harper’s ratio is also below the 2010 peer group (0.70) and the 2011 national median (0.61).

2016 Target: To be determined – The target for this measure will be set after a diversity taskforce completes its work in June 2013.



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

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

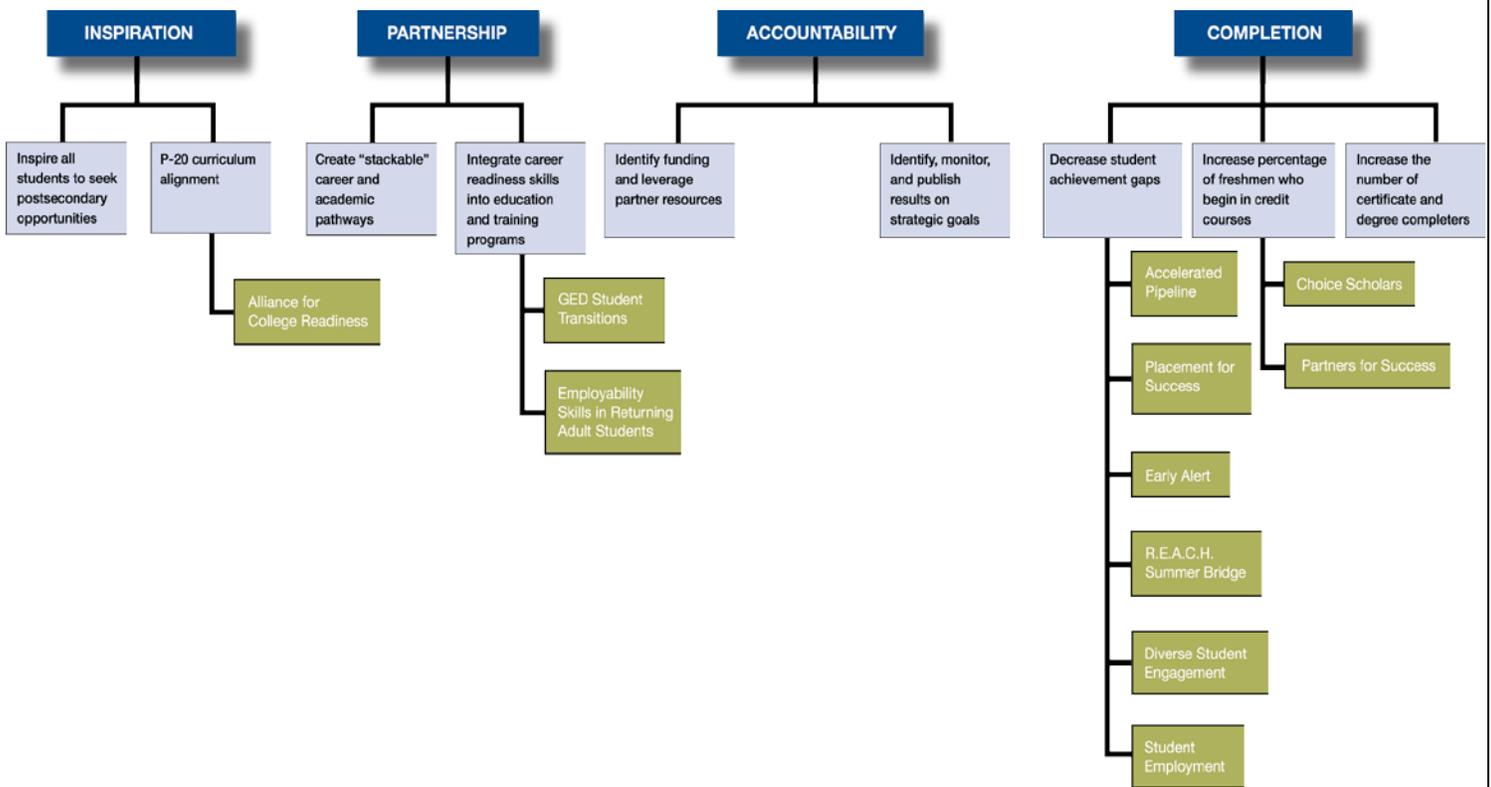
Peer group: College of DuPage, Elgin Community College, Joliet Junior College, Moraine Valley Community College, Oakton Community College*

*Partial participation in NCCBP for 2010

Strategic Plan

Overview

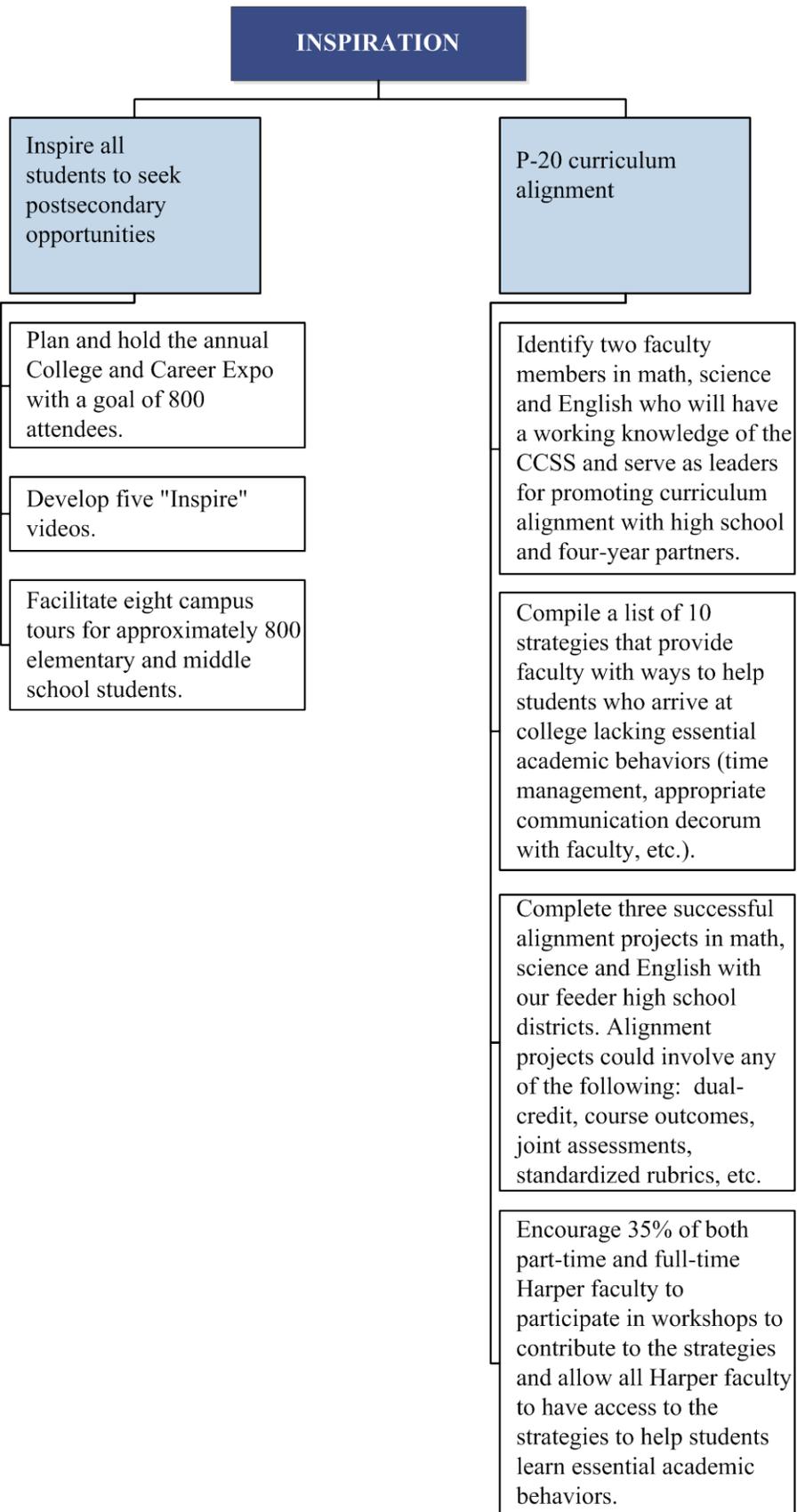
The five-year Strategic Plan (2010-2015) is the result of a community-based planning process led by President, Dr. Kenneth Ender, in 2010. Harper College’s engagement process aligned student success with strategic and master planning efforts, resource allocation and community engagement. This process was energized by community-based planning that recognized the shared responsibility for workforce and economic development and the student success agenda. These efforts resulted in strategic directions and goals that enjoy the support of the Board of Trustees, Harper employees, the Educational Foundation, the feeder K-12 educational community, workforce and economic development officials, the business community, non-profits and elected officials. The plan includes four Strategic Directions and nine Goals.



Each goal and strategy identified above is staffed by a team. The goal and strategy teams set outcomes for FY2012. Additionally, the goal teams identified long-term targets for the goals. The progress made towards meeting these outcomes is summarized in the following charts.

Strategic Plan Outcomes

Inspiration Goal Team Targets



Strategic Plan Outcomes

Strategic Direction - **Inspiration** - Develop programs with educational partners that inspire postsecondary education and career readiness as a life goal.

Goal - Inspire all students to seek postsecondary opportunities.

Intended outcomes	Status/Progress
Plan and hold the second College and Career Expo.	Completed. The second College and Career Expo was held in April 2012 with approximately 800 attendees.
Continue to pilot elementary and middle school tours.	Completed. Seven tours were held in FY2012 serving 537 elementary and middle school students.
Begin creation of “Inspire” video series.	Completed/Continuing. One video and six vignettes of graduation 2011 produced; Expo video and photo project planned; video of graduation in progress; four academic program videos filmed and will be edited in collaboration with Phi Theta Kappa students.
Lend support to first high school leadership summit.	Completed. Lent support to first high school leadership summit held in 2012. 63 individuals attended the summit with representation from Fremd, Palatine, Conant, Hoffman Estates and Schaumburg high schools.
Overall accomplishments	
<ul style="list-style-type: none"> • The College and Career Expo continues to gain momentum. The video produced from this year’s Expo will be used to solicit sponsorships, additional presenters and increase attendance. • Web videos of events helped carry the inspiration message to a wider audience. 	
Goal target(s)	
<ul style="list-style-type: none"> • Plan and hold the annual College and Career Expo with a goal of 800 attendees. • Develop five “Inspire” videos. • Facilitate eight campus tours for approximately 800 elementary and middle school students. 	
Strategies associated with this goal	
None	

Strategic Plan Outcomes

Strategic Direction - **Inspiration** - Develop programs with educational partners that inspire postsecondary education and career readiness as a life goal.

Goal - Ensure P-20 curriculum alignment and transfer articulation.

Intended outcomes	Status/Progress
Educate college P-20 team regarding the Common Core State Standards Initiative (CCSS).	Completed. The team participated in a webinar about how the CCSS will impact higher education. Individual team members participated in various conferences and workshops addressing the CCSS. A member of the P-20 team, along with English and math faculty from Harper and district high schools, attended a state-sponsored workshop which focused on aligning curriculum using the CCSS.
Review realigned high school curriculum to consider implications/impact on Harper curriculum.	Continuing. One member of the P-20 team, along with English and math faculty from both Harper and district high schools, attended a state-sponsored workshop which focused on aligning curriculum using the CCSS. The team is planning a series of workshops that will share information about the CCSS with Harper faculty and engage them in discussions about the potential impact the standards may have on Harper's curriculum.
Share the college readiness characteristics with Harper College faculty.	Completed/Continuing. During the Spring Orientation, team leaders presented a workshop on defining college readiness and how faculty can help students who arrive at Harper lacking essential college readiness skills. The team has planned a series of future workshops that will continue sharing this information across campus.
Engage our high school partners in formal conversations about developing a "terminology document" so we have a common language when discussing curriculum, assessment and alignment.	In Progress. The team participated in an Alliance for College Readiness event during the fall semester focusing on David Conley's <i>Four Dimensions of College Readiness</i> . Conley's work with college readiness has provided Harper and its high school partners with a common language for discussing college readiness.
Begin conversations and develop partnerships with junior high and middle schools in our feeder districts.	Delayed. The P-20 team has not begun these conversations. Our work with the high schools and educating ourselves about the CCSS has taken precedence over engaging the junior high and middle school levels.
Overall accomplishments	
<ul style="list-style-type: none"> • The P-20 team engaged in conversations with team members and members of the champion team to clarify its charge. • The P-20 team focused on the CCSS and established a three-phase process. During FY2012, the team completed phase one by educating itself about the CCSS. Next year the team will engage in phase two which involves sharing the CCSS with Harper faculty—especially those in disciplines directly affected by the CCSS. Phase three involves active curriculum alignment with the high schools building on the CCSS. • The P-20 team shared information gathered from Alliance for College Readiness events with Harper faculty. This effort will continue during FY2013 with a series of workshops collaboratively presented by the P-20 team and the Center for Innovative Instruction. 	

Strategic Plan Outcomes

Strategic Direction - **Inspiration** - Develop programs with educational partners that inspire postsecondary education and career readiness as a life goal.

Goal - Ensure P-20 curriculum alignment and transfer articulation (continued).

Goal target(s)

- Identify two faculty members in math, science and English who will have a working knowledge of the CCSS and serve as leaders for promoting curriculum alignment with high school and four-year partners.
- Compile a list of 10 strategies that provide faculty with ways to help students who arrive at college lacking essential academic behaviors (time management, appropriate communication decorum with faculty, etc.).
- Complete three successful alignment projects in math, science and English with our feeder high school districts. Alignment projects could involve any of the following: dual-credit, course outcomes, joint assessments, standardized rubrics, etc.
- Encourage 35% of both part-time and full-time Harper faculty to participate in workshops to contribute to the strategies and allow all Harper faculty to have access to the strategies to help students learn essential academic behaviors.

Strategies associated with this goal

Alliance for College Readiness

Strategic Plan Outcomes

Strategic Direction - **Inspiration** - Develop programs with educational partners that inspire postsecondary education and career readiness as a life goal.

Goal - Ensure P-20 curriculum alignment and transfer articulation.

Strategy - Alliance for College Readiness

Intended outcomes	Status/Progress
Continue discussions regarding David Conley's <i>Four Dimensions of College Readiness</i> : cognitive strategies, knowledge and skills, contextual awareness and academic behaviors.	Completed. P-20 goal team members hosted workshops for Harper faculty to discuss ways to help students learn academic behaviors.
Host an Alliance meeting with a representative from the Education and Policy Improvement Center (EPIC) who will speak about the dimension focusing on academic behaviors.	Completed. In October 2011, staff from EPIC led an interactive workshop on essential behaviors that are paramount to student success. Attendance at the workshop was primarily Harper faculty and administrators, with district high school administrators, faculty and counselors in attendance.
Work with Northern Illinois University and seven community colleges in the northern region of Illinois to promote and leverage college readiness efforts.	Completed. Eight community colleges in northern Illinois and Northern Illinois University wrote a grant proposal and received funds from the Illinois Community College Board (ICCB) to create and deliver Disciplinary Literacy workshops at each of the community college partner institutions. Content focused on literacy techniques in math, science and career and technical education (CTE).

Overall accomplishments

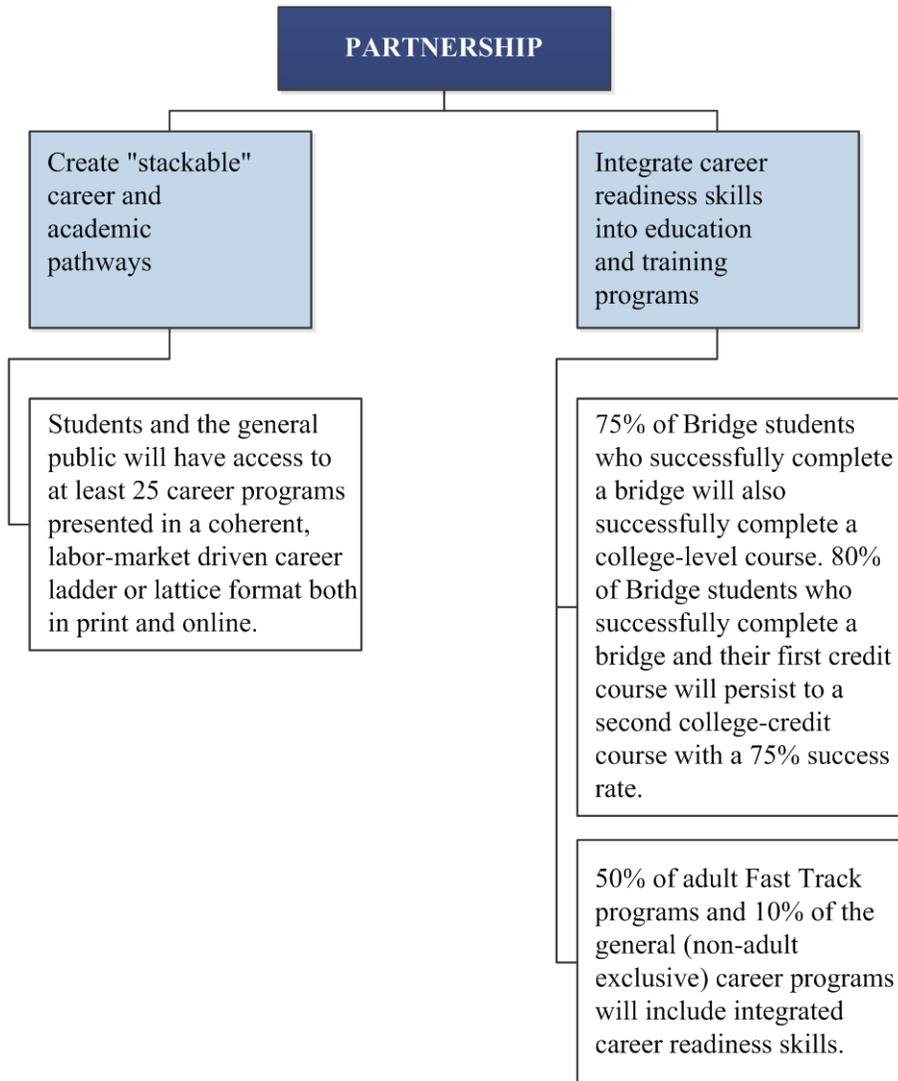
- In October 2011, EPIC staff led an interactive workshop on essential behaviors that are paramount to student success. The presentation and workshop emphasized the importance of developing academic behaviors in students to prepare them for college and careers.
- In December 2011, ICCB accepted The College Readiness Collaboration Grant Proposal and awarded \$18,000 to Northern Illinois University and eight community colleges to develop innovative approaches to improving literacy instruction across educational levels. Through this funding source, Harper College, Elgin Community College, Joliet Junior College, Kishwaukee College, College of Lake County, McHenry County College, Rock Valley College, Waubensee Community College and Northern Illinois University created workshops in the areas of math, science and CTE.
- In March 2012, Harper hosted a "Disciplinary Literacy: Crossroads in CTE & Literacy" workshop for Harper and high school faculty.

Strategy impact on goal achievement

Partnerships have been forged, pilots and trials are being implemented by strategy teams and dialogue is continuing.

Strategic Plan Outcomes

Partnership Goal Team Targets



Strategic Plan Outcomes

Strategic Direction - **Partnership** - Engage in partnerships to develop programs in existing and emerging career areas that enable students to succeed in a global economy.

Goal - Create “stackable” career and academic pathways that incorporate industry-relevant and postsecondary credentials which lead to a sustainable income.

Intended outcomes	Status/Progress
Administer a Stackable Careers Fellowship program.	<p>Completed. Faculty from four program areas worked as fellows this year:</p> <ul style="list-style-type: none"> • Business Administration • Early Childhood Education • Graphic Arts Technology • Human Services <p>Fellows will present their work during Fall Orientation week and at a conference in October 2012.</p>
Integrate stackable careers into curriculum and program review process.	<p>Completed. Stackable careers integrated into program review process.</p> <p>In Progress. New AAS in Manufacturing was presented in stackable format to the curriculum committee in April 2012. Integration of additional curriculum is in progress.</p>
Send three committee members, partners or fellows to the National Career Pathways Conference.	<p>Completed. Two committee members and two fellows attended the National Career Pathways Conference in October 2011.</p>
Create a Stackable Careers Resource Center.	<p>Completed. A wiki, a web-based communication tool, has served as a resource center for stackable careers. The wiki includes websites, templates and additional resources.</p>
Create process to verify career ladder and lattice content.	<p>Completed. Program coordinators have verified job titles and salary information associated with each certificate in a stackable program.</p>
Create Web presence.	<p>In Progress. Web and print presence will continue to be developed in summer 2012 with launch in fall 2012.</p>
Create career pathways and lattice template.	<p>Completed/Continuing. Initial template and PowerPoint presentation format was designed and 25 program areas are under development.</p>
Offer “Using Programs of Studies in Academic and Career Counseling” graduate course.	<p>Completed/Continuing. Course was offered in June 2011 with 19 high school and college counselors participating and in June 2012 with 14 career coordinators participating.</p>

Strategic Plan Outcomes

Strategic Direction - **Partnership** - Engage in partnerships to develop programs in existing and emerging career areas that enable students to succeed in a global economy.

Goal - Create “stackable” career and academic pathways that incorporate industry-relevant and postsecondary credentials which lead to a sustainable income (continued).

Overall accomplishments

- Worked with fellows to clarify the project and see it to completion.
- Offered a graduate course that allowed counselors to learn about career programs and gave career coordinators the opportunity to study the labor market and career ladders in their field.
- Began discussions on how to revamp the Web and the catalog to better inform students how to progress through a career ladder or lattice.
- Developed program of studies that connect high school four-year plans with college programs.
- Integrated stackable careers into the program review process.
- Completed more than 20 career ladder templates.

Goal target(s)

- Students and the general public will have access to at least 25 career programs presented in a coherent, labor-market driven career ladder or lattice format both in print and online.

Strategies associated with this goal

None

Strategic Plan Outcomes

Strategic Direction - **Partnership** - Engage in partnerships to develop programs in existing and emerging career areas that enable students to succeed in a global economy.

Goal - Integrate career readiness skills into education and training programs with an emphasis on adult education.

Intended outcomes	Status/Progress
Coordinate work of the General Education Development (GED) Student Transitions and Employability Skills strategy teams.	Completed. Met three times in FY2012 to accept and review verbal and written reports from strategy teams.
Explore/discuss new strategies for FY2013.	Continuing. Goal team explored ideas for additional strategies under this goal including career readiness credentialing (e.g. WorkKeys). Discussion deferred until fall 2012.

Overall accomplishments

The goal team realizes its work through two strategy teams: GED Student Transitions and Employability Skills. Outcomes for each strategy appear on the strategy teams' outcomes reports. As a result of a successful pilot, the GED Student Transitions strategy was institutionalized.

Goal target(s)

- 75% of Bridge students who successfully complete a bridge will also successfully complete a college-level course. 80% of Bridge students who successfully complete a bridge and their first credit course will persist to a second college-credit course with a 75% success rate.
- 50% of adult Fast Track programs and 10% of the general (non-adult exclusive) career programs will include integrated career readiness skills.

Strategies associated with this goal

GED Student Transitions
Employability Skills in Returning Adult Students

Strategic Plan Outcomes

Strategic Direction - **Partnership** - Engage in partnerships to develop programs in existing and emerging career areas that enable students to succeed in a global economy.

Goal - Integrate career readiness skills into education and training programs with an emphasis on adult education.

Strategy - GED Student Transitions

Intended outcomes	Status/Progress
Execute two-semester pilot of transitions support.	Completed. Piloted GED Student Transitions model.
Evaluate pilot.	Completed. Evaluated results of pilot. The achievement rate of the pilot students exceeded that of the general population by 6%.
Prepare operational recommendation based on results of pilot.	Completed. Prepared operational recommendation.

Overall accomplishments

The strategy team successfully completed a two-semester pilot of the GED Student Transitions model. The primary target group was comprised of 34 former Bridge and TechConnect students. Additionally, 120 students involved in either GED instruction or a Bridge program, were supported. The primary outcome of the pilot was to increase the success of Adult Education Program (AED) Bridge students as they transition to their first credit (career) class. The criterion for success was that students transitioning from the AED Bridge will achieve a rate of success (a grade of C or better) at or higher than students in the general population.

The results indicated that students in the pilot (n=34) achieved a success rate of 82% in their first credit class, while the general population of students (n=611) in the same class achieved a success rate of only 76%. Thus, the achievement rate of the pilot students exceeded that of the general population by 6%. This is considered a highly successful outcome.

Based on this outcome, the strategy team recommended that the GED Transitions strategy be institutionalized. The College has accepted and implemented this recommendation effective FY2013. Moreover, the strategy team recommended that this strategy be retired. The team is currently exploring new strategies that will advance the Integrating career readiness skills goal.

Strategy impact on goal achievement

This strategy directly supports the integrating career readiness skills into education and training programs goal. Career readiness is often defined as those basic skills required for success in career programs. This strategy supports career readiness by assisting students in their transition from GED bridges to career programs, and thereby increasing the students' rate of completion of the credit program.

Strategic Plan Outcomes

Strategic Direction - **Partnership** - Engage in partnerships to develop programs in existing and emerging career areas that enable students to succeed in a global economy.

Goal - Integrate career readiness skills into education and training programs with an emphasis on adult education.

Strategy - Employability Skills in Returning Adult Students

Intended outcomes	Status/Progress
Review course outlines for high-demand employability skills.	Completed. Reviewed course outlines for employability skills.
Identify teamwork assessment.	Completed. Identified American College Testing (ACT) WorkKeys as the assessment tool.
Test teamwork assessment/train proctor.	Completed. Tested teamwork assessment.
Plan teamwork trial for Fast Track.	In Progress. Planned trial for summer 2012.
Research WorkKeys National Career Readiness Certificate Plus (NCRC Plus) as an assessment of career readiness.	Completed. Researched WorkKeys NCRC Plus as an assessment tool.
Explore ideas for expanding the scope of the current team activities to involve more faculty.	In Progress. Plans were made to begin briefing career coordinators at their periodic meetings of the work of the strategy team and to solicit their input and participation.

Overall accomplishments

The team reviewed the results of a keyword analysis of the course outlines. The review revealed an inconsistent use of employability skill keywords in the course outlines.

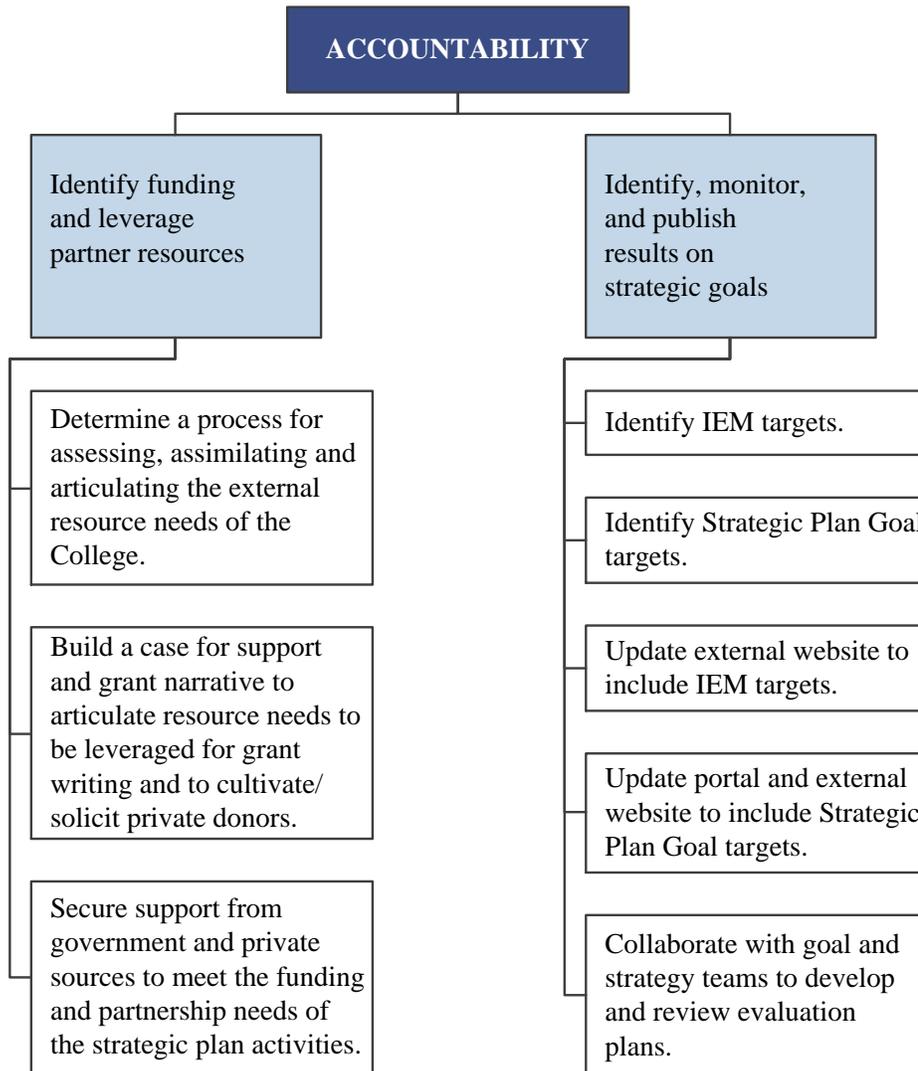
The team succeeded in narrowing its focus to “teamwork” to pilot integrating employability skills. The team secured a license to administer the ACT WorkKeys assessment and tested the “teamwork” assessment.

Strategy impact on goal achievement

This strategy directly supports the integrating career readiness skills into education and training programs goal. The work of the team involves the integration of employability skills with a focus on the adult learner. This strategy directly impacts the employability of career program completers by giving them 21st century work skills in addition to both basic and technical skills. Research demonstrates that employability skills become even more critical as hard skills (e.g., technology skills) will need to be refreshed at an increasingly rapid rate.

Strategic Plan Outcomes

Accountability Goal Team Targets



Strategic Plan Outcomes

Strategic Direction - **Accountability** - Create a culture of innovation, accountability and transparency at Harper College.

Goal - Identify funding and leverage partner resources for innovative projects.

Intended outcomes	Status/Progress
Evaluate the Federal Grants Plan report from Bucci and Associates to determine which federal grants the College will invest resources in pursuing.	<p>Complete. Three federal competitive grants were pursued in FY2012:</p> <ul style="list-style-type: none"> • Upward Bound, U.S. Department of Education, \$249,625 for year 1, partnering with District 211 and 214 (denied) • Title III-Strengthening Institutions, U.S. Department of Education, \$1,995,758 for years 1-5 (pending) • Trade Adjustment Assistance Community College and Career Training, U.S. Department of Labor, \$14,987,815 for years 1-4, partnering with 20 other Illinois community colleges (pending) • Illinois Secretary of State Adult Literacy Grant, \$25,700 (pending)
Build a case for support and grant narrative to articulate the initial resource needs identified in FY2011 by the goal/strategy teams and identify prospective funders to submit/solicit funding requests.	<p>Complete. Cases for support were drafted for seven strategy teams, which also informed an updated case brochure for the Foundation, to be completed by marketing by June 2012. This case brochure will highlight areas of need for prospective donors and funders. Additionally, 18 corporate and foundation proposals were submitted; 12 were funded; and six are still pending.</p>
Assess process and resources required to build a campus-wide grants culture for pursuing government and private grants, including education and incentives for departmental personnel who are identified as integral to the program's success.	<p>Continuing. A full-time grants manager was hired in September 2011, who focused largely on federal grant endeavors and supervised a part-time grants specialist focusing on corporate and foundation efforts. Foundation restructuring will replace the part-time grants specialist position with a full-time position. Grant workshops were held for prospective Resource for Excellence Grant applicants in March 2012, and more grant workshops will be held in FY2013 to continue to build a campus-wide grants culture.</p>
Continue needs assessment work with goal/strategy teams to identify their future external resource needs.	<p>Continuing. Seven cases for support were drafted based on the needs identified by strategy teams. Grants personnel will continue to write and revise needs assessments and proposals as teams identify new and/or additional needs. (Not all teams were ready to identify external resource needs in FY2012.)</p>
Secure \$1 million in support from government and private sources to meet funding and partnership needs of the strategic plan activities in FY2012.	<p>Complete. Secured \$2.16 million in grants (competitive and allocated government grants as well as corporate and foundation grants) to support the strategic plan.</p>
Overall accomplishments	
<p>In addition to the progress noted above, the goal team also:</p> <ul style="list-style-type: none"> • Received, reviewed and scored from a newly created rubric 17 Resource for Excellence (RFE) Grant applications requesting a total of \$220,416 in RFE funds from the Harper College Educational Foundation. • Recommended funding 11 of 17 RFE Grant applications at \$108,416 total based on their alignment with the strategic plan, of which all 11 were funded at \$100,000 total by the Harper College Educational Foundation. 	

Strategic Plan Outcomes

Strategic Direction - **Accountability** - Create a culture of innovation, accountability and transparency at Harper College.

Goal - Identify funding and leverage partner resources for innovative projects (continued).

Goal target(s)

- Determine a process for assessing, assimilating and articulating the external resource needs of the College.
- Build a case for support and grant narrative to articulate resource needs to be leveraged for grant writing and to cultivate/solicit private donors.
- Secure support from government and private sources to meet the funding and partnership needs of the strategic plan activities.

Strategies associated with this goal

None

Strategic Plan Outcomes

Strategic Direction - **Accountability** - Create a culture of innovation, accountability and transparency at Harper College.

Goal - Identify, monitor, and publish results on institutional effectiveness measures, key performance indicators and metrics for strategic goals.

Intended outcomes	Status/Progress
Develop process for creating recommendation on Institutional Effectiveness Measure (IEM) targets.	Completed. The team developed a process that included input sessions, an electronic survey and final feedback through open sessions and electronic comments.
Gather campus-wide input on targets for IEMs.	Completed. Campus-wide input was gathered through 19 input sessions with key stakeholders (26 groups), an all campus survey (600+ responded), electronic feedback opportunities and open feedback sessions.
Review completed evaluation plans for teams piloting in FY2012.	Completed/Continuing. Evaluation plans for R.E.A.C.H., Early Alert (Connect for Success), Choice Scholars and Partners for Success - COMPASS were reviewed.
Identify targets for the IEMs.	Completed. The Harper College Board of Trustees approved the IEM targets in May 2012.
Identify Strategic Plan Goal targets.	Completed. Strategic planning goal teams identified long-term targets (2015) for their goals.

Overall accomplishments

Gathered campus-wide input to create a recommendation on targets for the IEMs. Involved over 600 constituents from across campus in the process of providing feedback and developing the recommendation on IEM targets. Received Board of Trustee approval on targets for the IEMs.

Goal target(s)

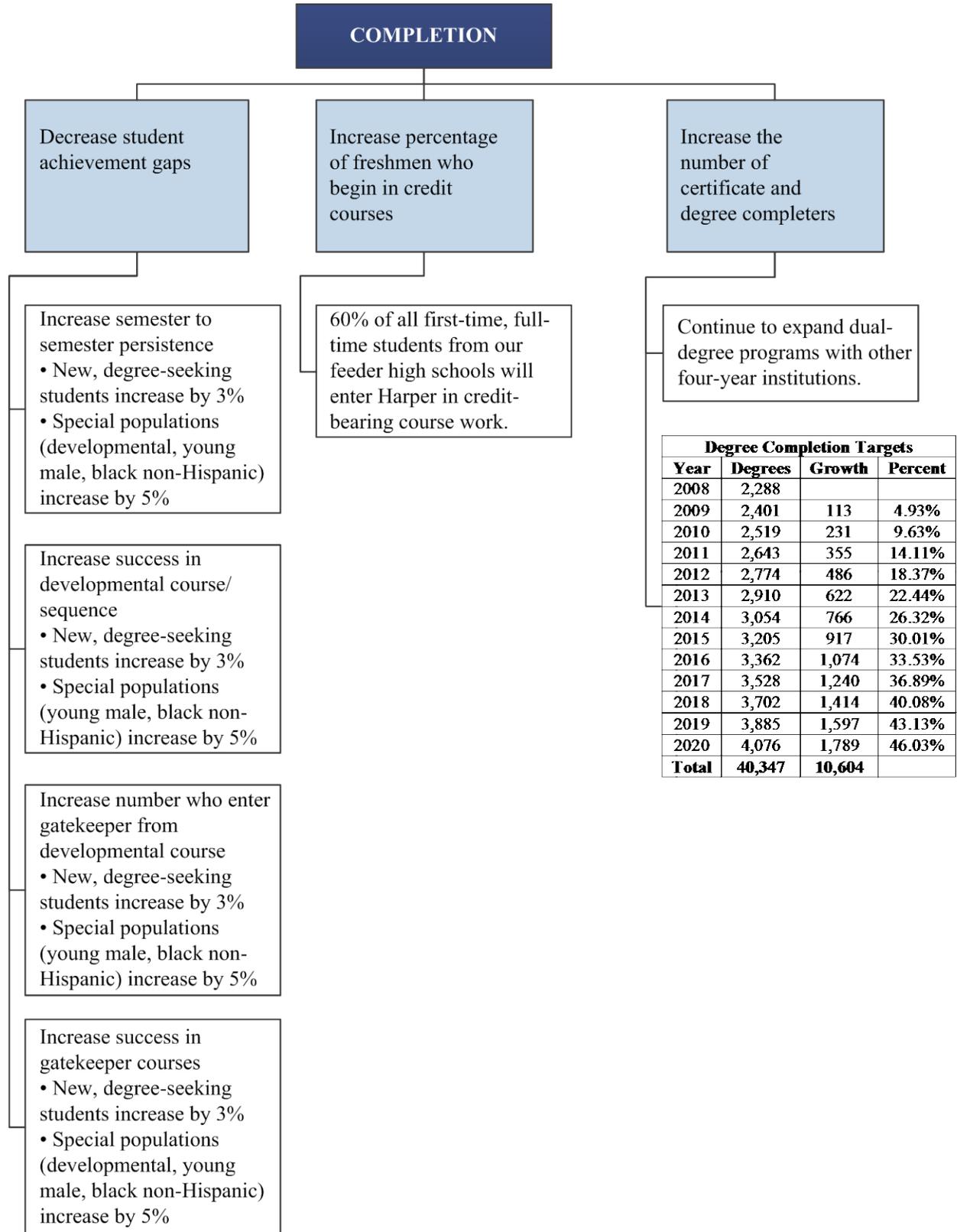
- Identify IEM targets.
- Identify Strategic Plan Goal targets.
- Update external website to include IEM targets.
- Update portal and external website to include Strategic Plan Goal targets.
- Collaborate with goal and strategy teams to develop and review evaluation plans.

Strategies associated with this goal

None

Strategic Plan Outcomes

Completion Goal Team Targets



Strategic Plan Outcomes

Strategic Direction - **Completion** - Increase completion and achievement of all students with a focus on underperforming student groups.

Goal - Decrease student achievement gaps of developmental, young male and black non-Hispanic students, while increasing academic achievement for all.

Intended outcomes	Status/Progress
Launch a new strategy team: Student Employment.	Completed. Student Employment was successfully launched.
Pilot two projects: Early Alert and R.E.A.C.H.	Completed. Both Early Alert and R.E.A.C.H. were piloted. R.E.A.C.H. has been institutionalized.
Integrate R.E.A.C.H., Early Alert, and Placement for Success into the Title III Grant application.	Completed. Title III grant was completed with financial support for the success initiatives.
Assist with the development of new or revised action plans, evaluation plans and budget requests, as needed.	Completed. Assisted strategy teams as needed.
Hold leadership meetings with the strategy leaders to collaborate on joint efforts and planning, including institutionalization of projects.	Completed. Five leadership meetings with the co-strategy team leaders were held, including a separate meeting with Dr. Christine McPhail from Achieving the Dream (AtD). Two strategy teams also consulted with Dr. McPhail and Dr. Bashford regarding best practices. In addition, a sub-group of leaders met six times to explore issues surrounding institutionalizing projects within current organizational structures.
Meet with individual co-leaders of each strategy team for support and action plan updates, as needed.	Completed. Meetings were held on an as-needed basis with all strategy team leaders.
Administer budget allocations for the strategy teams receiving funding from the Student Success grant through December 2011.	Completed. Student Success grant funds allocated and completion report submitted.
Monitor strategy team outcome progress as specified in each evaluation plan. Compile updates on the strategy team efforts for the goal leader meetings.	Completed. Reviewed and revised evaluation plans with strategy leaders and with Accountability Team. Prepared updates as per champion team requests.
Coordinate the work of the strategy teams with the objectives of the AtD implementation plan and compile the AtD Annual Report.	Completed. Strategy team representatives attended AtD Strategy Institute in February 2012. AtD Annual Report completed May 2012.
Overall accomplishments	
Collaborative work across goals and strategies to decrease duplication, improve communications and coordinate efforts was accomplished. R.E.A.C.H. moved to institutionalization stage at the end of the year. Early Alert implemented a positive pilot program.	

Strategic Plan Outcomes

Strategic Direction - **Completion** - Increase completion and achievement of all students with a focus on underperforming student groups.

Goal - Decrease student achievement gaps of developmental, young male and black non-Hispanic students, while increasing academic achievement for all (continued).

Goal target(s)

Increase semester to semester persistence

- New, degree-seeking students increase by 3%
- Special populations (developmental, young male, black non-Hispanic) increase by 5%

Increase success in developmental course/sequence

- New, degree-seeking students increase by 3%
- Special populations (young male, black non-Hispanic) increase by 5%

Increase number who enter gatekeeper from developmental course

- New, degree-seeking students increase by 3%
- Special populations (young male, black non-Hispanic) increase by 5%

Increase success in gatekeeper courses

- New, degree-seeking students increase by 3%
- Special populations (developmental, young male, black non-Hispanic) increase by 5%

Strategies associated with this goal

Accelerate for Success – Accelerated Pipeline

Placement for Success

Connect for Success – Early Alert

Connect for Success – R.E.A.C.H. Summer Bridge

Diverse Student Engagement

Student On-Campus Employment

Strategic Plan Outcomes

Strategic Direction - **Completion** - Increase completion and achievement of all students with a focus on underperforming student groups.

Goal - Decrease student achievement gaps of developmental, young male and black non-Hispanic students, while increasing academic achievement for all.

Strategy - Accelerate for Success - Accelerated Pipeline

Intended outcomes	Status/Progress
<p>Conduct a trial for developmental math students placing into MTH060 and MTH080.</p> <p>Offer a four-week intensive review course and COMPASS retesting for students who score within four points of the cut-off scores for the highest level developmental and various gatekeeper math courses.</p> <p>Collect data to determine if a pilot is warranted.</p>	<p>Completed/Continuing. Students enrolled in a four-week intensive review course and then retook COMPASS. On the basis of the new results, students were placed into the appropriate 12-week math sections. Two review sections were offered in both the fall and spring.</p> <p>Data collected in fall 2011:</p> <ul style="list-style-type: none"> • 35 students enrolled and 32 retested. • Twelve MTH060 students retested in MTH080; all twelve enrolled, but only four passed the course. • Two MTH060 students retested into MTH101; one student enrolled and failed the course. • Five MTH080 students retested into a higher-level math course; three enrolled and passed the course. <p>Data collected in spring 2012:</p> <ul style="list-style-type: none"> • Five students enrolled and retested. • One student placed into a higher-level math course. <p>Student progress will continue to be tracked to determine whether the trial should be run as a pilot.</p>
<p>Conduct a trial for developmental reading students placing into RDG090 (lowest level of developmental reading).</p> <p>Offer students who complete RDG090 and meet certain criteria (good attendance and participation) the opportunity to retake COMPASS to see if they could pass out of RDG099 (the next level) and thus meet one of the prerequisites for ENG101 (English gatekeeper).</p> <p>Collect data to determine if a pilot is warranted.</p>	<p>Completed/Continuing. In fall 2011:</p> <ul style="list-style-type: none"> • 24 students were eligible; 11 retested and four scored 77 or higher. • Of the four students, one enrolled in ENG101, two enrolled in ENG100 and one did not enroll. <p>Student progress will continue to be tracked to determine whether the trial should be run as a pilot.</p>
<p>Conduct a trial for developmental English students placing into ENG098.</p> <p>Offer students who pass out of developmental reading and begin a 16-week section of ENG098 (lowest level of developmental English), the opportunity to take a diagnostic essay exam at the beginning of the semester. Based on their results, students would have the opportunity to transfer into a 12-week ENG100 section (the next level).</p>	<p>Completed. No students took advantage of this opportunity for acceleration in either fall 2011 or spring 2012.</p> <p>On average, 20 to 40 students are eligible each semester. The reading requirement probably restricts the scope of this intervention. Integrated reading and writing course may be more useful.</p>

Strategic Plan Outcomes

Strategic Direction - **Completion** - Increase completion and achievement of all students with a focus on underperforming student groups.

Goal - Decrease student achievement gaps of developmental, young male and black non-Hispanic students, while increasing academic achievement for all.

Strategy - Accelerate for Success - Accelerated Pipeline (continued)

Intended outcomes	Status/Progress
<p>Conduct a trial for developmental English students placing into ENG098.</p> <p>Offer students who are about to complete ENG098 with an A and meet certain criteria (good attendance) and who either tested out of RDG099, or were about to complete it successfully, the opportunity to take a diagnostic essay exam in the last or second-to-last week of the semester to see if they could pass out of ENG100 and thus meet one of the prerequisites for ENG101.</p> <p>Collect data to determine if a pilot is warranted.</p>	<p>Continuing. In fall 2011, nine students were eligible, four wrote the essay, and three passed and are enrolled in ENG101 in spring 2012.</p> <p>Student progress to be tracked. While successful, the reading requirement again probably restricts the scope of this intervention. On average, 20 to 40 students are eligible each semester.</p>
<p>Conduct a trial for developmental English students placing into ENG100.</p> <p>Offer students who pass out of developmental reading and begin a 16-week section of ENG100 (highest level of developmental English) the opportunity to take a diagnostic essay exam. Based on their results, students would have the opportunity to transfer into a 12-week ENG101 section.</p> <p>Collect data to determine if a pilot is warranted.</p>	<p>Completed/Continuing. In fall 2011, three students were identified; however, essays were not written. In spring 2012, in-class surveys identified 51 students; however, only one student wrote the essay and did not pass.</p> <p>Many students could benefit from this intervention, as many as 200 students are eligible each semester; however, it appears to be unattractive in its present version. It may work best if offered before semester start. A trial offering the diagnostic before semester start will be run in summer 2012.</p>
<p>Conduct a trial for developmental English students placing into ENG100.</p> <p>Offer students who pass out of reading and score within 10 points of the cut-off for ENG101 during fall 2011 or place into ENG100 during spring 2012 the opportunity to enroll in ENG101 with non-developmental students on the condition that they also enroll in a supplemental instruction section led by the faculty member teaching their gatekeeper course.</p> <p>Collect data to determine if a pilot is warranted.</p>	<p>Completed/Continuing. In fall 2011, eight students enrolled, three finished and one passed. This student enrolled in ENG102.</p> <p>In spring 2012, three additional students enrolled.</p> <p>Student progress will be tracked. Many students could benefit from this intervention. As many as 200 students are eligible each semester; however students may not be learning about the opportunity in a timely manner or the section offered may not fit into their schedule. Four sections are planned for fall 2012, with assigned faculty to receive appropriate professional development.</p>
Overall accomplishments	
<ul style="list-style-type: none"> • Conducted trials for developmental math and English students. • Began collection of student data to track student progress. • Modified ENG100 trial to attract more student participation. 	
Strategy impact on goal achievement	
<p>The interventions being investigated do not target subgroups. By improving the chances of all developmental students to reach and successfully complete gatekeeper courses, target subgroups who are represented among the developmental students will also be helped.</p>	

Strategic Plan Outcomes

Strategic Direction - Completion - Increase completion and achievement of all students with a focus on underperforming student groups.	
Goal - Decrease student achievement gaps of developmental, young male and black non-Hispanic students, while increasing academic achievement for all.	
Strategy - Placement for Success	
Intended outcomes	Status/Progress
Test a modification to the student system to improve testing check-in.	Completed. Began testing the modification that centralizes all data needed for testing check-in using one screen instead of seven in August 2011. Launched production in October 2011.
Test a logic modification to the student system that will quickly and accurately determine what placement exam a student must take.	Completed/Continuing. Began testing the modification in December 2011 with an estimated completion of fall 2012.
Test a system enhancement that will allow easy view of required placement exams through the student portal.	Completed. Began testing the system enhancement in December 2011.
Test a system enhancement that will allow students to schedule an appointment to test or make an appointment with an advisor through the student portal.	Completed. Testing completed and enhancement implemented April 2012.
Develop an implementation timeline for the Placement for Success initiative, which will require all degree-seeking students to test and receive advising upon entry.	Completed. The Functional Design Document, which outlines the necessary stages and steps to alter application processing and student categorization, was completed, reviewed and approved in February 2012.
Develop communication strategies that will be implemented to inform students about testing, orientation, advising and registration-related activities.	Completed. Implemented “MyOrientation Tab” in April 2012 on the MyHarper portal. This tab was designed especially for new students to assist them in the on-boarding process (COMPASS placement testing and advising/registration).
Create new “student type” categories within the admissions application to facilitate the tracking and enforcement of enrollment into required developmental courses (where appropriate). Develop systematic steps necessary to enforce enrollment into developmental courses.	In Progress. Began the process of mapping potential ways to initiate the enforcement of enrollment into required developmental courses for students.
Develop a form for students requiring developmental courses to facilitate enrollment into these courses. An online message will display that notifies students that they are required to take developmental courses.	Completed. A Placement for Success Enforcement form was created.
Overall accomplishments	
<ul style="list-style-type: none"> • Implemented a system enhancement that allows students to schedule an appointment with an advisor from within the student portal. • Implemented “MyOrientation Tab” on the MyHarper portal. 	

Strategic Plan Outcomes

Strategic Direction - **Completion** - Increase completion and achievement of all students with a focus on underperforming student groups.

Goal - Decrease student achievement gaps of developmental, young male and black non-Hispanic students, while increasing academic achievement for all.

Strategy - Placement for Success (continued)

Strategy impact on goal achievement

The goal of this initiative is to increase the number of certificate and degree completers. The overall strategy: All new degree-seeking students (full or part-time) will be required to demonstrate ability in English, reading and math via ACT, COMPASS scores or transfer work. Students who cannot demonstrate ability at the College or gatekeeper levels upon entry into Harper College will be required to enroll in at least one of the appropriate developmental courses each term until competency is achieved.

Strategic Plan Outcomes

Strategic Direction - **Completion** - Increase completion and achievement of all students with a focus on underperforming student groups.

Goal - Decrease student achievement gaps of developmental, young male and black non-Hispanic students, while increasing academic achievement for all.

Strategy - Connect for Success - Early Alert

Intended outcomes	Status/Progress
Conduct an Early Alert pilot program.	Completed. Conducted an Early Alert pilot program.
Increase the percentage of students who re-enroll from one semester to the next (persistence rate). Persistence rate to be greater than or equal to the 2010 College average of 70.48%.	Completed. Fall to spring persistence of pilot students was 80% compared to a 77.2% persistence rate for the control group.
Increase the percentage of students earning grades of “C” or higher (completer success rate).	Completed. Pilot students had a 60.6% completer success rate for all courses compared to a 58.4% completer success rate for the control group.
Increase “at-risk” students’ contact with counselors.	Completed. 77% (145/189) of students who were flagged with academic performance concerns met with their counselor, exceeding the goal by 27%. Success in almost all areas measured was higher for students who met with a counselor versus those who did not.
60% of faculty will respond to Early Alert surveys.	Completed. 69% (191/278) of faculty who had a pilot student in their class responded to the survey, exceeding the goal by 9%.
Complete a needs analysis from students in the pilot who see a counselor.	Completed. The top five referrals made by counselors were: Success Services, Tutoring Center, Access & Disability Services, Math Lab and Writing Center.
Examine overall process and flow of this intervention to have information to make improvements.	Completed. A survey was conducted in late fall 2011 and eight focus groups were conducted in early spring 2012. Both processes elicited responses from academic support providers, counselors, faculty, Student Development front office staff and students.

Strategic Plan Outcomes

Strategic Direction - **Completion** - Increase completion and achievement of all students with a focus on underperforming student groups.

Goal - Decrease student achievement gaps of developmental, young male and black non-Hispanic students, while increasing academic achievement for all.

Strategy - Connect for Success - Early Alert (continued)

Overall accomplishments

- A Project Success Specialist was hired and trained. The individual was able to implement the vision of the team and provide the necessary human resource for conducting the pilot.
- Starfish Retention Solutions software, which handled all communications and tracking, was implemented. Training documents for students, counselors and faculty were developed. With the assistance of Information Technology, an introductory video was developed for students. Training sessions were held with faculty, counselors, front desk staff and academic support providers during faculty orientation week and at point of service. More than 98 individuals participated in the training sessions.
- A new Educational Planning Form was created, specifically for use by counselors to facilitate case management with pilot students.
- Coordinated the use of Starfish for other campus entities using faculty progress checks (Access and Disability Services, Athletics, and Academic Advising and Counseling).
- Presentations to the campus community about the project were given at meetings of the Board of Trustees, Executive Council, All-Campus Meeting, Provost's Meeting, Dean's Council and Faculty Senate.
- 278 faculty had one or more of the 335 pilot students in their classes. 69% (191/278) of the faculty in the pilot completed a survey. 56% (189/335) of the pilot students were flagged for concerns. 77% (145/189) of flagged students met with their counselor.
- Executed evaluation plan. Overall, the pilot yielded positive results, especially for students who saw counselors versus those who did not. Specific results are outlined in the evaluation plan. Feedback was also received as to how to improve the pilot for FY2013.

Strategy impact on goal achievement

Early Alert supports the goal of decreasing student achievement gaps of developmental, young male and black non-Hispanic students, while increasing academic achievement for all. Within that goal, this strategy addresses the achievement gap of developmental students. The target population was new students enrolled in at least two developmental courses or sequences of developmental courses. Prior to this pilot, the earliest an academically at-risk new student would receive formal notice from the College was at the end of the first semester. Through the Early Alert pilot, students received this feedback during their first semester while there was an opportunity to take corrective action prior to the end of the semester. By doing so, the students increased their chances of being successful and ultimately positively affected their retention/persistence rates and ability to graduate. Through the use of technology (Starfish), the pilot enhanced collaboration amongst faculty, counselors and support services. It has proven to be an effective and easy way to identify students who are struggling and to monitor their progress. Results from the pilot indicate higher persistence and completion success rates, especially for students who saw counselors as compared to those who did not. These are indications that the program is achieving its intended result of decreasing performance gaps for developmental students.

Strategic Plan Outcomes

Strategic Direction - **Completion** - Increase completion and achievement of all students with a focus on underperforming student groups.

Goal - Decrease student achievement gaps of developmental, young male and black non-Hispanic students, while increasing academic achievement for all.

Strategy - Connect for Success - R.E.A.C.H. Summer Bridge

Intended outcomes	Status/Progress
Improve the placement scores of students participating in R.E.A.C.H.	<p>Completed.</p> <ul style="list-style-type: none"> • 80% (56/70) of the students increased placement in at least one area. • 34% (24/70) tested into at least one college-level course. • 11% (8/70) tested into all college-level courses. • 46% (32/70) tested into at least one college-level English course. • 39% (27/70) tested into at least one college-level math course.
Increase the success rate of students participating in R.E.A.C.H.	<p>Completed.</p> <ul style="list-style-type: none"> • 64% (45/70) of the R.E.A.C.H. students obtained a fall GPA of 2.0 or higher.
Increase the fall semester retention rate and fall to spring persistence rate of R.E.A.C.H. students.	<p>Completed.</p> <ul style="list-style-type: none"> • 96% (67/70) of the R.E.A.C.H. students were retained through the fall semester. • 77% (54/70) of all R.E.A.C.H. students persisted fall to spring.

Overall accomplishments

The two-week summer program has a significant effect on increasing placement after COMPASS retesting resulting in an increase in the progression through the developmental sequence and/or the number of students who start in gatekeeper courses.

The fall to spring persistence rate of R.E.A.C.H. students is 77% and continues to be higher than the institutional average rate of 73.1%.

R.E.A.C.H. students' rate of academic success was 19% higher than the Achieving the Dream (AtD) comparison group. 64% of the R.E.A.C.H. students obtained a 2.0 or higher fall GPA compared to 45% for the AtD group.

Strategy impact on goal achievement

Connect for Success - R.E.A.C.H. Summer Bridge works with the most at-risk students, with a concentration on historically under-represented minority students, transitioning from high school to Harper. R.E.A.C.H. focuses on preparing students for the rigor of college as well as helping them deal with the personal, financial and social issues associated with attending college. The desired outcome is to give students the tools necessary to improve their placement scores thereby increasing the progression through the developmental sequence, increase their success rate and increase the fall semester retention rate and fall to spring persistence rate.

Strategic Plan Outcomes

Strategic Direction - Completion - Increase completion and achievement of all students with a focus on underperforming student groups.	
Goal - Decrease student achievement gaps of developmental, young male and black non-Hispanic students, while increasing academic achievement for all.	
Strategy - Diverse Student Engagement	
Intended outcomes	Status/Progress
Conduct on-campus student focus groups to test concept.	Completed. Initial focus group held with a small group in March 2012. Findings of this focus group were not conclusive. Conducted a second round of surveying to target population to secure larger sample size in spring 2012.
Sponsor an informational meeting with stakeholders at Harper College.	Completed. Received feedback on concept and potential opportunities/challenges. Feedback being incorporated in Engagement Leadership Initiative to Transition Effectively (E.L.I.T.E.) contract components.
Finalize budget needs for FY2013.	Completed. Completed and submitted April 2012.
Investigate and determine future direction for Men, Achieving, Learning and Empowered (M.A.L.E.) and Sistertalk for the Soul.	Completed. Plan finalized and recommendations submitted to team leaders in spring 2012. Budget needs determined and submitted for approval with champion team, May 2012.
Investigate and determine Banner tracking needs for E.L.I.T.E. contract students.	In Progress. Additional data needed in order to submit final recommendation to Information Technology.
Develop peer mentoring program.	In Progress. Scheduled for completion, fall 2012.
Examine best practices at other schools. Work with American Association of Community Colleges (AACC) to secure student data.	In Progress. Discussed concept with AACC representatives in February 2012. Received feedback and next step recommendations.
Develop E.L.I.T.E. selection criteria for program.	Completed. E.L.I.T.E. selection criteria developed in spring 2012.
Overall accomplishments	
The Diverse Student Engagement team continued to discuss, investigate and develop the E.L.I.T.E. concept components. The focus group information and meetings with internal stakeholders, including Institutional Research and Financial Aid, offered invaluable insight into potential challenges and opportunities facing the initiative.	
Strategy impact on goal achievement	
The E.L.I.T.E. concept supports the goal of decreasing student achievement gaps of developmental, young male and black non-Hispanic students, while increasing academic achievement for all. Industry research suggests that early identification of barriers to student success can result in greater levels of academic achievement.	

Strategic Plan Outcomes

Strategic Direction - Completion - Increase completion and achievement of all students with a focus on underperforming student groups.	
Goal - Decrease student achievement gaps of developmental, young male and black non-Hispanic students, while increasing academic achievement for all.	
Strategy - Student On-Campus Employment	
Intended outcomes	Status/Progress
Create a pilot for extended training for students.	In Progress. Training program under construction for implementation summer 2012.
Plan and execute a spring recognition lunch for student employees.	Completed. Appreciation lunch was held in April 2012 and attended by 93 students.
Obtain and review job descriptions for all student workers.	Completed. Obtained and reviewed job descriptions for all student workers.
Include mentoring as part of on-campus employment.	Completed. Mentoring as part of on-campus employment was reviewed and document created.
Examine possible grant opportunities for funding of student positions.	Completed/Continuing. Examined possible grant opportunities for funding of student positions; however suitable opportunities were not yet identified.
Create marketing campaign for student awareness for on-campus jobs.	Completed. Met with marketing and created multiple notifications for student employment opportunities. These include flyers, links on portal and a Harper Mobile App.
Investigate budget and funding rationale for student employees to consolidate accounting.	Completed/Continuing. Investigated budget and funding rationale for student employees to consolidate accounting. Process postponed to FY2013 due to financial aid time constraints.
Examine student employment 01 account balances for all departments on campus to ensure that funds are being used and/or redistributed as needed.	Completed. Examined student employment 01 account balances for all departments on campus to ensure that funds are being used and/or redistributed as needed. Dollars were redistributed from accounts not needing their student funds to accounts that could benefit from these funds.
Create a student handbook for on-campus employment.	Completed. Created a student handbook for on-campus employment and posted the handbook on the student portal.
Review supervisor handbook for student employees.	Completed. Reviewed supervisor handbook for student employees and revised as required.
Determine effect of Harper's Business Edvantage policies on student employment.	Completed. Determined effect of Harper's Business Edvantage policies on student employment. Program will be monitored and students informed to use ECashier until they can provide proof of in-district employment.
Overall accomplishments	
The process initiatives, which were important to get this team to coordinate on-campus employment, all were completed with the exception of consolidating the budget. Many departments/divisions had to create job postings and job description with learning outcomes for the first time. The student employment lunch was very successful and demonstrated to the students the College's appreciation of their work.	

Strategic Plan Outcomes

Strategic Direction - **Completion** - Increase completion and achievement of all students with a focus on underperforming student groups.

Goal - Decrease student achievement gaps of developmental, young male and black non-Hispanic students, while increasing academic achievement for all.

Strategy - Student On-Campus Employment (continued)

Strategy impact on goal achievement

Data provided by Institutional Research for FY2008 indicates 76.0% of students employed on campus received a C or better in an enrolled course versus 68.1% of all students. The strategy contributes to increasing academic achievement for all.

Strategic Plan Outcomes

Strategic Direction - **Completion** - Increase completion and achievement of all students with a focus on underperforming student groups.

Goal - Increase the percentage of first-time, full-time freshmen from our feeder high school districts who begin in credit-bearing courses.

Intended outcomes	Status/Progress
Manage the work of the Choice Scholars strategy team.	In Progress. Summer Institute for Choice Scholars currently running.
Manage the projects of the Partners for Success strategy team.	In Progress. This team is working closely with Districts 211, 214 and 220 to align the math curriculum. Partners for Success also successfully investigated the process of COMPASS testing high school juniors to encourage enrollment in a math course in their senior year. This project was deemed successful and will be institutionalized by the college in August 2012.
Overall accomplishments	
<ul style="list-style-type: none"> The percent of students who began in a college-level math course increased by 6%, from 44% in fall 2010 to 50% in fall 2011. 	
Goal target(s)	
<ul style="list-style-type: none"> 60% of all first-time, full-time students from our feeder high schools will enter Harper in credit-bearing course work. 	
Strategies associated with this goal	
Choice Scholars Partners for Success	

Strategic Plan Outcomes

Strategic Direction - **Completion** - Increase completion and achievement of all students with a focus on underperforming student groups.

Goal - Increase the percentage of first-time, full-time freshmen from our feeder high school districts who begin in credit-bearing courses.

Strategy - Accelerate for Success - Choice Scholars

Intended outcomes	Status/Progress
Partner with Motorola Solutions for professional development.	In Progress. Motorola Solutions has agreed to conduct four sessions in 2012.
Increase percentage of students placing into credit-bearing courses.	Completed. 76% (22/29) of Choice Scholars placed into college-level course (English or math).
Shift to an all Science, Technology, Engineering and Mathematics (S.T.E.M.) focus by including biology.	Completed. A full-time biology faculty has joined Choice this year.
Increase the number of students who succeed in gatekeeper courses.	Completed. 15 students registered for ENG101 in fall and 13 completed with a C or better (87%). 12 students registered for a college-level math course in fall and 9 completed with a C or better (75%).

Overall accomplishments

Choice Scholars students decreased their time in developmental courses and started 88% of their courses in credit-bearing courses. The average GPA for Choice students is 3.14. Fall semester retention rate was 92%. Motorola Solutions has committed \$30,000 for student scholarships.

Strategy impact on goal achievement

Choice Scholars supports the goal to increase the percentage of first-time, full-time freshmen from our feeder high school districts who begin in credit-bearing courses by working with students who initially test into a developmental course (at the cusp) to increase placement and enable students to begin, and be successful, in college-level courses.

Strategic Plan Outcomes

Strategic Direction - **Completion** - Increase completion and achievement of all students with a focus on underperforming student groups.

Goal - Increase the percentage of first-time, full-time freshmen from our feeder high school districts who begin in credit-bearing courses.

Strategy - Partners for Success - COMPASS Testing

Intended outcomes	Status/Progress
Determine percentage enrolling in college-credit math courses upon entry at Harper for fall 2011 (District 211, fall 2009 cohort).	Completed. The percent of students who began in a college-level math course increased by 6%, from 44% in fall 2010 to 50% in fall 2011. The percent of students who were eligible to take a college-level math course within one semester of enrolling at Harper increased by 4%, from 69% in fall 2010 to 73% in fall 2011. The percent of students who enrolled in the two lowest developmental math courses decreased by 4%, from 31% in fall 2010 to 27% in fall 2011.
Identify fall 2011 success rate in math courses for District 211 students at Harper.	Completed. A preliminary report from Institutional Research was reviewed by the strategy team and a determination was made that assessing course-level performance is outside the framework of this initiative. Results have been submitted to the goal leaders and will be used by the math department for future discussion regarding developmental math instruction.
Increase percentage of enrollment in senior year math (District 220).	Completed. The percent of seniors enrolled in a math course increased by 4%, from 92% (700/764) in 2010/2011 to 96% (721/751) in 2011/2012.
Increase percentage of enrollment in senior year math (District 214).	Completed. A 3% increase in math enrollment for those who did the COMPASS testing versus those who did not.
Explore curricular alignment options with MTH080 across all districts.	Completed. Partners for Success and the Alliance for College Readiness have worked together on a mathematics curriculum alignment project with Districts 211, 214 and 220 since fall 2009. As a part of that project, two workshops were held at Hoffman Estates High School to work collaboratively on a database of questions for Harper College's MTH080 departmental final. The MTH080 final was given to approximately 2200 high school students in all 12 feeder high schools in May 2012.
Overall accomplishments	
Fall 2011 represented the first completed testing cycle for District 211 students and the creation of baseline results for District 214 and District 220. The number of District 211 students enrolling in a math course during their senior year increased from 80% in the 2010-2011 academic year, to 88% in the 2011-2012 academic year. Additionally, the number of students beginning their studies at Harper in a college-level math course increased from 44% in fall 2010 to 50% in fall 2011.	

Strategic Plan Outcomes

Strategic Direction - **Completion** - Increase completion and achievement of all students with a focus on underperforming student groups.

Goal - Increase the percentage of first-time, full-time freshmen from our feeder high school districts who begin in credit-bearing courses.

Strategy - Partners for Success - COMPASS Testing (continued)

Strategy impact on goal achievement

The work of the Partners for Success team is directly related to supporting the goal of increasing the percentage of first-time, full-time freshman from our feeder high school districts who begin in credit-bearing courses. The process associated with administering and loading high school students' COMPASS math scores into Harper's Banner system has become nearly a routine practice for staff in the Testing and Assessment Center. High school partners are aware of the sequence of steps required to administer COMPASS and the processes to exchange data/scores and load information for student use, related to Harper course enrollment.

Additional input will be sought from district partners at an upcoming Cross District Data Team meeting in order to identify ways in which Harper could provide assistance, perhaps beyond COMPASS testing alone.

Strategic Plan Outcomes

Strategic Direction - **Completion** - Increase completion and achievement of all students with a focus on underperforming student groups.

Goal - Increase the number of certificate and degree completers.

Intended outcomes	Status/Progress																																																												
<p>Continue to clarify procedures that students will need to follow to receive credentials (develop a step-by-step process) by May 2012.</p>	<p>Completed. A position has been created and has been instrumental in providing assistance with the implementation of student centered initiatives designed to support an increase in retention and graduation rates. This includes, but not limited to, organizing the preparation of information needed for graduation evaluations, processing unofficial transcripts, utilizing the degree audit module and communicating results with the graduating student population.</p> <p>This individual is also responsible for tracking student progress as they continue through successful completion of a degree or certificate program. Work with academic counselors to ensure proper course placement.</p> <p>FY2012 certificates and degrees awarded:</p> <table border="0"> <tr> <td colspan="2">Summer 2011</td> </tr> <tr> <td>Associate in Arts</td> <td style="text-align: right;">185</td> </tr> <tr> <td>Associate in Science</td> <td style="text-align: right;">31</td> </tr> <tr> <td>Associate in Fine Arts</td> <td style="text-align: right;">1</td> </tr> <tr> <td>Associate in Engineering Science</td> <td style="text-align: right;">0</td> </tr> <tr> <td>Associate in Applied Science</td> <td style="text-align: right;">70</td> </tr> <tr> <td>Associate in General Studies</td> <td style="text-align: right;">6</td> </tr> <tr> <td>Certificates</td> <td style="text-align: right;">285</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">578</td> </tr> <tr> <td>Certs. awarded did not petition</td> <td style="text-align: right;">834</td> </tr> <tr> <td>Total for summer 2011</td> <td style="text-align: right;">1412</td> </tr> <tr> <td colspan="2">Fall 2011</td> </tr> <tr> <td>Associate in Arts</td> <td style="text-align: right;">269</td> </tr> <tr> <td>Associate in Science</td> <td style="text-align: right;">41</td> </tr> <tr> <td>Associate in Fine Arts</td> <td style="text-align: right;">1</td> </tr> <tr> <td>Associate in Engineering Science</td> <td style="text-align: right;">1</td> </tr> <tr> <td>Associate in Applied Science</td> <td style="text-align: right;">143</td> </tr> <tr> <td>Associate in General Studies</td> <td style="text-align: right;">9</td> </tr> <tr> <td>Certificates</td> <td style="text-align: right;">463</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">927</td> </tr> <tr> <td>Certs. awarded did not petition</td> <td style="text-align: right;">355</td> </tr> <tr> <td>Total for fall 2011</td> <td style="text-align: right;">1282</td> </tr> <tr> <td colspan="2">Spring 2012</td> </tr> <tr> <td>Associates</td> <td style="text-align: right;">642</td> </tr> <tr> <td>Certificates</td> <td style="text-align: right;">745</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">1387</td> </tr> <tr> <td>Certs. awarded did not petition</td> <td style="text-align: right;">221</td> </tr> <tr> <td>AA degrees awarded did not petition</td> <td style="text-align: right;">185</td> </tr> <tr> <td>Total for spring 2012</td> <td style="text-align: right;">1793</td> </tr> <tr> <td>Total degrees/certificates FY2012</td> <td style="text-align: right;">4487</td> </tr> </table>	Summer 2011		Associate in Arts	185	Associate in Science	31	Associate in Fine Arts	1	Associate in Engineering Science	0	Associate in Applied Science	70	Associate in General Studies	6	Certificates	285	Total	578	Certs. awarded did not petition	834	Total for summer 2011	1412	Fall 2011		Associate in Arts	269	Associate in Science	41	Associate in Fine Arts	1	Associate in Engineering Science	1	Associate in Applied Science	143	Associate in General Studies	9	Certificates	463	Total	927	Certs. awarded did not petition	355	Total for fall 2011	1282	Spring 2012		Associates	642	Certificates	745	Total	1387	Certs. awarded did not petition	221	AA degrees awarded did not petition	185	Total for spring 2012	1793	Total degrees/certificates FY2012	4487
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<p>Collaborate with marketing to create a website that provides easier access to information related to degree completion.</p>	<p>In Progress. Currently working with marketing to plan a more cohesive and visible message about the importance of degree or certificate completion on the Harper website.</p>																																																												

Strategic Plan Outcomes

Strategic Direction - **Completion** - Increase completion and achievement of all students with a focus on underperforming student groups.

Goal - Increase the number of certificate and degree completers (continued).

Intended outcomes	Status/Progress
Collaborate with marketing to create a website that provides easier access to information related to degree completion (continued).	In Progress. Developed a more student-friendly term for petitioning for graduation – “Application for Completion of Degree or Certificate.”
Finalize dual-degree agreements with DePaul University and Roosevelt University.	Completed. Finalized dual-degree agreements with DePaul University, Roosevelt University and University of Illinois at Urbana-Champaign. In the process of investigating dual-degree partnerships with Illinois Institute of Technology, University of Illinois at Chicago and others.
Investigate methods to automate tracking processes to minimize manual interventions wherever possible. Replace the process of manually producing degree audits for students who are complete or 90% complete with an automated system.	Completed. In collaboration with IT and the Registrar’s Office, an automated degree/certification compliance process was implemented in fall 2011. The batch compliance program was created to improve efficiency and automate the process of running degree audits for a large group of prospective graduates.
Continue to make progress on system modifications to launch the self-service degree audit module and continue to work on automating the process for tracking students who are close to completing degree/certificate requirements.	Completed. In collaboration with IT, Registrar’s Office and Student Development, launched a self-service degree audit capability that will enable students to monitor their progress toward a degree or certificate completion.
Collaborate with faculty, coordinators, counselors, staff and administrators to communicate to students the value of completing certificates and degrees. Encourage students to petition for graduation in counseling appointments and via letters, emails and class presentations.	In Progress. Began discussions with Phi Theta Kappa on how we can work together to promote and facilitate their completion pledge project. As a result of this collaboration, two student members have joined this goal team. Counseling faculty members have been more purposeful in their discussions with students regarding the benefits of completing a degree/certificate before transferring.
Continue efforts to expand the U.Select course transferability website.	Completed. Successful expansion of the U.Select course transferability website was completed in late summer 2011. This website makes it easy for students to import their Harper course history and determine how those credits would apply to other institutions.
Overall accomplishments	
<ul style="list-style-type: none"> • Awarded more than 4,400 degrees and certificates for FY2012, an increase of more than 600 from last year. • Launched a self-service degree audit that enables students to monitor their progress towards completion. • Completed dual-degree agreements with DePaul University, Roosevelt University and University of Illinois at Urbana, Champaign. 	
Goal target(s)	
<ul style="list-style-type: none"> • Continue to expand dual-degree programs with other four-year institutions. • Increase the number of degrees and certificates conferred to over 3,000 annually. 	
Strategies associated with this goal	
None	

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, administrative leader, lead department and fund from which supporting resources are budgeted. 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 FY2012 plan include:

Accountability, Institutional Effectiveness and Transparency:

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

Communications and Community Relations:

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

Financial:

Effectively develop, plan and manage our financial resources.

Student Success:

Operationalize student success initiatives.

Teaching and Learning:

Review and evaluate the College's overall instructional and instructional support efforts to ensure that student success is maximized.

Employee Relations:

Ensure employee recruitment, development and retention through appropriate processes.

Diversity:

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

Workforce Development/Economic Development:

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

Facilities:

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

Technology:

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

Safety:

Ensure the safety of the Harper Community

Operational Plan

Accountability, Institutional Effectiveness and Transparency:

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

Goal	Target	Responsibility	Completed	Comments
Develop targets for the Institutional Effectiveness Measures.	Identify and adopt targets by June 30, 2012.	Ken Ender, Trustees, President's Cabinet, Accountability Team, Sheila Quirk-Bailey	Yes	Developed targets for IEMs which were approved by the Board at the May 2012 meeting.
Customize TracDat to support planning.	Customize, conduct training and launch reporting by June 30, 2012.	Sheila Quirk-Bailey, Darlene Schlenbecker, Mike Babb	Yes	Conducted training and all Annual Plans will be submitted in the new TracDat tool for FY2013.
Ensure program level outcomes assessment cycle is completed and results feed into program enhancements.	Complete the assessment cycle for all instructional and instructional support programs by June 30, 2012.	Judy Marwick, Sheila Quirk-Bailey, Darlene Schlenbecker	Yes - Target not met	Completed cycle with 78% of Career Programs. 60% of those met criteria, and the remaining are planning future changes.
Ensure General Education program assessment is conducted and results utilized to improve outcomes.	Evaluate targeted General Education competencies by June 30, 2012.	Judy Marwick, Sheila Quirk-Bailey, Darlene Schlenbecker	Yes - Target not met	Developed writing assessment rubric and collected writing samples across the curriculum in the spring. Faculty will be trained on using the rubric and complete the assessment of writing sample evaluations by August 2012.
Establish targets for strategic goals.	Establish targets by December 31, 2012.	Sheila Quirk-Bailey, Accountability Team, Institutional Planning Committee, Goal Leaders	Yes	Established targets for the goals which will be included in the FY2013 College Plan.

Operational Plan

Goal	Target	Responsibility	Completed	Comments
Review shared governance structure and create recommendation.	Complete research and evaluation plan by June 30, 2012.	Ken Ender, Maria Coons	Yes	Formed the Shared Governance Steering Committee who reviewed literature on shared governance, completed a review of the current system, and developed guiding principles and design criteria. Updated the Board at the May 2012 meeting.
Create and publish Institutional Accountability Report.	Submit report to Board in August 2012.	Sheila Quirk-Bailey, Phil Burdick, Darlene Schlenbecker	Yes	Scheduled presentation to the Board for the July 2012 meeting.
Conduct institutional surveys that measure student satisfaction and engagement and employee perception of campus climate (Noel-Levitz, Student Satisfaction inventory, CCSSE, PACE) as well as those that support the Institutional Effectiveness Measures (NCCBP, IPEDS).	Conduct and report on all surveys by June 2012.	Sheila Quirk-Bailey, Doug Easterling	Yes	Conducted all surveys and completed all reports. Noel-Levitz (Student Satisfaction) results were presented at the February 2012 board meeting; and PACE (Employee Satisfaction) results were presented at the December 2011 board meeting.

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	Comments
Maintain Hispanic market publications.	Reprint Spanish-English view book; Publish Spanish-English open house invitations; information session flyers and related enrollment collateral by June 30, 2012.	Phil Burdick, Mike Barzacchini	Yes Yes	Printed 3,500 Spanish-English view books. Sent direct mail to approximately 2,500 targeted Hispanic households and held three bilingual information sessions. Distributed approximately 500 bilingual flyers to select community locations and ran six bilingual ads in <i>Reflejos</i> .
Create a formal internal communication function.	Hire internal communications manager by June 30, 2012.	Ron Ally, Roger Spayer	Yes	Hired internal communications manager in January 2012.
Strengthen the College's institutional community relations effort.	Increase the number of overall community contacts/touches by 5% by June 30, 2012.	Fredia Martin	Yes	Realized a 50.5% overall average increase in the following community interactions: <ul style="list-style-type: none"> • 42 community events hosted or co-hosted by the Community Relations Office • 40 external community events in which the College has sponsored or participated • 11 speaking engagements in the community Reached a 35% increase in attendance at community events hosted/co-hosted by the Community Relations Office.
Refine and execute the College Communication Plan (including community, crisis and employee communications).	Complete revised College Communication Plan by June 30, 2012.	Phil Burdick	In Progress	Redesigning communication plan to incorporate updated student success agenda and increased community outreach.

Operational Plan

Goal	Target	Responsibility	Completed	Comments
Enhance internal and external communications that foster students' academic success and goal attainment.	Introduce and execute student success communication plan by June 30, 2012.	Phil Burdick, Mike Barzacchini	In Progress	Scheduling internal student success communication plan to launch in fall 2012.
Implement Phase II of the Alumni Relations Strategic Plan.	Import and validate alumni records by June 30, 2012. Implement the alumni engagement and touch plan by June 30, 2012.	Lisa Dietlin	Yes In Progress	Imported and validated 65,000 alumni records. Sending first alumni mailing to 65,000 alumni by June 30, 2012.
Establish a strong support base with elected public officials.	Secure state capital funding for G and H Project and One Stop/Student Center Project by June 30, 2012. Develop President's relationship with new legislators. Engage district mayors in at least one activity at the College by June 30, 2012.	Ken Ender, Phil Burdick	In Progress Yes In Progress	Received initial payment for G and H Project and One Stop/Student Center. Held legislative dinner in Springfield. Mayors' dinner scheduled for FY2013.

Financial*:

Effectively develop, plan and manage our financial resources.

* *Comments reflect unaudited projected results as of April 30, 2012*

Goal	Target	Responsibility	Completed	Comments
Develop the College's annual budget and capital plan for Board approval.	Adopt budget by legally required due date. For the Tax-Capped Funds, this will be a balanced budget or better.	Ron Ally, Bret Bonnstetter	Yes	Completed the annual budget and capital plan which was adopted by the Board at the August 2011 meeting.
Maintain the College's Tax-Capped Funds balance.	Ensure break-even or better results in Tax-Capped Funds.	Ron Ally, Bret Bonnstetter	Yes	Increased the Tax-Capped Funds balance by a projected \$1.5 million after approved fund transfers.

Operational Plan

Goal	Target	Responsibility	Completed	Comments
Manage the College's actual financial results.	Ensure results are equal to or better than approved budget.	Ron Ally, Bret Bonnstetter	Yes	Increased the Tax-Capped Funds balance by a projected \$1.5 million after approved fund transfers.
Provide recommendation regarding total tuition and fee rate relative to the 33 1/3% state limitation (as opposed to current practice of the tuition portion only of 25%).	Provide recommendation by February 2012 board meeting.	Ron Ally, Bret Bonnstetter	Yes	Recommended a tuition increase of \$4 per credit hour which was approved by the Board at the February 2012 meeting.
Leverage funding to support Strategic Plan.	Provide \$333,000 in funding for strategic initiatives.	Ken Ender, Lisa Dietlin	Yes - Target not met	Raised \$264,250 (80% of goal), with an additional \$71,100 in requests pending, as of April 30, 2012.
Raise money through private and public sector support.	Raise \$3.5 million in federal and private support.	Ken Ender, Lisa Dietlin	Yes - Target not met	Raised \$2,775,901 (79% of goal) in federal and private support including: <ul style="list-style-type: none"> • \$786,476 in private support • \$1,989,425 in competitive, allocated and subcontracted grants, as of May 24, 2012 Submitted an additional \$17,009,273 in federal and state requests (pending), as of April 30, 2012.
Manage auxiliary enterprises.	Ensure that results are break-even or better.	Ron Ally, Maria Coons, Bret Bonnstetter, Mark Mrozinski	Yes	Realized a projected surplus of \$146,000 (\$82,000 under budget) after adjusting for one time, unplanned transfers out of the Auxiliary Enterprises Fund.

Operational Plan

Student Success:

Operationalize student success initiatives.

Goal	Target	Responsibility	Completed	Comments
Build upon strategies with secondary partners to improve the college readiness of recent high school graduates.	Increase mathematics enrollment for high school seniors by 3%.	Judy Marwick, Brian Knetl, Joan Kindle	Yes	Conducted pilot with District 211 which resulted in: <ul style="list-style-type: none"> • 8% increase in enrollment in senior math by Algebra II juniors. • 6% increase in the number of Harper College first-year students taking college-level math.
Develop implementation procedures to enforce testing, placement and enrollment of all degree-seeking students into developmental courses upon entry.	Implement approved procedures.	Judy Marwick, Maria Moten, Joan Kindle	Yes	Modified the student system to centralize data required to implement new policy. Added online student scheduling of testing and advising/registration appointments within the student portal. Increased offerings of placement testing for new students. Developed an implementation timeline.
Develop and implement enrollment strategies to increase enrollment.	Increase enrollment by 2%.	Judy Marwick, Maria Moten	Yes - Target not met	Implemented planned enrollment strategies. Realized a 4.2% enrollment decrease; official annual figures are released on July 1, 2012.

Operational Plan

Goal	Target	Responsibility	Completed	Comments
Achieve strong persistence rates.	<p>Realize a success rate of at least 70%.</p> <p>Realize a fall to spring persistence rate of at least 71%.</p> <p>Realize a fall to fall persistence rate of at least 50%.</p> <p>Realize a ratio of earned vs. attempted fall semester credits of at least 75%.</p>	Judy Marwick, Sheryl Otto	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes - Target not met</p>	<p>Realized a success rate of 69.9% in 2010 (most recent data available).</p> <p>Realized a 2011 fall to spring persistence rate of 76.2%, 5% above target.</p> <p>Realized a 2011 fall to fall persistence rate of 50.8%</p> <p>Realized a fall 2011 credits earned vs. credits attempted of 72.9% (up from 71.3% in fall 2010).</p>
Maintain or improve capture rate from district high schools.	Ensure high school capture rates will be at least 34.7%.	Judy Marwick, Maria Moten, Bob Parzy	Yes	Realized a high school capture rate of 34.88%.
Increase financial assistance to students.	<p>Increase governmental aid by 3%.</p> <p>Increase institutional aid by 2%.</p>	Judy Marwick, Laura McGee, Maria Moten	Yes - Target not met	Realized virtually the same rates as last year in both governmental and institutional aid. The Office of Student Financial Assistance is undergoing extensive review to reassure compliance and improve overall service to improve the awarding of institutional funds to a larger pool of students.
Increase student on-campus employment as a method of engagement.	<p>Ensure student employee performance is better than non-student employees in:</p> <ul style="list-style-type: none"> • Successful class completion. • Retention rate. 	Judy Marwick, Joan Kindle	In Progress	Created a new strategic planning team on student employment to meet these targets, which will pilot in fall 2012.
Create practices to increase the number of degree and certificate completers.	Increase the number of completions by 10%.	Judy Marwick, Maria Moten	Yes	Awarded 4,487 degrees and certificates, an increase of 10% over last year and the highest in Harper's history.

Operational Plan

Goal	Target	Responsibility	Completed	Comments
Increase access to learning support services.	Increase the number of students receiving tutoring and other success services by 3%.	Judy Marwick, Njambi Kamoche	Yes	Increased contacts in Tutoring Center by 16.7%; Writing Center by 10%; and Success Services by 5%.

Teaching and Learning:

Review and evaluate the College's overall instructional and instructional support efforts to ensure that student success is maximized.

Goal	Target	Responsibility	Completed	Comments
Complete ICCB Program reviews.	Submit forms and recommendations for improvement to ICCB by June 30, 2012.	Judy Marwick, Deans, Diana Sharp	Yes	Completed and submitted program reviews for Athletics and Intramurals, Computer Information Systems, Events Management/Box Office, Electronics Engineering Technology, English and Literature, Graphic Arts Technology, Health Services, Law Enforcement and Justice Administration, Paralegal Studies, Psychological Services, Speech and Theater, and Student Activities.

Operational Plan

Goal	Target	Responsibility	Completed	Comments
Review curriculum.	<p>Develop new courses and programs by June 30, 2012.</p> <p>Improve existing courses and programs by June 30, 2012.</p>	Judy Marwick, Deans	<p>Yes</p> <p>Yes</p>	<p>Developed an AAS degree and three related certificates in both Advanced Manufacturing and Welding.</p> <p>Implemented curriculum revisions in: Architectural Studies, Art, Biology, Cardiac Technology, Computer Information Systems, Electronics Engineering Technology, Fashion, Financial Services, Geography, Graphic Arts, Health Information Technology, Heating Ventilation and Air Conditioning, Hospitality Management, Interior Design, Maintenance, Management, Marketing, Mass Communication, Mathematics, Nursing, Physical Education, Psychology, and Radiologic Technology.</p>
Improve completion and transfer opportunities for students.	<p>Increase and improve transfer agreements by June 30, 2012.</p> <p>Craft agreements to transfer back courses for degree completion by June 30, 2012.</p> <p>Create electronic forms process by June 30, 2012.</p>	Judy Marwick, Sheryl Otto, Patrick Bauer	<p>Yes</p> <p>Postponed</p>	<p>Established comprehensive dual-degree partnerships that included transfer back agreements with DePaul University and Roosevelt University.</p> <p>Developed a Guaranteed Admission Transfer Partnership with the University of Illinois at Urbana-Champaign's College of Engineering.</p> <p>Developed nine additional 2+2 articulation agreements with seven institutions.</p> <p>Project postponed.</p>

Operational Plan

Goal	Target	Responsibility	Completed	Comments
Expand college credit opportunities for high school students.	Increase dual-credit enrollment by 3%.	Judy Marwick, Diana Sharp	Yes	Increased Early College Credit (includes dual-credit and credit by exam) by 64%, from 990 to 1,627 students. Increased dual-credit alone by 81%, from 839 students to 1,520 students. Increased FTE in dual-credit by 70%, from 172.93 to 293.47 FTE. Decreased credit by exam by 29%, from 151 to 107 students; which is expected as opportunities are converted to dual-credit.

Employee Relations:

Ensure employee recruitment, development and retention through appropriate processes.

Goal	Target	Responsibility	Completed	Comments
Develop organizational framework for Reward and Recognition.	Hold Service Award event.	Ron Ally, Roger Spayer	Yes	Held Service Award event on February 12, 2012.
	Add two new College-wide celebration events.		Yes	Held two new College-wide celebration events: Fall Fest and Spring Fest.
	Complete first draft of College-wide Recognition model by June 2012.		In Progress	Developed the organizational framework for the College-wide Recognition model to date. Currently researching best practices in higher education.

Operational Plan

Goal	Target	Responsibility	Completed	Comments
Provide professional development activities for employees.	Start managerial leadership training program by December 2011. Complete Phase I learning needs assessment by December 2011.	Ron Ally, Roger Spayer	In Progress Yes	Completed training modules for managerial leadership training. Completed learning needs analysis Phase I on July 30, 2011. Completed learning needs analysis Phase II on March 30, 2012. Will complete learning needs analysis Phase III by June 30, 2012.
Conduct Compensation Study for all employee groups who were not studied in FY2011.	Complete Compensation Study by October 2011. Design Maintenance and Appeal process by December 2011.	Ken Ender, Roger Spayer	Yes Yes	Completed Compensation Study in December 2011. Provided opportunity for supervisors and individual employees to address any perceived discrepancies during the data collection process. All final employee/supervisor questions and concerns were addressed when the report was made public.
Complete negotiations with all unions whose contracts expire in June 2012.	Complete all contract negotiations by July 2012.	Ron Ally, Roger Spayer	In Progress	Commenced negotiations with unions whose contracts expire in 2012. Negotiations are ongoing.

Diversity:

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

Goal	Target	Responsibility	Completed	Comments
Increase the diversity of management and faculty employee groups.	New management and faculty hires in FY2012 will have an underrepresented percentage equal to or greater than that of the Harper district.	Ron Ally, Roger Spayer	Yes	Filled 7 of the 23 (30%) vacant positions with individuals identifying as underrepresented. District 512 minority population: 28.70% as of May 1, 2012.

Operational Plan

Goal	Target	Responsibility	Completed	Comments
Review strategies for infusing a multicultural, international and diverse perspective across campus.	Make recommendations for a College vision and plan for internationalization by June 30, 2012.	Judy Marwick, Joan Kindle	Yes	Retained external experts to conduct a thorough review of the current program and received a recommendation report.

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	Comments
Implement the business plan for units within Workforce and Strategic Alliances.	Implement strategy articulated in the business plan by June 30, 2012.	Ken Ender, Maria Coons	Yes	Operationalized business plan.
Develop a plan for offering non-credit courses that can be aggregated or "stacked" toward an industry-recognized or credit credential.	Design 1-3 program alternatives that will aggregate non-credit and vocational credit course work by June 30, 2012.	Maria Coons, Mark Mrozinski	Yes	Created SoftLaunch program, which articulates vocational credit course work into credit credentials in the areas of Management, Early Childhood Development and Advanced Manufacturing.
Maintain partnership with the Workforce Investment Board to serve the unemployed and underemployed.	Ensure the President serves on the Workforce Board of Northern Cook County/Executive Committee.	Ken Ender, Maria Coons, Nancy Wajler	Yes	Continued Dr. Ender's appointment as a member of the Workforce Board and Executive Committee. Harper College continues to be a service provider.
Investigate feasibility of offering credit programming in select occupational programs in Vietnam in partnership with private educational firm.	Apply for HLC approval. Develop business plan that proves the initiative is self-sustaining and will have no impact on the Education Fund.	Maria Coons, Judy Marwick	Yes	Completed investigation and program was determined not to be feasible.

Operational Plan

Goal	Target	Responsibility	Completed	Comments
Develop a communication plan that introduces the President to top businesses leaders in the District.	Schedule a meeting between a top business leader and the President on a monthly basis.	Maria Coons	Yes	Focused on the advanced manufacturing sector and through the Human Resource Policy Association. Leaders were from: Motorola Solutions, McDonald's, Acme Industries, US Foods, Nation Pizza Products, Schneider Electric, Ideal Industries, Iverson and Company, Mori Seiki, Big Kaiser, Fanuc, and Amada.
Purchase and implementation of a student registration system for non-credit and RVS (1.6) students.	Launch software by the fall 2012 registration period (July 1, 2012).	Maria Coons, Mark Mrozinski	In Progress	Purchased system and implementation will begin July 2012, with software launch for spring 2013 registration period. Launch delayed due to implementation of Banner 8.5.3.

Facilities:

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

Goal	Target	Responsibility	Completed	Comments
Begin construction of G and H Buildings.	Complete construction drawings by December 2011. Begin construction by May 2012.	Ron Ally, Tom Crylen	Yes No - Delayed	Completed construction drawings in April 2012. Scheduled construction to begin on Building H (formerly G and H) in September 2012.
Retain architect for Student Center.	Board approval by December 2011.	Ron Ally, Tom Crylen	Yes	Retained Cannon Design for architectural and engineering services for this project; Board approved at October 2011 meeting.

Operational Plan

Goal	Target	Responsibility	Completed	Comments
Retain architect for D Building renovation and addition.	Board approval by December 2011.	Ron Ally, Tom Crylen	Yes	Retained Holabird & Root for architectural services for this project; Board approved at September 2011 meeting.
Retain firm for traffic study and redesign of Euclid and Roselle entrances.	Board approval by December 2011.	Ron Ally, Tom Crylen	Yes	Retained JJR, LLC for engineering services/traffic study for the redesign of Euclid and Roselle entrances; Board approved at August 2011 meeting.
Implement space scheduling and facilities rental plan.	Complete implementations by June 30, 2012.	Ron Ally, Tom Crylen	In Progress	Began implementation of space scheduling and facilities rental plan. The new scheduling system software and facility rental manager should be approved this fiscal year. The standard rental process is under development.
Plan and execute the utilization of the annual allocation for repair and maintenance.	Complete priority projects as planned by June 30, 2012.	Ron Ally, Tom Crylen	In Progress	Completed priority repair and maintenance projects with smaller projects ongoing.
Meet the second year requirements of the American College & University Presidents' Climate Committee (ACUPCC - green initiative).	Submit Greenhouse Gas Reports by January 25, 2012.	Ron Ally, Tom Crylen	Yes	Submitted the Greenhouse Gas Report to ACUPCC in May 2011.

Operational Plan

Goal	Target	Responsibility	Completed	Comments
Implement Instructional and Student projects as approved in the Technology Plan.	Implement DBI- Oracle dashboards and IEM tracking system as planned by June 30, 2012.	Ron Ally, Patrick Bauer, Regan Meyers	Yes	Approved and implemented all 35 projects in the Technology Plan.
Enhance the business systems to improve self-service, as well as access to essential information of the College e.g. Dashboard Information (DBI), and Institutional Effectiveness Measures (IEMs).	Implementation as planned by June 30, 2012.	Ron Ally, Patrick Bauer, Michael Babb	Yes	Implemented DBI for Funds Management, profit and loss analysis, and expense analysis. Developed a self-service automated process for faculty credit hour submission; developed online professional development capability. Engaged consultants to implement systems to provide enhanced IEM reporting, and is due to complete in December 2012. Other - Implemented NetCommunity which provides online fundraising tools, advanced online giving options; Supported the migration to latest version of FAMIS.

Safety:

Ensure the safety of the Harper Community.

Goal	Target	Responsibility	Completed	Comments
Implement Emergency Management training.	Complete training by June 30, 2012.	Ron Ally, Mike Alsup	Yes	Conducted a full-scale functional field exercise on August 10, 2011.

Operational Plan

Goal	Target	Responsibility	Completed	Comments
Address student conduct and campus safety.	<p>Recommend a threat assessment model by June 30, 2012.</p> <p>Develop a proactive educational campaign to address student behavior.</p>	Judy Marwick, Ashley Knight	<p>Yes</p> <p>Yes</p>	<p>Approved a threat assessment model as proposed by the Harper Early Alert Team (HEAT) based on best practices in law enforcement and higher education literature.</p> <p>Developed a proactive educational campaign to address student behavior.</p> <ul style="list-style-type: none"> • Developed marketing materials (Web and hard copy) about the student conduct process, campus expectations for behavior, and helpful resources for students. • Provided comprehensive training and a resource manual/handbook for resolution board members.
Provide Health and Safety provisions/training for faculty and staff.	Complete OSHA training as required by June 30, 2012.	Ron Ally, Sara Gibson	Yes	Initiated online safety training to comply with required OSHA training. The teams completed 11 different training sessions. 100% of physical plant employees participated. The online safety training is a free program supported by Harper's excess workers compensation insurance carrier.