2013-2014 Institutional Accountability Report

Kenneth L. Ender, Ph.D. President

July 2014

William Rainey Harper College
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MEMORANDUM

To:	Board of Trustees
From:	Dr. Kenneth L. Ender, President
Date:	June 30, 2014
Re:	Harper College's Accountability Report for FY2014

Harper College is now completing its fourth full year of our Strategic Plan, and we continue to focus our efforts towards improving student success and completion. In reflecting on our major accomplishments, we can be proud of the difference Harper College is making for students. With outcomes like a 6.5% increase in the College's graduation rate over the last two years and a 21.1% increase in the number of recent high school graduates beginning college-ready in math than just three years ago, we continue to experience success.

Consistent with our commitment to transparency and accountability, this document reports the FY2014 outcomes for our Institutional Priorities, Institutional Effectiveness Measures, Strategic Plan and Operational Plan. While all of our efforts are worth mention and result from the collaborative work of our faculty and staff, the following items highlight exceptional work over the past year:

- Conferred 3,743 degrees and certificates. This puts the College 689 credentials ahead of our annual target of 3,054. Currently we are 67% to our goal of 10,604 additional degrees and certificates by 2020.

- Received a $1 million gift from Rita and John Canning, the largest private gift in Harper College history; awarded $100,000 in Resource for Excellence grants to faculty and staff in support of strategic initiatives; and awarded $300,000 through the new Student Success Opportunity Grant.

- Extended the faculty contract through August 2017.

- Realized a 39.8% market penetration rate from our feeder schools' recent high school graduates. This rate includes dual-credit students and represents our highest rate ever.

- Implemented a plan to align college programing with community needs at the newly-named Learning and Career Center (formerly NEC).

- Received the Gates/EDUCAUSE Next Generation Learning Challenge Grant, which resulted in $150,000 for Project Discover. This project includes a student analytics system, first year seminar course, educational planning tools and an upgraded student portal.

- Laid the foundation and groundwork for the Harper Promise program.

- Selected a steering committee of faculty and administrators to lead the 2017-2018 Higher Learning Commission reaccreditation process.

- Made major advances against the Campus Master Plan goals, including the completion of two-levels of the parking structure and continued construction on Buildings H and D.

- Broke ground on the Hanover Park Education and Work Center. The center represents a collaborative partnership that meets the educational needs of several communities.

Presidential 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 2013-14:

Goal: Complete a College-wide review of the College mission statement.
Ongoing: The Strategic Planning and Accountability Committee received a formal charge from the Board of Trustees in December 2013. In order to allow for completion of this year-long process, the completion date has been adjusted to December 2014.

Goal: Finalize and implement the Community Relations Plan.
Completed: Finalized and integrated the new Community Relations Plan into the College's Operational Plan and hired a Community Relations Manager.

Goal: Implement recommendations related to employee diversity, equity and inclusion.
Completed: Implemented year one of the Diversity and Inclusion Plan with the appointment of a Special Assistant to the President for Diversity and Inclusion.

Goal: Assess the feasibility and provide the infrastructure for a Major Gifts Campaign.
Completed: Conducted a feasibility study in fall 2013 and presented the report to the Foundation Board and Board of Trustees.

Goal: Develop a "Master Plan" for Health, Wellness and a program statement for Building M.
Ongoing: The Sports, Recreation and Wellness Task Force developed a recommendation for the Health and Wellness Center which is currently being vetted through the College's shared governance system.

Goal: Develop a comprehensive enrollment management program for adult students.
Completed: Formed an Adult Student Services Task Force, which developed a plan for the recruitment and retention of adult students.

Outcome details on the Institutional Effectiveness Measures, Strategic Plan and Operational Plan can be found in the corresponding sections of the attached Accountability Report.

The following highlights the financial results against the FY2014 budget.

Financial Projections

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

The FY2014 Tax-Capped Funds revenue is projected to be under budget by $1.1 million, or 1%. 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 FY2014 are under budget by $6.1 million, or 5.6%. Vacant positions affecting salary and benefit costs and overall cost containment efforts were the key factors in this positive variance.

The Tax-Capped Funds were budgeted to break even after all transfers. Current projections are to have a net surplus of $0.1 million.

Capital Projects

Several Campus Master Plan project initiatives made significant headway in FY2014:

- Building H Renovation Project construction is progressing with exterior work in the final stages and interior finishes underway. The project is scheduled to be completed in fall 2014, with occupancy in spring 2015. The project is fully funded with a contribution of $20.3 million from the State of Illinois Capital Development Board (CDB) and $17.8 million from Harper, for a total project budget of $38.1 million. The project is expected to be completed under the $38.1 million budget.

- Phase I of Building D is substantially complete and has been turned over to Harper College. Facilities Management and Information Technology will use the summer months to prepare for fall semester occupancy. Phase II demolition will occur after winter break, when all remaining occupants are relocated elsewhere on campus. The project is expected to be completed by spring 2016 and under the $46.4 million budget.

- Began work on East Kris Howard Drive and Parking Lot 6 Reconfiguration Project. A portion of the ring road was successfully closed immediately after graduation. Lot 6 will be substantially complete and ready for use by the start of the fall semester.

- Design development on the Canning Center is complete and has been submitted to the CDB for review. Construction documents will proceed in earnest after approval by the CDB and will be completed in January 2015. Construction is scheduled to begin in July 2015 and be ready for occupancy by fall 2017.

- The majority of exterior work is complete on the East Campus Parking Structure and the focus is now shifting to the attached ancillary facilities, i.e. warehouse and mobile lab storage. Two levels of the structure will be open for permit-based parking on August 25, with the remainder of the project scheduled to finish in mid-October. The project is expected to come in under the $16.8 million budget.

- The Design Development Phase for the Advanced Manufacturing Lab (AML) is near completion and construction documents are expected to start soon. The intended completion date is targeted so the lab is operational by fall 2015. In the meantime, the AML will have temporary residence in the Building D Phase I dock area, and be operational by the start of the fall semester.

- Other significant capital improvements in FY2014 include: Building Envelope Projects, Harper Learning and Career Center, Emergency Generator System, and Building D Mechanical Room.

Conclusion

This has been an extremely productive year for Harper College. We conferred over 3,700 credentials and remain ahead of schedule in reaching our goal of 10,604 additional credentials by 2020. The College continues to receive national recognition for our leadership of the "completion agenda" as well as for our strong partnerships. NECSS, our high school partnership, continues to focus efforts on curriculum alignment and produces noteworthy college readiness outcomes. Through our continued efforts we have developed an institutional culture that is focused on the success of our students. Our students, in turn, are experiencing increasing levels of success. Two Harper College students were awarded the prestigious Jack Kent Cooke Undergraduate Transfer Scholarship and will receive $30,000 annually for two years in support of continued studies. Our stewardship of the College's funds continues to be outstanding, and we will finish the year with funds to invest in the College's Promise Program. 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 FY2014 the College monitored targets for the IEMs and the strategic goals. Progress against these targets, as well as outcomes on the Operational Plan targets, are conveyed in this report. The Accountability Report is also available to the public on the Harper College website.

College Accountability Structure

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

	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

The Board of Trustees approved and adopted 24 IEMs for Harper College in FY2011. In FY2012, constituents from across the College joined in a campus conversation to recommend long-term IEM targets, to be achieved by FY2016. In order to select recommended targets for the IEMs, historical and comparison data were examined. Current institutional priorities and initiatives also guided the development of these targets. Recommended targets were set using a framework that included three categories.

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.

The recommended targets were approved by the Board of Trustees in May 2012. During FY2014 the College continued to make progress on the IEM targets. Activities related to the Operational Plan, Strategic Plan and individual department goals and objectives aided in the overall progress made this year. Movement toward the IEM targets, along with updated Harper and comparison data is displayed on the following pages.

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, 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, over 450 community colleges have participated in the data-collection and reporting process for the projects. In 2013, 270 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, transfer out rate, persistence rate, advancement rate, student satisfaction and graduate achievement of objective.

Below is a representation of current progress toward the 2016 student progress targets. This status is also provided on the individual page for each of the measures. Progress on the 2016 targets is identified as:

In Progress – Needs Attention:
> This status indicates that based on current and trend data additional attention and effort is needed if the target is to be achieved by 2016.

In Progress – On Target:
> This status indicates that based on current and trend data it is projected that the 2016 target will be met.

Target Achieved:
> This status will not be selected until 2016.

Measure	In Progress Needs Attention	In Progress On Target	Target Achieved
Graduation Rate			
Transfer Out Rate			
Persistence Rate: Fall to Spring			
Persistence Rate: Fall to Fall			
Student Advancement Rate			
Student Satisfaction			
Graduate Achievement of Objective			

A data chart and detailed narrative description is provided for each of the above measures. The charts include both Harper and comparison data, as well as the 2016 target for the given measure. The dotted line connecting the most current available data to the 2016 target represents the approximate trendline to achieving the target.

Institutional Effectiveness Measures – Student Progress

Graduation Rate measures degree or certificate completers within three years of enrolling at Harper. Harper's graduation rate has fluctuated over time but has been increasing since 2010. In 2012, the graduation rate increased to 20.40% and remains well above the 2016 target range (16.0-17.0%). The Harper graduation rate also remains above the peer group average (16.90%) and below the national average (27.00%).

2016 Target: Improvement = 16.0-17.0%

Current Target Status: In Progress – On Target

Reported Year	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Harper	21.00%	15.80%	16.00%	14.80%	13.90%	19.00%	20.40%				
Peer group average	16.90%	15.90%	14.10%	15.40%	15.40%	15.80%	16.90%				
Peer - high	25.50%	23.30%	17.40%	25.20%	25.50%	27.40%	30.20%				
Peer - low	9.70%	9.30%	8.50%	10.00%	10.30%	10.70%	11.20%				
National average	28.30%	26.40%	26.50%	26.80%	27.40%	27.10%	27.00%				
Harper target - high											17.00%
Harper target - low											16.00%
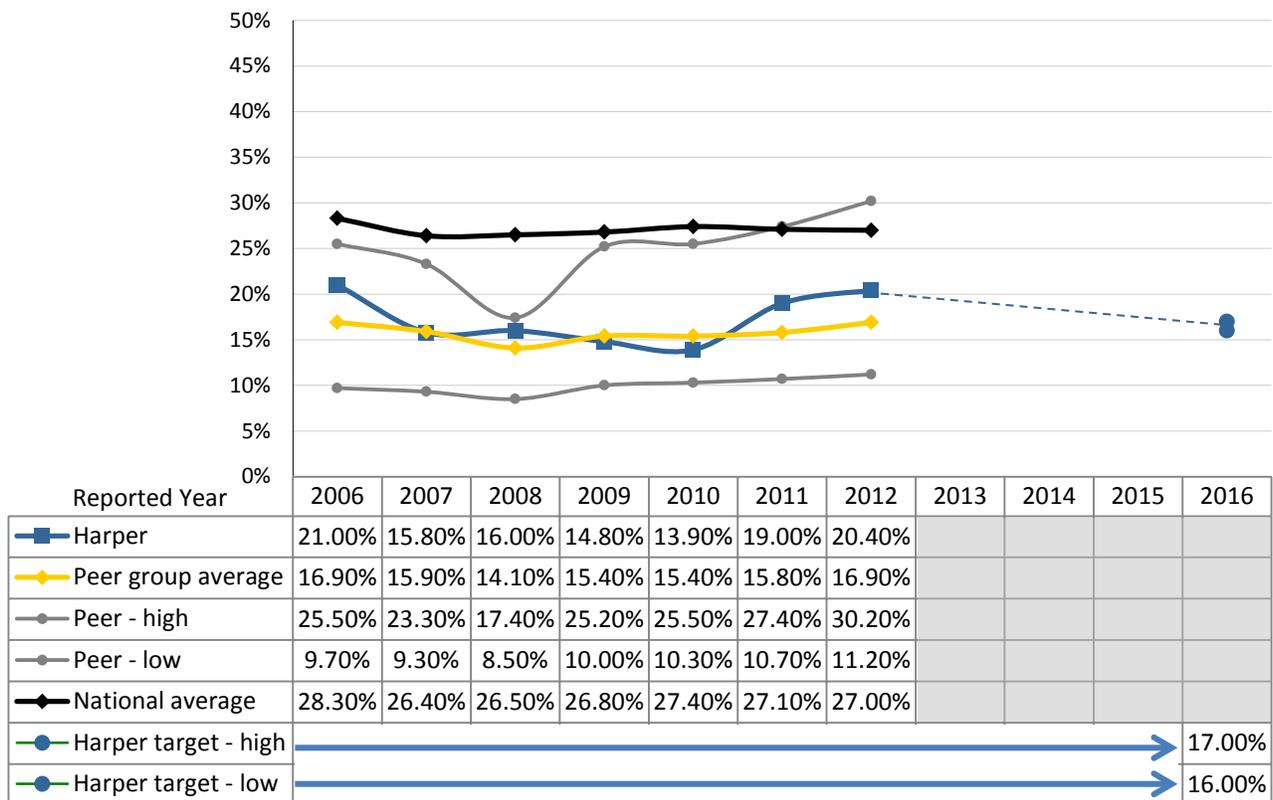
Full definition: Percent of full-time, first-time, degree/certificate-seeking students who completed a degree or certificate within three years of initial enrollment.

Data source: IPEDS – Three-year rate (2012 data represents students who enrolled at Harper in fall 2009 and completed a degree or certificate by spring 2012)

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 decreased to 29.00% in 2012 and remains below the 2016 target range (34.0-35.0%). The peer group average (30.60%) is slightly above the Harper rate. In 2012, both Harper and the peer group were well above the national average (18.80%).

2016 Target: Expected = 34.0-35.0%

Current Target Status: In Progress – Needs Attention

Reported Year	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Harper	36.90%	34.50%	34.40%	32.30%	35.70%	33.20%	29.00%				
Peer group average	34.30%	33.70%	34.90%	32.70%	31.60%	31.40%	30.60%				
Peer - high	37.60%	38.70%	44.30%	39.50%	43.40%	40.40%	41.50%				
Peer - low	26.60%	28.80%	28.50%	27.10%	21.90%	21.50%	21.90%				
National average	19.20%	20.60%	19.90%	20.00%	20.10%	19.80%	18.80%				
Harper target - high											35.00%
Harper target - low											34.00%
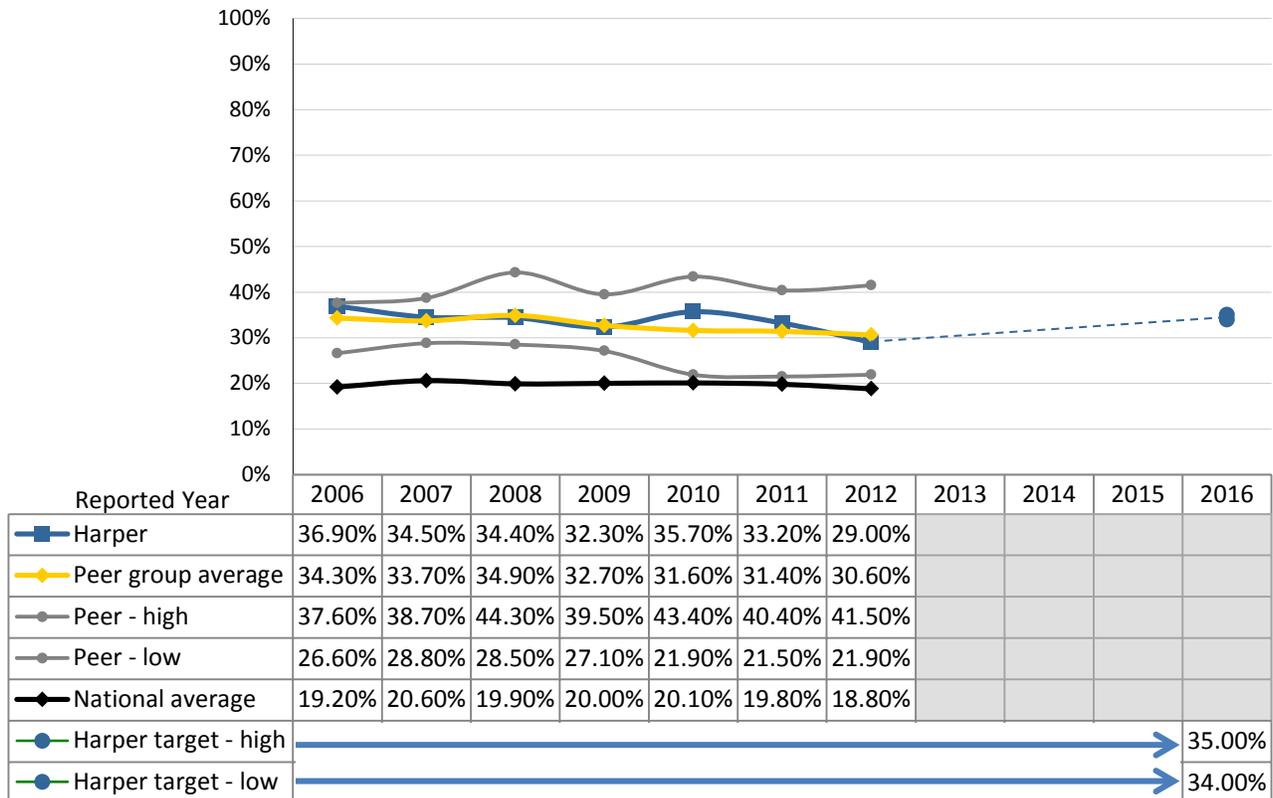
Full definition: Percent of first-time, full-time, degree/certificate-seeking students who are enrolled at another institution within three years of initial enrollment (does not include completers who transfer).

Data source: IPEDS – Three-year rate (2012 data represents students who enrolled at Harper in fall 2009 and enrolled at another institution by spring 2012)

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 six years. In 2013, the persistence rate decreased to 73.46% and is below the 2016 target range (76.0-77.0%). Harper remains above the national median (71.70%) and at the top of the peer group range (68.05-73.46%).

2016 Target: Stretch = 76.0-77.0%

Current Target Status: In Progress – On Target

Reported Year	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Harper	71.28%	71.06%	76.26%	70.48%	76.23%	76.96%	73.46%			
Peer group average	data not available			67.64%	data n/a	68.79%	69.96%			
Peer - high				70.48%		76.96%	73.46%			
Peer - low				65.47%		59.49%	68.05%			
National median	67.68%	68.66%	68.61%	70.94%	71.80%	71.56%	71.70%			
Harper target - high										77.00%
Harper target - low										76.00%
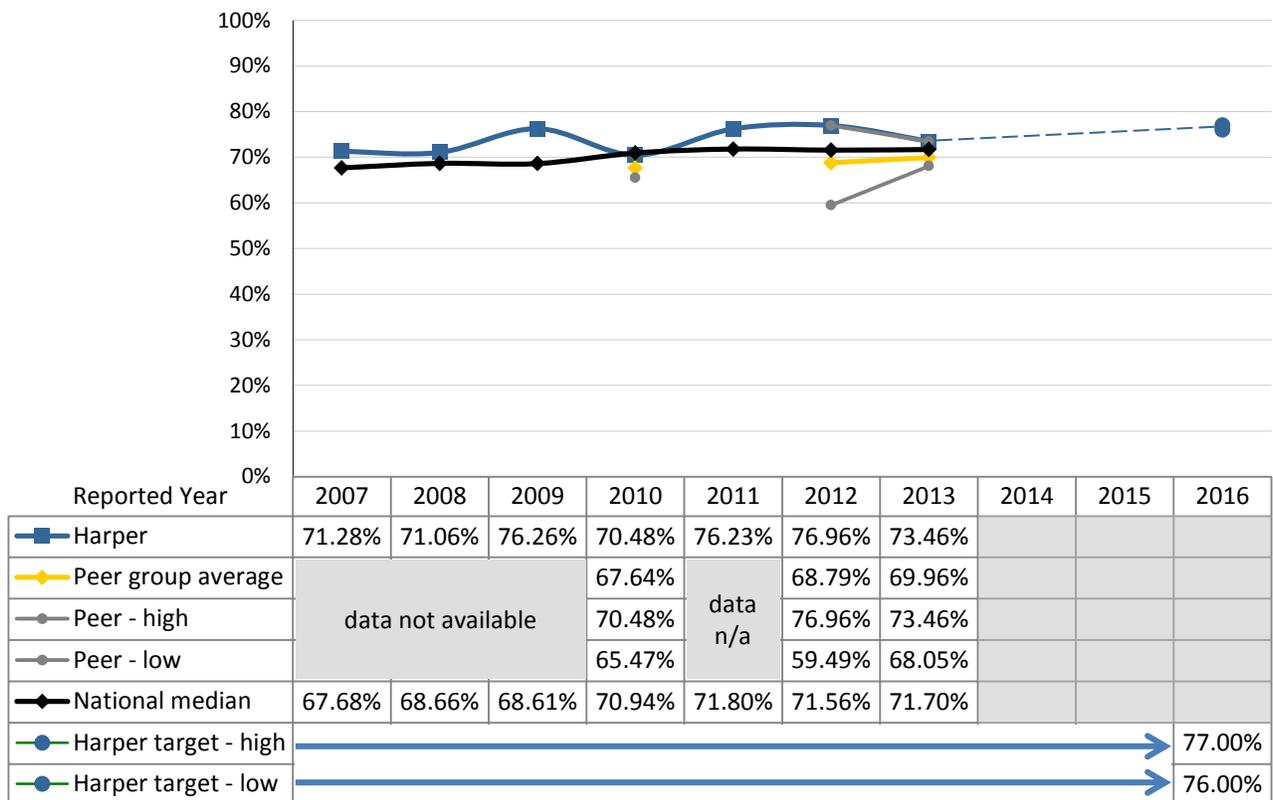
Full definition: Percent of all credit students who attend Harper in the fall and re-enroll spring of the same fiscal year.

Data source: NCCBP – Two-year lag in data (data reported in 2013 is actual 2011 data)

2013 Peer group: College of DuPage, College of Lake County, Moraine Valley Community College, Triton College

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 (53.16%) decreased from the 2012 high of 57.78%, but remains above the rates from 2011 and earlier. Harper remains at the top of the peer group range (46.57-53.16%) and above the 2016 target range (51.0-52.0%). Harper is also above the 2013 national median of 48.26%.

2016 Target: Improvement = 51.0-52.0%

Current Target Status: In Progress – On Target

Reported Year	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Harper	46.61%	49.24%	50.66%	49.88%	50.77%	57.78%	53.16%			
Peer group average	data not available			47.20%	data n/a	48.40%	49.45%			
Peer - high				51.82%		57.78%	53.16%			
Peer - low				42.67%		43.12%	46.57%			
National median	47.02%	46.82%	48.03%	49.73%	49.50%	48.44%	48.26%			
Harper target - high										52.00%
Harper target - low										51.00%
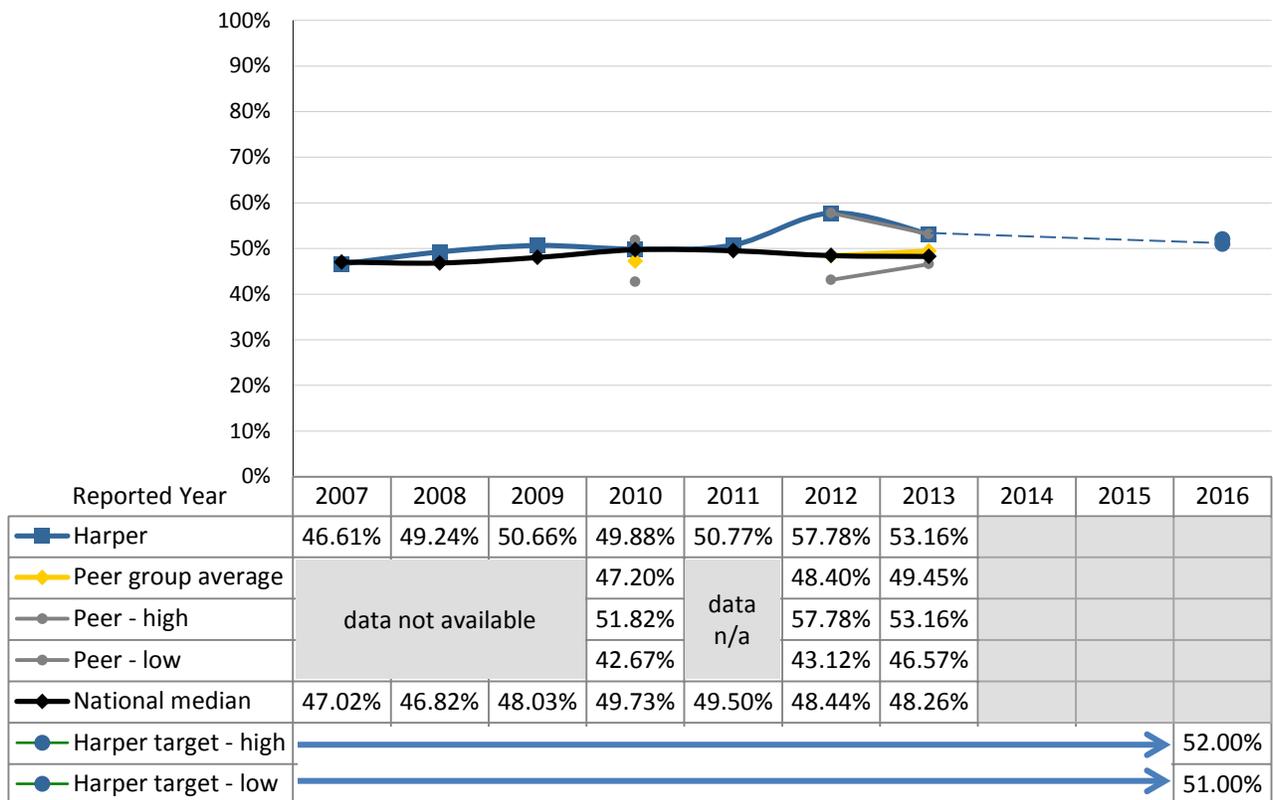
Full definition: Percent of all credit students who attend Harper in the fall and re-enroll the following fall.

Data source: NCCBP – Two-year lag in data (data reported in 2013 is actual 2011 data)

2013 Peer group: College of DuPage, College of Lake County, Moraine Valley Community College, Triton College

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 (65.01%) increased in 2013 after a consistent decline. The student advancement rate currently falls below the 2016 target range (77.0-78.0%). Peer data is not available for 2013.

2016 Target: Stretch = 77.0-78.0%

Current Target Status: In Progress – Needs Attention

Reported Year	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Harper	79.85%	72.85%	74.42%	69.26%	69.86%	65.43%	62.92%	65.01%			
Peer group average	75.11%	73.29%	73.80%	70.82%	68.32%	61.42%	63.20%				
Peer - high	79.85%	77.27%	78.48%	73.07%	74.07%	70.29%	70.39%	data n/a			
Peer - low	68.86%	71.07%	70.15%	66.35%	64.29%	50.07%	58.13%				
Statewide average	70.85%	70.28%	71.78%	67.23%	65.21%	60.31%	58.92%				
Harper target - high											78.00%
Harper target - low											77.00%
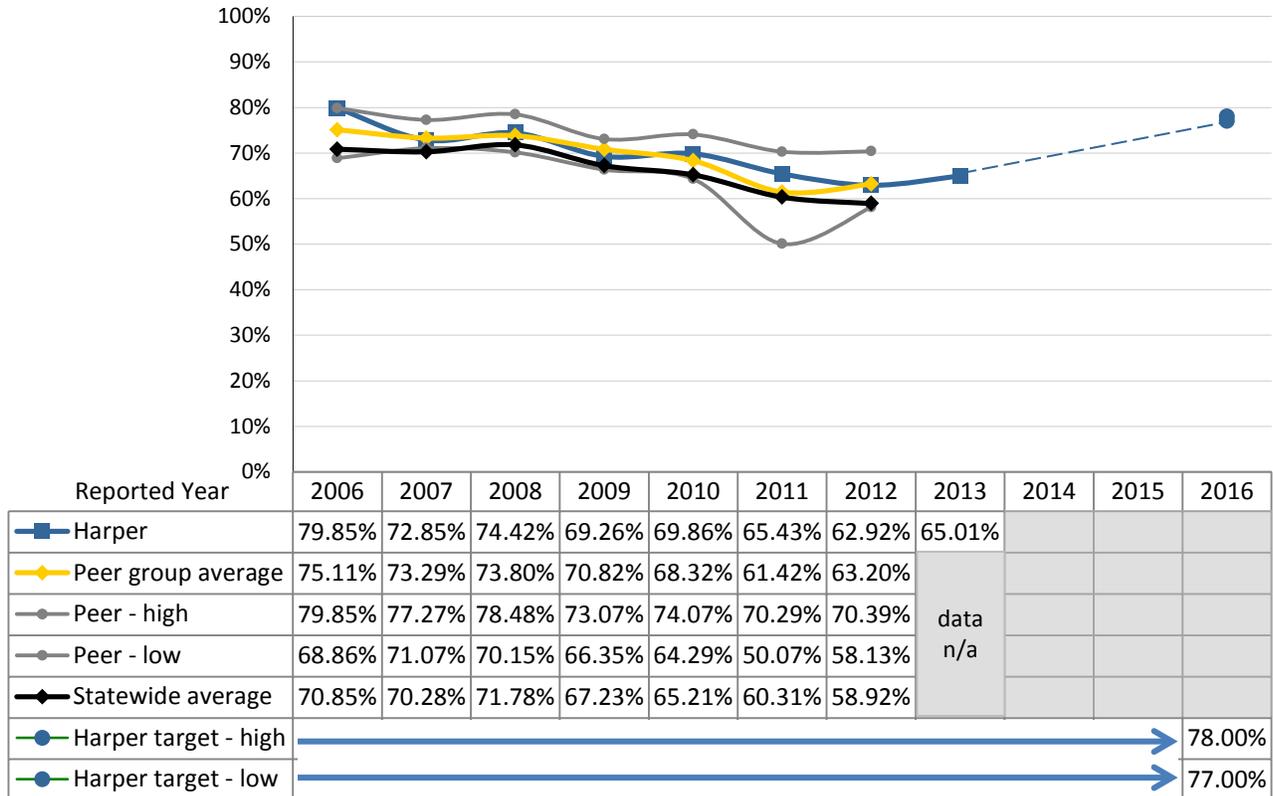
Full definition: Percent of first-time, full-time, degree/certificate-seeking students who initially enrolled fall semester and who by spring three years later graduated, transferred or continued to enroll at Harper.

Data source: ICCB and IPEDS – Three-year rate (2013 data represents students who enrolled at Harper in fall 2010 and graduated, transferred or continued to enroll at Harper by spring 2013)

2012 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 (3.22) increased slightly in 2012 and continues to be above the peer group (3.10). Harper's average for student satisfaction is slightly higher than the national average (3.14) and above the 2015 target range (3.18-3.20).

2015 Target: Expected = 3.18-3.20

Current Target Status: In Progress – On Target

Reported Year	2006	2009	2012	2015
Harper	3.19	3.18	3.22	
Peer group average	3.08	3.12	3.10	
Peer - high	data not available			
Peer - low				
National	3.15	3.16	3.14	
Harper target - high				3.20
Harper target - low				3.18
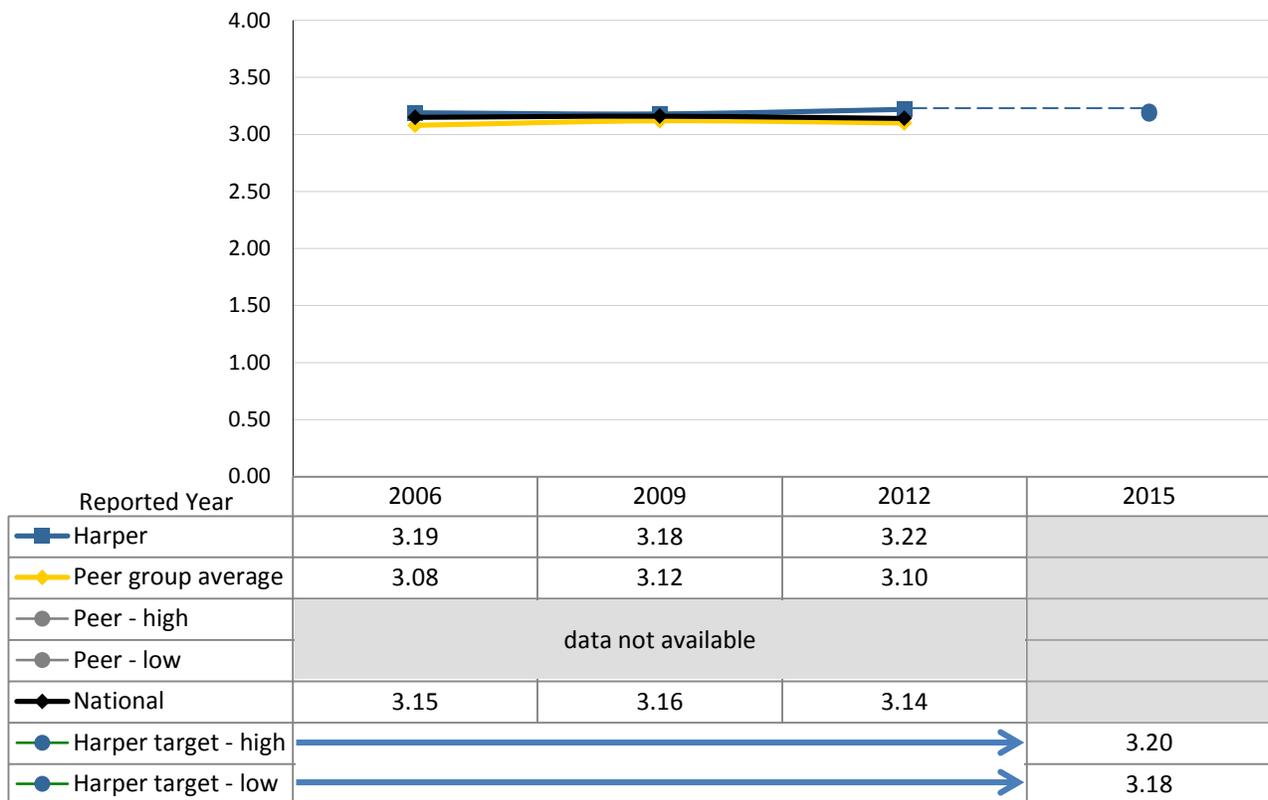
Full definition: Survey item #27: How would you evaluate your entire educational experience at this college? (1 = poor, 2 = fair, 3 = good, 4 = excellent)

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

Peer group: College of Lake County, Danville Area Community College, Elgin Community College, Heartland Community College, Illinois Central College, Illinois Valley Community College, John Wood Community College, Lincoln Land Community College, Malcolm X College, Oakton Community College, Parkland College, Rend Lake College, Richard J. Daley College, Waubonsee Community 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. In 2013, Harper's rate of graduate satisfaction (92.70%) decreased to its lowest point. Harper's current rate is below the national median (94.30%) and the 2016 target range (96.0-97.0%).

2016 Target: Expected = 96.0-97.0%

Current Target Status: In Progress – Needs Attention

Reported Year	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Harper	95.50%	95.00%	95.00%	96.50%	93.80%	95.20%	92.70%			
Peer group average	data not available			95.13%	data not available		94.60%			
Peer - high				96.50%			96.50%			
Peer - low				92.60%			92.70%			
National median	94.00%	94.00%	93.80%	93.80%	95.00%	94.90%	94.30%			
Harper target - high										97.00%
Harper target - low										96.00%
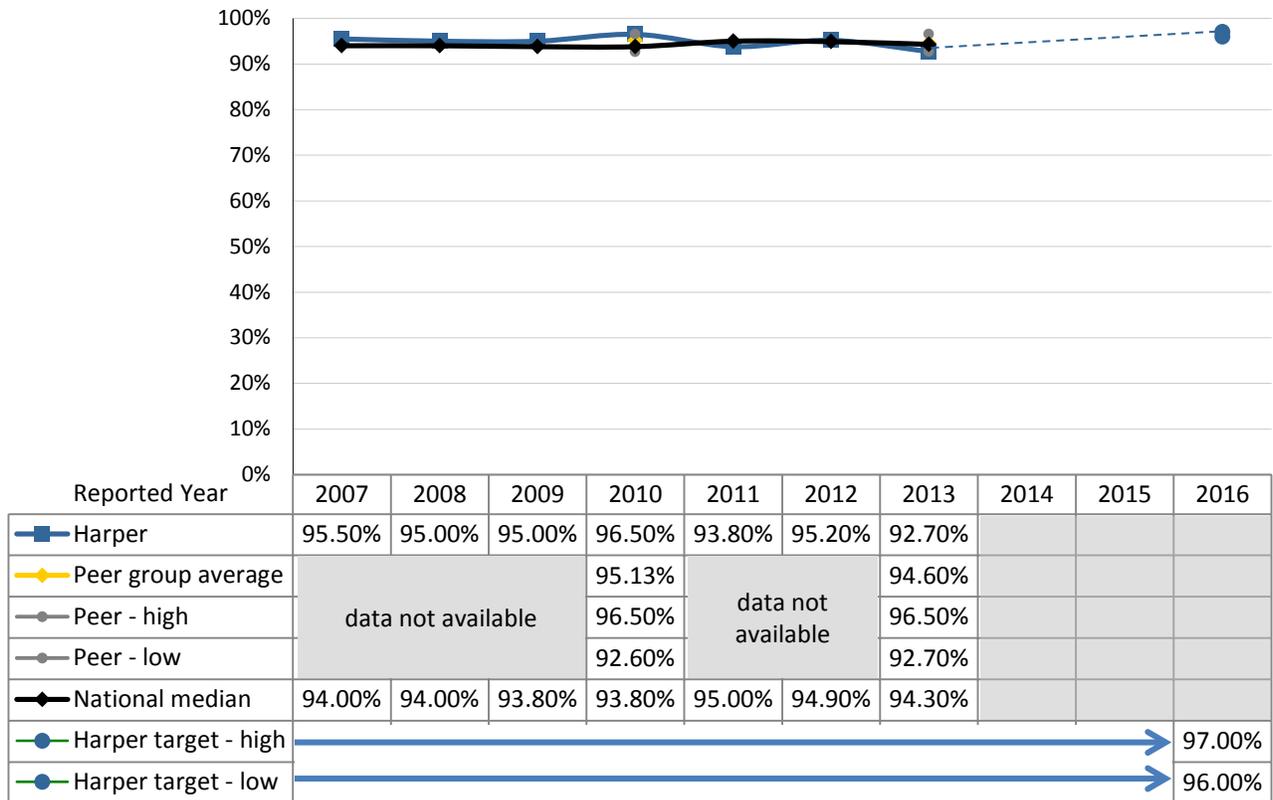
Full definition: Combined affirmative responses to items on the Transfer and Career Graduate Surveys.

- 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 (2013 data represents students who graduated/transferred in 2012)

2013 Peer group: College of DuPage, College of Lake County, Moraine Valley Community College, Triton College

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 (English, reading and math) and college-level (English and math) course work. These measures support the College's mission to provide developmental instruction for underprepared students.

Below is a representation of current progress toward the 2016 progress of developmental student targets. This status is also provided on the individual page for each of the measures. Progress on the 2016 targets is identified as:

In Progress – Needs Attention:
> This status indicates that based on current and trend data additional attention and effort is needed if the target is to be achieved by 2016.

In Progress – On Target:
> This status indicates that based on current and trend data it is projected that the 2016 target will be met.

Target Achieved:
> This status will not be selected until 2016.

Measure	In Progress Needs Attention	In Progress On Target	Target Achieved
Developmental Writing Success Rate	■		
Developmental Reading Success Rate	■■■		
Developmental Math Success Rate	■■■		
Success Rate of Developmental Students in ENG101	■		
Success Rate of Developmental Students in College-Level Math	■■■		

A data chart and detailed narrative description is provided for each of the above measures. The charts include both Harper and comparison data, as well as the 2016 target for the given measure. The dotted line connecting the most current available data to the 2016 target represents the approximate trendline to achieving the target.

Institutional Effectiveness Measures – Progress of Developmental Students

Developmental Writing Success Rate measures students who were enrolled in developmental English and earned a grade of C or better in that course. Harper's 2013 success rate for developmental writing (55.97%) is at its lowest point in recent years. Harper's success rate is below the national median (64.37%) and the 2016 target range (63.0-64.0%).

2016 Target: Expected = 63.0-64.0%

Current Target Status: In Progress – Needs Attention

Reported Year	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Harper	63.00%	57.00%	59.00%	61.23%	65.49%	60.91%	55.97%			
Peer group average	data not available			64.95%	data n/a	64.30%	58.54%			
Peer - high				74.67%		69.55%	70.56%			
Peer - low				56.81%		60.50%	50.56%			
National median	64.55%	64.03%	63.35%	64.59%	64.91%	64.58%	64.37%			
Harper target - high										64.00%
Harper target - low										63.00%
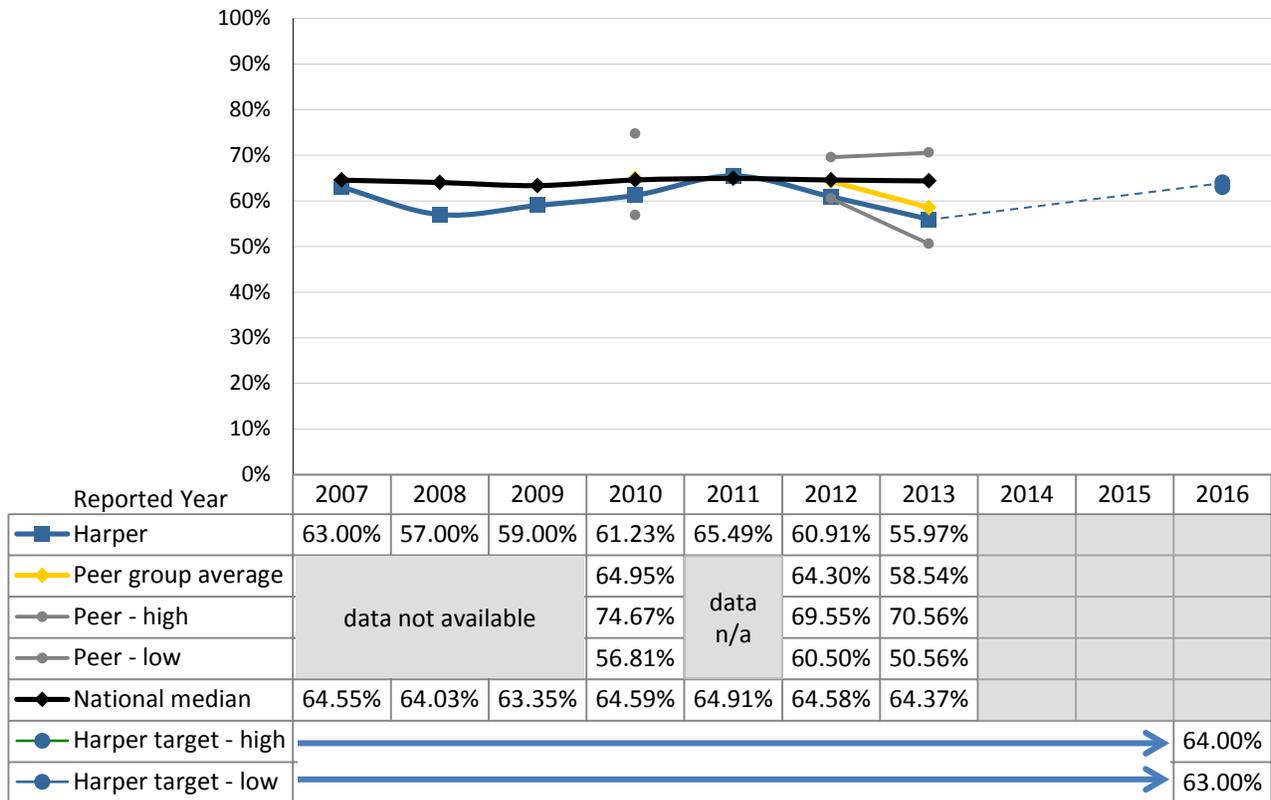
**Full definition:** Students who were enrolled in developmental English (including ENG100) in the given fall term and earned a grade of C or higher.

Data source: NCCBP – Two-year lag in data (data reported in 2013 is actual 2011 data)

2013 Peer group: College of DuPage, College of Lake County, Moraine Valley Community College, Triton College

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 (65.17%) has remained relatively stable over the past three years and is well above the rate of earlier years. The Harper rate is higher than the 2013 peer group average (57.17%) and the 2016 target range (53.0-54.0%). Harper's rate is slightly below the 2013 national median (66.12%).

2016 Target: Expected = 53.0-54.0%

Current Target Status: In Progress – On Target

Reported Year	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Harper	52.35%	53.30%	52.39%	61.28%	64.51%	66.58%	65.17%			
Peer group average	data not available			64.97%	data n/a	59.52%	57.17%			
Peer - high				75.07%		70.51%	71.09%			
Peer - low				50.86%		40.26%	44.48%			
National median	68.39%	68.16%	66.60%	67.18%	67.57%	67.35%	66.12%			
Harper target - high										54.00%
Harper target - low										53.00%
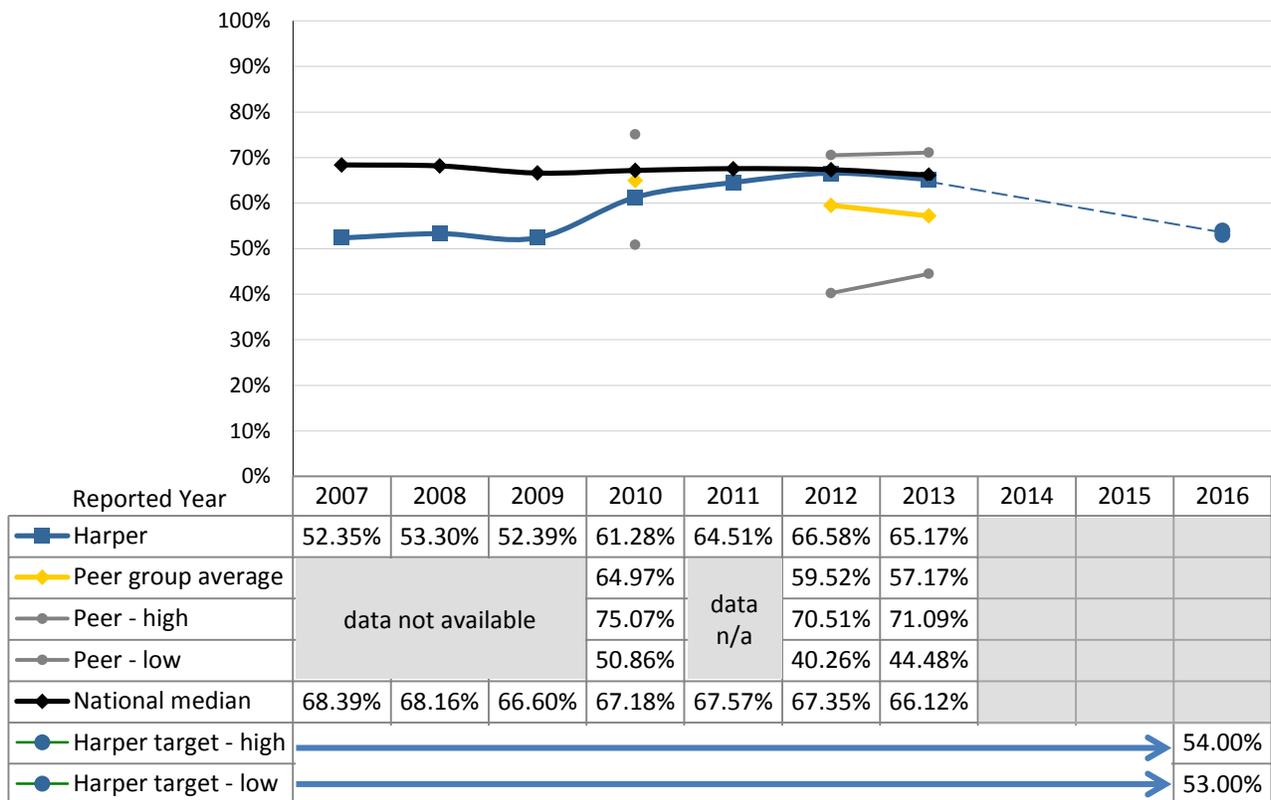
Full definition: Students who were enrolled in developmental reading in the given fall term and earned a grade of C or higher.

Data source: NCCBP – Two-year lag in data (data reported in 2013 is actual 2011 data)

2013 Peer group: College of DuPage, College of Lake County, Moraine Valley Community College, Triton College

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 decreased from the 2012 rate. The current Harper rate (53.33%) is slightly higher than the 2013 peer group average (52.38%) and just above the 2016 target range (52.0-53.0%). The Harper rate is currently below the 2013 national median (56.67%).

2016 Target: Expected = 52.0-53.0%

Current Target Status: In Progress – On Target

| Reported Year	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Harper	50.12%	50.38%	51.78%	55.21%	54.70%	55.68%	53.33%			
Peer group average		data not available		54.23%	data n/a	52.18%	52.38%			
Peer - high				66.94%		57.28%	55.51%			
Peer - low				37.72%		42.83%	46.74%			
National median	55.01%	54.29%	54.43%	56.19%	56.89%	57.32%	56.67%			
Harper target - high										53.00%
Harper target - low										52.00%
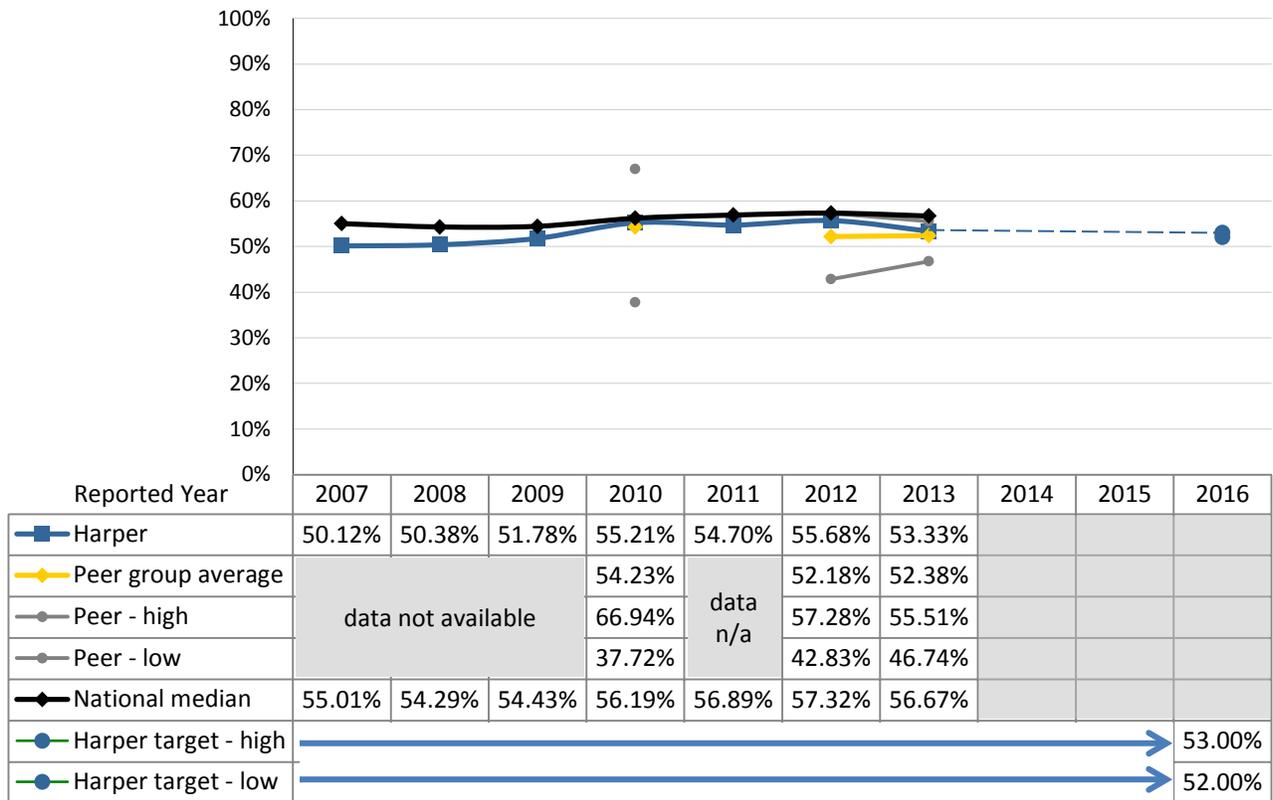
Full definition: Students who were enrolled in developmental math in the given fall term and earned a grade of C or higher.

Data source: NCCBP – Two-year lag in data (data reported in 2013 is actual 2011 data)

2013 Peer group: College of DuPage, College of Lake County, Moraine Valley Community College, Triton College

Institutional Effectiveness Measures – Progress of Developmental Students

Success Rate of Developmental Students in ENG101 measures students who successfully completed developmental course work in English and subsequently successfully completed ENG101. Harper's success rate for ENG101 (65.60%) has remained relatively stable over the past four years. The Harper rate is below the target range (67.0-68.0%). The 2013 average success rate for the peer group (75.62%) and the 2013 national median (71.09%) are above Harper's rate.

2016 Target: Expected = 67.0-68.0%

Current Target Status: In Progress – Needs Attention

| Reported Year	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Harper	70.28%	72.00%	62.63%	65.26%	65.92%	64.08%	65.60%			
Peer group average				74.09%		73.59%	75.62%			
Peer - high		data not available		85.37%	data n/a	83.12%	84.26%			
Peer - low				61.33%		64.08%	65.60%			
National median	70.17%	70.43%	69.62%	71.17%	72.22%	71.03%	71.09%			
Harper target - high										68.00%
Harper target - low										67.00%
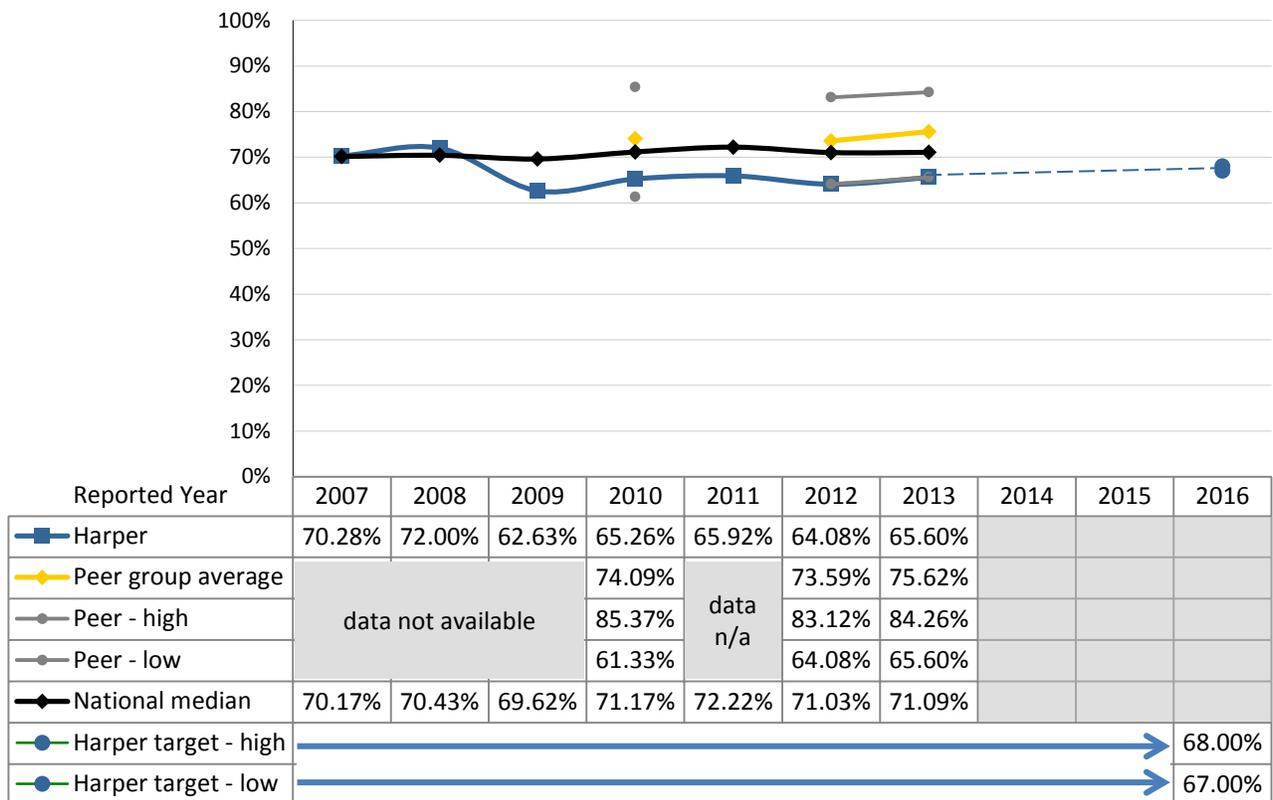
Full definition: Students who successfully completed developmental English and subsequently successfully completed first college-level English course within one year.

Data source: NCCBP – Two-year lag in data (data reported in 2013 is actual 2011 data)

2013 Peer group: College of DuPage, College of Lake County, Moraine Valley Community College, Triton College

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 (63.33%) has increased since its low point in 2011 and is above the 2016 target range (61.0-62.0%). Harper's rate is below the 2013 peer group average (66.93%) and the 2013 national median (65.65%).

2016 Target: Expected = 61.0-62.0%

Current Target Status: In Progress – On Target

Reported Year	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Harper	60.17%	63.58%	60.65%	67.61%	59.17%	60.50%	63.33%			
Peer group average				67.63%		65.83%	66.93%			
Peer - high	data not available			76.09%	data n/a	77.96%	81.90%			
Peer - low				55.24%		55.56%	59.25%			
National median	65.56%	65.17%	64.40%	66.67%	68.58%	65.60%	65.65%			
Harper target - high										62.00%
Harper target - low										61.00%
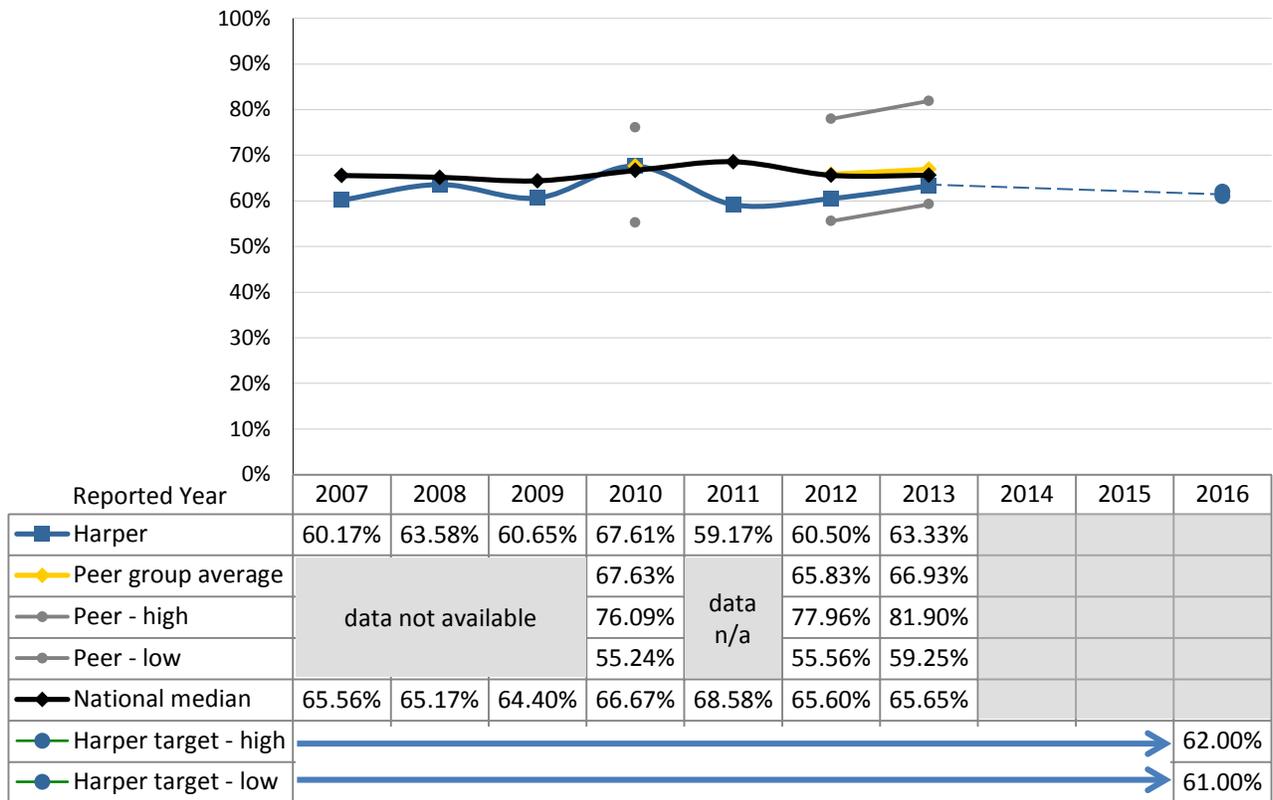
Full definition: Students who successfully completed developmental math and subsequently successfully completed first college-level math course within one year.

Data source: NCCBP – Two-year lag in data (data reported in 2013 is actual 2011 data)

2013 Peer group: College of DuPage, College of Lake County, Moraine Valley Community College, Triton College

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.

Below is a representation of current progress toward the 2016 performance after transfer target. This status is also provided on the individual page for this measure. Progress on the 2016 targets is identified as:

In Progress – Needs Attention:
> This status indicates that based on current and trend data additional attention and effort is needed if the target is to be achieved by 2016.

In Progress – On Target:
> This status indicates that based on current and trend data it is projected that the 2016 target will be met.

Target Achieved:
> This status will not be selected until 2016.

| Measure	In Progress Needs Attention	In Progress On Target	Target Achieved
Transfer Cumulative Grade Point Average	Target yet to be determined		

A data chart and detailed narrative description is provided for the above measure. The chart includes both Harper and comparison data.

Institutional Effectiveness Measures – Performance after Transfer

Transfer Cumulative Grade Point Average (GPA) measures cumulative GPA at the end of the first year after transferring. The cumulative GPA of Harper's transfers to Illinois public universities (3.00) remained relatively unchanged during the two observed years. In 2009, Harper's transfer cumulative GPA was above the national median (2.89).

2016 Target: No target has been set. The state organization that provided this data is no longer collecting this information. New tracking system scheduled for implementation in 2014.

Current Target Status: Target yet to be determined

Reported Year	2008	2009
Harper	3.08	3.00
Peer group average		
Peer - high	data not available	
Peer - low		
National	2.88	2.89
Harper target - high	target to be determined	
Harper target - low		
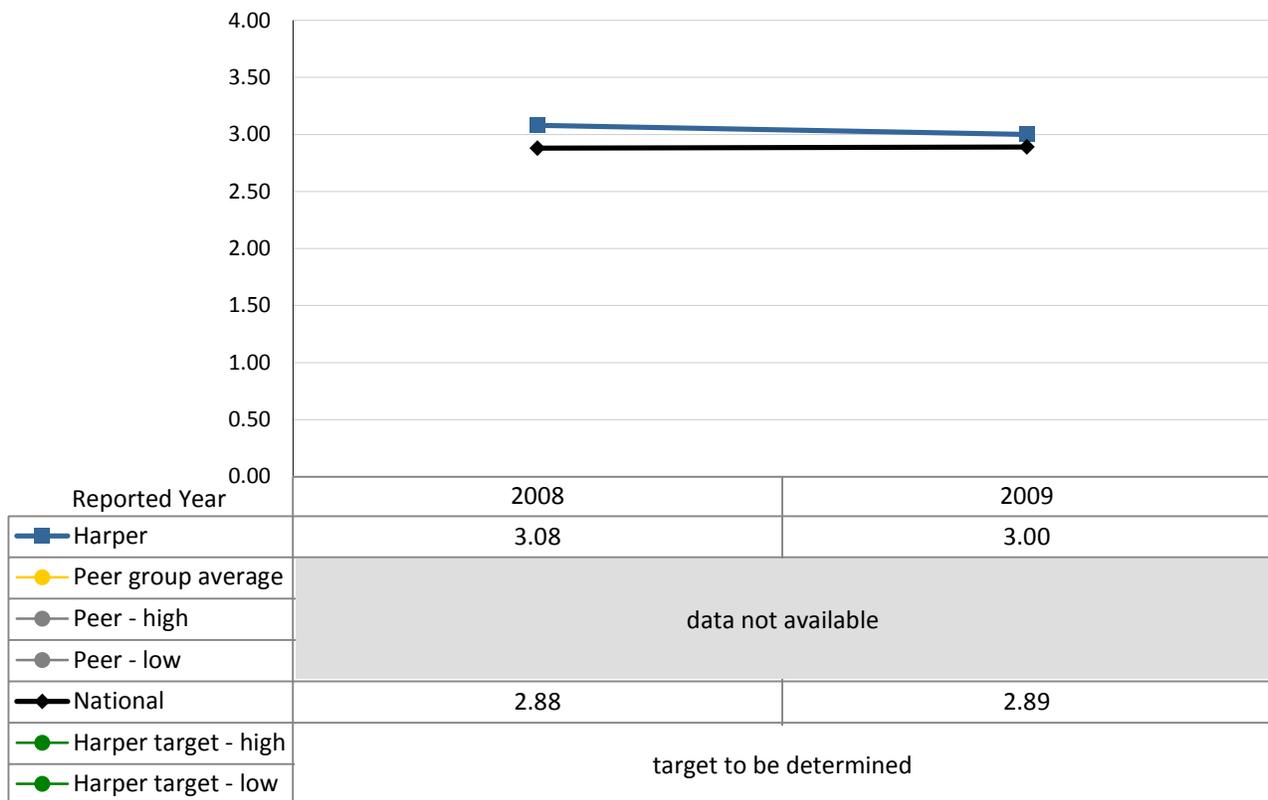
Full definition: Cumulative grade point average at end of first year after transferring.

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

Peer group: No peer comparison available

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 Harper's percentage share of district high school graduates. Market penetration measures support the College's mission to promote personal growth and enrich the local community.

Below is a representation of current progress toward the 2016 market penetration targets. This status is also provided on the individual page for each of the measures. Progress on the 2016 targets is identified as:

In Progress – Needs Attention:
> This status indicates that based on current and trend data additional attention and effort is needed if the target is to be achieved by 2016.

In Progress – On Target:
> This status indicates that based on current and trend data it is projected that the 2016 target will be met.

Target Achieved:
> This status will not be selected until 2016.

Measure	In Progress Needs Attention	In Progress On Target	Target Achieved
Market Penetration: Credit Students			
Market Penetration: Non-Credit Students			
Percentage Share of Public High School Graduates			

A data chart and detailed narrative description is provided for each of the above measures. The charts include both Harper and comparison data, as well as the 2016 target for the given measure. The dotted line connecting the most current available data to the 2016 target represents the approximate trendline to achieving the target.

Institutional Effectiveness Measures – Market Penetration

Market Penetration: Credit Students measures unduplicated credit enrollment divided by the population of the district. Harper's credit market penetration rate (5.22%) has remained relatively stable over the last four years. Harper's rate is slightly below the 2013 peer group average (5.85%) and well above the 2013 national median (3.23%). The current rate is also above the 2016 target range (5.0-5.1%).

2016 Target: Expected = 5.0-5.1%

Current Target Status: In Progress – On Target

| Reported Year	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Harper	5.00%	4.92%	4.91%	5.18%	5.18%	5.27%	5.22%			
Peer group average				4.90%		5.48%	5.85%			
Peer - high	data not available			7.54%	data n/a	8.05%	8.51%			
Peer - low				3.68%		3.69%	3.43%			
National median	3.01%	2.89%	2.79%	3.12%	3.45%	3.51%	3.23%			
Harper target - high										5.10%
Harper target - low										5.00%
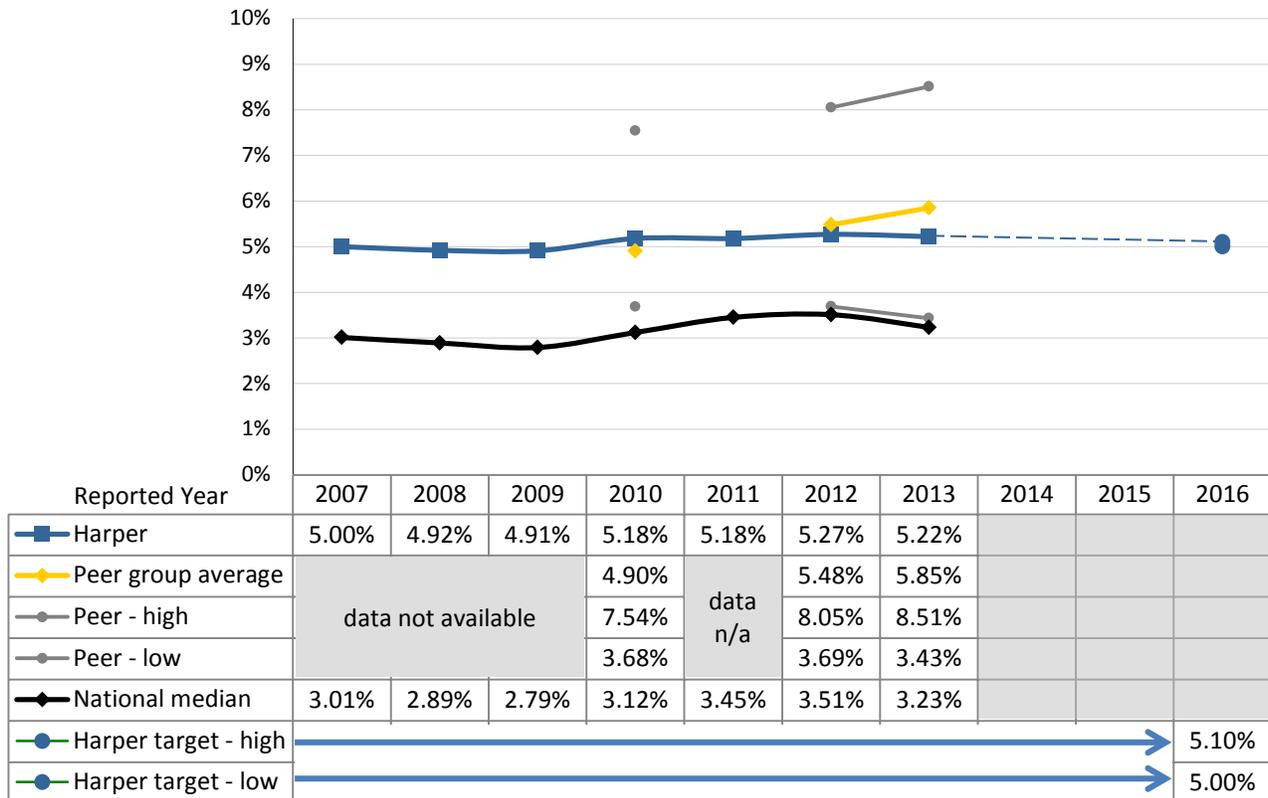
Full definition: Unduplicated credit headcount enrollment in academic year divided by population of district.

Data source: NCCBP – One-year lag in data (data reported in 2013 is actual 2012 data)

2013 Peer group: College of DuPage, College of Lake County, Moraine Valley Community College, Triton College

Institutional Effectiveness Measures – Market Penetration

Market Penetration: Non-Credit Students measures unduplicated non-credit enrollment divided by the population of the district. Harper's non-credit market penetration rate (0.73%) decreased in 2013. Harper's rate is lower than the peer group average (1.72%) and the national median (0.97%). The current rate is below the 2016 target range (1.2-1.4%).

2016 Target: Expected = 1.2-1.4%

Current Target Status: In Progress – Needs Attention

Reported Year	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Harper	2.26%	1.89%	1.77%	1.48%	1.21%	1.38%	0.73%			
Peer group average				1.77%		1.94%	1.72%			
Peer - high	data not available			2.45%	data n/a	4.32%	3.84%			
Peer - low				1.20%		0.61%	0.63%			
National median	1.67%	1.38%	1.11%	1.11%	1.23%	1.29%	0.97%			
Harper target - high										1.40%
Harper target - low										1.20%
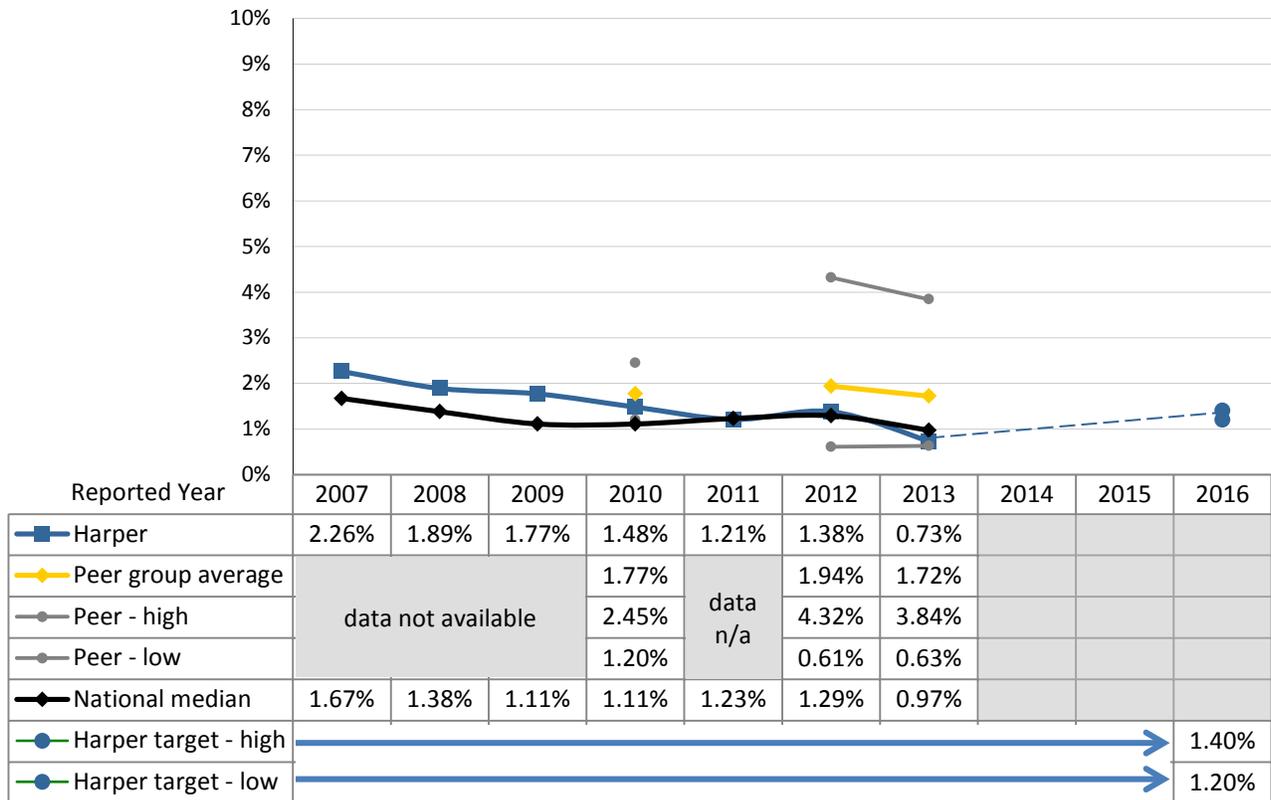
Full definition: Unduplicated non-credit headcount enrollment in academic year divided by population of district.

Data source: NCCBP – One-year lag in data (data reported in 2013 is actual 2012 data)

2013 Peer group: College of DuPage, College of Lake County, Moraine Valley Community College, Triton College

Institutional Effectiveness Measures – Market Penetration

Market Penetration: Percentage Share of Public High School Graduates measures the percentage of total district high school graduates who enroll at Harper at any time within one year of graduation. Harper's percentage share of public high school graduates (34.88%) has remained relatively stable over the last few years, and is at its highest point. Harper's rate is well above the 2013 peer group average (26.07%) as well as the 2013 national median (22.34%). The percentage share also falls within the 2016 target range (34.0-35.0%).

2016 Target: Improvement = 34.0-35.0%

Current Target Status: In Progress – On Target

Reported Year	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Harper	32.06%	32.13%	32.47%	34.73%	33.85%	34.13%	34.88%			
Peer group average				27.04%		25.70%	26.07%			
Peer - high	data not available			34.73%	data n/a	34.84%	34.88%			
Peer - low				20.20%		18.80%	18.90%			
National median	21.49%	21.11%	19.94%	21.29%	21.98%	21.89%	22.34%			
Harper target - high										35.00%
Harper target - low										34.00%
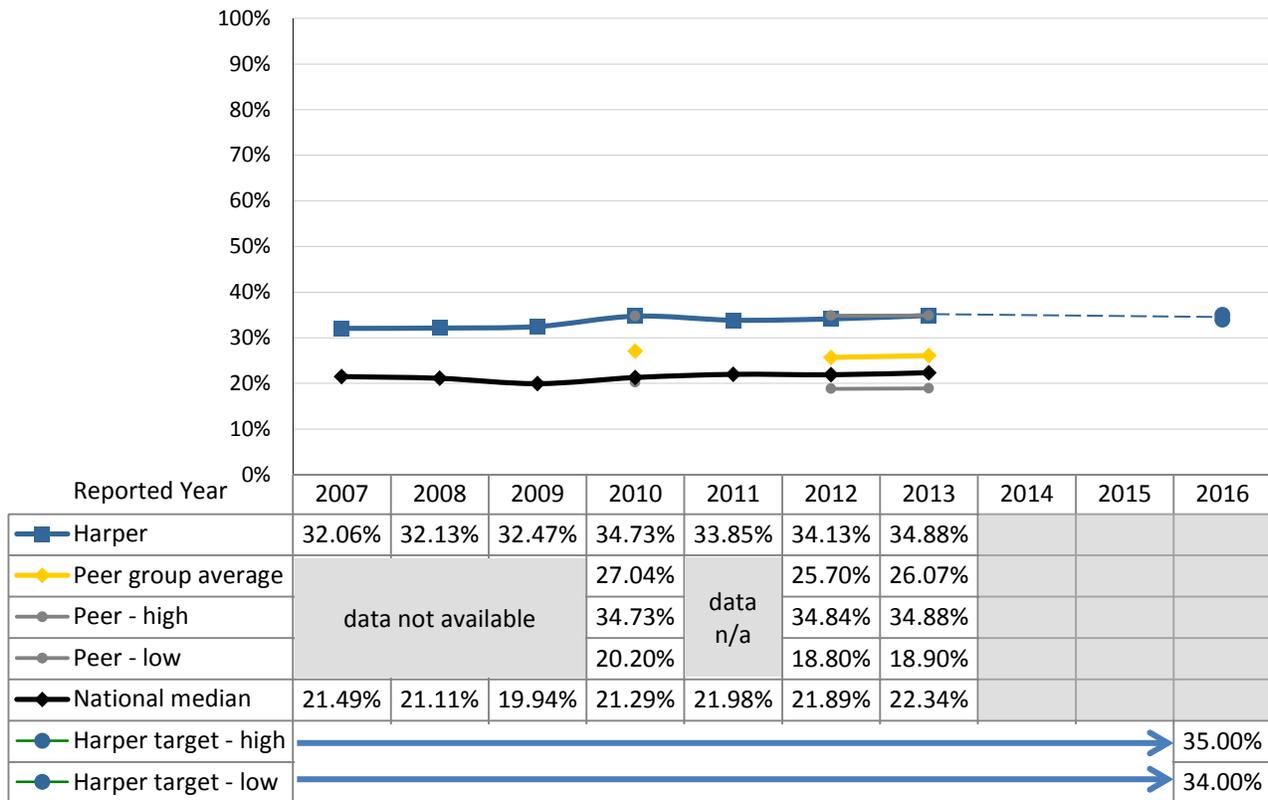
Full definition: Percent of total district high school graduates who enroll at Harper at any time within one year of high school graduation.

Data source: NCCBP – Two-year lag in data (data reported in 2013 is actual 2011 data)

2013 Peer group: College of DuPage, College of Lake County, Moraine Valley Community College, Triton College

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, certification and/or credentialing 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.

Below is a representation of current progress toward the 2016 workforce development targets. This status is also provided on the individual page for each of the measures. Progress on the 2016 targets is identified as:

In Progress – Needs Attention:
> This status indicates that based on current and trend data additional attention and effort is needed if the target is to be achieved by 2016.

In Progress – On Target:
> This status indicates that based on current and trend data it is projected that the 2016 target will be met.

Target Achieved:
> This status will not be selected until 2016.

Measure	In Progress Needs Attention	In Progress On Target	Target Achieved
Employment in Field Related to Harper Program of Study			
Licensure/Certification Pass Rate			

A data chart and detailed narrative description is provided for each of the above measures. The charts include both Harper and comparison data, as well as the 2016 target for the given measure. The dotted line connecting the most current available data to the 2016 target represents the approximate trendline to achieving the target.

Institutional Effectiveness Measures – Workforce Development

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 (46.52%) decreased slightly in 2013. Harper's rate is below the 2013 national median (58.49%) and peer group average (56.06%), but within the 2016 target range (46.0-50.0%).

2016 Target: Expected = 46.0-50.0%

Current Target Status: In Progress – On Target

Reported Year	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Harper	62.36%	65.03%	58.69%	45.88%	45.09%	47.83%	46.52%			
Peer group average				66.09%		60.28%	56.06%			
Peer - high	data not available			87.50%	data n/a	84.76%	74.49%			
Peer - low				45.88%		45.98%	46.52%			
National median	67.33%	68.32%	68.21%	61.26%	60.48%	57.51%	58.49%			
Harper target - high										50.00%
Harper target - low										46.00%
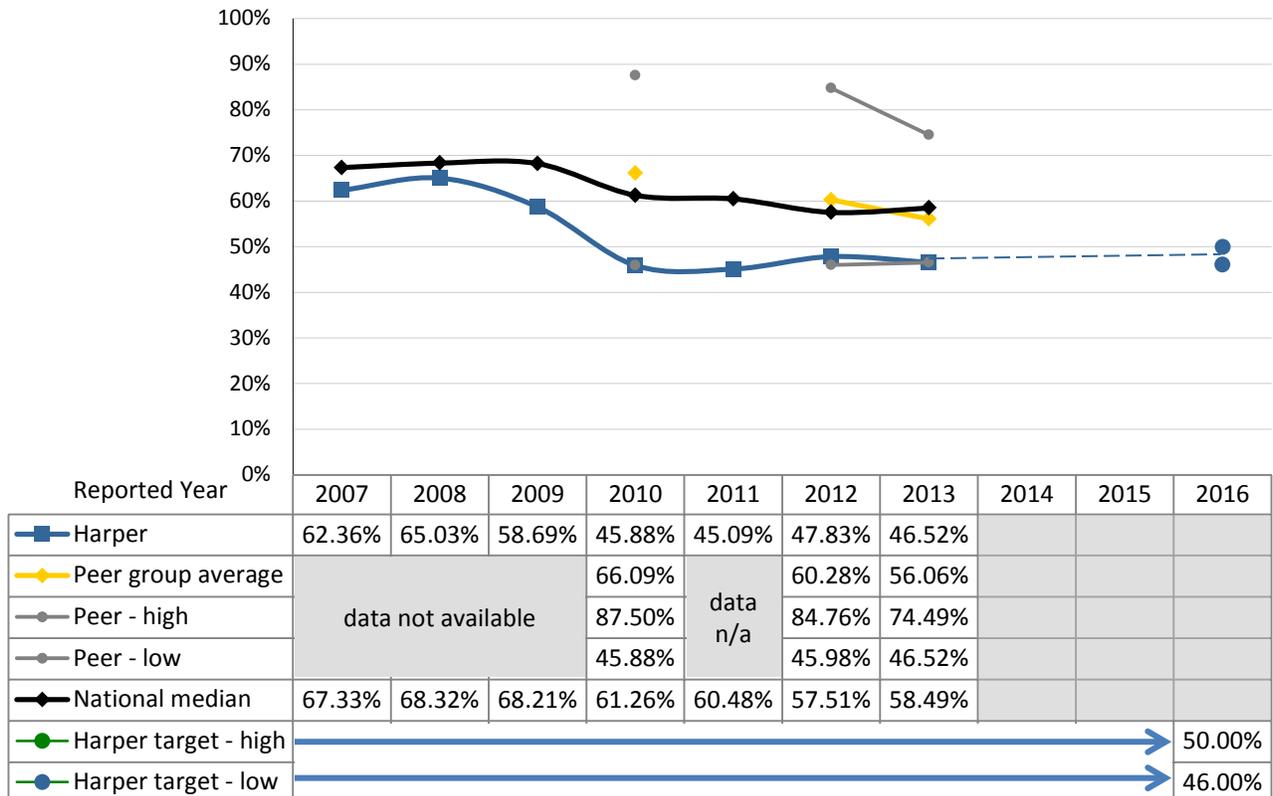
Full definition: Graduate survey item "How closely is your present job related to your former community college program?" (Related, Not related). Percentage calculated on number of students responding "related" to this item, divided by the total number of students completing the survey.

Data source: NCCBP – One-year lag in data (data reported in 2013 is actual 2012 data)

2013 Peer group: College of DuPage, College of Lake County, Moraine Valley Community College, Triton College

Institutional Effectiveness Measures – Workforce Development

Licensure/Certification Pass Rate measures the percentage of Harper program completers (credit and noncredit) passing the given licensure, certification and/or credentialing exams for their programs. The most recent available pass rates range from 0-100% for credit program completers and from 46-100% for noncredit program completers.

Target: The target for each program licensure, certification and/or credentialing exam pass rate is based on either the standard set by the program's specialized accreditation body (if applicable), or comparison data, either state or national, as the minimum target.

Current Target Status: In Progress – On Target

Credit Programs	Pass Rate	Passed/ Attempted	Target	Target Source
Dental Hygiene (2013)	100%	(26/26)	90%	Accrediting body
Diagnostic Cardiac Sonography (2012)	100%	(11/11)	60%	Accrediting body
Diagnostic Medical Sonography - Abdominal (2012)	100%	(7/7)	60%	Accrediting body
Diagnostic Medical Sonography - OB/GYN (2012)	100%	(10/10)	60%	Accrediting body
Dietetic Technician (2013)	0%	(0/6)	70%	Accrediting body
Medical Assistant Certificate (2013)	81%	(17/21)	70%	Accrediting body
Nursing - Certified Nursing Assistant (2013)	93%	(664/713)	91%	Illinois pass rate
Nursing - Licensed Practical Nursing (2013)	100%	(16/16)	85%	National pass rate
Nursing - Registered Nurse (2013)	96%	(103/107)	85%	National pass rate
Radiologic Technology (2013)	100%	(16/16)	75%	Accrediting body

Noncredit Programs	Pass Rate	Passed/ Attempted	Target	Target Source
Real Estate - Broker (2013)	46%	(16/35)	56%	Illinois pass rate
Therapeutic Massage MBLEx* (2013)	93%	(14/15)	81%	Illinois pass rate
Therapeutic Massage NCETM* (2013)	89%	(8/9)	70%	Illinois pass rate
Therapeutic Massage NCETMB* (2013)	100%	(3/3)	74%	Illinois pass rate

Data Source: Licensing, certifying and/or credentialing agencies

Peer Group: State and/or national pass rate (where available)

*MBLEx = Massage and Bodywork Licensing Examination; NCETM = National Certification Examination for Therapeutic Massage; NCETMB = National Certification Examination for Therapeutic Massage & Bodywork

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.

Below is a representation of current progress toward the 2016 facilities targets. This status is also provided on the individual page for each of the measures. Progress on the 2016 targets is identified as:

In Progress – Needs Attention:
> This status indicates that based on current and trend data additional attention and effort is needed if the target is to be achieved by 2016.

In Progress – On Target:
> This status indicates that based on current and trend data it is projected that the 2016 target will be met.

Target Achieved:
> This status will not be selected until 2016.

Measure	In Progress Needs Attention	In Progress On Target	Target Achieved
Net Asset Value Index	████████████		
Total Asset Reinvestment Backlog	████		
Energy Consumption	████████████		

A data chart and detailed narrative description is provided for each of the above measures. The charts include both Harper and comparison data, as well as the 2016 target for the given measure. The dotted line connecting the most current available data to the 2016 target represents the approximate trendline to achieving the target.

Institutional Effectiveness Measures – Facilities

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 (78.0%) increased in 2013 to its highest point and is well above the 2016 target range (75.0-76.0%). Peer data is not available for 2013.

2016 Target: Expected = 75.0-76.0%

Current Target Status: In Progress – On Target

Reported Year	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
■ Harper	76.00%	75.00%	75.00%	75.00%	75.00%	75.00%	78.00%			
◆ Peer group average	65.80%	67.50%	68.80%	62.30%	67.91%	68.90%				
Peer - high										
Peer - low				data not available						
National median										
Harper target - high										76.00%
Harper target - low										75.00%
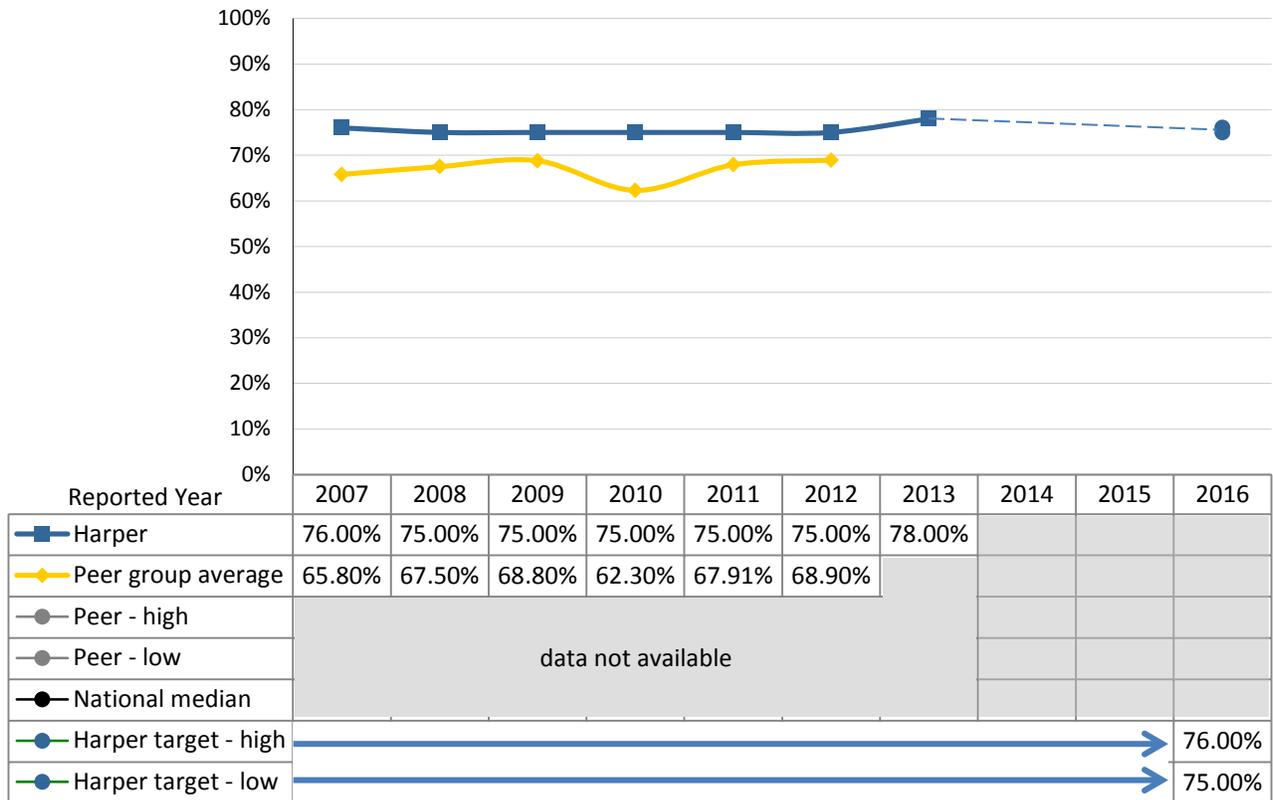
Full definition: Net asset value index is an annual statistic that represents the condition of the campus. Net asset value is expressed as a percentage and is calculated by subtracting the asset reinvestment backlog from the replacement value and dividing it by the replacement value. A net asset value of 100% is a building with no reinvestment backlog.

Data source: Sightlines – Reported year is actual year.

2012 Peer group: Berkshire Community College, MA; Bristol Community College, MA; Bunker Hill Community College, MA; Cape Cod 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 County Community College, OH; Massasoit Community College, MA; MassBay Community College, MA; Middlesex Community College, MA; Mount Wachusett Community College, MA; North Shore Community College, MA; Northern Essex Community College, MA; Owens Community College, OH; Quinsigamond Community College, MA; Roxbury Community College, MA; Shawnee State University, OH; 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 ($119.65) has been increasing since 2007. The peer group backlog ($90.66) has been decreasing since 2010. Harper is currently above the 2016 target range ($100-$105).

2016 Target: Expected = $100.00-$105.00

Current Target Status: In Progress – Needs Attention

Reported Year	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Harper	$77.70	$84.77	$92.10	$96.49	$100.24	$104.00	$119.65			
Peer group average	$97.89	$97.84	$98.70	$122.69	$110.74	$110.22	$90.66			
Peer - high							$179.82			
Peer - low			data not available				$43.58			
National median										
Harper target - high										$105.00
Harper target - low										$100.00
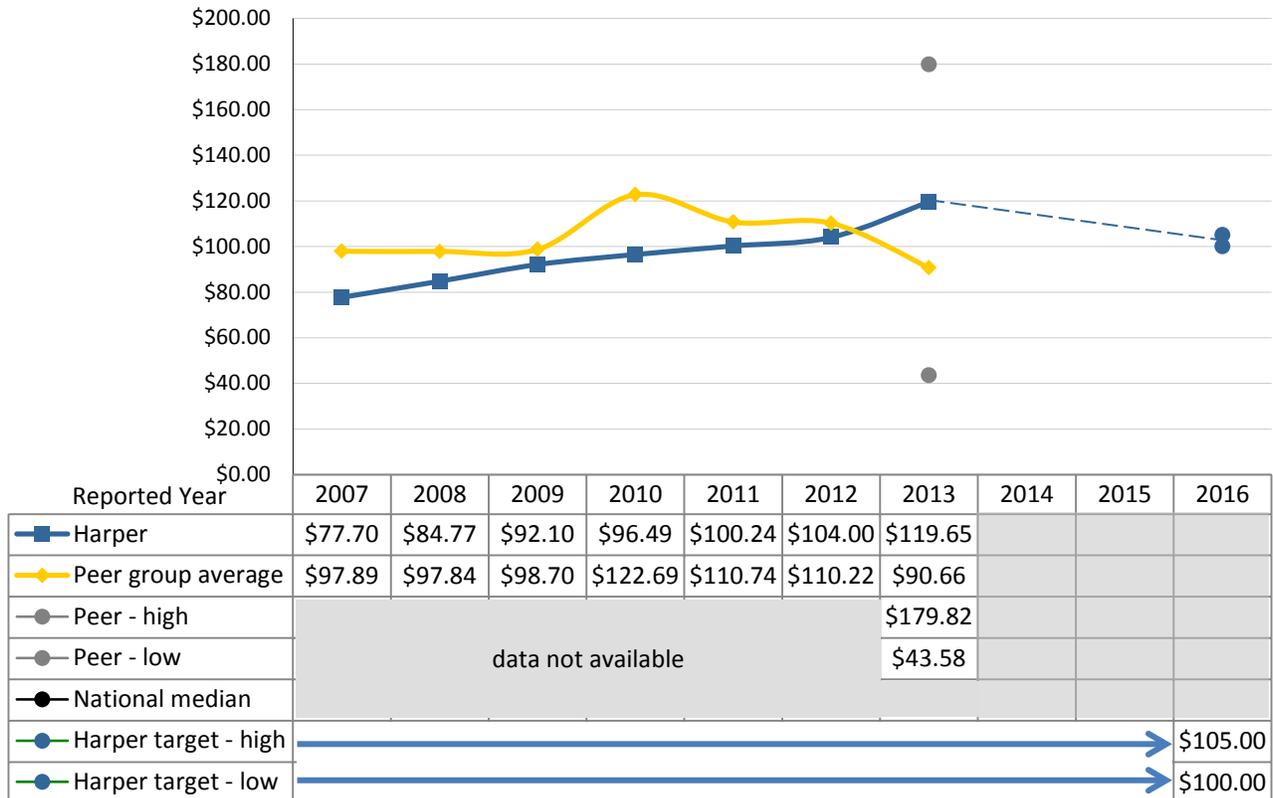
Full definition: Total asset reinvestment backlog is expressed in dollars per GSF; the reinvestment backlog is segmented into envelope/mechanical, space/program and infrastructure.

Data source: Sightlines – Reported year is actual year.

2013 Peer group: Gateway Community College, CT; Manchester Community College, CT; MassBay Community College, MA; Mount Wachusett Community College, MA; Naugatuck Valley Community College, CT; Tunxis Community College, CT; University of Cincinnati, 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 increased in 2013 (152,616), but remains below most earlier rates. Harper is above the 2013 community college peer group average (95,533), but below the 2013 climate zone peer group average (171,333). Harper also falls below the 2016 target range (160,000-169,999 BTU/GSF).

2016 Target: Improvement = 160,000-169,999 BTU/GSF

Current Target Status: In Progress – On Target

Reported Year	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Harper	175,502	186,098	194,809	194,744	157,061	126,537	152,616			
Peer – community college average	118,956	118,811	117,399	104,600	99,860	91,456	95,533			
Peer - climate zone average	184,283	188,717	180,423	167,684	163,270	171,764	171,333			
National median	data not available									
Harper target - high										169,999
Harper target - low										160,000
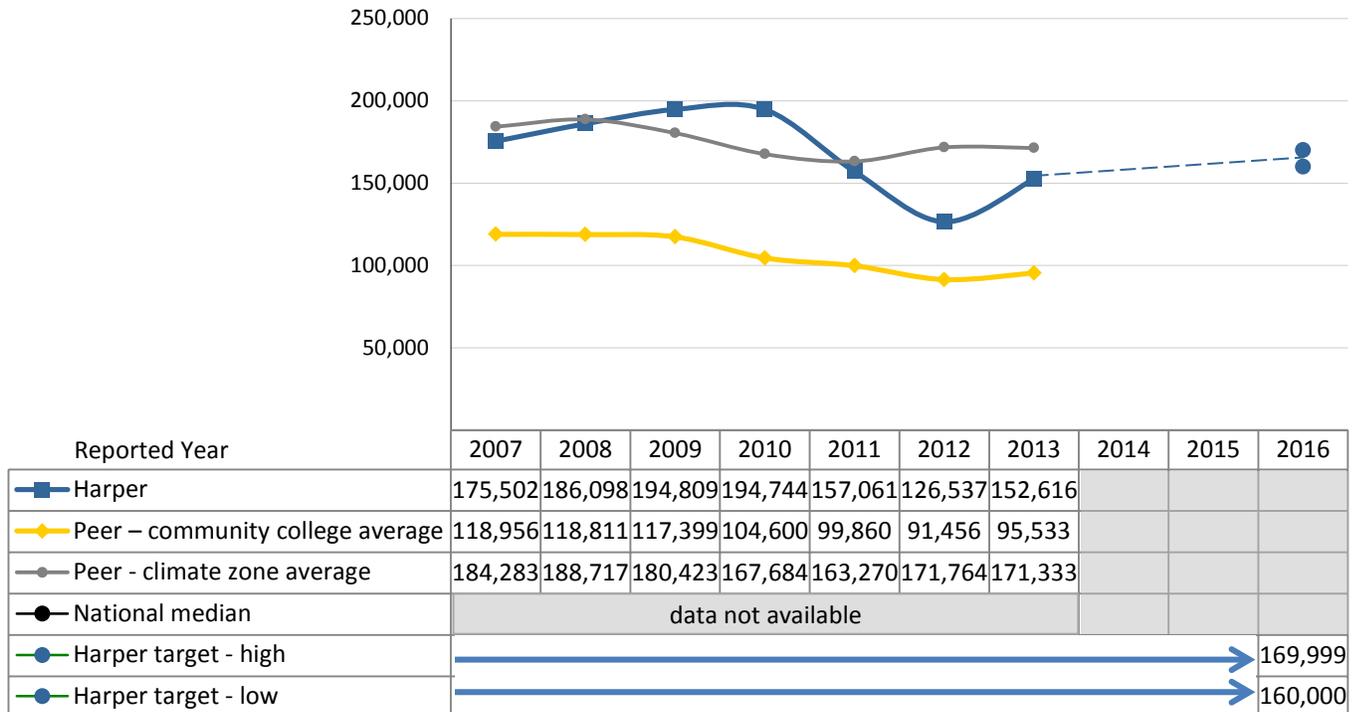
Full definition: Energy consumption is the energy consumed by fuel per GSF of campus space, measured in British thermal units (BTUs).

Data source: Sightlines – Reported year is actual year.

2013 Peer group: Berkshire Community College, MA; Bristol Community College, MA; Bunker Hill Community College, MA; Cape Cod 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 County Community College, OH; Massasoit Community College, MA; MassBay Community College, MA; Middlesex Community College, MA; Mount Wachusett Community College, MA; North Shore Community College, MA; Northern Essex Community College, MA; Owens Community College, OH; Quinsigamond Community College, MA; Roxbury Community College, MA; Shawnee State University, OH; Sinclair Community College, OH

2013 Peer group 2 (climate zone): 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; 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.

Below is a representation of current progress toward the 2016 financials targets. This status is also provided on the individual page for each of the measures. Progress on the 2016 targets is identified as:

In Progress – Needs Attention:
> This status indicates that based on current and trend data additional attention and effort is needed if the target is to be achieved by 2016.

In Progress – On Target:
> This status indicates that based on current and trend data it is projected that the 2016 target will be met.

Target Achieved:
> This status will not be selected until 2016.

Measure	In Progress Needs Attention	In Progress On Target	Target Achieved
Cost Per Credit Hour	▬▬▬		
Cost Per Full-Time Equivalent (FTE) Student	▬▬▬		

A data chart and detailed narrative description is provided for each of the above measures. The charts include both Harper and comparison data, as well as the 2016 target for the given measure. The dotted line connecting the most current available data to the 2016 target represents the approximate trendline to achieving the target.

Institutional Effectiveness Measures – Financials

Cost Per Credit Hour measures total direct credit instructional expenditures divided by total number of credit hours. Harper's cost per credit hour ($171) has increased since 2011. Harper is above the 2013 peer group average ($146) and the 2013 national median ($136). Harper is currently at the low end of the 2016 target range ($171-$175).

2016 Target: Expected = $171-$175

Current Target Status: In Progress – Needs Attention

Reported Year	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Harper	$147.00	$153.00	$160.00	$164.00	$149.00	$157.00	$171.00			
Peer group average				$144.00		$138.00	$146.00			
Peer - high	data not available			$196.00	data n/a	$186.00	$189.00			
Peer - low				$76.00		$97.00	$101.00			
National median	$131.00	$130.00	$134.00	$130.00	$126.00	$131.00	$136.00			
Harper target - high										$175.00
Harper target - low										$171.00
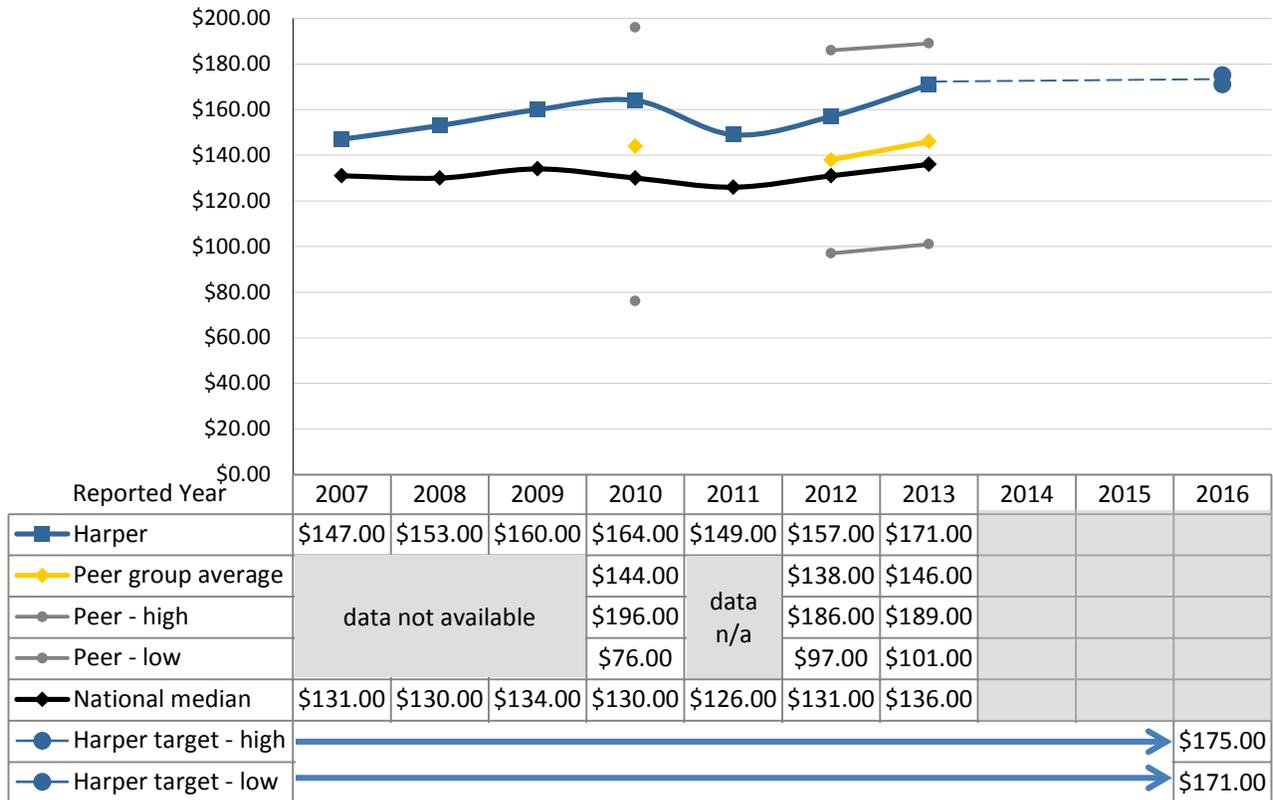
Full definition: Cost per credit hour is the total direct credit instructional expenditures divided by total number of credit hours.

Data source: NCCBP – One-year lag in data (data reported in 2013 is actual 2012 data)

2013 Peer group: College of DuPage, College of Lake County, Moraine Valley Community College, Triton College

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 ($5,131) has increased since 2011. Harper is above the 2013 peer group average ($4,387) and the 2013 national median ($4,079). Harper is currently at the low end of the 2016 target range ($5,130-$5,250).

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

Current Target Status: In Progress – Needs Attention

Reported Year	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Harper	$4,412	$4,603	$4,809	$4,923	$4,458	$4,723	$5,131			
Peer group average				$4,305	data n/a	$4,147	$4,387			
Peer - high		data not available		$5,880		$5,586	$5,658			
Peer - low				$2,270		$2,906	$3,044			
National median	$3,923	$3,904	$4,019	$3,914	$3,766	$3,932	$4,079			
Harper target - high										$5,250
Harper target - low										$5,130
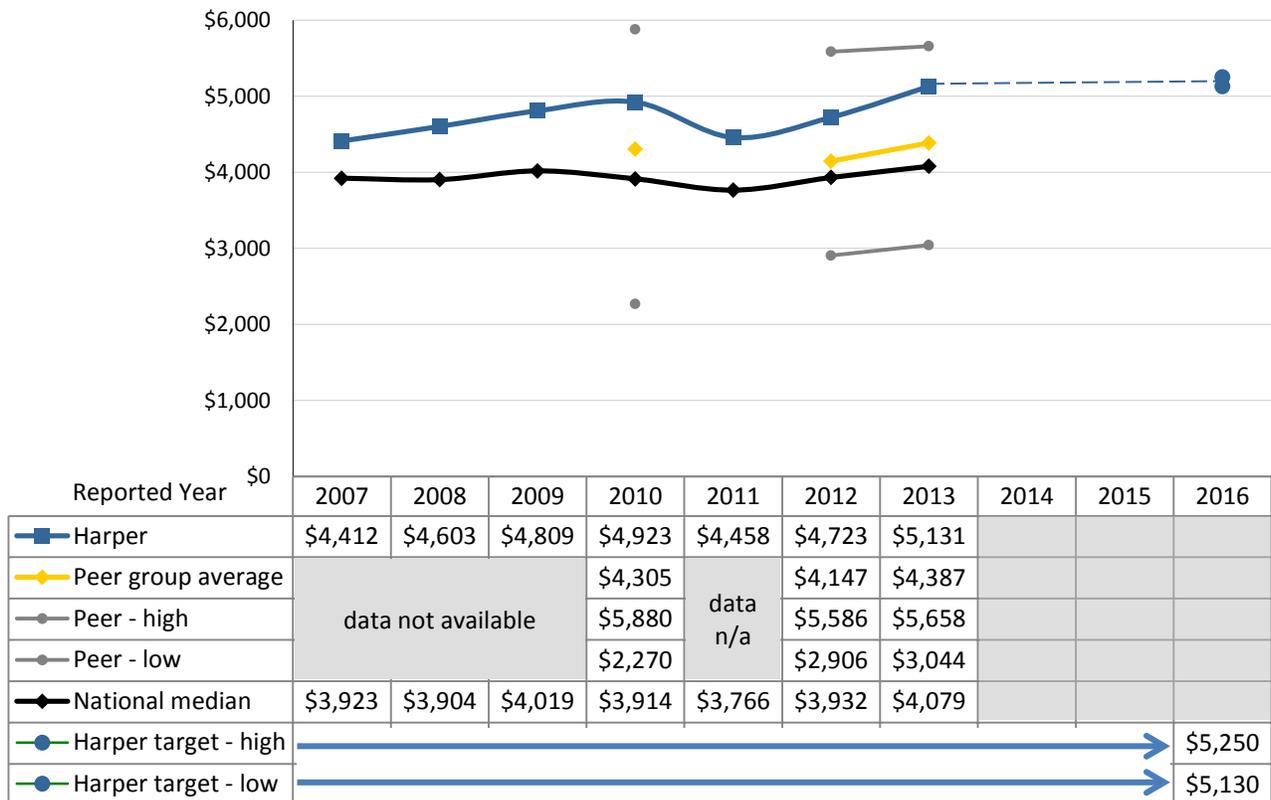
Full definition: Cost per FTE is the total direct credit instructional expenditures divided by student FTE.

Data source: NCCBP – One-year lag in data (data reported in 2013 is actual 2012 data)

2013 Peer group: College of DuPage, College of Lake County, Moraine Valley Community College, Triton College

Institutional Effectiveness Measures – Employee Diversity

The IEM category of employee diversity seeks to examine the hiring and retention of diverse employees. These measures support Harper's core values of integrity and respect.

In FY2013, a Diversity and Inclusion Task Force was appointed with a charge to develop a target for the Employee Diversity IEM. The work of the task force led to the recommendation of two new Employee Diversity IEMs focused on the hiring and retention of diverse employees. In FY2014, this recommendation was vetted by constituents across campus and approved through the College's shared governance process. The recommendation is now with the President and Board of Trustees for final approval. A decision on the recommended Employee Diversity IEMs and targets is anticipated in July 2014. At that time the IEM dashboard will be updated accordingly.

In Progress – Needs Attention:
> This status indicates that based on current and trend data additional attention and effort is needed if the target is to be achieved by 2016.

In Progress – On Target:
> This status indicates that based on current and trend data it is projected that the 2016 target will be met.

Target Achieved:
> This status will not be selected until 2016.

Measure	In Progress Needs Attention	In Progress On Target	Target Achieved
Employee Diversity	Measures and targets yet to be determined		

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 sender 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.
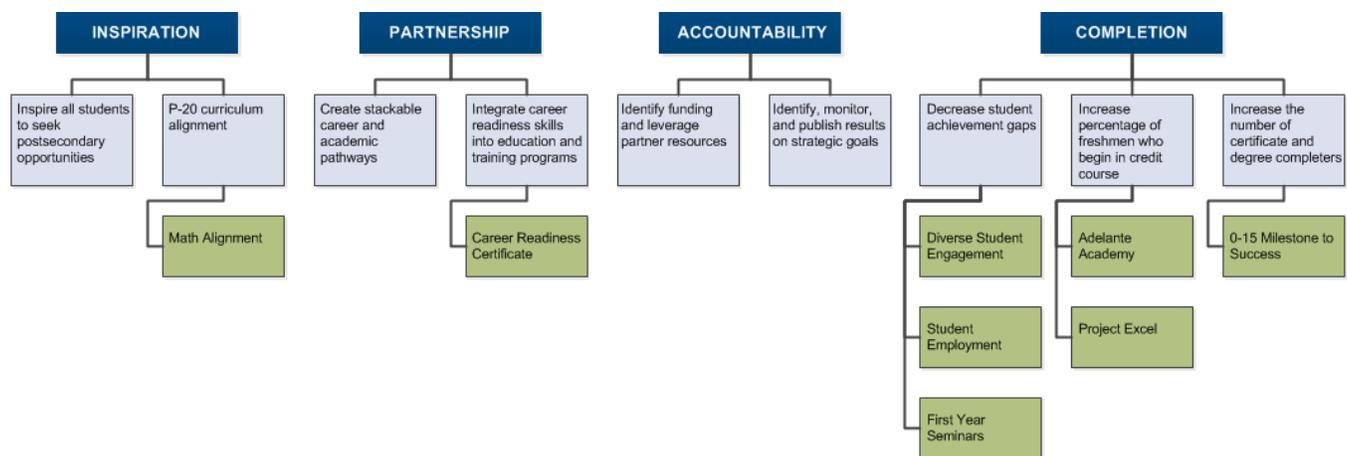
Many of the goals are supported by strategies. Each goal and strategy identified above is staffed by a team. The goal teams set long-term targets to be achieved by the end of the Strategic Plan, FY2015. The strategy teams identify annual intended outcomes that guide their work. The progress made toward meeting the goal targets and strategy outcomes is summarized in this report.

Strategic Plan

Institutionalized and Inactive Strategies

Strategies associated with each goal may change during the five-year Strategic Plan. As initiatives are piloted and results examined, some strategies may be institutionalized while others may become inactive to allow for the exploration of new strategies to achieve the goals. The strategies indicated in the previous chart are active for FY2014. The strategies institutionalized or made inactive for or during FY2014 are:

INSTITUTIONALIZED STRATEGY
Early Alert (Completion) This strategy successfully increased persistence and course success rates for new students enrolled in two or more developmental courses or a sequence of developmental courses. After two pilot years, Early Alert was institutionalized in order to implement the program for additional students on a gradual basis.

INACTIVE STRATEGIES
Employability Skills in Returning Adult Students (Partnership) Employability Skills was placed on inactive status effective spring 2014. The team trialed integration of ACT Teamwork Assessments with inconclusive results. The results did not warrant further exploration of this strategy.
Accelerated Pipeline (Completion) Accelerated Pipeline was placed on inactive status effective summer 2013. The College intends to use the work of the team to develop initiatives for improving student progress within the math and English departments.

Strategic Plan Outcomes

Inspiration Goal Team Targets

Goal	Target	In Progress Needs Attention	In Progress On Target	Target Achieved
Inspire	Plan and hold the annual College and Career Expo with a goal of 800 attendees.	███	███	███
	Develop five "Inspire" videos annually.	███	███	
	Facilitate eight campus tours for approximately 800 elementary and middle school students each year.	███		
	Plan and hold the annual Inspire U event for adult learners, attracting 200-250 attendees.	███	███	
P-20 Curriculum Alignment	Identify two faculty members in math, science and English who will have working knowledge of the Common Core State Standards Initiative 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 both full-time and part-time Harper faculty to participate in workshops that contribute to the strategies that help students learn essential academic behaviors. Provide all Harper faculty members with access to those strategies. 35% of faculty will participate in these workshops.	███		

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.	
Goal targets	Status/Progress
Develop five "Inspire" videos annually.	**In Progress – On Target.** This is an ongoing target. Student and family interviews were recorded at the 2014 graduation. Six additional videos were created during FY2014.
Facilitate eight campus tours for approximately 800 elementary and middle school students each year.	**In Progress – Needs Attention.** This is an ongoing target. Approximately 150 elementary and middle school students attended campus tours in FY2014. This number was lower than FY2013 because of a staffing shortage but should rebound in FY2015.
Plan and hold the annual Inspire U event for adult learners, attracting 200-250 attendees.	**In Progress – On Target.** This is an ongoing target. The second Inspire U event attracted more than 400 attendees.

Overall accomplishments

- Piloted the Inspire Ambassadors program with two Phi Theta Kappa students who participated in school tours and helped plan outreach and recruitment for additional ambassadors in FY2015.
- Sponsored the Harper faculty softball team.
- Awarded three $330 grants to support attendance by local high school students at summer speech camps.
- Distributed more than 300 copies of the Ultimate College Planning Guide through the College and Career Expo and campus tours.

Active 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.	
Goal targets	Status/Progress
Identify two faculty members in math, science and English who will have a working knowledge of the Common Core State Standards Initiative and serve as leaders for promoting curriculum alignment with high school and four-year partners.	**In Progress – On Target.** The Math Alignment Strategy Team (MAST) continues to work with high school faculty in all three partner districts. An English Alignment project is currently underway. The College and District 211 partnered to develop a pilot for fall 2014.
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.).	**In Progress – On Target.** The P-20 team met multiple times during the fall semester to review feedback gathered during professional development sessions that began the process of compiling the list of 10 strategies.
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.	**In Progress – On Target.** MAST is continuing work on the MTH080 initiative. The English Alignment project is underway with a pilot planned for fall 2014 in District 211.
Encourage both full-time and part-time Harper faculty to participate in workshops that contribute to the strategies that help students learn essential academic behaviors. Provide all Harper faculty members with access to those strategies. 35% of faculty will participate in these workshops.	**In Progress – Needs Attention.** The P-20 team has delayed implementation of this target as it continues work to develop strategies around building essential academic behaviors. Once those strategies are finalized, the team will share them with faculty and plans to offer workshops that provide faculty with an opportunity to respond to the strategies.
Overall accomplishments	
- Worked toward completion of the list of 10 strategies that will provide faculty with ideas to help students who arrive at college underprepared. Once the list is complete, the team will share the list campus-wide and offer workshops to address those strategies. - The Harper College English Department began an alignment project in conjunction with District 211 and the Northwest Educational Council for Student Success (NECSS). These efforts have focused on developing a pathway into Harper's ENG101 course for high school students who would typically test into Harper's ENG100 course. District 211 will pilot a year-long composition course during the 2014-15 academic year. The course is designed for students who are identified as likely to test into ENG100 by grades in their writing classes and by their standardized tests scores, and the curriculum in this course will be very similar to that of Harper's ENG100 course. Additionally, students who complete the course with a grade of C or better and who choose to attend Harper would be placed automatically into ENG101 with no further testing.	
Active strategies associated with this goal	
Math Alignment Strategy Team (MAST)	

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 - Math Alignment Strategy Team (MAST)

Intended outcomes	Status/Progress
Compare the success rates of students at Harper in gatekeeper math for the following groups: • Group 1: Students who scored at least a 70% on the MTH080 final in high school • Group 2: Students who earned at least a C in Harper's MTH080 class	**Continuing**. 2013-14 success rates of students at Harper in gatekeeper math are as follows: • Group 1: 88.0% (88/100) passed the gatekeeper course in which they enrolled. • Group 2: 63.6% (119/187) passed the gatekeeper course in which they enrolled.
Improve students' college readiness in math as measured by math level upon high school graduation.	**Completed/Continuing**. District 211 students' college readiness in math, as measured by math level upon high school graduation, increased by 21.1% from 2010 to 2013. • In 2010, 49.1% of graduating seniors met the requirements to take MTH101. • In 2013, 70.2% of graduating seniors met the requirements to take MTH101.
Compare grade distributions of high schools versus Harper for students who scored below 70% on the MTH080 final exam.	**Not Completed.** Due to data limitations, the team chose not to pursue this outcome.
Create a common syllabus (including grade distribution, classroom policies, etc.) for all sections of MTH080.	**Completed.** A common syllabus was created and posted to Blackboard. Although it is not required, all instructors are highly encouraged to use the common syllabus.
Create a set of common questions for each unit exam in MTH080 to be included as part of every MTH080 instructor's unit exams.	**Completed.** A set of common questions for each unit exam in MTH080 has been created for use by all MTH080 instructors.
Examine the percentage of Harper students who received a grade in MTH080 that was more than two letter grades above their final exam score.	**Completed.** Approximately 30% of MTH080 students received a course grade that was more than two letter grades above their final exam grade during the spring semester. The results of this study will facilitate future planning.
Create a packet to help students prepare for the COMPASS Geometry placement test.	**Completed.** A packet was created and posted on the student portal. In addition, information is distributed in MTH060 and MTH080, and a flyer was created for counselors.

Overall accomplishments
• Created a common syllabus and discussed common questions for unit exams, leading to more consistent coverage and expectations for students in the course. • Developed a packet to help students who did not receive a C or better in high school geometry on the COMPASS Geometry exam. Additionally, created a flyer to help students understand the value in investing time during break reviewing math concepts versus the cost and time requirements of enrolling in a 16-week geometry class. This flyer was shared with counselors.

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 - Math Alignment Strategy Team (MAST) (continued)
Strategy impact on goal achievement

MAST supports the goal "Ensure P-20 curriculum alignment and transfer articulation" by targeting the alignment of the Harper College math curriculum with the high school districts' math curricula. This alignment helps to increase the likelihood that students entering Harper are college-ready.

Students placing into developmental math have a reduced chance of progressing into a college-level math course. The team expects that decreasing the amount of required developmental course work will increase the likelihood of completing a college-level math class.

With the addition of the District 211 Algebra 3 course (College and Career Readiness Mathematics), students who typically would place into MTH060 or MTH080 the following year at Harper are now being given an opportunity to take the Harper MTH080 course during their senior year of high school. This allows students the opportunity to complete the course over a full year in a familiar environment where attendance is mandatory.

Strategic Plan Outcomes

Partnership Goal Team Targets

Goal	Target	In Progress Needs Attention	In Progress On Target	Target Achieved
Stackable Careers	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.			
Career Readiness	75% of Bridge students who successfully complete a bridge will also successfully complete a college-level course.			
	50% of adult Fast Track programs and 10% of the general (non-adult exclusive) career programs will include integrated career readiness skills.	Target not met		
	Embed workforce certifications (e.g., National Career Readiness Certification or NCRC) into appropriate educational programs that serve 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 - Create "stackable" career and academic pathways that incorporate industry-relevant and postsecondary credentials which lead to a sustainable income.	
Goal targets	Status/Progress
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.	**In Progress – On Target.** Completed web pages for more than 30 career paths. The pages are scheduled to launch on the Harper website in summer 2014.
Overall accomplishments	
• Oversaw completion of web pages completed for more than 30 career paths. • Secured funding for the career paths web pages to be transferred to the Harper website and maintained during FY2015.	
Active 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.	
Goal targets	Status/Progress
50% of adult Fast Track programs and 10% of the general (non-adult exclusive) career programs will include integrated career readiness skills.	**Target Not Met.** Strategy was discontinued in spring 2014 due to inconclusive results from two trials.
Embed workforce certifications (e.g., National Career Readiness Certification or NCRC) into appropriate educational programs that serve adult students.	**In Progress – Needs Attention.** The trial was postponed to FY2015 due to scheduling issues.

Overall accomplishments

- Reviewed results from Employability Skills in Returning Adult Students strategy and determined it was not a viable program for Harper College.
- Began trial study for Career Readiness Certification and secured funding for FY2015.

Active strategies associated with this goal

Career Readiness Certification

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 - Career Readiness Certification

Intended outcomes	Status/Progress
Complete trial of National Career Readiness Certification (NCRC) using select English as a Second Language (ESL) and Adult Educational Development (AED) classes in fall 2013.	**Continuing.** Trial only partially complete due to scheduling issues.
Contingent on results of trial, plan integration of NCRC into adult education programs.	**Delayed.** The integration of NCRC into adult education programs will begin once the trial is completed.
Move to pilot planning phase.	**Delayed.** Pilot planning will begin once the trial is completed.

Overall accomplishments

- Began a trial with cohorts of academic ESL and AED students under the direction of faculty. The trial consists of students preparing for and attempting WorkKeys assessments leading to NCRC. Participating students have been issued a KeyTrain online learning account to attempt pre-tests and to also access NCRC preparation learning material.
- Secured funding for FY2015.

Strategy impact on goal achievement

Career Readiness Certification supports the goal "Integrate career readiness skills into education and training programs with an emphasis on adult education" by exploring the usefulness and compatibility of using a career readiness certificate to increase employability skills. The strategy focuses on academic ESL and AED students in the Academic Engagement and Enrichment Division. By embedding a career readiness certification (i.e., ACT's WorkKeys NCRC) into the academic ESL and AED programs, students will receive a nationally normed assessment of their basic employability skills. This certification will serve to provide both an external assessment of a student's skills and a workplace credential with real labor market value.

Strategic Plan Outcomes

Accountability Goal Team Targets

Goal	Target	In Progress Needs Attention	In Progress On Target	Target Achieved
Funding	Build a case for support and grant narrative to articulate resource needs to be leveraged for grant writing and to cultivate/solicit private donors.	███	███	███
	Determine a process for assessing, assimilating and articulating the external resource needs of the College.	███	███	███
	Secure support from government and private sources to meet the funding and partnership needs of the Strategic Plan activities.	███	███	
Accountability	Identify IEM targets.	███	███	███
	Identify Strategic Plan Goal targets.	███	███	███
	Deploy IEM dashboard.	███	███	███
	Deploy Strategic Plan dashboard.	███	███	███
	Collaborate with goal and strategy teams to develop and review evaluation plans.	███	███	

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.	
Goal targets	Status/Progress
Determine a process for assessing, assimilating and articulating the external resource needs of the College.	**Target Achieved.** A feasibility study was conducted through Campbell & Company to determine external support to meet the needs of the College.
Secure support from government and private sources to meet the funding and partnership needs of the Strategic Plan activities.	**In Progress – On Target**. This is an ongoing target. Harper College and the Harper College Educational Foundation secured more than $2.2 million in federal, state and local business support and grants. Additionally, $100,000 in Resource for Excellence grants were awarded for the support of strategic directions and goals.
Overall accomplishments	
• Conducted a feasibility study to gauge community support for the needs of Harper College. The results of this study will guide future efforts for a major gifts campaign and an initiative for funding the Promise program. • Distributed the "Finish" brochure to prospective donors at events and receptions. • Secured government and private grants and donations, including the EDUCAUSE grant from the Bill & Melinda Gates Foundation, the Trade Adjustment Assistance Community College and Career Training (TAACCCT) government grant and a $1 million gift from Rita and John Canning.	
Active 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.

Goal targets	Status/Progress
Deploy Institutional Effectiveness Measures (IEM) dashboard.	**Target Achieved.** Collaborated with Information Technology (IT), Institutional Effectiveness (IE) and Marketing Services to deploy dashboard in July 2013.
Deploy Strategic Plan dashboard.	**Target Achieved.** Collaborated with IT, IE and Marketing Services to deploy dashboard in July 2013.
Collaborate with goal and strategy teams to develop and review evaluation plans.	**In Progress – On Target.** This is an ongoing target. The Accountability Team approves evaluation plans prior to pilot implementation, and at conclusion of the pilot, reviews the evaluation plan results. During FY2014, the Accountability Team reviewed and made recommendations on completed evaluation plans from Adelante Academy, First Year Seminars and Project Excel.

Overall accomplishments

- Worked in collaboration with IT, IE and Marketing Services to deploy dashboards for the IEMs and the Strategic Plan. These dashboards increase the transparency of the College's accountability efforts as well as detail the progress being made toward achieving the goals of the Strategic Plan.
- Gathered input and developed a recommendation on targets for the proposed Diversity IEMs. Input sessions with the Leadership Team, Faculty Senate, Diversity and Inclusion Task Force, Human Resources and Wellness Committee and the Diverse Relationships Engaged in Affirming Multiculturalism (DREAM) group were held in addition to an open all-campus session. Constituents attending these sessions provided feedback on the Diversity and Inclusion Task Force recommendation. The Accountability Team used this feedback to draft a recommendation that was approved through the Institutional Resources Policy Council and the President, and is awaiting presentation to the Board of Trustees for final approval.

Active strategies associated with this goal

None

Strategic Plan Outcomes

Completion Goal Team Targets

Goal	Target	In Progress Needs Attention	In Progress On Target	Target Achieved
Decrease Student Achievement Gaps	Increase semester to semester persistence: New, degree-seeking students increase by 3%	▮		
	Increase semester to semester persistence: Special populations (developmental, young male, black non-Hispanic) increase by 5%	▮		
	Increase success in developmental course/sequence: New, degree-seeking students increase by 3%	▮		
	Increase success in developmental course/sequence: Special populations (young male, black non-Hispanic) increase by 5%	▮▮▮▮		
	Increase success rate of students who enter gatekeeper from developmental courses: New, degree-seeking students increase by 3%	▮		
	Increase success rate of students who enter gatekeeper from developmental courses: Special populations (young male, black non-Hispanic) increase by 5%	▮		
	Increase success in gatekeeper courses: New, degree-seeking students increase by 3%	▮		
	Increase success in gatekeeper courses: Special populations (developmental, young male, black non-Hispanic) increase by 5%	▮		
Increase % Freshmen	60% of all first-time, full-time students from our feeder high schools will enter Harper in credit-bearing course work.	▮▮▮▮		
Increase Completers	Continue to expand dual-degree programs with other four-year institutions.	▮▮▮▮		
	Increase the number of degrees and certificates conferred to over 3,000 annually.	▮▮▮▮		

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.	

Goal target	Status/Progress

Increase semester to semester persistence
 	
• New, degree-seeking students increase by 3% over the baseline.
 	
• Special populations (developmental, young male[1], black non-Hispanic) increase by 5% over the baseline.
	New, degree-seeking students: In Progress – Needs Attention.
	• New, degree-seeking student persistence rates remained steady.
	   o Fall 2009 to spring 2010: 77.8% (2,160/2,778)
	   o Fall 2012 to spring 2013: 77.8% (1,835/2,359)
	Special populations: In Progress – Needs Attention.
	• Developmental student persistence rates decreased 2.0%.
	   o Fall 2009 to spring 2010: 79.5% (1,026/1,290)
	   o Fall 2012 to spring 2013: 77.5% (772/996)
	• Young male persistence rates decreased 2.1%.
	   o Fall 2009 to spring 2010: 68.4% (154/225)
	   o Fall 2012 to spring 2013: 66.3% (122/184)
	• Black non-Hispanic persistence rates decreased 6.2%.
	   o Fall 2009 to spring 2010: 70.1% (157/224)
	   o Fall 2012 to spring 2013: 63.9% (108/169)

Increase success in developmental course/ sequence
 	
• New, degree-seeking students increase by 3% over the baseline.
 	
• Special populations (young male[1], black non-Hispanic) increase by 5% over the baseline.
	New, degree-seeking students: In Progress – Needs Attention.
	• Developmental math success rates decreased by 0.7%.
	   o Fall 2007 to spring 2010 cohort: 67.7% (779/1,150)
	   o Fall 2010 to spring 2013 cohort: 67.0% (769/1,147)
	• Developmental reading success rates increased 10.3%.
	   o Fall 2007 to spring 2010 cohort: 67.8% (263/388)
	   o Fall 2010 to spring 2013 cohort: 78.1% (370/474)
	• Developmental writing success rates increased 4.6%.
	   o Fall 2007 to spring 2010 cohort: 66.1% (254/384)
	   o Fall 2010 to spring 2013 cohort: 70.7% (326/461)
	Special populations: In Progress – On Target.
	• Young male
	   o Developmental math success rates increased 9.5%.
	     ▪ Fall 2007 to spring 2010 cohort: 54.3% (44/81)
	     ▪ Fall 2010 to spring 2013 cohort: 63.8% (51/80)
	   o Developmental reading success rates increased 19.1%.
	     ▪ Fall 2007 to spring 2010 cohort: 47.6% (10/21)
	     ▪ Fall 2010 to spring 2013 cohort: 66.7% (22/33)
	   o Developmental writing success rates increased 18.8%.
	     ▪ Fall 2007 to spring 2010 cohort: 40.0% (12/30)
	     ▪ Fall 2010 to spring 2013 cohort: 58.8% (20/34)

Note that the small number of students in some groups increases the likelihood of variability in the data.

[1] Young male refers to students age 20-24 at the time of their first credit course enrollment at Harper College.

Strategic Plan Outcomes

<table>
<tr><td colspan="2">Strategic Direction - Completion - Increase completion and achievement of all students with a focus on underperforming student groups.</td></tr>
<tr><td colspan="2">Goal - Decrease student achievement gaps of developmental, young male and black non-Hispanic students, while increasing academic achievement for all (continued).</td></tr>
<tr><td>Goal target</td><td>Status/Progress</td></tr>
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Increase success in developmental course/ sequence (continued)

- Special populations (young male[1], black non-Hispanic) increase by 5% over the baseline.

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- Black non-Hispanic
  - Developmental math success rates increased 5.0%.
    - Fall 2007 to spring 2010 cohort: 40.9% (38/93)
    - Fall 2010 to spring 2013 cohort: 45.9% (68/148)
  - Developmental reading success rates increased 29.6%.
    - Fall 2007 to spring 2010 cohort: 30.6% (15/49)
    - Fall 2010 to spring 2013 cohort: 60.2% (50/83)
  - Developmental writing success rates increased 10.5%.
    - Fall 2007 to spring 2010 cohort: 40.8% (20/49)
    - Fall 2010 to spring 2013 cohort: 51.3% (39/76)

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Increase success rate of students who enter gatekeeper from developmental courses

- New, degree-seeking students increase by 3% over the baseline.

- Special populations (young male[1,2], black non-Hispanic) increase by 5% over the baseline.

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New, degree-seeking students: In Progress – Needs Attention.

- Highest level of developmental math to gatekeeper math success rates decreased 3.1%.
  - Fall 2008 to summer 2011: 56.5% (252/446)
  - Fall 2010 to summer 2013: 53.4% (268/502)
- Highest level of developmental reading or writing to gatekeeper English success rates decreased 1.3%.
  - Fall 2008 to summer 2011: 67.4% (252/374)
  - Fall 2010 to summer 2013: 66.1% (279/422)

Special populations: In Progress – Needs Attention.

- Black non-Hispanic
  - Highest level of developmental math to gatekeeper math success rates decreased 15.9%.
    - Fall 2008 to summer 2011: 48.0% (12/25)
    - Fall 2010 to summer 2013: 32.1% (9/28)
  - Highest level of developmental reading or writing to gatekeeper English success rates decreased 15.1%.
    - Fall 2008 to summer 2011: 52.1% (25/48)
    - Fall 2010 to summer 2013: 37.0% (17/46)

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Increase success in gatekeeper courses

- New, degree-seeking students increase by 3% over the baseline.

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New, degree-seeking students: In Progress – Needs Attention.

- Gatekeeper math success rates decreased 3.6%.
  - Fall 2007 to spring 2010: 77.2% (688/891)
  - Fall 2010 to spring 2013: 73.6% (678/921)
- Gatekeeper English success rates increased 0.5%.
  - Fall 2007 to spring 2010: 82.6% (1,342/1,624)
  - Fall 2010 to spring 2013: 83.1% (1,371/1,650)

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Note that the small number of students in some groups increases the likelihood of variability in the data.
[1] Young male refers to students age 20-24 at the time of their first credit course enrollment at Harper College.
[2] Data for this group not available at this time.

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	Status/Progress

Increase success in gatekeeper courses (continued)
 	
• Special populations (developmental, young male[1], black non-Hispanic) increase by 5% over the baseline.
	Special Populations: In Progress – Needs Attention.
	• Developmental
	 o Gatekeeper math success rates for students who originally placed into developmental math decreased 4.9%.
	  ▪ Fall 2007 to spring 2010: 72.3% (193/267)
	  ▪ Fall 2010 to spring 2013: 67.4% (219/325)
	 o Gatekeeper English success rates for students who originally placed into developmental reading increased 4.0%.
	  ▪ Fall 2007 to spring 2010: 81.0% (209/258)
	  ▪ Fall 2010 to spring 2013: 85.0% (232/273)
	 o Gatekeeper English success rates for students who originally placed into developmental writing increased 3.6%.
	  ▪ Fall 2007 to spring 2010: 79.3% (88/111)
	  ▪ Fall 2010 to spring 2013: 82.9% (126/152)
	• Young male
	 o Gatekeeper math success rates decreased 4.7%.
	  ▪ Fall 2007 to spring 2010: 66.7% (28/42)
	  ▪ Fall 2010 to spring 2013: 62.0% (31/50)
	 o Gatekeeper English success rates increased 2.9%.
	  ▪ Fall 2007 to spring 2010: 65.1% (54/83)
	  ▪ Fall 2010 to spring 2013: 68.0% (66/97)
	• Black non-Hispanic
	 o Gatekeeper math success rates increased 21.1%.
	  ▪ Fall 2007 to spring 2010: 43.8% (7/16)
	  ▪ Fall 2010 to spring 2013: 64.9% (24/37)
	 o Gatekeeper English success rates increased 7.4%.
	  ▪ Fall 2007 to spring 2010: 62.7% (37/59)
	  ▪ Fall 2010 to spring 2013: 70.1% (75/107)

Overall accomplishments

• Completed the initial trial of the Engagement and Leadership Initiative to Transition Effectively (E.L.I.T.E.) to address the needs of underrepresented students.
• Increased the number of students who worked as student employees and created a training course to educate students about obtaining and keeping a job. Students who attended the training received higher supervisor ratings than students who did not attend the training.
• Completed the initial First Year Seminar pilot.

Active strategies associated with this goal

Diverse Student Engagement
Student On-Campus Employment
First Year Seminars

Note that the small number of students in some groups increases the likelihood of variability in the data.
[1] Young male refers to students age 20-24 at the time of their first credit course enrollment at Harper College.

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 trial of leadership program for African American students: Engagement and Leadership Initiative to Transition Effectively (E.L.I.T.E.).	**Completed.** The first E.L.I.T.E. cohort began in September 2013 with 15 students.
Review results of the E.L.I.T.E. project and determine future direction of the program.	**Completed.** Of the 15 students who joined E.L.I.T.E., 10 completed the program. Five students dropped from full-time to part-time status but attributed their second semester persistence to their involvement with E.L.I.T.E. Overall, much was learned from this first trial, and the decision was made to trial the program for a second year in FY2015.
Finalize budget for FY2015.	**Completed.** FY2015 budget approved by Champion Team.
Conduct new trial of support program for underrepresented men: Men, Achieving, Learning and Empowered (M.A.L.E. Institute).	**Completed.** The M.A.L.E. Institute met weekly throughout FY2014. During this time, young men of various cultures attended M.A.L.E. Institute meetings. Meetings had a participation of approximately 12 in the fall semester and 5 in the spring semester. Advisors often connected individually with participants when scheduling conflicts impacted group meeting attendance.
Conduct new trial of support program for underrepresented women: Sistertalk for the Soul.	**Completed.** Eleven students attended Sistertalk for the Soul meetings regularly in fall 2013. In spring 2014, no meetings were held due to both academic and work-related conflicts with students' schedules. Work will continue outside the Strategic Plan to investigate the best format to provide this support for female African American students.
Hold the third annual Black Teen Leadership Symposium for high school students.	**Completed.** Conducted the third annual Tribute to Leaders: Black Teen Leadership Symposium. More than 160 participants from 10 district high schools attended. Survey results indicated that 98.6% felt the event left a positive impression of Harper College, 100% felt that topics covered were relevant and 100% felt the event should continue.

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 (continued)
Overall accomplishments

- Trialed the E.L.I.T.E. program with 15 students. Program participants achieved a first-year persistence rate of 66.7% (10/15).
- Evaluated trial data and student/mentor feedback. The contract components of E.L.I.T.E., which focused on transitional and college readiness skills, campus engagement and mentoring relationships, provided the needed support for students to attain knowledge of Harper and have a sense of belonging.
- Planned second E.L.I.T.E. trial and began recruiting for FY2015.

Strategy impact on goal achievement

Diverse Student Engagement supports the goal "Decrease student achievement gaps of developmental, young male and black non-Hispanic students, while increasing academic achievement for all" by providing expanded opportunities, resources and support to help underrepresented students transition and excel in college.

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
Implement the Student Worker Initiative for Underrepresented Students.	**Completed.** A 1.6-hour noncredit course was developed and offered to underrepresented students in fall 2013. A total of 19 students enrolled and 100% of those students completed the course.
Increase the percentage of students who work on campus by 2%. Increase the percentage of African American students who work on campus by 12%.	**Completed.** The percentage of students working on campus increased by 4.6% from FY2013 (371 students) to FY2014 (388 students). The percentage of African American students working on campus increased by 24.2% from FY2013 (33 students) to FY2014 (41 students).
Offer training sessions for all new student employees.	**Completed.** Fourteen training sessions were offered from July through October 2014. 32.1% of new hires (36/112) attended the training sessions. Student workers who attended the training received higher supervisor ratings than students who did not attend the training.

Overall accomplishments

- Created a training course that can be offered each year to educate students about obtaining and keeping a job.
- Increased overall numbers of students who worked as student employees.
- Continued training opportunities for students and supervisors.

Strategy impact on goal achievement

Student On-Campus Employment supports the goal "Decrease student achievement gaps of developmental, young male and black non-Hispanic students, while increasing academic achievement for all" by promoting on-campus training and placement opportunities for students. Research indicates that employment on campus correlates with higher completion rates, higher GPA and higher success overall.

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 - First Year Seminars

Intended outcomes	Status/Progress
Offer 22 sections of the First Year Seminar (FYS) course, seven of which will be sections for Retention Efforts for Academic Completion at Harper (R.E.A.C.H.) students, during the fall 2013 semester.	**Completed.** During the fall 2013 semester, 22 sections of FYS were offered, and 19 of those sections were piloted. Seven of the piloted sections were for R.E.A.C.H. students.
Complete an evaluation of the FYS pilot.	**In Progress.** The evaluation of the initial pilot is partially complete. • 92.8% (324/349) of students enrolled in FYS were retained through the fall 2013 semester. 91.9% (611/665) of control group students (not enrolled in FYS) were retained through the fall 2013 semester. • 79.1% (276/349) of FYS students persisted from fall semester to spring semester. 71.1% (473/665) of control group students (not enrolled in FYS in fall) persisted from fall semester to spring semester. Although some results were readily available and have been shared, other information is still being analyzed or is not yet available (i.e. fall to fall persistence rates, graduation rates). As additional results become available, the team will share that information with the campus.
Gain approval for the FYS curriculum by the Curriculum Committee.	**Completed.** The FYS curriculum was approved by the Curriculum Committee as a variable-credit course in March 2014.
Based on the fall 2013 pilot and evaluation plan, make a recommendation about and prepare for FYS courses for the fall 2014 semester.	**In Progress.** Based on the evaluation plan and feedback from fall 2013 pilot instructors, the team will offer the FYS course in two formats in fall 2014: a 1-credit course linked with a regular course in an academic discipline and a 3-credit format similar to the courses offered in fall 2013.

Overall accomplishments

- Facilitated the first large-scale pilot of the FYS course.
- Oversaw FYS course approval through the shared governance process.
- Evaluated the available data from the initial FYS pilot, using those results to begin planning for the second (fall 2014) pilot.

Strategy impact on goal achievement

FYS supports the strategic goal "Decrease student achievement gaps of developmental, young male and black non-Hispanic students, while increasing academic achievement for all" by providing first-year college students with strategies that assist them in making a successful transition to college life, understanding their academic responsibilities and appreciating diverse perspectives. The context of the courses also develops critical thinking, problem solving, information literacy, learning strategies and communication skills needed to adapt to the rigors of college life.

Strategic Plan Outcomes

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with a focus on underperforming student groups.</td></tr>
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<tr><td colspan="2">Goal - Increase the percentage of first-time, full-time freshmen from our feeder high school districts who begin in credit-bearing courses.</td></tr>
<tr><td>Goal targets</td><td>Status/Progress</td></tr>
<tr>
<td>60% of all first-time, full-time students from our feeder high schools will enter Harper in credit-bearing course work.</td>
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In Progress – On Target. In fall 2013 and spring 2014, 76.2% (2,497/3,279) of first-time Harper students from feeder high schools entered in credit-bearing courses, an increase from 70.9% (2,310/3,260) the previous year.

- 64.6% (1,022/1,582) of first-time students from feeder high schools entered Harper math in credit-bearing courses, an increase from 56.1% (901/1,606) the previous year.
- 86.9% (1,475/1,697) of first-time students from feeder high schools entered Harper English in credit-bearing courses, an increase from 85.2% (1,409/1,654) the previous year.

Note: These numbers exclude dual-credit students.
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<tr><td colspan="2">Overall accomplishments</td></tr>
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- Piloted Adelante Academy in summer 2013. The program is a joint project with Barrington High School. It is focused on Hispanic students who may place into developmental college-level course work and need extra assistance in order to be successful in more rigorous course work.
- Piloted Project Excel in summer 2013. The program is a summer experience developed in conjunction with Palatine High School aimed at helping to improve college readiness for underrepresented students. Students targeted by the program are already in Advanced Placement (AP) and/or honors courses in high school but need help navigating the college experience.
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<tr><td colspan="2">Active strategies associated with this goal</td></tr>
<tr><td colspan="2">Adelante Academy
Project Excel</td></tr>
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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 - Adelante Academy

Intended outcomes	Status/Progress
Complete and evaluate the summer 2013 pilot of Adelante Academy, including analysis of retention, persistence, and GPA information.	**Completed.** Conducted and evaluated first year of the Adelante Academy pilot. 85.7% of students (36/42) completed the program, and 93.1% of the program's high school seniors (27/29) enrolled in a college or university in fall 2013.
Case manage students during fall 2013 and spring 2014.	**Completed.** Students were case managed through an FYS course taught by the Adelante coordinator. 75% of Adelante completers (18/24) enrolled in the Adelante FYS section.
Build interest for the summer 2014 cohort by working closely with Barrington High School and the Adelante Voices student club.	**Completed.** Student and parent kick-off meetings were held in spring 2014 with more than 60 students in attendance. As of June 15, enrollment commitments were secured from 42 students for summer 2014.
Plan a second Adelante Academy pilot.	**Completed.** Planned second Adelante Academy pilot. • Determined student participation. • Streamlined student enrollment criteria. • Pretested students. • Revised curriculum, including additional attention to math courses. • Reviewed outcomes and evaluation plan. • Secured faculty and classroom space.
Acquire funding for Adelante Academy summer initiative and associated supporting subgroups including a student cohort (Adelante Voices); Parent Engagement; and Monitoring and Evaluation.	**Completed.** Funding for the 2014 Adelante Academy was approved in May 2014.
Work with Grants Office to identify possible sources of funding or partnerships for Adelante Academy.	**Continuing.** Grants Office submitted a proposal to Motorola Solutions for student scholarships in March 2014.
Identify Motorola Mentors to provide professional development activities during Adelante Academy.	**Not Completed.** Requests were submitted in February 2014, but funds were not available for mentors.
Consult with Student Employment Strategy Team to identify areas of student employment (lab aides, peer mentors, program leaders) for the Adelante Academy program.	**Continuing.** The Adelante Academy team is working with the Student Employment Strategy Team to determine how best to provide training or employment opportunities to these students.

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 - Adelante Academy (continued)
Overall accomplishments

- Completed and evaluated the initial Adelante Academy pilot.
- Established funding for the second Adelante Academy pilot and planned implementation for summer 2014.
- Built additional interest for Adelante programs in the high school via parent engagement and a student cohort (Adelante Voices).
- Secured enrollment commitments from 42 students for summer 2014.

Strategy impact on goal achievement

Adelante Academy supports the goal "Increase the percentage of first-time, full-time freshmen from our feeder high school districts who begin in credit-bearing courses" by giving underrepresented students exposure to college and engagement with faculty and staff on Harper's campus through a variety of experiences. Adelante is designed to reduce the number of developmental education courses that a student will need to take at the completion of this four-week program via contextualized instruction in STEM-related college course work. Students will be better able to enroll in and successfully complete credit-bearing courses during the first year of college.

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 - Project Excel

Intended outcomes	Status/Progress
Complete and evaluate summer 2013 pilot of Project Excel.	**Completed.** Conducted and evaluated first year of the Project Excel pilot. 93.8% of students (15/16) completed the program. Student perception of college rigor improved in all categories (i.e. difficulty, amount of required reading).
Work with the Champion Team and Palatine High School to determine if pilot should be repeated, scaled or placed on inactive status.	**Completed.** Worked with colleagues at Palatine High School to review the Project Excel pilot results and use that information to plan for the second pilot.
Build interest and plan for second pilot in summer 2014, contingent on evaluation results.	**Completed.** Developed plan for second pilot. The program was reorganized to consist of two content course tracks, and appropriate faculty members were recruited to join the team. The new pilot will begin in July 2014.

Overall accomplishments

- Completed and evaluated the initial Project Excel pilot.
- Established funding for the second Project Excel pilot and planned implementation for summer 2014.
- Completed a transformation of the program to more effectively accomplish the goals that the two partners, Palatine High School and Harper College, have in relation to increasing student preparedness for college.

Strategy impact on goal achievement

Project Excel supports the goal "Increase the percentage of first-time, full-time freshmen from our feeder high school districts who begin in credit-bearing courses" by increasing students' awareness of the differences between high school and college and exposing them to the rigor of the college experience. The program is designed for high-performing underrepresented high school juniors who have taken accelerated and Advanced Placement (AP) courses but may not be fully prepared for college course work. This experience gives students the opportunity to examine their college readiness skills and allow them to address any deficiencies in course work or self-awareness skills during their senior year of high school, better enabling them to enroll in and successfully complete credit-bearing courses during their first year of college.

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.	
Goal targets	**Status/Progress**
Continue to expand dual-degree programs with other four-year institutions.	**In Progress – On Target.** Finalized a 3 + 1 dual-degree partnership with Benedictine University. Investigation of DeVry University, Roosevelt University (PharmD Program) and Northern Illinois University partnerships in progress.
Increase the number of degrees and certificates conferred to over 3,000 annually.	**In Progress – On Target.** Following are the official number of degrees and certificates awarded during FY2014:

Summer 2013

Associate in Arts	183
Associate in Science	32
Associate in Fine Arts	1
Associate in Engineering Science	1
Associate in Applied Science	89
Associate in General Studies	6
Certificates	287
Total	599
AA degrees awarded did not petition	45
Certificates awarded did not petition	249
Total for summer 2013	893

Fall 2013

Associate in Arts	213
Associate in Science	32
Associate in Fine Arts	3
Associate in Applied Science	163
Associate in General Studies	16
Certificates	453
Total	880
AA degrees awarded did not petition	62
Certificates awarded did not petition	162
Total for fall 2013	1,104

Spring 2014

Associate in Arts	409
Associate in Science	73
Associate in Fine Arts	2
Associate in Engineering Science	2
Associate in Applied Science	206
Associate in General Studies	23
Certificates	680
Total	1,395
AGS degrees awarded did not petition	184
AA degrees awarded did not petition	27
Certificates awarded did not petition	140
Total for spring 2014	1,746
Total degrees/certificates FY2014	**3,743**

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).

Overall accomplishments

- Awarded more than 3,700 degrees and certificates for FY2014.
- Completed a 3 + 1 dual-degree partnership with Benedictine University.
- Identified and mailed letters to more than 500 adult students who were very close to completing or already qualified for an Associate in General Studies (AGS) degree, and awarded 184 degrees through these efforts. Categorized an additional 638 students, aged 25 and up, for future outreach efforts that have completed 90 percent of an AGS degree.
- Collaborated with counselors to revise the degree descriptions in the Harper College Catalog to address common questions and misperceptions regarding degrees offered by the College.
- Continued work on the student completion pledge, to include sending follow-up letters to students and hiring a student aide to help communicate the pledge to student groups and at various campus events.
- Developed a letter to help faculty members communicate the benefits of completing a credential while at Harper. Faculty members are encouraged to read or post this letter in their classes.

Active strategies associated with this goal

0-15 Milestone to Success

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.
Strategy - 0-15 Milestone to Success

Intended outcomes	Status/Progress
Gather reports from all 11 targeted course teams, documenting progress on assessment of student learning and plans for outcomes assessment in FY2014.	**Completed.** Gathered reports from the 11 targeted course teams, which describe their efforts to assess student learning at the course level. In their fall 2013 reports, four teams reported revision of course outcomes and five teams reported work on assessment tool design. Six teams completed a full assessment cycle in addition to the other assessment work they completed.
Implement strategies designed to improve student course success rates in all 11 courses.	**In Progress.** This year focused on well-developed course assessment efforts that included engaging adjunct faculty in discussions, professional development and participation in course-level assessment. Some departments initiated the use of common course readings and departmental final exams.

Overall accomplishments

- Increased overall success rates in various 0-15 courses. In fall 2011, the combined student success rate for these 11 courses was 65.2%; in fall 2013, the combined student success rate for these 11 courses was 67.3%. When examining success rates by course, fall 2011 to fall 2013 success rates have remained fairly constant in six courses, have increased slightly in three courses and have a definite upward trend in two courses.
- Planned an ENG101 study to examine the correlation between non-attendance and grades.
- Collected data to examine whether certain courses need reading and/or writing prerequisites.

Strategy impact on goal achievement

This strategy supports the goal "Increase the number of certificate and degree completers" by focusing on increasing student success early in the college experience. By increasing success rates during the first 15 credit hours, it is hoped that increases in student persistence and completion will also be realized.

Operational Plan

Overview

The College's Operational Plan delineates the goals that address the college priorities as well as the activities that support the Strategic Plan. Each goal includes an identified Executive Council leader and administrative leader. 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 FY2014 plan include:

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

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

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

Employee Relations:
Ensure employee recruitment, development and retention through appropriate processes.

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

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

Financial:
Effectively develop, plan and manage our financial resources.

Safety:
Ensure the safety of the Harper Community.

Student Success:
Operationalize student success initiatives.

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

Workforce Development/Economic Development:
Ensure Harper College provides workforce and entrepreneurial training and education and supports the region's economic health.

Operational Plan

Accountability, Institutional Effectiveness, Transparency and Governance:

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

Goal	Target	Responsibility	Completed	Comments
Construct a data warehouse that provides single source of data to support analytics and reporting.	Design and deploy the infrastructure for a data warehouse by June 30, 2014.	Sheila Quirk-Bailey, Ron Ally, Kathy Coy, Darlene Schlenbecker, Patrick Bauer	Yes	Completed the assessment and design of the data warehouse. Implementation is in progress and expected to be completed in FY2015.
Obtain and disseminate employment data on Harper graduates to support decision making.	Analyze and publish results on Harper graduate employment data by September 30, 2013.	Sheila Quirk-Bailey, Judy Marwick, Phil Burdick, Kathy Coy, Sheryl Otto	Yes - Target not met	Disseminated Harper graduate employment report in June 2014.
	Link employment data to online catalog and website by March 31, 2014.		No	These data are not available beyond this first year; therefore, it is not advisable to create the link and the expectation of availability. When a new source for employment data is realized, it will be linked to the online catalog and website.
	Use employment data in program review process by June 30, 2014.		Yes	Disseminated employment reports to all career programs in December 2013. The data provided in these reports are used in program review.
Ensure the College has the data to be responsive to our changing community and environment.	Disseminate the completed Environmental Scan report by February 28, 2014.	Sheila Quirk-Bailey, Kathy Coy	Yes - Target not met	Disseminated the completed Environmental Scan report in April 2014.

Operational Plan

Goal	Target	Responsibility	Completed	Comments
Conduct institutional employee climate survey (PACE) as well as annual NCCBP and IPEDS surveys.	Conduct and report on PACE and NCCBP surveys by June 2014.	Sheila Quirk-Bailey, Kathy Coy	Yes	Facilitated PACE survey administration and disseminated final report. NCCBP reported in June 2014.
	Complete and submit IPEDS surveys to meet Federal deadlines by June 30, 2014.		Yes	Completed and submitted all required IPEDS surveys.
Ensure student learning outcomes assessment is conducted and results utilized to improve student success.	Complete the course-level assessment cycle for all departments with specific focus on the 0-15 strategy team programs by June 30, 2014.	Judy Marwick, Sheila Quirk-Bailey, Darlene Schlenbecker, Deans	Yes - Target not met	Completed course-level outcomes assessment activities for 25/26 (96%) departments. All 0-15 strategy team departments participated.
	Complete the program-level assessment cycle for all instructional programs and student support/administrative units by June 30, 2014.		Yes - Target not met	Completed program-level assessment cycle for 34/39 (87%) instructional programs and 36/39 (92%) student support/administrative units.
	Complete the general education outcomes assessment cycle by June 30, 2014.		Yes	Completed the general education outcomes assessment cycle through the assessment of 400 writing samples from a variety of disciplines across campus.
Be transparent about the Colleges outcomes and performance against our accountability measures.	Complete and submit report to Board in July 2013.	Sheila Quirk-Bailey, Phil Burdick, Darlene Schlenbecker	Yes	Completed and submitted Accountability Report to the Board.
	Publish Community Report by October 2013.		Yes	Published Annual Report in July 2013.
	Provide quarterly updates to the Board on the Operational Plan and Institutional Priorities by June 30, 2014.		Yes	Provided regular updates to the Board on the Operational Plan and Institutional Priorities.

Operational Plan

Goal	Target	Responsibility	Completed	Comments
Ensure requirements of Higher Learning Commission accreditation are met.	Submit proposal on Open Pathways Quality Initiative by March 1, 2014.	Sheila Quirk-Bailey, Judy Marwick, Darlene Schlenbecker	Yes - Target not met	Submitted proposal on Open Pathways Quality Initiative in April 2014.
	Launch Assurance Process Steering Committee by November 15, 2013.		Yes	Launched Assurance Process Steering Committee in fall 2013.
	Begin evidence file and submission of accreditation materials in the assurance system by June 30, 2014.		Postponed	Collection of evidence and submission of materials in the assurance system will begin in FY2015.
Support implementation of the new shared governance process.	Implement new process and train faculty and staff by September 30, 2013. Train new committee members as needed.	Ken Ender, Maria Coons, Communications Council	Yes	Implemented new process and trained 359 staff via online, classroom, small group and one-on-one sessions.
Develop a master plan for health and wellness, and athletics.	Complete a comprehensive plan pertaining to: 1) athletics, 2) recreation and intramurals, and 3) health and wellness by June 30, 2014.	Judy Marwick, Ron Ally	In Progress	The Sports, Recreation and Wellness Task Force, in accordance with their charge, developed a recommendation, and received support from the Human Resources and Wellness Committee and the Student Life Committee. The recommendation was shared with the Communications Council and presented to the Student Success Policy Council and Institutional Resources Policy Council.
Review the Mission Statement.	Complete a comprehensive review of the College's Mission Statement through the Strategic Planning and Accountability by June 30, 2014.	Ken Ender, Sheila Quirk-Bailey, Strategic Planning and Accountability Committee	In Progress	The Strategic Planning and Accountability Committee received this charge from the Board in December 2013. In order to allow for completion of this year-long process, the target completion date has been adjusted to December 2014.

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
Produce compelling marketing materials and website content to support enrollment goals for credit and noncredit programs.	Maintain or grow the current rate of 33% of new annual visitors to the Harper College website by June 30, 2014.	Phil Burdick, Judy Marwick, Mike Barzacchini, Bob Parzy	Yes - Target not met	Reached 31% of new annual visitors to the Harper College website in FY2014, 2% below goal.
	Maintain Share of Voice (spending on print, radio, TV, and outdoor) advertising of between 0.7% and 1.0% in the Chicago area higher education advertising market by June 30, 2014.		Yes	Grew Share of Voice to 1.3% of the Chicago area higher education advertising market, exceeding the goal.
Leverage new employee portal to improve employee communications.	Upgrade employee newsletter by June 30, 2014.	Phil Burdick, Linda Mueller, Carolynn Muci	Yes	Upgraded employee newsletter by implementing SharePoint and Constant Contact platforms.
	Improve information flow and visibility on website by June 30, 2014.		Yes	Completed redesign of Harper portal.
	Establish baseline employee usage rules by June 30, 2014.		Yes	Completed Employee Communication Survey and established baseline numbers: 89% of those surveyed rated the information on the portal as useful, while 80% rated the information on the portal as helpful in understanding Harper's initiatives. Employee portal usage will be evaluated on an annual basis.

Operational Plan

Goal	Target	Responsibility	Completed	Comments
Improve community relations with key stakeholders in the district.	Implement new community relations plan by January 2014.	Phil Burdick	Yes - Target not met	Integrated approved community relations plan into the College's Operational Plan, and hired a Community Relations Manager.
Execute local and state media outreach.	Increase story counts by 5% by June 14, 2014.	Phil Burdick	No	Decreased story counts by 2% due to a two month lag in hiring a new Media Relations Manager.
Increase placement of stories about student success initiatives in national and trade media.	Increase the number of national and trade journal articles by 5% by June 14, 2014.	Phil Burdick	Yes - Target not met	Increased the number of stories in national and trade journals by 1% over FY2013. Did not meet target due to a two month lag in hiring a new Media Relations Manager.
Continue to build a strong support base with elected public officials.	Advocate for the continued flow of state capital funding for One Stop/Student Center by June 30, 2014.	Phil Burdick	Yes	Received full State Capital funding for One Stop/Student Center.
	Ensure at least three meaningful interactions between the President and federal lawmakers and policy leaders by June 30, 2014.		Yes	Completed several meaningful interactions between the President and federal lawmakers and policy leaders including: U.S. Representative Tammy Duckworth, U.S. Senator Richard Durbin; various policy leaders at the Manufacturing Partnership Steering Committee 2.0; President Barack Obama and First Lady Michelle Obama at the White House Summit on College Affordability; and several state senators and representatives at the Harper College/College of Lake County Legislative Reception.

Operational Plan

Goal	Target	Responsibility	Completed	Comments
Implement strategic plan to build Alumni Association.	Identify the top 10 alumni geographic pockets by June 30, 2014.	Mary Knight	Yes	Identified the top 10 alumni geographic pockets outside Illinois, listed in order of alumni population: Florida; California; Wisconsin; Arizona; Texas; Colorado; Indiana; Georgia; Michigan; and North Carolina.
	Connect to all alumni through four e-blasts per year by June 30, 2014.		Yes	Connected to alumni through 10 e-blasts.
	Hold at least two alumni events by June 30, 2014.		Yes	Held four alumni events: Distinguished Alumni Awards reception in October 2013; Harper Hawks Alumni baseball game in October 2013; 4th Annual Nursing Alumni Symposium in April 2014; and the Alumni Evening of Jazz in May 2014.
Host prospective donor receptions.	Hold three prospective donor receptions by June 30, 2014.	Mary Knight, Ken Ender	Yes	Held three prospective donor receptions in September, October and December 2013.
Conduct a study to gauge community interest in a capital campaign.	Design and execute by October 2013.	Mary Knight	Yes	Conducted a feasibility study in fall 2013.
	Create a recommendation to the Foundation Board and to the Board of Trustees in December 2013.		Yes	Presented a report to the Foundation Board in September 2013 and the Board in December 2013.

Operational Plan

Diversity:

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

Goal	Target	Responsibility	Completed	Comments
Implement recommendations related to diversity and inclusion.	Release the Diversity and Inclusion Task Force Report and hold campus dialogues by October 2013.	Ken Ender, Michelé Robinson	Yes - Target not met	Released the Diversity and Inclusion Task Force report and held campus dialogues by March 2014, as Special Assistant to the President for Diversity and Inclusion position was not filled until January 1, 2014.
	Develop and implement year one Diversity and Inclusion Plan by December 20, 2013.		Yes - Target not met	Implemented year one of the Diversity and Inclusion Plan in January 2014 with the appointment of a Special Assistant to the President for Diversity and Inclusion.
Assure that global education is being infused into curricula and the student experience.	Identify global region(s) for a three-year educational focus by June 30, 2014.	Judy Marwick, Richard Johnson	Yes	Identified the global region of Latin America for a three-year educational focus.
	Launch international faculty development program and design 10 curricular infusion projects by June 30, 2014.		Yes - Target not met	Launched international faculty development program with the Faculty International Seminar in May 2014. Seven of 15 applicants were chosen to participate in a 6-week course entitled "Teaching Africa today: A field-based study of Uganda and Rwanda's social and environmental diversity," which will culminate in seven curriculum infusion projects.

Operational Plan

Goal	Target	Responsibility	Completed	Comments
Assure that global education is being infused into curricula and the student experience (continued).	Complete review of and update study abroad guidelines for safety and legal clearance by June 30, 2014.		Yes	Completed review of and updated study abroad guidelines for safety and legal clearance by May 2014, which included new protocols and procedures for all faculty-led study abroad programs, revised forms, established an emergency response team, and developed a faculty leader training program.
	Hold dialogue with faculty groups on the importance of global education by June 30, 2014.		Yes	Held dialogue with faculty groups on the importance of global education including Global Guru Hangouts, Infuse This! Workshops and an Internationalization Retreat.
	Develop three new faculty-led international courses by June 30.		Yes	Developed four new faculty-led international courses: SPE213 - Study Shakespeare in London (a semester-long Acting II class with spring break at the Globe Theater in London); ENG102 in Dublin and Ireland (focusing on Irish and English authors of the 19th and 20th centuries); ART105 - Italy: Then and Now (Introduction to Art in Venice and Northern Italy); and HUM101 - In the Cradle of Western Civilization (Greece and Turkey).

Operational Plan

Employee Relations:

Ensure employee recruitment, development and retention through appropriate processes.

Goal	Target	Responsibility	Completed	Comments
Increase employee engagement and satisfaction.	Coordinate five College-wide appreciation/celebration events.	Ron Ally, Roger Spayer	Yes - Target not met	Completed four events in FY2014. The fifth, a College-wide appreciation event for Classified Staff, was moved from April 2014 to July 2014 (FY2015).
	Complete first draft of College-wide Reward and Recognition model by June 30, 2014.		In Progress	The final report is in progress and will be completed by July 15, 2014.

Operational Plan

Goal	Target	Responsibility	Completed	Comments
Meet all 2014 employer milestones to be compliant with the Affordable Care Act (ACA).	Notify employees of the State's Health Insurance Marketplace (formerly Exchange) and their individual obligation to purchase health insurance by October 1, 2013.	Ron Ally, Roger Spayer	Yes	Notified employees of the State's Health Insurance Marketplace as a part of the pre-employment onboarding process.
	Monitor impacts of ACA and any changes in legislation by June 30, 2014.		Yes	Monitored impacts of ACA. The law required that as of January 1, 2014, all plans must meet minimum essential levels of benefits (Harper was already in compliance). In addition, all annual limits on coverage had to be removed. This change was automatically implemented by Blue Cross Blue Shield of Illinois.
	Determine contribution strategies to account for the 2014 fees that will fund the State Exchange by January 1, 2014.		Yes	Determined contribution strategies. With the advent of new transitionary fees and higher premium costs, employee healthcare plan contributions were recalibrated to absorb the increases and redistribute those increased costs between the Board and Harper employees. This will be an ongoing exercise for all future years as part of the pre-enrollment process.
	Provide updates to the President and Board of Trustees as appropriate through June 30, 2014.		Yes	Provided updates to the President and the Board at the July and November Committee of the Whole meetings. Provided multiple email updates to the President.

Operational Plan

Goal	Target	Responsibility	Completed	Comments
Monitor and respond to impact related to pension reform and Return to Work Act.	Implement pre-employment processes to identify and track SURS "Affected Annuitants" by June 30, 2014.	Ron Ally, Roger Spayer	Yes	Updated employment application to allow for applicants to self-identify. A certification form will be provided to any annuitants "grandfathered" to continue to work in a part-time status. Impact bargaining was completed with the Adjunct Faculty Association to limit the number of courses previously retired (annuitants) may teach. Annuitant employment was discontinued effective January 1, 2014.
	Provide updates to the President and Board of Trustees as appropriate through June 30, 2014.		Yes	Provided updates to the President and Board of Trustees at the November and April Committee of the Whole meetings. Provided multiple email updates to the President.
Identify and document all institutionally-supported professional development programs.	Produce document which identifies all Harper professional development programs by June 30, 2014.	Ron Ally, Roger Spayer	Yes	Produced document which identifies all Harper professional development programs.
	Develop an employee mentoring program by June 30, 2014.		Postponed	Project deferred to FY2015 Operational Plan.

Operational Plan

Goal	Target	Responsibility	Completed	Comments
Create an integrated approach to faculty development that aligns with College goals and strategic initiatives.	Launch Academy for Teaching Excellence by December 2013.	Judy Marwick, Matt Ensenberger	Yes	Launched the Academy for Teaching Excellence.
	Centralize faculty development under one organizational unit by December 2013.		Yes	Centralized faculty development in the Academy for Teaching Excellence. The goal of the Academy is to develop original professional development opportunities and form partnerships with all areas of the campus that provide professional development in order to create one clearinghouse for all faculty professional development.
	Design comprehensive multi-year faculty development plan by December 2013.		Yes	Designed a three-year plan for faculty professional development. This plan allows for the operational definition of credit assignment for on-campus professional development activities, along with new procedures for vetting proposed workshops and graduate equivalent credit courses.

Operational Plan

Goal	Target	Responsibility	Completed	Comments
Continue implementation of the Harper Leadership Institute (HLI).	Implement HLI retreat, HLI Friday seminar series, and mentoring program by June 30, 2014.	Ken Ender, Mark Mrozinski	Yes	Implemented the first HLI cohort including a fall immersion program, Friday seminar, innovation projects, mentoring and reading discussion groups.
	Conduct evaluation of HLI first year experience by June 2014.		Yes	Conducted evaluation for the first HLI cohort through quantitative and qualitative methods. Analyzed data for review by advisory council. Recommended program revisions and improvements for 2014-15 cohort.
	Establish the HLI advisory council by December 15, 2013.		Yes	Established HLI advisory council. Implemented first cycle of members retiring from the council and their replacements.

Enrollment and Financial Aid:

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

Goal	Target	Responsibility	Completed	Comments
Manage overall College enrollment.	Maintain current level of enrollment at 26,473 for credit students (includes CE reimbursables) by June 30, 2014.	Judy Marwick, Phil Burdick, Maria Moten	Yes - Target not met	Realized a credit headcount of 25,630, a 3.2% decrease from last year.

Operational Plan

Goal	Target	Responsibility	Completed	Comments
Maintain or improve market penetration rates for the First Time in College (FTIC), Young Adult and Adult Market Segments.	Maintain or exceed a high school capture rate of at least 35.6% by June 30, 2014.	Judy Marwick, Phil Burdick, Maria Moten, Bob Parzy, Vicki Atkinson, Mike Barzacchini, Bret Bonnstetter, Sheryl Otto	Yes	Realized a high school capture rate of 39.8%. This includes dual and concurrent credit students.
	Maintain or exceed the FTIC yield rate (application to enrollment) of at least 67% and an enrollment of 3,756 by June 30, 2014.		Yes	Realized an FTIC enrollment of 4,041 students. The yield rate for these students was 72.6%. This includes dual-credit students.
	Maintain or exceed the Young Adult yield rate (application to enrollment) of 62% and an enrollment of 2,204 by June 30, 2014.		Yes - Target not met	Realized a Young Adult yield rate of 63.9% which generated 2,048 enrollments during the fiscal year.
	Maintain or exceed the Adult yield (application to enrollment) rate of 53% and an enrollment of 1,483 by June 30, 2014.		Yes - Target not met	Realized a new application Adult yield rate of 56%, which resulted in 1,443 enrollments during the fiscal year.
Maintain or exceed market penetration rates for the minority population consistent with the demographics of our district.	Ensure that at least 2.5% of students are Black-Non Hispanic (currently 5%) by June 30, 2014.	Judy Marwick, Phil Burdick, Maria Moten, Bob Parzy, Mike Barzacchini	Yes	Realized an enrollment of 1,213 Black-Non Hispanic students which represents 4.7% of the total student population.
	Ensure that at least 16% of students are Latino (currently 18%) by June 30, 2014.		Yes	Realized an enrollment of 4,926 Hispanic or Latino students which represents 19.2% of the total student population.

Operational Plan

Goal	Target	Responsibility	Completed	Comments
Increase market penetration rates for dual-credit students.	Increase dual-credit enrollment in transfer classes by 5% by June 30, 2014.	Judy Marwick, Maria Moten	Yes	Increased dual-credit FTE in transfer classes by 21.8%, from 223 in FY2013 to 271 in FY2014.
	Increase dual-credit enrollment in Career and Technical Education programs by 2% by June 30, 2014.		Yes - Target not met	Decreased dual-credit FTE in Career and Technical programs by 8.1% from 298 in FY2013 to 274 in FY2014.
Improve student persistence rates.	Realize a fall to spring persistence rate of at least 76% by June 30, 2014.	Judy Marwick, Sheryl Otto	Yes - Target not met	Realized a 2013 (reported year) fall to spring persistence rate of 73.5%.
	Realize a ratio of earned versus attempted fall semesters credits of at least 76% by June 30, 2014.		Yes - Target not met	Realized a fall 2013 ratio of earned versus attempted fall semester credits of 75.1%.
Increase financial aid awareness and assure that all funds allocated are awarded to qualifying students in a timely manner.	Award 95% of available Foundation scholarships by June 30, 2014.	Judy Marwick, Laura McGee, Maria Moten	Yes	Awarded 97% of available Foundation scholarships.
	Increase the number of students applying for federal/state aid by 1% by June 30, 2014.		No	Although the number of students applying for aid decreased in FY2014, the number of Pell grant recipients increased by 3.4% and the Pell grant dollars received by Harper students increased by 5.1%.
	Award 95% of the newly created Student Success Opportunity Grant to qualified students by June 30, 2014.		Yes	Awarded 100% of Student Success Opportunity Grant funds.
	Award 95% of all the institutional funds, Distinguished Scholarships, GED Scholars and Academic Recognition Scholarships by June 30, 2014.		Yes - Target not met	Awarded 81.7% of all institutional funds: 71.6% of Distinguished Scholarships; 75.2% of GED Scholars; and 100% of Academic Recognition Scholarships.

Operational Plan

Facilities:

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

Goal	Target	Responsibility	Completed	Comments
Maintain construction schedule for Building H.	Achieve 50% completion of first floor interior finish work and 90% completion of second floor interior rough-in work by June 30, 2014.	Ron Ally, Tom Crylen	Yes	Achieved completion rates and maintained construction schedule for Building H.
	Achieve substantial completion of exterior work by June 30, 2014.		Yes	Maintained construction schedule for Building H exterior work.
Complete schematic design and design development with CDB for One Stop/Student Center.	Target completion by May 31, 2014.	Ron Ally, Tom Crylen	Yes	Completed schematic design with CDB for the One Stop/Student Center.
Complete construction of east addition of Building D.	Achieve substantial completion by June 30, 2014.	Ron Ally, Tom Crylen	Yes	Achieved substantial completion of the east addition to Building D.
Combine Hospitality project programming and design development with One Stop/Student Center project.	Target completion by May 31, 2014, pending CDB funding approval.	Ron Ally, Tom Crylen	In Progress	Pending CDB approval. All paperwork has been submitted.
Complete permit drawings and begin permit approval process for Euclid Avenue entrance relocation.	Target completion by June 30, 2014.	Ron Ally, Tom Crylen	Postponed	On hold for future review.
Implement approved Campus Infrastructure Master Plan projects.	Achieve 50% completion of the east campus regional generator project by June 30, 2014.	Ron Ally, Tom Crylen	Yes	Achieved 50% completion of Campus Infrastructure Master Plan generator project.
	Achieve completion of construction documents for west campus regional generator project by June 30, 2014.		In Progress	Project was temporarily placed on hold pending reconsideration of selected architectural and engineering team. Project has resumed but will not be completed by targeted date.

Operational Plan

Goal	Target	Responsibility	Completed	Comments
Meet the third year requirements of the America College and University President's Climate Challenge (ACUPCC - green initiative).	Submit Greenhouse Gas Report by January 15, 2014.	Ron Ally, Darryl Knight, Facilities Committee	Yes - Target not met	Submitted Greenhouse Gas Report in June 2014.
Complete construction for East Campus Parking Structure and reconstruction of Parking Lot 6.	Achieve 75% completion of the East Campus Parking Structure and Parking Lot 6 by June 30, 2014.	Ron Ally, Tom Crylen	Yes	Achieved 75% completion of the East Campus Parking Structure and Parking Lot 6.
Complete the construction documents for the Advanced Manufacturing Lab at Building H.	Complete design development documents by June 30, 2014.	Ron Ally, Tom Crylen	Yes	Completed design development documents for the Advanced Manufacturing Lab.
Complete temporary parking projects to offset the deficiency during the east campus construction projects.	Complete by August 15, 2013.	Ron Ally, Tom Crylen	Yes	Completed temporary parking projects on schedule and budget.
Complete construction documents for the department relocations impacted by Buildings D and A addition and renovation projects.	Complete by May 31, 2014.	Ron Ally, Tom Crylen	No	A comprehensive departmental relocation plan was approved and completed. However, new plans are in the process of being developed as a result of requested changes.

Operational Plan

Financial:

Effectively develop, plan and manage our financial resources.

Goal	Target	Responsibility	Completed	Comments
Develop the College's annual budget and capital.	Adopt budget by legally required due date of September 30, 2013 (for the Tax-Capped Funds, this will be a balanced budget or better).	Ron Ally, Bret Bonnstetter	Yes	Completed the annual budget, which was adopted by the Board at the August 2013 meeting. The Tax-Capped Funds were budgeted for a surplus of $155,085.
	Provide monthly budget updates to the Board.		Yes	Provided the Board with monthly year-to-date budget and actual results for the Tax-Capped Funds.
Maintain the College's Tax-Capped Funds balance.	Ensure fund balance in the combined Tax-Capped Funds remains stable or increases consistent with the Board Financial Policy of maintaining a fund balance between 40%-60% of the budgeted annual expenditures by June 30, 2014.	Ron Ally, Bret Bonnstetter	In Progress	Increased Tax-Capped Funds balance by a projected $24,000 after an unplanned fund transfer out of $5 million. This will maintain the fund balance between 40%-60% of the budgeted annual expenditures, which is consistent with the Board Financial Policy.
Manage the College's actual financial results.	Ensure the financial results are equal to or better than approved budget by June 30, 2014.	Ron Ally, Bret Bonnstetter	In Progress	Realized a projected $5,024,000 result before any unplanned fund transfers, better than the budgeted surplus of $155,000.
Provide recommendation on total tuition and fee rate relative to Board policy, and not to exceed state statutory limitation.	Provide a tuition and fee rate recommendation consistent with the Financial Board Policy 7.01.04 by the February 2014 Board meeting.	Ron Ally, Bret Bonnstetter	Yes	Recommended a tuition rate increase of $1.75 per credit hour, consistent with the Board policy and approved by the Board at the February 2014 meeting.

Operational Plan

Goal	Target	Responsibility	Completed	Comments
Manage the auxiliary enterprises financial results.	Ensure that the results of the following auxiliary enterprise sub-funds are consistent with the approved budget or better by June 30, 2014: • Student Involvement • Testing and Assessment • Child Learning Center • Dining and Conference Services • HarperStore • Continuing Education and Business Outreach	Ron Ally, Maria Coons, Judy Marwick, Bret Bonnstetter, Ashley Knight, Maria Moten, Mark Mrozinski, Michelé Robinson	In Progress	Realized a projected surplus of $450,000 for the Auxiliary Enterprises Funds, compared to a budgeted surplus of $550,000. Continuing Education, Institutional and Conference Center were the main drivers for the projected shortfall against budget. The Retail Services area has a projected surplus of $474,000 versus a budgeted surplus of $550,000, with the Conference Center being the primary driver of the projected budget shortfall.
Raise funds to support the College.	Raise $3 million by June 30, 2014: • $1 million in major gifts • $1 million in planned gifts • $1 million fund raising	Ken Ender, Mary Knight	Yes	Raised $1.6 million in major gifts, $176,000 in planned gifts and $1.22 million in fund raising.
Leverage funding to support the Strategic Plan.	Award $100,000 in Resources for Excellence funding for strategic initiatives by June 30, 2014. Award $233,000 in student scholarships by June 30, 2014.	Mary Knight	Yes Yes	Funded all requests and awarded $100,000 in Resources for Excellence grants. Awarded $248,000 in student scholarships.
Raise money through public sector support.	Achieve federal, state and local business support and grants. Targeted amount $700,000 by June 30, 2014.	Mary Knight, Maria Coons	Yes	Raised over $2.2 million in federal, state and local business support and grants.
Align scholarships to the needs of our students.	Meet with donors to revise criteria by December 2013.	Mary Knight, Suzette Tolentino	Yes	Met with donors and revised the scholarship criteria as needed. Some donors were informed that revisions were necessary due to a low applicant pool as a result of stringent criteria. This is an ongoing process.

Operational Plan

Goal	Target	Responsibility	Completed	Comments
Compliance with Financial Aid regulations.	Ensure federal and state student financial aid is processed within Department of Education and state regulations as of June 30, 2014 (this includes Pell Grant, Supplemental Educational Opportunity Grant, Federal Work Study, Monetary Award Program, and Illinois Veterans Grant, as well as student loans).	Ron Ally, Judy Marwick, Bret Bonnstetter, Laura McGee	Yes	Completed a risk management plan review of compliance with financial aid regulations with no material findings. A subsequent independent review of compliance with financial aid regulations was also performed with no material findings.
Assure investment policy compliance and internal controls to ensure security of the College's assets.	Validate investment of College funds in compliance with Board Policy, and ensure proper internal controls are in place to protect the College's assets by December 31, 2013.	Ron Ally, Bret Bonnstetter	Yes	Completed an internal controls, asset security, and compliance with investment policy risk management plan review with no material findings.
Manage the transition of the bookstore from self-operated to Follett, and evaluate other outsourcing opportunities that would benefit the College.	Manage the transition of the bookstore from self-operated to Follett by June 30, 2014.	Ron Ally	Yes	Managed the transition of the bookstore from self-operated to Follett.
	Evaluate at least one other outsourcing opportunity that would benefit the College by June 30, 2014.		Yes	Evaluated outsourcing opportunity for food service. Managed the transition from self-operated to Sodexo.

Operational Plan

Safety:

Ensure the safety of the Harper Community.

Goal	Target	Responsibility	Completed	Comments
Update and practice the College's Crisis Communication Plan.	Update Crisis Communication Plan by January, 2014.	Phil Burdick, Ron Ally, Mike Alsup	Yes	Updated Crisis Communication Plan.
	Hold a simulated crisis exercise before June 30, 2014.		Yes	Held a simulated crisis communication exercise in April 2014.
Provide Environmental Health and Safety training for faculty and staff.	Complete OSHA training for Physical Plant staff as required by June 30, 2014.	Ron Ally, Tom Crylen, Sara Gibson	Yes	Completed OSHA training for Physical Plant staff as required.
Ensure safety of College groups in vehicles off campus.	Review and update procedures for vehicles used off campus by December 31, 2013.	Ron Ally, Sara Gibson	Yes	Completed review and update of procedures for vehicle use off campus.
Ensure proper storage, use, and disposal of all equipment and materials in non-science laboratories.	Identify and assess all non-science laboratories with equipment and materials that require safety procedures by June 30, 2014.	Judy Marwick, Ron Ally, Kimberly Chavis, Sara Gibson, Brian Knetl, Mary Beth Ottinger	In Progress	Identified problem areas and the plan to correct these areas is in progress.
	Create a plan for each such laboratory space by June 30, 2014.		In Progress	Identified problem areas and the plan to correct these areas is in progress.

Operational Plan

Goal	Target	Responsibility	Completed	Comments
Assure 100% compliance with the Illinois Abused and Neglected Child Reporting Act (ANCRA mandatory reporting).	Provide information and collect acknowledgement forms from all new employees during employment orientation by June 30, 2014.	Ron Ally, Roger Spayer	Yes	Collected acknowledgement forms from all new employees. Compliance process is now a part of the pre-employment onboarding process.
	Continue to collect sign-off forms from employees hired prior to the implementation date of June 27, 2012 (200 of 2,500 outstanding, 8%).		Yes	Collected sign-off forms from all existing employees.

Operational Plan

Student Success:

Operationalize student success initiatives.

Goal	Target	Responsibility	Completed	Comments
Continue strategies with secondary partners to improve the college readiness of recent high school graduates.	Increase the percentage of recent high school graduates who are placed into college-level mathematics (57%) and English (84%) by May 31, 2014.	Judy Marwick, Sheila Quirk-Bailey, Brian Knetl, Ashley Knight	Yes	Increased the percentage of recent high school graduates who enrolled in college-level mathematics (from 57.1% to 67.1%) and English (from 85.2% to 86.8%).
	Align high school and College English curriculum by June 30, 2014.		Yes - Target not met	Aligned high school and College English curriculum. During the 2014-15 academic year, each high school in District 211 will pilot a year-long composition course for students identified as likely to test into ENG100. Course curriculum will be aligned with Harper's ENG100 course. Additionally, students who complete the course with a grade of C or better and who choose to attend Harper will be placed automatically into ENG101 with no further testing. The same project was introduced to Districts 214 and 220 and alignment efforts with those partners will continue next year.
Continue to monitor and develop mechanisms to communicate and enforce enrollment of all degree-seeking students into needed developmental courses upon entry.	By June 30, 2014, 80% of students needing a developmental course will enroll in at least one developmental course during their first semester.	Judy Marwick, Ron Ally, Maria Moten, Patrick Bauer	Yes - Target not met	Enrolled 74% of new degree-seeking students needing a development course in at least one developmental course during their first semester. Reading had the highest compliance rate with 86% of students who placed in developmental reading enrolling their first semester.

Operational Plan

Goal	Target	Responsibility	Completed	Comments
Increase student on-campus employment opportunities.	Increase the number of student employees by 2% by June 30, 2014.	Maria Coons, Rebecca Lake	Yes	Increased the number of student employees by 4.6%, from 371 to 388.
	Increase the number of African American students who work on campus by 10% by June 30, 2014.		Yes	Increased the number of African American students who worked on campus by 24.2%, from 33 to 41.
	Implement training for all supervisors of student employees by June 30, 2014.		Yes	Implemented training for supervisors of student employees in May 2014.
	Compare the success of students employed on campus with those not employed on campus by May 31, 2014.		Yes	Realized an 89.4% fall 2013 to spring 2014 persistence rate for students working on campus, compared to 69.3% of students not working on campus. In fall 2013, 88.4% of students working on campus earned a GPA of at least 2.0, compared to 65.8% of students not working on campus.
Create practices to increase the number of degree and certificate completers.	Exceed established goal of 3,054 completers by 3% by June 30, 2014.	Judy Marwick, Maria Moten	Yes	Awarded 3,743 degrees and certificates, exceeding the goal by 22.6%.

Operational Plan

Goal	Target	Responsibility	Completed	Comments
Implement plan to align programming with community needs for Harper's Northeast Center (NEC).	Create a market-driven strategic plan for NEC by October 31, 2013.	Judy Marwick, Kenya Ayers	Yes	Completed a market-driven strategic plan for NEC, now Learning and Career Center (LCC), by October 31, 2013.
	Hire NEC personnel aligned with market driven needs by June 30, 2014.		Yes	Hired four personnel for LCC by June 30, 2014 (Supervisor, Coordinator, Program Assistant and Part-Time Office Assistant II).
	Begin phased implementation of NEC plan by January 30, 2014.		Yes	Began phased implementation of LCC, including development of new academic programming for the site, hiring of new staff, marketing, space redesign, publicity for the center and the creation of an advisory board.
Improve student success through learning support services.	Increase usage of learning support services by June 30, 2014: • Tutoring by 2% from 28,241 (baseline). • Success Services by 2% from 3,311 (baseline). • Writing Center by 2% from 7,989 (baseline).	Judy Marwick, Njambi Kamoche	Yes	Increased usage of learning support services by 2% in all areas. • Increased Tutoring Center usage to 28,805. • Increased Success Services usage to 3,377. • Increased Writing Center usage to 8,148.
	Increase peer Supplemental Instruction pilot from 15 to 25 course sections by June 30, 2014.		Yes	Increased peer Supplemental Instruction from 15 course sections to 42 course sections.
Improve student success through engagement opportunities.	Increase the number of students participating in clubs, organizations and leadership and civic engagement opportunities by 3% from 2,279 (baseline) by June 30, 2014.	Judy Marwick, Ashley Knight	Yes	Increased the number of students participating in clubs, organizations, and leadership and civic engagement opportunities by 33% from 2,279 (baseline) to 3,039.

Operational Plan

Goal	Target	Responsibility	Completed	Comments
Develop a working team to address enhanced outreach, enrollment, persistence and completion for adult students.	Develop a plan to provide better intake and ongoing support for adult students, beyond Fast Track by June 30, 2014.	Maria Coons, Judy Marwick, Maria Moten, Bob Parzy, Vicki Atkinson, Academic Deans, Rebecca Lake	Yes	Formed an Adult Student Services Task Force in January 2014 to examine the ways in which programs and services for adult students could be enhanced and to provide targeted recommendations for improvement. Developed a plan to improve services and support for adult students.
Improve program quality through the ICCB program review process.	Conduct 18 FY2014 program reviews resulting in program improvement plans.	Judy Marwick, Sheila Quirk-Bailey, Deans, Sheryl Otto, Darlene Schlenbecker	Yes	Completed all scheduled FY2014 program reviews.
	Review existing program review process and make recommendations to create a simplified and more meaningful process.		Yes	Reviewed existing program review process for academic programs and held multiple input sessions with deans, chairs/coordinators and other faculty to determine strengths and weaknesses of process. Revised program review manual, created new streamlined reporting requirements supported by enhanced data elements and built an electronic reporting template. New process will be piloted in FY2015.

Operational Plan

Goal	Target	Responsibility	Completed	Comments
Review existing courses and programs and make improvements/adjustments where needed while investigating new courses, degrees and programs via the curriculum process.	Investigate four new degrees and/or certificates by June 30, 2014.	Judy Marwick, Maria Coons, Deans, Michelé Robinson	Yes	Investigated four new certificates: Medical Coding Certificate, awaiting ICCB approval; Surgical Tech Certificate, investigative work continuing; Cyber Security Certificate, preparing for presentation to Curriculum Committee; Community Health Worker Certificate, presented to Curriculum Committee with plan to fully develop and request ICCB approval fall 2014.
	Implement the new Computerized Tomography certificate by June 30, 2014.		No	Certificate was not implemented. Two course offerings in this area are scheduled for fall 2014.
	Establish at least one new program through external partnerships and alliances by June 30, 2013.		No	Work will be ongoing in FY2015.

Operational Plan

Goal	Target	Responsibility	Completed	Comments
Improve completion and transfer opportunities for students.	Increase the number of and improve transfer agreements by June 30, 2014: • Develop at least two additional dual-degree agreements (currently have five).	Judy Marwick, Maria Moten, Sheryl Otto, Eric Rosenthal	In Progress	Worked toward establishing three additional dual-degree agreements (Illinois Institute of Technology, DeVry University, and Northern Illinois University) as well as a guaranteed admission transfer partnership with Roosevelt University's PharmD Program. All agreements are in progress with anticipated completion in FY2015.
	Increase the number of and improve transfer agreements by June 30, 2014: • Develop at least one 3 + 1 agreement (currently have six).		Yes	Developed three 3 + 1 agreements (80/40 or better) in Law Enforcement (2) and Health Information Technology. Began pursuit of several 3 + 1 agreements involving career programs with completion of the baccalaureate degree at Harper College, to begin in FY2015 and beyond.
Improve the placement methods into and progress through developmental education for students resulting in more student completions of all needed developmental outcomes.	Hold Developmental Summit in fall Semester.	Judy Marwick, Ken Ender, Ron Ally, Kenya Ayers, Patrick Bauer, Maria Coons, Sheila Quirk-Baily, Brian Knetl, Julie Ellefson-Kuehn	Yes	Held the Developmental Summit and three projects are currently underway as a result: the Assessment and Learning in Knowledge Spaces (ALEKS) placement product experiment; modularized instruction for the lowest level of developmental mathematics; and the English Accelerated Learning Program.
	Participate in Next Generation Learning Challenges grant by June 30, 2014.		Yes	Participated in Next Generation Learning Challenges grant. Design phase completed for round one of grant. Based on results, an additional year of funding was received.

Operational Plan

Technology:

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

Goal	Target	Responsibility	Completed	Comments
Maximize the usability of the student self-service portal and update content.	Eliminate duplicate content and simplify student portal navigation by June 30, 2014.	Ron Ally, Maria Moten, Patrick Bauer, Michael Babb, Matt McLaughlin	Yes	Launched redesigned student portal in March 2014. Input collected from students indicates that the new portal is more personalized, better organized and easier to use than the previous version. The positive impression rating on "Organized" rose from 19% to 83%.
Provide students with advanced career, academic, and financial planning tools (Harper Map).	Complete the initial phase of planning and design of the Harper Map system by June 30, 2014. Initial phase includes tools for: • Career Planning • Personal Portfolio • Financial Planning • Job Prospects • Orientation, Student Life, and other resources • Educational Planning	Ron Ally, Judy Marwick, Patrick Bauer, Michael Babb, Sheryl Otto	Yes	Completed initial planning and design of the Harper Map system, which will include tools for career planning, financial planning, job prospects, student life, educational planning and other resources. The anticipated launch for phase one is August 2014. Purchased three new software tools in support of project: Loanlook (implemented); Woofound Compass (implemented); and Degree Works (implementation in progress).
Improve employee access to information.	Develop and deploy new employee portal by June 30, 2014.	Ron Ally, Phil Burdick, Patrick Bauer, Michael Babb, Carolynn Muci, Linda Mueller	Yes	Completed the design and development of the Harper Internet Portal (HIP). Launched the HIP on June 30, 2014.

Operational Plan

Goal	Target	Responsibility	Completed	Comments
Support College objectives through predictive analytics.	Complete analysis of predictive analytic options and make recommendation by June 30, 2014.	Ron Ally, Sheila Quirk-Bailey, Patrick Bauer, Michael Babb, Kathy Coy	Yes	Developed and tested a student analytics proof of concept system. Recommendation was accepted; proceeding with development and deployment of a full-scale student analytics system.
Mitigate risk of identity theft.	Experience no identity breaches have occurred as of June 30, 2014.	Ron Ally, Patrick Bauer, Sue Contarino	Yes	Experienced no identity breaches. Over 1,400 instances of outbound email have been quarantined due to presence of confidential/sensitive information.
Upgrade educational support technology in instructional spaces.	Install SMART podiums in 100 of the 350 technology-enhanced classrooms/meeting spaces by June 30, 2014.	Ron Ally, Patrick Bauer, Jim Batson	In Progress	Completed an extensive selection process for new lecterns and related technologies involving a large number of faculty, staff and students. This process produced a well-received design but delayed the implementation schedule. To date, 11 classrooms and meeting spaces have been upgraded with the selected technologies. An additional 120 classrooms and meeting spaces are planned for FY2015.
Maintain and upgrade technology infrastructure.	Enhance internet connectivity for mobile devices by providing a 200% bandwidth increase by December 31, 2013.	Ron Ally, Patrick Bauer, Jim Batson	Yes	Increased bandwidth for mobile devices more than 500% in September 2013.
Implement Technology Plan Instructional and Student projects.	Complete all approved Dean's Technology Plan projects within the budget by June 30, 2014.	Ron Ally, Patrick Bauer, Jim Batson	Yes	Completed all approved Dean's Technology Plan projects within budget on or before June 30, 2014.
Continue technological refresh cycle.	Replace 600 desktops/laptops that are older than five years by June 30, 2014.	Ron Ally, Patrick Bauer, Sue Contarino	Yes	Refreshed 636 Windows machines and 363 Apple machines.

Operational Plan

Goal	Target	Responsibility	Completed	Comments
Provide outstanding technical support to students, faculty and staff.	Maintain a Service Desk overall satisfaction rating of the current 97% or better by June 30, 2014.	Ron Ally, Patrick Bauer, Sue Contarino	Yes	Maintained an overall satisfaction rating of 97% in FY2014.

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
Consolidate the organizational structure within the Workforce and Strategic Alliances Division.	Hire a dean for the Workforce and Economic Development area by December 31, 2013.	Ken Ender, Judy Marwick, Maria Coons	Yes	Hired a dean for Workforce and Economic Development.
Strengthen relationships with the Chicago Cook Workforce Partnership and their service providers.	Conduct workshops for universal clients at the workNet Center by June 30, 2014.	Ken Ender, Maria Coons, Rebecca Lake	Yes	Provided 18 workshops for workNet Center clients in FY2014.
	Provide counseling for dislocated workers who qualify for training vouchers by June 30, 2014.		Yes	Provided counseling services to 83 dislocated workers who qualified for training. This resulted in $211,068 in training vouchers to Harper for both credit and noncredit programs.
	Certify Harper programs for workforce vouchers by June 30, 2014.		Yes	Certified all Harper programs for Workforce Investment Act vouchers.
	Facilitate quarterly meetings of the Northern Illinois Workforce Coalition.		Yes	Facilitated quarterly meetings of the Northern Illinois Workforce Coalition; 40-50 community college partners and workforce directors attended each meeting.

Operational Plan

Goal	Target	Responsibility	Completed	Comments
Pursue programming opportunities for the College through external partnerships, alliances and consortia.	Identify two new opportunities for collaborations with businesses and others for viable educational programming, credit and noncredit by June 30, 2014.	Maria Coons, Judy Marwick, Mark Mrozinski, Michelé Robinson, Mary Beth Ottinger, Kimberly Chavis	No	Collaborated with the Elk Grove Fire Department to offer the 12-credit hour Fire Science Practicum course as part of the AAS in Fire Science Technology. This training can only be sponsored by a fire department and is an important experience for students earning this degree who desire to work as firefighters. Began conversations with Barrington High School about its new program in entrepreneurship. Hired a new business faculty member with expertise in entrepreneurship and will work to further develop Harper's program in FY2015.
	Establish at least one new program by June 30, 2014.		No	Harper is a member of a grant consortium to develop certificates and degrees in the field of supply chain. The work of the consortium is in the early stages.
Implement noncredit collaborative framework developed in FY13.	Develop at least one collaborative program by June 30, 2014.	Maria Coons, Judy Marwick, Mark Mrozinski, Michelé Robinson, Mary Beth Ottinger, Kimberly Chavis	Yes	Developed and implemented collaborative courses and a conference with the Harper Human Services Program.

Operational Plan

Goal	Target	Responsibility	Completed	Comments
Establish the Workforce Certification Center at the Harper Professional Center (HPC).	Operationalize appropriate staffing structure by June 30, 2014.	Maria Coons, Mark Mrozinski	Yes	Implemented staffing structure for the Workforce Certification Center at the Harper Professional Center.
	Implement operational plan for the mobile computer lab by June 30, 2014.		Yes	Developed and implemented operational plan for the Harper College Mobile Unit.
Implement the TAACCCT grant with Illinois Network for Advanced Manufacturing (INAM) partners.	Complete planning phase and begin implementation of the strategies to serve 587 unique participants consortium-wide by June 30, 2014.	Maria Coons	Yes	Completed the planning phase for the INAM TAACCCT grant consortium; 852 unique participants are being served thus far.
Develop a plan to engage district employers (based on the 2013 Community/Business Survey).	Create a tactical outreach plan that engages area businesses identified in the recent Community/Business Survey by September 30, 2014.	Maria Coons, Mark Mrozinski, Rebecca Lake	Yes	Created a tactical outreach plan for businesses that requested follow-up from the recent Community/Business Survey. Of the 134 companies, 12 had previous relationships with Harper and were reconnected via Harper College for Business staff, 13 had conference calls, 10 had face-to-face meetings and 49 were small businesses contacted via Harper's Small Business Development Center. In addition, 23 were out-of-district or out-of-state and 27 did not respond.
	Meet with the 175 businesses that requested additional information by June 30, 2014.		Yes	Met or contacted the 134 businesses that requested additional information. Initial number of 175 businesses was incorrect.

Operational Plan

Goal	Target	Responsibility	Completed	Comments
Implement recommendations from the Job Placement Task Force.	Implement recommendations by June 30, 2014, which include: • Launching students toward job placement and pathways to employment as they enter the College; • Creating clear pathways toward job placement by deploying workforce specialists into the community; • Implement the National Career Readiness Certificate into career and technical programs.	Judy Marwick, Maria Coons, Maria Moten, Bob Parzy, Vicki Atkinson, Rebecca Lake	Yes	Implemented recommendations of the Job Placement Task Force. Created a new department called the Job Placement Resource Center, which is focused on placing students into jobs with area employers. This function was separated from the Career Center to give the function more prominence. Workforce specialists have been deployed into the community, and the National Career Readiness Certificate is being offered in career and technical programs, as needed.
Develop a centralized function for developing onsite completion programs with four-year institutions.	Develop a plan for offering onsite completion options to students for completing bachelor degrees to students at Harper College by June 30, 2014.	Ken Ender, Mark Mrozinski	Postponed	Postponed to FY2015 Operational Plan.