
2014-2015

**Institutional Accountability
Report**

Kenneth L. Ender, Ph.D.

President

July 2015

William Rainey Harper College
Institutional Effectiveness/Outcomes Assessment
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MEMORANDUM

To: Board of Trustees
From: Dr. Kenneth L. Ender, President
Date: June 30, 2015
Re: Harper College's Accountability Report for FY2015

Harper College has completed the final year of our 2010-2015 Strategic Plan and continues to focus on improving student success and completion. In reflecting on our major accomplishments, we can be proud of the difference Harper College is making for students. We have fostered partnerships that have resulted in increased college readiness of district high school students, as well as multiple workforce and grant opportunities. Since 2010, we have achieved positive outcomes including a 10.2% increase in the College's graduation rate and a 23.9% increase in the number of recent high school graduates beginning college-ready in math. As we move into a new planning cycle, we continue to experience institutional and student successes.

Consistent with our commitment to transparency and accountability, this document reports the FY2015 outcomes for the Presidential Priorities, Institutional Effectiveness Measures, Strategic Plan and Operational Plan. While all of our efforts are worth mentioning and result from the collaborative work of our faculty and staff, the following items highlight exceptional work over the past year:

- Conferred 3,636 degrees and certificates. This puts the College 431 credentials ahead of our annual target of 3,205. Currently we are 80.1% to our goal of 10,604 additional degrees and certificates by 2020.
- Launched the Harper Promise Scholarship program, which will be offered to every public high school student in the district. Eligible high school students can earn up to two years of tuition at Harper if they maintain solid grades, have good attendance, do not repeat classes, graduate on time and ready for college-level coursework, and provide service to the community.
- Realized a 47.1% market penetration rate from our sender schools' recent high school graduates. This rate includes dual-credit students and represents our highest rate ever.
- Received \$2 million and launched our first year of the Title III grant. This grant focuses on improving onboarding processes and supporting students through their first semester, including academic plans for all of our degree and certificate seeking students. Projects over the next four years will include Start Smart, Early Alert, coaching, a new student portal and student analytics.
- Collaborated with external and internal stakeholders to develop the new Strategic Plan including the Community-Based Strategic Planning Conference held in March. The collaborative process to write the strategic direction and goal statements will result in a presentation to the Board in September 2015. The focus of the plan is to increase levels of Inclusion, Engagement and Achievement for our students.

- Developed criterion working teams of faculty and staff to lead the collection of evidence and articulation of an assurance argument for the 2017-2018 Higher Learning Commission reaffirmation of accreditation.
- Made major advances against the Campus Master Plan goals, including the completion of the parking structure and Building H while launching Phase II of Building D.

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 FY2015 goals:

Goal: Complete the mission statement development process.

Completed: The new mission statement – Harper College enriches its diverse communities by providing quality, affordable, and accessible education. Harper College, in collaboration with its partners, inspires the transformation of individual lives, the workforce, and society – was developed through community and college feedback, and approved by the Board in February 2015.

Goal: Engage the college and community in the development of the College’s 2015-2019 Strategic Plan.

Ongoing: Feedback from the faculty necessitated additional opportunities for input on the plan in order to reach consensus. Representative work groups were formed and will work through the summer. This priority will be completed in October 2015.

Goal: Launch the fundraising, business recruitment, high school outreach, and marketing and communications activities for the Promise Program.

Completed: Launched the Promise Program in March 2015, including fundraising, high school outreach and tracking, and communications and marketing materials. Entering 9th graders in fall 2015 will represent the first cohort of Harper College Promise Scholars.

Goal: Create a comprehensive enrollment management plan.

Completed: Created a comprehensive enrollment management plan with objectives, and appointed an enrollment steering committee that will lead ongoing college-wide enrollment efforts.

Goal: Finalize the program plan and architectural schematics for Building M.

Completed: The Building M program report and four schematic options have been completed and presented to the President. The best option for the College will be determined in summer 2015.

Goal: Create institutional dashboards that reflect the refocused Institutional Effectiveness Measures.

Completed: With College and Board consensus, the Institutional Effectiveness Measures have been refocused to 10 measures: five student success measures and five institutional success measures. The prototype dashboard has been developed and will be refreshed as data becomes available.

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

The following highlights the financial results against the FY2015 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 FY2015 Tax-Capped Funds revenue is projected to be under budget by \$1.4 million, or 1.2%. 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 FY2015 are under budget by \$2.4 million, or 2.2%. 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 \$1 million.

Capital Projects

Several Campus Master Plan project initiatives made significant headway in FY2015:

- Building H Renovation Project is completed with a final estimated cost of \$30.6 million, \$7.5 million under budget.
- Phase I of Building D is completed. Phase II construction is underway and expected to be completed by spring 2016. The project remains within the \$46.4 million budget.
- The Reconfiguration of Parking Lot 6 is complete, with final landscaping to be completed by fall 2015. The project is expected to be completed within the \$900k budget.
- Construction documents for the Canning Center are completed, but the project is on hold until further notice by the State of Illinois.
- Phase I of the West Campus Infrastructure Project is underway and expected to be completed by December 2015. Phase II will begin when the Canning Center Project resumes.
- Programming for the Building F Renovation Project is completed and design is underway. The project is scheduled to be completed in spring of 2018 and the project budget is \$27.1 million.
- Programming for the Building M Renovation Project is completed, and solicitations have been made for both aquatics and immediate health care partners. Depending on the interest level received from external partners, the College will make a recommendation to the Board of Trustees at the September 2015 meeting.

- The Outdoor Amphitheater Project is underway and expected to be completed in spring of 2016. The project is expected to be completed within the budget of \$2.85 million.
- The Advanced Manufacturing Lab addition to Building H is underway and expected to be completed by November of 2015. The project is expected to be completed within the budget of \$1.8 million.
- The Harper Learning and Career Center Building Improvements Project is completed, within the budget of \$1.2 million.
- Other significant capital improvements in FY2015 include: Sidewalk Repair Projects, Building Automation Systems Projects, Pedestrian Bridge Restoration Project, Provost Offices, Temporary One Stop, and the Workforce Certification Center at the Harper Professional Center.

Conclusion

This year has been extremely productive for Harper College. We conferred over 3,600 credentials and remain well 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. 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. 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 FY2015 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 FY2015 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, collects 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 and 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 (continued)

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 400 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 enrich its diverse communities by providing quality, affordable, and accessible education. 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 the end of the measurement period in 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			

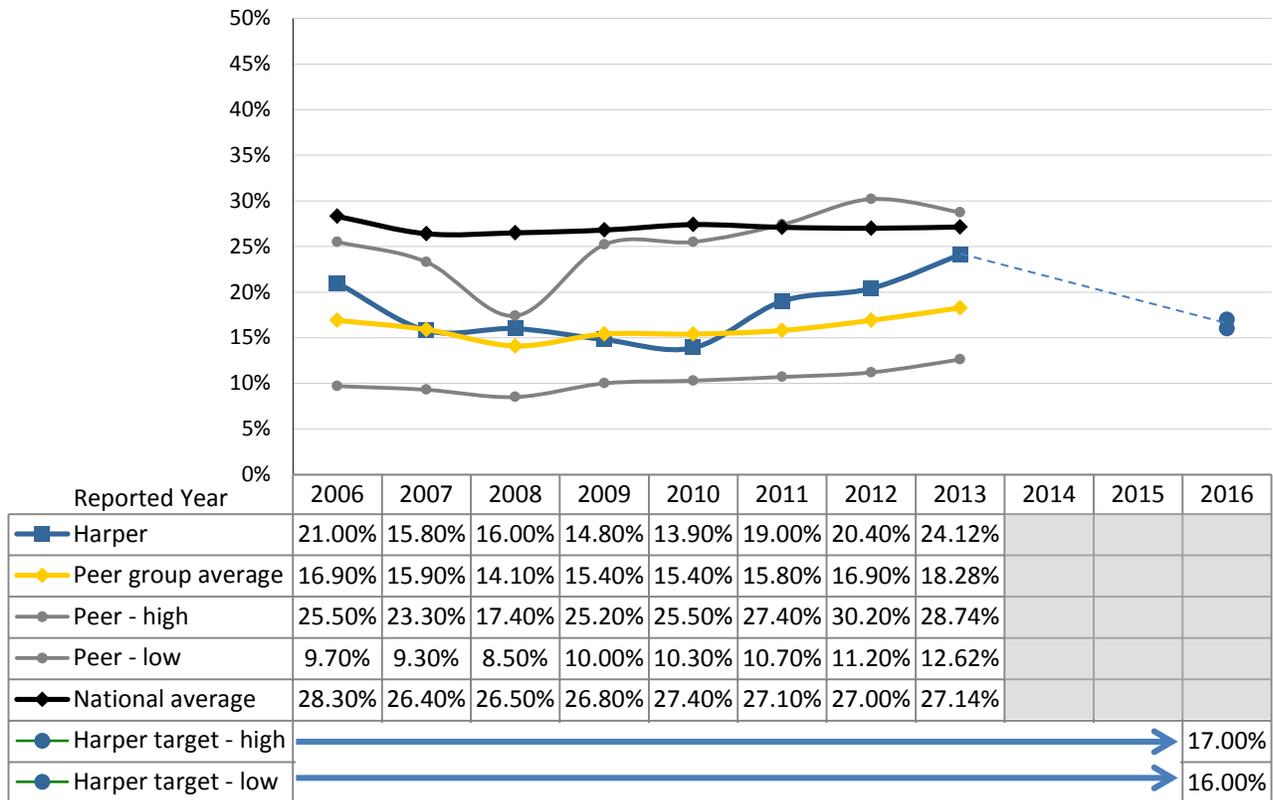
A data chart and detailed narrative description is provided for each of the above measures. The charts include both Harper and comparison data, as well as the 2016 target for the given measure. The dotted line connecting the most current available data to the 2016 target represents the approximate trendline 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 been increasing since 2010. In 2013, the graduation rate increased to 24.12% and remains well above the 2016 target range (16.0-17.0%). The Harper graduation rate remains above the peer group average (18.28%) but below the national average (27.14%).

2016 Target: Improvement = 16.0-17.0%

Current Target Status: In Progress – On Target



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 (2013 data represents students who enrolled at Harper in fall 2010 and completed a degree or certificate by spring 2013)

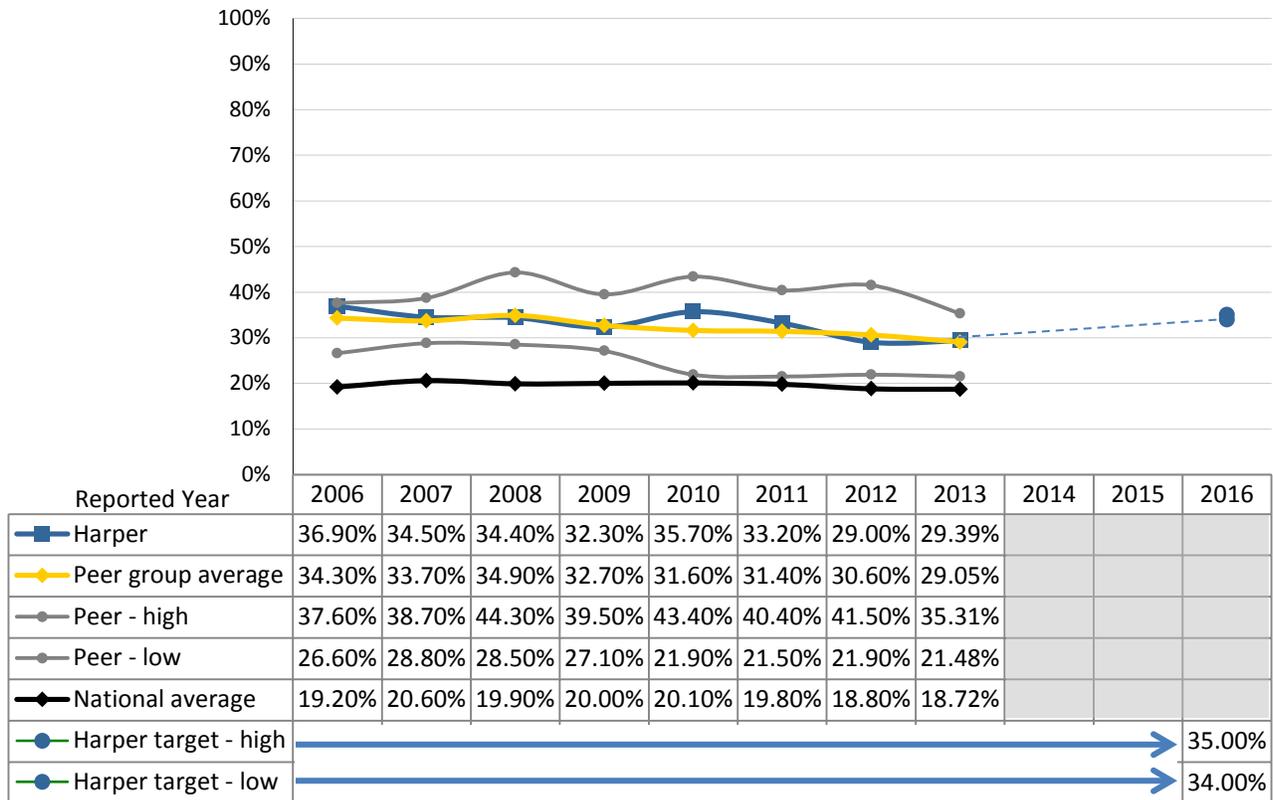
Peer group: College of DuPage, College of Lake County, Elgin Community College, Joliet Junior College, Moraine Valley Community College, Oakton Community College, Triton College

Institutional Effectiveness Measures – Student Progress

Transfer Out Rate measures degree/certificate-seeking students who enroll at another institution within three years of enrolling at Harper. Harper’s transfer out rate has remained steady over the last two years and is currently at 29.39%. While this rate is below the 2016 target range (34.0-35.0%), it is aligned with the peer group average (29.05%) and well above the national average (18.72%).

2016 Target: Expected = 34.0-35.0%

Current Target Status: In Progress – Needs Attention



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 (2013 data represents students who enrolled at Harper in fall 2010 and enrolled at another institution by spring 2013)

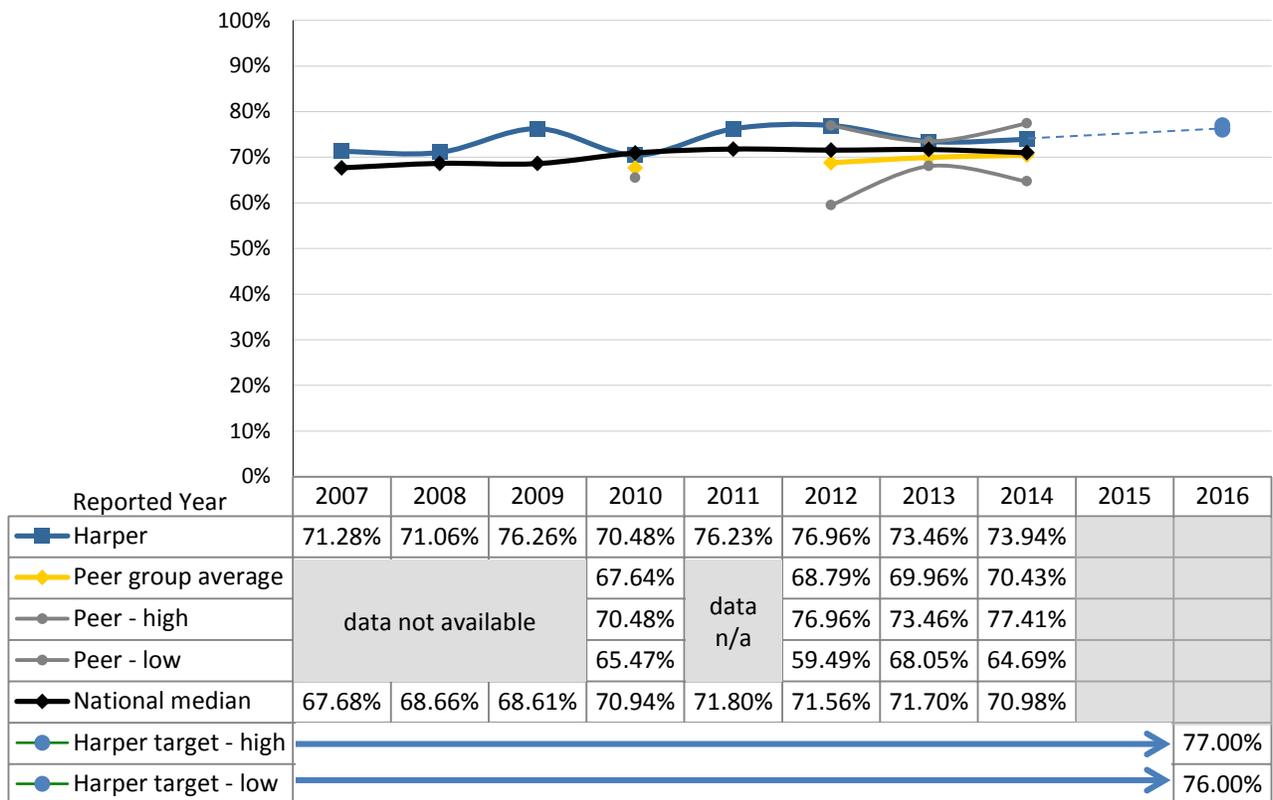
Peer group: College of DuPage, College of Lake County, Elgin Community College, Joliet Junior College, Moraine Valley Community College, Oakton Community College, Triton College

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 remained consistent over the last two years and is currently at 73.94%. While the 2014 persistence rate is below the 2016 target range (76.0-77.0%), Harper remains above both the peer group average (70.43%) and the national median (70.98%).

2016 Target: Stretch = 76.0-77.0%

Current Target Status: In Progress – Needs Attention



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 2014 is actual 2012 data)

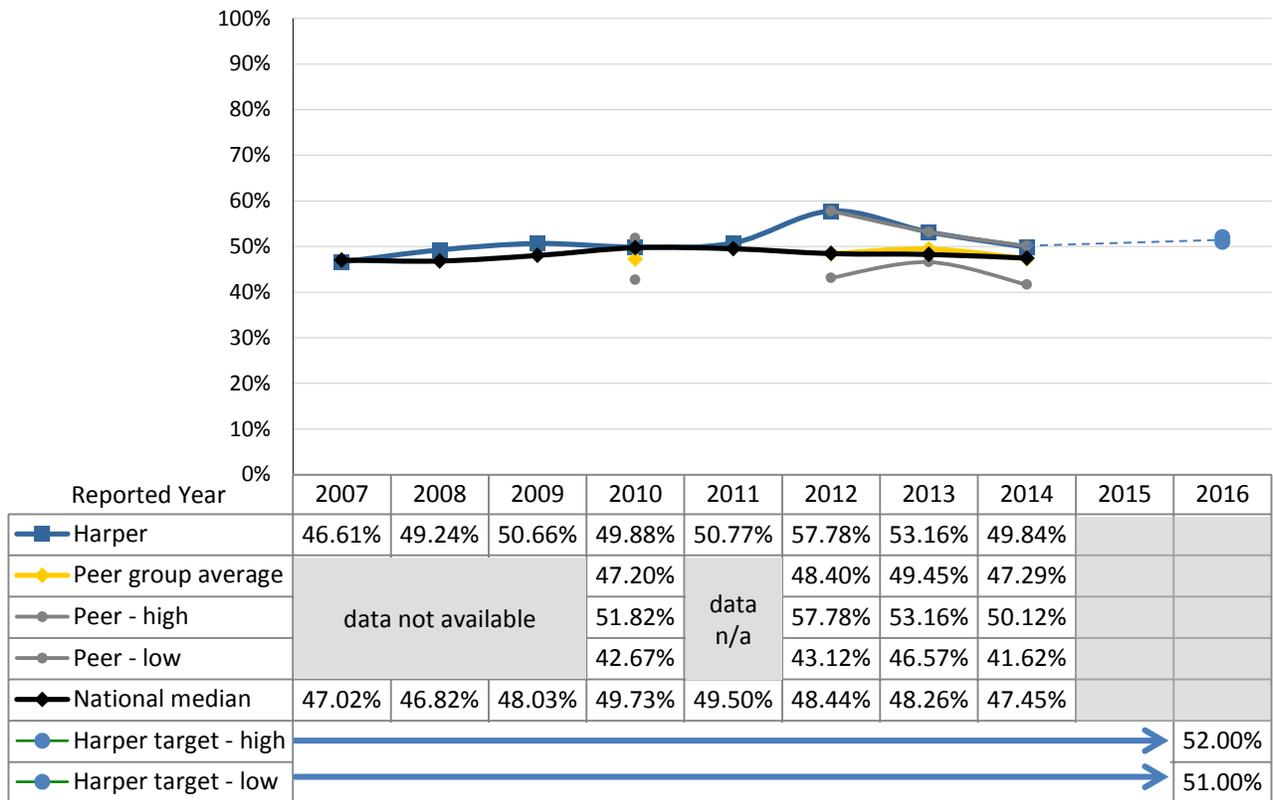
2014 Peer group: College of DuPage, College of Lake County, Elgin Community College, Moraine Valley Community College, Oakton Community College, Triton College

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 (49.84%) continues to decrease and is at its lowest rate since 2008. Harper remains near the top of the peer group range (41.62-50.12%) and above the national median of 47.45%. The fall to fall persistence rate currently falls below the 2016 target range (51.0-52.0%).

2016 Target: Improvement = 51.0-52.0%

Current Target Status: In Progress – Needs Attention



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 2014 is actual 2012 data)

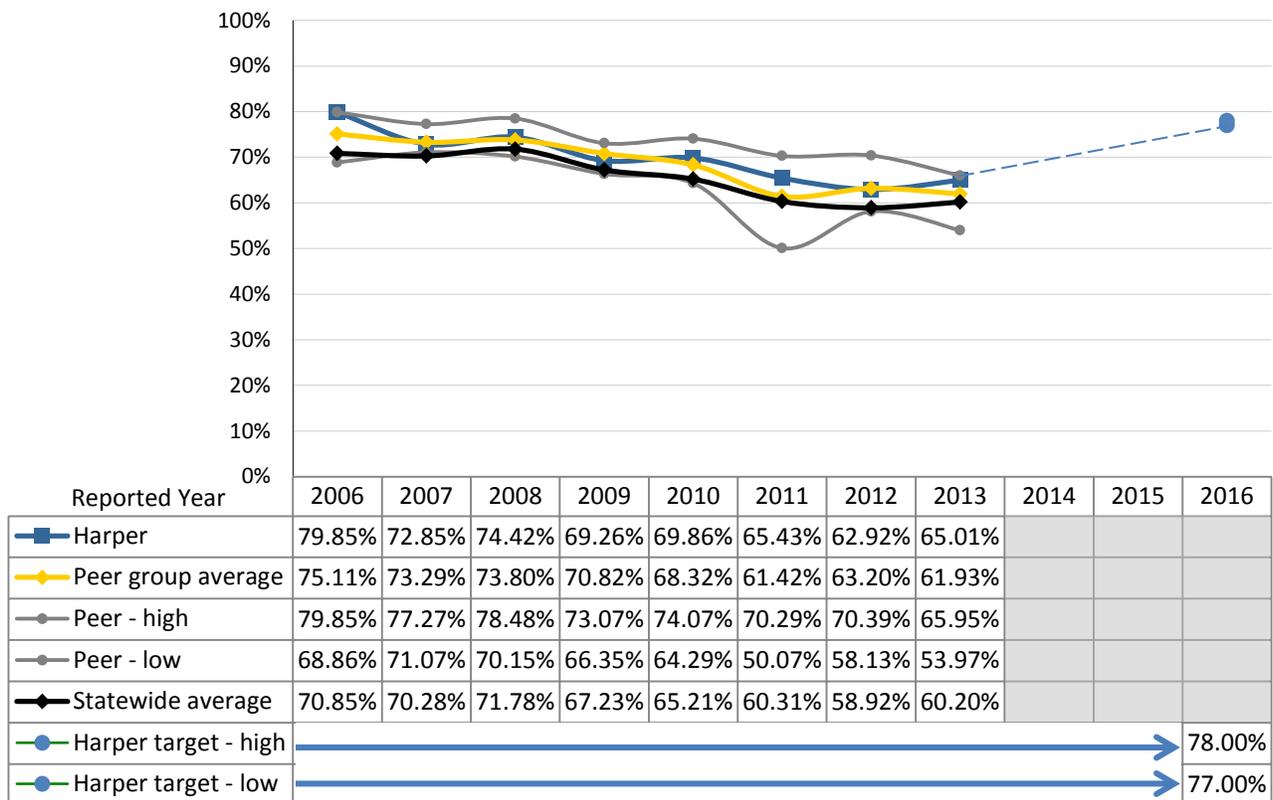
2014 Peer group: College of DuPage, College of Lake County, Elgin Community College, Moraine Valley Community College, Oakton Community College, Triton College

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. Harper is near the top of the peer group range (53.97-65.95%) and above the statewide average (60.20%). The student advancement rate currently falls below the 2016 target range (77.0-78.0%).

2016 Target: Stretch = 77.0-78.0%

Current Target Status: In Progress – Needs Attention



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)

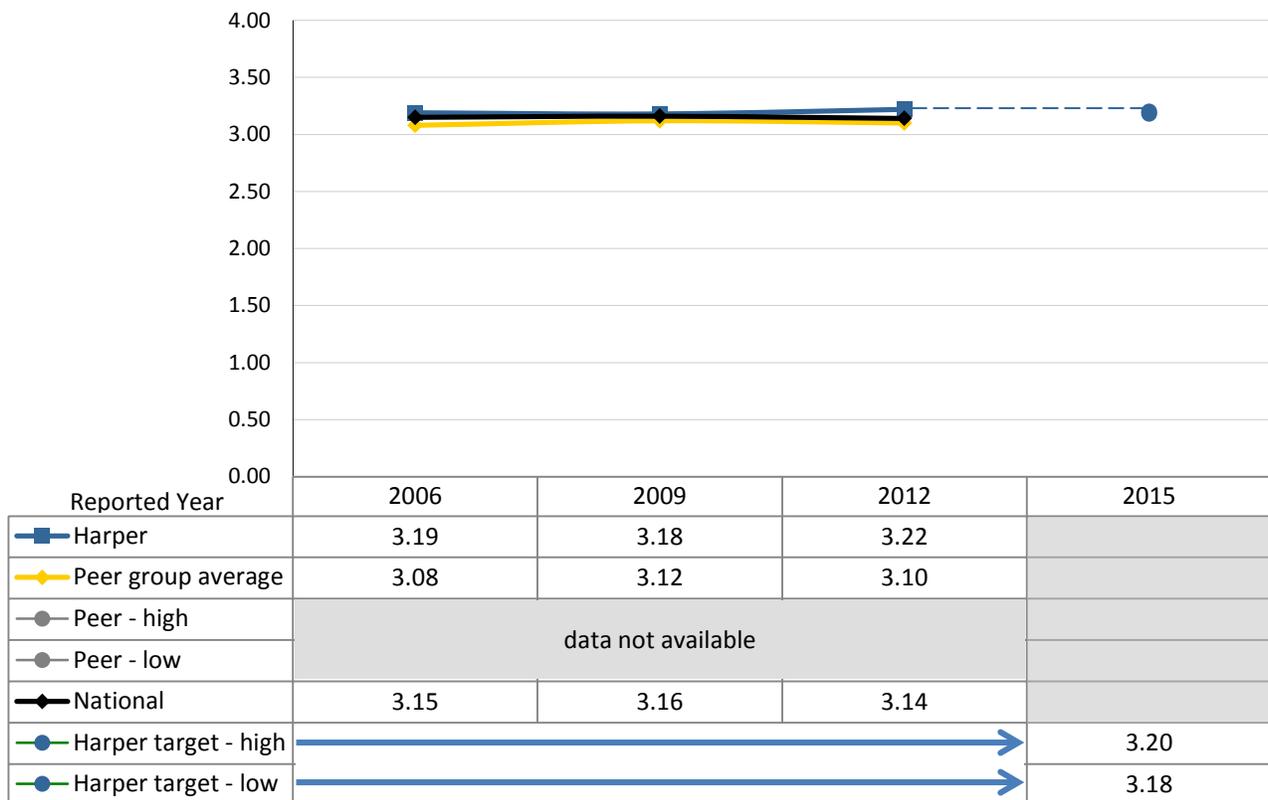
2013 Peer group: College of DuPage, College of Lake County, Elgin Community College, Joliet Junior College, Moraine Valley Community College, Oakton Community College, Triton College

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



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)

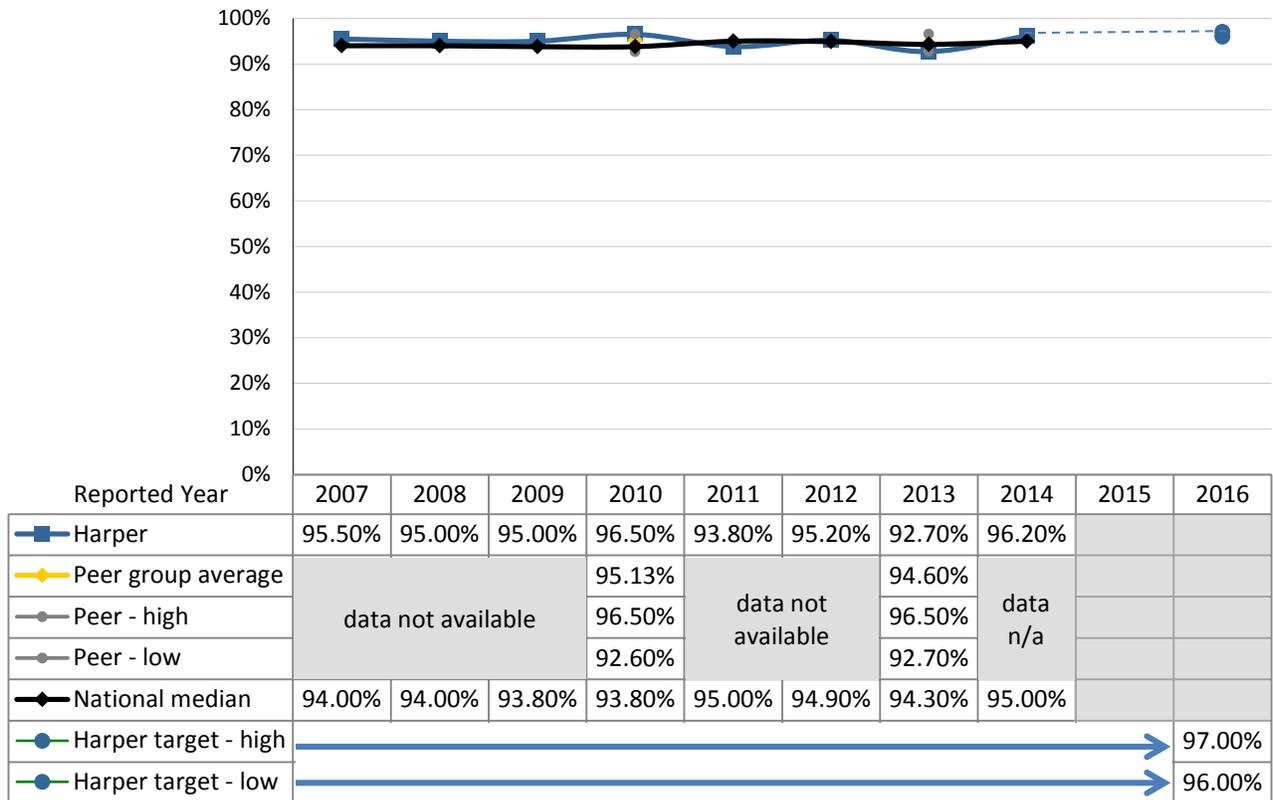
Peer group: College of Lake County, Danville Area Community College, Elgin Community College, Heartland Community College, Illinois Central College, Illinois Valley Community College, John Wood Community College, Lincoln Land Community College, Malcolm X College, Oakton Community College, Parkland College, Rend Lake College, Richard J. Daley College, Waubensee 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 2014, Harper’s rate of graduate satisfaction (96.20%) increased to its highest point since 2010. Harper’s current rate is above the national median (95.0%) and within the 2016 target range (96.0-97.0%).

2016 Target: Expected = 96.0-97.0%

Current Target Status: In Progress – On Target



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

- Transfer Graduate survey item “To what extent were you successful in achieving your educational objectives?” (Very successful, Successful, Somewhat successful, Not at all successful)
- Career Graduate survey item “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 (2014 data represents students who graduated/transferred in 2013)

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 enrich its diverse communities by providing quality, affordable, and accessible education.

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 the end of the measurement period in 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			

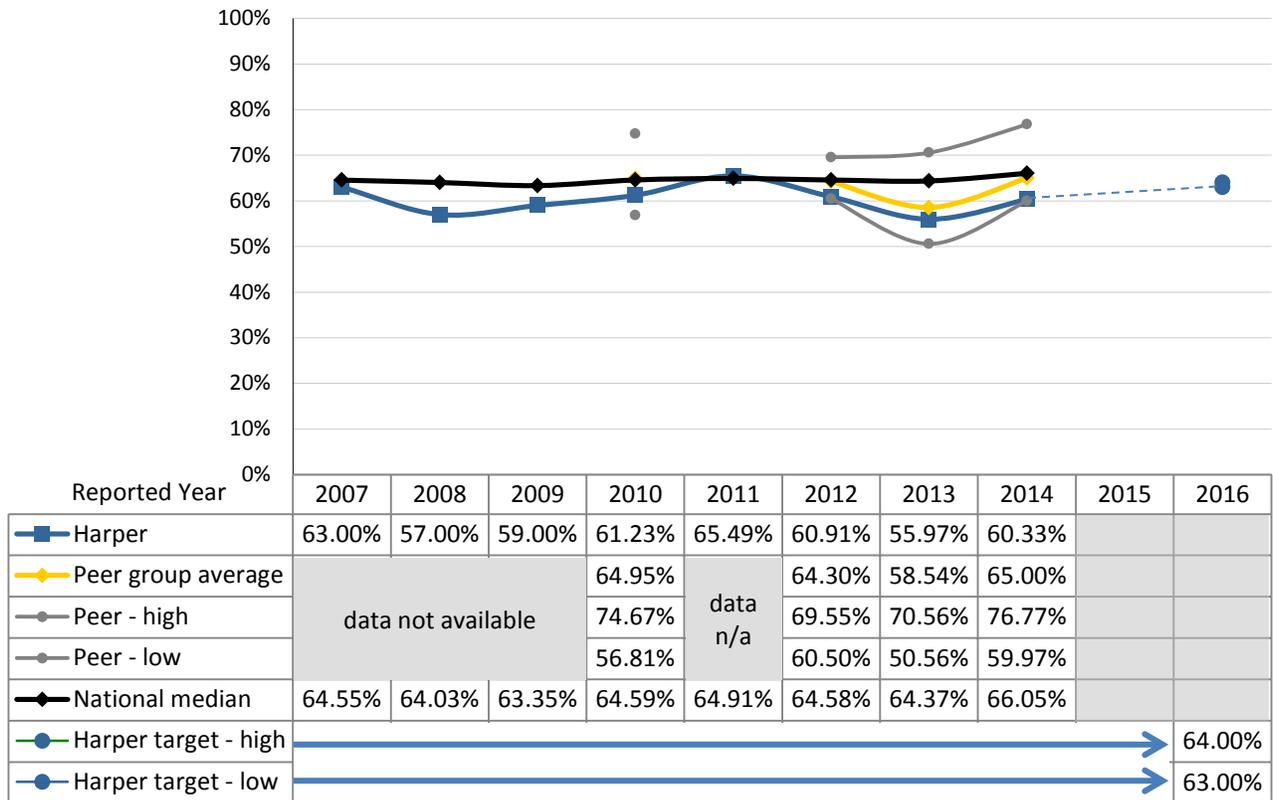
A data chart and detailed narrative description is provided for each of the above measures. The charts include both Harper and comparison data, as well as the 2016 target for the given measure. The dotted line connecting the most current available data to the 2016 target represents the approximate trendline 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 current success rate for developmental writing increased to 60.33%. This rate remains below the national median (66.05%), peer group average (65.0%) and the 2016 target range (63.0-64.0%).

2016 Target: Expected = 63.0-64.0%

Current Target Status: In Progress – Needs Attention



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 2014 is actual 2012 data)

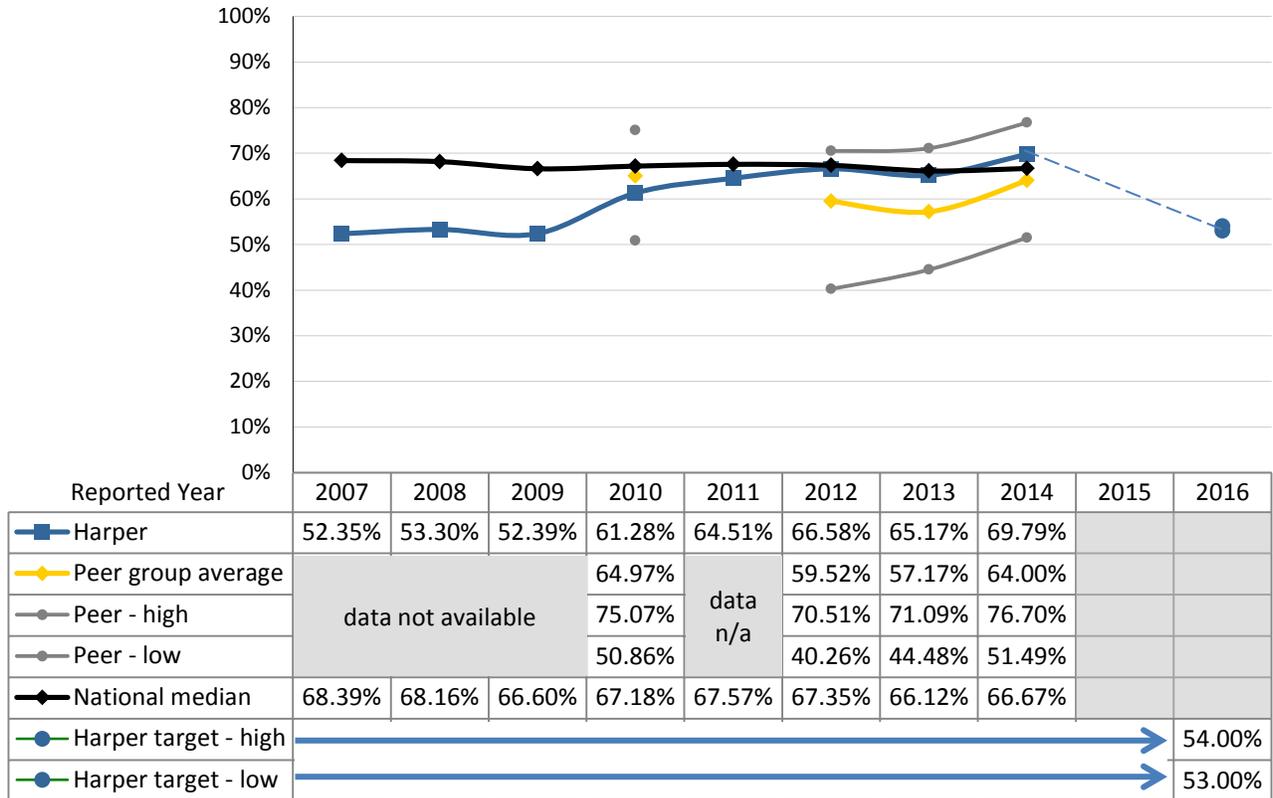
2014 Peer group: College of DuPage, College of Lake County, Elgin Community College, Moraine Valley Community College, Oakton Community College, Triton College

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 (69.79%) increased to its highest point in 2014. The Harper rate is above the peer group average (64.00%), the national median (66.67%) and the 2016 target range (53.0-54.0%).

2016 Target: Expected = 53.0-54.0%

Current Target Status: In Progress – On Target



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 2014 is actual 2012 data)

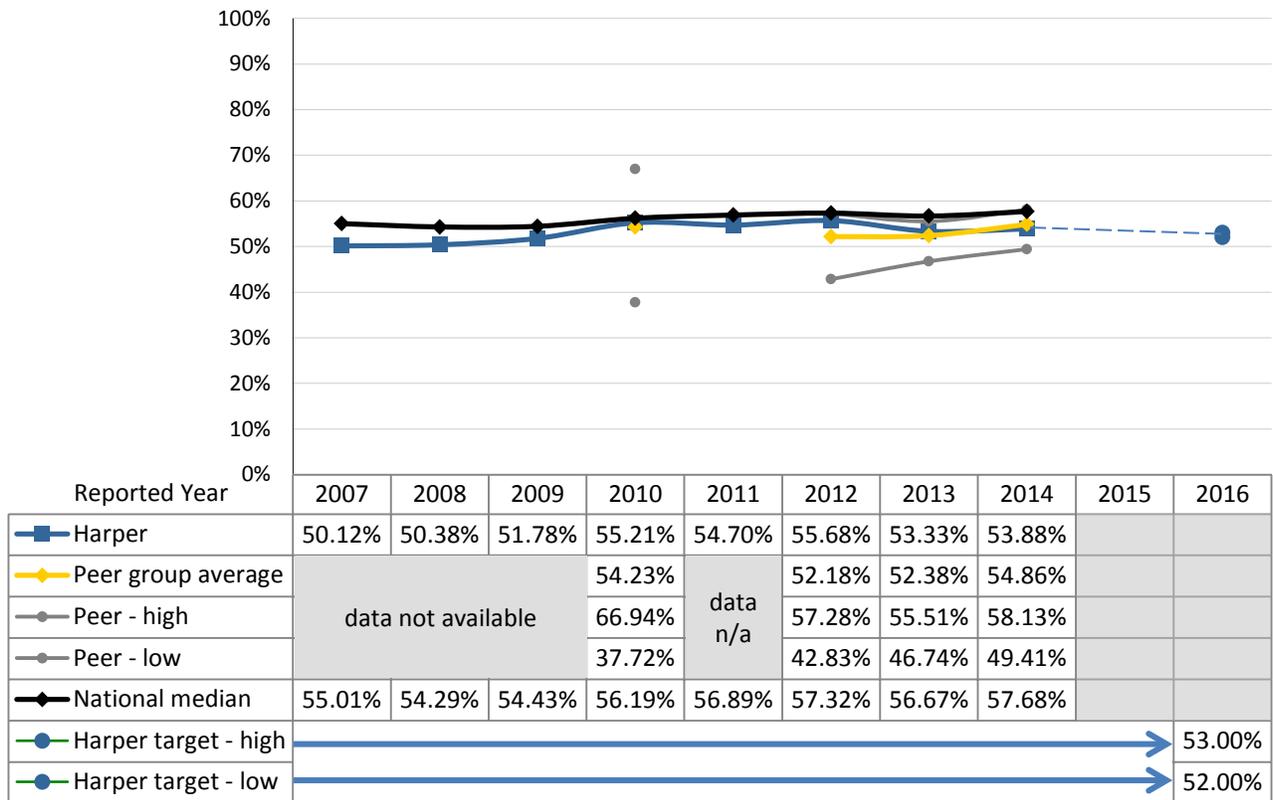
2014 Peer group: College of DuPage, College of Lake County, Elgin Community College, Moraine Valley Community College, Oakton Community College, Triton College

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 remained steady over the past two years. The current Harper rate (53.88%) is below the peer group average (54.86%) and just above the 2016 target range (52.0-53.0%). The Harper rate is currently below the 2014 national median (57.68%).

2016 Target: Expected = 52.0-53.0%

Current Target Status: In Progress – On Target



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 2014 is actual 2012 data)

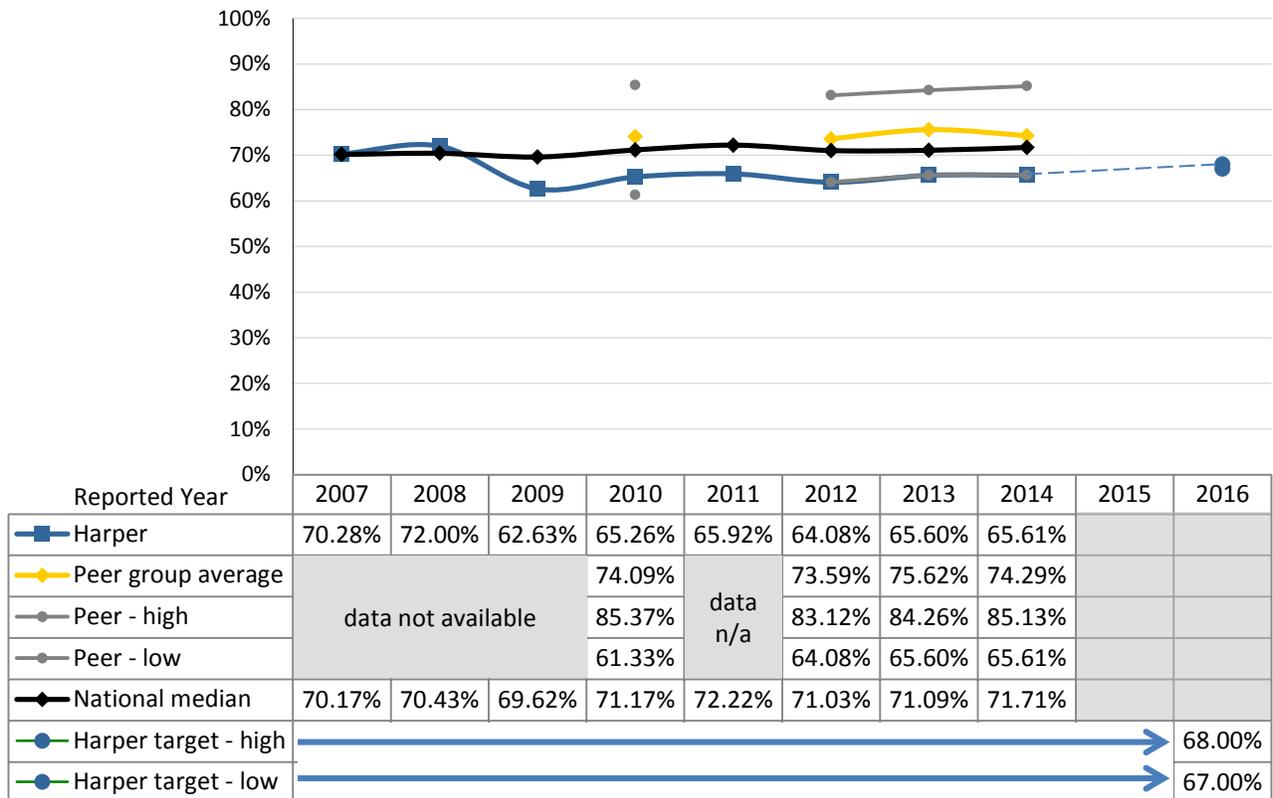
2014 Peer group: College of DuPage, College of Lake County, Elgin Community College, Moraine Valley Community College, Oakton Community College, Triton College

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 (65.61%) has remained relatively stable over the past five years and remains below the target range (67.0-68.0%). Harper’s rate is below the 2014 peer group average (74.29%) and the 2014 national median (71.71%).

2016 Target: Expected = 67.0-68.0%

Current Target Status: In Progress – Needs Attention



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 2014 is actual 2012 data)

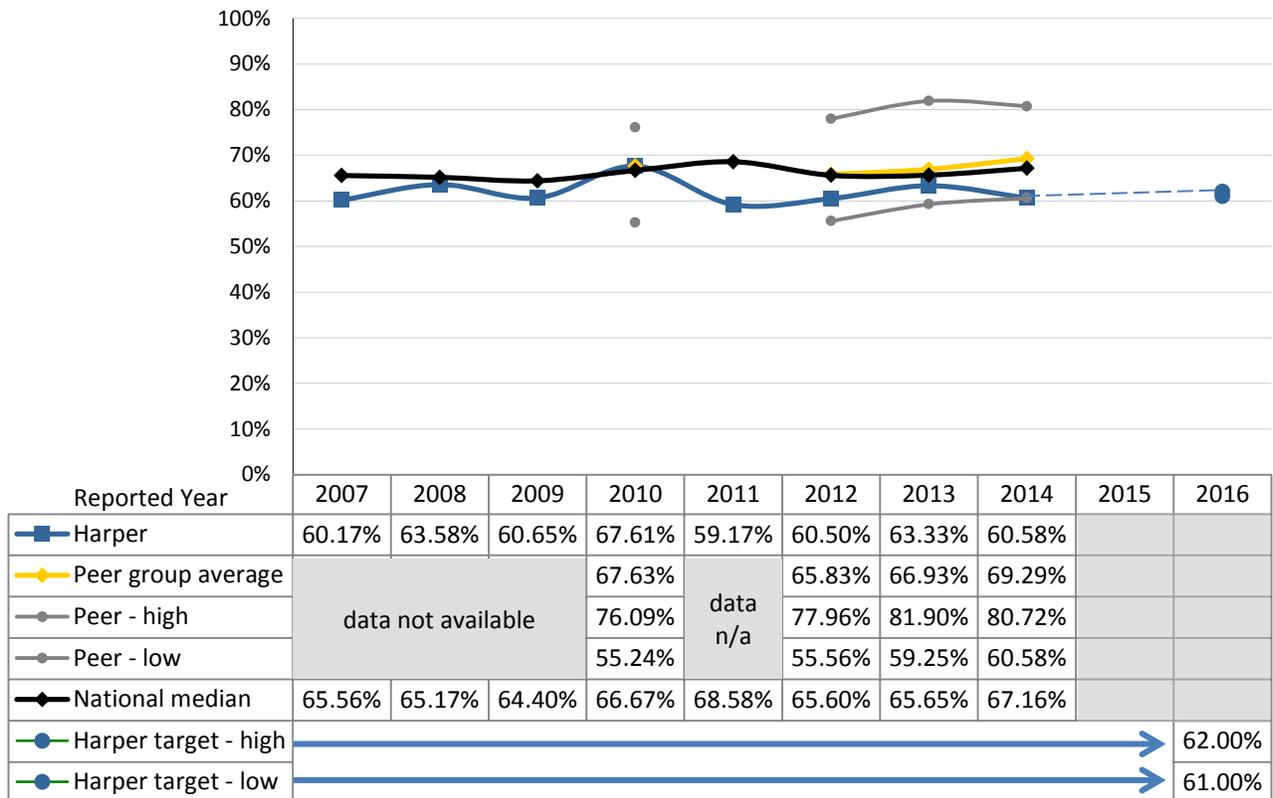
2014 Peer group: College of DuPage, College of Lake County, Elgin Community College, Moraine Valley Community College, Oakton Community College, Triton College

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 current success rate for college-level math (60.58%) has decreased from the 2013 rate and is slightly below the 2016 target range (61.0-62.0%). Harper’s rate is below the 2014 peer group average (69.29%) and the 2014 national median (67.16%).

2016 Target: Expected = 61.0-62.0%

Current Target Status: In Progress – On Target



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 2014 is actual 2012 data)

2014 Peer group: College of DuPage, College of Lake County, Elgin Community College, Moraine Valley Community College, Oakton 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.

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 the end of the measurement period in 2016.

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

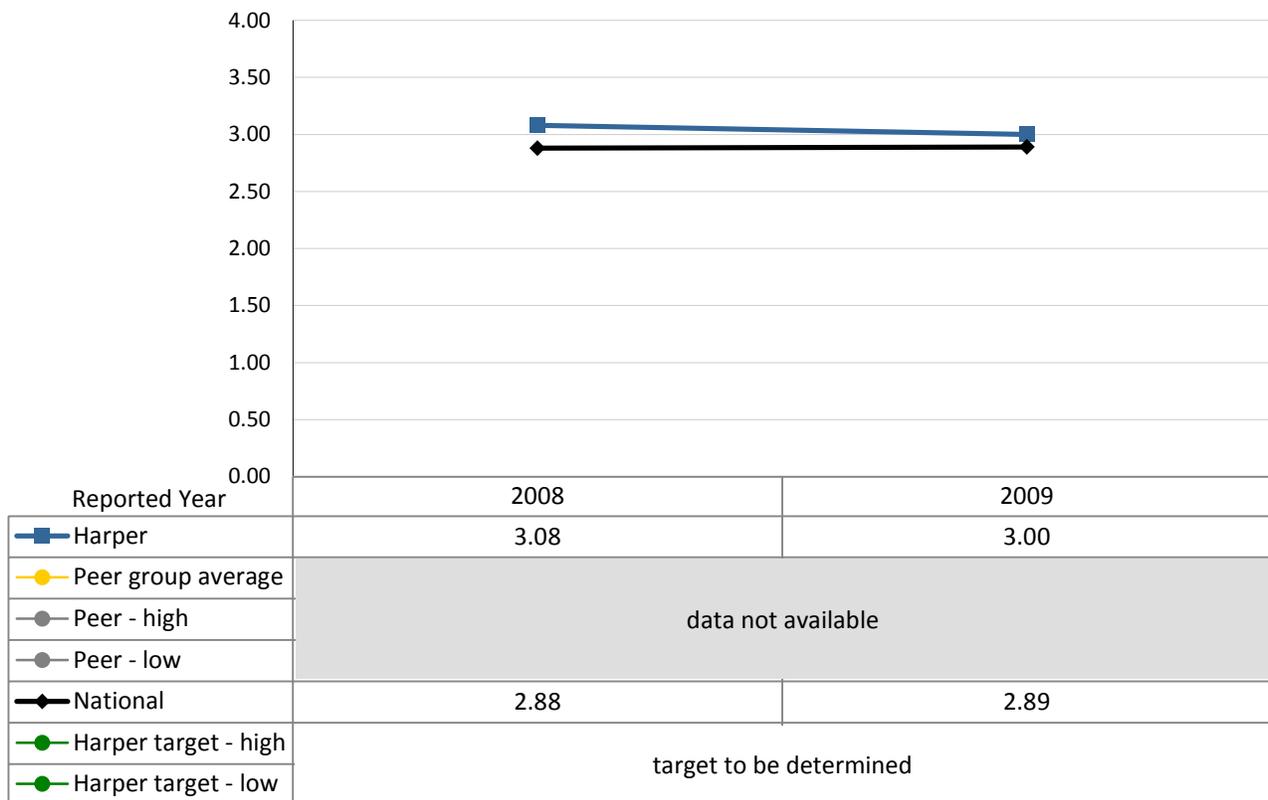
A data chart and detailed narrative description is provided for the above measure. The chart includes both Harper and comparison data.

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.

Current Target Status: Target yet to be determined



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 enrich its diverse communities by providing quality, affordable, and accessible education.

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 the end of the measurement period in 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			

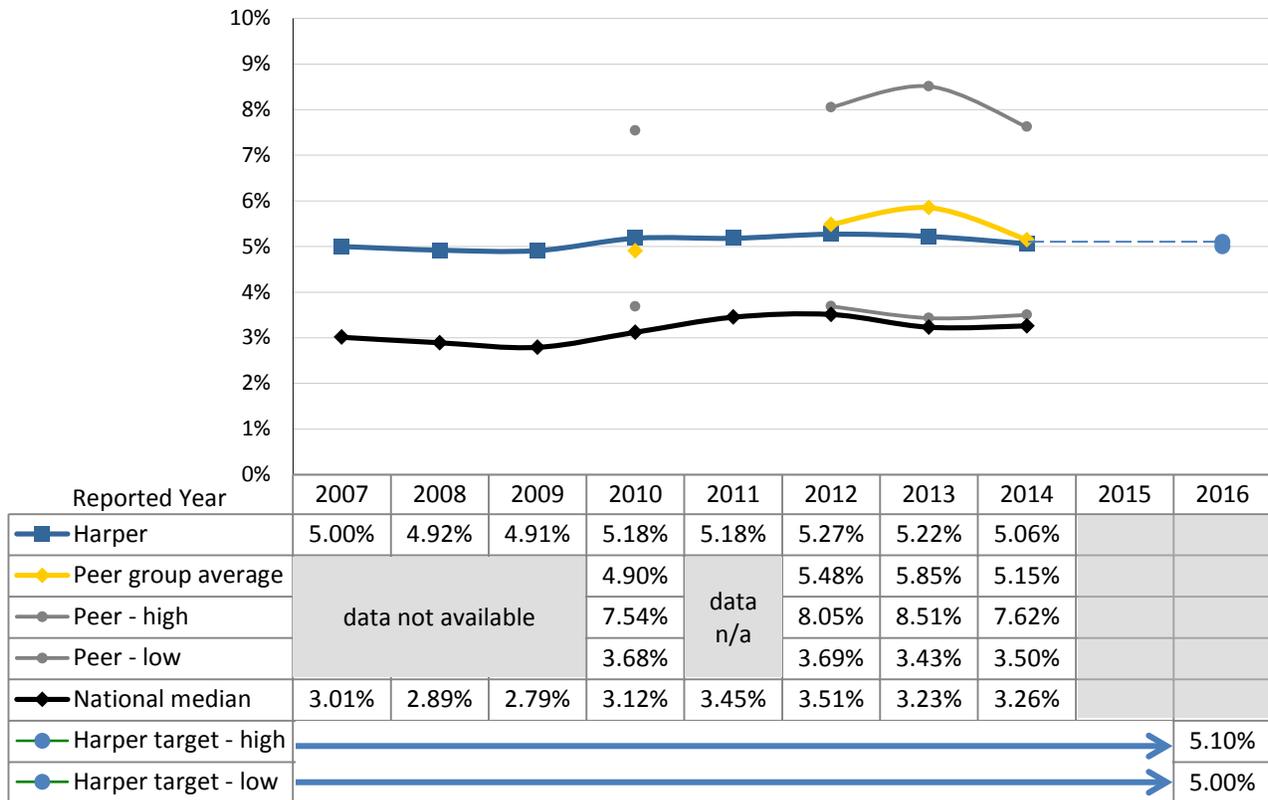
A data chart and detailed narrative description is provided for each of the above measures. The charts include both Harper and comparison data, as well as the 2016 target for the given measure. The dotted line connecting the most current available data to the 2016 target represents the approximate trendline 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 (5.06%) has decreased slightly since 2013. Harper’s rate is just below the 2014 peer group average (5.15%) and well above the 2014 national median (3.26%). The current rate is within the 2016 target range (5.0-5.1%).

2016 Target: Expected = 5.0-5.1%

Current Target Status: In Progress – On Target



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 2014 is actual 2013 data)

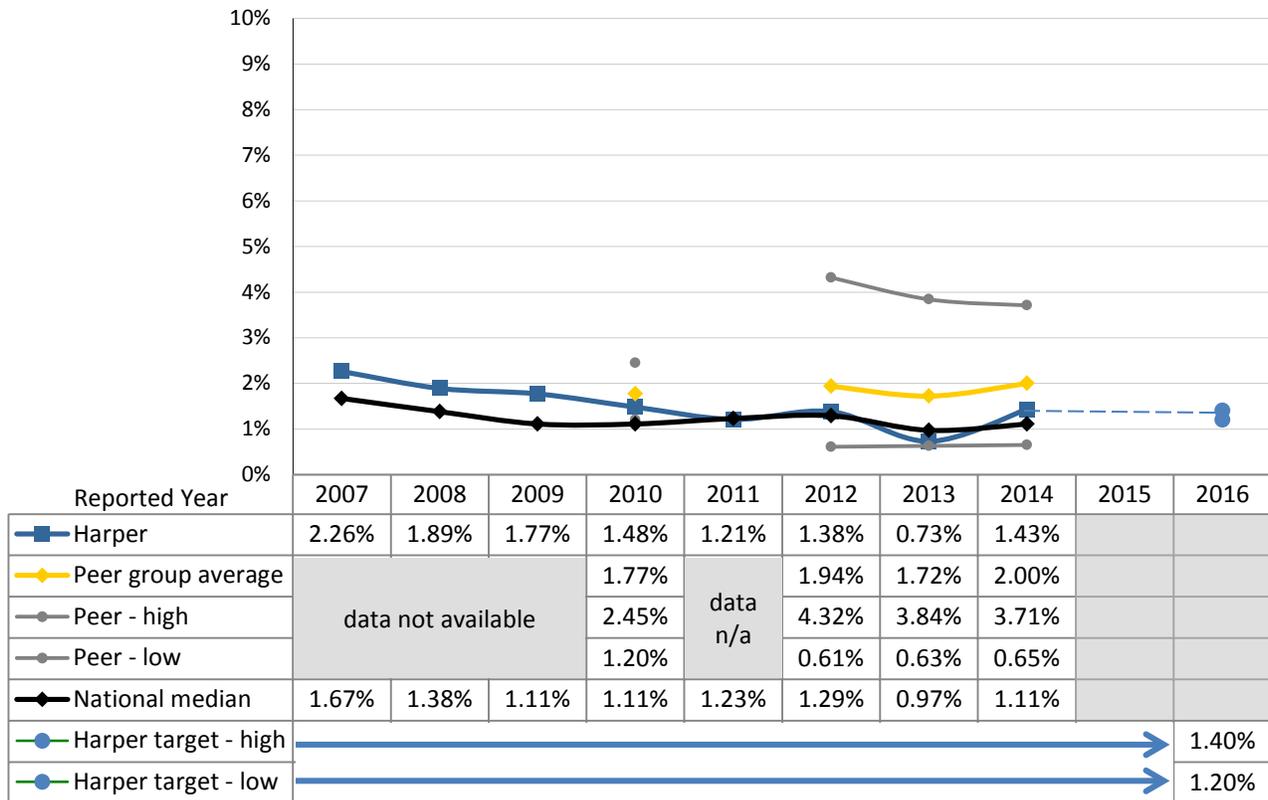
2014 Peer group: College of DuPage, College of Lake County, Elgin Community College, Moraine Valley Community College, Oakton Community College, Triton College

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 (1.43%) increased in 2014. Harper’s rate remains below the peer group average (2.0%) but above the national median (1.11%). The current rate is slightly above the 2016 target range (1.2-1.4%).

2016 Target: Expected = 1.2-1.4%

Current Target Status: In Progress – On Target



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 2014 is actual 2013 data)

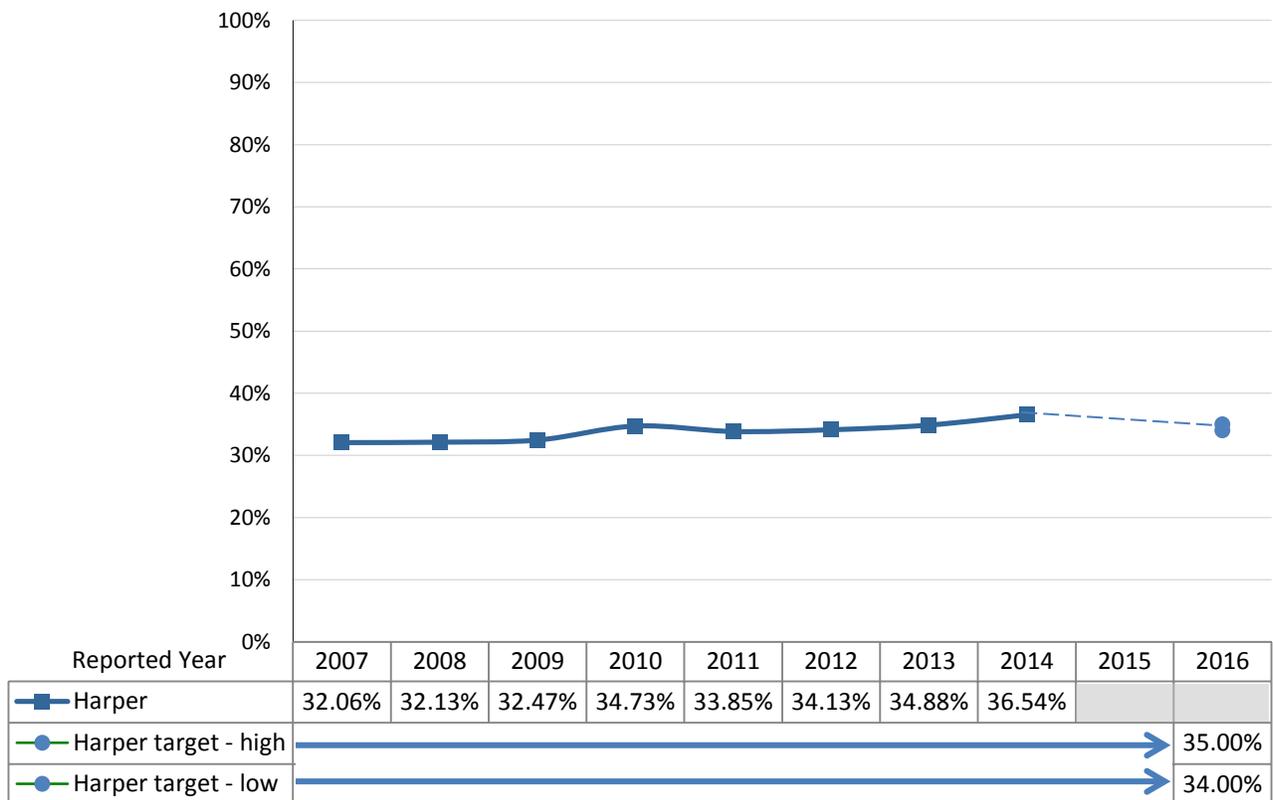
2014 Peer group: College of DuPage, College of Lake County, Elgin Community College, Moraine Valley Community College, Oakton Community College, Triton College

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 2014 percentage share of public high school graduates (36.54%) has increased over the past three years and is now at its highest rate. The percentage share exceeds the 2016 target range (34.0-35.0%).

2016 Target: Improvement = 34.0-35.0%

Current Target Status: In Progress – On Target



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: Harper College internal data (data reported in 2014 is actual 2012 data)

No peer comparison group available for this measure.

*Note: This measure includes both dual credit and post-high school enrollment. Moving forward, high school market penetration will be separated by those enrolled in dual credit (pre-high school graduation) and those enrolled post-high school. This will allow for benchmarking of the post-high school data.

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.

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 the end of the measurement period in 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			

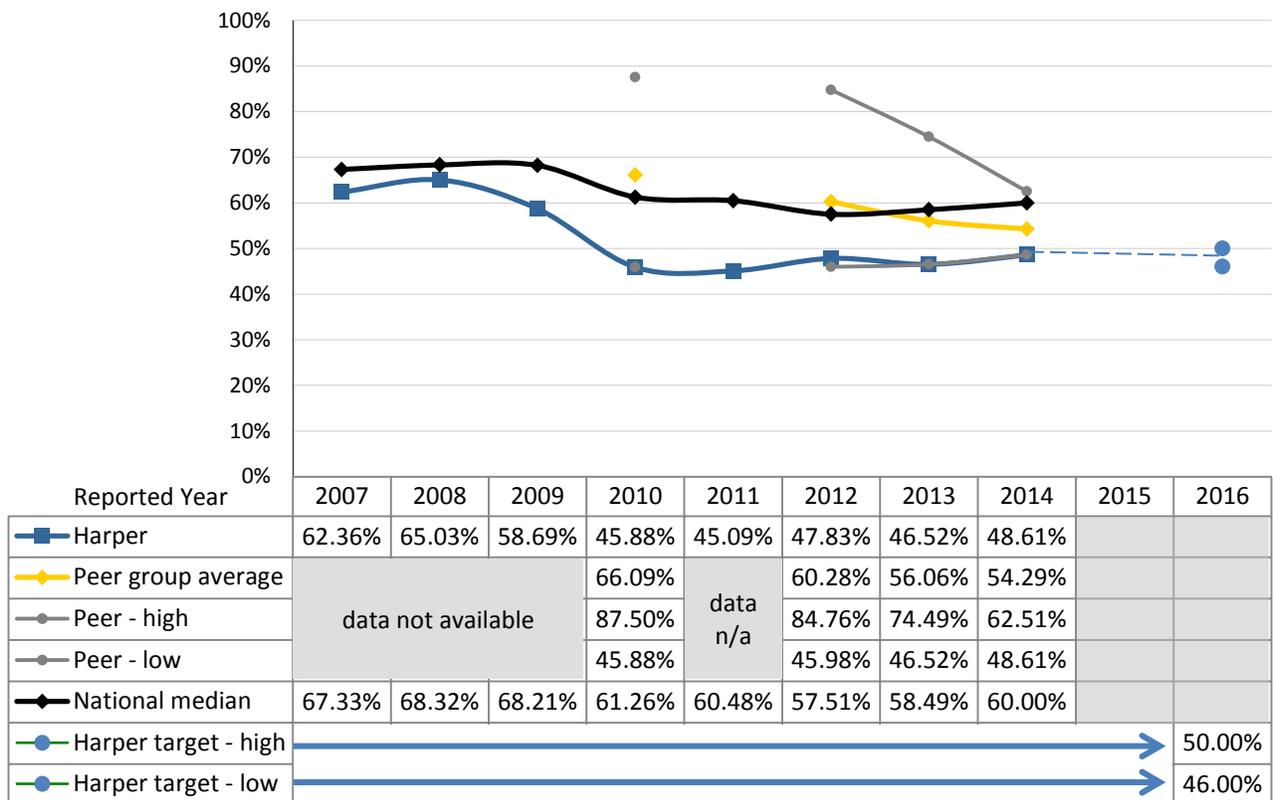
A data chart and detailed narrative description is provided for each of the above measures. The charts include both Harper and comparison data, as well as the 2016 target for the given measure. The dotted line connecting the most current available data to the 2016 target represents the approximate trendline 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 employment in related field increased to 48.61% in 2014. Harper’s rate is below the national median (60.0%) and the peer group average (54.29%), but within the 2016 target range (46.0-50.0%).

2016 Target: Expected = 46.0-50.0%

Current Target Status: In Progress – On Target



Full definition: Career 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 (2014 data represents students who graduated in 2013)

2014 Peer group: College of DuPage, College of Lake County, Elgin Community College, Moraine Valley Community College, Oakton 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 54-100% for credit program completers and from 51-100% 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 (2014)	100%	(21/21)	90%	Accrediting body
Diagnostic Cardiac Sonography (2013)	100%	(11/11)	60%	Accrediting body
Diagnostic Medical Sonography - Abdominal (2013)	100%	(5/5)	60%	Accrediting body
Diagnostic Medical Sonography - OB/GYN (2013)	100%	(6/6)	60%	Accrediting body
Dietetic Technician (2014)	54%	(7/13)	70%	Accrediting body
Medical Assistant Certificate (2014)	80%	(33/41)	70%	Accrediting body
Nursing - Certified Nursing Assistant (2014)	93%	(666/716)	90%	Illinois pass rate
Nursing - Licensed Practical Nursing (2014)	100%	(27/27)	82%	National pass rate
Nursing - Registered Nurse (2014)	93%	(95/102)	82%	National pass rate
Radiologic Technology (2014)	100%	(17/17)	75%	Accrediting body

Noncredit Programs	Pass Rate	Passed/ Attempted	Target	Target Source
Real Estate - Broker (2014)	51%	(21/41)	52%	Illinois pass rate
Therapeutic Massage MBLEx* (2014)	90%	(9/10)	72%	Illinois pass rate
Therapeutic Massage NCETM* (2014)	86%	(6/7)	60%	Illinois pass rate
Therapeutic Massage NCETMB* (2014)	100%	(8/8)	69%	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 the end of the measurement period in 2016.

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

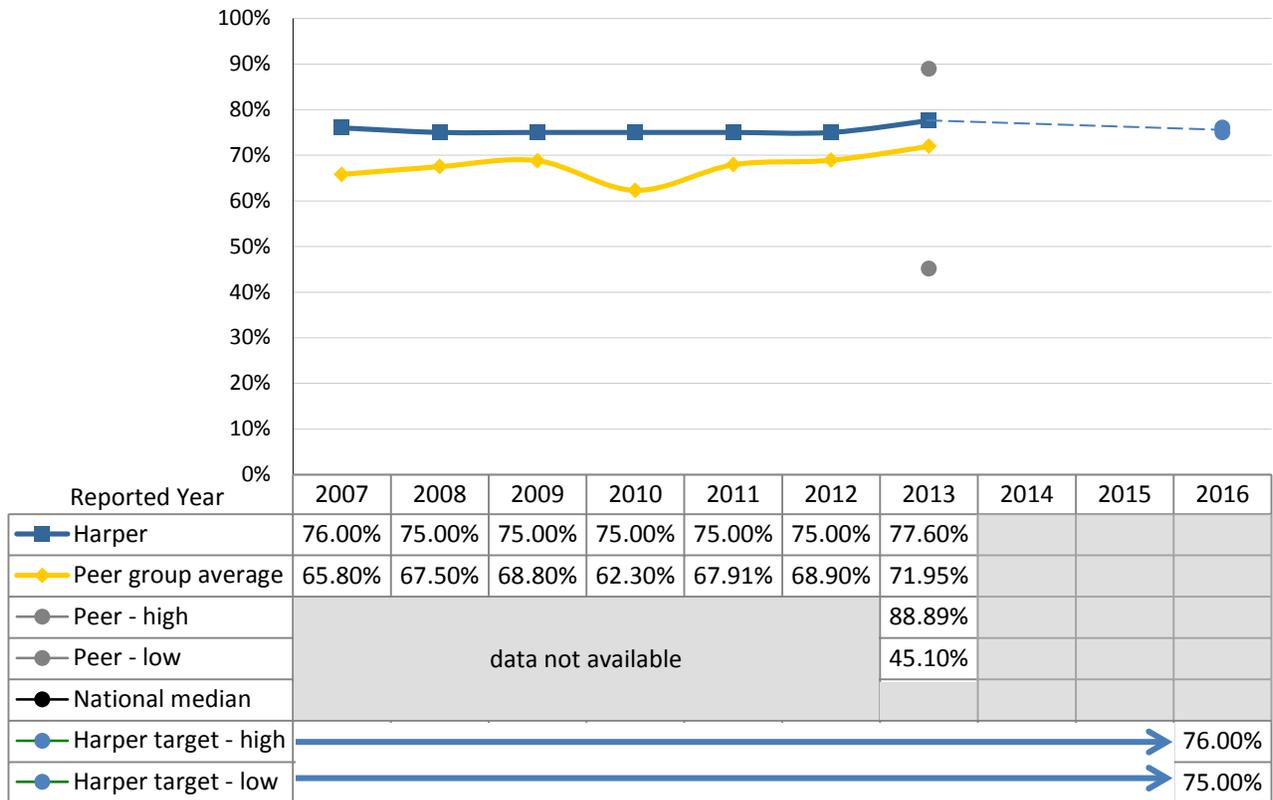
A data chart and detailed narrative description is provided for each of the above measures. The charts include both Harper and comparison data, as well as the 2016 target for the given measure. The dotted line connecting the most current available data to the 2016 target represents the approximate trendline 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 (77.6%) increased in 2013 and is above both the peer group average (71.95%) and the 2016 target range (75.0-76.0%). Data for 2014 is not yet available.

2016 Target: Expected = 75.0-76.0%

Current Target Status: In Progress – On Target



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.

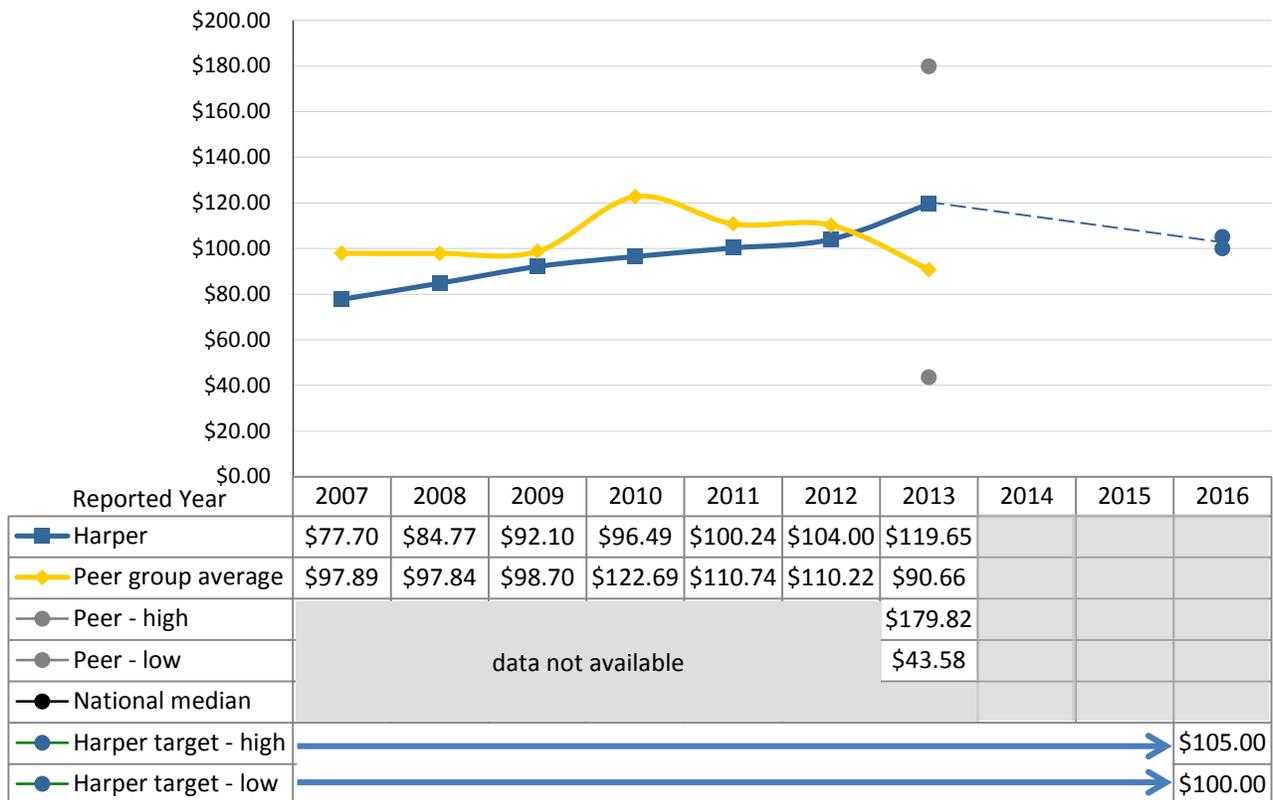
2013 Peer group: Gateway Community College, CT; Manchester Community College, CT; MassBay Community College, MA; Mount Wachusett Community College, MA; Naugatuck Valley Community College, CT; Tunxis Community College, CT; University of Cincinnati, OH

Institutional Effectiveness Measures – Facilities

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). Data for 2014 is not yet available.

2016 Target: Expected = \$100.00-\$105.00

Current Target Status: In Progress – Needs Attention



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.

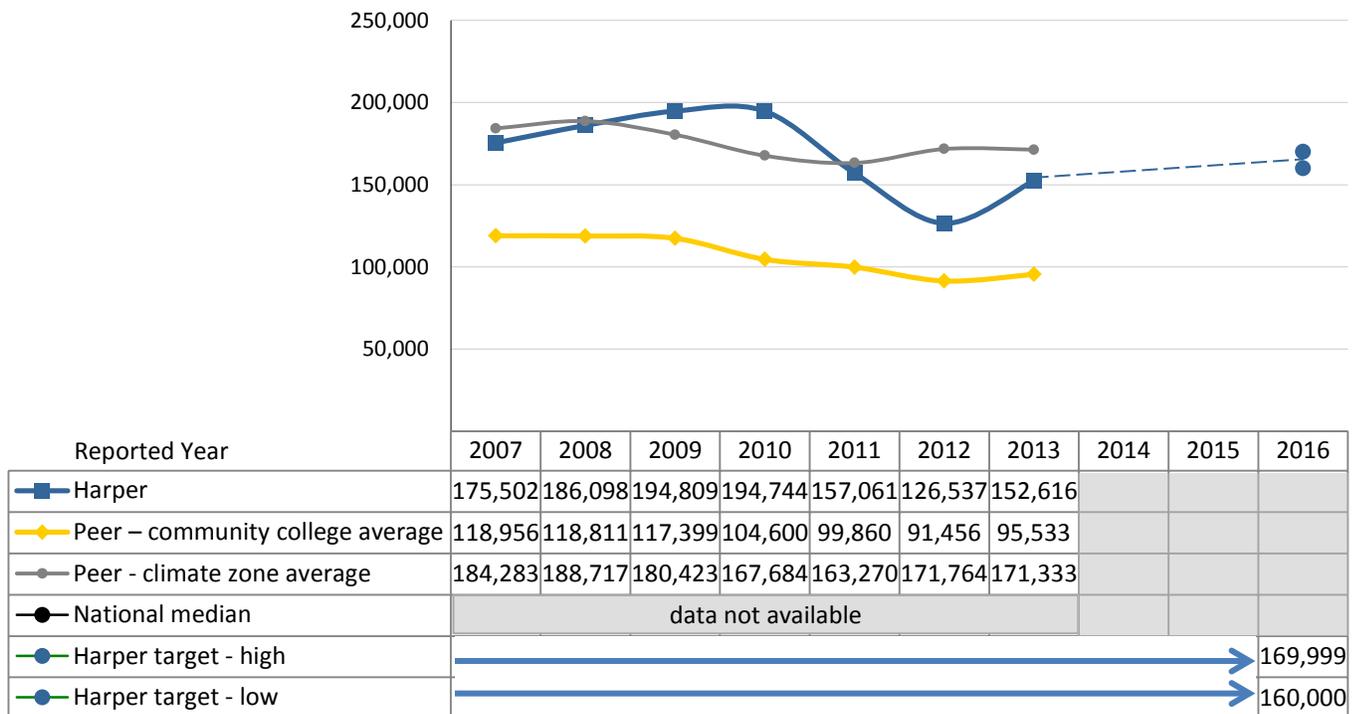
2013 Peer group: Gateway Community College, CT; Manchester Community College, CT; MassBay Community College, MA; Mount Wachusett Community College, MA; Naugatuck Valley Community College, CT; Tunxis Community College, CT; University of Cincinnati, OH

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). Data for 2014 is not yet available.

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

Current Target Status: In Progress – On Target



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 the end of the measurement period in 2016.

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

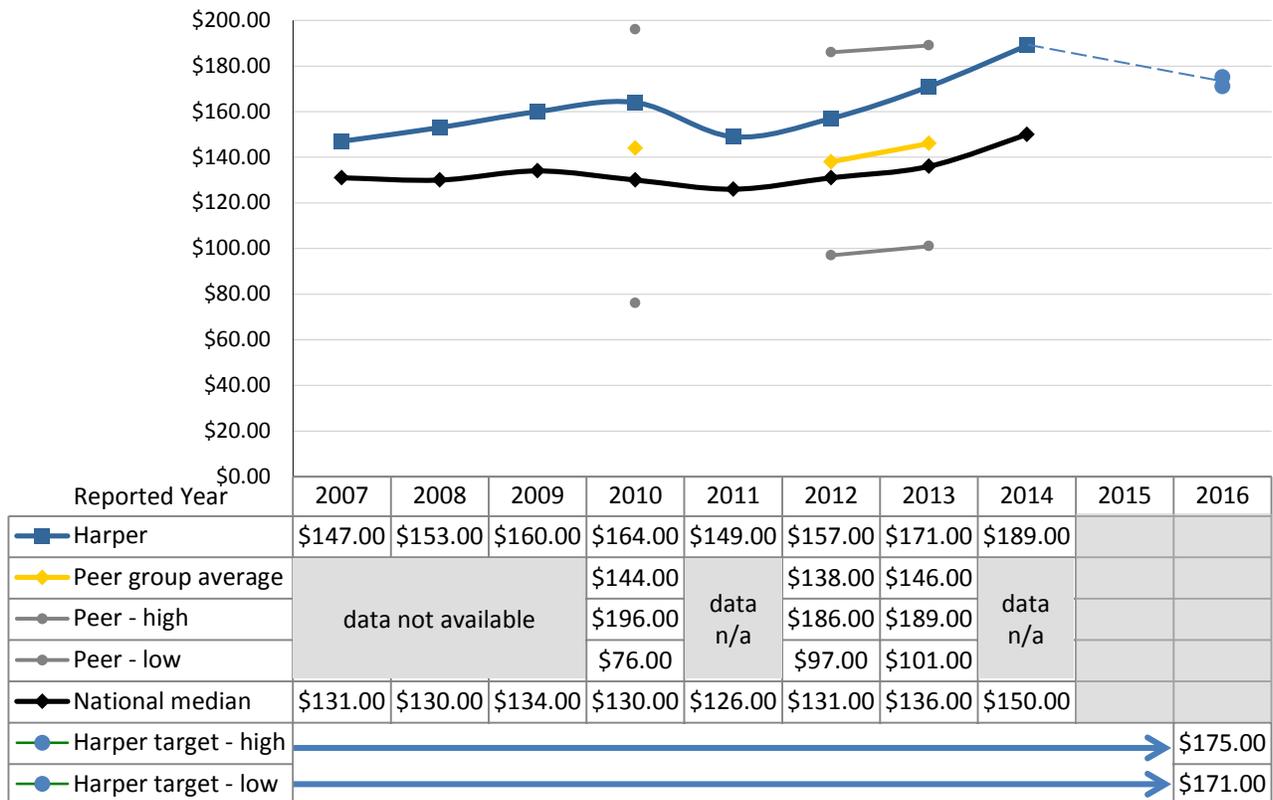
A data chart and detailed narrative description is provided for each of the above measures. The charts include both Harper and comparison data, as well as the 2016 target for the given measure. The dotted line connecting the most current available data to the 2016 target represents the approximate trendline 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 (\$189) has increased since 2011. Harper is above the 2014 national median (\$150) and above the 2016 target range (\$171-\$175).

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

Current Target Status: In Progress – Needs Attention



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 2014 is actual 2013 data)

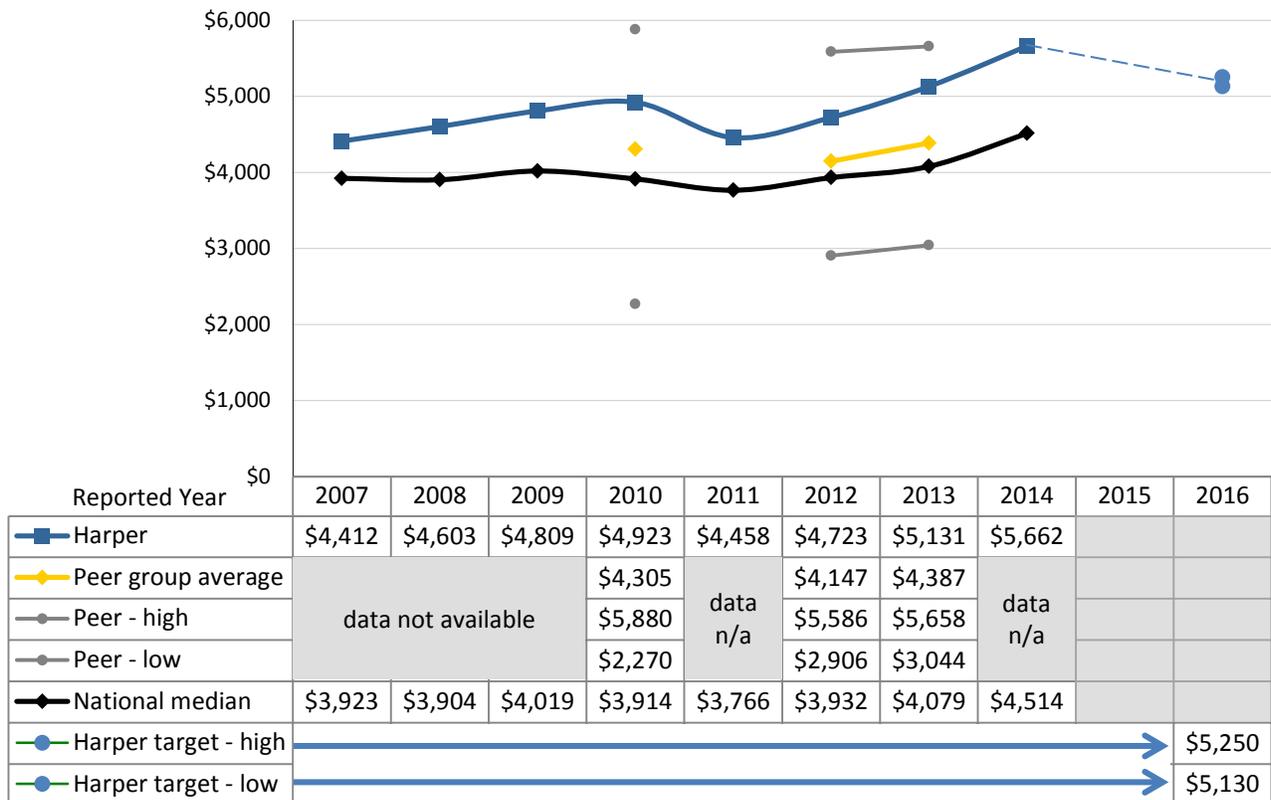
2013 Peer group: College of DuPage, College of Lake County, Moraine Valley Community College, Triton College

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 (\$5,662) has increased since 2011. Harper is above the 2014 national median (\$4,514) and above the 2016 target range (\$5,130-\$5,250).

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

Current Target Status: In Progress – Needs Attention



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 2014 is actual 2013 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 measures both the hiring and separation rates of diverse employees. These measures support Harper’s core values of integrity and respect.

Below is a representation of current progress toward the 2016 employee diversity 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 the end of the measurement period in 2016.

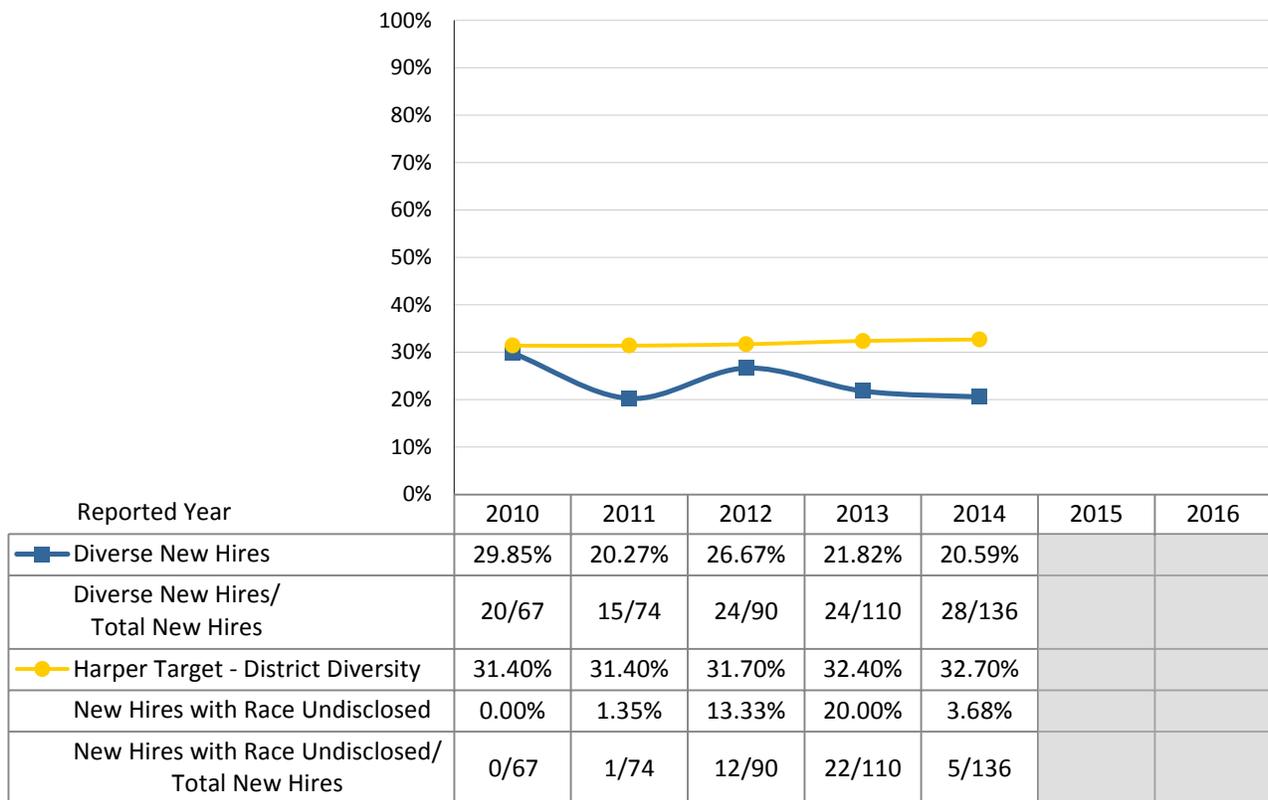
Measure	In Progress Needs Attention	In Progress On Target	Target Achieved
Diverse New Hires			
Underrepresented Employee Separations			

Institutional Effectiveness Measures – Employee Diversity

Diverse New Hires measures the percentage of diverse new hires each year. Since 2010, the district’s diversity has gradually increased and reached a high of 32.7% in 2014. During the same time period, the percentage of diverse new hires at Harper decreased to 20.59%. The percentage of diverse new hires is well below the 2016 target.

2016 Target: Stretch = A percentage equivalent to, or exceeding, the percentage of ethnically and racially diverse district residents.

Current Target Status: In Progress – Needs Attention



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

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

Data source: 2010 Census (2010 and 2011 district demographics), American Community Survey estimates (district demographics for 2012 and forward), Harper College Human Resources (reported year is actual fiscal year)

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

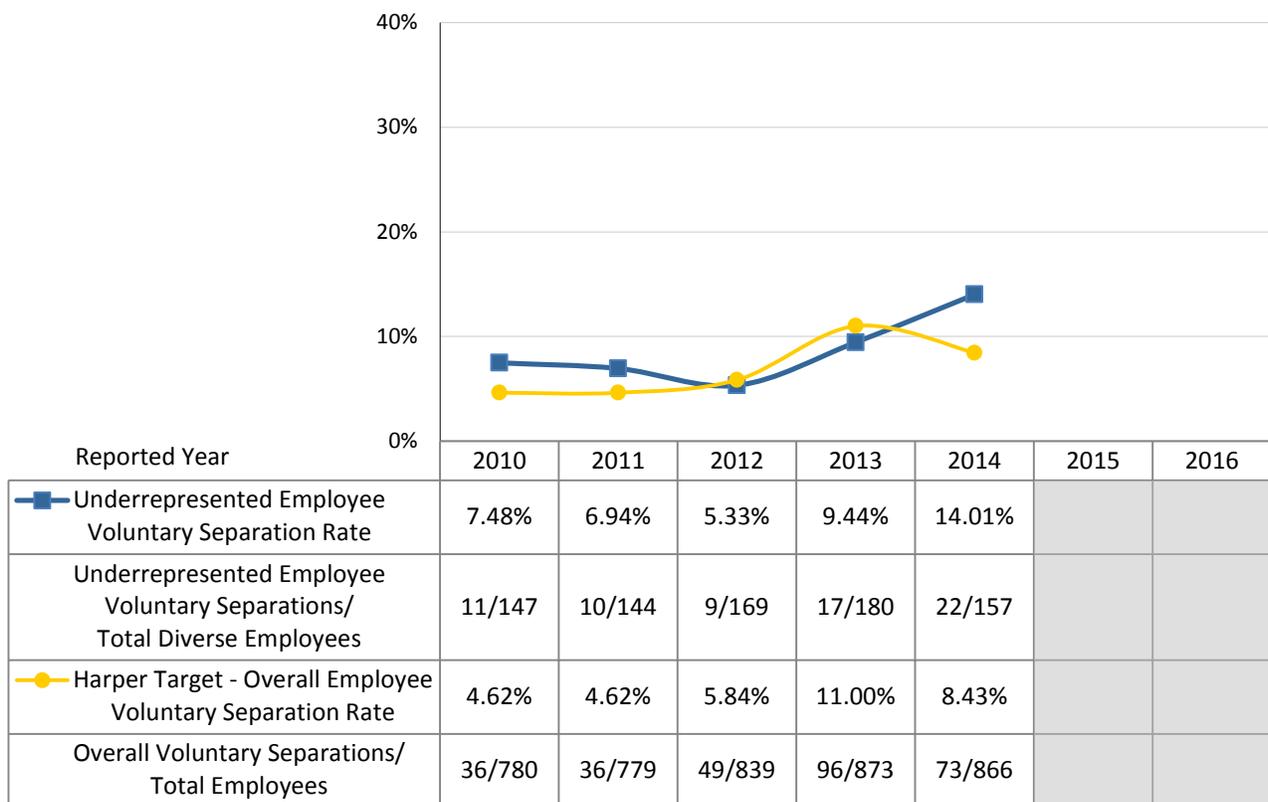
Peer group: Not Applicable

Institutional Effectiveness Measures – Employee Diversity

Underrepresented Employee Separations measures the percentage of underrepresented employees who separate from the College through voluntary resignation. The 2014 voluntary separation rate of underrepresented employees increased to 14.01%, while the overall employee separation rate decreased to 8.43%. The percentage of underrepresented employees who separated from the College is currently higher than the overall separation rate. The underrepresented employee separation rate is above the 2016 target.

2016 Target: Improvement = The percentage of underrepresented employees who separate from the College should be consistent with, or less than, each year's overall employee separation rate.

Current Target Status: In Progress – Needs Attention



Full definition: The percentage of underrepresented employees who voluntarily from the College through voluntary resignations.

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

Data source: Harper College Human Resources (reported year is actual fiscal year)

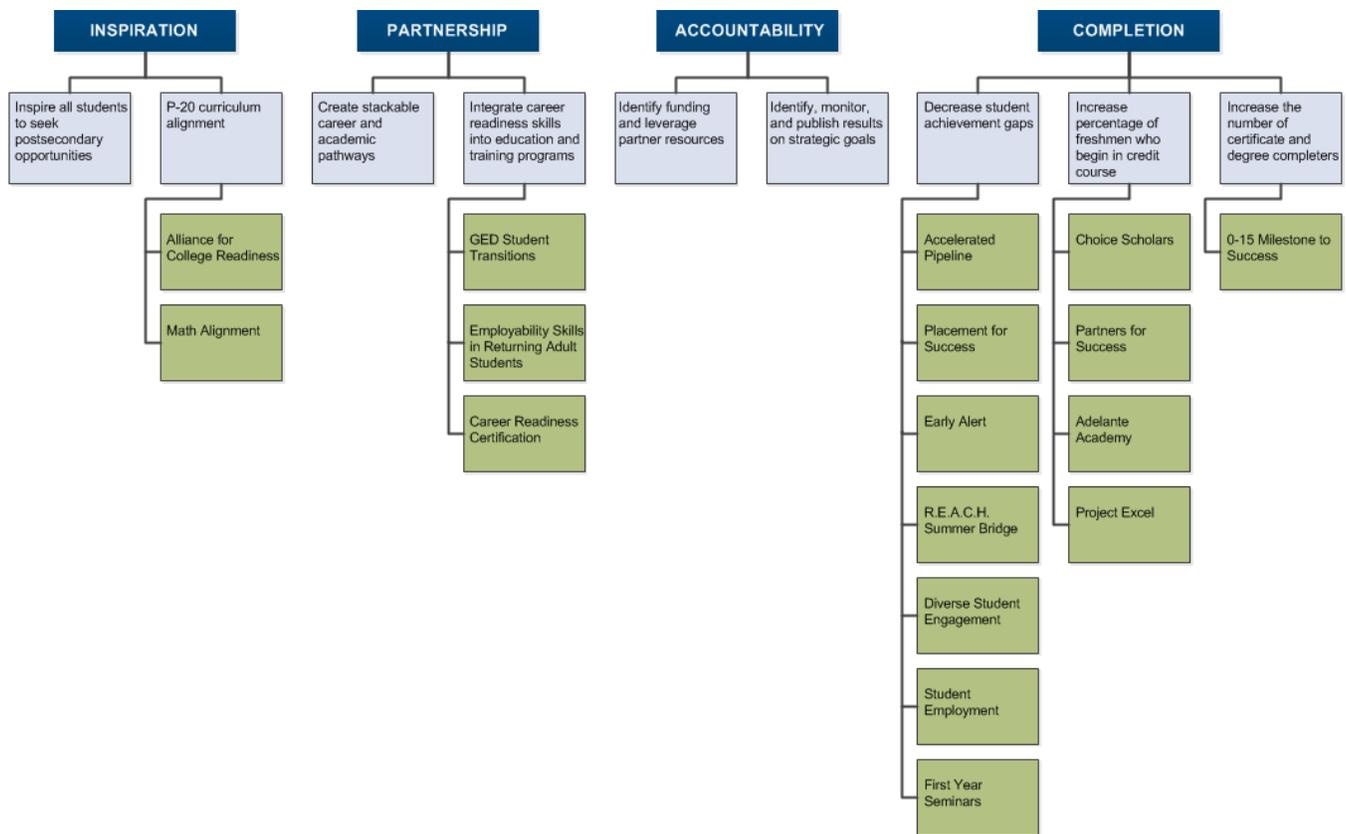
Note: Not included in these data are Adjuncts, Continuing Education Instructors, Clinical Supervisors, Coaches, Contingent Workers, Student Aids, Temporary Employees and Tutors.

Peer group: Not Applicable

Strategic Plan

Overview

The five-year Strategic Plan (2010-2015) was 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 enjoyed 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 included four strategic directions and nine goals.



Many of the goals were supported by strategies. Each goal and strategy identified above was 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 identified annual intended outcomes that guided their work. The progress made toward meeting the goal targets and active strategy outcomes is summarized in this report.

Strategic Plan

2010-2015 Strategic Plan: Overall Accomplishments

The 2010-2015 Strategic Plan resulted in a number of accomplishments, both from strategic planning teams and from advancements made by other cross-functional teams and departments at the College. Accomplishments made during the course of the Strategic Plan include:

Inspiration

- Created middle school and adult career fairs, provided elementary and middle school campus experiences, and assigned Harper Ambassadors to all district schools with high rates of low-income students that experience a 50% or more free or reduced lunch rate; all of which were designed to inspire college completion.
- Redesigned Harper's Northeast Educational Center (NEC) in partnership with local community leaders, to better align with changing community needs including English language skills and short-term employment certificates. The new Learning and Career Center (LCC) in Prospect Heights provides access to comprehensive student support with partnering agencies.
- Established a new site to provide access for low socioeconomic and limited English-speaking adult students on the west side of the district, in collaboration with Elgin Community College (ECC) and the Village of Hanover Park.
- Improved the number of recent district high school graduates beginning college-level in math by 23.9%, from 45.2% for 2010 graduates to 69.1% for 2014 graduates. Partnered with district high schools to test the college readiness of juniors; recognized a need for and aligned high school Algebra III with Harper's MTH080 course. Offered this aligned course to seniors not ready for college-level math. In addition, college-level math courses are now offered to qualified seniors at district high schools.
- Restructured the Shared Governance System to offer improved communication and transparency of recommendations that emerge from Shared Governance Committees. New processes include college-wide vetting of recommendations and a consistent flow of recommendations through two complementary Policy Councils.

Partnership

- Realized a 47.1% market penetration rate from our sender high schools' recent graduates. This rate includes dual-credit students and represents our highest rate ever achieved.
- Increased dual-credit enrollment by 104.1% between FY2012 and FY2015 through enhanced curriculum alignment and new program development.
- Created the Career Paths website, which identifies stackable academic pathways for students from high school, to Harper certificates and degrees, to transfer universities. The e-resource includes academic plans, job descriptions, average pay rates and employment opportunities.
- Participated in the Advanced Manufacturing Partnership (AMP 2.0) at the request of the Secretary of Commerce, Penny Pritzker. AMP 2.0 membership included large research institutions and multinational companies. The final report was discussed with President Obama in a special White House convening of AMP 2.0 members.
- Established the Northwest Educational Council for Student Success (NECSS), a partnership to support college readiness, comprised of high school districts 211, 214, 220 and Harper College.
- Received the first ever Outstanding College/Corporate Partnership Award, presented by the American Association of Community Colleges (AACC), for our national partnership model between Harper College and Motorola Solutions.

Strategic Plan

Accountability

- Secured more than \$14 million in partnership-focused grant dollars from the Department of Labor's Round II and III Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant: \$12.9 million to address a statewide skills shortage in advanced manufacturing in partnership with colleges and manufacturers; and \$1.2 million as a partner in a \$24.5 million grant to address skill shortages in supply chain management.
- Created 24 Institutional Effectiveness Measures (IEMs) that are updated annually, benchmarked against peers and shared publicly on an Institutional Effectiveness Dashboard.
- Identified Strategic Plan goal targets and shared progress to those goals publicly on a Strategic Plan Dashboard.
- Created a four-phase process to improve student success outcomes. Cross-functional teams encouraged innovative initiatives through investigation, planning, pilot and evaluation.
- Developed an electronic, interactive Student Success Report that keeps College employees informed regarding our student success outcomes and includes the ability to sort by multiple demographic criteria.
- Received \$2 million in Title III funds to ensure that all students have academic plans and to integrate student and staff information systems to allow proactive student support through student analytics, portal and comprehensive assessment, tracking and coaching.
- Planned and implemented technological support systems to improve student communication and proactive support, including a new student portal and academic workspace. Planned and developed a new data warehouse and student analytics system.
- Developed a comprehensive Master Plan that determined how funding from the 2008 referendum would be allocated. The Master Plan included recommendations for refurbishing buildings, adding square footage and enhancing parking on Harper's main campus.

Completion

- Improved the Harper College IPEDS graduation rate by 10.2% from 13.9% for the 2010 reported year to 24.1% for the 2013 reported year. New initiatives focused on impacting completion include Developmental Summer Bridge programs, Early Alert program, First Year Seminar, Student On-Campus Employment, Completion Concierge, Supplemental Instruction and new policies on taking developmental courses during the first semester.
- Conferred 3,636 degrees and certificates in the 2014/15 academic year. This put the College 431 credentials ahead of our annual target of 3,205. The College is 80.1% to its goal of 10,604 additional degrees and certificates by 2020.
- Received the Bill & Melinda Gates Foundation/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.
- Developed new partnership agreements with seven schools, which encourage Harper students to complete their associate degrees prior to transferring to partner schools: DePaul University, University of Illinois Urbana-Champaign, Eastern Illinois University, Roosevelt University, Northern Illinois University, Governors State University and Rasmussen College.

Strategic Plan

Institutionalized and Inactive Initiatives and Strategies

As Strategic Plan initiatives were piloted and results were examined, some strategies were institutionalized while others became inactive, allowing for the exploration of additional strategies to achieve the goals. The strategies indicated in the chart on page 37 encompass the entire five-year Strategic Plan. The strategies and initiatives institutionalized or made inactive during the term of the 2010-2015 Strategic Plan were:

INSTITUTIONALIZED INITIATIVES AND STRATEGIES

Alliance for College Readiness (Inspiration)

Alliance for College Readiness was institutionalized effective spring 2012 through the Northwest Educational Council for Student Success (NECSS). This strategy formalized a partnership to allow Harper College and its sender high schools to work together on issues of alignment, articulation and building a common definition of college readiness. The partnership that was initially formed through the Alliance now thrives through goal and strategy teams as part of the Strategic Plan. Partnerships have been forged, pilots and trials implemented, and dialogue continues. Alliance for College Readiness is the standard venue used to share information with our high school colleagues.

College and Career Expo (Inspiration)

After two successful pilot events, the College and Career Expo was institutionalized for FY2013. The College and Career Expo is an annual event attended by more than 800 elementary and middle school students and their family members. This event offers the attendees the opportunity to explore their futures, learn about careers, participate in hands-on activities, meet faculty and tour the campus.

Completion Concierge (Completion)

Completion Concierge was institutionalized effective spring 2012. This project was the result of an effort by the Increase Completers Team to clarify student procedures and develop a step-by-step process for students to receive credentials. The College provides assistance with the implementation of student-centered initiatives designed to support an increase in retention and graduation rates. Student progress is tracked through successful completion of a degree or certificate program.

Early Alert (Completion)

Early Alert was institutionalized in spring 2013. 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.

GED Student Transitions (Partnership)

GED Student Transitions was institutionalized effective spring 2012. This strategy supports Adult Educational Development (AED) Bridge students as they transition to their first credit class. Evaluation results showed that students in this program had higher course success rates than the general population.

Partners for Success (Completion)

Partners for Success was institutionalized effective spring 2012. COMPASS testing (placement test) with juniors in the sender high school districts has resulted in an increase in both senior year math enrollment and in college readiness (as indicated by placement into college-level courses).

Strategic Plan

INSTITUTIONALIZED INITIATIVES AND STRATEGIES (CONTINUED)

Placement for Success (Completion)

Placement for Success was institutionalized effective spring 2012. Beginning in fall 2013 students placing in developmental courses are required to enroll in at least one of the appropriate developmental courses each term until competency is achieved.

R.E.A.C.H. Summer Bridge (Completion)

R.E.A.C.H. Summer Bridge was institutionalized effective spring 2012. This strategy focuses on the most at-risk students, with a concentration on historically underrepresented minority students transitioning from high school to Harper. The two-week summer program is a regular part of the College's offerings, and has a significant effect on increasing placement after COMPASS retesting.

Student On-Campus Employment (Completion)

Student On-Campus Employment was institutionalized effective fall 2014. This initiative promotes 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.

INACTIVE INITIATIVES AND STRATEGIES

Accelerated Pipeline (Completion)

Accelerated Pipeline was placed on inactive status effective summer 2013. The College continues to use the work of the team to develop initiatives for improving student progress within the math and English departments.

Choice Scholars (Completion)

Choice Scholars was placed on inactive status effective fall 2013. The College intends to use the most promising practices of the program to inform and improve other initiatives such as the Adelante Academy strategy.

Employability Skills in Returning Adult Students (Partnership)

Employability Skills was placed on inactive status effective spring 2014. The team conducted trials integrating ACT Teamwork Assessments with inconclusive results. The results did not warrant further exploration of this strategy.

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.

The Inspire Team led conversations and raised awareness of the importance of college with area elementary and middle school students and their families. The team’s initiatives supported a culture at the College that led to the development of other new programs that target similar audiences, including partnerships with free/reduced lunch schools in the district, the Harper College Promise Scholarship Program, an InZone scholarship pilot and the Physics Department’s Cosmic Explorers initiative. Inspire has helped provide an institutional context to these and other programs while developing its own outreach and awareness projects.

Target	Not Achieved	Partially Achieved	Achieved
Plan and hold the annual College and Career Expo with a goal of 800 attendees. (Target achieved FY2013.)			
Develop five “Inspire” videos annually. (Target achieved FY2015.)			
Facilitate eight campus tours for approximately 800 elementary and middle school students each year. (Target achieved FY2015.)			
Plan and hold the annual Inspire U event for adult learners, attracting 200-250 attendees. (Target achieved FY2015.)			

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
Plan and hold the annual College and Career Expo with a goal of 800 attendees.	Achieved. The first College and Career Expo was held in April 2011. This project was institutionalized effective FY2013.
Develop five “Inspire” videos annually.	Achieved. Created 26 videos from FY2012 through FY2015, which highlighted topics such as graduation, the Fast Track program and adult learners. During FY2015, videos were viewed by more than 4,300 people on the Harper YouTube website, adult learner landing pages and at events.
Facilitate eight campus tours for approximately 800 elementary and middle school students each year.	Achieved. Collaborated with Community Relations to host eight campus tours in FY2015. More than 1,500 elementary and middle school students attended from partner and surrounding schools. In total, more than 3,000 students attended campus tours from FY2012 through FY2015.
Plan and hold the annual Inspire U event for adult learners, attracting 200-250 attendees.	Achieved. Held the third annual Inspire U event in May 2015 with more than 350 attendees. Overall, more than 1,000 adults attended Inspire U events from FY2013 to FY2015.
Accomplishments for FY2015	
<ul style="list-style-type: none"> • Conducted tours for elementary and middle school students, hosted activities and assisted Community Relations with planning and outreach. • Advocated and helped to finance the purchase of the Harper Hawks mascot costume which will be used at a variety of community events. • Supported production of the first set of Fast Track graduation videos. • Provided support and input into the Harper Leadership Institute (HLI) InZone project and endorsed the Cosmic Explorers Resource for Excellence Grant application. 	
Overall contributions to the 2010-2015 Strategic Plan	
<ul style="list-style-type: none"> • Developed, conducted and institutionalized the College and Career Expo. Since 2011, these events have attracted more than 4,000 elementary and middle school students and their families. The Expo has become one of the showcase Harper outreach events of the year, with continued participation from Inspire goal team members and other Harper faculty, staff, student and community volunteers. • Developed, conducted and institutionalized Inspire U, the adult learner counterpart to the College and Career Expo. Inspire U brought more than 1,000 people to campus over three years to take part in career and enrichment experiences and learn about college opportunities. • Expanded the campus tour program for elementary and middle school students, aligning the program with other Harper initiatives. The tour program served more than 3,000 students from FY2012 through FY2015. • Led the development of videos that communicate the value of a college education. These videos have been viewed by more than 15,000 people over the past five years, online and at events. 	
Active strategies for FY2015	
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.

The P-20 Team led initiatives to increase collaboration with high school partners on curriculum alignment. The alignment work in math contributed to a substantial increase in students placing into credit-bearing math courses, and the English alignment project will provide a group of pilot students with the opportunity to place directly into credit-bearing writing courses at Harper. Although the team did not meet all of the targets, substantial progress was made enhancing high school partnerships, improving math and English alignment with those high schools, and developing additional dual-credit opportunities in both transfer and career programs at the high schools.

Target	Not Achieved	Partially Achieved	Achieved
Identify two faculty members in math, science and English who will have a working knowledge of the Common Core State Standards Initiative (CCSS) and serve as leaders for promoting curriculum alignment with high school and four-year partners.			
Compile a list of 10 strategies that provide faculty with ways to help students who arrive at college lacking essential academic behaviors (time management, appropriate communication decorum with faculty, etc.). (Target achieved FY2015.)			
Complete three successful alignment projects in math, science and English with our sender 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 workshops.			

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 (CCSS) and serve as leaders for promoting curriculum alignment with high school and four-year partners.	<p>Partially Achieved. The Math Alignment Strategy Team (MAST) worked with Harper’s three partner high school districts beginning in FY2013. In FY2015, the team continued to improve the MTH080 project as well as develop dual-credit opportunities.</p> <p>The English department created a working group that has been collaborating with partner high schools to align curriculum. The efforts resulted in a new high school composition course and a dual-credit offering.</p> <p>While the CCSS have not yet been developed for science, Harper faculty members in the sciences have been collaborating with partner high schools to develop dual-credit opportunities.</p>
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.).	<p>Achieved. During FY2015, the P-20 team developed a list of 10 strategies based on the faculty feedback gathered during professional development sessions. The team will work with the Academy for Teaching Excellence to finalize the list, post it on their website and develop new professional development workshops focusing on helping students learn essential academic behaviors.</p>
Complete three successful alignment projects in math, science and English with our sender high school districts. Alignment projects could involve any of the following: dual-credit, course outcomes, joint assessments, standardized rubrics, etc.	<p>Partially Achieved. Completed two successful alignment projects with Harper’s high school partners.</p> <ul style="list-style-type: none"> Completed the MTH080 initiative to offer dual-credit courses in high school and to increase the number of students entering Harper in college-level courses. Conceived an English alignment project to develop students’ writing skills during their senior year of high school and allow these students to place directly into ENG101 at Harper.
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.	<p>Not Achieved. The P-20 team has chosen to support other entities that offer professional development in lieu of creating separate offerings. For example, the Northwest Educational Council for Student Success (NECSS) Professional Development Team, Center for Adjunct Faculty Engagement, Center for Innovative Instruction, the First Year Seminars Strategy Team and the Academy for Teaching Excellence have been actively engaged in providing professional development to both full-time and part-time faculty that focuses on strategies to help students learn essential behaviors.</p>

Strategic Plan Outcomes

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

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

Accomplishments for FY2015

- Developed a project to align ENG100 with senior year English in the high schools. The project will provide 65 students with the opportunity to place directly into credit-bearing writing courses at Harper in fall 2015, with the opportunity being expanded to more than 200 students in fall 2016.
- Formulated a list of 10 strategies that will provide faculty with ways to help students who arrive at college lacking essential academic behaviors.

Overall contributions to the 2010-2015 Strategic Plan

- Led an increase in collaboration with high school partners on curriculum alignment.
- Finalized two alignment projects with high school partners through the math and English departments.
- Contributed to a 23.9% increase in students placing into credit-bearing math courses.
- Supported the increase of dual-credit opportunities in collaboration with high schools, giving students additional opportunities to earn college credit while still in high school.

Active strategies for FY2015

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
Investigate alternate methods for incorporating high school exam grades into the math placement criteria.	Partially Completed. Data collection is complete; analysis and comparisons between performance of high school and Harper students are ongoing.
Continue to compare the success rates of students at Harper in gatekeeper math for the following groups: <ul style="list-style-type: none"> Group 1: Students who met the prerequisite by scoring at least a 70% on the MTH080 final in high school. Group 2: Students who met the prerequisite by earning at least a C in Harper's MTH080 class. 	Completed. Success rates of Harper students in gatekeeper math in spring 2015 were as follows: <ul style="list-style-type: none"> Group 1: 55.2% (64/116) passed the gatekeeper course in which they enrolled. Group 2: 58.8% (77/131) passed the gatekeeper course in which they enrolled.
Use a common subset of questions on each unit exam in MTH080. Compare how students perform on those on unit exams and again on the final exam.	Completed. A common subset of questions, created by both Harper and Barrington High School faculty, was placed on each unit exam in MTH080 in fall 2014. An analysis revealed that students who performed well on the unit exams did not necessarily perform well on the final exam.
Continue to analyze the percentage of Harper students who received a grade in MTH080 that was more than two letter grades above their final exam score.	Completed. In spring 2015, 41.0% of Harper MTH080 students (75/183) earned a course grade that was more than two letter grades above their final exam grade.
Create a common subset of questions for unit exams in MTH082.	Not Completed, Other Progress. The decision was made to create a common subset of questions for unit exams in MTH165 instead of MTH082. Common questions were added to the unit MTH165 exams in spring 2015.
Explore additional dual-credit course possibilities for partner high schools as well as any additional requirements the high school mathematics teachers would have to meet.	Completed. Dual-credit offerings were explored; as a result, District 214 will be offering MTH101 and MTH103 as dual-credit starting fall 2015.
Accomplishments for FY2015	
<ul style="list-style-type: none"> Analyzed performance of high school students in MTH080. More than 50% of high school students who passed the MTH080 final exam in spring 2014 successfully completed a college-level math course in spring 2015. Planned expansion of dual-credit math courses to be implemented in fall 2015. 	

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)

Overall contributions to the 2010-2015 Strategic Plan

- Developed and implemented a common final exam for Algebra 2 students in high school and MTH080 students at Harper starting in the spring 2012.
- Contributed to an increase in the percentage of high school students who take four years of math, to more than 90%.
- Implemented dual-credit MTH101 at District 211 high schools beginning in fall 2011 and dual-credit MTH103 beginning in fall 2012.
- Created a new math course at Harper, MTH082 (Data Modeling with Algebra) to shorten the developmental pipeline for non-STEM 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.

The Career Paths Team created a website that identifies stackable academic pathways for students. This electronic resource includes academic plans, job descriptions, average pay rates and employment opportunities. The website can be accessed via high school career paths website links through the Northwest Educational Council for Student Success (NECSS).

Target	Not Achieved	Partially Achieved	Achieved
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. (Target achieved FY2015.)			

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

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.

Status/Progress

Achieved. The Career Paths website was launched in September 2014. The website includes a tutorial, frequently asked questions and a glossary of terms. Informational sessions were conducted for both high school and college counselors. In addition, marketing materials were distributed to our sender high schools and the campus community. The website will be maintained to stay current with the most recent college catalog.

Accomplishments for FY2015

- Worked with the Northwest Educational Council for Student Success (NECSS) to ensure connection between individual high school program offerings and Career Paths. The NECSS website identifies pathways from high school through Harper College.
- Updated Career Paths website to reflect approved changes to curricula.

Overall contributions to the 2010-2015 Strategic Plan

- Developed and implemented the Career Paths website that offers information about Harper College’s programs of study, types of positions associated with programs, occupational outlook, salary ranges and working environment.
- Marketed the Career Paths website to Harper counselors, sender high schools and the campus community. This marketing led to more than 25,000 page views, with the largest number of views for Business Administration, Nursing and Accounting.
- Supported the connection of Career Path web pages with the NECSS site, Career Center, the student portal and academic web pages.

Active strategies for FY2015

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.

The Career Readiness Team initiated three strategies to address career readiness in the College’s adult student population: GED Student Transitions; Employability Skills in Returning Adult Students; and Career Readiness Certification. The GED Student Transitions initiative was the most successful of these strategies, supporting Adult Educational Development (AED) Bridge students as they transition to their first credit class. Evaluation results showed that students in this program had higher course success rates than the general population. Although other targets were not met, the team conducted several trials which will inform future career readiness projects at the College.

Target	Not Achieved	Partially Achieved	Achieved
75% of Bridge students who successfully complete a bridge will also successfully complete a college-level course. (Target achieved FY2013.)			
50% of adult Fast Track programs and 10% of the general (non-adult exclusive) career programs will include integrated career readiness skills.			
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 - Integrate career readiness skills into education and training programs with an emphasis on adult education.	
Goal targets	Status/Progress
75% of Bridge students who successfully complete a bridge will also successfully complete a college-level course.	Achieved. This strategy was institutionalized effective FY2013.
50% of adult Fast Track programs and 10% of the general (non-adult exclusive) career programs will include integrated career readiness skills.	Not Achieved. This 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.	Partially Achieved. Conducted a trial of the WorkKeys examinations and the KeyTrain remediating software for Non-Native Literacy (NNL) students within the Adult Educational Development (AED) Department. Although results were higher than anticipated, concerns regarding the assessments persist.
Accomplishments for FY2015	
<ul style="list-style-type: none"> Conducted a trial of the WorkKeys examinations and the KeyTrain remediating software for NNL students within the AED Department. 	
Overall contributions to the 2010-2015 Strategic Plan	
<ul style="list-style-type: none"> Initiated three strategies to address career readiness in the College's adult student population: GED Student Transitions; Employability Skills in Returning Adult Students; and Career Readiness Certification. Supported AED Bridge students as they transition to their first credit class through the GED Student Transitions strategy. Evaluation results showed that students in this program had higher course success rates than the general population. Institutionalized GED Student Transitions in FY2013. Investigated a program to improve the employability skills of adult students (i.e., ages 25 and older) enrolled in career and technical programs through the Employability Skills in Returning Adult Students strategy. Researched embedding career readiness certifications (i.e., ACT's NCRC) into AED programs through the Career Readiness Certification strategy. 	
Active strategies for FY2015	
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 the National Career Readiness Certification (NCRC) using select GED and Non-Native Literacy (NNL) classes and faculty in fall 2014.	Completed. Trial consisted of approximately 40 NNL students. Participating students prepared for NCRC WorkKeys assessments through online training modules (KeyTrain) out of class and by attempting pre-tests while in the classroom. Participants achieving a level of 3 or higher on their pre-tests were prompted to attempt the NCRC WorkKeys assessments. Out of the 40 students, 12 students moved forward in attempting NCRC WorkKeys assessments.
Analyze data from trial. Determine efficacy of widespread implementation among Adult Educational Development (AED) students.	Completed. Students participating in the trial exhibited enhanced academic achievement and gains in student learning. After the initial screening, the NNL student group was selected for participation in the trial based on level of preparedness and the ability to allot class time for administering the assessments. Concerns were raised regarding adding the NCRC activities to the current class design because of the time commitment required.
Based on the results of the trial, move to pilot planning and pilot phases.	Not Completed. Although results were higher than anticipated, concerns regarding the assessments persist. Those concerns include: cost of the assessments, loss of class time preparing for and administering assessments, and low adoption rate among employers. Additional trials are needed before increasing the scale of the project.
Accomplishments for FY2015	
<ul style="list-style-type: none"> Conducted a trial of the WorkKeys assessments and the KeyTrain remediating software. Analyzed trial data and concluded that participating students achieved enhanced academic achievement and gains in students learning. 	
Overall contributions to the 2010-2015 Strategic Plan	
<ul style="list-style-type: none"> Investigated embedding career readiness certifications (i.e., ACT's NCRC) into AED. Conducted multiple trials of certification exams. 	

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.

The Funding Team promoted efforts at the College to identify additional resources that could be used for improving student success. As part of these efforts, a feasibility study was conducted to gauge community support for the needs of Harper College. The group also worked with the College community to help secure 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. These efforts resulted in increased overall giving from year to year.

Target	Not Achieved	Partially Achieved	Achieved
Build a case for support and grant narrative to articulate resource needs to be leveraged for grant writing and to cultivate/solicit private donors. (Target achieved FY2013.)			
Determine a process for assessing, assimilating and articulating the external resource needs of the College. (Target achieved FY2014.)			
Secure support from government and private sources to meet the funding and partnership needs of the Strategic Plan activities. (Target achieved FY2015.)			

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
Build a case for support and grant narrative to articulate resource needs to be leveraged for grant writing and to cultivate/solicit private donors.	Achieved. A case brochure “Finish” was developed, printed and distributed to individuals to cultivate/solicit private donors; this target was completed in FY2013.
Determine a process for assessing, assimilating and articulating the external resource needs of the College.	Achieved. A feasibility study was conducted through Campbell & Company to determine external support to meet the needs of the College; this target was completed in FY2014.
Secure support from government and private sources to meet the funding and partnership needs of the Strategic Plan activities.	Achieved. A private donor, Power Construction, was secured to sponsor and host the 2015 Strategic Planning Conference.
Accomplishments for FY2015	
<ul style="list-style-type: none"> • Launched the Promise fundraising initiative in support of the Harper College Promise Scholarship Program with a goal of raising \$5 million to match existing funds over the next three years. • Secured private, state and federal grants including the 2014-2019 \$2 million Title III funding, the \$71,500 Workforce Innovation and Opportunity Act (WIOA) grant and continuation of the \$12.9 million Trade Adjustment Assistance Community College and Career Training (TAACCCT) government grant. 	
Overall contributions to the 2010-2015 Strategic Plan	
<ul style="list-style-type: none"> • Conducted a feasibility study to gauge community support for the needs of Harper College. • 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 TAACCCT grant and a \$1 million gift from Rita and John Canning. • Developed a donor relationship plan to strengthen the donor pipeline and increase engagement opportunities throughout the donors’ giving cycle. • Increased overall giving from year to year. 	
Active strategies for FY2015	
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.

Over the course of the Strategic Plan, the Accountability Team led campus efforts in developing a culture of accountability and transparency at Harper. The development of Institutional Effectiveness Measures (IEMs) and Strategic Plan goal targets enabled the College to track and communicate progress on key performance indicators and the Strategic Plan. This communication was simplified through user-friendly dashboards located on the external website. The team also worked in a consultative role with the goal and strategy teams, encouraging evaluation and the use of data in planning and decision making.

Target	Not Achieved	Partially Achieved	Achieved
Identify IEM targets. (Target achieved FY2012).			
Identify Strategic Plan Goal targets. (Target achieved FY2012.)			
Deploy IEM dashboard. (Target achieved FY2013.)			
Deploy Strategic Plan dashboard. (Target achieved FY2013.)			
Collaborate with goal and strategy teams to develop and review evaluation plans. (Target achieved FY2015.)			

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
Identify Institutional Effectiveness Measures (IEM) targets.	Achieved. The Harper College Board of Trustees approved the IEM targets in May 2012.
Identify Strategic Plan Goal targets.	Achieved. In FY2012, strategic planning goal teams identified long-term targets for their goals.
Deploy IEM Dashboard.	Achieved. Collaborated with Information Technology (IT), Institutional Effectiveness (IE) and Marketing Services to deploy dashboard in July 2013.
Deploy Strategic Plan dashboard.	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.	Achieved. Collaborated with goal and strategy teams to develop and review evaluation plans over the course of the five-year Strategic Plan.
Accomplishments for FY2015	
<ul style="list-style-type: none"> • Worked with the goal and strategy teams on the development, review and evaluation of evaluation plans. The team collaborated on evaluation plans for Engagement and Leadership Initiative to Transition Effectively (E.L.I.T.E.), Project Excel, First Year Seminars (FYS), Adelante Academy and Student On-Campus Employment. • Made recommendations to the Champion Team based on evaluation plans and results. • Conducted a review of the current IEMs and made a recommendation on refocused IEMs to the Board of Trustees. The refocused IEMs will become effective in FY2016. 	
Overall contributions to the 2010-2015 Strategic Plan	
<ul style="list-style-type: none"> • Led campus efforts in developing a culture of accountability and transparency at Harper. • Developed IEMs and Strategic Plan goal targets, enabling the College to track and communicate progress on key performance indicators and the Strategic Plan. This communication was simplified through user-friendly dashboards located on the external website. • Worked in a consultative role with the goal and strategy teams, encouraging evaluation and the use of data in planning and decision making. 	
Active strategies for FY2015	
None	

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.

The Decrease Student Achievement Gaps Team developed several projects designed to address the needs of specific populations at the College. Despite not directly impacting some long-term goal targets, the team realized successful results for several student-oriented initiatives, such as Placement for Success, R.E.A.C.H., Early Alert and Student On-Campus Employment. The lack of institutional impact was largely due to lack of scale. Although each initiative decreased student achievement gaps, the total percentage of students involved in the initiatives represented less than 10% of the targeted students. The next strategic plan will focus on taking successful programs to scale. For example, work continues with First Year Seminars (FYS), which is designed to impact the success of students within their first year at the College.

The goal team set targets centering on new, degree-seeking students as well as the specific student groups of focus for the Strategic Plan: developmental, young male and black non-Hispanic students. The specific outcomes for these groups are included on the following pages.

New, degree-seeking (non-developmental) students showed relatively constant fall to spring persistence rates as well as decreases in success rates for both gatekeeper math and gatekeeper English. Developmental students increased success rates in developmental math, reading and writing from the baseline to the most recent cohort, but showed flat or decreasing success in gatekeeper courses after completion of a given developmental sequence.

Young males, those 20-24 at the time of their first credit course enrollment at Harper College, also increased success rates in developmental math, reading and writing. Despite these increases, young males decreased fall to spring persistence as well as gatekeeper course success rates.

Among the student groups of focus, black non-Hispanic students showed the most improvement over the course of the Strategic Plan. Fall to spring persistence rates and developmental math, reading and writing success rates increased, along with success in gatekeeper English after completion of developmental reading or writing. The group also improved overall gatekeeper English success. However, success in gatekeeper math after completion of the developmental sequence decreased, and overall gatekeeper math success rates remained relatively stable.

Strategic Plan Outcomes

Target	Not Achieved	Partially Achieved	Achieved
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%. (Target achieved FY2015.)			
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%.			

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 targets	Status/Progress
<p>Increase semester to semester persistence:</p> <ul style="list-style-type: none"> • New, degree-seeking students increase by 3% over the baseline. • Special populations (developmental, young male¹, black non-Hispanic) increase by 5% over the baseline. 	<p>New, degree-seeking students: Not Achieved.</p> <ul style="list-style-type: none"> • New, degree-seeking student persistence rates increased 0.3%. <ul style="list-style-type: none"> ○ Fall 2009 to spring 2010: 77.8% (2,160/2,778) ○ Fall 2013 to spring 2014: 78.1% (2,630/3,369) <p>Special populations: Partially Achieved.</p> <ul style="list-style-type: none"> • Developmental student persistence rates decreased 4.0%. <ul style="list-style-type: none"> ○ Fall 2009 to spring 2010: 79.5% (1,026/1,290) ○ Fall 2013 to spring 2014: 75.5% (1,058/1,401) • Young male persistence rates decreased 6.9%. <ul style="list-style-type: none"> ○ Fall 2009 to spring 2010: 68.4% (154/225) ○ Fall 2013 to spring 2014: 61.5% (174/283) • Black non-Hispanic persistence rates increased 7.5%. <ul style="list-style-type: none"> ○ Fall 2009 to spring 2010: 70.1% (157/224) ○ Fall 2013 to spring 2014: 77.6% (156/201)
<p>Increase success in developmental course/sequence:</p> <ul style="list-style-type: none"> • New, degree-seeking students increase by 3% over the baseline. • Special populations (young male¹, black non-Hispanic) increase by 5% over the baseline. 	<p>New, degree-seeking students: Achieved.</p> <ul style="list-style-type: none"> • Developmental math success rates increased 3.1%. <ul style="list-style-type: none"> ○ Fall 2007 to spring 2010 cohort: 67.7% (779/1,150) ○ Fall 2011 to spring 2014 cohort: 70.8% (716/1,012) • Developmental reading success rates increased 13.3%. <ul style="list-style-type: none"> ○ Fall 2007 to spring 2010 cohort: 67.8% (263/388) ○ Fall 2011 to spring 2014 cohort: 81.1% (356/439) • Developmental writing success rates increased 9.9%. <ul style="list-style-type: none"> ○ Fall 2007 to spring 2010 cohort: 66.1% (254/384) ○ Fall 2011 to spring 2014 cohort: 76.0% (316/416) <p>Special populations: Partially Achieved.</p> <ul style="list-style-type: none"> • Young male <ul style="list-style-type: none"> ○ Developmental math success rates increased 0.8%. <ul style="list-style-type: none"> ▪ Fall 2007 to spring 2010 cohort: 54.3% (44/81) ▪ Fall 2011 to spring 2014 cohort: 55.1% (38/69) ○ Developmental reading success rates increased 12.4%. <ul style="list-style-type: none"> ▪ Fall 2007 to spring 2010 cohort: 47.6% (10/21) ▪ Fall 2011 to spring 2014 cohort: 60.0% (15/25) ○ Developmental writing success rates increased 23.6%. <ul style="list-style-type: none"> ▪ Fall 2007 to spring 2010 cohort: 40.0% (12/30) ▪ Fall 2011 to spring 2014 cohort: 63.6% (21/33)

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 (continued).	
Goal targets	Status/Progress
<p>Increase success in developmental course/sequence (continued):</p> <ul style="list-style-type: none"> • Special populations (young male¹, black non-Hispanic) increase by 5% over the baseline. 	<ul style="list-style-type: none"> • Black non-Hispanic <ul style="list-style-type: none"> ○ Developmental math success rates increased 20.1%. <ul style="list-style-type: none"> ▪ Fall 2007 to spring 2010 cohort: 40.9% (38/93) ▪ Fall 2011 to spring 2014 cohort: 61.0% (75/123) ○ Developmental reading success rates increased 35.7%. <ul style="list-style-type: none"> ▪ Fall 2007 to spring 2010 cohort: 30.6% (15/49) ▪ Fall 2011 to spring 2014 cohort: 66.3% (55/83) ○ Developmental writing success rates increased 28.1%. <ul style="list-style-type: none"> ▪ Fall 2007 to spring 2010 cohort: 40.8% (20/49) ▪ Fall 2011 to spring 2014 cohort: 68.9% (51/74)
<p>Increase success rate of students who enter gatekeeper from developmental courses:</p> <ul style="list-style-type: none"> • 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. 	<p>New, degree-seeking students: Not Achieved.</p> <ul style="list-style-type: none"> • Highest level of developmental math to gatekeeper math success rates increased 1.5%. <ul style="list-style-type: none"> ○ Fall 2008 to summer 2011: 56.5% (252/446) ○ Fall 2011 to summer 2014: 58.0% (242/417) • Highest level of developmental reading or writing to gatekeeper English success rates decreased 5.8%. <ul style="list-style-type: none"> ○ Fall 2008 to summer 2011: 67.4% (252/374) ○ Fall 2011 to summer 2014: 61.6% (233/378) <p>Special populations: Not Achieved.</p> <ul style="list-style-type: none"> • Black non-Hispanic <ul style="list-style-type: none"> ○ Highest level of developmental math to gatekeeper math success rates decreased 7.3%. <ul style="list-style-type: none"> ▪ Fall 2008 to summer 2011: 48.0% (12/25) ▪ Fall 2011 to summer 2014: 40.7% (11/27) ○ Highest level of developmental reading or writing to gatekeeper English success rates increased 3.2%. <ul style="list-style-type: none"> ▪ Fall 2008 to summer 2011: 52.1% (25/48) ▪ Fall 2011 to summer 2014: 55.3% (26/47)
<p>Increase success in gatekeeper courses:</p> <ul style="list-style-type: none"> • New, degree-seeking students increase by 3% over the baseline. 	<p>New, degree-seeking students: Not Achieved.</p> <ul style="list-style-type: none"> • Gatekeeper math success rates decreased 6.7%. <ul style="list-style-type: none"> ○ Fall 2007 to spring 2010: 77.2% (688/891) ○ Fall 2011 to spring 2014: 70.5% (574/814) • Gatekeeper English success rates decreased 2.3%. <ul style="list-style-type: none"> ○ Fall 2007 to spring 2010: 82.6% (1,342/1,624) ○ Fall 2011 to spring 2014: 80.3% (1,256/1,565)

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 targets	Status/Progress
<p>Increase success in gatekeeper courses (continued):</p> <ul style="list-style-type: none"> • Special populations (developmental, young male¹, black non-Hispanic) increase by 5% over the baseline. 	<p>Special Populations: Not Achieved.</p> <ul style="list-style-type: none"> • Developmental <ul style="list-style-type: none"> ○ Gatekeeper math success rates for students who originally placed into developmental math decreased 2.0%. <ul style="list-style-type: none"> ▪ Fall 2007 to spring 2010: 72.3% (193/267) ▪ Fall 2011 to spring 2014: 70.3% (175/249) ○ Gatekeeper English success rates for students who originally placed into developmental reading increased 0.5%. <ul style="list-style-type: none"> ▪ Fall 2007 to spring 2010: 81.0% (209/258) ▪ Fall 2011 to spring 2014: 81.5% (190/233) ○ Gatekeeper English success rates for students who originally placed into developmental writing decreased 0.5%. <ul style="list-style-type: none"> ▪ Fall 2007 to spring 2010: 79.3% (88/111) ▪ Fall 2011 to spring 2014: 78.8% (104/132) • Young male <ul style="list-style-type: none"> ○ Gatekeeper math success rates decreased 15.6%. <ul style="list-style-type: none"> ▪ Fall 2007 to spring 2010: 66.7% (28/42) ▪ Fall 2011 to spring 2014: 51.1% (24/47) ○ Gatekeeper English success rates decreased 7.3%. <ul style="list-style-type: none"> ▪ Fall 2007 to spring 2010: 65.1% (54/83) ▪ Fall 2011 to spring 2014: 57.8% (48/83) • Black non-Hispanic <ul style="list-style-type: none"> ○ Gatekeeper math success rates increased 0.6%. <ul style="list-style-type: none"> ▪ Fall 2007 to spring 2010: 43.8% (7/16) ▪ Fall 2011 to spring 2014: 44.4% (16/36) ○ Gatekeeper English success rates increased 3.3%. <ul style="list-style-type: none"> ▪ Fall 2007 to spring 2010: 62.7% (37/59) ▪ Fall 2011 to spring 2014: 66.0% (64/97)

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 (continued).

Accomplishments for FY2015

- Conducted a second trial of Engagement and Leadership Initiative to Transition Effectively (E.L.I.T.E.), providing comprehensive support for students within the program.
- Conducted a second pilot of First Year Seminar (FYS) courses, enrolling 103 students in four 3-credit-hour sections and two 1-credit-hour linked sections.
- Institutionalized Student On-Campus Employment.

Overall contributions to the 2010-2015 Strategic Plan

- Institutionalized Placement for Success, R.E.A.C.H., Early Alert and Student On-Campus Employment. These successful student-oriented initiatives achieved measurable positive results despite not directly impacting long-term goal targets.
- Conducted Accelerated Pipeline trials, designed to accelerate students through developmental courses or target specific population groups for support. Although results were mixed and the initiative was moved to inactive status, the College uses the work of the team to improve student progress within the math and English departments.
- Conducted two E.L.I.T.E. trials, targeting first-time, full-time, African American students for comprehensive support and assistance. Continued to improve and evaluate the intervention to determine potential for movement to scale.
- Oversaw the evolution and implementation of FYS, which included redevelopment of students' initial experiences at Harper and integration with their academic goals. Early results indicate that the objectives of FYS may have long-term benefits to Harper students.
- Evaluated the effects of multiple, broad interventions at achieving specific institution-level goals. Identified challenges associated with integrating results from multiple projects, even when those interventions were successful at improving other student outcomes.

Active strategies for FY2015

Diverse Student Engagement
Student On-Campus Employment
First Year Seminars

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 the Engagement and Leadership Initiative to Transition Effectively (E.L.I.T.E.), the leadership program for African American students, for a second year with 15 new full-time students.	Completed. The second E.L.I.T.E. cohort began in fall 2014 with 16 first-time, full-time, African American students.
Track persistence of E.L.I.T.E. cohort from fall to spring, credit hours taken, and GPA, as well as engagement levels with faculty mentors, counselors and program coordinators.	Completed. Of the 16 students in the E.L.I.T.E. cohort, 100% (16/16) completed the fall semester and enrolled as full-time students in the spring. A total of 75% of students (12/16) obtained a fall and spring GPA of 2.0 or higher. All 16 students met regularly with faculty mentors and counselors during both the fall and spring semesters, while the E.L.I.T.E. coordinators managed the program.
Assist students with employment on and off campus via career seminars and coaching.	Completed. A career workshop was provided to help E.L.I.T.E. students identify majors. Career assessments were utilized to assist the students in further exploration of their chosen career paths. 31% of E.L.I.T.E. students (5/16) obtained on-campus employment.
Assist students with the development of personal and professional short-term and long-term goals.	Completed. The E.L.I.T.E. cohort attended workshops focusing on leadership, academic/career topics and cultural enrichment. Additionally, students' individual progress toward goals was tracked in 1.5 hour monthly meetings with E.L.I.T.E. counselors.
Revise E.L.I.T.E. contract components, and track and monitor engagement levels.	Completed. Several components of the E.L.I.T.E. contract were revised to help improve intended program outcomes. Of the 16 students in the cohort, 100% completed a first-year success course. Students achieved increased engagement levels through attendance at workshops, monitoring usage of meal cards and tracking in the Early Alert system.
Track and monitor overall effectiveness of E.L.I.T.E. program. Submit recommendation for E.L.I.T.E. to be piloted or moved to inactive status.	Completed. A focus group was conducted for E.L.I.T.E. students at the end of the spring semester. After considering trial results and potential for scalability, a recommendation to discontinue the E.L.I.T.E. program was submitted and approved.

Strategic Plan Outcomes

<p>Strategic Direction - Completion - Increase completion and achievement of all students with a focus on underperforming student groups.</p>
<p>Goal - Decrease student achievement gaps of developmental, young male and black non-Hispanic students, while increasing academic achievement for all.</p>
<p>Strategy - Diverse Student Engagement (continued)</p>
<p>Accomplishments for FY2015</p> <ul style="list-style-type: none"> • Led a second trial of the E.L.I.T.E. program with 16 students. Program participants achieved a fall to spring persistence rate of 100%. • Conducted a focus group, which revealed overall positive results for program participants. The planned engagement activities, including meetings with mentors and counselors, along with monthly workshops, received the most positive feedback in assisting with successful transitions during students' first year at Harper. • Implemented the use of debit meal cards by E.L.I.T.E. members; feedback was positive, and more than 70% of the total meal card budget was spent. • Improved the connection with the Student On-Campus Employment strategy, with five E.L.I.T.E. students obtaining on-campus employment. Mentors served a role by hiring students in their departments.
<p>Overall contributions to the 2010-2015 Strategic Plan</p> <ul style="list-style-type: none"> • Investigated strategies to increase retention and completion of African American students at Harper, including research of best practices (locally, regionally and nationally). • Conducted trials of support programs for underrepresented men (M.A.L.E. Institute) and women (Sistertalk for the Soul). These groups were moved out of the Strategic Plan and continue to support students at the College. • Conducted three Black Teen Leadership Symposia; the event continues annually at the College. • Developed and implemented the E.L.I.T.E. program and related outcomes. These high-impact practices (contract components) have been researched across two-year and four-year institutions as being effective and impactful with underrepresented students. • Conducted two trials of the E.L.I.T.E. program. • Revised contract components between first and second E.L.I.T.E. trials. • Gathered focus group feedback after the second E.L.I.T.E. trial, which indicated that the contract components centering on transitional and college readiness skills, campus engagement, and mentoring relationships provide the needed support for students to understand college-level expectations and have a sense of belonging. Lessons learned from the E.L.I.T.E. trials will be used to inform future projects that focus on improving outcomes for underrepresented student groups.

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
Continue the Student Worker Initiative for Underrepresented Students.	<p>Completed. The Student Worker Initiative continued to grow during FY2015.</p> <p>A 1.6-hour noncredit course was held in the summer of 2014. A total of 13 students enrolled and 100% of those students completed the course.</p> <p>The percentage of students working on campus increased by 5.4% from FY2014 (388 students) to FY2015 (409 students).</p> <p>The percentage of African American students working on campus increased by 12.2% from FY2014 (41 students) to FY2015 (46 students).</p>
Collaborate with Accountability Team and Champion Team to institutionalize Student Worker Training project.	<p>Completed. This project was institutionalized effective FY2015.</p>
Accomplishments for FY2015	
<ul style="list-style-type: none"> • Institutionalized the student employment process under the Job Placement Resource Center. • Continued the Student Worker Initiative by offering a noncredit course for underrepresented students. • Increased overall numbers of students who worked as student employees. 	
Overall contributions to the 2010-2015 Strategic Plan	
<ul style="list-style-type: none"> • Increased overall number of students and underrepresented students who worked as student employees. • Developed and offered information and training programs for new student workers, and developed student and supervisor training manuals. • Formalized the hiring process using the Human Resource Online Employment Site. • Institutionalized the student employment process under the Job Placement Resource Center. • Established an annual student worker appreciation lunch in 2012, and named the first student employee of the year in 2015. 	

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 13 pilot sections of the First Year Seminar (FYS) course during the fall 2014 semester, seven of which will be offered in the 3-credit-hour format and six of which will be in the 1-credit-hour format linked to a content course.	Completed. A total of 13 pilot sections of FYS were offered in fall 2014, seven sections in the 3-credit-hour format and six in the 1-credit-hour linked format. However, only six sections of FYS ran: four 3-credit-hour sections and two 1-credit-hour linked sections. Planning and marketing were delayed due to the curriculum approval process. This delay may have impacted enrollment.
Complete an evaluation of the FYS pilots, which will include a course-level assessment project.	Partially Completed. The overall project evaluation of the FYS pilots was completed. Evaluation of two course-level outcomes is in process, as data from common assignments are still being evaluated.
Offer a professional development series for faculty teaching the FYS courses that meets the needs of new and returning faculty as well as addressing the unique features of the 3-credit-hour and 1-credit-hour formats.	Completed. In collaboration with the Academy for Teaching Excellence, a series of professional development sessions were designed and presented to faculty who teach the FYS courses. Mentors were assigned to faculty to address professional development needs related to various credit hour formats.
Based on the fall 2014 pilot and evaluation results, submit a recommendation about and prepare for FYS courses for the fall 2015 semester.	Completed. Planned a third pilot of the FYS course for fall 2015. Additional sections and formats will be offered to include courses that target diverse groups of first-time, degree-seeking students.
Accomplishments for FY2015	
<ul style="list-style-type: none"> • Facilitated an additional FYS course pilot in fall 2014. • Received formal approval for FYS101 from the curriculum committee, allowing FYS course offerings for variable credit. This course designation provides the opportunity to experiment with different formats to meet the needs of additional students. • Joined the Title III Grant Team, which will provide additional resources and support to help bring the FYS course to scale. • Collaborated with Enrollment Services and Marketing Services to create a comprehensive marketing approach for new students and their parents. 	
Overall contributions to the 2010-2015 Strategic Plan	
<ul style="list-style-type: none"> • Created a course to support first-time, degree-seeking students with the ultimate goal of increasing student persistence and completion. Engaged more than 50 faculty members in the design and teaching of the course over two pilots. • Reviewed and improved the course based on evaluation and feedback. Planned a third pilot, which will include expanded offerings to accommodate the various needs and interests of new students and prepare them for the rigors of college-level work. • Revised the course outcomes and common assignments used in the class to facilitate consistency across sections. • Developed a mentoring program and team-led professional development programs for FYS faculty. 	

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 sender high school districts who begin in credit-bearing courses.

The Increase Percentage of Freshmen in Credit Courses Team led the College in meeting its objective of increasing the percentage of first-time, full-time freshmen that enter Harper in credit-bearing course work. Through collaboration with area high school partners, the team developed summer intervention/bridge programs that resulted in additional students placing into credit-bearing course work upon entering the College. The variety of bridge program pilots served students with a range of needs and will help the College to better define summer interventions moving forward.

Target	Not Achieved	Partially Achieved	Achieved
60% of all first-time, full-time students from our sender high schools will enter Harper in credit-bearing course work.			

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 sender high school districts who begin in credit-bearing courses.

Goal targets

60% of all first-time, full-time students from our sender high schools will enter Harper in credit-bearing course work.

Status/Progress

Achieved. In fall 2014 and spring 2015, 71.2 % (1,395/1,960) of first-time Harper students from sender high schools entered in credit-bearing courses, an increase from 51.0% (1,099/2,157) in fall 2010 and spring 2011.

- In fall 2014 and spring 2015, 69.1% (969/1,403) of first-time students from sender high schools entered Harper math in credit-bearing courses, an increase from 45.2% (751/1,660) in fall 2010 and spring 2011.
- In fall 2014 and spring 2015, 87.7% (1,365/1,556) of first-time students from sender high schools entered Harper English in credit-bearing courses, an increase from 78.7% (1,332/1,693) in fall 2010 and spring 2011.

Note: These numbers exclude dual-credit students.

Accomplishments for FY2015

- Conducted a second pilot of Adelante Academy in summer 2014 with 23 students completing the program. The program is a joint project with Barrington High School 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.
- Conducted the second pilot of Project Excel in summer 2014. 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. The second pilot was altered to include more rigorous course work in sociology, chemistry and English.

Overall contributions to the 2010-2015 Strategic Plan

- Assisted the College in meeting its objective of increasing the percentage of first-time, full-time freshmen that enter the institution in credit-bearing course work.
- Collaborated with area high school partners to develop summer intervention/bridge programs that resulted in additional students placing into credit-bearing course work upon entering Harper College.
- Piloted bridge programs that vary in need, scope and population, leading to better definitions of summer interventions to support students that are close to placing into college-level courses.
- Used feedback to improve the quality of the summer bridge programs. Recruited experienced Harper faculty for all content area and support positions, improved math instruction, and completed intense curricular planning and faculty development specific to the contextualized approach and student population.

Active strategies for FY2015

Adelante Academy

Project Excel

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 sender high school districts who begin in credit-bearing courses.	
Strategy - Adelante Academy	
Intended outcomes	Status/Progress
Complete and evaluate the summer 2014 pilot of Adelante Academy, including analysis of retention, persistence and GPA information.	Completed. Conducted and evaluated the second year of the Adelante Academy pilot. A total of 88.5% of students (23/26) completed the program, and 91.7% of the program's high school seniors (11/12) enrolled at Harper in fall 2014.
Case manage students during the 2014-15 academic year.	Not Completed. Students were not case managed during FY2015. There was a change in program coordinators mid-year, and the decision was made to focus only on the summer program moving forward.
Work with Barrington High School and the Northwest Educational Council for Student Success (NECSS) to submit a recommendation for Adelante Academy to be institutionalized or moved to inactive status.	Not Completed, Other Progress. A decision was made to administer a third pilot of Adelante prior to making a request for institutionalization. The third pilot allows the College to evaluate the expansion of the program to include students from additional sender high schools. The third pilot is being conducted in summer 2015.
Based on Champion Team decision, determine process for institutionalization of project or communication of move to inactive status.	
Contingent on institutionalization, determine stakeholders to house the project, develop a plan for informing other sender high school districts about the opportunity, determine future funding responsibilities, and launch Adelante Academy in summer 2015.	
Accomplishments for FY2015	
<ul style="list-style-type: none"> • Completed and evaluated the second Adelante Academy pilot. • Refined the process for determining eligibility for participation in Adelante, and extended the invitation for summer 2015 to other high schools in Harper's district. • Developed more defined and structured professional development for the faculty teaching in Adelante. • Identified a new program coordinator and completed the coordinator transition in January 2015. • Secured enrollment commitments from 40 students for summer 2015. 	
Overall contributions to the 2010-2015 Strategic Plan	
<ul style="list-style-type: none"> • Conducted two summer bridge pilots, which supported the goal of increasing the percentage of first-time, full-time freshman that enter Harper in credit-bearing courses. • Focused on Hispanic and Latino students, creating a means for the College to assist with their academic success. • Supported the development of bridge programs that are not limited to the lowest performing students, but that support college readiness and exposure to college course work for students who are on the cusp of being college-ready. 	

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 sender high school districts who begin in credit-bearing courses.	
Strategy - Project Excel	
Intended outcomes	Status/Progress
Complete and evaluate summer 2014 pilot of Project Excel.	Partially Completed. A second pilot of Project Excel was conducted in summer 2014. However, the evaluation was not completed, as the pre-test administration was not followed by the appropriate post-test administration. Additionally, focus groups conducted at the high school did not evaluate the College's goals for Project Excel.
Work with Palatine High School and District 211 to submit a recommendation for Project Excel to be institutionalized or moved to inactive status.	Not Completed, Other Progress. A decision was made to run a third pilot of Project Excel prior to making a request for institutionalization. The College determined further evaluation was needed before expanding the project. The third pilot is being conducted in summer 2015.
Based on Champion Team decision, determine process for institutionalization of project or communication of move to inactive status.	
Accomplishments for FY2015	
<ul style="list-style-type: none"> • Conducted the second pilot of Project Excel. • Met with colleagues at Palatine High School during FY2015 to review the summer 2014 pilot and plan the third pilot in summer 2015. • Established funding for the third Project Excel pilot and planned implementation for summer 2015. • Identified a new program coordinator. 	
Overall contributions to the 2010-2015 Strategic Plan	
<ul style="list-style-type: none"> • Partnered with Palatine High School to provide a college program to high school juniors, to include college-level rigor and experiences. • Redefined the program to better meet the needs of the high school in terms of greater rigor, additional college-level experiences for the students, and more clarity around the program as a whole. • Implemented changes based on the lessons learned during the pilots, which will also be used to inform future high school partnership and bridge initiatives. 	

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.

The Completion Team contributed to awarding 8,496 degrees and certificates toward the goal of 10,604 additional credentials by 2020. This increase in completers also improved the Harper College IPEDS graduation rate by 10.2% from 13.9% for the 2010 reported year to 24.1% for the 2013 reported year. The team implemented a Completion Concierge initiative, identifying and mailing letters to students who were very close to completing or already qualified for a certificate or degree. The team also developed new dual-degree partnership agreements with seven schools: DePaul University, University of Illinois Urbana-Champaign, Eastern Illinois University, Roosevelt University, Northern Illinois University, Governors State University and Rasmussen College.

Target	Not Achieved	Partially Achieved	Achieved
Continue to expand dual-degree programs with other four-year institutions. (Target achieved FY2015.)			
Increase the number of degrees and certificates conferred to over 3,000 annually. (Target achieved FY2015.)			

Strategic Plan Outcomes

Strategic Direction - Completion - Increase completion and achievement of all students with a focus on underperforming student groups.																																																																	
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Goal targets	Status/Progress																																																																
Continue to expand dual-degree programs with other four-year institutions.	Achieved. Finalized the PharmD partnership with Roosevelt University. Collaborated with Northern Illinois University (NIU) to develop the Business Dual-Degree and the NIU Bound Dual-Degree Programs.																																																																
Increase the number of degrees and certificates conferred to over 3,000 annually.	<p>Achieved. Following are the official number of degrees and certificates awarded during FY2015:</p> <p>Summer 2014</p> <table border="1"> <tr><td>Associate in Arts</td><td>167</td></tr> <tr><td>Associate in Science</td><td>25</td></tr> <tr><td>Associate in Fine Arts</td><td>1</td></tr> <tr><td>Associate in Applied Science</td><td>83</td></tr> <tr><td>Associate in General Studies</td><td>15</td></tr> <tr><td>Certificates</td><td>246</td></tr> <tr><td>Total</td><td>537</td></tr> <tr><td>AA degrees awarded did not petition</td><td>21</td></tr> <tr><td>Certificates awarded did not petition</td><td>385</td></tr> <tr><td>Total for summer 2014</td><td>943</td></tr> </table> <p>Fall 2014</p> <table border="1"> <tr><td>Associate in Arts</td><td>246</td></tr> <tr><td>Associate in Science</td><td>48</td></tr> <tr><td>Associate in Engineering Science</td><td>2</td></tr> <tr><td>Associate in Applied Science</td><td>169</td></tr> <tr><td>Associate in General Studies</td><td>20</td></tr> <tr><td>Certificates</td><td>470</td></tr> <tr><td>Total</td><td>955</td></tr> <tr><td>AA degrees awarded did not petition</td><td>58</td></tr> <tr><td>Certificates awarded did not petition</td><td>159</td></tr> <tr><td>Total for fall 2014</td><td>1,172</td></tr> </table> <p>Spring 2015</p> <table border="1"> <tr><td>Associate in Arts</td><td>341</td></tr> <tr><td>Associate in Science</td><td>73</td></tr> <tr><td>Associate in Fine Arts</td><td>6</td></tr> <tr><td>Associate in Engineering Science</td><td>7</td></tr> <tr><td>Associate in Applied Science</td><td>240</td></tr> <tr><td>Associate in General Studies</td><td>32</td></tr> <tr><td>Certificates</td><td>675</td></tr> <tr><td>Total</td><td>1,374</td></tr> <tr><td>AA degrees awarded did not petition</td><td>81</td></tr> <tr><td>Certificates awarded did not petition</td><td>66</td></tr> <tr><td>Total for spring 2015</td><td>1,521</td></tr> <tr><td>Total degrees/certificates FY2015</td><td>3,636</td></tr> </table>	Associate in Arts	167	Associate in Science	25	Associate in Fine Arts	1	Associate in Applied Science	83	Associate in General Studies	15	Certificates	246	Total	537	AA degrees awarded did not petition	21	Certificates awarded did not petition	385	Total for summer 2014	943	Associate in Arts	246	Associate in Science	48	Associate in Engineering Science	2	Associate in Applied Science	169	Associate in General Studies	20	Certificates	470	Total	955	AA degrees awarded did not petition	58	Certificates awarded did not petition	159	Total for fall 2014	1,172	Associate in Arts	341	Associate in Science	73	Associate in Fine Arts	6	Associate in Engineering Science	7	Associate in Applied Science	240	Associate in General Studies	32	Certificates	675	Total	1,374	AA degrees awarded did not petition	81	Certificates awarded did not petition	66	Total for spring 2015	1,521	Total degrees/certificates FY2015	3,636
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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 number of certificate and degree completers (continued).

Accomplishments for FY2015

- Awarded 3,636 degrees and certificates for FY2015.
- Completed dual-degree partnerships with Roosevelt University and Northern Illinois University.
- Hired a student assistant to market the Commit to Complete campaign through staffing of information tables at campus events; developed marketing materials designed to promote the completion initiative and the benefits of completing a credential at Harper; and planned the best locations on campus to reach students.

Overall contributions to the 2010-2015 Strategic Plan

- Awarded 8,496 degrees and certificates toward the goal of 10,604 additional credentials by 2020.
- Developed new partnership agreements with seven schools: DePaul University, University of Illinois Urbana-Champaign, Eastern Illinois University, Roosevelt University, Northern Illinois University, Governors State University and Rasmussen College.
- Worked with Student Development counselors and the Center for New Students and Orientation to boost awareness of the benefits of completing a credential before transfer; students are educated at Orientation as well as throughout their program of study.
- Implemented a Completion Concierge initiative; identified and mailed letters to students who were very close to completing or already qualified for a certificate or degree. Encouraged those students to return, meet with a counselor if needed, and finish the credential.
- Supported the Phi Theta Kappa student completion initiative, Commit to Complete.
- Worked with Student Development and the Registrar's Office to reduce restrictions of the Associate in General Studies (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.
- Worked with Information Technology to improve convenience of the Transferology website. This student-friendly, online tool assists students in understanding the transfer process.

Active strategies for FY2015

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 annual reports from all 11 targeted course teams, documenting progress on assessment of student learning and plans for the next steps in outcomes assessment in FY2015.	Completed. Gathered reports from the 11 targeted course teams, which described their efforts to assess student learning at the course level. In the fall 2014 reports, one team reported revision of course outcomes and ten teams completed a full assessment cycle. All ten teams that completed the full assessment cycle also developed plans to use the assessment results for improvement.																																							
Implement strategies designed to improve student course success rates in all 11 courses.	Completed. Strategies have been implemented by each team to improve student course success rates in all 11 courses.																																							
Monitor success rates for individual courses, aggregate of all 11 courses and overall course success and degree completion rates at the College.	<p>Completed. Success rates were monitored during FY2015.</p> <ul style="list-style-type: none"> Success rates showed significant increases for four individual courses from fall 2011 to fall 2014. <table border="1" style="margin-left: 40px;"> <thead> <tr> <th></th> <th>Fall 2011</th> <th>Fall 2014</th> </tr> </thead> <tbody> <tr> <td>ACC101</td> <td>43.4%</td> <td>51.8%</td> </tr> <tr> <td>CIS101</td> <td>56.6%</td> <td>70.9%</td> </tr> <tr> <td>HST111</td> <td>57.9%</td> <td>66.4%</td> </tr> <tr> <td>LEJ101</td> <td>66.7%</td> <td>78.3%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Success rates remained fairly constant for seven individual courses from fall 2011 to fall 2014. <table border="1" style="margin-left: 40px;"> <thead> <tr> <th></th> <th>Fall 2011</th> <th>Fall 2014</th> </tr> </thead> <tbody> <tr> <td>ECO211</td> <td>62.6%</td> <td>60.5%</td> </tr> <tr> <td>ENG101</td> <td>67.4%</td> <td>69.2%</td> </tr> <tr> <td>MGT111</td> <td>68.1%</td> <td>68.1%</td> </tr> <tr> <td>MTH103</td> <td>48.2%</td> <td>51.3%</td> </tr> <tr> <td>PSY101</td> <td>68.7%</td> <td>67.2%</td> </tr> <tr> <td>SOC101</td> <td>63.7%</td> <td>61.9%</td> </tr> <tr> <td>SPE101</td> <td>75.8%</td> <td>75.0%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Combined success rates for the 11 courses also remained steady. In fall 2011, the combined success rate was 65.2%; in fall 2014, the combined success rate was 66.4%. The fall 2014 overall course success rate for college-level courses was 72.5%. Harper's degree completion rate increased to 24.1% for the 2013 reported year (most recent data available). 		Fall 2011	Fall 2014	ACC101	43.4%	51.8%	CIS101	56.6%	70.9%	HST111	57.9%	66.4%	LEJ101	66.7%	78.3%		Fall 2011	Fall 2014	ECO211	62.6%	60.5%	ENG101	67.4%	69.2%	MGT111	68.1%	68.1%	MTH103	48.2%	51.3%	PSY101	68.7%	67.2%	SOC101	63.7%	61.9%	SPE101	75.8%	75.0%
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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 number of certificate and degree completers.
Strategy - 0-15 Milestone to Success
Accomplishments for FY2015
<ul style="list-style-type: none">• Increased overall success rates in four 0-15 courses from fall 2011 to fall 2014. Maintained fairly consistent success rates in seven 0-15 courses.• Began discussions regarding calculation of success rates in relation to fall census data.
Overall contributions to the 2010-2015 Strategic Plan
<ul style="list-style-type: none">• Launched the 0-15 Milestone to Success Team, with the primary goal of improving the student success rates in 11 high enrollment courses typically taken within the first 15 hours of college credit.• Developed and implemented course-level assessment for the 11 courses.• Increased conversations at the College regarding student achievement and related factors in high-enrollment courses that have comparatively low success rates.

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 FY2015 plan include:

Accountability, Institutional Effectiveness, Transparency and Governance:

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

Communications and Community Relations:

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

Diversity:

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

Employee Relations:

Ensure employee recruitment, development and retention through appropriate processes.

Enrollment and Financial Aid:

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

Facilities:

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

Financial:

Effectively develop, plan and manage our financial resources.

Safety:

Ensure the safety of the Harper Community.

Student Success:

Operationalize student success initiatives.

Technology:

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

Workforce Development/Economic Development:

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

Operational Plan

Accountability, Institutional Effectiveness, Transparency and Governance:

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

Goal	Target	Responsibility	Completed	Comments
1. Ensure student learning outcomes assessment is conducted and results utilized to improve student success.	Complete the course-level assessment cycle for all departments by June 30, 2015.	Judy Marwick, Sheila Quirk-Bailey, Darlene Schlenbecker, Deans	Yes	Completed course-level outcomes assessment activities for 100% of departments (26/26). More than half of the assessment results (41/62) identified ways to improve course content, pedagogy or assessment methods.
	Complete the program-level assessment cycle for all instructional programs and student support/administrative units by June 30, 2015.		Yes - Target not met	Completed the program-level assessment cycle for 92.3% (36/39) of the instructional programs and 92.5% (37/40) of the student support/administrative units.
	Complete the general education outcomes assessment cycle by June 30, 2015.		Yes	Completed the general education outcomes assessment cycle through development and communication of short- and long-term campus-wide writing improvement plans, and facilitation of an information literacy outcomes assessment project with over 450 artifacts collected from a variety of disciplines across campus.
2. Ensure requirements of Higher Learning Commission (HLC) accreditation are met.	Submit HLC Institutional Update by October 15, 2014.	Sheila Quirk-Bailey, Darlene Schlenbecker	Yes	Submitted HLC Institutional Updates in November 2014 and April 2015.
	Establish Criterion Teams by December 2014.		Yes	Established Criterion Teams in December 2014.
	Collect evidence, gather input, and start building the assurance argument by June 30, 2015.		Yes	Collected evidence, gathered input, and began organizing materials for the reaffirmation assurance argument.
	Draft Quality Initiative Project report by June 30, 2015.		Yes	Drafted and submitted updated Quality Initiative Proposal in April 2015.

Operational Plan

Goal	Target	Responsibility	Completed	Comments
3. Evaluate Accountability frameworks and recommend improvements to the Institutional Effectiveness Measures (IEMs).	Complete proposal by December 2014.	Sheila Quirk-Bailey, Kathy Coy, Darlene Schlenbecker	Yes	Completed proposal on refocused IEMs in December 2014.
4. Hold the community-based Strategic Planning Conference.	Complete Strategic Planning Conference by March 2015.	Ken Ender, Sheila Quirk-Bailey, Strategic Planning and Accountability Committee	Yes	Completed Strategic Planning Conference in March 2015.
5. Recommend new Strategic Plan and Mission Statement.	<p>Make Mission Statement recommendation to Policy Councils by December 2014.</p> <p>Make Strategic Plan recommendation to Policy Councils by June 2015.</p>	Ken Ender, Sheila Quirk-Bailey, Strategic Planning and Accountability Committee	<p>Yes</p> <p>In Progress</p>	<p>Made Mission Statement recommendation to Policy Councils in December 2014.</p> <p>Based on the feedback from Harper employees, the work groups designated by the Strategic Planning and Accountability Committee met over the summer, and the Board of Trustees will be provided with an update on the Strategic Plan at the September Board meeting.</p>
6. Conduct Community College Survey of Student Engagement (CCSSE).	Complete survey and share data by June 30, 2015.	Sheila Quirk-Bailey, Kathy Coy	In Progress	Survey administration has been completed, but data and reports will not be received from CCSSE until July 31, 2015.

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
7. Produce compelling marketing materials and website content to support enrollment goals for credit and non-credit programs.	<p>Maintain or grow the current rate of 33% of new annual visitors to the Harper College website by June 30, 2015.</p> <p>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, 2015 (current Share of Voice is 0.7%).</p>	Phil Burdick, Mike Barzacchini	<p>Yes - Target not met</p> <p>Yes</p>	<p>Achieved a rate of 27.7% new visitors to Harper College website. These new visitors logged 1,085,965 sessions during FY2015.</p> <p>Maintained Share of Voice (spending on print, radio, TV, and outdoor) advertising of 1.5% in the Chicago area higher education advertising market by June 30, 2015.</p>

Operational Plan

Goal	Target	Responsibility	Completed	Comments
<p>8. Implement new employee portal to improve employee communications.</p>	<p>Implement the new employee portal by fall 2014.</p>	<p>Phil Burdick, Linda Mueller, Carolynn Muci</p>	<p>Yes</p>	<p>Implemented the new employee portal in August 2014.</p>
	<p>Explore social media components of the new employee portal and make recommendations by January 30, 2015.</p>		<p>Yes</p>	<p>Explored social media components of the new employee portal. Chose not to pursue at this time due to technical complexity, monitoring issues and a shift in priorities for the Internal Communication Manager.</p>
	<p>Increase employee satisfaction with internal communications from spring 2014 baselines.</p>		<p>Yes</p>	<p>Increased employee satisfaction with internal communications. Surveyed employees regarding their satisfaction with internal communications, specifically the <i>InsideHarper</i> newsletter. Survey results indicate that the newsletter “helps me better understand how many people and jobs it takes to accomplish Harper’s mission and initiatives” (80% strongly agree or agree, up from 68% in 2014), and “helps me better understand Harper initiatives” (89% strongly agree or agree, up from 80% in 2014).</p>

Operational Plan

Goal	Target	Responsibility	Completed	Comments
9. Improve community relations with key stakeholders in the district.	<p>Implement new Community Relations Operational Plan by August 1, 2014.</p> <p>Develop metrics to measure effectiveness of community relations and establish baselines for measurement by January 2015.</p> <p>Form a Presidential Advisory Board, made up of key C-level external stakeholders by January 2015.</p>	Phil Burdick	<p>Yes</p> <p>No</p> <p>Yes</p>	<p>Implemented new Community Relations Operational Plan by August 1, 2014.</p> <p>Not completed in FY2015. Software upgrade allowing integration with CRM system used by Harper College for Business and Job Placement Resource Center not installed until June 15, 2015. Community relations expected to be integrated by August 1, 2015.</p> <p>Formed a Presidential Advisory Board, made up of key C-level external stakeholders in November 2014.</p>
10. Execute local and state media outreach.	<p>Increase story counts by 5% by June 30, 2015 (baseline is 276).</p> <p>Explore media measurement tools to track local and national media coverage and establish measurement baselines.</p>	Phil Burdick	<p>Yes</p> <p>In Progress</p>	<p>Increased total story counts by 5.8%, from 276 in FY2014 to 292 in FY2015.</p> <p>Explored media tracking tools from Media Monkeybiz, Vocus, Cision and Meltwater. Decided to use Media Monkeybiz as our media measurement tool. Negotiating a contract for FY2016 which includes the establishment of measurement baselines.</p>
11. Increase placement of stories about student success initiatives in national and trade media.	<p>Increase the number of national and trade journal articles by 5% by June 14, 2015 (baseline is 11).</p>	Phil Burdick	Yes	<p>Increased the number of national and trade journal articles by 27.3%, from 11 in FY2014 to 14 in FY2015.</p>
12. Continue to build a strong support base with elected public officials.	<p>Ensure at least three meaningful interactions between the President and federal lawmakers and policy leaders by June 30, 2015.</p>	Phil Burdick	Yes	<p>Met with President Barack Obama, First Lady Michelle Obama and Vice President Joe Biden at White House College Opportunity Summit in Washington D.C. in December 2014. Also met with federal leaders including President Obama at the Advanced Manufacturing Partnership Steering Committee in October 2014.</p>

Operational Plan

Goal	Target	Responsibility	Completed	Comments
13. Implement strategic plan to build Alumni Association.	<p>Conduct alumni reunion in another state by June 30, 2015.</p> <p>Hold at least two alumni events by June 30, 2015.</p>	Laura Brown, Fredia Martin	<p>Yes - Target not met</p> <p>Yes</p>	<p>Determined out of state focus was premature. Refocused alumni reunion to engage local alumni. Identified more than 16,000 local alumni and held an Alumni Open House in conjunction with the community Jazz Concert in June 2015.</p> <p>Held two Stand Up and Be Counted events: a basketball reunion event and an Alumni Open House.</p>
14. Build “Friends of Harper” support group.	Recruit 100 new community individuals and new business partners.	Laura Brown, Michael Adzovic	Yes	Built “Friends of Harper” support group, and secured 306 new donors.
15. Identify new major gift donors.	Hold three prospective donor receptions by June 30, 2015.	Laura Brown, Heather Zoldak	Yes	Held three reception events for prospective donors by June 2015.
16. Develop a plan for the major gifts campaign.	Develop plan and receive approval by June 30, 2015.	Laura Brown	Yes	Developed and received approval on a plan currently being implemented by June 2015.

Operational Plan

Diversity:

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

Goal	Target	Responsibility	Completed	Comments
17. Design a Diversity Scorecard for the College and all departments.	Implement across campus and departments by April 2015. Report findings to the president by June 30, 2015.	Michelé Robinson	Postponed Postponed	Diversity Scorecard postponed to FY2016 due to timing of Employee Resource Groups and the need to align with the new Strategic Plan.
18. Implement the Diverse Teaching Fellowship Program.	Announce fall 2015 cohort of Diverse Teaching Fellows by May 30, 2015.	Michelé Robinson, Kathy Bruce, Jennifer Berne	Yes	Announced fall 2015 cohort of Diverse Teaching Fellows in May 2015.
19. Review and make required modifications to Search Committee practices that align with and incorporate the College Goals around Diversity & Inclusion and our Core Values.	Standardize processes for all employee searches on campus by December 2014. Review and select a diversity training program as required training for all employees seeking to serve on search committees or be involved in the hiring process. Target launch date is January 2015.	Michelé Robinson, Ron Ally, Roger Spayer	Yes Postponed	Standardized processes for all employee searches on campus in October 2014. Selection process began this fiscal year, but completion of goal postponed to FY2016.
20. Develop Diverse Employee Recruitment plan.	Develop plan and receive approval by September 30, 2014.	Michelé Robinson, Ron Ally, Roger Spayer	Yes - Target not met	Developed Diverse Employee Recruitment plan and received approval in November 2014.

Operational Plan

Goal	Target	Responsibility	Completed	Comments
21. Implement the new 360 degree evaluation process for a subset of College administrators.	<p>Build tool and prepare for implementation at the President's level by September 1, 2014.</p> <p>Provide training for all administrators and prepare for launch by December 2014.</p> <p>Ensure a subset of administrators have received a 360 degree evaluation by April 1, 2015.</p>	Michelé Robinson, Ron Ally, Roger Spayer	<p>Yes</p> <p>Yes - Target not met</p> <p>Yes</p>	<p>Built tool and prepared for implementation at the President's level in September 2014.</p> <p>Provided training on 360 degree evaluation process for all administrators and prepared for launch in February 2015.</p> <p>Ensured a subset of administrators received a 360 degree evaluation by April 2015.</p>
22. Establish Employee Resource Groups (ERGs) to advance diversity goals.	<p>Establish groups by September 30, 2014.</p> <p>ERG annual plans received by October 31, 2014.</p> <p>ERG annual reports received by May 15, 2015.</p>	Michelé Robinson	<p>Yes - Target not met</p> <p>Yes - Target not met</p> <p>Yes</p>	<p>Established ERGs in November 2014.</p> <p>Received ERG annual plans in December 2014.</p> <p>Received ERG annual reports in May 2015.</p>

Operational Plan

Employee Relations:

Ensure employee recruitment, development and retention through appropriate processes.

Goal	Target	Responsibility	Completed	Comments
23. Negotiate and finalize a mutually-satisfactory collective-bargaining agreement with IEA-NEA, Custodial-Maintenance Unit.	Complete collective-bargaining agreement by June 30, 2015.	Ron Ally, Roger Spayer	In Progress	Reached tentative agreement on June 11, 2015. Agreement ratified by rank-and-file membership on June 25, 2015.
24. In collaboration with the IEA-NEA, Custodial-Maintenance Unit, review and redesign a new wage rate structure to be effective July 1, 2015.	Complete wage rate structure by March 30, 2015.	Ron Ally, Roger Spayer	Yes - Target not met	Completed wage rate structure in June 2015.
25. Conduct a compensation study for the IEA-NEA, Classified and Supervisor/Manager positions.	Complete compensation study by March 31, 2015.	Ron Ally, Roger Spayer	Yes - Target not met	Completed compensation study in April 2015.
26. Develop an employee mentoring/coaching plan.	Complete employee mentoring/coaching plan by December 31, 2014.	Ron Ally, Roger Spayer	Postponed	Postponed to FY2016 to complete a needs analysis, avoid duplication of current mentoring programs provided on campus and determine whether a more intentional program, focusing on succession planning, should be developed.

Operational Plan

Enrollment and Financial Aid:

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

Goal	Target	Responsibility	Completed	Comments
27. Manage overall College enrollment.	Maintain current level of enrollment at 25,630 for credit students (includes CE reimbursables) by June 30, 2015.	Judy Marwick, Phil Burdick, Maria Moten	Yes - Target not met	Enrolled 25,088 credit students during FY2015, a decrease of 2.1%.
28. Maintain market penetration rates for the First Time in College (FTIC).	Maintain the high school penetration rate of 39.8% (inclusive of dual credit students) by June 30, 2015.	Judy Marwick, Phil Burdick, Maria Moten, Bob Parzy, Vicki Atkinson, Mike Barzacchini	Yes	Increased the high school penetration rate to 47.1%. The increase can be attributed to the expansion of dual credit offerings and increased collaboration with our high school partners.

Operational Plan

Goal	Target	Responsibility	Completed	Comments
30. Increase market penetration rates for dual credit students.	<p>Increase dual credit enrollment in transfer classes by 2% (baseline is 271) by June 30, 2015.</p> <p>Increase dual credit enrollment in Career and Technical Education programs by 2% (baseline is 272) by June 30, 2015.</p>	Judy Marwick, Sheila Quirk-Bailey, Maria Moten, Deans	<p>Yes</p> <p>Yes</p>	<p>Increased dual credit enrollment in transfer classes by 9.2% from 271 FTEs in FY2014 to 296 FTEs in FY2015.</p> <p>Increased dual credit enrollment in Career and Technical Education programs by 44.5% from 272 FTEs in FY2014 to 393 FTEs in FY2015.</p>
31. Improve student persistence rates.	<p>Realize a fall to spring persistence rate of at least 76% by June 30, 2015.</p> <p>Realize a ratio of earned versus attempted fall semester credits of at least 76% by June 30, 2015.</p>	Judy Marwick, Sheryl Otto	<p>Yes - Target not met</p> <p>Yes - Target not met</p>	<p>Realized a 2014 (reported year) fall to spring persistence rate of 73.9%.</p> <p>Realized a 74.4% ratio of earned versus attempted fall semester credits.</p>
32. Increase financial aid awareness and ensure that all funds allocated are awarded to qualifying students in a timely manner.	<p>Award 95% of institutional scholarships by June 30, 2015.</p> <p>Award 95% of Foundation scholarships by June 30, 2015.</p> <p>Award 95% of the \$300,000 funded for the Student Success Opportunity Grant to qualified students by June 30, 2015.</p>	Judy Marwick, Laura Brown, Laura McGee, Maria Moten, Angela Vining	<p>Yes - Target not met</p> <p>Yes</p> <p>Yes - Target not met</p>	<p>Awarded 100% of Distinguished Scholarships (50 scholarships) for FY2015.</p> <p>Awarded 100% of Trustee Scholarships (13 scholarships) for FY2015.</p> <p>Awarded 95.3% of Academic Recognition Scholarship funding for FY2015.</p> <p>Awarded 85.1% of GED/Recognition Scholarship funding for FY2015.</p> <p>Awarded 98% of available Foundation scholarships.</p> <p>Awarded 86.3% of the Student Success Opportunity Grant funding.</p>

Operational Plan

Goal	Target	Responsibility	Completed	Comments
33. Develop a strategic enrollment plan.	<p>Convene team by August 2014.</p> <p>Develop plan that includes a timeline, objectives and tactics by January 2015.</p>	Ken Ender, Maria Moten, Maria Coons, Kimberly Chavis, Kathryn Rogalski	<p>Yes</p> <p>Yes</p>	<p>Convened Strategic Enrollment Management Task Force team with representation from faculty and administration in August 2014.</p> <p>Developed a strategic enrollment plan that included a timeline, objectives and tactics; submitted plan to the President on January 15, 2015. Presented plan to the Board in April 2015. Components of the plan are included in the FY2016 Operational Plan.</p>

Operational Plan

Facilities:

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

Goal	Target	Responsibility	Completed	Comments
34. Obtain full occupancy for Building H.	Complete comprehensive move plan for all affected areas by November 30, 2014.	Ron Ally, Tom Crylen	Yes	Completed comprehensive move plan for Building H by November 30, 2014.
	Complete all required moves and have all affected areas fully functioning by January 31, 2015.		Yes	Completed all required moves and had all areas fully functioning for Building H on January 31, 2015.
35. Complete balance of construction documents with Capital Development Board (CDB) for Canning Center.	Complete construction documents by March 31, 2015.	Ron Ally, Tom Crylen	Yes	Completed construction documents for the Canning Center by March 31, 2015.
36. Begin construction of Building D Phase II.	Begin demolition by January 31, 2015.	Ron Ally, Tom Crylen	Yes	Began demolition of Building D Phase II in January 2015.
37. Complete construction documents for Hospitality project in Canning Center.	Award Architectural/Engineering contract by August 31, 2014.	Ron Ally, Tom Crylen	Postponed	Project placed on indefinite hold by CDB.
38. Complete construction documents for outdoor amphitheater and south lake pedestrian mall.	Complete construction documents by June 30, 2015.	Ron Ally, Tom Crylen	Yes	Completed construction documents for the outdoor amphitheater and pedestrian mall in May 2015.
39. Implement approved Campus Infrastructure Master Plan projects.	Complete 100% of the east campus regional generator project by August 31, 2014.	Ron Ally, Tom Crylen	Yes	Completed east campus generator project by August 31, 2014.
	Complete construction documents for west campus regional generator project by March 31, 2015.		Yes	Completed construction documents for west campus regional generator project by March 31, 2015.
40. Meet the fourth year requirements of the America College & University President's Climate Commitment (ACUPCC-green initiative).	Submit Climate Action Plan Progress Report by January 15, 2015.	Ron Ally, Darryl Knight, Facilities Committee	Yes	Submitted Climate Action Plan Progress Report by January 15, 2015.

Operational Plan

Goal	Target	Responsibility	Completed	Comments
41. Complete construction for East Campus Parking Structure and reconstruction of Parking Lot 6.	Achieve 100% completion of the first two floors of the East Campus Parking Structure and Parking Lot 6 by August 15, 2014. Achieve 100% completion of the balance of the East Campus Parking Structure by October 31, 2014.	Ron Ally, Tom Crylen	Yes Yes	Achieved 100% completion of the first two floors of the East Campus Parking Structure and Parking Lot 6 by August 15, 2014. Achieved 100% completion of the East Campus Parking Structure and Parking Lot 6 reconfiguration in October 2014.
42. Begin construction of the Advanced Manufacturing Lab at Building H.	Award contract to Construction Manager by March 31, 2015.	Ron Ally, Tom Crylen	Yes	Awarded construction management contract to Mortenson Construction in March 2015.
43. Prepare construction documents for Building M improvements.	Select Architectural/Engineering firm by March 31, 2015. Complete programming by June 30, 2015.	Ron Ally, Tom Crylen	Yes Yes	Retained Cannon Design for balance of design work, allowing for economy of scale with other interrelated projects. Completed programming on March 31, 2015.

Operational Plan

Financial:

Effectively develop, plan and manage our financial resources.

Goal	Target	Responsibility	Completed	Comments
44. Issue General Obligation Limited Bonds.	Issue General Obligation Limited Bonds up to the allowable amount under the Debt Service Extension Base. The FY2015 budgeted amount is \$4.7 million.	Ron Ally, Bret Bonnstetter	Yes	Issued General Obligation Limited Bonds in the amount of \$4.89 million in March 2015.
45. Raise funds to support the College.	Raise \$3 million by June 30, 2015. Establish three new planned gifts.	Ken Ender, Laura Brown	Yes - Target not met Yes	Raised \$2.5 million in donations during FY2015. Established four new planned gifts.
46. Raise money through public sector support.	Achieve federal, state and local business support and grants. Targeted amount \$700,000 by June 30, 2015.	Laura Brown, Maria Coons	Yes	Achieved federal, state and local business support and grants totaling over \$1.7 million.
47. Create endowed scholarships.	Create five new endowed scholarships by June 2015.	Laura Brown, Angela Vining	Yes	Established eight new endowed scholarships by June 2015.
48. Ensure 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, 2015 (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	Ensured federal and state student financial aid was processed within Department of Education and state regulations. The Comprehensive Annual Financial Audit released on September 10, 2014 had no financial aid-related findings for FY2014. The annual financial aid system set-up for FY2015 has been verified against a checklist and reviewed by a third party consultant.

Operational Plan

Safety:

Ensure the safety of the Harper Community.

Goal	Target	Responsibility	Completed	Comments
49. Exercise the College's Emergency Operations Plan by conducting a table-top exercise.	Conduct table-top exercise of the Emergency Operations plan by June 30, 2015.	Ron Ally, Paul LeBreck	Yes	Conducted table-top exercise of the Emergency Operations Plan on June 2, 2015.
50. Update and practice the College's Crisis Communication Plan.	Update Crisis Communication Plan by January 2015.	Phil Burdick, Ron Ally, Paul LeBreck	Yes	Updated Crisis Communication Plan by January 2015.
	Hold a simulated crisis exercise by June 30, 2015.		Yes	Completed table-top crisis exercise in June 2015.
	Select a public relations firm to supplement the College's external relations during a major crisis.		Yes	Selected a public relations firm to supplement the College's external relations during a major crisis. Our insurance carrier (ICCRMC) has selected the Abernathy MacGregor Group as a supplemental Crisis Communications resource on behalf of the College.
	Load test the Harper College external website by June 2015.		Postponed	Postponed website load test to FY2016 to determine date that would not impact operations.

Operational Plan

Student Success:

Operationalize student success initiatives.

Goal	Target	Responsibility	Completed	Comments
51. Improve the college readiness of recent high school graduates.	Align high school and College English curriculum by June 30, 2015; Pilot with District 211. Align high school and College English curriculum by June 30, 2015; Plan with Districts 214 and 220.	Judy Marwick, Sheila Quirk-Bailey, Brian Knetl	Yes Yes - Target not met	Aligned high school and College English curriculum and piloted with 68 District 211 students during FY2015. A total of 56 students successfully completed the course with a C or better and will place into ENG101 at Harper without further testing. Planned high school and College English alignment projects with District 220. District 214 had focused efforts on the Power of 15 initiative during FY2015 and postponed alignment planning until FY2016.
52. Monitor the new policy requiring enrollment in needed developmental courses of students who place into developmental coursework.	By June 30, 2015, 75% of students needing a developmental course will enroll in at least one developmental course during their first semester. Develop a communication plan for students who will need to continue the developmental level sequence past their first semester of enrollment by December 2014.	Judy Marwick, Ron Ally, Maria Moten, Patrick Bauer	Yes - Target not met Yes - Target not met	Enrolled 70% of students needing developmental course work in at least one developmental course during their first semester. Contacted students who placed into one or more developmental courses in fall 2014 and spring 2015, but did not enroll in at least one developmental course. Communicated the expectation that students enroll in developmental courses, as specified in placement output, during their first semester at Harper.

Operational Plan

Goal	Target	Responsibility	Completed	Comments
53. Increase student on-campus employment opportunities.	<p>Increase the number of student employees by 2% by June 30, 2015 (baseline is 388).</p> <p>Increase the number of African American students who work on campus by 5% by June 30, 2015 (baseline is 41).</p> <p>Compare the success of students employed on campus with the success rate of all students by May 31, 2015.</p>	Maria Coons, Rebecca Lake	<p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>Increased the number of student employees by 5.4%, from 388 in FY2014 to 409 in FY2015.</p> <p>Increased the number of African American students who worked on campus by 12.2%, from 41 in FY2014 to 46 in FY2015.</p> <p>Realized an 82.5% fall 2014 to spring 2015 persistence rate for students working on campus, compared to 73.3% for students not working on campus. In fall 2014, 83.4% of students working on campus earned a GPA of at least 2.0, compared to 65.8% of those not working on campus. In spring 2015, these rates were 85.2% for student employees and 64.9% for those not employed on campus.</p>
54. Increase the number of degree and certificate completers.	Exceed established goal of 3,205 completers by 2% (3,269) by June 30, 2015.	Judy Marwick, Maria Moten	Yes	Awarded 3,636 degrees and certificates during the FY2015. Exceeded target goal by 13.4%.

Operational Plan

Goal	Target	Responsibility	Completed	Comments
<p>55. Align programming with community needs for Harper’s Learning and Career Center (LCC).</p>	<p>Implement the strategic plan for the Learning and Career Center.</p>	<p>Judy Marwick, Kenya Ayers</p>	<p>Yes</p>	<p>Implemented the strategic plan for the LCC including: hiring; site redesign; rebranding; reprogramming; advisory committee; support services; metric of success; and marketing plan.</p>
	<p>Attract wrap-around service partners for integrated services model for LCC.</p>		<p>In Progress</p>	<p>The process of attracting wrap-around service partners is in progress. A new program coordinator has been hired and has begun developing additional relationships with potential partners.</p>
	<p>Complete physical space upgrades to align with programmatic needs.</p>		<p>In Progress</p>	<p>A new lobby and entrance have been constructed, providing a clear sense of welcome and egress. Interior renovations will be completed by the end of summer 2015. Launch events will be held in fall 2015 when construction is completed.</p>
	<p>Strengthen role of LCC Advisory Board.</p>		<p>Yes</p>	<p>Strengthened the role of the LCC Advisory Board. The Board now includes 16 members and has been strengthened by the development of subcommittees with clear charges and by clarifying the role of the Board moving forward.</p>

Operational Plan

Goal	Target	Responsibility	Completed	Comments
56. Improve student success through learning support services.	Increase usage of learning support services by June 30, 2015: <ul style="list-style-type: none"> • Tutoring by 1% from a baseline of 28,805. • Success Services by 1% from a baseline of 3,377. • Writing Center by 1% from a baseline of 8,149. Increase peer Supplemental Instruction participation by 1% from a baseline of 425, by June 30, 2015.	Judy Marwick, Njambi Kamoche	Yes Yes	Increased usage of learning support services in all areas: <ul style="list-style-type: none"> • Increased Tutoring Center usage by 6.5% from 28,805 in FY2014 to 30,667 in FY2015. • Increased Success Services usage by 19.4% from 3,377 in FY2014 to 4,031 in FY2015. • Increased Writing Center usage by 50.9% from 8,149 in FY2014 to 12,293 in FY2015. Increased Supplemental Instruction participation by 722.4%, from 425 student contacts in FY2014 to 3,495 student contacts in FY2015.
57. Improve student success through engagement opportunities.	Increase the number of students participating in clubs, organizations and leadership and civic engagement opportunities by 3% from 3,039 (FY2014 baseline) by June 30, 2015. Compare the success of students involved in clubs, organizations and leadership and civic engagement opportunities with the success rate of all students by June 30, 2015.	Judy Marwick, Travaris Harris, Keith O'Neill	Yes Yes	Increased number of students participating in clubs, organizations, and leadership and civic engagement opportunities by 36.8% from 3,039 in FY2014 to 4,156 in FY2015. Compared the success of students involved in clubs, organizations, and leadership and civic engagement opportunities with the success rate of all students. As compared to the overall student population, students involved in the previously mentioned activities achieved higher fall to spring persistence rates, 84.5% versus 73.9%, and higher fall GPA, 3.01 versus 2.73.

Operational Plan

Goal	Target	Responsibility	Completed	Comments
58. Improve program quality through the ICCB program review process.	Conduct 16 FY2015 program reviews resulting in program improvement plans.	Judy Marwick, Sheila Quirk-Bailey, Deans, Sheryl Otto, Darlene Schlenbecker	Yes	Conducted 16 FY2015 program reviews resulting in program improvement plans.
	Pilot improved program review process.		Yes	Piloted improved program review process with academic programs undergoing review in FY2015.
	Develop improvement plan for all reviewed programs.		Yes	Developed improvement plans for all reviewed programs.

Operational Plan

Goal	Target	Responsibility	Completed	Comments
59. Offer new programming in credit and non-credit areas • Review existing courses and programs and make improvements where needed while investigating new courses, degrees and programs via the curriculum process. • Offer new programming in non-credit.	Investigate four new degrees and/or certificates by June 30, 2015.	Judy Marwick, Maria Coons, Michelé Robinson, All Deans	Yes	Investigated four new certificates in FY2015: Community Health Worker; Magnetic Resonance Imaging; Geographic Information Systems; and Surgical Technologist. Three of the four certificates (all but Surgical Technologist) were developed in FY2015.
	Implement new Computed Tomography certificate by June 30, 2015.		Yes	Implemented new Computed Tomography certificate in August 2014.
	Offer one-to-three new programs in Continuing Education.		Yes	Offered 13 new career training programs: Certified Fund Raising Executive Exam Prep; Electronic Organizing; Fundamentals of Commercial Real Estate; Volunteering in Animal Assisted Therapy; Working for the Rich and Famous; Certified Nursing Assistant Train the Trainer Online Refresher; Geriatric Massage; SharePoint Specialist Certificate; Social Media Strategist Certificate; Social Media for Business Program; SketchUp For Designers; Introduction to PHP; and Responsive Web Design.

Operational Plan

Goal	Target	Responsibility	Completed	Comments
<p>60. Improve the placement methods into and progress through developmental education for students resulting in more student completions of all needed developmental outcomes.</p>	<p>Pilot the Assessment and Learning in Knowledge Spaces (ALEKS) math placement software.</p>	<p>Judy Marwick, Patrick Bauer, Kathy Bruce, Brian Knetl, Maria Moten, Matt McLaughlin</p>	<p>Yes</p>	<p>Piloted the ALEKS math placement software. A 7-9% increase of placement into a college-level math class was observed for students using the ALEKS-5 placement method. While there was no change in the incidence of withdrawal from a college-level math course, students who placed by ALEKS-5 and persisted were 19% more likely to attain a C or better in a college-level math course than those who were placed by alternative methods. ALEKS-5 will be adopted as the placement method in fall 2015.</p>
	<p>Pilot modularized math 050 series.</p>		<p>In Progress</p>	<p>Piloted modularized MTH050 in spring 2015. Analysis of data and evaluation of course design is in progress.</p>
	<p>Pilot computerized instructional options for developmental mathematics.</p>		<p>In Progress</p>	<p>During the spring 2015 semester, sections of MTH060 and MTH080 were taught in one of two modes, either as an abbreviated lecture or as a flipped classroom model. Outcomes assessment comparing the two modes is in progress.</p>
	<p>Pilot Accelerated Learning Program (ALP) method of instruction for English 101.</p>		<p>Postponed</p>	<p>Postponed pilot due to low enrollment in the courses. Pilot will be conducted in FY2016. Several sections of ENG101 using the ALP model will be offered in fall 2015.</p>

Operational Plan

Goal	Target	Responsibility	Completed	Comments
<p>63. Implement an approach to faculty development that aligns with College goals and strategic initiatives.</p>	<p>Expand scope of faculty development offerings and refine processes to ensure responsive programming.</p>	<p>Judy Marwick, Richard Middleton-Kaplan, Matt Ensenberger, Brian Knetl, Michael Bates</p>	<p>Yes</p>	<p>Expanded the scope of faculty development offerings and refined processes to ensure responsive programming. Programming has been aligned to support strategic initiatives and discipline-specific professional development.</p>
	<p>Implement a coordinated, comprehensive multi-year faculty development plan.</p>		<p>Yes</p>	<p>Implemented a coordinated, comprehensive multi-year faculty development plan. The plan includes workshops and Graduate Equivalency Courses (GECs) that are integrated and progressive, providing faculty with opportunities for in-depth and comprehensive study of a particular area.</p>
	<p>Develop a framework for a multi-tiered adjunct faculty professional development system.</p>		<p>Yes</p>	<p>Developed a framework for a multi-tiered adjunct faculty professional development system. This framework provides an incentive for adjunct faculty who complete a body of work related to professional development, college service and community service.</p>

Operational Plan

Technology:

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

Goal	Target	Responsibility	Completed	Comments
64. Develop a data warehouse that provides a single source of data to support analytics and reporting.	Complete the development and implementation phases by March 2015.	Sheila Quirk-Bailey, Ron Ally, Kathy Coy, Patrick Bauer, Michael Babb	In Progress	Due to alignment with Title III phasing, development and implementation phases were delayed. Data warehouse to be completed in October 2015.
65. Investigate and design the next generation student portal.	Obtain feedback from students on ways in which they access the College's services (e.g. registration and payment); investigate solutions by December 31, 2014.	Ron Ally, Judy Marwick, Patrick Bauer, Michael Babb, Matt McLaughlin	Yes	Obtained feedback from students on ways in which they access the College's services. Requirements for the new portal have been developed with input from students, staff and faculty through many interactive sessions.
	As appropriate, develop a selection, integration and implementation plan by June 30, 2015.		Yes	Completed information gathering and request for proposal (RFP). Portal development to begin in fall 2015.
66. Provide students with advanced career, academic and financial planning tools (Harper Map).	Continue with activities to complete the development and implementation of tools that include: Career Planning; Financial Planning; Job Prospects; Orientation; Student Life; Educational Planning.	Ron Ally, Judy Marwick, Sheryl Otto, Patrick Bauer, Michael Babb	Yes	Continued development of the Harper Map. Introduced the Harper Map to students during FY2015. Tools include applications that address: Career Planning; Financial Planning; Job Prospects; Orientation; Student Life; and Educational Planning. Work will continue on upgrades and additional functionality.
	Complete Phase 1 by September 30, 2014.		Yes	Completed Phase 1 of the Harper Map project by September 2014.
	Complete Phase 2 by June 30, 2015.		Yes	Completed Phase 2 of the Harper Map project by June 2015.

Operational Plan

<p>67. Support the Student Success focus of the College through advanced student analytics.</p>	<p>Assess, develop requirements, design, develop and launch a student analytics system by June 30, 2015.</p>	<p>Ron Ally, Sheila Quirk-Bailey, Patrick Bauer, Michael Babb, Kathy Coy, Sheryl Otto</p>	<p>In Progress</p>	<p>Analytics system project was slightly delayed and will be completed October 2015.</p>
<p>68. Determine the feasibility of taking attendance electronically to leverage the data in student analytics.</p>	<p>Complete test and selection by December 31, 2014.</p> <p>Complete pilot process by March 30, 2015.</p> <p>Provide recommendation by May 31, 2015.</p>	<p>Ron Ally, Sheila Quirk-Bailey, Patrick Bauer, Michael Babb, Kathy Coy, Sheryl Otto</p>	<p>Yes</p> <p>No</p> <p>No</p>	<p>A feasibility study for attendance taking at the College was completed. The study revealed that taking attendance would change the College's classification with the Department of Education and would make the College financially liable for Pell students who receive funds and do not attend a certain percentage of class sessions.</p> <p>This project was put on hold while the impact on the College and students is determined based on the change in status required to take attendance.</p>

Operational Plan

Workforce Development/Economic Development:

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

Goal	Target	Responsibility	Completed	Comments
69. Define the university center concept.	Develop a business model concept for a university center at Harper College by June 30, 2015.	Maria Coons, Mark Mrozinski	Yes	Developed an operational plan for an on-campus baccalaureate completion program (i.e., university center). Presented plan to Executive Council in May 2015.
70. Expand Fast Track program offerings.	Offer two academic programs not currently offered via the Fast Track support area by June 30, 2015.	Maria Coons	Yes	Offered four new academic offerings in the Fast Track modality: Associate in Arts; Purchasing Certificate; Accounting Bookkeeper/Clerk Certificate; and Advanced Accounting Bookkeeper/Clerk Certificate.