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A REPORT OF AN
EVALUATION VISIT

For

CANDIDATE STATUS

In The

NORTH CENTRAL ASSOCIATION OF
COLLEGES AND SECONDARY SCHOOLS

To The

WILLIAM RAINEY HARPER COLLEGE

Palatine, Illinois

December 12 and 13, 1968

Respectfully submitted,

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INTRODUCTION

The referendum approving the establishment of William Rainey Harper College came in 1965. Demographic and economic studies of the district were made by the Arthur D. Little Company, and a 200-acre site was selected in March, 1966.

Classes were offered in the Spring of 1967 and in the Fall of 1967, with 1725 students enrolled. In the Fall of 1968, the College enrolled 1222 freshmen, 682 sophomores, and 1921 part-time students, a total of 3825.

Whole or part of five counties are involved in the district with a population of almost 325,000 now and an expected 800,000 by 1980. Located just north and west of O'Hare International Airport, the area is a very dynamic one. The total assessed evaluation is approximately one billion dollars but, because of both residential and commercial construction, is growing rapidly. The Centex Industrial Park developed in Elks Park is said to be the largest of its kind in the world, and has resulted in both population and employment growth for the area.

The College is supported by 15¢ per \$100 on the equalized assessed evaluation and 6 1/2¢ per \$100 for its building fund. It is operating on a budget of \$2,949,221 for 1968-69 against an expected income of \$3,157,000. Basic instructional costs for the year are \$1,504,160.

Of this operating budget, 37.8% comes from real estate and personal property taxes, 27.4% from tuition at \$8 per credit hour, .9% from student fees, .4% from miscellaneous investments, 23.6% from state

funds at the rate of \$11.50 per credit hour, and 9.3% from the State Board of Vocational Education and Rehabilitation.

William Rainey Harper College is strategically located and has a promising future. Its constituency at the present is largely middle class commuters to Chicago, although industry is rapidly moving into the area furnishing local employment. At present, the area is adding 12,000 people each year and 2000 jobs. Enrollment projections call for 5000 students by 1974, and 9000 by 1980.

Philosophy and Objectives

The philosophy and objectives proposed by the Board and staff which initiated the College call for a comprehensive community college to serve the post-high school needs of the community. However, the objectives do not make clear the College's responsibility to give educational and cultural leadership to its community or opportunity for adults "to initiate or to continue a collegiate education." A publicly supported community college's responsibility includes far more: the provision of cultural and intellectual leadership, the development of service programs for the community, the offering of non-credit courses, and research into community needs. While there is evidence that the leadership has these things in mind for the future, the objectives would be strengthened by a clear statement of intent.

As is almost inevitable in the rapid development of a sizeable community college, faculty members coming from high school and traditional college positions have a difficult task adjusting their viewpoints to the junior college philosophy. Harper College, like others, is plagued by

this problem. Administrative leadership has tried to provide competent interpretation of community college philosophy, but traditional thinking about what constitutes college education is difficult to change. The problem is apt to be with Harper College for sometime.

RECOMMENDATION:

that the College give consideration to broadening its statement of objectives to include responsibility for the development of a broad educational program for the community it serves.

that continued attention be given to the kind of in-service education that will clarify the philosophy and goals of the community college for the faculty.

Control and Administration

Harper College is privileged to have a deeply dedicated board of seven trustees who not only work at the job, but clearly understand the philosophy, objectives, and program of the college they want to build. Through their efforts, wide involvement in planning and initiating the College has been obtained. They sincerely believe that their community has the resources and leadership to build the most effective community college program in the Midwest and have devoted themselves to that goal. In other words, there is among the members of the Board a great desire for excellence.

The Board has assembled an excellent administrative staff that also clearly understands the philosophy and objectives of the type of program they are building. They, too, are dedicated and vigorous,

obviously having given much time and effort in making the rapid progress shown in the last two years.

One matter of major concern to the examiners was that when they met the President's Advisory Council, the division chairmen, and the executive committee of the Faculty Association, with two or three exceptions, they met the same people.

Why the situation exists is quite understandable since these persons were the first to be hired and understand what is being done better than anyone else. It is a tribute to them that they have held the confidence of the faculty; but, there are too few people being involved in the basic decisions. There is also very apt to be a faculty reaction against the administrative leadership if the situation is continued much longer. Effort should be made as soon as possible to involve other faculty members in key leadership roles, and to keep the leadership of the Faculty Association at the center of policy decisions in administration and program.

The examiners were also concerned that because of the strength and aggressiveness of the Board, as well as the administrative leadership and because of the close harmony between the two, there may be a tendency to hand down policies and regulations as if they are authoritative, with the resulting loss of contact and dialogue between the administration, the faculty, and students.

At Harper College, administrative leadership supporting the President does not enjoy faculty status or look forward to tenure. There is already some evidence of insecurity among these officers. This ar-

rearrangement may result in willing compliance with Board and administrative policy without the positive contribution of healthy critical review.

Leadership for occupational courses centers in a coordinator with the various programs related administratively to the curricular divisions. The examiners believe this pattern should be reviewed. It gives the occupational programs no central administration, handicaps the coordinator since he has no clear administrative authority for the programs, is apt to make promotion of the career programs more difficult, and runs the danger of subordinating the career programs to a secondary status as compared to the transfer areas.

RECOMMENDATION:

that as soon as possible faculty members assume leadership in the Faculty Association, releasing the full-time administrators now occupying a number of those positions.

that the policy of denying the lower levels of administrative leadership faculty status and tenure be reviewed to be sure the Board and administration are convinced it is in the best interests of the College.

that consideration be given to the administrative development of a Career Division for occupational programs.

Facilities

At the present time, classes are being conducted in two high schools in the district. Classes run from 4:00 p. m. to 10:30 p. m. Administrative offices for the President and business management are located in a former stable on the new campus. Other administrative offices are located in movable structures at the Elks Park High School.

The library occupies a suite in the Elks Park School. Some of the classes are being held in Forest View High School where the high school library is made available for study.

These arrangements have their limitations, of course, resulting in problems of divided faculty and classrooms, crowded conditions, high school level laboratories, and inadequate storage facilities. Nevertheless, the arrangement has enabled the College to initiate its program two or three years before its permanent campus is ready.

Campus Development

Construction of the new campus is under way. Plans call for a two-phase development of the new campus. Phase I, which is now under construction, includes a College Center, Central Plant and Maintenance, Fine Arts, Science, Lecture-Demonstration Center, and Learning Resource Center, to be built at an estimated cost of \$14,414,426. Phase II calls for 447,860 square feet of space as against 376,840 in Phase I, and will be financed with 25% coming from local funds and 75% from state and federal funds.

The College has had the good fortune of having a very supportive Board and administrative leadership which has contributed to considerable progress toward the establishment of a permanent campus. That the campus planning did not involve a broad cross-section of the academic community is perhaps unfortunate, but the decision was undoubtedly made to minimize the amount of time students would have to be in less-than-desirable facilities. It is hoped, however, that the College will involve the total academic community in continuing efforts to im-

prove the utilization of the facilities, and that modifications in both the existing facilities and in Phase II will be made if warranted.

A very highly respected architectural firm has been able to realize the College's goals for the educational program through the design of an eye-appealing and functionally-promising plan. Especially commendatory is the use of the utility tunnel concept, which should enable the introduction of the necessary equipment for the employment of new technologies.

Curricula

The Board, administration, and the faculty are dedicated to the development of a comprehensive program and seem well on the way to that objective. Degrees offered are Associate in Arts, Associate in Science, and Associate in Applied Science. The first two degrees are primarily for students desiring to transfer to baccalaureate institutions. Certificate programs are planned to meet the community's specialized needs.

Instructional areas include general education, transfer programs, vocational-technical programs, and a developmental program. Requirements in general education range from 23 hours in Applied Science to 38 hours in the Associate in Science Degree. Some 17 occupational programs are offered and nine more are being considered for initiation next year.

Further attention needs to be given to the development of more one-year vocational programs. While it is recognized that by the nature of the community, students are inclined to want to enroll in

transfer programs, it is entirely probable that careful investigation and effective promotion will find response to wisely selected one-year programs.

Since the college day runs from 4:00 p.m. to 10:30 p.m., many of the classes contain a sizeable proportion of adults, but limited facilities make the development of a balanced program of adult education impossible. When the new campus is occupied, attention will need to be given to enlargement of the program of community services and continuing education.

The developmental program includes courses in Psychology, English, Reading, and Mathematics. At the present, the reading course seems most clearly designed for developmental students. A coordinator has been appointed to give half time to the developmental activities.

RECOMMENDATION:

that as soon as possible attention be given to the community's need for short-term occupational programs.

that continued effort be given to widening and making more effective the developmental program.

Faculty and Instruction

Harper College faculty is very well prepared. There are now 89 full-time and 149 part-time members of the faculty in this, the College's second year. Understandably, the faculty tends to be transfer oriented. Most have come from secondary education or traditional college programs. However, this concern for transfer programs seems

to have resulted in underemphasis upon other areas, particularly the developmental programs.

Care has obviously been given to organizing and maintaining faculty records. Records of each class of faculty, full or part-time, are kept in separate files, arranged according to divisions and departments. Each folder contains the educational materials necessary to substantiate the qualifications of each faculty member.

The College has a very acceptable salary scale and an excellent program of fringe benefits, part of which are established by state law. These include tenure, insurance benefits, educational grants, a professional expense account for each member, and provision for leaves of absence. Faculty members are encouraged and supported in their participation in professional meetings and organizations.

During the review a number of classes were visited. Generally speaking, the teaching was good to excellent. While there seems to be considerable interest in instructional innovation, comparatively little has thus far been attempted.

Credit should go to the Social Science Department for developing behavioral objectives for the courses. Programs for advanced credit by examination are also being investigated.

The level of instruction in English, Physics, and Physical Education is worthy of commendation, although the science equipment in the science laboratories is inadequate.

Generally, the work in the vocational area must await the development of permanent laboratories. Portions of the drafting program are elemental, although the architectural program seems to be

outstanding. Equipment in the Electronics laboratory is satisfactory, but equipment in the Mechanical Technology laboratories is adapted to the secondary level. Special mention should be made of the Numerical Control equipment which, with the exception of the machine tool area, appears to be used to advantage.

The Faculty Association is led by a Senate composed of 17 representatives. As yet, the constitution governing the Faculty Association is not complete. There has been considerable pressure from the Board to complete the constitution and by-laws, but the faculty is new to this kind of development and will need time. As indicated above, the Senate officers are now chiefly full-time administrative officers. It is to be expected that leadership will soon come from the faculty ranks.

Shortly before the visitation, the administration had notified a probationary faculty member that he would not be offered a contract for next year. Because of the potential affect of this action, effort was made to give faculty members an opportunity to discuss the matter. Some dozen faculty members were interviewed, including the chairman of the faculty committee charged with reviewing grievances. While most faculty seem to feel that correct procedures had been followed and the dismissal was in order, a small segment looked upon it as a threat to the faculty.

In spite of the incident, it appears that, while faculty morale was not at its highest, it is still at an acceptable level considering the problems arising out of the initiation of a new institution.

There was a feeling on the part of some faculty members of being under considerable pressure as a result of planning necessary to the

development of a new college. However, this seems a natural result of the situation. With the exception of obviously inadequate facilities, concern over the loss of 400 students at the end of the first semester, and problems growing out of the establishment of a new college, no weaknesses were pinpointed by faculty members.

RECOMMENDATION:

a continuing program of education for the faculty in community college philosophy to overcome the tendency to overemphasize the transfer program.

continued effort to involve the faculty in an understanding of the need for and method of building a college community as the move to the new campus is made.

Learning Resources Center

Harper College seems to be well on its way toward building an adequate learning resources center. Approximately 26,000 volumes and 275 periodical titles are currently available. Audio-visual materials, such as 16mm films, filmstrips, phonograph records, 8mm single-concept films, and slides are cataloged and available. A variety of audio-visual equipment is also available for use by the faculty upon request.

The library has begun its collection by acquiring reference works basic to the academic library. This seems an appropriate beginning, but as the library grows, attention should be given to materials for the developmental student as well as the transfer student. The materials are classified by the Library of Congress Classification System.

Learning Resources is administered by the Assistant Dean of Learning Resources who reports to the Dean of Instruction. Learning Resources is composed of two departments: Library Services and Audio-visual Services. There is a head librarian and professional and non-professional staff for the library; no staff has been appointed in the audio-visual area. Responsibility for audio-visual materials and equipment is presently taken by library services.

A three story Learning Resources Center is now under construction. The first floor will house audio-visual services (including a closed circuit television studio); the second floor, library services; and the third floor will temporarily have classrooms to be converted to library use later. The Assistant Dean of Learning Resources is aiding in planning the building.

Closer coordination between the two departments so that they may work toward a common goal might be helpful to the College. The present location of the Assistant' Dean's office is some distance from the library and audio-visual areas and may contribute to the poor communications which seem to exist.

It would appear that much time is being spent by professional librarians on jobs which could be performed by non-professionals, such as delivering audio-visual equipment.

RECOMMENDATION:

that attention be given to providing more material in the Learning Resources Center for the developmental student.

that care be given to the development of better communication between the Assistant Dean of Learning Resources and the library staff.

Student Personnel Development and Services

In addition to its other strengths, Harper is fortunate to have a very able, dedicated faculty in the Student Personnel area. The highly professional attitudes are reflected in the various practices of student development and service. The newness of the College, however, coupled with a rapid enrollment growth and organizational re-definition, pose some concerns that warrant attention.

Short-duration, pre-registration evening orientation meetings have served to "expose" students to Harper. They have also served to acquaint interested citizens of the community with the College, since invitations have been provided via the newspapers. The value of one or two-day marathon orientations is questionable, however, and it is encouraging that an ongoing orientation (e. g., full-semester) is planned to accommodate the various goals of orientation. An interesting and promising beginning might stem from the "Psychology 99" course already established.

The Board of Trustees and the President are to be commended for their commitment to the counseling function, and their goal of a 300-1 student-counselor ratio. The unexpected enrollment growth, however, has resulted in a ratio of closer to 600-1 ($3800 \div 6$).

A word must be said on ratio structure, too. Counselors interact with people, not "full-time equivalents," and their contacts

should be so calculated. Furthermore, the additional responsibility of academic advising places an inordinate burden on counselors. In this latter regard, some colleges see fit to provide released time for selected faculty members to assist the counselors; others increase the number of professional counselors. Harper has seen fit to try the decentralized counseling approach in the future, with an "assist" by department or division faculty on a volunteer basis. It may very well succeed, but should involve, from the outset, an evaluation mechanism that would measure both the outcomes for students and the process variables. A 250-1 ratio is generally more adequate, and a 75-1 for special-program students is suggested.

Financial Aid and Placement

Attempts at meeting the financial and work needs of students are progressing well. Although the College boasts of not having enough bodies to fill the jobs, there are many changes which will come about when the College moves to the permanent campus that will require re-evaluation of this program. Many of the students who now work during the day will require morning, late afternoon, or evening jobs. Further research may indicate that the College should take a more aggressive role in placement to have greater control of the number of hours students work. It may be, for example, that the current high attrition is due to excessive work schedules.

The introduction of new curriculums, too, may attract a population with needs peculiar unto itself. Students in the lower segments

of demonstrated ability may require more assistance in loan programs and grants, rather than in work opportunities.

Finally, for the great numbers pursuing transfer, and presumably many who will eventually teach and be eligible for the forgiveness clause of the National Defense Student Loan Program, the College should immediately seek funds under that title. One can appreciate the problems of the business office in the matter of collections, eventually, but the commitment to assisting needy students should override such an eventuality.

Student Activities

A broad-gauged, balanced program of student activities is lacking, but this is understandable for many reasons: evening session operation, non-conducive facilities, large working-student population, and the lack of a professional employed in the first year. Planning should now involve the preparation for cultural, social, and athletic activities on the new campus, and appropriate financial commitments to each. Opportunities for special-interest group activity (e. g., a literary magazine, an art publication or show, a photography exhibit) should be encouraged. While these should be the outgrowth of student interest and demand, in a beginning institution efforts need to be directed toward identifying and facilitating the development of these activities.

A strength of the College is the student body -- a fine group of young men and women who appreciate their College, its offerings, the faculty, and what is being done for them. The usual complaint

of student leaders about "student apathy" is perhaps more valid at Harper because of conditions previously mentioned. Additionally, the leaders seem to be in conflict: issues which could rally the student body might also reflect adversely upon their College and/or be misinterpreted by the supporting communities. It is hoped that faculty and administrative leadership will help the students to perceive these opportunities in a constructive light, as a laboratory for learning, and interpret such situations positively for the community.

Admissions and Records

If the College has succeeded in many areas in a relatively short period of time, it has fallen short in others which reflect themselves in admissions and student accounting. It is estimated that one-half of the students are part-time, for example, but which ones are and which ones are not is unknown. The offerings may be meeting the needs of some, but classroom mix may militate against the best interest of others. Further, progress toward identifiable goals is undetermined for the majority of students.

One solution may be in accepting students for matriculation in a specific curriculum, stipulated on the application, rather than to the College generally. This would require an intensive pre-admissions counseling program. Another solution might be admission to a common first semester and intensive counseling during that term to assist students in selecting a curriculum which would meet their interests and abilities. In either event, the students' ultimate contract with the

College should be understood, their progress toward achieving a degree should be appraised periodically, and adequate records should be maintained.

Part of the present problem may be due to reliance upon EDP to provide data it may not yet be prepared to provide. Another aspect is that the present policy of not setting a closing date for applications may unduly burden any accounting system and, concurrently, the counseling function.

A decision has been made not to employ a nurse until the College is in its permanent campus. The range of health services, then in addition to the first-aid activity, has been lacking. The decision carries the possibility of legal liability.

Intercollegiate athletics and intramurals seem well under way and should contribute much to developing an esprit. Too, involvement in intramurals should give many students, lacking in the skill required for intercollegiate activity, an opportunity to enjoy participation at their level of expertise.

Leadership in this area is professionally competent and has provided such excellent instruments as The Hawkeye (a fine student handbook) and the "Student Personnel Handbook." Efforts should now be directed to research on student characteristics, and to interpreting such data to the academic community. One could foresee a need, for example, of providing curriculums to accommodate 26% of the student population whose ACT scores fall into the 1-15 segment. If localized normative data support these data (or contrary data) the Dean of Students should interpret them for the

Trustees, President, and Faculty, and strive to introduce appropriate activities or curriculums to serve the needs presented.

Student self-governance has gotten off to an excellent start. Perhaps too much reliance has been placed upon a very cooperative (or placid) student body, and an unusually excellent leadership which may not be repeated subsequently. Anticipating certain student wishes, once they are on the new campus, should be suggested. Finally, the College should have a community-agreed-upon statement of students' rights and responsibilities, including a fair procedures (due process) practice published.

RECOMMENDATION:

that a more adequate counselor-student ratio be provided with a lower ratio for special program students.

that a more careful analysis be given to the program of financial aid to be certain student needs are really being met.

that greater effort be made in compiling the kind of data that will give accurate information concerning the nature and needs of the student body.

CONCLUSION

William Rainey Harper College has made rapid strides in a very short time, indicating a vigorous and competent leadership. Its district certainly has the resources and seemingly the inclination to provide a high type post-high school educational service. While there are numerous problems growing out of the initiation of a new institution, there is also evidence to support the Board's expectancy of the potentiality of a significant institution.

RECOMMENDATIONS AND CONCLUSIONS

North Central Association of Colleges and Secondary Schools

December 12, and 13, 1968

PHILOSOPHY AND OBJECTIVES

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that continued attention be given to the kind of in-service education that will clarify the philosophy and goals of the community college for the faculty.

CONTROL AND ADMINISTRATION

Recommendation:

that as soon as possible faculty members assume leadership in the Faculty Association, releasing the full-time administrators now occupying a number of those positions.

that the policy of denying the lower levels of administrative leadership faculty status and tenure be reviewed to be sure the Board and administration are convinced it is in the best interests of the College.

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CURRICULA

Recommendation:

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FACULTY AND INSTRUCTION

Recommendation:

a continuing program of education for the faculty in community college philosophy to overcome the tendency to over-emphasize the transfer program.

Faculty and Instruction continued:

continued effort to involve the faculty in an understanding of the need for and method of building a college community as the move to the new campus is made.

LEARNING RESOURCES CENTER

Recommendation:

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