

Self Study Report

William Rainey Harper College
for the North Central
Association of Colleges
and Schools

1980

Editorial Committee

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A SELF-STUDY
WILLIAM RAINEY HARPER COMMUNITY COLLEGE
PALATINE, ILLINOIS

Submitted to the
Commission on Institutions of Higher Education
NORTH CENTRAL ASSOCIATION OF COLLEGES AND SCHOOLS

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ABSTRACT

William Rainey Harper Community College is a comprehensive community college located in the Northwest suburbs of Chicago. Harper College draws its legal basis from the Illinois Public Community College Act which prescribes a set of basic organizational, financial and curricular conditions that the College must satisfy.

The College is in its fourteenth year of service to the more than 400,000 residents of the College's district. Harper's explicit mission is responsive to the State's mandates and to the specific needs of the district's residents.

The Community College Act provides for a seven member, local Board of Trustees and, in addition, guarantees student representation on the Board by legally mandating the post of Student Trustee. The internal organizational structure of the College takes into account a number of constituencies. The College, a single campus institution, is headed by a President and his administrative staff. The faculty participate in governance matters through a negotiated contract and a system of institutional committees. In addition, there are a Student Senate, an Employees Council and a local chapter of the Service Employees International Union.

Harper College has a strong collection of the resources necessary to meet the goals of the institution. The faculty is comprised of more than 190 full-time, highly qualified individuals and supplemented with well qualified adjunct faculty members. The faculty reflects stability and experience and 20 percent hold earned doctorates. In addition, the College has a thirty member, administrative staff which exhibits both dedication and ability, and a highly competent and dedicated staff of

supporting personnel.

The College has committed the past two years to an effort to stabilize its financial position and is able to display budgets for the past and present academic years in which expenditures do not exceed income. The College draws much of its financial support from a tax base of nearly three billion dollars. Harper's tax rate is 21¢ per hundred dollars equalized assessed evaluation. These tax monies are combined with student tuition and state reimbursement to provide a high quality educational experience at the approximate cost of \$70 per student credit hour.

Harper has an attractive campus which includes 200 acres and fourteen buildings. Some earlier overcrowding has been alleviated by the opening of several new buildings during the past two years. However, the popularity of particular evening programs requires that the College maintain a number of off-campus sites for classes and services. The Learning Resources Center is a central feature of the campus. The Center contains a library with nearly 100,000 volumes and 800 serials and a Media Services department with a wide array of audio-visual equipment and materials.

The Harper College student body consists of persons with widely varied backgrounds, needs and interests. In 1979 Harper served over 20,000 persons. In the 1979 fall semester Harper had an FTE figure of 7,643. The average age of these students is 27 years. The students have access to a broad range of student services including student development services, student activities, a professionally staffed health service and financial aids.

Harper has developed a strong reputation over the period of its existence, and regular follow-up studies speak to the accomplishments of

the College's graduates and former students. A particularly interesting fact is that, when compared on a state-wide basis, significantly larger numbers of Harper's students remain in the district or the immediate area after graduation than is typical. This figure reinforces the importance of the contribution that Harper College makes to the district residents and the larger community that it serves.

Harper College has made a concerted effort to plan for the future. The College has identified a number of critical challenges that the College must face and has begun planning to meet those challenges. There is every reason to believe that Harper College will continue to make a positive and significant contribution to the community it serves and that the contribution will be a reciprocal one. The members of the College community are secure that Harper has an appropriate mission; that the College is organized in such a manner as to facilitate the accomplishments of that mission; that the resources necessary to accomplish the mission are available; that there is substantial evidence that the College is accomplishing its mission, and that the College will continue to be a viable institution which makes a substantial contribution to its community.

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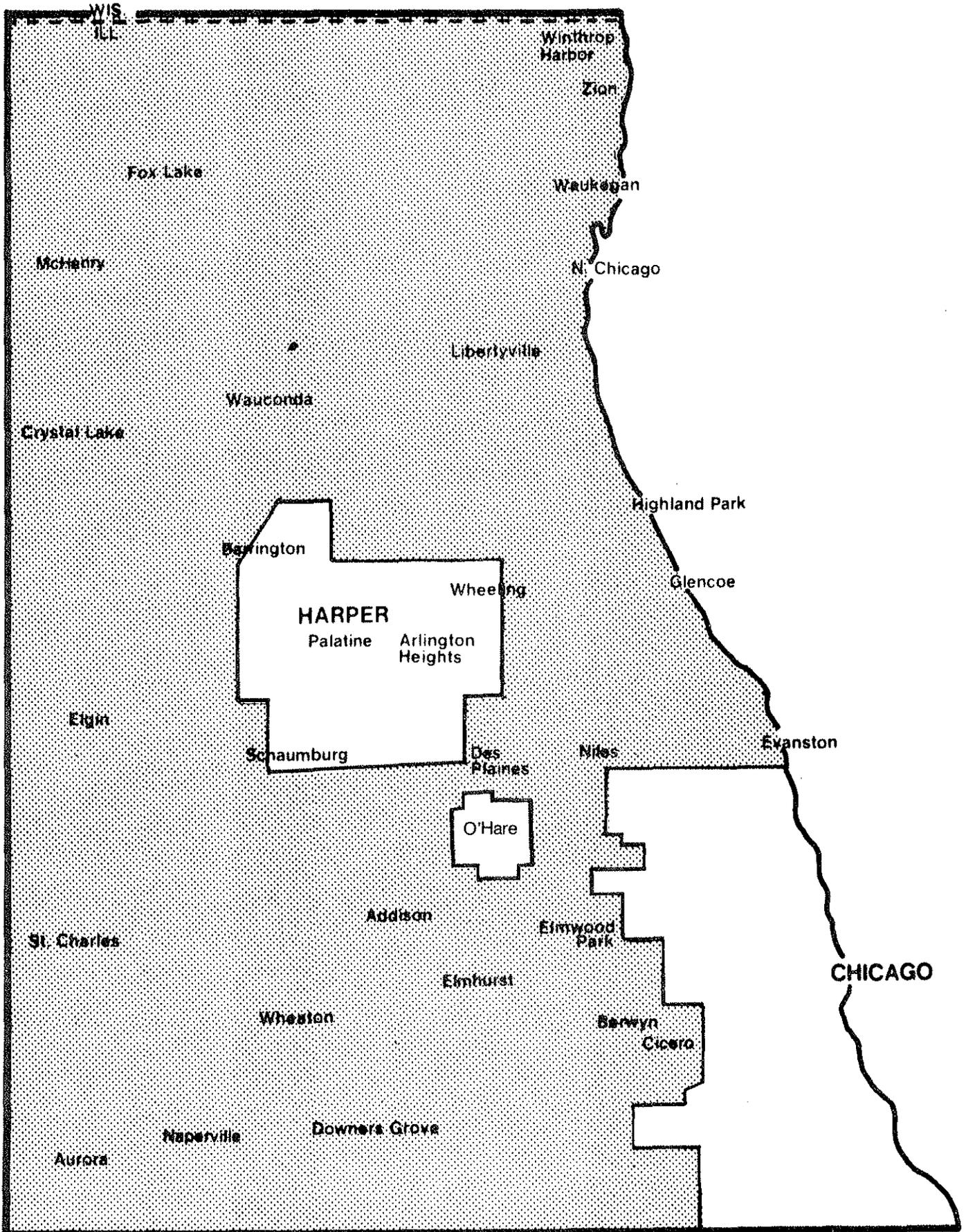
CHAPTER I
WILLIAM RAINEY HARPER COMMUNITY COLLEGE
-AN INSTITUTIONAL OVERVIEW-

The Community

The William Rainey Harper Community College District (Illinois Community College District #512) is comprised of four townships in the Northwest Suburbs of Chicago. In addition, the Barrington School District is, as a result of an annexation vote, included in Harper's service area. The district encompasses 200 square miles and has a current population of approximately 473,000 residents.

The geographical area that comprises the district continues to be a dynamic and growing area, and the majority of the assumptions that appeared in Harper's initial master plan have proved to have been accurate and, in a number of cases, conservative. The area has a broad and varied economic base that frees it from the vagaries of a single industry economy. The Harper College tax base currently approaches three billion dollars, and it is expanding. The numbers seem large, but a 100 million dollar increase in assessed valuation provides only \$100,000 of additional revenue in the Educational Fund because of the College's relatively low tax rate. A 1978 county-wide report, Overall Economic Development and Program for Cook County Illinois concluded that the economic condition and prospects of the Northwest Suburban area were positive, and reinforced the position that the tax base will expand. That document reported that "the regional economy is sound and highly diverse. Manufacturing is declining in importance, [but] it remains a primary employer in the region...the region continues to expand as a center for the transfer of goods in the nation...finance, insurance and real

METROPOLITAN LOCATION OF WILLIAM RAINEY HARPER COLLEGE



estate have grown substantially...." Residential construction has slowed from the dramatic levels of the early 1970's, but continues at a good rate. In short, the report viewed the area in a positive and optimistic manner. It concluded that:

North Cook County represents the sector [of the county] that has exhibited the strongest industrial and commercial growth during the past ten years. It is characterized by a sound economic base, with a diversity of businesses and industries, a viable commercial sector, and a variety of available residential housing. The key to economic health in this sector will be maintenance and preservation of the existing environment.

Despite the optimism in the report, Harper has experienced the effects of the national trends concerning taxes, the slowed economy, and shifting attitudes towards higher education. In addition, one trend that has had and will continue to have a major effect on the district relates to population shifts. Whereas projections consistently point to a continuing, though slower, population increase in the district, that increase will not include large numbers of children. There will be a significant decline in the number of high school seniors so the character of Harper's student body is likely to change.

The nature of employment opportunities and the relative cost of housing are such that income levels tend to be somewhat higher in the area. Likewise, the educational level of district residents is high. The economic report concluded that it "...seems reasonable to suppose that the proportion [of high school graduates] has increased to over 70% at this writing." [1977] Harper will continue to function in an environment in which education is valued and affordable. Additionally, the trend toward greater numbers of older students and greater numbers of part-time students seems

likely to continue. There is a broad ethnic mix in the district, but the number of racial minorities residing in the service area is small.

The College

Harper College was established on March 27, 1965. At the time of its establishment the district had a population of approximately 200,000 residents. During the first two years of existence, a Board was elected; a President was hired; a master plan was drawn; a Faculty was selected; a site was purchased; architects were chosen, and the institution was given a name and identity. District voters approved a seven-and-one-half million dollar building referendum and, as classes began in the Fall of 1967 at a temporary site, the development of a permanent campus was initiated.

The ensuing years have seen the College become an important contributor to the community. There have been many significant events in that period of time. The following represents an effort to provide in summary form a listing of those events which seem to be the most relevant to the current accreditation effort:

- 1965 - The Harper College District is authorized by citizen's referendum. A President is hired, a master plan is prepared.
- 1966 - Voters give 4-1 approval to a seven-and-one-half million dollar building referendum.
- 1967 - Faculty is hired, ground is broken, and classes begin.
- 1969 - Phase I of the permanent campus is completed. Harper's first class graduates.
- 1971 - Harper College receives full accreditation from the North Central Association.

- 1975 - A successful referendum provides funds for purchase and development of a second site. The headcount enrollment reaches 17,440.
- 1977 - Completion of major construction project adds two additional buildings to Harper's facilities. Founding President resigns. Interim successor appointed. Faculty Senate recognized as official bargaining agent.
- 1978 - A major effort to develop an updated master plan is initiated in concert with a comprehensive self-study effort. New President is hired. Master contract is negotiated with faculty. Referendum to increase operating revenue fails to gain voter approval. Major budget cuts are effected in effort to match expenditures with income.
- 1979 - Planning effort continues with widespread campus involvement. College assumes partial control of additional buildings including a comprehensive physical education facility. College continues to adopt rigorous economic measures. Reflection and Projection: A Document Prepared by Harper College Task Forces for Master Planning is published and distributed. Board of Trustees implements Reduction in Force provisions in order to further reduce expenditures.
- 1980 - College submits self-study to North Central Association and prepares for evaluation visit.

The list is by no means a complete one, but it does give some evidence of the rate of growth and development of the institution, and it attests to the dynamic quality of the College.

The more recent historical events deserve additional comment because they served to give structure to the planning effort which resulted in a campus-wide study, assessment and plan for the future development of the institution. In November, 1977, Harper's first President resigned. The Board appointed an interim president and initiated a national search for a new chief officer. The former president, aware of the changes facing higher education and the

fact that Harper was in its second decade of service, urged that the original master plan be updated and revised. His immediate successor initiated that effort.

An external consulting agency was retained to "advise and assist" the College in a planning effort. The first four months of 1978 were spent in developing a design for that planning effort. One of the most significant criteria that the design was to meet was that it would involve all members of the college community. This criterion and rigid adherence to it resulted in a project design that involved large numbers of faculty, staff and students and addressed the majority of the elements found in a traditional self-study.

The institution was at an important point. It faced a variety of challenges. None of these challenges altered the fact that the College was a vital institution which was at that time serving 7,800 "full-time equivalent students" and 19,400 individuals (Fall Semester, 1977). That vitality remains apparent with a 1979 fall enrollment of 7,640 FTE students and 20,500 individuals. Thus the opportunity to integrate the North Central Self-Study and the Master Planning Activity became a particularly welcome opportunity for it mandated a careful examination of the past and the present and a thoughtful look to the future.

The Self-Study

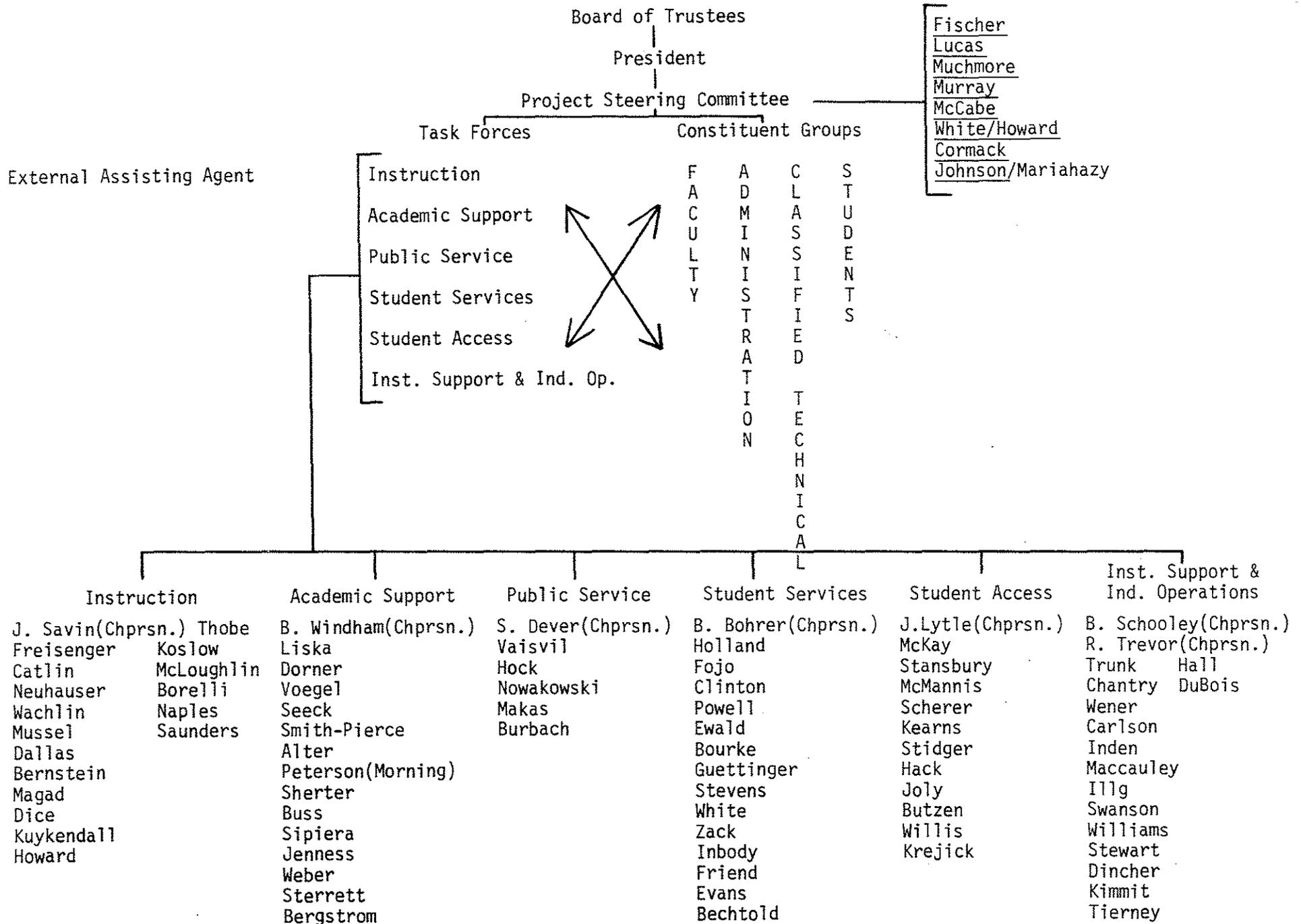
The self-study activity conducted by Harper College was, then, an integral part of a larger master-planning effort. That larger effort had two foci. There was substantial and highly productive internal activity on the part of the college community while

simultaneously, the external agent was collecting and examining data.

The overall responsibility for the internal component of the master planning effort resided in a project steering committee. That committee consisted of (1) a full-time faculty member who was to act as the project coordinator and the liaison with the external agent, (2) a full-time faculty member who would represent the faculty and act as liaison to that group, (3) a full-time student, (4) a member of the classified-technical staff, (5) a member of the administrative staff, (6) the Director of Planning and Research, (7) the Dean of Program Development, and (8) the Vice President of Student Affairs. The make-up of the steering committee insured access to all members of the college community and provided checks and balances for the project.

The burden of activity fell upon six Task Forces. The membership of the Task Forces reflected all of the constituent groups but drew particularly heavily from teaching and administrative faculty. (See Exhibit I-2 for the project organizational chart). The charges assigned those Task Forces and the responses provided by the Task Forces are contained in the document, Reflection and Projection, the combined final reports of the several Task Forces. That report presents a detailed summary of the deliberations and conclusions of the Task Forces. In addition, that document and the activities of the Task Forces furnished the basic source for this Self-Study and provided the external assisting agent with a detailed indication of the thoughts, feelings, and perceptions of the Harper community. That agent, a representative of a Washington consulting firm, did prepare and submit to the College, a Final Report Long Range Plan, 1980.

EXHIBIT I-2
 ORGANIZATIONAL CHART FOR
 MASTER PLANNING ACTIVITY



Upon the completion of the Task Force activity and the publication of the report, an editorial committee consisting of four faculty members assumed the responsibility for developing a complementary Self-Study document which would provide a consultant/evaluator with (1) a clear sense of the context within which the planning activity had transpired, and (2) an indication of the progress that has been made in the ensuing period. The members of the Editorial Committee regularly conveyed draft materials to members of the faculty and pursued discussion of those materials. A draft document was distributed and considered in follow-up meetings. Those meetings and the modifications that grew out of them contributed significantly to this final self-study.

The College Mission

Philosophy

The mission statement that has guided the College since its inception has its antecedents in a long statement of philosophy.

An outstanding program of higher education for the community it serves is the guiding philosophy of William Rainey Harper College.

Created by a community responsive to contemporary insistence on more education for more of its citizens, the College is determined to meet the educational and vocational requirements of each student and thus serve the community at large, for a true community college answers to the demands of the total community.

The demands of the community are clear. In addition to the specific need for two years of high quality transferable collegiate credit, the College recognizes the more general, but no less important, requirement of educating all of its students for a meaningful role in a free and fluid society which promises increased leisure time.

Basic to responsible participation in society is the student's contribution in voting more intelligently, producing more efficiently through the acquisition of a salable skill, and adapting more readily to a complex society. In view of the realities of the complexity of a dynamic society and the knowledge explosion, the student must not only learn what is known but also how to acquire knowledge not yet extant.

With a commitment to the dignity and significance of each student, the College endeavors to bring the student to a realization of what place he can make for himself in today's world and to provide the necessary training for his social and personal goals. To this end, the College must provide those cultural experiences which will open to the student the heritage of the educated man.

The mission of William Rainey Harper College, within the framework of this philosophy, is to provide the highest quality community college program of education, to seek out the most modern, creative, and effective organizational and educational ideas, and to test, improve, and implement those ideas which meet the needs of the community. Inherent in this mission is the responsibility of providing these programs at a reasonable cost to the student and at an efficient and reasonable cost to the community. The ultimate goal is an institution that allows the individual student maximum opportunity to learn and develop.

During the course of the planning activity, this mission statement was thoroughly tested. In order to accomplish that task, the Task Forces first examined the community and service area of the College. The planning materials that they initially received included demographic and economic projections concerning the area. Subsequently, the Harper Office of Planning and Research conducted and evaluated a comprehensive "Survey of Goals and Impact of Harper College as Perceived by Seven Harper Constituent Groups." These and other materials provided the Task Forces an opportunity to test current activities, projected activities, and Task Force conclusions against the community, its needs and expectations. In addition, the Task Forces were able to address the critical philosophical issues which surround the development of institutional missions.

The external agent likewise tested the existing mission statement against a set of mixed criteria provided by John Millett in his publication, Planning In Higher Education. Those criteria assert that an appropriate statement of mission "sets forth the response of the institution to its external environment...[and is the result of] decisions about choices available to [the] College.

As a result of these activities, the planning effort concluded that the original mission statement of the College did indeed need restatement. The Board of Trustees received these suggested mission statements from each of these two sources and, in the Spring of 1980, began the task of determining precisely what changes should be effected.

The proposed mission statements are, in many respects, quite similar. The external consultant offered the following statement in order "to stimulate and focus" deliberation:

The mission of William Rainey Harper College, as part of the system of public community colleges of Illinois, is to provide a comprehensive program of postsecondary education services for residents of its district as well as certain specialized educational programs and services in cooperation with other nearby community colleges. Programs and services offered are those that best meet the needs of the community and simultaneously enable each student maximum opportunity to learn and develop. Innovative and creative programs and services are offered to as many residents as possible while attempting to maintain the highest quality permitted by available resources. These programs and services are provided at a reasonable cost to students and at an efficient and reasonable cost to the district taxpayers and the State of Illinois. Each student is welcomed without social discrimination and encouraged to seek and consider every idea and opportunity available that will contribute toward setting realistic individual goals and achieving them through successful educational experiences.

The statement which appeared in the summary chapter of Reflection and Projection employed a slightly different format but contained a number of similarities:

The mission of William Rainey Harper Community College is to provide an outstanding program of higher education for the community it serves.

The mission is cast in the context provided by the 1965 Illinois Public Community College Act which reinforces the value of education for all citizens by enabling and encouraging locally initiated and administered comprehensive community colleges.

William Rainey Harper Community College reflects this community's commitment to the concept of the comprehensive community college. The College is determined to respond to that commitment in a manner that recognizes the significance of and maintains the dignity of individual students while meeting the educational and vocational needs of both those students and the community at large.

The College further pledges that it shall maintain admissions policies as well as personnel policies which shall be free from discrimination with respect to race, religion, sex, national origin and handicaps.

The College shall provide these programs at as reasonable a cost to student, district taxpayers and the State of Illinois as is consistent with the desired levels of quality.

The original mission statement and both of the proposed statements take into account the charges inherent in the Illinois Community College Act. Both of the proposed statements bring explicit emphasis to the commitment to the comprehensive community college and both of them make explicit an institutional commitment to the avoidance of discrimination. The changes are subtle, and do not require substantial changes in the day-to-day operation of the College. Rather they reflect the attitude and commitment that the institution has already exhibited during its first thirteen years of service.

Specific Objectives

In addition to suggesting changes in the existing mission statement, the Task Forces implied, and in a number of comments made explicit, that the College should revise the list of objectives that grows out of the mission statement. Here too, the changes are subtle ones but do offer a more explicit indication of the type and level of commitment of the institution. Those objectives are:

- * To actively seek to make the community aware of the importance of the college as an educational, cultural and social resource and to make that community aware of the opportunity and services that the college offers.
- * To provide the first two years of baccalaureate education and offer students opportunities to pursue liberal arts, sciences and pre-professional curricula which are designed to prepare those students to transfer to four year colleges and universities and/or to satisfy individual educational goals.
- * To provide career education opportunities in occupational vocational, technical and semi-technical fields which would allow students to acquire the skills and knowledge required to enter a specific career.
- * To provide opportunities for training, retraining and upgrading of skills in order to facilitate individual adjustment to, or re-employment or advancement in, a work environment that is undergoing rapid technological change.
- * To offer appropriate general education opportunities which will be available to and allow all citizens to prepare to participate more effectively in a free society as well as providing those citizens with personal and cultural enrichment.
- * To provide general studies including developmental instruction and adult basic education.
- * To provide community education, including credit-free adult continuing education classes designed to meet such varied individual goals.
- * To provide student services designed to reflect and complement the programs and direction of the institution, including, but not limited to admissions, counseling, testing, tutoring, placement, financial aid and special assistance for the disadvantaged student.
- * To provide selected public services which employ the available resources of the college and utilize the talents of faculty and staff in such a manner as to make significant and substantive contributions to the community.
- * To provide and encourage the use of the college's facilities and services for educational and cultural purposes by all citizens of the community.

Chapter Conclusions

William Rainey Harper Community College is a viable institution providing a valuable set of services to a growing and developing community. The College has, since its inception, been committed to a mission embracing the philosophy of the comprehensive community college and the specific challenges of the Illinois Community College Act. As a result of the comprehensive self-study and the master planning effort, it is clearly appropriate for the Board of Trustees to effect those minor changes in the College's stated mission in order that the statement might reflect in a more explicit sense, the commitment the College has made.

CHAPTER II INSTITUTIONAL ORGANIZATION

The State System

William Rainey Harper College is a part of the carefully defined and effectively coordinated higher education system of the State of Illinois. Harper, as well as the majority of the state's other community colleges, was a direct outgrowth of the 1965 Illinois Public Community College Act (Chapter 122, Illinois Revised Statutes). With that act the State of Illinois committed itself to expanding the availability of higher education to the citizens of the State. Additionally, the legislature sought to guarantee that, on the one hand, the resulting system would be carefully coordinated and, on the other hand, it would reflect the best elements of local control.

Statewide coordination is provided by the ten member, Illinois Community College Board and the Board's professional, administrative staff. The original legislation conveyed to the Illinois Community College Board a number of specific powers:

The State Board

- shall have the power to make and provide rules and regulations not inconsistent with the provisions of [the] Act.
- shall have the power and it shall be its duty to provide statewide planning for community colleges as institutions of higher education and coordinate the programs, services and activities of all community colleges in the

State so as to encourage and establish a system of locally initiated and administered comprehensive community colleges.

_____ shall have the power and it shall be its duty to determine efficient and adequate standards for the community colleges....

_____ shall set the criteria by which community colleges shall be judged....

The State Board regularly publishes a Policy Manual which sets forth those policies and procedures which are not specifically enumerated in the Community College Act. Among other things, the Policy Manual establishes standards for statewide master planning, accounting systems, capital projects, program changes, and program reimbursements. In addition to functioning as a policy making body, the Illinois Community College Board also functions as an advocate at the state level for community colleges. The functions of the State Board insure that there will be control over the community colleges while at the same time insuring that the colleges will be properly represented when statewide decisions concerning higher education are made.

In addition, the State Board frequently serves as a catalyst for examining and testing the philosophical base of the community colleges. The Board regularly commissions studies such as the excellent 1977 monograph "The End of Growth: Ramifications for Higher Education Planning and Policy." These and similar studies provide for broader consideration of issues than would otherwise be possible.

The Board of Trustees

The active role of the State Board might at first suggest that there is a minimum of local control, but this is not the case. A substantial portion of the responsibility for providing funds for the community college is placed in the hands of the community which is served by the college. Appropriately, the Public Community College Act also places a large part of the policy making responsibilities in the hands of a local Board of Trustees. The Harper College Board of Trustees is comprised of seven members, all of whom must reside within the district, and who are elected for terms of three years. In addition to the seven members elected by the community, the law provides that a student of the College is to be elected annually to the Board by the members of the student body. The student member is vested with the rights, privileges, and responsibilities of Board members except that the student member cannot be counted to make a quorum and his/her vote is an advisory vote.

The Harper College Board of Trustees publishes an annual Policy Manual which contains a record of all Board policies and the By Laws which govern the Board's activity. Those By Laws provide that the Board shall elect annually three officers, the Chairman, Vice Chairman, and Secretary, and that the Board shall employ certain other "Resource Specialists" including a Treasurer, Attorney, and Auditor(s). The By Laws further establish that the following responsibilities shall reside with the Board of Trustees:

To select a president who shall be the administrative head of the college, directly responsible to the Board for the total administration of the college district. The

Board shall vest in the president the necessary authority and shall provide him with appropriate personnel to carry out the educational program of the college district.

To provide policy which will substantiate all claims for state aid and the maintenance of such records for three (3) years.

To provide policy for the revenue necessary to maintain a community college.

To designate the treasurer who is to receive the taxes of the district and to notify the collectors in writing accordingly.

To adopt and enforce all necessary policies for the management and the government of the community college.

To provide policy for the appointment of all teachers and fix the amount of their salaries.

To provide policy for the admission of students which does not conflict with the laws of the State of Illinois.

To establish policy and regulations governing conditions under which any person, persons, or associations may acquire or collect funds in the name of the community college.

To provide policy for securing adequate insurance as provided by law.

To perform such other acts as are required by the laws of the State of Illinois or the State Board.

To annually evaluate its effectiveness.

In addition to the Policy Manual, which is widely distributed within the institution, the Trustees publish a Board of Trustees Information Manual which includes additional specific information such as standing Board Committees, committee charges and liaison assignments.

The General Administrative Structure

During the past two years, the general administrative structure of Harper College has undergone careful scrutiny. The current organizational structure is displayed in Exhibits II-1 through II-5. The structure does not depart radically from a typical organizational format. However, a number of organizational changes are reflected in the current charts. Those changes are in direct response to the planning process.

- 1) The academic disciplines have been reorganized into five academic divisions, and the responsibility for continuing education has been vested in a director. The intent of this latter decision was to increase involvement of the academic disciplines in the continuing education process rather than having an organizational structure that separates them.
- 2) The responsibility for providing and coordinating special services such as developmental education, programs, and programs for the handicapped has been extended to the Dean of Educational Services.

EXHIBIT II-1
 ADMINISTRATIVE ORGANIZATION CHART
 1979-80

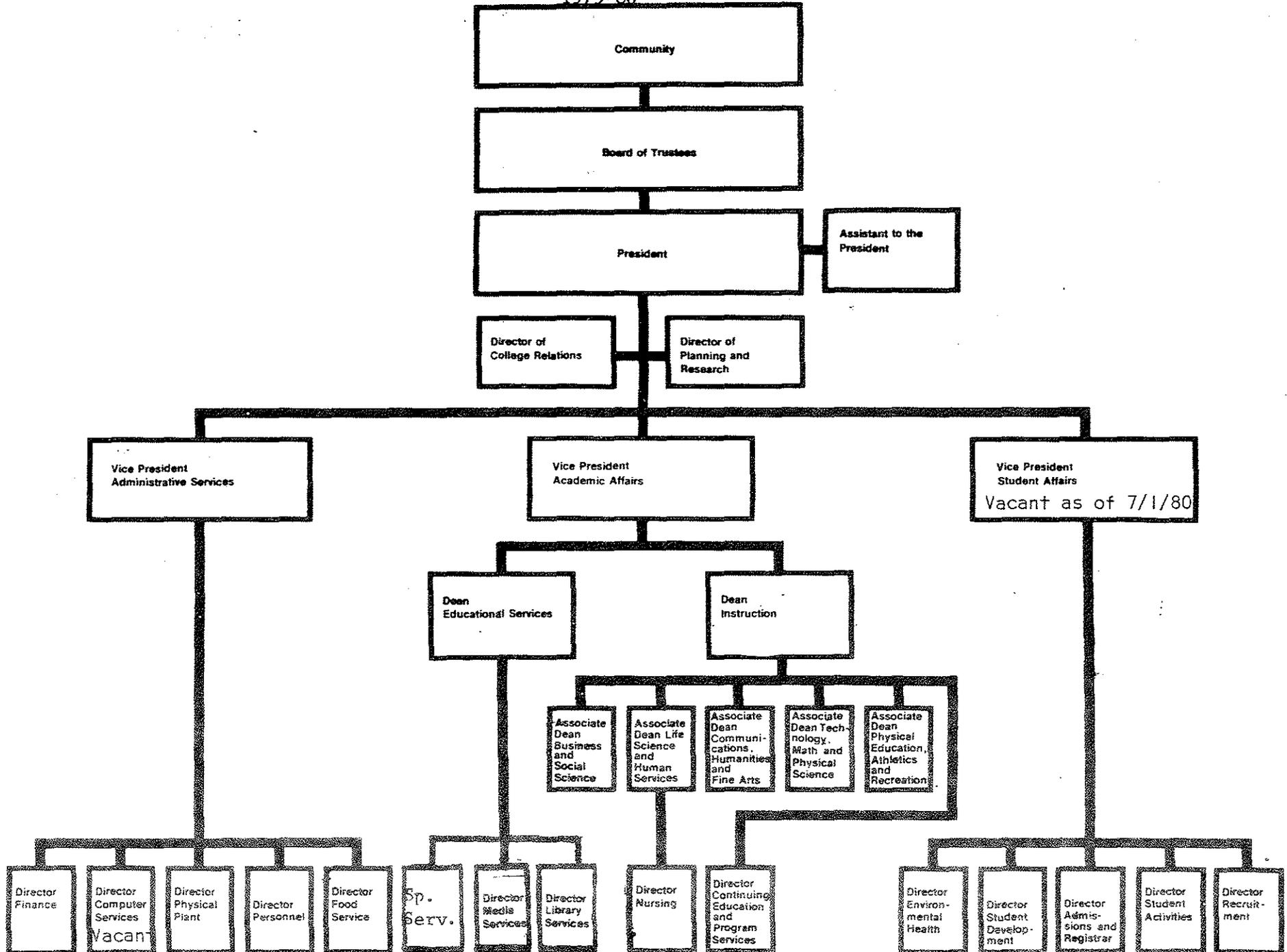


EXHIBIT II-2
ORGANIZATION CHART
PRESIDENT'S OFFICE
1979-80

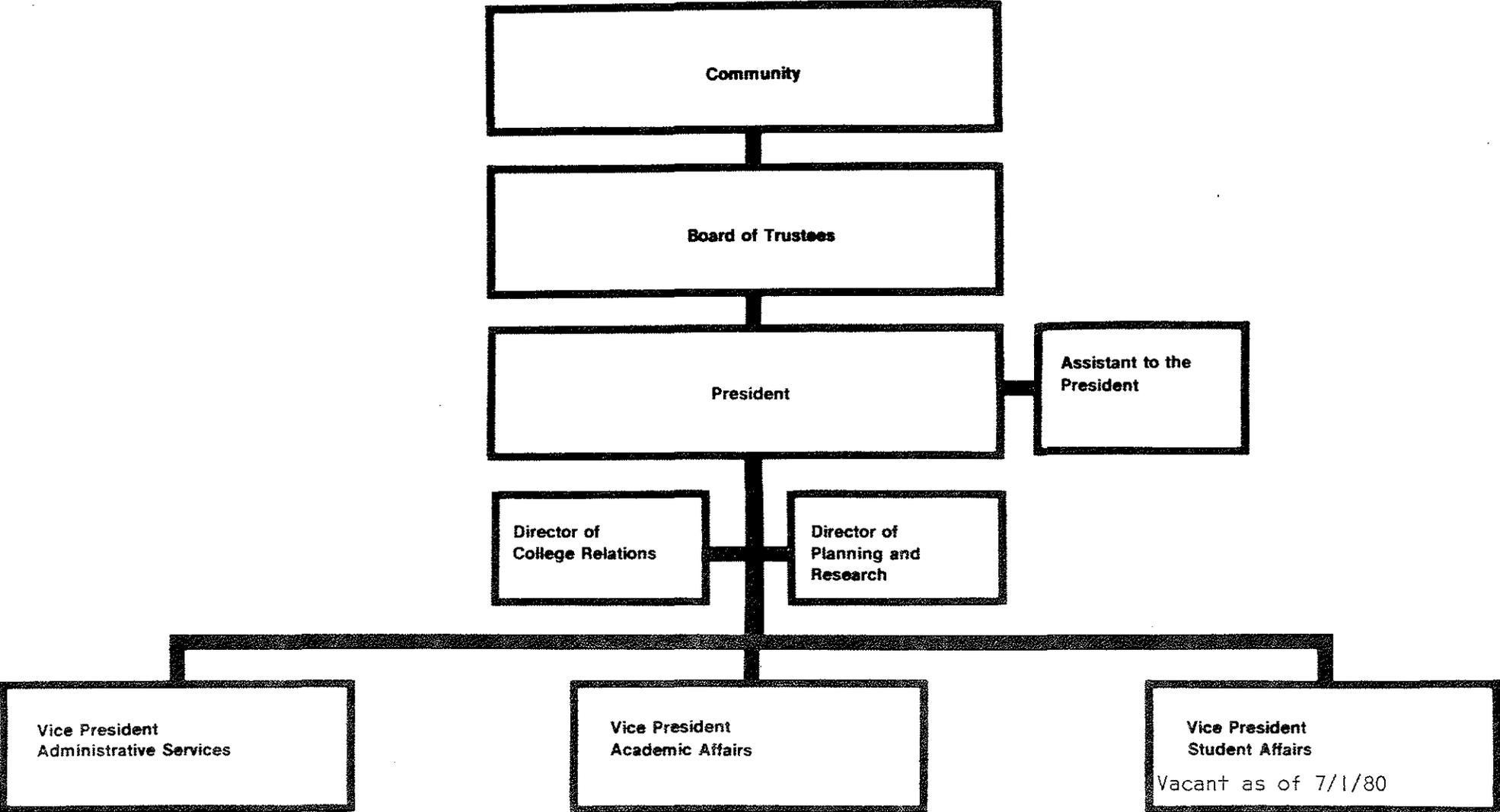


EXHIBIT II-3
ORGANIZATION CHART
OFFICE OF ACADEMIC AFFAIRS
1979-80

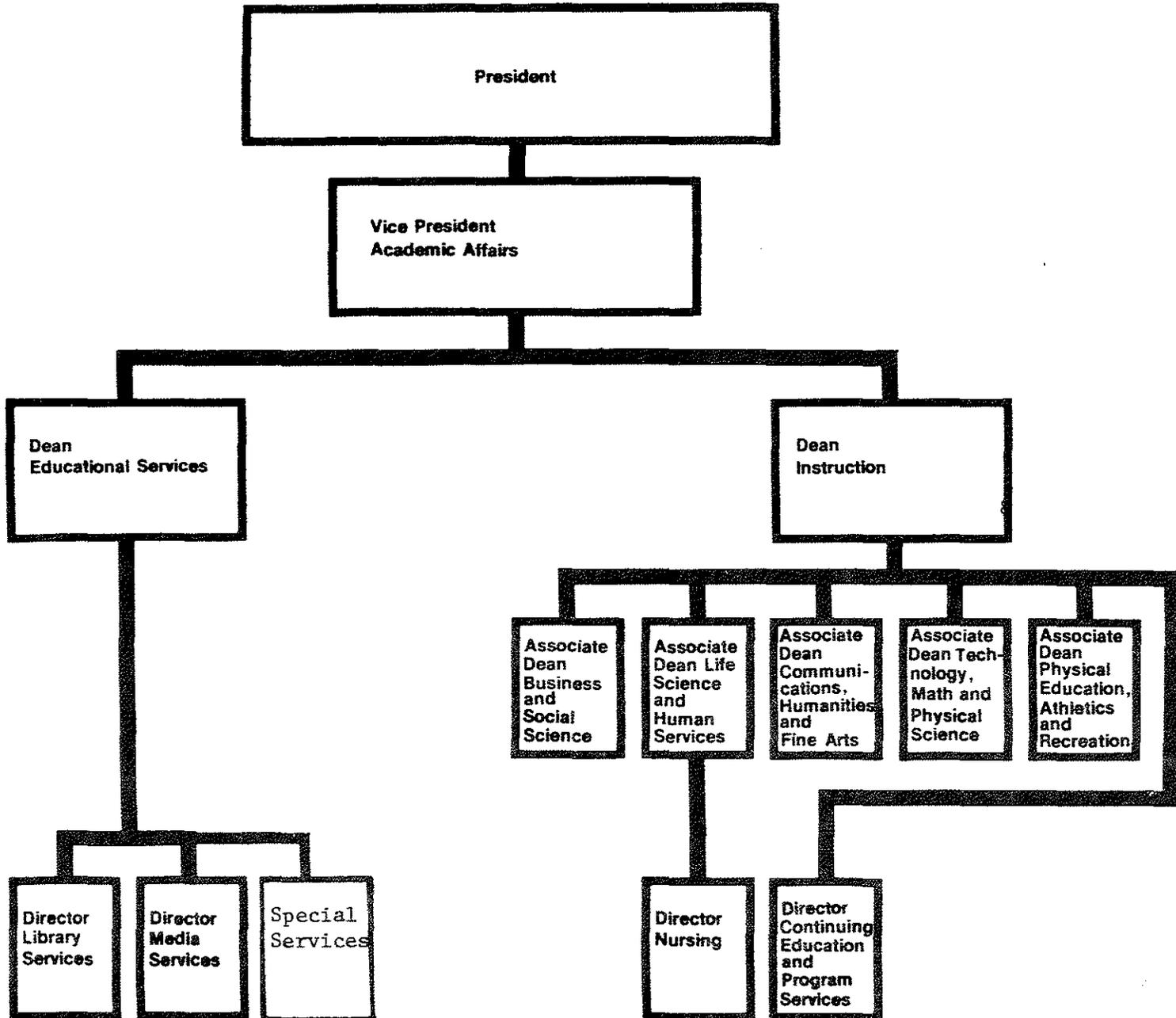


EXHIBIT II-4
ORGANIZATION CHART
OFFICE OF ADMINISTRATIVE SERVICES
1979-80

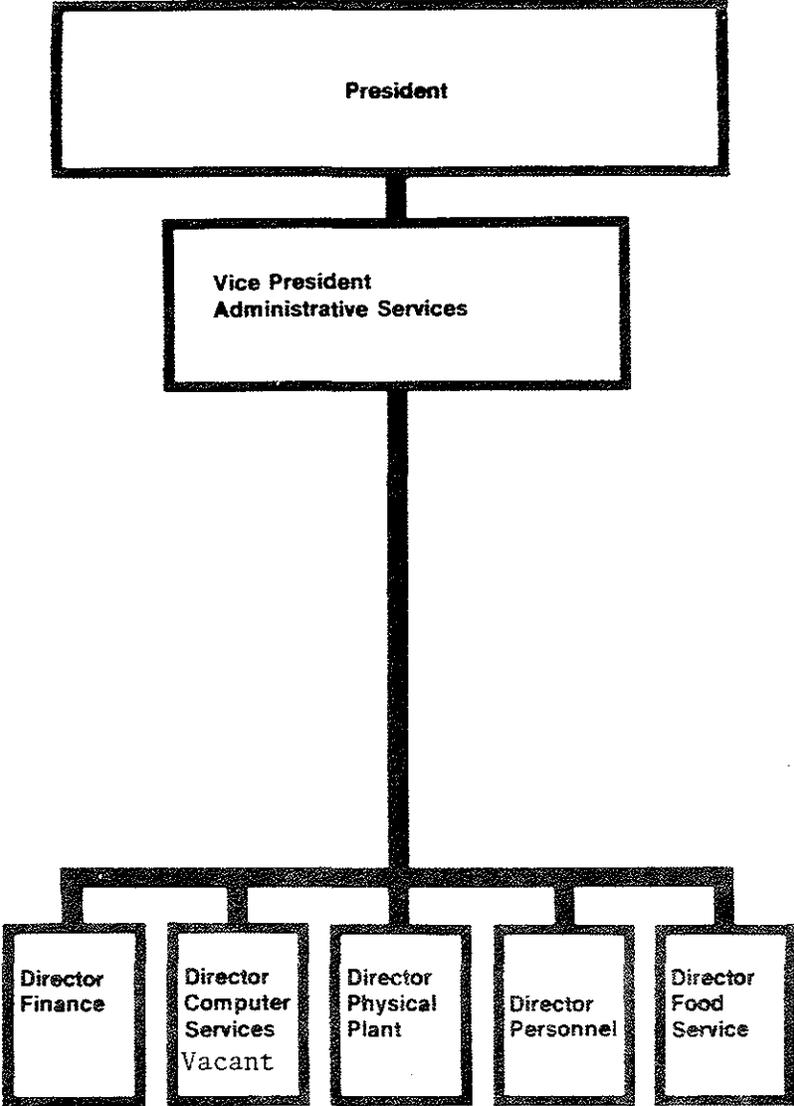
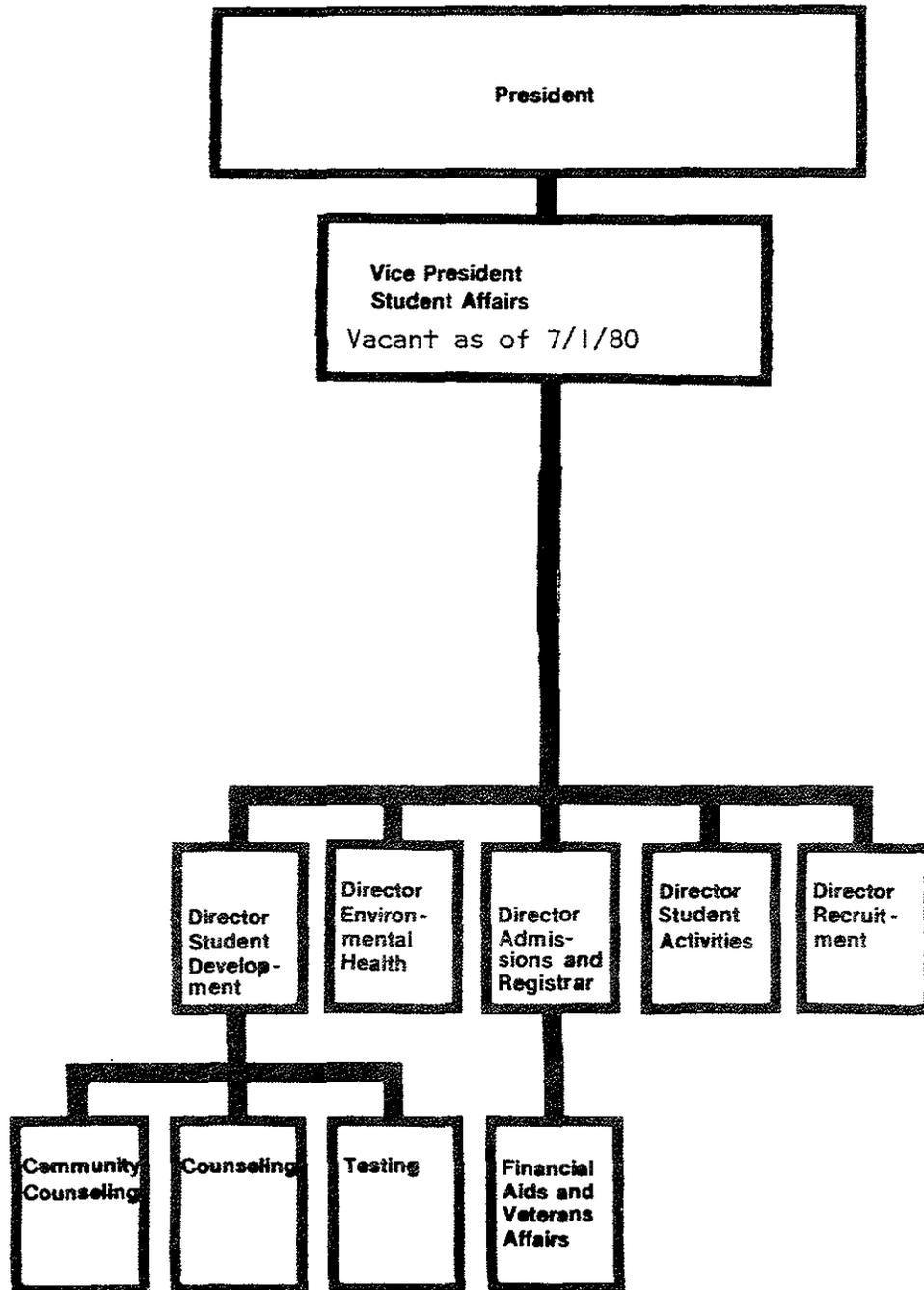


EXHIBIT II-5
ORGANIZATION CHART
OFFICE OF STUDENT AFFAIRS
1979-80



- 3) Counseling services have been reorganized on a cluster basis in an effort to increase the availability of those services to students.
- 4) Additional efforts to strengthen communication channels have been developed. For example, all administrators participate in a monthly "Communication Forum" which provides them an opportunity to examine and discuss general, institutional issues. Each of the three administrative areas meets with the President monthly, and the Vice-Presidents and President meet formally on a weekly basis.

The general duties and responsibilities of administrators are enumerated in the Board Policy Manual. Likewise, the general responsibilities of teaching faculty and salaried support personnel are described in the manual. Those duties are duties that one might typically ascribe to the positions.

There has been another major occurrence that has had both a direct and an indirect effect on the organization. The Board of Trustees and the teaching faculty have negotiated a master contract which carefully defines a variety of mutual responsibilities. The contract is a thorough document which will be referred to in several, subsequent sections of this self-study. Its most significant effects on the administrative structure have been to create the role of the department chairman and to define that role as an extension of the teaching function.

Faculty Organization

The Harper College Faculty Senate is the college chapter of Local 1600 of the American Federation of Teachers. The Faculty

Senate serves a number of important purposes and prime among them is that it acts as "the exclusive bargaining agent of the college faculty members...." Acting in that capacity, the Senate is responsible for the aforementioned master contract, 1979-1980 Agreement Between Board of Trustees of Community College District 512, County of Cook and State of Illinois and William Rainey Harper College Faculty Senate a Chapter of the Cook County Teachers Union Local 1600, AFT, AFL-CIO. This agreement represents the second, negotiated contract and does much to formally establish faculty rights and responsibilities in a variety of areas.

The Faculty Senate exists on the basis of a Constitution which was revised and ratified in April, 1979. That Constitution provides both for a list of standing committees and for the establishment of ad hoc committees. These committees reflect the interests of the Senate and are not what might be described as institutional committees.

A number of institutional committees do exist. The membership of those committees is determined by appropriate Vice Presidents in consultation with the President of the Faculty Senate.

Currently, there is provision for twenty-seven institutional committees. The committees and their separate charges are described in the Faculty Procedure Manual. Certain of them are single purpose committees and have brief lives. For example, while the members of the Promotions Committee have three year terms, the majority of the committee's activity occurs during an early February review period. Likewise, the Copyrights and Patents Committee convenes upon request. Others of them, such as the Curriculum Committee and the Cultural Arts Committee function continuously.

One of the particular strengths of the Master Planning activity was the opportunity for the several constituencies within the institution to consider and interact with one another with respect to institutional issues. Three of the Task Forces noted this and asserted that there was a need for faculty to assume an increased role in institutional governance. The President of the College and the Vice-President of Academic Affairs have, in concert with the President of the Faculty Senate, initiated discussions meant to develop some sort of mechanism which would achieve this goal.

Student Organization

Harper College makes considerable provision for student participation in College matters. A variety of organizations are open to members of the student body. The separate organizations and their activities are described in the Student Handbook, a widely distributed publication which is available to all students. The Student Senate of Harper College is an elective body composed of ten members. The Student Senate represents the Harper students to the faculty, administration, and Board of Trustees in the formulation of policies that affect students. In addition, the Student Senate is responsible for budgeting and allocating student activity fee funds and acts as the coordinating agent for College clubs and organizations.

As was noted in the discussion on the Board of Trustees, the Illinois legislature has provided for student representation in Board matters. The student trustee is elected in the Spring and serves a succeeding, one-year term.

The planning activity cautioned that the many opportunities for student involvement need to be constantly examined in light of the changing nature of the student body. Accordingly, efforts have been

made to widely publicize the opportunities that are available to students and to measure the response to those activities.

Staff Organization

The Board of Trustees maintains a separate manual for classified personnel. The manual describes policies related and responsibilities of exempt and non-exempt personnel and includes conditions of employment, job descriptions, fringe benefits, and other necessary and appropriate items. Professional-technical and classified personnel participate in an Employee's Council. This body is an elective group that represents its members in a variety of ways. The Council meets monthly with the President, Vice-President for Administrative Affairs and the Personnel Director and is regularly consulted in institutional matters, and its members or designated agents regularly serve on institutional committees. For example, the Council identified members to serve on the Master Planning Task Forces, and personnel selection committees.

Chapter Conclusions

Harper College functions in a carefully structured, state-wide system that mandates that the College consistently engage in self-evaluation and effect the changes necessary to achieve its professed mission. Harper's organizational structure is consistent with the state's policies. It emphasizes the importance of local control and broad involvement in governance activities. The several constituencies within the College have ample opportunity and adequate mechanisms to insure participation.

CHAPTER III INSTITUTIONAL RESOURCES

If an institution is to realize its individual purposes, it is implicit that the institution must possess adequate human, physical and fiscal resources to support the efforts to achieve these purposes. Harper is a relatively young institution. As Chapter I indicates, with the 1980 Fall Semester, the institution will be entering its fourteenth year of offering classes and services to the community. During those fourteen years, the College has accumulated a very strong set of resources.

Faculty and Staff

Quality

Harper College has a very competent, well-qualified and highly diversified faculty and staff. At the present time, there are 195 full-time teaching faculty, 25 administrative faculty and 45 technical/professional staff members. Of the teaching faculty, 20 percent hold earned doctorates, 65 percent hold master's degrees and beyond, and 14 percent have other academic and professional backgrounds relevant to their particular disciplines or areas. Ninety percent of the teaching faculty is tenured and, as a result of recently enacted legislation, by the end of 1983-84, all presently non-tenured faculty will also be tenured.

TABLE III-I
Distribution of Faculty Rank and Educational Background
1979-1980

Teaching Faculty:

	No	Tenured	Doctorate	Master	Other
Prof.	33	33	17	15	1
Assoc. Prof.	62	62	14	47	1
Asst. Prof.	51	50	6	36	9
Instr.	39	24	2	29	8
Instr. Assoc.	<u>10</u>	<u>7</u>	<u>0</u>	<u>0</u>	<u>10</u>
Totals	195	176	39	127	29

Administrative Faculty:

	No	Tenured	Doctorate	Master	Other
Prof.	6	-	4	2	
Assoc. Prof.	6	-	3	3	
Asst. Prof.	8	-	2	6	
Instr.	<u>5</u>	<u>-</u>	<u>-</u>	<u>2</u>	<u>3</u>
Totals	25		9	13	3

Harper College is fortunate in that several of the members of the original college faculty remain. They have provided leadership and continuity for a steadily expanding faculty. Many faculty members have had broad experience in their own fields outside of teaching. This is particularly true in the areas of the fine arts, the professions (exclusive of education) and business and industry. Harper's career and technical programs have faculty members who combine work and academic experience in their respective fields.

Although the faculty's primary emphasis is on good instruction and strong teaching, many faculty members are engaged in individual research

and development projects. Some are outgrowths of their major field of interest and others are in different areas. A sampling of their projects includes Mineralogical and Chemical Characterization of Ordinary Chondritic Meteorites, Energy Conservation Strategies, Honors Programs and Micro-Processors. Many faculty have done professional writing which has resulted in textbooks and laboratory manuals and numerous articles that have appeared in professional publications.

As Chapter II indicated, a negotiated, master-contract defines the material obligations and responsibilities of the Board and the faculty. In addition, the contract describes the academic, professional and experiential requirements for placement in academic rank. As a result of recently enacted legislation concerning tenure, each department has further defined the credentials necessary for faculty teaching within a discipline and at different levels within that discipline. This has been done to insure and preserve the integrity of the teaching faculty and to provide guidelines that will be necessary to maintain flexibility for a largely tenured faculty which will undoubtedly have to adjust to enrollment and curriculum changes.

Because Harper College, like other community colleges, offers a comprehensive educational program to a very diversified student population, many of the course offerings are held at night and some on Saturday. This requires a large number of part-time faculty members. Harper is in the fortunate position of being in a locale that provides many well-qualified and competent people who are interested in teaching part-time. These individuals teach night and

Saturday classes as well as a few day-time classes. On an Institution-wide basis, an average of 28 percent of all course offerings are at night.

In the Technology, Math and Physical Science and Business and Social Science divisions, approximately 48 percent of the educational program is offered at night. In these divisions as much as 53 percent of the educational program is taught by part-time faculty, and institution-wide, an average of 41 percent of the instructional contact hours are taught by part-time faculty.

TABLE III-2

Coverage of Educational Program by Part-Time Faculty
(Fall Semester, 1979)

	Total Contact Hours	Day Contact Hours	Night Contact Hours	% of Program at Night	No of Part-Time Faculty Does Not Include Full-Time Overload	Contact Hours by P.T.	% of Program Taught by Faculty
Divisions:							
BUS/S S	1264	653	611	48	167	584	53
C H F A	1102.5	919.5	183	17	66	421	46
T M P S	1024	551	473	46	80	542	53
L S/H S	866.25	803.25	63	7	49	408.5	47
P E A R	87	79	8	9	5	26	30
SP SERV*	107	83	24	22	5	19	18

*ABE is not included; it is taught completely by part-time faculty.

(Spring semester, 1980)

	Total Contact Hours	Day Contact Hours	Night Contact Hours	% of Program at Night	No of Part-Time Faculty	Contact Hours by P.T.	% of Program Taught by P.T.
BUS/S S	1325	703	622	47	152	456	34
C H F A	1030	806	224	22	62	354	34
T M P S	941	497	444	47	78	505	54
L S/H S	770.25	693.25	77	10	41	317	41
P E A R	86	77	9	10	8	31	36
SP SERV	98	60	38	39	5	19	19

The large number of part-time faculty is a matter of concern to administrators and faculty. In the past year, reduction in force has increased the number of part-time faculty. While it is recognized that fiscal considerations play a large role in determining the number of part-time faculty that are employed, there is a concern that this number does not become too disproportionate. It will be necessary to monitor the use of part-time faculty carefully in coming years.

Evaluation

The faculty evaluation process has received close scrutiny and study by a faculty committee over the past few years and also received considerable attention from the Master Planning Task Force on instruction.

While the procedure has remained substantially the same, changes have been made in the schedule of evaluations and the student evaluation instrument. Non-tenured faculty undergo complete evaluation each year and tenured faculty go through this procedure every 3 years on a rotating basis or upon request. Every faculty member distributes the student evaluation instrument to at least one class section each semester. Faculty receive regular feedback from students about the quality of the instruction and this facet of evaluation is an on-going process.

The evaluation procedure is standardized throughout the institution. The system includes personal assessment and peer, student, and administrator evaluation. Criteria for personal assessment and peer evaluation are divided into three categories: instruction, institutional and community service, and professional growth. The faculty member's peer committee rates the performance of the faculty member

as being either satisfactory or unsatisfactory in each of these categories and provides a rationale for the ratings.

The student evaluation instrument is an 8 item questionnaire in which students are asked to respond to statements concerning the instructor, course content, and teaching methods. It also provides an opportunity for student's comments. Administrator evaluation combines the personal assessment, peer evaluation, student evaluation, and an assessment of his/her own interactions with the faculty member. The results of the entire evaluation process are discussed in a personal interview between the faculty member and the associate dean.

There has been much discussion concerning the inflexibility of the present evaluation system. The Task Force on Instruction recommended that evaluation instruments not be standardized so that instruments appropriate to a given discipline could be selected and/or developed. It was further recommended that student evaluations should be used solely for the improvement of instruction and not in any way as a rating scale for faculty or as a basis for personnel decisions.

Faculty Development

Faculty development at Harper College occurs in a number of ways. There are programs of development initiated by individual faculty members and institution-wide development programs organized by a faculty committee. Individual faculty members are encouraged to continue their academic development by the tuition reimbursement plan. As a result, many faculty have completed or are working on advanced degrees. Opportunities for faculty to conduct research

are provided by the "Special Projects for Educational Development" (SPED). This fund has supported a variety of projects including Utilizing FORTRAN with WATFIV; Computer Managed Self-Paced Psychology III; Individualized Learning Lab for Dental Hygiene; Competency Based English 102; Meteorite Research, and Teletype Home Study Course. A program of innovative travel has given faculty members travel funds so that they might attend professional conferences, workshops and seminars, and visit other educational institutions in order to review and evaluate instructional methods and facilities. A program of summer Faculty Fellowships has provided funding for faculty members interested in revising and/or developing specific materials for new or existing courses. These fellowships have resulted in new courses in the curriculum and new instructional materials used in existing courses. Despite their obvious value two of these programs, SPED and Faculty Fellowships, were suspended because of the efforts to stabilize the budget. The 1980-81 budget makes provision for reinstatement of the Faculty Fellowship program. The College has sought to continue to provide limited travel funds. The fiscal situation limits the College to full-year, half-pay sabbaticals, and no one has sought to take advantage of them.

At present, there are nine currently operative grants supporting specific projects in Harper's educational program. These grants support programs in Adult Basic Education; Education for Hearing Impaired Students; Staffing Training in Microprocessor Systems; Nursing Capitation, and Displaced Homemakers. A most recent grant received by Harper, a FIPSE grant from HEW, entitled PATH, Piaget at

Harper, is a multidisciplinary program of five or six core courses for entering freshmen who do not have firm career goals and/or who have not been satisfied with their past educational achievement.

Institution-wide faculty development programs have been planned by a faculty committee and have taken place during the fall and winter in-service days preceeding the opening of each semester. Some of these programs have employed guest lecturers, whereas others have concentrated on in-house programs and have drawn on the broad variety of backgrounds and expertise of the Harper faculty and staff. The list of programs has included Solar Energy, Computer Assisted Instruction, Piaget-based Instruction, Curriculum Development, and Honors Programs. There have been efforts over the past two years to extend these institution-wide development programs throughout the school term. Faculty development has had a vigorous tradition at Harper but has suffered recently from budgetary suspensions. The Task Force on Instruction has urged strong support of faculty and administration for the in-house programs and for the restoration of funds for SPED, Faculty Fellowship grants and innovative travel. As indicated, the Faculty Fellowship program will be revived this coming year.

Master Contract

As earlier noted, the William Rainey Harper Faculty Senate is the organization to which all regularly employed full-time faculty members (including department chairpersons and coordinators) may belong. At the present time, 74 percent (143) of all eligible faculty are members. The annual agreement provides for an appropriate salary schedule, fringe benefits, an orderly and expeditious grievance procedure and certain conditions of employment of faculty members.

Upon becoming a full-time faculty member, each person is guaranteed academic freedom as defined by the American Association of University Professors and amended only to have great applicability to the concept of the community college. Each faculty member is entitled to freedom in research, freedom in the classroom and freedom as a citizen and member of a learned profession. He or she is also guaranteed that termination of employment, whether it be by dismissal or reduction in force, will occur only after due process as specifically outlined in the contract has been followed.

Appointments to faculty positions are probationary, one year in length and may be renewed on a year-to-year basis. With the recent passage of SB147 on tenure, all full-time faculty who had fulfilled three one-year probationary appointments were automatically granted tenure as of January, 1980. Tenured faculty are awarded continuous appointments and may be dismissed only for cause, provided this shall not be applicable to dismissal because of reduction in force.

The salary schedule included in the contract is a Step Lane Schedule. Placement on the schedule is determined by academic rank and by years of experience. Vertical movement in the salary schedule shall occur at the rate of one step per year. Horizontal or lane movement shall take place after promotion in academic rank or in the case of associate instructors, instructors and assistant professors, after completing the prescribed number of years of service and meeting the minimum requirement for the next higher rank. The range of salaries provided for in the present contract is from \$11,025 to \$31,000 and the average faculty salary for the 1979-80 contract year is \$22,026 and the median salary is \$19,600. Additionally, the

contract provides an array of fringe benefits including educational grants, tuition reimbursements, professional expense accounts, and group insurance. In addition, the Board provides a portion of dependent coverage for health/major medical insurance. The faculty member may also elect to contract additional dependent coverages.

Each faculty member is provided with appropriate office space, (at the present time the majority of faculty members have private offices) ample instructional materials and clerical services.

Class assignments are made in consultation with faculty and reflect a normal workload of thirty contact hours per academic year. Teaching in excess of the normal workload is compensated and is not to exceed nine hours per year. Exceptions to the normal workload exist in English, physical education and for those teaching only clinical courses in dental hygiene. In addition, teaching faculty are required to maintain at least ten regularly scheduled office hours per week. For faculty members who do not have teaching responsibilities, i.e., LRC faculty, Student Development faculty and coordinators of special instructional programs, the workload is 35 clock hours per week.

The 1979-80 agreement is an effective document relatively free of error and ambiguity. It provides for consistent, institution-wide interpretation of policies and procedure. It does, however, provide some necessary flexibility in matters of scheduling.

Faculty Recruitment

It is the policy of Harper College to obtain the largest number of qualified candidates consistent with the provisions of applicable equal employment opportunity legislation and Board Affirmative Action Policy.

Full-time faculty members are recruited according to the following procedure: new or existing positions are opened by Board approval upon submission by the President. These positions are defined by the appropriate administrators and faculty. The Personnel Director assumes the responsibility for advertising the positions. The Director gathers necessary information and establishes the timetable for advertising and deadlines for receiving applications and credentials. The Personnel office places the formal application and appropriate credentials in a file for each applicant. All completed files are screened by the Personnel Director who categorizes the applicants as fully qualified, conditionally qualified or not qualified. Applicants who fall into the first two categories are forwarded to a divisional screening committee comprised of appropriate faculty members and department chairpersons. The committee will screen candidates and may invite up to three candidates for personal interviews. Tentative salary and rank placements are to be made by the appropriate Dean, Associate Dean and the Personnel Director prior to interviews. Up to two candidates may be recommended by the Associate Dean to the appropriate Dean for selection. Reason for selection and/or rejection must be recorded. If a selection is made, a detailed reference check is conducted. The Personnel office prepares the personnel data sheet, Board action sheet and contract. These are signed by the Vice President of Academic Affairs and forwarded to the Board for approval. On approval, the candidate is forwarded a contract. The appropriate Associate Dean orients the new faculty member to his or her instructional responsibilities and to divisional procedure and practices. In some divisions, the new faculty member may be assigned a faculty mentor for purposes of orientation.

As is the case in most educational institutions, the mobility of faculty is decreasing and hence, the number of new faculty that have been hired over the past three or four years has diminished. Budgetary considerations have also limited the expansion of the size of the faculty and few new positions have been opened. In addition, as is the case with many similar institutions, the faculty is fast becoming "closed" as the number of tenured faculty increases annually. As a result, tenured faculty must continue to keep abreast of developments in their particular fields and other disciplines and be prepared to make adjustments as curriculum changes.

Much important part-time faculty recruitment is done by faculty and department chairmen. In addition, in order to maintain a pool of qualified applicants, the College occasionally advertises possible part-time positions in the same manner as full-time positions are advertised.

Summary

The faculty and staff of Harper College constitute a strong resource. They are highly qualified and present a variety of impressive professional accomplishments and should be viewed as an institutional strength. Nevertheless, the efforts to bring financial stability to the institution have affected such important areas as faculty development. The institution should take steps to strengthen these areas as soon as it is practicable.

Student Body

Harper College has a diversified student body. This is, at once, the result of and the reason for the broad variety of educational opportunities that the College offers.

Admissions Policies

The Admissions Office serves as the first official contact point for entering students and is the repository for permanent, academic records. That office administers a set of admissions policies that is consistent with the open-door commitment of a comprehensive community college.

All high school graduates or the equivalent (GED) are eligible for admission to the College. Non-graduates, 16 or 17 years of age who have severed their connections with the high school system, as certified in writing by the chief executive officer of the high school district in which the students have legal residence, or non-graduates of 18 years of age or older, may be admitted if they demonstrate the capacity to benefit from programs and the courses offered by the College. To be placed in some programs in the College, applicants may be required to meet additional requirements as specified by that program and the Illinois Public Community College Act.

Applicants may be admitted to Harper College as regular students:

if they are high school graduates or the equivalent and meet the requirements, if any, for admission to a specific program. Applicants not meeting requirements will have an opportunity to demonstrate capacity to do college-level work on an admission examination.

on a provisional basis to take the course work necessary to enter the program of their choice.

with special admission status if they desire to enroll on a part-time basis but not interested in earning credits applicable toward a degree may be admitted after completing the appropriate portions of the admissions form.

They may be admitted as transfer students:

after providing the admissions office with official college transcripts covering all previous college work. Students transferring with a cumulative grade point average of 2.0 or better will be given credit for all courses passed if applicable at Harper. Students transferring with less than a "C" average will be given credit for courses in which a "C" or better is earned. The registrar will specify acceptable courses. Students dismissed for disciplinary reasons must be reviewed by the vice president of student affairs.

They may be admitted as international students:

if they have visas for educational purposes and intend to return to their homeland, upon completion of their educational programs.

Candidates who are seeking admission to Harper College are required to follow certain application procedures. Those who are applying to become full-time students (12 semester hours or more) must:

apply for admission using forms supplied by the College.

submit official transcripts of all high school work and all college work completed.

take the college admissions battery. Either of the following test batteries will meet this requirement: American College Test (ACT), Scholastic Aptitude Test (SAT). (Students who have completed 12 semester hours of "C" work or better, either at Harper or at another accredited institution, are exempt from this procedure unless it is an admission requirement for a specific program.)

forward completed personal medical history form.

pay a \$15.00 non-refundable application fee.

participate in the College's assessment program.

Part-time students also desiring to take credit courses must:

complete all sections of the application form.

pay a \$15.00 non-refundable application fee.

forward completed personal medical history form.

Enrollment Trends

The average age of Harper's traditional credit student is twenty-seven years. The average continuing education student is thirty-three years old. Females account for slightly more than half of the traditional credit students and in continuing education, they represent two-thirds of the head count. As earlier indicated, the population of the College District is primarily Caucasian and English speaking. There are small minority groups within the District. Approximately three percent of the traditional credit students are Non-Caucasian, and approximately one percent of them speak a language other than English at home. Approximately four percent of the continuing education students are non-Caucasian and three and one-half percent speak a language other than English in the home.

The majority of Harper's students enroll on the main campus. Eighty-eight percent of the traditional credit students are enrolled only at the main campus. Continuing education students are more widely distributed as only 62 percent of them restrict themselves to the main campus. Sixty-one percent of Harper's students work full-time while attending Harper and a like number of them are independent and live apart from their parents. The income level of independent students and the family income level of dependent students fall slightly below the income level of the overall District population.

Statistical projections of the next five years made by the Director of Institutional Research (Exhibit III-1) indicate a continued shift in balance to the older student. District enrollment of students under twenty-one peaked in 1975, whereas in-district

Exhibit III-1
Harper College End of Registration (EOR) Enrollments
Budget Projections

	<u>1973</u>	<u>1974</u>	<u>1975</u>	<u>1976</u>	<u>1977</u>	<u>1978</u>	(est.) <u>1979</u>	(est.) <u>1980</u>	(est.) <u>1981</u>	(est.) <u>1982</u>	(est.) <u>1983</u>
Population 21 and older	204,710	218,185	229,975	254,950	268,500	283,750	299,100	314,250	323,250	332,250	341,250
High school seniors one year before	6,602	7,154	7,434	7,893	8,108	8,386	8,363	8,304	8,103	7,938	7,554
<u>District Credit</u>											
Percent under 21 new F-T seniors	18.8	18.3	20.8	16.1	19.1	17.0	18.3	18.0	17.8	17.4	15.7
Under 21 new F-T	1,240	1,311	1,546	1,270	1,548	1,426	1,528	1,498	1,440	1,382	1,183
Percent returning under 21 F-T of new under 21 F-T one yr. before	79.2	78.9	89.6	83.6	94.6	80.7	92.7	86.3	85.9	85.9	86.1
Returning under 21 F-T	999	978	1,174	1,292	1,190	1,231	1,322	1,319	1,287	1,237	1,190
Percent new P-T under 21 of seniors	7.2	6.8	9.1	6.6	8.5	7.5	7.4	8.1	8.3	8.5	9.6
New P-T under 21	475	485	674	524	689	625	621	669	672	676	723
Percent returning under 21 P-T of total under 21 year before	16.8	19.6	19.0	18.1	21.6	19.7	22.2	19.7	19.7	19.6	19.7
Returning under 21 F-T	541	638	649	732	825	832	912	865	856	836	813
Percent F-T 21 and older of population	.347	.368	.460	.371	.312	.315	.283	.287	.288	.289	.290
F-T and older	711	804	1,059	946	839	897	846	903	930	959	989
Percent P-T 21 and older of population	1.592	1.837	2.305	2.000	2.186	2.023	2.097	2.122	2.142	2.156	2.174
P-T 21 and older	3,258	4,009	5,301	5,099	5,869	5,741	6,273	6,669	6,924	7,163	7,417
Total F-T heads	2,950	3,093	3,779	3,508	3,577	3,554	3,696	3,720	3,657	3,578	3,362
Total P-T heads	4,274	5,132	6,624	6,355	7,383	7,198	7,806	8,203	8,452	8,675	8,953
Total credit FTE	4,324	4,763	5,900	5,555	5,801	5,659	5,962	6,111	6,130	6,127	6,010
Percent F-T	40.8	37.6	36.3	35.6	32.6	33.1	32.1	31.2	30.2	29.2	27.3

Exhibit III-1 (cont.)

Budget Projections

<u>IN-DISTRICT CONTINUING EDUCATION</u>	<u>1973</u>	<u>1974</u>	<u>1975</u>	<u>1976</u>	<u>1977</u>	<u>1978</u>	<u>(est.) 1979</u>	<u>(est.) 1980</u>	<u>(est.) 1981</u>	<u>(est.) 1982</u>	<u>(est.) 1983</u>
Percent General Studies of population	.575	.620	.808	.826	1.054	1.245	1.142	1.371	1.475	1.553	1.638
General Studies heads	1,177	1,353	1,858	2,105	2,830	3,534	3,415	4,307	4,767	5,161	5,589
General Studies credit FTE	205	231	326	379	480	558	550	695	770	833	902
Percent Community Education of population	.809	.626	1.128	.958	1.256	1.048	.865	.927	.969	.968	1.014
Community Education- heads	1,657	1,366	2,593	2,442	3,372	2,973	2,587	2,912	3,133	3,283	3,461
Community Education- space FTE	66	66	103	120	214	202	161	186	200	210	221
Total Heads in- district	2,817	2,651	4,332	4,425	6,135	6,273	5,694	6,872	7,527	8,053	8,637
Credit equivalent FTE--in-district	205	152	243	379	480	558	550	695	770	833	902
Space FTE--in- district	421	218	346	499	694	760	711	881	970	1,043	1,123
Total percent adult population reached in-district	3.323	3.451	4.701	4.155	4.808	4.631	4.387	4.707	4.874	4.986	5.116
<u>OUT-OF-DISTRICT CONTINUING EDUCATION</u>											
General Studies head	192	200	262	529	529	576	776	716	640	649	655
General Studies FTE (credit)	33	33	46	95	90	91	125	116	103	105	106
Community Education (heads)	270	202	365	1,211	631	485	575	485	421	412	406
Community Education FTE (credit-free)	11	10	15	60	40	33	37	31	27	26	26

enrollment over twenty-one has grown steadily to the level of 4.8 percent of the district adult population. (Spring, 1979) Enrollment in the over twenty-one age group is projected to increase until 1982 when conservative estimates predict that it will level off and reflect about 5.5 percent of the adult population (a little over 18,000).

The projections also predict that the balance in enrollment will continue to shift towards the part-time student. Full-time enrollment is projected to peak in 1980-81, whereas part-time enrollment is estimated to increase through 1983-84 to 14,142 (as compared with 11,333 during the 1978-79 year.)

As the shift suggests, it appears that students will be more likely to enroll in courses for general interest or vocational training than in traditional baccalaureate programs. The continuing movement of women out of the home in pursuit of education and/or careers and the trend toward the pursuit of learning as a use of leisure time, particularly in the upper and middle class, have already changed the student profile.

Data tables indicate that the baccalaureate enrollment peaked in 1975-76 at 4,044 F.T.E.; career enrollment in that same year was 2,869. Baccalaureate enrollment has declined to a current 3,650 F.T.E., will level off until 1982 and then will decline again. Career enrollment will continue to increase slowly to about 3,100 in 1983. Steady growth is also projected for general studies courses which showed F.T.E. of 238 in Fall, 1973; 649 in 1978-79 and is projected to reach 966 by Fall, 1984. This represents a quadrupling of enrollment in this area. Exhibit III-1 shows the distribution of full-time and part-time students and the percentages over and under twenty-one.

A study conducted by Harper's Office of Planning and Research reinforces the assertion that general interest has become a growing factor in course selection. A 1977 student profile report reveals that a high proportion of Harper students have had some post-secondary education and a number already have a bachelor's degree. It also asserts that more students enrolled in continuing education courses during that year for general interest reasons.

One of the issues of substantial concern is that of declining enrollments in certain of the District's feeder high schools. The College has prepared extensive analyses of the enrollment trends in the service area, and as Exhibit III-1 demonstrates, the concern is quite proper.

The College believes that the effect of declining high school enrollments will be offset by the increasing number of older students who are attracted to Harper College. Enrollment in this category has risen more sharply in the past and will decline at a slower rate in the future than area high school enrollments. For example, between 1969 and 1975

Harper's FTE enrollment increased 106 percent while the enrollment in the senior class in area high schools rose only forty-three percent. Likewise, even using lower range projections, the College forecasts only a twelve percent decline in FTE enrollment by 1990 while there will be a thirty-eight percent drop in senior class enrollment in area high schools during this same time period.

New Recruitment Efforts

In response to the master planning recommendations, the College has initiated a systematic, recruitment program, and has appointed a Director of Recruitment. The program takes many forms. It includes visits to high schools and on-campus meetings with high school counselors. Mailings are sent to high school seniors informing them of courses and opportunities available to them and regular Open House opportunities are scheduled for high school students and their parents. Visitations to business firms and industry have sparked interest in Harper offerings. Exhibits staffed by students and staff members have been set-up at Woodfield and Randhurst Shopping Centers with very satisfactory results. Harper College Mobile Outreach Van has been very effective in making the College more visible, and it is scheduled to be present at community events of the local towns and villages and at selected high school football games. Brochures and course schedules are widely mailed to area residents and distributed in the District. A series of excellent advertisements employing the theme Harper Makes a Difference has been featured in the newspaper.

Retention

Retention of students is a major concern and efforts are being made through placement testing to assure proper registration in courses which are sequential. Data showing retention is difficult to assess as enrollment figures corrected at midterm for state funding do not

reflect the number of students who registered for a course but never appeared. Accordingly, the attrition rate may appear higher than it actually is. It is, nevertheless, a matter of concern, and will be addressed in greater detail in Chapter IV.

Policies and Publications

The College makes a strong and systematic effort to communicate with the members of the student body. The most obvious example of this effort is the Student Handbook which is published and distributed to all students on an annual basis. The Student Handbook contains these policies which have direct application to all students and also describes the activities and opportunities available to them. In keeping with the diversity of the student body, the College makes an effort to provide a broad range of activities and opportunities. There is a well-formed and active student government, a variety of clubs and organizations, and intercollegiate and intramural athletics. The Student Handbook describes a variety of services including academic and vocational testing, financial aid, health and legal services, employment opportunities and food services. In addition, it explains policies related to the student conduct code, political campaigning on campus, distribution of literature, procedures for complaints and grievances and initiation of disciplinary proceedings. Academic regulations for graduation, grading procedures, probation and transcripts are also described. More specific information on clubs and organizations, i.e., regulations, use of College facilities, procedures for funding is contained in the Student Activities Office Procedure Manual.

Students also have access to a number of special interest publications including the weekly newspaper, The Harbinger; WHCM, the

campus radio station, and a literary and art magazine, Point of View, which is produced yearly. An Activities Calendar is printed each semester which includes upcoming events, theatre productions, films, art exhibits, musical presentations, poetry and fashion shows. A brochure describing the series of programs sponsored by the Program Board and Cultural Arts Committee is published and distributed each semester.

Summary

The diversity of interests, goals, experiences and ages represented in the Harper College student body is viewed as an important college resource. The College does have concerns, particularly the anticipated decline in high school enrollments. It remains confident, however, that the value and variety of services and programs provided by the College will continue to attract and provide a meaningful set of experiences for a broad student body. The College has taken positive actions meant to insure that this will be the case.

Financial Resources

Present Financial Status

The present financial condition of Harper College can be considered stable. The college's attempts to balance its budget and an increase in enrollment in the 1979 Fall and 1980 Spring semesters have helped attain this goal. At the present time there is a surplus in both the education and building funds which, when combined, are called the operating fund. The education fund balance is estimated to be 3.86 million and the building fund balance is estimated to be 1.95 million. The College needs a total of \$3 million to cover both funds during low cash balance periods. The operation fund balances are used for cash flow problems during periods of low receipts.

The business area was reorganized this past year in order to attain a more efficient operation and the system of financial reporting to the board has been improved. This system now shows variances in the reporting categories each month thus giving trustees a better picture of the financial status of the College. Although there is a shortage of staff in Administrative Services, the College is actively recruiting to fill these positions. The main reason is that the College must compete with private industry for qualified employees. There are positions authorized but unfilled because private industry offers higher salaries and more employee fringe benefits than the College. Despite this handicap, the business department of the College operates as efficiently as possible, and can live up to its goal of operating as a service to all other areas of the College.

Budgeting Process

The budgeting process begins in December of each year with an informal review of salaries, capital equipment, replacement and remodeling needs. Harper College operates on the same fiscal year as all other Illinois community colleges, i.e., July 1 to June 30. The first draft of the budget is ready for the Board's inspection in late March or early April. The second draft is ready for the Board in late May and the completed budget is then ready for budget hearing and approval in July.

Drafts are required because information needed for accurate budgeting changes during the year. For example, the extent of the equalized assessed valuation for tax purposes is unknown because of legislative consideration. Projections of state aid are sometimes held up and can be changed. However, the new funding formula introduced this year will be an aid in improving this process as it provides aid on the basis of a real enrollment figure (the enrollment achieved two years prior to the current year) rather than on anticipated enrollments.

Adequacy of Funds

As far as the 1980-81 year is concerned, Harper College has the financial support it needs to provide the instruction and other services called for in its stated purpose. However, it will be necessary in the near future to increase the revenue for the operating funds if those services are to be maintained at the present level. Insofar as possible, the finances of the College are efficiently applied to the support of the College's activities (see Exhibits III-2 and III-3).

Among assumptions used in planning yearly budgets are the

Exhibit II-2
Educational Fund
1976-1985

	<u>1976-77¹</u>	<u>1977-78¹</u>	<u>1978-79¹</u>	<u>1979-80²</u>	<u>1980-81³</u>	<u>1981-82²</u>	<u>1982-83²</u>	<u>1983-84²</u>	<u>1984-85²</u>
Taxes	2,552,000	2,869,300	3,099,000	3,207,000	3,499,800	3,812,800	4,043,700	4,286,300	4,672,000
Chargebacks	445,000	345,500	224,000	186,000	170,000	150,000	130,000	110,000	90,000
State Apportionment	4,043,000	4,202,300	4,195,000	4,867,000	4,894,500	5,367,200	5,676,000	6,019,200	6,375,200
Less Bldg. Fund	(1,700,000)	(1,450,000)	(1,300,000)	(574,648)	(1,750,000)	(1,800,000)	(2,000,000)	(2,100,000)	(2,300,000)
	<u>2,343,000</u>	<u>2,752,300</u>	<u>2,895,000</u>	<u>4,292,352</u>	<u>3,144,500</u>	<u>3,567,200</u>	<u>3,676,000</u>	<u>3,919,200</u>	<u>4,075,200</u>
Board of Voc. Ed.	377,000	281,100	320,000	350,000	350,000	350,000	350,000	350,000	350,000
Adult Basic Ed.	74,000	90,700	162,000	110,000	110,000	110,000	110,000	110,000	110,000
Tuition-Students	3,299,000	3,400,000	3,660,000	4,185,000	4,421,500	4,668,100	4,915,000	5,055,400	5,116,700
Fees-Students	209,000	247,700	233,000	253,000	275,600	278,300	280,700	277,000	269,300
Sales and Service Fees	18,200	16,100	12,000	14,000	14,000	14,000	14,000	14,000	14,000
Interest on Investments	83,000	74,000	150,000	320,000	240,000	158,000	40,000	10,000	0
Other Revenue	7,800	17,100	10,000	18,000	3,000	3,000	3,000	3,000	3,000
Appropriation of 1979-80									
Excess Revenue	<u>0</u>	<u>0</u>	<u>0</u>	(587,840)	<u>587,840</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
TOTAL CURRENT YEAR REVENUE	9,408,000	10,093,800	10,765,000	12,347,512	12,816,240	13,111,400	13,562,400	14,134,900	14,700,200
Fund Bal. Beginning	3,437,100	2,639,100	2,047,000	2,572,000	3,859,512	3,884,892	2,880,529	933,192	(1,597,908)
Less Expenditures	<u>10,206,000</u>	<u>10,685,900</u>	<u>10,240,000</u>	<u>11,060,000</u>	<u>12,790,860</u>	<u>14,115,700</u>	<u>15,509,800</u>	<u>16,666,000</u>	<u>17,651,300</u>
Fund Bal. Ending	<u>2,639,100</u>	<u>2,047,000</u>	<u>2,572,000</u>	<u>3,859,512</u>	<u>3,884,892</u>	<u>2,880,592</u>	<u>933,192</u>	<u>(1,597,908)</u>	<u>(4,549,008)</u>
Cost Per Student:									
Operating	1,453	1,549	1,557	1,596	1,846	2,012	2,193	2,390	2,605
Capital Outlay	16	13	7	21	24	17	17	17	17
Total	<u>1,469</u>	<u>1,562</u>	<u>1,564</u>	<u>1,617</u>	<u>1,870</u>	<u>2,029</u>	<u>2,210</u>	<u>2,407</u>	<u>2,622</u>
FTE Enrollment	<u>6,944</u>	<u>6,841</u>	<u>6,549</u>	<u>6,839</u>	<u>6,890</u>	<u>6,957</u>	<u>7,018</u>	<u>6,924</u>	<u>6,732</u>
Total Cost Per Student ⁴	<u>1,786</u>	<u>1,900</u>	<u>1,925</u>	<u>2,034</u>	<u>2,380</u>	<u>2,549</u>	<u>2,757</u>	<u>3,001</u>	<u>3,275</u>

(1) Actual (2) Estimated (3) Budget (4) Including Building Funds

Exhibit III-3

BUILDING FUND
 Long-Range Financial Plan
Estimated Accrued Revenue and Expenditures
 1976-1985

	<u>1976-77</u> ¹	<u>1977-78</u> ¹	<u>1978-79</u> ¹	<u>1979-80</u> ²	<u>1980-81</u> ³	<u>1981-82</u> ²	<u>1982-83</u> ²	<u>1983-84</u> ²	<u>1984-85</u> ²
Taxes	950,000	1,048,600	1,121,500	1,166,200	1,272,700	1,387,200	1,470,400	1,558,600	1,698,900
Transfer (to)/from Site & Constr. Fund	<u>(350,000)</u>	<u>0</u>	<u>0</u>	<u>1,801,988</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
	600,000	1,048,600	1,121,500	2,968,188	1,272,700	1,387,200	1,470,400	1,558,600	1,698,900
State Apportionment	1,700,000	1,450,000	1,300,000	574,648	1,750,000	1,800,000	2,000,000	2,100,000	2,300,000
Student Fees - Parking	44,000	55,400	54,800	73,000	58,600	59,100	59,700	58,900	57,200
Rental of Facilities	6,000	10,800	16,400	10,000	10,000	10,000	10,000	10,000	10,000
Interest on Investments	18,000	11,500	56,700	230,000	132,000	104,000	81,000	65,000	50,000
Other	0	0	13,300	0	2,000	2,000	2,000	2,000	2,000
Appropriation of 1979-80 Excess Revenue	<u>0</u>	<u>0</u>	<u>0</u>	<u>(339,660)</u>	<u>339,660</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
TOTAL CURRENT YEAR REVENUE	2,368,000	2,576,300	2,562,700	3,516,176	3,564,960	3,362,300	3,623,100	3,794,500	4,118,100
Fund Bal. Beginning	655,600	821,000	1,087,600	1,287,400	1,953,576	2,007,436	1,749,736	1,533,836	1,212,336
Less Expenditures	<u>2,202,600</u>	<u>2,309,700</u>	<u>2,362,900</u>	<u>2,850,000</u>	<u>3,511,100</u>	<u>3,620,000</u>	<u>3,839,000</u>	<u>4,116,000</u>	<u>4,393,000</u>
Fund Balance Ending	<u>821,000</u>	<u>1,087,600</u>	<u>1,287,400</u>	<u>1,953,576</u>	<u>2,007,436</u>	<u>1,749,736</u>	<u>1,533,836</u>	<u>1,212,336</u>	<u>937,436</u>
Cost Per Student	<u>317</u>	<u>338</u>	<u>361</u>	<u>417</u>	<u>510</u>	<u>520</u>	<u>547</u>	<u>594</u>	<u>653</u>
FTE Enrollment	<u>6,944</u>	<u>6,841</u>	<u>6,549</u>	<u>6,839</u>	<u>6,890</u>	<u>6,957</u>	<u>7,018</u>	<u>6,924</u>	<u>6,732</u>

¹Actual

²Estimated

³Budget

following: enrollment (based on projected enrollments which are based on past experience as well as current data); tax revenue; chargebacks received from other districts, and state apportionment. Other revenue sources which must be projected are state apportionment (which is now based on a new formula); board of vocational education revenue; adult basic education; student tuition and fees. Other sources of revenue are sales and services fees (from Dental Hygiene, for example); rental of facilities; and interest on investments. Detailed information on these matters is available from the business office.

Since the business office is a support area of the College, it strives to utilize the resources of the College to preserve and maintain the financial integrity of the College so that it can fully carry out its mission of instruction and service to the community it serves.

It is possible to gain a clear sense of Harper's financial position by comparing it with two other similar Illinois community colleges. These two comparison colleges rank second in full time enrollment in the state (9,095), and third (7,796), whereas Harper is fourth (7,163). (Source: Ill. Comm. Coll. Bulletin, Vol. XIII, No. 11, Nov.-Dec. 1979) While Harper is comparable to those colleges in terms of programs, the other colleges have more flexibility in finances because they have higher tax levies. One of these colleges has a tax rate of 35.52¢ compared to Harper's 21.36¢. The other college has a tax base 40% greater than Harper's. Thus both of these colleges have more financial discretion. They are higher in enrollment but their cost per student credit hour (\$80.59 and \$77 respectively) is higher than Harper's (\$70). Harper has made

Exhibit III-4
History and Analysis of
Harper College Tuition Rates

I. Harper Tuition Increases

<u>Date</u>	<u>From</u>	<u>To</u>
May 29, 1970	\$ 8.00	\$10.00
August 12, 1971	10.00	12.00
April 12, 1973	12.00	14.00
May 13, 1976	14.00	15.00
May 12, 1977	(Board vetoed a resolution to increase tuition by \$1.00)	
January 12, 1978	15.00	17.00
April 12, 1979	17.00	18.00

II. Projected Revenue from Tuition Increase

	<u>Projected Enrollment</u>	<u>\$1.00 Tuition Increase</u>
Summer 1980	1241	\$ 18,615
Fall 1980	6591	98,865
Spring 1981	<u>5948</u>	<u>89,220</u>
Total	<u>13780</u>	<u>\$206,700</u>
Annual Average	<u>6890</u>	With refund residual: <u>\$223,236</u>

III. Comparison of Tuition and Other Costs Among Surrounding Community Colleges

<u>College</u>	<u>1979 Operating Tax Rate*</u>	<u>1979 Tax Base*</u>	<u>Tuition</u>		<u>Percent Increase</u>
			<u>Fall 79</u>	<u>Fall 80</u>	
Triton	.3250	\$ 2,427,401,878	\$14.00	\$15.00	7%
Elgin	.2500	1,114,735,517	12.00	12.00	--
Chicago City Colleges	.2250	13,864,158,217	15.00	17.00	13%
Oakton	.2150	3,182,665,589	12.00	12.00	--
College of Lake County	.1900	2,638,528,648	14.25	14.25	--
DuPage	.1650	4,834,801,732	15.75	15.75	--
Harper	<u>.1500</u>	<u>2,967,106,403</u>	<u>18.00</u>	<u>19.00</u>	<u>5.5%</u>

*Source: ICCB Operating Finance Report, 1978-79

Prepared for Board Examination April, 1980

a concerted effort to be as efficient as is consistent with its desired level of high quality. In addition, as Exhibit III-4 indicates, Harper students assume substantial responsibility for and make a significant contribution to the cost of their education through their tuition payments. Harper considers itself to be operating more efficiently than the average institution and maintaining a quality program for less money.

Harper's expenditure (unit cost) in regard to support of the educational program is close to the state average for two-year colleges. Since not all colleges use the same data, comparisons between colleges are not always valid. Harper's own unit cost studies show a low rate of expenditure that can be attributed to increased efficiency of operation in all areas of the College. This has been brought about by reorganization of the College--fewer administrators, fewer divisions, for example. The dedication of the staff has been the key factor in bringing this about. Furthermore, few essential services have been cut or restricted because of lack of funds to date. Nevertheless, certain services have been curtailed. For example, interior mail service has been greatly reduced and resulting delays can be annoying. Also, the faculty dining room was closed. While this might have been considered a luxury, it did serve as a convenient meeting place which has not been replaced. More importantly, a 1979 reduction in force move resulted in the release of faculty members as well as administrators. Hopefully, natural attrition will obviate the need for further reductions in faculty.

Over the years total revenue has kept pace with the demands placed on the College. During the years between 1967-1975, the

College accumulated a fund balance which was used to meet expenditures in the following fiscal years: 75-76; 76-77; 77-78. In 78-79 and 79-80, the College operated with a balanced budget. In the past two years revenue has exceeded expenditures and the fund balance has again increased. Harper's 1980-81 budget shows an additional increase in the operating fund balance that is sufficient to cover cash flow needs for the fiscal year.

Indebtedness

Harper College, since it is a fairly young organization (13 years), has a large debt for physical plant. The College, as do all Illinois community colleges, levies a separate tax for retiring of such indebtedness. It is anticipated that the College will be free of all bonded indebtedness by 1987. (Two bond issues will be paid off on December 1, 1984, another on December 1, 1985, and the last on December 1, 1987.) This separate levy has no relation to operating or education funds, therefore, Harper's indebtedness in this regard is a normal situation and no cause for concern.

Investment of Funds

Harper College has a program for investment of its fund balances. Investment is done through a bid process. Operating funds are placed in one bank and this bank establishes minimum amounts per fund to cover the cost of their services within the bank. All other funds above and beyond these basic needs are then invested in certificates of deposit and/or repurchase agreements. The investment income has doubled from the 1978-79 to 1979-80 fiscal year. This plan covers any and all funds that go to the bank on any day and this program is checked daily. It should be noted that this plan has been in operation for the past two years.

Long Term Financial Plan

Harper College has a financial plan that attempts to look ahead four years. These advance budget predictions are based upon planning assumptions and yearly fluctuations are due to changing equalized assessed valuations, tuition revenue, and the state aid formula. Student enrollment also fluctuates, although at the time of this writing enrollments to the College appear to be increasing.

Audits

The books of Harper College are audited yearly. The current audit firm is Peat, Marwick who were retained in 1978. They are also used on a consultant basis for special projects.

Summary

The financial status of Harper College is, as a result of rigorous cost cutting moves, currently stable. Nevertheless, there is concern that additional revenue or new sources of revenue must be found if that stability is to be maintained. Inflation and increased costs are affecting Harper as they are affecting the rest of the country. If the financial stability is to be accompanied by educational stability, the efforts to reduce expenditure must be accompanied by similar efforts to increase revenues.

An additional concern of the Administrative Services area is to hire trained personnel for data processing as well as budgeting and control functions. A long range program has been developed in order to provide for repair and replacement of equipment, and another has been developed for buildings and improvements. Here, too, because of budget constraints, it is necessary to prioritize many of these needs.

At the present time, Harper College does not foresee any great capital expenditures that would cause a great financial burden to the College. It is unlikely that there will be any new construction. However, there is now an organized program for building repairs. The Board and administration have taken the position that certain of these repairs have been the direct result of architectural and construction problems and have entered litigation in an effort to recover repair costs that are attributable to those problems.

One of the most recent events that has direct bearing on the College's finances is the passage and signing of HB2184, a law that will allow the College to sell its second site and to employ any proceeds in excess of those required to retire the outstanding bonds issued for the purchase of that property for such purposes as the Board of Trustees shall determine.

The past three years have not been without difficulty, particularly with respect to finances. This should not obscure the fact that the community does provide substantial financial support to the College. The College expends those monies in an efficient and productive manner. The concerted efforts of the past two years have done much to restore the financial stability of the institution and to guarantee that it will continue to achieve its mission.

Physical Resources

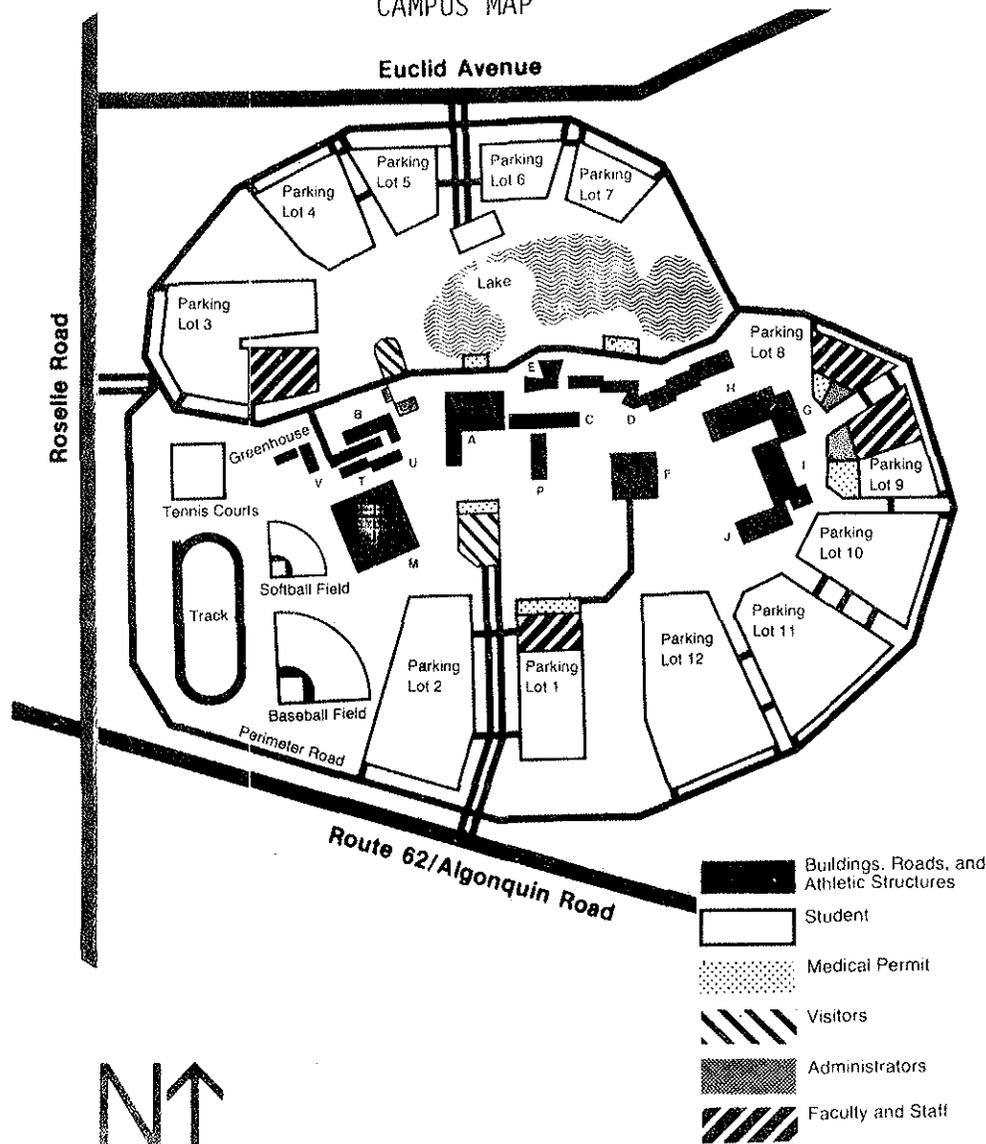
Harper College has 14 buildings within its 200 acre campus. There are 1.6 miles of roads on the campus and twelve parking lots which can hold more than 4,000 cars. (See Exhibit III-5 for campus map and directory. Exhibit III-6 indicates the square footage of the separate buildings, their value and the date that they were accepted.)

For some time Harper suffered from a lack of classroom and faculty office space. However, the problem of limited daytime space has been overcome with the recent opening of three new buildings. The College will continue to utilize satellite sites for its still growing evening program. Building M houses the complete physical education facility while Buildings I and J have offices and classrooms for the business and social science disciplines. Building J has a 350 seat lecture hall which is used for most school theatrical events. When faculty moved into these three buildings, space they vacated in other buildings became available for other departments thus easing cramped quarters. Currently, the majority of those full-time teachers sharing office space are located in the top floor of Building F.

There have been structural problems with buildings built during the first phase of campus construction. Some of these problems have been quite serious and have either been dealt with already or are being dealt with at the present time. For example, the roofs of the first six buildings have had to be replaced. Except for Buildings E and F, this reroofing has been completed and Buildings E and F will get a new roof in the near future. The completion of these projects has resulted in the majority of buildings being in a state of good repair. Certain problems do remain. For example, work was recently

Exhibit III-5

CAMPUS MAP



GENERAL DIRECTORY

	<u>Building</u>	<u>Floor</u>		<u>Building</u>	<u>Floor</u>
Admissions Office	A	2	Executive Offices	A	3
Bakery	A	Basement	Financial Aid	A	3
Board Room	A	3	Health Services	A	3
Bookstore	A	2	Lecture Hall	J	1
Business Office	A	2	Library	F	2
Cafeteria	A	1	Learning Resource Center	F	1,2
College Center	A	2	Public Safety	B	1
College Relations Office	A	3	Receiving	B	1
Continuing Education	C	1	Student Activities	A	3
Counseling Center	A	3	Testing Center	A	3
Dental Hygiene Clinic/Office	D	1			

Exhibit III-5 (continued)

BUILDING DIRECTORY

Deans' Offices	Building	Floor
Dean of Educational Services	F	1
Dean of Instruction	D	1
Division Offices	Building	Floor
Business and Social Sciences	J	2
Communications, Humanities, and Fine Arts	F	3
Life Science and Human Services	D	1
Physical Education, Athletics and Recreation	M	2
Special Services	F	1
Technology, Mathematics and Physical Science	H	2
Selected Class Directory ¹	Building	Floor
Architectural Technology	H	2
Art	C	2
Business	I and J	2
Data Processing	I	2
Dental Hygiene	D	1
Music	P	1,2
Nursing	D	1,2
Physical Education	M	2
Secretarial Science	I and J	2
Science	D	1,2
Social Science	I and J	1
Vocational Technology	G	1

¹For locations of other classes, refer to appropriate Dean's Office, Division Office or the College Relations Office.

Exhibit III-6
CAMPUS BUILDING HISTORY

<u>Buildings</u>	<u>Acceptance Dates</u>	<u>Value*</u>	<u>Gross Square Feet</u>
A	1969	\$9,200,000	131,672
B	1969	1,500,000	13,740
C	1969	1,700,000	23,868
D	1969	8,100,000	116,123
D Addition	1974		
E	1969	1,000,000	14,040
F	1969	7,100,000	101,970
G	1977	1,900,000	27,093
H	1977	3,800,000	54,907
I	1980	3,700,000	53,189
J	1980	2,700,000	38,788
M	1980	6,800,000	97,100
P	1974	1,900,000	26,799
T	1973	191,711	6,000
U	1974	208,041	6,000
V	1975	202,200	9,000

(Includes Greenhouse)

*Replacement cost estimate

completed on Building P because of serious structural flaws. In an effort to guarantee the safety of those who use Harper's facilities, a firm has been hired by the College to evaluate all buildings for structural flaws. At this writing (April 1980) the firm's work is not yet completed, but should be by the end of summer, 1980. However, as problems have been identified, immediate corrective steps have been taken. Emergency lighting also needs to be installed in all buildings and some work on this has already been started. Another aspect of the problem is that the original buildings did not provide for handicapped. For the most part this has now been corrected and all original buildings have been updated for handicapped use.

The Building and Grounds Department is responsible both for equipment it needs for its operation and the equipment that is used by the entire College. Individual equipment needs, such as classroom machines or computers are the responsibilities of individual departments. The Building and Grounds Department is currently upgrading its energy management system. Some savings have been achieved already in this area. A technical evaluation study is now under way, but it will take one and one-half to two years for completion. Already, however, closing of buildings on weekends and summers has resulted in large energy savings. In December 1979 an independent student publication criticized fire safety violations and shortcomings. The College's response to this was immediate, and all violations were corrected within two months. Furthermore, a system of periodic review of fire safety code standards has been instituted.

Summary

Harper College's physical facilities are attractive, generally adequate facilities. They provide an attractive and convenient environment for those who choose to utilize College services. They are well-maintained and when changes or repairs are required, the College makes a response. Unfortunately, the opening of Buildings I and J in January, 1980, has put a severe strain on custodial services. As a result, clean-up in several areas is minimal at best. Stairways are not swept very often, classrooms are not cleaned daily, blackboards are seldom washed. All waste-baskets are emptied nightly. In the physical education area, the custodial services are much better because of the nature of the facility and state health regulations. A new system has been initiated and the 1980-81 budget calls for additional personnel.

At the present time a number of projects are either underway or planned. In addition to a new roof for Buildings E and F (already mentioned) minor repairs or improvements are needed in Buildings G and H. Building U will be converted to a ceramics lab, while Building T will become a park management facility and the College's roads and grounds facility. A cooperative agreement has been entered into with High School District 214 for joint funding and use of the Harper greenhouse. The biggest problem appears to be with Building M--the physical education facility. As of this writing, the swimming pool still has not been accepted by the College due to structural flaws and the handball courts are not yet finished. It is hoped that both of these facilities will be available for the fall semester. Additionally, whereas the opening of the new buildings has provided substantial relief of overcrowding,

certain areas in the College do continue to feel some space limitations.

Other than matters already mentioned, the biggest need in the next five years will entail work on parking lots and campus roads. It would be difficult to predict problems beyond five years. New roofs should last twenty years and repairs made already should have solved problems with first-phase buildings, but the events of the past two years give indication that all colleges may face energy problems in the coming years. Likewise, the institution obviously hopes that the major structural problems have been identified and will soon be resolved, but constant preventive maintenance is obviously appropriate.

It is reasonable to conclude that there is efficient use of available resources at Harper College. Buildings are used for the purpose for which they were built. Changes, improvements, repairs have been made and continue to be made. As to improvement of past performance, the energy management system is being upgraded by constant study and technical evaluation of performance and needs is under way. When a problem or need arises, as in the case of emergency lighting or handicapped facilities, work begins quickly to solve it.

Instructional Resources

Harper College maintains a substantial Learning Resources Center (LRC). The LRC occupies the first two floors of a building which is centrally located and is a focal point of much of the activity on the College's campus.

The LRC currently provides library services, collection development, acquisitions, cataloging, indexing, book exchange, and collection circulation of print, audio visual and other non-print materials. The library offers reference and interlibrary services, assistance in bibliography development, orientation and faculty consultative services. The Media Services department distributes closed circuit TV programs and audio visual equipment. In addition the department maintains and operates the equipment when it is necessary. This department of LRC provides assistance with the use of AV material in the lecture-demo halls and produces instructional materials and programs including TV, graphics, photography and dubbing/copying of AV/TV. Special Services is responsible for the Learning Skills Laboratory, tutoring, handicapped services, and Adult Basic Education.

Administration and Staff

The Learning Resource Center is under the direction of the Dean of Educational Services. Additionally, as Chapter II indicated, the responsibility for administering special services such as the Learning Skills Laboratory has been assumed by the Dean of Educational Services.

The Dean has administrative responsibility for three specific service areas, the library, media services, and special services. The Director of Library Services reports to the Dean of Educational

Services. The individual in this position is responsible for those persons who oversee Acquisitions, Cataloging Services, Circulation Services, and Reference Services. The Director of Audio Visual/Media Services coordinates the maintenance and distribution of equipment and non-print materials and oversees the production services. This latter responsibility includes a graphic production studio, a photography studio, a television studio, a printing and duplicating shop and some computer assisted instruction. The Dean of Educational Services' newest responsibility, the area of Special Services, includes a Learning Skills Laboratory, Tutoring Service, Human Resources Service (specifically, services for handicapped students and for Adult Basic Education program.) The functions of the Special Services area will be described in detail in Chapter IV. This section of the chapter will limit its focus to the areas of print and audio visual materials.

Services Provided

The library assumes responsibility for maintaining a collection of print and audio-visual materials, circulating those materials and providing the services required to facilitate the use of those

The Harper library collection is an excellent collection. The general collection contains more than 95,000 volumes and reflects over 70,000 titles and examination of the collection indicates that it is varied and balanced. In addition, the library contains selected special collections which support specific programs. The library's law collection, for example is most impressive and serves as a community resource. In one respect, the high quality of the collection is a source of concern. Increasing use by the general community has put an added strain on the staff and facility.

TABLE III-3
Print Collection
(1978-79)

<u>Type of Materials</u>	<u>Total Last Year</u>	<u>Added This Year</u>	<u>Withdrawn This Year</u>	<u>Total</u>
<u>Print</u>				
Books	92,325	4,522	902	95,945 ¹
Microfiche				
Jr. College Coll.	4,080	1,567		5,647
Other	1,314	1,280	0	2,594
Microfilm	7,040	115	0	7,155
Reprints	<u>1,687</u>	<u>2</u>	<u>0</u>	<u>1,689</u>
TOTAL	106,446	7,486	902	113,030

Periodicals

Total number of titles received	804
Subscriptions	673
Indexes	50
Newspapers (4 gifts)	23
Gifts (2 duplicates)	51
Microfilm titles	
(3 duplicates on film)	7
Number of duplicates	7
2nd subscription	3
Both print & film	3
Number received previous year	788
Added and subtracted in report year	
Added	29
Deleted	13
Net gain - 16 titles	

¹ Approximately 70,353 titles

The print collection is well maintained. The bulk of it is available to students on an open shelf basis. Both the collection and the facility are used regularly by faculty, students, staff, and community members.

TABLE III-4
UTILIZATION OF PRINT COLLECTION
(1978-79)

Circulation--

Books circulated (home use)	28,079
Other	<u>8,306</u>
Total Print	36,335

Attendance

Library	134,513
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(Gate count: 209,388)

Interlibrary loans:

Borrowed	396 items for 118 persons
Loaned	130 items
Orientations	74
Bibliographies	39
Consultations	779
Reference Questions	5,809

Table III-5 gives an historical picture of the use patterns of the Learning Resources Services, materials and equipment. It will give indication of the effects of the economy efforts of the past two years.

TABLE III-5
UTILIZATION OF LRC SERVICES 1971-79

WILLIAM RAINEY HARPER COLLEGE

ACADEMIC SUPPORT SERVICES
ITEM

	Actual Data							
	1971- 1972	1972- 1973	1973- 1974	1974- 1975	1975- 1976	1976- 1977	1977- 1978	1978- 1979-
Learning Resources Center								
Patron Headcount	167,458	185,148	207,722	204,010	208,215	197,500	180,198	161,797
LRC Collection Circulation	39,664	49,768	63,677	74,033	84,800	98,097	90,509	53,969
Media Equipment Circulation	10,978	14,127	14,103	17,220	19,920	20,687	23,543	21,617
Lecture/Demo Utilization	1,714	2,321	1,922	2,370	2,741	2,937	2,849	2,297
Equipment Maintenance (Hrs.)		est.835	1,196	1,531	2,260	1,628	1,578	769
AV Materials Used in F-132			14,225	21,058	21,823	19,438	22,872	13,037
TV Distribution	739	1,857	1,934	1,950	3,445	2,170	2,417	2,132
Reference Services			1,042	1,453	1,735	2,879	2,990	5,809
Film Rentals	692	633	--	543	680	871	683	309
Bibliographies			36	38	64	113	39	39
Instruction/LRC Orient.					116	93		74
Interlibrary Loans			77	350	890	889	425	526
Faculty Consulting		468		471	724	1,418	939	779
TV Production (projects-p) (Manhours-m)	86p	148p		1,431m	1,970m	2,345m	2,561m	1,072m
Graphics Production " "	760p	890p	1,200p	5,230m	5,638m	10,405m	11,848m	7,983m
Collection Growth/Development		19,170	13,332	22,277	20,092	14,848	18,582	13,525
a. Print		10,361	7,574	9,572	7,161	6,844	5,656	4,522
b. AV Media		8,809	5,758	12,705	12,931	8,004	12,926	9,003

Non-Print Media: The non-print media collection currently includes 82, 963 titles in fourteen different media formats.

TABLE III-6
NON-PRINT MEDIA COLLECTION
1970-79

<u>Media</u>	Total Last Year	Added This Year	Withdrawn This Year	Total
Films	1,672	52	0	1,724
Videotapes	829	97	2	924
Filmstrips	2,870	142	2	3,010
Slides	60,293	5,318	0	65,611
Pictures	80	10	0	90
Maps	99	0	0	99
Charts	22	16	0	38
Records	3,105	112	2	3,215
Audiotapes	4,399	292	1	4,690
Games	42	1	0	43
Kits	23	4	0	27
Models	47	0	0	47
Realia	186	5	0	191
TOTAL	73,667	6,049	7	79,709

The size of the collection compares favorably with the 1978 ALA statement of "Guidelines for Two Year College Resources Programs." The collection includes several formats in order to support the varied instructional styles used in the institution. The content of the collection has been determined largely by the faculty, administrators and Learning Resources Center personnel acting in a cooperative manner rather than reflecting an arbitrarily selected collection. Since all purchased materials are previewed by faculty, the quality of the collection is high.

TABLE III-7
UTILIZATION OF NON-PRINT MEDIA 1978-79

Resources Service
AV MATERIAL USED IN F132
Annual Report
Semester 1978-79

MATERIALS	SUMMER	FALL	SPRING	Previous Year Total	TOTAL	% Diff.
16 mm Films	178	906	1,024	1,828	2,108	+ 15%
Filmloops	15	26	10	186	51	- 73%
Filmstrip	42	251	255	391	548	+ 4%
Records	53	586	573	1,170	1,212	+ 4%
Slide/Units	13	173	257	236	443	+ 88%
R-R Tapes	2	157	71	577	230	- 60%
Slide/Tapes	63	428	281	867	772	- 11%
Cassette Tapes	618	2,441	2,248	17,152	5,307	- 6%
Videotapes	159	675	579	465	1,413	+204%
Time Clocks	87	292	--	--	379	+379%
Misc.	--	206	368	--	574	+574%
TOTAL	1,230	6,141	5,666	22,872	13,037	

Total this year 13,037

Total previous year 22,872

% Increase or Decrease -43% - No Winterim

In addition to purchased materials, a significant number of the audio-visual materials have been produced by the College. These materials are especially valuable because they are responses tailored to specific needs.

The collection is available to all residents of the college district, but distribution is controlled in order to insure that the materials will be available for instructional purposes. The collection is a closed collection. Accordingly, users must select titles and then allow media circulation personnel to retrieve the materials for them.

Faculty and administrators may check out any media title for either on or off-campus use. General patrons are somewhat limited as to what materials may be used outside of the Center. In addition to physical circulation, films and videotapes may be distributed by the campus-wide, closed circuit television system.

As the earlier Table III-6 indicated, the media circulation area, while still used heavily, has experienced a substantial drop in utilization. Utilization studies indicate that the peak usage period for media occurs between 9:30 a.m. and 2:30 p.m. After 2:30 there is a gradual reduction in patronage until closing. During the 1978-79 year, 27,284 patrons were direct users of materials or services of the media circulation area. This figure represented a twenty percent reduction in patrons from the prior year.

The media circulation and patron user area is an aesthetically pleasing area and is conducive to use. There is an adequate number of study carrels, and they are all equipped for media use. However, the equipment in the carrels as well as the general equipment inventory reflects heavy and prolonged use. Much of it has been in

service for eight years and downtime occurs with increasing frequency. Likewise, there is a space problem. The area, which was initially a media utilization area is now shared with the tutorial program, ABE and ESL classes and the Learning Lab. Accordingly, the heavy use results in both aural and visual distractions. Additionally, in the maintenance, storage and circulation areas, the accumulation of equipment and materials has resulted in crowding.

Financial Support

The primary source of financing is the Educational Fund. This combines with monies received from the State, grants and gifts. During the early years of the College, the LRC enjoyed a substantially greater portion of the Educational Fund than it has in recent years. Table III-8 illustrates that there has been a steady, downward trend in the percentage of the Educational Fund connected to the Center.

TABLE III-8
LRC Percentage of Harper College
Educational Fund Budget

	1971- 1972	1972- 1973	1973- 1974	1974- 1975	1975- 1976	1976- 1977	1977- 1978	1978- 1979
LRC	9.9%	9.5%	8.9%	8.8%	8.3%	8.1%	7.6%	6.5%

	Expenditure Per F.T.E. Student							
LRC	\$122	\$122	\$115	\$115	\$108	\$117	\$116	\$103

The overall percentage reduction which is demonstrated in the preceding table is also reflected in the materials and acquisitions funds.

TABLE III-9
Acquisitions Budget, 1974-79

	1974	1975	1976	1977	1978	1979
AV (544)	\$37,300	36,210	41,320	41,320	37,800	22,820
Print (545)	44,500	48,000	50,000	50,000	46,000	26,000
Total	81,800	84,210	91,320	91,320	83,800	48,820
% Increase						
Decrease	+ 7%	+ 3%	+ 8%	0%	- 8%	-42%

In terms of dollar amounts, the actual monies budgeted for audio-visual and print acquisitions has dropped precipitously since 1978. The dollar drop in combination with the inflation rate that has affected library materials has made it impossible for the institution to match the ALA's recommended acquisition rate. As a result, the acquisition rate can, at best, be described as a maintenance rate rather than a growth rate.

Summary

Harper College has an excellent collection of instructional resources and has a history of providing strong services. Also, the Learning Resources Center is respected and used by the larger community. In many instances, it serves as a surrogate library for the non-student residents of the community and, more recently, for the four-year institutions which offer courses in the area but do not have substantial or immediately accessible collections. As there is no way that the College can recover all or a portion of the cost for such services, they are viewed as community services which place additional demands on budget and personnel.

There are a number of concerns that are based primarily on budgetary matters. The institution's economy measures have resulted in staff cutbacks, thus reducing services provided, particularly with respect to hours of operation, and have limited the expansion of the

print and non-print collection. In addition, it is becoming imperative to develop and implement a systematic maintenance and replacement schedule for equipment. Hopefully, percentage of the operating budget will be increased from 6.5% to 7.0% for next year.

There is increasing pressure on existing space. The entire third floor of the F Building, built originally for Learning Resources, should be available for that usage. The expanding collection requires additional shelf space and the shelf shortage has necessitated undue discarding of older material. The work areas for the library staff are crowded. Another consequence of the limited space is a reduction in the number of study areas and "quiet" zones.

Student Services

Student Services is a vital part of the comprehensive educational program at Harper College. The purpose of the student services program as is to supplement the academic program with complementary educational, recreational, and social experiences. These experiences go beyond the traditional classroom program, and include academic advising and counseling as well as a broad range of other services for students.

The program offers community college students the opportunity to enhance their traditional education by expanding their social, cultural, physical, and emotional horizons. The student Services program is administered by the Acting Dean of Student Affairs.

Student Development

The Student Development (Counseling) staff at Harper College consists of fifteen full-time student development faculty, one of whom is acting Director of Student Development, and ten student peer counselors. The Student Development faculty is responsible for a full range of counseling services: orientation, academic advising, vocational, educational and personal-social counseling, testing, and psychological referral. Peer counselors make contact with students in lounge areas and classrooms, providing information and referring students to professional staff. They also staff the Peer Counseling Center.

Harper has, since its beginning, maintained decentralized counseling services. Those services are now provided by three Student Development Clusters, located in Buildings A, D, and I, each serving different disciplines and programs, and each staffed

by four or five counselors. The cluster organization, while under consideration by staff for some time, was given impetus by the recommendation of the Student Service Task Force. Each cluster is a complete counseling center and counselors have access to student records, career materials, college transfer information, and assessment instruments for placement. It is in this environment that counselors provide personal counseling, small group counseling, career counseling, educational planning, admissions counseling, and assessment. The clusters provide students with greater accessibility to immediate counseling service and greater accessibility to college transfer and career information. Other special services rendered by counselors include articulation with high schools, colleges, and universities, group counseling by teaching courses in Human Potential and Career Planning and Development and group counseling for special needs in selected classes throughout each division.

The Student Development staff conducts summer orientation for all new students who are admitted through the recommended admissions procedure. Incoming full-time students are divided into small, declared interest groups and meet with a counselor from the indicated area for a day-long session. The orientation program includes an introduction to Harper services, student self-assessment, assessment testing for placement purposes, academic advisement, and registration. Summer orientation sessions, day and evening, are also held for the new part-time students. These sessions offer information about Harper academic advising and information concerning telephone registration. Assessment testing is done on an "as needed" basis. The wide range of courses selected by part-time students makes mass placement testing impractical in this setting, and students are

directed to the Office of Testing Services for this purpose. For students who are late applicants and register during the open registration period prior to the opening of each semester, on-the-spot assessment testing, advisement and placement into English and/or math courses is available.

This past summer (1979), 2,281 full-time students participated in orientation sessions over a period of six weeks, and 262 part-time students took part in one of the four sessions designed for them. In addition, orientation sessions are held for new students who are entering spring semester and summer session. Last year a total of 345 full and part-time students attended these sessions.

During each semester, students may receive either personal and/or group counseling. Counselors visit classrooms to describe the variety and accessibility of counseling services as part of a continuing outreach to make students more aware of available help. Students may initiate personal counseling sessions or may be referred by a faculty member. During spring semester, 1979, the Student Development staff saw a total of 5,479 individuals in individual counseling sessions. Of this number 2,825 identified themselves as full or part-time students. Of the remaining contacts, 1,847 indicated that they were non-students. The other individuals chose not to reveal their status. A period of early advisement and registration near the end of each semester gives each student the opportunity to meet with a counselor in a particular area to plan his/her educational program for the following semester and prepare for registration.

Group counseling occurs in courses taught by Student Development faculty. In spring semester, 1980, two sections of Human Potential

Seminar (PSY 110) and six sections of Career Planning and Development Seminar (PSY 111), including one section for hearing impaired students, were conducted. Educational planning for special needs takes place in selected classes throughout each division, especially in career and vocational programs. In addition, transfer seminars, designed to provide students with information regarding articulation and admissions procedures to selected four-year schools, are held each semester.

Since 1970, Student Development has maintained a Community Counseling Center, accredited by the American Board of Counseling Services. It operates on a fee basis and offers personal counseling, marriage counseling, and vocational testing and counseling. A full-time Student Development faculty member is the coordinator of this center and it is staffed by full-time faculty as an overload and some part-time counselors and psychologists. In 1979, 281 cases were handled by the center and 20% of these involved more than one person. The center offers valuable service to the community and has experienced a steady increase in the number of clients.

Of major concern to counselors and faculty alike is assessment and placement. The Office of Testing Services, a part of Student Development, provides personality, interest, aptitude, and placement testing as a portion of its testing services. Most of the assessment for placement purposes, in the area of English, reading, mathematics, and study skills takes place in the summer orientation sessions. Recent efforts have resulted in additional placement testing in mathematics. Mathematics faculty have developed assessment instruments on three levels that are being used as part of the summer

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assessment program. This testing has been extended to the first three days of the semester in order to test and properly place as many mathematics students as possible. The Student Services Task Force strongly recommended that an institution-wide assessment program be developed. Some progress in this area has been made and the assessment program continues to expand. However, an institution-wide commitment of funds to assessment, together with institution-wide coordination and expansion of the Test Center, will be necessary if this recommendation is to be followed.

Of continuing concern to the counseling staff is student use of available services. The counseling staff continually focuses on new ways to increase student use of available services. The number of individual students who avail themselves of personal counseling services is growing and in spring, 1979, was 22% higher than in spring, 1978. A complete summary of the Student Development activities may be found in the Student Development Staff Report.

Student Activities

The purpose of Student Activities has been to complement and enhance the educational experience of students and provide opportunities for students to explore their individual potentials in various areas. Harper's program of student activities includes a student government organization, college and community-wide cultural programs, social programs, recreational activities, student publications, Harper radio station, WHCM, a large number of clubs, special interest groups, intramural and intercollegiate sports, and special services. Each of these offers the Harper student an opportunity to develop personal abilities and skills, social awareness and leadership qualities.

The student government organization, the Student Senate of Harper College, is an elective body through which the students are represented to the Board of Trustees, administration and faculty. They are responsible for budgeting and allocating the student activities fee funds to provide for a variety of programs and activities, appointing students to college committees, recognizing student clubs and organizations and, in general, promoting student welfare. The Student Senate conducts the campus-wide referendum held every spring to elect a student trustee who serves as a non-voting, student representative to the Board of Trustees.

The cultural and social programs are under the direction of the Cultural Arts Committee and Program Board. The cultural programs include art exhibits, concerts, lectures, theatre productions, and art or foreign films. The following programs indicate the variety of offerings available to the student body: Judy Johnson Roode-Drawings, concert by Denise LaBrun, lecture on Self Protection and Crime Prevention, the National Players production of Macbeth and Twelfth Night, and films--Women in Love and Dersu Uzala. These programs are offered to the entire Harper college community, free of charge or for a nominal fee to students and a low admission fee to the public. The Program Board plans afternoon activities, contemporary concerts and films, and special events, all of which are offered free or for a nominal charge to students.

Recreational activities sponsored by the Office of Student Activities include a game room which provides facilities for table tennis, billiards and television, and an extensive intramural sports

program. These athletic programs include flag football, wrestling, tennis, water polo, track, softball, and ice skating. Students have an opportunity to participate in structured tournament-type activities or take advantage of open recreation time periods. Some of these activities have been promoted both on and off campus. However, with the completion of the new Physical Education, Athletics and Recreation building, most of these activities can be held on campus. Leisure travel such as ski trips and vacation holidays are arranged and organized by the Office of Student Activities and take place on weekends and during semester and spring breaks.

Two publications are published by Harper students, *The Harbinger*, a weekly newspaper, and *Point of View*, an annual literary and art magazine. The publications are under the jurisdiction of the Student Publications Board and are advised by a faculty member. The *Harbinger* is financed by advertising sales and the student activity fees, while the *Point of View* is financed completely by student activity fees. Both of these publications are free of charge to Harper students, faculty and staff. Other publications are produced by the Office of Student Activities. Another important publication is the Student Handbook, which presents all aspects of student life. The advertising and promotion brochures, Cultural Arts Brochure, Activity Calendar, and Weekly Events Calendars are also publications of the Office of Student Activities. Reaching out to students and community, making them aware of all the existing programs is an important responsibility and function of Student Activities Office.

WHCM, the student radio station, is managed, staffed and operated entirely by students. It is a closed circuit system, run according to

FCC rules and regulations, that operates within campus buildings and furnishes sixty-two hours of programming each week. Student management staff consists of a station manager and four staff members. The radio station provides excellent training opportunities for students interested in the many facets of broadcasting, which result in career opportunities for some.

The Student Senate recognizes twenty-five campus clubs with memberships ranging from ten to eighty. Those that have open membership are funded by Student Activities funds. Other special interest groups including the Speech Team, Pompon Squad, and Cheerleaders are sponsored by Student Activities. The Harper Studio Theatre group offers two major productions each year. Each of these activities has a faculty advisor, but the organization, arrangements for tryouts, clinics, and selection is a function of the Office of Student Activities.

Student Activities offers some very special student services. Free legal advice is available from practicing attorneys to any full or part-time students who pay an activity fee. The attorney is available three hours a week, not to actually provide legal representation, but to answer legal questions and give advice. Child care services are offered for children of Harper students, faculty and staff when classes or exams are scheduled. This has provided invaluable help, especially for the returning student who might otherwise find attending classes impossible and for part-time faculty who are willing to teach day-time classes. An emergency, short-term loan program is available to students. Ten-day loans of up to \$50.00 are available within twenty-four hours upon signature by the student.

The office of Student Activities provides a very large and diversified program to Harper students as well as to the members of the entire community. Attempts are made continually to meet the needs and interests of a highly diversified population, and in this area the College believes it has considerable success. During the past year, "An Evening with James Dickey" had an audience of 160, 535 heard a lecture by Ralph Nader, and the contemporary music group, Hartsfield, played to an audience of 980. The Children's Traveling Theatre production, The Amazing Garden of Randall Ross, was enjoyed by a total of 5,000 Harper District children. Nevertheless, participation has been and continues to be a concern for the various organizations, clubs and services on campus. The Student Services Task Force recommended an aggressive effort be made to increase communication between Student Activities and the population it serves in order to inform students and the community about the services and benefits offered by the College, and to constantly seek ways to better serve this population.

Intercollegiate Athletics

Harper College maintains a strong and varied program of intercollegiate athletics. The College initiated its intercollegiate athletics activities during its third year of existence and has systematically developed that program during the past eleven years. During the 1978-79 year, Harper fielded varsity teams in twelve sports. Nine of the varsity teams represented men's sports and three represented women's sports. Two additional women's sports opportunities were offered (gymnastics and softball) but did not draw an adequate number of participants to participate.

The twelve sports drew 350 student athletes and had a very

impressive record of accomplishment. The overall record for the twelve teams was 116 wins and 94 losses. The football team and both the men's and women's tennis teams won state championships and conference championships. In addition both student athletes and coaches were recognized for their accomplishments.

Harper is a member of the North Central Community College Conference. The conference members are committed to a set of governing policies that encourage the participation of in-district athletes and discouraging broad efforts to recruit beyond the district boundaries. Team rosters do include out-of-district athletes, but conference rules strictly govern the manner in which these athletes can be first approached.

Harper's physical education, athletic and recreation programs have been strengthened by the previously mentioned, opening of the physical education building. Unforeseen construction problems have postponed the acceptance and use of the swimming facility. Hopefully, that facility will be available for teaching and competition during the 1980-81 academic year.

The associate Dean of the PEAR (Physical Education, Athletics and Recreation) Division prepares and publishes a comprehensive annual report that details both the accomplishments and the economic aspects of the intercollegiate athletic program.

Health Services

Harper Health Services provides emergency first aid treatment and care for minor injuries and illnesses for every member of the College community. Health Services is organized under the Director of Environmental Health. The staff includes the director, who is a

registered nurse, one full-time registered nurse, one part-time evening registered nurse, and a part-time physician. All of them are committed to providing health care, health education and counseling. Health services including first aid, non-prescription medications, a rest area, out-patient care, diagnostic testing for mononucleosis, pregnancy, venereal disease, and tuberculosis, administering allergy injections, flu shots, and throat cultures are provided without charge to students. Members of the student body, staff, faculty and administration are also referred to community health agencies when appropriate. The services of a physician, injections, and laboratory tests are available to faculty and staff for a minimal fee. Student activity fees pay for student visits to the campus physician. Health services provides physical examinations for all new employees of the College, second year athletes engaged in intercollegiate athletics, and for second year students in health career programs.

Health services are provided in an educational atmosphere and those responsible for Health Services make a continuing effort to promote good health. Health promotion activities include an annual Health Fair, Blood Drive, blood pressure screenings, and visits from other community health organizations. The Health Service staff is actively engaged in many aspects of health education. CPR classes are offered monthly, weight-loss clinics and sexuality classes are conducted upon request, and the professional staff serve as guest lecturers in the Food Service program and other educational programs. Institutional compliance with Section 504 of the Rehabilitation Act of 1973 has been coordinated by the Director of Environmental Health.

Efforts are continuing to create an awareness among the entire College community of the needs of the handicapped students, and of the necessity to increase their accessibility to the educational programs.

In response to a concern expressed by the Student Services Task Force, emergency first aid supplies and instructions for primary care are located in several areas throughout the campus. However, all individuals who incur any sort of injury are urged to go to the Health Services personnel in order that necessary follow-up treatment can be provided as soon as possible.

As the Harper district continues to grow, the student population will continue to be diverse in age and economic level. This will place continuing demands on the college Health Services, especially since there is no free medical clinic within the Harper College District. The future expansion and directions of the Health Services will depend on the fiscal situation of the College.

Office of Financial Aid and the Office of Veteran's Affairs

The financial aid program at Harper provides financial help to students who can benefit from further education but cannot do it without financial assistance. It is the responsibility of the Office of Financial Aid to administer federal, state, and community scholarships, grants, loans, and the work-study program. (A complete description of all aid programs can be found in the College catalog.) At the present time 1,035 (excluding veterans) Harper students who are registered for six or more semester hours receive some type of financial aid--scholarships, grants or loans.

The Office of Financial Aid is directed by a financial aid specialist who is assisted by a financial aid committee consisting of a credentials analyst, two faculty members, and one counselor. The Financial Aid staff counsels students and assists them in preparing the documents to determine their eligibility and/or financial need. Once this is determined, the Office of Financial Aid will formulate an award package of financial aid, deducting first the Illinois State Monetary Award and Basic Grant Award, and then will try to meet any remaining need with campus-based program funds such as College Work Study, Supplemental Grant, or National Direct Student Loans. Aid is disbursed either by voucher or check. During the 1979-80 school year, a total of \$706,264.50 in aid has been distributed.

Upon examination and discussion of the Office of Financial Aid, the Special Services Task Force recommended that an outreach program be developed so that all students and prospective students of all ages be informed of the possibilities that exist with regard to financial aid.

The office of Veterans Affairs is completely funded by the Department of Health, Education and Welfare, and is staffed by one professional, one secretary, and one part-time staff member. The services provided for veterans include pre-enrollment counseling, record keeping for grant reports, attendance certification, disbursement of funds to veterans, monitoring progress for the V.A., and assistance in seeking benefits and applying for aid. At the present time, spring semester, 1980, there are 600 veterans enrolled at Harper who are receiving veteran's benefits.

Since the number of students who are veterans is expected to decrease gradually until 1985, it is anticipated that funding by HEW will continue only for the next two years. The services now provided by the Veterans Affairs Offices will have to be absorbed by other offices in the Student Services area. Since the number of veterans using federal benefits will then be quite small, this should not place a heavy burden on any particular office.

Job Placement

Job placement for students graduating from Harper or completing certificate programs has, for the most part, occurred at the department level. Program coordinators and faculty receive information concerning available jobs through their own personal contacts in the area, former students, and by direct recruiting efforts of business and industry. Until spring of 1978, this job placement effort was complemented by the Placement and Career Development Center. The Center received and distributed descriptions of available jobs to the appropriate program coordinators and, in addition, served as a liaison between the College and area business and industry, coordinated direct on-campus recruiting, and provided individual students with information about full and part-time jobs. The Center also provided a career development program to assist students in career exploration and conducted seminars concerning job searches, interviewing techniques, and resume writing. The Center was closed due to budget restrictions and placement responsibilities have been assumed by others. Job Placement in career areas, is being done primarily at the department level. In addition, the Illinois Employment Service established an office on the Harper campus in 1979. While it provides help to students seeking part-time jobs, it has not proven to be too much help to graduates seeking

full-time employment. Students seeking part-time employment are also receiving some help from the Financial Aid Office. The career development activities are being provided by Student Development clusters.

Nearly all of Harper's students hold part-time jobs. Many of these are temporary and provide some support for the person while he or she is attending school. Students have no difficulty in finding this kind of employment in the Harper District. While some find jobs through a campus contact, most find jobs through their own efforts, and the ordinary advertising media. Another large group of Harper students already hold part-time, some even full-time, jobs in their chosen career. Upon completion of the Harper education, their status changes from part-time to full-time, or their job is upgraded. Placement for this group, obviously, is not a concern.

For students graduating or completing certificate programs and embarking on a career at this time, job placement is not difficult. Nearly all programs, through the efforts of the program coordinators and faculty--personal contacts, associations with business and industry, former students, etc.--are able to place all who complete the course of study. In some cases, the demand for graduates of a particular program exceeds the supply. This is particularly true in Nursing, Electronics Technology, Mechanical Engineering Technology, and Data Processing, to name a few. Coordinators of Food Service Management, Accounting, Dental Hygiene, Criminal Justice, Journalism, Fashion Design, all report that every student who completes the program and wants full-time employment to pursue that career is able to find it.

There has been considerable discussion and some differences of opinion concerning the need to re-establish the Placement and Career Development Center. Some Harper faculty and staff believe that the College has an implicit responsibility to place its graduates in jobs. Others feel that students, having received education, training, and job skills, should assume the placement responsibility. Still others are of the opinion that the College should not only provide placement service for students, but for the entire community. When fiscal conditions permit, the issue of the Placement and Career Development Center will have to be re-examined. However, it is not likely that the College budget would support a community-wide, multi-faceted placement service.

Auxiliary Services

The Bookstore and Food Service, while both having a business orientation, do indeed provide essential student services. They are both defined as non-profit organizations designed to serve the entire College community.

Harper Food Services offers breakfast, lunch, and dinner Monday through Thursday, and breakfast and lunch on Friday in the College's cafeteria. Additional food service is provided in food vending machines located throughout the campus. Also available is an on-campus catering service that provides meals for seminars, business and social meetings held by college and community groups. Cafeteria facilities are used as laboratories for the Food Service Management Courses. The baking program supports a "mini-bakery" where a variety of bakery products is available at minimal cost several days per week.

The Faculty Dining Room, while not a service for students, was

one of the Harper Food Service facilities. As earlier noted, budget limitations necessitated its being closed in the spring of 1979. This resulted in the loss of a pleasant campus meeting space. During the ensuing period, the campus has grown, departments have been relocated and faculty have become more separated. There is a need for a common meeting place.

The College Bookstore provides service to the entire college community--students, faculty and staff. A full range of new and used textbooks, student supplies, educational aids, current paperbacks, magazines, newspapers, gift items, and sundries are offered for sale. An important "buy-back" program provides students with an opportunity to sell used textbooks. In addition to serving students, the Bookstore supplies educational and office supplies to the entire institution. The Bookstore is open twelve months of the year and the hours of operation are compatible with most class schedules.

The cafeteria and the Bookstore are staffed by full-time personnel. In addition, both hire a considerable number of college students on a part-time basis and participate in the work-study program. Both of these facilities should make every effort to expand their services to students, i.e., additional hours of operation, supplying food service to various parts of the campus. Efforts need also to be made to promote increased use of these facilities so that price may be kept as low as possible.

Summary

Harper College offers a very broad spectrum of student services administered by a dedicated, competent, and well-qualified staff. Unfortunately, some areas of service have been reduced or eliminated

as a result of recent budget restrictions. Every effort should be made to increase awareness among students of the services that are available. As the budget permits, the curtailed services should be restored and, in some cases, expanded so that all Harper students can be served in the most efficient and effective manner possible.

Chapter Conclusions

Harper College has an exceptional collection of resources which it can and does make available to the members of the community. The College has systematically addressed the matter of reduced financial resources and has dealt with the issue effectively. The College has also projected those variables into the future and has initiated specific efforts to insure the financial stability and academic integrity of the institution.

CHAPTER IV THE INSTRUCTIONAL PROGRAM

During the lengthy master-planning process, the instructional program of Harper College received thorough examination and discussion. In addition to the very close scrutiny paid by the Task Force on Instruction, each of the other five Task Forces addressed the instructional program both in an explicit and implicit manner. The discussions were especially valuable insofar as they not only examined the program in light of demographic and legislative variables, but they also examined the assumptions of value that are necessarily reflected in an institution's program.

The outcomes of these examinations are well-documented in Reflection and Projection, the document containing the reports of the several Task Forces. As the initial chapter of this study indicated, it is not the purpose of the study to repeat the lengthy discussion that is reported in Reflection and Projection. Instead, the purpose of this chapter is to give an overview of the program that was the focus of those discussions. However, it does seem appropriate to reiterate the general assumptions that emerged from them. The Task Force began with a series of empirical assumptions which were provided by the master-planning project's external, assisting agent. The group believed that the assumption concerning predicted social changes had great relevance. The following assertions were included in those assumptions:

1. An increasingly larger portion of the District's population will fall into an older age bracket.
2. There will be changes in living styles, especially among those under thirty and over fifty years of age.
3. There will be increased use of and a greater variety of media for communication.
4. There will be greater reliance on electronics, especially computers.
5. Individuals and families will use leisure time in a greater variety of ways.
6. Social expectations will continue to demand that young people should pursue educational programs that relate to employment.

The Task Force concluded that the third, fourth, and last assumptions have implications which directly affect Harper's mix of programs and courses. The first, second, and fifth, all concerning demography in some form, have more indirect implications for instructional offerings.

The Task Force supplemented these descriptive assumptions with assumptions of value, some of which concerned a specific instructional issue, e.g., quality of faculty and, some of which are appropriate to the broad category of instruction as a whole. The general assumptions provided an overview of the subject of instruction and therefore furnish an appropriate basis for the discussion in this chapter. The list begins with items which could apply to any institution of higher education and moves toward those which are specifically related to the community college:

1. The institution exists primarily for the sake of learning and the educational process. Decisions made by administrators, instructors and support staff should reflect that central concern. These decisions will become more difficult as the college finds it necessary to balance educational and financial considerations, but they ought to be continually measured by the standard of instructional service to students.
2. Education is an on-going pursuit for all members of the educational community: faculty, staff, administrators and board members as well as students.
3. The educational process can be most effectively carried out when those affected by a decision participate in making it.
4. The educational pursuit is strengthened by flexibility and diversity. Any attempt to standardize techniques, instructional approaches, content and evaluation procedures will interfere with that flexibility.
5. The community college has the unique responsibility of providing offerings which respond both to the needs of the community, e.g., changes in career and family, and to the broader goals of education, e.g., development of critical thinking, familiarization with the content of a given discipline as discipline.
6. The college should maintain an open door policy and strive to accept responsibility to provide students with the opportunities to develop their respective potentials as outlined in the Illinois Public Junior College Act:

The Class I junior college districts shall admit all students qualified to complete any one of their programs including general education, transfer, occupational, technical, and terminal, as long as space for effective instruction is available. After entry, the college shall counsel and distribute the students among its programs according to their interests and abilities. Students allowed entry in college transfer programs must have ability and competence similar to that possessed by students admitted to state universities for similar programs. Entry level competence to such college transfer programs may be achieved through successful completion of other preparatory courses offer by the college.

¹Illinois Public Junior College Act (1967) page 348 - 102-17 - Admission of Students.

7. Harper College should assume a strong role in Leadership and coordination of education in the community, as it involves both area high schools and business industry.

The instructional program of Harper College is sensitive to these assumptions. The following segments of the chapter will describe that program and give indication of the relative level of effectiveness which the program has achieved.

Degree and Certificate Programs

In keeping with its stated objectives, Harper College offers students the opportunity to obtain two-year college degrees (A.A. A.S., or A.A.S.) in a variety of transfer, pre-professional or technical-vocation programs. In addition, the College also offers certificate programs in a number of technical-vocational training areas, as well as general education for individuals of the community who are not degree oriented.

All of the degree programs require six semester credit hours in communication skills and social sciences. For the A.A. degree a student also must have eight hours of Math or Science, six hours in Humanities and an additional twelve hours in at least two of the following areas: Communications, Social Science, Science or Math, Humanities, and Physical Education.

For the A.S. degree the student needs twenty hours of Math or Science and six hours of Humanities. The A.A.S. degree has fewer core requirements: six hours of Science or Math and three hours of Humanities. Neither the A.S. nor the A.A.S. requires the twelve hours of electives needed for the A.A. These general education requirements comprise thirty-eight hours for the A.A. and A.S. and twenty-one for the A.A.S., and equal approximately one year of college in all cases.

In addition to offering the first two years of a four-year college program (transfer), Harper College also offers thirty-eight occupationally oriented two-year degree programs. In most instances, students who matriculate in such programs can go on, if they so choose, to complete a four-year bachelor's degree program. In other words, whether these degrees are

terminal depends in a large part on the student. Some will go on for further study but many more leave Harper College immediately employable in their chosen field. The complete listing of degree programs is contained in the College catalog. The following give examples of the variety of programs available: Architectural Technology, Art, Business Administration, Criminal Justice, Data Processing Technology, Dental Hygiene, Fashion Design, Horticulture, Legal Secretary, Legal Technology, Liberal Arts, Medical Office Assistant, Music, Nursing, Refrigeration and Air-Conditioning Technology, and Science and Math.

Harper articulates its programs with receiving institutions and pays particular attention to the state universities of Illinois and local private colleges. The major responsibility for articulation resides with the Office of the Registrar and the College's Student Development staff. Each counselor is assigned certain possible receiving schools and develops specific points of contact at these schools so that he or she can give specific advice to students desiring to transfer to those particular colleges. This has helped facilitate transfer efforts. Harper also has a "College Day" every year for the benefit of students who want to meet admissions personnel from colleges from Illinois and surrounding states. Some ninety colleges sent representatives to Harper for the College Day Program this Spring (1980). The registrar's office and the student development faculty also keep up-to-date with changes in requirements at other colleges through articulation meetings and regular communications. In this manner, the transferability can be guaranteed. Additionally,

a number of the state's universities, specifically Northern Illinois University, Western Illinois, Illinois State University, Southern Illinois University, and Eastern Illinois University have entered into a formal compact which grants a student who graduates from Harper College with an A.A. or A.S. degree admission at the junior level. There are some restrictions attached to the compact and it should be noted that the University of Illinois is not a participant in the compact. Nevertheless, Harper students have been well received at the University of Illinois and students who have taken advantage of counseling are able to transfer the majority of their credits.

Most courses at Harper are taught in the traditional classroom or laboratory setting. In some areas, such as history, psychology and some science courses, classes meet in large lecture halls once a week, followed by a small tutorial or lab section on another day. Extensive use is made by faculty of Harper's audiovisual resources--TV, films, etc. Most off-campus TV is dominated by the Chicago system, thus, use of TV at Harper is internal. It is possible that Harper could in the future offer courses on Cable TV for local residents when that technology is available. A Task Force comprised of governmental representatives and educators has completed a major study which aims to provide a highly flexible and valuable area-wide cable system in the near future.

For the student who does not desire a degree or intend to transfer to another college to complete a four-year program, Harper offers fifty-four certificate programs. The catalog defines a certificate program as "A sequence of courses in a specialized

academic and/or technical area requiring approximately two to three years of part-time or one year of full-time course work." Among these certificate programs offered at Harper are Accounting Aide or Clerk, Baking, Child Development, Three Data Processing certificates: Clerical, Computer Operator, Technical; Machinist, Operating Room Technician, Production Welding, Retail Merchandising, Stenographer, Vending Machine Repair, Word Processing Operator, and three data processing certificates. Some of these programs have required courses, although most of the offerings are elective. The number of credit hours required for a certificate varies from one program to another.

The career programs are kept current in three ways. First, they are coordinated by capable and knowledgeable faculty--both full-time and part-time. Teachers in these programs usually are or have been practitioners in the fields which they teach. Second, each career program has an advisory committee made up of individuals who work in a particular career area, and are not otherwise associated with the College. Third, the programs have been accredited by professional or trade groups. For example, the Legal Technology Program is accredited by the American Bar Association, the Nursing Program is accredited by the American Nursing Association, Dental Hygiene by the American Dental Hygiene Association and the Transfer Music Program by the National Association of Schools of Music. The quality of Harper's programs has been reinforced by those students who have taken licensure examinations offered by various state and professional agencies. Harper graduates have performed well on these exams.

In addition to methods of teaching courses already referred to earlier, the career programs also have internships in many areas. These internships provide students an opportunity not only for on-the-job training and experience, but they also provide an opportunity to earn a salary while in training.

In addition to the transfer and career curricula, Harper also offers a certificate in General Studies. The College Bulletin states that the purpose of this certificate "is ... to recognize those who diligently pursue a sequence of Continuing Education offerings." The requirements for this certificate are successful completion of nine hours in General Studies.

The general education requirements for students in transfer and career programs are not to be confused with the General Studies certificate program. These general education requirements have been enumerated earlier in this segment of the chapter. Harper graduates, whether in transfer or career programs, must know how to write and speak effectively (communication) if they are to be successful. They need to know about the world about them (Science and Math), how to cope (Social Science) with modern life; they need to know about their heritage and how to spend their leisure time (Humanities and P.E.). Harper College makes no distinction between career and transfer students; they meet in the same classes and are taught by the same teachers. Harper has, from its inception, been committed to integrating career and transfer students.

It should also be noted that Harper offers a number of programs in cooperation with other local Illinois Community Colleges. A Harper District student may take the College of DuPage Library

Technician Assistant Program or the Aviation Maintenance Technology Program of Rock Valley Community College. Oakton Community College offers five co-op programs to Harper District students: Commodity Futures, Business Machine and Repair Technology, Medical Record Technology, Physical Therapist Assistant, and Plant Maintenance. At Triton College the Harper student may enroll in Dental Lab Technician, Respiratory Care, and X-Ray Technology.

For its part, Harper offers Legal Technology to residents of all those colleges except Triton. Oakton College students may enroll in Harper's Fashion or Interior Design Programs. Triton students may enroll in Dental Hygiene or Dietetic Technician Programs.

In its broadest sense, the Harper College credit program reflects the mandate of the Illinois Public Community College Act. In a specific sense, Harper College provides its students with a broad range of opportunities in terms of degrees available and courses offered and combines them with a set of general education requirements. Detailed course outlines are maintained in the Office of the Dean of Instruction as are the documents required by the state office.

Continuing Education Programs

Throughout its existence, Harper College has maintained a continuing education program. However, the general budget reductions of 1978-79, limited state support and a lack of adequate understanding and articulation with the degree-credit education program resulted in a reduction in both the size of the continuing education staff and the number of offerings available. The master planning activities initiated efforts to redefine continuing education's mission, curriculum and staffing needs.

Continuing education, in the current context, can be defined as programs which enable individuals to comprehend personal and social concerns, upgrade professional and career competencies, and expand understanding and participation in community life. These programs supplement and complement the degree-credit curriculum. Rather than forming a curriculum separate from the rest of the educational program, continuing education is ideally seen as a partner with degree-credit on one hand and as a vital link to government, industry and community organizations on the other.

One of continuing education's most important roles is that of relating to the changes in community life and developing special offerings around events, issues and life centered concerns of individuals. The curriculum in this sense reflects political, economic characteristics of the community rather than formal elements of any given discipline. By providing women forums, community development forums, government forums, action-safety seminars, courses in divorce adjustment, time management, career

development, home energy conservation and human potential training, the curriculum reflects dimensions of community life.

The demand for continuing education has increased significantly both locally and nationally. At Harper the growth in yearly enrollments has ranged from 10,918 in 1974-75 to 17,087 in 1977-78, an increase of 57% in three years. The continuing education program currently represents between 30-35% of the College's headcount. Major growth in enrollment has taken place in the areas of community development, women's programs, and professional offerings.

Harper's continuing education efforts focus on Human Development, Professional Development, Organizational Development and Community Development education. The College offers programs in each of these areas and, in certain of them has focused efforts on developing Centers in order to give the programs stronger identity and increased vitality.

Harper provides a number of programs for Human Development, i.e., opportunities for individual, personal growth. Three programs that would demonstrate the College's commitment in these areas are the Community Program for Personal and Social Development, the Senior Citizen's Program and the Women's Program.

The Office of Continuing Education and Program Services develops and coordinates seminars and courses to meet personal and social concerns. Offerings in this area include: Fundamentals of Investing, Income Tax Preparation, Small Engine Repair, Income Tax Preparation, Microprocessors, Speed Learning, Diet Education and Weight Loss, and Gardening and Landscaping.

The College Senior Citizen's Program seeks to make Harper's

services programs more accessible to older persons, to structure a variety of programs especially for them and to provide opportunities for professional growth in exchange for those who are concerned with meeting the needs of aging citizens in our community. All district residents 55 or older are eligible for reduced tuition rates for all courses and workshops offered by the College. Many programs are placed at locations in the community, including parks, libraries, churches, and nursing homes so that transportation problems are minimized.

The Harper College Women's Program, which is beginning its eleventh year of operation, is primarily a transitional non-credit educational experience for women who are looking for direction, and/or expansion in the areas of education and career planning.

The program's structure typically includes a series of eight-week general studies courses, such as Career Development, Assertive and Responsive Communication, Women in Management, and a series of one-day seminars dealing with typical concerns of interest to women, such as Time Management, Money Management, Parent-Child Relationships, Back to School, and Planning for Employment.

The program, a pioneer in its field, is in compliance with Affirmative Action requirements, and does attract male registration, particularly in those courses which are included in the Family Living seminar. It served 2870 persons during the 1979-80 school year.

This year, the State of Illinois funded Project Turning Point, a program for Displaced Homemakers. The state's grant is used to provide supplementary staff and tuition aid for

participants in the Women's Program who qualify as displaced homemakers.

The project coordinator's primary responsibility is to prepare the participants for the job market and, through contacts with the business community, identify job and career opportunities.

The Women's Center, a place where women can drop in for conversation, advice, and referral, was developed by the Women's Program five years ago, and is an established part of the service it offers.

Harper's continuing education efforts in the category of Professional Development include the Community Program for Vocational Enrichment. In this program, a number of offerings and seminars are designed and presented in order to assist individuals upgrade themselves in their vocational and professional efforts. Offerings such as Airline Ticketing and Reservations, Food Service Sanitation Certification, Shorthand Refresher, Teller Training and Alternatives for Legal Professionals give implicit indication of the very practical focus of this program.

The Health Care Program provides courses, workshops and seminars for health care professionals and allied health care personnel. This program has included courses such as Consumer Health Care, Cardiopulmonary Resuscitation, Medication Training for LPN's and Perspectives of Adult Cancer. Here again, the focus is on immediately applicable skills and information.

Those who are actively involved in business find many opportunities to develop and expand their professional skills in the Real Estate Education Center and Business and Professional Enrichment. In the former, courses which satisfy educational

requirements for salesmen and broker's licenses and review workshops are available. In the latter category particular emphasis is paid the brief conference such as International Trade Conference, An Office Update and Business Correspondence Update.

The third major category of continuing education, Organizational Development includes The Institute for Management Development and the Center for Material Management Education. In The Institute for Management and Development, Harper offers business and industrial personnel the opportunity to participate in management and supervisory training seminars scheduled on the campus and within business locations. The management training program was created through the joint participation of the College and the Northwest Suburban business and industrial representatives. A list of seminars and workshops held at Harper include such subjects as Management by Objectives, Improving Employee Performance Through Coaching, Delegation, Motivation, Effective Communication, Team Building, Employee Relations, Managing Management Time, and Leadership Effectiveness. The purpose of the Center for Material Management Education is to provide training and enrichment for business professionals in purchasing, inventory control, material handling, physical distribution, receiving and shipping and warehousing. The Center provides both non-credit and credit opportunities with such varied offerings as Shop Floor Control, Total Material Management and the APICS Certification Exam Review Series.

The fourth major focus of continuing education efforts falls into the area of Community Development Education. In this area,

Harper has assumed a role not only in providing information and skills to public officials and professional staff but also in generating greater interest and activity on the part of citizens and is facilitating greater interaction and understanding between these groups. The offerings in this area are provided in cooperation with the Northwest Municipal Conference, a consortium of local governments and have included workshops and seminars for those in public works, for building inspectors and special topics for municipal employees.

The majority of administrative responsibility for continuing education resides of the Office of Continuing Education and Program Services and is assumed by professional coordinators. These professionals are skilled in program development and planning methods including recruiting, assessing community needs, instructional formats, workload planning committees and program evaluation. The Women's Program is within the office of the President and the Health Care Program is in the division of Life Sciences and Human Services.

The coordinators employ a variety of techniques in order to act as catalysts within the institution as well as providing ties with the community. These include the use of planning committees, involvement of degree-credit faculty and other college staff in program development, efforts to work with the degree-credit area in program design, cosponsorship with community organizations and placing focus on those which reside within the district and have a need for professional and personal training that is both convenient and reasonable in cost.

services oriented to the College and community. The office assists other college departments in conducting public service activities, develops methods and coordinates efforts to utilize community space and resources, and expands program ties with economic, governmental and educational organizations within the community.

Program Services

The program services function is managed by one academic affairs administrator and coordinated by a Program Services Manager. The latter individual has five major areas of responsibility. The High School Cooperative Program is a program provided in cooperation with Harper's three high school feeder districts and offers high school students introductory courses in food service, refrigeration and air-conditioning technology, health care and law enforcement. The manager is also responsible for coordinating the University Extension Program and Harper's Extension Centers. In the former case, a number of universities provide upper division offerings, particularly on weekends. Harper, meanwhile, uses twenty off-campus sites including libraries, senior citizen centers and high schools. The office also assumes the responsibility of supervising and providing information to evening and weekend students. Finally, in response to company requests, the office has begun to provide Employee-based Program Services. In this role, the office has taken an active role in program development, training needs assessment and liaison services in efforts to furnish company-requested, on-site educational programs.

The Office of Continuing Education and Program Services is working to create new and strengthen existing ties between the College and the community. These efforts will include additional attention to high school cooperatives, a proposed Northwest Area

Educational Planning Network, community needs assessment and innovative instructional and curriculum development programs.

Special Programs and Services

Harper College admits students according to the open admissions policy set out in the 1967 Illinois Public College Act. This, of course, influences the composition of the student population and the responsibilities of the College toward its students. The College offers the traditional curriculum to those students entering at the accepted "college freshman" level. For the academically weak or poorly prepared student, Harper offers developmental and remedial basic skills courses in the Learning Laboratory. For students who are high-school drop-outs or those for whom education ceased after eighth grade, Harper offers the General Educational Development Program and the Adult Basic Education Basic Skills Program. Students whose proficiency in the English language is limited may enroll in the English as a Second Language Program. The Hearing Impaired Program offers courses and provides services for students with hearing disabilities. Services are available to help students who have learning disabilities through the Learning Disabled Service. The Tutoring Center provides free tutoring for students enrolled in any of the College programs. All of these special programs and services are referred as Special Services and are under the supervision of the Dean of Educational Services.

The Learning Laboratory offers developmental and remedial courses, all below the 100 level, in mathematics, communication, reading and college survival study skills. The Laboratory is divided into three areas: a Mathematics Laboratory which offers three courses, MTH 094--Arithmetic, MTH 095--Elementary Algebra, and MTH 096--Geometry; a Writing Laboratory which offers

CMN 097--Spelling Development, CMN 098--Vocabulary Development and CMN 099--Language Skills; a Reading Laboratory which offers RDG 099--Developmental Reading and PSY 099--College Survival Skills. Enrollment is voluntary and students enroll in these courses through placement tests administered during orientation, faculty referral, counselor referral, direct recruitment at orientation and on-campus promotion.

The Mathematics Laboratory is staffed by one full-time faculty who is the Department Chairperson, one full-time and two part-time teacher associates and one part-time student aid. The three mathematics courses are individualized and taught in a laboratory mode. In addition, four sections of MTH 095 are offered in a traditional classroom lecture--demonstration mode. The expertise of the full-time faculty member in sign language enables hearing impaired students to enroll in the laboratory sections of these courses. During the school year an average of 258 students have enrolled in the developmental mathematics courses each semester. This represents an increase of over thirty percent over the previous year and is a result of the expanded mathematics placement testing program. These students have been accommodated without an increase in staff. As a result, the walk-in tutoring service that was formerly provided by the teaching staff of the Mathematics Laboratory has now been largely taken over by the Tutoring Center using peer tutors. The reduction in the availability of professional tutoring is a concern of both students and mathematics faculty. For students who complete the lower level mathematics courses, MTH 095 and MTH 096, the credits may be used as a prerequisite for a college mathematics sequence.

The Writing and Reading Laboratories are staffed by one full-time faculty who is the Department Chairperson, one full-time associate instructor, three part-time faculty and three part-time teacher associates. The courses offered in the Writing Laboratory maintain open enrollment so that students may enter upon referral during the semester. These courses, offered in a combination group and individualized mode, have an average enrollment of 130 students each semester. The RDG 099, also taught in a combination mode, is a course designed to improve comprehension of college-level materials. Course materials used to accomplish these goals are practice materials, timed essays, and student sources such as textbooks, essays, etc. The College Survival Skills course is relatively new and was first offered in the fall of 1977. It has had rapid growth from one section in fall, 1977, to ten sections in spring, 1980, with fifteen sections scheduled for fall semester, 1980. This course presents all types of learning strategies and is unusual in that course materials are the student's own instructional materials used in other scheduled courses. As a result, the student is constantly using what he is learning and can see immediate results by the progress that is made in other scheduled courses.

Faculty in these areas are concerned about retention, always a problem in developmental courses. Curriculum revisions are presently being done to modularize the mathematics offerings so that students may enter the courses at a level determined by a particular need thus reducing the time spent in developmental mathematical courses.

The Adult Basic Education Program is funded by federal and state adult education grants and the ICCB Disadvantaged Student

coordinated by two full-time faculty members. Adult Basic Education contains three distinct programs, Adult Basic Education Basic Skills (ABE), General Educational Development (GED), and English as a Second Language (ESL), all of which are open to students of age sixteen and over who are not enrolled in secondary school. The ABE Basic Skills program offers classes of eight weeks duration in basic English, mathematics and reading skills. The students who enroll in these classes are high school dropouts or those for whom education ceased after eighth grade and who need remedial help in grade levels one through nine. The GED program offers classes at the high school level in English, mathematics and reading comprehension (social studies, science and the United States and Illinois Constitution) to prepare students to take the GED high school equivalency tests. Harper College is an approved test center for the GED test and the Cook County Superintendent of Schools issues high school equivalency certificates to those who pass. In addition, the GED program offers an eight-week Citizenship Training class for those preparing to become U.S. citizens. The ESL program offers six levels of core English courses for persons of limited English proficiency. Emphasis in these classes is on the survival English skills needed for everyday living, grammar and the four skill areas of listening, speaking, reading and advertising. There are also supplementary classes in basic literacy, reading, conversation, composition and pre-college English skills offered to beginning, intermediate or advanced students who wish to further develop these skills. The Citizenship Training class is also offered to advanced ESL students. ESL courses are offered on

the Harper campus and at several locations throughout the Harper District.

ABE has a broad based system of support services available to students enrolled in these programs. These services include placement testing, achievement testing, learning disabilities screening, counseling, tutoring, vocational interest testing and educational materials that are all available without cost to the students. Students enroll in the ABE Basic Skills program for personal skill development and to prepare for the GED program. The majority of those enrolled in the GED programs are motivated by a desire for better employment opportunities and some use the GED certificate for college entrance. This unique student population is served by courses offered in the evening as well as during the day. These classes are taught entirely by sixty part-time faculty. Open enrollment is maintained in ABE basic skills and ESL courses and at any one time during the semester, 1800 students are enrolled.

The Hearing Impaired Program is unique and draws students from the entire State of Illinois. Forty to fifty percent of the students enrolled each semester have taken up temporary residence in the Harper District so that they can enroll in the HIP program. The program, founded in fall, 1973, sees that each hearing impaired student has equal access to educational or vocational training at Harper College. For students who need help and improvement in basic skills, study skills and career planning, special classes are offered and taught by teachers with total communication skills. These courses include arithmetic, algebra, language skills, composition, vocabulary, reading and career exploration and planning. Students

with adequate academic backgrounds are mainstreamed into the regular Harper programs and provided with support services such as interpreters, notetakers, and tutors. These services, together with counseling and guidance, are the support services available to all HIP students. The HIP organizes special athletic and social activities for the hearing impaired students and helps them to find either part-time or full-time jobs. At the present time fifty-three hearing persons are taking part in the program, eighteen are full-time and thirty-five are part-time. The majority of these, twenty-six, are in career programs, seventeen are enrolled for self-improvement, seven are transfer students who expect to receive a baccalaureate degree from a four-year institution, and three are undecided. Classes for hearing impaired adults, both mainstream and self-contained, are also offered through Continuing Education.

Harper offers courses in sign language, CMN 100--Basic Sign Language, CMN 101--Intermediate Sign Language and CMN 200--Advanced Sign Language for those interested in becoming interpreters. At the present time the HIP is working to develop and have approved an Interpreter Certificate Program.

The Learning Disabled services provide assistance for students who are enrolled at Harper, but do not offer any special classes for those with learning disabilities. The part-time faculty who provide assessment, counseling and referral services are all specially trained LD teachers. LD students who avail themselves of these services have been identified in high school and some are adults who identify themselves. Other students are referred to the LD program by Health Services, faculty or by themselves. They receive coun-

seling and are directed to other Harper services that will help them to achieve academic success.

The Tutoring Center, a part of the Special Services Division, provides free tutoring for students enrolled in developmental courses as well as those enrolled in any of the college programs. Approximately twenty-five student tutors and four teacher associates, all employed on a part-time schedule, provide help in over forty course areas. The Center and its staff are directed by a full-time coordinator. Tutoring is done generally on a one-to-one basis but in some areas, small group review instruction takes place. Students may schedule regular weekly tutoring sessions, choose to make appointments when necessary or seek help on a walk-in basis. Although the Tutoring Center services are available to all Harper students, it is used heavily by the non-traditional high risk student. These include the older, returning student as well as students whose past educational experiences were discouraging. Last year the Tutoring Center and the Mathematics Laboratory tutoring services recorded a total of over 9,000 student visits.

As evidenced here, the Special Services Division offers a wide range of programs and services to Harper's very diversified student body. Faculty in this division are constantly striving to increase communication with faculty in other divisions and students. Increased communication with faculty to help identify students and encourage them to take advantage of these programs and support services and greater communication with students so that they do not drop out because they are unaware of the help available.

The Basis for the Instructional Program

The existing instructional program is, in a broad sense, a response to the basic assumptions that guide the institution. Additionally, the current program reflects the thirteen-year history of the College. There are, however, a number of specific mechanisms that insure that the merit of the existing program is regularly tested and that its content and quality are consistent with the mission of the institution and the needs of the students. The following discussion may give the impression that the mechanisms are separate, but they are, in fact, interactive and should be seen as such.

Harper College has an active Office of Planning and Research that plays a critical role in monitoring the College's instructional program. In addition to maintaining information that is required for regular state and federal reports, and preparing enrollment projections for the budgeting process, the office conducts studies that have both direct and indirect impact upon the instructional program. The office conducts selected institutional-wide surveys on an alternate year basis. For example, there is a regular follow-up of all vocational alumni which determines (1) the degree to which the preparation at Harper relates to their current status and (2) the respondent's perceptions of the quality of the preparation and program modifications that might be in order. A similar study is conducted for transfer students. In the case of this latter study, the College is able to determine the degree of success that the students are achieving and to collect their perceptions of the program. In addition, general needs studies are done on an occasional basis. At the time of this writing, a study

of district high school students and their parents is under way. The purpose of this study is to determine the level of attractiveness of Harper College and to identify the types of perceived needs that exist among this group.

The Office of Planning and Research also conducts specific studies that can be used to round out critical examinations of particular curricula. These studies often lead to curricular modifications because they are requested by program coordinators who have a direct interest in maintaining currency.

Finally, the office occasionally undertakes feasibility studies which provide substantial information for decision making. The latest feasibility studies tested the possibility of a cardiac care program and a hotel-motel management program. It appears that the former is a strong candidate for eventual implementation.

The Dean of Instruction has a primary responsibility for and to the instructional program. As such, the Dean is both a source of information and an active agent in the modification of, elimination of, or initiation of curricular programs. The Dean serves as a resource to the Curriculum Committee, and also plays an important informal role in curriculum development. As the frequent recipient of suggestions, questions, and requests, the Dean is often called upon to make judgments. If the Dean perceives a suggestion to be a viable one or a question or request to be warranted, he provides the kind of support and guidance that are required to move a suggestion to the formal level of development required by the Curriculum Committee. This aspect of the Dean's role is particularly important as the College has no organized way of moving a concept along until

it reaches that formal level.

The programs in the career area reflect the regular contributions of the many advisory committees that Harper maintains. The coordinators of the programs assume the responsibility for maintaining liaison with advisory committees. Currently, the College lists thirty-one advisory committees with 215 members. The committees meet at least once yearly, and the majority of them meet two or more times during the year. In addition, program coordinators are in regular and close contact with the committee members. As a result, the curricula of the career programs are regularly examined by persons active in the particular fields, and the currency of the programs is insured.

The most formally structured mechanism for dealing with modifications of the instructional program is the institutional Curriculum Committee. This committee deals with matters related to credit-bearing curricular offerings. It is comprised of both faculty members, who represent the several Divisions, and student representatives. Though the Committee's purpose suggests that it will deal with all matters, pertaining to curriculum, it, in fact, limits itself to (1) the introduction of new programs and courses, (2) elimination of existing courses, and (3) substantive changes in existing courses and programs. The Committee does not address, in a direct sense, matters of academic standards except insofar as they have direct bearing on the proposed courses, programs and changes. The Curriculum Committee has a set of procedures which is published and widely distributed. As earlier noted, the Dean of Instruction serves as a resource for this committee and his office serves as a repository for the

Committee's records.

As a result of these several mechanisms, the instructional program is systematically examined and updated on a regular basis.

The Effect of Harper's Instructional Program

The College has had a widespread and profound effect upon the community it serves. In 1979, Harper conferred a total of 1,042 associate degrees and 296 certificates. The latter number consists of certificates conferred in recognition of completion of curriculums of at least one year but less than two years. Of those degrees conferred, 563 reflected work wholly or chiefly creditable toward a bachelor's degree, whereas 479 of the degrees were for work not wholly or chiefly creditable toward a bachelor's degree. This latter category reflects career programs, but it is important to emphasize that many of the students who have graduated from Harper's career programs have been able to apply all or most of their credit to transfer programs.

The follow-up studies of career students have indicated that the majority of graduates remain in or close to the District, so that the College is making a strong contribution to the work-force of the area as well as having a positive impact upon the economy. A 1980 study, Follow-up Study of Career Alumni provides a comprehensive view of Harper's career alumni and also draws comparisons from an Illinois Community College Board statewide study of graduates from community college, career programs. In brief, an analysis of the results of the Harper Study, indicates that close to two-thirds of Harper's career alumni become employed full-time upon leaving Harper and just under a third transfer to another college. This ratio is comparable to career alumni patterns at other community colleges in the state. Only two to four percent of Harper's career alumni are unemployed

whereas the state average is four to five percent. Among new career students, approximately two-thirds of the full-time students and forty percent of the part-time students return to Harper for their second year. Also, more than one out of every six new career students will complete a degree within three years, a figure similar to the statewide average.

Harper career alumni take jobs at a level between skilled labor and beginning professionals. The average salary of these Harper alumni working full-time is about \$11,700. This is higher than the salary earned by their counterparts throughout Illinois. Almost half of the former Harper career students now working are very satisfied with their jobs, a figure which compares favorably to other community college graduates in Illinois. Three-fourths of the jobs held by Harper alumni are closely related to their major field at Harper. Over half of the former Harper career students are working in the District, and ten percent are working close to the Chicago Loop. Fewer move out of state for jobs than do other Illinois community college graduates. Harper is perceived by alumni as preparing students for jobs as well as other community colleges in the state, but these former students all perceive that the quality of the preparation for jobs has declined somewhat in the last few years at Harper. This latter issue is one of concern to the College, and the general issue of quality was an important focus for discussion among the members of the Task Forces.

Follow-up studies of Harper students who transfer to senior institutions indicate that they do perform well in the receiving institutions. In 1978, the Office of Planning and Research published a study entitled Analysis of Transfer Data of Former Harper Students

at Senior Institutions. The purpose of this particular study was to evaluate the progress of students who transfer from Harper to seven major receiving institutions within the state of Illinois. The study reflected all data received from these colleges since 1974. In addition, the study drew upon a statewide study of the transferring students from the state's community colleges' classes of 1973. This study confirmed self-reports and anecdotal observations that visiting alumni have provided. Generally, Harper transfer students do very well achieving at and occasionally above the grade point level of native and other transfer students. The study treated the data cautiously because of the variety of formats employed by the four-year institutions, but it does offer certain generalizations.

Students who transfer from Harper College to four-year institutions achieve a slightly higher grade point average than transfer students from other community colleges. In the statewide study of students who transferred in the fall of 1973, students from Harper accumulated a 2.86 average compared to 2.80 average for all community college transfers. Considering the 38 community college districts in the state who participated in the study, Harper College ranks 17th with regard to this cumulative GPA. Data received from more recent transfers indicate that former Harper students perform better than all community college transfers at U.I. Circle campus and at Eastern Illinois, whereas transfer students from Harper performed at a similar level as other community college transfers at Southern Illinois, U.I.-Champaign, Illinois State, and Northern Illinois. In addition, Harper transfers perform better than native students at Southern Illinois and Northern Illinois. In the case of the other institutions, Harper transfers

have a slightly lower GPA than four-year college transfers and native students. Northwestern University does not provide comparison figures, but Harper transfers have accumulated a 2.64 average GPA there.

In the interesting and important category of persistence, Harper transfers fare very well. The statewide study of students entering transfer institutions for the first time in the fall of 1973 reveals that two years later seventy percent of Harper's students have remained in good standing or have graduated. This compares to a forty-six percent rate for all community college transfers. In this measure of persistence, Harper's former students rank sixth in the state. After two years, twenty-three percent of Harper's original fall 1973 transfer class had graduated and after three years, fifty percent had graduated. More recent data received on this original fall 1973 class shows that, after four years, two-thirds of Harper transfers to Eastern Illinois have graduated and after three and one-half years, sixty-one percent of Harper transfers to Northern Illinois have graduated. At the University of Illinois-Champaign, data is available on the persistence of more recent transfer classes. After two years, forty-eight percent of Harper transfers (starting fall 1974 and fall 1975) graduate while only forty-one percent of all community college transfers and twenty-five percent of four-year college transfers graduate.

Additional evidence as to the effect that Harper College's programs have on the community is offered by a 1978 study that was requested by the Steering Committee for the Master Planning Project as well as by the several Task Forces. That study, Survey of Goals

and Impact of Harper College as Perceived by Seven Harper Constituent Groups, elicited a high level of agreement average respondents with respect to the assertion that Harper is a high quality institution meeting community needs with strong programs and services. The survey, a very comprehensive one, did give indication of specific areas of concern and gave the College an opportunity to identify areas that need examination.

One last measure of the effect of Harper's program may be found in institutional discussions of retention and attrition. In response to general concern about the possibility of future enrollment decreases, Harper initiated an examination of retention rates. Early in 1979, the Acting Dean of Student Affairs chaired an ad hoc committee to review this matter. The committee, prepared and presented a spring workshop to Harper administrative faculty and, during the 1979 fall orientation program, presented a similar workshop to members of the teaching faculty. The committee also filed a final report in which the issue is thoroughly discussed. Retention data must be examined continuously because of the variety of definitions that may affect the meaning of the figures. With that caution noted, the following figures are offered: Nearly 70% of those students who began a course at Harper during the 1979 fall semester received a final grade (i.e., ABCDFN) for that course while approximately 18% officially withdrew from the course.

As was the case with students who transfer from Harper, the level of persistence is also high among those who enter Harper. According to longitudinal studies conducted by the Office of Planning and Research, approximately 60% of the students who

register in one fall semester will reregister in the succeeding fall semester and about 35% of those who enter Harper's programs as full-time students will eventually receive a degree from Harper. Of those students who register as part-time students in the fall semester approximately 38% will register the succeeding fall semester.

There is substantial indication that the instructional program that Harper provides is a strong program that is having a positive impact on the community the College serves. Nevertheless, the College is aware of the need to continue to evaluate the effectiveness of the instructional program. At the present time, a new follow-up study of transfer students is underway. Additionally, the College is making an effort to relate more closely with members of the community, and the student body as well as with former students in order to better assess their needs. Finally, the matter of articulation is always critical. The College enjoys good relationships with receiving institutions, and it is critical to maintain these relationships in order to insure the availability of follow-up data on transfer students.

Chapter Conclusions

The instructional program of Harper College reflects the variety of backgrounds and goals that the student body brings to the college. In broad terms, the program is consistent with the mandate of the Illinois State Legislature, a mandate that insures that the citizens of the State will have ready access to a comprehensive community college. There is substantial evidence that the College is providing its students and graduates with meaningful and profitable instructional experiences. The master planning effort identified

these and a number of other important strengths of Harper College. At the same time the Task Forces spoke to a number of concerns. Notably, the Task Forces urged (1) the establishment of an additional process for curriculum development which would guarantee a systematic exploration of possible new curricula; (2) an expanded level of coordination and cooperation with other in-district agencies which offer credit-free and continuing education opportunities, and (3) that greater visibility be given and more attention paid the area of developmental services.

As the initial paragraphs of this chapter indicated, the instructional program received an extremely thorough examination during the course of the master planning activity. That activity provided a number of carefully drawn recommendations for the program, but simultaneously affirmed the success of that program and established that the College is accomplishing its purposes.

CHAPTER V SUMMARY AND CONCLUSIONS

The past three years have been particularly significant years for Harper College. The significance has been, in part, a product of the very difficult pressures that have affected all of higher education. Those pressures include the leveling of enrollments, the growing unwillingness of taxpayers to expand the current levels of support that they are giving community colleges, colleges and universities, and the shifting attitudes as to the proper social role of higher education. In addition, the years have been significant because of the systematic efforts that Harper College has made to respond to those pressures. The institution-wide commitment to developing an updated master plan for the institution has been the central focus of those efforts. In anticipation of impending reaccreditation tasks, the planning activity drew heavily upon the expertise of all members of the College community, particularly members of the teaching faculty. The resulting project provided (1) a careful examination of the institution in terms of its mission and service area, (2) an identification of the areas of strength and concern in the College, and (3) a set of explicit and detailed recommendations as to directions the institution might move goals the institution might adopt, and strategies that it might employ in pursuit of these directions and goals. The results of that activity are recorded in the previously mentioned Reflection and Projection. This self-study is presented as a document that complements the more detailed Reflection and Projection. In addition, the College used the services of an external consultant in order to provide a second and more objective view of the College. The consultant combined Reflection and Projection with a number of on-site

visits in order to develop his observations. Those observations confirmed the internal perceptions.

Harper College is well into its second decade of providing educational services and opportunities for the residents of the north-west suburbs of Chicago as well as for considerable numbers of individuals who reside outside the boundaries of the Harper district. The lengthy planning project gave indication that the services, programs and opportunities that the College has offered to its constituents have been successful and valuable. The project underscored many areas of strength and no strength was more in evidence than that demonstrated by an institutional willingness to carefully and thoroughly assess the nature and quality of the institution and to set about the process of exploiting areas of strength and correcting matters of concern.

In brief, Harper College has a well prepared and strongly committed faculty and staff which provide a variety of instructional opportunities and services for the citizens of the community. Harper has an attractive physical plant which is well adapted to the offerings of the College. The institutional organization is supportive of the offerings of the College, and those within the College are confident that Harper College can continue to achieve the level of success that it has during its first thirteen years. The College will continue to respond to those elements of mission that are inherent in the Illinois Public Community College Act while at the same time modifying the explicitly stated institutional mission in the manner suggested by both the institutional Task Forces for Master Planning and the external consultant.

Despite the very positive view of the future, the institution is properly concerned about a number of items, the majority of them growing

out of the College's financial situation. During the past two years, the College has made a concerted effort to bring the budget into a balanced state. As a result, a number of areas, particularly support areas, have experienced abrupt and significant reductions in expenditures. The budget has been balanced and now, the College is in the process of prioritizing requests for restoration. Clearly, there are a number of areas within the College that were able to sustain an acceptable level of performance for a brief period but will require an infusion of additional funds in order that the College may continue to provide the programs and services and maintain the commitment to quality that has characterized it in the past. The process of prioritizing is underway. In addition, Harper has made a concerted effort to increase its visibility within the community in order to respond to anticipated shifts in enrollment.

In conclusion, the value of the total planning effort from the inceptive discussions to this descriptive study far exceeds that which can be captured in a document. It has opened and supported a dialogue that has involved many people and examined many points of view. This self-study culminates a process that has made a significant contribution to the institution. The many who have participated are confident that this contribution will have a strong positive influence on the future of the College and that the College's impact on the community it serves will continue to grow.

APPENDIX A

AN ANNOTATED BIBLIOGRAPHY OF
MATERIALS AVAILABLE TO AN ACCREDITATION TEAM

Accreditation Reports and Audit Reports of Selected Institutional Units and Programs (see Special Collection #7)

During the past ten years, a number of units and programs within the college have undergone examination audits and evaluations by teams of visiting professionals. The titles of these audits and evaluations are included in this index. In addition, the titles have been grouped and bound as a "Special Collection." The tables of contents of the several "Special Collections" follow this bibliography.

Administrative Services Procedure Manual

This manual offers a detailed explanation of the procedures employed by the Administrative Affairs Unit.

Agreement between Board of Trustees of Community College District 512, County of Cook and State of Illinois and William Rainey Harper College Faculty Senate, a Chapter of the Cook County College Teachers Union Local 1600, AFT, AFL-CIO.

The Master Contract is currently negotiated on an annual basis.

Annual Summary for Intercollegiate Athletics, 1979-80.

The PEAR Division prepares an annual, comprehensive report of the year's intercollegiate athletic activities.

Audit Reports of Academic Affairs Units (see Special Collection #7)

Audit Report of Administrative Affairs (see Special Collection #7)

Audit Reports of Student Affairs (see Special Collection #7)

Each of these items presents a record of the visiting team's assessment of the specific area.

Bibliography of Faculty Publications

Board of Trustees Information Manual

This manual is prepared for and used by Trustees. It is particularly valuable to the new Trustee as it offers a detailed explanation of the activities of the Board and its members.

Board of Trustees - Policy Manual

The Policy Manual is a record of the official policies of the Board of Trustees. Each faculty member and administrator is given a copy of this manual. It is updated on an annual basis.

Board Packet

Board members receive extensive information packets during the week preceding the official Board meeting.

Budget Manual

The Budget Manual is published on an annual basis. It offers a detailed presentation of the anticipated revenues and expenditures of the particular fiscal year. It contains program and budget statements of all cost centers within the institution. In addition, the manual offers both a historical description of each of the college funds as well as a description of projected incomes and expenses.

Career Programs - Local Plans 77-78 and 81-82

The ICCB regularly requires descriptions of the college's career programs. The materials provide not only assessments of current programs but also indications of anticipated programs.

Career Programs - Exploratory Materials

The Office of the Dean of Instruction, in concert with the Office of Planning and Research periodically explores the possibility of introducing new career programs. These are examples of those explorations.

Career Programs - Program Audits (see Special Collection #7)

College Bulletin 77-78

Committee Activities - 1977 Report

Continuing Education - Audit Report (see Special Collection #7)

Continuing Education - Sample Programs

Cultural Arts Programs

Enrollment Projections - 1979

The Office of Planning and Research regularly develops enrollment assumptions and projections in order to facilitate budgeting, and facility allocation and program development. This is the most recent set of projections.

Ernst & Ernst Study of Classified Staff (see Special Collection #7)

The Ernst & Ernst 1978 study evaluated the assignments and compensation system for classified staff. In addition, the study assessed the attitudes of the classified staff toward the Classified Employees Council. Finally, the consultants provided a set of recommendations concerning these matters.

Evaluation System

The system is outlined in the Faculty Procedure Manual.

Faculty Development

There have been periodic publications describing faculty development activities.

Faculty Procedure Manual

The Faculty Procedure Manual describes a set of procedures employed to conduct college activities. It is authorized by the Board of Trustees, but does not have the official status or force of the Policy Manual.

Final Report Long Range Plan, 1980

This is a summary report prepared and presented by the consulting firm, McManis Associates, who served as external assisting agents in the Master Planning activities.

Financial and Facilities Plan - 1977

This is a summary plan which examined Harper's available and anticipated space and analyzed it in terms of state guidelines.

Guidelines for Development A. D. Little Report (Original Planning Document)

Prior to the opening of the college, the Board of Trustees commissioned A. D. Little to prepare a comprehensive set of guidelines for the development of the institution. The resulting document did much to shape the college and guide it through its first five years of existence.

ICCB Manual - Policies, Procedures and Guidelines

The ICCB Manual sets forth the policies and procedures developed and enacted by the Illinois Community College Board and the State of Illinois.

1980 Institutional Goals and Institutional Goals Accomplished Report

The Board of Trustees oversees the development of yearly institutional goals and at the end of each year examines those goals in light of accomplishments.

Instructional Resources Services: Collected Reports

The several areas of the Resources Services unit have published annual reports. This file includes the most recent. In addition, it contains planning reports completed within the unit.

Long Range Plans - Academic Affairs Units 74-80

In 1974, the several academic divisions developed five year plans.

Long Range Plan - 1972

In 1972, the fifth year of the college's service, an effort was made to update the original A. D. Little Guidelines.

Long Range Plan - Student Affairs

The Student Affairs unit developed a long range plan for its area.

Master Plan for Postsecondary Education in Illinois (IBHE-1976)

The Illinois Board of Higher Education developed a state-wide plan which established the role of community college in Illinois.

Part-Time Faculty Handbook

As the numbers of part-time faculty increased, the Vice-President of Academic Affairs developed a Handbook which gave greater structure to the part-time faculty member's role.

Planning Project Record

This material consists of a chronological record of the planning project.

Reflection and Projection - A Report of Faculty Task Forces for Master Planning

This publication is a record of the deliberations, conclusions, and recommendations of the institutional Task Forces.

Remodeling Status Report

The Director of the Physical Plant prepares a monthly report detailing the status of remodeling projects.

Research Report Series

The Harper College Office of Planning and Research regularly publishes Research Reports. The entire list of titles is included in Appendix B. An effort has been made to identify those Reports which might have immediate application to an accrediting team. They have been grouped according to content and bound in "Special Collections."

Special Collections - Appendix C

The following collections contain documents which are more directly related to the accreditation process. Some of the titles contained in the Collections are repeated elsewhere in this document.

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| #1 | General Follow-up Studies of Harper Alumni | 1967-72 |
| #2 | Follow-up Studies of Transfer Alumni | 1969-78 |
| #3 | Follow-up Studies of Vocational/Technical Alumni | 1971-75 |
| #4 | Follow-up Studies of Selected Career Programs | |
| #5 | Longitudinal Studies of Harper College Students | 1967-77 |
| #6 | Follow-up Studies of Students Withdrawing
From or Not Returning to Harper College | |
| #7 | Audits of Selected Institutional Units | |
| #8 | Accreditation Reports of Professional Groups | |

Staff Policy and Procedure Manual

This manual presents the policies and procedures that directly affect those personnel who serve in staff roles.

Student Affairs: Yearly Reports

Each of the units in the Student Affairs area prepares a yearly report in an effort to determine the degree to which the particular unit has satisfied its goal.

Student Handbook - Current and Historical File

The Student Handbook is published and distributed to all Harper students on an annual basis. It contains those policies that have direct application to students and also describes the activities and opportunities available to them.

Survey of Goals and Impact of Harper College as Perceived by Seven Harper
Constituent Groups

This report is a report prepared by the Office of Planning
and Research. It resulted from requests of several of the
Master Planning Task Forces and the Steering Committee.

Tadlock Report (see Special Collection #7)

The Tadlock Report is an Administrative Audit of William Rainey
Harper College. It was conducted by an external agent.

APPENDIX B
RESEARCH REPORT SERIES

Produced by the Office of Planning and Research

VOLUME I - 1969-1970

- No. 1 - Profile of First Graduating Class
- No. 2 - Evaluation of Academic Performance of Harper Students
- No. 3 - Parking Lot Survey
- No. 4 - Adult Education Survey
- No. 5 - Result of High School Survey
- No. 6 - Why Students Failed to Return for Spring Semester
- No. 7 - Analysis of Results of Women's Educational Survey
- No. 8 - Follow-Up of Harper Alumni Who Had Departed Summer 1969
- No. 9 - Actual Traffic Flow Count to and from Harper College
- No. 10 - Study of Early Withdrawals in Fall of 1969

Enrollment and Facilities Projections to 1995 for
William Rainey Harper College
Heuristic - Volume I

VOLUME II - 1970-1971

- No. 1 - Summary of Report of Selected Data and Characteristics of Illinois Public Junior Colleges 1969-1970
- No. 2 - Results of Summer Survey 1970
- No. 3 - The Nature and Purpose of the Community College
- No. 4 - Survey of Dental Assistant Needs
- No. 5 - Traffic Flow and Parking Demand Fall 1970
- No. 6 - Survey of Auto and Truck Mechanic and Body Skill Needs
- No. 7 - Survey of Students Not Returning to Harper Fall 1970
- No. 8 - Results of the Senior High School Survey Conducted December 1970 through January 1971
- No. 9 - Survey of Accounting Aide Needs
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