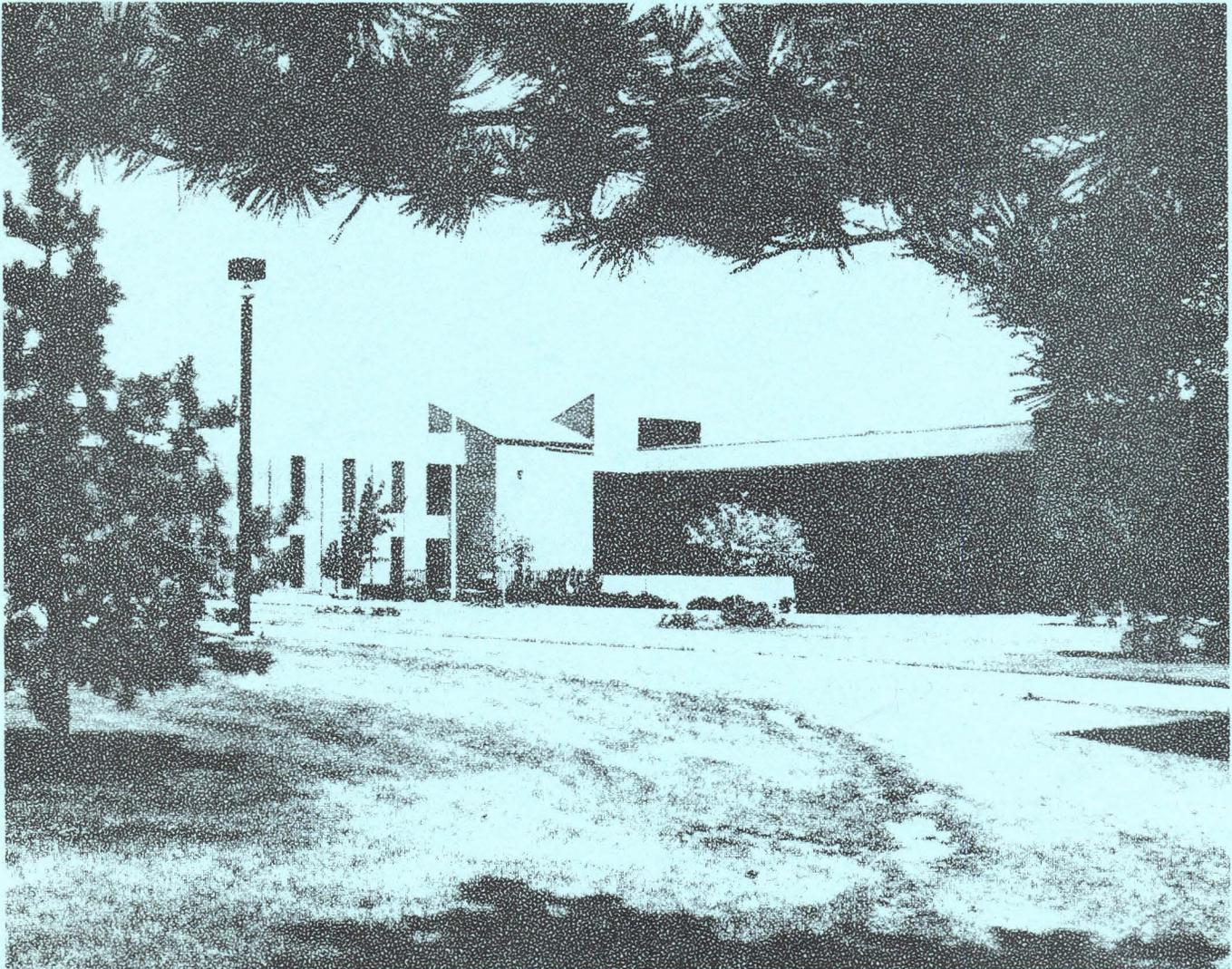


North Central Self Study

William Rainey Harper Community College

August, 1987



A Report of
the Self Study
Prepared by
The Faculty and Staff
and Submitted to

*Commission on Institutions of Higher Education
North Central Association of Colleges and Schools*

**North Central Self Study
William Rainey Harper
Community College**

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Part I
An Introduction
to the Report
of the Self-Study

Accreditation History

The November, 1985 formal notification that Harper College was "scheduled for a comprehensive evaluation for continued accreditation during the 1987-88 academic year," represented the third time in its twenty-year history that Harper College would undertake a self-study for the purpose of examining the degree to which the College satisfies the criteria for accreditation employed by the North Central Association's Commission on Institutions of Higher Education.

The relationship between the Commission and the College began in 1968 when the College requested, and was assigned, correspondent status. Harper was awarded accreditation in 1971, the first year the College was eligible for such status. In 1981, the Commission extended continued accreditation to Harper.

Organization of the Self-Study

On each such occasion, the College has recognized the value of the self-study process, and has organized and conducted a self-study that is meant to satisfy the twin purposes that the Commission assigns to the process:

- To provide the information necessary to determine that Harper College continues to meet the Commission's criteria, and

- To encourage institutional improvement.

In preparation for this study, the President of the College assigned responsibility for organizing and coordinating the self-study to a three member steering committee. The **Steering Committee** was comprised of three full-time faculty members who worked in concert with the Vice President of Academic Affairs to propose a plan for the study that would satisfy the purposes posed by the Commission. In addition, the steering committee's plan proposed to meet three additional objectives:

- To insure broad participation among faculty and staff in order to increase the impact of the self-study process;

- To integrate the self-study process with the existing governance structure at Harper and, in so doing, to test the effectiveness of that structure; and

- To reinforce the value of the self-study process by making it a part of the on-going activities of the College.

The Self-Study plan that guided the process made use of committees at three separate levels. The steering committee accepted responsibility for directing the self-study process, editing the report and planning for the site visitation. In the course of satisfying these responsibilities, the steering committee:

- Prepared a detailed plan for the execution of the Self-Study.

- Coordinated and participated in the collection of the data required to prepare a descriptive paper responsive to the criteria employed by the Commission.

- Prepared, presented and facilitated campus and committee discussion of that paper.

- Received and incorporated evaluative judgments into a final draft of a *Report of the Self-Study*.

- Participated in the planning of the site visitation by the evaluative team.

The self-study plan which the Steering Committee prepared made use of committees at two additional levels and identified them as (1) the Campus Response Committee, and (2) the College Community.

The *Campus Response Committee* was comprised of individuals representing the committees reflected in the existing College committee structure, and individuals representing other major campus constituencies, e.g., division deans, and the Classified Employees Council. The Campus Response Committee consisted of twenty members who

- Provided access/liason to the many constituencies on campus.

- Examined materials prepared by the Steering Committee and tested them for accuracy and clarity.

- Returned to their separate constituencies in order to solicit the materials necessary to answer questions specific and unique to those constituencies.

- Acted as a deliberative body with respect to evaluative questions.

- Examined and reacted to the final draft of the document prior to its submission.

The members of the Campus Response Committee provided access to the larger College community. This "College community" consisted of all of those members of Harper's faculty and staff who participate in the institutional and support activities of the College. In order to generate response and participation by this group, the Self-Study (1) drew upon the existing college committee structure which provides broad participative opportunities, and (2) identified key groups who are involved in activities or have responsibilities that are not necessarily reflected in the committee structure.

The members of the College community

- Furnished specific data concerning the responsibilities, activities and accomplishments of the many offices and groups on campus.

- Examined and responded to an initial draft of a report organizing these data according to the evaluative criteria of the North Central Association.

- Reacted to the accuracy and thoroughness of that report.

- Discussed the report in light of a set of evaluative questions reflecting the four evaluative criteria of the North Central Association.

An overall organizational chart for the Self-Study process is displayed in Exhibit I-1. Exhibit I-2 provides a more detailed view of that same structure and indicates the degree to which the process involved a major portion of the College community.

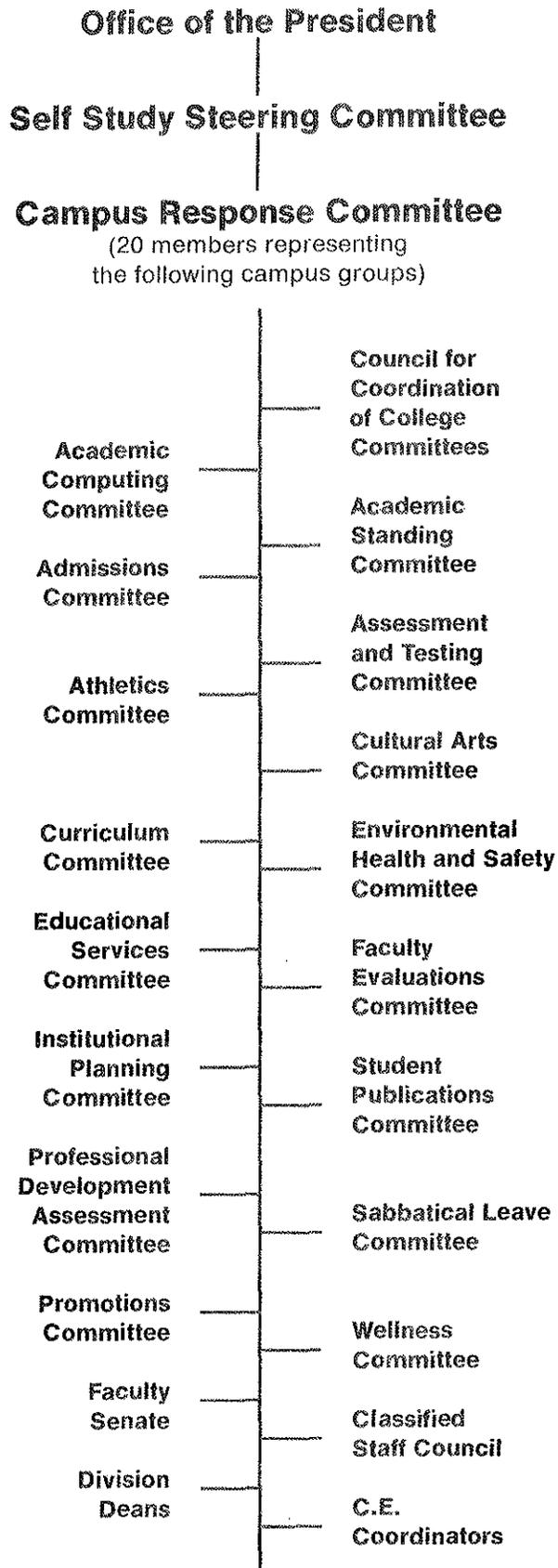


Exhibit I - 2 Detailed Organization Chart — North Central Self-Study

Self Study Steering Committee

Campus Response Committee

(approximately 20 members)
representing

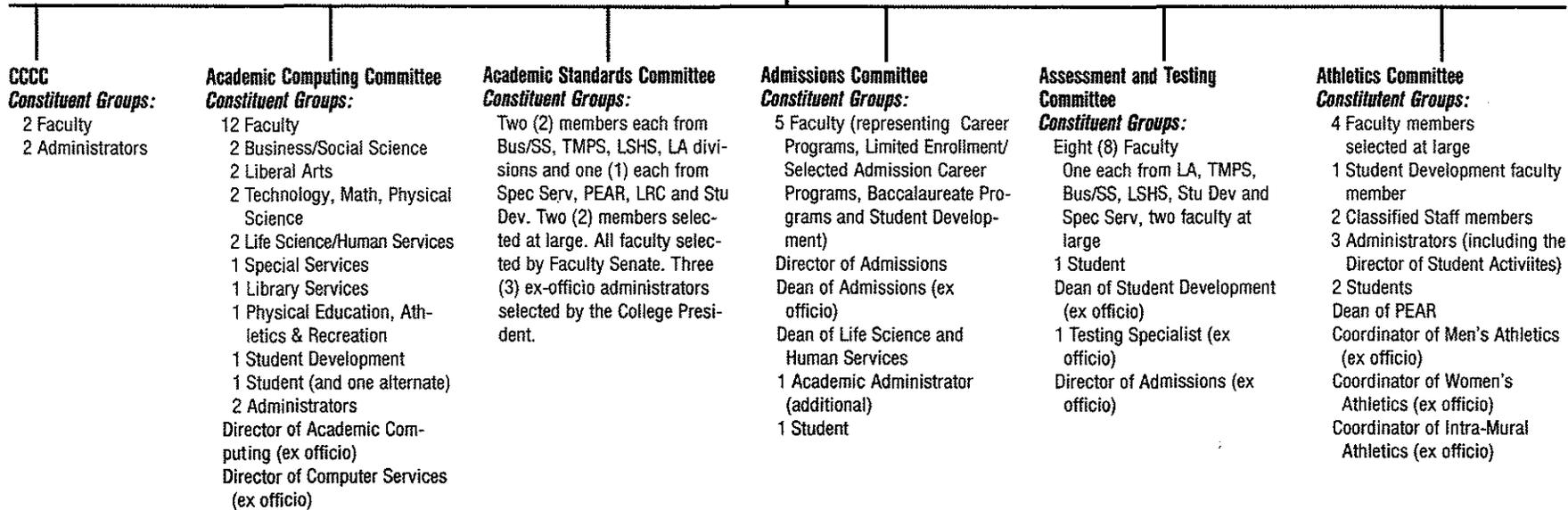


Exhibit I - 2 (Continued)

Self Study Steering Committee

Campus Response Committee

(approximately 20 members)
representing

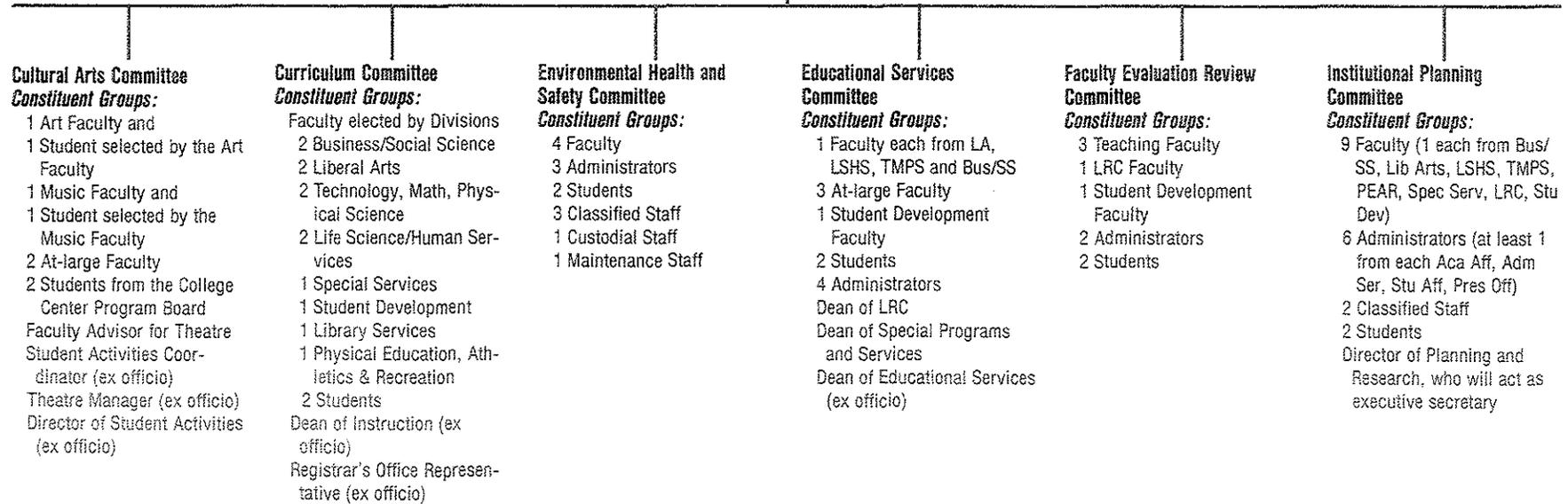


Exhibit I - 2 (Continued)

Self Study Steering Committee

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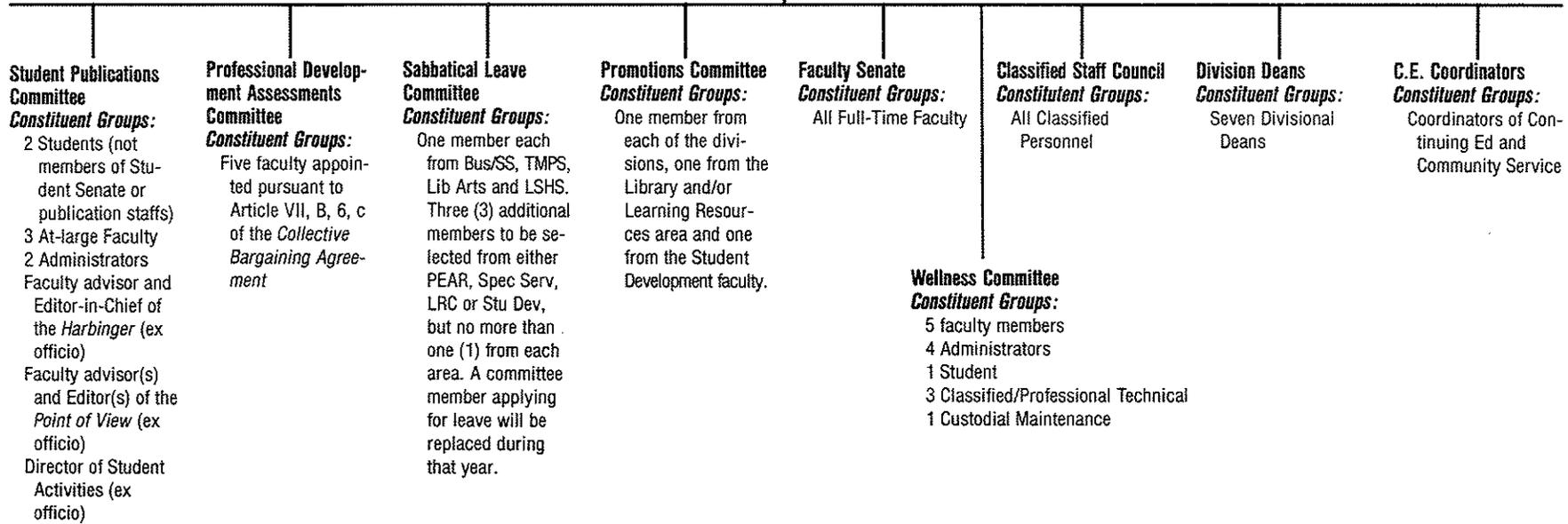


Exhibit I - 3 Time Line for the North Central Self-Study

Time Line for the 1986-87 Self-Study

November, 1985	College receives official notification that it has been scheduled for a comprehensive evaluation.
December, 1985	Steering Committee formed.
January-March, 1986	Steering Committee develops basic outline of Self-Study Report.
February, 1986	Send preliminary plan of Self-Study to North Central Association.
April, 1986	Have on-campus meeting with Association staff members to discuss Self-Study proposal.
March, 1986	Campus Response Committee convened to: 1. Hear process overview 2. Receive assignments for responding to the outline for the Self-Study and drafting appropriate sections.
March-October, 1986	Campus Response Committee provides information for report as outlined by Steering Committee.
October, 1986-February, 1987	Steering Committee prepares draft of Self-Study based upon input from the study group.
February, 1987	Steering Committee disseminates Self-Study Report to various College constituencies for comments and suggestions.
April-August, 1987	Steering Committee compiles final Self-Study Report and presents it to College community.
August-October, 1987	Steering Committee organizes for on-site visitation.
October, 1987	Visitation by North Central Association Team.
December, 1987	Visitation Team Chair completes final Team Report and submits it to Commission.
January, 1988	Institution responds to Team Report.
February-March, 1988	Review process by Commission.
April, 1988	Commission Action.

Organization of the Report

The "Report of the Self-Study" is divided into three parts:

- Part I An Introduction to the Report of the Self-Study
- Part II The Body of the Report
 - Chapter One The College and Its Mission
 - Chapter Two The College: Organization and Resources
 - Chapter Three The College and Its Impact
 - Chapter Four The College and the Future
- Part III Conclusions

The four chapters in the second section, i.e., Part II, The Body of the Report, reflect the Commission's "Evaluative Criteria for Accreditation."

- Criterion 1 "The institution has clear and publicly stated purposes with its mission appropriate to a post-secondary institution."
- Criterion 2 "The institution has effectively organized adequate human, financial and physical resources into educational and other programs to accomplish its purposes."
- Criterion 3 "The institution is accomplishing its purposes."
- Criterion 4 "The institution can continue to accomplish its purposes."

Each of the chapters in the body of the Study will include both descriptive and evaluative materials. Chapter III, in particular, will pay heavy attention to the matter of evaluation and will respond to the question posed in the third evaluative criterion.

The Report will address each of the concerns identified by the 1980 evaluation team and a specific response to each will be provided in the Conclusion. In addition, Part III, Conclusions, will offer a summary response to the Commission's condition that the institution must satisfy thirteen "general institution requirements."

These materials, in combination with the basic institutional data forms which are presented as an appendix in this report, represent Harper College's application for continuing certification as an accredited institution of higher education.

Part II
The Body
of the Report

Chapter I

The College and Its Mission

Criterion 1: "The institution has clear and publicly stated purposes consistent with its mission and appropriate to a post-secondary institution."

The Community

The William Rainey Harper Community College District (Illinois Community College District #512) is located in the Northwest Suburbs of Chicago. The original boundaries of the district corresponded to those of four contiguous townships. The district's boundaries were extended when the voters of the Barrington school district chose to annex to the district shortly after the College was formed. Those boundaries encompass two hundred square miles and nearly a half million residents.

The district is a dynamic and growing area. A 1983 study by the Northeastern Illinois Planning Commission has projected Harper District's population to grow from 432,000 in 1980 to more than 600,000 by the year 2005. The magnitude of this figure is even greater when one realizes that the 1950 population of the Northwest suburbs was 56,000. The current population is less mobile than it was during the early years of the College. During the five years preceding the census (1975-1980) less than a third of the population had moved in or out of suburban Cook County. The rapid population growth of the area and the accompanying positive economic effects have given rise to the descriptive title, "The Golden Corridor."

Despite the strong growth trends the overall increase in population is in contrast to a decreasing high school population. The high school senior population peaked in 1977 with 8,386 individuals and will decline to a low of 4,950 by 1993. At that point, it will begin a slow increase with an anticipated 6,096 by the year 2000.

The 1980 census revealed that the population of Harper's district was a diverse one. On the one hand, twenty-six percent of the district's residents who are twenty-five years or older have achieved at least a bachelors degree. Again, in significant contrast, fifteen percent of those eighteen or older had not finished high school.

One of the most striking changes revealed by the census was the rapid growth of "non-family" households. In 1980, this accounted for twenty-four percent of all households. The traditional household, i.e., a couple with children, accounted for only thirty-eight percent of all households.

In 1979, the average family income in the district was \$30,900 compared with a \$24,800 for all Chicago suburbs. The income level reflects the fact that the district has a broad and varied economic base. As a result, the district has been able to avoid the difficulties which frequently accompany a single industry economy. A 1986 report prepared by the Illinois Department of Employment Security reinforces that generally positive condition. That report and the sources it drew upon show that the district will have a continuing need for new workers in a variety of occupational areas.

There is every reason to believe that the district should continue to grow and that the tax base, which currently exceeds five billion dollars, will continue to expand.

Figure I - 1 Map of Suburban Community College Districts

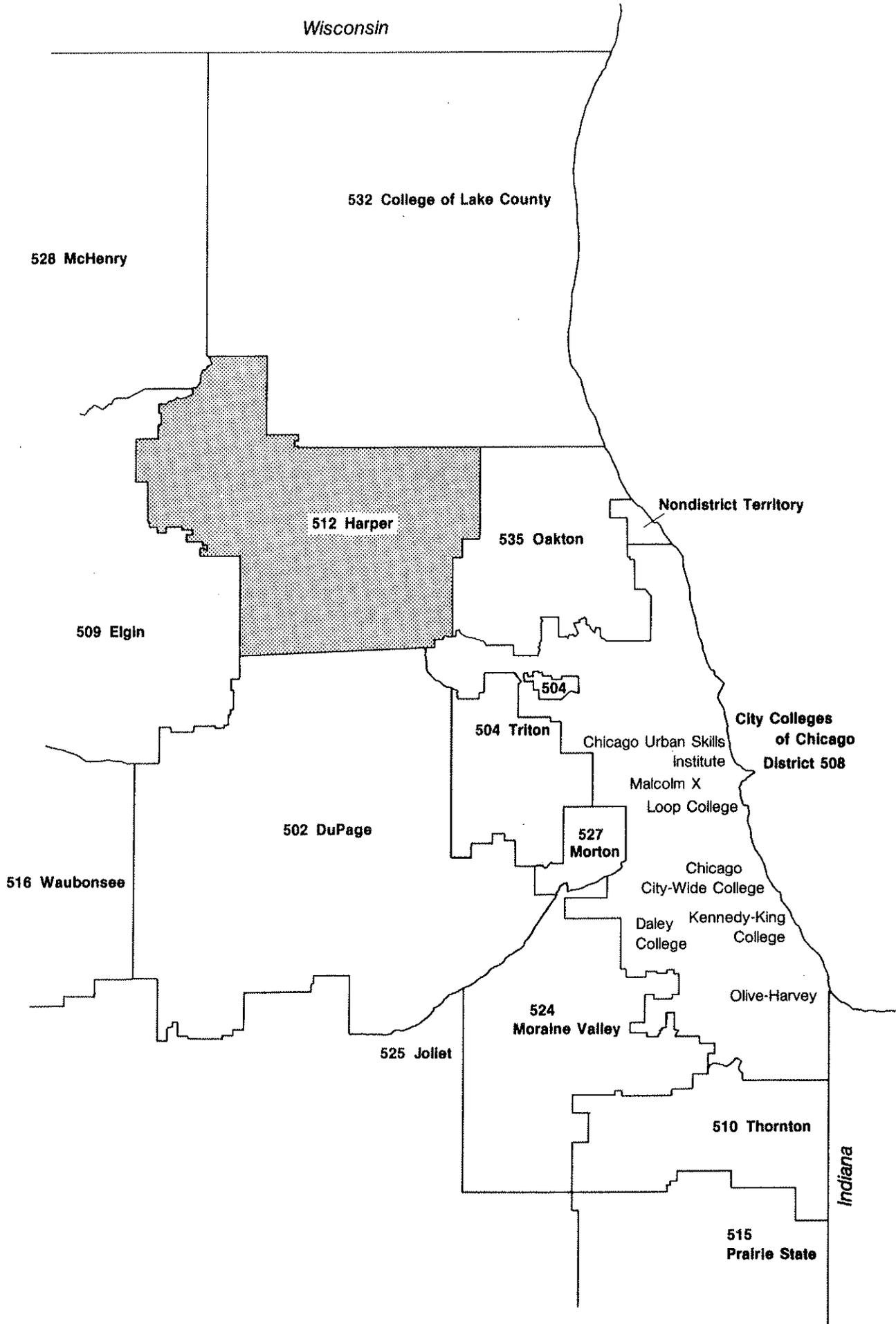
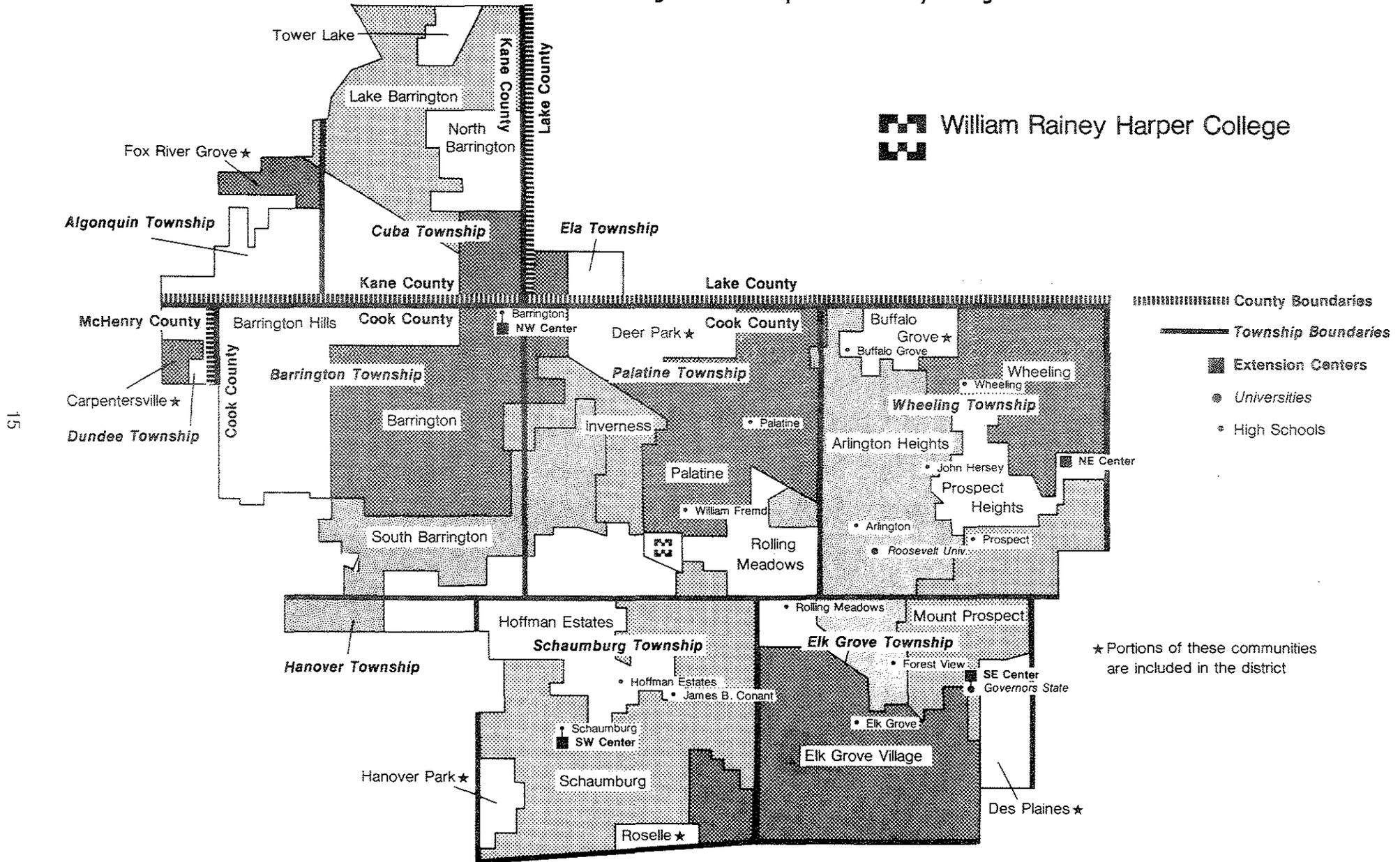
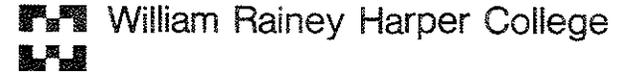


Figure I - 2 Map of Community College District #512



The College

In the northwest suburban area that is now the Harper College district, discussion and planning for a two-year college began as early as 1950. An active committee was at work on the project in 1961, and community residents were surveyed in 1962.

In 1964 an area community college committee studied the feasibility of establishing a community college. More than seventy-five citizens and educators from high school districts 211 and 214 and area elementary districts participated in the effort. The report of the study committee concluded with the recommendation that "the citizens of the two high school districts . . . take appropriate steps to bring to the voters of the four townships the proposal that a community college be established."

In November of that same year a petition was circulated calling for a referendum to vote on establishment of a community college. The referendum, held in March, 1965, passed by a three to two margin. In the next month, forty-eight candidates filed for election to the College's first Board of Trustees. The first seven-member Board was elected in May, 1965. By the end of the year the Board had hired a president, selected architectural firms to design the campus, and retained a consulting firm to make a study of the district to aid in curriculum planning and growth projections.

Early in 1966, the 200-acre campus site was selected, and the College was named William Rainey Harper College, in honor of the outstanding educator who was the first president of the University of Chicago and originator of the community college concept. In the spring, district voters approved a \$7,375 million bond issue referendum by four to one margin, and in September \$3,375 million in revenue bonds were sold.

There have been many changes since the first group of citizens met to discuss the desirability of a college close to home and reasonable enough in cost to make higher education accessible to any resident of the district who wanted to pursue knowledge. Harper College has become an integral part of the life of the community. In addition to providing learning opportunities, the College is a cultural center and makes an important economic impact on the community through employment and purchasing.

There have been many significant events since the founding of the College in 1965. The following list represents a summary of events which seem to be the most relevant to the current accreditation effort:

- 1965 - The Harper College District is authorized by voter referendum. A president is hired and a master plan is developed.
- 1966 - A 200-acre campus is selected in Palatine, Illinois. The College is named for William Rainey Harper, outstanding educator and father of the two-year college concept. Voters approve a bond issue referendum and bonds are sold.
- 1967 - The State of Illinois approves Harper College as an Area Vocational School, setting \$750,000 in trust for the College vocational program. The first faculty members are hired. The first student is accepted. The first photograph of faculty and administrators is taken just prior to beginning of classes; in the photo are 66 persons. Classes begin in temporary facilities in September for 1,725 students. Ground is broken for the first six buildings on campus property.
- 1968 - Harper joins in forming GT-70, a national consortium of ten leading community colleges cooperatively seeking self-improvement through new approaches to quality education. The College hosts a three-week national workshop for student personnel staff. The second year of classes begin with more than 3,700 students enrolled and faculty size doubled. The Board of Trustees becomes the second community/junior college board admitted to membership in the Association of Governing Boards of Universities and Colleges. Five students are recognized in the 1968-69 edition of *Who's Who Among Students in American Junior Colleges*. The student newspaper, *The Harbinger*, wins national recognition for excellence. The Harper College president is named to national offices for accreditation and college governance.

- 1969 - At the first commencement ceremony in June, 114 students receive degrees. Harper becomes the first college in Illinois to conduct student registration "on line" by computer. The Harper College system is further developed with the cooperation of IBM and subsequently adopted by other colleges across the nation. Phase I of campus construction is completed on schedule in time to serve a fall enrollment of 5,400 — a student population two years ahead of most liberal projections. Non-credit continuing education courses for adults are offered for the first time. The Dental Hygiene Clinic opens and students work with two elementary school districts promoting a program of dental health education. Harper College and area business and industrial firms begin cooperative planning for a series of in-service management conferences.
- 1970 - A recognition ceremony honors 62 nursing students who receive their caps. A tax increase referendum is rejected despite endorsement by district legislators. Formal dedication of the campus is held on May 3. The first issue of the student literary magazine, "Point of View" is published. In the fall semester, the College offers courses at off-campus locations and announces plans for a Women's Program. Enrollment tops 7,000 as the student population continues to increase at a rate two years ahead of projections. A federally funded adult basic education program opens with a curriculum in English as a Second Language for foreign-speaking residents. A portrait given by the Harper family and other personal effects of William Rainey Harper are donated to the College to mark the beginning of a permanent archive for Harper memorabilia.
- 1971 - Harper College receives full accreditation from the North Central Association of Colleges and Secondary Schools. Fall enrollment climbs to 9,193 students. Enrollment in continuing education classes increases 46 percent. The College schedules the first Homecoming activities. The Long-Range Planning Committee completes a proposed plan to be submitted to the Trustees and a 12-member Citizens' Advisory Committee.
- 1972 - Harper receives approval from the State to build a Health Science Complex (Building D) and a Music Wing (Building P).
- 1973 - The William Rainey Harper College Educational Foundation is incorporated to broaden and enrich the College program through support of projects such as scholarships without using tax money in the College budget.
- 1974 - Enrollment is 15,500 students, placing Harper third in student population in Illinois community colleges.
- 1975 - The Willow Park Center houses classes in leased facilities to meet the needs of residents in the northeast section of the College district. A bond referendum is passed to provide funds for completion of the original campus, purchase of a second site and construction of buildings on that site if enrollment warrants. The College has a 25 percent increase in enrollment in the fall of 1975, bringing the number of students to approximately 20,000, a figure not projected to be reached until 1980.
- 1976 - Harper opens a Weekend College designed for students who have difficulty attending classes during the week.
- 1977 - Classroom Buildings G and H are opened and ground is broken for Building M, the Physical Fitness Center. The founding president resigns. An interim successor is appointed. The Faculty Senate is recognized as an official bargaining agent. By 1977, Harper offers 22 A.A.S. career programs and 47 certificate programs.
- 1978 - A major effort to develop an updated master plan is initiated in concert with a comprehensive self-study effort. A new president is hired. A master contract is negotiated with faculty. A referendum to increase operating revenue fails to gain voter approval. Major budget cuts are effected in an effort to match expenditures with income.
- 1979 - Planning effort continues with widespread campus involvement. College buildings now number 15, including a comprehensive physical education facility. *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. Harper becomes site of U. S. Department of Commerce office headed by Department of Commerce International Trade Specialist as a resource for area businesses to encourage exporting and international understanding.
- 1980 - The Friends of Harper organization is founded as a grass roots support group for the College.
- 1981 - College submits self-study to North Central Association and receives evaluation visit. College is accorded continuing accreditation. Enrollment for fall of 1981 exceeds 22,000.
- The Human Performance Laboratory begins offering fitness workshops and prepares to offer a career program in cardiac exercise technology.
- Program plans are underway to broadcast via cable television in the College district.

- 1982 - A celebration is held to mark 15 years of classes at Harper College. College establishes a CAD/CAM training center in cooperation with high technology firms in the area. The College continues to develop educational programs in cooperation with area businesses, neighboring colleges and district high schools.
- 1985 - District residents pass a referendum which provides the first operating tax rate increase since the College was founded 20 years earlier.
- 1985 - After thorough reexamination of College needs, Board consummates sale of second site. College initiates North Central Self-Study in anticipation of 1987 accreditation visit. By the 1986-87 year, the College has established more than 30 A.A.S. career programs, and more than 50 certificate options.

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 period of time between 1980 and 1985 was an important one for Harper College. Stability was achieved, and the members of the College community were able to turn attention from reaction to the past to commitment to the future. In February, 1985, Harper voters approved a referendum requesting an increase of .10 per \$100 of equalized assessed evaluation. The passage of this referendum provided for a .075 increase in the Educational Fund and a .025 increase in the Operation and Maintenance Fund. The success of the referendum could be attributed to an impressive commitment on the part of virtually everyone in the College community. In a second area of commitment, a long, cooperative effort between the Faculty Senate and college administration has resulted in a system of college governance which reflects the definition and structure that was not in place in 1980. The system continues to evolve and to generate an increasing level of participation. In sum, Harper College remains a vital institution which offers direct service to more than 22,000 individuals. (Headcount, all enrollments, Fall, 1986).

The current self-study comes at an appropriate time. The College is in a position to look toward the future, and it is important to examine the degree to which Harper College

- 1) has clear and publicly stated purposes, consistent with its mission and appropriate to a post-secondary institution;
- 2) has effectively organized human, financial, and physical resources into educational and other programs to accomplish its purposes;
- 3) is accomplishing its purposes, and
- 4) can continue to accomplish its purposes.

The College Mission

In 1981, the Board of Trustees accepted a revised mission statement for Harper College. The changes were subtle, but they represented a set of deliberations that had spanned three years.

The mission of William Rainey Harper College, as part of the system of public community colleges in Illinois, is to provide to District No. 512 residents a comprehensive post secondary education which includes transfer, career and continuing education programs. In addition to fulfilling this primary mission, Harper College also offers specialized programs and services in cooperation with local school districts, area business and industry and other community colleges. The educational and cultural opportunities offered to students and community residents are developed and enhanced within the Harper College philosophy of academic excellence, service to the community and innovative educational leadership.

Programs developed to meet the needs of the community are offered at a reasonable cost to students, district taxpayers and the State of Illinois. The ultimate goal of Harper College is to provide an educational environment that allows the individual the maximum opportunity to develop through successful learning experiences.

The Mission Statement, which is prominently displayed in the offering section of the annual *College Bulletin* is complemented by a set of ten objectives which give greater specificity to the Mission Statement. These objectives also reflect a thorough reexamination by the Board of Trustees and, as is the case with the Mission Statement, appear in the *Policy Manual* of the Board of Trustees and the *College Bulletin*. The specific objectives of the College are:

- 1) To provide the first two years of baccalaureate education which will offer students opportunities to pursue liberal arts, sciences and preprofessional curricula designed to prepare those students to transfer to four-year colleges and universities and/or to satisfy individual educational goals;

- 2) To provide educational opportunities in occupational, vocational, technical and semi-technical fields which will enable students to acquire the skills and knowledge necessary to enter a specific career;
- 3) To offer appropriate general education opportunities to assist individuals in participating more effectively in a free society as well as providing those individuals with personal and cultural enrichment;
- 4) To provide opportunities for training, retraining, and upgrading of skills in order to facilitate adjustments in a work environment that is undergoing rapid technological change;
- 5) To provide adult education and remedial instruction;
- 6) To provide community education, including continuing education designed to meet various individual goals;
- 7) To provide services designed to support 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;
- 8) To provide educational resources for the use of students and community residents through learning resources and library services;
- 9) 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; and
- 10) Whenever available, to provide and encourage the use of the College's facilities and services for educational and cultural purposes by community members, under certain provisions and controls established by the College.

Both the Mission Statement and the Objectives are consistent with the provisions of the Illinois Public Community College Act (Illinois Revised Statutes, 1985, Chapter 122, Paragraphs 101-1 to 108-2 and Related Acts.) They give clear indication of the College's Mission and also act to establish implicit priorities.

Summary of Campus Response

The majority of the Harper College community believes that the College has a clearly stated and widely understood mission. Despite these generally held perceptions, committee discussions focusing on this criterion statement identified some continuing concerns. The most prominent of these concerns emphasized the need for a continuous, systematic monitoring of the College's mission and objectives. There is some feeling that Harper makes very positive efforts in certain areas of endeavor without having articulated a clear and precise indication of the role those efforts have with respect to the larger mission and objectives of the College. A notable example of this resides in the positive efforts that the College has made to provide remedial/preparatory activities despite the absence of an explicit statement of commitment to such activities in the College's mission and objectives.

The discussions also focused on the concern that there is still some remaining confusion as to the mission of a community college. There are, for example, some members of the Harper district who still raise the question as to when Harper might become a four-year college. Likewise, there are still misconceptions as to the differences and similarities between and among the transfer, career and continuing education programs as well as the degrees involved in those programs.

Chapter II

The College: Organization and Resources

Criterion 2: "The institution has effectively organized adequate human, financial and physical resources into educational and other programs to accomplish its purposes."

Institutional Organization

Harper College is a member of the Illinois Community College System. Accordingly, it is one of thirty-nine community college districts reporting to the Illinois Community College Board, an appointed group responsible for statewide planning and coordination of the programs and activities of the state's public community colleges.

The Board of Trustees

Harper, like the other districts in the system, is governed by an elected, seven-member Board of Trustees. In addition, a non-voting student trustee is elected by the members of the student body. The powers and duties of the trustees are set forth in the Illinois Public Community College Act which is contained in the Illinois Revised Statutes, 1985, Chapter 122, Paragraphs 101-1 to 108-2. Those powers and duties are enumerated in the *Policy Manual* of the Board of Trustees, William Rainey Harper College. The *Policy Manual* also enumerates the policies adopted by the Board for the management and governance of the College.

The General Administrative Structure

The internal organization of the College is clearly displayed in a series of organizational charts. (Exhibits II-1 through II-5 illustrate administrative relationships.) The organizational structure reflected in the charts is the product of official Board action. The structure is a relatively standard format for college organization. Nevertheless, there have been certain changes since the 1980 Self-Study that warrant mention.

In 1984, the College added a full-time Director of Development who also serves as Secretary and Executive Director of the Harper College Foundation. The Administrative Services area combined two functions and now has a Dean of Business Services and Finance.

Responsibilities for the credit-bearing instructional activities of the College are shared by eight divisions. The majority of the divisions offer both transfer and career programs. The two most recent additions to the divisional structure are the Continuing Education and Program Services Division and the Special Programs and Services Division. The former has a major responsibility for continuing education activities and an array of program services that are described in detail later in this report. It is, however, noteworthy that some responsibility for on-going continuing education activities has been assumed by other divisions. For example, the Life and Health Sciences Division assumes an active role in continuing education for health professionals. Likewise, the Physical Education, Athletics and Recreation Division and the Technology, Math and Physical Science Division offer continuing education programs. The Special Programs and Services Division is a major provider of special services, particularly for disabled students and for Adult Educational Development and English as a Second Language students. That division also offers a set of four academic programs which are described at length in the later section of the report which speaks specifically to the activities of the division.

The eighth division is the Learning Resources Division. The faculty and staff in this division are organizationally responsible to the Dean of Learning Resources and provide actual instructional resources. In addition, this division does present brief and focused instructional activities.

The existence of the new divisions has resulted in the addition of two divisional deans. The development of the Human Performance Laboratory has necessitated having a Director and staff. The most recent expansion has occurred with the decision to provide for a Learning Assistance Center and a Director for that center.

Student Affairs has a Placement Service and has recently employed a director to that Center.

These comments serve to highlight changes that have occurred in the organization of the College over the recent years. There have been other modifications growing out of restructuring responsibilities.

William Rainey Harper College



**Exhibit II - 1
Administrative Organization Chart 1987-88**

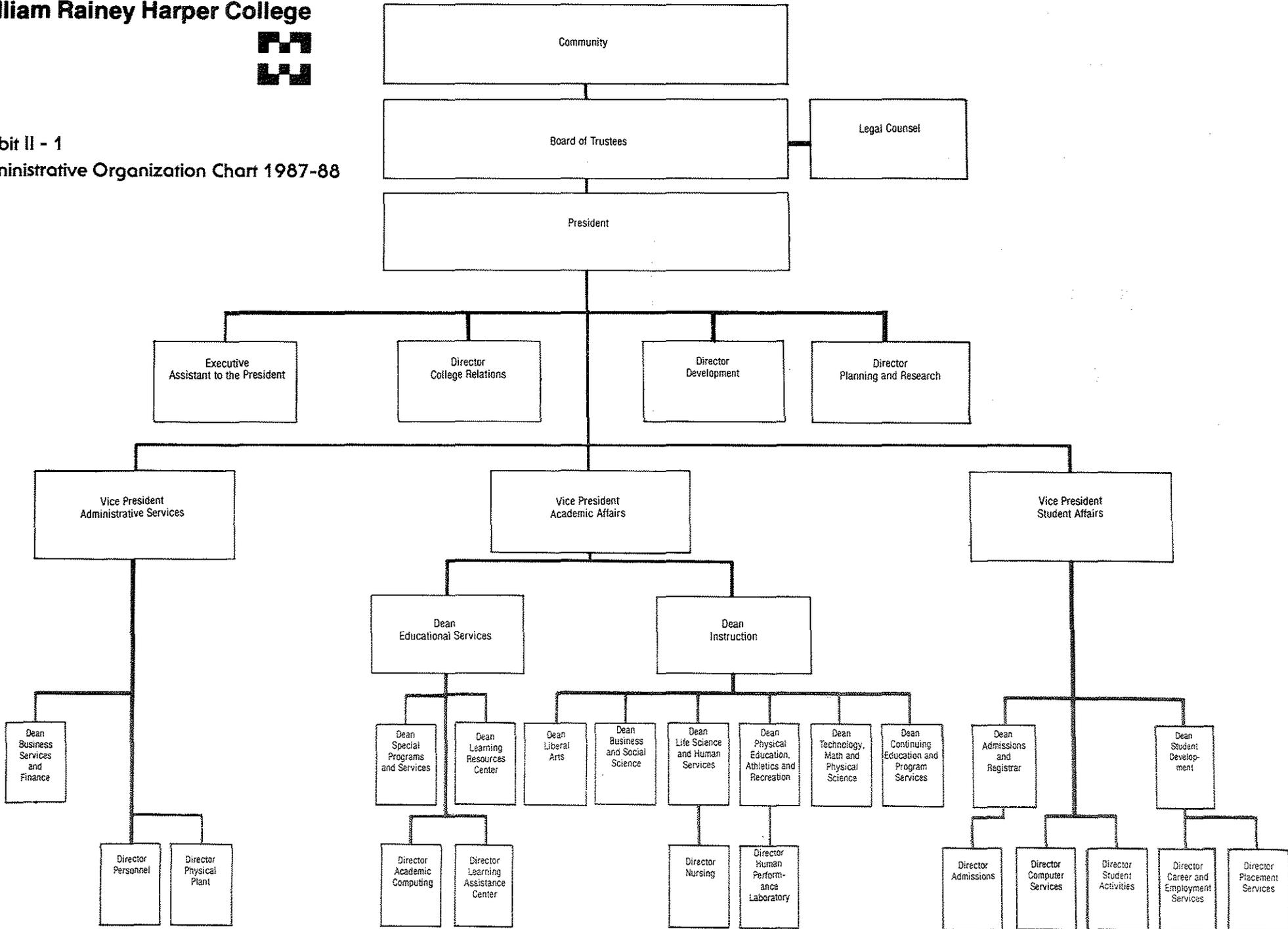
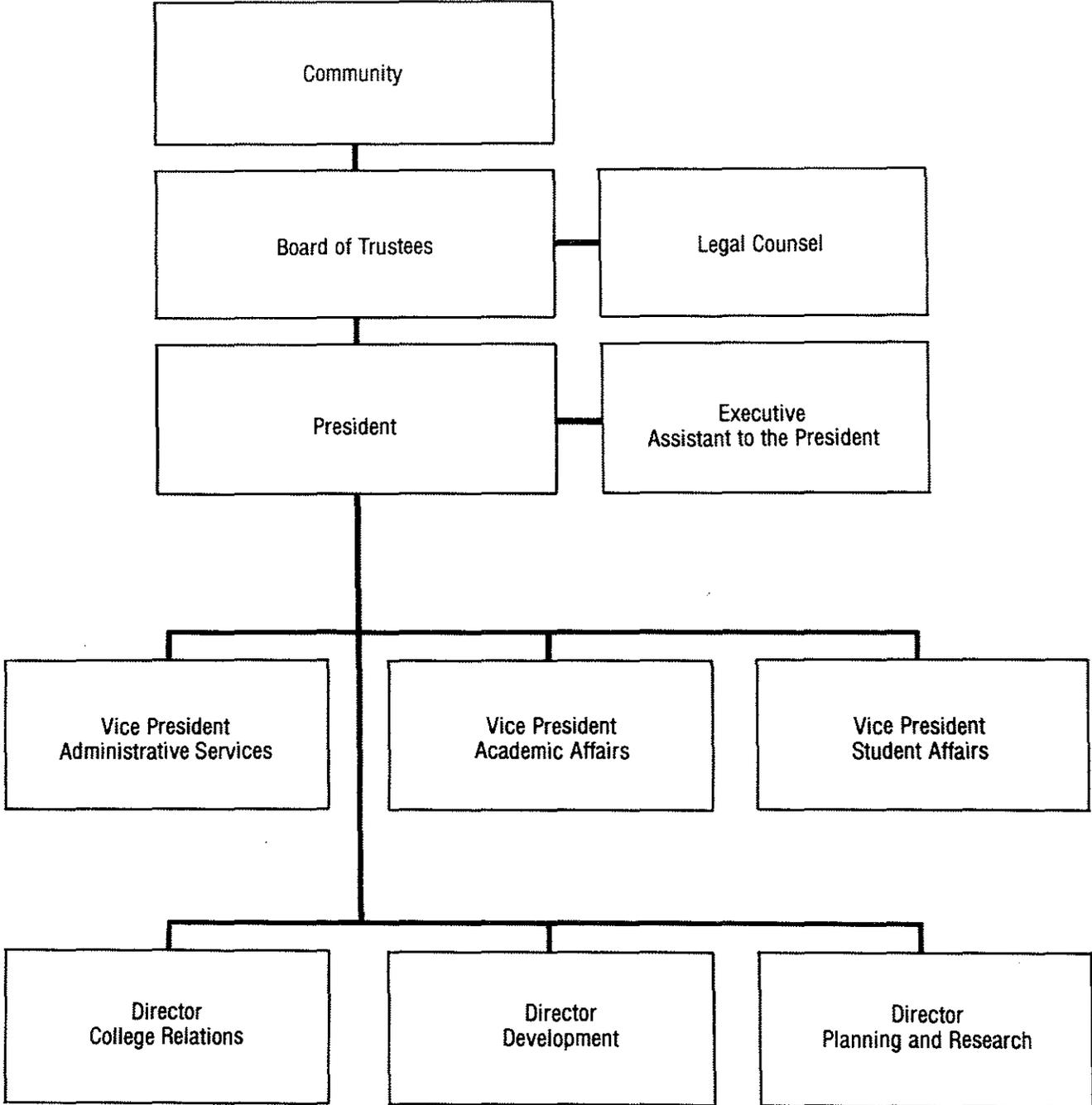




Exhibit II - 2
Organization Chart — President's Office 1987-88



William Rainey Harper College



Exhibit II - 3 Organization Chart —
Office of Academic Affairs 1987-88

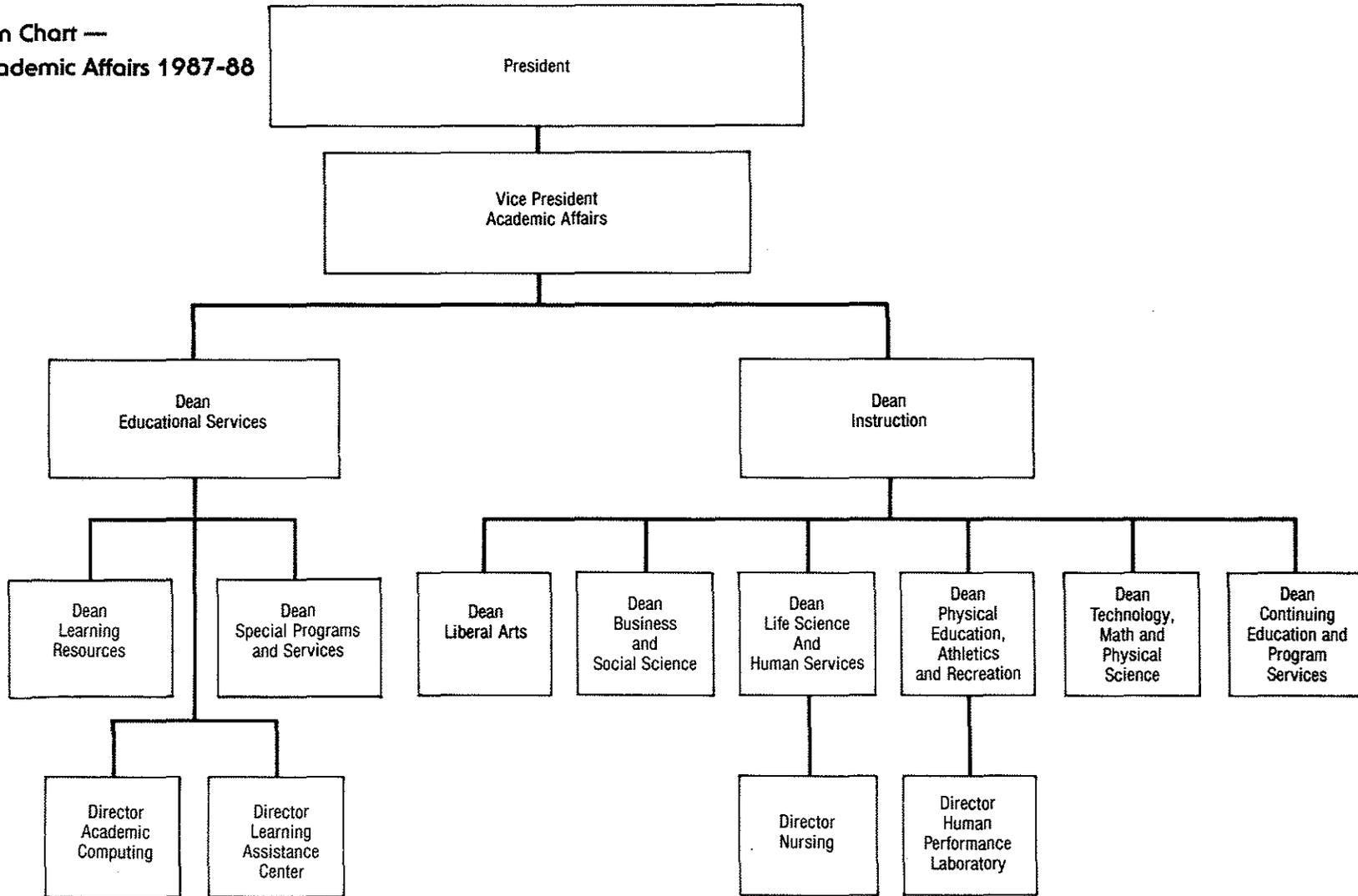
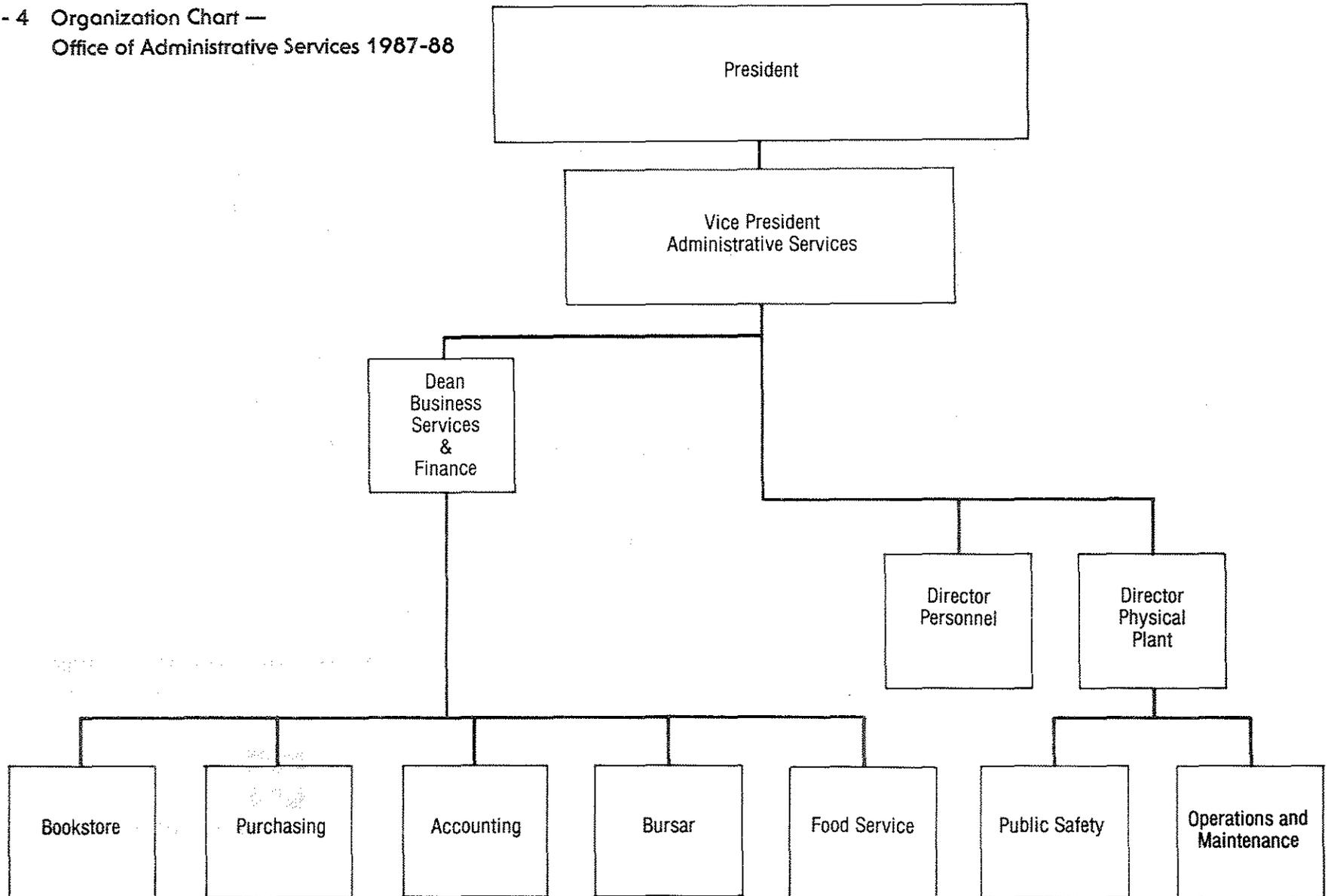




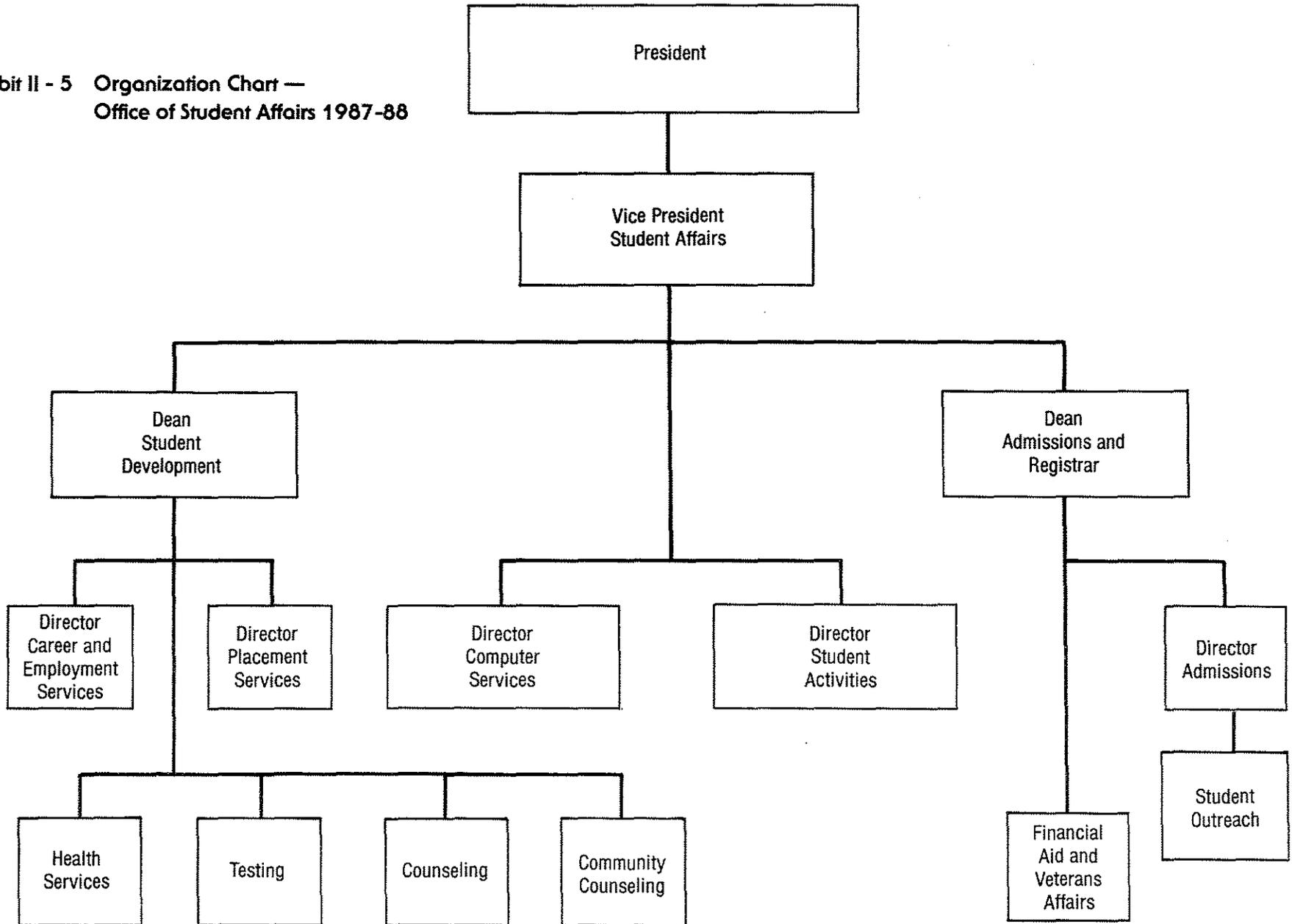
Exhibit II - 4 Organization Chart —
Office of Administrative Services 1987-88



William Rainey Harper College



Exhibit II - 5 Organization Chart —
Office of Student Affairs 1987-88



Employee Organizations

The employees of the College are represented by three separate organizations. The faculty is affiliated with the American Federation of Teachers. The classified and professional-technical staff is represented by an unaffiliated Classified Council and the maintenance staff is represented by Local 11 of the Service Employees International Union. Each of these organizations negotiates with the College regarding matters of salaries, benefits and working conditions.

The *Faculty Senate* constitutes the local chapter of the AFT. Accordingly, the negotiated contract between the Board and the Union speaks to some matters of college governance. In response to a concern which was articulated by the visiting team at the time of Harper's 1980 Self-Study, the Faculty Senate and the College administration have engaged in a cooperative effort to create and give form to a system for shared governance that would insure appropriate faculty involvement in College matters. The result of that effort is a structured committee system which is thoroughly described in the document *Manual on Committees* by the Council for Coordination of College Committees. The *Manual* is supplemented by annual publication of the *Roster of College Committees*.

The committee system is still in an evolutionary state. For example, a College Wellness Committee and a Faculty Scholarship Committee came into existence during the 1986-87 school year. Despite the fact that the system continues to evolve, the body of work completed by the Academic Standards Committee and the Assessment and Testing Committee demonstrates the degree of involvement the system has generated. The system reflects an effort to provide for participation by students, staff and administrative faculty as well as teaching, counseling and library faculty in institutional matters.

The *Student Senate* is an elected group of students. It represents Harper students to the faculty, administration and Board of Trustees in matters that affect students. The Student Senate is one of a variety of opportunities that students have for participation in College matters. These opportunities and the organizations that reflect them are described in the *Student Handbook*, a widely distributed publication which is available to all students. One of the most important functions of the Student Senate is that of budgeting and allocating student activity fees.

Human Resources

Students

Harper experienced steady enrollment increases from the time of its beginning until 1984. At that point, the College experienced an expected decline which was attributed to a decrease in the number of high school seniors and an increase in available employment opportunities resulting from an improved economy. By the fall of 1986, there were signs that the enrollment had stabilized, or at least that the rate of decline had slowed significantly. The FTE figure at the end of the open enrollment period in 1985 was 6962 and the equivalent figure in 1986 was 6887.

Table II - 1 Percent of Students — Distribution by Program*

	1986	1985	1984
Baccalaureate	35.7%	39.0%	35.6%
Occupational/Vocational	25.3	27.1	28.4
General Studies } non-degree credit	39.0	33.9	36.0
GED and ESL } and credit free			

*Source — Office of Planning and Research

Nearly 60 percent of Harper's students are female. This percentage has changed very little over the past few years.

Table II - 2 Percent Distribution by Sex

	1986	1985	1984
Male	38.5%	40.4%	40.2%
Female	61.5	59.6	59.8

As with many community colleges, most Harper students are part-time, carrying fewer than 12 credit hours a semester. This picture has remained consistent over the last few years.

Table II - 3 Student Distribution by Classload

	1986	1985	1984
Full-time	18.5%	20.2%	19.6%
Part-time	81.5	79.8	80.4

The age breakdown of Harper students shows the largest percentage of students comes from the 26-35 age group and the second largest percentage comes from the 19 and below age group. This distribution has not changed significantly in the last four years.

Table II - 4 Student Distribution by Age*

	1986	1985	1984
19 and below	18.8%	20.6%	20.4%
20-21	9.9	10.9	11.5
22-25	14.8	14.8	15.7
26-35	25.1	24.9	24.8
36-45	15.3	15.7	15.6
46-55	7.8	7.6	6.8
Over 55	8.3	5.5	5.2

*Includes all credit and non-credit students

The largest number of students is enrolled in the Business and Social Science Division. Decreases in enrollment in each division over the last three years have been consistent with the decreases for the college as a whole.

Table II - 5 Comparison of Enrollment by Division*

Division or Organizational Unit	1986¹	1985¹	1984¹
Learning Assistance Center	274.4	185.6	191.1
Business and Social Science	2647.1	2761.2	2590.9
Technology, Math and Physical Science	1354.6	1399.2	1509.6
Liberal Arts	1577.3	1573.9	1680.7
Life Science and Human Services	768.3	813.0	880.8
Physical Education, Athletics and Recreation	233.1	229.6	227.4
Special Programs and Services	524.9	410.8	313.0
Student Development	39.7	39.5	26.9
Continuing Education, High School Cooperatives, University Extension	435.6	401.6	349.8
Women's Program	(incl. in SP/S)	77.3	65.4
Totals	7855.0	7906.2	8227.5

¹Numbers reflect full-time equivalent students (FTE)

*Source — Office of Planning and Research

The Faculty and Administration

The faculty at Harper consists of 189 full-time and as many as 570 part-time members. There are 32 full-time administrators.

Over the years, the full-time faculty at Harper has remained stable, and many of those who were hired prior to the opening of the College remain. Several new faculty members have been hired during the past four years. Frequently they were hired to replace persons who had retired or resigned, but some additional faculty have been added to growing areas whereas, those who have left areas of decreasing enrollments have not been replaced. Since 1982, 22 persons have joined Harper's faculty while 20 have left. When a new faculty person is hired, members of the discipline and the division to which that person will be assigned are instrumental in the selection process. In the case of administrative appointments, there is campus-wide participation in the selection process. In each case, the process is carefully monitored to insure that affirmative action and equal opportunity requirements are met.

Faculty members serve a three-year probationary period, after which they are accorded tenure if they are retained. Full-time faculty members are covered by the previously mentioned negotiated contract between the Board of Trustees and the Harper Chapter of the Cook County College Teachers Union, Local 1600, AFT, AFL-CIO. The contract specifies the qualifications required for initial appointment to each of four ranks. Subsequently, faculty members may earn promotion either through a promotion process or through an automatic promotion if the basic qualifications are met and the individual has met certain time-in-rank requirements.

The faculty and administration have developed a "Statement of Faculty Credentials." This document speaks to the level and types of degrees and experiences one must have in order to teach in the specific departments at Harper. The basic requirements are applied to both full-time and part-time instructors at Harper.

Table II - 6 Full-time Faculty by Degrees

1986-87	
Doctoral	65
Specialist	4
Master's	101
Bachelor's	15
Associate	3
Diploma or Certificate	<u>1</u>
	189

Table II - 7 Full-time Faculty by Rank

1986-87	
Professor	53
Associate Professor	84
Assistant Professor	33
Instructor	<u>19</u>
	189

Table II - 8 Full-time Faculty by Sex and Race

1986-87		
	White	Asian
Male	110	
Female	78	1

Table II - 9 Administrators by Sex and Race

1986-87		
	White	Asian
Male	23	
Female	8	1

Full-time faculty teach classes on campus and at extension locations both during the day and at night. There is no division of the College into a night school taught by part-time staff and a day school taught by full-time staff.

The contract includes a salary schedule for full-time faculty and a schedule for overload pay which is also used for part-time appointments.

**Exhibit II - 6 Salary and Rates of Pay
1986-87**

Level	Instructor	Assistant Professor	Associate Professor	Professor
3	20,341	22,781	25,515	28,557
4	20,992	23,510	26,332	29,492
5	21,664	24,262	27,174	30,436

6	22,357	25,039	28,044	31,410
7	23,072	25,840	28,941	32,415
8	23,811	26,667	29,867	33,452

9	24,573	27,520	30,823	34,522
10	25,359	28,401	31,809	35,627
11	26,170	29,309	32,827	36,767

12	27,008	30,247	33,878	37,944
13	27,872	31,215	34,962	39,158
14	28,764	32,214	36,081	40,411

15	29,684	33,245	37,235	41,704
16	30,634	34,309	38,427	43,039
17	31,615	35,407	39,656	44,416

18		36,540	40,925	45,837
19				47,304

**Exhibit II - 6 (Continued)
1987-88**

Level	Instructor	Assistant Professor	Associate Professor	Professor
4	21,585	24,173	27,075	30,324
5	22,275	24,947	27,941	31,295
6	22,988	25,745	28,835	32,296

7	23,724	26,569	29,758	33,330
8	24,483	27,419	30,710	34,396
9	25,266	28,297	31,693	35,497

10	26,075	29,202	32,707	36,633
11	26,909	30,137	33,754	37,805
12	27,770	31,101	34,834	39,015

13	28,659	32,096	35,949	40,263
14	29,576	33,124	37,099	41,552
15	30,522	34,183	38,286	42,882

16	31,499	35,277	39,511	44,254
17	32,507	36,406	40,776	45,670
18		37,571	42,081	47,131

19			43,427	48,639
20				50,196

**Exhibit II - 7 Overload Pay Schedule (Per Credit Hour)
1986-87**

Level	BA or Less	MA	MA+15	MA+30	MA+60
0-3	330	350	370	390	410
4-6	350	370	390	410	430
7+	370	390	410	430	450

1987-88					
Level	BA or Less	MA	MA+15	MA+30	MA+60
0-3	340	360	380	400	420
4-6	360	380	400	420	440
7+	380	400	420	440	460

The faculty contract also provides for and describes working conditions, class loads, counseling and LRC faculty hours, benefits and grievance procedures. In addition, the agreement describes an early retirement program. There are similar provisions for early retirement for administrators.

The College provides a variety of professional development activities including tuition reimbursement, professional expense and travel funds, and sabbatical leaves. A mentor program of assigning full-time faculty to new part-time faculty provides professional development for them.

The contract also agrees that all full-time faculty will be evaluated on a systematic basis. Non-tenured faculty are evaluated every year. Tenured faculty are evaluated every third year, with one-third of the faculty evaluated every year. The system provides for input from students, committee of peers and the immediate supervisor. The areas evaluated are instruction (counseling, LRC), professional development, and institutional and community service. In addition, all faculty members are evaluated by students on a regular basis.

Part-time faculty are evaluated each semester by students, the appropriate program coordinator or department chair, and dean. Administrators are evaluated annually by the appropriate supervisor.

In addition to the contract and the statement of faculty credentials, a number of other publications are available to the faculty members. Among the most important are the *The Policy Manual of the Board of Trustees* and the *Faculty Handbook*. These two manuals are distributed to all full-time faculty members. Part-time faculty members receive a manual for adjunct faculty members which summarizes policies and procedures that will have particular bearing on their activities.

Support Staff

The instructional and service activities of the College are supported by a professional-technical staff, a secretarial-clerical staff and a service/maintenance staff. A total of 350 full-time and approximately 80 part-time employees work in these groups. The service/maintenance staff is represented by Local 11, a chapter of the Service Employees International Union. Other support staff are represented by an elected Classified Employee Council.

The *Classified Employee Procedure Manual* describes the personnel procedures and benefits for professional-technical and classified staffs. The previously mentioned contract for S.E.I.U. spells out working conditions and benefits for service/maintenance staff.

As is the case with the faculty, many members of the supporting staffs have been with the College for long periods of time. At the time of this writing, a member of the secretarial/clerical staff has the longest tenure of anyone in the College. She joined the staff prior to the actual offering of classes and has been here since. Six members of the classified and maintenance reached their fifteenth year of service in 1985, and 38 received a fifth year award.

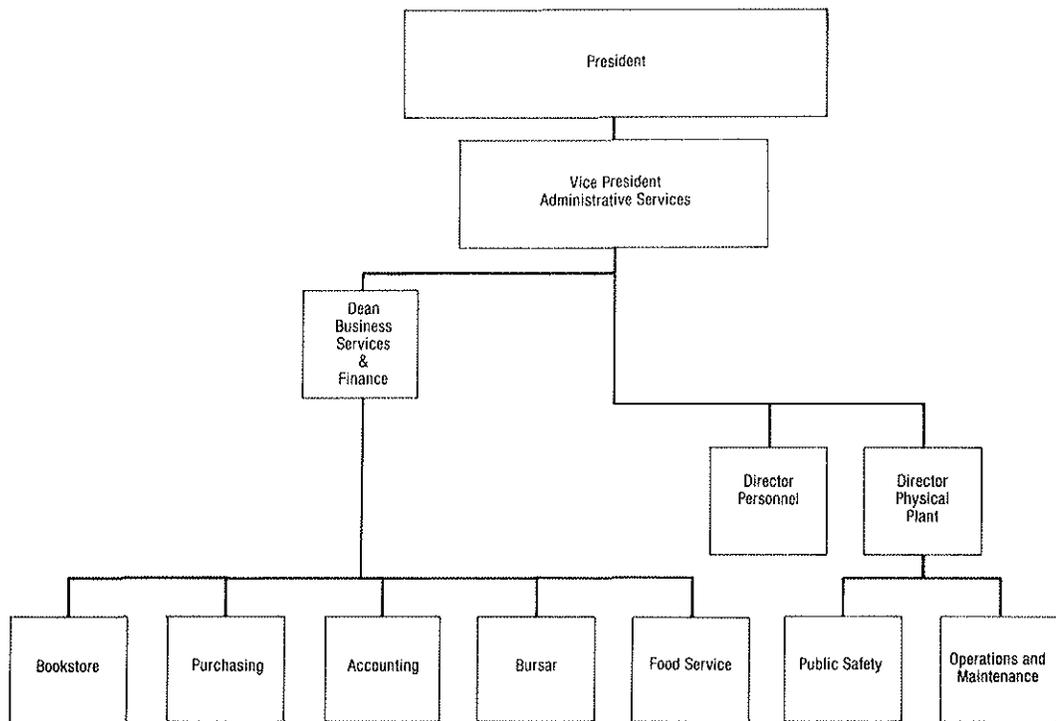
Financial Resources

Authority and Organization

As a community college district existing under the statutes of the State of Illinois, the Harper District is authorized to levy ad valorem taxes on real property within the District. The Board of Trustees assumes the responsibility for the budgeting and management of the funds received, but in operational terms, the primary responsibility is placed in the hands of the Vice President for Administrative Services who supervises the staff of Administrative Services.

Exhibit II - 8 Organization Chart — Office of Administrative Services 1987-88

William Rainey Harper College



Funds

The College maintains nine separate funds: Educational Fund; Operation, Building and Maintenance Fund; Bond and Interest Fund; Operation, Building and Maintenance Fund (Restricted); Auxiliary Enterprises Fund; Restricted Purposes Fund; Audit Fund; Liability, Protection and Settlement Fund; and Working Cash Fund. The first two of these are referred to as Operating Funds and constitute the largest portion of the budget. Likewise, they are the two funds which have the most immediate impact on the primary functions of the College. Table II-10 provides a history of those funds and demonstrates their magnitude.

Table II - 10 Education and Building Funds, Revenue and Expenditures, 1981-1985

Fiscal Year	1985/6	1984/5	1983/4	1982/3	1981/2
Education Revenue	19,390,316	18,283,290	18,087,886	16,873,125	15,708,941
Education Expenditures	20,286,247	18,666,523	18,275,874	17,187,449	15,582,776
Difference	(896,331)	(383,233)	(187,988)	(314,324)	126,165
Building Revenue	5,564,461	4,292,337	4,234,470	4,511,588	5,034,708
Building Expenditures	4,882,127	4,255,701	4,684,947	5,206,588	5,414,249
Difference	682,334	36,636	(450,477)	(695,000)	(379,541)

Table II-10 does not yet reflect the full impact of the February 26, 1985, passage of a referendum that increased the Educational Fund rate from .11 to .175 and the Operation, Building and Maintenance Fund rate from .04 to .075 per \$100 equalized assessed valuation. This represented the first change in these rates since the opening of the College. The rates are applied to a current equalized valuation which exceeds five billion dollars.

As the size of the tax base and the two funds suggests, Harper's budget is a substantial one. The budget reflects revenues from a number of resources. The most prominent of these are local taxes, state apportionment and student tuition. The College is also able to draw upon a number of other sources for lesser funding. Table II-11 and Table II-12 provide a summary of Harper's resources. These two tables reflect a response to the Illinois Community College Board's *Resource Allocation Management Plan (RAMP)*.

The complexity of funding is such that any simple overview risks missing some of the necessary assumptions, interpretive elements and conditions that are necessary to fully examine the finances of the College. In March, 1987, the Administrative Services area published a document entitled *Historical Financial Data and Long-Range Budget Projections*. The document presents a comprehensive view of the College's financial situation and can provide a reader with a complete and detailed record of the College's financial history.

Harper's funds are managed in accordance with the statutes of the State of Illinois (and, where applicable, those of the federal government). The requirements provided by statute are presented in the College's annual publication, *Program Budget*. In order to conform to those requirements, the Board of Trustees is obliged "to cause an audit to be made as of the end of each fiscal year by an accountant licensed to practice public accounting in Illinois and appointed by the Board." Currently, the Chicago firm Peat, Marwick, Mitchell and Company is serving as the College's auditor. The most recent audit affirmed the College's financial statements. In addition, Harper currently holds an AA bond rating with Moody's Investors Service.

Table II - 11 Resource Requirements Summary *

(in thousands of dollars)

	3rd Past Year FY 1983-84	2nd Past Year FY 1984-85	Past Year FY 1985-86	Current Year FY 1986-87
General				
District Equalized Assessed Valuation	4,755,668.00	5,075,992.00	5,380,551.00	5,574,000.00
Max. Auth. Tax Rate: Education and Bldg. & Maint. Fund (including the PBC O & M Fund)	0.15	0.15	0.25	0.25
Tax Extension Rate: Education Fund	0.11	0.11	0.13	.175
Tax Extension Rate: Building & Maintenance Fund (including the PBC O & M Fund)	0.04	0.04	0.06	.075
Total Operating Tax Extension Rate	0.15	0.15	0.19	.25
Total Operating Tax Extension	7,187.00	7,613.00	10,460.00	13,935.00
Estimated Uncollectable Taxes	72.00	76.00	105.00	120.00
Net Collectable Property Taxes from Current Levy	7,115.00	7,537.00	10,355.00	13,815.00
Property Tax Revenues Available	7,630.00	7,562.00	10,355.00	13,867.00
Total Tax Anticipation Warrants & General Obligation Notes	0.00	0.00	0.00	0.00
Tuition Rate/Cr. Hour	25.00	27.00	27.00	27.00
Student Fees/Cr. Hr.	2.33	2.33	2.33	2.33
Revenue, Operating Funds				
Adjusted Local Government Revenue	7,668.00	7,595.00	10,421.00	13,897.00
State Government	5,982.00	6,552.00	6,773.00	7,319.00
Federal Government	202.00	261.00	7.00	298.00
Student Tuition and Fees	7,738.00	7,520.00	7,120.00	6,585.00
Other Sources	664.00	582.00	422.00	892.00
Total Operating Revenues	22,254.00	22,510.00	24,743.00	28,991.00
Expenditures*				
Total Operating Expenditures: Education and Bldg. & Maint. Fund (including the PBC O & M Fund)	23,085.00	23,282.00	24,674.00	28,991.00
Net Revenue Over (Under) Expenditures (Line 18 minus Line 19)	-831.00	-772.00	69.00	0.00
Total Fund Equity — Operating Funds				
Beginning of Year Balance	3,273.00	2,442.00	1,670.00	1,739.00
Net Revenue Over (Under) Expenditures (Line 20)	-831.00	-772.00	69.00	0.00
End of Year Balance**	2,442.00	1,670.00	1,739.00	1,739.00
Restricted Purposes Fund				
Revenues	1,759.00	1,787.00	1,025.00	960.00
Expenditures	1,697.00	2,002.00	1,017.00	960.00
Auxiliary Enterprises Fund				
Revenues	3,560.00	3,834.00	3,917.00	4,255.00
Expenditures	3,638.00	3,786.00	3,702.00	4,245.00

*Source 1986-87 RAMP Document

Table II - 12 Resource Requirements Projections *

(in thousands of dollars)

	Budget Year FY 1987-88	2nd Year FY 1988-89	3rd Year FY 1989-90	4th Year FY 1990-91	5th Year FY 1991-92
General					
District Equalized Assessed Valuation	5,760,000.00	5,872,000.00	5,992,000.00	6,170,000.00	6,356,000.00
Total Operating Tax Extension Rate: Educ. & Bldg. & Main. Funds (including the PBC O & M Fund)	.25	.25	.25	.25	.25
Total Operating Tax Extension	14,400.00	14,680.00	14,980.00	15,425.00	15,890.00
Property Tax Revenues Available	14,106.00	14,388.00	14,676.00	15,116.00	15,569.00
Total Tax Anticipation Warrants & General Obligation Notes	0.00	0.00	0.00	0.00	0.00
Tuition and Fee Rate per Credit Hour	30.00	30.00	30.00	30.00	30.00
Revenue, Operating Funds					
Adjusted Local Government Revenue	14,106.00	14,388.00	14,676.00	15,116.00	15,569.00
State Government	7,758.00	8,224.00	8,717.00	9,240.00	9,794.00
Federal Government	301.00	304.00	307.00	310.00	313.00
Student Tuition and Fees	6,519.00	6,519.00	6,519.00	6,649.00	6,782.00
Other Sources	892.00	892.00	892.00	900.00	900.00
Total Operating Revenues	29,576.00	30,327.00	31,111.00	32,215.00	33,358.00
Expenditures*					
Total Operating Expenditures: Education and Bldg. & Maint. Fund (including the PBC O & M Fund)	29,500.00	30,200.00	31,100.00	32,200.00	33,300.00
Net Revenue Over (Under) Expenditures (Line 12 minus Line 13)	76.00	127.00	11.00	15.00	58.00
Total Fund Equity — Operating Funds					
Beginning of Year Balance	1,739.00	1,815.00	1,942.00	1,953.00	1,968.00
Net Revenue Over (Under) Expenditures (Line 14)	76.00	127.00	11.00	15.00	58.00
End of Year Balance**	1,815.00	1,942.00	1,953.00	1,968.00	2,026.00
Restricted Purposes Fund					
Revenues	975.00	985.00	995.00	1,010.00	1,025.00
Expenditures	975.00	985.00	995.00	1,010.00	1,025.00
Auxiliary Enterprises Fund					
Revenues	4,260.00	4,460.00	4,660.00	4,860.00	4,960.00
Expenditures	4,250.00	4,440.00	4,640.00	4,830.00	4,930.00

*Source 1986-87 RAMP Document

Budget Process

Harper's budget process reflects the College's larger commitment to involve faculty and students in the governance process of the College.

Accordingly, the budget is more than a statistical tabulation of numbers displaying anticipated revenue and expenditures. It is the financial interpretation of the on-going educational program for a one-year period beginning July 1 and ending the following June 30. It is a continuous process that culminates in a budget that accurately expresses the College's educational program for the ensuing year.

The budgeting process is based on the following guidelines:

1. The final authority for the adoption of the budget rests with the Board of Trustees and is based upon the recommendation of the President.
2. The President, in consultation with the three Vice Presidents, is responsible for balancing expenditures for programs within the framework of budget based on overall institutional goals.
3. The Vice President of Administrative Services is responsible for the formulation, operation and control of the adopted budget.
4. In order to obtain faculty involvement, the budget has been decentralized along organizational lines. A decentralized budget places responsibility at the operational level for budgetary planning. A given cost center manager is in the best position to set priorities for efficient operation based upon operating experience. As the budget formulation progresses and reductions are collectively made by all concerned in order to balance the budget, each manager becomes familiar with the operation of all cost centers that in total make up the budget. The result is an agreed upon budget that the faculty can understand and therefore support. Budget formulation therefore begins with the faculty and proceeds along organizational lines until it is legally adopted by the Board of Trustees.
5. While the business office is responsible for the overall control of the budget, individual cost centers are responsible for their estimates and subsequent expenditures. All expenditures initiated by individual cost centers must receive approval through organizational lines of authority.
6. All expenditures must conform to the policies of the Board of Trustees.

In summary then, budget preparation for each fiscal year is a process that involves staff and faculty in the developmental stages and results in final approval by the Board of Trustees.

Reflections on the Fiscal Program

In 1979-1980, the administration and faculty focused efforts on a master planning effort. The effort was a comprehensive one which became an integral part of the 1981 Self Study. The planning activity was conducted in cooperation with an external consulting firm. The documents which grew out of that activity offered a number of recommendations which had fiscal implications:

- * The Office of Development should pursue an aggressive program of investigation of external funding sources so that it may contribute to the fiscal and program integrity of the College.
- * The College should reorganize the Foundation so that there is a full-time commitment to the solicitation and collection of funds from various community groups such as business, industry and civic groups.
- * The College should raise tuition to the maximum allowed by law.
- * The College should evaluate services offered by the College to both staff and students, and attach fees where appropriate and raise existing fees.
- * The College should calculate the cost of materials and equipment used for each course offering, and add a fee charge adequate to recover the cost of those materials.
- * The College should sell the second site and explore the possibility of using profits in the Educational Fund.
- * The College should commit itself to the passage of a tax rate referendum for the Educational Fund.
- * The College should develop a uniform system for determining direct and indirect costs of programs and services in order to facilitate a realistic appraisal of the cost and merit of such programs and services.

A review of the responses to these several recommendations offers an interesting perspective as to accomplishments in fiscal areas. The College has taken a series of specific actions:

- * The Development Office was expanded and staffed by a full-time director in December, 1984.
- * The director also assumed responsibility for the expanded activities of the Harper College Foundation at that same time.
- * "Friends of Harper" was organized in October, 1980.
- * Tuition was raised to the then legal maximum. Currently, tuition is \$27 per semester hour for in-district students.
- * College fees for courses are now reviewed and, when appropriate, adjusted annually by the Board of Trustees.
- * The property originally purchased for a second site has been sold and the monies realized have been placed in the newly formed Operations, Building and Maintenance Fund (restricted) in accordance with Illinois Community College Board guidelines.
- * The referendum was successfully passed in February, 1985.
- * Cost analyses have been done on a program-by-program basis.
- * The Institutional Planning Committee has become an integral part of the budget preparation process.

In addition, in 1986, the Board of Trustees approved the establishment of a Working Cash Fund of \$9,680,000. This fund ensures that the College treasury will have sufficient funds to meet cash flow demands.

Physical Resources

At the present time, the majority of Harper's activities take place on a two-hundred acre campus in Palatine, Illinois. In addition, the College uses a variety of off-campus sites for both credit and non-credit offerings.

On Campus Facilities

Harper's Palatine campus includes fifteen contemporary buildings with a total of more than 700,000 square feet. The physical plant includes a comprehensive Learning Resources Center, a science and technology laboratory/classroom complex, a fine and applied arts complex; a vocational-technical center, a greenhouse facility, a College Center for student activities, a data processing center, a physical education facility, and a central utility building which serves the entire campus as well as individual classrooms, administrative offices and faculty offices. (See Table II-13 and Figure II-1 for Value and Location.)

The Illinois Community College Board's Facility Master File indicates that the Harper Campus includes ninety-three rooms which are officially assigned as classroom space. The ninety-three classrooms provide 3803 student stations. The College has sixty-eight laboratories which provide 1903 student stations. These facilities are supplemented by frequent use of other spaces for teaching purposes. For example, a number of campus meeting rooms are occasionally used for classrooms. The physical education facility is not included in the list of officially assigned classrooms or laboratories, but does provide considerable instructional space.

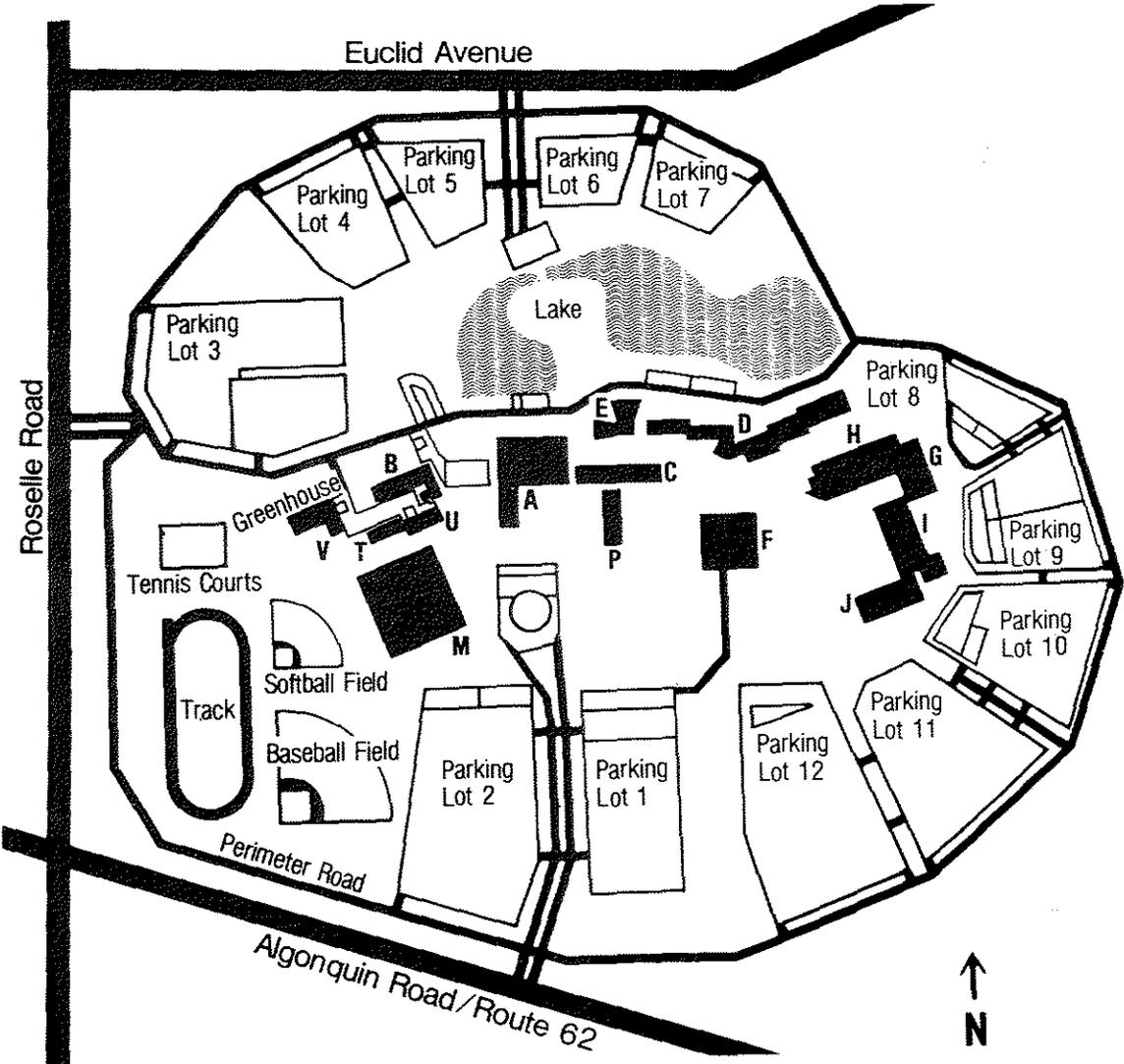
Table II - 13 Campus Buildings and Current Value

Buildings	Acceptance Dates	Values*	Gross Square Feet
A	1969	\$ 9,900,000	132,260
B	1969	1,500,000	13,700
(B Addition accepted 1984)		356,000	9,200
C	1969	1,800,000	23,900
D	1969	10,300,000	116,100
(D Addition accepted 1974)			
E	1969	1,000,000	13,000
F	1969	7,600,000	102,000
G	1977	1,900,000	19,500
H	1977	3,800,000	62,500
I	1980	3,600,000	44,600
J	1980	3,600,000	47,300
M	1980	8,100,000	97,100
P	1974	1,800,000	26,800
T	1973	407,000	6,000
U	1974	420,000	6,000
V (Includes two greenhouses)	1975	375,000	12,000
Total: 15 buildings		\$56,458,000	731,960

*Replacement cost estimate

Figure II - 1 Campus Map and Directory

William Rainey Harper College



Building A, College Center
 Registrar
 Business Office
 Health Services
 Bookstore
 Board Room

Building B, Public Safety, Physical Plant Office

Building C
 Continuing Education and Program Services
 Division Office
 Admissions
 Art

Building D
 Life Science and Human Services Division Office
 Dental Hygiene Clinic

Building E, Lecture-Demonstration Center

Building F, Learning Resources Center
 Special Programs and Services Division Office
 Liberal Arts Division Office
 Library

Building G, Vocational Technology Shops and Laboratories

Building H, Vocational Technology Shops and Laboratories
 Technology, Mathematics and Physical Sciences
 Division Office
 CAD/CAM Center

Building I, Business, Social Science, and Vocational Education
 Child Care Center

Building J, Business, Social Science, and Vocational Education
 Business and Social Science Division Office
 Theatre and Box Office

Building M, Physical Education, Athletics, and Recreation
 Physical Education, Athletics, and Recreation
 Division Office

Building P
 Music
 Women's Center

Building T, Roads and Grounds Shop
 Park Management

Building U
 Art Studio

Building V
 Park Management
 Greenhouse

There have been no new buildings added to the campus during the past five years. However, there has been extensive building activity. More than three million dollars have been committed to a variety of repair and remodeling efforts during that period of time.

Many of these projects are highly visible and have made an obvious contribution to the campus. In 1985, for example, major remodeling efforts resulted in the addition of the Academic Computing Center in D Building and a number of classrooms in F Building. Likewise, extensive remodeling in front of A Building served to eliminate a potential safety problem and, at the same time, increase the attractiveness of the environment.

Other projects have been equally necessary but far less visible such as roof repair for several buildings and the 1984 installation of an energy management control system. The campus has long been accessible to the handicapped, but that accessibility will be further enhanced by a 1986-87 effort to replace all of the College's entrance doors. Additionally, though the first time visitor to the campus may not realize the amount of landscaping that has taken place, hundreds of trees have been added to the campus, and as they mature, they will serve both aesthetic and practical ends. (Tables II-14 and II-15 summarize completed projects and in-progress projects.)

Table II - 14 1980-86 Completed Construction Projects

Project	Completed	Cost
Resurface, Convert Outside Track to Metric	1982	\$ 18,580
Renovation of Football Field and Adjacent Areas	1982	68,630
Roof Repair/Replacement for Buildings A, C, D, E, F	1983	750,100
Building V Alterations	1983	136,380
Parking Lot 2 Repairs; Resurface Campus Roads	1983	788,170
Addition of Storage Building and Offices to Building B	1983	354,570
Remodel Chemistry Area, Building D	1984	346,380
Installation of Energy Management Control System	1984	455,460
Remodel Building A Entrance; Renovate South Patio; Replace Stairs between Buildings A & C	1985	345,260
Addition to D-131 & D-132 for Academic Computing Center	1985	129,590
Heating, Ventilating, Air Conditioning System for Buildings T & U	1985	66,020
Campus Landscaping	1985	46,530
Remodel 3rd Floor, Building F	1985	10,000
Parking Lot Lighting	1986	364,780
Campus Landscaping	1986	25,130
Replacement of Air Conditioner, Computer Room, Building A	1986	46,290
Remodel 2nd Floor Building H for CAD/CAM	1986	27,230
Remodel Student Activities Area, 3rd Floor Building A	1986	13,700
Cafeteria Renovation	1987	134,800
Total Cost		\$4,127,600

Table II - 15 1986-87 Projected Construction Projects

Project	Cost
Sidewalk Lighting	\$ 400,000 (Est)
Sidewalks, Entrance Doors Replacement; Correction of Retaining Wall Defects	1,500,000 (Est)
Roof Repair/Replacement for Buildings A, B, G, H, M, P, T, U, V	355,000 (Est)
Tennis Court Resurfacing and Fence Replacement (Work in Progress)	150,000 (Est)
Campus Landscaping 1987-88	33,000 (Est)
Rehabilitation of Parking Lot 2 (North Half)	160,000
Building Automation System	831,700
Emergency Steam Line Repairs, Buildings D & E	50,000
Chiller Replacement Buildings A & H (Work in Progress)	695,100
Resurface Gymnasium Floor	63,900
Update Fire Alarm System	273,000
Dimmers and Sound System for Buildings D & E	70,000
Traffic Signal at Euclid Avenue Entrance	80,000
Total	\$4,661,700

Despite the remodeling efforts, the College still experiences space problems. For example, the Liberal Arts Division and the Special Programs and Services Division share temporary space which has been carved out of the Learning Resources Center. As a consequence, both divisions are crowded, particularly at peak periods, and the library has severe storage problems. Likewise, there is not yet a performing arts facility. These are examples of a much larger space problem. Such concerns led the College to engage the services of Legat, Inc., an architectural firm, for the purpose of conducting a thorough survey of space, space needs and space utilization patterns in order to provide a basis for future facility planning. In addition, the Board also contracted Legat for the purpose of examining the existing campus facilities in order "to identify repair and renovation work necessary to comply with Health, Life Safety and Energy Conservation requirements" residing in State regulations and sound engineering principles. This latter study "Buildings and Grounds Repair and Renovation Program Overview," was submitted to the Board of Trustees in December, 1986 and set out a detailed and prioritized listing of repair and renovation projects that the College needed to pursue. The former study resulted in a report "Space Utilization Study" which reviewed the campus Master Plan and existing facilities in an effort to identify the balance of present and future program requirements in terms of existing programmable space and to recommend interior and long-term solutions to space need problems. The "Space Utilization Study" was presented to the Board of Trustees in March, 1987 for purpose of examination and discussion.

It would be inappropriate to present a discussion of the physical facilities without mention of the art collection which has become an important part of the campus. More than twenty pieces of sculpture are now displayed on the campus. Many of them are on loan by the artists who created them. In addition to the sculpture collection, there is an impressive collection of paintings and prints by prominent artists. The Harper College Educational Foundation has played a major role in providing funds for siting, displaying, transporting and, in a number of instances, permanently acquiring works of art. As of summer 1986, the collection's total value was approaching \$200,000. The collections are described in two exceptionally attractive brochures, the "William Rainey Harper Art Collection" and "William Rainey Harper College Sculpture", and a detailed listing is contained in the Harper College Art Inventory.

Off-Campus Facilities

As earlier indicated, the College has regularly used off-campus facilities for a variety of programs. The College rents facilities as needed in order to provide additional space. Harper offers services, courses and activities at the Dempster Development Center, Barrington High School and Schaumburg High School. Harper holds an extended lease on a large elementary school located in the northeast corener of the district. This facility is referred to as the Northeast Center and currently provides space for credit offerings and non-credit offerings. The building also provides additional office space for administrative functions. The Northeast Center was originally leased for a five-year period. That lease has been extended for another three years.

In addition to these semi-permanent facilities, Harper offers occasional courses, seminars and programs at other sites in the district. In prior years, the college was heavily involved in "employer-based" programs. In those situations, Harper would carry the course and instructor to the business or industry and conduct instruction on site. In a recent decision, the Board of Trustees approved an Educational Services Agreement which allows in-district businesses to send any of their full-time employees to Harper at in-district tuition rates. This decision has reduced the demand for "in-plant" and "on-site" programs and transferred those activities to the campus. (Table II-16, Off Campus Offerings 1985-86, gives indication of the degree to which Harper uses off-campus locations.)

Table II - 16 Harper College Off-Campus Offerings, 1985/1986

Satellites		
Northeast Center, Prospect Heights	303 sections	DC, CE, SP
CAD/CAM Center, Schaumburg	66 sections	CE
Dempster Development Center, Mt. Prospect	30 sections	SP/S
Schaumburg High School, Schaumburg	11 sections	DC
Barrington High School, Barrington	53 sections	CE
PROGRAMS (Part of Nursing, Child Care, EMT, Pharm. Training)		
Various Hospitals, Kirk Ctr., Clearbrook Ctr., Intern. Treatment Center	68 sections	DC
COOP Program LTE - Rock Valley College	1	DC
Off Campus Offerings		
Highland Woods Golf Course, Palatine	25	CE/DC
Schaumburg Township, Schaumburg	24	CE
Palatine Library	24	CE
Arlington Hts. Library	5	CE
Rand Grove Apartments, Palatine	6	SP
Hobbit Travel Agency	8	CE
St. Johns Church, Arlington Heights	4	CE
Grantwood Center, Elk Grove (Senior Cit. Center)	4	CE
Mt. Prospect Senior Citizens Center	10	CE
Friendship Village Schaumburg	4	CE
Hoffman Bowling Lanes, Hoffman Estates	1	CE
Rolling Meadows Community Center, Rolling Meadows	1	CE
Cutting Hall, Palatine	1	DC
Employer Based (Company Based) Offerings		
Various locations	15	CE, DC

CE — Continuing Education

SP/S — Special Programs and Services

DC — Degree Credit

Televised Instruction

Harper offers five to seven courses a semester via television and enrolls an average of three hundred students. The College makes televised instruction available through three methods. Students may come to the campus and use tapes/cassettes which are held in the Media Center or they may go to a number of cooperating libraries in the district. In addition, the tapes may be checked out for home viewing. Harper works with three cable companies within the district. Two of these companies maintain a direct line feed from the campus. Harper uses the available cable channel for instruction and also telecasts promotional materials and announcements. Harper's television efforts are described in a regular semester publication entitled *Telecourses: A Network for Learning*.

Computer Services

Harper College is served by a user-driven computer center. The Computer Services area is housed in the first floor of the administrative wing of A Building. The services are delivered by an IBM 4381 CPU with an on-line storage capacity of eight billion characters. The operating system used is DOS/VSE under VM. There are approximately 150 terminals on line with fifty of these terminals committed to instructional purposes. The existing CPU will handle growth and administrative requirements for at least five years into the future.

During the regular school year, sixteen full-time and three part-time employees staff Computer Services from 7 a.m. Monday through 7 p.m. Saturday. In addition, during high use periods, the Computer Services personnel work Sunday shifts. During the summer term, the center's schedule matches that of the rest of the College.

Computer Services provides a sophisticated student registration system and standard administrative systems necessary for preparing and maintaining payroll personnel records. Harper also shares use of software with other Illinois community colleges such as the accounting system which was developed by the College of Lake County.

Harper's computer center is also heavily involved in the instructional program. The Director of Computer Services estimates that slightly less than a third of the center's activity is instructionally related. The center's instructional function complements that provided by the Academic Computing Center. The Academic Computing Center, which is described at greater length in a later section of the self-study, and the Computer Services center are closely related. Since fall, 1986, all computers on campus can be interconnected.

The close relationship of the services does create a challenge for effective prioritizing. Harper maintains two formal committees to determine priorities. The Administrative Users Committee establishes priorities for administrative needs. Academic priorities are established by a college committee, the Academic Computing committee.

Careful provisions have been made in order to insure the security of computer records. Copies of all systems and all data are conveyed to off-site locations within twenty-four hours of their initial recording.

Educational Programs and Services

Instructional Programs

The *Illinois Public Community College Act* mandates that Harper shall provide a "comprehensive community college program." The Act further indicates that such a program will consist of "(1) courses in liberal arts and sciences and general education; (2) adult education courses; and (3) courses in occupational, semi-technical or technical fields leading directly to employment." Harper's response to the first and third elements of the mandate is found in its *transfer programs, career programs* and *general education* requirements. Harper addresses its responsibility to provide adult education courses with a series of broad offerings in *adult educational development, community service* and *continuing education*.

General Education Requirements: All degree students at Harper College must complete a set of general education requirements. The requisites are prominently displayed in the College catalogue, the *Bulletin* (Exhibit II-9) and are also listed on the program planning sheets used by the Student Development staff. Currently, a student who aspires to the Associate of Arts (A.A.) degree must complete thirty-eight hours of general education requirements that are distributed over five categories. The student who is seeking the Associate of Science degree (A.S.) will meet the same thirty-eight hour requirements but the courses will be selected from four groups. The essential difference is the amount of science and mathematics required in the latter case.

At the present time, the Academic Standards Committee is in the third year of examining the general education core for all degree programs. The Committee has completed a report for proposed changes in the general education requirements for the A.A. and A.S. degrees and is now at work on the Associate of Applied Science (A.A.S.) requirements. The Committee plans to present the proposal to the entire faculty when all three parts are complete. Accordingly, the earliest possible change would be incorporated into the 1988-89 *Bulletin*. The proposed changes would extend the number of specific core requirements but would remain within the guidelines provided by the Illinois Community College Board.

Exhibit II - 9 General Education Requirements

	Associate in Arts	Associate in Science	Associate in Applied Science
I. Communication Skills ENG 101, ENG 102, ENG 201, ENG 220	6 hours	6 hours	6 hours ¹
II. Social Sciences anthropology, economics, geography, history political science, psychol- ogy, sociology	6 hours	6 hours	6 hours
III. Science or Mathematics astronomy, biology (excluding BIO 136), chemistry, engineering ² , geology, mathematics (excluding MTH 100), physical science, physics	8 hours	20 hours	6 hours ³
IV. Humanities art, foreign language, humanities, literature, music, philosophy, fine arts, SPE 107, SPE 111, SPE 212	6 hours	6 hours	3 hours
V. Twelve hours to be taken in at least two of the following areas: communication⁴, social sciences, science or mathematics, humanities, PED 203, PSY 106	12 hours		
Total General Education Requirements	38 hours	38 hours	21 hours
Other Degree Requirements:			
A.A. Electives	22 hours		
A.S. Electives		22 hours	
A.A.S. Technical Requirements and Electives			39 hours
TOTAL	60 hours	60 hours	60 hours minimum ⁵

¹The following courses may be used to satisfy this requirement if a part of the approved career program: ENG 100, ENG 103, ENG 130, JNM 130, JNM 131, JNM 133.

²Courses in engineering may apply to the general education requirements in Group III in the Associate in Science and Associate in Applied Science degrees.

³Students majoring in a career program may count courses in their major toward fulfillment of this requirement.

⁴In addition to the listed courses in Group I, the following can be used to fulfill the Group V requirement: SPE 101, SPE 102, SPE 115, SPE 205, RDG 105, RDG 106, ENG 103 and ENG 130.

⁵See item 7 in Graduation Requirements.

Transfer Programs: Harper College has a wide variety of program options available to the transfer-oriented student. Typically these programs are programs which lead to either the Associate of Arts degree or the Associate of Science degree. In both the *Bulletin* and an attractive publication for transfer students, *A Guide to Transfer Programs*, the College describes what might be best described as “typical programs” or appropriate concentrations for the transfer student. The latter publication, for example, describes course options for twenty-six possible majors or areas of concentration. The descriptions focus on a heavy concentration of general education requirements and a lesser number of specialized courses reflecting an emphasis in a major field. The *Bulletin* provides a similar set of options but possibilities go well beyond those which appear.

Harper's transfer programs are widely accepted by receiving institutions. The most formal provisions for articulation reside in a *compact* agreement which has been developed in cooperation with two and four-year public universities in the state. In brief, seven of Illinois' public universities are participants in the *compact* which provides that students who have successfully completed either an Associate of Arts degree or an Associate of Science degree at a public community college will be admitted with junior level status to the participating universities and will be accepted as having met their general education requirements. The seven participating universities are distributed throughout the state and provide easy geographic access for the community college student. The participating institutions include Eastern Illinois University, Governor's State University, Illinois State University, Northern Illinois University, Southern Illinois University, Sangamon State University and Western Illinois University. The University of Illinois, though maintaining a very positive transfer relationship with Harper College, is not a member of the *compact* and admits on the basis of an individual evaluation of an applicant's transcript.

In addition to the state's public universities, Harper has a good record of transfer with a large number of other institutions. Harper students have successfully transferred to such schools as Georgetown University, Vanderbilt University, Northwestern University and the Illinois Institute of Technology. In testimony to the respect accorded Harper's transfer program, the College maintains agreements with twelve private colleges and universities including Roosevelt University, Knox College, DePauw University, Ripon College, Mundelein College, Barat College, the Illinois Institute of Technology, Bradley University and Kendall College among others. The agreements provide for Harper designated transfer scholarships and offer support for selected Harper students who complete their educations at those universities.

There are regular efforts to guarantee articulation. The efforts range from an annual, formal articulation conference in Springfield which brings together articulation officers, administrators with direct program responsibility and staff members of the Illinois Community College Board to much less formal activities. The formal conference includes representatives from both two and four-year colleges as well as one ICCB staff member. In the case of the less formal activities, faculty members from various disciplines frequently meet to consider articulation matters. For example, in the fall of 1986, Harper hosted an articulation meeting of the Northern Illinois business teachers. Similarly, Parkland College in Champaign, in conjunction with the Illinois Speech and Theatre Association regularly hosts an articulation conference for teachers of speech and theatre.

The outgrowth of these articulation efforts includes course equivalency tables which are maintained in the Registrar's Office. In addition, the Student Development office periodically publishes course equivalency documents for specific colleges and universities, and faculty members maintain contacts with appropriate officers in major receiving institutions so specific questions can be answered.

In addition to the previously mentioned Associate of Arts and Associate of Science degrees, Harper also confers the Associate of Applied Science degree. This degree is designed for students in career-oriented programs and generally not recommended to potential transfer students. However, a limited number of institutions have begun to develop 2 + 2 programs and capstone programs which are meant to provide the student with the A.A.S. degree an opportunity to integrate those experiences and courses into a baccalaureate program.

Harper's transfer programs are monitored at two important levels. Each of the programs, as is the case with every program and service of the College, is reviewed on a five-year cycle in accordance with an ICCB mandate. The review is initiated in the fall and is conducted during the course of the year. Upon completion of the review, a follow-up meeting is held with all appropriate staff or faculty members, the Director of Planning and Research, the Dean of Instruction, the Division Dean and the Vice President of Academic Affairs.

In addition to program review, each faculty member, including part-time faculty members, is subject to regular student evaluation and periodic peer evaluation.

This review cycle, the articulation conferences and individual faculty development efforts all serve to alert the faculty of particular disciplines when there is a need for program modification. In the event that the members of a discipline should desire to make a substantial curriculum change, they must follow a carefully defined system which is overseen by the College Curriculum Committee. In addition to the response to the College Curriculum Committee, the state must be apprised of anticipated changes in the RAMP (Resource Allocation and Management Plan) document which is filed annually.

The *Illinois Community College Act* reinforces the "open-door" philosophy that has so long been a key to the comprehensive community college, but in the same section establishes that the individual college has both the right and the responsibility to counsel and test students and to place them in programs that are consistent with their abilities.

Harper has made a substantial effort to develop an appropriate pre-enrollment assessment and testing program. The entering student receives an *Educational Planning Workbook* which describes the College's academic assessment program. The program includes students who would profit from remedial and developmental activities. In a number of instances, the students must enroll in certain courses and demonstrate abilities before they are allowed to enroll in transfer credit programs. The intent is to increase the likelihood that the student will be successful.

Career Programs: Harper's response to the mandate to provide "courses in occupational, semi-technical or technical fields . . ." is a strong and broad one. When Harper's joint educational agreements with eight cooperating institutions are included, the College makes available more than 130 career programs. The majority of these programs provide either degree or certificate options to the interested student. Thirty-five of them are "certificate-only" programs meaning that the student will receive a collection of courses that are directly related to a particular career interest. Twelve of the career programs are "degree-only" meaning that the student must successfully complete not only a number of courses directly related to the career interest but, in addition, a set of general education requirements. The 130 programs range from "accounting aide" to "x-ray technology."

Career programs reflect a careful development process. The most important element in the development of a career program is an advisory committee. There is no formal development of a program until after an advisory committee has established that the program responds to a real and continuing need. Once a need is documented, a staff member becomes a key agent in the design of the program but is responsible for frequent consultation with the advisory committee. During the developmental stages, the advisory committee furnishes heavy input. Once the program is running, the advisory committee becomes a monitoring agent which insures the currency and quality of the particular program.

The advisory committees provide key advice in the matters of equipment and facilities. The College has made an increased commitment to the acquisition of new equipment and replacement of aging equipment during the past three years. The commitment has been facilitated in the last two years by the receipt of \$200,000 in high tech equipment grants as well as the successful passage of the 1985 referendum.

The advisory committees also play an important part in relating the programs to the business and industrial community that Harper serves. The relationships among career program coordinators, advisory committee members and representatives of the affected businesses and industries are key to the success of these programs.

As previously noted, the majority of the career programs offer the student the opportunity to receive the degree of Associate in Applied Science. The basic difference between the Associate of Applied Science degree and the other two degree options is the balance of course work. The A.A.S. requires that the student complete 21 hours of general education courses and provides for 39 hours in courses meeting technical requirements and electives. In practice, the student who desires to complete a career program and receive an A.A.S. degree meets a highly structured series of courses. That student will have a general education experience that reflects the same basic core requirements in the areas of communication and social sciences with a lesser emphasis in the areas of science and mathematics and humanities. Career students frequently must satisfy specific math and science requirements that result in their having as many hours in that area as the A.A. or A.S. student will have.

With rare exceptions, students in the career programs meet their general education requirements in the same courses that the transfer students take. Transfer students occasionally take certain courses in career programs. New students who apply for admission to a career program will take the same pre-enrollment assessment tests that applicants for transfer programs take. In addition students who apply to limited enrollment programs (e.g., dental hygiene, dietetic technician) may be required to take additional tests and/or satisfy additional admission/enrollment criteria. As is the case with transfer students, when the pre-enrollment assessment tests demonstrate a need for additional preparation, the career student will be counseled to enroll in appropriate developmental/remedial courses.

Generally speaking, students are encouraged to view career programs as programs leading directly to work rather than as programs meant to transfer. Nevertheless, as indicated, a number of colleges and universities are developing programs that would admit the student who has acquired the A.A.S. degree into a baccalaureate program. Southern Illinois University, Barat College and Governor's State University are among institutions which have developed programs of this sort.

Career programs are subject to the same review cycle that transfer programs employ. In addition, career programs are subject to a set of implicit measures of effectiveness and currency. Not only are there active advisory committees, but the hiring trends in the community speak to the need for the program and the quality of the programs.

The career programs follow the same procedures for adding and deleting courses that transfer programs do. However, in a number of cases the career programs must also be responsive to the unique requirements outlined by external regulating agencies, e.g. the Illinois Department of Registration and Education.

Remedial Programs: As indicated, students interested in pursuing either a transfer program or a career program have access to a wide array of remedial programs. The College offers four programs in English as a Second Language; four programs in Adult Education Development; remedial and developmental courses in mathematics, communication and reading; and courses stressing study skills.

Continuing Education and Program Services: The Continuing Education and Program Services Division offers a broad range of credit-free courses and activities. The offerings are organized on the basis of seven categories, each of which is managed by a program specialist. The areas are

- Organization and Community Development
- Business and Professional Advancement
- Personal and Cultural Enrichment
- Vocational and Technical Skills
- Industry Services
- Economic Development and Research
- Extension Services

These areas provide for continuing education opportunities in both traditional and non-traditional programs and classes.

Activities in the area of *Organization and Community Development* concentrate on delivering planning services and training to local governmental agencies and other individuals and groups that have management responsibilities. The offerings are typically presented in seminars and address a variety of specific topics such as "Economic Development Plan Design for Municipalities and Business," "Business Economic Development and Surveys," and "Organization Facilitation Training Seminars."

The primary purpose of the *Business and Professional Advancement* department is to plan and present seminars, courses, and programs for individuals from the business community who are seeking to upgrade/update their professional credentials.

This department is composed of several program areas: The Institute for Management Development, the Small Business Development Center, the Center for Material Management, the Center of Office and Administrative Services, the Center for Banking and Savings and Loan Personnel and the Institute for Professional Salespeople. Special programs include seminars for professionals in legal technology, library support positions and building inspection. In addition exam reviews are offered for college qualifying exams from ACT to LSAT and professional qualifying exams such as real estate and the American Production and Inventory Control Society exams. This department also coordinates conferences which are held in conjunction with professional associations.

These cooperative efforts have been very popular. The College has hosted and/or cosponsored conferences with the Northwest Suburban Association of Commerce and Industry, the International Trade Association of Greater Chicago, the Illinois Environmental Protection Agency and the Northern Illinois Planning Commission. The department has coordinated educational seminars with such organizations as the Service Corps of Retired Executives, the Small Business Administration, the Illinois Department of Commerce and Community Affairs, the U.S. Department of Commerce — International Trade Division, and the Northwest Municipal Conference. The department also cooperates with credit division programs and has cosponsored seminars and conferences with the Child Development Program, the Legal Technology Program and the Building Inspection Program.

The *Business and Professional Advancement* department, as well as the other areas of the Continuing Education and Community Service Division, also occasionally contract services on an on-site basis and on a "mutual responsibility" basis. The Division has offered on-site programs at Motorola, the Village of Schaumburg, InaComp and High School District 211. In the latter category, the Division has joined with Computerland, Midwest Leadership Incorporated, and Bar/Bri.

In order to assure the quality and timeliness of such activities, the Division maintains a number of advisory committees. The committees consist of between four and twelve business and college professionals. They meet on both a formal and informal basis and include a Small Business Development Advisory Committee, a Building Inspection Advisory Committee, a Legal Technology Advisory Committee, a Banking and Finance Advisory Committee (which also works with the credit program), and a Library Support Staff Advisory Committee.

The *Personal and Cultural Enrichment* department responds directly to immediate community needs. Accordingly, the offerings of the department are highly popular and are characterized by their currency. At the present time, for example, the department is providing a wide variety of offerings in personal computing. In this case, the curriculum responds to daily requests for instruction in this area. The curriculum was developed in cooperation with the assistance of an ad hoc committee comprised of adjunct faculty members who have computer science and engineering backgrounds.

The profile of those who request and participate in the computer programs/course offered by the department demonstrates an important fact about continuing education programs. These persons represent a separate clientele which is not interested in degree credit programs. In fact, 36 percent of them have baccalaureate and/or advanced degrees. They range in age between 25 and 55.

The department also responds to particularly heavy demands for courses in languages and personal finance. In the case of languages, the department provides courses which are generally taught by native speakers and focus on developing conversational skills. In a similar manner, the offerings in the Personal Finance Program are planned and taught by practitioners in specialized areas of personal finance.

The department also offers programs in such areas as cooking, cultural awareness, dance, fine arts, photography, physical fitness, real estate, home economics, insurance and micro-processors. As the programs are planned, the faculty make an effort to avoid duplicating hobby programs that are offered by park districts and other community agencies.

The primary purpose of the *Vocational and Technical Skills* department is to develop courses and programs for individuals seeking to enter a career, to change a career, or to increase their existing skill levels. The department is divided into selected areas identified by occupational emphasis and participants may enroll in single classes or a recommended series of classes sequenced to provide a program of *skill* development. The offerings are timely and varied and include the following:

- Certified Financial Planning done in affiliation with the College of Financial Planning, Denver, Colorado.

- Computer Ticketing and Reservations offered through contractual agreement with Hobbitt Travel.

- Cosmetology offered through contractual agreement with Arlington Academy of Beauty and Ippolito Beauty School.

- Executive Housekeeper program offered in cooperation with the Chicago Regional Chapter of National Executive Housekeeper Association.

- Bartender Alcohol Awareness program offered in cooperation with the Life Science Division and the Schaumburg Police Department.

The Industry Services Center provides support for local industry by developing on-site programs in both credit and credit-free offerings meant to meet current training needs. Needs assessment services are available in order to assist industries in preparing specific training courses or programs. The cooperation and participation of local organizations such as the Economic Development Council and local Chambers of Commerce serve as a vehicle to keep the programs and courses current.

The Economic Development and Research Services office serves the community by providing information to aid economic development. Often this information is available from other sources, but its location, content or application may not be widely known. The center collects, compiles and disseminates area data and research studies and maintains a current profile of the area, and projects future trends.

The Division of Continuing Education and Program Services also encourages utilization of classroom space at off-campus facilities and coordinates *extension* services. As noted earlier, a large number of off-campus sites are used. Currently over thirty-eight locations are utilized — four area hospitals, two pharmacies, ten industrial sites, four churches and a number of other private and public locations.

Student Services Programs

Student services are organized under the leadership of a Vice President of Student Affairs who reports to the President. The Dean of Student Development, Dean of Admissions and Registrar, Director of Computer Services and Director of Student Activities report to the Vice President.

Counseling Services: Counseling services at Harper are provided by the Student Development faculty. Their efforts are complemented by paraprofessional information specialists. The staff provides a variety of services including orientation of new students, educational planning and advising, career counseling and personal counseling. These services are provided to the students by four centers: Center for New Students and Adult Services, Career and Life Planning Center and two general service centers.

The primary functions of the Center for New Students and Adult Services are to organize and coordinate the assessment and orientation program for all new students. The assessment program has been developed over the years by an institutional committee on assessment and testing. This program includes required testing for placement in English, reading and mathematics courses. It is described thoroughly in the *Educational Planning Workbook*.

The orientation program is designed to meet the needs of all new students. Special sessions are held for full-time students, part-time students, transfer students and students in selective career programs. The programs offered in these sessions include discussions about Harper services and resources, special workshop, assessment test interpretation, educational planning assistance and counseling. Student development faculty conduct the sessions with the assistance of student orientation aides.

The Center also offers pre-enrollment special counseling assistance to returning adult students through group and individual sessions.

Students wishing assistance in making their career choice or in gaining skills which will aid them in the job hunting process may visit the Career and Life Planning Center. A variety of career information is available, including computerized career guidance programs. Individual counseling and testing and career planning courses and seminars are provided by student development faculty.

The two general student development centers provide a variety of services including educational planning to meet students' career and/or transfer goals, and personal-social counseling. These centers maintain a collection of information on college selection as well as college catalogs for personal use by students. Up-to-date transfer information on area colleges and universities is available, including specific information on program requirements for transfer to these institutions.

Testing Services: The Office of Testing provides a variety of testing services including proficiency testing (CLEP and institutional), assessment testing, interest and personality testing, testing for telecourses and individual progression, ACT testing, GED testing and various licensing and other examinations for students and the community.

Recruitment and Admission: Several years ago the College created the Office of Student Outreach. Working closely with (and reporting to) the Admissions Office, the Student Outreach staff coordinates the recruitment activities of the College. Areas of responsibility include visits to area high schools, businesses and community functions, and publication of newsletters, etc. for prospective students.

The Office of Admissions is responsible for all functions related to processing students for admission, including application to the eleven selective career programs at the College. The office works closely with the Center for New Students and Adult Services.

Financial Aid and Veteran's Affairs: The Office of Financial Aid provides financial assistance to students who need monetary help to enter or continue college. In addition, the office is responsible for advising veterans and serving as the local administrator for both federal and state programs of financial support for veterans. The office assists students with the application process, informs them of their rights and responsibilities, and educates them in the budgeting of college finances. The office also provides information and documentation to appropriate state and federal agencies and assumes responsibility for insuring that monetary awards and support are disbursed in a legal and ethical manner. Finally, the office serves as a repository for information concerning scholarships, grants and long and short-term loans.

Health Services: The Health Services office is staffed by licensed Registered Nurses. In addition, physicians are available on campus on a part-time basis. The services of the physicians are supported by student activity fees. The office provides information, counseling, testing, insurance aid, and appropriate medical services. The office has also been active in efforts to establish an awareness of wellness activities in an effort to promote health and well-being for the members of the College community. The annual Health Fair and Wellness Week have become highly visible and draw attendance from all over the district.

The Health Services office also acts to provide information concerning Harper's Employee Assistance Program. This program offers access to confidential, professional assistance to faculty, staff and family members whose personal problems interfere with life on and off the job. In order to insure that the program is confidential, it is staffed and administered by a nearby comprehensive health care facility.

Placement Activities: In 1978, the then existing Placement center was closed as a part of a major cost cutting effort. At that time, the responsibilities for the career development function were assumed by the Student Development faculty. Many placement activities were performed by the faculty career program coordinators. In addition, the Illinois Job Service opened an on-campus office. That office maintains listings of full and part-time job opportunities in the Northwest suburban area.

In the spring of 1986, the College began efforts to develop a comprehensive and centralized job placement operation. The office is staffed by a director and job developer. They will work with faculty and counselors in an effort to help degree credit students and graduates satisfy their full-time and part-time employment needs.

Student Activities and Student Government: All credit students pay a student activity fee. These fees support a varied program of activities which includes more than fifty clubs and organizations, and a wide variety of activities and programs which appeal to the interests of a varied student body and respond to needs of that same group. The Student Handbook lists and explains those opportunities. The activity fee also contributes in part to some services including legal services, day care service and health services. The fee is also used to help support the athletic program.

There is an elected Student Senate which is made up of divisional representatives and representatives of clubs and organizations. The Senate oversees the budget for the student activities programs and appoints student representatives to institutional committees. The activities of the Student Senate, as well as general activities, are coordinated by a director and assistant director of Student Activities. A Student Handbook is published and distributed each year. Student Activities calendars are distributed each semester.

A student member of the Board of Trustees is elected by the student body. This student is a non-voting member, but can make and second motions and participate in discussions.

Intercollegiate Athletics and Intramurals: Harper is a member of the North Central Community College Conference (N4C) and the National Junior College Athletic Association (NJCAA). Students participate in the following sports:

Men	Women
Football	Tennis
Cross Country	Volleyball
Basketball	Swimming
Wrestling	Basketball
Swimming	Softball
Baseball	Track and Field
Tennis	
Track	

In order for a student to participate in a sport, he or she must be eligible according to the rules of the conference and respective athletic associations.

The Intramural and Campus Recreation Department serves the competitive and recreational needs of the campus community. The program is divided into structured and unstructured activities and is conducted throughout the school year.

In October, 1985 the College hired an Athletic Academic Coordinator who is responsible for monitoring the academic progress of student athletes and providing support and direction in the clarification and attainment of appropriate educational goals.

Institutional Support Services

Learning Resources Center (LRC): Harper College maintains a substantial Learning Resources Center (LRC) which provides a variety of services.

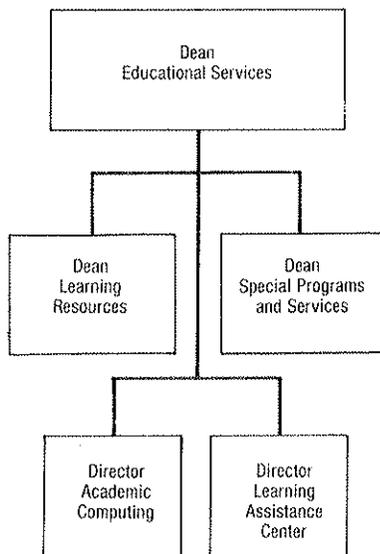
The primary mission of the Learning Resources Center is to support the instructional program of the College by providing appropriate services to faculty and students. This includes the responsibility for designing and operating programs, services, equipment and facilities which promote maximum access to the LRC collection. Toward this end, the LRC has systems in place to develop, produce and distribute an organized collection of print and audiovisual materials to its clientele.

To accomplish this purpose the LRC is open seven days per week and until 10:00 p.m., Monday through Thursday during the academic year. The LRC collection contains 105,000 volumes, more than 800 magazine titles, and 11,000 audiovisual titles.

The administration of Library and Media Services has recently been merged into one unit (1986). The administrative responsibility for both library services and media services is vested in the Dean of Learning Resources. This administrator reports to the Dean of Educational Services who has administrative responsibilities for the areas identified in Exhibit II-10.

Exhibit II - 10 Organization Chart — Educational Services 1987-88

William Rainey Harper College



Library Services: The members of the library staff provide an array of standard library services.

In addition to giving frequent group library tours and orientation, reference librarians offer instruction in locating and using library resources for class assignments and research.

The library's reference desk is staffed at all times by a professional librarian and during peak hours of operation, two librarians are available to assist patrons. Reference librarians also extend assistance to faculty members by preparing subject bibliographies.

The faculty and staff oversee a number of additional activities including cataloging and being responsible for the circulation of the collection. Library personnel take an active role in encouraging and facilitating efforts to develop the collection through acquisitions. Those responsible for acquisition and collection development provide order forms for books and audiovisual materials to faculty and frequently alert the faculty to new works or materials that might be of interest or value.

Faculty and students are able to request on-line data-base searching, and the library staff will respond by providing computerized subject searching through the Dialog Information Retrieval System, Wilsonline and Vutext. Library patrons are also able to take advantage of interlibrary loan service which not only allows broader access to books but can also provide reprints of articles and newspapers.

The library has six special collections which augment the instructional programs of the College. The collections are (1) U. S. Department of Commerce collection; (2) Illinois Documents collection; (3) Legal Reference collection; (4) College Catalog collection; (5) Best Seller Books collection, and (6) a collection of current clippings and pamphlets.

Finally, there is a variety of mechanical services available to LRC users including photocopiers for print, microfilm and microfiche; typewriters and a Kurzweil reader for the visually impaired.

Media Services: Media services include production services, distribution services and repair and maintenance services.

Harper's production services include television production services, photographic services, graphic services and printing services. A television studio/production facility allows the College to produce video and slide/tape programs for both instructional and information purposes. The productions range from the very simple to complex TV programs and multi-screen/multi-projector slide programs.

The TV productions frequently draw upon the work of photographic services. There are two photographers who also develop and process 35 mm color slides, black and white prints and large black and white transparencies. Their work is used in the classroom and also for many of the documents and materials that the College distributes on and off campus.

The institutional graphics for publications, displays and newsletters are prepared by the College's graphic services. This area is also responsible for preparing art work for projectuals, charts and graphs, cartoons, posters and signs.

Harper's media collection and production services constitute a heavily used resource for instruction. The Media Services area prepares and distributes media equipment to classrooms, lecture/demo centers and laboratories. In the case of films and videotapes, users may elect to have the material shown on the campus closed circuit TV system or, in some cases, on cable TV. The College is making increasing use of cable TV and current broadcasts, telecourses, special programming and character generated messages over American Cable (Channel 26) and Cablenet (Channel 91).

Media service technicians maintain and repair electrical and electro-mechanical equipment. Their maintenance responsibilities extend to microcomputers and peripheral equipment as well as test equipment used in the electronics program.

The Learning Resources Center provides services and materials that are an integral part of Harper's instructional program. The Center is at an interesting point in its existence.

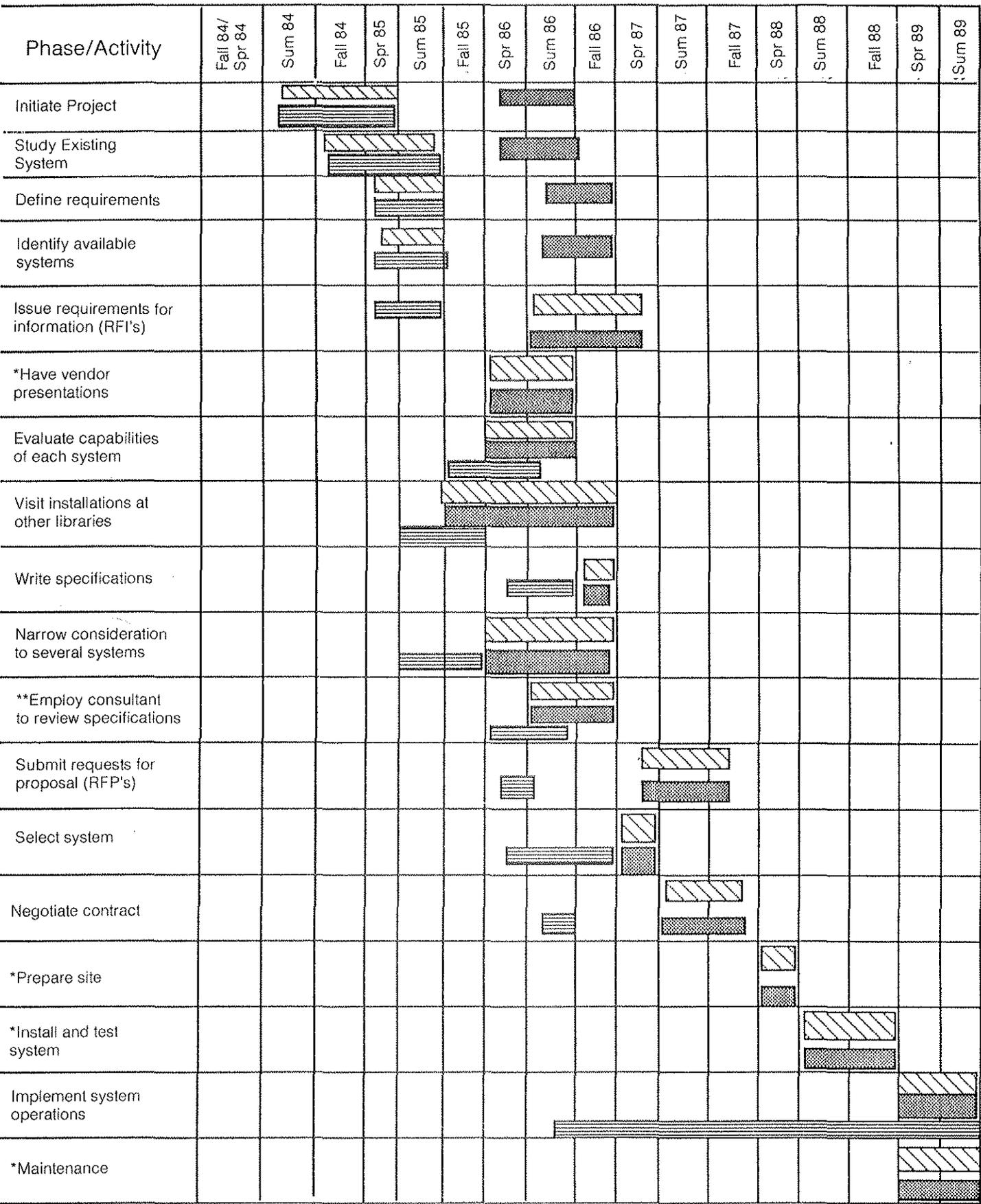
There have been significant changes in the Learning Resources Center during the past five years. The Library is in the process of moving from a traditional non-automated system of serving patrons to an automated system. As Exhibit II-11 (Automation Time Line) indicates, a number of important steps have already occurred. The process of automation was initiated in 1983. An Apple IIe was installed and used for on-line data base searching. In the spring of 1984 its use was expanded and the staff was able to access and order interlibrary loans on-line through various networks. At that same time, an OCLC (Online Computer Library Center, Inc.) terminal was installed to improve the efficiency of the LRC's cataloging and interlibrary loan departments. Retrospective conversion, which is the process of converting physical records to machine-readable form to create the LRC's database, has been completed. The specifications for a completely integrated on-line system are being written. If the time line is satisfied, the library will be fully automated by 1989.

The total size of the collection is not expected to increase until more space becomes available. The use of Building F by other departments requires that the collection be continually weeded in order to accommodate the acquisitions of new materials. No print or non-print materials are removed from the collection without prior consultation with faculty members.

Just as the weeding process involves faculty, so does the acquisition process. Print and non-print materials are reviewed and/or previewed by faculty before purchase. This practice has been in effect since the inception of the College. Accordingly, the content of the collection has been determined largely by faculty and administrators working in cooperation with the Library Services faculty. At the present time, the Harper collection is a weeded collection with a fixed number of books. New materials are added, but each is balanced by a deletion from the collection.

Media Services has expanded into three new areas, cable television, telecoursing and a soon-to-be-installed down-link for satellite communications. These services are emerging as viable alternatives for the presentation of materials. The College is developing offerings utilizing the total college district as a target audience. A specific Cable TV channel has been assigned to the College by each of the cable television companies. Telecoursing started in the fall of 1983 and has grown to 41 hours of programming per week in the fall of 1986.

Exhibit II - 11 Proposed LRC Automation Time Line



Automated System (\$250,000.00) [diagonal lines] Serials and Acquisitions (\$20,000.00) [stippled]
 Retrospective Conversion (\$155,000.00) [horizontal lines] **Consultant (\$15,000.00) [vertical lines] *Not Necessary for Retrospective Conversion [white]

Special Programs and Services: The Special Programs and Services Division provides a major instructional service and offers four academic programs. The service is Disabled Student Services. The four program areas are English as a Second Language (ESL), Adult Educational Development (AED), Interpreter Training Program (ITP), and Sign Language Studies. These programs offer credit courses and serve a very diverse and growing population. Because of their uniqueness, each will be discussed at some length in this section of the Self-Study.

The *Disabled Student Services* office is responsible for ensuring physical and programmatic access for all disabled students. Approximately 1,000 individuals self-identify each year as having some type of disability. Of these, 250 receive services from the D.S.S. office on an ongoing basis. Students with learning disabilities, hearing impairments, physical impairments, head injuries, visual impairments and other health related problems are served by a variety of professionally qualified staff. Disabled students go through an assessment, orientation and advising program, conducted with the assistance of the Student Development department. All students are interviewed and appropriate services and course modifications are planned in advance. Information is kept confidential. Disabled students are expected to take an active role in planning their education, in using services and in interacting with other departments or individuals on campus. A variety of specialized equipment is available for use, e.g. Kurzweil Reading Machine, an Apple IIe computer equipped to produce print, voice or Braille output, a Phonic Ear FM transmission system, TTY equipment for deaf students, talking calculators, etc. Some equipment may be borrowed for personal use. In addition to providing counseling and support services to disabled students, the D.S.S. office makes an annual review of the physical facilities to determine methods of upgrading the campus's physical accessibility.

The *English as a Second Language (ESL) Department* offers four instructional programs. The *Intensive ESL Program* is a full-time program for college students who want to improve their English language skills for entrance into other college and university programs in the United States. Nonnative business and professional personnel also benefit from the program. Listening comprehension, speaking, reading, composition, and grammar are taught at each of the four levels of the program, beginning through advanced. Students may complete one level per semester/summer session. The Intensive ESL Program meets the U. S. Immigration and Naturalization Service requirements for international students on student visas.

The *Part-time Academic ESL Program* offers coursework similar to that of the Intensive ESL Program but accepts students with educational backgrounds as low as seven grades completed. A core sequence of six levels of general courses is complemented by optional supplementary courses in specific skill areas. At the seventh level, students may take special advanced courses in grammar, conversation, reading, composition, vocabulary, American culture and preparation for the Test of English as a Foreign Language.

Native hearing impaired students are also served in the ESL Department through the *ESL Program for the Hearing Impaired*. The majority of hearing impaired students at Harper College use American Sign Language, which is not based on English, as their dominant language. Therefore, a second language teaching approach is used to provide instruction in English grammar, reading, and writing. Students are placed into one of the five program levels and receive eight to ten hours of instruction per week.

The ESL Department participates in the College assessment program and receives referrals of nonnative and hearing impaired students with low scores on the reading and English assessment tests. All entering ESL students are given ESL tests and placed into one of the three programs previously described or into the *Individualized ESL Program* when they have special needs. Students with fewer than seven years of education are referred to the Nonnative Literacy Program of the Adult Educational Development Department.

The *Adult Educational Development (AED) Department* provides instructional programs and services for persons who are of any age over sixteen years and who are not currently enrolled in a secondary school. Instructional programs include academic instruction for nonnative literacy, basic skills, (reading, English and arithmetic), Pre-GED, GED (General Educational Development) Test preparation (writing skills, social studies, science, literature, and mathematics), citizenship training, and pre-employment skills.

The Basic Skills program is meant for those who cannot read, write, or perform basic arithmetic. Pre-GED and GED programs are designed for those who have not completed a secondary education program in the United States and who have not passed the GED Test battery (high school equivalency). The citizenship training program focuses upon test preparation and procedures for U. S. citizenship. The pre-employment skills program is available to students enrolled in other AED programs or as a separate option. Students are tested and advised during registration for placement in classes. Basic skills, nonnative literacy and Pre-GED students are advised of their progress through achievement tests in classes, and GED students are given predictive tests to measure potential success in passing the GED Test battery. Advising services are available to meet students' personal, academic or career/vocational needs.

The *Department of Sign Language Studies* currently offers three courses in American Sign Language (ASL). These courses provide language instruction using the Direct Experience Method (D.E.M.) and provide information about deafness, deaf culture and the linguistics of ASL. Some significant accomplishments over the last two and a half years include:

- A. Establishment of a sign language tutoring lab. Efforts to facilitate language learning by providing students with (optional) additional language practice on a weekly basis has been very successful.
- B. Approval of inclusion of ASL course offerings in the humanities category by the Academic Standards Committee.
- C. Increased enrollment in courses. Sign Language enrollment ranks second behind Spanish in (non-English) language courses.

In response to the expressed interest and need of individuals and business and industry, the *Interpreter Training Program* was implemented in 1984. This 30 credit hour limited-enrollment program is available to individuals who demonstrate competence in two languages: English and American Sign Language. The part-time evening program is designed to meet the needs of its students, the majority of whom are employed full time in a variety of social service or business professions. Course work focuses on interpretation, transliteration, deaf culture, linguistics of ASL and principles and ethics of the interpreting profession.

Two additional special programs are organizationally responsible to the Special Programs and Services Division. The *Women's Program* attempts to help women know themselves better, to understand their relationships within their society and to participate more effectively in their chosen roles. Workshops, continuing education offerings, credit program offerings and referral services are designed to provide women with information, skill development and personal guidance in the areas of individual growth and awareness, interaction and communication with others, career development, community awareness and involvement and women's studies. A special effort has been made to schedule programs at convenient times for women and to provide day-long child care facilities at the College at a minimal cost.

Project Turning Point is a displaced homemakers program funded by the State of Illinois. The displaced homemaker is any woman forced to become the main breadwinner of her family through divorce or the death, loss of employment or illness of her spouse. Through Project Turning Point, the displaced homemaker is given career counseling, job-readiness seminars, vocational-technical training and assistance in job placement. Since Project Turning Point is an integrated part of the Women's Program, participants can attend courses and workshops offered by the Women's Program which enhance their self-confidence and ability to achieve gainful employment.

Academic Computing: Harper has exhibited an awareness of the importance of academic computing support. An academic users committee was established in the early 1970s and charged with coordinating computer resources and academic computing needs. In 1984, a task force representing all areas of the College was established. During the 1984-85 academic year, the task force presented a comprehensive plan which resulted in the establishment of an Academic Computing Department and the hiring of a Director of Academic Computing. The department's goals are to provide support and leadership for the development of instructional computing capabilities and applications, to coordinate the tasks of evaluating, purchasing, replacing and maintaining instructional computing equipment.

The Director of Academic Computing reports to the Dean of Educational Services and oversees a staff of three full-time employees: a Technical and Data Services Specialist, a lab assistant and a secretary. In addition, five to nine student aides assist and provide a total of 80 to 100 hours of work per week. The instructional computing function is also supported by individuals in other areas including, for example, staff in Data Processing, Secretarial Science, Media Services, Administrative Computing Services, the CAD Center, and Continuing Education. The broad pattern of interaction helps insure that the Academic Computing Department will be able to communicate information about computing capabilities to all departments and service areas which would profit from such information.

The primary services provided by Academic Computing are delivered from two locations. The director and secretary are housed in an office in Building F. The technical staff and major equipment are located in offices in Building D along with the Academic Computing Center. The Center includes two major labs and, at present, also serves a variety of other purposes such as providing space for demonstration, specialized classroom applications and meetings.

The director and staff provide a variety of specific services. During the past year, they have provided the following:

1. Regular short courses on academic computing topics for faculty and staff.
2. Occasional newsletters and other information.
3. Campus-wide microcomputer support and consulting.
4. Reference materials and current hardware and software documentation.
5. Preparation of local documentation.
6. Insurance as to the operational integrity of existing equipment and facilities.
7. Evaluation and implementation advice and support for faculty using computing resources.
8. Equipment for short-term periods for faculty and staff use.
9. Assistance in computer-related budget matters.
10. Information and assistance to those purchasing equipment.

The Academic Computing Service is responsible for a wide variety of equipment. The majority of this equipment is in the Center. The equipment includes a Prime 740, a VAX 760, a Gandalf PACX 1000, a Gandalf Multiplexer, a number of dial-in modems, twenty terminals in Building D area, two Prime PW 150 work stations, twenty microcomputers in Open Lab, and sixteen microcomputers at the Northeast Center. In addition, the Academic Computing Service has indirect responsibility for and access to an even larger number and variety of equipment such as a pair of DPR labs on the Palatine campus, a Secretarial Science lab on the Palatine campus and a pair of labs at the Northeast Center which are used heavily by Continuing Education classes.

The Learning Assistance Center: The Learning Assistance Center was established in January of 1987 to enhance the learning environment of Harper College. Specifically, the Center is to provide for instruction and services that will (a) support students in the development of skills necessary for their effective performance in and positive adjustment to the learning environment and (b) support faculty and staff in the improvement of classroom teaching and other instructional activities.

The Learning Assistance Center administers (1) the remedial programs (CMN 099 *Communication Skills* (beginning writing), RDG 098, *Fundamentals of Reading*, RDG 099, *Developmental Reading*); (2) the developmental offerings (PSY 106, *Practical Psychology*; RDG 105 *College Reading Skills*) and (3) The Tutoring Program. In addition, the Center is responsible for providing assistance and consultation to help faculty and staff address the learning needs of all students enrolled in college classes.

The Director of the Learning Assistance Center reports to the Dean of Learning Resources but functions as a support to all academic areas of the College.

Summary of Campus Response

The deliberations of the campus committees resulted in agreement that the College has effectively organized adequate human, financial and physical resources into educational and other programs to accomplish its purposes. With respect to the matter of governance the members of the committees stressed the value of shared governance and pointed out the value of such a system. There was a realistic appraisal of governance and the respondents noted the fact that the commitment to faculty involvement sometimes may be "cumbersome and slow" but that it has helped committees and faculty to provide direction and leadership and has promoted good morale, good awareness of agreed-upon goals, and meaningful involvement. Likewise, there remains a sense that the system is still evolving and that responsibilities and relationships are not always clear.

The committee responses generally affirmed the College's utilization of human resources in the realization of mission and purposes. There was a particularly positive response to the use of sabbatical leaves and the opportunities they provide faculty members. There were two recurring concerns that warrant mention. The first of these was that, despite some improvement, there continues to be too heavy a dependence upon part-time faculty. The respondents noted that the College is "fortunate to have a large number of capable and committed part-time faculty," but that continuing efforts should be made to reduce dependence on part-time faculty. The second repeated concern focused on the use of pro-tech and classified staff and argued that increased attention ought to be paid to their development.

Perceptions as to the existence, management and utilization of financial resources were primarily positive. This represented a dramatic contrast to the attitudes existing at the time of the last accreditation visit. Committee respondents were sensitive to the fact that measures taken to resolve the earlier financial difficulties continue to have an effect on existing programs and encourage continued commitment, particularly to systematic replacement of capital equipment as well as acquisition of equipment reflecting new technology and automation.

The matter of physical resources drew heavy attention from committee respondents. The consensus appears to be that the existing physical resources are heavily used and that space needs are widely felt on campus. Virtually every committee noted frustrations growing out of crowded conditions. The committees acknowledged the fact that many structural repairs have been completed; that imaginative remodeling has extended available space; that the campus is generally accessible to the handicapped but still emphasized that there are space shortages with respect to classrooms, offices, storage areas, cultural arts activities, and testing areas.

There was a widely shared opinion that Harper's programs and services are consistent with the College's mission. One responding committee noted that Harper's programs and services "were extremely supportive of its mission and purposes." This particular committee asserted that "its [Harper's] programs appeal to a wide range of student interests," and "there is an honest effort to help all who enter the College." There was indication that the College needs to do a better job of making people aware of the programs and services which are available to students and members of the community. Respondents felt that particular attention ought to be paid the many special assistance programs and the wide variety of cultural offerings which the College offers.

Others noted that, while the College takes justifiable pride in the fact that it provides an integrated and comprehensive collection of transfer, career and continuing education programs and courses, there must be continued review of these programs and courses in order to insure that there is a proper balance among them. Likewise, there is indication that the College needs to complement its current career programs which train at a relatively high level of technical expertise with additional skill training and short term vocational training programs.

Chapter III

The College and Its Impact

Criterion 3: "The institution is accomplishing its purpose."

Educational Programs and Services: An Examination of Accomplishment

Instructional Programs

Since its inception, Harper College has made a practice of doing systematic follow-up studies meant to evaluate its academic programs. The Office of Planning and Research maintains an evaluation cycle which regularly tests the effectiveness of those programs. This section of the self-study draws heavily upon three of those research efforts:

- (1) *Longitudinal Study of Performance of Harper Students Entering Harper College, 1977-1984* (January 30, 1986);
- (2) *Follow-up Study of 1983 Harper Transfer Alumni* (June 30, 1986), and
- (3) *Follow-up Study of 1984 Harper Career Alumni* (February 2, 1987).

The first of these studies, *Longitudinal Study of Performance of Harper Students Entering Harper College, 1977-1984* (January 30, 1986) revealed a number of facts about Harper students which speak to the issue of persistence and, by implication, attrition. According to that study approximately 37 percent of Harper's full-time students will eventually earn a degree or certificate and 12 percent of those who enter on a part-time basis will achieve the same status. The same study offers other measures of persistence and impact. For example, 65 percent of those who begin as full-time students in the fall term return the next fall. In the case of those who begin as part-time students, 38 percent return the following fall. The College seems to have a long-term impact on students as 21 percent of those who begin on a full-time basis attend Harper for seven or more semesters. Students who begin as full-time students will eventually complete about forty-five hours of credit and more than half will achieve "alumni status," i.e., forty-eight hours or a degree or certificate.

Transfer Programs: During the 1985-86 academic year, Harper College awarded a total of 1582 degrees and certificates. The Associate of Arts degree accounted for 544 of those degrees and 203 were Associate of Science Degrees. Accordingly, transfer oriented programs accounted for approximately 47 percent of the total number of degrees and certificates awarded. The biggest concentrations of degrees were in the areas of liberal arts and business/management. These two areas accounted for 412 of the Associate of Arts degrees conferred. The question as to how effectively these programs have prepared their graduates is best answered by reflecting on the post-Harper performance of prior students. The follow-up of 1983 Harper alumni provides considerable insight into that issue.

The purpose of the study was to "follow up all transfer oriented students one year after they had accumulated at least 48 semester hours of credit at Harper College." In addition to a comprehensive survey directed at the alumni, the study examined transfer data forwarded to Harper by senior colleges and universities. The study surveyed all 824 transfer oriented students who had accumulated 48 or more semester hours during the 1982-83 academic year and resulted in an 82.6 percent response rate. The survey was a continuation of a research effort that has been conducted on an alternate year basis since 1975. The results of the survey give evidence of the effectiveness of the transfer programs. Of those surveyed 29 percent are employed on a full-time basis. Seventy-four percent are enrolled in college, the majority of them on a full-time basis. Sixteen percent of the group report that they are still enrolled at Harper College. Data from prior studies indicate that 89 percent of those who fall into the alumni category will eventually transfer with 55 percent remaining in fields closely related to those that they prepared for during their time at Harper.

The transfer patterns provide indication that one of the aims of the Illinois system is being realized. Of those who have transferred, 20 percent are attending the state university closest to Harper, i.e. Northern Illinois University. Approximately 10 percent are at Southern Illinois University. Another 9 percent are at Illinois State University; 8 percent are at the University of Illinois/Champaign and 7 percent attend the University of Illinois/Chicago.

The alumni reported that over 90 percent of their courses transferred successfully. Likewise, the group reported an improved rate of success and average grade point at their new colleges was 3.00 which was slightly higher than their 2.96 grade point average at Harper. The report of the follow-up study offers a detailed listing of performance at receiving colleges.

Harper transfer students perform well. Though the traditional "transfer shock" exists, transfer students rebound well. For example, at the University of Illinois/Champaign the grade point drops .25 the first semester but then recovers each semester thereafter. In a very positive manner, research reports from that university indicate that after two years, grade point average and persistence rates for Harper transfers are very close to native students at that point.

Career Programs: The career programs at Harper College are highly attractive to residents of the Harper community. Interestingly, in studies determining student interest, almost exactly the same number of students indicate that they enter Harper with the aim of preparing for a new occupation or career as do those who indicate that they intend to transfer. In addition, a sizable number of students enroll to improve present occupational skills. In this latter case, the students may or may not enroll in career programs, but there is at least the suggestion that Harper is seen as a college which offers an avenue to career improvement.

The follow-up study of 1984 career alumni offers evidence as to the effectiveness of these programs. The purpose of that study, another of those that are done on a regular cycle, was to evaluate the career programs at Harper College. The population studied was comprised of those alumni who had a career major and had earned 48 or more hours during the 1983-84 year. The group included 634 former students of whom 580 or 76 percent responded.

Of those who responded, 53 percent are employed full time. The largest areas of employment are health related fields and data processing. Slightly over 11 percent of those responding indicated that they were employed part time and not in college, and another 6 percent noted that they were self-employed. Approximately 30 percent were continuing their education. One of the most interesting facts revealed was that 67 percent of those surveyed were employed in the northwest suburbs. This was the highest percentage in the history of the College. Equally important, nearly 80 percent expressed satisfaction with their jobs.

At the time of the survey, the alumni reported salaries ranging from \$7,000 to \$50,000 with a mean average salary of \$18,124 and a median salary of \$16,893 for positions characterized as being at the "beginning professional level."

As was the case with the transfer study, the follow-up study of career alumni provided the respondents with an opportunity to offer subjective comments about positive and negative aspects of Harper College. Large numbers of those responding took advantage of this opportunity and a wide range of reactions ranging from very general to very specific and very positive to very critical are recorded in the studies.

The quality of career programs is measured in a variety of ways. In addition to student accomplishment and response, a number of the programs are accredited by specific career-related accrediting agencies. Currently, Harper has programs which are accredited by the Commission on Dental Education of the American Dental Association; the American Bar Association; the Certificate of Real Estate School, Illinois Department of Registration and Education; the Council on Medical Education of the American Medical Association in collaboration with the American Association of Medical Assistants; the National League of Nursing and the American Dietetic Association.

The accreditation of these agencies is complemented by a number of licensure examinations that graduates of specific programs must pass in order to practice. Harper's dental hygiene students are obliged to take a National Board examination. Over the last three years, i.e., 1984-1986, the hygienists have had a 100 percent success rate on the National Boards and have exceeded the national mean each of those years. In 1986 the Harper average score was an impressive 90.69 percent. Graduates of the Nursing Program must take the NCLEX-RN exam which is commonly known as the State "Boards." On the July 1985 exam, 93 percent of the 115 Harper students who took the exam passed it. The mean score of Harper graduates exceeded that of "all graduates from your state or jurisdiction," as well as that of "graduates from all member board jurisdictions" and "graduates from associate degree programs in all member board jurisdictions."

Continuing Education and Program Services: The impact of the Division of Continuing Education and Program Services is most easily examined by reflecting on the activities of the seven major areas that comprise the division.

During the past two years, the *Organization and Community Development* department has presented a variety of seminars, activities and training sessions. The office coordinated and/or presented more than 50 seminars including a set of regional development seminars for such groups as the Northwest Municipal Conference Consultancy, the Illinois Parks and Recreation Association, the Northwest Special Recreation Association and the Northwest Service Center Board. In addition, the department prepared an Economic Development Plan Design for municipalities and business community partnerships and a 1985 Business Economic Development Survey. In the short time that the department has existed on a formal basis, it has involved 23 new village and business participants in its programs and has retained nearly 50 percent of its clients for a second year of a strategic planning process or development of new curriculum.

The *Business and Professional Advancement* department provides offerings that are directly responsive to the interest and needs of the community. During the 1985-86 year, the department provided 178 offerings in Business and Professional Advancement and entered into a liaison/resource relationship with the Northwest Municipal conference, the Service Corporation of Retired Executives, the Department of Commerce (International Trade Division) and the Small Business Administration. The department has also executed a number of on-site contracts for instruction and has joined in a series of company sponsored events.

The Division's department for *Personal and Cultural Enrichment* presents a series of programs aimed at a broad spectrum of needs and interests. Certain of the programs are offered on a regular basis, whereas others are new and/or evolving. More than 300 course sections are scheduled each fall and spring semester, and approximately 200 sections are offered during the summer term. Table III-1 provides an enrollment history of these offerings.

Table III - 1 Enrollment History — Personal and Cultural Enrichment Programs

	FY '85	FY '84	FY '83	FY '82
Summer	2604	Summer 2955	Summer 1742	Summer 1950
Fall	5546	Fall 6768	Fall 6236	Fall 5928
Spring	<u>5845</u>	Spring <u>6385</u>	Winter <u>6486</u>	Winter <u>5480</u>
Total	13,995	Total 16,108	Total 14,464	Total 13,358

Eighty sections of *Vocational and Technical Skills* programs were offered during the 1985/86 school year. The majority of the sections grew out of five cooperative training programs conducted in association with local agencies and businesses.

Two of the service areas in the Division are relatively new. The first of these, *Industry Services*, has created a pair of publications, "The Edge," a bimonthly newsletter aimed at local businesses and industries and "Take Five," a brochure that describes the services and facilities that are available at the Northeast Center. The brochure is aimed at making local businesses and industries aware of the existence of a low cost meeting/seminar site. The director of Industry Services is in the process of developing and pursuing contacts with businesses and industries.

The second of the new service areas is the *Economic Development and Research Center*. The Center was opened in 1985 and is currently staffed by part-time employees. Despite these limitations, the center has published an Information Resources Directory, developed and presented a Northwest Area Profile, prepared a series of 23 labor market analyses, and in cooperation with Paddock Publications, developed a set of quarterly economic indicators. In addition, the center has been involved in the following activities:

Activity	Numbers served	
Coordinating or conducting customized job training programs for business	companies	150
	participants	1260
Coordinating small business/entrepreneurship seminars and workshops for business owners and operators	seminars	60
	participants	1050
Providing individual counseling and management assistance to businesses	persons served	85
Providing training services to unemployed or underemployed persons	persons served	20
Conducting industrial retention, expansion and attraction activities	services varied	number served not known
Strategic Planning seminars not included above	seminars	25
	participants	350
Economic Development Council meetings	meetings	7
	participants	420
Economic Development Forums	forums	3
	participants	70

Student Services Programs

Harper College reviews and evaluates its student services programs in the same manner as it tests its academic programs. The follow-up studies conducted by the Office of Planning and Research include questions about and items concerning student services. In addition, each area of Student Affairs is reviewed once during a five-year period for the Illinois Community College Board.

Counseling Services: In the 1983 study of transfer alumni, the respondents rated the counseling they had received above average. Those who had taken the human potential courses taught by counselors rated them as "very good." Over half of those replying (41.4%) had seen counselors other than at registration time and 42% had used counseling in making changes in educational and vocational goals.

The 1984 study of career alumni provided similar information. The participants in this group rated human potential courses, career planning and development courses, new student orientation, and assistance with educational planning from slightly above average to well above average. The same group rated personal counseling and career exploration activities as average. Records kept in Harper's four counseling centers show that during the fall and spring semesters of 1985-86, the counseling staff made 10,464 individual counseling contacts and the information specialists had 1950 contacts. In addition, another 3500 contacts were recorded as a result of group seminars.

Along with their counseling duties, the Student Development faculty members conduct a comprehensive orientation and assessment program during the summer. The programs are designed to meet the special needs of a variety of students. In the summer of 1986, nearly 1900 students attended one of these programs. Separate programs were presented to full-time students, part-time students, adult students, transfer students and students in limited enrollment programs. These individuals took a total of 6790 assessment/placement tests during the sessions. These sessions/programs are complemented by a number of specialized programs including career days, career workshops, transfer college days and a variety of educational workshops.

Testing Services: In addition to the personality, interest and assessment tests, Harper students may take a variety of other kinds of tests in the Office of Testing Services, for example CLEP tests, locally drawn proficiency tests and tests related to the telecourses. Harper serves as an official test site for the GED examination. During the period from January to December, 1985, the office administered 12,330 individual tests. Ninety percent of the telecourse students indicated that both the testing procedures and facilities were adequate.

Recruitment and Admission: The Student Outreach office visits high schools and participates in college nights, career fairs and career classes. The office produces and distributes a variety of newsletters, recruitment letters and promotional brochures to high school representatives and students. In addition to the work it does with the district high schools, the office also addresses the adult population of the district. During 1985-86, the representatives of the office visited 34 in-district company sites, three community expositions and two business expositions. The Welcome Wagon and Royal Welcome representatives continually distribute Harper literature, and public libraries in the district make materials available to their patrons.

The Office of Admissions receives and processes all applications to the College including those to limited enrollment programs, Table III-2 demonstrates the magnitude of this task.

Table III - 2 Applications Processed 1984-1986

	1986			1985			1984		
	Spr.	Sum.	Fall	Spr.	Sum.	Fall	Spr.	Sum.	Fall
Full-time	423	179	2298	437	171	2204	490	204	2476
Part-time	2075	2700	3025	2285	2389	3143	2475	2673	2995
Total	2498	2879	5323	2722	2570	5347	2965	2877	5471

Upon receipt of the application, the Admissions staff builds a student record by entering information provided on the application into the College's computer. Additionally, the staff checks to determine what documents the student must submit to complete the admissions process and sends the student a personalized letter advising him of his admission status.

It is also the responsibility of the Admissions staff to screen applications of students who desire admission into one of the College's eleven Limited Enrollment Programs. These programs include Dental Hygiene, Dietetic Technician, Emergency Medical Technician, Fashion Design, Fashion Merchandising, Interior Design, Interpreter Training, Legal Technology, Nursing, Operating Room Technician, and Pharmacy Technician.

The Admissions staff determines whether the applicant has fulfilled the respective program's admission requirements, advises the applicant of his admission status, and maintains the current availability status of each program.

In the follow-up studies, transfer alumni rated the admissions process program as very good whereas the career alumni rated it slightly above average. A survey of the June, 1984 applicants for admission sought to gain a more specific sense of the admissions process/program. Respondents were asked to evaluate the application form, the mail and staff responses. In all categories, those surveyed were positively inclined.

Financial Aid and Veterans Affairs: Over the period of the past three years, interest in financial aid has increased. The number of unduplicated aid recipients has increased by 19.4 percent and actual monetary aid has increased by 50 percent in the ten year period from 1975-1985.

Table III - 3 Financial Aid

	1986		1985		1984	
	Number of Recipients	Value of Awards	Number of Recipients	Value of Awards	Number of Recipients	Value of Awards
Federal Programs	521	\$ 446,901	532	\$ 386,862	612	\$ 408,292
State Programs (Non ISSC)	942	663,952	529	523,951	410	130,802
Institutional Programs	1,714	549,024	1,994	552,484	1,304	597,470
Other Sources	333	80,350	45	41,866	53	39,968
Total	3,510	\$1,740,227	3,100	\$1,505,163	2,379	\$1,176,532

The Office of Financial Aid has surveyed aid recipients concerning the quality of services provided by the office. The responses have been positive. Those who have used the office for matters concerning veterans' affairs have been especially positive. Perhaps equally important, the Department of Education and external auditing firms have validated the accounting practices which are in use.

Health Services: Harper's Health Service offers a wide variety of services. Table III-4 gives evidence of the response to these services.

Table III - 4 Health Service Contacts, 1985-1986

	Fall	Spring	Totals
Office Visits			
First Aid	69	55	124
Illness	2,664	2,056	4,720
Rest Area	34	42	76
Total	2,767	2,153	4,920
Health Conferences	1,080	744	1,824
Health Service Physician	474	393	867
Health Fair	(Spring only)	1,500**	1,500**
Wellness Week	(Spring only)	941	941
Blood Drives	221	209	430
CPR Students Trained	40	(Fall only)	40
Employee Fitness Day	94	(Fall only)	94
Grand Total	4,676	5,940	10,616

**Estimates

Student Activities: In 1985-86, Student Activities were supported by a budget of \$269,050. The amount is the product of a student activities fee which is assessed to all full-time students. Part-time students pay a proportionately smaller fee. The budget, which is overseen by the Student Senate, is, as earlier noted, used to support a wide variety of activities including lectures, concerts, films, student organizations, a college newspaper, theatre activities and intramural athletics. In addition, the Student Activity Fund provides some support for intercollegiate athletics.

The Student Activities office prepares a comprehensive annual report which displays the activities offered, the budget requirements, income generated, attendance and participation.

The response to the activities which are available varies a great deal depending upon the type of event and relative visibility of the individual(s) involved. A number of lectures, concerts and theatre events have played to full houses. The audiences for those events are drawn not only from the student population but the larger community as well. The schedule of cultural offerings during 1986-87 school year gives evidence of the breadth of activities available. During that time, the Student Activities fund was responsible for supporting and presenting nine art exhibits; a series of lectures which included presentations by TV personalities and actress Oprah Winfrey, negotiations expert, Herb Cohen, and Stephen Caiazza, a New York City physician who specializes in the treatment of AIDS; the National Marionette Theatre; Chicago Shakespeare's *Midsummer Night's Dream*; a classic film series which presented *Shoah*, the nine and one-half hour documentary about the holocaust; three major concerts; eight mini concerts showcasing new and/or locally based artists and two Harper Theatre productions, *The Miss Firecracker Contest* and *The Man of LaMancha*.

The cultural arts series is complemented by a popular series with a high entertainment focus. This series, which draws widely from the entire Harper area, presented, among other things, The Fabulous Thunderbirds and comedian Emo Phillips this past year.

Institutional Support Services

Learning Resources Center (LRC): The Learning Resources Center is a campus center both by location and function. It is a facility that provides a wide variety of services and resources. As earlier noted, the Learning Resources Center contains more than 105,000 volumes, over 800 periodicals and 11,000 audiovisual titles. The majority of the periodical collection dates from 1967 when the College was founded, but a number of periodicals are available in complete collections (see Table III-5).

Table III - 5 Titles in Collection

	1985/86	1984/85	1983/84
Books	84,991	83,406	82,224
Microfiche	320	228	226
Microfilm	98	143	125
Reprints	627	632	632
Nonprint materials	10,909	10,361	9,550
Periodicals	750	739	744
Newspapers	30	24	22

Both the print collection and the media collection are at a critical point because of space limitations. Acquisitions are being made in order to maintain a current collection. However, in order to provide space for the new acquisitions, the current collection is weeded on a systematic basis. Faculty and administrators are contacted before materials are weeded. This assures that discarded materials no longer support Harper's LRC mission and that information in the collection is current.

The general effectiveness of the LRC and its services and resources may be examined from at least three perspectives. Both Library Services and Media Services are subjected to the same type of descriptive evaluations that are used with other departments and service areas. The evaluations are administered pursuant to Harper Board policy and ICCB guidelines. The most recent evaluation of the Learning Resources Center was completed in 1985. The major points examined were an awareness of services available and the use and quality of the service rendered. Both faculty and students indicated overall awareness of various services to carry out the instructional process and general satisfaction with the quality of the services. Each group of respondents noted concerns with problems of noise and lack of space (seating, quiet study areas, group conference rooms, etc.) on the first and second floor.

The library assumes responsibility for obtaining and maintaining a collection of print and non-print materials, circulating those materials, and providing the services required to facilitate the use of these materials. Therefore, a second measure of effectiveness of services may be found in statistics reflecting the use of the facilities. The bulk of the print collection is available to students on an open shelf basis. Utilization of the collection by students, faculty, staff and community members are shown in Tables III-6 and III-7.

Table III - 6 Summary of Circulation Statistics

	1985/86	1984/85	1983/84
Books	23,107	25,961	25,850
AV Materials	25,090	23,528	31,369
Print Reserves	9,869	7,030	12,535

Table III - 7 Library Attendance

	1985/86	1984/85	1983/84
Gate Count	209,388	214,653	238,043
Patron Headcount	221,499	234,617	258,501

A third measure of effectiveness is the use of the services themselves. This use is not reflected in the previous tables. An examination of the activities of Interlibrary Loan and on-line data base searching gives an indication of use-of-services patterns. The Interlibrary Loan Department at Harper participates in the OCLC Interlibrary Loan system, Central Serial Service, the North Suburban Library System and also accesses the Library Computer System (LCS).

Table III - 8 Interlibrary Loan Statistics

	1985/86	1984/85	1983/84
Total materials ordered for our faculty	958	528	651
Total materials ordered for our students	637	452	637
Total materials ordered	1,595	980	945
Total materials requested from other libraries/ services — filled by us	231	221	320
Total Transactions	1,826	1,201	1,265

The on-line database searching department at Harper provides access to over 300 databases using Dialog, Wilsonline and Vutext retrieval systems. Computer searches are offered free of charge to students, faculty and staff. Each search can involve utilizing more than one database (Table III-9).

Table III - 9 On-line Statistics

	1985/86	1984/85	1983/84
Searches	178	108	N/A
Databases Utilized	439	210	

Harper's Library Services also provide library orientations for groups of students, subject bibliographies and one-on-one reference interviews. The number of orientations given last year was 98 which assists students in learning about the services the LRC provides, as well as aiding in the location of material on a given subject. The number of reference questions has also increased to over 15,000 per year. This past year, 17 local area high school class groups used the LRC and its services.

Table III - 10 Reference Statistics

	1985/86	1984/85	1983/84
Number of reference questions	25,675	14,597	13,356
Orientation lectures	98	111	106
High school group visits	17	11	9
Bibliographies prepared	24	18	27

Media Services

The Audiovisual department schedules, distributes and maintains audiovisual equipment for the campus. In support of the instructional process, the equipment may be used in the classroom or in the LRC. Instructional programs are also distributed via the six-channel Closed Circuit Television (CCTV) System and Cable TV. Table III-11 shows a summary of these services.

Table III - 11 AV Service Statistics

	1985/86	1984/85	1983/84
AV Equipment Use	14,075	14,127	14,567
TV Distribution	4,256	3,180	1,085
Audio Tape Duplication	5,239	4,253	4,983
Lecture/Demo Hall Room Use	1,687	1,984	4,983
Lecture/Demo Hall Equipment Use	3,738	4,122	3,850
Maintenance of Equipment	332	799	807

Television production services are available to the Harper faculty and administration. This unit is charged with creating video programs as well as complex multi-image slide/tape shows for the Harper Community. The number of items produced is shown in Table III-12.

Table III - 12 Production Statistics

	1985/86	1984/85	1983/84
Video	127	136	141
Audio	22	15	15
Slide/Tape	5	3	9
Quality Checks	294	609	237
Video Dubs	836	277	330

The LRC contributes to Harper College instructional and instructional programs with the assistance of the Photographic Laboratory, Graphic Services and the Print Shop. These areas provide photos, slides, transparencies, projectuals, charts, graphs, posters, workbooks, pamphlets, brochures, etc. As demonstrated in Table III-13 and III-14, the areas offer services which are heavily used.

Table III - 13 Total Work Orders

	1985/86	1984/85	1983/84
Graphics	1,098	1,213	984
Photographs	302	412	530

Table III - 14 Total Impressions

	1985/86	1984/85	1983/84
Print Shop	9,215,313	9,077,985	9,694,272

Special Programs and Services: The service and program areas in the Division of Special Programs and Services have found a wide and large population. One of the most obvious measures of the impact of these several programs and services is the degree to which they are utilized.

Disabled Student Services offer manual and oral interpreting to hearing impaired students. Staff members with specialization in learning disabilities and/or hearing impaired provide specific course tutoring, and hired student notetakers provide notes for disabled students. Learning disabled specialists provide diagnostic and remedial services for learning disabled students and consultative services for the faculty. Student aides are hired to provide reading and scribing services for the disabled student. Each of these available services is explained during regular orientation programs that are presented to all new disabled students.

The Disabled Student Services area includes seven full-time staff members, eleven part-time staff members and three part-time faculty members. The response to their efforts is reflected in Table III-15.

Table III - 15 Utilization of Disabled Student Services — 1983-1986

	1985/86	1984/85	1983/84
Interpreting	63	50	48
Tutoring	100	90	80
Notetaking	120	100	100
L.D. Specialist Services	75	45	60
Student Aide Assistance	18	13	15
Orientation & Advising (new students)	100	75	60
Total students served	214	196	200

As the table reveals, the number of students being served has increased gradually over the past three years. During that same period, the diversity of needs has increased significantly. New populations including the multiply handicapped, the blind and the traumatically brain injured have enrolled and have necessitated adaptations of existing services. Additionally, new educational approaches to old educational problems have resulted in the development of new programs requiring inter-departmental cooperation and planning. Further, the question still remains of how to best address the inadequate language and mathematical skills of some disabled students. Simple mainstreaming into existing remedial courses has not proven effective in some cases. New ways of providing or supplementing this instruction need to be explored. In order to meet these needs, staff must continue to expand their knowledge of: disabling conditions, new instructional approaches or methods, how to use computers and other specialized technology which is designed for use by disabled students. This will require ongoing staff development and the upgrading of professional positions.

The response to the Disabled Student Services is such that the space in which the services are provided is taxed. Likewise, the staff members are separated into three different offices which creates coordination problems.

The *English as a Second Language Department* is able to illustrate the impact and success of its various programs by citing a number of indicators. Follow-up studies completed early in 1986 showed that of the 206 students enrolled in all levels of the Intensive ESL Program during the 1985 calendar year, 110 (56%) were taking degree credit courses at Harper or were still in the Intensive Program. Of the 44 percent not continuing at Harper, some already had undergraduate or graduate degrees, some returned to their native countries, some left for full-time employment, and some transferred to other educational institutions. Of the students enrolled in this program during the spring, 1986 semester, 61 percent were enrolled in degree credit courses or remained in ESL during the fall semester, 1986; 39 percent of these students had no further Harper enrollments for reasons similar to those mentioned previously.

A follow-up study in the spring, 1986, on advanced students enrolled in the Part-time Academic Program during the fall semester, 1985, showed that 57 percent of these students took degree credit courses concurrently with ESL in the fall of 1986. Thirty-three percent of the students remained in ESL for the spring semester, 1986, and the remaining 10 percent left Harper for reasons similar to those cited previously. Another study showed that approximately 50 percent of new ESL students were referred to Harper ESL by current or former Harper ESL students.

The faculty and staff of the ESL Department at Harper College receive numerous requests for assistance from ESL and bilingual education programs in elementary, secondary, adult, and higher education settings. The recently established ESL program for (native) hearing impaired student has received inquiries from community college districts in Illinois, Texas and Virginia, from the University of Georgia, from Gallaudet University and from a consultant in Tokyo, Japan.

The majority of course sections currently offered by the ESL Department are taught by part-time faculty (95 of 107 sections during the 1987 spring semester). This imbalance is a matter of concern to the faculty in the Special Programs and Services Division.

The *Adult Educational Development Department* has experienced a similar level of growth, both in terms of numbers and diversity of activities. The AED Department conducts six programs, offers a variety of services and administers ISBE, ICCB/JTPA grants. At the present time, the department is serving approximately 2,200 students (4,250 enrollments) per year.

Table III - 16 Utilization of Adult Educational Development Programs 1984-86
FTE (Students)

	1986	1985	1984
Spring	118.6	89.8	77.6
Summer	90.9	51.3	40.4
Fall	213.5	105.3	74.8
Total	423.0	246.4	192.2

All of the 184 currently offered sections are taught by part-time faculty and, as is the case in the ESL department, this is a matter of substantial concern within the division.

The *Sign Language/Interpreter Training Program* reflects the same sort of growing interest as do the other programs and services in the division. The area is a highly specialized one, and the numbers involved are not nearly as large, but the growth pattern gives evidence of a need for and emerging awareness of the program.

Table III - 17 Enrollments in Sign Language Studies and Interpreter Training Program

	1986/87	1985/86	1984/85
SGN	61.4	70.2	55.8
ITP	16.3	10.5	12.2
Total	77.7	80.7	68.0

Responsibility for the program is currently shared by two full-time faculty members, one of whom has only a partial teaching load in the area and four part-time faculty members. The program requires that faculty members hold credentials analagous to those of a faculty member in the foreign language program. This level of credential and the unique nature of the program has made it difficult to find qualified part-time faculty members.

Each of the separate programs provided by the Special Programs and Services Division is subjected to review and evaluation. This is particularly true in the Adult Educational Development department and the Disabled Student Services area. In each of these areas, the acceptance of grant monies from such agencies as the Illinois State Board of Education, the Job Training Partnership Act and the Department of Rehabilitation Services results in regular visits by representatives of the granting agencies and an attendant review of activities. Evaluative reports resulting from the visits of these agencies will give the interested reader even more detailed insights into the strengths and weaknesses of the programs.

Academic Computing: The Academic Computing Department is, as Chapter II indicated, a relatively new area and its very existence may be the most obvious measure of impact. Within the space of two years, the Center has acquired a substantial amount of equipment, has created an identity and a physical center and has created a wide awareness of services available. The Center publishes an occasional newsletter which combines materials of interest to both those who are involved in computer use and those who are new to computers.

During the 1985/86 academic year, the Center offered a set of academic computing short courses. The majority of these were aimed at faculty and staff and most of the participants fell into those two categories. The Center scheduled 18 classes and spread them over 38 sessions. Twenty-nine sessions were actually held with a total attendance of 228 persons. The 228 figure represented 75 to 100 individuals.

Increasing numbers of programs are using instructional computing facilities and equipment. At the present time the data processing program (DPR), secretarial science program (SEC), Math courses (MTH), the architectural technology program (ATE), the mechanical engineering technology program (MET), and the electronics technology program (ELT) have a heavy focus on a computer supported curricula. In addition, the CAD/CAM center is a major user of instructional computing facilities and equipment. These heavy users are complemented by an increasing number of programs/courses that are using computers on an experimental and/or limited basis. There are course sections which teach general applications or microcomputers to accounting students; there are social science courses, business courses, biology courses, art courses, interior design courses, and English courses which make use of computers.

In sum, during the 1987 Spring semester, more than 251 course sections made use of computers. This meant that in excess of 3350 students were making direct use of instructional computing facilities and equipment.

There is a high level of cooperation among users. The Director of Academic Computing not only works with the Academic Computing Committee; he also meets on a regular basis with an informal group comprised of the professional/technical staff members who are involved with the delivery of services and the coordinators of major use programs.

Learning Assistance Center: The 1987 formation of the Learning Assistance Center brought together several areas of academic support which previously had operated under separate divisions. The merger of these services allows for a common philosophy and facilitates the appropriate placement and servicing of students in need of learning support. Over 1700 students will have been served by the following courses in the 1986-87 school year: RDG 098, RDG 099, RDG 105, PSY 106, CMN 099.

The Tutoring Center provided over 6,000 hours of tutoring in over 60 subjects in 1985-86. These tutoring services are utilized by a wide range of students and are viewed as "very valuable" by these students. The services are provided by one full-time staff member, seven part-time staff members and a number of professional tutors and student tutors.

The five-year review of the RDG and PSY 106 programs provided data that demonstrate the effectiveness of these programs, both in terms of higher retention rates and in terms of improved student performance. Similarly, a review of the Tutoring Program which serves all areas of the College, revealed that those using the tutoring services have a higher GPA than students in the general population.

The organizational changes resulting from the appointment of a Director of the Learning Assistance Center and the creation of the Center will require review of space and housing needs.

The College and the Community

In addition to the educational programs and services and the institutional support services that Harper offers to its constituency, the College has a number of other effects on community.

In 1981, Harper employed a set of assumptions and formulas provided by the ICCB in order to determine the economic impact that the College has. The study considered the impact made through its presence, the business it transacts, the employees it hires and the students it serves. The specific determinants of impact are sources of and total revenues raised, salaries paid, percent of staff who live in district, in-district purchases made, district holdings in local banks and other miscellaneous items.

The results of that study indicated that Harper College produces a major economic ripple effect in the community. For example, for every dollar of local tax revenue raised by the College, \$6.25 is generated in College related business, \$5.00 is produced in value of local business property, \$1.33 is channeled into the expansion of the local bank credit base and \$3.00 of personal income is produced along with nearly 3,000 full-time jobs in the community. Another 2.7 million dollars of outside government money is channeled directly into the community including benefits and grants paid directly to students.

These effects are complemented by the visibility Harper realizes in the community. The College serves not only as a center for a variety of college sponsored cultural activities, but also serves as a location for private and/or commercial activities. In 1986, a home-energy show drew an estimated 7,000 visitors and a major antique show has become a twice a year event drawing 3,000 visitors.

The faculty and staff also take an active role in the life of the community. One demonstration of that commitment resides in the 1986 contribution to the United Fund/Crusade of Mercy Campaign. The employees of the College donated \$25,000.

Summary of Campus Response

The members of the Harper community believe that Harper is accomplishing its purposes and realizing its mission. The committee respondents identified a variety of areas in which the College is able to demonstrate unusual success in achieving its mission and purposes. The responses highlighted the success level of transfer students; the positive evaluations provided by employers of career graduates; the establishment of a learning assistance center and the accompanying efforts to identify underprepared students and provide them the support required to experience success; the increased concern over environmental issues and wellness; the ESL program, and a variety of other programs, activities and services.

Despite the almost universal affirmation of Harper's accomplishments, the campus respondents articulated a number of concerns. Prime among them were: the need for additional space; the need for low tech programs; the need to increase efforts to improve student retention rates; and the need for continuing evaluation of programs and services in order to insure that the College will continue to accomplish its mission and purposes. Finally, the respondents emphasized the value of systematic long-range planning and urged increased efforts in that area.

Chapter IV

The Future

Criterion 4: "The institution can continue to accomplish its purpose."

The materials presented in the first three chapters of the self-study furnish both explicit and implicit response to the question of Harper College's ability to continue to accomplish its purposes. There is substantial evidence of financial stability. Likewise, there is clear indication that the College has gathered the kinds of human resources necessary to continue to satisfy the College's mission. Additionally, despite certain, and serious space problems, the College has many of the physical facilities required to meet its mission. The questions which are of greater impact are: (1) Does the College have a tradition of planning that demonstrates its ability to respond to changing needs and pressures? and (2) Does the College have a planning process in place that will allow it to continue to meet its mission in an efficient and productive manner? These two questions furnish the focus for the remainder of this chapter.

Planning: An Historical Perspective

One of the most significant decisions in Harper's history was that of contracting with the A. D. Little Corporation to prepare a study and project a plan for a new community college. That 1966 comprehensive study did more than provide an amazingly accurate description of the district and the College. It also gave strong validation to the value of planning. In 1972, Harper College completed a second planning effort which resulted in an internally generated "Long Range Plan." Again, the effect was not only to provide continuing direction for the College, but to once again validate the value of planning. In addition, the 1972 plan began to speak of and emphasize the "process" nature of planning. The 1972 plan established a long-range planning committee which was charged with monitoring the plan. In 1978 the concept of process was carried a step further as was the concept of involvement. At that time, the College, in cooperation with McMannis & Associates, entered into a major planning effort that involved virtually everyone in the College. That effort established in very firm terms that the aim of planning was not a document etched in stone and left untouched for ten year periods but rather to establish an ongoing process requiring constant monitoring and revising in response to both internal and external changes. The 1978 process has left as a major legacy an Institutional Planning Committee which works on an ongoing basis and is integrally involved in the articulation and monitoring of College goals and objectives.

The planning that has occurred over the College's twenty year existence has allowed the College to grow from its original 1,800 students to its current enrollment of 20,000 students. It has furnished a mechanism through which the College has been able to respond to major enrollment changes, e.g. an enormous surge in 1975; significant changes in the external environment, e.g. energy problems in 1974; substantial economic vagaries; public attitudes toward taxes; financial problems in the early 1980's, and changing attitudes toward higher education. The College has not only responded, but responded in a positive manner which has resulted in a strong institution.

Planning: The Current State

Planning at Harper College occurs at a variety of levels and in a variety of contexts but always in light of the existing mission of the College.

Mandated Planning

The State of Illinois mandates certain activities which are by their nature ongoing planning activities. There have been passing references to these in earlier sections of the self-study. Perhaps the most obvious of these is the annual RAMP document. The RAMP document, i.e., the *Resource Allocation and Management Plan*, is prepared annually in response to a requirement of the Illinois Board of Higher Education. The document serves as the basis for requests to the legislature for capital funding. It is a two part document comprised of (1) a discussion of Operating Resources which contains projections regarding enrollments, personnel, finances, and program and outcome measures, and (2) a section which lists Harper's current capital resources and requests for future capital funding. The document is a concise document that provides a good picture of where the College has been and where the College is going by describing College activities, resources, etc. for the current year, the three past years and five coming years.

The state also requires that the College regularly file one and five year vocational plans. These plans are not as lengthy as the RAMP document but do identify anticipated program changes in the vocational areas.

Finally, with respect to mandated planning activities, Harper participates in a state coordinated management information system. The system allows for state wide comparisons and analyses of community college activity, and is the source of data for federally required information. This ICCB activity collects enrollment data, claim and apportionment data, graduation data, personnel data, facility data and general descriptive data.

College Planning

It is appropriate to initiate a discussion of college planning by describing the goals and activities of the *Institutional Planning Committee* and, by extension, the process. Both the goals and the activities are described in detail in the 1986 publication "Institutional Planning Process" and reflect an effort to

1. involve all members of the institution to the greatest extent possible,
2. incorporate planning processes already in existence and
3. have the institutional planning cycle interface with the normal budgetary procedures of the College.

The Institutional Planning Committee has reached a level of maturity that has resulted in its work becoming a major basis for the institutional goals published by the Board of Trustees in 1986 for the 1986-87 year.

The work of the *Office of Planning and Research* is a key factor in the College's overall planning activities. The office collects and analyzes a wide variety of data which is employed throughout the institution for planning purposes. This office provides the initial enrollment projections which eventually furnish the basis for staffing decisions, scheduling decisions and budget decisions. The Director of Planning and Research collects demographic data including elementary and high school enrollments, building starts and population shifts. The director then analyzes these variables and prepares a set of tentative enrollment projections. These projections are carried to a highly detailed, discipline-by-discipline level. The detailed projections are examined by the Vice President of Academic Affairs, the Dean of Instruction and the division deans. This examination results in modifications meant to accommodate such factors as new program requirements, course additions and deletions, and degree changes. The Director of Planning and Research prepares and presents a corrected set of projections which drive planning.

The Office of Planning and Research also conducts short-term and longitudinal follow-up studies and needs analyses. The office provides research support for decisions concerning program development and acts as a depository of demographical planning information.

The *Center for Research and Economic Development* satisfies a planning need that complements the work of the Office of Planning and Research and provides additional data which give clearer indications of district trends. The Center gathers information concerning business and industrial development, housing starts and real estate trends. In addition, the Center plays an important role in identifying business and industrial needs which might in turn be served by the Office of Continuing Education and Community Services.

As comments in the second chapter indicated, *financial planning* occurs at two separate levels. The President and Vice Presidents examine enrollment projections, anticipated tax monies and projected state funds and determine anticipated revenues. With this framework in place, the budgeting process is initiated at the discipline level. The perceived needs of the several disciplines and service areas are examined in 1) light of the institutional mission and goals and 2) the context of anticipated revenues and then are prioritized. The eventual result is the Program Budget which is examined, discussed and, when appropriate, modified by the Board of Trustees. After required public hearings, the annual budget is adopted and published.

During the past ten years, the matter of *enrollment planning/marketing* and its proper role in an educational institution has been a subject of considerable discussion. A number of variables which have been cited earlier in the report, have given greater urgency to this discussion. In the past ten years, competition for students has become a reality in the district. This competition has come from within the district as a result of the introduction of a suburban center for a private university, increased numbers of off-campus/extension offerings by other universities and colleges, and the emergence of a number of proprietary institutions. Although the first two sources of competition complement Harper's programs by offering upper division courses, the institutions also offer selected lower division courses. The proprietary institutions are frequently in direct competition for vocational students. Ironically, Harper also finds itself competing with businesses in the district. The large number of service jobs which are available for entry level personnel are extremely attractive to potential students. This seems to be reflected in the increasing tendency for students to take slightly lighter loads in order to be able to work.

The College also faces competition for students from outside the district as well. As the number of high school graduates has begun to decline, private and public colleges and universities have committed additional resources to recruiting students.

In 1985, the College responded to the questions surrounding marketing by forming a Marketing Task Force. That task force recommended a series of steps which have resulted in the formation of a marketing committee and the development of a systematic effort to expand enrollment in a manner consistent with the College's mission. (See Exhibit IV-1 for Marketing Flow Chart.)

Exhibit IV - 1 Marketing Flow Chart

	What we say we are	Where we want to be	Where we are now	What changes are needed?	How to get where we want to be	Did we get there?
<p>Major components of marketing planning</p>	<p>College mission</p>	<p>Enrollment planning guidelines</p> <p>Quantitative response to mission Enrollment mix/demographics</p> <p>Qualitative response to mission Perceived image of environment and program services by employees by students by all others</p> <p>Planning assumptions & operational definitions</p>	<p>Assess existing conditions</p>	<p>Significant deviations</p> <p>Existing Conditions</p> <p>Guidelines</p> <p>Adjustments</p>	<p>Marketing activity</p>	<p>Evaluation of process and marketing activities</p>
<p>Primary Responsibility</p>	<p>Board of Trustees</p>	<p>Board of Trustees</p>	<p>Administrative Steering Committee</p>	<p>Administrative Steering Committee</p>	<p>College Committee</p>	<p>Administrative Steering Committee & College Committee</p>
<p>Secondary Responsibility</p>	<p>President</p>	<p>VP Committee & Administrative Steering Committee</p>		<p>College Committee</p>	<p>All college employees</p>	<p>VP Committee & President</p>

Curriculum Planning

Again, as noted in an earlier chapter, *curriculum planning* at the College is largely the responsibility of a variety of committees, particularly the College Curriculum Committee. Plans for adding and deleting courses and programs grow out of the activities of these committees. The Curriculum Committee oversees a carefully defined system. That system insures that curriculum proposals are subjected to a variety of checks in order to insure that they are in compliance with the College's mission and can be supported by the available resources. In addition, before curricular changes are implemented, they are reviewed by the ICCB in order to determine that they are in compliance with ICCB regulations regarding contact hours and funding categories and are appropriate lower division courses.

Board Planning

In addition to the regular meetings of the Board of Trustees, its members participate in committee activities and structured planning sessions. In June, 1985, the Board of Trustees met for a two-day strategic planning session conducted by a trained facilitator and drawing upon the expertise of the College administrative staff. In March, 1987 the Board met for a second such session. The 1987 session addressed the "focus questions":

What are some of the key events and turning points in the history of the College?

What challenges face the College?

Where should the College be in 1995?

What are the key obstacles to accomplishing this vision?

What are the key directions the College shall take in the next three years?

External Resources

Over the years, the College has made productive use of outside consultants. The initial ten-year plan for the College and the initial master plan for campus facilities were both prepared by external consultants. The College continues to call upon such external consultants for objective, external expertise when it is appropriate to do so. The work of the consultants becomes a part of an on-going planning process.

Plans for the Future

In keeping with the process focus on planning, the articulated plans for the College and its future are concise. The most important planning documents are (1) the statutory responsibilities and limits imposed on community colleges by the Illinois Community College Board and, by extension, the Illinois State Legislature; (2) the published mission of the College and the objectives which give greater form to that mission, and (3) the annual statement of institutional goals. The last of these, that is, the annual goals, is a document that not only reflects participation by all levels of the institution, but also presumes consideration and acceptance by the Board of Trustees. (See Exhibit IV-2 for the 1986-87 Institutional Goals.) The goals give a concise summary of general plans for Harper College. Certain of them reflect an immediate quality and require an immediate response. Others are more far-reaching. For example, in the case of the 1986-87 goals, Goal X requires an expeditious response but implies a long term commitment and begs a multilevel set of plans. The completion of the space study is an immediate goal; the development of recommendations as a result of the study is a second level goal, and the implementation of those recommendations will require a long term construction commitment.

A careful examination of the goals demonstrates that despite an appearance of simplicity they create a long term agenda for the College.

Interestingly, initial action on the third goal has demonstrated the necessity to give greater specificity to the existing College mission and one of the immediate outgrowths of the Marketing Task Force is an effort to give form to the qualitative and quantitative criteria which are implied by the mission statement.

Exhibit IV - 2 Institutional Goals 1986-87

William Rainey Harper College 1986-87 Institutional Goals

- I. Maintain quality of academic programs and curriculum through the:
 - A. establishment of a Learning Assistance Center to enhance a developmental learning environment and provide greater opportunity for student success,
 - B. expansion of the role of the College as a center for resources and training for business, industry and public service,
 - C. determination of need for additional comprehensive curricula for specific student population groups,
 - D. use of computer-aided instruction in all academic departments, and
 - E. continuation of planning followed by implementation of a totally automated library.
- II. Determine:
 - A. if mandatory academic advising is desirable for all students,
 - B. alternative means of providing advising services to specific groups, and
 - C. best method for delivering advising services through implementation of a pilot program.
- III. Develop and implement a comprehensive institutional marketing plan with emphasis on activities which stress both recruitment and retention.
- IV. Assess current staff development activities and determine appropriate program improvements for all staff.
- V. Strengthen administrative computing services by upgrading mainframe hardware and software to:
 - A. expedite production of automated transcripts,
 - B. improve the student accounts receivable system, and
 - C. provide opportunity for development of additional computerized systems for the College.
- VI. Establish a comprehensive Harper College Job Placement Center to provide placement services for students and employment information to students and staff.
- VII. Broaden the scope of the Office Automation Task Force to:
 - A. develop a plan for office automation,
 - B. refine overall automation strategies, and
 - C. assist campus units in budgeting for the 1987-88 fiscal year.
- VIII. Expand the wellness concept by identifying, promoting and implementing additional programs for the College community.
- IX. Continue development of a College-wide asset replacement program with attention to equipment, furniture and refurbishing needs, and develop cost estimates for annual asset replacement and new equipment purchases to be included in the budget process.
- X. Complete the Space Utilization and New Facility Construction Study and develop recommendations for modifications to improve utilization of existing space. Develop recommendations regarding construction of new facilities based on findings of the Space Utilization Study.
- XI. Stabilize the financial status of the College through balanced budgets and sound financial planning.

Summary of Campus Response

Members of the Harper College community are firm in their conviction that the College can continue to accomplish its purposes and satisfy its mission. The respondents acknowledged that there are many remaining challenges but believe that the accomplishments of the past; the support of the community; the planning and governance mechanisms that are in place; the stability of faculty and administration; the resources available; the leadership that has been demonstrated and the financial management that exists all give evidence that the College can continue to make a positive and dramatic contribution to the larger community.

One other significant indication of the likelihood that Harper will continue to accomplish its purposes and satisfy its mission is the fact that the College is willing to identify areas of continuing concern with respect to the future. Many of the response committees, for example, supported the need for a thoroughly considered, carefully organized marketing effort in order that appropriate groups might be made aware of the many significant opportunities that the College is able to offer them. Likewise, the members of the committees stressed the need to continue to refine the planning process and avoid the dangers of becoming complacent as a result of current success.

Part III
Conclusions

Reflections on the Self-Study Process

The periodic self-study, which is a necessary step in the accreditation process, has presented Harper College an opportunity for its many constituencies to synthesize, reflect upon and evaluate resources and activities available for and expended in an effort to accomplish the College's mission.

Harper's 1987 *Report of the Self-Study* reflects the efforts and contributions of many members of the College community. Those who have participated in the process believe that the College satisfies each of the "General Institutional Requirements" established by the North Central Association's Commission on Institutions of Higher Education.

Harper College's Board of Trustees has formally adopted a mission statement appropriate to a post secondary educational institution. That statement is included in the Board of Trustees' *Policy Manual* and is prominently displayed in the *College Bulletin*.

Harper College offers many educational programs consistent with the College mission, and a general education component is an essential element of its principal programs.

The Harper College *Bulletin* outlines admissions policies consistent with its mission and the policies established by the Illinois Community College Act.

Harper College enrolls substantial numbers of students in programs requiring two academic years for completion.

Harper College has clearly delineated policies for the awarding of degrees and certificates upon completion of prescribed educational programs.

Harper College is authorized by the State of Illinois to award degrees and certificates in accordance with the regulations and policies of the Illinois Community College Board.

Harper College conducts the majority of its activities within the boundaries of Illinois Community College District #512. In addition, the College, with the approval of the Illinois Community College Board, participates in cooperative agreements with other agencies when they are appropriate. Such agreements are the result of official action by the Board of Trustees.

Harper College has a President who oversees a formally organized institution.

Harper College is governed by a Board of Trustees. The trustees are elected by the residents of the Community College District #512 in accordance with the provisions of the Illinois Community College Act.

Harper College's funding base is primarily a combination of local taxes, state taxes and tuition. The College prepares an annual budget which is available for public scrutiny and is acted upon in a scheduled public meeting.

Harper College's budget is subject to regular audits by independent auditors. In addition, the College must make frequent reports to the Illinois Community College Board.

Harper College provides a comprehensive Bulletin to interested individuals. In addition, the College provides a variety of specialized bulletins to those who request specific information.

Harper College graduated its nineteenth class in May, 1987.

The participants in the Self-Study process have examined the concerns included in the report submitted by the evaluating team at the conclusion of the 1980 visit. The College has responded to these concerns with a number of specific actions:

1. The Faculty Senate and administration have joined to develop a committee structure which establishes increased shared responsibility for college governance.
2. The College has taken steps to guarantee the security of student records.
3. The College has initiated televised instruction.
4. The members of the Board of Trustees have redefined the role of Trustee and have withdrawn from operational matters.
5. The two most recent two-year contract agreements have included substantial increases in the College's support for professional development.
6. The College has established a placement center and hired a director for the center.
7. The College has expanded its outreach activities.

8. Structural problems in the facilities have been resolved.
9. Remodeling efforts have resulted in added space and more attractive facilities.
10. The College has passed a referendum providing for an increase in the Education and Operations funds; sold a parcel of land which was originally projected to be a site for a second campus, and created a working cash fund. These actions have enhanced the College's fiscal position.
11. Faculty morale remains high, and instructional efforts are effective.
12. Efforts are underway to develop and implement a comprehensive recruitment, marketing and enrollment system that will be consistent with larger institutional goals.
13. The College has made substantial progress in its efforts to implement a systematic planning process.

The Self-Study has provided the members of the College community an opportunity to examine the many activities that occur in response to the College's mission and objectives. The participants have become more aware of these activities, to evaluate their impact and, incidentally, to reduce the unnecessary duplication of efforts.

In summary, the Self-Study describes an institution that is currently in a positive state. It is important that the College responds to this situation with increased efforts to plan carefully in order that the condition be maintained. Likewise, it is during this sort of period that the members of the College community must commit themselves to the kind of creative and innovative thinking that will insure that Harper College will have a continuing positive impact on the residents of the Harper District.

Appendix A

**North Central Association
of Colleges and Schools
Commission on Institutions
of Higher Education
Basic Institutional Data Forms**

Basic Institutional Data Forms

I. Data Form A — Enrollment Trends

- A. Part 1 — Full-time Enrollment
- B. Part 2 — Part-time Enrollment
- C. Part 3 — Full-time Equivalent Enrollment
- D. Part 4 — Summer Sessions Enrollment

II. Data Form B — Student Admissions, Ability and Performance Measures, and Financial Aids

- A. Part 1 — Student Admissions
- B. Part 2 — Ability Measures of Freshmen Students
- C. Part 3 — Ability Measures of Graduate Students
- D. Part 4 — Student Performance Measures
- E. Part 5 — Student Financial Aid

III. Data Form C — Instructional Staff and Faculty

IV. Data Form D — Income and Expenditures

- A. Part 1 — Current Funds Revenue by Source
- B. Part 2 — Current Funds Expenditures by Function
- C. Part 3 — Physical Plant Fixed Assets
- D. Part 4 — Institutional Indebtedness

V. Data Form E — Library/Learning Resource Center

- A. Part 1 — Selected Elements of the Collection and Transactions
- B. Part 2 — Expenditures

VI. Data Form F — Degree, Certificate and Diploma Programs

VII. Data Form G — Partial Follow-Up of Graduates

VIII. Data Form H — Study Abroad Programs

IX. Data Form I — Intercollegiate Athletics

Data Form A

Enrollment Trends

(Report for this campus only)

Total number of students (excluding duplicates) during the current and previous two academic years.

Definitions

- I. **Undergraduate** — This classification includes students enrolled in:
 - A. Bachelor's degree oriented programs which usually require at least four, but not more than five years of degree credit course work.
 - B. Associate degree programs specifically oriented toward the bachelor's degree.
 - C. Programs leading to one, two or three year certificates, diploma or associate degrees which are specifically oriented toward preparation for immediate employment.
 - D. Programs and courses taken without specific degree, transfer or employment goal. Applies only to junior or community colleges.
- II. **Graduate** — This classification includes those students who have attained a bachelor's degree or first professional degree (in dentistry, law, medicine, theology or veterinary medicine, etc.) and are enrolled in a master's specialist or doctoral degree program.
- III. **Professional** — One who is enrolled in a professional school or program which requires at least two or more academic years of previous college work for entrance and which requires a total of at least six academic years of college work for a degree; for example, one who is enrolled for a professional degree in one of the following fields: Dentistry (D.D.S.), Law (LL.B. or J.D.), Medicine (M.D.), Theology (B.D., M.Div.), Veterinary Medicine (D.V.M.), Chiropraxy or Podiatry (D.S.C. or D.P.), Optometry (O.D.) or Osteopathy (D.O.). All students in programs which require only four or five academic years of work (i.e., only four or five years beyond high school) for completion of the requirements for the degree should be reported as undergraduate. All students enrolled in work leading to a master's degree are to be reported as graduate (even though the master's degree is required in some fields, such as Library Science and Social Work, for employment at the professional level).
- IV. **Non-Credit** — Students enrolled in non-credit adult education courses in any form.
- V. **Full-Time** — Students enrolled in credit courses equal to at least 75 percent of the normal full-time load.
- VI. **Part-Time** — Students enrolled in credit courses equal to fewer than 75 percent of the normal full-time load.
 - A. Part-time resident — Students at the reporting campus enrolled in courses equal to fewer than 75 percent of the normal full-time load.
 - B. Extension — Students enrolled in courses at locations away from the reporting campus equal to fewer than 75 percent of the normal full-time load. Excludes resident and non-credit enrollees.
- VII. **Unclassified** — Students who cannot be classified by level. Applies only to senior institutions.

Data Form A — Part 1
Full-Time Enrollment
Opening Fall Enrollment for Current Academic Year and Previous Two Years
(Report for this campus only)

Estimated

	1985-86	1984-85	1983-84
Undergraduate — Bachelor's oriented (Definitions I, A & B)	2126	2216	459*
Freshman — Occupationally oriented (Definition I, C)	941	1117	238*
— Undeclared (Definition I, D — Junior or Community Colleges only)			
— Bachelor's oriented (Definitions I, A & B)	480	530	1562*
— Occupationally oriented (Definition I, C)	330	381	1136*
— Undeclared (Definition I, D — Junior or Community Colleges only)	2527	1670	1270*
Junior			
Senior			
Total Undergraduate	6404	5914	4665*
Graduate			
Master's	NA	NA	NA
Specialist			
Doctoral			
Total Graduate			
Professional (by degree)			
Total Professional			
Unclassified (Senior institutions only)			
Total Unclassified			
Total All Levels			

*Data may be incorrect due to computer error.

Data Form A — Part 3

Full-Time Equivalent Enrollment
Opening Fall Enrollment for Current Academic Year and Previous Two Years
 As defined by the institution — Report for this campus only

	1985-86	1984-85	1983-84
Undergraduate (See definitions I.A thru D)	6962.0	7650.5	8642.9
Graduate (See definition II)			
Professional (See definition III)			
Total	6962.0	7650.5	8642.9

Data Form A — Part 4

Summer Session Enrollment
Most Recent Sessions and Previous Two Years
 Report for this campus only

	1985-86	1984-85	1983-84
Total Undergraduate	9,415	10,742	11,984
Total Graduate			
Total	9,415	10,742	11,984

Student Admissions
Opening Fall Enrollment for Current Academic Year
and Previous Two Years
 (Report for this campus only)

Provide as much of the following information as is available about applicants for admission in the current and previous two academic years. If exact figures cannot be supplied, careful estimates may be given. Students enrolled in a previous year should not be included as applicants in a subsequent year.

Undergraduate and Graduate

	1985-86	1984-85	1983-84	
F R E S H M A N	Number of applicants with complete credentials for admission to the freshman class	5142	5471	6068
	Number of applicants accepted	5142	5471	6068
	Number of freshman applicants actually enrolled	3754	3851	4151
T R A N S F E R	Number of applicants with complete credentials for admission with advanced standing (transfer)	1470	1187	1362
	Number of advanced-standing undergraduate applicants accepted	1470	1187	1362
	Number of advanced-standing undergraduate applicants actually enrolled	1250	1009	1158
M A S T E R S	Number of applicants with complete credentials for admission to master's program			
	Number of applicants accepted for master's program			
	Number of applicants actually enrolled in master's program			
S P E C I A L I S T	Number of applicants with complete credentials for admission to specialist programs			
	Number of applicants accepted for specialist programs			
	Number of applicants actually enrolled in specialist programs			
D O C T O R A L	Number of applicants with complete credentials for admission to doctoral programs			
	Number of applicants accepted for doctoral programs			
	Number of applicants actually enrolled in doctoral programs			
P R O F E S S I O N A L	Number of applicants with complete credentials for admission to professional programs			
	Number of applicants accepted for professional programs			
	Number of applicants actually enrolled in professional programs			

Data Form B — Part 2

Ability Measures of Freshmen Students
(Report as applicable for this campus only)

A. Class ranking of entering freshmen

Percent in top 10% of high school class	<u>9%</u>
Percent in top 25% of high school class	<u>17%</u>
Percent in top 50% of high school class	<u>36%</u>
Percent in top 75% of high school class	<u>30%</u>

B. SAT scores for entering freshmen

Class average SAT score on Verbal	_____	Mathematical	_____
Percent scoring above 500 on Verbal	_____	Mathematical	_____
Percent scoring above 600 on Verbal	_____	Mathematical	_____
Percent scoring above 700 on Verbal	_____	Mathematical	_____

C. Mean ACT scores for entering freshmen (1985-86)

Composite	<u>16.38</u>
Mathematics	<u>14.78</u>
English	<u>15.78</u>
Natural Sciences	<u>19.64</u>
Social Studies	<u>14.82</u>

D. Other tests used for admission or placement

Test name _____

Mean or composite _____

Range _____

Data Form B — Part 3

Ability Measures of Entering Graduate Students
(Report as applicable for this campus only)
Current year only

A. Graduate Record Examination
(for total Graduate School
excluding professional schools) _____ Range
High _____ Low _____

B. Miller Analogies Test
(for total Graduate School
excluding professional schools) _____ Range
High _____ Low _____

C. On separate sheet, indicate other test data
used for admission.

Data Form B — Part 4

Student Performance Measures
(Cognitive or Affective)

On separate sheet, indicate available data which describe longitudinal growth and development of undergraduate students while attending the institution (comparative data which indicate student change or progress toward institutional goals).

The Director of Planning and Research conducts continuing studies which describe longitudinal development of Harper students. The most recent study is *Longitudinal Study of Performance of Students Entering Harper College — 1975-1985*. The first such study was completed in 1972 and examined the progress of students from 1967 (the opening year of Harper) to 1972. Thereafter such studies have been conducted on a yearly basis.

There are separate analyses of those who began as full-time students and those who began as part-time students. The studies examine grade point averages, number of semesters attended, number of hours accumulated and graduation trends.

Data Form B — Part 5

Undergraduate Student Financial Aid
(Report for this campus only and current year only)

Source of Funding		Total Amount	Number of Students Aided
Federal	— Grants & Scholarships	\$356,706	402
	— Loans	43,306	43
	— Employment	23,306	22
State	— Grants & Scholarships	157,032	368
	— Loans	444,174	223
Institutional	— Grants & Scholarships	42,000	73
	— Loans	1,600	4
	— Employment	324,460	414
From Other Sources	— Grants & Scholarships	26,769	45
	— Loans	5,000	2
Unduplicated Number of Undergraduate Students Aided			1273
Number of Students Receiving Institutional Athletic Assistance			0
Percentage of Institutional Aid for Athletic Assistance			0

Graduate Student Financial Aid
(Report for this campus only and current year only)
Do not include professional students

Source of Funding		Total Amount	Number of Students Aided
Federal	— Grants & Scholarships	NA	NA
	— Loans		
	— Employment		
State	— Grants & Scholarships		
	— Loans		
Institutional	— Grants & Scholarships		
	— Loans		
	— Employment		
From Other Sources	— Grants & Scholarships		
	— Loans		
Unduplicated Number of Graduate Students Aided		0	

Data Form C

**Instructional Staff and Faculty
 Number, Degree and Salary**
 (Report for this campus only)

Include only personnel with professional status who are primarily assigned to Resident Instruction and Departmental or Organized Research. Exclude all nonprofessional personnel and those professional personnel whose primary function is NOT resident instruction, departmental research or organized research.

Fall 1986

	Number full-time	Number part-time	Full-Time Faculty & Staff							Full-Time Salary		
			Highest Degree Earned							Mean	Range	
			Diploma, Certificate or none	Associate	Bachelor's	1st Professional	Master's	Specialist	Doctoral		High	Low
											9 Month Only	
Professor	53						5		48	\$46,186	\$47,304	\$37,944
Assoc. Professor	84				3		66	3	12	39,107	40,925	32,827
Asst. Professor	33				7		21	1	4	31,563	36,540	25,039
Instructor	19		1	3	5		9		1	26,375	31,615	20,992
Teaching assts. & other teaching pers.												
Research staff & research assts.												
Undesignated rank		604										
Number of instructional staff added for current academic year	2											
Number of instructional staff employed in previous academic year, but not reemployed for current academic year	2											

Data Form D

Income and Expenditures
 (Report for this campus only)

This report should cover the last **completed fiscal year**. An institution which closes its books at some date other than June 30 should use its own fiscal period and state the date of closing its books. Where the fiscal year ends on September 30 or later, use the previous fiscal year.

Accounts kept in conformity with the recommendations of the National Committee on the Preparation of the *Manual of College and University Business Administration* will lend themselves readily to the completion of this report.

Fill in each item in the report form, using zero where there is nothing to report. Please give totals for checking purposes.

Enter figures to the nearest dollar.

An institution maintaining separate corporations for the management of service enterprises (dormitories, bookstores, athletics, etc.) or for other purposes should include the operations of such corporations in this report.

Indicate by check mark whether:

1. Income is reported on cash basis _____ or accrual basis .

2. Expenditures are reported on cash basis _____ or accrual basis .

Cash basis: Items are reported as income and as expenditures only when cash is received or made available to the institution and when it is paid out.

Accrual basis: Income is taken into the accounts as it becomes due the institution or when a bill is rendered; expenditures are taken into the accounts when obligations are incurred.

Data Form D follows the format developed by the United States Office of Education, which the institution will use in completion of the HEGIS report.

As an alternative, a comparable financial report may be submitted.

Data Form D — Part 1

Current Funds Revenue by Source
Last Completed Fiscal Year and Previous Two Years

Source	Amount		
	1985-86	1984-85	1983-84
A. Education and General (Sum of lines 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 & 11)	24,954,777	22,575,627	22,322,356
1. Student Tuition and Fees	7,119,514	7,619,473	7,843,436
Percent of Total Educational and General	28.53	33.75	35.14
2. Governmental Appropriations (Sum of lines 2,a,b,c)	17,414,114	14,373,492	13,814,461
Percent of Total Educational and General	69.78	63.67	61.89
a. Federal Government	7,354	260,297	202,166
b. State Government	6,867,303	6,239,410	5,775,540
c. Local Government	10,539,457	7,873,785	7,836,755
3. Endowment Income	0	0	0
Percent of Total Educational and General	0	0	0
4. Private Gifts	0	0	0
Percent of Total Educational and General	0	0	0
5. Sponsored Research (Sum of Lines 5, a - e)	0	0	0
a. Federally Funded Research and Develop. Centers			
b. Other Federal Government			
c. State Government			
d. Local Government			
e. Nongovernmental			
6. Other Separately Budgeted Research	0	0	0
Percent of Total Educational and General	0	0	0
7. Other Sponsored Programs (Sum of lines 7, a - d)	0	0	0
Percent of Total Educational and General	0	0	0
a. Federal Government			
b. State Government			
c. Local Government			
d. Nongovernmental			
8. Hospitals — Public Service Only	0	0	0
Percent of Total Educational and General	0	0	0
9. Other Organized Activities of Educational Depts.	0	0	0
Percent of Total Educational and General	0	0	0

Data Form D — Part 1

Current Funds Revenue by Source (cont.)

Source	Amount		
	1985-86	1984-85	1983-84
10. Sales and Services of Educational Departments	19,675	60,574	15,594
Percent of Total Educational and General	.08	.27	.07
11. Other Educational and General	401,474	522,088	648,865
Percent of Total Educational and General	1.61	2.31	2.90
B. Student Aid (Sum of lines 1 - 6)	2,519,707	1,787,211	1,669,168
Percent of Total Current Funds Revenue	8.10	6.38	6.09
1. Federal Government	372,814	343,198	367,061
2. State Government	932,412	481,233	420,549
3. Local Government	291,097	239,513	44,319
4. Private Gifts and Grants	413,218	426,333	514,383
5. Endowment Income	0	0	0
6. Other	510,166	296,934	322,856
C. Auxiliary Enterprises (Sum of lines 1, 2 & 3)	3,610,152	3,674,848	3,423,980
Percent of Total Current Funds Revenue	11.61	13.12	12.50
1. Housing		0	0
2. Food Services	449,685	2,920,930	2,690,171
3. Other Auxiliary Enterprises	3,160,467	753,918	733,809
D. Total Current-Funds Revenue (Sum of items A, B & C)	31,084,636	28,037,686	27,415,504

Data Form D — Part 2

Current Funds Expenditures by Function
Last Completed Fiscal Year and Previous Two Years

Source	Amount		
	1985-86	1984-85	1983-84
A. Total Education and General (Sum of lines 1 - 9)	27,470,744	24,923,973	24,623,713
1. Instruction and Departmental Research	13,283,713	12,375,323	12,596,853
Percent of Total Educational and General	48.36	49.65	51.16
2. Extension and Public Service	341,569	475,494	197,063
Percent of Total Educational and General	1.24	1.91	.80
3. Libraries	2,001,004	1,771,806	1,661,557
Percent of Total Educational and General	7.28	7.11	6.75
4. Physical Plant Maintenance and Operation	4,434,199	4,009,677	4,021,929
Percent of Total Educational and General	16.14	16.09	16.33
5. General Administration, General Institutional Expense and Student Services	7,410,259	6,291,673	6,146,311
Percent of Total Educational and General	26.98	25.24	24.96
6. Organized Activities Relating to Educational Depts.			
Percent of Total Educational and General			
7. Organized (sponsored & other separately budgeted) Research			
Percent of Total Educational and General			
8. Other Sponsored Programs			
Percent of Total Educational and General			
9. All Other Educational and General			
Percent of Total Educational and General			
B. Total Student Aid (Combined with A)			
C. Total Auxiliary Enterprises (Sum of lines 1, 2 & 3)	3,805,958	3,865,039	3,638,495
1. Housing			
2. Food Services	545,458		
3. Other Auxiliary Enterprises	3,260,500	3,865,039	3,638,495
D. Current Funds Expended for Physical Plants Assets Not Included Above		12,683	19,746

Data Form D — Part 3

**Physical Plant Fixed Assets by Beginning and Ending Values
and Additions and Deductions during Fiscal Year**

June 30, 1986

Balance and Transaction	Type of Asset				Total
	Land	Improvements	Buildings	Equipment	
1. Book Value of Plant Fixed Assets at Beginning of Fiscal Year	4,791,720		33,424,513	9,773,397	47,989,630
2. Additions to Plant Fixed Assets during Year (Sum of lines 2, A-D)					
A. By Expenditures	39,894		140,818	665,526	846,238
B. By Gift-In-Kind from Donor					
C. By Reappraisal of Plant Value					
D. By Other Additions					
3. Deduction from Plant Fixed Assets during the Year	0		0	94,049	94,049
4. Book Value of Fixed Assets at End of Fiscal Year	4,831,614		33,565,331	10,344,874	48,741,819

Data Form D — Part 4

Institutional Indebtedness

Amount of indebtedness at the end of each of the last five fiscal years. Exclude annuity contracts for which the institution maintains an adequate reserve. Exclude short-term debt incurred in anticipation of accrued income which permits liquidation of the debt within the subsequent financial year. (Indicate indebtedness which is self-liquidating.)

	Total Amount of Debt to Outside Parties		Plan for Liquidating Debt
	For Capital Outlay	For Operations	For Operations
1985-86	2,500,000	383,171	
1984-85	2,000,000	801,861	
1983-84	3,360,000	188,100	
1982-83	4,720,000	0	
1981-82	4,720,000	0	

Data Form E — Part 1

Library/Library Learning Resource Center

Present data where applicable or substitute proper HEGIS form
 Report for current year and previous two years and for this campus only

Selected Elements of the Collection & Transactions	1985-86	1984-85	1983-84
1. Number of book titles	84,991	83,406	82,224
2. Number of physical units of microforms, especially microfiche and microfilm. Estimate if necessary.	27,355	24,833	13,222
3. Number of titles of catalogued non-print media, i.e., films, film-loops, filmstrips, slides, videotapes and disc and tape recordings. Estimate if necessary.	10,909	10,361	9,550
4. Number of periodical titles	750	739	744
5. Number of newspapers	30	24	22
6. Number of other (non-periodical) serial titles	N/A	N/A	N/A
7. Student use of book collection — number of books in circulation annually among students divided by the number of students enrolled. (FTE)	1.35	1.40	1.40
8. Student use of reserved books — number of books in circulation annually among students divided by number of students enrolled. (FTE)	.6	.4	.6
9. Student use of non-print materials — number of non-print media units (filmstrips, tapes, etc.) used annually (in the library/center or outside if checked out) by students enrolled. (FTE) Estimate if necessary.	1.4	1.3	1.5
10. Faculty use of book collection — number of books in circulation annually among faculty divided by the number of faculty. (FTE)	N/A	N/A	N/A

Data Form E — Part 2

Library/Library Learning Resource Center Expenditures

Present data where applicable or substitute proper HEGIS form
 Report for current budget & actual expenditures for previous two years
 and for this campus only

Operating Expenditures	Current	Actual	
	1985-86	1984-85	1983-84
1. Total salaries, before deductions, of regular center staff	923,607.05	857,958.71	811,211.65
2. Salary equivalents of contributed-service staff	0	0	0
3. Total wages paid to students and other hourly assistants	64,285.97	63,567.32	84,409.09
4. Expenditures for purchase of books and other printed library materials	109,944.33	110,987.53	106,757.01
5. Expenditures for non-print media	50,742.95	44,649.82	35,675.10
6. Expenditures for binding and rebinding	3,124.14	8,258.46	5,965.38
7. Expenditures for on-site production of materials	25,000.00	30,000.00	30,000.00
8. Other operating expenditures (including replacement of equipment and furnishings but excluding all capital outlay)	174,863.48	170,339.18	205,538.72
9. TOTAL (Sum of lines 1 - 7)	1,176,704.44	1,115,421.84	1,074,018.23
Estimated cost of items which, though not charged to Library/Center accounts, constitute Library/Center materials and services			
10. Binding			
11. Automation Services			
12. Other (Specify)			
Student and Other Hourly Assistance			
13. Annual total number of hours of student assistance	16,071	15,892	21,102
14. Annual total number of hours of other hourly assistance			

Data Form F

Degree, Certificate and Diploma Programs
 Current Academic Year and Previous Four Years
 (Report for this campus only)

Certificates, diplomas and degrees offered by the institution; curricula or areas of concentration leading to each certificate, diploma or degree; number of students graduated in the past four years and number preparing to graduate this year. Include all fields or subjects in which a curriculum is offered. If degree programs were not in effect during one or more of the years, please so indicate. Use additional pages if necessary.

Certificate, Diploma or Degree	Curriculum or Major	Graduates in Program		
		1985-86	1984-85	1983-84
AAS — Associate in Applied Science	Accounting Aide	6	5	12
	Refrigeration & Air Conditioning Tech	14	17	15
	Architectural Technology	8	8	11
	Child Development	11	15	27
	Data Processing Technology	45	46	47
	Dental Hygiene	27	20	21
	Electronics	15	21	21
	Fashion Design	12	10	20
	Fire Science Technology	3	5	3
	Food Service Management	21	14	14
	Interior Design	23	33	26
	Journalism	7	1	4
	Legal Technology	23	19	22
	Legal Secretary	7	7	8
	Marketing/Management	22	17	21
	Medical Office Assistant	9	11	11
	Nursing	106	115	119
	Executive Secretarial Development	13	18	19
	Supervisory & Admin. Management	14	15	15
	Criminal Justice	29	28	34
	Banking, Finance and Credit	5	3	5
	Dietetic Technician	6	16	13
	Park & Grounds Operation Management	3	4	7
	Material Management	11	3	7
	Mechanical Engineering Option	9	11	10
	Real Estate	1	—	1
	Fashion Merchandising	16	23	7
	Horticulture	7	4	3
	Cardiac Exercise Tech	5	18	3
	Bank and Saving Assoc.	—	—	3
	Dig Ele Microp	14	7	7
	Assoc. of Appl. Science Unspecified	—	2	—
Financial Mgt. Option	1	—	—	
Com. Credit Mgt. Option	1	—	—	
Certificate — Occupational/ Career (30 Hrs. +)	Baking	9	7	4
	Cooking	7	7	10
	Nursing	55	14	18
	Operating Room Technician	14	15	11
	Word Processing	5	2	2
	Banking, Finance and Credit	—	2	—
	Pharmacy Technician	5	9	8
	Medical Office Assistant	7	—	7
	Medical Transcriptionist	2	1	—
	Data Processing — Clerical	—	—	1
	Assoc. of Appl. Science Unspecified	—	1	—
	Refrigeration and Air Conditioning	6	2	10
	Accounting Aide	6	13	9
	Architectural Technology	5	1	6
	Child Development	13	14	18
	Data Processing — Technical	37	38	63
	Electronics	25	16	26
	Fashion Design	2	1	3
	Fire Science Technology	—	2	3
	Food Service Management	2	1	—
	General Office Assistant	2	—	3
	Industrial and Retail Security	—	3	3
	Legal Technology	8	19	30
	Mechanical Drafting	2	1	1

Data Form F — Continued

Degree, Certificate and Diploma Programs

Certificate, Diploma or Degree	Curriculum or Major	Graduates in Program			
		1985-86	1984-85	1983-84	
Certificate — Occupational/ Career (30 Hours) — Continued	Mechanical Technician	5	3	2	
	Medical Transcriptionist	—	1	3	
	Numerical Control Technician	2	—	3	
	Real Estate	1	—	1	
	Secretarial	3	6	3	
	Supervisory and Admin. Management	18	13	22	
	Criminal Justice	8	6	6	
	Material Management	33	42	41	
	Clerical-Typist	—	2	—	
	Clerical	—	2	1	
	Accounting Clerk	2	5	5	
	Accounting — Payroll	3	5	—	
	Heating Service	7	10	8	
	Refrigeration Service	5	3	6	
	Residential Comfort System	5	—	2	
	Data Processing — Computer Operator	4	3	2	
	Banking, Finance and Credit	—	—	2	
	Retail Merchandising	—	2	2	
	Industrial Sales Management and Devel.	5	2	2	
	Production Welding	—	—	3	
	Machinist	2	—	3	
	Certified Professional Secretary	1	1	4	
	Word Processing Operator	6	—	3	
	Dig ELE Microp	15	4	9	
	Production Engineering Technician	1	1	—	
	Park and Grounds Operation Management	2	1	—	
	Horticulture	—	1	—	
	Building Codes and Enforcement	4	1	—	
	Data Processing — Microcomputers	1	—	—	
	Associate of Arts	Fine and Applied Arts	10	24	33
		Business and Management	204	186	206
		Education	25	13	15
		Liberal Arts	209	176	191
Music		4	8	7	
Foreign Language		2	1	3	
Speech		5	2	5	
Letters		4	7	3	
Social Science		57	42	34	
General Education		26	9	3	
Associate in Science	Architecture	2	1	—	
	Civil Engineering	1	2	—	
	Math	32	16	27	
	Science	80	86	59	
	Chemical Engineering	—	—	3	
	Chemistry	6	3	3	
	Medicine	6	1	3	
	Physics	—	1	1	
	Engineering	34	32	35	
	Physical Science	—	3	—	
	Biological Science	38	24	18	
	Health Education	2	3	1	
	Dentistry	1	—	—	
Pharmacy	2	—	—		

Data Form G

Partial Follow-Up of Graduates

(Complete as applicable for your institution or submit similar descriptive data.
 Provide yearly totals for last three years. Report for this campus only.)

A. Certificate or Diploma Graduates

Graduates of Programs Explicitly Designed to Prepare for Immediate Employment

Year of Graduation	Number of Graduates	No. Employed in Occup. Directly Related to Program Preparation	No. Employed in Occup. Not Related to Program Preparation	No. Continuing Their Education	Other; e.g., Married, Military Service
1983-84	369	174	97	58	16
1984-85	283				
Spring, '86	345				

B. Associate Degree Graduates

Graduates of Programs Explicitly Designed to Prepare for Immediate Employment

Year of Graduation	Number of Graduates	No. Employed in Occup. Directly Related to Program Preparation	No. Employed in Occup. Not Related to Program Preparation	No. Continuing Their Education	Other; e.g., Married, Military Service
1983-84	536	250	139	82	23
1984-85	516				
Spring, '86	494				

Graduates of Programs Explicitly Designed for Transfer to a Senior Institution

Year of Graduation	Number of Graduates	Number Transferring	No. Remain. Senior Institution after First Semester	Number Immediately Employed	Other; e.g., Married, Military Service
1983-84	650				
1984-85	640		458	145	37
Spring, '86	748				

Sections C-F not applicable

Data Form H

Study Abroad Programs

Study Abroad Programs Administered by the College

List all study abroad programs (semester, junior year and branch campus) a) which the institution administers and b) through which students gain academic credit.

Program/Site(s)	# of Students		Program Length	Maximum # of Credits Possible	# of Faculty & Staff On-Site		Date of Most Recent Program Evaluation
	From Your Institution	From Other Institutions			Drawn from Campus Staff	Off-Campus Staff Only	
Not applicable							

Other Study Abroad Programs Available to Your Students

List all study abroad programs a) through which your participating students automatically receive credit but b) which are administered by other institutions.

Program/Site/Sponsor	# of Your Students			Maximum # of Credits
	1986-87	1985-86	1984-85	
Illinois Consortium for International Study (ICIS) — London, England	14*			16
*Program began Spring, 1987				

Data Form I

Intercollegiate Athletics

Intercollegiate athletic programs (as opposed to intramural and/or physical education programs) involve
 a) formal agreements (association, league) to compete with other institutions, b) student athletes identified
 as members of a particular team and c) professional staff.

Provide Name(s) of Intercollegiate Athletic Associations in Which the Institution Holds Membership:
 National Junior College Athletic Association
 North Central Community College Conference of Illinois

For Most Recent Academic Year										Operating Budget for Intercollegiate Athletic Programs		
# of Students Participating in Intercollegiate Athletic Programs		# of Athletic Scholarships		Mean Amount of Scholarships		# of Scholarship Students Completing Degrees		# of Staff (Use FTE)		1985-86	1984-85	1983-84
Men	Women	Men	Women	Men	Women	Men	Women	Men	Women			
190	90	0	0	0	0	0	0	5	3	\$172,533	\$149,719	\$142,595

Appendix B

Evaluative Comments

Provided in Response to
Draft I — North Central Self-Study
(Compiled April, 1987)

The following pages include all of the responses provided by the members of the Campus Response Committee on behalf of their various constituencies. The responses have been grouped according to questions and on the basis of similarity of focus and reflect the original language of individual committee reports.

NCA Evaluative Criteria

I. The institution has clear and publicly stated purposes, consistent with its mission and appropriate to a postsecondary educational institution.

Evaluative Questions

1. Does Harper College have a clearly stated and widely understood mission?

A. The College mission statement (College Policy Manual, page 2) needs to be rewritten to include the programs for the underprepared student. In lieu of a complete revision, if that be unacceptable, a recommendation for minimum change is the insertion of the word "preparatory" in the first sentence of the mission statement as follows:

The mission of William Rainey Harper College, as part of the system of public community colleges in Illinois, is to provide to District No. 512 residents a comprehensive postsecondary education which includes transfer, career, preparatory, and continuing education programs.

B. Yes, but students continue to inquire, "When is Harper going to become a four-year college?"

C. Yes, but examine for currency as far as terminology, and consistence of use in other documents of the College.

D. The mission is clearly stated, but not necessarily understood within the College or the community. The community still asks when Harper will become a four-year school. The Harper community is unclear on the emphasis regarding career, transfer, and continuing education.

E. Summary: There is a clearly stated mission but there are some questions about how widely it is understood and about how reflective it is of certain educational efforts.

- clear; how are SP/S, adult education, developmental education reflected?

- clear; congruent with College goals

- clear; not necessary that all understand it

- stated frequently

- yes; but community keeps asking when we'll be four year

- yes; what does innovative, education leadership mean?

- yes; not understood; tension between transfer and other areas

F. The mission is clearly stated, but we feel the public does not always clearly understand our mission; for instance, faculty members are still often asked *when* (not *if*) Harper will become a four-year institution.

G. The mission is clearly stated. It is understood by most faculty, staff and administrators. It is not fully understood by the public who don't understand the career and continuing education programs and who ask when the transfer program will be expanded to four years.

H. The mission statement is clearly stated, but it may not be widely understood by all faculty or by the public (e.g., the difference between the three degrees).

I. The mission of the College is clearly stated but not widely understood by the public. More emphasis must be made to promote the concept of academic excellence and advise the public of services and special programs available.

J. Harper College does have a clearly stated mission and it is widely understood by the majority of the faculty.

K. Yes.

L. Yes.

M. Yes, the mission statement is clearly stated and found in the Board of Trustees *Policy Manual*, the *College Bulletin* and the *Faculty Handbook* as well as other College publications.

N. Yes.

O. Yes.

P. Yes.

Q. Yes.

R. Yes.

S. Yes.

T. Yes.

2. Does Harper College have clear and publicly stated purposes that are consistent with the College's mission?
- A. The purposes are publicly stated though there is some inconsistency between those stated in the *Bulletin* and those in the *Board Policy Manual*. They appear to be consistent with the mission.
 - B. Yes; however, Harper College has very active programs in extracurricular activities which complement the learning experiences for students. These programs do not appear to be addressed in the objectives listed in the *Policy Manual*.
 - C. The purposes are publicly stated though there is some inconsistency between those stated in the *Bulletin* and those in the *Board Policy Manual*. They appear to be consistent with the mission.
 - relate; what is general education; #4 repeat of 1, 2, 3; what of other services: LRC, Tutor, D.S.S., Career, etc.
 - appears so
 - some relationship
 - stated, who has time to compare purposes and mission?
 - yes
 - yes
 - inconsistently stated (*Bulletin* and *Board Manual*);
 - "disadvantaged student," remedial not mentioned in *Bulletin*
 - D. Yes; however, *purposes* should be the same as contained in the Harper College *Policy Manual*.
 - E. Yes; the ten objectives that are stated in the *Policy Manual* and the *Faculty Handbook* are consistent with the College's mission. However, these objectives are found in fewer number and in different form in the *College Bulletin* and Draft I of the North Central *Self-Study*.
 - F. The objectives as stated in the *College Bulletin* are clear and consistent with the mission statement.
 - G. The Committee felt that the mission and policy were clearly stated. It was noted that the College catalog does reflect the purposes of Harper College and these are consistent with its mission.
 - H. Yes.
 - I. Yes.
 - J. Yes. They are published in the *College Bulletin*.
 - K. Yes.
 - L. Yes.
 - M. The Cultural Arts committee suggests that there should be a separate objective for cultural enrichment opportunities. In addition, we noticed a lack of emphasis in the area of Wellness/ Recreation.
 - N. The *Self-Study* first draft contains the edited version of the College objectives that appears in the *College Bulletin*. The original version found in the *College Policy Manual* (pp. 3 and 4) should be included. The following changes also need to be made in the objectives as they appear in the *Policy Manual*:
 - 1) Rewrite objective #5, "To provide adult education and remedial instruction," to read as follows:
To offer opportunities for capable but underprepared students to develop the skills and attitudes needed for successful college-level work.
 - 2) Add a new objective as follows:
To offer opportunities for adults in the community to initiate or to continue a collegiate education.

The Harper College *Bulletin* contains an edited version of the College objectives and does not include any reference to educational programs for the underprepared student. The *Bulletin* needs to be revised so that it reflects the additions to and changes in the educational programs, and it gives clear and accurate information to current and prospective students.
 - O. Yes. Harper College has clear and publicly stated purposes that are consistent with the College's mission; however, the College needs to recognize that wellness is a new institutional goal and should be incorporated in its purposes.
 - P. Yes but weak in some areas; for example, more emphasis should be put on vo-tech programs and services to the community.
 - Q. Yes; however, the health and safety issue needs to be stated in these purposes, i.e., provide a safe environment for the Harper community.

3. *How do the College's mission and purposes contribute to and reflect the particular strengths of the College?*
- A. The College is rightly recognized for the quality of its transfer program. Career programs are well regarded by district employers. The College's counseling services are a strength.
 - B. The Committee felt that the strong transfer programs, the highly skilled technical and vocational programs, the varied and diverse continuing education offerings, and the wide range of resources make up the particular strengths of Harper College. The Committee came to this conclusion based on follow-up studies indicating that transfer students perform very well upon moving on to four year institutions and that students are able to obtain employment upon graduation from vocational programs.
 - C. The College's mission and purposes contribute to and reflect the strengths of the College by emphasizing and defining the opportunities for students that are in keeping with their individual goals. These goals may be transfer education, vocational training or personal enrichment.
 - D. Harper graduates are entering their chosen fields.
Follow-up studies show that Harper students do well in four-year institutions.
Harper administration and faculty are committed to academic excellence.
 - E. There was a general consensus that the College is providing a comprehensive postsecondary education and meeting its goal of academic excellence.
 - transfer, career and continuing education are strong; have resources
 - academic excellence, service and education leadership are strengths
 - primarily a teaching college
 - general education and transfer emphasized — are strong
 - tri-part mission reflects balanced needs; need cultural center and a theater
 - fulfills each part of mission
 - strong in transfer, adult education and vocational; not providing innovative leadership that much
 - F. The mission and purposes (objectives) and the comprehensive services and programs that support the mission reflect the strengths of the College. The specific nature of the purposes outlines exactly how this mission is accomplished in a manner that is easily understood.
 - G. The main strength of the College is its faculty and support staff who together contribute to the College's mission and purpose.
 - H. Our publications reflect well on the caliber of students and the quality of the education and commitment to excellence at Harper.
 - I. The mission and objectives of the College reflect a comprehensive College which attempts to be responsive to the community it serves.
 - J. The College is strong in its three missions: transfer, career/vocational and continuing education.
 - K. We serve a wide variety of needs from career to baccalaureate oriented students of all age levels and backgrounds. The mission allows flexibility to quickly meet the needs of the community.
 - L. Confusing question!
 - M. The College has the resources to implement programs that are currently meeting specific purposes of the College. We recognize the wide range of resources and the mission and purposes help us maintain that broad view. The committee is concerned with how the question is stated. Should it not state: How do the strengths of the College reflect the purposes and missions of the College?
 - N. The College has resources to implement programs that are currently meeting specific purposes of the College. We need to consider additional resource to implement wellness activities.
 - O. Yes, there should be more emphasis placed on extracurricular activities and cultural arts as life enrichment.

4. *Are there concerns about mission and purposes that must be addressed?*

- A. The Institutional Planning Committee and the Board of Trustees regularly review the mission and the purposes and set goals accordingly, based on wide input and participation from the entire College community. The unclear emphasis of the mission could be addressed as the flexibility of career programs has been.
- B. No. Harper is doing a good job of defining its mission and purposes. However, we feel that in the future we must be prepared to redefine our mission and purposes in accord with changes in the community we serve (e.g., demographic shifts, ethnic/racial shifts, and other changes in the student population and the student marketplace).
- C. The College must continually seek to educate the users about the mission and purpose of the College.
- D. No. The committee is concerned, however, whether the defined mission and purposes truly reflect the intentions and needs of the student body or whether it more clearly states the administration's and faculty's definition.
- E. Recommend that the mission of Harper and purposes be reviewed periodically (five years). Also, the mission and purposes need to be communicated to faculty, staff and community on a regular basis.
- F. It should be a major concern that the mission and purpose of the College be as well known to the community as they are to the College. More marketing of the College is necessary.
- G. The College should address:
- Objective 6 (p. 14 — *Bulletin*): there is not sufficient staff to adequately counsel each individual student,
 - Objective 7: availability and cost of facilities and services may not "encourage" campus use by the public
 - New objective: the Assessment and Testing Committee has recommended: opportunities for "capable but underprepared students to develop skills and attitudes"
 - We need additional low-tech vocational programs.
- H. Mission statement does not reflect the entire scope of the educational programs of the College. Omissions include the entire area of assessment and developmental studies.
- I. Need to highlight continuing self-research to keep abreast of needs of the community. Concern exists over where assessment takes place — before or after admission — and how the incorporation of assessment results affects institutional mission and purpose as it pertains to the individual students.
- J. There was some concern that the vocational programs that are offered at Harper require a high level of technical skills. It seems that vocational programs that are less rigorous are not being offered. Therefore, there may be a segment of the community that is being overlooked. Specifically, it was pointed out that there seems to be a lack of programs for the handicapped.
- K. Due to expanding concerns over environmental health and safety issues, it is necessary to continue to update objectives and purposes relative to the changing needs of the Harper community.
- L. The IWC Committee is uncertain as to the wellness concept place in the College mission and purposes, i.e., has the College accepted this philosophy.
- M. Page #9 of North Central *Self Study Report*: Objective 7
The Cultural Arts Committee suggests the elimination of the word "cultural" so that the objective would read:
To encourage the use of its facilities and services for educational purposes by all citizens of the community.
(It might be useful to say ". . . educational and recreational purposes")
Rationale: Current facilities available for cultural activities on campus are already overly taxed by Harper events. Making campus facilities available for community cultural events interferes with Harper scheduling.

- N. The mission and purpose (objectives) that are found in the *Policy Manual* seem adequate for the time period when they were developed, but are not complete at this time. Additions such as attention to community and economic development, which is currently a focus of the state of Illinois, should be made to reflect new opportunities.

It would seem appropriate to review the College's mission and purpose every five years to determine if they continue to be relevant in their present form.

- O. Cont. Educ, Womens' Prog, AED, ESL — need to be emphasized.

P. Summary:

Several concerns were expressed regarding the current mission and purposes. These include:

- 1) Reviewing emphasis on our role as a "community college"
 - responsive to all groups, especially the growing number of nontraditional, adult and under-prepared students
- 2) Advising statement is unrealistic
- 3) Reflecting departments and services that are overlooked: library, Special Programs and Services.
 - need to better reflect true population: fewer traditional students, more adults and those who need pre-college work
 - advising cannot be provided to every person by 14 counselors
 - implementation and direction not as clear as possible
 - upgrading/retraining — not enough emphasis; nothing mentioned re: the library
 - second paragraph of mission could be deleted adding "at a reasonable cost" to the end of the first sentence in paragraph one
 - liberal arts exalted over other priorities; renew emphasis on "community college" responsive to all groups; maintain tension between access and excellence

II. The institution has effectively organized adequate human, financial and physical resources into educational and other programs to accomplish its purposes.

Evaluative Questions

1. How, and to what degree, does the College's governance system assist or hinder the College's efforts to satisfy its mission and purposes?

- A. Governance system has allowed the committee to function and look for areas that need to be addressed. Some lack of coordination, recognition and lack of input exist in policies that affect the committee.
Committee still unsure of responsibility in regard to total College matters relating to environmental issues — where in College command do we fit? — are we sounding board/watch dog for campus?
- B. When the governance system makes decisions and changes and/or sets policy without the input of staff it always hinders the College's mission and purpose.
- C. Papers from could be quicker.
- D. The committee system is admittedly slow, but actually more efficient in the long run because wide participation maximizes cooperation among all affected members of the College in developing and implementing policies.
- E. It's a slow process, but we believe our democratic committee system produces significantly better results in the long run than any other system of governance. More specifically, we feel the separation of the College from any kind of direct control or influence over our student publications is a healthy situation.
- F. The Committee noted the positive interaction between administration and the committee. It was felt that committee members were appreciative of the open governance policy. The faculty seem to have more confidence in a shared governance policy. The Sabbatical Review Committee (SRC) was especially appreciative of the administration's support of its recommendations. Because of the open governance policy, it does take longer for decisions to be made.
- G. The system of shared governance is an asset which has allowed faculty to participate effectively in decision making. Members of the Professional Development Assessment Committee believe that allowing faculty to assess the professional development proposals of their peers is far better than a system in which one administrator assesses proposals. Faculty participate in committee activities because they feel they can affect the outcome.
- H. The emphasis on faculty governance, though sometimes cumbersome and slow, has helped committees and faculty to provide direction and leadership, and has improved faculty morale.

- I. Shared governance is recognized. Many of the programs and procedures have evolved from this structure. The Institutional Wellness Committee was developed as a result of this structure which increased its credibility and visibility. However, we do recognize it's still in its early stages.
- J. We have open administrative support and positive interaction between faculty/staff and administrators. Many programs and procedures have evolved from this structure.
- K. The system of active committees gives broader input which is believed to have positive influence on system governance.
- L. The governance system is working well. More people are involved in decision making and, as a result, important changes do take place.
- M. The general consensus is that committee governance has been very positive, allowing for widespread input and nurturing a sense of involvement. Some concerns remain regarding the extent of authority, whether committee membership fully represents the entire community and the time involved in committee participation.
 - we worked well, especially in establishing assessment guidelines, general education requirements and standards, institution goals; needs refinement re extent of authority, membership and attendance at committee's meetings
 - allows for maximum input
 - high support for teaching; low support for other innovative uses of faculty skills
 - allows and encourages input, criticism and feedback
 - growing sense of involvement; is healthy
 - decision making is sometimes slow
 - effective on the whole, policy making role unclear; intercommittee communication is weak at times
 - time spent in committee work is a hindrance to professional development (time to do the latter)
- N. The College's governance system is influenced by requirements of governing bodies such as the Illinois Board of Higher Education and the Illinois Community College Board as well as other entities.

There is a shared governance system presently in progress at the College that does not hinder the College's efforts to satisfy its mission and purpose. There appears to be an atmosphere of openness and cooperation in enlisting input from all areas of the College into College governance. This will be an asset as the system continues to evolve and improve. The committee structure provides for communication from College constituencies and new ideas are presented for College wide acceptance through committee work. As an example, the Institutional Planning Committee is representative of all College groups. However, Committee interrelationships and reporting relationships seem unclear at this time. The role of administrators in committee work is an evolving one as more precise form and functions are identified.
- O. The current governance system is effective in using faculty input through committees and through collegial working relationships. Also, a problem exists in that decision-making bodies may not be representative of the entire College in some instances.
- P. The College's governance system is very helpful to the College's effort to satisfy its mission and objectives. The strengths of the human resources of the College are encouraged with this system. It promotes good morale, good awareness of agreed-upon goals, and meaningful involvement.

2. *How does the College's utilization of human resources assist or hinder the realization of the College's mission and purpose?*

- A. There are still too many courses taught or programs run by people who do not have a full time commitment to or from the institution. We encourage moving ahead to reach a 50-50 full-time, part-time faculty ratio. There is also need to develop a more comprehensive faculty development program for both part-time and full-time faculty.

Comments regarding tables:

 - p. 14 — A table of the ethnic profile of the community would allow comparison to the student body
 - p. 16 — The profile of the administration is not a reflection of the student body
- B. There is strong utilization of full-time employees in the current programs and operations of the College. However, part-time staff sometimes are expected to perform as full-time staff, which is not successful in some cases. Additionally, the Athletics Committee has experienced a handicap in having a volunteer faculty member as a Secretary for the Committee.

- C. 1) Harper is fortunate to have a large number of capable and committed part-time faculty. However, continuing effort must be made to reduce the number of semester hours taught by part-time faculty.
- 2) Advisement process must be expanded to reach a larger number of students. Perhaps faculty advisement could be used to increase the advisement capacity.
- 3) A more effective way to administer the assessment program needs to be developed.
- 4) Table 2-1, Percent Distribution by Program, omits developmental courses. If they are included in General Studies, it should be so indicated.
- 5) In Table 2-1, GED should be replaced by Adult Educational Development (AED).
- D. Low full-time to part-time faculty ratio hinders the realization of the College's mission and purpose. We need to utilize our own resources rather than to look to the outside for resources first.
- E. The following should be considered:
- The use of part-time staff may be excessive in many cases and may be detrimental to the College.
 - Increased use of sabbatical leave could re-invigorate some older faculty.
- F. The Sabbatical Review Committee noted that the policy regarding sabbatical leave allows faculty to redirect its energies in other areas; whether it be to obtain additional schooling, to do research, or to do some scholarly writing. This is a most positive policy. The mix of full-time and part-time faculty was of some concern to some members. They felt that the ratio was too high in favor of part-time faculty. However, it should be noted that the enrollments have dropped off some in the last few years so this particular point is not as much of an issue. Some members expressed a concern that the College does not always use its human resources to its fullest advantage. Specifically, in the area of Park Management, Journalism, and Architectural Design, it was felt that the College could use its human resources to a greater extent. For example, if new buildings are planned for the College, faculty in the area of architecture could be utilized.
- G. We would like to see a greater effort made to encourage full-time faculty members to get involved in student publications. In general, we feel that involvement of full-time faculty gives students greater access to faculty expertise and assures greater continuity from year to year. As part of this overall effort, we recommended that reimbursement for faculty advisers be reevaluated and possibly raised significantly.
- H. Resources are available to develop wellness programs. Our committee feels that we do not use our own resources to the maximum. We tend to look for outside sources first.
- I. Resources are available — not always used. Frequently tend to look outside first.
Mechanics need to be improved.
- J. Staff are neglected to the extent that the majority work full time in generally cramped — overcrowded — noisy — poorly ventilated areas. Their work environments and health should be addressed not just through workshops here and there, but on a daily basis. Perhaps output and public relations would improve.
- K. Summary:
- Several concerns were expressed including:
- 1) Tendency to fulfill professional and managerial functions with pro-tech staff while not providing adequate staff development or opportunities to participate in committee governance.
 - 2) Dissatisfaction among the classified staff.
 - 3) Lack of opportunity to advance to full professor.
- pro/tech and classified staff are under-utilized; need a better staff development program, especially for part-time faculty
 - need minority representation
 - no structured innovative work, depend on individual effort
 - lack of opportunity to advance to full professor hinders development; achieving excellence through competition results in resentment and burnout
 - some areas are understaffed; classified staff feel ignored; need to strengthen professional development; increasing job flexibility is productive
 - trend towards fulfilling professional and managerial functions through hiring pro/tech and classified people versus faculty or administrators is questionable
- L. The Cultural Arts Committee suggests that additional staff be hired in the areas of media publicity and promotion. Specifically, this means the creation of an Arts and Media Management position. Responsibilities would include the aggressive promotion of Harper's image as a cultural center as well as the development and execution of an effective system of promotion and publicity for cultural events.

Rationale: Current staffing is inadequate to deal with the publicity/promotional demands of cultural events at Harper College. The Cultural Arts Committee is pleased with both the quality and quantity of cultural offerings. However, promotion/publicity is currently handled on a "catch as catch can" basis by faculty and staff and is definitely inadequate.

- M. Felt that there is a very positive outlook by the faculty and staff. There is, however, a concern that the process leading to committee recommendations does not include consideration of resource requirements until very late in process.
- N. More opportunity should be given to staff to voice their opinion concerning changes in procedures and policy. Staff should be represented more on committees. Their input would be a definite asset to the College.

At times, outside resources should be utilized, for example, in the area of marketing.

3. *How do current financial resources and the management and utilization of these resources contribute to or hinder the College's efforts to satisfy its mission and purpose?*

- A. Management of financial resources appears to get better each year.
- B. The passage of two referendums puts Harper in good financial shape and should allow us to hire more full-time faculty and reduce the percentage of part-time faculty.
The successful referendums also allow us to give more sabbaticals.
- C. We recognize that Harper has been under financial restraints for the past few years and has yet to fully recognize the effects of the referendum. Financial management is good. Currently funding is not available on a committee basis and should be.
- D. Summary: The consensus of opinion regarding the management and utilization of financial resources was generally positive though some concerns were raised. These include:
 - 1) Is financial management overly conservative with respect to addressing ongoing problems?
 - 2) Need to invest in updated equipment, especially LRC.
 - 3) Need to allocate money to solve some space problems.
- E. College was ready to apply for potential funds from the Life/Safety fund from the State. Need was recognized. Definite health and safety programs established. Campus improvement projects taking place.
- F. Recent increases in funds for professional development (tuition reimbursement, travel money, and funds for professional organizations and supplies) have been most welcome. Until recently too little money was available for professional travel.
- G. The Sabbatical Review Committee concluded that the efforts attempting to decentralize the budget process were commendable, however, the rationale of budget decisions and priorities are not always clearly understood.

The SRC would like to see greater utilization of the ½ pay leave. It was felt that possibly allowing ¾ salary for a one year sabbatical leave might attract more applicants. The SRC also felt a need to solicit more faculty to apply for a sabbatical leave. It seems that with a faculty the size of Harper's, more applications should be received.

H. Inadequate replacement of capital equipment for academic and support services. Emphasize replacement as much as additional equipment. Harper is not keeping pace with new technology and automation.

I. The successful Tax Referendum in 1985 has significantly improved the financial condition of the College. There also have been changes in the College's financial management that have resulted in improved accounting practices and procedures.

However, the fiscal condition that existed before the referendum has hindered the development of new programs. The past financial crisis has impacted present interest in planning the development of feasibility studies for new curricula and has served as a deterrent to new projects. This trend appears to be reversing itself to additional resources necessary for new programs, staff and equipment. The impression has also been given that new program development may impact financial resources that are available for present programs, and this has also had an impact on planning. Over the years the College has developed plans for replacement of present capital equipment, but they have not been implemented at this time and the lack of replacement hinders the College mission in some areas. Financial resources are available at a maintenance level at the present time, but other resources have not been identified to further develop the College's program and services. Other sources of funds for programming such as federal, state and private grants should be explored and developed.

- J. With the pending IBHE changes, the Admissions committee feel that adequate resources must be available to carry out the intent of the IBHE.
- K. In addition to reevaluation of reimbursement for faculty advisers of student publications (see answer to previous question), we would recommend consideration of some kind of shared funding plan so that the number of copies of the *Student Handbook* available to students could be significantly increased.
- L. Financial resources should encourage professional development of all faculty and staff. The issue of automatic promotion to full professor needs to be reevaluated. The College should recognize the dedicated clerical and support staff. Financial support is required for requisition and support of computers and media and media equipment.
- M. 1) Within the budgeting process, consideration should be given to the needs of Assessment and Testing. This also applies to any developing program.
 2) Priority system of allocation of financial resources should be clarified.
 3) Money should be made available for professional development for part-time faculty and professional/ technical staff.
 4) Professional development money for full-time faculty has been increased and opportunities for sabbaticals are available.
 5) Due to passage of referendum — money is available!
- N. The Cultural Arts budget is adequate for booking concerts, art exhibits, lectures, theatre performances, films and special events. This budget, however, does not provide funding for adequate publicity and promotion.

4. *How do existing and planned physical resources and management and use of those resources contribute to or hinder the College's efforts to realize its mission and purposes?*

- A. Changes are occurring in the College's district which may affect a revision of the mission and purposes of the College. Also, extracurricular involvement for students, i.e., sports, dance, wellness, has a different emphasis now compared to past years.
- B. The new state-of-the-art editing/printing equipment in the *Harbinger* office greatly aids the student editors and artists who have access to the equipment, and this in turn aids in the College's efforts to realize its mission. It would be helpful, however, to have more office and work space made available to *Harbinger* staff members and advisers.
- C. Physical environment in which student development takes place could be improved items:
 - testing during open registration in less than desirable circumstances
 - admissions office, which may be student's first contact with Harper, could be improved
 Desire to improve image of Harper. To place student's first visit in more positive surroundings.
- D. There is need of more instruction space and more space for the LRC print collection. Also needed is a better center for the performing arts. The College is currently studying those needs to determine if new buildings are necessary.

 The College needs a better plan for the repair and replacement of buildings and instructional equipment.
- E. It was noted that maintenance in some of the classrooms is poor. Particularly in E building the lighting in the lecture halls is extremely poor. Even though the enrollments have fallen from earlier years, there is still an overcrowding condition. Space is still at a premium. Space is needed particularly in the Liberal Arts/Performing Arts area. Maintenance and replacement must be a constant concern.
- F. Space is a problem — too little of it
 Greater computer assistance is needed by/for —
 - the admission's office
 - the assessment and testing committee
 - student development for educational planning and advising
 - the consolidation of registration into one central area for credit and non-credit
 - the new student center and admissions office should be physically adjacent
 - space for students to study and write — with proper lighting in various places around the campus
- G. Appropriate space for existing programs would increase the conditions for quality instruction, especially in the Special Programs and Services and Liberal Arts areas.

 The addition of classroom clocks is needed.
- H. We recognize that we do have a serious space problem. The allocation of space should reflect present needs as defined by the faculty/staff.

- I. Office space and classroom space are needed. These concerns seem to be addressed in the "space usage" report.
- J.
 - 1) Space is the primary concern!
 - 2) System for allocating space needs to be revised so that first priority use of classroom space be given to *classes*.
 - 3) Space is needed for an adequate Test Center.
 - 4) Programs resulting from the work of the Testing and Assessment Committee, reading and writing open labs, and reading classrooms are needed.
 - 5) All departments serving underprepared have need of specifically designated classroom and lab space.
 - 6) All part-time faculty need adequate office space.

K. Summary:

The major concern expressed was in regards to space. Remodeling and new construction are needed to allay many problems in classroom, meeting and office space. Another concern raised was the inconsistency of janitorial services.

- space utilization a major need, pending action; will the needs of "F" be addressed; could do more remodeling; need to replace Dempster Center
- space concerns are major hindrance, more than LRC
- lack of resources slows down achievement (buildings)
- need a new building for Liberal Arts and a theater
- shortage of classroom, meeting space and some departments have inadequate space; exterior of campus needs repair; janitorial services are inconsistent; interior maintenance is very important

- L. The College has recognized that present physical resources are not adequate to meet current needs. An extensive architectural study is presently underway to examine the space needs of the institution. There are many areas of the College which are not able to adequately realize their mission or purposes with the existing physical resources.

Attention has also been given to structural deficiencies of the College. Corrective actions are either presently underway or will be carried out in the near future.

- M. Existing facilities are inadequate to meet the needs of a growing theatre program as well as high quality cultural arts events. The College needs a Theatre. In addition to a new performance space for films, lectures, concerts, and special events, the College must recognize and maintain J 143 as a performance space for films, lectures, concerts, and special events. Harper College currently has enough theatre and cultural events to support the need for both facilities. This need will continue to grow.

Since the last North Central study, a Theatre Manager has been hired to facilitate the use of J 143. This addition has greatly enhanced the use of J 143 as a primary performance area on campus by providing the following:

- 1) A central campus box office for all cultural events.
- 2) Coordination of all activities concerning each event in J 143 including scheduling, set up, lighting, ushers, dressing rooms, rehearsals, maintenance of hall and equipment, etc.

- N. Lack of space is one of the major problems found in the College. All areas represented by the Educational Services Committee are acutely affected by the lack of space.

- O. We recognize we are in compliance with 504, but may need to be even more accessible. We also realize that there are limitations presented by State agencies which prevent accomplishing certain improvements.

- P. Lack of storage space and inappropriate facilities for storage and cramped office space.

- Q. A current institutional goal is to study and make recommendations to improve utilization of existing space. Harper is well equipped to accommodate wellness programs.

5. *How do Harper's programs and services contribute to or hinder the College's efforts to satisfy its mission and purposes?*

- A. Harper has outstanding services.
- B. Programs and services are outstanding. The committee recognizes that the College plans to add services when feasible. Marketing is very important.
- C. Generally — we do an excellent job. Computerization of the library is anticipated.

N. Summary:

There are some excellent programs and services although some areas need development or strengthening, including: the LRC, use of the Northeast Center by transfer and career programs, child care services, short term vocational training, and ongoing training for the maintenance staff. Divisional interaction by BUS/SS, CE/PS and SP/S with the community is very positive.

- divisional interaction with the community is very positive (BUS/SS, CE/PS and SP/S); consider more flexible offerings e.g. variable credit; utilize NEC better (transfer and career); improve and expand child care services
- no direct office for innovation
- seems okay
- LRC needs to be expanded in space and computerization; develop an honors program; need more counseling especially outside of the "career" areas
- excellent range of programs and some top notch service areas: no short term vocational training for those without high level skills; what about "low tech?"
- question whether there is upgrading of the skills of the maintenance staff

O. The College has effectively organized its programs and services to contribute to satisfying its mission and purposes. This has been done by the integration of transfer, career, developmental and continuing education curricula within the Divisions of the College.

The provision of human, financial, and physical resources to accomplish the purposes exist at a maintenance level, but there is a need to examine the adequacy of these resources in relation to the current and future changing needs of Harper's programs and services.

III. The institution is accomplishing its purposes.

Evaluative Questions

1. Is Harper accomplishing its purposes and realizing its mission?

- A. Yes with flexibility, enthusiasm, and hard work. Continued good rapport between faculty and administration will facilitate a positive climate in which goals can be met.
- B. The members of the SRC felt that Harper is definitely accomplishing its mission. As one indication of this, studies have indicated that transfer students are performing nearly as well as native students.
- C. 1) Career programs for low tech areas for students who possess low skills
2) Programs to provide retraining
3) More institutional research, beyond surveys, to evaluate our effectiveness
4) Commitment to the Learning Assistance Center
- D. By and large, yes, and successfully. (But see part I — changes in mission and objectives.)
Also, the ASC proposal for new general education requirements will help the College meet one of its three missions — transfer education — more fully and adequately.
Underachievers — underprepared and unprepared students — are not well identified. (The new Learning Assistance Center should help with this need.)
- E. Educational services departments are accomplishing their purposes and mission at a maintenance level. However, the committee is concerned about this College at large with the need for assessing and retaining students. There should be an expansion of the assessment program, i.e., students reading below fifth grade reading level should not be permitted in college level courses.
- F. Information is disseminated throughout the community that assures a steady flow of information to prospective students and has successfully made people aware of the variety of programs available at the institution.
- G. Summary:
The school is accomplishing its purposes to a large extent. Active planning and self evaluation have contributed positively.
 - basically accomplishing; open physical education facilities on weekends more
 - appears so; active planning and evaluation help
 - yes; too *traditional* in scope
 - yes
 - in most ways, yes, but not in developmental education
- H. The institution needs to move more emphatically to recognize Testing and Assessment as an institution-wide program with institutional goals.

- D. Inadequate vocational training programs. Programs are excellent for ESL, ABE and advisory committees comprised of area businesses to advise coordinators on area needs.
- E. 1) Assessment and Testing supports the open door policy, however, career programs and academic support services are not sufficient in either range or variety to meet the needs of the students that are admitted.
 2) Creation of the Learning Assistance Center has contributed to satisfying Harper's mission and purposes. It must continue to be developed and supported.
- F. The SRC definitely felt that Harper's programs and services were extremely supportive of its mission and purposes. Harper is a comprehensive community college. Its programs appeal to a wide range of student interest. There is an honest effort to help all who enter the College. Of particular note is the ESL program, the tutoring center, financial aid and veteran's affairs, health service, placement, testing and recruitment and admissions. Harper should not deviate from reviewing existing programs. Some of the committee felt that review of programs should be done more frequently than five years. The Academic Standards Committee should be commended for reviewing the offerings at Harper College.
- G. Harper College has a wide variety of special assistance available through Special Services and Student Development. These services need to be more widely publicized internally so that staff — often the first to get newcomers to the campus — know exactly what's available and where.
- H. The areas represented by the Ed. Services Com. (LRC, Tutoring Center, DSS) successfully contributed to the College's efforts to satisfy its mission and purposes.
- I. These are currently used to see ways to identify the student's level and appropriately channel student to classes and programs to enhance their opportunities for success.
 Within admissions area, high school records, ACT scores, follow up assessment testing is used to support direction of programs and services to individual student needs and thus support the mission and purpose.
- J. The Cultural Arts Committee believes that we are meeting the College's mission to provide cultural enrichment for students and community residents. We feel, however, that there is a lack of awareness and recognition of Harper's excellent cultural offerings in the North Central report, as well as in the community.
 We would suggest that you include specific examples of cultural offerings in theatre, music, art, dance, film, lecture, debate, etc., in the North Central self-study report. These examples can be found in our year end reports.
 Our need for more community awareness can be addressed by creating an Arts and Media Management position as discussed earlier in this committee response.
- K. The College needs to insure that typing and duplicating are performed in a reasonable length of time.
 The College needs to insure that the Bookstore has adequate numbers of copies of books and supplies and assists purchasers in replacing damaged supplies. The procedure and policies need to be examined for possible revision.
 Harper faculty benefits from the Professional Development Program which allows credit to be earned for undergraduate, continuing education, and non-credit activities if they are appropriate to their area of instruction.
- L. Faculty evaluations of athletes is a positive and strong commitment to quality education.
 College needs to make an effort to encourage the community to utilize the campus and its facilities.
- M. There is strong support internally and from the community for Harper College's programs and services, as evidenced by the positive vote on the recent tax rate referendum. From the particular standpoint of the Student Publications Board, we feel that both the *Harbinger* and *Point of View* contribute to the pride students have in their school and help counteract the inevitable tendency on commuter campuses for students to be alienated from each other by their loyalties to family and job. The awards ceremonies in the spring also help build commitment and satisfaction.
 Recognition of the quality of Harper publications has come from the Illinois Community College Journalism Association, which regularly awards the *Harbinger* certificates of recognition for student publications.

2. *Are there unique areas in which Harper College is able to demonstrate unusual success in achieving its mission and purposes?*
- A. 1) Harper prepares transfer students so that they are successful in four-year institutions.
 2) Assessment of students continues to increase, thus helping students to take advantage of good education. However, assessment has not reached unusual "success levels" as yet.
 3) Continuing Education offers a wide variety of courses.
 4) System of Faculty Governance has been and continues to be successful.
- B. The office reentry program is a step in the right direction. The Women's Program is another good example of success.
- C. Our commitment to holistic health has resulted in the following:
 Many health related seminars
 Wellness Week
 Health Fair
 Smoking regulations
 Cardiac Rehabilitation
 Weight management program
 Physical reconditioning program
 Compliance with OSHA even though not required
 Compliance with 504
 Employee Assistance Program
- D. The following educational services areas have demonstrated success in achieving their missions and purposes.
 LRC
 cable TV
 telecourses
 inter-library loan
 data base searching
 beginning of automation
 Tutoring Center
 highest utilized in state
 DSS
 premier service in state
- E. Our high grade point average obtained by our transfer students demonstrates success in achieving Harper's mission and purposes.
 The English As a Second Language area is recognized as the best in the state.
 Our Human Performance lab is highly recognized in the state.
 We recognize that we have a wide range of comprehensive services.
- F. The quality of both student publications is consistently high: we have an award-winning newspaper in the *Harbinger* and a polished, skillfully edited and produced literary and visual arts magazine in *Point of View*.
 In addition, the annual Writing Competition and Arts Competition for district high school students provide needed and valued links with local schools and encourage student writers and artists to attend Harper and to participate in Harper College programs.
- G. Yes, the College has an unusually strong program of services to students at risk with physical handicaps or with learning disabilities or with poor reading and math abilities or who do not speak English as their first language. The newly created Director of Learning Assistance illustrates the importance of this area to the College. The Student Assessment Program for placement and retention is effective in placing students at a level at which they can succeed.
 The CAD/CAM center is an unusually strong asset.
 The newly appointed Director of Placement shows the College's efforts in this important service.
 Academic Computing is a strong asset.
- H. - The Crusade of Mercy provides generous support to the local community
 - An outstanding E.S.L. Department
 - Harper's orientation toward service is a real plus.
 - The quality of transfer students
 - The Cardiac lab's service to residents of the Harper district
 - The link to business and industry provided by the Continuing Education Division
- I. E.S.L., Legal Technology, Small Business Development Center.
- J. Yes. Wellness Week and transfer programs, etc. The past referendum demonstrates community support.

- K. - Implementation of the weekend Registered Nursing Completion Program.
 - The ESL, AED, NUR, DHY, and HPI programs are very successful.
 - Our reputation as a transfer school is excellent.
- L. The areas which were noted by the SRC which they felt were outstanding: ESL, Hearing Impaired program, Adult Education, Dental Hygiene, Child Development, and many services available to students. It was also pointed out that the high number of evening enrollments is an indication that Harper is serving the needs of the community. Many small liberal arts schools provide scholarships to Harper graduates.
- M. Yes. Harper has many outstanding programs.
- N. Yes, each academic area has some unique programs and/or services where unusual success has been demonstrated in meeting student and community educational needs.
- O. Summary:

There are several programs and services which are exemplary, including Fashion Design, Nursing, Secretarial Science, offerings in Special Programs and Services, Physical Education and Recreation and Continuing Education and Program Services. Automation in admissions, instructional computing, development of scholarships and growth of the "wellness" concept are other noteworthy accomplishments.

 - SP/S is exemplary as is FAS, NUR and SEC
 - serving the disabled student; comprehensive educational offerings; breadth of CE/PS
 - instructional computing
 - wellness concept is growing
 - offerings in PEAR; automation in Admissions; emphasis on academic excellence; scholarships; ESL innovative teaching; support of marketing; caring and assisting students
 - record in SP/S is outstanding as is the transfer program and some career programs: FAS, NUR
- P. Unique areas could include the numbers of students who have successfully matriculated to four-year colleges.

The Office of Planning and Research has also done a number of studies which indicate that graduates of career-oriented programs are now gainfully employed in the Northwest suburban area.

Studies also find that our students who take Board exams, i.e., Nursing, Dental Hygiene, score very favorably.

3. *Are there areas in which the College is either failing to meet its mission and purposes or in which significant changes must be made in order to insure that the College does continue to meet its mission and purposes?*

- A. Perhaps there are not enough "low-tech" career programs for district residents who lack high intellectual skills or aspirations and seek careers using manual skills (such as auto-body repair). Perhaps the College is too quick to withdraw courses because of low enrollment when those courses are crucial in the student's program. Perhaps some courses must be taught with as few as seven students when these courses are necessary for a student to complete a program. Although long-range planning is done well, sometimes routine decisions are delayed too long and then overly rushed. Faculty are too often asked to supply information or to respond on short notice. Processes affected include budgeting, staffing, evaluations of faculty, book lists, and scheduling of courses. We once had a bad system of "management by objectives." Today, too often it is "management by crisis" (what's most urgent *this week*).
- B. In order to meet the needs of the returning work force — those out of work — and those seeking retraining or additional training, the College should reevaluate its scheduling thinking in terms of weekends (F, A, S), other sites in the community, etc.
- C. No.

D. Summary:

Several areas were noted as requiring attention:

- 1) Space for programs to serve students
 - 2) More attention is needed on the adult and on the underprepared learner
 - 3) Focus on how to improve writing
 - 4) Do more aggressive recruiting
 - 5) Provide more programming for senior citizens
 - 6) More basic skills and "hands-on" training
- decentralization of development/remedial courses is counterproductive; concepts of LAC is good but lacks space . . . will math be included? Need "hands-on" training, basic skills training for business and industry and programming for seniors (high school)
 - space for programs to serve students; computer support
 - more attention on writing skills, e.g., writing-across-curriculum and a computerized writing lab
 - face challenges of writing-across-curriculum, honors program, improving academic standards, dwindling student body, more community needs assessment and aggressive recruitment
 - space a critical need; more attention on the adult learner; regional vocational system hasn't offered Harper much; physical plant repair and maintenance regarding safety and access

E. What about —

- an "over-60" program,
- weekend college,
- low-tech career/vocational programs,
- retraining of displaced workers,
- greater articulation with four-year colleges and with feeder schools,
- alleviation of academic anxiety of students — especially in math, English, and speech

F. See II, 3 and 4

Computer services need to be expanded to serve the needs of Assessment and Testing to make assessment information more helpful and meaningful to faculty and students.

G. The evaluation system is ongoing. Harper must continue to be aware of community needs.

H. We need to continue to evaluate our community needs and monitor our mission and purposes.

I. Harper must continue to evaluate the needs of the community. Appears to be responding well to these needs at this time.

J. Resources should continue to be made available to those areas of the College where resource requirements are not directly proportional to changes in enrollments. In admissions this would pertain to the desire to improve screening and assessment procedures.

K. Counselors should be more knowledgeable of what courses are transferrable. More time should be spent with students — help them to achieve their Harper goals.

More marketing.

More vocational programs.

Student Activities should schedule events which would attract the average age Harper student (31).

L. The SRC felt there is need to offer more to the people of the community who are older (over 60). Continued critical review of existing programs and offerings is most important.

M. Yes, there are some areas where more attention needs to be given in order that the College will continue to meet its mission and purposes. A more aggressive marketing program would enable more members of the Harper district to be aware of available offerings and avail themselves of Harper programs and services. Many areas of the College think that educational opportunities are presently available to serve the community in greater numbers if awareness was increased. In addition, it is difficult to keep current with the rapid technological changes that are occurring and to plan appropriately to address these changes. The College should also examine the development of skill level technical and service programs to increase the few offerings that are presently available for students with limited educational preparation.

- N.
- 1) There is a need to develop a more comprehensive program for senior citizens.
 - 2) We have not adequately addressed the needs or developed programs for the underprepared and unprepared student.
 - 3) Programs need to continually evaluate in terms of needs within the College district.
 - 4) Other areas of wellness that should be addressed are more nutritious food selections in both the vending machines and the cafeteria.
 - 5) Currently, there is no enforcement of standards of academic progress.
 - 6) Adequate computer support services are needed to implement changes being proposed by College committees.

IV. The institution can continue to accomplish its purposes.

Evaluative Questions

1. *Can the College continue to accomplish its purposes and achieve its mission?*
 - A. Yes.
 - B. Yes.
 - C. Yes — the College has good human resources and continues to make an effort to improve the physical resources. However, the College must become more aware of the characteristics of the students who are presently coming to Harper.
 - D. Yes, the College can continue to accomplish its purpose and achieve its mission with reallocation of resources, continued good fiscal management, recognition of changing needs, and a proactive marketing campaign in its community.
 - E. Yes, if we stay financially healthy. It continues to get more difficult to attract speakers for Wellness Programs (Wellness Week) without funding.
 - F. Yes, if we can run fast enough to keep up with changing technology and budget for the equipment changes and curriculum changes that are necessary.
 - G. Yes, as long as it remains aware of the needs of its students. Good working relationship between administration and faculty is a plus.
 - H. Yes, if we stay financially stable, improve our physical resources and full-time/part-time faculty ratio.
 - I. Yes — the chances are much better now that the two referendums have passed.
 - J. Yes. The College's final, physical and human resources should allow continued success.
 - K. Based on past performance, we believe the College will continue to accomplish its purposes and achieve its mission.
 - L. Yes, there is no reason that Harper cannot continue to accomplish its mission. The College needs to stay financially sound, evaluate its offerings, and plan for the future. Harper is located in a community that has much to offer to the school.
 - M. Yes, with quality personnel and good fiscal management.
 - N. Yes, as long as we are allowed to continue to grow.
 - O. Summary:

The College can continue to accomplish its purposes with administrative commitment, good planning, financial health and ongoing committee governance.

 - with financial health and committee governance this should be possible
 - yes
 - yes with good planning, administrative commitment and leadership (especially for programs not funded by grants)
 - yes
 - yes; financial health and governance make it possible

2. *What in Harper's history gives evidence that the College can and will continue to accomplish its purposes in the future?*
 - A. Our growth in enrollment, programs, and services to the community.
 - B. Harper College has the support of its communities which strongly suggests it has done and is doing something right.
 - C. Summary:

A collection of factors indicate that the College will continue to accomplish its purposes. These include:

 - 1) Past enrollment patterns
 - 2) Development of a planning process
 - 3) Community growth and support
 - 4) An excellent faculty and a strong academic reputation
 - 5) Past history of cutting and controlling costs when needed
 - past 20 years of enrollment trends; referendum support of 1985; follow-up studies of former students
 - development of the IPC; sound finances; 20 year history; growth of the community
 - administration must be willing to expand and to present relevant criteria to faculty and to collaboratively manage programs
 - excellent faculty and flexible administration policies
 - strong academic reputation and sound finances
 - past history of cutting and controlling costs; sound system for institutional planning

- D. Our success in our primary mission — educating students — is particularly well established. Follow-up studies at numerous four-year institutions have shown that students who transfer from Harper do well or better than students who began as freshmen at four-year schools.
- E. The recent passing of a tax referendum, Harper's ability to react to changing needs, its history of coping with an enrollment increase from 1,800 to 20,000 students during the short life of the College, and the positive feedback from students all give evidence that Harper has and will continue to carry out its mission.
- F. Progressive institution in many areas. College very aware of present and always looks to future. Financial management good.
Community support.
1) Referendum passed.
2) Community participation in programs.
- G. Perceived student growth brought about purchase of land for a second campus. As student enrollment declined, plans for a second campus were abandoned and the land sold. The College can and will continue to accomplish its purposes in the future through sound planning.
- H. Our graduates' success is evidence that the College can and will continue to accomplish its purposes in the future.
Harper's financial management is good and the passage of the referendum demonstrates community support.
- I. Harper continues to plan programs based on accurate enrollment projections and community needs.
Financial management is good. The referendum was passed. There has been a positive change in philosophy and style of the administration when necessary.
Our committee structure is evidence of this philosophy.
- J. 1) Continued growth and development in all areas by good administrators and faculty.
2) Good governance structure in which planning and implementation is done and evaluation is continuous.
3) Perseverance in the face of defeat of referenda which finally resulted in a victory.
- K. - The passage of the referendums,
- Success of our students in four-year colleges,
- Scholarships for Harper students at prestigious colleges,
- Successful career students working in the district,
- Increased importance of faculty governance,
- The work of College committees — in the willingness, for example, of the ASC to tackle the review of all three degrees.
- L. - Unified College effort to successfully pass a referendum
- The faculty governance system
- Student scholarships at prestigious schools
- The high rate of employers who are happy with graduates of Harper
- M. During the years of economic drought the College was able to survive and offered a high level of educational programs and services which resulted in student success in transferring to four year colleges and universities, in successfully achieving career employment and satisfactory job performance and in service to the community.
There has been little turnover in the administrative mid-management and these administrators have been dedicated to the College accomplishing its purpose and mission. Concurrent with this has been an interested and involved faculty and a hard-working staff that contributes to the College's success. These internal factors in addition to strong support from the community have contributed to the College's evolution in its recognition as an excellent postsecondary institution. The continued evolving image of the College as a fine academic environment will contribute to the College being able to continue its purposes in the future.
- N. Harper College has sound financial management and well-qualified staff to ensure accomplishment of its purposes in the future. Harper has a good reputation and a track record of paying attention to concerns raised. The committee structure itself is a good indication of how serious the College is about having a system in place to solve problems in a collegial fashion.
- O. The College has had effective planning and leadership. This is evidenced by the long-range plans developed, by the passage of the tax referendum, by the new programs offered, and by the quality of instruction.
- P. Because of its creative faculty and staff motivated by College leadership and adequate resources, Harper College will continue to accomplish its purposes in the future.

3. How do current characteristics of the College demonstrate that Harper can continue to accomplish its purposes?

A. Summary:

Several characteristics demonstrate that the College can continue to accomplish its purposes. These include:

- 1) Hiring of personnel to meet specific needs
- 2) Development of a marketing plan
- 3) Faculty and administrative unity/rapport

- permission to use grants to extend resources; recent hiring of Directors of Development, Placement and Learning Assistance Center to address specific needs; marketing efforts begun
- yes

B. Current policy of broad involvement of administrators and faculty via the committee structure characterize the approach in use to help the College accomplish its purpose. Ongoing evaluation of programs — both curriculum and support programs will contribute toward this end.

C. With the present quality and cooperation of faculty, staff and administrative personnel, the College will continue to accomplish its purposes. The current emphasis on the marketing effort, institutional planning, the evolving committee structure, sound financial management and a collegial atmosphere between a unionized faculty and the administration will all contribute to this goal.

D. The College has a strong financial base. The instructional quality is excellent.

The College is strong because of the cooperation between and among faculty and administration.

E. Because we still have the majority of creative faculty and staff that brought the College to a leadership position. We also have an adequate tax base and good administration.

F. Harper College has a collegiate atmosphere which allows for constant attention to its purposes. The College has a successful history in dealing with key issues.

G. We still have the majority of creative faculty and staff that brought the College to a leadership position, and we now have an adequate tax base to help maintain and perhaps enhance that position.

H. The development of the Council for Coordination of College Committees, pride in the committee structure, demonstrates clearly Harper's trust in its people.

Harper success with the transfer program, job placement from career programs and positive alumni surveys, demonstrate that it's accomplishing its purposes.

Harper is a humanistic and caring College.

I. The Institutional Planning Committee, and the policies and programs that the different committees are developing and implementing are examples of Harper's ability to continue to accomplish its missions and purposes.

J. The SRC felt that the close relationship of faculty and administration; the establishing and the work of the Institutional Planning Committee; the work of the Academic Standards Committee; and the basic committee structure were characteristics which demonstrate that Harper can continue to accomplish its purposes.

K. 1) Through the implementation of Testing and Assessment programs, a number of positive changes have occurred.

- 2) Governance structure has made things possible.
- 3) Passage of the referendum has provided funds for projects.
- 4) Individual faculty are willing to commit to projects.
- 5) A good working relationship exists between the faculty and the administration.

L. Office automation, advisory committees.

M. See #IV.2.

4. *How will the planning processes that are in place contribute to Harper's ability to continue to accomplish its purposes and achieve its mission in the future?*

- A. Need to involve everyone in institutional planning — they will then own a part of the effort and outcome.
- B. The Institutional Planning Committee process will enable Harper to continue to accomplish its purposes and achieve its mission in the future.
- C. Institutional planning is an example of Harper's ability to continue to accomplish its purposes and achieve its mission. We have planning deadlines which we adhere to and a well-defined budget planning process.
- D. - Institutional Planning Committee will steer goal development.
 - Academic Standards Committee continues to address issues of academic excellence.
 - Governance System and the Committee on Committees' attempt to promote broad participation.
- E. Through the Institutional Planning Committee the College has begun to evolve some planning processes. Presently this is in early and emerging stages and input is being solicited from the members of the College staff. This process, in concert with the evolving shared governance, should provide the stimulus for planning for all College departments.

The ICCB program reviews are an integral part of planning and contribute to the evaluation and review of each program and service on a scheduled basis. The external audits that were conducted by the College in the past were also valuable in their contributions to planning and their reinstatement should be explored.
- F. The broadly based planning system will assure Harper's ability to continue to accomplish its purposes and achieve its mission; however, we must include in our plans an approach to recruiting younger faculty to replace those who will be retiring in the near or the not-too-distant future.
- G. 1) Good institutional planning is in place, and the mechanics exist at all levels to receive input.
2) The establishment of a Marketing Committee will help make Harper more visible to the community.
- H. Summary:

The multi-level planning currently going on will ensure adherence to the mission and purposes. The work of the IPC is integral, as is the planning of the Board, the Foundation and the College committees.

 - multi-layered planning by Board, executive administration and the IPC should contribute; IPC has a planning calendar and a three year cycle with means to solicit broad input; a five year marketing plan has been completed.
 - IPC will assure that the College is monitored according to its designated purpose and mission
 - more expedient process for innovation needs to be developed; existing processes will help though
 - IPC structure looks very promising
 - IPC contributes to sound planning; Foundation strategies session in February, 1987 will lay groundwork for 5-10 year plans; committee structure ensures ongoing planning
 - committees doing solid work; IPC has a good process; intercommittee communication is needed though
- I. The long-range planning process not only seeks to predict enrollment but also the need for changes in the College's program mix.
- J. The Institutional Planning Committee has done a tremendous job of coordinating and monitoring the planning process and goals of the College.
- K. A strong institutional planning process is functioning which allows for input and support from all segments of the College.
- L. The encouragement of employees to participate in the governance of the College should help to achieve its mission in the future.
- M. The committee's planning and meeting deadlines and the continued check and balance system contribute to Harper's ability to accomplish its missions and purposes.
- N. The College has adequate physical resources and management for most of its programs and activities, including those for athletics. It is understood that attention is being given to those areas that are in need of more physical space.
- O. Current committee structure — study group now currently investigating means by which the College can accomplish its goal of abiding by IBHE requirements. The assessment committee continues to assure students are placed appropriately.
- P. The effective use of the Marketing Committee and development of a comprehensive marketing plan that allows for variations between curriculum areas will certainly give us the best opportunity to "sell" our best — provided our best is up-to-date.

5. *What plans are in place that give evidence that Harper can and will continue to accomplish its purposes and satisfy its mission?*

- A. A long-range planning committee continues to function.
- B. The College is addressing long-range planning. Current needs are being met with the basic changes, i.e., computer needs and certain remodeling projects.
Most existing programs have good support in terms of financial and staffing resources.
Projections for enrollment, financial resources, space needs, capitol equipment and personnel needs are regularly disseminated and systems are in place whereby these are studied.
- C. - The creation of the Learning Assistance Center,
- The space utilization report (almost in place),
- And, certainly, the ASC degree review (which is almost completed),
- Computerization of the library,
- Addition of a Director of Placement
- D. The efforts that are presently being undertaken by the Institutional Planning Committee are an indication of some of the plans that are emerging at the College. Although they are in the early stages, they are evidence that the College can continue its purposes and satisfy its mission.
Local planning takes place in all academic divisions, but is conducted at a maintenance level at this time.
Each career program annually develops one and five year plans in accord with program needs and with input from advisory committees. There are also plans developing for a College-wide marketing program and for a comprehensive long range space utilization plan.
- E. Refer to question 4.
- F. The Institutional Planning Committee is ongoing and there is open support for this committee.
- G. Program reviews, advisory committees, Marketing Committee, Institutional Planning Committee.
- H. As previously mentioned, the Institutional Planning Committee process and Harper's master plan.
- I. The Institutional Planning Committee is ongoing (master plan) and the support for the wellness committee are evidence that Harper can and will continue to accomplish its purposes and satisfy its mission.
- J. The open support by the administration for decisions by committees was noted by the SRC.
- K. Summary:
Several different kinds of planning are indicative of the College's ability to carry out its mission. These include:
 - 1) The self-study process for programs and services.
 - 2) The ongoing work of the IPC.
 - 3) The development of a space utilization plan.
 - 4) Improvements in instructional computing and computer services.
 - 5) The vice presidents' plans for implementation of current institutional goals.
 - self study process undertaken by many areas should reveal accomplishments
 - '86-'87 goals and the implementation of plans outlined by the vice presidents
 - still in beginning stages? has the program (IPC) followed/adhered to its initial concern?
- L. - Honors program
- Academic Advising Task Force
- Space Utilization Study
- Director of Academic Computing
- Academic Standards Committee's attention to "academic progress."
- M. both the inevitable reevaluation that will take place as a result of this self-study process and the ongoing work of the Institutional Planning Committee will provide a sound basis for future planning.

6. *Are there areas of planning that are not adequately or effectively addressed and which will, as a result, hinder Harper's efforts and/or limit Harper's ability to accomplish its purposes and satisfy its mission?*

A. Summary:

There are some limitations in the current planning efforts, including the fact that there is no way of dealing with medium range concerns and the impact of IPC efforts is perceived as being limited to the generation of annual institutional goals.

- planning and implementation of the regional vocational system is very slow; planning always results in adding, rarely in cutting back except through attrition and retirement
- no
- IPC isn't permitted to make recommendations re: salary and benefits negotiations
- medium term planning is not strong; IPC seems focused mostly on year to year planning and goals; someone else needs to focus on the more distant future

B. Better office automation and communications throughout the campus.

C. While there has been significant improvement on computer support in student support services, it is imperative that this level of performance is maintained.

Adequate space appears to be an ongoing problem.

- D. - Staffing — the part-time to full-time ratio,
- Staff development,
- Inventory of equipment and furniture,
- Equipment replacement.

E. 1) Part-time/full-time ratio should be improved.

2) Are plans in place to implement the recommendations of the space study?

3) Will computer support for Testing and Assessment become a full-time institutional commitment?

F. Providing for the professional growth and academic involvement of adjunct faculty should be a priority for future planners.

G. The SRC indicated that better training and orientating of part-time faculty needed to be addressed. Some faculty felt more interaction among faculty was needed.

H. How can the College keep its administration, faculty and staff current? How can the College afford to keep up with technology?

I. Areas of planning are for the most part addressed, however, they are not always implemented.

The Institutional Planning Committee is involved with short term and long range planning. We are concerned about how well the planning committee is tied into institutional goals and then into the budgeting process.

J. Harper is doing a good job in accomplishing its purposes. We need to be reminded not to become complacent with our successes. Several areas which could still be addressed are professional development and a program of support and recruitment of minorities.

K. The specific purposes do not give direction to the Environmental Health and Safety Committee although a lot of things are happening and have been implemented.

Members of the Environmental Health and Safety Committee should be appointed to the Institutional Planning Committee.

L. No.

M. There seems to be a reluctance to engage in long term planning. This may hinder Harper's ability to accomplish its purpose and satisfy its mission in the future.

N. Harper College must continue to concentrate on long-range planning to ensure best use of resources. Also, continue to provide information to the community regarding Harper College's programs and activities; additional attention should be paid to how to most effectively provide this information.



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