



Memo to: Harper Campus Community
From: Jim McGrath, President
Date: September 25, 1987
Subject: North Central Association Accreditation Visit

A six-person team from the North Central Association will be on our campus to conduct an accreditation visit October 19-21, 1987. A list of the team members is attached for your information.

Under the leadership of a three-member faculty Steering Committee and a Campus Response Committee representing most campus committees and groups, the College has conducted a self-study process. A Report of the Self-Study has been prepared and submitted to the team members for their review prior to the visit. Copies of this report are available in each division office and in the Learning Resources Center. I encourage you to take time to read this document prior to the team visit.

During the visit there will be opportunities for all to meet with the team. A general open meeting for all employees is scheduled for Tuesday, October 20, from 3:00-5:00 p.m. in D233. This will be an informal discussion. Please attend for any amount of time that fits your schedule during the 3:00-5:00 p.m. time period. The team will also be meeting with the Board of Trustees, Faculty Senate and Classified Staff officers, student representatives, and the Campus Response Committee. Individuals from the team will attempt to talk with as many people as possible while on campus. Appointments with individuals will be arranged after the team arrives. Members may also visit classes.

The team will present a report of its visit to us in an Exit Interview on Wednesday, October 21, at 11:30 a.m. in D233. All employees are welcome to attend this meeting to hear the report.

I would like to thank all who have made contributions to the Self-Study Report and the preparation for the accreditation visit, particularly the Steering Committee consisting of Joann Powell, John Muchmore, and Roger Mussell, who have been working for over two years on this project.

We look forward to a very positive and productive visitation.

sjm

Attachment

North Central Association

Visiting Team

October 19-21, 1987

Dr. Christine Gram, Team Chair
President
Oakland Community College-Auburn Hills
Auburn Hills, MI

Dr. Ralph A. Duncan
Dean of Science, Health and Business
Front Range Community College
Arvada, CO

Dr. William D. Guither
Professor of Chemistry
University of Wisconsin Center-Fox Valley
Menasha, WI

Mr. Donald B. Halog
Associate Professor of English and Chairperson, English Division
Delta College
University Center, MI

Dr. James K. Lahr
Dean
St. Louis Community College
Ballwin, MO

Ms. Arnette S. Ward
Provost
Chandler/Gilbert Community College Center
Chandler, AZ



William Rainey Harper College

Memo to: Members of the Board of Trustees and the Harper College Community

From: J. McGrath, President 

Date: October 22, 1987

Subject: Visit by the North Central Association of Colleges and Schools

The many months of preparation to produce the self-study document and prepare for the visit by the North Central Evaluation Team culminated with the evaluation team's exit interview presentation on Wednesday, October 21. It gives me great pleasure to report that the evaluation team's recommendation is for Harper College to be given the maximum North Central accreditation which is ten years.

There are several steps remaining in the process before the college president is notified of the final Statement of Affiliation Status. In summary, these steps include:

- . Review of evaluation team's draft report and recommendation by all team members, the college president and the North Central Commission staff member assigned to the institution. Corrections of errors in fact only can be made.
- . The college president submits a formal written response which becomes part of the official record of the evaluation visit and is available to subsequent evaluation teams.
- . A Reader's Panel of three North Central Commissioners-at-Large reviews all written materials and can forward the evaluation team's recommendation to the North Central Commission for action or can refer the institution to a Review Committee.
- . After reviewing all recommendations and institutional responses, the North Central Commission takes official action. If approval is being granted, a letter from the Director of the Commission, accompanied by a revised Statement of Affiliation Status is sent to the college president notifying the institution of the official action. If the Commission action is to deny or withdraw accreditation, the formal notification explains the reasons for such action.

The review process is included to illustrate the importance of careful preparation of the self-study which takes place many months before the actual visit and final action by the North Central Association. Vice President of Academic Affairs David Williams and the Steering Committee composed of Professors Joann Powell, John Muchmore and Roger Mussell deserve enormous credit for the excellent self-study document which was presented in August of 1987 for review preceding the on-site

visit. Obviously, that report would not have been possible without the involvement of the entire Harper College community. Please accept my appreciation for the diligence with which each of you addressed the very important task of preparing for the accreditation visit. The evaluation team chair, Dr. Christine Gram, commented on the spirit of collegiality and caring which she and the team members observed in every area of Harper College.

Congratulations to the Board of Trustees and to each member of the Harper College community for your part in earning the evaluation team's recommendation for maximum accreditation. The official letter of accreditation status will arrive following final action by the North Central Association, probably in the spring of 1988.

rw



William Rainey Harper College

Algonquin and Roselle Roads

Palatine, Illinois 60067

312 397-3000

MEMORANDUM

TO: SUPERVISORS AND MARSHALL FISHER
FROM: AL DUNIKOSKI *ae*
DATE: AUGUST 17, 1987
SUBJECT: NORTH CENTRAL VISIT

The North Central Association Team will be on Harper's campus from October 19th thru 21st, 1987. It is not known at this time when and if they will visit the LRC.

More information will follow.

AD:jh



Memo to: Marshall Fisher

From: David L. Williams *DLW*

Date: February 8, 1988

Subject: North Central Association's Final Report

I've attached four (4) copies of the final report of the North Central Association evaluation team.

Could you add them to the collection for use by our patrons.

I've informed all administrators that the report will be added to our collection.

kf

Attachments

*David Travis
3 Copies
2 for Reserve
1 for Ref.
David Bab
1 copy for archives
2/10/88*

REPORT OF A VISIT
TO
WILLIAM RAINEY HARPER COLLEGE
PALATINE, ILLINOIS

October 19 - 21, 1987

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

EVALUATION TEAM

Dr. William D. Guither, Professor of Chemistry, University of
Wisconsin Center-Fox Valley, Midway Rd., Menasha, WI 54952
Mr. Donald B. Halog, Associate Professor of English and Chairperson,
English Division, Delta College, University Center, MI 48710
Dr. James K. Lahr, Dean, St. Louis Community College, P.O. Box 1500,
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Dr. Ralph A. Duncan, Dean of Science, Health and Business, Front
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Dr. Christine Gram, President, Oakland Community College, Auburn
Hills, 2900 Featherstone Road, Auburn Hills, MI 48057
(CHAIRPERSON)

PART I

INTRODUCTION

William Rainey Harper College is a comprehensive public community college located in Palatine, Illinois, in the northwest suburbs of Chicago. This is a report of a comprehensive evaluation for continued accreditation at the associate's degree granting level, which was conducted by the Commission on Institutions of Higher Education on October 19-21, 1987.

The visiting team met with the Board of Trustees, members of the community, the administrative staff, faculty, support staff, and students during the visit. This report is based upon these interviews, the reading of the Self-Study and other institutional documents, as well as the last visiting team's report.

The college had its beginning in 1965, when the Harper College District was authorized by a voter referendum, and the first college trustees were elected. A president was hired, a site was selected, and in 1967, the first faculty and students began classes. Today, the college has almost 7,000 full-time equated students and has over 700,000 square feet of college buildings. The district has a broad and diverse economic base. The average family income in 1979 was \$30,900 compared with \$24,800 for all Chicago suburbs. The rapid growth of the area and accompanying economic effects have given rise to the descriptive term "The Golden Corridor."

The institution began its relationship with the Commission in 1968, when the college applied for and received correspondent status. Harper was awarded accreditation in 1971, the year it was eligible for such status. In 1981, the Commission extended accreditation until 1987, the time of this visit.

Organization of this Report

This report consists of: Part I, an introduction, followed by a brief history of the college's affiliation with the North Central Association; Part II, which addresses the institution's fulfillment of the General Institutional Requirements and the team's findings in regard to the Evaluative Criteria; Part III, Suggestions and Advice by the team, which are not a requirement of the institution's accreditation; and Part IV, the team's recommendation and the reasons for the recommendation, followed by the Statement of Affiliation Status.

PART II

CRITERIA FOR ACCREDITATION

In this section of the report the team presents its findings relating to the Criteria for Accreditation. The first part of this section relates to the General Institutional Requirements and the second part to the Evaluative Criteria.

General Institutional Requirements

1. The institution has formally adopted a statement of mission appropriate to a post secondary educational institution. The mission statement is included in the offering section of the annual college Bulletin. This is a clearly stated, concise, and easily understood statement.

2. The institution offers programs consistent with that mission, including general education, as an essential element of its principal programs. All degree students at Harper College must complete the general education requirements. These requirements are found in the college Bulletin and Student Handbook. They are, also, available in the Student Development Office.

3. The institution has adopted a statement specifying the potential students it wishes to serve. As stated in the college Bulletin, Harper College is determined to meet the educational and vocational requirements of each student. In addition to the specific needs for two years of high quality transferable collegiate credit, the college recognizes the more general role of educating its students for a meaningful role in a free society. The Bulletin clearly states the admissions requirements and the options available to students who enroll.

4. The institution enrolls students in at least one postsecondary educational program normally requiring at least one academic year for completion, and has students actively pursuing such a program. Harper College enrolled its first students in 1967, graduated its first class in 1969, and has enrolled and graduated students on a continuous basis since then.

5. The institution awards each person successfully completing an educational program with a certificate, diploma, or degree appropriately describing the demonstrated attainment of the graduate. The team found that the college awards certificates appropriate for each of its educational programs.

6. The institution has a charter or other formal authority from an appropriate governmental agency authorizing it to award any certificate, diploma, or degree it awards. Harper has formal authority from the State of Illinois authorizing it to issue its certificates, diplomas and degrees.

7. The institution has all the necessary operating authorities in each jurisdiction in which it conducts activities. Harper conducts classes and programs within the area in which it is authorized to do so by the State of Illinois.

8. The institution has formally designated a chief executive officer. The present chief executive officer has been president of the college for almost ten years.

9. The institution has a governing board that includes representation reflecting the public interest. The Board of Trustees of Harper College is elected by the voters of the Harper College district.

10. The institution documents a funding base, financial resources, and plans for financial development adequate to carry out its stated purposes. Harper College has a good financial base, and its financial future is well-thought-out by the administrative staff.

11. The institution has its financial statements audited on a regular schedule by a certified public accountant or state audit agency. The visiting team received a copy of the 1987 fiscal audit, which was performed by a well-known certified public accounting firm.

12. The institution makes freely available to all interested persons accurate, fair, and substantially complete descriptions of its programs, activities and procedures. The college Bulletin, Student Handbook, and other publications fulfill this requirement.

13. The institution will have graduated at least one full class in its principal programs before the Commission's evaluation for accredited status. Harper College graduated its first class in 1969 and has graduated students every year since then, including the current year.

It is the judgment of the team that William Rainey Harper College meets all thirteen of the General Institutional Requirements.

Evaluative Criteria for Accreditation

This section of the report contains information bearing directly on the judgment of the evaluators as it relates to each of the four Evaluative Criteria.

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

The mission statement is clearly stated in the Bulletin. It is supplemented by a ten-point set of objectives which give greater specificity to the statement. These objectives reflect a thorough re-examination by the Board of Trustees, and they appear in the Policy Manual of the Board. Both the mission statement and the objectives are consistent with the provisions of the Illinois Public Community College Act. They give a clear indication of the college's mission and also act to establish priorities.

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

Organization

Harper College is governed by a seven-member Board of Trustees who are elected at large on a district-wide basis for six-year terms. A nonvoting student member, elected by the student body, also serves on the Board. The Board meets regularly once per month. At the time of the visit, there were two Board members leaving the Board and two members running for re-election.

The present Board is very supportive of the college, the administration, the faculty, and staff. At a meeting with the Board, the team learned that the Board intends to find a new president who will continue to carry out the administration of the college on the same basic principles as those of the resigning president. There are very good relations between the Board and the resigning president, who has chosen to leave in order to become involved in a new challenge at another college.

The President of the college has been there for almost ten years and is planning to leave the college in January of 1988. The Board has hired a nationally recognized search firm to identify 20 candidates from the applications. A College Search Committee has been formed which will narrow down the 20 candidates to four or five to be interviewed by the Board. The present Vice President of Academic Affairs is also a candidate for the presidency. The transition to a new president appears to be a well-planned process, and not expected to be disruptive to the functioning of the college, which has in place good administrators, a good Board, good faculty and staff.

The present president has established exceptionally good relations between the community and the college. This was evidenced both by a meeting with community representatives and members of the team, and, particularly, by the successful passage of a tax referendum in the winter of 1985, which increased both the millage for the educational fund from .11 to .175 per \$100 equalized assessed valuation, and the operation, building and maintenance fund from .04 to .075 per 100. The current equalized evaluation exceeds five billion dollars.

The vice presidents meet with the president weekly to set guidelines and policy. In addition, the "Board agenda group," composed of the vice president, the Director of College Relations, Director of Research, Dean of Instruction, and Dean of Educational Services meet weekly.

The institution is organized around a participative management style. This has resulted in a large number of committees at the college. As a result, in order to coordinate the operation of 20 of these committees, in 1982 a Council for Coordination of College Committees (CCCC) was formed. This council is made up of two administrators, presently the Vice President of Academic Affairs and the Registrar, and two faculty selected by the Faculty Senate (an AFT affiliate). The Council sanctions the existence of these and any new committees, defines the charge to the committees and the committee membership. With a few exceptions, all committees fall under this aegis. Administrators and faculty are selected for those committees which will most be affected by that committee's decisions. In this

way, a consensus decision is reached by those most affected by the decision. As the Vice President stated it "This way we spend our time on the front end of decision making, not after the fact." The system was favorably received by all those at the college, in the team's inquiries. The recommendations of the committees are generally approved at the president's level and, where necessary, at the Board level. The team found that this participative system was working well and was well-liked by all participants at the college.

The administrative organization appears to be effective and working well. Although there seem to be several layers of administration, the opportunities of serving on committees which make important decisions gives faculty an opportunity to interface with the administration at several levels. The many activities of the college and its governance process appears to justify the assistance of these administrators.

Faculty

Full-time faculty are educationally well-qualified. Thirty-four percent have terminal doctoral degrees, while 53% have at least a master's degree. Most faculty are tenured with over 70% in the upper ranks of associate and full professor. By comparison with other two-year colleges, faculty was well-paid, have substantial professional expense and travel allowances and opportunities for other forms of professional development, including sabbatical leaves. To enhance teaching effectiveness, a new Learning Center has been established to focus on issues of interest to groups of teachers.

All academic personnel, including administrators, division chairs, coordinators and faculty have detailed job descriptions which are reviewed annually. The faculty have established in a Statement of Faculty Credential minimum qualifications for full and part-time appointments.

Approximately 88% of all faculty are members of the Faculty Senate, an affiliate of the American Federation of Teachers. They have an elected executive committee and division representatives.

The negotiated contract agreement defines minimum qualifications for promotion, tenure, workload, and other faculty-related matters. Most faculty are involved in college governance, as well as professional activities outside the classroom. As a result of their effectiveness in college governance, faculty morale is extremely high. Faculty clearly demonstrate confidence in the Board, the President and the administration.

On the other hand, concern was expressed in the self-study and during the team's visit about the high utilization of adjunct faculty. Adjunct faculty average 51.5% of the contact hours, the range moving from a high of 92% in the Special Services Division to a low of 34% in the Life Science and Human Services Division. Adjunct faculty are allowed to teach up to 23 hours, combined during fall and spring semesters. The visiting team believes that high utilization may adversely affect the quality of instruction in certain programs and impinge on the time of supervisory staff. The team, however, acknowledges the caution that the college exercises in creating full-time positions in areas that may suffer attrition in the future.

Support Staff

Classified staff, including secretarial-clerical and professional-technical groups, are numerous and are highly supportive of the college mission. They participate on selected committees in the governance structure. Organized into the nonaffiliated Classified Employees Council, they elect eleven representatives and meet regularly with the Director of Personnel on salaries, benefits, working conditions, and job classification review. There is a perceived concern among members of this group, however, that the administration is less committed to recognizing their efforts and to providing and supporting their professional development as compared to other college groups.

Affirmative Action and Equal Opportunity for Employment

The organization of Harper College's human resources is determined in part by its affirmative action and equal opportunity for employment policy adopted by the Board in 1975-76. The policy also extends to the recruitment and admission of students. The team found that the college has made progress and is explicitly seeking to improve on its recruitment and admission of minority students. The three-year long-range plan calls for a 10% increase in minority student enrollment. In personnel matters, however, an active program to implement the policy for faculty, administrative, and classified staff positions is unclear. What is known is that the present number of minorities in the three categories is minimal. Moreover, the current policy was revised in 1981-82, but not approved by the Board, according to the Personnel Office. The revision dropped a section on goals for contractual and appointed staff. Likewise, the procedure for reporting on the status of the policy was somewhat softened in the revision. The team believes that a review of the commitment of the college to its affirmative action and equal opportunity for employment policy should take place. Such a review might be reflected in modifications of its long-range plans and its annual institutional goal statements.

Financial Resources

Harper College's funds are derived from three major sources. Tax levies on property in the district account for approximately 45% of all revenue. Student tuition and State of Illinois funding accounts for most of the balance of the revenue. Before 1985, the college had levied the maximum ad valorem tax rate allowed and had raised tuition to the maximum allowable, but still suffered financial stress, as reflected in its low, and sometimes negative, balances in its two major funds, Education and Building Funds. The financial condition of the college was greatly improved, however, with the passage of a tax referendum in February, 1985, which increased the tax rate.

The Board assessed the full value of the approved millage rate and increased its tax revenue annually by approximately five million dollars, a 20% increase in this source of funds. The money has been carefully budgeted for the purposes of establishing a larger cash fund for the district, to repair and renovate the facilities which have fallen into disrepair, to buy needed educational equipment, to provide for additional staff development, and for other operating needs.

In addition, the Board recently authorized the Vice President for Administrative Services to sell ten-year bonds for the purpose of establishing a Working Cash Fund for the college. Approximately ten million dollars worth of bonds have been sold. Interest revenue from the cash generated by the bonds exceeds the cost of interest on the bonds, thus generating considerable additional revenue for the college.

Another source of funds was the recent sale of property previously purchased by the college for the purpose of a second campus site. The Board determined that the second site was not needed, and the sale of the property brought approximately six million dollars. The college is presently considering the construction of an additional building to alleviate crowded conditions, especially in F Building, and to expand its services to the community. Funds from the above sources, and possibly some additional funds from the State, could make this possible in the near future.

The visiting team examined the June 30, 1987, financial audit by a certified public accounting firm and found the college to be in very good financial condition.

The college established a Development Office in 1967 for the purpose of raising money for special college projects. In 1981, the present director was hired. The Development Fund presently has \$250,000 in cash assets and has received art acquisitions, placed on the campus, valued at \$200,000. The major use of the Development Fund at the present time is for scholarships for

Harper students to continue on to four-year institutions. There is presently the opportunity for truly outstanding students to receive as much as \$6,000 to continue education at the school of his or her choice.

An Alumni Association, begun in 1987, is associated with the Development Office. The college has identified 25,000 graduates for its alumni mailing list. Activities of this organization have just begun.

Physical Resources

William Rainey Harper College is centered on a 200 acre campus. The buildings are clustered in a village setting with ample parking. The college began operation at its present location in the fall of 1969. Six buildings totaling more than 434,000 square feet were occupied. Since 1969, nine more buildings have been constructed--the last, five years ago. Harper's campus presently includes a total of more than 730,000 square feet. The estimated replacement cost is \$56,458,000.

The Illinois Community College Board's Facility Master File indicates that the Harper campus includes 93 rooms which are officially assigned as classroom space. The 93 classrooms provide 3,803 student stations. A fall 1985 study indicated a weekly class/laboratory utilization of 49.1.

Despite remodeling and rescheduling space, the college does experience a lack of usable space, including storage. The Self-Study and the Space Utilization Study identified this problem.

The Learning Resources Center Building is extremely crowded. Space originally designed for stacks and other library usage has been converted into classrooms. There is a need for additional campus space for liberal arts classes now being held in the LRC. The campus lacks adequate space for its speech and theater, as well.

Exterior and interior facilities were neglected during periods of financial stress, and renovations are long overdue. In February, 1987, a space utilization study, conducted by an architectural firm, was completed. The primary purpose of the study was to improve the educational facilities of the college. The original facilities master plan (1967) was reviewed, and projected growth patterns were studied. Facilities needs were assessed, with both interim and long-term solutions recommended. A three-year funding plan for a repair and renovation program, beginning in 1987-88 and totaling more than eight million dollars, was recommended by the Finance/Buildings and Grounds Committee. The first phase (1987-1988) costing more than two million dollars has begun.

In addition to the Harper Palatine Campus, additional facilities are rented as needed. Harper offers services at the Dempster Development Center, Barrington High School, and Schaumburg High School. The Northeast Center is a leased elementary school and provides space for credit and noncredit offerings.

Summary of Criterion Two

Based on the evidence which the team read, saw, and heard, it is the opinion of the team that Harper College meets the second Criteria for Accreditation by having adequate resources effectively organized into appropriate programs to accomplish its purposes.

Criterion Three: The Institution is accomplishing its purposes.

Liberal Arts and Sciences Transfer Programs

Harper College offers a wide variety of transfer programs both in liberal arts and science areas. Typically, these programs lead to either the AA or AS degree and include satisfaction of the general education requirements. These programs are described in both the College Bulletin and a Guide to Transfer Programs where 26 possible

majors or areas of concentration are outlined. These transfer programs are widely accepted by receiving institutions.

Provisions for articulation are found in a compact agreement which has been developed in cooperation with two and four-year public universities in the state. This compact provides that students who have successfully completed either the AA or AS degree will be admitted at four-year colleges with junior level standing, as well as having satisfied the general education requirements. The University of Illinois is not a member of this compact, but Harper College does have a good transfer relationship with the U. of I. Generally, programs are evaluated on an individual basis. In addition, Harper College has a good record of transfer to other non-compact institutions. There is an annual conference in Springfield of articulation officers and the Illinois Community Board to aid in a continuing successful articulation. These efforts have not only helped to maintain easy transfers of programs, but have resulted in the development of course equivalency tables.

Vocational, Technical and Career Programs

The career education programs provide students the opportunity to attain an Associate of Applied Science (AAS) in 12 programs offered at Harper. The AAS requires 21 hours of general education courses and 39 hours in the career area. Thirty-five programs are certificate programs in which students must successfully complete a prescribed number of courses in a career field. The AAS degree and the certificate requirements are well-defined and are well-understood by students, faculty, and staff.

Although the student enrollment in the career programs has decreased in the past years, the decline appears to have leveled, and career students are about 27% of the total college enrollment.

The career education programs are organized in four divisions that also include Liberal Arts and other transfer programs. This organization seems to be serving the needs very well. There is a good professional relationship between the academic and career programs

and staff. The career programs have 64 full-time faculty who are highly motivated and dedicated to providing quality instruction and program excellence. The part-time faculty in the career programs are appreciated and provide a level of expertise necessary to maintain quality in specific areas. All career programs at Harper are reviewed and evaluated every five years by the ICCB. In addition, some programs with unique requirements are regulated by external agencies or associations.

According to the Dean of Technology, Mathematics and Physical Sciences, Harper recognizes the need to be flexible to meet the peculiar needs of its community. The college is recognizing a critical need to plan, study, and determine the future direction of vocational education from so-called "low tech" up to and including "high tech."

A new certificate program in CAD Technician has been approved, and a new program in Automation Technician Training is proposed. Four programs were deleted during 1986-87 and 34 new courses were approved. Sixteen courses were deleted, 14 course prefixes were changed and 86 courses were modified. This activity in the curriculum indicates that a lot of attention is given to assuring that quality is not just found in the instructional process, but also in the curriculum. Program advisory committees are active for all career programs at Harper. The college relies heavily on the advice they receive from these committees. All courses and programs at Harper are approved by the ICCB. Course outlines for all courses offered are on file and are also required by ICCB.

The joint agreements that Harper has with eight other community colleges are exemplary and appear to be working well for all concerned. As a result of the joint agreements, Harper's career offerings have been expanded to 130 programs. All the career programs are offered at a high level of skill (theory). As a result, a large segment of the workforce needs may be overlooked.

While the capital equipment budget for 1987-88 is \$617,000, a formalized plan does not exist to request, prioritize, and spend. Some of the capital intensive programs need equipment to be state-of-the-art.

General Education Revision

Revision of the college's general education program began in 1983. After four years of intense study by the Academic Standards Committee, the Board approved for implementation in 1988-89 new requirements for the three associate degrees. Hours for the associate in arts were increased from 38 to 43 and for the associate in science from 38 to 44. Students seeking either degree will take more hours in communications and will be required to take hours in both natural science and mathematics. Also, a new category requirement has been created entitled "Contemporary Studies and Life Skills." The team commends the college's efforts in strengthening its general education program; however, it does urge the institution to develop a written rationale by which to frame the program, a rationale that might include a philosophic statement and program objectives.

Students and Student Services

William Rainey Harper has developed a comprehensive Student Services Program to meet the diverse needs of its student body. Some of the services, such as the Women's Center, child care, bookstore, and Public Safety, are under the supervision of the Dean of Special Programs and Services, the Dean of Business Services and Finance, and the Director of the Physical Plant, with the majority of the services under the leadership of the Vice President of Student Affairs. Although this shared supervision exists, there is commitment to the student-centered approach to serving students and a caring attitude is inherent in providing student services.

All Student Services personnel visited were satisfied with the organizational structure within their division, as well as the college's organizational structure. They value the concept and the implementation of shared governance through the college committee structure and process. The process has been slow at times, but reliable. The benefits gained from the process outweigh the negatives. The committee process is highly valued by all.

The Student Services Program offerings are publicized and clearly stated in the annual college Bulletin, Student Handbook, brochures, posters, and fliers. The entire student assessment policy, however, needs to be stated clearly to give students better information and direction prior to entering college. This information needs to be published annually in the legal information documents provided for students.

A myriad of services has been developed to meet the diverse needs of the student body, such as health services, women's services, legal services, child care, disabled student services, student activities, varsity athletics, and intramurals. Some of these programs are innovative, and all are very helpful in meeting the mission and the objectives of the college.

Student participation is strongly encouraged and supported by the college administration, faculty, staff, and the Board of Trustees. There is student representation on the college committees and on the Board of Trustees (non-voting). This involvement has encouraged positive relations between students, faculty, and the administration. The morale of students and the Student Services personnel is very high. According to citizens from the community, the college has a reputation of caring for students. There is evidence of loyalty, commitment, and dedication to William Rainey Harper.

The Student Services Program has been strengthened in many ways since the last team visit in 1981. Counseling Services have been revised to focus on the total development of the student. Student Development faculty are endeavoring to provide an environment that encourages the students to be responsible; to learn to define realistic personal, academic, and career goals; and to realize their maximum potential. Students are responding favorably to the change. They are beginning to understand the difference in referring to counseling for all of their needs as opposed to learning how the different services are impacting their personal and academic goals and decisions.

The counseling services are provided to the students by four centers: Center for new Students and Adult Services; Career and Life Planning Center; Community Counseling Center; and, General Services

Center. A College Advising Task Force has been developed to review, discuss, and determine the advising needs of students. Teaching faculty, student development faculty, staff, and students are participating on this task force. Pilot advising programs are in the process of being implemented.

Automated transcripts (student copies) are provided for students by the Registrar's Office. Students can obtain copies overnight, and computerized copies are mailed to students. Software has been purchased for a degree audit system to provide student information for advising and educational planning. The Computer Services Director and the Director of Academic Computing each report to a different dean, but they work closely together in providing maximum service to students and to the college.

Outreach Recruitment is provided by one-and-a-half staff, who coordinate and implement high school visitations and visits to businesses and industries. A new marketing plan is being developed through the Admissions Department, to improve the collegiate image of the college in the service communities.

The Student Activities Director is doing an outstanding job of providing student activities and services for the college. Maintaining the quality of the program in future years could become stressful and create burnout for one full-time staff member. The Director has established and maintained excellent rapport with the students. A new Coordinator of Placement and Job Development is providing a centralized placement system that will help students with their employment needs.

The Women's Center provides support services, assistance, and noncredit courses to 3,000 women returning to school. The center had the distinction of being the first of its kind in the state when it was established 14 years ago. Day Care and Early Childhood services also provide a valuable service to students, and could have a greater impact on more students if it had more space and financial resources.

Inter-collegiate sports and intramurals provide physical, recreational, and social development for the students. An academic support program is being provided for athletics under the leadership of an

Athletic Academic Coordinator who is responsible for monitoring the academic progress of student athletes. According to faculty and the students, the program is excellent.

Support for all student services and student activities appear to be from the executive level of administration. The Student Services Program is excellent and strongly supports the mission and objectives of the college.

Educational Support Services

The educational support services portion of the college, which includes remedial programs and the Learning Resource Center, is functioning quite effectively. It appears to be adequately funded and staffed to meet the demands and needs of a dynamic and creative faculty. The services are designed to enhance the instructional effort in the classroom, and to this mission have been most successful.

It was noted in the Self Study that the Library and the Media Services section were combined in 1986 to create a more effective administrative unit. The reorganization appears to have been most successful, with control residing in the new Dean of Learning Resources. The staff assigned to the L.R.C. are well-prepared and enthusiastic about their tasks. The hours for service are commendable, with access available to users until 10 p.m., seven days per week. The library maintains several major collections, including the Commerce and Legal collections which attract not only students but large numbers of community users as well. The L.R.C. is well-equipped for up-to-date technical service to the classroom, as well as to the individual patron.

The Media Services Section is responsible for a growing telecourse program that utilizes not only the area PBS station, but the local cable channels as well. As a member of NILROC, the college is able to take advantage of reduced rental rates for telecourses for member institutions. The telecourse "Hotline" is a novel service for students.

A common concern expressed by numerous staff is the limited space available in the L.R.C. Storage is at a premium with overflow

spilling over into corridors and instructional areas. The building assigned for L.R.C. use has other "tenants," including Special Programs and instructional classrooms. If construction of a new instructional building occurs, it will relieve the congestion currently experienced when using the L.R.C. Until that time, no expansion of the collections can occur. It is understood that a "clean-up campaign" is contemplated for the L.R.C., which will include some pleasant new furnishings. In the meantime, the facility has that "well-used," almost dingy appearance, to greet the daily user.

Special Programs and Services

The major portion of this unit consists of four academic programs, including English as a Second Language, Adult Educational Development, the Interpreter Training Program, and Sign Language Studies. The service dimension consists of Disabled Student Services. This is a growth area, and one which is having major impact on the community served by the college.

There have been impressive results in the special program area. ESL has people representing more than 57 primary languages, including ESL for the hearing impaired. Adult Education Development has over 1,600 engaged in GED preparations. The unique Interpreter and Sign Language programs, together with the Disabled Student Services, deals with approximately 1,000 clients. It is the only place in Illinois where these individuals can find this kind of assistance. The staff assigned to this unit possess a special dedication and are known to "go the extra mile" to accommodate their clients. It is desirable that more be done to encourage faculty to become involved in seeking new funding sources for special programs and projects. The staff has expressed the need for additional "low tech" career programs so that GED recipients, as well as high school graduates, may "tap" into programs at Harper that are extensions of their high school majors.

More space is needed for Special Programs, as staff is widely separated as well as cramped in the limited space that they do have.

Because of the growing numbers served, the need for more full-time faculty is considered a high priority. In the provision for adult education and remedial instruction, support in the form of full-time faculty has lagged behind other principal programs and services. The college needs to review the extent to which it will be committed to such programs, especially because they are intimately related to its emerging assessment program.

Continuing Education

The staff attached to the Continuing Education Division are competent and dedicated to their tasks, and the reputation enjoyed by the Continuing Division is at its highest point under the present administrator. Several exemplary programs developed by continuing education are identified as follows: The Northeast 2001 Conference; the Institute for Management Development; and the Strategic Planning Model developed for local governments and agencies. Over the past six years, enrollment has grown by approximately 45% in the Continuing Education Division. The full potential of the division is hampered, however, because space is not available to accommodate all of its needs. As a result, some of the creative program efforts of the staff must be scheduled off campus, just as some of the division staff are housed off campus.

The Educational Services Division has developed teaching agreements with business and industry. There are well-established programs in continuing education for nursing, dental hygiene, dietetics, sports medicine, fire and police programs, and others. The Physical Education Division has an impressive community program of continuing education and rentals of the facility to the public. An excellent example of community partnership is the Career Cooperative.

The organizational structure of the continuing education function at Harper seems somewhat atypical, especially to those more familiar with strong centralized systems. It does appear to be working, however. Part of the educational philosophy at Harper is the decentralized approach which does not separate vocational, transfer, and continuing

education programs. One of the dangers expressed about such decentralized operations is "what is considered everybody's business usually turns out to be nobody's business." But to the contrary, at Harper continuing education does seem to be alive and well.

Some confusion exists among campus and community constituencies as to who is responsible for what. To strengthen the concept of "oneness," there is a new Council of Continuing Education. The council includes those division deans who are engaged in continuing education programs of their own. This group develops policy position, provides coordination, strengthens communication links among the divisions, and in general is receptive and responsive to mutual continuing education interests at Harper.

The Division of Continuing Education at Harper has moved away from its earlier image as a producer of hobby and leisure activities and become the architect of some very sound programs for adults who are seeking a quality educational experience. Meanwhile, the transfer divisions are getting closer to the continuing education mode by offering some courses of shorter duration, and by identifying staff to develop continuing education offerings specifically for selected academic divisions.

Because of the decentralization of the continuing education function, it is difficult to market the Harper product as a whole to the college's service area. In addition, because some divisions of the college have been assigned the "right" to offer their own continuing education programs, a "territory" or "turfdown" sometimes creates gaps or overlaps in service, as well as in programs. Several different divisions have direct contact with local business and industry in order to solicit their program needs. There are several numbers that a potential client may be referred to before receiving the answer to a telephone question. Industry may be better served by one campus contact that would enable the caller to receive complete information about continuing education.

College Relations

The College Relations office has a professional staff, who are responsible for college publications, legislative relations and, also, an information desk in the entrance lobby. The office coordinates the use of college facilities, except for credit classes and the physical education building, and arranges special events such as outstanding visitors to the college, media events, and a Speakers Bureau. A cable TV program titled "Campus Corner" is shown for 30 minutes twice per week and is produced and coordinated through this office.

The Friends of Harper organization was founded through this office in 1981. This organization of alumni and interested community people contributes to the publicity of the college and to special student projects.

Summary of Criterion Three

The team found that the college is accomplishing its purposes.

Criterion Four: The Institution can continue to accomplish its purposes.

Planning for the Future

The college has a planning process which incorporates planning activities at a variety of levels. The elements of this process are the Illinois Board of Education Annual Resource Allocation and Management Plan (RAMP), the Board of Trustees Three-Year Long-Range Plan, and the Institutional Planning Committee reports. The outcome is a well-defined strategic plan for the college, which has a dynamism that allows updating of the plan on an ongoing basis. The work of the Office of Planning and Research is a key factor in the college's overall planning activities.

The Illinois Board of Education Plan serves as the basis for requests to the legislature for capital funding. This document provides a 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 the up-coming five years. The state also requires that the Illinois public community colleges regularly file one- and five-year vocational plans which identify anticipated changes in vocational programs. On a rotating basis, each vocational program must, every five years, submit detailed data about each of its vocational programs to the state. Harper College has decided to use the latter planning documents as marketing information in their recent decision to begin a marketing plan for the college.

The Board of Trustees updates its Three-Year Plan every two years at a retreat held at the campus. Members of the Institutional Planning Committee of the campus have a representative at the retreat to present a report of their recommendations and to explain them. The last planning retreat in the spring of 1985 included two days of planning activities for which several detailed documents were supplied to the Board. The outcome was a detailed strategic plan which will be reviewed and revised in the spring.

The Institutional Planning Committee (IPC) has representation from every major constituency at the college. In the fall semester of each year the committee collects the goals of each department and of individuals, with rationale for each goal. By December this document is ready to go to the budget process for monetary consideration. About a dozen institutional goals will typically be included. Attainment criteria are developed, and the committee receives information as to which goals have been committed. When accomplished, the IPC reports to the departments and persons who submitted the goals. The committee's plan is integrated into the Board's plan by keying in the new ideas where they fit into the Board's plan.

Financial Planning takes place at two levels. The overall projection of enrollment and anticipated revenues are done at the Vice Presidents' level. The individual departments submit their requests within the framework of available revenues. This year a new computerized software package was purchased, which will enable the departments to call up their budget proposals on the computer and to see any

reductions or additions to their budget on a current basis. The final budget is submitted to the Board of Trustees for their modification and approval.

A telephone call to the Executive Director of the Illinois Community College Board reassured the team that there are no funding nor program changes anticipated at the state level which will adversely affect the college. In the opinion of the Community College Board, Harper has the staff and resources to continue to be the fine college that it is today.

Summary of Criterion Four

The college has a comprehensive and active plan for the future. It has ongoing activities at all levels to assure that planning does not stagnate at a given point in time, but is a dynamic product of the institution. The team found the Long-Term Plan and 1986-87 Institutional Goals to be objective, realistic, and current.

The campus commitment to planning, the present documents, the ongoing committee structure, and the Board and administrative commitment to a well-documented planning strategy assured the team that the college will continue to evaluate its future, and with its available human and financial resources it can continue to accomplish its purposes.

STRENGTHS AND CONCERNS RELATED TO THE FOUR EVALUATIVE CRITERIA

The following list of strengths and concerns observed by the North Central visiting team is directly related to the Four Evaluative Criteria. The items represent the combined opinion of the team members. All are important, and no attempt has been made to put them in the order of their importance.

Strengths

1. The Self Study was well-written, comprehensive, and an excellent document to work with.

2. The cooperation between all elements of the college in the successful effort to pass the millage, in 1985, was exemplary.
3. The mission is well-defined and is being fulfilled.
4. General Education requirements and the Associate's Degree requirements are well-defined.
- ✓ 5. The process for developing the new General Education requirements took a great deal of effort, and we commend this accomplishment.
6. The college has a well-run, effective Public Relations Office.
7. The cable TV programs produced by the staff provide good publicity for the college.
8. Several exemplary programs have been developed by the Continuing Education Division.
9. The new Council of Deans on Continuing Education has improved communication and coordination among the divisions.
10. Enrollment in Continuing Education has increased, as services to business and the community have grown.
11. The Friends of Harper organization has become active in supporting the college.
- ✓ 12. There is a demonstrated involvement of all elements of the college in a dynamic planning process.
- ✓ 13. The quality of the arts and science programs remains high and reflects the college's commitment to its transfer function.
14. Harper students experience virtually no problems at four-year institutions in the State of Illinois.
15. The advanced standing agreements with the high schools in some areas, in electronics for example, are a plus for students.
16. With the passage of the new millage in 1985, the college is in good financial condition. The sale of the second site has enabled the college to provide funds for future needs. The working cash fund that resulted from the sale of almost ten million dollars worth of bonds has provided a new source of revenue for the college.
17. A capable, dedicated Board of Trustees, under good leadership, gives strong support to the college and its programs.

18. Although it may take a long time, the participative management structure through committees is working well and is well-liked by the faculty and administration. Recommendations of the committees are worked out with top administration and implemented.
19. There is a good relationship between the faculty and the administration.
20. The Classified personnel have a good relationship with faculty, administration, and the Board, and speak highly of their working relationships with them.
21. The Development Office, the Foundation, and the Alumni Association all contribute to the college.
22. Faculty and administrators have good staff development support and activities.
23. Full-time faculty participate in appointments of other faculty, and there are detailed credentials for full-time and part-time faculty.
24. There is a faculty evaluation system in place and functioning.
25. A Wellness Program for faculty and staff is in place and functioning quite well.
26. A new facilities planning document has been developed to address both interior and exterior long-range facilities needs.
27. The maintenance staff, security staff, guards and others take good care of the campus, and a safety system is in place for fire and emergencies.
28. The Student Services Program is comprehensive; the program oversees the diverse needs of the students.
29. Students are quickly serviced, and the Student Services staff is responsive to them; the department has a reputation of caring about students.
30. Student Development staff have expanded their services to include family counseling, career planning, and educational planning.
31. Telephone registration for returning students is working well.
32. Student Activities are well-funded, and there is an excellent program.
33. Many programs in the career area are exemplary and require selective admittance.

34. The curriculum is rigorous, and the graduates are finding suitable placement.
35. The career, liberal arts and sciences programs have faculty who are highly motivated and dedicated to providing quality instruction and program excellence.

Concerns

1. Career education enrollments are down, reflecting a national trend.
2. There is a concern about so many part-time faculty in selected areas.
3. There is a need to complement the current career programs with short-duration programs which provide skilled training.
4. There is need to devise a plan to systematically acquire capital equipment, particularly for the intensive tech programs.
5. Exterior and interior renovation is long overdue.
6. The L.R.C. Building is extremely crowded, and the college needs additional space for liberal arts classes and for the speech and theater programs.
7. There is a need for more space in the Day Care and Early Childhood Center, for Continuing Education offices, and for Special Programs.
8. Because of the decentralization of the Continuing Education function it is difficult to market the programs.
9. Twenty-three hours of teaching in a year are possible for part-time faculty members.
10. The college's Affirmative Action/Equal Opportunity Plan is more than twelve years old, and there is an apparent lapse of awareness of the plan.
11. The concern in the Self Study that adult education and remedial instruction are not as fully supported by full-time faculty as are other principal programs and services was confirmed; such programs are intimately related to the emerging assessment program.

12. Neither the Bulletin nor the Student Handbook contain the information that full-time students are required to be academically assessed; full-time students do not know this until they have applied to the college.
13. The need for full-time faculty in Special Programs should be a high priority.
14. There is a need for additional "low tech" career programs.

PART III

ADVICE AND SUGGESTIONS

This section of the report is addressed primarily to the institution and contains suggestions made by team members in their roles as consultants. The advice offered here is a by-product of the evaluation process, and its purpose is to assist the institution. The suggestions appearing in this section are advisory in nature, and Harper College is free to accept or reject them as they deem appropriate.

1. Consider expansion of the assessment programs to include the measurement of learning outcomes.
2. Develop a rationale, including a philosophic statement and program objectives, for the general education programs for associate degrees.
3. Establish a general education program for all certificate programs, including a rationale and program objectives.
4. Be vigilant over the effective relationships established among the Board, faculty, and administration.
5. Initiate a collection program to promote the disposal of the small quantities of hazardous waste materials in a more acceptable manner, even though not mandated by the State of Illinois regulations.

6. Students believe that the college should improve the image it has in the community since it is actually such a high quality institution: the college may want to develop a plan to accomplish this.
7. Faculty could benefit from more assistance in seeking out grants that would benefit the college.
8. There is a feeling on the part of the NCA team that there is an invisible "ceiling" placed on the Continuing Education Division's ability to create more programs and to generate more FTE. It may well be worth considering a separate "stand alone" Continuing Education brochure to be mailed separately. Continuing education is designed for a separate audience with classes starting at different times from many of the regular transfer programs. A separate publication designed to attract adults would not only make it easier for Continuing Education students to become aware of the total offerings, but would provide specific information on "streamlined" enrollment procedures. A separate publication mailed independently may cost more, but it is believed that it would attract many more students. If the college wants to lift the "invisible ceiling," it could use this suggestion to increase its enrollment.
9. There are good evening services for students; however, there is no evening administrator on duty.

PART IV

RECOMMENDATION

The team's recommendation for action, including its recommendation to continue the accreditation of William Rainey Harper College, are shown on the attached worksheet for the Statement of Affiliation Status. The team's reasons for its recommendations are:

Rationale

William Rainey Harper College meets the General Institutional requirements and fulfills the four evaluation criteria for accreditation, as substantiated in the body of this report.

STATEMENT OF AFFILIATION STATUS

William Rainey Harper College is a public institution accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools. Accredited in 1971, the college offers programs leading to the Associates (arts and sciences and vocational-technical curricula) degree. It offers credit and non-credit programs at its campus in Palatine, Illinois; some courses are also offered at various sites within the state.

William Rainey Harper's most recent comprehensive evaluation occurred in 1987-88. Its next comprehensive evaluation is scheduled for 1997-98.

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