

# Harper College - IL

HLC ID 1173

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OPEN PATHWAY: Reaffirmation Review

Visit Date: 3/5/2018

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## Context and Nature of Review

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### Visit Date

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3/5/2018

#### Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

#### Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

### Scope of Review

- Reaffirmation Review
  - Federal Compliance
  - On-site Visit
  - Multi-Campus Visit (if applicable)
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- Federal Compliance

## Institutional Context

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Harper College is a public community college located in Palatine, IL and serves 23 diverse communities in the northwest suburbs of Chicago. Harper provides comprehensive services to the community it serves including a multitude of transfer degrees, career programs, customized workforce training, cultural enrichment, and community education.

Harper began in 1967 and at the time of this comprehensive visit is celebrating 50 years of serving the community. Starting with 1,725 students 50 years ago, the College has grown to serving approximately 25,000 credit students, with thousands more engaging with the campus through training, athletics, arts, and more.

The College completed its assurance argument with the Higher Learning Commission in the Open Pathways process in the Spring of 2018. An on-site team visit took place in March 2018. The team of four engaged in the assurance argument prior to the visit and conducted several interviews with multiple constituents during the one and one-half days on campus. The team also reviewed the federal compliance report submitted by an off-site reviewer and then validated/updated by the on-site team.

## Interactions with Constituencies

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Accessibility Specialist

Administrative Assistant, Business

Associate Dean, Counseling and Advising

Associate Dean, Student Affairs

Associate Dean, Student Success Initiatives

Assurance Steering Team

Board of Trustees (7 attendees)

Campus Architect

Chair, Student Development

Chief Human Resources Officer

Community Members (11 attendees)

Controller

Coordinator, Dual Credit

Dean, Enrollment Services

Dean, Student Affairs

Dean, Student Development

Dean, Teaching, Learning and Distance Education

Director, Access and Disability Services

Director, Admissions Outreach

Director, Athletics

Director, Student Financial Assistance

Director, One Stop Center

Executive Director, Facilities

Executive Vice President-Finance

Faculty, Accounting

Faculty, Computer Information Systems

Faculty, English

Faculty, Kinesiology

Faculty, Psychology

Lead Tutor, Writing Center

Learning Assessment Committee

Manager, Center for Student Involvement

Manager, Student Development

Manager, Testing Center

Open Forum Criterion 1 and 2 (55 attendees)

Open Forum Criterion 3 and 4 (73 attendees)

Open Forum Criterion 5 (74 attendees)

Outreach Specialist, Access and Disability Services

President

President Executive Council

President, Student Government Association

Provost

Registrar

Special Assistant to the President, Diversity and Inclusion

Specialist, Distance Education

Specialist, Instructional Design

Students (11 attendees)

Vice President, Workforce Solutions

## **Additional Documents**

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2010-2020 Master Plan

2016-2021 Adjunct Faculty Agreement

2017-2018 Harper College Catalog and Student Handbook (Spring 2018)

A Walk Through Curriculum, and Navigating the Curriculum Process

Academy Credit Professional Development Courses Fall 2016 – Summer 2017

Achieving the Dream About Us 2016 May

Acceptable Foreign Evaluators, August 2017

Accountability Report 2016-2017

Adjunct Faculty Evaluations

Adjunct Faculty Professional Development Pre-Approval and Reimbursement Form

Administrator 360 Evaluations FY 2015-FY 2017

Advanced Placement Program

All Funds, Revenue and Expenditures: FY 2012 Actual – FY 2018 Budget

Ambassador School 2016-2017

Annual Budgeting Process

Annual General Education Assessment Reports 2008-2017

Annual Outcome Assessment Report

Apprenticeship Programs: Learn and Earn

Assessment Conference and Share Fair Agendas

Assessment Plans and Results Reports

Assessment Workshops

Bias Incident Reporting Form 2014 May

Board Financial Guidelines and Policies

Board Meeting Agendas

Board of Trustees Meeting Minutes 2017

Board of Trustees Onboarding Process

Board of Trustees Policy Manual

Center for Student Involvement (webpage)

Catalog and Student Handbook 2017-18

Climate Survey PACE 2013

College Operations Council Charter

College Plan 2017-18

College-wide Financial and Academic Policies and Procedures

Community College Survey of Student Engagement (CCSEE), 2015 Key Findings

Community Report 2016

Community Relations Harper Ambassadors 2016

Course Outlines

Credit for Prior Learning (webpage) and On-Line Form to Request Follow-up

Crowe Horwath LLP

Disability Services End of Year Report 2014-2017

Diversity and Inclusion Scorecard 2017

Diversity Initiatives at Harper 2017 Dec

Dual Credit Charts

Dual Credit Instructor Credentials for High School District 211, 214, and 220

Early College Credit Course Offering Procedure Guide

Early College Credit Course Offerings Procedure

Education and Work Center in Hanover Park 2016

Employee Resource Group Guidelines and Established Groups 2017 MAR

Excellence in Financial Reporting

Faculty Contract 2017-2022

Fact Book 2017-18

Fact Book District College Race Ethnicity 2016 Fall

Faculty Credentials 2017-18

Faculty Degrees, Certifications and Publications

Faculty Handbook

Faculty Sabbatical Leaves, Brief Descriptions, FY2010-FY2017

Faculty Searches Tasks and Responsibilities

Fast Track Course Delivery 2017

Finance Committee Charter

First Year Seminars Information Literacy Workshop: FYS Activity

Five Year Financial Plan

Follow Up Survey

FY 2017-2019 Presidential Priorities

General Education Curriculum Map

General Education Improvement Plans

General Education Learning Outcomes (webpage)

General Education Outcomes Assessment at Harper College Guide

Group Results Cultural Evolution Report 2016 May

Guides to Enter Assessment Plans and Results in TracDat

Harper College Board of Trustees Committee of the Whole Meeting Agenda for September 2016 through September 2017

Harper College Website

Harper College Ambassador School Program

Harper Intranet Portal, Harper to Launch Manufacturing Apprenticeship

Harper Intranet Portal, Professional Enrichment for You

Harper Leadership Institute Cohorts, 2013-14, 2014-15, 2015-16, 2016-17, and 2017-18

Harper Welcomes First Faculty Fellows 2016

Health Careers Affiliation Agreements

History of Harper College

History of the Office of International Education (webpage)

Honors Program and Phi Theta Kappa (webpage)

Illinois Articulations Initiative (IAI) (webpage)

Illinois Community College Board Program Review Manual

IPEDS Fall Student-to-Faculty Ratio

Initiative to Increase Student Participation in Shared Governance

Institutional Accountability Report 2016-17

Institutional Effectiveness Measures Dashboard Student Persistence and Completion Measures

Institutional Effectiveness Measures, Institutional Success Measure 5, Information Technology

Institutional Review Board Manual

Intercollegiate Athletics at Harper College

Learning and Career Center 2018

Learning Assessment Working Group Charters

Library Instruction Report

Library Services Summary

Licensure Outcomes – Pass Rates

Management’s Discussion and Analysis Years Ended June 30, 2017 and 2016

Military Transcripts

Military Transcripts

Mission, Philosophy, Core Values (webpage)

Net price calculator

New Student Advising (webpage)

Office of Diversity and Inclusion

Office of Student Involvement Annual Report

One Million Degrees Program (webpage)

One Stop Center Overview

Online & Blended Teaching at Harper College

Organizational Chart

Orientation and Onboarding Information (Board of Trustees)

Planning and Accountability, Structure

Planning and Institutional Effectiveness, Division

President’s Report

Program Outcomes (webpages)

Program Review Manuals 2017-2018

Project Success and Starfish Early Alert Documentation

Promise Program Status Fall 2017

Race/Ethnicity of Harper District and Fall Credit Students

Resource for Excellence Grant Final Report and Application

Sample job descriptions

Search Process Workbook 2015

Service Learning Overview (website)

Shared Governance Committee Charters

Shared Governance Recommendation Form, Mission Statement

Shared Governance Structure

Shared Governance Year One Feedback Survey

Specialized Accreditation Notification Letters and Reports

Statement of Economic Interests

Strategic Plan

Strategic Planning and Accountability Report

Strategic Planning and Accountability (SPA) Committee Charter

Strategy/Cost Benefit Analysis Rubric

Student Code of Conduct 2016

Student Government Constitution

Student Membership Roster in Shared Governance Committees

Student Opinionnaire Survey Results

Student Organizations (webpage)

Student Success – Annual Completions (website)

Student Success Branch Membership

Student Success Shared Governance Committees

Student Success – Student Persistence (website)

Student to Faculty Ratio, Data Source IPEDS

Summary of English 101 and Speech 101 Assessment for Fall 2017

Syllabus Checklist

Task Force on Diversity and Inclusion Report

Teaching and Learning Innovation Grande and Instructional Technology Grant

Technology Plan

Testing and Placement Committee FY 2017 Annual Report and meeting Minutes

Testing for Course Placement (website) <https://www.harpercollege.edu/registration/testing/courseplacement.php>

Theatre Arts (webpage)

Title III External Evaluation Report, 2015-2016, Year 2

Title III/Year Three Project Status Summary, Fourth Quarter

Title IX, Student Conduct Report

Venues (webpage)

World Cultures and Diversity Graduation Requirement

# 1 - Mission

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The institution's mission is clear and articulated publicly; it guides the institution's operations.

## 1.A - Core Component 1.A

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The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

## Rating

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Met

## Evidence

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In 2013 Harper College embarked on a comprehensive process to revise its mission statement as a means of articulating the college's commitment to the diversity of the community it serves and beyond. The process involved four steps that included input from hundreds of stakeholders and was ultimately adopted at the February 25, 2015 Board of Trustees meeting. The current mission statement, "Harper College enriches its diverse communities by providing quality, affordable, and accessible education. Harper College, in collaboration with its partners, inspires the transformation of individual lives, the workforce, and society". In addition to the mission, the college is driven by four key values of integrity, respect, excellence, and collaboration. Throughout the campus visit all constituent groups were able to articulate how the mission is demonstrated across the campus.

In the creation of the current mission statement, Harper is able to align its focal work with that of the five curricular missions of community colleges: academic transfer programs, career and technical programs, continuing education, developmental education through remedial math and English, and community service. These pillars of the community college are part of the work of Cohen and Brawer's book, *The American Community College*.

In support of the mission and learners, Harper's operational budget aligns well with the work the college engages in on a daily basis. This statement is supported by the fact that in each of the last five years a minimum of 60 percent of the total operational budget (\$110 million) is allocated directly to the support of instruction, academic support, student services, scholarships, grants and tuition waivers. It is clear that the college is putting resources in place to support the diversity of the its learners. Interviews with student service personnel

demonstrated a wide variety of support beyond the traditional venues to assist in facilitating success for students. Student interviews yielded positive results specific to the variety of support services they receive. The “One-Stop” approach was praised by students and staff alike.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 1.B - Core Component 1.B

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The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

### Rating

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Met

### Evidence

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The mission statement of Harper is articulated in the "About Us" web page and provides a clear link of where to find the philosophy and mission statements, strategic goals, and strategic planning. The mission statement was visible throughout campus and viewed by the team during the entirety of the visit. The Community Report provides details on the fiscal matters, construction updates, student highlights as well as the president's priorities of student engagement, ensuring student completion, campus master plan, and to fully fund the Promise program. These all provide evidence of Harper's transparency to the college community and the general public.

Meetings with college personnel and a review of the documents provided in the Assurance Argument, provided evidence of a pattern of activities that support the college mission. Harper College recently created the position of Special Assistant to the President for Diversity and Inclusion, in an effort to expand the vision for diversity at the College, and to work with students, staff, and the community to provide inclusive activities for all college constituencies. This position is strategically created as a faculty role that rotates every three years to make inclusion the work of the whole campus and embedded in the institutional priorities.

Constituents of the College include, as outlined in mission documents, both traditional and non-traditional students. Additionally, community education and custom workforce training are included in the mission components, as evidenced through Harper's Advanced Manufacturing program, apprenticeships, and interviews with community members and Board of Trustees.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## 1.C - Core Component 1.C

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The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

### Rating

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Met

### Evidence

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The student demographics of the college indicate the vast diversity of the student body and the College's commitment to providing a diverse college community. The College has seen an impressive increase in the percentage of Hispanic students, so much so, that they are within two percentage points of being recognized as a Hispanic Serving Institution.

A diversity symposium has been created by the college as a means by which the college community can engage in conversations about diversity and inclusion. The past two years of the symposium has yielded an average of 200 participants, with 2015 boasting an impressive 600 participants across two separate offerings. During the visit the Diversity and Inclusion team demonstrated the commitment to diversity and inclusion through their campus wide programming.

The College has created a Special Assistant to the President for Diversity and Inclusion. This position reports directly to the president and provides clear evidence that the college is working diligently at advancing a culture of diversity and inclusion across the campus. This position is responsible for creating programming and leading a team of college employees in continuing to move Harper forward and a leader in the communities that they serve. This position has created a foundation for addressing the shifting diversity of the student population as clearly evidenced in the 27% Hispanic/Latino student body and the 6% Hispanic/Latino representation of Harper employees. Harper College recognizes the need to continue and broaden its efforts in gaining strategies to strengthen diversity and inclusion.

Through the campus visit, Harper College faculty, staff, students, and administrators were able to articulate that diversity and privilege are inter-sectional. It is clear that the campus community is working to be better prepared to serve students who occupy these intersections in the community. Specific examples include the Access and Disability Services Transition Autism Program, and the Office of Diversity and Inclusion Employee Resource Group who assist the college in creating an environment and culture that is welcoming and supportive of all employees but particularly those individuals who are members of historically underrepresented populations.

Harper is a leader in the Achieving the Dream initiative as evidenced by being the recipient of

the 2016 Leah Meyer Austin Award. This award is given to institutions who have demonstrated “outstanding achievement in developing an organizational culture designed and dedicated to increasing student success”. The graduation rates for the underrepresented students have been steadily increasing due to the commitment to serving diverse populations.

The Center for Student Involvement provides support to Student clubs and organizations such as the international student club, deaf club, Latinos Unidos, Black Student Union, and Pride club. While the college has many other clubs and organizations, these provide further evidence of Harper’s commitment to supporting diverse students and increasing inclusion across the college. The site visit team had an opportunity to meet with students who represented many of the clubs and organizations. Through these conversations it is clear that Harper College activities reflect the diversity of the constituencies it serves while being appropriate with the mission.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 1.D - Core Component 1.D

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The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

### Rating

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Met

### Evidence

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Harper has a clear understanding of its role within the greater community. The Board of Trustees articulated the connection and impact Harper College has in the community. Furthermore the Board expressed a sense of pride in the relationships with the external community through the intentionality and nurturing of the President. The College provides many opportunities for the community to be engaged. From the arts, to athletics, to civic engagement, Harper continues to provide a venue for engagement. Some very concrete examples include partnerships with transfer institutions; customized training within the local business community; and supporting the entrepreneurial activities of the region. In addition, the College also has a total of 12 collegiate athletic teams which provide an opportunity for the local communities to watch "live" athletic contests. All of the examples in this statement provide clear and abundant support for the role that Harper plays in the local community.

Interviews with the Board provide evidence that industry partners include regional hospitals, active program advisory groups, and a robust apprenticeship program.. Harper College has eight apprenticeships recognized by the Department of Labor ranging from Industrial Maintenance Mechanic to General Insurance to Graphic Arts Print Production. These types of technical offerings compliment and diversify the college transfer programs at the college. In a quick "keyword search" of continuing education on the Harper website, an array of course offerings from arts to landscape to quality management are offered to the public.

A further connection to the general public can be evidenced through the program advisory committees. The committees are made up of local professionals who provide input into the programs, the needs in the workplace, and many of the organizations represented on the committees hire Harper graduates. These committees also serve as an avenue for the college to share information back out to the public community. Advisory board and community representatives articulated their genuine interest and support of the college during the lunch session with team members.

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**Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 1.S - Criterion 1 - Summary

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The institution's mission is clear and articulated publicly; it guides the institution's operations.

### Evidence

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Harper College's mission is broadly understood in the organization, used to guide its operations, is articulated in a variety of ways, contains a commitment to the public good, and respects and cultivates diversity in its student population, faculty and staff, and community. Extensive interviews with faculty, staff, students, administrators, community members, and the Board of Trustees members confirmed that the mission serves the institution well and remains relevant to meeting the needs of community.

Evidence was presented that the College adheres to the intent of the mission, as it provides a variety of educational opportunities to students, and is clearly valued by the community for its multitude of contributions to business and industry and to the economic development of the community.

Significant evidence was provided to the team that Harper students are provided a rich opportunity for academic success, and are provided multiple opportunities for support. Policies and procedures that address a multicultural society perspective exist at all levels of the College. Ultimately, Harper College's mission maintains a commitment to the public good.

## 2 - Integrity: Ethical and Responsible Conduct

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The institution acts with integrity; its conduct is ethical and responsible.

### 2.A - Core Component 2.A

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The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

#### Rating

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Met

#### Evidence

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The Board of Trustees for Harper College are an elected body of seven community members whose role includes setting policy for the college and direct oversight of the president. Since the Board plays a significant role at the college and in the community all new board members participate in an orientation and are made familiar with the board policy manual which clearly outlines the roles and responsibilities of the board as a whole and the individual members. The manual also includes an extensive Code of Ethics Compliance publication that articulates the activities that are prohibited by board members. It is clear from the evidence provided that the Board members are adequately on-boarded and trained before and during their tenure as representatives of the college. Employees of the college are also expected to adhere to high levels of ethical conduct as was read in the faculty and staff handbooks, the faculty contract, and in the ethical values that are part of the planning documents.

Meeting with the Board of Trustees provided evidence that they understand their role at the College. The Board Chair said that, “they keep their thumb on the president and nobody else”. They also shared how they get their information via quarterly dashboards and keep out of the operational functions of Harper. The pride that the Board shares about Harper was very evident as they talked about student success, the role of the College in the community, and how they are weathering the fiscal uncertainty in the State of Illinois.

The College has put a special emphasis on Diversity and Inclusion since the last comprehensive visit. A task force was created and recommended the creation of an executive-level position of Special Assistant to the President for Diversity and Inclusion. This position is responsible for moving the college forward and is evidence that it is willing to provide resources to do it. Interviews with Harper College Diversity and Inclusion leaders provided evidence that this position was intentionally designed to make diversity and inclusion work a priority of the campus rather than a position or office.

The fiscal information for Harper is accessible online via the “About Us” link and then

Community Reports provides an easy pathway to the annual financial statements. The fact that the college's budget information is accessible by the public via the website is evidence that transparency exists in the sharing of financial information. It is also worth noting that the open meeting laws that are in place and practiced by the Board provide the public with opportunities to hear about and provide input on budget. In line with the financial information, the college has very clear policies for the purchase of equipment beyond certain price thresholds, travel, and the bidding process for purchases over \$25,000. As is required by law, Harper has their financial statements audited by an independent auditing firm as a validation of adherence to accuracy in their financial reporting. The audits have been noted as being absent any significant weaknesses and in compliance with the Generally Accepted Accounting Principles.

A keyword search for IRB quickly and accurately directed the team to multiple links where we could find the policies for conducting human subject research at Harper. A comprehensive FAQ about IRB is provided on the IRB website along with the link to the IRB manual. The manual, last updated in 2015, provides details about the five-person committee, the policy and procedures for approval, and all of the relevant information needed for faculty, staff and students to be in compliance.

Information that is requested by the outside community can be done so through the Freedom of Information Act Officer (Media Relations & Legislative Affairs Manager). The college has done an excellent job of tracking the request, the requestor, the date of the request, the status of the request, and the time spent compiling the information. The information has been logged since 1992. Both of these examples provide evidence that Harper is very transparent in how they operate with the collection of data and the dissemination of information to the public.

## **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 2.B - Core Component 2.B

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The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

### Rating

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Met

### Evidence

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The team reviewed evidence that documented the college's transparency to the public. For example, the college website clearly articulates the program requirements, so that students can easily determine the coursework that needs to be completed in order to earn their credentials. In reviewing a random program, Accounting, the website provides information about the credentials offered such as a certificate, career degree, and transfer degree. Each credential contains information about the faculty, FAQ's, and program clubs. This information is accessible through an easy to navigate series of links on the left side of the program pages. Additionally, each program page provides links to Student Services, the academic calendar, and policies. The college catalog provides detailed semester maps along with the total credit requirement for the respective credential.

The college website provides easily accessible, current tuition and fees information. The tuition information includes the per credit cost of tuition, student activity fees, technology fees, and any associated course fees. This information is segmented by in-district, out-of-district, out-of-state, and international students. There is also information for senior citizens tuition waivers. In addition to the tuition information the website also includes how to pay tuition, including deferred payment plans, and the refund policy. This information was also found in the Student Handbook. Harper provides a link for Cost of Attendance where students can find the Net Price Calculator, expected cost of attendance and grant aid. All of these examples provide evidence that prospective and current students are provided with easily accessible information about the cost of education and how to pay for it at Harper College.

In the meeting with the Peer Review team, the Board of Trustees articulated that they understand the relationship between cost of tuition and student debt, and its potential impact on student access, retention, and completion. Accordingly, the Board prioritizes keeping tuition as low as possible for Harper College students.

Harper's website contains information about accreditation both by the HLC and program-specific accreditation for a multitude of programs. The college catalog, and student handbook contain information about accreditation. All of the above sources of information also include the mission and philosophy statements for Harper.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## 2.C - Core Component 2.C

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The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

### Rating

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Met

### Evidence

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In reviewing the duties and responsibilities of the Harper Board of Trustees it is evident that their role is to set policy, hire and supervise the president, approve the operational budget, approve compensation for employees, approve program offerings, and review/approve the mission and vision, to name a few. Based on the roles and responsibilities it appears that the Board works at a level so as not to interfere with the daily operation of the college, but yet ensures that policy is followed. This statement is supported through a sample of Board meeting agendas and minutes. While the Board has the final hiring authority for faculty, the faculty are given the authority and autonomy to oversee academic matters. Evidence of this can be found in the faculty contract and the shared governance model used at Harper. The Strategic Planning and Accountability committee and the Curriculum committee provide excellent examples of how faculty lead committees and are actively engaged through the membership. In the meeting with the Peer Review team, the Board of Trustees articulated that they understand the relationship between cost of tuition and student debt, and its potential impact on student access, retention, and completion. In that the Board determines tuition levels, for this reason the Board prioritizes setting tuition as low as possible for Harper College students.

The Board of Trustees at Harper is comprised of elected representatives of the local community. As such they are required to hold open meetings and to provide time for public comments at each meeting. In a review of agendas it is clear where the public comments are welcomed as there is an agenda item called "Harper College Employee Comments" as well as "Public Comments". The Harper Board includes the student voice through the election of a student trustee. The student trustee has an advisory vote and makes a report to the Board at each meeting. The student body elects the student trustee.

The Harper Board policy 2.01.00 "Code of Ethics" delineates the way in which members are

expected to act with respect to conduct, decision making, conflict of interest, and compliance with the law. Additionally, the procurement policy and an annual submission of a statement of economic interest is filed with County Clerk. These examples, along with the fact that all board meetings are open to the public, provide sound evidence that the governing board of Harper operates with sound ethical behavior and does not make decisions based on influences from third parties or special interests.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 2.D - Core Component 2.D

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The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

### Rating

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Met

### Evidence

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The catalog and student handbook provides evidence that Harper students are given the same rights as faculty with respect to academic freedom. These rights allow students to learn in an environment that fosters free thought and questions. This freedom is not just limited to the classroom but also in the ability to form and join student organizations, and the right to assemble so long as they follow the college rules.

The college supports a student-run radio station, WHCM-FM that operates under the regulations of the Federal Communications Commission and under the understanding that the expressions voiced by student hosts are not necessarily those of the college. The Harbinger, Harper's college newspaper complies with the Society of Professional Journalism Code of Conduct in addition to the Illinois College Campus Press Act. In both instances of the radio and newspaper, faculty and staff do not censor any content but rather serve in an advisory role.

The faculty contract as well as the adjunct contract both provide clear evidence that Harper encourages and supports academic freedom in the process of the teaching and learning experience. Both contracts highlight the fact that the faculty (including adjuncts) are also public citizens but to remember that their comments should not be necessarily portrayed as those of the institution.

The Board of Trustees demonstrates a commitment to freedom of expression and the pursuit of truth in teaching and learning by the practice of including a student representative carrying an advisory vote. This student representative's voting role is unique, in that, it precedes all other voting at Board meetings which ensures the student voice is heard.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## 2.E - Core Component 2.E

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The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

### Rating

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Met

### Evidence

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A keyword search for IRB quickly and accurately directed the team to multiple links where we could find the policies for conducting human subject research at Harper. A comprehensive FAQ about IRB is provided on the IRB website along with the link to the IRB manual. The manual, last updated in 2015, provides details about the five-person committee, the policy and procedures for approval, and all of the relevant information needed for faculty, staff and students to be in compliance.

The student handbook has a section dedicated to the topic of human subject research where it provides a brief introduction to the manner in which research should be conducted and then directs them to the IRB board. Students are also introduced to research through the mandatory First Year Experience course. In this course, there are two units in which students learn about online research and the library. It is important to note that in addition to how to conduct research, students are also introduced to the topic of plagiarism. While on the Harper library website, the team was able to easily navigate the research resources that are available to students and faculty/staff. Some of the information that is available includes an information literacy guide, research guides, citation guides, and copyright information. It is clear from the evidence provided and reviewed that Harper upholds the integrity of research and scholarly practice for students and staff.

Academic honesty and integrity are addressed through Harper policies. Students are bound to academic integrity through policies in the student handbook as well as the process that is to be followed for alleged sanctions. The information is also readily available in the Harper catalog. The Library offers electronic databases and print media to support the academic work of students, faculty, and staff, as well as individual and group instruction. In addition, the Library conducts training in information literacy and the use of library resources with specific high enrollment courses on campus each term. The newly renovated Library building will open in April 2018, and will provide extensive, updated resources for academic and information support. The Technology Acceptable Use Policy for Harper addresses prohibited behavior in all areas of technology including computers, printing, scanning, servers, telecommunications, software, etc. The policy is readily available in all of the handbooks, the college catalog, and

the standardized syllabus template.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## **2.S - Criterion 2 - Summary**

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The institution acts with integrity; its conduct is ethical and responsible.

### **Evidence**

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Harper College operates with integrity both internally and externally. The Board of Trustees have policies and procedures that provide a check and balance in their oversight of the College.

Information that is expected to be readily available to stakeholders, including faculty, staff, students, and the community was easily found on the public website and in official publications.

In many meetings with members of the College and external community members, there was no indication of concern by anyone with respect to the College operating with anything other than the utmost integrity in all of its operations.

## **3 - Teaching and Learning: Quality, Resources, and Support**

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The institution provides high quality education, wherever and however its offerings are delivered.

### **3.A - Core Component 3.A**

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The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

### **Rating**

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Met

### **Evidence**

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Harper College utilizes a Program Review process to ensure that academic courses and programs remain current. According to Harper College's Program Review Manual, the Illinois Community College Board (ICCB) "requires instructional programs to go through this process every five years". Departments must respond to several questions that address whether the programs under review are current, including the following:

- What mechanisms are in place to determine programmatic needs/changes for AA, AS, AFA, and AES academic programs? How are programmatic needs/changes evaluated by the curriculum review committee and campus academic leadership?
- What does the discipline or department review when developing or modifying curriculum?
- Describe and explain any curriculum changes made in the last five years.
- Describe and explain any proposed curriculum changes for the next five years.

Each of the questions above speaks to whether programs are current. Other questions in the Program Review address whether courses within those programs are current. As part of the Program Review, every course offered in the program is reviewed individually to determine, among other things, alignment with applicable Illinois Articulation Initiative (IAI) general education requirements.

The Program Review process, as described in documents provided by Harper College and confirmed in conversations with Harper College personnel during the site visit, establishes that procedures are in place to ensure program and course offerings are current.

Moreover, the Curriculum Committee at Harper College is charged with the following, which

provides further assurance that program and course offerings are current:

- Review existing Associate Degree and/or Certificate courses and programs
- Provide a forum for the exploration of anticipated curricular needs

Taken together, the Program Review process and the work of the Curriculum Committee provide ample evidence that Harper College makes sufficient effort to ensure course and program offerings are current.

Regarding evidence that levels of performance are appropriate to the degree or certificate awarded, among the charges of the Curriculum Committee at Harper College are the following:

- Ensure that all proposed Associate Degree and/or Certificate courses and programs meet ICCB guidelines
- Ensure that Associate Degree and/or Certificate courses and program proposals reflect appropriate development and documentation

The Curriculum Committee is charged with ensuring course and programs meet ICCB guidelines, which in turn helps ensure required performance levels are appropriate to the associate degree or certificate level.

The following excerpt from the 2017-2018 Harper College Catalog and Student Handbook (Spring 2018) directly addresses the performance level for courses in the associate degree and certificate programs:

"Courses numbered 100 or above may be expected to fulfill transfer requirements. In some cases the courses designed primarily for vocational programs may not be acceptable to transfer to all four-year institutions. Students should see a Student Development Faculty Counselor for clarification of the transferability of these courses. Courses numbered 200 and above are intended for the sophomore level"

General education courses at Harper College must align with Illinois Articulation Initiative (IAI) guidelines for approval, providing further evidence that required performance levels are appropriate to the associate degree or certificate level.

Harper College only offers programs at the associate degree and certificate program level. All programs of 30 or more credit hours must have Program Learning outcomes, which are available to the public online. Furthermore, Harper College is able to provide a General Education Curriculum Map that displays how all courses the college offers are aligned with its General Education curriculum.

Harper College has provided evidence that it meets the criteria for articulating learning goals - both for General Education and for Program Learning Outcomes - for its associate degree and certificate programs.

Consistency of learning goals across all modes of delivery and all locations is assured by the use of course outlines that have been developed for each course at Harper College. All courses offered in any mode of delivery or at any location use the same course outlines, which ensures consistency across all modes and locations. These course outlines contain the Course Description, Topical Outline, Student Outcomes, and Method of Evaluation, and other components of the course. Course outlines are managed in a web-based system called CurricUNET which houses the official curriculum

for Harper College.

Consistency of learning goals is further strengthened by required components of teaching syllabi as directed by the syllabus checklist. Per the syllabus checklist, each syllabus is required to provide the course descriptions and course outcomes, all of which are sources from the course outlines housed in CurricUNET. Thus every syllabus of a section of a specific course, regardless of mode of delivery or location of the section offering, should have the same course description and course outcomes in the syllabus as every other section of that course which is offered at Harper College.

Harper College has exercised particular caution with dual credit arrangements with local high school districts 211, 214, and 220. “The Early College Credit Course Offerings Procedure Guide” specifies that “course content and learning outcomes must be the same as that required for credit-bearing college courses.” In addition, the Guide specifies that “all state laws, ICCB regulations, accreditation standards specified by the Higher Learning Commission of the North Central Association and applicable local college policies apply to college level courses offered by the college for dual credit. These policies, regulations, instructional procedures and academic standards apply to students, faculty and staff associated with these courses.” Furthermore, the Guide states that “All instructors are committed to teaching the same course outcomes regardless of approved textbook and instructional materials. Frequent discussions will be held to ensure the course learning outcomes are met regardless of utilized resources.” In the Open Forum meeting for Criteria 3 and 4 with the Peer Review Team, an example was shared of a high school that was not offering the same curriculum and content as other Harper College courses, and the dual credit relationship with that high school was terminated. This demonstrates that Harper College prioritizes ensuring that dual credit courses are the same as other courses it offers.

Regarding maintaining the consistency of distance learning sections with face to face sections of a course, The Curriculum and Instruction Strategic Plan Goal Team developed a process to review online and blended sections that involves a distance course development checklist, review of development distance learning courses by an instructional design specialist, and ongoing five year reviews of each online/blended sections using the Open SUNY Course Quality Review (OSCQR) rubric. Conversations with Distance Learning personnel at Harper College confirmed the importance of the OSCQR rubric in online curriculum development and review, and that online courses are periodically reviewed using the OSCQR on a five year cycle. Harper College recognizes, and the Peer Review team agrees, that while there is excellent structure and support for offering online courses, the number of programs actually offered completely via distance learning is relatively limited in scope, and there is an opportunity to expand the number of programs offered completely online. As the college continues to face the challenge of declining enrollments it will be important to prioritize alternative delivery options for degree completion as a means of attracting a market that Harper College is not currently serving to the extent it could. As this work continues, Harper College will need to be able to provide support services consistent with face-to-face modality.

Harper College is able to demonstrate that it has processes in place to ensure consistency of program quality and learning goals across all modes of delivery and all locations.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 3.B - Core Component 3.B

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The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

### Rating

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Met

### Evidence

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Harper College has five General Education Learning Outcomes, such that at the conclusion of any degree program students should be able to effectively use the following skills:

- **Communication**  
Communicate information and concepts in oral and written formats.
- **Information Literacy**  
Apply a variety of credible sources to support a given topic.
- **Critical Thinking**  
Use evidence to develop arguments, make decisions, and evaluate outcomes.
- **Quantitative Reasoning**  
Use quantitative analytical skills to interpret and evaluate problems.
- **Diverse Perspectives and Cultures**  
Examine diverse perspectives and cultures as they relate to the individual, the community, and the global society.

These college-wide General Education Learning Outcomes are appropriate given the College's mission:

“Harper College enriches its diverse communities by providing quality, affordable, and accessible education. Harper College, in collaboration with its partners, inspires the transformation of individual

lives, the workforce, and society.”

According to Harper College’s General Education Learning Outcomes website, the purpose of, philosophy of, and framework supporting the Learning Outcomes is as follows:

Encourage students to develop the knowledge, skills and attitudes required of all educated individuals. The general education learning outcomes encourage students to develop the knowledge, skills and attitudes required of all educated individuals. These outcomes are achieved as a result of successful completion of the general education requirements for any degree program. The five general education learning outcomes at Harper College are grouped into five significant areas: communication, information literacy, critical thinking, quantitative reasoning and diverse perspectives and cultures.

Harper College has articulated the purpose, content, and intended learning outcomes, which are supported by a philosophical framework that explicitly articulates what the institution believes “all educated individuals” should possess.

Harper College has developed a curriculum map that “details the general education outcomes addressed in each course, identified as introduced, reinforced, or practiced”; therefore the programs that use those courses develop and nurture skill in communication, information literacy, critical thinking, quantitative reasoning, and diverse perspectives and cultures. This curriculum map allows Harper College to demonstrate exactly which courses in its programs are designed to develop these skills and characteristics. This curriculum map provides evidence that every degree program offered by Harper engages students in developing the General Education Outcomes.

Harper College requires all students to successfully complete a course that has earned a designation as a World Cultures and Diversity course prior to graduation, and has since Fall 2005. Specific criteria must be met for a course to receive the World Cultures and Diversity designation, and “a third of the course content must focus on diversity and/or world cultures”. Harper College’s Diversity subcommittee of the Academic Standards Committee oversees approval of courses. Currently there are 67 courses that have been approved as meeting the World Cultures and Diversity requirement. Harper College has articulated the following goals for this requirement:

- for students to become more aware, appreciative, and understanding of perspectives of cultural groups other their own in order to live and work in a global society. Included are race, ethnicity, religion, sexual orientation, gender, language, age, and physical and mental capacities.
- to better articulate Harper’s curriculum with the General Education requirements of transfer institutions.
- to have the curriculum reflect Harper’s diverse district

This requirement for all students prior to graduation provides evidence that the education offered by Harper College recognizes the human and cultural diversity of the world in which students live and work, and that the institution seeks to foster greater awareness, appreciation, and understanding of other cultural groups in its students.

In addition, Harper College maintains an Office of International Education that provides “essential and coordinating services” for study abroad, internationalization of the curriculum, faculty development, event-planning, and curriculum development and articulation, as well as seeking international development opportunities and partnerships. While this office was established in 2015, international education was a priority at Harper College for decades prior. Harper College was a founding member of the Illinois Consortium for International Students and Program (ICISP) in 1986, and created a faculty coordinator position for International Students and Program (ISP) in 1995. In

2013 Harper College developed a Distinction in International Perspectives designation for students who complete 12 hours of interdisciplinary academic studies in courses that have been identified as having substantial global content, in addition to completion of a Portfolio and Capstone project. In 2014 the International Studies and Programs Committee became a shared governance committee, consisting of 15 faculty and administrators.

Finally, Harper College has a five year Strategic Plan for the International Studies and Programs Committee. For the 2015-2020 Strategic Plan, an important component is the Global Regional Focus, which instituted a 3-year cycle where studies of a particular region of the world are integrated into programs and area studies. Faculty have the opportunity to visit a specific region as part of a seminar, and are then required to develop and implement a curriculum infusion project based on their experiences, which impacted 2,474 students in courses between 2015 and 2017. As a result, in the meeting with the Peer Review team faculty indicated that they had witnessed students encountering related information across different courses, building interdisciplinary connections that enhance student learning.

Between 2013 and 2016, a \$40,000 Resource for Excellence grant through the Harper Educational Foundation provided 17 faculty with the opportunity for professional development in a global setting. These funds were also used to provide \$7,500 to student applicants seeking to study abroad.

In addition, student organizations at Harper College that promote diversity and cultural awareness include (but are not limited to) the following:

- American Sign Language Club
- Black Student Union
- Buddhist Interest Group
- Chinese Club
- Deaf Club
- German Club
- Indian/Pakistani Student Association
- Japanese Club
- Latino Unidos
- Pride Club
- Women in Science & Engineering

Without question, Harper College can document a longstanding commitment to principles of human and cultural diversity and its efforts to translate this commitment into an impact on the educational experiences of its students.

Harper College maintains a report describing the number of faculty earning degrees and the number of faculty with publications each term. According to these records:

- Spring 2016 – Two faculty earned degrees and there were 9 faculty publications
- Fall 2016 – Four faculty earned degrees and there were 5 faculty publications
- Spring 2017 – Two faculty earned degrees and there were 5 faculty publications
- Fall 2017 – Three faculty earned degrees and there were 4 faculty publications and one faculty award

In addition, there are a number of Harper College publications that “showcase student writing and artistry”, including The Harper Anthology, Point of View, and Harbinger Online. Students have the opportunity to have their artwork displayed in the Harper College Art Gallery. Faculty also have the

opportunity to apply for Teaching and Learning and Instructional Technology Grants, whose stated purposes are to “stimulate innovative approaches to teaching and learning that create an impact on students” and provide for “discipline-specific, technology-related professional development projects”.

From Fiscal Year 2010 through Fiscal Year 2017 there were 16 faculty who took advantage of faculty sabbatical opportunities at Harper College for “research, writing, disciplinary inquiry, or implementing a program that impacts student learning”.

Given Harper College’s status as a community college, there is a commensurate opportunity for students and faculty to contribute to scholarship and knowledge, and the College can document that it provides students and faculty with the opportunity to publish and display creative work.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 3.C - Core Component 3.C

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The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

### Rating

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Met

### Evidence

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IPEDS data confirms that since 2010 the Student-to-Faculty Ratio at Harper College has never dropped below 19-1. Of the 695 faculty members, there are 208 full-time faculty. Harper's notes that full-time faculty have taught at Harper for an average of 12.5 years, with 45 full-time faculty (21.6% of all full-time faculty) with more than 20 years of service. These data points indicate that there is sufficient continuity of full-time instructors at Harper College. As specific in the faculty contract, "The normal workload shall be thirty (30) instructional contact hours required per academic year except as otherwise specifically provided herein". The 30 instructional hours per academic year required for full-time faculty would appear to leave ample time for curriculum oversight and involvement in assessment of student learning.

Faculty oversee curriculum via the Curriculum Committee, which is charged with reviewing and making "recommendations concerning Associate Degree and/or Certificate courses and programs and to serve as an institutional resource for curriculum planning and development". The Curriculum Committee consists of 14 faculty, one Academic Dean, the Registrar, and one student, in addition to a number of non-voting members.

Faculty also establish academic credentials for instructional staff in alignment with HLC credential requirements. An examination of faculty files of full time, adjunct, and dual credit faculty, randomly selected by the Peer Reviewer indicated a consistent practice of ensuring HLC credentialing standards. Faculty and the division dean serve on full-time faculty search committees, and Harper

College has a detailed process for faculty searches that specifies each phase in the search, the task to be accomplished, and the person(s) responsible. Faculty at Harper College clearly have the numbers and time required for their role in faculty hiring, and processes are in place for faculty hiring that make their role clear. Adjunct faculty are recommended by chairpersons, and approved by Deans and the Board.

Harper College has a Faculty Credentials document updated annually that specifies the “Minimum Qualifications” and “Preferred Qualifications” for each discipline within a department and division. In many cases, qualifications differ within a discipline depending on the course, and these differences are listed in the Faculty Credentials document. All full-time faculty credentials are made available to the public in the College Catalog/Student Handbook. Per the early College Credit Course Offering Procedure Guide, Harper College Deans and Division Chairs/Coordinators are responsible for “Certifying dual credit faculty to ensure the same qualifications are met as are required of adjunct faculty to teach the same courses on campus”.

Harper College has publicly available, transparent, and appropriate credential requirements for faculty that are informed by feedback from academic departments. Policies and processes are in place to ensure that faculty in dual credit arrangements are held to the same credential requirements as other faculty. Department chairpersons are responsible to ensure that dual credit faculty meet the same qualifications as other faculty. A review of random faculty files obtained from Human Resources by the Peer Review team confirmed that credential requirements are being met by Harper College faculty.

Both full-time and adjunct faculty are required to participate in regular evaluations. For full-time tenured faculty, the evaluation procedure emphasizes continuous professional development. Personal Assessment Reports, Peer Evaluation, a Division Dean or Supervisor Evaluation, Student Evaluations, and a Summary Evaluation are all part of the evaluation process for full-time tenured faculty every three years. Non-tenured faculty are evaluated each year in a process that includes all of the components for tenured faculty, but on an annual rather than a three year cycle.

Per the 2016-2021 Adjunct Faculty Agreement, evaluations of adjunct faculty occur their first two semesters and then “normally occur on a two year cycle”, and are conducted by the dean or the dean’s designee. Three options are provided through the Academy for Teaching Excellence: goal-based self-evaluation, reverse peer observations, or traditional classroom evaluation, as chosen by the adjunct faculty member. A written report is prepared and provided to the adjunct employee and the department chairperson which is maintained in the adjunct faculty’s personnel file.

According to the Faculty Contract 2017-2022, additional graduate hours are required for promotion to Assistant Professor, Associate Professor, and Professor. Professional development activities (Professional Development Units, Continuing Education units) can be used in lieu of traditional graduate coursework when specific, rigorous criteria are met, which creates a strong incentive for tenure-track faculty to participate in professional development, and these opportunities are readily available through the Academy for Teaching Excellence.

Harper College has a well-supported, comprehensive Academy for Teaching Excellence that provides professional development opportunities and physical resources for faculty professional development. The Academy will be located on the third floor of the new library building, with an extensive space full of new equipment devoted to classrooms for workshops, training, and a classroom dedicated for faculty to experiment with different modalities and approaches. The professional development activities provided through the Academy included over 40 different offerings over the academic year from Fall 2016 through Summer 2017. The resources, funds, and space allotted for the Academy

represent a substantial investment in professional development on the part of Harper College, and can serve as a model for other colleges.

Each full-time faculty member at Harper College is provided with funds for professional development, with an allocation of \$1,150 for each faculty member in FY 2016. Adjunct faculty are eligible for reimbursement of up to \$400 per school year for professional development.

The Faculty Contract requires full-time faculty to maintain regular offices hours, with a minimum of 10 hours per week in units of time no less than a half hour in length. However, five of those hours “may be used by faculty members to assist students in such learning settings as the tutoring center, developmental labs, or other open labs”. Student Opinion Survey Results indicates that 96% of student respondents indicates that “The instructor is available during office hours OR by appointment”, which provides evidence that students believe that instructors are accessible for inquiry. The 2015 Community College Survey of Student Engagement (CCSEE) results indicated that in terms of Student-Faculty Interaction Harper College’s ratings results are similar to the CCSEE cohort mean.

For non-faculty positions, Harper College utilizes a standard format for position descriptions that lists the “Minimum Acceptable Qualifications” required for each position, with the education and experience requirements specified within those qualifications. There is a probationary period for new staff, and Development Plans are created when necessary for employees needing to demonstrate improvements in their performance. Training is done within each department, and is specific to the position.

Harper College has created an enrichment program called “Professional Enrichment for You” to provide professional development for employees. Half-day courses, Lunch and Learn Sessions, a one-hour session exploring Emotional Intelligence, and a Wellness Program are the primary components of this program.

Harper College has also created the Harper Leadership Institute, which is a “year-long opportunity for faculty and staff to participate in a program designed to enhance professional effectiveness and provide a pathway to future leadership opportunities”. For the past four years, on average, cohorts of 26 individuals have participated in the Institute. During meetings with the Peer Review team, Harper College personnel expressed their appreciation for the opportunities provided to them through the Harper Leadership Institute.

## **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 3.D - Core Component 3.D

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The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

### Rating

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Met

### Evidence

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In January 2015 Harper College opened a One Stop Center which “integrates all the front end student services of Records and Registration, Office of Student Financial Assistance, and the Business Office”. Recognizing that decentralization of student services creates unnecessary barriers for students, it is expected that consolidation of these services into a central location will better serve students and more efficiently meet their needs. Interviews with student service personnel demonstrated a wide variety of support beyond the traditional venues to assist in facilitating success for students. Student interviews yielded positive results specific to the variety of support services they receive. The One-Stop approach was praised by students and staff alike.

New degree-seeking students are required to attend orientation. As part of this required orientation, students develop an educational plan, discuss career goals, and select goals for the coming semester. Academic advising is available to all Harper College students.

Specific student populations are supported by the following offices at Harper College:

- Access and Disability Services
- The Rita and John Canning Women's Program
- Veteran's Center
- The Office of International Students
- The Child Learning Center
- Health Services
- The Job Placement Resource Center

In addition, free assistance for students is provided in the following areas:

- Success Services for Students
- Supplemental Instruction
- The Tutoring Center
- The Writing Center
- Community Services

According to the 2017-2018 Harper College Catalog and Student Handbook, “Harper College has a placement testing policy in place that requires all new degree-seeking students to complete English and math placement tests. Also, students entering their first English and/or math courses are also required to complete appropriate placement test(s).” Students are advised that if they place in at the developmental level in either English or math they “are required to enroll in at least one developmental course their first semester and every subsequent semester until the respective college-level course is reached.” The placement test is administered through the Testing and Assessment Center. In addition to traditional placement testing, in the 2017/2018 year Harper College introduced an option that allows students to use alternative placement methods that include ACT or SAT score, completion of an aligned high school course, high school GPA, or transfer college-level course.

Additional learning support has recently been added at Harper College with a new policy where all new credential-seeking students are assigned an advisor or counselor as part of the Presidential Priorities/Institutional Priorities. As part of this effort, twelve new advisors were hired in FY 2017, bringing the total number to 44.

Harper College offers additional advising and support programs depending on the needs of its students. Project Success is “program of intervention with follow-up services for a sub-set of new degree-seeking students who may encounter academic difficulties during their first year of college.” Certain at-risk criterion (poor attendance, low test scores, etc.) trigger faculty to identify students in the third week of the semester who are in danger of not succeeding academically, and the student’s assigned advisor/counselor is notified for follow-up.

Another support system for at-risk students is the One Million Degrees program, which provides resources to low-income, highly motivated college students. To qualify, students must be enrolled at Harper College, be a U.S. citizen or legal permanent resident, be pursuing their first associate degree, be eligible for a Pell grant, and have a 2.0 or higher GPA. Resources include Coaching, Academic Advising/Tutoring, Professional Development, Financial Literacy Training, Civic Engagement, Financial Support, Transfer Support, and Skill Building workshops.

Harper College has the infrastructure and resources appropriate to its mission as a community college. As of 2016-17 the Library Services Department had almost 120,000 print collection titles and over 835,000 electronic book titles, along with access to 84 other college and university libraries in the CARLI Consortia. In addition to traditional study space, the library has more than 80 computer workstations. In April 2018 the renovated library building will open, featuring impressive updates in equipment and a greatly improved atmosphere. The first floor of the renovated building will contain consolidated tutoring services, the second will feature open study spaces, and the third will feature more traditional library study spaces, all with brand new equipment. The third floor will also include a substantial amount of space dedicated to the Academy for Teaching Excellence. The renovation project represents an impressive investment in library resources at Harper College.

Harper College classrooms are well-resourced with technology to support student learning, with 278 of 309 classrooms and meeting spaces equipped with enhanced technology and SMART podiums. A new student portal introduced in 2017 provides access to a student dashboard that provides updates and notifications to students, along with a dashboard indicating student progress toward program

completion and other milestones. Student focus group feedback is largely positive regarding the usefulness of the student portal. A variety of lab spaces support both science classes and occupational programs, including a newly expanded HVACR Open Lab, a Language Lab, a Nursing Laboratory, Graphic Arts Labs, and other laboratory spaces that support learning. A campus tour with the Peer Review team reviewed many of these lab facilities. In the open forum of Criterion 5, multiple faculty discussed classrooms as well-resourced with technology and that instructional technology staff were very responsive to meeting student and faculty needs.

Harper College maintains a list of affiliation agreements with health career facilities where students do field observations, practicum, and other field based activities. Harper College's Learn and Earn website provides students with information about apprenticeship opportunities with local employers in a variety of industries who participate in Harper's Registered Apprenticeship programs.

Harper College has an Art Exhibition Space, a black box style Drama Lab Theatre, the J Theatre that seats more than 300 people, and Performing Arts Center that seats more than 400, providing performance and display spaces for students in the arts.

Information Literacy is one of Harper College's General Education Learning Outcomes, defined as "Apply a variety of credible sources to support a given topic". One way that students are educated on Information Literacy is through library instruction given to courses in select disciplines at the college. In most of the past ten years more than 5,000 students in more than 300 classes received Library Instruction. Assessment for a sample of English 101 and Speech 101 classes that utilized Library Instruction indicated that in response to the question "What were the most useful things you learned today?" 42% of respondents indicated that they had learned how to search or use the library, 33% responded that use of databases was helped, and 12% responded with specific search strategies as the most useful thing learned. All of these indicate that students had learned more about use of research and information sources as a result of participating in Library Instruction. To underscore the importance of Information Literacy at Harper, an Information Literacy Workshop was created as part of the FYS 101 - First Year Seminar course, introducing Information Literacy as one of the General Education outcomes at Harper, and encouraging students to learn how to assess the way that information is created and shared so that it can be effectively evaluated.

## **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 3.E - Core Component 3.E

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The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

### Rating

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Met

### Evidence

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The Center for Student Involvement (CSI) oversees student organizations. Examples of student organizations include Accounting Club, American Sign Language Club, Biology Club, Black Student Union, Ethics Bowl, Feminist Society, Graphic Design Club, Human Services Club, Math Club, Running Club, Student Nurses Association, and a large number of other clubs totaling nearly 70 in all. Most clubs are open to any student taking credit classes, and students can contact either the CSI or the club advisor to find out how to join. Many of these clubs listed at the CSI website are directly related to programs offered at Harper College, and provide students the opportunity to make connections with other students in their discipline and further enhance learning in their chosen field outside of the classroom. In addition, a variety of campus events and programs are offered each year which all students are invited to attend.

Harper College's Mission is as follows: "Harper College enriches its diverse communities by providing quality, affordable, and accessible education. Harper College, in collaboration with its partners, inspires the transformation of individual lives, the workforce, and society." In support of that mission, Harper College offers a number of educational experiences beyond the classroom. For example, each year over 2,100 Harper College students participate in at least one of the almost 70 student organizations. Among those programs are an Honors Program that offers "reduced class size and the challenge of social and intellectual interaction with other high achieving students". Phi Theta Kappa is also included in that list of student organizations, providing students with benefits of participation in the national organization, as well as chapter projects and service activities. The Harper Hawks Athletics programs provides opportunities for student-athletes in Soccer, Cross Country, Volleyball, Wrestling, Basketball, Softball, and Track and Field. The athletic complex that supports these athletic activities also offers access to a fitness center for non-athlete students.

Harper College also provides Shared Governance opportunities to students, including a Student Trustee as a member of the College's Board of Trustees. The Student Government Association provides leadership opportunities to students, and students are invited to serve on various Shared Governance Committees, including the Diversity and Inclusion Committee, the Facilities Committee, the Finance Committee, the Strategic Planning and Accountability Committee, the Technology Committee, and several others. In fact, it appears that Harper College offers its students an unusually

large number of opportunities to participate in Shared Governance Committees relative to most other institutions. High achieving students at Harper College also have the opportunity for paid work study positions as Supplemental Instructors, providing content review and other support for classes they have taken and excelled in previously.

Harper College offers students Service Learning opportunities, and can provide several examples of Service Learning projects students have participated in to supplement classroom learning. Harper College has emphasized making Service Learning a part of study abroad courses. Harper College also provides apprenticeship and internship opportunities for its students, including a small number of manufacturing apprenticeship programs that allow students to graduate from Harper College debt-free, with several years' experience and a guaranteed job upon degree program completion.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 3.S - Criterion 3 - Summary

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The institution provides high quality education, wherever and however its offerings are delivered.

### Evidence

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Harper College ensures that its degree programs are current and appropriate to its mission by utilizing a five-year Program review process. The Curriculum Committee reviews existing and proposed courses and programs, further facilitating quality of instruction and ensuring alignments with state requirements. Harper College articulates General Education Learning Outcomes for the student body at large, and requires all programs of 30 or more credit hours to have program learning outcomes. Course outlines developed for each course at Harper College ensure consistency across all modes and locations in which courses are offered, including dual credit arrangements.

Harper College's five General Education Learning Outcomes list specific skills all degree program students are expected to master prior to graduation. Comprehensive curriculum maps demonstrate where each of these Learning Outcomes are addressed in the courses it offers. The World Cultures and Diversity course requirement ensures all students have the opportunity to learn about the human and cultural diversity of the world that graduates will enter.

Harper College has 208 full-time faculty who have taught an average of 12.5 years, indicating sufficient numbers and continuity of faculty members. There is evidence that faculty are appropriately engaged in oversight of curriculum, assessment of student learning, and other faculty responsibilities expected by the Higher Learning Commission. Faculty Credentials policies require credentials appropriate to the level of higher education being offered in Harper College's programs. Evaluation processes provide regular and appropriate evaluation of both full-time and adjunct instructors, and professional development is supported by both direct funding and by the Academy for Teaching Excellence. The Faculty Contract requires full-time faculty to maintain office hours that keep them accessible to students. Staff positions have position descriptions with "Minimum Acceptable Qualifications" to ensure that hires are appropriately qualified for each position.

Harper College provides a wide variety of support services for its students, and has a placement testing policy that directs incoming students into the appropriate level of instruction. All new credential-seeking students are assigned an advisor. Technology enhanced classrooms are supported by robust library resources, lab spaces, and affiliation agreements for clinical practice sites in programs where it is appropriate. Guidance in use of research and information resources is provided through Library Instruction for hundreds of classes each year.

Almost 70 student organizations provide Harper Students with co-curricular opportunities. College athletics provide opportunities for both student participants and spectators. Harper College provides an unusually large number of opportunities for student participation in Shared Governance, allowing student representatives on a number of committees not found at other institutions. Apprenticeship and internship opportunities are also provided to students.

Harper has policies and procedures in place to facilitate offering a high quality education, whenever and however its offerings are delivered.

## 4 - Teaching and Learning: Evaluation and Improvement

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The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

### 4.A - Core Component 4.A

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The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

### Rating

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Met

### Evidence

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The Illinois Community College Board (ICCB) requires that “all programs are to be reviewed once every five years by their respective community college”. Per Harper College’s Program Review Manual 2017-2018, the “purpose of Program Review at Harper College is to foster a process of continuous improvement of instructional programs” which “must include the ICCB required standards – analysis of program need, program cost effectiveness, and program quality”. As part of the five-year Program Review, departments submit reports where they respond to questions in a number of areas, including but not limited to the following:

- objectives/goals of the discipline and the extent to which they are being achieved

- quality improvements since the last review period
- mechanisms in place to determine programmatic needs and changes
- student recruitment
- costs associated with the discipline and steps taken to be more cost-effective
- need for additional resources
- alternative delivery methods
- assessments of instructor performance
- support of at-risk students
- enrollment
- success rates
- mix of course offerings
- curriculum changes in the last five years
- program level and course level assessment efforts

The questions on these forms are a combination of information required by ICCB and additional questions utilized by Harper College. The Program Review process at Harper College has experienced periodic changes designed to make improvements in 2008, 2014, and 2017.

Harper College's Credit for Prior Learning website lists the following "Ways to Transfer Credit to Harper College":

- Transfer credit from another college/university in the US
- Transfer credit from a university outside the US
- Advanced Placement (AP) credit
- College Level Examination Program (CLEP) - credit for specific topic areas
- Harper College Proficiency Exams - credit for extensive work/life experience in a course area
- College Credit for Military Service

For each of these options, Harper College has processes in place to assess the incoming credit. Credit for courses in programs is not awarded if there is not an equivalent course/program at Harper College. For transfer credit within the U.S., Harper College only accepts credit from regionally accredited institutions. For credit coming from Illinois institutions, the Illinois Articulation Initiative (IAI) facilitates transfer of courses, although the IAI is designed for credits transferred as a package, and course-to-course transfer is not guaranteed. Harper College also uses [itransfer.org](http://itransfer.org) in making determination about the equivalency of transferred courses. For credit transferred from outside the U.S., Harper College has a list of acceptable foreign evaluator organizations, most of which are members of the National Association of Credential Evaluation Services (NACES). There is also a list of foreign credit evaluation organizations which Harper College will not use in evaluating foreign credit. Per Illinois state law, Harper must accept credit from students scoring a three or higher on AP examinations. CLEP exams are offered through the campus Testing Center. Proficiency credit may be earned either via proficiency exams, or in some cases alternatives such as student portfolios or industry certifications may be used. For students attempting to use military transcripts to get credit toward programs at Harper College, the Registrar's Office evaluates the military transcript and makes a determination regarding awarding credit.

In all of these approaches to assessing incoming credit, the Registrar consults with the appropriate department chairperson as needed.

Harper College policies that assure the quality of the credit it accepts in transfer include the following:

- Transfer credit from U.S. institutions is only accepted from regionally accredited institutions.
- Transfer credit from a university outside the US must be evaluated by an acceptable foreign evaluator from a list that is maintained by the Office of the Registrar. This list also names foreign evaluators that Harper College will not accept credit from.
- Military transcripts are evaluated by the Office of the Registrar
- Standards are set by state policy for the acceptance of AP credit
- While chairpersons may be consulted in determinations of course equivalencies for transfer credit, the Office of the Registrar makes the final determination regarding awarding transfer credit.

The Curriculum Committee at Harper College, whose voting membership includes 14 faculty and 3 non-faculty representatives, is charged with the following:

- Ensure that all proposed Associate Degree and/or Certificate courses and programs meet Illinois Community College Board (ICCB) guidelines
- Avoid unnecessary duplication of existing Associate Degree and/or Certificate courses and programs
- Ensure appropriate divisional placement of Associate Degree and/or Certificate courses and programs
- Ensure that Associate Degree and/or Certificate courses and program proposals reflect appropriate development and documentation
- Review existing Associate Degree and/or Certificate courses and programs
- Provide a forum for the exploration of anticipated curricular needs

Through this shared governance committee, prerequisites for courses, rigor of courses, and expectations for student learning are reviewed as new curriculum is proposed or existing curriculum is revised. Further oversight of these areas is provided by the five-year Program Review process.

“Minimum Qualifications” and “Preferred Qualifications” for each discipline within a department and division at Harper is specified in a Faculty Credentials document that is updated annually. For many courses within a specific discipline faculty qualifications may differ depending on the course, and these differences are listed in the Faculty Credentials document. All full-time faculty credentials are made available to the public in the College Catalog/Student Handbook. Harper College administrators and Faculty Senate collaborate on development of faculty credential requirements. According to the Board of Trustees Policy Manual:

“Faculty members must meet minimum qualifications for teaching at Harper College. A Statement of Teaching Credentials shall be prepared jointly by the administration and the Faculty Senate for the purpose of establishing minimum guidelines for teaching qualifications.”

Harper College also maintains the same requirements for dual credit offerings in terms of Faculty Qualifications, rigor of courses, and expectations for student learning. The Early College Credit Course Offering Procedure Guide mandates that Harper College Deans and Division Chairs/Coordinators are responsible for “Certifying dual credit faculty to ensure the same qualifications are met as are required of adjunct faculty to teach the same courses on campus”. The Early College Credit Course Offering Procedure Guide also requires that in dual credit arrangements “course content and learning outcomes must be the same as that required for credit-bearing college courses.” In addition, the Guide specifies that “all state laws, ICCB regulations, accreditation standards specified by the Higher Learning Commission of the North Central Association and applicable local college policies apply to college level courses offered by the college for dual credit. These policies, regulations, instructional procedures and academic standards apply to students, faculty

and staff associated with these courses.” Finally, the Guide reinforces that “All instructors are committed to teaching the same course outcomes regardless of approved textbook and instructional materials. Frequent discussions will be held to ensure the course learning outcomes are met regardless of utilized resources.” Harper College has policies in place to ensure comparability of dual credit faculty to their regular faculty peers in terms of credential requirements and content of course curriculum.

The more than 119,000 titles in the print collection and the over 830,000 titles available in the electronic book titles collection in Harper College’s Library Services Department area are available to all Harper College students (including dual credit students) and to all employees.

In short, Harper College can document that it maintains control over prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications.

Harper College maintains accreditation for 22 of its programs through 13 accrediting bodies:

- Accounting (Association of Collegiate Business Schools and Programs (ACBSP))
- Business Administration (Association of Collegiate Business Schools and Programs (ACBSP))
- Financial Services (Association of Collegiate Business Schools and Programs (ACBSP))
- Hospitality Management (Association of Collegiate Business Schools and Programs (ACBSP))
- International Business Management (Association of Collegiate Business Schools and Programs (ACBSP))
- Marketing (Association of Collegiate Business Schools and Programs (ACBSP))
- Small Business Management (Association of Collegiate Business Schools and Programs (ACBSP))
- Supply Chain Logistics (Association of Collegiate Business Schools and Programs (ACBSP))
- Child Learning Center (National Association for the Education of Young Children (NAEYC))
- Dental Hygiene (American Dental Association)
- Diagnostic Cardiac Sonography (Commission on Accreditation of Allied Health Education Programs)
- Diagnostic Medical Sonography (Commission on Accreditation of Allied Health Education Programs)
- Dietetic Technician Program (Accreditation Council for Education in Nutrition and Dietetics (ACEND))
- Early Childhood Education (National Association for the Education of Young Children (NAEYC))
- Emergency Medical Services (Illinois Department of Public Health)
- Graphic Arts Technology (Accrediting Council for Collegiate Graphic Communications, Inc.)
- Health Information Technology (CAHIIM)
- Medical Assisting Certificate (Commission on Accreditation of Allied Health Education Programs ([www.caahep.org](http://www.caahep.org)))
- Music department (National Association of Schools of Music)
- Nursing (Accreditation Commission for Education in Nursing, Inc. (ACEN))
- Practical Nursing Certificate (Accreditation Commission for Education in Nursing, Inc. (ACEN))
- Radiologic Technology (Joint Review Committee on Education in Radiologic Technology)

Harper College uses a number of different methods to evaluate the success of its graduates. The first is the annual “Follow Up” survey administered every year to graduates that queries students regarding such factors as employment status, wages, job satisfaction, course and student services satisfaction and the willingness of graduates to recommend Harper College to others. The 42% response rate from

the most recent administration is respectable in comparison to typical response rates in survey research. In the most recent administration of the Follow Up survey, 55% of graduates were employed full-time and 25% were employed part-time. Only 11% of respondents indicated that they would not return to Harper College under the same circumstances, and only 3% indicated that they would not recommend Harper College to friends and family. Within their program of study, on a scale of 1 (negative) to 5 (positive) graduates rated Harper College a 3.11 in terms of providing information on current employment opportunities and trends, 3.44 in terms of preparation for further education, and 3.30 in terms of job preparation. These results are further dis-aggregated by career and transfer graduates.

The Illinois Community College Board (ICCB) published survey data regarding percent of graduates in Illinois Community College who were employed, continuing their education, and in terms of their satisfaction with the institution they graduated from, and in each case the results for Harper College were consistent with those of other Illinois community colleges.

For ten of its health-related programs, Harper College tracks exam licensure rates relatives to statewide programs. In all cases Harper pass rates are consistently above the average pass rate for the state of Illinois.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 4.B - Core Component 4.B

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The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

### Rating

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Met

### Evidence

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Harper College has five General Education Learning Outcomes, such that at the conclusion of any degree program students should be able to effectively use the following skills:

- Communication  
Communicate information and concepts in oral and written formats.
- Information Literacy  
Apply a variety of credible sources to support a given topic.
- Critical Thinking  
Use evidence to develop arguments, make decisions, and evaluate outcomes.
- Quantitative Reasoning  
Use quantitative analytical skills to interpret and evaluate problems.
- Diverse Perspectives and Cultures  
Examine diverse perspectives and cultures as they relate to the individual, the community, and the global society.

Harper College's General Education Curriculum Map lists all of its academic credit-bearing courses, indicates which General Education Learning Outcome is addressed in the course, and specifies whether it is introduced, practiced, or reinforced.

Assessment of General Education outcomes occurs annually at Harper College, with General Education Learning Outcomes on a five year cycle where primary assessment occurs the first year, results are reviewed and improvement plans created in the second year, improvement plans are implemented in the third year, and follow-up assessment is conducted in the fourth year. To conduct assessment, a random sample of sections of courses that map to the General Education outcomes are drawn and that have a relatively large percentage of students with 45 or more hours of earned credit. The assessment is then conducted with this sample. The Outcomes Assessment Office then reviews the results and collaborates with the Learning Assessment Committee to develop campus-wide

improvement plans. To assist in this work, five permanent standing Work Groups have been established within the Learning Assessment Committee, one for each General Education Learning Outcome, and each oversees efforts associated with its respective outcome. In terms of program outcomes, every program of more than 30 credit hours at Harper College has program outcomes. Each program has a program-specific curriculum map that identifies courses where the outcome is introduced, practiced, or reinforced. Each program assesses outcomes annually, and program outcome assessment is recorded in Harper College's assessment management system. Results are reported annually in Outcomes Assessment reports. The Peer Review team met with the Learning Assessment Committee, who affirmed that there is extensive faculty participation in this assessment work, and expressed a great deal of confidence in the General Education assessment framework that Harper College has developed in terms of impacting student learning.

Each year Harper College's Outcomes Assessment Office produces the Annual Outcomes Assessment Report, which provides results for program, course, and General Education assessment. In addition, results for assessment of Student Support and Administrative Services are also reported, with 39 total student support and administrative units taking part in 2016-17.

Assessment results for program outcomes are also reported in academic departments as part of the five-year Program Review cycle. As part of this process academic departments also report on improvements that were made as a result of the analysis of assessment data. Using the college's electronic assessment management system, departments are able to store and retrieve assessment results associated with the outcomes for each of their programs across the five year assessment cycle.

For General Education assessment, annually at least one Work Group for the five General Education Learning Outcomes develops tools to assess their specific outcome, and then randomly selects class sections with high populations of students who are nearing graduation to use the assessment tool, providing institutional-wide assessment data. Work groups prepare for this campus-wide assessment by conducting research on best practices in assessment that can inform their approach in developing an assessment tool. These tools often involve development of rubrics. Based on the results, general education improvement plans are developed and communicated college-wide, and are implemented prior to that general education outcome being assessed again.

Like academic departments, Student Support and Administrative Services are able to use Harper College's electronic assessment management system to retrieve assessment results for each of their outcomes. Co-curricular assessment is also conducted in this manner, with many non-academic departments participating in the five year Program Review cycle. However, there are some opportunities for improvement in co-curricular assessment, and Harper College should build upon the emerging framework and foundation that they have with curricular assessment and replicate that to expand student assessment on the co-curricular side of the student experience.

General Education assessment at Harper College is specifically designed to use assessment to improve student learning. Each General Education Learning Outcome is scheduled on a five year cycle where primary assessment occurs the first year, results are reviewed and improvement plans created in the second year, improvement plans are implemented in the third year, and follow-up assessment is conducted in the fourth year. Every five years an improvement plan is developed for each of the General Education Learning Outcomes that explicitly uses assessment data to direct improvements, and follow-up assessments subsequent to those improvements are conducted in the fourth year of the cycle. Clearly General Education assessment data is being used to improve student learning.

In Academic, Student Support, and Administrative Areas, departments annually define an improvement plan. Results can be found in the assessment management system. As part of the

assessment process, each unit must complete a section titled “Use of Results”, where they discuss changes made as a result of the analysis of assessment data. In addition, improvement plans based on assessment data can be found in the annual Outcomes Assessment Report, also provided by the Office of Institutional Effectiveness and Outcomes Assessment..

For academic departments, reflection on how assessment results have been used to make improvements is an integral part of the five year Program Review process. A key question in the self-study template used in Program Review process directly addresses use of assessment information:

- 3.2 Summarize and explain program-level and course-level assessment efforts and results over the last five years. Describe improvements or enhancements made based on assessment results.

The expectation that assessment results will be used to make changes is built into several of the processes involving assessment at Harper College, and the annual reports produced by the Office of Institutional Effectiveness and Outcomes Assessment provide documentation that assessment results are being used to make improvement plans at the General Education, program, and student services department levels.

Harper College has adopted the Nichols model as its approach to assessment of student learning:

Column 1. Identify the mission

Column 2. Define the learning outcomes

Column 3. Select assessment measure(s) and establish criteria for success

Column 4. Implement the assessment and analyze the data

Column 5. Use assessment results to improve student learning

As units at the college work through entering their data into the college’s electronic assessment management system, the framework is based on the Nichols Model – outcomes are listed along with assessment year and method, criterion for success, results, whether the criterion was met, and the use of the results. This approach has been formalized in Harper College’s assessment work for General Education Learning Outcomes, course and program assessment, and assessment of Student Support and Administrative areas, and can be seen in the annual Assessment Plans and Results Reports.

The Learning Assessment Committee and the Outcomes Assessment Office collaborate to provide training in assessment to the Harper College community, providing a number of workshops related to assessment each year. One such effort in Fall 2016 involved a collaboration between academic deans and the Outcomes Assessment Office to develop and present Learning Assessment Workshops for the purpose of helping faculty learn about assessment results and how they can be used to improve student learning. In addition, the annual day-long Assessment Conference and Share Fair provides training and assessment-related presentations to around 90 faculty and staff each year.

Assessment at Harper College relies heavily on faculty involvement. Not only does the Learning Assessment Committee have eight faculty members who help lead assessment efforts, but Program Review and required assessment improvement plans ensure that faculty from all academic departments are involved in assessment work at Harper.

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## **Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*

## 4.C - Core Component 4.C

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The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

### Rating

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Met

### Evidence

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In setting goals for student retention, persistence, and completion, Harper College set targets based on the following: what is expected if trends continue without change, improvement that can be achieved with increased effort, and stretch goals that can only be achieved with prioritization and institutional focus.

Harper College has developed clearly defined definitions for retention, persistence, and completion that allow for measurement of these variables:

- Persistence Rate: defined as the number of first-time, credential-seeking students who first enroll at Harper in the given fall semester and return the following fall.
- Credentials Conferred: defined as the number of degrees and certificates conferred during the given fiscal year.
- Completers: defined as number of students who earned one or more credentials during the given fiscal year.

The specificity of these definitions allows for consistent data collection and reporting from year to year. Harper College has made trend data for these well-defined measures available to the public, and has additionally made their targets available to the public. The processes and methodologies for collecting and analyzing this information are well defined, measureable, and transparent. In 2016, Harper achieved all of its targets for Persistence Rate, number of Credentials Conferred, and number of Completers.

Harper College has implemented new stretch targets for 2020. The College has targeted a Persistence

Rate for at least 75.0% for full-time students and at least 49.0% for part-time students. The Persistence Rate is defined as the number of first-time, credential-seeking students who first enroll at Harper in the given fall semester and return the following fall. The past three fiscal years the Persistence Rate for full-time students has been 68.4%, 69.7%, and 72.9%, and for part-time students it has been 47.4%, 45.8%, and 47.5% for the past three years. The new Credentials Conferred target, defined as the number of degrees and certificates conferred during the given fiscal year, of 3,680 for the 2020 fiscal year. The last three fiscal years the number of credentials conferred has been 3,636, 3,455, and 3,609. The final criteria of Completers, defined as number of students who earned one or more credentials during the given fiscal year, of 3,213 for the 2020 fiscal year. The last three fiscal years the number of completers has been 3,142, 3,075, and 3,143. For retention, persistence, and completion, Harper College has set goals that require growth above levels seen in the past three fiscal years, but that seem reasonable and attainable given past history. These goals are listed both on the Harper College website, but also in the Institutional Accountability Report. In determining whether stretch goals for Persistence Rate, number of Credentials Conferred, and number of Completers have been achieved, Harper College tracks these measures over the previous five fiscal years to provide trend comparisons. These results are available to the public on the Harper College website, and are also provided in the Institutional Accountability Report.

Part of the Strategic Plan outlined in the Institutional Accountability Report includes a “Strategic Direction - Completion - Increase completion and achievement of all students with a focus on underperforming student groups.” Associated with this Strategic Direction are the following targets which are based on data on student retention, persistence, and completion of programs:

- Increase semester to semester persistence: New, degrees-seeking students increase by 3%.
- Increase semester to semester persistence: Special populations (developmental, young male, black non-Hispanic) increase by 5%.
- Increase success in developmental course/sequence: New, degree-seeking students increase by 3%. (Target achieved FY2015.)
- Increase success in developmental course/sequence: Special populations (young male, black non-Hispanic) increase by 5%.
- Increase success rate of students who enter gatekeeper from developmental courses: New, degree-seeking students increase by 3%.
- Increase success rate of students who enter gatekeeper from developmental courses: Special populations (young male, black non-Hispanic) increase by 5%.
- Increase success in gatekeeper courses: New, degree-seeking students increase by 3%.
- Increase success in gatekeeper courses: Special populations (developmental, young male, black non-Hispanic) increase by 5%

The Institutional Accountability Report lists specific strategies that will be pursued by Harper College to attain these targets. It is evident from the targets above that Harper College uses information on student retention, persistence, and completion to make improvements.

In addition, in 2014 Harper College was awarded a Title III grant to increase student engagement, tracking, communications, success, retention, and completion. A number of projects have been initiated under this grant for the purpose of achieving these goals. The Provost’s division prepares quarterly reports on these projects, in addition to an annual report that is prepared by an external evaluator.

Comments from all levels of faculty and staff indicate performance data are used to learn from operational experiences and employees apply that learning to improve effectiveness and sustainability. Harper practices transparency to both internal and external constituents in having the

Planning and Institutional Effectiveness Division charged with the distribution of performance results, such as posting performance results on the College's webpage. In addition, the Data Standards Committee and the Institutional Research department collaborated to develop an area on the employee portal to share institutional data related to student success, enrollment, etc. All of these efforts represent the use of information on persistence, retention, and completion to set targets and make improvements to student outcomes.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 4.S - Criterion 4 - Summary

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The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

### Evidence

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The Illinois Community College Board (ICCB) mandates program review every five years for all programs at Illinois Community Colleges. Harper College has developed a five year Program Review process that meets all of the requirements of the ICCB, while adding additional components relevant to the institution's mission and strategic goals. This process requires programs to report on a variety of data points, including objectives and goals for the program, quality improvements, cost effectiveness, assessment of instructor performance, enrollment, success rates, outcome assessment, and a variety of other indicators of program quality.

Harper has clear, explicit, publicly available policies and processes surrounding the acceptance of credit from other institutions to ensure appropriate decisions that ensure the quality of the credits it accepts in transfer. Harper College's Curriculum Committee oversees the approval of new curriculum and the revision of existing curriculum, providing institutional control of prerequisites for courses and expectations for student learning. Administrators and Faculty Senate at Harper College collaborate to develop minimum and preferred qualifications for faculty, which are binding for both full-time and adjunct faculty, including those in dual credit arrangements. Specialized accreditation is maintained for 22 programs at Harper College through 15 different accrediting bodies. Success of graduates is ascertained through the annual "Follow Up" graduate survey, in addition to data provided by the ICCB on percent of graduates employed or continuing their education.

Five General Education Learning Outcomes have been developed that all degree program graduates are expected to master by the end of their program of study, and a comprehensive curriculum maps identify where in the curriculum these outcomes are introduced, practiced, or reinforced. Each of these outcomes are on a five year assessment cycle conducted by permanent standing Work Groups that conduct primary assessment in the first year, review results and create improvement plans in the second year, implement improvement plans in the third year, and conduct follow-up assessment in the fourth year. Course outcomes are developed for every course, and programs of more than 30 credit hours have program outcomes. Assessment of course and program outcomes is reviewed annually in Annual Updates and as part of the five year Program Review process. A comprehensive report of assessment data for General Education, program, and Student Support and Administration Services is provided in the Annual Outcomes Assessment Report produced by the Outcomes Assessment Office. Improvement plans are developed based on this assessment data that are designed to increase student learning, and the success of those plans are reported in the Annual Outcomes Assessment Report. Harper College has adopted the Nichols Model to guide its assessment work, and provides training via workshops to faculty and employees on good assessment practice. Each year Harper College also offers a day-long Assessment Conference and Share Fair with over 90 faculty and staff participants.

Harper College has set stretch goals for student retention, persistence, and completion based on previous data that are available to the public on its website. Stretch targets are ambitious but achievable based on trends from the previous five years. Achievement of stretch targets are

documented on the Harper College website, and discussed extensively in the annual Institutional Accountability Report. Definitions developed by Harper College for retention, persistence, and completion are clearly defined, easily measurable, and publicly articulated.

Through extensive interviews with faculty, staff, students, administrators, community members, and the Board of Trustees and by examining the robust documentation in the assurance argument, it is clear that Harper College takes responsibility for the quality of its educational programs, learning environments, and support services, and measures their effectiveness through an assessment process designed to feed assessment results directly into improvement plans.

## 5 - Resources, Planning, and Institutional Effectiveness

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The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

### 5.A - Core Component 5.A

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The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

### Rating

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Met

### Evidence

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Harper College demonstrates sufficient fiscal resources to support its operations through established Board Financial Guidelines and Policies, a strong local tax base, refocused efforts on decreasing state funding dependence as evidenced by its FY2018 Budget and Board Priority. Additional evidence includes positive ratings over multiple years from external financial audits: an unmodified opinion on its CAFR, a 15-year plus Moody's Aaa bond rating, a CFI 'above' rating, and most recently, an increased net position of \$4,015,096. In addition, its Tax Capped Funds represents 48.3% of budgeted annual expenditures aligning with a Board Policy of budgeted annual expenditures with the fund balance exceeding the minimum balance of 40% for over 10 years.

Harper College exhibits a multi-year historical trend of a faculty-student ratio falling below the peer mean as reported in IPEDS Fall Student-to-Faculty Ratio. The College teaching staff represents 46% of its total number of employees to provide quality education. In addition, a Strategic Plan goal and priorities focus on employee professional development.

Harper's physical and technological infrastructure demonstrates appropriate support of its operations and programs with multiple locations, the 2010-2020 Master Plan goal to increase space in anticipation of future FTE increases, and the passing of a multi-million dollar capital bond

referendum for new additions and continued maintenance of existing buildings. The completion of several major capital projects reveals Harper's dedication to providing an overall learning environment focused on quality including additional instructional, student support and study areas. Harper's technological model divides software and support essentials from the College's database, applications, and network requirements. Overall system accommodations exceed current capacity needs. Session participants, particularly faculty, confirmed that technology effectiveness metrics have assisted the College in evaluating and anticipating future technologies and meeting student needs.

Budget and resource allocation follows an established model based on an annual calendar beginning with the Executive Council identifying priorities for capital, technological, and personnel expenditures. Session participants confirmed that the process exhibits shared governance by providing budget access to individual departments and informational budget and training sessions. Harper's model includes conventional system and process controls whereby over 60% of fund allocation was directed to academic expenses. Several specific examples were shared where resource allocation is correlated with College goals and priorities identified in its Strategic Plan, emphasizing student success and highlighted through initiatives focused on increased persistence and completion. Institutional Presidential Priorities are also aligned with Harper's mission and strategic plan with resource allocation addressed through operational plans.

Harper College demonstrates a qualified staff with 46% earning a Master's or Doctoral degree. According to the National Community College Benchmark Project (NCCBP) budget allocations for employee professional development remains above the 60<sup>th</sup> percentile with an average per employee expenditure of \$520. Harper provides multiple options for developing employee skills to achieve institutional goals, job satisfaction and engagement. Examples shared by faculty include the Academy for Teaching Excellence for faculty, a staff professional development program with 'Lunch and Learn' opportunities and staff expressed their appreciation of the opportunity to develop leadership abilities via a Leadership Academy. The College's process includes a staff survey to assess professional development needs and several session participants shared they are or have taken advantage of on-campus graduate courses with discounted tuition. Employee performance evaluations are completed following an established timeline by means of predetermined criteria based on the position's role/level within the College. Harper College's budgeting process follows an annual cycle with a College and Board of Trustees approved Five-Year Financial Plan as the foundation. Transparency of this process is via the employee portal and College Plan with information and training sessions available to individuals and departments. A draft is developed, made available for public viewing, presented to the Board for review and approval, and once adopted the budget becomes available to the public. Monitoring of expenses is conducted at the department/division level following customary/industry practices with monthly financial reporting provided to the Board and an annual Comprehensive Annual Financial Report prepared and independently audited. External financial audits indicate a level of excellence in financial reporting. The College concentrates on emerging trends as evidenced in the hiring of new staff in student advising and focusing on staffing to address the growing diversity of student population needs.

## **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 5.B - Core Component 5.B

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The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

### Rating

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Met

### Evidence

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Harper College's Board of Trustees follows a shared governance model in final decision making related to policy and procedure and related financial decisions such as annual budget, taxes, and financial management as indicated in the independent audit conducted by Crowe Horwath LLP. Board member responses exhibited knowledge of their roles as evidenced by their active participation in local, state, and national trustee organizations, participation and completion of an onboarding process, annual Board retreats, twice monthly public Board meetings, monthly communications from the President which include updates on the budget, Strategic Plan, Master Plan, Presidential Priorities, etc. In addition, the Board of Trustees explained how they apply the Five-Year Financial plan to guide its decision making related to financial trends and potential impact to the College.

Harper's commitment to shared governance was a FY2012-13 priority in assessing and reviewing its existing shared governance system. This assessment resulted in two major convictions: (1) all constituent groups serve a critical role and (2) everyone's expertise is valued and everyone is encouraged to contribute in meaningful ways. The College's shared governance system is exemplified through a committee structure that includes representation for all employee groups and student representation with committees categorized into the major focus areas of academic aspects and operational aspects. For example, the Board of Trustees includes a student representative carrying an advisory vote. This student representative's voting role is unique, in that, it precedes all other voting at Board meetings which ensures the student voice is heard. During the open forum for Criterion 5, a Student Government Senator confirmed that transparency is a key component of Harper's shared governance model through student representation on various college standing committees with the expectation that students are informed of changes and communicate their work to the student government association.

Harper College conforms to established Illinois education policies in setting and meeting academic requirements such as the requirements outlined by the Illinois Articulation Initiative (IAI). Faculty

(43%) validated that they lead efforts setting requirements for new and existing academic courses and programs guided by and approved through a faculty-led Curriculum Committee. Program curriculum is submitted to state education agencies and the Higher Learning Commission for additional approvals. Related academic policies and procedures also follow a shared governance model for approving curricular changes. This model provides opportunities for broader feedback with student success related policy and processes created or revised through respective student services offices and guided through the shared governance model. Several committee chairs shared a recent feature and initiative of Harper's shared governance model is the inclusion of student participation and the focus on inclusion is now concentrated on improving other constituent participation such as adjunct faculty.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 5.C - Core Component 5.C

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The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

### Rating

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Met

### Evidence

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Harper College engages in systematic and integrated planning through multiple planning activities resulting in a comprehensive annual College plan. Several faculty and staff reiterated that at the core of Harper's comprehensive planning are institutional measures of effectiveness, a four-year strategic plan, an annual operational plan, an annual budget and capital plan, and Presidential Priorities. The College's resource allocations are aligned with its mission and priorities, specifically in its allocation of approximately 60% of its operating funds towards educational needs. The State of Illinois continues to face financial challenges that impact funding in higher education, including Harper. The College is to be commended for the work that they have done to become much less reliant on state funding models and become more self-sufficient so as to continue providing an educational experience for their students and the greater community.

In recalling the strategic planning process, the Strategic Planning and Accountability Committee Chair explained that Harper College conducts and completes a SWOT analysis as part of its strategic planning process and is evidence of its commitment to "assessment-based planning and budgeting". The Chair continued by explaining the SWOT analysis provides the college with an opportunity to evaluate strengths and weaknesses of institutional performance, solicit external information from its constituents, and review data. In addition, particular attention is given to the performance of effectiveness measures and outcomes assessment results.

Harper College's strategic planning process occurs every four years charting institutional direction and priorities. The College's planning structure includes its Strategic Plan, Master Plan, budget, and Operational Plan. Members of the Strategic Planning and Accounting (SPA) Committee shared this process begins with a review and revision of the College's mission statement, followed by strategic planning dialogue sessions, gathering of session feedback "ensuring broad-based input" via surveys and input from a variety of groups. A multi-day planning conference provided a wide-range of

internal and external participants an opportunity to review strategic issues found within the collected feedback and explore potential solutions resulting in a draft of “strategic direction and goal statements”. Harper’s process for developing a strategic plan encompasses the whole institution and considers internal and external constituent perspectives. Harper’s 2010-2015 strategic planning process engaged a wide variety of stakeholders serving on 18 strategic teams. The 2016-19 strategic plan involved five goal teams with Harper employees representing every constituency group.

Teams lead implementation of the strategic plan with the key objective of improving the College’s performance specific to the strategic goals and direction. The SPA Committee Chair also shared that part of this process is teams are responsible for the development of evaluation plans and budget prior to piloting student success initiatives. Data is collected based on the plan’s goals to measure an initiative’s effectiveness. Strategic Plan activities receive oversight by a Champion Team consisting of faculty and administrators, whose role is to ensure planning, budget, and evaluation follows a three-step process.

The annual operational plan is connected to Presidential Priorities, Strategic Plan goals and effectiveness measures with the appropriate budget allocations. A Human Resources representative and Finance staff member both conveyed that using results from the Institutional Effectiveness Measures aids in identifying emergent activities, provides an opportunity to support or react to areas outside of their charge, and act as a road map for continued planning. Additionally, institutional assessment and evaluation projects such as the PACE Employee Climate Survey, CCSSE, Noel-Levitz, and Cultural Values Assessment along with the SWOT analysis and environmental scan are also referenced to develop Harper College’s annual operational plan. Various other assessment activities such as program reviews are also included in the annual operational plan. Furthermore, Harper College’s Planning and Institutional Effectiveness Division is responsible for documenting and communicating institutional initiatives, goals and their progress. Results are applied to Strategic Plan goals and evaluated to improve overall institutional performance.

Every three years, Harper College uses an environmental scan to assist their efforts in developing plans based on current capacity. The scan conducted in 2017 identified declining incomes, district high school student populations, and state financial support. In addition, were increases in racial and ethnic diversity, costs of attending college, and increased populations of individuals speaking languages other than English. The most recent SWOT analysis also identified declining enrollments, an aged physical plant, and decreasing financial support for higher education. Harper’s 2016-19 Strategic Plan responded to these areas with an additional strategic goal of stewardship. As a result of the stewardship strategic goal, a Strategy Cost Benefit Analysis Rubric was developed to evaluate the effectiveness of Strategic Plan initiatives and assist in selecting initiatives that have the greatest student impact.

Harper’s Finance Committee also assists in planning by evaluating unexpected budgetary needs and recommending resolutions. In response to a state funding shortfall, a call for suggestions to reduce costs and increase revenue resulted in 2400 suggestions which underwent a process of review and prioritization with over 50 suggestions forwarded to administration with some resulting in the restructuring of employee positions and voluntary retirement options to faculty.

Strategic Plan goals build upon directions and initiatives in-progress while anticipating emerging factors. One example is the goal of having students develop an educational plan coinciding with a Presidential Priority which is also tied to existing Title III efforts. Harper has allocated financial resources to support this strategic goal through technological purchases such as Degree Works and the budgeting of additional staff. Additional planning has centered on a new academic advising model in alignment with Presidential Priorities and the hiring of eight new academic advisor positions.

**Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 5.D - Core Component 5.D

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The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

### Rating

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Met

### Evidence

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Accountability was identified as a key priority in Harper College's 2010-2015 Strategic Plan, resonates in its current Strategic Plan, and is confirmed in its data collection related to targets and Institutional Effectiveness Measures (IEMs). The IEMs include a focus on developmental education success, success in gateway courses, advancement, student persistence, annual completions, employee diversity, high school market penetration, facilities, instructional cost, and informational technology. IEMs directly align with the College's mission, are reported on an annual basis, and are used to evaluate performance of key indicators.

Additional elements of Harper's accountability structure include goals and outcomes for strategic directions and outcomes of its College Strategic Plan and goals in its College Operational Plan. Targets are identified for items within these three components and reported annually via the Institutional Accountability Report with updates provided to the Board of Trustees on a quarterly basis. Financial performance is reported to the public in the Comprehensive Annual Financial Report (CAFR). Furthermore, Harper College applies an assortment of direct and indirect methods to document performance including focus groups, various national (CCSSE and PACE) and internal (Cultural Values Assessment) surveys, findings from fiduciary (CAFR) reports, and data points directly related to student persistence, completion, and success. Of note is the Sightlines Facilities Benchmarking and Analysis survey which provided Harper College with data for informed decision making related to facilities' improvements.

Comments from all levels of faculty and staff indicate performance data are used to learn from operational experiences and employees apply that learning to improve effectiveness and sustainability. Harper practices transparency to both internal and external constituents in having the Planning and Institutional Effectiveness Division charged with the distribution of performance results, such as posting performance results on the College's web page. In addition, the Data Standards Committee and the Institutional Research department collaborated to develop an area on the employee portal to share institutional data related to student success, enrollment, etc.

The Strategic Planning and Accountability (SPA) Committee, a shared governance committee, coordinates the development of the plan, whereas the Champion Team is responsible for ongoing oversight and monitoring of the initiatives and the College's progress with the Strategic Plan. Oversight of operational plan's goals is managed by the College Operations Council. The College has

a process in place to vet Strategic Plan initiatives with evaluation plans and pilot initiatives prior to full implementation. These evaluation plans assist leadership in determining financial implications and the merit of full implementation of initiatives in supporting operations and institutional direction.

One initiative aligned with Harper College's Strategic Plan is to directly increase diversity among employees, particularly with faculty and administration. The College has an emerging framework in this area with the development of two IEMs (hiring and separations) and an Office of Diversity and Inclusion leading diversity initiatives. Another notable accomplishment to support Harper College's efforts to learn from its operational experience and apply that learning to improve institutional effectiveness is their involvement with the Achieving the Dream (ATD) network. ATD work required Harper to dig deep into their data targeting at risk student populations. As a result of this work, high school partnerships were strengthened and development of success strategies such as a summer bridge program and Early Alert program augmented student college-readiness and increased course completion.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## **5.S - Criterion 5 - Summary**

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The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

### **Evidence**

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Evidence found within the assurance argument and throughout the Campus Visit indicates Harper College has continued to engage its constituents in systematic and integrated planning. Planning and budgeting is closely connected to Harper's mission and priorities expressed within its current Strategic Plan. The Strategic Planning process described expresses broad inclusivity of both internal and external communities, including students as key stakeholders. Harper College has made great efforts in recent years to reinforce its shared governance model. All college committees include full and part-time employee, student, and constituency group representation.

Most recently, Harper demonstrated the ability to strategize solutions when experiencing a revenue deficit created by a budgetary shortfall (due to the State of Illinois). In addition, Harper performs institutional assessment activities such as an environmental scan and SWOT to inform and plan for emerging trends. An example of Harper College's ability to systematically improve its performance is evidenced with the recently created the position of Special Assistant to the President for Diversity and Inclusion. This position serves as the foundation in an effort to expand the vision for diversity at the College, and to work with students, staff, and the community to provide inclusive activities for all college constituencies. This position is strategically created as a faculty role that rotates every three years to make inclusion the work of the whole campus and embedded in the institutional priorities.

## Review Dashboard

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Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.D	Core Component 1.D	Met
1.S	Criterion 1 - Summary	
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	
3	Teaching and Learning: Quality, Resources, and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.E	Core Component 3.E	Met
3.S	Criterion 3 - Summary	
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	
5	Resources, Planning, and Institutional Effectiveness	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.D	Core Component 5.D	Met
5.S	Criterion 5 - Summary	

## Review Summary

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### Conclusion

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It is the team's recommendation that Harper College be reaffirmed on the Open Pathway. The have satisfactorily met all of the five criterion for accreditation as well as Federal Compliance. The team does not see any need for any follow-up reporting or visits as a result of the comprehensive visit completed in March 2018,

### Overall Recommendations

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#### Criteria For Accreditation

Met

#### Sanctions Recommendation

No Sanction

#### Pathways Recommendation

Eligible to choose

*No Interim Monitoring Recommended.*



## Federal Compliance Worksheet for Evaluation Teams

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### *Evaluation of Federal Compliance Components*

This worksheet is to be completed by a Federal Compliance reviewer or by the peer review team that conduct the on-site visit. If a Federal Compliance reviewer completes the form, the reviewer will evaluate the materials in advance of the visit and refer any issues to the team for further exploration and confirmation. The team chair will confirm that the team has reviewed the Federal Compliance reviewer's findings, make any necessary adjustments to the worksheet following the on-site visit, and submit the worksheet as part of the team's final report.

The Federal Compliance reviewer or the team should review each item identified in the *Federal Compliance Filing by Institutions* (FCFI) and document their findings in the appropriate spaces below. Peer reviewers are expected to supply a rationale for each section of the Federal Compliance Evaluation. Refer to the [Federal Compliance Overview](#) for information about applicable HLC policies and explanations of each requirement.

Generally, if the team finds in the course of this review that there are substantive issues related to the institution's ability to fulfill the Criteria for Accreditation, such issues should be raised in the appropriate parts of the team report. If the team recommends monitoring on a Federal Compliance Requirement in the form of a report or focused visit, the recommendation should be included in the Federal Compliance monitoring sections below and added to the appropriate section of the team report.

### *Submission Instructions*

**Federal Compliance reviewer:** Upload this worksheet and the *Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and Clock Hours* to the related review page in the HLC Portal.

**Team chair:** Send the draft of this worksheet and the *Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and Clock Hours* to the institution's HLC staff liaison at the same time the draft team report is submitted for liaison review. Submit the final worksheet to HLC at [finalreport@hlcommission.org](mailto:finalreport@hlcommission.org).

Institution under review: Harper College

Please indicate who completed this worksheet:

- Evaluation team
- Federal Compliance reviewer

**To be completed by the evaluation team chair if a Federal Compliance reviewer conducted this part of the evaluation:**

Name: Brad Piazza

I confirm that the evaluation team reviewed the findings provided in this worksheet.

## **Assignment of Credits, Program Length and Tuition**

(See FCFI Questions 1–3 and Appendix A)

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1. Complete the [\*Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and Clock Hours\*](#). Submit the completed worksheet with this form.
  - Identify the institution's principal degree levels and the number of credit hours for degrees at each level (see the institution's Appendix A if necessary). The following minimum number of credit hours should apply at a semester institution:
    - Associate's degrees = 60 hours
    - Bachelor's degrees = 120 hours
    - Master's or other degrees beyond the bachelor's = At least 30 hours beyond the bachelor's degree
  - Note that 1 quarter hour = 0.67 semester hour.
  - Any exceptions to this requirement must be explained and justified.
  - Review any differences in tuition reported for different programs and the rationale provided for such differences.
2. Check the response that reflects the evaluation team or Federal Compliance reviewer's conclusions after reviewing this component of Federal Compliance:
  - The institution meets HLC's requirements.
  - The institution meets HLC's requirements, but additional monitoring is recommended.
  - The institution does not meet HLC's requirements and additional monitoring is recommended.
  - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

### Rationale:

Harper College is a comprehensive community college offering Associate's degrees. The minimum degree requirement is 60 credit hours with a minimum of 18 credit hours in residence. The College does have several technical programs that require significant costs to operate. These programs are clearly identified on the website and in materials distributed by the College, and the charge for these specialized programs is 200% of the normal tuition rate.

Additional monitoring, if any:

## **Institutional Records of Student Complaints**

(See FCFI Questions 4–7 and Appendixes B and C)

1. Verify that the institution has documented a process for addressing student complaints and appears to be systematically processing such complaints, as evidenced by the data on student complaints since the last comprehensive evaluation.
  - Review the process that the institution uses to manage complaints, its complaints policy and procedure, and the history of complaints received and resolved since the last comprehensive evaluation by HLC.
  - Determine whether the institution has a process to review and resolve complaints in a timely manner.
  - Verify that the evidence shows that the institution can, and does, follow this process and that it is able to integrate any relevant findings from this process into improvements in services or in teaching and learning.
  - Advise the institution of any improvements that might be appropriate.
  - Consider whether the record of student complaints indicates any pattern of complaints or otherwise raises concerns about the institution's compliance with the Criteria for Accreditation or Assumed Practices.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
  - The institution meets HLC's requirements.
  - The institution meets HLC's requirements, but additional monitoring is recommended.
  - The institution does not meet HLC's requirements and additional monitoring is recommended.
  - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

### **Rationale:**

The student complaint process is clearly defined in the Student Code of Conduct which is located in the College Catalog and Student Handbook. The information is easily found through the College website. The website directs the student (or other individual) to both the process and office related to managing complaints or concerns. The process is timely and reasonable, and in general, the policy and procedure are consistent with good practice in higher education. The College reports that over nearly a ten-year span, only 67 complaints advanced through the process to the Provost, and all complaints were noted as resolved.

Harper College also considers complaints seriously as a means to improve services as noted in the college materials, and several examples were provided through review materials.

Additional monitoring, if any:

## Publication of Transfer Policies

(See FCFI Questions 8–10 and Appendixes D–F)

1. Verify that the institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies should contain information about the criteria the institution uses to make transfer decisions.
  - Review the institution’s transfer policies.
  - Review any articulation agreements the institution has in place, including articulation agreements at the institution level and for specific programs and how the institution publicly discloses information about those articulation agreements.
  - Consider where the institution discloses these policies (e.g., in its catalog, on its website) and how easily current and prospective students can access that information.
  - Determine whether the disclosed information clearly explains any articulation arrangements the institution has with other institutions. The information the institution provides to students should explain any program-specific articulation agreements in place and should clearly identify program-specific articulation agreements as such. Also, the information the institution provides should include whether the articulation agreement anticipates that the institution (1) accepts credits from the other institution(s) in the articulation agreement; (2) sends credits to the other institution(s) in the articulation agreements; (3) both offers and accepts credits with the institution(s) in the articulation agreement; and (4) what specific credits articulate through the agreement (e.g., general education only; pre-professional nursing courses only; etc.). Note that the institution need not make public the entire articulation agreement, but it needs to make public to students relevant information about these agreements so that they can better plan their education.
  - Verify that the institution has an appropriate process to align the disclosed transfer policies with the criteria and procedures used by the institution in making transfer decisions.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
  - The institution meets HLC’s requirements.
  - The institution meets HLC’s requirements, but additional monitoring is recommended.
  - The institution does not meet HLC’s requirements and additional monitoring is recommended.
  - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate

reference).

**Rationale:**

Transfer policies are defined in the College Catalog at Harper College, and additional information is located on the college website. Students may transfer in credit or follow a variety of options to gain credit for prior knowledge, like CLEP examinations. As noted, the college has relationships with “hundreds of colleges and universities, including online degree completion programs” as well as a number of agreements through the Illinois Transfer agreement program. Several specific degree transfer options are also listed on the website with easy to follow information, including links to the receiving institution websites.

**Additional monitoring, if any:**

## **Practices for Verification of Student Identity**

(See FCFI Questions 11–16 and Appendix G)

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1. Confirm that the institution verifies the identity of students who participate in courses or programs provided through distance or correspondence education. Confirm that it appropriately discloses additional fees related to verification to students, and that the method of verification makes reasonable efforts to protect students’ privacy.
  - Determine how the institution verifies that the student who enrolls in a course is the same student who submits assignments, takes exams and earns a final grade. The team should ensure that the institution’s approach respects student privacy.
  - Check that any costs related to verification (e.g., fees associated with test proctoring) and charged directly to students are explained to the students prior to enrollment in distance or correspondence courses.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
  - The institution meets HLC’s requirements.
  - The institution meets HLC’s requirements, but additional monitoring is recommended.
  - The institution does not meet HLC’s requirements and additional monitoring is recommended.
  - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

**Rationale:**

Harper College uses a very standard process for verification of student identity, and the process is consistent with good practice in higher education. The student establishes an

account with the college using their account login and password. As noted, the student is responsible for maintaining the security of that user name and password, and the user assumes responsibility for that account as defined in college policy. The Learning Management System (Blackboard) integrates with the College Student Information System securely in order to maintain a safe and secure online environment. There is a small cost to students in distance learning courses (\$20 per course) to offset some of the additional costs associated with online learning technology.

Additional monitoring, if any:

## **Title IV Program Responsibilities**

(See FCFI Questions 17–24 and Appendixes H–Q)

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1. This requirement has several components the institution must address.
  - The team should verify that the following requirements are met:
    - **General Program Requirements.** The institution has provided HLC with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities.
    - **Financial Responsibility Requirements.** The institution has provided HLC with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities in this area. (Note that the team should also be commenting under Criterion 5 if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)
    - **Default Rates.** The institution has provided HLC with information about its three-year default rate. It has a responsible program to work with students to minimize default rates. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities in this area. Note that for 2012 and thereafter, institutions and teams should be using the three-year default rate based on revised default rate data published by the Department in September 2012; if the institution does not provide the default rate for three years leading up to the comprehensive evaluation visit, the team should contact the HLC staff.
    - **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.** The institution has provided HLC with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.
    - **Student Right to Know/Equity in Athletics.** The institution has provided HLC with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate

information to students. (Note that the team should also be commenting under Criterion 2, Core Component 2.A if the team determines that the disclosures are not accurate or appropriate.)

- **Satisfactory Academic Progress and Attendance Policies.** The institution has provided HLC with information about its policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students. In most cases, teams should verify that these policies exist and are available to students, typically in the course catalog or student handbook and online. Note that HLC does not necessarily require that the institution take attendance unless required to do so by state or federal regulations but does anticipate that institutional attendance policies will provide information to students about attendance at the institution.
  - **Contractual Relationships.** The institution has presented a list of its contractual relationships related to its academic programs and evidence of its compliance with HLC policies requiring notification or approval for contractual relationships. (If the team learns that the institution has a contractual relationship that may require HLC approval and has not received HLC approval, the team must require that the institution complete and file the change request form as soon as possible. The team should direct the institution to review the Substantive Change Application for Programs Offered Through Contractual Arrangements on HLC's website for more information.)
  - **Consortial Relationships.** The institution has presented a list of its consortial relationships related to its academic programs and evidence of its compliance with HLC policies requiring notification or approval for consortial relationships. (If the team learns that the institution has a consortial relationship that may require HLC approval and has not received HLC approval, the team must require that the institution complete and file the form as soon as possible. The team should direct the institution to review the Substantive Change Application for Programs Offered Through Consortial Arrangements on HLC's website for more information.)
- Review all of the information that the institution discloses having to do with its Title IV program responsibilities.
  - Determine whether the Department has raised any issues related to the institution's compliance or whether the institution's auditor has raised any issues in the A-133 about the institution's compliance, and also look to see how carefully and effectively the institution handles its Title IV responsibilities.
  - If the institution has been cited or is not handling these responsibilities effectively, indicate that finding within the Federal Compliance portion of the team report and whether the institution appears to be moving forward with the corrective action that the Department has determined to be appropriate.
  - If issues have been raised concerning the institution's compliance, decide whether these issues relate to the institution's ability to satisfy the Criteria for Accreditation, particularly with regard to whether its disclosures to students are candid and complete and demonstrate appropriate integrity (*Core Components 2.A and 2.B*).

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

- The institution meets HLC’s requirements.
- The institution meets HLC’s requirements, but additional monitoring is recommended.
- The institution does not meet HLC’s requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Harper College had its last Title IV program review in December 2011 and was recertified in June 2014. As noted in the review, the College has not been audited or inspected by the U.S. Department of Education, and no limitation, suspension, or termination actions have been imposed. The published review in May 2012 cited ten findings, and a fine was imposed. The follow-up response from the college and ultimate finding published in October 2012 noted that the College has taken action to correct deficiencies in the awarding of financial aid and the verification of students. Since that review, Harper College has not been under additional review nor experienced any additional findings.

As a result of issues related to the College’s “Fast Track” program, Harper College paid a fine of over half a million dollars. Because the fine was associated with the improper “verification” of student information, the College created a Risk Management Plan which includes financial aid compliance. Although the fine was significant, the College does not anticipate any long term impact to the overall financial health of the institution.

The three most recent composite scores were all above 1.1, and the College reports no findings of any kind with the last three financial audits. Default rates have declined for the last three years, and all three reported percentages are below the Department of Education threshold and generally at the mid-range in comparison to peer institutions.

Harper College assigns responsibility for reporting campus crime information, athletic participation, and financial aid to three related offices: Harper College Police Department, Athletics and Fitness, and Student Financial Assistance. The College does not offer athletic scholarships, although the college participates in a variety of sports. As reported, the college has not been subject to federal investigation, and no findings have been reported.

The Harper College Catalog and Student Handbook provide much information about programs, policies, financial aid, academic progress, and so on. Consumer Information is also available through the public website and easily found through a simple search. The Consumer Information page provides links to reports prepared related to open and transparent communication. (<https://www.harpercollege.edu/about/consumerinfo/index.php>)

The reports are prepared by a variety of offices across campus and the reports are coordinated by the Director of Student Financial Assistance. The College reports that it has not been under investigation related to required disclosures and has received no related findings. The Student Right to Know information is available in the Catalog and on the Website, also found through a simple search. Information is complete and easily read.

Additional monitoring, if any:

## **Required Information for Students and the Public**

(See FCFI Questions 25–27 and Appendixes R and S)

1. Verify that the institution publishes accurate, timely and appropriate information on institutional programs, fees, policies and related required information. Verify that the institution provides this required information in the course catalog and student handbook and on its website.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
  - The institution meets HLC’s requirements.
  - The institution meets HLC’s requirements, but additional monitoring is recommended.
  - The institution does not meet HLC’s requirements and additional monitoring is recommended.
  - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

All relevant information regarding programs, fees, policies and so on is reported through various college publications and the website. The Consumer Information page is central to the required reporting, and within the page, separate links take the individual to specific informational sites. However, choosing to search for individual topics will take you directly to that topic and bypass the “Consumer Information” page. This expedites information gathering for students and parents, and focuses the student to what they need to know—either universally or individually. As reviewed, the information contained in the Catalog and Student Handbook is consistent with information published on the College website.

Additional monitoring, if any:

## **Advertising and Recruitment Materials and Other Public Information**

(See FCFI Questions 28–31 and Appendixes T and U)

1. Verify that the institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with HLC and other agencies as well as about its programs, locations and policies.

- Review the institution’s disclosure about its accreditation status with HLC to determine whether the information it provides is accurate, complete and appropriately formatted and contains HLC’s web address.
  - Review the institution’s disclosures about its relationship with other accrediting agencies for accuracy and for appropriate consumer information, particularly regarding the link between specialized/professional accreditation and the licensure necessary for employment in many professional or specialized areas.
  - Review the institution’s catalog, brochures, recruiting materials, website and information provided by the institution’s advisors or counselors to determine whether the institution provides accurate, timely and appropriate information to current and prospective students about its programs, locations and policies.
  - Verify that the institution correctly displays the Mark of Affiliation on its website.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
- The institution meets HLC’s requirements.
  - The institution meets HLC’s requirements, but additional monitoring is recommended.
  - The institution does not meet HLC’s requirements and additional monitoring is recommended.
  - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

**Rationale:**

Harper College has a number of marketing and recruitment documents designed for the individual student. For example, information on the website is directed specifically to Adult Learners, High School Students, Parents and family, and so on. In addition to the specific materials directed to a specific audience, the College provides easy to follow steps relevant to completing an application, applying for financial aid, and so on. Printed materials include postcards, brochures, posters, and booklets designed to inform and guide students.

The Accreditation information is clearly displayed in the Catalog and on the College website. Through a simple search, the College’s status with the Higher Learning Commission is paramount while individual discipline and department accreditations follow. The Mark of Affiliation is clearly at the top of the Accreditation page and notes information related to the College relationship with the HLC.

**Additional monitoring, if any:**

**Review of Student Outcome Data**  
(See FCFI Questions 32–35 and Appendix V)

1. Review the student outcome data the institution collects to determine whether they are appropriate and sufficient based on the kinds of academic programs the institution offers and the students it serves.
  - Determine whether the institution uses this information effectively to make decisions about planning, academic program review, assessment of student learning, consideration of institutional effectiveness and other topics.
  - Review the institution’s explanation of its use of information from the College Scorecard, including student retention and completion and the loan repayment rate.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
  - The institution meets HLC’s requirements.
  - The institution meets HLC’s requirements, but additional monitoring is recommended.
  - The institution does not meet HLC’s requirements and additional monitoring is recommended.
  - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Harper College lists a variety of student success measures including course success rates, persistent rates, and so on. The College also reports that data related to student success is collected by the Planning and Institutional Effectiveness Division; however, how that information is used in the decision making process is not clearly denoted. The site visit team will determine to what extent these processes are defined and aligned to meet the needs of students and academic programs as well as how the results connect to and drive the planning and budgeting process.

The College notes that the College Scorecard is not as accurate as published college data available to the public.

**Team’s Comments:** It is clear that the College uses available information in all levels of planning. This specific question was addressed in the Open Forum for Criterion 5 and multiple examples were provided by staff across the institution as to how this information is used for planning and in processes.

**Note to Team: Please review this section and determine the response.**

Additional monitoring, if any:

## Publication of Student Outcome Data

(See FCFI Questions 36–38)

1. Verify that the institution makes student outcome data available and easily accessible to the public. Data may be provided at the institutional or departmental level or both, but the institution must disclose student outcome data that address the broad variety of its programs.
  - Verify that student outcome data are made available to the public on the institution’s website—for instance, linked to from the institution’s home page, included within the top three levels of the website or easily found through a search of related terms on the website—and are clearly labeled as such.
  - Determine whether the publication of these data accurately reflects the range of programs at the institution.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
  - The institution meets HLC’s requirements.
  - The institution meets HLC’s requirements, but additional monitoring is recommended.
  - The institution does not meet HLC’s requirements and additional monitoring is recommended.
  - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Although benchmark data for areas of improvement are not to be published on the website until the end of fall 2018, the College does provide data on a number of student success programs and success measures on the College website. The material is easy to find and typically covers measures for the last five years. The Student Outcomes Assessment page also describes for the public the College goals for 2020 as well as subsequent measures of success.

Additional monitoring, if any:

## Standing With State and Other Accrediting Agencies

(See FCFI Questions 39–40 and Appendixes W and X)

1. Verify that the institution discloses accurately to the public and HLC its relationship with any other specialized, professional or institutional accreditors and with all governing or coordinating bodies in states in which the institution may have a presence.

The team should consider any potential implications for accreditation by HLC of a sanction or loss of status by the institution with any other accrediting agency or of loss of authorization in any state.

**Note:** If the team is recommending initial or continued status, and the institution is now or has been in the past five years under sanction or show-cause with, or has received an adverse action

(i.e., withdrawal, suspension, denial or termination) from, any other federally recognized specialized or institutional accreditor or a state entity, then the team must explain the sanction or adverse action of the other agency in the body of the assurance section of the team report and provide its rationale for recommending HLC status in light of this action.

- Review the list of relationships the institution has with all other accreditors and state governing or coordinating bodies, along with the evaluation reports, action letters and interim monitoring plans issued by each accrediting agency.
- Verify that the institution's standing with state agencies and accrediting bodies is appropriately disclosed to students.
- Determine whether this information provides any indication about the institution's capacity to meet HLC's Criteria for Accreditation. Should the team learn that the institution is at risk of losing, or has lost, its degree or program authorization in any state in which it meets state presence requirements, it should contact the HLC staff liaison immediately.

2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

- The institution meets HLC's requirements.
- The institution meets HLC's requirements, but additional monitoring is recommended.
- The institution does not meet HLC's requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The College provided a number of accreditation reports and reviews to support the individual program accreditations in place.

Additional monitoring, if any:

## Public Notification of Opportunity to Comment (FCFI Questions 41–43 and Appendix Y)

1. Verify that the institution has made an appropriate and timely effort to solicit third-party comments. The team should evaluate any comments received and complete any necessary follow-up on issues raised in these comments.

**Note:** If the team has determined that any issues raised by third-party comments relate to the team's review of the institution's compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the appropriate section of its report in the Assurance System.

- Review information about the public disclosure of the upcoming visit, including copies of the institution’s notices, to determine whether the institution made an appropriate and timely effort to notify the public and seek comments.
  - Evaluate the comments to determine whether the team needs to follow up on any issues through its interviews and review of documentation during the visit process.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
- The institution meets HLC’s requirements.
  - The institution meets HLC’s requirements, but additional monitoring is recommended.
  - The institution does not meet HLC’s requirements and additional monitoring is recommended.
  - The evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Harper College published the solicitation for third party comments on the webpage. Notices were sent to community members, alumni, donors, and students. The solicitation was also published in the local newspaper, on Facebook and LinkedIn. Information included the purpose of the request and the address of the Higher Learning Commission.

Additional monitoring, if any:

### **Competency-Based Programs Including Direct Assessment Programs/Faculty-Student Engagement**

(See FCFI Questions 44–47)

1. Verify that students and faculty in any direct assessment or competency-based programs offered by the institution have regular and substantive interactions: the faculty and students communicate on some regular basis that is at least equivalent to contact in a traditional classroom, and that in the tasks mastered to assure competency, faculty and students interact about critical thinking, analytical skills, and written and oral communication abilities, as well as about core ideas, important theories, current knowledge, etc. (Also, confirm that the institution has explained the credit hour equivalencies for these programs in the credit hour sections of the Federal Compliance Filing.)
  - Review the list of direct assessment or competency-based programs offered by the institution.
  - Determine whether the institution has effective methods for ensuring that faculty in these programs regularly communicate and interact with students about the subject matter of the course.

- Determine whether the institution has effective methods for ensuring that faculty and students in these programs interact about key skills and ideas in the students' mastery of tasks to assure competency.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
- The institution meets HLC's requirements.
  - The institution meets HLC's requirements, but additional monitoring is recommended.
  - The institution does not meet HLC's requirements and additional monitoring is recommended.
  - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Additional monitoring, if any:

## **Institutional Materials Related to Federal Compliance Reviewed by the Team**

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Provide a list of materials reviewed here:

The College Scorecard  
The Harper College Website  
The Harper College Catalog  
The Harper College Student Handbook  
Harper College Promise Scholarship  
Harper College Fast Facts  
*Community Catalyst*—The Philanthropic Magazine of Harper College  
Harper College Community Report—Fall 2016  
Various marketing and recruitment materials  
College Policies—included with the compliance worksheet.  
Campus Safety and Security Website-- <https://ope.ed.gov/campussafety/#/institution/details>



## Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and Clock Hours

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Institution Under Review: Harper College

Review the *Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours*, including all supplemental materials. Applicable sections and supplements are referenced in the corresponding sections and questions below.

### Part 1. Institutional Calendar, Term Length and Type of Credit

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#### **Instructions**

Review Section 1 of Appendix A. Verify that the institution has calendar and term lengths within the range of good practice in higher education.

#### **Responses**

##### **A. Answer the Following Question**

1. Are the institution's calendar and term lengths, including non-standard terms, within the range of good practice in higher education? Do they contribute to an academic environment in which students receive a rigorous and thorough education?

Yes       No

Comments:

Harper College follows a typical 16 week semester calendar with a shortened summer session. The College provides a number of short-term courses within the context of a given semester, as the curriculum and instruction warrant. Typically, these shorter terms are either 12 or 8 week segments, often including a blended or online component. The term lengths reflect good practice in higher education and are consistent with other colleges following a semester system.

##### **B. Recommend HLC Follow-Up, If Appropriate**

Is any HLC follow-up required related to the institution's calendar and term length practices?

Yes       No

Rationale:

Identify the type of HLC monitoring required and the due date:

## Part 2. Policy and Practices on Assignment of Credit Hours

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### ***Instructions***

Review Sections 2–4 of the *Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours*, including supplemental materials as noted below. In assessing the appropriateness of the credit allocations provided by the institution the team should complete the following steps. The outcomes of the team's review should be reflected in its responses below.

1. **Format of Courses and Number of Credits Awarded.** Review the *Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses* (Supplement A1 to the *Worksheet for Institutions*) completed by the institution, which provides an overview of credit hour assignments across institutional offerings and delivery formats.
2. Scan the course descriptions in the catalog and the number of credit hours assigned for courses in different departments at the institution (see Supplements B1 and B2 to *Worksheet for Institutions*, as applicable).
  - At semester-based institutions courses will be typically be from two to four credit hours (or approximately five quarter hours) and extend approximately 14–16 weeks (or approximately 10 weeks for a quarter). The descriptions in the catalog should reflect courses that are appropriately rigorous and have collegiate expectations for objectives and workload. Identify courses/disciplines that seem to depart markedly from these expectations.
  - Institutions may have courses that are in compressed format, self-paced, or otherwise alternatively structured. Credit assignments should be reasonable. (For example, as a full-time load for a traditional semester is typically 15 credits, it might be expected that the norm for a full-time load in a five-week term is 5 credits; therefore, a single five-week course awarding 10 credits would be subject to inquiry and justification.)
  - Teams should be sure to scan across disciplines, delivery mode and types of academic activities.
  - Federal regulations allow for an institution to have two credit-hour awards: one award for Title IV purposes and following the federal definition and one for the purpose of defining progression in and completion of an academic program at that institution. HLC procedure also permits this approach.

3. Scan course schedules to determine how frequently courses meet each week and what other scheduled activities are required for each course (see Supplement B3 to *Worksheet for Institutions*). Pay particular attention to alternatively structured or other courses completed in a short period of time or with less frequently scheduled interaction between student and instructor that have particularly high credit hour assignments.
4. Sampling. Teams will need to sample some number of degree programs based on the headcount at the institution and the range of programs it offers.
  - For the programs sampled, the team should review syllabi and intended learning outcomes for several courses, identify the contact hours for each course, and review expectations for homework or work outside of instructional time.
  - At a minimum, teams should anticipate sampling at least a few programs at each degree level.
  - For institutions with several different academic calendars or terms or with a wide range of academic programs, the team should expand the sample size appropriately to ensure that it is paying careful attention to alternative format and compressed and accelerated courses.
  - Where the institution offers the same course in more than one format, the team is advised to sample across the various formats to test for consistency.
5. **Direct Assessment or Competency-Based Programs.** Review the information provided by the institution regarding any direct assessment or competency-based programs that it offers, with regard to the learning objectives, policies and procedures for credit allocation, and processes for review and improvement in these programs.
6. **Policy on Credit Hours and Total Credit Hour Generation.** With reference to the institutional policies on the assignment of credit provided in Supplement A2 to *Worksheet for Institutions*, consider the following questions:
  - Does the institution's policy for awarding credit address all the delivery formats employed by the institution?
  - Does that policy address the amount of instructional or contact time assigned and homework typically expected of a student with regard to credit hours earned?
  - For institutions with courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy also equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the time frame allotted for the course?
  - Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that HLC will expect that credit hour policies at public

institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

- If so, is the institution's assignment of credit to courses reflective of its policy on the award of credit?
  - Do the number of credits taken by typical undergraduate and graduate students, as well as the number of students earning more than the typical number of credits, fall within the range of good practice in higher education?
7. If the answers to the above questions lead the team to conclude that there may be a problem with the credit hours awarded the team should recommend the following:
- If the problem involves a poor or insufficiently detailed institutional policy, the team should call for a revised policy as soon as possible by requiring a monitoring report within no more than one year that demonstrates the institution has a revised policy and provides evidence of implementation.
  - If the team identifies an application problem and that problem is isolated to a few courses or a single department, division or learning format, the team should call for follow-up activities (a monitoring report or focused evaluation) to ensure that the problems are corrected within no more than one year.
  - If the team identifies systematic noncompliance across the institution with regard to the award of credit, the team should notify the HLC staff immediately and work with staff members to design appropriate follow-up activities. HLC shall understand systematic noncompliance to mean that the institution lacks any policies to determine the award of academic credit or that there is an inappropriate award of institutional credit not in conformity with the policies established by the institution or with commonly accepted practices in higher education across multiple programs or divisions or affecting significant numbers of students.

## ***Worksheet on Assignment of Credit Hours***

### **A. Identify the Sample Courses and Programs Reviewed by the Team**

ACC 100	Introductory Accounting—8 week, Face-to-Face
ACC 102	Introduction to Managerial Accounting
ACC 201	Intermediate Accounting I--Online
BIO 135	Introduction to Human Anatomy and Physiology—16 week, 8 week blended, Online
BIO 160	Human Anatomy—Face to Face and Blended
BIO 161	Human Physiology—Face to Face and Blended
ENG 100	Composition—Face to Face and Online
ENG 101	Composition—Face to Face, Online, short term
ENG 102	Composition—Face to Face, Online, short term, Honors and Learning Community
HST 111	The American Experience to 1877--Online
HST 112	The American Experience Since 1877
HST 212	Recent American History, 1945-present

HUM 125	World Mythology—16 and 12 week terms
KIN 107	Yoga I
MCM 120	Introduction to Mass Communication—12 week term
MTH 080	Intermediate Algebra—Face to Face and Online
MTH 103	College Algebra—Face to Face 16 and 12 week and Online
MTH 165	Elementary Statistics—Face to Face 16 and 12 week, Blended and Online
PSY 101	Introduction to Psychology--Online
PSY 230	Abnormal Psychology
SOC 101	Introduction to Sociology—8 week Face to Face
SOC 215	Introduction to Social Psychology
SPE 200	Interpersonal Communication
MTP 112	Human Body and Structure I—Clock Hour program
MTP 125	Foundations of Massage Therapy II—Clock Hour program

### Programs

Associate in Engineering Science  
Associate in Fine Arts/Art

## **B. Answer the Following Questions**

### 1. Institutional Policies on Credit Hours

- a. Does the institution's policy for awarding credit address all the delivery formats employed by the institution? (Note that for this question and the questions that follow an institution may have a single comprehensive policy or multiple policies.)

Yes                       No

Comments:

The College credit hour policy reflects the Federal definition of a credit hour. The policy applies to all delivery formats and can be found through the College Intranet site. Having a brief definition available through the Catalog or Student Handbook could be informative to students and the public.

- b. Does that policy relate the amount of instructional or contact time provided and homework typically expected of a student to the credit hours awarded for the classes offered in the delivery formats offered by the institution? (Note that an institution's policy must go beyond simply stating that it awards credit solely based on assessment of student learning and should also reference instructional time.)

Yes                       No

Comments:

- c. For institutions with non-traditional courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the time frame and utilizing the activities allotted for the course?

Yes  No

Comments:

As reviewed through over twenty course syllabuses, the materials provided are consistent regardless of term length and instructional modality. The College clearly has defined syllabus requirements with a generally consistent format and content while allowing for much instructor input to the course design and expectations. Student learning outcomes are defined and consistent across all formats.

- d. Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

Yes  No

Comments:

The policy mirrors the Federal definition and is consistent with what other colleges define as good practice.

## 2. Application of Policies

- a. Are the course descriptions and syllabi in the sample academic programs reviewed by the team appropriate and reflective of the institution's policy on the award of credit? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

Yes  No

Comments:

As noted previously, the course syllabi reviewed reflect high standards with clearly defined learning outcomes. Classroom or online expectations of students are defined with clear examples provided in virtually all instances. Course grading and course descriptions align with the information provided in the College Catalog and Student Handbook. Programs of study are provided for specific degrees and majors through the College Catalog which is available through the College website.

- b. Are the learning outcomes in the sample reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit?

Yes  No

Comments:

Learning outcomes are clearly stated in the course syllabuses reviewed and are consistent across instructional modalities. Courses clearly align the descriptions and content with the credit hour expectations and policy.

- c. If the institution offers any alternative-delivery or compressed-format courses or programs, are the course descriptions and syllabi for those courses appropriate and reflective of the institution's policy on the award of academic credit?

Yes  No

Comments:

Course descriptions and learning outcomes are the same regardless of term length or instructional modality.

- d. If the institution offers alternative-delivery or compressed-format courses or programs, are the learning outcomes reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit? Are the learning outcomes reasonable for students to fulfill in the time allocated, such that the allocation of credit is justified?

Yes  No

Comments:

As noted, alternative delivery and compressed format courses use the same learning outcomes as stated in standard 16 week courses. The syllabuses reviewed reflected 16 week, 12 week, and 8 week terms. Additionally, courses reviewed were from face-to-face, blended and online programs, including examples from Honors and Apprenticeship opportunities.

- e. Is the institution's actual assignment of credit to courses and programs across the institution reflective of its policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

Yes  No

Comments:

The courses reviewed clearly are consistent with the credit hour policy and the Federal Credit hour definition.

### C. Recommend HLC Follow-up, If Appropriate

Review the responses provided in this worksheet. If the team has responded “no” to any of the questions above, the team will need to assign HLC follow-up to assure that the institution comes into compliance with expectations regarding the assignment of credit hours.

Is any HLC follow-up required related to the institution’s credit hour policies and practices?

Yes                       No

Rationale:

Identify the type of HLC monitoring required and the due date:

**D. Systematic Noncompliance in One or More Educational Programs With HLC Policies Regarding the Credit Hour**

Did the team find systematic noncompliance in one or more education programs with HLC policies regarding the credit hour?

Yes                       No

Identify the findings:

Rationale:

### Part 3. Clock Hours

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#### ***Instructions***

Review Section 5 of *Worksheet for Institutions*, including Supplements A3–A6. Before completing the worksheet below, answer the following question:

Does the institution offer any degree or certificate programs in clock hours or programs that must be reported to the Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs?

Yes                       No

**If the answer is “Yes,” complete the “Worksheet on Clock Hours.”**

**Note:** This worksheet is not intended for teams to evaluate whether an institution has assigned credit hours relative to contact hours in accordance with the Carnegie definition of the credit hour. This worksheet solely addresses those programs reported to the Department of Education in clock hours for Title IV purposes.

Non-degree programs subject to clock hour requirements (for which an institution is required to measure student progress in clock hours for federal or state purposes or for graduates to apply for licensure) are not subject to the credit hour definitions per se but will need to provide conversions to semester or quarter hours for Title IV purposes. Clock hour programs might include teacher education, nursing or other programs in licensed fields.

Federal regulations require that these programs follow the federal formula listed below. If there are no deficiencies identified by the accrediting agency in the institution's overall policy for awarding semester or quarter credit, the accrediting agency may provide permission for the institution to provide less instruction so long as the student's work outside class in addition to direct instruction meets the applicable quantitative clock hour requirements noted below.

**Federal Formula for Minimum Number of Clock Hours of Instruction (34 CFR §668.8):**

- 1 semester or trimester hour must include at least 37.5 clock hours of instruction
- 1 quarter hour must include at least 25 clock hours of instruction

Note that the institution may have a lower rate if the institution's requirement for student work outside of class combined with the actual clock hours of instruction equals the above formula provided that a semester/trimester hour includes at least 30 clock hours of actual instruction and a quarter hour includes at least 20 semester hours.

### ***Worksheet on Clock Hours***

#### **A. Answer the Following Questions**

1. Does the institution's credit-to-clock-hour formula match the federal formula?

- Yes       No

Comments:

Harper College files the Department of Education Electronic Application (E-APP) for programs that lead to licensure and/or certification. The five programs, in general, are aligned to professional organization requirements for licensure testing and certification. Time formulas match the Federal Formula for the minimum number of instructional clock hours.

2. If the credit-to-clock-hour conversion numbers are less than the federal formula, indicate what specific requirements there are, if any, for student work outside of class.

3. Did the team determine that the institution's credit hour policies are reasonable within the federal definition as well as within the range of good practice in higher education? (Note that if the team answers "No" to this question, it should recommend follow-up monitoring in section C below.)

- Yes       No

Comments:

As noted, the credit hour policies are consistent with good practice in higher education and follow the Federal credit hour definition.

4. Did the team determine in reviewing the assignment of credit to courses and programs across the institution that it was reflective of the institution's policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

Yes       No

Comments:

**B. Does the team approve variations, if any, from the federal formula in the institution's credit-to-clock-hour conversion?**

Yes       No

**C. Recommend HLC Follow-up, If Appropriate**

Is any HLC follow-up required related to the institution's clock hour policies and practices?

Yes       No

Rationale:

Identify the type of HLC monitoring required and the due date:

## Institutional Status and Requirements Worksheet

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**INSTITUTION and STATE:** Harper College, IL  
**TYPE OF REVIEW:** Open Pathway Comprehensive Evaluation  
**DESCRIPTION OF REVIEW:** Evaluation to include a Federal Compliance reviewer.  
**DATES OF REVIEW:** 3/5/2018 - 3/6/2018

No Change in Institutional Status and Requirements

### Accreditation Status

Nature of Institution

Control: Public

**Recommended Change: No change**

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Degrees Awarded: Associates

**Recommended Change: No change**

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Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2007 - 2008

Year of Next Reaffirmation of Accreditation: 2017 - 2018

**Recommended Change: 2027 - 2028**

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### Accreditation Stipulations

General:

Prior HLC approval is required for substantive change as stated in HLC policy.

**Recommended Change: No change**

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Additional Location:

Prior HLC approval required.

**Recommended Change: No change**

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# Institutional Status and Requirements Worksheet

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**Distance and Correspondence Courses and Programs:**

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

**Recommended Change: No change**

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**Accreditation Events**

Accreditation Pathway

Open Pathway

**Recommended Change: Eligible to Choose**

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**Upcoming Events**

**Monitoring**

**Upcoming Events**

None

**Recommended Change: No change**

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**Institutional Data**

**Educational Programs**

**Undergraduate**

Certificate	98
Associate Degrees	39
Baccalaureate Degrees	0

**Recommended Change: No change**

**Graduate**

Master's Degrees	0
Specialist Degrees	0
Doctoral Degrees	0

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**Extended Operations**

**Branch Campuses**

None

**Recommended Change:**

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## Institutional Status and Requirements Worksheet

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### Additional Locations

Harper Professional Center, 650 Higgins Road, Schaumburg, IL, 60173 - Active

Learning and Career Center, 1375 Wolf Road, Prospect Heights, IL, 60070 - Active

Northwest Community Hospital, 800 West Central Road, Arlington Heights, IL, 60004 - Active

### Recommended Change: No change

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### Correspondence Education

None

### Recommended Change: No change

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### Distance Delivery

11.0201 - Computer Programming/Programmer, General, Associate, AAS in Software Development

11.0201 - Computer Programming/Programmer, General, Certificate, Certificate in Computers in Business

11.0201 - Computer Programming/Programmer, General, Certificate, Certificate in Software Development: Microsoft.NET

11.0201 - Computer Programming/Programmer, General, Certificate, Certificate in Software Development: Sun Java

11.0301 - Data Processing and Data Processing Technology/Technician, Certificate, Certificate in Database Management

11.04 - Information Science/Studies, Associate, AAS in Computers in Business: Applications

11.0401 - Information Science/Studies, Associate, AAS in Business: Database Management

11.0401 - Information Science/Studies, Associate, AAS in Business: Management Information Systems

11.0401 - Information Science/Studies, Associate, AAS in Computers in Business: Computer Support

11.0401 - Information Science/Studies, Associate, AAS in Computers in Business: Network Administration

11.0801 - Web Page, Digital/Multimedia and Information Resources Design, Certificate, Certificate in Accessible Web Design and Compliance

11.0901 - Computer Systems Networking and Telecommunications, Certificate, Certificate in Computer Support Technician

11.0901 - Computer Systems Networking and Telecommunications, Certificate, Certificate in Networking Fundamentals

11.10 - Computer/Information Technology Administration and Management, Certificate, Certificate in Network Support Technician

11.10 - Computer/Information Technology Administration and Management, Certificate, Certificate in Web Visual Design

11.1001 - Network and System Administration/Administrator, Certificate, Certificate in Microsoft Network Administration

11.1002 - System, Networking, and LAN/WAN Management/Manager, Certificate, Certificate in Cisco Network Administration

11.1002 - System, Networking, and LAN/WAN Management/Manager, Certificate, Certificate in

## Institutional Status and Requirements Worksheet

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### Linux Network Administration

11.1003 - Computer and Information Systems Security/Information Assurance, Certificate, Certificate in Network Security

19.0708 - Child Care and Support Services Management, Certificate, Certificate in Early Childhood Education: Assistant Teacher

24.0101 - Liberal Arts and Sciences/Liberal Studies, Associate, AA Associate of Arts

24.0102 - General Studies, Associate, AGS Associate of General Studies

30.0101 - Biological and Physical Sciences, Associate, AS Associate of Science

52.0201 - Business Administration and Management, General, Associate, AAS in Management

52.0201 - Business Administration and Management, General, Certificate, Certificate in Advanced Management

52.0201 - Business Administration and Management, General, Certificate, Certificate in General Management

52.0202 - Purchasing, Procurement/Acquisitions and Contracts Management, Certificate, Certificate in Purchasing

52.0208 - E-Commerce/Electronic Commerce, Certificate, Certificate in E-Commerce Business

52.0302 - Accounting Technology/Technician and Bookkeeping, Associate, AAS in Accounting Associate

52.0302 - Accounting Technology/Technician and Bookkeeping, Certificate, Certificate in Accounting Associate

52.0302 - Accounting Technology/Technician and Bookkeeping, Certificate, Certificate in Accounting Clerk

52.0302 - Accounting Technology/Technician and Bookkeeping, Certificate, Certificate of Professional Accounting: CPA Preparation

52.0402 - Executive Assistant/Executive Secretary, Certificate, Certificate in Business Software Specialist

52.0703 - Small Business Administration/Management, Associate, AAS in Small Business Management

52.0703 - Small Business Administration/Management, Certificate, Certificate in Small Business Management

52.0803 - Banking and Financial Support Services, Associate, AAS in Financial Services: Commercial Credit Management

52.0803 - Banking and Financial Support Services, Certificate, Certificate in Financial Management

52.0809 - Credit Management, Certificate, Certificate in Commercial Credit Management

52.1201 - Management Information Systems, General, Associate, AAS in Computer Forensics and Security

52.1201 - Management Information Systems, General, Certificate, Certificate in Computer Forensics

52.18 - General Sales, Merchandising and Related Marketing Operations, Associate, AAS in Marketing

52.18 - General Sales, Merchandising and Related Marketing Operations, Associate, AAS in Marketing: Marketing Communications

52.18 - General Sales, Merchandising and Related Marketing Operations, Certificate, Certificate in Marketing

52.18 - General Sales, Merchandising and Related Marketing Operations, Certificate, Certificate in Sales Management and Development

# Institutional Status and Requirements Worksheet

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None

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**Contractual Arrangements**

None

**Recommended Change: No change**

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**Consortial Arrangements**

None

**Recommended Change: No change**

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