

Harper Self-Study
Higher Learning Commission

Report 2007



Learning
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Harper College

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Report 2007

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Harper Self-Study Higher Learning Commission

Published by the Harper College Higher Learning Commission Steering Committee
in collaboration with the Criterion Subcommittees

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Palatine, Illinois

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Region 10, Fresno, CA
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Executive Summary

Harper Self-Study
Higher Learning Commission

Harper College's 2004-2007 self-study process, which was conducted as part of the requirements for continued accreditation with the Higher Learning Commission (HLC) of the North Central Association (NCA), has been a valuable and productive endeavor for the College and the students and communities it serves. The College approached the self-study process in the spirit of continuous improvement, setting specific goals for the investigation to ensure that the College is providing a quality education for students and serving the community well. The purpose of the self-study is to achieve continued accreditation with the goal to accomplish these tasks:

- Enhance teaching, learning, and student success.
- Demonstrate that the College delivers a quality educational experience through assessment and accountability.
- Highlight the programs, initiatives, and characteristics that make the College distinctive.
- Document that the College has an effective organizational structure and uses resources wisely.
- Position the College for the future by demonstrating that it anticipates opportunities and challenges.
- Assess if Harper College should change its accreditation status to the Academic Quality Improvement Program (AQIP).

The self-study indicates that the goals of the accreditation process have been achieved, and substantive changes have and will take place to meet the identified challenges.

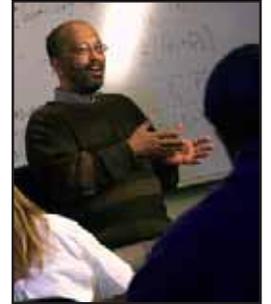
Academic Programs

For many community residents, Harper provides the opportunity to complete the first two years of a bachelor's degree, develop a career, learn new skills, retool for career advancement, enrich the quality of one's life, or enjoy the discovery of new knowledge. In meeting the varied and changing educational needs of the community, Harper continues to be a dynamic institution.

The College fulfills the specific need for two years of high quality transferable college credit by offering the Associate in Arts, Associate in Science, Associate in Engineering Science, Associate in Fine Arts in Art and Music, and, in fall 2007, an Associate in General Studies. In response to the need for career-specific instruction, the College offers an Associate in Applied Science degree in 46 career areas, and over 80 certificate programs that prepare students for immediate employment. Students also have access to developmental and adult education programs.

Harper offers noncredit continuing education, seminars and workshops, on-site training for area businesses, cultural affairs programming, women's programs, support for students with disabilities, and community counseling services.

As a result of innovative programming, the College has experienced healthy enrollment increases.

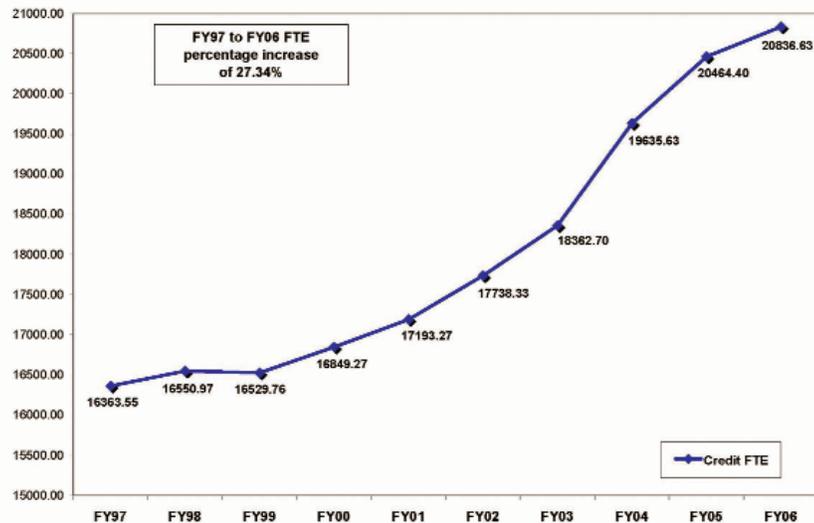


A goal of the self-study process was to enhance teaching, learning, and student success.

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Student Profile

The College has enrolled more than 450,000 students since 1967, when classes were first held, and many more residents have attended forums, concerts, cultural, and athletic events. Approximately 30% of high school graduates in the district, who go on to college, attend Harper. The average age of full-time credit students is 18. The average age of students enrolled in all credit courses is 26, and more than 58% are part-time. Eighteen percent of students pursuing credit courses and 49% of those participating in continuing education classes have a bachelor's degree. Harper student demographics have changed over the last 10 years. Students have become more ethnically diverse. Of particular note are the increasing numbers of Asian and Hispanic students. The proportion of males has increased, while the proportion of adult students has decreased. In addition, far more students with known disabilities are enrolled at Harper. See Appendix A for detailed student demographic data.

Ethnicity	1997	2006
Asian or Pacific Islander	10%	12%
American Indian or Alaskan Native	<1%	<1%
African American	3%	4%
Hispanic	13%	16%
Total Minority	27%	33%
White	64%	59%
Other/Unknown	10%	9%
Gender		
Male	42%	44%
Female	57%	56%
Unknown	<1%	0%
Age Group		
First Time In College (18 & Under)	13%	17%
Young Adult (19 - 24)	37%	45%
Adult (25 & Over)	49%	38%
Unknown	<1%	<1%
Other		
Students with Disabilities	1%	3%

Employee Profile

The number of full-time employees has remained the same since 1998. The College employs 767 full- and part-time regular employees. When adjunct faculty and temporary part-time employees are added in, the number doubles. Employee groups have increased or decreased as campus needs and directions have changed. Although retention rates have been favorable, Harper has experienced staff changes due in part to favorable retirement incentives. Two employee groups have had the most change. Since 1999, 150 new full-time faculty members have been hired, which represents 69.8% of all full-time faculty. Administration has experienced a similar trend. Since 1999, 38 new administrators have been hired, which represents 84.4% of all employees in that group.

A new administrative position, Associate Vice President for Human Resources / Diversity and Organizational Development, was created as was a dedicated diverse workforce recruiter to strengthen the College's minority hiring efforts. These efforts have led to the College adding 21 minority employees from 2003 to 2006.

Employee Category	Percent of Total 2003	Percent of Total 2006
Executive/Administrative	17.4%	14.6%
Faculty — Full-time	10.0%	11.1%
Supervisory/Confidential	10.2%	12.2%
Professional/Technical	12.2%	15.9%
Clerical/Secretarial	11.9%	10.2%
Skilled Crafts	—	8.0%
Service/Maintenance	35.4%	47.1%
Percent Minority Employees	14.4%	16.8%

Budget

Harper uses a conservative approach to budget processes which has been critical to the ongoing financial health of the College in light of limited state funding and unfunded mandates imposed by the state. As a result of conservative budgeting and spending, the College has realized an increase in the fund balance in each of the past nine fiscal years and experiences lower interest rates when borrowing due to its Moody's Aaa bond rating.

The College has become increasingly dependent on local property taxes and student tuition and fees as its main revenue sources. In 2006, local taxes and student tuition and fees made up 87.5% of total College revenue, while state and federal funding represented the remaining 12.5%.

A major gifts campaign to raise money for student scholarships, new programs, and instructional capital needs was initiated in 2007. The Harper College Educational Foundation is facilitating this effort.

Significant Changes at Harper College Since 1997

Since its last comprehensive self-study in 1997, the College has experienced tremendous growth in enrollment due to innovative and student-centered programming. Expansion and development have improved the high-quality

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and up-to-date educational experiences at Harper. Some of the most significant changes are listed below.

Programs and Services

In addition to the new Associate in General Studies degree, 15 new degree programs, 48 certificate programs, and 406 new courses have been developed since 1997. The number of formal transfer partnerships increased from 30 to more than 80. A World Cultures and Diversity graduation requirement was also implemented. In 2006, the College received accreditation from the Higher Learning Commission to offer complete degrees online and at two extension sites.

The Center for Multicultural Learning was created to provide services to under-represented minority students; work with faculty to foster multicultural awareness; and offer programs that foster respect for all aspects of diversity. Innovations were also implemented to maximize student success and retention.

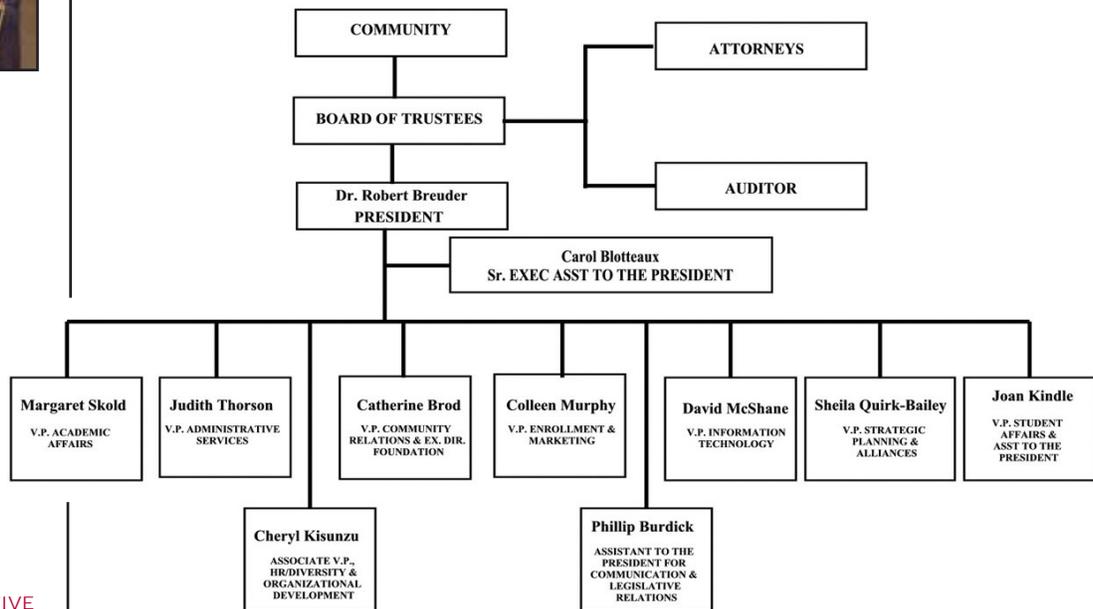
In 2004, Harper began to consider offering select baccalaureate degrees which required a legislative change. Through collaboration with state representatives and other interested constituents, College representatives shepherded the community college baccalaureate bill, and after passing the Illinois House Higher Education Committee, it passed the Illinois House of Representatives in April 2007.

Leadership and Organizational Structure

In 1998, Dr. Robert L. Breuder, the College's fourth President, was hired. The College has operated under a business model during Dr. Breuder's presidency. This model emphasizes greater growth, accountability, and measurement of results. The executive structure of the College was altered, and appears as follows.



Students may choose from a variety of degree and certificate programs.



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All major divisions of the College have undergone restructuring and a new division focusing on enrollment and marketing was formed.

Facilities Expansion

In 1997, the campus had 922,274 square feet of space. With new facilities completed in 2002 and 2004, the campus now has 1,307,786 square feet, expanding the campus by one-third. The new Performing Arts Center, Wojcik Conference Center, and Avanté, Center for Science, Health Careers, and Emerging Technologies have completely altered the spatial organization and educational possibilities. The College has also remodeled existing space to improve the learning environment and accessibility. These developments and the acquisition of the Harper Professional Center, a stand-alone extension facility, have contributed to reshaping Harper's future.

Safety enhancements include a new fire alarm system, upgraded exterior lighting, and new signage. A new position, Manager of Environmental Health and Safety, was also created. Extensive landscaping has improved and beautified the campus environment.

Approval has been granted to conduct a wide-scale Facilities Assessment to establish a general repair-or-replace budget for existing buildings. Future plans include constructing a new Campus Life and One-Stop Student Services Center and remodeling Buildings G and H. Both projects are waiting for state funding.

Strategic Planning

Strategic Planning at Harper has undergone a transformation since the 1997 accreditation visit. Based on feedback, the planning process was formalized. In fall 1997, the Board of Trustees approved a planning policy to establish an annual comprehensive strategic plan that would be presented to the Board for approval. This comprehensive plan is developed through the shared governance process and drives the College's budget and annual plan.

Technology

Harper's use of technology for instruction and support has increased exponentially in the past decade. Student technology applications include Web-based application, registration, and payment processes. In addition, the College has enhanced technology to support student learning with more open labs, the ability to borrow laptops, and access electronic library resources.

Instructional technology applications have become more diverse with the expansion of distance learning and the widespread availability of classrooms equipped with Shared Multimedia Access to Resources for Teaching (SMART) technology. As of fall 2007, 120 classrooms featured SMART equipment. Each semester, more classroom and lecture halls have been converted into SMART classrooms. The Harper College Library also enhanced technological research capabilities for faculty and students. Professional support for faculty and students engaged in distance learning and other applications of instructional technology is provided by the Department of Instructional Technology (DoIT), created in 2000. The primary focus of this unit is to provide support to faculty and students engaged in online learning. Enrollment in distance education courses at Harper has grown by over 80% in the past four years.



The campus has undergone many improvements.

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Employee communication is now done through the MyHarper portal. A new Enterprise Resource Planning (ERP) system is operational for financial and human resource functions, and a new student system will be fully operational in 2009.

The Self-Study Process

The completed Self-Study Report is a result of a College-wide participatory process that will guide Harper into the future. Results affirmed the Steering Committee's sense of the College's strengths and challenges. In some cases, the College has immediately addressed areas that needed improvement:

- Increased awareness of the College's mission.
- A stronger awareness for enhanced communications and collaboration.
- Participation at the HLC annual meetings in 2004, 2005, 2006, and 2007.
- The creation of a self-study Web site and resource room.
- Facilitation of a large-scale employee survey pertaining to the mission of the College.
- A better understanding of the importance of outcomes assessment.
- Enhancements to the outcomes assessment process which included instructional and non-instructional programs and a means of collecting information electronically.
- Cross-disciplinary development of general education outcomes and measurement.
- A better understanding of the College's strengths and weaknesses based on employee and student surveys.
- Meaningful changes to the College's Catalog and Student Handbook.
- Adding the HLC Mark of Affiliation on the College's Web site.
- Effective communication of self-study information at campus-wide meetings, Faculty Senate meetings, Student Senate meetings, division and department meetings, special events, and other meetings.
- Publication of *The Tree* newsletter and including information in the employee newsletter.
- Accreditation of the College's distance learning programs and extension sites through focused-studies and a visit by the HLC.

The Harper 2004-2007 self-study process has been a valuable and productive experience for the College and the communities it serves. The Self-Study Report shares and documents the College's collaborative and thoughtful examination of the accreditation criteria. The College has provided evidence that it satisfies the four themes established by the Commission.

The Future-Oriented Organization

The past 10 years have been a decade of intense and carefully planned expansion and redevelopment designed to help Harper better serve the community's shifting needs. Primary focus has been placed on the provision of career and transfer education in facilities that accommodate these needs in the most current and professional manner. The growth has been accomplished through a great deal of planning, effort, and collaboration among the College's administration, faculty, staff, and community.

A Strategic Long Range Plan, developed through the shared governance system, is the foundation for all planning efforts. The Strategic Long Range Plan is formulated after thoughtful review of internal and external studies and integration with the institutional budgeting process. This decade's activities to improve the physical facilities, technological infrastructure, enrollment, financial status, and educational offerings have poised the College to meet future needs.

The Learning-Focused Organization

Harper takes great pride in its ability to maintain and improve student learning and effective teaching. At the very core of this effort has been a comprehensive review and refinement of the outcomes assessment process. Since 2004, the faculty, staff, and administration have worked to design and implement a student-centered outcomes review process that has helped identify areas needing adjustment and improvement. Student learning has been proven and validated through this process.

The emphasis on a strong commitment to teaching and learning is also evidenced by faculty involvement in the creation and development of curriculum and through a comprehensive evaluation process. Student support services enrich the learning experience through creative programming and activities.

The College is committed to a life of learning as evidenced by the vast opportunities for professional development for all employees. In addition to the numerous on-campus workshops and courses available to faculty and staff, employees have access to funding for individual professional growth and development activities. Opportunities for professional development are also provided through grants and fellowship awards provided by the College. The faculty and staff are continuously involved in advancing the institution and enhancing the educational experience for students.

The Connected Organization

Harper is a complex institution that provides enriching educational, cultural, and life-long learning opportunities for its diverse and ever-evolving constituents. The demographic profile of the district has changed significantly over the past several years, and the College has responded to the challenge of providing innovative programs and services to address the varied needs of a diverse student body and changing community profile.

Through highly focused surveys and other formal data-gathering techniques, the College has systemically collected information regarding student engagement, community needs, and expectations. The College has used this data to make carefully planned decisions and create relevant programming for its constituents.



Harper values diversity and supports respect for all people.

The Distinctive Organization

Harper is distinctive in a number of ways. The College fulfills its mission through the efforts of a talented and dedicated faculty, staff, and administration. The need for adequate, up-to-date instructional space is also central to the teaching and learning experience. The College has stepped forward to meet this need with the opening of Avanté, Center for Science, Health Careers, and Emerging Technologies. In addition to the multimillion-dollar investment in Avanté, the College has made other instructional facility improvements including the construction of a performing arts center, drama lab, and dedicated art gallery, and renovations to existing classrooms. A conference center for community use was also constructed.

Support services at the College continue to provide opportunities for students and teachers to maximize their potential to teach and learn both in and out of the classroom. Harper has been successful in developing numerous educational partnerships which are extremely vital to the full operation of many College programs. These include clinical sites for health career programs, a partnership with the National Science Foundation, and partnerships with four-year colleges and universities. The College has also been a pioneer in attempting to change state law to allow community colleges to offer baccalaureate degrees in select disciplines.

Harper offers a rich collection of educational opportunities and activities that value diversity and supports respect for all people. An educational environment that allows for and values multiple points of view, as well as creative expression, is provided through courses, student activities, programs, and events.

Criteria for Accreditation

The Self-Study Report addresses the Higher Learning Commission's Criteria for Accreditation in the form of evaluative finding statements. These statements are proven with data and evidence.

Criterion One: Mission and Integrity

Section 1A: Clear and Articulate Mission Documents

Finding 1A.1

Harper College's mission documents clearly articulate and guide Harper's commitments and efforts to provide a wide range of high-quality, accessible, and affordable lifelong educational opportunities, in a way that is respectful of all constituencies.

Section 1B: Inclusive Mission Documents

Finding 1B.1

Harper College's mission documents and efforts to serve its constituencies reflect a deep and productive concern for diversities of experience, points of view, and educational need.

Section 1C: Mission-driven Organization

Finding 1C.1

Concerned and dynamic stewardship of Harper College is provided by a dedicated and responsive Board, administration, faculty, staff, and student leadership.

Finding 1C.2

The strategic planning process at Harper College contributes to the College's efforts to implement its mission while addressing present needs and preparing for the future.

Section 1D: Mission-driven Governance

Finding 1D.1

The shared governance system at Harper College continues to evolve, through evaluations and modifications that have yielded a more streamlined structure and an improved communications process.

Finding 1D.2

The efforts of shared governance committees continuously contribute to the advancement and refinement of campus operations, teaching and learning, and educational excellence at Harper College.

Finding 1D.3

In two climate studies conducted during 2005, job relevance, student focus, and facilities are shown as strengths at Harper College, while communication and collaboration are in need of improvement.

Finding 1D.4

Strategic plans are collaboratively developed through the shared governance system.

Section 1E: Institutional Integrity

Finding 1E.1

Harper College operates with legal and fiscal integrity.

Finding 1E.2

Harper College educational programs and auxiliary activities are evaluated regularly, to ensure their fiscal integrity.

Finding 1E.3

The College articulates clear and fair policies regarding the rights and responsibilities of its internal constituencies.

Finding 1E.4

Complaints and grievances are documented and responded to in a timely manner.

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LEARNING-FOCUSED



The College has effectively planned and executed campus improvements.

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Criterion Two: Preparing for the Future

Section 2A: Planning for the Future

Finding 2A.1

Harper College's strategic long range planning is inclusive and cyclical, allowing effective responsiveness to challenges and opportunities.

Finding 2A.2

Harper's Environmental Scan and other surveys enable detailed examination of significant trends affecting constituencies, contributing to responsive and flexible strategic planning.

Finding 2A.3

Harper College effectively plans and executes campus renovations and expansions that improve services and learning environments.

Finding 2A.4

Resources and planning processes in support of technology at Harper College demonstrate responsiveness to emerging technological needs.

Finding 2A.5

Human resource planning at the College assesses, recognizes, and addresses opportunities and challenges.

Finding 2A.6

Strategic enrollment planning has enhanced the College's outreach efforts to students interested in credit programs.

Section 2B: Resource Management and Development

Finding 2B.1

Harper's conservative budgeting processes have provided effective management for the future in spite of declining state and local funding.

Finding 2B.2

Harper continues to develop and evaluate alternative sources of revenue to offset rising costs, new challenges, and losses of traditional funding.

Finding 2B.3

Harper College recognizes the importance of its human resources to deliver quality educational services, providing competitive compensation and professional development opportunities.

Finding 2B.4

Efforts to develop new instructional and scheduling options to meet student needs, while sometimes controversial, have been effective and flexible, resulting in expanded capacities for Harper to serve students.

Section 2C: Assessment and Evaluation at Harper

Finding 2C.1

Ongoing evaluation processes at Harper contribute to institutional effectiveness and continuous improvement, though some could be better integrated into planning processes.

Finding 2C.2

Through its many evaluative services, the Harper College Office of Research has been integral in helping direct the College's educational and institutional efforts for the future.

Finding 2C.3

Ongoing review of resources has resulted in reorganizations that help meet current and future constituent and institutional needs.

Finding 2C.4

Harper College plans for and ensures a safe, well-maintained campus, and is prepared for delivery of emergency services.

Section 2D: Aligning Planning to the Mission

Finding 2D.1

Planning and investment in new ideas and initiatives has enhanced student support services, thereby enhancing the College's ability to fulfill its mission.

Finding 2D.2

Signage, landscaping, and other upgrades recommended in the Campus Master Plan have been implemented and have resulted in a safer, more uniform, and more pleasant campus environment.

Criterion Three: Student Learning and Effective Teaching

Section 3A: Outcomes and Assessment

Finding 3A.1

All Harper College educational programs and service units have been involved in an improvement-focused assessment initiative.

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Finding 3A.2

Learning outcomes are clearly stated in course outlines for 100% of Harper courses.

LEARNING-FOCUSED

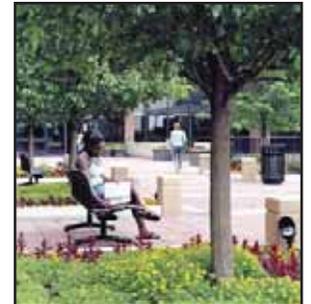
Finding 3A.3

Although results have varied, the current outcomes assessment process at Harper College has provided additional means of improving teaching and service to students.

LEARNING-FOCUSED

Finding 3A.4

The current outcomes assessment process has undergone continuous evaluation and improvement.



Upgraded signage and landscaping have resulted in a more pleasant campus environment.

LEARNING-FOCUSED



Harper has dedicated and talented faculty.

LEARNING-FOCUSED

LEARNING-FOCUSED

DISTINCTIVE

DISTINCTIVE

Finding 3A.5

Data reported for satisfying external accountabilities are integrated into assessment efforts at Harper College.

Finding 3A.6

Assessment results at Harper are readily available to faculty, staff, and administration, but external access to outcomes assessment data has not generally been provided.

Section 3B: Support and Development of Effective Teaching

Finding 3B.1

Teaching and learning at Harper College is continually enhanced through faculty involvement in creation and development of curriculum.

Finding 3B.2

Faculty evaluation processes and teaching-related incentives and rewards contribute to educational effectiveness at Harper College.

Finding 3B.3

Sufficient internal support for faculty development at Harper College has helped maintain high levels of faculty involvement in professional activities that enhance teaching and learning.

Section 3C: Development and Evaluation of Learning Environments

Finding 3C.1

Harper College demonstrates strong sensitivity to student and community needs for high-quality facilities to enhance teaching and learning.

Finding 3C.2

A wide range of learning environments and options to meet different student needs and learning styles is available at Harper College.

Finding 3C.3

At Harper College, multiple methods of assessment contribute regularly to efforts to enhance teaching, learning environments, and services.

Section 3D: Resources for Teaching and Learning

Finding 3D.1

Harper College provides access to high quality support services designed to enhance learning in and out of the classroom.

Finding 3D.2

Strong support for everyday and innovative uses of technology in teaching and learning at Harper College is provided by the Department of Instructional Technology (DoIT) and Information Technology.

Finding 3D.3

Student learning and teaching effectiveness at Harper College is enhanced through creative educational partnerships.

Finding 3D.4

Staffing and financial allocations in support of teaching and learning at Harper College are adequate.

Criterion Four: Acquisition, Discovery, and Application of Knowledge

Section 4A: Support for a Life of Learning

Finding 4A.1

Academic freedom for students, faculty, and staff is supported in acquisition, discovery, and application of knowledge at Harper College.

Finding 4A.2

Harper College provides professional development opportunities and support for administration, faculty, and staff.

Finding 4A.3

Administration, faculty, and staff at Harper College are engaged in scholarship and research to enhance educational and organizational efforts.

Finding 4A.4

The value placed on a life of learning at Harper College is evident in recognition of the achievements of students, faculty, and staff.

Section 4B: Living a Life of Learning: Developing Depth and Breadth of Knowledge through Inquiry.

Finding 4B.1

Harper College's general education and career curricula for degree programs are designed to help students obtain a demonstrable breadth of knowledge, skills, and abilities for continued learning in a diverse society.

Finding 4B.2

During the past decade, Harper College has been engaged in continuous and productive evaluations of general education outcomes.

Finding 4B.3

Assessment of Harper's career programs is focused on depth of expertise as well as breadth of knowledge.

Section 4C: Curricular Currency and Relevance

Finding 4C.1

Internal processes provide Harper College with specific evaluations of curricular currency and relevance.

Finding 4C.2

Assessments for curricular currency and relevance involve input from external constituents.

Finding 4C.3

Curricular relevance for awareness of diversity has been carefully addressed in the College mission and a new Harper College graduation requirement.

Finding 4C.4

Experiential, co-curricular, and auxiliary educational opportunities that have strong relevance and currency can further expand a Harper College student's knowledge base.

Finding 4C.5

A commitment to social responsibility is evident in a variety of curricular and co-curricular experiential activities at Harper College.

Section 4D: Responsible Conduct in Development of Knowledge

Finding 4D.1

Harper College has developed and disseminated explicit policies and procedures regarding ethical conduct in a variety of instructional and related activities.

Finding 4D.2

Harper College ensures that instructional and other institutional activities are conducted in a responsible manner so as to prevent injury or harm.

Criterion Five: Engagement and Service

Section 5A: Knowledge of Constituencies and Their Needs

Finding 5A.1

Harper College understands the changing composition of its student body and responds accordingly to best serve its needs.

Finding 5A.2

Harper College carefully and successfully attempts to identify and learn from its community constituencies.

Finding 5A.3

Surveys of current and former Harper College students provide useful perspectives on College programs and services.

Section 5B: Ability and Commitment to Engage with Constituencies and Communities

Finding 5B.1

Connections between Harper College and the community are forged through multiple methods of communication.

Finding 5B.2

Harper College is committed to providing developmental instruction, educational opportunities, and services for under-prepared students or students with critical needs.

Finding 5B.3

Harper College has positive and productive relations with local secondary and elementary school districts.

Finding 5B.4

Though Harper College serves an ever-increasing number of students, its involvement in community service efforts needs to be better documented.

Section 5C: Responsiveness to Constituencies

Finding 5C.1

Harper College responds to its constituencies' needs and provides educational services to them.

Finding 5C.2

In supporting its mission of transfer education, the College offers a variety of resources to assist students with the transfer process.

Finding 5C.3

Harper College builds effective bridges with diverse communities.

Finding 5C.4

External constituencies are well-served by Harper College's continuing education services.

Finding 5C.5

The Harper College community is well-served through extension sites and customized training.

Section 5D: Harper College is Valued by its Constituencies

Finding 5D.1

External constituencies are involved in evaluation of Harper College services and academic programs.

Finding 5D.2

The surrounding community demonstrates its appreciation for the services and facilities of Harper College through continued use and testimony.

Strengths, Challenges, and Opportunities

Each criterion includes a summary, list of strengths and challenges. In addition, recommendations for improvement are offered. The following highlights the areas Harper takes great pride in, is most challenged by, and recommends for improvement.



Harper has positive working relationships with local elementary schools.

LEARNING-FOCUSED

CONNECTED

CONNECTED

DISTINCTIVE

Harper College takes great pride in:
Its commitment to student learning and effective teaching. This is accomplished through a current and well-rounded curriculum. Student support services provide enriching opportunities that enhance learning experiences. This core strength exists because of five major points:

- An outstanding faculty, staff, and administration, evidenced by
 - Degrees, other credentials, and relevant experience
 - Awards, publications, presentations, and other acknowledgements
 - Emphasis on, and resources dedicated to, professional development

- A sound financial condition that has allowed for the expansion of educational programming and enhancement of the physical environment, evidenced by
 - Moody’s Aaa bond rating
 - Growth in fund balances
 - Award winning budget planning
 - Consistently clean audits

- Integrated planning processes, as evidenced by
 - Strategic long range planning, developed through the shared governance system, that drives the financial and annual College plans
 - Master planning that has transformed the College’s physical environment
 - Specialized planning in technology, human resources, enrollment, and curriculum

- Significant enhancements to the College’s physical environment which have resulted in improved educational space and a more aesthetically pleasing environment, evidenced by
 - The addition of 375,000 square feet of learning space
 - New construction and renovations of existing space at a cost of \$130 million
 - Improvements to signage, lighting, and landscaping
 - Safety enhancements

- Technology improvements have contributed to the learning environment and increased productivity, evidenced by
 - Formation of the Department of Instructional Technology
 - Significant increases in the number of SMART classrooms
 - Enhancements to educational technology

Harper College is most challenged by:

- Communication and collaboration, which can be difficult because of the College's size and complexity, and the tremendous amount of planned change and growth experienced over the past 10 years, evidenced by
 - The results of two climate surveys
 - Challenging faculty contract negotiations
 - Meeting the needs of the community while preserving academic integrity

- An evolving outcomes assessment process that has made great strides in measuring student learning and service quality, evidenced by
 - Steady adoption of methods to assess student learning
 - The need for ongoing communication of student learning outcomes and quality improvements

Harper College will address the following issues:

- Continue to build on current efforts to improve communication and collaboration. A campus review and meaningful discussion of the Core Values as a key institutional task should be included in these efforts.

- Centralizing the outcomes assessment process. This includes ongoing management, tracking, and communication of outcomes processes and training of new outcomes writers.

Request for Continued Accreditation

For the past three years, Harper has been engaged in a systematic and inclusive self-study process that reaffirms it is a dynamic and responsive institution of higher education. The College fulfills its mission by responding to the changing needs of its constituents and providing excellent programs and services.

This Self-Study Report verifies that the College has the people, processes, and other resources available to continue functioning effectively and is prepared to meet future challenges. The College has demonstrated its ongoing commitment to the community and students it serves by offering a quality education. The Self-Study Report further confirms that the College fulfills the Higher Learning Commission's Criteria for Accreditation. The self-study process has identified strengths and challenges and has formulated recommendations for future improvements. Harper College respectfully requests 10-year continued accreditation and continued affiliation with the Higher Learning Commission of the North Central Association of Colleges and Schools.



Harper has publicized its mission on banners that appear throughout the campus.

Learning
Engagement



Mission
Acquisition
Future

Introduction

Harper Self-Study
Higher Learning Commission

William Rainey Harper College is a two-year public community college founded in 1965 and officially opened for classes during fall 1967. An integral part of the Illinois system of higher education, Harper College is in Illinois Community College District #512. The Harper district encompasses 23 communities in the northwest suburbs of Chicago and has an area of about 200 square miles and a population of 555,100 citizens. Harper's district, generally considered an upper-middle-class residential area, contains approximately 30,000 businesses. Harper is situated in the nation's eleventh largest job market.

In 1967, Harper College opened with an enrollment of about 1,700 students. Today the College's enrollment stands at approximately 40,000 students of all ages participating in credit, continuing education, customized, and extension courses at the Harper campus or at other district locations.

The majority of Harper's activities take place on the 200-acre campus in Palatine, Illinois. The College also utilizes the Northeast Center, located in Prospect Heights, and the Harper Professional Center in Schaumburg, in addition to leasing additional sites. Classes are offered at individual on-site company locations on a contractual basis.

The spirit of Harper College is reflected in its name. Dr. William Rainey Harper was a scholar, teacher, writer, and administrator who devoted his life to the pursuit of excellence in education. As the first President of the University of Chicago, Dr. Harper initiated programs to bring education to the community for those citizens who could not become resident students at a university. His philosophy was the basis for establishing the community college system in the United States and the founding of William Rainey Harper College.

The College fulfills the specific need for two years of high-quality transferable college credit by offering the Associate in Arts, Associate in Science, Associate in Engineering Science, and Associate in Fine Arts in Art and Music degrees, and, starting in fall 2007, an Associate in General Studies degree. In response to the need for career education, the College offers an Associate in Applied Science degree in 46 career areas. More than 80 certificate programs prepare students for immediate employment. Students interested in pursuing either a transfer program or career program have access to developmental and adult education programs. Harper also offers noncredit continuing education, business management seminars, cultural affairs, women's programs, support services for students with disabilities, and community counseling services.

The College has enrolled more than 450,000 students since 1967, when the first classes were held. Many more residents have come to the campus to attend forums, concerts, and cultural and athletic events. Approximately 30% of the annual district high school graduates make Harper their college of choice. The average age of Harper credit students is 26, and more than 58% of Harper's degree credit students are part-time students. The average age is 18.9 for full-time credit students. Fifty-six percent of students are female. Eighteen percent of Harper's degree credit students have a bachelor's degree. Among participants in continuing education classes, 49% have a bachelor's degree.



Harper values the students it serves by offering a high quality educational experience.

DISTINCTIVE

LEARNING-FOCUSED

CONNECTED

More than half of Harper's students attend for three reasons: recommendations of friends, ability to enroll in a specific course or program desired, and Harper's convenient locations.

For many community residents, Harper provides the opportunity for completing the first two years of a bachelor's degree, developing a career, learning new skills, retooling for career advancement, enriching the quality of one's life, or enjoying the discovery of new knowledge. In meeting the varied and changing educational needs of the community, Harper College continues to be a dynamic institution.

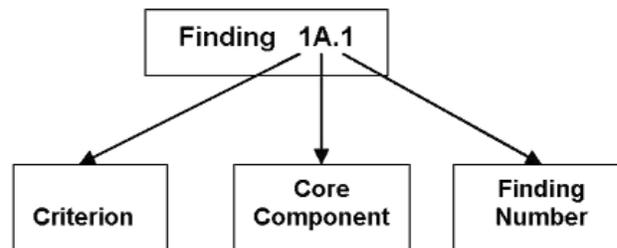
Organization of the Self-Study Document

This self-study document is organized as follows: the Introduction provides information on the self-study process and is followed by a brief history of Harper College, including an explanation of the Illinois Community College System. The History section also provides an update on the status of the Findings from the 1997 visit. The sections which follow correspond to the criteria for accreditation:

- Criterion One – Mission and Integrity
- Criterion Two – Preparing for the Future
- Criterion Three – Student Learning and Effective Teaching
- Criterion Four – Acquisition, Discovery, and Application of Knowledge
- Criterion Five – Engagement and Service

Finding statements, supported by particularized evidence, explain each criterion. Finding statements are numbered to correspond to the criterion as illustrated in Figure 1A.1:

Figure 0: Finding Statement Numbering Scheme



The Federal Compliance section summarizes the College's activities pertaining to HLC-mandated requirements. Finally, the Appendices contain the Institutional Snapshot and other supplementary materials.

The Self-Study Process

A Steering Committee consisting of administrators and faculty facilitated the entire study. Individuals from the Steering Committee provided leadership to five subcommittees which were formed around the HLC self-study criteria. Content Expert Groups validated findings brought forth by the subcommittees.

Steering Committee

Formal preparation for the 2007 reaccreditation visit began in spring 2004, when members of the Harper College administrative team attended the Higher Learning Commission Annual Meeting. The team gathered key information to organize the self-study and the new criteria. The recommendations below were subsequently presented to President Robert L. Breuder:

- To form a self-study Steering Committee composed of an equal number of administrators and faculty.
- To select one administrator and one faculty member to serve as co-chairs of the Steering Committee.
- To conduct information meetings pertaining to the new criteria.

President Breuder then selected six administrators to serve on the Steering Committee. He also consulted with the Faculty Senate President in selecting six faculty members. The Steering Committee is as follows:

Sheila Quirk-Bailey, Co-Chair	Vice President, Strategic Planning
Maria Coons, Co-Chair	Managing Director, Harper College for Businesses
Kathleen Hock	Faculty, Dental Hygiene
Laura LaBauve-Maher	Associate Dean, Center for Multicultural Learning
Kris Piepenburg, Lead Writer	Faculty, English
Maria Moten	Dean, Enrollment Services
John Clarke	Faculty, Psychology
Diana Sharp	Associate Vice President, Academic Affairs
Sue Bajt	Faculty, Computer Information Systems
Sally Griffith	Dean, Technology, Math, and Science
Victoria Atkinson	Faculty, Student Development
Daniel Corr	Associate Vice President and Dean, Academic Affairs

In fall 2005, co-chair Maria Coons, who was then an Assistant Professor of Marketing and Financial Services, applied for an open administrative position. She was subsequently selected as the Managing Director of Harper College for Businesses. In order to balance leadership of the Steering Committee, in spring 2006, Kris Piepenburg, Assistant Professor in the English Department, was selected as the lead writer.

The Tree: The Theme for the Self-Study Process

The Steering Committee used a tree as a metaphor for the self-study process and to help employees remember the criteria for accreditation. The letters of the word *leaf* were used to identify four of the five criteria:

- L – Learning and Effective Teaching (Criterion Three)
- E – Engagement and Service (Criterion Five)
- A – Acquisition of Knowledge (Criterion Four)
- F – Future Planning (Criterion Two)

The trunk of the tree symbolized Criterion One, Mission and Integrity. The trunk of the tree supports the branches and leaves, just as the mission of the College supports all other functions.

Timeline

The timeline below was established as a framework for completing the self-study process.

Table 0 – Timeline for the Self-Study Process

Date	Activity
August 2004	Information Gathering and Sharing, and Steering Committee Selection
September 2004	Steering Committee Organization and Training
December 2004	Select Subcommittee Members
March 2005	Subcommittee Training Identify Information and Data Sources
September 2005	Study Data
December 2005	Outline Findings for Criteria
April 2006	Draft Findings for Criteria
July 2006	Findings Summary Completed
November 2006	Content Expert Groups Formed to Validate Findings
January 2007	First Draft of Self-Study Released for Feedback
February 2007	Feedback from First Draft Collected
March 2007	Final Draft of Self-Study Released for Feedback
April 2007	Feedback from Final Draft Collected
May 2007	Steering Committee Review of Final Draft
August 2007	Publication, Final Review, and Printing of Self-Study
September 2007	Release of Self-Study to Higher Learning Commission and Peer Reviewers
October 2007	Prepare for the Visit
November 2007	Reaccreditation Visit
December 2007	Post-Visit Reflection and Celebration



Many Harper students transfer to four-year institutions.

Goals

The following goals were established for the self-study process:

- Reaffirm accreditation by the Higher Learning Commission.
- Enhance teaching, learning, and student success.
- Demonstrate that the College delivers a quality educational experience through assessment and accountability.
- Highlight the programs, initiatives, and characteristics that make the College distinctive.
- Document that the College has an effective organizational structure and uses resources wisely.
- Position the College for the future by demonstrating that it anticipates opportunities and challenges.
- Assess if Harper College should change its accreditation status to the Academic Quality Improvement Program (AQIP).

Subcommittees

Subcommittees were organized around the self-study criteria and members came from most College divisions and employee groups. Each subcommittee was co-chaired by two Steering Committee members. The subcommittees were as follows:

Criterion One: Mission and Integrity

Kathleen Hock, Co-Chair

Laura LaBauve-Maher, Co-Chair

Paul Guymon	Faculty, Paralegal Studies
Jane Harris	Technical/Professional Staff, ESL (retired)
Pascuala Herrera	Faculty, Student Development
Cheryl Kisunzu	Associate Vice President, HR/Diversity/Organizational Development
Linda Kolbusz	Associate Vice President, Development and Governmental Relations (retired)
Sunil Koswatta	Faculty, Mathematics
Matt McLaughlin	Manager, Admissions Processing
Sue Overland	Faculty, Physical Education
Laura Pulio-Colbert	Faculty, Theater Director
Student Trustee	Board of Trustees

Criterion Two: Preparing for the Future

Kris Piepenburg, Co-Chair

Maria Moten, Co-Chair

Joe Baumann	Manager, Office of Research
Laurie Dietz	Manager, Budget Office
Bill Hengtgen	Faculty, Student Development
Lisa Jones	Supervisor, Information Technology
Judy Kaplow	Faculty, Humanities
John Kiener	Faculty, Computer Information Systems
Roberta Lindenthaler	Controller, Financial Services (retired)
Terry Lindsay	Dean, Student Development
Jim Ma	Director, Physical Plant
Russ Mills	Dean, Continuing Education (retired)
Janie Petersen	Associate Director, Foundation (resigned)
Bob Podgorski	Manager, Extension Services
Tammy Rust	Controller, Financial Services
Nirmala Tobaa	Supervisor, Tutoring Center
Stasia Zwisler	Associate Director, Foundation

Criterion Three: Student Learning and Effective Teaching

John Clarke, Co-Chair

Diana Sharp, Co-Chair

Joe Accardi	Dean, Resources for Learning (retired)
Helen Burroughs	Faculty, Psychology
Dale Ford	Faculty, Nursing
Kathy Hanahan	Faculty, Student Development
Donna Harwood	Manager, Marketing Services
Mark Mrozinski	Dean, Continuing Education

Sheryl Otto	Associate Vice President, Student Affairs
Patricia Setlik	Faculty, Management
Sue Skora	Coordinator, Registrar's Office
Wallis Sloat	Faculty, English as a Second Language
Tom Thompson	Director, Access and Disability Services
Reneé Zellner	Faculty, Physical Education

Criterion Four: Acquisition, Application, Discovery of Knowledge

Sue Bajt, Co-Chair	
Sally Griffith, Co-Chair	
Mike Barzacchini	Director, Marketing Services
Barbara Bednarz	Manager, Information Technology
Earl Dowling	Director, Scholarships and Financial Assistance
Bruce Foote	Director, Scholarships and Financial Assistance (resigned)
Douglas Grier	Manager, Continuing Education
Collette Marsh	Faculty, Physics
Mike Nejman	Director, Student Activities
Norma Nerstrom	Manager, Continuing Education
Joanne Rothblum	Faculty, Nursing
Lynn Secrest	Professional/Technical Staff, Faculty Development
Barbara Solheim	Faculty, Philosophy
Sarah Stark	Director, Department of Instructional Technology
Kathy Zuo	Faculty, English as a Second Language

Criterion Five: Engagement and Service

Victoria Atkinson, Co-Chair	
Daniel Corr, Co-Chair	
Katherine Kniest	Faculty, Nursing
Diane Carter-Zubko	Professional/Technical Staff, One-Stop Center
Carla Daniels	Professional/Technical Staff, Student Activities (resigned)
Heather Engel-Zoldak	Director, Foundation
Linda Frank	Faculty, Student Development
Vickie Gukenberger	Dean, Health Careers and Public Safety
Keiko Kimura	Associate Dean, Academic Enrichment and Language Studies
Fredia Martin	Manager, Community Relations
Michelé Robinson	Faculty, Early Childhood Education
Deb Sada	Manager, Continuing Education
Colleen Tomanek	Professional/Technical Staff – Student Development (resigned)

General Education Subcommittee

A specialized work group consisting of faculty convened to implement program-level assessment for general education outcomes across the curriculum.

John Clarke, Co-Chair
Diana Sharp – Co-Chair

Colleen Burns	Faculty, Philosophy
Anne Davidovicz	Faculty, English
Julie Ellefson-Kuehn	Faculty, Chemistry
Karen Froelich	Faculty, Mathematics
Michael Harkins	Faculty, History/Political Science
Mark Healy	Faculty, Geography/Economics
Ana Hernandez	Faculty, World Languages
Rich Johnson	Faculty, Humanities
Sandra Kreiling	Faculty, Biology
Janet Landato	Faculty, Physical Sciences/Astronomy (retired)
Helmut Publ	Faculty, Sociology/Anthropology

Harper Self-Study
Higher Learning Commission

Content Expert Groups

Area experts were asked to validate Findings from the subcommittees. Steering Committee members were assigned to each Content Expert Group which reflected their areas of expertise, and to convene meetings. Appendix B provides detail on the Content Expert Group format that was used in the self-study process.

DISTINCTIVE

The Content Expert Groups were provided with:

- Finding statements that pertained to their category. For example, the Content Expert Group focusing on governance was assigned to all Findings that mentioned governance.
- Supporting data that validated the Finding.
- Instructions asking for additional information and validation of the data presented.

Self-Study Document

Seven phases were used to develop the comprehensive self-study document:

- Phase 1: Subcommittees Study Data – fall 2005
- Phase 2: Subcommittees Drafted Findings – spring 2006
- Phase 3: Institutional Findings Summary Released for Comment – summer 2006
- Phase 4: Content Expert Groups Validated and Enhanced Findings – fall 2006
- Phase 5: First Draft of Comprehensive Self-Study Released for Comment – spring 2007
- Phase 6: Final Draft of Comprehensive Self-Study Released for Comment – spring 2007
- Phase 7: Steering Committee Finalized Self-Study Document – summer 2007

Document editing was provided by Dr. Dennis Weeks, Dean of Liberal Arts.

Communications

Different methods were used to communicate during the self-study process. Regular Steering Committee meetings were held each semester to facilitate

general oversight of the process. Institutional communications included campus-wide meetings, feedback sessions, and attendance at meetings, as requested.

Steering Committee Meetings

Fall 2004:

9/02, 9/17, 10/01, 10/15, 11/05, 11/19, 12/03, 12/17.

Spring/Summer 2005:

1/14 (Subcommittees), 1/21, 2/04, 2/18, 3/04, 3/18, 4/22, 5/06, 5/13, 7/11, 7/27.

Additional events: Subcommittee College-wide meeting 1/14, HLC Annual Conference 4/09-11.

Fall 2005:

9/09, 9/23, 10/07, 10/21, 11/04, 12/02, 12/16.

Additional events: HLC Outcomes Conference 10/12-14, Nichols Program on Outcomes Consulting 10/27-28.

Spring/Summer 2006:

1/27, 2/10, 2/24, 3/10, 3/24, 4/28, 5/12, 6/21, 7/12, 7/24.

Additional events: Meeting of the Whole 1/13, HLC Annual Conference 4/01-03.

Fall 2006:

8/25, 9/15, 9/29, 10/20, 11/03, 11/17, 12/01, 12/15.

Additional events: Meeting of the Whole Content Experts Introduction 8/18, Finding Statements Feedback Sessions 9/20, 9/21, 9/22.

Spring/Summer 2007:

1/19, 2/09, 2/15, 2/23, 2/27, 3/01, 3/16, 4/05, 4/13, 4/16, 4/24, 4/26, 4/27, 5/11, 6/20, 6/27, 7/11, 7/18, 7/25.

Additional events: Meeting of the Whole luncheon 1/12, Meeting of the Whole Book Review 1/26, First Draft Feedback Session 2/01 and 2/07, McHenry County College Assessment Fair 3/02, Final Draft Feedback Sessions 4/04, 4/10, 4/12, HLC Annual Conference 4/21-23.

Institutional Communications

Summer 2004 Criteria Information Sessions

Fall 2004 All Campus Meeting

Spring 2005 All Campus Meeting

Fall 2005 All Campus Meeting

Fall 2005 Criterion Clue Sessions

Spring 2006 All Campus Meeting

Fall 2006 All Campus Meeting

Spring 2007 All Campus Meeting

The Tree Newsletter

Two issues of *The Tree* newsletter kept the College campus informed on the self-study process and provided information about program-level outcomes. Once the eTree Web site was developed, the newsletter was discontinued.

eTree Web Site

Students in a Computer Information Systems internship course designed an internal Web site called the eTree. It contains general information on the self-study process. The site also houses a tool that is used to gather information institutionally on program-level outcomes.

Inside Harper!

Eight issues of the electronic employee newsletter *Inside Harper!* provided information on the project.

Special Meetings

Special presentations pertaining to the self-study process were made at the following sessions:

- Divisional meetings
- Student Senate meetings
- Adjunct Faculty dinner
- Board of Trustees meetings
- Career Coordinators meetings
- Faculty Senate meetings
- Foundation Board meeting
- Advisory Committee meetings

Contests

Two contests were held to build awareness of the self-study process and accreditation visit. In January 2007, the Steering Committee developed a "Draft 1 Quiz." The quiz contained questions pertaining to the first draft of the self-study document. Employees were encouraged to participate. A winner was selected from those who correctly answered the questions. Also, in February 2007, the Steering Committee sponsored a student writing contest. Students were asked to respond to the following prompt: Do you feel Harper College is currently fulfilling its mission? Six finalists were selected. First, second, and third place awards were presented.

Conclusion

The completed self-study report is a result of a College-wide participatory process that will guide Harper College into the future. Results affirmed the Steering Committee's sense of the College's strengths and challenges. In some cases, the College immediately began to address areas that needed improvement. These included:

- Increased awareness of the College's mission.
- A stronger awareness of the need for enhanced communications and collaboration.
- Participation at the HLC annual meetings in 2004, 2005, 2006, and 2007.
- The creation of a self-study Web site and resource room
- Facilitation of a large-scale employee survey pertaining to the mission of the College.
- A better understanding of the importance of outcomes assessment.
- Enhancements to the outcomes assessment process which included instructional and non-instructional programs and a means of collecting information electronically.
- Cross-disciplinary development of general education outcomes and measurement.

LEARNING-FOCUSED

CONNECTED

CONNECTED

DISTINCTIVE

LEARNING-FOCUSED

FUTURE-ORIENTED



Students are engaged in learning at Harper.

CONNECTED

LEARNING-FOCUSED

- A better understanding of the College's strengths and weaknesses based on employee and student surveys.
- Meaningful changes to the College's Catalog and Student Handbook.
- Adding the HLC Mark of Affiliation on the College's Web site.
- Effective communication of self-study information at campus-wide meetings, Faculty Senate meetings, Student Senate meetings, division and department meetings, special events, and other meetings.
- Publication of *The Tree* newsletter and including information in the employee newsletter.
- Accreditation of the College's distance learning programs and extension sites through focused studies and a visit by the HLC.

The Harper College 2004-2007 self-study process has been a valuable and productive experience for the College and the communities it serves. The Self-Study Report shares and documents the College's collaborative and thoughtful examination of the criteria for accreditation.

Request for Continued Accreditation

For the past three years, Harper College has been engaged in a systematic and inclusive self-study process that reaffirms it is a dynamic and responsive institution of higher education. The College fulfills its mission by responding to the changing needs of its constituents and providing excellent programs and services.

This Self-Study Report verifies that the College has the people, processes, and other resources available to continue functioning effectively and is prepared to meet the challenges of the future. The College has demonstrated its ongoing commitment to students, by offering a quality education, and to the community it serves. The Self-Study Report further confirms that the College fulfills the Higher Learning Commission's Criteria for Accreditation. The self-study process has identified strengths and challenges, and has formulated recommendations for future improvements. Harper College respectfully requests 10-year continued accreditation and continued affiliation with the Higher Learning Commission of the North Central Association of Colleges and Schools.



Harper has demonstrated its ongoing commitment to students.

Learning
Engagement



Mission
Acquisition
Future

History

Harper Self-Study
Higher Learning Commission

History of William Rainey Harper College

As early as 1950, discussion began about establishing a community college. An active committee was at work on the project in 1961, and a community survey was done in 1962. In 1964, an area community college committee studied the feasibility of establishing a community college. The study committee's report concluded with the recommendation that "the citizens of the two high school districts...take appropriate steps to bring the voters of the four townships the proposal that a community college be established."

Early in 1966, the present 200-acre campus site in Palatine was selected, and the College was named William Rainey Harper College, in honor of the first President of the University of Chicago and the originator of the community college concept. In the spring, district voters approved a bond referendum by a four-to-one margin.

Harper's first faculty members were hired in 1967, and classes for 1,725 students were begun in temporary facilities in September. In the same year, the College broke ground for the first six buildings on campus property.

The William Rainey Harper Educational Foundation was incorporated in 1973 to broaden and enrich the College program through support of such projects as scholarships and special project initiatives funded by private donations to the College.

A successful funding referendum, held in September 1975, allowed the College to proceed with completion of the Palatine campus. Buildings G and H, housing vocational technology shops and laboratories, were completed in 1977. The Board of Trustees named an interim successor after the founding College President resigned. Harper's second President assumed the position the following year.

In 1978, the College began a major effort to develop a new master plan in concert with a comprehensive self-study effort. A referendum to increase operating revenue failed to gain voter approval that year. This led to major budget cuts in an effort to match expenditures with income.

By 1980, the campus had increased to 15 buildings with the opening of the physical education, athletics, and recreation facility (Building M) and business, social science, and vocational education housed in Buildings I and J.

In 1982, the College established a CAD/CAM training center in cooperation with high technology firms in the area. The center was designed to provide instruction and resource materials relating to computer-aided design and manufacturing.

In February 1985, district residents approved a tax rate increase for operation of the College. This was the first increase in tax support for the educational programs, services, and operating expenses of Harper College since the College was established.



*Harper's campus is
vital and growing.*

DISTINCTIVE

The College hired its third President in 1988 after the retirement of the second President. The College began an extensive study in 1990 which led to the vision statement “Our Preferred Future.” More than 1,000 College personnel and community residents worked together to develop this document to serve as a Harper College planning guide until the year 2000.

In response to an emerging industry need, the Corporate Services department, now called Harper College for Businesses, was established in 1991 as the College’s office of first contact representing all programs of interest to businesses and industry, including credit classes, continuing education, and customized training.

CONNECTED

In 1992, a new Information Systems Division was formed. Harper developed a new technology plan in 1994, following two years of extensive participation and input by administrators, faculty, and staff.

In 1993, the College opened Building S to house the Publications and Communication Services department. In spring 1994, the Liberal Arts building was opened. Building L included the Liberal Arts Division office, classrooms, faculty offices, and the College Bookstore. A studio (Black Box) theater and three-dimensional art studios occupy the first floor of the facility. The two buildings were part of a building phase that also included renovations to Building F which houses the Learning Resources Center and the Academic Enrichment and Language Studies Division.

In 1994, the College purchased the Northeast Center (NEC).

FUTURE-ORIENTED

The Board of Trustees approved the first and second phases of the Technology Plan in 1995 and 1996. The campus computer network was completed in 1996, providing links between offices and classrooms and as a resource to position Harper for higher education in the current century.

In 1997, Harper College received a 10-year reaccreditation from the North Central Association’s Commission on Higher Education.

In 1998, the fourth President was hired. The College implemented a new shared governance structure and published its first comprehensive strategic long range plan (SLRP).

Groundbreaking for the new Performing Arts Center (PAC) and the Wojcik Conference Center was held on May 18, 2000. The new buildings were partially funded by the Illinois Capital Development Board. In 2002, the conference center opened and was named the Wojcik Conference Center in recognition of a \$1.1 million member initiative grant given to Harper by Illinois State Representative Kay Wojcik.



The Performing Arts Center hosts plays, concerts, and other special events.

FUTURE-ORIENTED

At a special Board meeting on August 16, 2000, the Trustees were presented with a comprehensive long-range Campus Master Plan. The plan was intended to guide the College into the future. On November 7, 2000, the Harper College district residents passed an \$88.8 million referendum to build a new facility to house Harper’s growing science, technology, and health care programs. Construction of Avanté began in fall 2001.

On August 29, 2001, Harper College purchased a new facility in Schaumburg for the Technical Education and Consulting at Harper (TECH) program. The facility, now called the Harper Professional Center (HPC), is the site for the new Fast Track degree option, as well as TECH.

In 2004, Harper College served a total of 37,338 credit and noncredit students during the summer, fall, and spring terms, making Harper one of the largest community colleges in the country. In 2004, Harper College opened Avanté, Center for Science, Health Careers, and Emerging Technologies. In 2005, Avanté was selected as a Merit Award finalist by the Chicago Building Congress (CBC). The CBC praised Avanté for its distinctive design and outstanding construction, and its positive impact on the surrounding community.

In 2006, Harper College received the National Science Foundation Undergraduate Research grant.

The Illinois Community College System and the Illinois Community College Board

Harper College has one of the largest colleges in Illinois. The Illinois Community College System now has 48 colleges and one multi-community college center in 39 community college districts. Community colleges serve nearly one million Illinois residents each year in credit and noncredit courses and many more citizens through their public service programs. Since July 1990, the entire state has been included within community college district boundaries.

- Illinois has the third largest community college system in the nation.
- The average community college full-time student pays \$1,400 per year in tuition and fees.
- Community colleges offer training in over 240 different occupations.
- Almost three-fourths of the occupational program graduates are employed in the community college district where they were trained.
- Community colleges helped to create and retain over 135,000 Illinois jobs in the last five years through economic development initiatives.

In 1965, the Illinois General Assembly established the Illinois Community College Board (ICCB) to create a system of public community colleges that would be within easy reach of every resident. The Illinois Community College Board consists of 11 members appointed by the governor and confirmed by the senate for six-year terms. One student member is selected by the ICCB Student Advisory Committee for a one-year term. The ICCB accepts its role as a coordinating agency and believes that, in this role, it is an integral partner with local boards of trustees in providing a framework for successful learning experiences for all Illinois residents.

Accreditation History

The relationship between William Rainey Harper College and the North Central Association's Commission on Higher Education began in 1968 when the College requested and was assigned correspondent status. Harper was awarded accreditation in 1971, the first year the College was eligible for such status. The Commission extended continued accreditation to Harper in 1981, 1987, and 1997.

The only required activity resulting from the 1997 accreditation visit was to develop a report on outcomes/assessment of student academic achievement. This report was submitted in May 1999 and the College was notified in November 1999 that it was accepted and no further action was required until the 2007-2008 comprehensive visit. The College has made steady progress in assessing student learning as well as measuring outcomes in non-instructional areas. Findings 2C.1, 3A.1, 3A.3, 3A.4, 4B.2, and 4B.3 detail these efforts.

The College also addressed suggestions, advice, and concerns offered by the 1997 evaluation team. These include: a revised shared governance system that has been graphically depicted to alleviate confusion (see Finding 1D.1), centralization of Continuing Education programming, enhancements to the strategic long range planning process (see Finding 2A.1), development of a College-wide diversity plan, a new electronics laboratory, recruitment of students in the 11th grade or earlier, enhanced communication with current and prospective students regarding financial aid, appointing liaison librarians, improvements to the College catalog, and new signage. A complete listing of improvements made in response to comments from the 1997 visit is included in Appendix C.

In spring 2006, the Higher Learning Commission accredited the College to grant distance learning degrees and degrees at two other campus locations: the Northeast Center (NEC) and Harper Professional Center (HPC).

CRITERION ONE



Learning
Engagement

Mission
Acquisition
Future

Mission and Integrity
Harper Self-Study
Higher Learning Commission

"Integrity is the essence of everything successful." Richard Buckminster Fuller

Section A: Clear and Articulate Mission Documents

Finding 1A.1

Harper College's mission documents clearly articulate and guide Harper's commitments and efforts to provide a wide range of high-quality, accessible, and affordable lifelong educational opportunities, in a way that is respectful of all constituencies.

Harper College has clear, well-defined mission documents which are appropriate to an institution of higher education. These documents guide the strategic direction of the institution and provide a framework for the many ways the College serves its constituencies. The mission is fulfilled through structures and processes that involve the Board of Trustees, administration, faculty, staff, students, and other stakeholders.

History of Harper's Mission Documents

The Board of Trustees of Harper College adopted the current Philosophy Statement, Mission Statement, and Vision Statement at the April 2001 Board meeting. At the same Board meeting, Institutional Core Values were approved. These values serve as Harper's enduring principles, thereby establishing the standard for all operations. Development of the Institutional Core Values was a collaborative effort. Consistent with the Philosophy, Mission, and Vision statements, Harper established Institutional Core Values by which employees are expected to act and carry out their duties as public servants. Mission documents at Harper College were designed to reflect an overall vision—a vision that places the student and learning as the primary focus of the College.

Mission Documents

Central to Harper's mission documents is a strong commitment to high academic standards that sustain and advance excellence in higher learning. Harper has adopted three statements that clearly define its purpose and future. These statements include:

- **Philosophy** – Statement of belief
- **Mission** – Statement of purpose
- **Vision** – Statement of future institutional position

Harper's **Philosophy Statement** reflects the College's commitment to and belief in academic excellence with student success as a central theme. The statement reads:

We at Harper College believe that our charge is to facilitate active learning and foster the knowledge, critical thinking, and life/work skills required for participation in our global society. We work with our community partners to enrich the intellectual, cultural, and economic fabric of our district. We believe that excellence in education must occur in an ethical climate of integrity and respect. We hold that the strength of our society is rooted in our diversity and that it is through synergy that we achieve excellence.



Harper is committed to student learning and effective teaching.

LEARNING-FOCUSED

LEARNING-FOCUSED

The Philosophy Statement stresses the importance of ethical behavior and further defines its commitment to diversity and respect for all individuals. The statement also emphasizes the value the College places on community partners in helping it achieve its goals.

The **Mission Statement** provides insight into the ways in which the College accomplishes its commitment to students and the community at large.

William Rainey Harper College is a comprehensive community college dedicated to providing excellent education at an affordable cost, promoting personal growth, enriching the local community, and meeting the challenges of a global society. The specific purposes of the College are:

- *To provide the first two years of baccalaureate education in the liberal and fine arts, the natural and social sciences, and pre-professional curricula designed to prepare students to transfer to four-year colleges and universities;*
- *To provide educational opportunities that enable students to acquire the knowledge and skills necessary to enter a specific career;*
- *To provide continuing educational opportunities for professional job training, retraining and upgrading of skills, and for personal enrichment and wellness;*
- *To provide developmental instruction for under-prepared students and educational opportunities for those who wish to improve their academic abilities and skills;*
- *To provide co-curricular opportunities that enhance the learning environment and develop the whole person.*

Essential to achieving these purposes are all of the College's resources, support programs, and services.

LEARNING-FOCUSED

The Mission Statement defines learners as the primary benefactors of the College's efforts. Harper College exists to help learners prepare to transfer, acquire career-specific skills, upgrade abilities in order to succeed in higher education, and develop to their fullest potential.

The **Vision Statement** reaffirms Harper's commitment to provide excellent academic opportunities to the community. The Vision Statement reads:

Committed to academic integrity and excellence, Harper College will be a leader in teaching and learning, transforming lives by responding to the needs of the individual and the community.

CONNECTED

This statement highlights the College's quest to be a leader in teaching and learning. This is accomplished through a dedicated and qualified faculty, administration, and staff. The ways in which lives are transformed are detailed in the Mission Statement. Individually, these three core statements articulate the overall commitment of Harper College to provide learning opportunities to the community. Collectively, these statements complement one another by articulating one of the College's overarching themes of being student-centered.

Institutional Core Values

The College's Institutional Core Values help define expected behaviors that are used in accomplishing the goals of the College. Employees from across the College developed four statements that speak to the College's commitment to provide excellent educational programs and services to its constituencies. Specifically, the Core Values help define the working relationships of employees and create an effective environment in which effective teaching and learning take place. The Core Values are listed below:

INTEGRITY

An environment where relationships and practices are based on trust.

- *Demonstrate behavior and make decisions which are consistent with the highest ethical standards.*
- *Be responsible and accountable for your own actions.*
- *Respect confidentiality.*

RESPECT

Interactions which add dignity to ourselves, our relationships with others, and our organization.

- *Continuously seek to build and maintain positive internal and external relationships.*
- *Express appreciation and recognize people for their positive efforts and contributions.*
- *Value and celebrate the uniqueness of individuals.*

EXCELLENCE

Student, employee, and organizational success through a creative and responsive work environment by exceeding the needs and expectations of all.

- *Effectively anticipate, identify, and respond to learner, employee, and organizational needs.*
- *Continually seek learning opportunities for growth and development which improve personal and institutional performance.*
- *Encourage and empower all to achieve their personal best.*
- *Be resourceful and fiscally sound.*
- *Deliver exceptional service which benefits all.*

COLLABORATION

Accomplishment of better results by working together than otherwise likely to occur by working alone.

- *Demonstrate consistent commitment to our mission and vision in order to unite the efforts of all.*
- *Address issues as they arise and take necessary actions to productively resolve them.*
- *Openly listen and respond to others with empathy.*
- *Use positive humor to affirm a healthy and enjoyable work and learning environment.*



Harper's core values of Integrity, Respect, Excellence, and Collaboration define relationships.

CONNECTED

These values are to be used in making decisions and performing tasks that benefit all constituencies. Such themes as trust, dignity, and exceeding expectations set the tone by which all employees are to act. The key actions listed are the foundation for achieving the College's commitment to the community and fulfilling its mission. Thus, all four mission documents provide the basis by which the College serves its constituencies.

Use of Mission Documents

The Board Policy Manual begins with the Mission Statement and Core Values of the College. The Policy Manual further states that "all of our core values are the basis for the ongoing achievement of Harper's mission and vision. These values are intended for use in making decisions and performing in ways that benefit all constituencies."

Harper College also broadly publishes and publicizes its mission documents. The Philosophy, Mission, and Vision Statements appear in the

- Harper College Catalog and Student Handbook
- Fact Book
- Strategic Long Range Plan
- Institutional Outcomes Report
- Employee handbooks

CONNECTED

Harper's constituents are aware of the institution's mission and believe it is fulfilling its mission. A 2004 community survey indicated that Harper is best known for excellence in learning. A subsequent 2007 community survey asked respondents if they agreed with the statement "Harper College is fulfilling its mission." Over 80% of respondents agreed. See Findings 2A.2 and 5A.2 for more information on community surveys.

To reinforce that all College activities should help to fulfill its mission, the Mission Statement appears on management evaluation forms. In addition, the Mission Statement appears on all Management by Objective (MBO) forms generated by administration. MBOs articulate annual objectives and strategies that will be accomplished by each functional area. Administrators are accountable for these activities.

The College's program-level outcomes assessment process begins with the Mission Statement. Academic and support areas refer to the Mission Statement when they develop annual outcomes and means to assess success. Transfer areas highlight the College's commitment to providing the first two years of a baccalaureate education; career areas include the commitment to providing career skills; continuing education mentions providing opportunities for lifelong learning and enrichment; and developmental areas detail their commitment to providing instruction to under-prepared students. Support areas include their quest for providing co-curricular opportunities that enhance the learning environment and develop the whole person.

Institutional Core Values provide a framework for the development of interview questions used by search committees in the hiring process. The Institutional Core Values are also included on employee evaluation forms. Managers completing the forms are encouraged to use the values to support their ratings.

The College posts framed documents of the Institutional Core Values throughout the campus and at extension sites. They are also included on the MyHarper portal which serves as the College's intranet.

In order to provide College-wide awareness of the mission, several initiatives have been undertaken:

- A presentation of the main points of the College's mission was given at the fall 2006 all campus meeting.
- A banner campaign was undertaken in which the main themes of the College's mission appeared on banners that were posted throughout the College.
- A student writing contest pertaining to the College's mission was held in spring 2007.
- Divisional meetings were held specifically to review key points of the mission.

Employee Survey

In spring 2007, Harper College employees were given the opportunity to provide feedback about how well the College supports employees in fulfilling the mission. The HLC Steering Committee initiated the survey which was conducted by the Office of Research. All 1,249 full-time and part-time employees of the College were surveyed with 566 surveys completed, yielding a 45.3 percent response rate.

The large majority of employees reported that

- The College provides the environment they needed to help fulfill the College's mission (85%);
- The College as a whole is student-centered (86%); and
- Their department/program/service area has the resources and support it needs to provide an excellent education (81%).

Administrators gave more positive responses when asked about the College environment and the resources and support available to their unit. Faculty and staff responses appeared comparable, and there were no statistically significant differences based on work schedule of full-time in contrast to part-time employees.

Section B: Inclusive Mission Documents

Finding 1B.1
 Harper College’s mission documents and efforts to serve its constituencies reflect a deep and productive concern for diversities of experience, points of view, and educational need.

Harper’s mission documents frame the College’s commitment to practicing diversity, clearly establishing the need to serve an increasingly diverse student population, and preparing students for success in a global society. Harper College “hold[s] that the strength of our society is rooted in our diversity” (Philosophy Statement). The Mission Statement acknowledges the changing demographics of Harper’s district by supporting the need to meet “the challenges of a global society.” Institutional Core Values ask that all employees “value and celebrate the uniqueness of individuals” (Respect). See Finding 5A.1 for specific information about student demographics.

FUTURE-ORIENTED

Concern for Diversity –
 Strategic Long Range Planning (SLRP)

Evidence of applying knowledge effectively in a global society is in the institutional SLRP goal of diversity. The institutional goal states “Diversity: Create a campus climate that is supportive of cultural differences and respectful of all constituents.” Harper’s concern for diversity and multicultural perspectives is also reflected in another goal dealing with student life. Other goals relate to technology applicable to students, and employee enhancement in light of diversity. See Findings 1C.2, 1D.4, and 2A.1 for a discussion of the SLRP.

LEARNING-FOCUSED

The three goals and tasks provide further evidence of the College’s commitment to diversity:

CONNECTED

- **Student Life, Task 3.1** – Offer opportunities for student exploration of values, self-identity, interpersonal competence, cultural awareness, and essential life skills.
- **Technology, Task 8.8** – Develop and incorporate plans to utilize technology to improve access and services delivery for student life; include assistive technology for students with disabilities.
- **Employee Enhancement, Task 9.3** – Enhance diversity and multicultural awareness among all employees to ensure a “welcoming” environment for Harper’s constituents.

The SLRP also identifies meeting the needs of a multicultural society as both a strength and opportunity. Harper’s Institutional Planning Committee (IPC) has listed diversity as one of the nine institutional attributes in the Strengths, Weakness, Opportunities, and Threats (SWOT) document:

- **Strength 5: Commitment to Diversity** – The College has demonstrated a long-term commitment to diversity through outreach, curriculum, human resource endeavors, and employment (SLRP, 2005-2008, p. 14).

- **Opportunity 10: Changing District Profile** – Continued changes in the district profile require a reexamination of district needs and desires. Significant changes include increased cultural diversity, non-English-speaking populations, academically under-prepared populations, and age of district residents (SLRP, 2005-2008, p. 27).

Concern for Diversity:
 Structure, Programs, and Services

Harper acknowledges the importance of diversity through its organizational structure, programs, services, and course offerings and has made great strides in supporting diversity. Examples of evidence include

- **Institutional Diversity Plan** – In spring 2000, a committee of faculty, staff, administrators, and student leaders worked to define diversity at Harper and create a plan that would make diversity an integral part of each area in the College. On May 24, 2001 the Board of Trustees adopted a Diversity Statement.
- **Diversity Committee** – In fall 2000, the Oversight Committee of Harper’s shared governance structure formally approved the creation of the Diversity Committee. The founding charge of the Diversity Committee was “to assist in coordinating, implementing, and further developing the College’s Diversity Plan.”
- **International Studies and Programs Committee** – The International Studies and Programs Committee continues to develop international awareness through such collaborative programs as study abroad opportunities for students; hosting Fulbright Scholars-in-Residence; international faculty exchanges; Read Around the World book discussions; and organizing colloquia and symposia on topics of international significance.
- **World Cultures and Diversity Graduation Requirement** – The graduation degree requirement, established in fall 2005, was created in order “for students to become more aware, appreciative, and understanding of perspectives of cultural groups other than their own in order to live and work in a global society; to better articulate Harper’s curriculum with the General Education requirements of transfer institutions; and to have the curriculum reflect Harper’s diverse district.” (Curriculum Committee Guidelines, Section 9).
- **Diversity Hiring Training Program** – In fall 2001, Human Resources (HR) and the Diversity Committee established a new program for all faculty and administrator searches titled “Strengthening Student Learning through Responsive Hiring.” All search committee members are required to participate in a two-hour training session. In fall 2002, the training was expanded to include all searches. In fall 2005, the Diversity Committee recommended that all employees serving on a search committee take a refresher session every two years. The updated training is now called “Excellence in Hiring: Inclusive Hiring Strategies.”



Exploration of cultural awareness is important at Harper College.

DISTINCTIVE

LEARNING-FOCUSED

- **HR/Diversity and Organizational Development** – In fall 2002, Human Resources was reorganized to include Diversity and Organizational Development. In spring 2004, under a new Associate Vice President and Affirmative Action Officer, Harper instituted an annual Diversity Symposium that focuses on diversity in higher education and invited other community colleges to participate in these sessions. Other changes since 2002 include a diversity Web site within the employment site; creating a Diversity Feature as part of the employee newsletter, *Inside Harper!*; establishing the Consortium for Inclusive Hiring by Community Colleges in Northwest Illinois; and, in spring 2006, hiring a part-time diverse workforce recruiter responsible for identifying and implementing diverse workforce recruitment strategies.
- **Center for Multicultural Learning** – In fall 2002, The Center for Multicultural Learning (CML) was created to provide services to under-represented minority students and to work with faculty to foster multicultural awareness. A new Associate Dean over the CML launched a retention initiative titled Retention Efforts for Academic Completion at Harper (REACH). This effort was aimed at first-generation high school students transitioning to Harper and established the Multicultural Faculty Fellows Program. The Lesbian, Gay, Bisexual, and Transgender (LGBT) Safe Space advocacy team developed a Homophobia 101 Workshop to educate faculty and staff on issues affecting the LGBT community. The team also provides safe space training for faculty and staff to become allies with this community.
- **Access and Disability Services** – ADS provides legally mandated access and accommodations and has expanded such services as specialized instruction, tutoring, and advising. ADS is also developing a Deaf Institute that will promote instruction and services to improve the educational outcomes of deaf and hard of hearing students.
- **Women's Program** – The program continues to provide and develop support services to low-income single parents, displaced homemakers, nontraditional career seekers, and individuals with limited English proficiency.
- **International Student Office** – Harper's International Student Office (ISO) works to enhance the educational, cultural, and social experience of all international students studying at Harper on F-1 visas. In addition to working with individual students, the ISO is responsible for maintaining student records.
- **Other Programs, Services, and Structures** – An Intensive English Program as well as part-time offerings help nonnative speakers develop English language skills. The Nonnative Literacy (NNL) program provides English as a Second Language (ESL) instruction to students with less than nine years of education. A General Educational Development (GED) program is offered free of charge for community members. Both the NNL and GED programs instruct students in computer literacy, employment skills, and preparation for the United States Citizenship Exam. A one-year program, Career Foundations, provides job preparation for students with developmental disabilities.

Section C: Mission-Driven Organization

Finding 1C.1

Concerned and dynamic stewardship of Harper College is provided by a dedicated and responsive Board, administration, faculty, staff, and student leadership.

Since the 1997 accreditation visit, the College has adapted to changing internal and external demands influenced by technological, social, and educational challenges. A new administrative team, requirements of emerging technology, retirement of faculty, space deficiencies, demographic and enrollment shifts, changing constituent profiles and needs, and decreases in public funding have contributed to these challenges. The College has continued to fulfill its mission, follow its vision, and meet its goals during this time in part through its clearly defined governance and administrative structures.

Structure

The Board of Trustees provides Harper College's direction and enables the executive personnel to exercise effective leadership. The administrative and organizational structures approved by the Board recognize the President as the chief executive officer of the College. The Board's Policy Manual, Section 11.01.00, outlines the authority and responsibilities delegated to the President and executive personnel, thus making it possible for the leadership team to carry out the operations of the institution.

Board of Trustees

There are seven members of the Board who are elected by District 512 voters for a six-year term and one student trustee elected by the students of the College. Each member, on the date of election, must be a citizen of the United States, 18 years of age or older, and a resident of the state and district for one year before the election. If a vacancy occurs, the remaining members elect a replacement to serve until that position is due for re-election. The Student Senate sets the qualifications for their student representative.

Meetings are typically held monthly and are open to the public, except as provided by law. The Board may close all or any part of a meeting by majority vote to discuss such items as collective bargaining matters, employment issues, setting prices for sale or lease of property, or campus security matters. Public notice of meetings is provided. Meetings may be called without formal notice in the event of a bona fide emergency.

The duties of the Board include:

- Maintaining records to substantiate all claims for state apportionment in accordance with regulations prescribed by the Illinois Community College Board and to retain such records for a period of three years.
- Causing an audit to be made at the end of each fiscal year by an accountant licensed to practice public accounting in Illinois and appointed by the Board.

- Publishing annually, in a general circulation district newspaper, a financial statement developed in accordance with rules and regulations issued by the Illinois Community College Board.
- Providing for the revenue necessary to maintain the College.
- Paying orders and bills in accordance with the provisions of the Illinois Compiled Statutes 110 ILCS 805/3-27, and the regulations prescribed or approved by the Illinois Community College Board.
- Letting all contracts for equipment, supplies, materials, or work involving an expenditure in excess of \$10,000 to the lowest responsible bidder after due advertisement in accordance with legal requirements, except contracts specifically exempt by statute from bidding requirements.
- Adapting an annual budget within the first quarter of the fiscal year, to certify the amount of the tax levy, and to comply with all other requirements of law in respect to the financial management of the district.
- Making appointments and approving the salaries of all employees in accordance with all laws.
- Authorizing applications to the Illinois Community College Board for the approval of new units of instruction, research, or public service and to ensure all such units comply with rules and provisions set forth by the Illinois Community College Board.
- Adopting and enforcing all necessary rules for the management and government of the College.
- Adopting regulations for admission of students which comply with all Illinois requirements, laws, and provisions.
- Indemnifying and protecting Board members and employees against death, bodily injury, and property damage claims, and suits.
- Providing, on an equal basis, access to the campus to the official representatives of the armed forces of Illinois and the United States if such access is provided to other persons or groups for the purpose of apprising students of educational or occupational opportunities.
- Taking action that is currently or may be required by the laws of Illinois or of the United States and to refrain from taking actions currently or in the future that violate such laws.

Current Board of Trustees

Laurie Stone, Chair (Elk Grove Village)
President, Schaumburg Business Association

William Kelley, Vice Chair (Schaumburg)
Attorney

Richard Hoffman, Secretary (Arlington Heights)
President, Atomic Mechanical Services

Patrick Botterman, Member (Arlington Heights)
Consultant

Rita Canning, Member (Inverness)
President, Women in Need Growing Stronger (WINGS)

William Graft, Member (South Barrington)
Attorney

David Hill, Member (Barrington)
President, Kimball Hill Homes

Carlos Borro, Member, Student Trustee

College President

Dr. Robert L. Breuder has been the President of Harper College since February 1998. He holds a Ph.D. in Higher Education Administration, M.S. in Student Personnel Services, and B.A. in Biology. Before coming to Harper College, Dr. Breuder was President of Pennsylvania College of Technology (Penn College; an affiliate of Pennsylvania State University) in Williamsport, Pennsylvania, from 1981 to 1998.

Before the Pennsylvania College of Technology, Dr. Breuder served as District Provost for Institutional Advancement at Brevard Community College, Cocoa, Florida, from 1973 to 1981. Prior to that, he held a number of positions in the field of education, such as instructor of botany, psychometrist, director of college housing, counselor, and assistant professor.

Dr. Breuder has written and published numerous articles in professional journals including *The Educational Record*, *ACCT Trustee Quarterly*, *Community, Technical and Junior College Journal*, and *Community College Review* as well as making formal presentations to both educational associations and private groups, and has served as a consultant in higher education and business.

Operating under a business model emphasizing greater growth, accountability, and measurement of results, the following has been accomplished since 1998:

- Increased credit enrollment by 27.34%.
- Added 16 new degree programs, 48 certificate programs, and 406 new courses since 1998.
- Implemented the World Cultures and Diversity graduation requirement.
- Added over 377,000 square feet of new buildings including the Wojcik Conference Center, the Performing Arts Center, and Avanté, Center for Science, Health Careers, and Emerging Technologies, increasing campus square footage by 30%.
- Improved the College's Moody's bond rating from Aa1 to Aaa and maintained this rating for the past eight years.
- Increased the number of formal transfer partnerships from 30 to more than 80.
- Increased the community's awareness of Harper as a college with high academic standards as verified by two independent surveys.
- Increased donations to the Harper College Educational Foundation. Over \$12 million has been raised since 1998.
- Consistently received a clean audit opinion from independent auditors.



President Breuder visits the Avanté Center.

LEARNING-FOCUSED

DISTINCTIVE

CONNECTED

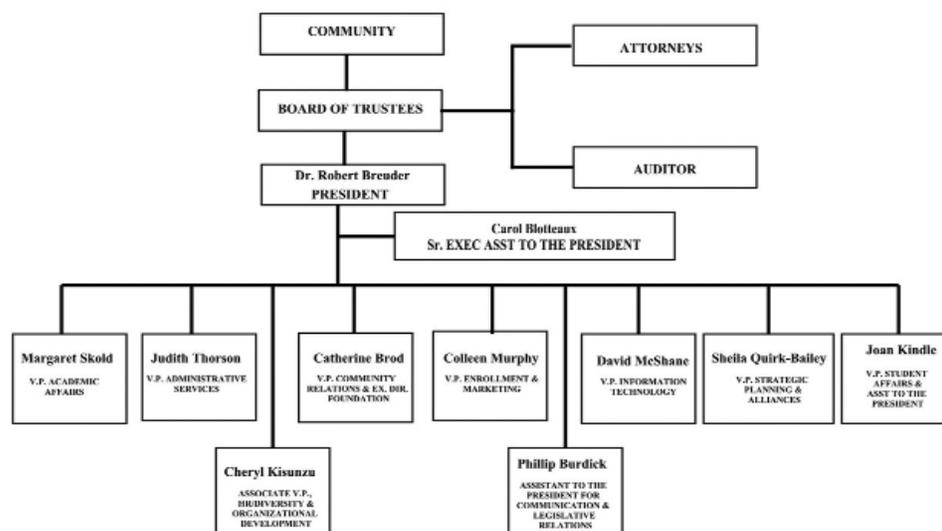
- Consistently met or exceeded financial goals.
- Increased the College's reserve fund from \$18 million to more than \$38 million despite property tax caps and other state funding reductions.
- Opened a satellite campus in Schaumburg, after acquiring the \$4.2 million facility.

The President is the chief executive officer and reports to the Board of Trustees. He delegates decision-making authority to administrative personnel for their respective areas. There are nine administrative functional areas. The President chairs the President's Council, an advisory body composed of the Vice Presidents or Associate Vice Presidents of the functional areas. This group meets monthly. Figure 1C.1.a illustrates the executive management at the College.

Table 1C.1.a – President's Council

Title	Name
President	Robert L. Breuder
Vice President Academic Affairs	Margaret Skold
Vice President Administrative Services	Judith Thorson
Vice President Community Relations/Executive Director, Foundation	Catherine Brod
Vice President Enrollment and Marketing	Colleen Murphy
Vice President Information Technology	David McShane
Vice President Strategic Planning and Alliances	Sheila Quirk-Bailey
Vice President Student Affairs/Assistant to the President	Joan Kindle
Associate Vice President HR/Diversity and Organizational Development	Cheryl Kisunzu
Assistant to the President for Communication and Legislative Relations	Phillip Burdick

Figure 1C.1.a – Administrative Organization Structure



Academic Affairs is responsible for the academic integrity of the institution, academic programming, and establishing the teaching and learning goals of the College. Programs are managed and delivered through academic divisions and continuing education.

Administrative Services provides services to Harper College administration, staff, and faculty to better serve students. This area includes the physical plant, maintenance and renovations, financial services and reporting, purchasing and risk management, and retail services which includes the bookstore, Wojcik Conference Center, and dining services.

Community Relations and the Harper College Educational Foundation provide community outreach and strengthen relationships with area governments and chambers of commerce. The Educational Foundation is a nonprofit 501(c)3 organization that raises funds for the College. Funds are used to provide additional financial support, including scholarships and awards.

Enrollment and Marketing provides outreach to credit students, processes applications, and completes the enrollment process, including all financial aid processing. Institutional and program-level marketing are developed and implemented in this area as well as outreach to the business community.

Information Technology provides oversight, planning, and implementation of technology College-wide including institutional systems that power internal processes and instructional technology in the classroom. The area provides technical, applications, and client services to the College.

Strategic Planning and Alliances provides oversight to College planning processes while the Office of Research conducts institutional research and manages College-wide research programs. Grant management and strategic alliances functions are also in this division.

Student Affairs supports students in achieving personal and educational goals by providing services, programs, co-curricular opportunities, and courses to enhance learning and the development of the whole person.

HR/Diversity and Organizational Development supports College human resource functions. The office oversees hiring, performance review, employee recognition, staff development, internal communications, diversity initiatives, and discipline activities. The Associate Vice President serves as Chief Ethics and Affirmative Action Officer.

Communication and Legislative Relations is responsible for College public relations activities through two main objectives: media liaison and College representatives in key legislative matters.

Finding 1C.2

The strategic planning process at Harper College contributes to the College's efforts to implement its mission while addressing present needs and preparing for the future.

The Strategic Long Range Plan serves as a road map that guides the delivery of College programs and services and also addresses how to meet

community needs. The SLRP is approved annually by the Board of Trustees and covers a three-year span. The ultimate purpose of this document is to serve as a reference point for comprehensive long-range planning. See Finding 2A.1 for the evolution and development of the SLRP.

Institutional Directions and Goals

The President's Council, with the Trustees' approval, sets institutional directions. The Institutional Planning Committee (IPC) reviews the directions for the following year's plan. The IPC sets the goals and specific tasks to implement the mission. The 2006–2009 SLRP has six directions supported by 13 goals. Specific tasks are identified within each goal to assure achievement of the goals.

Institutional Directions

The six institutional directions that guide goal development at the College are listed below. The list includes a reference to the various mission documents and how they are supported by the direction.

- **Foster discussion of teaching and learning issues and philosophies and support resulting initiatives.**

Philosophy Statement – facilitate active learning, foster knowledge.

Mission Statement – providing excellent education.

Vision Statement – to be a leader in teaching and learning.

- **Enhance the campus climate and communication through implementation of the core values, diversity initiatives, relationship building, integration of new employees, the management of organizational change, and review of the shared governance system.**

Mission Statement – meeting the challenges of a global society.

Core Values – all are supported.

- **Continue integration and evaluation of a comprehensive strategic enrollment plan that addresses student recruitment, programs, retention, and diversity initiatives.**

Philosophy Statement – belief that the strength of our society is rooted in our diversity.

Vision Statement – responding to the needs of the individual and the community.

- **Continue development of a learner-centered campus with systems and facilities that optimize learning, safety, access, and seamless service for delivery for all constituencies.**

Philosophy Statement – belief that the strength of our society is rooted in our diversity.

Mission Statement – providing excellent education; enriching the local community.

Vision Statement – responding to the needs of the individual and the community.

FUTURE-ORIENTED

LEARNING-FOCUSED

CONNECTED

LEARNING-FOCUSED

LEARNING-FOCUSED

- **Institutionalize existing and new relationships with external constituencies as evidenced through increased public support, funding, programming, and partnerships.**

Philosophy Statement – work with community partners to enrich the intellectual, cultural, and economic fabric of our district.

Mission Statement – providing excellent education; enriching the local community.

Vision Statement – responding to the needs of the individual and the community.

- **Continue to develop and expand technological resources to enhance instruction and student services.**

Philosophy Statement – foster critical thinking and life and work skills required for participation in our global society.

Mission Statement – providing excellent education; meeting the challenges of a global society.

Vision Statement – commitment to academic excellence, to be a leader in teaching and learning.

Institutional Goals

There are 13 College-wide goals in the 2006–2009 SLRP. Table 1C.2.a lists the goals.

Table 1C.2.a – Goals Supporting the Mission

Goal
<p><i>Teaching and Learning</i> Review and evaluate the College’s overall teaching and learning effort to ensure that the scope of offerings and methods of delivery are effective.</p>
<p><i>Program Vitality</i> Effectively evaluate and manage programs, services and technical resources, ensuring responsiveness to local needs, and enhancing Harper’s institutional mission and state requirements.</p>
<p><i>Student Life</i> Continue to build a community by providing programs and services that develop the whole student and promote participation and a sense of belonging in the collegiate environment.</p>
<p><i>Resource Development</i> Solicit and develop comprehensive resources to support the College.</p>
<p><i>Fiscal Management</i> Effectively plan and manage Harper’s financial resources by developing and implementing clear financial systems that incorporate regulatory requirements.</p>
<p><i>Recruitment and Retention</i> Develop and implement systems and programs to successfully recruit and retain students.</p>



Student Life initiatives are a major goal of the College.

Continued 

Goal
<p><i>Facilities</i> Ensure appropriate facilities to meet the instructional and non-instructional needs of the College.</p>
<p><i>Technology</i> Support and enhance technology to meet the academic and administrative needs of the College community.</p>
<p><i>Employee Enhancement</i> Ensure employee recruitment, development, and retention through appropriate processes.</p>
<p><i>Institutional Leadership</i> Foster effective leadership and decision-making by integrating shared governance, strategic planning, research, and evaluation.</p>
<p><i>Community Alliances</i> Develop and nurture relationships with educational, business, and public sector partners to benefit the College and community.</p>
<p><i>College Communications</i> Build awareness and promote the reputation of the College through quality communications.</p>
<p><i>Diversity</i> Create a campus climate that is supportive of cultural differences and respectful of all constituents.</p>

Institutional Outcomes Report

The Institutional Outcomes Report documents measurable activities, and goal and task progress. These results are highlighted throughout the self-study document. See Finding 2A.1 for an analysis of the planning process.

Section D: Mission-Driven Governance

Finding 1D.1
 The shared governance system at Harper College continues to evolve, through evaluations and modifications that have yielded a more streamlined structure and an improved communications process.

Harper’s governance system allows all permanent employees to share and shape opinions about various College policies, proposals, issues, and plans. The committee organization is the result of analyses and modifications since the 1997 Self-Study.

Since 1998, shared governance has undergone evaluation, redesign, and continuous improvement efforts, with consistent representation and involvement of employee groups. The Oversight Committee has five members, including two Faculty Senate officers, two Vice Presidents, and one Professional-Technical staff member. It gathers information in a central point for the shared governance committees. It has had a central role in the evolution of shared governance over the past decade. The result has been

twofold: a streamlined organization and communications process to ensure wide representation, and checks and balances that still allow efficient and effective decision-making. The significant effort and time dedicated to the system's evaluation and redesign shows its importance as the College fulfills its mission.

The Past Condition of Shared Governance: The 1997 Self-Study

In 1997, the shared governance system had 27 standing College committees with general oversight provided by the Council of the Coordination of College Committees (4Cs). The 4Cs had two Faculty Senate members and two administrative members.

In the College's North Central 1997 study, Harper's own internal self-study team stated the following:

The findings of this self-study indicate a communication problem exists in the governance process. There is currently no clear indication of what happens to recommendations/decisions made by 4Cs committees. Each committee files an end of the year report to the College President, Faculty Senate and the Assistant to the Vice President of Academic Affairs. To the committee, it is often unclear who will respond to the recommendation (p. 81).

The 1997 self-study proposed the following recommendations to strengthen governance

- The College should develop, communicate, and implement an easily understood planning process that involves appropriate input from all constituencies.
- Planning for personnel, space, and equipment is essential and should include faculty and staff involvement in identification of needs, planning, and implementation.
- Administrative Services and Information System Divisions should prepare Program Reviews similar to those developed by Academic Affairs and Student Affairs.
- The College should agree on a common definition of shared governance.
- Harper should address problems with the climate in which shared governance operates.
- Decision-making processes need to be clearly identified and communicated.

The site visit team concurred with the self-study team, recommending in their report that "The shared-decision model should be graphically drawn and clearer communication flows be prepared to insure the College community understands the flow of information" (42). In 1998, this task and others were undertaken as outlined in the next section.



Ensuring student success is key at Harper College.

The 1998 Evaluation and Revision of the Shared Governance System

In the spring and summer of 1998, a steering committee of three faculty, two administrators, and one professional-technical representative was formed. The committee worked with a guideline development committee that included faculty, administration, classified, supervisory-confidential, maintenance and custodial, and professional-technical staff to analyze the existing shared governance system. These two groups developed a revised structure and new guidelines. The goals were to reduce the number of committees and the number of individuals serving on multiple committees, to clarify the decision-making process, to introduce process timelines, and to make committees more inclusive of campus constituencies. The resulting new guidelines passed through appropriate review and approval stages and the Board of Trustees.

The new guidelines included the appropriate placement of expertise in the committee structure, student-centeredness, checks and balances, balanced representation, promotion of personal commitment to shared governance, consensus seeking, and conflict resolution. Ultimately, the committee structure was divided into three major categories: Academic, Assembly, and Programmatic committees. A reorganized College Assembly committee dealt with institution-wide issues and reported to the President. Also, such new committees as Enrollment and Marketing and Human Resources were formed, and decision-making flow charts were created along with a reporting system including recommendation and decision forms. See Figures 1D.1.a, 1D.1.b, and 1D.1.c for these flow charts.

To further streamline the process, the committees listed below were realigned in 1998 as follows:

- **Student Success Committee** – absorbed by Academic Standards and Student Life.
- **Affirmative Action Committee** – absorbed by Human Resources.
- **Faculty Evaluation Review Committee** – eliminated.
- **Environmental Health and Safety Committee** – half absorbed by Wellness, half absorbed by Facilities.
- **Orientation and Mini-Grants and Faculty Development** – absorbed by Teaching and Learning.
- **Student Conduct, Admissions, Athletics, and Calendar Committees** – absorbed by Student Life.

Current Shared Governance Structure

The current governance system is outlined below.

The **Oversight Committee** has two Vice Presidents, two Faculty Senate officers, and a Professional-Technical representative as its members. It oversees the system's operation and structure and ensures that it works smoothly. The committee helps maintain a cohesive system by monitoring the progress of committees, maintaining membership rosters, assuring observance of guidelines, and assessing the system's effectiveness.

Academic Committees

These committees consider, review, and recommend to the Deans' Council and the Faculty Senate academic policies about teaching and learning and student matriculation. The four academic committees are

- Academic Standards
- Assessment and Testing
- Curriculum
- Instructional Technology

Assembly Committees

The College Assembly and its committees consider, prepare, review, and recommend to the President proposals related to the College operation and that have policy and budgetary implications. The assembly committees are

- College Assembly
- Facilities
- Human Resources
- Institutional Planning
- Institutional Technology Planning
- Student Life
- Wellness
- Diversity

Programmatic Committees

These committees implement the functions of a specific program and make recommendations to initiate change within the program to the appropriate Vice President. The programmatic committees are

- Cultural Arts
- Graduation
- Honors and Phi Theta Kappa
- International Studies
- Learning Communities
- Enrollment and Marketing
- Teaching and Learning

Shared governance committees may establish subcommittees as needed. If needed, ad hoc committees respond to specific needs and have narrow, precisely defined charges. The ad hoc committee sits for a specific time period, not to exceed one year. These and other documents related to the shared governance system are on the Governance link of the MyHarper portal. The decision flow charts in Figure 1D.1.a through c were developed with the 1998 evaluation and revisions.



Academic Committees recommend policies about teaching and learning.

LEARNING-FOCUSED

CONNECTED

DISTINCTIVE

Figure 1D.1.a – Programmatic Committees Decision Flow Chart

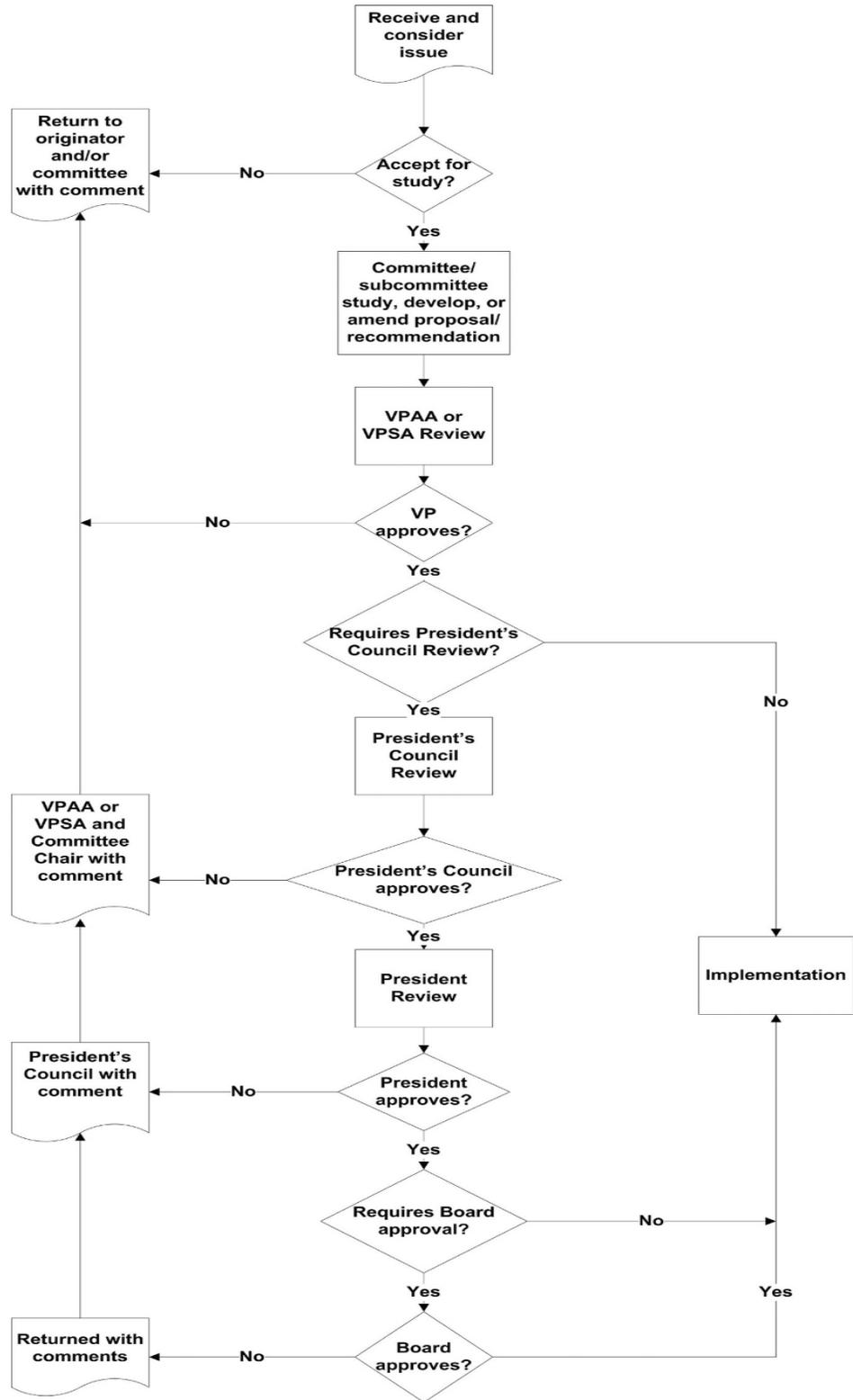


Figure 1D.1.b – Academic Committees Decision Flow Chart

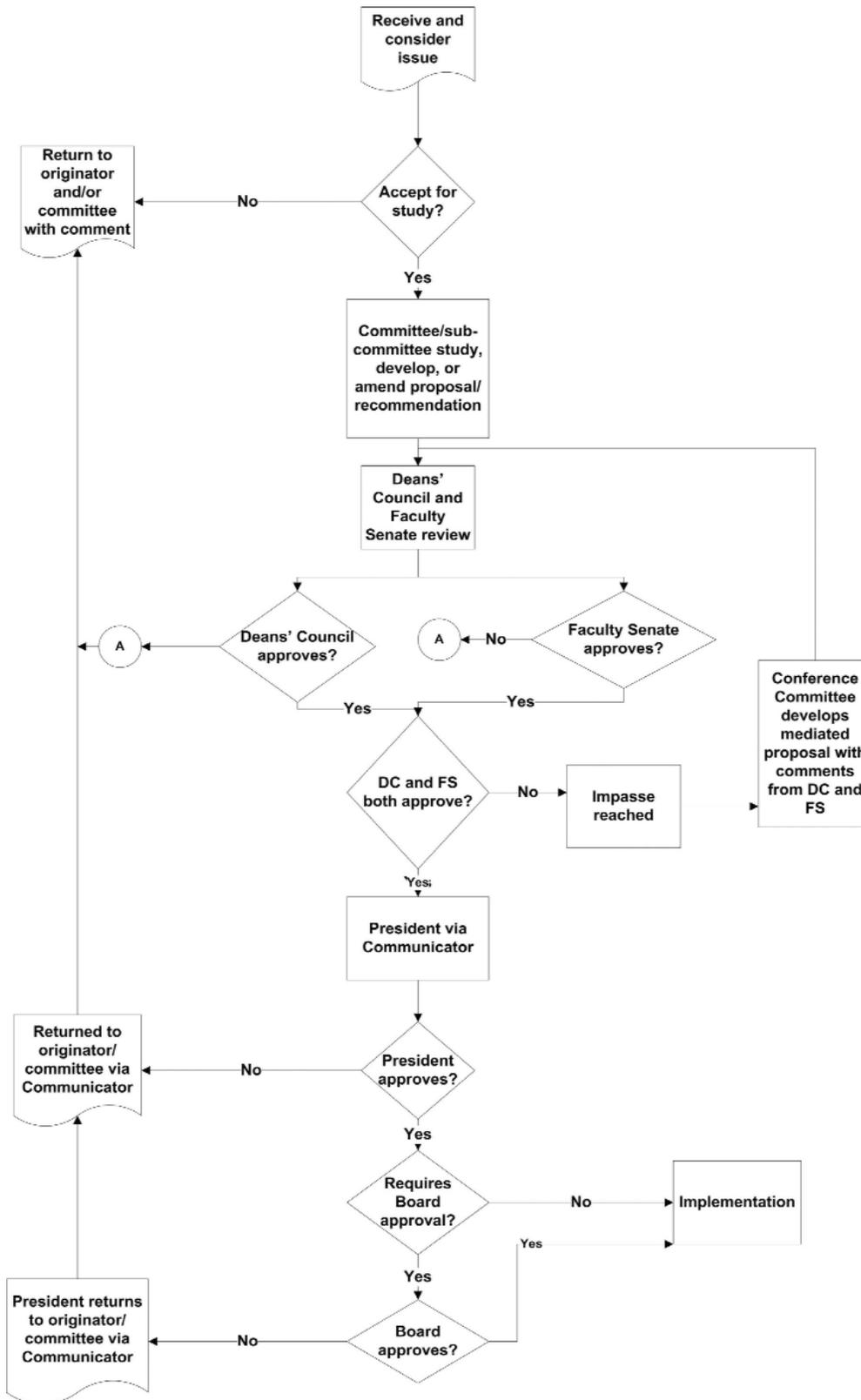
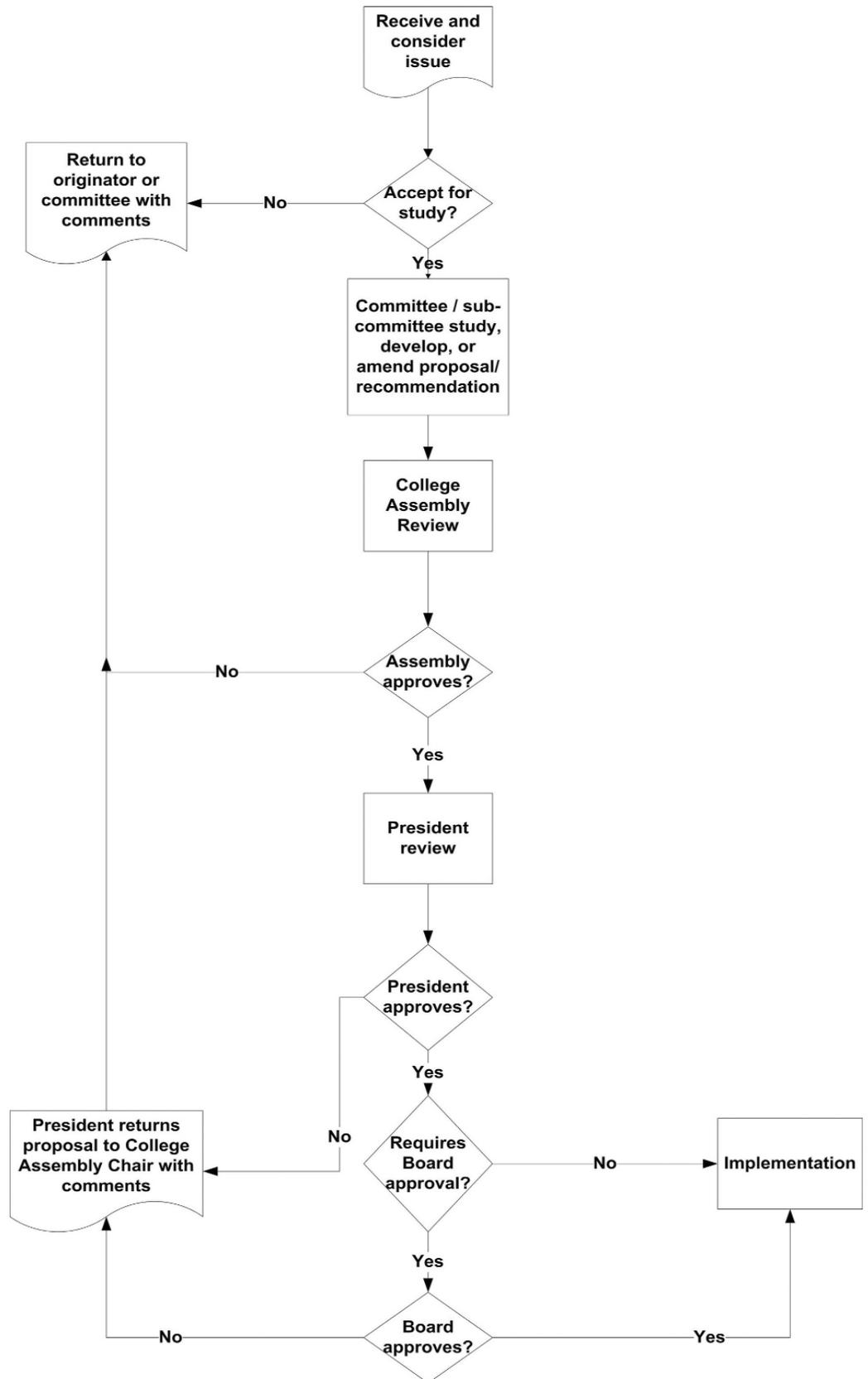


Figure 1D.1.c – Assembly Committees Decision Flow Chart



Shared Governance Procedures

Committee vacancies are posted every spring on the MyHarper portal and applications are made on a Committee Appointment Request Form. Terms are for two or three years, depending on the committee, with staggered expirations to balance experience on committees. Members may serve a maximum of two consecutive terms. Committees elect a chair, co-chair, and recording secretary before the end of spring so that the fall semester will begin with functioning committees. Shared governance committees meet once a month or more, depending on the schedule posted on the MyHarper portal.

After a committee consensus has been reached, it is sent to the appropriate officiating body, depending on the type of committee, and to the President and Board. Committee action and response records are kept by the recording secretaries, with archived copies in the Library. Annual committee reports are completed and sent to the appropriate Vice President, posted on the MyHarper portal, and archived.

Further Evaluation of the Shared Governance System: 2004-2006

The Oversight Committee, the Office of Research, and the chairs of the governance committees collaborated to design and implement an evaluation of the shared governance system. The evaluation was a multi-method strategy including focus groups with shared governance committees, a satisfaction survey of committee members, and a satisfaction survey of employees not serving on committees.

The findings showed the governance system to be functional. The most positive responses related to

- If issues were being addressed by committees (89.8% positive);
- If committee activity allowed contribution to College policies (82.2% positive);
- If the governance system or committee work allowed a voice for various employee groups and opinions (79.4% positive).

Results showed that communication between committees in the shared governance system and awareness of certain shared governance procedures still needed improving, as noted below.

- Committee members' awareness of what other committees were working on was low (73.2% of 152 members rated this negatively);
- Communication between committees received low ratings (60% of 152 members rated this negatively);
- Awareness of how to participate in the system was not widespread (40.3% of 140 noncommittee member respondents did not know how to seek appointment to a committee);
- Awareness of how to bring issues forward for discussion by a shared governance committee (60% of the 40 nonmembers and 47.6% of the 151 committee members responded negatively in this area).

CONNECTED

To deal with this, in fall 2004, the Oversight Committee initiated biannual meetings with all shared governance committee chairs. The meeting focus is on sharing information and identifying issues to be addressed. Also, a means for reporting on committee work using the online campus newsletter was developed. The member recruitment for committees is directed each spring by the Oversight Committee through the various constituencies, and an operational calendar was posted on the Governance Web page to help guide the work of the committees. The meetings with all committee chairs have proven to be especially useful as a clearinghouse for the work of all committees, allowing chairs to share this global perspective with their individual committees. Operational issues have been addressed by this group, with facilitation by the Oversight Committee.

DISTINCTIVE

Conclusion

Evidenced by the time and effort involved in the evaluation and refining of the system since 1997, there is considerable value in the shared governance system at Harper. The system has continued to evolve, through design and implementation of organizational and communications systems and refinements of the guidelines. Finding 1D.2 explains how the efforts of governance help to advance Harper.

Finding 1D.2

The efforts of shared governance committees continuously contribute to the advancement and refinement of campus operations, teaching and learning, and educational excellence at Harper College.

FUTURE-ORIENTED

Since 1998, the College has seen a transformation, including a new President; two community referenda; a construction program expanding campus square footage by one-third; reorganizations of academic divisions; revised shared governance and strategic planning processes; and the gradual implementation of a new enterprise resource planning (ERP) system. The conceptualization, development, review, and implementation processes for these entities have largely been facilitated through administrative responses to strategic planning goals and tasks, with involvement of representatives from employee groups at various stages.

Shared governance, while not engaged in all decision-making, has had a substantial role in many decisions. When collaboration and communication is effective, shared governance contributes positively and carefully to the management, growth, and development of the College. The consensus that is part of the governance process leads to greater satisfaction with the results of the decision process. A review of the role of shared governance in the decade's various transformations is presented below.

The Activities of the College Assembly

The College Assembly is the keystone of the shared governance system because there is an opportunity for all College employee groups to review and discuss proposals for new policies that affect the entire College. The Assembly receives proposals from the eight assembly committees, votes on them, and refers passed proposals to the College President for approval.

When this committee structure works best, it exemplifies all of Harper's core values in action, but especially collaboration. The College Assembly has accomplished the following tasks:

- Received updates on campus-wide concerns such as building projects or tuition increase proposals.
- Collaborated with the Office of Research on the 2004 Evaluation of Shared Governance.
- Received, reviewed, and approved the proposal to arm the Harper College Police Department.
- Considered proposals and recommendations from the various Assembly committees, as listed below.

Facilities Committee

With the charge of monitoring the physical environment of the College for accessibility, safety, and appearance, the Facilities Committee completed the following activities:

- Proposed the idea to add a Manager of Environmental Health and Safety to the College staff (2000).
- Developed the initiative to compose a laboratory safety manual and a chemical hygiene plan (2000).
- Developed and reviewed an environmental health and safety procedure manual for the College (spring 2002).
- Advocated for installation of security cameras at the three campus entrances, along with development of institutional guidelines and procedures for their use (2002-2003); forums on this issue were held in March 2005.
- Advocated for a campus-wide electronic emergency communications system (ongoing).
- Proposed designation of multiple Areas of Rescue Assistance for disabled students, each one with an emergency call box, per the Palatine Fire Department's Emergency Response Plan.
- Proposed creation of family bathrooms in various areas of the campus (ongoing).
- Evaluated the designated smoking area program.

Other issues since 1998 included the evaluation of campus parking and signage; placement of benches on campus; inspection of Buildings G and H for small-scale renovation projects until state funds are available for complete remodeling; pigeon control; labeling of all College phones with emergency phone numbers; review of procedures for weather emergencies; problems with disposal of garbage; and development of ideas for more "green" environmental policies on the campus.



Harper is proud of its state-of-the-art facilities.

FUTURE-ORIENTED

CONNECTED

DISTINCTIVE

Student Life Committee

In its efforts to review, evaluate, and make recommendations regarding issues and policies impacting student life, the Student Life Committee contributed the following significant tasks:

- Worked with ombudsperson and Vice President of Student Affairs to revise the Harper College Student Code of Conduct and Dispute Resolution Handbook to reflect the current governance structure, especially about neutrality, cooperation, and inclusion (2002).
- Proposed solutions to a student gathering point in Building L that had led to disruptive student behavior (2002–2004).
- Developed the CARE campaign, involving the Student Senate, to promote guidelines for student interaction (2004).
- Considered and approved a recommendation from the Student Senate to change the school colors from maroon and gold to silver and blue (2006).

Other Assembly Committees

The College Assembly reviewed and recommended revisions to the College's Affirmative Action policy. The Assembly also recommended a Human Resources committee proposal to change the language governing administrative hiring procedures, to authorize the submission of one choice from a hiring committee rather than the requirement to forward two names; the proposal was not approved by the College President.

Other significant decisions included the approval of the Institutional Planning Committee's revision of Harper Core Statements, SWOT analysis, and Goals and Tasks statements in 2003, and annually thereafter, based on campus input. Other important committee contributions were the Institutional Technology Planning Committee's revision of the Institutional Technology Plan, approved in May 2001, and that committee's development of a process of student and staff identification cards in 2003. The Wellness Committee developed a designated smoking area policy, which was approved in fall 2003.

The College Assembly's decisions to recommend new and revised campus policies and plans have been done carefully, effecting gradual changes of and improvements to the College environment and operations.

The Activities of the Academic Committees

The activities and deliberations of the four academic committees are central to many of the educational purposes outlined in the College mission and vision statements. These committees consider, review, and recommend academic policies about teaching and learning and student matriculation. If proposals and recommendations are approved in these committees, they are sent to the Faculty Senate and Deans' Council for consideration and then to the Vice President of Academic Affairs and President, and to the Board where appropriate. A review of these committees' accomplishments since 1998 is presented below.

Academic Standards Committee

- Implemented the World Cultures and Diversity graduation requirement upon the recommendation of the Diversity and International Committees. Held forums, secured necessary approvals, and reviewed course applications.
- Secured necessary approvals for placement testing waivers for students in open entry Refrigeration and Air Conditioning Program.
- Reviewed the proposal for development of the Associate in General Studies degree.
- Surveyed faculty on feasibility of adopting campus-wide plus and minus grading policy.
- Developed and presented various professional development seminars to Harper faculty.

CONNECTED

Assessment and Testing Committee

- Evaluated adjustment of placement scores on the Compass test to raise some cutoff scores.
- Monitored the number of students tested in the Assessment and Testing Center to identify possible unmanageable increases in students as part-time students transition to full-time.
- Prepared proposal to waive placement testing for Refrigeration and Air Conditioning open entry certificate program students after a pilot period.
- Evaluated language screening assessments for ESL students.
- Continued evaluation of issues and inequities in assessment procedures.
- Monitored student success compared to assessment test results.

LEARNING-FOCUSED

LEARNING-FOCUSED

Curriculum Committee

- Reviewed and recommended degree or certificate courses and programs.
- Evaluated new and revised curriculum.
- See Finding 3B.1 for detailed information on this committee.

Instructional Technology Committee

- Reviewed applications for the Glenn Reich Award for technology in education.
- Reviewed technology grant proposals.
- Developed a short-term list of software and technology issues and needs.
- Proposed creation of cyber cafés for students.
- Reviewed the Instructional Technology Plan leading to the formation of the Department of Instructional Technology (DoIT).
- Outlined job specifications for the DoIT director and made recommendations for software and support.
- Defined types of online courses.

DISTINCTIVE

LEARNING-FOCUSED

LEARNING-FOCUSED

- Formed a subcommittee to monitor implementation of the Instructional Technology Plan.
- Developed and reviewed the Handbook for Online Instructors.
- Discussed the Illinois Community Colleges Online Steering Committee proposal to create Illinois Community Colleges Online.

The Activities of the Programmatic Committees

Cultural Arts, Graduation, Honors, International Studies, Learning Communities, Enrollment and Marketing, and Teaching and Learning have a specific charge for programs and activities that have an impact on the College. Each has contributed to the College's Philosophy, Mission, and Vision.

DISTINCTIVE

The Cultural Arts and International Studies Committees have provided enrichment through co-curricular opportunities through such guest speakers as authors T.C. Boyle and Wole Soyinka. The Honors/Phi Theta Kappa (PTK) Committee oversees the Honors curriculum course development and co-curricular activities. Honors students meet weekly for debates, take field trips, and engage in such service activities as serving in a Chicago soup kitchen, adopt-a-highway, and other activities. The PTK fraternity is engaged in such service activities as an annual food drive, coat and hat collection drive, and charity activities.

CONNECTED

The Learning Communities Committee oversees course development to bring instructors together in different integrated curricula pairings of cross-discipline courseware. Other committee professional development opportunities have included programming for Orientation Week, the New Faculty Course, the Faculty Retreat, and faculty graduate courses through Illinois State University and Aurora University.

LEARNING-FOCUSED

The Enrollment and Marketing Committee has submitted recommendations, one of which was the elimination of the graduation fee, to remove barriers for student completion. The Committee has provided input to market cultural arts programs and enhance student communication.

Finding 1D.3

In two climate studies conducted during 2005, job relevance, student focus, and facilities are shown as strengths at Harper College, while communication and collaboration are in need of improvement.

The College has undergone transformation and reconfiguration through physical rebuilding and expansion and reorganizations in Academic Affairs and Student Affairs. Academic divisions have been realigned and the Enrollment and Marketing Division was created. Administrative offices were also centralized. Contract negotiations with some employee groups have been difficult, resulting in a 12-day strike of full-time faculty in fall 2002 and a near-strike in fall 2006. These changes have led to challenges in communication and collaboration at the College.

Background of the Climate Studies

Harper's faculty and administration know that the institutional climate is important to effective operations. This concern is reflected by the two separate, professionally conducted studies in 2005 about perceptions of the institutional climate.

The first study in March 2005 was designed and tabulated by the Educational Consultant Research Associates (ECRA) Group of Rosemont, Illinois and distributed to full-time faculty by the Faculty Senate. It was designed to evaluate the satisfaction of faculty concerning the general climate of Harper. Faculty were asked to respond by using a four-point Likert scale to 39 items concerning seven areas: General Climate; Academics, Student Learning and Teaching; Facilities, Grounds, and Environment; Administration and Communication; Information Technology (IT); Faculty Senate; and Other Information. The study also included three open-ended questions centered on climate at the College.

The second study was conducted in April 2005, as part of a three-year cycle of community, employee, and student surveys. The employee survey about climate was conducted by the Office of Research, using the Personal Assessment of the College Environment (PACE) survey developed by the National Initiative for Leadership and Institutional Effectiveness (NILIE), of North Carolina State University's College of Education. All 781 regular employees received the survey concerning climate and communication. The 55-item instrument included six general campus domains: Formal Influence, Communication, Collaboration, Organizational Structure, Work Design/Technology, and Student Focus. The tabulation compared existing climate to a range of four managerial systems found to exist in colleges and to a norm base of over 45 community colleges across North America.

Both studies attempted to measure institutional climate, identify the strengths and weaknesses of the climate, and provide recommendations to enhance the College.



Harper climate studies have been rigorously analyzed.

Table 1D.3.a and b record the employee count of completed surveys.

Table 1D.3.a –
 ECRA Faculty Senate Survey of Full-Time Faculty

Functional Role	Population*	Surveys Returned for Analysis	Percent of Population Represented
Faculty	210	154	73.3%

*Number of full-time faculty as of March 2005.

Table 1D.3.b –
 PACE Survey of All Regular Campus Employees

Functional Role	Population*	Surveys Returned for Analysis	Percent of Population Represented
Administrative	46	55	119.6%*
Administrative Support	290	130	44.8%
Faculty	215	114	53.0%
Technical/Campus Operations	230	89	38.7%
Did not respond		28	
Total	781	416	53.3%

When contracting with an institution, NILIE encourages that the entire full-time population of the institution be surveyed. When making inferences from the data, caution should always be used, and return rates of less than 60% of a subgroup should be viewed with some hesitation.

*A greater than 100% return is due to self-reporting of functional role.

(The above table is reprinted from the report of the PACE study, June 2005.)

Discussion of the PACE Institutional Climate Survey

The PACE study rates community colleges on the NILIE Four System Model of climate ranging from Coercion to Collaboration, with Collaboration representing the ideal climate. NILIE's research suggests that most climates are either Competitive or Consultative (the third- and second-best climates, respectively). Table 1D.3.c defines the types of climate and is reprinted from the PACE study at Harper.

Table 1D.3.c – NILIE Four System Model

System 4 Collaborative	System 3 Consultative	System 2 Competitive	System 1 Coercive
Leaders are seen as having demonstrated confidence and trust in employees. Employees are involved in appropriate aspects of the decision-making process.	Leaders are seen as having substantial but not complete confidence and trust in employees. Employees are significantly involved in the decision-making process.	Leaders are seen as having condescending confidence and trust in employees. Employees are occasionally involved in some aspects of the decision-making process.	Leaders are seen as having no confidence or trust in employees and seldom involve them in any aspect of the decision-making process.
Decision-making is widely dispersed throughout the organization and is well integrated across levels.	More decisions are made at the lower levels, and leaders consult with followers regarding decisions.	Some decision-making processes take place in the lower levels, but control is at the top.	Decisions are made at the top and issued downward.
Collaboration is employed throughout the organization.	Lower levels in the organization begin to deal more with morale and exercise cooperation toward accomplishment of goals.	Lower levels in the organization cooperate in accomplishing selected goals of the organization.	Lower levels in the organization oppose the goals established by the upper levels.
Employees are influenced through participation and involvement in developing economic rewards, setting goals, improving methods, and appraising progress toward goals.	Influence is through the rewards process. Occasional punishment and some collaboration occur.	Some influence is experienced through the rewards process and some through fear and punishment.	Influence primarily takes place through fear and punishment.

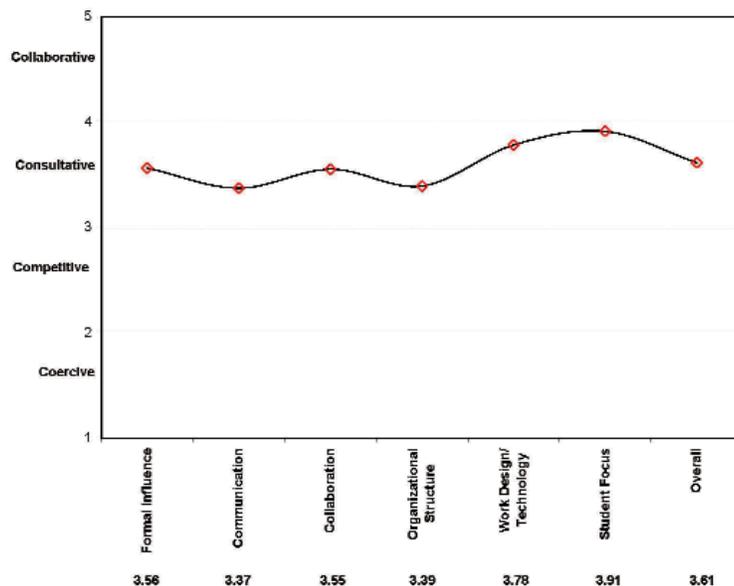
Source: Report from the PACE Climate Survey

Results from the PACE Institutional Climate Survey

In the PACE model, the College leadership motivates communication, collaboration, organizational structure, and work design toward a focus on the student. A Collaborative system “generally produced better results in terms of productivity, job satisfaction, communication, and overall organizational climate.” NILIE acknowledges that “. . . Collaborative is the climate to be sought as opposed to generally existing naturally in the environment,” and that most organizations function at Competitive or Consultative levels. Most college climates fall into the Consultative system across the six domains.

Figure 1D.3.a illustrates overall results of the PACE survey. Because the six factors were in the Consultative area, the overall rating for the institution was Consultative.

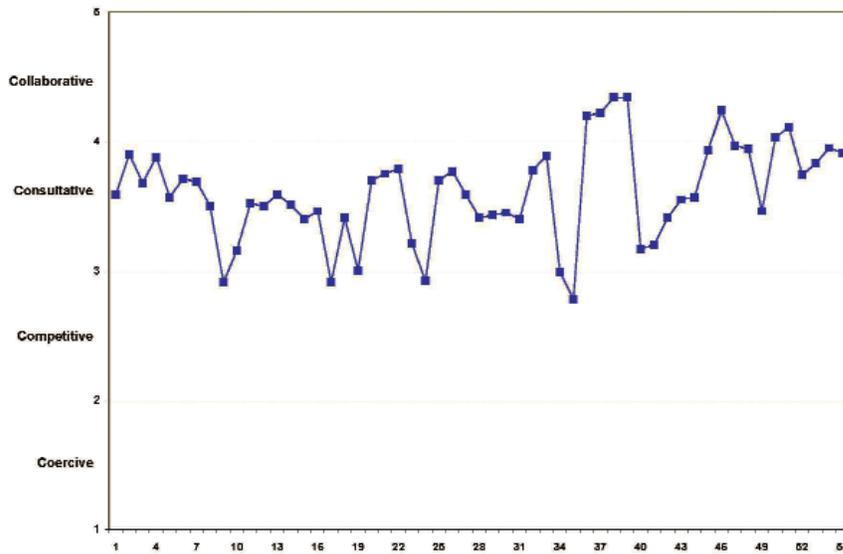
Figure 1D.3.a – PACE Institutional Climate Survey Mean Scores



Mean climate score with the PACE report = 3.61, based on a 53.3% response rate and a five-point scale.

Although the overall rating was Consultative, some responses were higher and fell into the Collaborative range while others fell into the Competitive range, as Figure 1D.3.b illustrates:

Figure 1D.3.b – Mean Responses to PACE Institutional Climate Survey

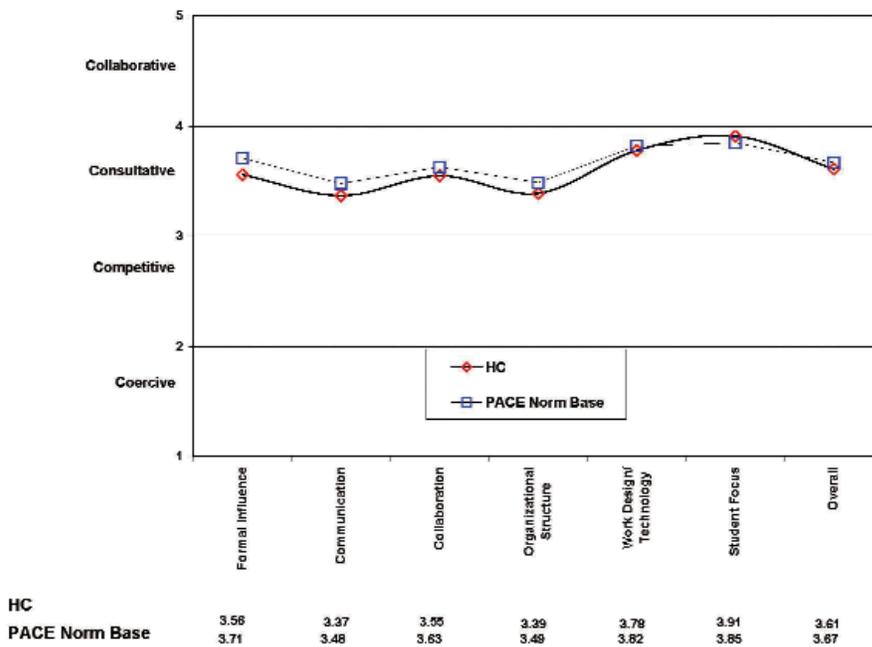


Those that fell into the Collaborative range are College strengths, while those in the Competitive range need improvement.

Comparison of Harper with Norms

The PACE results were compared to a norm base of 65 climate surveys from approximately 45 institutions. Harper scored just slightly lower than the norm on all points except Student Focus, where Harper was slightly higher. Figure 1D.3.c graphs the College with the norm base.

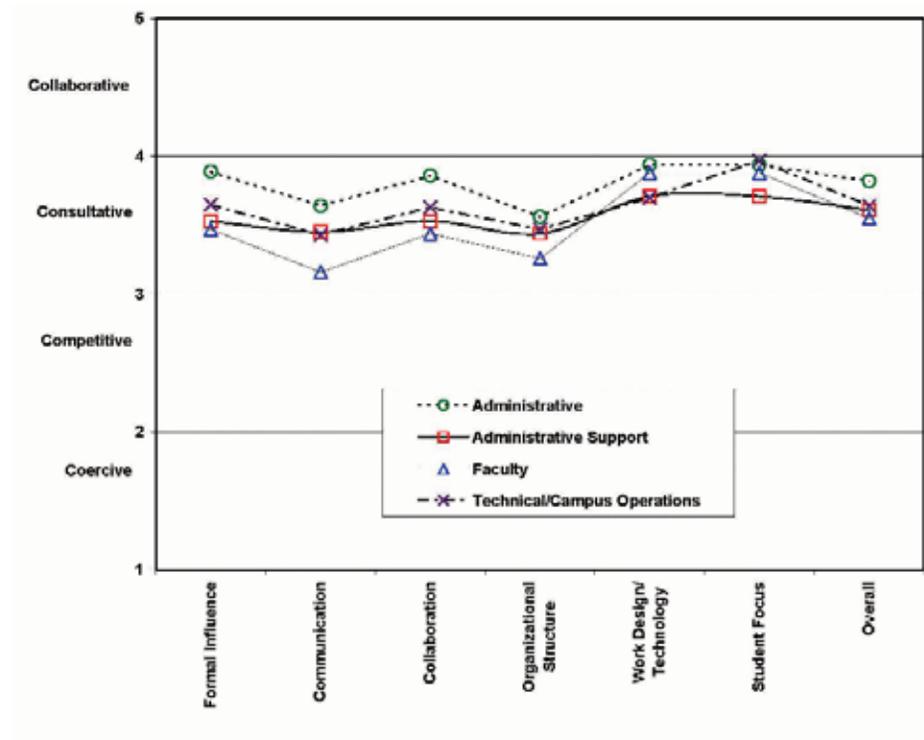
Figure 1D.3.c – Harper Compared with PACE Norm Base



Comparison of Responses by Employee Groups

The College's rating is Consultative, but there are differences in employee groups. The highest ratings came from the administration, and the lowest came from the faculty. The Administrative Support and Technical/Campus Operations groups fell between those of Administration and Faculty. Figure 1D.3.d breaks down ratings by employee group.

Figure 1D.3.d – PACE Average Climate Scores by Functional Role



The Student Focus had the highest mean score of the PACE categories. The different employee group ratings on Student Focus were very close in agreement.

Results from the ECRA Faculty Senate Climate Survey

Figure 1D.3.e summarizes the results of the Faculty Senate climate survey. The overall rating in this survey was Fair.

Figure 1D.3.e – ECRA Faculty Senate Climate Survey Mean Scores



Mean climate score with the ECRA report = 2.9, based on a 73.3% response rate and a four-point scale.

The ECRA survey also documented positive assessments on student learning and teaching, and high ratings of the academic quality at Harper. The ECRA survey provided generally positive assessments of Harper’s facilities and grounds, and ratings of campus safety were also high.

Further Analysis of Both Climate Survey Results

The two surveys were conducted nearly two years ago and shortly after a partial academic reorganization. The PACE survey noted that a less than 60% response rate should be regarded “with hesitation.” The negative trends revealed by both studies in Communication and Collaboration merit analysis as do the possible solutions proposed by the two conducting groups when the surveys were completed.

Questions from each survey were classified into major themes including Job Relevance, Student Focus, Communication, Structure, and Collaboration. The surveys had consistent themes that were rated highly. Strengths included Job Relevance, Student Focus, and Physical Environment. Figure 1D.3.d identifies those strengths.

Table 1D.3.d – Harper’s Specific Areas of Strength Identified on Climate Surveys

Item Description	Survey	Themes
The extent to which I feel my job is relevant to this institution’s mission	Institutional	Job Relevance
The extent to which I am responsible for meaningful work	Institutional	Job Relevance
The extent to which my skills are appropriate for my job	Institutional	Job Relevance
The extent to which accuracy is expected of me in my job	Institutional	Job Relevance
There is adequate opportunity for professional development at Harper College	Faculty	Job Relevance
The Faculty Senate represents the faculty on college-wide issues.	Faculty	Job Relevance
The extent to which students receive an excellent education at this institution	Institutional	Student Focus
The extent to which this institution prepares students for further learning	Institutional	Student Focus
Harper College programs meet students’ educational needs	Faculty	Student Focus
There are adequate ways...for students to receive supplemental instruction outside the classroom at Harper	Faculty	Student Focus
The needs of academic transfer students are being met	Faculty	Student Focus
Faculty members are optimistic in their expectations for student learning	Faculty	Student Focus
Harper College students are treated equally and with respect	Faculty	Student Focus
The buildings and grounds of Harper College are well-maintained and conducive to student learning	Faculty	Physical Environment
I feel safe while at Harper College	Faculty	Physical Environment

Continued 

Item Description	Survey	Themes
Common areas such as hallways, lunchrooms, and restrooms are kept clean	Faculty	Physical Environment
Faculty members openly collaborate with other faculty members	Faculty	Collaboration

The common themes from both surveys also revealed areas that consistently received low ratings. These were in Collaboration and Communication and are shown in Table 1D.3.e.

Table 1D.3.e – Specific Areas Needing Improvement Identified on Climate Surveys

Item Description	Survey	Themes
The extent to which decisions are made at the appropriate level at this institution	Institutional	Collaboration
The extent to which I am able to appropriately influence the direction of this institution	Institutional	Collaboration
The extent to which a spirit of cooperation exists at this institution	Institutional	Collaboration
Faculty input is considered by administrators when making important decisions for Harper College	Faculty	Collaboration
The administration collaborates with faculty when setting the academic vision for Harper College	Faculty	Collaboration
Different viewpoints are welcomed at Harper College	Faculty	Collaboration
The extent to which open and ethical communication is practiced at this institution	Institutional	Communication
The extent to which information is shared within this institution	Institutional	Communication
The Board of Trustees understands the needs of faculty when making decisions	Faculty	Communication
There is open communication between faculty and administration	Faculty	Communication
Administrators respond to questions and concerns by faculty in a timely manner	Faculty	Communication

Continued 

Item Description	Survey	Themes
Administrators at Harper College are accessible	Faculty	Communication
The extent to which this institution is appropriately organized	Institutional	Structure

Qualitative Information from ECRA

The responses to open-ended questions on the ECRA Faculty Senate survey generated substantial commentary related to Communication and Collaboration, as well as other issues seen as affecting institutional climate. Table 1D.3.f compiles the responses according to subject matter.

Table 1D.3.f – Responses to ECRA Question 37:
 What are the most important issues facing Harper College with respect to institutional climate?*

Topic Area Covered By Comment	Number of Comments on Topic Area
Administration’s lack of collaboration with faculty	48
Administration’s lack of trust and respect for faculty	32
Administration’s focus on running the College like a business	18
Full-time:Adjunct staffing ratios	17
Erosion of shared governance	16

* There were 118 respondents to Question 37, and 165 total usable comments.

Climate Survey Recommendations

The recommendations proposed by the two survey groups are listed below.

Follow-up Activities Proposed from the PACE Institutional Results:

- Employee forums to identify strategies for follow-up.
- Use of data by the Institutional Planning Committee in the strategic planning process.
- President’s Council meeting to develop a leadership plan for follow-up on findings.
- Follow-up incorporated into the Institution’s communication plan.
- Follow-up incorporated into the HLC self-study process.
- Strengthened individual and institutional commitment to work in accordance with the institution’s core values.
- Repeat of the survey in 2008, in accordance with the three-year cycle.

Follow-up Activities Proposed from ECRA Faculty Senate Survey Results:

- Encourage faculty to attend Board meetings.
- Investigate whether Deans' Council meetings could on occasion be faculty and deans discussions.
- Communicate with the administration more openly and more frequently.
- Create a new gathering place for faculty; there is no faculty lounge.
- Revive the Faculty Retreat to the two- or three-day event that it used to be.

Conclusion

There is agreement across employee groups that communication and collaboration need to be improved. Some initiatives have been undertaken to address these issues:

- Faculty meetings with the President through informal small group lunches throughout the year to include new and seasoned faculty members.
- Monthly breakfast meetings with all the union heads and the President.
- Monthly luncheons with the President's Council and the Faculty Senate Executives with a joint agenda to increase communication.
- All campus meetings held twice each semester to update the campus community and to offer a question-and-answer forum.
- An annual social time for the College community, sponsored by the Trustees and President.
- A special breakfast meeting between employee groups and the President to encourage communication.
- A climate retreat held between the President's Council and selected full-time faculty.
- Two or three annual meetings with the Faculty Senate Communications Team and Board Chair, Vice Chair, and President.
- Special sessions with administrators to discuss results of the PACE climate survey.

These initiatives represent efforts to improve climate and communication at the College. Administration and employee groups are aware of the importance of continuing these efforts. All groups continue to work to improve climate and consider how to share effective communication between themselves and administration.



The College is working to improve climate and communication.

Finding 1D.4
 Strategic plans are collaboratively developed through the shared governance system.

FUTURE-ORIENTED

In fall 1997, the Board of Trustees approved a planning policy to establish a comprehensive annual Strategic Plan. This was one of their directives to the new President.

CONNECTED

In 1998, the President undertook the development of a planning process and a comprehensive plan to show the future direction, progress, and specific needs of the institution. Elements of a comprehensive plan including a budget plan, area goals, divisional plans, unit plans, a technology plan, and space study were already in place. The President's Council prepared a draft Strategic Long Range Plan for 1998-2001. During the second year, the Institutional Planning Review Committee (IPRC) of the Shared Governance System prepared a comprehensive SLRP for 1999-2002, to include all components now present in the plan. The committee was also charged with the future stewardship of the process.

FUTURE-ORIENTED

CONNECTED

During 2002-2003, the IPRC evaluated the College's goals and tasks to streamline the process and integrate the area goals into larger institutional goals. After interviewing each member of the President's Council, the IPRC worked in teams to consolidate the 43 goals into 13 institutional goals. The committee also reviewed the first draft of the Environmental Scan, from the Office of Research. The Environmental Scan examines the external environment by presenting research on demographic, economic, technological, and political-social trends, and specific trends in education. These trends include Student Factors, Curriculum, Assessment and Instruction, Financial Support, and Meeting the Needs of Business and Industry.

CONNECTED

During 2003-2004, the IPRC became the Institutional Planning Committee (IPC). The committee evaluated the approach taken in identifying Strengths, Weaknesses, Opportunities, and Threats (SWOT) factors. A Strength is a positive internal institutional attribute. A Weakness is an institutional attribute requiring improvement. An Opportunity is an external situation outside of Harper's control that has no negative impact if not acted upon. A Threat is an external factor that, if ignored, is likely to have a negative impact on the institution. The IPC made several decisions pertaining to acceptable SWOT items including

FUTURE-ORIENTED

1. Limiting SWOT items to those with institution-wide impact.
2. Requiring that SWOT items have supporting data.
3. Requiring that all SWOT items be consistent with Harper's mission and goals.
4. Limiting the number of items to 12 per category.

These criteria increased the ability of the IPC to conduct meaningful analyses of individual components of the Strategic Plan, and ensured that planning is responsive to needs consistent with the College's mission. Finding 1B.1 provides an example of actions taken as a result of SWOT analysis.

The current plan represents the seventh Strategic Long Range Plan approved by the Board of Trustees since 1998.

Section E: Institutional Integrity

Finding 1E.1
Harper College operates with legal and fiscal integrity.

The Trustees derive power to oversee the legal and financial concerns of the College from the Illinois Public Community College Act approved by the 74th Illinois General Assembly on July 15, 1965, and its subsequent amendments. Harper College operates within the State of Illinois' three-tier governance structure. The locally elected Board manages and controls the College in compliance with the Illinois Community College Act and Illinois Compiled Statutes 110 ILCS 805. The Illinois Community College Board (ICCB) is the state coordinating board for community colleges. The Illinois Board of Higher Education (IBHE) is the administrative agency responsible for overseeing all higher education in Illinois.

Legal Integrity

The statutory provisions applicable to Community College District No. 512 and all Illinois community college districts are contained, for the most part, in the Illinois Compiled Statutes (ILCS) Chapter 110 Act 805 Public Community College Act. Harper's Board may exercise the powers set forth in Illinois Compiled Statutes 110 ILCS 805/3-31 to 3-43, and all other powers that are not inconsistent with the Illinois Community College Act and may be requisite or proper for the maintenance, operation, and development of Harper College.

The main charge of the Board is to exercise the power to manage and control the College, its properties, facilities, and educational programs and College-related activities of students and employees. Fifteen duties are outlined in the Board of Trustees policy manual (section 01.10.00) and summarized in Finding 1C.1.

Harper maintains a Board of Trustees policy manual that is regularly reviewed and updated to remain in compliance with federal and state laws. This policy manual provides the framework for the decision-making processes of the Trustees. College operations covered by the policy manual include educational programs, student programs, finance, and human resources, and general policies such as the code of ethics, environmental health, planning, and the College colors and mascot.

Revisions are adopted by Board members as circumstances require: 1) Whenever there is a change in state or federal law, the policy manual is reviewed, and the appropriate updates are made; 2) When Board members, as a result of an occurrence, wish to clarify policy, or in certain instances, members of the Board determine that it is necessary to add to the policy manual; and 3) As the environment changes, items and processes may become out-of-date and thus require that the policy manual be changed.

This review and updating process typically takes place three to four times a year. Modifications to Board policies require two readings before they are incorporated into the Board Policy Manual. Both readings are included on Board agendas and detailed information appears in the exhibits provided at Board meetings.

Fiscal Integrity

DISTINCTIVE

Maintaining fiscal stability is a goal that is constantly stressed at the College. The Aaa bond rating from Moody's was reaffirmed in FY 2006. This strong bond rating continues to benefit both taxpayers and students as it lowers the overall interest costs as the College goes to the markets for planned borrowing. In FY 2006, the College refinanced referendum bonds which saved the taxpayers \$5 million. Sound financial audits provide further evidence that the College operates with fiscal integrity. Financial stability ensures Harper's ability to fulfill its mission to the community into the future.

CONNECTED

FUTURE-ORIENTED

DISTINCTIVE

Harper increased enrollment over the past seven years despite economic challenges. State funding continued at an almost level rate until 2002, and has since declined almost \$3 million. In addition, the state imposed unfunded mandates like the Veterans Grant, which is expected to cost the College over \$350,000 in FY 2007. In spite of these economic conditions, Harper has operated in a fiscally responsible manner by producing an annual balanced budget. In FY 2007, the budget was balanced for operational concerns, but indicated a \$1 million deficit. This planned deficit was based on the strong belief by the President and Trustees that Harper must continue to invest in development of new initiatives for the future. The Board approved budgeting of \$1 million for new initiatives by utilizing fund balance reserves.

DISTINCTIVE

Key priorities in Harper's strategic annual plans and outcomes reports include the budget management and financial management and reporting. The Budget Office, under the direction of the Vice President of Administrative Services, develops a detailed annual budget planning calendar. The process is driven through four main areas: the Strategic Long Range Plan (SLRP), the state Resource Allocation Management Plan (RAMP) Process, Program Review, and Operational Analysis. Harper College has been honored for the way it presents its annual budget by receiving the Distinguished Budget Presentation Award by the Government Finance Officers Association (GFOA). The GFOA award is the highest recognition in governmental budgeting. In 2007, the College received this award for its eighth consecutive year.

Audits

Harper's solid financial condition is verified by an annual independent audit. KPMG has conducted audits of the College's financial statements over the past 10 years. During their review, KPMG assesses the value of the Education, Operations, and Maintenance (unrestricted and restricted), Bond and Interest, Auxiliary Enterprise, Restricted Purpose, Working Cash, Audit and Liability, Protection, and Settlement Funds. The audit results have been favorable without any significant findings during that time. Several management letters that were received contained advisory comments that

contributed to the continuous improvement of financial reporting processes.

Other audits are conducted at Harper with most of them focusing on the Office of Scholarships and Financial Assistance. Table 1E.1.a outlines the auditing agency, area audited, and the audit cycle or the last audit date.

Table 1E.1.a – Independent Agencies Auditing Harper College

Auditing Agency	Area Audited	Audit Cycle/Last Audit Approval
KPMG	Financial Aid (OMB A-133)	Annual
Regional Office of Veterans Affairs	Financial Aid	February 2006
Illinois Student Assistance Commission (ISAC)	Financial Aid: Monetary Award Program (MAP), Illinois Veteran Grant Program (IVG), Illinois National Guard Program, OSFA's Federal Pell Grant verification	October 2004

Every six years, all colleges that participate in federal financial aid programs submit a Program Participation Agreement. This Agreement is reviewed for an institution’s ability to direct federal financial aid programs. Harper College is approved to participate in these federal student aid programs through June 30, 2011.

Federal and state grants are audited as prescribed by the appropriate agencies. Harper College fully complies with and discloses information requested by the auditing bodies.

Finding 1E.2
 Harper College educational programs and auxiliary activities are evaluated regularly to ensure their fiscal integrity.

Harper monitors fiscal performance on an ongoing basis. This monitoring occurs for both educational and auxiliary functions. Regular review of financial performance allows the institution to make necessary changes that ensure fiscal responsibility while balancing the needs of the community. The importance of overall program profitability is viewed quite differently for educational programs than it is for auxiliary activities.

Educational Functions

Educational programs are monitored through a report called an Operational Analysis. This annual financial analysis is completed by the Financial Services Department for each credit program and provides a comparison of FTE, headcount, revenues, expenditures, and costs per FTE. These reports are the basis for requests to increase funding and to allow the College to focus on trends that may influence future planning.

The Operational Analysis is program-specific and based on organizational unit. Expenditures include salaries and other costs associated with the delivery of courses within the organizational unit. The analysis does not take into account enrollment realized from general education, social science, and other courses which do not belong to the organizational unit, but are included as part of the degree requirements.

The report allows academic leadership to make strategic decisions. Not all programs are expected to be profitable. In some cases, accreditation requirements mandate certain experiences or class sizes. Associated costs may result in higher instructional delivery expenses that cannot be fully recovered through tuition and fees. Programs that do not break even or generate a profit may seek grant funding from various federal, state, and local sources, or charge higher tuition. Community need is also assessed. If demand for course work or a particular vocation appears to be emerging, the College makes every effort to meet this demand. If program demand decreases and the analysis shows a lack of profitability, the program may be scaled back or eliminated.

Fees

The ongoing fiscal integrity of educational functions is further ensured through the assessment of student fees. During the past four years, fees have represented approximately 7% of total Education Fund revenue. Traditionally, a student activity fee and registration fee have been assessed to all credit students. The activity fee helps underwrite such activities as the Student Senate and various clubs. The registration fee is assessed to any credit student who registers for at least one credit hour.

In 2001, two additional fees were added: technology, and repairs and renovations. The addition of these fees coincided with new building projects the College was undertaking. The technology fees helped fund the instructional technology and upgrades for new facilities and programs being added as part of a College focus on the sciences, emerging technologies, and health careers programming. Table 1E.2.a summarizes the fee structure of the College and changes that have occurred since 1998.

Table 1E.2.a – Changes in Fees since 1998

Fee	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
Activity Fee (full-time students)	24.00	32.00	32.00	32.00	32.00	32.00	32.00	42.00	42.00	42.00
Activity Fee (part-time students)	12.00	16.00	16.00	16.00	16.00	16.00	16.00	21.00	21.00	21.00
Registration Fee (all students)	4.00	5.00	10.00	10.00	10.00	10.00	10.00	15.00	15.00	15.00
Technology Fee (all students per credit hour)	-	-	-	4.00	4.00	4.00	5.00	5.00	7.00	7.00
Renovation/Repair Fee (all students per credit hour)	-	-	-	1.25	1.25	1.25	5.00	5.00	7.00	7.00

Other Fees

Individual course fees range from \$5 to \$200 and are used to pay for course materials and supplies. Matching the dollar amounts collected from class fees to a specific course is challenging and makes it difficult to procure supplies specific to a particular class.

The College assessed a \$25 fee to petition for graduation, but it was eliminated in 2004. The fee was a barrier to graduation since many students who had completed their program of study did not petition to graduate due to the fee. Since 2004, there has been a 22% increase in transfer program graduates and a 29% increase in career program graduates.

An ongoing policy of the College is to provide a 100% tuition discount to district residents 65 years of age and older for all credit courses. This discount does not apply to fees.

Auxiliary Functions

Fiscal monitoring of auxiliary funds is quite different. These areas are financed and operated like a private business enterprise. The College uses the Auxiliary Fund, called Fund 05, to record revenue and expense from activities that are expected to break even or better and have identifiable revenue streams. Auxiliary functions are areas where expenses should be flexible and designed to rise and fall with the revenues. Programs or services that no longer break even are restructured or discontinued.

Currently, the following areas are considered auxiliary functions.

- **Retail Services** – comprised of the Bookstore, and Dining and Conference Services.
- **Continuing Education** – noncredit classes offered by the College.

- **Harper College for Businesses** – courses offered via the business outreach function.
- **Child Care Services** – licensed preschool operated on the main campus of the College.

Retail Services (*Bookstore, Dining, and Conference Services*)

Created in 2005, Retail Services includes the Bookstore, Dining Services, and the Wojcik Conference Center. The idea was to combine auxiliary business functions with similar operations and a common goal but under the direction of one business manager. Prior to 2005, each department reported to different areas of the College.

Financial results are regularly monitored, and results are reviewed with department managers. This includes benchmarking with published data from related industries if available. Analysis includes reviewing monthly Profit and Loss Statements, Booking Capacity Reports for the Wojcik Conference Center, and Labor Productivity Reports. Future analysis will include costs in Dining Services and the Wojcik Conference Center and gross margin return on inventory in the Bookstore.

Operations are adjusted to maintain efficiencies and create cost savings based on trends noted with fiscal results. Below is a summary of initiatives to maintain efficiencies and cost savings.

Bookstore

- Vacant positions are reviewed to see if they can remain vacant without affecting student service. Since 2004, three positions were vacant for an estimated cost savings of \$47,400.
- Part-time temporary staffing is reviewed weekly and continuously adjusted to match changes in sales. Since 2004, annual temporary staffing has been reduced by 35%, or \$49,514.
- Operating expenditures are continuously reviewed, and unnecessary expenses are eliminated.

Dining and Conference Services

- Dining Services and the Wojcik Conference Center were combined into one operating unit in 2005 to share resources and improve communications.
- Operating expenditures are continuously reviewed, and unnecessary expenses are eliminated where possible.
- Various initiatives were implemented in 2006 to improve gross margins. These included price increases averaging 12% for the first time in three years; portion control and waste elimination; and reduced shrinkage by locking storage areas.



The Bookstore is centrally located on campus.

Continuing Education (noncredit, community education)

Prior to 2001, Continuing Education (CE) classes were managed by academic Deans within academic divisions. In 2001, the structure was changed and the majority of CE programs became centralized. The function remained under the Academic Affairs area, but all CE programming was managed by one administrator. The new structure provided more efficient delivery and service and resulted in cost savings.

Below is a summary of the efforts undertaken by the Continuing Education Division that created efficiencies and cost savings.

- Transferred CE registration staff salaries and benefits from the Educational Fund to the Auxiliary Fund, resulting in a savings to the Educational Fund of \$90,000.
- Centralized seven CE departments housed in six separate academic divisions into one Continuing Education Division, streamlining all operations, eliminating two permanent staff positions, and shifting one position from the Education Fund to the Auxiliary Fund, resulting in a \$153,000 savings.
- Moved the last half of the total salary for the CE Health Career Program Coordinator position from Educational Fund to Auxiliary Fund, resulting in a savings to the Educational Fund of \$30,000.
- Eliminated four permanent positions: Director of TECH, TECH Program Specialist, CE Registration Supervisor, and CE Wellness and Sports Program Coordinator, and created two new positions: Director of CE Programming and Marketing and TECH Manager, for a total savings of \$148,000.
- Downsized the Healthy Living Exercise Program (HLEP) by eliminating evening programming, resulting in salary savings of \$30,000.

Harper College for Businesses (contracted business training)

The College provides contracted outreach services to area businesses through Harper College for Businesses. Previously, the area had been called Workforce Development, Corporate Services, and most recently changed its name to Harper College for Businesses. This unit provides credit, noncredit, and customized courses to area businesses, most commonly at the company's site.

To control expenses, training is provided by industry experts, known as training consultants, who work on a contract for the College. A services contract is initiated with these consultants once a training contract is received from an area business. The training is priced so that the direct consultant's cost and associated instructional materials are recovered. The price of the training also includes a markup rate which recovers the overhead costs associated with the full-time manager, sales consultants, and support staff.

DISTINCTIVE

The unit uses a specialized customer relationship management (CRM) system called TeleMagic that monitors training activities and contacts with area businesses. TeleMagic provides up-to-date financial information. Such financial data as actual, future, contracted, and proposed training can be viewed at any time. This information includes all revenue and direct costs associated with each training opportunity. Biweekly TeleMagic reports are reviewed during department meetings. In addition, monthly profit and loss statements are generated which include training-related costs and overhead costs.

DISTINCTIVE

Finally, in order to ensure that financial goals are met, sales consultants are given an annual goal. Goals are based on net profits realized from training provided. Profits goals are set so that all overhead costs and an annual profit goal are met.

Child Care Services (licensed preschool)



The Child Learning Center is an important resource to the community.

The Harper College Child Learning Center serves two distinct functions. First, it is a premier preschool for children ages 3–5 in the district. It also serves as an observation center for students enrolled in the Early Childhood Education Program.

DISTINCTIVE

The center strives to break-even annually. Its revenues are from tuition and fees. Teacher salaries constitute the largest expense. Fiscal reports which track actual revenue and expenses are monitored monthly.

CONNECTED

An ongoing challenge facing the center is offering competitive tuition rates. Other area preschools are able to operate with lower expenses because they utilize part-time hourly preschool teachers who receive few or no benefits, a common industry practice. Harper believes firmly in supporting a more stable child care workforce and its teachers are paid a higher salary and receive benefits. This makes it challenging to recover the cost of operating the center with reasonable and competitive tuition and fees while attempting to meet the needs of Harper staff, students, and district residents.

CONNECTED

Prior to 2003, Harper College operated two Child Learning Centers. In addition to the main campus, the College operated a preschool at the Northeast Center (NEC). Preschool enrollment at the NEC facility declined steadily over several years; thus, the preschool was operating at a deficit. The NEC Child Learning Center was subsequently closed.

The center has been creative in developing services and structuring the day so that maximum coverage is available at a reasonable cost. In 2003, the center expanded its hours from 5 hours to 10 hours of care per day. This decision was made after reviewing fiscal reports that revealed current enrollment settings and options were causing it to lose money, rather than break-even. In determining what the final hours of operation should be, the center's coordinator conducted a poll of employees and parents. Based on other needs expressed in the survey and adequate demand, the center now operates from 7:30 a.m. to 5:30 p.m.

The College understood that there was a day care need from students taking night courses. The College has seen evidence of this: children waiting in the common areas of the campus while parents and caregivers attend classes. In an effort to meet the needs of these students, Harper collaborated with nearby Roosevelt University. Roosevelt began offering evening care for children 6 weeks to 12 years of age. Harper students and staff are able to place their children in the Roosevelt evening program. Currently, data is being collected to determine if this service is benefiting Harper constituencies. Once sufficient data has been collected, the College will be able to review whether or not this is a need that must be addressed on our home campus.

The Center has used creative methods to meet student needs while monitoring and assessing its break-even goals. The listing below highlights some of those initiatives:

- Developed enhanced marketing materials with Marketing Services.
- Offered discounts to families who have more than one child enrolled.
- Offered off-peak pricing to families who take advantage of afternoon preschool programming.

Finding 1E.3

The College articulates clear and fair policies regarding the rights and responsibilities of its internal constituencies.

The College provides information to all internal constituencies regarding their rights and responsibilities. Policies are articulated in a number of ways. These policies have an impact on administration, staff, faculty, and students. In 2006, the state began requiring most employees of the College to complete ethics training.

Administration, Staff, and Faculty

The following resources are available to all employees of the College.

- Orientation
- Human Resource Policy Manual
- Human Resource Procedure Manual
- Employee Contracts
- Board Policy Manual
- CD that covers Workplace Violence, and Sexual Harassment and related policies.

These resources are updated regularly. All policy and procedure manuals are available via the intranet, as are all employee contracts.

DISTINCTIVE



New Student Orientation familiarizes students with the campus.

Administrators attend seminars that provide updates on current legal and personnel issues. Also, on the afternoons before monthly Board meetings, all administrators attend a briefing and luncheon. This forum is used to provide updates on key issues facing the College. Management is primarily responsible for disseminating key information to all staff about policies, procedures, and job expectations.

New full-time faculty are provided reassign time to attend mandatory orientation sessions. During these sessions, faculty learn about College policies, procedures, and expectations. In addition, they are provided with two mentors. The Faculty Handbook contains specific information regarding academic freedom, academic honesty procedures, and many other topics. Institutional Operational Policies and Procedures are included in the Handbook. Adjunct faculty are also invited to attend an orientation session each semester and are provided with an Adjunct Faculty Handbook.

Students

New full-time students are required to attend New Student Orientation. This program is designed to familiarize students with policies and procedures and the campus. Students also receive guidance in building a semester schedule.

The College publishes a Student Handbook of Policies and Procedures that outlines academic and nonacademic policies and procedures. In 2003-2004, the Student Handbook was included as part of the overall College catalog. The Catalog/Student Handbook is distributed at New Student Orientation and is available on the College's Web site and by request. Sample topics include grading, academic honesty, student code of conduct, sexual harassment, smoking, and technology usage. Student information also appears in the Course Schedule and is available on the Student Senate Web site. Students may contact the Vice President for Student Affairs Office with questions on any College policy or procedure.

The College complies with federal and state laws requiring disclosure to prospective students, their families, and current students of such important information as campus crime statistics, athletic equity data, and transfer and completion rates. The College maintains a Consumer Information Web site with quick links to applicable information. The specific Web address is printed on student registration confirmation statements.