

Finding 1E.4
Complaints and grievances are documented and responded to in a timely manner.

Complaints and grievances are taken seriously at the College. Employees and students are given opportunities to articulate grievances in a variety of ways. Many are handled informally by the parties involved. However, at times more formal procedures are necessary.

Employees

Formal grievance procedures exist for union employees indicated in their respective contracts. Most procedures encourage an informal resolution process as a first step. If this is unsuccessful, a formal process is followed. Timelines are specified within the grievance procedures. Grievances that are not resolved are sent to arbitration.

Employees who do not belong to collective bargaining units follow complaint procedures highlighted in the Human Resources Policy and Procedure Manuals. Brochures containing information on the Americans with Disabilities Act, Discrimination, Sexual Harassment, and Workplace Violence are also available throughout the campus and on the MyHarper portal.

Students

Student complaint procedures are outlined in the Student Handbook of Policies and Procedures and on the College Web site. Most complaints are dealt with informally as the parties involved discuss and resolve the issues directly. If the concerns are not resolved to the student's satisfaction, a formal process can be initiated as detailed in the Student Code of Conduct and Dispute Resolution Procedures. Nonacademic complaints include, but are not limited to, refunds, admissions, withdrawals, transcripts, and use of facilities. Complaints pertaining to nonacademic issues are forwarded to the appropriate office or to the Vice President for Student Affairs. Student academic complaints, such as grading processes, are referred first to the instructor. If resolution is not met, the student may choose to pursue the matter through the department chair or coordinator, then the Dean and ultimately the Vice President for Academic Affairs. Specific timelines are adhered to throughout the process.

The handbook also provides detailed information on violations of the Student Code of Conduct. When a student commits such a violation on the College campus, or at an activity, function, or event sponsored or supervised by the College, such as but not limited to clinical, externship, practicum, and similar experiences, discipline and sanctions may be imposed on the student. Violations include, but are not limited to

- Possession, use, or distribution of an illegal or controlled substance, or look-alike drug.
- Theft of property or services.
- Academic dishonesty, including cheating, plagiarizing, or furnishing false information on such forms as transcripts or applications for admission.

- Intentional or willful and wanton destruction of property.
- Assault and/or battery.
- Sexual assault or sexual harassment.

A more detailed listing and formal procedures for dealing with alleged violations are detailed in the handbook.

Criterion One Summary

Harper College is a comprehensive community college with a well-defined mission that guides the strategic direction of the institution. Central to Harper's mission documents is a strong commitment to high academic standards that sustain and advance excellence in higher learning. The Mission, Philosophy, and Vision Statements clearly define the College's commitment to its constituents, while Core Values define expected behaviors. Harper College is a responsive organization willing to be a leader in teaching and learning by developing programs and services to meet the diversity and changing needs of its community. Collectively, these statements complement one another by articulating one of Harper's overarching themes of being student-centered.

Much time and effort has been invested in the evaluation and refining of the shared governance system at Harper College since the 1997 self-study. The 1998 revision of the shared governance system resulted in a streamlined structure with clearly drawn decision flow charts. As agreed when the system was revised, a formal evaluation of shared governance took place in 2004–2006. While the results indicate that shared governance is functioning, data showed that communication, understanding, and awareness of procedures still need improvement.

The faculty and administration are aware of institutional climate as a factor important to the effective operation of the College. This concern led to two separate studies of employees' perceptions of institutional climate. The two surveys revealed that job relevance, student focus, and facilities are strengths at Harper, while communication and collaboration need improvement. Some initiatives have already been undertaken to address communication and collaboration within the College.

The College's financial performance has been outstanding. Consistently clean audits and continued reaffirmation of the Moody's Aaa bond rating are further evidence that the College is financially healthy. The educational programs and auxiliary activities are also evaluated regularly to ensure their fiscal integrity.

Harper College takes pride in:

- *Clear and well-defined mission documents.* These documents provide the basis for Board policies, institutional planning, outcomes assessment, and performance reviews at the College. The mission documents also frame the College's commitment to diversity, clearly establishing the need to serve an increasingly diverse student population.
- *Organizational structures and processes that allow the institution to fulfill its mission and provide for efficient operations.* The organizational structure is clear and complements programs, services, and course offerings.
- *An institutional planning process that supports the College mission.* The planning process is also an integral part of the shared governance system.
- *A streamlined shared governance system with clearly drawn decision flow charts.* The College has continued its efforts to evaluate the effectiveness of the shared governance system. This system has produced meaningful results that are significant in nature.
- *A reputation for legal responsibility and compliance with all local, state and federal laws.* The College has kept abreast of legal changes and has modified policies to ensure compliance.
- *Strong sound financial performance.* This has been acknowledged by outside agencies who have given the College repeated awards for its sound budgeting and financial reporting practices.
- *Clearly defined and well-publicized policies.* Policies regarding rights and responsibilities of students and employees are easily accessible.

Harper College is challenged by:

- *The knowledge that communication within the shared governance system and employee awareness of certain shared governance procedures are still in need of improvement.* There have been concerns that decisions are not always made within the shared governance system or at the appropriate level. There is a need to further encourage employees to contribute to the recommendation-making process contained in the Shared Governance System.
- *A sometimes strained institutional climate that leads to inadequate and ineffective communication and collaboration.* Steps have been taken to improve communication and collaboration, especially between administration and faculty. Nevertheless, a comprehensive plan and ongoing measurement of climate would likely help assure further improvement in this area.
- *The inability to match course fees collected with their respective courses so that expenses associated with specific courses can be charged against those fees.* This creates confusion and frustration when class materials need to be procured. The new Enterprise Resource Management System should help address this issue.

Harper College will address the following issues:

- *Continue to learn from its climate challenges related to communication and collaboration.* As a result of the self-study process and the institutional and faculty climate surveys, the President's Council and Faculty Senate should continue in their joint efforts to enhance communication and collaboration.
- *Continue efforts to refine and clarify the shared governance system.* There is a need to encourage input into the decision-making process from all employees. The guidelines and structures, as the 2006 Shared Governance Guidelines state, "[Shared Governance] will continue to be evaluated biennially and revised as appropriate by the Oversight Committee," with results of the evaluations reported to the College President, Board, and College committees. The 2006 Guidelines also state that the "structure and document will be revised as appropriate by the Oversight Committee in order to adjust to the changing needs of the College."
- *Conduct a thorough review of the College's mission documents.* Although the mission documents are reviewed annually by the Institutional Planning Committee (IPC), it is recommended that the IPC conduct a rigorous review of the Philosophy, Mission, and Vision Statements for possible modification, and solicit campus-wide feedback.
- *Ensure a wider publication and disclosure of the College's mission documents and Core Values.* While the mission documents and Institutional Core Values are included in a variety of publications and places, deeper examination of the College's print and electronic media discovered several key omissions of the mission documents. As a result of the self-study process, a recommendation to correct the omissions will be forwarded to the appropriate governance committees and operational units.

CRITERION TWO



Learning
Engagement

Mission
Acquisition
Future

Preparing for the Future

Harper Self-Study
Higher Learning Commission

"The future belongs to those who prepare for it today." Malcolm X

Section A: Planning for the Future

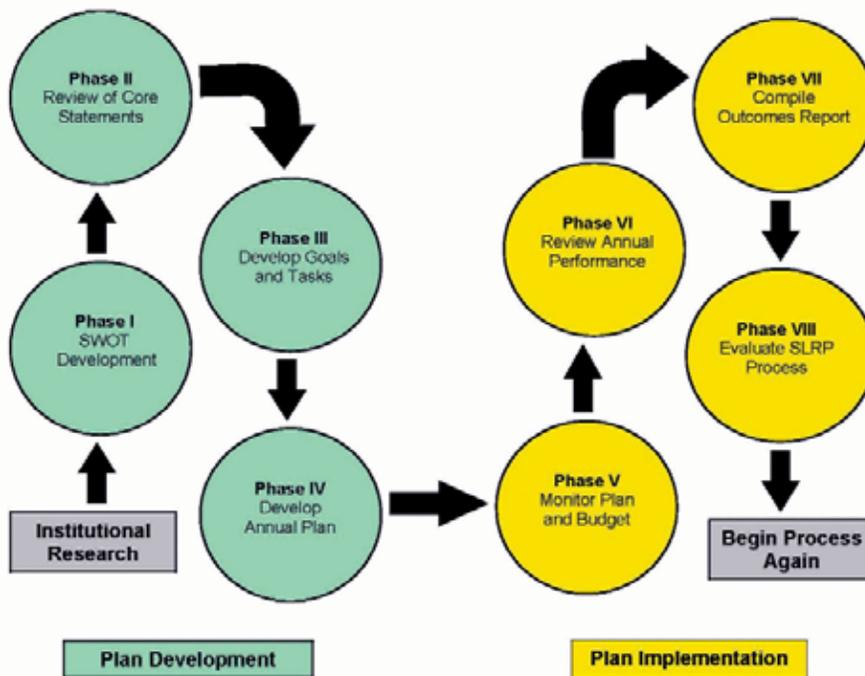
Finding 2A.1
Harper College’s strategic long range planning is inclusive and cyclical, allowing effective responsiveness to challenges and opportunities.

Inclusive and cyclical planning processes are designed to allow the College to fulfill its mission, maintain high academic standards, increase opportunities for student learning, and respond to future challenges and opportunities. The strategic planning process involves careful review of College strengths, weaknesses, opportunities, and threats, and links specific tasks with goals to address weaknesses. See Finding 1D.4 for additional details.

Strategic Long Range Planning

The Vice President for Strategic Planning and Alliances is responsible for producing the Strategic Long Range Plan (SLRP), and coordinates the timeline, committee consultation, and documentation. Figure 2A.1.a illustrates Harper’s planning process:

Figure 2A.1.a – Annual Strategic Long Range Planning Process



As part of the shared governance structure, the Institutional Planning Committee (IPC) works in concert with the Vice President and shares the responsibility for developing the SLRP. The process consists of eight phases.

Phase I – Identification of Strengths, Weaknesses, Opportunities, and Threats (SWOT)

Each fall the IPC reviews institutional surveys and the environmental scan and analyzes the Fact Book and other institutional data. Annually, SWOTs are reviewed, updated, or removed when appropriate, and new items are added to provide the foundation of the planning process. The IPC requests new or suggested revisions to the SWOT from all employee groups.

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Phase II – Review of Core Foundational Mission Statements
In 2000, the IPC and the College Assembly developed and recommended the Philosophy, Mission, and Vision statements as core foundational statements. These mission documents provided the framework for talking sessions to develop the Institutional Core Values. The IPC reviews these statements each fall for relevancy. When necessary, the statements are adjusted to reflect new conditions or changing community needs. These statements have not been revised in the last seven years.

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Phase III – Goals and Tasks Development

The President's Council with the Trustees' approval sets the institutional directions. The IPC reviews the directions for the coming year. Institutional priorities are set based on the previous year's accomplishments identified in the Institutional Outcomes Report and from internal and external audits and assessments. The IPC requests new or suggested revisions to the Goals and Tasks from all employee groups. Each spring, the President's Council can submit goals and tasks for the following academic year to be reviewed and approved by the IPC. Once the goals are finalized, associated tasks then become the responsibility of various College committees or units. These tasks are the basis for prioritized objectives detailed in staff, committee, and department plans.

Phase IV – Annual Plan Development

In the spring, plans are prepared by each area administrator, academic division, and department. Each objective is tied to a SLRP task. At the end of each fiscal year, all administrators are evaluated relative to their achievement of planned results. The Board evaluates the President in the same manner. The institution-wide achievements then become part of the Institutional Outcomes Report.

Phase V – Plan and Budget Monitoring

Major initiatives are tracked against the institutional goals and available budget. The annual budget document includes cross-referencing to the SLRP and represents the first step in tracking budget against goals and tasks. Budget monitoring occurs monthly while SLRP monitoring occurs semiannually. In addition, the President's Council reviews actual results in comparison to planned activities.

Phase VI – Annual Performance Review

Administrators and some staff members report their progress on annual objectives related to the implementation of the SLRP. Accomplishing these objectives is part of the performance evaluation of all administrators.

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Phase VII – Institutional Outcomes Report

The report details progress in accomplishing annual institutional goals and tasks and is reviewed each August by the Board and then published on the College Web site for community review.

Phase VIII – Evaluation of SLRP Process

The IPC is responsible for the planning process that includes internal constituency input, accuracy of data, benchmarking, and current trends in institutional planning. IPC representatives gather input from divisional meetings and review comments solicited from a general College e-mail. In

2003, only one or two forms were received and by 2007, approximately 35 forms were received. The increase shows that initially the College community did not understand how to provide SWOT input but that is improving. Also, the IPC requests new data sources from the Office of Research in response to current issues.

Effectiveness of the Strategic Long Range Planning Process

The effectiveness of Harper's planning cycle is evidenced by the following examples:

- In the 2001-2004 SLRP, a significant weakness was identified that the College was not adequately addressing the various aspects of diversity. Subsequently, the College created the position of Assistant Vice President for Diversity and Organizational Development; created the Multicultural Center and a Multicultural Faculty Fellows program; and implemented the diversity requirement for student graduation. This weakness has been removed from the SLRP.
- In the 2004-2007 SLRP, the IPC recognized an increase in at-risk students coupled with a static number of counselors and advisors available to assist these students. Re-allocation of funds has reduced this ratio and established a new formula for counselor staffing to increase in proportion to enrollment growth.
- In the 2004-2007 SLRP, Harper's Enterprise Resource Planning (ERP) system was identified as a weakness. The IPC reviewed the case and in 2004, the Board authorized purchase of a new College-wide ERP system. For more detail, see Finding 2A.4.

The Shared Governance Structure in Planning

Shared governance committees contribute to College planning through the policies and procedures developed through the governance process. The IPC is part of the governance system as an Assembly Committee. The formal charge of the IPC is "to research, discuss, review, evaluate and make recommendations related to institutional planning." See Finding 1D.4 for specific detail.

IPC membership is achieved by constituent appointment, while two individuals serve by position. Members serve a three-year term, which may be repeated once for a total of six years. After that point, the member must step down before serving again. There are 18 IPC members representing all academic divisions, some administrative areas, and most employee groups. One student also serves on the IPC.

Timeline

IPC meetings are held on the first and third Mondays of the month with an abbreviated schedule in December and May for semester breaks. During the fall there is a review of such core information as mission documents, SWOT, and institutional studies. Developing goals and tasks is done during spring. The IPC approves the SLRP by mid-March to allow the College Assembly time to review, recommend changes, and give approval. Final approval of the plan is



Strategic planning processes revealed the College needed to enhance diversity efforts.

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granted by the President and Board in June. In addition to the regular IPC processes, an intensive review of the goals is planned for 2008.

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.

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The College is proactive in regularly assessing its external and internal constituencies. Four institutional-level studies of external stakeholders are conducted: the Environmental Scan, Community Needs Assessment, Career and Transfer Graduate Surveys, and the Community College Survey of Student Engagement (CCSSE) a student survey. The College has also initiated an internal institutional-level survey of employees: the Personal Assessment of the College Environment (PACE). See Finding 1D.3 for PACE information and Finding 5A.3 for CCSSE highlights.

Environmental Scan

Systematic environmental scanning began in 2003 with the first Environmental Scan. Strategic Planning and Alliances reviewed existing educational and business environmental scans and six consistent factors were identified: economic, educational, demographic, political, social, and technological. The Office of Research interviewed all Vice Presidents and Union Presidents to seek their views and input in developing the first scan.

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The second phase involved reviewing information from the Bureau of Labor Statistics, Bureau of the Census, U.S. Department of Education, American Association of Community Colleges, Northeastern Illinois Planning Commission, National Science Foundation, Illinois Department of Security, State of Illinois, Illinois Chamber of Commerce, and the Institute for Higher Education Policy. Validated trends were included in a draft report and shared with the President's Council and community business leaders. The final report was issued in June 2003, and copies were distributed to the Board, administrators, Union Presidents, and IPC members. The Scan was also posted to the Strategic Planning and Alliances Web page.

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The Environmental Scan is part of the annual IPC planning. The Office of Research provides annual updates on area employment needs to the IPC. Other Environmental Scan updates have been provided as needed. The Environmental Scan is used as input for the College's annual Performance Report which is sent to the Illinois Community College Board.

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There are six sections to the 2006 Environmental Scan: "...demographic, economic, technological, and political/social trends give the context in which the College is operating. The next section looks at specific trends in education, including student factors; curricula, assessment, and instruction; meeting the needs of business and industry; and financial support. The last section lists the most critical issues for community colleges, as identified in national reports." While many topics in the 2006 scan are from the 2003 scan, they were given more prominence in the 2006 report. For example, additional attention was given to increased Web-based learning with emphasis on access, affordability,

quality and innovation, and accountability. Federal and state political issues remained, including concern over support for public institutions and student funding. Demographically, the District is still shifting. The population is older and continues to experience an influx of immigrants. Palatine is now considered a first stop for many immigrants. There is an increase in low income families, based on the number of students receiving free or reduced-cost school lunches.

Community Needs Assessment

In 2007, Harper conducted its second Community Needs Assessment. The Office of Research oversees the study conducted by an outside contractor. The assessment is designed primarily to ascertain if there are unmet educational needs. For example, the 2004 assessment focused on distance learning, scheduling preferences, and the needs of community businesses. Responses came from 500 individuals, 40 businesses, and 10 governmental/not-for-profit agencies. As a result, Harper formed several important conclusions that have helped guide the College's direction. These conclusions included continued focus on providing an affordable quality education; addressing the interest in distance learning among adults; reviewing general education class schedules to meet the needs of high school graduates; developing online courseware in computers, technology, and business; and expanding workplace skills offerings to include customer service, oral presentation skills and knowing how to learn. These findings have had a direct impact on new online courses and degree options, course scheduling, and marketing strategy.

There are several common threads in the 2004 and 2007 information: there is an acute need for health care workers, and an interest in studying teaching, business, and health care. The College responded by developing new degree and certificate programs in education, business, health care, and public safety. See Finding 2B.4 for additional information.

The 2007 assessment focused on perceptions of Harper's mission, and how the community seeks information on higher education in general and Harper programs in particular. The assessment also identified specific needs like offering baccalaureate degrees in targeted disciplines, and needs of specific populations such as adult students.

Graduate Survey

The College has conducted graduate surveys of career program students since the early 1990's. The College instituted a new process with 2004 graduates whereby the survey was split into two parts: transfer graduates and career graduates. The career survey met the requirements of the Illinois Community College Board, with a few additional items included for comparison to transfer graduate responses. An outside contractor conducted the survey by telephone. Before, the Office of Research initiated three mailings to graduates within two years after graduation with response rates between 20%–30%.

The new process resulted in immediate improvements: response rates increased to 43% for transfer graduates and 47% for career graduates, and results were reported within 18 months. In addition to the separate reports, a new report compared transfer and career graduate responses as well as provided detailed reports for career programs. The 2005 surveys included a pre-survey postcard with a letter from the President; both telephone and

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Harper gathers information from the community.

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The Campus Master Plan identified future campus needs.

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mailed surveys were used. This resulted in a 52% response rate for transfer graduates, a 55% response rate for career graduates, and results reported one year after graduating. See Finding 5D.1 for graduate survey results.

The information is used for special accreditation in career fields, measuring effective learner outcomes, completing program reviews, and institutional effectiveness reporting.

Finding 2A.3
 Harper College effectively plans and executes campus renovations and expansions that improve services and learning environments.

Before 2002, 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 (PAC), Wojcik Conference Center, and Avanté, Center for Science, Health Careers, and Emerging Technologies have completely altered the spatial organization and educational possibilities. Such developments as the acquisition of the Harper Professional Center (HPC), a stand-alone extension facility, and other main campus upgrades have contributed to reshaping Harper's future.

Campus Master Plan

The latest Master Plan was finished in September 2000. The goals of the planning effort were "to develop a rational and orderly plan to correct existing problems, provide for existing needs, and accommodate future needs on the Harper College Campus." The underlying goal of all improvements was to provide an enhanced learning environment.

The planning process began by assessing the condition of existing buildings and gathering information about land use, development zones, existing site amenities, campus form, vegetation, access and circulation, parking, building form and connection, entrances, and utilities. The plan that resulted provided alternatives for campus development, beginning with a Phase One project focused on immediate development of the Avanté Center, to be completed in 2004. It also provided directions for expansions on the campus through the year 2012 and beyond.

Critical factors spurring the initiative included a number of trends including increasing enrollments, static instructional space, increasing classroom technology, changes in certain health and technology programs, changes in overall pedagogies, improving student services, and new program opportunities.

The goals of the planning process were to support learning and community needs, identify building sites, be fiscally responsible, create a solid phase and implementation plan, create a consistent College image, and improve the curb appeal of the College.

The initiative to create a comprehensive plan gave Harper future direction and has led to substantial campus improvement. The plan's design is flexible, not static. A Design Guide Outline, developed along with the plan, provides

specifics for future designers, related to architectural design criteria, site design standards, planting design, lighting, furniture, parking, and signage.

Projects Resulting from the Campus Master Plan

Avanté Center

The Avanté Center contains 288,500 square feet of space, with 27 classrooms, 38 laboratories, nine lecture halls, 70 faculty and staff offices, a state-of-the-art megalab, and wireless Internet access. Most classrooms and labs are equipped with SMART classroom instructional technology. Access in Avanté is improved for all learners, including those with physical disabilities, due to the ease with which students can navigate the building. Wider hallways, more elevators, and improved signage contribute to accessibility. The state-of-the-art technology includes 400 microscopes, an organic chemistry lab, and a greenhouse/ solarium. Career learning spaces include four electronics labs and an imaging lab that serves three major career program areas.

The Avanté Center has a unique concourse, dental hygiene patient care and teaching facility, shell surge space, dock areas, direct digital climate control, network connectivity, exterior insulation, and landscaping. In addition, the physical plant was expanded to accommodate current and future needs. See Appendix D for a list of unique features.

Performing Arts Center

The Performing Arts Center (PAC) was completed in 2002, and was conceived as an academic space for theater and music students to experience the complete process of performance. The PAC has 39,022 gross square feet. There is a proscenium stage that can be transformed into a thrust-style theater. The auditorium with theater seating can accommodate 450 audience members. A portable acoustical orchestra shell matching the acoustic sails was installed to enhance musical performance. Both the theater and music department hold various rehearsals and performances throughout the year. There is a professional backstage area equipped with a construction shop, theater storage, costume storage, make-up rooms, locker rooms, green room, costume workshop, music storage, orchestra pit, and a multi-story fly tower to house the fly system. Once academic program needs have been met, the Manager of Theaters is able to rent the space to outside entities.

Wojcik Conference Center

The Wojcik Conference Center was completed in 2002 and contains classrooms, an auditorium, and dining area that can be rented for meetings, training, and other special events. The facility is 50,000 square feet and can support conferences of up to 500 participants. The first floor has a 250-seat dining room that is supported from adjacent kitchens and a 250-seat auditorium. The auditorium is state-of-the-art, with built-in audio-visual capability and wireless connectivity for laptop computers. The first and second floors contain conference rooms that can seat from 30-65 participants. The College's executive offices are on the third floor.

Renovation of Building D

Building D's west wing was remodeled in 2006-2007, because sound reverberation and transfer within and between classrooms discouraged group activities, and narrow classrooms made instruction difficult. These problems were



Avanté is the newest building on the main campus.

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compounded by a lack of computer lab access, poor lighting, and damaged electrical raceways. The Access and Disabilities Services office is in Building D, and limited elevator access made movement cumbersome despite wheelchair lifts. The remodel has included a new elevator and restructuring of the office's physical space.

Renovation of Student and Administration Center

The College has completed minor remodeling projects for Building A. The Hospitality Management Program dining room has been renovated and upgraded. Asbestos removal projects have been completed on the second and third floors and in the Student Activities offices. Additional work was completed on the third floor in Health and Psychological Services, Harbinger office, and Women's Program areas. The main Student Affairs area on the second floor has been reoriented, carpeted, and upgraded to support its functions. The west stairway and first floor lobby have new stairway coverings and tiled floors, and the floors and furnishings in the lower-level main dining hall were refurbished. The Registrar's and Financial Services Offices were renovated in 2007.

Expansion and Renovation of Extension Sites

Approximately fifty percent of the Harper Professional Center (HPC) was remodeled for course work in technology. With three traditional classrooms, the remaining rooms were redone to house computer class labs. The rest of the space in the building is under lease and managed by the main campus. The Northeast Center (NEC) in Prospect Heights was renovated in 2001 to include an elevator and is being retrofitted with SMART classroom technology. See Finding 5C.5 for specific details.

Campus Accessibility

The College's Americans with Disabilities Act (ADA) Coordinator conducts a facilities audit to identify projects which will improve campus accessibility. The 2002 audit identified several major projects to be undertaken from 2004–2009. In 2005, smaller projects dealing with electronic access were earmarked for action by the Web Accessibility Task Force that continues to focus on regulatory compliance with the Illinois Board of Higher Education's standards for accessibility.

Carpet Replacement Project

The College is currently doing a comprehensive carpet replacement. This involves planning and moving of personnel and functions to alternative space while areas are re-carpeted. This effort began in 2004 and will continue for the next several years.

Future Changes to Campus Facilities

The Campus Master Plan includes additional renovations and areas of expansion, and some possibilities have been submitted for funding. The plan lists the following possibilities for expansion into 2012:

- *Renovation and Future Plans for Building D:* Portions of Building D will be replaced, and portions will be used as surge space when other remodeling is done on campus. The Center for Multicultural Learning (CML) will remain in its present location. The east end of D will be demolished and replaced with the new Campus Life and One-Stop Student Services Center.

- *Culinary Arts Center:* A proposed Culinary Arts Center is being considered; specifications have been developed and architects have been interviewed for the project.
- *Renovation of Buildings G and H:* Once state funding is received, G and H will be gutted and redone.
- *New Campus Life and One-Stop Services Center:* A New Campus Life and One-Stop Services Center is waiting for state funding. The center would be centrally located, convenient, alleviate noise and crowding in instructional space, deliver student services efficiently, and have space for student clubs.
- *Renovation of Building M, Wellness and Sports Center:* Building M needs renovation for new classrooms and labs and to update the exercise areas. State funding is on an emergency basis only and plans remain static at this time.
- *Renovation of the Harper Professional Center:* Like Building M, funding for an HVAC project at the HPC remains a distant prospect.



Future building renovations have been identified.

Facilities Assessment

Many of the main campus buildings are now 40 years old and the College recognizes that repairs, renovations, and upgrades are needed. As a result, in 2007, the Board funded a full-scope facilities assessment.

Facilities assessment seeks to establish a general repair or replace budget and to prioritize facility condition using a prioritized repair list. The first step is to build a database to assist in reviewing all major building systems including the building envelope and interior finishes. When the data is collected, specialty software can produce a long-range plan and identify the required budget. The College can then develop a capital needs-specific funding stream to finance the plan.

Finding 2A.4
 Resources and planning processes in support of technology at Harper College demonstrate responsiveness to emerging technological needs.

Dedication to providing and maintaining an appropriate and up-to-date technological infrastructure has been evident at Harper College during the past decade, as everyday classroom and business operations relying on technology have been upgraded or expanded. Over the past decade, communications through the MyHarper portal and Harper Web site have become standard practice, and purchase and implementation of a new ERP system, while resulting in various challenges, has increased the College's capacity for electronic management of information. These and other responses to past and future technological needs have been accomplished through consistent planning processes, appropriation of increased financial resources, and the efforts of College personnel to manage and adapt to a wide variety of technological demands.

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Budgetary Planning for Technological Resources

There are three general budget funds that support technology: General Operating, Operating and Maintenance, and Restricted Purpose.

General Operating Funds provide IT with base operations resources including personnel lines, communications services, office expenses, and support contracts used in daily operations, classroom IT support, new faculty and staff equipment deployment, network operations, Internet access, Web-based services, disaster recovery services, and IT security. This fund is vulnerable to legislative authority and state funding decreases.

The Operating and Maintenance Fund provides the major source of funding for the technology infrastructure on the main campus and extension sites. These funds encompass enhancements and upgrades to existing networking systems. Operating and Maintenance is funded subject to annual scrutiny to make sure there is sufficient budget to meet technology needs identified in the Technology Plan initiatives and for general business functions.

Restricted Purpose Funds were approved by the Board of Trustees as other ongoing sources to fund technology initiatives from the origination of Harper's Technology Plan in 1995. It was recognized early in the planning that students would have to bear some of the costs, and that the College would seek other avenues for funding. The following are components of this aspect of funding:

- State and Federal Technology Grants – For a number of years, this revenue source provided approximately \$350,000 to \$550,000 annually, but effective FY 2005, these sources no longer existed, requiring students to bear more of the cost. Searching for appropriate grant and gift resources to replace this loss is ongoing.
- Student Technology Fees – Student fees offset the cost of technology acquisition and provide classroom support and academic computer labs. The Technology Fee has increased from \$4/credit hour to \$7/credit hour, and increased demands for technological change and support may indicate future fee increases.
- Limited General Obligation Bonds – Congruent with the initial Technology Plan in 1995, the Vice President for Administrative Services and the Vice President for Information Technology researched methods of securing funds to support an aggressive technology agenda. As a result, an opportunity for Harper to sell a series of retired bonds in the \$2 million to \$3.5 million range on a six-year rotation schedule provided additional funds to support the Technology Plan initiatives.

An overview of expenditures and resources for information technology is presented in Appendix E.

Personnel for Technological Systems and Needs

IT provides campus-wide support for technology resources and budgeting, technology planning, infrastructure development, and acquisition of instructional delivery technology. The division manages and maintains the Harper College Communication Network (HCCN), encompassing all aspects of the communications infrastructure at Harper: the ADMIN Network (for Harper business systems and employee workstations); PUBLIC (access to the Internet, either wired or wireless, now served by over 80 access points); and LABZONE (access to computer resources in classrooms and student labs). This infrastructure is comprised of a gigabit fiber backbone that provides pervasive campus access and has 45Mb (Megabits) ICN (Illinois Century Network) Internet access, with 20 Mb carrier redundancies.

Personnel restructuring has taken place as current and future campus needs and focuses have changed. In particular, the Service Desk has been expanded; lab, classroom, and media support have been consolidated; and increased support for the ERP system has been provided. IT responsibilities to the College include three areas: Technical Services, Application Systems, and Client Services.

Technology Planning

Harper College developed its initial Technology Plan in 1995. The initial plan was implemented with the support of Harper's Board of Trustees approving a combination of funding sources, including limited general obligation bonds, student fees, state and federal grants, and general operating budgets. The Board of Trustees has supported technology initiatives by continuing to approve funding sources amounting to approximately \$2.5 million annually.

Shared governance committees contribute to formation and revision of the Technology Plan at Harper College. The Instructional Technology Committee, with input from the represented constituents, creates the three-year Instructional Technology Plan, which is shared with the Technology Planning Committee and then incorporated into the three-year Institutional Technology Plan. Both plans are revised and updated annually to meet the goals of the Strategic Long Range Plan. The Institutional Technology Committee collaborates with the Instructional Technology Committee in the revision of the Technology Plan. The Institutional Technology Committee, as it deals more with the "non-instructional area" of technology, prepares recommendations to institutional technology issues. This committee also monitors the Technology Plan's progress, provides input into the Strategic Long Range Plan, and advises the Vice President of Information Technology.

Results of Technology Planning

In addition to provision and maintenance of telephone and computer access, voicemail, e-mail, Internet access, standard desktop software tools, and high-speed production printing and copying resources, Technology Plan initiatives completed or in progress include such initiatives as the ERP system, the Library's Voyager system, additional instructional computing labs, and server farms.

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New computer labs provide enhanced learning spaces.

Technology Acquisition: The Computer Equipment Needs Information Questionnaire (CENIQ)

Employees can requisition technology for instructional and institutional purposes using a CENIQ. The CENIQ is an online form that identifies the technology being requested, the budget for the equipment, and how it will be used. Once IT has the CENIQ, they are able to take advantage of bulk purchases of materials and licenses and to establish installation schedules. Although the high volume of requests, limited staff time, and budgetary concerns can sometimes slow the process, the CENIQ process has resulted in expansion of instructional and institutional technology, as indicated in the table below. Within the next year, the CENIQ will be replaced by project requests since many requests require physical wiring and remodeling to be taken into consideration. Table 2A.4.a illustrates the dollars spent on CENIQ requests.

Table 2A.4.a – Expenditures for CENIQ Requests

Fiscal Year	No. of Lab Requests	Amount	No. of Office Requests	Amount	No. of Media Requests	Amount
2003-04	36	\$ 871,533	281	\$ 300,610	67	\$ 61,598
2004-05	86	\$ 154,028	206	\$ 198,987	57	\$ 49,235
2005-06	87	\$ 257,654	191	\$ 142,541	64	\$186,164

Source: IT Division

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Growth of Web-Enhanced Services

Since 2001, external Web site services for students have continued to develop, and their increased use shows a successful transition to a Web-based self-service system. Webtrends software tracks visits to the College site. The numbers clearly indicate growth in technological self-service for students. Online application has been particularly popular. For example, in 2005, 43% of applications were done online. By September 2006, this percentage had increased to 53%. The College also used Google Analytics to track usage throughout the Web site. By spring 2007, the site was averaging approximately 450,000 visits in a typical month and more during peak enrollment months. There were 1,193,000 page views. Approximately 70% of these Web visitors are returning, and there are 30% new visitors monthly.

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The Harper Intranet (HIP) Page Becomes MyHarper Portal

With the advent of the new ERP system, HIP was replaced with MyHarper portal in April 2007. Through the portal, employees access all of the former resources and an ERP e-business suite. The portal integrates three separate systems: a strong content management platform, a new security infrastructure, and an automated access account provisioning system. All three systems work together as the first “extranet.” MyHarper also provides employees with services from off-campus that include viewing their pay slip and submitting employee news postings and a variety of work-related requests. A student portal will be implemented later in 2007, providing access to information, services, and resources for students. Students will be able to access credit Web registration, credit Web payment, and grade inquiry through the MyHarper portal.

An Investment for the Future: A New ERP System

Planning and Vendor Selection

The old ERP system, Regent, went into service during the early 1990s. It was then a leading-edge system with a database design using Interbase as the file structure. By the end of the 1990s, there were serious problems with system capacity, and the administration began to investigate newer systems with a Web-centric design to allow for more self-service applications such as admissions, advising, degree audit, grade submission and inquiry, student intent, and demographic updates.

In December 2004, the Trustees approved the ERP project with a budget of \$8 million for its acquisition and implementation. A request for proposal (RFP) was issued in February 2004 and led to a seven-month series of vendor on-site software demonstrations. The College judged each vendor against a set of business standards. Some of those requirements included Web-based functionality, ease of navigability and use, round-the-clock availability, and strong adaptability to College work requirements. The Oracle ERP met those requirements and was selected for its implementation schedule, field experience and outside references, cost, software adaptability, infrastructure compatibility, and vendor support.

Implementation of the New ERP System: Financial and Human Resource (HR) Modules

In September 2005, the first training for the financial and human resources modules began. All training was developed with personnel from the user areas of the College. Accounting and HR personnel wrote and delivered the training. See Appendix F for topics and training detail participation.

Enhancements resulting from conversion to this system include improved understanding of cross-departmental processes; online procurement; employee self-service for time data and pay slips; the ability to test new processes in real time with real data without affecting production; and better access to up-to-date data.

Delay of the New Student Information System

Because of incompatibilities in the student information portion of the Oracle ERP, discovered during the implementation phase, the ERP planning group started to look at other systems. At the February 2007 Board meeting, the Trustees approved the purchase of SunGard Banner Student Information System. Enhanced admissions, assessment, enrollment, financial aid, account management, and transcript access are expected, along with improved student access through a Web portal.

Goals in Future Technology Planning

The College has been investigating what can be offered to further enhance the learner's environment and when and how it can be offered. Harper is currently undergoing a major rewrite of its Technology Plan for implementation in 2008. The original plan focused on developing the technology infrastructure and support; the next plan will focus on the Internet

as the primary means of conducting business. Goals have been identified for inclusion into the revised plan:

- Major upgrades to the campus network infrastructure to support increasing demands for Web-based instructional delivery and associated support services.
- Security at all levels to comply with federal and state mandates as well as fundamental business operations.
- Continued cyclical replacement of network resources and desktop equipment.
- Incorporation of wireless technologies (voice, video, and data) to support mobile learners.
- A shift to the Internet to support Harper's external and internal business applications.
- Incorporation of streaming video and audio into learning delivery methods.
- Acquisition of an instructional course management system and associated technologies for online course delivery for both distance learning and course augmentation.
- Updating of all classrooms with equipment to support the convergence of voice, video, and data technologies to augment and enhance instructional delivery.
- Design and incorporation of SMART technologies into proposed new construction or the renovation of existing facilities.
- Conversion of telecommunications to Voice over Internet Protocol (VoIP) and their movement to the domain of Enterprise Systems and Networking.
- Continued focus on addressing the accessibility of electronic and Web-based resources for persons with disabilities.

See Finding 3D.2 for additional detail.

Finding 2A.5
Human resource planning at the College assesses, recognizes, and addresses opportunities and challenges.

Harper articulates its commitment to the recruitment, retention, and development of a diverse workforce in the SLRP. The regular employee retention rate averages between 95%-98%, which is strong evidence that the College provides competitive employee compensation and excellent benefits. The results of the PACE survey indicate that employees feel their work is meaningful and relevant.

Human Resource Planning

The administration evaluates workforce needs on an ongoing basis following Human Resource guidelines through the use of strategies such as program reviews. Departmental and divisional needs are communicated, confirmed, and submitted to the respective Vice President. With approval from the Vice

President, workforce requests are submitted to the Vice Presidents' Council. Requests are reviewed and considered based on confirmed need, alignment with institutional priorities, current and projected budgetary parameters, and opportunities for workforce efficiencies. Positions approved by the Vice Presidents' Council are forwarded to the President. With the President's approval, the Human Resource Department begins the recruitment and search process.

Specific Workforce Planning Considerations

Contract Negotiations

Contract negotiations with the six organized unions are aligned so that they occur in the same year. The President and the Trustees have demonstrated a commitment to treat all employees alike concerning annual salary increases and health care packages. Distribution of increases is determined by the respective collective bargaining agreements. Typically, administrative and union teams conduct contract negotiations. In order to ensure consistency, the HR Director is a member of each of these teams.

In 2002, four labor contracts were settled, and in 2006, six contracts were successfully negotiated. During the 2002 negotiation process, the College experienced a 12-day strike by full-time faculty. As a result of this strike, faculty and administration worked in a proactive manner to develop better working relationships. The 2006 full-time faculty negotiations came to a point where a federal mediator was called. Two sessions with the mediator were unproductive, and the contract was ultimately resolved through direct negotiation between administration and full-time faculty. Continued work to improve collaboration and trust is recommended so that future contract negotiations proceed smoothly.

Full-Time/Part-Time Faculty Ratios

There has been a 27.34% enrollment increase during the past seven years. Increased enrollment precipitates the ongoing challenge of hiring and maintaining adequate levels of qualified faculty. Part-time faculty continue to serve a vital role at the College as they have consistently taught more than 50% of total contact hours. The balance between full-time and adjunct faculty is continuously analyzed.

Contact hours taught by full-time faculty steadily increased from 2000 through 2002, leveled out during 2003 and 2004, and then declined. Statistics provided in Finding 2B.3 indicate that the number of full-time faculty has increased only 3.3% since 1998. Enrollment growth has led to using more adjunct faculty, which allows the College to remain flexible in hiring while determining where true program growth will remain constant. Further analysis is needed to determine the appropriate full-time/part-time ratios and to develop a systematic way of forecasting the need for part-time faculty. The current full-time to adjunct faculty ratio is being added to the SWOT area of the SLRP as a weakness. The number of contact hours taught by full- and part-time faculty for the past seven years is contrasted below, in Figure 2A.5.a and Table 2A.5.a.

Figure 2A.5.a –
 Percent of Full-time and Part-time Faculty Contact Hours

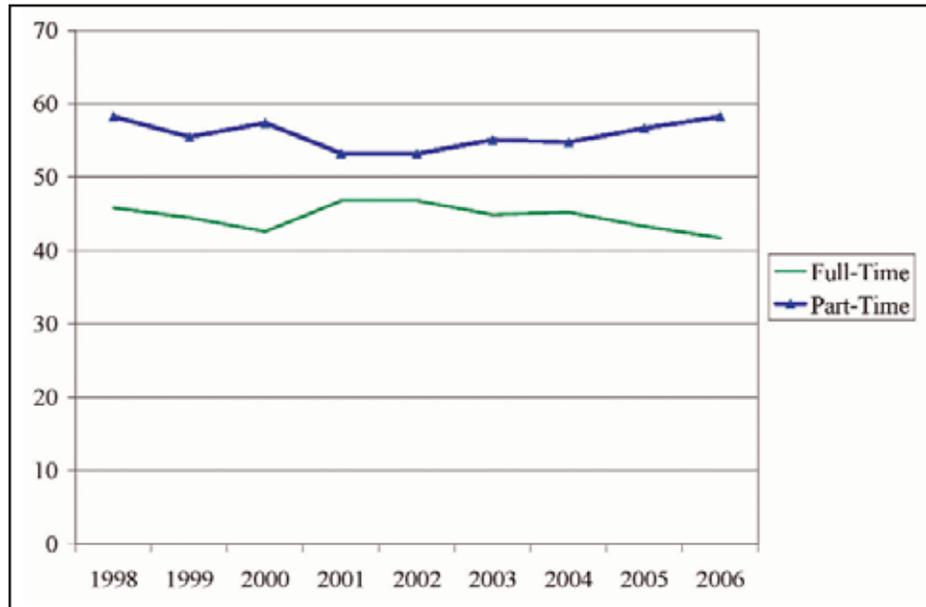


Table 2A.5.a – Faculty Contact Hours

	FY 00	FY 01	FY 02	FY 03	FY 04	FY 05	FY 06
Full-Time Contact Hours	4966.15	5529.20	5593.89	5502.47	5946.46	6108.53	6084.34
Adjunct Contact Hours	6692.40	6294.20	6359.11	6753.91	7200.37	7996.03	8494.50
TOTAL	11658.55	11823.40	11953.00	12256.38	13146.83	14104.56	14578.84
Full-Time Ratio	42.60%	46.76%	46.80%	44.89%	45.23%	43.31%	41.73%
Adjunct Ratio	57.40%	53.24%	53.20%	55.11%	54.77%	56.69%	58.27%

Source: Academic Affairs

Staff Changes

Although retention rates have been favorable, Harper has experienced staff changes during the past eight years 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. Of these new administrators, almost half have been placed in academic positions across eight academic divisions. Six positions were filled from within the organization, and two of the six internal placements were due to re-organizations. External candidates were selected for the remaining openings. Appendix G provides specifics of these hires.

Created in 2005, the Associate Dean position in Academic Affairs was envisioned as a way of grooming future academic leadership and assisting with the implementation and facilitation of a newly formed adjunct faculty bargaining

agreement. Some faculty questioned the need for the position and were given an opportunity to comment. They felt that many of the duties outlined in the Associate Dean's job description were performed by department chairs and coordinators and, in some cases, administrative support personnel. The faculty felt the College would be better served by hiring additional faculty or retaining support staff, considering enrollment increases in the past seven years.

Affirmative Action and Diversity

Harper College is an equal opportunity employer and has an established commitment to recruit and retain a diverse workforce as seen in its Affirmative Action Plan. The College adopted a Diversity Plan in 2001 which became part of the SLRP in 2004. The diversity initiative reflects the goal to recruit and retain an administrator and faculty complement reflective of its student population. Approximately one-third of students identify themselves as being members of under-represented groups.

The College has made a commitment to inclusive hiring. Job postings are reviewed and revised to ensure that they are written in a way that closely reflects competencies that screen-in rather than screen-out applicants from under-represented groups. Search committee members are required to attend an inclusive hiring workshop every two years. In 2006, this training was modified and renamed the Excellence in Hiring Workshop.

During the initial years of the Diversity Plan, administrative and faculty searches were approved for phone and on-site interviews by Human Resources only if the approved list contained individuals from under-represented groups.

In 2000, the Board reviewed statistics confirming that invitations to seek employment at the College had been extended to a diverse audience. In 2002, a new advertising agency specializing in recruitment from under-represented groups, was retained. In 2003, an online recruitment system was implemented to expand applicant access to employment opportunities. In addition, a new recruitment strategy was piloted and has been adopted by the institution and is called the Jobs at Harper Diversity Web page. This site provides testimonials affirming the institution's commitment to ensuring a welcoming environment.

HR was reorganized in 2002 to include a new position, the Assistant Vice President for Diversity and Organizational Development. The primary focus of this position is the recruitment and retention of a diverse workforce. In 2006, a part-time diverse workforce recruiting position was approved by the President. Preliminary data confirms that this position is an effective resource for employee recruitment. In 2005, 16% of the regular workforce was classified as a member of an under-represented group, and, in 2006, this was improved to 16.8%.



Harper is committed to diversity hiring.

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Table 2A.5.b summarizes the employee composition by minority status.

Table 2A.5.b – Full-Time Minority Employees

Employee Category	2003	Percent Minority in Employee Category	2006	Percent Minority in Employee Category
Executive/Administrative	8	17.4%	7	14.6%
Faculty — All	20	10.0%	24	11.1%
Supervisory/Confidential	5	10.2%	6	12.2%
Professional/Technical	17	12.2%	22	15.9%
Clerical/Secretarial	24	11.9%	19	10.2%
Skilled Crafts	0	—	2	8.0%
Service/Maintenance	34	35.4%	49	47.1%
Totals	108	14.4%	129	16.8%

Source: Fact Book 2006

Overall, these planning efforts have led to adding 21 minority employees from 2003 to 2006. However, this is mainly attributable to the increase in minority service and maintenance employees, which indicates that continued and increased outreach to minority candidates in other employee groups is warranted.

Hiring Processes

Search committees are frequently used to fill positions of full-time faculty and administrative positions, and employees in other groups have been hired using this method. The HR Employment Specialist meets with search committees to review guidelines and procedures for the recruitment process prior to the actual search. Once qualified candidates are identified, phone interviews take place followed by on-campus visits. Once finalists are selected, they are interviewed by the appropriate Vice President, and a recommendation is sent to the President for hire. The President then forwards the name of the finalist to the Trustees, who approve all full-time hires.

The make-up of search committees and processes used to recommend candidates varies, depending on division and position. As such, it is recommended that policies and procedures pertaining to search committee membership and processes continue to be clarified.

Finding 2A.6
 Strategic enrollment planning has enhanced the College's outreach efforts to students interested in credit programs.

In 2000, the College hired a national enrollment management consulting company to help develop the College's first strategic enrollment management plan. Although most of the consultation focused on recruitment, all of enrollment management was reviewed. Throughout this process, multiple strategies were developed to form the College's first

Enrollment Plan. In September 2001, the full report and plan were presented to the President’s Council and the Deans’ Council.

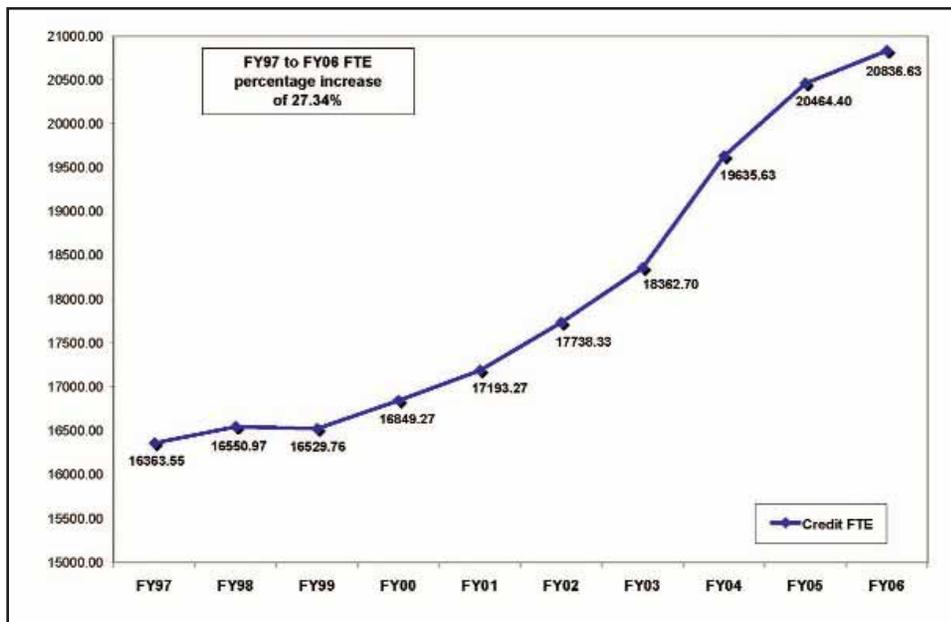
Key Strategies and Tactics

The enrollment plan strategies included identifying first time in college, young adult, and adult markets and then using a database to communicate with them. This was then followed by an automated communication flow to prospective new students and targeted students, along with students who had applied but not enrolled. A subsequent reorganization of Admissions included focusing on FTE recruiting and making the Director of Admissions assume that FTE responsibility.

Results of the Enrollment Plan

Starting in 2000, enrollment increases have continued annually. Overall, new student enrollment has increased by 8% since 2001, and overall enrollment has grown by 27.34% from 1997 to 2006. Figure 2A.6.a illustrates enrollment trends at the College from 1997 through 2006.

Figure 2A.6.a – FTE Enrollment Trends



Source: Enrollment Services.

Phasing in of the Plan

In 2004, the original enrollment plan was fully operational, and the Vice Presidents of Academic Affairs, Enrollment and Marketing, and Student Affairs concluded that using the existing strategic planning process would be the best way of continuing enrollment planning. From 2004-2007, this process was followed with much of the enrollment work being planned among the three Vice Presidents, with specific strategies and tactics written by specific areas under recruitment, retention, and academic program goals within the plan.

The following representative list of accomplishments signifies the College’s success through enrollment planning efforts. A complete list may be found in Appendix H.

2002

Efforts that contributed to an increase of 3.3% in FTE:

- Debuted the GoForward (sm) campaign, which showcased prominent alumni, students, and faculty, and the integration of this in the marketing plan through the next three to five years.

2003

Efforts that contributed to an increase of 3.2% in FTE:

- Enhanced the Internet Web-based services, which permitted extended Web registration and payment hours, producing increases of 24%, 31%, and 58% in Web activity over three semesters, respectively.
- Improved course search features and added Grade Inquiry to the Web options.

2004

Efforts that contributed to an increase of 6.9% in FTE:

- Developed three new degrees, seven new certificates and 55 new courses; and modified 100 courses. For more information on curriculum changes, see Finding 3B.1.
- Hosted 29 on-campus recruitment events and 23 events targeted to under-represented students, attended nine college fairs, and made nearly 70 business visits.

2005

Efforts that contributed to an increase of 4.2% in FTE:

- Developed 20 new distance learning courses.
- Expanded Adult Fast Track.

2006

Efforts that contributed to an increase of 1.82% in FTE:

- Conducted an outreach effort to fill the cardiac technology degree program, moving it from 30% to 100% capacity with 60 alternates.
- Implemented a degree and certificate completion initiative which increased petitions for graduation.

Future Enrollment Planning

Enrollment continues to be a high priority and efforts are underway to revise and refine enrollment planning. Current efforts involve reaching out to under-represented students through hiring a dedicated recruiter; further expanding Adult Fast Track options for adult markets; expanding the high school scholarship program; and increasing awareness of on-site credit classes for area businesses.

Section B. 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.

Harper uses a conservative approach to budget processes. The Board has a "save before you spend" philosophy that the College administration has implemented as critical to the ongoing financial health of the institution in light of limited state funding and unfunded state mandates. 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.

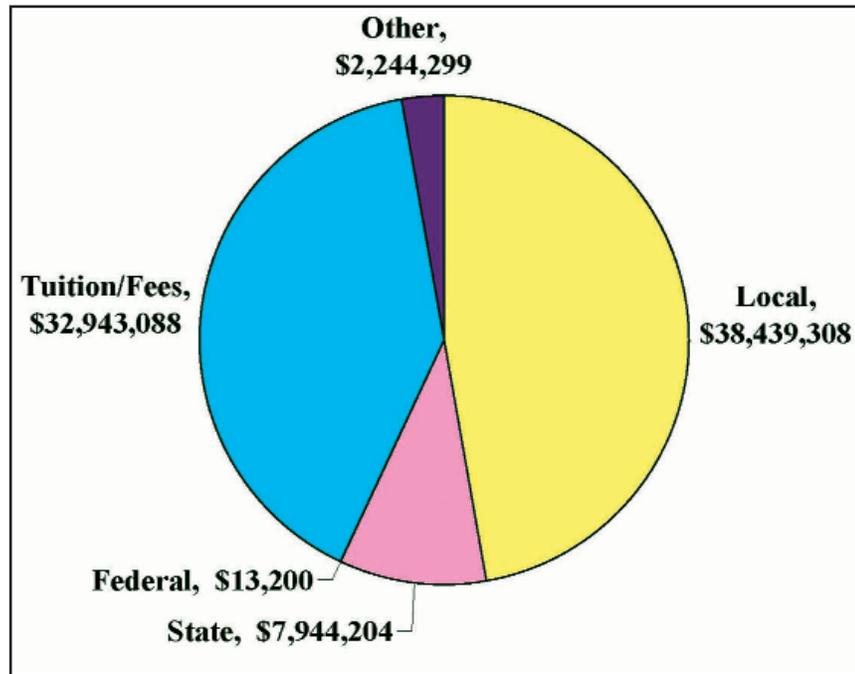
Financial Structure

The Trustees are responsible for the operating budget and distribution of state apportionment and certain other revenues among the operating funds. For the purposes of executing the entire educational program of the district, the Board, in accordance with the Illinois Community College Board, as detailed in the *Fiscal Management Manual*, accounts for monies in the following nine funds:

- Education Fund: revenues and expenditures of the academic and service programs of the College.
- Operations and Maintenance Fund: allocated revenues and expenditures for improvement, maintenance, repair or benefit to buildings and property.
- Operations and Maintenance Fund (Restricted): monies restricted for building purposes and site acquisition.
- Bond and Interest Fund: payment of principal, interest, and related charges on any outstanding bonds.
- Auxiliary Enterprises Fund: services where fees are charged and the activity is intended to be self-supporting.
- Restricted Purposed Fund: monies that have restrictions regarding their use.
- Working Cash Fund: proceeds of working cash bonds.
- Audit Fund: records the audit tax levy; monies in this fund are used only for the payment of auditing expenses.
- Liability, Protection and Settlement Fund: tort liability, property insurance, Medicare insurance, FICA taxes, unemployment insurance, and workers' compensation activities.

The College has become increasingly dependent on local property taxes and student tuition and fees as 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%. Figure 2B.1.a illustrates the contribution of each source to the total revenue.

Figure 2B.1.a – Sources of Revenue for 2006



Source: Fact Book 2006

Financial Forecasting Model

The College uses long-range financial planning through a financial forecasting model. Each year, the College projects at least three years into the future. This model has 20 revenue and 10 expense variables. Revenue variables are grouped into the three major funding categories: property taxes, state appropriations, and tuition and fees. The tuition and fees part of the model is driven by enrollment projections. The expense variables follow such items as salaries and benefits. This model helps to anticipate the long-range impact of critical decisions and assists in preparing and maintaining long-range financial stability.

After reviewing the information, the College realized it would need to develop interventions on both the revenue and expense side to avoid rapid use of current resources. One of the Board financial guidelines from this model addresses tuition rates. Before the model, increases in tuition had been sporadic and related to funding needs. The model forecasts the need for a consistent, long-term tuition philosophy based on per capita cost. The goal is for in-district tuition to reflect 25% of per capita cost. Currently, it is at 20.9%. It was clear that reaching the 25% goal should take a number of years, as immediate implementation would have put undue financial pressure on students. The plan now calls for tuition to increase by at least \$4 per credit hour each year until tuition reaches the Board established percentage.

Budget Philosophy

Harper strives for a balanced budget in the Educational and Operations Fund. Auxiliary Funds are expected to recover all operational costs. Because money is added annually to the fund balance, special one-time uses such as construction expense, projects, or special equipment purchases may be completed. This philosophy also ensures that the College provides for future contingencies.

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Budgeting Process

The Budget Office, at the direction of the Vice President of Administrative Services, develops a planning calendar for the annual budget. The budget is an estimate of revenue to be earned as well as a controlled spending plan for the ensuing year. Participation in the budgeting process is encouraged at all times. Before the calendar has been finalized, the financial forecasting model is evaluated at President’s Council and priorities are set for spending in capital, technology, and personnel.

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Each department reviews current budgeted personnel and submits changes to the Budget Office. Within each Vice President’s area, decisions are made as to how to allocate the available resources. Deviations from the target budget must be explained and approved. In early April, the budget module is opened for College input over approximately the next five weeks. Final budget documents are compiled by the Budget Office and approved by the Trustees.

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Once the budget is adopted, regular monitoring occurs throughout the College. Control is maintained College-wide and at the cost center level. Most commonly, financial monitoring occurs monthly. If shortfalls or overages appear, immediate action is taken, whenever possible, so that annual targets are met.

Financial Results

Table 2B.1.a summarizes financial activity in the Education Fund, Operations and Maintenance Fund, and Auxiliary Fund. All three funds had positive balances. The other funds often support projects like bond sales where revenue is generated in one year and spent in succeeding years. This is considered good planning and not an unbalanced budget.

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**Table 2B.1.a – Financial Results
Education, Operations and Maintenance, and Auxiliary Funds**

Education Fund	2003	2004	2005	2006
Fund Balance	\$13,055,378	\$15,511,193	\$18,725,937	\$21,327,720
Revenue	\$53,068,719	\$58,456,417	\$61,359,848	\$66,729,470
Expenses	\$48,653,841	\$53,174,442	\$56,140,845	\$61,568,136
Net	\$4,414,878	\$5,281,975	\$5,219,003	\$5,161,334
Other	\$(1,959,063)	\$(2,067,231)	\$(2,617,220)	\$(3,359,484)
End Fund Balance	\$15,511,193	\$18,725,937	\$21,327,720	\$23,129,570

Continued



The College has continued to grow and improve even though financial support from the state is shrinking.

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Operations and Maintenance Fund	2003	2004	2005	2006
Fund Balance	\$7,344,633	\$8,981,996	\$9,734,635	\$10,333,775
Revenue	\$12,826,018	\$11,944,214	\$13,260,217	\$14,364,628
Expenses	\$10,905,877	\$11,191,575	\$12,641,877	\$13,168,911
Net	\$1,920,141	\$752,639	\$618,340	\$1,195,717
Other	\$(282,778)	\$ —	\$(19,200)	\$ —
End Fund Balance	\$8,981,996	\$9,734,635	\$10,333,775	\$11,529,492

Auxiliary Fund	2003	2004	2005	2006
Fund Balance	\$2,740,972	\$3,018,246	\$3,240,026	\$3,282,498
Revenue	\$14,026,012	\$14,127,185	\$13,932,076	\$13,747,317
Expenses	\$13,839,890	\$13,818,014	\$13,935,059	\$13,674,805
Net	\$186,122	\$309,171	\$(2,983)	\$72,512
Other	\$91,152	\$(87,391)	\$45,455	\$62,527
End Fund Balance	\$3,018,246	\$3,240,026	\$3,282,498	\$3,417,537

Source: Uniform Financial Statement No. 1 Audited Financial Statements

External Challenges

Since 2002, the institution experienced increasing enrollment, an aesthetically improved campus with state-of-the-art buildings, and a dedicated and professional staff. Yet, the factors that contributed to the growth and success the College experienced created new and difficult financial challenges. These challenges stem from shrinking state and federal support, property tax revenue limitation, rising costs, and the College's uncompromising commitment to educational excellence.

State funding continued at an almost level rate in 2007 but has decreased by approximately \$3 million since 2002. Although local taxes grew modestly due to tax-capped rates, the Property Tax Appeal Board (PTAB) continued to erode growth by more than \$6 million since 2002. PTAB allows owners of real estate other than residential property to appeal assessed valuations.

Over the past few years, the flow of funds affecting special services for the economically disadvantaged, the disabled, the academically challenged, and diverse student populations were significantly reduced and others were threatened. Federal and state grants, which had supported many of these programs, were scaled back or withdrawn completely:

- Federal and state grant cuts over the previous five years had an impact on support services by over \$500,000 annually. These funds covered support to the disabled, tutoring, women's services, minority transfer services, ESL, and AED. These integral programs were subsequently moved to the Education Fund, which could be viewed as reductions in that fund.

- Unfunded but mandated expenses related to the Illinois Veterans Grant were \$195,000 in FY 2005 and nearly doubled to over \$350,000 in FY 2006.
- Perkins funds in excess of \$340,000 were threatened in 2007. These funds cover Women’s Program services, tutoring, assistive technology and accommodations for students with disabilities, curriculum development in career programs, and career program equipment.

Harper did not abandon important programs and services because the mission of the College compels it to serve these populations. Yet, because of the cuts in federal and state funding, the College has fewer resources to carry out important activities.

Internal Challenges

Enrollment growth has been the key to Harper’s financial stability. The 27.34% growth in FTE, between 1997 and 2006, moved the College forward with new programs and a balanced budget. As the College reaches capacity in many areas, the focus will be changed to strategic enrollment growth and development of other sources of revenue. See Finding 2A.6 for specific details.

The College has accommodated enrollment growth with little change among full-time employees. For the past six years, Harper has responded to enrollment growth by reorganizing and merging duties, cutting costs, and finding ways to deliver services more efficiently without compromising quality. Below are some examples:

- The Health Careers and Public Safety Division continues to add clinical programs, increasing enrollment and expanding the number of clinical sites utilized. Since 2003, the Division has added six new programs and expanded clinical sites from 70 to 125. These programs rely on Health and Psychological Services (HPS) to administer health requirements so that students can participate in clinical experiences. As a result, visits by health career students to HPS have increased 89% over four years, to 4,102 visits in 2006.
- Increases in limited enrollment programs impact the Assessment Services area due to entrance testing requirements. Since 2003, limited enrollment testing has increased 360%. Additionally, 75 classes per semester use this center for distance education testing, which is a 230% increase. The Assessment Center processes over 30,000 tests per year. There has been no increase in staffing in 15 years. Staffing ratios of three surrounding community colleges average approximately 7,000 tests to one full-time staff. Harper’s ratio is 10,000 to one full-time staff.
- The learning disabled population has grown since 1997. During this period, the staff assisting these students with



The College has accommodated enrollment growth with little change in the number of full-time employees.

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legally mandated services grew from one full-time person to 1.25. Best-practices indicate that the maximum case load should be 200 students to 1 staff member. The current case load at Harper is 361:1.

- The physical plant cleans and maintains 44% more space than in FY 2002, with only an 8% increase in staff. The cleaning standard for custodians at level 2 is 20,000 square feet per custodian; custodians at Harper are currently at 28,330 square feet per custodian.
- The Information Technology Division realized an overall 40% increase in technology infrastructure, computing, and media equipment. Also, a total of 86 (76 media rich/SMART instructional spaces in Avanté and the retrofit of 10 in other buildings across campus in FY 2005) was added with no incremental staff. An industry standard for computer support is 150 to 1. Harper's current support level is approximately 300 to 1.

Future Considerations

The College is experiencing diminished public financial support. Other private sources of funding are being pursued. The College is considering the possibility of raising money from private community sources. A "major gifts campaign" with the focus on raising money for student scholarships, new programs, and instructional capital needs was initiated in FY 2007. The Harper College Educational Foundation will fund most of this effort.

Finding 2B.2

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

It is anticipated that decreases in state funding will exceed \$3 million as the state budget deficit will likely lead to continued funding cuts including unfunded mandates. Also, local tax appeals in conjunction with the tax cap have reduced local tax support, Harper's primary funding source. Harper has compensated for these reductions through enrollment growth, increased efficiencies, strategic tuition increases, and improved business practices.

Revenue Trends

Harper has funded the majority of its goals by strategically managing existing revenue streams from local real estate tax assessments, state apportionment and corporate personal property replacement taxes, U.S. Department of Education funds, student tuition and fees, and such other sources as sales and service fees and investment proceeds. Table 2B.2.a compares revenue sources from 2003 through 2006 in the Education Fund.

Table 2B.2.a – Revenue Sources in the Education Fund

	2003	% of Total	2006	% of Total
Real Estate Taxes	\$24,520,236	46.2%	\$26,861,702	40.3%
Other Local Revenue	\$178,119	0.3%	\$163,100	0.2%
Total Local Revenue	\$24,698,355	46.5%	\$27,024,802	40.5%
ICCB Grants	\$7,997,479	15.1%	\$7,007,420	10.5%
Other State Revenue	\$422,276	0.8%	\$608,909	0.9%
Total State Revenue	\$8,419,755	15.9%	\$7,616,329	11.4%
Federal Revenue	\$20,141	0.0%	\$13,200	0.0%
Student Tuition and Fees	\$19,420,881	36.6%	\$30,703,753	46.0%
All Other Revenue	\$509,587	1.0%	\$1,371,386	2.1%
TOTAL	\$53,068,719	100.0%	\$66,729,470	100.0%

Source: Uniform Financial Statement No. 1

The College's financial health is attributable to tuition and fees from increased enrollment and the strategic approach to tuition and fee increases. In 2003, student tuition and fees represented 36.6% of revenues collected in the Education Fund. In 2006, it comprised 46% of revenue collected. Local taxes contributed 46.5% of total revenues in 2003 and only 40.5% in 2006. State revenue sources also declined, and federal revenue continues to be negligible. See Finding 2B.1 for specific detail.

Expense Trends

While enrollment growth equates to financial stability, increased enrollment also increases expenses. The College has accommodated enrollment growth with little change in the number of full-time employees. Table 2B.2.b compares College-wide expenses from 2003 and 2006.

Table 2B.2.b – College-Wide Expenses

	2003	2006	Difference	Change
Instruction	\$23,274,456	\$28,859,736	\$5,585,280	24.0%
Academic Support	\$5,786,705	\$6,597,906	\$811,201	14.0%
Student Services	\$7,087,755	\$8,861,346	\$1,773,591	25.0%
Public Service/CE	\$5,625,499	\$5,142,838	\$(482,661)	-8.6%
Independent Operations	\$7,721,150	\$7,723,938	\$2,788	0.0%
Operations/Maintenance	\$8,079,157	\$11,051,675	\$2,972,518	36.8%
Institutional Support	\$69,269,342	\$41,272,415	\$(27,996,927)	-40.4%
Scholarships/Grants/Waivers	\$6,013,786	\$10,389,579	\$4,375,793	72.8%
TOTAL	\$132,857,850	\$119,899,433	\$(12,958,417)	-9.8%

Source: Uniform Financial Statement No. 1

Overall costs were higher in 2003 because the College incurred one-time expenses bringing the Avanté Center into full operation. The greatest increases in expected expenses were in Operations and Maintenance, and

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Scholarships, Grants, and Waivers. During that time, the College added almost 300,000 square feet of instructional space with the opening of the Avanté Center. Costs for maintaining, heating, and cooling this new space account for the majority of the increase.

The 72.8% increase in Scholarships, Grants, and Waivers is mainly attributable to how tuition waivers were accounted for in 2006 by the Adult Education Development Program. These students receive tuition waivers so they may take courses at no charge. The College needed a way to track the waived tuition as an expense. In 2006, all tuition waiver expenses have been recorded in the Scholarships, Grants, and Waivers account. This account also represents scholarships provided to high school students through the Distinguished Scholars Program and such unfunded state mandates as the Veterans' Grant. Detailed audited financial statements for 2005 and 2006 are contained in Appendix I.

Expanding Revenue Sources

Strategic tuition increases have allowed the College to expand current offerings. Assistance is available to students through Financial Aid. Also, the Foundation serves the College by providing funds for scholarships, awards, grants, and other projects. Bonds have been issued for various construction and operating purposes. Auxiliary funds are closely monitored, and overall revenues have consistently exceeded expenses. Finally, strategic budget cuts have resulted in significant savings.

Tuition

Harper has instituted regular, strategic tuition increases over the past several years. Among Chicago-area community colleges, Harper's tuition is the second highest and is \$9.25 per credit hour over the average. Table 2B.2.c compares and includes tuition rates as well as per credit hour fees.

Table 2B.2.c – Tuition Comparison

College	In-District	Senior Citizens	Out-of-District	Out-of-State
College of Lake County	\$71.00	\$35.50	\$196.00	\$267.00
Oakton Community College	\$75.00	\$37.50	\$225.00	\$283.30
Elgin Community College	\$84.50	\$.50	\$359.80	\$437.72
South Suburban College	\$93.00	\$ –	\$265.00	\$320.00
Harper College	\$95.00*	\$ –	\$288.00	\$362.00
College of DuPage	\$96.00*	\$50.00	\$250.00	\$307.00
Average	\$85.75	\$20.58	\$263.97	\$329.50

Source: College Web sites
 * Includes per hour fees

The Student Trustee to the Board has consistently voted in favor of tuition and fee increases. The Student Senate representative attending the meeting endorsed the increase as well.

Financial Aid

In October 2003, the Office of Scholarships and Financial Assistance began streamlining practices for timely financial assistance applications processing.



Harper provides financial support to students through scholarships, grants and waivers.

This has helped increase the number of applicants and dollars awarded. Table 2B.2.d summarizes these activities.

Table 2B.2.d – Financial Aid Applicants and Awards

Type	2004-2005 Applicants	2005-2006 Applicants	% Change Applicants	2004-2005 Awarded	2005-2006 Awarded	% Change Awarded
Pell	1,887	1,980	+5%	\$4,157,935	\$4,351,843	+5%
SEOG	507	602	+19%	\$191,641	\$225,739	+18%
MAP	1,436	1,560	+9%	\$1,511,613	\$1,919,558	+27%
IVG	278	268	-4%	\$536,419	\$581,767	+8%
Loans	920	1,090	+18%	\$3,153,377	\$3,774,516	+20%
Total	5,028	5,500	+9%	\$9,550,985	\$10,853,423	+14%

Source: FY 2006 IBHE Report

Educational Foundation

The College's Educational Foundation has been dedicated to raising funds which support the institution. Over the past several years, the Foundation has raised more than \$3.7 million in external funds. This included increasing public funding by \$546,252, securing \$469,868 from the President's Circle, supporting the opening of Avanté with \$102,000, raising \$260,000 from Director Circle initiatives, \$50,000 from the Employee Campaign, \$32,000 from the Pacesetter's Campaign as well as \$71,000 from the Harper Gala.

In 2007, the Foundation began a Major Gifts Campaign to raise money for scholarships and support other initiatives of the College.

Other Grant Opportunities

The College has been proactive in researching and securing funds from other sources. For example, in 2004 the College received a State of Illinois \$4.25 million grant for infrastructure improvements and \$260,000 for nursing program expansion.

Debt Financing

Debt assumed by the College falls into three categories: bonds issued via referendum, operating bonds, and alternative revenue bonds. With the November 2000 referendum, the community authorized debt of \$88.8 million. These funds were approved and used to construct the Avanté Center. The Debt Reform Act allows an available debt limit of \$2,119,980. This means the College is authorized in perpetuity to have an annual debt on the books up to this limit without a vote of the people. To maintain a debt at this level, the College sells bonds every other year. The primary purpose of the bond sales under the Debt Reform Act is to provide a funding stream for technology-related purchases at the College. The College may also sell alternative revenue bonds when it has a revenue-producing venture that can fund the bond principal and interest payments. The College currently has one such debt for the purchase of the Harper Professional Center in Schaumburg. In the past, the College has issued alternative revenue bonds to pay for the remodeling of the bookstore. The College budget book and the College audit list the detail of the College debt for any specific fiscal year.

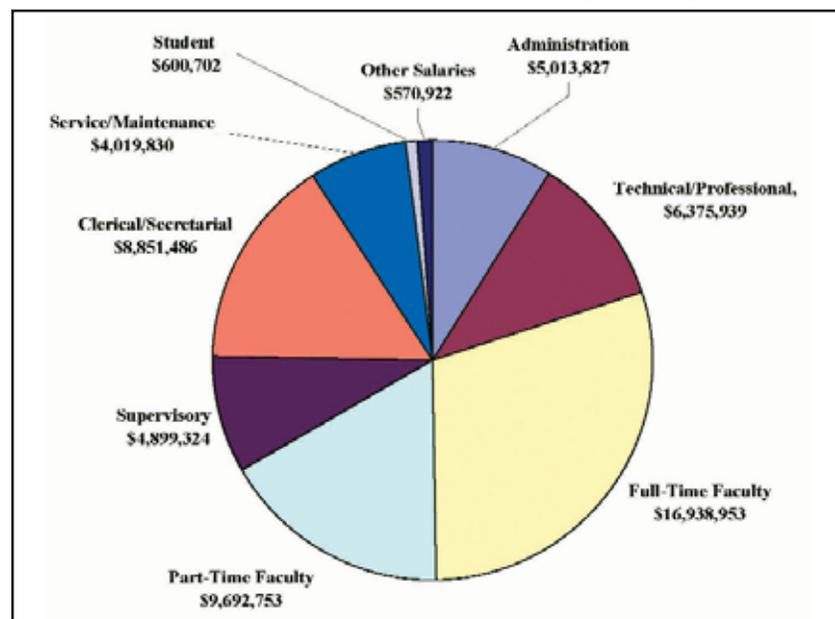
Auxiliary Funds

Auxiliary funds at the College have been well-managed. The funds have consistently shown a \$3 million positive balance over the past three years. This balance is used to supplement the College's funding needs. See Finding 1E.2 for information on auxiliary operations.

Finding 2B.3
 Harper College recognizes the importance of its human resources to deliver quality educational services, providing competitive compensation and professional development opportunities.

Harper recognizes that providing affordable, quality academic programming is accomplished through its human resources. Harper articulates its commitment to the recruitment, retention, and development of a diverse workforce in the SLRP and devotes substantial resources and efforts to this area. The College employs 767 full- and part-time regular employees. When adjunct faculty and temporary part-time employees are added, the number doubles. The two largest funds, the Educational Fund and Operations and Maintenance Fund, highlight the importance placed on human resources. Expenses recorded in these funds support this statement. In 2006, over 73% of total expenses in these funds were for salaries and benefits. Salary increases at Harper for all employees in 2005 and 2006 were 5.7% and 4.7% in 2007, which exceeded national norms. According to Mercer Human Resources Consulting, average salary increases in the United States were 3.6% in 2005 and 3.7% in 2006 and are expected to remain constant at 3.7% in 2007. The strong salary and benefits packages undoubtedly contribute to the low employee turnover rate at the College. Figure 2B.3.a shows the distribution of total salary expenses for 2006.

Figure 2B.3.a – Total Salary Expenses by Category



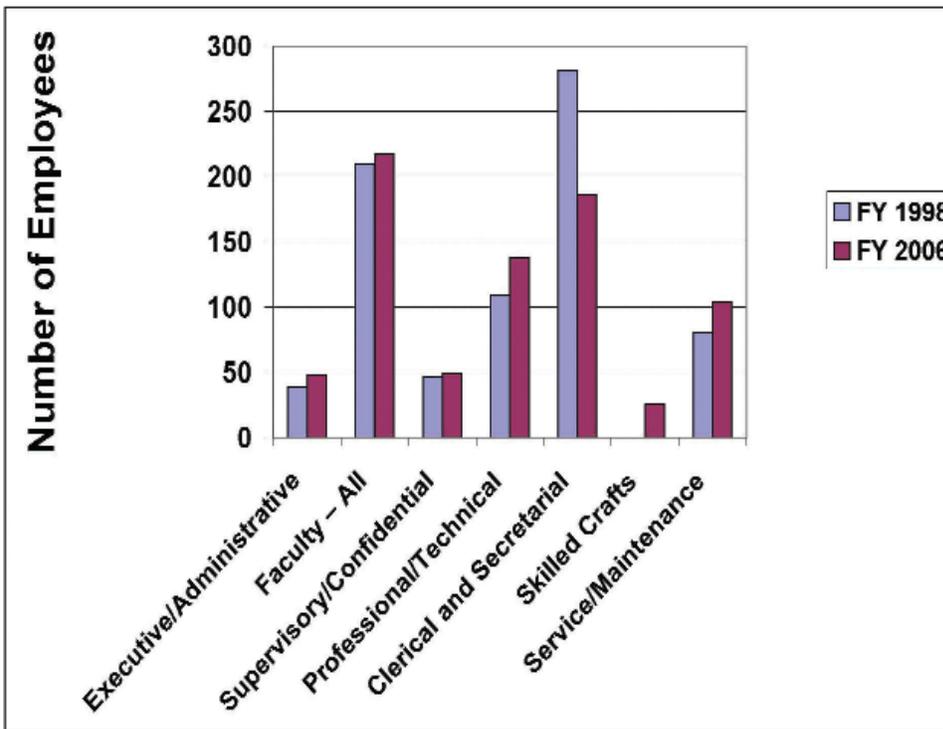
Source: Financial Services

Staffing Levels

The number of full-time employees has remained the same since 1998. Employee groups have increased or decreased as campus needs and directions have changed. The greatest decrease is in the clerical and secretarial category, with a total reduction of 95 positions. It is assumed that increased technology has allowed for greater efficiencies in this area; however, the all campus survey conducted for this self-study yielded data suggesting that determining appropriate levels of support staffing remains a concern for the College. In response to the question “Does your department, program, or service area have the resources and support it needs to provide an excellent education to our students,” 10% of 566 respondents stated “no or mostly no,” and staffing was cited as an area for improvement in 56 of 216 written comments in response to this question.

Staffing increases are most notable in the Professional/Technical area, Skilled Crafts, and Service/Maintenance. Additions to the Professional/Technical staff were primarily due to the increased demand for technology support, and Skilled Crafts and Service/Maintenance personnel were added to support the increased square footage at the main campus and Harper Professional Center extension site. The growth in the Executive/Administrative group is attributable to the five new Associate Dean positions in 2005. Academic divisions at the College had previously been headed only by Deans, prior to these additional positions. Figure 2B.3.b shows a comparison of staffing levels in 1998 to 2006.

Figure 2B.3.b – Full-time Staffing Level Comparison



Source: Human Resources

High numbers of retirements have resulted in hiring 150 new full-time faculty. However, the total number of full-time faculty has increased by only seven positions during that time, for a total increase of 3.3%. With enrollment increasing by 27.34% over the past decade, use of adjunct faculty has begun to increase, and the adjunct-to-full-time ratio of contact hours covered approached 60:40 in 2006. See Finding 2A.5 for specific detail.

Contract Status

There are six negotiated agreements for different employee groups. All current agreements span 2006-2010. Executive/Administrative personnel, and Clerical and Secretarial staff are not in a union.

- Full-Time Faculty belong to the Cook County College Teachers' Union Local 1600, AFT, AFL-CIO.
- Adjunct Faculty belong to the IEA-NEA.
- Professional/Technical (Pro/Tech) employees belong to the Cook County College Teachers' Union, Local 1600, AFT, AFL-CIO.
- Harper College Police Department employees belong to a unionized group referred to as ICOPS.
- Service and Maintenance personnel are also referred to as IEA/NEA employees.
- Part-time Librarians and Counselors belong to the IEA-NEA.

All current labor contracts are posted on the MyHarper portal.

Evaluation

Administrative personnel receive annual evaluations from the College administration, based on stated objectives and overall effectiveness. Although independent evaluations of Deans and Vice Presidents by faculty have been initiated by the Faculty Senate, there are no formal processes sanctioned by the College for evaluation from this perspective. Full-time faculty receive annual evaluations during their first three years of employment. Subsequent evaluations are done by contract-specific timelines, typically every three years. Adjunct faculty are evaluated as defined in their collective bargaining agreement. Newly hired exempt and non-exempt employees are considered probationary for a certain period of time. Evaluations are conducted just prior to the end of a three-month introductory period for non-exempt employees and just prior to the end of a six-month introductory period for exempt employees. Regular annual performance reviews are conducted after the probationary period. See Finding 3B.2 for specific detail.

Advancement and Promotion

Advancement and promotion opportunities depend on institutional need, employee competency, and interests. All employees may apply for these opportunities through the College's online recruitment system. These opportunities are created in response to advancing the institution's priorities. The full-time faculty promotions process is described in detail in Finding 3B.2.

Professional Development

The College supports professional development through an annual allocation of funds for course work, conference attendance, and reimbursement for professional expenses. Table 2B.3.a lists the employee group and the corresponding development dollars.

Table 2B.3.a – Annual Professional Development Monies Available Per Employee

	2002	2003	2004	2005	2006
Executive/Administrative	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
Faculty–Full-time	\$1,000	\$1,025	\$1,050	\$1,075	\$1,100
Supervisory/Confidential	\$ 850	\$ 875	\$ 900	\$ 925	\$ 950
Professional/Technical	\$ 900	\$ 925	\$ 950	\$ 975	\$1,000
Clerical and Secretarial	\$ 850	\$ 875	\$ 900	\$ 925	\$ 950
Skilled Crafts	\$ 825	\$ 825	\$ 825	\$ 850	\$ 875

Source: Human Resources

Adjunct teaching faculty also receive professional development funding of a maximum of \$320 per adjunct faculty member, from an annual fund of \$15,000 in 2007, \$20,000 in 2008 and 2009, and \$25,000 in 2010. Adjunct counselors and librarians may request up to \$75 in professional development reimbursement.

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.

During the past decade, Harper College has been intent on developing new educational options to meet students’ increasingly diverse needs. These efforts encompass a wide variety of directions, from developing new programs and alternate course schedules to seeking a change in Illinois law to allow the College to offer select baccalaureate degrees. New educational programs are developed through in-house reviews before Illinois Community College Board (ICCB) and Illinois Board of Higher Education (IBHE) approval. Expansion of nontraditional delivery modes like distance learning or open entry courses has been the result of research and planning.

New Program and Certificate Planning

The College uses data-driven planning when considering a new program, certificate, or course following the new program development process. Administrators use the Environmental Scan, the Graduate Survey, Community Needs Assessment, and state and local employment data to assess enrollment potential and employment opportunities. The result has been an array of new courses, certificates, and degree programs. This growth is critical to an educational institution’s continued fulfillment of its mission in ways that are sensitive to the needs of the present while looking forward to the needs of the future.

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Many new programs have been developed in the health care field.

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Briefly, new credit programs go through seven phases during one to three years before becoming part of the curriculum: idea development and need assessment; internal and ICCB review; resource development and allocation for curricula; and implementation and assessment. Appendix J contains specific information on each phase. See Findings 3B.1 and 4C.2 for specific detail.

New Degree, Credit, and Certificate Programs

Since 1997, the following degrees, certificates, or programs have either been developed or are in process:

Associate in Arts in Teaching Degrees

In 2004-2005, the ICCB and IBHE approved two Associate in Arts in Teaching (AAT) degrees for adoption by community colleges. In these programs, students must demonstrate outcomes mastery through a portfolio of artifacts collected throughout pursuit of the AAT. All teaching degree competencies must be completed and accounted for by the end of the BA. Competencies matching the AAT model must be accounted for in curriculum submitted as part of the AAT programs.

During development of the AAT in Mathematics, the Education and Mathematics faculty developed curricula that were sent to ICCB. Currently, a mathematics course is being revised in response to some concerns at ICCB, and IAI approval will be sought for that course in fall 2007.

The AAT degree in Early Childhood Education was just approved for development by community colleges. Harper is in the process of developing the degree.

Associate in General Studies Degree

The Associate in General Studies degree (AGS) was developed to meet student need for an individualized degree and for students who have stopped out for a period and want to complete their degree. The AGS is flexible and allows more choices in class selection. The AGS has been approved and will be offered in fall 2007. See Finding 3C.2 for specific detail.

Programs and Certificates Currently in the Approval Process at ICCB

Table 2B.4.a identifies the degrees and certificate programs awaiting approval from the ICCB and IBHE.

Table 2B.4.a – Programs Pending Approval

Degree or Certificate	Name of Degree or Certificate
AAS and Cert	Computer Forensics and Security Degree
AAS and Cert	Environmental Health and Occupational Safety
AAS and Cert	Forensic Science/Forensic Science Technician
AAS	Nanotechnology
AAS and Cert	Emergency Management Systems Degree

Source: Academic Affairs

Programs Currently Under Institutional Study

After receiving a \$12,500 grant from the American Society of Radiation Therapists Foundation to address the shortage of radiation therapists, the Radiation Therapy Technician program is being evaluated. However, because a nearby community college has started offering a one-year certificate in Radiation Therapy, there is concern that the area may not be able to support another program.

Programs Investigated and Not Developed

Some programs are postponed from development. In the past three years, more than 12 programs have been investigated and, due to economic, employment, or other issues, they were not pursued. For example, the College chose not to pursue the AAT–Secondary Science degree, a program developed at the same time as the AAT–Mathematics degree. At this time, universities in Illinois have not universally embraced this transfer degree, and all degree requirements could not be met within the confines of the 64-semester-hour total for the degree. A complete list of programs investigated but not developed is maintained in the Associate Vice President for Academic Affairs' office.

Development of New Modalities and Schedules***Distance Learning***

Since 2002–2003, enrollment in online, blended, and telecourses has increased over 80%. In 2006, over 5,300 student enrollments came from these alternative delivery modalities. The enrollment growth has been greatest for online and blended instruction. Online course sections more than doubled between 2002 and 2006, reaching a total of 353 sections, with 3,357 students. This is an enrollment increase of 96% since 2002. In the same four years, blended course sections have increased from 2 to 35 and enrollment in blended classes increased from 31 to 548.

This rapid growth in distance learning stems from plans formed in 1997, with the formation of the Technology Plan Coordination Task Force. This group met with all constituencies across campus between 1997–2000 to determine interest in hardware, software, Internet use, and distance learning. In 2000, the Vice President of Academic Affairs; the Coordinator of the Music Academy; faculty from Geography, Mathematics, and Student Development; and a Professional Technical staff member created the first Instructional Technology Plan. Distance education growth demonstrates a commitment to delivery modalities that are student-centered. Harper is poised to meet its future needs through such partnerships as the Illinois Virtual Campus and its recent HLC accreditation to offer full degrees online. See Finding 3C.2 for specific details.

New Scheduling Options

Over the past five years, the course schedule has included a variety of course lengths and time availabilities for students as noted in the Community Need Assessment. These include a 14-week, available only at NEC, and a 12-week late start semester; a 10-week summer session divided into two five-week sessions and early start and late start eight-week sessions; and two evening sessions available on weeknights during the fall and spring, so students may take two courses back-to-back, two nights per week.

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Many programs have been expanded and enhanced.

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The scheduling innovations are effective in expanding student options. The summer 2006 population grew by 2% from the previous year to 2,724.97 FTE and an unduplicated headcount of 9,519.

Adult Fast Track

Two years in development, the Adult Fast Track initiative started in spring 2004. By spring 2007, there were 193 active students in 13 cohorts. There are five program areas: Management, Marketing, Computer Information Systems, Early Childhood Education, and Financial Services. Three cohort groups of 83 students have earned AAS degrees. Fast Track allows highly motivated students to complete an associate degree in two years by attending class four hours a night, one night a week for 48 weeks of the year. The classes are offered at the HPC or the NEC with easy access to parking, a consistent schedule, and more independent learning. See Finding 3C.2 for specific detail.

Expansion of Existing Credit Programs

Expanding programs depends on available space, personnel, and the currency of program offerings. For example, the Computer Information Systems department has expanded its course offerings to include Web development, networking technology and security programs, electronic learning, and computer forensics. Over the past five years, nine new Computer Information Systems programs have been developed, five new areas have been incorporated within degree programs, and 38 additional courses have been added. See Finding 3B.1 for curriculum examples.

Health careers and technology programs have expanded due to the new Avanté Center. With learning spaces three to four times larger than previous locations, overcrowding is not an issue in nursing and dental hygiene labs. The shell space that remains in the Center will accommodate future expansions.

Expansion through Corporate Partnerships

In 2002-2003, Alexian Brothers Health Network and the College started to consider an on-site Associate Degree Nursing Program. At that same time, Northwest Community Healthcare asked that their employees who met the admission criteria would be guaranteed seats in Harper's Nursing Program.

In 2005, the Critical Skills Shortage Initiative Grant for \$260,000 allowed area hospitals to encourage employees to become registered nurses. A cohort of 20 qualified students from Northwest Community Hospital or St. Alexius Medical Center began courses at Harper in March 2005, and additional nursing faculty were hired. Classroom and lab-based learning takes place on campus, with the clinical experience scheduled on weekends at the partner hospitals. Classes were held on Fridays and every other weekend. The initial 20 students graduated in November 2006. There are now four hospital partners, and 40 students will be added to this cohort-based nursing program each spring semester beginning in 2007.

Challenges Associated With New Alternatives in Program Expansion

Harper has moved to expand online course offerings, provide alternative scheduling options, and establish corporate partnerships to expand course offerings. While such innovations have increased student access, addressed critical workforce shortages, and promoted enrollment growth, they also have been accompanied by debate.

The partnership between the College and the hospital for the cohort nursing program is one example of an innovative program expansion that generated philosophical debate. The project's goal was to address health care workforce needs. This goal would be met through expanding the nursing program. The College stated a commitment in its grant proposal to provide the Nursing Program curriculum in a responsive and accountable manner to community partners, and to provide educational assistance to qualified hospital employees interested in becoming registered nurses on an alternative schedule determined with input from the hospital partners.

Harper was to offer a fully accredited nursing program; follow the College's standard admissions procedures to accept twenty qualified employees at the partnering institutions; provide academic and nonacademic support services; and hire one full-time and one part-time faculty to teach the nursing courses. The health care partners agreed to provide clinical sites; identify employees interested in becoming nurses; provide financial support for the accepted employees; and provide financial support to pay for the one full-time and one adjunct faculty member.

Nursing faculty objected to several aspects of the project. First, nursing faculty felt that the hospital partners were given too much authority in class schedules, which they felt was based on hospital needs and not on the principles of teaching and learning and the suitability of clinical experiences for learning. The faculty proposed a different schedule, including weekday evenings, while an entirely weekend schedule was ultimately adopted. The faculty also objected to establishing a new nursing cohort limited to employees of the partnering hospitals. They felt the existing alternate list of potential nursing students should be honored.

Additional concerns have been raised as to curricula delivery. While the course content and outcomes have remained unchanged, the sequencing and delivery of the instruction has been altered. Finally, the nursing faculty have questioned whether it is appropriate for a single full-time faculty member to teach most of the classroom content, complemented by adjunct faculty who teach the balance. Instruction in the traditional nursing program rotates 12 full-time faculty who cover their areas of specialization.

The nursing faculty felt that the partnership program fails to maintain academic integrity. They also questioned the level of influence provided to the partnering hospitals in exchange for their financial support of the project. Harper's administration countered with the fact that in 2005 all 20 students of the cohort earned LPN certification, and 19 passed the RN examination in December 2006. As a result, critically needed nurses will have been added to the local workforce. Finding a balance between meeting constituents' needs in alternative ways and in maintaining traditional expectations for appropriate scheduling and structuring of these options has not been limited to the nursing

program; debate has occurred about the Adult Fast Track, distance learning, and shortened summer schedules as well, and these dialogues will continue as these options continue to evolve.

Development of New Programs in Continuing Education
 CE develops new programs through an internal process managed within the division. No external approval is needed to add continuing education programs. The CE registration staff routinely documents requests from students for training programs or courses that Harper does not have. For several years, the staff had received inquiries regarding therapeutic massage training. Due to these inquiries, CE researched the area and found that massage is one of the top 10 growth areas and no other college within 10 miles of Harper was offering such a program.

CE hired a consultant, secured an unused lab space in Avanté, and used net revenue from other CE programs to purchase equipment and furniture. They promoted the program and clinic through local newspapers and brochures sent to targeted mailing lists, and offered information sessions to recruit students. Since January 2005, 40 students have graduated with nearly a 100% pass rate on the National Certification Exam. See Finding 5C.4 for specific details.

Baccalaureate Education
 In 2004, based on strong community support, Harper began to consider offering select baccalaureate degrees in areas of high workforce need. In Illinois, this requires a legislative change before any HLC approval could be requested. Through collaboration with state representatives and other interested constituents, College representatives shepherded the community college baccalaureate bill, and after passing through the Illinois House Higher Education Committee, it passed through the Illinois House of Representatives in April 2007. The 2007 Community Needs Assessment found that 76% of district residents strongly agree that Harper should offer baccalaureate degrees in areas of high workforce need.

Section C: 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.

Harper participates in institutional evaluation through such venues as surveys (community needs, institutional climate, and student engagement) outcomes assessment, program review, classroom assessment, and student perceptions. These processes led to improved institutional effectiveness including large-scale changes to new curricula resulting from a program review. Instructor's have modified teaching strategies based on their learning outcomes assessment process and/or student opinionnaires of instruction. Table 2C.1.a lists the assessment conducted by the College.



Therapeutic massage is a new program in Continuing Education.

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Table 2C.1.a – Assessment at Harper College

Scope of Assessment	Type of Assessment	Frequency	Responsibility
Institutional	Community Needs Assessment	Every three years	Outside Consultant coordinated by Office of Research
Institutional	Climate Survey	Every three years	Outside Consultant coordinated by Office of Research
Institutional	Community College Survey of Student Engagement (CCSSE)	Every three years	CCSSE coordinated by Office of Research
Institutional	Institutional Outcomes Report	Annually	Strategic Planning
Institutional	Illinois Community College (ICCB) Performance Report	Annually	Office of Research
Institutional	Employee Performance Reviews	Annually or By Contract	Administration, Managers, Faculty
Institutional	Course Placement Assessments	Upon Course Requirements	Assessment and Testing Committee
Cross-Disciplinary	General Education Learning Assessment	Annually	General Education Assessment Committee
Program-Level	Instructional Outcomes Assessment	Annually	Department Chairs, Coordinators, Faculty
Program-Level	Non-Instructional Outcomes Assessment	Annually	Directors, Managers, Staff
Program-Level	Program Review	Every five years	Department Chairs, Deans, Coordinators, Directors
Course-Level	Classroom Assessment	Ongoing	Faculty
Course-Level	Student Opinionnaire of Instruction (SOI)	Ongoing	Students

Institutional Surveys

Since 2004, three rotating surveys have been used to assess institutional climate, student engagement, and community needs. The most recent survey was conducted in spring 2007. The Personal Assessment of the College Environment survey (PACE), a measure of employee perceptions of climate, was conducted in spring 2005, and a student engagement survey was conducted the following spring. These surveys reflect important data that is used in future planning.

Past assessments have had clear results. For example, the need for more distance learning courses was identified, and action was taken. The climate study has led to discussions, meetings, and retreats, but no clear plan for improvement has been developed yet. Results from the student engagement survey were posted to the Office of Research Web page January 2007. Results were presented at Academic Affairs and several governance committee meetings.

Institutional Outcomes Report

Phase VII of the strategic planning process is to develop the Institutional Outcomes Report. This report contains achievements of the College in implementing the institutional goals and tasks for the year. See Finding 2A.1 for specific details.

Illinois Community College Board (ICCB) Performance Report
The Performance Report is submitted annually to ICCB and tracks performance in six state policy areas: fostering economic growth, improving teaching and learning, improving access to education, increasing diversity, improving the quality of academic programs, and demonstrating productivity, cost-effectiveness, and accountability. In the Performance Report, Harper provides metrics for common institutional indicators used statewide, sets goals for these indicators, and discusses implications when goals are met or not met.

Employee Performance Reviews

Annual employee performance reviews are conducted at Harper. There is a consistent faculty evaluation system throughout the tenure process and on an ongoing basis for tenured faculty. See Findings 2B.3 and 3B.2 for specific details of employee evaluations at the College.

Course Placement Assessments

Students are assessed before being placed in certain courses through the COMPASS placement tests. In addition, all full-time students must complete mathematics, reading, and English assessments to determine if they need remedial course work.

General Education Learning Assessment

The College now uses a cross-disciplinary approach for assessing general education learning outcomes. A General Education Assessment Committee consisting of faculty from across disciplines was formed. The Committee identified a long list of expected general education outcomes and proceeded to assess student progress in three areas: critical thinking, mathematics, and writing skills. The General Education program outcomes assessment also has completed two annual cycles under the new cross-disciplinary approach, with a third in progress. See Findings 3A.1 and 4B.2 for specific details.

Program Review

The most broad and in-depth evaluation of effectiveness for academic and career areas, student services, administration, and academic support is the Program Review. The ICCB requires that a Program Review be done every five years. The goal of the Program Review process is to examine a program in depth, determine its strengths and improvement opportunities, and produce a five-year unit plan focused on goals and budget. The Program Review process also identifies cases where a program may no longer be needed; in these cases, the program is phased out, and the resources are reallocated. The career and transfer programs perform their program reviews on a schedule set by ICCB.

The Program Review Process

For instructional programs, the process is outlined in the Academic Affairs Program Review Manual. Instructional programs receive a range of standard reports from the Office of Research, including 10-Year Enrollment, Grade Distribution, Degrees and Certificates Granted, Market Analysis, and the results of the Occupational Follow-up Survey (the latter three reports are relevant to career programs only). Together, these reports tell if a program is growing or shrinking; if students are persisting with and passing the courses; how many students have successfully completed the program and petitioned for their degree/certificate; if there is likely to be continued demand for the program's graduates in the labor market; and if students were satisfied with their experiences and successful after leaving the program. Organizational units that are a part of Student Affairs use the manual entitled Student Affairs Program Review Analysis Guidelines (revised September 2003).

The final evaluation of a program review takes place in a discussion between the department, Dean, and their Vice President. As a result of the discussion, a five-year plan and the strategies the department will undertake to accomplish this plan are developed. Examples of improvements to programs and services through Program Reviews are included in Finding 3C.3.

While annual processes in Academic Affairs attempt to accommodate instructional capital equipment purchases and personnel requests for faculty, not all needs identified in Program Reviews can be met. Departments are expected to bring their requests forward during budget times. A department's needs are balanced against the needs of others for the resources available, so all requests may not be met in a single year. Additional funds for specific projects or materials can be requested through budget exceptions, including additional personnel, remodeling, and technology requests. All requests are weighed by the Vice Presidents' Council and approved through the President's Council. Deans, Directors, and department heads must submit documentation for these requests through the appropriate Vice President.

Possible Flaws in the Program Review Process

Program review recommendations are specific to a department and not at the institutional level of items typically addressed in the College's Strategic Long Range Plan (SLRP). Where trends can be determined across multiple units, items should end up in the SLRP (for example, development of online courses toward degree completion across multiple academic units was included in the strategic plan, but this was due to the community survey results). It is possible that a consistent process to communicate needs identified across Program Reviews could improve the institutional planning process.

Also, use of the Program Review process is not consistent across the entire campus. The Program Review process is used predominantly by instructional programs and by non-instructional programs in the Academic

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and Student Affairs divisions; although some administrative areas have engaged in a program review process, many rely instead on the Management By Objectives (MBO) process that is tied to the College's SLRP, performance reviews for individuals, and generation of the Institutional Outcomes Report. These units, do, however, participate in the institutional outcomes assessment process described below.

Program-Level Outcomes Assessment

Outcomes assessment activities have been conducted since the early 1990s. The goal of the outcomes assessment process is to assess program and institutional effectiveness in order to improve teaching, service, and student learning. Recognition of the need to improve and strengthen the learning outcomes assessment program resulted from a comprehensive review of assessment practices in 2003-2004. Since implementation of a new system of assessment data collection, two annual cycles of assessment have been completed, and a third is in progress. See Finding 3A.1 for specific detail.

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Both academic and educational support units are included in the process. In the fall, faculty and staff from any program of 30 or more credit hours that results in a degree or certificate identifies outcomes that directly relate to the College mission; this is also true of educational support units. From all of the outcomes, only two or three are measured during each cycle. The program or unit also identifies the means of assessment and criteria for success for each outcome. Once data are collected and the results are available, program personnel analyze and decide on a plan that is the final component of that cycle. Transition from a paper to a Web-based submission and documentation tool occurred in fall 2005, providing format consistency and visibility of assessment plans on the MyHarper portal. The first version of this Web-based tool was developed by students in a CIS internship course. See Findings 3A.1, 3A.3, 3A.4, 3C.3, and 4B.3 for specific detail.



Students assess classroom instruction.

Positive results have been achieved through this process by way of modifications and improvements made to various instructional processes and service activities. The process is being evaluated to determine its continued evolution.

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Classroom Assessment

Instructional faculty assess course-level outcomes in their classrooms. Assessments techniques include testing, portfolio development, presentations, role play, assignments, and completing problems. See Finding 3A.2 for more information.

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Student Opinionnaire of Instruction

Students provide feedback on their classroom experience using a Student Opinionnaire of Instruction (SOI). The students are asked to assess the instructor and textbook and provide input on course improvement. Faculty receive the SOI results after all grades have been submitted.

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.

The Office of Research completes a wide variety of research projects that include Enrollment Projections, The Fact Book, Environmental Scan, Graduate Survey, and Retention and Completion reports, and more narrowly focused information for analysis and evaluation of specific concerns, questions, or programs on the campus. Many of the studies are compiled into publications and distributed to the appropriate institutional personnel and discussed during Orientation Week, and reports also are routinely posted on the MyHarper portal.

Special Research Projects

The Office of Research collaborates with external firms to conduct special research projects as needed to investigate questions of strategic relevance in planning for the future. For example, in 2004, a multi-phase research project investigated the need for on-campus housing and select four-year degree programs. Harper learned that there was no real need for on-campus housing; however, there was an unmet need for such four-year programs as Criminal Justice/Homeland Security, and Nursing. Another study investigated the general business environment and training needs in local companies. The results have helped shape the strategy and direction of Harper College for Businesses, which offers credit and noncredit courses to corporate clients.

Office of Research: Workload and Staffing

The Office of Research conducted a program review survey with peers in six local community colleges. The survey showed that Harper's Office of Research is a ready resource and is well supported by the institution. Professional staffing levels in the Office of Research have been increasing, which is another indicator of the importance that the College places on research and evaluation processes.

Finding 2C.3

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

During the past decade, Harper College has experienced changing demands from its external environment. These demands have included the changing demographics of its communities, exponential increases in the uses of technology, and shifting demands for the skills in the local workforce, from manufacturing to computer skills to health care to homeland security. Internally, the College has experienced changes as well. The external demands and the internal changes have provided opportunities for the organization to adapt, to more effectively and efficiently serve the College community.

Enrollment and Marketing

This division includes Marketing, Admissions Outreach, Registration and Records, the Office of Scholarships and Financial Assistance, and Harper College for Businesses. Before the creation of this division in 1998, marketing functions had been disbursed throughout the different program areas of the College with a small budget for department-specific brochures and advertising.

Publications is now a strategic marketing organization that manages all advertising, promotion planning, print, broadcast, electronic marketing, and public relations materials. This organization also includes the Print Shop and Mail Room. The effectiveness of this redirection has been demonstrated through the numerous Gold, Silver, and Bronze Paragons awarded by the National Council for Marketing and Public Relations.

The increasing enrollment is also, in part, due to the effectiveness of the marketing organization. In 2000, the Enrollment and Marketing Division completed an awareness and preference survey of the community. This survey, the Community Needs Assessment, is now conducted every three years. In 2000, when asked what Harper was known for, the most frequent response was "I don't know." Results of this research provided the foundation for Harper's awareness, image, and enrollment marketing plan. When the survey was conducted in 2003, respondents were asked once again what Harper is known for, and the answer given most frequently was "academics."

In 2001, after a review of existing conditions and ways to improve recruitment and to position the College within the community, the Admissions Office was divided into the Admissions Outreach Office and Admissions Processing Office. The Admissions Processing Office, whose function is to work with applications and acceptances for both general and limited enrollment programs, was relocated. The Admissions Outreach Office, whose focus is student recruitment, outreach, and communications, was relocated with the Office of Scholarships and Financial Assistance (OSFA). The relocated admissions office is more visible and combined with OSFA; students can access more services in one location.

In 2002, as part of its overall marketing strategy, the College created two full-time positions to promote itself to district residents through the media—a Director of Communications and a Public Relations Specialist. Those positions were transferred to the Office of the President in 2005.

In 2005, Harper College for Businesses, formerly Corporate Services, the customized on-site training branch, became part of the Enrollment and Marketing Division.

Information Technology

The Division of Information Technology has undergone a major reorganization every three to five years. In 2005, a reorganization occurred with the move to a new ERP system, which led to realignment of focus and responsibility in IT, as follows:

- Technical Services was revamped to focus on the ERP system, in Systems and Networking, Desktop Systems, Applications Support, and Operations. This provided management of the overall technical infrastructure by combining UNIX- and Windows-based server support staff with Networking staff to create Systems and Networking. In addition, all desktop support was moved to Technical Services to increase the number of closed tickets and installation projects. Telecommunications will be converted to Voice over Internet Protocol (VoIP) and will be included in ERP Systems and Networking.
- Applications Systems focused on ERP Software Applications, Application Development, Business Process Improvement, and Project Management. The creation of Business Process Improvement stressed conforming to Information Technology Infrastructure Library (ITIL) best practice framework, business process workflow, and change management. The creation of the Project Management Office (PMO) helped with project management and documentation, consistent communications, and improved project completion rates.
- Client Services was streamlined into Acquisitions/Inventory, Client Support, and Lab, SMART Classroom, and Media Support. This realignment created one unit to support faculty and their technology needs.

Student Affairs

Between 1999 and 2002, Student Affairs was restructured to improve communication and respond to increasing administrative workloads. Prior to 1999, faculty on reassigned time were coordinating three counseling and advising centers. These faculty had expressed concerns over the growing amount of administrative work. Additionally, with growth in campus diversity, a campus-wide approach to multicultural awareness and learning was needed. Finally, the Vice President of Student Affairs' role was expanded to assist the College President. Some of these reorganizations included merging health services with psychological services for resource sharing and easier referrals; establishing the position of Director of Academic Advising and Counseling; identifying a new 504/ADA Compliance Officer; creation of the Center for Multicultural Learning; combining the Women's Program, the Career Center and the Community Career Services; creating a centralized Wellness and Campus Activities Center; expanding the Assessment and Testing Office; and becoming the reporting division for the Harper College Police Department.

Academic Affairs–Continuing Education

Academic Affairs established TECH, a specialized Continuing Education (CE) center, in 1998 to provide specialized technical certificate training. Harper was one of three Illinois community colleges certified to offer Microsoft certification. Courses were short-term, intensive, and primarily located at the NEC. Due to tremendous growth, the College purchased the Harper Professional Center (HPC) in 2001 and much of TECH was moved to this location.

In 2001, the CE Division was formed and programs were centralized from the former seven CE departments located in six academic divisions. The new structure provided much more efficiency of services and cost savings as CE was taken out of the Education Fund and moved to the Auxiliary Fund with a major emphasis on generating revenue. In 2003, TECH and the Community Music Center were moved into CE. In 2004, with the decline of the TECH program, CE underwent a major reorganization that eliminated four permanent positions and created two managers.

Academic Affairs–Academic Divisions

In the past, organizational changes within Academic Affairs had resulted from the creation of new programs or the elimination of programs that were no longer viable. With uneven growth, there had developed an inequity of size and number of programs in the various divisions.

To solve these problems, the Vice President of Academic Affairs began to assess effectiveness and efficiencies. Goals coming from this examination included building units to support student learning and faculty effectiveness, and developing effective leadership to support new programs and enrollments. Additionally, the goals would increase bench strength to the administrative team; provide internal promotion opportunities; redistribute labor in a cost-effective way; and be able to incorporate faculty recommendations that fit the goals.

The plans were approved and announced in January 2005 for implementation in July 2005. The process was to be in four phases, starting with the streamlining of AE/LS, putting all the sciences in one division, and gathering all the public safety programs into one division. During 2005 and 2006, an Associate Dean position was added to the AE/LS, Business and Social Science, Liberal Arts, and Technology, Math, and Science divisions. Also, the Director of Nursing was upgraded to Associate Dean of Health Careers and Public Safety. Finally, in spring 2007, Interior Design was moved to TMS to share resources with Architectural Studies.

Some faculty continue to question the Associate Dean positions and feel the College would be better served by hiring additional faculty, or support staff, given significant enrollment increases experienced over the past years.

Human Resources/Diversity and Organizational Development

Prior to 1998, Human Resources and Diversity Organizational Development was known as Personnel. After 1998, the Vice President of Human Resources and Internal Affairs position was created to include the Human Resources Office and Staff Development. In 2002, this office was separated into two departments: Assistant Vice President for Diversity and Organizational Development and the Director of Human Resources. In 2006, with the retirement of the Director of Human Resources, the offices were reintegrated under the Associate Vice President of Human Resources and Diversity and Organizational Development. This realignment facilitated greater collaboration and efficiency of the human resources operations.

Administrative Services

Offices within the maintenance, custodial, business, and accounting services have sought efficiencies in operation and procedures. For example, to handle the numerous building projects between 2001 and 2004, the Assistant to the Vice President for Construction and Special Projects position was created in 2003. In 2005, responsibility for the Conference Center was moved to Administrative Services. A new position, Manager of Retail Services, was created to oversee all of the College's retail services which include the Bookstore, Dining Services, and the Conference Center.

Media, Government, and Community Relations

Between 2002 and 2005, this area included Grants, Government Relations, and Community Relations and reported to the Associate Vice President for Development. In 2005, these were redistributed among existing direct reports of the President when the Associate Vice President for Development and Governmental Relations retired. The grants function was redirected to Strategic Alliances; Community Relations was redirected to the Executive Director of the Foundation and Vice President of Community Relations, with Foundation, Community, and Alumni Relations responsibilities. Government Relations was redirected to the Director of Communications, who then became Assistant to the President for Media and Government Relations.

Strategic Alliances

The Division of Strategic Planning and Alliances was created in 2002 to assure an effective long-range planning process for the College that complements the community it serves. Since 2005, responsibility for institutional research, grant coordination, outcomes evaluation, strategic alliances, and planning have been in this division.

Finding 2C.4

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

The need for investment in service areas that guarantee the safety and maintenance of Harper College for students and employees has not gone overlooked during the last decade. Since 2000, the Harper College Police Department (HCPD) has embraced a community-oriented and intelligence-led philosophy to enhance the safety and security of people and property at Harper. During 2005, the College armed the sworn police officers of the HCPD. HCPD, the Manager of Environmental Health and Safety (EH&S), and the Maintenance Department of the Physical Plant work in concert to make campus operations safe and smooth as they focus on continuous improvement and responsiveness.

The Harper College Police Department

The HCPD is a full-service law enforcement agency providing around-the-clock service to the College community in four broad functions: criminal law enforcement, traffic law enforcement, support, and service. These classifications include crimes against persons and property crimes such as burglary and theft. Hiring standards often exceed those set by local municipalities and state-mandated standards. Staff undergo annual training



Harper maintains a safe campus.

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and periodic skill-based training. Police Officers are certified by the Illinois Law Enforcement Training and Standards Board.

Police Department Engagement with the Campus Community Through its membership on five shared governance committees, the HCPD provides input from the department's perspective. Individual officers are assigned responsibility for quality of life issues for each campus building, and having HCPD officers as liaisons to selected clubs and organizations is in progress to improve dialogue with students. The Chief of Police meets annually or as requested with the Student Senate.

Departmental Assessment and Development

In 1996, the HCPD underwent a comprehensive assessment by the International Association of Campus Law Enforcement Administrators (IACLEA) Management Assistance Program. The IACLEA report evaluated seventeen areas and resulted in 87 specific recommendations for bringing the department into compliance with college and university standards. All recommendations have since been satisfied. In 2007, the HCPD underwent an internal program review.

Increased Focus on Emergency and Disaster Preparedness

In the past few years, training has been focused on the department's role in the event of a large-scale emergency and disaster. In 2005, the three team leaders completed one week of intensive training in incident command at the Federal Training Center at Anniston, Alabama. By 2006, all sworn officers had completed mandatory training in the National Incident Management System for use in all U.S. jurisdictions.

Harper is the Prophylaxis Clinic for the Cook County Department of Public Health to deliver medication from the Strategic National Stockpile in the event of release of a weapon of mass destruction over the Northwest Cook County suburbs. The College also serves as the Pharmaceutical Distribution Site for the United States Postal Service, Palatine Mail Cancellation Facility, in the event of activation of their Biological Detection System.

The Chief of Police is the Emergency Management Coordinator. Over the past three years, the Emergency Operations Plan has been revamped to prepare for natural as well as man-made disasters. The plan has been demonstrated and tested in tabletop and mock disasters. This included a tabletop exercise with the Palatine Police Department and the President's Council focusing on an active shooter at the College; mock disasters involving activation of the United States Postal Service Biological Detection System; mock disasters involving the Prophylaxis Clinic in an incident involving a weapon of mass destruction; a mock disaster involving an explosion in a chemistry classroom; and various technical rescue scenarios, including landing a Flight for Life helicopter on a busy class day.

Safety and Compliance

In fall 2000, a Manager of Environmental Health and Safety was hired as a result of a Facilities Committee initiative and Section 13.23.00 of the Board manual dealing with Environmental Health. The manager created the *Harper College Environmental Health and Safety Procedure Manual*, which

outlines goals and responsibilities of the program along with all safety and health programs that are required by the Occupational Safety and Health Administration (OSHA). An Environmental Management Plan outlining the College's compliance with the state and federal Environmental Protection Agency (EPA) was also completed. A copy of this manual can be found on the MyHarper portal.

The Manager of EH&S oversees and supports all campus employee and student safety and ensures compliance with state and federal regulation in OSHA: Illinois Department of Labor 820 ILCS 225 Health and Safety Act has adopted all Federal Department of Labor, OSHA, Title 29 Code of Federal Regulation 1910 for all public employees; EPA: Title 35 of the Illinois Administrative Code and Title 40 Code of Federal Regulations; Workers' Compensation: Illinois Workers' Compensation Act 820 ILCS 305; and National Fire Prevention Association (NFPA): Guidelines adopted by the City of Palatine as law. Most focus on NFPA 1 Fire Protection, NFPA 70-Electrical Code, NFPA 72-National Fire Alarm Code; and NFPA 101-Life Safety Code.

Compliance with OSHA Regulations

The Environmental Health and Safety Procedure Manual has 23 sections covering safety-related standards and procedures for air quality, asbestos management, lab hygiene, facility evaluation, ergonomics, blood-borne pathogens, fall prevention, and other relevant topics. Employees receive appropriate training, with the Physical Plant Department having the most training requirements. Ergonomic training for employees is on an individual or group session by request, and back safety training has been conducted by a physical therapist from Alexian Brothers every two years.

Compliance with EPA Regulations

Compliance with EPA standards is ensured through the Environmental Management Plan, which covers such laws and statutes as the Clean Air Act, Clean Water Act, Emergency Planning and Community Right to Know Act, and Toxic Substances Control Act, among others. In 2004, the College participated in a voluntary inspection by the federal EPA, which reviewed the Environmental Management Plan with a favorable report. The EH&S Manager works with such departments as Chemistry, Biology, Art, Print Shop, and Physical Plant to clean up and reduce the cost and amount of hazardous wastes. Hazardous waste pickups are scheduled each semester. Cleanup of the College's underground fuel storage tanks, funded through a State reimbursement, was completed in 2006.

Asbestos Management

The Asbestos Management Plan is a comprehensive plan detailing the locations of known asbestos-containing materials and presumed asbestos-containing material. The plan also documents locations in buildings where asbestos materials have been removed and where they are still in place. This plan is to assist in the management of the asbestos at the College as well as being a communication tool for employees who work in areas where asbestos materials may be damaged or disrupted. All abatement work is conducted by licensed asbestos abatement contractors. During all projects, air sampling is conducted by a licensed air sampling professional



Safety is stressed in all programs delivered at Harper.

consultant. The Manager of EH&S oversees the projects and contractors and reviews air sample results.

Workers' Compensation

All injuries occurring on campus are evaluated for the cause and steps are taken to prevent reoccurrence. All claims are submitted into the insurance system by the EH&S Manager, who works with the employee, Health and Psychological Services (HPS), Human Resources, and insurance company to get the employee back to work as soon as possible. A brochure detailing workers' compensation procedures was developed and distributed in 2004, and is currently part of the new employee packet of information. A working relationship has been established with Alexian Brothers Corporate Health Services for treatment of employee injuries that are not life-threatening, occur when health service is closed, or require further evaluation and treatment than can be provided on campus. Alexian Brothers also provides work capacity screenings to ensure physical plant employees are fit to perform job duties, once they have passed a physical exam conducted by HPS. Table 2C.4.a details the decline in compensation costs and numbers of claims over the past three years.

Table 2C.4.a – Workers' Compensation Claims

Year	Claims	Total Paid
2004	45	\$800,145
2005	35	\$217,184
2006	28	\$72,716

Source: Manager of Environmental Health and Safety

Compliance with National Fire Prevention Association Guidelines

General emergency procedures are outlined on orange flipcharts posted throughout the campus and are updated as needed, and the EH&S Manager works with building administrators to establish building evacuation procedures and to train evacuation personnel. Evacuation drills are also conducted in three or four campus buildings each semester. The Palatine Fire Department and the College Facilities Committee are invited to participate in the drill as evaluators. Occupancy issues are addressed when campus spaces are used for large events such as graduation.

Other Safety Initiatives

Health and Psychological Services' clinical team members work collaboratively with the HCPD and local paramedics to address campus crises involving medical and psychological emergencies. Specific initiatives are explained below.

Automatic External Defibrillators (AEDs)

Thirteen automated AEDs have been installed on campus and at satellite locations. Harper is mandated by law to have these devices available and to have personnel trained to use them according to the Automated External Defibrillator Act and Physical Fitness Facility Medical Emergency Preparedness Act.

Smoking

In 2004, Harper College became increasingly smoke-free by designating smoking areas away from building entrances. Smoking has been limited to thirteen designated sites throughout campus, including two shelters.

Pandemic Flu Planning Task Force

A task force is currently developing a plan to reduce the health impact of a pandemic, and minimize the disruption of essential services.

Planning for Future Safety and Compliance

Fire Alarm Improvement Project

The campus-wide Fire Alarm Improvement Project will replace the old fire alarm system with a more effective emergency system. The work includes replacing all detection devices, the field panel, all associated wiring, and the notification system. This project will also provide the emergency strobe and speaker system instead of the typical strobe and horn system.

Other Initiatives

Potential projects associated with OSHA compliance and other safety issues include a defensive driving course; translating safety programs into multiple languages; better ergonomic techniques for custodial staff; improved compliance with chemical inventories and material safety data sheets; reduction and recycling of waste; continued asbestos abatement; alternate fuels to reduce vehicle emissions; and a job hazard analysis for all physical plant jobs.

Facilities and Physical Plant

The Physical Plant manages and administers the infrastructure of the buildings and grounds in order to foster the learning experience while ensuring system reliability and maximum operational efficiency. The various campus areas overseen and maintained by the Physical Plant include roads and grounds; utilities; maintenance; custodial services; shipping and receiving; space management; and regulatory compliance.

Expansion of Capabilities

In the past five years, the Maintenance Department has taken over many functions once assigned to outside contractors. This has been accomplished by adding a licensed electrician and a masonry specialist to the maintenance department staff. These two positions join the carpenter, plumber, locksmith, and painters to handle in-house remodeling jobs that had been performed by contractors. Some of the upgrades that have been possible are the building out of shell spaces at the HPC, allowing expansion of academic programs, remodeling of the Registrar, Financial, and Human Resource areas, and remodeling of washrooms in Building H.

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Online Maintenance Request System

In summer 2003, FAMIS, a computerized maintenance management system, was put into operation. By 2006, more than 40,000 service requests had been received from employees and other users of the facilities. In addition to the service requests, FAMIS also had issued over 6,800 preventive maintenance work orders. Standing work orders account for services that are not requested but expected, such as snow removal, lawn mowing, and custodial daily cleaning, among other services. These account for approximately 50% of total physical plant labor hours.

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Lighting Upgrades

A large-scale lighting improvement project on the campus grounds was completed in 2004. The hundreds of fixtures now in place provide more efficient lighting and also provide a more aesthetically pleasing and uniform look to the campus. An upgrade of the entire exterior lighting system, including surveillance and wireless capability, was important to ensure the safety of the College staff, faculty, and students well into the future. The project was completed during the summer and fall 2003 at a cost of \$2,209,687.

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Inside the campus, projects to reduce energy usage have been overseen by Harper’s Physical Plant Department. In 2003, the College began using high-efficiency electrical devices. Because the lighting load is a major factor in campus energy consumption, the College has been engaged in projects to upgrade all of the T12 fixtures to T8 fixtures with electronic ballasts. The total cost of the project was \$80,000, with a grant for \$35,000 covering part of the cost. The project was completed in 2004.

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Currently, Harper has been approved for another grant to retrofit the rest of the campus. The intent is to make the campus T12-free by 2008. The College submitted this grant application to the Illinois Clean Energy Community Foundation in January 2006, and it was approved in April 2006. The total cost of the project is \$185,000 and the grant funded \$83,000. The College will fund the balance from the Physical Plant Deferred Maintenance Fund.



Enhanced lighting has been installed throughout the campus.

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Parking and Traffic Management

The campus has almost 5,000 parking spaces, with more than 3,700 for students, 553 for faculty and staff, 91 for handicapped parking, 40 for administrator parking, and 22 for visitor parking. There are other specialized parking spaces.

Despite Campus Master Plan recommendations to add a parking structure when Avanté was built, that has been delayed for further study. Current parking capacity meets the needs of the campus. Traffic patterns and incidents are monitored by the HCPD, and an HCPD request for traffic survey hardware and software is under study.

Section D: 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.

The College has devoted considerable resources in recent years toward improving student access to critical support services. Many departments and programs have developed creative and innovative options, including Web-based and electronic tools to access registration, financial aid, and advising resources. A new feature, e-Cashier, was added to the Web so that students may manage financial obligations to the College through debit cards, credit cards, or installment payments. The Web-based applications allow access to Harper College information and services to all students, regardless of location, which is especially important with the expansion of distance learning and the increased capabilities of extension sites.

Admissions Outreach

In 2000, Admissions Outreach began an evolution toward better recruiting and servicing of students through new prospecting database software to help track leads and fulfill requests for enrollment information.

Enrollment Services

Innovations within the Enrollment Services area include starting an interactive Web-based College application process; meeting with more than 2,500 students at information sessions as well as providing online nursing information; and decreasing processing time by 37.5% for limited-enrollment programs. Additionally, the Enrollment Services area implemented a strategy to increase by 40% the number of degrees and certificates granted since 2005; established degree verification using the National Student Clearinghouse; and began automatic posting of IAI general education core classes.

Scholarships and Financial Assistance

The OSFA enhanced their Web site to improve interactivity and links to internal publications, thus increasing page views.

- Improved the Web site to provide more visibility and prominence to Harper Foundation scholarships; linking each scholarship with an application to streamline the process.
- Implemented online forms to improve service to students and streamline processing, and added all federally required verification forms.
- Modified the existing OSFA Web site highlighting and differentiating scholarships for new versus currently enrolled students.
- Collaborated with high school and college guidance counselors within the district on financial aid opportunities for prospective Harper students.

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Advising and counseling services assist students in many ways.

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- Presented eight high school parent financial aid forums to 1,400 students and parents at area high schools. Two separate programs were conducted for predominately Hispanic populations.
- Collaborated with Admissions Processing and Information Technology to inform potential 2007/2008 Academic Competitiveness Grant (ACG) recipients by November 2006. This successful partnership resulted in 71 new ACG scholars.
- Developed a Spanish version of the Financial Aid Web site in July 2004.
- Responded to new unfunded federal and state mandates.

Advising and Counseling

- In 2005, the student-to-counselor ratio was reduced by more than 100 students (to 679:1). However, the current ratio is still nearly double a national counselors' association recommendation of 357:1 for two-year colleges and should be further reduced as funding permits.
- The Standards of Academic Performance (SOAP) program helps students in academic difficulty and has increased efforts to maximize early student interventions to increase the chance of positive within-semester effects.
- Ten hours of weekly counseling support is provided to students enrolled in the Fast Track Program, with additional hours during peak periods. Three hours per week of counseling support is provided at three partnering hospitals. Three hours of biweekly on-site counseling support is offered to students at the Northeast Center extension site depending on demand.
- Instant messaging is being explored as a communication option for students needing advising at extension sites.
- Developed an online workshop called "Overcoming Procrastination."

Center for New Students and Orientation

- In 2000, an online orientation program for part-time students was developed.
- In 2001, an Adult Student Advocacy Team developed several adult specialty programs including orientation sessions, a transfer fair for adult students, and information tables during Welcome Week.
- A specialty Web site for transferring-in students was created with Assessment and Testing.
- The "Walkabout" program developed in 2005 provides on-the-spot advising and counseling in high-traffic areas.

- The new Student Carnival, a major campus event, increases student awareness of campus support services and opportunities for involvement in College clubs and organizations.

Women's Program

- A partnership with Sears, Roebuck and Co., "Connect for Success," has assisted women in preparing for the labor market.
- Collaboration with workNet, the Illinois Employment Training Center, to secure training vouchers under the Workforce Investment Act helped stretch program grant monies.
- In response to a need for financial literacy, a four-part annual workshop, "Money Matters," was presented by community financial experts.

Career Center

- A six-hour workshop, "Major in Success!," was developed to help students who are undecided about a major. Plans include tailoring the program for nonnative speakers and students with disabilities.
- The Center has developed two online workshops and continues to add resources to their site.
- In 2006, a Health Careers Job Fair was added to meet student and employer needs.
- Created an interactive career game used during New Student Orientation since 2000.

Center for Multicultural Learning (CML)

- Provided guidance to 20 faculty recipients of the Multicultural Faculty Fellows Program to infuse diversity into the curriculum.
- In 2005, developed Retention Efforts for Academic Completion at Harper, the (REACH) Summer Bridge Program, to help under-prepared, first-generation students transition from high school to college.
- Initiated a Case Management Pilot program that assigns a counselor to first time in college African American and Latino students who graduated from high school in the fourth quartile.
- Created a special weekend Orientation section in the spring semester for students of color who struggled academically in the fall.

Health and Psychological Services

Health Services and Psychological Services combined in 1998 to provide comprehensive and holistic services that address the emotional and physical welfare of the Harper community.

Health Services

- A Nurse Practitioner was hired in 1999.
- In 2001, HPS became the lead alcohol prevention/educational resource to the campus. All nursing staff have been certified in Training or Intervention Procedures (TIPS).
- In 2002, HPS became a pilot site for the “mystudentbody.com” Web site for alcohol risk.
- Grants and/or resources have been received for such programs as Wellness Week, the Center for Disease Control, Northwest Community Hospital, Alexian Brothers Medical Center, the American Cancer Society, and from the Illinois Department of Public Health
- Currently implementing use of electronic medical records for HIPAA compliance.

Psychological Services

- Campus outreach and consultation have helped to address the increasing psychological needs of students. These include post-traumatic stress disorder, suicide, psychotic disorders, chronic mental illness, sexual assault, domestic violence, criminal victimization, homelessness, and self-injurious behaviors.
- Psychological Services offers training and acts as a site for doctoral and advanced doctoral psychotherapy externs and postdoctoral fellows.
- For students who do not have access to on-campus service, Psychological Services has partnered with the national ULIFELINE Web site for college students to offer self-help, screening tools, educational materials, and networking and referral.

Access and Disability Services

- A \$200,000 donation has improved services and programs for deaf and hard-of-hearing students. These funds have supported development of a SMART classroom with assistive technology, captioning capacity, and expansion of the summer transition/bridge program for new students. The College will apply to be a regional and state program for the deaf.
- *Pathways to the Future* transition conference for blind and visually impaired high school students assists in preparation for postsecondary education or the workforce.
- Recommendations from accessibility surveys of both the NEC and HPC extension sites have been implemented.
- The Department Web site provides an orientation about the process for accommodations and other support available to students with disabilities. E-mail is used to communicate with students not on the main campus.

- Future plans include developing an extensive, accessible Web-based resource and electronic communication tool for students and faculty. In 2006, an online Blackboard course for faculty on access and disability was launched.

Assessment and Testing Center

- Remodeled the facility to add 12 computers, for a total of 60 computers.
- A screening program better directs developmental students for whom English is a second language into ESL classes or Department of Academic Success courses.

Library

- Received new Radiology Technology and Diagnostic Technology materials funding.
- Migrated the Library's Voyager system data to the ILCSO consortium server.
- Participated in a new process for sharing resources among 65 ILCSO libraries.
- Incorporated 12 laptops for student checkout and 50 desktop computers for Internet research and completing assignments.

Tutoring Center

- Added tutoring for 17 additional CIS courses.
- Created supplemental course review packets.
- Established Web-based tutoring through the Illinois Virtual Campus (IVC).

Writing Center

- Increased funding 10.8% since 1998, to allow a 14% increase in staff hours.
- Improved efficiency by adding a computer-based sign-in system, Web-based instructional support tools, and adjustments in staff scheduling to meet high peak demand.
- Received student satisfaction ratings between 94%-96%.

Success Services

- Developed additional programs to support students for the National League of Nursing exam by partnering with Continuing Education.

English as a Second Language

- DVD players and six new TV monitors have been added to the language lab.
- A new eight-week self-study course, Guided Lab, gives the student access to all lab material during open hours.

Information Access

- There are two Internet cafés, William's Web and Hawk's Hollow, which have 30 desktop computers for student use.
- Over 175 computers are available in open labs for students.

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.

DISTINCTIVE

The College has engaged in a comprehensive effort to improve its physical appearance. Campus-wide changes to lighting, directional signs, landscaping, and other campus features have markedly improved the appearance and ambience.

Signage Improvements

The Board committed \$1 million to improve way-finding signage. As a result, 2,634 interior and 180 exterior signs now enhance the physical environment.

The program began with upgrading signs at the road entrances to the campus and the perimeter road. Vehicular campus maps provide directions to key locations on campus. The parking lots are clearly marked, and pedestrian maps guide the way along walkways. Lighted letters that can be seen from the road were installed on each building. Interior signs include directories at each building entrance, overhead signs where walkways cross into adjacent buildings, evacuation maps, and room identifiers.

Campus Beautification

The Algonquin Road entrance and corner landscape at Algonquin and Roselle Roads have been upgraded to enhance the College's appearance. The new landscapes include hybridized elm trees, flowering shrubs, perennials, and annuals.

DISTINCTIVE

With the completion of Avanté, exterior landscaping was completed around the new structure and in the adjoining courtyard. The plant materials include over 100 trees and numerous sweeping foundation borders of shrubs, ground cover, and perennials. Annuals add seasonal color along the south main entrance and along the main walkway.

DISTINCTIVE

In the courtyard between Buildings X, J, and H, an outdoor reflecting pond with five fountain jets and outdoor fenced stage area has been installed. Additional varieties of trees and perennials also enhance the area. Two existing memorial oak trees were preserved and protected during this construction. Landscaping featuring trees, shrubs, ground cover, and



Campus beautification efforts are evident in many areas.

perennials also was added to the campus with the completion of the Performing Arts Center, as was the fountain at the end of the main drive into campus from Algonquin Road, which includes annual plantings to provide seasonal color.

The north side of Building A was also redesigned to add a formal view of the floating fountain on West Harper Pond from the north windows of the cafeteria and the east windows of the conference center. This landscape, designed in-house, includes weeping beech, Persian ironwood, and dawn redwood. The area includes shrubs, perennials, and ground covers inspired by English gardens. Seasonal color comes from a central border of annual plantings. The conference center landscape is adjacent to the west end of the North Garden. This landscape includes three examples of shoreline erosion control: the planting of low-grow sumac, the use of outcropping, and the use of four-inch stone. Trees, shrubs, perennials, and ground cover were also added to this area of the campus.

In 2006, a project was developed to correct drainage problems and tie the South Garden at the Student and Administration Center (Building A) into the rest of the area's landscape and irrigation. The project was completed at a cost of \$510,500.

Over the past five years, the College has allocated approximately \$900,000 on landscape improvements. This does not include landscaping/excavation associated with new building construction. In recognition of these efforts, Harper received a landscaping award from the American Society of Landscape Architects in December 2006.

Criterion Two Summary

The past decade is the result of intense and carefully planned expansion and redevelopment designed to help Harper better serve the shifting needs of the community. The primary focus has been 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 extensive planning, effort, and collaboration among the College administration, faculty, staff, and community, along with the firms hired to complete the plans. This decade's activities to improve the physical facilities, the technological infrastructure, enrollment, financial status, and educational offerings clearly have poised the College to meet future needs. Some challenges related to these areas remain, along with associated challenges related to human resources.

Harper College takes pride in:

- *The contributions of strategic planning in the guidance of the College.* The strategic planning process at Harper responds to campus input, produces valuable annual information sources, and has resulted in improvements such as distance learning, the campus focus on diversity, and improved student services.

- *The careful attention to information gathering that informs the direction of the College.* Environmental scanning, other institutional surveys, and internal audits have assisted with decisions about new program development and other major initiatives.
- *Campus expansions and renovations that have expanded and improved the educational space at the main campus and extension sites.* The commitment of the community and of Harper employees in supporting and expediting new facilities has given the College a new look and a new capacity, and renovations of older facilities have continued to improve learning environments for students.
- *The transition from an outdated technological infrastructure to a more contemporary technological environment.* Careful planning, vigilant monitoring of new technologies, and efforts of the College personnel to manage and adapt to a wide variety of technological demands have resulted in an updated and improved infrastructure.
- *Increased self-service capabilities via the College's external Web site.* Developments in the external Web site have changed students' basic relation to the College, in terms of information finding and completion of such transactions as application, registration, and tuition payment.
- *Enrollment growth of 27.34% during the past decade.* The enrollment growth suggests an increased stature of the College in the community to provide educational options to increasing numbers of students. Expansion of programs and services would not be possible without this growth, as reliance on tuition to fund development has become more necessary.
- *Competitive compensation for College employees.* Benefits and salary for employees have remained competitive, which contributes to high employee dedication and retention.
- *The strong financial standing of the College.* The College has an Aaa Moody's bond rating, and the College fund balance has increased, which preserves the College's ability to respond to future needs.
- *Increased dispersal of financial assistance.* This increase over the past five years shows an institutional commitment to satisfy a cornerstone of its mission: to provide an excellent education at an affordable cost.
- *New degree and certificate programs and new instructional modalities.* The dozens of new degree and certificate programs developed during the past decade, as well as the expansion of distance learning and other alternative forms of delivery, show that the College is responsive to student needs and interests.

- *The safety of the campus.* The Harper College Police Department assures daily campus safety and is trained and prepared to respond to emergencies. Other safety improvements include a newly created Environmental Health and Safety position, new fire alarm system, new emergency call boxes, and improved pedestrian and vehicular access.
- *The improved physical plant.* Upgrades and maintenance of the physical plant have resulted in greater capability to serve existing and future needs.
- *The aesthetic appearance of the College.* New lighting, signage, landscaping, walkways, and sculptures, combined with new construction, have noticeably improved the atmosphere of the campus.

Harper College is challenged by:

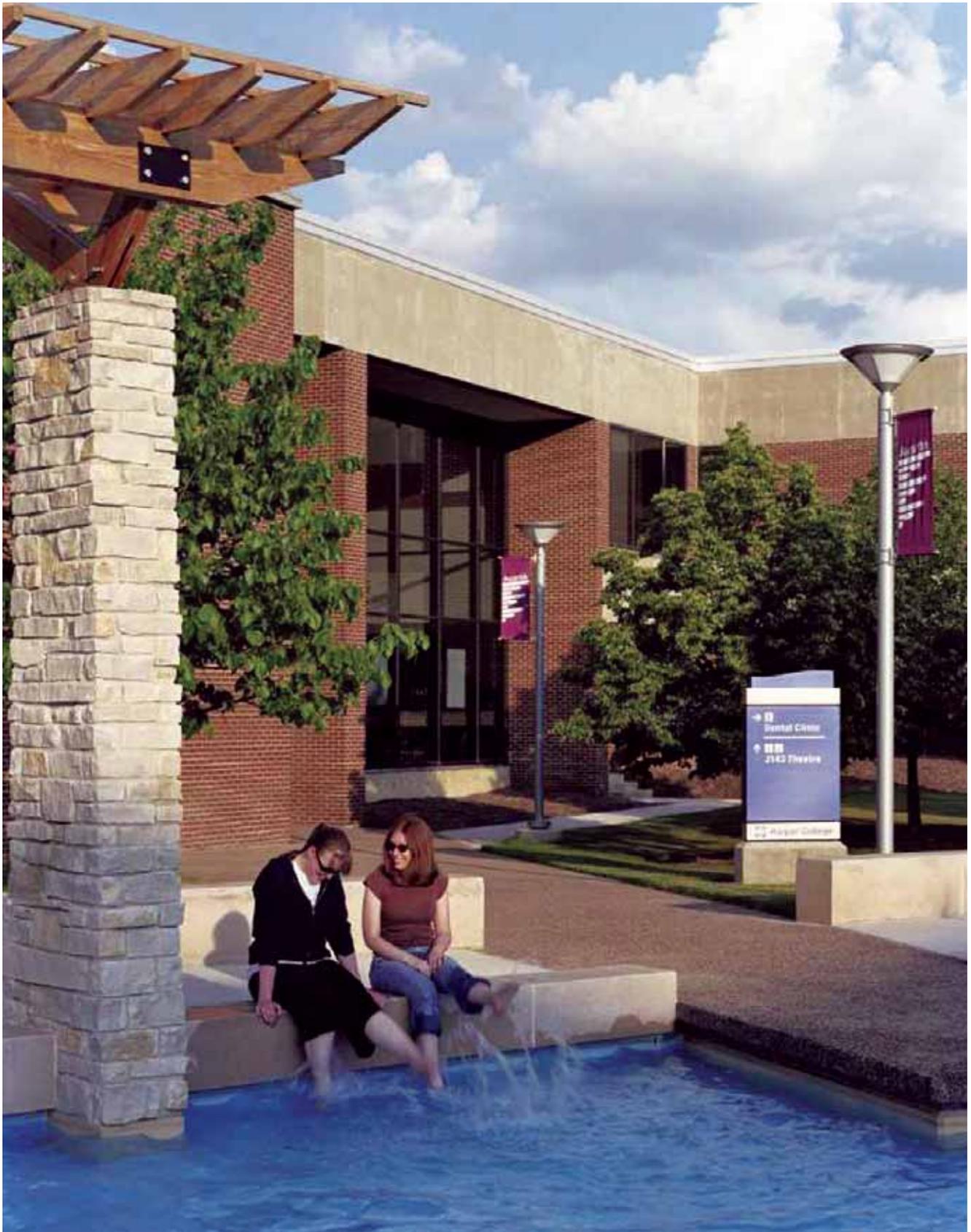
- *Multiple facilities still awaiting renovations.* Almost 50% of Harper's 1.3 million square feet of buildings were constructed more than 25 years ago. The state has failed to provide capital development funding for the past five years.
- *Implementation of a new student information system.* While the financial and human resources components of a new ERP system have been completed, implementation of the student information system has been slowed due to incompatibilities discovered with the first product and a subsequent rebidding process. Implementation of the recently purchased product will require a substantial management effort and dedication of employee hours. It is scheduled for full implementation in 2009.
- *Maintaining enrollment growth at levels approaching those of the past decade.* The College has experienced 27.34% enrollment growth over the past decade; this has been accomplished with the assistance of various departments and efforts. The maintenance and continued enrollment growth will require creative means and enhanced community outreach.
- *A full-time to adjunct faculty ratio that has begun to increase.* While retirements have led to the hiring of over 150 new full-time faculty in the past decade, the number of full-time faculty has increased by only 3.3%. The full-time to adjunct ratio of contact hours taught has begun to increase. Whether the reliance on adjunct faculty to teach increasing contact hours could be mitigated through the hiring of additional full-time faculty needs to be investigated.
- *Shrinking clerical staff.* More research is warranted to determine if the decreased clerical support evident during the past decade is placing undue burden on other employee groups. Although enrollment increased by 27.34% over the past decade, the number of full-time employees in 2007 is nearly identical to that in 1998.

- *Balancing the advantages and drawbacks of innovative or controversial program expansions and schedule modifications.* While such innovations as corporate partnerships, compacted schedules, and distance education have increased student access to education, promoted enrollment growth, some aspects of their implementation have been accompanied by philosophical debate. Administrative/faculty communication needs to increase as these options continue to evolve.
- *Cultural diversification of the workforce.* Although 16.8% of the College's workforce is minority, most of these employees are in the maintenance areas of the College. Efforts to increase diversity in the administrative, faculty, and staff workforce have been and continue to be made.
- *Difficult faculty contract negotiations processes.* A full-time faculty strike in 2002 and difficult negotiations in 2006 suggest that labor negotiations between faculty and administration can be challenging, and this affects campus climate and work efficiency. Difficult issues are being dealt with, and it is anticipated that negotiations will be less challenging in the future.
- *Decreasing state and local revenue, and increasing tuition.* Maintenance of affordability for students in the face of decreasing state funding remains a primary goal. Additional or enhanced revenue sources to more strategically ensure the success of students and future viability of the institution may be necessary.
- *Communication of survey and research results to the campus at large.* Given the wealth of information for strategic planning purposes, it is difficult at times to convey results effectively to the internal community. Efforts to further develop communication strategies are underway.

Harper College will address the following issues:

- *Evaluate staffing levels to determine if the College has adequate staff to support the many initiatives undertaken.* Enrollment growth has surpassed increases in staffing levels. The College has realized efficiencies over the past 10 years through increased automation and streamlined processes. However, some areas appear to be at or near capacity.
- *Continue efforts to diversify the workforce.* Although some progress has been made, continued and increased outreach to minority candidates is warranted.

- *Clarify policies and procedures pertaining to search committee membership and hiring processes.* The makeup of search committees and processes used to recommend candidates varies, depending on division and position. Some of these variations are logical and necessary, but clarification of these policies and procedures could assist future search committees in completing their work.
- *Continue to analyze the impact of decreased state and federal funding of College initiatives.* The College has developed a financial forecasting model that includes strategic tuition increases to compensate for decreasing federal and state funding. Two major building projects are also waiting for state funding. The College should continue to explore alternative sources of revenue that place less burden on the students.
- *Continue to gather information pertaining to the effectiveness of alternative delivery scheduling options.* The College has been proactive in implementing alternative delivery and scheduling options that are student-centered. Review and evaluation of the impact of these options on student-learning will continue.



The reflecting pool outside of the Avanté Center provides a relaxing and soothing environment for students.

CRITERION THREE



Learning
Engagement

Mission
Acquisition
Future

Student Learning and Effective Teaching
Harper Self-Study
Higher Learning Commission

"Teaching is the highest form of understanding." Aristotle

Section A: Outcomes and Assessment

Finding 3A.1

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

Multiple assessment processes such as program review, external program accreditation, and program and course outcomes assessment have contributed to educational program effectiveness at Harper. An institutional program outcomes assessment process has been in use at the College since 2004. As a result, the College's assessment efforts have moved from a course or discipline-based model to a more comprehensive approach that is cross-discipline and inclusive of all campus units. Faculty, staff, and administration have worked to develop, implement, evaluate and consistently report their assessment plans and outcomes. Although still being continuously improved, documentation and use of results to inform improvements in teaching and learning is much more apparent with this model than with previous efforts and reporting processes.

Past Campus-Wide Assessments of Programs and Courses

Harper has been assessing student learning since 1994, when the faculty worked to ensure that all courses had stated learner outcomes and competencies. By 1998, faculty had developed general education assessment strategies. For example, the English department developed a rubric and regularly assessed writing skills in English 101, English 102, and literature courses.

Career programs focused on development of both course and program outcomes and completed related documentation in 1998. Career faculty reviewed curricula and solicited input from advisory councils, divisional Deans, and a curriculum design specialist, as they developed program outcomes. Health care programs, in particular, measured graduate competencies according to accrediting standards. Career assessment plans were linked to the Harper five-year program review schedule and program accreditation schedules. An annual graduate survey provided graduate data in addition to learner success rates, program outcomes, and other performance data available from institutional sources for each program's use. Assessments were annual and included in the five-year review document.

Non-instructional areas such as Academic Advising and Counseling, Health and Psychological Services, Center for New Students and Orientation, and Assessment and Testing were also involved in ongoing assessment since the early 1990s. Indirect measures such as satisfaction surveys and direct measures such as waiting times were used in the assessment to see if service and staffing levels were appropriate.

Reevaluation of Program Assessment

In 2003-2004, assessment practices were reevaluated. Faculty met to review their assessment materials. This revealed flaws in the assessment processes and methodologies. Data collected was discipline- or course-specific and not targeted toward students close to finishing their general



Student learning has improved as a result of outcomes assessment.

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education core courses. Although the Social Science faculty attempted to develop a cross-discipline assessment plan, they struggled with it because of their wide spectrum of academic areas. Inconsistent assessment practices occurred within the career programs also. Some departments were collecting data, and others were not. In some cases, changes in personnel or department assignments during assessment cycles stopped the process. A lack of documented changes that resulted from assessment efforts and a general dissatisfaction with the current assessment processes stimulated the search for a more effective model.

Faculty and administrators attended assessment conferences about discipline-specific and general education assessment practices in higher education. They learned that general education and program assessment better served an institution if implemented with learners close to program completion and if applied across the curriculum. Because current outcomes assessment did not meet these criteria, pursuit of a more cohesive, global assessment became a key institutional initiative. The new approach to assessment was expected to provide a uniform assessment framework for instructional and non-instructional areas involved in assessment activities; establish a campus-wide regular schedule of program assessment; link all assessment to the College's mission statement; and build a culture of assessment based on a shared understanding that the process is designed to improve student learning and services.

Choosing and Implementing an Outcomes Assessment Process
In 2003 and 2004, College administrators and faculty attended assessment conferences centered on the Institutional Effectiveness Associates model. The model seemed to hold promise for moving from data collection to use of data for continuous program improvement and had the flexibility to be applied to instructional and non-instructional units. The HLC Self-Study Steering Committee recommended College-wide adoption.

During fall 2004, an intensive hands-on workshop presented by Dr. James and Karen Nichols, founders of Institutional Effectiveness Associates, introduced their model to the campus. This framework, known as the five-column model, was adopted as the official template for assessment at the College. The Steering Committee discussed various options for providing support for the new process. After much deliberation, the committee made the strategic decision that the faculty and administrators on the Steering Committee would coordinate and serve as advocates for this initiative to support implementation at multiple levels across the campus. A General Education Committee with faculty members from general education disciplines was formed to facilitate many assessment. See Finding 4B.2 for more details on the general education assessment process.

The Mechanics of the Outcomes Assessment Process

The five-column assessment model implementation began in fall 2004, for each academic program with 30 or more credit hours that would lead to a degree or certificate and for all administrative or service units. The five steps are summarized below:

1. The academic program identifies its mission and analyzes its link to the College mission (column 1).

2. Each academic program and educational support unit identifies student learning outcomes or unit outcomes related to the mission; only two or three outcomes are measured during one assessment cycle (column 2).
3. The program or unit creates the means of assessment, identifying assessment indicators and criteria (column 3).
4. Faculty, staff, and administrators in each program collect, interpret, and decide on the use of collected data (column 4).
5. The program or unit develops a plan to use the results (column 5).

Steps 1 through 3 were completed and submitted to the Steering Committee in late September. Data was collected in fall and spring semesters, and steps 4 and 5 were completed at the beginning of the next academic year. During the first annual cycle, steps 1 through 5 were submitted on a paper template based on the model. In December 2005, the template was replaced with eTree, a Web-based tool for consistency and ease of submission. See Finding 3A.3 for an explanation of eTree.

The Committee supported the process and has provided ongoing support, consultation, and feedback through the completion of the first three assessment cycles. Drop-in consultation sessions have been available during each cycle. The Committee formed teams and provided personal feedback sessions to writers during the first two cycles. During summer 2005, refresher sessions were offered, with grant monies provided to attendees to support their efforts. Outcomes review sessions have been conducted during biannual Orientation Weeks.

With a clear timeline, an electronic submission, personal support, and some degree of flexibility, the Committee has ensured that assessment plans have been developed, measurement activities identified, and results generated and documented for the past three years.

Finding 3A.2
 Learning outcomes are clearly stated in course outlines for 100% of Harper courses.

Through faculty and administrative collaboration, learning outcomes were developed for each course in the curriculum in 1994. A standard common course outline format was adopted for generic College course outlines. Since 1994, the Curriculum Committee has required learning outcomes for new and revised courses. See Finding 3B.1 for more detailed information.

The course outline format includes a course description, student outcomes, methods of assessment, and other course information. Course outlines and learning outcomes are developed by faculty. If there is no faculty member who is able to develop new curricula, consultants from the field design the generic course outlines needed for program approval. Faculty who teach in the new program review the course outlines and make any curricula adjustments. The Curriculum Committee receives new or revised courses and makes a recommendation for approval to the Vice President for Academic Affairs.

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Timelines have been established for all outcomes.

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Approved course outlines that are updated regularly are filed by division and are available for faculty, staff, and students. While some departments do an annual review, outlines are formally reviewed by faculty in the program as part of the Program Review process. General Education course outlines are also reviewed on a regular schedule by the Illinois Articulation Initiative (IAI) committees. Course outlines for newly developed courses are filed with the ICCB for approval. They also may be filed with the IAI for matching general education courses. Course outlines and course syllabi are also used for baccalaureate articulations.

In spring 2005, 100% of the outlines were on file in the division offices, and 100% of the outlines included learning outcomes for each course. This formal inventorying process occurs every three years.

The Vice President of Academic Affairs has worked collaboratively with the faculty to ensure clear evaluation criteria correlated with course outcomes are included in syllabi. The Vice President conducts the first session of the New Faculty Course to provide strategies to new full-time faculty for developing objective, clear evaluation criteria to be included on course syllabi. All part-time faculty are invited to attend an orientation each semester where similar strategies are offered. In addition, a syllabus checklist is posted on the Academic Affairs intranet.

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.

In fall 2006, two complete cycles of assessment were finished, with cycle 3 to be completed by fall 2007. All career programs and general education disciplines are involved in assessment to measure student learning. In addition, non-instructional support areas also complete assessments using both direct and indirect methods.

In the first cycle, 30% of instructional and 46% of non-instructional areas made improvements in instructional methods or delivery of support services. To improve results in the second cycle, Institutional Effectiveness Associates evaluated the first cycle and provided additional training to outcomes writers. Tables 3A.3.a and 3A.3.b summarize the information.

Table 3A.3.a – Outcomes Analysis, Cycle 1 2004–2005

Assessment Submissions	Number of Instructional Programs (%)	Number of Non-Instructional Programs (%)	Totals
Columns 1–3 submitted	56/56 (100%)	37/40 (92%)	93/96 (97%)
Columns 4–5 submitted	46/56 (82%)	34/40 (85%)	80/96 (83%)
Documented Consultations	39/56 (70%)	28/40 (70%)	67/96 (70%)
RESULTS			TOTALS
Outcomes process issues	147/351 (42%)**	11/186 (6%)	158/537 (29%)
Criteria met, no further action	90/351 (26%)	84/186 (45%)	174/537 (32%)
Improvements made	105/351 (30%)	86/186 (46%)	191/537 (36%)
Other	9/351 (3%)	5/186 (3%)	14/537 (3%)

* “Other” submissions were classified as either instructional or non-instructional when results were analyzed.

** Does not add to 100% due to rounding.

Table 3A.3.b – Outcomes Analysis, Cycle 2 2005–2006

Assessment Submissions	Number of Instructional Programs (%)	Number of Non-Instructional Programs (%)	Totals
Columns 1–3 submitted	56/56 (100%)	37/40 (92%)	93/96 (97%)
Columns 4–5 submitted	46/56 (82%)	34/40 (85%)	80/96 (83%)
Documented Consultations	N/A	N/A	N/A
RESULTS			TOTALS
Outcomes process issues	121/347 (35%)	7/179 (4%)	128/526 (24%)
Criteria met, no further action	102/347 (29%)	90/179 (50%)	192/526 (37%)
Improvements made	114/347 (33%)	79/179 (44%)	193/526 (37%)
Other	10/347 (3%)	3/179 (2%)	13/526 (3%)

Completion rates remained the same for both cycles. Outcomes process issues declined with cycle 2, as outcomes writers became more familiar with the intent and scope of this initiative. There were more program improvements in cycle 2. There were also more reports of the criteria being complete as many outcomes writers opted to remeasure the same outcomes in cycle 2 as they had in cycle 1. Planned interventions improved the results and criteria were met allowing outcomes writers to pursue new initiatives. A facet of the five-column model is to measure two or three outcomes each cycle and, if the pre-established criteria are met or exceeded for those outcomes, to pursue new outcomes in subsequent cycles. If outcome criteria are not met, improvements are made and are subject to further review to see if the pre-established criteria are met or exceeded. Outcome criteria that are met are expected to be cycled through the assessment process in later years to ensure that outcomes remain at the established level.

Cycle 2 was completed in fall 2006. The new eTree online tool, developed by students in a Computer Information Systems (CIS) internship class, made it possible to input information electronically.

A Sample of Instructional and Service Improvements Resulting from Assessment

Instructional improvements in the first cycle included changes to curriculum, instructional delivery, and use of assessment tools. Forty instructional improvements (11%) involved curriculum changes; 63 changes (18%) improved such assessment tools as development, modification, or elimination of rubrics, examinations, portfolios, internships, or other tools. Educational support reported that 48 (26%) student service improvements were made with a resulting 38 (20%) improvements to support staff. Results were similar for cycle 2.

Specific program examples from the first and second annual cycles are listed below:

- ***Emergency Medical Services AAS Degree Program***

Using direct measures of student learning, faculty examinations and rubrics, faculty modified seven content areas by changing examination questions, shifting content emphasis, and using case-based instructional methods. A timed element was added to skill drills, and discrimination of idioventricular and junctional rhythms on 3-lead strips was improved with the development and use of study packets during cycle 1.

- ***English as a Second Language***

Rewrote rubric reflecting relative values. Curriculum for Writing V class was rewritten. Faculty worked together to create guidelines on how to assign and evaluate essays to improve student performance during cycle 1.

- **Marketing AAS Degree Program**

Overall evaluations of students' marketing plans met faculty quality targets, but the financial analysis did not because faculty outside of Marketing were teaching financial analysis skills differently. A guideline for acceptable financial reports was developed for classroom use during cycle 1.

- **Paraprofessional Educator AAS Degree Program**

Students' familiarity with technology to enhance teaching and learning was assessed, and benchmarks were not met. Course improvements included changes in course content emphasis related to technology and evaluation of effectiveness of technology in the classroom during cycle 1.

Subsequent measurement of this outcome shows that classroom technology continues to be a weakness. In cycle 2, the technology quiz has been rewritten and curricula enhanced to discuss technology in the classroom.

- **Resources for Learning**

Based on assessment, RFL faculty created a Resources for Learning Web site together with the Tutoring Center, Writing Center, and Student Success Services.

- **Department of Instructional Technology (DoIT)**

Using indirect assessment survey instruments, department leadership evaluated faculty awareness of the Distance Learning Center and the availability of online instructional resources on the DoIT Web site. Changes were made to promote faculty services through e-mail contact and posters with tear-off cards next to faculty mailboxes during cycle 1.

- **Admissions Outreach**

In cycle 2, customer service surveys for the Campus Information Center, the Admissions Outreach Office, and Recruiting Events have been positive, and survey times are now varied to include high-volume periods.

- **Fashion Design AAS Degree Program**

New students entering the program were performing below stated objectives and appeared to be less prepared for the rigor required. In cycle 2, an entry assessment was created to determine if students possessed the necessary competencies.

- **The Office of Research**

The Demographic Report for program review was not often used, but other reports were useful. During cycle 2, demographic reports are now issued as customized program review reports, rather than as standard reports.

Program Intended Outcome #1
 Graduates of the Paraprofessional Educator program can identify technology tools used in the classroom to enhance teaching and learning.

Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results
1.1 Upon completion of the pre-student teaching clinical experience, 80% of students will score 3 or above on their self-care evaluation project (on a 5-point rubric).	1.1 87% scored 3 or better, 2% scored 2.5 or better, 1% scored 2 or better, 5% scored below 2. Benchmark was 80% overall score 3 or above. Benchmark was not met.	1.1 Increase class time spent discussing the subject of using technology to enhance teaching and learning. Increase class time spent discussing how to evaluate effectiveness of technology observed in a classroom.
1.2 89% of students will score 70% or above on technology exam.	1.2 99% of students scored 70% or better. Benchmark was 89% of students scored 70% or better. Benchmark was not met.	1.2 Increase class time spent discussing the subject of using technology to enhance teaching and learning. The education classroom will become a Smart Classroom effective Fall 08. Once the objective is reached, faculty will begin modeling the use of technology to enhance teaching and learning.

A sample of the outcomes assessment submission from the Para-Professional Educator Program.

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While implementation of the process has been challenging, it has resulted in regular reporting of instructional improvements and other accomplishments.

Finding 3A.4

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

Three major evaluations of the assessment process have been done since fall 2005. The Office of Research surveyed the outcomes writers to determine the usefulness of the five-column model; Dr. James and Karen Nichols reviewed cycle 1 results; and the Steering Committee analyzed the impact of the process. These three evaluations helped to identify assessment concerns.

Office of Research Survey of Outcomes Assessment Writers
Seventy-two surveys were sent to program coordinators and department managers who wrote outcomes and means of assessment. Fifty-four were returned: a response rate of 75%. The high response rate was taken as a sign of engagement in the process. Written comments were generally positive, although there were some concerns about resource levels such as funding and the number of full-time faculty available to do assessment in some of the smaller programs. Responses to the survey are summarized below.

- Effectiveness of the five-column model in providing structure to the process: at least “somewhat effective,” 86.7%; “highly effective,” 26.4%
- Clarity of instructions: at least “average,” 86.5%; “very clear,” 19.2%
- Fall 2004 training session was helpful: 73.6% (96.3% reported attending)
- Took advantage of one-on-one consulting opportunities: 41.5%; 77.3% of those that attended reported that the sessions were “mostly” or “definitely helpful”
- Satisfied with outcomes and means of assessment developed: 69.8% (30.2% “not sure”)
- Likelihood of process leading to real improvements at the College: “likely” or “very likely,” 64.1% (16.9% were pessimistic; instructional respondents were more extreme than non-instructional respondents in their responses to this question)

The responses with the most potential impact on the process were about the proper guidance and time to complete the process, so more training sessions were added each semester. The outcomes template is now available via the eTree tool, so there is access to campus-wide examples for outcomes writers to review.

Review of Outcomes Process by
Institutional Effectiveness Associates

After one year, Institutional Effectiveness Associates reviewed the outcomes to see if sufficient progress was made to close the assessment loop for cycle

1. A follow-up campus visit also took place. The audit revealed progress had been made. Departments were focusing on only two or three outcomes and were using both direct and indirect data. There were several departments particularly good at closing the assessment loop, most notably the health careers programs. Suggestions for improvements were that some programs rely less on the Graduate Survey and develop more direct measures; improve the way results and use of results were collected; and that ongoing training be provided, especially for new chairs, coordinators, and managers.

The Steering Committee reviewed the results of the two cycles and the information from Institutional Effectiveness Associates and the Office of Research survey. As a result, more consulting and training sessions were offered and the eTree tool was redesigned so it was more user-friendly and allowed users to view the assessment plans and results of their colleagues. Additional observations about these results are detailed in Findings 3A.3, 4B.2, and 4B.3.

The College has made considerable progress in developing instructional and non-instructional outcomes. Progress has been steady as the College continues to understand the process is ongoing and that each cycle offers an additional opportunity to make improvements.

Finding 3A.5

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

There are two primary means of ongoing course and program assessment: the annual outcomes assessment process and the College Program Review process. Where appropriate, both processes employ data gathered to improve programs, assure student success on career certification and licensing examinations, and satisfy accrediting agencies for career and transfer programs.

With minor deviations, academic disciplines are reviewed on a five-year program review schedule synchronized with the Illinois Community College Board (ICCB) statewide program review schedule for academic programs. All student service programs in Student Affairs and Academic Affairs as well as some administrative departments such as the Office of Research are also on a five-year program review rotation.

ICCB Review

ICCB annually provides the College with enrollment, employment, and graduate surveys, and other related information from comparable career programs undergoing program review statewide. For example, before Nursing writes a program review, data from all ICCB community college nursing programs are collected and shared with all state community colleges. Faculty review these data and use them for their department program review, and where there are state concerns, faculty comment on the data and what actions can be taken to make future improvements. In these reviews, faculty also use statewide assessment information like pass rates on national examinations.

These data are usually reported as part of the program review process and may be used to assess student learning.

ICCB collects academic program review summaries on an annual basis. These reports focus on program changes since the last review, student learning assessment methods currently employed, and statewide or nationwide issues of concern directly related to programs. ICCB also collects related program review summaries for student services and academic services.

The Linkage of Outcomes Assessment and Program Review Data from outcomes assessment programs has routinely been used in program reviews since the early 1990s. Information about learning outcomes and assessment for program review reports was requested by ICCB beginning in 2004-05.

The ICCB and career program accreditors require information related to students' postgraduation employment. This routinely collected data has been used for program review and outcomes assessment. For example, in the outcomes assessment plan presented by the 2004-2005 Health Insurance Specialist Certificate program, one criteria stated: "75% of graduates from this program will indicate that they are currently employed or have accepted a job offer within one year of graduation in response to our graduate survey" (from the *Means of Assessment and Criteria for Summary of Data Collected Success, 2004-2005*). A similar goal was used by the Fire Science Technology and Nursing career programs in the past two years of assessment. The Computer Information Systems Web Development career program identified a similar assessment goal in 2005-2006. These data were reported in the outcomes assessment plans and program reviews for these programs.

Passing rates on certification or licensure exams are also an assessment measure reported in Program Reviews. These rates were included in the 2004-05 Health Insurance Specialist Certificate review, the Dental Hygiene AAS review, and the AAS in Nursing program. The 2005-2006 Culinary Arts Certificate student scores on the Food Service Sanitation Manager and the Professional Cooking examination were used for assessment. The Financial Services AAS Program uses state licensing ratios as an outcome. See Finding 4B.3 for the results from career program outcomes assessment.

Special Accreditations of Career and Transfer Programs
Information required for accreditation reports is also used in program reviews and outcomes assessment. Career programs, in particular the health care programs, are required to submit program assessment plans and results to accrediting entities. Demographic surveys, environmental scans, graduation and completion rates, employment and graduate surveys, outcomes assessment, course evaluations, transfer statistics, and program accreditation reports are used to assess student learning. The College uses these data and other related information in an efficient manner to determine accreditation and program continuance. Accreditation reports are often the base report for a program review. See the Federal Compliance section for a complete list of the 2007 program-specific accreditations.

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Harper students have consistently passed certification and licensure exams.

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Involvement of Career Program Advisory Committees in Program Assessment

Advisory boards meet each semester to provide input to career programs. Advisory boards include community members employed in related industry positions, campus administrators, faculty, and students. For example, the Nursing Advisory Committee has people from local health care institutions, the director of nursing at Harper, and Nursing students. Faculty members are also invited to attend to assure the Nursing program is responsive to trends and community needs. See Finding 3C.3 and 4C.2 for additional information.

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.

Internal Availability of Assessment Results

Current assessment results are accessible to faculty and staff through the eTree link on the MyHarper portal. The General Education Assessment Committee provides written reports. The Trustees and advisory committees also have access to these results and the results are cited in documents submitted for curriculum revisions.

Availability of Assessment Results to Students

There are ways in which students are informed of select program outcomes assessment results. Students have access to results when faculty use them for discussion topic clarification or to readdress a topic that might have been misunderstood. Collegiate Assessment of Academic Proficiency (CAAP) test results from the assessment of general education are mailed to participating students. Students achieving at least a 50th percentile national ranking in a sub-score receive an achievement certificate indicating their results.

Pass rates on national or state certification or licensure examinations are shared with prospective students to indicate program quality and admission decisions. The 2006 nursing students had a 99% pass rate on the National Council Licensure Examination, and the Certified Nursing Assistant (CNA) Program graduates had a 95% pass rate on the State of Illinois Nurse Aide Competency Examination. This information is used during program information sessions and is posted in the Program Overview Section of the College Web site.

The Need to Increase Availability of Learning Outcomes Assessment Reports

The College's consumer information Web site provides information on degree completion and transfer rates. Also, the annual Institutional Outcomes Report is available on the external Web site. Student assessment information from the annual assessment is on the eTree Web site, but external availability is limited. Some data are shared with the public incidentally through presentation during Board meetings. Harper College Career Information Nights for prospective students provides a venue to meet faculty who use assessment data during information sessions.

Section B. 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.

Faculty create and revise curriculum to ensure quality across the campus. Standards for curriculum development include those from the academic discipline, the College, the Illinois Community College Board and Illinois Board of Higher Education, the Illinois Articulation Initiative (IAI), and articulation standards employed by baccalaureate institutions receiving College transfer students. Faculty develop and revise curriculum in conjunction with advisory committees, Curriculum Committee members, division Deans, consultants, and people working in the field. Thus, student learning is continually enhanced by curriculum that is current, relevant, and transferable to other institutions.

Curriculum Committee Responsibilities

This 16-member committee reviews and recommends curriculum revisions for degrees, certificates, and programs, and is a resource for curriculum planning and development. Members assist faculty with proposal writing, reviewing curriculum proposals, and keeping divisions informed of changes. Twelve faculty, one administrator, two staff members who have primary responsibility for managing curriculum, and a student serve on the committee. Meetings are held bimonthly in fall and spring.

Curriculum proposals include supporting documentation and a clear rationale describing the positive effects the proposed change will have on student learning. The course originator meets with the committee to answer any questions or concerns. Thus, all faculty members collaborate to make certain that all curriculum results in effective teaching and learning.

The committee assures that proposed degree and/or certificate courses meet ICCB guidelines, including course description and learning outcomes; avoids duplication of courses and programs; ensures appropriate placement is developed and documented; and provides an exploratory forum for curriculum development. Through these efforts, the committee can ensure that changes will have limited negative effects on other academic programs, student enrollment, support services, and advising. A detailed review and signature process culminates with a recommendation for approval by the Vice President of Academic Affairs and a final signoff by the President. The Associate Vice President for Academic Affairs' office is the repository for all approved curriculum changes.

Table 3B.1.a summarizes the scope of curriculum development and revisions.

Table 3B.1.a –
 Analysis of Curriculum Development and Revisions

Academic Year	New Degrees	New Certificates	New Courses	Degree Deletions	Certificate Deletions	Course Deletions	Modified Courses	Total Items
1997-1998	2	4	5	0	0	2	12	25
1998-1999	1	1	47	0	4	6	33	92
1999-2000	2	5	48	3	2	24	97	181
2000-2001	0	3	26	0	0	19	56	104
2001-2002	0	3	22	0	0	5	36	66
2002-2003	0	3	53	1	3	42	85	187
2003-2004	3	7	55	5	12	103	100	285
2004-2005	3	7	71	0	6	35	98	220
2005-2006	1	2	36	0	0	14	82	135
2006-2007	4	13	43	0	0	12	151	223
Total	16	48	406	9	27	262	750	1,518

Note: Degrees at Harper College include the AA, AS, AFA, AES, AGS, and AAS. Certificates are a sequence of courses in a specialized academic or technical area that usually take one year or less to complete for a full-time student.

Curricula Development and Revision Supports Innovation and Enhances Currency

Curricula development has continuously assured currency and relevance in the curriculum yet has allowed room for creativity and future innovation. See Findings 4C.1 and 4C.2. for additional detail. The following are examples of innovations, redesigns, and inclusions that support the mission, enhance currency and relevance, improve learning, and meet outside agency requirements.

Developing Curriculum that Supports the Mission

- Fifty cross-curriculum courses to meet the World Cultures and Diversity graduation requirement.

Matching Curriculum to Current Market Conditions

- Annual changes to the CIS program for industry currency, as well as reorganization and renumbering of courses resulting in fourteen CIS department degree and certificate programs, nine new courses, and six new programs.
- Revision of Criminal Justice and Electronics Engineering Technology to reflect current practices.
- Deletion of the Mechanical Engineering Technology program and certificates.
- Combining the Banking and Finance, Commercial Credit, Insurance, and Real Estate Programs into a cohesive Financial Services Program.

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Students evaluate instruction using the SOI instrument.

Changing Curricular Requirements to Enhance Learning

- Revision of Physics 121 and 122 from four to five credit hours to enhance student learning.
- Development of Chemistry 110 as a refresher or introductory course for General Chemistry 121 and 122.
- Development of Chemistry 105 as one of the elementary education science courses.
- Development of Mathematics 067 and 068 to provide a slower pace for lower-level Mathematics students to enhance learning.

Modifying Curriculum to Meet Qualification

Standards of Outside Agencies

- Enhancements to care and prevention of athletic injuries courses in the Physical Education for students testing for the American Sport Education Certificate and to meet state assistant coach employment requirements.
- Updating of the Interior Design Curriculum to meet industry certification qualifications.

Finding 3B.2

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

Faculty undergo continuous evaluation concerning pedagogy, institutional service, and professional development. Information is gathered from students, peers, and administrators. Faculty evaluation draws on performance measures over time and reflects commitment to the learning environment.

Student Opinionnaire of Instruction (SOI)

The SOI evaluations are completed regularly on full-time and adjunct faculty. The schedules for SOI evaluation distribution and the number of classes evaluated are outlined in the evaluation procedures for full-time and adjunct faculty. SOIs are distributed during the semester and administered by a student while the instructor is out of the room. Completed evaluations are collected and sealed in an envelope and the student delivers them to the division office. The Associate Vice President for Academic Affairs' office processes the SOIs. A summary statistical analysis and all completed SOIs are returned to the faculty member after grades are submitted for the course. Deans receive a copy of the statistical information for all faculty evaluated in their division. The results of the SOI provide a perspective on the effectiveness of a course which can lead to instructional modifications. Deans and department chairs may meet with instructors to discuss the SOI results and share feedback and suggestions. The SOI results are also used during faculty evaluations.

SOIs for online courses have been piloted by volunteer faculty and changes were made as the pilot moved forward. Full implementation is planned for fall 2007.

Evaluation and Tenure of Full-Time Faculty

A rigorous annual process of evaluation of full-time faculty members also contributes to instructional effectiveness at Harper College. The ability to achieve tenure after three years is a very valuable incentive. The reward is not granted without serious consideration and evaluation of the candidate by students, colleagues, and administration; in the past eight years, four instructors have not been granted tenure.

Faculty evaluation begins with the faculty writing a self-assessment of the three areas and providing that to a Peer Review Committee who conducts its own teaching observation, meets with the faculty member, and writes an evaluation. SOI results are reviewed as part of these processes. The Dean moves through a similar process of teaching observation, individual meeting, and written summary. All of this information is then forwarded to the Institutional Tenure Committee. In lieu of teaching observations, library and counseling faculty are reviewed through other aspects of their roles including student evaluations of their counseling or advising, observations of interactions in reference work or teaching short-term seminars, supervisor assessments, and collaboration with peers.

The Institutional Tenure Committee, composed of representatives from each of the College's academic divisions elected by the full-time faculty, makes a recommendation to the President regarding satisfactory progress toward tenure. After consideration of appropriate faculty, administrative, and committee tenure recommendations, the President makes a recommendation to the Trustees to continue the tenure process or terminate the faculty member. The faculty member and the Faculty Senate are informed of the Board's decision. After three cycles of evaluation, a final Board decision is made as to whether tenured status is granted. If so, tenured status generally begins in the seventh semester.

Evaluation of Adjunct Faculty

Adjunct faculty are observed by the Associate Deans and are also evaluated through SOIs each semester in the same manner as full-time faculty. The Associate Dean uses the completed SOI data in the evaluation of adjuncts.

Teaching observations of adjunct faculty are completed based on service length and union eligibility. An Associate Dean observes adjuncts once per semester. When an adjunct becomes eligible for union membership, observations are completed every two years. Adjuncts meet with the associate dean following each observation.

Promotion of Full-Time Faculty

Full-time faculty may apply for promotion after five years in rank and satisfactory completion of the new rank's responsibilities as outlined in the faculty contract. Full-time faculty are hired as Instructors, or in some cases, as Assistant or Associate Professors. Promotion to assistant professor requires five years as instructor; promotion to associate comes after five years as an assistant; and faculty are eligible for promotion to full professor after five years as associate and completion of a rigorous process.

There is also an early promotion possibility for assistant and associate ranks once faculty have completed four years in rank and completed a contractual

process including additional course work and additional College and community service. Applications for early promotion and promotion to the rank of Professor require extensive documentation of innovative and competent instructional service. In addition, applicants must provide evidence of significant contributions to departmental, divisional, and institutional service as well as service to the community. Documentation of professional development activities is also required.

The promotions application and review process includes recommendations from the division Dean, the Divisional Promotions Committee, and the Institutional Promotions Committee. Appeal processes are available to candidates not recommended for promotion by the Institutional Promotions Committee. The Divisional Promotions Committee and the Institutional Promotions Committee are made up of faculty. After successful completion of the steps as outlined in the Faculty Handbook, a final recommendation is made by the Vice President of Academic Affairs or the Vice President for Student Affairs to the President, who makes his recommendation to the Board for action during their April meeting.

Contract Promotions Committee

Review and assessment of the promotions process is done by the Contract Promotions Committee. This faculty committee suggests modifications to the promotions processes to the Faculty Senate and the Vice President of Academic Affairs.

Awards

The two major annual faculty awards are the Glenn Reich award for technology innovations to enhance instruction and the Motorola Distinguished Faculty award for outstanding teaching and service. The Foundation administers the Glenn Reich Memorial Faculty Award initiated in 1999. It carries a \$1,000 stipend. The Distinguished Faculty Award is funded through the Foundation by the Motorola Endowed Award for Teaching Excellence. It carries a \$3,100 stipend.

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.

There are internal funding sources and programs available for professional development of faculty. The College also provides contractual as well as special grant funds for professional development that can be used toward external professional development. Some examples of professional development opportunities include grants, fellowships, on-campus seminars, an orientation program for new faculty, on-campus graduate classes, a faculty retreat, tuition waivers for Harper courses, and sabbaticals. Faculty and staff devote time and effort to developing these opportunities, and there is consistent attendance.

Funding for Professional Activities

Faculty may use contractual professional development funds for tuition, professional memberships, conference attendance, dissertation typing, and work-related teaching materials. Faculty have also been able to buy computers for home use; however this option has been eliminated from the contract effective July 2008.

Technology Grants

The grant funds projects that improve faculty use of technology as a tool in the teaching and learning process. Funding may also be available to attend relevant conferences or complete related courses. This grant program is funded as part of the faculty contract. A typical award is approximately \$1,500 per project.

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Teaching and Learning Mini-Grants

These grants are used to develop courses or innovative course materials, or design new instructional approaches. Adjunct faculty may apply for these grants in conjunction with a full-time faculty sponsor. These awards are funded through the Vice President of Academic Affairs. Awards vary from \$500 to \$3,000.

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Additional Institutional Grants

Other grants are available to faculty, staff, and administrators. These grants include Resources for Excellence, Innovation Mini-Grants, and College Benchmarking Grants. See Finding 4A.2 for additional details.

Faculty Professional Development

In addition to graduate course work, Continuing Education Units (CEUs) can be earned by full-time faculty for attending seminars on campus. Professional Development Units (PDUs) are earned for journal and book publications, campus and conference presentations, and other activities.

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The process is designed to maintain accountability and allow faculty to work toward tenure and promotion. Guidelines are available in the Handbook for Faculty Interested in Professional Development Units.

Adjunct faculty may also complete professional development activities through a contractual funding pool administered by the Vice President of Academic Affairs.

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Involvement with Professional Associations and Organizations

Faculty are actively involved in professional development that is discipline-specific. Many professional development activities are not centrally reported; however, the back issues of *First Fridays* have become the archive of some of these accomplishments. See Finding 4A.3 for additional detail regarding professional associations, organizations, and related professional development activities of faculty.

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The Teaching and Learning Center

The Teaching and Learning Center is a dedicated space in the center of campus designed for faculty use. The Center is managed by a Faculty Development Coordinator who facilitates a wide variety of on-campus faculty

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Faculty attend on-campus seminars and workshops.

professional development activities. This area reports to the Associate Vice President of Academic Affairs. Some of the activities include the annual faculty retreat, the New Faculty Course, adjunct faculty orientations, and coordination of workshops, seminars, and on-campus graduate courses.

Orientation Week Professional Development Opportunities

Each fall and spring there is an Orientation Week that provides various professional and personal development opportunities. Topics have ranged from technology in online learning to classroom management strategies to investment and retirement planning. Division meetings are held during this week as well as a faculty session with the Vice President of Academic Affairs.

On-Campus Professional Development Seminars

The Faculty Development Coordinator and the Teaching and Learning Center offers on-campus seminars to include such topics as technology in teaching, grading rubrics, discipline-related pedagogy, and international book discussions. Adjuncts are encouraged to attend and receive a stipend if they complete related activities.

Fellowship Opportunities

DoIT provides faculty fellowships that carry an average stipend of \$3,000 for developing online classes and technology enhancement for existing curricula. Multicultural Faculty Fellows receive a \$2,000 stipend to integrate multicultural learning topics into course content or develop new courses that meet the World Cultures and Diversity graduation requirement. Learning Community Fellows are awarded \$750 stipends from an annual budget of \$5,000 to develop integrated learning communities for the College.

Conferences on Campus Sponsored by Academic Departments

Representative on-campus conferences include the chemistry department's Laboratory Safety Institute in 2005, the Two-Year Chemistry Consortium in 2006, and Project Kaleidoscope in 2006. In 2007, Harper hosted the Institute for Mathematics and Science Education Chicago Symposium Series and the physics department hosted Physics Northwest in 2004.

Professional Development through the International Studies Program

The International Studies Program has been a venue for professional development through such activities as the Asian Studies Development Program at the University of Hawaii and the Center for Southeast Asian Studies at Northern Illinois University. There have also been eight-week faculty development courses on India, China, Southeast Asia, Africa, and Japan in partnership with the College of Lake County. Faculty have been involved with the Fulbright Group Projects Abroad and Fulbright visiting professorships from Egypt, Brazil, and Morocco. There are also faculty and administrative exchanges with Finland and the Netherlands through an Illinois Consortium for International Studies and Programs. Four times a year a multi-disciplinary Read Around the World book discussion takes place whereby readers earn CEUs and adjunct faculty are eligible for a \$50 stipend.

Professional Development Opportunities for Wellness

Health and Psychological Services provides free wellness seminars on such topics as depression, suicide prevention, and nutrition. Wellness Week is held during spring semester, and seminars are free and open to all students, faculty, and community members.

On-Campus Graduate Courses

In partnership with Illinois State University and Aurora University, eight 2- or 3-hour on-campus graduate courses for full-time and adjunct faculty have been offered since 2003. One hundred and sixty-six enrollments have taken place on such topics as adult learners, cooperative learning, brain-based learning, students with disabilities, and distance learning.

Opportunities for New Faculty

All new faculty attend a required orientation course during their first semester. The course is facilitated by tenured faculty and administrators and covers important topics for success of the new faculty. There is a two-hour workload reduction for the semester. Since 1994, the New Faculty Mentoring Committee has sponsored a luncheon for new faculty, mentors, and administrators; a social during fall orientation; and a session for all non-tenured faculty in January. Mentors serve as a resource and meet with the new faculty six times during the year.

The Faculty Retreat

In February, the College hosts a faculty retreat off campus. This is an opportunity for faculty to hear a keynote speaker and attend a series of workshops that showcase innovative classroom strategies, faculty research, and other experiential teaching demonstrations. Some themes have centered on learning communities while others are devoted to improving pedagogy. An average of 60 faculty members per year participate in the retreat.

Sabbaticals

Sabbaticals are granted by the Board to full-time faculty for one semester at full pay or one year at half-pay. Twenty-three sabbaticals have been granted by the Board of Trustees since fall 1998. The most recent sabbatical was granted in philosophy for a faculty member to study and teach in Canterbury, England. Other examples include a sabbatical to China and a grant to develop a visual history of the deaf community in Chicago.

Section C: 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.

In the past decade, the College's physical plant has changed dramatically to reflect Harper's mission and its dedication to the future to make sure students have the most state-of-the-art instructional space and technology.

The Avanté Center

Avanté was brought online in 2004 and has provided classrooms and labs for science, health, and technology programs. These programs were originally housed in Building D which was built in 1968. Features include a mega computer lab, wireless Internet access, and classrooms and labs with the latest instructional technology. The sciences and the nursing, dental hygiene, imaging, electronics engineering, and other technological and medical programs have equipment and technology for current and future use.

Classrooms and Specialized Space

Table 3C.1.a shows an inventory of instructional space on the main campus. Today, 120 classrooms include SMART instructional technology and there are eight open computer labs with about 250 PC workstations. See Finding 3C.2 for more detail.

Table 3C.1.a – Classroom Inventory Main Campus

Type	Number
General	115
Specialized (i.e., Art, Chemistry, Culinary)	90
Science Labs	19
Computer Labs	28
Total	252

Drama Lab

The Drama Lab (Blackbox) was completed in 1994. It is a laboratory teaching space for theater students and a multipurpose performance space. Capacity ranges from 80 to 120 seats, depending on layout. The lab serves as an alternate performance space for the Harper Ensemble Theatre Company who rehearse in the Drama Lab. It has also been used for faculty and guest artist lectures, music recitals, speech tournaments, class orientations, philosophy department events, and benefits.

Performing Arts Center

The Performing Arts Center (PAC) was completed in 2002 as a state-of-the-art performance and instructional space for theater and music. The auditorium capacity varies from 358 to 453 depending upon the stage configuration. See Finding 2A.3 for additional details.

Art Gallery and Collection

There is about 600 square feet of exhibition space in Building C for art exhibitions. The art department maintains, hangs, and curates the exhibits each year that include such formats as conventional two- and three-dimensional work to video, performance, and installation. Six to eight exhibits take place each year, including solo and group exhibits, a national small works exhibit, and student and faculty exhibits. All shows are free and open to the public during regular business hours. There is also a visiting artist program that has from two to four artists present their work as well as a public lecture. There are generally 75 to 100 people who attend the event.

The Foundation owns a collection of modern works, both two- and three-dimensional, that is worth about \$1.2 million. The collection is on public display and has over 250 works by international, national, and regional artist. The collection is located throughout the campus and includes exterior sculptures by such artists as Fletcher Benton and Robert Stackhouse. The College also owns Picasso's last authorized work, *The Bather*. The collection is used as a teaching tool as well as a Foundation asset. See Finding 4C.4 for additional detail.

The Karl G. Henize Observatory

Since 1990, the Karl G. Henize Observatory has provided educational opportunities for students and the community. The observatory is used in such classes as Astronomy 101 and 201, and for certain CE courses. Large public viewings every other week in March through November have attracted from 50 to 120 individuals. In 2003, the Observatory hosted over 3,200 visitors within a four-hour time span for a Mars observation event. The number of visitors at Harper surpassed the number at surrounding observatories, including the noted Adler Planetarium in Chicago.

Wellness Center

The Wellness Center houses the physical education facilities of the College. The gymnasium is multifunctional and can be divided into four separate teaching stations. A large mat room is used to teach wrestling, power yoga, Pilates, and martial arts. The Fitness Center is used to teach physical fitness courses, and the swimming pool is used for swim classes and Aquasize, Lifeguard Training, and Water Safety Instructor courses. The dance room is used extensively for fitness and dance classes.

Finding 3C.2

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

The learning environment is future-oriented and curriculum is continually updated to reflect current trends and enhance learning outcomes. Different modalities of instruction, most notably through technology, offer students rich learning environments. The needs of adult learners, under-represented populations, and students with disabilities have been addressed through special programming and support services. Collaborative learning environments through Learning Communities and flexible learning opportunities through open-entry, self-paced courses contribute to Harper's present and its future.

Meeting the Need for Teaching and Learning Technology

SMART Classrooms

Through Shared Multimedia Access to Resources for Teaching (SMART) classrooms conversions, the College looks to its future and the needs of its future students. SMART classrooms are equipped with a computer-based lectern, video projector, audio system, document camera, Internet

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The College has an extensive collection of three-dimensional artwork.

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connection, and curriculum-specific software. Currently, 120 classrooms featured this SMART equipment. The cost of completely retrofitting a classroom with this technology is \$20,000 to \$25,000 per room. A number of classrooms include more capabilities such as annotation units and multiple input devices, and additional playback features, audio equipment, or camera functionality. SMART classrooms are added through the information technology project process.

Library Technology

The Harper College Library provides technological research capabilities for faculty and students through its Web site, electronic resources, databases, Online Computer Library Center (OCLC), bibliographic instruction classes, an online 24-hour reference service, and an online instruction tutorial.

Distance Learning

In the 2004 Community Needs Assessment, people expressed an interest in distance learning modalities. The College has increased the availability of distance learning courses and the enrollment in distance education courses has grown by over 80% in the past four years. Table 3C.2.a illustrates enrollments in distance education.

In spring 2006, the Higher Learning Commission accredited the College to include degree completion through distance learning. New distance course development and the Internet Course Exchange (ICE) have allowed the College to offer 21 certificates ranging from Accounting Clerk to Web Visual Design. By fall 2006, two AAS degrees in Financial Services were available in distance learning formats. Currently, 18 degrees are completed or near completion (requiring three or fewer courses to complete distance delivery). They include the Associate of Arts; Associate of Science; five different AAS degrees in Computers in Business; three AAS degrees in Web Development; two AAS degrees in Marketing; three AAS degrees in Business; and one AAS degree each in Accounting, Computer Forensics and Security, and Mass Communication. Also near completion in the distance format are certificates in Accounting, Office Management, Architectural Technology, Computer Information Systems, Early Childhood Education, Mass Communication, and Business. In fall 2007, 10 degree programs are expected to be fully available by distance formats.

Table 3C.2.a – Enrollment in Distance Classes

Type	2002-03	2003-04	2004-05	2005-06	4-Year Change
Online Courses	153	210	283	315	105.88%
Online Sections	171	239	318	353	106.43%
Online Enrollment	1,710	2,146	2,761	3,357	96.32%
TeleWeb Courses	7	11	13	10	42.86%
TeleWeb Sections	8	13	21	15	87.50%
TeleWeb Enrollment	155	201	386	283	82.58%
Telecourse Courses	58	56	54	52	-10.34%
Telecourse Sections	58	56	54	52	-10.34%
Telecourse Enrollment	1,017	1,087	1,234	1,104	8.55%
Blended Courses	2	6	8	30	1400.00%
Blended Sections	2	7	11	35	1650.00%
Blended Enrollment	31	123	194	548	1667.74%
Interactive TV Courses	4	5	3	4	0.00%
Interactive TV Sections	4	6	3	4	0.00%
Interactive TV Enrollment	29	57	30	19	-34.48%
Total Distance Courses	224	288	361	411	83.48%
Total Distance Sections	243	321	407	458	88.48%
Total Distance Enrollment	2,942	3,614	4,605	5,311	80.52%

Source: DoIT

Some courses such as Speech 101 have state-mandated seat time while other courses require face-to-face lab hours. These courses work best in a blended format, 50% or less face-to-face classroom and 50% or more online. Speech 101 is being offered for the first time in fall 2007 in a blended format. When a synchronous tool is used, like Elluminate Live!, a Web-based tool that allows real-time interaction between a faculty member and students across a distance, the online classroom experience is much like the traditional classroom.

Financial support of \$110,000 for new distance courses has been provided by grants from Motorola and Resources for Excellence, and DoIT provides additional support. See Finding 3D.2 for additional detail.

Meeting the Needs of Adult Learners

Adult Fast Track

Approximately 38% of the credit students who enroll in classes at Harper College are age 25 and older. Designed specifically to meet the needs of adult students, the College created the Adult Fast Track as the result of research completed in 2003. The Associate in Applied Science degree was identified for the first cohort who attended a four-hour class one night a week for two years beginning in spring 2004. Students attend classes year-round, normally 48 weeks per year. See Finding 2B.4 for additional Fast Track detail.

The courses are currently offered at the Harper Professional Center (HPC) and the Northeast Center (NEC) and are appealing because of completion