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time, location, standard format, and non-traditional teaching methods. In 2006, the HLC granted permission to offer complete degree programs at these locations.

Associate in General Studies (AGS) Degree

The AGS is a terminal degree that allows students the flexibility to draw together new and prior course work in an individualized educational plan. The degree has 24-26 credits of general education combined with 36 credits of course work in liberal studies or other electives or certificate programs. The AGS will be offered for the first time in fall 2007. Students will meet with an advisor to design and verify this flexible program to meet their individual educational goals.

Adult Student Services

In order to support adult students, the Student Development Division has created an online orientation program for new part-time students and in-person group orientations. Also, an annual Adult Transfer Fair draws 50 to 100 participants. A new Adult Institute is being explored to package programs and services in a flexible, responsive manner.

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The Adult Transfer Fair draws 50-100 participants.

Meeting the Needs of Students with Disabilities

The Center for Access and Disabilities Office (ADS) ensures compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 by creating a comprehensively accessible environment that empowers students. Legally mandated access and accommodations may include interpreters for the deaf, readers and scribes, modification of testing, note takers, priority registrations, and providing such alternate formats as Braille, large print, and audio books.

Additional services include specialized instruction, tutoring, and advising, and special sections of courses for students with disabilities, including Orientation 101, Career Development 110, Humanistic Psychology 107, and various math courses. Also, there is an assistive technology lab that was created 15 years ago. In 2006, a high-speed document conversion work station for producing material in various formats other than print, such as large print, Braille, e-text, or MP3 files was created. Assistive technology such as Duxbury Braille Translation, Jaws for Windows, Kurzweil 3000, and ZoomText Xtra are also available in open computer labs. Every computer lab at Harper has at least one ADS workstation.

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Achieve! is a program to assist ADA students by monitoring their progress and providing specialized advising and counseling. Another ADS program that provides specialized tutoring, the Program for Achieving Student Success (P.A.S.S.), celebrated its 12th anniversary in 2005 and received an Exemplary Practice Award from the National Council for Student Development, an affiliate of the American Association of Community Colleges.

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Services for deaf and hard-of-hearing students are also available through ADS. In 2005, the Chicago Hearing Society presented the College's Access and Disability Services department an award for its service. In 2006, a private donor gave a three-year gift of \$200,000 to improve services and programs for deaf and hard-of-hearing students. The sum of \$80,000 was used to renovate a classroom and turn it into a SMART classroom with many

accessible features. Captioning capacity was increased by purchasing specialized software and the summer transition or bridge program was augmented. These initiatives all represent steps toward the establishment of a Deaf Institute.

Annually, in November, DeaFest, a celebration of deaf culture, draws 500 to 600 people, and a College-sponsored deaf volleyball tournament for high school and college teams, held in April, draws comparable numbers. For the past five years, the College has hosted a Pathways to the Future transition conference for visually impaired high school students who want to know more about future education or careers. In 2006, 100 people attended.

The Teaching and Learning Center has held seminars on diverse learners including students with disabilities. For example, the April 2006 symposium featured a panel discussion, with deaf students presenting the “Top Ten Things Faculty Can Do To Improve Access.”

Addressing the Needs of Under-represented Learners:
The Center for Multicultural Learning (CML)

The Center for Multicultural Learning (CML) was established in 2002 to retain minority students by providing support services and assistance in transferring to four-year schools. CML staff also direct programs and services to promote and expand the infusion of multicultural learning and diversity in the curriculum. See Findings 3D.1 and 5C.3 for additional details.

Serving Collaborative Learners
through Learning Communities

The Learning Community program offers a rich collaborative experience. Learning community courses include at least two classes with distinct curricula linked together with at least two instructors. In an atmosphere of collaboration, teachers and students benefit from working together to explore the relationships between distinct bodies of knowledge from the two classes. For example, one of these learning communities integrates speech and composition while another brings together philosophy and psychology.

Although the management of Learning Communities courses has changed somewhat, the program still represents an innovative and enriching educational option for students. Generally, eight to nine Learning Communities are offered per semester. With the creation of the Learning Community Fellows Program in 2005, the focus of the program has evolved toward linking the top 20 classes at the College, based upon enrollment. The Fellows Program ensures consistent curricula and a commitment from faculty to teach the learning community for several semesters. Syllabi and curricular materials are archived in the Teaching and Learning Center for future reference.

First-semester students, first-year students, at-risk students, and Honors students are often targeted in the Learning Community Program. In fall 2006, for instance, the first-year population could take an Introductory Psychology course (PSY 101) linked with a Practical Psychology (PSY 106) course. Psychology 106 teaches students note-taking strategies, study skill improvement techniques, and various learning enhancement skills while students progress through the Psychology 101 curriculum. Students gained

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Learning communities foster a climate of collaboration.

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immediate feedback on their new study methods. Several students in this learning community were from the REACH Summer Bridge program and others were on academic probation.

Harper's Learning Communities Committee is part of a five-school consortium that hosts an annual national conference. The College hosted the conference in Chicago in 1999, 2001, and 2005, with 273, 284, and 258 participants, respectively.

Serving the Need for Self-Paced Learning through Open Entry

Open entry courses provide a self-paced competency-based learning environment. Architectural Technology, Computer Information Systems (CIS), Refrigeration and Air Conditioning (RAC), Mathematics, ESL, and Physical Education offer open entry courses. Students can begin a course at any time, set their own learning schedule, and be assured that they will master skills.

The CIS Department's Open Entry program is a flexible-start tutorial self-paced format of distance learning designed to provide open entry to students in the basic computer skills courses that allow students to take exams and receive individualized instruction. Enrollment has remained consistent between 2001 and 2006, with year-end enrollments of 1,100 each year.

RAC classes lead toward five different certificates. The lab is open 45 hours each week, and students are judged as competent in each unit. There are bilingual faculty who provide instruction in Spanish and Polish. There is a 93% completion rate. Since 2001, over 350 students have enrolled in these courses.

Finding 3C.3

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

The College makes use of multiple assessment methods to make sure that course outcomes are met, teaching is enhanced, learning environments are technologically sophisticated and conducive to learning, and support services are available and excellent. Program review, outcomes assessment, and advisory committee input have resulted in program modifications that have enhanced teaching and learning.

Use of Program Review to Affect Changes in Teaching, Learning, and Service

Through Program Reviews, departments examine their curricula, programs, services, personnel, capital, budget, and technology needs in addition to their impact on students and the community on a regular basis. Outcomes assessment is included as one of the main review measures of a program's vitality and currency. See Finding 3A.1 for specific details. Program reviews culminate in a five-year plan to continuously improve programs.

Two recent modifications that have come from program reviews are a teacher training day to mentor faculty who teach developmental classes and an increase of options at the extension sites for additional credit classes and degrees. Other improvements have included a general chemistry class for nonmajors; a more interactive learning method for physics classes; and a new assessment instrument for philosophy classes to improve student learning. Thus, program review is an important process that utilizes outcomes assessment and promotes continuous improvement at the College.

Improvements Resulting from the Current Outcomes Assessment Process

Since 2004, the College has completed annual assessment cycles using the Nichols five-column model. Two or three outcomes were assessed and analyzed by each program. Results were used to make program changes where appropriate. The assessment loop is completed by implementing the changes and developing new assessment plans for the next cycle. See Findings 2C.1, and 3A.1, 3A.2, and 3A.4 for additional detail.

The results from cycle 1 indicated that 30% of all academic programs initiated changes intended to improve student learning. This increased to 33% in cycle 2. See Finding 3A.3. for detail.

In the second cycle, examples of enhanced student learning and services outcomes include revision of course content based on the results from applying a rubric to measure student outcomes in the fashion merchandising degree; new courses in the CIS Web Development program to assist in meeting W3C standards; portfolio document clarification, curricula revision, and adjustments to practice experiences in the dietetic technician program; and modifications in bibliographic instruction (BI) methods for the library.

Advisory Committee Input Leading to Instructional Modification

Every career program has an advisory committee made up of area representatives from the career industry or business, program faculty and administrators, and students. These committees help to maintain curricula currency by advising faculty and administrators on industry trends and other pertinent information. The committees meet twice a year. See Finding 4C.2 for additional specific detail.

Some examples of modification stemming from advisory committee advice include revision of the cardiac technology curricula; new courses in nonprofit marketing and sports marketing in the marketing curricula; setting up an industrial sewing class and open lab in fashion design; software selection for space planning classes in interior design; updating equipment for the heating and air conditioning program; and acquisition of a panoramic x-ray machine for dental hygiene.

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Advisory Committees assist in keeping curricula current and relevant.

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Section D: Resources for Teaching and Learning

Finding 3D.1

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

Harper has a wide range of student services and student development programs. The College demonstrates its philosophical and programmatic commitment to serving students through these programs.

Counseling and Advising Services

Comprehensive counseling and advising services are staffed by master's-level professional counselors and are easily accessible due to a decentralized structure. Depending on their individual needs, students may receive services at Access and Disabilities Services, Academic Advising and Counseling, Athletic Advising, the Career Center, the Center for Multicultural Learning, or the Center for New Students and Orientation

Counselors offer assistance with educational planning, transfer to another institution, course selection, and counseling for academic and personal issues. Students who use Academic Advising and Counseling Services tend to be successful; 90% achieved a GPA of 2.0 or greater at the start of fall 2004, and this percentage increased to 95% by the end of the semester. Contacts between counselors and students in the Academic Advising and Counseling Center has increased almost every year since 1999, with a 33% increase from FY 2000 to FY 2006.

Budget exceptions allocating additional funds for personnel have reduced the student-to-counselor ratio and produced a formula to increase counselor staffing in proportion to enrollment growth. In 2005, the ratio was reduced by more than 100 students to 679:1. Thus, student/counselor contacts increased by 2% across all centers. This was also due to such service delivery strategies as group, walk-in, "quick questions," and e-mail advising.

Access and Disability Services (ADS)

Despite a 20% grant funding reduction from 60% to 40%, the ADS Office has seen a 74% increase in students in the past 10 years as students with multiple disabilities or extensive developmental course work needs have increased on campus. Budget reductions in ICCB Special Populations grants, the Perkins Grant, and changes with the Department of Rehabilitation funding account for grant funding reductions.

Harper College is known for its excellence in services for the disabled. The College serves the largest deaf population of any Illinois community college. Success of students is noted through many outside recognitions, but most clearly through student data. For example, the average number of semesters attended by students with disabilities is 5.25; the fall-to-fall retention rate is 69.3%; and 86.25% of credits attempted are earned.

Academic Advising: Students in Academic Difficulty

The Standards of Academic Performance (SOAP) assists students who are at risk academically and has serviced over 25,000 students since 1989. The major objective of SOAP is to identify students who are having academic difficulty and provide counseling and advising support to maximize their

success. Students whose GPAs fall below 2.0 are encouraged to meet with an academic counselor. The student and counselor work collaboratively to determine causes and restructure approaches to learning, study habits, and managing academic demands.

Athletic Advising: Steps for Success for Student Athletes

Harper College employs two part-time academic counselors who work exclusively with student athletes to help them develop educational plans, assist with course scheduling, and advise on athletic eligibility. The counselors also oversee the Steps for Success Program. The goals of the program are to ensure athletes achieve success in their sport and academically, improve retention, and provide resources for those who are at-risk.

Because of this program, retention rates from fall to spring semesters have exceeded 90% and retention within semester leading to completion has been 99%.

Career Center

The Career Center helps students choose a major or career and provides instruction and coaching in resume writing and interview preparation. Student retention is better if students have clear goals and are aware of the connection between academic efforts and their future. Retention of students using the Career Center is 89% and 86% from semester to semester and average GPAs are 2.0 or higher.

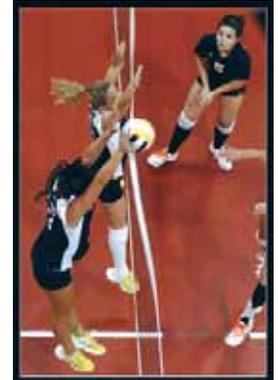
Since 1998, Web-based resource links have been added for career assessment, college majors, and occupational data. Workshops are offered online and include how to write a resume and current job trends. Job search information is available including sample resumes, a virtual interviewing program, and links to other Web sites. A six-hour workshop, Major in Success, helps students decide on a major. The Center hosts an annual job fair which is in its 19th year. A Health Career Fair was added in 2006.

Center for Multicultural Learning (CML)

The CML provides services to under-represented minority students, fosters faculty multicultural awareness, and offers diversity awareness programs. The CML offers unique services to students of color, including a Multicultural Drop-in Center, the REACH Summer Bridge Program, the Minority Student Transfer Center, advising for the Black Student Union, Harper Pride, Indian Pakistani Student Association, and Latinos Unidos. Advising for under-represented students has increased 34% in five years and cultural programming has increased by 72%.

Center for New Students and Orientation: New Student Orientation Programs

The Center for New Students and Orientation was recognized in 2000 through a First Year Student Advocate Award given by the National Resource Center for First Year Students. All entering full-time students must attend an orientation session and complete an assessment test that allows counselors to help in degree planning. Older full-time students are offered individualized “flex FTO” (full-time orientation) options that provide streamlined services.



Harper student athletes succeed in their sport and in the classroom.

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Part-time student orientations are held several times each week during the day and evening. Part-time students can also use an online orientation option created by the Center for New Students.

Several innovations to maximize student success and retention are used by the Center. A New Student Success Plan takes student interests and risk factors into consideration to plan a first-semester experience that will engage and benefit the student. For at-risk students, this often includes enrollment in one or more success-oriented courses. A Walkabout program was implemented in 2005 providing on-the-spot counseling to nearly 800 students during the first three weeks of the fall 2005 semester. In 2005, an annual New Student Carnival was initiated to increase students' awareness of support services as well as different clubs and organizations. As a result of these efforts, student contact increased 13% from 1999–2000 to 2005–2006. A strengths-based student assessment program will begin in fall 2007 for students 25 or younger.

Assessment and Testing Center

This center proctors exams, career and vocational interest exams, GED, assessment tests, credit by examination, classroom testing for open entry courses, makeup tests, and limited enrollment entrance exams. The center uses 60 computers and in 2006, 48,874 different exams were administered. Saturday hours are also available.

Women's Program

The Women's Program provides career, education, and personal support services to low-income single parents, displaced homemakers, nontraditional career seekers, and those with limited English proficiency. The program is recognized as a model program by the Illinois Department of Labor and has received a Certificate of Achievement in 2005 and 2006. Participant appointments average 1,020 each year.

The Program receives grants from the Illinois Department of Labor, Carl Perkins III, and the Grand Victoria Foundation and is supplemented by the College Foundation. More than \$7,000 in College Foundation scholarships are annually distributed to participants.

Because 75% of Women's Program participants report abuse, the initiative, Women @ College in Community, provides cohort learning opportunities for victims, helping them begin to break the cycle of violence and become independent. The Women's Program also collaborates with social services agencies and local court systems and advocates to bring increased awareness of domestic violence to the community.

Health and Psychological Services (HPS)

HPS is the result of a 1999 merger to form a cohesive unit that shares resources between health services and psychological services. These services seek to modify or remove health-related barriers to learning and enhance physical and psychological health. HPS uses a holistic approach in delivery of medical and psychological services, community health and psychological education programs, preventive medicine, medical and psychological consultation, emergency response on campus, and employee

health initiatives. HPS also has access to the ULIFELINE Web site for students that provides screening tools, educational materials, and networking and referral capacities. HPS also offers various health-related classroom presentations. In 2007, a fully functioning Web site with health and wellness resources and tools will be developed to serve students taking distance learning classes. See Finding 2D.1 for additional details.

Student Development Courses

The Student Development division offers Orientation 101 to help the new students transition to college; Career Development 110 to explore career-related interests; Psychology 107 to understand human behavior and development; and Diversity 101 to develop skills to interact effectively in a diverse society. Sections are also offered for specific populations. All courses are taught by Student Development faculty or skilled professionals. Students enrolled in these courses have high semester completion and retention rates, such as 98% fall completion; 86% fall-to-spring retention; and 66% fall-to-fall retention.

The Library: A Hub of Academic Support

The Library is part of the Resources for Learning Division (RFL), which also includes the Tutoring Center, Writing Center, and other support services. The Library provides curriculum support with over 155,000 circulating print and media materials and by providing more than 300 bibliographic instruction classes each academic year. There are also electronic and print reserves, the interlibrary loan service, and a laptop computer checkout program. Library faculty serve as liaisons to each academic division to provide collection development assistance and to serve as a point of contact for library questions and issues.

The Library is open 77.5 hours per week with hours every day of the week during fall and spring semesters and reduced hours during breaks and summer session. There are six faculty librarians, five adjunct faculty librarians, eleven full-time professionals, eight permanent part-time employees, and student aides. The Dean of Resources for Learning Division is housed in the Library and works closely with the Library faculty and staff.

The Library faculty and Dean work collaboratively to provide the services and resources students and faculty need to be successful. The faculty regularly review electronic and other resource materials to eliminate redundancies and better use the funds. In the past three years the materials budget for new programs has increased \$12,500; however, funds for continuing programs have remained flat.

The Library uses consortium purchasing power to keep costs down. For example, the purchase by the Consortium of Academic and Research Libraries in Illinois of renewal licensing and maintenance for the Endeavor Voyager Library System Software saved the College \$70,517 in three years. These software costs are funded through the Information Technology budget and are not part of the Library budget. The Library has had several capital and technology requests approved to add additional shelving, furniture, and computer equipment. Shelving space and seating space for students will

need to be reviewed as the collection expands. Discussions have begun on potentially redesigning some of the space on the first floor of the Library.

Evaluation of Library services is completed through statistical analyses, surveys, and program review. Results of a survey completed in 2005 indicated that 97% of students surveyed were very satisfied or satisfied with Library services, and that 91% of faculty surveyed were very satisfied or satisfied with Library services. Forty-three percent of students used the Library daily, while the majority (56%) of faculty used the Library two to three times per semester. Table 3D.1.a details usage statistics.

For the future of the Library, areas of continuous improvement include collection development, customer service, reference assistance for early start classes, technology improvement, distance learning service, and resource allocation.

Table 3D.1.a – Harper College Library Usage Statistics

Library Services	FY02	FY03	FY04	FY05	FY06	FY04-06 Change	FY05-06 Change
User Services							
Print and Media Circulation*	39,862	46,770	55,773	59,357	58,785	5.40%	-0.96%
E-Resource Searches	NA	NA	335,137	468,492	635,146	89.52%	35.57%
Reference Requests	16,691	22,568	24,680	22,053	23,305	-5.57%	5.68%
Library Instruction							
Classes Supported	345	328	341	324	331	-2.93%	2.16%
Students Served	4,977	5,480	6,433	5,612	5,687	-11.60%	1.34%
Resource Sharing	3,578	3,607	3,681	6,390	8,691	136.10%	36.01%
Gate Count*	NA	NA	665,513	624,024	621,132	-6.67%	-0.46%
Web Trend Views	NA	NA	133,409	306,754	490,979	268.03%	60.06%
Collections							
Titles (Print/Media/Microfilm/Electronic)**	150,317	155,880	160,007	163,644	162,969	1.85%	-0.41%
Budget for Collection***	\$512,580	\$464,080	\$462,799	\$463,568	\$473,568	2.33%	2.16%

Source: Fact Book 2006

*Slight decreases in physical access might be related to increases in electronic resources.

**Items were withdrawn from the collection in FY06.

*** In FY02, budgets for all areas of the campus were reduced and \$48,500 was reduced from the Library collection budget.

Academic Support for Developmental Students

All full-time students and students electing to take mathematics or English, must complete a Compass assessment test to determine course placement. There are four levels of developmental mathematics and two levels of developmental reading and English courses. Students testing at the developmental level are limited to thirteen credit hours per semester and if they need developmental reading classes, they must take them in their first term. The Developmental Education Task Force was created in 2005 to improve the retention and success of developmental students. Supplemental tutoring and counseling services for developmental education students were added as a result of their recommendations.

Tutoring Center

The Tutoring Center has a staff of professional and peer tutors to help students achieve their educational goals by reinforcing classroom materials and promoting student success. Services include one-on-one tutoring, small-group tutoring, test reviews, end-of-semester reviews, workshops, study guides, and a grammar hotline. Free tutoring is available in over 60 courses. The Center also serves community students of all ages who are not enrolled for a \$25 fee. In 2005-2006, the Tutoring Center began partnering with the Illinois Virtual Campus IVCTutor, a Web-based tutoring system that uses qualified college tutors to provide individual help through synchronous chat rooms, white board sessions, and asynchronous e-mail. IVCTutor was discontinued in 2007 and the Tutoring Center now provides individual appointments for online tutoring to students requesting this service.

The Tutoring Center also offers Supplemental Support Offerings for specific courses, which are coordinated with course instructors. Supplemental Support Offerings increased by 15% in 2004-2005 over the previous year, and the number of students attending these increased by 40% in 2004-2005. Eighty-four percent of students surveyed in 2005 who used Supplemental Support Offerings rated them as very helpful.

Student contacts increased by 36.74% and the tutoring hours by 70% in 2005-2006 compared to 1998-1999. The Tutoring Center offers group tutoring and workshops for students in specific classes. Table 3D.1.b illustrates the contacts and hours.

Table 3D.1.b - Numbers of Tutoring Center Student Contacts and Tutoring Hours

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Contacts	15,260	13,938	14,037	16,696	16,240	18,151	18,295	20,866
Hours	14,455	13,071	14,742	17,703	17,928	19,791	20,664	24,640

Source: Harper College Fact Book 2006

In 2006, 90% of students felt that the Center was very useful, a 3% increase over 2004-2005. The budget has remained fairly static while demands for additional services and hours have increased. The Center has been able to use Perkins and Student Success grant funds to increase the funds available for tutoring. In 2006, \$37,000 in additional grant funds were appropriated to the Center.

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The Writing Center and Success Services help student retention.

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Writing Center

The Writing Center combines professional staff and modern technology to support computer-assisted and traditional writing instruction and to advance the developing skills of student writers of all levels and in all disciplines. Students, instructors, and staff work side-by-side, consulting about writing projects and reading each other's work.

Since 1998, the Writing Center has provided services to more students and faculty each year. Student contacts are computed from half-hour census counts of students visiting the Writing Center and include counts for students taking courses in the computer labs attached to the Writing Center. For example, if course has 3 credit hours, the contact hours are three per week per student in that class. These courses are not taught by the Writing Center, but students in these courses are supported by the Writing Center. An electronic sign-in system has improved accuracy of information regarding direct student contact in the Writing Center. Using this electronic service, in 2005-06, 5,551 students (unduplicated headcount) visited the Center a total of 27,614 times for total contact of 43,162 hours that year in the Writing Center. Table 3D.1.c identifies Center student contacts.

Table 3D.1.c – Writing Center Student Contacts

	2001-02	2002-03	2003-04	2004-05	2005-06
Student Contacts	88,881	97,910	100,735	107,645	124,086

Source: Fact Book 2006

The Writing Center has received allocations of Special Population (Student Success) grant funds and Perkins grant funds for an additional total of \$13,900 per year. In fall 2004, IT withdrew student technology aides from the computer labs attached to the Center, leaving the Center responsible for funding, hiring, and training its own student aide support staff. Initially, the Center relied on work-study and Career Foundations Program interns with budget assistance from the Learning Achievement Program (now the department of Academic Success) and the Vice President of Academic Affairs. After a reorganization that moved the Center to the RFL Division, RFL provided student aide funding, and, in 2006, a \$5,000 line for student aides was added to the Writing Center's budget.

Based on student survey information from the 2002 Program Review, at least 95% of students indicated that the Center helped them complete writing assignments, improve as a writer, and improve their writing grades and they would recommend other students to the Center. In 2005, student satisfaction ratings were at 94% with a 51.8% return rate. In spring 2005, the Center had 1,820 writing consultations, an increase of 17.6% over spring 2004.

Success Services

Success Services for Students provides services that promote student success and seeks to improve student retention. The department employs one supervisor and five part-time learning specialists who provide free one-on-one hour-long sessions to improve test performance, study skills, learning styles, memory, motivation, time management, and note-taking skills. The service currently meets with over 2,000 students each year. Success Services

also offers in-class presentations and small group sessions for students. Appointments are available for community members who pay a fee for those services. Success Services has worked in conjunction with the Project L.E.A.P. program, helping students who have been identified as being on academic warning in Student Development’s Standards of Academic Performance (SOAP) system. Table 3D.1.d illustrates the number of student contacts.

Table 3D.1.d – Success Services Student Contacts

	2001-02	2002-03	2003-04	2004-05	2005-06
Student Contacts	2,029	2,054	2,239	2,073	2,017

Source: Fact Book 2006

In the 2004-2005 Outcomes Assessment cycle, Success Services tracked 78 students who had used one of the various services. Eighty-seven percent had an increase of one letter grade or more. Also, 95% of surveyed students found the session helpful or very helpful.

In the 2004-2005 Outcomes Assessment cycle, of the 45 faculty members who were contacted to participate in Success Services, 40 incorporated the service into their curriculum. Also, six faculty members incorporated Success Services in their content area.

The College provides a depth and breadth of support services to students to enhance the learning process and increase the likelihood of student success. Many of these support areas are providing additional services with no increase in staffing levels. There is concern that support areas are functioning at capacity, and the College should evaluate the level of service in relation to staffing levels at similar institutions. This benchmarking process would help determine if support areas are operating at or above capacity.

Finding 3D.2
 Strong support for everyday and innovative uses of technology in teaching and learning at Harper College is provided by the Department of Instructional Technology (DoIT) and Information Technology.

Harper’s use of technology for instruction and support has increased exponentially in the past decade. Student technology applications include Web-based application, registration, and payment processes. The College provides technology that supports student learning in the form of open labs, the ability to borrow laptops, and electronic library resources. Information pertaining to classroom technology and online learning is provided in Finding 3C.2. The increase in technological applications has also impacted the College’s administration, faculty, and staff. Many paper-based processes such as timesheets, textbook requisitioning, and job applications are now completed electronically. Mechanisms that support this increased use of technology are in place at the College.

Technological Instructional Support:

The Department of Instructional Technology (DoIT) The Instructional Technology Plan, developed in collaboration with the Instructional Technology Committee, a shared governance committee, led to the formation of DoIT in 2000. Financial commitment for DoIT has increased from \$341,914 in 2002 to \$464,611 in 2006. The Department of Instructional Technology is the main source of professional support for faculty and students engaged in distance learning. See Finding 3C.2 for additional detail on distance learning. Also, see <http://www.harpercollege.edu/doit>.

Applications of technology in instruction have become more diverse with the expansion of distance learning and the widespread availability of College classrooms equipped with SMART technology. Basic services to faculty and students through DoIT include training and support of Blackboard; accessibility to an information center (<http://www.harpercollege.edu/distancelearning>); live technical support; and coordination of student learning opportunities offered through the Illinois Community Colleges Online Internet Course Exchange (ICE) initiative (<http://www.ilcco.net/ice>).

DoIT also provides professional development for faculty via the Successful Teaching Online Mentoring Program (STOMP); the Course Design Review (CD-R); DoIT Faculty Fellowships; and DoIT Department Adoption program. Additional support includes technology and pedagogy faculty workshops in a variety of face-to-face and distance formats; graduate courses on technology design and use in the classroom, implementation and training for new technology products such as Elluminate Live!; Technology Users Group sessions, and a monthly feedback session. Table 3D.2.a illustrates the support requests.

Table 3D.2.a –
 Technical Support Requests Received by DoIT

	FY 2003	FY 2004	FY 2005	FY 2006
Faculty Requests	—	739	1,430	1,793
Student Requests	—	670	1,646	2,698
Total*	523	1,409	3,076	4,491

*The increase over the four years is 758.70%.
 Source: DoIT

Overall, DoIT provides exemplary support and development for faculty and students engaged in online teaching and learning, and the department has been instrumental in the expansion of distance learning capabilities as well as moving the College into the future.

Support for Faculty, Staff, and Students

Through the Information Technology Division

The Information Technology Division provides campus-wide support for all aspects of technology on campus, including acquisition and implementation of technological tools for an effective teaching and learning environment. The 73 permanent employees of the division are subdivided into three broad service areas: Technical Services, Application Systems, and Client Services. See Finding 2C.3 for additional detail.

Technical Services provides and supports all functions using the Harper College Communication Network to include network support and upgrades for laboratory and classroom software and configuration, desktop hardware and software, and administration of servers and related storage systems. Technical Services also provides voice and data telecommunication services. Applications Systems provides technical expertise in the design and development of application systems, Web pages, application interfaces, and data conversion programs. Client Services provides training and Service Desk support as well as lab and SMART room support; it serves as a central point for acquisition, licensing, and inventory of software and hardware, develops and provides software training, and supports academic technology and all campus media events. Client Services manages the Client Resource Center to provide employees with technical resources through a dedicated training room with 10 workstations, one-on-one training, a walk-in center, and a color copier, printers, CD burner, scanner, and a fax machine.

IT Service Desk

The Service Desk is the initial point of contact for faculty, staff, and administration for problem-solving and technical assistance related to computer hardware and software. The Service Desk also coordinates all technology-related service requests. The priority placed on calls to the Service Desk and response to resolution is based on the impact of service to students. In 2004-2005, IT set a goal to increase first-call resolution by 3% in 2005; it was exceeded by 9.6%. In 2006, the goal was increased by an additional 7%.

Service Desk analysts are also trainers in the Employee Technical Skills Training Program. Training is contingent upon employee requests and the current technology. The demand for training increases when new technology is introduced.

Harper College Communication Network (HCCN)

The Harper College Communication Network (HCCN) encompasses all aspects of the communications infrastructure at the College. There are three components: the ADMIN Network for business systems and employee workstations; PUBLIC wired or wireless access to the Internet; and LABZONE for access to computer resources in classrooms and open labs for a student's curricular use.

There are over 500 academic applications installed on 1,687 workstations, and 120 SMART classrooms. Additionally, there are over 325 laptops for science instruction that use wireless access to the network. The platform breakdown is 6% Apple-based and 94% Windows-based PCs.

On-Campus Technology Available for Student Use

All students have access to Harper-provided e-mail with a storage quota of 60MB, standard office suite products, and external access to library databases. Students in the Graphic Arts Program receive an extra 300MB of storage for project work. Additional student services access includes everything from the College application to department and bookstore links. Student computer labs are staffed by student lab assistants and temporary employees who have technology skills and receive training and have access to training manuals. The Service Desk resolves equipment issues.



The Avanté Center houses state-of-the-art information technology equipment.

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The New Student and Faculty Information System

Implementation began May 2007 for the new Sungard Student Information System. A coordinating team comprised of technical, functional, and end users will work together to bring the Financial Aid module up in spring 2008 and the remainder of the system up in time to register students for the spring 2009 semester. Training will be developed with key personnel from the functional areas; they will be instrumental in the development of training materials and the training of College staff and faculty.

The new information system offers a student Web portal for anytime, anywhere self-service access to campus news and personalized student information. Students will also have access to admissions, assessment, financial aid, payments, and grades and transcripts. For faculty, the new system will offer a real-time link from registration to online course management, a faculty portal, enhanced advising, and online grade entry. The new system will support facilitation of assessment and continuous course improvement.

Finding 3D.3

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

Both internal and external partnerships add valuable student learning opportunities. The Harper College Foundation functions as an external link to the community and a supportive partner in development and maintenance of many teaching and learning endeavors. There are also external partnerships in conjunction with social services offered at the various Harper College extension sites, such as with the Police Neighborhood Resource Center, Palatine Opportunity Center, Northwest Community Hospital, and workNet, the Illinois Employment and Training Center. Internal links between the Teaching and Learning Center and such departments as Access and Disability Services, International Studies, the Center for Multicultural Learning, and various governance committees have led to a wide variety of professional development opportunities for faculty and staff. External partnerships with Illinois State University and Aurora University allow the College to offer on-campus graduate-level courses for faculty and staff. The Consortium of Academic Research Libraries in Illinois allows access to holdings in 65 Illinois academic libraries and greatly expands the teaching and learning capabilities at the College. External partnerships forged through the efforts of faculty, administration, and staff are critical to the success of various programs and essential to the further development of the College and its services to community and students.

Affiliation Agreements for Clinical Experience in Career Programs

The health care programs have the greatest number of external partnerships. As of 2006, 174 different agencies or hospitals provide clinical experiences for students in Certified Nursing Assistant, Cardiac Technology, Dental Hygiene, Dietetic Technician, Diagnostic Medical Sonography, Medical Office Administration, Nursing, Phlebotomy, and Radiologic Technology.

There are partnerships with area law enforcement agencies and the law enforcement program. There are five internships for the Fire Science program. Education students, in partnership with School District 54 (Schaumburg), School District 59 (Elk Grove), and School District 15 (Palatine) are able to complete classroom observations. See Findings 4C.4 and 4C.5 for additional detail.

Partnership with the National Science Foundation (NSF)
 The National Science Foundation is a significant partner through a grant titled “Exploring New Models for Authentic Undergraduate Research with Two-Year College Students.” The goals of this project, which began in October 2006, are to identify and recruit promising young scientists from two-year colleges into the science, technology, engineering, and mathematics disciplines, especially from traditionally under-represented groups; train students to become effective practitioners of science; build confidence in science as a profession; encourage completion of undergraduate and graduate education; and transform the cultures of participating community colleges by embedding intensive research experiences during the academic year and summer into student curricula and courses. Collaborating partners include the seven campuses of the City Colleges of Chicago and collar community colleges as well as four-year institutions. The total award is \$2.7 million with Harper receiving more than \$500,000. Other NSF grant-funded projects to Harper include Scholarships for Success (\$222,449), a two-college collaborative chemistry research project (\$78,168), and Adapting and Implementing Process Oriented Guided Inquiry Learning (POGIL) materials into the Chemistry curriculum (\$8,517).

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The National Science Foundation grant allows students to participate in authentic research.

Partnerships with Other Colleges and Universities

Northern Illinois University and Harper have partnered to offer a Bachelor's in Nursing completion program at the College. Classes are held on two evenings in the Avanté Center. A nursing class is taught by NIU faculty one night and on the other night a general education class is taught by Harper faculty. Most RNs can complete the program in two years. In addition, Harper has a wide range of articulation agreements with colleges and universities that extend and expand the educational possibilities that begin with Harper College courses and programs. See Finding 5C.2 for information on articulation agreements.

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Harper College shares Internet courses through the Internet Course Exchange (ICE), an exchange which allows all Illinois community colleges to participate as members in Illinois Community Colleges Online (ILCCO). ICE facilitates sharing online courses through seat exchange. Students register for courses at Harper and pay local tuition and fees even though they are taught by an outside institution's instructors. ICE courses appear on the home institution's transcript. Table 3D.3.a illustrates ICE usage statistics.

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Table 3D.3.a - ICE Usage Statistics

	FY04	FY05	FY06	2005-06 Change	3-Year Change
Harper Students Served at Other Institutions	17	47	82	74.47%	382.35%
Other Institutions' Students Served at Harper	0	33	53	60.61%	Not applicable

Finding 3D.4
 Staffing and financial allocations in support of teaching and learning at Harper College are adequate.

Maintaining a balanced budget and adequate fund balances has been a major challenge as support from the state has decreased. Through sound financial planning and management the College maintains its mission to ensure high academic standards and still advance higher learning. See Findings 1A.1 and 2B.1 for additional detail.

In addition to space provided for teaching and learning in 115 general classrooms, 90 specialized classrooms, 19 science labs, and 28 computer labs, the College provides funding for instruction that allows itself to continue to take a future-looking global perspective. New instructional space has been created at significant cost to the College. The College provides adequate professional development funding in various forms. Monies are also allocated for instructional and library supplies.

Staffing of Full-Time Faculty

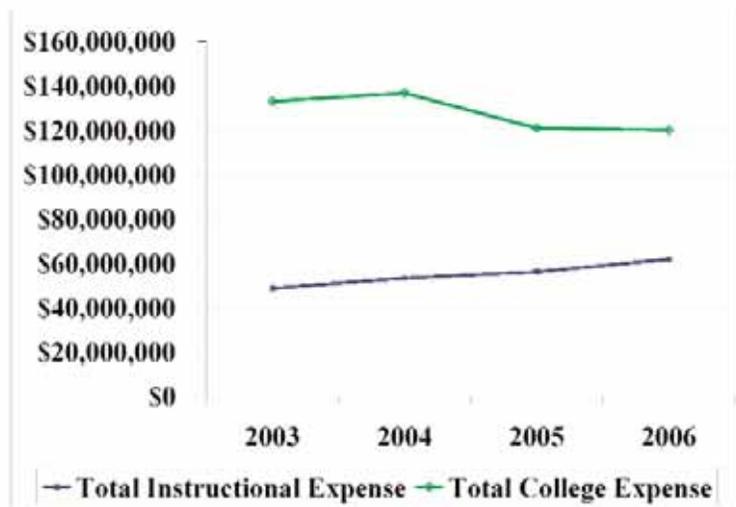
There are approximately 767 full- and part-time regular employees, which includes 217 full-time faculty. In addition, approximately 600 adjunct faculty teach credit courses. See Finding 2B.3 for additional detail.

Although faculty has increased since 2003, adjunct faculty are teaching proportionately more contact hours than full-time faculty, a trend that has increased in the past three years. See Finding 2A.5 for specific detail. This trend is an institutional weakness cited in the Strategic Long Range Plan.

Financial Support of Instruction

The College is committed to financial support of instruction. Figure 3D.4.a illustrates the trend in expenditures in the Education Fund (Fund 1) in comparison to total College expenses.

Figure 3D.4.a – Comparison of Instructional Expenses to College Expenses



Source: Uniform Financial Statement No. 1
 Note: Bond Interest Fund expenses are not included.

Instructional expenses account for 36% of total College expenses in 2003, and 51% in 2006. Total College expenses were unusually high in 2003-2004 due to expenditures associated with large construction projects that support academic programs, such as the opening of Avanté. The College has increased instructional expense allocations from 2003 to 2006.

Instructional Buildings

There were three significant building projects completed during the past six years. The Performing Arts Center completed in 2002 was constructed as an instructional space and its service as a venue for plays and other performances offered to the community is secondary. The \$88 million publicly funded Avanté complex, comprised of three new instructional buildings dedicated to health, science, and technology, represents a clear commitment to cutting-edge instructional facilities for Harper College students. The Wojcik Conference Center is operated as an auxiliary operation and rents rooms to businesses and the community for various functions. It also has two state-of-the-art classrooms dedicated to continuing education programming. Future renovations of Buildings G and H and construction of a One-Stop Center are indicative of the College’s commitment and concern for providing teaching and learning facilities for the future.

Instructional and Library Supplies

Resources for instructional supplies and library supplies has increased by 2.1% since 2003, as illustrated in Table 3D.4.a.

Table 3D.4.a – Dollars Spent on Instructional Supplies and Library Supplies

2003	2004	2005	2006
\$425,039	\$454,334	\$431,268	\$433,964

Source: Financial Services

Resources for Excellence

The Foundation's Resources for Excellence Grant focuses on innovations in instruction, retention, and student engagement. Examples of projects funded include making the curriculum more global, funding interpreter education, revising math and science curricula, improving pedagogy related to technology, establishing a student mentor program, advocating for student astronomy programs, and programs for peer mentors with international students. Foundation funds of \$368,725 have been provided over seven years for projects.

Professional Development Funding

Harper provides multiple avenues by which faculty, staff, and administration may undertake professional development. For faculty, pro-techs, adjuncts, and other unionized employees, funding is provided according to negotiated contracts. Administrators and other non-unionized employees have access to funding as part of their benefits. See Findings 2B.3 and 3B.3 for specific details. Table 3D.4.b encapsulates faculty professional development funding for the past five years.

Table 3D.4.b – Total Professional Development Funding for Full-Time Faculty

	2003	2004	2005	2006
Dollars Per Full-Time Faculty	\$1,025	\$1,050	\$1,075	\$1,100
Number of Full-Time Faculty	201	213	215	217
Total	\$206,025	\$223,650	\$231,125	\$238,700

Other Professional Development Opportunities

The Teaching and Learning Center and Faculty Development Office has a dedicated staff member to coordinate professional development opportunities. There is an annual budget of more than \$83,000 to support the Center. DoIT's budget has increased from approximately \$350,000 in 2002 to over \$450,000 in 2006, and clearly demonstrates the College's support of this development opportunity. See Finding 3D.2 for specific DoIT information. See Finding 3B.3 for specific grant and fellowship detail.

Professional Development for Adjunct Teaching Faculty

In the current contract between the College and the adjunct teaching faculty union, there is a stipulation to support professional development for the adjuncts who are members of the union. The College maintains a fund that allows an adjunct to apply for \$320 once a year. Upon recommendation of the appropriate Dean, the Vice President of Academic Affairs reviews and pre-approves the expense for reimbursement upon completion of the activity. Table 3D.4.c details the development funding for these adjuncts.

Table 3D.4.c – Adjunct Teaching Faculty Professional Development Pool of Funds

Year	Amount
2006-07	\$15,000
2007-08	\$20,000
2008-09	\$20,000
2009-10	\$25,000

Source: Adjunct Teaching Faculty Agreement 2006-2010

Other Adjunct Faculty Development Opportunities

Adjunct faculty also participate in College-sponsored professional activities and are also eligible for a training stipend if they attend development activities on campus and complete the related project. Table 3D.4.d illustrates the participation and stipends paid over the last three years.

Table 3D.4.d – Adjunct Teaching Faculty Involved in College-Sponsored Professional Development

Type	2003-04	2004-05	2005-06
Total Enrolled	271	482	555
Stipends for Adjuncts	\$9,570	\$6,795	\$11,225
Number of Seminars Offered	50	69	73

Criterion Three Summary

Harper College takes pride as it maintains and improves student learning and effective teaching with the future in mind. The core of this effort has been a comprehensive review and refinement of the institutional assessment process. Since 2004, faculty, staff, and administration have designed and implemented a student-centered outcomes review process that has identified adjustments and improvements as well as future goals. The emphasis on a strong commitment to teaching and learning is also evidenced by the level of faculty involvement in the creation and development of curriculum, assessment of their own classroom performance through a comprehensive evaluation process, and using numerous opportunities the college provides in such areas as grant funding, fellowship awards, and continued professional development.

Harper has stepped forward to meet the need for instructional space by opening Avanté, Center for Science, Health Careers, and Emerging Technologies in 2004. This building alone has tripled the square footage available for teaching physics, chemistry, biology, and health careers. The College has made other instructional facility improvements including the construction of the Performing Arts Center and the Wojcik Conference Center in addition to renovations to the drama lab, a dedicated art gallery, and remodeling of Building D. Individual classroom space and specialized classrooms have also been renovated to meet individual department and program needs. As a result, many classrooms have been converted into SMART classrooms with others scheduled for conversion in the near future.

Support services continue to provide opportunities for students and teachers to maximize their potential to teach and learn both in and out of the classroom. Academic Advising and Counseling Services, the Department of Instructional Technology, Access and Disabilities Services, the Career Center, the Center for Multicultural Learning, Assessment and Testing Center, and Health and Psychological Services are all important services. Additional resources and services provided by the Library and tutoring areas also contribute to the student-centered focus. Finally, numerous educational partnerships are vital to the full operation of many College programs, including external clinical sites for health career programs, partnership with the National Science Foundation, educational classroom observation opportunities with local school districts, and partnerships with four-year colleges and universities.

Harper College takes pride in:

- *An assessment process that focuses on student learning and program outcomes.* Teaching and learning improvements and service program improvements are taking place based on outcomes assessment. Curriculum review and development places primary emphasis on student learning outcomes. Faculty are involved in the continuous review, creation, and development of curriculum.
- *Faculty availing themselves of holistic evaluation and promotion processes that include a focus on professional development to enhance student learning.* The College has continued its support of professional development by providing funding as well as grants and awards for faculty.
- *Providing students with a broad spectrum of learning formats and modalities that will meet their learning needs and desires.* Harper has enhanced and expanded distance learning opportunities for students. The unique needs of adult students, students with disabilities, and students of color have been addressed through special programming.
- *A commitment to the success of students as exemplified by the wide range of services focused on student support.* Harper provides a rich array of services that enhance student learning and success. Innovations in counseling and advising, venues like the Women's Program, the Career Center, and the Multicultural Learning Center are just a few of the student services that keep students in college, goal-oriented, and future thinking.
- *A commitment to the renovation and development of new, quality instructional facilities and the equipment necessary for teaching and learning.* The financial and time investment in the technological infrastructure, training, and people to support users in instructional effectiveness as well as classroom and office management needs, reflects the College's ongoing commitment to the future.

- *Strong educational partnerships with businesses, industry, agencies, and other colleges and universities that enhance student learning.* Harper values its internal and external partners without whom the educational experience would not be complete. Whether it is a clinical experience, an internal cross-disciplinary committee, a school district, a National Science Foundation collaborative grant, or a law enforcement agency, the College values its symbiotic relationships.
- *Institutional funding and infrastructure that supports the educational mission of the College.* The College continues to fund educational and professional development, and student activities in light of its mission to provide excellence in higher education.

Harper College is challenged by:

- *Being patient with the steady progress being made as faculty, administration, and staff gain experience with the assessment process.* The College prides itself in achieving goals in a relatively short timeline. Modest but notable improvements from the program-level assessment process are taking place. The College must recognize that most will result in incremental improvements as individuals develop, measure, and interpret learning and service outcomes.
- *Providing external access to outcomes assessment data.* The College regularly shares the results of assessment data, such as the results of the Community Needs Assessment, with external constituents. However, outcomes assessment data on student learning has not been shared consistently with external constituents. New methods for sharing appropriate information need to be considered.
- *Student services units potentially functioning at or near capacity given enrollment growth over the past few years.* Although efficiencies have been implemented, staffing rates have only been reviewed and some changes made in Academic Advising and Counseling. Staffing for other operations may need to be reviewed.

Harper College will address the following issues:

- *Investigate and implement appropriate options for continued operation of assessment support processes and training.* Continue efforts to support faculty, administration, and staff with the program-level outcomes assessment process. Continue efforts to collect assessment reports that document the progress being made and provide the campus with information on the assessment activities of their colleagues.

Investigate options to assure that these essential support processes are in place for those enacting assessment activities.

- *Seek meaningful ways to share assessment outcome information with students, parents, colleagues, and other constituents.* The College has improved in sharing outcomes assessment information internally. The eTree outcomes tool allows outcomes writers to view the work of other programs and note steady progress. The College needs to develop additional methods for consistently sharing key information with students, and internal and outside constituencies.
- *Review staffing levels for support services.* Develop and utilize data collection standards for all student services operations that would assist in providing insight into appropriate staffing levels needed to serve students as enrollment increases.

CRITERION FOUR

Learning
Engagement



Mission
Acquisition
Future

Acquisition, Discovery, and Application of Knowledge

Harper Self-Study
Higher Learning Commission

"Education is not preparation for life; education is life itself." John Dewey

Section A: Support for a Life of Learning

Finding 4A.1

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

Both students and employees at Harper respect academic freedom that allows necessary intellectual inquiry. This climate lends integrity to the College's daily work including respect for freedom of expression, truth, individuality, and opinion, respect for the institution and for the public. Academic freedom and intellectual inquiry are guaranteed through negotiated contracts, varied courses, diverse student activities, a strong academic committee structure, and College-supported professional development.

Academic Freedoms Defined in the Full-Time Faculty Contract
The statements regarding academic freedom included in the "Conditions of Employment" section in the full-time faculty contract have remained intact since the time of the last self-study. The provisions protect faculty freedoms in teaching and research while also protecting students, the institution, and the public from abuses of academic freedom. As the contract states,

Each faculty member shall engage in those activities which shall at no time be detrimental to the College. A faculty member shall be free to present instructional materials which are pertinent to the subject and level taught and shall be expected to present all facets of controversial issues in an unbiased manner.

Also within this section of the contract, material from the Statement of Principles established by the American Association of University Professors is included, but was "amended to have greater applicability to Harper College." This statement provides further definition:

The faculty member is entitled to freedom in the classroom in discussing his/her subject, but he/she shall attempt to be careful not to introduce into his/her teaching controversial matters which have no relation to his/her subject.

The Academic Freedom section of the contract addresses freedom of research and publication; financial gain from research; applications of Board policy and procedures to financial gain from research; and freedom from censorship or discipline when speaking or writing as a citizen, while acknowledging obligations to the public and the institution when doing so.

Differences in the Adjunct Faculty Contract

The contract between the adjunct faculty union and the Harper College Board of Trustees in 2006-2010 contains the same American Association of University Professors protections for faculty, students, and the institution with regard to the classroom and to public statements of opinion, but there are some differences in wording and rights between this contract and those for the full-time faculty. In the adjunct faculty contract, Article 2.1: Academic Freedom states,

Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition.

Academic freedom is essential to the free search for truth and its free exposition and applies to both teaching and research. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning.

In the adjunct faculty contract, less is included about intellectual property and copyrights, with statements that “Intellectual property and copyright issues will be governed by the guidelines provided in the Board of Trustees approved College manual on Intellectual Property” and “Adjunct faculty will adhere to College policy and procedures and applicable state and federal legislation in the development and use of all instructional materials.”

A Board Rights statement is included in the Adjunct Faculty contract, as follows:

The Board, on behalf of the electors of Community College District 512, retains and reserves the ultimate responsibilities for the proper management of the College district conferred upon and vested in it by the Statutes and Constitution of the State of Illinois and the United States.

The Board of Trustees of the College reserves “the four essential freedoms” of a college or university: to determine for itself on academic grounds who may teach, what may be taught, how it shall be taught (includes time and location), and who may be admitted to study. Implicit within these freedoms is the Board’s right to hire, determine curriculum, determine degree requirements, and establish academic and grading policy.

A statement very similar to this was proposed by the Harper College Board and administrative negotiating team for inclusion in the full-time faculty contract, when that contract was negotiated in fall 2006. The proposal became one of the issues contributing to difficult contract negotiations between full-time faculty and the Board. The statement was removed from the negotiating table and not included in the 2006 contract.

Exploration and Expression of Ideas on Campus Remains Vital
 Academic life carries on through a rich collection of activities and educational opportunities that display a College that values academic freedom and flourishing ideas. A few examples include various published outlets for student work and opinion like *The Harbinger*, *The Harper Anthology*, and *Point of View*; open student forums like the Philosophy sponsored discussion group, Consider This; a robust international studies program; the Read Around the World book discussion group; cultural arts committee programs for lectures and presentations; and professional and student art exhibitions.

Harper has the courage to engage students in challenging and controversial topics but also demonstrates sensitivity in extremely controversial situations. In 2006, there was a photo display about women’s identity in the Muslim culture. It featured female nudity and other controversial images and happened to fall during Ramadan. Other circumstances, including a misleading representation of the work by the artist before it was exhibited, led to its display at this time. In this controversy, there was an opportunity for a meaningful philosophical and cultural discussion, but in the interests of preserving harmony and respect among the entire community during a sacred and an emotional time, the display was initially covered and then removed



Harper values academic freedom.

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after one day. The difficulty of this decision suggests that, for the most part, the climate for academic freedom remains healthy. It also suggests that campus constituents continue to be engaged in discussions related to academic freedom.

The governance structure with all of its varied committees provides opportunities for employees from across the campus to explore controversial issues related to the College and to express their ideas on how to deal with those issues. See Finding 1D.1 for further information on the governance structure.

Finding 4A.2

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

Employees are provided with funding to participate in their own professional development activities. In 2006-2007 more than \$840,000 was made available to employees for courses, conferences, workshops, professional memberships, and other professional expenses. For full-time faculty and professional/technical staff, funding is guaranteed through negotiated language in their specific contracts and is included in the 2006-2010 contract for adjunct faculty. See Finding 2B.3 for funding amounts and additional information.

Professional Development for Full-Time Faculty

In addition to the individual employee professional development funding, Table 4A.2.a lists other grant and fellowship amounts that support professional development for which full-time faculty may make application. See 4A.3 for further information on these grants and fellowships.

Table 4A.2.a –
Grants and Fellowships Available to Full-Time Faculty

Grant or Fellowship	Annual Total Available
Technology Grant	\$25,000
Teaching and Learning Grant	\$21,000
Multicultural Faculty Fellowship	\$ 9,000
DoIT Faculty Fellowship	\$ 9,000
Learning Community Fellowship	\$ 5,000

Opportunities for Adjunct Teaching Faculty

The 2006-2010 adjunct contract includes professional development funding. See Finding 2B.3 for specific information.

Adjunct faculty are also encouraged to attend seminars sponsored by the Teaching and Learning Center and by individual departments in support of student learning. Seminars are offered on a variety of topics including technology use, rubrics, classroom strategies, international books, and other

*Computer Labs and Network
Library Services
Department of Instructional
Technology
Tutoring Center
Writing Center
Success Services for Students
Access and Disability Services
Student Development
Health and Psychological
Services
Faculty Development
Opportunities
SMART Classroom Equipment*

topics. Many departments, such as Philosophy, Criminal Justice, and Geography, sponsor “Best Teaching Strategies” sessions for their adjuncts; some, such as ESL, AED, and Mathematics, have regular department workshops.

All new adjunct faculty are encouraged to attend the New Adjunct Faculty Orientation held in the evening in August and January. Orientation topics are listed in the box to the left. Faculty receive a stipend for completing such activities as the syllabus checklist, opening a network account, or scheduling a classroom session in the Library.

On-Campus Professional Development Programs for All Employee Groups

During the yearly orientation week in August and January, the Teaching and Learning Committee organizes professional and personal development seminars for faculty, administration, and staff. Topics include technology tools for online learning, classroom management strategies, and investment and retirement planning. The annual Wellness Week held in April is another all-employee and all-student option for personal or professional development, through such sessions as weight loss, bone health, or stress management. Human Resources/Diversity and Organizational Development present programs to help blend core values in the workplace, emphasizing communication and service.

Creation of the Employee Institute for Learning

In 2005-2006, Human Resources and Diversity and Organizational Development (HR/DOD) created the Employee Institute for Learning to offer leadership training to staff, management, and executive groups. New employee orientation has traditionally been a focus for this area, and roughly 200 employees have completed these orientations since 2001-2002. In 2004-2005, the program focused on change and communication. A professional development highlight during summer 2006 was a program on customer service challenges.

Staff Development: Increased Focus on Diversity

Hiring workshops and a symposium are two primary ways in which the Department of Human Resources/Diversity and Organizational Development contributes to the multifaceted effort to heighten awareness of diversity. Since 2001-2002, 130 employees have taken part in diversity-oriented sessions designed specifically for search committees. Communication between search committees and Human Resources helps the College conduct fair and equitable searches. The Diversity Symposium, at a cost of roughly \$10,000 annually since 2003-2004, is an event that offers sessions on specific populations and perspectives. Sessions have included an exposé of white privilege, and presentations have focused on the needs and perspectives of students with disabilities, and African American and Muslim students.

Staff Development Day

Staff Development Day is held on Veterans' Day, when classes are not in session, as an important component of professional development for support staff. Veterans' service is commemorated, and employees who have earned degrees, certificates, or other honors are recognized. Programs to reinforce the institution's core values and institutional priorities are also included. For example, with the implementation of the new ERP system, the focus was on effective change. Each year, one employee is recognized with an outstanding service award for best exemplifying collaboration and respect. Since 1999, the event has included a turnabout whereby various staff members serve lunch to allow Dining Services employees to participate.

Student Aide Orientation

Student aides provide important service in the Bookstore, Dining Services, and in various division and department offices. In 2004-2005, to increase effectiveness of student employees, HR developed the Student Aide Orientation Program resulting from a Student Senate request. The orientation provides student employees with skills to be successful and productive. The orientation, offered each fall and spring, includes training on customer service, workplace harassment policies, and performance evaluations. Each semester, 250 new student employees participate in this orientation.

A Life of Learning for All: Harper College Tuition Waivers

The College provides tuition waivers for all employees to enroll in credit and continuing education courses. Employees do pay course-related fees. Many employees have taken advantage of this benefit and completed course work, on a part-time basis, through Adult Fast Track or the TECH Program. Other employees enroll in courses for personal enrichment.

Support for Professional Development from the Harper College Educational Foundation

The College's Foundation funds employee professional development programs and other programs and services dedicated to teaching and learning. The Foundation has funded the annual Faculty Retreat for four years at a cost of over \$30,000, and Staff Development Day also was funded for two years at a cost of \$10,000. Wellness Week received support in 1999 and 2001 for costs of \$10,600.

College Recognition of Employees' Professional Achievements

The College honors achievements by recognizing awards, certificates, and new degrees at all campus meetings, on Staff Development Day, and with the Exceptional Service Award and Distinguished Faculty recognition. *Inside Harper!*, the College's online newsletter, and *First Fridays*, another online monthly feature, announce such professional achievements as degrees, publications, and awards, or conference presentations. See Finding 4A.4 for additional details.



Student aides provide valuable support to many divisions and departments.

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Finding 4A.3

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

A partial review of institutional records such as back issues of *Inside Harper!* and *First Fridays*, records of grants and fellowships, governance committee reports, and a Faculty Senate survey revealed that employees are continually engaged in scholarship and research activities to enrich the institution. The focus on course development by faculty is widespread and continuous, involving the creation of materials, textbooks, online courses, and multimedia productions, and the review of software and textbooks. Publications, conference presentations and attendance, and graduate and postdoctoral studies further contribute to the excellence in education. This professional development is well supported by institutional and contract-provided funding.

Enhancements Funded by Technology Grants

Technology Grants are contract-provided at an annual total of \$25,000. The Instructional Technology Committee reviews applications for such items as distance learning projects and ideas, uses for classroom technology, development of DVDs and other materials for courses, and employee presentations and attendance at conferences. In 2005 and 2006, two technology grants supported faculty training in the use of SimMan, a technology-equipped mannequin used in Health Careers education. See Finding 3B.3 for additional specific information.

Enhancements Funded by Teaching and Learning Grants

Teaching and Learning Grants provide \$21,000 annually for projects to support classroom innovations. Some examples of their use are listed below.

- **September 2002** A Dietetic Technician faculty member completed a Certificate of Training in Multiple-Choice Item Writing, through a workshop and conference devoted to Dietetics Education.
- **September 2003** Two Biology faculty members developed a project to guide microbiology students in the research and modification of microbiology laboratory staining techniques. The techniques required revision because of safety concerns identified by recent OSHA guidelines. With faculty guidance, students performed a literature search, evaluated and assessed the standard techniques using microbiological principles for their usefulness and application in Harper's classes, and modified the new techniques for optimum results.
- **April 2004** An English faculty member attended the Southwest Texas Popular Culture Association of the American Culture Association Conference to screen the DVD he coproduced, *As We Cover the Streets: Janine Pommy Vega*. He also chaired a panel covering the influence of the Beat Generation writers in Mexico, and researched the author Michael McClure, for a DVD project subsequently supported by a Technology Grant.
- **Spring 2006** An English faculty member attended a three-

week Japan Studies seminar sponsored by the Freeman Institute of Japan in Honolulu to further develop Asian studies and Asian literature course offerings. See Finding 3B.3 for specific detail.

Enhancements Funded by the Department of Instructional Technology (DoIT) Fellowships
DoIT Faculty Fellowships are single-semester instructional technology projects. Faculty fellows work closely with the DoIT staff to learn and guide production of course materials. Three \$3,000 fellowships may be offered annually. Thirteen fellowships have been awarded since spring 2002. Some examples of projects funded by DoIT Fellowships are listed below.

- **Spring 2002** Development of a multimedia CD for students in Spanish to improve their pronunciation by listening to the models of native speakers.
- **Spring 2003** Development of compound and dissecting microscope digital images for a botany laboratory textbook.
- **Fall 2003** Conversion of Illinois history filmstrips to DVD electronic format to use in History 219, Illinois and Local History, thus salvaging an important and valuable historical resource for teaching and learning. DVDs were made available in the Library and in the Illinois Historical Survey at the University of Illinois at Urbana-Champaign.
- **Spring 2006** Creation of portable lectures for introductory courses in the visual arts and humanities. This was done by editing and manipulating digital images using Adobe Photoshop CS to produce ready-made learning objects that are available to all faculty as PowerPoint plug-ins for classroom use and as ancillary material for use on Blackboard.

Multimedia Productions

The advent of the DVD as a versatile instruction device has led to a number of significant educational projects being completed at Harper. DoIT has collaborated with faculty to produce several educational DVDs. The expertise and talents of the DoIT staff are reflected in the awards that they have received for these productions:

- **As We Cover the Streets** (2003) covers the work and life of Janine Pommy-Vega, a Beat Generation poet who visited Harper in spring 2002 and 2003. This DVD won a Platinum Best of Show Award in Documentary/Biography at the Aurora Awards in Salt Lake City in 2003.
- **Roar: The Sound of Michael McClure** (2004) illuminates the work of poet Michael McClure, who also visited Harper. This DVD won a Gold Award for Documentary at the 2004 Aurora Awards.
- **Illinois History: An Overview** (2004) received an award from the Illinois State Historical Society in spring 2005 and also received an Excellence Award from the Association of Illinois Museums and Historical Societies.

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- **Player: A Rock and Roll Dream** (2005) documents an historical record of rock and roll bands from 1960s Chicago and is of particular use in the linked English 102 and Literature 105 sections that involve the study of the history and literature of rock and roll. This DVD won a Gold Award at the 2006 Aurora Film Awards.

Other educational DVDs include **Copenhagen Quartet**, about the life and work of American-in-Denmark author Thomas Kennedy, and a new lab safety DVD completed with the assistance of chemistry faculty and the Harper Chemistry Club. Examples of DVD productions can be accessed through the College Web site, in the digital archives of the Liberal Arts Division.

Enhancements Funded by the Multicultural Faculty Fellows Program

The Multicultural Faculty Fellows program began in fall 2002, and the first projects were unveiled in August 2003. Fellowships are to integrate multicultural learning into course syllabi or to develop substantial diversity topics into new courses. Twenty full-time faculty have been fellows since 2003. There is an annual \$20,000 budget. Projects have enhanced courses in many disciplines including Biology, English, Art, and Economics.

Enhancements Developed During Sabbaticals

Upon the recommendation of the President, after review of applications by the Sabbatical Committee, the Board grants sabbaticals to full-time faculty for one semester at full pay or one year at half pay. See Finding 3B.3 for more information.

Involvement with Professional Associations and Organizations
Participation in professional organizations through membership, holding office, attending conferences, or making presentations is another important way in which employees contribute to College advancement and reputation, as well as to the academic and education communities at large.

Research, Continuing Education, Graduate, and Postgraduate Study

A component of the promotions process is completion of seminars and course work, and it is also another way in which the College gains new ideas and depth of expertise. Many faculty, staff, and administration have completed graduate courses on campus through Aurora University or Illinois State University, and many faculty are engaged in graduate and postgraduate study at other educational institutions. See Finding 3B.3 for specific details.

Books Published or Work Commissioned

Harper faculty are engaged in publication, commissioned works, and performance. These publications and other successes contribute to faculty development, teaching and learning, and to the reputation of Harper in various academic communities, as well as in the general public. For example, an art faculty member has just finished a commissioned work for the new

McCormick Place expansion project in Chicago, an English faculty member published an encyclopedia on Beat writers, and an adjunct music faculty member gave the Dame Myra Hess recital on guitar at the Chicago Cultural Center. Faculty, administration, and staff also write and publish articles and reviews on a regular basis.

Travel, Study, and Research

Faculty exchange, travel, and Fulbright scholar programs, as well as research, enrich Harper College's academic life and educational services. During the past five years, faculty from architecture, adult education, student development, nursing, and administrators have participated in exchanges with faculty and staff from colleges in Finland and the Netherlands.

Finding 4A.4

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

Student achievements are recognized in a variety of ways throughout the academic year. Student success is supported and celebrated through such financial means as extensive scholarships and financial aid awards. A strong Honors Program encourages academic excellence, and leadership is fostered through the many clubs, organizations, and athletic teams. Faculty and staff have also been recognized for their efforts and accomplishments. These efforts are acknowledged at various events and are highlighted in the internal employee newsletter.

Student Recognition

Distinguished Scholar Awards

The Trustees, in collaboration with the Board of Directors of the Foundation, fund student tuition for those who rank in the top 10% of in-district high school graduating classes. These students receive full tuition and fee scholarships for 60 credit hours of study. To be a Distinguished Scholar, students must enroll in at least 12 credit hours each semester, maintain a 3.0 grade point average, and provide volunteer service in the community. Also, Distinguished Scholars participate in student clubs and organizations, athletic teams, and the eXcel Leadership Program to enrich their experience and develop leadership skills. The Foundation annually provides \$20,000 to support this program. The program began with 15 students in 1998-1999; by 2006-2007, it had expanded to 125 students.

Trustees Scholarships

Annually, 13 Trustees Scholarships are awarded to district high school graduates. These scholarships are awarded based on scholastic achievement and leadership. The scholarships provide a maximum of 30 credit hours of in-district tuition.

Additional Recognition through Financial Awards

Harper's alumni and friends provide funding for Foundation scholarships that support retention, recruitment, and transfer initiatives. These Foundation awards are made available to students through the Office of Scholarships and Financial Assistance.

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Harper recognizes student achievements in a variety of ways.

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The Motorola Award for Excellence is the highest recognition a graduating Harper student can achieve. Application for this scholarship is open to students from all College degree programs who exhibit exemplary achievements in academics, community service, leadership, and extracurricular activities. The Amersham Endowment Scholarship honors a second-year student who has excelled in academics, extracurricular activities, and community service at Harper and enrolls in one of the qualifying programs of study.

Harper offers a variety of other scholarships funded through Harper's Foundation, institutional funds, and private sources. Some of these awards are dedicated to such specific study as Health Careers, Performing and Visual Arts, or transfer education. Others are for eligible students from specific populations such as GED Scholars, Minority Retention Scholars, Students with Disabilities, Student Leaders, and participants in the Women's Program. Also, there are two scholarships set aside as 2 + 1 scholarships that support students for two years at Harper and then pay for a portion of the first year at a transfer school. Other sources of institutional funds are available to students who meet eligibility criteria. Table 4A.4.a shows scholarship sources available to students since 2002.

Table 4A.4.a - Scholarships Awarded to Harper College Students

Scholarship Program	2002-2003		2003-2004		2004-2005		2005-2006	
	Awards	\$	Awards	\$	Awards	\$	Awards	\$
Educational Foundation Scholarships	73	\$43,754	108	\$53,779	167	\$95,260	177	\$120,540
Distinguished Scholars Awards*	75	\$154,326	52	\$121,064	63	\$174,656	78	\$243,804
Trustee Scholarship	14	\$18,036	10	\$16,254	13	\$17,135	13	\$24,750
Other Institution Scholarships	27	\$19,205	25	\$25,772	22	\$32,773	24	\$23,376
Private Scholarships	95	\$94,736	118	\$116,632	132	\$133,809	116	\$120,341
Total	284	\$330,057	313	\$333,501	397	\$453,633	408	\$532,811

*Funded in part through the Harper College Educational Foundation.
 Source: Office of Scholarships and Financial Assistance

The Honors Program

The Honors Program recognizes student excellence by offering a balanced curriculum of Honors courses for the general education component of associate degrees. Students must meet academic criteria, complete an Honors application and have an interview with the Honors Program Coordinator to be admitted to the program. All Honors courses are noted on students' transcripts. Graduating students with at least 12 hours of Honors course work and a GPA of 3.25 or higher may petition to be Honors Program graduates. The Honors Program currently serves approximately 220 students. Harper also has a local chapter of Phi Theta Kappa.

Student Publications

Students' academic achievement is frequently recognized through publication. The Honors Program produces an academic newsletter, *The Challenger*, that contains Honors students' essays. Student academic essays from various courses are published annually in the *Harper Anthology*, an English Department publication with a 20-year history. With the permission of the student writers, professors from across the College submit essays to the Anthology. A panel of faculty reviewers selects the best of these for publication every September. Students' creative work is also recognized through another English Department publication, *Point of View*, a jury-reviewed publication. This journal publishes students' creative writing as well as images of sculpture, ceramics, paintings, and other visual and three-dimensional works.

The Harbinger, the Harper College student newspaper published since 1967, is guided by a faculty advisor and employs the talents of a dozen or more students each year. The newspaper reports on such topics of interest as campus speakers, athletics, or student government and probes into issues affecting all students, such as the cost of textbooks. The press run of *The Harbinger* is 4,000 copies.

Awards Ceremonies and Banquets

Students are recognized at various events throughout the academic year. Student leaders in the College's clubs and organizations are honored each spring in an annual Student Awards Banquet. Seventy-five students receive plaques and trophies for activities such as WHCM Radio, Student Senate, the student newspaper, Speech Team, Harper College Theatre Ensemble, Campus Activities Board, and various clubs and organizations. Student athletes who excel in athletics are honored at four annual athletic banquets, including a football banquet and fall, winter, and spring sports banquets. Awards at these banquets range from Harper academic awards to All-American, All-Conference, All-Regional, and Academic All-American awards. Also honored at this event are students in the eXcel Leadership Program and the Achieve! Program.

Academic Convocation and Graduation

Harper's tradition of holding an Academic Convocation just before Commencement began in 1981. Commencement is held in May, and students petition for graduation during the semester when they complete graduation requirements. There is no charge to petition for graduation, and students are not required to participate in the graduation ceremony to receive a degree or certificate. Each year, more than 300 students and 2,300 guests attend the commencement ceremony. Trustees Honors (grade point average 3.75-4.0), Deans Honors (grade point average 3.50-3.74), Honors (grade point average 3.25-3.49), Phi Theta Kappa, and Distinguished Scholars are recognized in the graduation program. Guest speakers have included alumni, faculty, community leaders, and college professors. Current and retired faculty are invited to participate as name readers and guest speakers at the ceremony.

Conducting the graduation ceremony in Harper's gymnasium had become challenging due to space, seating, and technology limitations. In 2007, Convocation was combined with Commencement to provide a smoother, unified experience for both families and students alike. Graduation was held off-campus



The graduation ceremony was held off-campus in 2007.

at the Willow Creek auditorium in South Barrington, Illinois. The location of future graduation ceremonies will be a topic for discussion in fall 2007.

Career Program Pinning Ceremonies

Harper has had a tradition of holding pinning ceremonies, separate from graduation, that recognize the achievements among graduates from such limited enrollment programs as Nursing and Dental Hygiene. At this ceremony, graduates receive their pin, and a short autobiography is read, highlighting individual accomplishments. In recent years, students have covered much of the cost for this, with some institutional support. The College continues to struggle with how to best facilitate pinning ceremonies.

Faculty and Staff Recognition

Service Awards

Service Awards recognize full-time employees who receive awards for every five years of employment at the College. These anniversaries are recognized during spring Orientation Week. Faculty and staff are also recognized for their contributions to academic excellence and lifelong learning through various internal and external media and through forums during Orientation Week.

Recognition through Internal Relations and Presentations

The contributions of faculty members are recognized in on-campus forums during Orientation Week, at an all campus assembly, and at faculty assemblies held by the Faculty Senate and by the Vice President of Academic Affairs. Individual faculty members are also recognized through presentations at the Faculty Retreat or as part of the campus Faculty Lecture Series. Also, some faculty members' contributions and academic achievements are used in marketing campaigns.

Internal publications, like *Inside Harper!* and *First Fridays*, an online Harper news feature produced by Academic Affairs, include monthly information about individual departments and faculty accomplishments. *First Fridays* began in 2002 to make Academic Affairs faculty, staff, and administrators aware of divisional activities, while *Inside Harper!* underscores the accomplishments of all employee groups. Stories relating to faculty achievements and projects are included in news releases to local media on a weekly basis.

In 2004, Administrative Assistant Celebration Day was instituted to recognize administrative support staff. The program includes a luncheon and speaker. Heart of Harper/Physical Plant Day was held to recognize Harper's Physical Plant employees and show appreciation for their hard work. This was an all-day program with motivational speakers. Phoenix Stars was a program created by the Change Management Team to recognize staff contributions to the ERP implementation.

Recognition through Promotions

Faculty promotion follows Board guidelines as stated in the faculty contract. Promotions from Instructor to Assistant Professor and from Assistant Professor to Associate Professor occur after five years of satisfactory service at the lower rank. All faculty seeking promotion to full Professor and faculty members seeking early promotion after four years of exemplary service in rank must submit applications that illustrate their high level of activity in instructional service, service to the College and community, and diligence in professional development. An Institutional Promotions Committee reviews these applications and forwards its rankings to the Vice President of Academic Affairs or the Vice President of Student Affairs for their recommendations. Division Deans also provide recommendations to the appropriate Vice President. Vice Presidents then forward the committee recommendations and their own assessments to the President. The President recommends promotions to the Trustees for action during the April meeting.

Staff

The College does not have a formal promotion process for staff or administrators. While there have been promotions, opportunities do not readily present themselves in any defined time frame. The 2005 College climate study affirms ambiguity about advancement, especially in the administrative support and professional/technical employee groups.

Harper does promote from within, however. Since 2001, over 60 people have been promoted. Promotion and reclassification procedures for Professional/Technical employees are contractual, and they are also identified in the Classified Staff and Supervisory/Confidential employees' manual. Reclassification procedures, based on significant changes in job duties and position responsibilities, are initiated by individual employees. The appropriate Dean or Director decides whether to submit the reclassification request to HR. The new duties are closely analyzed before a decision is made.

The IT Client Services department started an initiative called Broad-Banding in 1997. The objective was to reduce service desk burn out, improve job descriptions, provide for personal development for those interested, create flexibility to move within the Client Services department, and provide a monetary reward for those who accomplish their personal goals. The program name was changed to Career Pathing because the focus shifted from lateral moves to moving upward in stepwise increments. This program was discontinued in March 2005.

Recognition through Awards

The Glenn Reich Award for technology innovation and the Motorola Distinguished Faculty award for outstanding teaching and service recognize faculty. See Finding 3B.2 for more information.

The Exceptional Service Award is a \$1,000 savings bond for a staff member selected for extraordinary performance on the job. On Staff Development Day all nominees are recognized, and the award winner is announced.



Faculty are recognized through promotions and awards.

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Recognition of Expertise

Stories of employee achievements and projects are included in the weekly Harper press releases for local media. Many stories highlighting key initiatives and accomplishments have been printed.

Recognition after Retirement

Faculty emeritus recognition is available as approved by the Board. To receive this title, the retiring faculty member must be an Associate Professor or Professor or be an administrator with either academic rank and have a minimum of 10 years of full-time service. Also, the individual must have significant curriculum development and teaching experience. Annual applications are recommended by the Vice President for Academic Affairs or the Vice President for Student Affairs and the President of the Faculty Senate to the President, who then makes a recommendation to the Board for final approval. Honorees' names are placed on a plaque in the Library, recognized at the spring Faculty Senate Luncheon and the May Board meeting, noted on the Harper Web site, and listed in the catalog as Professor Emeritus. Individuals are also authorized to use the title of Professor Emeritus in any publications or professional associations.

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

Finding 4B.1

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

College Philosophy of General Education

Mission documents define the College's commitment to an excellent education, promoting personal growth, enriching the community, and meeting the needs of a changing world. The *Harper College Catalog* and *Student Handbook 2007* addresses general education as a foundational experience leading to becoming a productive citizen.

A general education core is embedded in all degree programs at Harper. This includes course work in Communications, Mathematics, Physical and Life Sciences, Humanities and Fine Arts, Social and Behavioral Sciences, and World Cultures and Diversity. General education requirements provide a breadth of knowledge across foundation courses that serve students well in their chosen academic paths.

Development of the General Education Curriculum

In the 1990s, the Academic Standards Committee, made up of a cross-disciplinary membership, conducted an extensive review of the general education program. The purpose was to identify goals and define criteria to place courses into the general education program. The work of this committee was diverted by the development of a statewide initiative referred to as the Illinois Articulation Initiative General Education Core Curriculum (IAI GECC). The initiative was facilitated by the Illinois Board of Higher Education (IBHE). The mission was to develop a transferable core curriculum that would be universally accepted at participating institutions. The IBHE established

general education documentation, a standard philosophy, and goals for courses that fit into general education categories. An example for Mathematics is included in Appendix K. The Academic Standards Committee incorporated IAI requirements into its recommendations which were adopted by the Board of Trustees.

Harper courses that satisfy general education criteria are listed in the general education matrices for degrees in the Catalog and Student Handbook.

Maintaining Eligibility of General Education Courses

IAI committees call for review of courses on a cyclical schedule. Only transfer courses are expected to follow IAI general education guidelines. During these reviews, all institutions forward their most recent course outlines and syllabi to the IAI committee completing the review. Changes in IAI eligibility criteria are communicated to the institution and when differences are found, steps are available to bring courses into compliance. See Finding 4C.2. for additional specific detail.

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Approval of New General Education Courses

New courses at Harper College that potentially match IAI general education course descriptions are forwarded to the IAI for review. A panel of community college faculty, transfer college faculty, a transfer coordinator, and a member of the ICCB or IBHE staff review these courses to determine if they are an appropriate match. Standards for the ICCB Illinois Transferable General Education Curriculum are available online.

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Those courses that do not match the IAI/GECC must be articulated with at least three four-year institutions prior to being approved by the Curriculum Committee. Information on these course articulation agreements between institutions is accessible to students and advisors in advising offices. Some information is also available online through the College's Web site and the Course Availability System (CAS) at www.itransfer.org.

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All Degree Programs Include General Education Requirements

Harper College offers seven associate degrees, all of which include required general education course work. The Associate in Arts (AA), Associate in Sciences (AS), Associates in Fine Arts–Art (AFA), Associate in Fine Arts–Music (AFA), and Associate in Engineering Science (AES) are designed for students who will transfer to a four-year college or university to complete a bachelor's degree.

The Associate in Applied Science (AAS) and the Associate in General Studies (AGS) are not intended for transfer. Articulation agreements with four-year institutions allow many students who complete these degrees to continue with their studies.

Degree Descriptions

Associate in Arts Degree. The AA degree is designed for students who plan to transfer to a four-year university and major in the liberal arts, social science, or other possible areas of emphasis.

Associate in Science Degree. The AS degree is designed for students who plan to transfer to a four-year university with possible emphasis in a specific field such as Mathematics, Sciences, Health Sciences, or Computer Science.

Associate in Fine Arts Degree: Art Emphasis. This AFA degree in art is designed for students who plan to transfer to a four-year university and continue studies in the fine arts.

Associate in Fine Arts Degree: Music. This AFA degree in music can be obtained with an emphasis in Music or Piano Pedagogy. The program is designed for students who plan to transfer to a four-year university and continue studies in music.

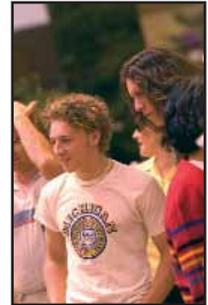
Associate in Engineering Science Degree. The AES degree is designed for students who plan to transfer to a four-year university and continue studies in the field of engineering.

Associate in Applied Science Degree. The AAS is a major-specific degree designed to prepare the graduate for immediate entry into a specific career field. With careful advising, students may also transfer courses to a four-year university.

Associate in General Studies. The new AGS was approved in 2007. It is designed for students who want to complete an individualized associate degree that provides educational options that differ from those currently available. The degree components meet three specific intents established by the Illinois Board of Higher Education:

1. Intent as a Liberal Studies Program. The degree is designed with a general education core of courses to provide students with a breadth of knowledge across traditional areas. A minimum of 24 credits must be in these disciplines.
2. Intent to serve as an individualized program, meeting needs not met by other degree programs. In collaboration with an advisor or counselor, students complete additional course work to satisfy the degree's 60-credit-hour requirement.
3. Intent to serve as a capstone for occupational certificate programs. The degree allows students to complete a certificate as part of the 35 or more credit hours in the elective portion of the degree. In addition, the student may choose a certificate plus additional electives in other disciplines to design an individualized course of study that more fully meets their goals.

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Many Harper students transfer to four-year colleges and universities.

Transferability of General Education Credits

Students who complete the AA or AS degree containing the IAI General Education Core Curriculum are guaranteed to have their lower-division general education requirements satisfied at participating colleges and universities. General education courses comprise about two-thirds of these associate degrees and about one-third of a bachelor's degree. Thus, students who complete transfer degrees and continue their studies at baccalaureate-granting institutions will have the first two years of undergraduate education completed. See Finding 5C.2 for specific detail.

For the AFA and AES degrees, general education requirements do not fully meet the IAI general education requirements, so students may have to take additional general education requirements upon transfer. The AFA and AES were designed to focus on areas in the fine arts or engineering.

The AAS degree requires the fewest general education credit hours. It is intended as a career-specific degree. Students who transfer to baccalaureate institutions will require additional general education course work.

Beginning in fall 2005, all students receiving a degree must complete a World Cultures and Diversity requirement. This requirement is satisfied by completing a three-credit class that has been certified. See Finding 4C.3 for specific detail.

Finding 4B.2

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

The College has undertaken efforts to assess general education outcomes since 1998. The first process used a more disciplinary focus. For example, writing skills were assessed only in English and computational skills only in mathematics classes. In 2004, the College undertook a cross-discipline approach to assessing general education. A committee of faculty was formed to identify ways to assess general education across the curriculum and to implement a plan to assess three competencies for students who had completed at least 45 credit hours. Results to date indicate Harper College students to be at comparable levels with national averages. The use of results to direct curriculum modifications and improve specific skills is evolving.

General Education Assessment, 1998-2003

After 1997, the College began implementing a comprehensive General Education Assessment Plan. To formulate this plan, faculty divisional committees developed general education outcomes and assessment methods within their respective areas. Departments incorporated these outcomes into their assessment plans and initiated appropriate assessment activities with focus on course-embedded testing in general education courses. Learners were assessed after completion of six to nine credit hours in general education courses, and assessment followed a five-term cycle, with analysis of results following in the sixth term. The North Central

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Association of the Higher Learning Commission approved this Assessment Plan in 1998. By spring 1999, the assessment activities and outcomes were being reported every five semesters to the Associate Vice President for Academic Affairs, according to the following cycle.

Table 4B.2.a – General Education Assessment Cycle

First 5-term Cycle	Spring 1999	Fall 1999	Spring 2000	Fall 2000	Spring 2001	Fall 2001
Assessment Conducted	Math	Physical and Life Sciences	Communication	Social and Behavioral Sciences	Humanities and Fine Arts	Math
Results Analyzed		Math	Physical and Life Sciences	Communication	Social and Behavioral Sciences	Humanities and Fine Arts
Second 5-term Cycle		Spring 2002	Fall 2002	Spring 2003	Fall 2003	

Several positive aspects of this assessment process were evident. Faculty had the opportunity to define general education and clarify their expectations of student performance. They discussed their disciplines in relation to general education, discussing the core knowledge, skills, and values that learners should be able to demonstrate. Faculty began thinking about assessment as an opportunity for feedback to assist them in adjusting methodologies to improve student learning and success.

Challenges with this model were also recognized. Nontargeted students were assessed, as there was no distinction made in classes chosen for assessment between new college students and those with several semesters of college course work. In many cases, the process was a tremendous amount of work for individual departments, complicated by the fact that some faculty members had difficulty distinguishing general education from course content outcomes. Review of the process and outcomes after each assessment cycle revealed additional concerns related to the assessment instruments, processes, length of time between assessment cycles, and a general dissatisfaction with the results. General education faculty suggested a review of the assessment philosophy, plan, and outcomes.

Reevaluation of the general education assessment practices in 2003-2004 confirmed problems with the assessment process. Due to changes in leadership, some departments were unaware of the assessment plan or outcomes to measure. Data collected was course- and discipline-specific and did not focus on students who had completed a majority of their general education courses.

General Education Assessment Since 2004

In fall 2004, a General Education Assessment Committee identified a list of 80 general education outcomes expected across the curriculum. See Appendix L for the complete list. The Committee then formed a consensus to focus on three areas: critical thinking, mathematics, and writing skills. The outcomes were stated as *students will effectively communicate in writing; demonstrate quantitative literacy; and demonstrate logical reasoning.*

The committee decided to use the ACT CAAP instrument to evaluate these skills with students who had completed a minimum of 45 credit hours. During spring 2005, 41 career and transfer course sections which had a high number of students who had earned at least 45 credit hours were identified. Each of the three tests was randomly assigned to one-third of the sections, resulting in 595 students completing the tests. The results of these assessment tests were shared electronically with faculty.

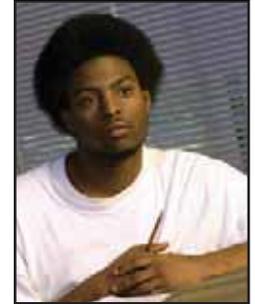
In spring 2006, the General Education Assessment Committee focused on measuring the same outcomes in mathematics, critical thinking, and writing. However, a more discriminating writing assessment tool was developed. The CAAP quantitative exam and the CAAP critical thinking exam were again administered under the same conditions and in 30 course sections, with 488 students completing these tests. The writing assessment, however, was completed by using an instrument devised by the General Education Committee in collaboration with English faculty. They created a writing assignment rubric for use in any course with a writing assignment. A total of 199 students in courses across the curriculum participated in this writing assessment.

Results of General Education Assessments, 2005 and 2006 Harper students scoring at or above the mean for similar students tested at all two-year institutions was the benchmark defining success. Freshman through senior status was determined by the number of credit hours completed with the assessment focused at the sophomore level.

Mathematics Assessment

In the 2005 and 2006 mathematics tests, students scored at or above the mean in all but one student class. Junior-level students tested in 2005 were slightly below the mean in basic algebra, college algebra, and the total mathematics results. In all subcategories, the difference was less than one standard deviation, suggesting the difference is not statistically significant. Results are tabulated in Table 4B.2.b.

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Harper assesses general education outcomes in writing, math, and critical thinking.

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Table 4B.2.b – Mean Scores on the Mathematics Tests

Category	2005 Basic Algebra	2006 Basic Algebra	2005 College Algebra	2006 College Algebra	2005 Mathematics	2006 Mathematics
Freshman	14.8 N=30	14.5 N=49	14.8 N=30	14.3 N=49	57.3 N=30	56.8 N=49
Sophomore	15.1 N=97	14.6 N=139	14.8 N=97	14.5 N=139	57.8 N=97	56.8 N=139
Junior	13.9 N=38	15.1 N=31	13.6 N=38	14.5 N=31	55.5 N=38	57.3 N=31
Senior	14.8 N=17	14.8 N=26	15.9 N=17	14.1 N=26	58.2 N=17	57.0 N=26
All Harper	14.8 N=206	14.8 N=286	14.6 N=206	14.5 N=286	57.2 N=206	57.1 N=286
Mean for all 2-year institutions	14.2	14.2	14.1	14.0	56.1	56.1
Standard Deviation	2.3	2.4	2.1	2.1	3.6	3.6

Values in bold-faced type = at or above the mean; most scores are within one standard deviation of the mean. Score Ranges: Basic and College Algebra (5 to 25), Mathematics (40 to 80).

Critical Thinking Assessment

In the critical thinking test administered in 2005, Harper students scored at or above the mean in all subgroups but scored slightly below the mean on the 2006 test. In all cases, the difference was less than one standard deviation, suggesting the difference is not statistically significant. Table 4B.2.c summarizes the results:

Table 4B.2.c – Mean Scores on the Critical Thinking Tests

Category	2005 Critical Thinking	2006 Critical Thinking
Freshman	61.3 N=26	59.9 N=41
Sophomore	60.5 N=110	60.3 N=119
Junior	61.5 N=34	58.9 N=20
Senior	60.7 N=9	58.6 N=11
All Harper	61.1 N=207	60.0 N=202
Mean for all 2-year institutions	60.5	60.7
Standard Deviation	5.4	5.3

Values in bold-faced type = at or above the mean; most scores are within one standard deviation of the mean. Score Range: Critical Thinking (40 to 80).

The 2005-2006 critical thinking assessment results did not provide detail of the supporting competencies, making it difficult to recommend changes in the teaching and learning of critical thinking skills. The critical thinking assessment included three subscores: analysis, evaluation, and extension of argument. The first area, analysis of argument, includes at least fifteen supporting competencies. Without performance analysis of these competencies, it is almost impossible to devise a strategy for improvement. The committee is currently exploring other ways to assess critical thinking skills and has recommended investigation for a critical thinking assessment tool with identified component criteria that would provide specific data on the skill sets. This would identify the specific need or support for instructional change in areas where students are not performing as anticipated.

Writing Assessment

In the 2005 ACT CAAP writing test, students scored at or above the mean for Essay 1 in all subgroups except Freshman. For Essay 2, all groups scored slightly below the mean. In all cases, the difference was less than one standard deviation, suggesting the difference is not statistically significant. Table 4B.2.d details the results:

Table 4B.2.d – Mean Scores on the Writing Test (Spring 2005)

Category	Essay 1	Essay 2
Freshman	2.9 N=30	2.7 N=33
Sophomore	3.1 N=96	2.9 N=96
Junior	3.0 N=38	2.8 N=38
Senior	3.4 N=16	3.0 N=16
All Harper	3.1 N=195	2.8 N=195
All 2-year institutions	3.1	3.1
Standard Deviation	0.7	0.7

Values in bold-faced type = at or above the mean; most scores are within one standard deviation of the mean.
Score Range (1.00 to 6.00).

Analysis of the 2004-2005 writing assessment results revealed similar concerns as with the critical thinking assessment tool. It is difficult to identify skill components that need to be strengthened without subcriteria data that define effective written communication. A writing assessment tool with primary trait analysis would provide data that could better guide changes in curriculum design or instructional methodologies to improve student performance.

Consequently, in spring 2006, the General Education Assessment Committee asked a group of English faculty to create a writing instrument to assess general writing skills for a sample of students. The committee included two members of the General Education Committee and two members of the English Department. The members created guidelines for an open-ended writing prompt that was distributed to all faculty. Faculty who participated in the assessment program created discipline-specific writing prompts and administered the

instrument as part of an in-class writing assignment during spring 2006. The English panel received 199 writing samples from four divisions (Liberal Arts: 105; Business/Social Science: 46; Technology, Math, and Science: 33; and Student Development: 15), representing 12 departments and 17 faculty. Of the 199 papers, the English panel assessed a sample of 100.

The English panel created a rubric for the assessment of the 100 papers, which would identify general trends in writing development. The rubric provides a 0-2 point scale, and each paper was assessed with two scores, one for Control and the other for Language. Each paper was read by two readers and assigned two sets of scores. Inter-rater reliability was good: under Control, there was a one-point difference in score in only 13 of 100 cases; under Language, a similar difference occurred in 14 of 100 cases. Table 4B.2.e illustrates the rubric:

Table 4B.2.e –
 Rubric for the 0-2 Writing Scale 2006 Writing Assessment

Trait	0	1	2
Control	The essay does not exhibit control. It is disorganized, often breaking focus or bringing up irrelevant information. What information is present is vague or off-topic. Even if it has some controlling element (e.g. a thesis), that element does not actually inform the creation of the essay.	The essay exhibits control. This means that although there might be slips in focus from time to time, the document has some clear principle of organization (e.g. a thesis statement) that is carried out throughout the whole. Slips in control are on par with minor extraneous details or the lack of concrete examples.	The essay exhibits exceptional control. This means that a clear argument is presented with distinct evidence and clear examples. Those examples have obvious application to the argument at hand.
Language	The essay clearly struggles with Standard Academic English. Mistakes in usage and tone go past distracting the reader and actually interfere with meaning. The writer uses inappropriate language consistently, or else selects words so poorly that the essay becomes difficult to understand.	The essay makes use of Standard Academic English in a manner appropriate to the assignment. Mistakes in usage, word choice, or tone are limited; such errors may be distracting on occasion, but they do not interfere with understanding the essay. In general the essay exhibits language use appropriate to a college writer.	The essay contains few if any errors in usage. Word choice is decisive, and the writer varies language and tone in order to effectively contribute to the reader's enjoyment or understanding of the essay.
Notes	This rank should be considered the typical "failing" score.	This rank should be considered the typical "passing" score.	This rank should be reserved for exceptional work.

The English panel analyzed the data and provided two major conclusions. First, the student sample showed Harper students developing writing competency, although their skill at controlling their writing was still under development. The communications courses appear to be effective at laying the groundwork to be supported by writing across the curriculum. The second conclusion was that although Harper College lacks a capstone disciplinary/writing course, students appear ready for one if such a program is implemented. (Appendix M contains the complete findings report.) Table 4B.2.f details the results:

Table 4B.2.f – Results of 2006 Writing Assessment

	Control	Language
Overall Score	0.88	0.93
By Credit Hours:		
>71	0.882	0.941
≤70	0.875	0.913
By Division:		
Business and Social Sciences	0.875	0.896
Liberal Arts	0.817	0.913
Student Development	1.063	0.938
Technology, Math, and Science	1.00	1.031

Conclusions from the Writing Assessment

Students are learning to write well, but they still struggle from time to time, especially when they must balance the demonstration of subject matter and the application of writing skills. Based on these results, the English Department is looking at how control is taught in the English 101 and 102 courses. Students would likely benefit from taking more writing-intensive courses, such as Humanities and Literature. It is the opinion of the English panel that the assessment should be repeated on a regular basis and that it should include a larger sample.

Further research or data clarification is needed to draw deeper conclusions from general education writing assessments. It would be helpful to disaggregate the assessment results based on the specific courses that students had completed. Likewise, pre- and post-testing would help to draw more meaningful conclusions.

Continued Assessment of the General Education Program

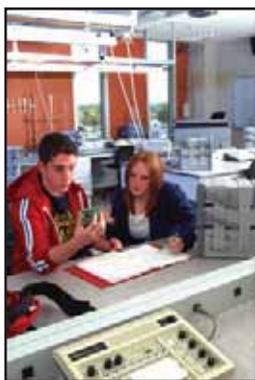
The General Education Committee has worked collaboratively to move away from departmental measurement of key general education competencies and toward an institutionally-based system. Members have brought discipline-specific expertise to assist the Committee in accomplishing its goals, and considerable improvements have been made to the way outcomes are identified and measured throughout the College. The process and experience have been positive and yielded areas where curriculum and instruction can be strengthened and enhanced. One example of an enhancement was the interest that faculty across the disciplines took in the

writing assessment, especially the development of writing prompts to help students better meet the requirements of a specific outcome. During Orientation Week, three seminars were delivered on writing prompts and using rubrics for assessment.

Finding 4B.3

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

LEARNING-FOCUSED



Career programs provide opportunities to practice skills necessary for success.

LEARNING-FOCUSED

For over a decade, some career programs, health careers in particular, have been assessing competencies as required by accrediting agencies. Assessment has since permeated to all areas of the College. Currently, more than 30 degree and certificate programs have participated in the new Harper College Institutional Outcomes Assessment Program that began in fall 2004. See Findings 3A.1 and 3A.3 for specific detail.

Depth of Expertise and Breadth of Knowledge in Career Programs

Harper's commitment to prepare all students to live in a diverse, global, and technically advanced society and to develop a breadth of knowledge is accomplished through general education courses. All degree-seeking students are required to complete general education courses. The number of courses varies depending on the program. Career courses reinforce the general education skills through specific work-based applications such as writing a business plan, writing and reading technical manuals, making group marketing presentations, or calculating medication dosages.

Depth and breadth of knowledge in the chosen career field is critical to students' success in that field. College career programs create learning environments which contribute to the acquisition of knowledge that provides the foundation on which students develop a depth of expertise. Faculty who prepare these students possess the knowledge, skills, and values to practice competently in rapidly changing, technology-driven professions and industries. In some programs, for example, nursing, architecture, business and computer information systems, graduates must also be prepared for transfer to baccalaureate programs. Depth of expertise is developed in career programs through curriculum design that builds a knowledge base through intentional sequencing of general education, introductory or core, and advanced discipline-specific courses. As learners navigate through increasingly complex subject matter, they develop advanced cognitive and psychomotor skills. Application of knowledge and skills occurs in authentic settings, and opportunities for students to participate in clinical practices, internships, preceptorships, and directed observations contribute to the development of competencies and expertise.

LEARNING-FOCUSED

Achievement of learning outcomes demonstrates and documents that graduates have acquired the knowledge, expertise, and skills to function competently. Depth of expertise as well as breadth of knowledge is evidenced in career programs using such assessment data as certification and licensure exams, feedback from graduates, employers and advisory boards, feedback from industry experts, authentic student learning opportunities, and general education assessment.

Licensing and Certification Exam Results

Used in Career Program Outcomes Assessment

Successful completion of standardized tests that lead to required certifications or licensure is one of the assessment tools used to validate depth of expertise and breadth of knowledge. Examples of career programs that assessed graduate performance on licensing and certification examinations during the 2005-2006 Outcomes Assessment process are detailed below.

- Ninety-eight percent of the 2005 and 99% of 2006 nursing graduates passed the National Council Licensure Exam on the first attempt. Graduates scored well above the Illinois pass rate of 89%. When compared to the national population of graduates taking the examination, Harper graduates ranked above the 50th percentile in all content subcategories of the examination: client needs, nursing process, human functioning, human alterations, wellness/illness continuum, and stages of maturity.
- One hundred percent of the 2006 dental hygiene students (30) passed the National Board Dental Hygiene Examination, a written examination administered by the American Dental Association. The program mean of 85.5 surpassed the national mean of 82.9. In analysis of content subcategories, students scored at or above the national mean in ten of the thirteen subject areas evaluated, including anatomic sciences, physiology-biochemistry-nutrition, microbiology-immunology, pathology, pharmacology, radiology, periodontology, patient assessment, management of patient care, and supportive treatment.
- 92% of the 2005 EMT Paramedic Emergency Medical Systems graduates passed the Illinois State Licensure Examination; 96% passed in 2006.
- 100% of the 2005 students in the Net Prep™ Senior Network Specialist Certificate passed the NACSE® Senior Network Specialist Examination administered by the National Association of Communication Systems Engineers.
- 98% of the 2005 Certified Nurse Assistants passed the State of Illinois Nurse Aid Competency Examination administered by the Illinois Department of Health.
- 59% of 2005 Harper students taking the State of Illinois real estate examination for salespersons passed the examination on the first attempt, exceeding the State of Illinois pass rate of 54.7%.

Additional External Evaluations Employed

in Career Programs Outcomes Assessment

Information about the skills needed by graduates to be successful is gathered from graduates, internship mentors, employers, and advisory committee members. Graduates and employers are also surveyed about students' performance in internships and their degree of preparedness for entry into

their profession. Results of 2005 and 2006 Outcomes Assessments that incorporated these types of external evaluations are listed below.

- 100% of Fire Science Technology graduates reported satisfaction with the job preparation they received, with 66.7% “very satisfied” and 33.3% “satisfied.”
- 100% of Nursing graduates indicated they were “adequately prepared” or better in both their critical thinking and therapeutic nursing intervention skills.
- 100% of the responding 2005 Dental Hygiene graduates to the alumni survey administered one year after graduation reported responses of “well-prepared” or higher to the competency outcome, “the dental hygienist must be able to utilize the dental hygiene ADPIE process in provision of competent and safe patient care.”
- 100% of the graduates responding to the Graduate Follow-Up Survey were “satisfied” or “very satisfied” with career preparation they received in the Harper College Electronics Engineering Technology Program.

The 2005 and 2006 Outcomes Assessment process included results from direct measurements of external assessments, as indicated below.

- 100% of the Cardiac Technology clinical internship mentors reported students’ clinical skills at a 4 or above on a 5-point Likert scale; 92% of the responding graduates reported their clinical knowledge at a 4 or above on a 5-point Likert scale.
- 90% of the Diagnostic Medical Sonography clinical internship mentors reported clinical knowledge at a 4 or above on a 5-point Likert scale; 95% of the mentors reported clinical skills at a 4 or above on a 5-point Likert scale.
- 89% of the students completing the capstone Fire Science Internship Program received employer performance ratings of “good” or higher.
- 100% of employers rated Harper nursing graduates as “adequately prepared” or better in both critical thinking and therapeutic nursing intervention skills.

Capstone Project Evaluations in the Career Programs Outcomes Assessment Process

Advisory committee members and business partners apply industry standards for assessment of projects in capstone courses. These evaluations are included as part of the outcomes assessment process for some programs, as indicated below.

- In the Computer Information Systems (CIS) Web Development Program, 70% of the graduates demonstrate the use of best practices in Web design as evaluated with a rubric and an independent review by CIS Advisory Committee members.

- 100% of the students completing the Culinary Arts Certificate scored 75% or higher on the preparation of a four-course “Mystery Basket” meal, evaluated by using a rubric, by two evaluating chefs.
- In Fashion Design, 87% of the students completing FAS 202 were assessed as technically proficient in patternmaking by a panel of industry professionals.
- In the Marketing Program, 76% of the students’ marketing plans were rated at 70% or higher on a department-generated rubric by members of the Marketing Advisory Committee.

Assessment of proficiency and development of depth of knowledge is taken very seriously at Harper. The outcomes assessment process has made good use of different types of assessment and the results have led to thoughtful modifications in career program instruction. See Findings 3A.3 and 3A.4 for specific details.

Section C. Curricular Currency and Relevance

Finding 4C.1
 Internal processes provide Harper College with specific evaluations of curricular currency and relevance.

Harper’s mission is dedicated to providing excellent education that prepares students to transfer to four-year colleges and universities, enter a specific career, upgrade their skills and knowledge, and improve their academic skills. Thus, evaluation of the currency and relevance of curriculum is a high priority at the College. In addition to the many external processes contributing to curricular evaluation, several internal processes are in place to assure that curriculum, once developed, remains relevant and current. These include curriculum committee review, program review, and multiple student learning assessment processes. See Finding 4C.2.

Curriculum Committee Review

The Curriculum Committee plays an important role in the review, development, and assessment of curriculum. The process of curriculum review and revision encompasses many areas of the College. Faculty are continually involved in keeping course offerings current and relevant. The Curriculum Committee is responsible for curriculum review and approval. This responsibility includes reviewing curricular relevance, currency with area employers and transfer institutions, and the impact on various areas of the campus. See Finding 3B.1 for specific detail.

The DACUM Process

Career programs require an ongoing evaluation of curriculum to ensure currency and relevancy. Among the many evaluative processes is the DACUM (Developing a Curriculum) process which involves job-specific experts from the workforce in identifying the skills and knowledge needed for that job. The results of the DACUM are used in designing curricula that meets the current needs of students and employers.



Fashion Design students have their work assessed by industry experts.

LEARNING-FOCUSED

CONNECTED

LEARNING-FOCUSED

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CONNECTED



Chemistry classes have been enhanced through the program review process.

LEARNING-FOCUSED

LEARNING-FOCUSED

The Criminal Justice program underwent a DACUM in December 2004. This program was selected for review because of the low number of graduates and the lack of curricular updates. The process helped to identify current competencies that are needed by entry-level law enforcement officers. Upon validation with Criminal Justice Advisory Committee members, an assessment plan and criteria for success in demonstrating the competencies identified in the DACUM were developed in spring 2005. During 2005-2006, the curriculum was revised with particular attention to modifying the AAS degree so that the emphasis on law enforcement was more evident. The revised curriculum was approved by the Curriculum Committee and the Illinois Community College Board. Efforts are well underway to obtain approval to have a Police Recruit Academy available as a capstone course for this program. This effort and the revised curriculum are supported by the North Suburban Police Chiefs.

Curriculum Review at the Divisional Level

The adoption of a Health Science Core Curriculum for most health careers programs is another example of curriculum change to retain relevancy and currency across multiple programs. The Health Careers and Public Safety Division designed an eleven-credit health science core curriculum after recognizing there were common elements and concepts learned in all health career areas. These shared courses also enhanced students' understanding of the important roles of other health care professionals. The new curriculum was designed through benchmarking other colleges and by incorporating the National Skills Standards. Six courses were included in this core: Health Care Informatics (2 credit hours); Introduction to Health Care (2 credit hours); Basic Skills in Health Care (1 credit hour); Medical Terminology (2 credit hours); Health Care Ethics and the Law (2 credit hours); and Pharmacology (2 credit hours). The courses are designed to have learners demonstrate knowledge, skills, and abilities at an introductory or foundational level. The learner then develops higher-level competencies as these foundations are applied in the advanced career courses.

Program Review

Transfer and career departments completing program reviews analyze curriculum for relevance and currency. Faculty analyze individual discipline courses and student success across sequences of courses to determine if the courses lead to the outcomes expected. Transferability of the skills and knowledge for students who move to four-year institutions or career positions is also evaluated. In some cases, minor changes to curriculum or teaching are realized by updating materials and resources to improve teaching, adapting assignments to improve student learning, or changing the amount of time focused on various aspects within the class. Larger curriculum changes to meet new student learning outcomes are identified through the program review process.

Chemistry provides an example of changes to curriculum that resulted from the program review. One area of focus for the 2005-2006 program review was the mixed student population in CHM 110, Fundamentals of Chemistry, designed as a course to prepare students for CHM 121, General Chemistry. Many students had been taking CHM 110 as a general education laboratory

science requirement with no intention of continuing to another chemistry course. Faculty had debated which audience to address when teaching this course. In a survey of 630 CHM 110 students, only 119 continued with CHM 121. As part of the program review, an outside consultant assisted with the evaluation of this issue. The decision was made to keep CHM 110 as a prep-chemistry course and to design a new liberal arts chemistry course. The new general education course, CHM 103, The Chemistry Connection, will be offered in fall 2007 and will focus on science literacy for students interested in learning how chemistry impacts their lives.

The Outcomes Assessment Process as Gauge of Currency and Relevance

The campus-wide outcomes assessment process of all programs has contributed to the currency and relevance of curriculum. The outcomes assessment process involves multiple methods of evaluation, including internally designed assessments. See Findings 3A.1, 3A.3, 3A.4, and 4B.2 for additional details.

Finding 4C.2

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

The curriculum development and evaluation process involves feedback from external constituents including educational boards and committees, accrediting agencies, employers and professional organizations, and students. This feedback is critical for assuring that the College's course offerings are current and relevant.

Evaluation for Currency and Relevance through Course Articulations

Harper participates in the Illinois Articulation Initiative (IAI), a statewide articulation effort to help Illinois college students transfer easily between institutions. Courses must be current and relevant for students transferring to four-year institutions accepting the IAI-approved courses. Institutions and the IAI committees serve as external review for these courses. Participating schools resubmit approved curriculum materials for courses on a cyclical basis to assure continued compliance with the stated objectives. Courses that do not meet the standards cannot be included in the IAI general education groupings. See Finding 4B.1 for additional IAI detail.

External Data for Program Development and Ongoing Relevance

Harper employs a data-driven program development process assuring that new programs have enrollment potential and employment opportunities for graduates. The Environmental Scan and labor market data are used as part of this process. As employment trends and technology change, some existing programs lose their vibrancy. Thus, established programs are reviewed annually for relevance. For example, in 2005, Harper decided to discontinue its Administrative Technology program based on external employment data.

Advisory Committee Input in Maintaining Currency and Relevance

Career advisory committees play an important role in curriculum revision for currency and relevance. Advisory committee members bring expertise and evaluation of learning from the employer perspective. Committees meet at least once per semester and are expected to provide a critical evaluation of curriculum, equipment, and staffing requirements. This allows faculty to maintain a constant awareness of the changing career and professional needs of business, industry, and government.

Considerable progress has transpired in curriculum improvement, expansion, and relevance in the Electronics Engineering Technology program as a result of advisory committee input. Since 2001, the curriculum has undergone repeated evaluation and improvement. The AAS degree was revised to reflect current industry needs and to encourage students completing the AAS degree to continue their education through a seamless transfer to a number of accredited four-year Engineering Technology or Technology Management institutions. The addition of new courses in contemporary industrial electronics and wireless communications technologies have helped increase enrollment. Also, a capstone course was developed to accurately assess and evaluate student performance as they near program completion.

Evaluation for Currency and Relevance by External Accrediting Agencies

Specialized accreditation provides an additional external resource and ensures that programs meet national standards, thus contributing to a smooth employment or transfer process for students. Accrediting bodies require processes to ensure relevant and current curriculum. This process involves considerable self-study and evaluation. Review teams often review syllabi, course outlines, assessments of student learning, resource materials, and learning and teaching practices. Recommendations may lead to program changes, including curriculum modification or development, and enhanced communication or staffing.

External Skills Tests and Certifications:

A Direct Measure of Currency and Relevance

Some career programs prepare students to take a qualifying exam for a specific profession or licensure, and minimum pass rates on national tests are required for ongoing accreditation by specialized bodies. Licensing exam results provide a valuable measure of program standards and curricular relevance. Students have consistently achieved high levels of success on licensure examinations. Faculty routinely review external pass rates to determine where students had difficulty and that information is used to inform teaching or curricular change. Table 4C.2.a illustrates these rates.

Table 4C.2.a – Pass Rates of Harper Students on Selected Professional Licensure Examinations*

Field	2004		2005		2006	
	Harper	National Average	Harper	National Average	Harper	National Average
Nursing (National Council Licensure Exam)	95%	85%	98%	87%	99%	88%
Dental Hygiene	100%	**	100%	**	100%	**
Emergency Medical Technician	100%	66%	92%	65%	96%	65%

*Reprinted from the ICCB Performance Report.

**National pass rates are not reported; rather, schools are ranked; Harper is typically ranked in the top 12%.

In outcomes assessment, national pass rates are used as one method of assessment in such programs as the Health Insurance Specialist Certificate, AAS in Dental Hygiene, and the AAS in Nursing programs. In these programs, the pass rates exceeded expectations and national norms. Dental Hygiene is a health science program where licensure requires a skills exam in addition to the paper test. Pass rates on these exams are shared with science faculty and used to inform teaching and curriculum and to make improvements for better exam preparation.

The Financial Services AAS outcomes assessment monitored student pass rates on real estate licensure exams in comparison with state averages. Students exceeded this target. In 2005-2006, exam scores were used to assess Culinary Arts Certificate students on the Food Service Sanitation Manager and the Professional Cooking examination. When students did not fare as well on the Professional Cooking exam, the program used the information to change textbooks, upgrade supplementary materials and study aids, and develop different approaches to quizzes and other teaching techniques to improve learning.

External industry skills tests also influence curricular currency and relevance. The Microsoft Corporation offers authorized testing for specific software within its Office Suite products, and awards certifications upon successfully passing the exams. The Microsoft Office Specialist (MOS) certification exams are currently given as separate tests through the TECH area. Computer Application Systems (CAS)/MOS courses have been popular for corporate clients such as Northrop Grumman and Motorola. The MOS courses have now become the capstone courses for various software classes within CAS.

Cisco technology courses in CIS is another example of curricula shaped by external exams. As students complete course work, they are eligible to become certified by passing Cisco proprietary exams.

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Use of Surveys to Assess Curricular Currency and Relevance
 Harper conducts surveys of external constituents to monitor and evaluate trends, satisfaction, and needs. Graduate surveys are used to assess whether curriculum is current and relevant. Questions center on the graduates' objective for attending Harper, instruction quality, support services satisfaction, and ability to recommend Harper and return for additional classes. See Findings 2A.2 and 5A.2 for additional detail. Table 4C.2.b illustrates the increasing response rate:

Table 4C.2.b – Response Rate to Graduate Survey

Year	Rate
2002	25%
2003	26%
2004	45%
2005	54%

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Results are shared with the division Deans and career program coordinators. The data are then used in the program review process and curricular changes. The Office of Research has recently produced an executive summary of the survey results to allow the data to be used by a wider internal audience. Other surveys conducted by the Office of Research, such as the Environmental Scan, Community Needs Surveys, and program-level surveys, provide additional measures of curricular currency and relevance.

Finding 4C.3

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

In fall 2002, members of the Diversity and International Studies and Programs Committees forwarded a proposal to the Academic Standards Committee, calling for a Diversity Requirement to be added to program graduation requirements. A subcommittee of members from these two committees collaborated on further shaping the proposal and developing criteria for judging courses that could fulfill the requirement. The Faculty Senate, Deans' Council, and President approved the proposal and the graduation requirement became effective in fall 2005. The Academic Standards Committee then began reviewing courses that would satisfy the requirement.

Students in transfer and career programs satisfy the requirement by completing a program or course that has been approved as part of the degree; thus, no additional course work is needed. For example, in Interior Design, completion of the program meets the requirement since all courses include a diversity focus. In other programs, an approved course or elective is taken.

To be approved, at least one-third of a course must focus significantly and substantially on diversity and/or world cultures. This focus should be evident in the course description, course outline, and student outcomes. As of May 2005, Academic Standards approved 50 courses in the following designations: Social and Behavioral Sciences, Fine Arts, Humanities,



Awareness of diversity has been strengthened through a new graduation requirement.

Approved Electives, and Special Electives. Approved courses are marked as such in the degree grids contained in the Catalog for student reference. In fall 2006, faculty began submitting courses for consideration through the Curriculum Committee.

Harper's Diversity Graduation Requirement was designed to help students become more aware, appreciative, and understanding of perspectives of cultural groups other their own; to better articulate Harper's curriculum with the General Education requirements of transfer institutions; and to make the curriculum more reflective of Harper's diverse district.

Finding 4C.4

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

Extracurricular activities such as clubs and organizations, teams, performances, and other activities enable students to enrich their educational experience. Students exercise intellectual inquiry beyond the traditional classroom and gain practical experience in their majors through internships, on-campus laboratories and clinics, field work and field trips, independent research, observations, mentoring programs, travel, and participation in performance and presentations. These experiential auxiliary opportunities help to develop the whole student.

Field Work

Many courses require field trips or field work. One example is in the Architectural Technology Program, where students visit a construction site and take photographs over a period of four weeks. They must speak with the contractor, observe construction, and comment on each photograph. Another example is Anthropology 250-251, where five or six students participate in a summer archeological dig. Other programs include biology, astronomy, geology, fire science, art, interior design, nursing, radiology, nursing assistant, dental hygiene, dietetic technician, health careers, and plant and park science.

Observation Hours and Mentoring

The Child Learning Center (CLC) is a child-care facility licensed by the Illinois Department of Children and Family Services and accredited by the National Association for the Education of Your Children. The CLC is a preschool and extended care preschool for children ages three to five of students, staff, and the community. Sixty to eighty students per semester use the CLC for mandatory clinical work.

Education students are required to complete clinical experiences at area elementary and junior high schools where they observe teachers and provide academic assistance to children. In some cases, students are given the opportunity to teach in the classroom. Students are required to spend one to two hours per week in their assigned classroom; nearly 100 students participate each semester. Applications, background checks, and character references are required. Many area schools will not place Harper students in classrooms with newer teachers. This, coupled with increased enrollment in Education, has made student placements difficult.

DISTINCTIVE

LEARNING-FOCUSED

CONNECTED



Small Works is a national juried art exhibit held at the College.

CONNECTED

DISTINCTIVE

CONNECTED

Independent Research through National Science Foundation Grants

A new and enriching option for independent research involves National Science Foundation research grants given to chemistry. Since 2005, the chemistry department has offered opportunities for selected students to perform authentic, independent research. This was the first grant of its type offered to community colleges. Faculty mentors work collaboratively with students to develop a research question that is mutually interesting and student-appropriate. The goal is to build students' confidence and abilities as they seek to find results that can be published in professional and academic journals. During 2006-2007, 10 chemistry students performed research, attended seminars which allowed them to present their work, visited research centers like Argonne National Laboratories, traveled to four-year research institutions for short courses on more sophisticated instrumentation, and secured summer research fellowships and internships. See Finding 3D.3 for detailed information.

Experiential Education in the Arts

Student involvement in visual or musical performances is another way in which students' educational experiences remain relevant. From plays to symphonies to art collections, there is an array of cultural and performing arts available to students. The Performing Arts Center is the perfect venue for students to learn firsthand about acting, directing, costuming, and scenery design. Music students work side-by-side with professional musicians and theater students train with professional actors.

Art Collection

Harper College has one of the largest public art collections in Chicago's northwest suburbs. The art collection contains two- and three-dimensional works that serve as an educational and cultural resource for students and the community. The collection, valued in excess of \$1.2 million, contains more than 250 pieces, ranging from work by Picasso, the Chicago Imagists, and Singer, to local artists Michael Brown and Richard Hunt. Through acquisitions recommended by the Foundation Arts Committee, composed of art faculty, the Dean of Liberal Arts, and community members, and approved by the Foundation Board, the collection continues to develop. The Harper College Educational Foundation owns and manages the collection and organizes an annual national juried art exhibit, *Small Works*. This exhibit highlights the work of artists from across the country and gives students and community members a snapshot of what is happening in the art world. The event includes a reception for Foundation contributors, sponsors, members, art students and faculty, and community members.

Fashion Show

The Fashion Show, the Fashion Design Department's capstone learning experience, takes place each May and has been an annual event for more than 30 years. The show features students' original designs and students work with all facets of production, thus providing a true life experience. The show involves 150 students from various Fashion Design classes and has included the Art, Music, Theatre, and Plant Science students and faculty to help stage the show. The evening show has drawn audiences in excess of 600 people.

The Athletic Program

Athletics provides a crucial link for students to continue their education while competing in their chosen sport. The lessons the athletes learn from coaches and from participating on teams provide the real-life experiences that help to guide future leaders and professionals. There are 13 teams, including men's and women's cross country, track and field, soccer, and basketball; men's wrestling, baseball, and football; and women's volleyball and softball. Over 300 students participated in athletics in 2005-2006. Harper is a member of the National Junior College Athletic Association (NJCAA) and the North Central Community College Conference (N4C).

The football team won two NJCAA championships in 2003 and 2004. The wrestling team took their third NJCAA title in 2006. All teams have won various N4C and NJCAA regional championships. Some of the most recent accomplishments in 2005-2006 include: Women's Volleyball, fourth in nation; Women's Track and Field, third in nation; Men's Track and Field, second in nation; Men's Soccer Region IV Champions; Men's and Women's Cross County Region IV Champions (seventh and eighth at Nationals); and Men's Basketball, third in nation. Local coverage of Harper athletes in the press brings recognition to Harper. Many Harper athletes have later participated at the four-year university level on athletic scholarships, and some have continued on to careers in professional athletics.

The Honors Program

The Honors Program serves students who welcome academic challenge and enjoy immersion in meaningful projects. The program takes an existing course section and designates it as an Honors section open only to Honors students. Students who want Honors status on their transcripts and diplomas must graduate with 12 hours of Honors credit; take the Honors Colloquium HUM/HST 105 course; and maintain an overall grade point average of 3.25. The Honors Society provides optional cultural outings and service-type opportunities for students. In spring 2007, there were 125 active Honors students. This number has remained fairly consistent over the years. See Finding 4A.4 for additional detail.

Phi Theta Kappa

Phi Theta Kappa (PTK) is the International Honor Society for two-year colleges. Members must have a cumulative 3.5 GPA and at least 12 credit hours to join. For the past few years, more than 125 new members have been inducted each semester. PTK usually schedules three major service activities a year, and PTK members benefit from transfer scholarships designated for this group. PTK members transferring to Elmhurst College can receive as much as \$12,000; Lake Forest College offers up to half-tuition for members. In 2006-2007, some students were invited to attend DePaul, Elmhurst, Loyola, and the University of Illinois at Chicago, as well as other schools. See Finding 4C.5 for additional details.

International Studies Program

International studies offers both curricular and co-curricular opportunities centered on global and diversity issues for students, faculty, staff, and the community. The program helps to expand students' awareness of current international issues through special events. The International Studies and



Harper athletic teams are nationally ranked.

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Study abroad experiences enrich learning.

Programs Committee has organized and hosted two full-day colloquia on China and Africa, a four-part series on the War on Terrorism, and five symposia over the past two years on various international issues: the Iraq invasion, the USA PATRIOT Act, immigration, peace and patriotism, and most recently, Syria.

The program also supports professional development for faculty and provides short-term study-abroad student classes, most recently to Greece, France, and China. Harper is a charter member of the Illinois Consortium for International Studies and Programs (ICISP), which provides semester-abroad study programs for Illinois community college students in England, Austria, Australia, China, France, and Costa Rica. Resident credit programs are offered in Mexico and short-term study tours are offered in China, Italy, and Germany.

Particularly relevant and current perspectives are offered to students through visiting lecturers and professors. In spring 2001, Harper and the College of Lake County cosponsored a three-week visit by storyteller, lecturer, and performer Ignatius Mabasa, from the University of Zimbabwe. Over the past 10 years, Harper has shared a number of Fulbright Scholars-in-Residence with College of Lake County. The first two were Dr. Yi-Qing Liu of the University of Peking, in 1999, and Professor Dumisani Moyo of the University of Zimbabwe. Dr. Liu provided insight into China's culture, language, politics, and people. Professor Moyo lectured in numerous classes on both campuses and made several presentations to local civic groups. During spring 2005, Harper hosted another Fulbright scholar, Professor Ederson Zanetti, a Brazilian environmental scientist from the University of Parana, Brazil.

In spring 2007, Dr. Mohamed Aafif of the Department of History at Mohamed V University in Rabat, Morocco spent four weeks at Harper as part of the new Fulbright visiting specialists initiative titled "Direct Access to the Muslim World." Dr. Aafif assisted faculty in internationalizing their curricula and worked with faculty to design new courses and offerings with substantial Middle Eastern/North African content. Dr. Aafif also made presentations on Islam, democracy in North Africa, and the challenges faced by Muslim countries in their pursuit of modernization. The program achieved its purpose of intensive lecturing, public outreach, and consultation with both campus and community constituencies.

Study Abroad Courses

Students can supplement their education outside the classroom through innovative study abroad programs developed by Harper faculty. Each course runs for about three weeks in the summer and students earn elective credit. These classes offer the extraordinary opportunities to study abroad while at a community college. Students complete assignments before and during the trip. The minimum enrollment is fifteen students, and the student cost is about \$3,000 depending upon travel location and associated costs.

The 2004 China study trip included visits to Beijing to tour such famous historical and cultural sites as the Great Wall, Emperors' tombs, the Forbidden Palace, Temple of Heaven, and Tiananmen Square; to Xi'an, to see the terra cotta warriors from the first Chinese Emperor's tomb, Buddhist temples, and pagodas; to Suzhou, to visit gardens, ordinary residences,

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and other sites; to Nanjing; and finally Shanghai, both of which featured stops at many important cultural sites and areas.

The American Experience in Paris study tour focuses on the experience of such American writers, artists, and thinkers as Hemingway, Fitzgerald, Gertrude Stein, Kerouac, Ginsberg, James Baldwin, Richard Wright, Josephine Baker, and Henry Miller. By visiting literary and cultural sites and then writing about works of these authors, students experience and contemplate their own perspective of Paris, in combination with the Paris of these esteemed writers and artists.

These classes allow students to gain a better understanding of different cultures, themselves, and the larger world in general. In the process, they become more independent and better-informed global citizens with an expanded view of the world.

Educational Opportunities through the Student Activities Department

Student Activities provides oversight for clubs and organizations. This comprehensive program includes a college/community program of lectures, concerts, films, special events, and other programs sponsored by the student Campus Activities Board; student publications including the College newspaper, *The Harbinger*, a literary and visual arts publication, *Point of View*, an FM student radio station, WHCM (88.3 FM); free legal, financial, and medical advice; student government; and a program for student leadership development. Co-curricular activities represent multiple opportunities for students to expand their capabilities. Students are also exposed to nationally known authors and experts in a variety of fields through curriculum infusion experiences.

Student Organizations

Student organizations require a greater level of student commitment than do clubs. Organizations include *The Harbinger*, *Point of View*, WHCM, Speech Team, Student Senate, and the Student Budget Committee, among others. The activities of a few of the student organizations are provided below. The activities of these organizations give student members relevant experience.

Student Senate: The Student Senate is the organization through which students are represented to the Trustees, administration, and faculty. Members are responsible for recommending the Student Activities budget. They also act upon student concerns, appoint students to shared governance committees, review and recommend changes in College policy, recognize student clubs and organizations, and promote student welfare. The executive board and the student trustee are all elected each spring by the students. A three-member student election committee oversees the election process, counts ballots, and announces the winners.

Student Budget Committee: Every March, Student Activities forms a Student Budget Committee of five students from a variety of clubs and organizations to determine how Student Activity Fees will be spent the following year. Students have always been involved in the budget process and in deciding how these fees are spent. The 2006 committee included representatives from



Student organizations connect students and encourage involvement.

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the Honors Society, Latinos Unidos, Student Senate, PTK, and the Chemistry Club. They reviewed the budget process, examined approximately 50 budget requests from clubs, organizations, and services for more than \$840,000, and discussed reductions to meet a \$697,000 projected annual budget. This process provides a unique opportunity for students to work collaboratively to allocate funds for a wide variety of activities and services. See Finding 1E.2 for additional information.

Point of View: This student publication is an annually published magazine. Each year, students submit applications and are interviewed by the Campus Activities Board, which chooses two student editors to oversee its production. Student editors gain professional experience as they collect submissions and organize the publication.

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Speech Team: In 2005-2006, the Speech Team sponsored six different on-campus events, ranging from a Poetry Night to performing for Speech 101 classes. The team also participated in eleven off-campus tournaments. Harper's Speech Team placed third in state and was the regional champion. At national competition, they placed sixth out of 67 schools and became the national champions in three areas: Prose Reading, Speech to Entertain, and Parliamentary Debate. The Debate Team won its first national championship. This excellence underscores the quality of training and experience students are receiving through this organization. There is an annual scholarship administered by the Educational Foundation which is made possible by team alumni.

Student Clubs

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Student Activities offers a wide range of student clubs including Formulator, a student-run business; Latinos Unidos, and the International Students Club; the Harper Dance Company; and Harper Students for Environmental Awareness. Each year, there are approximately 40 clubs and eight organizations, and, since 2000, annually 1,100 to 1,900 students are involved in clubs and organizations. The number of students fluctuates as membership changes with a club's popularity and timeliness, but an all-time high of 1,900 students were involved in 2004-2005. A number of clubs, such as Latinos Unidos and the Indian/Pakistani Student Association, are also connected with Harper College's Center for Multicultural Learning, and these clubs sponsor open events and cultural performances that enrich the campus community.

eXcel Leadership Program

The eXcel Leadership Program is designed to help students discover and build their personal leadership styles and strengths. Through a series of eight monthly interactive half-day sessions, students explore such topics as What it Means to be a Leader, How to Work with Diverse Groups, and How to Make the Best Use of Strengths and Minimize Weaknesses. For the past 12 years, Student Activities has sponsored this award-winning program. The program has received a Foundation grant for the past three years. Based on year-end overall program evaluations, 93%-100% of the participants report increased confidence in their ability to serve as a leader, a better sense of self-knowledge and awareness, and an improved awareness of leadership skills.

Cultural Arts Programming Sponsored by Student Activities

There are many low-cost or no-cost events for students and community members funded in part by activity fees. In 2005-2006, 46% of such events were free. Admission is charged for some events to help recoup costs and enable Student Activities and the Cultural Arts Committee to continue to bring cultural events to the campus. These include music performances, dance performances, concerts, comedians, and lectures. Recently, the Committee has sponsored Frank Abagnale Jr., author of *Catch Me If You Can*; Augusten Burroughs, author of *Running With Scissors*; dinosaur expert Dr. Robert Bakker; physicist and author Brian Greene; forensic scientist Dr. Henry Lee; and author T. Coraghessan Boyle. In many cases, guests visit discipline-related classes.

Other Department-Sponsored Programs and Events

There are many other department programs and events provided for students throughout the College. A few examples are listed below.

Ethics Bowl

Named after the Intercollegiate Ethics Bowl, a national competition in which teams of students are asked to think about events that raise important ethical questions, the philosophy department began the Ethics Bowl in 2005. Harper College has also hosted the Upper Midwest Regional Ethics Bowl, and three Harper teams competed against 14 teams from 12 four-year schools. Harper faculty served as judges and moderators for both the campus-wide Ethics Bowl competitions and for the Upper Midwest Regional Ethics Bowl. Participants are exposed to important current issues which raise ethical awareness and sensitivity and increase critical thinking. Some competitions have been public, allowing audiences to listen to and think about these important issues.

“Consider This. . .” Discussions

Formerly known as Socrates Café, the Philosophy Department began this event in 2002. For “Consider This. . .,” faculty work with students to develop a question and some introductory material. Examples of topics include: Why Do We Search for Love?; Is Business Ethics an Oxymoron?; Democracy, Public Opinion, and Justice; Downloading Music: Right or Wrong?; The Mock Retrial of Socrates; Capital Punishment: Justice or Murder?; and Racism in America: Fact or Fiction? The average session attendance has been 100, made up of students and community members.

Wellness Week

Wellness Week is facilitated by Health and Psychological Services and has been an annual event for over 25 years. The event began as an employee and student health fair and has since expanded to include three days of health education, promotion, and activities. See Finding 4A.2 for additional detail.

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Student Activities and the Cultural Arts Committee bring cultural events to campus.

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Finding 4C.5

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

The College is aware of the importance that curricular and co-curricular activities bring to students, faculty, and staff as they engage in community service, service learning, and other socially responsible activities. Social responsibility is modeled by a number of activities undertaken by individual students, student organizations, faculty, and staff.

The Harper College Mentor Program

In 1992, Psychology faculty, Student Activities, and elementary school District 15 developed the Mentor Program, an organized service program to assist local elementary at-risk students who needed educational, social, and emotional support. Students are now placed in 26 different elementary schools and in elder care, hospice, and mental health facilities. The goal has remained essentially the same: to assist individuals within the Harper District who are in need of social/emotional support, instructional support, and educational assistance. Through this program, students enhance their course work, apply classroom knowledge, work with a variety of professionals, and make differences in individuals' lives.

Between 150 to 200 Harper students have served as mentors each semester since 1992. To participate, Harper students must complete an application and background check, and compose a personal essay detailing reasons they have chosen to participate. Students make weekly 90- to 120-minute visits to their assigned school or organization.

Conversation Café

Conversation Café exposes international students to a wider cross-section of students. Formerly known as Connections Peer Mentoring, the program facilitates the integration of international students into the larger College community. International students and native speakers gather in larger groups to share their culture and practice English. It was established with support from a Resources for Excellence grant, funded by the Foundation.

Community Service from Honors Students and Phi Theta Kappa

Community service is an important part of the Honors Program and PTK. Recent student activities have included visiting an assisted-living facility for the elderly, organizing roadside cleanups for the Adopt-a-Highway program, preparing and serving meals for the homeless at the Inspiration Café. The group also conducted several campus food drives for the Schaumburg Township food pantry, restocked libraries ravaged by Hurricane Katrina through a book drive, and provided textbooks for college students who lost everything. PTK has provided a day of help and support for residents of a domestic violence shelter.

A Volunteer and Service Organization:
MOVE (Motivating Others to Volunteer)

MOVE was formed by students to promote engagement in service. The group was active from 2002 until 2006 and made many positive contributions to the College community. MOVE members organized and participated in fundraisers such as Relay for Life and volunteered with community agencies such as Home of the Sparrow, The Clearbrook Center, Children's Health World, United Way, and Special Olympics. MOVE members also volunteered to assist with various programs and activities on campus, including Black History Month, and ushering at arts and entertainment events. Efforts are underway to revitalize MOVE.

A Group Effort: Katrina Relief Rally

A two-hour Hurricane Katrina Relief Rally held in the Quad on September 20, 2005 helped raise \$1,500 for America's Second Harvest, well above the established goal of \$1,000. The event was sponsored by Student Senate, the Campus Activities Board, and the Music Department, and featured a reggae band and a music department guitarist and instructors. Approximately 250 students, staff, and faculty attended the event. The Foundation gave \$10,000 for scholarships to dislocated Katrina victims who were living with relatives in the community.

Faculty Promotion Process – Civic Involvement

Faculty evaluation, tenure, and promotion processes support service and social responsibility. Promotion guidelines place particular importance on institutional and community service.

Section D:

Responsible Conduct in Development of Knowledge

Finding 4D.1

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

The College articulates and distributes clear policies and procedures about acceptable conduct, academic integrity, and ethical standards to its internal constituencies. See Finding 1E.3.

The Student Code of Conduct

In May 2002, the Student Life Committee approved revisions to the Student Code of Conduct and Dispute Resolution Procedures. This document can be found in the Catalog/Student Handbook and can be accessed at the Student Affairs link on the MyHarper portal. The policy covers student rights, including the "right to express their opinions as to the fair treatment of their academic achievements, such as the grading process." Student academic complaints that cannot be resolved through instructors, department chairs, or Deans are forwarded to the Vice President of Academic Affairs for resolution. In addition to student complaints, the policy covers violation of the Student Code of Conduct. Such violations include, but are not limited to, possession, use or distribution of an illegal or controlled substance; theft of property or services; and disrupting the peace, the education process, or related activity. The

College encourages students, faculty, and staff to resolve disputes informally whenever possible, but outlines a process for resolution.

Several dispute resolution options are available to students, depending on the severity of the complaint. Students may agree to an informal resolution of the alleged violation or choose a formal hearing before a Resolution Board. Depending on the outcome of the resolution, students may be found responsible or not responsible for violating the Student Code of Conduct. If the student is found responsible for violation, sanctions may be imposed. Sanctions range from community service to conditional enrollment to suspension or expulsion. An appeal process is included in the policy. The College also offers students the option of meeting with the College ombudsperson as an informal means of resolution. The College maintains a third-party contractual relationship with an attorney who functions as an ombudsperson, although those services have not been required during recent years. The ombudsperson is paid only when services are required, and payment is through grant funds, to allow absolute objectivity.

Over the past 10 years, the number of conduct code violations has risen. During 1996-1997, 12 code violations were reported, compared to 32 violations in 2005-2006. Possible reasons for this increase might include more widely available means of academic dishonesty; increased enrollment of students with a history of behavior or conduct issues; or simply increased reporting of incidents, resulting from outreach to raise awareness of procedures for reporting violations. This issue is one which merits close attention and further investigation by the appropriate College personnel.

The Academic Honesty Policy

The College has a well-defined Academic Honesty Policy in the Catalog and Student Handbook, which is also available on the College Web site, the Faculty Handbook, and on the Student Affairs Web site. The Academic Honesty Policy deals with such problems as plagiarism, cheating, and ethical violations. Faculty members report academic honesty violations to the Vice President for Student Affairs (VPSA) Office. That office sends the student a letter about the charge and the appeals process. The VPSA Office also keeps a centralized record to help identify students who may show a pattern of academic dishonesty so that appropriate additional sanctions may be applied.

The number of cases has increased partly due to more widely available means of academic dishonesty and to increased outreach efforts explaining academic dishonesty policies and procedures. However, not all cases are formally reported, and, therefore, these numbers may under-represent the total number of cases. In 1996-1997, one case of academic dishonesty was reported to the VPSA Office. In contrast, during 2005-2006, 51 cases were reported.

In the past year, the Assistant Vice President of Student Affairs and the Associate Vice President of Academic Affairs for Career Programs have reviewed individual program handbooks to assure that they are consistent with the College's student conduct policies and procedures.



Academic honesty policies are well-defined.

State-Mandated Ethics Training

Illinois imposed mandatory ethics training for all state employees in 2006, and Harper employees completed the required training. It is the College's position that employees are given direction from a locally elected Board of Trustees, and not the state. Therefore, College employees should not be subject to this requirement. This position is still under dispute and until it is resolved, College employees will continue to complete the required ethics training.

Addressing Plagiarism in Instructional Settings

The Library offers seminars in research techniques and appropriate use of sources and materials for various courses. Availability of these sessions is communicated to faculty during division meetings and is posted online.

Writing Center staff may encounter plagiarism and alert the student writer about the problem and possible consequences of violating the Student Conduct Code. Further discussion typically includes suggestions for repairing the problem and avoiding it in the future. Specialists may also refuse to assist the student further until the plagiarism is corrected. Writing Center staff generally do not report such incidents to faculty or file student conduct violations.

When consulting with faculty about plagiarism confirmation, writing specialists have suggested submitting suspicious text through Google.com, which often confirms cut-and-paste appropriations identified through string quote searches. Most recently, the Writing Center, in collaboration with faculty, DoIT, and the IT Committee, purchased a license for Turnitin.com. This service allows faculty to submit student papers electronically for assessment on originality. The ESL / Linguistics Department specifically addresses the need to educate students from other cultures about plagiarism, including an easy-to-understand pledge form signed by all students.

Addressing the Proper Use of Technology

There is a Netiquette Statement, available on the DoIT Web site and Blackboard sites, clearly defining the expectations for maintaining a positive environment. Faculty are also given a similar statement. Computer lab rules and policies about appropriate ethical and legal use of equipment, data, and materials are posted in each computer lab and included in the Computer Lab Assistant Manual. Students enrolled in CIS classes are required to sign an agreement to abide by lab rules. Guidelines related to the acceptable use of Harper College Technology and Information Resources are posted on the MyHarper portal.

Copyright and Fair Use Policies

The College exercises diligence to ensure that licensing and copyright laws are followed. Student Activities adheres to licensing and copyright guidelines when renting films; the radio station also follows these guidelines. IT monitors the purchase and installation of software and requires approval for any requests for conversion of media. The Board's Policy Manual, Section 13.00.00, Item 13.14.00, addresses the topic of fair use of copyrighted works, and the *Faculty Handbook* includes statements regarding copyrights and patents in the Fair Use Policy. The Library posts a page on its site for copyright and fair use information that is also referenced on DoIT's site.

Intellectual Property

Intellectual property and copyright guidelines fall under the Board's scrutiny as outlined in their Policy Manual. At present, there is an ad hoc committee that is reviewing the guidelines so that they accurately reflect appropriate use. This committee is made up of the Vice President for Administration, three faculty members, the Director of DoIT, and the Dean of Liberal Arts. The committee continues its shared work to streamline how property issues will be resolved. Resolution is expected in fall 2007.

Finding 4D.2

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

Privacy of Records

Two national laws govern privacy guarantees at the College, and the College complies with both of them. The Health Insurance Portability and Accountability Act (HIPAA) deals with health issues. The Family Educational Rights and Privacy Act (FERPA) sets guidelines for student information and who may access it. HIPAA and FERPA information is explained in the College Catalog and on the Harper Web site.

The Dean of Enrollment Services and the Coordinator of Student Records regularly present workshops to familiarize faculty and staff about the right to privacy, and the Deans review the same information in faculty sessions. The College, for example, has eliminated using complete Social Security numbers as student or employee identification. Instead, only the last four digits of the number are used.

Background Checks and Other Requirements

All new employees are subject to a background check that is completed by the College police. Additionally, reference checks are completed on all new hires as a standard part of recruitment and hiring. The Deans' Council, in conjunction with HR, recently developed a form that is completed when academic hires are made. The form is a checklist that certifies that all the paperwork is done, that the appropriate degree is verified, and that background checks have been initiated. In certain academic disciplines, students are required to undergo the same background examinations. In health careers, for example, students must pass certain health screenings and have CPR certifications, and among education students who will complete internships in public schools, background checks are routine.

The Environmental Health and Safety Procedure Manual Safety policies and procedures for science labs and other labs are explained in the *Environmental Health and Safety Procedure Manual*. For example, chemistry and biology labs are covered under the Laboratory Standard. Disposal of toxic waste and other safety procedures are covered by the Hazard Communication Standard.

Laboratory Safety and Chemical Hygiene

The Laboratory Safety Subcommittee discusses safety issues, waste management, and safety training for students and faculty. The committee

consists of lab managers, department chairs, and at least one faculty member from Chemistry and Biology, along with the Manager of Environmental Health and Safety. This group developed and regularly updates the Chemical Hygiene Plan (CHP) as required under OSHA's Laboratory Standard.

Chemistry – An Example of Safe Laboratory Practices and Collaborative Problem-Solving

Laboratory safety in the chemistry department is monitored and reinforced diligently. All new full- and part-time faculty receive laboratory safety training, including hands-on fire extinguisher training, as well as copies of the Lab Standard and CHP. The chemistry department has hosted four national laboratory safety workshops presented by the Laboratory Safety Institute. Every three years, faculty and staff participate in a safety training workshop developed and facilitated by the department's laboratory manager, who also serves as the chemical hygiene officer (CHO). This individual has undergone extensive laboratory safety training with the Laboratory Safety Institute, the American Chemical Society, and the National Safety Council and has obtained an Advanced Safety Certificate and CHO status.

A prominent example of attention to safety regulations is how the Chemistry department makes sure that students understand and follow lab safety standards even though this training is not required by the Laboratory Standard. There is a regular safety orientation that includes videos, safety discussions, a written safety evaluation, and a signed safety agreement. In addition, safety goggles and proper attire are required at all times, and faculty and students discuss safety precautions and proper disposal of waste before each experiment.

The College experienced challenges in lab safety in the Avanté Center. Fume hoods alarms sounded, indicating a malfunction was taking place and was releasing organic solvent odors. Engineers who designed and installed the ventilation system investigated the problems and made adjustments, and hoods are operational. To make sure future problems did not happen, faculty and staff, the Director of the Physical Plant, the Manager of Health and Environmental Safety, and the engineers and architects developed a plan to improve the ventilation in the bench labs.

Conduct of Research Studies

The Office of Research is responsible for conducting and coordinating all institutional research. Surveys and other research are conducted on campus by other departments or individuals who are required to follow guidelines for responsible conduct of research. These are not experimental projects that involve human subjects in controlled laboratory settings, but rather, they are survey or testing projects. Procedures for these projects are typically handled on a case-by-case basis by individual faculty or staff members, with minimal oversight. Generally, permission to use signoff forms must be completed. There is discussion about forming a review board, but there has been no action taken at this point. See Finding 2C.2 for specific detail.



Harper has clearly articulated laboratory safety policies and procedures.

Criterion Four Summary

The administration faculty and staff are passionate about teaching and learning and are continually seeking to acquire knowledge and enhance skills. The College is committed to a life of learning through an extensive professional development program that includes on-campus workshops, seminars, and courses for professional growth and development.

Faculty and staff are continuously involved in advancing the institution and enhancing the educational experience for students. Efforts to provide, monitor, and supplement educational opportunities are broad and far-reaching. General education and career programs are continually assessed, and the results are discussed and applied to improve instruction. The 2004 assessment model has provided a standardized assessment of instructional programs, student services, and support units. Evaluation of curriculum for currency and relevance involves many external methods of assessment including accrediting bodies, articulation partners, and advisory committees.

Educational opportunities and activities are available that value diversity and support respect for all people. An educational environment that values multiple points of view, as well as creative expression, is a hallmark of the campus. The College is well-positioned to serve its increasingly diverse student population and community through innovative programming and responsive services.

Harper College takes pride in:

- *An ongoing commitment to excellence in education.* High pass rates on certification exams and other measures of student learning are a result of this commitment. In addition, such activities as the Honors and International Studies Programs, cultural arts programming, and successful athletics and academic teams enhance learning opportunities. DoIT resources support exemplary online instruction and multimedia productions.
- *The value placed on a life of learning.* The College provides a variety of student scholarships. Faculty and staff learning opportunities are supported institutionally by an array of resources that promote continual professional development. Commitment to diversity and multicultural learning initiatives are a priority.
- *The relevancy of its updated curriculum to meet industry and student needs.* New degree and certificate options, state-of-the-art courses, and new instructional modalities have been developed to meet student needs.
- *A strong commitment and dedication to assessment and program improvement.* The faculty have supported and embraced student outcomes assessment, and general education assessment has been enhanced and measured across the curriculum.

- *Extensive experiential and auxiliary educational opportunities.* A variety of clinical, lab, internship, and externship opportunities enhance student learning.
- *Support of social responsibility for faculty, staff, and students.* Employees and students actively support their community through volunteer work with local service organizations, nonprofit groups, and charitable organizations.

Harper College is challenged by:

- *The limited communication between Advisory Committees across disciplines.* The ability to share information between Advisory Committees is inconsistent.
- *The increasing number of student conduct violations.* An increasing number of academic honesty issues need to be addressed.
- *Intellectual property issues which become increasingly important as distance learning opportunities expand.* Ownership of classroom materials has blurred as courses are offered in distance formats.
- *The need for policies pertaining to research.* The College participates in a variety of research-oriented activities like the National Science Foundation grant. Policies for conducting research need to be consistent and institutionalized.

Harper College will address the following issues:

- *Expand opportunities for Advisory Committee to communicate.* The College currently sponsors an annual Advisory Committee Dinner that could be used as a means of sharing information between Advisory Committees. Also, access to Advisory Committee minutes could be available campus-wide.
- *Use online resources to build student communities.* Researching and implementing virtual communities that allow students to connect with the College is recommended.
- *Provide interventions to decrease student conduct violations.* This includes developing a plan of action to address academic honesty issues and training faculty and staff to address conduct issues.
- *Investigate whether processes for research conducted by faculty, staff, and students need to be established.* Clear definitions and parameters are needed to determine what constitutes a research project. Policies of other educational institutions will be reviewed to determine their applicability to research done at Harper.



Harper adopted this award winning logo for all sports teams in 2006.

CRITERION FIVE

Learning
Engagement



Mission
Acquisition
Future

Engagement and Service

Harper Self-Study
Higher Learning Commission

"We are all dependent on one another, every soul of us on earth." George Bernard Shaw

Section A. Knowledge of Constituencies and Their Needs

Finding 5A.1

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

Student demographics have changed over the last 10 years as students have become more ethnically diverse. These changes are most noted in the increasing numbers of Asian and Hispanic students. The proportion of males has increased while the proportion of adult students has decreased. In addition, far more students with known disabilities are attending the College. See Findings 1B.1, 2D.1, and 3D.1 for specific detail. Table 5A.1.a illustrates the change in student demographics between 1997 and 2006:

Table 5A.1.a – Student Demographics

	Fall 1997 ¹	Fall 2006 ²	Difference
Ethnicity			
Asian or Pacific Islander	10%	12%	2%
American Indian or Alaskan Native	<1%	<1%	0%
African American	3%	4%	1%
Hispanic	13%	16%	3%
Total minority	27%	33%	6%
White	64%	59%	-5%
Other/Unknown	10%	9%	-1%
Gender			
Male	42%	44%	2%
Female	57%	56%	-1%
Unknown	<1%	0%	-1%
Age Group			
First Time In College (18 and Under)	13%	17%	4%
Young Adult (19-24)	37%	45%	8%
Adult (25 and Over)	49%	38%	-11%
Unknown	<1%	<1%	0%
Other			
Students with disabilities served ³	269 (1%)	741 (3%)	472 (2%)
Students with no known disability	26,275	25,074	-1,201

¹ Fall 1997 data from the Office of Research data files used for standard demographic program review reports (FY 2003 program review).

² All 2006 data is from Fact Book 2006, pages 67, 68, 69, and 74 except for counts of students with disabilities.

³ Office of Research data files of students with disabilities received from Access and Disabilities Services, fiscal years 1997 and 2006.

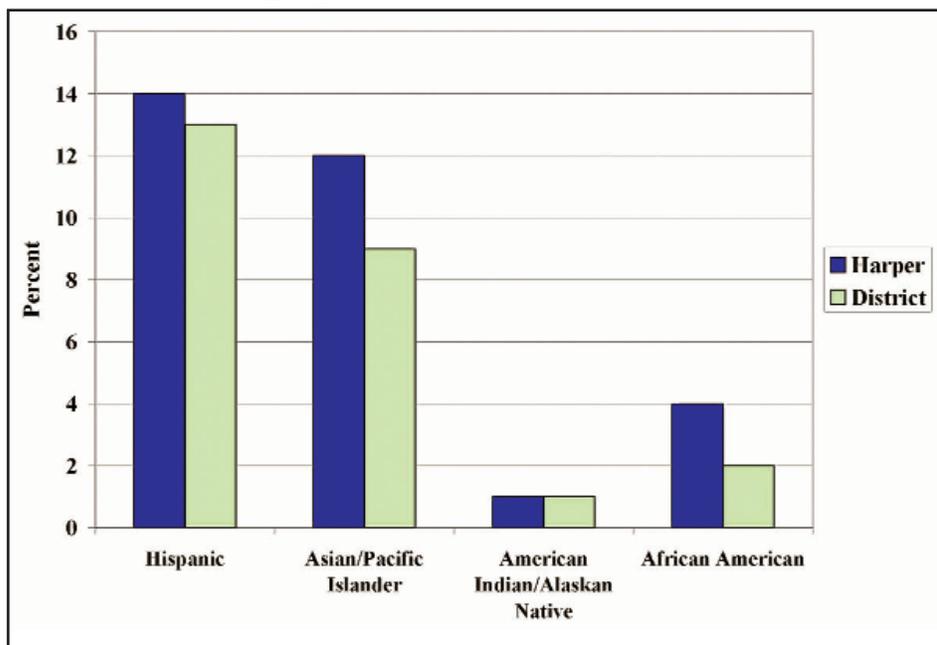
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Harper's student body has become more diverse.

Figure 5A.1.a illustrates that the number of diverse students at Harper meets or surpasses the District proportion of minority residents indicating that the College’s student population does reflect the demographic characteristics of the District.

Figure 5A.1.a – Harper District Demographics Compared to Student Demographics



¹David E. Ault, Professor Emeritus. Southern Illinois University, Edwardsville, Department of Economics Census 2000 update.
 Note total district population is less than reported in Fact Book 2006 due to differences in how district maps were created.

²David E. Ault, Professor Emeritus. Southern Illinois University, Edwardsville, Department of Economics Census 2005 update.

³Fact Book 2006, Table 22, page 68 from ICCB E1 Submissions (10th day enrollment).

Finding 5A.2
 Harper College carefully and successfully attempts to identify and learn from its community constituencies.

Harper’s constituency groups fall into many categories and no list can be completely exhaustive. The College’s constituency groups consist of all of its graduates, current or potential students, parents, employers, business organizations, and professional and community organizations. Furthermore, the College has responsibilities to other constituencies including taxpayers, governmental entities, legislative bodies, accrediting bodies, communities within the district, educational providers, and financial donors. See Finding 5A.3 for specific detail.

Assessing Community Needs and Perceptions

Harper uses a variety of formal and informal research and outreach methods to learn about the needs of the communities it serves. Usually, the Office of Research conducts surveys and studies; however, outside consultants are also used in this effort.

Environmental Scan

The Environmental Scan provides information on current trends at national, state, and local levels that may have an impact on higher education and on the College. Secondary data sources are used to compose the Environmental Scan, and new scans are produced on a three-year cycle with informal updates in intervening years. The most recent scan was completed in July 2006 by an outside contractor. The Institutional Planning Committee as well as the College administration use this scan to formulate strategies to guide the College through the changing environment. See Finding 2A.2 for specific detail. A complete copy of the Environmental Scan is available on the MyHarper portal.

Community Needs Surveys and Assessments

The College conducts comprehensive surveys on community needs; the community survey conducted in 1999, in particular, provided information that has helped shape the directions of the past decade. However, with the advent of a three-year survey cycle, a Community Needs Assessment now is conducted as part of a systematic research plan to determine unmet constituent needs. For example, the September 2004 survey was devoted to distance learning and employer training needs. With responses from 500 individuals, 40 businesses, and 10 governmental and not-for-profit agencies, the 2004 Assessment identified several important community perceptions and interests to assist in guiding the College. There was a high level of interest in online education for adults and traditional age students were more interested in general education classes. See Finding 2C.1 and 3C.2 for specific detail.

Special Focus Studies

Past research studies provided constituent input into decisions related to College developments and concerns. Studies have been conducted to gauge community interest in Adult Fast Track programming, baccalaureate education, on-campus housing, and training and educational services for businesses.

The initial investigation into baccalaureate education began in fall 2004. Focus groups were drawn from local residents to investigate the desirability of select baccalaureate degrees and on-campus housing. The findings concluded that there was little support for on-campus housing but substantial interest in being able to pursue four-year degrees at Harper. The groups were made aware that if baccalaureate degrees were offered, they would be in select fields where there was a workforce shortage; and teaching expertise was currently available at the College. This was followed with a telephone survey of employers in nursing and technology. Sixty-five percent were in favor of expanding Harper’s mission to include baccalaureate degrees. Since 2005, representatives from Harper have lobbied the state legislature to allow piloting of the degrees in select disciplines. Illinois law allows community colleges to offer only two-year degrees; therefore, the law must be changed before Harper can proceed with this effort. Despite the fact that this effort is different from the traditional model of a community college, it has been done in eleven other states. This initiative is consistent with the College’s mission to provide an excellent education at an affordable cost; however, the initiative does represent a considerable and controversial shift in state policy and College operations, causing some four-year institutions to lobby against the

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effort. Progress has been made, and, in spring 2007, the bill passed through the Illinois House of Representatives. To date, the bill has not passed the state senate. HLC accreditation at the baccalaureate level would be sought after state approval is obtained.

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Additional Learning through Outreach

In addition to formal research, other methods for ongoing constituent communication are utilized. These include direct involvement with community members, outreach to the business community, and close communication with high school administrators and counselors.

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Community Relations

A Community Relations Manager, with primary responsibilities for community outreach and engagement, demonstrates the commitment to engage with identified constituencies and communities. The manager coordinates community outreach efforts which are tracked with written feedback reports from community constituents. These reports contain detailed action items and help the institution gain insight into community needs, concerns, and overall perceptions. During individual meetings, mayors and chamber of commerce officials have expressed appreciation for Harper's proactive approach in reaching out and asking how their needs can be better met.



Community relations helps the College connect with many constituent groups.

The Community Relations Manager also organizes regularly scheduled Community Nights where local municipalities are hosted at the College for an evening of information sharing and two-way communication. These community outreach events are designed to foster stronger relationships between the College and municipalities within Harper's district. Seventeen of the 23 communities served by Harper have participated in a Community Night as of April 2007. Evaluations of these programs offer quantitative and qualitative feedback about the event, including recommendations for enhancing community outreach efforts and specific strategies the College should employ to seek and receive ongoing feedback.

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The College is active in civic organizations and community groups because administrators, staff, and faculty serve on nonprofit boards, chambers of commerce, and service organizations. Harper encourages these activities by strategically matching College representatives with appropriate community groups.

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There is a Speakers' Bureau at the College to provide links with the community. When groups need speakers, appropriate employees are identified and volunteer at no cost to either organization. This provides an excellent community connection, communicates key institutional messages, and obtains invaluable feedback about community needs and perceptions. The College Public Relations Department keeps a voluntary "Experts List" which is posted on the College Web site. News reporters can quickly access this list and contact appropriate individuals directly for their comments for their stories. Harper experts have appeared regularly in local newspapers commenting on a wide range of issues.

Outreach to the Business Community

Employers and business groups play a key role in identifying and affirming program development and expansion through such venues as career program advisory committees and the program review processes. Because all career programs are required to have an advisory committee that meets at least two times per year to discuss employment trends and graduate competencies, local business and industry leaders are asked to serve on these committees. Their feedback is used in program development, enhancement, and revision. Harper communicates regularly with its local business and industry partners through this venue. See Finding 4C.2 for additional information.

Additionally, Harper College for Businesses has conducted the Business Trends and Learner Research Project, which included 20 interviews with local business leaders and 115 interviews with local human resources managers. The project has resulted in a greater understanding of the evolving needs of the local business community and the College's role in supplying training and courses. With the general business climate and corporate profits improving, 2005-2006 was a time to enhance and redirect the business outreach efforts of the College in a more effective manner. The process began with the restructuring and formation of the Harper College for Businesses department. The research assessment has helped develop the strategic framework from which Harper College for Businesses can expand services through opportunities and more appropriate programming. The research also provided insight into how best to communicate with businesses and organizations.

Through the Community Relations Manager, the College has worked actively to strengthen its relationships with area chambers of commerce and small, mid-sized, and large businesses in district. College administrators and staff have been identified and matched strategically to serve as representatives to each of the thirteen chambers where Harper is a member. Participation on area chamber boards and attendance at chamber events affords a regular interface with the business community. In addition, the College's chamber representatives provide the institution with written reports from chamber events and meetings, which include detailed action items and potential opportunities for collaboration.

Communication with High Schools

Feeder high school districts are important constituent groups, and the Admissions Outreach office collects demographic data from these schools. The Northwest Suburban Education to Careers Partnership, comprised of representatives of the three local high school districts and the College, meets monthly to discuss issues related to the transition of high school students to Harper.

The Admissions Outreach office collects information about the local high school population and reports this information in the Community Profile on the MyHarper portal. Data comes from Harper's current student system and reflects information from student applications and transcripts. Admissions Outreach also maintains close relationships with district high school guidance counselors through scheduled visits and more formal high school counselor update meetings.

Additional Input into Community Needs and Program Development

Enrollment and Marketing and the Office of Research regularly conduct focus groups to determine helpful information for establishing new programs or adapting existing programs. Focus groups have been conducted with local business groups, adult students, and community-based organizations in the past two years. The College augments the direct constituent information with ICCB data, census data, academic research and reports, and other public and private sources. Employers and stakeholders also play a key role in identifying and affirming program development and expansion through such venues as Advisory Committees and the program development process.

Finding 5A.3

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

Current and former students are an important Harper constituent group. Harper routinely solicits and collects data from students in a variety of ways, through former and current student surveys, point-of-service surveys, and the Community College Survey of Student Engagement (CCSSE) survey to gain perspectives and data that can be used to assess the effectiveness of the College's educational programs and services.

Surveys of Former Students

All transfer and career program graduates are surveyed annually. They are asked to rate their experiences at Harper, their satisfaction with instruction and services, and how well they were prepared for future education (transfer graduates) or for their jobs (career graduates). See Finding 5D.1 for specific detail.

Surveys of Current Students

Student Opinionnaire of Instruction

Classroom surveys are given to students to gather information on their perceptions of courses and classroom instruction each semester through the Student Opinionnaire of Instruction (SOI). See Finding 3B.2 for specific detail.

Point-of-Service Surveys

Specific units of the College also survey students. For example, in 1999–2000, Student Affairs began revising existing point-of-service surveys which included gathering information not only about satisfaction with staff and services, but also about achievement of intended developmental outcomes. Another example involves the Career Center. After meeting with a counselor in the Career Center, students were asked if they had a better understanding of what is involved in making career or major choices. The Office of Research conducted the Student Affairs data collection and assists instructional units in surveying students for purposes of program review and accreditation efforts.

The Community College Survey of Student Engagement (CCSSE)

The CCSSE is a survey designed to provide community colleges with current information to make data-driven decisions and to target College plans for improvement. It was chosen as part of the College's three-year survey cycle. The CCSSE provides the student point of view about local conditions and perceptions in the College's classrooms. It also puts the data in a national context. For example, the 2006 CCSSE was administered to a total of 444 institutions, 38 of them like Harper College in terms of student population. At Harper, 1,001 students completed the survey according to a protocol described below. The national 2006 CCSSE cohort included close to 250,000 respondents.

The focus of the CCSSE is student engagement or the amount of time and energy students expend in their education. The survey includes multiple questions to evaluate the following general areas:

- The frequency with which students engage in activities representing good educational practice (participation in classroom discussions, interacting with faculty in and out of class, etc.).
- Whether students have used or plan to use different learning opportunities.
- Numbers of hours each week that students spend on college-related and other activities.
- How often students use academic and support services, and their satisfaction with services received.
- Perception of the degree of academic challenge at the College.
- Quality of relationships with others on campus.
- The extent to which their college experience has contributed to development of knowledge.
- Overall satisfaction with the educational experience at the College.

The survey was administered in February and March 2006 in randomly chosen class sections that included both day and evening sections and extension sites. Faculty members and Office of Research personnel administered the surveys, collecting completed surveys from 87 class sections. There were six over-sample groups, as allowed by CCSSE, to obtain information on particular areas of the College. Over-sample groups were chosen to focus on Access and Disability Services, Student Activities, the Center for Multicultural Learning, Advising and Counseling, Athletics, and Extension Sites.

The CCSSE results for Harper were at or near national benchmarks for the major areas in the survey: active and collaborative learning, student effort, academic challenge, student-faculty interaction, and support for learners. Despite results near national averages, these results are being used to determine what initiatives could be developed to increase and improve student engagement and learning. See the MyHarper portal for specific detail.

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Students provide valuable feedback via the CCSSE survey.

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Section B: Ability and Commitment to Engage
With Constituencies and Communities

Finding 5B.1

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

Communication between Harper and its constituencies is critical to the College and the community. Direct communication with Harper's community is routinely pursued by way of surveys and outreach to municipalities and high school personnel. During the past decade, the Web site has increased communication possibilities with individuals of all constituent groups, and marketing and advertising efforts have been used to increase general awareness of the College and to make specific educational options and programs more widely known to specific populations.

Web Communications

Harper's external Web site is an important communication tool for the College and the community. Maintained by the Division of Enrollment and Marketing, the Web site allows application, registration, and payment, with helpful links to the *Harper College Catalog and Student Handbook*, sample academic plans, semester course schedules, the Bookstore, and financial aid resources. Information about upcoming College events is also available. Information is organized under the major headings of Academics, Student Services, Continuing Education, Business Learning, and About Us. Each major heading is a hot link to information on that topic. E-mail access and important telephone numbers encourage community and student contact with the College.

Web registration has increased during the past five years, and Harper College remains committed to increased development and promotion of the Web site as its primary information source and community contact method. All of the 1,001 students who completed the CCSSE survey said that they accessed a computer regularly. Forty-five percent of students indicated that their main source of information about educational program requirements comes from the College catalog, Web site, or other publications. These results support the College's emphasis on developing the Web site as the first point of contact.

Development of *The Learning Life*:

Harper College's e-Newsletter

The Learning Life is a monthly electronic newsletter and an important part of improved Web communication. Marketing Services developed the newsletter in 2003, after the print newsletter, mailed to approximately 2,500 adult and prospective learners each month, ceased publication. The print newsletter was expensive and time-consuming to produce and mail. Starting with 1,500 subscribers in 2003, subscription to the electronic newsletter has grown to just under 20,000 as of February 2007.

The success of an electronic newsletter can be measured by tracking the open rate, which averages 32%. This means that on any given month, 32% of the people who receive the e-mail newsletter open it. Further success is measured by electronic tracking of the click-through rate, which is 3.5%. This rate refers to the number of people who clicked through to at least one link.

The dynamic aspect of e-mail allows a person to take more than one action on an e-mail with multiple links. In fact, the duplicated click-through rate is approximately 10% per issue. With the national response rate for a successful direct postal mail campaign at only 1%, the efficiency and success of electronic communication like the newsletter is preferable.

Communication in the Press

In spring 2002, two full-time positions, Director of Communications and Public Relations Specialist, were created to promote the College to district residents through print media. This media relations team coordinates crisis communication in the event of an emergency and communicates key messages by providing news tips to the media. There have been more positive articles than negative ones in the media, and this is a hallmark of successful communication with print media sources. For example, Harper-related press activity in 2006 gives a sense of media relations activities. There were 328 total news stories of which 302 were positive, 10 were neutral, and 16 were negative. During that year, 44 College tip sheets were distributed to the local media. Additional story placements are coordinated by public relations and information specialists in Student Activities and Athletics.

On-Campus Communication with Students

Even with increased communication through the campus Web site, communicating important information to individual students and groups of students on campus remains a challenge, as the size and complexity of the campus has increased. Students can find assistance at the information desk on the ground floor of Building A. Bulletin boards, posters, directional signs, literature racks, and closed-circuit television broadcasts provide students with additional information. During Welcome Week, special information desks are staffed at entrances of Buildings L and J and the Avanté Center. In addition, the Ask Me campaign helps students by positioning staff at central locations on campus to respond to student questions. The Center for New Students' Walkabout Program is an additional on-campus student outreach effort. See Finding 3D.1 for specific detail.

Plans also have been developed for information kiosks and cross-training office staff, but the College has not yet implemented these measures. With 37% of students in the CCSSE survey indicating that their main source of information about educational programs is through an advisor, counselor, or faculty member, the College must remain attuned to the importance of interpersonal communication as critical to student success.

College Marketing and Advertising as a Form of Communication Enrollment and Marketing was formed in 1998, and has responsibilities for Marketing, Admissions, Registration and Records, Scholarships and Financial Assistance, and Business Outreach. The various media used by Marketing includes print materials, Web site information, promotions, radio and television spots, mailings, and production of catalogs and course schedules. All of this helps expand general awareness of Harper in the district and makes educational options and programs more widely known to specific populations. See Finding 2C.3 for specific detail.

Institutional Marketing

Since 1998, more general institutional marketing has been developed to increase awareness of the College among district constituents. This focus has included multiple campaigns and types of media. A media buyer is used to negotiate the most coverage for the available budget and to negotiate extra placements and promotional opportunities. Since the College is located in one of the three most expensive media markets in the country, the expertise, buying power, research, and negotiating experience of a qualified media buyer helps the College purchase the most spots, best placements or air time, and other promotional tie-ins. The College tries to maintain a 1% to 2% “share of voice” in the postsecondary educational market in the Chicago area, and with the exception of 2005, that goal has been reached. Expenditures for media advertising are included near the end of this finding.

Since spring 2000, the theme for all communication is that “Harper College provides quality, convenient, accessible opportunities for people to enrich their lives or to ‘go forward’ with their education, careers and lives.” This theme was developed from the 1999-2000 Community Needs Study findings, which showed that while there was a strong awareness of Harper, people could not identify what the College was best known for or how it related to them. The study also showed a weak recognition of faculty and student accomplishments. Subsequent institutional campaigns have focused on the success stories of Harper students, alumni, and faculty. The 2004–2005 campaign used the simple message of “You Are Greater Than” in various media and contexts to emphasize the educational and career possibilities available through Harper. In 2006, the College set goals and priorities around Adult Fast Track, quick certificates, and distance learning, resulting in the “Smart People, Smart Choices” campaign. Each of these campaigns is built on the premise that Harper is a place where people can “go forward” with their lives through quality learning opportunities. See www.harpercollege.edu for an overview of communication campaigns since 2003.

Marketing of Educational Programs and College Events

Most media advertising is aimed at the adult market since on-campus and high school visits allow direct contact with high school students. Along with the institutional communication campaigns, various efforts take place during the year to reach more specific audiences. Recent examples include an annual direct mailing and events targeted to academically advanced high school students and their parents; newspaper, radio, and community flyers about the nonnative literacy program in 2005-2006; and direct e-mail about personal enrichment classes and cultural arts events in fall 2006.

In addition to focusing on creating brand awareness and preference, considerable effort is devoted to promoting specific activities, offerings, and programs. For example, a February 2007 analysis showed that in the past three years, most projects were completed in CE and noncredit programming, various Student Affairs areas including orientation and the Career Center, and music, theater, and art performances and exhibits in the Liberal Arts Division.

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Marketing Services promotes College initiatives such as the InZone Program.

Table 5B.1.a enumerates 621 projects by area. This information is a one-year analysis from February 2006 to February 2007. Further analysis shows that projects for the arts and campus activities represent the largest concentration of resources and work performed.

Table 5B.1.a –
Marketing Projects Completed by Marketing Services

Area of College	Number of Marketing Projects
Continuing Education/Noncredit programming	182
Student Affairs departments and programming	144
Admissions Outreach	103
Liberal Arts Division	92
Educational Foundation	51
Vice President of Enrollment and Marketing	49*

* Thirty-four of these projects were for institutional brand marketing.
Timeframe: February 2006–February 2007.
Source: Marketing Services.

Program marketing is designed to focus on institutional priorities. More than one dozen resources for program marketing are available online. Regular promotion of programs also occurs in the monthly e-newsletter and through direct mail, e-mail, and events for prospective students, and through individual contacts by Admissions Outreach.

Marketing Services has either developed or is currently developing audience-specific micro-sites for high school, adult, and business prospective learners. These sites will include promotion of and links to relevant program information. In collaboration with Academic Affairs and Student Affairs, the department is also completing a career cluster list of credit and noncredit programs to promote enrollment.

Clearly, the College devotes considerable resources to institutional, program, and event marketing. The demand for marketing of College events and programs is high and Marketing Services meets those demands in a variety of ways. Marketing Services remains challenged by the need to balance the needs of individual academic programs and the need to deliver an institution-wide message. Balancing marketing priorities within current budgets may cause some individual programs or areas to need further support. Table 5B.1.b illustrates the relative position of the College in terms of educational marketing in our delivery area. In an effort to meet marketing requests, the marketing workload analyses should continue to be helpful in assessing and balancing present and future needs.

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Table 5B.1.b – Media Advertising Expenditures for Chicago-Area Colleges*

Educational Institution	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Community Colleges					
College of DuPage	\$148,779	\$333,546	\$273,822	\$362,763	\$479,453
College of Lake County	\$255,022	\$130,055	\$172,789	\$142,999	\$242,001
Harper	\$283,133	\$297,528	\$275,799	\$227,227	\$202,821
Triton	\$147,726	\$205,859	\$243,429	\$155,365	\$169,736
Oakton	\$39,816	\$106,399	\$77,166	\$71,727	\$104,277
Four-Year and Technical Colleges					
Westwood	\$939,997	\$1,234,410	\$1,915,380	\$2,353,208	\$2,540,235
ITT Technical Institute	\$1,036,177	\$1,432,446	\$2,225,258	\$1,922,044	\$2,486,700
Robert Morris	\$1,602,793	\$2,168,065	\$2,740,502	\$1,792,704	\$1,659,410
DeVry	\$2,417,200	\$3,440,881	\$2,261,954	\$1,871,152	\$1,658,277
Universities					
Loyola	N/A	N/A	\$633,052	\$1,593,958	\$1,584,092
DePaul	\$946,457	\$781,855	\$1,048,629	\$1,167,722	\$1,433,428
National Louis	\$345,484	\$447,125	\$645,940	\$738,373	\$765,949
Roosevelt	\$589,749	\$748,429	\$610,248	\$604,089	\$645,171
UIC	\$89,872	\$190,379	\$221,200	\$429,204	\$332,360
Northern Illinois University	\$106,752	\$156,771	\$131,623	\$200,163	\$147,080

*The table reflects data tracked from the 4th quarter of the previous year through the 3rd quarter of the most recent year. Harper College asks VoiceTrak, a company that tracks media expenditures, to report on the top 15 advertisers by spending level in the market and on selected two- and four-year schools in the Chicago area. VoiceTrak reports on ad spending in television, radio, newspaper, magazine, and out-of-home media such as billboards and transit boards but does not track spending on direct marketing (mail and e-mail).



Efforts to market cultural events have been expanded.

The Input of Shared Governance into College Marketing and Communications

The Enrollment and Marketing Committee, part of the shared governance structure, is composed of administrators, students, staff, and faculty and provides input into College strategic marketing and enrollment plans that eventually become part of the SLRP. The charges of the committee include reviewing research studies, and enrollment data, and industry trends about marketing and enrollment in community colleges; providing input based on the collected data; and providing accurate communication on marketing initiatives to the community.

In 2003-2004, the Committee submitted a report to the Vice President of Enrollment and Marketing and the Vice Presidents' Council, including eight recommendations that were partially included in the SLRP. More recently, the Committee has provided input on marketing of cultural arts events.

The Effectiveness of College Communications

There are positive signs that point to the effective role of communications and marketing in helping the College. In 1999-2000, prior to the start of the institutional communications campaigns, 27% of the people responding to a community survey said that they “don’t know,” or knew “nothing” when asked, “What is Harper best known for?” This was the only double-digit response to this question and “academic quality” received an 8% response. In 2004, this question was repeated as part of another community survey and 28% of the people responded “academic quality” as the most common response. While the College has provided high-quality academics all along, a dedicated, relevant, audience-focused campaign to communicate this seems to have helped public perception.

Student inquiries to Admissions Outreach are another measure of marketing success. Currently, there are more than 127,000 inquiries, leads, and direct applications in the Enrollment Management Action System (EMAS) database generated by enrollment communication campaigns and related activities. This number does not include leads and contacts generated for Harper College for Businesses or Continuing Education. Finally, while communication campaigns cannot be completely responsible for the College’s 27.34% increase in FTE since 1998, the increased awareness, preference, and leads generated through marketing have contributed to enrollment growth.

The Cost of Marketing Communication

Effective and consistent communication has improved awareness of the College and assists students with program and course choices. This has helped to maintain and increase enrollment. The annual budget is between \$250,000 and \$300,000 for media spending to achieve two basic goals: create awareness of and preference for the College and its programs, and generate leads of interested prospective students that can be recruited by Admissions Outreach to apply and register. The College typically plans and forecasts the amount it will need to spend on media over a two- to three-year period. This amount is taken to the Trustees for review and approval. The last three-year plan was approved at the May 2006 Board meeting.

Table 5B.1.b illustrates the reality of postsecondary education in a market as large and complex as Chicago and its surrounding suburbs. Other College-wide marketing expenses include the printing and distribution of course schedules and catalogs. Prior to 2007, credit course schedules were distributed three times each year; costs for printing were \$44,000 in 2006, and postage was \$16,000. Given the expense of printing and mailing, the College now uses targeted mailings and more strategic use of the Web site. Approximately \$30,000 is spent each year to mail CE course schedules. As an auxiliary function, CE pays for the printing and distribution of its course schedule.

Catalog expenditures for 2006 were approximately \$60,000. These expenses have been decreased in the last several years by placing more information on the College’s Web site.

The Foundation has funded such projects as the production of a video and several enhancements to Web communications. The cost of printing and mailing *The Learning Life* was approximately 85 cents per issue, while the electronic version costs approximately five cents per issue. The College's postage budget exceeds \$500,000 annually. Despite numerous postage increases, the postage budget has been at the same level for the past eight years. This has been accomplished by such increased efficiencies as implementing nationally recognized direct mail best practices; updating existing databases; adhering to already established bulk mail procedures; and using alternative communications that include the Web site and e-mail.

Finding 5B.2

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

Harper understands the importance of maintaining pivotal service roles in the community. Whether supporting academically under-prepared or under-represented students through General Education Development, English as a Second Language, and developmental education programs, or providing critical career and personal counseling to women in need, the College is actively involved in the development, implementation, and ongoing stewardship of programs that can enrich lives.

The most recent Environmental Scan bears out the continued need for ESL and developmental education, based on a growing immigrant population in district municipalities of Palatine, Mount Prospect and Arlington Heights. An increasing disparity in College readiness in the district is also apparent. The most under-prepared are low-income students, which represent 10% of the high school student body in Districts 211 and 214. The CCSSE survey revealed that 11% of the 1,001 participating students had taken at least one ESL course; 16% and 17%, respectively, had taken a developmental reading or writing course.

Academic Enrichment and Language Studies (AE/LS) Programs
The Academic Enrichment and Language Studies (AE/LS) Division provides many services to developmental and ESL populations. The division has three departments: English as a Second Language/Linguistics, Adult Educational Development, and the Department of Academic Success. The AED department is partially funded by the Adult Education and Family Literacy Grant administered by ICCB.

ESL/Linguistics

The ESL/Linguistics department provides English language instruction and Linguistics courses to students whose native language is not English. This department also manages the International Student Office (ISO), where all international students receive guidance with visas, academic advising, transfer information, and other assistance. All ESL students have access to ESL academic advisors, who are specially trained to help nonnative speakers navigate their way through the United States college system.

ESL students can choose between a full-time Intensive English Program (IEP) or a part-time program. Intensive English is a four-level program designed to provide comprehensive English language instruction to postsecondary students whose native language is not English. Instruction helps students prepare for further postsecondary studies in English. Harper's IEP has been awarded a full 10-year accreditation by the Commission on English Language Program Accreditation, which is recognized by the U.S. Secretary of Education as a national accrediting agency for English language programs and institutions. The part-time program is a five-level program designed for students with a minimum of nine years of education in their native country and who require more flexibility in their schedules. Courses are offered in 8-week formats during the summer and 12- and 16-week formats during the fall and spring semesters.

September 11, 2001 has had a marked effect on ESL enrollment. During 2000-2001, ESL enrollment was 1,205, and in 2005-2006 it was 918. The department continues to update and refine curricula to meet the needs of this changing population. All ESL courses and course descriptions are in the English as a Second Language Student Handbook, as well as in the Harper College Catalog and Student Handbook.

Adult Educational Development (AED)

The Adult Educational Development (AED) department operates two distinct programs: Nonnative Literacy (NNL), which provides ESL instruction to students who have less than nine years of education, and General Educational Development (GED) for students wishing to obtain their high school equivalency degree. In conjunction with a grant from the Adult Education and Family Literacy, administered by the Illinois Community College Board, these classes are free of charge to adults in the community. Both programs operate in an open entry format, allowing students to register on a weekly basis. Courses are eight weeks long and are offered 40 weeks per year.

Classes are offered on campus, the NEC, and five community sites: the Palatine Opportunity Center, the Rolling Meadows Police Neighborhood Resource Center, the Edgebrook Community Center in Palatine, the Community Resource Center in Hoffman Estates, and the Rand Grove Village apartment complex in Palatine. By selecting off-campus sites that are located in or near multifamily complexes, Harper has addressed the lack of transportation for this constituency. Other organizations that operate out of these sites allow a wider variety of services and programming within one location. Organizations partnering with Harper at community sites include Northwest Community Healthcare, Evenstart Family Literacy, Rolling Meadows and Palatine Library programs, the Bridge Youth and Family Service, and Rolling Meadows and Palatine Park Districts. See Finding 5C.5 for additional detail.

Each of the sites uses computer-aided instruction to augment classroom instruction. Classes in computer literacy and employment skills and preparatory classes for the United States Citizenship Exam are also offered. The College makes it possible for students to take all GED courses online, making it a leader in GED instruction. The department received a 223 Leadership Grant from the ICCB in 2004, to develop a collection of best

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Harper has increased programs for adult learners.

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practices and classroom models for promoting student success using the GED: Illinois. The final product, “Building Student Success: GED Illinois” is available online, and the College serves as a GED test site.

Harper receives a list periodically from the Cook County GED Testing Administration of only those students who tested in Cook County and allowed their scores to be released. Given that students test in many counties and are not obligated to release their results, tracking completers is very difficult.

Department of Academic Success (DAS)

The Department of Academic Success (DAS) prepares students for success in college course work by teaching the fundamental skills of reading, writing, and learning. Students who take developmental reading and writing need additional preparation before college-level studies. Instruction assists students in building their reading comprehension, boosting vocabulary, and developing skills necessary to organize and express ideas in written English. Students in the learning skills courses are also taught learning strategies to help improve their chances for success in college course work.

Additional Services to the Community

In addition to services provided through AE/LS, Harper has developed extensive learning resources and support services to meet the needs of all students through the various departments and offices of Student Development and Resources for Learning. See Finding 3D.1 for specific detail.

There are five main centers that also address critical needs in the community.

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Career Foundations: This one-year program provides job preparation for students with developmental disabilities. It assists students in developing entry-level skills to obtain gainful employment. Students develop social and vocational skills, learn about appropriate work behavior, and examine career-related interests.

LEARNING-FOCUSED
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Women’s Program: This program provides career, education, and personal support services to low-income women who are single parents, displaced homemakers, nontraditional career seekers, or persons with limited English proficiency. Based on the 2000 census, there are 16,707 female households with no husband present in the College district, and this fact alone demonstrates the critical need for this program.

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DISTINCTIVE
 LEARNING-FOCUSED

Community Career Service: An employment search resource library at workNet, the Illinois Employment and Training Center, provides community residents with free job search assistance. On-site staff members provide referrals to Harper programs and services. The College also offers low-cost career counseling on campus. Formerly called Career Transitions, the Center is self-funded as it provides community members with one-on-one career counseling, job search help, and career assessment testing. A five-hour continuing education course, “Career Assessment,” is offered each semester, providing a group alternative to individual career testing.

Center for Multicultural Learning: With the increased focus on diversity and the desire to create a center dedicated to meeting the needs of the growing minority student population, this area was created in 2002. The CML supports

the academic success and retention of under-represented minority students and provides multicultural/diversity programming on campus for faculty, staff, and students. See Findings 1B.1, 3D.1, and 5C.3 for specific detail.

Child Learning Center: Daytime child care for children of students and staff is available through this center. Drop-in care evening services have recently been added at nearby Roosevelt University. See Finding 1E.2 for specific detail. A comprehensive description of the Child Learning Center is available on the College’s Web site.

Finding 5B.3
 Harper College has positive and productive relations with local secondary and elementary school districts.

Harper recognizes the importance of maintaining a strong working relationship with local elementary and secondary school districts. Toward this end, the College has established several formal partnerships. Local school board members and K-12 administrative personnel are invited to the Harper College Community Nights, and the College participates in and hosts numerous informal projects that aid in the transition of high school students. Outreach to high schools takes place at many levels that include maintaining close relations with high school counselors to assisting students with enrollment and financial aid decisions. Strong partnerships are also forged through career and dual credit programs and the many high school contests and competitions hosted by the College.

Admissions Outreach

Every year, Admissions Outreach and the Center for New Students and Orientation host two Counselor Update Meetings. These meetings are designed to inform and educate high school counselors about new programs and provide updates on existing programs and services. A quarterly e-newsletter is also sent to promote College events, programs, services, and activities.

The Admissions Outreach office coordinates other activities aimed specifically at high school students. A sampling of these activities includes fall and spring open houses, coordination of a creative careers day, completing about 40 high school presentations and college fairs, hosting the Regional Academic Achievement Reception, and hosting Latino and Black Teen Summits and the Latinos Unidos Cultura y Educacion (LUCÉ) Conference.

Scholarships and Financial Assistance

The Office of Scholarships and Financial Assistance (OSFA) conducts on-campus and off-campus outreach activities for new and currently enrolled students. These outreach activities are part of the College’s overall strategic enrollment plan and include collaborating with high school counselors on financial options, presenting at high school Parents’ Night Financial Aid programs, contacting prospective students by mail, and providing scholarship and financial aid information to the media.

There are a number of scholarships for local high school students. Most scholarships are awarded on academic merit, talent, community involvement, or field of study. A scholarship applicant’s high school grade point average is

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The Child Learning Center is a resource used by students and staff.

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Course articulation agreements with area high schools expose students to Harper programs.

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considered, as well as participation and leadership in clubs, organizations, and community service activities. There are currently 90 scholarships listed on the OFSA Web site, and 36 of those are available only to local high school students enrolling at Harper for the first time. For example, specialized science and technology scholarships include the National Science Foundation Scholarship for Success for technology and science students; the Northrop Grumman Engineering Scholarship for engineering, computer science, math or physics students; the Square D Engineering Scholarship for students who will transfer to four-year engineering programs; and the Academic Competitiveness Grant Program.

Since 1999, the College and Foundation have awarded 831 scholarships to local high school students. A strategic scholarship plan for the recruitment and retention of students, developed in spring 2007 by Admissions Outreach and the OFSA, should result in even greater scholarship benefits for high school students. See Finding 4A.4 for additional information.

Northwest Suburban Education to Careers Partnership
 Harper and its three feeder high school districts formed the Northwest Suburban Education to Careers Partnership. The Partnership is managed by an Executive Director and governed by a Board of the three high school district superintendents and Harper's President. This group promotes the transition of high school students into appropriate career programs, which involves aligning curriculum at the secondary and postsecondary levels, providing shared staff development activities, and facilitating communication among high school teachers and Harper faculty.

The Partnership coordinates an annual articulation meeting where agreements are forged so that high school students can earn college credit for course work they have completed. A typical articulation agreement might involve a student earning credit for advanced high school course work, once the student successfully completes a higher-level course in the program of study at Harper. Collaborative interactions between high school and Harper faculty have resulted when courses are reviewed for articulation. Increased communication and awareness among the institutions has led to a better understanding among faculty and greater curricular integration.

This program also allows high school juniors and seniors to enroll in college-level courses not offered by their high schools that count for both high school and college credit. High school counselors identify participants, and their district pays tuition, fees, and textbooks for dual credit. The College's Career Programs Office maintains attendance and grade reports and works with individual high schools. Since 2002, almost 3,000 students have participated in dual credit classes.

The Partnership also works with school administrators and Harper staff and faculty in planning Career Expo, an event for high school students to explore different careers. Over 2,000 individuals attend this event. Bilingual financial aid workshops are offered to high school juniors and seniors and assistance is given to parents and students completing financial aid forms.

Other Connections with High Schools

Harper has partnered with local high schools to sponsor various academic competitions, conferences, and exhibits which provide academic connections between the College, prospective students, and area high schools. These events and competitions include a high school speech competition established in 1998 that attracts over 300 students; an annual accounting contest first offered in 1986 that is aimed at high-achieving high school business students; and a regional math contest sponsored by the Illinois Council of Teachers of Mathematics where over 6,000 students compete on the same day in Illinois. Other events include an annual high school art exhibit, held for the past 23 years, that celebrates high school artists; an annual high school writing competition in its 32nd year to acknowledge high school writers; an annual festival of music for high school bands from the United States and Canada that draws over 2,000 students; an annual student fashion show that hosts more than 300 high school students and teachers; and an early childhood career conference for high schools that attracts over 120 students who explore career options and requirements.

Youth Programming

Various programs and services that support pre-secondary students are also available. Harper students mentor at-risk students at area elementary schools and other places. Elementary school students also are well served through athletic, music, and summer InZone programs. See Findings 5C.4 for specific detail.

Finding 5B.4

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

There are various student co-curricular opportunities throughout the campus. See Findings 4C.4 and 4C.5 for specific detail. Additionally, many health career programs require a community service component. A sampling of these includes dental hygiene students who take Community Dental Health I and II participate in a reach-out program that provides oral health programs for special needs populations. In Clinical Dental Hygiene IV, students take four to eight hour rotations in Northwest Community Hospital's mobile dental clinic for citizens with limited financial resources. Among nursing students, those enrolled in NUR 201 participate in eight hours of community experience through public health departments, hospital off-site treatment centers and the Illinois Poison Control Center. Dietetic Technicians complete clinical hours at off-campus facilities and help with health-related school programs. Diagnostic medical sonography students do imaging at no charge for pregnant women and cardiac rehab patients. CE's therapeutic massage program students take part in four outside massage sessions for special need populations like nursing homes and residential schools.

Despite these opportunities, on the CCSSE survey, 81% of the 1,001 Harper students who responded indicated that they "never" participated in a community-based project as part of a regular course, and 46% indicated that their experience at the College included "very little" contributing to the welfare

of their communities. CCSSE national results indicated this was the norm at comparable community colleges.

Although some career programs include community service components, and many College employees are involved with or support local community organizations, there is no systematic means for cataloging these or identifying the scope or variety of involvement. Faculty promotion documents contain some information, but there is no other collective vehicle for gathering this data. The College needs a method for collecting information about the variety of service learning and volunteer experiences that are occurring within and outside the classroom.

Part C: Responsiveness to Constituencies

Finding 5C.1

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

Finding 5A.2 details a concerted effort to determine the needs of its external constituents. Community outreach efforts, career advisory committees, and community surveys are a few of the tools used to determine these needs and to respond appropriately and when fiscally viable.

Referendum Efforts to Provide Improved Facilities and Services
The shortage of space and outdated laboratory science facilities for the Nursing and Dental Hygiene programs, and the fact that Building D was in need of improvement, prompted the College to seek a referendum. The initial referendum asking for \$124.8 million to improve facilities failed in 1999. The Harper Foundation subsequently commissioned a survey to help understand the public's perceptions of the College's needs and the communities' priorities.

There were 501 survey participants, and 77.3% supported "building a new center specializing in retraining adults for the high tech jobs of the future," and 75.9% placed a high priority on "building a modern facility to train students for health-care careers such as nursing, dental hygiene, and cardiac technology." Leading the list of priorities, 86.2% felt developing "up-to-date high tech job training programs" was important. Similarly, 85.1% gave a high priority score to "making sure all instructional areas are equipped with up-to-date computer equipment" and 73.9% supported "renovating old and outdated science labs."

In addition to the survey, the College held discovery sessions to inform the community about its needs through a Community Response Team of 25 community members, resulting in a recommendation to the Board for a referendum on technology, science, and health careers.

Citizens for Harper, a volunteer organization, promoted the issue by handing out informational brochures, mailing absentee ballot information to voters, and participating in door-to-door canvassing. The efforts of the Community Response Team and the Citizens for Harper were successful, as 57% of voters in the district approved the second referendum in 2000 for over \$88 million to build a state-of-the-art learning center for Harper's

programs in health, science, and technologies. Thus the development of the Avanté Center is a clear demonstration of the College's responsiveness to community needs.

Community and business surveys indicated they wanted programs featuring the most advanced technology available. After two and a half years of construction, at a cost of \$88.8 million, Harper opened the doors to its Avanté building, in August 2004. The name Avanté was chosen to represent "advancement" or "moving forward." See Finding 2A.3 for specific detail.

The completion of Avanté spurred an increase in the number of health career programs offered by Harper, and, since 2002, Radiologic Technology, Medical Sonography, and Phlebotomy Technology programs have been added. The impact of Avanté has not been limited to new programs. A number of course offerings were expanded as a result of increased classroom and laboratory space. Transfer programs and continuing education have also benefited. For example, 177 course sections outside the health career and science areas were held in Avanté during fall 2006.

New and Expanded Instructional Modalities

Distance Learning/Online Programming

The 2004 Community Needs Survey showed strong community support for additional online learning opportunities. In response, online course development was aggressively pursued and Harper received full accreditation by the Higher Learning Commission to offer complete degrees in distance formats in February 2006. The College now offers over 200 courses in distance formats that enroll over 5,300 students annually. Currently, two AAS degrees and 21 certificates from eight different disciplines are now offered in distance formats. It is expected that additional degree programs will be available by fall 2007. See Finding 3C.2 for specific detail.

Adult Fast Track

A 2002 qualitative research study of students enrolled in accelerated degree programs at other institutions had the goal to better understand student opinion of accelerated programs and to identify nuances that would make such a program at Harper a success. The results showed that adult students wanted predictable class schedules, reduced seat time, and course work relevant to their careers and life experience, as well as convenient parking and class locations.

In response to this information, Adult Fast Track was initiated in 2004. This modality allows students at least 25 years of age to complete an AAS degree by attending one 4-hour class, one night a week for two years. The Illinois Community College Board granted Harper a waiver from the standard seat time requirement as a pilot and in May 2006, a permanent waiver was granted. Currently, the Adult Fast Track option is available for completion of AAS degrees in Computer Information Systems, Early Childhood Education, Financial Services, Marketing, and Management. See Findings 2B.4 and 3C.2 for specific detail.