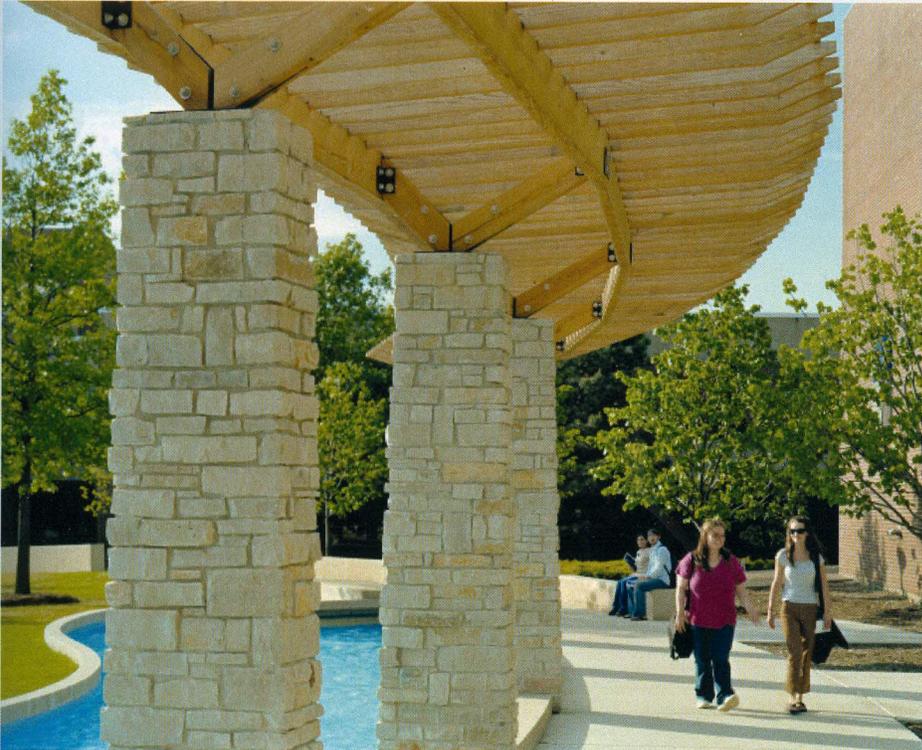


Harper Self-Study  
Higher Learning Commission

# Report 2007



Learning  
Engagement



Mission  
Acquisition  
Future



Harper College

GoForward®

# Report 2007

Learning  
Engagement



Mission  
Acquisition  
Future

## Harper Self-Study Higher Learning Commission

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

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Palatine, Illinois

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1950-51  
1951-52  
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Region of ...  
Board of ...  
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### CENTRAL ...

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Learning  
Engagement



Mission  
Acquisition  
Future

Executive Summary

Harper Self-Study  
Higher Learning Commission

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

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

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

#### Academic Programs

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

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

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

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

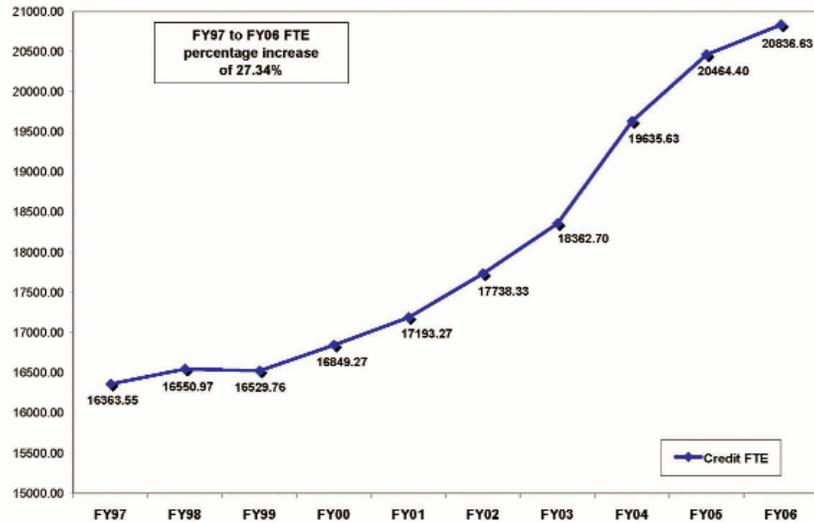


*A goal of the self-study process was to enhance teaching, learning, and student success.*

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Student Profile

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

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

## Employee Profile

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

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

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

## Budget

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

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

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

## Significant Changes at Harper College Since 1997

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

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CONNECTED

DISTINCTIVE

FUTURE-ORIENTED

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

**Programs and Services**

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

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

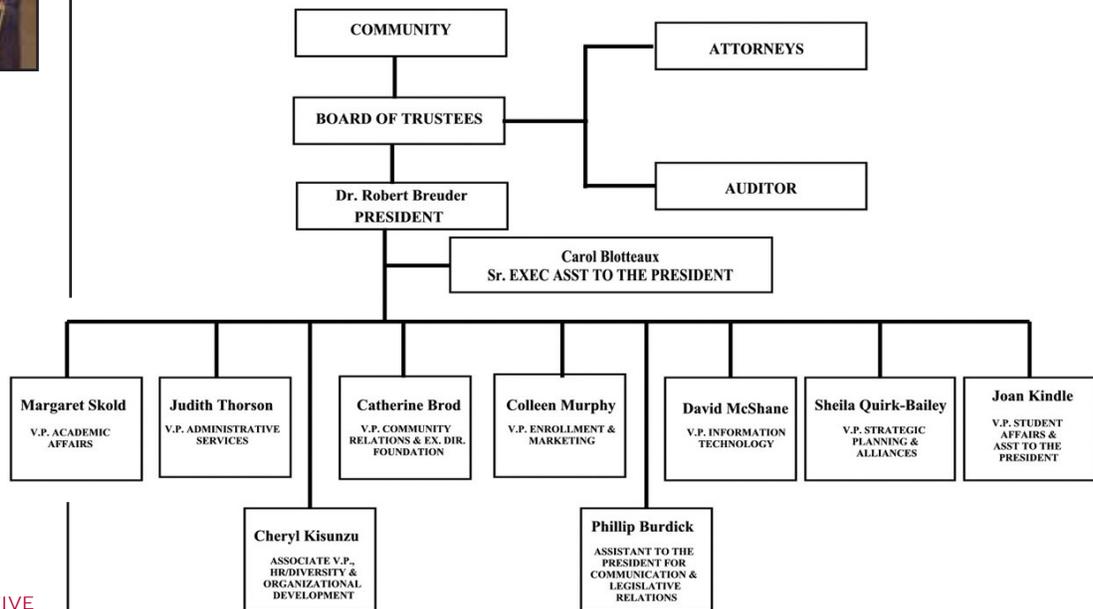
In 2004, Harper began to consider offering select baccalaureate degrees which required a legislative change. Through collaboration with state representatives and other interested constituents, College representatives shepherded the community college baccalaureate bill, and after passing the Illinois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

**Leadership and Organizational Structure**

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



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



DISTINCTIVE

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

### **Facilities Expansion**

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

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

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

### **Strategic Planning**

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

### **Technology**

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

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



*The campus has undergone many improvements.*

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CONNECTED

CONNECTED

LEARNING-FOCUSED

DISTINCTIVE

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

#### The Self-Study Process

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

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

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

### ***The Future-Oriented Organization***

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

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

### ***The Learning-Focused Organization***

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

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

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

### ***The Connected Organization***

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

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



*Harper values diversity and supports respect for all people.*

### ***The Distinctive Organization***

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

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

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

### ***Criteria for Accreditation***

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

### ***Criterion One: Mission and Integrity***

#### **Section 1A: Clear and Articulate Mission Documents**

##### **Finding 1A.1**

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

#### **Section 1B: Inclusive Mission Documents**

##### **Finding 1B.1**

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

## Section 1C: Mission-driven Organization

### Finding 1C.1

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

### Finding 1C.2

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

## Section 1D: Mission-driven Governance

### Finding 1D.1

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

### Finding 1D.2

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

### Finding 1D.3

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

### Finding 1D.4

Strategic plans are collaboratively developed through the shared governance system.

## Section 1E: Institutional Integrity

### Finding 1E.1

Harper College operates with legal and fiscal integrity.

### Finding 1E.2

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

### Finding 1E.3

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

### Finding 1E.4

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

FUTURE-ORIENTED

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*The College has effectively planned and executed campus improvements.*

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LEARNING-FOCUSED

## **Criterion Two: Preparing for the Future**

### **Section 2A: Planning for the Future**

#### **Finding 2A.1**

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

#### **Finding 2A.2**

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

#### **Finding 2A.3**

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

#### **Finding 2A.4**

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

#### **Finding 2A.5**

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

#### **Finding 2A.6**

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

### **Section 2B: Resource Management and Development**

#### **Finding 2B.1**

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

#### **Finding 2B.2**

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

#### **Finding 2B.3**

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

#### **Finding 2B.4**

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

## Section 2C: Assessment and Evaluation at Harper

### Finding 2C.1

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

### Finding 2C.2

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

### Finding 2C.3

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

### Finding 2C.4

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

## Section 2D: Aligning Planning to the Mission

### Finding 2D.1

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

### Finding 2D.2

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

## **Criterion Three: Student Learning and Effective Teaching**

## Section 3A: Outcomes and Assessment

### Finding 3A.1

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

### Finding 3A.2

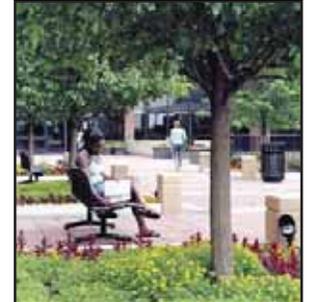
Learning outcomes are clearly stated in course outlines for 100% of Harper courses.

### Finding 3A.3

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

### Finding 3A.4

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



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

LEARNING-FOCUSED

LEARNING-FOCUSED

LEARNING-FOCUSED

LEARNING-FOCUSED



*Harper has dedicated and talented faculty.*

LEARNING-FOCUSED

LEARNING-FOCUSED

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Finding 3A.5

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

Finding 3A.6

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

Section 3B: Support and Development of Effective Teaching

Finding 3B.1

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

Finding 3B.2

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

Finding 3B.3

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

Section 3C: Development and Evaluation of Learning Environments

Finding 3C.1

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

Finding 3C.2

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

Finding 3C.3

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

Section 3D: Resources for Teaching and Learning

Finding 3D.1

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

Finding 3D.2

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

Finding 3D.3

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

Finding 3D.4

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

**Criterion Four: Acquisition, Discovery, and Application of Knowledge**

Section 4A: Support for a Life of Learning

Finding 4A.1

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

Finding 4A.2

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

Finding 4A.3

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

Finding 4A.4

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

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

Finding 4B.1

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

Finding 4B.2

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

Finding 4B.3

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

Section 4C: Curricular Currency and Relevance

Finding 4C.1

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

**Finding 4C.2**

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

**Finding 4C.3**

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

**Finding 4C.4**

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

**Finding 4C.5**

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

**Section 4D: Responsible Conduct in Development of Knowledge**

**Finding 4D.1**

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

**Finding 4D.2**

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

***Criterion Five: Engagement and Service***

**Section 5A: Knowledge of Constituencies and Their Needs**

**Finding 5A.1**

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

**Finding 5A.2**

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

**Finding 5A.3**

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

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

**Finding 5B.1**

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

Finding 5B.2

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

Finding 5B.3

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

Finding 5B.4

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

Section 5C: Responsiveness to Constituencies

Finding 5C.1

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

Finding 5C.2

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

Finding 5C.3

Harper College builds effective bridges with diverse communities.

Finding 5C.4

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

Finding 5C.5

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

Section 5D: Harper College is Valued by its Constituencies

Finding 5D.1

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

Finding 5D.2

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

Strengths, Challenges, and Opportunities

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



*Harper has positive working relationships with local elementary schools.*

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CONNECTED

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

- An outstanding faculty, staff, and administration, evidenced by
  - Degrees, other credentials, and relevant experience
  - Awards, publications, presentations, and other acknowledgements
  - Emphasis on, and resources dedicated to, professional development
- A sound financial condition that has allowed for the expansion of educational programming and enhancement of the physical environment, evidenced by
  - Moody’s Aaa bond rating
  - Growth in fund balances
  - Award winning budget planning
  - Consistently clean audits
- Integrated planning processes, as evidenced by
  - Strategic long range planning, developed through the shared governance system, that drives the financial and annual College plans
  - Master planning that has transformed the College’s physical environment
  - Specialized planning in technology, human resources, enrollment, and curriculum
- Significant enhancements to the College’s physical environment which have resulted in improved educational space and a more aesthetically pleasing environment, evidenced by
  - The addition of 375,000 square feet of learning space
  - New construction and renovations of existing space at a cost of \$130 million
  - Improvements to signage, lighting, and landscaping
  - Safety enhancements
- Technology improvements have contributed to the learning environment and increased productivity, evidenced by
  - Formation of the Department of Instructional Technology
  - Significant increases in the number of SMART classrooms
  - Enhancements to educational technology

Harper College is most challenged by:

- Communication and collaboration, which can be difficult because of the College's size and complexity, and the tremendous amount of planned change and growth experienced over the past 10 years, evidenced by
  - The results of two climate surveys
  - Challenging faculty contract negotiations
  - Meeting the needs of the community while preserving academic integrity
  
- An evolving outcomes assessment process that has made great strides in measuring student learning and service quality, evidenced by
  - Steady adoption of methods to assess student learning
  - The need for ongoing communication of student learning outcomes and quality improvements

Harper College will address the following issues:

- Continue to build on current efforts to improve communication and collaboration. A campus review and meaningful discussion of the Core Values as a key institutional task should be included in these efforts.
  
- Centralizing the outcomes assessment process. This includes ongoing management, tracking, and communication of outcomes processes and training of new outcomes writers.

#### Request for Continued Accreditation

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

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



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

Learning  
Engagement



Mission  
Acquisition  
Future

Introduction

Harper Self-Study  
Higher Learning Commission

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

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

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

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

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

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



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

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

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

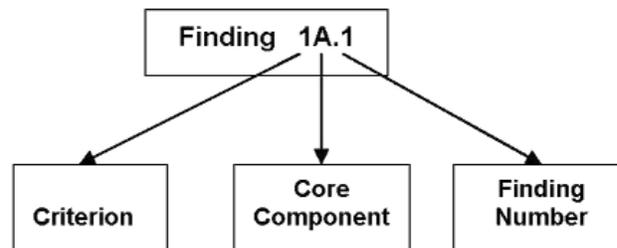
### Organization of the Self-Study Document

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

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

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

Figure 0: Finding Statement Numbering Scheme



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

### The Self-Study Process

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

### **Steering Committee**

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

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

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

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

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

### ***The Tree: The Theme for the Self-Study Process***

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

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

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

**Timeline**

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

**Table 0 – Timeline for the Self-Study Process**

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



Many Harper students transfer to four-year institutions.

**Goals**

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

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

### **Subcommittees**

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

#### **Criterion One: Mission and Integrity**

Kathleen Hock, Co-Chair

Laura LaBauve-Maher, Co-Chair

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

#### **Criterion Two: Preparing for the Future**

Kris Piepenburg, Co-Chair

Maria Moten, Co-Chair

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

#### **Criterion Three: Student Learning and Effective Teaching**

John Clarke, Co-Chair

Diana Sharp, Co-Chair

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

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

***Criterion Four: Acquisition, Application, Discovery of Knowledge***

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

***Criterion Five: Engagement and Service***

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

***General Education Subcommittee***

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

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

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

### **Content Expert Groups**

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

The Content Expert Groups were provided with:

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

### Self-Study Document

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

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

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

### Communications

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

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

### ***Steering Committee Meetings***

Fall 2004:

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

Spring/Summer 2005:

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

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

Fall 2005:

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

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

Spring/Summer 2006:

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

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

Fall 2006:

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

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

Spring/Summer 2007:

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

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

### ***Institutional Communications***

Summer 2004 Criteria Information Sessions

Fall 2004 All Campus Meeting

Spring 2005 All Campus Meeting

Fall 2005 All Campus Meeting

Fall 2005 Criterion Clue Sessions

Spring 2006 All Campus Meeting

Fall 2006 All Campus Meeting

Spring 2007 All Campus Meeting

### ***The Tree Newsletter***

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

### **eTree Web Site**

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

### **Inside Harper!**

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

### **Special Meetings**

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

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

### **Contests**

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

### **Conclusion**

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

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

LEARNING-FOCUSED

CONNECTED

CONNECTED

DISTINCTIVE

LEARNING-FOCUSED

FUTURE-ORIENTED



*Students are engaged in learning at Harper.*

## CONNECTED

## LEARNING-FOCUSED

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

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

#### Request for Continued Accreditation

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

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



*Harper has demonstrated its ongoing commitment to students.*

Learning  
Engagement



Mission  
Acquisition  
Future

History

Harper Self-Study  
Higher Learning Commission

## History of William Rainey Harper College

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

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

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

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

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

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

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

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

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

Harper Self-Study  
Higher Learning Commission



*Harper's campus is  
vital and growing.*

**DISTINCTIVE**

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

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

**CONNECTED**

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

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

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

**FUTURE-ORIENTED**

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

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

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

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



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

**FUTURE-ORIENTED**

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

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

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

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

#### The Illinois Community College System and the Illinois Community College Board

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

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

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

### Accreditation History

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

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

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

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

## CRITERION ONE



Learning  
Engagement

Mission  
Acquisition  
Future

Mission and Integrity  
Harper Self-Study  
Higher Learning Commission

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

## Section A: Clear and Articulate Mission Documents

### Finding 1A.1

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

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

### History of Harper's Mission Documents

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

### Mission Documents

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

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

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

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



*Harper is committed to student learning and effective teaching.*

LEARNING-FOCUSED

LEARNING-FOCUSED

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

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

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

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

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

LEARNING-FOCUSED

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

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

CONNECTED

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

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

## Institutional Core Values

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

### INTEGRITY

*An environment where relationships and practices are based on trust.*

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

### RESPECT

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

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

### EXCELLENCE

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

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

### COLLABORATION

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

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



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

CONNECTED

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

#### Use of Mission Documents

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

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

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

#### CONNECTED

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

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

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

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

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

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

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

#### Employee Survey

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

The large majority of employees reported that

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

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

Section B: Inclusive Mission Documents

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

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

FUTURE-ORIENTED

Concern for Diversity –  
 Strategic Long Range Planning (SLRP)

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

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

LEARNING-FOCUSED

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

CONNECTED

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

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

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

Concern for Diversity:  
 Structure, Programs, and Services

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

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



*Exploration of cultural awareness is important at Harper College.*

DISTINCTIVE

LEARNING-FOCUSED

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

## Section C: Mission-Driven Organization

### Finding 1C.1

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

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

### Structure

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

### Board of Trustees

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

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

### ***The duties of the Board include:***

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

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

***Current Board of Trustees***

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

William Kelley, Vice Chair (Schaumburg)  
Attorney

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

Patrick Botterman, Member (Arlington Heights)  
Consultant

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

William Graft, Member (South Barrington)  
 Attorney  
 David Hill, Member (Barrington)  
 President, Kimball Hill Homes  
 Carlos Borro, Member, Student Trustee

### **College President**

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

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

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

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

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



*President Breuder visits the Avanté Center.*

LEARNING-FOCUSED

DISTINCTIVE

CONNECTED

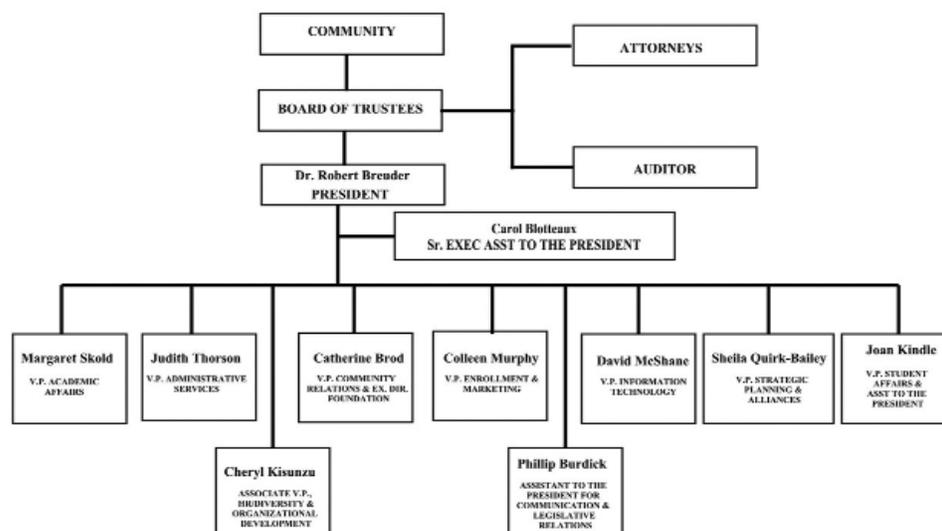
- Consistently met or exceeded financial goals.
- Increased the College's reserve fund from \$18 million to more than \$38 million despite property tax caps and other state funding reductions.
- Opened a satellite campus in Schaumburg, after acquiring the \$4.2 million facility.

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

Table 1C.1.a – President's Council

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

Figure 1C.1.a – Administrative Organization Structure



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

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

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

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

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

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

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

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

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

Finding 1C.2

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

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

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

### Institutional Directions and Goals

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

#### ***Institutional Directions***

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

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

*Philosophy Statement* – facilitate active learning, foster knowledge.

*Mission Statement* – providing excellent education.

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

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

*Mission Statement* – meeting the challenges of a global society.

*Core Values* – all are supported.

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

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

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

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

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

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

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

FUTURE-ORIENTED

LEARNING-FOCUSED

CONNECTED

LEARNING-FOCUSED

LEARNING-FOCUSED

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

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

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

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

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

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

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

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

**Institutional Goals**

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

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

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



*Student Life initiatives are a major goal of the College.*

**Continued** 

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

***Institutional Outcomes Report***

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

Section D: Mission-Driven Governance

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

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

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

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

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

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

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

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

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

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

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



Ensuring student success is key at Harper College.

## The 1998 Evaluation and Revision of the Shared Governance System

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

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

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

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

## Current Shared Governance Structure

The current governance system is outlined below.

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

### **Academic Committees**

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

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

### **Assembly Committees**

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

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

### **Programmatic Committees**

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

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

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



*Academic Committees recommend policies about teaching and learning.*

LEARNING-FOCUSED

CONNECTED

DISTINCTIVE

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

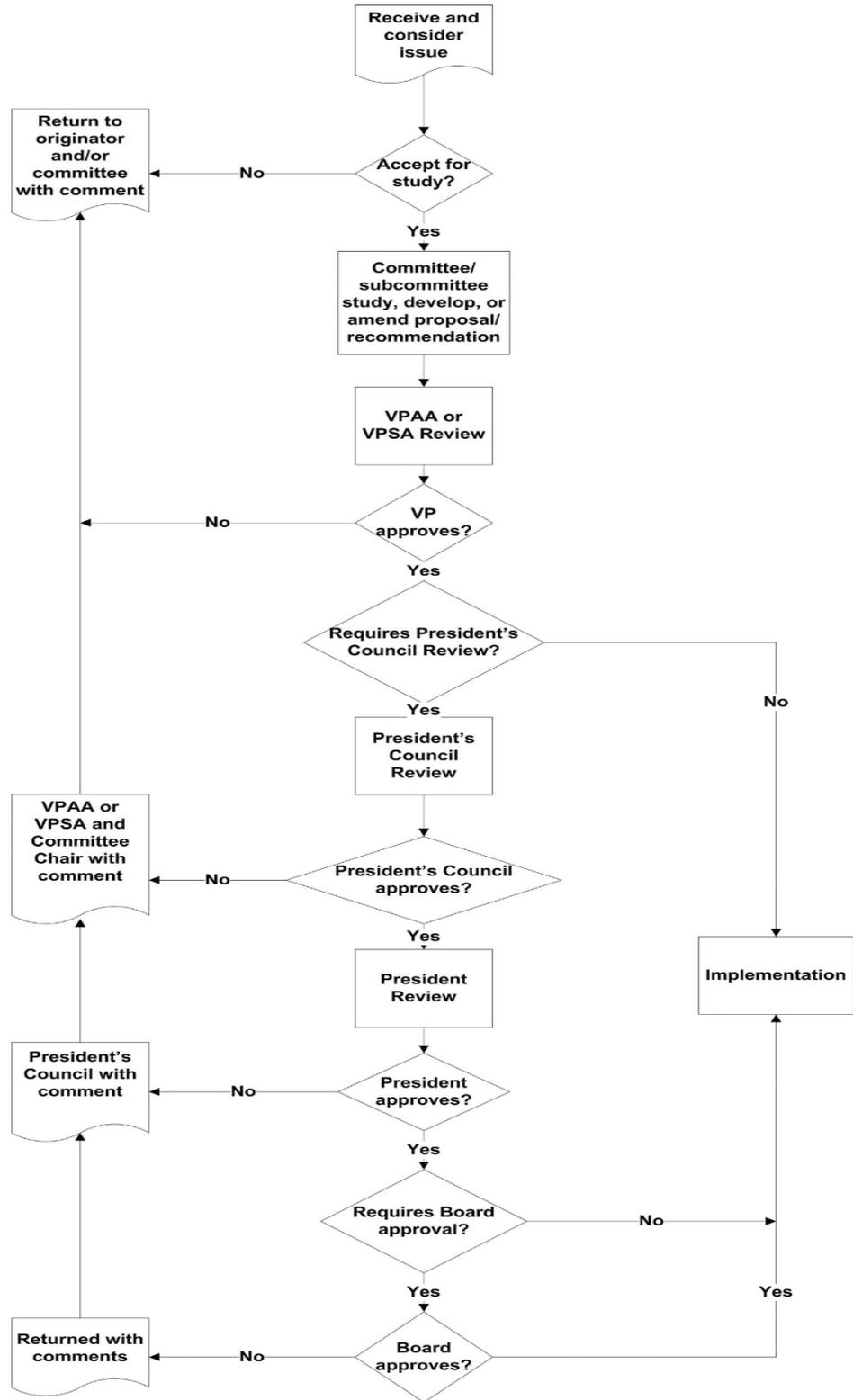


Figure 1D.1.b – Academic Committees Decision Flow Chart

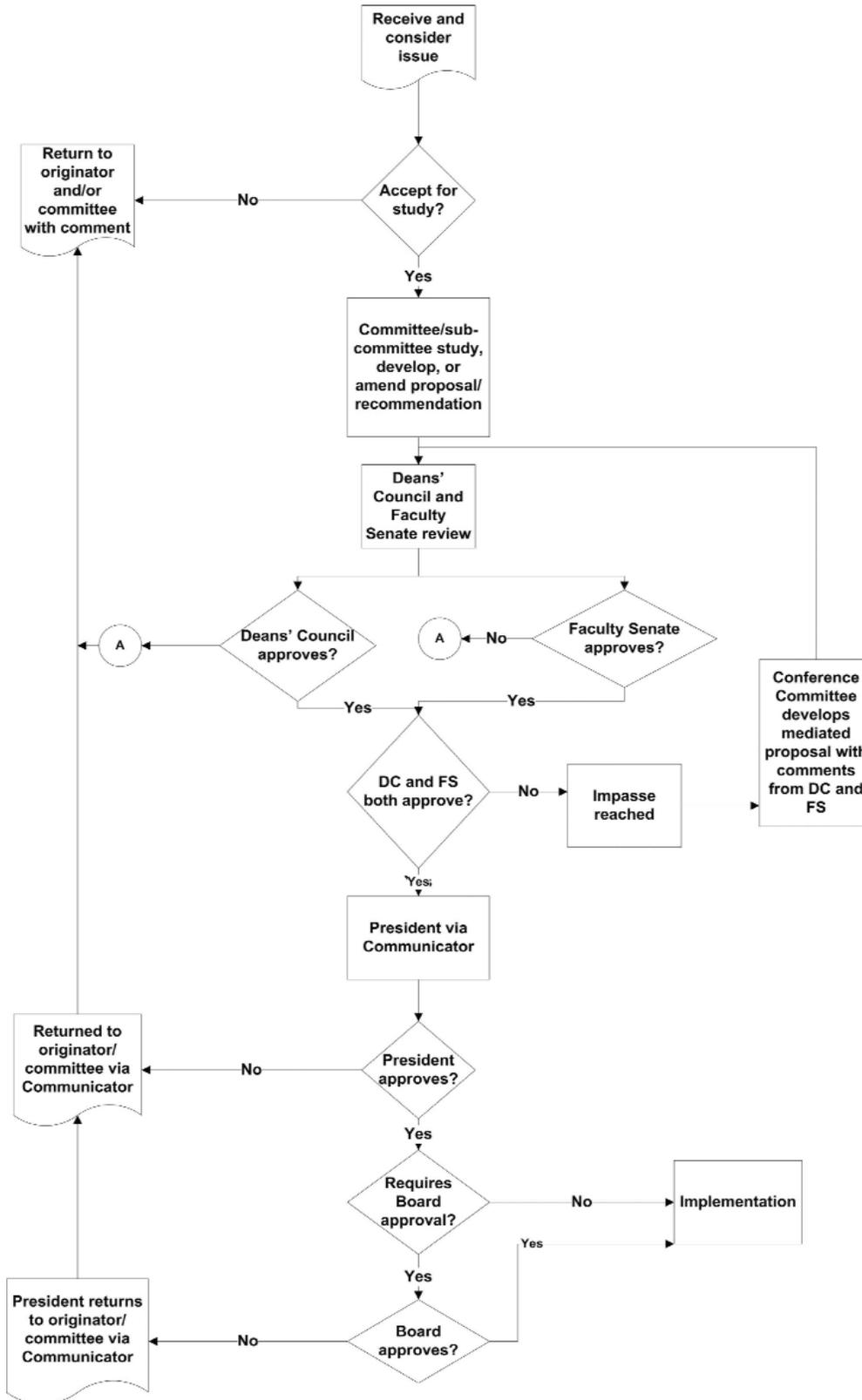
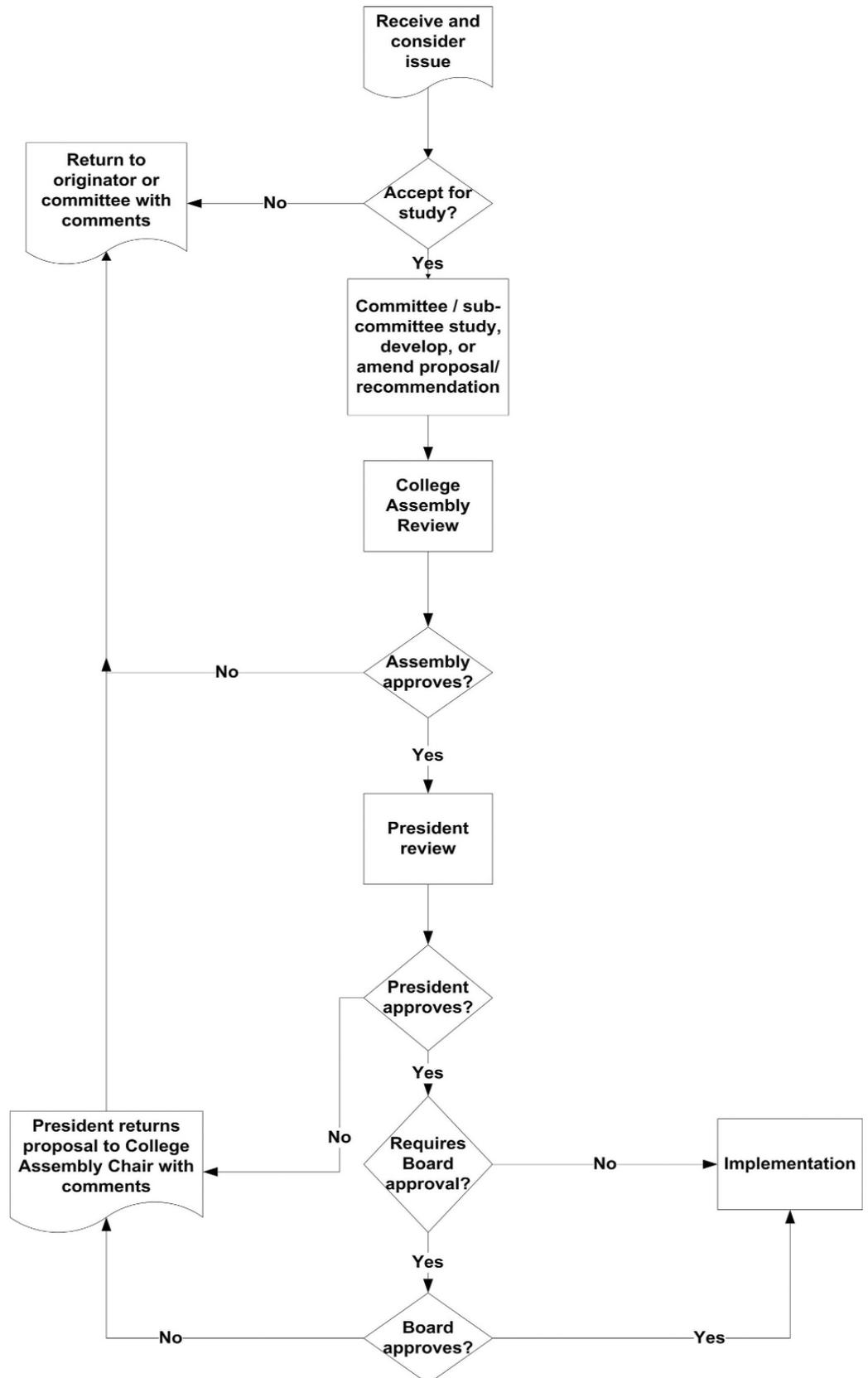


Figure 1D.1.c – Assembly Committees Decision Flow Chart



### Shared Governance Procedures

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

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

### Further Evaluation of the Shared Governance System: 2004-2006

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

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

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

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

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

CONNECTED

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

DISTINCTIVE

### Conclusion

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

#### Finding 1D.2

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

FUTURE-ORIENTED

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

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

### The Activities of the College Assembly

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

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

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

### **Facilities Committee**

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

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

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



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

FUTURE-ORIENTED

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### ***Student Life Committee***

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

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

### ***Other Assembly Committees***

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

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

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

### ***The Activities of the Academic Committees***

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

### ***Academic Standards Committee***

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

CONNECTED

### ***Assessment and Testing Committee***

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

LEARNING-FOCUSED

LEARNING-FOCUSED

### ***Curriculum Committee***

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

### ***Instructional Technology Committee***

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

DISTINCTIVE

LEARNING-FOCUSED

LEARNING-FOCUSED

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

The Activities of the Programmatic Committees

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

DISTINCTIVE

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

CONNECTED

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

LEARNING-FOCUSED

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

#### Finding 1D.3

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

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

#### Background of the Climate Studies

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

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

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

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



*Harper climate studies have been rigorously analyzed.*

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

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

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

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

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

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

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

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

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

### Discussion of the PACE Institutional Climate Survey

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

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

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

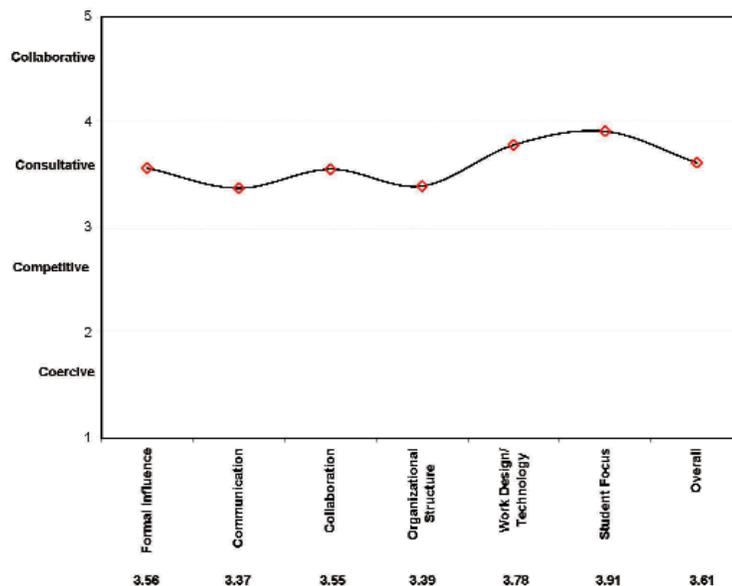
Source: Report from the PACE Climate Survey

### Results from the PACE Institutional Climate Survey

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

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

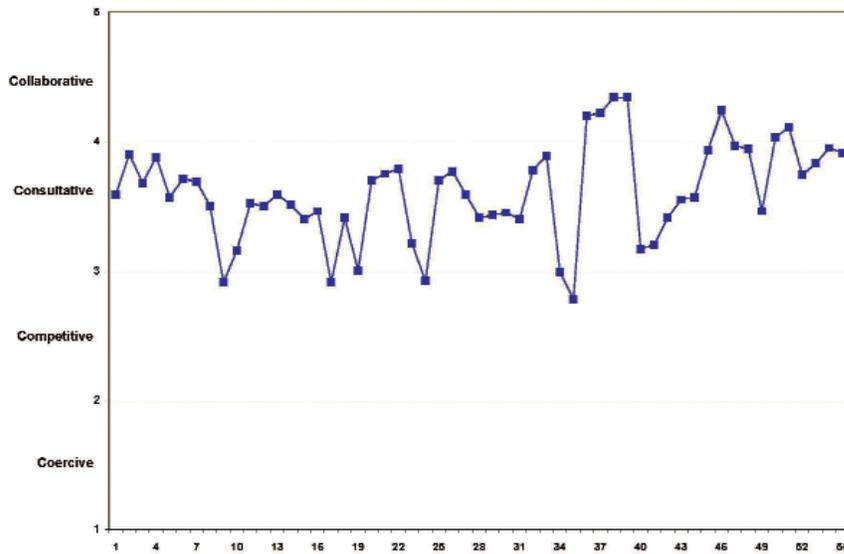
Figure 1D.3.a – PACE Institutional Climate Survey Mean Scores



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

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

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

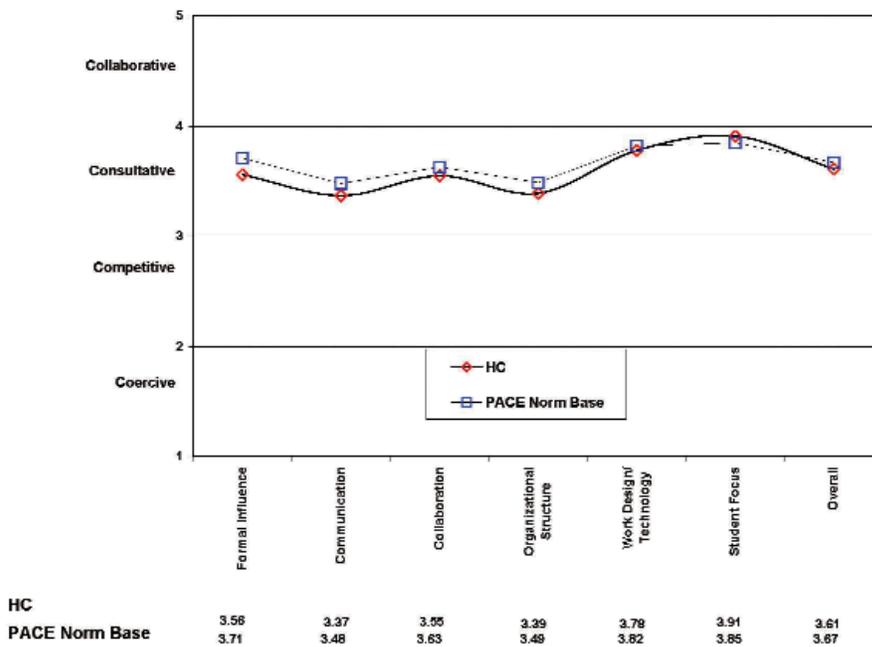


Those that fell into the Collaborative range are College strengths, while those in the Competitive range need improvement.

**Comparison of Harper with Norms**

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

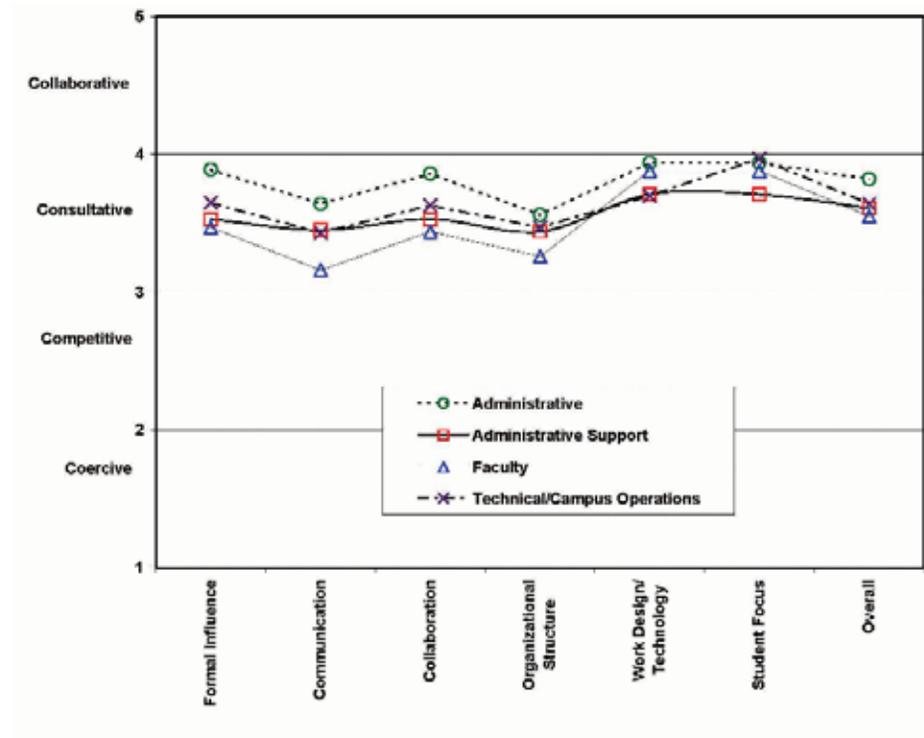
Figure 1D.3.c – Harper Compared with PACE Norm Base



**Comparison of Responses by Employee Groups**

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

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



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

Results from the ECRA Faculty Senate Climate Survey

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

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



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

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

Further Analysis of Both Climate Survey Results

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

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

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

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

**Continued** 

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

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

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

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

**Continued** 

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

**Qualitative Information from ECRA**

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

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

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

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

Climate Survey Recommendations

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

*Follow-up Activities Proposed from the PACE Institutional Results:*

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

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

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

## Conclusion

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

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

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



*The College is working to improve climate and communication.*

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

FUTURE-ORIENTED

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

CONNECTED

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

FUTURE-ORIENTED

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

CONNECTED

CONNECTED

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

FUTURE-ORIENTED

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

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

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

### Section E: Institutional Integrity

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

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

#### Legal Integrity

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

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

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

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

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

### Fiscal Integrity

DISTINCTIVE

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

CONNECTED

FUTURE-ORIENTED

DISTINCTIVE

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

DISTINCTIVE

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

### Audits

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

contributed to the continuous improvement of financial reporting processes.

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

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

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

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

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

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

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

**Educational Functions**

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

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

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

#### Fees

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

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

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

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

### **Other Fees**

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

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

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

### Auxiliary Functions

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

Currently, the following areas are considered auxiliary functions.

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

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

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

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

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

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

**Bookstore**

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

**Dining and Conference Services**

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



*The Bookstore is centrally located on campus.*

***Continuing Education (noncredit, community education)***

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

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

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

***Harper College for Businesses (contracted business training)***

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

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

DISTINCTIVE

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

DISTINCTIVE

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

**Child Care Services** (licensed preschool)



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

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

DISTINCTIVE

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

CONNECTED

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

CONNECTED

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

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

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

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

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

Finding 1E.3

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

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

#### Administration, Staff, and Faculty

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

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

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

**DISTINCTIVE**



*New Student Orientation familiarizes students with the campus.*

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

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

### Students

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

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

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

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

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

#### Employees

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

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

#### Students

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

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

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

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

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

#### Criterion One Summary

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

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

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

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

Harper College takes pride in:

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

Harper College is challenged by:

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

Harper College will address the following issues:

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

## CRITERION TWO



Learning  
Engagement

Mission  
Acquisition  
Future

Preparing for the Future

**Harper Self-Study**  
Higher Learning Commission

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

Section A: Planning for the Future

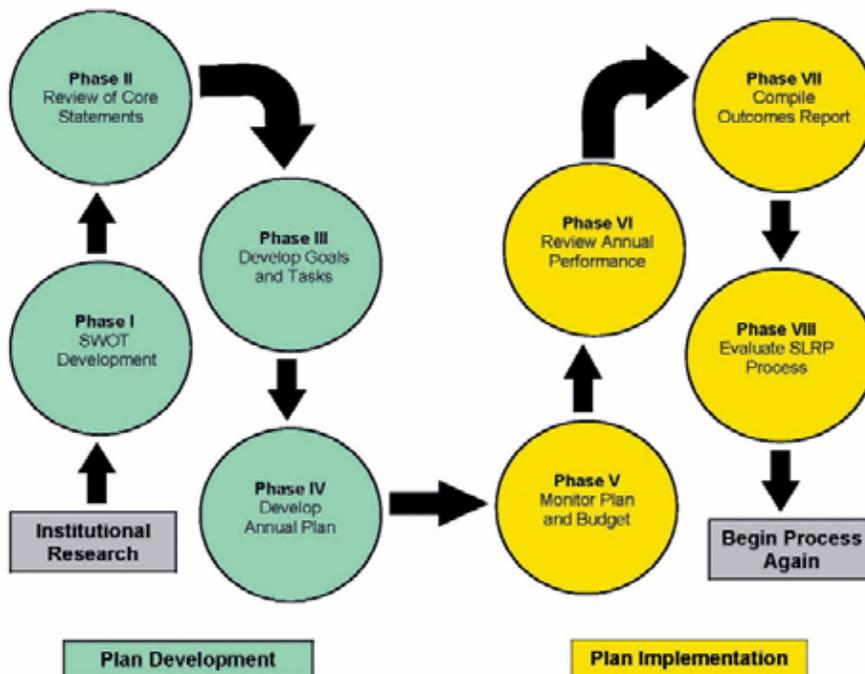
**Finding 2A.1**  
 Harper College’s strategic long range planning is inclusive and cyclical, allowing effective responsiveness to challenges and opportunities.

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

Strategic Long Range Planning

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

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



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

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

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

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

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**Phase III – Goals and Tasks Development**

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

**Phase IV – Annual Plan Development**

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

**Phase V – Plan and Budget Monitoring**

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

**Phase VI – Annual Performance Review**

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

**DISTINCTIVE**

**Phase VII – Institutional Outcomes Report**

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

**Phase VIII – Evaluation of SLRP Process**

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

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

### Effectiveness of the Strategic Long Range Planning Process

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

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

### The Shared Governance Structure in Planning

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

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

### Timeline

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



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

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

Finding 2A.2

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

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

Environmental Scan

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

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

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

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

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

Community Needs Assessment

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

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

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

Graduate Survey

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

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

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*Harper gathers information from the community.*

CONNECTED

DISTINCTIVE

CONNECTED

DISTINCTIVE



*The Campus Master Plan identified future campus needs.*

DISTINCTIVE

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LEARNING-FOCUSED

FUTURE-ORIENTED

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

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

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

Before 2002, the campus had 922,274 square feet of space. With new facilities completed in 2002 and 2004, the campus now has 1,307,786 square feet, expanding the campus by one-third. The new Performing Arts Center (PAC), Wojcik Conference Center, and Avanté, Center for Science, Health Careers, and Emerging Technologies have completely altered the spatial organization and educational possibilities. Such developments as the acquisition of the Harper Professional Center (HPC), a stand-alone extension facility, and other main campus upgrades have contributed to reshaping Harper's future.

#### Campus Master Plan

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

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

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

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

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

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

Projects Resulting from the Campus Master Plan

**Avanté Center**

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

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

**Performing Arts Center**

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

**Wojcik Conference Center**

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

**Renovation of Building D**

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



*Avanté is the newest building on the main campus.*

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

#### ***Renovation of Student and Administration Center***

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

#### ***Expansion and Renovation of Extension Sites***

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

#### **Campus Accessibility**

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

#### **Carpet Replacement Project**

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

#### **Future Changes to Campus Facilities**

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

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

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



*Future building renovations have been identified.*

Facilities Assessment

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

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

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

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

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### Budgetary Planning for Technological Resources

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

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

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

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

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

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

### Personnel for Technological Systems and Needs

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

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

### Technology Planning

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

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

### Results of Technology Planning

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

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*New computer labs provide enhanced learning spaces.*

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

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

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

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

Source: IT Division

**Growth of Web-Enhanced Services**

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

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**The Harper Intranet (HIP) Page Becomes MyHarper Portal**

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

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## An Investment for the Future: A New ERP System

### ***Planning and Vendor Selection***

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

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

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

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

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

### ***Delay of the New Student Information System***

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

### **Goals in Future Technology Planning**

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

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

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

See Finding 3D.2 for additional detail.

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

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

#### Human Resource Planning

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

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

### Specific Workforce Planning Considerations

#### ***Contract Negotiations***

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

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

#### ***Full-Time/Part-Time Faculty Ratios***

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

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

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

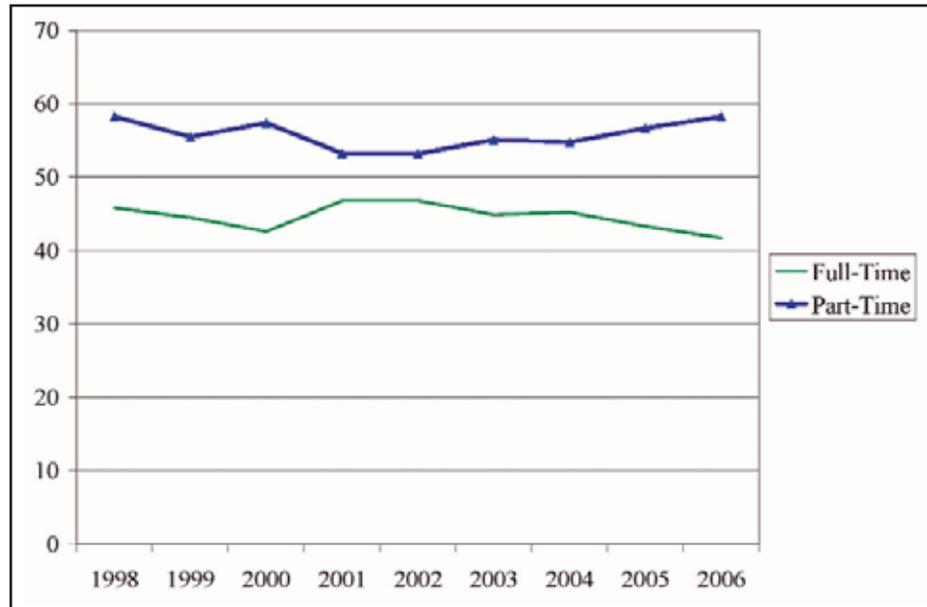


Table 2A.5.a – Faculty Contact Hours

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

Source: Academic Affairs

**Staff Changes**

Although retention rates have been favorable, Harper has experienced staff changes during the past eight years due in part to favorable retirement incentives. Two employee groups have had the most change. Since 1999, 150 new full-time faculty members have been hired, which represents 69.8% of all full-time faculty. Administration has experienced a similar trend. Since 1999, 38 new administrators have been hired, which represents 84.4% of all employees in that group. Of these new administrators, almost half have been placed in academic positions across eight academic divisions. Six positions were filled from within the organization, and two of the six internal placements were due to re-organizations. External candidates were selected for the remaining openings. Appendix G provides specifics of these hires.

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

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

**Affirmative Action and Diversity**

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

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

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

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

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



*Harper is committed to diversity hiring.*

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

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

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

Source: Fact Book 2006

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

**Hiring Processes**

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

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

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

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

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

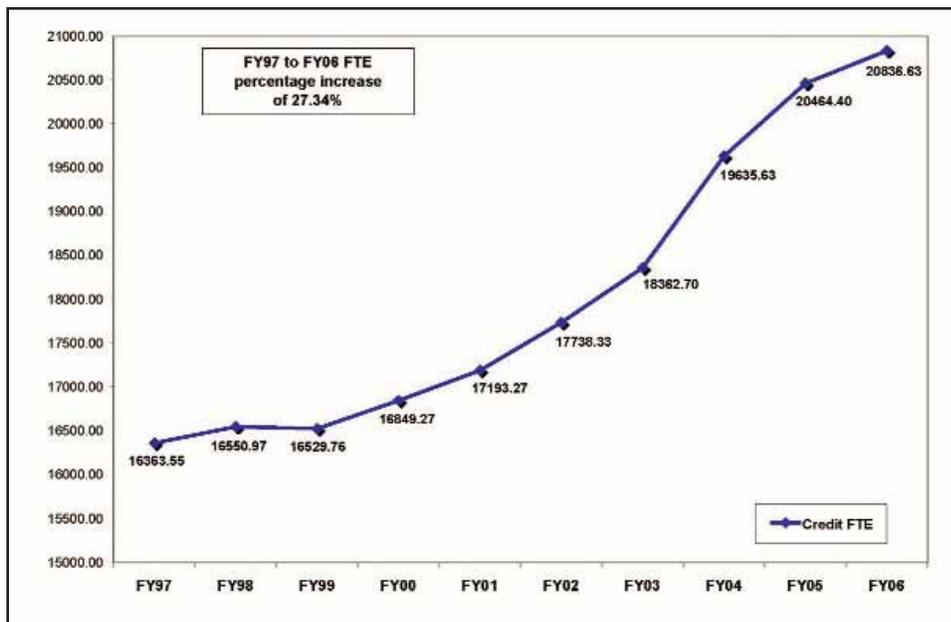
**Key Strategies and Tactics**

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

**Results of the Enrollment Plan**

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

Figure 2A.6.a – FTE Enrollment Trends



Source: Enrollment Services.

**Phasing in of the Plan**

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

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

**2002**

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

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

**2003**

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

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

**2004**

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

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

**2005**

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

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

**2006**

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

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

Future Enrollment Planning

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

## Section B. Resource Management and Development

### Finding 2B.1

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

Harper uses a conservative approach to budget processes. The Board has a "save before you spend" philosophy that the College administration has implemented as critical to the ongoing financial health of the institution in light of limited state funding and unfunded state mandates. As a result of conservative budgeting and spending, the College has realized an increase in the fund balance in each of the past nine fiscal years and experiences lower interest rates when borrowing due to its Moody's Aaa bond rating.

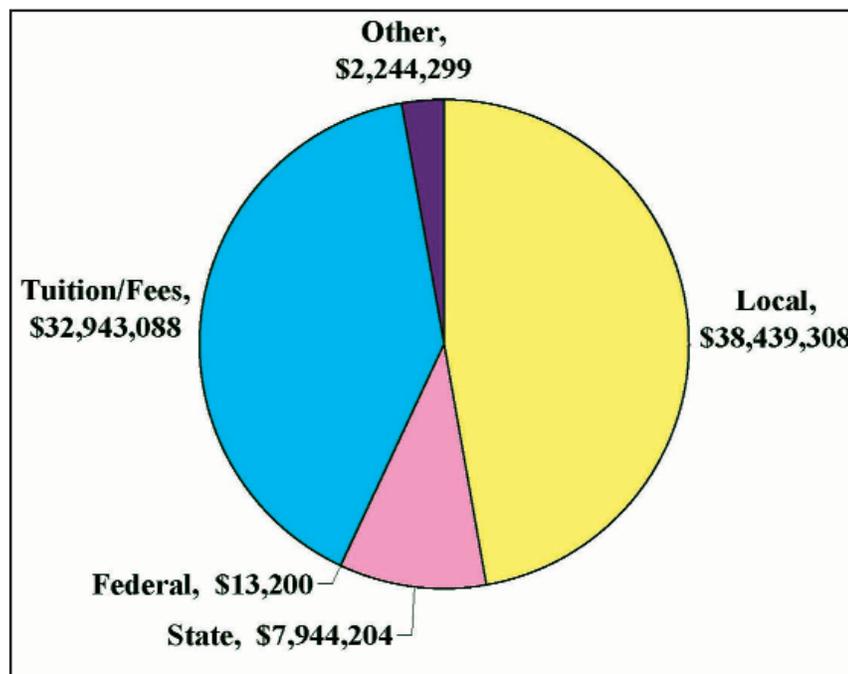
### Financial Structure

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

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

The College has become increasingly dependent on local property taxes and student tuition and fees as main revenue sources. In 2006, local taxes and student tuition and fees made up 87.5% of total College revenue, while state and federal funding represented the remaining 12.5%. Figure 2B.1.a illustrates the contribution of each source to the total revenue.

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



Source: Fact Book 2006

Financial Forecasting Model

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

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

**Budget Philosophy**

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

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**Budgeting Process**

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

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

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

**Financial Results**

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

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

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

**Continued**



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

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

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

Source: Uniform Financial Statement No. 1 Audited Financial Statements

### External Challenges

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

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

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

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

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

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

Internal Challenges

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

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

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



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

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

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

#### Future Considerations

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

#### Finding 2B.2

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

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

#### Revenue Trends

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

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

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

Source: Uniform Financial Statement No. 1

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

#### Expense Trends

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

**Table 2B.2.b – College-Wide Expenses**

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

Source: Uniform Financial Statement No. 1

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

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

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

**Expanding Revenue Sources**

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

**Tuition**

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

**Table 2B.2.c – Tuition Comparison**

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

Source: College Web sites  
 \* Includes per hour fees

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

**Financial Aid**

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



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

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

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

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

Source: FY 2006 IBHE Report

### ***Educational Foundation***

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

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

### ***Other Grant Opportunities***

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

### ***Debt Financing***

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

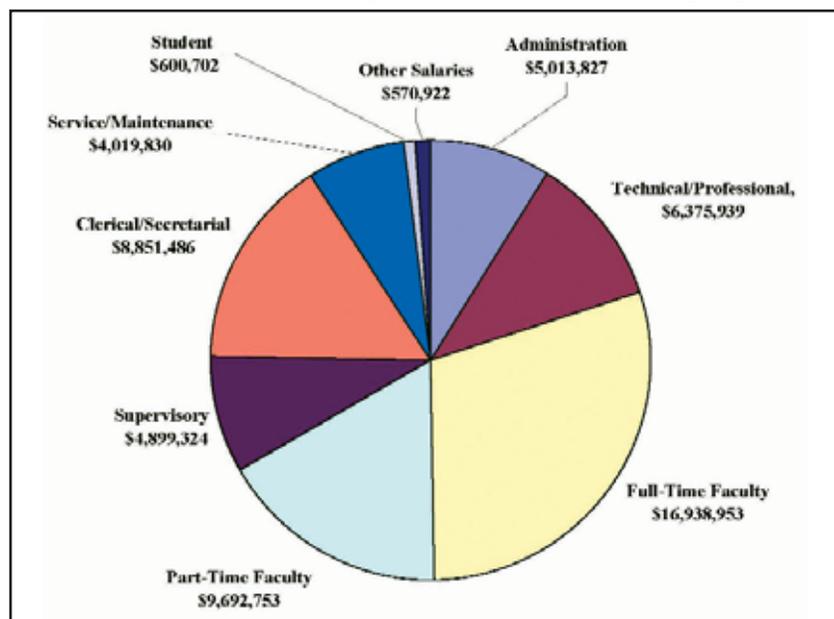
**Auxiliary Funds**

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

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

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

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



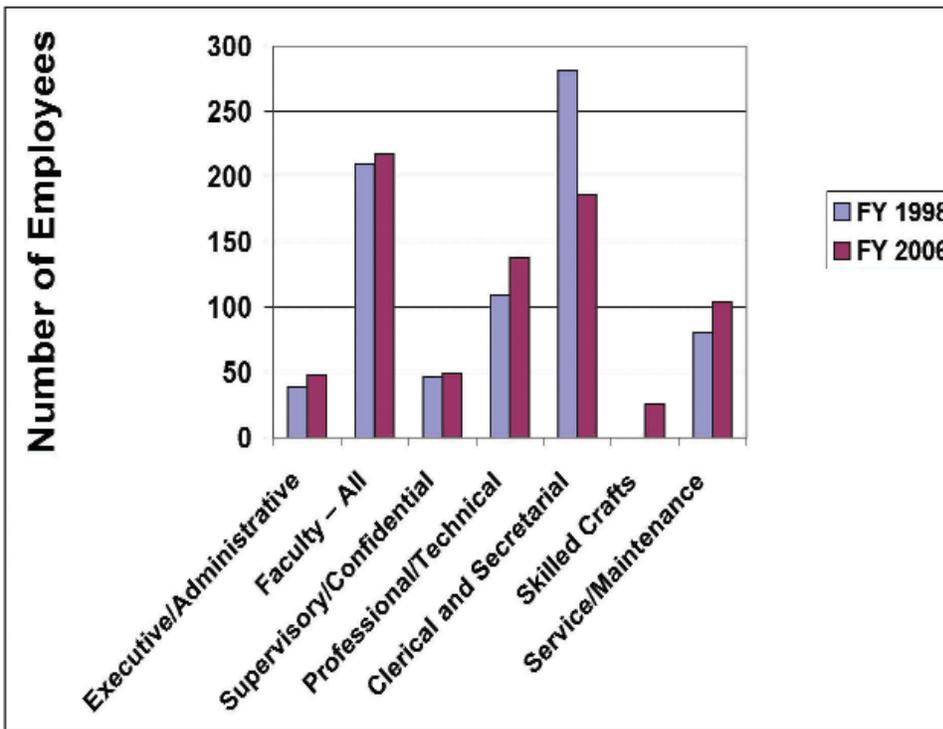
Source: Financial Services

**Staffing Levels**

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

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

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



Source: Human Resources

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

#### Contract Status

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

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

All current labor contracts are posted on the MyHarper portal.

#### Evaluation

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

#### Advancement and Promotion

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

Professional Development

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

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

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

Source: Human Resources

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

Finding 2B.4  
 Efforts to develop new instructional and scheduling options to meet student needs, while sometimes controversial, have been effective and flexible, resulting in expanded capacities for Harper to serve students.

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

New Program and Certificate Planning

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

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

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

#### New Degree, Credit, and Certificate Programs

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

#### ***Associate in Arts in Teaching Degrees***

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

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

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

#### ***Associate in General Studies Degree***

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

#### ***Programs and Certificates Currently in the Approval Process at ICCB***

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

**Table 2B.4.a – Programs Pending Approval**

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

Source: Academic Affairs

***Programs Currently Under Institutional Study***

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

***Programs Investigated and Not Developed***

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

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

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

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

***New Scheduling Options***

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

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Many programs have been expanded and enhanced.

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CONNECTED

DISTINCTIVE

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

### **Adult Fast Track**

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

### **Expansion of Existing Credit Programs**

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

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

### **Expansion through Corporate Partnerships**

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

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

***Challenges Associated With New Alternatives in Program Expansion***

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

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

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

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

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

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

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

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

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

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

Section C: Assessment and Evaluation at Harper

Finding 2C.1  
 Ongoing evaluation processes at Harper contribute to institutional effectiveness and continuous improvement, though some could be better integrated into planning processes.

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



*Therapeutic massage is a new program in Continuing Education.*

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

Harper Self-Study  
Higher Learning Commission

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

### Institutional Surveys

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

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

### Institutional Outcomes Report

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

### Illinois Community College Board (ICCB) Performance Report

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

### Employee Performance Reviews

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

### Course Placement Assessments

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

### General Education Learning Assessment

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

### Program Review

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

### ***The Program Review Process***

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

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

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

### ***Possible Flaws in the Program Review Process***

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

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

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

#### Program-Level Outcomes Assessment

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

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



*Students assess classroom instruction.*

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

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#### Classroom Assessment

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

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#### Student Opinionnaire of Instruction

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

**Finding 2C.2**

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

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

**Special Research Projects**

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

**Office of Research: Workload and Staffing**

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

**Finding 2C.3**

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

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

### Enrollment and Marketing

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

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

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

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

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

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

### Information Technology

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

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

### Student Affairs

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

### Academic Affairs–Continuing Education

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

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

#### Academic Affairs–Academic Divisions

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

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

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

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

#### Human Resources/Diversity and Organizational Development

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

### Administrative Services

Offices within the maintenance, custodial, business, and accounting services have sought efficiencies in operation and procedures. For example, to handle the numerous building projects between 2001 and 2004, the Assistant to the Vice President for Construction and Special Projects position was created in 2003. In 2005, responsibility for the Conference Center was moved to Administrative Services. A new position, Manager of Retail Services, was created to oversee all of the College's retail services which include the Bookstore, Dining Services, and the Conference Center.

### Media, Government, and Community Relations

Between 2002 and 2005, this area included Grants, Government Relations, and Community Relations and reported to the Associate Vice President for Development. In 2005, these were redistributed among existing direct reports of the President when the Associate Vice President for Development and Governmental Relations retired. The grants function was redirected to Strategic Alliances; Community Relations was redirected to the Executive Director of the Foundation and Vice President of Community Relations, with Foundation, Community, and Alumni Relations responsibilities. Government Relations was redirected to the Director of Communications, who then became Assistant to the President for Media and Government Relations.

### Strategic Alliances

The Division of Strategic Planning and Alliances was created in 2002 to assure an effective long-range planning process for the College that complements the community it serves. Since 2005, responsibility for institutional research, grant coordination, outcomes evaluation, strategic alliances, and planning have been in this division.

**Finding 2C.4**

Harper College plans for and ensures a safe, well-maintained campus, and is prepared for delivery of emergency services.

The need for investment in service areas that guarantee the safety and maintenance of Harper College for students and employees has not gone overlooked during the last decade. Since 2000, the Harper College Police Department (HCPD) has embraced a community-oriented and intelligence-led philosophy to enhance the safety and security of people and property at Harper. During 2005, the College armed the sworn police officers of the HCPD. HCPD, the Manager of Environmental Health and Safety (EH&S), and the Maintenance Department of the Physical Plant work in concert to make campus operations safe and smooth as they focus on continuous improvement and responsiveness.

### The Harper College Police Department

The HCPD is a full-service law enforcement agency providing around-the-clock service to the College community in four broad functions: criminal law enforcement, traffic law enforcement, support, and service. These classifications include crimes against persons and property crimes such as burglary and theft. Hiring standards often exceed those set by local municipalities and state-mandated standards. Staff undergo annual training



*Harper maintains a safe campus.*

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and periodic skill-based training. Police Officers are certified by the Illinois Law Enforcement Training and Standards Board.

Police Department Engagement with the Campus Community Through its membership on five shared governance committees, the HCPD provides input from the department's perspective. Individual officers are assigned responsibility for quality of life issues for each campus building, and having HCPD officers as liaisons to selected clubs and organizations is in progress to improve dialogue with students. The Chief of Police meets annually or as requested with the Student Senate.

#### Departmental Assessment and Development

In 1996, the HCPD underwent a comprehensive assessment by the International Association of Campus Law Enforcement Administrators (IACLEA) Management Assistance Program. The IACLEA report evaluated seventeen areas and resulted in 87 specific recommendations for bringing the department into compliance with college and university standards. All recommendations have since been satisfied. In 2007, the HCPD underwent an internal program review.

#### Increased Focus on Emergency and Disaster Preparedness

In the past few years, training has been focused on the department's role in the event of a large-scale emergency and disaster. In 2005, the three team leaders completed one week of intensive training in incident command at the Federal Training Center at Anniston, Alabama. By 2006, all sworn officers had completed mandatory training in the National Incident Management System for use in all U.S. jurisdictions.

Harper is the Prophylaxis Clinic for the Cook County Department of Public Health to deliver medication from the Strategic National Stockpile in the event of release of a weapon of mass destruction over the Northwest Cook County suburbs. The College also serves as the Pharmaceutical Distribution Site for the United States Postal Service, Palatine Mail Cancellation Facility, in the event of activation of their Biological Detection System.

The Chief of Police is the Emergency Management Coordinator. Over the past three years, the Emergency Operations Plan has been revamped to prepare for natural as well as man-made disasters. The plan has been demonstrated and tested in tabletop and mock disasters. This included a tabletop exercise with the Palatine Police Department and the President's Council focusing on an active shooter at the College; mock disasters involving activation of the United States Postal Service Biological Detection System; mock disasters involving the Prophylaxis Clinic in an incident involving a weapon of mass destruction; a mock disaster involving an explosion in a chemistry classroom; and various technical rescue scenarios, including landing a Flight for Life helicopter on a busy class day.

#### Safety and Compliance

In fall 2000, a Manager of Environmental Health and Safety was hired as a result of a Facilities Committee initiative and Section 13.23.00 of the Board manual dealing with Environmental Health. The manager created the *Harper College Environmental Health and Safety Procedure Manual*, which

outlines goals and responsibilities of the program along with all safety and health programs that are required by the Occupational Safety and Health Administration (OSHA). An Environmental Management Plan outlining the College's compliance with the state and federal Environmental Protection Agency (EPA) was also completed. A copy of this manual can be found on the MyHarper portal.

The Manager of EH&S oversees and supports all campus employee and student safety and ensures compliance with state and federal regulation in OSHA: Illinois Department of Labor 820 ILCS 225 Health and Safety Act has adopted all Federal Department of Labor, OSHA, Title 29 Code of Federal Regulation 1910 for all public employees; EPA: Title 35 of the Illinois Administrative Code and Title 40 Code of Federal Regulations; Workers' Compensation: Illinois Workers' Compensation Act 820 ILCS 305; and National Fire Prevention Association (NFPA): Guidelines adopted by the City of Palatine as law. Most focus on NFPA 1 Fire Protection, NFPA 70-Electrical Code, NFPA 72-National Fire Alarm Code; and NFPA 101-Life Safety Code.

### ***Compliance with OSHA Regulations***

The Environmental Health and Safety Procedure Manual has 23 sections covering safety-related standards and procedures for air quality, asbestos management, lab hygiene, facility evaluation, ergonomics, blood-borne pathogens, fall prevention, and other relevant topics. Employees receive appropriate training, with the Physical Plant Department having the most training requirements. Ergonomic training for employees is on an individual or group session by request, and back safety training has been conducted by a physical therapist from Alexian Brothers every two years.

### ***Compliance with EPA Regulations***

Compliance with EPA standards is ensured through the Environmental Management Plan, which covers such laws and statutes as the Clean Air Act, Clean Water Act, Emergency Planning and Community Right to Know Act, and Toxic Substances Control Act, among others. In 2004, the College participated in a voluntary inspection by the federal EPA, which reviewed the Environmental Management Plan with a favorable report. The EH&S Manager works with such departments as Chemistry, Biology, Art, Print Shop, and Physical Plant to clean up and reduce the cost and amount of hazardous wastes. Hazardous waste pickups are scheduled each semester. Cleanup of the College's underground fuel storage tanks, funded through a State reimbursement, was completed in 2006.

### ***Asbestos Management***

The Asbestos Management Plan is a comprehensive plan detailing the locations of known asbestos-containing materials and presumed asbestos-containing material. The plan also documents locations in buildings where asbestos materials have been removed and where they are still in place. This plan is to assist in the management of the asbestos at the College as well as being a communication tool for employees who work in areas where asbestos materials may be damaged or disrupted. All abatement work is conducted by licensed asbestos abatement contractors. During all projects, air sampling is conducted by a licensed air sampling professional



*Safety is stressed in all programs delivered at Harper.*

consultant. The Manager of EH&S oversees the projects and contractors and reviews air sample results.

**Workers' Compensation**

All injuries occurring on campus are evaluated for the cause and steps are taken to prevent reoccurrence. All claims are submitted into the insurance system by the EH&S Manager, who works with the employee, Health and Psychological Services (HPS), Human Resources, and insurance company to get the employee back to work as soon as possible. A brochure detailing workers' compensation procedures was developed and distributed in 2004, and is currently part of the new employee packet of information. A working relationship has been established with Alexian Brothers Corporate Health Services for treatment of employee injuries that are not life-threatening, occur when health service is closed, or require further evaluation and treatment than can be provided on campus. Alexian Brothers also provides work capacity screenings to ensure physical plant employees are fit to perform job duties, once they have passed a physical exam conducted by HPS. Table 2C.4.a details the decline in compensation costs and numbers of claims over the past three years.

**Table 2C.4.a – Workers' Compensation Claims**

| Year | Claims | Total Paid |
|------|--------|------------|
| 2004 | 45     | \$800,145  |
| 2005 | 35     | \$217,184  |
| 2006 | 28     | \$72,716   |

Source: Manager of Environmental Health and Safety

**Compliance with National Fire Prevention Association Guidelines**

General emergency procedures are outlined on orange flipcharts posted throughout the campus and are updated as needed, and the EH&S Manager works with building administrators to establish building evacuation procedures and to train evacuation personnel. Evacuation drills are also conducted in three or four campus buildings each semester. The Palatine Fire Department and the College Facilities Committee are invited to participate in the drill as evaluators. Occupancy issues are addressed when campus spaces are used for large events such as graduation.

**Other Safety Initiatives**

Health and Psychological Services' clinical team members work collaboratively with the HCPD and local paramedics to address campus crises involving medical and psychological emergencies. Specific initiatives are explained below.

**Automatic External Defibrillators (AEDs)**

Thirteen automated AEDs have been installed on campus and at satellite locations. Harper is mandated by law to have these devices available and to have personnel trained to use them according to the Automated External Defibrillator Act and Physical Fitness Facility Medical Emergency Preparedness Act.

**Smoking**

In 2004, Harper College became increasingly smoke-free by designating smoking areas away from building entrances. Smoking has been limited to thirteen designated sites throughout campus, including two shelters.

**Pandemic Flu Planning Task Force**

A task force is currently developing a plan to reduce the health impact of a pandemic, and minimize the disruption of essential services.

## Planning for Future Safety and Compliance

**Fire Alarm Improvement Project**

The campus-wide Fire Alarm Improvement Project will replace the old fire alarm system with a more effective emergency system. The work includes replacing all detection devices, the field panel, all associated wiring, and the notification system. This project will also provide the emergency strobe and speaker system instead of the typical strobe and horn system.

**Other Initiatives**

Potential projects associated with OSHA compliance and other safety issues include a defensive driving course; translating safety programs into multiple languages; better ergonomic techniques for custodial staff; improved compliance with chemical inventories and material safety data sheets; reduction and recycling of waste; continued asbestos abatement; alternate fuels to reduce vehicle emissions; and a job hazard analysis for all physical plant jobs.

## Facilities and Physical Plant

The Physical Plant manages and administers the infrastructure of the buildings and grounds in order to foster the learning experience while ensuring system reliability and maximum operational efficiency. The various campus areas overseen and maintained by the Physical Plant include roads and grounds; utilities; maintenance; custodial services; shipping and receiving; space management; and regulatory compliance.

**Expansion of Capabilities**

In the past five years, the Maintenance Department has taken over many functions once assigned to outside contractors. This has been accomplished by adding a licensed electrician and a masonry specialist to the maintenance department staff. These two positions join the carpenter, plumber, locksmith, and painters to handle in-house remodeling jobs that had been performed by contractors. Some of the upgrades that have been possible are the building out of shell spaces at the HPC, allowing expansion of academic programs, remodeling of the Registrar, Financial, and Human Resource areas, and remodeling of washrooms in Building H.

DISTINCTIVE

**Online Maintenance Request System**

In summer 2003, FAMIS, a computerized maintenance management system, was put into operation. By 2006, more than 40,000 service requests had been received from employees and other users of the facilities. In addition to the service requests, FAMIS also had issued over 6,800 preventive maintenance work orders. Standing work orders account for services that are not requested but expected, such as snow removal, lawn mowing, and custodial daily cleaning, among other services. These account for approximately 50% of total physical plant labor hours.

DISTINCTIVE

Lighting Upgrades

A large-scale lighting improvement project on the campus grounds was completed in 2004. The hundreds of fixtures now in place provide more efficient lighting and also provide a more aesthetically pleasing and uniform look to the campus. An upgrade of the entire exterior lighting system, including surveillance and wireless capability, was important to ensure the safety of the College staff, faculty, and students well into the future. The project was completed during the summer and fall 2003 at a cost of \$2,209,687.

DISTINCTIVE

Inside the campus, projects to reduce energy usage have been overseen by Harper’s Physical Plant Department. In 2003, the College began using high-efficiency electrical devices. Because the lighting load is a major factor in campus energy consumption, the College has been engaged in projects to upgrade all of the T12 fixtures to T8 fixtures with electronic ballasts. The total cost of the project was \$80,000, with a grant for \$35,000 covering part of the cost. The project was completed in 2004.

DISTINCTIVE

Currently, Harper has been approved for another grant to retrofit the rest of the campus. The intent is to make the campus T12-free by 2008. The College submitted this grant application to the Illinois Clean Energy Community Foundation in January 2006, and it was approved in April 2006. The total cost of the project is \$185,000 and the grant funded \$83,000. The College will fund the balance from the Physical Plant Deferred Maintenance Fund.



*Enhanced lighting has been installed throughout the campus.*

FUTURE-ORIENTED

Parking and Traffic Management

The campus has almost 5,000 parking spaces, with more than 3,700 for students, 553 for faculty and staff, 91 for handicapped parking, 40 for administrator parking, and 22 for visitor parking. There are other specialized parking spaces.

Despite Campus Master Plan recommendations to add a parking structure when Avanté was built, that has been delayed for further study. Current parking capacity meets the needs of the campus. Traffic patterns and incidents are monitored by the HCPD, and an HCPD request for traffic survey hardware and software is under study.

## Section D: Aligning Planning to the Mission

### Finding 2D.1

Planning and investment in new ideas and initiatives has enhanced student support services, thereby enhancing the College's ability to fulfill its mission.

The College has devoted considerable resources in recent years toward improving student access to critical support services. Many departments and programs have developed creative and innovative options, including Web-based and electronic tools to access registration, financial aid, and advising resources. A new feature, e-Cashier, was added to the Web so that students may manage financial obligations to the College through debit cards, credit cards, or installment payments. The Web-based applications allow access to Harper College information and services to all students, regardless of location, which is especially important with the expansion of distance learning and the increased capabilities of extension sites.

### Admissions Outreach

In 2000, Admissions Outreach began an evolution toward better recruiting and servicing of students through new prospecting database software to help track leads and fulfill requests for enrollment information.

### Enrollment Services

Innovations within the Enrollment Services area include starting an interactive Web-based College application process; meeting with more than 2,500 students at information sessions as well as providing online nursing information; and decreasing processing time by 37.5% for limited-enrollment programs. Additionally, the Enrollment Services area implemented a strategy to increase by 40% the number of degrees and certificates granted since 2005; established degree verification using the National Student Clearinghouse; and began automatic posting of IAI general education core classes.

### Scholarships and Financial Assistance

The OSFA enhanced their Web site to improve interactivity and links to internal publications, thus increasing page views.

- Improved the Web site to provide more visibility and prominence to Harper Foundation scholarships; linking each scholarship with an application to streamline the process.
- Implemented online forms to improve service to students and streamline processing, and added all federally required verification forms.
- Modified the existing OSFA Web site highlighting and differentiating scholarships for new versus currently enrolled students.
- Collaborated with high school and college guidance counselors within the district on financial aid opportunities for prospective Harper students.

CONNECTED

DISTINCTIVE



*Advising and counseling services assist students in many ways.*

LEARNING-FOCUSED

DISTINCTIVE

CONNECTED

CONNECTED

- Presented eight high school parent financial aid forums to 1,400 students and parents at area high schools. Two separate programs were conducted for predominately Hispanic populations.
- Collaborated with Admissions Processing and Information Technology to inform potential 2007/2008 Academic Competitiveness Grant (ACG) recipients by November 2006. This successful partnership resulted in 71 new ACG scholars.
- Developed a Spanish version of the Financial Aid Web site in July 2004.
- Responded to new unfunded federal and state mandates.

### Advising and Counseling

- In 2005, the student-to-counselor ratio was reduced by more than 100 students (to 679:1). However, the current ratio is still nearly double a national counselors' association recommendation of 357:1 for two-year colleges and should be further reduced as funding permits.
- The Standards of Academic Performance (SOAP) program helps students in academic difficulty and has increased efforts to maximize early student interventions to increase the chance of positive within-semester effects.
- Ten hours of weekly counseling support is provided to students enrolled in the Fast Track Program, with additional hours during peak periods. Three hours per week of counseling support is provided at three partnering hospitals. Three hours of biweekly on-site counseling support is offered to students at the Northeast Center extension site depending on demand.
- Instant messaging is being explored as a communication option for students needing advising at extension sites.
- Developed an online workshop called "Overcoming Procrastination."

### Center for New Students and Orientation

- In 2000, an online orientation program for part-time students was developed.
- In 2001, an Adult Student Advocacy Team developed several adult specialty programs including orientation sessions, a transfer fair for adult students, and information tables during Welcome Week.
- A specialty Web site for transferring-in students was created with Assessment and Testing.
- The "Walkabout" program developed in 2005 provides on-the-spot advising and counseling in high-traffic areas.

- The new Student Carnival, a major campus event, increases student awareness of campus support services and opportunities for involvement in College clubs and organizations.

#### Women's Program

- A partnership with Sears, Roebuck and Co., "Connect for Success," has assisted women in preparing for the labor market.
- Collaboration with workNet, the Illinois Employment Training Center, to secure training vouchers under the Workforce Investment Act helped stretch program grant monies.
- In response to a need for financial literacy, a four-part annual workshop, "Money Matters," was presented by community financial experts.

#### Career Center

- A six-hour workshop, "Major in Success!," was developed to help students who are undecided about a major. Plans include tailoring the program for nonnative speakers and students with disabilities.
- The Center has developed two online workshops and continues to add resources to their site.
- In 2006, a Health Careers Job Fair was added to meet student and employer needs.
- Created an interactive career game used during New Student Orientation since 2000.

#### Center for Multicultural Learning (CML)

- Provided guidance to 20 faculty recipients of the Multicultural Faculty Fellows Program to infuse diversity into the curriculum.
- In 2005, developed Retention Efforts for Academic Completion at Harper, the (REACH) Summer Bridge Program, to help under-prepared, first-generation students transition from high school to college.
- Initiated a Case Management Pilot program that assigns a counselor to first time in college African American and Latino students who graduated from high school in the fourth quartile.
- Created a special weekend Orientation section in the spring semester for students of color who struggled academically in the fall.

#### Health and Psychological Services

Health Services and Psychological Services combined in 1998 to provide comprehensive and holistic services that address the emotional and physical welfare of the Harper community.

### **Health Services**

- A Nurse Practitioner was hired in 1999.
- In 2001, HPS became the lead alcohol prevention/educational resource to the campus. All nursing staff have been certified in Training or Intervention Procedures (TIPS).
- In 2002, HPS became a pilot site for the “mystudentbody.com” Web site for alcohol risk.
- Grants and/or resources have been received for such programs as Wellness Week, the Center for Disease Control, Northwest Community Hospital, Alexian Brothers Medical Center, the American Cancer Society, and from the Illinois Department of Public Health
- Currently implementing use of electronic medical records for HIPAA compliance.

### **Psychological Services**

- Campus outreach and consultation have helped to address the increasing psychological needs of students. These include post-traumatic stress disorder, suicide, psychotic disorders, chronic mental illness, sexual assault, domestic violence, criminal victimization, homelessness, and self-injurious behaviors.
- Psychological Services offers training and acts as a site for doctoral and advanced doctoral psychotherapy externs and postdoctoral fellows.
- For students who do not have access to on-campus service, Psychological Services has partnered with the national ULIFELINE Web site for college students to offer self-help, screening tools, educational materials, and networking and referral.

### **Access and Disability Services**

- A \$200,000 donation has improved services and programs for deaf and hard-of-hearing students. These funds have supported development of a SMART classroom with assistive technology, captioning capacity, and expansion of the summer transition/bridge program for new students. The College will apply to be a regional and state program for the deaf.
- *Pathways to the Future* transition conference for blind and visually impaired high school students assists in preparation for postsecondary education or the workforce.
- Recommendations from accessibility surveys of both the NEC and HPC extension sites have been implemented.
- The Department Web site provides an orientation about the process for accommodations and other support available to students with disabilities. E-mail is used to communicate with students not on the main campus.

- Future plans include developing an extensive, accessible Web-based resource and electronic communication tool for students and faculty. In 2006, an online Blackboard course for faculty on access and disability was launched.

#### Assessment and Testing Center

- Remodeled the facility to add 12 computers, for a total of 60 computers.
- A screening program better directs developmental students for whom English is a second language into ESL classes or Department of Academic Success courses.

#### Library

- Received new Radiology Technology and Diagnostic Technology materials funding.
- Migrated the Library's Voyageur system data to the ILCSO consortium server.
- Participated in a new process for sharing resources among 65 ILCSO libraries.
- Incorporated 12 laptops for student checkout and 50 desktop computers for Internet research and completing assignments.

#### Tutoring Center

- Added tutoring for 17 additional CIS courses.
- Created supplemental course review packets.
- Established Web-based tutoring through the Illinois Virtual Campus (IVC).

#### Writing Center

- Increased funding 10.8% since 1998, to allow a 14% increase in staff hours.
- Improved efficiency by adding a computer-based sign-in system, Web-based instructional support tools, and adjustments in staff scheduling to meet high peak demand.
- Received student satisfaction ratings between 94%-96%.

#### Success Services

- Developed additional programs to support students for the National League of Nursing exam by partnering with Continuing Education.

LEARNING-FOCUSED

English as a Second Language

- DVD players and six new TV monitors have been added to the language lab.
- A new eight-week self-study course, Guided Lab, gives the student access to all lab material during open hours.

Information Access

- There are two Internet cafés, William's Web and Hawk's Hollow, which have 30 desktop computers for student use.
- Over 175 computers are available in open labs for students.

Finding 2D.2  
 Signage, landscaping, and other upgrades recommended in the Campus Master Plan have been implemented and have resulted in a safer, more uniform, and more pleasant campus environment.

DISTINCTIVE

The College has engaged in a comprehensive effort to improve its physical appearance. Campus-wide changes to lighting, directional signs, landscaping, and other campus features have markedly improved the appearance and ambience.

Signage Improvements

The Board committed \$1 million to improve way-finding signage. As a result, 2,634 interior and 180 exterior signs now enhance the physical environment.

The program began with upgrading signs at the road entrances to the campus and the perimeter road. Vehicular campus maps provide directions to key locations on campus. The parking lots are clearly marked, and pedestrian maps guide the way along walkways. Lighted letters that can be seen from the road were installed on each building. Interior signs include directories at each building entrance, overhead signs where walkways cross into adjacent buildings, evacuation maps, and room identifiers.

Campus Beautification

The Algonquin Road entrance and corner landscape at Algonquin and Roselle Roads have been upgraded to enhance the College's appearance. The new landscapes include hybridized elm trees, flowering shrubs, perennials, and annuals.



*Campus beautification efforts are evident in many areas.*

DISTINCTIVE

With the completion of Avanté, exterior landscaping was completed around the new structure and in the adjoining courtyard. The plant materials include over 100 trees and numerous sweeping foundation borders of shrubs, ground cover, and perennials. Annuals add seasonal color along the south main entrance and along the main walkway.

DISTINCTIVE

In the courtyard between Buildings X, J, and H, an outdoor reflecting pond with five fountain jets and outdoor fenced stage area has been installed. Additional varieties of trees and perennials also enhance the area. Two existing memorial oak trees were preserved and protected during this construction. Landscaping featuring trees, shrubs, ground cover, and

perennials also was added to the campus with the completion of the Performing Arts Center, as was the fountain at the end of the main drive into campus from Algonquin Road, which includes annual plantings to provide seasonal color.

The north side of Building A was also redesigned to add a formal view of the floating fountain on West Harper Pond from the north windows of the cafeteria and the east windows of the conference center. This landscape, designed in-house, includes weeping beech, Persian ironwood, and dawn redwood. The area includes shrubs, perennials, and ground covers inspired by English gardens. Seasonal color comes from a central border of annual plantings. The conference center landscape is adjacent to the west end of the North Garden. This landscape includes three examples of shoreline erosion control: the planting of low-grow sumac, the use of outcropping, and the use of four-inch stone. Trees, shrubs, perennials, and ground cover were also added to this area of the campus.

In 2006, a project was developed to correct drainage problems and tie the South Garden at the Student and Administration Center (Building A) into the rest of the area's landscape and irrigation. The project was completed at a cost of \$510,500.

Over the past five years, the College has allocated approximately \$900,000 on landscape improvements. This does not include landscaping/excavation associated with new building construction. In recognition of these efforts, Harper received a landscaping award from the American Society of Landscape Architects in December 2006.

### Criterion Two Summary

The past decade is the result of intense and carefully planned expansion and redevelopment designed to help Harper better serve the shifting needs of the community. The primary focus has been the provision of career and transfer education in facilities that accommodate these needs in the most current and professional manner. The growth has been accomplished through extensive planning, effort, and collaboration among the College administration, faculty, staff, and community, along with the firms hired to complete the plans. This decade's activities to improve the physical facilities, the technological infrastructure, enrollment, financial status, and educational offerings clearly have poised the College to meet future needs. Some challenges related to these areas remain, along with associated challenges related to human resources.

Harper College takes pride in:

- *The contributions of strategic planning in the guidance of the College.* The strategic planning process at Harper responds to campus input, produces valuable annual information sources, and has resulted in improvements such as distance learning, the campus focus on diversity, and improved student services.

- *The careful attention to information gathering that informs the direction of the College.* Environmental scanning, other institutional surveys, and internal audits have assisted with decisions about new program development and other major initiatives.
- *Campus expansions and renovations that have expanded and improved the educational space at the main campus and extension sites.* The commitment of the community and of Harper employees in supporting and expediting new facilities has given the College a new look and a new capacity, and renovations of older facilities have continued to improve learning environments for students.
- *The transition from an outdated technological infrastructure to a more contemporary technological environment.* Careful planning, vigilant monitoring of new technologies, and efforts of the College personnel to manage and adapt to a wide variety of technological demands have resulted in an updated and improved infrastructure.
- *Increased self-service capabilities via the College's external Web site.* Developments in the external Web site have changed students' basic relation to the College, in terms of information finding and completion of such transactions as application, registration, and tuition payment.
- *Enrollment growth of 27.34% during the past decade.* The enrollment growth suggests an increased stature of the College in the community to provide educational options to increasing numbers of students. Expansion of programs and services would not be possible without this growth, as reliance on tuition to fund development has become more necessary.
- *Competitive compensation for College employees.* Benefits and salary for employees have remained competitive, which contributes to high employee dedication and retention.
- *The strong financial standing of the College.* The College has an Aaa Moody's bond rating, and the College fund balance has increased, which preserves the College's ability to respond to future needs.
- *Increased dispersal of financial assistance.* This increase over the past five years shows an institutional commitment to satisfy a cornerstone of its mission: to provide an excellent education at an affordable cost.
- *New degree and certificate programs and new instructional modalities.* The dozens of new degree and certificate programs developed during the past decade, as well as the expansion of distance learning and other alternative forms of delivery, show that the College is responsive to student needs and interests.

- *The safety of the campus.* The Harper College Police Department assures daily campus safety and is trained and prepared to respond to emergencies. Other safety improvements include a newly created Environmental Health and Safety position, new fire alarm system, new emergency call boxes, and improved pedestrian and vehicular access.
- *The improved physical plant.* Upgrades and maintenance of the physical plant have resulted in greater capability to serve existing and future needs.
- *The aesthetic appearance of the College.* New lighting, signage, landscaping, walkways, and sculptures, combined with new construction, have noticeably improved the atmosphere of the campus.

Harper College is challenged by:

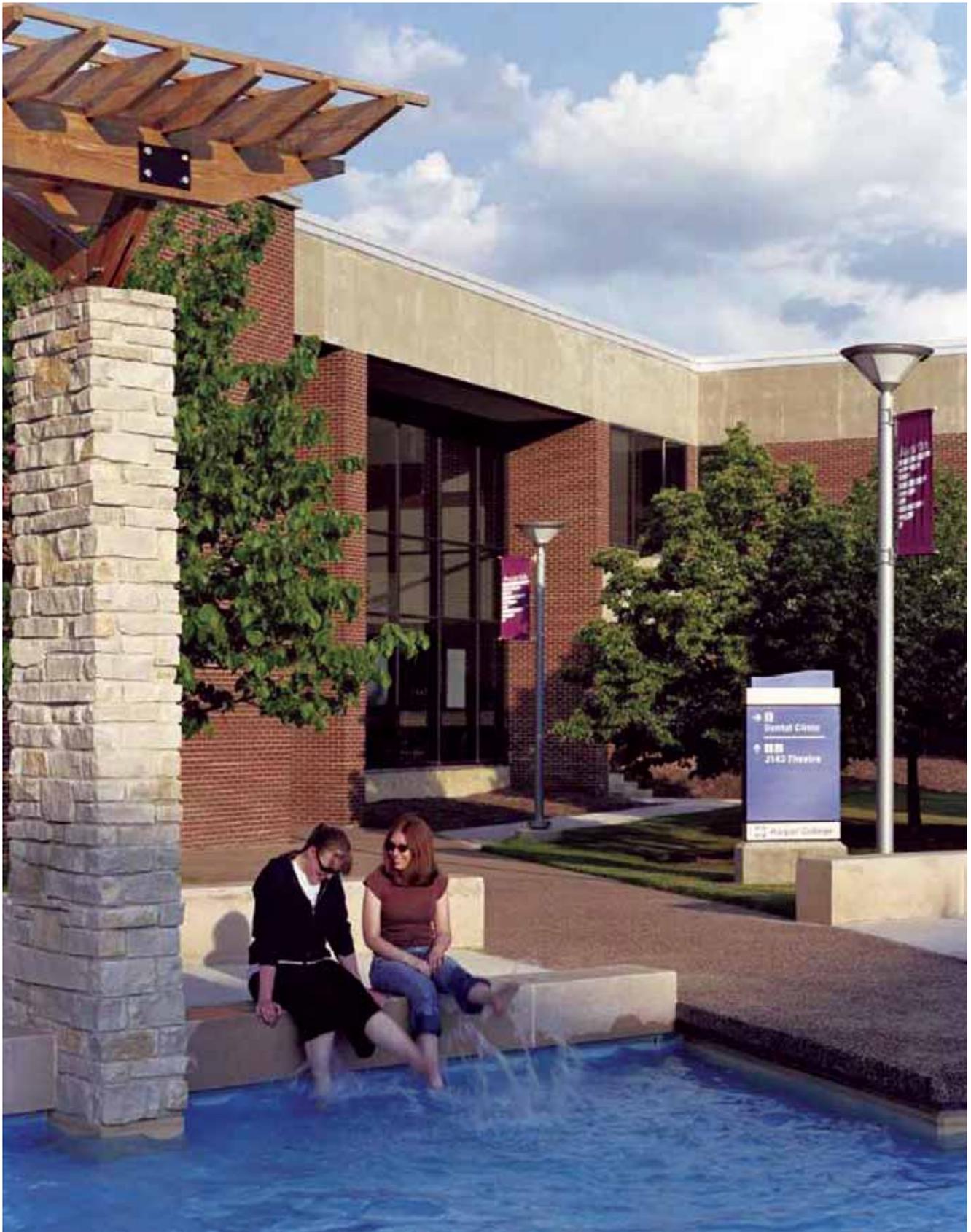
- *Multiple facilities still awaiting renovations.* Almost 50% of Harper's 1.3 million square feet of buildings were constructed more than 25 years ago. The state has failed to provide capital development funding for the past five years.
- *Implementation of a new student information system.* While the financial and human resources components of a new ERP system have been completed, implementation of the student information system has been slowed due to incompatibilities discovered with the first product and a subsequent rebidding process. Implementation of the recently purchased product will require a substantial management effort and dedication of employee hours. It is scheduled for full implementation in 2009.
- *Maintaining enrollment growth at levels approaching those of the past decade.* The College has experienced 27.34% enrollment growth over the past decade; this has been accomplished with the assistance of various departments and efforts. The maintenance and continued enrollment growth will require creative means and enhanced community outreach.
- *A full-time to adjunct faculty ratio that has begun to increase.* While retirements have led to the hiring of over 150 new full-time faculty in the past decade, the number of full-time faculty has increased by only 3.3%. The full-time to adjunct ratio of contact hours taught has begun to increase. Whether the reliance on adjunct faculty to teach increasing contact hours could be mitigated through the hiring of additional full-time faculty needs to be investigated.
- *Shrinking clerical staff.* More research is warranted to determine if the decreased clerical support evident during the past decade is placing undue burden on other employee groups. Although enrollment increased by 27.34% over the past decade, the number of full-time employees in 2007 is nearly identical to that in 1998.

- *Balancing the advantages and drawbacks of innovative or controversial program expansions and schedule modifications.* While such innovations as corporate partnerships, compacted schedules, and distance education have increased student access to education, promoted enrollment growth, some aspects of their implementation have been accompanied by philosophical debate. Administrative/faculty communication needs to increase as these options continue to evolve.
- *Cultural diversification of the workforce.* Although 16.8% of the College's workforce is minority, most of these employees are in the maintenance areas of the College. Efforts to increase diversity in the administrative, faculty, and staff workforce have been and continue to be made.
- *Difficult faculty contract negotiations processes.* A full-time faculty strike in 2002 and difficult negotiations in 2006 suggest that labor negotiations between faculty and administration can be challenging, and this affects campus climate and work efficiency. Difficult issues are being dealt with, and it is anticipated that negotiations will be less challenging in the future.
- *Decreasing state and local revenue, and increasing tuition.* Maintenance of affordability for students in the face of decreasing state funding remains a primary goal. Additional or enhanced revenue sources to more strategically ensure the success of students and future viability of the institution may be necessary.
- *Communication of survey and research results to the campus at large.* Given the wealth of information for strategic planning purposes, it is difficult at times to convey results effectively to the internal community. Efforts to further develop communication strategies are underway.

Harper College will address the following issues:

- *Evaluate staffing levels to determine if the College has adequate staff to support the many initiatives undertaken.* Enrollment growth has surpassed increases in staffing levels. The College has realized efficiencies over the past 10 years through increased automation and streamlined processes. However, some areas appear to be at or near capacity.
- *Continue efforts to diversify the workforce.* Although some progress has been made, continued and increased outreach to minority candidates is warranted.

- *Clarify policies and procedures pertaining to search committee membership and hiring processes.* The makeup of search committees and processes used to recommend candidates varies, depending on division and position. Some of these variations are logical and necessary, but clarification of these policies and procedures could assist future search committees in completing their work.
- *Continue to analyze the impact of decreased state and federal funding of College initiatives.* The College has developed a financial forecasting model that includes strategic tuition increases to compensate for decreasing federal and state funding. Two major building projects are also waiting for state funding. The College should continue to explore alternative sources of revenue that place less burden on the students.
- *Continue to gather information pertaining to the effectiveness of alternative delivery scheduling options.* The College has been proactive in implementing alternative delivery and scheduling options that are student-centered. Review and evaluation of the impact of these options on student-learning will continue.



*The reflecting pool outside of the Avanté Center provides a relaxing and soothing environment for students.*

## CRITERION THREE



Learning  
Engagement

Mission  
Acquisition  
Future

Student Learning and Effective Teaching  
Harper Self-Study  
Higher Learning Commission

*"Teaching is the highest form of understanding." Aristotle*

## Section A: Outcomes and Assessment

### Finding 3A.1

All Harper College educational programs and service units have been involved in an improvement-focused assessment initiative.

Multiple assessment processes such as program review, external program accreditation, and program and course outcomes assessment have contributed to educational program effectiveness at Harper. An institutional program outcomes assessment process has been in use at the College since 2004. As a result, the College's assessment efforts have moved from a course or discipline-based model to a more comprehensive approach that is cross-discipline and inclusive of all campus units. Faculty, staff, and administration have worked to develop, implement, evaluate and consistently report their assessment plans and outcomes. Although still being continuously improved, documentation and use of results to inform improvements in teaching and learning is much more apparent with this model than with previous efforts and reporting processes.

### Past Campus-Wide Assessments of Programs and Courses

Harper has been assessing student learning since 1994, when the faculty worked to ensure that all courses had stated learner outcomes and competencies. By 1998, faculty had developed general education assessment strategies. For example, the English department developed a rubric and regularly assessed writing skills in English 101, English 102, and literature courses.

Career programs focused on development of both course and program outcomes and completed related documentation in 1998. Career faculty reviewed curricula and solicited input from advisory councils, divisional Deans, and a curriculum design specialist, as they developed program outcomes. Health care programs, in particular, measured graduate competencies according to accrediting standards. Career assessment plans were linked to the Harper five-year program review schedule and program accreditation schedules. An annual graduate survey provided graduate data in addition to learner success rates, program outcomes, and other performance data available from institutional sources for each program's use. Assessments were annual and included in the five-year review document.

Non-instructional areas such as Academic Advising and Counseling, Health and Psychological Services, Center for New Students and Orientation, and Assessment and Testing were also involved in ongoing assessment since the early 1990s. Indirect measures such as satisfaction surveys and direct measures such as waiting times were used in the assessment to see if service and staffing levels were appropriate.

### Reevaluation of Program Assessment

In 2003-2004, assessment practices were reevaluated. Faculty met to review their assessment materials. This revealed flaws in the assessment processes and methodologies. Data collected was discipline- or course-specific and not targeted toward students close to finishing their general



*Student learning has improved as a result of outcomes assessment.*

LEARNING-FOCUSED

CONNECTED

DISTINCTIVE

education core courses. Although the Social Science faculty attempted to develop a cross-discipline assessment plan, they struggled with it because of their wide spectrum of academic areas. Inconsistent assessment practices occurred within the career programs also. Some departments were collecting data, and others were not. In some cases, changes in personnel or department assignments during assessment cycles stopped the process. A lack of documented changes that resulted from assessment efforts and a general dissatisfaction with the current assessment processes stimulated the search for a more effective model.

Faculty and administrators attended assessment conferences about discipline-specific and general education assessment practices in higher education. They learned that general education and program assessment better served an institution if implemented with learners close to program completion and if applied across the curriculum. Because current outcomes assessment did not meet these criteria, pursuit of a more cohesive, global assessment became a key institutional initiative. The new approach to assessment was expected to provide a uniform assessment framework for instructional and non-instructional areas involved in assessment activities; establish a campus-wide regular schedule of program assessment; link all assessment to the College's mission statement; and build a culture of assessment based on a shared understanding that the process is designed to improve student learning and services.

*Choosing and Implementing an Outcomes Assessment Process*  
In 2003 and 2004, College administrators and faculty attended assessment conferences centered on the Institutional Effectiveness Associates model. The model seemed to hold promise for moving from data collection to use of data for continuous program improvement and had the flexibility to be applied to instructional and non-instructional units. The HLC Self-Study Steering Committee recommended College-wide adoption.

During fall 2004, an intensive hands-on workshop presented by Dr. James and Karen Nichols, founders of Institutional Effectiveness Associates, introduced their model to the campus. This framework, known as the five-column model, was adopted as the official template for assessment at the College. The Steering Committee discussed various options for providing support for the new process. After much deliberation, the committee made the strategic decision that the faculty and administrators on the Steering Committee would coordinate and serve as advocates for this initiative to support implementation at multiple levels across the campus. A General Education Committee with faculty members from general education disciplines was formed to facilitate many assessment. See Finding 4B.2 for more details on the general education assessment process.

#### The Mechanics of the Outcomes Assessment Process

The five-column assessment model implementation began in fall 2004, for each academic program with 30 or more credit hours that would lead to a degree or certificate and for all administrative or service units. The five steps are summarized below:

1. The academic program identifies its mission and analyzes its link to the College mission (column 1).

2. Each academic program and educational support unit identifies student learning outcomes or unit outcomes related to the mission; only two or three outcomes are measured during one assessment cycle (column 2).
3. The program or unit creates the means of assessment, identifying assessment indicators and criteria (column 3).
4. Faculty, staff, and administrators in each program collect, interpret, and decide on the use of collected data (column 4).
5. The program or unit develops a plan to use the results (column 5).

Steps 1 through 3 were completed and submitted to the Steering Committee in late September. Data was collected in fall and spring semesters, and steps 4 and 5 were completed at the beginning of the next academic year. During the first annual cycle, steps 1 through 5 were submitted on a paper template based on the model. In December 2005, the template was replaced with eTree, a Web-based tool for consistency and ease of submission. See Finding 3A.3 for an explanation of eTree.

The Committee supported the process and has provided ongoing support, consultation, and feedback through the completion of the first three assessment cycles. Drop-in consultation sessions have been available during each cycle. The Committee formed teams and provided personal feedback sessions to writers during the first two cycles. During summer 2005, refresher sessions were offered, with grant monies provided to attendees to support their efforts. Outcomes review sessions have been conducted during biannual Orientation Weeks.

With a clear timeline, an electronic submission, personal support, and some degree of flexibility, the Committee has ensured that assessment plans have been developed, measurement activities identified, and results generated and documented for the past three years.

Finding 3A.2  
 Learning outcomes are clearly stated in course outlines for 100% of Harper courses.

Through faculty and administrative collaboration, learning outcomes were developed for each course in the curriculum in 1994. A standard common course outline format was adopted for generic College course outlines. Since 1994, the Curriculum Committee has required learning outcomes for new and revised courses. See Finding 3B.1 for more detailed information.

The course outline format includes a course description, student outcomes, methods of assessment, and other course information. Course outlines and learning outcomes are developed by faculty. If there is no faculty member who is able to develop new curricula, consultants from the field design the generic course outlines needed for program approval. Faculty who teach in the new program review the course outlines and make any curricula adjustments. The Curriculum Committee receives new or revised courses and makes a recommendation for approval to the Vice President for Academic Affairs.

**DISTINCTIVE**



*Timelines have been established for all outcomes.*

**LEARNING-FOCUSED**

Approved course outlines that are updated regularly are filed by division and are available for faculty, staff, and students. While some departments do an annual review, outlines are formally reviewed by faculty in the program as part of the Program Review process. General Education course outlines are also reviewed on a regular schedule by the Illinois Articulation Initiative (IAI) committees. Course outlines for newly developed courses are filed with the ICCB for approval. They also may be filed with the IAI for matching general education courses. Course outlines and course syllabi are also used for baccalaureate articulations.

In spring 2005, 100% of the outlines were on file in the division offices, and 100% of the outlines included learning outcomes for each course. This formal inventorying process occurs every three years.

The Vice President of Academic Affairs has worked collaboratively with the faculty to ensure clear evaluation criteria correlated with course outcomes are included in syllabi. The Vice President conducts the first session of the New Faculty Course to provide strategies to new full-time faculty for developing objective, clear evaluation criteria to be included on course syllabi. All part-time faculty are invited to attend an orientation each semester where similar strategies are offered. In addition, a syllabus checklist is posted on the Academic Affairs intranet.

Finding 3A.3

Although results have varied, the current outcomes assessment process at Harper College has provided additional means of improving teaching and service to students.

In fall 2006, two complete cycles of assessment were finished, with cycle 3 to be completed by fall 2007. All career programs and general education disciplines are involved in assessment to measure student learning. In addition, non-instructional support areas also complete assessments using both direct and indirect methods.

In the first cycle, 30% of instructional and 46% of non-instructional areas made improvements in instructional methods or delivery of support services. To improve results in the second cycle, Institutional Effectiveness Associates evaluated the first cycle and provided additional training to outcomes writers. Tables 3A.3.a and 3A.3.b summarize the information.

Table 3A.3.a – Outcomes Analysis, Cycle 1 2004–2005

| Assessment Submissions          | Number of Instructional Programs (%) | Number of Non-Instructional Programs (%) | Totals        |
|---------------------------------|--------------------------------------|--|---------------|
| Columns 1–3 submitted           | 56/56 (100%)                         | 37/40 (92%)                              | 93/96 (97%)   |
| Columns 4–5 submitted           | 46/56 (82%)                          | 34/40 (85%)                              | 80/96 (83%)   |
| Documented Consultations        | 39/56 (70%)                          | 28/40 (70%)                              | 67/96 (70%)   |
|                                 |                                      |  |               |
| RESULTS                         |                                      |  | TOTALS        |
| Outcomes process issues         | 147/351 (42%)**                      | 11/186 (6%)                              | 158/537 (29%) |
| Criteria met, no further action | 90/351 (26%)                         | 84/186 (45%)                             | 174/537 (32%) |
| Improvements made               | 105/351 (30%)                        | 86/186 (46%)                             | 191/537 (36%) |
| Other                           | 9/351 (3%)                           | 5/186 (3%)                               | 14/537 (3%)   |

\* “Other” submissions were classified as either instructional or non-instructional when results were analyzed.

\*\* Does not add to 100% due to rounding.

Table 3A.3.b – Outcomes Analysis, Cycle 2 2005–2006

| Assessment Submissions          | Number of Instructional Programs (%) | Number of Non-Instructional Programs (%) | Totals        |
|---------------------------------|--------------------------------------|--|---------------|
| Columns 1–3 submitted           | 56/56 (100%)                         | 37/40 (92%)                              | 93/96 (97%)   |
| Columns 4–5 submitted           | 46/56 (82%)                          | 34/40 (85%)                              | 80/96 (83%)   |
| Documented Consultations        | N/A                                  | N/A                                      | N/A           |
|                                 |                                      |  |               |
| RESULTS                         |                                      |  | TOTALS        |
| Outcomes process issues         | 121/347 (35%)                        | 7/179 (4%)                               | 128/526 (24%) |
| Criteria met, no further action | 102/347 (29%)                        | 90/179 (50%)                             | 192/526 (37%) |
| Improvements made               | 114/347 (33%)                        | 79/179 (44%)                             | 193/526 (37%) |
| Other                           | 10/347 (3%)                          | 3/179 (2%)                               | 13/526 (3%)   |

Completion rates remained the same for both cycles. Outcomes process issues declined with cycle 2, as outcomes writers became more familiar with the intent and scope of this initiative. There were more program improvements in cycle 2. There were also more reports of the criteria being complete as many outcomes writers opted to remeasure the same outcomes in cycle 2 as they had in cycle 1. Planned interventions improved the results and criteria were met allowing outcomes writers to pursue new initiatives. A facet of the five-column model is to measure two or three outcomes each cycle and, if the pre-established criteria are met or exceeded for those outcomes, to pursue new outcomes in subsequent cycles. If outcome criteria are not met, improvements are made and are subject to further review to see if the pre-established criteria are met or exceeded. Outcome criteria that are met are expected to be cycled through the assessment process in later years to ensure that outcomes remain at the established level.

Cycle 2 was completed in fall 2006. The new eTree online tool, developed by students in a Computer Information Systems (CIS) internship class, made it possible to input information electronically.

#### A Sample of Instructional and Service Improvements Resulting from Assessment

Instructional improvements in the first cycle included changes to curriculum, instructional delivery, and use of assessment tools. Forty instructional improvements (11%) involved curriculum changes; 63 changes (18%) improved such assessment tools as development, modification, or elimination of rubrics, examinations, portfolios, internships, or other tools. Educational support reported that 48 (26%) student service improvements were made with a resulting 38 (20%) improvements to support staff. Results were similar for cycle 2.

Specific program examples from the first and second annual cycles are listed below:

- ***Emergency Medical Services AAS Degree Program***

Using direct measures of student learning, faculty examinations and rubrics, faculty modified seven content areas by changing examination questions, shifting content emphasis, and using case-based instructional methods. A timed element was added to skill drills, and discrimination of idioventricular and junctional rhythms on 3-lead strips was improved with the development and use of study packets during cycle 1.

- ***English as a Second Language***

Rewrote rubric reflecting relative values. Curriculum for Writing V class was rewritten. Faculty worked together to create guidelines on how to assign and evaluate essays to improve student performance during cycle 1.

- **Marketing AAS Degree Program**

Overall evaluations of students' marketing plans met faculty quality targets, but the financial analysis did not because faculty outside of Marketing were teaching financial analysis skills differently. A guideline for acceptable financial reports was developed for classroom use during cycle 1.

- **Paraprofessional Educator AAS Degree Program**

Students' familiarity with technology to enhance teaching and learning was assessed, and benchmarks were not met. Course improvements included changes in course content emphasis related to technology and evaluation of effectiveness of technology in the classroom during cycle 1.

Subsequent measurement of this outcome shows that classroom technology continues to be a weakness. In cycle 2, the technology quiz has been rewritten and curricula enhanced to discuss technology in the classroom.

- **Resources for Learning**

Based on assessment, RFL faculty created a Resources for Learning Web site together with the Tutoring Center, Writing Center, and Student Success Services.

- **Department of Instructional Technology (DoIT)**

Using indirect assessment survey instruments, department leadership evaluated faculty awareness of the Distance Learning Center and the availability of online instructional resources on the DoIT Web site. Changes were made to promote faculty services through e-mail contact and posters with tear-off cards next to faculty mailboxes during cycle 1.

- **Admissions Outreach**

In cycle 2, customer service surveys for the Campus Information Center, the Admissions Outreach Office, and Recruiting Events have been positive, and survey times are now varied to include high-volume periods.

- **Fashion Design AAS Degree Program**

New students entering the program were performing below stated objectives and appeared to be less prepared for the rigor required. In cycle 2, an entry assessment was created to determine if students possessed the necessary competencies.

- **The Office of Research**

The Demographic Report for program review was not often used, but other reports were useful. During cycle 2, demographic reports are now issued as customized program review reports, rather than as standard reports.

Program Intended Outcome #1  
 Graduates of the Paraprofessional Educator program can identify technology tools used in the classroom to enhance teaching and learning.

| Means of Assessment and Criteria for Success  | Summary of Data Collected   | Use of Results   |
|---|---|--|
| 1.1 Upon completion of the pre-student teaching clinical experience, 80% of students will score 3 or above on their self-care evaluation project (on a 5-point rubric). | 1.1 87% scored 3 or better, 24% scored 2.5 or better, 14% scored 2 or better, 5% scored below 2. Benchmark was 80% overall score 3 or above. Benchmark was not met. | 1.1 Increase class time spent discussing the subject of using technology to enhance teaching and learning. Increase class time spent discussing how to evaluate effectiveness of technology observed in a classroom.   |
| 1.2 89% of students will score 70% or above on technology exam.   | 1.2 99% of students scored 70% or better. Benchmark was 89% of students scored 70% or better. Benchmark was not met.  | 1.2 Increase class time spent discussing the subject of using technology to enhance teaching and learning. The education classroom will become a Smart Classroom effective Fall 09. Once the objective is reached, faculty will begin modeling the use of technology to enhance teaching and learning. |

A sample of the outcomes assessment submission from the Para-Professional Educator Program.

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While implementation of the process has been challenging, it has resulted in regular reporting of instructional improvements and other accomplishments.

Finding 3A.4

The current outcomes assessment process has undergone continuous evaluation and improvement.

Three major evaluations of the assessment process have been done since fall 2005. The Office of Research surveyed the outcomes writers to determine the usefulness of the five-column model; Dr. James and Karen Nichols reviewed cycle 1 results; and the Steering Committee analyzed the impact of the process. These three evaluations helped to identify assessment concerns.

Office of Research Survey of Outcomes Assessment Writers  
Seventy-two surveys were sent to program coordinators and department managers who wrote outcomes and means of assessment. Fifty-four were returned: a response rate of 75%. The high response rate was taken as a sign of engagement in the process. Written comments were generally positive, although there were some concerns about resource levels such as funding and the number of full-time faculty available to do assessment in some of the smaller programs. Responses to the survey are summarized below.

- Effectiveness of the five-column model in providing structure to the process: at least “somewhat effective,” 86.7%; “highly effective,” 26.4%
- Clarity of instructions: at least “average,” 86.5%; “very clear,” 19.2%
- Fall 2004 training session was helpful: 73.6% (96.3% reported attending)
- Took advantage of one-on-one consulting opportunities: 41.5%; 77.3% of those that attended reported that the sessions were “mostly” or “definitely helpful”
- Satisfied with outcomes and means of assessment developed: 69.8% (30.2% “not sure”)
- Likelihood of process leading to real improvements at the College: “likely” or “very likely,” 64.1% (16.9% were pessimistic; instructional respondents were more extreme than non-instructional respondents in their responses to this question)

The responses with the most potential impact on the process were about the proper guidance and time to complete the process, so more training sessions were added each semester. The outcomes template is now available via the eTree tool, so there is access to campus-wide examples for outcomes writers to review.

Review of Outcomes Process by  
Institutional Effectiveness Associates

After one year, Institutional Effectiveness Associates reviewed the outcomes to see if sufficient progress was made to close the assessment loop for cycle

1. A follow-up campus visit also took place. The audit revealed progress had been made. Departments were focusing on only two or three outcomes and were using both direct and indirect data. There were several departments particularly good at closing the assessment loop, most notably the health careers programs. Suggestions for improvements were that some programs rely less on the Graduate Survey and develop more direct measures; improve the way results and use of results were collected; and that ongoing training be provided, especially for new chairs, coordinators, and managers.

The Steering Committee reviewed the results of the two cycles and the information from Institutional Effectiveness Associates and the Office of Research survey. As a result, more consulting and training sessions were offered and the eTree tool was redesigned so it was more user-friendly and allowed users to view the assessment plans and results of their colleagues. Additional observations about these results are detailed in Findings 3A.3, 4B.2, and 4B.3.

The College has made considerable progress in developing instructional and non-instructional outcomes. Progress has been steady as the College continues to understand the process is ongoing and that each cycle offers an additional opportunity to make improvements.

Finding 3A.5

Data reported for satisfying external accountabilities are integrated into assessment efforts at Harper College.

There are two primary means of ongoing course and program assessment: the annual outcomes assessment process and the College Program Review process. Where appropriate, both processes employ data gathered to improve programs, assure student success on career certification and licensing examinations, and satisfy accrediting agencies for career and transfer programs.

With minor deviations, academic disciplines are reviewed on a five-year program review schedule synchronized with the Illinois Community College Board (ICCB) statewide program review schedule for academic programs. All student service programs in Student Affairs and Academic Affairs as well as some administrative departments such as the Office of Research are also on a five-year program review rotation.

#### ICCB Review

ICCB annually provides the College with enrollment, employment, and graduate surveys, and other related information from comparable career programs undergoing program review statewide. For example, before Nursing writes a program review, data from all ICCB community college nursing programs are collected and shared with all state community colleges. Faculty review these data and use them for their department program review, and where there are state concerns, faculty comment on the data and what actions can be taken to make future improvements. In these reviews, faculty also use statewide assessment information like pass rates on national examinations.

These data are usually reported as part of the program review process and may be used to assess student learning.

ICCB collects academic program review summaries on an annual basis. These reports focus on program changes since the last review, student learning assessment methods currently employed, and statewide or nationwide issues of concern directly related to programs. ICCB also collects related program review summaries for student services and academic services.

The Linkage of Outcomes Assessment and Program Review Data from outcomes assessment programs has routinely been used in program reviews since the early 1990s. Information about learning outcomes and assessment for program review reports was requested by ICCB beginning in 2004-05.

The ICCB and career program accreditors require information related to students' postgraduation employment. This routinely collected data has been used for program review and outcomes assessment. For example, in the outcomes assessment plan presented by the 2004-2005 Health Insurance Specialist Certificate program, one criteria stated: "75% of graduates from this program will indicate that they are currently employed or have accepted a job offer within one year of graduation in response to our graduate survey" (from the *Means of Assessment and Criteria for Summary of Data Collected Success, 2004-2005*). A similar goal was used by the Fire Science Technology and Nursing career programs in the past two years of assessment. The Computer Information Systems Web Development career program identified a similar assessment goal in 2005-2006. These data were reported in the outcomes assessment plans and program reviews for these programs.

Passing rates on certification or licensure exams are also an assessment measure reported in Program Reviews. These rates were included in the 2004-05 Health Insurance Specialist Certificate review, the Dental Hygiene AAS review, and the AAS in Nursing program. The 2005-2006 Culinary Arts Certificate student scores on the Food Service Sanitation Manager and the Professional Cooking examination were used for assessment. The Financial Services AAS Program uses state licensing ratios as an outcome. See Finding 4B.3 for the results from career program outcomes assessment.

**Special Accreditations of Career and Transfer Programs**  
 Information required for accreditation reports is also used in program reviews and outcomes assessment. Career programs, in particular the health care programs, are required to submit program assessment plans and results to accrediting entities. Demographic surveys, environmental scans, graduation and completion rates, employment and graduate surveys, outcomes assessment, course evaluations, transfer statistics, and program accreditation reports are used to assess student learning. The College uses these data and other related information in an efficient manner to determine accreditation and program continuance. Accreditation reports are often the base report for a program review. See the Federal Compliance section for a complete list of the 2007 program-specific accreditations.

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Harper students have consistently passed certification and licensure exams.

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### Involvement of Career Program Advisory Committees in Program Assessment

Advisory boards meet each semester to provide input to career programs. Advisory boards include community members employed in related industry positions, campus administrators, faculty, and students. For example, the Nursing Advisory Committee has people from local health care institutions, the director of nursing at Harper, and Nursing students. Faculty members are also invited to attend to assure the Nursing program is responsive to trends and community needs. See Finding 3C.3 and 4C.2 for additional information.

#### Finding 3A.6

Assessment results at Harper are readily available to faculty, staff, and administration, but external access to outcomes assessment data has not generally been provided.

### Internal Availability of Assessment Results

Current assessment results are accessible to faculty and staff through the eTree link on the MyHarper portal. The General Education Assessment Committee provides written reports. The Trustees and advisory committees also have access to these results and the results are cited in documents submitted for curriculum revisions.

### Availability of Assessment Results to Students

There are ways in which students are informed of select program outcomes assessment results. Students have access to results when faculty use them for discussion topic clarification or to readdress a topic that might have been misunderstood. Collegiate Assessment of Academic Proficiency (CAAP) test results from the assessment of general education are mailed to participating students. Students achieving at least a 50th percentile national ranking in a sub-score receive an achievement certificate indicating their results.

Pass rates on national or state certification or licensure examinations are shared with prospective students to indicate program quality and admission decisions. The 2006 nursing students had a 99% pass rate on the National Council Licensure Examination, and the Certified Nursing Assistant (CNA) Program graduates had a 95% pass rate on the State of Illinois Nurse Aide Competency Examination. This information is used during program information sessions and is posted in the Program Overview Section of the College Web site.

### The Need to Increase Availability of Learning Outcomes Assessment Reports

The College's consumer information Web site provides information on degree completion and transfer rates. Also, the annual Institutional Outcomes Report is available on the external Web site. Student assessment information from the annual assessment is on the eTree Web site, but external availability is limited. Some data are shared with the public incidentally through presentation during Board meetings. Harper College Career Information Nights for prospective students provides a venue to meet faculty who use assessment data during information sessions.

## Section B. Support and Development of Effective Teaching

### Finding 3B.1

Teaching and learning at Harper College is continually enhanced through faculty involvement in creation and development of curriculum.

Faculty create and revise curriculum to ensure quality across the campus. Standards for curriculum development include those from the academic discipline, the College, the Illinois Community College Board and Illinois Board of Higher Education, the Illinois Articulation Initiative (IAI), and articulation standards employed by baccalaureate institutions receiving College transfer students. Faculty develop and revise curriculum in conjunction with advisory committees, Curriculum Committee members, division Deans, consultants, and people working in the field. Thus, student learning is continually enhanced by curriculum that is current, relevant, and transferable to other institutions.

### Curriculum Committee Responsibilities

This 16-member committee reviews and recommends curriculum revisions for degrees, certificates, and programs, and is a resource for curriculum planning and development. Members assist faculty with proposal writing, reviewing curriculum proposals, and keeping divisions informed of changes. Twelve faculty, one administrator, two staff members who have primary responsibility for managing curriculum, and a student serve on the committee. Meetings are held bimonthly in fall and spring.

Curriculum proposals include supporting documentation and a clear rationale describing the positive effects the proposed change will have on student learning. The course originator meets with the committee to answer any questions or concerns. Thus, all faculty members collaborate to make certain that all curriculum results in effective teaching and learning.

The committee assures that proposed degree and/or certificate courses meet ICCB guidelines, including course description and learning outcomes; avoids duplication of courses and programs; ensures appropriate placement is developed and documented; and provides an exploratory forum for curriculum development. Through these efforts, the committee can ensure that changes will have limited negative effects on other academic programs, student enrollment, support services, and advising. A detailed review and signature process culminates with a recommendation for approval by the Vice President of Academic Affairs and a final signoff by the President. The Associate Vice President for Academic Affairs' office is the repository for all approved curriculum changes.

Table 3B.1.a summarizes the scope of curriculum development and revisions.

Table 3B.1.a –  
 Analysis of Curriculum Development and Revisions

| Academic Year | New Degrees | New Certificates | New Courses | Degree Deletions | Certificate Deletions | Course Deletions | Modified Courses | Total Items |
|---------------|-------------|------------------|-------------|------------------|-----------------------|------------------|------------------|-------------|
| 1997-1998     | 2           | 4                | 5           | 0                | 0                     | 2                | 12               | 25          |
| 1998-1999     | 1           | 1                | 47          | 0                | 4                     | 6                | 33               | 92          |
| 1999-2000     | 2           | 5                | 48          | 3                | 2                     | 24               | 97               | 181         |
| 2000-2001     | 0           | 3                | 26          | 0                | 0                     | 19               | 56               | 104         |
| 2001-2002     | 0           | 3                | 22          | 0                | 0                     | 5                | 36               | 66          |
| 2002-2003     | 0           | 3                | 53          | 1                | 3                     | 42               | 85               | 187         |
| 2003-2004     | 3           | 7                | 55          | 5                | 12                    | 103              | 100              | 285         |
| 2004-2005     | 3           | 7                | 71          | 0                | 6                     | 35               | 98               | 220         |
| 2005-2006     | 1           | 2                | 36          | 0                | 0                     | 14               | 82               | 135         |
| 2006-2007     | 4           | 13               | 43          | 0                | 0                     | 12               | 151              | 223         |
| <b>Total</b>  | 16          | 48               | 406         | 9                | 27                    | 262              | 750              | 1,518       |

Note: Degrees at Harper College include the AA, AS, AFA, AES, AGS, and AAS. Certificates are a sequence of courses in a specialized academic or technical area that usually take one year or less to complete for a full-time student.

### Curricula Development and Revision Supports Innovation and Enhances Currency

Curricula development has continuously assured currency and relevance in the curriculum yet has allowed room for creativity and future innovation. See Findings 4C.1 and 4C.2. for additional detail. The following are examples of innovations, redesigns, and inclusions that support the mission, enhance currency and relevance, improve learning, and meet outside agency requirements.

#### ***Developing Curriculum that Supports the Mission***

- Fifty cross-curriculum courses to meet the World Cultures and Diversity graduation requirement.

#### ***Matching Curriculum to Current Market Conditions***

- Annual changes to the CIS program for industry currency, as well as reorganization and renumbering of courses resulting in fourteen CIS department degree and certificate programs, nine new courses, and six new programs.
- Revision of Criminal Justice and Electronics Engineering Technology to reflect current practices.
- Deletion of the Mechanical Engineering Technology program and certificates.
- Combining the Banking and Finance, Commercial Credit, Insurance, and Real Estate Programs into a cohesive Financial Services Program.

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Students evaluate instruction using the SOI instrument.

**Changing Curricular Requirements to Enhance Learning**

- Revision of Physics 121 and 122 from four to five credit hours to enhance student learning.
- Development of Chemistry 110 as a refresher or introductory course for General Chemistry 121 and 122.
- Development of Chemistry 105 as one of the elementary education science courses.
- Development of Mathematics 067 and 068 to provide a slower pace for lower-level Mathematics students to enhance learning.

**Modifying Curriculum to Meet Qualification**

**Standards of Outside Agencies**

- Enhancements to care and prevention of athletic injuries courses in the Physical Education for students testing for the American Sport Education Certificate and to meet state assistant coach employment requirements.
- Updating of the Interior Design Curriculum to meet industry certification qualifications.

Finding 3B.2

Faculty evaluation processes and teaching-related incentives and rewards contribute to educational effectiveness at Harper College.

Faculty undergo continuous evaluation concerning pedagogy, institutional service, and professional development. Information is gathered from students, peers, and administrators. Faculty evaluation draws on performance measures over time and reflects commitment to the learning environment.

Student Opinionnaire of Instruction (SOI)

The SOI evaluations are completed regularly on full-time and adjunct faculty. The schedules for SOI evaluation distribution and the number of classes evaluated are outlined in the evaluation procedures for full-time and adjunct faculty. SOIs are distributed during the semester and administered by a student while the instructor is out of the room. Completed evaluations are collected and sealed in an envelope and the student delivers them to the division office. The Associate Vice President for Academic Affairs' office processes the SOIs. A summary statistical analysis and all completed SOIs are returned to the faculty member after grades are submitted for the course. Deans receive a copy of the statistical information for all faculty evaluated in their division. The results of the SOI provide a perspective on the effectiveness of a course which can lead to instructional modifications. Deans and department chairs may meet with instructors to discuss the SOI results and share feedback and suggestions. The SOI results are also used during faculty evaluations.

SOIs for online courses have been piloted by volunteer faculty and changes were made as the pilot moved forward. Full implementation is planned for fall 2007.

### Evaluation and Tenure of Full-Time Faculty

A rigorous annual process of evaluation of full-time faculty members also contributes to instructional effectiveness at Harper College. The ability to achieve tenure after three years is a very valuable incentive. The reward is not granted without serious consideration and evaluation of the candidate by students, colleagues, and administration; in the past eight years, four instructors have not been granted tenure.

Faculty evaluation begins with the faculty writing a self-assessment of the three areas and providing that to a Peer Review Committee who conducts its own teaching observation, meets with the faculty member, and writes an evaluation. SOI results are reviewed as part of these processes. The Dean moves through a similar process of teaching observation, individual meeting, and written summary. All of this information is then forwarded to the Institutional Tenure Committee. In lieu of teaching observations, library and counseling faculty are reviewed through other aspects of their roles including student evaluations of their counseling or advising, observations of interactions in reference work or teaching short-term seminars, supervisor assessments, and collaboration with peers.

The Institutional Tenure Committee, composed of representatives from each of the College's academic divisions elected by the full-time faculty, makes a recommendation to the President regarding satisfactory progress toward tenure. After consideration of appropriate faculty, administrative, and committee tenure recommendations, the President makes a recommendation to the Trustees to continue the tenure process or terminate the faculty member. The faculty member and the Faculty Senate are informed of the Board's decision. After three cycles of evaluation, a final Board decision is made as to whether tenured status is granted. If so, tenured status generally begins in the seventh semester.

### Evaluation of Adjunct Faculty

Adjunct faculty are observed by the Associate Deans and are also evaluated through SOIs each semester in the same manner as full-time faculty. The Associate Dean uses the completed SOI data in the evaluation of adjuncts.

Teaching observations of adjunct faculty are completed based on service length and union eligibility. An Associate Dean observes adjuncts once per semester. When an adjunct becomes eligible for union membership, observations are completed every two years. Adjuncts meet with the associate dean following each observation.

### Promotion of Full-Time Faculty

Full-time faculty may apply for promotion after five years in rank and satisfactory completion of the new rank's responsibilities as outlined in the faculty contract. Full-time faculty are hired as Instructors, or in some cases, as Assistant or Associate Professors. Promotion to assistant professor requires five years as instructor; promotion to associate comes after five years as an assistant; and faculty are eligible for promotion to full professor after five years as associate and completion of a rigorous process.

There is also an early promotion possibility for assistant and associate ranks once faculty have completed four years in rank and completed a contractual

process including additional course work and additional College and community service. Applications for early promotion and promotion to the rank of Professor require extensive documentation of innovative and competent instructional service. In addition, applicants must provide evidence of significant contributions to departmental, divisional, and institutional service as well as service to the community. Documentation of professional development activities is also required.

The promotions application and review process includes recommendations from the division Dean, the Divisional Promotions Committee, and the Institutional Promotions Committee. Appeal processes are available to candidates not recommended for promotion by the Institutional Promotions Committee. The Divisional Promotions Committee and the Institutional Promotions Committee are made up of faculty. After successful completion of the steps as outlined in the Faculty Handbook, a final recommendation is made by the Vice President of Academic Affairs or the Vice President for Student Affairs to the President, who makes his recommendation to the Board for action during their April meeting.

#### Contract Promotions Committee

Review and assessment of the promotions process is done by the Contract Promotions Committee. This faculty committee suggests modifications to the promotions processes to the Faculty Senate and the Vice President of Academic Affairs.

#### Awards

The two major annual faculty awards are the Glenn Reich award for technology innovations to enhance instruction and the Motorola Distinguished Faculty award for outstanding teaching and service. The Foundation administers the Glenn Reich Memorial Faculty Award initiated in 1999. It carries a \$1,000 stipend. The Distinguished Faculty Award is funded through the Foundation by the Motorola Endowed Award for Teaching Excellence. It carries a \$3,100 stipend.

#### Finding 3B.3

Sufficient internal support for faculty development at Harper College has helped maintain high levels of faculty involvement in professional activities that enhance teaching and learning.

There are internal funding sources and programs available for professional development of faculty. The College also provides contractual as well as special grant funds for professional development that can be used toward external professional development. Some examples of professional development opportunities include grants, fellowships, on-campus seminars, an orientation program for new faculty, on-campus graduate classes, a faculty retreat, tuition waivers for Harper courses, and sabbaticals. Faculty and staff devote time and effort to developing these opportunities, and there is consistent attendance.

### Funding for Professional Activities

Faculty may use contractual professional development funds for tuition, professional memberships, conference attendance, dissertation typing, and work-related teaching materials. Faculty have also been able to buy computers for home use; however this option has been eliminated from the contract effective July 2008.

#### **Technology Grants**

The grant funds projects that improve faculty use of technology as a tool in the teaching and learning process. Funding may also be available to attend relevant conferences or complete related courses. This grant program is funded as part of the faculty contract. A typical award is approximately \$1,500 per project.

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#### **Teaching and Learning Mini-Grants**

These grants are used to develop courses or innovative course materials, or design new instructional approaches. Adjunct faculty may apply for these grants in conjunction with a full-time faculty sponsor. These awards are funded through the Vice President of Academic Affairs. Awards vary from \$500 to \$3,000.

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#### **Additional Institutional Grants**

Other grants are available to faculty, staff, and administrators. These grants include Resources for Excellence, Innovation Mini-Grants, and College Benchmarking Grants. See Finding 4A.2 for additional details.

### Faculty Professional Development

In addition to graduate course work, Continuing Education Units (CEUs) can be earned by full-time faculty for attending seminars on campus. Professional Development Units (PDUs) are earned for journal and book publications, campus and conference presentations, and other activities.

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The process is designed to maintain accountability and allow faculty to work toward tenure and promotion. Guidelines are available in the Handbook for Faculty Interested in Professional Development Units.

Adjunct faculty may also complete professional development activities through a contractual funding pool administered by the Vice President of Academic Affairs.

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### Involvement with Professional Associations and Organizations

Faculty are actively involved in professional development that is discipline-specific. Many professional development activities are not centrally reported; however, the back issues of *First Fridays* have become the archive of some of these accomplishments. See Finding 4A.3 for additional detail regarding professional associations, organizations, and related professional development activities of faculty.

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### The Teaching and Learning Center

The Teaching and Learning Center is a dedicated space in the center of campus designed for faculty use. The Center is managed by a Faculty Development Coordinator who facilitates a wide variety of on-campus faculty

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Faculty attend on-campus seminars and workshops.

professional development activities. This area reports to the Associate Vice President of Academic Affairs. Some of the activities include the annual faculty retreat, the New Faculty Course, adjunct faculty orientations, and coordination of workshops, seminars, and on-campus graduate courses.

**Orientation Week Professional Development Opportunities**

Each fall and spring there is an Orientation Week that provides various professional and personal development opportunities. Topics have ranged from technology in online learning to classroom management strategies to investment and retirement planning. Division meetings are held during this week as well as a faculty session with the Vice President of Academic Affairs.

**On-Campus Professional Development Seminars**

The Faculty Development Coordinator and the Teaching and Learning Center offers on-campus seminars to include such topics as technology in teaching, grading rubrics, discipline-related pedagogy, and international book discussions. Adjuncts are encouraged to attend and receive a stipend if they complete related activities.

Fellowship Opportunities

DoIT provides faculty fellowships that carry an average stipend of \$3,000 for developing online classes and technology enhancement for existing curricula. Multicultural Faculty Fellows receive a \$2,000 stipend to integrate multicultural learning topics into course content or develop new courses that meet the World Cultures and Diversity graduation requirement. Learning Community Fellows are awarded \$750 stipends from an annual budget of \$5,000 to develop integrated learning communities for the College.

Conferences on Campus Sponsored by Academic Departments

Representative on-campus conferences include the chemistry department's Laboratory Safety Institute in 2005, the Two-Year Chemistry Consortium in 2006, and Project Kaleidoscope in 2006. In 2007, Harper hosted the Institute for Mathematics and Science Education Chicago Symposium Series and the physics department hosted Physics Northwest in 2004.

Professional Development through the International Studies Program

The International Studies Program has been a venue for professional development through such activities as the Asian Studies Development Program at the University of Hawaii and the Center for Southeast Asian Studies at Northern Illinois University. There have also been eight-week faculty development courses on India, China, Southeast Asia, Africa, and Japan in partnership with the College of Lake County. Faculty have been involved with the Fulbright Group Projects Abroad and Fulbright visiting professorships from Egypt, Brazil, and Morocco. There are also faculty and administrative exchanges with Finland and the Netherlands through an Illinois Consortium for International Studies and Programs. Four times a year a multi-disciplinary Read Around the World book discussion takes place whereby readers earn CEUs and adjunct faculty are eligible for a \$50 stipend.

### Professional Development Opportunities for Wellness

Health and Psychological Services provides free wellness seminars on such topics as depression, suicide prevention, and nutrition. Wellness Week is held during spring semester, and seminars are free and open to all students, faculty, and community members.

### On-Campus Graduate Courses

In partnership with Illinois State University and Aurora University, eight 2- or 3-hour on-campus graduate courses for full-time and adjunct faculty have been offered since 2003. One hundred and sixty-six enrollments have taken place on such topics as adult learners, cooperative learning, brain-based learning, students with disabilities, and distance learning.

### Opportunities for New Faculty

All new faculty attend a required orientation course during their first semester. The course is facilitated by tenured faculty and administrators and covers important topics for success of the new faculty. There is a two-hour workload reduction for the semester. Since 1994, the New Faculty Mentoring Committee has sponsored a luncheon for new faculty, mentors, and administrators; a social during fall orientation; and a session for all non-tenured faculty in January. Mentors serve as a resource and meet with the new faculty six times during the year.

### The Faculty Retreat

In February, the College hosts a faculty retreat off campus. This is an opportunity for faculty to hear a keynote speaker and attend a series of workshops that showcase innovative classroom strategies, faculty research, and other experiential teaching demonstrations. Some themes have centered on learning communities while others are devoted to improving pedagogy. An average of 60 faculty members per year participate in the retreat.

### Sabbaticals

Sabbaticals are granted by the Board to full-time faculty for one semester at full pay or one year at half-pay. Twenty-three sabbaticals have been granted by the Board of Trustees since fall 1998. The most recent sabbatical was granted in philosophy for a faculty member to study and teach in Canterbury, England. Other examples include a sabbatical to China and a grant to develop a visual history of the deaf community in Chicago.

## Section C: Development and Evaluation of Learning Environments

### Finding 3C.1

Harper College demonstrates strong sensitivity to student and community needs for high-quality facilities to enhance teaching and learning.

In the past decade, the College's physical plant has changed dramatically to reflect Harper's mission and its dedication to the future to make sure students have the most state-of-the-art instructional space and technology.

**The Avanté Center**

Avanté was brought online in 2004 and has provided classrooms and labs for science, health, and technology programs. These programs were originally housed in Building D which was built in 1968. Features include a mega computer lab, wireless Internet access, and classrooms and labs with the latest instructional technology. The sciences and the nursing, dental hygiene, imaging, electronics engineering, and other technological and medical programs have equipment and technology for current and future use.

**Classrooms and Specialized Space**

Table 3C.1.a shows an inventory of instructional space on the main campus. Today, 120 classrooms include SMART instructional technology and there are eight open computer labs with about 250 PC workstations. See Finding 3C.2 for more detail.

Table 3C.1.a – Classroom Inventory Main Campus

| Type   | Number     |
|--|------------|
| General                                      | 115        |
| Specialized (i.e., Art, Chemistry, Culinary) | 90         |
| Science Labs                                 | 19         |
| Computer Labs                                | 28         |
| <b>Total</b>                                 | <b>252</b> |

***Drama Lab***

The Drama Lab (Blackbox) was completed in 1994. It is a laboratory teaching space for theater students and a multipurpose performance space. Capacity ranges from 80 to 120 seats, depending on layout. The lab serves as an alternate performance space for the Harper Ensemble Theatre Company who rehearse in the Drama Lab. It has also been used for faculty and guest artist lectures, music recitals, speech tournaments, class orientations, philosophy department events, and benefits.

***Performing Arts Center***

The Performing Arts Center (PAC) was completed in 2002 as a state-of-the-art performance and instructional space for theater and music. The auditorium capacity varies from 358 to 453 depending upon the stage configuration. See Finding 2A.3 for additional details.

***Art Gallery and Collection***

There is about 600 square feet of exhibition space in Building C for art exhibitions. The art department maintains, hangs, and curates the exhibits each year that include such formats as conventional two- and three-dimensional work to video, performance, and installation. Six to eight exhibits take place each year, including solo and group exhibits, a national small works exhibit, and student and faculty exhibits. All shows are free and open to the public during regular business hours. There is also a visiting artist program that has from two to four artists present their work as well as a public lecture. There are generally 75 to 100 people who attend the event.

The Foundation owns a collection of modern works, both two- and three-dimensional, that is worth about \$1.2 million. The collection is on public display and has over 250 works by international, national, and regional artist. The collection is located throughout the campus and includes exterior sculptures by such artists as Fletcher Benton and Robert Stackhouse. The College also owns Picasso's last authorized work, *The Bather*. The collection is used as a teaching tool as well as a Foundation asset. See Finding 4C.4 for additional detail.

### ***The Karl G. Henize Observatory***

Since 1990, the Karl G. Henize Observatory has provided educational opportunities for students and the community. The observatory is used in such classes as Astronomy 101 and 201, and for certain CE courses. Large public viewings every other week in March through November have attracted from 50 to 120 individuals. In 2003, the Observatory hosted over 3,200 visitors within a four-hour time span for a Mars observation event. The number of visitors at Harper surpassed the number at surrounding observatories, including the noted Adler Planetarium in Chicago.

### ***Wellness Center***

The Wellness Center houses the physical education facilities of the College. The gymnasium is multifunctional and can be divided into four separate teaching stations. A large mat room is used to teach wrestling, power yoga, Pilates, and martial arts. The Fitness Center is used to teach physical fitness courses, and the swimming pool is used for swim classes and Aquasize, Lifeguard Training, and Water Safety Instructor courses. The dance room is used extensively for fitness and dance classes.

#### Finding 3C.2

A wide range of learning environments and options to meet different student needs and learning styles is available at Harper College.

The learning environment is future-oriented and curriculum is continually updated to reflect current trends and enhance learning outcomes. Different modalities of instruction, most notably through technology, offer students rich learning environments. The needs of adult learners, under-represented populations, and students with disabilities have been addressed through special programming and support services. Collaborative learning environments through Learning Communities and flexible learning opportunities through open-entry, self-paced courses contribute to Harper's present and its future.

### Meeting the Need for Teaching and Learning Technology

#### ***SMART Classrooms***

Through Shared Multimedia Access to Resources for Teaching (SMART) classrooms conversions, the College looks to its future and the needs of its future students. SMART classrooms are equipped with a computer-based lectern, video projector, audio system, document camera, Internet

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*The College has an extensive collection of three-dimensional artwork.*

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connection, and curriculum-specific software. Currently, 120 classrooms featured this SMART equipment. The cost of completely retrofitting a classroom with this technology is \$20,000 to \$25,000 per room. A number of classrooms include more capabilities such as annotation units and multiple input devices, and additional playback features, audio equipment, or camera functionality. SMART classrooms are added through the information technology project process.

***Library Technology***

The Harper College Library provides technological research capabilities for faculty and students through its Web site, electronic resources, databases, Online Computer Library Center (OCLC), bibliographic instruction classes, an online 24-hour reference service, and an online instruction tutorial.

***Distance Learning***

In the 2004 Community Needs Assessment, people expressed an interest in distance learning modalities. The College has increased the availability of distance learning courses and the enrollment in distance education courses has grown by over 80% in the past four years. Table 3C.2.a illustrates enrollments in distance education.

In spring 2006, the Higher Learning Commission accredited the College to include degree completion through distance learning. New distance course development and the Internet Course Exchange (ICE) have allowed the College to offer 21 certificates ranging from Accounting Clerk to Web Visual Design. By fall 2006, two AAS degrees in Financial Services were available in distance learning formats. Currently, 18 degrees are completed or near completion (requiring three or fewer courses to complete distance delivery). They include the Associate of Arts; Associate of Science; five different AAS degrees in Computers in Business; three AAS degrees in Web Development; two AAS degrees in Marketing; three AAS degrees in Business; and one AAS degree each in Accounting, Computer Forensics and Security, and Mass Communication. Also near completion in the distance format are certificates in Accounting, Office Management, Architectural Technology, Computer Information Systems, Early Childhood Education, Mass Communication, and Business. In fall 2007, 10 degree programs are expected to be fully available by distance formats.

Table 3C.2.a – Enrollment in Distance Classes

| Type                      | 2002-03 | 2003-04 | 2004-05 | 2005-06 | 4-Year Change |
|---------------------------|---------|---------|---------|---------|---------------|
| Online Courses            | 153     | 210     | 283     | 315     | 105.88%       |
| Online Sections           | 171     | 239     | 318     | 353     | 106.43%       |
| Online Enrollment         | 1,710   | 2,146   | 2,761   | 3,357   | 96.32%        |
| TeleWeb Courses           | 7       | 11      | 13      | 10      | 42.86%        |
| TeleWeb Sections          | 8       | 13      | 21      | 15      | 87.50%        |
| TeleWeb Enrollment        | 155     | 201     | 386     | 283     | 82.58%        |
| Telecourse Courses        | 58      | 56      | 54      | 52      | -10.34%       |
| Telecourse Sections       | 58      | 56      | 54      | 52      | -10.34%       |
| Telecourse Enrollment     | 1,017   | 1,087   | 1,234   | 1,104   | 8.55%         |
| Blended Courses           | 2       | 6       | 8       | 30      | 1400.00%      |
| Blended Sections          | 2       | 7       | 11      | 35      | 1650.00%      |
| Blended Enrollment        | 31      | 123     | 194     | 548     | 1667.74%      |
| Interactive TV Courses    | 4       | 5       | 3       | 4       | 0.00%         |
| Interactive TV Sections   | 4       | 6       | 3       | 4       | 0.00%         |
| Interactive TV Enrollment | 29      | 57      | 30      | 19      | -34.48%       |
| Total Distance Courses    | 224     | 288     | 361     | 411     | 83.48%        |
| Total Distance Sections   | 243     | 321     | 407     | 458     | 88.48%        |
| Total Distance Enrollment | 2,942   | 3,614   | 4,605   | 5,311   | 80.52%        |

Source: DoIT

Some courses such as Speech 101 have state-mandated seat time while other courses require face-to-face lab hours. These courses work best in a blended format, 50% or less face-to-face classroom and 50% or more online. Speech 101 is being offered for the first time in fall 2007 in a blended format. When a synchronous tool is used, like Elluminate Live!, a Web-based tool that allows real-time interaction between a faculty member and students across a distance, the online classroom experience is much like the traditional classroom.

Financial support of \$110,000 for new distance courses has been provided by grants from Motorola and Resources for Excellence, and DoIT provides additional support. See Finding 3D.2 for additional detail.

### Meeting the Needs of Adult Learners

#### **Adult Fast Track**

Approximately 38% of the credit students who enroll in classes at Harper College are age 25 and older. Designed specifically to meet the needs of adult students, the College created the Adult Fast Track as the result of research completed in 2003. The Associate in Applied Science degree was identified for the first cohort who attended a four-hour class one night a week for two years beginning in spring 2004. Students attend classes year-round, normally 48 weeks per year. See Finding 2B.4 for additional Fast Track detail.

The courses are currently offered at the Harper Professional Center (HPC) and the Northeast Center (NEC) and are appealing because of completion

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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.

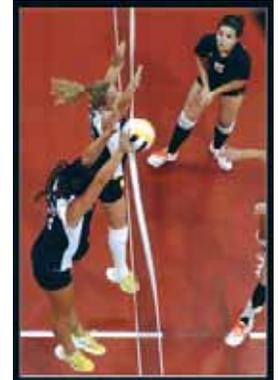
Since 1998, Web-based resource links have been added for career assessment, college majors, and occupational data. Workshops are offered online and include how to write a resume and current job trends. Job search information is available including sample resumes, a virtual interviewing program, and links 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 |
|---|-----------|-----------|-----------|-----------|-----------|----------------|----------------|
| <b>User Services</b>                        |           |           |           |           |           |                |                |
| 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%          |
| <b>Library Instruction</b>                  |           |           |           |           |           |                |                |
| 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%         |
| <b>Collections</b>                          |           |           |           |           |           |                |                |
| 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   |
| <b>Total*</b>    | 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

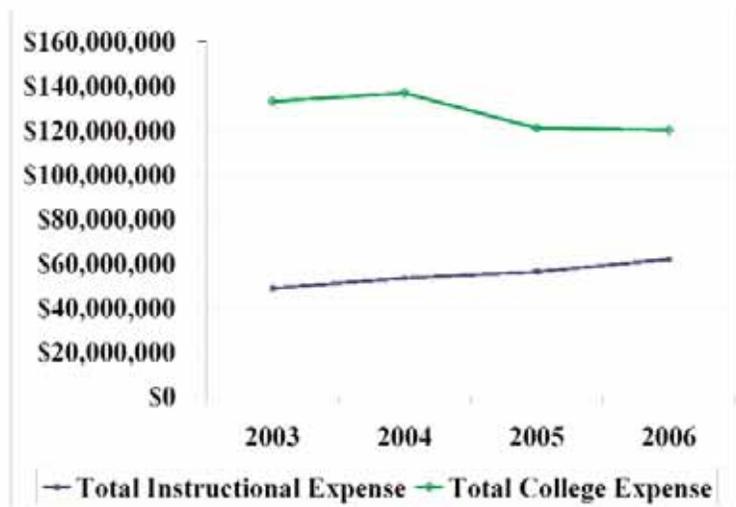
There are approximately 767 full- and part-time regular employees, which includes 217 full-time faculty. In addition, approximately 600 adjunct faculty teach credit courses. See Finding 2B.3 for additional detail.

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              |
| <b>Total</b>                  | <b>\$206,025</b> | <b>\$223,650</b> | <b>\$231,125</b> | <b>\$238,700</b> |

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        |
| <b>Total</b>                        | <b>284</b> | <b>\$330,057</b> | <b>313</b> | <b>\$333,501</b> | <b>397</b> | <b>\$453,633</b> | <b>408</b> | <b>\$532,811</b> |

\*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.*

**DISTINCTIVE**

### **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.

CONNECTED

#### 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.

CONNECTED

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](http://www.itransfer.org).

CONNECTED

#### 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.

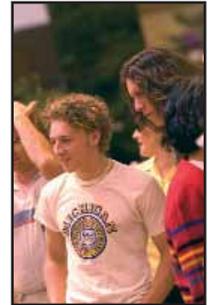
***Associate in Engineering Science Degree.*** The AES degree is designed for students who plan to transfer to a four-year university and continue studies in the field of engineering.

***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.

CONNECTED



*Many Harper students transfer to four-year colleges and universities.*

LEARNING-FOCUSED

### 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.

LEARNING-FOCUSED

#### 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

LEARNING-FOCUSED

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.

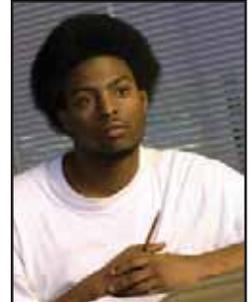
In spring 2006, the General Education Assessment Committee focused on measuring the same outcomes in mathematics, critical thinking, and writing. However, a more discriminating writing assessment tool was developed. The CAAP quantitative exam and the CAAP critical thinking exam were again administered 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.

#### LEARNING-FOCUSED



*Harper assesses general education outcomes in writing, math, and critical thinking.*

#### LEARNING-FOCUSED

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     |
|---|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| <b>Freshman</b>                         | <b>14.8</b><br>N=30  | <b>14.5</b><br>N=49  | <b>14.8</b><br>N=30  | <b>14.3</b><br>N=49  | <b>57.3</b><br>N=30  | <b>56.8</b><br>N=49  |
| <b>Sophomore</b>                        | <b>15.1</b><br>N=97  | <b>14.6</b><br>N=139 | <b>14.8</b><br>N=97  | <b>14.5</b><br>N=139 | <b>57.8</b><br>N=97  | <b>56.8</b><br>N=139 |
| <b>Junior</b>                           | 13.9<br>N=38         | <b>15.1</b><br>N=31  | 13.6<br>N=38         | <b>14.5</b><br>N=31  | 55.5<br>N=38         | <b>57.3</b><br>N=31  |
| <b>Senior</b>                           | <b>14.8</b><br>N=17  | <b>14.8</b><br>N=26  | <b>15.9</b><br>N=17  | <b>14.1</b><br>N=26  | <b>58.2</b><br>N=17  | <b>57.0</b><br>N=26  |
| <b>All Harper</b>                       | <b>14.8</b><br>N=206 | <b>14.8</b><br>N=286 | <b>14.6</b><br>N=206 | <b>14.5</b><br>N=286 | <b>57.2</b><br>N=206 | <b>57.1</b><br>N=286 |
| <b>Mean for all 2-year institutions</b> | <b>14.2</b>          | <b>14.2</b>          | <b>14.1</b>          | <b>14.0</b>          | <b>56.1</b>          | <b>56.1</b>          |
| <b>Standard Deviation</b>               | 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 |
|---|------------------------|------------------------|
| <b>Freshman</b>                         | <b>61.3</b><br>N=26    | 59.9<br>N=41           |
| <b>Sophomore</b>                        | <b>60.5</b><br>N=110   | 60.3<br>N=119          |
| <b>Junior</b>                           | <b>61.5</b><br>N=34    | 58.9<br>N=20           |
| <b>Senior</b>                           | <b>60.7</b><br>N=9     | 58.6<br>N=11           |
| <b>All Harper</b>                       | <b>61.1</b><br>N=207   | 60.0<br>N=202          |
| <b>Mean for all 2-year institutions</b> | <b>60.5</b>            | <b>60.7</b>            |
| <b>Standard Deviation</b>               | 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      |
|--------------------------------|---------------------|--------------|
| <b>Freshman</b>                | 2.9<br>N=30         | 2.7<br>N=33  |
| <b>Sophomore</b>               | <b>3.1</b><br>N=96  | 2.9<br>N=96  |
| <b>Junior</b>                  | 3.0<br>N=38         | 2.8<br>N=38  |
| <b>Senior</b>                  | <b>3.4</b><br>N=16  | 3.0<br>N=16  |
| <b>All Harper</b>              | <b>3.1</b><br>N=195 | 2.8<br>N=195 |
| <b>All 2-year institutions</b> | <b>3.1</b>          | <b>3.1</b>   |
| <b>Standard Deviation</b>      | 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**

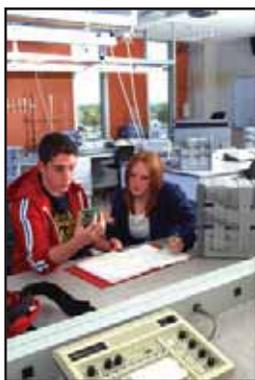
The General Education Committee has worked collaboratively to move away from departmental measurement of key general education competencies and toward an institutionally-based system. Members have brought discipline-specific expertise to assist the Committee in accomplishing its goals, and considerable 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.*

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*Chemistry classes have been enhanced through the program review process.*

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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.

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Small Works is a national juried art exhibit held at the College.

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### 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

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Harper's student body has become more diverse.

|  | Fall 1997 <sup>1</sup> | Fall 2006 <sup>2</sup> | Difference |
|--|------------------------|------------------------|------------|
| <b>Ethnicity</b>                               |                        |                        |            |
| 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%        |
| <b>Gender</b>                                  |                        |                        |            |
| Male   | 42%                    | 44%                    | 2%         |
| Female   | 57%                    | 56%                    | -1%        |
| Unknown  | <1%                    | 0%                     | -1%        |
| <b>Age Group</b>                               |                        |                        |            |
| 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%         |
| <b>Other</b>                                   |                        |                        |            |
| Students with disabilities served <sup>3</sup> | 269 (1%)               | 741 (3%)               | 472 (2%)   |
| Students with no known disability              | 26,275                 | 25,074                 | -1,201     |

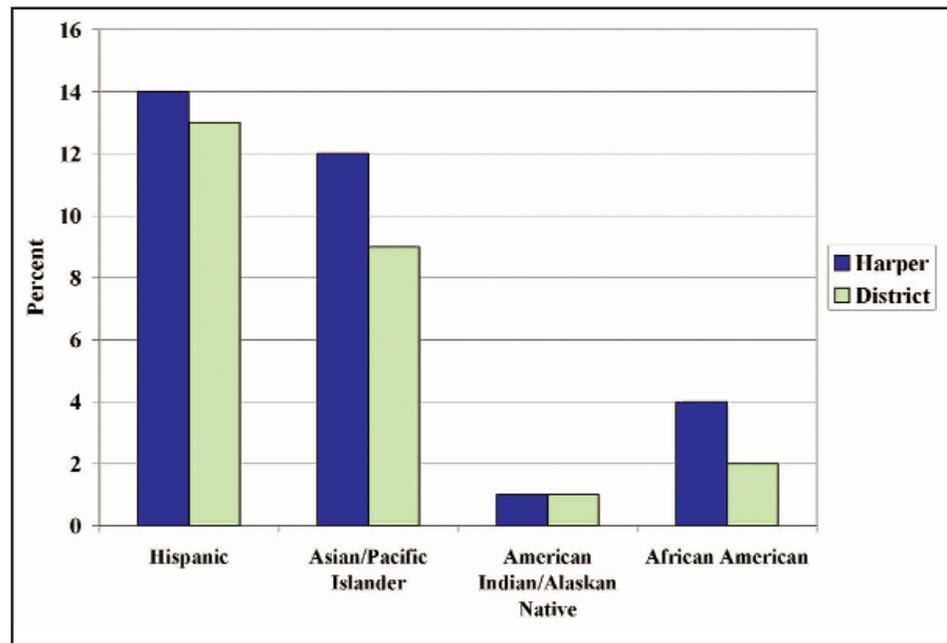
<sup>1</sup> Fall 1997 data from the Office of Research data files used for standard demographic program review reports (FY 2003 program review).

<sup>2</sup> All 2006 data is from Fact Book 2006, pages 67, 68, 69, and 74 except for counts of students with disabilities.

<sup>3</sup> Office of Research data files of students with disabilities received from Access and Disabilities Services, fiscal years 1997 and 2006.

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



<sup>1</sup>David 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.

<sup>2</sup>David E. Ault, Professor Emeritus. Southern Illinois University, Edwardsville, Department of Economics Census 2005 update.

<sup>3</sup>Fact 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.

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.

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### ***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.

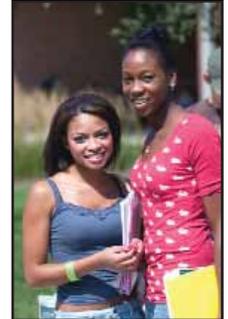
The focus of the CCSSE is student engagement or the amount of time and energy students expend in their education. The survey includes multiple questions to evaluate the following general areas:

- 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](http://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   |
|---|-------------|-------------|-------------|-------------|-------------|
| <b>Community Colleges</b>               |             |             |             |             |             |
| 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   |
| <b>Four-Year and Technical Colleges</b> |             |             |             |             |             |
| 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 |
| <b>Universities</b>                     |             |             |             |             |             |
| 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 4<sup>th</sup> quarter of the previous year through the 3<sup>rd</sup> 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.

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*Harper has increased programs for adult learners.*

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.

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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.

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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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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.

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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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**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 (LUCE) 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.

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*The College offers free basic ESL courses at six off-campus locations.*

LEARNING-FOCUSED

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### **Multiple Course Formats**

Advances in technology and the increased use of the Internet have provided access to courses in a variety of ways. Several instructional formats were grouped and promoted as flexible learning options to better meet needs of students who were not able to attend traditional credit classes. Courses considered as part of the FlexEd formats include blended formats with combined Web and classroom experiences; Internet courses that use online instruction with discussion rooms and e-mail exchanges; late start classes with 14-, 12-, and 8-week semesters; open entry classes and sunrise classes offered at 6:30 a.m. and 7:45 a.m.; telecourses on cable or DVD and video; weekend courses, and XLR8, a combination of back-to-back classes in a 16-week semester.

### **Programs for Senior Citizens**

All tuition charges for residents 65 and older are waived if registration is received three days before the first class and space is available. Senior citizen discounts are provided for CE classes as well. See Finding 2B.2 and 5C.4 for specific detail.

### **Serving Special Needs**

#### **Financial Aid**

The Office of Scholarships and Financial Assistance processes an increasing number of applications for financial aid through an enhanced OSFA Web site. Content also appears in Spanish with links to state and federal sites. These enhancements have made the OSFA more efficient.

The OSFA gives students alternate ways to communicate, including submitting a Financial Aid Issue form that is e-mailed directly to the Director. Students placed on Financial Aid cutoff can submit their Satisfactory Academic Progress appeals in the same way. See Findings 1E.1 and 2D.1 for specific detail.

#### **Nonnative Speakers**

As the district's demographic composition has shifted, the College has responded with ESL programs and services. The Adult Education department offers free basic ESL courses to students at six off-campus locations which are limited to students with low levels of English literacy and nine years of education or less in their native country. The cost of this program is partially covered by state and federal grants and is subsidized by the College in excess of \$750,000 annually for students seeking to transition to credit-level courses. See Finding 5B.2 for specific detail.

#### **Access and Disability Services**

The Office of Access and Disability Services supports students with physical, cognitive, and emotional challenges. The Achieve! Program provides specialized advising and counseling services as well as tutoring and other academic support to ADS registered and eligible degree-seeking participants. Table 5C.1.a illustrates enrollment in the Achieve! Program.

Table 5C.1.a – Achieve! Program Enrollment

|                                     | FY02 | FY03 | FY04 | FY05 | FY06 |
|-------------------------------------|------|------|------|------|------|
| # of Students Participating         | 72   | 64   | 75   | 65   | 48   |
| # of Students Graduated/Transferred | 23   | 12   | 9    | 15   | 14   |

The need for disabled-student services, according to the CCSSE results, shows that 9% of the 1,001 students surveyed had some disability or impairment, and 24% of those, 47 of 192 students, had a learning disability. See Finding 2D.1 for specific detail.

### Serving the Business Community

The College's commitment to businesses is reflected in its mission statement to provide skills and knowledge for specific careers and to upgrade and retrain those skills as needed. To this end, the College provides resources that support programs and partnerships with community businesses and government entities aiding in the development of the workforce. As the local and national economies change, the College attempts to anticipate and respond with programming and curriculum development.

#### **Programming**

Development and revision of credit and noncredit career programs, partnerships with a local Illinois employment and training center (workNet), and grant funding provided by workforce boards support efforts to meet the needs of employers and job seekers. The College also receives grants supporting business training and development funded by the Illinois Community College Board (ICCB) and Illinois Department of Commerce and Economic Opportunity (DCEO).

There are 15 new career programs since 1998 which address employment needs in the community and prepare students for promising careers. Additionally, CE has played an integral role in the training and retraining of the district's workforce; 4,681 Continuing Education students enrolled in the professional development classes in 2006. Massage Therapy, Veterinary Assistant, Nonprofit Management, Real Estate, and Cosmetology are the most popular CE professional development classes.

#### **Employment Assistance**

Harper is a partner of the local workNet in Arlington Heights which provides a single point of contact for job seekers. Services include housing assistance, public aid services, assistance to veterans, Social Security employment security services, and Adult Basic Education including GED preparation. See Finding 5C.5 for specific detail.

#### **Grants Supporting Business Needs**

ICCB and DCEO grants provide resources for industry-specific career training. One of the largest grant programs has been DCEO's Critical Skill Shortage Initiative (CSSI). To date, Harper has received \$260,000 to expand the Nursing program to meet the pressing need for additional nurses and prepare incumbent healthcare workers to assume higher-level positions at their hospitals. Harper has received a commitment from partner hospitals for an additional \$130,000 to continue the program during 2007.



*The Wojcik Conference Center features a 250-seat auditorium.*

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Another CSSI grant for \$100,000 was given to the College to train workers for manufacturing. In collaboration with workNet, unemployed community members who wanted a certificate in Electrical Maintenance, Industrial Electronics, Maintenance, or Basic Maintenance were identified. The grant pays tuition for these students and defrays the cost of training incumbent workers of local manufacturers. This particular initiative has helped area manufacturing companies remain competitive in meeting the increased demands of the global economy.

**Other Services to Businesses**

Harper College for Businesses also receives DCEO funds to provide customized training, either on-campus or on-site to incumbent manufacturing and technology workers. Major clients include Motorola, Nation Pizza Products, and Northwest Community Hospital. See Finding 5C.5 for specific detail.

The Wojcik Conference Center opened in 2002, and represented another milestone in Harper's outreach efforts to the business community. The facility boasts a state-of-the-art 250-seat auditorium, full-service dining room, six breakout rooms, and two larger seminar rooms. In addition, there is satellite downlink capability and business office support. Local and regional businesses and professional organizations have responded enthusiastically to the new facility. In 2006, there were a total of 142 events booked by external groups and 91 sponsored by the College involving local businesses, government groups, and civic organizations.

The College believes that the vitality of small businesses is critical to sustained economic development in the area; therefore, the Small Business Development Center provides free consulting services funded by a State of Illinois grant in collaboration with the Small Business Administration.

In an effort to serve local businesses as well as community residents, the Harper College Career Center hosts a Job Fair each fall. A local newspaper, the *Daily Herald*, and the local Spanish language newspaper, *Reflejos*, sponsor the event that draws hundreds of job seekers to campus.

Finding 5C.2  
 In supporting its mission of transfer education, the College offers a variety of resources to assist students with the transfer process.

A core component of the mission is providing transfer opportunities for students. Results from CCSSE corroborate that transfer education remains a primary goal of students. Of the 1,001 students who completed the survey, 62% indicated that transfer was a primary goal; 17% indicated this was a secondary goal; and 21% indicated that transfer was not a goal. The 2005 National Student Clearinghouse tracking study showed that of 4,480 Harper students, 80.7% reported they successfully transferred to baccalaureate institutions. The number increased in 2006 to 81.6% of 4,578 students reporting successful transfer. Although the College's mission statement deals with transfer from Harper, the institution also undertakes efforts to assist students in articulating credit to the College.

### Transfer to a Baccalaureate Institution

Students can receive academic advising and counseling assistance on transfer issues from these advising centers on campus: Center for New Students and Orientation, International Student Offices, Career Center, Academic Advising and Counseling Center, Center for Multicultural Learning, Access and Disability Services, and Wellness and Human Performance. As of fall 2006, 16 full-time and 16 adjunct counselors advised students interested in transferring. A dedicated full-time Transfer Information Specialist creates and maintains transfer information and coordinates such events as transfer college fairs. The Assistant Vice President for Student Affairs serves as the College's Transfer Coordinator and is responsible for developing transfer agreements and communicating with other institutional representatives on transfer matters.

The list of articulation materials, transfer agreements, and partner institutions is ever changing. An inventory, called the Partnership Grid, is updated by the Transfer Coordinator who also maintains transfer Web sites for internal and external use. These sites bring information about transfer processes together in one area. The sites include Harper-specific transfer guides for 15 institutions, 47 suggested academic plans for specific transfer majors, specialized resources for adults and minority students, and announcements of upcoming events.

### Articulation Resources and Transfer Agreements

Harper intentionally maintains a diversity of transfer options to meet the varying needs of students. Students transfer after completing one or several courses, others after completing a certificate or degree. The most common types of agreements maintained by the College are:

**Statewide Agreements:** Students who earn an AA or AS can benefit from the Compact Agreement, which assures course transferability, grants junior standing, and identifies that all lower-division general education requirements have been met. Currently, nine public institutions participate in this agreement: Chicago State University, Eastern Illinois University, Governors State University, Illinois State University, Northeastern Illinois University, Northern Illinois University, Southern Illinois University, University of Illinois at Springfield, and Western Illinois University.

Harper also participates in the Illinois Articulation Initiative (IAI). The initiative provides for a common General Education Core Curriculum. Illinois community colleges are required to incorporate these 37-41 hours of general education course work into their AA and AS degrees. See Findings 4B.1 and 4C.2 for specific detail.

**Dual Admission:** Upon enrolling at Harper, students can also enroll in a dual admission program with Northern Illinois University, Western Illinois University, Northeastern Illinois University, or Roosevelt University. Dual admission allows students to access advising and other assistance from the baccalaureate institution while beginning course work at Harper.

**90/30 or 3+1 Agreements:** Referred to as 90/30 agreements, this option permits completion of 90 credit hours at a community college and 30 hours with the baccalaureate institution; or 3+1 agreements with three years



*Transfer fairs provide students information on articulation agreements and other options.*

completed at a community college and one year at the baccalaureate institution. Baccalaureate courses are typically offered online or in a suburban Chicago location, and there is a cost savings because an additional year of course work is completed at the community college. While working toward an associate's degree, eligible students receive scholarships and financial aid from OSFA. After graduation, the College enters into a consortium agreement with the four-year school so students can receive financial assistance consideration. Current examples of these agreements include Indiana University School of Continuing Studies, Franklin University, Northwood University, Northern Illinois University, and University of Wisconsin-Green Bay.

**2+2 Agreements:** Curricular plans for the first two years of study at Harper, followed by the last two years at a baccalaureate college are particularly helpful for students completing AAS degrees. This degree is designed to prepare graduates for immediate employment in specific technical fields; therefore, particular courses do not always transfer. Thus, transfer agreements in specific career fields with other institutions enhance baccalaureate degree completion options for AAS students. Examples of such established agreements include Columbia College, for Fashion Merchandising; Dominican University, for Hospitality Management; and Western Illinois University, for Fire Science.

**Course-by-Course Articulation:** Students who transfer after taking a few courses at Harper can have course work evaluated for transfer. Most public institutions and some private colleges and universities provide general education equivalency guides or course-by-course equivalency rules. The state has begun a new initiative called the Course Applicability System (CAS) which makes course-by-course information available through the Internet for all public institutions and a handful of participating private institutions. See [www.transfer.org](http://www.transfer.org) for additional information on CAS.

#### Additional Transfer-Related Resources and Special Events

Four-year schools have the opportunity to meet one-on-one on campus with Harper students. Three college fairs are also hosted each year: Private Illinois Colleges and Universities (PICU) Fair, Transfer College Fair, and Adult Student Transfer Fair. These fairs draw 750 people combined and provide opportunities for students to connect with more than 75 colleges and universities.

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The Center for Multicultural Learning sponsors approximately seven transfer trips each year where small groups of students take a tour and receive general information about admission, housing, financial aid, and other information from the different schools they visit. This is provided free of charge to participating students.

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#### Tracking Transfer Students from Harper College

The Enrollment Clearinghouse has enhanced the College's ability to track former students. A file with such student identification information as name and birth date can be sent to the Clearinghouse, which will then return a file with the list of colleges and universities where the student is currently enrolled. Based on this information, the five most common universities to

which students transfer include Northern Illinois University, University of Illinois–Champaign, Illinois State University, Roosevelt University, and the University of Illinois–Chicago.

The Office of Research conducts an annual graduate survey. The 2005 Transfer Graduate Survey shows that nearly 93% indicated that they were successful in reaching their educational objectives, and 84% indicated that they were satisfied with the college transfer planning assistance they received at Harper. More than 79% reported that they had successfully transferred to another college or university. See Finding 5D.1 for specific detail.

Finding 5C.3  
Harper College builds effective bridges with diverse communities.

Connections with different cultural communities have been critical to building bridges and communicating the importance of higher education to diverse communities. Some initiatives include a Latino and Black Teen summit and Latinos Unidos cultural events, and a multicultural recruiting specialist who hosts bilingual information sessions during the open houses. Hispanic community relations have improved through Foundation support of a guitar program for children at the NEC and the acquisition of an SBC grant for \$40,000 to fund computer literacy training at the Palatine Opportunity Center and the Police Neighborhood Resource Center.

There are on-campus courses and programs available through the AE/LS Division that target diverse students. In particular, the English as a Second Language, Academic Success, and Adult Educational Development departments serve large numbers of diverse students. Recently, a five-minute video was produced in seven languages by the ESL area, explaining testing and registration procedures for new students. See Finding 5B.2 for specific detail on AE/LS programs.

#### International Students

ESL sponsors the International Student Club which offers a variety of social, cultural, and educational events to increase social contact and practice English language skills. The Conversation Café, an opportunity for native and nonnative speakers to talk with each other, is one example. The International Student Office serves as a one-stop center for international students by providing counseling and advising, and assisting with visa, health insurance, and other issues. See Finding 4C.4 for additional detail.

Enrollment of international students over the past five years has been as low as 69 individuals and as high as 106 individuals. Spring 2007 enrollment was 80 students.

#### Center for Multicultural Learning

The Center for Multicultural Learning (CML) was created to provide services to under-represented minority students, work with faculty to increase multicultural awareness, and offer programs that foster respect for all aspects of diversity. The Center has formed on-campus connections, including a

minority student transfer center, a multicultural student retreat, a multicultural learning student success expo, safe space orientation for faculty and staff for a program serving lesbian, gay, bisexual, and transgender students, and a variety of cultural awareness programs. See Findings 1B.1, 2D.1, 3C.2, 3D.1, and 5C.2 for specific detail.

#### Student Clubs and Activities

The Multicultural Drop-In Center in Building D is part of the CML and is home to the Black Student Union, Harper Pride, Indian-Pakistani Student Association, and Latinos Unidos. The primary advisor to each of these clubs is a full-time faculty member who attends weekly club meetings and assists students with such campus events as Cinco de Mayo, Day of Silence, and India Night. Leadership retreats help club members develop as leaders and build coalitions.

Other clubs have a cultural affiliation, like the Anime Club, and some explore the spiritual nature of students. Examples of these clubs include the Harper Gospel Choir, Harper Christian Intervarsity Fellowship, Harper Newman Association, Latter-Day Saints Student Association, and the Muslim Students' Association. The ADS Success Club and the Deaf Club collaborate with the American Sign Language (ASL) Club. See Finding 4C.4 for specific detail.

#### Access and Disability Services (ADS)

ADS offers such services and programs to students with disabilities as the Achieve! Program, designed to assist at-risk students with disabilities who plan to pursue a two-year or four-year degree; an ADS Super Achiever Ceremony, which recognizes the accomplishments of students with disabilities; and a College Awareness Program (CAP), which provides transition support to over 200 high school juniors, seniors, and their parents annually. See Findings 3C.2 and 3D.1 for specific detail.

#### Study Abroad Programming

Study abroad opportunities provide connections to diverse communities through hosting Fulbright Scholars-in-Residence from Morocco, Zimbabwe, Brazil, and China; International Faculty Exchanges; Read Around the World book discussions; and organizing colloquia and symposia on international issues. See Finding 3B.3 for specific detail.

#### Finding 5C.4

External constituencies are well-served by Harper College's continuing education services.

Continuing Education serves as an entry point for approximately 15,000 community residents each year, representing over 25,000 enrollments. Course offerings serve all ages and include a full range of professional development, personal enrichment, technical training, and other specialized programs and courses across all semesters of the academic year. Since being centralized into one division, CE has continued to evolve and offers many new programs.

CE courses are offered year-round and range from one-day seminars to multi-semester certificates and certifications. The variety of programming serves children through senior citizens. For example, CE's Community Music Center provides music courses for all ages; InZone provides a summer day camp experience for children ages 8-16; and the Lifelong Learning Institute serves adults 55 and older. CE also collaborates with selected credit programs to offer co-listed classes which allow students to take those classes as noncredit. Offerings are structured around three major programming areas: Professional Development, Personal Enrichment, and Computer Training.

Professional Education and Development

Programs that assist individuals with license preparation include real estate sales, brokerage, home inspection, and real estate appraisal. CE notifies state officials of students who complete the Refrigeration Handling course so they can be licensed. Courses are also available to help maintain licenses in Cardiopulmonary Resuscitation, Food Standards/Sanitation, and real estate. Skill enhancement is available in the Nursing Practice Update which refreshes nursing skills for those returning to the workforce.

New Programs

CE strives to create new and innovative programming and respond quickly to changing needs and trends. For example, in 2005, CE surveyed 215 veterinary clinics to determine the need for a Veterinary Assistant certificate program and interest in becoming a clinical site; 95.5% of respondents indicated a need for training in one or more curriculum areas, and 55.5% of respondents indicated interest in being a clinical site. As a result of the survey, a Veterinary Assistant certificate program was developed and implemented in fall 2005.

Since 2003, CE has developed Therapeutic Massage and Clinic; Lifelong Learning Institute; Home Decorating; Sound Recording Engineer; Computer Forensics; Home Inspection; Real Estate; Substitute Teaching; Web Maintenance and Design; Online Nonprofit Management; Guitar Boot Camp; TECH Camp; and Disney Institute Seminars.

CE Programs for Children

Programs specific to children include Community Music, Learn to Swim and Dive, and InZone. A general music program serves infants through age 6, while musical instrument instruction serves ages 5 and beyond. The Learn to Swim and Dive program enrolls children ages 4-14.

InZone is offered during the summer only and encompasses a wide range of activities and areas of interest from computer animation to sports, foreign language, and cooking. This program received an exemplary program award from the National Council of Continuing Education and Training (NCCET) in October 2004. A unique partnership of several public and private entities joined to give over 100 at-risk, low-income youth in Palatine the opportunity to enjoy three full weeks of InZone free of charge. This special opportunity was the *Northeast Palatine Summer Camp*. Harper partnered with the Palatine



*Learn to Swim and Dive programs are offered to children ages 4-14.*

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DISTINCTIVE

LEARNING-FOCUSED

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*The Community Music Center connects the College to the community in a creative way.*

DISTINCTIVE

CONNECTED

DISTINCTIVE

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Opportunity Center, Palatine Police Department, Palatine Township, the Harper Foundation, and others in the community to offer this opportunity in summer 2006.

#### The Community Music Center

As a member of the National Guild of Community Schools of the Arts, the Community Music Center is committed to offering the finest music instruction to people of all ages, skill levels, and backgrounds. Established in 1981, it serves hundreds of students through various group and private programs. The Center receives some funding from the Harper Foundation's Resources for Excellence program, and student financial assistance is offered through scholarships. Instructors are professional performing artists in the Chicago area who also teach in the Music Department. Private instruction includes strings, winds, brass, percussion, guitar, voice, piano, and folk instruments. Group instruction includes violin, cello, guitar, steel drum, and percussion. Ensembles include Adult String Orchestra, Chamber Music, Children's Choirs, String Groove (jazz improvisation), Percussion Ensemble, and Steel Band. Special offerings such as the Sound Recording Engineering Certificate and the summer Guitar Boot Camp are also available.

A Resources for Excellence grant was awarded to the Center for the purpose of implementing a Group Guitar for Children program at the Northeast Center extension site. A second section was available at the Palatine Opportunity Center in spring 2007. Since its inception in spring 2006, 43 students have participated in this program.

#### Lifelong Learning Institute

The Lifelong Learning Institute provides an eclectic assortment of lectures, short courses, and trips throughout the year to participants age 55 and older. Modeled after existing programs at more than 300 colleges and universities nationwide, the Lifelong Learning Institute offers more than 100 learning opportunities each year at the main campus, the Northeast Center in Prospect Heights, and other locations in Arlington Heights, Wheeling, and Barrington. Topics include current events, politics, humanities, history, philosophy, science, and cultural trips. As of spring 2007, membership is 185. Membership allows for a 50% discount on most courses with free participation for certain courses and activities.

In 2003, the Institute received start-up funding for three years from a Harper College Foundation Resources for Excellence grant. The Lifelong Learning Institute has since attracted over 1,000 participants and is near self-sustaining.

#### The Home Inspection Program: A Unique CE Partnership

The Home Inspection program illustrates Harper's commitment to developing new opportunities in resourceful ways. In 2003, Harper Continuing Education received approval from the state to become one of the first providers of home inspection prelicensing course work. Harper has established relationships with the College of Lake County, Sauk Valley Community College, Heartland Community College, and Lewis and Clark Community College which allows these schools to operate as Harper extension sites. The other colleges hire instructors and use Harper's curriculum, and the tuition is shared by both

colleges. Harper maintains all records. The partnership colleges are thus able to adopt a turnkey program with a proven track record, implement a low-risk venture with high revenue potential, and operate with minimal program responsibilities.

Finding 5C.5

The Harper College community is well-served through extension sites and customized training.

Extension sites and programming offered through Harper College for Businesses enhance outreach activities in the community. These options help to ensure that the needs of constituents can be met at the most convenient location.

### Extension Sites

There are two extension sites for Harper College. The oldest is the Northeast Center, located at 1375 S. Wolf Road in Prospect Heights, Illinois. It has 15 classrooms and 16 labs offering space for credit classes, Adult Fast Track, AED and ESL, Lifelong Learning, CE classes, and rental space.

The NEC was purchased in 1994 and is located approximately 12 miles from the main campus. The area has a large immigrant population and as a result, approximately one-third of the facility is dedicated to the College's free Adult Education Developmental program. This includes nonnative literacy instruction for second language learners. The Continuing Education's Lifelong Learning Institute is also housed at the NEC as are computer training courses. Facilities are available for rent.

In 2005, the College developed a 14-week schedule of general education classes allowing students to complete courses toward the first year of their degree at the NEC. The College launched a targeted marketing campaign aimed at residents in the area, and, as a result, enrollment at the NEC has doubled as of spring 2007. Adult Fast Track courses are conducted at the facility; as of spring 2007, eight cohort groups comprised of 90 students attended the NEC.

The Harper Professional Center (HPC) is located at 650 Higgins Road in Schaumburg. It has 10 labs/classrooms and one conference room. The HPC has space for IT software classes leading to certification, Adult Fast Track, InZone computer introduction classes, and rentals.

The HPC was purchased in 2001 and is four miles from the main campus. The facility was purchased with the expectation of continued growth in the demand for high-end technical training. Classroom and laboratory remodeling followed so that 50% of the facility is used for educational purposes; the remaining 50% is leased to businesses.

HPC has become the unofficial home of Adult Fast Track, with recruiting, advising, and many operational functions now being conducted out of this location. The majority of classes at HPC are in Adult Fast Track. Seven cohort groups and over 100 students attended in spring 2007. General feedback from students and results from the 2006 Adult Fast Track survey indicate a

strong satisfaction with this location and the facilities. Prospective students also react favorably to the location and feel it will serve their educational needs.

### ***Customized Training Sites***

There are four sites for delivering customized training or special occupational resources.

Harper College is a partner of the local Illinois workNet office at 723 W. Algonquin Road in Arlington Heights. Hours of operation are from Monday to Friday, 8:00 a.m. to 4:30 p.m. Commonly referred to as the One-Stop, the center provides a single point of contact for job seekers by helping place unemployed workers into available jobs. Other services include housing assistance, public aid services, assistance to veterans, Social Security and employment security services, and Adult Basic Education, including GED preparation. Harper College works with the unemployment office in offering services to the unemployed.

Staffing is provided by funds from grants, College funds, and a competitive contract procured from the area workforce board. Harper's role is to offer services and resources to jobseekers and employers; in return, rent-free space is provided by the Illinois Department of Employment Security. Two full-time Harper staff members operate and maintain a resource center with job search materials, provide career- and employment-related workshops, refer job seekers to appropriate agencies, and provide admission and registration assistance to clients seeking to enroll at Harper. Over 27,000 job seekers used the services of workNet in 2006. During the same period, 6,260 community residents visited Harper's resource room and 2,703 attended the workshops. See Finding 5C.1 for specific detail.

The Police Neighborhood Resource Center located at 2268 Algonquin Parkway in Rolling Meadows is a joint venture of a consortium of community-based organizations and governmental offices and Harper to deliver basic human services to area residents. Harper provides free ESL literacy, basic employment skills, and basic computer literacy skills courses at the site. Over the past five years, over 1,700 students have enrolled in courses at the PNRC.

The Palatine Opportunity Center at 1585 Rand Road in Palatine is a location where ESL literacy, GED prep courses, citizenship prep courses, basic employment skills classes, and basic computer literacy classes are taught. For the past five years, the GED and Citizenship classes have been offered to almost 2,600 students. Approximately 30 instructors have taught classes at this off-site location.

The Community Resource Center at 700 Salem Drive in Hoffman Estates has offered ESL literacy and language skills classes since it opened in 2005.

### ***Extension Services to the Business Community***

Harper College for Businesses provides outreach to area businesses through on-site programs and services and free consulting at the HPC offered through the Small Business Development Center. These programs are designed to maximize effectiveness, employee performance, and productivity. Harper

College for Businesses has increased its visibility in the business community by hosting specialized events such as the Business Leaders Economic Outlook forum, cosponsored by *Crain's Chicago Business*, a leading business publication in the Chicago area. Table 5C.5.a details activity for business outreach.

Section D. Harper College is Valued by its Constituencies

Table 5C.5.a – Business Outreach Activity

| Activity          | 2003-04 | 2004-05 | 2005-06 |
|-------------------|---------|---------|---------|
| Companies Served  | 61      | 57      | 62      |
| Employees Trained | 3,437   | 3,430   | 3,486   |

Finding 5D.1  
 External constituencies are involved in evaluation of Harper College services and academic programs.



*The Business Leaders Economic Outlook forum was well-attended by local business leaders.*

The major study used to validate services to students is the annual Graduate Survey. The instrument provides feedback on educational programs and services. Other sources provide feedback on usage of and satisfaction with student services, program structure, and offerings. See Finding 5A.2 for specific detail.

Graduate Survey

All career and transfer graduates are surveyed annually, with a focus on evaluating the student experience at Harper. Transfer graduates are asked how well Harper prepared them for future study, and career program graduates are asked to rate their job readiness. Graduate survey results are used in student services programming, annual planning processes, and program reviews. Graduate surveys have yielded higher response rates and shorter cycle times since process improvements were made in 2003. The 2005 response rates to the transfer and career graduate surveys were 52%, 374 of 718 graduates, and 55%, 366 of 665 graduates, respectively; in comparison, the response rates for 2002 and 2003 were 25% and 26%.

The 2005 transfer and career graduate surveys shared common questions, including those asking students to rate the quality of instruction at Harper and their satisfaction with support services. They were also asked how likely they would be to recommend Harper, and how likely they would be to return for additional course work.

The surveys also asked students to rate their satisfaction and indicate their level of usage for financial aid; academic advising; career planning; college transfer planning; counseling; tutoring; library/audiovisual services; student activities; registration procedures; access for the disabled; availability of computers for out-of-class use; and the Career Center. Respondents were also given the opportunity to share their comments on what they liked best about Harper and to offer suggestions on how to improve the instruction and services.

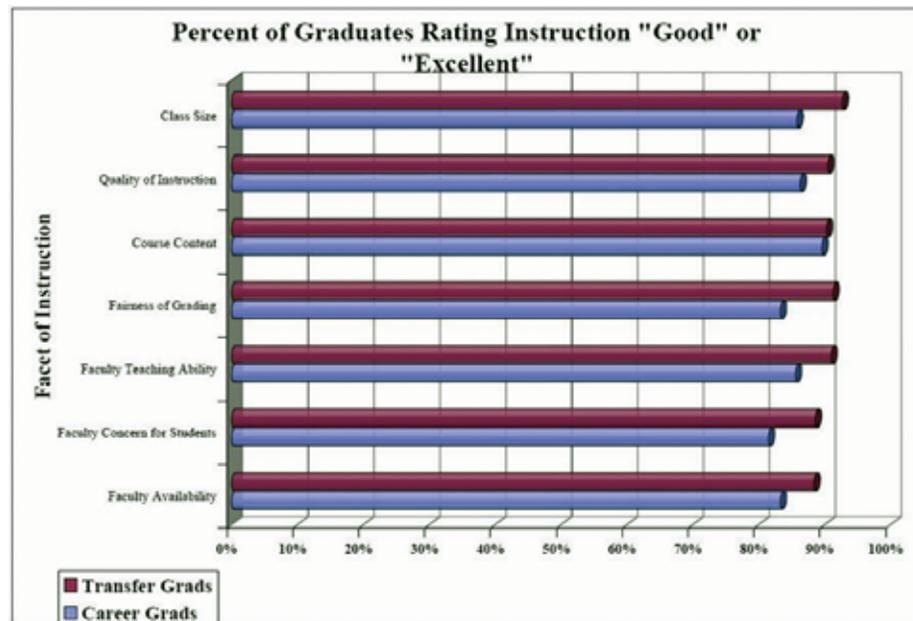
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Over 82% of the career graduates and 88% of transfer graduates gave ratings of “excellent” or “good” to each facet of instruction. Although career graduates had a positive impression of instructional quality at Harper, the transfer graduates were even more positive, rating class size, fairness of grading, faculty concern for students, and faculty availability more positively than did career graduates. Figure 5D.1.a shows the proportions of 2005 graduates who gave ratings of “good” or “excellent,” the most positive ratings on a four-point scale, to each facet of instruction.

Figure 5D.1.a – 2005 Graduate Survey Ratings of Instruction



Over 80% of graduates gave ratings of “very satisfied” or “satisfied” with support services. As with the ratings of instructional quality, the transfer graduates tended to give more positive ratings to the services. However, the differences in positive ratings were statistically significant only for Counseling and the Career Center. Transfer graduates were less likely than the career graduates to say they had not used a service; this was true for all services except Library/AV services where the difference was not statistically significant.

Figure 5D.1.b shows the proportion of 2005 graduates who rated themselves as satisfied with support services.

Figure 5D.1.b – 2005 Graduate Survey Ratings of Support Services

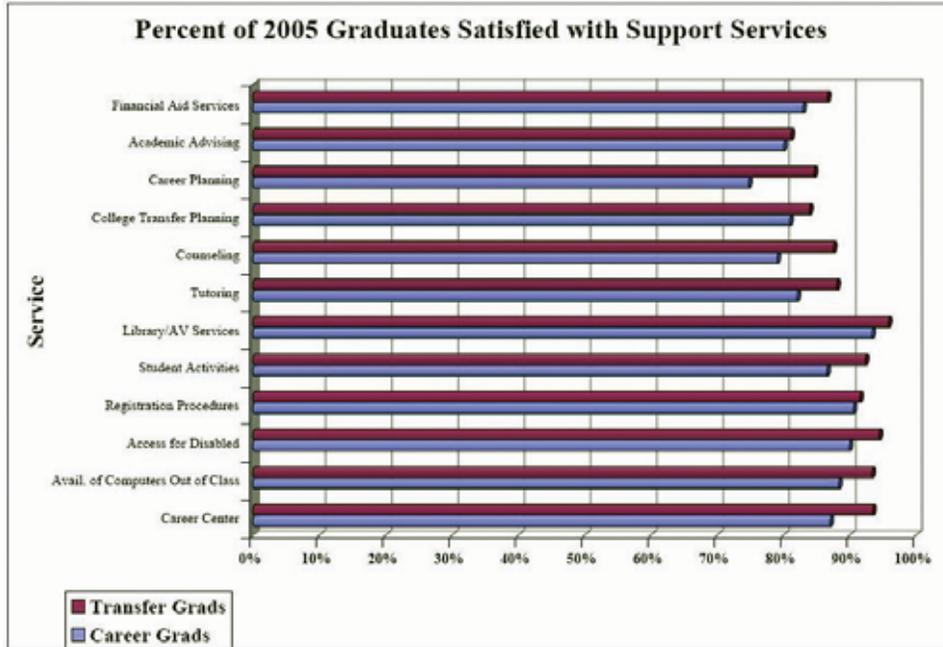
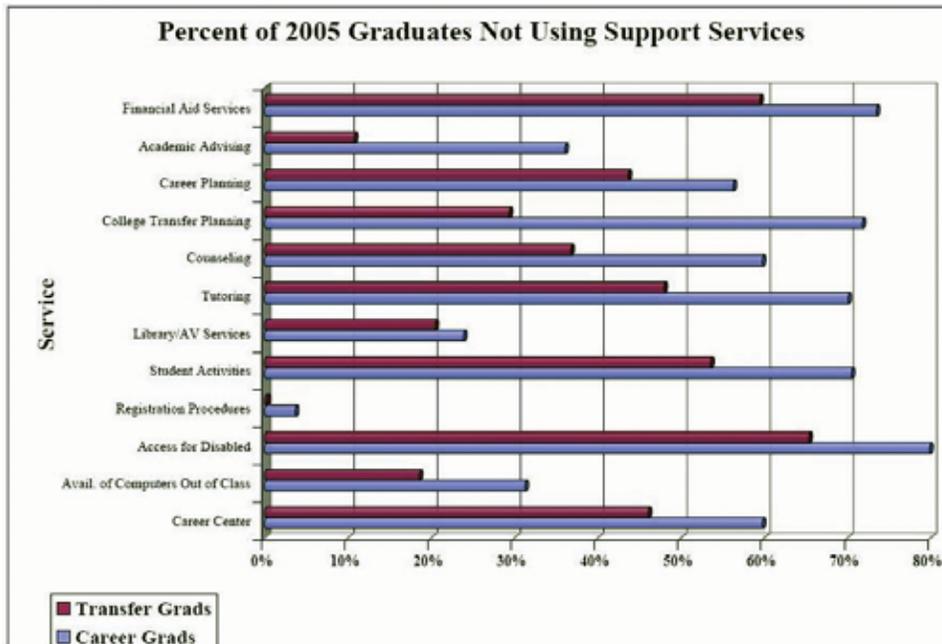


Figure 5D.1.c graphs students who did not use support services while attending Harper College.

Figure 5D.1.c – 2005 Graduate Survey Respondents Not Using Support Services



There were no statistically significant differences in positive ratings of support services when comparing these results to the 2004 Graduate Surveys. However, the 2005 graduates were more likely than the 2004 graduates to use academic advising services and less likely to use College computers outside of class.

#### Evaluations by External Constituencies

Community Needs Assessments are conducted every three years to gather quantitative information to assist the College in determining community needs that include educational needs, workforce training needs, and cultural and personal enrichment needs. As a result of the 2004 assessment, Harper substantially increased the number of online offerings, offered complete degrees online, and began offering online advising and counseling. The survey also revealed the need for additional music concerts, opera, ballet, theater, and plays. This community input guided the offerings of student activities and community programming in these areas. See Finding 5A.2 for specific detail.

Informal means of gathering feedback are also used. A reader survey is periodically included in *The Learning Life* e-newsletter, distributed to more than 20,000 former, current, and prospective students. In the March 2006 survey, the College discovered that the majority of readers want to learn more about hot careers, career planning, job search tactics, and career development. There was also very strong interest in personal health and wellness, retirement planning, and finance. The College has regularly surveyed summer students and Adult Fast Track students, as well as other groups of students such as those enrolled in the Distinguished Scholars program, about topics related to program offerings and format. Results of these periodic surveys are used to develop in-demand program offerings and formats, improve services, and develop relevant topics for communications.

#### Finding 5D.2

The surrounding community demonstrates its appreciation for the services and facilities of Harper College through continued use and testimony.

Levels of community appreciation for the College's services are found in the graduate survey results and from increasing enrollment. In the 2005 transfer and career graduate surveys, which included at least 300 students for each sample group, 99% of transfer graduates and 98% of career graduates stated that they would recommend Harper to friends and family, and 91% and 93%, respectively, stated that they would return to the College in the future. On the CCSSE survey, 95% of students responded affirmatively to an item inquiring whether they would recommend Harper to a friend or family member. This testimony, combined with the growth in enrollment during the past decade, provides evidence that the community relies on the College and values the opportunities it provides. The participation of the community in recreational, performance, sporting, and other campus events further highlights the role of the College in the surrounding community.

### Educational Use

The need for new programming was validated by strong enrollment in new career programs. Harper is also in the process of obtaining approval for new degrees in Emergency Management, Environmental Health and Safety, and Radiation Therapist. Table 5D.2.a shows enrollment for 2005 and 2006.

Table 5D.2.a – Annual Enrollment in New Career Programs

| Program                       | FY05 FTE Enrollment | FY06 FTE Enrollment |
|-------------------------------|---------------------|---------------------|
| Career Foundations            | 12.87               | 14.53               |
| Diagnostic Medical Sonography | 2.67                | 44.13               |
| Emergency Medical Services    | 87.27               | 98.73               |
| Graphic Arts                  | 12.60               | 45.13               |
| Maintenance                   | 34.40               | 35.87               |
| Phlebotomy                    | 9.60                | 10.93               |
| Radiologic Technology         | 25.00               | 62.60               |

Continuing Education offers a wide variety of noncredit computer training, personal enrichment, physical fitness, professional development, and youth program courses and workshops. See Finding 5C.4 for specific detail.

### The Performing Arts Center (PAC)

The ability to offer high-quality events highlighting the performing arts was greatly enhanced in 2002 with the opening of the PAC. In addition to being used as classroom space for music, theater, stagecraft, and dance classes, the PAC is home to a variety of performances. Equipment and furnishings were funded through donations from the community; \$1.5 million was raised by a special Foundation campaign.

Over 60 theater or music productions have been held in the PAC since its opening and over 12,000 students, staff, and community members have attended these events. In addition, the PAC has been rented on 108 occasions since 2002, drawing 28,492 people to a variety of musical, theater, and cultural performances.

### Art Collection

Contributing to the cultural richness of the community, the Harper Foundation owns an art collection made up of over 300 pieces, valued at approximately \$1.2 million. A curator manages the collection; which is displayed throughout the campus for all to enjoy. See Finding 4C.4 for specific detail.

A National Small Works Exhibit, a juried art exhibition supported by the Foundation, exposes students to a wide variety of two- and three-dimensional media, while providing the community with access to quality works by contemporary artists from around the country. The exhibit, which showcases

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Harper values its relationships with the business community.

40 small works of art chosen from hundreds of entries, draws 100 or more visitors each year, and an average of 80 guests attend a special reception for the show.

### Community Events

Student Activities offers dozens of events annually, many of them open to community residents. For example, the annual Wellness Week draws hundreds of community residents attending lectures, seminars, and workshops. In the past year, Student Activities has sponsored major events such as a Mardi Gras celebration, an exhibit of sand painting produced by Tibetan monks, and many other smaller lectures, wellness, and cultural arts offerings. In 2005, a total of 174 events drew 19,665 participants; of the 81 events sponsored, 46% were free. Recreational facilities, including the gym and athletic fields, are frequently used by community groups and teams; 688,426 residents attended various events in the athletic building, Building M, since 2000. In addition, all-day public service events such as the Relay for Life and Heartwalk are held annually on campus.

Harper athletic teams and events also attract large numbers of community members to campus. Table 5D.2.b details community attendance at sporting events.

Table 5D.2.b – Attendance at Sporting Events

| Year      | Community Attendance |
|-----------|----------------------|
| 2001-2002 | 4,830                |
| 2002-2003 | 8,700                |
| 2003-2004 | 7,520                |
| 2004-2005 | 8,080                |
| 2005-2006 | 7,820                |

### Business Use

Harper College for Businesses, the provider of business training for the College, has experienced growth over the past decade. Over 500 companies and 33,000 employees have been served and testimonials from companies provide further evidence that businesses value services provided:

DISTINCTIVE

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*Harper College is a gem of a resource that companies should be using to optimize their training investment. They have prepared many of our staff to take that next step and have provided the financial backing through state training grants to enhance Nation Pizza's ability to expand our scope of training. We have worked with them for more than five years and would not use anyone else – even without grant funds.*

Mike Alagna, Chief Operating Officer – Nation Pizza Products

The Wojcik Conference Center provides a state-of-the-art meeting facility to businesses and the community. Since its opening in 2002, conference center use has increased every year by such companies as Motorola, Nation Pizza Products, and Schneider Electric. The center also hosts such service groups as the Schaumburg Hoffman Estates Rotary Club and municipal groups such as Palatine School District 54 and the Palatine Police Department.

The positive reaction to the Wojcik Conference Center is best illustrated by the following testimonial:

*The Wojcik Center is spectacular! All support staff involved were professional and consistently exceeded our expectations. The ASQ Biomedical Division looks forward to using your facility again. Thank You!*

Sue Jacobs, Chairperson – ASQ Biomedical Division

The College’s gym has also been used to host conventions, trade shows, and exhibitions requiring significant space. Table 5D.2.c illustrates attendance at these special events.

Table 5D.2.c – Attendance at Events Held in Building M

| Year      | Community Attendance |
|-----------|----------------------|
| 2001-2002 | 172,849              |
| 2002-2003 | 143,706              |
| 2003-2004 | 135,764              |
| 2004-2005 | 118,393              |
| 2005-2006 | 117,713              |

Criterion Five Summary

The demographic profile of the district has changed significantly over the past several years, and the College has responded by providing innovative programs and services to address varying needs. Data has been systematically gathered on student engagement, community needs and student perceptions and has been used to make thoughtful decisions related to responsive programming. As the diversity of the district continues to change, and as student expectations evolve, the College will need every resource at its disposal to respond, accordingly.

Harper College takes pride in:

- *Responding to community support for new and growing career programs and enhanced educational facilities.* The construction of Avanté was in direct response to the community’s support for new facilities supporting health careers and technology. The creation of new career programs coupled with the expansion of existing programs has resulted in more comprehensive program offerings.

- *Being seen as a vital part of the community.* Harper has taken great care in establishing partnerships throughout the community.
- *Providing services and programs that meet the needs of targeted populations.* Students with transfer intentions are well served by advising and course articulation initiatives. Students looking for employment skills are also well-served by the College's Career Programs. High school students are afforded the opportunity to earn college credit before graduation. The needs of minority and special needs students are also addressed.
- *Readily responding to the need of area businesses.* Harper College for Businesses has responded to the needs of the business community by developing and delivering tailored, targeted programs. The Wojcik Conference Center provides meeting space for area businesses and other organizations.

Harper College is challenged by:

- *Responding to the vast amount of data provided by surveys and other activities.* The College should continue to be thoughtful in responding to the vast amount of data gathered in surveys, such as the CCSSE and the Community Needs Assessment. However, the volume of data makes it difficult to respond quickly and thoughtfully. Departments and programs could benefit from opportunities to reflect upon and respond to relevant student feedback and should be encouraged to continue to use this information to refine and develop services and programs.
- *Providing a systematic method for collecting information pertaining to community involvement activities.* The College's informal connections to the community through employee volunteerism and civic work are not well-documented. Similarly, student service learning experiences could be better catalogued. Currently, the College has no clearinghouse for data about community involvement.

Harper College will address the following issues:

- *Enhance the visibility and use of survey information and other data.* Although survey information and other research data are available on the MyHarper portal, formal mechanisms for responding to collected data should be developed.
- *Develop a systematic tool for gathering information from employees and students regarding community service and student learning activities.* Employees and students are involved in community service and external learning activities, but this needs to be better documented. A Web-based tool should be developed to gather this information.

Learning  
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Mission  
Acquisition  
Future

Federal Compliance

Harper Self-Study

Higher Learning Commission

Harper College recognizes and complies with all federal requirements and regulations monitored by the Higher Learning Commission, as prescribed by the United States Department of Education. In addition, the College has successfully completed all of the Commission's requirements for an institutional self-study.

### Credits, Program Length, and Tuition

Harper College uses a traditional semester credit system for learning experiences. These include transfer degrees, career-technical degrees and certificates and developmental and remedial programs. The instructional contact time per one credit is 800 minutes—50 minutes of weekly instruction for 16 weeks. The College observes a traditional academic calendar consisting of one 16-week fall semester, one 16-week spring semester, and an 8-week summer semester, all of which are published annually in the Harper College Catalog and Student Handbook. Beginning 2007, the summer semester became a 10-week session starting immediately after the spring semester ends.

To provide flexibility to students, the College offers courses in 4-week, 5-week, 6-week, 8-week, 12-week, and 14-week sessions within or closely tied to the traditional calendar. Some of these shorter-term schedules are offered early in the term and some are offered later in the term to meet the needs of different student populations. Though the number of weeks that a course is offered varies, the amount of time in the course remains at 800 minutes per credit contact time. For example, an 8-week block course allows students to complete a course in half the number of weeks of a traditional course by doubling the time spent during those 8-weeks. Late start 14-, 12-, and 8-week classes start after the traditional beginning of the semester and allow a student to complete an entire course, with the same number of contact hours, over fewer weeks. Flexible start times have also been established for summer session classes to accommodate student needs. Two early-start 5-week and 8-week summer sessions begin in mid-May with courses aimed at reverse transfer students from other institutions. A traditional 8-week session begins in early June and a late start 5-week summer session begins the last week of June immediately following the early 5-week term. The June sessions include courses aimed at recent high school graduates as well as currently enrolled students. The College has also offered additional compressed summer sessions, including some 4-week and 6-week intensive courses. Summer courses meet for the same number of hours as the equivalent 16-week courses.

In 2004, Harper College began offering a reduced seat-time option for students who are at least twenty-five years old. Adult Fast Track allows students to complete course work in a prescribed format, as part of a cohort group. Course-level and program learning outcomes must be accomplished through a combination of in-class and out-of-class learning experiences. The reduced seat time was approved by the Illinois Community College Board at the inception of the program.



*Students complete challenging and meaningful programs.*

In spring 2006, Harper College received accreditation by the Higher Learning Commission to offer complete degrees through a combination of distance learning modalities.

Tuition is charged by credit hour. Each course is listed in the catalog and schedule with its corresponding number of credit hours. The catalog and schedule are available in print or on the College's Web site.

Tuition and fees are determined by the Board of Trustees and are publicly accessible in the print schedule and catalog and via the College's Web site. The following chart depicts per-hour tuition charges for the 2006–2007 academic year:

|                                      |          |
|--------------------------------------|----------|
| In-district                          | \$81.00  |
| Out-of-district                      | \$288.00 |
| Out-of-state                         | \$362.00 |
| International                        | \$362.00 |
| Senior citizens (65 years and older) | \$0.00   |

Harper offers companies located within its district in-district tuition rates to their employees who live outside the College district, but within Illinois. Out-of-district students who want a certificate or degree at Harper that is not available at their community college may apply for a reduced tuition rate by taking advantage of chargeback or joint agreements between Illinois Community Colleges. If the application is approved, the student will be able to receive in-district rates. Some Harper College health care programs have variable tuition, resulting in additional cost per credit hour.

Regular fees assessed during the 2006–2007 academic year include:

|   |         |
|---|---------|
| Application fee                         | \$25.00 |
| Activity fee:                           |         |
| Full-time students                      | \$42.00 |
| Part-time students                      | \$21.00 |
| Registration fee                        | \$15.00 |
| Technology fee (per credit hour)        | \$7.00  |
| Repair/Renovation fee (per credit hour) | \$7.00  |

These fees are published in the schedule of classes and the catalog, and appear on the Web site. Course and program fees may be charged if the course incurs differential costs by requiring specialized equipment, software, supplies, or individualized or small group instruction.

#### Compliance with the Higher Education Reauthorization Act–Financial Aid (Title IV)

Harper is authorized by the United States Department of Education to participate in student assistance programs authorized by Title IV of the Higher Education Act of 1965, as amended (Title IV, HEA Programs).<sup>i</sup> This authorization is effective until September 30, 2011. Harper will resubmit an

<sup>i</sup> Certification to participate in Title IV, HEA programs is granted only to those institutions who meet the requirements of institutional eligibility, administrative capability, and financial responsibility as set forth in 34 CFR Parts 660 and 668.

application to extend this period on June 30, 2011 so as not to lose Title IV, HEA program eligibility.

Under the terms of this Agreement (Scope of Coverage), the College is approved to participate in the following financial assistance programs:

- Federal Pell Grant Program
- Federal Supplemental Education Opportunity Grant Program
- Federal Stafford Subsidized Loan Program
- Federal Stafford Unsubsidized Loan Program
- Federal PLUS Loan Program
- Federal Perkins Loan Program<sup>ii</sup>
- Federal Work-Study Program

Each year, the United States Department of Education releases Cohort Default Rates for each school participating in federal student loan programs. The following chart reflects Harper's cohort default rates for 2002 through 2004, the latest cohort default rate available.<sup>iii</sup>

| Fiscal Year | Cohort Default Rate (%) | Borrowers in Default |
|-------------|-------------------------|----------------------|
| 2002        | 10.0                    | 25                   |
| 2003        | 12.6                    | 39                   |
| 2004        | 11.3                    | 38                   |

To address sound student loan borrowing, the College has adopted a default prevention and management plan. This plan includes the availability of an online Entrance Counseling activity ([www.mapping-your-future.org](http://www.mapping-your-future.org)) in addition to personal loan counseling provided by volunteer student loan lenders.

The Office of Scholarships and Financial Assistance Web site contains useful borrower information relating to repayments, deferments, and forbearance.

Annually, independent auditors review the College's basic financial statements including a review of Harper's compliance with provisions of the aforementioned Title IV, HEA Programs regulations. This independent auditor's review is required under Section 510 of the OMB Circular A-133. The student financial aid programs reviewed include:

- Federal Supplemental Education Opportunity Grant
- Federal Stafford Subsidized Loan Program
- Federal Stafford Unsubsidized Loan Program
- Federal Work-Study Program
- Federal Pell Grant Program

<sup>ii</sup> Although certified to participate in the Federal Perkins Loan Program, Harper College exercised its right not to participate and currently does not receive federal funds nor does it award Perkins loans.

<sup>iii</sup> FY 2005 Cohort Default Rates will be available soon.



*Harper provides a safe campus for students and the community.*

In the latest A-133 audit, the auditors did not find any material weaknesses in the internal control of these federal financial aid programs.

### Campus Security

Law enforcement services at Harper College are provided by the Harper College Police Department (HCPD) located in Public Safety Building B, 24 hours a day, seven days a week. Harper College police officers are certified by the Illinois Law Enforcement Training and Standards Board with the same police authority, including arrest powers, as police officers in cities and sheriffs in counties. The HCPD is the primary authority for reporting traffic accidents and criminal activity that occurs on campus. The department also provides a variety of services, such as vehicle lockout remedies and jump starts.

HCPD prepares an annual report to comply with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act. The full text of this report can be found on the College's Web site or by visiting the department. This report is prepared in cooperation with the local law enforcement agency, which includes the main campus, as well as those agencies where satellite campuses are located. Each year, students are told where this report is on the Web site. Employees receive similar notification. Copies of the report may also be obtained at the department.

HCPD maintains a Daily Crime Log, which is available for public inspection via the College's Web site or by visiting the department. The electronic version is available 24 hours a day; however, the hard copy is available only during normal college business hours. Information in the Daily Crime Log is generally updated within 24 hours of the report of the incident.

In compliance with the Campus Sex Crimes Prevention Act Public Law the identity of Registered Sex Offenders known to the College and registered as students or employed by Harper is available at the Harper College Police Department.

### Off-Campus Sites

In spring 2006, Harper was accredited by the Higher Learning Commission to offer complete degrees at the Harper Professional Center (HPC) and the Northeast Center (NEC).

### Release of Completion/Graduation Rates

Information regarding graduation rates is published annually on the College's Web site. Graduation rates are based on petitions for graduation filed by students and confirmed by the Registrar. However, students who may be eligible for a degree or certificate can elect not to petition for graduation. In order to gather more comprehensive data on completion rates, Harper is investigating a system that will provide information on program completion based on transcribed course work.

## Athletics

The College's athletic programs comply with the Federal Title IX guidelines for equal opportunity. College athletic programs include men's and women's cross-country, men's football, men's and women's soccer, women's volleyball, men's and women's basketball, men's wrestling, men's baseball, women's softball, and men's and women's track and field. The College's Athletic Director monitors and enforces Title IX compliance. In addition, the equal opportunity statement which appears on the Web site and in the catalog reaffirms the College's commitment to Title IX.

## Employment Practices

Harper adheres to all state and federal regulations on nondiscrimination equal opportunity for employment. Nondiscrimination policies are included in the College catalog, administrative procedures, employee handbooks, and on College Web pages. The College also adheres to the United States Equal Employment Opportunity Commission policies on sexual harassment which are published in the College's catalog and administrative procedures, as well as on College Web pages. Harper abides by the requirements set forth in the Family Medical Leave Act (FMLA). Employees are eligible for leave based upon appropriate eligibility requirements.

## Americans with Disabilities Act and Rehabilitation Act

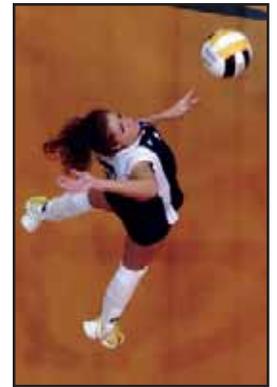
Harper complies with the guidelines set in the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. The College adheres to programmatic and architectural requirements in accordance with the ADA. The Access and Disability Services Center provides accommodations to students attending classes at the College who have documented disabilities. No student complaints have been filed regarding ADA accommodations provided by Harper College.

## Family Educational Rights and Privacy Act (FERPA)

Harper complies with all regulations of the Family Educational Rights and Privacy Act (FERPA). Student records are protected, and all student rights respected. Explicit FERPA policies are included in the College catalog and Registrar's Office, and on the Web site. The information provided includes the name and address of the Family Compliance Office of the United States Department of Education. The College continues to redesign processes to eliminate the use of Social Security numbers as a means of identifying students.

## Drug-Free Workplace

Harper fully conforms with the federal Drug-Free Workplace Act of 1988 as well as the federal Drug-Free Schools and Communities Act of 1994. The College is an abuse-free environment and publishes drug and alcohol policies in the Board Policy Manual, employee handbooks, Student Handbook, and Student Code of Conduct. Illegal drugs are not allowed on campus. Counseling services are available to employees and students regarding alcohol and drug abuse.



*Athletic programs comply with Title IX guidelines.*

## Advertising and Recruitment Materials

Harper College provides fair and accurate information regarding its programs and policies to students, employees, and the community in the College catalog and course schedules, as well as on its Web pages. Division representatives and Enrollment and Marketing check advertising and recruitment materials for accuracy and design.

The College publishes information regarding accreditations and recognition in the College catalog and Web site. In spring 2007, the College began including the Web site of the Higher Learning Commission whenever affiliation was mentioned, adopted the Mark of Affiliation, and added accreditation information to the schedule of classes.

## Organizational Records of Student Complaints

The Harper College Student Handbook defines the different procedures for student complaints of various types. The handbook is available in print and on the College's Web site. These complaints may be related to admission; financial aid; tuition refund; discrimination charges; academic regulations; privacy; sexual harassment; administration of College policy, practice or procedures; disability accommodations; treatment of students by College employees; and grades. Formal student academic complaints are ultimately resolved by the Vice President of Academic Affairs. The Vice President of Student Affairs or designee is responsible for responding to complaints from students on nonacademic issues. Student complaint logs are available for review.

## Public Notification of a Comprehensive Evaluation Visit

The College published three announcements notifying the community and inviting third-party comments pertaining to the reaccreditation, and included a notice on the Web site. In June 2007, the College included a notice in the Summer Course Schedule. A legal notice was published in *The Daily Herald* in July 2007 announcing that the Higher Learning Commission would be visiting the College for affirmation of accreditation. A notice was also included on the schedule of classes for the fall 2007 term. The College posted an announcement on the Web site from July through September 2007.

## Professional Accreditations

In addition to the Higher Learning Commission's accreditation, many academic and occupational programs observe the standards of external accrediting agencies to maintain quality and sustainability. The following is a list of accreditations that were in place for fiscal year 2007:

|  |  |
|--|--|
| Business Programs (Accounting, Computer Information Systems, Financial Services, Hospitality Management, Management, Office Careers) | Association of Collegiate Business Schools and Programs  |
| Music  | National Association of Schools of Music   |
| Paralegal Studies  | American Bar Association   |
| Real Estate  | Licensed by the Illinois Department of Financial and Professional Regulation: Pre-License and Continuing Education School            |
| Child Learning Center  | National Association for the Education of Young Children   |
| Nursing  | National League for Nursing Accrediting Commission, Inc.   |
| Nursing Assistant  | Illinois Department of Professional Regulations  |
| English as a Second Language   | Commission on English Language Program Accreditation   |
| Dental Hygiene   | American Dental Association  |
| Dietetic Technician  | Commission on Accreditation for Dietetics Education of the American Dietetic Association   |
| Fire Science   | Office of the Illinois State Fire Marshal, Division of Personnel Standards and Education   |
| Medical Office Administration  | Commission on Accreditation of Allied Health Education Programs  |
| Cardiac Rehabilitation Services  | Joint Commission on Accreditation of Healthcare Organizations  |
| Financial Services   | Illinois Department of Financial and Professional Regulation: Registered Public Accounting Continuing Professional Education Sponsor |

Appendix N includes a complete listing of College certifications and affiliations.



*Harper College provides a unique learning environment.*

Learning  
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Mission  
Acquisition  
Future

**Appendices**

Harper Self-Study  
Higher Learning Commission

## 1. Student Demography Headcounts

| A. Undergraduate Enrollment by Class Levels |               |               |               |               |
|---|---------------|---------------|---------------|---------------|
|   | Fall 2005     |               | Fall 2006     |               |
|   | N             | Percent       | N             | Percent       |
| Freshman                                    | 8,229         | 54.8%         | 8,031         | 53.4%         |
| Sophomore                                   | 3,486         | 23.2%         | 3,473         | 23.1%         |
| Other                                       | 3,311         | 22.0%         | 3,549         | 23.6%         |
| <b>Total</b>                                | <b>15,026</b> | <b>100.0%</b> | <b>15,053</b> | <b>100.0%</b> |

Source: Harper College Regent System and E1 Data Files sent to ICCB (Fall 2005 and Fall 2006)

| B. Undergraduate Enrollment by Degree Seeking and Non-degree Seeking Status |                |                    |               |                |                    |               |
|---|----------------|--------------------|---------------|----------------|--------------------|---------------|
|   | Fall 2005      |                    |               | Fall 2006      |                    |               |
|   | Degree Seeking | Non-degree Seeking | Total         | Degree Seeking | Non-degree Seeking | Total         |
| <b>Men</b>  |                |                    |               |                |                    |               |
| Nonresident Alien   | 27             | 3                  | 30            | 46             | 7                  | 53            |
| Black, Non-Hispanic   | 201            | 46                 | 247           | 223            | 55                 | 278           |
| American Indian/Alaska Native   | 12             | 3                  | 15            | 12             | 3                  | 15            |
| Asian/Pacific Islander  | 624            | 191                | 815           | 658            | 164                | 822           |
| Hispanic  | 449            | 570                | 1,019         | 456            | 608                | 1,064         |
| White, Non-Hispanic   | 2,998          | 825                | 3,823         | 3,069          | 760                | 3,829         |
| Race/ethnicity unknown  | 425            | 121                | 546           | 462            | 102                | 564           |
| <b>Total (Men)</b>  | <b>4,736</b>   | <b>1,759</b>       | <b>6,495</b>  | <b>4,926</b>   | <b>1,699</b>       | <b>6,625</b>  |
| <b>Women</b>  |                |                    |               |                |                    |               |
| Nonresident Alien   | 50             | 8                  | 58            | 58             | 5                  | 63            |
| Black, Non-Hispanic   | 271            | 61                 | 332           | 287            | 54                 | 341           |
| American Indian/Alaska Native   | 19             | 6                  | 25            | 20             | 6                  | 26            |
| Asian/Pacific Islander  | 780            | 266                | 1,046         | 767            | 283                | 1,050         |
| Hispanic  | 612            | 508                | 1,120         | 627            | 645                | 1,272         |
| White, Non-Hispanic   | 4,255          | 999                | 5,254         | 4,109          | 905                | 5,014         |
| Race/ethnicity unknown  | 573            | 123                | 696           | 544            | 118                | 662           |
| <b>Total (Women)</b>  | <b>6,560</b>   | <b>1,971</b>       | <b>8,531</b>  | <b>6,412</b>   | <b>2,016</b>       | <b>8,428</b>  |
| <b>All Students</b>   |                |                    |               |                |                    |               |
| Nonresident Alien   | 77             | 11                 | 88            | 104            | 12                 | 116           |
| Black, Non-Hispanic   | 472            | 107                | 579           | 510            | 109                | 619           |
| American Indian/Alaska Native   | 31             | 9                  | 40            | 32             | 9                  | 41            |
| Asian/Pacific Islander  | 1,404          | 457                | 1,861         | 1,425          | 447                | 1,872         |
| Hispanic  | 1,061          | 1,078              | 2,139         | 1,083          | 1,253              | 2,336         |
| White, Non-Hispanic   | 7,253          | 1,824              | 9,077         | 7,178          | 1,665              | 8,843         |
| Race/ethnicity unknown  | 998            | 244                | 1,242         | 1,006          | 220                | 1,226         |
| <b>Total (All students)</b>   | <b>11,296</b>  | <b>3,730</b>       | <b>15,026</b> | <b>11,338</b>  | <b>3,715</b>       | <b>15,053</b> |

Source: E1 Data Files sent to ICCB (Fall 2005 and Fall 2006)

**C. Graduate/Professional Students by Degree Seeking and Non-degree Seeking Status** – As a community college, Harper does not offer graduate level degrees.

### D. Age Range of Undergraduate Students

|              | Fall 2005     |               | Fall 2006     |               |
|--------------|---------------|---------------|---------------|---------------|
|              | N             | Percent       | N             | Percent       |
| 24 and under | 9,223         | 61.4%         | 9,401         | 62.5%         |
| 25 and older | 5,800         | 38.6%         | 5,646         | 37.5%         |
| Age unknown  | 3             | <1%           | 6             | <1%           |
| <b>Total</b> | <b>15,026</b> | <b>100.0%</b> | <b>15,053</b> | <b>100.0%</b> |

Source: E1 Data Files sent to ICCB (Fall 2005 and Fall 2006)

## 1. Student Demography Headcounts continued

| E. Numbers of Students by Residency Status of Credit-seeking Students |               |               |               |               |
|---|---------------|---------------|---------------|---------------|
|   | Fall 2005     |               | Fall 2006     |               |
|   | N             | Percent       | N             | Percent       |
| In-State and In-District Resident                                     | 13,031        | 86.7%         | 12,996        | 86.3%         |
| In-State and Out-of-District Resident                                 | 1,911         | 12.7%         | 1,946         | 12.9%         |
| Out-of-State Resident   | 26            | 0.2%          | 13            | 0.1%          |
| Non-US Resident   | 58            | 0.4%          | 98            | 0.7%          |
| <b>Total</b>  | <b>15,026</b> | <b>100.0%</b> | <b>15,053</b> | <b>100.0%</b> |

Source: E1 Data Files sent to ICCB (Fall 2005 and Fall 2006)

## 2. Student Recruitment and Admissions

| A. Student Recruitment and Admissions |           |          |       |           |          |       |
|---------------------------------------|-----------|----------|-------|-----------|----------|-------|
|                                       | Fall 2005 |          |       | Fall 2006 |          |       |
|                                       | Freshman  | Transfer | Total | Freshman  | Transfer | Total |
| Applications                          | 4307      | 1901     | 6208  | 4663      | 1637     | 6300  |
| Acceptances                           | 4307      | 1901     | 6208  | 4663      | 1637     | 6300  |
| Matriculations                        | 3436      | 994      | 4430  | 3620      | 867      | 4487  |

Source: Admissions Outreach

## 3. Financial Assistance for Students

| A. Percent of undergraduates applying for any type of financial assistance     |              |                                 |              |                                 |
|--|--------------|---------------------------------|--------------|---------------------------------|
|  | 2004 - 2005  |                                 | 2005 - 2006  |                                 |
|  | N            | Percent Applying for Assistance | N            | Percent Applying for Assistance |
| Number of undergraduates   | 25,841       | 21.3%                           | 25,815       | 22.3%                           |
| B. Number and percent of undergraduates receiving financial assistance by type |              |                                 |              |                                 |
|  | 2004 - 2005  |                                 | 2005 - 2006  |                                 |
|  | N            | Percent Receiving Assistance    | N            | Percent Receiving Assistance    |
| Loans  | 920          | 16.2%                           | 1,090        | 18.3%                           |
| Work Study   | 346          | 6.1%                            | 331          | 5.6%                            |
| Scholarship/Grants*  | 5,022        | 88.4%                           | 5,319        | 89.4%                           |
| Academic/Merit Based Scholarship   | 155          | 2.7%                            | 104          | 1.7%                            |
| <b>Total (unduplicated)**</b>  | <b>5,684</b> | <b>22.0%***</b>                 | <b>5,949</b> | <b>23.0%***</b>                 |

\*Includes all gift aid, including tuition and fee waivers.

\*\*Students maybe in more than one financial aid category so the percents add to more than 100%.

\*\*\*Percent of all students enrolled that received financial aid.

Source: Office of Scholarships and Financial Aid, Student Financial Aid Surveys for the IBHE

### C. Tuition Discount Rate

Tuition Discount Rate (TDR) – Harper does not have a standard Tuition Discount Rate.

#### 4. Student Retention and Program Productivity

| A. Number and Percent of first-time, full-time fall entering undergraduate students returning the following fall semester |                      |                       |                |                      |                       |                 |
|---|----------------------|-----------------------|----------------|----------------------|-----------------------|-----------------|
| Race/ethnicity  | Returning Fall 2005  |                       |                | Returning Fall 2006  |                       |                 |
|   | N Starting Fall 2004 | N Returning Fall 2005 | Retention Rate | N Starting Fall 2005 | N Returning Fall 2006 | Retention Rate* |
| Nonresident Alien   |                      |                       |                | 16                   | 9                     | 56.3%           |
| Black, Non-Hispanic   | 80                   | 35                    | 43.8%          | 77                   | 34                    | 44.2%           |
| American Indian/Alaska Native   | 3                    | 3                     | 100.0%         | 4                    | 2                     | 50.0%           |
| Asian/Pacific Islander  | 176                  | 123                   | 69.9%          | 181                  | 132                   | 72.9%           |
| Hispanic  | 149                  | 102                   | 68.5%          | 150                  | 85                    | 56.7%           |
| White, Non-Hispanic   | 1105                 | 728                   | 65.9%          | 1,064                | 738                   | 69.4%           |
| Race/ethnicity unknown  | 218                  | 140                   | 64.2%          | 245                  | 147                   | 60.0%           |
| <b>Total</b>  | <b>1,731</b>         | <b>1,131</b>          | <b>65.3%</b>   | <b>1,737</b>         | <b>1,147</b>          | <b>66.0%</b>    |

\*Estimated (Report on fall-to-fall retention for the Fall 2005 cohort not available until November 2007.)

Source: Office of Research Retention and Completion Reports, Fall 2006 and Fall 2005 and Harper College Regent System

| B. Number of Associate Degrees and Certificates Awarded |                  |             |              |                  |             |              |
|---|------------------|-------------|--------------|------------------|-------------|--------------|
| Race/ethnicity  | Fiscal Year 2005 |             |              | Fiscal Year 2006 |             |              |
|   | Associate Degree | Certificate | Total        | Associate Degree | Certificate | Total        |
| Nonresident Alien                                       | 5                | 1           | 6            | 6                | 5           | 11           |
| Black, Non-Hispanic                                     | 24               | 14          | 38           | 26               | 39          | 65           |
| American Indian/Alaska Native                           | -                | 1           | 1            | 2                | 2           | 4            |
| Asian/Pacific Islander                                  | 94               | 60          | 154          | 118              | 119         | 237          |
| Hispanic  | 81               | 39          | 120          | 86               | 88          | 174          |
| White, Non-Hispanic                                     | 765              | 330         | 1,095        | 849              | 631         | 1,480        |
| Race/ethnicity unknown                                  | 83               | 35          | 118          | 116              | 74          | 190          |
| <b>Total</b>  | <b>1,052</b>     | <b>480</b>  | <b>1,532</b> | <b>1,203</b>     | <b>958</b>  | <b>2,161</b> |

Source: Harper College Regent System and Fact Book 2006

| C. Number and percent degrees or certificates awarded by Classification of Instructional Programs (CIP) codes |                  |         |                  |         |
|---|------------------|---------|------------------|---------|
| Instructional Program   | Fiscal Year 2005 |         | Fiscal Year 2006 |         |
|   | N                | Percent | N                | Percent |
| Agriculture/Natural Resources (1,3)   | 43               | 2.8%    | 52               | 2.4%    |
| Architecture/Engineering/Engineering Technology (4, 14, 15)   | 49               | 3.2%    | 52               | 2.4%    |
| Biological & Physical Science (26, 40, 41)  | -                |         | -                |         |
| Business (52)   | 154              | 10.1%   | 324              | 15.0%   |
| Communications/Communication Technology/Fine Arts (9, 10, 50)   | 14               | 0.9%    | 7                | 0.3%    |
| Education/Library Science (13, 21, 25)  | -                |         | -                |         |
| Humanities/Interdisciplinary (5, 16, 23, 24, 30, 38, 39, 54)  | 713              | 46.5%   | 832              | 38.5%   |
| Health (51)   | 250              | 16.3%   | 495              | 22.9%   |
| Law (22)  | 74               | 4.8%    | 93               | 4.3%    |
| Mathematics/Computer Science (11, 27)   | 50               | 3.3%    | 48               | 2.2%    |

Source: Harper College Regent System and Fact Book 2006

#### 4. Student Retention and Program Productivity continued

| C. Degrees or certificates awarded by Classification of Instructional Programs (CIP) codes |                  |               |                  |               |
|--|------------------|---------------|------------------|---------------|
| Instructional Program  | Fiscal Year 2005 |               | Fiscal Year 2006 |               |
|  | N                | Percent       | N                | Percent       |
| Military Technology/Protective Services (29, 43)   | 43               | 2.8%          | 44               | 2.0%          |
| Personal Services/Consumer Services/Fitness (12, 19, 31)                                   | 67               | 4.4%          | 90               | 4.2%          |
| Psychology/Social Sciences & Services (42, 44, 45)   | -                |               | -                |               |
| Trades/Production/Transportation Health (46, 47, 48, 49)                                   | 75               | 4.9%          | 124              | 5.7%          |
| <b>Total</b>   | <b>1,532</b>     | <b>100.0%</b> | <b>2,161</b>     | <b>100.0%</b> |

Source: Harper College Regent System and Fact Book 2006

| D. Undergraduate pass rates on licensure examinations |                  |                 |                  |                 |
|---|------------------|-----------------|------------------|-----------------|
| Examination   | Fiscal Year 2005 |                 | Fiscal Year 2006 |                 |
|   | N                | Percent Passing | N                | Percent Passing |
| Nursing (National Council Licensure Exam), RN/ADN     | 88               | 98%             | 90               | 99%             |
| Certified Nursing Assistant                           | 131              | 98%             | 173              | 95%             |
| Dental Hygiene  | 28               | 100%            | 30               | 100%            |
| Radiologic Technology                                 | NA               | NA              | 21               | 90%             |
| Emergency Medical Technician                          | 60               | 92%             | 25               | 96%             |

Source: Division of Health Careers and Public Safety

#### 5. Faculty Demography

| A. Educational level of full-time and part-time faculty |            |            |            |            |            |            |
|---|------------|------------|------------|------------|------------|------------|
|   | Fall 2005  |            |            | Fall 2006  |            |            |
|   | Full-Time  | Part-Time  | Total      | Full-Time  | Part-Time  | Total      |
| Doctorate   | 29         | 31         | 60         | 39         | 45         | 84         |
| Master's  | 146        | 421        | 567        | 165        | 463        | 628        |
| Bachelor's  | 34         | 98         | 132        | 8          | 100        | 108        |
| Associate's   | 7          | 10         | 17         | 0          | 11         | 11         |
| Special certification                                   |            | 7          | 7          |            | 12         | 12         |
| Other*  |            | 74         | 74         |            | 32         | 32         |
| <b>Total</b>  | <b>216</b> | <b>641</b> | <b>857</b> | <b>212</b> | <b>663</b> | <b>875</b> |

\*Individuals classified as adjunct staff performing non-faculty duties.

Source: C1 Data Files sent to ICCB (Fall 2005 and Fall 2006), Human Resources Department, and Division Offices

| B. Race/ethnicity, gender, and rank of full-time and part-time faculty |            |            |            |            |            |            |
|--|------------|------------|------------|------------|------------|------------|
| Race/ethnicity   | Fall 2005  |            |            | Fall 2006  |            |            |
|  | Full-Time  | Part-Time  | Total      | Full-Time  | Part-Time  | Total      |
| Norresident Alien  | 0          | 0          | 0          | 0          | 0          | 0          |
| Black, Non-Hispanic  | 7          | 3          | 10         | 8          | 6          | 14         |
| American Indian/Alaska Native  | 0          | 0          | 0          | 0          | 0          | 0          |
| Asian/Pacific Islander   | 9          | 30         | 39         | 10         | 18         | 28         |
| Hispanic   | 6          | 20         | 26         | 6          | 0          | 6          |
| White, Non-Hispanic  | 191        | 469        | 660        | 187        | 426        | 613        |
| Race/ethnicity unknown   | 3          | 119        | 122        | 1          | 213        | 214        |
| <b>Total</b>   | <b>216</b> | <b>641</b> | <b>857</b> | <b>212</b> | <b>663</b> | <b>875</b> |

Source: C1 Data Files sent to ICCB (Fall 2005 and Fall 2006) and Fact Book 2006

## 5. Faculty Demography continued

| B. Race/ethnicity, gender, and rank of full-time and part-time faculty continued |            |            |            |            |            |            |
|--|------------|------------|------------|------------|------------|------------|
|  | Fall 2005  |            |            | Fall 2006  |            |            |
|  | Full-Time  | Part-Time  | Total      | Full-Time  | Part-Time  | Total      |
| <b>Gender</b>  |            |            |            |            |            |            |
| Male   | 88         | 299        | 387        | 86         | 313        | 399        |
| Female   | 128        | 342        | 470        | 126        | 350        | 476        |
| <b>Total</b>   | <b>216</b> | <b>641</b> | <b>857</b> | <b>212</b> | <b>663</b> | <b>875</b> |
| <b>Rank</b>  |            |            |            |            |            |            |
| Not applicable   | 0          | 641        | 641        | 0          | 663        | 663        |
| Instructor/Lecturer  | 51         | 0          | 51         | 62         | 0          | 62         |
| Assistant Professor  | 54         | 0          | 54         | 52         | 0          | 52         |
| Associate Professor  | 65         | 0          | 65         | 60         | 0          | 60         |
| Full Professor   | 46         | 0          | 46         | 38         | 0          | 38         |
| <b>Total</b>   | <b>216</b> | <b>641</b> | <b>857</b> | <b>212</b> | <b>663</b> | <b>875</b> |

Source: C1 Data Files sent to ICCB (Fall 2005 and Fall 2006)

| C. Number of faculty by college program using Classification of Instructional Programs (CIP) codes |            |            |
|--|------------|------------|
|  | Fall 2005  | Fall 2006  |
| Agriculture/Natural Resources (1,3)  | 5          | 7          |
| Architecture/Engineering/Engineering Technology (4, 14, 15)  | 7          | 9          |
| Biological & Physical Science (26, 40, 41)   | 59         | 64         |
| Business (52)  | 101        | 96         |
| Communications/Communication Technology/Fine Arts (9, 10, 50)                                      | 47         | 50         |
| Education/Library Science (13, 21, 25)   | 14         | 22         |
| Health (51)  | 65         | 65         |
| Humanities/Interdisciplinary (5, 16, 23, 24, 30, 38, 39, 54)                                       | 154        | 150        |
| Law (22)   | 11         | 10         |
| Mathematics/Computer Science (11, 27)  | 48         | 45         |
| Military Technology/Protective Services (29, 43)   | 22         | 15         |
| Personal Services/Consumer Services/Fitness (12, 19, 31)   | 41         | 46         |
| Psychology/Social Sciences & Services (42, 44, 45)   | 73         | 86         |
| Trades/Production/Transportation Health (46, 47, 48, 49)   | 16         | 22         |
| Adult Education/English as a Second Language (32)*   | 139        | 139        |
| Physical Education (36)*   | 28         | 16         |
| Faculty assigned non-instructional duties**  | 27         | 33         |
| <b>Total</b>   | <b>857</b> | <b>875</b> |

\*Included since the College serves a large number of students in Adult Education or English as a Second Language or to meet physical education requirements.

\*\*Non-instructional faculty (counselors or librarians) or individuals classified as adjunct staff performing non-faculty duties.

Source: C1 Data Files sent to ICCB (Fall 2005 and Fall 2006)

## 6. Availability of Instructional Resources and Information Technology

| <b>A. Technology resources dedicated to support student learning</b> |             |             |
|--|-------------|-------------|
|  | <b>2005</b> | <b>2006</b> |
| <b>Library Services – Patron Services</b>                            |             |             |
| Electronic Resource Searches*  | 468,492     | 635,146     |
| Sessions/Logins**  | 124,173     | 341,156     |
| <b>Library Services – Collections (Titles)</b>                       |             |             |
| Print Collection*  | 126,875     | 126,209     |
| Electronic Resources*  | 8,194       | 8,194       |
| Media Resources*   | 28,469      | 28,461      |
| Microfilm*   | 106         | 105         |
| <b>Computer Open Labs</b>  |             |             |
| Total number of computers available*                                 | 216         | 216         |
| Total number of hours*   | 254         | 254         |
| Average Monthly Number of Students Using I-Lab***                    | 1,316       | 1,520       |
| Average Monthly Number of Students Using Y-Lab***                    | 1,592       | 1,764       |

\*Source: Fact Book 2006 Tables 75 and 88  
 \*\*Source: Library Database Statistics for 2004-2005 and 2005-2006  
 \*\*\*Source: IT, Client Services

## 7. Financial Data\*

|  | <b>2005</b>          | <b>2006</b>          |
|--|----------------------|----------------------|
| <b>Beginning Balance July 1**</b>                        | <b>\$ 49,529,809</b> | <b>\$ 53,983,954</b> |
| <b>A. Actual Unrestricted Revenues**</b>                 |                      |                      |
| Local tax revenue  | 50,793,069           | 53,095,702           |
| All other local revenue                                  | 218,404              | 163,100              |
| ICCB grants  | 7,077,323            | 7,007,420            |
| All other state revenue                                  | 739,103              | 936,783              |
| Federal  | 26,206               | 13,200               |
| Student tuition and fees                                 | 32,584,427           | 37,039,359           |
| All other revenue  | 11,430,829           | 12,149,092           |
| <b>Total revenues</b>                                    | <b>102,869,361</b>   | <b>110,404,656</b>   |
| <b>B. Actual Unrestricted Expense**</b>                  |                      |                      |
| Instruction  | 26,383,513           | 27,592,269           |
| Academic support   | 5,853,647            | 6,494,434            |
| Student services   | 7,840,952            | 8,472,766            |
| Public service/continuing education                      | 4,666,135            | 4,667,496            |
| Independent operations                                   | 8,175,719            | 7,723,938            |
| Operations and maintenance of plant                      | 10,746,515           | 10,974,492           |
| Institutional support                                    | 32,507,074           | 33,617,313           |
| Scholarships/grants/waivers                              | 216,491              | 2,508,310            |
| <b>Total expenditures</b>                                | <b>96,390,046</b>    | <b>102,051,018</b>   |
| <b>Excess (deficiency) of revenues over expenditures</b> | <b>6,479,315</b>     | <b>8,353,638</b>     |
| <b>Other financing sources (uses)**:</b>                 |                      |                      |
| Proceeds from bond issue                                 | --                   | 47,266,988           |
| Payment to escrow agent for refunded bonds               | --                   | (46,924,501)         |
| Transfers (to) from other funds                          | (2,025,170)          | (2,777,162)          |
| <b>Fund balance at June 30**</b>                         | <b>\$ 53,983,954</b> | <b>\$ 59,902,917</b> |

\*Uniform Financial Statement No.1 contained in the Annual Financial Reports (audited) for fiscal years 2005 and 2006.  
 \*\*Dollars reported are calculated from the Uniform Financial Statement No. 1 as "Total with Restricted Fund less "Restricted Purposes Fund" and Operations and Maintenance Fund (Restricted)"

FINAL

Content Experts By Finding

| A                      | B                 | C           | D                 | E             | F             | G                      | H            | J                   | K                |
|------------------------|-------------------|-------------|-------------------|---------------|---------------|------------------------|--------------|---------------------|------------------|
| Mission Planning       | Governance        | Climate     | Financial Legal   | Co-curricular | Communication | Buildings Construction | IT ERP       | Outcomes Assessment | Support Services |
| Kaplow                 | Baumann           | Swauschweg  | Broc              | Atkinson      | Balt          | Gelz                   | Bednarek     | Coons               | Atkinson         |
| Kudva (Busset Truckee) | Edstrom           | Griffith    | Coons             | Campbell      | Brazzochini   | Dowd                   | Braunschweig | Burns               | Campbell         |
| Mrozinski              | Guymon            | Johnson, R. | Dietz             | Corr          | Baumann       | Griffith               | Fiebel       | Frank               | Frank            |
| Piepenburg             | Harkins           | Kraunz      | Dowling           | Gier          | Kraunz        | Keshavarzi             | McShane      | Hock                | Hankhan          |
| Quirk-Bailey           | Kindle            | Ovreland    | Kundie            | Lombardi      | Kovach        | Ma                     | Motern       | Nerstrom            | Henggen          |
| Motern                 | Piepenburg        | Richmond    | Mills             | Neuman        | Murphy        | Piepenburg             | Quirk-Bailey | Quirk-Bailey        | Himura           |
|                        | Skold             | Skold       | Piepenburg        | Shelak        | Pollock       | Pulco-Coburn           | Rust         | Robitulum           | Lindsay          |
|                        | Wenthold          |             | Sauer, R.         | Wilson        | White         | Thompson               | Sulcsek      | Sharp               | Shog             |
|                        |                   |             | Thorson           |               |               |                        |              | Thompson            | Thompson         |
|                        |                   |             |                   |               |               |                        |              | Tobias              | Zelner           |
|                        |                   |             |                   |               |               |                        |              |                     |                  |
| 1A.1                   | 1C.3              | 1C.6        | 1D.1 (bullet 1-3) | 3C.3***K, M   | 1D.3          | 2C.1***O               | 2C.12***L    | 3D.2 (bullet 1)     | 3C.10            |
| 1B.1***M               | 1C.4              | 2C.6        | 1D.2              | 4B.4          | 5A.1          | 2C.2                   | 2C.13        | 3A.5                | 3B.4***S         |
| 1C.2                   | 1C.5              | 2C.9**Q     | 2B.1              | 4B.5          |               | 2C.3                   | 3D.2         | 3A.6                | 3C.3***E, M      |
| 1C.1***S               | 1D.1 (bullet 4-8) | 2B.2        | 2B.2              | 5B.1          |               | 2C.4                   |              | 3A.7                | 3D.1***L         |
| 2A.1                   | 2B.4 (bullet 6)   | 2A.1        | 3D.4***S          |               |               |                        |              | 3A.8                | 4D.1***S         |
| 2A.2                   | 4A.1              |             |                   |               |               |                        |              | 3A.9                | 5A.5***O         |
| 2A.3                   |                   |             |                   |               |               |                        |              | 3C.1                |                  |
| 2A.4                   |                   |             |                   |               |               |                        |              | 4B.2                |                  |
| 4A.4***S, T            |                   |             |                   |               |               |                        |              | 4B.3                |                  |

| L                        | M                        | N                 | O                            | P             | Q                     | R                   | S                        | T  |
|--------------------------|--------------------------|-------------------|------------------------------|---------------|-----------------------|---------------------|--------------------------|--|
| Instructional Modalities | Multi-cultural Diversity | Research          | CE Auxiliary Extension Sites | Safety        | External Constituents | Learning Curriculum | Professional Development | Student Recognition Transfer Transcripts |
| Allen                    | Healy                    | Harwood           | Clarke                       | Alsup         | Burdick               | Ford                | Burroughs                | Dowling                                  |
| Balt                     | Henggen                  | Corr              | Minzinski                    | Clarke        | Carlson, J.           | Hugo                | Coons                    | Karow                                    |
| Chung                    | Herrera                  | Crane             | Podjorski                    | Blawson-Kuehn | Carter-Zubko          | March               | Igyarto                  | Kriener                                  |
| Gulkenbeiger             | LaBauve-Maher            | Quirk-Bailey      | Robinson                     | Gabson        | Corr                  | Niebur              | Karow                    | McLaughlin                               |
| Powell                   | Thompson                 |                   | Sabot                        | Zelner        | Crane                 | Sharp               | Kraunz                   | Motern                                   |
| Seflik                   | Zuo                      |                   |                              |               | Konest                | Weil                | Secret                   | Otto                                     |
| Stark                    |                          |                   |                              |               | Martin                | Sulheim             | Sulheim                  | Skora                                    |
|                          |                          |                   |                              |               | Mills                 |                     |                          |  |
|                          |                          |                   |                              |               | Murphy                |                     |                          |  |
|                          |                          |                   |                              |               | Patz                  |                     |                          |  |
|                          |                          |                   |                              |               | Samp                  |                     |                          |  |
|                          |                          |                   |                              |               | Zobajk                |                     |                          |  |
| 2C.7                     | 1B.1***A                 | 2D.1              | 2C.1***G                     | 2C.14         | 2C.9***C              | 2C.8                | 1C.1***A                 | 4A.4***A, S                              |
| 2C.12***H                | 2C.11                    | 2D.2 (bullet 3-4) | 5A.3                         | 4D.2          | 3D.3***R              | 3A.1                | 2B.3                     | 5C.2                                     |
| 3C.2                     | 3A.3***E, K              | 3A.3***P          | 5A.4 (part 1)                |               | 4C.2***N              | 3A.2                | 2B.4 (bullet 1-5)        |  |
| 3D.1***K                 | 4C.4***R                 | 3A.4***R          | 5A.5***K                     |               | 5A.2                  | 3A.3***N            | 2C.5                     |  |
|                          | 5C.3                     | 4C.1***R          | 4C.3***Q                     |               | 5A.4 (part 2)         | 3A.4***N            | 3B.3                     |  |
|                          |                          |                   |                              |               | 5C.1                  | 3B.1                | 3B.4***K                 |  |
|                          |                          |                   |                              |               | 5D.2                  | 3B.2                | 3D.4***D                 |  |
|                          |                          |                   |                              |               |                       | 3D.3***Q            | 4A.3                     |  |
|                          |                          |                   |                              |               |                       | 4B.3                | 4A.3                     |  |
|                          |                          |                   |                              |               |                       | 4B.1***N            | 4A.4***A, T              |  |
|                          |                          |                   |                              |               |                       | 4C.3                | 4D.1***K                 |  |
|                          |                          |                   |                              |               |                       | 4C.4***M            |                          |  |

Bolded name, also highlighted in yellow, conveys the content expert group.  
 Note: Some Findings appear in more than one content area. The Finding that is bolded and in gray is the primary responsibility of that content area.  
 All Findings that appear in more than one content area are noted by \*\*\* and the letter of the other content area is listed.

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**NCA Required Progress Report**

The Report on the Outcomes/Assessment of Student Academic Achievement was the only required activity resulting from Harper's 10-year reaccreditation in 1997. The required Progress Report documented our implementation of Outcomes/Assessment of the Student Academic Achievement plan.

| Comment Category            | NCA Comments   | Current Status                                     | Harper's Response  |
|-----------------------------|--|--|--|
| Outcomes/Student Assessment | <ul style="list-style-type: none"> <li>▪ Examine and report on the Assessment of Student Academic Achievement of its students by May 1, 1999.</li> <li>▪ As the College implements its Assessment Plan beyond the course level, systematic discussions about developmental course outcomes as they relate to the entry-level competencies expected by English and Mathematics faculty teaching the degree-requirement courses need to occur.</li> <li>▪ Continue work on summative assessment of student performance in career programs and in general education.</li> <li>▪ Establish a feedback loop to identify how the results of student assessment guides changes in curriculum and instruction to improve student learning in career programs.</li> </ul> | Report Accepted 1999<br><br>Ongoing Annual Process | <ul style="list-style-type: none"> <li>▪ The required Progress Report on Student Outcomes addressing these issues was submitted to the NCA in May 1999. The NCA notified Dr. Breuder in November 1999 that the report was accepted and that no further action was required until the 2007-2008 comprehensive evaluation.</li> <li>▪ The plan was followed through 2003.</li> <li>▪ A new institutionally consistent program outcomes assessment process was implemented at the College in 2004. Harper's efforts in assessment had moved from predominantly a course- or discipline-based model to a more comprehensive approach that is cross-disciplinary and inclusive of all campus units. Using this process, faculty, staff, and administration have worked to develop, implement, and evaluate their assessment plans for three annual cycles of assessment.</li> </ul> |

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**Harper's Response to NCA Advice and Suggestions**

| <b>Comment Category</b> | <b>NCA Comments</b>   | <b>Current Status</b> | <b>Harper's Response</b>  |
|-------------------------|---|-----------------------|---|
| Budgeting               | <ul style="list-style-type: none"> <li>▪ Linking planning with budgeting needs to be actively incorporated into the planning and budgeting programs and shared throughout the College.</li> <li>▪ Given the financial standing of the College, tuition increases into the future may be questionable. Review Board Policy.</li> </ul> | Completed             | <ul style="list-style-type: none"> <li>▪ In the College Plan and Budget, the College documents the relationship between the Strategic Long Range Plan and the annual budgeting process.</li> <li>▪ Board policy was reviewed and remains steady at students paying 25% of the annual per capita costs.</li> </ul>   |
| Campus Image            | <ul style="list-style-type: none"> <li>▪ Clean the entryways and pathways to buildings to make more attractive.</li> </ul>  | Completed             | <ul style="list-style-type: none"> <li>▪ College initiated a progressive cleanup, painting, landscaping and building projects beginning in 1998 as represented annually in the Strategic Plan, investing over \$130 million in physical plant additions and improvements.</li> <li>▪ College received a landscaping award from the American Society of Landscape Architects in 2006.</li> </ul> |
| Career Center           | <ul style="list-style-type: none"> <li>▪ Seek to embed the concepts of the center (One Stop Career Center) into the regular programs.</li> </ul>  | Completed             | <ul style="list-style-type: none"> <li>▪ The One-Stop Career Center has been integrated in the new statewide employment and training centers to serve the community.</li> <li>▪ The Career Center conducts classroom visits. Faculty also bring their classes into the Center to assure integration into on-campus programs.</li> <li>▪ The Career Center will be part of the new</li> </ul>    |

**Harper Response Matrix to 1997 NCA Report**  
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| Comment Category                   | NCA Comments  | Current Status | Harper's Response  |
|------------------------------------|---|----------------|--|
| Career Center (Cont.)              |   |                | One-Stop Student Center building currently on the state funding list.  |
| Child Care                         | <ul style="list-style-type: none"> <li>▪ Determine if the five-hour childcare limit impairs access of students and potential employees.</li> </ul>  | Completed      | <ul style="list-style-type: none"> <li>▪ A program for full day care has been established.</li> <li>▪ Added evening child care option in collaboration with Roosevelt University in 2005.</li> </ul>   |
| Communication Decision Making      | <ul style="list-style-type: none"> <li>▪ A clear understanding and delineation of lines of authority, communication and decision-making is lacking.</li> <li>▪ Multiple organizational structures have led to some internal confusion.</li> </ul> | Completed      | <ul style="list-style-type: none"> <li>▪ Since this concern was raised, a new governance structure has been developed and implemented. In 1998, the Guidelines Committee, comprised of representatives from all employee groups, redesigned our governance system to address these issues.</li> <li>▪ Graphical drawings of our governance structure and decision flow charts are available to all employees on the MyHarper intranet page to help alleviate confusion. The Fact Book also contains organizational charts to delineate organizational structures.</li> </ul> |
| Decentralized Continuing Education | <ul style="list-style-type: none"> <li>▪ There is a concern about the inconsistencies that occur through the delivery of the decentralization of Continuing Education Programs.</li> </ul>  | Completed      | <ul style="list-style-type: none"> <li>▪ Continuing Education was centralized in fall 2001. CE is now its own division and has its own dean reporting to the Vice President of Academic Affairs.</li> </ul>  |
| Diversity                          | <ul style="list-style-type: none"> <li>▪ While progress has been made in developing a more diverse campus, the College should continue its efforts toward multiculturalism through</li> </ul>   | Ongoing        | <ul style="list-style-type: none"> <li>▪ Our College-wide Diversity Plan was developed in 2000.</li> <li>▪ Diversity Committee became part of the Shared Governance system in 2001.</li> </ul>   |

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| <b>Comment Category</b> | <b>NCA Comments</b>  | <b>Current Status</b> | <b>Harper's Response</b>  |
|-------------------------|--|-----------------------|---|
| Diversity (Cont.)       | faculty, staff, administration, hiring, curriculum development, and student recruitment and retention efforts. |                       | <ul style="list-style-type: none"> <li>▪ Search committee members are required to attend diversity workshops before starting a search, effective 2001.</li> <li>▪ Reorganized administration to create an Assistant Vice President for Diversity and Organizational Development.</li> <li>▪ Created a Center for Multicultural Learning and created a new administrative position of Associate Dean for Multicultural Learning.</li> <li>▪ Implemented REACH (Retention Efforts for Academic Completion at Harper) in 2002 to serve under-represented student populations.</li> <li>▪ Diversity was identified as one of 13 College goals and a diversity recruitment Web site was launched in 2003.</li> <li>▪ Launched the Multicultural Faculty Fellows Program in 2002 to provide faculty with training in multicultural education. To date, 20 faculty have become multicultural experts in their disciplines including: Math, English, Theater and Speech, Library Science, ESL, Economics, Physics, Biology, Philosophy, Early Childhood Education, Adult Education, Political Science, Geography, Art, and Developmental Studies.</li> <li>▪ A diversity candidate hiring rate is tracked on an annual basis.</li> <li>▪ Marketing and recruitment efforts to increase</li> </ul> |

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| <b>Comment Category</b> | <b>NCA Comments</b>   | <b>Current Status</b> | <b>Harper's Response</b>   |
|-------------------------|---|-----------------------|--|
| Diversity<br>(Cont.)    |   |                       | <p>diverse student enrollment have included advertising in a Spanish language newspaper, meeting with minority high school liaison groups, and one-on-one meetings with parents of minority students.</p> <ul style="list-style-type: none"> <li>▪ The World Cultures and Diversity graduation requirement was added in fall 2005.</li> <li>▪ Created REACH Summer Bridge Program in 2005 to serve first-generation first-time-in-college students transitioning from high school to college.</li> </ul> |
| Electronics Labs        | <ul style="list-style-type: none"> <li>▪ The electronics laboratory is pedagogically unsound due to the simultaneous classes being held.</li> </ul>   | Completed             | <ul style="list-style-type: none"> <li>▪ The new lab design in the Emerging Technologies Center alleviated these concerns.</li> <li>▪ Four state-of-the-art labs were developed in Avanté, Center for Science, Health Careers and Emerging Technologies to support the program and its students including SMART classrooms, PLCs and over \$100,000 of specialized trainers and equipment.</li> </ul>  |
| Enrollment              | <ul style="list-style-type: none"> <li>▪ Examine enrollment projections insure need for future instructional needs.</li> <li>▪ Explore ways to start recruitment in the 11<sup>th</sup> grade or earlier, especially with minority high school students, where there has not been a history of college attendance.</li> </ul> | Ongoing               | <ul style="list-style-type: none"> <li>▪ Projections are completed annually.</li> <li>▪ An outside consultant reviewed the model used for enrollment projections and found, "Overall, the comparisons of data suggest that the projections made by Harper are reasonable and appear accurate."</li> <li>▪ The College has experienced a 27% increase in enrollment since 1998.</li> </ul>  |

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| <b>Comment Category</b>     | <b>NCA Comments</b>   | <b>Current Status</b> | <b>Harper's Response</b>   |
|-----------------------------|---|-----------------------|--|
| Enrollment<br>(Cont.)       |   |                       | <ul style="list-style-type: none"> <li>▪ The percentage of minority students at Harper is higher than the percentage of minorities in its district.</li> <li>▪ Since 2002, almost 3,000 students have participated in dual credit classes.</li> <li>▪ The College hosts two annual events for high school minority juniors and seniors, serving over 300 students.</li> </ul>  |
| External Reporting          | <ul style="list-style-type: none"> <li>▪ Accurate reporting continues to be a problem; the College may wish to review the reporting process.</li> </ul> | Completed             | <ul style="list-style-type: none"> <li>▪ A review of all external reporting was conducted by a task force in 2000. A task force, represented by all areas of the College, completed a comprehensive review of the College enrollment reporting requirements. Operational definitions for information collection and reporting were established.</li> <li>▪ Some of the accomplishments include the development of accurate tracking systems that satisfy overall institutional reporting needs, and the implementation of processes to ensure that all coding is in accordance with federal and state requirements.</li> </ul> |
| Financial Aid Certification | <ul style="list-style-type: none"> <li>▪ The Federal Financial Aid Program at the College has received only provisional certification.</li> </ul>       | Completed             | <ul style="list-style-type: none"> <li>▪ The Scholarships and Financial Assistance Office received a provisional certification to participate in the Title IV programs in FY 1998 due to a high default rate in the Perkins Loan Program.</li> <li>▪ Since 1999, Harper has received clean audits from the Illinois Student Assistance</li> </ul>  |

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| <b>Comment Category</b>             | <b>NCA Comments</b>  | <b>Current Status</b> | <b>Harper's Response</b>   |
|-------------------------------------|--|-----------------------|--|
| Financial Aid Certification (Cont.) |  |                       | <ul style="list-style-type: none"> <li>▪ Commission and KMPG.</li> <li>▪ The Perkins Loan Program is no longer offered.</li> <li>▪ We now have a formal process that a first-time borrower must complete before any loan proceeds are disbursed.</li> <li>▪ In June 2002, the College was granted 100% approval to participate in the Title IV programs for the next five years.</li> </ul>  |
| Financial Aid                       | <ul style="list-style-type: none"> <li>▪ Explore ways of providing greater access to information about financial aid to current and prospective students.</li> </ul> | Ongoing               | <ul style="list-style-type: none"> <li>▪ During the admission and application process, students are now automatically screened for qualification for all types of financial aid.</li> <li>▪ Foundation scholarships have been advertised on the Web since 2001.</li> <li>▪ Efforts to promote awareness of financial assistance opportunities have been expanded to include eight financial aid seminars annually that are open to the public.</li> <li>▪ Restructured the Admissions and Scholarships and Financial Assistance Offices to improve access for students and improve office efficiencies, allowing for implementation of additional strategies leading to a 21% increase in financial aid applications in 2003.</li> </ul> |

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| <b>Comment Category</b> | <b>NCA Comments</b>  | <b>Current Status</b> | <b>Harper's Response</b>  |
|-------------------------|--|-----------------------|---|
| Governance              | <ul style="list-style-type: none"> <li>• The existence of multiple organizational structures at the institution have led to some internal confusion as to lines of authority, communication, decision-making, and leadership.</li> </ul> | Dynamic               | <ul style="list-style-type: none"> <li>▪ A new governance structure was developed and implemented in 1998. The Guidelines Committee, comprised of representatives from all employee groups, redesigned our governance system to address these issues.</li> <li>▪ Presentations were made to all employee groups when the new system was implemented in fall 1998.</li> <li>▪ Graphical drawings of our governance structure and decision flow charts are available on the MyHarper intranet page to all employees to alleviate confusion.</li> <li>▪ Organizational charts are published every year in our Fact Book.</li> <li>▪ Job descriptions have been redefined to clarify authority and decision-making expectations.</li> <li>▪ Our shared College initiative on relationship building resulted in new social opportunities, forums with the President, and a new employee newsletter to enhance communications.</li> <li>▪ In 2004, we re-evaluated the shared governance system through focus groups of shared governance committees, a satisfaction survey of committee members, and a satisfaction survey of employees not serving</li> </ul> |

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| <b>Comment Category</b> | <b>NCA Comments</b>  | <b>Current Status</b> | <b>Harper's Response</b>   |
|-------------------------|--|-----------------------|--|
| Governance<br>(Cont.)   |  |                       | <p>on committees. Enhancements implemented included biannual meetings of all shared governance committee chairs and online committee reporting.</p> <ul style="list-style-type: none"> <li>▪ We began administering the PACE climate survey to measure our progress in 2005.</li> <li>▪ In 2006, the Governing Guidelines were rewritten for clarity based on the feedback of governance committee chairs.</li> </ul>  |
| Human Resource Records  | <ul style="list-style-type: none"> <li>▪ Some personnel records for part-time and full-time faculty are missing significant documents such as transcripts.</li> </ul>  | Completed             | <ul style="list-style-type: none"> <li>▪ All files were reviewed and updated in 1998 and new processes were implemented to ensure continued accuracy.</li> <li>▪ In 2006, a new ERP implementation and a new adjunct faculty contract led to a process overhaul in Human Resources, including a full review of personnel records.</li> </ul>   |
| Information Flow        | <ul style="list-style-type: none"> <li>▪ The shared-decision model should be graphically drawn and clear communication flows be prepared to insure the College community understands the flow of information.</li> </ul> | Completed             | <ul style="list-style-type: none"> <li>▪ Since this concern was raised, a new governance structure has been developed and implemented. In 1998, the Guidelines Committee comprised representatives of all employee groups redesigned our governance system to address these issues.</li> <li>▪ Graphical drawings of our governance structure and decision flow charts are available on the HIP page to all employees to alleviate confusion. The Fact Book also contains organizational charts to delineate our structure.</li> </ul> |

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| <b>Comment Category</b> | <b>NCA Comments</b>   | <b>Current Status</b> | <b>Harper's Response</b>  |
|-------------------------|---|-----------------------|---|
| Instructional Quality   | <ul style="list-style-type: none"> <li>▪ Continue to monitor quality as rate of part-time instructors increase.</li> <li>▪ Consider more external curricular review, particularly for certificate programs within associate degree programs.</li> </ul> | Completed             | <ul style="list-style-type: none"> <li>▪ All part-time faculty are recommended and mentored by full-time faculty and are evaluated each semester.</li> <li>▪ Every career program has an advisory committee which meets twice a year to review curriculum, and all career program reviews require an external evaluation.</li> </ul>  |
| Library                 | <ul style="list-style-type: none"> <li>▪ Consideration should be given to the appointment of liaison librarians to the instructional departments.</li> </ul>  | Completed             | <ul style="list-style-type: none"> <li>▪ Liaison librarians have been appointed.</li> </ul>   |
| NEC remodeling          | <ul style="list-style-type: none"> <li>▪ Remodel the entrance to the facility (NEC) and prominently display the name of the College on the building.</li> <li>▪ Perform student service functions using the technology available.</li> </ul>            | Completed             | <ul style="list-style-type: none"> <li>▪ NEC has been completely renovated and students can now access campus student services via the Internet.</li> <li>▪ A new signage program was implemented on campus and at NEC.</li> </ul>  |
| Non-computer Equipment  | <ul style="list-style-type: none"> <li>▪ The institution lacks a College-wide non-computer equipment acquisition and replacement plan.</li> </ul>   | Ongoing               | <ul style="list-style-type: none"> <li>▪ Each area of the College prioritizes and submits their equipment needs to their Vice President. The Vice President's Council then reviews all prioritized requests in the annual budget building process. Each division has a process for tracking these needs.</li> <li>▪ The three-year budgeting process for new initiatives addresses these issues for new programs, while the program review process document equipment needs for existing programs.</li> </ul> |

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| Comment Category               | NCA Comments  | Current Status | Harper's Response   |
|--------------------------------|---|----------------|---|
| Non-computer Equipment (Cont.) |   |                | <ul style="list-style-type: none"> <li>▪ Instructional equipment is prioritized annually by the Deans' Council and budget allocations are distributed across academic programs.</li> </ul>  |
| Outcomes                       | <ul style="list-style-type: none"> <li>▪ While assessment of Student Academic Achievement at the course level nears completion, the College has made less progress as in the summative assessment of student performance in career programs and in general education.</li> </ul>  | Completed      | <ul style="list-style-type: none"> <li>▪ The Student Outcomes report addressing these issues was submitted to NCA in May 1999. The NCA notified Dr. Breuder in November 1999 that the report was accepted and that no further action was required until the 2007-08 comprehensive evaluation.</li> <li>▪ The General Education Committee adopted the ACT CAPP survey to assess general education competencies in 2004.</li> <li>▪ In 2006, a writing assessment instrument was developed by the faculty. The instrument was used to access the skill level of students who had completed at least 45 credit hours.</li> </ul> |
| Planning                       | <ul style="list-style-type: none"> <li>▪ There does not appear to be College-wide understanding of the levels of planning (for example, Unit Planning, Area Planning, System Planning, Program Review, and Student Outcomes, Assessment Planning) and how each relate to each other, the mission and the budget.</li> </ul> | Continuous     | <ul style="list-style-type: none"> <li>▪ In 1999, the College's first comprehensive Strategic Long Range Plan was developed, which clarified these issues. The new annual planning process includes the Strategic Long Range Plan, Annual Plan, and Institutional Outcomes documents.</li> <li>▪ The planning process has been greatly simplified by restructuring the College's more than 50 broad goals to 13 more strategically defined goals in 2003.</li> <li>▪ The Institutional Planning Committee (IPC)</li> </ul>  |

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| <b>Comment Category</b>              | <b>NCA Comments</b>  | <b>Current Status</b> | <b>Harper's Response</b>  |
|--------------------------------------|--|-----------------------|---|
| <p>Planning<br/>(Cont.)</p>          |  |                       | <p>communicated these changes to all employee groups through presentations at division meetings, committee meetings, and articles in the employee newsletter.</p> <ul style="list-style-type: none"> <li>▪ A template has been created to relate the budget to the SLRP and is published every year in the College Plan and Budget book.</li> <li>▪ The College's Annual Plan and departmental plans are coordinated with the SLRP.</li> <li>▪ All administrative levels and most staff levels of organizations use the planning system to set annual objectives and report annual outcomes.</li> <li>▪ The College produces these documents annually: Strategic Long Range Plan, Annual Plan, College Plan and Budget, Fact Book, and an Institutional Outcomes Report.</li> </ul> |
| <p>Productivity<br/>Improvements</p> | <ul style="list-style-type: none"> <li>▪ Modernize many of its labor-intensive manual systems to improve effectiveness.</li> </ul> | <p>Ongoing</p>        | <p>Process improvements are continuous and reported each year in the Institutional Outcomes Report. Selected examples follow:</p> <ul style="list-style-type: none"> <li>▪ Academic Affairs standardized and automated division reporting in 2002.</li> <li>▪ Physical Plant implemented a computerized maintenance management work order system (FAMIS) in 2003.</li> <li>▪ Internal publications, information sharing and many business processes have been moved to Harper's intranet Web site, with tools to</li> </ul>   |

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| <b>Comment Category</b>           | <b>NCA Comments</b> | <b>Current Status</b> | <b>Harper's Response</b>  |
|-----------------------------------|---------------------|-----------------------|---|
| Productivity Improvements (Cont.) |                     |                       | <p>provide the user community with self-service ability to publish in 2000.</p> <ul style="list-style-type: none"> <li>▪ Web-based self-service applications (Credit and CE Registration, Payment, Course Search, etc.) have both eliminated the need to have a part-time staff hired for walk-in registration periods and returned the work space (third bay of the cafeteria) to be used for other purposes.</li> <li>▪ Combining the Audio/Visual Department with the Computer Lab Department and utilizing the Service Desk (Help Desk) for support requests has resulted in a more efficient support staff scheduling and a more timely response implemented in 2001.</li> <li>▪ Automated the employee application and screening process to increase process consistency and efficiency.</li> <li>▪ An equipment recycle period of four years has been established to ensure that technology investment is not outdated.</li> <li>▪ Oracle eBusiness Suite has provided online solutions for many labor-intensive and manual systems such as Payroll Time and Attendance, Purchasing, Budget Development.</li> <li>▪ Oracle Portal provides a secure off-campus access for full- and part-time employees, thus</li> </ul> |

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| <b>Comment Category</b>           | <b>NCA Comments</b>   | <b>Current Status</b> | <b>Harper's Response</b>   |
|-----------------------------------|---|-----------------------|--|
| Productivity Improvements (Cont.) |   |                       | <p>permitting time and attendance to be entered remotely and employees to view personal information.</p> <ul style="list-style-type: none"> <li>▪ A patient records system (Pyramid) conforming to HIPAA regulations has been acquired and implemented for the Health and Psychological Services department eliminating the paper record system.</li> <li>▪ The eCashier payment option is offered to students.</li> </ul>   |
| Publications                      | <ul style="list-style-type: none"> <li>▪ Specific academic program contact information is not available in the catalog. Program information, offices and names are essential contact points for prospective students.</li> <li>▪ List the divisional structure at the beginning of the College catalog.</li> <li>▪ Include the name, address and telephone number of the North Central Association, a requirement of NCA in all publications that reference it.</li> <li>▪ The College should increase the font size and choose colors that are more legible for the student handbook.</li> </ul> | Completed             | <ul style="list-style-type: none"> <li>▪ The citation now appears on the first page of the catalog as required.</li> <li>▪ The "Mark of Affiliation" was incorporated on the College Web site in 2007. A "Contact Us" section is now provided on the Web for student support in addition to contact information under "Academic Divisions."</li> <li>▪ We no longer print a separate Student Handbook; policies are printed in the catalog as a cost reduction measure.</li> <li>▪ Academic and student support information is continuously updated on the Web.</li> </ul> |
| Sexual Harassment Policy          | <ul style="list-style-type: none"> <li>▪ Sexual Harassment Policy and Procedures are not easily accessible to employees and have not been widely communicated.</li> </ul>   | Completed             | <ul style="list-style-type: none"> <li>▪ Brochures are reviewed, revised, and distributed annually.</li> <li>▪ Policies and procedures have been distributed to employees via the intranet and CD.</li> </ul>  |

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| <b>Comment Category</b>                     | <b>NCA Comments</b>   | <b>Current Status</b> | <b>Harper's Response</b>  |
|---|---|-----------------------|---|
| Sexual Harassment Policy (Cont.)<br>Signage | <ul style="list-style-type: none"> <li>▪ Review its signage at the three entry points (Algonquin Road, Roselle Road, and Euclid Road) and guide traffic with signs.</li> <li>▪ Consider an electronic marquee at the Northeast Center.</li> </ul>   | Completed             | <ul style="list-style-type: none"> <li>▪ Customized workshops are provided to departments on request.</li> <li>▪ Implemented a comprehensive way-finding program that included signage at all three entrance points and NEC.</li> <li>▪ Prospect Heights would not allow an Algonquin Road-style marquee on Wolf Road due to zoning issues, but new signage was installed.</li> </ul>   |
| Student Activities                          | <ul style="list-style-type: none"> <li>▪ Examine the rule of requiring ten students to start a club.</li> </ul>   | Completed             | <p>Based on this comment, a review of the policy was undertaken and the rule was deemed appropriate based on:</p> <ul style="list-style-type: none"> <li>▪ The Student Senate's opinion that the 10-student requirement was not a barrier to club formation.</li> <li>▪ Regional community colleges were found to have similar rules.</li> <li>▪ History demonstrates that new clubs have more than 10 members.</li> </ul>      |
| Student Services<br>Office Adjacency        | <ul style="list-style-type: none"> <li>▪ Continue to explore a One-Stop Career Center at the (main) campus and continue studying the Long Range Plan analysis for all Student Affairs in one location.</li> <li>▪ Services to students would improve if offices providing enrollment and information services could be adjacent to each other.</li> </ul> | In process            | <ul style="list-style-type: none"> <li>▪ These issues were accommodated in the Campus Master Plan in 2000.</li> <li>▪ Renovations were made in Building C to bring Admissions, Financial Aid, and the New Students Center together in 2001.</li> <li>▪ The new One-Stop Student Services Center is on the state list for future building funding and construction.</li> <li>▪ In addition to the physical adjacency,</li> </ul> |

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| <b>Comment Category</b>                   | <b>NCA Comments</b>   | <b>Current Status</b> | <b>Harper's Response</b>   |
|---|---|-----------------------|--|
| Student Services Office Adjacency (Cont.) |   |                       | <p>business software systems were investigated and an Enrollment Management Suite of software was acquired. The SunGard Banner Student System will provide Web-based self-service for students.</p>  |
| Technology                                | <ul style="list-style-type: none"> <li>▪ The institution should continue to monitor very closely the completion of the Regent system according to the original plan.</li> </ul> | Completed             | <p>The ERP System (Regent) was completely implemented in 1999. Upgrades and improvements are installed and maintained annually. Current status follows:</p> <ul style="list-style-type: none"> <li>▪ Harper-specific modifications are reviewed annually and approved based on improvements to operations and productivity.</li> <li>▪ A number of Web-based self-service applications have been added to the core system:                             <ol style="list-style-type: none"> <li>1. Web Credit Registration and Payment -2002</li> <li>2. Web course search -2002</li> <li>3. Web-based grade inquiry -2003</li> <li>4. Web CE Registration and Payment-2003</li> </ol> </li> </ul> <p>Effective fiscal year 2004, Harper commenced the process to replace the current Regent ERP system. This project, "ERP the Next Generation" was determined to be necessary after a review of the incumbent system and the vendor not being able to support Harper's future goals.</p> |

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| <b>Comment Category</b>  | <b>NCA Comments</b>   | <b>Current Status</b> | <b>Harper's Response</b>   |
|--------------------------|---|-----------------------|--|
| Technology<br>(Cont.)    |   |                       | <p>Anticipated timeframe from establishing requirements through complete implementations is 24 to 36 months FY04-06.</p> <ul style="list-style-type: none"> <li>• Regent has been replaced with Oracle's eBusiness Suite for Financial and HR/Payroll. These systems were implemented on schedule and are in production.</li> <li>▪ SunGard Banner has been selected to replace the Regent Student System with implementation commencing April 2007 with an expected completion date of April 2009.</li> </ul> |
| Technology in Assessment | <ul style="list-style-type: none"> <li>▪ Be vigilant in helping those students who are not familiar with the technology, especially minority students.</li> </ul> | Completed             | <ul style="list-style-type: none"> <li>▪ Assessment Center staff provides support to any student requiring help with the technology.</li> <li>▪ The Assessment and Testing Center lab with 24 computer workstations utilizing Compass-testing software, was established in 2001.</li> <li>▪ During Orientation, College staff assists new students in technology applications.</li> </ul>  |
| Technology Plan          | <ul style="list-style-type: none"> <li>▪ Insure the implementation of the Technology Plan on schedule.</li> </ul>   | Ongoing               | <p>The Technology Planning Committee develops and maintains the Technology Plan. Annual review and revisions are made to ensure that the plan is up-to-date and aligns the initiatives with the Institutional goals. Significant accomplishments to date include:</p> <ul style="list-style-type: none"> <li>▪ An equipment recycle period of three years has been established and adhered to since 2000. This ensures that technology</li> </ul>  |

**Harper Response Matrix to 1997 NCA Report  
August 2007**

| <p style="text-align: center;"><b>Comment Category</b></p> | <p style="text-align: center;"><b>NCA Comments</b></p> | <p style="text-align: center;"><b>Current Status</b></p> | <p style="text-align: center;"><b>Harper's Response</b></p>   |
|--|--|--|---|
| <p>Technology Plan<br/>(Cont.)</p>                         |  |  | <ul style="list-style-type: none"> <li>▪ investment is not outdated.</li> <li>▪ The Advanced Technology Resources Center (ATRC) was created in 1999 to investigate new technology and determine its adaptation into both instructional delivery and business productivity improvements.</li> <li>▪ Department of Instruction Technology (DoIT) was created in 2000 to provide assistance in developing and maintaining on-line course material.</li> <li>▪ All instructional programs have some form of technology (software and hardware) incorporated into instructional delivery.</li> <li>▪ All instructional space has been upgraded or is currently planned to be upgraded to include SMART classroom or presentation technology.</li> <li>▪ All major lecture halls were modified in 2003. A total of 38 classrooms were modified to support presentation technologies (i.e., podium, projector, sound and screen) in 2002.</li> <li>▪ SMART room technology has been embraced by faculty and is utilized throughout campus and at remote sites. In spring 2007, a total of 126 instructional delivery spaces have been converted or were new construction.</li> <li>▪ Significant instructional material has been converted from analog to digital format to</li> </ul> |

**Harper Response Matrix to 1997 NCA Report  
August 2007**

| <b>Comment Category</b>    | <b>NCA Comments</b>   | <b>Current Status</b> | <b>Harper's Response</b>   |
|----------------------------|---|-----------------------|--|
| Technology Plan<br>(Cont.) |   |                       | <ul style="list-style-type: none"> <li>▪ support faculty in use of SMART rooms.</li> <li>▪ Realignment within Information Technology to meet business needs created the PMO and ITIL Standards Department headed by a certified PMO individual. Projects now adhere to project management methodologies whereby status of projects is provided on a regular basis via reports back to the project sponsor and on the IT Web site.</li> </ul>   |
| Technology Programs        | <ul style="list-style-type: none"> <li>▪ Maintain the technical currency in the curriculum and determine the extent to which students in both certificate and degree programs are achieving technical competence.</li> <li>▪ Instructional programs that use technology should continue to be improved, especially distance education systems.</li> </ul> | Ongoing               | <ul style="list-style-type: none"> <li>▪ Faculty regularly participate in course development activities.</li> <li>▪ Curriculum is continuously updated and reviewed to reflect current technology and applications. For example, over 50 curriculum changes were made last year in CIS alone.</li> <li>▪ Established the Department of Instructional Technology in 2000 to offer faculty development opportunities in support of the expansion of technology applications in instruction. Faculty involvement remains high and complete distance learning degrees are being offered.</li> <li>▪ Continue to acquire hardware and software systems to keep career programs state-of-the-art. A recent acquisition (February 2007) for the Dental Hygiene program supports electronic patient records management.</li> </ul> |

**Harper Response Matrix to 1997 NCA Report  
August 2007**

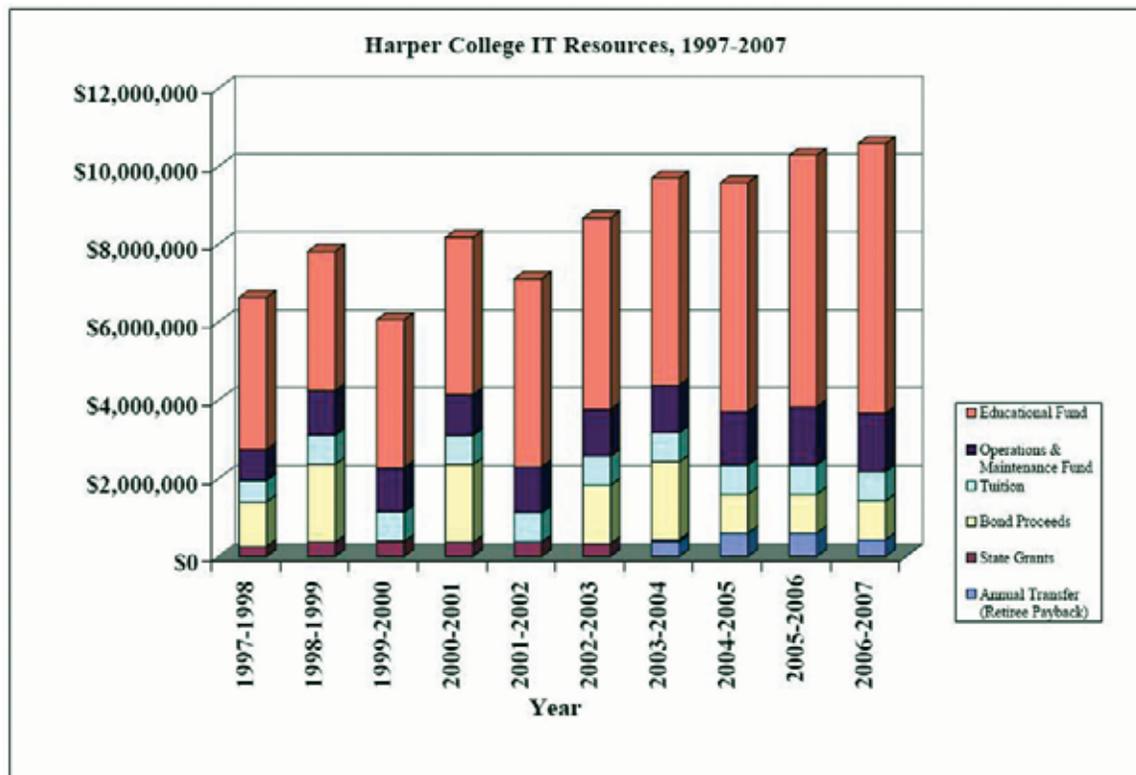
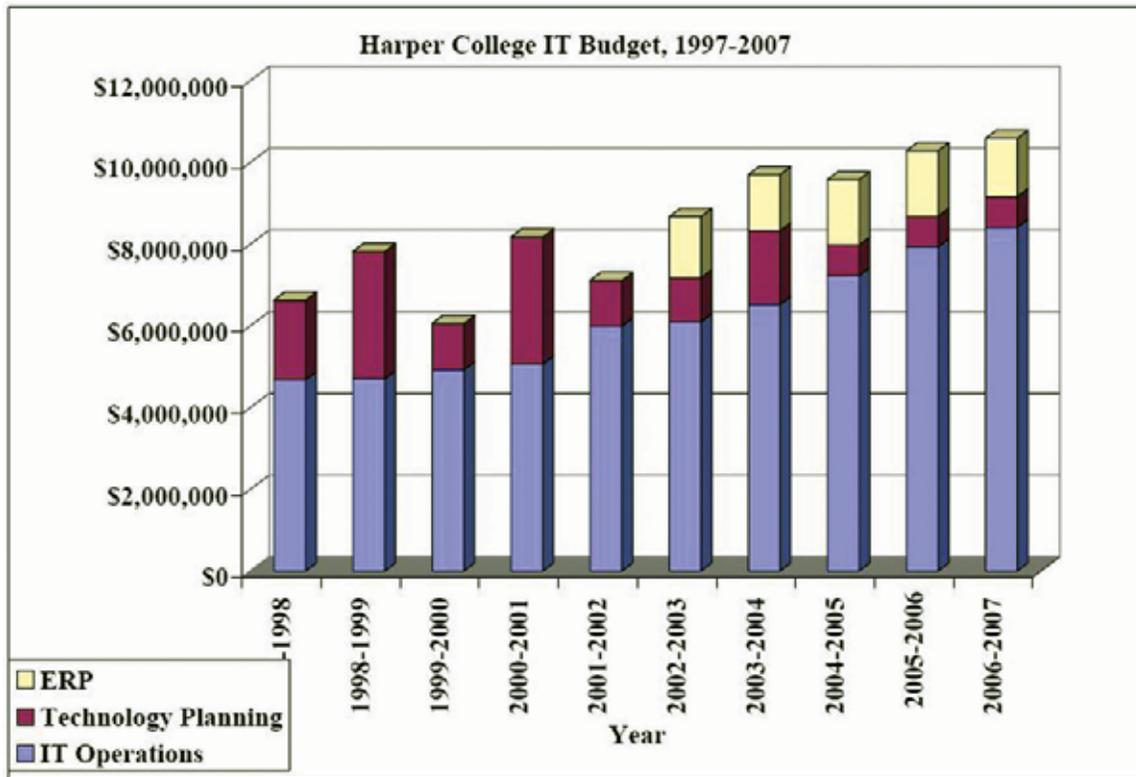
| <b>Comment Category</b>     | <b>NCA Comments</b>  | <b>Current Status</b> | <b>Harper's Response</b>   |
|-----------------------------|--|-----------------------|--|
| Technology Programs (Cont.) |  |                       | <ul style="list-style-type: none"> <li>▪ Vital teaching tools like SIM Man are incorporated into the Nursing and other health programs.</li> </ul>   |
| Wellness                    | <ul style="list-style-type: none"> <li>▪ Expand the use of the Wellness Program by students and continue to offer seminars on substance abuse and the hazards of tobacco.</li> </ul> | Ongoing               | <ul style="list-style-type: none"> <li>▪ Wellness programs, including Wellness Week, are ongoing. Both substance abuse and the hazards of tobacco seminars are offered every semester.</li> <li>▪ Wellness-related seminars for students are offered annually.</li> <li>▪ Reached 716 students with health and wellness education through 29 in-classroom visits by Health and Psychological Services staff in FY06.</li> <li>▪ Implemented a women's health focus with gynecological services and screenings.</li> <li>▪ Expanded direct health services by adding a staff nurse practitioner.</li> </ul> |
| Women's Sports              | <ul style="list-style-type: none"> <li>▪ Explore those sports available in high school for women and study the feasibility of beginning new programs for women.</li> </ul>           | Completed             | <ul style="list-style-type: none"> <li>▪ Based on the NCA comment, an exploration of girls' high school sports was undertaken. Since then, we have added two new sports for women: soccer and cross-country.</li> </ul>  |

The Avanté Center for Science, Health Careers and Emerging Technologies contains 288,500 square feet of space, with 27 classrooms, 38 laboratories, nine lecture halls, 70 faculty and staff offices, a state-of-the-art megalab, and wireless Internet access. Most classrooms and many labs are equipped with SMART classroom instructional technology. Access in Avanté is improved for all learners, including those with physical disabilities, due to the ease with which students can navigate the building. Wider hallways, more elevators, and improved signage contribute to accessibility. The state-of-the-art technology includes 400 microscopes, an organic chemistry lab, and a greenhouse/solarium. Career learning spaces include four electronics labs and an imaging lab that serves three major career program areas.

The following is a list of the unique features of the Avanté Center.

- *Concourse* – A concourse almost two football fields in length runs the length of the facility. In the center portion, the concourse is two stories in height and includes a small dining area for students to meet, study, and take a break. The classrooms and laboratories bordering on this concourse have been provided with special insulation to prevent the instruction within from being disturbed by the activity in the concourse.
- *Dental Hygiene Patient Care and Teaching Facility* – This dental facility provides students, alumni, and other dental professionals with the opportunity to learn and practice clinical skills in a simulation of a real-world dental office. The facility, along with a dedicated parking lot, offers exceptional ease of access for the elderly and medically and/or physically compromised patients. It consists of 18 patient treatment chairs, dental x-ray equipment, a sterilization center, darkroom, reception area, consultation rooms, classrooms, and laboratory spaces.
- *Dental Laboratories* – The facility accommodates 18 patient chairs, consultation rooms, x-ray equipment, sterilization rooms, and state-of-the-art technology. It simulates a real-world working environment for Dental Hygiene students.
- *Shell-Surge Space* – Areas within Avanté have been left unfinished. The basic requirements such as water, power, and utilities have been provided but they have been left in an unfinished state. Thus, when there is an emergent need for space to support a new, emerging, or changing program, that space may be easily upgraded to provide the necessary finished space.
- *Dock Areas* – A secure method of entry has been developed for the dock area. This dock area is also uniquely designed to support three separate buildings. It is hidden from public view with an entry point tunnel underneath the Science Center.
- *Direct Digital Control of Heating, Ventilation, and Air Conditioning* – A new system of design allowed a more efficient and economical system of control. The primary innovation was the ability to use control devices from a variety of manufacturers. In other words, the most efficient/least costly control could be purchased and used on the system due to the provision of a “back-net” that allowed them to interact rather than operate in conflict with one another.

- *IT Network Connectivity* – In the construction of Avanté, a new computing center was established in the Center for Technology. This new data center provides a state-of-the-art facility to house the College's computing resources. Additionally, it provides a redundant point of presence for telecommunication access to critical business resources. This redundancy allows for continued communication between the College and its user community. Two separate data centers on campus help ensure business continuity to the College.
- *Exterior Insulation* – The material used to clad the building is a newly developed product from Scandinavia called Trespa. It is a recycled material that has a protective exterior similar to that of laptop computer cases. The building is first enclosed by a plastic stretch material, then covered with rooftop materials, and then clad with the Trespa, which is highly energy-efficient.
- *Landscaping* – A concept of mass plantings was used in the landscaping of Avanté. Normally, the landscape is designed to allow the growth of plant material to fill the space. The result is a span of five to eight years before the landscape is properly developed. Through mass plantings and use of more mature plant material, the visual look of mature landscaping was achieved with the opening of the facility.
- *Expansion of the Physical Plant* – As part of the Avanté construction project, Harper College finished a boiler room expansion project in 2004. The project scope was to increase the boiler room capacity to accommodate not only all of the existing buildings, including the newly constructed Avanté Center, but also all foreseeable future building construction projects. The boiler room expansion project added more than 50% to boiler capacity. The high pressure steam capacity was increased from 78,000 lb/hr to 104,000lb/hr, and the low pressure boiler capacity was increased from 10,000 lb/hr to 25,000 lb/hr. With the added boiler capacity, the Physical Plant will be better equipped to serve the campus. The project started in 2004 and finished in mid-2005.



Employee Seminar Participation for  
Financial and Human Resources Aspects of ERP\*

| System Component | Seminar Offering        | Dates of Seminars Offerings | Number of Sessions Offered | Number of Participants |
|------------------|-------------------------|-----------------------------|----------------------------|------------------------|
| Financials       | Navigating Oracle       | Sept. 2005–to date          | 38                         | 282                    |
| Financials       | iProcurement            | Oct. 2005–to date           | 19                         | 153                    |
| Financials       | Financial Reporting     | Oct. 2005–to date           | 37                         | 282                    |
| Human Resources  | Time Reporting          | Dec. 2005–to date           | 9                          | 83                     |
| Human Resources  | Time Reporting/Approval | Dec. 2005–to date           | 15                         | 120                    |
| Budget           |                         | April 2006–to date          | 20                         | 100                    |

\*All sessions were three-hour seminars, with the exception of Time Reporting, which was one hour, and Time Reporting/Approval, which was a 1 1/2-hour session.

Source: IT Division.

## Hiring Sources for Administrative Positions in Academic Affairs

| Year | Position   | Hiring Source |
|------|--|---------------|
| 2001 | Dean of Technology, Math and Science                               | Internal      |
| 2002 | Vice President of Academic Affairs                                 | External      |
| 2002 | Associate Vice President of Academic Affairs – Transfer Programs   | External      |
| 2002 | Dean of Academic Enrichment and Language Studies                   | External      |
| 2003 | Dean of Liberal Arts   | External      |
| 2003 | Dean of Health Careers and Public Safety                           | External      |
| 2004 | Dean of Business and Social Science                                | External      |
| 2005 | Associate Vice President of Academic Affairs – Career Programs     | Internal      |
| 2005 | Associate Dean of Academic Enrichment and Language Studies         | External      |
| 2006 | Dean of Continuing Education                                       | Internal      |
| 2006 | Dean of Wellness and Campus Activities                             | External      |
| 2006 | Associate Dean of Liberal Arts                                     | Internal      |
| 2006 | Associate Dean of Technology, Math, and Science                    | External      |
| 2007 | Associate Dean of Business and Social Science                      | Internal      |
| 2007 | Director of Nursing/Associate Dean of Health Careers/Public Safety | External      |
| 2007 | Dean of Resources for Learning                                     | External      |

Source: Human Resources

**FY 2002**

Efforts that contributed to an increase of 3.3% in FTE:

- Promoted scholarship and financial assistance opportunities to specific market segments, which resulted in a 23.5% increase in scholarship and financial assistance applications over a two-year period.
- Redesigned the priority registration process, which achieved a 33% increase in the number of early registering students.

**FY 2003**

Efforts that contributed to an increase of 3.2% in FTE:

- Created an integrated, strategic communications and messaging plan through an online media experts list; a speaker's bureau; the "e-goodnews" ambassadors program; a Community Planning Forum; development of Web-based interactive communication with prospective students, parents, and alumni; and the successful spring "Experience Harper" media campaign, which produced 2,400 unique visits each day to the College's Web site.

**FY 2004**

Efforts that contributed to an increase of 6.9% in FTE:

- Improved schedule capacity by adding a Monday-Wednesday-Friday course option, Friday/Saturday options, and an inter-session option, refining the 8-week, 12-week, open-entry, and weekend options, and designating six classrooms at the Northeast Center to offer a first-year general education cohort.
- Increased information sessions by 50%, which resulted in a 60% increase in students in attendance, due to the addition of 13 limited enrollment program sessions and three Fast Track sessions.
- Enhanced communication of Harper success stories in a wide variety of media outlets.

**FY 2005**

Efforts that contributed to an increase of 4.2% in FTE:

- Developed and implemented of an enrollment media campaign doubling Harper's print exposure.
- Issued deferments to 885 Pell-eligible students, preventing them from being dropped for nonpayment.
- Reduction in the average processing time for financial aid applications by half, from four weeks to two.

**FY 2006**

Efforts that contributed to an increase of 1.82% in FTE:

- Revised registration letters to be sent for registration confirmation, drop notification, registration and payment reminders, and Web registration confirmation notifications to provide a unified, consistent message, and also facilitated a 14% decrease in drop for nonpayment registrations over the summer semester.
- Implemented strategies with corporate partners to offer credit programming on site.

Schedule 5

WILLIAM RAINEY HARPER COLLEGE  
COMMUNITY COLLEGE DISTRICT NO. 512  
Uniform Financial Statement No. 1  
All Funds Summary  
Year ended June 30, 2006

|   | Education Fund | Operations and Maintenance Fund | Bond and Interest Fund | Auxiliary Enterprises Fund | Working Cash Fund | Audit Fund | Liability, Protection, and Settlement Fund | Sub Total   | Operations and Maintenance Fund (Restricted) | Restricted Purposes Fund | Total with Restricted Funds |
|---|----------------|---------------------------------|------------------------|----------------------------|-------------------|------------|--|-------------|--|--------------------------|-----------------------------|
| Fund balance at July 1, 2004                      | \$ 16,725,937  | 9,734,635                       | 4,315,919              | 3,240,026                  | 12,992,774        | 163,793    | 336,725                                    | 49,629,609  | 31,033,837                                   | 8,502,414                | 89,166,060                  |
| Revenues:   |                |                                 |                        |                            |                   |            |  |             |  |                          |                             |
| Local tax revenue                                 | 25,867,505     | 11,033,540                      | 11,355,719             | —                          | —                 | 127,767    | 2,418,518                                  | 50,793,069  | 724,925                                      | —                        | 51,517,995                  |
| All other local revenue                           | 218,404        | —                               | —                      | —                          | —                 | —          | —  | 218,404     | —  | —                        | 218,404                     |
| ICCB grants                                       | 7,077,323      | —                               | —                      | —                          | —                 | —          | —  | 7,077,323   | —  | 478,069                  | 7,555,392                   |
| All other state revenue                           | 470,847        | 268,256                         | —                      | —                          | —                 | —          | —  | 739,103     | —  | 2,659,348                | 3,398,451                   |
| Federal revenue                                   | 26,206         | —                               | —                      | —                          | —                 | —          | —  | 26,206      | —  | 6,588,715                | 6,714,921                   |
| Student tuition and fees                          | 26,866,073     | 1,682,486                       | —                      | 4,035,888                  | —                 | —          | —  | 32,584,427  | —  | —                        | 32,584,427                  |
| All other revenue                                 | 843,490        | 275,955                         | 94,628                 | 9,695,188                  | 285,887           | 5,619      | 29,062                                     | 11,430,629  | 548,605                                      | 528,924                  | 12,508,358                  |
| Total revenues                                    | 61,359,848     | 13,260,217                      | 11,450,347             | 13,831,076                 | 285,887           | 133,406    | 2,447,580                                  | 102,869,261 | 1,273,631                                    | 9,355,066                | 113,497,948                 |
| Expenditures:                                     |                |                                 |                        |                            |                   |            |  |             |  |                          |                             |
| Instruction                                       | 26,383,513     | —                               | —                      | —                          | —                 | —          | —  | 26,383,513  | —  | 861,211                  | 27,244,724                  |
| Academic support                                  | 5,780,553      | —                               | —                      | 73,094                     | —                 | —          | —  | 5,853,647   | —  | 84,579                   | 5,938,226                   |
| Student services                                  | 6,592,307      | —                               | —                      | 938,648                    | —                 | —          | —  | 7,530,955   | —  | 291,699                  | 8,122,654                   |
| Public service/continuing education               | 173,040        | —                               | —                      | 4,693,095                  | —                 | —          | —  | 4,866,135   | —  | 383,277                  | 5,049,412                   |
| Independent operations                            | —              | —                               | —                      | 8,175,719                  | —                 | —          | —  | 8,175,719   | —  | —                        | 8,175,719                   |
| Operations and maintenance of plant               | —              | 10,087,409                      | —                      | 6,533                      | —                 | —          | 652,573                                    | 10,746,515  | —  | 88,728                   | 10,835,243                  |
| Institutional support                             | 16,699,354     | 2,654,466                       | 11,171,298             | 233,560                    | —                 | 96,400     | 1,749,994                                  | 32,507,074  | 10,607,689                                   | 4,656,077                | 47,770,740                  |
| Scholarships/grants/awards                        | 202,078        | —                               | —                      | 14,413                     | —                 | —          | —  | 216,491     | —  | 7,376,614                | 7,593,105                   |
| Total expenditures                                | 56,140,646     | 12,641,877                      | 11,171,298             | 13,831,059                 | —                 | 96,400     | 2,402,567                                  | 96,390,045  | 10,607,689                                   | 13,742,085               | 120,739,720                 |
| Excess (deficiency) of revenues over expenditures | 5,219,003      | 618,340                         | 279,049                | (2,993)                    | 285,887           | 35,006     | 45,013                                     | 6,479,315   | (9,334,058)                                  | (4,387,023)              | (7,241,772)                 |
| Other financing sources (uses):                   |                |                                 |                        |                            |                   |            |  |             |  |                          |                             |
| Proceeds from bond issue                          | —              | —                               | —                      | —                          | —                 | —          | —  | —           | —  | —                        | —                           |
| Transfers (to) from other funds                   | (2,517,220)    | 19,200                          | 527,395                | 45,455                     | —                 | —          | —  | (2,025,170) | —  | 2,042,063                | 2,042,063                   |
| Fund balance at June 30, 2006                     | \$ 21,327,720  | 10,372,175                      | 5,122,353              | 3,262,488                  | 13,278,661        | 218,799    | 381,738                                    | 53,983,954  | 21,689,779                                   | 9,282,618                | 83,966,351                  |

Schedule 5

WILLIAM RAINIEY HARPER COLLEGE  
COMMUNITY COLLEGE DISTRICT NO. 512  
Uniform Financial Statement No. 1  
All Funds Summary  
Year ended June 30, 2006

|   | Education Fund | Operations and Maintenance Fund | Bond and Interest Fund | Auxiliary Enterprises Fund | Working Cash Fund | Audit Fund | Liability, Protection, and Settlement Fund | Sub Total    | Operations and Maintenance Fund (Restricted) | Restricted Purposes Fund | Total with Restricted Funds |
|---|----------------|---------------------------------|------------------------|----------------------------|-------------------|------------|--|--------------|--|--------------------------|-----------------------------|
| Fund balance at July 1, 2005                      | \$ 21,327,720  | 10,372,176                      | 5,122,383              | 3,282,498                  | 13,278,661        | 216,799    | 381,738                                    | 63,983,964   | 21,899,779                                   | 8,282,618                | 83,986,361                  |
| Revenues:   |                |                                 |                        |                            |                   |            |  |              |  |                          |                             |
| Local tax revenue                                 | 26,661,702     | 11,414,506                      | 12,307,363             | --                         | --                | 125,881    | 2,386,250                                  | 63,086,702   | 685,916                                      | --                       | 63,681,618                  |
| All other local revenue                           | 163,100        | --                              | --                     | --                         | --                | --         | --   | 163,100      | --   | --                       | 163,100                     |
| ICCB grants                                       | 7,007,420      | --                              | --                     | --                         | --                | --         | --   | 7,007,420    | --   | 624,816                  | 7,532,236                   |
| All other state revenue                           | 608,909        | 327,874                         | --                     | --                         | --                | --         | --   | 936,783      | 3,234,686                                    | 3,171,148                | 7,342,617                   |
| Federal revenue                                   | 13,200         | --                              | --                     | --                         | --                | --         | --   | 13,200       | --   | 6,087,408                | 6,100,608                   |
| Student tuition and fees                          | 30,703,753     | 2,239,336                       | --                     | 4,096,271                  | --                | --         | --   | 37,039,360   | --   | --                       | 37,039,360                  |
| All other revenue                                 | 1,371,386      | 382,913                         | 200,293                | 9,651,046                  | 506,768           | 11,464     | 26,232                                     | 12,149,092   | 709,642                                      | 636,958                  | 13,396,732                  |
| Total revenues                                    | 55,729,470     | 14,364,628                      | 12,607,645             | 13,747,317                 | 506,768           | 135,355    | 2,411,482                                  | 110,404,656  | 4,630,144                                    | 10,420,357               | 125,355,157                 |
| Expenditures:                                     |                |                                 |                        |                            |                   |            |  |              |  |                          |                             |
| Instruction                                       | 27,592,269     | --                              | --                     | --                         | --                | --         | --   | 27,592,269   | --   | 1,267,467                | 28,859,736                  |
| Academic support                                  | 6,494,434      | --                              | --                     | --                         | --                | --         | --   | 6,494,434    | --   | 103,472                  | 6,597,906                   |
| Student services                                  | 7,466,233      | --                              | --                     | 1,007,633                  | --                | --         | --   | 8,473,766    | --   | 288,650                  | 8,861,346                   |
| Public service/continuing education               | --             | --                              | --                     | 4,667,496                  | --                | --         | --   | 4,667,496    | --   | 475,342                  | 5,142,838                   |
| Independent operations                            | --             | --                              | --                     | 7,723,938                  | --                | --         | --   | 7,723,938    | --   | --                       | 7,723,938                   |
| Operations and maintenance of plant               | 17,628,122     | 10,460,676                      | --                     | 13,000                     | --                | --         | 600,816                                    | 10,974,482   | --   | 77,183                   | 11,051,676                  |
| Institutional support                             | 2,458,078      | 2,708,236                       | 11,479,225             | 242,606                    | --                | 76,100     | 1,663,975                                  | 33,617,313   | 1,733,608                                    | 6,921,494                | 41,272,416                  |
| Scholarships/grants/awards                        | --             | --                              | --                     | 20,232                     | --                | --         | --   | 2,508,310    | --   | 7,881,269                | 10,389,579                  |
| Total expenditures                                | 51,558,135     | 13,168,911                      | 11,479,225             | 13,674,865                 | --                | 76,160     | 2,064,791                                  | 102,061,018  | 1,733,608                                    | 16,114,807               | 119,899,433                 |
| Excess (deficiency) of revenues over expenditures | 5,161,334      | 1,196,717                       | 1,028,421              | 72,612                     | 506,768           | 63,205     | 326,691                                    | 8,363,638    | 2,796,536                                    | (6,694,449)              | 5,465,734                   |
| Other financing sources (uses):                   |                |                                 |                        |                            |                   |            |  |              |  |                          |                             |
| Proceeds from bond issue                          | --             | --                              | 47,266,988             | --                         | --                | --         | --   | 47,266,988   | --   | --                       | 47,266,988                  |
| Payment to escrow agent for refunded bonds        | --             | --                              | (46,824,601)           | --                         | --                | --         | --   | (46,824,601) | --   | --                       | (46,824,601)                |
| Transfers (to) from other funds                   | (3,359,454)    | --                              | 519,795                | 62,627                     | --                | --         | --   | (2,777,152)  | --   | 2,777,152                | --                          |
| Fund balance at June 30, 2006                     | \$ 23,129,670  | 11,567,892                      | 53,837,967             | 3,417,637                  | 13,764,419        | 202,004    | 700,429                                    | 69,902,917   | 24,496,315                                   | 5,366,340                | 89,764,572                  |

1. Idea development, including basic research and internal discussions.
2. Need and interest assessment, including in-depth research of the program's potential to meet community needs and an analysis of the competition in the area.
3. Submission of the program plans for ICCB review, if development is planned.
4. Resource development, focused on cost, revenue, staffing, curriculum, capital equipment, implementation timeline, and support services needed to sustain the program, followed by further submission for ICCB and Board approval, and to IBHE for approval of all degrees and programs.
5. Resource allocation and curriculum development, with approval through the shared governance Curriculum Committee and the Vice President of Academic Affairs. Budget allocation to support program development is conducted in a three-year implementation process tied with the budgeting processes at Harper.
6. Implementation, including marketing the program, offering the classes, and incorporating costs into the annual budget for the program.
7. Completion and evaluation, moving the program from the start-up phase into the program review process.

The IBHE established standard philosophies and goals for the courses that fit into the various general education categories. For example, the mathematics component of general education was detailed as follows by the IBHE:

The mathematics component of general education focuses on quantitative reasoning to provide a base for developing a quantitatively literate college graduate. Every college graduate should be able to apply simple mathematical methods to the solution of real-world problems. A quantitatively literate college graduate should be able to

- interpret mathematical models such as formulas, graphs, tables, and schematics, and draw inferences from them;
- represent mathematical information symbolically, visually, numerically, and verbally;
- use arithmetic, algebraic, geometric, and statistical methods to solve problems;
- estimate and check answers to mathematical problems in order to determine reasonableness, identify alternatives, and select optimal results; and
- recognize the limitations of mathematical and statistical models.

Courses accepted in fulfilling the general education mathematics requirement emphasize the development of the student's capability to do mathematical reasoning and problem solving in settings the college graduate may encounter in the future. General education mathematics courses should not lead simply to an appreciation of the place of mathematics in society, nor should they be merely mechanical or computational in character. To accomplish this purpose, students should have at least one course at the lower-division level that emphasizes the foundations of quantitative literacy and, preferably, a second course that solidifies and deepens this foundation to enable the student to internalize these habits of thought.

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General Education Outcomes from Committee Members  
November 2004

Computation/data/math/quantitative reasoning/analytical skills

- 1) Students will demonstrate quantitative reasoning.  
Students will be able to accomplish basic mathematical operations.
- 2) Students will be able to perform basic math skills.
- 3) Students will be able to find the amount of sales tax for a given selling price. (long list)
- 4) Students will be able to interpret a given graph.  
(Interpret graphical information, interpret graphs.)
- 5) Students will be able to interpret a mathematical model.
- 6) Students will be able to produce a graph from given data.
- 7) Students will be able to exhibit computer literacy.
- 8) Students will be able to understand the meaning of numerical data.
- 9) Students will be able to understand the meaning of basic statistics.  
(mean, median, mode)
- 10) Students will be able to estimate a result.
- 11) Students will be able to determine if a result is reasonable.
- 12) Students will be able to apply critical thinking skills.
- 13) Students will organize, interpret, and represent numerical, graphical and geometric data.
- 14) Students will analyze data.
- 15) Students will evaluate hypotheses.
- 16) Students will develop analytical skills necessary to understand the world in which we live.
- 17) Students will develop writing competencies.
- 18) Students will develop reading competencies.

Communication

- 1) Students will effectively communicate in writing.
- 2) Students will effectively communicate orally.
- 3) Students will demonstrate effective communication skills in writing and speaking, expected in both personal and public arenas.
- 4) Students will demonstrate control over the conventions of edited American English.
- 5) Students will communicate in writing.
- 6) Students will communicate in writing the results of experiments.
- 7) Students will develop communication skills necessary to understand the world in which we live.
- 8) Students will write effectively and responsibly, understand and interpret the written expression of others.

Scientific Method/Research

- 1) Students will explain and apply a scientific method.
- 2) Students will apply basic scientific principles to everyday life experiences.
- 3) Students will demonstrate an understanding of scientific principles by being able to explain and apply the scientific method.
- 4) Students will analyze data.
- 5) Students will evaluate hypotheses.

- 6) Students will communicate in writing the results of experiments.
- 7) Students will develop research techniques.
- 8) Students will be able to understand the methods social scientists use to explore social phenomena.
- 9) Students will be able to gather information from multiple sources to use in problem solving and decision-making.
- 10) Students will be able to present social and behavioral science research data and draw logical conclusions from the data.

#### Inquiry and Analysis and Critical Thinking Skills

- 1) Students will exhibit an understanding of the methods of inquiry and analysis employed by the social and behavioral sciences.
- 2) Students will give reasons in support of a position.
- 3) Students will articulate counterarguments to a position.
- 4) Students will demonstrate logical reasoning.
- 5) Students will develop critical thinking skills necessary to understand the world in which we live.
- 6) Students will be able to evaluate an argument.
- 7) Students will be able to identify reliable and credible sources of information.
- 8) Students will be able to discern anecdotal evidence versus evidence garnered through the scientific method.
- 9) Students will be able to recognize and construct well-reasoned arguments.
- 10) Students will be able to develop well-reasoned arguments.
- 11) Students will be able to distinguish among opinions, facts, and inferences.
- 12) Students will be able to recognize the use of evidence, analysis, and persuasive strategies.
- 13) Students will be able to analyze information within an appropriate context.

#### Values/Belief Systems

- 1) Students will identify values.
- 2) Students will disagree with people without attacking them personally.
- 3) Students will produce balanced summaries of viewpoints that are not their own.
- 4) Students will be able to explain how one's own belief system may differ from that of other systems.

#### Artistic

- 1) Students will demonstrate knowledge of significant artistic and intellectual traditions that contribute to rigorous thought, sensitivity, and creativity.

#### Diversity/Global

- 1) Students will demonstrate rhetorical (global) literacy.
- 2) Students will be able to express in writing their culture's place in history and within the existing society in which we live.
- 3) Students will be able to practice respectful civil discourse with diverse individuals.
- 4) Students will be able to explore the relationship between the individual and society as it affects the personal behavior, social development, and quality of life of the individual, the family, and the community.
- 5) Students will be able to value and practice civic engagement in a diverse democracy.

### Citizenship

- 1) Students will demonstrate a citizenship role that reflects engagement in the political process.
- 2) Students will be able to value and practice civic engagement in a diverse democracy.

### Social Sciences

- 1) Students will be able to recognize, describe, and explain social institutions, structures, processes and the complexities of a global cultural and diverse society.
- 2) Students will be able to think critically about how individuals are influenced by political, geographic, economic, cultural and family institutions in their own culture and that of other diverse cultures.
- 3) Students will be able to explore the relationship between the individual and society as it affects the personal behavior, social development, and quality of life of the individual, the family, and the community.
- 4) Students will be able to examine the impact of behavioral and social science research on major contemporary issues and other disciplines' effects on individuals and society.
- 5) Students will be able to analyze historical facts and interpretations.
- 6) Students will be able to analyze and compare political, geographic, economic, social, cultural, religious, intellectual institutions, structures, and processes across a range of historical periods and cultures.
- 7) Students will be able to draw on historical perspectives to evaluate contemporary problems and issues.
- 8) Students will be able to analyze the contributions of past cultures and societies to the contemporary world.
- 9) Students will be able to demonstrate knowledge of history and political systems and their implications in the local, national, and international contexts.
- 10) Students will be able to clarify and assess the values and histories underlying quests for human freedom.
- 11) Students will be able to demonstrate knowledge and understanding of major concepts, models, and issues in at least one discipline in the social sciences.
- 12) Students will be able to demonstrate a basic knowledge of American history.
- 13) Students will be able to understand America's evolving relationship with the rest of the world.
- 14) Students will be able to demonstrate knowledge of either a broad outline of World History or the distinctive features of history in both the Western and non-Western world.
- 15) Students will be able to recognize the ways in which both change and continuity have affected human history.
- 16) Students will be able to analyze the impact of decisions on civilizations.

# Memo

To: Gen Ed Subcommittee

From: Rich Johnson, Anne Davidovicz, Trygve Thoreson, and Josh Sunderbruch

Date: March 8, 2007

Re: Report on Findings of Gen Ed Writing Assessment from Fall, 2006

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## Overview:

In the spring semester of 2006, the Gen Ed Subcommittee empanelled a group of instructors from the English Department to create a writing instrument which might assess the general writing skills of a large segment of the Harper student population. The committee included two members of the Gen Ed Subcommittee, Rich Johnson and Anne Davidovicz, and two other members of the English Department, Trygve Thoreson and Josh Sunderbruch. The English panel created guidelines for an open-ended writing prompt which was distributed to all faculty across campus. Faculty who participated in the assessment program created discipline-specific writing prompts and administered the instrument for a fixed amount of time as part of an in-class writing assignment during the course of the spring semester, 2006. The English panel received 199 writing samples from 4 divisions (Liberal Arts: 105; Business/Social Science: 46; TMS: 33; and Student Development: 15), representing 12 departments and 17 faculty. Of the 199 papers, the English panel assessed a sample of 100. The 100 papers chosen for assessment were distributed according to the percentage of papers received by division.

## The Rubric:

The English panel devised its own rubric for the assessment of the 100 papers. The biggest problem with multi-stage writing assessment tools is that they tempt teachers to evaluate the students' product. In other words, most writing assessment tools place teachers in a familiar setting: grading papers. Assessment, however, should assess the program, and so a different tool is necessary.

- Most broad tools (e.g. 10-point scales) match up conveniently with grades (i.e. "this paper is about a B, so it's an 8"; "How could you give this paper a 5? Would you really fail it?").
- Matching an assessment tool to a grading scale is problematic because it focuses attention on the merits of an individual paper and not on how that paper represents the program that produced it.
- Using a highly sensitive rubric is useful for diagnosing an individual student's problems and for helping that student develop as a writer. However, assessment should diagnose the problem, and so general trends are more important than specific instances. This is the nature of statistical research with such small sample sizes. Otherwise, all we're doing is collecting a string of anecdotes. Therefore, the English panel resolved to use a 0-2 point scale and assign each paper with 2 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 out of 100 cases; under Language, a similar difference only occurred in 14 out of 100 cases.

## Rubric for the 0-2 Scale

| 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.  |

## Findings:

The numbers present two major findings. The first finding is that the student sample shows Harper students developing writing competency, although their skill at controlling their writing is still under development (subsumed in this point is the relatively fair inter-reader reliability of the raters); in other words, the communications courses seem to be doing their job. The second finding is that although Harper College lacks a capstone disciplinary/writing course, students at Harper seem “ready” for one should such a program be implemented.

|                  | Control | Language |
|------------------|---------|----------|
| Overall score:   | 0.88    | 0.93     |
| By Credit Hours: |         |          |
| >71              | 0.882   | 0.941    |
| ≤70              | 0.875   | 0.913    |
| By Division:     |         |          |
| BUS/SS           | 0.875   | 0.896    |
| LIB ARTS         | 0.817   | 0.913    |
| STU DEV          | 1.063   | 0.938    |
| TMS              | 1.00    | 1.031    |

## Conclusions:

Further research (or data clarification) is needed to draw any deeper conclusions. Samples gathered with more thorough tracking data (e.g. which students in which samples have already taken which courses) would help us determine more about student preparation. Likewise, greater normalization of the collected samples (e.g. both an admission writing sample and an exit writing sample, independent of courses) would help us draw more meaningful conclusions. Of course, both the time and the financial resources to collect and score such samples probably prohibit this scale of study.

In short, the data shows that students are learning to write well, but that they still struggle from time to time, especially when they must balance the demonstration of subject matter and the application of writing skills. The English Department should and likely will look at how control is taught in the English 101/102 courses, but students would likely also benefit from taking more writing-intensive courses (e.g. Humanities, Literature, etc). Finally, until there is greater institutional support (financial support, release time, etc) we are unlikely to know more than we do right now.

It is the opinion of the English panel that the assessment should be repeated on a regular basis and that it should include larger sample number.

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|                |
|----------------|
| Certifications |
|----------------|

## Cisco:

- Cisco Certified Network Associate (CCNA)
- Cisco Certified Network Professional (CCNP)
- Cisco Certified Design Associate (CCDA)
- Cisco Secure Pix Firewall Advanced (CSPFA)

## CompTIA:

- A+
- Network+
- Server+
- Security+
- Project+

## Linux:

- Linux Certified Administrator (LCA)

## From Microsoft Corporation:

- Microsoft Certified Systems Engineer (MCSE)
- Microsoft Certified Professional (MCP)
- Microsoft Certified Systems Engineer and Internet (MCSE and Internet)
- Microsoft Office Specialist (MOS)
- Microsoft Certified Systems Administrator (MCSA)
- Microsoft Certified Solutions Developer (MCSD)
- Microsoft Certified Application Developer (MCAD)
- Microsoft Certified Database Administrator (MCDBA)
- Microsoft Certified Desktop Support Technician (MCDST)

## From Novell:

- Certified NetWare Administrator (CNA)
- Certified Netware Engineer (CNE)

From Oracle:

- Individual exams in each specific area (SQL and PL/SQL)
- Database Administrator, Performance Tuning Workshop, Backup and Recovery Workshop and Net Administration) to be certified by Oracle. If certified in all five areas, the student will receive Database Administration certificate from Oracle.
- Oracle Certified Database Associate
- Oracle Certified Database Administrator
- Oracle Certified Solution Developer
- Oracle Certified Application Server Professional

From Solaris:

- Exams to be certified as a Systems Administrator or Network Specialist by Solaris

Sun Microsystems:

- Sun Certified Solaris Administrator
- Sun Certified Programmer for the Java 2 Platform
- Sun Certified Enterprise Architect

From Premier AutoDesk:

- Certified AutoCAD Trainer
- AutoCAD 2005 Professional
- Autodesk Inventor
- Autodesk Architecture

Ascendant Learning LLC

Telecommunications Industry Association (TIA)

Certified in Convergent Network Technologies (CCNT) (Blended/Online Training)

Authorized Prometric Testing Center

Project Management Professional (PMP)

Certified Wireless Network Administrator (CWNA)

|              |
|--------------|
| Affiliations |
|--------------|

## Academic Enrichment and Language Studies Division:

- Member, College Reading and Learning Association
- Member, Commission on Adult Basic Education
- Member, Commission on English Language Program Accreditation (CEA)
- Member, Illinois Adult and Continuing Educators Association
- Member, Illinois Teachers of ESOL and Bilingual Education
- Member, Institute of International Education
- Member, International Reading Association
- Member, NAFSA – Association of International Student Educators
- Member, National Association for Developmental Education
- Member, National Council of Teachers of English
- Member, Network of Intensive English Programs: Illinois, Indiana and Wisconsin
- Member, Northern Illinois Consortium of Community College International Advisors (NICCCIA)
- Member, Teaching English to Speakers of Other Languages
- Northeast Palatine Resource Network
- Northeast Suburban Council for Community Services

## Business and Social Science Division:

- Registered by the State of Illinois as a Public Accountant
- Continuing Professional Education Sponsor (CPA classes)
- Regional Training Center for the NetPrep™ Networking Program
- National Association of Communication Systems
- Engineers; Authorized Testing Center
- Student Chapter of American Production and Inventory Control Society
- Member, International Association of Administrative Professionals
- Certified Professional Secretary authorized testing site
- Student Chapter of Lambda Epsilon Chi, the National Paralegal Honor Society
- Member, American Association for Paralegal Education
- Member, Northwest Suburban Bar Association
- Member, National Association of Legal Assistants (NALA)
- Member, Illinois Paralegal Association
- Member, Council on Hotel, Restaurant and Institutional Education (CHRIE)
- Student Chapter of Kappa Beta Delta, the National Business Honor Society (ACBSP)
- Member, Illinois Colleges Real Estate Consortium
- Member, Real Estate Educators Association

## Continuing Education Division:

- American Heart Association
- American Massage Therapy Association
- Animal Trigger Point Myotherapists Association, Inc.
- Association for Volunteer Administration
- Authorized Autodesk Training Center
- CompTIA Learning Alliance – Education to Career Programs (E2C)
- Illinois Association of Nonprofit Organization
- Microsoft Partner for Learning Solutions
- Oracle Academic Initiative Workforce Development Program
- Sun Microsystems Academic Initiative
- National Guild of Community Schools of the Arts

## Harper College for Businesses Department:

- AchieveGlobal: Leadership, Customer Service, Sales Performance
- Certification in Production & Inventory Management (COIM Review) and Certification in Integrated Resources Management (CIRM Review)
- Certification in Purchase Management (CPM Review)
- Command Spanish
- National Association of Purchasing Management (NAPM)
- The Educational Society for Resource Management (APICS), originally called the American Production and Inventory Control Society
- Integrity Selling
- Illinois Department of Professional Regulation – Department of Banks and Real Estate

## Health Careers and Public Safety Division:

- American Dental Association (ADA)
- American Association of Medical Assistants, The
- Commission on Accreditation for Allied Health Education Programs (CAAHEP)
- Building Officials and Code Administrators (BOCA)
- Building Officials and Code Administrators – International Code Council (BOCA – ICC)
- Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association
- Explorers Club
- Fire Department Safety Officers Association
- Illinois Advisory Commission on Arson Prevention
- Illinois Building Commission (IBC)
- Illinois Coalition for Nursing Resources (ICNR)
- Illinois Fire Chiefs Association

- Illinois Office of the State Fire Marshall (IL OSFM)
- Illinois Professional Firefighters Association
- Illinois Society of Fire Service Instructors
- Joint Commission Accreditation of Healthcare Organizations
- Joint Review Commission for Education in Radiologic Technology (JRCERT)
- National Fire Academy Alumni Association
- National Fire Protection Association (NFPA)
- National League for Nursing (NLN)
- National League for Nursing Accrediting Commission (NLNAC), Inc.
- Northwest Building Officials and Code Administrators (NWBOCA)
- Northwest Emergency Management System

Liberal Arts Division:

- Accredited by the National Guild of Community Music Schools
- American Symphony Orchestra League
- Association of Illinois Music Schools (AIMS)
- Community College Humanities Association (CCHA)
- Illinois Council of Orchestras
- Institutional Chapter of Phi Theta Kappa, International
- Honors Society for two-year institutions; student chapter
- Modern Language Association (MLA)
- National Association of Schools of Music (NASM)
- National Kitchen and Bath Association (NKBA)

Resources for Learning Division:

- American Library Association (ALA)
- Illinois Community Colleges Online (ILCCO) Internet Course Exchange
- Illinois Online Network (ION)
- Illinois Virtual Campus (IVC)
- Member, Consortium of Academic and Research Libraries in Illinois (CARLI)
- Member, Illinois Library Association (ILA)
- Member, Instructional Telecommunications Council (ITC)
- Member, International Writing Centers Association
- Member, LOEX (Library Orientation Exchange)
- Clearinghouse for Library Instruction
- Member, Midwest Writing Centers Association
- Member, National Tutoring Association
- Member, NILRC: (Network of Illinois Learning Resources in Community Colleges)

- Member, North Suburban Library System (NSLS)
- Member, OCLC (Online Computer Library Center)
- Member, Sloan Consortium

Student Development Division:

- National Association of Counselors and Employers
- National Association of Student Personnel Administrators
- National Career Development Association
- Women's Work!

Technology, Mathematics and Science Division:

- American Association of Physics Teachers
- American Astronomical Society
- American Chemical Society (ACS), Division of Chemical Education
- American Electronics Association
- American Institute of Architects (AIA)
- American Institute of Floral Designers, The
- American Mathematical Society (AMS)
- American Mathematics Association of Two Year Colleges (AMATYC)
- American Polar Society
- American Society for Engineering Education
- American Society of Microbiologists
- American Statistical Association
- American Technical Education Association
- Association for Computing Machinery (ACM)
- Association for the Education of Teachers of Science (AETS)
- Association of College and University Biology Educators
- Association of Collegiate Schools of Architecture
- Association of Graphic Solutions Providers, The (IPA)
- Association of Licensed Architects
- Association of Mathematics Teacher Educators (AMTE)
- Chicago Section American Association of Physics Teachers
- Committee on Chemistry of the Two-Year College, Division of Chemical Education, American Chemical Society (2YC3)
- Consortium for Computing in Small Colleges (Northwest Conference)
- Consortium for Design and Construction Careers
- Consortium for Mathematics and Its Applications, The (COMAP)
- Ecological Restoration
- Ecological Society of America

- EDS PLM Solutions
- Explorers Club
- Geological Society of America
- Geological Society of New Zealand
- Human Anatomy and Physiology Society
- Illinois Academy of Science
- Illinois Association of Architecture Instructors
- Illinois Association of Chemistry Teachers (IACT)
- Illinois Association of Community College Biologists
- Illinois Council of Teachers of Mathematics (ICTM)
- Illinois Lake Management Association
- Illinois Landscape Contractors Association
- Illinois Mathematics Association of Community Colleges (IMACC)
- Illinois Mathematics Teacher Educators (IMTE)
- Illinois Ornithological Society
- Illinois Science Teachers Association (ISTA)
- Illinois Section America Association of Physics Teachers
- Illinois Section of the Mathematics Association of America (ISMAA)
- Illinois Society of Professional Engineers (ISPE)
- Illinois State Floral Association
- Institute of Electrical and Electronics Engineers (IEEE)
- Institute of Mathematical Statistics
- Mathematics Association of America
- Metropolitan Mathematics Club of Chicago (MMC)
- The National Association for Developmental Education (NADE)
- National Association for Research in Science Teaching (NARST)
- National Association of Biology Teachers
- National Council of Teachers of Mathematics
- National Science Teachers Association (NSTA)
- National Society of Professional Engineers (NSPE)
- Natural Area Association
- Natural Lands Institute
- New Zealand Antarctica Society
- Physics Northwest
- Planetary Studies Foundation
- Project Kaleidoscope (PKAL)
- Radio Club of America (RCA)

- Sigma Xi Meteoritical Society
- Society of College Science Teachers (SCST)
- Society of American Florists, The
- Society of Industrial and Applied Mathematics (SIAM)
- Society of Broadcasting Engineers (SBE)
- Tex User's Group (TUG)
- Upsilon Pi Epsilon (UPE)
- Women in Mathematics Education (WME)

Wellness and Human Performance Division:

- National Junior College Athletics Association (NJCAA)
- National Wellness Association
- American Red Cross
- American Sport Education Program (ASEP)
- North Central Community College Conference (N4C)
- Member, American College of Sports Medicine (ACSM)
- Member, American Alliance of Health, Physical Education, Recreation and Dance (AAHPERD)
- Member, Illinois Association of Health, Physical Education, Recreation and Dance (IAHPERD)
- Member, National Strength and Conditioning Association (NSCA)
- Member, American Council on Exercise (ACE)

## Introduction

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Aaa bond rating – 1E.1  
Academic Affairs – 1C.1, 1D.1, 1D.3, 2A.5, 2C.1, 2C.3, 3A.1, 3A.5, 3A.4, 5B.1  
Academic Committees – 1D.1  
Academic freedom – 4A.1  
Academic honesty – 1E.3, 4D.1  
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Wellness Week – 2D.1, 3B.3, 4A.2, 4C.4, 5D.2

WHCM – 4A.4, 4C.4

Wojcik Conference Center – 1C.1, 1E.2, 2A.3, 3D.4, 5C.1, 5D.2

Women's Program – 1B.1, 2A.3, 2C.3, 2D.1, 3D.1, 4A.4, 5B.2

Workforce Development – 1E.2

World Cultures and Diversity Requirement – 1B.1, 2A.1, 4B.1, 4C.3

Writing Center – 2D.1, 3A.3, 3D.1, 4D.1

