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OFFICE OF THE PRESIDENT
JUN 08 REC'D
HARPER COLLEGE
PALATINE, ILLINOIS

June 3, 2010

Dr. Kenneth Ender
President
William Rainey Harper College
1200 W. Algonquin Rd.
Palatine, IL 60067-7398

Dear President Ender:

The progress report you submitted to our office has now been reviewed. A staff analysis of the report is enclosed.

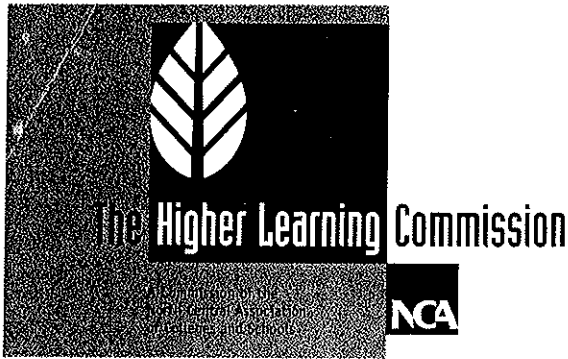
On behalf of the Commission, I accept the report on outcomes assessment. No further reports are required. The institution's next comprehensive evaluation is scheduled for 2017 - 2018.

I am also enclosing a copy of the institution's Statement of Affiliation Status, which reflects the actions I have taken on behalf of the Commission. If you have any questions about this analysis or any other evaluation matters, please let me know. I can be reached via email at rappleson@hlcommission.org or by voice at (800) 621-7440 x 122.

Sincerely,

Robert R. Appleson, Ph.D
Vice President for Accreditation Relations

Enclosures



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STAFF ANALYSIS OF INSTITUTIONAL REPORT

DATE: May 24, 2010

STAFF: Robert R. Appleson

REVIEWED BY: Katherine C. Delaney

INSTITUTION: William Rainey Harper College, Palatine, IL

EXECUTIVE OFFICER: Kenneth Ender, President

PREVIOUS COMMISSION ACTION RE: REPORT: A progress report due on 5/30/10 focused on outcomes assessment.

ITEMS ADDRESSED IN REPORT: The office of the Commission received William Rainey Harper College's report on the above topic on 5/18/10.

STAFF ANALYSIS: William Rainey Harper College hosted a comprehensive visit in 2007, at which time the visiting team remarked on the assessment program of the College:

While Harper College has made significant progress on its assessment plan, the 2007 visiting team has asked Harper College to submit a report in 2010 to the Commission to address some structural and administrative support issues.

The team commented further:

While there is the beginning of an effective outcomes assessment culture at Harper, it is impaired by some structural difficulties. Notably, the assessment activities are currently administered by an ad hoc committee of the HLC Self-study project, the committee is separate from the General Education Assessment Committee, and the program lacks sufficient administrative support.

The visiting team went on to list six specific items that should be included in this progress report on assessment. The progress report submitted by Harper College is organized according to those six items, as will be this analysis.

1. *A charter and scope of work for the standing assessment committee which outlines the timelines, goals and specific activities to be accomplished by the committee.*

The Institutional Outcomes Committee (IOAC) was established in the governance



structure of Harper College as an assembly committee in fall 2009. The purpose of this committee is to champion outcomes assessment at Harper College by promoting a culture of evidence and continuous improvement, supporting the assessment activities of the College and engaging the entire College community in the outcomes assessment process.

- 2. An organizational chart that includes the division and department of the College that provides oversight to the assessment activities; and documentation of the leadership to the assessment initiative, including the co-chairs and the committee members, to assure broad representation from all disciplines.*

In January 2009, a Director of Institutional Effectiveness and Outcomes Assessment was hired and the Outcomes Assessment Office was established. The mission of the Outcomes Assessment Office is to support the assessment activities of the College and promote a culture of evidence focused on the continuous improvement of student learning and institutional effectiveness.

The Outcomes Assessment Office is part of the Strategic Planning and Alliances Division of the College. The Vice President of Strategic Planning provides oversight to the assessment activities of the College and reports to the President.

Members of the IOAC represent a variety of disciplines and departments of the College, including faculty from general education, career program, student affairs, professional staff, as well as staff and administrators from student affairs, academic affairs and outcomes assessment.

- 3. The complete list of learning outcomes of the transfer and career programs and a summary of the documents from which students, faculty and community members can access and review the outcomes.*

The progress report included learning outcomes from general education and referred to the College web site for student learning outcomes for career programs. Curriculum maps for general education and career programs were appended to the report.

- 4. The processes in place for implementing multiple assessment activities for Career Program outcomes and General Education outcomes, and the completion of 'Column Five' for all program and transfer areas that identify results of assessment activities that have led to improvements.*

The Nichols five-column model of assessment has been adopted by Harper College. The five columns include:

1. Identifying the program mission



2. Defining learning outcomes
3. Selecting assessment measures and establishing the criteria for success
4. Implementation and data collection
5. Using assessment results to improve student learning

Completed five-column assessment plans for *all* academic programs were appended to the progress report. It is a remarkable set of documents.

5. *A summary of the financial and personnel support provided to faculty for assessment activities to ensure all faculty members are involved in the assessment process.*

Full-time faculty and eligible teaching adjunct faculty members are provided with professional development expense benefits. (By union contract, full-time faculty are eligible to use \$1,150 per year toward professional development activities.) The progress report noted the activities used by faculty to increase their knowledge of outcomes assessment.

On-campus professional development support is also given to faculty, including sessions on assessment. The Outcomes Assessment Office, as well as the Academic Affairs offices, provide a variety of resources to support professional development in outcomes assessment.

6. *Strategies that link the 5-year program review process (required by the Illinois Community College Board) to the outcomes assessment processes, so that common measures are employed to assess the acquisition of skills by the students, and to provide greater efficiency and consistency in the assessment and evaluation process.*

Program review schedules are created by the Illinois Community College Board (ICCB). Harper College remains synchronized with the ICCB schedule. It has also incorporated assessment data into updated program review manuals, which were reviewed by the Institutional Outcomes Assessment Committee and implemented for departments undergoing program review in 2010-2011.

Staff Comment: The progress report submitted by Harper College gives ample and convincing evidence of a mature assessment program that is effective in improving student learning and giving valuable insight into the strengths and challenges of current programming at the College. The College has responded well to the challenges of the comprehensive visit team and is commended for that success.

STAFF ACTION: Accept the report focused on outcomes assessment. No further reports are required. The institution's next comprehensive evaluation is scheduled for 2017 - 2018.



The Higher Learning Commission

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STATEMENT OF AFFILIATION STATUS

WILLIAM RAINEY HARPER COLLEGE
1200 W. Algonquin Rd.
Palatine, IL 60067-7398

Affiliation Status: Candidate: 1969
Accreditation: (1971- .)

PEAQ PARTICIPANT

Nature of Organization

Legal Status: Public
Degrees Awarded: A

Conditions of Affiliation:

Stipulations on Affiliation Status: None.
Approval of New Additional Locations: Prior Commission approval required.
Approval of Distance Education Degrees: No prior Commission approval required.
Reports Required: None.
Other Visits Scheduled: None.

Summary of Commission Review

Year of Last Comprehensive Evaluation: 2007 - 2008
Year for Next Comprehensive Evaluation: 2017 - 2018
Date of Last Action: 05/08/2008