



# HIGHER LEARNING COMMISSION

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December 18, 2015

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

Dear President Ender:

Attached is a copy of the Multi-Location Visit Report completed following the visit to William Rainey Harper College. As detailed in the report, the pattern of operations at the locations appears to be adequate and no further review or monitoring is necessary.

Within the Multi-Location Visit Report, you will find brief comments on the instructional oversight, academic services, student services, facilities, marketing and recruitment information and adequacy of assessment of student performance. Please consider these comments as advice for continued improvement of the additional locations.

Per HLC policy, completion of these visits and fulfillment of the requirement will be noted in your institution's history record and the completed report will be included in your institution's permanent file.

If you have any questions or comments regarding the Multi-Location Visit or the attached report, please contact Pat Newton-Curran ([pnewton@hlcommission.org](mailto:pnewton@hlcommission.org)).

Sincerely,

Higher Learning Commission

## Multi-Location Visit Peer Review Report

Institution: William Rainey Harper College

Additional Locations Visited: 2

Location Name	Location Address ( <i>street, city, state and ZIP code</i> )	Date Reviewed
Learning and Career Center (LCC)	1375 Wolf Road, Prospect Heights, IL 60070	10/27/15
Northwest Community Hospital (NCH)	800 Central Road, Arlington Heights, IL 60005	11/11/15

### Peer Reviewer

Name: Effie Kritikos

Institution: Governors State University

Title: Division Chair, Education

### Instructions

In order to document effective administrative systems for managing multiple additional locations, please complete the following. For each item, check **adequate** or **attention needed**, and indicate in Comments the institution's strengths and/or opportunities for improvement in controlling and delivering degree programs off-campus. If comments pertain to a specific location, they should be included along with the identity of that location.

Submit the completed report in PDF format at [http://www.hlcommission.org/document\\_upload](http://www.hlcommission.org/document_upload). When submitting, be sure to select the following: Role – Peer Reviewer, HLC Process – Required Reports, File Type – Multi-Location Report. The report is due within 30 days after the last additional location is visited.

### Overview Statement

Provide information about current additional locations and the institution's general approach to off-campus instruction. Describe the growth pattern at the institution since the last review of off-campus instruction. Provide information about the involvement of external organizations or other higher education institutions.

**Judgment of reviewer.** Check appropriate box:  Adequate  Attention Needed

**Comments:**

Programs offered at visited locations appear to have the same content, support services, faculty/staff and academic process as programs, which take place on the main campus. The locations are facilitated by the supervisor of LCC or director of NCH and chairperson of the program/department along with the corresponding academic dean. Coordinators also support students at locations. The curricula and standards are the same as the main campus and are monitored through the College's Shared Governance process and Curriculum Committee.

Growth has been consistent. The institution has increased faculty/instructors in their pool to accommodate for growth. The offerings at the given locations are customized to the community served. The College conducts community and employers surveys in order to identify needs that may be met by programming at these locations. The LCC's education strategy is structured around adult education programs, higher level Academic ESL core classes and short term certificates. At NCH, students dually enroll at NCH and Harper College for the paramedic courses and earn college credit for successful completion of those courses.

## **Institutional Planning**

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What evidence demonstrates that the institution effectively plans for growth and maintenance of additional locations? Identify whether the institution has adequate controls in place to ensure that information presented to students is adequate. Describe whether the financial planning and budgeting process has proven effective at additional locations.

**Judgment of reviewer.** Check appropriate box:     Adequate                       Attention needed

**Comments:**

The institution effectively plans for growth and maintenance of additional locations. The institution's annual and long-term planning documents do not currently include the addition of off-campus locations based on analysis of the environmental scan, community surveys and employer surveys. Program growth is not expected at NCH, as enrollment is presently aligned with the employment market for EMS professionals. However, growth at LCC is planned based on enrollment projections, which indicate growth by at least 2-5% annually over the next three years. Future program offerings will be determined based on enrollment growth, student demand, and employment trends.

The college conducts student surveys for feedback regarding staffing and resources. These controls ensure that adequate information is presented to students. Students and instructors report satisfaction with information presented regarding locations in institutional surveys and in interviews conducted on site.

The financial planning and budgeting process has shown to be effective at this institution, as it allows for the institution to appropriately deal with growth and maintenance of the additional locations. Paralleling the College's other funding and staffing processes, any budget or personnel requests are brought through Deans Council and forwarded to the areas Executive Council representative. The LCC has its own budget lines, which are monitored on site and at the Division level monthly. At NCH, staffing for the paramedic program is based on a staffing analysis conducted by the EMS Administrative Director and approved by the Chief Nursing

**Officer at NCH. Budget sheets reveal the College makes a profit at this site while the hospital breaks even.**

## Facilities

What evidence demonstrates that the facilities at the additional locations meet the needs of the students and the curriculum? Consider, in particular, classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative offices (site, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text purchasing services; security; handicapped access; and other (food or snack services, study and meeting areas, etc.)

**Judgment of reviewer.** Check appropriate box:  Adequate  Attention needed

### Comments:

**The College uses a facilities benchmarking organization, Sightlines, to assess the overall state and function of their facilities. Student survey, faculty, staff, and advisory committee feedback are used to determine facility need at the locations. Harper College has recently invested \$1 million in facility renovations at the LCC. These renovations include a new lobby, more prominent entrance, new signage, and upgrades to interior spaces (new phlebotomy lab, new office space, and technology upgrades to labs and classrooms.**

**The facilities appeared to meet the needs of the students and the curriculum. The buildings appeared safe and accessible. Water fountains, restrooms, and vending machines were available. The buildings were well maintained and had a comfortable temperature. Students and instructors noted that Internet was readily available. The classrooms appeared appropriate for classroom instruction and administrative offices were visible and held appropriate spaces regarding privacy for meetings. Parking was convenient and available. At least one security guard was present at each site. Institutional surveys and interviews on site confirmed student satisfaction with both facilities.**

## Instructional Oversight

What evidence demonstrates that the institution effectively oversees instruction at the additional locations? Consider, in particular, consistency of curricular expectations and policies, availability of courses needed for program and graduation requirements, faculty qualifications, performance of instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns.

**Judgment of reviewer.** Check appropriate box:  Adequate  Attention needed

### Comments:

**Chairs oversee instruction at additional locations, as they do on the main campus. Faculty participate in the tenure process, as on campus. Dean, peer, self-evaluation, and student evaluations are part of the tenure process. Adjunct faculty are evaluated through the College's Center for Adjunct Faculty Engagement (CAFE) at least annually.**

**Curricular expectations and policies are noted on web site, as well as in printed materials at additional locations. Program coordinators also give information in person. Advisors are**

available on main campus with availability on site at additional locations. Interviews with students confirmed satisfaction with this information and process.

Students and administrators note that availability of courses is not an issue, as there is a sequence of the students' courses in print and given to them orally by the LCC supervisor and NCH director. Planned courses are offered during each semester, which is mapped out clearly for the cohort per student interview. Students at LCC also noted that the application fee was waived, which made applying easier for interested students.

Tenure track faculty and adjunct instructors teach courses. Chairs and coordinators also address student complaints. They contact faculty/instructors to discuss issues and remediation strategies regarding complaints. The LCC and NCH sites follow procedures indicated for the entire university, which could be found on the college website. Instructors are not rehired if pattern of student dissatisfaction occurs. Students note satisfaction in faculty and instructor availability.

## Institutional Staffing and Faculty Support

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What evidence demonstrates that the institution has appropriately qualified and sufficient staff and faculty in place for the location, and that the institution supports and evaluates personnel at off-campus locations? Consider the processes in place for selecting, training, and orienting faculty at the location.

**Judgment of reviewer.** Check appropriate box:  Adequate  Attention needed

### Comments:

Credentials are carefully reviewed to assure appropriate qualifications are met (Harper College Human Resource Department procedure). All new faculty hires meet the Faculty Credentials Statement, which is validated by the Human Resources Department and site directors. This process parallel's the process on the main campus. Staffing needs are identified by the program coordinator or department chair and Dean and require Provost approval.

Instructors go through a rigorous interview process. The chairs keep a pool of qualified instructors to choose from for each course. Instructors have experience in the context of which the cohort is taking courses. Tenure track faculty and instructors receive feedback through online student evaluations at the end of modules/courses. Chairs and coordinators provide feedback to faculty and instructors. Professional development takes place during annual training meetings, as well as through the on site coordinators. Students noted satisfaction with the qualifications of their instructors.

## Student Support

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What evidence demonstrates that the institution delivers, supports, and manages necessary student services at the additional locations? Consider, in particular, the level of student access (in person, by computer, by phone, etc.) to academic advising/placement, remedial/tutorial services, and library materials/services. Also, consider the level of access to admissions, registration/student records, financial aid, and job placement services, as well as attention to student concerns.

**Judgment of reviewer.** Check appropriate box:  Adequate  Attention needed

**Comments:**

Student comments supported that the institution delivers, supports, and manages necessary student services at additional locations. Students and administrators and reported that an advisor is assigned and available to each student. Advisors meet with students in person and are available via phone and e-mail to provide academic advising. There is an orientation for students. The advisor helps register the students prior to their first semester. Advisors send students e-mails with detailed information regarding a map of the rest of their program. Advisors come out and meet with the cohorts during the first semester of the program at the sites of instruction.

Library materials are available on-line (database) and on the main campus. The library also sends materials to students. Materials are also available at the additional location sites. For example, a library called the Reading Room is housed onsite at LCC. Support services are provided to students, as needed, by coordinator and instructors. In addition, the Family Learning Program of the Community Consolidated School District 21 offers babysitting services for Adult Education students at LCC. Tutoring services, a writing center, student success services, and open houses are available on the main campus to all students.

Students also noted a high satisfaction with the ease of the admissions process, student records, tutoring and financial aid services. Some students were currently employed and job placement was not an issue for them (at NCH site). Student concerns were handled by e-mailing the instructor or site coordinator directly to resolve issues. Students noted that they could call the advisor, program leader and/or chairperson if they could not resolve the issue with the instructor. The student concern process is outlined in the Harper College Student Handbook.

There was one student complaint regarding accessing accommodations in a course during the interview process. The student noted that the instructor told her/him that she/he did not need the accommodations and did not receive needed accommodations. He/she reported not going to follow up with the Director of Access and Disability Services. A phone interview with the director revealed a process consistent with web information regarding availability of services and the student complaint process. Complaints regarding services are made with the instructor and then the director. He noted that during the past year three complaints have been filed with the director.

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## Evaluation and Assessment

What evidence demonstrates that the institution measures, documents, and analyzes student academic performance sufficiently to maintain academic quality at the additional locations? How are measures and techniques employed at a location equivalent to those for assessment and evaluation on the main campus? Consider, in particular, the setting of measurable learning objectives, the actual measurement of performance, and the analysis and use of assessment data to maintain/improve quality.

**Judgment of reviewer.** Check appropriate box:     Adequate                       Attention needed

**Comments:**

Measurable learning objectives for all locations are based on professional and accreditation organizations, as they are on the main campus. Each course outline includes a standard set of course level outcomes and is part of the curriculum and program review process of the College. Scores from rubrics and other course assessment measures are directly entered for grading.

Patterns are evaluated for any changes based on the instruction/assessment to program feedback spiral. This analysis supports quality maintenance and improvement.

For example, at NCH formative assessments include weekly quizzes, modular written exams, modular practical exams, skill competency labs, and a mid-term written evaluation. Objectives are tested across a practice analysis providing appropriate focus on key content. Peer review and item performance is used in the validation process.

The deans analyze student enrollment, performance and completion data at the program level throughout the year. At NCH, student surveys regarding quality of instruction, successful completion of state and national licensing examinations, and review of program retention rates are used to assess student performance and program quality. Graduates perform well above state and national means on terminal certifying exams given by Continental Testing Services for IDPH and/or the National Registry of EMTs. Completer and employer surveys reveal that they are well prepared for their work environment.

## Continuous Improvement

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What evidence demonstrates that the institution encourages and ensures continuous quality improvement at its additional locations? Consider in particular the institution's planning and evaluation processes that ensure regular review and improvement of additional locations and ensure alignment of additional locations with the mission and goals of the institution as a whole.

**Judgment of reviewer.** Check appropriate box:  Adequate  Attention needed

**Comments:**

Processes used in planning and evaluation demonstrate the institution's commitment to the continuous improvement and are consistent across locations. A five-year program review allows programs and departments to revisit program goals and objectives. In addition, outcomes assessment is used so programs could collect, analyze and use data about student learning regarding improving student achievement and the learning experience. Also, the College has defined measures of Institutional Effectiveness (IEMs) and performance on these measures is analyzed annually. The College's planning and budgeting processes are informed by data from the program reviews, outcomes assessment results and IEM progress.

In addition, at NCH monitoring by the Commission on Accreditation of Allied Health Programs (CAAHEP) and The Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP) provides an additional layer of continuous improvement.

## Marketing and Recruiting Information

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What evidence confirms that the information presented to students in advertising, brochures, and other communications is accurate?

**Judgment of reviewer.** Check appropriate box:  Adequate  Attention needed

**Comments:**

The institution reviews marketing information for accuracy. Brochures, flyers, information in online catalog, and spoken communications regarding marketing and recruiting appear to be

**consistent and accurate. Materials confirmed student, instructor and administrator comments regarding consistency and accuracy of information.**

## Summary Recommendation

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Select one of the following statements. Include, as appropriate, a summary of findings.

- Overall, the pattern of this institution's operations at its additional locations appears to be adequate, and no further review or monitoring by the Higher Learning Commission is necessary.
- Overall, the pattern of this institution's operations at its additional locations needs some attention as defined in this report. The institution can be expected to follow up on these matters without monitoring by the Higher Learning Commission. The next scheduled comprehensive review can serve to document that the matters identified have been addressed. **[Identify specific areas needing organizational attention.]**
- The overall pattern of this institution's operations at its additional locations is inadequate and requires attention from the Higher Learning Commission. **[Identify the specific concerns and provide a recommendation for HLC follow-up monitoring.]**

### Summary of Findings:

**Site visits confirmed Harper College's Multi Location Visit Report and website information. Additional locations appear adequate. Information regarding the institution's operations at its additional locations appeared consistent across written, electronic and verbal data (multiple interviews with constituents). No further review or monitoring by HLC is recommended.**

## Notification Program for Additional Locations Approval Form

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Complete this form **only** if an institution has been granted access to the Notification Program for Additional Locations. The Institutional Status and Requirements Report for the institution will indicate whether the institution has access to the Program under “Location Stipulation.”

- Yes  No      The institution has been accredited by HLC for at least 10 consecutive years with no record of any action during that period for sanction or show-cause.
- Yes  No      HLC has not required monitoring of issues related to the quality of instruction or to the oversight of existing additional locations or campuses in the past 10 years.
- Yes  No      The institution has demonstrated success in overseeing at least three locations.
- Yes  No      The institution has no other HLC or other legal restrictions on additional locations and/or programs offered off campus.
- Yes  No      The institution has appropriate systems to ensure quality control of locations that include clearly identified academic controls; regular evaluation by the institution of its locations; a pattern of adequate faculty, facilities, resources and academic/support systems; financial stability; and long-range planning for future expansion.