



FORM

Multi-Location Visit Institutional Report

Instructions

Send the completed report as a single electronic file (in PDF format) to HLC at accreditation@hlcommission.org, as well as to the peer reviewer assigned to conduct the visit. Brief evidentiary materials may be included if they are necessary to support information provided in the report. The report is due 30 days prior to the visit.

Overview Statement

1. Provide a brief overview statement about current additional locations, and about the institution's general approach to off-campus instruction. List the current approved active additional locations. Be sure to include with each location the full address and all academic programs offered at the location.

At Harper College, off-campus instruction follows the same quality standards as instruction at the main campus. Courses and programs offered at each of the College's three additional locations are managed by the coordinator or chairperson of the given program or department along with the corresponding academic dean. This structure includes the same individuals and mirrors the main campus structure. Curriculum and quality standards are identical to the main campus and are ensured through the College's Shared Governance process and Curriculum Committee.

The College's overall approach to instruction at the off-campus locations is centered on fulfilling the needs of the community. The offerings at the given locations are personalized to meet the needs of the community served. The College conducts routine surveys of the community and employers to identify needs that may be met by programming at these locations. Additionally, an environmental scan is conducted every three years to assess the national, state, regional, and local trends and events that may affect the College. Knowledge and understanding of these trends allows the College to better plan instruction, both on- and off-campus that meets the changes in our community.

Learning and Career Center (LCC):

LCC, formerly Harper College's Northeast Center, is located at 1375 S. Wolf Rd. in Prospect Heights, IL. It is 12 miles from the main campus in Palatine, IL.

The mission for the LCC is built upon the Aspen Foundation's Courses to Employment (C2E) model, which proposes a three-pronged strategy for education and workforce success: education,

employment, and support. Thus the LCC's education strategy is structured around adult education programs, higher level Academic ESL core classes and short term certificates. This represents a complete program redesign from previous offerings on site. The aim of LCC is to help students move into sustainable employment through job assistance services and to mitigate barriers through Harper services and via partnership with local non-profit agencies who have offices on site.

Academic programs offered on site include: Adult Educational Development (High School Equivalency Program, English Language Acquisition and Bridge), Academic ESL Core, Early Childhood Teacher Assistant Program, Certified Nursing Assistant (CNA), Phlebotomy, Hotel Management, Computers in Business, Physical Therapy Aide (Continuing Education), Pharmacy Assistant (Continuing Education), Truck Driver and Tanker Training (Continuing Education), and Veterinary Assistant (Continuing Education).

Northwest Community Hospital (NCH):

NCH is located at 800 W. Central Road, Arlington Heights, IL. It is five miles from the main campus in Palatine, IL.

As an Emergency Medical Services (EMS) Resource Hospital, NCH is required by the Illinois EMS Act and Rules to conduct Emergency Medical Technician (EMT) and Paramedic education programs. In 2003, the Illinois Board of Higher Education authorized Harper College to offer the AAS degree in EMS. Student dually enroll at NCH and Harper College for the paramedic courses and earn college credit for successful completion of those courses. All didactic classes for the certificate program are held on the campus of NCH and taught by NCH faculty.

Harper Professional Center (HPC)

Harper College has one additional location not included in this current visit, the Harper Professional Center (HPC). The HPC is located at 650 E. Higgins Rd., Schaumburg, IL. It is four miles from the main campus in Palatine, IL. This site underwent a focused visit in 2006.

The HPC offers credit and continuing education programs focused on the career needs of adult students. Credit programs are offered through Fast Track (part-time, accelerated degree and certificate programs) and currently include: Associate of Applied Science in Business Administration (AAS-BA) degree, Human Resource Management Certificate, and Supply Chain Management Certificate. Continuing Education programs include computer technology and certification programs such as Adobe, Autodesk, Cisco, CompTIA, Java, Microsoft, Oracle, and other related programs. The HPC also houses the Motorcycle Safety program. This program is supported by the Illinois Department of Transportation and oversees motorcycle safety instruction for Cook County. Additionally, the HPC offers the following services to individuals and businesses: Illinois Small Business Development Center at Harper College (advising for start-up and small businesses), Harper College for Business (customized training services for local business), and the Workforce Certification Center (certification testing).

2. What future growth does the institution anticipate (e.g., in the next six months, three years, 10-20 years) for additional locations?

The College's annual and long-term planning documents do not currently include the addition of off-campus locations. Analysis of the environmental scan, community surveys and employer surveys do

not indicate a need for the addition of new locations. Growth at the existing off-campus locations however, is planned.

Learning and Career Center (LCC):

Enrollment at the Learning and Career Center is projected to grow by at least 2-5% annually over the next three years. It is anticipated that we will add additional programming aligned with: best practices (such as expansion of our Accelerating Opportunity/IBEST model); policies (as determined by governing bodies for higher education and for workforce development); and legislation (such as WIOA – the Workforce Innovation and Opportunity Act). We intend to develop structured career pathways in current and future certificate programs; this will allow students to adequately understand and plan for certificate completion by supplying information on certificate content, pace, price, expected earnings, scheduling, and more. Future program offerings will be determined based on enrollment growth, student demand, and employment trends. Some certificates currently under consideration include Supply Chain Logistics, Bookkeeping, Medical Office Assistant, Networking Certificate, Entrepreneurship Certificate, and Early Childhood Education: Family Child Care I Certificate.

Northwest Community Healthcare (NCH)

Program growth is not anticipated as enrollment is presently aligned with the employment market for EMS professionals. In conducting employer surveys, annual needs assessments are completed to determine projected turnover and need for licensed personnel. Currently, an equilibrium point has been reached where program completers who desire to be employed in EMS are able to find a job in a reasonable period of time.

Institutional Planning

1. How does the institution ascertain that facilities at each location will meet the needs of the students and the curriculum?

The College enlists a facilities benchmarking organization, Sightlines, to assess the overall state and function of our facilities. Additionally, stakeholder assessments of need, collected as student survey feedback, faculty feedback, staff feedback, and advisory committee feedback, are used to determine facility need at the locations.

Learning and Career Center (LCC)

In 2013 a thorough needs assessment was conducted to determine student and community needs. As a result of this needs assessment, feedback on the physical facility indicated that upgrades were needed to meet the needs of the students, other constituents, and the curriculum. Upgrades included renovating the front of the building with a welcoming entrance and new signage; improving internal and external signage; and updating facilities and technology to match program needs (see facilities question 1 on page 4).

Northwest Community Hospital (NCH)

NCH is accredited by the Joint Commission, and as such, has educational and meeting spaces that provide a safe and inviting learning environment. Representatives from Harper College attend Advisory Board meetings at NCH at least bi-monthly and are able to personally inspect the facility.

The Program Advisory Committee participates in visioning sessions that provide input into strategic planning for the program and give input into facility planning.

2. What is the process through which the institution assesses and adjusts, as necessary, funding and staffing for locations?

In accordance with 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.

Learning and Career Center (LCC)

LCC has its own budget lines, which are monitored on site and at the Division level monthly. After the first year of operation with this new model, it became clear where there was a need for additional resources, and funds were shifted from the Division budget accordingly. This occurred through the annual budgeting process prior to the start of the new fiscal year. The LCC Supervisor monitors staffing needs with her supervisor and can request additional staffing hours (either contingency staffing or permanent staffing) through the process outlined in the Human Resources Administrative Manual.

Northwest Community Hospital (NCH)

Adjustment of funding occurs based on program needs as expressed by the Program Director. As needed, fees may be increased or eliminated. All requests for fee increases must be approved by the College Board of Trustees.

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. Staffing meets or exceeds the recommendations of Committee on Accreditation of Education Programs for the EMS Professions (CoA) and is included in the EMS department's annual budgetary plan. Student surveys also reveal that they believe there is adequate staffing for the program in the classroom, labs, hospital clinical units and field internship.

Harper College and NCH representatives collaborate on program needs and provide resources for the program. For example, in the past year it became apparent that the program needed a mannequin for high definition simulations. Harper College immediately provided a mannequin and budgeted for a new one for the program in the FY2016. A collaborative funding agreement between NCH, Northwest Community Emergency Medical Services System members, and Harper College is in progress to purchase a cardiac monitor to use during class simulations.

Facilities

1. How does the institution ensure that the facilities at each location meet the needs of students and the curriculum?

As part of the College's routine budgeting process, members of Deans' Council may make Capital Equipment, Instructional Equipment and Technology Requests on an annual basis. These requests are brought to the Deans through various faculty serving in chair and coordinator roles. Deans'

Council prioritizes the needs and forwards recommendations to the Executive Council. Additionally, upgrades at the locations are aligned with the work being completed at the main campus.

Learning and Career Center (LCC)

Building upon the 2013 needs assessment, an LCC Advisory Board was established. The Advisory Board is comprised of members of the local community who represent a wide array of interests including local K-12 school districts, food pantries, libraries, banks, non-profits, and students. The Advisory Board works with LCC leadership to ascertain Center needs. The LCC Supervisor leads the Advisory Board and works with facilities personnel to ensure that identified needs are addressed.

Harper College has recently invested \$1 million in facility renovations at the LCC. These renovations include: a new lobby, new (more prominent) entrance, new signage, and upgrades to interior spaces to accommodate academic and support needs. Academic and support upgrades include a new phlebotomy lab, new office space for wraparound support services and staff offices, and upgrades to labs and classrooms including refreshed technology. The physical space of the LCC follows its student support strategy and allows service providers to meet with students onsite in well-appointed spaces. This pairs with LCC's established education strategy to further fulfill Harper's vision of the location as an Aspen Institute Courses to Employment model program.

Northwest Community Hospital (NCH)

Committee on Accreditation of Education Programs for the EMS Professions (CoA) guidelines specify the type and nature of the educational facilities that should be available for paramedic and EMT programs. Student surveys affirm that the program facilities/classroom and lab spaces are adequate in size, have adequate light, contain adequate seating, have adequate ventilation (A/C, heating), and have adequate instructional equipment. Feedback from class and lab educators is also reviewed with respect to facility resources and needs. The EMS program is also eligible for funding via the Carl Perkins Grant for purchase of new and innovative equipment to support student learning.

Instructional Oversight

1. How does the institution ensure that promotion, marketing and enrollment for the additional location stay in balance with the institution's actual resources and technical capabilities?

Learning and Career Center (LCC)

Through collaborative planning processes across divisions of the College, the programming offered at LCC remains aligned with resources and capabilities. For the three year pilot of LCC programming, \$25,000 has been allotted as a budget exception annually to support marketing/promotional efforts. The LCC Supervisor works in concert with the Marketing Services department on promotional items, sponsorship events, print- and web-based communications, and other methods to market the LCC. An internal committee comprised of the LCC Supervisor, Academic Enrichment and Engagement Dean, Director of Admissions and Outreach, and financial personnel has worked on open houses and other promotional events as well as outreach/enrollment strategies and the development of an enrollment management infrastructure.

Northwest Community Hospital (NCH)

As part of the Division of Health Careers, the EMS program is included in regular marketing campaigns, program information sessions, and division and coordinator meetings. NCH and Harper College work cooperatively on the EMS content in Harper promotional materials, on the website and provided in community open houses. Regular meetings between NCH and members of the Health Careers division and the Admissions Office allow for the determination of prerequisites for enrollment and acceptance into the program so that program resources and technical capabilities are not exceeded.

2. How does the institution effectively oversee instruction at an additional location?

Each academic dean is responsible for evaluating his/her full time faculty in classrooms at all locations. Adjunct faculty are evaluated through the College's Center for Adjunct Faculty Engagement (CAFE). Reports from CAFE are sent as a matter of routine business to each department chair and dean of record to follow up as needed. Where necessary, intervention is made by the dean or designee.

Northwest Community Hospital (NCH)

Faculty at NCH are observed and evaluated by the Program Director. Lab preceptors are observed by the Lab Coordinator to ensure quality instruction. Additionally, a College administrator sits on the Advisory Board for the EMS programs at NCH.

Institutional Staffing and Faculty Support

1. What evidence demonstrates that the institution has appropriately qualified and sufficient staff and faculty in place for the location?

Staff employed at additional locations are hired in alignment with the practices outlined by the Harper College Human Resource Department. Staffing needs are identified by the program coordinator or department chair and Dean and require Provost approval. All new faculty hires have appropriate criteria and credentials validated before hiring. The Faculty Credentials Statement must be met by any new faculty hire. This statement has been reviewed and the minimum qualifications identified in the statement meet criteria set by the Illinois Community College Board.

-Any instructor teaching a transfer-level course has a minimum of a master's degree with 18 graduate hours in the discipline. All full-time faculty hired into a transfer discipline have at least a master's degree in the discipline.

-All career program instructors have an appropriate combination of experience in the field and academic credentials for the courses that they teach.

The Faculty Credentials Statement provides the minimum and preferred qualifications to teach for all courses at Harper College. These criteria apply to all instructors regardless of teaching location.

Learning and Career Center (LCC)

In addition to the processes identified above, staffing needs for the LCC are identified through the needs assessment and detailed in the LCC strategic plan. LCC staff hold appropriate credentials for

their roles and bring appropriate backgrounds as well. All are either bilingual or multicultural with experience outlined on job postings as described in the strategic plan.

Northwest Community Hospital (NCH)

The EMS program faculty and staff are required to maintain the appropriate credentials in order to work with students. Credentials are verified by the Program Director. New staff are hired based on program needs and a recommendation of the Program Director. Resumes of all instructional faculty are provided to the Dean of Health Careers and are on file with Illinois Department of Public Health (IDPH). All classroom faculty meet the requirements of IDPH for EMS Lead Instructors, and lab preceptors are approved Peer II educators in the Northwest Community Emergency Medical Services System. All new faculty are directly observed and evaluated by the Program Director. Lab preceptors are directly observed by the Lab Coordinator to ensure quality education. Student surveys confirm that qualified and sufficient faculty are in place.

2. What evidence demonstrates the institution supports and evaluates personnel at off-campus locations? Consider the processes in place for selecting, training and orienting faculty at the location.

Faculty selection is facilitated in line with the statement of faculty credentials provided by each department, and each department works according to processes outlined by Human Resources for hiring equitably. All members of the Harper community who sit on faculty search committees must complete a diversity and inclusion orientation. All adjunct faculty members participate in a thorough orientation to Harper College through the Center for Adjunct Faculty Engagement, and all new full-time faculty members participate in an orientation through both their departments and the College as well as a new faculty orientation course.

Campus processes for adjunct and full-time faculty dictate that faculty are evaluated (at least) every three years – more frequently if they are new to the college, still earning tenure, or if some concern has been noted with their teaching. Copies of each faculty member's evaluation materials can be found in their personnel records in the Division Office and in Human Resources. Staff are orientated to their positions and evaluated annually by their respective supervisors according to Human Resources policies.

Additionally, Student Opinionnaires of Instruction are given to students each semester. Faculty have the option of selecting courses taught at any campus/location.

Learning and Career Center (LCC)

In addition to the institutional processes outlined above, LCC staff has hosted optional faculty forums at the outset of the semester for those teaching on site with the goals of building a sense of community specific to LCC, familiarizing them with available resources onsite for faculty and for students, and discussing issues such as safety in the LCC community context. An opportunity exists for a comprehensive orientation to the Learning and Career Center.

Northwest Community Hospital (NCH)

All EMS faculty have a detailed orientation to their roles as part of their employment. Each individual has a detailed job analysis with specific Key Result Areas that form the basis of their annual goals and objectives and performance management plan. EMS Faculty receive annual performance reviews using the NCH organizational plans that are on file at NCH.

Student Support

1. What evidence demonstrates that the institution effectively delivers, supports and manages necessary academic and student services at off-campus locations?

Learning and Career Center (LCC)

LCC maintains multiple resources and services onsite:

-A one-room library called the Reading Room is housed onsite at LCC. The site is run under the auspices of the Harper Library and the Dean of Resources for Learning. Local public libraries – including the Indian Trails Library and Prospect Heights Public Library – have cooperative relationships with the Harper library.

-The Family Learning Program of the Community Consolidated School District 21 offers babysitting services for Adult Education students at LCC. These services are jointly paid by District 21 and Adult Education/Academic Engagement and Enrichment.

-Adult Education offers bilingual advising and other support services for students on site at LCC.

In FY2015, the first year since the LCC's relaunch under the Aspen Institute Courses to Employment (C2E) model, both Harper and external community resources have further enriched the student experience. Harper College services delivered at LCC include Counseling/Advising. LCC staff, together with main campus offices, have created programming for students as well, with activities including Welcome Week, a Health Fair and recruitment Open Houses.

The LCC cultivates relationships with multiple community partner organizations. In FY2015, LCC hosted activities with several organizations to ensure that current and potential students had access to social supports for student success. These organizations and their programming (all free) included:

-WINGS, a domestic violence intervention organization: general legal consultations

-Harper College Police Department: Thanksgiving food distribution, field trips for underserved children in the area

-HIAS: citizenship application workshops

-Wintrust Bank: financial literacy workshops

-District 21: sponsorship of guitar lessons for children of Adult Education students; successful piloting of expanded summer services to families of adult learners

-Illinois workNet: Career Week seminars related to the job search

New partners also generously provided financial assistance to help students with financial barriers. In FY2015:

-Wintrust Bank sponsored six \$500 scholarships to LCC students (\$3,000)

-Mount Prospect-Prospect Heights Rotary gifted one \$500 scholarship

Northwest Community Hospital (NCH)

Students are invited and encouraged to access academic support resources for didactic course work at Harper's main campus. Resources supporting academic success are also provided at the NCH.

2. What evidence demonstrates that the institution provides students with sufficient access (in person, by computer, by phone, etc.) to admissions, registration/student records, financial aid and job placement services?

Learning and Career Center (LCC)

Harper College services including Counseling/Advising are delivered at the LCC. Admissions grants special application waivers (\$25 value) to applicants routed via LCC to the College. Two open houses with representation of the full range of campus services have been held on site for Harper students, and scheduled services were made available during the year for all LCC students by appointment through online appointment scheduling or by direct LCC staff referral.

LCC has begun to host job-related services on site, beginning with a spring 2015 Career Week in partnership with the local Illinois workNet center. The LCC Supervisor and Program Coordinator refer employers and students to Harper's Job Placement Resource Center on a regular basis. Expansion of these services is planned via larger-scale job placement opportunities and with future events such as job fairs, in alignment with the LCC mission.

Northwest Community Hospital (NCH)

The College is responsible for providing academic support services, advising, financial aid counseling, admissions and registration of all EMS students. Off campus EMS students receive service that is consistent with services provided to students matriculating on campus. Student surveys provided positive feedback on Admissions personnel, Financial Aid personnel, Academic Advisors and library services.

3. What evidence demonstrates that student concerns are addressed?

Students are provided with a Harper College Student Handbook that outlines the process for addressing concerns they may have regarding their academic and personal success while a Harper College student. Academic and non-academic compliant processes are also described in detail on the Harper College website and concerns can be submitted online.

Learning and Career Center (LCC)

In addition to the formal College process, LCC staff field all inquiries by students and community members with the exception of Adult Education course inquires. Based on expressed needs, LCC staff make referrals to both internal and community resources, and also work to develop programming that can resolve student concerns and barriers to study. LCC has recently developed a metrics framework to respond to the three C2E strategies (education, support, and employment). Online and paper-based records track inquiries by students and potential students and document need allowing the LCC supervisor to provide a variety of Harper decision-makers with actionable information that will improve academics, programming, and services offered here.

Northwest Community Hospital (NCH)

Advisory Committee meeting minutes and EMS team meeting minutes record discussions that address student concerns. Policies are updated and amended to reflect actionable feedback.

Evaluation and Assessment

1. How does the institution measure, document and analyze student academic performance sufficiently to maintain academic quality at a location?

Each course outline includes a standard set of course level outcomes and is part of the curriculum and program review process of the College. The main campus divisions offering certificates and courses at off-campus locations analyze student enrollment, performance and completion data at the program level throughout the year. Student surveys regarding quality of instruction, successful completion of state and national licensing examinations, and review of program retention rates are utilized to assess student performance and program quality.

Northwest Community Hospital (NCH)

Student attrition in the paramedic certificate program is very low. Formative assessments include weekly quizzes, modular written exams, modular practical exams, skill competency labs, and a mid-term written evaluation that addresses the cognitive, psychomotor, and affective domains. All written modular exams are built from a blueprint and table of specifications that maps the objectives to be tested across a practice analysis providing appropriate emphasis for critical content. Items undergo a validation process that includes peer review and indexing of item difficulty. Modular exam results undergo an item analysis to review individual item performance.

The course final written exam is a summative assessment measuring objective achievement across all course content. It is constructed using the same psychometric principles as the modular written exams. Graduates achieve outcomes on the terminal certifying exams given by Continental Testing Services for IDPH and/or the National Registry of EMTs that are well above state and national means. They are well prepared for the work environment based on student and employer surveys.

2. How are the measures and techniques the institution uses for a location equivalent to those for assessment and evaluation at the main campus or other locations? If there are differences, why are these differences appropriate?

Assessment and evaluation processes at the off-campus locations mirror the processes at the main campus. Assessment at Harper College is conducted on an annual basis at the course, program and general education level. Each program or department at the College participates in course- and/or program-level outcomes assessment. Additionally the College has defined Institutional Effectiveness Measures (IEMs) that reflect the activities at the main and off-campus locations. These measures include course success, persistence, completion and transfer.

Learning and Career Center (LCC)

In addition to the above, LCC has other soon-to-be finalized unique metrics to gauge the effectiveness of the Aspen Courses to Employment (C2E) model. Our special charge is to build student success

within the very specific target of the surrounding area's non-traditional students: blue-collar adults, many of whom are immigrants and who have barriers that can affect student success.

Taken together, the LCC will be accountable for progress on measures which can be grouped into three categories:

1. Serving the LCC target student population
2. Working to address LCC student barriers
3. Impacting LCC students' academic behaviors and outcomes

Northwest Community Hospital (NCH)

The Emergency Medical Services program at NCH is included in the annual program-level outcomes assessment process of the College. Students must also complete the Committee on Accreditation of Education Programs for the EMS Professions (CoA) Student Survey.

Continuous Improvement

1. How does the institution encourage and ensure continuous improvement at a location?

Academic programs and departments participate in the five-year program review cycle. The purpose of the Program Review is to revisit program goals and objectives from the previous Program Review, to critically look at what has happened over the past five years, including achievement of outcomes, and develop a plan for the next five years. Additionally, all programs and departments participate in outcomes assessment. Outcomes assessment at Harper College is the process of collecting, analyzing and using data about student learning to focus institutional efforts on improving student achievement and the learning experience. Further, the College has defined measures of Institutional Effectiveness (IEMs) and performance on these measures is analyzed on an annual basis. The College's planning and budgeting processes are informed by data from the program reviews, outcomes assessment results and IEM progress. These processes reflect the institutions commitment to the continuous improvement of all aspects of the mission and values of Harper College, and are not differentiated by location.

Learning and Career Center (LCC)

In addition to the above, the commitment to the Courses to Employment (C2E) model ensures that we are continuously improving and tracking progress on defined measures related to access, removing barriers and student outcomes.

Northwest Community Hospital (NCH)

Regular program reviews along with continued compliance with the Commission on Accreditation of Allied Health Programs (CAAHEP) and The Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP), ensures that the EMS program meets and in many cases exceeds the standards of excellence required. Assessment methods used in quality assurance for the program include:

1. Standardized assessments
2. Certification and licensure examination results
3. Writing samples

4. Portfolio evaluation
5. Course embedded questions
6. Analysis of enrollment, demographic and cost data
7. Student, faculty, and employer surveys
8. Frequent discussions with Program Advisory Committee

Marketing and Recruiting Information

1. What controls are in place to ensure that the information presented to students in advertising, brochures and other communications is accurate?

Learning and Career Center (LCC)

The LCC Supervisor meets at least bi-annually with Deans to review enrollment management, marketing and program information. All other institutional controls mirror main campus processes with materials sent to each Division for review on an annual basis for fact checking/updating and then returned to the appropriate departments for dissemination (i.e. Registrar's Office for catalog; Student Involvement for directory information that goes out to students). Each unit is responsible for working with Marketing Services to update its own marketing materials.

Northwest Community Hospital (NCH)

The College is responsible for all marketing collateral produced to advertise the program. All materials are vetted for accuracy by the College. Program Information Sessions are held at the college regularly and representatives from the EMS faculty and college academic advisors are present to provide information to students interested in admission to the EMS program.