

Strategic Long Range Plan

2002-2005

2002 - 2005

Strategic Long Range Plan

Office of Planning and Budgeting

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June 2002

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PREFACE

Harper College has prepared its fifth comprehensive Strategic Long Range Plan (SLRP) to guide us through the first decade of the new millennium. An organization with a clear understanding of its mission, vision, goals and priorities can effectively make decisions today that will meet the challenges of tomorrow. This strategic plan will guide College decisions in the effective use of both community and organizational resources.

As part of the shared governance system, the College has benefited from the work of the Institutional Planning Review Committee (IPRC). This committee has been responsible for the review, revision and monitoring of the strategic long range plan for the last four years. The work of the IPRC during the last four years has resulted in an updated vision statement, a petitioning mechanism, College-wide surveys on planning, annual review and/or revision of the Strengths, Weaknesses, Opportunities and Threats (SWOT), goals and tasks and institutional priorities for the College. In support, the College Assembly has reviewed and approved the Strategic Long Range Plan recommendations for submission to the President.

Complimenting the plan is the development and integration of the institutional core values. The Core Values are contained in the document and calls for a positive climate that will strengthen the College in the accomplishment of its mission and vision.

This year the SLRP contains a number of features, supporting the integration key planning elements. The document shows the linkage of Goals and Tasks to both Institutional Priorities and SWOT. A separate table has been prepared identifying the cross reference of Tasks by Institutional Priority¹ and SWOT items.

Following a request by the College Assembly to improve the input of program and individual opinions into the planning process, a fourth-quarter College employee survey was initiated. In addition, a petitioning process was conducted last year securing input from any group or individual to encourage suggestions and changes in the plan. The findings from this year's survey focused on goals and tasks. Along with the third edition of the Fact Book, these findings will serve as the environmental scan and assessment for next year.

Demonstrating shared governance at its best, the IPRC, with input from the College community and program review data, will now comprehensively look at all areas of the SLRP over a three year period. The Annual Progress Report, published after the end of the planning year, will compliment the SLRP. This report identifies the achievements of the College over the last year along with a status statement on all Goals and Tasks from the 2000-2001 SLRP. The accomplishments portion of this report will be published and presented to the Board of Trustees as The Outcomes Report: 2001-2002.

¹ See addendum, Institutional Priorities Linked to Tasks - Cross Reference Chart, page 52.

In summary, the Strategic Long Range Plan 2002-2005 is being presented to the Board of Trustees containing our philosophy, mission and vision. With a thorough review of the three-year goals and tasks; the plan continues to be a dynamic document that leads the College successfully into the future.

On a personal note, the submission of this plan will appropriately close my administrative career at the College. During the past twenty-seven years I have had the privilege of working in a college community committed to quality teaching and learning. Harper is a great asset in the community and its mission and operations must continue to be directed to serving the district population. I want to thank the faculty, staff and administration for their support and cooperation. At Harper planning has truly become a participatory activity. Planning has gone from a State mandate to a framework and guide that helps the College maintain a reputation of excellence. A special thanks is extended to all of the members of the IPRC and especially to Elayne Thompson for her excellent leadership of the IPRC. My office would not have accomplished much without the strong office assistance that has been provided over the years. There have been many secretaries, assistants, consultants and student aides who have made it all happen. I am deeply grateful to Julie Krol, my assistant in the Office of Planning and Budgeting, for her devotion and patience and also for the technical expertise of Tim Leonard who has helped Harper find a way to manage data that enables planning to occur in a complex organization.

W. R. Howard
June, 2002

PART I
PLANNING AT WILLIAM RAINEY HARPER
COLLEGE

INTRODUCTION

By a process of strategic long range planning, an institution defines its philosophy, mission, vision, goals and tasks. A Strategic Long Range Plan (SLRP) is the outcome of this process. Written for the College community, the SLRP serves as a roadmap to guide the delivery of programs and services in the context of community and organizational resources. With the approval of the Board of Trustees, this plan is set for implementation over the next three years. Therefore, the purpose of this document is to communicate to the Harper community a reference point for comprehensive long range planning.

This document consists of six parts:

The first section identifies the planning context, history and process. Four core values have been identified and are being integrated into all aspects of College life and operations. The specific values are referenced at the conclusion of this first section and have become a reference point for all aspects of the planning process.

The second section presents statements of belief (philosophy), purpose (mission) and direction (vision). These statements serve as the guiding principles to be used over each planning cycle.

Section three of the document arises from internal and external assessments and consists of the College's strengths, weaknesses, opportunities and threats. Known as the SWOT (strengths, weaknesses, opportunities and threats), these statements list the external and internal forces that must be acknowledged before we can determine specific goals and tasks. Threats are factors that, if not addressed, could seriously hinder the accomplishment of our goals. For example, "Acceleration of costs over which the College has limited control." (T-10) has seriously impacted our budget. Not adjusting to future demands in this area would seriously hinder the accomplishment of our goals. These factors need to be reexamined annually.

The fourth section identifies the institutional priorities for the next year. These major items are selected from the goals and tasks listed in the document. They are reported annually to the Illinois Community College Board along with a report of progress achieved against the previous year's priorities.

The fifth section identifies the goals and tasks by administrative area. It should be emphasized that goals and tasks are College-wide and may be addressed by any area of the College. Goals are broad statements of expected outcomes that may and likely will continue over one planning period (3 years).

The last section of this document contains the statement of the planning policy of the College, cross reference table for goals and tasks with priorities, and a chart identifying SWOT items that are linked to goals and tasks. Finally, a summary of the "Report of a Visit" by the North Central Association of Colleges and Schools in September 1997 is included.

In summary, using a metaphor of a sailing ship, the planning process prepares the plan (map) based on assessment of internal and external needs (sails), and guided by our educational values (compass) and operated by highly qualified faculty, staff and administration (crew). Working together the College (ship) gains speed toward its destination--quality teaching and active learning. It catches the winds of change and currents of educational needs and opportunities. Without the sail and map, the ship has a tendency to drift. Planning helps faculty, staff and administration to join together to direct the ship to move forward as a unit with greater speed and joint purpose.

PLANNING AT HARPER COLLEGE

Between 1990 and 1998, the College was guided by a document known as "Our Preferred Future." This statement addressed a number of important technological, social and educational challenges. Unfortunately, planning efforts became disjointed and portions of the College began to make plans independent from one another. The requirements of emerging technology, space deficiencies, shifting enrollment, turnover in faculty and changing relationships with the corporate community have forced the College to examine its programs, services and methods of operating. As indicated by the North Central Association self study and report, these changes needed to be addressed by a more effective integration of planning with budgeting and operations.

History of the Plan

In the fall of 1997, while recognizing a long history of planning at the College, the Board of Trustees approved a planning policy calling for the establishment of a comprehensive strategic plan for Board approval. This need was supported by the institutional self-study and the NCA evaluation team report. Both identified the need for integration of all levels of planning and better communication to the College community, of institutional goals and their accomplishments.

In 1998, with new presidential leadership, there came a call for the development of a planning process and a comprehensive plan that would examine the direction, progress and needs of the institution. Aware that a number of elements of a comprehensive plan were already in place (e.g. institutional priorities, area goals, divisional plans, unit plans, a technology plan and space study), President Breuder charged the President's Council to prepare a draft of a comprehensive strategic long-range plan for 1998-2001. During the second year the Institutional Planning Review Committee (IPRC) of the shared governance system was authorized to prepare a comprehensive strategic long range plan for 1999-2002 and to be stewards over the process for the future. The plan was to contain: (1) statements of philosophy, mission and vision, (2) a determination of strengths, weaknesses, opportunities and threats, (3) one year institutional priorities and (4) area goals and tasks to be covered in three years. The Office of Planning and Budgeting has worked with the IPRC and coordinated the preparation of planning

documents, reports and community studies. The current plan represents the fifth comprehensive strategic long-range plan approved by the Board of Trustees starting in the May of 1998.

A Dynamic Plan

In their first year, the committee, representing all areas of the College, focused on revision of the philosophy, mission and vision statements. In addition, the committee reviewed and approved the institutional priorities.

The Institutional Planning Review Committee, during 1999-2000 focused on modifying the mission statement, setting 2000-2001 institutional priorities and the Strengths, Weaknesses, Opportunities and Threats (SWOT). The IPRC also focused on the planning process. In cooperation with the College Assembly the planning system was revised for 2000-2001. The new planning process has allowed for greater input from the College community, include linkage between the components of the plan, provide more documentation for SWOT and encourage more effective integration of the plan into the budgeting and ongoing operations of the College.

During 2000-2001 the IPRC (1) revised the "Vision" statement, (2) finalize the campus-wide input guidelines that will be implemented during Quarter 4 (April-June) of each year, (3) identify linkages between SWOT and Goals and Tasks and (4) documented the support data for each statement in SWOT. Also, a petitioning and survey process has been established which provides feedback from all areas of the College. Last year, the Institutional Planning Review Committee (IPRC), in consultation with the College Assembly Council (CAC), expressed a need to provide links among elements of the plan. Therefore, the Goals and Tasks have been linked to the College Priorities. Each College Priority is numbered one to six and the linkage is indicated by the appropriate College Priority at the end of the task statement within parenthesis. For example, College Priority number one is linked to Task AA-1.1 "The College will assess and maintain the current curriculum, via evaluation, and review and make appropriate additions, deletions and modifications. (1)".

During 2001-2002 a Progress Report was prepared based on the achievements and status of progress of the goals and tasks for the previous year. Significant items were identified and published in the Outcomes Report document for the College. The SLRP has expanded its impact on shaping annual operations, budgeting priorities and administrative objectives and strategies (Operational Plan).

This past year, as part of a four-year planning cycle, the IPRC conducted a careful look at SWOT and its corresponding documentation. This examination resulted in the identification of "key" SWOT items that need to be targeted during the coming year. As administrative objectives are attained they will incrementally address the goals and tasks in the SLRP. After being advanced through the shared governance system, these changes will be approved annually by the Board of Trustees.

At the beginning of 2002-2003 the IPRC will assess a campus wide look at Goals and Tasks along with a reexamination of the environmental scanning process. Efforts will be made to strengthen the integration of institutional research findings, program review outcomes and marketing assessments into the planning process.

Use of the Plan

Strategic planning will be connected to our budget and on-going annual operations of the College. Financial management, facilities, curriculum, educational delivery methods and other key operations will reference the SLRP. Selected managers will develop one-year objectives and strategies tied to the SLRP. These objectives will be reviewed periodically and will be assessed in the annual administrative evaluation process. The formation of the SLRP linked to program review and unit planning will enable the identification of future budget requirements and priorities.

THE PLANNING PROCESS

Overall steward of the planning process is the Assistant Vice President for Planning and Budgeting. This administrator is responsible for the timeline, coordination, committee consultation and documentation of progress and key reports of planning progress.

The annual planning cycle contains eight phases (see chart that follows):

Phase I - Environmental Scanning

The Office of Research will be responsible for coordinating the internal audit and external assessment of the College's environment. An assessment of the demographics, needs assessments, community input and other studies will be conducted. One of the primary tools of this phase will be the review and update of the Fact Book. Reports of the audits will go to the appropriate governance committee. In addition, external studies of the Harper district will be compiled and presented to the IPRC for review. From this assessment will come primary issues that need to be addressed by the College during the next planning period. During this phase, the institutional Strengths, Weaknesses, Opportunities and Threats (SWOT) will be updated. The results of the SWOT update will serve as a context for the revision of the Goals and Tasks inherent in the Strategic Long Range Plan (SLRP).

Phase II - Review of Foundational Statements

Periodically, the statements pertaining to philosophy, mission, vision and goals will be reassessed. If necessary, they will be adjusted to reflect new conditions and/or changing needs in the environment. This review will ensure that our fundamental beliefs, purposes, vision and agenda clearly delineate where the College is going.

Phase III - Goals and Tasks Development

The initial part of this phase will be the establishment of the institutional priorities as initiated by President's Council, reviewed and recommended by the Institutional Planning Review Committee for the coming year. The priorities come from the assessment of accomplishments from the previous year Annual Progress Report and from new challenges emerging from the internal audit and external assessment.

Secondly, College goals and tasks arranged by administrative areas will cover three years. Every year the goals and tasks will be reviewed and updated and documented in the Annual Progress Report. Tasks specifying the specific focus of the goals will be assigned to various committees of College Council or units of the College. These tasks will serve as the basis for prioritized objectives detailed in staff and department plans. Goals and tasks are organized under the major areas of the College: Academic Affairs, Administrative Services, Student Affairs, Information Technology, Marketing and Advancement, Human Resources and Institutional Advancement. Even though these areas parallel the administrative sectors of the College, the goals and tasks are College-wide and may be referenced in the plans of any unit in the College.

Phase IV - Annual Plans Development

Annual plans are prepared at the area, division and department level. They contain objectives that are consistent with the Institutional Core Values, Institutional Priorities and three-year Goals and Tasks.

Phase V - Master Planning Grid

A master timeline of the key tasks and related subordinate plans (Technology Plan, etc.) will be assembled within a three-year schedule. A database of information will be created linking objectives, strategies, goals and tasks, SWOT and institutional priorities.

Phase VI - Annual Performance

Within the various administrative areas of the College, all participating staff members will report their performance in accomplishing their annual plans and thereby contribute to the implementation of the SLRP.

Phase VII – Progress Report

Three vehicles will be used to report on planning progress. The Progress Report will document the annual updates of the philosophy, mission, goals and tasks of the College. An Outcomes Report is drawn from the Progress Report and contains the achievements of the College toward implementing the institutional priorities and other accomplishments for the year. The Outcomes Report will go to the Board of Trustees for review.

Phase VIII - Evaluation of SLRP Process

The Strategic Long Range Plan development process will be evaluated annually and adjusted as needed.

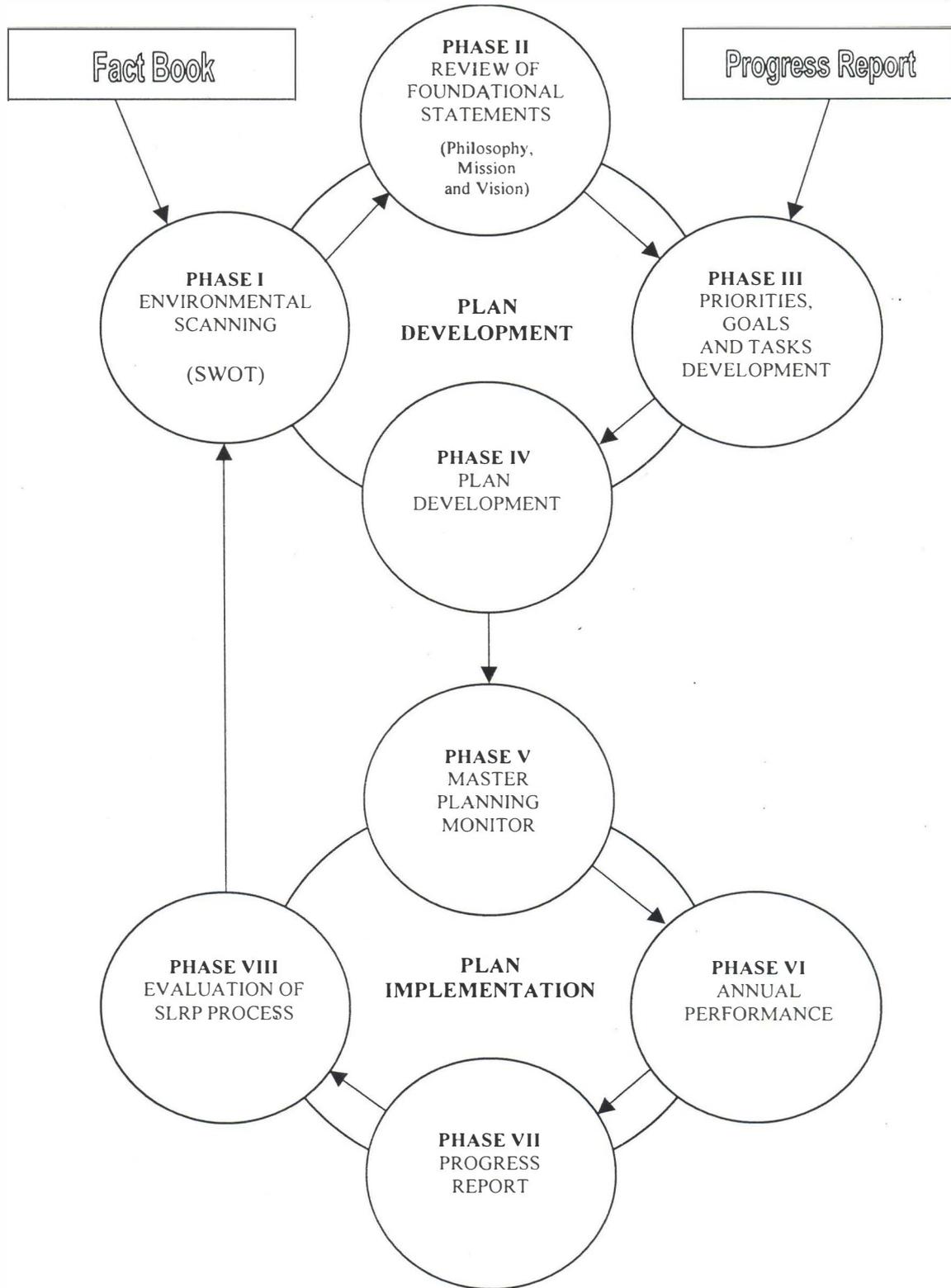
Three Year Planning Cycle for the IPRC

The Institutional Planning Review Committee will review each of the major planning components on a three-year cycle. After campus-wide input during Quarter 4 (April-June), the IPRC will give a comprehensive review based on the following cycle:

- Year 1 – Philosophy, Mission and Vision
- Year 2 – Strengths, Weaknesses, Opportunities and Threats
- Year 3 – Goals and Tasks

During the year changes can be made in any part of the SLRP through a petitioning process. Priorities will be established each year.

STRATEGIC LONG RANGE PLANNING CYCLE



INSTITUTIONAL CORE VALUES HISTORY

Purpose

Core values are an institution's small set of essential and enduring principles, which set the standard for all of its operations. Institutions of higher learning whose mission, vision and goals are filtered through a set of core values are positioned to provide and create legendary service. The power of this initiative is further seen through the enhanced quality of learning, which occurs within these "values-driven" institutions.

History

The members of Harper's community have consistently sought to identify and implement effective strategies that would strengthen the College in the accomplishment of its mission and vision. To this end, during the summer of 1999, Dr. Robert Breuder and President's Council undertook the challenge of identifying and defining its core values. It was thought that through the identification of these guiding principles, the administrators of this Council could more effectively work to affirm an environment characterized by positive organizational energy.

This was such an enriching experience that during the fall 1999 opening session of Faculty Orientation Week, the President presented these values to the College community. He asked that, in accordance with the shared governance system, a set of Institutional Core Values be identified. The responsibility for coordinating this initiative was given to the Human Resources Committee and the Vice President for Human Resources and Internal Affairs. Consistent with this charge, numerous surveys, small group sessions and workshops were conducted to provide an opportunity for all employees to participate in this process. These core values were presented to Harper's Board of Trustees during their April 2001 meeting. The Board's support of this initiative was demonstrated through unanimous approval of these prioritized values.

Characteristics

- All of our 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 of our constituencies.
- The key actions listed below are the foundation for accomplishing the result for each of our shared core values.
- Our values and their key actions are prioritized to enable the optimal achievement of our organization's mission and vision.

INSTITUTIONAL CORE VALUES

Consistent with its philosophy, mission and vision, we - the employees and public servants of William Rainey Harper College, have chosen values that we will work by. These values with supporting results and key actions are as follows:

1) 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

2) 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

3) 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 & 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

4) COLLABORATION

*Accomplishment of better results by working together rather than 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

PART II

**PHILOSOPHY, MISSION AND VISION
STATEMENTS**

PHILOSOPHY STATEMENT

William Rainey Harper College is an institution of higher learning which believes that student success is achieved through academic excellence. In order to help prepare students for the challenges of life and work, the College promotes a diverse curriculum taught by dedicated faculty and supported by qualified staff committed to teaching and learning. The College also recognizes the importance of the community it serves and enriches the cultural and intellectual life as well as the economic development of the Harper district. Finally, the College believes that the education of students must occur in an ethical climate which affirms and promotes respect for all people.

MISSION STATEMENT

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:

1. 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;
2. To provide educational opportunities that enable students to acquire the knowledge and skills necessary to enter a specific career;
3. To provide continuing educational opportunities for professional job training, retraining and upgrading of skills, and for personal enrichment and wellness;
4. To provide developmental instruction for under prepared students and educational opportunities for those who wish to improve their academic abilities and skills.
5. 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.

VISION STATEMENT

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

PART III

**STRENGTHS, WEAKNESSES, OPPORTUNITIES
AND THREATS**

STRENGTHS

- S-1 **Educational programs with clear objectives consistent with the College mission. ***
- S-2 **A wide range of quality instructional programs and services.**
- S-3 **National and statewide reputation for educational excellence.**
- S-4 A continuing education program, responding to community needs and interests.
- S-5 Nationally recognized interdisciplinary Learning Communities Program.
- S-6 Flexibility in programming and scheduling.
- S-7 Programming for non-traditional students.
- S-8 Innovative programs in technology offered through continuing education.
- S-9 A comprehensive program review process.
- S-10 Exemplary continuing education program.
- S-11 A Corporate Services Division dedicated to serving the on-site workforce and organizational development needs of business and industry.
- S-12 Integrated career and general education programs.
- S-13 **Inclusion of diversity/multiculturalism in curriculum offerings.**
- S-14 Commitment to academic support programs which increase student retention and success.
- S-15 New student orientation including Freshman Experience.
- S-16 National award winning student activities program.
- S-17 Strong minority student participation in student life and in student leadership positions.
- S-18 Nationally recognized Student Affairs services and programming.
- S-19 97% of Harper traditional age freshmen would recommend the College to prospective students.
- S-20 Institutional commitment to diversity.

* Items in bold are Key items.

- S-21 Strong student satisfaction with academic programs and instruction.
- S-22 Strong student satisfaction with student services and programs.
- S-23 Strong academic and personal support system for students with disabilities.
- S-24 Increased focus on attracting academically successful students.
- S-25 Current students are satisfied with personalized services.
- S-26 Ethnically diverse student body.
- S-27 Productive relationship between Harper and area high schools.**
- S-28 Articulation agreements to facilitate student transfer to baccalaureate institutions.
- S-29 Ten-year accreditation by North Central Association.
- S-30 Support for the School-to-Work initiatives through the Northwest Suburban Career Partnership.
- S-31 Partnerships with high schools to assist minority families in making choices about postsecondary education.
- S-32 Partnerships with community organizations in the development of neighborhood literacy centers.
- S-33 Award winning Career Employment Network designed in partnership with the Daily Herald.
- S-34 Service to tens of thousands of people on a yearly basis for classes and related activities, cultural events, recreational activities and community meetings/events.**
- S-35 A growing and increasingly diverse community.
- S-36 College is perceived as convenient, accessible and affordable by district residents.
- S-37 College is perceived as responsive to the community by district residents in meeting community needs.
- S-38 Strong financial position of the college.**
- S-39 A strong economic base.
- S-40 An active resource development effort.

- S-41 Financial support and encouragement to promote innovative thinking and practices.
- S-42 Perceived as a good steward of public tax dollars by the community.
- S-43 Passage of \$88.8 million referendum to fund three new centers.
- S-44 Exemplary budget plan.
- S-45 Dedicated faculty, staff and administrators.**
- S-46 Demonstrated commitment to professional development.
- S-47 A mentoring program and a course for new faculty.
- S-48 Low full-time faculty turnover.
- S-49 A generous fringe benefit program to attract and retain high quality faculty and staff.
- S-50 Department of Instructional Technology (DOIT) formed, funded, and staffed.
- S-51 Comprehensive shared governance system.
- S-52 A dedicated Board of Trustees.
- S-53 An influential and supportive Harper Foundation Board of Directors.
- S-54 Cultural arts programs featuring renowned authors, scholars, artists and performers.
- S-55 Nationally recognized intercollegiate teams and coaches.
- S-56 College is perceived as an accessible campus environment.
- S-57 There are many computer lab across campus (I-223, D-131, etc.)
- S-58 Computers in labs are replaced on a regular schedule.
- S-59 Aesthetically pleasing campus environment.
- S-60 A safe campus environment.
- S-61 The new Hilltop Professional Plaza at 650 East Higgins Road.
- S-62 Complete renovation of NEC.
- S-63 Institutional commitment to comprehensive planning.
- S-64 A comprehensive Campus (facility) Master Plan.
- S-65 Planning, operations, and budgeting are connected.

WEAKNESSES

- W-1 Culture appears to limit or at the very least slow innovation and cross campus collaboration.
- W-2 High school junior and senior perception of lack of Harper social life.
- W-3 Slow growth of diversity in faculty, staff, and administrative positions and a continued need to attract and retain diverse candidates.**
- W-4 Lack of a comprehensive professional development program for staff.
- W-5 Lack of flexibility in the use of professional development funds across employee groups.
- W-6 Lack of full implementation of formal plans to address international and diversity issues.
- W-7 Difficulty in finding quality adjunct faculty and staff in specific areas.
- W-8 Lack of comprehensive customer service focus in providing seamless college services.
- W-9 Lack of support services at off-campus locations.
- W-10 Lack of convenient centralized services.
- W-11 "Students ""bounced around"" due to lack of knowledge about other departments at the college."
- W-12 Despite procedures in place for new program development, there is a slow response due to lack of facilities and/or resources.**
- W-13 Some antiquated instructional and support service facilities.
- W-14 Insufficient instructional space during prime time hours.
- W-15 Lack of a plan to acquire College-wide non-computer equipment.
- W-16 Aging collection in the library in selected disciplines.
- W-17 Insufficient office and meeting space.
- W-18 Insufficient personnel and lack of space in testing center.
- W-19 Lack of centralized campus life center.
- W-20 Campus layout and signage confusing to students and visitors.

- W-21 Inconvenient parking.
- W-22 Absence of way finding communication during campus construction and easy access throughout the College, especially for students and staff with disabilities.
- W-23 Absence of tracking systems hamper data collection, research and decision making support.
- W-24 Need for more cooperative spirit between administrative leadership and faculty leadership.**
- W-25 Need for more effective communication and collaboration among departments and employee groups.**

OPPORTUNITIES

- O-1 Growing number of ethnic minorities seeking educational resources.
- O-2 Continued increase in the number of high school seniors is projected.
- O-3 Flexible course scheduling.
- O-4 Profiles of successful students, staff, faculty and alumni to market programs.
- O-5 The rising of unemployment rate could lead to increasing enrollment patterns.
- O-6 Organizations interested in customized contract courses/services.
- O-7 Corporations and corporate employees seeking workforce education and training.
- O-8 Community interest in life-long learning.
- O-9 Reaching new corporate students for Information Technology professional certification and expansion of the TECH program.
- O-10 Growing population for whom English is not a first language.
- O-11 Partnership possibilities with the business community to develop new programs and services.
- O-12 Partnerships with other Higher Education institutions.
- O-13 Increasing diversity of the Harper District population brings opportunities to promote understanding of different cultures and world views, as well as, promoting cross-cultural communication.**
- O-14 Heightened awareness of diversity issues due to global political tensions.**
- O-15 Business, cultural and educational resources available as a result of our location near Chicago.
- O-16 Developing a viable alumni association.
- O-17 High performance rating for Harper among credit and non-credit adults.
- O-18 Harper perceived as sensitive to the needs of adults.
- O-19 Local community supportive of higher education in general and Harper College in particular.
- O-20 Employers providing tuition reimbursement.

- O-21 Harper College Foundation Board members have ties to corporate entities and individuals.
- O-22 Grant and private sector funding to support current and future programming and facilities.
- O-23 A strong economic base which provides increased potential for fund raising.
- O-24 The creation of the Northwest Philanthropic Trust, an organization that promotes philanthropy with affluent individuals.
- O-25 Large number of retirements from College leadership creates potential for new ideas and approaches.**
- O-26 Professional development experiences of faculty and staff.
- O-27 New technology for the delivery of instruction and support services.
- O-28 A new focus on marketing strategies leading to development of a more distinctive image for the college.
- O-29 Implementation of a comprehensive strategic marketing plan.
- O-30 New marketing strategies and services are being developed and expanded.
- O-31 Resources to support facility expansion and improvement.**
- O-32 A new instructional Conferencing Center to expand services to the business community.
- O-33 A new Performing Arts Center to meet both instructional and community needs.
- O-34 Implementation of Institutional Core Values.
- O-35 Channels available to improve relationships among all employee groups .**

THREATS

- T-1 Nationwide emphasis on competition for students creating a negative impact on academic standards.
- T-2 Competition for students from both public and private educational/corporate providers.
- T-3 Increased competition via technology-based delivery systems.
- T-4 Inaccurate community perception of lower academic standards than 4-year schools, particularly among high school students and their parents and the business community.
- T-5 Corporations moving toward in-house and outsource education using multiple delivery models.
- T-6 Challenges to curriculum as a result of the changing market place.
- T-7 External demands for program and service responses to meet community expectations.
- T-8 The 2-year school is a stigma for some student populations.
- T-9 Competition for diverse job candidates.
- T-10 Acceleration of costs over which the College has limited control.**
- T-11 Taxpayer concern over steadily increasing property taxes.**
- T-12 Revenue severely restricted by Local Tax Cap.
- T-13 Decline of state funding as a percentage of total budget.
- T-14 Cost to upgrade and maintain technology infrastructure.
- T-15 State Board funding of private sector education.
- T-16 Increased competition for private funding and volunteer leadership.
- T-17 Negative impact of the events of September 11, 2001.
- T-18 Cyclical nature of supply and demand for technically qualified employees.
- T-19 The skills of some employees do not match the needs of the College in some areas.
- T-20 Competition with other colleges and universities for qualified adjunct faculty and other positions at the College.

- T-21 Differences of philosophy regarding marketing approaches that remain unresolved.
- T-22 Negative media coverage regarding internal political climate.**
- T-23 Blurring the line between customer and student roles.**
- T-24 Changes in state and federal regulations that affect accounting and management standards.
- T-25 Failure to operate Harper as an integrated whole.
- T-26 Lack of continuity in leadership due to large number of retirements.

PART IV

2002 - 2003 INSTITUTIONAL PRIORITIES

2002 - 2003 INSTITUTIONAL PRIORITIES

1. Foster discussion of teaching and learning issues and philosophies, and support resulting initiatives.
2. Enhance the campus climate and communication through the 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.
3. Continue integration and evaluation of a comprehensive strategic enrollment plan that addresses student recruitment, programs, retention and diversity initiatives.
4. Continue development of a learner-centered campus with systems and facilities that optimize learning, safety, access and seamless service delivery for all constituents.
5. Institutionalize existing and new relationships with external constituents as evidenced through increased public support, funding, programming and partnerships.
6. Continue to develop and expand technological resources to enhance instruction, student services, and support services.

PART V

AREA GOAL AND TASK STATEMENTS

ACADEMIC AFFAIRS

Preamble

To offer instructional programs, services, and facilities which are characterized by innovation and excellence. Committed to learner-centered programs, Academic Affairs promotes life-long learning, diversity, critical thinking competencies and mastery of knowledge and basic communication, computational and human interaction skills. Committed to the short and long-term success of Harper College students, our instructional programs, facilities and academic support services strive for outstanding performance in the following academic program areas:

- College transfer and baccalaureate education
- Career and workforce training
- Professional and community continuing education
- Developmental and adult education
- Academic support services

We accept and appreciate the interconnectiveness of our multiple components and visualize Harper College as an integrated whole which works to support student success in life and in the workforce.

GOAL

AA-1 **Ensure An Appropriate Curriculum**

Review and evaluate the College's overall curriculum to ensure the number and scope of programs can be effectively managed, the program offerings are up-to-date and responsive to identified local and statewide needs, the offerings are appropriately staffed, and that all programs demonstrate academic quality and overall fiscal soundness within the overall mission of the College.

TASKS

- AA-1.1 The College will assess and maintain the current curriculum, via evaluation, and review and make appropriate additions, deletions and modifications. (1)*
- AA-1.2 Expand the multicultural and diversity components in the curriculum. (3)
- AA-1.3 Use the Program Review process to assure program quality. (1)
- AA-1.4 Develop new programs in response to identified community needs. (1)
- AA-1.5 Evaluate current programs in response to changing community needs. (1)
- AA-1.6 Address curriculum compatibility with the Illinois Articulation Initiative and Education to Careers standards, and the Workforce Investment Act. (1)

* (x) = Links to Institutional Priorities (See page 25)

GOAL

AA-2 **Instructional Delivery**

Assess and expand the delivery of instruction and facilities as a response to changing technology and student learning requirements.

TASKS

- AA-2.1 Expand flexible scheduling options as appropriate. (1)
- AA-2.2 Expand instructional technology into the curriculum as appropriate with particular emphasis on the development and delivery of Web-based general education courses and programs leading to online certificates and degrees. (6)
- AA-2.3 Encourage and support innovative and interactive instruction. (1)
- AA-2.4 Evaluate, modify and expand the instructional facilities to support delivery options. (4)
- AA-2.5 Assess application technology in the library and take appropriate action to ensure its impact and currency to support the curricular needs of students, faculty, administrators and staff. (6)
- AA-2.6 Maintain greater collaboration between Academic Affairs and Information Technology in the successful implementation of appropriate media and technology in instruction, as outlined in the Instructional Technology Plan. (6)

GOAL

AA-3 **Program Resources**

Effectively manage and expand program resources that enhance our instructional mission.

TASKS

- AA-3.1 Manage program offerings within allocated budgets through respective cost center managers.
- AA-3.2 Explore alternative financing options for programs. (5)
- AA-3.3 Review the organizational structure within the Academic Affairs area and assess its effectiveness. (2)
- AA-3.4 Develop and execute a plan to recruit, select, and retain qualified faculty and staff. (2)
- AA-3.5 Implement and evaluate a plan for the acquisition and replacement of instructional capital equipment within Academic Affairs.
- AA-3.6 Ensure that library resources support the curricular needs of students, faculty, administrators and staff in collection development, staffing, and technology.

- AA-3.7 Identify instructional programs and academic support services that could benefit from new or enhanced business and community partnerships. (5)

GOAL

AA-4 Enrollment Enhancement

Encourage enrollment growth by ensuring efficient access to programs and by supporting marketing strategies.

TASKS

- AA-4.1 Develop a plan for the promotion of academic programs to reflect the College's unified marketing approach. (3)
- AA-4.2 Focus marketing efforts on identified distinctive and high growth potential programs, as well as a limited number of targeted programs with particular marketing needs. (3)
- AA-4.3 Investigate additional community awareness (outreach) events to be incorporated in marketing efforts. (3)
- AA-4.4 Develop greater collaborations between Academic Affairs, Student Affairs and Marketing and Advancement in order to enhance student retention. (2)
- AA-4.5 The College will develop plans to retain students to goal completion. (1)

GOAL

AA-5 Instructional Facilities

Ensure the successful opening and implementation of the new instructional facilities

TASKS

- AA-5.1 Implement the business plan for the Wojcik Conference Center. (4)
- AA-5.2 Develop and implement a plan for occupying new instructional space in the referendum building. (4)
- AA-5.3 Develop and implement an operational plan for the Performing Arts Center. (4)
- AA-5.4 Coordinate facilities management and use with Administrative Services, Student Affairs and Information Technology. (4)
- AA-5.5 Budget incremental resources needed for expanded programs and services. (4)

ADMINISTRATIVE SERVICES

Preamble

Provide leadership and quality support services to meet current and emerging needs of the College community.

GOAL

AS-1 **Budget Management**

Develop clear budget procedures, systems and standards that allow the College to manage its financial resources responsibly.

TASKS

- AS-1.1 Maintain financial stability by producing a balanced budget and limiting spending to the amounts in the budget.
- AS-1.2 Work toward the appropriate balance between personnel, facilities and services.
- AS-1.3 Develop a process to link the Strategic Long Range Plan to the budget. (3)*
- AS-1.4 Develop a comprehensive budget development process.

GOAL

AS-2 **Facilities Improvement**

Conduct a College-wide assessment and renovation of all facilities in order to systematically provide a safe, clean and well-maintained educational environment.

TASKS

- AS-2.1 Develop a monitoring process that identifies and corrects unsafe spaces. (4)
- AS-2.2 Assess all major components of the facilities and implement Computerized Maintenance Management system for work orders and preventive maintenance to keep the facilities up to standard. (4)
- AS-2.3 Maintain a high standard of cleanliness that makes the College a pleasant place to teach and learn. (4)
- AS-2.4 Implement the Campus Master Plan with referendum dollars and state funding, including the construction of the Science, Health Careers and Emerging Technology Center. (4)

* (x) = Links to Institutional Priorities (See page 25)

- AS-2.5 Develop and implement a regulatory compliance plan for all appropriate areas for the College. (4)
- AS-2.6 Along with the Capital Development Board (CDB), monitor the building of the Conference Center and the Performing Arts Center. (4)
- AS-2.7 Commission and operationalize Conference Center and Performing Arts Center as those buildings become available to the college. (4)

GOAL

- AS-3 Financial Management and Reporting**
Provide financial systems that comply with changing state and federal requirements and will provide effective monitoring of financial operations within the College.

TASKS

- AS-3.1 Refine cash flow projections and investing practices, and instruments to maximize interest income without undue risk.
- AS-3.2 Develop comprehensive and centralized systems for financial reporting of fiscal data related to grants and construction projects.
- AS-3.3 Stay current on the new reporting requirements of various external agencies and modify systems to meet those reporting requirements, including implementation of GASB 35 (Governmental Accounting Standards Board). (5)
- AS-3.4 Implement the operational analysis process pertaining to the organization, function, revenue/cost, staffing and resources allocation of the units of the College.

GOAL

- AS-4 Facility Improvement Funding**
Secure financial and community support for facilities' plans, which define the current needs of the College, to accomplish the College mission.

TASKS

- AS-4.1 Develop corporate and grant support to provide for financing of facility needs. (4)
- AS-4.2 Submit appropriate and fundable projects to the state of Illinois through the RAMP process and other state funding streams which are identified. (6)

HUMAN RESOURCES

Preamble

Human Resources is dedicated to partnering with Harper's leadership by providing proactive services that promote a work environment that is characterized by fair treatment of staff, open communication, personal accountability, trust and mutual respect. We are focused on delivering quality service, and are committed to recruit, develop, reward, and retain our diverse workforce. We will seek and provide solutions to workplace issues through the effective use of our Institutional Core Values. We embrace change and the opportunity it brings in support of the goals and challenges of Harper to maximize the potential of our greatest asset – our employees.

GOAL

HR-1 Employee Recruitment and Retention

Implement systems and programs to positively affect employee recruitment and retention.

TASKS

- HR-1.1 Work collaboratively with all areas in the forecasting, planning, and development and delivery of recruitment and retention systems.

GOAL

HR-2 Diversity

Create an employee climate which is supportive of cultural differences and respectful of all constituents.

TASKS

- HR-2.1 Develop and implement initiatives that respond to the employee goals of the College-Wide Diversity Plan. (2)*
- HR-2.2 Develop and implement recruitment and retention strategies for under-represented populations. (2)
- HR-2.3 Continue to address issues which affect under-represented employees. (2)
- HR-2.4 Promote attitudinal, communication and physical accessibility for employees with disabilities.

* (x) = Links to Institutional Priorities (See page 25)

GOAL

HR-3 **Employee Development**

Enhance the capability/proficiency of Harper's employees to carry out the College's mission, and establish staff training and development as an institutional strategy.

TASKS

- HR-3.1 Strengthen the process for employee development. (2)
- HR-3.2 Institute a supervisory development curriculum. (2)
- HR-3.3 Conduct an employee training needs analysis in order to target training.
- HR-3.4 Initiate and promote staff training and organizational development strategies to support computer skill needs, departmental initiatives and improved customer service. (2)
- HR-3.5 Provide training to support program and committee effectiveness. (2)
- HR-3.6 Enhance diversity and multicultural awareness among all employees. (2)
- HR-3.7 Develop, fund and maintain a staff development program that provides opportunities to enhance personal effectiveness, provides appropriate feedback on job performance and enhances multicultural awareness. (2)
- HR-3.8 Continue to improve the employee evaluation process. (2)
- HR-3.9 Recognize and reward the contributions of employees. (2)
- HR-3.10 Develop a staffing structure with appropriate levels of skilled workforce, career advancement and remuneration.
- HR-3.11 Provide an employee friendly environment and culture with institutional support for feedback and response. (2)

GOAL

HR-4 **Organizational Development**

Provide (included with employee development) human resource information systems and decision support tools to facilitate organizational development, institutional effectiveness, and process improvements.

TASKS

- HR-4.1 Support organizational development through effective policies and systems. (2)

- HR-4.2 Examine alternatives and enhancements to the College's reward and compensation system as a strategy for recruiting and retaining competent staff. (2)
- HR-4.3 Advance the administrators' and supervisory employees' ability to conduct performance coaching and the regular administration of employee performance appraisals. (2)
- HR-4.4 Strive to negotiate employee contracts within a common timeframe in order to achieve equitable results. (2)
- HR-4.5 Pursue means to maintain reliable and efficient employment data, employment records (part-time and full-time), and employment documents to support the College's legal obligations and organizational initiatives.
- HR-4.6 Establish continuing internal communications with employees and retirees. (2)

GOAL

HR-5 Staffing and Development in Technology

Create a partnership between Human Resources and Information Technology to ensure the college will have consistent expertise to support its instructional and administrative activities.

TASKS

- HR-5.1 Assess the needs of the organization relative to employee skills in order to ascertain the requirements of using technology in the workplace. (2)
- HR-5.2 Provide employee programs and services through the College's Web and Intranet applications. (6)
- HR-5.3 Develop a staffing structure with appropriate levels of technicians, career advancement and remuneration.
- HR-5.4 Provide an environment for staff development and training to maintain the appropriate skill level. (2)
- HR-5.5 Develop technological solutions to Human Resources. (6)

GOAL

HR-6 Leadership Support

Provide leadership and support for the administrative team.

TASKS

- HR-6.1 Facilitate communication among internal constituents. (2)
- HR-6.2 Ensure effective administrative support for the implementation of Institutional Core Values. (2)
- HR-6.3 Support the continued professional development of the senior administrative team, focusing on teamwork and collaborative decision-making. (2)

GOAL

- HR-7 Wellness**
Provide programs and services to address the physical, mental, emotional, spiritual and social well-being of the Harper faculty and staff.

TASKS

- HR-7.1 Create a partnership between health and psychological services and human resources to design programs, activities and events that promote the health, education and wellness of Harper's staff.
- HR-7.2 Develop policies and procedures that create a safe and healthy environment for employees.

INSTITUTIONAL ADVANCEMENT

Preamble

Provide leadership and support services across the College by enhancing and managing resource development, strategic planning, community relations, employee development, and other areas of advancement at the College.

GOAL

IA-1 Resource Development

Implement a comprehensive, financially independent resource development effort that will be considered a benchmark for community colleges across the nation.

TASKS

- IA-1.1 The College and the Harper Foundation will continue to develop and implement marketing and solicitation strategies from identified and prioritized financial needs through the involvement of appropriate administration, faculty, staff and key volunteers. (5)*
- IA-1.2 The College and the Harper Foundation will continue to develop and implement an annual resource development plan for each fund-raising activity. These activities will include the annual fund, major gifts, planned gifts, grants, special events and direct mail programs. (1)
- IA-1.3 The College and the Harper Foundation will continue to develop and implement appropriate policy and procedures for record maintenance; gift processing, receipting and reporting; internal process and approval for solicitation; grant development and management; gift and grant stewardship; and financial investment of resources. (5)
- IA-1.4 The College and the Harper Foundation will continue developing a constituency development process involving alumni records, centralized mailing lists, and monitoring of special College and Foundation events. (5)
- IA-1.5 The College and the Harper Foundation will continue to identify and use volunteer and pro bono support for direct mail, marketing, advertising and fund-raising events. (5)
- IA-1.6 The College and the Harper Foundation will continue to support capital improvement initiatives. (4)

* (x) = Links to Institutional Priorities (See page 25)

- IA-1.7 The College and the Harper Foundation will continue to coordinate mutual support activities from Informational Technology, Marketing Services, College Relations Office and other areas of the College. (2)

GOAL

IA-2 **Strategic Planning**

Enhance executive management based on strategic planning and supported by valid and reliable research and evaluation data that is integrated into all aspects of College decision-making and operations.

TASKS

- IA-2.1 Develop and implement an environmental scanning system to assess the internal environment of the College and the external environment in which it operates. (2)
- IA-2.2 Enhance the system and process for developing a Strategic Long Range Plan that guides decision-making at unit, area and institutional levels. (2)
- IA-2.3 Interconnect the College's long range strategic plan with special system plans including mechanisms for monitoring and reporting progress.
- IA-2.4 Develop full implementation of the use of LAN based planning tools to facilitate input and reporting of data pertaining to the Strategic Long Range Plan.

GOAL

IA-3 **Governance**

Provide an effective College governance system that is responsive to the needs of all College constituents and encourages effective/efficient deliberation and decision making.

TASKS

- IA-3.1 Continue to implement and evaluate the shared governance system focusing on communication, flow of information and decision making within the College. (2)

GOAL

IA-4 **Community Relationships**

Actively develop business and educational partnerships which promote opportunities for learning, resource development and improved relationships.

TASKS

- IA-4.1 Identify Harper programs and services that could benefit from community partnerships. (5)
- IA-4.2 Identify industry segments in our District that could benefit from partnerships with Harper College. (5)
- IA-4.3 Match the needs of Harper and the community through expanding existing relationships and seeking new partnerships. (5)

GOAL

- IA-5 Legislative**
Develop the legislative agenda for the College with the support of the College community.

TASKS

- IA-5.1 Establish a strong support base with government officials. (5)
- IA-5.2 Develop and communicate its legislative priorities to the appropriate governmental entities. (5)
- IA-5.3 Assign a liaison to work between the College community and local, state and federal governmental representatives. (5)
- IA-5.4 Periodically evaluate its legislative priorities, objectives and strategies. (5)

GOAL

- IA-6 Community Relations**
Develop and nurture external relationships for the benefit for the College.

TASKS

- IA-6.1 Establish collaborative relationships with appropriate community groups. (5)
- IA-6.2 Strengthen its relationship with the community through effective communication and involvement. (5)
- IA-6.3 Maintain positive collaborative relationships with the Illinois Community College Trustees Association, Illinois Community College Board and the State of Illinois. (5)
- IA-6.4 Maintain working relationships and collaboration with collar county community colleges and their presidents. (5)
- IA-6.5 Promote involvement of community residents in College sponsored organizations and activities. (5)

GOAL

IA-7 Board of Trustees

Provide for appropriate and effective involvement of the Board of Trustees in College affairs.

TASKS

- IA-7.1 Establish a process for the review, update and revision of the Board of Trustees Policy Manual. (5)
- IA-7.2 Improve the operation, deliberation and communication with and among the Board of Trustees. (5)
- IA-7.3 Encourage effective and productive involvement, of the Board of Trustees, in College events and activities. (5)
- IA-7.4 Strengthen the Board's role in the legislative process. (5)

GOAL

IA-8 Public and Media Relations

Establish and maintain cooperative and effective relationships with the media.

TASKS

- IA-8.1 Provide regular press briefings on trends and new developments in the institution. (5)
- IA-8.2 Create innovative ways to communicate news about the College to the media. (5)
- IA-8.3 Establish a systematic and expedient approach to working with media and their inquiry into the activities of the College. (5)
- IA-8.4 College will develop and implement a proactive strategic public relations, media relations and crisis communication plan.
- IA-8.5 College will develop proactive media relations campaigns consistent with and in support of building the College's image by highlighting its outstanding people and programs.

INFORMATION TECHNOLOGY

Preamble

Provide leadership and support services across the College to meet Harper's mission of effective teaching and learning by providing technological tools and researching emerging technologies. In addition, emphasize and support process improvements in the administration of the College and instructional delivery methodologies, through the integration of voice, video and data in the application of Telecommunications, Networking, Computing and Information Technologies.

GOAL

IT-1 Technology Planning

Continue to implement, evaluate, and update an ongoing Technology Plan.

TASKS

- IT-1.1 Prepare annual revision of the Technology Plan working in conjunction with appropriate groups and departments involved with its implementation. (1, 4, 6)*
- IT-1.2 Evaluate emerging technologies to ensure that the College's computing and software resources are current. (4, 6)
- IT-1.3 Provide progress reports on the state of Technology Initiatives. (6)
- IT-1.4 Maintain current funding levels and seek additional funding support for approved technology initiatives. (1, 4, 6)

GOAL

IT-2 Technology Use in Instruction

Evaluate, acquire and implement technology and software applications to support the needs of Academic Affairs and instructional delivery.

TASKS

- IT-2.1 Assess needs and provide technological support in instructional delivery. (1, 4, 6)
- IT-2.2 Develop media and technology solutions in keeping with the methods, time table, priorities and resources in support of instructional delivery. (1, 2, 4)

* (x) = Links to Institutional Priorities (See page 25)

- IT-2.3 Explore the possibility of merging similar technology support organizations and reorganize to streamline services, offer better support and provide a more unified approach. (1, 2, 4, 6)

GOAL

IT-3 Technology Use in Administrative Support

Provide technology applications to support business and administrative requirements and the Technology Plan.

TASKS

- IT-3.1 Assess the needs of the organization and business practices to ascertain the requirements of using technology in the workplace. (6)
- IT-3.2 Develop technological solutions in keeping with the methods, time table, priorities and resources to support organizational needs. (1, 2, 3, 4, 6)
- IT-3.3 Explore merging similar technology support organizations and reorganize to streamline services, offer better support and provide a more unified approach. (6)
- IT-3.4 Enhance the College's Web and Intranet applications. (1, 2, 3, 4, 6)

GOAL

IT-4 Technical Support

Establish and implement technical support to maintain a robust Network (HCCN - Harper Community College Network) Infrastructure in concert with the Technology Plan and emerging technologies.

TASKS

- IT-4.1 Assess community requirements and use of the network infrastructure to identify resources necessary to meet projected growth. (1, 2, 3, 4, 5, 6)
- IT-4.2 Evaluate emerging technologies and identify technical support requirements based on the methods, timetable, priorities and resources that are necessary. (6)

GOAL

IT-5 Technology Staffing

Ensure that the College will have consistent expertise to support its instructional and administrative activities.

TASKS

- IT-5.1 Develop and retain an IT staffing structure with appropriate levels of managers and technicians. (6)
- IT-5.2 Provide opportunities for staff development and training in order to maintain institutionally required standard skill levels. (1, 2, 3, 4, 6)

GOAL

IT-6 Partnerships and Consortiums

Develop collaborative agreements that will provide for the acquisition, or sharing of technology and transfer of expertise.

TASKS

- IT-6.1 Seek consortial relationships that will benefit the College in matters of technology. (1, 4, 6)

GOAL

IT-7 Technology Enhancement

Acquire hardware and software tools that will support the College's commitment to continuous improvement.

TASKS

- IT-7.1 Provide training programs, management information systems and decision support tools to facilitate organizational development, institutional effectiveness, and process improvements. (6)

MARKETING AND ADVANCEMENT

Preamble

To provide leadership and support services across the College in Marketing and Enrollment Management. Marketing and Advancement is committed to promoting and communicating Harper's excellence in transfer, career and life-enriching programs. This Division strives in making Harper's resources more readily available and accessible with the ultimate goal of effectively serving the needs of the College's constituents.

GOAL

MA-1 Research and Evaluation Support

Provide research and data analysis services to support management and academic decision making related to the strategic plan of the College.

TASKS

- MA-1.1 Provide research and analysis of data to support institutional planning and decision making. (3)*
- MA-1.2 Provide research, evaluation, and data analysis services support to departments undergoing program review, accreditation, or planning new programs. (1, 3)
- MA-1.3 Provide research, evaluation, assessment, and data analysis support to faculty engaged in classroom or course-based student outcomes assessment. (1)
- MA-1.4 Communicate important institutional results to the College community using various media, including print, in-person, and interactive vehicles. (1, 3)
- MA-1.5 Conduct research on potential institutional effectiveness indicators. (4)
- MA-1.6 Work toward excellence in Management Information Systems (MIS) reporting to the State of Illinois and all other bodies who require reporting of data. (5)

GOAL

MA-2 Marketing

Enhance the image and reputation of the College by developing and implementing a comprehensive marketing communications plan.

* (x) = Links to Institutional Priorities (See page 25)

TASKS

- MA-2.1 Develop comprehensive wayfinding (The process of helping people find their way around campus by utilizing visual communications) system for campus, interior of buildings and printed materials. (4)
- MA-2.2 Develop, implement and enforce standard for graphics to maintain consistent image identification. (3)
- MA-2.3 Develop user-friendly informational materials to promote access and services. (4)

GOAL

MA-3 Recruitment

Maximize opportunities to effectively recruit students through the implementation of an annual Recruitment Plan.

TASKS

- MA-3.1 Review and revise the annual Recruitment Plan. (3)
- MA-3.2 Nurture and strengthen working relationships with high schools within the district through continued communications. (3, 5)

GOAL

MA-4 Enrollment

Increase enrollment through the implementation of initiatives that will attract additional students.

TASKS

- MA-4.1 Continue to review and revise strategies to maximize enrollment in First Time in College (FTIC), young adult and adult enrollment. (3, 5)
- MA-4.2 Incorporate enhanced strategies to maximize the effectiveness of scholarships into Enrollment Management Plan and market aggressively. (3, 5, 6)
- MA-4.3 In collaboration with Academic Affairs and Student Affairs, continue to develop an Enrollment Plan that addresses program, recruitment and retention initiatives. (3, 4, 6)
- MA-4.4 Continue to improve projections of the College's annual credit and non-credit enrollment, both independently and combined. (3, 5)

- MA-4.5 Increase the number of student prospects who demonstrate academic or community leadership. (3, 4, 5, 6)
- MA-4.6 Foster a partnership between Student Affairs, Academic Affairs and Marketing Advancement to offer flexible schedules and alternate course formats which are responsive to student preferences and needs. (3, 4, 6)
- MA-4.7 Adopt new technology innovations in marketing, recruitment and enrollment which allow for increased accessibility for programs and services. (3, 4, 6)
- MA-4.8 Design and enhance strategies to improve enrollment reporting. (3)
- MA-4.9 Develop greater collaboration among Academic Affairs, Student Affairs and Marketing and Advancement in order to enhance the retention of students in order to assist them in fulfilling their personal goals. (3, 4, 6)
- MA-4.10 Develop a marketing communications plan to comprehensively address the market in business and industry.
- MA-4.11 The College will enroll 27 percent of the current year's in-district high school senior class.

GOAL

MA-5 Institutional Effectiveness

Develop and implement a plan to monitor institutional effectiveness.

TASKS

- MA-5.1 Work with each area to identify indicators that should be monitored because they reflect the vitality of the institution. (3)
- MA-5.2 Develop an Institutional Effectiveness Plan. (3)

STUDENT AFFAIRS

Preamble

The Student Affairs goals are intended to assist, educate and empower students as well as represent their needs and interests. The goals are developed through a collaborative process.

MISSION:

To promote a student-centered community that supports our diverse student body in achieving personal educational success.

GOAL

SA-1 Student Centered Facilities and Infrastructure

Promote and further develop student centered campus facilities and infrastructure that optimizes access, service delivery and student life.

TASKS

- SA-1.1 Provide programs and develop strategies to encourage student use of the Student Center and other student-centered facilities. (4)*
- SA-1.2 The College will implement a comprehensive student center, in the middle of campus, as noted in the new Site and Facility Master Plan. (4)
- SA-1.3 Develop and incorporate plans to utilize technology to improve access and service delivery for student life. (6)
- SA-1.4 Resolve the space shortage in Student Affairs, as well as the deteriorating athletic facilities. (4)
- SA-1.5 Develop student friendly facilities (including physical access, group gathering areas, emerging technology and electronic access, etc.) in all new construction. (4)
- SA-1.6 Address staffing, equipment and service needs of campus facilities. (4)

GOAL

SA-2 Student Recruitment and Retention

Implement systems and programs to positively affect recruitment and retention.

* (x) = Links to Institutional Priorities (See page 25)

TASKS

- SA-2.1 Collaborate with governance committees in the development and implementation of retention oriented strategies and programs. (3)
- SA-2.2 Implement further intervention systems for at-risk students. (3)
- SA-2.3 Develop greater collaborations between Student Affairs, Academic Affairs, Marketing and Advancement, Information Technology, Administrative Services, President's Area and Human Resources to ensure academic success and enhance personal development of students. (2)
- SA-2.4 Continue to develop and implement recruitment and retention strategies for diverse and/or under-represented populations. (3)
- SA-2.5 Offer programs and services at times, locations and in ways that respond to student needs, including offerings at off-site locations and WEB applications. (3)
- SA-2.6 Collaborate with other areas of the College in the recruitment and retention of academically successful student leaders. (3)

GOAL

- SA-3 Funding**
Continue to solicit appropriate funding and resources.

TASKS

- SA-3.1 Continue to solicit federal, state, grant and private funding to support Student Affairs initiatives. (5)
- SA-3.2 Continue to solicit contributions through the Harper Foundation which will support Student Affairs initiatives. (5)
- SA-3.3 Develop partnerships to support Student Affairs initiatives. (5)
- SA-3.4 Review fee structures and recommend changes as appropriate to support student programs.

GOAL

- SA-4 Diversity**
Create a campus climate which is supportive of cultural differences and respectful of all constituents.

TASKS

- SA-4.1 Develop and implement initiatives that respond to the goals of the College-wide Diversity Plan. (2)
- SA-4.2 Implement recruiting and retention strategies for students and staff of color. (2)
- SA-4.3 Continue to promote attitudinal, communication, electronic and physical accessibility for persons with disabilities. (4)
- SA-4.4 Continue to address gender specific issues. (2)
- SA-4.5 Continue to address issues which affect non-traditional students. (1)
- SA-4.6 Continue to address issues which affect gay men, lesbians, bisexual transgender and questioning students. (1)
- SA-4.7 The College will expand multicultural learning through diversity education programming and activities for faculty, staff and students.

GOAL

- SA-5 Assessment and Accountability**
Continually assess, evaluate, refine and improve Student Affairs programs and services.

TASKS

- SA-5.1 Implement the program review process in Student Affairs as scheduled.
- SA-5.2 Conduct an annual program cost/value analysis and make changes and improvement where necessary.
- SA-5.3 Continue to gather student data and implement measurements of access, satisfaction, quality, retention and student success to determine impact and use as a basis for program improvement. (3)
- SA-5.4 Assess the developmental outcome dimensions of interpersonal effectiveness, intellectual development, interpersonal effectiveness and life management as they pertain to student affairs interventions. (2)

GOAL

- SA-6 Wellness**
Provide programs and services to address the physical, mental, emotional, spiritual and social well-being of the Harper Community.

TASKS

- SA-6.1 Develop policies and procedures that create a safe and healthy environment for students and employees. (2)
- SA-6.2 Support student success by designing programs, activities and events that continue to promote the health, education and wellness of Harper students, staff and community.

GOAL

SA-7 **Student Life**

Continue to build community by providing programs which promote participation and a sense of belonging in our collegiate environment.

TASKS

- SA-7.1 Offer events programming to enrich the educational experience. (3)
- SA-7.2 Provide leadership development opportunities, which afford experience in life planning, goal achievement, and citizenship. (1)
- SA-7.3 Offer opportunities for student exploration of values, self-identity, interpersonal competence, cultural awareness and essential lifeskills. (3)
- SA-7.4 Foster an environment which promotes civility and respect for the dignity of all persons. (1)
- SA-7.5 Expand the classroom through the fostering of curriculum infusion opportunities for students. (5)
- SA-7.6 Increase collaborations among areas within Student Affairs and the extended Harper community.
- SA-7.7 Continue to promote comprehensive intercollegiate athletic and intramural sports programs.

PART VI

ADDENDUM

- A. PLANNING POLICY
- B. INSTITUTIONAL PRIORITIES LINKED TO TASKS - CROSS REFERENCE CHART
- C. TASKS LINKED TO SWOT ITEMS - CROSS REFERENCE CHART
- D. REPORT OF A VISIT – NORTH CENTAL ASSOCIATION (NCA)

PLANNING POLICY

Within the scope of the College's Philosophy and Mission Statements, the Board of Trustees requires the administration to prepare, for their approval, a Strategic Long Range Plan (SLRP) spanning three years. The SLRP shall include but not be limited to the following general areas:

- academic affairs
- administrative services
- student affairs
- technology and information systems
- institutional advancement

The SLRP, which also contains the College's vision, goal and task statements, is to be updated annually and integrated with the budgeting process. The annual update is intended to demonstrate and communicate progress being made towards accomplishment of the identified goals/tasks. All major institutional decisions are to be consistent with and contribute to the implementation of the SLRP.

The SLRP will give rise to an Annual Plan consisting of measurable objectives. Attainment of the objectives in the Annual Plan will result in incremental achievement of the tasks enumerated in the SLRP.

INSTITUTIONAL PRIORITIES LINKED TO TASKS CROSS REFERENCE CHART

1. Foster discussion of teaching and learning issues and philosophies, and support resulting initiatives.

AA-1.1	AA-2.3	IT-2.2	IT-6.1	SA-7.2
AA-1.3	AA-4.5	IT-2.3	MA-1.2	SA-7.4
AA-1.4	IA-1.2	IT-3.2	MA-1.3	
AA-1.5	IT-1.1	IT-3.4	MA-1.4	
AA-1.6	IT-1.4	IT-4.1	SA-4.5	
AA-2.1	IT-2.1	IT-5.2	SA-4.6	

2. Enhance the campus climate and communication through the 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.

AA-3.3	HR-3.5	HR-4.4	IA-2.2	SA-4.1
AA-3.4	HR-3.6	HR-4.6	IA-3.1	SA-4.2
AA-4.4	HR-3.7	HR-5.1	IT-2.2	SA-4.4
HR-2.1	HR-3.8	HR-5.4	IT-2.3	SA-5.4
HR-2.2	HR-3.9	HR-6.1	IT-3.2	SA-6.1
HR-2.3	HR-3.11	HR-6.2	IT-3.4	
HR-3.1	HR-4.1	HR-6.3	IT-4.1	
HR-3.2	HR-4.2	IA-1.7	IT-5.2	
HR-3.4	HR-4.3	IA-2.1	SA-2.3	

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

AA-1.2	IT-4.1	MA-3.2	MA-4.7	SA-2.4
AA-4.1	IT-5.2	MA-4.1	MA-4.8	SA-2.5
AA-4.2	MA-1.1	MA-4.2	MA-4.9	SA-2.6
AA-4.3	MA-1.2	MA-4.3	MA-5.1	SA-5.3
AS-1.3	MA-1.4	MA-4.4	MA-5.2	SA-7.1
IT-3.2	MA-2.2	MA-4.5	SA-2.1	SA-7.3
IT-3.4	MA-3.1	MA-4.6	SA-2.2	

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

AA-2.4	AS-2.4	IT-2.1	MA-2.1	SA-1.4
AA-5.1	AS-2.5	IT-2.2	MA-2.3	SA-1.5
AA-5.2	AS-2.6	IT-2.3	MA-4.3	SA-1.6
AA-5.3	AS-2.7	IT-3.2	MA-4.5	SA-4.3
AA-5.4	AS-4.1	IT-3.4	MA-4.6	
AA-5.5	IA-1.6	IT-4.1	MA-4.7	
AS-2.1	IT-1.1	IT-5.2	MA-4.9	
AS-2.2	IT-1.2	IT-6.1	SA-1.1	
AS-2.3	IT-1.4	MA-1.5	SA-1.2	

5. Institutionalize existing and new relationships with external constituents as evidenced through increased public support, funding, programming and partnerships.

AA-3.2	IA-4.2	IA-6.3	IA-8.2	MA-4.5
AA-3.7	IA-4.3	IA-6.4	IA-8.3	SA-3.1
AS-3.3	IA-5.1	IA-6.5	IT-4.1	SA-3.2
IA-1.1	IA-5.2	IA-7.1	MA-1.6	SA-3.3
IA-1.3	IA-5.3	IA-7.2	MA-3.2	SA-7.5
IA-1.4	IA-5.4	IA-7.3	MA-4.1	
IA-1.5	IA-6.1	IA-7.4	MA-4.2	
IA-4.1	IA-6.2	IA-8.1	MA-4.4	

6. Continue to develop and expand technological resources to enhance instruction, student services, and support services.

AA-2.2	IT-1.1	IT-3.1	IT-5.1	MA-4.5
AA-2.5	IT-1.2	IT-3.2	IT-5.2	MA-4.6
AA-2.6	IT-1.3	IT-3.3	IT-6.1	MA-4.7
AS-4.2	IT-1.4	IT-3.4	IT-7.1	MA-4.9
HR-5.2	IT-2.1	IT-4.1	MA-4.2	SA-1.3
HR-5.5	IT-2.3	IT-4.2	MA-4.3	

TASKS LINKED TO SWOT ITEMS CROSS REFERENCE CHART

AA-1.1	O-11, O-12, O-13, O-14, T-6	HR-2.2	W-3
AA-1.2	W-6, O-15	HR-2.3	S-20
AA-1.3	S-9, S-10	HR-2.4	S-56
AA-1.4	S-37, W-12 , W-14, O-11, O-12, O-13 , O-14 , T-7	HR-3.1	S-46, W-4
AA-1.5	S-4, S-37, W-14	HR-3.2	S-46, W-4, T-19, T-20, T-21, T-22
AA-1.6	S-28	HR-3.3	S-63, T-19, T-20, T-21, T-22
AA-2.1	S-6, O-3	HR-3.4	W-4, T-19, T-20, T-21, T-22
AA-2.2	S-50, O-27	HR-3.5	S-51
AA-2.3	S-41, W-1	HR-3.6	S-20, W-3
AA-2.4	W-13, O-31	HR-3.7	S-20, S-46, W-3 , W-4, T-19, T-20, T-21, T-22
AA-2.5	S-50, O-27	HR-3.8	S-46, W-4, T-19, T-20, T-21, T-22
AA-2.6	S-50, O-27	HR-3.9	S-46, S-49
AA-3.1	T-10 , T-12	HR-3.10	S-46, W-4, T-19, T-20, T-21, T-22
AA-3.2	O-22, T-10 , T-12, T-13	HR-4.2	T-18
AA-3.3	T-15	HR-4.3	S-46, W-4, W-5, T-19, T-20, T-21, T-22
AA-3.4	T-19, T-20, T-21, T-22	HR-4.4	T-25, T-26
AA-3.5	S-38 , O-11, O-22, T-6, T-10	HR-4.5	S-45 , W-1, W-23, W-24 , W-25 , T-15
AA-3.6	W-16, O-27, T-19, T-20, T-21, T-22	HR-4.6	W-25 , O-35
AA-3.7	O-11, O-12, O-13 , O-14 , O-15	HR-5.1	T-19, T-20, T-21, T-22
AA-4.1	S-21, T-2	HR-5.2	O-27
AA-4.2	S-60, S-61, S-62, T-2	HR-5.3	S-46, W-4, T-18
AA-4.3	O-19	HR-5.4	S-46, W-4, T-19, T-20, T-21, T-22
AA-4.4	S-14 , S-60, S-61, S-62, T-15	HR-6.2	O-34, O-35
AA-4.5	S-14 , S-21, O-11, O-20, T-1, T-10	HR-6.3	S-46, W-4, W-23, W-24 , W-25 , T-15
AA-5.1	S-64, O-6, O-7, O-32, T-5	HR-7.1	S-56
AA-5.2	S-38 , S-43, S-64	HR-7.2	S-56
AA-5.3	S-64, O-33	IA-1.1	S-4, S-7, S-9, S-11, S-34 , S-39, S-40, S-45 , S-53, S-54, W-8, W-12 , W-23, W-24 , W-25 , O-4, O-6, O-11, O-15, O-16, O-19, O-29, O-30, O-32, O-33, T-16, T-22 , T-25
AA-5.4	S-64, S-65, W-13	IA-1.2	S-1 , S-40, W-8, W-15, W-23, W-24 , W-25 , O-4, O-6, O-11, O-15, O-16, O-19, O-21, O-23, O-24, O-28, O-29, O-32, O-33, T-14, T-16, T-17, T-22
AA-5.5	S-44, S-65, W-13, O-11, O-22, T-13	IA-1.3	S-40, S-44, S-46, S-50, S-53, W-8, W-23, W-25 , O-21, O-26, T-14, T-21, T-24, T-25
AS-1.1	S-38 , T-10 , T-12	IA-1.4	S-40, S-53, W-23, W-24 , W-25 , O-19, O-21, T-15
AS-1.2	S-9, S-10, T-7, T-15	IA-1.5	S-40, O-19, T-8, T-9, T-15
AS-1.3	S-63	IA-1.6	S-40, S-64, S-65, O-32, O-33, T-8, T-9
AS-1.4	S-63	IA-1.7	S-45 , T-15
AS-2.1	S-56, O-31	IA-2.1	S-37, S-63, O-15
AS-2.2	S-56, W-13, O-31	IA-2.2	S-9, S-10, S-63, W-23, W-24 , W-25
AS-2.3	S-56, S-59, O-31	IA-3.1	S-51 , T-15
AS-2.4	S-64, S-65, W-14, O-31	IA-4.1	S-39, W-12 , O-7, T-6
AS-2.6	O-32, O-33	IA-4.2	W-12 , O-11, O-12, O-13 , O-14
AS-2.7	O-32	IA-4.3	S-39, W-12 , O-7, T-6
AS-3.1	S-40, T-12	IA-5.1	S-52, S-53
AS-3.2	S-38	IA-5.2	S-63
AS-3.3	S-42		
AS-3.4	S-42		
AS-4.1	O-22, O-31		
HR-2.1	W-3		

IA-5.3	S-52, S-53	MA-4.4	W-12, W-23, W-24, W-25
IA-5.4	S-63	MA-4.5	S-24, O-1, O-2, O-12
IA-6.1	S-11, S-28, S-32, S-52, S-53, O-19	MA-4.6	S-1, S-2, S-6, W-2, W-6, W-10, W-11, O-1, O-2, O-4, O-10, T-6
IA-6.2	S-24, S-34, S-37, S-43, S-44, S-52, S-53, S-54, S-55, W-2, W-7, W-12, O-7, O-16, O-19, O-21, O-32, T-6, T-12	MA-4.7	S-2, S-6, S-7, S-13, S-26, O-3, O-10, O-12, O-18
IA-6.3	S-3	MA-4.8	S-65, W-23, O-4, O-30, T-24
IA-6.5	S-34, T-5	MA-4.9	S-1, S-2, S-6, S-7, S-13, S-14, S-17, S-24, S-27, W-6, W-7, W-8, W-10, W-11, O-3, O-12, O-18, O-27, T-4, T-6, T-7
IA-7.1	S-63	MA-4.11	S-19, S-27, W-2, O-2, T-2, T-4, T-8
IA-7.2	S-52	MA-5.1	W-23, W-24, W-25, T-15
IA-7.3	S-52	SA-1.1	W-7
IA-7.4	S-52	SA-1.2	S-64, S-65, W-7, O-31
IA-8.1	S-37	SA-1.3	S-50, O-27, T-3
IA-8.2	S-41	SA-1.4	S-64, S-65, W-13, W-17, T-7
IA-8.3	S-63	SA-1.5	S-64, S-65, W-8
IT-1.1	S-2, S-6, S-8, S-10, S-14	SA-1.6	S-64, S-65, W-13, W-15, W-17, W-21, W-22
IT-1.2	S-50, O-27, T-3	SA-2.1	S-14, S-51
IT-1.4	S-50, O-23, O-24, O-25, O-26, T-14	SA-2.2	S-14, S-23
IT-2.1	S-50, T-18	SA-2.3	S-14, T-15
IT-2.2	S-50, O-27	SA-2.4	S-17, S-31, S-35, W-6, O-1, O-10
IT-2.3	W-8, W-10, W-11	SA-2.5	S-6, W-9, T-3, T-7
IT-3.1	S-50, O-27	SA-2.6	S-16, S-60, S-61, S-62, T-2, T-5
IT-3.2	S-50, O-27, T-15	SA-3.1	S-18, O-15, O-22, O-23, O-24, O-25, O-26
IT-3.3	W-10, W-11	SA-3.2	S-53, O-21, T-8, T-9
IT-3.4	S-50, T-15	SA-3.3	O-11, O-12, O-13, O-14, O-15
IT-4.1	S-37, S-63, T-2	SA-3.4	S-9, S-10, S-18, S-22, W-13
IT-4.2	O-27, T-18	SA-4.1	S-20, W-6
IT-5.1	W-4, T-18	SA-4.2	S-20, W-3, W-6, O-1
IT-5.2	S-46, W-4, T-19, T-20, T-21, T-22	SA-4.3	S-35, S-36, S-42, W-10, W-11
IT-6.1	S-50, O-15	SA-4.4	S-20, W-6
IT-7.1	W-23, W-24, W-25, T-15	SA-4.5	S-20, W-6
MA-1.1	S-1, S-9, S-65, W-12	SA-4.6	S-20, S-35, W-6
MA-1.2	S-2, S-9, W-1, W-12, O-26, T-21	SA-5.1	S-9, S-10
MA-1.3	S-1, S-2, S-15, W-24, W-25, O-15, O-26, T-10	SA-5.2	S-63
MA-1.4	S-45, S-63, W-25, O-28, T-10, T-11, T-12	SA-5.3	S-14, S-28, S-63, W-23, W-24, W-25
MA-1.5	S-24, W-25, O-8, T-2, T-11	SA-5.4	S-14, S-18
MA-1.6	S-63, W-23, O-31, T-13, T-24	SA-6.1	S-56
MA-2.1	W-21, W-22	SA-6.2	S-14, S-34, S-37, S-56, O-8, O-9
MA-3.1	O-29, O-30, T-2, T-3, T-4, T-8	SA-7.1	S-1, S-54, O-33, T-7
MA-3.2	S-27, S-31, W-2	SA-7.2	O-4, O-5
MA-4.1	O-1, O-2, O-5, O-6, O-7, O-8, O-9, O-10, O-11, O-20, T-5	SA-7.3	S-14, W-7
MA-4.2	S-24, S-27, S-35, O-1, O-2, O-4, O-7, T-2	SA-7.4	S-20, S-42, S-56, W-8, W-9
MA-4.3	S-1, S-6, S-7, S-24, O-1, O-2, O-3, O-5, O-10, O-12, O-13, O-18	SA-7.5	S-6, S-14, S-37, O-11, O-12, O-13, O-14, O-19
		SA-7.6	W-1, O-15, O-19, T-15
		SA-7.7	S-27, S-55, T-2

REPORT OF A VISIT - NORTH CENTRAL ASSOCIATION (NCA)

Report of a Visit
by the evaluation team of
North Central Association of Colleges and Schools
September 22-24, 1997

Advice and Suggestions:

1. Specific academic program contact information is not available in the Catalog. Program information, offices and names are essential contact points for prospective students. It is suggested that the College review its information database and write the names and telephone numbers for the specific program information listed on pages 66-74. Career Programs (pages 66-115) and Certificate Programs (pages 118-149) should also list contact names, telephone numbers, and addresses.
2. The divisional structure should be listed at the beginning of the College catalog.
3. Consideration should be given to the appointment of liaison librarians to the instructional departments for the purpose of enhancing collection development and disposal, and other related curriculum matters.
4. The College should continue to diversify its student body, faculty, staff and administration.
5. The College should continue to monitor the quality of instructional programs as the rate of part-time instructors increases.
6. The College should clean the entryways and pathways to buildings to remove debris to make entrances and pathways more attractive.
7. The College should review its signage at the three entry points (Algonquin Road, Roselle Road, and Euclid Avenue) and guide traffic with signs to route students to the important functions of the College.
8. Enrollment projections should be examined carefully and verified to insure there is a need for space for future instructional needs.
9. An electronic marquee should be considered to provide information at the Northeast Center to enhance the presence of the College in the community.
10. The institution should continue to monitor very closely the completion of the Regent system according to the original plan.

11. The shared-decision model should be graphically drawn and clear communication flows be prepared to insure the College community understands the flow of information.
12. The College should explore ways to expand the use of the Wellness Program by students and continue to offer seminars on substance abuse and the hazards of tobacco.
13. The College should determine if the five-hour child care limit in the Child Learning Center impairs access of students of the College and prevents potential employees from applying for positions.
14. The College should explore those sports available in high school for women and study the feasibility of beginning new programs for women.
15. The College should increase the font size and choose colors which are more legible for the student handbook.
16. The College should review its multicultural offerings and initiate the feasibility of developing lower division courses dealing with the culture and history of minorities and women studies.
17. The College will examine and report on the Assessment of Student Academic Achievement of its students by May 1, 1999.

Additional Concerns and suggestions in the body of the Report of a Visit:

18. There is lacking a clear understanding and delineation of lines of authority, communication and decision-making within the College.
19. The institution needs to modernize many of its labor-intensive manual systems to improve effectiveness.
20. The faculty record review did find some full-time and part-time faculty files without official transcripts which could not be satisfactorily explained by staff. This is a serious omission and should be addressed by the appropriate administrative personnel.
21. While the College has made progress in diversifying its human resources, it is apparent that there is a need to accelerate this effort.
22. It is suggested that the College explore the cleaning of entryways to remove the debris to make the entrances more attractive.
23. It is suggested the College review signage at the three entry points (Algonquin Road, Roselle Road, and Euclid Avenue) and guide traffic with signs to route vehicles to the important functions of the College (Admissions Office, College Center, Learning Resources Center) and other heavily used buildings and/or functions.

24. The electronics laboratory is pedagogically unsound. There are simultaneous classes being held and it is distracting to both the instructor and the students due to the lack of good acoustics.
25. It is suggested that the College undertake the remodeling of the entrance to the facility (NEC) and prominently display the name of the College on the building as a way of informing the public of the existence of the College. The facility should also be used by the main campus to perform student service functions and other services as well since there is technology available to communicate with the main campus.
26. The projected growth of the College and the enrollment projections need to be examined carefully and verified to insure space is needed for future instructional needs.
27. It is suggested that the communication flow continue to be clearly delineated with specific timelines, tasks to be accomplished, and responsible party for the accomplishments of those tasks to insure the implementation of the Technology Plan on schedule.
28. Instructional programs which use technology should continue to be improved, especially distance-education systems of delivery.
29. Given the very sound financial position of the College, the recent actions by the Board of Trustees to raise tuition at the institution four dollars each year for the next four years appears very questionable in light of the historical mission of the community college of realizing the dreams of students who are often first generation college students. The tuition increases are hard to justify in terms of financial need in the short term and may result in a declining enrollment. In addition, these appear to contradict the Board's tuition philosophy which defines the student tuition "target" to be 20% of the budget.
30. The recent actions by the Board to negotiate the contract with the faculty directly raises grave concerns. . . The Board of Trustees is inappropriately using its powers and undermining the specific role of the administration. . . there should be concern that steps be taken to prevent it (the Board's involvement in negotiating a collective bargaining agreement with faculty) from happening again.
31. 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.
32. The College must seek to embed the concepts of the center (One Stop Career Center) into the regular programs at the institution in order that this vision be sustained. . . there is a concern of what might happen to the center if the current funding source is depleted or eliminated.

33. It is difficult to determine curricular coherence beyond the course level (in career programs). Also problematic is the lack of a feedback loop to identify how the results of student assessment guides changes in curriculum and instruction to improve student learning. While it appears that the College is moving toward summary student assessment in career programs, significant work remains to be done.
34. As the definition of technical competence changes frequently, a more systematic review of curriculum content, followed by the identification or revision of program outcomes and the assessment of those outcomes would help the College to maintain technical currency in the curriculum and to determine the extent to which students in both certificate and degree programs are achieving technical competence.
35. The College may wish to consider, however, more external curricular review, particularly for certificate programs within associate degree programs, and to move expeditiously toward student assessment at the program level.
36. Much work in the assessment of student learning remains to be completed; the visiting team recommends that the College submit a report to the NCA to document progress toward full implementation.
37. Services to students would improve even more if offices providing related enrollment and information services could be located adjacent to each other. Space reallocation would alleviate problems of noise, crowding and lack of privacy experienced by students and staff in the Office of Student Financial Assistance.
38. As the demographics of the student body change, Admissions Outreach staff, financial assistance staff, and writers of College publications will need to explore ways of providing greater access to information about financial aid to current and prospective students.
39. The Office of Student Financial Assistance staff must improve the processes and procedures to insure that they comply with requirements for Federal recertification.
40. It is strongly suggested that the College determine if the (five hour child care) limit impairs access of students to the College and prevents potential employees from applying for positions. . . Employees should be included in the survey to determine the level of hardship experienced due to the care limit.
41. It is suggested that the College explore those sports available in high school for women and study the feasibility of beginning new programs for women.
42. It is suggested that the College examine its rule of requiring 10 students to start a club.

43. Recruitment and retention efforts may be greatly enhanced with a more diversified College community and the creation of curriculum dealing with women and minorities. The institution needs to move now to diversify its faculty, staff, and administration. . . It is recommended that the College continue to diversify its faculty, management and staff. The College should explore curriculum which deals with the culture and history of minorities and women's studies. It is recommended that the College explore ways of creating classes in the culture and history of minorities and women.
44. It is recommended that the College explore ways to start recruitment by the senior year. It is recommended that the College explore ways to start recruitment in the 11th grade or earlier, especially in the minority high schools where there has not been a history of college attendance.
45. The visiting team suggests that the College 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.
46. While the use of computers for assessment is to be commended, the College needs to be vigilant in helping those students who are not familiar with the technology, especially minority students.
47. There is no systematic acquisition and replacement plan in place for non-computer related equipment.
48. The process suggested by this schematic (linking planning with budgeting) needs to be actively incorporated into the planning and budgeting programs and shared throughout the College.
49. Some College officials with whom the team spoke believe that accurate reporting (of Title VI financial aid activity) continues to be a problem at the College. The College may therefore wish to review the reporting process to insure future compliance.
50. In the areas of nondiscrimination and affirmative action. . . the College might consider further strategies which would allow them to mirror at least the 18% minority population in the district.
51. The Catalog fails to include the name, address, and telephone number of the North Central Association, a requirement of NCA reflecting compliance with the Federal Higher Education Reauthorization Act.

Concerns:

52. The existence of multiple organizational structures at the institution has led to some internal confusion as to lines of authority, communication, decision making, and leadership.

53. Some personnel records for part-time and full-time faculty are missing significant documents such as transcripts.
54. There is a concern about the inconsistencies that occur through the delivery of the decentralization of Continuing Education Programs.
55. There does not appear to be College-wide understanding of how the many levels of planning (for example, Unit Planning, Area Planning, System Planning, Program Review, and Student Outcomes Assessment Planning) relate to each other, the mission and the budget.
56. The institution lacks a College-wide non-computer equipment acquisition and replacement plan.
57. While progress has been made in developing a more diverse campus, the College should continue its efforts toward multiculturalism through faculty, staff, administration, hiring, curriculum development, and student recruitment and retention efforts.
58. 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.
59. Sexual Harassment Policy and Procedures are not easily accessible to employees and have not been widely communicated.
60. The name, address, and telephone number of the North Central Association must be included in all publications which reference it.
61. The Federal financial aid program at the College receives provisional certification.

Goals/Tasks	Progress Report	Objective Builder	Profile
Links to priorities	Add accomplishments	Linking new objectives to new goals and tasks	Goal Tasks – instructional = SLRP (priorities from GT editor)
			Objectives/Strategy = annual builder plan (priorities from Obj Bldr)

