



**Strategic Long Range Plan  
2006-2009**

**2006 - 2009**

# **Strategic Long Range Plan**

Office of Strategic Planning and Alliances

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June 2006

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# PLANNING AT HARPER COLLEGE

## INTRODUCTION

Harper College engages in planning to assure that it is future oriented in serving its students and community. Our strategic long range planning is a process that guides the future direction of the organization. Specifically, it defines the institution's philosophy, mission, vision, core values, goals and tasks. The Strategic Long Range Plan (SLRP) is the outcome of this process. At Harper College, the SLRP serves as a road map to guide the delivery of programs and services to address community needs within the College's organizational resources. With 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. The plan contains six sections:

**PLANNING:** The first section identifies the planning process, context and history.

**CORE STATEMENTS:** The second section provides statements that define the very core of our institution. These core statements of belief (Philosophy), purpose (Mission), direction (Vision) and values (Core Values) serve as the guiding tenants for Harper College.

**SWOT:** Section three of the document contains the College's assessment of our Strengths, Weaknesses, Opportunities and Threats (SWOT). It identifies external and internal factors that must be acknowledged before we can determine how best to serve our students and our community. The SWOT analysis is reexamined and updated annually based on new institutional data\*.

**INSTITUTIONAL DIRECTIONS:** The fourth section identifies the College's institutional directions that guide our goal development.

**GOALS AND TASKS:** The fifth section identifies the institutional goals and tasks. It should be emphasized that goals and tasks are College-wide and address multiple areas of the College. Goals are broad statements of expected outcomes that will likely continue over the three-year planning period. Tasks denote specific areas of work for the institution. Goals and tasks are also updated annually based on the SWOT analysis to ensure their relevance to the institution.

**ADDENDUM:** The last section of this document contains a summary of the "Report of a Visit" by the North Central Association (NCA) of Colleges and Schools from September 1997. A status update on the issues identified in the NCA visit report also is included.

In summary, the planning process at Harper College ensures that the College is:

- **Mission Driven** by annually reviewing the core statements and utilizing them to drive our planning activities.
- **Data Based** by analyzing all relevant institutional data\* and annually updating our SWOT analysis to drive changes to our goals and tasks.

- **Institutionally Aligned** by having administrative and department plans tie to the SWOT, goals and tasks.
- **Accountable** to our constituencies by annually reporting to our Board and community progress made against our plan.
- **Inclusive** by ensuring all internal constituencies are represented on both the Institutional Planning Committee and the College Assembly, and accepting College-wide input into the planning process.

\*Institutional data provided for SWOT analysis includes, but is not limited to:

- Environmental Scan (includes analysis of economic, educational, demographic, political, social and technology factors impacting the College);
- Harper College Fact Book (includes annual update of key institutional data including: institutional profile, district demographics, student data, finances, facilities, human resources and support services);
- District Community Survey;
- Employee Climate Survey;
- Community College Survey of Student Engagement (CCSSE);
- Graduate Surveys;
- IPED's Data (including peer benchmarks);
- Institutional Data Trends resulting from Individual Program Reviews and Program Outcome assessment reports;
- College Budget Plan.

## **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 operation. As indicated by the North Central Association (NCA) 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 in place (e.g., institutional priorities, area goals, divisional plans, unit plans, a technology plan and space study), President Robert 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 in the future. The current plan represents the ninth consecutive comprehensive strategic long range plan approved by the Board of Trustees.

### **A Dynamic Plan**

In the 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 (IPRC), 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 allowed for greater input from the College community, included linkages between the components of the plan, provided more

documentation for SWOT and encouraged 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) finalized the campus-wide input guidelines that will be implemented during quarter four (April-June) of each year, (3) identified 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. The previous year's 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 were linked to the College priorities.

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

During 2002-2003, the IPRC evaluated the structure of the College's goals and tasks. A major effort was undertaken to integrate and simplify the area goals into institutional goals. After interviewing each member of President's Council, IPRC worked in teams to consolidate the 43 areas goals into 13 institutional goals. The committee also reviewed the first draft of the College's Environmental Scan, developed by the Office of Research. The Environmental Scan integrates institutional research findings, program review outcomes and marketing assessments into the planning process. A Community Leaders Forum was conducted this year for feedback on the Environmental Scan and future College directions.

During 2003-2004, the IPC evaluated the approach taken to SWOT development. After a summer retreat to evaluate the issue, it was decided to limit the SWOT items to those with institutional level impact and limit the number of items to 12 per category. This provides a more impactful analysis for the College.

During 2004-2005, the IPC reviewed and updated the SWOT. An intensive review of institutional tasks was conducted based on the outcomes report of 2003-2004. The committee eliminated redundancy by integrating the current tasks based on this review.

During 2005-2006, the IPC reviewed all portions of the plan. Great effort was devoted to studying the data provided by our first climate survey that was benchmarked against other community colleges. Focus was placed on soliciting more frequent and meaningful

input from all campus constituents. The three criteria for collecting input from the College community were refined so that all input would be:

- Institutional: relating to more than one program department or division and consistent with the College's mission and core statements.
- Data Driven: requiring data support that is documented and measurable. The source of the data must be cited. Source data must not be more than three years old, unless long-term trend data is provided.
- Peer Reviewed: comparing Harper data to that of peer community colleges (when available) before declaring the input a strength or weakness.

### **Use of the Plan**

The strategic plan is connected to the College's budget and ongoing annual operations of the College. Financial management, facilities, curriculum, educational delivery methods and other key operations reference the SLRP. All administrators and supervisory/confidential personnel develop one-year objectives and strategies that are tied to the SLRP. These objectives are reviewed periodically throughout the year and are assessed in the annual administrative evaluation process.

## THE PLANNING PROCESS

Overall stewardship of the planning process is the responsibility of the Vice President for Strategic Planning and Alliances. This administrator is responsible for the plan's timeline, coordination, committee consultation and documentation.

The annual planning cycle contains eight phases:

### **Phase I Environmental Scanning**

The Office of Research is responsible for coordinating the internal data and external assessment of the College's environment (see page 3 for institutional data provided). The College conducts one major constituency study each year, on a three year rotating basis, including research on our community, our students and our employees. Outputs of this phase are the Fact Book and the Environmental Scan. From this assessment comes the 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 Core Statements**

Annually, the philosophy, mission, vision and core values statements will be reviewed. When necessary, they will be adjusted to reflect new conditions and/or changing needs in the environment.

### **Phase III Goals and Tasks Development**

The initial part of this phase will be the review of the institutional directions as initiated by President's Council, reviewed and recommended by the Institutional Planning Committee for the coming year. The need for changes in goals and tasks often arise from the assessment of accomplishments from the previous year's Institutional Outcomes Report and from new challenges emerging from the SWOT analysis.

Every year the goals and tasks will be reviewed and updated as necessary. Tasks specifying the specific focus of the goals will be the responsibility of various committees, or units, of the College. These tasks will serve as the basis for prioritized objectives detailed in staff, committee and department plans.

### **Phase IV Annual Plan Development**

Annual plans are prepared by administrators for the area, division and department planning level. They contain objectives that are consistent with the institutional core values, institutional directions and the goals and tasks.

### Phase V Plan and Budget Monitoring

Major initiatives are tracked against the institutional goals and their budget impact is reflected in the annual budget. Budget monitoring occurs monthly and plan monitoring occurs semiannually.

### Phase VI Annual Performance Review

Within the various administrative areas of the College, all participating staff members will report their performance in accomplishing their annual plans which contribute to the implementation of the SLRP. Accomplishment of annual plan objectives is part of the performance evaluation of all administrators.

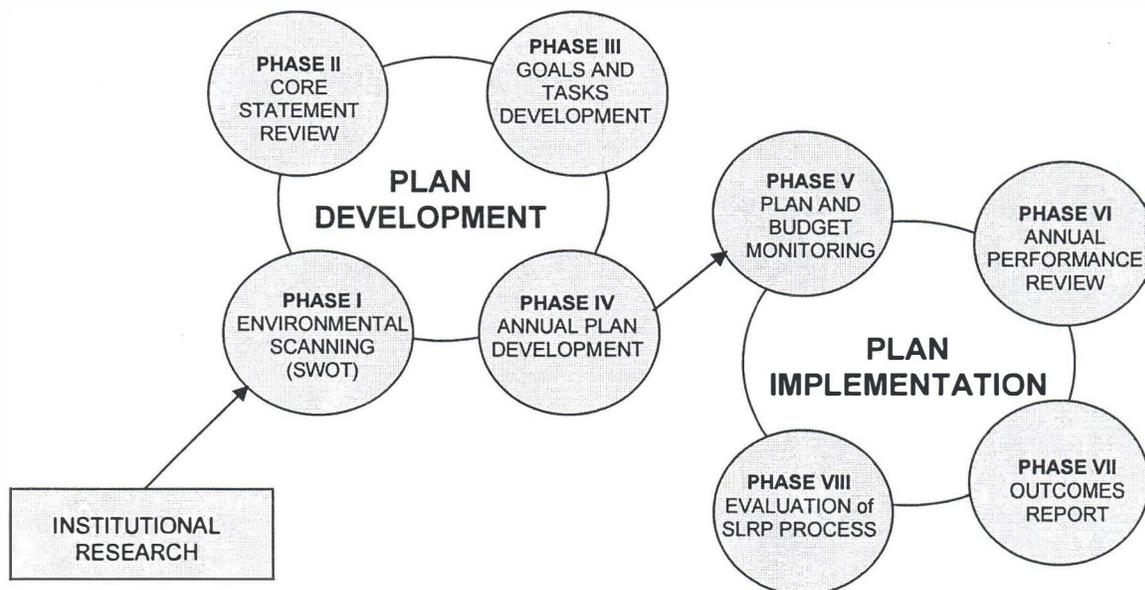
### Phase VII Institutional Outcomes Report

The Institutional Outcomes Report contains the achievements of the College toward implementing the institutional goals and tasks for the year. The report is presented to the Board of Trustees for review and published on the College's Web site for community review.

### Phase VIII Evaluation of SLRP Process

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

### Annual Planning Process



## **PHILOSOPHY STATEMENT**

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

## **MISSION STATEMENT**

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

- To provide the first two years of baccalaureate education in the liberal and fine arts, the natural and social sciences and preprofessional curricula designed to prepare students to transfer to four-year colleges and universities.
- To provide educational opportunities that enable students to acquire the knowledge and skills necessary to enter a specific career.
- To provide continuing educational opportunities for professional job training, retraining and upgrading of skills and for personal enrichment and wellness.
- To provide developmental instruction for underprepared students and educational opportunities for those who wish to improve their academic abilities and skills.
- To provide co-curricular opportunities that enhances the learning environment and develops 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, Harper College will be a leader in teaching and learning, transforming lives by responding to the needs of the individual and the community.

## INSTITUTIONAL CORE VALUES

Consistent with its philosophy, mission and vision, we, the employees and public servants of Harper College, have chosen values by which we will work. These values 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 and development which improve personal and institutional performance.
- Encourage and empower all to achieve his or her 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.

**STRENGTHS, WEAKNESSES,  
OPPORTUNITIES AND THREATS  
(SWOT)**

## STRENGTHS

(A strength is a positive internal institutional attribute.)

### **Strength 1: National, State and Regionally Recognized Achievements**

#### Item Description:

Harper College has distinguished itself by achieving national recognition in areas such as academics, services and student activities.

#### Supporting Comments:

Nationally recognized achievements in academics, services and student activities increase Harper's visibility and demonstrate to the community that the College provides excellent education and enriches personal growth. National recognitions received over the last three years are listed below:

- **Chemistry Department**-the only National Science Foundation Undergraduate Research Grant awarded to a community college, 2006.
- **Computer Information Systems Department**-Greenhouse Exemplary Course Award, 2006, Blackboard, for CIS 218 E-Commerce Development.
- **Center for Multicultural Learning**-Celebration of Diversity Award, 2005, National Association of Students Personnel Administration, for Multicultural Faculty Fellows Program.
- **Access and Disability Services**-Exemplary Practice Award Winner, 2005, National Council on Student Development (NCSDD), 2005, for Program for Achieving Student Success.
- **Wrestling Team**-National Champion, 2006, second in the nation, 2005 and third in the nation, 2004, NJCAA.
- **Speech Team**-Debate National Champions, 2006, Speech Team sixth in nation, 2006, fourth in the nation, 2005 and 2004, Phi Rho Pi Competition.
- **Student Math League**-National Champion, 2005, American Mathematic Association of Two-Year Colleges.
- **Football Team**-National Champion, 2004 and 2003, National Junior College Athletic Association (NJCAA).
- **In Zone Program**-Exemplary Program Award, 2004, National Council for Continuing Education and Training (NCCET).
- **Continuing Education Division**-Learning Resources Network Award, 2003, Learning Resources Network (LERN).
- **Accounting Services**-Distinguished Budget Award, 2005, Government Finance Officers Association, for seventh consecutive year.
- **Marketing Services**-2004 Annual Report: "Best in Show" International Gallery of Superb Printing, 2005; Gold Award, Admissions Marketing Report, 2005; Bronze medal, CASE, Council for Advancement and Support of Education National Awards, 2005. Gold Medallion Award, 2005, National Council for Marketing and Public Relations for Fall 2005 Course Schedule; and Silver Medallion for Learning Life Electronic Newsletter. Bronze Paragon Award, 2005, National Council for Marketing and Public Relations for Banners and Outdoor Media. Award of

Excellence, 2005, University and College Designers Association (UCDA),  
Educational Foundation Case Brochure Cover.

- **Track and Field Teams**-Men's Team: second in the nation, 2006, Women's Team: third in the nation, 2006, NJCAA.
- **Volleyball**-Fourth in the nation, 2006, NJCAA.
- **Men's Cross Country**-Sixth in the nation, NJCAA, 2005.
- **Women's Cross Country**-Seventh in the nation, NJCAA, 2005.
- State and Regional Achievements (see Addendum).
- Accreditations (see Addendum).
- Affiliations (see Addendum).
- Certifications (see Addendum).

## **Strength 2: Safety and Security Initiatives**

### Item Description:

The College provides a safe, secure environment for learners, employees and visitors.

### Supporting Comments:

A safe, secure environment is necessary for learners and employees to function at their best. The safety and security initiatives meet or exceed federal, local and state requirements.

Harper College has provided security and safety technology in the form of card access at specified doors, closed-circuit security television in public spaces and emergency call boxes throughout the parking lots and walkways. The College enjoys an extremely low record of crimes of violence. Federally defined Category I crimes are reported annually as mandated by statute for each of the three preceding years. This report is updated annually during October.<sup>1</sup> In addition, Harper College reports all crime as mandated by federal law to the Federal Bureau of Investigation.<sup>2</sup>

The College has a comprehensive Emergency Operation Plan (EOP)<sup>3</sup> in place. The plan includes annual table-top exercises as well as a full-scale mock disaster every five years, evacuation plans for each building, annual drills and designated areas of rescue assistance.

Additionally, Harper College has addressed safety issues through a chemical hygiene plan, Environmental Health and Safety,<sup>4</sup> and revised its emergency procedures relating to workplace safety. The College has three safety committees to address safety concerns: the Facilities committee and Laboratory Safety and Physical Plant Safety subcommittees.

## **Strength 3: Relationships and Programs with Area High Schools**

### Item Description:

The relationships and programs with area high schools have led many in-district students to choose to attend Harper College while they finish high school and after graduation.

### Supporting Comments:

- 35 percent of district high school graduates attend Harper.<sup>5</sup>
- The percentage climbs to 50 percent counting students who enroll one or one and a half years after graduation.<sup>5</sup>
- 97 percent of Harper's freshmen students said they would recommend the College to a friend.<sup>6</sup>

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<sup>1</sup> harpercollege.edu

<sup>2</sup> FBI National Incident Based Reporting System, <http://www.fbi.gov>

<sup>3</sup> [http://hip/as/public\\_safety/Emergency%20Procedures%20\(Revised%20September%202000\).doc](http://hip/as/public_safety/Emergency%20Procedures%20(Revised%20September%202000).doc)

<sup>4</sup> Environmental Health and Safety Plan,

[http://hip/as/plant\\_aux/Documents/EHS%20Manual%20Oct%202005.doc](http://hip/as/plant_aux/Documents/EHS%20Manual%20Oct%202005.doc)

<sup>5</sup> Admissions Outreach, In-District High School Attendance Report, October 2005

<sup>6</sup> Harper College Survey of 2002 Graduates, December 2004

- Outreach efforts have resulted in 3,596 student contacts in 2005.
- Provided dual credit opportunities for 585 current high school students in FY04-05.
- 163 students took classes as concurrent students in FY04-05.

#### **Strength 4: Physical Environment**

##### Item Description:

Harper College is committed to the improvement of the physical environment by the continuous upgrades of campus grounds and buildings.

##### Supporting Comments:

The College is committed to making the physical environment a safe and pleasing place to work and learn as demonstrated by the Campus Beautification project and maintenance enhancements including new signage program, remodeling, new buildings, landscaping, lighting and a growing art collection.

- Completed construction of Avanté, 2004.
- Upgraded external lighting, 2003.
- Installed internal signage, ongoing.
- Implemented beautification projects including the North Garden and Courtyard and installed the sculpture, *Jubilee*, 2004.
- Remodeled the Assessment Center, 2004.
- Remodeled Student Center in Building A, 2004.
- Continued program to replace carpeting and abate asbestos, 2003-2005.
- William's Web computer alcove (Building L), 2004-2005.
- Harper Professional Center Fast Track Classrooms, 2004 and 2005.

#### **Strength 5: Commitment to Diversity**

##### Item Description:

The College has demonstrated a long-term commitment to diversity through outreach, curriculum, human resource endeavors and employment.

##### Supporting Comments:

In higher education today, a strong commitment to diversity is not a "nice-to-do" that allows institutions to stand out, but is an imperative required for many accreditations. Of equal importance is the reality that Harper's students are part of a global society. The knowledge acquired and the competencies refined will be applied within this diverse context.<sup>7</sup>

- Diversity requirement for transfer degrees, FY2005.
- College Diversity Plan, ongoing.
- Diversity committee, student clubs/organizations, Center for Multicultural Learning and Bilingual Outreach, ongoing.

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<sup>7</sup> Environmental Scan, p. 20, Demographic

- Achieved a diversity hiring rate of 31 percent (self-identified) for new hires in FY2005.
- Received the Illinois Council of Community College Administrators Innovation Award for the Center for Multicultural Learning, 2003.
- Infused multicultural learning across the curriculum through the Faculty Fellows Program by selecting and training five faculty from AED, Geography, Political Science and English, FY2005.
- Developed and hosted Harper's first Diversity Regional Symposium for 125 attendees, 2004.
- Diversity training requirement for search committees, ongoing.<sup>8</sup>
- Initiated CARE campaign through Student Senate and drew more than 1,500 attendees to four community building campus events, FY2005.
- Provided 34 diversity awareness events serving 3,743 students and staff, FY2005.

### **Strength 6: Commitment to Professional Development**

#### Item Description:

Harper College employees have institutional support and encouragement to pursue opportunities for professional growth and enrichment.

#### Supporting Comments:

Employees across the College have professional development and training opportunities; this is an essential component of employee and program evaluation.

- Provide more than \$500,000 annually in professional development funds to employees.
- Implemented professional development workshops and seminars focused on classroom-based strategies that increase retention, including 66 professional development seminars for 453 faculty and adjunct faculty and four graduate courses (Brain Based Learning, Engaged Learning and Technology, Studies in Professional Development for Educators and Online instruction) enrolling 56 faculty in FY2005.
- Offered more than 335 professional development opportunities for more than 1,700 employee participants in FY2005.<sup>9</sup>
- Offered Disney Institute's "Keys to Exceptional Service" workshop in April 2005 for 118 Harper employees. Initiated follow-up "Summer Series on Service" in June 2005 which averaged 25 participants per session.
- Professional development funds mini-grant programs, PDU/CEU structure, IT and faculty seminars, in-service, local, regional and national conferences and workshops.

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<sup>8</sup> Diversity Plan 2003-2004, [hip/hr/diversity/diversity\\_plan\\_2003\\_2004.doc](http://hr/diversity/diversity_plan_2003_2004.doc)

<sup>9</sup> Institutional Outcomes Report, 2004-2005, p. 17

### **Strength 7: Growing Enrollment**

Item Description:

There has been a steady increase in credit full-time equivalent (FTE) students for the past five years.

Supporting Comments:

Full-Time Equivalent (FTE) is the number of credit hours divided by 15.

### **Credit Full-Time Equivalent (FTE) by Semester<sup>10</sup>**

	2000-01	2001-02	2002-03	2003-04	2004-05
Summer	2,378	2,414	2,443	2,603	2,660
Fall	7,667	7,781	8,070	8,672	9,104
Spring	7,124	7,517	7,844	8,361	8,697
<b>Total</b>	<b>17,169</b>	<b>17,712</b>	<b>18,357</b>	<b>19,636</b>	<b>20,461</b>

### **Strength 8: Technology Infusion**

Item Description:

Technology infusion has been embraced by Harper, and today is incorporated into all aspects of instructional delivery and business operations.

Supporting Comments:

Harper's Board of Trustees continues to support technology and is committed to funding the Technology Plan initiatives via their approval of a technology fee (\$5/credit hour) and general purposes bond sales for a total of about \$2 million annually.

CENIQ is the method utilized in concert with the budgeting process and timeframes that the user community submits to request approval for technology (hardware, media and software). Outcomes of the Technology Plan<sup>11</sup> include:

- Retrofitted 104 classrooms.
- Developed 95 computer labs.
- Upgraded campus network infrastructure.
- Implemented Harper ID Cards.
- Developed Web payment and new Enterprise Resource Planning (ERP) system.

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<sup>10</sup> Source: ICCB A1 files

<sup>11</sup> Institutional Technology Plan, 2004

## **Strength 9: Institution's Financial Position**

### Item Description:

The institution's financial position is strong and allows the flexibility to strategically plan for the future.

### Supporting Comments:

Ensuring a balanced budget and the retention of fund balances within board policy is a major accomplishment in Illinois. Moody's Investor Service recently indicated the Illinois school district sector remains challenged with widespread structural imbalances, declining liquidity and expenditure growth that is outpacing revenue growth. A significant number of Illinois school districts have operating deficits and that number is increasing. In the 2000-2001 school year, more than 160 of the state's 894 districts were in their third year of operating deficits, according to the State Board of Education. Harper will not have to face the dire consequences of deficit budgets due to its financial policies.

### FY2005 Financial Outcomes<sup>12</sup>:

- Reaffirmed Moody's Aaa bond rating.
- Received unqualified audit opinion including a management letter with no significant findings.
- Balanced budget in the educational fund.
- Received the Government Finance Officers Association Distinguished Budget Award for sixth consecutive year.
- Created new policies and procedures to comply with Sarbanes-Oxley concerns.

## **Strength 10: Institutional Climate Distinctions**

### Item Description:

The recent climate survey<sup>13</sup> identified seven areas of the 55 studied that tested into the collaborative range, constituting a strength. While the overall institutional rating showed no significant difference between Harper and other community colleges, any results falling into the collaborative system range warrant acknowledgement.

### Supporting Comments:

Items testing into the collaborative cultural range include:

- The extent to which accuracy is expected of me in my job. (Item 36)
- The extent to which my skills are appropriate for my job. (Item 37)
- The extent to which I feel my job is relevant to this institution's mission. (Item 38)
- The extent to which I am responsible for meaningful work. (Item 39)
- The extent to which students receive an excellent education at this institution. (Item 46)
- The extent to which this institution prepares students for a career. (Item 50)
- The extent to which this institution prepares students for further learning. (Item 51)

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<sup>12</sup> Institutional Outcomes Report, 2004-2005, p. 5

<sup>13</sup> Institutional Climate Survey, June 2005

## WEAKNESSES

(A weakness is an institutional attribute requiring improvement.)

### **Weakness 1: Inability to Determine Enrollment Capacity**

#### Item Description:

A method does not exist to determine the student capacity limit for Harper. Combined credit and continuing education enrollment is 37,249,<sup>14</sup> and full capacity eventually will be reached.

#### Supporting Comments:

While Harper continues to plan for and support enrollment growth, institutionally it must be determined what enrollment level can be supported by current systems. Scheduling and room utilization studies have been completed during the last year giving consideration to days of the week, credit value of the course and length of the courses. Other enrollment capacity impacts that have yet to be factored into the analysis include:

- Program level course offerings.
- Student intent and progression tracking.
- Support services (both student and academic) impacts.
- Program modality impacts (traditional classroom sections, distance learning).

### **Weakness 2: Physical Plant and Infrastructure**

#### Item Description:

Conditions of campus buildings vary as a result of age and lack of renovation since original construction including substandard and/or nonexistent infrastructure. State funding to support these needs is not forthcoming.

#### Supporting Comments:

- Detailed plans for renovating buildings I, J, C, D west and A are not yet developed.
- Building D east of the knuckle has been identified for demolition.<sup>15</sup>
- Lack of adequate program and support space and up-to-date technology in some areas will impact the quality of offerings, campus safety, future planning and recruitment.
- While the RAMP document is submitted for buildings G, H and M, they are still unfunded, and the funding timeframe is unpredictable.

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<sup>14</sup> Annual Credit and CE Student Count, Fact Book 2005, December 2005, p. 2

<sup>15</sup> Campus Master Plan

### **Weakness 3: No Model to Track Student Intent**

#### Item Description:

Institutionally, no method exists to track student intent. Intent is defined as the goal of the learner while attending Harper. Student intent can change during the course of his or her time at Harper.

#### Supporting Comments:

The lack of a student intent tracking system severely limits the ability to measure the College's effectiveness at the program and institutional levels. The State of Illinois has discussed moving to an outcomes-based funding system, which would require Harper to document that learners are meeting their intent. The Higher Learning Commission (HLC) requires the College to "integrate into assessment of student learning the data reported for the purposes of external accountability (graduation rates, passage rates on licensing exams, placement rates and transfer rates)." Student learning is difficult to assess without a connection between individual learners and an identified program's outcomes. The College currently utilizes the major area of study data but it is widely agreed that this data is unreliable for learner and program assessment. The new Enterprise Resource Planning system will address this issue in the student system in FY2007.

### **Weakness 4: Program Level Outcomes Assessment**

#### Item Description:

There exists a trend nationally toward outcomes-based education. Harper's existing outcomes have not been consistently measured and applied to program assessment and improvement. The first institutional program assessment cycle has been completed but the desired level of program improvement has not yet been reached.

#### Supporting Comments:

The Higher Learning Commission currently has institutional, program and course level outcomes identified as requirements. Although all programs and courses have identified outcomes, consistent program level assessment methods had not been consistently implemented across the College.<sup>16</sup> A new College-wide framework for program level outcomes was adopted by the College in FY2005. Training for all programs was held in October 2004, and all programs completed the first assessment cycle in September 2005. All programs received individual counseling on the first year results. Harper is closer to a consistent implementation than ever before, but has not yet achieved the desired level of assessment consistency resulting in program improvement.

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<sup>16</sup> NCA 1997 Visit Report and 2004 Handbook of Accreditation

## **Weakness 5: Institutional Climate Concerns**

### Item Description:

The recent climate survey identified six areas of the 55 studied that tested into the competitive range, constituting a weakness.<sup>17</sup> While the overall institutional rating showed no significant difference between Harper and other community colleges, any results falling into the competitive system range warrant attention and concerted efforts directed toward improvement.

### Supporting Comments:

Items testing into the competitive cultural range include:

- The extent to which I am able to appropriately influence the direction of this institution. (Item 9)
- The extent to which open and ethical communication is practiced at this institution. (Item 17)
- The extent to which information is shared within this institution. (Item 19)
- The extent to which a spirit of cooperation exists at this institution. (Item 24)
- The extent to which this institution is appropriately organized. (Item 34)
- The extent to which decisions are made at the appropriate level at this institution. (Item 35)

## **Weakness 6: Current Enterprise Resource Planning (ERP) System**

### Item Description:

Many business functions that should be integral components of an Enterprise Resource Planning (ERP) system are not available in the current system REGENT.

### Supporting Comments:

Harper seeks to improve workflow and business processes to provide more timely and efficient services to learners and employees and provide self-service via the Internet and Portals. While Harper has maintained a leading edge in the technology infrastructure, it has fallen behind in business applications. Harper has outgrown the current vendor who cannot deliver new applications or upgrade existing applications to meet Harper's strategic direction. The new ERP system was approved by the Board in FY2005.

- Financial module was implemented in November 2005.
- Human Resources module was implemented in January 2006.
- Student system is scheduled to be implemented in March 2007.

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<sup>17</sup> Institutional Climate Survey, June 2005

## **Weakness 7: Distance Education Programs**

### Item Description:

Currently, Harper has no complete distance degree programs to serve the population of interested adult students. Online education requires a limited number of visits to campus with all other course activities being completed via the Internet. Blended courses include Internet and traditional classroom components. Harper did receive accreditation from the Higher Learning Commission in 2005 to offer complete programs via distance education.

### Supporting Comments:

Ten Harper certificate programs are available via distance delivery, as well as 163 individual courses. No complete associate degree programs are available in a distance option (online or other distance learning format). Additional issues related to distance education is the lack of a comprehensive system for "Student Opinionnaires" for these programs, as well as a lack of online information sessions for online programs. Learners now have a variety of options for taking distance courses including completing degree programs online at other institutions. Some learners require the flexibility of online programs to pursue higher education. Select courses online do not meet the complete program requirements of these learners. As enrollment increases, distance programs and course offerings can accommodate more learners than physical capacity would otherwise allow. According to Howell, Williams and Lindsay, several student enrollment trends that impact distance education include:

- "The current higher education infrastructure cannot accommodate the growing college-age population and enrollments, making more distance education programs necessary."
- "Students are shopping for courses that meet their schedules and circumstances."
- "Higher education learner profiles, including online, information-age and adult learners, are changing. Online students are becoming an entirely new subpopulation of higher education learners."<sup>18</sup>
- In a recent survey of community residents,<sup>19</sup> among respondents likely to enroll in a course within the next five years, 47 percent aged 25-54 and 44 percent of respondents aged 55-64 preferred a distance learning option.

Progress is being made to place an entire program online. All courses needed to obtain AA and AS degrees at a distance (Internet, blended, telecourse and teleweb combinations) now are developed, or in the process of development, with the exception of Speech 101. The Higher Learning Commission (HLC) conducted a site visit in September 2005 to accredit distance learning degrees. This accreditation was received February 20, 2006.

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<sup>18</sup> "Thirty-two Trends Affecting Distance Education: An Informed Foundation for Strategic Planning" in Online Journal of Distance Learning Administration, Volume VI, Number III, Fall 2003, State University of West Georgia, Distance Education Center.  
[www.westga.edu/~distance/ojdl/fall63/howell63.html](http://www.westga.edu/~distance/ojdl/fall63/howell63.html)

<sup>19</sup> Community Needs Assessment 2004, September 2004, p. 24

## **OPPORTUNITIES**

(An opportunity is an external situation outside of Harper's control that has no negative impact if not acted upon.)

### **Opportunity 1: College Degree Employment Standard**

#### **Item Description:**

"The baccalaureate is replacing associate degrees as the entry-level credential for many jobs that pay the best salaries and offer opportunities for promotions."<sup>20</sup> Among the 20 fastest growing occupations, a bachelor's or associate degree is the most significant source of postsecondary education or training for 12 of them.<sup>21</sup> The area's highly educated residents and the growing gap between wages for high school graduates and college graduates apply additional pressure upon individuals in the work force to pursue higher education. This force creates pressure on those without a bachelor's degree to begin the college process in greater numbers than previously seen, creating an increased higher education market potential.

#### **Supporting Comments:**

In relation to hiring, "Employers plan to target business, engineering and computer-related degrees at both the bachelor's and master's degree level in 2005-06."<sup>22</sup> Among needed degrees listed by Harper district employers, 90 percent were bachelor's level or higher.<sup>23</sup>

Possible Impact: Marketing strategy, recruitment, enrollment and educational programs.

### **Opportunity 2: Partnering with For-Profit Educational Institutions**

#### **Item Description:**

Continuing growth in regional for-profit higher education institutions provides partnership opportunities. For-profit educational institutions tend to have higher tuition rates than Harper. There is a financial benefit for learners to complete their general education requirements at Harper.

#### **Supporting Comments:**

"We need to understand how students can best be supported to take advantage of the full range of resources provided by community colleges and their not-for-profit counterparts."<sup>24</sup> For-profit institutions are not always direct community college competitors; rather, they seek learners interested in pursuing a bachelor's degree and professional master's programs. There exists cooperative opportunities for community

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<sup>20</sup> The Community College Baccalaureate: Emerging trends and Policy Issues, 2005, p. 16

<sup>21</sup> U.S. Department of Labor Bureau of Labor Statistics, Tomorrow's Jobs, December 20, 2005

<sup>22</sup> National Association of Colleges and Employers, (NACE) Job Outlook Report 2006

<sup>23</sup> Community Needs Assessment, 2004, p. 46

<sup>24</sup> National Center for Postsecondary Improvement, For Profit Higher Education and Community Colleges, 2002

colleges in “relieving [learners] of the [financial] burden of general education.”<sup>25</sup> Since the for-profits are more expensive, learners can save money by attending Harper.

Possible Impact: Marketing strategy, recruiting, partnerships and educational programs.

### **Opportunity 3: Homeland Security**

#### Item Description:

There exists an increasing public interest in new and existing educational programs and an increasing amount of grant opportunities in support of National Homeland Security initiatives.

#### Supporting Comments:

The “War on Terrorism” has a number of broad societal effects, specifically:

- Increased demand for education programs supporting careers in public service, especially law enforcement, emergency services and computer security.
- Increased grant opportunities within defense or homeland security areas.

The Department of Homeland Security (DHS) announced \$30 million in Competitive Training Grants in September 2005. DHS awarded funding to 15 organizations for training initiatives that further the department's all hazards mission of preparing the nation to prevent, deter, respond to and recover from incidents of terrorism and natural disasters.<sup>26</sup>

Possible Impact: Financial and educational programs.

### **Opportunity 4: Community Partnering**

#### Item Description:

There exists an increasing interest from businesses, nonprofits and government organizations to partner with community colleges.

#### Supporting Comments:

American Association of Community Colleges (AACC) conducted a national survey of colleges that indicated they are engaged in partnering with local and state government, nonprofit organizations and local schools. Survey findings include that more than 82 percent of community colleges reported that offering community programs and services is part of their mission statement.<sup>27</sup> IBM and the American Society for Training and Development surveyed learning and human resources executives to understand perceptions and use of external learning services. The data reveal that the marketplace is

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<sup>25</sup> Community College Research Center, April 2002

<sup>26</sup> Department of Homeland Security Website; <http://www.dhs.gov/dhspublic>, Press Release September 30, 2005.

<sup>27</sup> American Association of Community Colleges, Research Brief, Community College Engagement in Community Programs and Services, 2003

driven by cost savings opportunities, but is poised for future growth as companies look to service providers to help accelerate the transformation of their “learning environments.”<sup>28</sup>

Possible Impact: Partnerships and Harper College for Businesses.

### **Opportunity 5: Online Education**

#### Item Description:

Learners are seeking complete degrees and certificates online. At Harper, online education means fewer visits to campus are required; all other course activities are completed via the Internet.

#### Supporting Comments:

“The Internet is becoming dominant among other distance-education media.”<sup>29</sup>

The availability of online education in-district is widening learner choices:

- Enhanced convenience is valued in education.
- Distance learning/online education is a fast growing delivery mode.
- Compressed learning also is a fast growing trend in higher education.
- Adults between 25 and 54 years of age exhibit a preference for distance learning.<sup>30</sup>

Possible Impact: Enrollment.

### **Opportunity 6: District Employment of Nonresidents**

#### Item Description:

A large percentage of non-district residents are employed in the district.

#### Supporting Comments:

The population of Harper’s district more than doubles between the hours of 8 a.m. and 5 p.m. Edge cities, like Schaumburg, Illinois, have become vastly larger than many of the 45 remaining major downtowns in the United States offering more jobs than downtown Houston, Seattle, St. Louis or Baltimore. Edge cities have become destinations in and of themselves.<sup>31</sup> These district workers represent possible learners for Harper’s programs.

Possible Impact: Enrollment, marketing strategy and educational programs.

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<sup>28</sup> IBM/ASTD Learning Outsourcing Survey, December 2004

<sup>29</sup>“Thirty-two Trends Affecting Distance Education: An Informed Foundation for Strategic Planning” in Online Journal of Distance Learning Administration, Volume VI, Number III, Fall 2003, State University of West Georgia, Distance Education Center.  
[www.westga.edu/~distance/ojdl/fall63/howell63.html](http://www.westga.edu/~distance/ojdl/fall63/howell63.html)

<sup>30</sup> Community Needs Assessment 2004, September 2004, p. 24

<sup>31</sup> Exploring Edge Cities: Report of a National Survey of Senior Planners, Institute for Metropolitan Affairs, Roosevelt University, May 2002

## Opportunity 7: Changing Job Markets

### Item Description:

Occupational projections indicate changing employment conditions pushing demand for training and education in these areas.

### Supporting Comments:

Sixteen of the top 20 fastest growing occupations are in the computer-related and health-related fields.<sup>32</sup>

### Top 20 Job Titles by Percent Growth 2002-2012 Chicago MSA Occupational Projections<sup>33</sup>

		Base Year	Proj Year	Employment		Average Annual		
				Change		Job Openings		
Standard Occupational Classification (SOC)		Employment	Employment	2002-2012		Due to	Due to	
Code	Title	2002	2012	Number	Percent	Growth	Separations	Total
31-9092	Medical Assistants	5,722	8,416	2,694	47.08	269	106	375
15-1081	Network Systems/Data Communication Analysts	4,367	6,358	1,991	45.59	199	52	251
21-1093	Social and Human Service Assistants	6,307	9,029	2,721	43.14	272	111	383
39-9031	Fitness Trainers and Aerobics Instructors	4,967	7,035	2,068	41.64	207	114	321
29-1071	Physician Assistants	754	1,048	294	39.00	29	12	41
29-2056	Veterinary Technologists and Technicians	1,190	1,637	448	37.62	45	15	60
31-1011	Home Health Aides	8,837	12,121	3,284	37.16	328	116	444
29-2071	Medical Records/Health Information Technicians	3,853	5,285	1,431	37.14	143	55	198
31-2012	Occupational Therapist Aides	201	271	70	34.64	7	3	10
31-2021	Physical Therapist Assistants	1,506	2,027	522	34.64	52	25	77
15-1061	Database Administrators	3,510	4,713	1,203	34.27	120	36	156
21-1023	Mental Health/Substance Abuse Social Workers	1,838	2,468	630	34.26	63	31	94
47-4041	Hazardous Materials Removal Workers	846	1,126	280	33.04	28	22	50
39-9021	Personal and Home Care Aides	11,108	14,761	3,653	32.88	365	178	543
19-3094	Political Scientists	100	133	33	32.67	3	2	5
13-2052	Personal Financial Advisors	3,690	4,882	1,192	32.31	119	48	167
15-1051	Computer Systems Analysts	20,204	26,623	6,419	31.77	642	228	870
29-1122	Occupational Therapists	2,786	3,667	881	31.62	88	38	126
31-2011	Occupational Therapist Assistants	407	535	128	31.46	13	5	18
17-1012	Landscape Architects	476	626	149	31.38	15	5	20

<sup>32</sup> Occupational employment projections, Bureau of Labor Statistics 2004

<sup>33</sup> IDES Employment Projections (<http://lmi/ides.state.il.us>), February 2005

When the number of new jobs projected rather than percent growth is used to define the top 20 jobs, computer and health related jobs account for four; with various other service occupations rounding out the top 20. <sup>34</sup>

**Top 20 Job Titles by New Jobs (Growth)  
2002-2012 Chicago MSA Occupational Projections<sup>34</sup>**

				Employment		Average Annual		
		Base Year	Proj Year	Change		Job Openings		
Standard Occupational Classification (SOC)		Employment	Employment	2002-2012		Due to	Due to	
Code	Title	2002	2012	Number	Percent	Growth	Separations	Total
29-1111	Registered Nurses	61,257	72,806	11,550	18.85	1,155	1,280	2,435
13-1199	Business Operations Specialists, AO	49,987	61,528	11,541	23.09	1,154	850	2,004
43-4051	Customer Service Representatives	60,152	70,797	10,645	17.70	1,065	896	1,961
37-2011	Janitors & Cleaners, except Maids/Housekeepers	68,045	78,509	10,464	15.38	1,046	1,293	2,339
41-2031	Retail Salespersons	107,465	117,396	9,931	9.24	993	3,912	4,905
11-1021	General and Operations Managers	73,886	83,808	9,923	13.43	992	1,396	2,388
35-3031	Waiters and Waitresses	56,684	65,649	8,964	15.81	896	2,919	3,815
35-3021	Combined Food Prep/Serving Workers, Fast Food	41,186	49,658	8,472	20.57	847	1,783	2,630
41-2011	Cashiers	91,570	99,542	7,972	8.71	797	4,459	5,256
53-3032	Truck Drivers, Heavy and Tractor Trailer	47,985	55,576	7,591	15.82	759	782	1,541
25-3999	Teachers, Primary, Secondary and Adult, AO	26,480	34,036	7,555	28.53	756	326	1,082
41-4012	Sales Reps, Wholesale and Manufacturing	45,840	52,680	6,840	14.92	684	1,206	1,890
31-1012	Nursing Aides, Orderlies and Attendants	29,553	36,353	6,800	23.01	680	387	1,067
43-4171	Receptionists and Information Clerks	32,780	39,355	6,575	20.06	657	806	1,463
15-1051	Computer Systems Analysts	20,204	26,623	6,419	31.77	642	228	870
33-9032	Security Guards	31,761	38,035	6,274	19.75	627	692	1,319
13-2011	Accountants and Auditors	35,247	40,893	5,645	16.02	565	666	1,231
47-2111	Electricians	20,183	25,335	5,151	25.52	515	400	915
25-2031	Secondary School Teachers, exc.Special/Voc Ed.	37,954	43,093	5,139	13.54	514	1,067	1,581
37-3011	Landscaping and Groundskeeping Workers	23,907	29,048	5,142	21.51	514	521	1,035

Possible Impact: Enrollment and instructional programs.

**Opportunity 8: Residents Employed Outside of District**

Item Description:

Eighty-two percent of Harper's district residents commute out of their city of residence to work and 60 percent commute at least 30 minutes to work.<sup>35</sup> The majority of district residents work outside of the district.

<sup>34</sup> Occupational employment projections to 2014, November 2005, Vol. 128, No. 11  
<http://www.bls.gov/opub/mlr/2005/11/art5abs.htm>

Supporting Comments:

These individuals have less discretionary time to take advantage of educational services. Those seeking educational services will base their decision on the convenience and portability of their educational resources.

Possible Impact: Enrollment and instructional programs.

**Opportunity 9: Trend to Provide Bachelor's Degrees**

Item Description:

Community colleges offering select bachelor's degrees is a fast-growing trend in higher education.<sup>36</sup> Fourteen states currently allow community colleges to offer bachelor's degrees under certain circumstances: Florida, Utah, Nevada, Arkansas, Minnesota, Texas, New York, Pennsylvania, Vermont, Hawaii, Georgia, South Carolina, Indiana and Washington. These are offered in specific program areas where there were identified gaps in higher education. Community colleges in additional states are in various stages of exploring this new trend.

Supporting Comments:

The Higher Learning Commission notes the role of bachelor's degrees in the new economic marketplace and has approved this type of degree granting for community colleges:

- "Possession of a bachelor's degree is becoming fundamental to career access and mobility."
- Bachelor's degree providers will need to balance the values of the educational institution with the changing needs of learners and the communities in which they live and work.<sup>37</sup>

Possible Impact: College-wide.

**Opportunity 10: Changing District Profile**

Item Description:

Continued changes in the district profile require a reexamination of district needs and desires. Significant changes include increased cultural diversity, non-English speaking populations, academically underprepared populations, age of district residents and a decrease in the number of international students.

Supporting Comments:

**Cultural Diversity:** About 1.4 million immigrants live in metro Chicago, representing nearly 18 percent of the region's population, up from 12 percent in 1990. The leading countries include Mexico, Poland and India. Mount Prospect, Schaumburg and Palatine are all leading ports-of-entry for the region. Of the metro Chicago top 25 immigrant

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<sup>35</sup> U.S. Census 2000

<sup>36</sup> The Community College Baccalaureate: Emerging trends and Policy Issues, 2005

<sup>37</sup> NCA, October 31, 2000, report on Bachelor's Degree Education in the Community College Setting

population centers, eight are in the Harper district and include: Mount Prospect (15,159), Schaumburg (14,262), Palatine (14,249), Des Plaines (14,010), Hoffman Estates (11,651), Hanover Park (10,896), Wheeling (10,817), Arlington Heights (10,546) and Buffalo Grove (8,690).<sup>38</sup>

**Non-English Speaking:** Rates of naturalization and levels of English proficiency have declined during the last decade, in part due to the large numbers of recent immigrants.

**Increasing Number of People Over 55:** For the 16 major towns within the Harper district, the population in 1990 was 414,321 and in 2000 the population was 647,141. Persons age 55 and older (in the major towns) increased from 72,610 to 93,393, a 32.8 percent increase.

**Academically Underprepared:** The open admissions policy of community colleges results in accepting learners who are less prepared for the rigors of collegiate work. According to the findings of the 2002 Community College Survey of Learner Engagement (CCSSE), the following are key risks that threaten degree completion: academic unpreparedness, financial independence, working more than 30 hours per week, first generation college learners and college costs. A larger percentage of learners working more than 20 hours per week have many characteristics of at-risk learners.

Possible Impact: Admissions, instruction, counseling, tutoring and library services.

**Decreasing International Students:** Changing immigration laws are becoming increasingly restrictive. The regulations governing visas effectively reduce the number of eligible learners. In fall 2001 Harper had 99 learners on F1 visas, and in fall 2005 there were 58, a 58 percent reduction.<sup>39</sup>

Possible Impact: Enrollment, instructional programs and diversity opportunities.

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<sup>38</sup> Metro Chicago Immigration Fact Book, June 2003

<sup>39</sup> Fact Book 2005, Number of Credit students by Residency Status, p. 64

## **THREATS**

(A threat is an external situation outside of Harper's control that has a possible negative impact if not acted upon.)

### **Threat 1: Education as a Commodity**

#### Item Description:

The public increasingly sees education as a competitive commodity.

#### Supporting Comments:

Mature learners tend to evaluate education based on its economic impact on their lives. People are shopping for the quickest and most economical route to receive an education. Consumerism is impacting higher education.<sup>40</sup> Harper's environmental scan points to 74 education options located within 15 miles of the College's district. Not only will potential learners evaluate Harper based on cost and time to completion, but also view all of the service systems as a commodity; and expect the College's approach to service to rival other service organizations. The fall 2004 community needs assessment indicates "time and money are the two greatest reasons that keep residents from enrolling in a course or degree program."<sup>41</sup>

Possible Impact: Marketing strategy, enrollment and service delivery.

### **Threat 2: Shrinking Public Funding**

#### Item Description:

State funding to Harper College is decreasing. In the last two years, the decrease has exceeded more than \$2.3 million. Federal budget shortfalls will likely reduce Federal support of state programs, exacerbating the state budget crisis. The state budget deficit will likely lead to broad funding cuts to education. Local tax appeals (PTAB) in conjunction with the Tax Cap reduce the local tax support, which is Harper's primary operations funding support.

#### Supporting Comments:

These cuts have led to the reduction of some service and activity hours that impact the College's learners. The reductions also were handled through increased efficiencies, improved business practices and mergers and reorganizations; basically doing more with less.<sup>42</sup>

Possible Impact: All Harper operations.

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<sup>40</sup> Liberal Education, Teaching for Tips-Winter 2005

<sup>41</sup> Harper College Community Needs Assessment, 2004, p. 10

<sup>42</sup> 2003-04 College Plan and Budget

### **Threat 3: Increasing Call for Accountability Measures in Higher Education**

#### Item Description:

The chair of the National Commission on Accountability in Higher Education continues to reference “a new system of accountability which puts more emphasis on successful student learning, increases productivity and provides reasonable answers in regards to costs and graduation rates.”<sup>43</sup> A trend toward increased accountability at the national level is clear but as yet undefined.

#### Supporting Comments:

This report goes on to encourage state governments to:

- Create new data systems to help close achievement gaps.
- Increase accountability for the transition from high school to college.
- Design state systems for appropriations, tuitions and student aide to maximize successful student enrollment in higher education.

These initiatives could have as big an impact on colleges as No Child Left Behind had on school districts, but the true extent of the threat will remain unknown until the resulting policy is created.

Possible Impact: All Harper operations.

### **Threat 4: Privacy Act Requirements**

#### Item Description:

This Act dictates changes in the use and availability of social security numbers and other personal information of individuals.

#### Supporting Comments:

Colleges and universities had until May 2003 to be in compliance with a recent Federal Trade Commission (FTC) rule related to the safeguarding of customer financial information. The regulations under 16 CFR Part 314, published in May 2002, stem from the Gramm-Leach-Bliley Act (GLB Act), enacted in 2000. Under the regulations, colleges and universities are deemed to be in compliance with privacy provisions of the GLB Act if they are in compliance with the Family Education Rights and Privacy Act (FERPA). However, for colleges and universities to be in compliance with the safeguarding provisions of the Act, they need to develop, implement and maintain a comprehensive written Information Security Program that contains administrative, technical, physical safeguards appropriate to the size and complexity of the institution. A reexamination of privacy and data security issues is required to be compliant with the legislation. Harper has made significant improvements to comply with the various regulations identified but not all issues have been resolved. To date, documents that are

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<sup>43</sup> National Commission on Accountability in Higher Education Report, March 2005

disseminated, or can be viewed by external audiences, meet requirements; revisions to some internal information still are in process.

Possible Impact: Current Board policies and College operating procedures.

## INSTITUTIONAL DIRECTIONS

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

## INSTITUTIONAL GOALS

### **Goal 1: Teaching and Learning**

Review and evaluate the College's overall teaching and learning effort to ensure that the scope of offerings and methods of delivery are effective.

### **Goal 2: Program Vitality**

Effectively evaluate and manage programs, services and technical resources ensuring responsiveness to local needs, enhancing Harper's institutional mission and supporting state requirements.

### **Goal 3: Student Life**

Continue to build a community by providing programs and services that develop the whole student and promote participation and a sense of belonging in the collegiate environment.

### **Goal 4: Resource Development**

Solicit and develop comprehensive resources to support the College.

### **Goal 5: Fiscal Management**

Effectively plan and manage Harper's financial resources by developing and implementing clear financial systems that incorporate regulatory requirements.

### **Goal 6: Recruitment and Retention**

Develop and implement systems and programs to successfully recruit and retain students.

### **Goal 7: Facilities**

Ensure appropriate facilities to meet the instructional and non-instructional needs of the College community.

### **Goal 8: Technology**

Support and enhance technology to meet the academic and administrative needs of the College community.

### **Goal 9: Employee Enhancement**

Ensure employee recruitment, development and retention through appropriate processes.

### **Goal 10: Institutional Leadership**

Foster effective leadership and decision-making by integrating shared governance, strategic planning, research and evaluation.

### **Goal 11: Community Alliances**

Develop and nurture relationships with educational, business and public sector partners to benefit the College and community.

### **Goal 12: College Communications**

Build awareness and promote the reputation of the College through quality communications.

### **Goal 13: Diversity**

Create a campus climate that is supportive of cultural differences and respectful of all constituents.

**Goal 1: Teaching and Learning**

Review and evaluate the College's overall teaching and learning effort to ensure that the scope of offerings and methods of delivery are effective.

## Task 1.1

Offer quality programs and services at times, locations and in ways that respond to student needs, including offerings at off-site locations and through Web applications.

## Task 1.2

Develop new programs in response to changing community needs and job market.

## Task 1.3

Provide facility and fiscal support for innovative and interactive instruction.

## Task 1.4

Expand learning through the fostering of curriculum infusion opportunities for students (e.g., multiculturalism, diversity, technology, life skills, service learning and learning communities).

## Task 1.5

Provide ongoing encouragement of and support for excellence in teaching through acknowledgement of effective teaching and faculty development.

**Goal 2: Program Vitality**

Effectively evaluate and manage programs, services and technical resources ensuring responsiveness to local needs, enhancing Harper's institutional mission and supporting state requirements.

**Task 2.1**

Conduct assessment and accountability reviews of curricula and modify existing programs as necessary to meet standards of excellence, community needs and state and national initiatives.

**Task 2.2**

Develop and promote library resources and technologies that support all curricula and delivery modalities to meet the needs of students, faculty and the community.

**Task 2.3**

Acquire and replace instructional capital equipment in support of the curriculum.

**Task 2.4**

Continue to conduct program reviews to assure appropriate program performance and future planning.

**Task 2.5**

Assure instructional and administrative program quality, accessibility and user satisfaction, through outcomes assessment of career and general education programs and administrative units.

**Goal 3: Student Life**

Continue to build a community by providing programs and services that develop the whole student and promote participation and a sense of belonging in the collegiate environment.

**Task 3.1**

Offer opportunities to develop student skills in interpersonal and intrapersonal effectiveness, intellectual development and life management.

**Task 3.2**

Provide leadership development opportunities.

**Task 3.3**

Enrich the educational experience through offering and/or supporting co-curricular programming.

**Task 3.4**

Support student success by providing programs, activities and events that promote health, education and wellness.

**Task 3.5**

Develop policies and procedures that create a safe and healthy environment for students.

**Task 3.6**

Provide comprehensive intercollegiate and intramural programs.

**Goal 4: Resource Development**

Solicit and develop comprehensive resources to support the College.

Task 4.1

Seek public and private sector funding to support institutional initiatives.

Task 4.2

Develop a comprehensive annual resource development plan.

Task 4.3

Update and implement appropriate policy and procedures for grants, gifts and investments.

Task 4.4

Implement a Foundation Board development process.

Task 4.5

Continue strengthening the fundraising infrastructure of the Foundation's systems, programs and staff.

**Goal 5: Fiscal Management**

Effectively plan and manage Harper's financial resources by developing and implementing clear financial systems that incorporate regulatory requirements.

Task 5.1

Maintain Aaa rating from Moody's Investor Service through producing audits with unqualified opinions, balanced budgets and spending within budgets.

Task 5.2

Continue the implementation of the financial module of the Oracle ERP system.

Task 5.3

Stay current on the new reporting requirements of various external agencies and modify systems to meet those reporting requirements, including implementation of the various Governmental Accounting Standards Board pronouncements as required.

Task 5.4

Manage auxiliary enterprises to break even or better.

Task 5.5

Develop a funding stream for building repair and replacement needs as identified by the Facilities Assessment.

**Goal 6: Recruitment and Retention**

Develop and implement systems and programs to successfully recruit and retain students.

**Task 6.1**

Increase credit enrollment through integrated enrollment strategies.

**Task 6.2**

Collaborate in the development and implementation of retention-oriented strategies and programs to retain students in courses and programs to goal completion.

**Task 6.3**

Develop new and improve current intervention systems for at-risk students.

**Task 6.4**

Recruit and retain academically successful student achievers and leaders.

**Task 6.5**

Deliver academic support to aid in student retention.

**Task 6.6**

Develop a comprehensive marketing plan for noncredit programs to efficiently utilize resources.

**Task 6.7**

Continue to develop Web strategy and content to address enrollment needs and other constituency needs.

**Task 6.8**

Develop integrated approach to district businesses for all Harper programs.

**Goal 7: Facilities**

Ensure appropriate facilities to meet the instructional and non-instructional needs of the College community.

**Task 7.1**

Continue maintenance process that identifies and corrects unsafe spaces.

**Task 7.2**

Retrofit instructional spaces (classrooms, lecture halls, conference rooms and meeting spaces) with video, audio and computing technology to augment and enhance instructional delivery.

**Task 7.3**

Retrofit facilities to protect technology investment via keyless access and video surveillance.

**Task 7.4**

Complete construction close out and resolve warranty issues for Avanté.

**Task 7.5**

Submit appropriate and fundable projects to the state of Illinois through the RAMP process and other identified state funding streams including the One Stop/Campus Life Center and renovation in buildings A, C, D west, G, H, I, J and M.

**Task 7.6**

Optimize the use of facilities through implementation of appropriate software and additional process improvements.

**Task 7.7**

Examine utilization of and demand for classroom space.

**Task 7.8**

Conduct a Facilities Assessment that will identify building repair and replacement needs.

**Goal 8: Technology**

Support and enhance technology to meet the academic and administrative needs of the College community.

**Task 8.1**

Provide training programs, management information systems and decision support tools to facilitate organizational development, institutional effectiveness and process improvements.

**Task 8.2**

Support and enhance the installed technology base and the Harper College Communications Network (HCCN) infrastructure.

**Task 8.3**

Assess the needs of the organization and business practices to ascertain the requirements of using technology in the workplace.

**Task 8.4**

Annually review and revise the technology plan working in conjunction with appropriate committees, work groups and departments involved with its implementation.

**Task 8.5**

Remain current on 'state-of-the-art' technological changes and ensure systematic updating of installed technology and computing infrastructure.

**Task 8.6**

Ensure Harper's Web presence, both internal and external, is continually enhanced to provide self-service applications.

**Task 8.7**

Develop and incorporate plans to utilize technology (including assistive technology) to improve access and services for students and employees.

## **Goal 9: Employee Enhancement**

Ensure employee recruitment, development and retention through appropriate processes.

### Task 9.1

Develop policies and procedures that create a safe and healthy environment for employees.

### Task 9.2

Initiate, fund, promote and evaluate employee training and organizational development experiences which support institutional directions and required skill competencies.

### Task 9.3

Enhance diversity and multicultural awareness among all employees to ensure a “welcoming” environment for Harper's constituents.

### Task 9.4

Recognize the contributions of employees through effective internal communication strategies such as a newsletter.

### Task 9.5

Develop and execute an inclusive plan to recruit, select, support and retain qualified employees.

### Task 9.6

Explore the possibility of merging similar support organizations to streamline services, offer improved support and realize financial savings.

### Task 9.7

Assess the effectiveness of the organizational structure and business practices across the College.

### Task 9.8

Address the results of the institutional climate survey.

**Goal 10: Institutional Leadership**

Foster effective leadership and decision-making by integrating shared governance, strategic planning, research and evaluation.

**Task 10.1**

Continue to evaluate and improve the shared governance system focusing on communication, flow of information and decision-making within the College.

**Task 10.2**

Provide research and analysis of data to support institutional and instructional planning and decision-making.

**Task 10.3**

Support the strategic planning process by ensuring appropriate outcomes, reporting to external agencies as required and integrating it with the budgeting process.

**Task 10.4**

Support Board approved initiative to seek Baccalaureate Degree-granting authority to address student access issues and community needs.

**Task 10.5**

Ensure a successful institutional process of preparing for the Higher Learning Commission Self-Study visit in 2007.

**Task 10.6**

Establish change management processes to support the successful implementation of the new ERP system.

**Task 10.7**

Conduct in-depth research on the College's community, students and employees on a three-year rotating basis to ensure Harper responsiveness to its constituencies needs.

**Goal 11: Community Alliances**

Develop and nurture relationships with educational, business and public sector partners to benefit the College and community.

Task 11.1

Identify, establish and evaluate beneficial community partnerships for the College.

Task 11.2

Establish a strong support base with public officials and monitor issues that affect the College.

Task 11.3

Strengthen Harper's overall image with the community through effective communication and involvement.

Task 11.4

Strengthen the alumni relationship program.

**Goal 12: College Communications**

Build awareness and promote the reputation of the College through quality communications.

## Task 12.1

Refine and execute the College Communication Plan.

## Task 12.2

Refine and execute a proactive crisis communication plan.

## Task 12.3

Develop a proactive, systematic approach to media relations including campaigns consistent with, and in support of, building the College's image by highlighting its outstanding people and programs.

## Task 12.4

Enhance internal and external communications that foster students' academic success and goal attainment through collaboration across College units.

## Task 12.5

Develop and implement a plan to enhance communication across College units.

**Goal 13: Diversity**

Create a campus climate that is supportive of cultural differences and respectful of all constituents.

Task 13.1

Provide support for leadership efforts in developing and advancing diversity initiatives.

Task 13.2

Develop and implement recruitment and retention strategies for under-represented populations.

Task 13.3

Continue addressing issues of accessibility, inclusion, awareness and satisfaction for all under-represented populations.

Task 13.4

Expand multicultural learning through diversity education programming and activities for employees and students.

Task 13.5

Expand opportunities for students from under-represented groups to provide input and participate in diversity initiatives.

## STATE AND REGIONAL ACHIEVEMENTS

- **Computer Information Systems Department** in partnership with **Harper College for Businesses**-Award for Excellence in Teaching and Learning, 2005, Illinois Community College Board, for Networking for Motorola Engineer Program.
- **Heating and Air Conditioning Department**-Award for Excellence in Learner-Centered Instruction as recognized by ICCB, 2005.
- **Center for Multicultural Learning**-Innovation Award as recognized by the Illinois Council of Community College Administrators for the Multicultural Faculty Fellows Program, 2004.
- **Access and Disability Services (ADS)**-Continuing Contribution to Exemplary Program for deaf/hard of hearing students as recognized by the Illinois Department of Human Services/Office of Rehabilitation Services for 2003-04.
- **Interior Design Program**-A Harper Interior Design student was awarded first place in regional competition from the National Kitchen and Bath Association for the third consecutive year.
- **Plant Science Program**-Five floral design students qualified for participation in the American Floral Design competition resulting in first place in the dried flower division with four of the five students placing in the top 10 in at least one category.
- **Mathematics, Chemistry, English Departments and DoIT**-One of 12 community colleges selected from a total of 68 applicants nationwide to participate in a League for Innovation professional development program entitled *Savvy Cyber Professor*.
- **Cross Country**-Ranked number one among regional junior colleges competing against four-year schools, 2005.
- **Men's Soccer**-Ranked first in the region, 2005.
- **Women's Soccer**-Ranked second in the region, 2005.
- **Volleyball**-Ranked third in the region, 2005.

## ACCREDITATIONS

All courses and educational programs, including counseling services, are fully accredited by The Higher Learning Commission of the North Central Association of Colleges and Secondary Schools (NCA)

30 North LaSalle, Suite 2400  
Chicago, IL 60602-2502  
312.263.0456  
800.621.7440

- The Harper College business-related programs of Accounting, Computer Information Systems, Financial Services, Hospitality Management, Management, Marketing, Supply Chain Management and Office Careers are accredited by the Association of Collegiate Business Schools and Programs.
- The Harper College Music Department is accredited as a Community/Junior College Member of the National Association of Schools of Music.
- The Harper College Paralegal Studies Program is accredited by the American Bar Association.
- The Harper College Real Estate Program is licensed by the State of Illinois Office of Banks and Real Estate as a Real Estate Pre-License School (#110000046), a Licensed Appraiser–Education Provider (#155000165), and a Licensed Home Inspector – Education Provider (#052000106).
- The Harper College Learning Center is accredited by the National Association for the Education of Young Children (NAEYC).
- The Harper College Nursing Program is accredited by the:  
National League for Nursing Accrediting Commission (NLNAC), Inc.  
61 Broadway,  
New York City, NY 10006 212.363.5555
- The Harper College Certified Nursing Assistant Program is accredited by the:  
Illinois Department of Professional Regulations  
James R. Thompson Center  
100 West Randolph, Suite 9-300  
Chicago, IL 60601 312.814.4500
- The Harper College English as a Second Language Intensive English Program is accredited by the Commission on English Language Program Accreditation (CEA).

- The Harper College Dental Hygiene Program is accredited by the:  
 American Dental Association (ADA)  
 Commission on Dental Accreditation (CODA)  
 211 East Chicago Avenue  
 Chicago, IL 60611-2678 312.440.2500
  
- The Harper College Dietetic Technician Program is accredited by the:  
 Commission on Accreditation for Dietetics Education (CADE) of the American  
 Dietetic Association  
 120 South Riverside Plaza, Suite 2000  
 Chicago, IL 60606-6995 312.899.0040
  
- The Harper College Medical Office Administration Program is accredited by the:  
 Commission on Accreditation of Allied Health Education Programs (CAAHEP)  
 35 East Wacker Drive, Suite 1970  
 Chicago, IL 60601-2208 312.553.9355
  
- Curriculum Review Board (CRB) of The American Association of Medical  
 Assistants' Endowment (AAMAE). Accreditation Department  
 20 North Wacker Drive, Suite 1573  
 Chicago, IL 60606-2903 312.899.1500
  
- The Harper College Cardiac Rehabilitation Services is accredited by the:  
 Joint Commission on Accreditation of Healthcare Organizations  
 One Renaissance Boulevard  
 Oakbrook Terrace, IL 60181 630.792.5000
  
- Illinois Department of Professional Regulations

## CERTIFICATIONS

- **Ascendant Learning LLC**
- **Authorized Prometric Testing Center**
- **Certified in Convergent Network Technologies (CCNT)**  
(Blended/Online Training)
- **Certified Wireless Network Administrator (CWNA)**
- **Cisco:**  
Cisco Certified Design Associate (CCDA)  
Cisco Certified Network Associate (CCNA)  
Cisco Certified Network Professional (CCNP)  
Cisco Secure Pix Firewall Advanced (CSPFA)
- **CompTIA**  
A+  
Network+  
Server+  
Security+
- **Linux**  
Linux Certified Administrator (LCA)
- **Microsoft Corporation:**  
Microsoft Certified Systems Engineer (MCSE)  
Microsoft Certified Professional (MCP)  
Microsoft Certified Systems Engineer and Internet (MCSE and Internet)  
Microsoft Office Specialist (MOS)  
Microsoft Certified Systems Administrator (MCSA)  
Microsoft Certified Solutions Developer (MCSD)  
Microsoft Certified Application Developer (MCAD)  
Microsoft Certified Database Administrator (MCDBA)  
Microsoft Certified Desktop Support Technician (MCDST)
- **Novell:**  
Certified NetWare Administrator (CNA)  
Certified Netware Engineer (CNE)
- **Oracle:**  
Individual exams in each specific area (SQL and PL/SQL, Database Administrator, Performance Tuning Workshop, Backup and Recovery Workshop and Net

Administration) to be certified by Oracle. If certified in all five areas, the student will receive Database Administration certificate from Oracle.

Oracle Certified Database Associate  
Oracle Certified Database Administrator  
Oracle Certified Solution Developer

- **Solaris:**  
Exams to be certified as a Systems Administrator or Network Specialist by Solaris.
  
- **Sun Microsystems:**  
Sun Certified Solaris Administrator  
Sun Certified Programmer for the Java 2 Platform  
Sun Certified Enterprise Architect
  
- **From Computing Technology Industry Association:**  
A+ Certification
  
- **Premier AutoDesk:**  
Certified AutoCAD Trainer  
AutoCAD 2005 Professional  
Autodesk Inventor  
Autodesk Architecture
  
- **Project Management Professional (PMP)**
  
- **Telecommunications Industry Association (TIA)**

## AFFILIATIONS

### **Academic Enrichment and Language Studies Division**

- Member, International Interchanges for Leaders in Education
- Member, Illinois Adult and Continuing Educators Association
- Member, Network of Intensive English Programs: Illinois, Indiana and Wisconsin
- Member, NAFSA-Association of International Student Educators
- Northeast Palatine Resource Network
- Northeast Suburban Council for Community Services
- Member, Registry of Interpreters for the Deaf (RID)
- Director, College Reading and Learning Association
- Member, National Association for Developmental Education
- Member, National Council of Teachers of English
- Member, International Reading Association
- Member, International Writing Centers Association
- Member, Midwest Writing Centers Association
- Member, National Tutoring Association

### **Business and Social Science Division**

- Registered by the State of Illinois as a Public Accountant Continuing Professional Education Sponsor (CPA classes)
- Regional Training Center for the NetPrep™ Networking Program
- National Association of Communication Systems Engineers; Authorized Testing Center
- Student Chapter of American Production and Inventory Control Society
- Member, International Association of Administrative Professionals
- Certified Professional Secretary authorized testing site
- Student Chapter of Lambda Epsilon Chi, the national paralegal honor society
- Member, American Association for Paralegal Education
- Member, Northwest Suburban Bar Association
- Member, National Association of Legal Assistants (NALA)
- Member, Illinois Paralegal Association
- Member, Council on Hotel, Restaurant and Institutional Education (CHRIE)
- Student Chapter of Kappa Beta Delta, the national business honor society (ACBSP)
- Member, Illinois Colleges Real Estate Consortium
- Member, Real Estate Educators Association
- Institutional Chapter of Phi Theta Kappa, International honor society for two-year institutions; student chapter

### **Continuing Education Division**

- American Heart Association
- Animal Trigger Point Myotherapists Association, Inc.
- Association for Volunteer Administration

- College for Financial Planning and the Greater O'Hare Chapter of the International Association of Financial Planners
- Illinois Association of Nonprofit Organization
- The Community Music Center is a member of the National Guild of Community Schools of the Arts.

#### **Harper College for Businesses**

- APICS (The Educational Society for Resource Management, originally called the American Production and Inventory Control Society)
- CPIM Review (Certification in Production and Inventory Management) and CIRM Review (Certification in Integrated Resources Management)
- NAPM (National Association of Purchasing Management)
- CPM Review (Certification in Purchasing Management)
- AchieveGlobal: Leadership, Customer Service, Sales Performance
- Command Spanish

#### **Liberal Arts Division**

- National Kitchen and Bath Association (NKBA)
- National Association of Schools of Music (NASM)
- Association of Illinois Music Schools (AIMS)
- Illinois Council of Orchestras
- Accredited by the National Guild of Community Music Schools
- Modern Language Association (MLA)
- Community College Humanities Association (CCHA)

#### **Life Science and Human Services Division**

- Illinois State Florist Association
- The Society of American Florists
- The American Institute of Floral Designers
- Illinois Landscape Contractors Association
- Teleflora Associate Member

#### **Resources for Learning Division**

- American Library Association (ALA)
- Illinois Community Colleges Online (ILCCO) Internet Course Exchange
- Illinois Online Network (ION)
- Illinois Virtual Campus (IVC)
- Member, Illinois Library Computer Systems Organization (ILCSO)
- Member, Illinois Library Association (ILA)
- Member, Instructional Telecommunications Council (ITC)
- Member, OCLC (Online Computer Library Center)
- Member, LOEX (Library Orientation Exchange)
- Clearinghouse for Library Instruction
- Member, North Suburban Library System (NSLS)

- Member, NILRC: (Network of Illinois Learning Resources in Community Colleges)
- Member, Sloan Consortium
- PBS Adult Learning Service

### **Student Development Division**

- Midwest Association of Counselors and Employers
- National Association of Student Personnel Administrators
- National Career Development Association
- Women's Work!

### **Technology, Mathematics and Physical Sciences Division**

- American Association of Physics Teachers
- American Astronomical Society
- American Electronics Association
- American Institute of Architects (AIA)
- American Mathematical Society (AMS)
- American Mathematics Association of Two Year Colleges (AMATYC)
- American Polar Society
- American Society for Engineering Education
- American Statistical Association
- American Technical Education Association
- Association for Computing Machinery
- Association of Collegiate Schools of Architecture
- Association of Licensed Architects
- Association of Mathematics Teacher Educators (AMTE)
- Building Officials and Code Administrators (BOCA)
- Building Officials and Code Administrators-International Code Council (BOCA-ICC)
- Chicago Section American Association of Physics Teachers
- Committee on Chemistry of the Two Year College, Division of Chemical Education, American Chemical Society
- Consortium for Computing in Small Colleges (Northwest Conference)
- Consortium for Design and Construction Careers
- EDS PLM Solutions
- Explorers Club
- Fire Department Safety Officers Association
- Geological Society of America
- Geological Society of New Zealand
- Illinois Academy of Science
- Illinois Advisory Committee on Arson Prevention
- Illinois Association of Architecture Instructors
- Illinois Building Commission (IBC)
- Illinois Council of Teachers of Mathematics (ICTM)
- Illinois Fire Chiefs Association
- Illinois Mathematics Association of Community Colleges (IMACC)

- Illinois Mathematics Teacher Educators (IMTE)
- Illinois Office of the State Fire Marshall (IL OSFM)
- Illinois Professional Firefighters Association
- Illinois Section America Association of Physics Teachers
- Illinois Section of the Mathematics Association of America
- Illinois Society of Fire Service Instructors
- Illinois Society of Professional Engineers (ISPE)
- Institute of Electrical and Electronics Engineers (IEEE)
- Institute of Mathematical Statistics
- Mathematics Association of America
- Metropolitan Mathematics Club of Chicago (MMC), The
- National Association for Developmental Education (NADE)
- National Council of Teachers of Mathematics
- National Fire Protection Association (NFPA)
- National Fire Academy Alumni Association
- National Society of Professional Engineers (NSPE)
- New Zealand Antarctica Society
- Northwest Building Officials and Code Administrators (NWBOCA)
- Physics Northwest
- Planetary Studies Foundation
- Radio Club of America (RCA)
- Rescue and Emergency Specialist Association
- Society of Industrial and Applied Mathematics (SIAM)
- Society of Broadcasting Engineers (SBE)
- Suburban Building Officials and Code Administrators (SBOC)
- Women in Mathematics Education (WME)

#### **Wellness and Human Performance Division**

- National Junior College Athletics Association (NJCAA)
- National Wellness Association
- American Red Cross
- American Sport Education Program (ASEP)
- North Central Community College Conference (N4C)
- Member, American College of Sports Medicine (ACSM)
- Member, American Alliance of Health, Physical Education, Recreation and Dance (AAHPERD)
- Member, Illinois Association of Health, Physical Education, Recreation and Dance (IAHPERD)
- Member, National Strength and Conditioning Association (NSCA)
- Member, American Council on Exercise (ACE)

# 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 childcare 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.

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**Required Progress Report**

The Report on the Outcomes/Assessment of Student Academic Achievement was the only required activity resulting from Harper's 10-year reaccreditation in 1997. The required Progress Report was to document our implementation of our Outcomes/Assessment of Student Academic Achievement plan.

<b>Comment Category</b>	<b>NCA Comments</b>	<b>Current Status</b>	<b>Details</b>
<p>Outcomes/Student Assessment 17, 31, 33, 36, 58</p>	<ul style="list-style-type: none"> <li>▪ Examine and report on the Assessment of Student Academic Achievement of its students by May 1, 1999.</li> <li>▪ As the College implements its Assessment Plan beyond the course level, systematic discussions about developmental course outcomes as they relate to the entry-level competencies expected by English and Mathematics faculty teaching the degree-requirement courses need to occur.</li> <li>▪ Continue work on summative assessment of student performance in career programs and in general education.</li> <li>▪ Establish a feedback loop to identify how the results of student assessment guides changes in curriculum and instruction to improve student learning in career programs.</li> </ul>	<p>Completed</p>	<ul style="list-style-type: none"> <li>▪ The required Progress Report on Student Outcomes addressing all of these issues was submitted to NCA in May 1999. The NCA notified Dr. Breuder in November of 1999 that the report was accepted and that no further action was required until the 2007-2008 comprehensive evaluation.</li> </ul>

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Governance	<ul style="list-style-type: none"> <li>▪ The existence of multiple organizational structures at the institution have led to some internal confusion as to lines of authority, communication, decision-making, and leadership.</li> </ul>	On-going	<ul style="list-style-type: none"> <li>▪ Since this concern was raised, a new governance structure has been developed and implemented. In 1998, the Guidelines Committee comprised of representatives from all employee groups redesigned our governance system to address these issues. This system is scheduled for review in FY04.</li> <li>▪ Presentations were made to all employee groups when the new system was implemented in fall of 1998.</li> <li>▪ Graphical drawings of our governance structure and decision flow charts are available on the HIP page to all employees to alleviate confusion.</li> <li>▪ Organizational charts are published every year in our Fact Book.</li> <li>▪ Job descriptions have been redefined to clarify authority and decision making expectations.</li> <li>▪ Our shared College initiative on relationship building has also resulted in new social opportunities, forums with the President, and a new employee newsletter to enhance communications.</li> </ul>
Human Resource Records	<ul style="list-style-type: none"> <li>▪ Some personnel records for part-time and full-time faculty are missing significant documents such as transcripts.</li> </ul>	Completed	<ul style="list-style-type: none"> <li>▪ All files were reviewed and updated in 1998 and new processes were implemented to ensure continued accuracy.</li> </ul>
Decentralized	<ul style="list-style-type: none"> <li>▪ There is a concern about the</li> </ul>	Completed	<ul style="list-style-type: none"> <li>▪ Continuing Education was centralized in</li> </ul>

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Continuing Education	inconsistencies that occur through the delivery of the decentralization of Continuing Education Programs.		Fall 2001. CE is its own division and has its own Dean reporting to the Vice President of Academic Affairs.
Planning	<ul style="list-style-type: none"> <li>▪ There does not appear to be College-wide understanding of the levels of planning (for example, Unit Planning, Area Planning, System Planning, Program Review, and Student Outcomes, Assessment Planning) and how each relate to each other, the mission and the budget.</li> </ul>	In process	<ul style="list-style-type: none"> <li>▪ In 1999, the College's first comprehensive Strategic Long Range Plan was developed which clarified these issues. The new annual planning process includes the Strategic Long Range Plan, Annual Plan, and Institutional Outcomes documents.</li> <li>▪ The planning process has been greatly simplified by restructuring the College goals in 2003.</li> <li>▪ The Institutional Planning Committee (IPC) is communicating these changes to all employee groups by presenting at division meetings, committee meetings and through articles in the employee newsletter.</li> <li>▪ A template has been created to relate the budget to the SLRP and will be published every year in the Budget Book.</li> <li>▪ The connection of committee and department plans to the SLRP will be addressed by the IPRC in 2004.</li> </ul>
Non-computer Equipment	<ul style="list-style-type: none"> <li>▪ The institution lacks a College-wide noncomputer equipment acquisition and replacement plan.</li> </ul>	On-going	<ul style="list-style-type: none"> <li>▪ Each area of the College prioritizes and submits their equipment needs to their Vice President. The VP's Council then reviews all prioritized requests in the</li> </ul>

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			annual budget building process. Each division has a process for tracking these needs. The new three year budgeting process (under development) will deal with equipment needs of programs over multiple years.
Outcomes	<ul style="list-style-type: none"> <li>▪ While assessment of Student Academic Achievement at the course level nears completion, the College has made less progress as in the summative assessment of student performance in career programs and in general education.</li> </ul>	Completed	<ul style="list-style-type: none"> <li>▪ The Student Outcomes report addressing these issues was submitted to NCA in May 1999. The NCA notified Dr. Breuder in November 1999 that the report was accepted and that no further action was required until the 2007-08 comprehensive evaluation.</li> </ul>
Sexual Harassment Policy	<ul style="list-style-type: none"> <li>▪ Sexual Harassment Policy and Procedures are not easily accessible to employees and have not been widely communicated.</li> </ul>	Completed	<ul style="list-style-type: none"> <li>▪ Brochures are reviewed, revised, and distributed annually.</li> <li>▪ Policies and procedures have been distributed to employees via the intranet and CD.</li> <li>▪ Customized workshops are provided to departments on request.</li> </ul>
Publications	<ul style="list-style-type: none"> <li>▪ The name, address, and telephone number of the North Central Association must be included in all publications, which reference it.</li> </ul>	Completed	<ul style="list-style-type: none"> <li>▪ The citation now appears on the first page of the catalog as required.</li> </ul>
Diversity	<ul style="list-style-type: none"> <li>▪ While progress has been made in developing a more diverse campus, the College should continue its efforts toward multiculturalism through faculty, staff, administration, hiring, curriculum</li> </ul>	On-going	<ul style="list-style-type: none"> <li>▪ Our College-wide Diversity Plan was developed in 2000.</li> <li>▪ Diversity Committee became part of the Shared Governance system in 2001.</li> <li>▪ Search committee members were required to attend diversity workshops</li> </ul>

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	development, and student recruitment and retention efforts.		<p>before starting a search in 2001.</p> <ul style="list-style-type: none"> <li>▪ Reorganized administration to create an Asst. VP for Diversity and Organizational Development.</li> <li>▪ Created a Center for Multicultural Learning and created a new administrative position of Associate Dean for Multicultural Learning in 2002.</li> <li>▪ Implemented REACH recruitment/retention program in 2002 to serve underrepresented student populations.</li> <li>▪ Diversity was identified as one of 13 College goals and a diversity recruitment website was launched in 2003.</li> <li>▪ A diversity candidate-hiring rate of 30% was achieved in 2002-2003.</li> <li>▪ Marketing and recruitment efforts to increase diverse student enrollment have included: advertising in a Spanish language newspaper, meeting with minority high school liaison groups, and one-on-one meetings with parents of minority students.</li> </ul>
Financial Aid	<ul style="list-style-type: none"> <li>▪ The Federal Financial Aid Program at the College has received only provisional certification.</li> </ul>	Completed	<ul style="list-style-type: none"> <li>▪ The Scholarships and Financial Assistance Office received a provisional certification to participate in the Title IV programs in FY 1998 due to a high</li> </ul>

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			<p>default rate in the Perkins Loan Program.</p> <ul style="list-style-type: none"> <li>▪ Since 1999, 23 have received clean audits from the Illinois Student Assistance Commission and KMPG.</li> <li>▪ The Perkins Loan Program is no longer offered.</li> <li>▪ We now have a formal process that a first time borrower must complete before any loan proceeds are disbursed.</li> <li>▪ In June 2002, the College was granted 100% approval to participate in the Title IV programs for the next five years.</li> </ul>
Budgeting 48	<ul style="list-style-type: none"> <li>▪ Linking planning with budgeting needs to be actively incorporated into the planning and budgeting programs and shared throughout the College.</li> <li>▪ Given the financial standing of the College, tuition increases into the future may be questionable. Review Board Policy.</li> </ul>	Completed	<ul style="list-style-type: none"> <li>▪ In the College Plan and Budget, the College documents the relationship between the Strategic Long Range Plan and the annual budgeting process.</li> <li>▪ Board policy was reviewed and remains steady at students paying 25% of the annual per capita costs.</li> </ul>
Campus Image 6, 22	<ul style="list-style-type: none"> <li>▪ Clean the entryways and pathways to buildings to make more attractive.</li> </ul>	Completed	<ul style="list-style-type: none"> <li>▪ College initiated progressive clean-up, painting and landscaping projects beginning in 1998 as represented annually in the Goals of the Strategic Plan, investing over \$1.5 million in physical plant improvements.</li> </ul>
Career Center 32, 45	<ul style="list-style-type: none"> <li>▪ Seek to embed the concepts of the center (One Stop Career Center) into</li> </ul>	Completed	<ul style="list-style-type: none"> <li>▪ The One Stop Career Center has been integrated in the new statewide</li> </ul>

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	the regular programs.		<p>Employment and Training Centers to serve the community.</p> <ul style="list-style-type: none"> <li>▪ The Career Center conducts classroom visits. Faculty also brings their classes into the Center to assure integration into on campus programs.</li> </ul>
Child Care 13, 40	<ul style="list-style-type: none"> <li>▪ Determine if the five-hour childcare limit impairs access of students and potential employees.</li> </ul>	Completed	<ul style="list-style-type: none"> <li>▪ New program for full day care now open.</li> </ul>
Communication Decision Making 18, 52	<ul style="list-style-type: none"> <li>▪ A clear understanding and delineation of lines of authority, communication and decision-making is lacking.</li> <li>▪ Multiple organizational structures have led to some internal confusion.</li> </ul>	Completed	<ul style="list-style-type: none"> <li>▪ Since this concern was raised, a new governance structure has been developed and implemented. In 1998, the Guidelines Committee comprised of representatives from all employee groups redesigned our governance system to address these issues.</li> <li>▪ Graphical drawings of our governance structure and decision flow charts are available on the HIP page to all employees to alleviate confusion. The Fact Book also contains organizational charts to delineate organizational structures.</li> </ul>
Electronics Labs 24	<ul style="list-style-type: none"> <li>▪ The electronics laboratory is pedagogically unsound due to the simultaneous classes being held.</li> </ul>	Completed	<ul style="list-style-type: none"> <li>▪ The new lab design in the new Emerging Technologies Center will alleviate these concerns.</li> </ul>
Enrollment 8, 26, 43, 44	<ul style="list-style-type: none"> <li>▪ Examine enrollment projections insure need for future instructional needs.</li> <li>▪ Explore ways to start recruitment in</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>▪ Projections are completed annually and Harper has seen enrollment growth in each of the last five years.</li> <li>▪ An outside consultant reviewed the</li> </ul>

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	<p>the 11<sup>th</sup> grade or earlier, especially with minority high school students, where there has not been a history of college attendance.</p>		<p>model used for enrollment projections and found, "Overall, the comparisons of data suggest that the projections made by Harper are reasonable and appear accurate."</p> <ul style="list-style-type: none"> <li>▪ In 2003, we experienced 21% increase in financial aid applications. 28% increase in Limited Enrollment applications and an FTE increase of 3.52% resulting in the highest FTE enrollment in Harper's history.</li> </ul>
<p>External Reporting 49</p>	<ul style="list-style-type: none"> <li>▪ Accurate reporting continues to be a problem; the College may wish to review the reporting process.</li> </ul>	<p>Completed</p>	<ul style="list-style-type: none"> <li>▪ A review of all external reporting was conducted by a taskforce in 2000. A taskforce representative of all areas of the College completed a comprehensive review of all of the College enrollment reporting requirements and established operational definitions for information collection and reporting.</li> <li>▪ Some of the accomplishments include the development of accurate tracking systems that satisfy overall institutional reporting needs and the implementation of processes to ensure that all coding is in accordance with federal and state requirements.</li> </ul>
<p>Financial Aid 38, 39, 61</p>	<ul style="list-style-type: none"> <li>▪ Explore ways of providing greater access to information about financial aid to current and prospective students.</li> </ul>	<p>On-going</p>	<ul style="list-style-type: none"> <li>▪ During the admission and application process, students are now automatically screened for qualification for all types of financial aid.</li> </ul>

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			<ul style="list-style-type: none"> <li>▪ Foundation scholarships have been advertised on the web since 2001.</li> <li>▪ Efforts to promote awareness of financial assistance opportunities have been expanded to include eight open to the public financial aid seminars annually.</li> <li>▪ Restructured the Admissions and Scholarships and Financial Assistance Offices to improve access for students and improve office efficiencies allowing for implementation of additional strategies leading to 21% increase in financial aid applications in 2003.</li> </ul>
Information Flow 11	<ul style="list-style-type: none"> <li>▪ The shared-decision model should be graphically drawn and clear communication flows be prepared to insure the College community understands the flow of information.</li> </ul>	Completed	<ul style="list-style-type: none"> <li>▪ Since this concern was raised, a new governance structure has been developed and implemented. In 1998, the Guidelines Committee comprised representatives of all employee groups redesigned our governance system to address these issues.</li> <li>▪ Graphical drawings of our governance structure and decision flow charts are available on the HIP page to all employees to alleviate confusion. The Fact Book also contains organizational charts to delineate our structure.</li> </ul>
Instructional Quality 5, 35	<ul style="list-style-type: none"> <li>▪ Continue to monitor quality as rate of part-time instructors increase.</li> <li>▪ Consider more external curricular</li> </ul>	Completed	<ul style="list-style-type: none"> <li>▪ All part-time faculty are selected and monitored by the faculty and are evaluated each semester.</li> </ul>

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	<p>review, particularly for certificate programs within associate degree programs.</p>		<ul style="list-style-type: none"> <li>▪ Every career program has an advisory committee which meets twice a year to review curriculum and all program reviews require an outside evaluation.</li> </ul>
Library 3	<ul style="list-style-type: none"> <li>▪ Consideration should be given to the appointment of liaison librarians to the instructional departments.</li> </ul>	Completed	<ul style="list-style-type: none"> <li>▪ Liaison librarians have been appointed.</li> </ul>
NEC remodeling 25	<ul style="list-style-type: none"> <li>▪ Remodel the entrance to the facility (NEC) and prominently display the name of the College on the building.</li> <li>▪ Perform student service functions using the technology available.</li> </ul>	Completed	<ul style="list-style-type: none"> <li>▪ NEC has been completely renovated and students can now access campus student services via the Internet.</li> </ul>
Productivity Improvements 19	<ul style="list-style-type: none"> <li>▪ Modernize many of its labor-intensive manual systems to improve effectiveness.</li> </ul>	On-going	<p>Process improvements are continuous, selected recent examples follow:</p> <ul style="list-style-type: none"> <li>▪ AA has standardized and automated division reporting in 2002.</li> <li>▪ Physical Plant implemented a computerized maintenance management work order system (FAMIS) in 2003.</li> <li>▪ Information Technology implemented an incident support and technology asset management system in 2002.</li> <li>▪ Internal publications, information sharing and many business processes have been moved to Harper's Intranet (HIP) web site with tools to provide the user community self-service ability to publish in 2000.</li> <li>▪ Web-based self-service applications</li> </ul>

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			<p>(Credit and CE Registration, Payment, Course Search, etc.) have both eliminated the need to have a part-time staff hired for walk-in registration periods and returned the work space (third bay of the cafeteria) to be used for other purposes.</p> <ul style="list-style-type: none"> <li>▪ Combining the Audio/Visual Department with the Computer Lab Department and utilizing the Service Desk (Help Desk) for users to request support has resulted in more efficient support staff and a more timely response was implemented in 2001.</li> <li>▪ Automated the employee application and screening process to increase process consistency and efficiency.</li> <li>▪ An equipment recycle period of three years has been established and adhered to since 2000. This ensures that technology investment is not outdated.</li> </ul>
Publications 1, 2, 15, 51, 60	<ul style="list-style-type: none"> <li>▪ Specific academic program contact information is not available in the catalog. Program information, offices and names are essential contact points for prospective students.</li> <li>▪ List the divisional structure at the beginning of the College catalog.</li> <li>▪ Include the name, address and</li> </ul>	Completed	<ul style="list-style-type: none"> <li>▪ Divisions are listed in the About Harper section in the beginning of the catalog.</li> <li>▪ Appropriate citations appear in the catalog.</li> <li>▪ We no longer print a separate Student Handbook; policies are printed in the catalog as a cost reduction measure.</li> </ul>

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	<p>telephone number of the North Central Association, a requirement of NCA in all publications that reference it.</p> <ul style="list-style-type: none"> <li>▪ The College should increase the font size and choose colors that are more legible for the student handbook.</li> </ul>		
Signage 7, 9, 23	<ul style="list-style-type: none"> <li>▪ Review its signage at the three entry points (Algonquin Road, Roselle Road, and Euclid Road) and guide traffic with signs.</li> <li>▪ Consider an electronic marquee at the Northeast Center.</li> </ul>	Completed	<ul style="list-style-type: none"> <li>▪ Implemented a comprehensive way-finding program that included signage at all three entrance points and NEC.</li> <li>▪ Prospect Heights would not allow an Algonquin Road style marquee on Wolf Road due to zoning issues.</li> </ul>
Student Activities 42	<ul style="list-style-type: none"> <li>▪ Examine the rule of requiring ten students to start a club.</li> </ul>	Completed	<p>Based on this comment, a review of the policy was undertaken and the rule was deemed appropriate based on:</p> <ul style="list-style-type: none"> <li>▪ The Student Senate's opinion that the ten student requirement was not a barrier to club formation.</li> <li>▪ Regional community colleges were found to have similar rules.</li> <li>▪ History demonstrates that new clubs have more than ten members.</li> </ul>
Student Services Office Adjacency 37	<ul style="list-style-type: none"> <li>▪ Continue to explore a One-Stop Career Center at the (main) campus and continue studying the Long Range Plan analysis for all Student Affairs in one location.</li> <li>▪ Services to students would improve if offices providing enrollment and</li> </ul>	In process	<ul style="list-style-type: none"> <li>▪ These issues were accommodated in the Campus Master Plan in 2000.</li> <li>▪ Renovations were made in Building C to bring Admissions, Financial Aid and the New Students Center together in 2001.</li> <li>▪ The new One Stop Student Services</li> </ul>

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	information services could be adjacent to each other.		Center is number 9 on the state list for future building funding, and construction is expected to commence in FY06.
Technology 10	<ul style="list-style-type: none"> <li>▪ The institution should continue to monitor very closely the completion of the REGENT system according to the original plan.</li> </ul>	Completed	<p>The ERP System (REGENT) was completely implemented in 1999. Upgrades and improvements are installed and maintained annually. Current status follows:</p> <ul style="list-style-type: none"> <li>▪ Harper-specific modifications are reviewed annually and approved based on improvements to operations and productivity.</li> <li>▪ A number of Web-based self-service applications have been added to the core system:               <ol style="list-style-type: none"> <li>1. Web Credit Registration and Payment – 2002</li> <li>2. Web course search – 2002</li> <li>3. Web-based grade inquiry – 2003</li> <li>4. Web CE Registration and Payment – 2003</li> </ol> </li> <li>▪ Effective fiscal year 2004, Harper commenced the process to replace the current ERP system. This project, “ERP the Next Generation” was determined to be necessary after a review of the incumbent system and the vendor not being able to support Harper’s future</li> </ul>

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			goals. Anticipated timeframe from establishing requirements through complete implementations is 24-36 months FY04-06.
Technology in Assessment 46	<ul style="list-style-type: none"> <li>▪ Be vigilant in helping those students who are not familiar with the technology, especially minority students.</li> </ul>	Completed	<ul style="list-style-type: none"> <li>▪ Assessment Center staff provides support to any student requiring help with the technology.</li> <li>▪ Assessment and Testing computerized lab implemented with 24 networked computer workstations utilizing Compass-testing software in 2001.</li> <li>▪ During orientation, College staff assists new students in technology applications.</li> </ul>
Technology Plan 27	<ul style="list-style-type: none"> <li>▪ Insure the implementation of the Technology Plan on schedule.</li> </ul>	On-going	<p>The Technology Planning Committee develops and maintains the Technology Plan. Annual review and revisions are made to insure that the plan is up-to-date and aligns the initiatives with the Institutional goals. Significant accomplishments to date include:</p> <ul style="list-style-type: none"> <li>▪ An equipment recycle period of three years has been established and adhered to since 2000. This ensures that technology investment is not outdated.</li> <li>▪ The Advanced Technology Resources Center (ATRC) was created in 1999 to investigate new technology and determine its adaptation into both instructional delivery and business productivity improvements.</li> <li>▪ Department of Instruction Technology</li> </ul>

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			<p>(DoIT) was created in 2000 to provide assistance in developing and maintaining on-line course material.</p> <ul style="list-style-type: none"> <li>▪ All instructional programs have some form of technology (software and hardware) incorporated into instructional delivery.</li> <li>▪ All instructional space either newly developed or undergoing retrofit, is designed to include smart classroom or presentation technology.</li> <li>▪ All major lecture halls were modified in 2003. A total of 38 classrooms have been modified to support presentation technologies, i.e., podium, projector, sound and screen) in 2002.</li> </ul>
Technology Programs 28, 34	<ul style="list-style-type: none"> <li>▪ Maintain the technical currency in the curriculum and determine the extent to which students in both certificate and degree programs are achieving technical competence.</li> <li>▪ Instructional programs that use technology should continue to be improved, especially distance education systems.</li> </ul>	On-going	<ul style="list-style-type: none"> <li>▪ Faculty regularly participates in course development activities.</li> <li>▪ Curriculum is continuously updated and reviewed to reflect current technology and applications. For example, over 50 curriculum changes were made last year in CIS alone.</li> <li>▪ Established DoIT in 2000 to support technology training for faculty to use in the classroom and in teaching on-line.</li> </ul>
Wellness 12	<ul style="list-style-type: none"> <li>▪ Expand the use of the Wellness Program by students and continue to offer seminars on substance abuse and the hazards of tobacco.</li> </ul>	On-going	<ul style="list-style-type: none"> <li>▪ In FY97, the Student Wellness Seminar Series had 390 attendees; in FY03, it had 1,454 attendees.</li> <li>▪ Wellness programs continue including</li> </ul>

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			<p>Wellness Week. Both substance abuse and the hazards of tobacco seminars are offered every semester.</p> <ul style="list-style-type: none"> <li>▪ Over 24 wellness related seminars have been offered since 1997.</li> <li>▪ In 2002, we piloted mystudentbody.com program on alcohol use and risks; 396 students accessed this site.</li> </ul>
Women's Sports 14, 41	<ul style="list-style-type: none"> <li>▪ Explore those sports available in high school for women and study the feasibility of beginning new programs for women.</li> </ul>	Completed	<ul style="list-style-type: none"> <li>▪ Based on the NCA comment, an exploration of girls' high school sports was undertaken. Since then, we have added two new sports for women: soccer and cross-country.</li> </ul>

