

40 *&* *40* years *Forward*

Promoting personal growth

Excellent education

Affordable cost

Comprehending challenges of a global society

Enriching the local community

**Strategic Long Range Plan
2007-2010**

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.

40 years
&
Forward

2007 - 2010

Strategic Long Range Plan

Office of Strategic Planning and Alliances

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June 2007

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**STRATEGIC 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 PRIORITIES: The fourth section identifies the College's institutional priorities that influence our goal and task 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: Within the last section of this document contains a recent history of planning at Harper and 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. The Higher Learning Commission (HLC) will be on campus in November 2007 for a reaccreditation visit.

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 the planning activities.

- **Data Based** by analyzing all relevant institutional data* and annually updating the SWOT analysis to drive changes to the 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 the Board and community progress made against the 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:

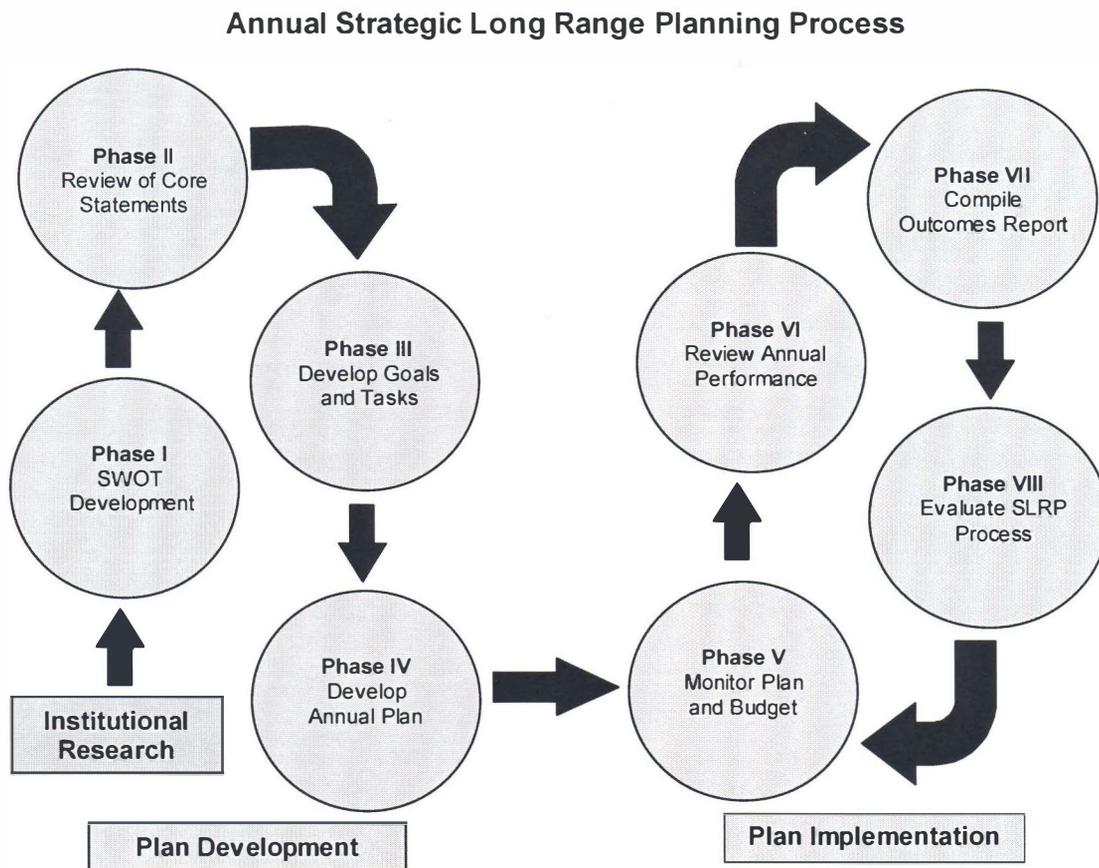
- Environmental Scan (includes analysis of economic, educational, demographic, political, social and technology factors impacting the College);
- Harper College Fact Book (includes annual update of key institutional data including: institutional profile, district demographics, student data, finances, 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 Plan and Budget;
- ICCB Performance Report;
- ICCB Data (including peer benchmarks).

THE PLANNING PROCESS

Inclusive and cyclical planning processes are designed to allow Harper College to fulfill its mission, maintain high academic standards, increase opportunities for student learning, and respond to future challenges and opportunities. The strategic planning process developed at the College in the past decade involves careful review of the College's strengths, weaknesses, opportunities and threats, and links them with goals and tasks. The Institutional Planning Committee (IPC) is charged with the annual revisions to the plan.

Strategic Long Range Planning

Overall stewardship of the strategic planning process is the responsibility of the Vice President for Strategic Planning and Alliances, who coordinates the timeline, committee consultation and documentation. The following diagram illustrates Harper's planning process.



As part of the shared governance structure, the Institutional Planning Committee is responsible for developing the Strategic Long Range Plan. The annual planning cycle consists of eight phases.

Phase I – Identification of Strengths, Weaknesses, Opportunities, and Threats (SWOT)

The work of the IPC begins in the fall with a review of relevant surveys and scans, which defines the external environment. They also analyze the Fact Book and other institutional data sets, which summarize the internal environment. The IPC reviews these documents as the first step in the SWOT analysis and revision process. Annually, existing strengths, weaknesses, opportunities and threats are reviewed, updated, and/or removed when appropriate; and new items are researched and added. The results of the SWOT update provide the foundation for the next phases of the strategic planning process.

Phase II - Review of Mission Documents (Core Foundational Statements)

In 2000, the IPC, in consultation with the President's Council and the College Assembly Committee, presented for College approval the Philosophy, Mission and Vision statements, which are considered the core foundational statements for the College. These documents provided the framework for a College-wide series of sessions used to develop the Institutional Core Values. These statements are reviewed annually in the fall by the IPC to determine if they are still relevant. When necessary, the statements are adjusted to reflect new conditions and/or changing needs in the community.

Phase III - Goals and Tasks Development

Every year, goals and tasks are reviewed and updated as necessary by the IPC. Goals are institutional in nature, while tasks identify a particular focus of a goal, which then become the responsibility of various committees or units of the College. These tasks serve as the basis for prioritized objectives detailed in staff, committee and department plans. Goals and tasks for the following academic year are submitted by the President's Council or any College group for review and approval by the IPC in the spring of each year. This approval process can be characterized as a dialogue between the IPC and the vice presidents, with appropriate referencing to the institutional priorities, mission documents and SWOT. The SLRP's development is completed after the first three phases. The Board is presented with the SLRP each May for review and comment, and approves the SLRP each June. The SLRP is posted on the intranet for employee review and made available to the community through the Harper Web site.

Phase IV - Annual Plan Development

Annual plans are prepared by administrators for each area, academic division, and department in the spring. They contain objectives that are consistent with the institutional core values, institutional directions, and goals and tasks. Each objective must be related back to a task in the SLRP. Department plans are reflected in the annual plan of the respective dean or director responsible for a division or department. At the end of each fiscal year, each administrator is evaluated relative to his or her achievement of planned results. The President is evaluated in the same manner by the Board of Trustees. The institution-wide achievements are then documented in the Institutional Outcomes Report. The Annual Plan is presented to the Board each July.

Phase V – Plan and Budget Monitoring

Major initiatives are tracked against the institutional goals, and their budget impact is reflected in the annual budget developed in the spring. The annual College Plan and Budget

includes cross-referencing to the SLRP. This represents the first step in tracking budget against the goals and tasks identified in the SLRP in that it tracks the alignment of goals with specific allocations and expenditures. Budget monitoring occurs monthly by every cost center manager, while SLRP monitoring occurs semiannually. In addition, the President's Council meets frequently to review actual results in comparison to planned activities.

Phase VI - Annual Performance Review

Administrators and staff members report their progress toward achieving the objectives stated in their annual plans. Accomplishment of annual plan objectives is part of the performance evaluation of all administrators, which occurs in August.

Phase VII - Institutional Outcomes Report

The Institutional Outcomes Report details the progress of the College as it accomplishes institutional goals and tasks for the year. The Institutional Outcomes Report is presented to the Board of Trustees for review and approval each year in August. It is then posted on the intranet for employee review and made available to the community through the Harper Web site.

Phase VIII - Evaluation of SLRP Process

The SLRP development process is evaluated annually and adjusted as needed. The IPC is responsible for the planning process and responds to issues pertaining to process effectiveness, constituency input, accuracy of data, benchmarking, and current trends in institutional planning. Also, the IPC requests new data sources from the Office of Research in response to current issues. Some of these one-time requests have become a regular part of the data set provided by the Office of Research.

The Shared Governance Structure in Planning

Harper College's shared governance structure assures that individuals with primary responsibility and expertise in particular areas assist in making key decisions. The Institutional Planning Committee is a formal part of the governance system and acts as an Assembly Committee. The formal charge of the IPC is "to research, discuss, review, evaluate and make recommendations related to institutional planning." The committee is responsible for producing the primary planning document for the College, the Strategic Long Range Plan after gathering and analyzing input from the College community.

Membership on the IPC is by constituent appointment, and two individuals serve as members "by position." Membership on the committee is a three-year term, which may be repeated once for a total combined tenure of six years. After that point, the member must remain off the committee for a period before reappointment is permitted. There are 18 IPC members representing all academic divisions, many administrative areas, and most employee groups. One student also serves as a member of the IPC.

Timeline

Meetings of the IPC are held on the first and third Monday of each month, from September through May, with an abbreviated schedule in December and May to account

for semester breaks. Review of core information such as mission documents, SWOT, and institutional studies, is accomplished during the fall semester, and development of the goals and tasks is completed during the spring semester. The complete SLRP must be approved by the IPC by mid-March so that the College Assembly Committee has adequate time to review, recommend changes, and give approval. Final approval of the Strategic Long Range Plan is granted by the President and Board of Trustees in June.

THE PLAN IN ACTION

Effectiveness of the Long Range Strategic Planning Process

The effectiveness of Harper's planning cycle is evidenced by the following examples, illustrating how the planning process guides College operations:

- An example comes from the 2004 Community Needs Assessment. An outside research firm was hired to assess the educational needs and concerns of the Harper College district. The study identified: "More than half of those who said they would definitely or probably enroll in courses within the next five years are interested in taking courses through distance education via the Internet." As a result of the study, the College intensified its focus on alternative modalities of instruction.

Two SWOT items responded to this issue: Weakness 7, Distance Education Programs; and Opportunity 5, Online Education (SLRP 2006-2009, pages 22-25). A corresponding task, 1.2: Develop new programs in response to changing community needs and job market, addressed these items with the creation of new distance learning degrees and certificates as reported in the Institutional Outcomes Report 2005-2006, page 15. As a result, in 2005, the College became accredited by the Higher Learning Commission to offer on-line degrees and certificates. Currently, there are over 21 certificates and three degrees in this format. The need for distance education programs has been removed from the list of institutional weaknesses.

- In the 2001-2004 SLRP, a significant weakness was identified. It was determined that the College was not adequately addressing the various aspects of diversity. Subsequently, the College initiated several activities and programs to address this weakness, including:
 - Creating the position of Associate Vice President, Diversity and Organizational Development.
 - Establishing student support Center for Multicultural Learning.
 - Launching the Multicultural Faculty Fellows Program, which provides professional development to four faculty each year on how to infuse their course content with multicultural content.
 - Implementing a diversity requirement for student graduation.

This weakness has now been removed from the SLRP after verification that processes have been implemented addressing this concern. An institutional goal addressing diversity was established to ensure ongoing attention to this issue.

- In the 2004-2007 SLRP, the IPC recognized the implications of the growing student enrollment combined with the static level of counselors available to assist these students. Recent allocation of funds by way of budget exceptions has allowed reduction of the student/counselor ratio and development of a formula to allow counselor staffing to increase in proportion to enrollment growth, maintaining the ratio. Although this weakness was subsequently removed from the SLRP after verification that the formula is effective, the student/counselor ratio continues to be monitored in light of the enrollment growth experienced by the College.
- In the 2004-2007 SLRP, Harper's Enterprise Resource Planning (ERP) system was identified as a weakness. The weakness was identified in the regular review of the SWOT by the IPC, based on input from various sources including the recommendation of the Vice President of Information Technology and other College constituencies. In 2004, a recommendation was made to the Board of Trustees to replace this system. The Board authorized the purchase and implementation of a new College-wide ERP system. When ERP implementation is completed, the weakness will no longer appear in the SLRP.
- In FY2003, the IPC initiated a process that gathers feedback from a broader representation of the College community. Committee representatives make announcements and presentations at division meetings and provide input from their constituents to the SLRP. The SWOT revision phase is announced in an all-college e-mail, and input forms are posted on the intranet. Awareness of this process has increased over the past four years. When the input process began in 2003, only one or two input forms were received. In 2007, approximately 35 input forms were received. All of these tactics were developed in response to concerns from the College Assembly Committee regarding the amount of breadth of input into the 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 and state recognitions received over the last three years are listed below:

- **Admissions Processing**-Outstanding Advising Technology Innovation Certificate of Merit as recognized by the National Academic Advising Association (NACADA), 2007, for the "Online Nursing Program Information Session."
- **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.
- **Accounting Services**-Distinguished Budget Award, 2006, Government Finance Officers Association, for eighth consecutive year.
- **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.
- **Access and Disability Services**-Exemplary Practice Award Winner, 2005, National Council on Student Development (NCSD), 2005, for Program for Achieving Student Success.
- **Center for Multicultural Learning**-Celebration of Diversity Award, 2005, National Association of Students Personnel Administration, for Multicultural Faculty Fellows Program.
- **In Zone Program**-Exemplary Program Award, 2004, National Council for Continuing Education and Training (NCCET).
- **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.

- **Football Team**-National Champion, 2004, National Junior College Athletic Association (NJCAA).
- **Men's Basketball**-Third in nation, 2006.
- **Men's Cross Country**- Second in nation, 2006; Sixth in the nation, NJCAA, 2005.
- **Men's Track and Field**-National Men's Division Three Champions, 2007.
- **Phi Theta Kappa**-Placed two members on the All-Illinois Academic Team, which is part of the Phi Theta Kappa All-USA Team sponsored by PTK, USA Today and The American Association of Community Colleges, 2007.
- **Plant Science Department**-First Place-Dried Arrangement, American Institute of Floral Designers National Symposium, 2005. First Place-Bridal Bouquets and Second Place-Flowers to Wear, American Institute of Floral Designers National Symposium, 2004.
- **Speech Team**-Fifth in the nation, 2007 (including five individual national event champions); 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.
- **Student Senate**-Received the 2005-2006 Illinois Community College Student Activities Association's "Ed Snyder Student Government Merit Award" for the seventh straight year.
- **Track and Field Teams**-Men's Team: second in the nation, 2006, Women's Team: third in the nation, 2006, NJCAA.
- **Volleyball**-Fifth in the nation, 2006; fourth in the nation, 2006, NJCAA.
- **Women's Cross Country**-Fourth in nation, 2006; seventh in the nation, NJCAA, 2005.
- **Wrestling Team**-Second in the nation, 2007; National Champion, 2006, second in the nation, 2005 and third in the nation, 2004, NJCAA.
- 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.¹ In addition, Harper College reports all crime as mandated by federal law to the Federal Bureau of Investigation.²

The College has a comprehensive Emergency Operation Plan (EOP)³ 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,⁴ and revised its emergency procedures relating to workplace safety. The college addresses safety concerns through the Facilities committee, 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:

- 36 percent of district high school graduates attend Harper.⁵
- The percentage climbs to 50.9 percent when counting students who enroll one or one and a half years after graduation.⁵
- Outreach efforts have resulted in 3,996 student contacts in 2007.⁵
- 116 high school students took classes as concurrent students in FY2007.⁵
- 97 percent of Harper's freshmen students said they would recommend the College to a friend.⁶
- Provided dual credit opportunities for 674 current high school students in FY2007.⁷

¹ Goforward.harpercollege.edu/page.cfm?p=1821

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

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

⁴ Environmental Health and Safety Plan,

http://hip/as/plant_aux/Documents/EHS%20Manual%20Oct%202005.doc

⁵ Admissions Outreach, May 2007

⁶ Harper College Survey of 2002 Graduates, December 2004

⁷ Office of Academic Affairs for Career Programs, 2007

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 learn and work 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.
- 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, 2003-2008:
 - 3rd floor of K wing of Building A in 2006.
 - 2nd floor of K wing of Building A in 2007.
 - Building I in summer 2007.
 - Building D in 2007.
- Created William's Web computer alcove (Building L), 2004-2005.
- Renovated Harper Professional Center for Fast Track Classrooms, 2004-2005.
- Remodeled west wing of Building D for classrooms in 2007.
- Implemented \$4.25 million of infrastructure support work to provide more utility capacity to campus, including new boilers, in 2007.
- Replaced fire alarms throughout campus in 2007.
- Upgraded \$2.2 million worth of campus lighting in 2007.

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 it is an imperative. Of equal importance is the reality that Harper's students are part of a global society. The students acquired knowledge and refined competencies will be applied within this diverse context.⁸ Harper's commitment to diversity is demonstrated by:

- Diversity requirement for transfer degrees, implemented FY2005, ongoing.
- College Diversity Plan, ongoing.

⁸ Environmental Scan, p. 20, Demographic

- Diversity committee, student clubs/organizations, Center for Multicultural Learning and Bilingual Outreach, ongoing.
- Diversity training requirement for search committees, ongoing.⁹
- Implemented updated “Inclusive Hiring Workshop,” FY2006.
- Diversity Hiring: Achieved a diversity hiring rate of 31 percent (self-identified) for new hires in FY2005. Diverse hire rate for faculty of 11% and administrators of 14.8%, FY2006.
- 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. Selected and trained three Multicultural Faculty Fellows. The program was selected for presentation at the National Conference on Race and Ethnicity, and received the NASPA IV East Regional Diversity Award, FY2006.
- Annual Regional Diversity Symposium: Developed and hosted Harper’s first symposium for 125 attendees in FY2004. Hosted symposium focusing on needs of Hispanic students in FY2005; and needs of deaf students in FY2006.¹⁰
- 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.
- Hired Diverse Work Force Recruiter, FY2006.

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.
- Provided professional development courses and workshops to expand faculty skills in teaching. In total, 555 faculty (full-time and adjunct) enrolled in 73 workshops, FY2006.¹¹
- 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

⁹ Diversity Plan 2003-2004, hip/hr/diversity/diversity_plan_2003_2004.doc

¹⁰ Office of Human Resources, April 2007

¹¹ Office of Human Resources, April 2007

faculty in FY2005.

- Employee Development Opportunities: Offered more than 335 professional development opportunities for more than 1,700 employee participants in FY2005.¹² Offered more than 323 professional development opportunities for more than 3,030 employee participants in FY2006.¹³
- 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.

Strength 7: Enrollment

Item Description:

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

	2001-02	2002-03	2003-04	2004-05	2005-06
Summer	2,414	2,443	2,603	2,660	2,674
Fall	7,781	8,070	8,672	9,104	9,309
Spring	7,517	7,844	8,361	8,697	8,852
Total	17,712	18,357	19,636	20,461	20,835

Source: ICCB A1 files; Note: FTE (Full Time Equivalent) is the number of credit hours divided by 15.

Strength 8: Technology Infusion

Item Description:

Technology infusion has been embraced by Harper, and today it is incorporated into 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.

The Project/CENIQ process is the method utilized in concert with the budgeting process and timeframes that the user community submits to request prioritization for technology (hardware, media and software). Outcomes of the Technology Plan¹⁴ include:

- Retrofitted 120 classrooms with technology.
- Continued to upgrade equipment and technology for student computer labs.

¹² Institutional Outcomes Report, 2004-2005, p. 17

¹³ Institutional Outcomes Report, 2005-2006, p. 6

¹⁴ Institutional Technology Plan, 2004

- Upgraded campus network infrastructure and remote site connectivity.
- Implemented Harper ID cards.
- Developed Web enabled applications i.e. payment, course search, registration.
- Implemented new Enterprise Resource Planning (ERP) system for business process.

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.

FY2006 Financial Outcomes:¹⁵

- 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 eighth consecutive year.
- Created new policies and procedures to comply with Sarbanes-Oxley concerns.

Strength 10: Institutional Climate Distinctions

Item Description:

The 2005 Personnel Assessment of College Environment (PACE) climate survey¹⁶ identified seven areas of the 55 studied that tested into the collaborative range,¹⁷ constituting strengths. 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)

¹⁵ Institutional Outcomes Report, 2005-2006, p. 5

¹⁶ Institutional Climate Survey (PACE), June 2005

¹⁷ Rankings range from collaborative (highest), consultative (average/typical), competitive (below average) and coercive (poor), Institutional Climate Survey (PACE), June 2005

- 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)

Strength 11: Community Engagement

Item Description:

Harper College has a strong sense of engagement within its community. The College actively seeks to involve its community by providing opportunities for input and by offering programs and services that respond to the community's needs.

Supporting Comments:

- The College collaborated with four hospitals on a three-year agreement to increase access to Harper's nursing program – adding 40 additional seats and a convenient schedule, expanding access to nursing education for people currently working in the field.
- Two Community Nights were hosted for Buffalo Grove and Schaumburg, bringing in more than 110 local officials to campus to discuss community needs and learn more about Harper services.
- The College hosted two Disney Institute workshops bringing more than 450 business professionals to campus.
- Results of a first-ever business climate survey of northwest suburban CEO's and senior executives were released at the Business Leaders Outlook breakfast held at the Wojcik Conference Center. The event was sponsored by Harper's new business training unit, Harper College for Businesses and *Crain's Chicago Business*.
- Harper's Small Business Development Center provided services to more than 450 clients.
- Women at College in Community, a new outreach initiative directed at victims of domestic violence, was developed. The program includes counseling support and educational services.
- Harper employees served in leadership roles, including board memberships, for more than 25 area organizations.

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 non credit education enrollment is 36,970¹⁸ 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 over 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:

Even though the college has invested over \$80 million in infrastructure and physical plant improvements, conditions of campus buildings vary. Some buildings need attention as a result of age and lack of renovation, since original construction included 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.¹⁹
- 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 and Harper Professional Center, they are still unfunded and the funding timeframe is unpredictable.
- Dwindling state support for community colleges will require finding new sources of funds to address college facility needs.
- No state capital funding has been available in four years.

¹⁸ Annual Credit and CE Student Count, Fact Book 2006, December 2006, pages 77 and 100

¹⁹ 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 FY2008.

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 two institutional program assessment cycles have 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, program level assessment methods had not been consistently implemented across the College.²⁰ 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. A full second cycle was completed in the 2006 fall semester. The third cycle is underway. A budget has been approved for FY2008 that includes a full-time staff position in institutional effectiveness and assessment. While Harper is closer than ever to a consistent implementation, it has not yet achieved the desired level of assessment consistency resulting in program improvement.

²⁰ NCA 1997 Visit Report and 2004 Handbook of Accreditation

Weakness 5: Institutional Climate Concerns

Item Description:

The 2005 Personnel Assessment of College Environment (PACE) climate survey identified six areas of the 55 studied that tested into the competitive range, constituting a weakness.²¹ 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 REGENT system's performance is continuing to deteriorate with increased demand for web based applications. The new \$11.5 million 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's implementation is planned for 2008.

Weakness 7: Coordinated Approach to Developmental Education

Item Description:

ICCB now requires a program review of our developmental education program. Harper has no coordinated approach for monitoring and assisting students enrolled in developmental courses (RDG 090 and 099, ENG 098, and MTH 055, 060, 070 and 080). No standard of academic performance exists.

²¹ Institutional Climate Survey, June 2005

Supporting Comments:

Studies show that the failure to pass developmental courses before progressing to college-level study presents one of the greatest stumbling blocks to educational persistence and success.²² Across higher education, five of the six courses with the lowest passing rates are developmental courses and include mathematics, writing, and reading.²³ Students at Harper College successfully completed 63% of their courses, in which success is measured as a grade of A, B or C. In developmental courses (MTH 055, MTH 060, MTH 080, RDG 090, RDG 099, ENG 098) only 44% are successful. And yet, Harper has no coordinated effort to monitor and assist these students.

Weakness 8: Ratio of Full-Time to Adjunct Instructional Faculty

Item Description:

The ICCB Data Books (2000-2005) note that the average instructional faculty Full-Time Equivalent (FTE) for Harper's peer institutions is one adjunct FTE to .65 full-time FTE ("instructional" is implied from the first half of the sentence). This ratio is down from .97 full-time instructional FTE since fall of 2000.

Supporting Comments:

Currently at Harper College, for every one adjunct instructional FTE only .71 instructional FTE were full-time faculty, down from 1.92 in the fall of 2000. It takes five adjuncts to comprise an instructional faculty FTE. Harper's ratio has been equal to or below both the peer groups and state averages for the last six years.

**Ratio of Full-Time Instructional Faculty Fall FTE to
Part-Time Instructional Faculty Fall FTE for Six Fall Semesters***

College	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
COD	0.62	0.69	0.60	0.61	0.70	0.38
HARPER	1.92	0.74	0.70	0.76	0.69	0.71
JOLIET**	4.39	5.23	4.67	1.78	1.79	2.34
LAKE COUNTY	0.96	0.61	0.67	0.85	0.90	0.87
MORAIN VALLEY	0.90	0.89	0.80	0.74	0.84	0.78
OAKTON	0.75	0.84	0.72	0.73	0.77	0.85
TRITON	0.85	0.77	0.70	0.53	0.48	0.48
TOTAL-Peer	0.97	0.83	0.78	0.75	0.78	0.65
TOTAL-State	0.98	0.98	0.84	0.71	0.80	0.76
ELGIN	0.80	0.90	0.76	0.78	0.71	0.84

* Ratios are based on data from the ICCB Data Books (2001-2006) Table II-1. Data are taken from Fall C1 and C2 data file submissions (Faculty and Staff report)

**Joliet value for Fall 2000-2002 is estimated due to what appears to be a reporting error.

The College's student contact hours taught by full-time faculty have fallen from 46.6% in fall 2001 to 39.71% in fall 2006.²⁴ The American Federation of Teachers (AFT) has documented that this national downward trend is an "academic staffing crisis."²⁵

22 Noel-Levitz, 2005

23 U.S. Department of Education, March 2004

24 Academic Affairs Staffing Analysis: 13th Week of Instruction Condensed Reports, 2001-2006

Vital instructional functions are performed by full-time faculty only. When this ratio is disproportionate, these functions could be under resourced:

- New program development in a variety of modalities (10 new degree programs, 36 certificate programs and 344 new courses have been added since 1998).²⁶
- Development, re-evaluation and modification of curriculum.
- Sustaining accreditations.
- Planning course schedules to meet the needs of students which include many flexible options such as Fast Track, Open Entry, etc.
- Serving as faculty advisors to student organizations, or chaperones to student functions.
- Serving on shared governance, departmental and contractual committees.
- Preparing and administering the program budget.
- Maintaining office hours, as well as offering online support for students.
- Providing career guidance for students.
- Purchasing library materials to support curriculum.
- Recruiting, screening and evaluating adjunct faculty.
- Providing orientations and teaching resources for adjunct faculty.
- Reviewing full-time applicants and mentoring new faculty.²⁷

The Fact Book 2006 documents reductions in the percentage of contact hours covered by full-time faculty since 2001-06.²⁸ The ratio of full time faculty to adjunct faculty has been noted as a concern in the 1997, 1987 and 1980 Harper College NCA reports. The 1997 NCA Self-Study notes the decision not to hire additional full-time faculty “seems based primarily on considerations of cost and not educational need or benefit ...”²⁹ The Fact Book 2006 documents that adjunct faculty teach over 50% of student contact hours in all areas of the College, with the exception of the Student Development Division.³⁰ The 1980 NCA Self Study notes “The large number of part-time faculty is a matter of concern to administrators and faculty ... there is a concern that this number does not become too disproportionate. It will be necessary to monitor the use of part-time faculty carefully in coming years.”³¹ This situation has been exacerbated by decreasing state funding, which has declined by more than \$2.7 million since FY2002.

²⁵ “Academic Staffing Crisis.” American Federation of Teachers (<http://www.aft.org/topics/academic-staffing/index.htm> 2007)

²⁶ Higher Learning Commission 2007, Chapter One Draft, Section C: Mission Driven Organization, p. 12

²⁷ Faculty Handbook, December 2006, p. 26–28

²⁸ Fact Book 2006. Table 73: Percent of Contact Hours Covered by Full-Time Faculty, p. 120

²⁹ “Human Resources” A Report of the Self-Study 1997: Prepared by the Faculty, Administration and Staff and submitted to the Commission Institutions of Higher Education North Central Association of Colleges and Schools, p.112

³⁰ Fact Book 2006. Table 73: Percent of Contact Hours Covered by Full-Time Faculty, p. 120

³¹ A self-study: submitted to the Commission on Institutions of Higher Education, North Central Association of Colleges and Schools. Palatine: Harper College, 1980, p. 34

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."³² 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.³³ 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."³⁴ Among needed degrees listed by Harper district employers, 90 percent were bachelor's level or higher.³⁵

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:

For-profit educational institutions will continue to grow at a rate of 10 to 17 percent over the next few years.³⁶ 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 are opportunities for Harper College to attract students of for-profit institutions to save money by completing their general education courses at Harper.

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

³² The Community College Baccalaureate: Emerging Trends and Policy Issues, 2005, p. 16

³³ U.S. Department of Labor Bureau of Labor Statistics, Tomorrow's Jobs, December 20, 2005

³⁴ National Association of Colleges and Employers, (NACE) Job Outlook Report 2006

³⁵ Community Needs Assessment, 2004, p. 46

³⁶ The Chronicle of Higher Education, Volume 52, Issue 18, Page A13, January 2006

Opportunity 3: Homeland Security

Item Description:

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

Supporting Comments:

The 2007 Homeland Security Grant Program (HSGP) will award more than \$1.6 billion to enhance the ability of states, territories and urban areas to prepare for, prevent and respond to terrorist attacks and other major disasters. HSGP funds can be used for preparedness planning, equipment acquisition, training, exercises, management and administration in order to obtain resources that are critical to building and sustaining capabilities that are aligned with the Interim National Preparedness Goal and respective State and Urban Area Homeland Security Strategies.³⁷

Possible Impact: Financial and educational programs.

Opportunity 4: Community Partnering

Item Description:

There is an increasing national focus on developing partnerships between businesses, nonprofits and government organizations and K-12 systems and community colleges.

Supporting Comments:

The Bush Administration developed a new \$250 million initiative to enhance work force training programs at U.S. community colleges. Qualifying community college projects must include community partnerships.³⁸ U.S. Department of Labor, Employment & Training Administration has posted ideas for developing partnerships with community colleges, including why organizations should build bridges between work force communities and community colleges:

- Community colleges can engage employers in developing training that meets labor market demand.
- Community colleges can provide individuals with needed skills.
- Community colleges can engage a wide variety of state and community resources.
- Community colleges can improve the likelihood that low-income youth will realize the full benefit of post-secondary education.³⁹

Possible Impact: Instructional partnerships and Harper College for Businesses.

³⁷ <http://www.ojp.usdoj.gov/odp/> Department of Homeland Security, Office of Grants and Training, January 30, 2007

³⁸ <http://www.doleta.gov/business/wrkfrce/cci/>. U.S. Department of Labor, Employment & Training Administration, March 25, 2005

³⁹ http://www.doleta.gov/youth_services/connect_community_colleges.cfm. U.S. Department of Labor, Employment & Training Administration, January 6, 2006

Opportunity 5: Distance Education

Item Description:

Learners are seeking complete degrees and certificates at a distance. At Harper, distance education means fewer visits to campus are required, with all other course activities completed via the Internet and/or by viewing media.

Supporting Comments:

“There has been no leveling of the growth rate of online enrollments; institutions of higher education report record online enrollment growth on both a numeric and a percentage basis [in the United States]. Nearly 3.2 million students were taking at least one online course during the fall 2005 term, a substantial increase over the 2.3 million reported the previous year. The more than 800,000 additional online students are more than twice the number added in any previous year.”⁴⁰

“Illinois colleges and universities reported a total of 148,472 enrollments in all distance education delivery modes during the fall 2006 term. This is a 15% increase in enrollment from fall 2005 when there were 9,213 courses and 129,270 enrollments.”⁴¹

Possible Impact: Enrollment.

Opportunity 6: Workforce Mobility

Item Description:

A large percentage of non-district residents are employed in the district, while the majority of district residents commute more than 30 minutes to work. These patterns limit commuter’s traditional educational scheduling options, while creating market opportunity for non-traditional educational delivery.

Supporting Comments:

The northern Cook County region is part of the larger Chicago-Naperville-Joliet MSA. Because of the high commuting rates, it is difficult to isolate regional economic development needs just to the Harper College district. The longest commute times in the country are in the Chicago area.⁴² According to the U.S. 2000 Census, 60% of the Harper College district residents commute at least 30 minutes to work. Nearly 98,000 workers commute into the northwest suburbs daily. Over 40% of the population is employed in management and professional jobs; however, only 29% of the jobs in the northwest suburbs are in that grouping, indicating an “exporting” of the management workforce. The “import” is the production workforce in which 26% of jobs are in construction and production but 17% of the population is employed in those types of jobs.⁴³

Possible Impact: Enrollment, marketing strategy and educational programs.

⁴⁰ Making the Grade: Online Education in the United States 2006
(http://www.sloan-c.org/publications/survey/pdf/making_the_grade.pdf)

⁴¹ Distance Education Enrollments at Illinois Colleges and Universities
(<http://www.ivc.illinois.edu/pubs/enrollment.asp>)

⁴² Singh, March 30, 2005

⁴³ Pepperl, November 18, 2004

Opportunity 7: Changing Job Markets

Item Description:

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

Supporting Comments:

Of fourteen of the top 20 fastest growing occupations, 10 are in the computer-related and health-related fields.⁴⁴

Top 20 Job Titles by Percent Growth (Job Titles with at least 50 Annual Job Openings) 2004-2014 Chicago MSA Occupational Projections⁴⁵

		Base Year	Proj Year	Employment Change		Average Annual Job Openings		
Standard Occupational Classification (SOC)		Employment 2004	Employment 2014	2004-2014		Due to Growth	Due to Separations	Total
Code	Title			Number	Percent			
23-2032	Choreographers	660	1,010	350	53.00	35	41	76
15-1081	Network Systems and Data Communication Analysts	6,303	9,442	3,139	49.80	314	74	388
15-1031	Computer Applications Software Engineers	10,165	14,520	4,355	42.84	435	101	536
15-1032	Computer Systems Software Engineers	10,213	14,515	4,302	42.12	430	101	531
31-9092	Medical Assistants	5,918	8,150	2,232	37.72	223	109	332
19-4092	Forensic Science Technicians	468	644	176	37.57	18	11	29
29-2021	Dental Hygienists	3,101	4,256	1,155	37.24	115	26	141
31-9091	Dental Assistants	8,151	11,171	3,020	37.05	302	228	530
25-2041	Preschool/Elementary Special Education Teachers	5,469	7,352	1,884	34.45	188	130	318
13-1071	Employment/Recruitment/Placement Specialists	9,407	12,534	3,127	33.24	313	144	457
37-3019	Grounds Maintenance Workers, AO	2,002	2,661	659	32.95	66	41	107
15-1051	Computer Systems Analysts	17,244	22,881	5,637	32.69	564	195	759
25-2042	Middle School Special Ed Teachers	3,925	5,153	1,228	31.28	123	93	216
29-1011	Chiropractors	1,065	1,396	331	31.04	33	20	53
29-1122	Occupational Therapists	2,691	3,498	807	29.98	81	36	117
25-2011	Preschool Teachers, excluding Special Education	11,887	15,435	3,547	29.84	355	141	496
15-1061	Database Administrators	3,438	4,461	1,023	29.77	102	35	137
15-1071	Network/Computer Systems Administrators	7,783	10,094	2,311	29.70	231	86	317
21-1093	Social and Human Service Assistants	6,020	7,798	1,778	29.54	178	106	284
31-1011	Home Health Aides	13,063	16,875	3,812	29.18	381	171	552

⁴⁴ Occupational employment projections, Bureau of Labor Statistics, February 2007

⁴⁵ IDES Employment Projections (<http://mi.ides.state.il.us/projections/employproj.htm>)

When the number of new jobs projected, rather than percent growth, is used to define the top jobs; service and health-related jobs account for three of the top 20.

**Top 20 Job Titles by New Jobs (Growth)
2004-2014 Chicago MSA Occupational Projections⁴⁶**

Standard Occupational Classification (SOC)		Base Year	Proj Year	Employment Change		Average Annual Job Openings		
Code	Title	Employment 2004	Employment 2014	2004-2014		Due to Growth	Due to Separations	Total
				Number	Percent			
53-7062	Hand Laborers and Freight/Stock Movers	104,647	118,488	13,841	13.23	1,384	3,422	4,806
29-1111	Registered Nurses	62,315	74,554	12,239	19.64	1,224	1,302	2,526
41-2031	Retail Salespersons	120,232	132,337	12,105	10.07	1,210	4,376	5,586
37-2011	Janitors and Cleaners, excluding Maids/Housekeepers	70,488	82,008	11,521	16.34	1,152	1,339	2,491
43-4051	Customer Service Representatives	63,174	73,300	10,126	16.03	1,013	941	1,954
13-1199	Business Operations Specialists, AO	41,102	51,011	9,909	24.11	991	699	1,690
25-2031	Secondary School Teachers, excluding Special/Vocational Ed.	40,977	49,051	8,074	19.70	807	1,151	1,958
13-2011	Accountants and Auditors	39,568	47,270	7,702	19.47	770	748	1,518
53-3032	Heavy/Tractor-Trailer Truck Drivers	46,599	54,041	7,441	15.97	744	760	1,504
11-1021	General and Operations Managers	50,383	57,383	7,000	13.89	700	952	1,652
25-2021	Elementary School Teachers, excluding Special Education	31,024	37,923	6,899	22.24	690	686	1,376
35-3031	Waiters and Waitresses	48,425	54,684	6,259	12.92	626	2,494	3,120
35-3021	Fast-Food Combination Food Prep/Service Workers	47,032	53,285	6,253	13.30	625	2,036	2,661
31-1012	Nursing Aides, Orderlies, and Attendants	33,402	39,262	5,859	17.54	586	438	1,024
25-9041	Teacher Assistants	27,274	32,954	5,680	20.83	568	526	1,094
15-1051	Computer Systems Analysts	17,244	22,881	5,637	32.69	564	195	759
43-4171	Receptionists and Information Clerks	33,157	38,126	4,969	14.99	497	816	1,313
53-3033	Light/Delivery Service Truck Drivers	28,305	33,223	4,918	17.38	492	260	752
13-1111	Management Analysts	18,653	23,541	4,888	26.20	489	256	745
37-3011	Landscaping and Groundskeeping Workers	29,844	34,479	4,635	15.53	463	651	1,114

Opportunity 8: Trend to Provide Bachelor's Degrees

Item Description:

Community colleges offering select bachelor's degrees is a fast-growing trend in higher education.⁴⁷ Twelve states currently allow community colleges to offer bachelor's degrees under certain circumstances: Florida, Nevada, Minnesota, Texas, New York, Vermont, Hawaii, North Dakota, New Mexico, Oklahoma, 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.

⁴⁶ IDES Employment Projections (<http://lmi.ides.state.il.us/projections/employproj.htm>)

⁴⁷ The Community College Baccalaureate: Emerging trends and Policy Issues, 2005

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."⁴⁸

Possible Impact: College-wide.

Opportunity 9: 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 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).⁴⁹

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.⁵⁰

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 factors listed in 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.

⁴⁸ NCA, October 31, 2000, report on Bachelor's Degree Education in the Community College Setting

⁴⁹ Metro Chicago Immigration Fact Book, June 2003

⁵⁰ 2000 Census Data, provided by the Office of Research

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.⁵¹

Possible Impact: Enrollment, instructional programs and diversity opportunities.

⁵¹ 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.⁵² 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 indicate "time and money are the two greatest reasons that keep residents from enrolling in a course or degree program."⁵³

Possible Impact: Marketing strategy, enrollment and service delivery.

Threat 2: Shrinking Public Funding

Item Description:

State funding to Harper College is decreasing. Since FY2002, the decrease has exceeded more than \$2.7 million.⁵⁴ Federal budget shortfalls will likely reduce Federal support of state programs, exacerbating the state budget crisis. The state budget deficits will likely lead to broad funding cuts to education. The tax cap has limited the local tax support, which is Harper's primary operations funding support. In addition, local tax appeals (PTAB) have resulted in a \$7.7 million loss over six years. The College has received no capital funding in four years. Furthermore, unfunded state mandates have cost the institution more than \$1.1 million over the last five years.

Supporting Comments:

These cuts have led to the reduction of some service and activity hours that impact the College's learners. The reductions were responded to through increased efficiencies, improved business practices and mergers and reorganizations; basically doing more with less.⁵⁵

Possible Impact: All Harper operations.

⁵² Liberal Education, Teaching for Tips Winter 2005

⁵³ Harper College Community Needs Assessment, 2004, page 10

⁵⁴ FY07 Board Budget Memo

⁵⁵ 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.”⁵⁶ 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:

The Privacy Act of 1974 dictates changes in the use and availability of social security numbers and other personal information of individuals. Harper is also subject to many recent State and Federal laws that regulate the use of, and display of confidential information.

Supporting Comments:

Due to recent legislation at both the Federal and State levels, colleges and universities are now legally liable to ensure the confidentiality and integrity of customer information that they store.

The Federal Trade Commission has deemed colleges and universities to be classified as financial institutions and therefore must comply with the Gramm-Leach-Bliley Act. 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, and physical safeguards appropriate to the size and complexity

⁵⁶ National Commission on Accountability in Higher Education Report, March 2005

of the institution. A reexamination of privacy and data security issues is required to be compliant with the legislation.

In addition to this, Harper has compliance requirements for the Health Insurance Portability and Accounting Act (HIPAA), as well as State data privacy protection laws such as the Illinois Personal Information Protection Act which requires the College to notify anyone who may be impacted if the college experiences a data breach.

Harper has made significant improvements to comply with the various regulations identified, such as the appointment of an information security officer, and development of an information security program. All issues have not been resolved; our current student system still uses social security numbers. Harper has progressed in the areas of removing sensitive information from many documents that are disseminated, or that can be viewed by external audiences in order to meet requirements and increase customer satisfaction. Revisions to some internal processes are still in progress. The new ERP student system will address these issues when implemented in FY2008.

Possible Impact: Current Board policies and College operating procedures. Legal obligations for non-compliance and financial loss to college if compliance is not met.

INSTITUTIONAL PRIORITIES

Institutional Priorities are set by the Board of Trustees at the recommendation of the President. (Presented in no particular order).

- Seek legislative approval to offer two select baccalaureate degrees.
- Grow enrollment through program development and improvement to meet community needs in credit, non-credit and customized programming.
- Create a nationally recognized Culinary Arts Program.
- Conduct a capital campaign.
- Implement capital improvement projects (e.g. renovate Buildings G, H, M and Harper Professional Center; construct Culinary Center and Campus Life/One Stop Center) as funding becomes available.
- Maintain and enhance the financial position of the College.
- Implement the new ERP system.
- Receive reaccreditation by the Higher Learning Commission.

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

Implement 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 an annual, 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

Strengthen 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

Conduct a Facilities Assessment that will provide a long-term Master Plan for building repair and replacement needs.

Task 7.5

Submit appropriate and fundable projects to the state of Illinois through the RAMP process and other identified state funding streams.

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.

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 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

Implement 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

- **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 and distance learning programs, 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 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 approved by the American Bar Association.
- The Harper College Real Estate Program is licensed by the State of Illinois Department of Professional Regulations as a Real Estate Pre-License School (#110000046), a Licensed Appraiser–Education Provider (#155000165), a Licensed Home Inspector–Education Provider (#052000106), a Continuing Education School for Real Estate Sales and Brokerage, a Continuing Education School for Real Estate Sales and Brokerage (license 162.0000220).
- The Harper College Child 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 Fire Science Technology Program is accredited with course
 approval by the Office of the Illinois State Fire Marshall, Division of Personnel
 Standards and Education.
 1035 Stevenson Drive
 Springfield, IL 62703-4259
 217.782.4542

- The Harper College Medical Assisting Certificate Program is accredited by the:
 Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon
 the recommendation of the Curriculum Review Board of the American Association of
 Medical Assistants Endowment (AAMAE)
 35 East Wacker Drive, Suite 1970
 Chicago, IL 60601-2208
 312.553.9355

- The Harper College Cardiac Rehabilitation Services is accredited by the:
 Joint Commission Accreditation of Healthcare Organizations
 One Renaissance Boulevard
 Oakbrook Terrace, IL 60181
 630.792.5000

- Illinois Department of Financial and Professional Regulations:
 Registered Public Accounting Continuing Professional Education sponsor
 Licensed Real Estate Pre-license School

Source: Harper College Academic Affairs

AFFILIATIONS

Academic Enrichment and Language Studies Division

- American Educational Research Association (AERA)
- Member, Commission on English Language Program Accreditation (CEA)
- Member, Illinois Adult and Continuing Educators Association
- Member, Network of Intensive English Programs: Illinois, Indiana and Wisconsin
- Member, NAFSA – Association of International Student Educators
- Member, College Reading and Learning Association
- Member, National Association for Developmental Education
- Member, National Council of Teachers of English
- Member, International Reading Association
- Member, Northern Illinois Consortium of Community College International Advisors (NICCCIA)
- Northeast Suburban Council for Community Services

Business and Social Science Division

- The Harper College Child Learning Center is licensed by the Department of Children and Family Services
- Member, American Association for Paralegal Education
- Member, Northwest Suburban Bar Association
- Member, Illinois Paralegal Association
- Member, Illinois Restaurant Association (IRA)
- Member, International Food Services Executives Association (IFSEA)
- Member, National Restaurant Association (NRA)
- Student Chapter of American Production and Inventory Control Society
- Student Chapter of Lambda Epsilon Chi, the national paralegal honor society

Continuing Education Division

- American Heart Association
- American Massage Therapy Association
- Animal Trigger Point Myotherapists Association, Inc.
- Authorized Autodesk Training Center
- CompTIA Learning Alliance – Education to Career Programs (E2C)
- Illinois Association of Nonprofit Organization
- Member, Illinois Colleges Real Estate Consortium
- Member, Real Estate Educators Association
- Microsoft Partner for Learning Solutions

- Novell Academic Partner
- Oracle Academic Initiative Workforce Development Program
- Sun Microsystems Academic Initiative
- The Community Music Center is a member of the National Guild of Community Schools of the Arts.

Harper College for Businesses Department

- AchieveGlobal: Leadership, Customer Service, Sales Performance
- Certification in Production & Inventory Management (CPIM Review)
- Certification in Purchasing Management (CPM Review)
- CISCO: Cisco Certified Network Associate (CCNA)
- Command Spanish
- Comprehensive Adult Student Assessment System (CASAS): ESL, Basic Skills
- Development Dimensions International (DDI): Leadership, Customer Service
- Integrity Systems: Integrity Selling and Integrity Service
- National Safety Council
- Resource Associate Corp.: Goal Setting, Attitude Development, Skills Improvement
- Tests of Adult Basic Education (TABE)

Health Careers and Public Safety Division

- American Dental Association (ADA)
- Building Officials and Code Administrators (BOCA)
- Building Officials and Code Administrators – International Code Council (BOCA – ICC)
- Commission on Accreditation for Allied Health Education Programs (CAAHEP)
- Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association
- Dietary Managers Association (DMA)
- Fire Department Safety Officers Association
- Illinois Advisory Commission on Arson Prevention
- Illinois Building Commission (IBC)
- Illinois Coalition for Nursing Resources (ICNR)
- Illinois Fire Chiefs Association
- Illinois Office of the State Fire Marshal (IL OSFM)
- Illinois Professional Firefighters Association
- Illinois Society of Fire Service Instructors
- Joint Commission Accreditation of Healthcare Organizations
- Joint Review Commission for Education in Radiologic Technology (JRCERT) pending
- National Fire Academy Alumni Association

- National Fire Protection Association (NFPA)
- National League for Nursing (NLN)
- National League for Nursing Accrediting Commission (NLNAC), Inc.
- Northwest Building Officials and Code Administrators (NWBOCA)
- Northwest Emergency Management System
- The American Association of Medical Assistants

Liberal Arts Division

- Accredited by the National Guild of Community Music Schools
- American Symphony Orchestra League
- Association of Departments of English (ADE)
- Association of Illinois Music Schools (AIMS)
- Community College Humanities Association (CCHA)
- Illinois Council of Orchestras
- Institutional Chapter of Phi Theta Kappa, International honor society for two-year institutions; student chapter
- Modern Language Association (MLA)
- National Association of Schools of Music (NASM)
- National Guild of Community Music Schools
- National Kitchen and Bath Association (NKBA)
- Registry of Interpreters for the Deaf (RID)

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, Consortium of Academic and Research Libraries in Illinois (CARLI)
- 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
- Member, International Writing Centers Association
- Member, Midwest Writing Centers Association
- Member, National Tutoring Association

Student Development Division

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

Technology, Mathematics and Sciences Division

- American Association of Physics Teachers
- American Astronomical Society
- American Chemical Society (ACS), Division of Chemical Education
- American Electronics Association
- American Institute of Architects (AIA)
- American Institute of Floral Designers, The
- American Mathematical Society (AMS)
- American Mathematics Association of Two Year Colleges (AMATYC)
- American Physical Society
- American Radio Relay League
- American Society for Engineering Education
- American Society of Microbiologists
- American Statistical Association
- American Technical Education Association
- Association for Computing Machinery (ACM)
- Association for the Education of Teachers of Science (AETS)
- Association of College and University Biology Educators
- Association of Graphic Solutions Providers, The (IPA)
- Association of Licensed Architects
- Association of Mathematics Teacher Educators (AMTE)
- Chicago Section American Association of Physics Teachers
- Committee on Chemistry of the Two Year College, Division of Chemical Education, American Chemical Society (2YC₃)
- Consortium for Computing in Small Colleges (Northwest Conference)
- Consortium for Design and Construction Careers
- Consortium for Mathematics and Its Applications, The (COMAP)
- Ecological Restoration
- Ecological Society of America
- EDS PLM Solutions
- Explorers Club
- Geological Society of America
- Human Anatomy and Physiology Society
- Illinois Academy of Science
- Illinois Association of Architecture Instructors

- Illinois Association of Chemistry Teachers (IACT)
- Illinois Association of Community College Biologists
- Illinois Council of Air Conditioning & Refrigeration Educators (ICARE)
- Illinois Council of Teachers of Mathematics (ICTM)
- Illinois Lake Management Association
- Illinois Landscape Contractors Association
- Illinois Mathematics Association of Community Colleges (IMACC)
- Illinois Mathematics Teacher Educators (IMTE)
- Illinois Ornithological Society
- Illinois Science Teachers Association (ISTA)
- Illinois Section America Association of Physics Teachers (ISAAPT)
- Illinois Section of the Mathematics Association of America (ISMAA)
- Illinois Society of Professional Engineers (ISPE)
- Illinois State Florist Association
- 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 Association for Research in Science Teaching (NARST)
- National Association of Biology Teachers
- National Council of Teachers of Mathematics (NCTM)
- National Science Teachers Association (NSTA)
- National Society of Professional Engineers (NSPE)
- Natural Areas Association
- Natural Lands Institute
- Physics Northwest
- PIA/GATF – Printing Industries of America (PIA)/Graphic Arts Technical Foundation (GATF)
- Planetary Studies Foundation
- Precast Concrete Institute
- Prepress Training Solutions
- Project Kaleidoscope (PKAL)
- Radio Club of America (RCA)
- Refrigeration Service Engineers Society (RSES)
- Society for College Science Teachers (SCST)
- Society of American Florists, The
- Society of Broadcast Engineers (SBE)
- Society for College Science Teachers (SCST)
- Society of Industrial and Applied Mathematics (SIAM)
- Society of the Directed Energy Directorate
- Tex User's Group (TUG)
- Upsilon Pi Epsilon (UPE)
- 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)

Source: Harper College Academic Affairs

CERTIFICATIONS

- **Cisco**
 - Cisco Certified Network Associate (CCNA)
 - Cisco Certified Network Professional (CCNP)
 - Cisco Certified Design Associate (CCDA)
 - Cisco Secure Pix Firewall Advanced (CSPFA)
 - Cisco Certified Security Professional (CCSP)
- **CompTIA Learning Alliance**
 - A+
 - Convergence +
 - Network+
 - RFID +
 - Server+
 - Security+
 - Project+
- **Linux**
 - Linux Certified System Administrator (LCA)
 - Linux+
- **Microsoft Partner for Learning Solutions**
 - Microsoft Certified Systems Engineer (MCSE)
 - Microsoft Certified Professional (MCP)
 - Microsoft Certified Technology Specialist (MCTS)
 - 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 IT Professional (MCITP)
 - Microsoft Certified Professional Developer (MCPD)
- **Novell Academic Partner**
 - Novell Certified Linux Professional (CLP)
 - Novell Certified Linux Engineer (CLE)
- **Oracle Academic Initiative**
 - Oracle Certified Database Associate
 - Oracle Certified Database Administrator Professional
 - Oracle Certified Solution Developer
 - Oracle Certified Application Server Professional

- **Sun Microsystems Academic Initiative**
Sun Certified Solaris Administrator (UNIX)
Sun Certified Programmer for the Java 2 Platform
Sun Certified Enterprise Architect

- **Premier AutoDesk Training Center (ATC)**
Certified AutoCAD Trainer
AutoCAD Professional
Autodesk Inventor
Autodesk Architecture

- **Authorized Prometric Testing Center**

- **Certiport Testing Center**

Source: Harper College Academic Affairs

THE HISTORY OF 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 (see Addendum), 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 tenth 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 to obtain 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.

During 2006-2007, the IPC reviewed 35 individual requests for item inclusion into the SWOT. This demonstrates that the IPCs efforts to inform the Harper community of the planning process have been successful. An extensive review of the revised Environmental Scan was also conducted.

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.

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.

Required Progress Report

June 2007

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.

Comment Category	NCA Comments	Current Status	Details
Outcomes/Student Assessment 17, 31, 33, 36, 58	<ul style="list-style-type: none"> ▪ Examine and report on the Assessment of Student Academic Achievement of its students by May 1, 1999. ▪ 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. ▪ Continue work on summative assessment of student performance in career programs and in general education. ▪ Establish a feedback loop to identify how the results of student assessment 	Completed	<ul style="list-style-type: none"> ▪ 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. ▪ A new institutionally consistent program outcomes assessment process was implemented at the College since 2004. With the implementation of this process, Harper College's efforts in assessment have moved from predominantly a course- or discipline-based model to a more comprehensive approach that is cross-discipline and inclusive of all campus units. Using this process, faculty, staff, and administration have worked to develop, implement, and evaluate their

Comment Category	NCA Comments	Current Status	Details
	guides changes in curriculum and instruction to improve student learning in career programs.		assessment plans for three annual cycles of assessment.

Comment Category	NCA Comments	Current Status	Details
Governance	<ul style="list-style-type: none"> ▪ 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. 	On-going	<ul style="list-style-type: none"> ▪ 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. ▪ Presentations were made to all employee groups when the new system was implemented in fall of 1998. ▪ Graphical drawings of our governance structure and decision flow charts are available on the HIP page to all employees to alleviate confusion. ▪ Organizational charts are published every year in our Fact Book. ▪ Job descriptions have been redefined to clarify authority and decision making expectations. ▪ 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. ▪ We began administering the PACE climate survey to measure our progress.

Comment Category	NCA Comments	Current Status	Details
Human Resource Records	<ul style="list-style-type: none"> ▪ Some personnel records for part-time and full-time faculty are missing significant documents such as transcripts. 	Completed	<ul style="list-style-type: none"> ▪ All files were reviewed and updated in 1998 and new processes were implemented to ensure continued accuracy.
Decentralized Continuing Education	<ul style="list-style-type: none"> ▪ There is a concern about the inconsistencies that occur through the delivery of the decentralization of Continuing Education Programs. 	Completed	<ul style="list-style-type: none"> ▪ Continuing Education was centralized in 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"> ▪ 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. 	In process	<ul style="list-style-type: none"> ▪ 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. ▪ The planning process has been greatly simplified by restructuring the College goals in 2003. ▪ 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. ▪ A template has been created to relate the budget to the SLRP and will be published every year in the Budget Book. ▪ The College's Annual plan and

Comment Category	NCA Comments	Current Status	Details
			departmental plans are coordinated with the SLRP.
Non-computer Equipment	<ul style="list-style-type: none"> ▪ The institution lacks a College-wide noncomputer equipment acquisition and replacement plan. 	On-going	<ul style="list-style-type: none"> ▪ 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 annual budget building process. Each division has a process for tracking these needs. The three year budgeting process for new initiatives addresses these issues for new programs while the program review process document equipment needs for existing programs.
Outcomes	<ul style="list-style-type: none"> ▪ 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. 	Completed	<ul style="list-style-type: none"> ▪ 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. ▪ The General Education Committee adopted CAPP survey to assess general education competencies in 2004.
Sexual Harassment Policy	<ul style="list-style-type: none"> ▪ Sexual Harassment Policy and Procedures are not easily accessible to employees and have not been widely communicated. 	Completed	<ul style="list-style-type: none"> ▪ Brochures are reviewed, revised, and distributed annually. ▪ Policies and procedures have been distributed to employees via the intranet

Comment Category	NCA Comments	Current Status	Details
			<p>and CD.</p> <ul style="list-style-type: none"> ▪ Customized workshops are provided to departments on request.
Publications	<ul style="list-style-type: none"> ▪ The name, address, and telephone number of the North Central Association must be included in all publications, which reference it. 	Completed	<ul style="list-style-type: none"> ▪ The citation now appears on the first page of the catalog as required.
Diversity	<ul style="list-style-type: none"> ▪ 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. 	On-going	<ul style="list-style-type: none"> ▪ Our College-wide Diversity Plan was developed in 2000. ▪ Diversity Committee became part of the Shared Governance system in 2001. ▪ Search committee members were required to attend diversity workshops before starting a search in 2001. ▪ Reorganized administration to create an Asst. VP for Diversity and Organizational Development. ▪ Created a Center for Multicultural Learning and created a new administrative position of Associate Dean for Multicultural Learning in 2002. ▪ Implemented REACH recruitment/retention program in 2002 to serve underrepresented student populations. ▪ Diversity was identified as one of 13 College goals and a diversity recruitment

Comment Category	NCA Comments	Current Status	Details
			<p>website was launched in 2003.</p> <ul style="list-style-type: none"> ▪ A diversity candidate-hiring rate is tracked on an annual basis. ▪ 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. ▪ The World Cultures and Diversity graduation requirement was added in the Fall of 2005.
Financial Aid	<ul style="list-style-type: none"> ▪ The Federal Financial Aid Program at the College has received only provisional certification. 	Completed	<ul style="list-style-type: none"> ▪ The Scholarships and Financial Assistance Office received a provisional certification to participate in the Title IV programs in FY 1998 due to a high default rate in the Perkins Loan Program. ▪ Since 1999, 23 have received clean audits from the Illinois Student Assistance Commission and KMPG. ▪ The Perkins Loan Program is no longer offered. ▪ We now have a formal process that a first time borrower must complete before any loan proceeds are disbursed. ▪ In June 2002, the College was granted

Comment Category	NCA Comments	Current Status	Details
			100% approval to participate in the Title IV programs for the next five years.
Budgeting 48	<ul style="list-style-type: none"> ▪ Linking planning with budgeting needs to be actively incorporated into the planning and budgeting programs and shared throughout the College. ▪ Given the financial standing of the College, tuition increases into the future may be questionable. Review Board Policy. 	Completed	<ul style="list-style-type: none"> ▪ In the College Plan and Budget, the College documents the relationship between the Strategic Long Range Plan and the annual budgeting process. ▪ Board policy was reviewed and remains steady at students paying 25% of the annual per capita costs.
Campus Image 6, 22	<ul style="list-style-type: none"> ▪ Clean the entryways and pathways to buildings to make more attractive. 	Completed	<ul style="list-style-type: none"> ▪ 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.
Career Center 32, 45	<ul style="list-style-type: none"> ▪ Seek to embed the concepts of the center (One Stop Career Center) into the regular programs. 	Completed	<ul style="list-style-type: none"> ▪ The One Stop Career Center has been integrated in the new statewide Employment and Training Centers to serve the community. ▪ The Career Center conducts classroom visits. Faculty also brings their classes into the Center to assure integration into on campus programs.
Child Care 13, 40	<ul style="list-style-type: none"> ▪ Determine if the five-hour childcare limit impairs access of students and potential employees. 	Completed	<ul style="list-style-type: none"> ▪ New program for full day care now open.

Comment Category	NCA Comments	Current Status	Details
Communication Decision Making 18, 52	<ul style="list-style-type: none"> ▪ A clear understanding and delineation of lines of authority, communication and decision-making is lacking. ▪ Multiple organizational structures have led to some internal confusion. 	Completed	<ul style="list-style-type: none"> ▪ 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. ▪ 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.
Electronics Labs 24	<ul style="list-style-type: none"> ▪ The electronics laboratory is pedagogically unsound due to the simultaneous classes being held. 	Completed	<ul style="list-style-type: none"> ▪ The new lab design in the new Emerging Technologies Center will alleviate these concerns.
Enrollment 8, 26, 43, 44	<ul style="list-style-type: none"> ▪ Examine enrollment projections insure need for future instructional needs. ▪ Explore ways to start recruitment in the 11th grade or earlier, especially with minority high school students, where there has not been a history of college attendance. 	Ongoing	<ul style="list-style-type: none"> ▪ Projections are completed annually and Harper has seen enrollment growth in each of the last five years. ▪ An outside consultant reviewed the model used for enrollment projections and found, "Overall, the comparisons of data suggest that the projections made by Harper are reasonable and appear accurate." ▪ In 2003, we experienced 21% increase in financial aid applications. 28% increase in Limited Enrollment applications and an

Comment Category	NCA Comments	Current Status	Details
			<p>FTE increase of 3.52% resulting in the highest FTE enrollment in Harper's history.</p> <ul style="list-style-type: none"> ▪ The College has experienced a 25% increase in enrollment during the past seven years. ▪ The percentage of minority students at Harper is higher than the percentage of minorities in the community.
External Reporting 49	<ul style="list-style-type: none"> ▪ Accurate reporting continues to be a problem; the College may wish to review the reporting process. 	Completed	<ul style="list-style-type: none"> ▪ 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. ▪ 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.
Financial Aid 38, 39, 61	<ul style="list-style-type: none"> ▪ Explore ways of providing greater access to information about financial aid to current and prospective 	On-going	<ul style="list-style-type: none"> ▪ During the admission and application process, students are now automatically screened for qualification for all types of

Comment Category	NCA Comments	Current Status	Details
	students.		financial aid. <ul style="list-style-type: none"> ▪ Foundation scholarships have been advertised on the web since 2001. ▪ Efforts to promote awareness of financial assistance opportunities have been expanded to include eight open to the public financial aid seminars annually. ▪ 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.
Information Flow 11	<ul style="list-style-type: none"> ▪ The shared-decision model should be graphically drawn and clear communication flows be prepared to insure the College community understands the flow of information. 	Completed	<ul style="list-style-type: none"> ▪ 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. ▪ 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.
Instructional	<ul style="list-style-type: none"> ▪ Continue to monitor quality as rate of 	Completed	<ul style="list-style-type: none"> ▪ All part-time faculty are selected and

Comment Category	NCA Comments	Current Status	Details
Quality 5, 35	<ul style="list-style-type: none"> part-time instructors increase. ▪ Consider more external curricular review, particularly for certificate programs within associate degree programs. 		<p>monitored by the faculty and are evaluated each semester.</p> <ul style="list-style-type: none"> ▪ Every career program has an advisory committee which meets twice a year to review curriculum and all program reviews require an outside evaluation.
Library 3	<ul style="list-style-type: none"> ▪ Consideration should be given to the appointment of liaison librarians to the instructional departments. 	Completed	<ul style="list-style-type: none"> ▪ Liaison librarians have been appointed.
NEC remodeling 25	<ul style="list-style-type: none"> ▪ Remodel the entrance to the facility (NEC) and prominently display the name of the College on the building. ▪ Perform student service functions using the technology available. 	Completed	<ul style="list-style-type: none"> ▪ NEC has been completely renovated and students can now access campus student services via the Internet.
Productivity Improvements 19	<ul style="list-style-type: none"> ▪ Modernize many of its labor-intensive manual systems to improve effectiveness. 	On-going	<p>Process improvements are continuous, selected recent examples follow:</p> <ul style="list-style-type: none"> ▪ AA has standardized and automated division reporting in 2002. ▪ Physical Plant implemented a computerized maintenance management work order system (FAMIS) in 2003. ▪ Information Technology implemented an incident support and technology asset management system in 2002. ▪ Internal publications, information sharing and many business processes have been

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			<p>moved to Harper's Intranet (HIP) web site with tools to provide the user community self-service ability to publish in 2000.</p> <ul style="list-style-type: none"> ▪ Web-based self-service applications (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. ▪ 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. ▪ Automated the employee application and screening process to increase process consistency and efficiency. ▪ An equipment recycle period of three years has been established and adhered to since 2000. This ensures that technology investment is not outdated. ▪ Oracle eBusiness Suite has provided on-line solutions for many labor-intensive and manual systems such as Payroll Time and Attendance, Purchasing, Budget

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			<p>Development, etc.</p> <ul style="list-style-type: none"> ▪ Oracle Portal provides a secure off-campus access for full and part-time employees thus permits time and attendance to be entered remotely and employees to view personal information. ▪ A patient records system (Pyramid) conforming to HIPPA regulations has been acquired and implemented for the Health and Psychological Services department eliminating the paper record system.
<p>Publications 1, 2, 15, 51, 60</p>	<ul style="list-style-type: none"> ▪ Specific academic program contact information is not available in the catalog. Program information, offices and names are essential contact points for prospective students. ▪ List the divisional structure at the beginning of the College catalog. ▪ Include the name, address and telephone number of the North Central Association, a requirement of NCA in all publications that reference it. ▪ The College should increase the font size and choose colors that are more legible for the student handbook. 	<p>Completed</p>	<ul style="list-style-type: none"> ▪ Divisions are listed in the About Harper section in the beginning of the catalog. ▪ Appropriate citations appear in the catalog. ▪ We no longer print a separate Student Handbook; policies are printed in the catalog as a cost reduction measure.

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Signage 7, 9, 23	<ul style="list-style-type: none"> ▪ Review its signage at the three entry points (Algonquin Road, Roselle Road, and Euclid Road) and guide traffic with signs. ▪ Consider an electronic marquee at the Northeast Center. 	Completed	<ul style="list-style-type: none"> ▪ Implemented a comprehensive way-finding program that included signage at all three entrance points and NEC. ▪ Prospect Heights would not allow an Algonquin Road style marquee on Wolf Road due to zoning issues, but new signage was installed.
Student Activities 42	<ul style="list-style-type: none"> ▪ Examine the rule of requiring ten students to start a club. 	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"> ▪ The Student Senate's opinion that the ten student requirement was not a barrier to club formation. ▪ Regional community colleges were found to have similar rules. ▪ History demonstrates that new clubs have more than ten members.
Student Services Office Adjacency 37	<ul style="list-style-type: none"> ▪ 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. ▪ Services to students would improve if offices providing enrollment and information services could be adjacent to each other. 	In process	<ul style="list-style-type: none"> ▪ These issues were accommodated in the Campus Master Plan in 2000. ▪ Renovations were made in Building C to bring Admissions, Financial Aid and the New Students Center together in 2001. ▪ The new One Stop Student Services Center is number 9 on the state list for future building funding, and construction is expected to commence in FY06. ▪ In addition to the physical location

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			business software systems were investigated and an Enrollment Management Suite of software was acquired in addition to the core SunGard Banner Student System to provide web based self-service and provide and enhanced experienced for students.
Technology 10	<ul style="list-style-type: none"> ▪ The institution should continue to monitor very closely the completion of the REGENT system according to the original plan. 	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"> ▪ Harper-specific modifications are reviewed annually and approved based on improvements to operations and productivity. ▪ A number of Web-based self-service applications have been added to the core system: <ol style="list-style-type: none"> 1. Web Credit Registration and Payment – 2002 2. Web course search – 2002 3. Web-based grade inquiry – 2003 4. Web CE Registration and Payment – 2003 <p>Effective fiscal year 2004, Harper</p>

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			<p>commenced the process to replace the current Regent 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 goals. Anticipated timeframe from establishing requirements through complete implementations is 24-36 months FY04-06.</p> <ul style="list-style-type: none"> • Regent has been replaced with Oracle’s eBusiness Suite for Financial and HR/Payroll. These systems were implemented on schedule and are in production. ▪ SunGard Banner has been selected to replace the Regent Student System with implementation commencing April 2007 with an expected completion date of April 2009.
Technology in Assessment 46	<ul style="list-style-type: none"> ▪ Be vigilant in helping those students who are not familiar with the technology, especially minority students. 	Completed	<ul style="list-style-type: none"> ▪ Assessment Center staff provides support to any student requiring help with the technology. ▪ Assessment and Testing computerized lab implemented with 24 networked computer workstations utilizing Compass-testing software in 2001. ▪ During orientation, College staff assists

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			new students in technology applications.
Technology Plan 27	<ul style="list-style-type: none"> ▪ Insure the implementation of the Technology Plan on schedule. 	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"> ▪ An equipment recycle period of three years has been established and adhered to since 2000. This ensures that technology investment is not outdated. ▪ 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. ▪ Department of Instruction Technology (DoIT) was created in 2000 to provide assistance in developing and maintaining on-line course material. ▪ All instructional programs have some form of technology (software and hardware) incorporated into instructional delivery. ▪ All instructional space either newly developed or undergoing retrofit, is

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			<p>designed to include smart classroom or presentation technology.</p> <ul style="list-style-type: none"> ▪ 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. ▪ SMART room technology has been embraced by faculty and is utilized throughout campus and at remote sites. In Spring 2007, there are a total of 126 instructional delivery spaces that have been converted or were new construction. ▪ Significant instructional material has been converted from analog to digital format to support faculty in use of SMART rooms. ▪ Realignment within Information Technology to meet business needs created the PMO and ITIL Standards Department headed by a certified PMO individual. Projects now adhere to project management methodologies whereby status of projects are provided on a regular basis via reports back to the project sponsor and on the IT WEB site.
Technology Programs	<ul style="list-style-type: none"> ▪ Maintain the technical currency in the curriculum and determine the extent 	On-going	<ul style="list-style-type: none"> ▪ Faculty regularly participates in course development activities.

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28, 34	<p>to which students in both certificate and degree programs are achieving technical competence.</p> <ul style="list-style-type: none"> ▪ Instructional programs that use technology should continue to be improved, especially distance education systems. 		<ul style="list-style-type: none"> ▪ 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. ▪ Established DoIT in 2000 to support technology training for faculty to use in the classroom and in teaching on-line. ▪ Acquired hardware and software systems for many career based programs recent acquisition (February 2007) was for Dental Hygiene to support students in the program to maintain patient records electronically and eliminates paper records management.
Wellness 12	<ul style="list-style-type: none"> ▪ Expand the use of the Wellness Program by students and continue to offer seminars on substance abuse and the hazards of tobacco. 	On-going	<ul style="list-style-type: none"> ▪ In FY97, the Student Wellness Seminar Series had 390 attendees; in FY03, it had 1,454 attendees. ▪ Wellness programs continue including Wellness Week. Both substance abuse and the hazards of tobacco seminars are offered every semester. ▪ Wellness related seminars for students are offered annually. ▪ Reached 716 students with health and wellness education through 29 in-classroom visits by Health and

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			Psychological Services staff in FY06.
Women's Sports 14, 41	<ul style="list-style-type: none"> ▪ Explore those sports available in high school for women and study the feasibility of beginning new programs for women. 	Completed	<ul style="list-style-type: none"> ▪ 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.

