

Strategic Long Range Plan 1999-2002

1999 - 2002

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Office of Planning and Budgeting

William R. Howard, Assistant Vice President

June 1999

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PREFACE

As we enter the next millennium, Harper College has prepared its second comprehensive Strategic Long Range Plan (SLRP). An organization needs a clear understanding of its mission, vision, goals and priorities so it can effectively make decisions today that will meet the challenges of tomorrow. This strategic plan will guide Harper College in the effective use of both community and organizational resources.

After the publication of the first comprehensive plan in June of 1998, the College established a planning committee as part of the new shared governance system. Known as the Institutional Planning Committee (IPC), this group is responsible for the review, revision and monitoring of the strategic long range plan. During 1998-99, the IPC focused on the revision of the philosophy, mission and vision statements of the plan. Feedback was sought from the College community and considerable committee discussion resulted in new statements. In addition, the IPC recommended new institutional priorities for 1999-2000. Both of these documents have been approved by the Assembly Committee of shared governance and recommended to the President and Board of Trustees. The other components of the plan (strengths, weaknesses, opportunity, threats, goals and tasks) were developed or revised administratively and recommended to the Board.

During the first quarter of the new fiscal year, a cumulative summary of the revisions to the first plans will be published. Serving as an archive to the planning process, this document will identify the content and context for revisions in the plan.

During 1999-2000, the IPC will focus on all components of the plan with a special emphasis on the goals and tasks section. Areas of the College responsible for the three-year goals and tasks will be conferencing with the committee during the year to expand the college's awareness of the need, intent and progress of each goal and task. The committee will also establish a planning cycle that promotes the integration of strategic planning decisions and the budgeting process. During the first quarter, as part of the environmental scanning process, the first Source Book will be published and will identify external and internal needs. The SLRP will continue to form the basis of annual operations as well as the objectives and strategies found in the Annual Plan. When these objectives are met, they will incrementally address the tasks and goals in the SLRP. The plan continues to be a dynamic document that leads us successfully into the future.

Special thanks are extended to Mary Jo Willis and Sue Overland for their leadership of the IPC and to Joyce Schoonover and Dawn Marreel, from the Office of Planning and Budgeting, for their help in assembling and producing this document.

W. R. Howard
June, 1999

PART I

**PLANNING AT
WILLIAM RAINEY HARPER COLLEGE**

INTRODUCTION

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

This document consists of six parts.

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

The second section presents statements of belief (philosophy), purpose (mission) and direction (vision). Once established they should form the guiding principles to be used over a number of planning cycles.

Section three of the document arises from internal and external assessments and consists of a reporting of the College's strengths, weaknesses, opportunities and threats. Known as the SWOT (strengths, weaknesses, opportunities and threats), these statements list the external and internal forces that must be acknowledged before we can determine specific goals and tasks. Threats are factors that, if not addressed, could seriously hinder the accomplishment of our goals. For example, "Revenue stream severely restricted by Local Tax Cap." (T-6) has seriously impacted our budget. Not adjusting to future limitations in this area would seriously hinder the accomplishment of our goals. These factors need to be reexamined annually.

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

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

The last section of this document is a statement of the planning policy of the College and a summary of the "Report of a Visit" by the North Central Association of Colleges and Schools in September 1997.

In summary, using a metaphor of a sailing ship, the planning process prepares the plan (map) based on assessment of internal and external needs (sails), and guided by our

educational values (compass) and operated by highly qualified faculty, staff and administration (crew). Working together the College (ship) gains speed toward its destination--quality teaching and active learning. It catches the winds of change and currents of educational needs and opportunities. Without the sail and map, the ship has a tendency to drift. Planning helps faculty, staff and administration to join together to direct the ship to move forward as a unit with greater speed and joint purpose.

PLANNING AT HARPER COLLEGE

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

History of the Plan

In the fall of 1997, while recognizing a long history of planning at the College, the Board of Trustees approved a policy planning calling for the establishment 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 accomplishment.

In 1998, with new presidential leadership, there came a call for the development of a planning process and a comprehensive plan that would examine the direction, progress and needs of the institution. Aware that a number of elements of a comprehensive plan were already in place (e.g. institutional priorities, area goals, divisional plans, unit plans, a technology plan and space study,) President Breuder charged the President's Council to prepare a draft of a comprehensive strategic long range plan for 1998-2001. The plan was to contain: (1) statements of philosophy, mission and vision, (2) a determination of strengths, weaknesses, opportunities and threats, (3) one year institutional priorities and (4) area goals and tasks to be covered in three years. The Office of Planning and Budgeting coordinated the assembly of planning documents, reports and community studies. The Board approved the first plan in May of 1998.

A Dynamic Plan

During 1998-1999, after the Board of Trustees approved the initial plan, the responsibility for review, modification and monitoring of the plan was placed in the hands of the Institutional Planning Committee within the shared governance system. This group is responsible for developing the content of the plan and for providing guidance to the institutional planning process throughout the College. In this 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.

During 1999-2000, the Planning Committee will focus on reviewing, modifying and deleting recommendations for goal and task statements in the plan. During 1999-2000, the IPC will focus on all components of the plan with a special emphasis on the goals and tasks section. Areas of the College responsible for the three-year goals and tasks will be conferencing with the committee during the year in order to expand the College's awareness of the need, intent and progress of each goal and task. Also during this planning year, the committee will establish a planning cycle that promotes the integration of strategic planning decisions and the budgeting process. The SLRP will continue to form the basis of annual operations as well as the objectives and strategies found in the Annual Plan. When these objectives are attained they will incrementally address the tasks and goals in the SLRP. After being advanced through the shared governance system, these changes will be approved annually by the Board of Trustees.

Use of the Plan

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

THE PLANNING PROCESS

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

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

Phase I - Environmental Scanning

The Office of Research will be responsible for coordinating the internal audit and external assessment of the College's environment. An assessment of the demographics, needs assessments, community input and other studies will be conducted. One of the primary tools of this phase will be the review and update of the Institutional Source Book. Reports of the audits will go to the appropriate governance committee. From this assessment will come primary issues that need to be addressed by the College during the next planning period.

During this phase the institutional Strengths, Weaknesses, Opportunities and Threats (SWOT) will be updated. The results of the SWOT update will serve as a context for the revision of the Goals and Tasks inherent in the Strategic Long Range Plan (SLRP).

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

Phase II - Review of Foundational Statements

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

Phase III - Goals and Task Development

College goals and tasks, arranged by administrative areas, will cover three years (July 1999-June 2002). Every year the goals and tasks will be reviewed and updated. Tasks specifying the specific focus of the goals will be assigned to various committees of College Council or units of the College. These tasks will serve as the basis for prioritized objectives detailed in the Annual Plan.

Goals and tasks are organized under the major areas of the College: Academic Affairs, Administrative Services, Student Affairs, Information Technology and Institutional Advancement. Even though these areas parallel the administrative sectors of the College, the goals and tasks are College-wide and may be referenced in the Annual Plan by any unit of the College.

Phase IV - Annual Plan Development

The Annual Plan includes the objectives of each vice president and other members of the President's Council. Other staff will use the Annual Plan as a reference for the preparation of their plan. The Annual Plan will be sent to the Board of Trustees for information at the beginning of each academic year.

Phase V - Master Planning Grid

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

Phase VI - Annual Performance

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

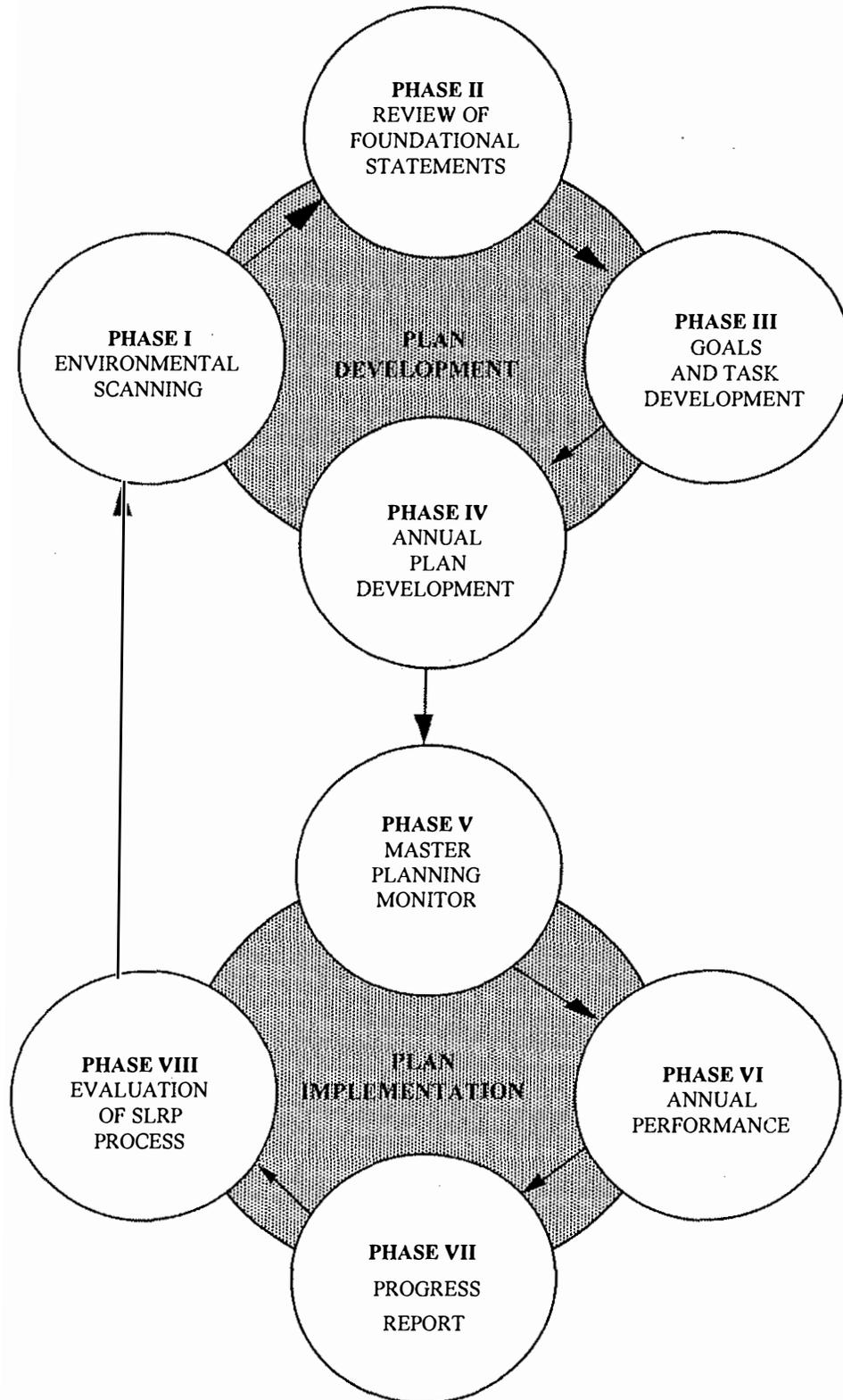
Phase VII – Progress Report

Three vehicles will be used to report on planning progress. The Cumulative Strategic Long Range Plan will include the philosophy, mission, goals and tasks of the College as well as the annual updates over a five-year period. An Annual Plan Performance Report will include the progress in accomplishing annual objectives as stated in the Annual Plan. These first two vehicles will be presented to the Board of Trustees. The third vehicle is the Annual Report from the College Council which will include action pertaining to planning.

Phase VIII - Evaluation Of SLRP Process

The Strategic Long Range Plan development process will be evaluated annually and, when appropriate, adjusted.

STRATEGIC LONG RANGE PLANNING PROCESS



PART II

PHILOSOPHY, MISSION AND VISION STATEMENTS

PHILOSOPHY STATEMENT

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

MISSION STATEMENT

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

1. To provide the first two years of baccalaureate education in the liberal and fine arts, the natural and social sciences and pre-professional curricula designed to prepare students to transfer to four-year colleges and universities;
2. To provide educational opportunities that enable students to acquire the knowledge and skills necessary to enter a specific career;
3. To provide continuing educational opportunities for professional job training, retraining and upgrading of skills and for personal enrichment and wellness;
4. To provide developmental instruction for underprepared students and educational opportunities for those who wish to improve their academic abilities and skills.

Essential to achieving these purposes are all of the College's resources, support programs and services.

VISION STATEMENT

Student Success Through Academic Excellence

PART III

STRENGTHS, WEAKNESSES, OPPORTUNITIES AND THREATS (SWOT)

STRENGTHS

- S - 1 Educational programs with clear purposes, consistent with the College mission.
- S - 2 A diverse array of quality instructional programs and services.
- S - 3 An effective program review process.
- S - 4 A comprehensive continuing education program.
- S - 5 A Corporate Service Program serving local corporate and business clients.
- S - 6 Institutional commitment to professional development.
- S - 7 Capable and committed faculty, staff and administrators.
- S - 8 Commitment to diversity through curriculum offerings.
- S - 9 Commitment to maintain a stable financial position
- S - 10 Reasonable tuition cost.
- S - 11 Productive relationship between Harper and area high schools.
- S - 12 Transfer Agreements to enhance student transfer to baccalaureate institutions.
- S - 13 Strong support for the School-to-Work initiatives through the Northwest Suburban Employment and Training Center.
- S - 14 Award winning career partnership with the *Daily Herald*.
- S - 15 Partnerships with high schools within the district to assist minority families as they explore options and make choices about pursuing postsecondary education.
- S - 16 Respect and support the College enjoys within the district.
- S - 17 National and statewide reputation for educational excellence.
- S - 18 Lincoln Award recognition for Harper's partnership with the Illinois Department of Employment Services and the workforce Development Council in the Northwest Suburban Employment and Training Center.
- S - 19 Ten-year accreditation by North Central Association.
- S - 20 A reputation for exemplary new student orientation, admission and registration programs and procedures.
- S - 21 Service to approximately 170,000 people on a yearly basis for classes and related activities, cultural events, recreational activities and community meetings/events.

- S - 22 Geographically accessible extension locations where students can take college courses.
- S - 23 Commitment to a safe and accessible campus environment.
- S - 24 A dynamic business community offering growing opportunity for employment and professional development.
- S - 25 Availability of land on the main campus for future development.
- S - 26 Highly educated local community supportive of higher education in general and Harper College in particular.
- S - 27 A strong economic base comprised of a significant population of affluent people.
- S - 28 Institutional commitment to the application of technology in both the academic and administrative areas and an organizational structure and funding to support the same.
- S - 29 A generous fringe benefit program to attract and retain high quality faculty and staff.
- S - 30 Faculty and staff involvement in the educational decision-making process.
- S - 31 A nationally recognized and dynamic array of Student Affairs services and programming.
- S - 32 A committed and dedicated Board of Trustees.
- S - 33 Cultural arts programming that features renowned authors, scholars, artists and performers.
- S - 34 Successful, influential and dedicated Harper Foundation Board of Directors.
- S - 35 Strong academic support programs which increase student retention and success.
- S - 36 An increasingly diverse and evolving community.
- S - 37 More than 77 state-of-the-art computer laboratories, on and off campus.
- S - 38 Program organizational structure that integrates career and general education disciplines.
- S - 39 Nationally recognized interdisciplinary Learning Community Program.
- S - 40 A growing resource development effort.

WEAKNESSES

- W - 1 Lack of effective internal and external communication in and among some areas.
- W - 2 Some instructional and support service facilities are antiquated.
- W - 3 Insufficient and/or antiquated equipment in selected areas and lack of a plan for acquisition.
- W - 4 Insufficient instructional space during prime time hours.
- W - 5 Lack of facilities to adequately receive and host visitors to the College.
- W - 6 Insufficient diversity in faculty, staff and administration.
- W - 7 The skills of employees do not match the needs of the College in some areas.
- W - 8 Lack of a comprehensive, professional development program.
- W - 9 Lack of a plan to acquire College-wide non-computer equipment.
- W - 10 Absence of computerized student and client tracking systems hamper data collection and other research.
- W - 11 Backlog in automated administrative computing system implementation.
- W - 12 Lack of an institutional culture which supports funding through grants.
- W - 13 Lack of implementation of a comprehensive strategic marketing plan.
- W - 14 Slow programmatic response to changing industry needs in selected areas.
- W - 15 Untested connectivity between levels of planning, operations and budgeting.
- W - 16 Unclear perception regarding the roles of Corporate Services, Continuing Education and credit programs.
- W - 17 A pattern of decline in credit student enrollment since Fall 1992.
- W - 18 Lack of support services at off-campus locations.
- W - 19 Insufficient reward/compensation systems to attract and maintain a quality workforce in highly competitive areas of the College.
- W - 20 Aging collection in the library in selected disciplines.
- W - 21 Some part-time students are not being adequately assessed.
- W - 22 Lack of office and premium classroom space.

- W - 23 Limited new program development initiatives.
- W - 24 Insufficient number of flexible program offerings.
- W - 25 Limited infrastructure and offerings in distant learning/web-based formats.
- W - 26 Lack of formal plans to address international and diversity issues.
- W - 27 Inadequate revenue to fund new program development.
- W - 28 Lack of comprehensive customer service orientation.

OPPORTUNITIES

- O - 1 Initiatives to support facility expansion and improvement.
- O - 2 A new instructional Conferencing Center to expand services to the business community.
- O - 3 A new state-of-the-art Performing Arts Center that meets both instructional and community needs.
- O - 4 Resources available as a result of our location near Chicago and O'Hare International Airport.
- O - 5 Opportunities for grant and private sector funding to support current and future programming and facilities.
- O - 6 Emphasis on life-long learning opportunities.
- O - 7 Enhancement of our customer service focus where appropriate.
- O - 8 Growing number of ethnic minorities seeking educational resources.
- O - 9 Organizations interested in customized contract courses/services.
- O - 10 Potential increase corporate employees seeking education and training opportunities.
- O - 11 Increase in non-traditional age students.
- O - 12 Projected increase in graduating high school seniors.
- O - 13 Increased application of technology in College support areas such as media services, library, distance/web-based education and marketing services to improve productivity.
- O - 14 Introduction of new technology in the delivery of instruction and support services (e.g., distance learning).
- O - 15 Increase the percentage of employers providing tuition reimbursement.
- O - 16 Resource development potential enhanced through Foundation Board members linked to key corporate entities and individuals.
- O - 17 Established link with business and corporations to develop new programs and services.
- O - 18 Influx of new faculty, staff and administrators may contribute to new perspectives, interests and methods of instructional delivery and services.
- O - 19 Changing demographics of the district requiring English language acquisition.

- O - 20 A growing population of learning disabled, underprepared, undecided and first-generation college students.
- O - 21 Growing understanding of educational funding challenge posed by the tax cap restriction.

THREATS

- T - 1 Increased competition for students from both public and private educational providers.
- T - 2 Difficulty in responding quickly with appropriate programs to keep pace with the changing workforce.
- T - 3 Increased competition via technology-based delivery systems (e.g., Web-based and distance learning).
- T - 4 Corporate America increasingly providing for its own training needs.
- T - 5 Increasing difficulty in maintaining adequate fund balances.
- T - 6 Revenue stream severely restricted by Local Tax Cap.
- T - 7 Decline of state funding as a percentage of total budget.
- T - 8 Acceleration of costs over which the College has limited control (e.g., utilities, equipment, maintenance agreements, library subscriptions, insurance and software licensing).
- T - 9 Increased cost for software, upgrades and maintenance due to emerging technologies.
- T - 10 Taxpayer concern over steadily increasing property taxes.
- T - 11 Dissatisfaction with customer service.
- T - 12 Changes in state and federal regulations that affect accounting and management standards.
- T - 13 Increasing difficulties in recruiting and retraining technically competent employees.
- T - 14 Inadequate financial support and encouragement which promotes innovative thinking and practices.
- T - 15 Failure to view Harper as a whole community.
- T - 16 Trying to be all things to all people in our community.
- T - 17 Selected provisions in employee contracts that limit workforce flexibility and program development.
- T - 18 Attendance at Harper regarded as a second choice by some local high school students.
- T - 19 Expedient adaptation of curriculum to the changing market place.

PART IV

1999/2000 INSTITUTIONAL PRIORITIES

1999/2000 INSTITUTIONAL PRIORITIES

- A. Develop and fund new instructional programs which are academically sound and responsive to community needs and utilize strategic alliances.
- B. Continue to assess the College's curriculum and pedagogy to provide more flexibility (modularization and short courses) and greater access (off-campus locations and distance learning) while maintaining academic excellence.
- C. Implement a comprehensive strategic marketing plan employing market research which results in image enhancement and enrollment growth.
- D. Continue to expand enrollment through increased student recruitment and retention initiatives.
- E. Continue revising, implementing and evaluating campus-wide technology plan.
- F. Establish and execute a plan for employee training and development.
- G. Establish and execute a plan for organizational development.
- H. Continue to implement and begin to assess the College's shared governance system.
- I. Execute the capital improvement program including staffing and support requirements for the Performing Arts Center and the Conference Center and develop initiatives for other capital needs.
- J. Expand College focus on international and diversity initiatives and issues.
- K. Enhance communication and collaboration among all areas of the College.
- L. Enhance communication and collaboration between the College and community.
- M. Develop and implement web-based administrative practices.

PART V

AREA GOAL AND TASK STATEMENTS

AREA: ACADEMIC AFFAIRS

Preamble

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

- College transfer and baccalaureate education
- Career and workforce training
- Professional and community continuing education
- Pre-college and developmental education
- Support services

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

GOAL

AA-1 **Ensure An Appropriate Curriculum Portfolio**

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

TASKS

- AA-1.1 The College will assess curriculum via evaluation and review and make appropriate additions, deletions and modifications.
- AA-1.2 The College will expand the multicultural and diversity components in the curriculum.
- AA-1.3 The College will use the Program Review process to assure program quality.

- AA-1.4 The College will develop new programs in response to identified community needs.
- AA-1.5 The College will address curriculum compatibility with the IAI and ETC standards.

GOAL

- AA-2 **Instructional Delivery**
Assess and expand the delivery of instruction and facilities as a response to changing technology and student learning requirements.

TASKS

- AA-2.1 The College will expand flexible scheduling options as appropriate.
- AA-2.2 The College will expand instructional technology into the curriculum.
- AA-2.3 The College will encourage and support innovative and interactive instruction.
- AA-2.4 The College will evaluate and modify the instructional facilities to support present and expanded delivery options.
- AA-2.5 The College will assess application technology in the library and take appropriate action to ensure its impact and currency to support the needs of students, faculty, administrators and staff.

GOAL

- AA-3 **Program Resources**
Effectively manage and expand program resources that enhance our instructional mission.

TASKS

- AA-3.1 The College will manage program offerings within allocated budgets through respective cost center managers.
- AA-3.2 The College will explore alternative financing options for programs.
- AA-3.3 The College will review the organizational structure within the Academic Affairs area and assess its effectiveness.

- AA-3.4 The College will develop a plan for the acquisition and replacement of instructional capital equipment within Academic Affairs.
- AA-3.5 The College will ensure that library resources reflect the needs of students, faculty, administrators and staff in collection development, staffing, and technology.

GOAL

- AA-4 **Enrollment Enhancement**
Encourage enrollment growth by removing program barriers and by supporting marketing strategies.

TASKS

- AA-4.1 The College will develop a plan for the promotion of academic programs to reflect the College's unified marketing approach.
- AA-4.2 The College will focus marketing efforts on identified distinctive and high growth potential programs.
- AA-4.3 The College will investigate additional community awareness (outreach) events to be incorporated in future marketing efforts.

AREA: ADMINISTRATIVE SERVICES

Preamble

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

GOAL

AS-1 Budget Management

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

TASKS

- AS-1.1 The College will maintain financial stability by producing a balanced budget and limiting spending to the amounts in the budget.
- AS-1.2 The College will work toward the appropriate balance between personnel, facilities and services.
- AS-1.3 The College will develop a process to link the Strategic Long Range Plan to the budget.
- AS-1.4 The College will continue to develop a comprehensive budget development process.
- AS-1.5 The College will examine its tuition policy giving consideration to changing student needs and the mission of the Community College.

GOAL

AS-2 Facilities Improvement

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

TASKS

- AS-2.1 The College will develop a monitoring process that identifies and corrects unsafe spaces.

- AS-2.2 The College will assess all major components of the facilities and develop preventive maintenance plans to keep the facilities up to standard.
- AS-2.3 The College will maintain a high standard of cleanliness that will reflect the quality of educational offerings.
- AS-2.4 The College will clean and correct problem areas of the College property, especially entryways and pathways to buildings, and remove debris to make entrance, pathway and common areas more attractive.
- AS-2.5 The College will respond to the Space Study and Proposed Master Plan to adapt and expand spaces as needs change.
- AS-2.6 The College will move forward with the next steps of a Chemical Hygiene Plan.

GOAL

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

TASKS

- AS-3.1 The College will refine cash flow projections and investing practices and instruments to maximize interest income without undue risk.
- AS-3.2 The College will work toward excellence in MIS reporting functions to the State of Illinois and all other bodies who require reporting of data.
- AS-3.3 The College will develop comprehensive and centralized systems for financial reporting of fiscal data related to grants.
- AS-3.4 The College will stay current on the new reporting requirements of various external agencies and modify systems to meet those reporting requirements.
- AS-3.5 The College will work to develop better internal management reports to assist the end users with their financial data needs.
- AS-3.6 The College will implement the operational analysis process pertaining to the organization, function, revenue/cost, staffing and resources allocation of the units of the College.

GOAL

AS-4 **Facility Development**

Provide facility support for future space needs through assessment of program plans, market requirements and emerging opportunities and implementation of current building projects.

TASKS

- AS-4.1 The College will investigate the next phases of the Instructional Conference Center and Performing Arts Center.
- AS-4.2 The College will develop a plan for major infrastructure improvements such as roofs.
- AS-4.3 The College will implement priority phases of the Space Plan and subsequently convert the Space Plan to a comprehensive Site and Facilities Plan.
- AS-4.4 The College will determine the need for space by carefully examining its enrollment projection, utilization of facilities and instructional plan.

GOAL

AS-5 **Facility Improvement Funding**

Secure financial and community support for facilities' plans, which define the current needs of the College, to accomplish the College mission.

TASKS

- AS-5.1 The College will work to propose a major bond referendum to provide financing for facility needs.
- AS-5.2 The College will work to develop corporate and grant support to provide for financing of facility needs.
- AS-5.3 The College will submit appropriate and fundable projects to the state of Illinois through the RAMP process.

AREA: STUDENT AFFAIRS

Preamble

Diverse areas exist within Student Affairs offering a wide variety of programs and services. The major intentions of Student Affairs are:

To provide programs and services which focus on the developmental dimensions of interpersonal effectiveness, intellectual development, intrapersonal effectiveness and life management.

To provide meaningful access for all constituents who can benefit from College programs and services.

To develop and implement programs/services which promote student success.

To promote quality by improving services to and programs for students consistent with the mission and vision of the College.

GOAL

- SA-1 **Comprehensive Student Center and Facilities**
Continue to articulate the vision of a comprehensive student center in the middle of campus and a centralized (one-stop) concept for Student Affairs programs and services.

TASKS

- SA-1.1 The College will provide programs and develop strategies to encourage student use of the Student Center.
- SA-1.2 The College will continue development of a plan for renovated facilities which incorporates a centralized (one-stop) concept and makes College programs and services more accessible for students.

GOAL

- SA-2 **Student Retention**
Explore new intervention systems and programs to positively effect retention and success.

TASKS

- SA-2.1 The College will implement retention strategies/systems as recommended by appropriate College committees.
- SA-2.2 The College will implement further intervention systems for at-risk students.
- SA-2.3 The College will develop greater partnerships between student affairs, academic affairs, and marketing advancement to ensure academic success and enhance personal development of students.
- SA-2.4 The College will continue to initiate programming which facilitates student success and retention.
- SA-2.5 The College will offer services at times, locations and in ways that are reflective of student needs, including offering services at off-site locations and WEB applications.

GOAL

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

TASKS

- SA-3.1 The College will continue to solicit federal, state and grant funding to support Student Affairs initiatives.
- SA-3.2 The College will continue to solicit contributions through the Harper Foundation which will support Student Affairs initiatives.
- SA-3.3 The College will continue to develop partnerships to support Student Affairs initiatives.

GOAL

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

TASKS

- SA-4.1 The College will implement minority retention programming for students and staff.
- SA-4.2 The College will develop initiatives designed to foster diversity awareness at the College.
- SA-4.3 The College will continue to promote accessibility for persons with disabilities.
- SA-4.4 The College will continue to address women's issues.

GOAL

- SA-5 **Accountability**
Utilize existing College processes to continually evaluate, refine and improve Student Affairs programs and services.

TASKS

- SA-5.1 The College will implement the program review process in Student Affairs on an annual basis.
- SA-5.2 The College will conduct an annual program cost/value analysis and make changes and improvement where necessary.
- SA-5.3 The College will assess student needs, satisfaction and recommendations in order to make changes and improvements where necessary.

GOAL

- SA-6 **Assessment**
Continue to refine procedures to assess student outcomes and Student Affairs effectiveness.

TASKS

- SA-6.1 The College will continue to implement measurements of access, satisfaction and quality.

- SA-6.2 The College will assess the developmental outcome dimensions of interpersonal effectiveness, intellectual development, intrapersonal effectiveness and life management as they pertain to student affairs interventions.
- SA-6.3 The College will use assessment results for programmatic affirmation and/or improvement.

GOAL

- SA-7 **Wellness**
Continue to provide the Harper Community with opportunities to enhance its physical, mental, emotional, spiritual and social well-being.

TASKS

- SA-7.1 The College will provide opportunities for increased student and community participation in wellness activities.
- SA-7.2 The College will develop policies and procedures that create a safe and healthy environment for students and employees.
- SA-7.3 The College will design programs, activities and events that continue to promote the health and wellness of Harper students and staff.
- SA-7.4 The College will implement a partnership between health and psychological services to form a comprehensive prevention model.

GOAL

- SA-8 **Student Life**
Continue to provide programs which promote a sense of belonging and participation in a collegiate environment.

TASKS

- SA-8.1 The College will oversee a process which results in the revitalization of student government.
- SA-8.2 The College will offer events programming which complements, integrates, and supports the classroom experience with life planning and goal achievement.

- SA-8.3 The College will implement ombuds services for student issues and effective conflict resolution.
- SA-8.4 The College will offer opportunities for the development of values, personal self-identity, interpersonal competence and cultural awareness and essential lifeskills for effective citizenship.
- SA-8.5 The College will foster an environment which promotes civility and respect for the dignity of all persons.

AREA: INFORMATION TECHNOLOGY

Preamble

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

GOAL

IT-1 Technology Planning

Continue to implement, evaluate, and update an ongoing Technology Plan and maintain a state-of-the-art environment.

TASKS

- IT-1.1 The College will prepare annual revision of the Technology Plan working in conjunction with appropriate groups and departments involved with its implementation.
- IT-1.2 The College will evaluate emerging technologies to ensure that the College's computing and software resources are current.
- IT-1.3 The College will provide progress reports on the state of Technology Initiatives.
- IT-1.4 The College will continue to maintain current funding levels and seek additional funding support for approved technology initiatives.

GOAL

IT-2 Technology Use in Instruction

Establish and implement media (voice, video and data) and technology applications to support the needs of academic affairs and the Technology Plan.

TASKS

- IT-2.1 The College will assess the needs for Technological Support in instructional delivery.
- IT-2.2 The College will develop media and technology solutions in keeping with the methods, time table, priorities and resources in support of instructional delivery.
- IT-2.3 The College will explore the possibility of merging similar technology support organizations and reorganize to streamline services, offer better support and provide a more unified approach.

GOAL

- IT-3 **Technology Use in Administrative Support**
Provide technology applications to support business and administrative requirements and the Technology Plan.

TASKS

- IT-3.1 The College will assess the needs of the organization and business practices to ascertain the requirements of using technology in the workplace.
- IT-3.2 The College will develop technological solutions in keeping with the methods, time table, priorities and resources to support organizational needs.
- IT-3.3 The College will explore merging similar technology support organizations and reorganize to streamline services, offer better support and provide a more unified approach.
- IT-3.4 The College will enhance the College's Web and Intranet applications.
- IT-3.5 The College develop a College-wide student and employee identification system.

GOAL

- IT-4 **Technical Support**
Establish and implement technical support to maintain a robust Network (HCCN) Infrastructure in concert with the Technology Plan and emerging technologies.

TASKS

- IT-4.1 The College will assess community requirements and use of the network infrastructure to identify resources necessary to meet projected growth.
- IT-4.2 The College will evaluate emerging technologies and identify technical support requirements based on the methods, timetable, priorities and resources that are necessary.

GOAL

IT-5 **Technology Staffing**

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

TASKS

- IT-5.1 The College will develop a staffing structure with appropriate levels of technicians, career advancement and remuneration.
- IT-5.2 The College will provide an environment for staff development and training to maintain the appropriate skill level.

GOAL

IT-6 **Partnerships and Consortiums**

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

TASKS

- IT-6.1 The College will seek consortium relationships that will benefit the College in matters of technology.

GOAL

IT-7 **Technology Enhancement**

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

TASKS

- IT-7.1 The College will provide training programs, management information systems and decision support tools to facilitate organizational development, institutional effectiveness, and process improvements.

AREA: INSTITUTIONAL ADVANCEMENT

Preamble

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

GOAL

IA-1 Resource Development

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

TASKS

- IA-1.1 The College will identify and prioritize financial needs through the involvement of appropriate administration, faculty, staff and key volunteers.
- IA-1.2 The College and the Harper Foundation will develop marketing and solicitation strategies in response to identified needs.
- IA-1.3 The College and the Harper Foundation will develop a resource development plan for each effort including the annual fund, major gift, planned gifts, government grants, special event and direct mail programs.
- IA-1.4 The College and the Harper Foundation will seek volunteer and pro bono support for direct mail, marketing, advertising and fund raising activities.
- IA-1.5 The College and the Harper Foundation will develop a constituency development process involving items such as alumni records; centralizing mailing lists, and conducting and tracking special fund-raising events and activities.
- IA-1.6 The College and the Harper Foundation will develop appropriate policy and procedure for record maintenance; gift processing, receipting and reporting; internal process and approval for solicitation; grant development and management; and gift and grant stewardship including financial investment and endowment management.

- IA-1.7 The College and the Harper Foundation will itemize and coordinate support activities needed from other areas such as IS, Publications, Community Relations, and Mailing Services.
- IA-1.8 The College will support capital improvement initiatives.

GOAL

- IA-2 **Strategic Planning**
Enhance executive management based on strategic planning and supported by valid and reliable research and evaluation data that is integrated into all aspects of College decision-making and operations.

TASKS

- IA-2.1 The College will develop and implement an environmental scanning system to assess the internal environment of the College and the external environment in which it operates.
- IA-2.2 The College will establish an organized system and process for developing a Strategic Long Range Plan that guides decision making at unit, area and institutional levels.
- IA-2.3 The College will interconnect its long range annual and budgeting plan and also provide system plans and the mechanisms for monitoring and reporting on their progress.

GOAL

- IA-3 **Research and Evaluation Support**
Continue to offer a broad array of research, evaluation and decision support services to all units of Harper College.

TASKS

- IA-3.1 The College will develop a reliable and readily available Source Book.
- IA-3.2 The College will provide consultation, research design, assessment methodology, and analytical support to faculty and staff engaged in classroom research and student outcomes assessment.
- IA-3.3 The College will use research in planning, program review and student outcomes assessment.

- IA-3.4 The College will provide collection, analysis and interpretation of institutional data and support for planning and decision making.

GOAL

IA-4. Community Relations Management

To develop and nurture external relations for the benefit of the College.

TASKS

- IA-4.1 The College will evaluate current delivery methods of information to the public and seek innovative ways to disseminate news about the College.
- IA-4.2 The College will continue to integrate Friends of Harper into public relations campaigns and pursue ways to involve alumni and other volunteer groups in these efforts.
- IA-4.3 The College will update and maintain current contact lists on community organizations, service groups and libraries.
- IA-4.4 The College will become more visible and more involved in the local community.
- IA-4.5 The College will organize and host Open Houses and Community Days.
- IA-4.6 The College will provide the media with accurate and timely information about the College.
- IA-4.7 The College will develop comprehensive media and governmental relations plan.

GOAL

IA-5 Institutional Effectiveness

Examine current progress in identifying institutional effectiveness to monitor the productivity of all aspects of the College.

TASKS

- IA-5.1 The College will continue to develop and utilize indicators and measurements of institutional effectiveness and develop baseline data to assess institutional indicators.

- IA-5.2 The College will develop benchmark comparisons with other comparable institutions in the area of institutional effectiveness outcomes.

GOAL

- IA-6 **Governance**
Provide an effective College governance system that is responsive to the needs of all College constituents and encourages effective/efficient deliberation and decision making.

TASKS

- IA-6.1 The College will continue to implement and evaluate the new shared governance system focusing on communication, flow of information and decision making within the College.

GOAL

- IA-7 **Personnel Administration**
Encourage and support the organizational development through effective policies and systems.

TASKS

- IA-7.1 The College will examine alternatives and enhancements to the College's reward and compensation systems as a strategy for recruiting and retaining competent staff.
- IA-7.2 The College will accelerate its effort to diversify its human resources and improve processes for adequate staffing through cost effective candidate sourcing, recruiting, selection, retention and succession planning processes.
- IA-7.3 The College will advance the administrators' and supervisory employees' ability to conduct performance coaching and the regular administration of employee performance appraisals.
- IA-7.4 The College will strive to negotiate employee contracts within a common timeframe in order to achieve equitable results.
- IA-7.5 The College will pursue means to maintain reliable and efficient employment data, employment records (part-time and full-time) and employment

documents to support the College's legal obligations and organizational initiatives.

GOAL

IA-8 Employee Development

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

TASKS

- IA-8.1 The College will institute a process for employee development utilizing professional development dollars that is directly linked to the employee development plan in order to enhance employee competency and performance.
- IA-8.2 The College will institute a supervisory development curriculum.
- IA-8.3 The College will conduct an employee training needs analysis in order to target training.
- IA-8.4 The College will initiate and promote staff training and organizational development strategies to support computer skill needs, departmental initiatives and improved customer service.
- IA-8.5 The College will provide training to support program and committee effectiveness.
- IA-8.6 The College will enhance diversity and multicultural awareness among all employees.
- IA-8.7 The College will develop and maintain a staff development program which provides opportunities to enhance personal effectiveness, provides appropriate feedback on job performance, and enhances multicultural awareness.
- IA-8.8 The College will continue to improve the employee evaluation process.
- IA-8.9 The College will continue to recognize and reward the contributions of employees.
- IA-8.10 The College will develop a staffing structure with appropriate levels of skilled workforce, career advancement and remuneration.

- IA-8.11 The College will continue to provide the means for the skilled workforce to maintain needed skills.

GOAL

- IA-9 **Enrollment**
Increase enrollment through the implementation of initiatives that will attract additional students.

TASKS

- IA-9.1 The College will attract students by promoting quality programs and services geared toward student success.
- IA-9.2 The College will design strategies to increase athletes, disabled, women, and minority student enrollment.
- IA-9.3 The College will examine technology to improve the link between student and academic programs.
- IA-9.4 The College will advertise availability of student financial aid and scholarships.
- IA-9.5 The College will, in collaboration with Academic Affairs, develop an Enrollment Plan that reflects changes in student market, student interest and program opportunities.
- IA-9.6 The College will more accurately project the College's annual credit/non-credit enrollment.
- IA-9.7 The College will increase the number of academically enriched students attending Harper College.
- IA-9.8 The College will foster a partnership between Student Affairs, Academic Affairs and Marketing Advancement to offer flexible schedules and alternate course formats which are responsive to student preferences.

GOAL

- IA-10 **Community Relationships**
Actively develop business and educational partnerships which promote opportunities for learning, resources development and improved relationships.

TASKS

- IA-10.1 The College will identify programs and services that could benefit from community partnerships.
- IA-10.2 The College will develop a community partner recruitment process.
- IA-10.3 The College will strengthen and expand existing relationships with business and industry and seek new partnerships.

GOAL

- IA-11 **Marketing**
Develop and implement a comprehensive promotional plan in order to enhance the image and reputation of the College.

TASKS

- IA-11.1 The College will consider the recommendations of the Presidential Commission on Marketing.
- IA-11.2 The College will review current marketing strategies and expenditures and effect necessary changes.
- IA-11.3 The College will promote Harper's image of educational excellence to area residents, businesses, alumni and prospective students.
- IA-11.4 The College will provide a client and employee friendly environment and culture with institutional support for feedback and response.
- IA-11.5 The College will review and enhance the College's Catalog and other publications to provide comprehensive information to current and prospective students.
- IA-11.6 The College will review and upgrade the signage at the three entrances and also guide access/traffic through appropriate signage on campus.
- IA-11.7 The College will review the signage on the main campus.
- IA-11.8 The College will upgrade the signage at the Northeast Center to enhance the presence of the College in the local community.
- IA-11.9 The College will develop and implement consistent image identification standards.

PART VI
ADDENDUM

PLANNING POLICY

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

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

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

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

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. [NCA p. 41]
2. The divisional structure should be listed at the beginning of the College catalog. [NCA p. 41]
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. [NCA p. 41]
4. The College should continue to diversify its student body, faculty, staff and administration. [NCA p. 42]
5. The College should continue to monitor the quality of instructional programs as the rate of part-time instructors increases. [NCA p. 42]
6. The College should clean the entryways and pathways to buildings to remove debris to make entrances and pathways more attractive. [NCA p. 42]
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. [NCA p. 42]
8. Enrollment projections should be examined carefully and verified to insure there is a need for space for future instructional needs. [NCA p. 42]
9. An electronic marquee should be considered to provide information at the Northeast Center to enhance the presence of the College in the community. [NCA p. 42]
10. The institution should continue to monitor very closely the completion of the Regent system according to the original plan. [NCA p. 42]

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. [NCA p. 42]
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. [NCA p. 42]
13. The College should determine if the five-hour child care limit in the Child Learning Center impairs access of students of the College and prevents potential employees from applying for positions. [NCA p. 42]
14. The College should explore those sports available in high school for women and study the feasibility of beginning new programs for women. [NCA p. 42]
15. The College should increase the font size and choose colors which are more legible for the student handbook. [NCA p. 42]
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. [NCA p. 42]
17. The College will examine and report on the Assessment of Student Academic Achievement of its students by May 1, 1999. [NCA p. 43]

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. [NCA p. 6]
19. The institution needs to modernize many of its labor-intensive manual systems to improve effectiveness. [NCA p. 7]
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. [NCA p. 8]
21. While the College has made progress in diversifying its human resources, it is apparent that there is a need to accelerate this effort. [NCA p. 9]
22. It is suggested that the College explore the cleaning of entryways to remove the debris to make the entrances more attractive. [NCA p. 10]

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. [NCA p. 10]
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. [NCA p. 11]
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. [NCA p. 11]
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. [NCA p. 12]
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. [NCA p. 13]
28. Instructional programs which use technology should continue to be improved, especially distance-education systems of delivery. [NCA p. 14]
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. [NCA p. 16]
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. [NCA p. 16]
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. [NCA p. 20]

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. [NCA p. 24]
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. [NCA p. 26]
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. [NCA p. 26]
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. [NCA p. 26]
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. [NCA p. 27]
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. [NCA p. 28]
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. [NCA p. 28]
39. The Office of Student Financial Assistance staff must improve the processes and procedures to insure that they comply with requirements for Federal recertification. [NCA p. 28]
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. [NCA p. 30]

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. [NCA p. 30]
42. It is suggested that the College examine its rule of requiring 10 students to start a club. [NCA p. 31]
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. [NCA p. 32]
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. [NCA p. 33]
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. [NCA p. 33]
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. [NCA p. 34]
47. There is no systematic acquisition and replacement plan in place for non-computer related equipment. [NCA p. 36]
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. [NCA p.37]
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. [NCA p. 38]

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. [NCA p. 39]
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. [NCA p. 39]

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. [NCA p. 40]
53. Some personnel records for part-time and full-time faculty are missing significant documents such as transcripts. [NCA p. 40]
54. There is a concern about the inconsistencies that occur through the delivery of the decentralization of Continuing Education Programs. [NCA p. 41]
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. [NCA p. 41]
56. The institution lacks a College-wide non-computer equipment acquisition and replacement plan. [NCA p. 41]
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. [NCA p. 41]
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. [NCA p. 41]
59. Sexual Harassment Policy and Procedures are not easily accessible to employees and have not been widely communicated. [NCA p. 41]
60. The name, address, and telephone number of the North Central Association must be included in all publications which reference it. [NCA p. 41]
61. The Federal financial aid program at the College receives provisional certification. [NCA p. 41]



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