



Representing SLRP 1998 - 2001, SLRP 1999 - 2002
Issue 1

Cumulative Update 1999

Strategic Long Range Plan

Cumulative Update 1999

Office of Planning and Budgeting

William R. Howard, Assistant Vice President

Issue 1

June 1999

William Rainey Harper College
1200 West Algonquin Road
Palatine, IL 60067-7398

Phone 847/925-6655

CUMULATIVE UPDATE 1999 STRATEGIC LONG RANGE PLAN

CONTENTS

INTRODUCTION	3
1999, 2000 Philosophy, Mission and Vision Statements.....	7
1999, 2000 Strengths, Weaknesses, Opportunities and Threats (SWOT)	12
1999 Institutional Priorities	26
1998, 1999 Institutional Priorities – Summary of Outcomes June 1999	27
2000 Institutional Priorities	33
GOAL AREA: ACADEMIC AFFAIRS	
AA-1 Appropriate Curriculum Portfolio.....	35
AA-2 Instructional Delivery	37
AA-3 Program Resources	38
AA-4 Enrollment Enhancement.....	39
GOAL AREA: ADMINISTRATIVE SERVICES	
AS-1 Budget Management	41
AS-2 Facilities Improvement	42
AS-3 Financial Management and Reporting	43
AS-4 Facility Development.....	45
AS-5 Facility Improvement Funding	46
GOAL AREA: STUDENT AFFAIRS	
SA-1 Comprehensive Student Center and Facilities.....	47
SA-2 Student Retention	48
SA-3 Funding.....	49
SA-4 Diversity	50
SA-5 Accountability	52
SA-6 Assessment	52
SA-7 Wellness	53
SA-8 Student Life	54
GOAL AREA: INFORMATION TECHNOLOGY	
IT-1 Technology Planning.....	56
IT-2 Technology Use in Instruction	57
IT-3 Technology Use in Administrative Support.....	58
IT-4 Technical Support.....	59
IT-5 Technology Staffing	60
IT-6 Partnerships and Consortiums	61
IT-7 Technology Enhancement	61

GOAL AREA: INSTITUTIONAL ADVANCEMENT

IA-1	Resource Development.....	57
IA-2	Strategic Planning.....	60
IA-3	Research and Evaluation Support.....	61
IA-4	Community Relations Management.....	62
IA-5	Institutional Effectiveness	63
IA-6	Governance.....	64
IA-7	Personnel Administration	64
IA-8	Employee Development	65
IA-9	Enrollment.....	67
IA-10	Community Relationships	70
IA-11	Marketing	71

INTRODUCTION

The Cumulative Update of the Strategic Long Range Plan, Issue 1, constitutes a recent history of the long range planning outcomes at Harper College. It is based upon the Strategic Long Range Plan and identifies the changes in the key planning activity and documents the status of these activities since July 1998.

The Cumulative Update is available to any member of the College community who wishes to read it, but since it is expected that its use will be only occasional, only 50 copies are made. These copies reside in the College LRC, in the Office of Planning and Budgeting, President's Council members and in the Office of the President.

The reader of the Cumulative Update may wish to consult its companion documents. These include the Strategic Long Range Plan and the Annual Plan, which are the primary planning documents for the College. The Office of Planning and Budgeting produces the Cumulative Update: readers are invited to address questions or comments to the Assistant Vice President of Planning and Budgeting.

The Cumulative Update will become a joint product of the College Shared Governance System and the College administration. The goals and tasks are implemented and then retired from the Strategic Long Range Plan, either as complete or as a maintenance task. These goals and tasks are deleted from the annual version of the SLRP. The Cumulative Update is organized according to the current SLRP document. If items are retired during the previous year they are published in order in the current Cumulative Update but identified with "---" in the task code. In subsequent issues the retired tasks will not be reported in the body of the Update however will be available in the Appendix by administrative area. They will be deleted from the Appendix after the fifth year.

The Cumulative Update is an archive document. Under each task statement the following information is contained:

- The Status Report for 1999.
- Action of retirement or modification by College Governance.

This first issue is a transition document. Authorization for task change was made by the President's Council. Issue 2 of the Cumulative Update and recommendations for changes in goals and tasks will be submitted through the Institutional Planning Review Committee within Shared Governance. Any area or committee of the College can recommend changes to the Institutional Planning Review Committee. Recommendations are then forwarded to the College Assembly for final approval by the President.

Implementation of the Strategic Long Range Plan

The goals and tasks are reviewed annually by key administrators and by the Institutional Planning Review Committee; status reports are included according to the current Strategic Long Range Plan format. The status report provides a "progress report" for each task and identifies if a goal or task is sustained, modified or retired. The design of the plan provides for continuous updating. Each year, upon completion, a task will be identified as completed and removed from the Plan. This constant updating of a task statement will ensure that the Plan remains current.

Cumulative Update Elements

As an archive document, the Cumulative Update will provide a history of the components of the SLRP: Mission, Philosophy, Vision, SWOT (Strengths, Weakness, Opportunity and Threats) statements, Institutional Priorities (with summary of 1998/1999 outcomes) and Goals and Task statements. Each of these components is published in total by the corresponding year.

The Goal and Task Statement is formatted with a number of elements.

For Example:

AA-1.3 The College will use the Program Review process to assure program quality. (AA-1.4) [ED]

Status Report 1999

21 Program reviews were completed in Academic Affairs in FY99 and the VPAA, Executive Dean, Division Dean and faculty chair/coord are currently meeting to review these and formalize appropriate actions based on the recommendations. In FY00, 14 additional programs will begin the process of preparing their comprehensive program reviews.

The Goal and Task Statements are divided into the goal areas and the alphabetic codes are:

- Academic Affairs (AA)
- Administrative Services (AS)
- Student Affairs (SA)
- Information Technology (IT)
- Institutional Advancement (IA)

The coding system identifies the alphabetic identifier for Goal Area, a numeric indicator for goal, and an additional numeric for task. For example, the number AA-1.3 indicates the third task of the first goal in the goal area of Academic Affairs. Goal areas, goals and tasks are not listed in priority order.

The numeric code refers to the current (SLRP 2000) list of goals and tasks. If the code changed from the previous year. The prior year code is found in parenthesis (I.e. (AA-1.4)).

The college administrator responsible for carrying out the task prepares status reports. Initials within brackets (i.e. [JT]) next to the task represent the administrator. Reference is made to the administrator currently associated with each task:

- CB Cathy Brod, Assistant Vice President for Development
- ED Ed Dolan, Vice President for Academic Affairs
- BH Bonnie Henry, Vice President for Human Resources and Internal Affairs
- WH Bill Howard, Assistant Vice President for Planning and Budgeting
- LK Linda Kolbusz, Special Assistant to the President
- DM Dave McShane, Vice President for Information Systems
- CM Colleen Murphy, Vice President for Marketing and Advancement
- SQ Sheila Quirk, Assistant Vice President for Strategic Alliances
- JT Judy Thorson, Vice President for Administrative Services

A Status Report follows each task statement. The Status Report identifies any achievements or accomplishments that have occurred during the period July 1 to June 30 of the referenced year. When appropriate, future strategies for achieving the task are included.

The College community is invited to submit suggestions regarding the planning process and publications to the Office of Planning and Budgeting.

Bill Howard
Assistant Vice President of Planning and Budgeting

William Rainey Harper College
Philosophy, Mission and Vision Statements
1998/1999 to 1999/2000

1998/1999 Philosophy Statement

To provide an outstanding program of higher education for the community it serves is the guiding philosophy of William Rainey Harper College.

Created by a community responsive to contemporary insistence on more education for more of its citizens, the College is determined to meet the educational and career requirements of each student and thus serve the community at large.

The demands of the community are clear. In addition to the specific need for two years of high-quality, transferable college credit, the College recognizes the more general, but no less important, requirement of educating all of its students for a meaningful role in a free and fluid society.

Basic to responsible participation in society is the student's contribution in voting more intelligently, producing more efficiently through the acquisition of a salable skill, and adapting more readily to a complex society. In view of the realities of the complexity of a dynamic society and the knowledge explosion, the student must not only learn what is known but also how to acquire knowledge not yet extant.

With a commitment to the dignity and significance of each student, the College endeavors to bring the student to a realization of what place he or she can make for himself or herself in today's world and to provide the necessary training for his or her social and personal goals. To this end, the College must provide cultural experiences that will open to the student the heritage of the educated person.

1999/2000 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.

1998/1999 Mission Statement*

William Rainey Harper College is a comprehensive community college dedicated to providing excellent education at a reasonable cost, promoting personal growth, enriching the community and meeting the needs of a changing world.

In its broad range of offerings, Harper College will

- educate students to assume an active, productive and meaningful role in a free and changing society.
- provide students with the knowledge and experiences required to develop a system of values and the ability to contend with difficult moral choices.
- encourage student success.
- enhance the cultural and economic life of the community.
- lead in individual and community development.
- enable students to recognize the interrelationships of life, education and work.

College Objectives

Specific objectives of the College are:

1. To provide the first two years of baccalaureate education which will offer students opportunities to pursue liberal arts, sciences and preprofessional curricula designed to prepare those students to transfer to four-year colleges and universities and/or to satisfy individual educational goals;
2. To provide educational opportunities in occupational, vocational, technical and semi-technical fields which will enable students to acquire the skills and knowledge necessary to enter a specific career;
3. To offer appropriate general education opportunities to assist individuals in participating more effectively in a free society as well as providing those individuals with personal and cultural enrichment;
4. To provide opportunities for training, retraining and upgrading of skills in order to facilitate adjustments in a work environment that is undergoing rapid technological change;

* Refer to William Rainey Harper College Catalog 1998-1999, p. 14

1999/2000 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.

1998/1999 VISION STATEMENT
(suggested)

Student Success Through Educational Excellence

1999/2000 VISION STATEMENT

Student Success Through Academic Excellence

William Rainey Harper College
Strengths, Weaknesses, Opportunities and Threats
(SWOT)
1998/1999 to 1999/2000

1998/1999 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 improving program review process.
- S - 4 A comprehensive continuing education program.
- S - 5 An expanding 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 hiring practices and curriculum offerings.
- S - 9 A stable financial position in the short run.
- 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 and Tech Prep initiatives through the Northwest Suburban Employment and Training Center.
- S - 14 Well-established community career partnerships with the *Daily Herald*, Illinois Department of Employment Services and the Workforce Development Council.
- S - 15 Partnerships with high schools within the district to assist ethnic and language 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 state-wide reputation for educational excellence.
- S - 18 Ten-year accreditation by North Central Association.
- S - 19 A reputation for exemplary enrollment programs and procedures.

- S - 20 Service to approximately 170,000 people on a yearly basis for classes and related activities, cultural events, recreational activities and community meetings/events.
- S - 21 Geographically accessible extension locations where students can take college courses.
- S - 22 A safe campus environment where crime is minimal.
- S - 23 Location of the College in Chicagoland.
- S - 24 Availability of land on the main campus for future development.
- S - 25 Highly educated local community supportive of higher education in general and Harper College in particular.
- S - 26 A strong economic base comprised of a significant population of affluent people.
- S - 27 Institutional commitment to the application of technology in both the academic and administrative areas and an organizational structure and funding to support it.
- S - 28 A generous fringe benefit program to attract and retain high quality faculty and staff.
- S - 29 Faculty involvement in the educational decision-making process.
- S - 30 A dynamic array of Student Affairs services and programming.
- S - 31 A committed and dedicated Board of Trustees.
- S - 32 Cultural arts programming that features top international authors, scholars, artists and performers.
- S - 33 Successful and committed Harper Foundation which supports the College's agenda.
- S - 34 Strong academic support programs which increase student retention and success.
- S - 35 An increasingly diverse and evolving community.
- S - 36 Accessible computer laboratories, on and off campus.
- S - 37 Professional development funding for employee growth and development.
- S - 38 Program organizational structure that integrates career and general education disciplines.

Weaknesses

- W - 1 Inadequate internal and external communication.
- W - 2 Lack of a clear understanding of lines of authority, communication and decision making within the College.
- W - 3 Limited internal awareness of the College mission, goals, and vision.
- W - 4 Selected antiquated instructional and support service facilities.
- W - 5 Insufficient and/or antiquated equipment in specific areas: (e.g., electronics, culinary and energy management system).
- W - 6 Insufficient instructional space during prime time hours.
- W - 7 Lack of a well-maintained physical plant.
- W - 8 Lack of facilities to adequately receive and host visitors to the College.
- W - 9 Insufficient diversity in faculty, staff and administration.
- W - 10 In some positions there is an unsatisfactory match between skills and competencies needed by the College and skills and competencies of employees.
- W - 11 Lack of a comprehensive, focused and organized staff and administrative development program.
- W - 12 Lack of a plan to acquire College-wide non-computer equipment.
- W - 13 Absence of computerized student and client tracking systems hamper data collection and other research.
- W - 14 Delay and interruption in work flow due to the delay and backlog in the Regent System implementation.
- W - 15 Inadequate representation of some employee groups in the shared governance system.
- W - 16 Lack of a common understanding of shared governance.
- W - 17 Non-existence of a comprehensive Strategic Long Range Plan and a College-wide Annual Plan.
- W - 18 Insufficient emphasis placed on selected external relations activities: (e.g., marketing, resource development, community relations, media relations and program advisory committees).
- W - 19 Tendency of Board of Trustees to micromanage the affairs of the College.
- W - 20 Slow response to changing industry needs.

- W - 21 Lack of systematic links between levels of planning, operations and budgeting.
- W - 22 Unclear roles of Corporate Services, Continuing Education and credit programs.
- W - 23 A pattern of decline in credit student enrollment since Fall 1992.
- W - 24 Lack of services at some campus locations.
- W - 25 Insufficient reward/compensation systems to attract and maintain a quality workforce in some areas of the College which are highly competitive.
- W - 26 Lack of financial management systems and an “organizational culture” to ensure optimum fiscal responsibility and efficiency.
- W - 27 Lack of execution of a comprehensive employee evaluation system tied to employee duties and responsibilities.
- W - 28 Aging collection in the library in selected disciplines/specific areas.
- W - 29 Lack of assessment and appropriate placement for majority of Harper students who are part-time.
- W - 30 Difference of opinion among some groups and employees regarding the overlapping roles of the faculty union and faculty senate in the shared governance process.
- W - 31 Shared governance system which lacks clarity in decision making and role definitions.
- W - 32 Lack of office and premium classroom space.

Opportunities

- O - 1 Passage of a referendum to support facility expansion and improvement.
- O - 2 A new instructional Conferencing Center to expand services to the business community.
- O - 3 A state-of-the-art Performing Arts Center that meets both instructional and community needs.
- O - 4 Location adjacent to 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 Increase financial support for the College through promotion of the cultural arts.

- O - 7 New president's commitment for program development, sound management of resources, and desire to enhance communication with the corporate and professional community.
- O - 8 Societal importance assigned to life long learning.
- O - 9 Build an internal culture that is characterized by trust, open communication, clear decision-making and shared governance.
- O - 10 Well-educated populace that enjoys a diverse employment base and a high level of personal income.
- O - 11 Growing number of ethnic minorities seeking educational resources.
- O - 12 Organizations interested in customized contract courses/services.
- O - 13 Increase market share of adult learners.
- O - 14 Projected increase in graduating high school seniors.
- O - 15 Increase application of technology in College support areas such as media services, library, distance education and printing to improve productivity.
- O - 16 Introduce new and emerging technology in the delivery of instruction and support services (e.g., distance learning).
- O - 17 Significant increase in education/training needs emanating from the business and corporate community.
- O - 18 Foundation Board members linked to key corporate entities and individuals.
- O - 19 Establish link with business and corporations to develop new programs and services.
- O - 20 Strengthen and expand the tuition assistance programs existence in business and industry to the benefit of the College.
- O - 21 Influx of new faculty, staff and administrators may contribute to new perspectives, interests and methods of instructional delivery and services.
- O - 22 Ensure appropriate balance between part-time/temporary and full-time employees throughout the College.
- O - 23 Changing demographics of the district with more need for English language acquisition.
- O - 24 Responding to the needs of a growing population of learning disabled, underprepared, undecided and first generation college students.

- O - 25 A desire on the part of all employee groups to work together to improve the College-wide governance system.

Threats

- T - 1 Increased competition for students from both public and private educational providers including entities such as Western Governors Association.
- T - 2 Failure to respond quickly with appropriate programs to keep pace with 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 Failure to maintain an adequate fund balance.
- 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, maintenance agreements, subscriptions, insurance).
- T - 9 Increased equipment maintenance and software costs caused by emerging technology.
- T - 10 Taxpayer concern over steadily increasing property taxes.
- T - 11 Unmet customer expectations because of insufficient resources.
- T - 12 Changes in state and federal regulations that affect accounting and management standards.
- T - 13 Inability to recruit and maintain technically competent employees.
- T - 14 Failure to maintain our commitment to excellence in parts of our organization.
- T - 15 Ineffective integration of planning, operations and budgeting.
- T - 16 Failure to continue to support innovative thinking and practices.
- T - 17 Failure to view Harper in its entirety as opposed to its inherent parts.
- T - 18 Trying to be all things to all people in our community.
- T - 19 Selected provisions in employee contracts that limit workforce flexibility and program development.

- T - 20 Attendance at Harper regarded as a second choice by many local high school students.
- T - 21 Failure to adapt portions of our curriculum portfolio to the changing market place.
- T - 22 Not responding to a changing environment.
- T - 23 Failure to maintain adequate financial reserves in all funds.

1999/2000 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.

William Rainey Harper College

Institutional Priorities

1998/1999 to 1999/2000

1998/1999 Institutional Priorities

- A. Conduct a comprehensive evaluation of the College's curriculum portfolio and methods of instructional delivery.
- B. Continue implementation and evaluation of the Technology Plan.
- C. Enhance the image and reputation of the College through the development and execution of a comprehensive marketing strategy.
- D. Establish a plan for employee and organizational development.
- E. Evaluate, strengthen and improve the College-wide governance system.
- F. Further develop and implement a College-wide Strategic Long Range Plan.
- G. Identify and/or implement strategies, including recruitment and retention, to reverse the trend in declining credit student enrollment.
- H. Organize and execute a successful capital referendum campaign.
- I. Prepare and administer a balanced budget.
- J. Review and incrementally implement recommendations of North Central Association Accreditation Report.
- K. Complete design and initiate construction of Performing Arts Center and Conference Center.
- L. Identify diversity and global education initiatives for the campus community.
- M. Complete contract negotiations for three employee groups.
- N. Enhance the sense of community within the College.

1998/1999 INSTITUTIONAL PRIORITIES

Summary of Outcomes

June 1999

- A. Conduct a comprehensive evaluation of the College curriculum portfolio and methods of instructional delivery.**
- ❖ Sixteen (16) instructional program reviews were completed utilizing external consultants to assess the program curriculum relevance, equipment adequacy and overall instructional effectiveness.
 - ❖ Curriculum infusion initiatives in the areas of diversity and international and student life issues (drugs, harassment, etc.) were undertaken by the College to strengthen and enhance curriculum offerings.
 - ❖ Infrastructure enhancements accomplished to support College curriculum and instructional delivery strategies.
- B. Continue implementation and evaluation of the Technology Plan.**
- ❖ Technology Plan, now in its fourth year, has successfully brought to full or near closure a number of single and multiple year projects.
- C. Enhance the image and reputation of the College through the development and execution of a comprehensive marketing strategy.**
- ❖ Began implementation of a centralized marketing effort through the active recruitment of a Vice President of Marketing, a reorganization of external relations and enrollment functions, and the hire of a Special Assistant to the President whose responsibility is public, media and legislative relations.
 - ❖ Designed an institutional image campaign centered around ten core publications.
 - ❖ Launched a process improvement initiative in marketing services intended to improve efficiency (by 40%) and accuracy in the production of publications.
 - ❖ Enhanced the College's web site through effective partnership with IT, Marketing Services, and Enrollment Management resulting in greater capacity and an interactive venue for marketing College programs and services.
 - ❖ Greatly improved the look and feel of the campus through physical plant improvements.
 - ❖ Developed a first ever alumni data base and direct mail campaign.
 - ❖ Raised nearly \$2 million in outright gifts, gifts in kind, pledges and bequests.
 - ❖ Recruited nine high profile, active community and business leaders to the Foundation Board.
 - ❖ Increased the number of donors to the College through Foundation initiatives by 12%.

- ❖ Received three six figure gifts or bequests.
- ❖ Held high profile fund-raising events at the Inverness and Biltmore Country Clubs
- ❖ Received consultation requests from 14 different institutions of higher education (including Wisconsin, Pennsylvania, Canada, Michigan, Indiana, Iowa, Denver and Illinois) for information regarding Student Affairs' programs and services.
- ❖ Student Affairs staff was invited to be presenters at 28 national and regional conferences or programs.
- ❖ Northwest Suburban Employment and Training Center in Arlington Heights received recognition by being selected for the Level III *Lincoln Award for Excellence*.
- ❖ Consummated Dual Admissions Programs with several universities, which enhance the image of the College and will increase enrollment of students who desire to earn a bachelor's degree.
- ❖ Received the *Bright Idea Award* from the Illinois Association of College Registrars and Admissions Officers (IACRAO).
- ❖ Acquired additional office space to allow for individualized financial aid counseling for students with special circumstances, thus assuring compliance with privacy issues and increasing customer satisfaction.
- ❖ Established the America Reads Challenge in partnership with Jane Addams Elementary School, District 15, and Douglas MacArthur Elementary School, District 54.
- ❖ Continued to enhance Harper's image as a cultural center and draw diverse audiences to Harper through events and activities.

D. Establish a plan for employee and organizational development.

- ❖ Several initiatives were undertaken which will facilitate the development of the employee and organizational development plan and/or become part of it.

E. Evaluate, strengthen and improve the College-wide governance system.

- ❖ Developed and implemented a new governance system which includes a clearly delineated and streamlined decision making path; reduces the number of committees; clarifies duties and responsibilities; and is inclusive of all constituencies.
- ❖ Institutional Planning Review Committee reviewed and recommended to the President through the College Assembly the Philosophy-Mission-Vision statements.

F. Further develop and implement a college-wide Strategic Long-Range Plan.

- ❖ First comprehensive Strategic Long-Range Plan (1998-2001) was distributed and used as a guide for annual, area and departmental planning.
- ❖ Institutional Planning Committee executed their responsibilities for planning within the governance structure.

- ❖ Revisions of the Mission, Philosophy and Vision statements and Institutional Priorities were approved by the College Assembly and became a major outcome of the shared governance process for the year.
- ❖ Second SLRP was developed and presented to the Board of Trustees for approval in June 1999. The Plan featured a revision of the Philosophy, Mission and Vision statements, along with an update of the Goal/Task statements, SWOT and Institutional Priorities.
- ❖ Agreement to focus during 1999-2000 on establishing a master planning calendar, careful review of goal and task implementation and a mechanism to integrate planning with budgeting.

G. Identify and/or implement strategies, including recruitment and retention, to reverse the trend in declining credit student enrollment.

- ❖ Developed new or expanded existing programs to meet future enrollment goals.
- ❖ Effected major development and progress in providing increased options to current and future students.
- ❖ Effected major growth and development of the TECH program.
- ❖ Developed and approved Flexible Tuition policy and applied to two programs (Dental Hygiene and Cardiac Technology).
- ❖ Realized significant enrollment increase of over 10% in Continuing Education.
- ❖ Developed a comprehensive Student Recruitment Plan for FY 1999-2000.
- ❖ The Achieve! Program for learning and other disabled students boasts a 92% retention rate fall to spring and a mean GPA of 2.44 for participants.
- ❖ Coordinated institutional marketing strategies that were developed to increase enrollment.
- ❖ Examination of the effects of Harper's SOAP intervention system for current students in academic difficulty this year revealed that 67% of the students on Academic Probation (below 2.0) improved their GPA's.
- ❖ Visited all 130 counselors at all 13 of the in-district high schools to provide relevant information about the College while strengthening the relationship between the counseling staffs and the Admissions Office.
- ❖ For new students entering Harper from the bottom ¼ of their high school graduating class, the at-risk orientation system continues to show a positive impact.
- ❖ Expanded the Distinguished Scholar Program applicant pool to 30 from last year's 17.
- ❖ An Early Warning pilot was implemented this year in cooperation with the Academic Standards Committee.

- ❖ 134 students participated in the eXcel Leadership Program involving a one year commitment culminating with a community service project.
- ❖ Reduced overall financial aid application process from 6-8 weeks to 3-5 weeks.
- ❖ Implemented an electronic transfer of funds (EFT) for student loan borrowers allowing students to receive their loan funds at a faster rate.
- ❖ Increased total financial aid dollars awarded by 25%.
- ❖ Increased participation of foundation scholarships by 28% through individualized mailings, application posters and other print media.
- ❖ Conducted 5 bilingual financial aid seminars with District 211 and 214 high schools to assist minority families as they explore options and make choices about pursuing post-secondary education.
- ❖ Multicultural Affairs was merged with Academic Advising and Counseling to create a larger more diverse staff with expertise to better address needs of minority students.
- ❖ Multicultural Affairs has been effective in reaching out to the community.
- ❖ Major accomplishments of the Women's Program include numerous community partnerships.
- ❖ Student Development's award winning retention program entitled "A Comprehensive Approach to Student Success for the At-Risk Student" has been nominated in 1999 to receive **The Shared Journey Prize** by the National Council on Student Development, an affiliate of the American Association of Community Colleges.
- ❖ Implemented Web based application for admission and Web based registration process.

H. Organize and execute a successful capital referendum campaign.

- ❖ Conducted a district-wide referendum campaign that recommended the need for \$124.8 million for building and renovation to the community.
- ❖ Engaged a significant number of employees in the executing of an informational campaign proposing a referendum to renovate and upgrade facilities.
- ❖ Referendum received support from more than 19,000 yes voters.
- ❖ Referendum raised visibility of the College in the Community.
- ❖ Produced numerous professional publications featuring the referendum.
- ❖ Received editorial endorsement for the referendum from two major newspapers in the district: the Daily Herald and Pioneer Press.
- ❖ Citizens for Harper raised \$50,689 to help the College inform its community of existing physical plant needs.

I. Prepare and administer a balanced budget.

- ❖ Prepared a balanced budget for the Board of Trustees within the new timeline of June 30, 1999.
- ❖ Developed a system for monitoring line item expenditures throughout the College and providing a system to transfer funds as needed to keep budget to actual as a positive number.
- ❖ College-wide management of expenditures will ensure the year will end within budget and will provide some addition to the various fund balances.
- ❖ Developed new fiscal reports for the Board on Fund 01 and Fund 02, including a graph requested by the Trustees.
- ❖ Developed RFP to hire insurance consultant and made a selection by December 1998.
- ❖ Developed RFP for College insurance needs, let bid and made selection of broker to provide the required insurance by June 1999.
- ❖ Developed a system for the new 1098T reporting requirements and distributed the 1098T's by the IRS deadline.
- ❖ Developed procedures and implemented the State of Illinois required UFRS reporting.
- ❖ Developed required schedules and documentation to provide to auditors which resulted in a timely completion of the audit with an unqualified opinion.

J. Review and incrementally implement recommendations of the North Central Association Report.

- ❖ Responded to the primary recommendations of the NCA.
- ❖ Additional activities and accomplishments resulted from the North Central Self-Study and Visitation.

K. Complete design and initiate construction of Performing Arts Center and Conference Center.

- ❖ Successfully moved the approval of the third floor addition to the Conference Center through the appropriate state agencies of ICCB, IBHE, and CDB.
- ❖ Solicited and received a \$250,000 donation from Square D of electrical parts to this project.
- ❖ Successfully documented and incorporated the details of the Square D donation into the 95% construction documents.
- ❖ Designed parking lots and landscaping plan to compliment these two buildings both aesthetically and functionally.

- ❖ Programmatic and technical review of 95% drawings was completed and feedback provided to architects.
- ❖ In-house design of network infrastructure for these two buildings and technical support provided to architects during design process.

L. Identify diversity and global education initiatives for the campus community.

- ❖ Conceptualized and designed a grant proposal for violence prevention.
- ❖ Awareness and training on sensitive topics such as diversity and harassment are the first steps in improving the “campus climate” for and retention of students.
- ❖ M. Nejman’s article on multicultural activities was published by the National Association for Campus Activities in April of 1999.
- ❖ Curriculum initiatives through Learning Communities and other new course development focused on diversity.
- ❖ Harper’s International Studies & Programs focused on expanding global education opportunities for the campus.

M. Complete contract negotiations for three employee groups.

- ❖ Contract negotiations completed with Faculty, Pro-Tech and IEA/NEA unions in record time.

N. Enhance the sense of community within the College.

- ❖ A number of activities contributed to a growing sense of community within the College.
 - Student involvement and participation at highest level in years, including ongoing successes in athletics, student government and student newspaper.
 - Rejuvenated Student Center for student gathering which included a coffee service, computer access, various vendors and numerous successful coffee houses.
 - Referendum activities which were goal focused and group oriented (See Priority H).
 - Ombudsperson roles initiated for students and for employees which improve communication and responsiveness.
 - President’s coffees and Communiqués provided opportunities for communication and dialogue on a regular basis.
 - Significant input into the decision making process through the revised shared governance system (See Priority E).

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.

William Rainey Harper College

Goal Areas

1998/1999 to 1999/2000

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. [ED]

Status Report 1999

Task statement AA1.1 has been reworded for FY00. Program Reviews are under way and the College Curriculum Committee is in process of reviewing course proposals. In addition, all chargeback and joint agreements to identify possible areas of curriculum expansion have been reviewed. All IAI courses have been reviewed relative to Harper's approved matches and departments

with unmatched courses have been asked to review these as possible new courses. To date, Harper has 119 courses designated as approved matches to IAI General Education courses, and 68 courses, which have been approved as matches in the majors. Harper has approved matches for 70% of the available gen ed courses and 70% of the available major courses.

- AA--- The College will develop outcomes for general education and all career programs. (AA-1.2) [ED]

Status Report 1999

These outcomes were developed and approved in the Spring 1999 semester. The task statement AA-1.2 was retired from the list of active tasks as completed.

- AA-1.2 The College will expand the multicultural and diversity components in the curriculum. (AA-1.3) [ED]

Status Report 1999

Diversity Plan has been developed and presented to Presidents Council for action and implementation. Several new courses have been submitted to the Curriculum Committee for approval.

- AA-1.3 The College will use the Program Review process to assure program quality. (AA-1.4) [ED]

Status Report 1999

21 Program reviews were completed in Academic Affairs in FY99 and the VPAA, Executive Dean, Division Dean and faculty chair/coord are currently meeting to review these and formalize appropriate actions based on the recommendations. In FY00, 14 additional programs have begun the process of preparing their comprehensive program reviews.

- AA-1.4 The College will develop new programs in response to identified community needs. (AA-1.5) [ED]

Status Report 1999

Several new program options are being explored including Telecommunications, Animation, Vascular & Cath Lab Tech, Paramedic, Radiology Tech, NetPrep LAN Management, and PC Repair/A+ certification.

- AA-1.5 The College will address curriculum compatibility with the IAI and ETC standards. (AA-1.6) [ED]

Status Report 1999

As of 9/1/99 Harper has 110 courses which have been approved as IAI matches. 70% of the available IAI general education and baccalaureate major courses have approved Harper equivalents.

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. [ED]

Status Report 1999

Additional course sections being added at non-traditional times (i.e. early morning, weekends, etc.). Condensed offerings into 8, 10 and 12 week schedules. Increased scheduling of sections at extension sites. Increased distance learning offerings.

- AA-2.2 The College will expand instructional technology into the curriculum. [ED]

Status Report 1999

This is an on-going project. Harper has listed 11 Internet courses and 24 open broadcast courses with the Illinois Virtual Campus for the Fall 1999 semester. The number of faculty incorporating the internet and web-based applications into their courses continues to grow each semester. Currently the Instructional Technology Committee (a shared governance committee) is developing a master plan for the incorporation of instructional technology into instruction at Harper. This plan is targeted for completion by March 2000 and will drive budget and staffing decisions for the next 2 – 5 years.

- AA-2.3 The College will encourage and support innovative and interactive instruction. [ED]

Status Report 1999

Innovation grants are administered to support both interactive and other innovative instructional pedagogies. This year over sixty thousand dollars have been identified to support faculty initiatives. In addition, grants requests to support instructional innovation have been made to external agencies such as NSF, The Ford Foundation, FIPSE and the College Foundation.

- AA-2.4 The College will evaluate and modify the instructional facilities to support present and expanded delivery options. [ED]

Status Report 1999

Modifications made to classrooms H128 and H228 to accommodate new Net Tech Program. Air Conditioning added to the first floor of the NEC to accommodate increased instruction during summer months.

- 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. [ED]

Status Report 1999

The Endeavor Voyageur system installation was completed in Spring 1999. Remote access to the collection is being actively explored with a target implementation date set for late in the Spring 2000 semester.

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. [ED]

Status Report 1999

All academic Affairs cost center managers managed their FY99 budgets within allowed parameters.

- AA-3.2 The College will explore alternative financing options for programs. [ED]

Status Report 1999

We are currently seeking Federal, State and Foundation grants in addition to equipment donations. To date the College has received two NSF grants, several state Grants and equipment donations from private industry (Chemistry).

- AA-3.3 The College will review the organizational structure within the Academic Affairs area and assess its effectiveness. [ED]

Status Report 1999

Academic Affairs is currently reviewing the organizational structure of Distance Learning, the Learning Resource Center and Media.

- AA-3.4 The College will develop a plan for the acquisition and replacement of instructional capital equipment within Academic Affairs. [ED]

Status Report 1999

An equipment plan was presented at Budget time with appropriate allocations made. We are presently ordering new and replacement equipment.

- 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. [ED]

Status Report 1999

Appropriate faculty and staff were involved in identifying and allocating Library resources to address departmental needs.

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. [ED]

Status Report 1999

Currently working with a Vice President of Marketing and Advancement and a project team to develop a unified and coordinated marketing approach for instruction.

- AA-4.2 The College will focus marketing efforts on identified distinctive and high growth potential programs. [ED]

Status Report 1999

Distinctive and High Growth Potential programs have been identified and we are currently working collaboratively with Media Services to appropriately Market. Examples include Prep Tech and Flex Ed.

AA-4.3 The College will investigate additional community awareness (outreach) events to be incorporated in future marketing efforts. [ED]

Status Report 1999

Working with Marketing and Admissions outreach to identify additional opportunities for community awareness events.

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. [JT]

Status Report 1999

FY99 revenue will exceed expenditures when final audit is complete FY00 budget is prepared and balanced.

AS-1.2 The College will work toward the appropriate balance between personnel, facilities and services. [JT]

Status Report 1999

Increased spending on facilities in high visibility areas to improve college image. Restructuring of many areas of the college to realign personnel to the growth mission of the college.

AS-1.3 The College will develop a process to link the Strategic Long Range Plan to the budget. [WH]

Status Report 1999

No progress to date.

AS-1.4 The College will continue to develop a comprehensive budget development process. [JT]

Status Report 1999

College is working toward a more comprehensive process which starts with parameters from the President and then works up the organization from individual areas up through the Vice Presidents.

- AS-1.5 The College will examine its tuition policy giving consideration to changing student needs and the mission of the Community College. [JT]

Status Report 1999

College adopted a variable tuition rate policy in FY99 and implemented the policies for two programs in FY00.

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. [JT]

Status Report 1999

All job descriptions in the physical plant have been modified to include the duty of looking for unsafe conditions and reporting them through the proper channels for corrections. The Building Maintenance Report process is used and follow up can then be done.

- 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. [JT]

Status Report 1999

A survey of roofs and masonry has been completed and the information is being used to develop a work plan to identify buildings in need of repair. In addition, boiler testing is being done to identify and correct any problems in the boilers. A yearly cross connect survey is being done to find water supply problems. A yearly preventive maintenance program to contracted out each year for the HVAC systems. All parking lots were refinished this year and improved lighting was added to the NEC.

- AS-2.3 The College will maintain a high standard of cleanliness that will reflect the quality of educational offerings. [JT]

Status Report 1999

The custodial staff have been given new standards of cleanliness and periodic inspections of facilities are being done to ensure that the new higher standards are being attained and maintained. In addition, there is a reorganization of the staffing related to cleaning which will also improve the ability to meet the new standards.

- 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. [JT]

Status Report 1999

The custodial staff have been given new standards of cleanliness and periodic inspections of facilities are being done to ensure that the new higher standards are being attained and maintained. In addition, there is a reorganization of the staffing related to cleaning which will also improve the ability to meet the new standards.

- AS-2.5 The College will respond to the Space Study and Proposed Master Plan to adapt and expand spaces as needs change. [JT]

Status Report 1999

A referendum to finance space needs was attempted and failed. An aggressive RAMP document was prepared and filed with the state for potential funding. The possibility of another referendum in the future is being explored.

- AS-2.6 The College will move forward with the next steps of a Chemical Hygiene Plan. [JT]

Status Report 1999

Consultants were hired to review current plan and make recommendation of items which need to be corrected. A person was identified and trained to be the Chemical Hygiene Officer for the college.

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. [JT]

Status Report 1999

Daily cash flow data is being accumulated. When a two-year period of data is established, we will begin looking to utilize the data to maximize investment income.

- 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. [JT]

Status Report 1999

UFRS reporting to the state has been developed and is now reported on a regular basis. This system has been created to monitor and correct the credit hour reporting system. Unit cost was submitted on a timely basis. All other reporting is being monitored for timeliness and accuracy.

- AS-3.3 The College will develop comprehensive and centralized systems for financial reporting of fiscal data related to grants. [JT]

Status Report 1999

A new person has been hired to take on the grant reporting responsibilities. She has been through the learning curve and is now fully functioning and assisting with the grant portion of the audit. In the Foundation area, a person has been identified who coordinates the grant application and reporting process. His role continues to be refined.

- 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. [JT]

Status Report 1999

HOPE and Life Long Learning scholarship reporting was new this year. It was accomplished on time and according to the promulgated rules. These rules will be changing over the next few years and these items will be monitored closely. GASB has new reporting rules and a schedule for meeting their new reporting requirements has been devised and will be worked over the next two years. RAMP and Unit cost study reporting change and we made the necessary adjustments.

- AS-3.5 The College will work to develop better internal management reports to assist the end users with their financial data needs. [JT]

Status Report 1999

This will need support from Information Technology and COCO to implement. Some items have been identified, but backlog of work has been a problem in moving this forward.

- 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. [JT]

Status Report 1999

Working across organizational units to integrate unit cost with the cost side of operational analysis. Also working to automate the unit cost preparation process.

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. [JT]

Status Report 1999

Instructional conference center and Performing Arts Center will be bid late Fall 1999. The third floor to the Instructional Conference Center has been designed, approved by all parties and designed and will be included in the bid. Construction should start in the spring of 2000.

- AS-4.2 The College will develop a plan for major infrastructure improvements such as roofs. [JT]

Status Report 1999

No progress to date.

- 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. [JT]

Status Report 1999

Ramp document developed and submitted to state for possible funding of priority pieces of plan. Also getting community input in site and facilities needs of the future.

- AS-4.4 The College will determine the need for space by carefully examining its enrollment projection, utilization of facilities and instructional plan. [JT]

Status Report 1999

A thorough study is being done on enrollment projections into the future. In addition, the Deans are working more closely with the Assistant Vice President for Enrollment Management to maximize enrollment

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. [JT]

Status Report 1999

College is currently assessing needs and community perception regarding the College role and future.

- AS-5.2 The College will work to develop corporate and grant support to provide for financing of facility needs. [JT]

Status Report 1999

A number of cooperative ventures are currently under investigation.

- AS-5.3 The College will submit appropriate and fundable projects to the state of Illinois through the RAMP process. [JT]

Status Report 1999

An aggressive RAMP document was submitted to the state on July 1, 1999.

Goal 13: Diversity

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

Task 13.1

Develop and implement initiatives that respond to the goals of the Diversity Plan.

Task 13.2

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

Task 13.3

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

Task 13.4

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

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.