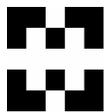


Harper College 2004 Performance Report
Submitted to the
Illinois Community College Board



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HARPER COLLEGE

SECTION I: INSTITUTIONAL CONTEXT

Mission Statement

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

- To provide the first two years of baccalaureate education in the liberal and fine arts, the natural and social sciences and pre-professional curricula designed to prepare students to transfer to four-year colleges and universities.
- To provide educational opportunities that enable students to acquire the knowledge and skills necessary to enter a specific career.
- To provide continuing educational opportunities for professional job training, retraining and upgrading of skills and for personal enrichment and wellness.
- To provide developmental instruction for under-prepared students and educational opportunities for those who wish to improve their academic abilities and skills.
- To provide co-curricular opportunities that enhance the learning environment and develop the whole person.

Environmental Analysis

- Sluggish economic conditions continue to be problematic for Harper district residents and for the College. Illinois has one of the highest state unemployment rates in the country and the Chicago Metropolitan areas' unemployment rate was higher than the State's. Ramifications of the economic conditions for residents include need for retraining addressed in Goal 1 and increasing numbers of students needing financial aid addressed in Goal 3.
- Current economic conditions continue to impact Continuing Education and Business related services as companies and individuals delay starting training initiatives until the economy improves. Specific credit programs, such as Computer Information Systems, also have been negatively impacted by the economy.
- Economic conditions also affect revenue the College receives from State and Federal sources. Local property tax revenues are jeopardized due to tax appeals and to the newest legislation affecting revenue anticipated from the triennial assessment. Ramifications of the decline in revenue may affect how the College addresses State Goals 1, 3, 4, and 5.

HARPER COLLEGE

- A disproportionate number of district residents are professionals who do not work within the district. Businesses located within the Harper district largely employ non-residents, which has implications for work-force training related to Goal 1. The College does have a program that allows non-district residents working within the district to pay in-district tuition.
- Many adults (25 or older) in the district already have college degrees and tend to take specific-interest classes. Most students in the 18 to 34 age groups take credit classes. The College has experienced increases in the number of credit students and in their credit loads. Some of this increase may be attributable to the current economic conditions. Last year saw a record FTE and the College is challenged to meet student needs under current financial constraints. This impacts Goal 4 in terms of students completing programs. The College is experiencing a growing student population at the same time state and federal funding is shrinking. This impacts all the State goals!
- The district is becoming more diverse; the minority population was approximately 18% in 1996 and was almost 24% according to 2000 Census data. The College has shown a trend of increasing diversity during the last several years. Over 32% of the fall 2003 credit students were minority students compared to 28% just five years earlier. The district has growing Hispanic and Asian minority populations and these were the two largest minority groups of students attending the College last fall. The increasing diversity of the Harper district has implications for Goal 4.
- Survey data indicates full-time students are working more hours, too. This has implications for financial aid and for student support services. The College is addressing students' need for more flexibility in scheduling (e.g., open-entry courses, fast track) and alternative delivery, particularly Web-based courses). Goal 4 is impacted by the hours students work. Completing a program of study may be delayed for some students.
- Ongoing international conflicts may cause abrupt and unpredictable political and economic shifts. International student counts declined from FY 1998 through FY 2002. A modest increase occurred in FY 2003 but it is likely that FY 2004 will show a decline.
- The greater emphasis on accountability impacts the College. As Harper is working to develop appropriate measures and plans for a scheduled Higher Learning Commission accreditation visit, the College staff is challenged to maintain high performance levels.
- Since this is a presidential election year, policy shifts may occur that impact higher education. Political uncertainties at the State level may also impact College programs and services.
- Specific and immediate priorities of the College (i.e. opening of a new 288,500 sq. foot building, a new ERP system, upcoming Higher Learning Commission accreditation visit, etc.) may compete for attention with other commitments.

HARPER COLLEGE

SECTION II: PROGRESS TOWARD MEETING THE GOALS OF *THE ILLINOIS COMMITMENT*

Goal 1: Higher education will help Illinois business and industry sustain strong economic growth

Fiscal Year 2004 Accomplishments

Harper College provides workforce training through applied associate degree and certificate credit programs, Continuing Education, and Corporate Services. The College also offers career counseling for students and community residents. Below are some of the accomplishments for the last fiscal year:

- Awarded over 250 applied associate degrees and over 450 certificates to students currently in or planning to enter the work force.
- Developed three new degree programs and nine new certificate programs in response to community needs. The College also added 37 courses and modified 146 courses.
- Improved schedule capacity to allow more flexibility for students. Improvements include Friday/Saturday and Intersession opportunities and designated six classrooms at NEC to offer a first-year general education cohort to serve over 200 students.
- Implemented Fast Track programs for Management and Marketing. The programs are designed for adult students and allow them to complete an associate's degree in two years.
- Offered free small business counseling through Harper's Small Business Development Center (SBDC) in partnership with Elgin Community College. Over 300 clients interested in expanding a current business or establishing a new business were served. Individual appointments and small group counseling were conducted by a qualified counselor who assisted clients in: learning about financial requirements, loan application preparation, elements of developing a business plan and other topics related to being a small business owner.
- Offered free Continuing Education courses partnership with Harper's Workforce Development team to retrain people who had been downsized this past year. Over 22 courses were offered. Topics included: business communications, office technology, and personal and business management skills. Over 200 students were served in this program and those who took a combination of courses earned certificates.

- Served 85 unemployed individuals through the Technical Education and Consulting at Harper (TECH) program. The TECH program established training objectives corresponding to industry and market demand that increased the participants' likelihood for a rapid re-entry into the workforce. The following TECH programs were initiated in FY 2004:
 - MS NET (Microsoft Programming Technologies)
 - MS Server 2003 (Microsoft Networking Technologies)
 - Project Management Professional Program
 - Computer Forensics (Network Security)
 - JAVA J2EE (Advanced Java and IBM Programming Technologies).

- Formed partnerships between Harper's Continuing Education Division and Harris Bank in two market segments. The first partnership created a free small business seminar that included access to products and services of Harper College, Harris Bank and eight local vendors. Over 34 people enrolled in this program. The second partnership established a relationship with Harris Bank Human Resources and Harper Bank Teller Training students. This relationship allows Harper students to be reviewed apart from other Harris Bank teller applicants. The Harper College Bank Teller Training program began in spring 2004.

- The Wojcik Conference Center is available for business meetings, conferences, and training seminars and workshops. Over 200 events were held in the Wojcik Conference Center in FY 2004 with the business community representing the largest customer base at 35%.

- Harper College, through its Corporate Services Department, provides a regional resource to help organizations translate their business strategy to business results by developing the skills and performance of their employees. Corporate Services helped over 3,500 employees at 60 different companies increase their performance and productivity in FY 2004.

- Harper College staff joined the business service team at the area One-Stop Center in Arlington Heights. This team provides area businesses with job postings, resume collection and filtering, job seeker referrals, training options as well as on-site interviewing accommodations. The College provided core and intensive job search services to district residents who are unemployed, underemployed or changing careers through the One-Stop Center in Arlington Heights.

- Harper held an integral position on the local workforce board, participated in two critical shortage initiatives, and served as a member of the health care council to identify critical workforce areas and propose solutions.

- The Career Center sponsored an Employer Forum in November 2003. Representing Education, Health Care, Business and Technology, employers informed interested students of skills for which they are looking, as well as specific information regarding job opportunities in their respective career fields.

- Provided a free job listing service (www.ccjobnet.com) through the Career Center. Employers can post current job opportunities while student and community member job seekers can search this system for jobs, as well as post their resume so employers can search for qualified candidates. The number of job listings fluctuates, but they average 770 each week. Over 3,000 job seekers currently have password access to this database. Over 1,000 Harper College area employers have direct access to the system.
- The Career Center facilitated 19 job search workshops, covering topics such as Resume Writing, Interviewing Skills and Networking.
- Local employers can participate in Harper's on-campus recruitment program where they come on campus to recruit students for full- and part-time jobs. Thirty-two employers took advantage of this program during FY 2004.
- Held two job fairs at Harper College this year. Fifty-five employers participated in the October 2003 Job Fair with over 1,900 job seekers in attendance. In April 2004, a first-time "Summer Employment Job Fair for Harper Students" was held with 26 participating employers and 225 students in attendance.
- Held four Career Forward events. These events provided presentations to adults 25 and older interested in career change opportunities. Speakers addressed the needs of adults with topics including marketing one-self in the job search process, dressing to succeed, growing your garden...and your potential. Held in local libraries, these events served 145 adults on four different dates.
- Held four Career Focus open houses for adult residents age 25 or older. Designed to introduce career program opportunities available at the College, career program coordinators/faculty were available to answer questions concerning their programs. A total of 94 adults attended these events.
- Businesses within the Harper College district can offer Harper in-district tuition rates to employees who live outside the College district but within Illinois. The Education Service Agreement program permits these employees of in-district businesses to attend Harper credit classes at in-district prices if the company is registered for this unique program. The in-district tuition is available whether the cost is to be paid by the employee or by the company. Currently, over 4,300 companies are enrolled in this program with approximately 2,000 employees participating through their companies in FY 2004.

Fiscal Year 2005 Plans

In keeping with Harper's mission "To provide educational opportunities for professional job training, retraining and upgrading of skills ..." the College plans to continue its work force training efforts. The following highlights plans for fiscal 2005:

- Conduct a community assessment of business needs to determine additional educational needs that Harper could address. The results will be available in September 2004.

- Pursue company training grants to offset costs associated with meeting unique needs of manufacturers to support their workforce and organizational development efforts.
- Create an advisory council comprised of key influencers in the industry to work with the Corporate Services Department.
- Establish a Technical Professional Job Placement program with staffing agencies to help better place students pursuing advanced certified technical training.
- Initiate technical training programs to meet job market demand and technical industry trends. The following programs are scheduled for FY 2005 implementation:
 - Certified Document Imaging Architect – CDIA+
 - Certified Wireless Network and Security Professional
 - Home Technology Integrator – HTI+
 - Microsoft Certified Desktop Support Technician (Help Desk Certification Program)
- Create an Enterprise Partner program to serve as an integral component of communication for participating businesses. The Enterprise Partner program is designed to train employees in technical and professional skills needed to increase productivity and efficiency, allow participating companies to have access to a student resume bank when hiring for technical professional positions, and to train employees at a discounted rate that should save businesses thousands of dollars. The Enterprise Partner program will integrate into the College's Preferred Provider program for businesses also.
- Establish a truck driver training program. Job opportunities for truck drivers are favorable and the growth trend is anticipated to be faster than average.
- Increase emphasis placed on job search services to help students prepare for employment and find positions. Marketing will focus on employment services and opportunities for employers to be on-campus.
- Expand the Career Center Web page to include a career assessment that will help provide a guide for career options.
- Continue to work through the One-Stop system providing leadership for critical shortages initiatives.
- Continue to sponsor career nights and career focus nights for area high school students. Careers concentrating on areas of district need will be highlighted at these events.

Fiscal Year 2005 Challenges

- The slowly recovering economy is the biggest challenge for job creation. In addition, adequate staffing to provide counseling for career development and job seekers services remains a challenge considering enrollment increases and funding reductions.
- The fast rate of technical innovations and subsequent investment in costly upgrades of hardware and software components may take priority over business investment in professional development training programs. The number of clients allowed to utilize tuition reimbursement for technical and professional training has decreased significantly. This trend may continue.
- Funding the infrastructure of the One-Stop Center continues to be a challenge. Without additional funding the system and services will weaken.
- Grant reductions/elimination (i.e. welfare to work, low income, and education to careers) will reduce the level of service Harper can provide to the One-Stop system. Special events and career nights will have to be limited. Other state training grant cuts (i.e. DCEO) have and will continue to impact an organization's ability to proceed with their workforce and organizational development needs and initiatives.
- Continuing Education faces challenges to locate appropriate space to operate a truck driving program.

COMMON INSTITUTIONAL INDICATORS

Percent of degree/certificate recipients either employed or enrolled in further education within one year of graduation

MEASURE 1C1
PERCENT OF DEGREE/CERTIFICATE RECIPIENTS EITHER EMPLOYED OR ENROLLED
IN FURTHER EDUCATION WITHIN ONE YEAR OF GRADUATION BY COLLEGE
FISCAL YEARS 1998 - 2003

	Percent Employed/Enrolled in Further Education						Fiscal Year Comparisons			
							3 Yr Average*	1-Year Change	2-Year Change	5-Year Change
	1998	1999	2000	2001	2002	2003	Based on 2001-2003	FY02- FY03	FY01- FY03	FY98- FY03
HARPER	91.5%	95.7%	88.9%	92.7%	98.1%	82.5%	91.3%	-15.6%	-10.2%	-9.0%
Statewide										
Std. Dev.	7.5%	6.1%	6.5%	6.6%	6.4%	11.7%	4.6%	12.0%	13.1%	13.7%
Pure Ave.	93.7%	93.2%	93.6%	92.7%	90.9%	88.7%	90.9%	-1.8%	-4.1%	-5.4%

* Weighted Average

SOURCE OF DATA: Occupational Follow-up Study

a) Institutional goal(s) for this indicator:

The 3-year average percent of degree/certificate recipients employed or enrolled in further education will be within one standard deviation (Std. Dev.) of the State average.

b) Brief interpretation of institutional performance and related implications:

The College expects there will be wide variation from year to year in percent employed or enrolled in further in education. Different career programs are sampled each year; some programs lend themselves to further education while others do not; the uncertain economic picture is not uniform; rather, some market segments suffered more than other segments. These three factors contribute to year to year variation. Nonetheless, Harper met its goal this year and is committed to meeting the goal every year.

MISSION-SPECIFIC INDICATORS

Percent of new continuing education courses offered.

HARPER CONTINUING EDUCATION COURSES OFFERED FY 2001 – FY 2004

	FY 2001	FY 2002	<u>FY 2003</u>	<u>FY 2004</u>
Total number of courses offered	273	352	383	357
Number of new courses offered	82	134	170	132
Percent new courses offered	30%	38%	44%	37%

SOURCE OF DATA: Harper CE Office

a) Institutional goal(s) for this indicator:

At least 30% of the continuing education course offerings each year are new courses.

b) Brief interpretation of institutional performance and related implications:

Harper College monitors educational needs of the community and strives to provide appropriate continuing education courses. The percent of new courses offered functions as an indicator that the College is providing for emerging educational needs of the community it serves. Harper has met its goal for continuing education for the last four fiscal years.

Goal 2: Higher education will join elementary and secondary education to improve teaching and learning at all levels

MISSION-SPECIFIC INDICATORS

Harper College did not select mission specific indicators for this goal.

Goal 3: No Illinois citizen will be denied an opportunity for a college education because of financial need

Fiscal Year 2004 Accomplishments

Current economic conditions continue to be a challenge for students attempting to pay for their college education. Parents of dependent students, as well as independent students themselves, have been faced with unemployment or job changes on a regular basis. The Illinois Monetary Award Program (MAP), which has been a cornerstone in helping students pay their educational costs, has experienced diminished funding from the state government level. Not only are awards prorated, but they are being calculated using FY 2003 tuition and fees as a basis for calculation.

A student taking 15 credit hours per semester at Harper College will be assessed \$2,544.00 in tuition and mandatory fees for the year. The student's MAP award will only pay \$1,975.00 of these tuition and fee costs. This leaves this particular student with a \$569.00 deficit that must be paid with Federal Pell grant funds that also must be used for other costs such as books, transportation, child care, and room and board. This, coupled with other "cost-saving strategies" imposed by the Affordability Committee, has served to hand-cuff many students served by community colleges in general.

The Harper College Scholarships and Financial Assistance Office administers federal, state, Harper Foundation and private scholarships in order to help students meet their costs of education and provide access to higher education. The office has felt the brunt of the economic conditions noted above in the form of an increased number of special circumstances appeals, additional counseling requirements and an increased volume of loan applications. Notwithstanding these challenges, the office has provided services and projects designed to ensure that no student will be denied the opportunity for a college education due to financial barriers. The Office has undertaken a number of initiatives during FY 2004 as noted below:

- Expanded awareness of financial aid programs to currently attending and prospective students. Financial aid awareness sessions were given at local high schools for high school juniors and seniors. These sessions were given in both English and Spanish in all but one high school that did not have a significant Hispanic population. The sessions were open to the general public and advertised on our office Web site, as well as through print media. Harper participated in the Financial Aid Awareness Month activities jointly sponsored by ISAC and ILASFAA. We hosted one major on-campus event that drew approximately 125 people and two minor events that drew approximately 25 people each. The content at all of these sessions included information about programs and assistance in filling out the FAFSA application. In addition, there was a financial aid presence at every Admission event throughout the year and this spanned both the traditional and non-traditional age recruiting efforts.

- Harper College has expanded its Financial Aid Web site to approximately 25 pages of information regarding all aspects of financial assistance. The web site contains all required federal consumer information requirements. The Web site is interactive and allows students to access the Department of Education Web site, College Zone from ISAC, capability to register for Selective Service, capability to register to vote, and the ability to access lender Web sites to allow students to apply for loans online. Students may also complete their entrance and exit interviews through linkages to the Mapping-Your-Future Web site. In conjunction with a grant, Harper College has been in the process of recreating the Financial Aid Web site in Spanish. The Spanish language version of the Web site went online in June.
- The College increased awareness of Harper Foundation Scholarships through the Web site, departmental contacts and bulletin boards. We have gone to great lengths to streamline the application processes and thereby increase the amount of applicants for these awards.
- Awarded \$10.3 million dollars of federal, state, institutional and private awards during FY 2004. The number of applications for financial assistance increased by 10.9%. Postcards to stimulate students to apply early were disseminated to approximately 3,000 returning students in order to help them meet ISAC MAP deadlines.
- Harper College sponsored a College Zone Outreach Center that was created as a collaborative effort of ICCB and ISAC. We have a dedicated area for this center and English speaking as well as Spanish speaking staff members are available to assist students in completing the FAFSA, regardless of where they intend to attend college.
- A great effort has been undertaken to minimize the manual processes inherent in processing aid. The College has:
 - Automated loan processing and its inherent tasks;
 - Simplified and streamlined publications to remove barriers in the application process.
 - Devised “How to” publications to help walk students through each phase of the financial aid application process. This year, students applying for summer assistance were not required to file a separate application for a summer Pell grant. If the student had remaining eligibility for summer, they were automatically given their grants in anticipation of their attendance.

Fiscal Year 2005 Plans

The Scholarships and Financial Assistance Office plans to continue expanding financial aid awareness for FY 2005 as detailed below:

- Expand the Web site to incorporate additional language groups. After English and Spanish, our next largest groups are Korean and Polish. The current plan is to translate the Web site to accommodate these groups.

- Increase communication of policy and procedures to all students by having scheduled interpreters available at various times to aid non-English speaking students and parents in communicating with financial aid staff. It is hoped these interpreters can be funded through the Federal College Work-Study program.
- Support all scheduled Admission events by having a financial aid presence to explain the application process and disseminate information about available programs. In addition, we will work with other campus offices to increase the knowledge base of financial aid programs and eligibility throughout the campus in general.
- Perform outreach activities at district high schools in both English and Spanish languages. Information about the application process and filling out the FAFSA will be highlighted. We are in the process of scheduling an on-campus workshop for high school guidance counselors to make them more familiar with the financial aid process in general, as well as eligibility criteria.
- Host on-campus FAFSA workshops in conjunction with Financial Aid Awareness Month in Illinois. In addition, our College Zone Outreach Center will continue to be open and upgraded to accommodate district residents interested in applying for financial aid.
- Communicate with students through all means available in an effort to expand knowledge of available programs and stimulate timely application for financial assistance programs.
- Work with late applicants and defer tuition payment for those students who have completed financial aid applications at the time of their arrival to our campus.
- Funding has been requested for a book loan program that would aid students whose financial aid applications are not yet processed but who do seem to have financial aid eligibility. This loan program will get books into student's hands sooner and help ensure their successful pursuit of their program. This funding has been requested through the Harper College Foundation.

Fiscal Year 2005 Challenges

- As economic conditions continue to be a challenge, this leads to a larger number of students applying for aid and thereby challenging staff to process the increased amount of applications and deal with requests to look at special circumstances that are submitted by students and parents affected. As more and more students seek advice and counseling, less time is able to spend on day-to-day production events such as file review and verification.
- This will be the third year of diminished Illinois MAP awards to students. Not only is the state formula still looking at FY 2003 tuition and fees, awards are now being diminished at a 10 percent level for student's with EFC from 0 to 3000, and at 11 percent for students with EFC from 3001 and greater. There is now a substantial gap between MAP award and actual tuition. For many students this is absorbed by the Federal Pell grant, however

for some, it is a direct out-of-pocket expense that will either be born by the family or borrowed. A student taking 15 credit hours per semester at Harper College will be assessed \$2,544.00 in tuition and mandatory fees for the year. The student's MAP award will only pay \$1,912.00 of these tuition and fee costs. This leaves this particular student with a \$632.00 deficit that must be paid with Federal Pell grant funds that also must be used for other costs such as books, transportation, child care, and room and board. This, coupled with other "cost-saving strategies" imposed by the Affordability Committee, has served to hand-cuff many students served by Community Colleges in general.

- Economic conditions in general have caused an increase in loan volume for our institution that inevitably has caused additional staff time to process these loans. It is yet to be determined whether this will inevitably affect our institutional default rate although it will definitely increase the amount of time invested each year in default management practices such as exit interview counseling.

COMMON INSTITUTIONAL INDICATORS

Net price of attendance for undergraduates who apply for aid by income quintile, after MAP, IIA, Pell, SEOG, and institutional grant aid are subtracted (Reported for the first time in this year's report.)

Dependent Students (as defined by the Free Application for Federal Student Aid - FAFSA)

	2002-03				
	Dependent Undergraduate Students who Filed the FAFSA				
	Q1 (\$0 - 26,199)	Q2 (\$26,200-46,870)	Q3 (\$46,871-67,041)	Q4 (\$67,042-97,925)	Q5 (\$97,926 & Up)
Undergraduate Students, Dependent					
Institutional Cost of Attendance	(\$2,277)	(\$757)	\$578	\$917	\$1,329
Number of Students with a FAFSA on File	436	646	418	381	263
# Receiving Any Type of Financial Aid (Unduplicated)	333	459	153	73	58
# Receiving Grant Aid (Unduplicated)	331	444	98	26	13
# Receiving Institutional Aid*	11	37	22	22	10
# Receiving SEOG (Federal)	146	69	0	0	0
# Receiving Pell (Federal)	278	177	16	1	1
# Receiving MAP (State)	298	240	29	1	1
# Receiving IIA (State)	88	4		1	
Dental Hygiene reported separately by ISAC					
# Receiving Pell (Federal)		1			
# Receiving MAP (State)		3			
Institutional Grant Aid (Average Award)	\$1,425	\$1,202	\$1,398	\$1,324	\$1,282
SEOG (Average Award)	\$386.56	\$366.85	\$0	\$0	\$0
Pell (Average Award)	\$3,183	\$1,930	\$1,263	\$3,750	\$3,700
MAP (Average Award)	\$1,350	\$1,079	\$857	\$761	\$821
IIA (Average Award)	\$412	\$500		\$250	
Dental Hygiene reported separately by ISAC					
Pell (Average Award)		\$1,700			
MAP (Average Award)		\$1,888			

*Institutional grant aid includes any form of aid that is not repaid (e.g., scholarships, grants, tuition waivers). Excludes loans and work-study.
Source of Data: Illinois Student Assistance Commission (ISAC) for MAP, PELL, and IIA reporting; Harper College Student Financial Aid Office for the remainder

Independent Students
(as defined by the Free Application for Federal Student Aid - FAFSA)

Undergraduate Students, Independent	Independent Undergraduate Students who Filed the FAFSA				
	Q1 (\$0 - 14,168)	Q2 (\$14,169-26,366)	Q3 (\$26,367-41,624)	Q4 (\$41,625-65,505)	Q5 (\$65,506 & Up)
Institutional Cost of Attendance	(\$1,286)	(\$554)	\$652	\$917	\$674
Number of Students with a FAFSA on File	1179	496	170	90	36
# Receiving Any Type of Financial Aid (Unduplicated)	687	224	42	22	8
# Receiving Grant Aid (Unduplicated)	631	181	15	4	1
# Receiving Institutional Aid*	43	13	2	3	1
# Receiving SEOG (Federal)	211	31	1	0	0
# Receiving Pell (Federal)	252	96	85	7	
# Receiving MAP (State)	258	115	91	11	
# Receiving IIA (State)	67	15	2		
Dental Hygiene reported separately by ISAC					
# Receiving Pell (Federal)	3	5	2		
# Receiving MAP (State)	3	9	2	1	
Institutional Grant Aid (Average Award)	\$594	\$616	\$289	\$452	\$62
SEOG (Average Award)	\$304.00	\$264.00	\$125	\$0	\$0
Pell (Average Award)	\$3,245	\$3,101	\$2,112	\$1,486	
MAP (Average Award)	\$1,047	\$860	\$878	\$619	
IIA (Average Award)					
Dental Hygiene reported separately by ISAC					
Pell (Average Award)	\$3,233	\$3,230	\$1,150		
MAP (Average Award)	\$1,860	\$2,310	\$1,538	\$1,497	

*Institutional grant aid includes any form of aid that is not repaid (e.g., scholarships, grants, tuition waivers). Excludes loans and work-study.

Source of Data: Illinois Student Assistance Commission (ISAC) for MAP, PELL, and IIA reporting; Harper College Student Financial Aid Office for the remainder

MISSION-SPECIFIC INDICATORS

Harper College did not select mission specific indicators for this goal.

Goal 4: Illinois will increase the number and diversity of citizens completing training and education programs

COMMON INSTITUTIONAL INDICATORS

Completions by race/ethnicity

MEASUREMENT 4C1
ILLINOIS COMMUNITY COLLEGE SYSTEM PROGRAM COMPLETIONS FOR HARPER
BY RACE/ETHNICITY, FISCAL YEARS 1999, 2001 - 2003

College	FY 1998		FY 2001		FY 2002		FY 2003		1-Year Change		2-Year Change		5-Year Change	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
HARPER All Minorities	251	17.5%	228	17.2%	292	21.8%	302	21.5%	10	3.4%	74	32.5%	56	22.8%
Asian	135	9.4%	116	8.7%	155	11.6%	143	10.2%	-12	-7.7%	27	23.3%	8	5.9%
Indian	4	0.3%	0	0.0%	5	0.4%	5	0.4%	0	0.0%	5	N/A	1	25.0%
Black	30	2.1%	27	2.0%	30	2.2%	31	2.2%	1	3.3%	4	14.8%	1	3.3%
Hispanic	60	4.2%	72	5.4%	95	7.1%	116	8.3%	21	22.1%	44	61.1%	56	93.3%
Alien	22	1.5%	13	1.0%	7	0.5%	7	0.5%	0	0.0%	-6	-46.2%	-15	-68.2%
OTHER*	99	6.9%	106	8.0%	91	6.8%	97	6.9%	6	6.6%	-9	-8.5%	-2	-2.0%
White	1,087	75.6%	994	74.8%	958	71.4%	1,006	71.6%	48	5.0%	-94	-8.5%	-81	-7.5%
Total HARPER Students	1,437	100%	1,328	100%	1,341	100%	1,405	100%	64	4.8%	77	5.8%	-32	-2.2%

*Other includes students with unknown minority status.

Source of Data: A1 Record Submission and Harper Regent System for "Other" in FY1998 and FY2001.

a) Institutional goal(s) for this indicator:

The number of minority students completing degrees or certificates will increase yearly provided the minority enrollment continues to increase.

b) Brief interpretation of institutional performance and related implications:

Currently, Harper enrolls a higher percent of minority students than the percent of minority residents in the district. The College must continue to provide programs targeted to minority students to improve retention and help minority students succeed. The Multicultural Center has special programs to assist minority students. Other special academic support programs are targeted for Hispanic students and African American students to improve retention. Also vital is a campus climate that celebrates diversity and promotes respect for everyone. While the College is currently meeting its goal, targeted support programs are vital to meeting the goal.

Another factor is that students must petition for graduation and there is a fee required. The result is that an unknown number of students actually complete a program but do not get counted. One priority for the College is to further examine the feasibility of automated degree/certificate awards without requiring students to petition. There are both monetary costs and financial aid issues that need to be addressed.

Completions by gender

MEASUREMENT 4C1
ILLINOIS COMMUNITY COLLEGE SYSTEM PROGRAM COMPLETIONS FOR HARPER
BY **GENDER**, FISCAL YEARS 1998, 2001 - 2003

	FY 1998		FY 2001		FY 2002		FY 2003		1-Year Change		2-Year Change		5-Year Change	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Males	512	35.6%	439	33.1%	518	38.6%	477	34.0%	-41	-7.9%	38	8.7%	-35	-6.8%
Females	925	64.4%	889	66.9%	823	61.4%	928	66.0%	105	12.8%	39	4.4%	3	0.3%
Total HARPER Students	1,437	100%	1,328	100%	1,341	100%	1,405	100%	64	4.8%	77	5.8%	-32	-2.2%

Source of Data: A1 Record Submission.

a) Institutional goal(s) for this indicator:

Increase the number of male completions relative to the number of female completions.

b) Brief interpretation of institutional performance and related implications:

Currently, a disproportionately low number of males are completers compared to female completers. Over the last three years, the proportion of females has increased from 55.8% in 2001 to 57.2% in 2003. It may be that males are less likely to petition for graduation. One might argue economic factors have a role also but the proportion of males was low in 1998 too so any economic factors accounting for the disproportionate number of male completions are other than the current economic uncertainties. Research needs to be conducted to address this issue.

Completions by disability status *(Reported for the first time in this year's report.)*

MEASUREMENT 4C1
ILLINOIS COMMUNITY COLLEGE SYSTEM PROGRAM COMPLETIONS FOR HARPER
BY **DISABILITY STATUS**, FISCAL YEARS 1998, 2001 - 2003

	FY 1998		FY 2001		FY 2002		FY 2003		1-Year Change		2-Year Change		5-Year Change	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students with Disabilities*	10	0.7%	37	2.8%	48	3.6%	38	2.7%	48	-20.0%	1	2.7%	28	280%
Students without Disabilities*	1427	99.3%	1,291	97.2	1,293	96.4%	1,367	97.3%	74	5.7%	76	5.9%	-60	4.2%
Total HARPER Students	1,437	100%	1,328	100%	1,341	100%	1,405	100%	64	4.8%	77	5.8%	-32	-2.2%

Source of Data: A1 Record Submission and Harper Regent Data for FY 1999 and FY 2001.

MISSION-SPECIFIC INDICATORS

Diversity Index

HARPER MEASUREMENT 4-1
DIVERSITY OF HARPER STUDENTS AND THE HARPER COLLEGE DISTRICT
DIVERSITY INDEX* FOR FALL SEMESTERS 1999 - 2003

	FALL 1999	FALL 2000	FALL 2001	FALL 2002	FALL 2003
HARPER	.49	.52	.52	.52	.53
HARPER District (Census 2000)	.38	.38	.38	.38	.38

*Diversity Index = $1 - \sum_G \left(\frac{N \text{ in Ethnic Group}}{\text{Total N}} \right) \left(\frac{N \text{ in Ethnic Group} - 1}{\text{Total N} - 1} \right)$ where G means sum over the ethnic groups

SOURCE OF DATA: E-1 File for College Diversity Index calculation, Census 2000 data for the Harper District calculation

a) Institutional goal(s) for this indicator:

The ethnic diversity of students will exceed the diversity of the community served by the College, based on the 2000 Census, as measured by the Diversity Index.

b) Brief interpretation of institutional performance and related implications:

Harper College met its goal for student diversity. Students attending the College are enriched by the diversity which exceeds the diversity within the Harper District. The College has an identified institutional goal to “Create a campus climate that is supportive of cultural differences and respectful of all constituents.” Activities designed to further this goal contribute to making Harper welcoming to minority students.

Goal 5: Illinois colleges and universities will hold students to even higher expectations for learning and will be accountable for the quality of academic programs and the assessment of learning

COMMON INSTITUTIONAL INDICATORS

Extent to which institutional quality and effectiveness are recognized by graduates through alumni surveys (Reported for the first time in this year's report.)

MEASUREMENT 5C1
GRADUATE SATISFACTION FOR HARPER COLLEGE DISTRICT
FOR FISCAL YEARS 1998 - 2003

	Percent Graduate Satisfaction								Fiscal Year Comparisons				
	1998		2001		2002		2003		3-Yr Average	Differences			
	N	%	N	%	N	%	N	%	FY2001 - 03	1-Yr FY02-03	2-Yr FY01-03	5-Yr FY98-03	
Harper	437	91.6%	888	90.9%	532	93.2%	577	94.4%	666	92.5%	1.3%	3.5%	2.8%
State (Median)	202	87.3%	285	86.3%	398	88.6%	214	89.5%	313	87.9%	-0.1%	1.3%	0.0%

Source: Follow-Up Study of Career and Technical Education Programs. Institutions are not required to submit additional data.

Pass rates on professional/occupational licensure examinations relative to national averages

Field	2001		2002		2003	
	Inst'l	Nat'l	Inst'l	Nat'l	Inst'l	Nat'l
Nursing (National Council Licensure Exam), RN/ADN	94%	86%	87%	87%	91%	87%
Dental Hygiene	100%	53/231*	96.20%	13/238*	100%	30/242*
Radiologic Technology	na	na	na	na	na	na
Emergency Medical Technician	100%	na	100%	70%	100%	69%

*National rankings provided; denominator is number of schools.

a) Institutional goal(s) for this indicator:

Pass rates will equal or exceed national pass rates on nursing related examinations.
The Dental Hygiene Program will rank in the top third of schools nationally on the dental hygiene examination.
At least 90% of the students taking the Emergency Medical Technician examination will pass.

b) Brief interpretation of institutional performance and related implications:

Harper College students have consistently met the goals with respect to licensure examinations. The College continuously reviews its programs to ensure students do well on licensure examinations.

MISSION-SPECIFIC INDICATORS

HARPER MEASUREMENT 5-1 STUDENT SATISFACTION SURVEYS FOR FISCAL YEARS 2001 - 2004

	FY 2001	FY 2002	FY 2003	FY 2004
Academic				
Satisfaction with Instruction	95.0%	95.2%	95.7%	96.0%
Satisfaction with Tutoring	93.6%	91.0%	97.2%	99.0%
Student Support				
Center for New Students and Orientation	99.6%	99.2%	99.2%	99.5%
Full-Time Orientation	95.2%	95.2%	96.0%	93.5%
Career Center	99.7%	97.9%	98.8%	99.2%
Academic Advising & Counseling	98.0%	95.6%	97.4%	95.3%
Women's Program		94.6%	100.0%	100.0%
Access & Disability Services	97.0%	96.0%	98.0%	98.1%
Assessment & Testing Center	97.8%	97.8%	97.6%	97.6%
Health & Psychological Services	88.4%	100.0%	99.7%	98.9%
Center for Multicultural Learning	98.9%	98.7%	97.9%	98.1%

SOURCES OF DATA: Student Opinion of Instruction Survey and Tutoring and Student Center Surveys

a) Institutional goal(s) for this indicator:

Students rating quality of instruction and students rating primary support services will indicate satisfaction with instruction and support services provided as indicated by 90% student agreement on the Student Opinion of Instruction and 90% student agreement on Student Center Surveys.

b) Brief interpretation of institutional performance and related implications:

Harper met its goal since well over 90% of the responses consistently indicated satisfaction with quality of instruction and with primary support services. Currently, the College provides a variety of support services for students. Generally, students are highly satisfied. However, if funding continues to decline, many of the current services cannot continue at the current level of support.

Goal 6: Illinois colleges and universities will continually improve productivity, cost-effectiveness, and accountability

Fiscal Year 2004 Accomplishments

Harper regularly monitors the economic conditions of the district and develops strategies for ways to reduce costs, improve business practices and workflow, while simultaneously improving service. The College continued to improve productivity and cost-effectiveness by moving various functions and services to the Web during FY 2004. Specific activities are detailed below.

- Implemented Continuing Education (CE) Web registration. Web registration for CE began for the fall 2003 semester. In the first semester, 15% of our registrations were via the Web. In spring 2004, over 20% of our registrations were Web registrations. To date, over 26% of CE's summer registrations are Web registrations. As a key result of CE Web registration alleviating some of the pressure from CE Registration, we were able to reorganize our CE registration staff, and did not fill the CE Registration Supervisor position when the incumbent retired--a salary savings of over \$40,000.
- Delayed implementation of the Harper Portal for students, staff, and board members. With the initiation of the project to replace Harper's existing Enterprise Resource Planning (ERP) system, implementation of the Portal was delayed.
- Implemented Phase I of paperless Board meeting material via the Portal. A significant amount of the Board meeting consent agenda has been converted to PDF files and placed on Harper's Intranet site. Board members are able to access this material for review prior to Board meetings. Until the comfort level of utilizing technology and accessing information electronically the Board "book" will remain a combination of print and electronic format. Savings have been realized in the volume of print material that used to be required for each meeting. Further, improvements will be realized when the Portal is fully implemented.
- Initiate investigation of replacing the current ERP system with a Web-centric system. A project plan was developed and approved. A consultant was hired to assist in the process of developing a request for proposal (RFP), conducting vendor demonstrations, evaluating RFPs and providing fit-gap response and to assist in discovery sessions and final contract negotiations. Of significance in this phase is the utilization of technology in the RFP process. This project was the first large scale project that Harper embraced using installed technology (i.e. course management system, BlackBoard), as a tool for the entire RFP process. The RFP process began with the solicitation of vendors via email, establishing vendor accounts in Blackboard for vendors to submit proposals, obtain correspondence, submit questions, etc. Utilization of this tool and the Web resulted in significant cost savings by eliminating the printing, handling and mailing of material, provided ERP teams' access and the ability to share information, timeliness of receiving and submitting material to and from vendors, 24-hour access by all parties and

many additional efficiencies in both the purchasing and information technology areas were realized.

- Improvements to Harper's internal communications is provided via an intranet site identified as HIP (Harper Internal Publications) that allows all Harper employees to be informed and have access to up-to-date information relevant to their respective jobs. This has eliminated the printing of a campus newsletter that was costly and wasteful.
- Implemented a Web based Strategic Planning system to consolidate input from all executive and management levels. This has resulted in approximately 70% time savings for Harper's Strategic Planning process.

Fiscal Year 2005 Plans

- Implement networked managed print/copy system.
- Implement a Universal ID system.
- Implement the next phase of ERP project.
- Continue implementation of media rich and smart classrooms.

Fiscal Year 2005 Challenges

Three key issues will be challenges for FY 2005. Number one is the decreasing revenue stream for the College's operating costs and for student financial aid. Uncertainty due to the State fiscal crisis, as well as, local property tax issues make revenue projections difficult. Coupled with record full time equivalent (FTE) enrollment, it will be a challenge to maintain current levels of service to students and employees.

Another challenge will be the next phase of the ERP project in terms of staff time. The project involves staff from all parts of the College and they will be devoting considerable time to the ERP project in addition to performing their normal tasks. The new system will require changing work flows to capitalize on the efficiencies of the new system.

Finally, the College is preparing for the Higher Learning Commission accreditation. The process will be labor intensive further stretching current employees. The College will be instituting a common institutional effectiveness model across the College in FY 2005.

COMMON INSTITUTIONAL INDICATORS

Cost of instruction per credit hour

MEASURE 6C1
COST OF INSTRUCTION PER CREDIT HOUR AND AS A PERCENT OF SECTOR AVERAGE
FOR FISCAL YEARS 1998, 2000 - 2003

	Fiscal Year Instructional Cost per Credit Hour								Fiscal Year Comparisons					
	FY 1998		FY2001		FY2002		FY2003		1-Year Change		2-Year Change		5-Year Change	
	Amount	% of Avg.	Amount	% of Avg.	Amount	% of Avg.	Amount	% of Avg.	Amount	Percent	Amount	Percent	Amount	Percent
Harper	\$222.30	129.4%	254.16	130.8%	\$249.80	126.1%	\$242.36	126.8%	(\$7.44)	-3.0%	(\$11.80)	-4.6%	\$20.06	9.0%

SOURCE OF DATA: Community College Unit Cost Study

a) Institutional goal(s) for this indicator:

Harper's cost of instruction per credit hour will not increase by more than 5% annually.

b) Brief interpretation of institutional performance and related implications:

Harper clearly met the goal of not increasing per credit hour cost of instruction. Through constant efforts to increase efficiency and reduce costs, the instructional costs per credit hour have declined over the last three years. The College is committed to becoming as efficient as possible.

Cost of administration & support per credit hour

MEASURE 6C2
ADMINISTRATIVE AND SUPPORT COST PER CREDIT HOUR
FOR HARPER COLLEGE, FISCAL YEARS 1998, 2001 - 2003

	Fiscal Year Total Support* Cost per Credit Hour								Fiscal Year Comparisons					
	FY 1998		FY2001		FY2002		FY2003		1-Year Change		2-Year Change		5-Year Change	
	Amount	% of Avg.	Amount	% of Avg.	Amount	% of Avg.	Amount	% of Avg.	Amount	Percent	Amount	Percent	Amount	Percent
Harper	\$107.66	142.6%	\$131.73	148.5%	\$129.73	141.5%	\$125.91	152.3%	(\$3.82)	-2.9%	(\$5.82)	-4.4%	\$18.05	16.7%

*Includes Academic Admin & Planning, Academic Support, Student Services, and General Institutional Costs

SOURCE OF DATA: Community College Unit Cost Study

a) Institutional goal(s) for this indicator:

Harper's administrative & support cost per credit hour will not increase by more than 5% annually.

b) Brief interpretation of institutional performance and related implications:

Harper clearly met the goal of not increasing per credit hour cost of administration and support. Through constant efforts to increase efficiency and reduce costs, the administration and support costs per credit hour have declined over the last three years. The College is committed to being as efficient as possible.

Percent of first-time, full-time degree-seeking freshmen who complete their degree within 150 percent of catalog time, or are still enrolled or transferred

MEASURE 6C3
 FULL-TIME FIRST TIME ENTERING COHORT PERCENT GRADUATED, TRANSFERRED, OR STILL ENROLLED
 AT 150 PERCENT OF PROGRAM LENGTH (IPEDS GRS METHODOLOGY)
 BY COLLEGE FOR FISCAL YEARS 1998 - 2003

Fall Cohorts 1998 - 2000									
	Fall 1998 Full-Time First time Entering Cohort	Full-time First time Entering Cohort Fall 1998 through Summer 2001		Full-time First time Entering Cohort Fall 1999 through Summer 2002		Full-time First time Entering Cohort Fall 2000 through Summer 2003			
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
HARPER	922	599	64.97%	1,514	964	63.67%	1,487	1,005	67.59%
STATEWIDE	27,116	16,718	61.65%	26,709	16,531	61.89%	25,305	16,886	66.73%
StdDev	468	302	7.83%	430	272	7.43%	383	266	7.19%
Pure Ave.	553	341	60.57%	556	344	61.83%	527	352	65.18%

	1-Year Change		2-Year Change		5-Year Change		3 Year Average Fall 98-00 Full-Time First time Entering Cohort	Full-time First time Entering Cohort Average Fall 98-00 through Subsequent Summer (2001 or 2003)	
	Number	Percent	Number	Percent	Number	Percent		Number	Percent
HARPER	41	4.3%	406	67.8%	280	38.6%	1,308	856	65.5%
STATEWIDE	355	2.1%	168	1.0%	88	0.5%	26,377	16,712	63.4%
StdDev	80	104.1%	135	101.4%	125	60.6%	420	274	6.6%
Pure Ave.	7	17.0%	3	22.8%	2	13.2%	539	341	62.6%

SOURCE OF DATA: Fall Enrollment (E1), Annual Enrollment and Completion (A1) and Shared Data files.

a) Institutional goal(s) for this indicator:

For each entering full-time cohort, Harper will maintain a success rate of at least 65% of students that graduated, transferred, or are still enrolled after three years (IPEDS GRS Methodology).

b) Brief interpretation of institutional performance and related implications:

The Fall 2000 Cohort met the objective; through summer 2003. Harper recognizes that quality academic programs, successful retention programs, and academic advising are needed to maintain and/or improve this rate.

MISSION-SPECIFIC INDICATORS

Harper College did not select mission specific indicators for this goal.

Attachment II EFFECTIVE PRACTICES

Direct Connection to *The Illinois Commitment*: Goal 4

Title of Effective Practice: Multicultural Faculty Fellows Program

Name of Institution: Harper College

Brief Synopsis of the Practice:

The Multicultural Faculty Fellows Program offers faculty opportunities to discover ways to enhance their curriculum by infusing multicultural content. Harper College's Center for Multicultural Learning created a Multicultural Faculty Fellows Program that offers training and research opportunities for faculty to become multicultural experts in their academic disciplines. Since the program is discipline specific, the Faculty Fellows bring their ideas back to their departments for others to use. It allows for diversity education to pervade the campus. It also affords the students the opportunity to truly experience multiculturalism within and outside the classroom.

What is this practice's objective? What need is addressed?

Harper College launched a campus-wide initiative to celebrate diversity within and outside the classroom in FY 2003. The initiative was launched by the creation of a new area named the Center for Multicultural Learning (CML). The objective is to provide leadership in diversity training and multicultural curriculum enhancement. Specifically for faculty, the CML created a Multicultural Faculty Fellows Program that offers training and research opportunity for faculty to become multicultural experts in their academic disciplines.

Faculty from Academic Affairs are selected each year based upon a submitted proposal to research and develop innovative ways to infuse diversity into their curriculum or discipline. The selected Fellows participate in a multicultural curriculum infusion educational program coordinated by the CML as well as participate in outside professional development to explore ways to infuse diversity within the curriculum. The Fellows spend time over the course of the year researching and developing their discipline-based infusion projects. During Faculty Orientation each fall, the Multicultural Faculty Fellows present their projects at an open forum as well as to their department. The Fellows act as mentors for the new faculty Fellows during the subsequent year. Additionally, they become their department liaison for Multicultural Learning.

How does this practice achieve sustainability and/or cost-effectiveness?

The Faculty Fellows Program was born from a spirit of collaboration. Funding sources came from a realignment of program resources in Human Resources and Student Development. The current budget allows for three to four faculty to be trained each year. In addition, each Fellow considers him/herself to be a part of the CML, and thereby facilitates the training of other faculty in his/her respective discipline.

What are the results/measurable outcomes?

In FY 2003 the following infusion projects were unveiled and are currently being implemented in the classroom:

- Speech and Theatre - Introduction to Theatre
- Economics - Economics 200
- English as a Second Language - Business Communications Skills, ESL 071
- Library Resources - Multicultural and Diversity Resources' Web site:
<http://www.harpercollege.edu/library/multiculturalism/index.shtml>

The following projects will be unveiled and implemented in fall 2004:

- English - Introducing and Integration Eastern European Literature
- Physics - Historical Non-European Astronomy
- English - A Literature Module Confronting Diverse Sexualities

Attachment II EFFECTIVE PRACTICES

Direct Connection to *The Illinois Commitment*: Goal 6

Title of Effective Practice: Effective Environmental Scanning

Name of Institution: Harper College

Brief Synopsis of the Practice:

Harper developed an environmental scan of national, state, and local trends concerning the district served. Six categories were included in the scan as follows: economic, educational, demographic, political, social, and technology. Categories were developed by examining environmental scans of other institutions of higher education and corporate training divisions. An extensive literature review and interviews with top management and union leaders on campus were completed.

The draft report was shared with community leaders obtain their input. The final environmental scan was completed and widely shared on-campus. All administrators and union leaders received a copy of the report and the report was posted on the College's internal Web page. Three College governance committees received copies of the scan: College Assembly, Institutional Planning Committee, and Marketing Committee.

The Institutional Planning Committee made extensive use of the environmental scan to develop the long range strategic plan that guides planning for the College. The Marketing Committee used the environmental scan to assist decisions concerning marketing efforts. A key feature of the environmental scan was the data provided in support of trends noted in the plan. The College plans to update the environmental scan in FY 2005 and will develop a new environmental scan in FY 2006.

What is this practice's objective? What need is addressed?

The objective of the practice was to provide the College with a data-based picture of the district that would assist planning. For example, the Institutional Planning Committee used the environmental scan to determine opportunities that the College might pursue and to determine threats that the College needed to address. This data strongly impacted the College's assessment of external opportunities and threats as part of our "strengths, weaknesses, opportunities, and threats" (SWOT) analysis. The environmental scan led to an opportunities and threats analysis that changed our annual plan and budget.

How does this practice achieve sustainability and/or cost-effectiveness?

Using the environmental scan helped the College determine priorities for FY 2005. Knowing the increasing age of the district population means greater need for health care professionals that the College can train for example. Several new health care programs have been developed. Knowing that the computer technology sector is still a growth sector means the College should still provide training in this area, even though enrollments have dropped substantially over the last few years. There are cutting edge technologies that the College can study to determine if there should be new programs offered. Demographic information led to a reevaluation of English as a Second Language (ESL) and support services.

What are the results/measurable outcomes?

For the Institutional Planning Committee, the environmental scan not only informed the committee but helped the committee members focus on the external environment differently than had been done in past planning cycles. Other administrators, faculty, and staff learned more about the community also. This knowledge guides new program development and services offered by the College to the Community.

The environmental scan has supported Harper's movement to data based decision-making.