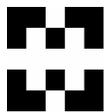


Harper College 2005 Performance Report
Submitted to the
Illinois Community College Board



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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.

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

Environmental Analysis

- While there has been some improvement, economic conditions continue to be problematic for some Harper district residents and for the College. The May 2005 unemployment rate for Illinois (5.8%) is higher than the national rate (5.1%) and the Chicago region unemployment rate is higher than the State's at 6.1%. Most communities within the Harper District have unemployment rates lower than the national rate but there are pockets where the unemployment rate is higher than the rate for the Chicago region. Ramifications of the economic conditions for some residents include need for retraining addressed in Policy Area 1 and increasing numbers of students needing financial aid addressed in Policy Area 3. However, improving economic conditions may also signal a decrease in enrollment of adult students.
- 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 affect how the College addresses State Policy Areas 1, 3, 4, and 5.

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- Ten of the top 20 (based on percent increase from 2002) 2012 projected occupational classification openings in the Chicago metropolitan area are in health related fields. Three of the top 20 were in technology fields. This has implications for Policy Areas 1 and 4.
- 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 Policy Area 1. The College does have a program that allows non-district residents working within the district to pay in-district tuition.
- The College has experienced increases in the number of credit students and in their credit loads. Fiscal 2005 FTE increased over the previous year (which set a record FTE) and the College is challenged to meet student needs under current financial constraints. This impacts Policy Area 4 in terms of students completing programs. During 2005, although the number of adult credit students declined (likely due to the improving economic conditions as noted above), FTE still increased. The College is experiencing a growing student population at the same time state and federal funding is shrinking. This impacts all the State policy areas.
- 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 2004 credit students were minority students. 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 increased diversity of the Harper district has implications for Policy Area 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. Policy Area 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 FY 2004 and FY 2005 showed slight declines. This has implications for Policy Area 4 in terms of diversity but also could impact other Policy Areas.
- 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.
- The implementation of a new ERP system, initiated during FY2005, will continue to challenge staff, requiring more time commitment during FY2006.

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SECTION II: PROGRESS

POLICY AREA ONE: Higher education will help Illinois business and industry sustain strong economic growth through its teaching, service, and research activities.

COMMON INSTITUTIONAL INDICATORS

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

PERCENT OF DEGREE/CERTIFICATE RECIPIENTS EITHER EMPLOYED OR ENROLLED
IN FURTHER EDUCATION WITHIN ONE YEAR OF GRADUATION FOR HARPER COLLEGE
FISCAL YEARS 2000 - 2004

	<u>Percent Employed/Enrolled in Further Education</u>					<u>Fiscal Year Comparisons</u>			
						3 Yr Average*	1-Year Change	2-Year Change	5-Year Change
	2000	2001	2002	2003	2004	Based on FY02-04	FY03- FY04	FY02- FY04	FY00- FY04
HARPER									
Number responding	27	114	53	65	106				
Number employed or enrolled	24	106	52	54	102				
HARPER %	88.9%	92.7%	98.1%	82.5%	96.2%	93.0%	13.7%	-1.9%	7.3%
Statewide									

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 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 either, rather, some market segments have been slower to recover 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.

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MISSION-SPECIFIC INDICATORS

a) Mission-specific indicator and relationship to Harper’s mission:

Percent of new continuing education courses offered is the mission-specific indicator selected by the College. One specific purpose of the College, as stated in its mission statement, is “To provide continuing educational opportunities for professional job training, retraining and upgrading of skills and for personal enrichment and wellness.” By providing new courses every year, the College strives to provide CE offerings that allow for rapidly changing needs of the community it serves. The Learning Resources Network (LERN) program review and certification guidelines recommend 10-30% new course offerings each year. The College has intentionally set a 30% minimum to ensure needed course offerings are provided in rapidly changing business environments.

b) Institutional performance goal for this indicator:

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

c) Data for the performance indicator:

HARPER CONTINUING EDUCATION COURSES OFFERED FY 2001 – FY 2005

	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005
Total number of courses offered	273	352	383	357	419
Number of new courses offered	82	134	170	132	108
Percent new courses offered	30%	38%	44%	37%	26%

SOURCE OF DATA: Harper CE Office

d) 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 met its goal for continuing education for the fiscal 2001 – fiscal 2004. Last year (fiscal 2005), the College offered fewer than 30% new courses due to a strong focus on developing courses for health care professionals, an area of high community need. In continuing education for health care professionals, 40 new courses (53%) were offered in fiscal 2005. Additionally, the technical training market has been stagnant and our enrollment in this area has followed suit. In fiscal 2005, the College concentrated on filling existing classes rather than creating several new offerings for the technical training market.

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POLICY AREA TWO: Higher education will join elementary and secondary education to improve teaching and learning at all levels.

Fiscal Year 2005 Accomplishments

Harper College has a long history of partnering with elementary and secondary educational institutions to improve teaching and learning at all levels. Some specific examples of activities conducted during fiscal year 2005 are highlighted below.

- Hosted a state-wide Dual Credit Summit to highlight best practices in the area.
- Established Career Foundations, a series of courses for students with developmental disabilities, in conjunction with local high school districts.
- Collaborated with a local elementary school district with an Even Start project.
- Harper College's Education and Mathematics Departments collaborated to develop an Associates of Arts in Teaching (AAT) of Mathematics. The degree is awaiting IBHE and ICCB approval.
- Offered Linguistics courses to area teachers recognized by ISBE as counting toward earning the ESL Endorsement.
- Provided summer educational programs for 5,416 children.
- Expanded dual credit course offerings to include Introduction to Food Service. A total of 587 dual credit students were enrolled during fiscal year 2005.
- Partnered with local high school districts to host a Career Expo involving area employers.
- Hosted the Early Childhood Education Conference for prospective students in the district.
- Hosted a Middle School Career Fair attended by over 500 students.
- In collaboration with our local Career Partnership, offered a variety of graduate-level courses to area educators. Topics included Organization and Administration of Vocational Co-op Programs, and Special Development for Educators: Teacher Renewal.
- Coordinated articulation meeting between Harper faculty and their secondary colleagues to facilitate the transition of high school students to postsecondary education.
- Offered training courses for area Educational Paraprofessionals. A total of 14 courses serving 250 paraprofessionals were offered.

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- Hosted the regional high school Mathematics Competition involving more than 500 participants.
- Hosted a Spring High School Open House for all area high school students.
- Hosted the 20th annual High School Accounting Contest. Participants from 11 different feeder high schools competed.

Fiscal Year 2006 Plans

- Harper will offer CISCO training for dual credit for the first time during fiscal year 2006.
- Harper will offer courses to area high school students to prepare them for college entrance exams.
- The College will host a professional development seminar for area administrators entitled, “Pathways to Careers in Higher Education.”
- Harper is currently developing an Associates of Arts in Teaching (AAT) of Science. It is expected that this new degree will be submitted to ICCB in fiscal year 2006.

Fiscal Year 2006 Challenges

Harper College faces a number of challenges in reaching its goal of joining elementary and secondary schools in the improving teaching and learning at all levels. The demonstrated success of our dual credit program for high school juniors and seniors has resulted in capacity issues. As increasing numbers of secondary school student express a desire to participate in the program, the partnership has struggled finding slots for the additional students.

Related to the dual credit capacity issue is the challenge posed by the No Child Left Behind (NCLB) legislation. Increased graduation requirements have precluded some students from participating in dual credit program offerings. Conflicting school calendars is another difficulty faced by Harper College. The college’s semester is often quite different from our feeder higher school districts causing an interruption in the learning process.

The final challenge being addressed by Harper College and our elementary and secondary school partners is the transition of non-native speakers to post-secondary education. It has been our experience that high school students completing English as a Second Language sequence are in need of additional remediation to succeed at the college level. It is an institutional goal to increase the diversity of the students enrolled at Harper College.

MISSION-SPECIFIC INDICATORS

Harper College did not select mission-specific indicators for this policy area.

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POLICY AREA THREE: No Illinois citizen will be denied an opportunity for a college education because of financial need.

Fiscal Year 2005 Accomplishments

The Office of Scholarships and Financial Assistance (OSFA) at Harper

- Worked with the Harper Foundation to enhance scholarship opportunities for new and continuing students by implementing an on-line scholarship application for Foundation Scholarships and enhancing the Financial Aid Web Site to highlight our premier scholarships. For this application year, over 200 Foundation Scholarship applicants submitted their application via the on-line form. As a result of increased applications and streamlined processes, 98% of the available FY 2005 dollars were disbursed.
- Provided outreach to district high schools to increase awareness and help simplify the application process. Financial aid information nights were held at four area high schools. In addition, Harper hosted a workshop on campus to provide information on how to complete the Free Application for Federal Student Aid (FAFSA). Altogether, these events provided information in both English and Spanish to over 500 people. OSFA also provided information sessions at the Fall and Spring Open Houses hosted by Admissions. In addition, sessions were given on campus to local high school guidance counselors to make them more aware of Harper programs and general financial aid information.
- Provided on-going communications with incoming freshmen and returning students to encourage them to apply for financial aid in a timely fashion. Over 3,000 postcards were sent to potential returning students in February to encourage them to re-apply. Postcards were also sent to district high school seniors encouraging them to apply for the upcoming year.
- Provided students an opportunity to apply for financial assistance using one of the OSFA terminals located in The College Zone outreach center. In addition, financial aid staff were available to help students or parents complete the application on-line in the OSFA office. The College Zone center served area residents who planned on attending colleges and universities other than Harper as well.
- Increased aid recipient headcount from 2,630 students in FY 2004 to 2,947 students in FY 2005 (12% increase) by streamlining various internal processes and considerably improving the financial aid web site. Dollar volume for aid processed increased from \$8,261,995 in FY 2004 to \$10,027,269 in FY 2005 (21% increase). The web site had been fully functional in its new and improved state for over one full year. The financial aid portion of the web site has been translated to Spanish to add access for Spanish speaking students and families. Many new pieces of functionality have been added and all internal publications reference the website and market it heavily. From the period 7/1/2004 through 4/30/2005 the OSFA web site experienced nearly 75,000 page views.

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Fiscal Year 2006 Plans

- Outreach and availability of information remain on the forefront for FY2006 plans. As has been published in most of the media, students and parents remain unaware of financial aid opportunities to help students achieve their educational goals. In addition, with increasing shortages in federal and state dollars, early application is a key factor in affordability. The web site has continued to be a valued way to get information out to students and it seems to be the method they prefer. We will continue to promote the web site in all of our internal and external communications to students and families. In addition, we will continue our notification of district high school seniors and potential returning students that they must apply for financial aid early in order to ensure proper planning for college.
- Continued efforts will be made to offer student on-line services that help speed the delivery of student aid. Current efforts such as on-line scholarship applications, on-line Satisfactory Progress Appeals, on-line loan application and entrance counseling will be augmented with other self-service applications for students to help speed the delivery of aid and provide information on all available financial aid programs. In addition, we are striving to remove redundancies in the application process to ease administrative burden, and make applying for financial aid easier for the students who wish to apply.
- Harper College will continue to research the issue of affordability and ensure that not only low-income students have the resources to attend college, but also to ensure those students from higher income families and no parental support are aware of programs and the possibility of attending Harper College at a much lower cost than our four-year counterparts. Our major thrust is to use all means available to educate our students that there are ways to attend college, and that it is their responsibility to complete the application process in a timely fashion.

Fiscal Year 2006 Challenges

- Like always, declining federal and state funding presents a major challenge to students, parents and institutions. The Federal Pell Grant program has been level funded at \$4,050 from 2003-2004 on, and it appears that this will again be a reality for 2005-2006. A full-need student taking 15 credit hours per semester at Harper College will be assessed \$2,784.00 in tuition and mandatory fees for the year. The student's MAP award will only pay \$1,755.00 of these tuition and fee costs. This leaves this particular student with a \$1,029.00 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. Trends like this will soon make student loans a necessity at the community college level for many needy students.
- Another financial hardship the institution must endure is the lack of funding in the Illinois Veterans' Grant program. Each year this program is under-funded, and by law, the institution must make up the difference. As the number of eligible veterans increases, this burden becomes larger each year. For Spring 2005, we have expended

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approximately \$360,000 in Illinois Veteran's Grant and we are currently estimating the college will have to absorb about \$160,000 of these expenditures due to lack of funding. If state support for this statutory program does not increase, this burden will increase each year.

- 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.

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

Student/Family Income	Total Unduplicated Recipient Headcount	GIFT ASSISTANCE AWARDED TO DEPENDENT FULL-TIME, FIRST-TIME FRESHMEN, FALL 2003											
		Federal Programs				State Programs				Institutional Programs			
		PELL		FSEOG		MAP		IIA		Scholarships, Grants, Fellowships, Traineeships		Tuition Waivers	
		#	\$	#	\$	#	\$	#	\$	#	\$	#	\$
\$0-27,335	99	96	339,214	49	19,813	64	89,161	41	18,250	3	6,073		
\$27,336-48,215	86	76	162,139	9	4,250	64	79,991	5	2,500	4	12,299		
\$48,216-70,006	28	15	13,313	0	0	16	17,053	0	0	8	15,924		
\$70,007-99,999	4	1	450	0	0	0	0	0	0	0	0		
\$100,000 & Up	0	0	0	0	0	0	0	0	0	0	0		
Unknown	0	0	0	0	0	0	0	0	0	0	0		

- a) **Institutional goal(s) for this indicator:** Not required for the 2005 report.
- b) **Brief interpretation of institutional performance and related implications:** Not required.

MISSION-SPECIFIC INDICATORS

Harper College did not select mission-specific indicators for this policy area.

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POLICY AREA FOUR: Illinois will increase the number and diversity of citizens completing training and education programs.

Fiscal Year 2005 Accomplishments

Data from the 2000 census indicates that Harper College's district is becoming increasingly diverse. The College will continue to provide greater access and seamless support systems to meet the needs of the changing student body. Last year, in addition to established programs, the College launched several new initiatives to increase the number and diversity of citizens completing training and education programs. To increase the number and diversity of citizens completing training and education programs, first the College must have students (admissions outreach) and second, the College must retain the students through completion of a degree or certificate. Activities undertaken during fiscal 2005, as listed below, are grouped in three categories: admissions outreach, retention, and community or other related activities.

Admissions outreach activities undertaken to increase the number and diversity of new students are noted below.

- Coordinated or participated in 56 events to recruit minority students to attend Harper College. Nearly 2,500 people were seen at these events.
- Expanded Adult Education courses at community-based sites to meet expressed need.
- ESL faculty and staff visited each feeder high school to recruit non-native speakers to Harper College.
- Provided outreach to district high schools by presenting informational workshops designed to increase awareness and help simplify the financial aid application process. Workshops were presented to over 500 people in English and Spanish.
- Provided information concerning support available to 213 high school students with disabilities who were prospective Harper students.

Retaining students through completion of a degree or certificate is a high priority at Harper College. Several initiatives, as noted below, were undertaken at the College during fiscal 2005.

- Increased the aid recipient headcount from 2,630 students in FY 2004 to 2,947 students in FY 2005 (12% increase) through streamlining various internal processes and considerable development of the financial aid web site. Dollar volume for aid processed increased from \$8,261,995 in FY 2004 to \$10,027,269 in FY 2005 (21% Increase). The financial aid portion of the web site has been translated to Spanish to add access for Spanish speaking students and their families. Financial aid opportunities are important for new and returning students.
- Implemented Career Foundations courses to serve students with developmental disabilities.
- Created "bridge" programs to transition ESL and Adult Education students to career programs in healthcare-related fields.
- Adopted new World Cultures and Diversity graduation requirement and approved appropriate curriculum.
- Established "Conversation Café" to connect International Students and ESL students to the larger campus community.

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- Trained 5 new Multicultural Faculty Fellows in multicultural education theory and multicultural curriculum infusion. To date, 12 Faculty Fellows from 6 different fields have received training and implemented curriculum changes in their disciplines.
- Facilitated the Multicultural Student Leadership Retreat giving 28 students the opportunity to build coalitions among multicultural organizations.
- Provided leadership training for 27 underrepresented student leaders who attended national/regional leadership conferences in order to learn the skills necessary to increase and retain students participating in multicultural clubs such as Black Student Union, Indian/Pakistani Student Association, and Latinos Unidos.
- Reached out to 2,000 students through weekly meetings of multicultural clubs sponsored by the Center for Multicultural Learning. In addition to the community building, the students also received group academic advising and career development resources.
- Launched the P.E.E.R.S (Peers Educating Everyone to Reach Success) Mentoring Program during summer orientation. Eight students were trained to reach out to incoming underrepresented students attending New Student Orientation. The students helped recruit new incoming students for multicultural clubs as well as academic enrichment programs provided by the Center for Multicultural Learning.
- Organized the institutional celebration of Hispanic Heritage Month, Rainbow Week, Native American Week, Black History Month and Asian Pacific American Month. A total of 26 events reached over 3,200 students, faculty, staff and community members.
- Facilitated five diversity training seminars for full-time faculty to prepare them for the changing demographic make-up of their classes.
- Implemented the R.E.A.C.H. (Retention Efforts for Academic Completion at Harper) Fall Program. Fifty percent of the underrepresented minority cohort achieved a Fall semester GPA of 2.0 or higher with 100% completing the fall semester. There was an 89% Fall to Spring Retention. Fifty percent of the students enrolled in Spring achieved a semester GPA of 2.0 or higher. Ninety percent of the students surveyed reported growth in knowledge of the academic environment; comfort/acceptance at Harper; and academic success.
- Designed and delivered diversity training as part of Harper's "new faculty course."
- Held an off-campus weekend Success Retreat for 21 at-risk new students in order to better prepare them for college and encourage them to access student services. After the retreat, 67% participated in an on-campus scavenger hunt of student services. During the year, 91% accessed at least one of the academic advising and counseling centers. 67% achieved a greater than 2.0 GPA. One hundred percent were retained in the Fall semester and 96% were retained Fall to Spring.
- Provided cultural competency training for public safety officers.
- Offered special academic support to 229 Hispanic and African American students in Caution and/or Probation. All 229 students were called and 50% accessed one of the academic advising and counseling centers at least once during the year.
- Provided opportunities for four-year institutions to visit the Minority Student Transfer Center to better recruit diverse students. Twenty-nine visits were made to Harper from: Loyola University, NIU, DePaul, Northeastern, UIC-Chicago, Roosevelt and Eastern and 173 students were advised. In addition, six field trips were taken to: DePaul, ISU, NIU, UIC-Chicago, UIC-Urbana; 27 students participated.

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- Created an inclusive, welcoming, environment for underrepresented students to meet and socialize in a space newly designated just for them and located adjacent to the Center for Multicultural Learning. The new Multicultural Drop-in Center includes a working space for the executive boards of Black Student Union, Harper Pride, Indian Pakistani Student Association and Latinos Unidos. There are four computers for general membership usage and a conference room for meetings.
- Oriented 963 students with disabilities and provided ongoing support to 741 students through Access and Disability Services.
- The Women's Program worked with the Center for Multicultural Learning to provide interpreters for non-English speakers seeking Women's Program services. Thirty-nine percent of the 185 Women's Program participants served in FY 05 were from underrepresented groups including: Asian, African-American, Hispanic, Multiracial and Native American.

Recognizing that Harper College must be a leader celebrating its diverse student body and the importance of a welcoming environment to the educational process, the College also

- Conducted required diversity recruitment workshops for search committee members of all full time searches.
- Developed and conducted regional diversity symposium which had the opportunities and challenges of Hispanic education as its theme.
- Had contact with 2,129 community members about disability-related topics.
- Made two presentations on the Women's Program to community programs serving teen parents of Hispanic ethnicity.

Fiscal Year 2006 Plans

Beyond continuing successful programs, Harper will undertake some new initiatives during the next fiscal year including:

- Launch special events geared toward recruitment of minority students for the coming fiscal year.
- Use all internal and external communications for students to promote the College web site to get information out to students concerning financial aid and the importance of early application.
- Conduct community outreach activities to diverse groups, promoting program enrollment of underrepresented populations.
- Launch a summer bridge program in July 2005 with a cohort of 40 under-prepared, first generation students transitioning between high school and college. The R.E.A.C.H. (Retention Efforts for Academic Completion at Harper) Summer Bridge Program will focus on improving math, reading and writing skills as well as helping students with basic college survival skills such as test taking strategies, study skills and time management. In July 2006, the program will be expanded to include a cohort of 60 students.
- Enhance Access and Disability Services web presence over the next two years adding new informational features for faculty and students.

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- Participate in Project Access, a federal project from the Rochester Institute of Technology. Five teaching faculty from Harper will design presentations, a training program and an on-line web site (using Blackboard) to promote greater access for deaf/hard of hearing students and a universal design for instruction.
- Expand The Women's Program Orientation from a half day to a full day to provide more opportunity to share and affirm the diversity of each new participant.
- Recruit and retain a part-time diversity recruitment specialist in order to strengthen Harper's ability to achieve its goal of a more diverse workforce.
- Conduct an annual Diversity Symposium in April 2006, for educational centers in the Northwest suburbs of Chicago, which has the educational opportunities and challenges of disabled learners as its primary focus.
- Collaborate with the Center for Multicultural Learning to develop and implement an employee series which would identify strategies designed to create a "welcoming" Institutional climate specific to cultural sensitivity.
- Explore with the Director of Public Safety the viability of writing a grant which would expand the series on cultural competency for public safety officers to provide a more exhaustive review of Harper's diverse constituents.

Fiscal Year 2006 Challenges

- Students with disabilities at Harper College face additional challenges of entering college under-prepared in one or more areas of basic skills (English, math and reading) requiring many of them to complete more developmental courses than their college peers. This coupled with the increasing enrollment of students with disabilities (40% increase over past two years) means more students will need both reasonable accommodations/access as well as academic support at a time when funding for services is shrinking.
- Reaching out to our diverse immigrant populations in the district is a challenge. The Harper College district is so diverse that many different approaches are needed for the different ethnic enclaves.
- The need for our free non-native language (NNL) classes greatly outstrips the College's ability to provide them. Harper will continue to establish community partnerships to increase capacity.
- Another ongoing challenge is to accommodate working adults with flexible schedules to facilitate their degree completion goals.
- Remove barriers preventing students from petitioning to receive their earned degree or certificate. Effective in fiscal 2006, the \$25 fee to petition has been eliminated. In addition, further study of automatically awarding earned degrees or certificates is planned.
- The number of aid applicants increases every year and it remains a challenge to find methods to encourage under-represented groups to apply early and complete the application process in a timely manner.

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COMMON INSTITUTIONAL INDICATORS

Completions by race/ethnicity

MEASUREMENT 4C1
ILLINOIS COMMUNITY COLLEGE SYSTEM PROGRAM COMPLETIONS FOR HARPER
BY RACE/ETHNICITY, FISCAL YEARS 2000, 2002 - 2004

College	FY 2000		FY 2002		FY 2003		FY 2004		FY 2003-04 1-Year Change		FY 2002-04 2-Year Change		FY 2000-04 5-Year Change	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
HARPER All Minorities	273	19.9%	292	20.0%	302	21.5%	332	23.2%	30	9.9%	40	13.7%	59	21.6%
Asian	141	10.3%	155	11.6%	143	10.2%	165	11.6%	22	15.4%	10	6.5%	24	17.0%
Native Am.	5	0.4%	5	0.4%	5	0.4%	3	0.2%	-2	-40.0%	-2	-40.0%	-2	-40.0%
African Am.	28	2.0%	30	2.2%	31	2.2%	53	3.7%	22	71.0%	23	76.7%	25	89.3%
Latino	82	6.0%	95	7.1%	116	8.3%	101	7.1%	-15	-12.9%	6	6.3%	19	23.2%
Alien	17	1.2%	7	0.5%	7	0.5%	10	0.7%	3	42.6%	3	42.9%	-7	-41.2%
OTHER*	89	6.5%	91	6.8%	97	6.9%	65	4.6%	-32	-33.0%	-26	-28.6%	-24	-27.0%
White	1,011	73.6%	958	71.4%	1,006	71.6%	1,031	72.2%	25	2.5%	73	7.6%	20	2.0%
Total HARPER Students	1,373	100%	1,341	100%	1,405	100%	1,428	100%	23	1.6%	87	6.5%	55	4.0%

*Other includes students with unknown minority (or non-minority) status.

Source of Data: A1 Record Submission and Harper Regent System for "Other" in FY1999.

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:

Harper College met its goal to increase the number of minority students awarded degrees or certificates. The College must continue to provide student support 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, we will continue to focus on enhancing the support offered to minority students.

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Completions by gender

MEASUREMENT 4C1
ILLINOIS COMMUNITY COLLEGE SYSTEM PROGRAM COMPLETIONS FOR HARPER
BY **GENDER**, FISCAL YEARS 2000, 2002 - 2004

	FY 2000		FY 2002		FY 2003		FY 2004		FY 2003-04 1-Year Change		FY 2002-04 2-Year Change		FY 2000-04 5-Year Change	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Males	526	38.3%	518	38.6%	477	34.0%	500	35.0%	23	4.8%	-18	-3.5%	-26	-4.9%
Females	847	61.7%	823	61.4%	928	66.0%	928	65.0%	0	0.0%	105	12.8%	81	9.6%
Total HARPER Students	1,373	100%	1,341	100%	1,405	100%	1,428	100%	23	1.6%	87	6.5%	55	4.0%

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:

The College met the goal of increasing male completions relative to female completions. Based on the 1-Year Change Column in the above table, 4.8% more males were completers during fiscal 2004 than fiscal 2003 while the number of female completers remained stable.

Completions by disability status

MEASUREMENT 4C1
ILLINOIS COMMUNITY COLLEGE SYSTEM PROGRAM COMPLETIONS FOR HARPER
BY **DISABILITY STATUS**, FISCAL YEARS 2000, 2002 - 2004

	FY 2000		FY 2002		FY 2003		FY 2004		FY 2003-04 1-Year Change		FY 2002-04 2-Year Change		FY 2000-04 5-Year Change	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Completers with Disabilities*	22	1.6%	48	3.6%	38	2.7%	34	2.4%	-4	-10.5%	-14	-29.2%	12	54.5%
Completers without Disabilities*	1,351	98.7%	1,293	96.4%	1,367	97.3%	1,394	97.6%	27	2.0%	101	7.8%	43	3.2%
Total HARPER Completers	1,373	100%	1,341	100%	1,405	100%	1,428	100%	27	2.0%	96	13.6%	55	4.0%
State median % completers that are disabled	2.0%		1.7%		1.8%		1.7%							

Source of Data: A1 Record Submission and Harper Regent Data for FY 2000, A1 Record Submission and Harper Regent Data for FY 2002 - 2004.

a) Institutional goal(s) for this indicator:

The percent of Harper completers that were identified as disabled will exceed the ICCB reported median percent for the State.

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b) Brief interpretation of institutional performance and related implications:

Harper College’s Access and Disability Services provides support to students with disabilities. During the last three years, the College maintained a fairly stable percent of students with disabilities completing degrees or certificates relative to the total number of students completing degrees or certificates. The percent is above the State median for students with disabilities which is a reflection of both the support students receive at the College and the number of students with disabilities that attend Harper.

MISSION-SPECIFIC INDICATORS

a) Mission-specific indicator and relationship to Harper’s mission:

A *diversity index measure* is the mission-specific indicator selected by the College. The overall mission of the 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.” In the context of the College mission, by promoting a diverse student body, the College is in a better position to enrich the local community and prepare students to meet the challenges of a global society.

b) Institutional performance goal 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.

c) Data for the performance indicator:

HARPER MEASUREMENT 4-1
DIVERSITY OF HARPER STUDENTS AND THE HARPER COLLEGE DISTRICT
DIVERSITY INDEX* FOR FALL SEMESTERS 2000-2004

	FALL 2000	FALL 2001	FALL 2002	FALL 2003	FALL 2004
HARPER	.52	.52	.52	.52	.52
HARPER District (Census 2000)	.38	.38	.38	.38	.38

*Diversity Index = $1 - \frac{\sum_G \left(\frac{N \text{ in Ethnic Group}}{\text{Total N}} \right)^2}{\sum_G \left(\frac{N \text{ in Ethnic Group} - 1}{\text{Total N} - 1} \right)}$ 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

d) 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.

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POLICY AREA FIVE: 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

MEASUREMENT 5C1
GRADUATE SATISFACTION FOR HARPER COLLEGE DISTRICT
FOR FISCAL YEARS 2000, 2002 - 2004

	Percent Graduate Satisfaction								Fiscal Year Comparisons				
	2000		2002		2003		2004		3-Yr Average	1-Yr	2-Yr	5-Yr	
	N	%	N	%	N	%	N	%	FY2002 - 04	FY03-04	FY02-04	FY00-04	
Harper	219	90.5%	532	93.2%	577	94.4%	230	87.5%	446	91.7%	-7.0%	-5.7%	-3.0%
State (Median)	283	89.1%	398	88.6%	214	89.5%	146	89.2%	273	89.0%	2.1%	8.1%	0.3%

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

a) Institutional goal(s) for this indicator:

Harper College graduates completing the ICCB Follow-Up Study of Career and Technical Education Programs will maintain a 3-year average satisfaction with institutional quality and effectiveness at or above the State reported median 3-year average for community colleges.

b) Brief interpretation of institutional performance and related implications:

The College met its goal in fiscal 2005. Since the fiscal 2004 satisfaction indicator was somewhat lower than the prior two years, the results from the survey of 2005 graduates during fiscal 2006 should assist in determining whether or not a shift is occurring.

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

Field	2002		2003		2004	
	Inst'l	Nat'l	Inst'l	Nat'l	Inst'l	Nat'l
Nursing (National Council Licensure Exam), RN/ADN	87%	87%	91%	87%	95%	85%
Dental Hygiene	96.20%	13/238*	100%	30/242*	100%	na
Radiologic Technology	na	na	na	na	na	na
Emergency Medical Technician	100%	70%	100%	69%	100%	66%

*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

a) Mission-specific indicator and relationship to Harper's mission:

Student satisfaction with instruction and support services are the mission-specific indicators selected by the College. Quality of instruction and support services directly relates to the College mission, where the mission statement details specific purposes including:

- 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 developmental instruction for under-prepared students and educational opportunities for those who wish to improve their academic abilities and skills.

The College believes that students are a primary source for judging quality of credit instruction and for judging quality of support services available.

b) Institutional Performance goal 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

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agreement on the Student Opinion of Instruction and 90% student agreement on Student Center Surveys.

c) Data for the performance indicator:

HARPER MEASUREMENT 5-1
STUDENT SATISFACTION SURVEYS
FOR FISCAL YEARS 2002 - 2005

	FY 2002	FY 2003	FY 2004	FY 2005
Academic				
Satisfaction with Instruction	95.2%	95.7%	96.0%	95.4%
Satisfaction with Tutoring	91.0%	97.2%	99.0%	98.4%
Student Support				
Center for New Students and Orientation	99.2%	99.2%	99.5%	99.2%
Full-Time Orientation	95.2%	96.0%	93.5%	95.2%
Career Center	97.9%	98.8%	99.2%	98.6%
Academic Advising & Counseling	95.6%	97.4%	95.3%	94.2%
Women's Program	94.6%	100.0%	100.0%	100.0%
Access & Disability Services	96.0%	98.0%	98.1%	98.1%
Assessment & Testing Center	97.8%	97.6%	97.6%	96.9%
Health & Psychological Services	100.0%	99.7%	98.9%	98.3%
Center for Multicultural Learning	98.7%	97.9%	98.1%	97.4%

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

d) 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. Students report high levels of satisfaction. However, if funding continues to decline, many of these services cannot continue at the current level of support.

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POLICY AREA SIX: Illinois colleges and universities will continually improve productivity, cost-effectiveness, and accountability

COMMON INSTITUTIONAL INDICATORS

Cost of instruction per credit hour

MEASURE 6C1
HARPER COST OF INSTRUCTION PER CREDIT HOUR AND AS A PERCENT OF SECTOR AVERAGE
FISCAL YEARS 2000, 2002 - 2004

	FY 2000		FY2002		FY2003		FY2004		1-Year Change		2-Year Change		5-Year Change	
	Amount	% of Avg.	Amount	% of Avg.	Amount	% of Avg.	Amount	% of Avg.						
Harper	\$230.16	122.9%	\$249.80	126.1%	\$242.36	126.8%	\$239.63	124.1%	(\$2.74)	-1.1%	(\$10.17)	-4.1%	\$9.47	4.1%

% of Avg. is percent of State average amount
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 BY COLLEGE
FOR HARPER COLLEGE
FISCAL YEARS 2000, 2002 - 2004

	FY 2000 Total Support* Costs		FY 2002 Total Support* Costs		FY 2003 Total Support* Costs		FY 2004 Total Support* Costs		FY 2003 - 2004 1-Year Change		FY 2002 - 2004 2-Year Change		FY 2000 - 2004 5-Year Change	
	Amount	% of Ave	Amount	Percent	Amount	Percent	Amount	Percent						
Harper	\$115.77	111.6%	\$129.73	141.5%	\$125.91	152.3%	\$118.39	141.9%	(\$7.52)	-6.0%	(\$11.34)	-8.7%	\$2.62	2.3%

* Includes Academic Admin & Planning, Academic Support, Student Services, and General Institutional Costs.
% of Ave. is percent of State average.
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.

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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) FOR HARPER

FISCAL YEARS 1999 - 2004

	Fall 1999 Full-Time First time Entering Cohort	Full-time First time Entering Cohort Fall 1999 through Summer 2002		Fall 2000 Full-Time First time Entering Cohort	Full-time First time Entering Cohort Fall 2000 through Summer 2003		Fall 2001 Full-Time First time Entering Cohort	Full-time First time Entering Cohort Fall 2001 through Summer 2004	
		Number	Percent		Number	Percent		Number	Percent
Harper	1,514	964	63.7%	1,487	1,005	67.6%	800	639	79.9%

	Fall 2000 - 2001 1-Year Change		Fall 1999 - 2001 2-Year Change		Fall 1997 - 2001 5-Year Change		3 Year Average Fall 99-01 Full-Time First time Entering Cohort	Full-time First time Entering Cohort Average Fall 99-01 through Subsequent Summer (2001 or 2003)	
	Number	Percent	Number	Percent	Number	Percent		Number	Percent
Harper	-366	-36.4%	-325	-33.7%	167	35.4%	1,267	869	70.4%

SOURCE OF DATA: Fall Enrollment (E1), Annual Enrollment and Completion (A1) and Shared Data files. Fall 2001 through Summer 2004 cohort tracking includes information from the National Student (Loan) Clearinghouse.

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 2001 Cohort met the objective with 79.9% of the Fall 2001 full-time, first-time, cohort graduated, transferred, or still were enrolled through summer 2004. Harper recognizes that quality academic programs, successful retention programs, and academic advising are needed to maintain and/or improve this rate.

MISSION-SPECIFIC

Harper College did not select mission-specific indicators for this policy area.

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EFFECTIVE PRACTICE

Direct Connection to *The Illinois Commitment*: Policy Area One

Title of Effective Practice: Two Way Partnership Addressing Health Care Workforce Needs

What issue or need is addressed by the effective practice?

The need for trained health care workers is a growing concern in the Harper District as well as elsewhere in Illinois. With the continued need to recruit into and retain current health care workforce, Harper partnered with two local hospitals to expand its nursing program and to offer core health courses at the clinical sites.

Description of the effective practice:

Expanding the Nursing Program. Expanding the Nursing Program addressed two goals: (1) providing the Nursing Program curriculum in a responsive and accountable manner to community partners; and (2) providing educational assistance to qualified students interested in becoming registered nurses. The Nursing Program was expanded by partnering with two local health care providers, Alexian Brothers Health Network and Northwest Community Healthcare to provide an on-site Associate Degree Nursing Program. The College offered an additional section of the Nursing Program beginning in March, 2005, to 20 new students employed at either of the partnering health care providers.

The first cohort group enrolled in NUR 101 (Nursing Fundamentals), the initial 9-credit hour course, where theory, lab, and clinical experiences are conducted on an every Friday and every other Saturday and Sunday schedule. The schedule was designed based on partner hospital input and will be maintained for the duration of the program, with students going to school year-round with only short semester and holiday breaks. Classroom and lab-based learning takes place at Harper College with clinicals scheduled on Saturdays and Sundays at the partner hospitals. By December 2005, students will be eligible to take the LPN licensure examination allowing hospitals to employ them as LPNs while they complete the second year of the nursing program (in November 2006).

Harper's role in the partnership was to: offer a fully accredited nursing program; follow standard procedures to accept twenty qualified applicants; provide academic and non-academic support services available to all Harper students; and hire faculty. Partnering health care institutions' role was to: provide clinical sites; provide financial support for employees accepted into the program; and provide financial support for one full-time and one adjunct nursing position.

Catching Your Rising Stars: Health Science Core Courses. The second component targets employees in entry level positions who expressed an interest, were recognized by their employer, and who made application to the college. A consecutive series of 5 health science core courses, totaling 11 credits, is being offered at each of the two partner sites for up to 20 employees. Partners determined the class schedule and assisted with identification of students with the goal of "growing their own workforce" considering current workforce demographics and anticipated workforce needs.

Courses have been offered at the clinical sites, typically two late afternoons/early evenings per week. Tuition is underwritten with grant monies; employers paid for books and awarded employees a stipend upon completion of the course series. All associate degree health programs offered at Harper College require some if not all of these health science core courses, so employees have a head start if they choose to complete a health program degree. This dramatically changes health care systems' current reactive practice to one of proactive workforce development.

How does this practice achieve sustainability?

Funding was accomplished through a \$150,000 workforce grant, leveraging Harper College resources and through financial support from the two partner hospitals.

What are the results/measurable outcomes?

- 20 employees will successfully complete year one of the NUR curriculum and be successful on the LPN exam.
- 16 employees will successfully complete year two of the NUR curriculum and be successful on the RN exam.
- 32 employees will successfully complete 5 courses in the HSC curriculum.

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EFFECTIVE PRACTICE

Direct Connection to *The Illinois Commitment*: Policy Area Four

Title of Effective Practice: Foundation Board Minority Recruitment

What issue or need is addressed by the effective practice?

Harper College needs capable, diverse board members who will be involved actively in raising friends and funds through the private sector. These activities provide added resources to the college for student scholarships, special population support, new initiatives, cultural arts, faculty development and recognition, and capital development. Additionally, the foundation board members, who all are distinguished community members, serve as ambassadors to the community. Minority board members also are able to serve as role models for minority students to enter and complete college.

Description of the effective practice:

The Harper College Educational Foundation formed the Committee on Directors with responsibility for recruiting, orienting, and training well qualified, diverse members to the Foundation board. The committee created a board matrix of specific demographics, personal characteristics, types of networks, access to wealth and relationship to the community to assist them in reviewing candidates for consideration. Foundation staff provide prospect research through newspaper clippings, business annual reports, interviews, and online searches to identify potential candidates. All board members are asked to consider nominating candidates based on a list of well developed criteria and characteristics.

Prospective board members are invited to small group dinners or campus events to begin gauging interest. Formal interviews are conducted with board members who have been approved through the Committee on Directors, based on their match with the board matrix, a personal endorsement by a member of the board and the prospective board member's demonstrated interest in the organization. During the interview, expectations for the board member are clearly discussed and provided in writing in a board recruitment package which also includes basic information about the college, foundation, fund raising activities, brief bios of current board members and the case for support of Harper College through the Harper College Educational Foundation. Once a board member has been voted by the membership to serve on the foundation, staff and members of the Committee on Directors conduct orientation sessions for the new board members and assign a senior member of the board to mentor the new board member for their first year of service. Additionally, the Committee on Directors arranges for educational presentations at every board meeting and an annual retreat. These educational programs assist new and senior board members alike in gaining and refining the skills and knowledge to be successful fundraisers and ambassadors for Harper College.

How does this practice achieve sustainability?

The Committee on Directors role and responsibility has been added to the Foundation's bylaws and policy manual. Committee membership is reviewed every other year by the Executive Committee and the activities of the committee are included in the Foundation's annual plan. Most expenses are underwritten by individual members of the committee. Two recruitment events are budgeted in the foundation's annual budget, although often they are underwritten by members of the committee.

What are the results/measurable outcomes?

Effective board recruitment has diversified our board membership from 10% women to 33% women and from 0% persons of color to 15% persons of color over the past two years. Effective board recruitment has increased the board's personal financial support from 65% making personal contributions three years ago to 100% making personal financial contributions in FY05 and has contributed to a 20% annual growth in fundraising results by the foundation each year for the past three years. Lastly, effective board recruitment has increased the board's participation in committee work from 75% actively involved to 97% actively involved, over three years.

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