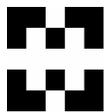


Harper College 2006 Performance Report
Submitted to the
Illinois Community College Board



Harper College
1200 West Algonquin Road
Palatine, IL 60067
(847) 925-6955

TABLE OF CONTENTS

Mission Statement	2
Environmental Analysis	2
Policy Area 1 – Economic Growth Performance Indicators	4
Policy Area 2 – Teaching and Learning	7
Policy Area 3 – Affordability Performance Indicators	8
Policy Area 4 – Access and Diversity Performance Indicators	9
Policy Area 5 – High Expectations and Quality	12
Performance Indicators	15
Policy Area 6 – Productivity and Accountability	18
Performance Indicators	20
Effective Practice: R.E.A.C.H. Summer Bridge Program	23
Effective Practice: Successful Teaching Online Mentoring Program	24

2006 PERFORMANCE REPORT
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.

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

Environmental Analysis

- Economic conditions have improved but continue to be problematic for some Harper district residents and for the College. The two main high school districts that serve district residents report increasing percentages of low income students attending their schools. 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.
- 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.
- Twelve of the top 20 (based on percent growth) projected occupational classification openings in the Chicago metropolitan area are in health related fields. Four 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,

2006 PERFORMANCE REPORT

Harper College

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.

- While the annual number of credit students has been relatively flat over the last three years, FTE has increased each year and the College is challenged to meet student needs under current financial constraints. This impacts Policy Area 4 in terms of students completing programs. The College is experiencing a growing student FTE population at the same time state and federal funding is shrinking. This impacts all the State policy areas.
- Currently, the district is 17% minority, based on a 2004 Census Update prepared by the SIU Department of Economics. The College has shown a trend of increasing diversity during the last several years. Over 31% of the fall 2005 credit students identified themselves as minority students indicating the College is more diverse than the community it serves. Eight of the top 25 Chicago-area immigration population centers are located within the College district. The largest minority populations in the district are Hispanic and Asian, which were the two largest minority groups attending the College last fall as well. The increased diversity of the Harper district has implications for Policy Area 4.
- The high school population is expected to “top out” within the next few years while the number on residents 55-and over is expected to increase. This has implications for programs the College offers and the type of scheduling options provided students. The changing mix of students has implications for Policy Areas 1, 4, and 5.
- 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. Although fall 2002 showed a slight increase in international students, counts declined fall 2003 and fall 2004. This has implications for Policy Area 4 in terms of diversity but could impact other Policy Areas as well.
- 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 FY2007.

**2006 PERFORMANCE REPORT
Harper College**

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

MEASURE 1C1
PERCENT OF DEGREE/CERTIFICATE RECIPIENTS EITHER EMPLOYED OR ENROLLED
IN FURTHER EDUCATION WITHIN ONE YEAR OF GRADUATION FOR HARPER COLLEGE
FISCAL YEARS 2001 - 2005

	Percent Employed/Enrolled in Further Education					Fiscal Year Comparisons			
						3 Yr Average*	1-Year Change	2-Year Change	5-Year Change
	2001	2002	2003	2004	2005	Based on FY03-05	FY04- FY05	FY03- FY05	FY01- FY05
HARPER									
Number responding	114	53	65	106	73				
Number employed or enrolled	106	52	54	102	66				
HARPER %	92.7%	98.1%	82.5%	96.2%	90.4%	89.7%	-5.8%	7.9%	-2.3%
Statewide Std. Dev.	6.6%	6.4%	11.7%	8.3%	6.5%	5.9%	8.1%	12.7%	7.9%
Pure Ave.	92.7%	90.9%	88.7%	91.9%	90.9%	90.6%	-1.0%	2.2%	-1.8%

* Weighted Average

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 its goal every year.

**2006 PERFORMANCE REPORT
Harper College**

MISSION-SPECIFIC INDICATORS

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

Percent of new continuing education courses offered is the first 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 2002	FY 2003	FY 2004	FY 2005	FY 2006
Total number of courses offered	352	383	357	419	351
Number of new courses offered	134	170	132	108	152
Percent new courses offered	38%	44%	37%	26%	43%

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 years 2002 – 2004 and 2006.

In 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, 53% of the courses offered were new courses. Technical sector training, which had been stagnant in previous years, has improved; and, in fiscal 2006, 30% of the technical courses offered by the College were new courses.

**2006 PERFORMANCE REPORT
Harper College**

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

Percent increase of businesses served by Harper College is being added as a second mission-specific indicator for Policy Area One. The College’s Vision Statement, which is seen as an extension of the mission statement, specifically addresses “responding to the needs of the individual and the community.” The business community within the District is large and vibrant. A vast majority (32,185) of the businesses employ fewer than 100 workers. There are an additional 750 medium to large businesses employing 100 or more employees.

Many businesses rely on Harper College for their training needs. Training consists of credit and non-credit classes, as well as customized training. Outreach to the business community is and will continue to be a priority at the College.

b) Institutional performance goal for this indicator:

Harper College will increase the number of businesses served each year so that at least 75 businesses are served yearly by fiscal year 2009, assuming the business industry stays healthy and demands training services. This will be measured by the number of businesses served through the business outreach function provided by Harper College for Businesses.

c) Data for the performance indicator:

Number of Businesses served by Harper College for Business FY 2004 – FY 2006

	FY 2004	FY 2005	FY 2006
Number of businesses served	59	50	63
Percent increase		-15.3%	26.0%

SOURCE OF DATA: Harper College for Business

d) Brief interpretation of institutional performance and related implications:

Harper College measures service to businesses in a variety of ways. The increase the in number of businesses served is a way of measuring the effectiveness of business outreach efforts. This indicator is a direct reflection of how well the College is serving the educational/training needs of business partners.

Fiscal year 2004 is serving as a benchmark for this measure. In fiscal year 2005, a decrease occurred in the number of businesses served. The business outreach unit was re-organized by the College. A new unit named Harper College for Businesses was formed and serves as the point-of-contact to the businesses community. The net effect of the re-organization was seen immediately. In fiscal year 2006, a 26% increase in businesses served was realized.

**2006 PERFORMANCE REPORT
Harper College**

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

There are no Common Indicators for community colleges and Harper does not have a mission specific indicator for this goal.

**2006 PERFORMANCE REPORT
Harper College**

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

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

Fall 2004 Data

Total Cost of Attendance (Full-time, Dependent Freshman living at home): \$8,610

Total Number of First-time, Full-time Illinois Dependent Freshmen Enrolled: 1,321
(Total dependent was estimated based on financial aid filing or age less than 24 years.)

Student/Family Income (\$)	Total Unduplicated Recipient Headcount	GIFT ASSISTANCE AWARDED TO DEPENDENT FULL-TIME, FIRST-TIME FRESHMEN, FALL 2004											
		Federal Programs				State Programs				Institutional Programs			
		PELL		FSEOG		MAP		IIA		Scholarships, Grants, Fellowships, Traineeships		Tuition Waivers	
		#	\$	#	\$	#	\$	#	\$	#	\$	#	\$
0-27,067	112	110	206,543	48	11,763	90	64,419	51	12,750	3	1,706		
27,068-47,617	144	132	168,781	31	7,750	119	74,697	10	2,500	11	15,896		
47,618-71,811	47	24	13,450	0	0	28	15,287	0	0	13	11,808		
71,812-101,999	5	0	0	0	0	0	0	0	0	5	4,636		
102,000 & Up	5	0	0	0	0	0	0	0	0	5	5,139		
Unknown	0	0	0	0	0	0	0	0	0	0	0		

a) Institutional goal(s) for this indicator:

To off set the trend toward decreasing or level funded federal and state financial aid programs and address the resulting increase in net price to students, the College will increase emphasis on private fund raising to increase award dollars available.

b) Brief interpretation of institutional performance and related implications:

The College awarded \$39,185 from private fund raising in fiscal 2006, which was a 14% increase over the amount awarded in fiscal 2005 (\$34,296). The goal for this indicator was met.

MISSION-SPECIFIC INDICATORS

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

**2006 PERFORMANCE REPORT
Harper College**

POLICY AREA FOUR: 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 2001, 2003 - 2005

College	FY 2001		FY 2003		FY 2004		FY 2005		FY 2004-05 1-Year Change		FY 2003-05 2-Year Change		FY 2001-05 5-Year Change	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
HARPER All Minorities	228	17.2%	302	21.5%	332	23.2%	429	28.4%	32	8.1%	30	7.5%	201	88.2%
Asian	116	8.7%	143	10.2%	165	11.6%	150	9.9%	-15	-9.1%	7	4.9%	34	29.3%
Native Am.	0	0.0%	5	0.4%	3	0.2%	1	0.1%	-2	-66.7%	-4	-80.0%	1	----
African Am.	27	2.2%	31	2.2%	53	3.7%	38	2.5%	-15	-28.3%	7	22.6%	11	40.7%
Latino	72	5.4%	116	8.3%	101	7.1%	119	7.9%	18	17.8%	3	2.6%	47	65.3%
Alien	13	1.0%	7	0.5%	10	0.7%	6	0.4%	-4	-40.0%	-1	-14.3%	-7	-53.8%
OTHER*	106	8.0%	97	6.9%	65	4.6%	115	7.6%	50	76.9%	18	18.6%	9	8.5%
White	994	74.8%	1,006	71.6%	1,031	72.2%	1,080	71.6%	49	4.8%	74	7.4%	86	8.7%
Total HARPER Students	1,328	100%	1,405	100%	1,428	100%	1,509	100%	81	5.7%	104	7.4%	181	13.6%

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

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

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 Center for Multicultural Learning 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.

2006 PERFORMANCE REPORT Harper College

Completions by gender

MEASUREMENT 4C1
ILLINOIS COMMUNITY COLLEGE SYSTEM PROGRAM COMPLETIONS FOR HARPER
BY **GENDER**, FISCAL YEARS 2001, 2003 - 2005

	FY 2001		FY 2003		FY 2004		FY 2005		FY 2004-05 1-Year Change		FY 2003-05 2-Year Change		FY 2001-05 5-Year Change	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Males	439	33.1%	477	34.0%	500	35.0%	550	36.4%	50	10.0%	73	15.3%	111	25.3%
Females	889	66.9%	928	66.0%	928	65.0%	959	63.6%	31	3.3%	31	3.3%	70	7.9%
Total HARPER Students	1,328	100%	1,405	100%	1,428	100%	1,509	100%	81	5.7%	104	7.4%	181	13.6%

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, 10% more males were completers during fiscal 2005 than fiscal 2004.

Completions by disability status

MEASUREMENT 4C1
ILLINOIS COMMUNITY COLLEGE SYSTEM PROGRAM COMPLETIONS FOR HARPER
BY **DISABILITY STATUS**, FISCAL YEARS 2001, 2003 - 2004

	FY 2001		FY 2003		FY 2004		FY 2005		FY 2004-05 1-Year Change		FY 2003-05 2-Year Change		FY 2001-05 5-Year Change	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Completers with Disabilities*	37	2.8%	38	2.7%	34	2.4%	60	3.9%	27	70.6%	22	57.9%	23	62.2%
Completers without Disabilities*	1,291	97.2%	1,367	97.3%	1,394	97.6%	1,497	96.1%	103	7.4%	130	9.5%	206	16.0%
Total HARPER Completers	1,328	100%	1,405	100%	1,428	100%	1,557	100%	129	9.0%	152	10.8%	229	17.2%
State median % completers that are disabled	1.7%		1.8%		1.7%		1.8%							

Source of Data: A1 Record Submission and Harper Regent Data for FY 2001, A1 Record Submission and Harper Regent Data for FY 2001 and 2003 - 2005.

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.

**2006 PERFORMANCE REPORT
Harper College**

b) Brief interpretation of institutional performance and related implications:

Harper College’s Access and Disability Services provides support to students with disabilities. In fiscal 2005, the number of students with disabilities completing degrees or certificates almost doubled and the resulting percent was well above the State median percent. The College’s large increase is due to the substantial increase in the number of students with disabilities attending the College over the last few years and the College’s emphasis on students completing their program of study.

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 2001-2004

	FALL 2001	FALL 2002	FALL 2003	FALL 2004	FALL 2005
HARPER	.52	.52	.52	.52	.52
HARPER District (Census 2000)	.38	.38	.38	.38	
HARPER District (Census 2004 update prepared by SIU Department of Economics)					.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, and SIU Department of Economics Census 2004 update.

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.

2006 PERFORMANCE REPORT Harper College

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.

Institutional Accomplishments, Plans, and Challenges

Fiscal Year 2006 Accomplishments

Historically, Harper College has held students to a high standard of learning and achievement. The College's assessment of student learning is an institutional priority. A number of the activities were undertaken during fiscal year 2006 to promote quality academic programs and assessment of learning. Reported below are selected accomplishments in four categories of activity: student support, assessment, accreditation, and faculty training.

Student support activities to promote a high standard of learning and achievement are an integral part of the College programs. The following list highlights a few key activities.

- Implemented the first year of a National Science Foundation grant to provide selected students the opportunity to participate in authentic research in Chemistry. The goal is to improve student attitude towards science as a career.
- Conducted the first Community College Survey of Student Engagement in a random sample of classes. Results will be examined to guide planning for student programs.
- Developed admissions guidelines for underage students (under 16) and guidelines for counselors to use when assessing an underage student's readiness for college-level work.
- Expanded the student-athlete academic monitoring program to include all athletes. The program provides for a "study hall," verification of class attendance, and academic support services.
- Developed and offered a developmental mathematics course with a supplemental instruction component for students with learning disabilities.
- Developed and implemented a case management program for at-risk first year students to provide academic advising and counseling and monitored their academic progress.

Assessment related activities are undertaken to improve programs or services. Key activities undertaken in fiscal 2006 are noted below.

- Conducted General Education Assessments of a sample of students that had earned at least 45 credits. New this year was a faculty designed writing assessment given to over 200 students in a sample of classes. To assess computation and critical thinking skills, the ACT CAAP test was administered to over 240 students as well.
- Hired outside consultants, Dr. James and Karen Nichols to review the College's student outcomes assessment process and provide feedback and training during the spring semester orientation. All career programs and general education were assessed. College data indicates 30% of the instructional areas made curricular modifications based of the results of their outcomes assessments.
- Completed comprehensive program reviews for 12 programs. A detailed plan of action to improve program quality was completed for each program reviewed.

2006 PERFORMANCE REPORT

Harper College

Accreditation is important and several programs received accreditation or reaccreditation during fiscal 2006 as noted below.

- Received Higher Learning Commission accreditation to offer entire degree programs at the Northeast Center and the Harper College Professional Center sites.
- Received Higher Learning Commission to offer distance-based degree programs.
- Received Commission on English Language Program (CEA) reaccreditation for the Intensive English Program. Harper College is one of the only three community colleges to earn CEA accreditation.

Faculty development opportunities improve student learning as noted below were part of the professional development provided during fiscal 2006.

- Offered a graduate level course “Assessments to Raise Student Achievement” on-campus for full-time faculty.
- Offered workshops to mathematics faculty to improve student course retention.

Fiscal Year 2007 Plans

Maintaining a high standard of learning and achievement requires willingness to undertake new initiatives to promote student learning as well as continuing initiatives previously implemented. A selection of the new initiatives to promote quality academic programs and assessment of learning planned for fiscal year 2007 are reported below.

Student support initiatives planned for next year include:

- Developing a comprehensive retention initiative for new students. The initiative involves course-based assessments and interventions capitalizing on students’ strengths.
- Developing flexible programming to improve access and customer service for adult students.
- Implementing a proactive on-line intervention system for students experiencing academic difficulty.
- Producing a “Success Plan” for all new full-time students highlighting the importance of co-curricular involvement.
- Creating specialized sections of college success courses for: first-year student-athletes, Summer Bridge participants, and Dear/Hard of Hearing and learning disabled students.
- Providing success strategy workshops for new limited enrollment students.
- Enhancing the web-based information and services available to students with disabilities. This includes specific web pages designed for students with disabilities and web pages designed for all students.

Assessment related initiatives planned for next year include:

- Establishing a systematic process for collecting classroom assessment of student learning and changes made to teaching and learning in the individual classroom.
- Identifying additional General Education assessment goals for evaluation.
- Analyzing General Education outcome assessment data to determine areas that may need improvement and implementing across the curriculum changes to address areas identified as needing improvement.

2006 PERFORMANCE REPORT

Harper College

- Completing the second cycle of comprehensive program assessment and identifying outcomes, measures, and standards for the third cycle of comprehensive program assessment.
- Identifying an appropriate instrument to assess reading skills of students that have earned at least 45 college credits.
- Redesigning program review requirements to be consistent with new state guidelines.
- Implementing an online course evaluation tool for web-based courses.
- Conducting an in-depth review of the nursing curriculum. An external consultant, expert in leadership and nursing curriculum will assist in the review.

Accreditation initiatives planned for next year include:

- Completing the Self-Study for Higher Learning Commission accreditation.
- Completing self-study reports for three health care programs and two non-health care programs up for review during fiscal 2007.

Faculty development initiatives to improve student learning planned for fiscal 2007 include:

- Implementing professional development workshops and seminars focused on classroom-based strategies to increase student retention.
- Increasing the number of graduate courses available to full-time and part-time faculty.

Fiscal Year 2007 Challenges

Providing quality academic programs has many challenges, some on-going every year and some new. Below are some of the significant challenges facing the College as it strives to provide quality academic programs.

- Financial resources are limited. Collecting, interpreting, and acting on assessment data to improve programs requires a significant commitment of time and money. Financial constraints remain an on-going problem.
- Balancing the need to conduct campus-wide assessment in skill areas with the desire to not take away too much class time remains a challenge. Faculty are supportive of assessment efforts but are pressed to cover all the course material in a semester.
- The College has completed its second year of program assessment. Instructional programs (and non-instructional units) are required to develop an annual assessment plan and measure progress toward meeting program goals. While the College has completed its second year of program assessment, it is still a challenge to get units to recognize the process is designed for improvement not identification of and punishment for shortcomings.

**2006 PERFORMANCE REPORT
Harper College**

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 2001, 2003 - 2005

	Percent Graduate Satisfaction								Fiscal Year Comparisons				
	2001		2003		2004		2005		3-Yr Average FY2003 - 05	Differences			
	N	%	N	%	N	%	N	%		1-Yr FY04- 05	2-Yr FY03- 05	5-Yr FY01- 05	
Harper	888	90.9%	577	94.4%	230	87.5%	1,001	85.8%	603	88.6%	-1.6%	-8.6%	-5.0%
State (Median)	285	86.3%	214	89.5%	146	89.2%	290	87.3%	226	87.4%	-2.5%	--0.9%	-0.4%

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 2006. The fiscal 2004 satisfaction indicator was lower than the prior two years and fiscal 2005 satisfaction indicator lower than in fiscal 2004. While the three year average percent satisfaction indicator remains higher than the state median percent, meeting the goal next year will not occur unless satisfaction of 2006 graduates is improved. It should be noted that the results are specific to programs scheduled for program review the following year. As such, changes from year to year may be due to the different programs sampled.

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

Field	2003		2004		2005	
	Inst'l	Nat'l	Inst'l	Nat'l	Inst'l	Nat'l
Nursing (National Council Licensure Exam), RN/ADN	91%	87%	95%	85%	98%	87%
Dental Hygiene	100%	30/242*	100%	na	100%	35/277*
Radiologic Technology**	na	na	na	na	na	na
Emergency Medical Technician	100%	69%	100%	66%	75%	65%

*National rankings provided; denominator is number of schools.

**First graduating class is 2006.

a) Institutional goal(s) for this indicator:

Pass rates will equal or exceed national pass rates on nursing related examinations.

2006 PERFORMANCE REPORT Harper College

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 for the Nursing and Dental Hygiene programs. The 2005 examination results for Emergency Medical Technician, while above the national average, did not meet the stated goal of a 90% pass rate. As the College continuously reviews its programs to ensure students do well on licensure examinations, the College will specifically focus on the Emergency Medical Technician program next year.

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

2006 PERFORMANCE REPORT
Harper College

c) Data for the performance indicator:

HARPER MEASUREMENT 5-1
STUDENT SATISFACTION SURVEYS
FOR FISCAL YEARS 2002 - 2006

	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006
Academic					
Satisfaction with Instruction	95.2%	95.7%	96.0%	95.4%	95.5%
Satisfaction with Tutoring	91.0%	97.2%	99.0%	98.4%	99.0%
Student Support					
Center for New Students and Orientation	99.2%	99.2%	99.5%	99.2%	98.4%
Full-Time Orientation	95.2%	96.0%	93.5%	95.2%	95.7%
Career Center	97.9%	98.8%	99.2%	98.6%	98.8%
Academic Advising & Counseling	95.6%	97.4%	95.3%	94.2%	94.4%
Women's Program	94.6%	100.0%	100.0%	100.0%	98.3%
Access & Disability Services	96.0%	98.0%	98.1%	98.1%	99.2%
Assessment & Testing Center	97.8%	97.6%	97.6%	96.9%	98.2%
Health & Psychological Services	100.0%	99.7%	98.9%	98.3%	98.8%
Center for Multicultural Learning	98.7%	97.9%	98.1%	97.4%	98.9%
Student Legal Services	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	98.0%

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

2006 PERFORMANCE REPORT Harper College

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

Institutional Accomplishments, Plans, and Challenges

Fiscal Year 2006 Accomplishments

The College produces an Institutional Outcomes report annually that details significant Institutional progress against our 13 institutional goals. Harper's major accomplishments in the area's of productivity, cost effectiveness and accountability centered on our new ERP system, cost cutting initiatives and our next steps in program assessment.

Productivity

- Began installation of a new \$8,000,000 Enterprise Resource Planning (ERP) system from Oracle. ERP is a suite of software applications that automates nearly all business and academic aspects of the College such as course registration, payment, transcript processing, inputting grades, issuing paychecks, purchasing, accounting, scheduling classrooms and compiling federal and state reports. Business office and human resources modules of this new ERP system were completed successfully in Fiscal Year 2006.
- Refined enrollment data tracking to better account for early registration enrollments leading to program scheduling improvements.
- Implemented an On-line Faculty Textbook Requisition program that allows faculty to electronically submit textbook information which is required for classes improving efficiency and customer service.

Cost Effectiveness

- Refinanced Harper Referendum bonds and saved the taxpayers of the district \$5,000,000.
- Reaffirmed Moody's Aaa bond rating, in Fall, 2005.
- Through the implementation of energy conservation measures reduced the total electric power cost from \$1,645,254.00 to \$1,581,728.00. This is a reduction of 3.86%.
- Decreased cost per contact for the Academic Advising and Counseling Center by 2.3%, including a 10.6% decrease in cost per professional/program contact. Decreased cost per contact for the Center for New Students and Orientation and orientation programming by 1%, including a 3.5% decrease in cost per professional/program contact.

Accountability

- Harper completed its first cycle of our new program assessment model with 100% program participation and 30% of programs identifying specific instructional improvements to be made next cycle.
- Completed first draft of college-wide self-study in preparation of the Higher Learning Commission re-accreditation in 2007.
- Improved process for the 2005 Career Graduate Survey Report, resulting in a:
 - Response rate of 54.9%, a substantial improvement over the 46.9% response rate for 2004 graduates.

2006 PERFORMANCE REPORT

Harper College

- Reduced cycle time from 18 months to 1 year (i.e., students that graduated in May 2005 were surveyed in Fall 2005 and early Spring 2006, and a report was complete in May 2006). This allows faculty to consider their results in the next academic year's program plan.

Fiscal Year 2007 Plans

The College produces a three year Strategic Long Range Plan annually that details our goals and tasks. Each administrator/department submits an annual plan tied to the strategic plan for the specific objectives and strategies to be accomplished to ensure that the plan is implemented.

Priorities for fiscal year 2007 include:

- Continuing Higher Learning Commission (HLC) Self-study re-accreditation process by completing second-year assessment outcomes and identifying solutions for component/data issues; implementing program improvements and completing a first draft of an integrated HLC report.
- Conduct a community needs assessment as part of our three year rotating program on constituency input.
- Develop four new instructional programs.
- Increase enrollment by 3%.

Fiscal Year 2007 Challenges

Challenges to successful implementation of the plan include:

- Effectively implementing a seamless transition to new Oracle Enterprise Resource Planning (ERP) system in the offices of the registrar, admissions and financial aid, while maintaining a high level of service to students;
- Negotiating union contracts for six campus groups: faculty, adjunct faculty, librarians and counselors, professional/technical employees, physical plant employees and police officers;
- Ensuring program and student support quality in light of:
 - Continued funding cuts from the state of Illinois;
 - Unfunded mandates from the state of Illinois such as the Illinois Veterans Grant;
 - Revenue reductions as a result of successful property tax appeals by commercial businesses (PTAB);
 - Revenue reductions as a result of property tax caps;
- Increased paperwork and reduced productivity as a result of duplicitous state ethics reporting requirements.

**2006 PERFORMANCE REPORT
Harper College**

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 2001 - 2005

	FY2001		FY2002		FY2003		FY2004		Unrestricted Only FY2005*	
	<u>Amount</u>	<u>% of Avg.</u>	<u>Amount</u>	<u>% of Avg.</u>	<u>Amount</u>	<u>% of Avg.</u>	<u>Amount</u>	<u>% of Avg.</u>	<u>Amount</u>	<u>% of Avg.</u>
Harper	\$254.16	130.8%	\$249.80	126.1%	\$242.36	126.8%	\$239.63	124.1%	\$243.86	122.9%
Historical Comparison FY 2005 Data are Unrestricted Only										
Year-to-Year Comparisons										
	FY 2003 - 2004 1-Year Change		FY 2002 - 2004 2-Year Change		FY 2001 - 2004 4-Year Change					
	<u>Amount</u>	<u>% of Avg.</u>	<u>Amount</u>	<u>% of Avg.</u>	<u>Amount</u>	<u>% of Avg.</u>				
Harper	(\$2.74)	-1.1%	(\$10.17)	-4.1%	\$9.47	4.1%				

*Beginning in FY2005, only unrestricted unit cost data will be submitted

% 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:

The unrestricted cost of instruction per credit hour for fiscal year 2004 was \$229.12. The percent increase for fiscal year 2005 was 6.4%. Prior to fiscal year 2005, cost of instruction per credit hour decreased each year reported. Fiscal year 2005 saw the opening of a new, very large, facility for science, technology, and health career programs. Additionally, two new health career programs and a graphic design program were started and there were additional personnel costs due to early retirements and the net addition of two full-time faculty. Lastly, the College is in the process of implementing a new ERP system and some of the initial cost was included in fiscal 2005. These factors likely account for much of the 6.4% increase in fiscal 2006. The College remains committed to keeping cost increases minimal and will economize wherever possible; however, until implementation of the new ERP system is completed, cost increases may exceed 5%.

**2006 PERFORMANCE REPORT
Harper College**

Cost of administration & support per credit hour

MEASURE 6C2
ADMINISTRATIVE AND SUPPORT COST PER CREDIT HOUR BY COLLEGE
FISCAL YEARS 2001 - 2005

	FY2001		FY2002		FY2003		FY2004		Unrestricted Only FY2005*	
	<u>Amount</u>	<u>% of Avg.</u>	<u>Amount</u>	<u>% of Avg.</u>	<u>Amount</u>	<u>% of Avg.</u>	<u>Amount</u>	<u>% of Avg.</u>	<u>Amount</u>	<u>% of Avg.</u>
Harper	\$131.73	148.5%	\$129.73	141.5%	\$125.91	152.3%	\$118.39	141.9%	\$112.44	137.8%
Historical Comparison FY 2005 Data are Unrestricted Only										
Year-to-Year Comparisons										
	FY 2003 - 2004 1-Year Change		FY 2002 - 2004 2-Year Change		FY 2001 - 2004 4-Year Change					
	<u>Amount</u>	<u>% of Avg.</u>	<u>Amount</u>	<u>% of Avg.</u>	<u>Amount</u>	<u>% of Avg.</u>				
Harper	(\$7.52)	-6.0%	(\$11.34)	-8.7%	(\$13.34)	-10.1%				

*Beginning in FY2005, only unrestricted unit cost data will be submitted

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

b) Brief interpretation of institutional performance and related implications:

The unrestricted cost of administrative & support per credit hour for fiscal year 2004 was \$105.83. The percent increase for fiscal year 2005 was 6.2%. As noted for instructional costs, the opening of the new facility, the addition of three new programs, and implementation of a new ERP system likely contributed to this increase. The College remains committed to keeping cost increases minimal and will economize wherever possible; however, until implementation of the new ERP system is completed, costs increases may exceed 5%.

2006 PERFORMANCE REPORT Harper College

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

Title of Effective Practice: R.E.A.C.H. Summer Bridge Program

What issue or need is addressed by the effective practice?

The R.E.A.C.H. (Retention Efforts for Academic Completion at Harper) Summer Bridge Program was created in order to better transition under-prepared (3rd and 4th quartile in their graduating class), first generation students from high school to college. The desired outcome of the Summer Bridge Program is to better provide under-prepared first generation students with the skill sets needed to succeed in college.

Description of the effective practice:

The Center for Multicultural Learning (CML), in collaboration with faculty from the Mathematics and Reading Departments, launched the R.E.A.C.H. Summer Bridge Program. Thirty-three students gained skills in mathematics, reading, writing, computer usage, and success strategies: (reasons for pursuing college; time management; study skills; stress, health, and wellness; learning styles and communicating with faculty; diversity; career planning; and transfer/educational planning). Students received one-hour credit for Orientation 101 and were enrolled as a cohort in Psychology 106 (Student Skills) or Psychology 107 (Understanding Self) in fall 2005. Each student met twice during the semester with one of the faculty CML counselors to ensure student progress.

The Summer Bridge Program is a unique way of helping at-risk students during the summer before their first semester. In an intensive, two-week program, students are given resources needed to improve their COMPASS placement scores and make connections with departments that exist to ensure their academic success. Students experience high quality education to improve future achievements in the classroom and in their careers as well.

The Summer Bridge Program prepares action-oriented analyses of pressing academic concerns facing under-prepared students regarding placement level and achievement in college level coursework. As participants, students learn of the opportunities and services they need to pursue to maintain and/or improve their academic aptitudes. Students gain critical skills needed for persistent success in college. As a result of participating, students gain necessary skills to smoothly transition into college level coursework.

How does this practice achieve sustainability?

The 2005 Summer Bridge Program was supported by a \$28,000 grant from the Harper Foundation. The summer 2006 cohort will be 80 students and the Harper Foundation has provided \$33,020. The CML also allocated \$10,000 of a HECA (Minority Student Transfer Center) grant to support the students. In FY07, the Harper Foundation will continue to support the program as Harper begins to institutionalize the cost of the program.

What are the results/measurable outcomes?

As a result of participation in the Bridge Program: 62% of the students increased their reading placement scores, 68% increased their writing placement scores, and 48% increased their math placement scores. Participants completed program evaluations indicating that they gained experience in the following areas: development of basic academic reading strategies (84%), development of basic (writing) composition strategies (100%), development of basic math skills (74%), identifying and exploring reasons for being in college (87%), becoming familiar with campus resources (88%), recognizing the value of education (91%), having a clearer sense of direction with life/career choices (94%), managing time (84%), understanding how to use the Harper educational system (97%), and developing a sense of community and belonging (90%).

Academically: 72% (24) achieved a 2.0 or higher fall cumulative GPA, 100% were retained through fall, 87% (29) were retained fall to spring, and 62% (18) achieved a 2.0 or higher spring cumulative GPA. A study conducted by the Office of Research indicated participants achieved a significantly higher cumulative GPA than a comparison group of non-participating students.

Contact Information:

Laura LaBauve-Maher, Associate Dean, Center for Multicultural Learning
llabauve@harpercollege.edu
847/925-6954

2006 PERFORMANCE REPORT Harper College

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

Title of Effective Practice: Successful Teaching Online Mentoring Program (STOMP)

What issue or need is addressed by the effective practice?

Courses, certificates, and entire degree programs in alternative delivery format are being demanded by an ever-increasing technology-savvy student population that is balancing work, family life and learning all at the same time. Because developing and teaching courses in blended and online modalities is a complex process and one that is outside the educational and professional experience of many faculty, STOMP was established to provide the guidance and assistance necessary to offer distance courses that maintain Harper's reputation for quality learning experiences.

Description of the effective practice:

Creation of the STOMP Initiative. During the spring 2003 semester, six faculty with two or more years of experience in developing and teaching online courses from Chemistry, Computer Information Systems, Marketing and Physics volunteered to meet with the Director of the Department of Instructional Technology to develop the materials for use with the STOMP initiative. This initiative, funded through an internal Harper College technology mini-grant, provided a small stipend to the participating faculty for the time spent meeting over the course of the semester to design self-paced learning materials, checklists, progress check sheets, and a mentoring collaboration.

The STOMP Process. The six faculty noted above made up the initial mentoring pool. After the first complete year of STOMP, the mentoring pool was expanded by invitation to other faculty experienced in online course delivery as well as to Department of Instructional Technology (DoIT) staff qualified to serve as mentors. A maximum of six faculty who are new to distance course development volunteer each year, each paired with a mentor. The new faculty work with their mentors to build a foundation in distance pedagogy and course design, aided by the STOMP Blackboard site (topical presentations, online discussions, and activities that provide the faculty with an online course experience) as well as books, checklists and the instructional design and multimedia course material development services of DoIT. Each mentor continues to support their protégés during the first semester the course is delivered. Stipends are paid to the mentors, while faculty developers receive either reassigned time or a stipend based on the faculty contract.

How does this practice achieve sustainability?

Funding for STOMP was first provided through a Harper College technology mini-grant. Due to the success of the initiative, a permanent budget line item was created for the Department of Instructional Technology beginning in the FY06 fiscal year. Additionally, the continued growth of the qualified and interested group of faculty who are experienced in developing and delivering distance courses assure that there will be enough volunteer mentors each year to meet program needs.

What are the results/measurable outcomes?

The two major outcomes for faculty participating in this initiative are:

- to build a foundation in the topics/issues related to distance learning
- to design, develop and teach a high-quality course in online or blended format

Over the course of the three years this initiative has been in place, the following results have been documented:

- 16 faculty (12 full-time and 4 adjunct) participated in STOMP
- 11 online and 5 blended courses were designed, developed and delivered
- 14 different disciplines increased courses offered in distance format
- 5 participating faculty designed, developed and taught additional online and blended courses in their respective disciplines

Contact Information:

Sarah Stark, Director, Department of Instructional Technology
ssark@harpercollege.edu
847/925-6805