

Harper College 2007 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

- 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. The May 2007 unemployment rate for Illinois (4.6%) is slightly higher than the national rate (4.3%). The unemployment rate in the Chicago metropolitan area is higher than the State's at 4.7%, and is also higher than it was in 2006 (4.2%). However, most communities within the Harper District have unemployment rates lower than the national rate, and are consistently lower than the rate for the Chicago region. Some communities have posted gains relative to their 2006 unemployment rate, while in others the unemployment rate has continued to rise (IDES website). 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 continue to affect revenue the College receives from State and Federal sources. Local property tax revenues are unstable due to tax appeals and to 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 growth) 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. With businesses facing more global competition, training budgets tend to be lower, and businesses are more likely to train in-house than to use external providers.
- The annual number of credit students has been relatively flat over the last three years and has, in fact, started to decline slightly (Fact Book 2006), while FTE has increased each year. 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 at most 29% minority based on a 2005 Census Update prepared by SIU Department of Economics and assuming Hispanic individuals are Caucasian. Over 33% of the fall 2006 credit students identified themselves as minority students, indicating the College is more diverse than the community it serves (Fact Book 2006). 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 demographic profile of the district has the potential to shift rapidly, due to a combination of influx of new immigrants and exodus of retirees. 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 of residents 55 and over is expected to increase. This has implications for programs the College offers and the type of scheduling options provided to 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. This has implications for financial aid and for student support services. The College continues to address students’ need for more flexibility in scheduling (e.g., open-entry courses, fast track) and distance delivery, particularly Web-based courses. Policy Area 4 is impacted by the hours students work. Program completion may be delayed for some students.
- Ongoing international conflicts may cause abrupt and unpredictable political and economic shifts. After slight declines in the number of international students from fall 2002 through fall 2004, the number of international students at Harper has increased in fall 2005 and again in fall 2006 (Fact Book 2006). This has implications for Policy Area 4 in terms of diversity but could impact other Policy Areas as well.

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- The greater emphasis on accountability impacts the College. The findings of the Commission on the Future of Higher Education will result in increased accountability for all community colleges and higher expectations in terms of access, affordability, quality, and innovation. As Harper finalizes preparations for its Higher Learning Commission accreditation visit (scheduled for November, 2007), 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 FY2008.

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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.

Institutional Accomplishments, Plans, and Challenges

Fiscal Year 2007 Accomplishments

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

- Offered free small business counseling through Harper's Small Business Development Center (SBDC) in partnership with Elgin Community College. Individual appointments and small group counseling were conducted by qualified counselors who assisted clients in: learning about financial requirements, loan application preparation, elements of developing a business plan and other topics related to small businesses.
- The Small Business Development Center provided guest speakers for 10 chambers of commerce events which hosted over 300 attendees.
- The Wojcik Conference Center provided the business community space for meetings, conferences, training seminars and workshops. In FY 2007, 283 events were held at the Center.
- Harper College for Businesses provides outreach services to area businesses. Onsite training is provided in basic language skills, computers, communication, leadership, financial statement analysis, management, lean manufacturing, and other business-related topics. Training services were conducted for 3,784 employees at 64 client companies in FY 2007. (Source: Harper College for Businesses)
- Distributed over \$140,000 in training grants to area companies through Harper College for Businesses that offset training costs for employees.
- Hosted 3 sessions for small businesses in collaboration with Congresswoman Melissa Bean which drew over 100 participants.
- Harper staff supports the unemployment office's One-Stop facility in Arlington Heights, Illinois by providing area businesses with job posting, resume collection and filtering, job seeker referrals, training options as well as on-site interviewing accommodations. The College provided core intensive job search services to district residents who were unemployed, underemployed or changing careers.

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- An internship coordinator was hired to help connect Harper students to internship positions at local companies.
- Career Center provided a free job listing service via www.collegecentral.com. The career website received over 116,000 hits and user satisfaction was 99.6%. Over 1,500 individuals received services from the Career Center.
- Career Center staff presented information on resume writing, interviewing skills and job search techniques to 724 students in 46 classes.
- A job fair drew 88 employers and 850 job seekers; and 82 employers were given on-campus recruiting opportunities.
- The Education Service Agreement program permits employees of in-district businesses to attend Harper credit classes at in-district prices, if the company is registered for this unique program. The in-district tuition is available whether the cost is to be paid by the employee or by the company. Currently, 4,531 companies are enrolled in this program with approximately 2,600 employees participating through their companies in FY 2007. (Source: Admissions Outreach)
- Awarded 278 associate in applied science degrees and 613 certificates to students currently in or planning to enter the workforce.
- Developed 4 new degree programs and 13 new certificates in response to community needs. The College also added 58 courses and modified 151 courses.
- Enhanced scheduling capacity to allow more flexibility for students. This included 16-, 14-, 12-, and 8-week courses. During the summer term, early and late start and 5-week options were offered.
- Completely redesigned the Criminal Justice and Architecture programs to better meet industry expectations and provide needed skill sets.
- Added Adult Fast Track cohorts in Management, Marketing, Management Information Systems, Financial Services, and Early Childhood Education.
- Initiated major Continuing Education programming initiatives this year targeting the business community including:
 - Team Creativity from the Disney Institute
 - Motivating Teams
 - Best Marketing Strategies of 2007.
- Created seven (7) new Continuing Education partnerships in FY07:
 - Computer Forensics Investigations

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- Spherion, Inc.
 - TEC Services
 - Novell
 - Alexian Brothers Medical Center
 - Eagle Training Services (truck driver training at the NEC)
 - Comprehensive Therapeutics
- Created six (6) short-term CE certificate programs in FY07:
 - Certified Internet Web Master CIW
 - Cisco Certified Security Professional
 - Enterprise Java Certificate
 - Internet and Computing Core Continuing Education Certificate
 - CISSP: Certified Information Systems Security Expert
 - Video Game Developer Continuing Education Certificate
 - Offered 15 free Continuing Education courses to over 150 unemployed individuals, those taking a combination of courses earned certificates. Topics included: business communications, office technology, and personal and business management skills.
 - Served unemployed individuals through the Technical Education at CE Computer Training program. CE Computer Training established training objectives corresponding to industry and market demand that increased the participants' likelihood for a rapid re-entry into the workforce.
 - Developed PCS 1.6 courses (Reimbursable Vocational Credit) to be offered Fall 2007 through the Continuing Education Division. Initial program offerings:
 - Real Estate
 - Therapeutic Massage
 - Nursing
 - Computer Training
 - Truck driving
 - Cosmetology
 - Veterinary Assistant
 - Made the following improvements to Harper College extension sites, i.e., Harper Professional Center and the Northeast Center:
 - 1 room of classroom furniture (NEC)
 - 5 smart classrooms (NEC)
 - 5 whiteboards (NEC)
 - student lounge furniture (HPC)
 - The College hosted 3 community nights which encompassed 11 municipalities; 164 elected officials, community and business leaders attended.
 - Harper held an integral position at the local workforce board and participated in a workforce summit pertaining to skills needed in the financial services industry.

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Fiscal Year 2008 Plans

In keeping with Harper's mission to "provide educational opportunities for professional job training, retraining and upgrading of skills..." the College plans to continue its workforce training efforts. The following highlights plans for FY 2008:

- Continue to work through the One-Stop system providing leadership for critical shortages initiatives.
- Create an independent Small Business Development Center.
- Continue to explore and create vocational credit courses that are needed in the community.
- Continuing Education plans to further expand PCS 1.6 courses (RVS). Areas in development:
 - Additional computer training curricula
 - Business/management
 - Healthcare
 - Medical Office Technology
- Develop new CE Certificates in the following disciplines:
 - Activity Director Certificate (long-term care)
 - Real Estate Staging
 - Professional Banker Certificate
- Continuing Education and Harper College for Businesses will partner in the Spring 2008 to offer a major business seminar/event.
- Continuing Education will establish a partnership with an online provider of workforce curricula, e.g., Ed2Go.
- Create one smart classroom and convert two computer labs to general classroom space for growth in the Adult Fast Track program at the Harper Professional Center.
- Conduct geo-demographic research on career-oriented students to determine appropriateness of various career content focuses at Harper College extension sites.
- Develop plan and resources for the renovation of the Northeast Center rooms 201 and 235 as a Health Careers learning space
- Create a regional training center for law enforcement and related positions.
- Pursue state grants that offset training costs for manufacturers to support workforce and organizational development efforts.

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Fiscal Year 2008 Challenges

- Building awareness for the resources available through the College that assist businesses.
- Developing programs and other priced services that will supplement grant funding for the Small Business Development Center.
- Auxiliary enterprises, i.e., Continuing Education, Harper College for Businesses, are increasingly challenged to offer workforce-responsive programming in a cost recovery model.
- The high cost of computer training incurred from frequent refreshing of technology and curricula necessitate increasing tuition and fees to students. Additionally, the number of students allowed to utilize tuition reimbursement for technical and professional training continues to decline. This trend may continue.
- Grant reductions/elimination (i.e. welfare to work, low income, and education to careers) will reduce the level of service Harper can provide to the One-Stop system. Other state training grant cuts (i.e. DCEO) will continue to impact some organization's abilities to offer workforce and organizational development programs and initiatives.

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COMMON INSTITUTIONAL INDICATORS

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

MEASURE 1C1
PERCENT OF DEGREE/CERTIFICATE RECIPIENTS EITHER EMPLOYED OR ENROLLED
IN FURTHER EDUCATION WITHIN ONE YEAR OF GRADUATION FOR HARPER COLLEGE
FISCAL YEARS 2002 - 2006

	<u>Percent Employed/Enrolled in Further Education</u>					<u>Fiscal Year Comparisons</u>			
						3 Yr Average* Based on FY04-06	1-Year Change FY05- FY06	2-Year Change FY04- FY06	5-Year Change FY02- FY06
	2002	2003	2004	2005	2006				
HARPER									
Number responding	53	65	106	73	117				
Number employed or enrolled	52	54	102	66	96				
HARPER %	98.1%	82.5%	96.2%	90.4%	82.3%	89.6%	-8.1%	-14.0%	-15.8%
Statewide									
Std. Dev.	6.4%	11.7%	8.3%	6.5%	11.3%	6.7%	10.9%	10.7%	11.9%
Pure Ave.	90.9%	88.7%	91.9%	90.9%	86.8%	89.9%	-4.5%	-4.9%	-4.1%

* 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 wide variation from year to year in percent employed or enrolled in further education. Different career programs are sampled each year; and workforce demands vary by industry. Nonetheless, Harper met its goal this year and is committed to meeting its goal every year.

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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.

b) Institutional performance goal for this indicator:

Between 25 and 30% of the continuing education course offerings each year are new courses.

c) Data for the performance indicator:

HARPER CONTINUING EDUCATION COURSES OFFERED FY 2003 – FY 2007

	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
Total number of courses offered	383	357	419	351	262
Number of new courses offered	170	132	108	152	78
Percent new courses offered	44%	37%	26%	43%	30%

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, which is why the College elected the high end of the percent range for new courses offered as recommended by LERN.

Harper met its goal for continuing education for the fiscal years 2005 and 2007 as the goal is currently stated.

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

Percent increase in businesses served by Harper College was added last year 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 2007

	FY 2004	FY 2005	FY 2006	FY 2007
Number of businesses served	59	50	63	64
Percent increase		-15.3%	26.0%	1.6%

SOURCE OF DATA: Harper College for Businesses

d) Brief interpretation of institutional performance and related implications:

Harper College measures service to businesses in a variety of ways. The increase 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 business community. The net effect of the re-organization was seen immediately. In fiscal year 2006, a 26% increase in businesses served was realized.

Fiscal year 2007 saw a very slight increase in number of businesses served but is still progressing toward the goal of 75 businesses served in fiscal year 2009.

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

Institutional Accomplishments, Plans, and Challenges

Fiscal Year 2007 Accomplishments

Harper College has made a concerted effort to join local elementary and secondary schools to improve student success.

The College's dual credit program experienced a 13% increase in enrollment compared to fiscal year 2006. A record total of 674 secondary students participated in the dual credit program. There were a couple of significant program enhancements that improved our dual credit program.

- Expanded the program to include the summer semester; 34 students enrolled in dual credit courses on the Harper College campus this summer.
- Intended to improve the retention and success of program participants, the College identified a Harper counselor to serve as a single point of contact for dual credit students and their parents.
- Provided specialized academic support services for dual credit students. Sessions included test taking strategies, time management and note taking.

Harper's cooperation with local institutions of elementary and secondary education were not limited to dual credit. Through the combined efforts of the Career Partnership, Harper College hosted a Middle School Career Fair, a high school career fair and an open house for high school students.

Curriculum alignment has also been a focus of activity during fiscal year 2007. In an effort to provide for a seamless transition of students from the secondary to the post secondary level, a task force reviewed the Business curriculum of our local secondary schools. Representatives from Harper also participated in a DACUM involving industry representatives to revamp the Marketing curriculum. The progress made in fiscal 2007 will be built upon in the coming year. Perhaps the greatest benefit of the task force has been bringing high school instructors and Harper College faculty together to work collaboratively.

Fiscal Year 2008 Plans

Harper College has an ambitious agenda to expand areas of cooperation with our local educational partners in the coming year. Most significantly, the college is engaged in planning that would greatly expand the scope of our dual credit program. It is the intent of Harper College and our feeder high school to award Harper College credit for all college-level coursework completed in the high school.

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A great deal of work remains in articulating coursework, establishing means of assessment and formalizing faculty credentials to teach, but progress is being made.

In addition, the curricular work of matching high school course outlines with the related Harper College course will continue. It is expected that subject areas beyond Business will be addressed.

Fiscal Year 2008 Challenges

Attempting to achieve more with limited resources remains a challenge. The previously discussed plan to expand Harper's dual credit program will require substantial time and financial resources to implement. With severely limited resources at both the secondary and post-secondary levels, undertaking ambitious growth projects is challenging.

COMMON INSTITUTIONAL INDICATORS

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

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

COMMON INSTITUTIONAL INDICATORS

Fall 2005 Data

Net price of attendance for undergraduates who apply for aid by income quintile, after MAP, IIA, Pell, SEOG, and institutional grant aid are subtracted

Total Cost of Attendance (Full-time, Dependent Freshman living at home): \$8,850

Total Number of First-time, Full-time Illinois Dependent Freshmen Enrolled: 1,541

(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 2005											
		Federal Programs				State Programs				Institutional Programs			
		PELL		FSEOG		MAP		IIA		Scholarships, Grants, Fellowships, Traineeships		Tuition Waivers	
		#	\$	#	\$	#	\$	#	\$	#	\$	#	\$
0-27,067	161	160	\$305,959	82	\$19,750	112	\$97,938	58	\$14,250	4	\$5,875	The College does not administer a tuition waiver program.	
27,068-47,617	175	152	\$175,788	23	\$5,625	148	\$107,387	6	\$1,500	10	\$8,674		
47,618-71,811	35	16	\$8,834			23	\$12,495			10	\$11,469		
71,812-101,999	6									6	\$8,707		
102,000 & Up	2									2	\$2,403		
Unknown													

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 goal is intended to address fluctuations in dollars awarded from state and federal sources by using funds from private sources. The College awarded \$37,128 from private fund in fiscal 2006, which was a 5.2% decrease over the amount awarded in fiscal 2005 (\$39,185). However, more students (379) received federal or state grants in fiscal 2006 than in the previous year (313), while fewer students (32) were awarded institutional funds in fiscal 2006 compared to the previous year (37). While the goal was not met, private funds were used within the intent of the goal.

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.

COMMON INSTITUTIONAL INDICATORS

Completions by race/ethnicity

MEASUREMENT 4C1
ILLINOIS COMMUNITY COLLEGE SYSTEM PROGRAM COMPLETIONS FOR HARPER
BY RACE/ETHNICITY, FISCAL YEARS 2002, 2004 - 2006

College	FY 2002		FY 2004		FY 2005		FY 2006		FY 2005-06 1-Year Change		FY 2004-06 2-Year Change		FY 2002-06 5-Year Change	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
HARPER All Minorities	292	21.8%	332	23.2%	314	20.8%	480	22.8%	166	34.6%	148	44.6%	188	64.4%
Asian	155	11.6%	165	11.6%	150	9.9%	236	11.2%	86	57.3%	71	43.0%	81	52.3%
Native Am.	5	0.4%	3	0.2%	1	0.1%	4	0.2%	3	300.0%	1	33.3%	-1	-20.0%
African Am.	30	2.2%	53	3.7%	38	2.5%	63	3.0%	25	65.8%	10	18.9%	33	110.0%
Latino	95	7.1%	101	7.1%	119	7.9%	167	7.9%	48	40.3%	66	65.3%	72	75.8%
Alien	7	0.5%	10	0.7%	6	0.4%	10	0.5%	4	66.7%	0	0.0%	3	42.9%
OTHER*	91	6.8%	65	4.6%	115	7.6%	181	8.6%	66	57.4%	116	178.5%	90	98.9%
White	958	71.4%	1,031	72.2%	1,080	71.6%	1,442	68.6%	362	33.5%	411	39.9%	484	50.5%
Total HARPER Students	1,341	100%	1,428	100%	1,509	100%	2,103	100%	594	39.4%	675	47.3%	762	56.8%

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

Source of Data: A1 Record Submission.

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 will 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, the College will continue to focus on supporting minority students.

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Completions by gender

MEASUREMENT 4C1
ILLINOIS COMMUNITY COLLEGE SYSTEM PROGRAM COMPLETIONS FOR HARPER
BY **GENDER**, FISCAL YEARS 2002, 2004 - 2006

	FY 2002		FY 2004		FY 2005		FY 2006		FY 2005-06 1-Year Change		FY 2004-06 2-Year Change		FY 2002-06 5-Year Change	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Males	518	38.6%	500	35.0%	550	36.4%	741	35.2%	191	34.7%	241	48.2%	223	43.1%
Females	823	61.4%	928	65.0%	959	63.6%	1,362	64.8%	403	42.0%	434	46.8%	539	65.5%
Total HARPER Students	1,341	100%	1,428	100%	1,509	100%	2,103	100%	594	39.4%	675	47.3%	762	56.8%

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 experienced a substantial increase in the number of completers in fiscal 2006 due, in part, to dropping the graduation fee. Because of the policy change, over 200 of the completions were from the Certified Nursing Program (CNA), a program with mostly female students. As a result, although both male and female students showed large percent increases over the number of completions in fiscal 2005, female completers had a greater percent increase than male completers and the goal was not met. However, when CNA graduates are excluded, there was a 20% increase in the number of female graduates and a 35% increase in the number of male graduates so the College is making progress increasing the number of male graduates relative to the number of female graduates.

Completions by disability status

MEASUREMENT 4C1
ILLINOIS COMMUNITY COLLEGE SYSTEM PROGRAM COMPLETIONS FOR HARPER
BY **DISABILITY STATUS**, FISCAL YEARS 2002, 2004 - 2006

	FY 2002		FY 2004		FY 2005		FY 2006		FY 2005-06 1-Year Change		FY 2004-06 2-Year Change		FY 2002-06 5-Year Change	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Completers with Disabilities*	48	3.6%	34	2.4%	60	3.9%	70	3.3%	10	16.7%	36	105.9%	22	45.8%
Completers without Disabilities*	1,293	96.4%	1,394	97.6%	1,497	96.1%	2,033	96.7%	536	35.8%	639	45.8%	740	57.2%
Total HARPER Completers	1,341	100%	1,428	100%	1,557	100%	2,103	100%	546	35.1%	675	47.3%	762	56.8%
State median % completers that are disabled		1.7%		1.7%		1.8%		2.2%						

Source of Data: A1 Record Submission and Harper Regent Data for FY 2002 and 2004 - 2006.

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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.

b) Brief interpretation of institutional performance and related implications:

Harper College met its goal that the percent of completers identified as disabled will exceed the ICCB reported median for the State. The 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 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 2002-2006

	FALL 2002	FALL 2003	FALL 2004	FALL 2005	FALL 2006
HARPER	.52	.52	.52	.52	.53
HARPER District (Census 2000)	.38	.38	.38	.38	
HARPER District (Census 2005 update prepared by SIU Department of Economics)					.47

*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 2005 update estimating the maximum minority population including Hispanic residents.

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Harper College

d) Brief interpretation of institutional performance and related implications:

Harper College met its goal for student diversity. The diversity of the student body exceeds the diversity of the residents within Harper's district. The College has an institutional goal to "Create a campus climate that is supportive of cultural differences and respectful of all constituents." Departmental tasks designed to further this goal contribute to Harper's support of minority students.

**2007 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.

COMMON INSTITUTIONAL INDICATORS

Extent to which institutional quality and effectiveness are recognized by graduates through alumni surveys for selected career programs

MEASUREMENT 5C1
GRADUATE SATISFACTION FOR HARPER COLLEGE DISTRICT
FOR FISCAL YEARS 2002, 2004 - 2006

	Percent Graduate Satisfaction								Fiscal Year Comparisons				
	2002		2004		2005		2006		3-Yr Average		Differences		
	N	%	N	%	N	%	N	%	FY2004 - 06	1-Yr FY05- 06	2-Yr FY04- 06	5-Yr FY02- 06	
Harper	532	93.2	230	87.5%	1,001	85.8%	1,391	87.2%	874	86.8%	1.4%	-0.2%	-6.0%
State (Median)	398	88.6	146	89.2%	290	87.3%	527	89.1%	326	88.7%	1.8%	-1.1%	1.8%

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 did not meet its goal. Although the results of the 2006 Occupational Survey of 2005 graduates for selected career programs showed improvement over the previous year, it was not sufficient for the three-year average to equal or exceed the State median.

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

Field	2004		2005		2006	
	Inst'l	Nat'l	Inst'l	Nat'l	Inst'l	Nat'l
Nursing (National Council Licensure Exam), RN/ADN	95%	85%	98%	87%	99%	88%
Dental Hygiene	100%	na	100%	35/277*	100%	na
Radiologic Technology**	na	na	na	na	90%	na
Emergency Medical Technician***	100%	66%	92%	65%	96%	na

*National rankings as provided; denominator is number of schools with students completing the examination.

**First graduating class is 2006.

***Number reported for 2005 in previous report (75%) was for the State examination.

2007 PERFORMANCE REPORT Harper College

a) Institutional goal(s) for this indicator:

Nursing: Pass rates will equal or exceed national pass rates.

Dental Hygiene: Will rank in the top third of schools nationally on the dental hygiene examination.

Emergency Medical Technician: At least 90% of the students will pass.

Radiologic Technology: At least 90% of the students 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, Dental Hygiene, and Emergency Technician programs. Radiologic Technology's first graduating class met the goal as well.

MISSION-SPECIFIC INDICATORS

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

Student satisfaction with instruction and with 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.

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Harper College

c) Data for the performance indicator:

HARPER MEASUREMENT 5-1
STUDENT SATISFACTION SURVEYS
FOR FISCAL YEARS 2003 - 2007

	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
Academic					
Satisfaction with Instruction	95.7%	96.0%	95.4%	95.5%	95.4%
Satisfaction with Tutoring	97.2%	99.0%	98.4%	99.0%	97.0%
Student Support					
Center for New Students and Orientation	99.2%	99.5%	99.2%	98.4%	98.5%
Full-Time Orientation	96.0%	93.5%	95.2%	95.7%	95.9%
Career Center	98.8%	99.2%	98.6%	98.8%	99.6%
Academic Advising & Counseling	97.4%	95.3%	94.2%	94.4%	96.0%
Women's Program	100.0%	100.0%	100.0%	98.3%	98.9%
Access & Disability Services	98.0%	98.1%	98.1%	99.2%	98.9%
Assessment & Testing Center	97.6%	97.6%	96.9%	98.2%	97.7%
Health & Psychological Services	99.7%	98.9%	98.3%	98.8%	99.0%
Center for Multicultural Learning	97.9%	98.1%	97.4%	98.9%	98.9%
Student Legal Services	<i>na</i>	<i>na</i>	<i>na</i>	98.0%	97.1%

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.

**2007 PERFORMANCE REPORT
Harper College**

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 2002 - 2006

	FY2002		FY2003		FY2004		Unrestricted Only FY2005*		Unrestricted Only FY2006*	
	<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	\$249.80	126.1%	\$242.36	126.8%	\$239.63	124.1%	\$243.86	122.9%	\$253.37	121.6%
Historical Comparison FY 2005 and FY 2006 Data are Unrestricted Only										
Year-to-Year Comparisons										
	FY 2005 - 2006		FY 2004 - 2006		FY 2002 - 2006					
	1-Year Change		2-Year Change		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	\$9.51	3.9%	\$13.74	5.7%	\$3.57	1.4%				

*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:

Harper met the goal by obtaining a cost of instruction per credit hour increase of 3.9%, well under 5%. The College will continue its efforts to keep cost increases to a minimum.

**2007 PERFORMANCE REPORT
Harper College**

Cost of administration & support per credit hour

MEASURE 6C2
ADMINISTRATIVE AND SUPPORT COST PER CREDIT HOUR BY COLLEGE
FISCAL YEARS 2002 - 2006

	FY2002		FY2003		FY2004		Unrestricted Only FY2005*		Unrestricted Only FY2006*	
	<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	\$129.73	141.5%	\$125.91	152.3%	\$118.39	141.9%	\$112.44	137.8%	\$116.03	133.4%
Historical Comparison FY 2005 and FY 2006 Data are Unrestricted Only										
Year-to-Year Comparisons										
	FY 2005 - 2006		FY 2004 - 2006		FY 2002 - 2006					
	1-Year Change		2-Year Change		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	\$3.59	3.2%	-\$2.36	-2.0%	-\$13.70	-10.6%				

*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:

Harper met the goal by obtaining an administrative & support cost per credit hour increase of 3.2%, less than the 5% specified in the goal. The College will continue its efforts to keep cost increases to a minimum.

**2007 PERFORMANCE REPORT
Harper College**

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 2001 - 2006

	Fall 2001 Full-Time First time Entering Cohort	Full-time First time Entering Cohort Fall 2001 through Summer 2004		Fall 2002 Full-Time First time Entering Cohort	Full-time First time Entering Cohort Fall 2002 through Summer 2005		Fall 2003 Full-Time First time Entering Cohort	Full-time First time Entering Cohort Fall 2003 through Summer 2006																														
		<u>Number</u>	<u>Percent</u>		<u>Number</u>	<u>Percent</u>		<u>Number</u>	<u>Percent</u>																													
Harper	800	639	79.9%	1,072	834	77.8%	1,047	836	79.8%																													
<p align="center">-----Graduated, Transferred Still Enrolled-----</p> <table border="0"> <tr> <td></td> <td align="center" colspan="2">Fall 2002 - 2003</td> <td align="center" colspan="2">Fall 2001 - 2003</td> <td align="center" colspan="2">Fall 1999 - 2003</td> <td align="center" rowspan="2">Fall 01-03 Full-Time First time Entering Cohort</td> <td align="center" rowspan="2">3 Year Average through Subsequent Summer (2004 or 2006) Percent Graduated, Transferred, or Still Enrolled</td> <td></td> </tr> <tr> <td></td> <td align="center"><u>Number</u></td> <td align="center"><u>Percent</u></td> <td align="center"><u>Number</u></td> <td align="center"><u>Percent</u></td> <td align="center"><u>Number</u></td> <td align="center"><u>Percent</u></td> <td align="center"><u>Number</u></td> <td align="center"><u>Percent</u></td> </tr> <tr> <td>Harper</td> <td align="center">2</td> <td align="center">0.2%</td> <td align="center">197</td> <td align="center">30.8%</td> <td align="center">-130</td> <td align="center">-13.5%</td> <td align="center">973</td> <td align="center">770</td> <td align="center">79.1%</td> </tr> </table>											Fall 2002 - 2003		Fall 2001 - 2003		Fall 1999 - 2003		Fall 01-03 Full-Time First time Entering Cohort	3 Year Average through Subsequent Summer (2004 or 2006) Percent Graduated, Transferred, or Still Enrolled			<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	Harper	2	0.2%	197	30.8%	-130	-13.5%	973	770	79.1%
	Fall 2002 - 2003		Fall 2001 - 2003		Fall 1999 - 2003		Fall 01-03 Full-Time First time Entering Cohort	3 Year Average through Subsequent Summer (2004 or 2006) Percent Graduated, Transferred, or Still Enrolled																														
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>			<u>Number</u>	<u>Percent</u>																												
Harper	2	0.2%	197	30.8%	-130	-13.5%	973	770	79.1%																													

SOURCE OF DATA: Fall Enrollment (E1), Annual Enrollment and Completion (A1) and Shared Data files. Fall 2001 through Summer 2005 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 2003 Cohort met the objective with 79.8% of the fall 2003 full-time, first-time, cohort graduated, transferred, or still were enrolled through summer 2006. 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.

2007 PERFORMANCE REPORT Harper College

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

Title of Effective Practice: Online Information Sessions for Selective Admission Programs

What issue or need is addressed by the effective practice?

The first step in the admissions process for most limited enrollment health career programs at Harper College is attendance at an information session. These sessions provide the opportunity for prospective applicants to learn more about the career, the admissions process and specific program requirements. The development of an online version of the information session addresses the challenge of a growing applicant pool and gives students an alternative to the on-campus in-person meetings. This online approach to providing information meets institutional goals related to effective use of technology, quality communication, recruitment and service to students.

Description of the effective practice:

Online information sessions have been developed for the nursing, certified nurse assistant, cardiac technology, diagnostic medical technology and radiologic technology programs. The nursing session was developed first as a pilot in 2006; due to positive response, that model was expanded to other programs in 2007. The Admissions Processing Office facilitated the creation of these sessions in collaboration with representatives from Academic Affairs, Student Affairs and Marketing. Storyboards were created to capture the content and sequencing with the goal of replicating the content and experience of the programs' respective in-person information sessions. An outside consultant was used to convert the storyboards into a web-based format using Flash and HTML.

The resulting online sessions are unique in part due to the linear format which strictly guides learners through the content, yet provides periodic checkpoints to assess participant understanding of the information. These interactions are embedded throughout the experience, thus creating a more engaging learning experience which follows a behavioral instructional design model. Strategies used to involve the learners include the use of applied scenarios, multiple choice questions, drag/drop exercises and opportunities for the participants to take time to identify their individual status in the admissions process. Attendance information is gathered at the end of the session, and a program application is made available to them as a "reward" for completion. Participants are also given the opportunity to download information and/or email a counselor with questions.

How does this practice achieve sustainability?

Funding for the pilot program was first provided through consulting monies from the Enrollment & Marketing and Academic Affairs divisions. As a result of the success of this initial session, additional financial resources were received through a grant from the Harper College Education Foundation to create online sessions for other programs. Due in part to the success of these sessions and the experience of those involved in the creation of them, the Information Technology department has now subsumed financial responsibility for editing costs and creation of future online information sessions.

What are the results/measurable outcomes?

Five of the seven programs mandating information session attendance now have online options available to students. A comparison of the number of online users to in-person session attendees in FY 2007 shows that over half, or more than 750 prospective applicants, utilized the online version. According to the survey questions asked of all participants, over 95 % reported feeling more informed, and 99 % reported that the session was easy to navigate and user-friendly. In addition, nearly half (48 %) of the online session participants utilized the session outside of the College's regular business hours.

Contact Information:

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2007 PERFORMANCE REPORT Harper College

Direct Connection to *The Illinois Commitment*: Policy Area 6

Title of Effective Practice: Electronic Communication Channels for Student Communication

What issue or need is addressed by the effective practice?

Communicating quickly and effectively with community college students can be challenging given the diverse and mobile nature of the student body.

Description of the effective practice:

To improve Harper's communication with students, the College has implemented updates in four electronic communication channels to disseminate information in a timely, appropriate and cost-effective manner. The four channels are briefly described below.

Robocalls. The College contracted with an outside firm to place automated phone calls to the students as needed. In the fall, over 14,000 robocalls were placed to students updating them on possible class cancellations related to a threatened strike by faculty. Robocalls were also used in conjunction with email and letters to alert students who were about to be dropped for non-payment. Over 10,000 emails, letters and phone calls were sent in the spring and fall terms resulting in 15.9% decrease in the number of students dropped for non-payment in the 2006-2007 academic year.

Web Updates. During contentious faculty contract talks in the fall, the College committed additional resources to its Web site, placing daily and sometimes hourly updates on our home page. As a result, Web traffic tripled for this period as students, staff and community members relied on the College Web site for the most timely and accurate information about the on-going labor talks. Additionally, the College linked additional information to the daily update section. As a result, "click-throughs" to the College's message points, press releases, fact sheets and statements rose dramatically which increased awareness and understanding about the College's position during negotiations.

Email. The College is in the process of providing each student with a College assigned email address so that it can be used as an official means of communication including legal action, financial notice and academic or disciplinary action. A comprehensive electronic communication policy is being developed to insure that the email address is used appropriately and that privacy and confidentiality issues are addressed. The electronic communication policy also outlines the rights and responsibilities of both the College and the students with regard to the use of the assigned email account.

Web Portal. Harper has implemented a Web portal, MyHarper, for employees. Implementation for students is scheduled for Fiscal 2008 and will provide students a safe and secure on-line environment utilizing the Internet to access College resources and conduct business via a variety of self-services applications (i.e. admissions, registration, course payment, grade lookup, etc.). Additionally, the portal will provide easy access to course material via BlackBoard (Harper's course management system) and provide Harper a conduit to deliver college related news and information.

How does this practice achieve sustainability?

Funding to continue upgrading all four communication channels is included in the College's Fiscal 2008 budget.

What are the results/measurable outcomes?

Robocalls - 15.9% decrease in the number of students dropped for non-payment in the 2006-2007 academic year.
Web Updates - Web traffic tripled in a short period of time. Student email and Portal - just began this fiscal year, so there are no measurable outcomes as yet.

Contact Information:

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