

Harper College 2008 Performance Report
Submitted to the
Illinois Community College Board



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**2008 PERFORMANCE REPORT
Harper College**

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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 are 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 2008 unemployment rate for Illinois (6.2%) is higher than the national rate (5.2%). The unemployment rate in the Chicago metropolitan area is higher than the State's at 6.3%, and is also higher than it was in 2007 (4.7%). 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. Ramifications of the economic conditions for residents include increasing numbers of students needing financial aid addressed in the Affordability Goal and the need for retraining addressed in the Attainment Goal.
- Economic conditions continue to affect revenue the College receives from Local, State and Federal sources. Ramifications of the decline in revenue affect how the College addresses goals for: Affordability, Attainment, and Efficiency & Effective Transitions.

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- Seven of the top 20 occupational classification with the highest projected openings in the Chicago metropolitan area were in health related fields. Four of the top 20 were in technology fields. This has implications for the Attainment Goal.
- 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 the Attainment Goal. 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, been declining (Fact Book 2007), while FTE has increased each year. The College is challenged to meet student needs under current financial constraints. This impacts the Attainment Goal 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 34% minority based on a 2006 Census Update prepared by SIU Department of Economics and assuming Hispanic individuals are Caucasian. Over 37% of the fall 2007 credit students identified themselves as minority students, indicating the College is more diverse than the community it serves (Fact Book 2007). 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 the Diversity Goal.
- 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 the Attainment and Diversity Goals.
- 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. The Attainment Goal 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 from fall 2005 through fall 2007 (Fact Book 2007). This has implications for the Diversity Goal but could impact other goals 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. Currently, the College is forming a new department for assessment and institutional effectiveness to develop processes to effectively meet new requirements.
- The implementation of a new ERP system, initiated during FY2005, will continue to challenge staff, requiring more time commitment during FY2009.

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SECTION II: PROGRESS

AFFORDABILITY GOAL: Help ensure that college is affordable to all Illinoisans.

Institutional Accomplishments, Plans, and Challenges

Fiscal Year 2008 Accomplishments

To address “affordable access,” the Office of Scholarships and Financial Aid (OSFA) team emphasized the timely filing of the Harper institutional financial aid application and the filing of the Free Application for Federal Student Aid (FAFSA) online. This emphasis was achieved through a significant enhancement of public outreach. Specific examples of this enhanced outreach include:

- Presenting at local area high school “Financial Aid Nights.”
- Collaborating with Admissions Outreach in three presentations before audiences consisting mainly of Hispanic students and parents.
- Using the Algonquin Road marquee for an awareness campaign targeting travelers along a busy adjacent roadway.
- Using the on-campus television monitors for an awareness campaign targeting currently enrolled students.

Due to the specific measures listed above, the number and percentage of Harper College students completing the required institutional financial aid application increased by nearly 8%. The number of on-time FAFSA Online applications increased by nearly 10% and resulted in almost 22% more need-based financial aid awards. It is also noteworthy that the number of files that remained to be reviewed decreased by almost 23%. See the table below for details.

Date	Harper applications	Online FAFSA applications	Files completed	Award letters	Files to be reviewed
August 28, 2007	2856	4562	1577	1383	541
August 28, 2006	2646	4164	1340	1136	700
Date to Date Difference	+210	+398	+237	+247	-159
Percent change	+7.9%	+9.6%	+17.7%	+21.7%	-22.7%

On March 3, 2008, the OSFA successfully implemented SunGuard Banner’s Financial Aid system.

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With the implementation of this new technology, the OSFA will be able to achieve the following customer service initiatives:

- Customer friendlier financial assistance award letter. With this new technology, the OSFA has revised the financial assistance notification to provide more customer cost and affordability information. Moreover, the new award notification is personalized to an individual.
- Timeliness. The new Banner Financial Aid system performs much of the file review/processing formerly performed by OSFA staff. Because of this increased efficiency, financial assistance award letters are released earlier thus providing the student and the family with more and better information when they need it.

Fiscal Year 2009 Plans

- Elimination of the Institutional Financial Aid application. Available enrollment research points to the fact that the more paperwork a student and the family encounter, especially either a low income or first time college participant, the higher the barrier to access. To lower this perceived barrier to college access, Harper will eliminate this application.
- Debt management. Although Harper's college costs are minimal compared to Illinois colleges and universities, the OSFA is aware of the trend towards more borrowing. This fall, student loan recipients not meeting the federal Satisfactory Academic Progress policy must also participate in an enhanced default management seminar. In addition, the OSFA collaborated with Financial Coach, a free service sponsored by the Harper College Office of Student Activities, to provide face to face, on-campus sessions relating to credit card debt, budgeting, or managing one's finances.

Fiscal Year 2009 Challenges

Two major challenges to keeping college affordable are:

- Economic - Students and parents face a more severe economy with high gasoline costs, food costs, mortgage payments, foreclosures, greater un- or under-employment, and the erosion of their savings placing a tremendous burden on need-based aid. Community colleges, including Harper, will encounter more students with limited financial resources as increasing numbers of low-income students complete high school.
- Stagnant funding of state grant assistance - The Illinois Student Aid Commission reported nearly 18,000 more applications than a year ago. The General Assembly's appropriation may not withstand expected budget cuts to eliminate a projected budget deficit. If the budget appropriation is excluded from the final state budget, either state grant amounts will be reduced or application processing will have to be suspended at an early date.

In either of these situations, the Illinois family faces a higher college affordability burden.

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COMMON INSTITUTIONAL INDICATORS

Fall 2006 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): \$9,030
(annual)

Total Number of First-time, Full-time Illinois Dependent Freshmen Enrolled: 1,048
(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 2006*											
		Federal Programs**				State Programs***				Institutional Programs**			
		PELL		FSEOG		MAP		IIA		Scholarships, Grants, Fellowships, Traineeships		Tuition Waivers	
		#	\$	#	\$	#	\$	#	\$	#	\$	#	\$
0-27,067	131	124	\$239,089	55	\$13,750	131	\$127,929	77	\$19,250	7	\$8,953	The College does not administer a tuition waiver program.	
27,068-47,617	147	138	\$171,489	36	\$9,000	106	\$83,894	9	\$2,250	10	\$9,488		
47,618-71,811	46	29	\$15,500	1	\$250	32	\$18,099			9	\$12,949		
71,812-101,999	12	1	\$550			2	\$1,292			11	\$12,384		
102,000 & Up	7									7	\$6,974		
Total	343	292	\$426,628	92	\$23,000	271	\$231,214	86	\$21,500	44	\$50,748		

*Table counts are based on students identified by ICCB that had a program with a PCS code of 11 or 12.

**Based on data provided by the Office of Scholarships and Financial Aid.

***Data provided by the Illinois Student Assistance Commission (April 7, 2008).

a) Institutional goal(s) for this indicator:

Harper College is dedicated to providing excellent education at an affordable cost, as stated in the College mission statement. To offset 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 fundraising to increase award dollars available.

b) Brief interpretation of institutional performance and related implications:

Harper College met its goal by increasing dollars available for awarding institutional scholarships through fund raising efforts undertaken by the Harper College Foundation.

The Harper College Foundation provides the funds for scholarships awarded each year. For fiscal year 2008, the Foundation allocated \$178,392 for scholarships, an increase of 10.7% over the fiscal 2007 allocation of \$161,121. For fiscal year 2009, the Foundation has committed \$199,240 for scholarships, an 11.7% increase over the fiscal 2008 allocation.

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Foundation support allowed the College to award \$50,748 in institutional dollars to full-time, dependent, students in fall 2006 (shown in the above table), which was an increase of 36.7% over the previous year. Students that are not full-time, dependent students benefit from institutional scholarships as well.

MISSION-SPECIFIC INDICATORS

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

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ATTAINMENT GOAL: Improve educational attainment through a seamless P-20 system of high-quality teaching and learning, through an increased focus and outreach to nontraditional students, and through stronger emphasis on preparing graduates in high-demand workforce areas.

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 2003, 2005 - 2007

	Percent Graduate Satisfaction								Fiscal Year Comparisons				
	2003		2005		2006*		2007		3-Yr Average		Differences		
	N	%	N	%	N	%	N	%	FY2005 - 07	1-Yr FY06- 07	2-Yr FY05- 07	5-Yr FY03- 07	
	N	%	N	%	N	%	N	%	N	%	%	%	%
Harper	577	94.4%	1,001	85.8%	1,213	87.2%	648	87.2%	954	86.8%	0.0%	1.4%	-7.2%
State (Median)	214	89.5%	290	87.3%	468	89.1%	189	88.0%	369	87.1%	-0.9%	1.5%	-0.5%

*ICCB reported values updated from values reported the previous year.

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. Results of the 2007 Occupational Survey of 2006 graduates remained the same as the results from the previous year. The three-year average is within 0.3% of the State median, however. The College remains committed to providing high quality service to students served in career programs and will continue improvement efforts.

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

Field	2005		2006		2007	
	Inst'l	Nat'l	Inst'l	Nat'l	Inst'l	Nat'l
Nursing (National Council Licensure Exam), RN/ADN	98%	87%	99%	88%	96%	85%
Dental Hygiene	100%	35/277*	100%	na	100%	na
Radiologic Technology**	na	na	90%	na	94%	91%
Emergency Medical Technician***	92%	65%	96%	na	81%	na

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

**First graduating class is 2006.

***2006 and 2007 are combined pass rates for EMT-B and EMT-P. Additionally, new exams were introduced in 2007.

a) Institutional goal(s) for this indicator:

- Nursing: Pass rates will equal or exceed national pass rates.
- Dental Hygiene: The original goal was “Will rank in the top third of schools nationally on the dental hygiene examination.” however school rankings are no longer provided. As a result, a new goal for Dental Hygiene has been established as “At least 95% of the students taking the Dental Hygiene examination will pass.”
- Radiologic Technology: At least 90% of the students will pass.
- Emergency Medical Technician: 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 in Nursing, Dental Hygiene, and Radiologic Technology. In general, the goal has been met for Emergency Medical Technician as well, at least for the EMT-P examination. Last year, new examinations were introduced for Emergency Medical Technician. Based on the results of the EMT-B examination, grading practices are being reviewed and adjusted in the EMT-B program.

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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 2003 - 2007

	Percent Employed/Enrolled in Further Education					Fiscal Year Comparisons			
						3 Yr Average* Based on FY05-07	1-Year Change FY06- FY07	2-Year Change FY05- FY07	5-Year Change FY03- FY07
	2003*	2004	2005*	2006*	2007				
HARPER									
Number responding	57	106	52	73	105				
Number employed or enrolled	47	102	47	63	98				
HARPER %	82.5%	96.2%	90.4%	86.3%	93.3%	90.0%	7.0%	2.9%	10.8%
Statewide									
Std. Dev.	11.7%	8.3%	6.5%	11.3%	8.8%	6.0%	13.8%	9.8%	14.3%
Pure Ave.	88.7%	91.9%	90.9%	86.8%	90.9%	89.5%	3.9%	0.7%	2.1%

SOURCE OF DATA: Occupational Follow-up Study (1C1 Employed or Continuing Education table provided by ICCB)

*N responding and n employed/enrolled updated from 1C1 Employed or Continuing back-up table provided by ICCB

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 pure average.

b) Brief interpretation of institutional performance and related implications:

The institutional goal was met. Harper College's 3-year average was 0.5% more than the State 3-year average and well within one standard deviation. It should be noted as well that a high percentage of 2007 career graduates were either enrolled in college or employed.

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MISSION-SPECIFIC INDICATORS

Mission Specific Indicator One

a) Relationship to Harper’s mission:

Student satisfaction with instruction and with support services is the first mission-specific indicator 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.

c) Data for the performance indicator:

HARPER MEASUREMENT 5-1
STUDENT SATISFACTION SURVEYS
FOR FISCAL YEARS 2004 - 2008

	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008
Academic					
Satisfaction with Instruction	96.0%	95.4%	95.5%	95.4%	95.9%
Satisfaction with Tutoring	99.0%	98.4%	99.0%	97.0%	96.8%
Student Support					
Center for New Students and Orientation	99.5%	99.2%	98.4%	98.5%	98.0%
Full-Time Orientation	93.5%	95.2%	95.7%	95.9%	95.4%
Career Center	99.2%	98.6%	98.8%	99.6%	99.6%
Academic Advising & Counseling	95.3%	94.2%	94.4%	96.0%	95.5%
Women's Program	100.0%	100.0%	98.3%	98.9%	99.2%
Access & Disability Services	98.1%	98.1%	99.2%	98.9%	98.0%
Assessment & Testing Center	97.6%	96.9%	98.2%	97.7%	97.6%
Health & Psychological Services	98.9%	98.3%	98.8%	99.0%	99.0%
Center for Multicultural Learning	98.1%	97.4%	98.9%	98.9%	98.5%
Student Legal Services	<i>na</i>	<i>na</i>	98.0%	97.1%	96.7%

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

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d) Brief interpretation of institutional performance and related implications:

Harper met its goal that at least 90% of the ratings were satisfactory on instructional services and on student support services. The College has consistently attained satisfactory ratings from 95% (or more) of the respondents and will continue efforts to provide high quality service.

Mission Specific Indicator Two

a) Relationship to Harper’s mission:

Percent of new continuing education courses offered is the second 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 ten to thirty percent 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 2004 – FY 2008

	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008
Total number of courses offered	357	419	351	262	365
Number of new courses offered	132	108	152	78	180
Percent new courses offered	37%	26%	43%	30%	49%

SOURCE OF DATA: Harper CE Office

d) Brief interpretation of institutional performance and related implications:

Harper College continually conducts surveys and needs assessments of its community to ascertain workforce and training needs. 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 (30%) for new courses offered as recommended by LERN.

The percent of new courses offered was not in the 25 to 30% range for fiscal year 2008 due, in part, to the conversion of 59 courses from a non-credit format to a reimbursable vocational skills credit format. However, the College will continue to aim for the 25 to 30% range for new courses.

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Mission Specific Indicator Three

a) Relationship to Harper’s mission:

Percent increase in businesses served by Harper College was added to the Performance Report in fiscal 2006. 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 has a demand for 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 2008

	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008
Number of businesses served	59	50	63	64	64
Percent increase		-15.3%	26.0%	1.6%	0.0%

SOURCE OF DATA: Harper College for Businesses

d) Brief interpretation of institutional performance and related implications:

Fiscal year 2004 serves 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 into a new unit named Harper College for Businesses (HCB), which serves as the point-of-contact to the business community. The effect of the re-organization was seen immediately with a 26% increase in businesses served in fiscal year 2006. Fiscal year 2007 saw a very slight increase in number of businesses served. HCB served the same number of businesses (64) in fiscal year 2008, although the number of employees trained increased 16% (from 3,717 to 4,314).

Current economic conditions have impacted companies’ ability to offer skill development classes. HCB has maintained key client relationships and been able to attract a larger pool of employees into training programs. The unit also has been able to replace companies that are now unable to provide training with new client companies. HCB continues to search for worker training grants that help underwrite a portion of training costs for area companies.

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DIVERSITY GOAL: Work to increase access and success in a more diverse college student body and faculty ranks, including those with disabilities.

COMMON INSTITUTIONAL INDICATORS

Completions by race/ethnicity

MEASUREMENT 4C1
ILLINOIS COMMUNITY COLLEGE SYSTEM PROGRAM COMPLETIONS FOR HARPER
BY RACE/ETHNICITY, FISCAL YEARS 2003, 2005 - 2007

College	FY 2003		FY 2005		FY 2006		FY 2007		FY 2006-07 1-Year Change		FY 2005-07 2-Year Change		FY 2003-07 5-Year Change	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
HARPER All Minorities	302	21.5%	314	20.8%	480	22.8%	538	22.8%	58	12.1%	224	71.3%	236	78.1%
Asian	143	10.2%	150	9.9%	236	11.2%	251	10.6%	15	6.4%	101	67.3%	108	75.5%
Native Am.	5	0.4%	1	0.1%	4	0.2%	5	0.2%	1	25.0%	4	400.0%	0	0.0%
African Am.	31	2.2%	38	2.5%	63	3.0%	77	3.3%	14	22.2%	39	102.6%	46	148.4%
Latino	116	8.3%	119	7.9%	167	7.9%	186	7.9%	19	11.4%	67	56.3%	70	60.3%
Alien	7	0.5%	6	0.4%	10	0.5%	19	0.8%	9	90.0%	13	216.7%	12	171.4%
OTHER*	97	6.9%	115	7.6%	181	8.6%	170	7.2%	-11	-6.1%	55	47.8%	73	75.3%
White	1,006	71.6%	1,080	71.6%	1,442	68.6%	1,649	70.0%	207	14.4%	569	52.7%	643	63.9%
Total HARPER Students	1,405	100%	1,509	100%	2,103	100%	2,357	100%	254	12.1%	848	56.2%	952	67.8%

*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.

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Completions by gender

MEASUREMENT 4C1
ILLINOIS COMMUNITY COLLEGE SYSTEM PROGRAM COMPLETIONS FOR HARPER
BY **GENDER**, FISCAL YEARS 2003, 2005 - 2007

	FY 2003		FY 2005		FY 2006		FY 2007		FY 2006-07 1-Year Change		FY 2005-07 2-Year Change		FY 2003-07 5-Year Change	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Males	477	34.0%	550	36.4%	741	35.2%	865	36.7%	124	16.7%	315	57.3%	388	81.3%
Females	928	66.0%	959	63.6%	1,362	64.8%	1,492	63.3%	130	9.5%	533	55.6%	564	60.8%
Total HARPER Students	1405	100%	1,509	100%	2,103	100%	2357	100%	254	12.1%	848	56.2%	952	67.8%

Source of Data: A1 Record Submission for FY 2003 and 2005 - 2007.

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:

Harper College met its goal of increasing male completions relative to female completions. The number of male completers had a 16.7% increase over the number of male completers the previous year while the number of female completers had a 9.5% increase over the number of female completers the previous year. What the College is working toward is to have the proportion of male completers approximate the proportion of male students, which is currently 44%.

Completions by disability status

MEASUREMENT 4C1
ILLINOIS COMMUNITY COLLEGE SYSTEM PROGRAM COMPLETIONS FOR HARPER
BY **DISABILITY STATUS**, FISCAL YEARS 2003, 2005 - 2007

	FY 2003		FY 2005		FY 2006		FY 2007		FY 2006-07 1-Year Change		FY 2005-07 2-Year Change		FY 2003-07 5-Year Change	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Completers with Disabilities*	38	2.7%	60	4.0%	70	3.3%	92	3.9%	22	31.4%	32	53.3%	54	142.1%
Completers without Disabilities*	1,367	97.3%	1,449	96.0%	2,033	96.7%	2,265	96.1%	232	11.4%	816	56.3%	898	65.7%
Total HARPER Completers	1,405	100%	1,509	100%	2,103	100%	2,357	100%	254	12.1%	848	56.2%	952	67.8%
State median % completers that are disabled		1.8%		2.3%		2.2%		1.9%						

Source of Data: A1 Record Submission and Harper Regent Data for FY 2003 and 2005 - 2007.

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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 emphasis on students completing their program of study, and more careful tracking and case management support of students with disabilities.

MISSION-SPECIFIC INDICATORS

a) 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 prior to Fall 2006 and SIU updates to the District's population, 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 2003-2007

	FALL 2003	FALL 2004	FALL 2005	FALL 2006	FALL 2007
HARPER	.52	.52	.52	.53	.53
HARPER District (Census 2000)	.38	.38	.38		
HARPER District (Census 2006 and 2007 updates prepared by SIU Department of Economics)				.41	.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 2006 - 2007 updates estimating the maximum minority population including Hispanic residents.

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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.

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EFFICIENCY & EFFECTIVE TRANSITIONS GOAL: Promote efficiency and accountability in higher education operations.

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 2003 - 2007

	FY2003		FY2004		Unrestricted Only FY2005		Unrestricted Only FY2006*		Unrestricted Only FY2007*	
	<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	\$242.36	126.8%	\$239.63	124.1%	\$243.86	122.9%	\$253.37	121.6%	\$251.9	117.2%
Historical Comparison FY 2005, FY 2006 and FY 2007 Data are Unrestricted Only										
Year-to-Year Comparisons										
FY 2006 - 2007 FY 2005 - 2007										
1-Year Change 2-Year Change										
<u>Amount</u> <u>% of Avg.</u> <u>Amount</u> <u>% of Avg.</u>										
Harper	-\$1.47	-.06%	\$8.04	3.3%						

*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 College met its goal to not increase per credit hour cost of instruction by more than 5% annually. The College actually showed a decrease from fiscal year 2006 to fiscal year 2007. The College will continue its efforts to contain instructional costs.

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Cost of administration & support per credit hour

MEASURE 6C2
ADMINISTRATIVE AND SUPPORT COST PER CREDIT HOUR BY COLLEGE
FISCAL YEARS 2003 - 2007

	FY2003		FY2004		Unrestricted Only FY2005		Unrestricted Only FY2006*		Unrestricted Only FY2007*	
	<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	\$125.91	152.3%	\$118.39	141.9%	\$112.44	137.8%	\$116.03	133.4%	\$115.47	125.6%
Historical Comparison FY 2005, FY 2006, and FY 2007 Data are Unrestricted Only										
Year-to-Year Comparisons										
FY 2006 - 2007 FY 2005 - 2007										
1-Year Change 2-Year Change										
<u>Amount</u> <u>% of Avg.</u> <u>Amount</u> <u>% of Avg.</u>										
Harper	-\$0.56	-0.5%	\$3.03	2.7%						

*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 and support cost per credit hour will not increase by more than 5% annually.

b) Brief interpretation of institutional performance and related implications:

Harper College met the goal that administrative and support cost per credit hour will not increase by more than 5% annually; the College actually had a decrease in fiscal year 2007 compared to fiscal year 2006. The College is committed to containing administrative and support costs.

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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 2002 - 2007

	Full-time First time Entering Cohort Fall 2002 through Summer 2005			Full-time First time Entering Cohort Fall 2003 through Summer 2006			Full-time First time Entering Cohort Fall 2004 through Summer 2007																																																									
	Fall 2002 Full-Time First time Entering Cohort	Percent Graduated, Transferred, or Still Enrolled		Fall 2003 Full-Time First time Entering Cohort	Percent Graduated, Transferred, or Still Enrolled		Fall 2004 Full-Time First time Entering Cohort	Percent Graduated, Transferred, or Still Enrolled																																																								
	<u>Number</u>	<u>Percent</u>		<u>Number</u>	<u>Percent</u>		<u>Number</u>	<u>Percent</u>																																																								
Harper	1,072	834	77.8%	1,047	836	79.8%	1,127	821	72.8%																																																							
<table border="0" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:15%;"></td> <td colspan="6" style="text-align:center; border-top: 1px dashed black;">-----Graduated, Transferred Still Enrolled-----</td> <td style="width:15%;"></td> <td style="width:15%;"></td> <td style="width:15%;"></td> <td style="width:15%;"></td> </tr> <tr> <td></td> <td colspan="2" style="text-align:center;">Fall 2003 - 2004</td> <td colspan="2" style="text-align:center;">Fall 2002 - 2004</td> <td colspan="2" style="text-align:center;">Fall 1999 - 2004</td> <td style="text-align:center;">Fall 02-04</td> <td colspan="3" style="text-align:center;">Average Fall 02-04</td> </tr> <tr> <td></td> <td colspan="2" style="text-align:center;">1-Year Change</td> <td colspan="2" style="text-align:center;">2-Year Change</td> <td colspan="2" style="text-align:center;">5-Year Change</td> <td style="text-align:center;">3 Year Average Full-Time First time Entering Cohort</td> <td colspan="3" style="text-align:center;">through Subsequent Summer (2005 or 2007) Percent Graduated, Transferred, or Still Enrolled</td> </tr> <tr> <td></td> <td style="text-align:center;"><u>Number</u></td> <td style="text-align:center;"><u>Percent</u></td> <td style="text-align:center;"><u>Number</u></td> <td style="text-align:center;"><u>Percent</u></td> <td style="text-align:center;"><u>Number</u></td> <td style="text-align:center;"><u>Percent</u></td> <td style="text-align:center;"><u>Cohort</u></td> <td style="text-align:center;"><u>Number</u></td> <td style="text-align:center;"><u>Percent</u></td> <td style="text-align:center;"><u>Percent</u></td> </tr> <tr> <td>Harper</td> <td style="text-align:center;">-15</td> <td style="text-align:center;">-1.8%</td> <td style="text-align:center;">-13</td> <td style="text-align:center;">-1.6%</td> <td style="text-align:center;">-143</td> <td style="text-align:center;">-14.8%</td> <td style="text-align:center;">1,082</td> <td style="text-align:center;">830</td> <td style="text-align:center;">76.7%</td> <td></td> </tr> </table>											-----Graduated, Transferred Still Enrolled-----											Fall 2003 - 2004		Fall 2002 - 2004		Fall 1999 - 2004		Fall 02-04	Average Fall 02-04				1-Year Change		2-Year Change		5-Year Change		3 Year Average Full-Time First time Entering Cohort	through Subsequent Summer (2005 or 2007) 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>Cohort</u>	<u>Number</u>	<u>Percent</u>	<u>Percent</u>	Harper	-15	-1.8%	-13	-1.6%	-143	-14.8%	1,082	830	76.7%	
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Harper	-15	-1.8%	-13	-1.6%	-143	-14.8%	1,082	830	76.7%																																																							

SOURCE OF DATA: Fall Enrollment (E1), Annual Enrollment and Completion (A1) and Shared Data files. Fall 2001 through Summer 2007 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 2004 cohort met the objective with 72.8% of the fall 2004 full-time, first-time, cohort graduated, transferred, or still enrolled through summer 2007. 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 goal.

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Direct Connection to *The Illinois Commitment*: Diversity Goal

Title of Effective Practice: Creating a Strengths-Based Campus

What issue or need is addressed by the effective practice?

Harper College has traditionally focused on attrition characteristics when developing interventions to enhance student retention and success. For example, students are assessed upon entry for academic deficiencies and are placed into developmental course work as necessary. While these types of interventions have yielded positive results, the Student Affairs division recognized that such tactics are not without limitation and sought a different approach that would affect a greater number of students. Based on the field of Positive Psychology and research demonstrating that student self-efficacy and motivation are key contributing factors to student persistence, the campus began a process three years ago to become a Strengths-Based Campus. This new strengths model embraces the idea that people achieve their true potential only when their strengths are identified and maximized. When this occurs, it is possible for individuals to not only achieve a level playing field but actually surpass this and excel. Deficits still require attention and intervention, but neglecting to focus on strengths sets lower expectations and stifles truly meaningful growth. The model has relevancy not only for the development of students, but also for the development of faculty, administrators and staff.

Description of the effective practice:

The Campus is using the Clifton StrengthsFinder instrument with faculty, administrators, staff and students to acquaint people with their strengths and how to apply this knowledge to integrate strengths into the fabric of the institution. A multi-phased and multi-pronged approach has been adopted utilizing strengths-based teams. The teams and their charges are:

- Initial student experience – design a structure through which all degree seeking students under the age of 24 will experience the initial exposure to their unique strengths and are introduced to how this information is of use to them in the learning environment.
- Strengths-based advising – design a model for using strengths as a foundation for academic advising and counseling.
- Positive psychology course – develop and pilot a “happiness” or positive psychology course.
- Classroom infusion model – develop a structure that allows for strengths to be infused within the teaching and learning environment.
- Human resources/professional development - expose employees to their personal strengths.

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How does this practice achieve sustainability?

To date, the program has been funded through the reallocation of existing resources as well as an internal award of new initiative monies. The practice also achieves sustainability through planning and implementation that intentionally incorporates the strengths philosophy into all areas of the College (curricular and co-curricular experiences, programs/services, employee training and development, etc.).

What are the results/measurable outcomes?

- **Initial student experience** – Beginning in summer 2008, Harper College is giving the Clifton StrengthsFinder instrument to over 3,000 new incoming full-time students. Specialty forms and promotional pieces have been developed to support the integration of “strengths” in Orientation. Examples include the Student Educational Planning Record (SEPR) used by counselors as they advise students – using both placement test results AND students’ top 5 strengths as they are doing course planning with students. With supporting advising and follow-up activities in clubs and organizations on campus, students at Harper will undoubtedly receive the message that “strengths matter.” To build on this foundation further, the initial student experience team will be working on a plan to create and implement a required first year experience course for fall 2009, built on the strengths concept.
- **Strengths-based advising** – In addition to the incorporation of strengths into new student advising, career counselors have created workshops to offer the Self Directed Search (SDS) interest inventory and link those results to the student’s strengths. A sample 17 students who participated in this workshop showed that 66% indicated they gained career knowledge from **both** survey instruments (SDS and Clifton StrengthsFinder). A strengths-based counseling/advising pilot with 35 continuing students resulted in 100% of the participants responding that they were more aware of their personal strengths.
- **Positive psychology course** – A positive psychology course, modeled after the Harvard course by Tal Ben-Shahar was developed and taught in the spring of 2008 to 30 students. Based upon students’ evaluations, they overwhelmingly had very positive experiences with this class, and 100% agreed that the course helped them to explore ways to become happier.
- **Classroom infusion model** - Harper College offers four “success courses” for students: Orientation 101, Psychology 106 (Study Skills); Psychology 107 (Discovering Self) and Career Development 110. Over the last year, select instructors of these courses had their students take the Clifton StrengthsFinder assessment and then used the results with students in different ways throughout the course. Lead instructors have met three times as a small group to share ideas and develop activities that will complement, but not duplicate one another. Sample exercises have included reflection papers based on one’s own and a peer’s observations of their strengths in

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action. All sections of these courses will be integrated with strengths-based activities in fall 2008.

In order to capitalize on faculty interest with the strengths concept, the classroom infusion model team developed a module that could be used in any course on campus. After being supplied with Clifton StrengthsFinder codes, interested instructors requested and received a 45-minute experiential classroom module presented by one of our trained staff members. These staff members consisted of Student Affairs personnel, including faculty, administrators, and professional employees. To date, over 1,500 students from various disciplines, including Astronomy, Geology, Math, Psychology, Chemistry, Economics, Nursing, Music, Hospitality, and Radiologic Technology, have participated with an enthusiastic response. To the question, "I see the potential that a strengths-based approach can help me to achieve my goals," 94% of students strongly agreed or agreed.

- **Human resources/professional development** - To date, over 500 faculty members, administrators and staff have taken the Clifton StrengthsFinder assessment. New hires take the instrument, are given a copy of the book, "StrengthsFinder 2.0" by Tom Rath and meet with the Vice President for HR/ Diversity and Organizational Development to discuss strategies for effective use of the employee's strengths to fulfill job responsibilities and advance the Harper mission. For the upcoming year, a professional development series is planned for Harper faculty who wish to learn more about the integration of strengths into their courses, as well as how to teach from a strengths-based perspective.

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Direct Connection to *The Illinois Commitment*: Affordability

Title of Effective Practice: High Achieving High School Student Recruitment Campaign

What issue or need is addressed by the effective practice?

Harper College established a general goal to improve its process for recruiting high achieving high school students. With the cost of a college education increasing each year more than the rate of inflation, Harper sought to provide **affordable access** to a **high-quality** education for more students. Also, Harper believes that attracting more of the district’s top-tier students raises the awareness of the **value** and **quality** of a Harper transfer education for more students in the district. In order to achieve these goals, the College needed to quickly implement an effective communication plan in November 2007.

Description of the effective practice:

The College’s departments of Scholarships and Financial Assistance, Admissions Outreach and Marketing Services collaborated on a comprehensive recruitment communication plan for the High Achieving High School students who would graduate in spring 2008. The plan included the following components:

Month	Tactic	Target
December	Congratulatory Letter from College President	Seniors with 3.0 or higher grade point average or 25 or higher ACT score and parents
December	High School Counselor’s Guide e-newsletter	Counselors
January	Three-dimensional mailing with personalized URL	Seniors with 3.0 or higher grade point average or 25 or higher ACT score and parents
January	Letter from Director of Scholarships and Financial Assistance with scholarship brochure	Seniors with 3.0 or higher grade point average or 25 or higher ACT score and parents
February	Letter from VP of Enrollment and Marketing with scholarship brochure	Principals, teachers and counselors
February	Honors postcard	Seniors with 3.0 or higher grade point average or 25 or higher ACT score
February	Extracurricular/study abroad postcard	Seniors with 3.0 or higher grade point average or 25 or higher ACT score
February	Scholarship deadline postcard	Seniors with 3.0 or higher grade point average or 25 or higher ACT score and parents
February	Letter from VP of Enrollment and Marketing regarding scholarship deadline	Parents of Seniors with 3.0 or higher grade point average or 25 or higher ACT score

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How does this practice achieve sustainability?

Results of the campaign and feedback from students, parents and Harper staff continue to be used in the planning process for the 2009 campaign. The basic plan template may be used again – with modifications – in future years to recruit high achieving students.

What are the results/measurable outcomes?

The campaign yielded the following results:

- 109 Distinguished Scholar applicants (the goal was 70).
- Applicant pool filled approximately four months earlier than previous year.
- 50 Distinguished Scholars committed to fall 2008 enrollment prior to new student orientation, a 9% one-year increase over the 47 committed for Fall 2007.
- Average ACT composite score of 28 for the 2008 Distinguished Scholars, a 17% increase over last year's composite score of 24.
- 8 Harper Future Leaders scholars were recognized for their strong leadership experience within their local community. This is a new program for fiscal year 2009.
- 8 Math and Science Scholars who demonstrated success in high school advanced mathematics or science were recognized. Fifty percent of these Scholars completed both AP Chemistry and AP Physics, and all completed Algebra II (Advanced Algebra in some schools) or Trigonometry or both while in high school. This is a new program for fiscal year 2009.

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