WILLIAM RAINEY

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HARPER COLLEGE

Palatine, Illinois

Institutional Accountability Report

2019-2020

Harper College

MISSION

Harper College enriches its diverse communities by providing quality, affordable, and accessible education. Harper College, in collaboration with its partners, inspires the transformation of individual lives, the workforce, and society.

VISION STATEMENT

We will be an innovative and inclusive institution, the community's first choice, and a national leader for student success.

PHILOSOPHY STATEMENT

We, at Harper College, believe that our charge is to facilitate active learning and foster the knowledge, critical thinking and life/work skills required for participation in our global society. We work with our community partners to enrich the intellectual, cultural and economic fabric of our district. We believe that excellence in education must occur in an ethical climate of integrity and respect. We hold that the strength of our society is rooted in our diversity and that it is through synergy that we achieve excellence.

CORE VALUES

*We value **Respect, Integrity**, **Collaboration** and **Excellence**.*

We guide our work and support our philosophy, mission and vision by these core values.

RESPECT
We demonstrate Respect by interacting with and caring for others in a way that adds dignity to ourselves, our relationships and our organization by:

- valuing and celebrating the uniqueness of individuals and their strengths;
- expressing appreciation for our colleagues' time, efforts and contributions;
- encouraging multiple perspectives.

INTEGRITY
We demonstrate Integrity by supporting an honest and ethical environment by:

- respecting confidentiality and acting in a trustworthy manner;
- being accountable for our actions and adhering to policies and procedures;
- making decisions that are fiscally and socially responsible.

COLLABORATION
We demonstrate Collaboration by working internally and externally toward shared goals to create a more positive outcome by:

- actively listening, responding to others with empathy;
- practicing open and honest communication and sharing information that is essential for success;
- using positive humor to foster a healthy and enjoyable environment.

EXCELLENCE
We demonstrate Excellence by setting and pursuing high standards of professionalism and competency by:

- providing exceptional service to all while demonstrating pride in our work;
- welcoming new challenges and seeking opportunities for growth and development;
- encouraging and empowering each of us to achieve our best.

2019-2020 Institutional Accountability Report

Avis Proctor, Ed.D.
President

July 2020

William Rainey Harper College
Planning and Institutional Effectiveness
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Harper College

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MEMORANDUM

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To: Board of Trustees

From: Dr. Avis Proctor, President

Date: June 30, 2020

Re: FY2020 Harper College Accountability Report

Reflecting on FY2020, much more was accomplished than the outcomes reflected in this report. When creating and executing our plans last summer, little did we know that the following spring would bring a global pandemic. During this time of crisis, the College community banded together to support our students and employees to ensure a smooth transition to a remote learning and working environment. While we are pleased with the outcomes we have achieved related to our goals, we are proud of our response to the COVID-19 pandemic. Harper College continues to make a difference in the lives of our students and for the community.

Consistent with our commitment to transparency and accountability, this document reports the FY2020 outcomes for the Presidential Priorities, Institutional Effectiveness Measures, Strategic Plan, and Operational Plan. While all our efforts are worth mentioning and result from the collaborative work of our faculty and staff, the following items highlight exceptional work over the past year:

- Achieved a graduation rate of 33.7%, the highest rate in Harper's recorded history.
- Created a Student Emergency Relief Fund and secured just over $300,000 to aid 575 students who were financially impacted by the COVID-19 pandemic.
- Engaged the community in the inclusive "Your Voice, Our Potential" process to develop the College's next strategic plan. The FY2021-2024 Strategic Plan was approved in June 2020.
- Prepared more than 250 faculty for online instruction through courses and supported additional faculty through workshops. The Academy for Teaching Excellence also responded to more than 700 requests for online instruction design or support since moving to a remote learning environment.
- Awarded Leader College of Distinction by Achieving the Dream for gains in student persistence and completion as well as progress made in narrowing achievement gaps for Hispanic and low-income students.
- Reduced textbook and course material costs for students by implementing Open Educational Resource (OER) course materials in an additional 222 course sections. More than 5,000 (duplicated) students used OER materials with an estimated total savings of $450,000.
- Welcomed the first cohort of 421 Promise Scholars in fall 2019. The Promise Scholars made excellent progress and outperformed their peers in course completion, grade point average and credit hours earned.
- Approved 12 Student Success Initiatives allocating $1.2M to address student needs and enhance opportunities for success. Projects included Finish Line Micro grants to provide tuition assistance to students close to completion, Last Dollar Scholarships for One Million Degree students, Hawks Care Plus to provide resources that address student basic needs, and the Equity in Technology loaner program.

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Presidential Priorities

The President establishes goals in consultation with the Board of Trustees that support the Strategic and Operational Plans of the College. The following represent the FY2020 goals:

Goal: Execute an inclusive strategic planning process.

Status: Completed. Organized and executed an inclusive strategic planning process for the College focused on student, employee, faculty and community input. The process provided multiple opportunities for input and feedback, included broad participation from hundreds of employees representing all employee groups as well as students, members of the Board of Trustees and community members that resulted in the development of strategic goals, which reflect the voices of the Harper community. The FY2021-2024 Strategic Plan was approved by the Board of Trustees in June 2020.

Goal: Administer a student basic needs assessment.

Status: Completed. Conducted the Trellis Financial Wellness survey to identify student needs. The Basic Needs Project Team analyzed results in conjunction with additional information and data that resulted in draft recommendations for use in our strategic priorities.

Goal: Assess current distance learning programs.

Status: Completed. Hired a consultant to evaluate the College's distance learning programs, identify opportunities for improvements and bring forward recommendations to enhance distance learning at Harper.

Goal: Promote and enhance the University Center partnerships.

Status: Completed. Reviewed the existing memorandum of understanding with each of the University Center partners in order to strengthen the relationships. Developed a University Center dashboard to track key student performance metrics.

Goal: Assess leadership structure and hire an academic leader.

Status: Completed. Hired a new chief academic officer and a new chief financial officer. Evaluated current leadership structure and implemented executive level changes.

Goal: Ensure lived Core Values are recognized.

Status: Completed. Developed and executed a program to acknowledge employees who exemplify the Core Values of Respect, Integrity, Collaboration and Excellence.

Goal: Develop a plan to review the Board Policy Manual.

Status: Completed. Identified priorities and process to review and update the Board Policy Manual to ensure continued compliance with state and federal statutes

The following highlights the financial results against the FY2020 budget.

Financial Projections

The College's projected financial results are based on the combined Tax-Capped Funds, which include: Education; Operations and Maintenance; Audit; and Liability, Protection and Settlement Funds. These four funds and the Bond and Interest Fund are the only funds that receive property tax revenues. The Bond and Interest Fund is not subject to the Tax-Cap legislation.

The FY2020 Tax-Capped Funds revenue is projected to be over budget by $7.1 million, or 6.1%. This revenue variance is primarily due to the State passing a budget and fully funding the base operating grant.

Projected expenditures for FY2020 are under budget by $3.5 million, or 3.0%. Vacant positions affecting salary and benefit costs, and overall cost containment efforts were the key factors in this positive variance.

The Tax-Capped Funds were budgeted to breakeven after planned transfers. Current projections are to have a surplus, prior to any unplanned fund transfers, of $10.6 million.

Capital Projects

Several Campus Master Plan project initiatives made significant headway in FY2020:

- Completed Phase I of the Occupational Safety and Health Administration (OSHA) Roof Safety Project in October of 2019 within the project budget of $505,900.
- Completed the Building R Fly Tower Roofing Project in August 2019 within the project budget of $348,075.
- Began work on the Foglia Health and Recreation Center Gymnasium Floor Replacement. Project is scheduled to be completed in October of 2020 and is within the project budget of $1,445,000.
- Began Work on Phase I of the Heating, Ventilation and Air Conditioning (HVAC) upgrades in Buildings R, W, X, Y and Z. Phase I is scheduled to be completed in September 2020 and is within the project budget of $998,100.
- Began Phase II of the Tunnel Repairs. Phase II is scheduled to be completed in August 2020 and is within the project budget of $621,070.
- Began work on the Building B HVAC and Electrical Panel Replacement. Project is scheduled to be completed in August 2020 and is within the project budget of $573,000.
- Began work on Phase II of the OSHA Roof Safety Fall Protection Requirements. Phase II is scheduled to be completed in August 2020 and is within the project budget of $523,250.
- Began work on the Building X Nutrition Lab Remodeling. Project is scheduled to be completed in August 2020 and is within the project budget of $498,100.
- Other significant capital improvements in FY2020 include: Remodeling of the Health Careers Office, sidewalk repairs, parking lot maintenance, parking garage maintenance, tennis court improvements, building automation system upgrades, Algonquin Road Marquee Sign Refurbishment and various classroom upgrades.

Conclusion

This was another momentous year for Harper College. The community engaged in a yearlong process to develop the FY2021-2024 Strategic Plan that was approved by the Board of Trustees in June 2020. Students continued to achieve their completion goals and the College conferred 4,371 credentials, the highest number since FY2012. While convocation and graduation looked a bit different this year, we continued to recognize and celebrate the achievement of our students. In the middle of spring semester, the COVID-19 pandemic resulted in a rapid transition to remote learning and working. The response of the College community was stellar. As a result, we were able to focus on safety, successfully move to the remote environment, maintain educational quality, and keep students on track toward achieving their goals. We came together as a Harper family to support student and employee needs, and achieved our annual goals. For these and many other reasons, I am proud of the work we accomplished during my first year at Harper. I look forward to our future achievements as we continue to move the institution forward.

Accountability at Harper College

Accountability at Harper College reflects a commitment to the continuous improvement of all aspects of our mission and values. To illustrate our commitment to accountability and transparency, an Accountability Report is produced annually, at the end of each fiscal year. This report provides outcomes on the College Plan and represents three areas of accountability: Institutional Effectiveness Measures (IEMs); Strategic Plan; and Operational Plan. During FY2020, the College monitored targets for the IEMs and Operational Goals. Progress against these targets are conveyed in this report. Additionally, the College developed a new Strategic Plan during FY2020. The development process and resulting plan is included in this report. The Accountability Report is also available to the public on the Harper College website.

College Accountability Structure

The College's integrated accountability structure is represented by the chart below. This accountability structure represents three key components.

	Institutional Effectiveness Measures	College Strategic Plan	College Operational Plan
Cycle	Ongoing	4 year	Annual
Contents	Set of measures and related indicators	Strategic Directions Goals	Goal Category Goal
Reporting	Annual	Annual	Annual
Description	Measures of effectiveness that are key to the College's mission; benchmarkable with other community colleges and provide targets for performance.	Sets the College's direction and delineates goals that will move the College's agenda forward. Requires College-wide commitment and typically cannot be accomplished by a single organizational unit.	Lists the institutional-level goals to be completed each year including performance targets.

Institutional Effectiveness Measures

Overview

Institutional effectiveness is a process that involves the entire institution in the assessment of the College's performance on key indicators, referred to as Institutional Effectiveness Measures (IEMs). These measures align with the mission and vision of Harper College as well as the needs and expectations of the College's internal and external stakeholders.

The Board of Trustees first approved and adopted IEMs for Harper College in FY2011. In FY2012 constituents from across the College joined in a campus conversation to recommend long-term IEM targets to be achieved in 2016. Final status on these targets was reported at the end of FY2017. At that time, historical data were examined in order to recommend 2020 targets for the IEMs. Current institutional priorities and initiatives also guided the development of these targets. Recommended targets were set using a framework that includes three categories:

- Expected – If we continue on our current path, this target represents the expected outcome.

- Improvement – A challenging, yet attainable target that can be achieved through increased effort.

- Stretch – A target achieved only if the measure is prioritized and institutional focus is placed on dramatic improvement.

The IEMs are organized into two categories: student success and institutional success.

Progress on targets for each of the indicators is defined as:

- In Progress – Needs Attention: This status indicates that based on current and trend data, additional attention and effort is needed if the target is to be achieved by 2020.
- In Progress – On Target: This status indicates that based on current and trend data it is projected that the 2020 target will be met.
- Target Achieved: This status will not be selected until 2020 data is available (closeout occurs in spring 2021).

During FY2020, the College made progress on the IEMs. Activities related to the Operational Plan, Presidential Priorities, and individual department goals aided in the overall advancements made this year. Movement toward achieving the targets, along with data, is displayed on the following pages and in the Institutional Effectiveness Dashboard.

Institutional Effectiveness Measures
Student Success IEMs

The student success IEMs detail the academic achievement of Harper College students. The student success measures are developmental education success, success in gateway courses, advancement, student persistence, and annual completions. Within each measure are indicators that provide specific data associated with the given student success measure.

Below is a representation of the current status of the student success IEMs. Data on the indicators for each measure are provided on the following pages. Overall, 69.2% (9/13) of student success indicators are on target. Click the measure and indicator for more detailed information.

Measure	Indicator	In Progress Needs Attention	In Progress On Target
Developmental Education Success	Developmental Math Success		■
	Developmental Writing Success		■
Success in Gateway Courses	Gateway Math Success		■
	Gateway English Success	■	
	Success in 0 to 15 Courses		■
Advancement	Graduation Rate		■
	Transfer Rate	■	
	Still Enrolled	■	
	Advancement Rate		■
Student Persistence	Persistence Rate: Fall to Fall (Full-Time)		■
	Persistence Rate: Fall to Fall (Part-Time)		■
Annual Completions	Credentials Conferred		■
	Completers	■	
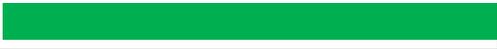
Institutional Effectiveness Measures
Institutional Success IEMs

The institutional success IEMs detail the College's progress in non-academic areas. The measures of institutional success are employee diversity, high school market penetration, facilities, instructional cost, and information technology. Within each measure are indicators that provide specific data associated with the given institutional success measure.

Below is a representation of the current status of the institutional success IEMs. Data on the indicators for each measure are provided on the following pages. Overall, 50.0% (6/12) of institutional success indicators are on target. Click the measure and indicator for more detailed information.

| Measure	Indicator	In Progress Needs Attention	In Progress On Target
Employee Diversity	Diverse New Hires	▆	
	Underrepresented Employee Separations		▆
High School Market Penetration	Dual/Concurrent Credit Penetration Rate	▆	
	Post-High School Penetration Rate	▆	
	New in College Penetration Rate	▆	
Facilities	Major Capital Expenditures	▆	
	Major Preventative Maintenance Expenditures		▆
	Energy Consumption		▆
Instructional Cost	Cost Per Credit Hour	▆	
Information Technology	Student Success Technologies		▆
	E-learning Technologies		▆
	Classroom Technologies		▆
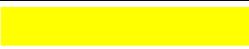
Institutional Effectiveness Measures
Student Success Measure 1: Developmental Education Success

Indicator 1: Developmental Math Success

Developmental Math Success measures students who were enrolled in developmental math in the given fall term and earned a grade of C or higher. While Harper's success rate for developmental math had been increasing until fall 2017, it has since declined. The success rate in fall 2018 was 55.5% and decreased slightly to 55.0% in fall 2019. The current rate remains within the improvement target of 54.0-55.0%.

A larger percentage of students have entered Harper college-ready in math in recent years, leading to a smaller number of students enrolling in developmental math. In fall 2015, 1,072 students enrolled in developmental math, while in fall 2019 only 778 enrolled in developmental math.
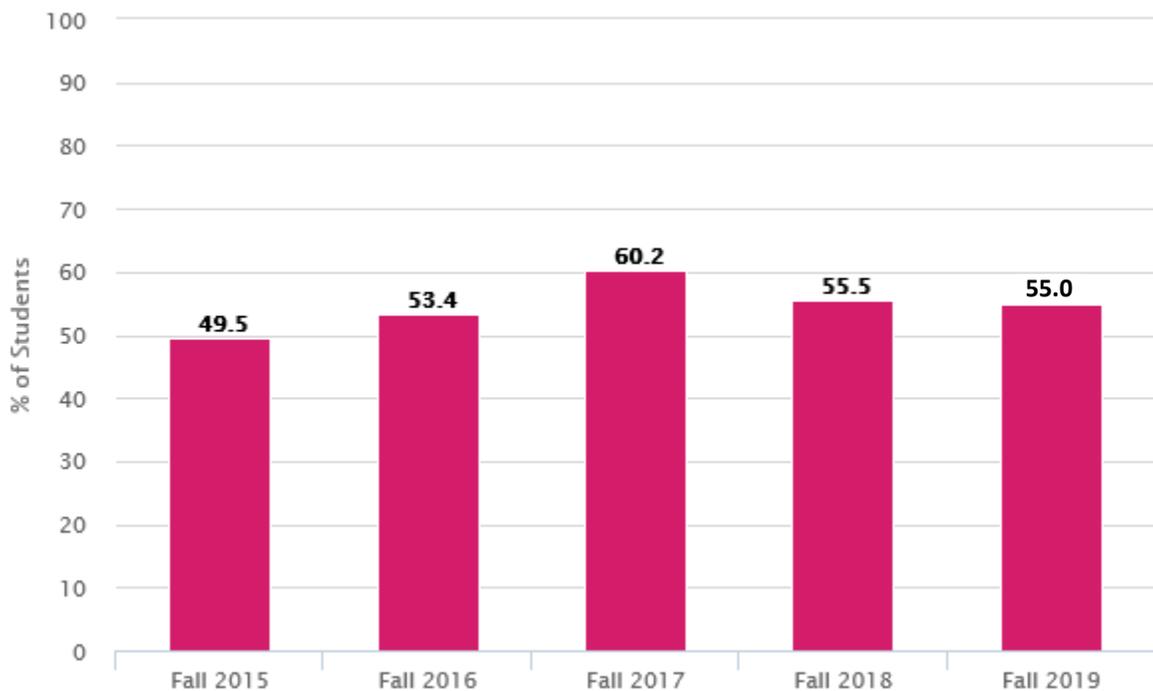
2020 Target: Improvement = 54.0-55.0%

Current Target Status: In Progress – On Target

Full definition: Percent of students who were enrolled in developmental math in the given fall term and earned a grade of C or higher.

Data source: National Community College Benchmark Project (NCCBP)

Indicator 2: Developmental Writing Success

Developmental Writing Success measures students who were enrolled in developmental English in the given fall term and earned a grade of C or higher. Harper's developmental writing success rate has varied and in fall 2019, the success rate was at 64.6% which is within the improvement target of 64.0-65.0%.

A relatively small number of students enroll in developmental writing each year (297 in fall 2019). Small numbers of students contribute to increased variability in results from year to year.
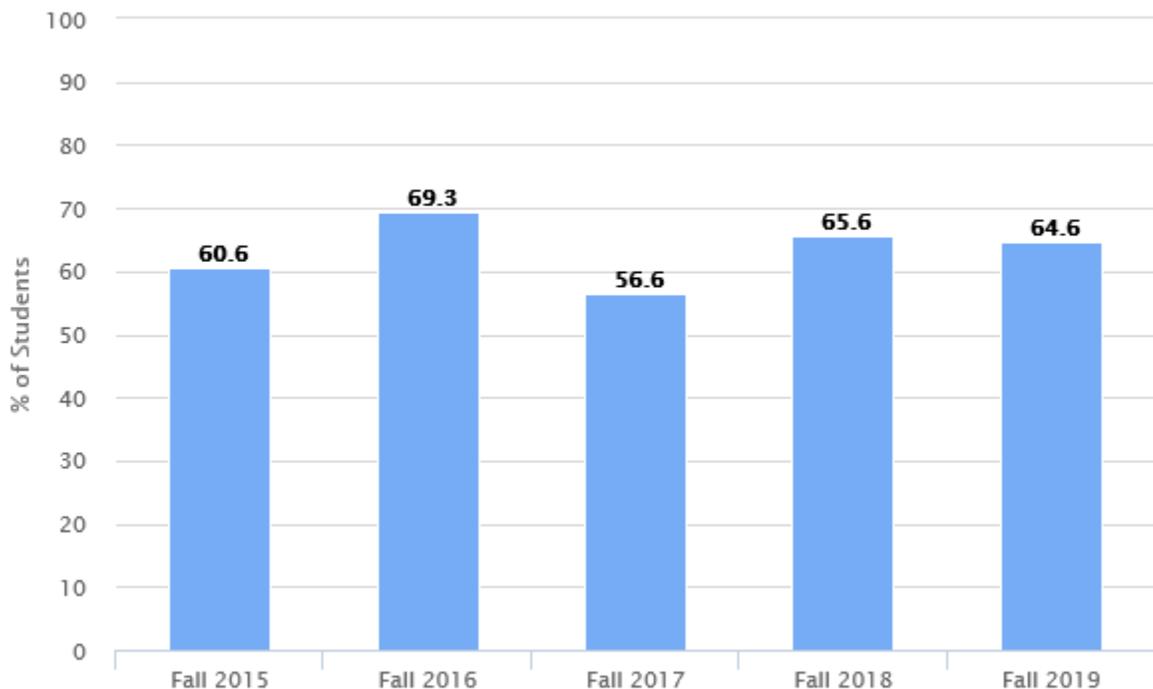
2020 Target: Improvement = 64.0-65.0%

Current Target Status: In Progress – On Target

Full definition: Percent of students who were enrolled in developmental English (including ENG100) in the given fall term and earned a grade of C or higher.

Data source: National Community College Benchmark Project (NCCBP)

Institutional Effectiveness Measures
Student Success Measure 2: Success of Developmental Students in Gateway Courses

Indicator 1: Success of Developmental Students in Gateway Math

Success of Developmental Students in Gateway Math measures students who successfully completed developmental math in the given fall semester and subsequently successfully completed college-level math before the end of the following fall semester. Harper's success rate increased to a high of 92.7% in fall 2016, but since then has decreased to 82.1% in fall 2019. The current success rate remains higher than earlier rates and well above the improvement target of 73.0-74.0%.

A large percentage of students enter Harper college-ready in math, which leads to smaller numbers of students enrolling in developmental math and then enrolling in gateway math (151 students in fall 2018). Smaller numbers of students contribute to increased variability in results from year to year.
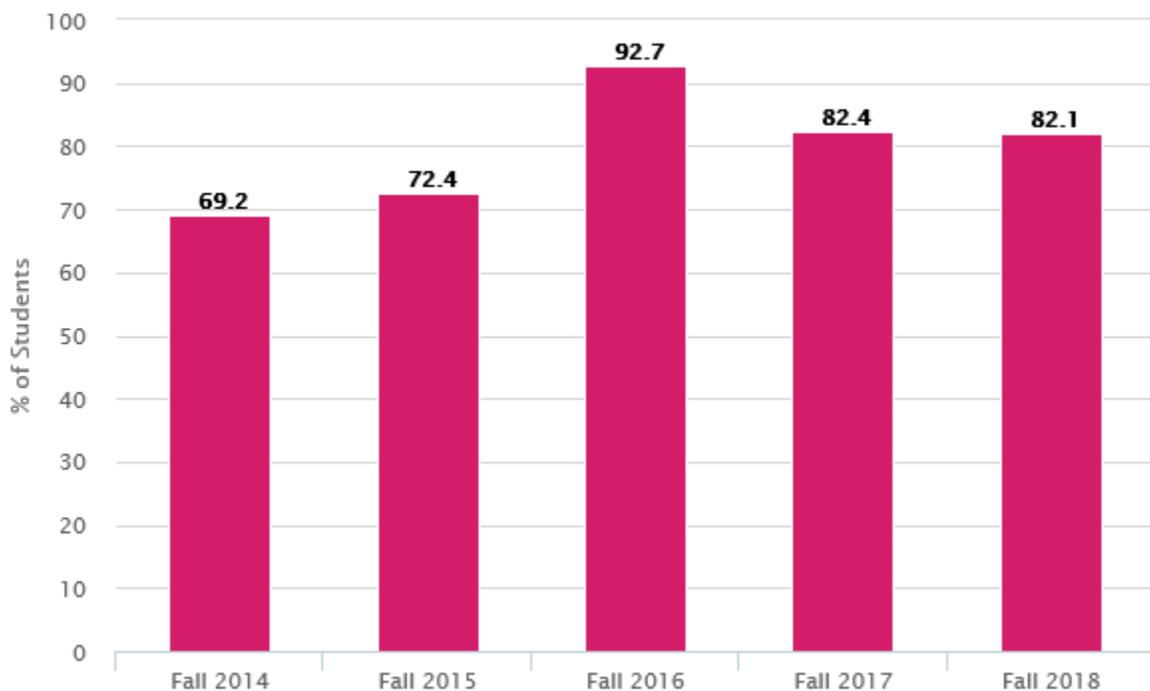
2020 Target: Improvement = 73.0-74.0%

Current Target Status: In Progress – On Target

Full definition: Percent of students who successfully completed developmental math in the given fall semester and subsequently enrolled in and successfully completed college-level math before the end of the following fall semester, earning a grade of C or higher. Fall 2018 data represents students who successfully completed developmental math in fall 2018 and went on to successfully complete college-level math by fall 2019.

Data source: National Community College Benchmark Project (NCCBP)

Indicator 2: Success of Developmental Students in Gateway English

Success of Developmental Students in Gateway English measures students who successfully completed developmental writing in the given fall semester and subsequently successfully completed a college-level English course before the end of the following fall semester. While Harper's success rate has fluctuated, in fall 2018 it increased to 75.4% which was above the 64.5% success rate for fall 2017. This percentage however is still below the improvement target of 77.0-78.0%.

A relatively small number of students enroll in developmental writing each year, leading to a smaller number of students enrolling in developmental writing and then enrolling in gateway English (134 students in fall 2018). Smaller numbers of students contribute to increased variability in results from year to year.
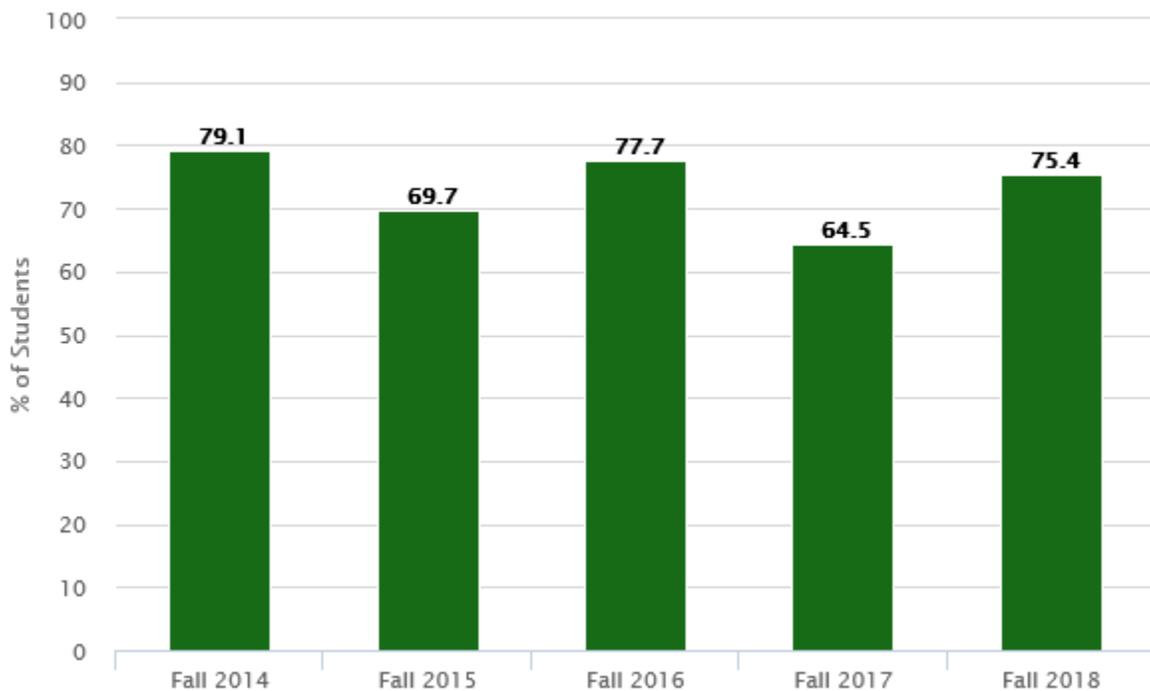
2020 Target: Improvement = 77.0-78.0%

Current Target Status: In Progress – Needs Attention

Full definition: Percent of students who successfully completed developmental English in the given fall semester and subsequently enrolled in and successfully completed college-level English before the end of the following fall semester, earning a grade of C or higher. Fall 2018 data represents students who successfully completed developmental English in fall 2018 and went on to successfully complete college-level English by fall 2019.

Data source: National Community College Benchmark Project (NCCBP)

Indicator 3: Success in 0 to 15 Courses

Success in 0 to15 Courses measures success rates (C or higher) of students enrolled in the identified high enrollment and lower than average success rate courses, known as the 0-15 courses, during the given fall semester. Success in these courses increased in fall 2019 to 70.6% and is above the improvement target of 68.0-69.0%.

In early 2018, the success rates in large enrollment courses were analyzed to determine if new courses need focused attention. As a result, an updated 0-15 course list was created, allowing Harper to focus on the current high-enrollment, lower than average success courses. The 2020 target has been set for the "original" 0-15 courses, however the "updated" 0-15 courses has been included since 2018.
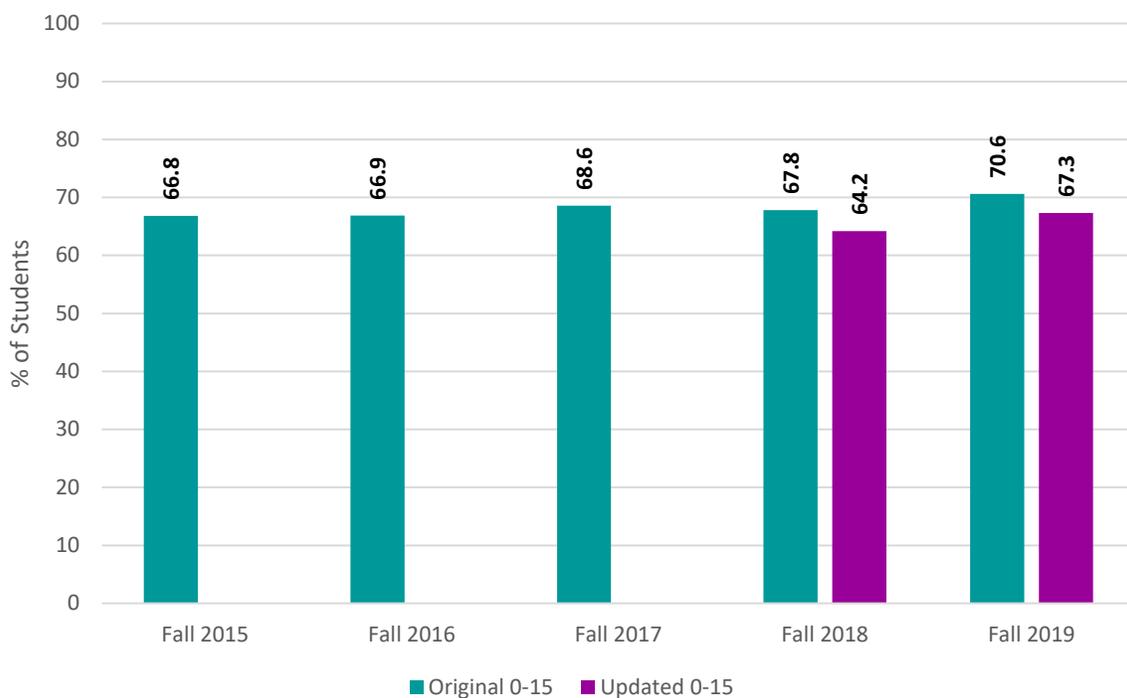
2020 Target: Improvement = 68.0-69.0%

Current Target Status: In Progress – On Target

Full definition: Success rates (C or higher) for 0-15 courses in the given fall term. The 0-15 courses are typically 100-level high enrollment courses with success rates below the college-level course average.

Original 0-15 courses (courses for which the target was set): Accounting 101, Computer Information Systems 101, Economics 211, English 101, History 111, Law Enforcement and Justice Administration 101, Management 111, Math 103, Psychology 101, Sociology 101, and Speech 101.

Updated 0-15 courses (beginning fall 2018): Accounting 101, Biology 160, Chemistry 121, Computer Information Systems 101, Economics 211, English 101, Management 111, Math 165, Psychology 101, and Sociology 101.

Data source: Harper College Office of Institutional Research

Institutional Effectiveness Measures
Student Success Measure 3: Advancement

Indicator 1: Graduation Rate

Graduation Rate measures first-time, full-time, degree/certificate-seeking students who completed a credential within three years of enrolling at Harper. Harper's graduation rate increased to a high of 33.7% in 2019 and is above the improvement target of 30.0-31.0%.
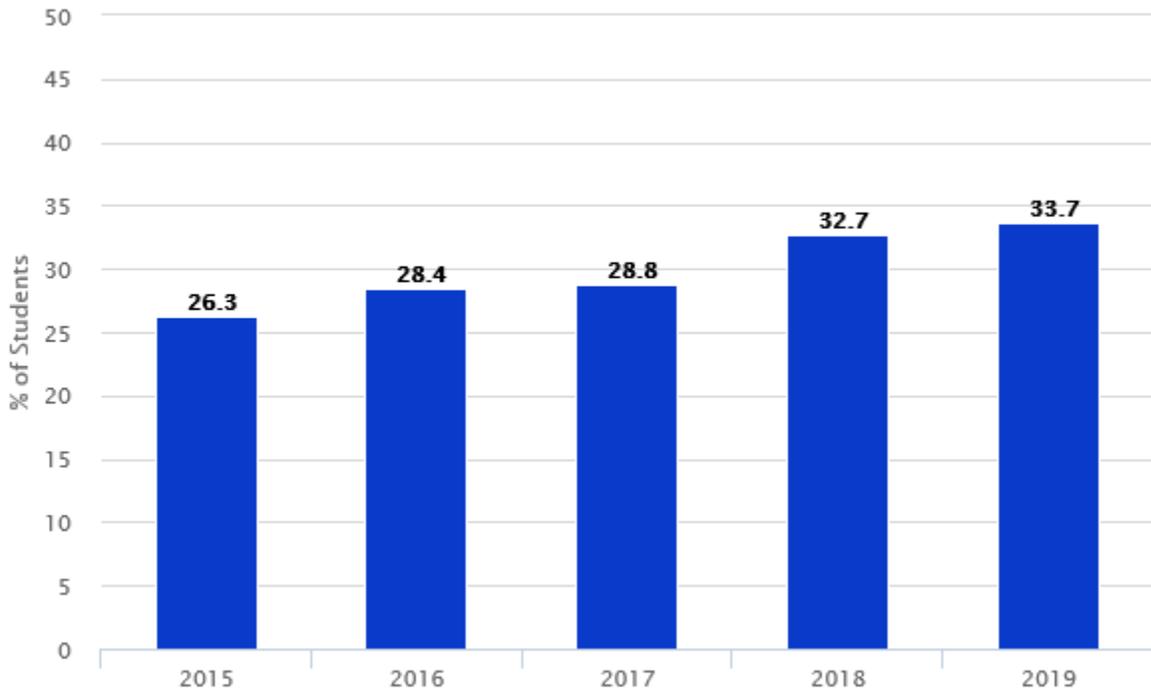
2020 Target: Improvement = 30.0-31.0%

Current Target Status: In Progress – On Target

Full definition: Percent of first-time, full-time, degree/certificate-seeking students who completed a degree or certificate within three years of initial enrollment.

Data source: Integrated Postsecondary Education Data System (IPEDS) – Three-year rate (2019 data represents students who enrolled at Harper in fall 2016 and completed a degree or certificate by summer 2019)

Indicator 2: Transfer Rate

Transfer Rate measures first-time, full-time, degree/certificate-seeking students who enrolled at another institution within three years of enrolling at Harper. Transfer rate does not include students who graduated and then transferred and is therefore impacted by increases in graduation rate. Harper's transfer rate began to drop in 2017 and is currently at 24.5%, well below the improvement target of 31.0-32.0%.
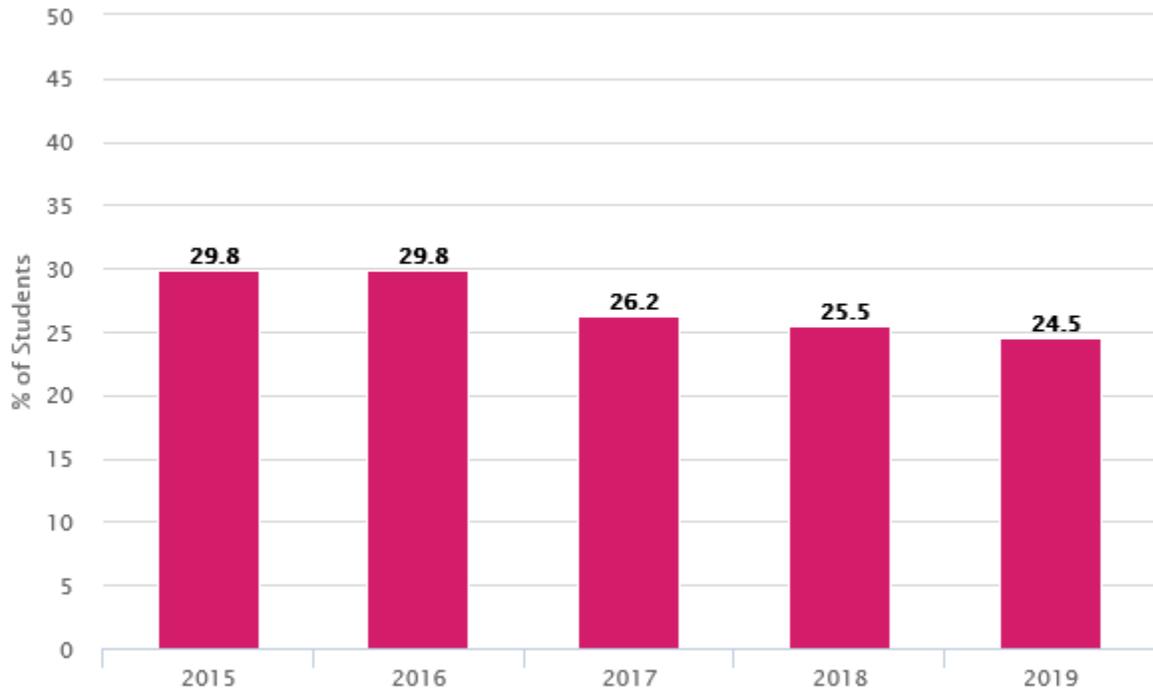
**2020 Target:** Improvement = 31.0-32.0%

Current Target Status: In Progress – Needs Attention

Full definition: Percent of first-time, full-time, degree/certificate-seeking students who enrolled at another institution within three years of initial enrollment (does not include completers who transfer).

Data source: Integrated Postsecondary Education Data System (IPEDS) – Three-year rate (2019 data represents students who enrolled at Harper in fall 2016 and enrolled at another institution by summer 2019)

Indicator 3: Still Enrolled

Still Enrolled measures first-time, full-time, degree/certificate-seeking students who are still enrolled three years after initial enrollment. Students who graduated or transferred are not included in this indicator, even if they continue to take courses at the College. Harper's still enrolled rate began to increase in 2017 and has remained stable since, currently at 12.7%. This rate is below the improvement target of 14.0-15.0%.
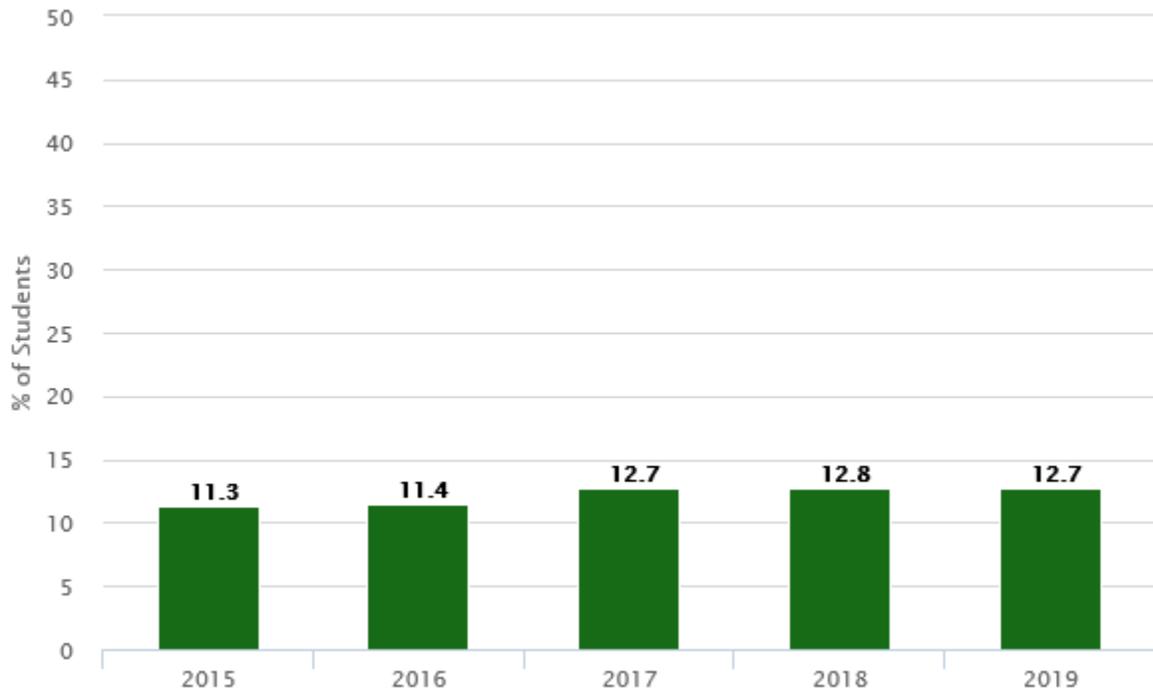
2020 Target: Improvement = 14.0-15.0%

Current Target Status: In Progress – Needs Attention

Full definition: Percent of first-time, full-time, degree/certificate-seeking students who are still enrolled three years after initial enrollment (does not include completers who continue at the College).

Data source: Integrated Postsecondary Education Data System (IPEDS) – Three-year rate (2019 data represents students who enrolled at Harper in fall 2016 and are still enrolled by summer 2019)

Indicator 4: Advancement Rate

Advancement Rate measures first-time, full-time, degree/certificate-seeking students who graduated, transferred or continued to enroll at Harper after three years. Harper's advancement rate decreased slightly in 2019 to 70.8% and is currently just below the improvement target of 71.0-73.0%.
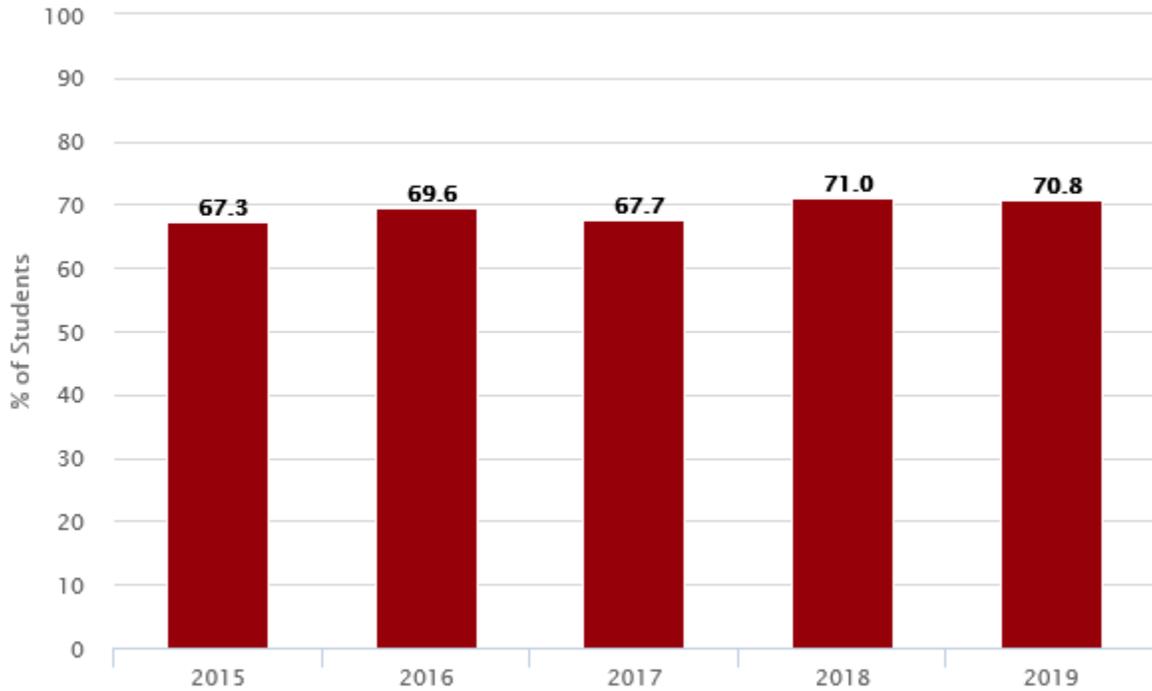
2020 Target: Improvement = 71.0-73.0%

**Current Target Status:** In Progress – On Target

Full definition: Percent of first-time, full-time, degree/certificate-seeking students who initially enrolled fall semester and who by summer three years later graduated, transferred or continued to enroll at Harper.

Data source: Integrated Postsecondary Education Data System (IPEDS) – Three-year rate (2019 data represents students who enrolled at Harper in fall 2016 and graduated, transferred or continued to enroll at Harper by summer 2019)

Institutional Effectiveness Measures
Student Success Measure 4: Student Persistence

Indicator 1: Persistence Rate: Fall to Fall (Full-Time)

Persistence Rate: Fall to Fall (Full-Time) measures first-time, full-time, credential-seeking students who first enroll at Harper in the given fall semester and return the following fall. Harper's fall to fall persistence rate for full-time students has increased in recent years to a high of 75.4% for students beginning in fall 2018 and continuing to fall 2019. The current rate is just above the improvement target of 75.0%.
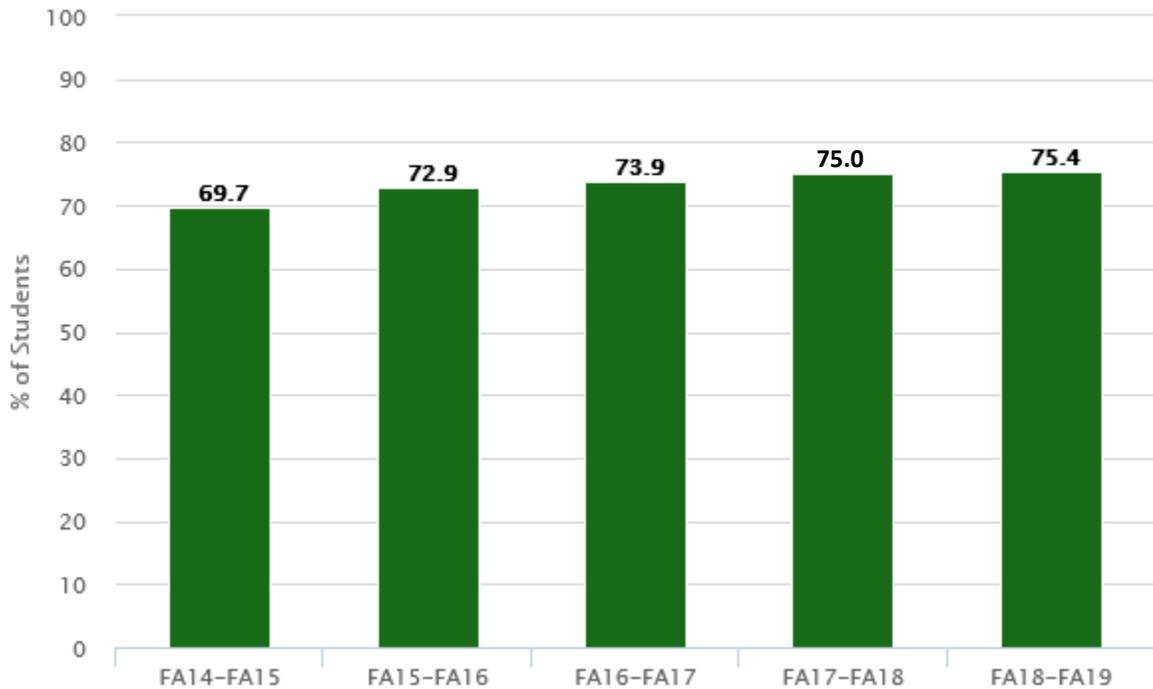
2020 Target: Stretch = 75.0%+

**Current Target Status:** In Progress – On Target

Full definition: Percent of first-time, full-time, degree/certificate-seeking who first enroll at Harper in the given fall semester and return the following fall.

Data source: Integrated Postsecondary Education Data System (IPEDS)

Institutional Effectiveness Measures
Student Success Measure 4: Student Persistence

Indicator 2: Persistence Rate: Fall to Fall (Part-Time)

Persistence Rate: Fall to Fall (Part-Time) measures first-time, part-time, credential-seeking students who first enroll at Harper in the given fall semester and return the following fall. Harper's fall to fall persistence rate for part-time students has steadily increased and is currently at a five-year high of 58.8% for students beginning in fall 2018 and continuing to fall 2019. The current rate is well above the stretch target of 49.0%.
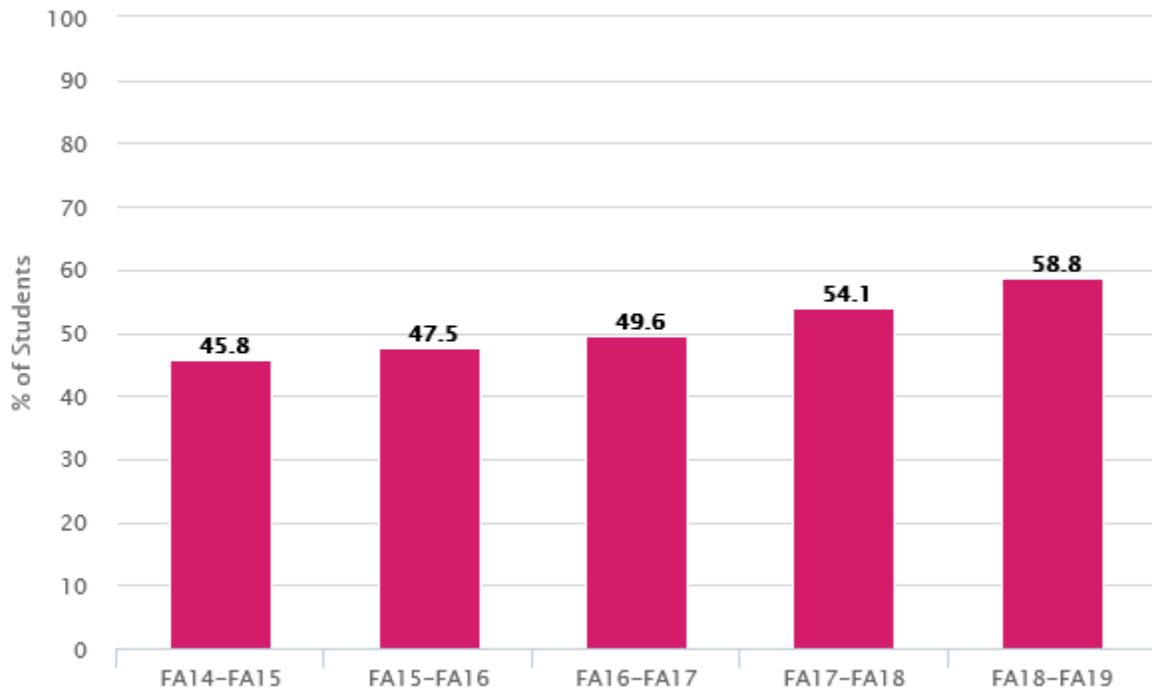
2020 Target: Stretch = 49.0%+

Current Target Status: In Progress – On Target

Full definition: Percent of first-time, part-time, degree/certificate-seeking students who first enroll at Harper in the given fall semester and return the following fall.

Data source: Integrated Postsecondary Education Data System (IPEDS)

Institutional Effectiveness Measures
Student Success Measure 5: Annual Completions

Indicator 1: Credentials Conferred

Credentials Conferred measures the number of degrees and certificates conferred during the given fiscal year. The number of credentials conferred remained relatively stable until increasing dramatically in FY2019 and again in FY2020 when it reached 4,371. The current number is well above the improvement target of 3,680.
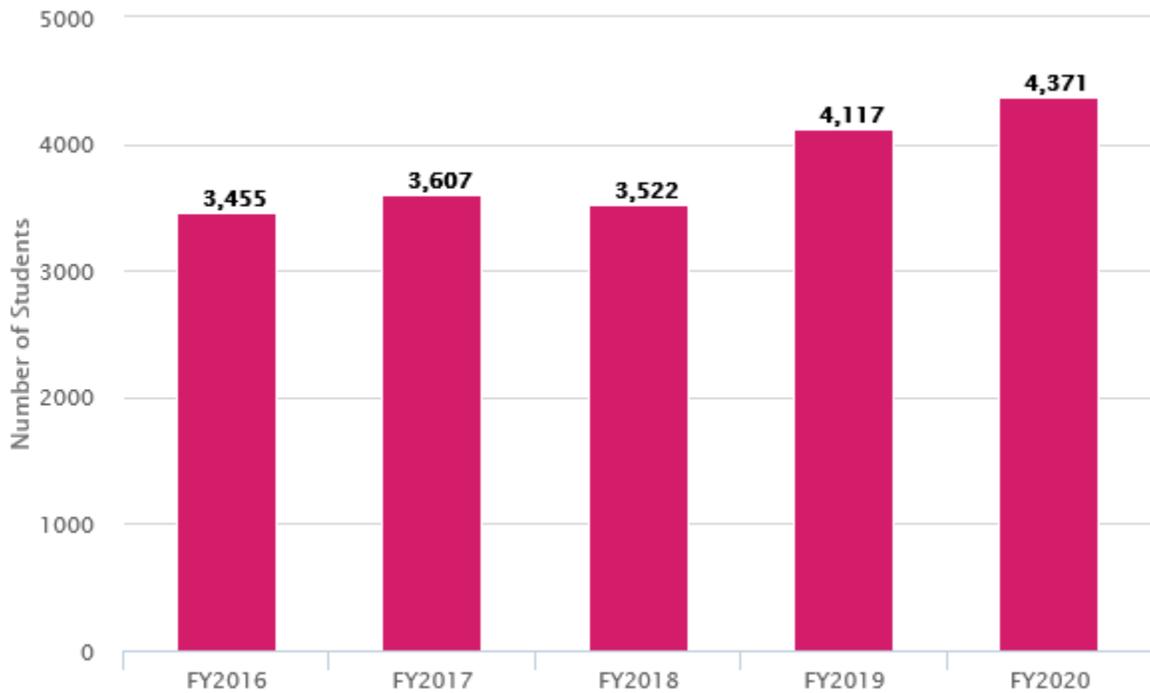
2020 Target: Improvement = 3,680

Current Target Status: In Progress – On Target

Full definition: The number of degrees and certificates conferred during the given fiscal year.

Data source: Harper College Enrollment Services

Institutional Effectiveness Measures
Student Success Measure 5: Annual Completions

Indicator 2: Completers

Completers measures the number of students who earned one or more credentials during the given fiscal year. Although the number of credentials conferred increased in FY2020, the number of completers decreased to 3,168 and is below the improvement target.
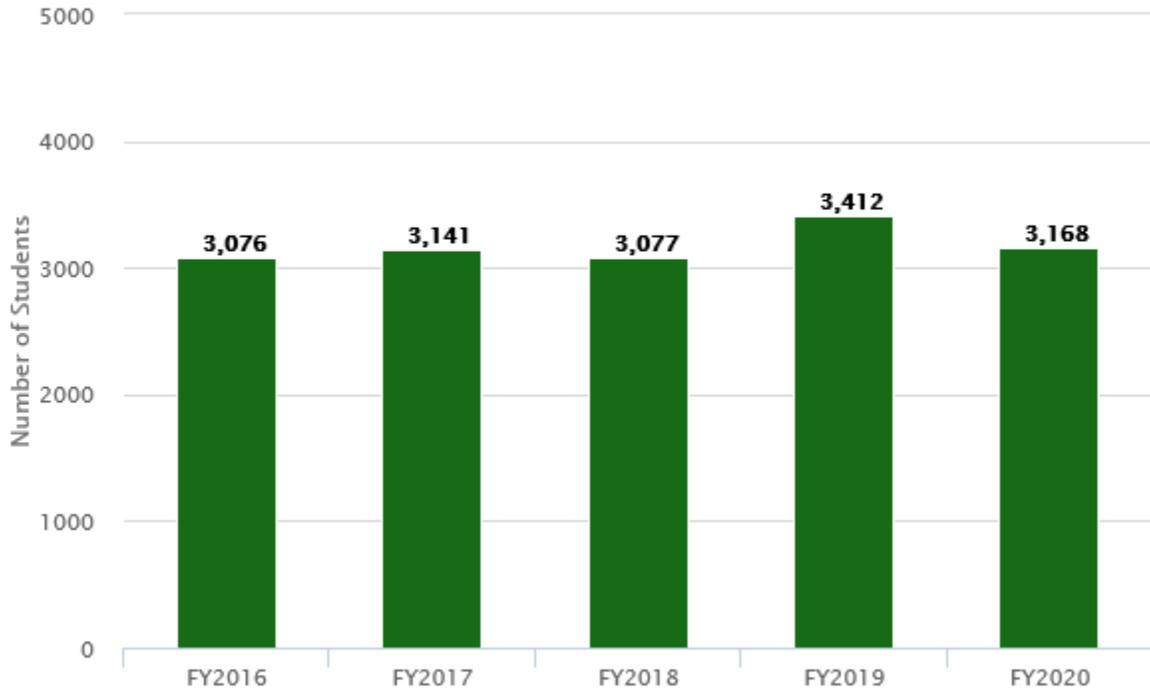
2020 Target: Improvement = 3,213

Current Target Status: In Progress – Needs Attention

Full definition: The number of students who earn one or more credentials during the given fiscal year.

Data source: Integrated Postsecondary Education Data System (IPEDS)

Institutional Effectiveness Measures
Institutional Success Measure 1: Employee Diversity

Indicator 1: Diverse New Hires

Diverse New Hires measures the percentage of diverse new hires each year. The district's diversity has gradually increased in recent years, reaching a high of 35.2% in 2019. The percentage of diverse new hires at Harper had also been increasing until FY2019 when it dropped to 25.9%. This percentage represents 21 diverse new hires of the 81 overall new hires.
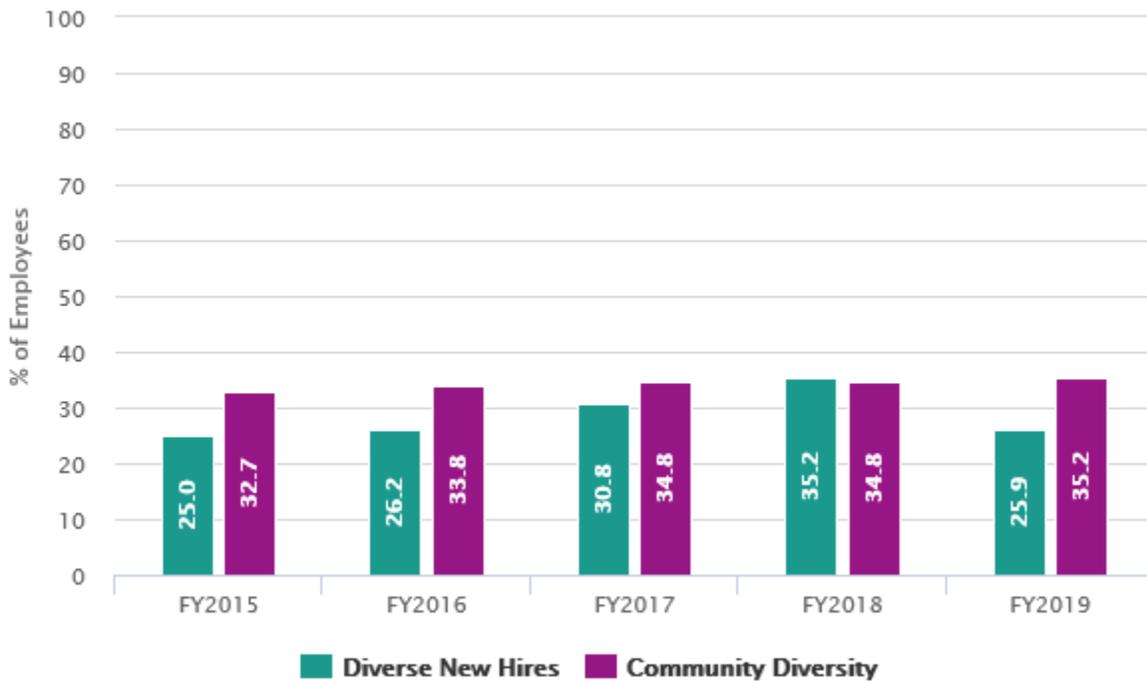
2020 Target: Improvement = 35.2%+ This target varies annually based on district diversity.

Current Target Status: In Progress – Needs Attention

Full definition: The percentage of diverse new hires each year.

Note: The classification of diverse is limited to standard Equal Employment Opportunity Commission recognized racial and ethnic categories including African American, America Indian/Alaskan Native, Asian/Pacific Islander and Hispanic/Latino.

Data source: American Community Survey estimates, Harper College Human Resources (reported year is actual fiscal year)

Note: Not included in these data are Adjuncts, Continuing Education Instructors, Clinical Supervisors, Coaches, Contingent Workers, Student Aides, Temporary Employees and Tutors.

Institutional Effectiveness Measures
Institutional Success Measure 1: Employee Diversity

Indicator 2: Underrepresented Employee Separations

Underrepresented Employee Separations measures the percentage of underrepresented employees who separate from the College through voluntary resignation. The FY2019 voluntary separation rate of underrepresented employees had a sharp decrease from 11.0% in FY2018 to 5.9% in FY2019. This percentage is just below the overall employee separation rate of 6.0%.

There is a relatively small number of employees voluntarily resigning from the College each year. For example, 48 employees voluntarily resigned in FY2019, 11 of whom were diverse employees. These small annual numbers lead to increased variability in results from year to year. While the underrepresented employee separation rate had been higher than the overall employee separation rate for several years, in FY2019 it dropped below the overall rate.
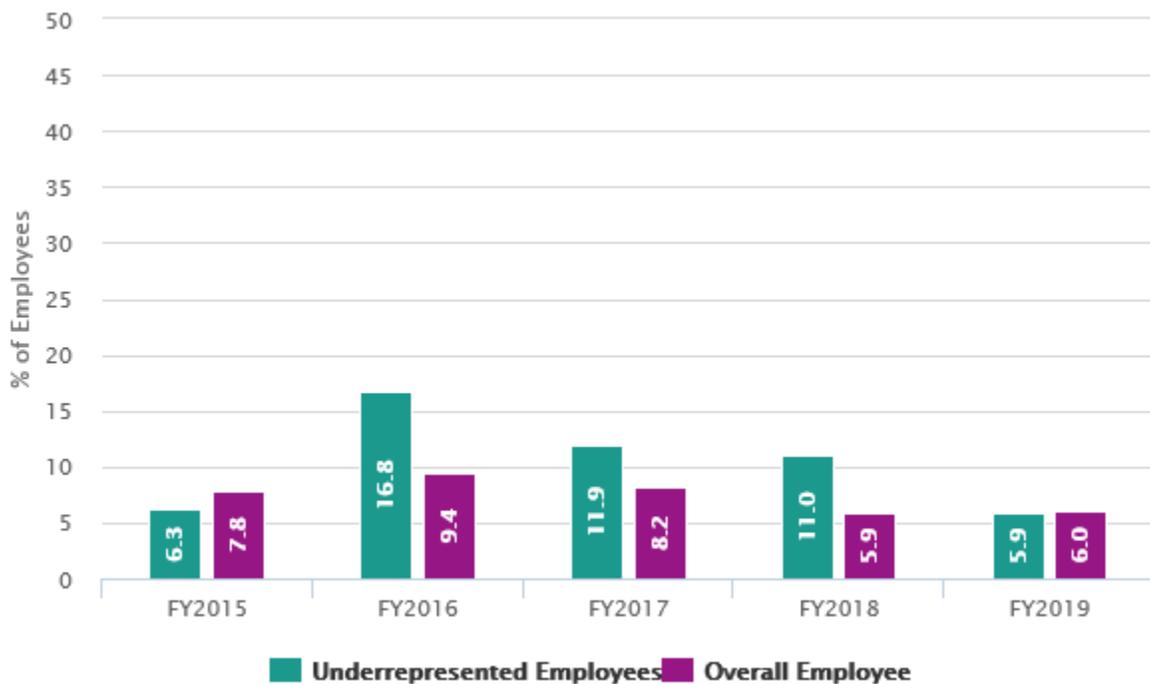
2020 Target: Stretch = The percentage of underrepresented employees who separate from the College should be less than each year's overall employee separation rate.

Current Target Status: In Progress – On Target

Full definition: The percentage of underrepresented employees who voluntarily separate from the College.

Note: The classification of diverse is limited to standard Equal Employment Opportunity Commission recognized racial and ethnic categories including African American, America Indian/Alaskan Native, Asian/Pacific Islander and Hispanic/Latino.

**Data source:** Harper College Human Resources

Note: Not included in these data are Adjuncts, Continuing Education Instructors, Clinical Supervisors, Coaches, Contingent Workers, Student Aides, Temporary Employees and Tutors.

Institutional Effectiveness Measures
Institutional Success Measure 2: High School Market Penetration

Indicator 1: Dual/Concurrent Credit Penetration Rate

Dual/Concurrent Credit Penetration Rate measures the percent of total district high school students who enrolled at Harper at any time prior to high school graduation. Harper's dual/concurrent penetration has been steadily increasing over time until decreasing with 2018 graduates. In 2019 there was a slight increase to 27.7%, but the rate remains below the improvement target of 29.0-30.0%.
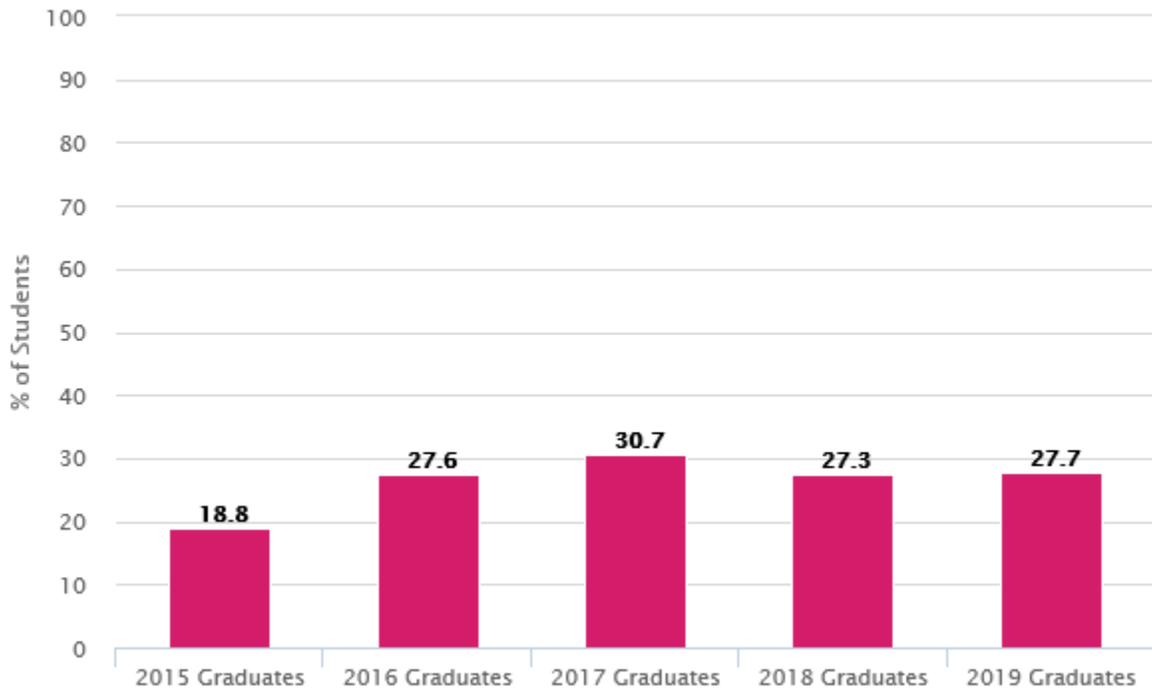
2020 Target: Improvement = 29.0-30.0%

Current Target Status: In Progress – Needs Attention

Full definition: The percent of total district high school students who enroll at Harper at any time prior to high school graduation and do not enroll at Harper within one year of high school graduation.

Data source: Harper College Office of Institutional Research

Indicator 2: Post-High School Penetration Rate

Post-High School Penetration Rate measures the percent of total district high school graduates who enrolled at Harper at any time within one-year post-high school graduation. Harper's post-high school penetration rate has remained relatively stable in recent years but decreased to 30.2% with 2019 graduates. The current rate is below the improvement rate of 33.0-34.0%.
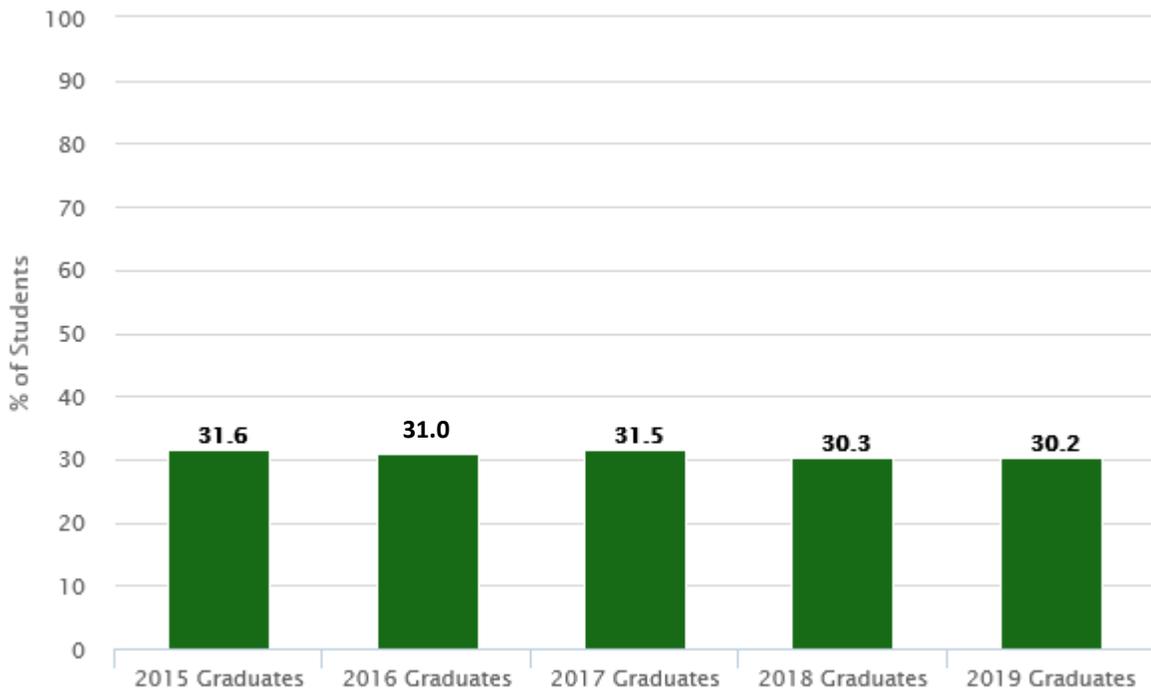
2020 Target: Improvement = 33.0-34.0%

Current Target Status: In Progress – Needs Attention

Full definition: The percent of total district high school graduates who enroll at Harper at any time within one-year post-high school graduation.

Data source: National Community College Benchmark Project (NCCBP)

Institutional Effectiveness Measures
Institutional Success Measure 2: High School Market Penetration

Indicator 3: New in College Penetration Rate

New in College Penetration Rate measures the percent of total district high school graduates who enrolled at Harper at any time within one year of high school graduation, including dual-credit. Harper's new in college penetration rate has been steadily increasing over time until decreasing with 2018 graduates. For 2019 graduates there has been a slight increase to 57.9%. This current rate is still below the improvement target of 61.0-63.0%.
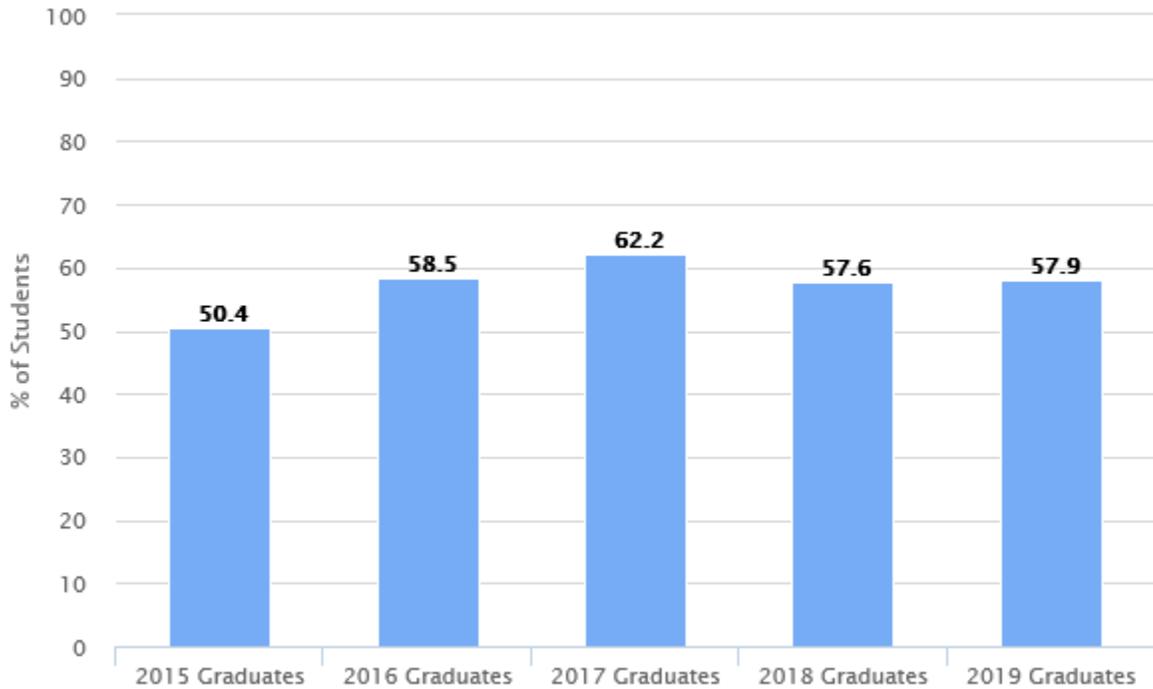
2020 Target: Improvement = 61.0-63.0%

Current Target Status: In Progress – Needs Attention

Full definition: The percent of total district high school graduates (including dual-credit) who enroll at Harper at any time within one year of high school graduation.

Data source: National Community College Benchmark Project (NCCBP) and Harper College Office of Institutional Research

Institutional Effectiveness Measures
Institutional Success Measure 3: Facilities

Indicator 1: Major Capital Expenditures

Major Capital Expenditures measures the annual amount spent for new buildings, renovations, and additions. FY2019 expenditures did not achieve the 2019 target due to the construction delay on the Canning Center, which is waiting for funding from the state, as well as major capital projects schedules spanning multiple fiscal years. However, all major projects other than the Canning Center were either completed on time or were on schedule.
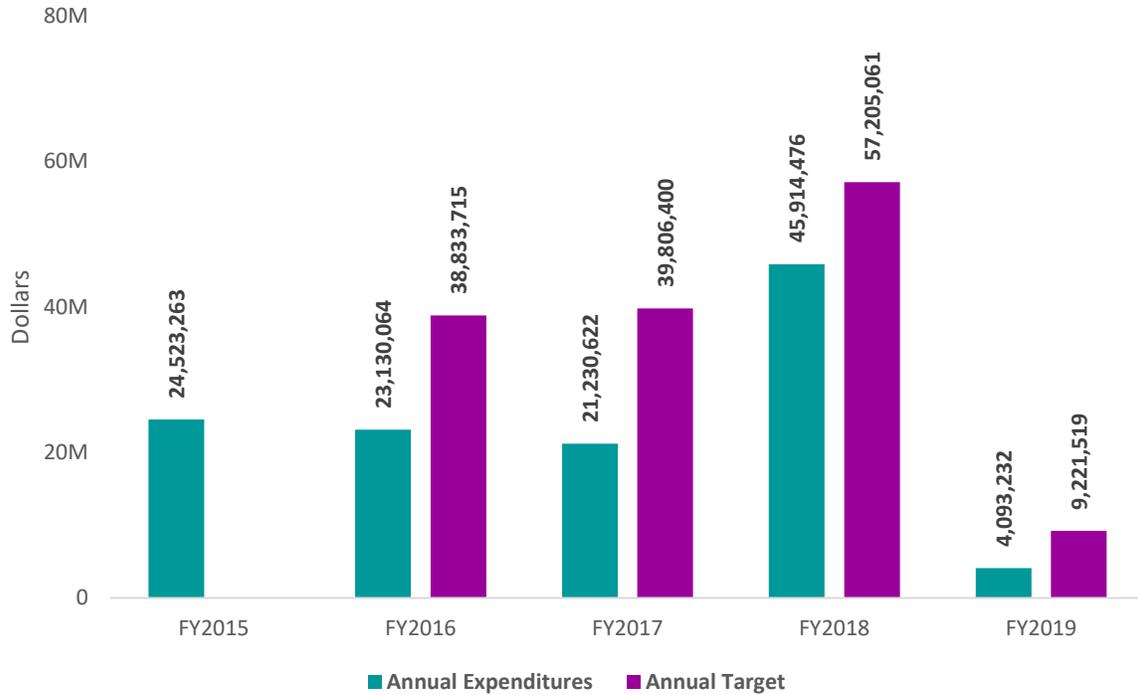
2020 Target: Expected = An amount equivalent to the amount of planned expenditures.

Current Target Status: In Progress – Needs Attention

Full definition: The amount spent for new buildings, renovations and additions.

Data source: Harper College Administrative Services

Indicator 2: Major Preventative Maintenance Expenditures

Major Preventative Maintenance Expenditures measures the amount of preventative maintenance funds expended. Major preventative maintenance expenditures are reported in annual and cumulative amounts. The College spent $43.5 million of preventative maintenance funds through FY2019, which has met the FY2019 target.

2019 Target: Expected = FY2019 goal of $40 million

Current Target Status: In Progress – On Target

Full definition: The amount of the $40 million allocated for preventative maintenance expended.

Data source: Harper College Administrative Services

Institutional Effectiveness Measures
Institutional Success Measure 3: Facilities

Indicator 3: Energy Consumption

Energy Consumption measures the energy consumed by fuel per gross square foot (GSF) of campus space, measured in British thermal units (BTUs). Harper's energy consumption had been decreasing over the last few years. In FY2019 however, it rose to 153,778 BTU/GSF but is still below the expected target of 156,000-166,000 BTU/GSF.
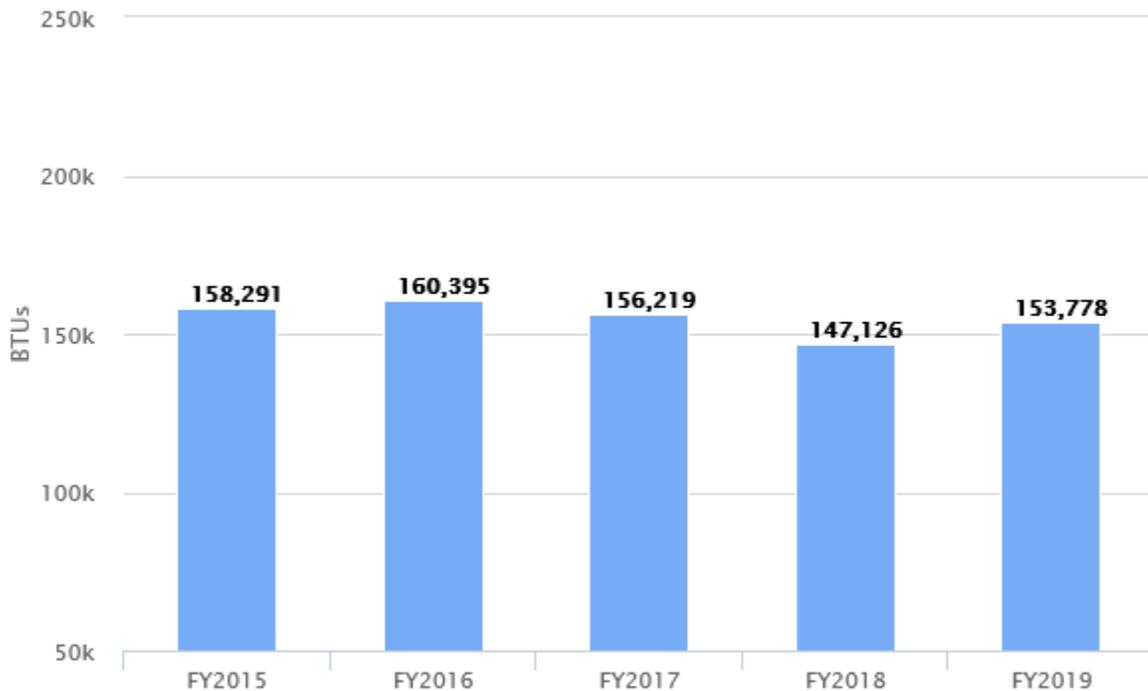
2020 Target: Expected = 156,000-166,000 BTU/GSF

Current Target Status: In Progress – On Target

Full definition: Energy consumed by fuel per GSF of campus space, measured in British thermal units (BTUs).

Data source: Sightlines

Institutional Effectiveness Measures
Institutional Success Measure 4: Instructional Cost

Indicator 1: Cost Per Credit Hour

Cost Per Credit Hour measures total credit instructional expenditures divided by the total number of credit hours. The College's cost per credit hour, as defined by the National Community College Benchmarking Project, increased from $215 in FY2015 to $272 in FY2019. However, this calculation includes State Universities Retirement System (SURS) pass-through funds, which is not controllable by the College. Excluding the state's SURS pass-through amount, the overall instructional cost per credit hour has grown at a much slower rate, increasing from $177 in FY2015 to $203 in FY2019.
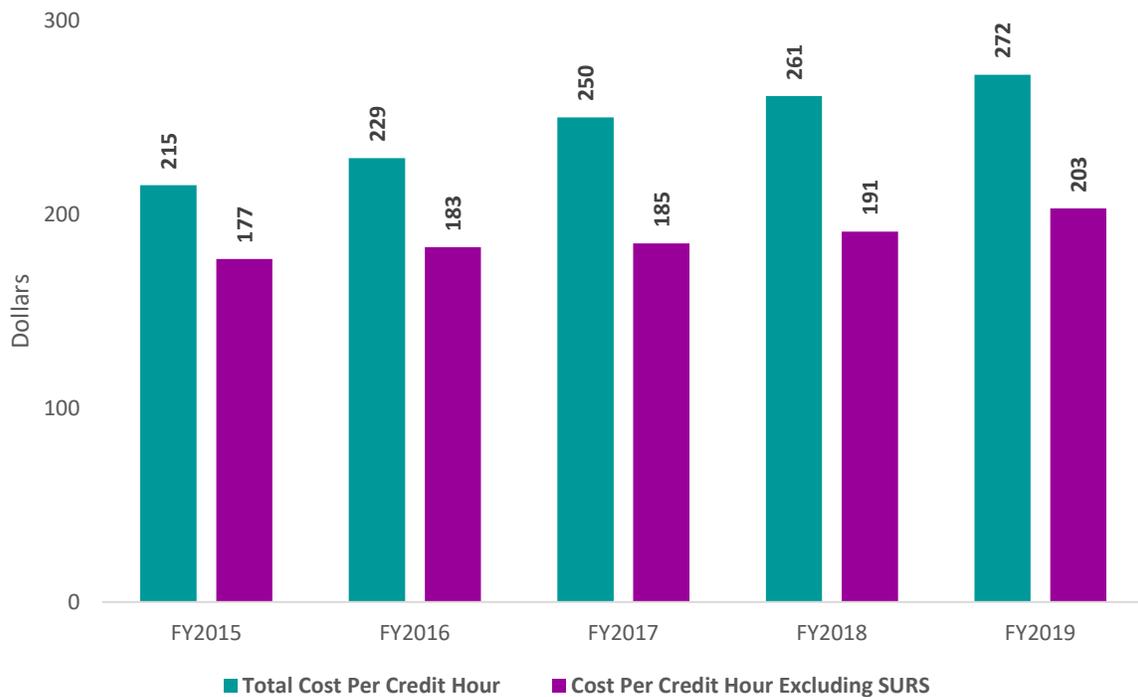
2020 Target: Improvement = $263-267 (Total Cost Per Credit Hour), $202-$205 (Excluding SURS)

Current Target Status: In Progress – Needs Attention

Full definition: The total direct credit instructional expenditures divided by total number of credit hours.

Data source: National Community College Benchmark Project (NCCBP) and Harper College Administrative Services

Institutional Effectiveness Measures
Institutional Success Measure 5: Information Technology

Indicator 1: Student Success Technologies

Student Success Technologies measures the College compared to EDUCAUSE Associate Institutions on the most commonly deployed student success technologies. These technologies are identified on an annual basis and could change each year. Harper has met the target if it has deployed and is actively using the identified technologies.

Most commonly deployed student success technologies	Percent of Associate Institutions	Deployed at Harper College	Usage Statistics
1. Degree Audit	71%	Ellucian CAPP and Degree Audit	79.2% (9,565/12,073) of degree-seeking students have run a Degree Audit.
2. Academic early-alert system	63%	Starfish	99.8% (3,767/3,773) of early-alert, degree-seeking students are actively tracked in Starfish.
3. Advising Center Management	59%	SARS	68.4% (8,261/12,073) of degree-seeking students have consulted with a counselor or an advisor.

2020 Target: Expected = Identified technologies deployed and in use

Current Target Status: In Progress – On Target

Full definition: Most commonly deployed student success technologies.

Data source: 2016 EDUCAUSE Core Data Survey and 2020 Harper College Information Technology

Institutional Effectiveness Measures
Institutional Success Measure 5: Information Technology

Indicator 2: E-learning Technologies

E-learning Technologies measures the College compared to EDUCAUSE Associate Institutions on the most commonly deployed E-learning technologies. These technologies are identified on an annual basis and could change each year. Harper has met the target if it has deployed and is actively using the identified technologies.

Most commonly deployed E-learning technologies	Percent of Associate Institutions	Deployed at Harper College	Usage Statistics
1. Full-function online learning delivery system	99%	Blackboard	89.8% (3,822/4,256) of course sections utilized Blackboard.
2. Student evaluation of teaching effectiveness	87%	Student Opinionnaire of Instruction	79.4% (3,791/4,776) of course sections were surveyed in the online format.
3. Collaboration tool for learning	80%	Collaborate	Held 28,222 Blackboard Collaborate sessions with 57,850 total attendees.

2020 Target: Expected = Identified technologies deployed and in use

Current Target Status: In Progress – On Target

Full definition: Most commonly deployed E-learning technologies.

Data source: 2016 EDUCAUSE Core Data Survey and 2020 Harper College Information Technology

Institutional Effectiveness Measures
Institutional Success Measure 5: Information Technology

Indicator 3: Classroom Technologies

Classroom Technologies measures the College compared to EDUCAUSE Associate Institutions on the most commonly deployed classroom technologies. These technologies are identified on an annual basis and could change each year. Harper has met the target if it has deployed and is actively using the identified technologies.

Most commonly deployed classroom technologies	Percent of Associate Institutions	Deployed at Harper College	Usage Statistics
1. Wireless projection	37%	WePresent	9.4% (24/254) of classrooms
2. Automatic lecture capture systems (audio and video)	28%	Camtasia	Not available, no longer used
3. Interactive external monitor	19%	Extron, Epson, SMART	79.5% (202/254) of classrooms

2020 Target: Expected = Identified technologies deployed and in use

Current Target Status: In Progress – On Target

Full definition: Most commonly deployed classroom technologies.

Data source: 2016 EDUCAUSE Core Data Survey and 2020 Harper College Information Technology

Strategic Plan

Overview

William Rainey Harper College utilizes a broad, collaborative, community-based strategic planning process to ensure the College continues to meet the changing needs of its students and the community. Harper College engages in frequent assessment of the students and the community it serves to inform the planning process.

In August 2019, Dr. Proctor charged the Strategic Planning and Accountability (SPA) Committee with:

- attending and supporting as many input sessions as possible
- synthesizing the input from the qualitative and quantitative convenings
- developing broad themes that will be available for the Spring 2020 All-Campus Meeting and the Strategic Planning Conference

Strategic Plan Phases

Dialogues → Data Summits → Synthesis

Conference → Review/Approve → Launch

To meet this charge and ensure broad participation in the strategic planning process, a phase model was developed in early fall 2019. This phase model incorporated feedback from the previous planning process and places a focus on inclusion and communication. The model includes six phases.

As part of the ongoing responsibilities of the SPA Committee, pre-phase work began prior to fall 2019 with the review of the College's foundational statements. The process began with the revision of the College's mission statement in February 2015, the revision of the College's vision statement in June 2018 and the reaffirmation of the College's core values in 2018. Additionally, a SWOT Analysis was completed in May 2019. A SWOT Analysis is essential as it serves to focus the institution's attention and inform the planning work of the College. The SWOT Analysis provides a foundation upon which plans can be built. The SWOT Analysis was developed through a critical review of key institutional data as well as external data. As a result of this review the College's internal strengths and weaknesses, as well as external opportunities and threats surfaced.

During FY2020, building on the items identified in the SWOT Analysis, the SPA committee led a year-long planning process to develop the FY2021-2024 Strategic Plan. The theme of the strategic planning process was "Your Voice Our Potential" and highlighted the importance of gathering input from all stakeholders. Dialogues were the first phase of the process. Included in this phase were Dialogue Sessions, a Board of Trustees session, and student focus groups. Dialogue Sessions were held in fall 2019 to engage the campus community in exploring perceptions, attitudes and interest, and connect them to the changing needs of the community, students, employees and employers. A moderator led a panel of stakeholders in conversations around four session topics:

Strategic Plan

- Professional Growth and Service, September 9, 2019: "How does Harper ensure all employees continue to grow and learn professionally?"
- Education in the 21st Century, September 30, 2019: "How should the College respond to changes in education and the learners we serve?"
- The Changing Landscape of Work, October 8, 2019: "How have expectations in the workplace changed?"
- The Changing Landscape of the Community, October 22, 2019: "How does the College respond to the changing community?"

More than 300 unique individuals attended the Dialogue Sessions, with the majority attending more than one session. The Dialogue Sessions were attended by faculty, staff, students, the Board of Trustees and community partners.

In December 2019, the Board of Trustees provided input on the emerging themes from the Dialogue Sessions and Data Summits. The Board identified how they could support the themes and what success would look like.

In January 2020, focus groups engaged students from the Student Government Association and student clubs and organizations in conversations around areas of focus for the next strategic plan.

Data Summits were the second phase of the process. Data Summits were held in fall 2019 to engage the campus community in the examination of data critical to the work of the College and to provide an opportunity to offer insights on current data related to students, employers, employees and the community. The Data Summits were held in a world café format where participants had the opportunity to discuss questions around 16 given data points and table hosts recorded themes. There were 220 unique participants at the Data Summits.

Data examined included:

- Student success rates in various courses
- Student persistence rates
- Student completion rates
- Student engagement
- Student basic needs
- Community educational attainment level
- Harper district demographics
- Harper district resident attitudes about higher education
- Community assessment of Harper on key attributes
- Harper employee separation rate
- Employee assessment of campus climate
- Employee assessment of Harper's cultural values
- Employee engagement in professional development
- Hiring challenges of district employers
- District employer's knowledge of Harper offerings
- Education needs of employees in Harper's district

Strategic Plan

Synthesis was the third phase of the process. During this phase the SPA committee reviewed the outcomes from the first two phases of the process, including:

- White papers for each of the four Dialogue Sessions
- Feedback forms from each of the four Dialogue Sessions
- Data point summaries for each of the four Data Summits
- Feedback forms from each of the four Data Summits
- Feedback from the Board of Trustee input session
- Focus group report for the two student focus groups

The review and synthesis of outcomes was accomplished through individual, small group and full SPA Committee examination and discussion. Outcome documents were reviewed, and draft themes were identified first by individual SPA members, and then in small groups prior to the large group review and discussion. From this work four overarching themes were identified: College Culture, Equity, Excellence in Teaching and Learning, and Partnerships and Outreach.

COLLEGE CULTURE   EQUITY   EXCELLENCE IN TEACHING & LEARNING   PARTNERSHIPS AND OUTREACH

The Strategic Planning Conference was the fourth phase of the process. The conference was held on February 27, 2020 and engaged nearly 200 stakeholders in breakout sessions centered around the four themes. All employees were invited to attend the conference and invitations were sent to the Board of Trustees, student representatives, and a variety of business, community, and educational partners. On February 28, 2020 and during subsequent committee meetings, the SPA Committee synthesized the outcomes from the Strategic Planning Conference.

The synthesis included discussion around the items that conference attendees shared as important for inclusion in goal statements (related to the themes). The topic areas for goals included the following:

- Partnerships & Outreach theme topic areas:
  - Intentional marketing; Outreach and building relationships with community; "Preferred Partner" – align program offerings with student, employer, economic needs
- Excellence in Teaching & Learning theme topic areas:
  - Soft and essential skills; Innovation in teaching and learning; Student success (barriers, achievement gaps)
- Equity theme topic areas:
  - Education around equity; Review of policies and procedures through equity lens; Student achievement gaps
- College Culture theme topic areas:
  - Professional development; Breaking down silos; Identify/remove barriers; Culture of care

Strategic Plan

Goal statements were drafted by the SPA committee based on these identified topic areas. Goal statements were not written under any individual theme, as common topics were identified across two or more themes. Rather, the four strategic themes serve as the guiding direction for the goals.

A campus-wide survey was distributed in April 2020 to gather feedback on the draft goal statements. Survey respondents were asked to provide feedback on whether the goal statement exemplifies one or more of the themes; if the statement was clearly written; and if the statement could be used to guide future strategies. The survey was completed by 82 individuals. Overall, results indicate 96% agreement with the plan goals. All comments were reviewed and responded to by the SPA Committee. A few small changes were made as a result of the feedback.

The FY2021-2024 Strategic Plan Goal recommendation then followed the shared governance process and was approved by the Board of Trustees in June 2020. The FY2021-2024 Strategic Goals are:

1. Implement practices that promote Harper's core values of respect, integrity, collaboration and excellence.
2. Implement innovative and inclusive teaching and learning.
3. Identify and remove barriers to student success.
4. Build institutional capacity to support equity, diversity and inclusion.
5. Advance relationships among education, community and workforce partners.
6. Enhance awareness of and access to Harper College programming, resources, events and partnerships.

Additional information about the planning process can be accessed here.

Operational Plan

Overview

The College's Operational Plan delineates the goals that address the College priorities as well as the activities that support the Strategic Plan. Each goal includes an identified Executive Council leader and administrative leader(s). Performance targets are identified for each goal, and performance is tied to the evaluation of the administrator.

This report provides the outcomes against these goals and their performance targets. The report includes the following information: operational goal, performance target, person responsible, completion status, and related comments.

The Operational Goal categories for the FY2020 plan include:

Accountability, Institutional Effectiveness, Transparency, and Governance:
Foster a culture of data informed decision-making and accountability by creating a system of effectiveness measures, outcomes assessment, strategic planning, evaluation, and shared governance.

Communications and Community Relations:
Build awareness of and community support for the College while enhancing its reputation through quality communications.

Diversity:
Create a campus climate that is supportive of cultural differences and respectful of all constituents.

Employee Relations and Wellness:
Ensure employee recruitment, development, and retention through appropriate processes. Enhance the overall well-being of employees through a variety of programs, initiatives, and materials.

Enrollment and Financial Aid:
Develop and implement a cohesive set of strategies inclusive of recruitment, enrollment, and retention to support enrollment goals for credit and non-credit programs; and provide financial aid to all eligible students.

Facilities:
Ensure appropriate facilities to meet the instructional and non-instructional needs of the College community.

Financial:
Effectively develop, plan, and manage our financial resources.

Safety:
Ensure the safety of the Harper Community.

Student Success:
Operationalize student success initiatives.

Technology:
Support and enhance technology to meet the instructional and administrative needs of the College community.

Workforce Development/Economic Development:
Ensure Harper College provides workforce and entrepreneurial training and education and supports the region's economic health.

Operational Plan

Accountability, Institutional Effectiveness, Transparency, and Governance:

Foster a culture of data informed decision-making and accountability by creating a system of effectiveness measures, outcomes assessment, strategic planning, evaluation, and shared governance.

Goal	Target	Responsibility	Completed	Comment
1. Conduct the Personal Assessment of the Campus Environment (PACE) survey.	Administer survey by November 2019.	Darlene Schlenbecker, Kathy Coy	Yes	Administered PACE survey in November 2019.
	Share results and consult on use of data for improvement by June 2020.		In Progress	Shared results with Board of Trustees in June 2020. Consulting on use of data for improvement will continue in FY2021.
2. Complete the Environmental Scan.	Complete scan by March 2020.	Darlene Schlenbecker, Kathy Coy	Yes - Target date not met	Completed Environmental Scan in May 2020.
	Share results and consult on how to leverage the data by June 2020.		In Progress	Shared results with Board of Trustees in June 2020. Consulting on how to leverage data will continue in FY2021.
3. Communicate results of the Community Scan, which includes the Community Survey and the Employer Survey.	Share results with the campus community, focusing on three to five key points from the survey, by August 2019.	Darlene Schlenbecker, Kathy Coy	Yes	Shared results with the campus community during fall 2019 orientation week.
	Consult on use of data with key groups by December 2019.		Yes	Consulted with Adult Student Enrollment and Workforce Development teams on use of data in June 2019.
	Gather input on how Community Scan data was used by June 2020.		Yes	Gathered input on how Community Scan data was used from the Chief of Staff; Office of Diversity, Equity and Inclusion; Marketing and Communication; Provost Office and Workforce Solutions by June 2020.

Operational Plan

Goal	Target	Responsibility	Completed	Comment
4. Ensure student learning outcomes assessment is conducted and results utilized to improve student success.	Complete the course-level assessment cycle for all departments by June 2020.	Maria Coons, Darlene Schlenbecker, Deann Surdo, Travaris Harris, Joanne Ivory, Kimberley Polly, Jaime Riewerts	Yes - Target not met	Completed the course-level assessment cycle for 96% (25/26) of departments by June 2020.
	Complete the program-level assessment cycle for all instructional programs and student support/administrative units by June 2020.		Yes - Target not met	Completed the program-level assessment cycle for 97% (38/39) of instructional programs and 94% (32/34) of student support/administrative units by June 2020.
	Conduct a large-scale general education assessment of the Information Literacy outcome by June 2020.		Yes	Conducted a large-scale general education assessment of the Information Literacy outcome, collecting 360 artifacts, by June 2020. The number of artifacts collected is lower than typical for large scale assessment as a result of the transition to fully online instruction in March 2020.
	Conduct a follow-up general education assessment of the Diverse Perspectives outcome by June 2020.		Yes	Conducted a follow-up assessment of the Diverse Perspectives general education learning outcome, collecting nearly 300 artifacts, by June 2020.
5. Increase data accessibility and usage.	Conduct a campus-wide data engagement activity by June 2020.	Darlene Schlenbecker, Kathy Coy, Deann Surdo	Yes	Conducted four campus-wide data summits during fall 2019.
6. Develop a new four-year Strategic Plan.	Engage the community in developing a new strategic plan by June 30, 2020.	Avis Proctor, Darlene Schlenbecker, Strategic Planning and Accountability Committee	Yes	Engaged the community in the development of a new strategic plan by June 2020. The Board of Trustees approved the FY2021-2024 Strategic Plan at the June 2020 Board meeting.

Operational Plan

Communications and Community Relations:

Build awareness of and community support for the College while enhancing its reputation through quality communications.

Goal	Target	Responsibility	Completed	Comment
7. Execute local, state, and national media outreach.	Create and/or facilitate 36 local stories that incorporate one or more key messages related to Dr. Proctor, presidential priorities, and strategic goals by June 2020.	Laura Brown, Kim Pohl	Yes	Created and/or facilitated 39 local stories that incorporate one or more key messages related to Dr. Proctor, presidential priorities, and strategic goals by June 2020.
	Ensure share of voice by exceeding local story count as compared to peer community colleges by June 2020.		Yes	Ensured share of voice by exceeding local story count as compared to peer community colleges by June 2020.
	Place 18 trade journal articles by June 2020.		Yes	Placed 23 trade journal articles by June 2020.

Operational Plan

Goal	Target	Responsibility	Completed	Comment
8. Establish relationships with elected and public officials by implementing a legislative engagement plan and involving Board members and other key individuals.	Attend the annual American Community College Trustees Legislative Summit and schedule four meet and greet sessions with Dr. Proctor and elected officials by February 2020.	Laura Brown, Jeff Julian, Kim Pohl	Yes	Attended the annual American Community College Trustees Legislative Summit and met with Illinois representatives and senators as well as Department of Education representatives by February 2020.
	Schedule four meet and greet sessions with Dr. Proctor and elected State or local officials on campus or in the district by June 2020.		Yes	Conducted six meet and greet sessions with elected State officials and additional sessions with local leaders where Dr. Proctor and attendees discussed the Education and Work Center in Hanover Park, the College's Transportation Task Force, Canning Center funding, the Monetary Assistance Program grant funding support and other community college initiatives by June 2020.
	Host a legislative update breakfast by June 2020.		Yes	Hosted two legislative breakfasts to communicate the College's legislative priorities and share updates on programs/initiatives by June 2020.

Operational Plan

<u>Diversity:</u>
Create a campus climate that is supportive of cultural differences and respectful of all constituents.

Goal	Target	Responsibility	Completed	Comment
9. Conduct a five-year program assessment of the Diversity Plan.	Convene Diversity and Inclusion assessment team by September 2019.	Michelé Smith, Claudia Mercado, Roger Spayer, Deann Surdo	Yes – Target date not met	Completed an assessment of Diversity and Inclusion with a team of consultants by June 2020.
	Design assessment questions by November 2019.		Yes - Target date not met	Designed assessment questions in April 2020.
	Conduct evaluation by February 2020.		Yes - Target date not met	Conducted evaluation in April 2020.
	Analyze data by April 2020.		Yes - Target date not met	Analyzed data in June 2020.
	Present final report by June 2020.		Yes	Presented final report in June 2020.
10. Address desired cultural values identified by the Cultural Values Assessment (CVA).	Communicate CVA results with campus community by September 2019.	Michelé Smith, Claudia Mercado, Kathy Coy	Yes	Communicated CVA results with campus community in September 2019.
	Identify three to five strategies that respond to the results of the CVA by October 2019.		Yes - Target date not met	Identified three strategies that respond to the results of the CVA in April 2020.
	Develop strategy evaluation plans by December 2019.		Postponed	Strategy evaluation plan to be developed in FY2021.
	Implement strategies by January 2020.		Postponed	Strategies to be implemented in FY2021.
	Collect preliminary data on implemented strategies by June 2020.		Postponed	Preliminary data to be collected on implemented strategies in FY2021.

Operational Plan

Employee Relations and Wellness:

Ensure employee recruitment, development, and retention through appropriate processes. Enhance the overall well-being of employees through a variety of programs, initiatives, and materials.

Goal	Target	Responsibility	Completed	Comment
11. Finalize a mutually satisfactory collective bargaining agreement with the IEA-NEA representing the Facilities staff.	Complete negotiations for an employment agreement to be presented to the Board of Trustees for approval by June 2020.	Ron Ally, Roger Spayer, Darryl Knight	In Progress	As of June 30,2020, negotiations for an employment agreement are ongoing.
12. Institutionalize the "Soar Together" orientation as part of new employee onboarding and employee training.	Identify staff members to be trained to deliver content as backup or successor presenters by September 2019.	Ron Ally, Maria Coons, Roger Spayer, Vicki Atkinson, Bev Riley	Yes	Identified two staff members who were trained to deliver content as backup or successor presenters by September 2019.
	Conduct four training sessions for new and continuing employees by May 2020.		Yes	Conducted four training sessions for new and continuing employees by May 2020.
	Implement any modification or new program segments by June 2020.		Yes	Implemented modifications to allow for on-line delivery by June 2020.
13. Operationalize the Supervisor/Manager Toolkit.	Choose an instructional designer to work with content experts and develop the structure and content of modules by March 2020.	Ron Ally, Roger Spayer, Bev Riley	Yes	Chose an in-house instructional designer to work with content experts and developed the structure and content of modules by March 2020.
	Pilot the Supervisor/Manager Toolkit with new managers by June 2020.		In Progress	Developed the structure and concept of the Supervisor/Manager Toolkit in 2020 and will operationalize in 2021.

Operational Plan

Goal	Target	Responsibility	Completed	Comment
14. Assess health behaviors of employees and students.	Conduct research and needs assessment related to Harper employee and student health by March 2020.	Ron Ally, Maria Coons, Mary Kay Harton, Sheryl Otto, Beth Ripperger, Roger Spayer	Yes - Target date not met	Conducted research and needs assessment related to Harper employee and student health through an Employee Wellness Survey for employees in May 2020 and the National College Health Assessment for students in March 2020.
	Share results of research and needs assessment and make recommendations by May 2020.		In Progress	Results of needs assessment are being analyzed and recommendations from the surveys will be shared in September 2020.
15. Establish wellness marketing identity.	Publish wellness information through Harper Intranet Portal (HIP) and the external website for staff and students by September 2019.	Ron Ally, Maria Coons, Mary Kay Harton, Mike Barzacchini, Sheryl Otto, Beth Ripperger, Roger Spayer, Becki Suthers	Yes	Published wellness information through HIP and external website for staff and students under the brand identity of LIVE – WORK – LEARN Well at Harper College by September 2019.
	Create and establish a strategic marketing plan for the Employee and Student Wellness area by October 2019.		Yes	Created and established a strategic marketing plan that included development of a website, creation of a brand identity and ongoing content in InsideHarper for the Employee and Student Wellness area by October 2019.

Operational Plan

Goal	Target	Responsibility	Completed	Comment
16. Encourage employees to engage in health and wellness activities at the Foglia Health and Recreation Center.	Establish an official employee walking program that utilizes the Foglia Health and Recreation Center walking track by August 2019.	Ron Ally, Maria Coons, Mary Kay Harton, Julie Bearden, Sheryl Otto, Beth Ripperger, Roger Spayer	Yes - Target date not met	Established an official employee walking program that utilized the Foglia Health and Recreation Center walking track by November 2019.
	Design a weekly promotional/free fitness class for employees once per week by September 2019.		Yes - Target date not met	Designed a weekly promotion/free fitness class for employees that was launched in October 2019 and continued until the closing of the Foglia Health and Recreation Center due to the COVID-19 pandemic.
	Provide two free fitness assessments, in partnership with the personal trainers, for 40 employees by April 2020.		In Progress	Provided one free fitness assessment in partnership with the personal trainers for employees in fall 2019. A second fitness assessment could not occur due to moving off-campus in response to the COVID-19 pandemic. A virtual fitness assessment is planned for summer 2020.
	Provide at least two health and wellness events at the Recreation Center by May 2020.		Yes	Provided multiple health and wellness events at the Health Recreation Center that included a Take 5 event, Breast Cancer Awareness talk and Adaptive Sports Day by May 2020.
	Provide three health and wellness lunch and learn workshops for employees per semester by May 2020.		Yes	Provided at least three health and wellness lunch and learn workshops for employees per semester by May 2020. Workshops included Healthy Grain Bowls, Latinx Food Demonstration, Eating Healthy Around the Holidays and Healthy Snacking by May 2020.

Operational Plan

Goal	Target	Responsibility	Completed	Comment
16. Encourage employees to engage in health and wellness activities at the Foglia Health and Recreation Center (continued).	Establish one wellness personal or team-based challenge per semester by May 2020.		Yes	Established one wellness personal or team-based challenge per semester by May 2020, including Catch the W.A.V.E program and the Mindfulness Worship series.
	Increase employee visits by 10%, from 5,500 to 6,050, by June 2020.		Yes - Target not met	Increased employee visits by 52.4%, from 2,874 to 4,381, during the time period the Foglia Health and Recreation Center was open. The fiscal year target was not met due to the closing of the Center in response to the COVID-19 pandemic in March 2020.
	Offer a minimum of 20 free group fitness class options with membership, in partnership with Palatine Park District, by June 2020.		Yes	Offered a minimum of 20 free group fitness class options with membership, in partnership with the Palatine Park District by June 2020. When the Health and Recreation Center closed due to the COVID-19 pandemic in March, group classes moved to an online format.

Operational Plan

Enrollment and Financial Aid:

Develop and implement a cohesive set of strategies inclusive of recruitment, enrollment, and retention to support enrollment goals for credit and noncredit programs; and provide financial aid to all eligible students.

Goal	Target	Responsibility	Completed	Comment
17. Manage overall College enrollment.	Maintain enrollment at a flat level by targeting the following audiences by June 2020 (goal of 9,118): • Apprenticeship Programs: Increase enrollment by 20 FTEs. • Increase new student credential-seeking enrollment by 10 FTEs. • Increase returning student credential-seeking enrollment by 26 FTEs.	Maria Coons, Bob Parzy, Vicki Atkinson, Mike Barzacchini, Jennifer Brennan, Kathy Bruce, Kimberly Chavis, Maggi Franks, Travaris Harris, Mary Kay Harton, Kris Hoffhines, Joanne Ivory, Rebecca Lake, Mark Mrozinski, Sherry Otto, Kimberley Polly, Jaime Riewerts Darice Trout	No Yes - Target not met Yes Yes - Target not met	The projected flat enrollment was not achieved. The College experienced a 0.4% decrease in enrollment for FY2020. • Apprenticeship Programs: Increased enrollment by 2 FTEs. • Increased new student credential-seeking enrollment by 49 FTEs. • Returning credential-seeking student enrollment decreased by 40 FTEs.

Operational Plan

Goal	Target	Responsibility	Completed	Comment
18. Increase enrollment of adult students.	Define adult student by August 2019.	Maria Coons, Michelé Smith, Bob Parzy, Vicki Atkinson, Mike Barzacchini, Jennifer Brennan, Kathy Bruce, Kathy Coy, Maggi Franks, Joanne Ivory, Mark Mrozinski, Sheryl Otto	Yes - Target date not met	Defined adult student as someone who is 24+ years old, self-supporting financially, has significant non educational responsibilities and is seeking to improve his/her standard of living through professional or personal development opportunities, by May 2020.
	Use Community Scan data to identify adult educational needs and preferences by October 2019.		Yes - Target date not met	Used Community Scan data to identify adult educational needs and preferences with recommendations submitted in May 2020.
	Develop adult recruitment strategic plan by December 2019.		Yes - Target date not met	Developed adult recruitment strategic plan by May 2020.
	Identify strategies to increase adult enrollment by January 2020.		Yes - Target date not met	Identified strategies to increase adult enrollment. Recommendation approved by Executive Council in June 2020.
	Implement at least one strategy by June 2020.		Yes	Implemented a strategy focused on leveraging an AA in General Education Core Curriculum in the adult student market by June 2020.
19. Evaluate relationship with Elgin Community College and Hanover Park at the Education and Work Center.	Make recommendation to the Board whether or not to continue collaboration with Elgin Community College at the Education and Work Center in Hanover Park by June 2020.	Ron Ally, Maria Coons, Jeff Julian, Joanne Ivory, Bret Bonnstetter	Yes	Made recommendation to the Board to continue collaboration with Elgin Community College at the Education and Work Center in Hanover Park for another two years at the June 2020 Board of Trustees meeting.

Operational Plan

Goal	Target	Responsibility	Completed	Comment
20. Develop 1.6 vocational credit courses in conjunction with academic programs.	Grow 1.6 vocational credit enrollment by 15 FTE by June 2020.	Maria Coons, Michelé Smith, Joanne Ivory, Mark Mrozinski	Yes - Target not met	Did not increase 1.6 enrollment by 15 FTE by June 2020. Additional new courses are in development and developing a Marketing plan to assist in increasing enrollment.
	Develop two to three new content areas for 1.6 vocational credit classes by June 2020.		Yes	Developed three new content areas for 1.6 vocational credit classes to be offered in fall 2020.
	Develop two to three new noncredit to credit pathways by June 2020.		Yes	Developed three new noncredit to credit pathway classes by June 2020.
21. Implement recommendations of the Hispanic Strategic Enrollment Management Task Force.	Develop bilingual website by December 2019.	Laura Brown, Maria Coons, Claudia Mercado, Susanne Brock, Kathy Coy, Maggi Franks	Yes	Developed bilingual website by December 2019.
	Pilot FYS for students placing in developmental education by December 2019.		Yes	Piloted FYS for students placing in developmental education by December 2019.
	Develop a predictive part-time scheduling model by June 2020.		No	A predictive part-time scheduling model was not completed due to changes in the task force and the shift to online instruction.
	Increase capacity for Spanish language employees by June 2020.		Yes	Increased capacity for Spanish language employees by offering classes through continuing education by June 2020.

Operational Plan

Facilities:
Ensure appropriate facilities to meet the instructional and non-instructional needs of the College community.

Goal	Target	Responsibility	Completed	Comment
22. Create Canning Center in Buildings A/K for "One Stop" and other services.	Identify new Steering Committee by October 2019.	Ron Ally, Darryl Knight, Steve Petersen	No	The Canning Center project was not funded by the State and therefore did not go forward during FY2020.
	Begin professional services selection by February 2020.		No	Professional services selection was not completed as the project was not funded.
23. Develop the 2021 Campus Master Plan to comply with Illinois Community College Board requirements.	Identify Steering Committee by November 2019.	Ron Ally, Darryl Knight, Steve Petersen	Yes	Identified Steering Committee by November 2019.
	Begin professional services selection by March 2020.		Yes	Began professional services selection by March 2020.
	Request FY2021 funding by March 2020.		Yes	Requested FY2021 funding by March 2020.

Financial:
Effectively develop, plan, and manage our financial resources.

Goal	Target	Responsibility	Completed	Comment
24. Evaluate dining services agreement prior to the initial term expiration in December 2019.	Evaluate vendor performance and recommend an annual contract extension or Request for Proposal (RFP) process by July 2019.	Ron Ally, Bret Bonnstetter, Rich Seiler	Yes	Evaluated vendor performance and gathered feedback resulting in a recommendation to extend the existing agreement with the current dining services provider until December 2020.
	If RFP process is recommended, complete the RFP process for operation of dining services and select a vendor by October 2019.		Yes	The RFP process was not needed.

Operational Plan

Safety:
Ensure the safety of the Harper Community.

Goal	Target	Responsibility	Completed	Comment
25. Exercise the College's Emergency Operations Plan (EOP) by conducting an emergency exercise and drills.	Hold a fire evacuation drill by November 2019.	Ron Ally, Kurt Metzger, Sara Gibson, Kim Pohl	Yes	Held a fire evacuation drill in October 2019.
	Hold an active shooter drill by February 2020.		No	Active shooter drill was not completed due to staffing delays and ultimately the campus closing in response to the COVID-19 pandemic.
	Hold a campus wide tornado drill by April 2020.		No	Campus wide tornado drill was not held due to campus closing in response to the COVID-19 pandemic.
	Conduct an emergency exercise of the EOP by June 2020.		No	Emergency exercise of the EOP was not conducted due to campus closing in response to the COVID-19 pandemic.
26. Prevent sexual harassment on campus and ensure compliance with Title IX and other state and federal regulations on sexual harassment amongst students, faculty, and staff.	Students: • Select a vendor and conduct consent training by September 2019.	Ron Ally, Maria Coons, Bev Riley (faculty and staff), Mary Kay Harton (students), Sara Gibson	Yes	Selected a vendor and conducted consent training, *Consent for Students,* by September 2019.
	• Assess if consent training should be an annual institutional offering by December 2019.		Yes	Assessed that consent training should be an annual institutional offering as it is both a state and federal requirement by December 2019.
	Faculty and Staff: Select a vendor and conduct healthy relationship training by October 2019.		Yes	Selected a vendor and conducted healthy relationship training, *Culture of Respect,* in September 2019.
	Students, Faculty, and Staff: Select a vendor and conduct bystander training to develop and scale-up a train the trainer program by April 2020.		No	Selected a vendor but did not conduct bystander training to develop and scale up a train the trainer program due to campus closing in response to the COVID-19 pandemic.

Operational Plan

Goal	Target	Responsibility	Completed	Comment
27. Develop roof safety program per OSHA regulations.	Complete Phase 1 installation of roof guards and fall protection by October 2019.	Ron Ally, Sara Gibson, Darryl Knight	Yes	Completed Phase 1 installation of roof guards to Building B, C, D, M and R in September 2019.
	Design and bid Phase 2 installation of roof guards and fall protection by February 2020.		Yes - Target date not met	Designed and secured bid for Phase 2 installation of roof guards and fall protection by April 2020.

Operational Plan

Student Success:

Operationalize student success initiatives.

Goal	Target	Responsibility	Completed	Comment
28. Reduce textbook and course material costs for students.	Design a program for expanded faculty implementation of Open Educational Resources (OER)/no cost/low cost course materials by October 2019. Implement OER/no cost/low cost course materials in 50 additional course sections (baseline = 36 sections) by February 2020.	Ron Ally, Maria Coons, Mike Bates, Bret Bonnstetter, Kathy Bruce, Kimberly Chavis, Travaris Harris, Joanne Ivory, Kimberley Polly, David Richmond, Jaime Riewerts	Yes Yes	Designed and implemented an OER Transformational Grant application and review process for expanded faculty implementation of OER/no cost/low cost course materials by October 2019. Implemented OER/no cost/low cost course materials in 222 additional course sections for a total of 258 sections by February 2020.
29. Complete the ICCB program review process.	Conduct 17 program reviews resulting in program improvement plans by June 2020: • Fashion Merchandising • Hospitality/Hotel Management • Alternative Electrical Energy • Nursing • Certified Nursing Assistant • Community Health Care Worker • Art • Humanities • Music • Philosophy • World Languages • Adult Education • ESL/Linguistics • Library • Academic Advising • Counseling Services • Access and Disability Services	Maria Coons, Darlene Schlenbecker, Mike Bates, Vicki Atkinson, Kimberly Chavis, Kathy Coy, Travaris Harris, Joanne Ivory, Njambi Kamoche, Sheryl Otto, Jaime Riewerts, Darice Trout	Yes	Conducted 17 program reviews resulting in program improvement plans by June 2020.

Operational Plan

Goal	Target	Responsibility	Completed	Comment
30. Manage the transition of high school Promise Scholars.	Create a database with Harper volunteer opportunities for Promise Scholars to engage in by August 2019.	Laura Brown, Michelé Smith, Sean Warren-Crouch, Mark Mrozinski, Heather Zoldak	Yes	Created a document of Harper volunteer opportunities linked to a database for Promise Scholars to engage in by August 2019.
	Create opportunity for Promise Scholars to engage with donors by December 2019.		Yes	Created an opportunity for Promise Scholars to engage with donors at the Closing Campaign event by December 2019.
	Establish baseline metrics for future success of Harper Promise cohorts by May 2020.		Yes	Established baseline metrics for future success of Harper Promise cohorts and collaborated with Institutional Research to develop a tracking dashboard by May 2020.
	Implement three employer engagement opportunities for Promise Scholars by June 2020.		No	One employer engagement opportunity was implemented for Promise Scholars by June 2020. The remaining two events did not occur due to campus closing in response to the COVID-19 pandemic.
31. Implement new programming.	Admit/enroll 24 students into the Physical Therapy Assistant program by December 2019.	Maria Coons, Kimberly Chavis	Yes	Enrolled 24 students into the Physical Therapy Assistant program by December 2019.
	Offer Practical Nursing (PN) evening/weekend program by December 2019.		Yes	Offered Practical Nursing (PN) evening/weekend program by December 2019.

Operational Plan

Goal	Target	Responsibility	Completed	Comment
31. Implement new programming (continued).	Develop plans for part-time/ weekend program in Dental Hygiene.		Postponed	The work to develop plans for a part-time/weekend program have been postponed until after the COVID-19 pandemic.
	• Submit phase 2 curriculum changes by December 2019.		Yes	Submitted phase 2 curriculum changes by December 2019.
	• Submit part-time proposal to CODA by December 2019.		Postponed	Submission of a proposal is dependent on the course of the pandemic and the length of time for which admission will be postponed. Based on current information, planned proposal submission is spring 2021.
	• Plan admissions, marketing, faculty, and scheduling by May 2020.		Postponed	Postponed due to the COVID-19 pandemic.
	• Begin admission process by June 2020.		Postponed	Postponed due to the COVID-19 pandemic.
	Develop Medical Cannabis Certificate by January 2020.		Yes	Developed Medical Cannabis 1.6 Certificate by January 2020.
	Establish Certified Nursing Assistant to PN Apprenticeship Program with Journey Care by January 2020.		In Progress	Journey Care is currently examining a CNA to RN Apprenticeship option. Anticipated start date is spring 2021.
	Establish Medical Assisting Apprenticeship with Northwest Community Hospital by January 2020.		Postponed	Establishing the Medical Assisting Apprenticeship with Northwest Community Hospital was postponed due to the COVID-19 pandemic and will only resume when Northwest Community Hospital determines they are able safely to do so.

Operational Plan

Goal	Target	Responsibility	Completed	Comment
32. Increase the number of degree and certificate completions.	Award 3,864 degrees and certificates, a 5% increase over the 3,680 IEM target, by June 2020.	Maria Coons, Bob Parzy	Yes	Awarded 4,371 degrees and certificates, an 18.8% increase over the 3,680 IEM target, by June 2020.
33. Implement new counseling structure and monitor advising model.	Implement new counseling services model to provide crisis, personal, career, and educational counseling support to students by August 2019.	Maria Coons, Sheryl Otto, Vicki Atkinson, Kurt Metzger, Kris Hoffhines, Matt McLaughlin	Yes	Implemented new counseling services model to provide crisis, personal, career, and educational counseling support to students within the scope of the Master's level counseling model by August 2019.
	Increase advisor seen rates from 63% in fall 2018 to 69% in fall 2019 for new, first time in college, degree-seeking students who enter the College with a 'moderate' fall-to-spring persistence prediction score by December 2019.		Yes	Increased advisor seen rates from 63% in fall 2018 to 71% (185/261) in fall 2019, exceeding the target by two percentage points for new, first time in college, degree-seeking students who enter the College with a 'moderate' fall-to-spring persistence prediction score by December 2019.
	Increase advisor seen rates from 47% in fall 2018 to 50% in fall 2019 for all enrolled, assigned students by December 2019.		Yes	Increased advisor seen rates from 47% in fall 2018 to 54% (5,030/9,399) in fall 2019, exceeding target by four percentage points for all enrolled, assigned students by December 2019.
	Increase the percent of new, developmentally-placed, degree-seeking students who enroll in needed developmental coursework in fall semester from 64% in fall 2018 to 68% in fall 2019 by December 2019.		Yes	Increased the percent of new, developmentally-placed, degree-seeking students who enroll in needed developmental coursework in fall semester from 64% in fall 2018 to 71% (555/785) in fall 2019, exceeding goal by three percentage points by December 2019.

Operational Plan

Goal	Target	Responsibility	Completed	Comment
34. Integrate Areas of Interest into the institutional structure.	Increase the number of new degree-seeking students participating in a Start Smart experience, from 611 in fall 2018 to 1,313 in fall 2019, by December 2019.	Maria Coons, Kathy Bruce, Vicki Atkinson, Darice Trout	Yes	Increased the number of new degree-seeking students participating in a Start Smart experience, from 611 in fall 2018 to 1,362 in fall 2019, by December 2019.
	Maintain a rate of 90% for new degree-seeking students completing a Start Smart experience (fall 2019 and spring 2020) who develop an electronic educational plan to completion in Degree Works by June 2020.		Yes	Achieved a rate of 91% of new degree-seeking students completing a Start Smart experience (fall 2019 and spring 2020) who develop an electronic educational plan to completion in Degree Works by June 2020.
	Revise Core Team function and structure based on assessment data from 2018-2019 academic year by December 2019.		Yes	Revised Core Team function and structure based on assessment data from 2018-2019 academic year by December 2019.
35. Support the continuous improvement of online and blended courses.	Provide professional development for 10 peer reviewers to improve consistency amongst reviewers by December 2019.	Maria Coons, Mike Bates	Yes	Provided professional development for 12 peer reviewers to improve consistency in scoring/feedback using the Online Course Quality Review Rubric by December 2019.
	Continue to implement the course design review process for 20% of total distance education course sections by June 2020.		Yes - Target not met	Continued to implement the course design review process for 19% (82/430) of total distance education course sections by June 2020.
	Support 10 faculty members in making Priority 1 modifications to improve online course design by June 2020.		Yes	Supported 27 faculty members in making Priority 1 modifications to improve online course design by June 2020.
	Train at least 20 new online instructors by June 2020.		Yes	Trained 123 new online instructors by June 2020.

Operational Plan

Goal	Target	Responsibility	Completed	Comment
35. Support the continuous improvement of online and blended courses (continued).	Hire a consultant to assess distance learning offering by November 2019.		Yes	Hired two consultants to assess distance learning offering by November 2019.
	Consultant makes recommendations to improve distance learning by March 2020.		Yes - Target date not met	Consultants made recommendations to improve distance learning in May 2020.
36. Explore feasibility of adding additional Integrated Career and Academic Preparation System (ICAPS) Programs.	Review CLARUS Community Survey Learning and Career Center Add-on Report by August 2019.	Maria Coons, Michelé Smith, Joanne Ivory, Jennifer Brennan, Andrea Fiebig	Yes	Reviewed CLARUS Community Survey Learning and Career Center Add-on Report and identified opportunities by August 2019.
	Determine if one additional ICAPS cohort would be viable for spring 2020 by November 2019.		Yes	Determined and offered ICAPS cohort in spring 2020 by November 2019.
37. Investigate the need for a placement floor in mathematics.	Make a recommendation to Academic Standards on a floor for placement into developmental mathematics by December 2019.	Maria Coons, Kathy Bruce, Kimberley Polly	Yes - Target date not met	Made a recommendation to Academic Standards to allow students who place into MTH055 to enroll into a FYS course designed to guide students with remediation in ALEKS and the opportunity to retake the placement test during the semester. Due to issues with registration, the course has been redesigned and will be offered in fall 2020. Success of the FYS course will be revisited in spring 2021.

Operational Plan

Goal	Target	Responsibility	Completed	Comment
38. Implement new developmental mathematics and English policies designed to increase student success.	Continue pilot of developmental mathematics repeat policy that includes interventions to improve success rates for students taking a class for the third time by December 2019.	Maria Coons, Kathy Bruce, Jaime Riewerts, Kimberley Polly	Yes	Continued pilot of developmental math repeat policy by December 2019. Of the students that were attempting to register for MTH055 during fall 2019 after two unsuccessful attempts in the course, 32% registered and successfully completed the class, 30% did not attempt to retake the course. The remainder of the students, 38%, did not successfully complete that class. Those students were advised of other options and programs.
	Pilot repeat policy interventions with English by December 2019.		Yes	Piloted repeat policy interventions with English by December 2019.
	Make policy recommendations to Academic Standards by May 2020.		Yes	Made policy recommendation to Academic Standards in April 2020, stating effective fall 2020, any student who has enrolled in a developmental class a maximum of two times and has received a grade of D, F or W will be unable to register for the same course a third time without contacting their academic advisor.

Operational Plan

Goal	Target	Responsibility	Completed	Comment
39. Encourage students to engage in health and wellness activities at the Foglia Health and Recreation Center.	Provide two free fitness assessments, in partnership with the personal trainers, for 40 students by April 2020.	Maria Coons, Mary Kay Harton, Julie Bearden, Sheryl Otto, Beth Ripperger	In progress	Provided one free fitness assessment in partnership with the personal trainers, for students in fall 2019. A second fitness assessment could not occur due to the Health and Recreation Center closing in response to the COVID-19 pandemic. A virtual fitness assessment is planned for summer 2020.
	Establish one wellness personal or team-based challenge per semester by May 2020.		Yes	Established one wellness personal or team-based challenge per semester by May 2020, including Exergame and Fresh Check Day.
	Provide at least three health and wellness events per semester by May 2020.		Yes	Provided at least three health and wellness events per semester by May 2020 including Safer Sex Doesn't Have to be so Scary, Campus Recreation Gaming Room Launch, National Collegiate Alcohol Awareness Week, Fresh Check Day, Black History Month tabling with the Black Student Union and a Financial Wellness presentation.
	Increase student visits from 87,000 to 95,000 by June 2020.		Yes - Target date not met	Increased student visits by 19.2% from 47,388 to 56,469, during the time period the Foglia Health and Recreation Center was open. The fiscal year target was not met due to the closing of the Center in response to the COVID-19 pandemic in March 2020.

Operational Plan

Technology:

Support and enhance technology to meet the instructional and administrative needs of the College community.

Goal	Target	Responsibility	Completed	Comment
40. Replace the current Oracle EBS Financial and Human Resources (HR) systems.	Identify the milestones and timeline for implementation by September 2019. Track and meet milestones and timeline through June 2020. Note: Complete implementation anticipated in FY2021.	Ron Ally, Patrick Bauer (IT), Bret Bonnstetter (Finance), Roger Spayer (HR), Jeff Julian	Yes In Progress	Identified the project milestones and timeline for implementation by September 2019. Tracked milestones during FY2020, timeline adjustments were made throughout the year. The anticipated go-live date is now October 1, 2020.
41. Upgrade and improve the Student Information System through implementation of Banner 9 Self Service modules.	Implement Student Self-Service and self-service modules by June 2020.	Ron Ally, Maria Coons, Bob Parzy, Patrick Bauer	Yes	Implemented Student Self-Service and self-service modules by June 2020.

Operational Plan

Workforce Development/Economic Development:
Ensure Harper College provides workforce and entrepreneurial training and education and supports the region's economic health.

Goal	Target	Responsibility	Completed	Comment
42. Complete implementation of Phase III of the University Center concept.	Add at least one new academic program to University Center offerings by March 2020.	Maria Coons, Michelé Smith, Bob Parzy, Mark Mrozinski	Yes	Added a Registered Nursing to Master's degree in nursing program with DePaul University to the University Center offerings by March 2020.
	Secure 500 new student inquiries by June 2020.		Yes	Secured 1,007 new student inquiries by June 2020.
	Enroll 75 new student participants in University Center programs by June 2020.		Yes	Enrolled 130 new student participants in University Center programs by June 2020.
43. Initiate new strategic vision of the Job Placement Resource Center (JPRC) that focuses on job placement services for area businesses.	Develop a placement strategy in conjunction with employers and on-campus partners by October 2019.	Michelé Smith, Rebecca Lake, Mark Mrozinski	Yes	Developed a placement strategy in conjunction with employers and on-campus partners that included faculty directing employers to the JPRC, offering alternative methods to reach students and providing high-touch contacts with employers to discuss job opportunities and availability of students by October 2019.
	Review JPRC job descriptions to realign the strategic vision of the Center by October 2019.		Yes	Reviewed JPRC job descriptions to realign the strategic vision of the Center by August 2019.
	Investigate Joyce Foundation Grant to support placement strategy for JPRC by October 2019.		Yes	Investigated Joyce Foundation Grant to support placement strategy for the JPRC, the grant was not pursued, by October 2019.

Operational Plan

Goal	Target	Responsibility	Completed	Comment
43. Initiate new strategic vision of the Job Placement Resource Center (JPRC) that focuses on job placement services for area businesses (continued).	Launch new services package to employer partners by January 2020.		Yes	Launched new services package to employer partners by completing a new Employer Guide that delineates services provided to employers by January 2020.
	Engage 30 employers for placement services by June 2020.		Yes	Engaged 30 employers for placement services that included employer job fair attendance, student job offers, company marketing to students and job postings on Hire a Hawk by June 2020.
44. Redesign the functions of the workforce area to incorporate a business outreach focus.	Finalize the Business Outreach Plan by August 2019.	Michelé Smith, Mark Mrozinski, Joanne Ivory, Rebecca Lake	Yes	Finalized the FY2020 Business Outreach Plan for the Business Solutions Division by August 2019.
	Design and implement lead management process for the Workforce Solutions Division by December 2019.		Yes	Designed and implemented lead management process for the Workforce Solutions Division describing the flow and response steps for business leads, including an evaluation of the lead management process by December 2019.
	Increase the level of engagement (e.g. from level 1 to level 2) for 10% of currently engaged businesses by June 2020.		Yes	Increased the level of engagement for 42% (338/806) of currently engaged businesses by June 2020.