



Palatine, Illinois

Institutional Accountability Report

2021-2022

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.

2021-2022

**Institutional Accountability
Report**

**Avis Proctor, Ed.D.
President**

July 2022

William Rainey Harper College
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MEMORANDUM

To: Board of Trustees
From: Dr. Avis Proctor, President
Date: June 30, 2022
Re: FY2022 Harper College Accountability Report

Reflecting on FY2022, this year continued to provide many opportunities and challenges. Through it all we banded together, focused on community, and realized numerous achievements. Together we responded to the ongoing COVID-19 pandemic and supported each other, our students, and our community. Although this report largely highlights the work accomplished towards our operational and strategic goals, so much more was achieved this year. We are truly proud of our progress toward our goals as well as how we have managed the pandemic and the return to campus. Without a doubt, 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 FY2022 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:

- Named to the 2023 Aspen Top 25 for Community College Excellence, a recognition of the College's commitment to student success and equitable outcomes.
- Achieved a graduation rate of 37.8%, the highest rate in Harper's recorded history.
- Remained committed to developing a culture of diversity, equity, and inclusion (DEI) as demonstrated through the launch of the Cultural Center in November 2021, the common DEI training for all employees introduced in March 2022, various DEI programming opportunities for students and employees, and continued social justice work.
- Awarded \$6.1 million in scholarships and awards to more than 2,000 students.
- Offered targeted full tuition "Igniting Paths to Success" scholarships beginning in fall 2021 with more than 1,600 scholarships awarded for a total of more than \$3.1 million. The Ignite Scholars exceeded their peers in credit hours earned and in fall to spring persistence.
- Awarded 234 Promise Scholars a credential and welcomed the third cohort of 503 Promise Scholars in fall 2021. The Promise Scholars outperformed their peers in course completion, grade point average, and credit hours earned.
- Awarded \$12.7 million of HEERF funding to 7,808 (duplicated) students in accordance with Department of Education regulations.
- Established new Institutional Effectiveness Measures focused on leading and lagging student success measures and aligned with the College's *SOAR: You Matter, We Care* framework (Search, Onboard, Advance, Realize). This framework explores student milestones and outcomes for each phase of the student lifecycle and serves as an excellent organizing framework for the IEMs.

- Signed two agreements with Southern Illinois University (SIU) allowing students to pursue SIU degrees through the University Center as well as the Saluki Step Ahead program that allows students to attend SIU Carbondale remotely to pursue a bachelor's degree.
- Launched the fully online Health Information Technology A.A.S. degree in fall 2021.
- Made considerable progress towards achievement of the FY2021-2024 Strategic Plan goals including marked improvement in reducing equity gaps for Black students in developmental coursework and persistence.
- Welcomed four new apprenticeship partner employers and placed 51 students in apprenticeships.
- Finalized collective bargaining agreements including the extension of the CCCTU Local 1600 agreement and the approval of the IEA/NEA agreement.
- Awarded \$100,000 to five organizations as part of the Community Innovation Fund grant program established with funds from MacKenzie Scott's philanthropic gift to impact the College and its community.

Presidential Priorities

The President establishes goals in consultation with the Board of Trustees that support the Strategic and Operational Plans of the College. Eight goals were established to begin or be completed in for FY2022:

Goal: Support the strategic plan goal teams in achieving established targets focused on student success, equity and enrollment.

Status: Completed and Continuing.

At the midpoint of FY2021-FY2024 Strategic Plan six goals teams and 25 sub-groups are working on various aspects of the Strategic Plan. At the end of FY2022, 22 proposals have been approved and much work is underway. Achievements include:

- Increased graduation rate by 12% from 33.7% in 2019 to 37.8% in 2021
- Decreased gaps for Black students in developmental math (a 28% decrease), developmental writing (a 44% decrease), and fall to fall persistence (a 29% decrease)

Goal: Establish additional measures that aid in improving the recruitment and retention of diverse faculty and staff.

Status: Completed.

In FY2022, the College continued its commitment to hiring faculty and staff that better represent the diversity of students and the local community. Additionally, Harper continues to hire Diverse Faculty Fellows, established the Social Justice Distinction award for students, approved the use of non-binary pronouns for policies, launched Diversity, Equity, and Inclusion training for all employees, revived the 360 Assessment, and facilitated the creation of a rubric to assess academic and non-academic policies at the College through an equity-minded lens.

Goal: Execute strategies and deploy technologies that continue to enhance distance learning and other flexible teaching and learning programs.

Status: Completed.

Three initiatives highlight the work related to the growth of incentivized professional learning that enhances teaching and learning:

- **Equity Teaching Academy and Redesign for Equity Grants:** The Equity Teaching Academy is a three course professional learning series for Harper faculty and district high school partners. The goal is to develop the capacity of educators to address equity gaps by examining institutional context, reflecting on equity pedagogies and practices, and creating an action plan for an equity-based course redesign. Faculty who complete are eligible to participate in a Redesign for Equity grant. Courses will be redesigned using evidence-based, inclusive practices with the goal of reducing equity gaps in course success rates.
- **Flexible Learning (Hyflex) Pilot:** Provided incentives for 68 faculty to engage in professional learning related to HyFlex that included participation in Hyflex roundtables facilitated by the Academy for Teaching Excellence, external courses through Educause and the Online Learning Consortium, and the "Building Capacity for Flexible Learning" series.
- **Ally Advocate Badge:** The Academy for Teaching Excellence has conducted workshops for faculty to earn an Ally Advocate digital badge for remediating course content. Ally Advocates are recognized for their ability to leverage the Blackboard Ally tool to improve the accessibility, quality, and usability of course content for all students. This work began in FY2021 and, at the end of FY2022, 58 faculty have earned the Ally Advocate Badge.

Goal: Develop metrics that monitor student progression and completion through the University Center.

Status: Completed.

Developed metrics that monitor student progress and completion through the University Center. Performance by University Center students continues to exceed expectations with persistence rates being 90% on average across all programs. Student success rates in University Center courses are also nearly 94%. During fall 2021, 487 students enrolled, and 115 students completed a University Center program.

Goal: Execute recommendations that increase standards of risk management for the College.

Status: In Progress.

In FY2022, an Executive Director of Facilities was hired. In early FY2023, a Director of Risk Management will be hired to begin building out a comprehensive risk management plan. During FY2022, several recommendations from the consultant report have been addressed including the assessment of call boxes across campus as well as the installation of cameras in various locations. Recommendations will continue to be implemented in the coming year as the comprehensive risk management plan is developed.

Goal: Facilitate trustee involvement in community engagement activities that support the mission of the college.

Status: Completed.

Trustees have attended numerous community engagement events that include the Carnivale celebration hosted by Partners for our Communities, long-term Foundation Board member Tom Wischhusen's retirement party, and a progressive dinner held by the Educational Foundation to steward new and potential donors. Additionally, several trustees supported Excel Beyond 211.

Goal: Execute the highest priority master planning projects.

Status: Completed.

Programming for the Canning Center has been approved. The building will include the Student Center, University Center, Campus Dining, and space for the culinary and hospitality program, including teaching kitchens, large gathering spaces, and offices. A steering committee has been formed for the Building I and J reconstruction project and a request for proposal has been issued for an architect.

Goal: Begin the planning process for the development of a Strategic Information Technology Plan.

Status: In Progress.

The new Chief Information Officer began November 2022 and formalized the Information Technology governance structure during FY2022. The next phase is to build the Strategic Information Technology Plan.

The following highlights the financial results against the FY2022 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 FY2022 Tax-Capped Funds revenue is projected to be over budget by \$10.1 million, or 8.6%. This revenue variance is primarily due to the State passing a budget and fully funding the base operating grant, lost revenue claimed on the HEERF grant for enrollment declines, and corporate personal property replacement tax distributions from the State that exceeded their projections.

Projected expenditures for FY2022 are under budget by \$4.1 million, or 3.5%. 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 \$14.2 million.

Capital Projects

Several Campus Master Plan project initiatives made significant progress in FY2022:

- Completed the Building A Culinary Lab Improvements Project in August 2021, within the project budget of \$660,000.
- Completed the Building D Cultural Center Project in October 2021, within the project budget of \$400,000.
- Completed the Building M Hall of Fame Project in July 2021, within the project budget of \$132,000.
- Completed the Building V HVAC Upgrade Project in May 2022, within the project budget of \$311,922.
- Completed the Building X Dental Hygiene Simulation Lab Project in August 2021, within the project budget of \$1,821,000.
- Completed the Learning and Career Center (LCC) Exterior Improvements Project in October 2021, within the project budget of \$1,089,478.
- Completed Phase III of the Occupational Safety and Health Administration (OSHA) Roof Safety Project in September 2020, within the Project Budget of \$468,750.
- Completed Building Z Refrigerant Detection and Purge Remediation Project in January 2021, within the project budget of \$142,949.
- Completed Feasibility Studies for the Building B Natural Gas Service Replacement; Building B Water Service Improvements; Building B Motor Control Center Upgrades; Building F Water Infiltration Repairs; Building H Additive Manufacturing Lab; Building J Exposed Structural Concrete Repairs; Building M Drone Lab; Building Z Underpass Ceiling Repairs; Phase I of the Buildings R, W, X, Y, and Z Building Automation System (BAS) Improvements; and BAS Control Upgrades at Buildings D, E, H, M, and S.
- Began the schematic design for the Canning Center and University Center. Schematic design is scheduled to be completed in August 2022.
- Began the Architect Selection Process for the Buildings I and J Replacement/Renovation Project. Schematic design is scheduled to be completed in June 2023.
- Began the design for Phase II of the HVAC Upgrades in Buildings R, W, X, Y, and Z. The project is scheduled to be completed in September 2023 and is within the project budget of \$1,740,600.
- Began the design for the Building B Harper College Police Department Remodeling (B110). The project is scheduled to be completed in March 2023 and is within the project budget of \$320,000.
- Began the design for the Buildings E and Z Domestic Water Heater Improvements. The project is scheduled to be completed in December 2022 and is within the project budget of \$298,000.
- Began the design for the Buildings O and R Roofing Replacement. The project is scheduled to be completed in March 2023 and is within the project budget of \$178,000.
- Began design for the Building R Theater Upgrades. The project is scheduled to be completed in August 2023 and is within the project budget of \$566,000.
- Began the design of the Cannabis Laboratory at LCC. The project is scheduled to be completed in August 2023 and is within the project budget of \$674,000.
- Began work on the Building D HVAC Upgrade Project. The project is scheduled to be completed in August 2022 and is within the project budget of \$264,154.
- Began work on the Building J Theatrical Lighting Improvements. The project is scheduled to be completed in December 2022 and is within the project budget of \$185,000.
- Began work on the Building L Kiln Exhaust Improvements. The project is scheduled to be completed in August 2022 and is within the project budget of \$86,000.

- Began work on the Building X Respiratory Therapy Lab. The project is scheduled to be completed in January 2023 and is within the project budget of \$605,800.
- Began work on the Building X Center for Interprofessional Simulation and Innovation Improvements. The project is scheduled to be completed in January 2023 and is within the project budget of \$147,400.
- Began work on the Building Y Y211 Data Center Improvements. The project is scheduled to be completed in December 2022 and is within the project budget of \$946,100.
- Other significant capital improvements in FY2022 include Building R Sound System Upgrades; Building V HVAC Improvements; Building Z Eyewash and Emergency Shower Improvements; security improvements; campus infrastructure improvements; indoor lighting level controllers; sidewalk repairs; parking lot maintenance; parking garage maintenance; utility service tunnel repairs; and various classroom upgrades.

Conclusion

This was another productive year for Harper College. We were recognized as one of the Top 25 community colleges in the nation by the Aspen Institute which highlighted our gains in student success outcomes. Employees focused on the goals of the strategic plan as they aligned their work in support of the plan. The three pillars of equity - removing barriers, closing gaps, focused solutions - were introduced and woven into the fabric of our work. Students continued to achieve their completion goals and the College conferred 4,419 credentials. Graduation returned to campus, and we celebrated the graduates of 2020, 2021, and 2022 at our first ever Grad Fest event. The College continued its focus on safety and followed the guidance of the Centers for Disease Control and Prevention along with the Governor's mandates. As the pandemic waned, we returned to campus and worked to safely rebuild community for our employees and students while rethinking the way we work. We are navigating our way through the sustained shift to online learning and focusing our attention on the future of distance education and ensuring educational quality in all instructional methods. For these and many other reasons, I am proud of the work we accomplished during my third year at Harper. I look forward to our future achievements as we continue to go forward together.

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. 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 | Measures and targets | Strategic goals, targets and measures | Goal Tasks |
| Reporting | Annual | Annual | Annual |
| Description | Measures of effectiveness that are key to the College’s mission; focused on student success; 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 tasks aligned with and in support of the College’s strategic plan. |

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 24 IEMs for Harper College in FY2011. In FY2022, the College engaged in a year-long process to revise the IEMs and set new four-year targets, to come due at the end of 2026. The work associated with this process is described below.

In fall 2021, the Strategic Planning and Accountability Committee (SPA) was charged with revising the IEMs and recommending targets to be achieved by 2026. To complete this work, an IEM Work Group was created. The Work Group process included the following:

- Benchmarking key performance indicators at peer and aspirational institutions
- Reviewing current research on best practices
- Reviewing current and trend data
- Ensuring alignment with the College mission and vision
- Including leading student success indicators
- Focusing on student success along the student progression pipeline as well as equity in achievement of measures
- Gathering feedback and input from stakeholders

With student success at the forefront of the IEM revision, the Work Group identified alignment of the draft IEMs with the College's *SOAR: You Matter, We Care* framework (**S**earch, **O**nboard, **A**dvance, **R**ealize), which outlines the student journey from start to finish. The SOAR framework explores student milestones met and outcomes achieved for each phase of the student lifecycle.

In spring 2022, the draft IEMs were shared with the College community in a variety of ways. Members of the IEM Work Group and the SPA Committee conducted input sessions with all shared governance committees, the Faculty Senate, and the Board of Trustees. During the input sessions, participants were encouraged to ask questions, make comments, and respond to a survey. Additionally, a presentation including information on the draft IEMs was posted on the employee portal where all could view and provide feedback via a survey.

The IEM Work Group was also charged with recommending long-term IEM targets. The target setting process included the examination of historical and trend data as well as a review of current institutional priorities and initiatives. 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.

In setting the new targets, the Work Group followed the previous approach of using a normal distribution to determine the number of targets in each of the framework categories. This approach places a large percentage of the targets in the "Improvement" category, and fewer in both the "Stretch" and "Expected" categories. This recommendation aligns with Harper's campus culture which focuses on continuous improvement as both a priority and an expectation.

Institutional Effectiveness Measures

To further engage the campus community, a survey was administered asking respondents to identify three measures they identify as priorities for the College over the next four years. Both employees and student leaders were asked to complete the survey. More than 560 responses were received and the survey results were examined, along with trend data for each of the measures, to develop a recommendation on the targets.

The draft IEMs and recommended targets were presented to and supported by the President’s Learning Council and the Faculty Senate in May 2022. The recommendation was then presented to the Board of Trustees at the June 2022 Committee of the Whole meeting. The Board of Trustees voted to approve the recommendation at the June 2022 Board meeting.

The approved IEMs and corresponding targets to be achieved in 2026 are displayed below. The IEMs are organized as they fit in the SOAR framework, representing the student lifecycle from enrollment to completion and beyond.



| Measure | Target | Definition and Data Source |
|-------------------|-----------------|----------------------------------------------------------------------------------------------|
| Enrollment | Stretch 28%+ | Proportion of district residents served by Harper College through credit instruction. (ICCB) |



| Measure | Target | Definition and Data Source |
|---------------------------------------|--------------------|-------------------------------------------------------------------------------------|
| Gateway Math Course Success | Expected 66-67% | Percent of students who complete gateway math within first year. (Internal Data) |
| Gateway English Course Success | Expected 71-72% | Percent of students who complete gateway English within first year. (Internal Data) |



| Measure | Target | Definition and Data Source |
|----------------------------------------------|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Fall to Spring Persistence | Improvement 85-86% | Percent of first-time, full/part-time, credential-seeking students who enroll at Harper in the given fall semester and either return the following spring or leave with a credential. (Internal Data) |
| Fall to Fall Persistence | Improvement 69-70% | Percent of first-time, full/part-time, credential-seeking students who enroll at Harper in the given fall semester and either return the following fall or leave with a credential. (IPEDS) |
| Part-Time Credit Accumulation (12hr) | Improvement 41-42% | Percent of first-time, part-time, degree or certificate-seeking students who earned 12 or more credits (including developmental) within first year. (PDP) |
| Full-Time Credit Accumulation (24hrs) | Improvement 52-53% | Percent of first-time, full-time, degree or certificate-seeking students who earned 24 or more credits (including developmental) within first year. (PDP) |

Institutional Effectiveness Measures



| Measure | Target | Definition and Data Source |
|--------------------------------------------|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Advancement | Stretch 75%+ | Percent of first-time, full-time, degree/certificate-seeking students who graduated, transferred, or continued to enroll at Harper after three years. (IPEDS) |
| Graduation Rate | Improvement 38-39% | Percent of first-time, full-time, degree/certificate-seeking students who completed a credential within three years of enrolling at Harper. (IPEDS) |
| Post-Harper Student Satisfaction | Expected 90-91% | Percent of students who report being ‘Satisfied’ with program of study job preparation or preparation for continued education. (Follow-Up Survey) |
| Post-Harper Student Employment | Improvement (tbd) | Percent of students who earned a career credential that have stable employment in the first year post-Harper. (IDES) |
| Post-Harper Student Stable Earnings | Improvement (tbd) | Percent of students who earned a career credential that have stable annual earnings at a living wage in the first year post-Harper. (IDES) |

You matter; we care. (An overarching message of SOAR)

| Measure | Target | Definition and Data Source |
|--------------------------------------------------|-----------------------|-------------------------------------------------------------------------------------------------------------------------------|
| Financial Support for Students | Stretch 36%+ | Percent of students who receive aid through scholarships/grants. (IPEDS) |
| Faculty Relative to Student Diversity | Improvement 31-32% | Percent of racial/ethnic diverse FT and PT faculty relative to students. (IPEDS) Target is to reduce the gap. |
| Employees Relative to Community Diversity | Improvement 14-15% | Percent of racial/ethnic diverse employees relative to community population. (IPEDS/U.S. Census) Target is to reduce the gap. |

| Measure | Target | Definition and Data Source |
|----------------------------------|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Composite Financial Index | Expected 3.0-7.0 | Overall financial health comprised of four ratios—Primary Reserve, Net Operating Revenues, Return on Assets, and Viability. (Higher Learning Commission) |

Data Sources:

ICCB – Illinois Community College Board

IDES – Illinois Department of Employment Security

IPEDS – Integrated Postsecondary Education Data System

PDP – Postsecondary Data Partnership



Overview

Harper College’s four-year Strategic Plan (FY2021-2024) is the result of broad engagement in a community-based planning process designed to meet the changing needs of our students and community. The plan sets a strategic course for the College as it strives to achieve its vision as an innovative and inclusive institution, the community’s first choice, and a national leader for student success.

The “Your Voice Our Potential” themed strategic planning process highlighted the importance of gathering input from all stakeholders. The College developed its community-based Strategic Plan with the guidance of the Strategic Planning and Accountability Committee (SPA) shared governance committee. The strategic planning process included a thorough assessment of the concluding plan, review of community and student data, employee dialogue sessions, data summits, and a strategic planning conference that built upon the reviews, data, and dialogues and included both internal and external stakeholders. Four themes – College Culture, Equity, Excellence in Teaching and Learning, and Partnerships and Outreach – emerged through this work. Shortly after the review and input process, the COVID-19 pandemic moved us to an online environment and resulted in the College reevaluating priorities to meet the growing basic needs of students, provide additional supports, and ensure online educational offerings are of the highest quality. Through these changes, the four themes remained just as relevant as they were before COVID-19.



Core Values



Teaching and Learning



Student Success



Equity



Partnerships



Awareness/Outreach

In spring 2020, the SPA Committee synthesized the outcomes from the Strategic Planning Conference, resulting in six strategic goals – Core Values, Teaching and Learning, Student Success, Equity, Partnerships, and Awareness and Outreach – to guide the College towards achieving excellent outcomes, for students, employees, the workforce, and the larger community we serve. The “Forward Together” FY2021-2024 Strategic Plan was approved by the Board of Trustees in June 2020. In fall 2020, the Strategic Plan was launched, and goal teams began their work. During FY2022, goal teams worked diligently to develop and implement strategies to impact goal targets and measures. Sixteen strategic plan goal measures were scheduled for completion by the end of FY2022. Of these measures, nine were fully completed with the remaining seven on schedule for completion in FY2023. The following pages highlight the strategic plan work accomplished during FY2022.

Strategic Plan

Strategic Plan Measures with FY2022 Completion Dates

The FY2021-2024 Strategic Goals are listed below. Each goal had one or more targets with completion dates in FY2022. Below is a summary of the 16 FY2022 measures by goal with a link to detailed information.

| |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Goal: AWARENESS/OUTREACH Enhance awareness of and access to Harper College programming, resources, events, and partnerships. |
| Measures Achieved |
| Develop a holistic outreach plan , including targeted groups and outreach strategies, by June 2022. |
| Identify key programs and services of which all internal constituents should have knowledge by December 2021. |
| Implement strategies to increase adult (25+) enrollment in credit and non-credit programming by June 2022. |
| Create a comprehensive list of College services and resources by December 2021. |
| Measure in Progress |
| Develop education materials by June 2022. (To be completed August 2022) |
| Goal: CORE VALUES Implement practices that promote Harper’s core values of respect, integrity, collaboration, and excellence. |
| Measures In Progress |
| Implement a system to track participation in professional development activities by June 2022. (To be completed December 2022) |
| Implement additional processes for recognizing and appreciating employees by June 2022. (To be completed December 2022) |
| Goal: EQUITY Build capacity to support equity, diversity, and inclusion. |
| Measure Achieved |
| Develop/identify a common institutional Diversity, Equity, and Inclusion training program for all employees by June 2022. |
| Consult with “Partnerships” goal team to identify community partnerships that support campus DEI efforts by December 2021. |
| Measures in Progress |
| Develop procedures and protocols to ensure use of common inclusive language in all College materials (including classroom materials) by June 2022. (To be completed June 2023) |
| Assess policies/practices for needed equity adjustments by December 2021. (To be completed June 2023) |

Strategic Plan

Goal: PARTNERSHIPS

Advance relationships among education, community, and workforce partners.

Measures Achieved

Assess [training needs](#) of the workforce/community (including skills gaps) by December 2021.

Assess relationship [outcomes](#) by June 2022.

Measure in Progress

[Connect](#) with at least five existing community organizations to increase resources to help meet student basic needs by June 2022. (To be completed December 2022)

Goal: STUDENT SUCCESS

Identify and remove barriers to student success.

Measure In Progress

Identify and/or develop [training](#) for faculty and support staff to address equitable practices (addressing student bandwidth demands and basic needs) by December 2021. (To be completed March 2023)

Goal: TEACHING AND LEARNING

Implement innovative and inclusive teaching and learning.

Measure Achieved

Develop faculty [professional development](#) on interculturally competent classroom pedagogies by December 2021.

Strategic Plan

| Goal: AWARENESS/OUTREACH Enhance awareness of and access to Harper College programming, resources, events, and partnerships. | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Target/Measures | Status |
| <p>Target: Develop and implement a holistic outreach plan w/targeted groups and outreach strategies.</p> <p>Measures:</p> <ul style="list-style-type: none"> • Develop a definition of outreach by June 2021. (Completed FY2021) • Develop a holistic outreach plan, including targeted groups and outreach strategies, by June 2022. (Completed FY2022) • Implement the holistic outreach plan by June 2023. | <p>In Progress – On Schedule. During FY2022, a holistic outreach plan was developed, including targeted groups and outreach strategies. The holistic outreach plan was presented to stakeholders and the final draft of a two-year community relations outreach plan was completed by June 30, 2022. The goal team’s approved proposals were incorporated into the outreach plan:</p> <ul style="list-style-type: none"> • Sponsorship/Marketing Initiative – The project supports increased outreach through sponsorships, advertising in partner publications, and direct marketing to new district residents. Targeted marketing projects and sponsorships build awareness with new audiences, increase the community’s knowledge of Harper programs, and enhance engagement with community partners. • Outreach Supply Fund – The initiative was implemented to assist departments who do not have access to or a budget for promotional items and materials to represent the Harper brand at events. This supports the College’s efforts to centralize outreach and promote collaboration across the College. • Outreach Specialists – As a result of community and partner organizations offering more opportunities for outreach to targeted population, two temporary part-time Outreach Specialists will be hired for FY2023 and FY2024 to support the Community Relations work of the College. • Career Directions Continuing Professional Education (CPE) Course – This no-cost course helps participants define their educational and career goals and learn about the variety of Harper College programs. • Virtual Campus Tour – This project seeks to increase engagement with prospective students and influences to support enrollment goals and invite them to a virtual experience that represents the quality of Harper’s education, services, and campus life. |

Strategic Plan

| Goal: AWARENESS/OUTREACH | |
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| Enhance awareness of and access to Harper College programming, resources, events, and partnerships. | |
| Target/Measures | Status |
| <p>Target: Educate internal constituents on Harper programs and services.</p> <p>Measures:</p> <ul style="list-style-type: none"> • Identify key programs and services of which all internal constituents should have knowledge by December 2021. (Completed FY2022) • Develop education materials by June 2022. (In Progress – To Be Completed FY2023) • Provide educational activities by June 2023. | <p>In Progress – Behind Target/Schedule. During FY2022, the goal team began collaborations with the Internal Communication Manager to implement a monthly feature in InsideHarper. Features included: Business Services; Community Education; Community Relations Youth Outreach Program; Continuing Professional Education; the Dental Hygiene Clinic; Enrollment Services; the Health and Recreation Center; the Makerspace and Entrepreneur Center; and Student Affairs. The features also highlight various resources and services. The goal team began creating a page on the employee portal to serve as a hub for up-to-date information about programs and services. Educational materials will be developed in early FY2023 with education activities following.</p> |
| <p>Target: Increase enrollment and participation in Harper College programming (credit and non-credit).</p> <p>Measures:</p> <ul style="list-style-type: none"> • Implement strategies to increase adult (25+) enrollment in credit and non-credit programming by June 2022. (Completed FY2022) • Increase enrollment of adults 25+ in credit and non-credit programs above FY2019 levels by June 2024. | <p>In Progress – On Schedule. During FY2022, strategies were implemented to increase adult (25+) enrollment in credit and non-credit programming. The goal team is working with Enrollment Services and Community Education to track enrollment and funding was approved to expand offerings of the career directions course initiative. This no-cost course focuses on providing wraparound resources and programs that help non-traditional, low-income adult students overcome barriers and challenges to completing an educational pathway that leads to the workforce and sustainable wages.</p> |

Strategic Plan

| Goal: AWARENESS/OUTREACH Enhance awareness of and access to Harper College programming, resources, events, and partnerships. | |
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| Target/Measures | Status |
| <p>Target: Increase usage of College services and resources.</p> <p>Measures:</p> <ul style="list-style-type: none"> • Create a comprehensive list of College services and resources by December 2021. (Completed FY2022) • Using FY2019 data as a baseline, increase usage of identified College services and resources by 2% by June 2024. | <p>In Progress – On Schedule. During FY2022, a comprehensive list of Harper services and resources was created. Baseline data was confirmed and will be used to track and compare usage of services and resources during FY2023 and FY2024. The goal team worked to increase knowledge of programs and services with internal constituents to be better internal and external ambassadors. Additionally, efforts to increase exposure of programs and services to external audiences occurred during FY2022, including:</p> <ul style="list-style-type: none"> • Outreach events (resources fairs, business expos, networking events). • Marketing in business publications to increase awareness of Workforce programs and services including the Greater O’Hare Association (GOA) Annual Business Guide and Quarterly e-Magazine, and Schaumburg Business Association (SBA) Annual Business Guide. • Secured sponsorships for GOA Business at the Ballpark Expo, Boomers Back to School Night, SBA Women in Business, and Good Morning Schaumburg networking events to highlight and share information about programs and services. |

Strategic Plan

| Goal: CORE VALUES Implement practices that promote Harper’s core values of respect, integrity, collaboration, and excellence. | |
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| Target/Measures | Status |
| <p>Target: Create a culture of professional development.</p> <p>Measures:</p> <ul style="list-style-type: none"> • Develop a philosophy of professional development by June 2021. (Completed FY2021) • Implement a system to track participation in professional development activities by June 2022. (In Progress – To Be Completed FY2023) • Increase the percent of employees who use professional development funds by 10%, from 58% in FY2019 to 63.8% in FY2024. • Increase the percent of employees who are satisfied with opportunities, support, recognition, and value of professional development at Harper College by 3%, as measured by PACE survey items by June 2023. | <p>In Progress – Behind Target/Schedule. During FY2022, a field in Oracle was identified for employees to track participation in professional development activities. In fall 2022, Human Resources will work with Information Technology to develop a report to track professional development and the tracking process will be implemented. Additionally, a survey on employee interest in advanced degree programs was conducted in FY2022. More than 350 employees responded, and the goal team is currently developing a proposal around advanced degree program offerings. In March of 2022, a Professional Development Coordinator was hired, and this coordinator worked with the goal team in FY2022 to develop a professional development program to be offered in fall 2022. This programming includes training open to all supervisors/managers led by Harper content experts to help them understand Harper procedures and how to access resources to support them in their role. Sessions will also be offered for a selected group of managers who will do more in-depth training on the soft skills as well as employee laws led by an outside facilitator.</p> |
| <p>Target: Increase student satisfaction and sense of belonging.</p> <p>Measures:</p> <ul style="list-style-type: none"> • Increase students’ sense of belonging by 4%, as measured on the CCSSE Race and Ethnicity Survey items related to sense of belonging and culture of care, by June 2024. • Maintain the percent of completers who would recommend Harper at 97.6%, as measured by the Follow-up Survey by June 2024. | <p>In Progress – On Schedule. During FY2022, the goal team presented “Three Things to Know” Blackboard Bulletin Board project to the Strategic Planning and Accountability (SPA) Committee. The goal team continues to work through feedback on the project. Additionally, the department of Student Engagement, which includes members of the goal team, developed a proposal for new student orientation in fall 2022 to create a sense of belonging and excitement for students attending Harper. Students will learn how to navigate the College, learn strategies for success, and move students forward in the enrollment process. The goal team also engaged in discussion on a new project for creating personalized welcome letters for new students in FY2023.</p> |

Strategic Plan

| Goal: CORE VALUES Implement practices that promote Harper’s core values of respect, integrity, collaboration, and excellence. | |
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| Target/Measures | Status |
| <p>Target: Increase employee satisfaction, recognition, and sense of belonging.</p> <p>Measures:</p> <ul style="list-style-type: none"> Increase employee satisfaction and sense of belonging by 4% as measured by related PACE survey items by June 2023. Implement additional processes for recognizing and appreciating employees by June 2022. (In Progress – To Be Completed FY2023) | <p>In Progress – Behind Target/ Schedule. During FY2022, a Spirit Days proposal was developed to increase the visibility of Spirit Days at Harper and create a sense of belonging for all employees. This initiative involves employees being given the opportunity to wear Harper branded clothing on Thursday. The goal is to increase employee satisfaction, create a welcoming environment, and build a sense of community. The goal team also conducted a pilot, Harper Helps, that provides opportunities for employees to volunteer during working hours. The goal is to launch the Harper Helps program in FY2023. Also, in development is programming to recognize employees who collaborate with others across campus. Employees who demonstrate collaboration will be highlighted on the employee portal and receive a token of appreciation.</p> |
| <p>Target: Increase collaboration/cooperation/communication.</p> <p>Measures:</p> <ul style="list-style-type: none"> Increase cooperation/communication by 3%, as measured by items related to spirit of cooperation and communication on the PACE survey by June 2023. Achieve a current value of “collaboration” on the CVA by June 2023 (collaboration was a desired value in 2019). | <p>In Progress – On Schedule. During FY2022, the goal team worked with the Outcomes Assessment Office to conduct employee listening sessions related to the spirit of cooperation and communication from the PACE survey. Results have been collected, analyzed, and distributed to the goal team. These results will be reviewed to determine the next steps. As mentioned in the previous target, work is underway to recognize employees who collaborate.</p> |
| <p>Target: Ensure accountability.</p> <p>Measures:</p> <ul style="list-style-type: none"> Develop a strategic plan dashboard by June 2021. (Completed FY2021) Achieve a current value of “accountability” on the CVA by June 2023 (accountability was a desired value in 2019). | <p>In Progress – On Schedule. During FY2022, to ensure “accountability,” the goal team worked on several initiatives related to manager and supervisor training. In collaboration with the new Professional Development Coordinator, the goal team developed a professional development program that includes training for supervisors/managers that will begin in fall 2022. On-board training has also been developed for new supervisors to begin in fall 2022 which includes 90-minute webinars with content experts from various departments as well as a series on the six critical practices of a supervisor.</p> |

Strategic Plan

| Goal: EQUITY Build capacity to support equity, diversity, and inclusion. | |
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| Target/Measures | Status |
| <p>Target: Develop a common language around equity for Harper College.</p> <p>Measures:</p> <ul style="list-style-type: none"> • Develop definitions for Equity, Diversity, and Inclusion by June 2021 (Completed FY2021). • Develop procedures and protocols to ensure use of common inclusive language in all College materials (including classroom materials) by June 2022. (In Progress – To Be Completed FY2023) | <p>In Progress – Behind Target/Schedule. During FY2022, the goal team began work on an initiative to develop procedures and protocols to ensure common inclusive language in all College materials. This work continues and will be completed in FY2023. Additionally, in FY2022, the goal team brought forward a proposal to edit the Equity Literacy project. The goal team presented the Equity Literacy project at Operations Council in spring 2022 and collected feedback on how the tool can be used. During FY2023, a set of standards for inclusive language that stakeholders can reference will be developed.</p> |
| <p>Target: Assess academic and non-academic policies/practices (equity lens) and recommend adjustments.</p> <p>Measures:</p> <ul style="list-style-type: none"> • Assess policies/practices for needed equity adjustments by December 2021. (In Progress – To Be Completed FY2023) • Recommend equity adjustments to policies/practices by June 2023. • Support implementation of policy/practice adjustments by June 2024. | <p>In Progress – Behind Target/Schedule. During FY2022, the goal team engaged with a consultant to develop two rubrics to assess both new and existing policies and practices for needed equity adjustments. An initial pilot of the rubrics occurred in spring 2022. During FY2023, additional existing policies will be reviewed, and the rubric for new policies will be used by the Diversity, Equity, and Inclusion (DEI) shared governance committee to evaluate any new policies developed by the College.</p> |

Strategic Plan

| Goal: EQUITY | |
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| Build capacity to support equity, diversity, and inclusion. | |
| Target/Measures | Status |
| <p>Target: Develop and provide education and training on Diversity, Equity, and Inclusion.</p> <p>Measures:</p> <ul style="list-style-type: none"> • Develop/identify a common institutional Diversity, Equity, and Inclusion training program for all employees by June 2022. (Completed FY2022) • Ensure 100% of employees (staff and faculty) participate in the common institutional Diversity, Equity, and Inclusion training by June 2024. | <p>In Progress – On Schedule. During FY2022, a common institutional DEI training program for all employees was identified. Vector Solutions DEI online training launched on Professional Development Day in March 2022. Several hundred employees took part in this training during the spring 2022 Professional Development Day. At the end of FY2022, 298 employees have completed at least one module.</p> |
| <p>Target: Create a culture of equity, diversity, and inclusion.</p> <p>Measures:</p> <ul style="list-style-type: none"> • Maintain overall employee retention rate at 94.0% (FY2019 versus FY2023). • Improve student DEI culture by 4%, as measured by related CCSSE and CCSSE Race/Ethnicity Survey items by June 2024. • Improve employee DEI culture by 3% as measured by commitment to workplace diversity items on the PACE survey by June 2023. | <p>In Progress – On Schedule. During FY2022, the Equity goal team continued to work on strategies that are contributing toward creating a more inclusive culture. The goal team has identified stakeholders across campus that are leading initiatives that impact equity. In addition to the goal team strategies that are contributing toward creating a more inclusive culture, many other areas of the College are working on DEI efforts.</p> |

Strategic Plan

| Goal: EQUITY Build capacity to support equity, diversity, and inclusion. | |
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| Target/Measures | Status |
| <p>Target: Develop/enhance community relationships that support DEI efforts.</p> <p>Measures:</p> <ul style="list-style-type: none"> • Consult with “Partnerships” goal team to identify community partnerships that support campus DEI efforts by December 2021. (Completed FY2022) • In collaboration with the “Partnerships” goal team, develop/enhance at least two community partnerships focused on DEI efforts by June 2024. | <p>In Progress – On Schedule. During FY2022, the goal team collaborated with the Partnerships goal team and identified and contacted two partners: League of Women Voters and Great Lakes ADA (Americans with Disabilities Act) Center. The team is working with the Partnerships goal team to identify additional opportunities for engagement going forward.</p> |

Strategic Plan

| Goal: PARTNERSHIPS Advance relationships among education, community, and workforce partners. | |
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| Target/Measures | Status |
| <p>Target: Grow relationships across all sectors (education, community, and workforce).</p> <p>Measures:</p> <ul style="list-style-type: none"> • Identify existing Harper relationships (as of June 30, 2020) by June 2021. (Completed FY2021) • Increase relationships in identified area(s) of focus, transportation, healthcare, technology, and business management, by 4% by June 2024. • Identify levels of engagement for all relationships (engagement as defined for each sector) by June 2021. (Completed FY2022) • Increase engagement levels for relationships in identified area(s) of focus, transportation, healthcare, technology, and business management by 10% from by June 2024. | <p>In Progress – On Schedule. During FY2022, the goal team created rubrics for identifying partner engagement levels and assigned each partner a baseline level of engagement.</p> <p>A total of 567 partners were identified representing 112 community partners, 315 education partners, and 140 workforce partners. During the FY2022 review of partners, duplicated partners and those not meeting the definition of partner were removed, thereby decreasing the number of partners from those initially reported in FY2021. The goal team also created a google form to allow for updating partnership lists and engagements levels. In April 2022, subgroups began providing quarterly updates.</p> <p>The goal team identified the average engagement levels of all partners based on rubrics.</p> <ul style="list-style-type: none"> ○ Overall average engagement level: 2.32 out of 5 <ul style="list-style-type: none"> ▪ Community partner average engagement level: 3.05 ▪ Education partner average engagement level: 1.91 ▪ Workforce partner average engagement level: 2.65 <p>Workforce relationship grew during FY2022 including:</p> <ul style="list-style-type: none"> ○ Added four apprenticeship partners (employers) at level three engagement. ○ Hired 36 new apprentices. ○ Sustained level three engagement for apprenticeship partners who continue to hire new apprentices for fall 2022. ○ Added three new employers offering internships. ○ Added three new employees through Harper Business Solutions. |

Strategic Plan

| Goal: PARTNERSHIPS Advance relationships among education, community, and workforce partners. | |
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| Target/Measures | Status |
| <p>Target: Leverage relationships that support student needs.</p> <p>Measures:</p> <ul style="list-style-type: none"> Identify current presence of community organizations on Harper’s campus (including extension sites) by June 2021. (Completed FY2021) Connect with at least five existing community organizations to increase resources to help meet student basic needs by June 2022. (In Progress – To Be Completed FY2023) Increase on-campus presence of community organizations by June 2023. Increase student awareness of community partners that provide basic needs support by five percentage points from 12% to 17% by June 2024. | <p>In Progress – Behind Target/Schedule. During FY2022, the goal team met with representatives from a variety of student support areas to identify five community organizations to increase resources that will aid in meeting student basic needs. The organizations were confirmed in June 2022 and the goal team will connect with these organizations in FY2023. Additionally, the goal team is working with departments to identify community organizations, based on their ability to support student needs, to expand their presence on campus. Also, during FY2022, the goal team surveyed students to determine their awareness of community organizations providing basic needs support that work with the College. The survey was completed by 131 students and results indicate that only 12% of the respondents were aware of the community organizations and know that they work with Harper. The goal team will review the data and determine ways to increase student awareness of these organizations that provide basic needs support.</p> |
| <p>Target: Develop programming that responds to community and workforce needs, including existing skills gaps.</p> <p>Measures:</p> <ul style="list-style-type: none"> Assess training needs of the workforce/community (including skills gaps) by December 2021. (Completed FY2022) Develop at least three community education (1.3) and community professional education (1.6) courses and/or programming that respond to needs/gaps by December 2023. Implement courses and/or programming by June 2024. | <p>In Progress – On Schedule. During FY2022, the Partnerships goal team investigated the surrounding community education and community professional education courses to respond to gaps in four sectors: transportation, healthcare, technology, and business management. These sectors were identified by the Teaching and Learning goal team as the focus for programming. In addition, the curriculum checklist that is completed for all new credit courses now includes a question, “Does this new curriculum have a connection to Community Education (CE) and/or Continuing Professional Education (CPE)?” to allow for early conversations and identification of new CE/CPE courses/programs.</p> |

Strategic Plan

| Goal: PARTNERSHIPS Advance relationships among education, community, and workforce partners. | |
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| Target/Measures | Status |
| <p>Target: Improve outcomes for all relationships.</p> <p>Measures:</p> <ul style="list-style-type: none"> • Identify intended outcomes for relationships (by sector) by June 2021. (Completed FY2022) • Assess relationship outcomes by June 2022. (Completed FY2022) • Implement strategies to improve relationship outcomes by December 2022. • Reassess relationship outcomes by June 2024. | <p>In Progress – On Schedule. In FY2022, the subgroups of the goal team reviewed and conducted an initial assessment of the intended relationship outcomes.</p> |

Strategic Plan

| Goal: STUDENT SUCCESS Identify and remove barriers to student success. | |
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| Target/Measures | Status |
| <p>Target: Close equity gaps.</p> <p>Measures:</p> <ul style="list-style-type: none"> • Identify existing equity gaps by February 2021. (Completed FY2021) • Develop strategies to address student equity gaps by June 2021. (Completed FY2021) • Implement strategies to address student equity gaps by June 2023. • Decrease equity gaps by 20% by June 2024. | <p>In Progress – On Schedule. At midpoint in the plan, equity gaps have been reduced in several areas for Black students.</p> <ul style="list-style-type: none"> • Developmental Math – Gap was 15.5 percentage points (2016-2019) now 11.3 percentage points (2018-2021), a 28% decrease (4.4 percentage points). • Developmental Writing – Gap was 11.4 percentage points (2016-2019) now 6.4 percentage points (2018-2021), a 44% decrease (5.0 percentage points). • Fall to fall persistence (ft) – Gap was 19.2 percentage points (2015-2018) now 13.7 percentage points (2017-2020), a 29% decrease (5.5 percentage points). <p>During FY2022, the goal team proposed and/or implemented several initiatives to address student equity gaps.</p> <ul style="list-style-type: none"> • FYS/ENG101 and FYS/ENG100 Learning Communities: This project was expanded in fall 2021 to include faculty professional development, implementation of integrative assignments, and experiential learning. The initiative goals were to close equity gaps, improve success in 0-15 courses, increase FYS compliance, and increase credit momentum so that students can complete credits at the recommended rate, thereby leading to increases in persistence and completion. A pilot of this initiative was conducted in fall 2021. For the ENG100 learning community course, the overall success rates were higher (69%) compared to the non-learning community course success rates (56%). The ENG101 learning community sections also had better overall success rates (64%) than the non-learning community sections (60%). There was no difference in overall success rates for students in the FYS101 learning community sections versus the non-learning community sections. |

Strategic Plan

| Goal: STUDENT SUCCESS Identify and remove barriers to student success. | |
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| Target/Measures | Status |
| <p>Target: Close equity gaps. (Continued)</p> <p>Measures:</p> <ul style="list-style-type: none"> • Identify existing equity gaps by February 2021. (Completed FY2021) • Develop strategies to address student equity gaps by June 2021. (Completed FY2021) • Implement strategies to address student equity gaps by June 2023. • Decrease equity gaps by 20% by June 2024. | <ul style="list-style-type: none"> • Philosophy Department Equity Gaps: This project addressed equity gaps that exist between White and Black/Latinx students in philosophy courses. The philosophy faculty reviewed resources that address best practices in inclusive pedagogy and selected several changes to make to classes in fall 2021. In comparing faculty who participated in the project with faculty who did not participate, equity gaps in the fall 2021 courses were significantly reduced or eliminated for participating faculty. The success rates for students in sections that participated in the initiative are as follows: White students 73.7%, Latinx students 68.8%, and Black students 78.9%. Success rates for students in sections that did not participate in the initiative are as follows, White students 68.7%, Latinx students 48.0%, and Black students 50.0%. • Guiding Learners to Intentionally Develop Efficacy (GLIDE): This initiative is a mentorship program approved in late FY2022 that will focus on addressing the ongoing equity gaps experienced by Harper’s Black and Latinx students, particularly related to persistence and retention. This mentorship program will follow a group mentorship model with one peer mentor for every three mentees. The DEI Coordinators for Student Diversity Initiatives will design activities for mentors and mentees and facilitate opportunities for them to engage with faculty and staff from across the campus. GLIDE will include academic, professional, and social activities that support student success and engagement. |

Strategic Plan

| Goal: STUDENT SUCCESS | |
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| Identify and remove barriers to student success. | |
| Target/Measures | Status |
| <p>Target: Close equity gaps. (Continued)</p> <p>Measures:</p> <ul style="list-style-type: none"> • Identify existing equity gaps by February 2021. (Completed FY2021) • Develop strategies to address student equity gaps by June 2021. (Completed FY2021) • Implement strategies to address student equity gaps by June 2023. • Decrease equity gaps by 20% by June 2024. | <ul style="list-style-type: none"> • ESP095 Course Development: This initiative will begin in fall 2022 and is intended to address equity issues. The goal team worked to create an English as a Second Language (ESL) version of ENG101 Accelerated Learning Program (ENG101 ALP, a model currently offered to developmental English students) to allow ESL students who only need writing instruction access to college-level English through concurrent enrollment. At present, students with an English placement test results of 3.5 are placed into ENG101 ALP unless they are determined to be ESL. If this is the case they need to enroll and successfully pass ESL074, a four-credit class, before being able to enroll in ENG101. This practice impacts at least 75 students per year. The creation of this course will give these ESL students equal access to enroll concurrently in ENG101 with their support course. • Opening Night Area of Interest Event: This event, scheduled for August 2022, will be considered the capstone of the New Student Orientation programming and onboarding. This in-person and virtual event will give stakeholders across campus the opportunity to connect with new students and demonstrate the support that students receive at Harper. The event will include a one-hour welcome session that will reinforce non-cognitive theories such as growth mindset and sense of belonging. Students will connect with faculty, staff, and current students to begin developing a sense of belonging and affiliation to Areas of Interest. The goal is to attend to equity gaps and bandwidth limitations by building momentum and focus at the start of the semester and help students develop their academic identity, sense of belonging, and visualize their success toward completing a college credential. |

Strategic Plan

| Goal: STUDENT SUCCESS | |
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| Identify and remove barriers to student success. | |
| Target/Measures | Status |
| <p>Target: Increase completion rates for all students.</p> <p>Measures:</p> <ul style="list-style-type: none"> • Increase overall graduation rate by 10%, from 33.7% (2019) to 37.1% by June 2024. • Increase annual credentials conferred by 5%, from 4,317 (2020) to 4,532 by June 2024. | <p>In Progress – On Schedule. During FY2022, the goal team investigated the possibility of a new scheduling tool for students. Members from the goal team participated in demonstrations however, none of the scheduling vendors provided a feasible option. During FY2022, the goal team implemented several initiatives that addressed student completion rates.</p> <ul style="list-style-type: none"> • Philosophy Learning Labs: This initiative is to expand the learning labs in the philosophy department. These labs are philosophy classrooms specifically designed for active learning. The belief is that the use of learning labs contributes to a reduction in equity gaps, creates a sense of belonging, and an overall improved student experience. By redesigning the physical environment of the classroom, this initiative should create not only a better learning environment for students and improve student learning, but impact how faculty teach. When student learning improves and students are engaged in active learning, success rates of students improve leading to increased persistence and completion. • CircleIn Software: To increase peer to peer collaboration on content in courses that are part of the 0-15 initiative, the goal team piloted CircleIn during spring 2022. Within the application, a supplemental instructor (SI) can be assigned to a class and responds to questions about course content posed by other students. CircleIn has been shown to increase participation and success rates, especially for students from historically disenfranchised backgrounds, first-generation students, students of color, students from low-socio-economic environments. CircleIn has also been shown to increase participation and success rates in courses where it has been effectively used by students that can result in increased persistence and completion. Initial results indicate that success rates were higher in classes where 10 or more students joined CircleIn as compared to the success rates of students in classes where nine or fewer students joined CircleIn (85% vs 65% respectively). Additionally, in instances that faculty had course sections where CircleIn was implemented and sections where it was not, a difference in success rate was also observed, 76.0% as compared to 71.5%. |

Strategic Plan

| Goal: STUDENT SUCCESS | |
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| Identify and remove barriers to student success. | |
| Target/Measures | Status |
| <p>Target: Increase completion rates for all students. (Continued)</p> <p>Measures:</p> <ul style="list-style-type: none"> • Increase overall graduation rate by 10%, from 33.7% (2019) to 37.1% by June 2024. • Increase annual credentials conferred by 5%, from 4,317 (2020) to 4,532 by June 2024. | <ul style="list-style-type: none"> • Labor Market Data Tool: The goal team worked with Modern Campus-Pathways to implement an accessible and user-friendly web resource that provides valuable information about careers, employment trends, projected growth for defined areas of interest by location as well as income forecasts, current salary information and relevant job postings. Today’s students are focused on understanding what path they will follow upon completion of their program at Harper College and are concerned that their chosen field of study will result in a self-supporting and fulfilling career in a growth industry. Research has shown that prospective students evaluate the return on investment of their educational investment by using data around cost, completion time, and median salary. This tool is available to Harper students, faculty, staff, and the community-at-large. Prospective students will be able to research information about a wide range of occupations and integrate their career focus with the programs that Harper offers. The dynamics of the resource should promote discussion on career choices, selection of areas of interest, and reinforce the students commitment to their choices leading to increased persistence, retention, and completion. |
| <p>Target: Provide professional development around equitable practices (faculty/student support staff)</p> <p>Measures:</p> <ul style="list-style-type: none"> • Identify and/or develop training for faculty and support staff to address equitable practices (addressing student bandwidth demands and basic needs) by December 2021. (In Progress – To Be Completed FY2023). • Ensure 75% of faculty/student support staff participate in bandwidth/basic needs professional development by June 2024. | <p>In Progress – Behind Target/Schedule. During FY2022, the goal team examined how best to implement professional development for faculty/student support staff. The goal team is investigating offering sessions on equitable practices during the FY2023 and FY2024 Professional Development Days. In fall 2022, the goal team will work with organizers of Professional Development Day and enlist goal team members to develop sessions. Once developed, sessions will be offered throughout the year in addition to Professional Development Days.</p> |

Strategic Plan

| Goal: STUDENT SUCCESS Identify and remove barriers to student success. | |
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| Target/Measures | Status |
| <p>Target: Increase/enhance support services for basic needs/bandwidth demands.</p> <p>Measures:</p> <ul style="list-style-type: none"> • Implement new services as well as enhancements to existing services by June 2023. • Improve student use and satisfaction with support services by 4% by June 2024. • Improve support for students by 4%, as measured by related CCSSE and CCSSE Students in Need survey items, by June 2024. | <p>In Progress – On Schedule. During FY2022, the goal team began work on how to better communicate scholarships and basic needs/bandwidth supports to students on the Harper website. The goal team met with a consultant to strategize approaches for accomplishing this work. The group also met with the Partnerships goal team, as they were also working on a similar project of communicating resources to students and the groups shared a working document on the various resources available on campus.</p> |

Strategic Plan

| Goal: TEACHING AND LEARNING Implement innovative and inclusive teaching and learning. | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Target/Measures | Status |
| <p>Target: Ensure students leave Harper with essential skills (“soft skills”, general education outcomes).</p> <p>Measures:</p> <ul style="list-style-type: none"> Define essential skills by May 2021. (Completed FY2021) Assess essential skills, in credential seeking students near completion, by June 2024. Improve student report of college experience related to essential skills by 4%, as measured by related CCSSE items by June 2024. | <p>In Progress – On Schedule. In April 2022, the Student Success Policy Council and the Provost approved the National Association of Colleges and Employers (NACE) competencies to be used as the essential skills for the College. Members of the goal team met with representatives from the Academy for Teaching Excellence, Job Placement Resource Center, and Marketing to brainstorm ideas for increasing student awareness of the essential skills they are developing while at Harper. The goal team drafted plans for three initiatives to implement during FY2023:</p> <ul style="list-style-type: none"> In collaboration with Marketing, develop an essential skills awareness video. A monthly marketing campaign that highlights an essential skill with relevant on-campus events. Faculty ambassador program to recruit faculty to modify activities and assignments to explicitly identify essential skills that will be developed. |
| <p>Target: Develop new credit programs that are responsive to student, workforce, and community needs.</p> <p>Measures:</p> <ul style="list-style-type: none"> Assess program opportunities through the examination of workforce needs by June 2021. (Completed FY2021) Develop at least three high-demand programs that respond to identified needs by June 2024. | <p>In Progress – On Schedule. During FY2022, based on the four sectors previously identified, the following new programs were proposed: Respiratory Care A.A.S. degree, Cannabis Science and Therapeutics A.A.S. degree, and Audio and Video Arts certificate.</p> <ul style="list-style-type: none"> The curriculum has been approved by the Curriculum Committee for the Respiratory Care Science A.A.S. degree. The Cannabis Science and Therapeutics A.A.S. degree is currently in the curriculum development process. The Audio and Video Arts certificate was approved by the Board of Trustees in February 2022, with plans to offer courses in fall 2022. |

Strategic Plan

| Goal: TEACHING AND LEARNING | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Implement innovative and inclusive teaching and learning. | |
| Target/Measures | Status |
| <p>Target: Enhance alternative delivery methods/flexible scheduling.</p> <p>Measures:</p> <ul style="list-style-type: none"> • Improve online courses by 4%, as measured by the following item on the student opinionnaire of instruction by June 2024. SOI item: The general organization of this course is satisfactory. • Improve online course success rates by 4%, from 64.3% in fall 2019 to 66.9% in fall 2023, by June 2024. • Ensure 150 faculty earn the Ally Advocate badge by remediating course content to increase the digital accessibility of at least one Blackboard shell by June 2024. • Develop flexible schedules to meet the identified needs of students, the community, and the workforce by December 2022, to be implemented fall 2023. | <p>In Progress – On Schedule. During FY2022, the goal team brought forward a proposal for an 8-Week Advantage program. This was supported by SPA and efforts to implement the program will be led by the Associate Provost for Curriculum and Instruction in FY2023. Through FY2022, 58 faculty members earned their Ally Advocate digital badge and increased engagement is anticipated in FY2023 as the badge is a pre-requisite for faculty to have access to the digital content remediation services.</p> |

Strategic Plan

| Goal: TEACHING AND LEARNING | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Implement innovative and inclusive teaching and learning. | |
| Target/Measures | Status |
| <p>Target: Implement interculturally competent classroom pedagogies.</p> <p>Measures:</p> <ul style="list-style-type: none"> • Develop/identify faculty professional development on interculturally competent classroom pedagogies by December 2021. (Completed FY2022) • Engage at least 75% of faculty in at least one professional development opportunity on interculturally competent pedagogies by June 2024. • Assess student experience around interculturally competent classroom pedagogies by June 2024. | <p>In Progress – On Schedule. During FY2022, the goal team identified faculty professional development on interculturally competent classroom pedagogies. Activities included:</p> <ul style="list-style-type: none"> • Posting an appeal in the Academy News for information about professional development opportunities that align with interculturally competent pedagogies. • Updating the list of relevant professional development opportunities on the website. • Promoting the new website list to the chairs and coordinators and in a Faculty Development shared governance meeting. • Coordinating a presentation for Harper’s Professional Development Day on March 17, 2022. Dr. Horane Diatta-Holgate, from Purdue University, presented on Cultivating Inclusive Environments for Excellence. |

Strategic Plan

| Goal: TEACHING AND LEARNING | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Implement innovative and inclusive teaching and learning. | |
| Target/Measures | Status |
| <p>Target: Improve paths to transfer and career (post-Harper outcomes).</p> <p>Measures:</p> <ul style="list-style-type: none"> • Improve student experience related to career/future education preparation by 4%, as measured by related CCSSE items by 2024. • Improve the percentage of students who are enrolled in further education (transfer completers) or working in a related field (career completers) after Harper by 4%, as measured by the Follow-Up Survey by June 2024. • Increase the number of value-added articulation agreements with four-year colleges and universities by 2%, from 251 to 256, by June 2024. • Increase the number of University Center programs connected to Harper associate degree programs by 10%, from 10 to 11, by June 2024. | <p>In Progress – On Schedule. In FY2022, the College worked with Southern Illinois University (SIU) to offer the following new programs through the University Center: accounting; paralegal; and public safety management. Current work includes developing a pathway with SIU for Fast Track paralegal students to be admitted to law school. Additionally, Middle College, a program that includes local school districts who send students to Harper for completion of health career prerequisite coursework, will continue to work with encouraging dual credit students to enroll in Harper to complete their health career education.</p> |

Operational Plan

The Harper College Operational Plan delineates the operational goals to be completed during the identified fiscal year. The Operational Plan is one component of the College's integrated planning approach focused on carrying out the College mission and living the core values. Each of the College's Operational Goals aligns with a Strategic Plan goal. As the foundation for all planning at the College, the four-year Strategic Plan and its six goals serve as the overarching umbrella or guiding plan for the development of the Operational Plan.



In the Operational Plan document, the Operational Goals are organized under the strategic goal they support. Identified for each Operation Plan Goal are those responsible for achievement of the goal. Tasks are identified for each goal, and performance is tied to the evaluation of the responsible parties. The following pages highlight the accomplishments towards completion of the FY2022 Operational Plan.

Operational Plan

Strategic Goal: Enhance awareness of and access to Harper College programming, resources, events, and partnerships.

| Operational Goal | | Responsibility |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | Rebuild enrollment funnel to increase persistence, retention, and completion rates. | MaryAnn Janosik Bob Parzy Claudia Mercado |
| Tasks | Status | Comment |
| Improve communication/hand-off process for student onboarding by December 2021. | Completed - Target Met | Improved communication/hand-off process for student onboarding by leveraging the new TargetX/Salesforce Customer Relations Management system with a new student admissions application including a new inquiry form, an improved knowledge database offering 24-7 information access, a new queuing system in the One Stop Center, and a case management module that provided shared student information for users by December 2021. |
| Review advising model to ensure alignment with enrollment funnel process and aid in increasing persistence, retention, and completion rates by December 2021. | Completed - Target Met | Reviewed advising model and ensured alignment with enrollment funnel process aiding in increasing persistence, retention, and completion rates by December 2021. |
| Target orientation experience by Area of Interest (AOI) by June 2022. | Completed - Target Met | Targeted orientation and onboarding experience through interactive, synchronous presentations available in person or virtually that focus on navigating the enrollment process, using Blackboard, practicing time management, setting AOI educational goals, and reflecting on strengths by June 2022. |

Operational Plan

| Operational Goal | | Responsibility |
|--------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2. | Increase the repeat rate of Community Education (CE) students. | Michelé Smith Scott Cashman |
| Tasks | Status | Comment |
| Implement course analysis report to enhance effectiveness of CE course scheduling by December 2021. | Completed - Target Met | Developed the Sections Profit Margin report in August 2021 and implemented in spring 2022. The Sections Profit Margin report is used to make decisions regarding course discontinuation, modify the location/day/time of a section, and adjust pricing to control margins. The report is now a standard aspect of the CE planning process. |
| Implement Search Engine Optimization (SEO) training for every CE program coordinator by December 2021. | Completed - Target Met | Implemented SEO training with the Marketing team handling the process at the web page level, allowing coordinators to create courses that focus on needed information by December 2021. |
| Execute comprehensive CE marketing plan for enrollment growth by June 2022. | Completed - Target Met | Executed comprehensive CE marketing plan for enrollment growth throughout FY2022. Plan results will be assessed in FY2023. |
| Grow the return on the 20% of (CE) enrollment which delivers 80% of CE financial return by June 2022. | Completed - Target Met | New benchmarks were set as a result of the pandemic influencing major shifts in the data. It was determined that 15% of students delivered 80% of the CE financial return. In FY2022, 28% of CE students were repeat customers. These benchmarks are now used on an annual basis to better understand previous year performance and inform the development of annual marketing plans. |

Operational Plan

| Operational Goal | | Responsibility |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. | Develop community impact innovation fund program. | Laura Brown Jeff Julian Susanne Brock Amie Granger |
| Tasks | Status | Comment |
| Determine parameters for fund by December 2021, including funding source, application process, awarding process and timeline for completion of projects. | Completed - Target Met | Determined the parameters for fund, including funding source, application process, awarding process, and timeline for completion of projects by December 2021. |
| Establish committee to review and approve funding requests by June 2022. | Completed - Target Met | Established a diverse committee of faculty and staff to review and approve funding requests by June 2022. |
| Develop procedure to track awarded funds and measure outcomes by June 2022. | Completed - Target Met | Developed procedure to track awarded funds and measure outcomes that included metrics and criteria by June 2022. |
| Promote fund to the Harper district at large by June 2022. | Completed - Target Met | Promoted innovation fund to the Harper district at large through direct mailings and emails, press releases, and a WebEx seminar where 32 organizations learned about the fund by June 2022. |
| Begin awarding funds by June 2022. | Completed - Target Met | Began awarding funds by June 2022. Funds awarded to the following organizations: <ul style="list-style-type: none"> • \$50,000 to Partners for our Community: Skyward Bound program that offers access to one-on-one therapy for under-resourced young adults (ages 18-22) and their families. • \$15,000 to WINGS: Rapid Rehousing Program which will provide 40 households with housing units and support services. • \$15,000 to GiGi's Playhouse for math and literacy programs for people with Down Syndrome. • \$10,000 to Barrington Area Development for 25 Sunny Hills School students to attend the InZone summer enrichment program. • \$10,000 to Fellowship Housing Corporation for transitional housing and wrap around services. |

Operational Plan

Strategic Goal: Implement practices that promote Harper’s core values of respect, integrity, collaboration, and excellence.

| Operational Goal | | Responsibility |
|-------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4. | Implement a structured professional development process with content that meets the needs of employees and the College. | Rob Galick Tamara Johnson Amanda Duval Beverly Riley Helen Oh |
| Tasks | Status | Comment |
| Hire a Professional Development Coordinator by December 2021. | Completed - Target Met | Hired a Professional Development Coordinator who began in March 2022. |
| Conduct a needs assessment of employees and leadership regarding professional development priorities by December 2021. | Completed - Target Met | Conducted a needs assessment of employees and leadership regarding professional development priorities by December 2021. Data was analyzed and trends are being used for future planning. |
| Propose a College program for FY2023 professional development by June 2022. | Completed - Target Met | Proposed a College program to Executive Cabinet for FY2023 professional development, approved in June 2022. |
| Ensure all preparations are completed for implementation of professional development program by June 2022. | In Progress | Preparations are in process with content experts to develop supervisor onboarding presentations and with vendors for a Management Academy, both to begin in fall 2022. |
| Implement a system to track participation in professional development activities by June 2022. (Core Values Strategic Goal measure) | In Progress | A field has been identified in Oracle to track participation in professional development activities. In fall 2022, Human Resources will work with Information Technology to develop a report to track professional development and the tracking process will implemented. |

Operational Plan

| Operational Goal | | Responsibility |
|--------------------------------------------------------------------------------|--------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5. | Establish Information Technology Governance Structure. | Rob Galick Sue Contarino Regan Myers Riaz Yusuff |
| Tasks | Status | Comment |
| Hire a Chief Information Officer by December 2021. | Completed - Target Met | Hired a Chief Information Officer who began in November 2021. |
| Establish membership of working committees by December 2021. | Completed - Target Met | Established membership of the Information Technology (IT) Prioritization process working committees by June 2022. |
| Operationalize working committees by December 2021. | In Progress | Working committees that are part of the IT Prioritization process are in place, except for the IT Review Team that will be in place by August 2022 and operationalized during fall 2022. |
| Launch Information Technology Strategic Plan development process by June 2022. | Postponed to FY2023 | The IT Prioritization process includes development of the Information Technology Strategic Plan which will occur in FY2023. |

| Operational Goal | | Responsibility |
|----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6. | Revise the College's Institutional Effectiveness Measure (IEM) targets. | Darlene Schlenbecker Deann Surdo Kathy Coy |
| Tasks | Status | Comment |
| Conduct benchmarking of community college key performance indicators by December 2021. | Completed - Target Met | Conducted benchmarking of community college key performance indicators by December 2021. |
| Identify changes in IEMs and/or data sources by December 2021. | Completed - Target Met | Identified changes in IEMs and data sources by December 2021. |
| Review historical, trend, and peer data to determine long-term IEM targets by December 2021. | Completed - Target Met | Reviewed historical, trend, and peer data to determine long-term IEM targets by December 2021. |
| Collect feedback on recommended IEM targets by June 2022. | Completed - Target Met | Collected feedback from faculty, staff, students, and the Board of Trustees by conducting input sessions and administering two campus surveys by June 2022. |
| Make recommendation on IEM targets by June 2022. | Completed - Target Met | Made recommendation on the IEM targets to Faculty Senate, President's Learning Council, and the Board of Trustees. Received Board approval in June 2022. |

Operational Plan

| Operational Goal | | Responsibility |
|----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| 7. | Address policy gaps through the College's shared governance system. | Maria Coons |
| Tasks | Status | Comment |
| Assess best practices in Board policies to develop a list of at least 10 policies that are not included in Harper's manual by December 2021. | Completed - Target Met | Assessed best practices in Board policies to develop a list of more than 10 policies that were not included in Harper's manual by December 2021. |
| Assign policy gaps to appropriate shared governance committee or other groups by December 2021. | Completed - Target Met | Assigned policy gaps to appropriate shared governance committees by December 2021. |
| Propose at least four new policies to the Board of Trustees by June 2022. | Completed - Target Met | Proposed 10 new policies to the Board of Trustees by June 2022. |

| Operational Goal | | Responsibility |
|---------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| 8. | Ensure requirements of Higher Learning Commission (HLC) accreditation are met. | Travaris Harris Executive Cabinet President's Learning Council |
| Tasks | Status | Comment |
| Identify Executive Cabinet and President's Learning Council leads for HLC criterion review by December 2021. | Completed - Target Met | Identified Executive Cabinet and President's Learning Council leads for HLC criterion review by December 2021. |
| Review existing Assurance Argument (10-year submission) and identify areas where editing and/or new information is needed by December 2021. | Completed - Target Met | Reviewed existing Assurance Argument (10-year submission) and identified areas where editing and/or new information was needed by December 2021. |
| Identify needed evidence updates from 10-year submission and gather new evidence by June 2022. | Completed - Target Met | Identified needed evidence updates from 10-year submission and gathered new evidence by June 2022. |
| Complete update to Assurance Argument and Evidence File by June 2022. | Completed - Target Met | Completed update to Assurance Argument and Evidence File by June 2022. |
| Submit Open Pathway Year Four Assurance Review and Evidence File by June 2022 (due June 6, 2022). | Completed - Target Met | Submitted Open Pathway Year Four Assurance Review and Evidence File on June 6, 2022. |

Operational Plan

| Operational Goal | | Responsibility |
|------------------------------------------------------------------------------------------------------------------------------------|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9. | Optimize Oracle Fusion. | Rob Galick Sue Contarino Roger Spayer Bob Grapenthien |
| Tasks | Status | Comment |
| Improve the data security roles in Fusion which will enhance other functionality with purchase requisitions by December 2021. | Completed - Target Met | Improved the data security roles in Fusion which has enhanced other functionality with purchase requisitions by December 2021. |
| Deliver advanced user training to build capabilities around budget reporting, purchasing, and check requisitions by December 2021. | Completed - Target Met | Delivered advanced user training to build capabilities around budget reporting, purchasing, and check requisitions by December 2021. |
| Improve configuration of timecards and absences to reduce issues with employee submissions by December 2021. | Completed - Target Met | Improved configuration of timecards and absences to reduce issues with employee submissions by December 2021. |
| Develop dynamic Human Resource reporting for labor and headcount analysis by June 2022. | Completed - Target Met | Developed labor and headcount analysis through Power BI in October 2021. It is expected that a dynamic report will be developed via Oracle Fusion in the future. |

Operational Plan

Strategic Goal: Build institutional capacity to support equity, diversity, and inclusion.

| Operational Goal | | Responsibility |
|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10. | Create a culture of inclusion at Harper College. | Tamara Johnson Bev Riley Executive Cabinet |
| Tasks | Status | Comment |
| Launch Cultural Center by December 2021. | Completed - Target Met | Launched the new Cultural Center in November 2021. |
| Include equity goal(s) in all division/department level plans by December 2021. | Completed - Target Met | Included equity goals in division/department level plans by December 2021. |
| Operationalize our ILEA Equity Plan by December 2021. | Completed - Target Met | Operationalized the ILEA Equity Plan, built based on the College's Strategic Plan, by December 2021. |
| Assess policies/practices for needed equity adjustments by December 2021 (Equity Strategic Goal measure). | In Progress | Developed two rubrics to assess existing and new policies and practices for needed equity adjustments. An initial pilot of the rubrics occurred in spring 2022. During FY2023, additional existing policies will be reviewed, and the new policy rubric will be used by the DEI shared governance committee to evaluate any new policies developed by the College. |
| Engage senior leadership in a facilitated workshop on DEI by June 2022. | Completed - Target Met | Engaged senior leadership in a three session, nine-hour Trauma Informed Care Program certification training in February/March 2022. |
| Develop procedures and protocols to ensure use of common inclusive language in all College materials by June 2022 (Equity Strategic Goal measure). | In Progress | During FY2022, the Equity Literacy Project book was promoted at Operations Council where individuals provided feedback on how the tool can be used. During FY2023, a set of standards for inclusive language that stakeholders can reference will be developed. |
| Implement common institutional DEI training program for all employees by June 2022 (Equity Strategic Goal measure). | Completed - Target Met | Implemented common institutional DEI training program for all employees in March 2022. |
| Establish a cycle of data review related to DEI by June 2022. | Completed - Target Met | Established a cycle of data review related to DEI by June 2022. |
| Revive 360° Evaluations by June 2022. | Completed - Target Met | Revived the 360° Evaluations process in April 2022. |
| Implement awards program to recognize DEI efforts in faculty, staff, and students by June 2022. | Postponed to FY2023 | Explored a range of options that provide recognition opportunities for employees at all levels of the organization, to be executed in spring 2023 in conjunction with the existing Employee Awards and Recognition Ceremony. |

Operational Plan

| Operational Goal | | Responsibility |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 11. | Execute communications to build support for diversity, equity, and inclusion at Harper. | Laura Brown |
| Tasks | Status | Comment |
| Introduce new Vice President of Diversity, Equity and Inclusion (DEI) and communicate initial goals through a multitude of channels by December 2021. | Completed - Target Met | Introduced new Vice President of Diversity, Equity and Inclusion (DEI) and communicated goals through Harper's website, InsideHarper, social media, and the Daily Herald by December 2021. |
| Assist in the opening of the Cultural Center by December 2021. | Completed - Target Met | Assisted in the opening of the Cultural Center by developing print collateral, signage, employee and student communications, and social media posts by December 2021. |
| Socialize new equity statement among employees by December 2021. | Completed - Target Met | Socialized new equity statement among employees by December 2021. New statement was highlighted on the employee portal and the College's focus on equity was emphasized through a variety of channels throughout FY2022. |

| Operational Goal | | Responsibility |
|--------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 12. | Enhance democratization and use of data. | Darlene Schlenbecker Kathy Coy Deann Surdo Executive Cabinet President's Learning Council Operations Council |
| Tasks | Status | Comment |
| Use data to inform decision making in Executive Cabinet, President's Learning Council, and Operations Council meetings by June 2022. | Completed - Target Met | Used data to inform decision making in Executive Cabinet, President's Learning Council, and Operations Council meetings throughout FY2022. |
| Run at least three cohorts of the Data Literacy Basics badge by June 2022. | Completed - Target Met | Ran four cohorts of the Data Literacy Basics badge by June 2022. |
| Develop at least one specialized Data Literacy module by June 2022. | Completed - Target Met | Developed a Power BI Report Club, a specialized Data Literacy module, that was an in-depth exploration of the SOAR dashboard to facilitate a greater understanding of the report by June 2022. |
| Enhance available data visualizations by June 2022. | Completed - Target Met | Enhanced available data visualizations as needed by June 2022. |

Operational Plan

Strategic Goal: Advance relationships among education, community, and workforce partners.

| Operational Goal | | Responsibility |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 13. | Increase Continuing Professional Education (CPE) and Career Training opportunities (Workforce Solutions Division) aimed at upskilling adults to return to the workforce. | Michelé Smith Joanne Ivory |
| Tasks | Status | Comment |
| Utilize business customer relationship management (CRM) system to identify employer candidates for career and short-term training opportunities by June 2022. | Completed - Target Met | Utilized business CRM system to identify employer candidates for career and short-term training opportunities. Distributed email communication to 3,980 employer contacts by June 2022. |
| Develop criteria for differentiating 1.3 Career training (CE) from 1.6 Short Term training (CPE) to ensure upskilling in high demand jobs by June 2022. | Completed - Target Met | Developed criteria for differentiating 1.3 career training (CE) from 1.6 short-term training (CPE) to ensure upskilling in high demand jobs by leveraging the Emsi labor market analysis tool by June 2022. |
| Fast forward 1.6 programs in career areas and laddering for certification by June 2022. | Completed - Target Met | Fast forwarded 1.6 programs in career areas and laddered by assessing curriculum needs to develop 15 Community Education, Continuing Professional Education, and Adult Education Development courses in short-term career programs that lead to portable credentials for entry-level employment in high-growth industries of healthcare, transportation, and business management by June 2022. |

Operational Plan

| Operational Goal | | Responsibility |
|-------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 14. | Pursue and execute grants that support the College's mission and/or strategic initiatives. | Maria Coons MaryAnn Janosik Michelé Smith Susanne Brock |
| Tasks | Status | Comment |
| Identify grants that align with the College's mission and/or strategic plan goals by June 2022. | Completed - Target Met | Identified numerous grants that align with the College's mission and/or strategic plan goals by June 2022. |
| Affirm support of the grants from the appropriate groups by June 2022. | Completed - Target Met | Affirmed support of grants from various departments and divisions across the College by June 2022. |
| Pursue at least five grants that bring resources to the College by June 2022. | Completed - Target Met | Pursued at least 44 grant proposals/applications requesting more than \$17.5 million with 30 grants being awarded for a total of \$4.3 million by June 2022. An additional six applications are pending for a total of approximately \$12 million. |

| Operational Goal | | Responsibility |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 15. | Advance the College's state and federal legislative positions and strengthen relationships with elected officials. | Jeff Julian |
| Tasks | Status | Comment |
| Develop and implement legislative engagement plan, including building and sustaining relationships with local elected officials through meetings, tours, and through other activities to educate legislators and advance College positions by June 2022. | Completed - Target Met | Developed and implemented a legislative engagement plan, by working with various local, state, and federal partners to advocate for legislation that affect higher education, educate legislators, and advance the College positions by June 2022. |
| Advocate for key college legislative positions by June 2022, including: <ul style="list-style-type: none"> The community college bachelor's degree in early childhood education (state) Federal funding opportunities such as the American Jobs Plan, COVID-19 relief funds, and support for grants, as needed. | Completed - Target Met | Advocated for key college legislative positions that included the community college bachelor's degree in early childhood education, Pell grant funding and short-term Pell funding, Deferred Action for Childhood Arrivals (DACA), and increased federal funding for college workforce programs by June 2022. |

Operational Plan

Strategic Goal: Identify and remove barriers to student success.

| Operational Goal | | Responsibility |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 16. | Implement strategies that decrease equity gaps and increase retention/completion rates. | MaryAnn Janosik Laura Brown Tamara Johnson Claudia Mercado Mike Bates Kim Chavis Mary Kay Harton Joanne Ivory Njambi Kamoche Bob Parzy Kimberley Polly Jaime Riewerts Darice Trout |
| Tasks | Status | Comment |
| Offer targeted full-tuition scholarships for students of color, adult learners, first generation students, veterans, and English language learners by December 2021. | Completed - Target Met | Offered targeted full tuition “Igniting Paths to Success” scholarships for 789 students in fall 2021 of those 71% were students of color and 69% were first-generation college students by December 2021. |
| Review current advising model with a focus on degree completion and student success, make recommendations for an enhanced model by December 2021. | Completed - Target Met | Reviewed and redesigned advising model where one area focuses on undecided students and helps them explore areas of interest’s and programs of study, and a second area focuses on students who are decided to bridge them to faculty and other experiences within their chosen field to focus degree completion and student success by December 2021. |
| Expand Supplemental Instruction for courses with high failure rates by June 2022. | Completed - Target Met | Expanded Supplemental Instruction by offering in class support through the implementation of CircleIn software, a peer support application, that provides a platform for students to share information, class notes, and other related resources with 1,289 students in 82 class sections having access by June 2022. |
| Implement a CRM system by June 2022. | Completed - Target Met | Implemented the first phase of the CRM system by launching the new admissions application, Engage module, case management module, new knowledge database, event management component, and creation of new enrollment dashboards by June 2022. |

Operational Plan

| Operational Goal (Continued) | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 16. Implement strategies that decrease equity gaps and increase retention/completion rates. (Continued) | | |
| Revamp orientation and onboarding process for students by December 2021. | Completed - Target Met | Revamped orientation and onboarding by reinstated interactive, synchronous presentations that are available in person or virtually focusing on navigating the enrollment process, using Blackboard, practicing time management, setting AOI goals, and reflecting on strengths by December 2021. |
| Utilize technology to facilitate better student service (re: kiosks, chatbot) by June 2022. | Completed - Target Met | Utilized technology by installing four kiosks (iPad and desktop computers) in buildings E, I, L, and Z where students can chat with the One Stop Center in August 2021. |
| Expand equitable access/ADA compliance in all areas of student services by June 2022. | Completed - Target Met | Expanded equitable access/ADA compliance with Access and Disability Services (ADS) providing several training sessions to academic advisors and the Center for New Students and Orientation (CNSO) staff on how to provide inclusive and accessible services to students with disabilities by June 2022. |
| Continue tuition relief and Hawks Care resources for students by June 2022. | Completed - Target Met | Continued tuition relief and Hawks Care resources for student by awarding 700 students over \$350,000 in financial assistance in fall 2021. |
| Develop a Credit for Prior Learning (CPL) assessment that recognizes life experience/knowledge of the adult learner and contributes to student success/degree completion by June 2022. | In Progress | The development of CPL assessment is in progress, a committee surveyed faculty and will connect with faculty in fall 2022. Meetings with the Council for Adult Experiential Learning (CAEL), Achieving the Dream, and other schools have occurred and the proposal for a new "front door" interface and priority for professional certification crosswalk is in progress with a scheduled implementation in FY2023. |

Operational Plan

| Operational Goal | | Responsibility |
|----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 17. | Ensure Higher Education Emergency Relief Fund (HEERF) funds are expended in compliance with Department of Education (DoE) requirements. | Maria Coons Susanne Brock |
| Tasks | Status | Comment |
| Award grants to students in accordance with DoE regulations by June 2022. | Completed - Target Met | Awarded \$12.7 million of HEERF funding to 7,808 (duplicated) students in accordance with DoE regulation by June 2022. |
| Provide quarterly updates on the amount awarded and number of students who benefited from the funding by June 2022. | Completed - Target Met | Provided quarterly updates on the amount awarded and number of students to the Executive Cabinet, President's Learning Council, and Operations Council by June 2022. |
| Complete required HEERF reporting to the DoE by June 2022. | Completed - Target Met | Completed quarterly and annual reports required by the DoE for HEERF funds by June 2022. Reports were completed on time and are available for public viewing on the Harper website. |
| Identify institutional costs that can be allocated to available HEERF funding that may also benefit students by June 2022. | Completed - Target Met | Identified and eliminated student account balances incurred in spring 2020 through spring 2021 for 1,488 students. Additionally, \$2.1 million allocated for institutional expenses from HEERF funds was provided to students in emergency relief funds by June 2022. |

| Operational Goal | | Responsibility |
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| 18. | Increase work-based learning and job placement opportunities for students. | Michelé Smith Kathleen Canfield |
| Tasks | Status | Comment |
| Place 100 students and alumni in high demand jobs and/or internships by June 2022. | Completed - Target Not Met | Placed 98 students and alumni in high demand jobs and/or internships by June 2022. |
| Place 50 students in apprenticeships by June 2022. | Completed - Target Met | Placed 51 students in apprenticeships by June 2022. |
| Implement and integrate career exposure into the student advising cycle by June 2022. | Completed - Target Met | Implemented and integrated career exposure into the student advising cycle by June 2022. |

Operational Plan

Strategic Goal: Implement innovative and inclusive teaching and learning.

| Operational Goal | | Responsibility |
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| 19. | Establish processes that facilitate both new program development and program sun setting. | MaryAnn Janosik Mike Bates Kim Chavis Joanne Ivory Kimberley Polly Jaime Riewerts Darice Trout |
| Tasks | Status | Comment |
| Increase utilization of data including but not limited to program analysis worksheets, Emsi data, and feedback from advisory committees by December 2021. | In Progress | Began to utilize Emsi data, deans will focus on integration of data and analysis during FY2023. |
| Establish a regular review cycle and key performance indicators to ensure programs receive resources and supports needed by December 2021. | Completed - Target Met | Established a regular review cycle and key indicators which include dean and faculty meetings to review program review submissions, Program Analysis Worksheets, and Operational Analysis to identify program gaps and growth opportunities by December 2021. |
| Establish procedures for program sun setting by June 2022. | In Progress | Work to establish procedures for program sun setting has begun. The criteria and process for program sun setting will be formalized during FY2023. |
| Prepare for the launch of a new Respiratory Care Therapy program (partnership with Roosevelt University) on Harper's campus in fall 2022, including feasibility study, development of a respiratory therapy lab, and engagement of a curriculum consultant by June 2022. | In Progress | Prepared for the launch of a new Respiratory Care Therapy program (partnership with Roosevelt University) on Harper's campus including curriculum approval; funding approval for creation of an interdisciplinary lab for both Respiratory Care and Certified Nursing Assistant programs; and formed a study group to engage in the accreditation process. A program director and director of clinical education must be hired prior to full accreditor approval. Anticipated completion date for Respiratory Care program is fall 2023. |
| Re-imagine and expand Culinary Arts and Entrepreneurship programs to include a working community kitchen that integrates academic programming with community outreach and need by June 2022 (Targeted launch - fall 2022). | In Progress | Identified an on-campus location for a community kitchen, Hawk's Nest, with a soft launch in spring of 2023. Examination of the Culinary Arts and Entrepreneurship programs continues. A survey was administered in spring 2022 to over 600 culinary/hospitality businesses with respondents supporting the relaunch of the program but there were concerns due to staff shortages post pandemic. During FY2023, program requirements will be reviewed, and the program will be launched when the industry is better aligned to support it. |

Operational Plan

| Operational Goal | | Responsibility |
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| 20. | Expand Distance Education enhancement initiatives. | MaryAnn Janosik Travaris Harris Mike Bates |
| Tasks | Status | Comment |
| Implement/install improved video recording/streaming software by retrofitting five classrooms and installing 15 Swivel cameras in classrooms to support recording and streaming by June 2022. | In Progress | Implemented/installed improved video recording/streaming software by retrofitting two classrooms with audio visual equipment for Hyflex, installing 18 Swivels cameras in classrooms on Harper's main campus and an additional six at off-campus sites to support recording and streaming, and installed Panopto, an all-in-one video platform, by June 2022. Pending equipment arrival in July 2022 it is expected to upgrade an additional five classrooms to support Hyflex instruction. |
| Implement Ally for all Blackboard courses by June 2022. | Completed - Target Met | Implemented Ally for Blackboard in all courses with students having accessed over 43,000 alternative file formats across 3,000 courses, and faculty having remediated over 3,000 files using Ally's self-guided system by June 2022. |
| Launch digital remediation service for course content by June 2022. | Completed - Target Met | Launched a digital content remediation service to faculty that provides access to third-party remediation services from the Center for Inclusive Design and Innovation at Georgia Tech by June 2022. |
| Ensure a minimum of 40 faculty achieve Ally Advocate distinction by June 2022. (Teaching & Learning Strategic Goal measure) | Completed - Target Met | Ensured that 58 faculty, an additional 16 faculty over the FY2021 number, earned their Ally Advocate digital badge. Increased engagement is anticipated in FY2023 as the badge is a pre-requisite for faculty to have access to the digital content remediation services and the badge will be made available as a self-paced course. |

Operational Plan

| Operational Goal | | Responsibility |
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| 21. | Develop learning modalities that support student success. | MaryAnn Janosik Mike Bates Kim Chavis Joanne Ivory Kimberley Polly Jaime Riewerts Darice Trout |
| Tasks | Status | Comment |
| Launch Health Information Technology fully online A.A.S. degree by December 2021. | Completed - Target Met | Launched the fully online Health Information Technology A.A.S. degree with 22 students by December 2021. |
| Identify current programs that can be offered as fully online options by December 2021. | Completed - Target Met | Identified 25 programs that can be offered as fully online options by December 2021, including: ESL Endorsement Certificate; Accounting Assistant Certificate; Accounting Bookkeeper/Clerk Certificate; Advanced Accounting Bookkeeper/Clerk Certificate; Professional Accounting-CPA Preparation Certificate; Tax Accounting Assistant Certificate; Early Childhood Education (ECE) Teacher Certificate; ECE Assistant Teacher Certificate; Infant Toddler Teacher Certificate; Infant Toddler Teacher Assistant Certificate; Paraprofessional Educator Certificate; Geographic Information Systems Certificate; Business Management Certificate; Financial Management Certificate; Human Resource Management Certificate; Social Media Specialist Certificate; Social Commerce and Sales Certificate; Associate in Applied Science - Accounting Associate; Associate in Applied Science - Business Administration; Associate in Applied Science - Paraprofessional Educator Health Education Endorsement; Associate of Arts - Computer Information Systems (including Computer Applications Software, and Networking); Associates of Arts - Supply Chain Management; Associates of Applied Science - Health Information Technology; Cannabis Science; and Therapeutics Certificate. |
| Implement flexible learning modalities, including HyFlex options by June 2022. | Completed - Target Met | Implemented flexible learning modalities with the first HyFlex option launched in May 2022. |
| Identify two new online degree/certificate programs for development by June 2022. | Completed - Target Met | Identified four new online degree/certificate programs for development: ESL Endorsement; Health Education Teaching Endorsement; Physical Education Teaching Endorsement; and Cannabis Science and Therapeutics Certificate by June 2022. |

Operational Plan

| Operational Goal (Continued) | | |
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| 21. Develop learning modalities that support student success. (Continued) | | |
| Examine options for dual high school/Harper College degree completion by June 2022. | In Progress | Work has begun with sender high school districts to examine options for dual high school/Harper College degree completion and will continue into fall 2022. |
| Expand weekend/evening cohorts: Dental Hygiene and Practical Nursing programs by June 2022. | In Progress | The Practical Nursing weekend/evening program is being offered and the Dental Hygiene weekend/evening program is pending approval by the Commission on Dental Accreditation. |
| Provide incentives for a minimum of 50 faculty to receive HyFlex training by June 2022. | Completed - Target Met | Provided incentives for 68 faculty to engage in professional learning related to HyFlex that included participation in Hyflex roundtables facilitated by the Academy for Teaching Excellence, external courses through Educause and the Online Learning Consortium, and the "Building Capacity for Flexible Learning" series by June 2022. |