2012-2013 Institutional Accountability Report

Kenneth L. Ender, Ph.D. President

July 2013

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Harper College

MEMORANDUM

To: Board of Trustees

From: Dr. Kenneth L. Ender, President

Date: June 21, 2013

Re: Harper College's Accountability Report for FY2013

Harper College is now completing its third full year of our Strategic Plan, and we have begun to see movement in the core metrics that demonstrate our progress in improving student completion and success. With outcomes like a 4% increase in the College's graduation rate in the last two years; 11.4% more recent high school graduates beginning college-ready in math than did just two years ago; and a 5% increase in the number of credit students either transferring or completing their degree within three years; we can all be proud of the difference the College is making for students.

This year we have institutionalized our Early Alert Program to identify and support students who are struggling early in the semester to increase student persistence. Our curriculum vitality remains strong, as evidenced by the creation of three new certificate programs (Computerized Tomography, Package Design and Network Administration) and the elimination of four CIS/NET certificates (Cisco, Linux, Microsoft Network Administration and Network Security) and one AAS degree (Nanoscience Technology). Additionally, we revised curriculum in 19 certificates and 10 AAS degrees, all in an effort to remain state-of-the-art with our career programming. Furthermore, we expanded our very successful career-based outreach programs from our College and Career Expo for middle school students to our new Inspire U, which targets adult career changers.

Our focus on our students is reflected in our facilities and budget planning as well. This year saw the long awaited construction process begin in Building H to support state-of-the-art career and technical programs, as well as the Building D expansion and renovation.

Consistent with our commitment to transparency and accountability, this report includes the fiscal year outcomes for our Institutional Priorities, Strategic Plan and Operational Plan. While all of our efforts are worthwhile and are the result of great work by our faculty and staff, the following highlights some of the exceptional work over the past year:

- Conferred 3,902* degrees and certificates. This puts the College 992 credentials ahead of our annual target of 2,910. Currently we are 53% to our goal of 10,604 additional degrees and certificates by 2020.

  * Unofficial count

- Aligned High School Algebra II with our MTH080 developmental course serving 1,500 juniors and seniors as the next step for the Northwest Educational Council for Student Success to align four of Harper's strategic goals with district high schools to increase college readiness. We increased dual-credit FTE in transfer and general educational enrollment by 614% (from 31.2 to 222.8) and in career and technical programs by 8.8% (from 269.2 to 292.9).

- Realized a 36.5% market penetration rate from our feeder schools' recent high school graduates - our highest rate ever.

- Held a Summit on aligning higher education and high job demand industry sectors attended by more than 100 industry and college representatives, hosted at Harper College and co-sponsored by notable partners: the HR Policy Association, Motorola Solutions and the Auto Communities Consortium.

- Received the Department of Labor's Round II TAACCCT grant for $12.9 million to address a statewide skills shortage in advanced manufacturing. The manufacturing program, launched in August 2012, currently has 92 enrollments with 20 students in manufacturing internships. Four interns received full-time jobs with their sponsoring employers.

- Awarded the Next Generation Learning Challenges Grant from EDUCAUSE, funded by the Bill and Melinda Gates Foundation, to explore new technological support systems to reduce barriers to completion for our students. Harper College is one of seven national grantees along with Austin Peay State University, Ball State University, Charter Oak State College, SUNY-Empire State College, Montgomery County Community College and University of Maryland University College.

- Received the Outstanding College/Corporate Partnership Award, a national competitive recognition presented by the American Association of Community Colleges. This is the first time this award has been given. This acknowledgement recognizes as a national model the partnership of Harper College and Motorola Solutions.

- Created our first ever Student Success Report, which provides institution-level student outcomes data with multiple demographic breakdowns, available on the employee portal.

- Resource for Excellence grants were awarded by the Educational Foundation to faculty and staff in emerging and continuing programs; new scholarship application software was implemented; and a $3 million in-kind gift of software for graphic arts was received to enhance student success.

- Completed contract negotiations with IEA/NEA, Professional/Technical Association, ICOPS and Adjunct Faculty.

- Made major advances against the Campus Master Plan goals, including the completion of the Parking Lot and Roadway Improvement Project and launching construction on Buildings H and D.

Institutional Priorities

Annually, the President establishes goals in consultation with the Board of Trustees that support the Strategic and Operational Plans of the College. The following represent the goals established for 2012-2013:

Goal: Complete the work of the College Governance Review and implement any recommended changes for the implementation in fall semester 2013.
Completed: The College Assembly approved the recommendation for the new system, which includes a new structure and process for the governance. The transition to the new system will begin in the fall.

Goal: Develop a College-wide Task Force to recommend an administrative structure and resources to support a career/job placement service.
Completed: The Task Force report was submitted in June and included recommendations. The College's response is reflected in next year's institutional priorities.

Goal: Expand the College's strategic planning teams' focus to improve the outcomes of the students who are taking entry-level courses yet fail to complete the first 15 hours of course work.
Ongoing: The teams conducted course-level assessments, and their results will drive course improvement next year.

Goal: Develop a College-wide Task Force to determine how the College should move forward with addressing employee diversity and equity issues on the campus.
Completed: The Task Force report was submitted in June and included a five-year plan to address diversity issues on campus. The College's response is reflected in next year's institutional priorities.

Goal: Develop the Harper Leadership Institute (HLI).
Completed: HLI development was completed; the inaugural class was selected and the Institute will be offered starting in the fall semester.

Goal: Develop an intentional and sustained program of community outreach and engagement.
Ongoing: The community and employer surveys were conducted, and focus groups are being held with the goal that recommendations will be received this summer.

Outcome details on the Strategic Plan and the Operational Plan can be found in the corresponding section of the attached Accountability Report.

The following highlights the financial results against the FY2013 budget.

Financial Projections

The College's projected financial results are based on the combined Tax-Capped Funds, which include the 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 FY2013 Tax-Capped Funds revenue is projected to be under budget by $2.9 million, or 2.6%. This revenue variance is driven by a decline in enrollment impacting tuition and fees, partially offset by slightly positive budget variances in both local and state government revenues.

Projected expenditures for FY2013 are under budget by $11.1 million, or 10.3%. Vacant positions affecting salary and benefit costs, a lower than expected increase in health insurance rates, and overall cost containment efforts were the key factors in this positive variance.

The Tax-Capped Funds were originally budgeted to break even after all transfers. Current projections are to have a net surplus of $4.5 million.

Capital Projects

Several Campus Master Plan project initiatives made significant headway in FY2013:

- Building H Renovation Project went from completion of bidding to the beginning of construction. The existing building is currently in demolition. The project is scheduled to be completed in fall 2014, with occupancy in spring semester 2015. The project is fully funded with a contribution of $20.3 million from the State of Illinois Capital Development Board (CDB) and $17.8 million from Harper, for a total project budget of $38.1 million. The project is currently approximately $4.0 million under budget with all base contract work awarded.

- North Campus Parking Lot and Roadway Improvement Project (Euclid and Roselle Entrances) is completed. The project was completed within the $5.2 million approved budget.

- Building D Renovations and Addition Project completed design development, construction documents, and bidding, and is currently in construction. This project is scheduled to be completed by spring 2016. The $46.4 million project is fully funded by Harper and is currently approximately $2.1 million under budget with all base contract work awarded.

- One Stop/Student Center project went from the completion of programming to the start of schematic design, which is scheduled to be completed in the fall of 2013. CDB has completed contract negotiations with Cannon Design for the remainder of the design services.

- East Campus Parking Structure completed development and construction documents, and the project is currently in the bidding phase. Construction is scheduled to begin in September 2013, with completion in October 2014.

- Other significant capital improvements in FY2013 include: Building P Elevator Replacement; Temporary Manufacturing Lab; Child Learning Center Playground; J Theater 'bump out'; Outdoor Furniture and Trash Receptacles; and Building E, L and P Roof Replacements.

Conclusion

This has been an extremely productive year for Harper College. We are beginning to see our student progress Institutional Effectiveness Measures (IEMs) move in the right direction. We continue to be ahead of schedule in reaching our goal of 10,604 additional graduates by 2020. The College is receiving national recognition and funding for our Partnership strategic direction, including the inaugural AACC Outstanding College/Corporate Partnership Award with Motorola Solutions and the DOL award for our statewide Manufacturing Partnership Program. Additionally, we have had excellent outcomes from NECSS, our high school partnership. We are receiving national media attention on our completion agenda, including stories in the Chronicle of Higher Education, Community College Times and Inside Higher Education. Yet most importantly, the perspective of student success is becoming cemented into our institutional culture. Our stewardship of the College's funds has been outstanding, and we will finish the year with the capacity to invest in the College's Capital Plan, student scholarships, student portal, HarperMAP and our new Hanover Park Extension Site. All in all, much progress has been made, and our students are becoming increasing successful.

Accountability at Harper College

Accountability at Harper College reflects a commitment to the continuous improvement of all aspects of our mission and values. To illustrate our commitment to accountability and transparency, an Accountability Report is produced annually, at the end of each fiscal year. This report provides outcomes on the College Plan and represents three areas of accountability: Institutional Effectiveness Measures (IEMs); Strategic Plan; and Operational Plan. During FY2013 the College monitored targets for the IEMs and the strategic goals. Progress against these targets, as well as outcomes on the Operational Plan targets, are conveyed in this report. The Accountability Report is also available to the public on the Harper College website.

College Accountability Structure

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

	Institutional Effectiveness Measures	College Strategic Plan	College Operational Plan
Cycle	Ongoing	5 year	Annual
Contents	Set of measures including rollup measures over time	Strategic Directions Goals Strategies	Goal Category Goal
Reporting	Annual	Annual	Annual
Description	Measures of effectiveness that are key to our mission; benchmarkable with other community colleges and provides targets for performance.	Sets the College's direction and delineates goals that will move our agenda forward. Cannot be accomplished by a single organizational unit and requires College-wide commitment.	Lists the institutional level tasks to be completed each year including performance targets.

Institutional Effectiveness Measures

Overview

Institutional effectiveness is a process that involves the entire institution in the assessment of the College's performance on key indicators, called 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 institutional activities at Harper College measure the quality of the institution in eight categories:

- Student Progress
- Progress of Developmental Students
- Performance after Transfer
- Market Penetration
- Workforce Development
- Facilities
- Financials
- Employee Diversity

The Board of Trustees approved and adopted 24 IEMs for Harper College in FY2011. In FY2012, constituents from across the College joined in a campus conversation to recommend long-term IEM targets, to be achieved by FY2016. In order to select recommended targets for the IEMs, historical and comparison data were examined. Current institutional priorities and initiatives also guided the development of these targets. Recommended targets were set using a framework that included three categories.

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

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

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

The recommended targets were approved by the Board of Trustees in May 2012. During FY2013 the College worked to make progress on the IEM targets. Activities related to the Operational Plan, Strategic Plan and individual department goals and objectives aided in the overall progress made this year. Movement towards the IEM targets, along with updated Harper and comparison data is displayed on the following pages.

Institutional Effectiveness Measures – Student Progress

The IEM category of student progress contains measures on the academic achievement of students as well as students' perceptions of Harper's role in their achievement. Student progress measures support the College's mission to provide excellent educational opportunities. The measures of student progress are graduation rate, persistence rate, transfer out rate, advancement rate, student satisfaction and graduate achievement of objective.

Below is a representation of current progress towards the 2016 student progress targets. This status is also provided on the individual page for each of the measures. Progress on the 2016 targets is identified as:

In Progress – Needs Attention:
>   This status indicates that based on current and trend data additional attention and effort is needed if the target is to be achieved by 2016.

In Progress – On Target:
>   This status indicates that based on current and trend data it is projected that the 2016 target will be met.

Target Achieved:
>   This status will not be selected until 2016.

Measure	In Progress Needs Attention	In Progress On Target	Target Achieved
Graduation Rate			
Transfer Out Rate			
Persistence Rate: Fall to Spring			
Persistence Rate: Fall to Fall			
Student Advancement Rate			
Student Satisfaction			
Graduate Achievement of Objective			

A data chart and detailed narrative description is provided for each of the above measures. The charts include both Harper and comparison data, as well as the 2016 target for the given measure. The dotted line connecting the most current available data to the 2016 target represents the approximate trendline to achieving the target.

Institutional Effectiveness Measures – Student Progress

Graduation Rate measures degree or certificate completers within three years of enrolling at Harper. Overall, Harper's graduation rate declined from 2006 to 2010, but increased in 2011 (19.0%). This increase put Harper above the target range for 2016 (16.0-17.0%). Until the most recent year's increase, Harper remained near the mid-point of the peer group range, but in 2011 Harper was above the peer group average (15.8%). The national average (27.1%) remains higher than Harper's rate and the peer group average.

2016 Target: Improvement = 16.0-17.0%

Current Target Status: In Progress – On Target

Reported year	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Harper	21.0%	15.8%	16.0%	14.8%	13.9%	19.0%					
Peer group average	16.9%	15.9%	14.1%	15.4%	15.4%	15.8%					
Peer - high	25.5%	23.3%	17.4%	25.2%	25.5%	27.4%					
Peer - low	9.7%	9.3%	8.5%	10.0%	10.3%	10.7%					
National average	28.3%	26.4%	26.5%	26.8%	27.4%	27.1%					
Harper target - high											17.0%
Harper target - low											16.0%
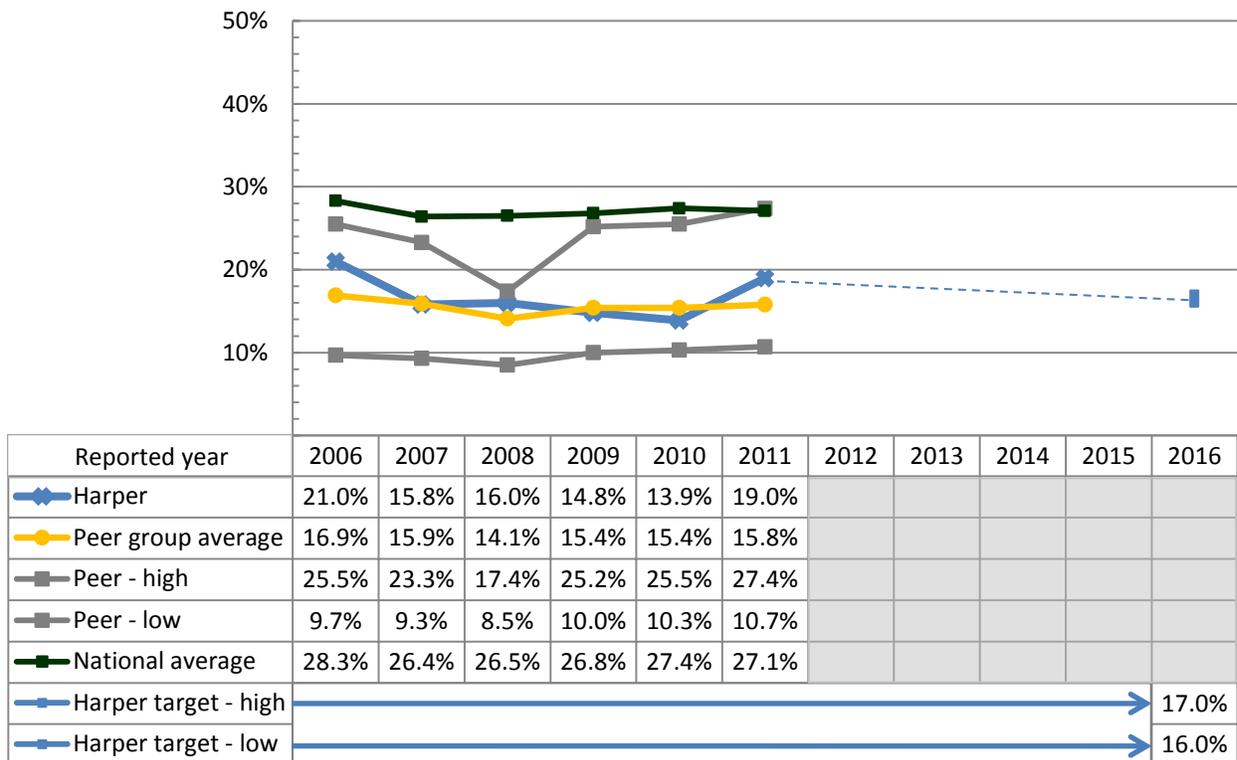
Full definition: Percent of full-time, first-time, degree/certificate-seeking students who completed a degree or certificate within three years of initial enrollment.

Data source: IPEDS – Three-year rate (2011 data represents students who enrolled at Harper in fall 2008 and completed a degree or certificate by spring 2011)

Peer group: College of DuPage, College of Lake County, Elgin Community College, Joliet Junior College, Moraine Valley Community College, Oakton Community College, Triton College

Institutional Effectiveness Measures – Student Progress

Transfer Out Rate measures degree/certificate-seeking students who enroll at another institution within three years of enrolling at Harper. Harper's transfer out rate decreased to 33.2% in 2011, below the 2016 target range (34.0-35.0%). The peer group average (31.4%) is below Harper. In 2011, both Harper and the peer group were well above the national average (19.8%).

2016 Target: Expected = 34.0-35.0%

Current Target Status: In Progress – On Target
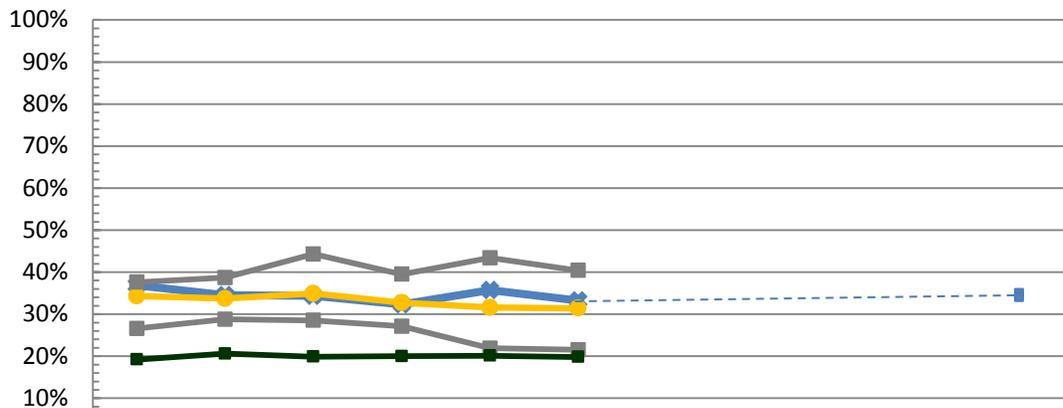
Reported year	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Harper	36.9%	34.5%	34.4%	32.3%	35.7%	33.2%					
Peer group average	34.3%	33.7%	34.9%	32.7%	31.6%	31.4%					
Peer - high	37.6%	38.7%	44.3%	39.5%	43.4%	40.4%					
Peer - low	26.6%	28.8%	28.5%	27.1%	21.9%	21.5%					
National average	19.2%	20.6%	19.9%	20.0%	20.1%	19.8%					
Harper target - high											35.0%
Harper target - low											34.0%

Full definition: Percent of first-time, full-time, degree/certificate-seeking students who are enrolled at another institution within three years of initial enrollment.

Data source: IPEDS – Three-year rate (2011 data represents students who enrolled at Harper in fall 2008 and enrolled at another institution by spring 2011)

Peer group: College of DuPage, College of Lake County, Elgin Community College, Joliet Junior College, Moraine Valley Community College, Oakton Community College, Triton College

Institutional Effectiveness Measures – Student Progress

Persistence Rate: Fall to Spring measures students who enroll at Harper in the fall semester and then re-enroll in the spring semester of the same fiscal year. Harper's fall to spring persistence rate has varied over the past six years but tends to fall above the national and peer group averages. The 2012 persistence rate (77.0%) has increased to its highest level in recent years and meets the high end of the target range for 2016 (76.0-77.0%). This percentage also puts Harper at the top of the peer group range (59.5-77.0%) and above the 2012 national median (71.6%).

2016 Target: Stretch = 76.0-77.0% - This target based on a five-year average.

Current Target Status: In Progress – On Target
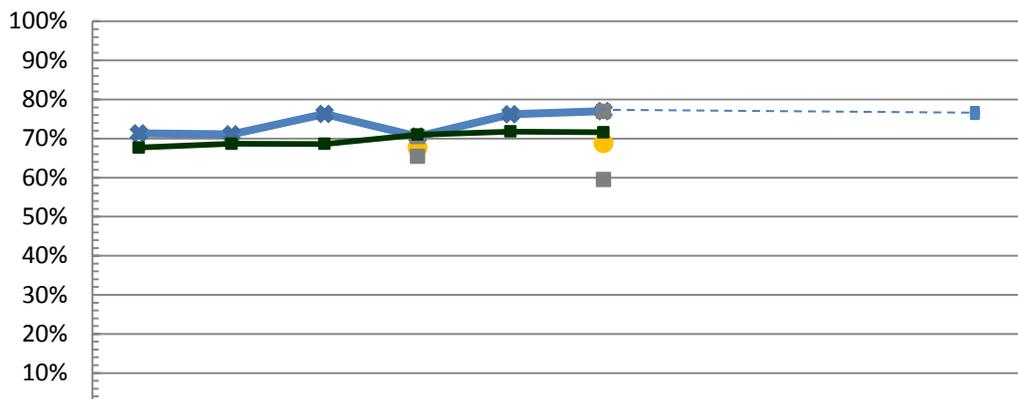
Reported year	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Harper	71.3%	71.1%	76.3%	70.5%	76.2%	77.0%				
Peer group average				67.6%		68.8%				
Peer - high	data not available			70.5%	data n/a	77.0%				
Peer - low				65.5%		59.5%				
National median	67.7%	68.7%	68.6%	71.0%	71.8%	71.6%				
Harper target - high										77.0%
Harper target - low										76.0%

Full definition: Percent of fall entering cohort of full and part-time students who re-enroll spring of the same fiscal year.

Data source: NCCBP – Two-year lag in data (data reported in 2012 is actual 2010 data)

2012 Peer group: College of DuPage, College of Lake County, Elgin Community College, Joliet Junior College, Moraine Valley Community College, Triton College

Institutional Effectiveness Measures – Student Progress

Persistence Rate: Fall of Year One to Fall of Year Two measures students who enroll at Harper in the fall semester and then re-enroll the following fall. Harper's fall to fall persistence rate (57.8%) increased substantially over the previous years' trend. This increase placed Harper at the top of the peer group range (43.1-57.8%) and above the 2016 target range (51.0-52.0%). Harper remains above the 2012 national median (48.4%).

2016 Target: Improvement = 51.0-52.0%

Current Target Status: In Progress – On Target
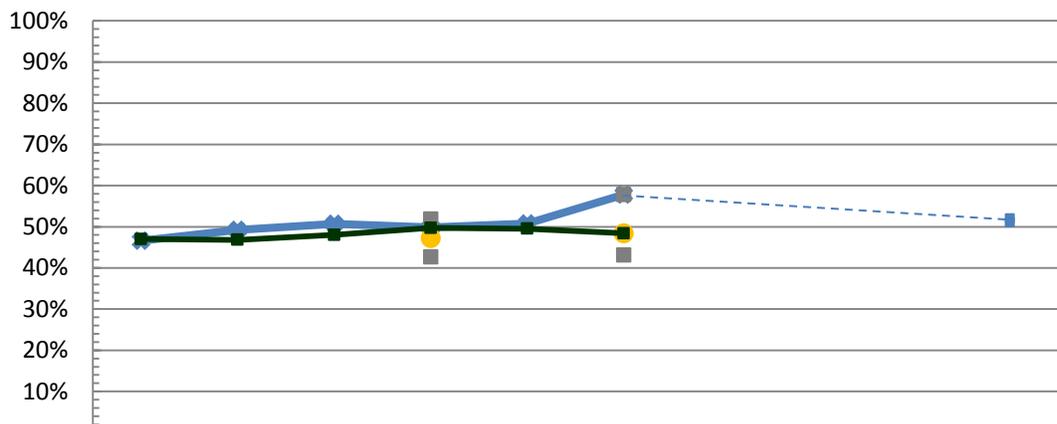
| Reported year	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Harper	46.6%	49.2%	50.7%	49.9%	50.8%	57.8%				
Peer group average	data not available			47.2%	data n/a	48.4%				
Peer - high				51.8%		57.8%				
Peer - low				42.7%		43.1%				
National median	47.0%	46.8%	48.0%	49.7%	49.5%	48.4%				
Harper target - high										52.0%
Harper target - low										51.0%

Full definition: Percent of fall entering cohort of full and part-time students who re-enroll the following fall.

Data source: NCCBP – Two-year lag in data (data reported in 2012 is actual 2010 data)

2012 Peer group: College of DuPage, College of Lake County, Elgin Community College, Joliet Junior College, Moraine Valley Community College, Triton College

Institutional Effectiveness Measures – Student Progress

Student Advancement Rate measures degree/certificate-seeking students who graduate, transfer or continue to enroll at Harper after three years. Harper's student advancement rate (62.9%) has consistently declined since 2006 and currently falls below the 2016 target range. The peer group average (63.9%) has also declined since 2006, but is above Harper's rate. Harper remains above the statewide average (58.9%).

2016 Target: Stretch = 77.0-78.0%

Current Target Status: In Progress – Needs Attention
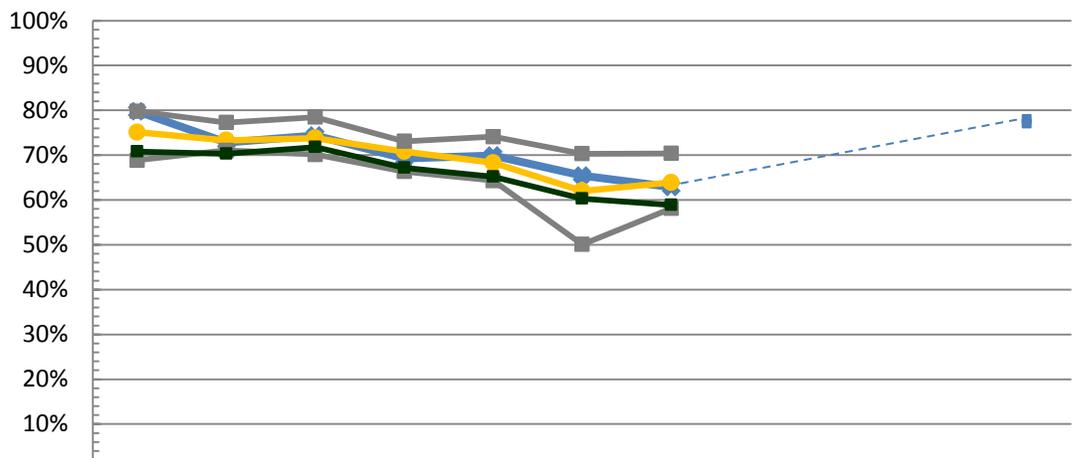
Reported year	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Harper	79.8%	72.8%	74.4%	69.3%	69.9%	65.4%	62.9%				
Peer group average	75.1%	73.3%	73.8%	70.8%	68.3%	62.0%	63.9%				
Peer - high	79.8%	77.3%	78.5%	73.1%	74.1%	70.3%	70.4%				
Peer - low	68.9%	71.1%	70.2%	66.4%	64.3%	50.1%	58.1%				
Statewide average	70.8%	70.3%	71.8%	67.2%	65.2%	60.3%	58.9%				
Harper target - high											78.0%
Harper target - low											77.0%

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

Data source: ICCB and IPEDS – Three-year rate (2012 data represents students who enrolled at Harper in fall 2009 and graduated, transferred or continued to enroll at Harper by spring 2012)

Peer group: College of DuPage, College of Lake County, Elgin Community College, Joliet Junior College, Moraine Valley Community College, Oakton Community College, Triton College

Institutional Effectiveness Measures – Student Progress

Student Satisfaction measures responses to the question "How would you evaluate your entire educational experience at this college?" on a four-point scale (1 = poor, 2 = fair, 3 = good, 4 = excellent). Harper's level of student satisfaction (3.22) increased slightly in 2012 and continues to be above the peer group (3.10). Harper's average for student satisfaction is slightly higher than the national average (3.14) and above the 2015 target range (3.18-3.20).

2015 Target: Expected = 3.18-3.20

Current Target Status: In Progress – On Target
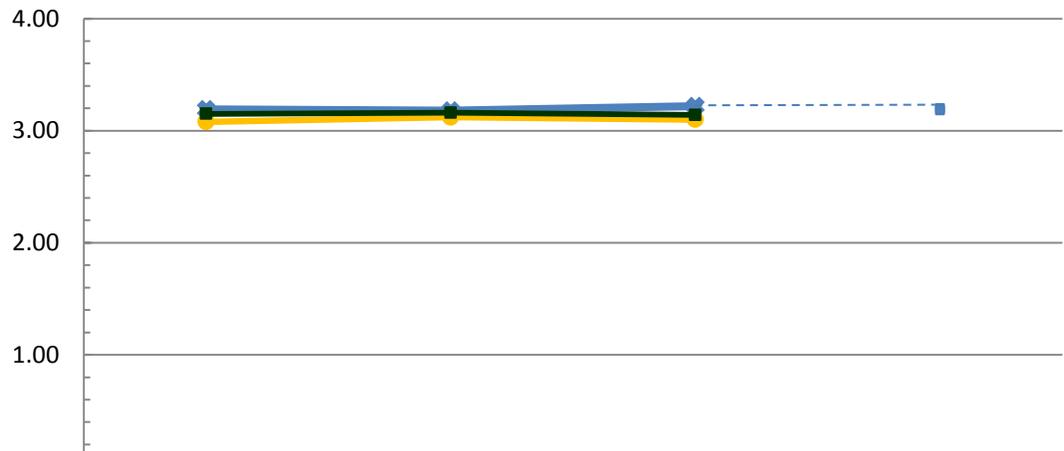
Reported year	2006	2009	2012	2015
Harper	3.19	3.18	3.22	
Peer group average	3.08	3.12	3.10	
Peer - high		data not available		
Peer - low				
National average	3.15	3.16	3.14	
Harper target - high				3.20
Harper target - low				3.18

Full definition: Survey item #27: How would you evaluate your entire educational experience at this college? (1 = poor, 2 = fair, 3 = good, 4 = excellent)

Data source: CCSSE – Reported year is actual year (CCSSE is conducted once every three years)

Peer group: College of Lake County, Danville Area Community College, Elgin Community College, Heartland Community College, Illinois Central College, Illinois Valley Community College, John Wood Community College, Lincoln Land Community College, Malcolm X College, Oakton Community College, Parkland College, Rend Lake College, Richard J. Daley, Waubonsee Community College

Institutional Effectiveness Measures – Student Progress

Graduate Achievement of Objective measures affirmative responses to items on the Transfer (Very successful, Successful) and Career (Satisfied, Somewhat satisfied) Graduate Surveys. In 2012, Harper's rate of graduate satisfaction (90.3%) decreased to its lowest point in recent years. Harper's current rate is below the national median (94.9%) and the 2016 target (96.0-97.0%).

2016 Target: Expected = 96.0-97.0%

Current Target Status: In Progress – Needs Attention
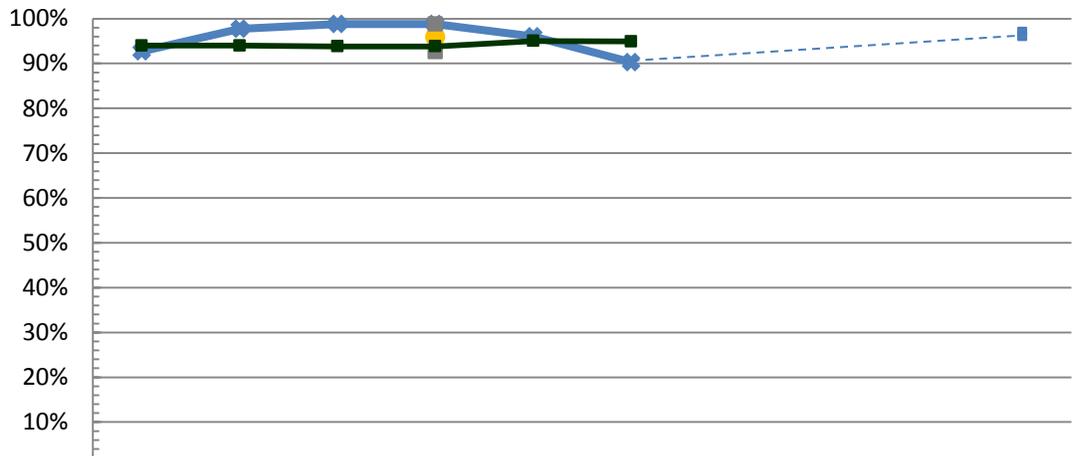
Reported year	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Harper	92.7%	97.7%	98.8%	98.8%	96.0%	90.3%				
Peer group average				95.9%						
Peer - high	data not available			98.8%	data n/a					
Peer - low				92.6%						
National median	94.0%	94.0%	93.8%	93.8%	95.0%	94.9%				
Harper target - high										97.0%
Harper target - low										96.0%

Full definition: Combined affirmative responses to items on the Transfer and Career Graduate Surveys.
- Transfer Graduate Survey: To what extent were you successful in achieving your educational objectives? (Very successful, Successful, Somewhat successful, Not at all successful)
- Career Graduate Survey: Overall, how satisfied are you that your program provided you with the skills required for your job? (Very satisfied, Somewhat satisfied, Somewhat dissatisfied, Very dissatisfied)

Data source: NCCBP – One-year lag (2012 data represents students who graduated/transferred in 2011)

2012 Peer group: College of DuPage, College of Lake County, Elgin Community College, Joliet Junior College, Moraine Valley Community College, Triton College

Institutional Effectiveness Measures – Progress of Developmental Students

The IEM category of progress of developmental students contains measures on the academic success of students through developmental course work (English, reading and math) and college-level courses (English and math). These measures support the College's mission to provide developmental instruction for underprepared students.

Below is a representation of current progress towards the 2016 progress of developmental student targets. This status is also provided on the individual page for each of the measures. Progress on the 2016 targets is identified as:

In Progress – Needs Attention:
This status indicates that based on current and trend data additional attention and effort is needed if the target is to be achieved by 2016.

In Progress – On Target:
This status indicates that based on current and trend data it is projected that the 2016 target will be met.

Target Achieved:
This status will not be selected until 2016.

Measure	In Progress Needs Attention	In Progress On Target	Target Achieved
Developmental Writing Success Rate	███		
Developmental Reading Success Rate	███████		
Developmental Math Success Rate	███████		
Success Rate of Developmental Students in ENG101	███		
Success Rate of Developmental Students in College-Level Math	███		

A data chart and detailed narrative description is provided for each of the above measures. The charts include both Harper and comparison data, as well as the 2016 target for the given measure. The dotted line connecting the most current available data to the 2016 target represents the approximate trendline to achieving the target.

Institutional Effectiveness Measures – Progress of Developmental Students

Developmental Writing Success Rate measures students who were enrolled in developmental English and earned a grade of C or better in that course. Harper's current success rate for developmental writing (56.6%) is at its lowest rate in recent years. Harper's success rate is below the national median (64.6%), the lowest of the peer group range (56.6-69.6%) and below the 2016 target range (63.0-64.0%).

2016 Target: Expected = 63.0-64.0%

Current Target Status: In Progress – Needs Attention
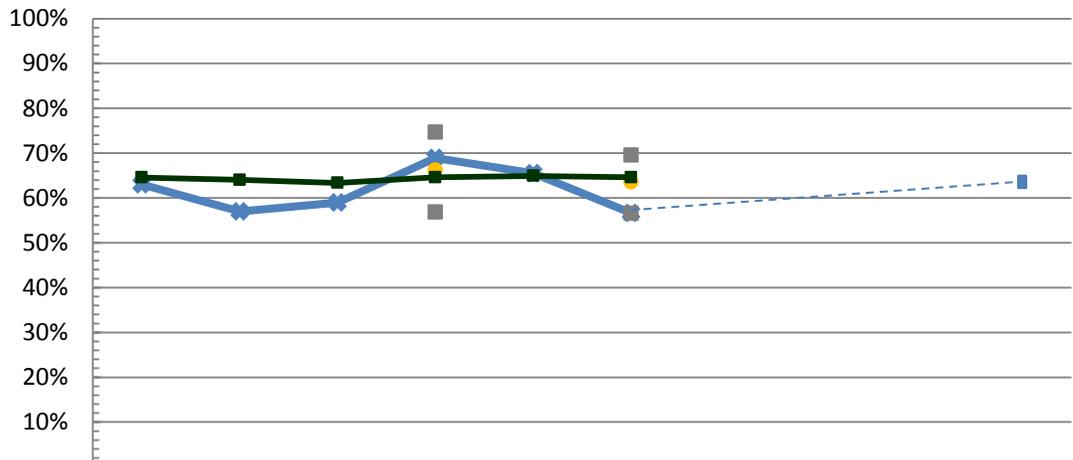
Reported year	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Harper	63.0%	57.0%	59.0%	68.9%	65.5%	56.6%				
Peer group average		data not available		66.2%	data n/a	63.6%				
Peer - high				74.7%		69.6%				
Peer - low				56.8%		56.6%				
National median	64.6%	64.0%	63.4%	64.6%	64.9%	64.6%				
Harper target - high										64.0%
Harper target - low										63.0%

**Full definition:** Students who were enrolled in developmental English (including ENG100) in first fall term and earned a grade of C or higher.

Data source: NCCBP – Two-year lag in data (data reported in 2012 is actual 2010 data)

2012 Peer group: College of DuPage, College of Lake County, Elgin Community College, Joliet Junior College, Moraine Valley Community College, Triton College

Institutional Effectiveness Measures – Progress of Developmental Students

Developmental Reading Success Rate measures students who were enrolled in developmental reading and earned a grade of C or better. Harper's current success rate for developmental reading (66.6%) continues the upward trend seen in recent years. The Harper rate is higher than the 2012 peer group average (59.5%) and the 2016 target range (53.0-54.0%). Harper's rate is slightly below the 2012 national median (67.4%).

2016 Target: Expected = 53.0-54.0%

Current Target Status: In Progress – On Target
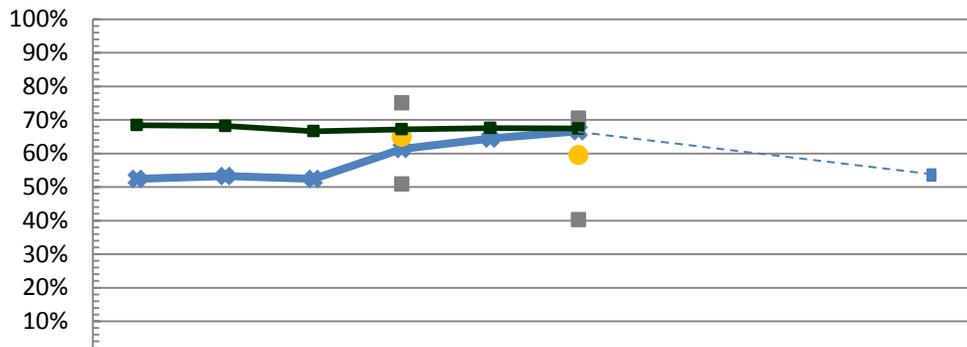
| Reported year	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Harper	52.4%	53.3%	52.4%	61.3%	64.5%	66.6%				
Peer group average	data not available			65.0%	data n/a	59.5%				
Peer - high				75.1%		70.5%				
Peer - low				50.9%		40.3%				
National median	68.4%	68.2%	66.6%	67.2%	67.6%	67.4%				
Harper target - high										54.0%
Harper target - low										53.0%

Full definition: Students who were enrolled in developmental reading in first fall term and earned a grade of C or higher.

Data source: NCCBP – Two-year lag in data (data reported in 2012 is actual 2010 data)

2012 Peer group: College of DuPage, College of Lake County, Elgin Community College, Joliet Junior College, Moraine Valley Community College, Triton College

Institutional Effectiveness Measures – Progress of Developmental Students

Developmental Math Success Rate measures students who were enrolled in developmental math and earned a grade of C or better. Harper's success rate for developmental math has increased over the past five years. The current Harper rate (55.7%) is higher than the 2012 peer group average (52.2%) and the 2016 target range (52.0-53.0%). The Harper rate is currently below the 2012 national median (57.3%).

2016 Target: Expected = 52.0-53.0%

Current Target Status: In Progress – On Target
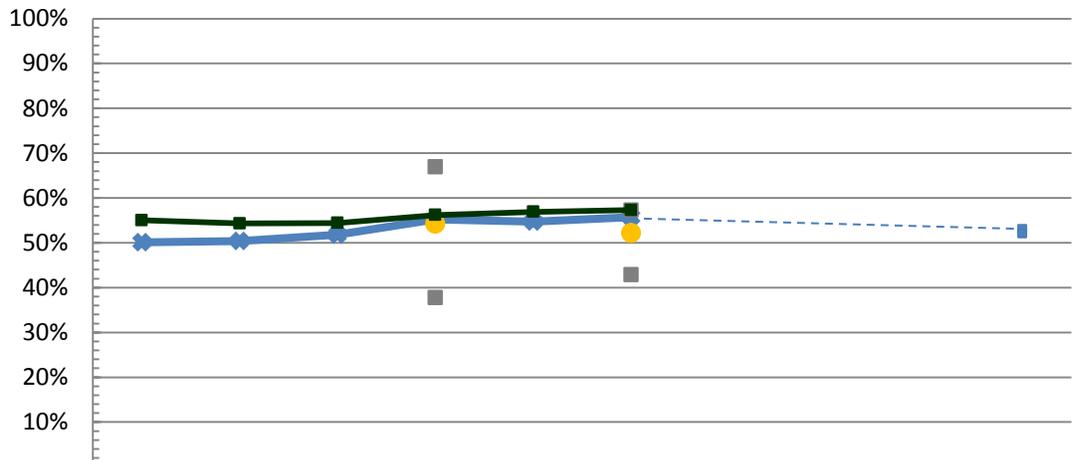
| Reported year	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Harper	50.1%	50.4%	51.8%	55.2%	54.7%	55.7%				
Peer group average	data not available			54.2%	data n/a	52.2%				
Peer - high				66.9%		57.3%				
Peer - low				37.7%		42.8%				
National median	55.0%	54.3%	54.4%	56.2%	56.9%	57.3%				
Harper target - high										53.0%
Harper target - low										52.0%

Full definition: Students who were enrolled in developmental math in first fall term and earned a grade of C or higher.

Data source: NCCBP – Two-year lag in data (data reported in 2012 is actual 2010 data)

2012 Peer group: College of DuPage, College of Lake County, Elgin Community College, Joliet Junior College, Moraine Valley Community College, Triton College

Institutional Effectiveness Measures – Progress of Developmental Students

Success Rate of Developmental Students in ENG101 measures students who successfully completed developmental course work in reading and/or English and subsequently successfully completed ENG101. Harper's success rate for ENG101 (64.1%) is lower than most recent years and below the target range (67.0-68.0%). The 2012 average success rate for the peer group (73.6%) and the 2012 national median (71.0%) are above Harper's rate.

2016 Target: Expected = 67.0-68.0%

Current Target Status: In Progress – Needs Attention
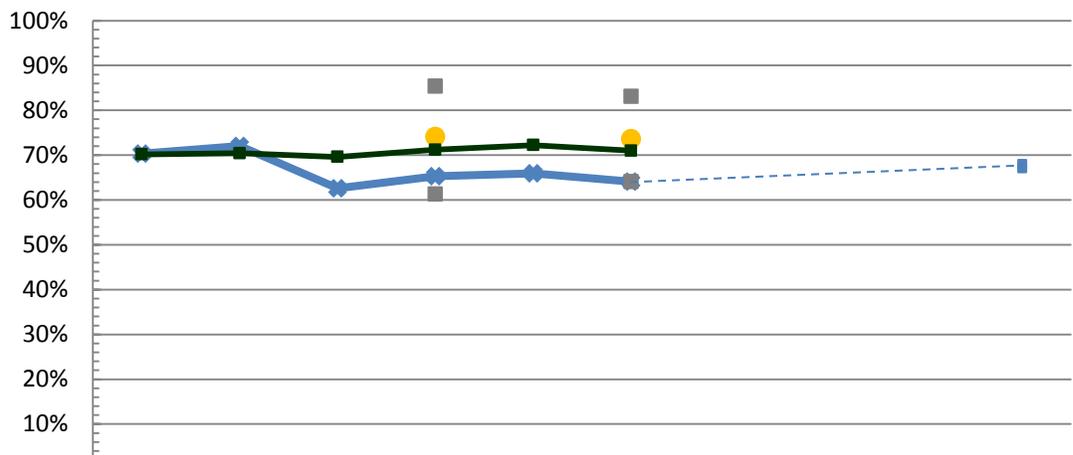
| Reported year	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Harper	70.3%	72.0%	62.6%	65.3%	65.9%	64.1%				
Peer group average				74.1%		73.6%				
Peer - high	data not available			85.4%	data n/a	83.1%				
Peer - low				61.3%		64.1%				
National median	70.2%	70.4%	69.6%	71.2%	72.2%	71.0%				
Harper target - high										68.0%
Harper target - low										67.0%

Full definition: Students who successfully completed developmental reading and/or English and subsequently successfully completed first college-level English course within one year.

Data source: NCCBP – Two-year lag in data (data reported in 2012 is actual 2010 data)

2012 Peer group: College of DuPage, College of Lake County, Elgin Community College, Joliet Junior College, Moraine Valley Community College, Triton College

Institutional Effectiveness Measures – Progress of Developmental Students

Success Rate of Developmental Students in College-Level Math measures students who successfully completed developmental course work in math and subsequently successfully completed college-level math. Harper's success rate for college-level math (60.5%) has increased since its low point in 2011. Harper's rate is below the peer group average (65.8%), the national median (65.6%) and the 2016 target range (61.0-62.0%).

2016 Target: Expected = 61.0-62.0%

Current Target Status: In Progress – Needs Attention
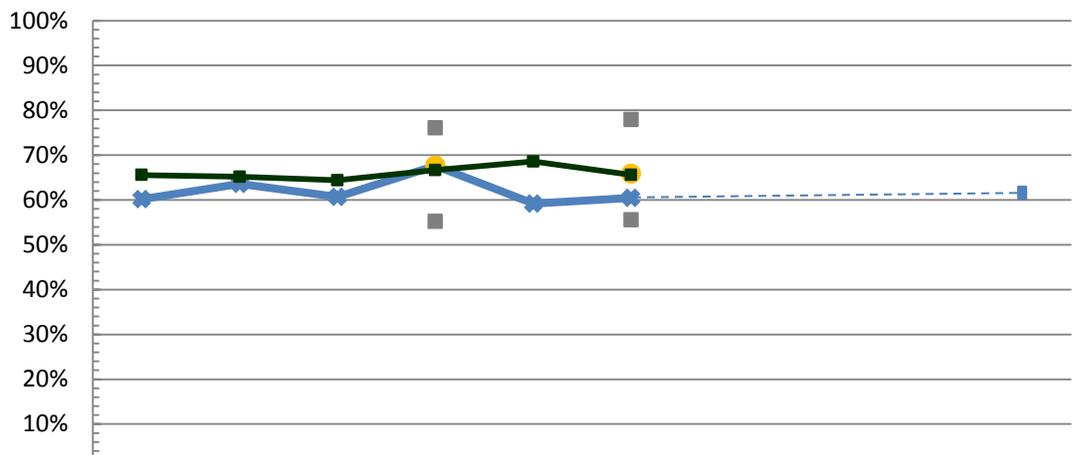
Reported year	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Harper	60.2%	63.6%	60.7%	67.6%	59.2%	60.5%				
Peer group average				67.6%		65.8%				
Peer - high	data not available			76.1%	data n/a	78.0%				
Peer - low				55.2%		55.6%				
National median	65.6%	65.2%	64.4%	66.7%	68.6%	65.6%				
Harper target - high										62.0%
Harper target - low										61.0%

Full definition: Students who successfully completed developmental math and subsequently successfully completed first college-level math course within one year.

Data source: NCCBP – Two-year lag in data (data reported in 2012 is actual 2010 data)

2012 Peer group: College of DuPage, College of Lake County, Elgin Community College, Joliet Junior College, Moraine Valley Community College, Triton College

Institutional Effectiveness Measures – Performance after Transfer

The IEM category of performance after transfer measures the cumulative grade point average of former Harper students at the end of the first year after transferring to an Illinois public university. This measure supports the College's mission to prepare students to transfer to four-year colleges and universities.

Below is a representation of current progress towards the 2016 performance after transfer target. This status is also provided on the individual page for this measure. Progress on the 2016 targets is identified as:

In Progress – Needs Attention:
> This status indicates that based on current and trend data additional attention and effort is needed if the target is to be achieved by 2016.

In Progress – On Target:
> This status indicates that based on current and trend data it is projected that the 2016 target will be met.

Target Achieved:
> This status will not be selected until 2016.

Measure	In Progress Needs Attention	In Progress On Target	Target Achieved
Transfer Cumulative Grade Point Average	Target yet to be determined		

A data chart and detailed narrative description is provided for the above measure. The chart includes both Harper and comparison data.

Institutional Effectiveness Measures – Performance after Transfer

Transfer Cumulative Grade Point Average (GPA) measures cumulative GPA at end of first year after transferring. The cumulative GPA of Harper's transfers to Illinois public universities (3.00) remained relatively unchanged during the two observed years. In 2009, Harper's transfer cumulative GPA was above the national median (2.89).

2016 Target: No target has been set. The state organization that provided this data is no longer collecting this information. New tracking system scheduled for implementation in 2014.

Current Target Status: Target yet to be determined
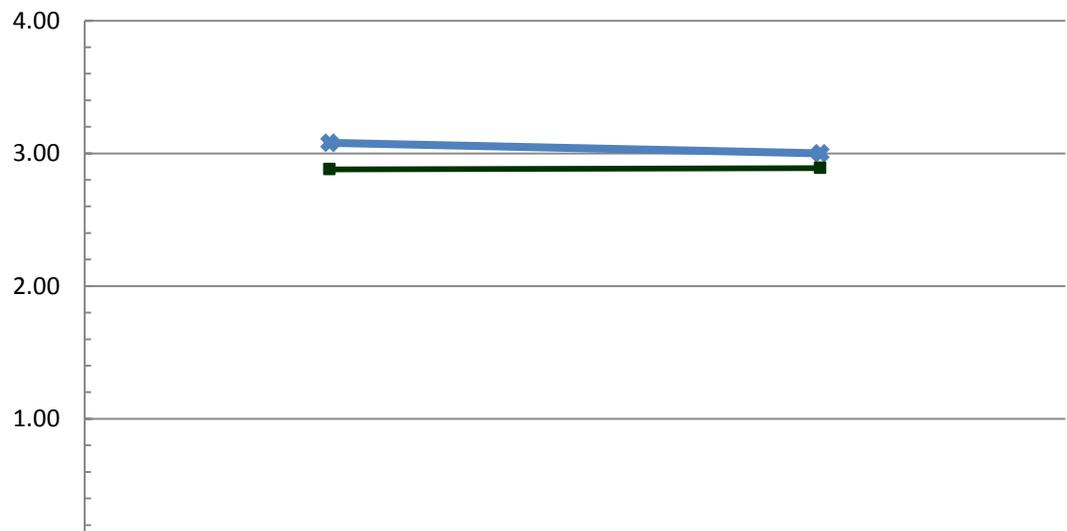
Reported year	2008	2009
Harper	3.08	3.00
Peer group average		
Peer - high	data not available	
Peer - low		
National median	2.88	2.89

Full definition: Cumulative grade point average at end of first year after transferring.

Data source: NCCBP – One-year lag in data (data reported in 2009 is actual 2008 data)

Peer group: No peer comparison available

Institutional Effectiveness Measures – Market Penetration

The IEM category of market penetration contains measures on the enrollment of district residents at Harper College. These measures include credit and non-credit students as well as the percentage share of district high school graduates. Market penetration measures support the College's mission to promote personal growth and enrich the local community.

Below is a representation of current progress towards the 2016 market penetration targets. This status is also provided on the individual page for each of the measures. Progress on the 2016 targets is identified as:

In Progress – Needs Attention:
> This status indicates that based on current and trend data additional attention and effort is needed if the target is to be achieved by 2016.

In Progress – On Target:
> This status indicates that based on current and trend data it is projected that the 2016 target will be met.

Target Achieved:
> This status will not be selected until 2016.

Measure	In Progress Needs Attention	In Progress On Target	Target Achieved
Market Penetration: Credit Students	████████████		
Market Penetration: Non-Credit Students	████████████		
Percentage Share of Public High School Graduates	████████████		

A data chart and detailed narrative description is provided for each of the above measures. The charts include both Harper and comparison data, as well as the 2016 target for the given measure. The dotted line connecting the most current available data to the 2016 target represents the approximate trendline to achieving the target.

Institutional Effectiveness Measures – Market Penetration

Market Penetration: Credit Students measures unduplicated credit enrollment divided by population of district. Harper's credit market penetration rate (5.3%) has remained relatively stable over the last six year and is at its highest point during that period. Harper's rate is similar to the 2012 peer group average (5.5%) and well above the 2012 national median (3.5%). The current rate also falls above the 2016 target range (5.0-5.1%).

2016 Target: Expected = 5.0-5.1%

Current Target Status: In Progress – On Target
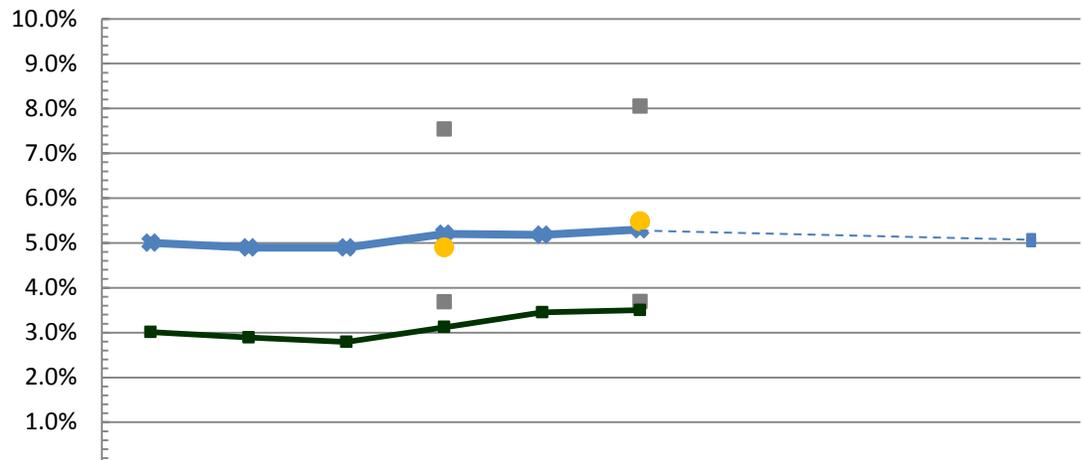
| Reported year	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Harper	5.0%	4.9%	4.9%	5.2%	5.2%	5.3%				
Peer group average				4.9%		5.5%				
Peer - high	data not available			7.5%	data n/a	8.1%				
Peer - low				3.7%		3.7%				
National median	3.0%	2.9%	2.8%	3.1%	3.5%	3.5%				
Harper target - high										5.1%
Harper target - low										5.0%

Full definition: Unduplicated credit headcount enrollment in academic year divided by population of district.

Data source: NCCBP – One-year lag in data (data reported in 2012 is actual 2011 data)

2012 Peer group: College of DuPage, College of Lake County, Elgin Community College, Joliet Junior College, Moraine Valley Community College, Triton College

Institutional Effectiveness Measures – Market Penetration

Market Penetration: Non-Credit Students measures unduplicated non-credit enrollment divided by population of district. Harper's non-credit market penetration rate (1.4%) increased slightly in 2012 but had declined during the previous four years. Harper's rate is similar to the national median (1.3%) but lower than the peer group average (1.9%). The current rate is equal to the high point of the 2016 target range.

2016 Target: Expected = 1.2-1.4%

Current Target Status: In Progress – On Target
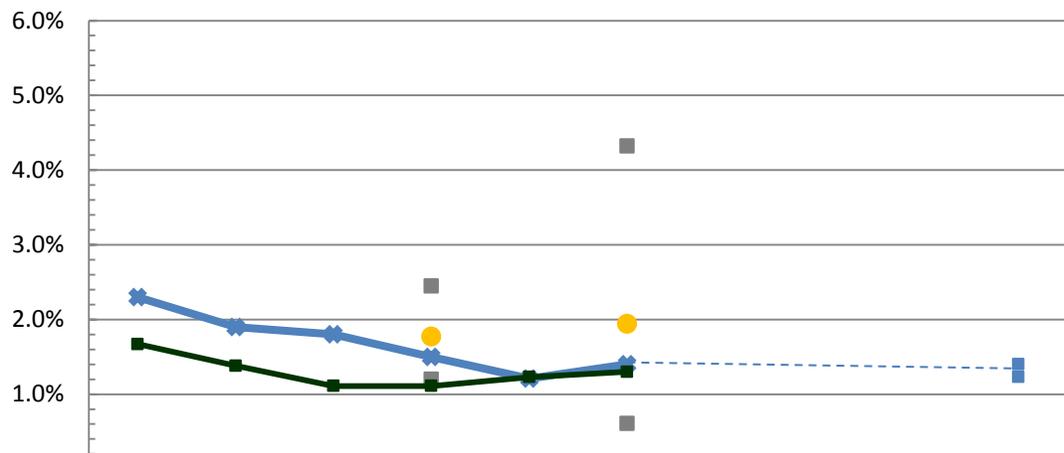
Reported year	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Harper	2.3%	1.9%	1.8%	1.5%	1.2%	1.4%				
Peer group average				1.8%		1.9%				
Peer - high		data not available		2.5%	data n/a	4.3%				
Peer - low				1.2%		0.6%				
National median	1.7%	1.4%	1.1%	1.1%	1.2%	1.3%				
Harper target - high										1.4%
Harper target - low										1.2%

Full definition: Unduplicated non-credit headcount enrollment in academic year divided by population of district.

Data source: NCCBP – One-year lag in data (data reported in 2012 is actual 2011 data)

2012 Peer group: College of DuPage, College of Lake County, Elgin Community College, Joliet Junior College, Moraine Valley Community College, Triton College

Institutional Effectiveness Measures – Market Penetration

Market Penetration: Percentage Share of Public High School Graduates measures the percentage of total June high school graduates (in-district) who enroll at Harper in the fall semester of that year. Harper's percentage share of public high school graduates (34.1%) has remained relatively stable over the last few years, and is near its highest point in recent years. Harper's rate is well above the 2012 peer group average (25.7%) as well as the 2012 national median (21.9%). The percentage share also falls within the 2016 target range (34.0-35.0%).

2016 Target: Improvement = 34.0-35.0%

Current Target Status: In Progress – On Target
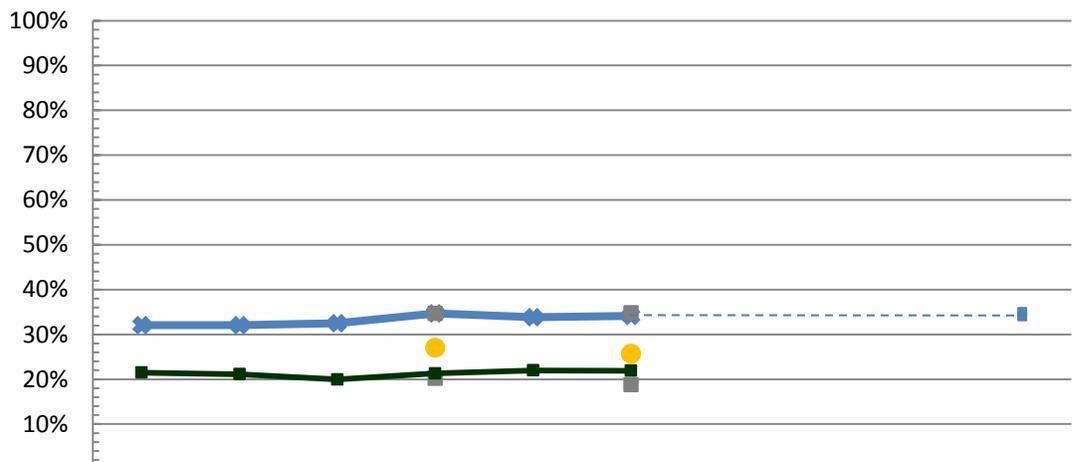
Reported year	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Harper	32.1%	32.1%	32.5%	34.7%	33.9%	34.1%				
Peer group average				27.0%		25.7%				
Peer - high	data not available			34.7%	data n/a	34.8%				
Peer - low				20.2%		18.8%				
National median	21.5%	21.1%	19.9%	21.3%	22.0%	21.9%				
Harper target - high										35.0%
Harper target - low										34.0%

Full definition: Percent of total June high school graduates who enrolled at Harper in the fall semester of the same year as high school graduation. Percentage calculated by using end of semester enrollment data for Harper divided by feeder high school graduating class size submitted to the Illinois State Board of Education.

Data source: NCCBP – Two-year lag in data (data reported in 2012 is actual 2010 data)

2012 Peer group: College of DuPage, College of Lake County, Elgin Community College, Joliet Junior College, Moraine Valley Community College, Triton College

Institutional Effectiveness Measures – Workforce Development

The IEM category of workforce development contains measures on the employment of Harper College career program graduates as well as graduate pass rates on licensure, certification and/or credentialing exams. These measures support the College's mission to provide educational opportunities that enable students to acquire the knowledge and skills necessary to enter a specific career.

Below is a representation of current progress towards the 2016 workforce development targets. This status is also provided on the individual page for each of the measures. Progress on the 2016 targets is identified as:

In Progress – Needs Attention:
> This status indicates that based on current and trend data additional attention and effort is needed if the target is to be achieved by 2016.

In Progress – On Target:
> This status indicates that based on current and trend data it is projected that the 2016 target will be met.

Target Achieved:
> This status will not be selected until 2016.

| Measure	In Progress Needs Attention	In Progress On Target	Target Achieved
Employment in Field Related to Harper Program of Study	████████████		
Licensure/Certification Pass Rate	████████████		

A data chart and detailed narrative description is provided for each of the above measures. The charts include both Harper and comparison data, as well as the 2016 target for the given measure. The dotted line connecting the most current available data to the 2016 target represents the approximate trendline to achieving the target.

Institutional Effectiveness Measures – Workforce Development

Employment in Field Related to Harper Program of Study (Career Graduates) measures responses to the question "How closely is your present job related to your former community college program?" (Related, Not related). Harper's current employment in related field (47.8%) increased from the low point realized in 2011. Harper's rate is below the national median (57.5%) and the peer group average (60.3%), but within the 2016 target range (46.0-50.0%).

2016 Target: Expected = 46.0-50.0%

Current Target Status: In Progress – On Target
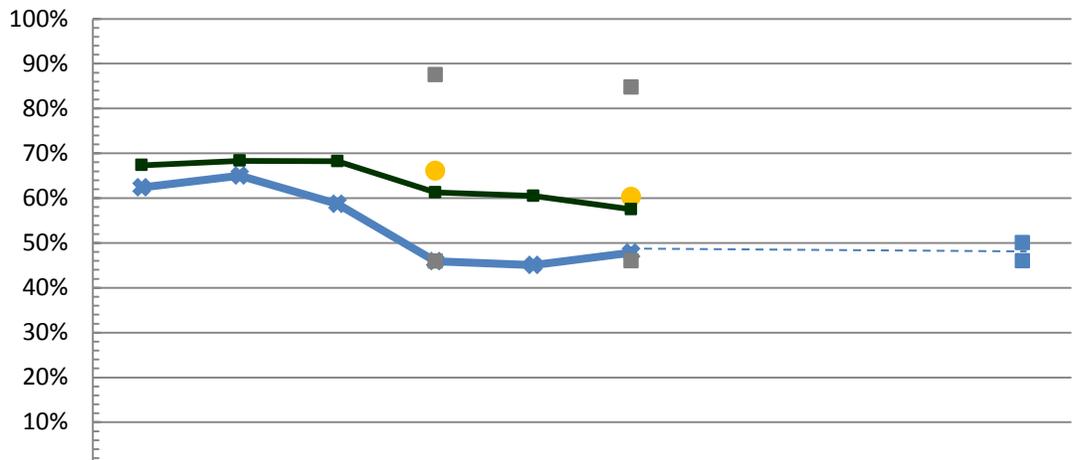
Reported year	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Harper	62.4%	65.0%	58.7%	45.9%	45.1%	47.8%				
Peer group average				66.1%		60.3%				
Peer - high	data not available			87.5%	data n/a	84.8%				
Peer - low				45.9%		46.0%				
National median	67.3%	68.3%	68.2%	61.3%	60.5%	57.5%				
Harper target - high										50.0%
Harper target - low										46.0%

Full definition: Graduate survey item "How closely is your present job related to your former community college program?" (Related, Not related). Percentage calculated on number of students responding "related" to this item, divided by the total number of students completing the survey.

Data source: NCCBP – One-year lag in data (data reported in 2012 is actual 2011 data)

2012 Peer group: College of DuPage, College of Lake County, Elgin Community College, Joliet Junior College, Moraine Valley Community College, Triton College

Institutional Effectiveness Measures – Workforce Development

Licensure/Certification Pass Rate measures the percent of Harper program completers (credit and noncredit) passing the given licensure, certification and/or credentialing exams. Most recent available pass rates range from 75-100% for credit program completers and from 55-100% for noncredit program completers.

Target: The target for each program licensure, certification and/or credentialing exam pass rate is based on either the standard set by the program's specialized accreditation body (if applicable), or comparison data, either state or national, as the minimum target.

Current Target Status: In Progress – On Target

Credit Programs	Pass Rate	Target	Target Source
Dental Hygiene (2012)	97%	90%	Accrediting body
Diagnostic Cardiac Sonography (2011)	77%	60%	Accrediting body
Diagnostic Medical Sonography - Abdominal (2011)	100%	60%	Accrediting body
Diagnostic Medical Sonography - OB/GYN (2011)	100%	60%	Accrediting body
Dietetic Technician (2012)	75%	70%	Accrediting body
Medical Assistant Certificate (2009)	85%	70%	Accrediting body
Nursing - CNA (2012)	92%	91%	Illinois pass rate
Nursing - LPN (2012)	95%	84%	National pass rate
Nursing - RN (2012)	98%	90%	National pass rate
Radiologic Technology (2012)	100%	75%	Accrediting body

Noncredit Programs	Pass Rate	Target	Target Source
Real Estate - Broker (2012)	55%	63%	Illinois pass rate
Therapeutic Massage (2012)	100%	73%	Illinois pass rate

Data Source: Licensing, certifying and/or credentialing agencies

Peer Group: State and/or national pass rate (where available)

Institutional Effectiveness Measures – Facilities

The IEM category of facilities contains measures on the overall condition of the campus, the asset reinvestment backlog and the campus energy consumption. These measures aid in supporting the sustainability initiatives at Harper College.

Below is a representation of current progress towards the 2016 facilities targets. This status is also provided on the individual page for each of the measures. Progress on the 2016 targets is identified as:

In Progress – Needs Attention:
> This status indicates that based on current and trend data additional attention and effort is needed if the target is to be achieved by 2016.

In Progress – On Target:
> This status indicates that based on current and trend data it is projected that the 2016 target will be met.

Target Achieved:
> This status will not be selected until 2016.

Measure	In Progress Needs Attention	In Progress On Target	Target Achieved
Net Asset Value Index	████████████		
Total Asset Reinvestment Backlog	█████		
Energy Consumption	████████████		

A data chart and detailed narrative description is provided for each of the above measures. The charts include both Harper and comparison data, as well as the 2016 target for the given measure. The dotted line connecting the most current available data to the 2016 target represents the approximate trendline to achieving the target.

Institutional Effectiveness Measures – Facilities

Net Asset Value Index measures the condition of the campus and is calculated by subtracting the asset reinvestment backlog from the replacement value and dividing it by the replacement value. Harper's net asset value index (75.0%) has remained stable over the past five years. Harper's net asset value index is higher than the peer group average (68.9%) and within the 2016 target range (75.0-76.0%).

2016 Target: Expected = 75.0-76.0%

Current Target Status: In Progress – On Target
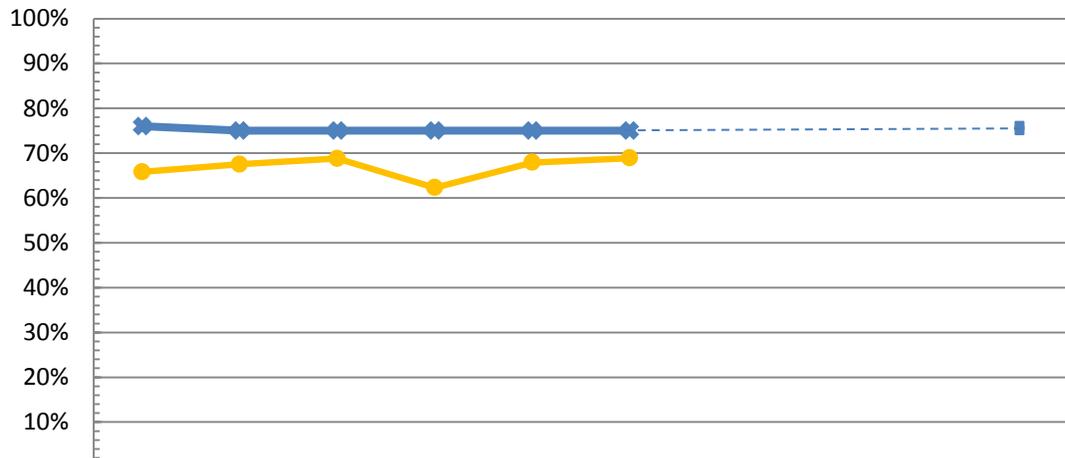
Reported year	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Harper	76.0%	75.0%	75.0%	75.0%	75.0%	75.0%				
Peer group average	65.8%	67.5%	68.8%	62.3%	67.9%	68.9%				
Peer - high										
Peer - low			data not available							
National										
Harper target - high										76.0%
Harper target - low										75.0%

Full definition: Net asset value index is an annual statistic that represents the condition of the campus. Net asset value is expressed as a percentage and is calculated by subtracting the asset reinvestment backlog from the replacement value and dividing it by the replacement value. A net asset value of 100% is a building with no reinvestment backlog.

**Data source:** Sightlines – Reported year is actual year.

2012 Peer group (community colleges): Berkshire Community College, MA; Bristol Community College, MA; Bunker Hill Community College, MA; Cape Cod Community College, MA; Cincinnati State Technical and Community College, OH; Columbus State Community College, OH; Cuyahoga Community College, OH; Holyoke Community College, MA; Lakeland Community College, OH; Lorain Community College, OH; Massasoit Community College, MA; MassBay Community College, MA; Middlesex Community College, MA; Mt. Wachusett Community College, MA; North Shore Community College, MA; Northern Essex Community College, MA; Owens State Community College, OH; Quinsigamond Community College, MA; Roxbury Community College, MA; Shawnee State University, OH; Sinclair Community College, OH

Institutional Effectiveness Measures – Facilities

Total Asset Reinvestment Backlog is expressed in dollars per gross square foot (GSF) and quantifies the College's ability to address the backlog of mechanical, space and infrastructure needs. Harper's asset reinvestment backlog ($104.00) has been increasing since 2007. The peer group backlog ($110.22) decreased slightly from 2011 to 2012. Harper is currently within the 2016 target range ($100-105).

2016 Target: Expected = $100.00-$105.00

Current Target Status: In Progress – Needs Attention
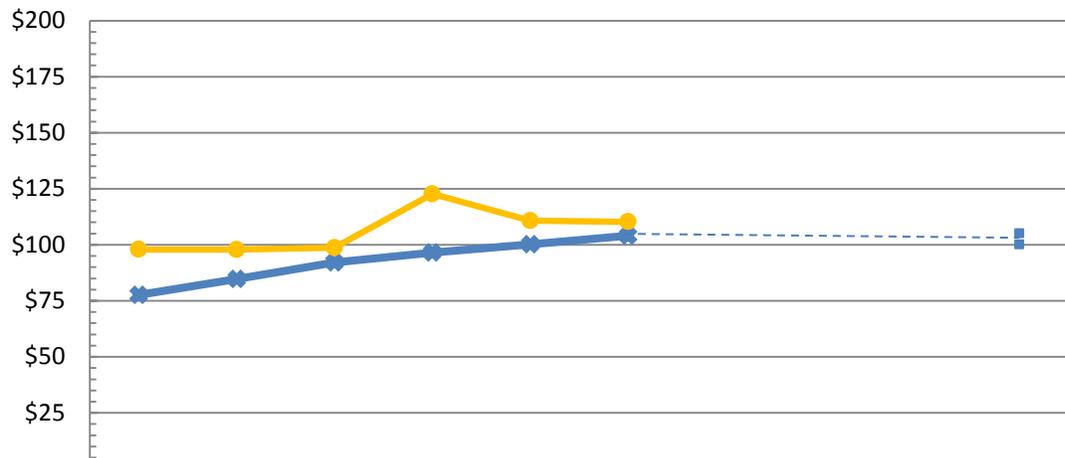
Reported year	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Harper	$77.70	$84.77	$92.10	$96.49	$100.24	$104.00				
Peer group average	$97.89	$97.84	$98.70	$122.69	$110.74	$110.22				
Peer - high										
Peer - low			data not available							
National										
Harper target - high										$105.00
Harper target - low										$100.00

Full definition: Total asset reinvestment backlog is expressed in dollars per GSF; the reinvestment backlog is segmented into envelope/mechanical, space/program and infrastructure.

Data source: Sightlines – Reported year is actual year.

2012 Peer group (community colleges): Berkshire Community College, MA; Bristol Community College, MA; Bunker Hill Community College, MA; Cape Cod Community College, MA; Cincinnati State Technical and Community College, OH; Columbus State Community College, OH; Cuyahoga Community College, OH; Holyoke Community College, MA; Lakeland Community College, OH; Lorain Community College, OH; Massasoit Community College, MA; MassBay Community College, MA; Middlesex Community College, MA; Mt. Wachusett Community College, MA; North Shore Community College, MA; Northern Essex Community College, MA; Owens State Community College, OH; Quinsigamond Community College, MA; Roxbury Community College, MA; Shawnee State University, OH; Sinclair Community College, OH

Institutional Effectiveness Measures – Facilities

Energy Consumption measures the energy consumed by fuel per gross square foot (GSF) of campus space, measured in British thermal units (BTUs). Harper's energy consumption decreased from 2010 to 2012 (126,537) and is at a six year low. Harper is well above the community college peer group average (91,456), but below the climate zone peer group average (171,764). Harper also falls below the 2016 target range (160,000-169,999 BTU/GSF).

2016 Target: Improvement = 160,000-169,999 BTU/GSF

Current Target Status: In Progress – On Target
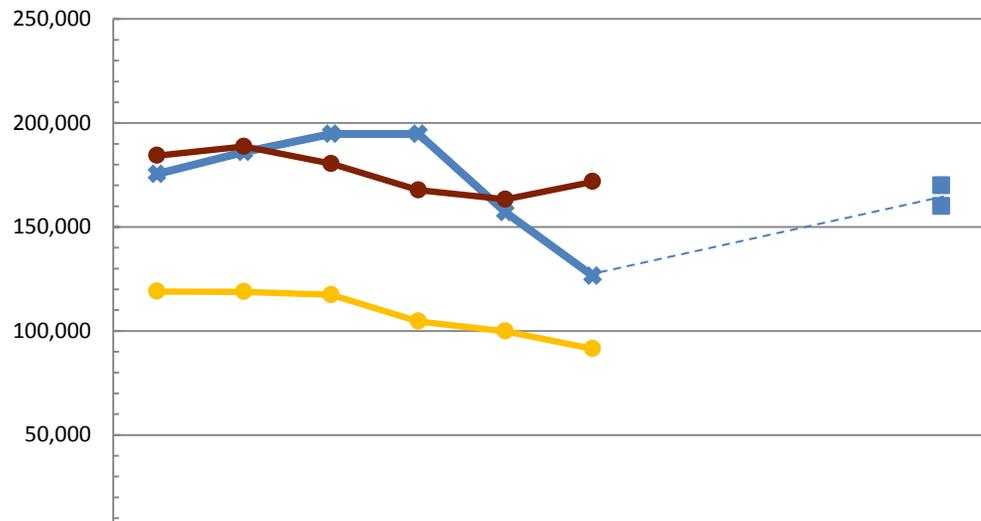
Reported year	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Harper	175,502	186,098	194,809	194,744	157,061	126,537				
Peer - community colleges average	118,956	118,811	117,399	104,600	99,860	91,456				
Peer - climate zone average	184,283	188,717	180,423	167,684	163,270	171,764				
National	data not available									
Harper target - high										169,999
Harper target - low										160,000

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

Data source: Sightlines – Reported year is actual year.

2012 Peer group (community colleges): Berkshire Community College, MA; Bristol Community College, MA; Bunker Hill Community College, MA; Cape Cod Community College, MA; Cincinnati State Technical and Community College, OH; Columbus State Community College, OH; Cuyahoga Community College, OH; Holyoke Community College, MA; Lakeland Community College, OH; Lorain Community College, OH; Massasoit Community College, MA; MassBay Community College, MA; Middlesex Community College, MA; Mt. Wachusett Community College, MA; North Shore Community College, MA; Northern Essex Community College, MA; Owens State Community College, OH; Quinsigamond Community College, MA; Roxbury Community College, MA; Shawnee State University, OH; Sinclair Community College, OH

Peer group 2 (climate zone): California University of Pennsylvania, PA; Clarion University of Pennsylvania, PA; Illinois Institute of Technology, IL; Manchester College, IN; Michigan State University, MI; Northwestern University, IL; Saint Mary's College, IN; The University of Dayton, OH; University of Illinois, IL; University of Massachusetts, MA; University of Michigan, MI; University of Notre Dame, IN

Institutional Effectiveness Measures – Financials

The IEM category of financials provides measures related to the total direct instructional expenditures at Harper College. Data is presented in cost per credit hour and cost per full-time equivalent student.

Below is a representation of current progress towards the 2016 financials targets. This status is also provided on the individual page for each of the measures. Progress on the 2016 targets is identified as:

In Progress – Needs Attention:
> This status indicates that based on current and trend data additional attention and effort is needed if the target is to be achieved by 2016.

In Progress – On Target:
> This status indicates that based on current and trend data it is projected that the 2016 target will be met.

Target Achieved:
> This status will not be selected until 2016.

| Measure	In Progress Needs Attention	In Progress On Target	Target Achieved
Cost Per Credit Hour	███████████████		
Cost Per Full-Time Equivalent (FTE) Student	███████████████		

A data chart and detailed narrative description is provided for each of the above measures. The charts include both Harper and comparison data, as well as the 2016 target for the given measure. The dotted line connecting the most current available data to the 2016 target represents the approximate trendline to achieving the target.

Institutional Effectiveness Measures – Financials

Cost Per Credit Hour measures total direct credit instructional expenditures divided by total number of credit hours. Harper's cost per credit hour increased from 2007 to 2010 and again from 2011 to 2012 ($157). The 2012 peer group average ($138) and the 2012 national median ($131) are below Harper. Harper is currently below the 2015 target level ($171-175).

2016 Target: Expected = $171-$175

Current Target Status: In Progress – On Target
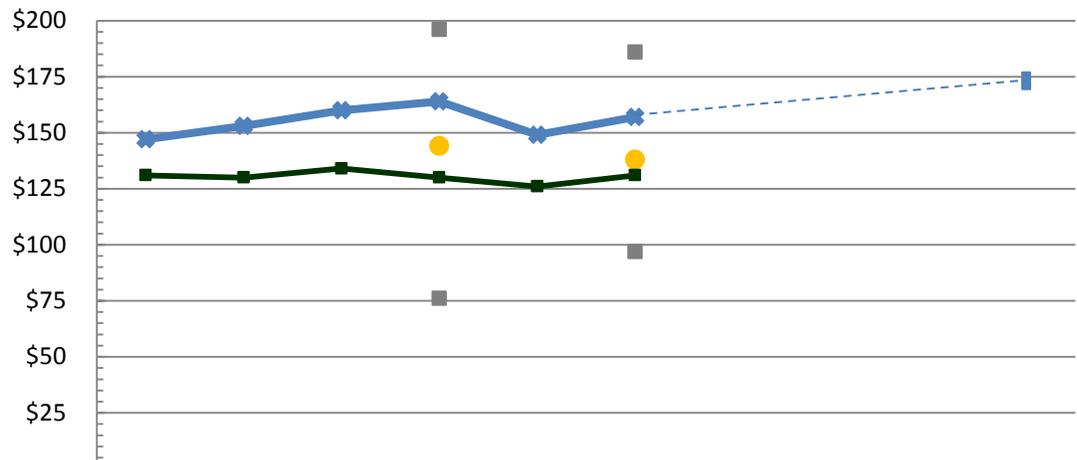
Reported year	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Harper	$147	$153	$160	$164	$149	$157				
Peer group average		data not available		$144	data n/a	$138				
Peer - high				$196		$186				
Peer - low				$76		$97				
National median	$131	$130	$134	$130	$126	$131				
Harper target - high										$175
Harper target - low										$171

Full definition: Cost per credit hour is the total direct credit instructional expenditures divided by total number credit hours.

Data source: NCCBP – One-year lag in data (data reported in 2012 is actual 2011 data)

2012 Peer group: College of DuPage, College of Lake County, Elgin Community College, Joliet Junior College, Moraine Valley Community College, Triton College

Institutional Effectiveness Measures – Financials

Cost Per Full-Time Equivalent (FTE) Student measures total direct credit instructional expenditures divided by student FTE. Harper's cost per FTE increased from 2007 to 2010 and again from 2011 to 2012 ($4,723). The 2012 peer group average ($4,147) and the 2012 national median ($3,932) are below Harper. However, Harper remains below the 2016 target range ($5,130-5,250).

2016 Target: Expected = $5,130-$5,250

Current Target Status: In Progress – On Target
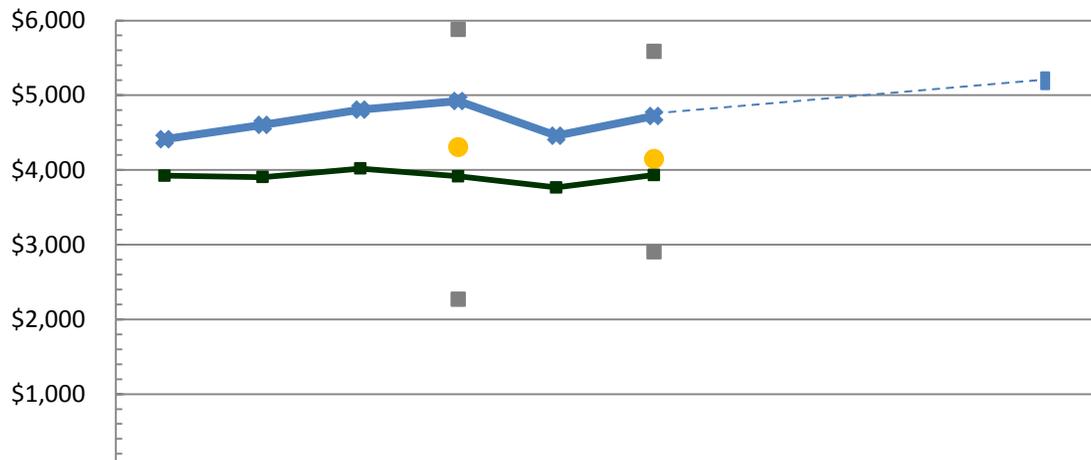
Reported year	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Harper	$4,412	$4,603	$4,809	$4,923	$4,458	$4,723				
Peer group average				$4,305		$4,147				
Peer - high	data not available			$5,880	data n/a	$5,586				
Peer - low				$2,270		$2,906				
National median	$3,923	$3,904	$4,019	$3,914	$3,766	$3,932				
Harper target - high										$5,250
Harper target - low										$5,130

Full definition: Cost per FTE is the total direct credit instructional expenditures divided by student FTE.

Data source: NCCBP – One-year lag in data (data reported in 2012 is actual 2011 data)

2012 Peer group: College of DuPage, College of Lake County, Elgin Community College, Joliet Junior College, Moraine Valley Community College, Triton College

Institutional Effectiveness Measures – Employee Diversity

The IEM category of employee diversity measures the College's minority employee population as compared to the minority population of the district. This measure supports Harper's core values of integrity and respect.

Below is a representation of current progress towards the 2016 employee diversity target. This status is also provided on the individual page for this measure. Progress on the 2016 targets is identified as:

In Progress – Needs Attention:
> This status indicates that based on current and trend data additional attention and effort is needed if the target is to be achieved by 2016.

In Progress – On Target:
> This status indicates that based on current and trend data it is projected that the 2016 target will be met.

Target Achieved:
> This status will not be selected until 2016.

Measure	In Progress Needs Attention	In Progress On Target	Target Achieved
Employee Diversity	Target yet to be determined		

A data chart and detailed narrative description is provided for the above measure. The chart includes both Harper and comparison data.

Institutional Effectiveness Measures – Employee Diversity

Employee Diversity measures fall headcount of minority employees divided by the minority population of the district. Harper's current ratio (0.37) is below that of previous years. Harper's ratio is also below the 2012 peer group average (0.55) and the 2012 national median (0.64).

2016 Target: To be determined – The target for this measure will be set after the Diversity and Inclusion Task Force completes its work in June 2013.

Current Target Status: Target yet to be determined
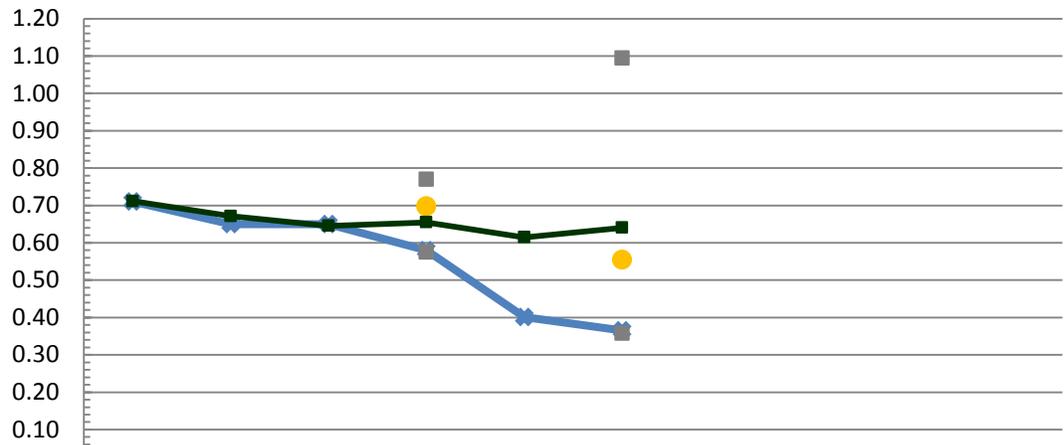
Reported year	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Harper	0.71	0.65	0.65	0.58	0.40	0.37				
Peer group average	data not available			0.70	data n/a	0.55				
Peer - high				0.77		1.09				
Peer - low				0.58		0.36				
National median	0.71	0.67	0.65	0.65	0.61	0.64				
Harper target - high										tbd
Harper target - low										tbd

Full definition: Percentage of Harper minority employees divided by the percentage of district minority population.

Data source: NCCBP – Two-year lag in data (data reported in 2012 is actual 2010 data)

2012 Peer group: College of DuPage, College of Lake County, Elgin Community College, Joliet Junior College, Moraine Valley Community College, Triton College

Institutional Effectiveness Measures

Data Sources

Community College Survey of Student Engagement (CCSSE)

CCSSE's survey instrument, The Community College Student Report, provides information on student engagement, a key indicator of learning and, therefore, of the quality of community colleges. The survey, administered to community college students, asks questions that assess institutional practices and student behaviors that are correlated highly with student learning and student retention. The Community College Student Report is a versatile, research-based tool appropriate for multiple uses. It is a:

- Benchmarking instrument — establishing national norms on educational practice and performance by community and technical colleges.
- Diagnostic tool — identifying areas in which a college can enhance students' educational experiences.
- Monitoring device — documenting and improving institutional effectiveness over time.

Illinois Community College Board (ICCB)

ICCB, as the state coordinating board for community colleges, administers the Public Community College Act in a manner that maximizes the ability of the community colleges to serve their communities. ICCB receives and disseminates legislative appropriations for the community colleges and in so doing serves as the regulatory body for the colleges. As part of this regulatory function, ICCB receives extensive data reports from the colleges that are used as a basis for state funding and ensuring compliance with state legislation.

Integrated Postsecondary Education Data System (IPEDS)

IPEDS is a system of interrelated surveys conducted annually by the U.S. National Center for Education Statistics (NCES). IPEDS gathers information from every college, university, and technical and vocational institution that participates in the federal student financial aid programs. The Higher Education Act of 1965, as amended, requires that institutions that participate in federal student aid programs report data on enrollments, program completions, graduation rates, faculty and staff, finances, institutional prices and student financial aid. The data is made available to students and parents through the College Navigator college search website, to researchers and others through the IPEDS Data Center. IPEDS provides basic data needed to describe and analyze trends in postsecondary education in the United States, in terms of the numbers of students enrolled, staff employed, dollars expended and degrees earned. Congress, federal agencies, state governments, education providers, professional associations, private businesses, media, students and parents and others rely on IPEDS data for this basic information on postsecondary institutions.

Institutional Effectiveness Measures

Data Sources (cont.)

National Community College Benchmark Project (NCCBP)

Responding to requirements for inter-institutional comparisons, Johnson County Community College established the NCCBP with other colleges from across the United States to standardize a nationwide benchmark reporting process. NCCBP is the largest provider of community college benchmarking and peer comparison services in the nation. Since 2004, 353 community colleges have participated in the current data-collection and reporting process. In 2012, 267 community colleges from across the United States participated in NCCBP. Participation in NCCBP is voluntary.

Sightlines

Sightlines was founded in 2000 as a facilities asset advisory firm. Sightlines' founding mission was to provide campus leadership with the ability to link facilities operating strategy and financial capacity by providing superior and independent facilities advisory services, thereby fulfilling the need to accurately and decisively measure, monitor and benchmark the physical asset performance of campuses. Sightlines has the largest verified facilities database in the country and leads campuses through a discovery process for facilities management and environmental stewardship.

Strategic Plan

Overview

The five-year Strategic Plan (2010-2015) is the result of a community-based planning process led by President Dr. Kenneth Ender, in 2010. Harper College's engagement process aligned student success with strategic and master planning efforts, resource allocation and community engagement. This process was energized by community-based planning that recognized the shared responsibility for workforce and economic development and the student success agenda. These efforts resulted in strategic directions and goals that enjoy the support of the Board of Trustees, Harper employees, the Educational Foundation, the feeder K-12 educational community, workforce and economic development officials, the business community, non-profits and elected officials. The plan includes four Strategic Directions and nine Goals.
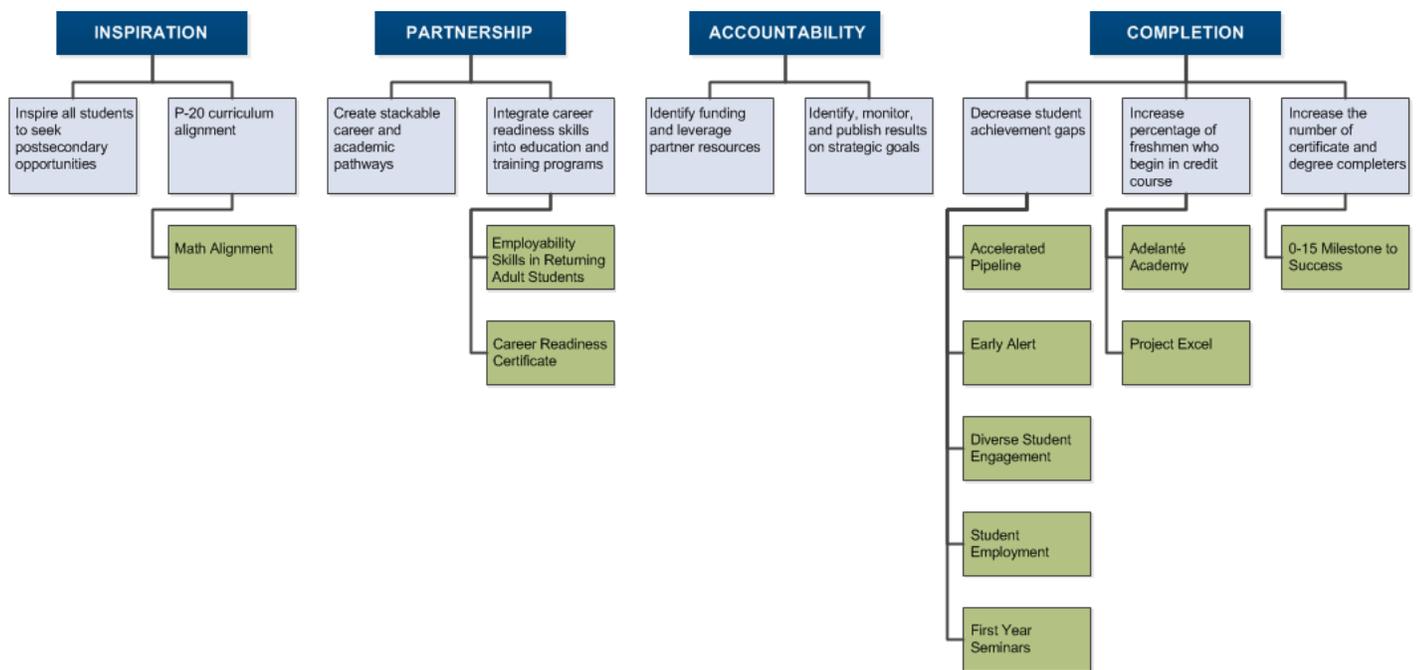
Each goal and strategy identified above is staffed by a team. The goal teams set long-term targets to be achieved by the end of the Strategic Plan, FY2015. The strategy teams identify annual intended outcomes that guide their work. The progress made towards meeting the goal targets and strategy outcomes is summarized in this report.

Strategic Plan

Institutionalized and Inactive Strategies

Strategies associated with each goal may change during the five-year Strategic Plan. As initiatives are piloted and results examined, some strategies may be institutionalized while others may become inactive to allow for the exploration of new strategies to achieve the goals. The strategies indicated in the previous chart are active for FY2013. Strategies institutionalized or made inactive for FY2013:

INSTITUTIONALIZED STRATEGIES

Alliance for College Readiness (Inspiration)
Alliance for College Readiness formalized a partnership to allow Harper College and its feeder high schools to work together on issues of alignment, articulation and building a common definition of college readiness. The partnership that was initially formed through the Alliance now thrives through goal and strategy teams as part of the Strategic Plan. Partnerships have been forged, pilots and trials implemented, and dialogue continues. Alliance for College Readiness is the standard venue used to share information with our high school colleagues.

GED Student Transitions (Partnership)
This strategy supports Adult Education Program (AED) Bridge students as they transition to their first credit class. Evaluation results showed that students in this program had higher course success rates than the general population.

Partners for Success (Completion)
COMPASS testing (placement test) with juniors in the feeder high school districts has resulted in an increase in both senior year math enrollment and in college-readiness (as indicated by placement into college-level courses).

Placement for Success (Completion)
Students placing in developmental courses beginning in fall 2013 will be required to enroll in at least one of the appropriate developmental courses each term until competency is achieved.

R.E.A.C.H. Summer Bridge (Completion)
R.E.A.C.H. Summer Bridge works with the most at-risk students, with a concentration on historically under-represented minority students transitioning from high school to Harper. The two-week summer program is a regular part of the College's offerings, and has a significant effect on increasing placement after COMPASS retesting.

INACTIVE STRATEGIES

Choice Scholars (Completion)
Choice Scholars was placed on inactive status effective fall 2013. The College intends to use the most promising practices of the program to inform and improve new initiatives such as the Adelanté Academy strategy.

Strategic Plan Outcomes

Inspiration Goal Team Targets

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                    │    INSPIRATION      │
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Inspire all students to seek postsecondary opportunities

P-20 curriculum alignment

Target Achieved. Plan and hold the annual College and Career Expo with a goal of 800 attendees.

In Progress – On Target. Develop five "Inspire" videos annually.

In Progress – On Target. Facilitate eight campus tours for approximately 800 elementary and middle school students each year.

In Progress – On Target. Plan and hold the annual Inspire U event for adult learners, attracting 200-250 attendees.

In Progress – On Target. Identify two faculty members in math, science and English who will have a working knowledge of the Common Core State Standards Initiative (CCSS) and serve as leaders for promoting curriculum alignment with high school and four-year partners.

In Progress – Needs Attention. Compile a list of 10 strategies that provide faculty with ways to help students who arrive at college lacking essential academic behaviors (time management, appropriate communication decorum with faculty, etc.).

In Progress – Needs Attention. Complete three successful alignment projects in math, science and English with our feeder high school districts. Alignment projects could involve any of the following: dual-credit, course outcomes, joint assessments, standardized rubrics, etc.

In Progress – Needs Attention. Encourage both full-time and part-time Harper faculty to participate in workshops that contribute to the strategies that help students learn essential academic behaviors. Provide all Harper faculty members with access to those strategies. 35% of faculty will participate in these workshops.

Strategic Plan Outcomes

Strategic Direction - **Inspiration -** Develop programs with educational partners that inspire postsecondary education and career readiness as a life goal.

Goal - Inspire all students to seek postsecondary opportunities.	
Goal targets	Status/Progress
Plan and hold the annual College and Career Expo with a goal of 800 attendees.	**Target Achieved.** This project was institutionalized, effective FY2013.
Develop five "Inspire" videos annually.	**In Progress – On Target.** This is an ongoing target. Produced 11 Inspire videos in FY2013, which were featured at open houses, all-campus meetings, campus tours and the College's website and YouTube channel. Excerpts from these videos are being used in the College's FY2014 enrollment communication campaign as 30-second cable TV commercials. Stories and still photos from the video sessions were used in both print publications and electronic media.
Facilitate eight campus tours for approximately 800 elementary and middle school students each year.	**In Progress – On Target.** This is an ongoing target. More than 1,000 elementary and middle school students attended campus tours in FY2013. Tour activities were completely redesigned to put more of an emphasis on interactive and hands-on experiences and to customize the tour as much as possible to the visiting school's interests and needs. The Expo video was shown to most tour groups and students and teachers were invited to attend the Expo.
Plan and hold the annual Inspire U event for adult learners, attracting 200-250 attendees.	**In Progress – On Target.** This is an ongoing target. The first Inspire U event attracted more than 280 attendees.
Overall accomplishments	

- Collaborated with departments and services across the College as well as community partners to provide events and media that help potential students see the benefits of postsecondary education.
- Created memorable experiences for our student, parent and adult event attendees.
- Expanded the video library designed to promote postsecondary education to middle school, high school and adult student populations.

Active strategies associated with this goal

None

Strategic Plan Outcomes

Strategic Direction **- Inspiration -** Develop programs with educational partners that inspire postsecondary education and career readiness as a life goal.

Goal - Ensure P-20 curriculum alignment and transfer articulation.	
Goal targets	**Status/Progress**
Identify two faculty members in math, science and English who will have a working knowledge of the Common Core State Standards Initiative (CCSS) and serve as leaders for promoting curriculum alignment with high school and four-year partners.	**In Progress – On Target.** The Math Alignment Strategy Team (MAST) was developed and continues to work with the high school faculty. English faculty leaders have been identified; conversations have begun with high school faculty. An Illinois Community College Board (ICCB) grant has been awarded to support English alignment efforts with high school partners, supported by and coordinated through the Northwest Educational Council for Student Success (NECSS).
Compile a list of 10 strategies that provide faculty with ways to help students who arrive at college lacking essential academic behaviors (time management, appropriate communication decorum with faculty, etc.).	**In Progress – Needs Attention.** During FY2013, no additional progress was made on this target. In FY2012, the team facilitated professional development sessions that began the process of compiling the list of 10 strategies.
Complete three successful alignment projects in math, science and English with our feeder high school districts. Alignment projects could involve any of the following: dual-credit, course outcomes, joint assessments, standardized rubrics, etc.	**In Progress – Needs Attention.** MAST is continuing work on the MTH080 initiative. Discussions on the newly aligned College and Career Readiness Mathematics course will continue. Initial discussions regarding English alignment projects have begun. Representatives from Harper and all high school partners are working together with support from NECSS to design and implement the alignment project.
Encourage both full-time and part-time Harper faculty to participate in workshops that contribute to the strategies that help students learn essential academic behaviors. Provide all Harper faculty members with access to those strategies. 35% of faculty will participate in these workshops.	**In Progress – Needs Attention.** The P-20 team planned to work with other partners such as the NECSS Student Support Team to ensure these professional development opportunities would be available to Harper faculty. However, in FY2013 the team was awaiting direction from those groups and did not offer any professional development opportunities. Work was done in FY2012, when the goal leaders conducted multiple workshops to share information about college readiness with full-time and part-time faculty members.

Overall accomplishments
• The MAST team has continued its successful cooperation with high school partners to further align the math curriculum and suggest new placement processes for students entering Harper from district high schools.   • Representatives from Harper, along with all high school partners, have begun discussions to design and implement an English alignment project.

Active strategies associated with this goal
Math Alignment Strategy Team (MAST)

Strategic Plan Outcomes

Strategic Direction **- Inspiration -** Develop programs with educational partners that inspire postsecondary education and career readiness as a life goal.

Goal - Ensure P-20 curriculum alignment and transfer articulation.
Strategy - Math Alignment Strategy Team (MAST)

Intended outcomes	Status/Progress
Compare the success rates of high school students who passed the MTH080 final in spring 2012 and then enrolled in MTH101/103/130/165 at Harper in fall 2012 to those who successfully completed Harper's MTH080 in spring 2012 and then enrolled in MTH101/103/130/165 in fall 2012.	**Continuing.** Data requested from Institutional Research will be available August 2013.
Conduct an item analysis of questions from the spring 2012 MTH080 final and make adjustments to courses in fall 2012.	**Completed.** High schools made various curricular adjustments to ensure relevant material was covered and reviewed prior to the final.
Offer a workshop with district high school math teachers to discuss questions from the spring 2012 MTH080 final and improvements for the spring 2013 MTH080 final.	**Completed.** Held a workshop at Hersey High School in January 2013. Math instructors from all 12 feeder high schools were present.
Change the data collection procedure to include both the multiple-choice and written sections of the MTH080 final exam. The new procedure will improve the team's ability to analyze the relationships between MTH080 exam outcomes and progress in future math courses.	**Completed.** The new data collection procedure was developed and the high schools are implementing this change through their Mastery Manager System. Harper math faculty will also be asked to provide this information for non-high school math students at the end of the semester.
Facilitate the scanning of the MTH080 final answer sheets in the 12 feeder high schools.	**Completed.** All three high school districts use the Mastery Manager System, allowing instructors to scan answer sheets in their own buildings. Processes are in place for an individual from each district to send district-level data to Harper.
Align Harper developmental math classes to improve consistency regarding grades, tests, and departmental policies.	**Continuing.** Discussions have begun with both full-time and adjunct faculty regarding a common grade breakdown in all developmental classes as well as a common subset of questions for each unit exam throughout the course.
Increase enrollment in dual-credit courses.	**Completed**. Increased enrollment in dual-credit math courses from 50 students in FY2012 to 229 students in FY2013.
Improve measurement of district students' college readiness.	**Continuing.** Data requested from Institutional Research will be available August 2013.
Offer a new course in District 211 for seniors, College and Career Readiness Mathematics, using all of the materials from Harper's MTH080 course.	**Completed.** A new developmental math course was approved by the District 211 high school curriculum committee and offered beginning in fall 2012. As of April 2013, 343 students were enrolled in this course. Students scoring a 70% or greater on the final exam are eligible to enroll in a gatekeeper course at Harper. District 214 offered this developmental math course for the second year; as of April 2013, 436 seniors were enrolled in this course.

Strategic Plan Outcomes

Strategic Direction **- Inspiration -** Develop programs with educational partners that inspire postsecondary education and career readiness as a life goal.

Goal - Ensure P-20 curriculum alignment and transfer articulation.
Strategy - Math Alignment Strategy Team (MAST) (continued)

Intended outcomes	Status/Progress
Increase the percentage of students enrolling in college-level math courses in fall 2012.	**Completed.** The percentage of recent high school graduates enrolling in college-level math has increased 11.4% since the baseline period. • Fall 2010: 45.8% (774/1,690) • Fall 2012: 57.2% (898/1,570)
Add Precalculus as one of the accepted College Level Examination Program (CLEP) exams at Harper and increase awareness in high school students of CLEP testing.	**Completed.** The Harper College Mathematics Department approved the CLEP Precalculus exam. An information sheet summarizing CLEP tests and required scores for credit at Harper was sent to the districts along with a link to Harper's website regarding CLEP.

Overall accomplishments

- Developed the Harper College MTH080 final exam through a partnership between Harper faculty and district high school faculty. This exam was administered to students in all three high school districts in spring 2013.
- Created more pathways into college credit through increased awareness of CLEP exams, the addition of Precalculus to the list of accepted CLEP exams, increases in dual-credit offerings and new high school courses.
- Began discussions in the Harper College Mathematics Department to better align the assessment of student learning outcomes across the many sections of developmental math courses.

Strategy impact on goal achievement

MAST supports the goal "Ensure P-20 curriculum alignment and transfer articulation" by targeting the alignment of the Harper College math curriculum with the high school districts' math curricula. This alignment helps to increase the likelihood that students entering Harper are college-ready.

Students placing into developmental math have a reduced chance of progressing into a college-level math course. The team expects that decreasing the amount of developmental course work needed will increase the likelihood of completing a college-level math class.

Additional dual-credit math courses are being offered. These courses are well-articulated for transfer throughout the state.

With the addition of a College and Career Readiness Mathematics course offered senior year in District 211, students who typically would place into MTH060 or MTH080 the following year at Harper are now being given an opportunity to take the Harper MTH080 course during their senior year of high school. This allows students the opportunity to complete the course over a full year in a familiar environment where attendance is mandatory.

Strategic Plan Outcomes

Partnership Goal Team Targets

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                        │     PARTNERSHIP      │
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    │ Create "stackable" │          │ Integrate career      │
    │ career and         │          │ readiness skills      │
    │ academic           │          │ into education        │
    │ pathways           │          │ and training          │
    │                    │          │ programs              │
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In Progress – On Target.
Students and the general public will have access to at least 25 career programs presented in a coherent, labor-market driven career ladder or lattice format both in print and online.

Target Achieved.
75% of Bridge students who successfully complete a bridge will also successfully complete a college-level course.

In Progress – Needs Attention.
50% of adult Fast Track programs and 10% of the general (non-adult exclusive) career programs will include integrated career readiness skills.

Strategic Plan Outcomes

Strategic Direction - **Partnership -** Engage in partnerships to develop programs in existing and emerging career areas that enable students to succeed in a global economy.

Goal - Create "stackable" career and academic pathways that incorporate industry-relevant and postsecondary credentials which lead to a sustainable income.

Goal targets	Status/Progress
Students and the general public will have access to at least 25 career programs presented in a coherent, labor-market driven career ladder or lattice format both in print and online.	**In Progress – On Target.** Of Harper's 34 career programs, 32 have fully-developed career pathways. This includes certificate and degree paths, job/labor market information, information about industry and professional certifications/licensure, and links to 2 + 2 baccalaureate agreements. The final schematics for these pathways are being approved by each career coordinator. Discussions about where and how to post the pathways so that they can be fully integrated into both the new online catalog and the various career program pages are in progress. A web designer has been contracted to accomplish these tasks.

Overall accomplishments

- Completed 12 additional career ladder templates.
- Developed graphics to display career ladders in an easily understood format.
- Began planning for web and catalog integration of career ladder templates.

Active strategies associated with this goal

None

Strategic Plan Outcomes

Strategic Direction **- Partnership -** Engage in partnerships to develop programs in existing and emerging career areas that enable students to succeed in a global economy.

Goal - Integrate career readiness skills into education and training programs with an emphasis on adult education.	
Goal targets	Status/Progress
75% of Bridge students who successfully complete a bridge will also successfully complete a college-level course.	**Target Achieved.** Project was institutionalized for FY2013.
50% of adult Fast Track programs and 10% of the general (non-adult exclusive) career programs will include integrated career readiness skills.	**In Progress – Needs Attention.** Two trials were conducted in FY2013. Results were inconclusive. Minimal improvement (0.1 on a scale score range of 65-90) was realized in the assessment data. Further analysis is needed.

Overall accomplishments

- Conducted multiple trials in the adult Fast Track program that explored ACT's Teamwork Assessment, and how the infusion of teamwork skills in the curriculum might increase Teamwork Assessment scores.
- Formed the new Career Readiness Certification strategy team to investigate the merits and efficacy of ACT's National Career Readiness Certificate (NCRC) as it relates to adult students.

Active strategies associated with this goal

Employability Skills in Returning Adult Students

Career Readiness Certification

Strategic Plan Outcomes

Strategic Direction **- Partnership -** Engage in partnerships to develop programs in existing and emerging career areas that enable students to succeed in a global economy.

Goal - Integrate career readiness skills into education and training programs with an emphasis on adult education.
Strategy - Employability Skills in Returning Adult Students

Intended outcomes	Status/Progress
Orient faculty to ACT Teamwork Assessment.	**Completed.** Conducted faculty orientation to ACT Teamwork Assessment as well as ACT proctor training and certification in summer 2012.
Conduct baseline ACT Teamwork Assessment in adult Fast Track cohort in summer 2012.	**Completed.** Baseline assessments were conducted in summer 2012, revealing an average score of 80.0 (N=12) on a scale of 65-90.
Conduct trial of teamwork curriculum infusion in adult Fast Track cohort in spring 2013 along with pre- and post-assessments.	**Completed/Continuing.** Results were inconclusive. Control cohort scores decreased in post-test (79.5 to 78.1, N=10) on a scale of 65-90. The test cohort showed minimal increase (78.9 to 79.0, N=22). Additional analysis is necessary before further trials or piloting.

Overall accomplishments

- Conducted teamwork infusion trial in spring 2013. The trial consisted of a pre-assessment using ACT's Teamwork Assessment.
- Infused teamwork exercises and projects into the adult Fast Track curriculum for a cohort of management students. After a 6-week module, a post-assessment was given to students. The results did not reflect significant growth in teamwork ability. The strategy team is currently analyzing the data, limitations of the trial and next steps.

Strategy impact on goal achievement

Employability Skills in Returning Adult Students strategy supports the goal "Integrate career readiness skills into education and training programs with an emphasis on adult education" by investigating the integration of employability skills with a focus on the adult learner. This strategy directly impacts the employability of career program completers by giving adult students 21st century work skills in addition to basic and technical skills. Research demonstrates that employability skills will become even more critical as hard skills (e.g., technology skills) will need to be refreshed at an increasingly rapid rate.

Strategic Plan Outcomes

Strategic Direction **- Partnership -** Engage in partnerships to develop programs in existing and emerging career areas that enable students to succeed in a global economy.

Goal - Integrate career readiness skills into education and training programs with an emphasis on adult education.
Strategy - Career Readiness Certification

Intended outcomes	Status/Progress
Discuss strategies for investigating career readiness certifications and assessments.	**Completed.** Strategies will focus on faculty understanding and use of WorkKeys assessments.
Submit a budget request for FY2014.	**Completed.** Budget request submitted and funding secured for FY2014.

Overall accomplishments

- Formed the new Career Readiness Certification team in February 2013.
- Discussed possible strategies for investigating career readiness certifications and assessments. Strategies will focus on gaining a wider understanding among faculty as to the structure, function and efficacy of the WorkKeys assessments. The assessments will be administered as a trial to cohorts of academic English as a Second Language (ESL) and Adult Educational Development (AED) students under the direction of faculty.
- Secured funding for FY2014.

Strategy impact on goal achievement

Career Readiness Certification supports the goal "Integrate career readiness skills into education and training programs with an emphasis on adult education" by exploring the usefulness and compatibility of using a career readiness certificate to increase employability skills. The strategy focuses on academic ESL and AED students in the Academic Engagement and Enrichment Division. By embedding a career readiness certification (i.e., ACT's WorkKeys National Career Readiness Certification or NCRC) into the academic ESL and AED programs, students will receive a nationally normed assessment of their basic employability skills. This certification will serve to provide both an external assessment of a student's skills and a workplace credential with real labor market value.

Strategic Plan Outcomes

Accountability Goal Team Targets

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                        │     ACCOUNTABILITY      │
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ACCOUNTABILITY

Identify funding and leverage partner resources

Identify, monitor, and publish results on strategic goals

Target Achieved.
Build a case for support and grant narrative to articulate resource needs to be leveraged for grant writing and to cultivate/ solicit private donors.

Target Achieved.
Identify IEM targets.

In Progress – On Target.
Determine a process for assessing, assimilating and articulating the external resource needs of the College.

Target Achieved.
Identify Strategic Plan Goal targets.

In Progress – On Target.
Deploy IEM dashboard.

In Progress – On Target.
Secure support from government and private sources to meet the funding and partnership needs of the Strategic Plan activities.

In Progress – On Target.
Deploy Strategic Plan dashboard.

In Progress – On Target.
Collaborate with goal and strategy teams to develop and review evaluation plans.

Strategic Plan Outcomes

Strategic Direction - **Accountability -** Create a culture of innovation, accountability and transparency at Harper College.

Goal - Identify funding and leverage partner resources for innovative projects.	
Goal targets	Status/Progress
Build a case for support and grant narrative to articulate resource needs to be leveraged for grant writing and to cultivate/solicit private donors.	**Target Achieved.** A case brochure "Finish" was developed, printed and distributed to individuals to cultivate/solicit private donors.
Determine a process for assessing, assimilating and articulating the external resource needs of the College.	**In Progress – On Target.** Completed planning for a feasibility study to determine interest and level of support of the community for possible future fundraising campaigns. This study is underway in summer 2013.
Secure support from government and private sources to meet the funding and partnership needs of the Strategic Plan activities.	**In Progress – On Target.** This is an ongoing target. In FY2013 to date, the Harper College Educational Foundation raised nearly $220,000 in corporate and foundation grants and over $375,000 in corporate sponsorships and annual giving.
Overall accomplishments	
• Distributed case brochure to cultivate private donations. • Developed a plan for a fundraising campaign feasibility study.	
Active strategies associated with this goal	
None	

Strategic Plan Outcomes

Strategic Direction **- Accountability -** Create a culture of innovation, accountability and transparency at Harper College.

Goal - Identify, monitor, and publish results on institutional effectiveness measures, key performance indicators and metrics for strategic goals.	
Goal targets	Status/Progress
Deploy IEM dashboard.	**In Progress – On Target.** Completed final version of the dashboard that represents progress toward the IEM targets. Collaborating with Information Technology (IT), Institutional Effectiveness (IE) and Marketing Services to deploy in July 2013.
Deploy Strategic Plan dashboard.	**In Progress – On Target.** Completed final version of the dashboard that represents progress toward the Strategic Plan goal targets. Collaborating with IT, IE and Marketing Services to deploy in July 2013.
Collaborate with goal and strategy teams to develop and review evaluation plans.	**In Progress – On Target.** This is an ongoing target. The Accountability Team approves evaluation plans prior to pilot implementation and, at conclusion of the pilot, reviews the evaluation plan results. During FY2013, the Accountability Team reviewed and made recommendations on completed evaluation plans from Student On-Campus Employment and Early Alert. New evaluation plans developed and reviewed include Adelanté Academy, Project Excel and First Year Seminars.
Overall accomplishments	
In collaboration with IT, IE and Marketing Services, the Accountability Team worked to develop dashboards for the IEMs and the Strategic Plan. These dashboards increase the transparency of the College's accountability efforts as well as detail the progress being made towards achieving the goals of the Strategic Plan. The dashboards are scheduled to go live in July 2013.	
Active strategies associated with this goal	
None	

Strategic Plan Outcomes

Completion Goal Team Targets

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Decrease student achievement gaps	Increase percentage of freshmen who begin in credit courses	Increase the number of certificate and degree completers

Increase semester to semester persistence
In Progress – Needs Attention.
• New, degree-seeking students increase by 3%
In Progress – Needs Attention.
• Special populations (developmental, young male, black non-Hispanic) increase by 5%

In Progress – On Target.
60% of all first-time, full-time students from our feeder high schools will enter Harper in credit-bearing course work.

In Progress – On Target.
Continue to expand dual-degree programs with other four-year institutions.

Increase success in developmental course/sequence
In Progress – On Target.
• New, degree-seeking students increase by 3%
In Progress – Needs Attention.
• Special populations (young male, black non-Hispanic) increase by 5%

In Progress – On Target.

Completion Targets

Year	Completions	Growth	Percent
2008	2,288		
2009	2,401	113	4.93%
2010	2,519	231	9.63%
2011	2,643	355	14.11%
2012	2,774	486	18.37%
2013	2,910	622	22.44%
2014	3,054	766	26.32%
2015	3,205	917	30.01%
2016	3,362	1,074	33.53%
2017	3,528	1,240	36.89%
2018	3,702	1,414	40.08%
2019	3,885	1,597	43.13%
2020	4,076	1,789	46.03%
Total	40,347	10,604	

Increase success rate of students who enter gatekeeper from developmental courses.
In Progress – On Target.
• New, degree-seeking students increase by 3%
In Progress – Needs Attention.
• Special populations (young male, black non-Hispanic) increase by 5%

Increase success in gatekeeper courses
In Progress – Needs Attention.
• New, degree-seeking students increase by 3%
In Progress – Needs Attention.
• Special populations (developmental, young male, black non-Hispanic) increase by 5%

Strategic Plan Outcomes

Strategic Direction - **Completion -** Increase completion and achievement of all students with a focus on underperforming student groups.

Goal - Decrease student achievement gaps of developmental, young male and black non-Hispanic students, while increasing academic achievement for all.

Goal target	Status/Progress

Increase semester to semester persistence
 	
• New, degree-seeking students increase by 3% over the baseline.
 	
• Special populations (developmental, young male[1], black non-Hispanic) increase by 5% over the baseline.
	New, degree-seeking students: In Progress – Needs Attention.
	• New, degree-seeking student persistence rates decreased 1.1%.
	   o Fall 2009 to spring 2010: 77.8% (2,160/2,778)
	   o Fall 2011 to spring 2012: 76.7% (2,063/2,688)
	Special populations: In Progress – Needs Attention.
	• Developmental student persistence rates decreased 1.2%.
	   o Fall 2009 to spring 2010: 79.5% (1,026/1,290)
	   o Fall 2011 to spring 2012: 78.3% (971/1,240)
	• Young male persistence rates decreased 2.6%.
	   o Fall 2009 to spring 2010: 68.4% (154/225)
	   o Fall 2011 to spring 2012: 65.8% (144/219)
	• Black non-Hispanic persistence rates decreased 7.5%.
	   o Fall 2009 to spring 2010: 70.1% (157/224)
	   o Fall 2011 to spring 2012: 62.6% (181/289)

Increase success in developmental course/ sequence
 	
• New, degree-seeking students increase by 3% over the baseline.
 	
• Special populations (young male[1], black non-Hispanic) increase by 5% over the baseline.
	New, degree-seeking students: In Progress – On Target.
	• Developmental math success rates increased 1.8%.
	   o Fall 2007 to spring 2010 cohort: 67.7% (779/1,150)
	   o Fall 2009 to spring 2012 cohort: 69.5% (764/1,100)
	• Developmental reading success rates increased 10.3%.
	   o Fall 2007 to spring 2010 cohort: 67.8% (263/388)
	   o Fall 2009 to spring 2012 cohort: 78.1% (338/433)
	• Developmental writing success rates increased 9.2%.
	   o Fall 2007 to spring 2010 cohort: 66.1% (254/384)
	   o Fall 2009 to spring 2012 cohort: 75.3% (339/450)
	Special populations: In Progress – Needs Attention.
	• Young male
	   o Developmental math success rates increased 0.1%.
	      ▪ Fall 2007 to spring 2010 cohort: 54.3% (44/81)
	      ▪ Fall 2009 to spring 2012 cohort: 54.4% (43/79)
	   o Developmental reading success rates decreased 5.5%.
	      ▪ Fall 2007 to spring 2010 cohort: 47.6% (10/21)
	      ▪ Fall 2009 to spring 2012 cohort: 42.1% (8/19)
	   o Developmental writing success rates increased 8.3%.
	      ▪ Fall 2007 to spring 2010 cohort: 40.0% (12/30)
	      ▪ Fall 2009 to spring 2012 cohort: 48.3% (14/29)

Note that the small number of students in some groups increases the likelihood of variability in the data.

[1] Young male refers to students age 20-24 at the time of their first credit course enrollment at Harper College.

Strategic Plan Outcomes

Strategic Direction - **Completion -** Increase completion and achievement of all students with a focus on underperforming student groups.

Goal - Decrease student achievement gaps of developmental, young male and black non-Hispanic students, while increasing academic achievement for all (continued).

Goal target	Status/Progress

Increase success in developmental course/ sequence (continued)
 	
• Special populations (young male[1], black non-Hispanic) increase by 5% over the baseline.
	• Black non-Hispanic
	  o Developmental math success rates increased 5.9%.
	    ▪ Fall 2007 to spring 2010 cohort: 40.9% (38/93)
	    ▪ Fall 2009 to spring 2012 cohort: 46.8% (59/126)
	  o Developmental reading success rates increased 29.4%.
	    ▪ Fall 2007 to spring 2010 cohort: 30.6% (15/49)
	    ▪ Fall 2009 to spring 2012 cohort: 60.0% (48/80)
	  o Developmental writing success rates increased 17.9%.
	    ▪ Fall 2007 to spring 2010 cohort: 40.8% (20/49)
	    ▪ Fall 2009 to spring 2012 cohort: 58.7% (44/75)

Increase success rate of students who enter gatekeeper from developmental courses.
 	
• New, degree-seeking students increase by 3% over the baseline.
 	
• Special populations (young male[1, 2], black non-Hispanic) increase by 5% over the baseline.
	New, degree-seeking students: In Progress – On Target.
	• Highest level of developmental math to gatekeeper math success rates increased 2.8%.
	  o Fall 2008 to spring 2011: 57.6% (200/347)
	  o Fall 2009 to spring 2012: 60.4% (206/341)
	• Highest level of developmental reading or writing to gatekeeper English success rates increased 4.3%.
	  o Fall 2008 to spring 2011: 66.1% (115/174)
	  o Fall 2009 to spring 2012: 70.4% (126/179)
	
	Special populations: In Progress – Needs Attention.
	• Black non-Hispanic
	  o Highest level of developmental math to gatekeeper math success rates increased 6.2%.
	    ▪ Fall 2008 to spring 2011: 68.8% (11/16)
	    ▪ Fall 2009 to spring 2012: 75.0% (12/16)
	  o Highest level of developmental reading or writing to gatekeeper English success rates increased 0.6%.
	    ▪ Fall 2008 to spring 2011: 53.6% (15/28)
	    ▪ Fall 2009 to spring 2012: 54.2% (13/24)

Increase success in gatekeeper courses
 	
• New, degree-seeking students increase by 3% over the baseline.
	New, degree-seeking students: In Progress – Needs Attention.
	• Math 103 success rates decreased 0.8%.
	  o Fall 2007 to spring 2010: 71.4% (314/440)
	  o Fall 2009 to spring 2012: 70.6% (298/422)
	• English 101 success rates decreased 1.5%.
	  o Fall 2007 to spring 2010: 82.6% (1,342/1,624)
	  o Fall 2009 to spring 2012: 81.1% (1,383/1,706)

Note that the small number of students in some groups increases the likelihood of variability in the data.
[1] Young male refers to students age 20-24 at the time of their first credit course enrollment at Harper College.
[2] Data for this group not available at this time.

Strategic Plan Outcomes

Strategic Direction - **Completion -** Increase completion and achievement of all students with a focus on underperforming student groups.

Goal - Decrease student achievement gaps of developmental, young male and black non-Hispanic students, while increasing academic achievement for all (continued).

Goal target	Status/Progress

Increase success in gatekeeper courses (continued)
 	
• Special populations (developmental, young male[1], black non-Hispanic) increase by 5% over the baseline.
	Special Populations: In Progress – Needs Attention.
	• Developmental
	  o Math 103 success rates for students who originally placed into developmental math decreased 0.4%.
	    ▪ Fall 2007 to spring 2010: 67.6% (92/136)
	    ▪ Fall 2009 to spring 2012: 67.2% (82/122)
	  o English 101success rates for students who originally placed into developmental reading increased 0.2%.
	    ▪ Fall 2007 to spring 2010: 81.0% (209/258)
	    ▪ Fall 2009 to spring 2012: 81.2% (229/282)
	  o English 101 success rates for students who originally placed into developmental writing increased 1.8%.
	    ▪ Fall 2007 to spring 2010: 79.3% (88/111)
	    ▪ Fall 2009 to spring 2012: 81.1% (120/148)
	• Young male
	  o Math 103 success rates increased 6.4%.
	    ▪ Fall 2007 to spring 2010: 71.4% (15/21)
	    ▪ Fall 2009 to spring 2012: 77.8% (14/18)
	  o English 101 success rates decreased 1.7%.
	    ▪ Fall 2007 to spring 2010: 65.1% (54/83)
	    ▪ Fall 2009 to spring 2012: 63.4% (59/93)
	• Black non-Hispanic
	  o Math 103 success rates increased 15.0%.
	    ▪ Fall 2007 to spring 2010: 60.0% (6/10)
	    ▪ Fall 2009 to spring 2012: 75.0% (12/16)
	  o English 101 success rates increased 0.5%.
	    ▪ Fall 2007 to spring 2010: 62.7% (37/59)
	    ▪ Fall 2009 to spring 2012: 63.2% (67/106)

Overall accomplishments

- Completed year two of the Early Alert pilot. The team's request to institutionalize this strategy was approved at the May 2013 Champion Team meeting. Early Alert will be implemented for additional students on a gradual basis.
- Developed a trial for E.L.I.T.E. to address needs of underrepresented students.
- Planned a First Year Seminar pilot program.

Active strategies associated with this goal

Accelerated Pipeline

Early Alert

Diverse Student Engagement

Student On-Campus Employment

First Year Seminars

Note that the small number of students in some groups increases the likelihood of variability in the data.
[1] Young male refers to students age 20-24 at the time of their first credit course enrollment at Harper College.

Strategic Plan Outcomes

Strategic Direction **- Completion -** Increase completion and achievement of all students with a focus on underperforming student groups.

Goal - Decrease student achievement gaps of developmental, young male and black non-Hispanic students, while increasing academic achievement for all.
Strategy - Accelerated Pipeline

Intended outcomes	Status/Progress

Conduct a trial for developmental math students placing into MTH060 and MTH080 and analyze data to determine if a pilot is warranted.
 	
Offer a 4-week intensive review course and COMPASS retesting for students who score within four points of the cut-off scores for the highest level developmental and various gatekeeper math courses.
	Completed. Students enrolled in a 4-week intensive review course and then retook COMPASS. On the basis of the new results, students were placed into the appropriate 12-week math sections. Two review sections were offered in fall 2012:
	• MTH060
	   o 85.7% (6/7) of eligible students retested.
	   o 66.7% (4/6) of the students that retested improved their original COMPASS test score; those students enrolled in MTH060.
	   o 71.4% (5/7) of the students enrolled in MTH060 successfully completed the course.
	   o 57.1% (4/7) of the students enrolled in a math course in spring 2013.
	• MTH080
	   o 100.0% (24/24) of eligible students retested.
	   o 83.3% (20/24) of the students that retested improved their original COMPASS score; 12 of these students enrolled in MTH080, and 11 enrolled in a higher level math course.
	   o 52.2% (12/23) of the students enrolled in a math course successfully completed that course.
	   o 62.5% (15/24) of the original participants enrolled in a math course in spring 2013.
	
	Results suggest that this form of acceleration – review, retest and enrollment in higher level course – does not shorten the time spent in developmental education because students are often not successful in the courses.
	
	Based on these results, a pilot will not be run and this intervention has been discontinued. The math department created a new math course for non-STEM students in an effort to address this need.

Conduct a trial for developmental reading students placing into RDG090 (lowest level of developmental reading) and analyze data to determine if a pilot is warranted. Offer students who complete RDG090 and meet certain criteria (good attendance and participation) the opportunity to retake COMPASS to see if they can bypass RDG099 (the next level) and thus place into for ENG101.	**Completed/Continuing.** Fall 2012 trial results: • 66.7% (16/24) of eligible students retested in mid-September. • 25.0% (4/16) of the students that retested tested out of RDG099. • 75.0% (3/4) of students that tested out of RDG099 enrolled in ENG101 in spring 2013. As many as 200 students are enrolled in RDG090 each semester. However, most do not meet eligibility criteria (participation and attendance) for this intervention.

Strategic Plan Outcomes

Strategic Direction **- Completion -** Increase completion and achievement of all students with a focus on underperforming student groups.

Goal - Decrease student achievement gaps of developmental, young male and black non-Hispanic students, while increasing academic achievement for all.

Strategy - Accelerated Pipeline (continued)

Intended outcomes	Status/Progress
Conduct a trial for developmental English students placing into ENG098, and analyze data to determine if a pilot is warranted. Offer students who are about to complete ENG098 with an A and meet attendance criteria, and either tested out of RDG099 or were about to complete it successfully, the opportunity to take a diagnostic essay exam near the end of the semester to determine if they can place into ENG101.	**Completed/Continuing.** Fall 2012 trial results: • 77.8% (7/9) of eligible students took the exam. • 42.9% (3/7) of students tested out of ENG100. • 100.0% (3/3) of students who tested out of ENG100 enrolled in ENG101 in spring 2013. On average, 20 to 40 students are eligible for this intervention each semester. The reading requirement most likely restricts the scope of this intervention.
Conduct a trial for developmental English students placing into ENG100, and analyze data to determine if a pilot is warranted. Offer students who pass out of developmental reading and begin a 16-week section of ENG100 (highest level of developmental English) the opportunity to take a diagnostic essay exam. Based on the results, students would have the opportunity to transfer into a 12-week ENG101 section.	**Completed/Continuing.** Summer and fall 2012 trial results: • 84.6% (11/13) of eligible students took the exam. • 54.5% (6/11) of those students passed the exam. • Of the two summer students who passed the exam, both successfully completed ENG101 in fall 2012. • Of the fall students who passed the exam, 75.0% (3/4) enrolled in ENG101 in spring 2013. Data suggest that passing the diagnostic essay exam can shorten the time spent completing the English course sequence. Although as many as 200 students meet the eligibility requirements for this intervention each semester, it draws little interest. Offering the diagnostic exam before semester start as opposed to the first week did not seem to make a difference.
Conduct a trial for developmental English students placing into ENG100, and analyze data to determine if a pilot is warranted. Offer students who pass out of reading and either score within 10 points of the cut-off for ENG101 or place into ENG100 the opportunity to enroll in ENG101 with non-developmental students on the condition that they also enroll in a supplemental instruction section led by the faculty member teaching their gatekeeper course.	**Completed/Continuing.** Fall 2012 trial results: • 68.4% (26/38) of these students successfully completed the course. • 61.5% (16/26) of students successfully completing the course enrolled in a higher level English course in spring 2013. As many as 200 students meet the eligibility requirements for this intervention each semester. The data suggests that this form of acceleration – mainstreaming with supplemental instruction – can shorten the time spent in developmental education for some students.

Overall accomplishments

- Conducted trials for developmental math and English students.
- Collected data to track student progress.

Strategy impact on goal achievement

Accelerated Pipeline supports the goal "Decrease student achievement gaps of developmental, young male and black non-Hispanic students, while increasing academic achievement for all" by improving the chances of all developmental students to reach and successfully complete gatekeeper courses.

Strategic Plan Outcomes

Strategic Direction **- Completion -** Increase completion and achievement of all students with a focus on underperforming student groups.

Goal - Decrease student achievement gaps of developmental, young male and black non-Hispanic students, while increasing academic achievement for all.
Strategy - Early Alert

Intended outcomes	Status/Progress
Conduct year two of the Early Alert pilot program.	**Completed.** Conducted year two of the Early Alert pilot.
Increase the percentage of students who re-enroll from one semester to the next (persistence rate).	**Completed.** FY2013 fall to spring persistence of pilot students was 6.7% higher than the college average (82.9% vs. 76.2%).
Increase the percentage of students earning grades of "C" or higher (completer success rate).	**Completed.** Pilot students had a 70.7% completer success rate for all courses in fall 2012, exceeding both the control group rate of 50.0% and the goal rate of 60.0%. • Pilot students had an 83.2% developmental writing completer success rate, exceeding both the control group rate of 28.6% and the goal rate of 64.0%. • Pilot students had an 87.0% developmental reading completer success rate, exceeding both the control group rate of 64.3% and the goal rate of 73.0%. • Pilot students had a 62.6% developmental math completer success rate, exceeding both the control group rate of 44.8% and the goal rate of 55.0%.
Increase "at-risk" students' contact with counselors.	**Completed.** 74.3% (182/245) of students who were flagged with academic performance concerns met with a counselor during the fall semester, exceeding the goal of 70.0%. In spring 2013, 41.7% of flagged students (90/216) met with a counselor. Success in almost all areas measured was higher for students who met with a counselor versus those who did not.
Faculty will respond to Early Alert surveys.	**Completed.** Faculty response rate was 66.8% (201/301) in fall and 68.5% (211/308) in spring, exceeding the goal of 65.0%.
Complete a needs analysis from students in the pilot who see a counselor.	**Completed.** Faculty and counselors were given the opportunity to refer students to academic support centers using the Starfish software. Goals to increase faculty referrals were not met; therefore additional data on specific student needs was not compiled. It is believed that counselors and faculty referred students to academic support services; however, they did not record those referrals in the Starfish software.
Examine overall process and flow of this intervention to have information to make improvements.	**Completed.** An online survey was conducted in fall to elicit responses from academic support providers, counselors, faculty, Student Development office staff and students. All surveyed reported that the pilot goals were understood, the software is easy to use and training materials are helpful. Comments were evaluated and spring semester adjustments were made, including changing the timing of the second survey. Students also participated in two focus groups. Responses confirm the continued challenge in effectively communicating the benefit of the program to students, as well as the importance of meeting with a counselor.

Strategic Plan Outcomes

Strategic Direction **- Completion -** Increase completion and achievement of all students with a focus on underperforming student groups.

Goal - Decrease student achievement gaps of developmental, young male and black non-Hispanic students, while increasing academic achievement for all.
Strategy - Early Alert (continued)

Intended outcomes	Status/Progress
Monitor the progress of FY2012 pilot and control groups through the developmental sequence and to the initial gatekeeper courses.	**Completed.** FY2012 results: • Pilot group fall to spring persistence was 81.4% (272/334); fall to fall persistence was 69.2% (231/334). Control group fall to spring persistence was 77.6% (208/268); fall to fall persistence was 64.9% (174/268). • 53.3% (72/135) of developmental writing pilot group students had enrolled in English 101 by the end of fall 2012, compared to 50.9% (55/108) of developmental writing control group students. • 46.1% (82/178) of developmental reading pilot group students had enrolled in English 101 by the end of fall 2012, compared to 46.6% (69/148) of developmental reading control group students. • 25.3% (74/292) of developmental math students had enrolled in gatekeeper math by the end of fall 2012, compared to 16.6% (39/235) of developmental math control group students.
Reduce the percentage of students going into the "Caution/Warning" probationary status.	**Completed.** Preliminary reports suggest that there was no significant positive or negative effect on the percentage of students going into the "Caution/Warning" status.

Overall accomplishments

- Successfully completed year two of the pilot. Enhancements for FY2013 included:
  - Pilot group size increased from 335 to 389 and included all R.E.A.C.H. Summer Bridge students. The pilot group size represented 73.3% (389/531) of the full target population.
  - Pre-assigned all pilot students to a counselor to facilitate student/counselor relationships earlier in the semester.
  - Monitored pilot students for an entire academic year in order to better understand how the Early Alert process affects students over time.
  - Reduced the number of surveys from three to two per semester to simplify processing for faculty without sacrificing the quality of communications.
  - Used the "Kudos" feature in Starfish, to provide "kudos" or positive/encouraging messages to students, in addition to raising flags of concern.
- Overall, participation rates and student success rates remained strong and were consistent with the results of the FY2012 pilot. The results from year two of the pilot validate the success of the Early Alert initiative.
- The Champion Team approved the team's request to institutionalize this strategy at the May Champion Team meeting. Early Alert will be implemented for additional students on a gradual basis.

Strategy impact on goal achievement

Early Alert supports the goal "Decrease student achievement gaps of developmental, young male and black non-Hispanic students, while increasing academic achievement for all" by increasing persistence and course success rates for new students enrolled in two or more developmental courses or a sequence of developmental courses.

Strategic Plan Outcomes

Strategic Direction **- Completion -** Increase completion and achievement of all students with a focus on underperforming student groups.

Goal - Decrease student achievement gaps of developmental, young male and black non-Hispanic students, while increasing academic achievement for all.
Strategy - Diverse Student Engagement

Intended outcomes	Status/Progress
Determine overall status of the Engagement and Leadership Initiative to Transition Effectively (E.L.I.T.E.) and make recommendation on next steps for E.L.I.T.E.	**Completed.** Team meetings focused on discussing the status and future direction of this initiative. The team recommended that the program move forward with a trial in fall 2013. E.L.I.T.E. includes required mentoring, counseling, meetings and events, in addition to goal tracking and academic requirements, for a select group of students of color, in an effort to improve persistence, retention and satisfaction rates.
Finalize budget for FY2014.	**Completed.** FY2014 budget approved by Champion Team.
Finalize E.L.I.T.E. contract components.	**Completed.** After further investigation and student feedback, changes to the contract included the elimination of the on-campus employment guarantee for students and the secondary contract/agreement with each student's parents/support team. The requirement of a faculty mentor of color was added to the contract.
Finalize selection and evaluation criteria for E.L.I.T.E.	**Completed.** Met with Institutional Research to finalize selection and complete evaluation plan.
Meet with stakeholders to prepare for fall 2013 E.L.I.T.E. trial.	**In Progress.** Meetings were held with the Business Office, Financial Aid and Food Services to discuss E.L.I.T.E. and to prepare for a fall 2013 trial.
Meet with Marketing Services to develop E.L.I.T.E. promotional/recruitment plan.	**Completed.** Developed and approved promotional campaign and related materials. Full campaign launched in late spring/early summer 2013.
Finalize implementation plan for E.L.I.T.E.	**In Progress.** Most components are finalized and scheduled for the fall 2013 trial. Two coordinator positions were added to oversee E.L.I.T.E. activities and tracking efforts.
Implement a support program for underrepresented men: Men, Achieving, Learning and Empowered (M.A.L.E. Institute).	**Completed/Continuing.** This is an ongoing target. The M.A.L.E. Institute met weekly throughout FY2013. During this time, at least 29 different young men of various cultures (African American, Hispanic, Asian, and Caucasian) attended M.A.L.E. meetings. Meetings had an average participation of approximately 9-14 young men. Participants remarked that the group has helped them think more critically, learn how to collaborate with other young men more effectively and develop more detailed plans for achieving their academic and personal goals.
Implement a support program for African American women: Sistertalk for the Soul.	**In Progress.** New and current African American female students were recruited, but scheduling conflicts and competing priorities resulted in no attendance at the meetings.

Strategic Plan Outcomes

Strategic Direction **- Completion -** Increase completion and achievement of all students with a focus on underperforming student groups.

Goal - Decrease student achievement gaps of developmental, young male and black non-Hispanic students, while increasing academic achievement for all.

Strategy - Diverse Student Engagement (continued)

Intended outcomes	Status/Progress
Conduct the second annual Black Teen Leadership Symposium.	**Completed/Continuing.** This is an ongoing target. Conducted the second annual Tribute to Leaders: Black Teen Leadership Symposium. Over 90 students from neighboring high schools attended; survey results indicated that 93.2% of respondents felt the event left a positive impression of Harper College, 94.5% felt that topics covered were relevant and 82.8% felt the event met or exceeded their expectations.

Overall accomplishments

- Completed research regarding the E.L.I.T.E. initiative and planned for trial in fall 2013.
- Vetted E.L.I.T.E. through the Achieving the Dream (AtD) coaches in April 2013.
- Developed recruiting materials, internal signage, interest forms, student letters, tracking options, job descriptions for coordinators and a meal plan for E.L.I.T.E.
- Developed additional strategies for both M.A.L.E. and Sistertalk for the Soul. These programs will play an integral role in the success of E.L.I.T.E.
- Conducted the second annual Black Teen Leadership Symposium.

Strategy impact on goal achievement

Diverse Student Engagement supports the goal "Decrease student achievement gaps of developmental, young male and black non-Hispanic students, while increasing academic achievement for all" by assisting underrepresented students transition and excel in college through expanded opportunities, resources and support.

Strategic Plan Outcomes

Strategic Direction **- Completion -** Increase completion and achievement of all students with a focus on underperforming student groups.

Goal - Decrease student achievement gaps of developmental, young male and black non-Hispanic students, while increasing academic achievement for all.
Strategy - Student On-Campus Employment

Intended outcomes	Status/Progress
Increase student workplace preparedness of all new student workers employed by the College.	**In Progress.** 43.2% of new student workers (63/146) attended a two-hour training session.
Persistence rates of on-campus employees will exceed persistence rates of students who are not on-campus employees.	**Completed/Continuing.** Fall to spring persistence rates for students working on campus was 85.5% (200/234), which is 16.1% higher than the persistence rate of students not working on campus (69.4%). Fall to spring persistence rates for Federal Work-Study (FWS) employed students was 84.8% (56/66), which is 5.5% higher than FWS eligible students not employed on campus (79.3%; 1,477/1,862).
Student on-campus employees will maintain GPAs of at least 2.0 at a higher rate than students who are not on-campus employees.	**Completed/Continuing.** 87.2% (204/234) of students working on campus obtained a GPA of at least 2.0 in fall 2012, which is 22.4% greater than students not working on campus (64.8%). 84.8% (56/66) of FWS employed students obtained a GPA of at least 2.0 in fall 2012, which is 13.2% than FWS eligible students not employed on campus (71.6%; 1,333/1,862).
Increase the number of students who are working on campus.	**Completed.** Between July 2012 and May 2013, 371 students worked on campus as student aides or FWS students, which was an 11.7% increase over FY2012 (371 vs. 332).

Overall accomplishments

- Educated the campus through information and training sessions for both students and supervisors.
- Piloted training sessions, providing students with the opportunity to be trained in the routine tasks needed by new employees and freeing up supervisors' time. Student and supervisor evaluations were positive.
- Began an initiative to employ a greater number of African American students.
- Held the second annual Student Appreciation lunch in April 2013.

Strategy impact on goal achievement

Student On-Campus Employment supports the goal "Decrease student achievement gaps of developmental, young male and black non-Hispanic students, while increasing academic achievement for all" by promoting on-campus training and placement opportunities for students. Working on campus correlates with higher completion rates, higher GPA and higher success overall.

Strategic Plan Outcomes

<table>
<tr><td colspan="2">Strategic Direction - Completion - Increase completion and achievement of all students
with a focus on underperforming student groups.</td></tr>
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<table>
<tr><td colspan="2">Goal - Decrease student achievement gaps of developmental, young male and black non-Hispanic students, while increasing academic achievement for all.</td></tr>
<tr><td colspan="2">Strategy - First Year Seminars</td></tr>
<tr><td>Intended outcomes</td><td>Status/Progress</td></tr>
<tr><td>Prepare to offer 20 pilot sections during the fall 2013 semester.</td><td>In Progress. Scheduled 22 First Year Seminar (FYS) sections for fall 2013. The strategy team has been collaborating with Marketing Services and Academic Advising and Counseling Services to enroll students in these sections.</td></tr>
<tr><td>Offer professional development sessions for pilot instructors.</td><td>In Progress. The team offered three professional development sessions: Shaping the Theme of Your Course; Contextualized Learning; and Teaching Seminar Style. FYS instructors who are teaching the pilot sections attended these sessions.</td></tr>
<tr><td>Develop the FYS curriculum and receive approval from the curriculum committee.</td><td>In Progress. The team prepared a draft course outline and solicited feedback from instructors and the curriculum committee.</td></tr>
<tr><td>Share the progress of FYS development across campus.</td><td>In Progress. The team has provided updates to and gathered input from the Deans' Council and Faculty Senate.</td></tr>
<tr><td>Develop an assessment plan for the FYS pilot.</td><td>In Progress. The team's assessment subcommittee is developing an assessment plan for the FYS pilots. The subcommittee has reported back to the strategy team and team leaders regularly. The assessment plan is near completion and will be in place prior to pilot implementation.</td></tr>
<tr><td colspan="2">Overall accomplishments</td></tr>
<tr><td colspan="2">

Scheduled 22 FYS pilot sections for fall 2013.
Provided professional development for pilot instructors.
Drafted a course outline to be presented to the curriculum committee in fall 2013.
Continued to gather input and share information about FYS with the Harper community.
Addressed and will continue to address administrative processes that are associated with implementing FYS.

</td></tr>
<tr><td colspan="2">Strategy impact on goal achievement</td></tr>
<tr><td colspan="2">First Year Seminars support the goal "Decrease student achievement gaps of developmental, young male and black non-Hispanic students, while increasing academic achievement for all" by providing first-year college students with strategies that assist them in making a successful transition to college life, understanding their academic responsibilities and appreciating diverse perspectives. The context of the seminars also develops critical thinking, problem solving, information literacy, learning strategies and communication skills needed to adapt to the rigors of college life through a single seminar theme.

Each FYS explores a different topic, which serves as the thematic foundation for the seminar. Students may choose a seminar based on their program of study or general interests. To decrease student achievement gaps, certain FYS sections will be developed and targeted to specific populations of students who are most affected by the achievement gaps. The thematic model of FYS allows for the unique needs of these populations to be addressed.</td></tr>
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Strategic Plan Outcomes

Strategic Direction **- Completion -** Increase completion and achievement of all students with a focus on underperforming student groups.

Goal - Increase the percentage of first-time, full-time freshmen from our feeder high school districts who begin in credit-bearing courses.

Goal targets	Status/Progress
60% of all first-time, full-time students from our feeder high schools will enter Harper in credit-bearing course work.	**In Progress – On Target.** In fall 2012, 68.2% (1,691/2,481) of first-time students entered Harper in credit-bearing course work, an increase from 60.3% (1,465/2,428) the previous year. • 57.2% (898/1,570) of first-time students from feeder high schools entered Harper math in credit-bearing courses, an increase from 53.1% (889/1,674) the previous year. • 84.8% (1,308/1,542) of first-time students from feeder high schools entered Harper English in credit-bearing courses, an increase from 81.8% (1,382/1,689) the previous year.

Overall accomplishments

- Institutionalized the work of the Partners for Success - COMPASS Testing strategy team. The Choice Scholars strategy team was placed on inactive status (with the intention of using its most promising practices toward new initiatives).
- Created two new strategy teams that will pilot in summer 2013: Adelanté Academy (in conjunction with Barrington High School) and Project Excel (in conjunction with Palatine High School). Adelanté Academy is focused on Hispanic students who may place into developmental college-level course work and need extra assistance in order to be successful in more rigorous course work. Project Excel is aimed at improving college readiness for underrepresented students who are already in Advanced Placement (AP) and/or honors courses in high school, but need help learning how to navigate the college experience.

Active strategies associated with this goal

Adelanté Academy

Project Excel

Strategic Plan Outcomes

Strategic Direction **- Completion -** Increase completion and achievement of all students with a focus on underperforming student groups.

Goal - Increase the percentage of first-time, full-time freshmen from our feeder high school districts who begin in credit-bearing courses.

Strategy - Adelanté Academy

Intended outcomes	Status/Progress
Secure funding and determine budget processes for Adelanté Academy summer initiative and associated supporting subgroups including Student Cohort (Adelanté Voices); Parent Engagement; and Monitoring and Evaluation.	**Completed.** Funding for Adelanté Academy for summer 2013 was approved in February 2013. Determined structure for Adelanté budget through establishment of a restricted account for this multiple-source funded project.
Work with Grants office to identify possible sources of funding or partnerships for Adelanté Academy.	**In Progress.** Met with the Grants office to discuss funding needs. Work continues on securing $21,000 from Motorola Solutions for student scholarships.
Plan an Adelanté Academy pilot.	**Completed.** Planned Adelanté Academy pilot. • Determined student participation. • Hosted kick-off, parent meeting, etc. • Pretested students. • Developed measurable outcomes and evaluation plan. • Secured faculty. • Ordered food, secured classroom space, etc.
Identify co-coordinators (from Harper and District 220) for oversight of Adelanté.	**Completed.** Co-coordinators have been identified by both Harper and District 220.
Consult with Harper's Career Center in an effort to acquire jobs and/or job training for Adelanté student participants.	**In Progress.** Agreements made with Harper's Career Center to provide a three-day training on professional etiquette, team building and job search processes.
Implement a program that provides underrepresented students with an academically rigorous experience.	**In Progress.** The program takes place in summer 2013.

Overall accomplishments

- Established funding for the summer 2013 Adelanté Academy.
- Built interest for Adelanté programs in the high school via a student cohort (Adelanté Voices) and parent engagement.
- Planned a pilot implementation for summer 2013.
- Exceeded enrollment target of 50 students (secured enrollment commitments from 52 students for summer 2013).
- Secured post-program advising with Harper's Center for New Students (for college freshman in fall 2013) and similar advising in District 220 (for high school seniors in fall 2013).

Strategy impact on goal achievement

Adelanté Academy supports the goal "Increase the percentage of first-time, full-time freshmen from our feeder high school districts who begin in credit-bearing courses" by giving underrepresented students exposure to college and engagement with faculty and staff on Harper's campus through a variety of experiences. Adelanté is designed to reduce the number of developmental education courses that a student will need to take at the completion of this four-week program via contextualized instruction in STEM-related college course work. Students will be better able to enroll in and successfully complete credit-bearing courses during their freshmen year of college.

Strategic Plan Outcomes

Strategic Direction **- Completion -** Increase completion and achievement of all students with a focus on underperforming student groups.

Goal - Increase the percentage of first-time, full-time freshmen from our feeder high school districts who begin in credit-bearing courses.

Strategy - Project Excel	
Intended outcomes	**Status/Progress**
Secure funding for Project Excel.	**Completed.** Strategic Plan funding for Project Excel was approved in May 2013.
Plan a Project Excel pilot.	**Completed.** Planned Project Excel pilot. • Determined participation. • Developed measurable outcomes and evaluation plan. • Secured faculty. • Secured classroom space, ordered books, etc.
Implement a two-week program that provides students with an academically rigorous experience.	**In Progress.** The program has been created and approved for implementation in July 2013.

Overall accomplishments
• Created an experience in conjunction with Palatine High School that will help students understand the rigors of being on a college campus. • Planned the pilot implementation for an experience that includes two college-simulated courses: SOC101 (Introduction to Sociology) and PSY107 (Humanistic Psychology). • Secured funds for supporting the Project Excel pilot.

Strategy impact on goal achievement
Project Excel supports the goal "Increase the percentage of first-time, full-time freshmen from our feeder high school districts who begin in credit-bearing courses" by giving students exposure to college via simulated courses, a library research assignment and engagement with faculty and staff on Harper's campus. The program is designed for high-performing underrepresented high school juniors who have taken accelerated and Advanced Placement (AP) courses but may not be fully prepared for the rigors of college course work. This experience will give students the opportunity to examine their college readiness skills and allow them to address any deficiencies in course work or self-awareness skills during their senior year of high school, better enabling them to enroll in and successfully complete credit-bearing courses during their freshmen year of college.

Strategic Plan Outcomes

Strategic Direction **- Completion -** Increase completion and achievement of all students with a focus on underperforming student groups.

Goal - Increase the number of certificate and degree completers.

Goal targets	Status/Progress
Continue to expand dual-degree programs with other four-year institutions.	**In Progress – On Target.** Finalized dual-degree partnership agreements with Governors State University and Rasmussen College. Investigation of dual-degree partnerships with DeVry University and Illinois Institute of Technology in progress.
Increase the number of degrees and certificates conferred to over 3,000 annually.	**In Progress – On Target.** Following are the unofficial number of degrees and certificates awarded during FY2013:

Summer 2012

Associate in Arts	210
Associate in Science	24
Associate in Fine Arts	1
Associate in Engineering Science	4
Associate in Applied Science	93
Associate in General Studies	13
Certificates	330
Total	675
Certificates awarded did not petition	385
Total for summer 2012	1,060

Fall 2012

Associate in Arts	298
Associate in Science	37
Associate in Fine Arts	1
Associate in Engineering Science	1
Associate in Applied Science	156
Associate in General Studies	9
Certificates	506
Total	1,008
Certificates awarded did not petition	80
AA degrees awarded did not petition	97
Total for fall 2012	1,185

Spring 2013

Associate in Arts	358
Associate in Science	53
Associate in Fine Arts	5
Associate in Engineering Science	1
Associate in Applied Science	240
Associate in General Studies	11
Associate in Arts - Teaching	1
Certificates	675
Total	1,344
Certificates awarded did not petition	259
AA degrees awarded did not petition	54
Total for spring 2013	1,657
Total degrees/certificates FY2013	**3,902**

Strategic Plan Outcomes

Strategic Direction **- Completion -** Increase completion and achievement of all students with a focus on underperforming student groups.

Goal - Increase the number of certificate and degree completers (continued).

Overall accomplishments

- Awarded more than 3,900 degrees and certificates for FY2013.
- Completed dual-degree agreements with Governors State University and Rasmussen College.
- Launched a student completion pledge and Completion Panel discussions in conjunction with Phi Theta Kappa; 335 students signed the completion pledge in FY2013.
- Developed a plan to launch an awareness campaign by introducing the benefits of completion to the faculty.

Active strategies associated with this goal

0-15 Milestone to Success

Strategic Plan Outcomes

Strategic Direction **- Completion -** Increase completion and achievement of all students with a focus on underperforming student groups.

Goal - Increase the number of certificate and degree completers.
Strategy - 0-15 Milestone to Success

Intended outcomes	Status/Progress
Engage team members to focus on improvement of student success rates for each of the 11 identified gatekeeper courses. • ACC101 • CIS101 • ECO211 • ENG101 • HST111 • LEJ101 • MGT101 • MTH103 • PSY101 • SOC101 • SPE101	**In Progress.** Team members are working with their departments to identify areas of focus for each of the courses.
Develop plans to assess student learning at the course level (for each of the 11 courses).	**Completed.** Assessment plans were developed for each course. Plans detail the outcomes(s) to be assessed in each course, the proposed method for assessing and any resource needs.
Request data reports to inform planning.	**Completed.** Data reports were developed by Institutional Research and distributed to the team members.
Analyze data reports to inform course or practice improvements.	**In Progress.** Individual course teams are reviewing data reports to make recommendations for improvements.

Overall accomplishments
• Launched team with the primary goal of improving the student success rates in 11 high enrollment courses typically taken within the first 15 hours of college credit. Although enrollment in these courses is high, each has room for improvement in success rates. • Developed and began implementation of course-level assessment plans for the 11 courses.

Strategy impact on goal achievement
The 0-15 Milestone to Success strategy supports the goal "Increase the number of certificate and degree completers" by focusing on increasing student success early in the college experience. By increasing success rates during the first 15 credit hours, it is hoped that increases in student persistence and completion will also be realized.

Operational Plan

Overview

The College's Operational Plan delineates the goals that address the college priorities as well as the activities that support the Strategic Plan. Each goal includes an identified Executive Council leader, administrative leader, lead department and fund from which supporting resources are budgeted. Performance targets are identified for each goal and performance is tied to the evaluation of the administrator.

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

The Operational Goal categories for the FY2013 plan include:

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

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

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

Student Success:
Operationalize student success initiatives.

Teaching and Learning:

Review and evaluate the College's overall instructional and instructional support efforts to ensure that student success is maximized.

Employee Relations:
Ensure employee recruitment, development and retention through appropriate processes.

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

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

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

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

Safety:
Ensure the safety of the Harper Community.

Operational Plan

Accountability, Institutional Effectiveness and Transparency:

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

Goal	Target	Responsibility	Completed	Comments
Develop dashboards for the Institutional Effectiveness Measures.	Complete dashboard by June 30, 2013.	Sheila Quirk-Bailey, Darlene Schlenbecker	In Progress	Completed final version of dashboard, collaborating with Information Technology and Marketing to deploy the dashboard in July 2013.
Customize TracDat to support operational planning.	Customize, conduct training and launch reporting by June 30, 2013.	Sheila Quirk-Bailey, Darlene Schlenbecker, Mike Babb	Yes	Customized TracDat to support the operational planning process. Launched new process in April 2013.
Ensure program level and support program outcomes assessment cycle is completed and results feed into program enhancements.	Complete the assessment cycle for all instructional and instructional support programs by June 30, 2013.	Judy Marwick, Sheila Quirk-Bailey, Darlene Schlenbecker	Yes - Target not met	Completed the assessment cycle for instructional and instructional support programs. Participation rates for instructional programs were 88% and participation rates for instructional support programs were 77%.
Ensure General Education program assessment is conducted and results utilized to improve outcomes.	Evaluate targeted General Education competencies by June 30, 2013.	Judy Marwick, Sheila Quirk-Bailey, Darlene Schlenbecker	Yes	Evaluated targeted General Education competencies. Reviewed results of the General Education pilot project in fall 2012, and plans for a full-scale writing assessment project were developed in spring 2013.
Expand course-level assessment of student learning to include all departments.	Select courses and outcomes to be assessed and begin assessment cycle.	Judy Marwick, Sheila Quirk-Bailey, Deans, Darlene Schlenbecker	Yes	Selected courses and outcomes to be assessed, and began course-level assessment. Outcomes Assessment and academic leadership worked with the 0-15 strategy team to begin course-level assessment of identified courses and provided support for all departments beginning course-level assessment work.

Operational Plan

Goal	Target	Responsibility	Completed	Comments
Review shared governance structure and develop recommendations.	Complete research and evaluation plan by June 30, 2013.	Ken Ender, Maria Coons	Yes	Developed and submitted recommendations to the College Assembly in two separate proposal and recommendations (PAR's). The steering committee recommended: 1) structure, process flow and communication improvements; 2) charters for Student Success and Institutional Resources committees. Both recommendations were approved and presented to the Board at the June 2013 meeting.
Create and publish Institutional Accountability Report.	Complete and submit report to Board in July 2013.	Sheila Quirk-Bailey, Phil Burdick, Darlene Schlenbecker	Yes	Completed and submitted Accountability Report to the Board in July 2013.
Conduct institutional surveys to measure community perception as well as those that support the Institutional Effectiveness Measures (NCCBP, IPEDS).	Conduct and report on all surveys by June 2013.	Sheila Quirk-Bailey, Doug Easterling	Yes	Conducted and reported on all standard surveys and conducted the Community and Employer Surveys, the results of which were reported to the Board at the May 2013 meeting.

Operational Plan

Communications and Community Relations:

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

Goal	Target	Responsibility	Completed	Comments
Produce compelling marketing materials and website content to support enrollment goals for credit and non-credit programs.	Increase percentage of academic reputation responses in community survey by 2%.	Phil Burdick, Mike Barzacchini	Yes - Target not met	Received responses on academic reputation that were 8% lower than last survey: from 18% in 2010 to 10% in 2013. Responses to specific majors question however increased by 5%, from 19% in 2010 to 24% in 2013. Developed print, outdoor, radio, broadcast and cable television, Internet, social media, direct mail and e-mail marketing messages to communicate enrollment opportunities at Harper College.
Increase Hispanic student applicants through Hispanic publications.	Increase Hispanic student applications counts by 3%.	Phil Burdick, Mike Barzacchini	Yes	Increased the number of Hispanic student applications counts by 13.2%. Outreach to communicate enrollment opportunities included bilingual (Spanish- English) information sessions and the Latino Summit.
Create new internal communications channels and protocols to improve employee communication and highlight employee engagement in the College Strategic Plan.	Develop employee newsletter by January 2013.	Phil Burdick	Yes	Implemented new employee newsletter and internal communication protocols in January 2013. Highlighted employee engagement in the Strategic Plan in the weekly all-campus e-mails, fall and spring opening sessions and other campus events.
	Implement employee "Finish" campaign by January 2013.		Yes	Launched the employee "Finish" campaign in January 2013.
	Develop new all-campus e-mail protocols by June 2013.		Yes	Completed new all-campus e-mail protocols with Communications and Information Technology.

Operational Plan

Goal	Target	Responsibility	Completed	Comments
Strengthen the College's institutional community relations effort.	Increase the number of overall community contacts/touches by 5% by June 30, 2013.	Phil Burdick	No	Transitioned responsibility for Community Relations from the Foundation to the Communications area. Establishing the new Community Relations approach at the College. Tracking will begin on baseline in the future.
Refine and execute the College Communication Plan for local and state media outreach.	Increase media penetration by 5%.	Phil Burdick, Mary Knight, Fredia Martin	Yes	Increased local media penetration by 7% over FY2012.
Increase placement of stories about student success initiatives in national and trade media.	Increase number of articles by 5%.	Phil Burdick	Yes	Increased national and trade media story placement from 5 to 11, an increase of 125%, including stories in the Chronicle of Higher Education, Community College Times and Inside Higher Education.
Continue to build a strong support base with elected public officials.	Lobby for the continued flow of capital funding for Capital Development Board (CDB) projects.	Phil Burdick	Yes	Received State Capital funds for Building H renovation and One Stop/Student Center.
	Identify a legislator to sponsor legislation to enhance transfer of community college courses to four-year universities.		No	Did not pursue transfer legislation due to lack of legislative movement on this issue.
	Ensure at least three meaningful interactions between the President and federal lawmakers and policy leaders.		Yes	Met with new Harper district U.S. Representatives Tammy Duckworth and Jan Schakowsky as well as incumbent U.S. Representative Peter Roskam in Washington D.C.
Implement Phase II of the Alumni Relations Strategic Plan.	Implement the Alumni Engagement plan by June 30, 2013.	Mary Knight	Yes	Completed data importation, analysis and initial alumni mailing of 60,000.

Operational Plan

Financial*:

Effectively develop, plan and manage our financial resources.
Comments reflect unaudited projected results as of April 30, 2013

Goal	Target	Responsibility	Completed	Comments
Develop the annual budget and capital plan for Board approval.	Adopt budget by legally required due date.	Ron Ally, Bret Bonnstetter	Yes	Completed the annual budget, which was adopted by the Board at the August 2012 meeting.
Maintain the Tax-Capped Funds balance.	Ensure break-even or better results in the combined Tax-Capped Funds.	Ron Ally, Bret Bonnstetter	Yes	Increased Tax-Capped Funds balance by a projected $2.4 million after approved fund transfers.
Manage financial results.	Ensure the financial results are equal to or better than approved budget.	Ron Ally, Bret Bonnstetter	Yes	Realized a projected $2.3 million result better than budget for the Tax-Capped Funds after approved fund transfers.
Provide tuition and fee rate recommendation consistent with Board policy.	Provide a tuition and fee rate recommendation by the February 2013 Board meeting.	Ron Ally, Bret Bonnstetter	Yes	Recommended a tuition increase of $2 per credit hour, which was consistent with the Board Policy and approved by the Board at the February 2013 meeting.
Manage auxiliary enterprises to meet approved budget.	Ensure that results are consistent with the approved budget or better.	Ron Ally, Maria Coons, Bret Bonnstetter, Mark Mrozinski	Yes - Target not met	Realized a projected surplus of $330,000, or about $193,000 under the adopted budget in the Auxiliary Enterprises Fund. The HarperStore and Continuing Education are the primary drivers of the underrun.
Leverage funding to support Strategic Plan.	Provide $333,000 in funding for strategic initiatives.	Ken Ender, Mary Knight, Wendy Moylan	Yes	Awarded $100,000 in Resource for Excellence grants to support strategic planning projects and $233,000 in scholarships to support student success.

Operational Plan

Goal	Target	Responsibility	Completed	Comments
Raise money through private and public sector support.	Raise $2.5 million in federal and private support.	Mary Knight, Wendy Moylan, Fredia Martin, Erin Brooks	Yes	Raised nearly $13.7 million in competitive grants ($12.9 million from the Department of Labor Trade Adjustment Assistance Community College and Career Training grant)
	Raise $250,000 in state support.		Yes	Raised $642,915 from corporate, foundation and individual donors.
Implement and expand the alumni engagement program.	Raise $250,000 from alumni.	Mary Knight, Fredia Martin	Yes - Target not met	Raised $56,513 from alumni. Realized this initial goal was too aggressive for the startup year of a new alumni program during a transition in leadership.
Issue General Obligation Limited Bonds.	Issue General Obligation Limited Bonds up to the allowable amount under the Debt Service Extension Base.	Ron Ally, Bret Bonnstetter	Yes	Issued $4,980,915 of General Obligation Limited Bonds in March 2013.
Maintain the College's Aaa Moody's bond rating.	Manage the College's financial position to maintain the Aaa Moody's bond rating.	Ron Ally, Bret Bonnstetter	Yes	Received reaffirmation of Moody's Aaa bond rating in February 2013.

<u>Student Success:</u>

Operationalize student success initiatives.

Goal	Target	Responsibility	Completed	Comments
Build upon strategies with secondary partners to improve the college readiness of recent high school graduates.	Increase the percent of recent high school graduates who are placed into college-level mathematics.	Judy Marwick, Brian Knetl, Julie Ellefson-Kuehn	Yes	Increased the percent of recent high school graduates who are placed into college-level mathematics from 53.1% in 2011 to 57.2% in 2012, an increase of 4.1%. (FY2013 Student Success Report data).

Operational Plan

Goal	Target	Responsibility	Completed	Comments
Prepare systems to enforce testing, placement and enrollment of all degree-seeking students into needed developmental courses upon entry.	Implementation complete to allow for fall 2013 registration.	Judy Marwick, Ron Ally, Maria Moten, Patrick Bauer	Yes	Launched the new Harper College application, which is organized around a student's educational goal versus the previous focus on the number of credit hours in which a student wishes to enroll. Implemented new function that allows students to schedule with Placement Testing and/or Orientation/Advising online and receive a confirmation e-mail. Implemented new functionality to make it easier for students and staff to ascertain which English and math courses students have placed into and prerequisites they have satisfied.
Develop and implement enrollment strategies to maintain enrollment.	Maintain FY2013 FTE compared to FY2012.	Judy Marwick, Maria Moten	Yes - Target not met	Realized a FTE count of 21,615.67, a 4.9% decrease from last year. Realized a credit headcount of 26,476, 2.7% decrease from last year.
Achieve strong persistence rates.	Realize a fall to spring persistence rate of at least 73%.	Judy Marwick, Joan Kindle, Deans	Yes	Realized a 2012 (reported year) fall to spring persistence rate of 77.0%, 4.0% above target.
	Realize a fall to fall persistence rate of at least 50%.		Yes	Realized a 2012 (reported year) fall to fall persistence rate of 57.8%, 7.8% above the target.
	Realize a ratio of earned vs. attempted fall semester credits of at least 75%.		Yes	Realized a fall 2012 credits earned vs. credits attempted of 75.4%, 0.4% above the target.
Maintain or improve market penetration rate from district high schools.	Ensure high school capture rate of at least 34.7%.	Judy Marwick, Maria Moten, Bob Parzy	Yes	Achieved a high school penetration rate of 36.5%, 1.8% above target.

Operational Plan

Goal	Target	Responsibility	Completed	Comments
Increase governmental financial assistance to students.	Increase the number of students receiving federal/state aid by 2%.	Judy Marwick, Laura McGee, Maria Moten	Yes - Target not met	Decreased the number of students receiving federal/state aide by 15.7%. This is a result of: 1) intentionally changing our awarding policy to no longer auto package student loans to reduce student loan debt; 2) extensive state funding reductions; 3) federal budget cuts and sequestration.
Increase institutional financial assistance to students.	Increase the number of students receiving Foundation scholarships by 2%.	Judy Marwick, Mary Knight, Laura McGee, Maria Moten	Yes	Increased the number of students receiving Foundation scholarships by 20.5%, from 247 in FY2012 to 297 in FY2013.
Increase student on-campus employment opportunities.	Increase the number of student employees by 2%.	Judy Marwick, Joan Kindle, Sheryl Otto, Kathleen Canfield	Yes	Increased the number of student employees by 11.7%, from 332 students to 371.
	Implement training for all supervisors of student employees.		Yes - Target not met	Implemented training for supervisors of student employees. Two sessions were held with 25 supervisors attending.
	Compare the success of students employed on-campus with not employed on-campus.		Yes	Realized an 85.5% fall 2012 to spring 2013 persistence rate for students working on-campus, compared to only 69.4% of students not working on-campus. In fall 2012, 87.2% of students working on-campus earned a GPA of at least 2.0, compared to 64.8% of students not working on-campus earning a GPA of at least 2.0.
Create practices to increase the number of degree and certificate completers.	Increase the number of completers by 5%.	Judy Marwick, Maria Moten	Yes - Target not met	Conferred 3,902 degrees and certificates (unofficial count), exceeding the goal for 2013 by 34.1%.

Operational Plan

Goal	Target	Responsibility	Completed	Comments
Improve student success through learning support services.	Increase the number of students receiving tutoring and other success services by 2%.	Judy Marwick, Joan Kindle, Njambi Kamoche	Yes	Realized 39,541 student contacts in the Tutoring Center, Writing Center and Success Services a 3.0% increase over the previous year (38,394).
	Ensure higher success rates for students receiving support services compared to those who do not.		Yes	Achieved a success rate of 96.3% for the 437 students who utilized Success Services and enrolled in Biology, Psychology and Sociology, as compared to 86.6% for the Biology, Psychology and Sociology students who did not utilize Success Services. Achieved a completion rate of 86.9% for the 1,257 students who utilized the Tutoring Center and enrolled in Accounting, Chemistry, Math and Physics, as compared to 79.6% for the Accounting, Chemistry, Math and Physics students who did not utilize the Tutoring Center. Achieved a completion rate of 95.4% for the 593 students who utilized the Writing Center and enrolled in English, as compared to 86.8% for English students who did not utilize the Writing Center.
	Develop Supplemental Instruction program and begin pilot.		Yes	Provided two-day supplemental instruction training for selected faculty and staff in October 2012. Reorganized academic support centers and hired an assistant manager to oversee Success Services and the Supplemental Instruction program. Developed the Supplemental Instruction program and began a pilot in spring 2013 with 15 course sections taught by eight different faculty members.

Operational Plan

Goal	Target	Responsibility	Completed	Comments
Improve student success through engagement opportunities.	Increase the number of students participating in clubs and organizations by 1%.	Judy Marwick, Ashley Knight	Yes	Increased the number of students participating in clubs and organizations by 2.4% from 2,006 in FY2012 to 2,054 in FY2013.
Conduct a review of all scholarships.	Award all available scholarships.	Judy Marwick, Mary Knight, Maria Moten, Suzette Tolentino	Yes - Target not met	Awarded 98% ($258,253.50) of available scholarships. Completed a review of all scholarships, purchased new software and worked with donors on scholarship criteria to improve future award rates.

Teaching and Learning:

Review and evaluate the College's overall instructional and instructional support efforts to ensure that student success is maximized.

Goal	Target	Responsibility	Completed	Comments
Improve program quality through the ICCB program review process.	Conduct 15 program reviews resulting in program improvement plans.	Judy Marwick, Sheryl Otto, Deans	Yes	Completed 15 program reviews resulting in program improvement plans.

Operational Plan

Goal	Target	Responsibility	Completed	Comments
Review curriculum.	Investigate three new degrees and three new certificates.	Judy Marwick, Michelé Robinson, Deans	Yes - Target not met	Investigated three new certificates and two new degrees. The investigated certificates included: Computerized Tomography, awaiting final approval from ICCB; Geographic Information Systems, under further investigation to determine if this is a continuing education or credit program; and Respiratory Therapy which did not have enough of a market demand. The investigated degrees included: Technical Writing, determined this is not an appropriate Associate level degree; and Occupational Therapy, determined did not have enough market demand.
	Review 10% of existing courses and programs and make improvement/adjustments where needed.		Yes	Reviewed over 25% (more than 325) of existing courses and programs and processed course deletions, additions, description changes, prerequisite changes and title changes in an effort to make improvements and adjustments to the curriculum. An analysis of the Mass Communications curriculum was completed to determine if this content belongs in the Business and Social Science area with the Business Administrations program or in the Liberal Arts area with the Speech and Theatre disciplines. More work is needed prior to finalizing a decision.

Operational Plan

Goal	Target	Responsibility	Completed	Comments
Improve completion and transfer opportunities for students.	Increase the number of and improve transfer agreements: Develop at least three additional dual-degree agreements.	Judy Marwick, Maria Moten, Sheryl Otto, Eric Rosenthal	Yes - Target not met	Developed two additional dual-degree agreements with Governors State University and Rasmussen College. Developed a guaranteed admission agreement with the University of Illinois at Urbana-Champaign College of Agricultural, Consumer and Environmental Science.
	Increase the number of and improve transfer agreements: Develop at least one 3 + 1 agreement.		Yes	Developed two 3+1 agreements (Governors State University – 1 and Purdue University – 1). Developed twelve 80/40 agreements (Rasmussen College – 1, Governors State University – 4, Indiana Wesleyan University – 7).
Expand college credit opportunities for high school students.	Increase dual-credit enrollment in transfer classes by 5%.	Judy Marwick, Maria Moten, Sally Griffith	Yes	Increased FTE by 614.0% in dual-credit enrollment in the transfer or general educational offerings. Increased headcount by 546.0% in the transfer or general educational offerings.
	Increase dual-credit enrollment in Career and Technical Education programs by 3%.		Yes	Increased FTE by 8.8% in dual-credit enrollment in the Career and Technical Education programs. Increased headcount by 4.6% in dual-credit enrollment in the Career and Technical Education programs.

Operational Plan

Employee Relations:

Ensure employee recruitment, development and retention through appropriate processes.

Goal	Target	Responsibility	Completed	Comments
Develop organizational framework for Reward and Recognition.	Hold Service Award event.	Ron Ally, Roger Spayer	Yes	Planned, coordinated and executed an inclusive campus-wide recognition and awards event held in February 2013.
	Hold two College-wide celebration events.		Yes	Planned, coordinated and executed fall and spring employee celebration.
	Complete first draft of College-wide Recognition model by June 2013.		In Progress	Operationalized several elements and related activities of a reward and recognition program framework that has yet to be formalized.
Provide professional development activities for designated employees.	Pilot managerial leadership training program by December 2012.	Ron Ally, Roger Spayer	Yes	Implemented a professional development program consisting of six training modules that provides supervisors and managers with the opportunity to further develop their leadership skills. The topics covered assist supervisors and managers in guiding the development and performance of their staff.
Expand professional development opportunities for faculty to align with College goals and strategic initiatives.	Craft professional development plan aligned with success initiatives by October 1, 2012.	Judy Marwick, Joan Kindle, Njambi Kamoche, Matt Ensenberger, Roger Spayer	Yes	Crafted and proposed professional development plan in fall 2012. Held Integrative Summit for faculty development in spring 2013. Created a Distinguished Chair for Teaching Excellence to coordinate faculty development.
Monitor healthcare and pension reform for impact on Harper College.	Provide updates to the President and Board of Trustees as appropriate through June 2013.	Ron Ally, Roger Spayer	Yes	Provided updates and approximate impacts as information was made available.

Operational Plan

Diversity:

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

Goal	Target	Responsibility	Completed	Comments
Determine how the college should formally address issues of employee diversity and equity.	Create a recommendation to the President for the desired IEM target as well as a plan, timeline and budget for achieving that target by June 30, 2013.	Ken Ender, Kenya Ayers	Yes	Created a recommendation for the President that includes a new IEM target and a five-year plan for diversity and inclusion in June 2013.
Create for a College vision and structure for internationalization.	Implement strategies by June 30, 2013.	Judy Marwick, Joan Kindle	Yes	Created Internationalization Plan. Standardized study abroad processes and forms. Created database of faculty resources. Created an International Distinction to recognize student achievement in the area of global education. Offered study abroad opportunities for 64 students in seven countries.

Operational Plan

Workforce Development/Economic Development:

Ensure Harper College provides workforce and entrepreneurial training and education and supports the region's economic health.

Goal	Target	Responsibility	Completed	Comments
Continue to refine the organizational structure within the Workforce and Strategic Alliances Division.	Refine organizational structures and continue to align budgets by December 31, 2012.	Ken Ender, Maria Coons	Yes	Refined the Workforce and Strategic Alliances area. This was accomplished by: 1) eliminating the Extension Site Management area and absorbing these functions into other areas of the College including Facilities Management and Academic Enrichment and Engagement; 2) redesigning the Career Stimulus Program to ensure sustainability; 3) hiring a new manager in the Small Business Development Center.
Continue to tie noncredit to credit programming by developing a philosophical and strategic vision for bridging programs between these two entities.	Refine and publish a position paper that recommends a process for linking noncredit programming to credit offering by June 30, 2013.	Maria Coons, Judy Marwick, Mark Mrozinski, Michelé Robinson, Sally Griffith	Yes	Developed a position paper recommending how coordination between credit and noncredit programs can be improved.

Operational Plan

Goal	Target	Responsibility	Completed	Comments
Build a new partnership relationship with the combined Cook County Workforce Boards to serve the unemployed and underemployed.	Position the College as an active participant in the newly formed Cook County Workforce Board.	Ken Ender, Maria Coons	Yes	Created strong partnership relationship that will continue to develop as the Chicago-Cook Workforce Partnership evolves. Dr. Ender is a member of the Partnership's Board. The College received $128,000 in grants for the period July-December 2012. In January 2013, the College became a subcontractor for the Partnership's One Stop provider (Business Career Services) at the Arlington Heights workNet Center. As subcontractor, we were awarded $31,500 to provide services to Workforce Investment Act and universal clients.
Pursue opportunities through strategic alliances to bring feasible programming to the College in both credit and noncredit areas.	Identify two new opportunities for collaboration with businesses and other entities by June 30, 2013.	Maria Coons, Judy Marwick	Yes	Identified two new opportunities for collaboration with businesses, entrepreneurship and sales. These opportunities for programming are being reviewed by the credit and noncredit areas of the College.

Operational Plan

Goal	Target	Responsibility	Completed	Comments
Build partnerships with area businesses and introduce the President to top business leaders in the District.	Schedule at least six meetings with key business and industry leaders.	Maria Coons, Mary Knight, Wendy Moylan	Yes	Met with the following business leaders: 1) Scott Rosenbach from BCI Acrylic Bath; 2) Jim Carr from CARR Machine & Tool; 3) Carolyn Gable from New Age Transportation; 4) Ron Bullock from Bison Gear & Engineering; 5) Krishna Rajagopal from Bley; 6) Kevin Braden from BL 3Dimension Corp; 7) Erica Wiegel from Wiegel Tool Works; 8) Patrick Osborne from TMA. In addition, met with ongoing business partners including: Mike Alagna from Nation Pizza and Foods, Warren Young from Acme Industries and Marianne Stanke from Motorola Solutions.
Implement a student registration system for non-credit and RVS (1.6) students.	Operationalize software that improves the non-credit student experience by March 31, 2013.	Maria Coons, Ron Ally, Mark Mrozinski, Patrick Bauer	Yes	Implemented Banner Flexible Registration System for noncredit and RVS (1.6 credit) students effective November 2012.
Develop ongoing initiatives that support training and education in the advanced manufacturing sector.	Identify opportunities for 50 internships with area employers that expose students to advanced manufacturing.	Maria Coons	Yes	Received 97 internship commitments by area manufacturers through outreach activities.

Operational Plan

Facilities:

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

Goal	Target	Responsibility	Completed	Comments
Complete renovation of Building H.	Make substantial construction progress by June 2013.	Ron Ally, Tom Crylen	In Progress	CDB did not authorize construction to start until the end of May 2013. Interior demolition has started but is behind schedule.
Complete construction drawings with CDB for One Stop/Student Center.	Target completion in summer 2013.	Ron Ally, Tom Crylen	No	Projected timeline was developed based on information provided by CDB and their architect. Timeline has not been met due to approvals and contract executions outside of the College's control.
Complete construction drawings for Building D renovation and addition.	Target completion in winter 2013.	Ron Ally, Tom Crylen	Yes	Completed construction documents for Building D on schedule.
Complete reconfiguration project for Euclid and Roselle entrances.	Target completion in fall 2012.	Ron Ally, Tom Crylen	Yes	Completed project on schedule and under budget.
Implement space scheduling and facilities rental plan.	Complete implementations by June 30, 2013.	Ron Ally, Bret Bonnstetter	Yes	Completed implementations by June 30, 2013. Staffing for the Conference and Event Management team is in place. Centralized scheduling software is installed and operational. Contracts for external facilities rentals are reviewed and signed by the Manager of Retail Services.
Conduct a programming study for Building M.	Complete programming study by June 30, 2013.	Ron Ally, Tom Crylen	Postponed	This project was placed on hold by College leadership until projected funding availability can be better identified.

Operational Plan

Goal	Target	Responsibility	Completed	Comments
Plan for and execute the $4 million campus projects in comprehensive Master Plan.	Complete priority projects as planned by June 30, 2013.	Ron Ally, Tom Crylen	In Progress	This ongoing initiative was approved by the Board. Specific projects that fall under the Master Plan began in FY2013.
Meet the third year requirements of the American College & University Presidents' Climate Commitment (ACUPCC-green initiative).	Submit Climate Action Plan by January 13, 2013.	Ron Ally, Darryl Knight	Yes	Submitted the Action Plan, which included emissions mitigation and increased recycling.
Complete construction documents for parking garage G3 (east side of campus).	Target completion in summer 2013.	Ron Ally, Tom Crylen	Yes	Completed construction documents for parking structure G3 (east side of campus) in May 2013.

Technology:

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

Goal	Target	Responsibility	Completed	Comments
Continue technological refresh cycle.	Replace all desktops that are older than five years by June 30, 2013.	Ron Ally, Patrick Bauer, Sue Contarino	Yes	Replaced or added over 1,750 workstations throughout the college.
Provide outstanding technical support to students, faculty and staff.	Maintain a Service Desk overall satisfaction rating of 90% or better.	Ron Ally, Patrick Bauer, Sue Contarino	Yes	Maintained a client satisfaction rating of over 90.0% from July 2012 - April 2013. The lowest satisfaction rating achieved was 93.5% in November 2012 and the highest was 98.6% in September 2012.

Operational Plan

Goal	Target	Responsibility	Completed	Comments
Continue to enhance/add systems that improve access to College services, and support engaging the student into the campus environment.	Improve student-focused functions to the mobile application by June 30, 2013.	Ron Ally, Patrick Bauer, Mike Babb	Yes	Completed the MyGrades, MySchedule and MyAccount mobile apps.
	Enhance the Continuing Education registration platform by June 30, 2013.		Yes	Completed the implementation of Ellucian's FlexReg product in November 2012.
	Add self-service functionality to the Student Information System by June 30, 2013.		Yes	Developed core functionality (Student Composite Form) that will be used to enhance self-service; enabled online appointment-making; implemented waitlist capability.
	Build the foundation in Banner for student placement for success by June 30, 2013.		Yes	Developed and implemented changes to baseline Banner system to message appropriate (new, degree-seeking, who place in developmental education) students of need to take development education.
	Evaluate and potentially implement advanced student communication (e.g. early alert) systems, and bring Banner to the most current version by June 30, 2013.		Yes	Completed the evaluation of several student communication systems (e.g. MapWorks); Banner upgrade scheduled for July 2013.

Operational Plan

Goal	Target	Responsibility	Completed	Comments
Continue to enhance the business systems of the College to improve self-service, as well as access to essential information of the College.	Upgrade the reporting systems to enable advanced communication capabilities by June 30, 2013.	Ron Ally, Patrick Bauer, Mike Babb	Yes	Completed the implementation of Cognos 10 in March 2013.
	Implement a new system for Harper College for Businesses by June 30, 2013.		Yes	Completed the implementation of Microsoft Dynamics CRM (customer relationship management), which replaced TeleMagic, for Harper College for Businesses.
	Augment the database infrastructure with the latest technologies (e.g. Web Logic) by June 30, 2013.		Yes	Completed the upgrade of databases to 11G; Banner sub-systems (e.g. FlexReg) and reporting system to WebLogic.
Upgrade educational support technology in instructional spaces.	Identify and begin deployment of new digital classroom multimedia technology.	Ron Ally, Patrick Bauer, Jim Batson	Yes	Identified, piloted and began deployment of new digital technologies in instructional spaces in Buildings A, Z, D and L.
Maintain and upgrade technology infrastructure.	Deploy an integrated wireless network infrastructure which enhances speed and integrated network security.	Ron Ally, Patrick Bauer, Jim Batson	Yes	Deployed a new wireless system throughout Harper's main campus as well as Harper Professional Center and Northeast Center.
Implement Instructional and Student projects as approved in the Technology Plan.	Complete all approved Instructional Technology Plan projects within budget and project timelines.	Ron Ally, Patrick Bauer, Jim Batson	Yes	Completed all Instructional Technology Plan projects within budget and projected timelines.

Operational Plan

<u>**Safety**</u>:

Ensure the safety of the Harper Community.

Goal	Target	Responsibility	Completed	Comments
Continue to refine Emergency Management training.	Utilize improvement plan to increase emergency management capabilities.	Ron Ally, Mike Alsup	Yes	Completed training of Harper College Police Department Operations staff responsible for implementation of InformaCast, a solution for crisis communications via the College VoIP telephone system. Developed a training scenario (tabletop - Violent Criminal Behavior) to exercise the Crisis Communications Plan with staff and the Crisis Communications team.
Implement the crisis communication plan.	Hold a simulated crisis exercise before June 30, 2013.	Phil Burdick, Ron Ally, Mike Alsup	Postponed	Crisis exercise postponed until fall 2013 due to scheduling issues.
Provide Health and Safety provisions/training for faculty and staff.	Complete OSHA training as required by June 30, 2013.	Ron Ally, Tom Crylen, Sara Gibson	Yes	Utilized online training program to comply with OSHA training requirements and general safety awareness. The Physical Plant staff completed a monthly safety training with the training topic based on their job assignment. This year Physical Plant completed 19 such safety topics. Employees in Harper College Police Department and Health Services have used the online program to complete their OSHA required annual Bloodborne Pathogens training.