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A STATUS STUDY
Prepared for the
North Central Association

by

A faculty committee of
WILLIAM RAINEY HARPER COLLEGE
Palatine, Illinois

May, 1968

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1.0 HISTORY

In March, 1965 the voters of Elk Grove, Palatine, Schaumburg and Wheeling Townships approved, by a three to two margin, a proposal to form a community college district. On May 1, 1965, the voters elected, from a slate of forty-eight candidates, the first Board of Trustees for the new college district.

While the basic idea of a community college had long been alive in the communities, it was in 1961 that a committee was formed and began to plan for such an institution. In the fall of 1964, a group of interested citizens circulated a petition requesting that a referendum be held. Public response was enthusiastic and a community college district embracing the previously mentioned townships came into existence.

The following timetable offers a summary of progress of Junior College District #512.

1965

- May - College Board of Trustees met for the first time, using the Board Offices of District #214. Temporary administrative offices were rented at 34 West Palatine Road in Palatine.
- June & July - The Board solicited various communities to indicate their interest in having the new college locate its campus in their areas.

- September - Dr. Robert E. Lahti from Michigan was employed as the first president of the new college.
- October & November - The Board interviewed leading architectural firms for the purpose of designing and planning a new campus.
- December - Two outstanding architectural firms were selected - Caudill, Rowlett & Scott, of Houston, Texas, and Fridstein and Fitch of Chicago, to work in association. These firms are respected and well known for their work in designing educational facilities.
- December - Arthur D. Little, Inc. was retained to develop a ten year demographic and economic study of the district to aid in planning the curriculum and projecting the growth and the future needs of the college.

* * * * *

1966

- January - Possible sites for the new campus were studied by the Board and the architects.
- February - The college was approved as a Class I Junior College thus becoming eligible to receive state and federal funds.
- March - A 200 acre site in Palatine was selected for the future campus.
- April - The college adopted the name "William Rainey Harper" in honor of the first president of the University of Chicago and the father of the junior college movement.

- May - Barrington residents expressed an interest in joining the Harper district.
- June - Voters in the district approved the bond issue referendum, authorizing Harper College to sell \$7,375 million in construction bonds representing the local share of the total building cost.
- August - A budget of \$869,838 for fiscal year 1966-67 was approved by the Board.
- September - \$3,375 million in construction bonds were sold to the First National Bank of Chicago at an average interest rate of 4.3853 per cent.
- December - The first scholarship established for Harper students, a gift from the U.S. Gypsum Research Center employees, Des Plaines, was accepted by the college.

* * * * *

1967

- January - The state approved Harper as an area vocational-technical school and set aside \$750,000 for use in developing approved vocational-technical programs.
- January - The first faculty members were employed.
- January - Tim Griffith of Palatine became the first student to enroll at Harper College.
- January - Four million dollars in revenue bonds were sold to the First National Bank of Chicago at an average interest rate of 3.6486 per cent.
- February - An architectural master plan was

approved. Phase I of the construction program was to cost approximately twelve million dollars.

- March - Barrington voters approved a referendum by a 9 to 1 margin to associate with the Harper district.
- March - The state approved Harper for a \$2.6 million federal grant.
- April - Harper's first catalog was published.
- August - The new faculty convened for a three week orientation program before the beginning of classes.

2.0 STATEMENT OF PHILOSOPHY

Concomitant with the development of Harper College has been the development of a statement of guiding philosophy. The general philosophy of Harper College is to provide an outstanding program of higher education for the community it serves. Created by a community responsive to the contemporary insistence on more education for more of its citizens, the college is determined to meet the full range of post high school educational needs of the total community.

Harper recognized the importance of educating all students for a meaningful role in a free and mobile society. The college is seeking to help the student realize his full potential by motivating him to participate more intelligently in the democratic process, by training him to produce more efficiently through the acquisition of a salable skill, and by preparing him to adapt more readily to a complex society.

With a commitment to the dignity and significance of each student, the college endeavors to bring the student to an understanding of the place he can make for himself in modern society and to provide the education necessary for him to attain that place. The college must

create an environment conducive to the development of sound standards of thinking and conduct and must provide those cultural experiences which introduce to the student the heritage of the educated man.

3.0 STRUCTURE OF THE COLLEGE

The structure of the college is governed by a number of factors. It conforms to the laws of the State of Illinois. It is based on the general junior and community college philosophy and reflects those philosophical aspects which may be unique to Harper's particular situation. Finally, it observes the tenets of sound educational practice.

3.1 The Board of Trustees

The members of the Board of Trustees of Harper College are responsible for the policy of Junior College District #512. Election for members of the Board is held annually on the second Saturday of April. Each of the seven members is elected to a three year term with at least two positions up for election each year.

Each member, on the date of his election, must be a citizen of the United States, twenty-one years of age or over, a resident of the state and district for at least one year preceding his election, and not a member of a common school board. If more than 15% of

the taxable property in the district is located in unincorporated territory, at least one member of the Board must be a resident of such unincorporated territory. Nominations for members of the Board must be made by a petition signed by at least fifty voters or 10% of the voters, whichever is less, residing within the district, and must be filed with the Secretary of the Board, not more than forty-five, but at least twenty-one days before the election.

Whenever a vacancy occurs, the remaining members of the Board must fill the vacancy by appointing a successor who will serve until the next annual election. The successor must have the same residential qualifications as his predecessor.

The Board is organized annually within ten days after the election at which time officers are elected and a time and place for the regular meetings is determined. Officers of the Board include the President and Secretary, each of whom is elected for a term of one year.

Other persons serve the Board in consulting capacities. The Board appoints a Treasurer who serves at its pleasure. It also employs the services of an

attorney who acts as its counsel on legal matters. Finally, the Board employs an auditor from a public accounting firm who audits the financial records and sets forth the status of the college district.

The Board has no standing committees but appoints special committees as are deemed necessary. Special committees report recommendations to the Board for appropriate action and are dissolved when their reports are complete and accepted by the Board. No member of the Board can, at any time, act or purport to act in behalf of or in the name of the Board or the district without prior authority from the Board. No business may be conducted by the Board except at a regular meeting or the adjournment thereof of a duly called special meeting. All meetings of the Board are open to the public except those executive sessions expressly permitted by law.

Special meetings may be called by the President of the Board or by any three members thereof by submitting written notice to all members of the Board. Individuals or groups who wish to be heard at a meeting must file such a request in writing with the Chairman of the Board or the President of the college at

least four days prior to the meeting. A majority of the members of the Board constitute a quorum for the transaction of business.

3.2 The Administrative Structure of the College

The public of the college district confers on the Board of Trustees the power to operate the college. The Board, in turn, outlines the administrative responsibilities to be assumed by the President, and delegates this authority to the President as the chief executive officer of the college. The President is charged with the responsibility of operating the college in accordance with Board Policy. Prominent among his duties is that of hiring, with Board approval, all other staff members.

The Director of Institutional Development and Community Relations, and the Director of Data Processing and Research are directly responsible to the President, but they do perform many services for the rest of the staff.

The Dean of Instruction is responsible for the overall program of instruction in the college, and ancillary services related to the program of instruction. He is supported in his duties by three Assistant Deans:

The Assistant Dean of Evening and Summer Programs, the Assistant Dean of Transfer Programs, and the Assistant Dean of Career Programs.

In addition, in the organizational plan, the Director of Learning Resources reports to the Dean of Instruction even though his services are available to the entire institution.

The Dean of Students is responsible for all student matters not specifically related to instruction. He is assisted by the Director of Placement and Student Aids, the Director of Admissions and Registrar, the Director of Counseling, and the Director of Student Activities and Student Center, whose responsibilities are diverse and include such tasks as supervising the bookstore and cafeteria. The specific tasks associated with these are dealt with more thoroughly in the section of this report entitled "Student Personnel Services".

The Dean of Business Affairs is supported by the Comptroller, the Purchasing Agent, and the Superintendent of Buildings and Grounds.

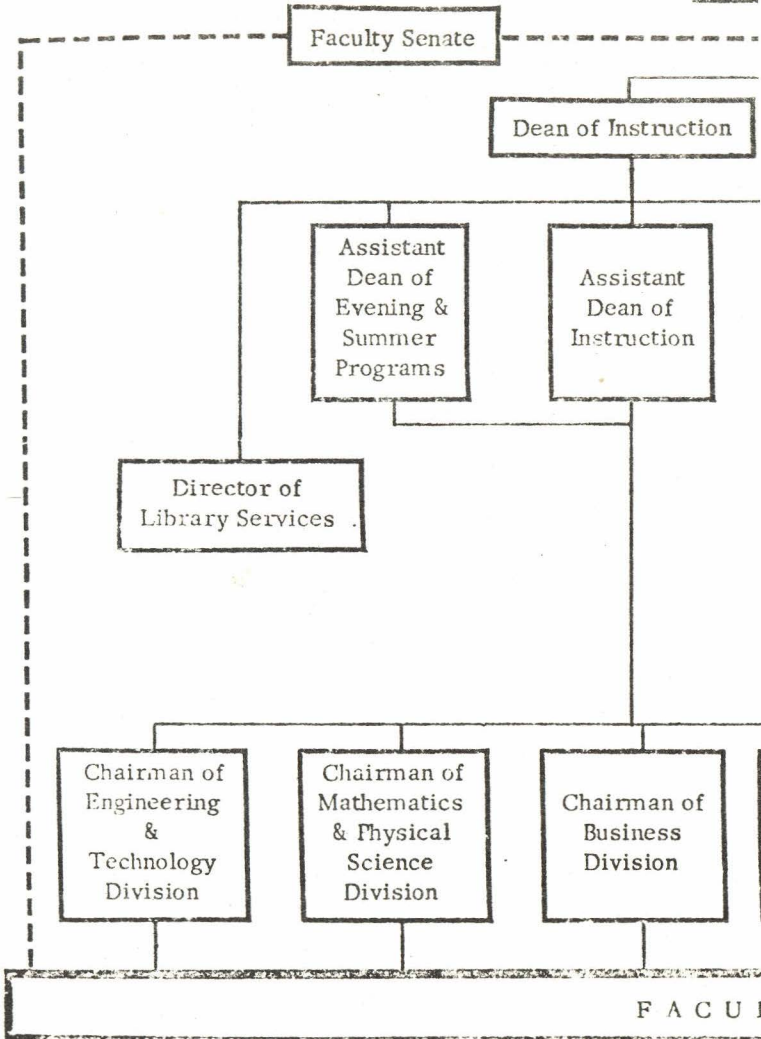
Reporting to the Dean of Instruction for the organization and program of the various curricula are the divisional chairmen. Ultimately, there will be a chairman for each of the following divisions: Business,

Communications, Engineering and Related Technologies, Health and Biological Sciences, Humanities and Fine Arts, Mathematics and Physical Science, and Social Sciences. At the present writing there are three full-time divisional chairmen and two Assistant Deans who serve as acting division chairmen. The areas of business and social science are administered by one chairman; physical and natural sciences and mathematics are the concern of the Chairman of Mathematics and Sciences while the Chairman of Communications is responsible for English, speech, and foreign languages. The Assistant Dean of Career Programs acts as Chairman of the Division of Engineering and Related Technologies and the Assistant Dean of Transfer Programs is the acting Chairman of the Division of Humanities and Physical Education.

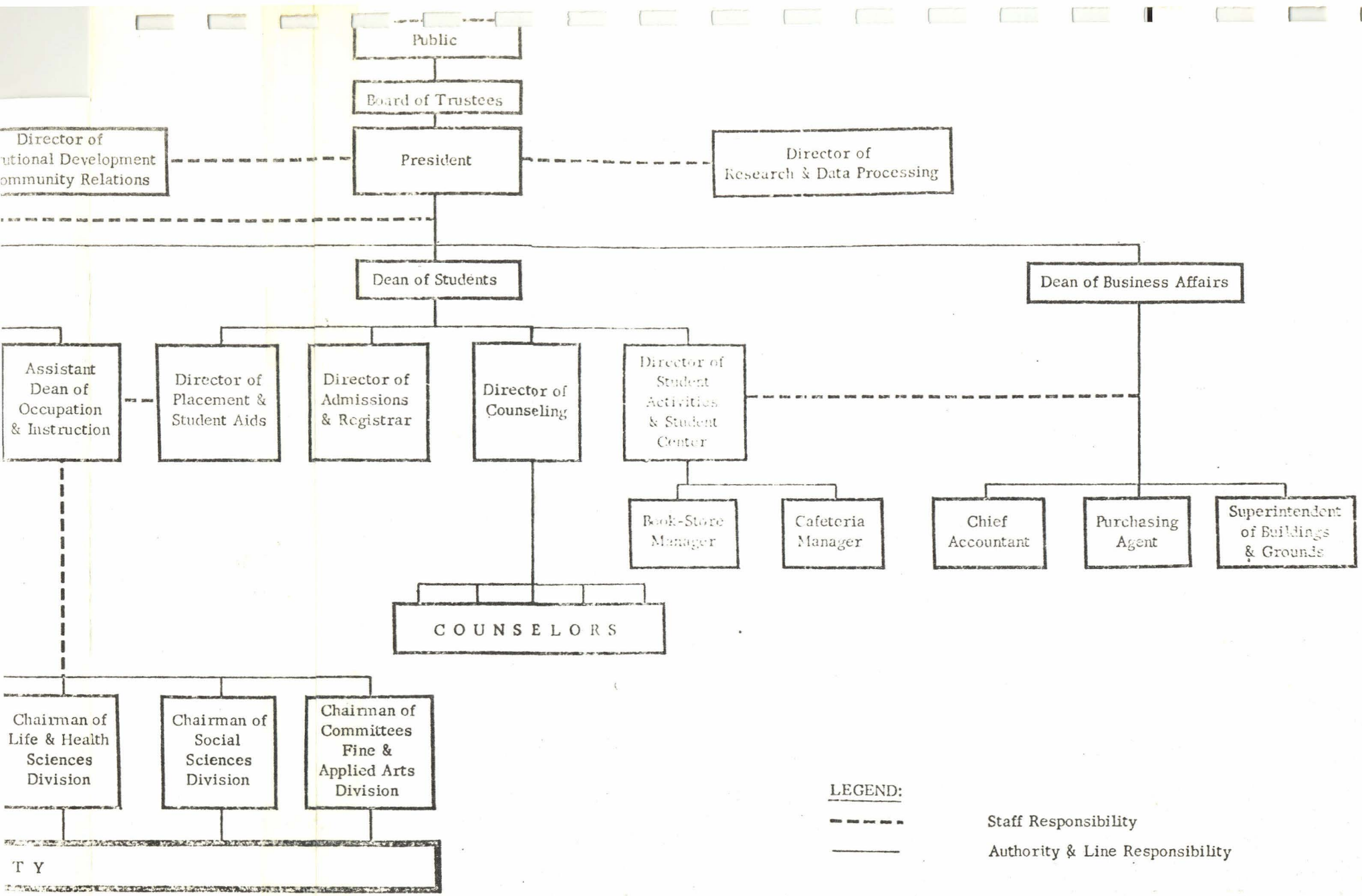
Finally, there are the members of the teaching faculty and the counselors who are respectively responsible for the instruction and counseling of students. Though the Table of Organization does not specifically indicate it, there is cooperation between the faculty and counselors in their mutual task of helping students.

The present structure of the college reflects

the newness of the institution. As the college grows, there will be alterations in the organization structure. Ultimately, it is expected that the structure will coincide with that suggested in the Arthur D. Little Study and reported in the following organizational charts.



FACUL



HARPER COLLEGE ORGANIZATION CHART FOR FIRST PHASE OF DEVELOPMENT

Director of Institutional Development
Community Relations

Faculty Senate

Vice President Instruction

Dean of Learning Resources

Dean of Instruction

Dean of Evening & Summer Programs

Dean of Occupational Education

Librarian

Director of TV Communications

Director of Instructional Materials

Library Staff

Chief Engineer

Audio-Visual Aids

Instructor Operator

Division of Engineering & Technology

Division of Business

Division of Life & Health Sciences

Division of Social Sciences

Division of Mathematical & Physical Sciences

Department of Engineering Sciences

Department of Vocational Technology

Department of Life Sciences

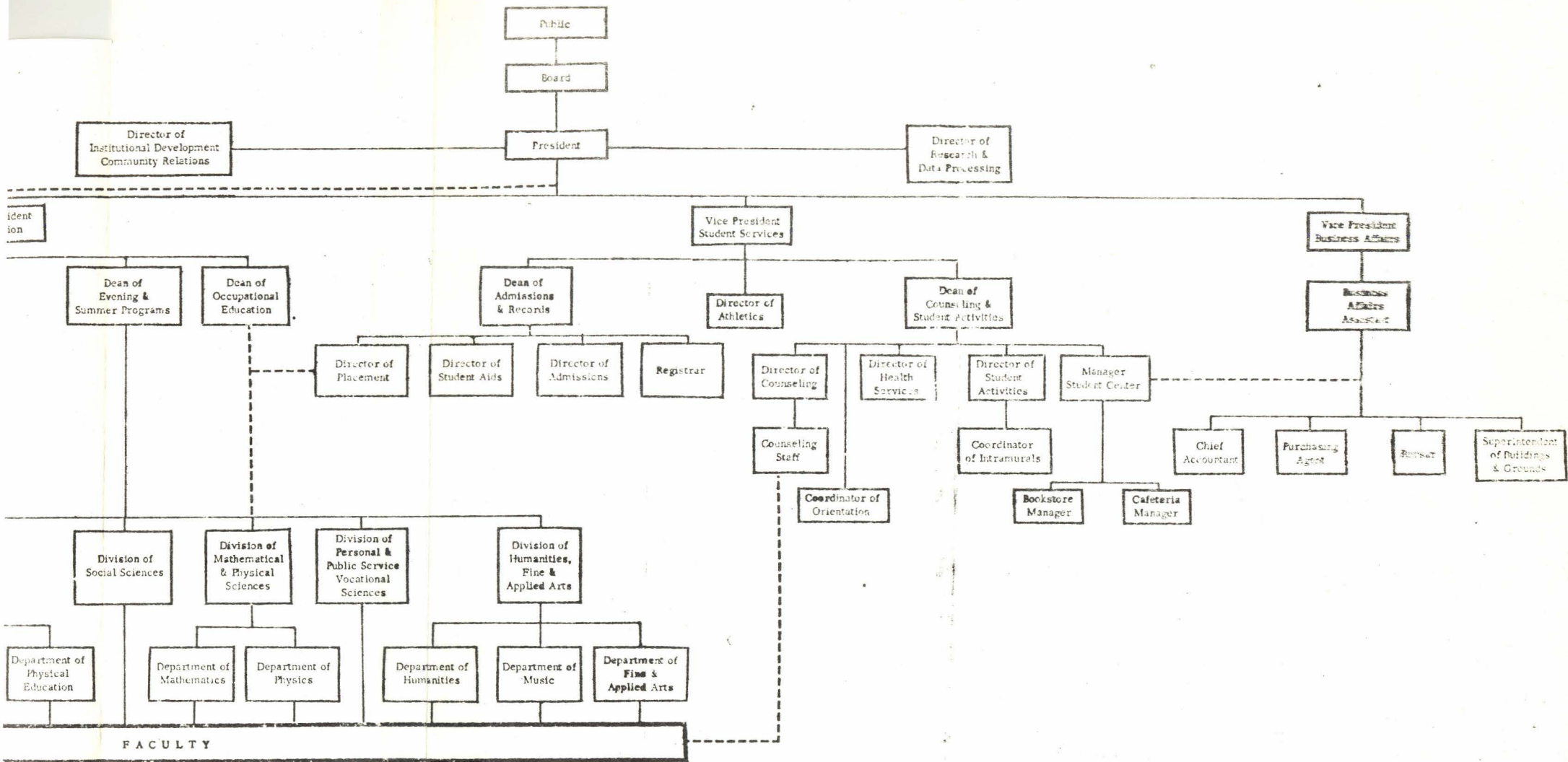
Department of Vocational Health Sciences

Department of Physical Education

Department of Mathematics

Department of Physics

FACULTY



LEGEND:
 - - - - - Advisory
 _____ Direct Line Responsibility

HARPER COLLEGE: SUGGESTED ORGANIZATION FOR ULTIMATE DEVELOPMENT

4.0 FACILITIES

As is almost inevitably the case with a new institution, facilities represent a certain problem. At the present time, Harper College is operating at three locations.

The President, Dean of Business, and Director of Institutional Development and Community Relations have offices in the business district of Palatine. The business operation which includes the Accounting, Purchasing, and Buildings and Grounds Departments is also housed at this location. The Data Processing Center is located on the site of the permanent campus. Classes are being conducted in the Elk Grove High School in Elk Grove Village. The new, attractive, and well-equipped Elk Grove High School building was built to accommodate 2500 students. Since the high school uses all the space during the day for its purposes, college classes are conducted from 4:00 to 10:30 P.M. On the Elk Grove High School's property, Harper College maintains eight temporary structures which house academic offices, counseling services, and bookstore facilities.

Finally, while these would not be called oper-

ating locations, the Physical Education Department is utilizing local bowling facilities, and the swimming and gym facilities of the Des Plaines YMCA, as well as the stations available to them at Elk Grove High School.

Construction on the permanent campus is progressing on schedule, and it is anticipated that classes will be using the facilities of Phase I of the building program by the fall of 1969.

5.0 THE PROGRAM

5.1 Students

On September 13, 1967, students attended the initial classes of William Rainey Harper College. A total of 1,725 students enrolled for the first semester's classes. Of these, 854 were full-time students and 871 enrolled on a part-time basis. The full-time enrollment equivalent was set at 1,023 students.

5.2 Faculty

When these students appeared for classes, they were met by one hundred and nine faculty members, forty-five of whom were full-time personnel and sixty-four of whom were working on a part-time basis. All of the faculty members teaching in the transfer program possess Master's Degrees and teaching experience and many have work beyond the Masters. In the technical and vocational programs there were some faculty members with Bachelor degrees, combined with either unique experience or training.

By the time school opened on September 13, 1967, the members of the faculty had been on campus for three weeks. The members of the Administration and the Board

of Trustees had planned a three week orientation workshop which served three purposes.

First, it allowed a group of faculty members to become acquainted with one another and to establish an effective working relationship among themselves. Second, the orientation program included a number of prominent figures in the junior and community college movement. These people gave the new faculty a very clear sense of the philosophy and accompanying mission of the junior and community college. Third, the three week period allowed those faculty members who were new to the area to assess the particular nature of the community and to correlate this with the college's aims. At the conclusion of the orientation program, a report entitled Faculty Orientation by a New Community College was published by Harper College.

The program of the workshop included the following items:

1. Faculty welcome, introduction of staff, overview and objectives of the orientation program.
2. Slide presentation reviewing history and progress of William Rainey Harper College since its establishment.
3. Business office procedures, tour of temporary facilities, I.D. photographs, questions and answers.

4. Discussion led by the Dean of Instruction of the College Policy Manual (covering such aspects as academic freedom, tenure, leaves, salary schedule, evaluation procedures, and fringe benefits).
5. Division meetings to plan fall programs.
6. THE COMPREHENSIVE COMMUNITY COLLEGE -- ITS MISSION AND PROGRAM. A full day session with Dr. Leland L. Medsker, University of California, Berkeley. The program featured a formal presentation by Dr. Medsker in the morning, with small group discussions and conferences with the speaker in the afternoon.
7. Presentation by Harper president on how the college can serve its community.
8. Discussion of the president's presentation together with a review of the college budget, and the North Central Association Status Study.
9. Open Planning Time--five periods spread throughout the three-week orientation.
10. THE IMPORTANCE AND ROLE OF THE STUDENT PERSONNEL PROGRAM IN THE COMPREHENSIVE JUNIOR (COMMUNITY) COLLEGE. A full day session with Dr. Max R. Raines of Michigan State University. The program featured a formal presentation by Dr. Raines in the morning, with small group discussions and conferences with the speaker in the afternoon.
11. Presentation by the Office of Dean of Students (registrar and admissions, counseling, student aids and placement, student activities and bookstore).
12. Harper College "climate and philosophy for faculty involvement." Documents presented: "Faculty Participation in Academic Governance," published by the American Association for Higher Education. "Statement on Government of Colleges and Universities," a reprint from the Winter 1966

edition of the American Association of University Professors Bulletin.

Presentation by College President, with a panel discussion (one Board member, one administrator and one faculty member) together with questions from the floor.

13. GOVERNING BOARDS IN AMERICAN HIGHER EDUCATION. A full day session with Dr. J. L. Zwingle, a nationally-known authority on community colleges. The program featured a formal presentation by Dr. Zwingle in the morning, with small group discussions and conferences with the speaker in the afternoon.
14. Discussion of course outline organization, area faculty meetings, and individual faculty preparations.
15. Presentation covering the role of the computer in the comprehensive community college, including a panel discussion by four staff members.
16. Discussion of the college "Procedural Handbook" and a review of the "ground rules" to be followed at the temporary campus.
17. Discussion of faculty committees, committee membership and details on North Central Association accreditation.
18. Presentation and demonstration by library staff; books available, audio-visual materials, use of library, procedures and regulations.
19. Presentation by the Minnesota Mining & Manufacturing Company of a new overhead projector for classroom use.
20. Field trip to the Ampex Corporation for a demonstration of their new video tape systems, with applications for use as a teaching device.
21. INNOVATION AND EXPERIMENTATION IN THE JUNIOR COLLEGE. A full day session with Dr. B. Lamar

Johnson of the University of California, Los Angeles. The program featured a formal presentation by Dr. Johnson in the morning, with small group discussions and conferences with the speaker in the afternoon.

22. Presentation by the Office of Dean of Students on registration procedures.
23. Questionnaire surveys--faculty attitude survey of community college taken at beginning and then re-taken at close of orientation.
24. Final briefing of the faculty by the Dean of Instruction--discussion of plans for the formation of faculty committees, announcements about class rosters and grade books, and final questions and answers.
25. Faculty evaluation of orientation program... questionnaire.
26. Faculty dinner sponsored by Board of Trustees.

Also during the period of orientation, a Faculty Senate began to take shape. It was organized on a temporary basis with all members of the faculty acting as temporary members. Each faculty member elected to serve on a committee of his own choosing, and the committees were held responsible to the temporary senate. A constitution, drawn up by the Steering Committee of the faculty, was presented to the faculty and adopted. This constitution went into effect on January 11, 1968, at which time the temporary Faculty Senate was dissolved.

The Faculty Senate of Harper College, as now

constituted, is composed of fifteen Senators, nine elected on an at-large basis from the whole institution, and six representing the divisions. The members of the Senate elect officers from among their own membership. The Senate meets on the first and third Thursday of each month, and special meetings may be called as needed.

An awareness of the benefits accrued from membership in, and active participation in professional organizations is evidenced by a college policy that reimburses such expenses as dues and journal fees up to a maximum of \$75.00 a year. Advanced study is also encouraged and tuition expenses up to \$180.00 a semester are reimbursed when the study is of graduate level and is in the individual's teaching field.

Finally, a liberal travel budget has been established for Harper teachers so that they may visit other community colleges in the United States to study their programs. Groups have visited Miami-Dade Junior College in Miami, Florida, Oakland Community College in Oakland, Michigan, and other colleges in the Midwest.

The climate at Harper has led to an intellectually active faculty. Harper College has been repre-

sented at many professional conventions and conferences, and a number of faculty members have either been on the convention programs or have been elected to administrative offices in their academic national organizations.

The faculty members have also been active in local decisions, particularly in the area of instructional planning. This is evidenced in the departmental structure now in operation where a curricular decision is usually approved by the department first, then the curriculum committee, and finally the Faculty Senate.

The faculty has also been active in other decision making areas. The faculty committee on promotions is a good example. This past year four requests for promotions were investigated by the committee, recommendations were made to the President, and passed on to the Board. The recommendations of the committee were accepted. A second example of this sort of activity is furnished by the current existence of a committee charged by the Board of Trustees with the task of preparing a plan for evaluation of individual teacher performance. This plan is to be presented to the Board of Trustees in October, 1968.

5.3 Curriculum

The pervading philosophy of the junior and community college movement contributes to a unique curriculum. Perhaps the most significant aspect of this philosophy is the "open door" policy. All high school graduates are eligible for admission to Harper College. Non-graduates, eighteen years of age or older, may be admitted if they demonstrate the capacity and maturity to benefit from programs and courses offered by the College. With such a comprehensive admissions policy it is necessary to have a variety of programs to meet the needs of the wide range of human capacities, interests, and aptitudes.

However varied the programs may be, it is possible to place them in one of four categories. A particular program may be thought of as general, transfer, vocation or developmental. It is wise to note that a particular course may transcend these boundaries, and that a particular student may be involved in one, some, or all of these categories at a given time. The titles do, nevertheless, serve as general descriptive titles.

5.3.1 General Education

Many students who enter junior colleges with no intention of furthering their formal education will find that, after experiencing college level academic work, they will want to continue their studies. If their abilities indicate readiness, they are encouraged to take transfer courses so that such a change in plans will not be accompanied by a loss of credit. The general program allows the student freedom to select courses suited to his specific interest. He has an opportunity to expose himself to fields of vocational interest while at the same time he is being exposed to academic pursuits. Such a program also provides flexibility for adults who are interested in self-enrichment. An adult may take a literature course in a transfer program for his own pleasure and may later decide to use the credits toward a degree.

The flexibility in this program is the very reason for its existence. With the variety of abilities and interests that appear among Harper's students, a program of general education is a necessity.

5.3.2 Transfer Program

The typical transfer program offers the student the first two years of a four year curriculum. Students select courses at Harper to fit the program they plan to follow at a four year institution. These courses are selected with the aid of one of the members of the counseling staff. That Harper is conscious of the importance of close articulation with four-year universities is evidenced by existence of the position of the Dean of Transfer Programs. The combination of the Dean of Transfer Program's supervision, frequent faculty participation in articulation conferences, regular contact between admissions counselors of four year schools and Harper's professional counselors, and careful counseling of students planning to transfer insures that the purpose of the transfer program will be realized.

The Harper faculty is aware that all transfer courses are to be taught at the same academic level as the university. To maintain this similar level of instruction in each of the college situations, the faculty is encouraged and given adequate financial support to attend conferences with their colleagues in their academic field.

At this time transfer programs are offered in architecture, biology, business, chemistry, education, English, foreign language, liberal arts, mathematics, music, engineering, dentistry, medicine, pharmacy, physical education, physics, speech, and veterinary medicine. In general, students in a transfer program will take courses at Harper College to satisfy the general education graduation requirements of the institution to which they plan to transfer.

5.3.3 Vocational and Technical Education

The college offers two year programs which have a close relationship to the economic, industrial, and technical needs of the community it serves. Each of the programs prepares the student to enter the particular vocational or technical field he has chosen. The following programs are either now in operation or in the advanced planning stages.

Marketing Management: A two year program for persons interested in pursuing careers in marketing and merchandising organization. Graduates' career objectives will be aimed at mid-management positions in retailing, wholesaling, transportation, and service businesses.

Accounting Aide: A two year program for students interested in pursuing careers as Junior Accountants in business, industry, and government. Harper's two year Accounting Aide program leads to an Associate in Applied Science degree. The curriculum includes the study of accounting theory and practice, partnership and corporation accounting, and cost accounting.

Secretarial Science: A two year program for persons interested in pursuing careers as stenographers and secretaries in business, industry, government, schools, colleges, insurance companies, hospitals, and commercial banks. The curriculum gives the student experience in office practice, secretarial duties, and functions of office administration. This includes the operation of dictating and transcribing equipment, photocopy machines, and electric typewriters.

Data Processing: Career programs in data processing include one and two year technical programs designed to prepare individuals for positions in industry, business, education, and government. The Associate of Applied Science degree is awarded upon successful completion of the two year program. The curriculum is designed to provide an integration of general

education and technical training. In the technical areas the student studies the function and operation of data processing equipment, receives extensive laboratory experience on modern unit record equipment, and the IBM 360 computer system, and learns several computer languages, including IBM 360 Basic Assembler language (BAL), COBOL, and FORTRAN IV.

Law Enforcement: Harper's two year Law Enforcement program leads to an Associate of Applied Science degree. Police cadet programs and practical work in police operations are established in conjunction with local and state police agencies and provide an unusual opportunity for students to gain first-hand experience in law enforcement work while completing the program. The curriculum can be modified for the student who plans to continue at a four year university and work toward the baccalaureate degree.

Dental Hygiene: Objectives of the Dental Hygiene program are to train the hygienist and educate the person. This program leads to the Applied Science degree. The curriculum is rich in basic and technical dental sciences and also incorporates communication skills, social sciences, humanities, and community

dentistry with field training.

Nursing: This curriculum, which leads to an R.N. degree, provides a means of correlating the philosophy and standards of nursing education with those of general education. Included are courses from the biological and social sciences, as well as the liberal arts and humanities. Clinical experience is provided in area hospitals and in a variety of health agencies in the community.

Mechanical Design: This program provides technical education to meet the training needs of the engineering technician. The curriculum includes courses in drafting design, mathematics, physics, technical writing and general education. These courses make extensive use of laboratory experiences to emphasize the "hands on" approach to learning.

Electronics: The curriculum includes courses in electronics, mathematics, physics, technical writing and general education. An extensive use of laboratory experiences with a "hands on" approach is used. Laboratory experiments closely simulate electronic techniques as performed in industry. In addition to supervised laboratory sessions, Harper students

have an opportunity to gain field experience, take part in internships and otherwise come in contact with area industries involved with electronics.

5.3.4 Developmental Program

Harper College has established a program for students whose high school achievement and test scores are below the minimum for admission to college curricula. This program is designed to give the student every opportunity to develop his abilities, to remove deficiencies, and to qualify for the college curriculum of his choice. The program is designed and supervised by the student's counselor within guidelines established by the college.

A coordinator has been named for the developmental program and the future plans indicate an interest in expanding the present program. At present, the developmental curriculum includes courses in psychology, English, reading, and mathematics. It is understood that this area will be expanded into other disciplines beyond the above mentioned courses. The long range plan is to tie the Learning Resource Center into these remedial areas and utilize every effective method of instruction for developmental students.

5.4 Instruction Related Services

5.4.1 Student Personnel Services

The Harper College student receives a great deal of attention from the Division of Student Personnel Services. This Division furnished services in the areas of admissions and records, counseling, job placement and student aids, student activities, bookstore, and cafeteria operation.

These services are supervised by professionally trained personnel who have brought considerable experience to their duties. The overall program is directed by the Dean of Students. The Director of Counseling supervises three counselors, all of whom have earned credits beyond the Master's degree and possess counseling experience at the secondary level. There is a Director of Admissions who simultaneously fills the role of Registrar. The Placement and Student Aids office also has a full-time Director.

The temporary structures at the Elk Grove High School site house all of these service areas except the cafeteria. The following descriptions explain more completely the functions of the service areas:

Admissions and Records

During this past year Harper carried out an information and pre-admission counseling program in the local high schools. The necessary forms for admissions counseling were developed for pre-registration. A student orientation program was carried out in cooperation with the Director of Counseling. The college has carefully followed Illinois House Bill 1710 in developing its "open door" admission policies.

Counseling

A college counseling program has been developed which includes educational, vocational, and personal-social counseling. Qualified counselors have been employed and a counselor-student ratio of 300 to 1 has been established by the college Board of Trustees. Academic advising is handled by the professionally trained counseling staff in consultation with the full-time teaching faculty.

Student Job Placement and Financial Assistance

Program

Harper participates in the college work-study and the educational opportunity federal grant programs, the Illinois Guaranteed Loan, the

Scholarship Service, the Harper Trustee and Grant-in-Aid Programs and other local and national scholarship programs.

Another function of this office relates to research and follow-up activities of students who withdraw from college. A questionnaire postcard has been developed to help determine the main reasons for student drop-outs. It is hoped that this procedure will be refined and improved with experience. This office is also working on a placement and follow-up program for the college.

Bookstore and Cafeteria

A college bookstore has been available to students since the opening of college. The bookstore is considered a student service and provides supplies, course supplements, and recreational wearing apparel. The role of the bookstore is apparent in its placement under Student Services instead of the Business Department.

The food service is provided while classes are in session. It is staffed by personnel provided by High School District #214 but paid by Harper College.

Student Activities

The Division of Student Personnel Service also assumes supervisory responsibility for the very important areas of Student Activities and Student Conduct.

Harper students have been active during the college's first year. One of their most significant accomplishments has been the formation of a Student Government which has, with the Dean of Student's sanction, assumed control over most student activities.

The first Student Government at Harper College was organized in the spring of 1967. In each district high school having at least 25 applicants to the college, meetings were held with those who had applied in order to elect three representatives from each school to the Student Government. The elected representatives then held their first meeting on June 1, 1967, at which time they formally organized as the Interim Student Assembly. Election of three additional representatives was provided for the fall of 1967 from students attending Harper from outside the district and from high schools within the district that did not qualify for elected representatives in the spring.

The Interim Student Assembly had two broad areas of responsibility. The first was to carry out the duties of student government at Harper College for the 1967-68 college year. These responsibilities include appointing students to serve on appropriate student faculty committees, developing a budget for the student activity fee, developing a social program, and granting franchises to student clubs and organizations. The Interim Student Assembly was also charged with the task of preparing a constitution for the permanent Student Government at Harper College. This constitution was submitted to the students in a referendum in April, 1968.

The Board of Trustees of Harper College has indicated that it considers the Student Government to be the main vehicle for student participation in the college and in the formulation of policies that affect students. The trustees will look to it to provide the kind of responsible leadership necessary to carry out this most significant role.

In addition to the Student Government, a student newspaper and year book are in operation, and a program of social and cultural events has

been arranged. Along with a number of school dances, the following lecture-concert series is scheduled for the 1968 spring semester. The dances have been planned by students and a faculty committee has scheduled these lecture-concert series.

Narcotics Bureau presentation on Drug Abuse, including a film on LSD and a question and answer period.

Bergen Evans - Author, Lecturer and Professor of English at Northwestern University will speak on the "Irrelevance of Correctness".

The DuPage Symphony and Southminster United Presbyterian Sanctuary Choir in a concert featuring Requiem by Faure.

The Acting Lesson, a one act play presented by the Harper Players under the direction of John Muchmore.

The Tiger, a one act play - Mr. Muchmore and the Harper Players.

Johnny Morris of the Chicago Bears and television sportscaster on "The Problems of the Professional Football Player".

Studs Terkel, author of Division Street America, and radio personality, speaking on the "inner city", using his book as a point of departure.

Bunny Stuntz - The Harper Players and John Muchmore present a one act play.

Brahm's Requiem featuring the North Side Symphony Orchestra directed by Milton Preves with Henri Noel, Baritone and Miss Peggy Smith, Soprano.

Selections from Thurber Carnival presented by the Harper Players.

Student Conduct

The Dean of Students has the over-all responsibility for student conduct. The basic philosophy on student conduct is that college students are responsible adults and will be viewed accordingly. A minimum of regulations were drawn up prior to the opening of the college.

The college has instead decided to develop regulations as the need arises. The procedure is to discuss a real problem with Student Government and actively involve students in finding solutions to the problem. The Student Personnel Committee, which is a Student-Faculty Committee, has appointed a disciplinary committee to hear and rule on disciplinary cases.

5.4.2 Learning Resources and Library Services

Students and faculty members alike are affected by the library and related instructional resources. The college library is located within the Elk Grove High School Library, but it is separated

by a partition, and maintains its own collection of books, and library staff. When the college opened in September, the library had 6,500 volumes cataloged and stacked on its shelves, and reading places for 48 students. Since September, this has changed radically due to the rapid expansion of the library collection and the work of the librarians and staff. As the collection has increased, seating space was decreased, however, there are additional classrooms available for study purposes.

By June 1, 1968, the library will have 20,000 books processed and available for use and 275 periodicals will be received by subscription. It is estimated that by the time Harper is on its own campus in 1969, 50,000 books will be available and from 300 to 500 periodicals.

The present library staff consists of three professional librarians, three non-professionals, and six students. Next year an additional four professional and four non-professionals have been requested, along with additional student help needed for efficient operation.

At a recent faculty meeting the librarians

were cited by the faculty for their excellent cooperation and helpfulness in all library matters. The library, at present, is responsible for all audio-visual materials, in addition to book matters, and here also the library staff has been outstanding in serving the needs of the faculty and students.

The use of the library has not been as high as anticipated but limited space and the fact that students are on campus only in the evening are undoubtedly contributing factors. This is expected to change when Harper has its own campus.

The communities serviced by the college have unusually attractive and well-stocked libraries which are used by the college students.

The library's current role as audio-visual materials source center is a temporary one. On April 1, 1968, a Director of Learning Resources was appointed, and he has now begun working. While the library had acquired a respectable collection of audio-visual equipment and materials, this particular aspect of the instructional program will be greatly expanded.

5.4.3 Data Processing Center Services

Among the services available at Harper College

are those furnished by the Data Processing Center.

At the present time, considerable planning is being done in order to maximize the profitable use that can be made of these facilities.

Harper College is in the process of developing a five track information system which will provide the necessary data base for evaluation of the teaching - learning processes. The system, consisting of data files on students, staff, curriculum, finance, and facilities, will utilize the college's computer for data input, storage, retrieval, processing, and reporting.

The files will contain a broad spectrum of data, including demographic information, historical data, and current operating data. The files will be constructed so that a complete integration of data among the five tracks can be accomplished with a minimum of cost and effort. The major objective of the system is twofold -- to fulfill the information needs of management on a day-to-day basis and fulfill the data needs for a sound program of institutional research and evaluation, and computer assisted instruction.

The college is also planning a mechanized testing service for both teacher-made tests and standardized achievement and aptitude tests. The test service system will provide not only ease in preparing and scoring tests, but will enable the teacher to develop valid and reliable testing instruments. The teacher will be able to store the results of tests over a long period of time in order to study the effect of various teaching techniques in relationship to achieving course, program, and institutional objectives.

6.0 SUMMARY

The task of writing a report such as this is a most difficult one because it is nearly impossible to capture on paper the very vital spirit of an emerging institution. It seems reasonable to suggest that one of the greatest values of such a study is accrued by those who execute it. Such was the case with this report because so many people withdrew momentarily from the role of subjective doer and became for a period, objective viewers. From a series of 23 reports written by the individuals most actively involved, a committee abstracted the materials presented here.

At this point there remains one aspect of the study which must be completed. "Self-Status" would not have been determined unless those involved identified those factors which seem to constitute problems, and this identification would have been futile had there been no effort to develop solutions for those problems.

The final portion of this study represents an effort to satisfy this aspect of the "self-status" study.

7.0 AN ASSESSMENT OF HARPER COLLEGE

7.1 Problem Areas

While every college has its problems, these problems are compounded in a new institution where time and tradition have not yet established the precedents and procedures by which many of these problems can be solved. Harper College is no exception to this rule, and it is the purpose of this section to cite problems which have arisen, as well as some which are anticipated, and the possible means by which these problems can be solved. Specifically, this discussion will involve the following areas: administration, curriculum, student personnel services, instruction, and facilities.

Most of the problems in administration involve definition of responsibility. That is, the allocation of responsibility to a given administrator, faculty member or committee. While efficiency demands the restrictions implied, rigid job descriptions and clearly defined responsibilities, the restrictions implied by these same descriptions and responsibilities lead to certain problems in a new institution. Many of the most perplexing questions do not fit neatly into one

area of responsibility and yet often demand immediate action. The solution, therefore, would seem to be a combination of defined responsibility with sufficient flexibility to allow for easy administrative access to any problems which arise. To date this combination has not been achieved to the degree we desire as the following list of problems and tentative solutions will attest:

a) One question which frequently arises regarding role identification is: Who is responsible to whom when a faculty member works in one division and teaches a course for another division? Would the curricular content of his course be determined by his division, or should the advisory board in the other division determine its content? To the present, this has been an individual teacher problem. A possible solution to this problem could be broad academic advisory boards with departmental representation. This solution is only tentative and further attention must be given this problem before a final answer can be made.

b) In a new institution particular types of curricula require coordinators. The question arises, to whom does the coordinator relate? Should he be

responsible to an advisory board, a dean, or the division chairman? Currently, the coordinator reports to the Assistant Dean of Career Programs. This method seems to have been successful, but only when programs designed outside of the career area are introduced will it really have been tested. Then a judgement can be made regarding its acceptability as a final solution.

c) What positions should be made available on the administrative level? The administrative budget is limited so that not all projected positions can be filled immediately. This problem will not be resolved in the near future so the solution currently applied is that of having the member of the administrative faculty wear several "caps" of responsibility, performing the duties of those positions as yet unfilled whenever it is necessary.

d) Harper's physical layout, with one office in Palatine and the other offices in Elk Grove, has caused several communication problems between the administration and the faculty. The President has attempted to solve this problem by attending monthly faculty meetings and giving informative presentations

concerning the progress and status of Harper. Frequent memorandums and information disseminated in department meetings have also reduced the problem. It seems inevitable that this problem will continue, to some extent, until the new campus is in operation, and it must be a matter of continuing attention.

e) The present policy manual was designed before a full-time faculty had been employed. The teaching faculty has pointed to the need for revision and the possibility of its taking the form of two separate manuals, one for administrative policies, and one for a faculty handbook. A committee of the Faculty Senate is investigating this problem.

Other administrative problems are inherently involved in some of the problems identified in the following areas:

7.1.1 Curriculum

In the area of general curriculum more faculty orientation is needed concerning the students in this program. The concept, held by some faculty, that students know their direction in college is not a realistic one. As mentioned earlier, this program is designed for anyone who may benefit from the courses,

regardless of age or background. A clear understanding of the nature of general education is needed so that it may be reflected in the curriculum. Harper College is moving towards this objective by its involvement in the Consortium (GT-70) which has one task force working on general education. The objective of this particular group is to make a comprehensive study of this problem.

Adult education is a part of the general education program, and the position of Dean of Continuing Education is included in the organizational chart of the college. Even though the area high schools are doing outstanding work in adult education in this capacity at this time, the fact that 25% of our student body is twenty-five years old or over makes it apparent that adult education is an area that calls for continued consideration and planning on our part.

The problem of articulation is found in most programs. State organizations of the American Association of Junior Colleges and several universities have formed committees for this purpose and Harper fulfills its responsibility in this area by being active in these programs and by attending articulation conferences in both

the academic and administrative fields.

The principal problems in the vocational and technical areas have been related to the organization of programs and in setting up advisory boards. Many of these advisory boards have been established and have furnished valuable guidance in the matter of the problems of program design. As these boards are formed and increase their efficiency, the curricular problems in these disciplines are expected to diminish.

The developmental program had several problems. The first of these was in placement. Being "placed" in a developmental program frequently led to a negative student attitude. The possibility of making such placement more "non-directive" by counseling these students who have academic problems represents a possible answer. The second such problem was in identifying the particular developmental programs in which specific students should be placed. Some of these students did not need placement in all developmental programs but were so placed because of poor high school grades or poor response on the ACT. These problems will be considered by the Coordinator of Developmental Programs and his advisory faculty council.

7.1.2 Student Personnel Services

The problems in admissions and records are in the process of being worked out with the Data Center. The unusual problems of class changes, drops, and adds, caused the expected chaos of record keeping, but the Data Processing Center continues to work very efficiently, reducing problems to the point where the outlook for minimal problems in this area is quite good.

The Counseling Center handled all academic advising this year. This caused a problem in that the counselors did not have enough time for personal counseling. The teaching faculty is being encouraged to become more involved as student advisors next year in order to leave more time for the counselors to respond to the personal problems and questions concerning career choices of the students.

7.1.3 Financial Aids and Placement

The principal difficulty in this program rather ironically is that of finding an adequate number of qualified students to participate in it. In order to insure that those students who genuinely need aid receive it, the college is initiating a program whereby

local high schools and Harper will attempt to find needy students under the federally sponsored Talent Search Program. In addition, the Financial Aid Staff will make every effort to visit and correspond with the Office of Economic Opportunity and the Director of the local Neighborhood Youth Corps Program to find eligible students.

Since Harper has been in existence less than one academic year, the placement program is just beginning and thus far has consisted of part-time placement in the community. Some drop-out students have been placed in full-time positions or referred to the State Employment Service. All career students in Harper's first graduating class will be interviewed so that an assessment of the placement program may be made.

A series of interview offices are planned for the main campus so that business and industry might meet with interested students. Currently, the conference rooms in the Counseling building and the Student Services building are available for this purpose.

Students will be asked to indicate a preference of companies with whom they wish to interview. Appointments will be made and representatives will be invited.

Trips to facilities and vocational-occupational information about companies on the national and local scene will be available for student exploration.

The major weakness of the Placement Service, as it now exists, is that the classes are not yet ready to utilize the service. The interview facilities are also limited because of use by other groups. The move to the permanent campus should lead to a major improvement in the over-all placement structure.

Student activities got off to a slow start because a faculty committee was not formed until school started. The enclosed schedule, presented earlier, is evidence that this problem was short-lived. In addition, the position of Director of Student Activities is being filled so that an even more comprehensive schedule of activities can be effected next year.

7.1.4 Instruction

The main problem in this area of instruction involves the extent to which faculty should participate in the operation of the college. While the administration wants the faculty to be involved in operating the institution, it is obvious that certain administrative duties cannot, and should not, be performed by the faculty.

However, there are numerous areas where the division of responsibility is not clear and where further delineation of that responsibility is necessary. The Faculty Senate is clearly one avenue by which this delineation can be accomplished. Another is the formation of faculty committees to study this problem and make recommendations. In any case, the need for clarification in this area is recognized by both faculty and administration and a choice as to the means by which this clarification can best be achieved will soon be made.

Other problems in the instructional area involve promotion and academic rank. However, both of these problems are currently being given intensive scrutiny by the Faculty Promotions Committee with an eye toward achieving an equitable policy for all concerned.

7.1.5 Facilities

Until the new campus is completed, Harper will continue to use the facilities of School District #214. Based on present experience, the problems that will occur will be minor ones. Given the continued patience of the faculty, students, and administration, the use of the high school presages no insurmountable difficulties.

7.1.6 Summary

The recognition of a problem is always the first step in its solution. However, recognition is not sufficient in itself; it must be followed by a program of diligent application toward the solution of the problems at hand. A successful program of recognition and solution of problems is a Harper aim. The ultimate goal is an institution as free of problems as it can possibly be, but one that retains an awareness of the fact that some problems, of one kind or another, are a part of any vital, functioning institution.

7.2 A Summary of Significant Strengths and Weaknesses

1. The Board of Trustees at Harper College consists of unusually gifted citizens, bringing together a variety of backgrounds and a common desire to see the school develop as one of America's strongest and most distinguished community colleges. Most of the members of the Board are new to college life but are unselfish in their efforts to establish sound policies and give support and aid to the administration as needed.

2. The Board of Trustees and the administration have created an environment that is conducive to good higher education practices. Without the background of the secondary school, as has been true of many Illinois Junior Colleges, Harper has been able to develop its own collegiate climate among the faculty, staff, and students. Though somewhat handicapped in a high school facility, this environment will be enriched when the school has its own college campus.

3. The relationship between the administration and the faculty has been most cordial and cooperative. This has been evidenced since the opening orientation period with the faculty and staff. Constant planning

in every area of college life has made for very close associations among all members of the college community. Even with scattered offices located in different towns, the administrative personnel and the faculty have worked closely as a united team.

4. A generous salary and fringe benefit program has assisted in recruiting strong personnel. The college is committed to a sensitivity to the needs of its faculty and staff. It has made funds available for travel and professional growth that is of great benefit to a creative community.

5. Cooperation and shared authority has been the policy during the first year of operation for the Board, the administration, and the faculty. This has been evidenced in the development of curriculum, the approach to promotions, welfare negotiations, the encouragement of innovation, and the establishing of institutional policy. As the institution grows, great effort must be made to maintain this attitude and democratic spirit.

6. Much interest is shown by the faculty and staff toward new instructional strategy. The community college, if it is to fulfill its role, cannot be bound

to tradition. Constantly the faculty must be inspired to step out ahead into the experimental and the unknown in educational practices. This is a challenge for a new and comparatively young faculty that Harper intends to encourage.

7. The "open door" policy presents opportunities as well as problems to the college. Programs are being developed especially for the students who need remedial work. However, with the loss of some 400 students at the end of the first semester this year, there is a situation that will demand much effort and creativity in counseling and programming for the college.

8. Harper College is most fortunate in having the use of the excellent facilities of the Elk Grove High School. Next year it will also need the added space of Forest View High School in Arlington Heights. Though the college is very adequately housed for a temporary period, the equipment and arrangement is for a high school program and not for a college curriculum. Sharing facilities is never ideal, nor is the divided location of offices and classes conducive to the best in communication. These problems will find their solution when the entire program moves to its new campus

in another year.

9. Many special facilities are needed to adequately conduct a community college. This is particularly significant with the career oriented programs. Again these facilities will be available when the buildings and equipment are completed on the permanent campus.

10. The rapid growth of the college will make for unusual problems that must be anticipated. There will be much stress on the student body and faculty will double in size during the second year and continue to grow at the rate of 1,000 to 1,500 students a year. Effective means of communication must be found to unite this rapidly growing academic community.

11. Though there are, and will continue to be, minor irritations and even many significant problems, there is a spirit of adventure and an esprit-de-corps which promises well for the future of the school. With strong community support, careful guidance, and continued generous financial aid from the state, a dynamic and creative Board, administration and faculty, and an enthusiastic student body, the future looks bright for Harper College as it begins its partnership in American higher education.

8.0 SELF-STUDY ORGANIZATION

The preparation of this status study report has suggested guidelines for the organization of the self-study. In a new developing institution, the activity of each day requires evaluation and self-study. Information and statistics are gathered, judgments are made and projected action is formulated.

This coming year, when final arrangements are being made to locate on a new campus, careful planning must be done in every department of the college. With a student enrollment projected from 1,885 this year to 4,500 the first year on campus, the total organizational structure must be re-evaluated. The college will move from Phase I of the A.D. Little Organizational Chart to Phase II. Experience has already indicated that modifications must be made.

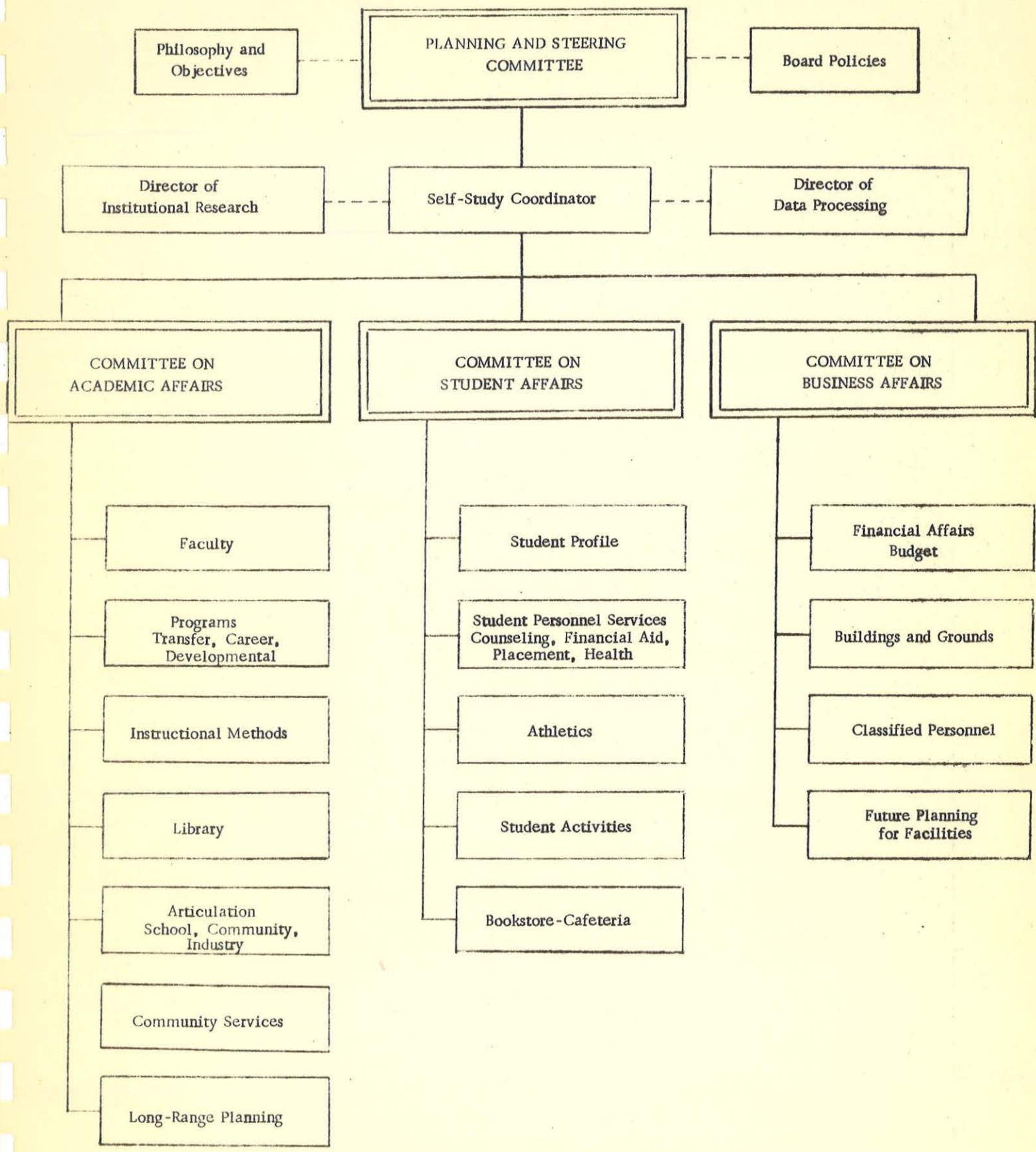
With these immediate needs, and since all personnel in the college should be involved with the self-study, it seems prudent to incorporate the self-study into the ongoing life of the college, not to superimpose another order into the present organization.

It is suggested that one of the college staff or faculty be given adequate release time to coordinate the self-study and give it direction and movement. The Central

Planning Committee would consist of the leadership of the various functional areas of the school. On this committee would be a Board member, the President of the institution, the Deans of the college and representatives of the faculty and student body. The primary function of this committee would be to clearly state the philosophy and objectives of the school and establish the criteria necessary to evaluate the program as it seeks to fulfill the stated objectives.

Reports and materials would then originate through the existing channels of the school. One committee would coordinate the study of the academic program, another of student personnel, and the third of the business and financial operations. The flow of information and self-evaluation would follow the college's organizational structure. Each area has already carefully delineated material which it needs concerning faculty, students, curricular offering and business activities for a computerized system for storage of information. This data will be analyzed and evaluated during the study.

An organizational chart for the self-study would correspond very closely to the organizational chart of the entire institution. It would be as follows:



STATUS STUDY COMMITTEE

Committee Members

<u>NAME</u>	<u>POSITION</u>
Roger Mussell	Chairman
Joanne Heinly	Secretary
Kenneth Andeen	Assistant Dean of Transfer Programs
Ray Hylander	Counselor
William Miller	Faculty

Resource Personnel

Robert Lahti	President
William Mann	Dean of Business
Herbert Pankratz	Dean of Instruction
James Harvey	Dean of Students
Harold Cunningham	Assistant Dean of Career Programs
John Upton	Director of Community Relations
Thomas Seward	Director of Counseling
Donn Stansbury	Registrar
Fred Vaisvil	Placement and Financial Aid
Roy Sedrel	Director of Data Processing
Ambrose Easterly	Director of Library Services
John Birkholz	Chairman, Division of Social Science
John Gelch	Athletic Director
Don Collins	Faculty
William Punkay	Faculty
Jordan Siedband	Faculty
Frank Vandever	Dental Programs
Richard Wild	Law Enforcement
Bob Wintz	Student Government President

Editors of Study

Michael Bartos	Faculty
John Muchmore	Faculty
Robert Powell	Faculty
Thomas Zimanzl	Faculty
Carolyn Gosser	Secretary