

**Self Study Report**



**of**

**William Rainey Harper College**

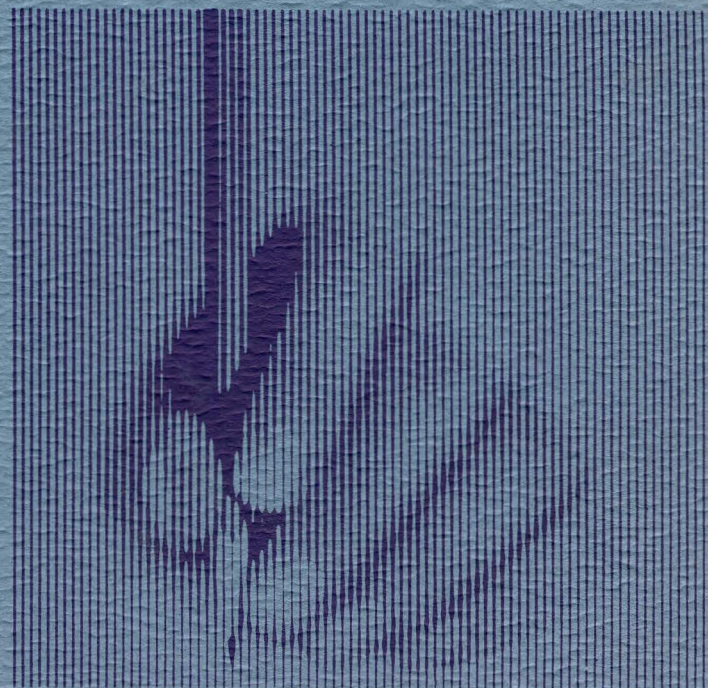
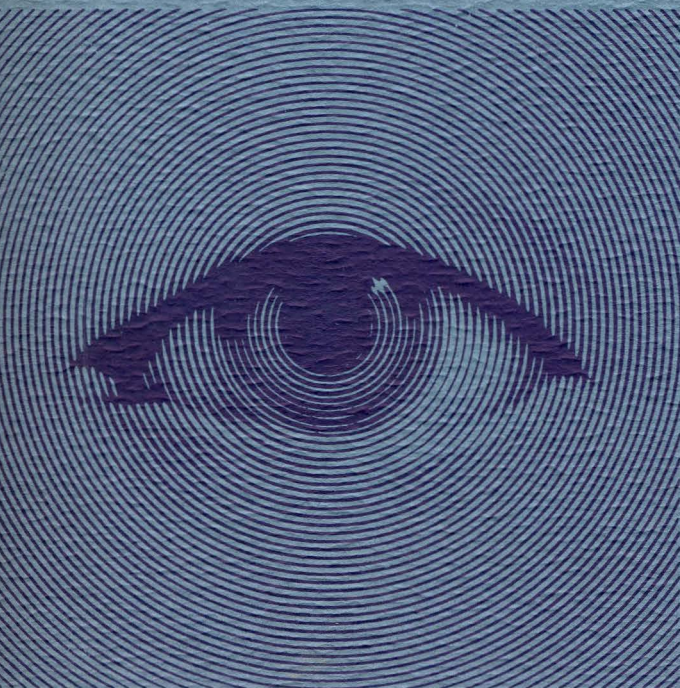
**for the**

**North Central Association**

**of**

**Colleges and Secondary Schools**

May 1970





WILLIAM RAINEY HARPER COLLEGE

A

SELF-STUDY

Submitted to the North Central Association  
of Colleges and Secondary Schools

Palatine, Illinois  
May, 1970

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CHAPTER I  
THE NATURE AND  
PURPOSE OF THE STUDY

## CHAPTER I

### THE NATURE AND PURPOSE OF THE STUDY

In March, 1969, the North Central Association of Colleges and Secondary Schools considered William Rainey Harper College's request for admission to candidacy status in the Association's accrediting process. Harper's 1969 request was predicated on the college having achieved correspondent status in 1968 and having fulfilled other appropriate criteria including the submission of necessary materials and hosting a team of North Central examiners in December of 1968. The report and recommendations of that team, and the joint action of a committee of the North Central Association led to the initiation of this study.

The Self-Study is a product of the charge given the institution by the Association. That charge is to "...complete a comprehensive and intensive study of the Harper program..." that represents "...a genuine staff project and reflects the intellectual maturity and expository skill that may properly be expected of a college or university faculty."

Those faculty members who have generated the study have utilized the seven questions posed by the North Central Association in order to establish a framework that would insure proper breadth. In anticipation of responding to these questions, an organizational plan was proposed,



and subsequently used, that made it possible for a large number of faculty members to participate in the project. The organization of the study is reflected in Appendices A-1 and A-2.

#### I. THE PROCEDURE OF THE STUDY

As is the case with any such study, Harper's Self-Study has been in many respects, an ongoing study since the inception of the institution. In a more direct sense, the document herein presented began at that time when the North Central Association indicated that the college had been elevated to the status of candidate. The administration identified a coordinator for the study, and the coordinator began the planning process. During the summer of 1969, an organizational plan was formalized and committee assignments were made. In the fall of 1969 committee activity was initiated. Each of the nine committees assumed responsibility for examining, and responding to, one of the questions posed by the North Central booklet, Guide for the Evaluation of Institutions of Higher Learning. The exercise in synthesis, interpretation and evaluation of data was an early winter activity and the writing process began at the beginning of the New Year. The first writing of the study was subjected to analysis and revision during March, 1970. The final document was presented to the general faculty in April, 1970, and was, on May 1, 1970, submitted to the North

Central Association for Accreditation of Colleges and Secondary Schools to initiate and support William Rainey Harper College's request for full accreditation.

In terms of the specific committees, the chairmen of the various committees established their own procedure working; (1) within the time limits prescribed by the overall plan, and (2) the general area of investigation defined by the questions suggested by the Association.

## II. THE SIGNIFICANCE OF THE STUDY

It is not difficult to understand that this particular study is in every respect, a most significant study. It is significant both to the school as a total institution and to the individuals who have participated in the study. In a practical sense, the role of the study in the total accrediting process is, most obviously, one of considerable magnitude and concomitant importance. The role of the study in terms of its being an opportunity for a close critical evaluation of the institution is of equal significance. It would be a rare institution that would not profit from such an exercise. Finally, and perhaps somewhat selfishly, there is great significance in the opportunity that the Self-Study gives for faculty members to examine the institution as a total institution rather than as simply a narrow environment in which a particular faculty member pursues his particular discipline. It can be fairly stated that the Self-Study is an excellent learning experience

for all concerned.

### III. THE STRUCTURE OF THE STUDY

The completed study has eleven chapters: (1) The Nature and Purpose of the Study; (2) The History and Philosophy of Harper College; (3) Institutional Organization; (4) Resources; (5) Curriculum and Instruction; (6) Faculty Morale; (7) Student Achievement; (8) Student Life; (9) Supporting Services and their Relationship to the Instructional Program at Harper College; (10) Harper College and its Effect on the Community it Serves; and (11) Summary and Conclusions.

These eleven chapters allow consideration of the Association's seven basic questions and offer the opportunity for the institution to assess its role in the community and to evaluate the success with which it is fulfilling that role.



APPENDIX A

## APPENDIX A - 2

## COMMITTEE MEMBERSHIP - NORTH CENTRAL SELF-STUDY

1. The Administrative Counsel: Dr. Clarence Schauer,  
Vice President for Academic Affairs
2. Chairman of the Steering Committee and Editor of the  
Study:  
John Muchmore, Division of Communications
3. The Members of the Steering Committee:
 

Lester Hook	Rose Trunk	Donn Stansbury
Ray Hylander	Dianne Callin	Joe Tillotson
Rosario DePalma	Joe Yohanan	Cal Stockman
4. The Members of the Committee on History and Philosophy  
Lester Hook, Chairman  
Mary Edwards  
Don Andries
5. The Members of the Committee on Resources (Human and  
Physical)  
Rose Trunk, Chairman  
Richard Lockwood  
John Knudsen  
Joanne Heinly
6. The Members of the Committee on Institutional Organiza-  
tion  
Ray Hylander, Chairman  
John Gelch  
Ken Jauch  
Karen Keres
7. The Members of the Committee on Curriculum and Instruc-  
tion.  
Dianne Callin, Chairman  
Gregory Franklin  
Roger Mussell  
Robert Thieda  
Joan Roloff  
Gilbert Tierney

8. The Members of the Committee on Faculty (Morale and Conditions)  
  
Rosario DePalma, Chairman  
Thomas McCabe  
Fred Vaisvil  
Frank Vandever  
Martha Bolt  
Jay Singlemann
9. The Members of the Committee on Student Achievement  
  
Donn Stansbury, Chairman  
Janet Savin  
Dan Cohen
10. The Members of the Committee on Student Life  
  
Joe Tillotson, Chairman  
Anna Marie Yates (Began Leave of Absence, Jan. 1970)  
Roy Kearns  
Frank Borelli
11. The Members of the Committee on Community Services  
  
Joe Yohanan, Chairman  
William E. Miller  
Irwin Smith
12. The Members of the Committee on Services  
  
Cal Stockman, Chairman  
Don Wachlin  
Frank Oliver  
Craig Stewart

CHAPTER II  
HISTORY AND PHILOSOPHY

I. HISTORY OF HARPER COLLEGE

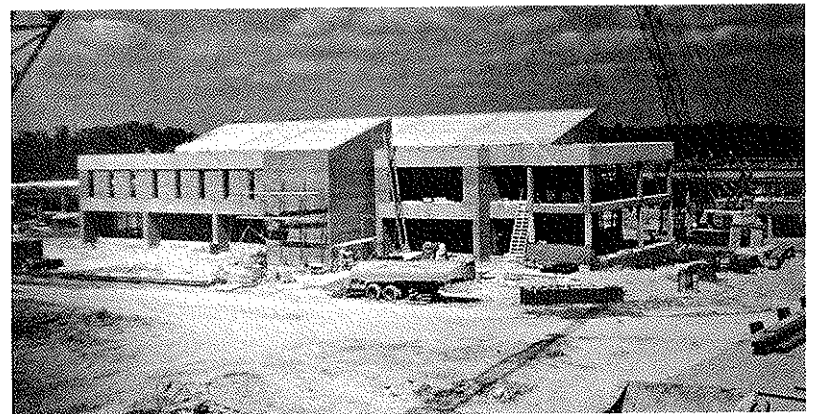
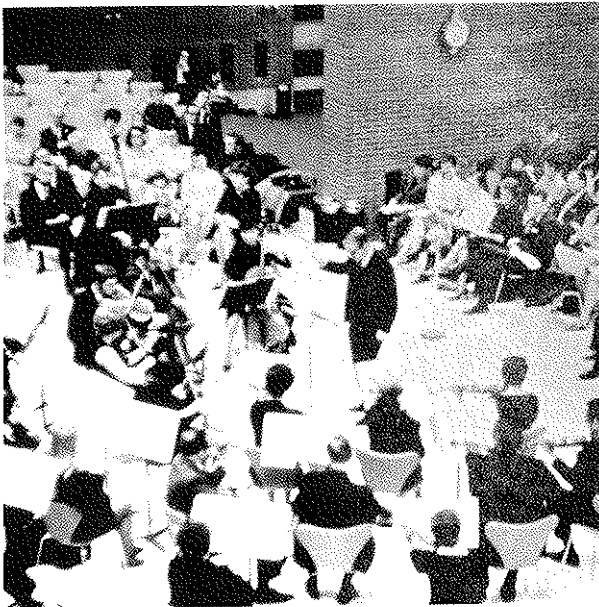
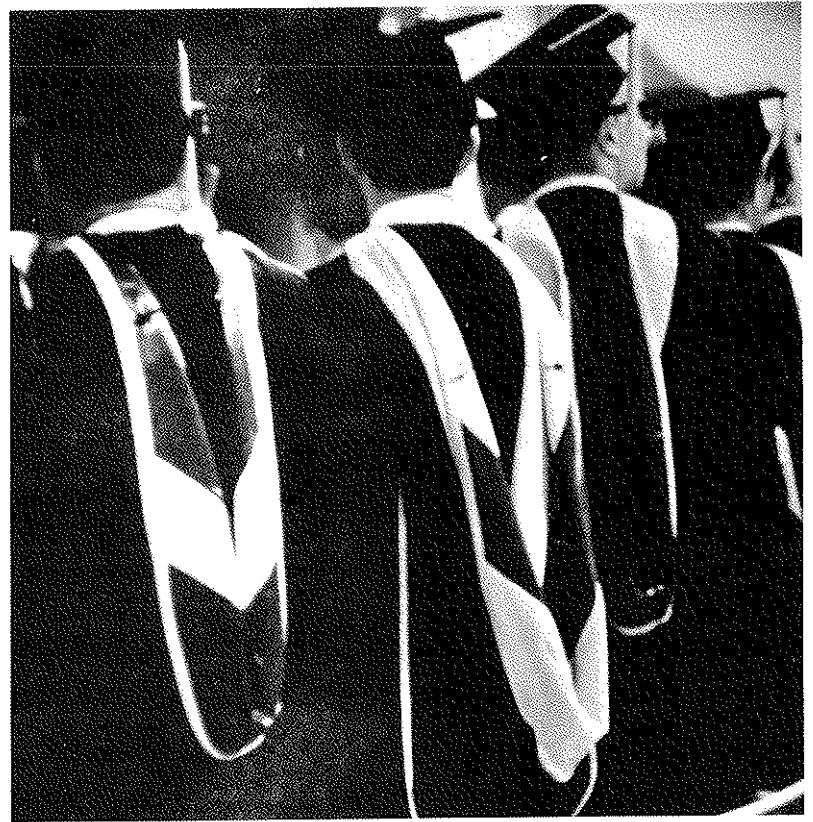
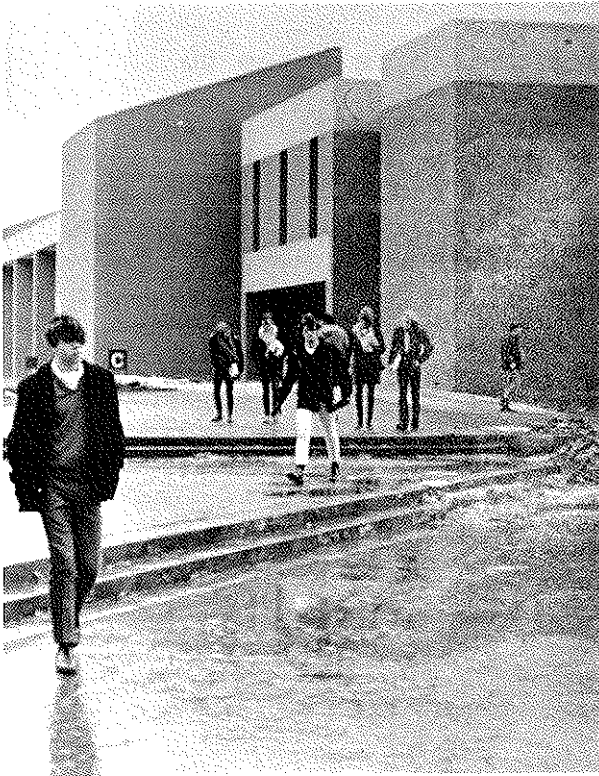
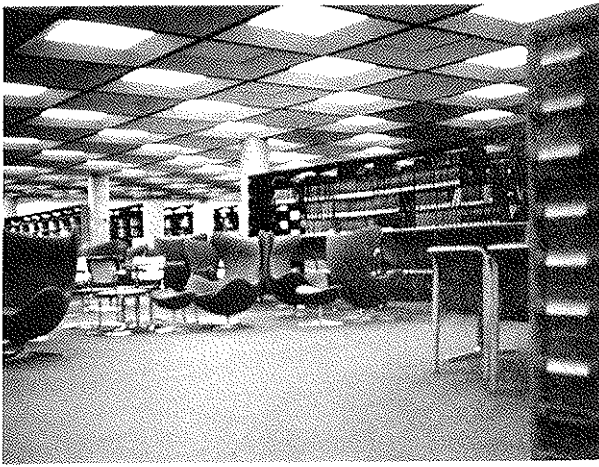
In March, 1965, the voters of Elk Grove, Palatine, Schaumburg and Wheeling Townships approved, by a three to two margin, a proposal to form a community college district. On May 1, 1965, the voters elected, from a slate of forty-eight candidates, the first Board of Trustees for the new college district.

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 geographical area currently served by Harper College District #512 is outlined in Appendix B-1.

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

1965 - 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 and July - The Board solicited various communities to indicate their interest in having the 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.
- 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 costs.
- 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.
- The first faculty members were employed.
- Tom Griffith of Palatine became the first student to enroll at Harper College.
- 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.
- April - Harper's first catalog was published.

- August - The new faculty convened for a three week orientation program before the beginning of classes.
- September - Classes begin. First edition of student newspaper; 1,725 students enrolled.
- October - Ground broken for the first six buildings of the new campus.

### 1968

- February - Second semester begins; enrollment tops 1,800; 26 students named to academic Honors Lists for first semester.
- March - Harper joins in forming GT-70, a national consortium of ten leading community junior colleges cooperatively seeking self improvement through new and stimulating approaches to quality education.
- June - First summer session attracts nearly 1,000, including students from over 50 other colleges and universities throughout the country.
- August - With GT-70 support, Harper hosts three week national workshop for student personnel staff in colleges and universities.
- September - Second year of classes opens with more than 3,700 students enrolled, faculty size doubled, and five new career programs added.
- November - Harper's Board of Trustees becomes the second community junior college board admitted to membership in the Association of Governing Boards of Universities and Colleges.

### 1969

- February - 127 students earn academic honors for the first semester, five students recognized in the 1968-69 edition of Who's Who Among



Students in American Junior Colleges. Harbinger, the student newspaper, wins national recognition for excellence.

- March - Harper president named to three-year term on the Board of Commissioners of the National Commission on Accrediting and on the Advisory Council of Presidents of the Association of Governing Boards.
- April - Based on performance ratings determined by a five-member examining team, North Central Association for accreditation elevates Harper to candidacy status.
- June - First commencement - 114 students receive degrees; 72 associates in arts, 21 associates in science, and 21 associates in applied science.
- Second summer session begins with an enrollment of 1,493.
- September - Phase I of construction completed on schedule. Faculty orientation meetings conducted in Building F on the new campus.
- Non-credit continuing education courses offered.

## II. PHILOSOPHY

An outstanding program of higher education for the community it serves is both the promise and the guiding philosophy of William Rainey Harper College. Created by a community responsive to the contemporary insistence on more education for more of its citizens, the college is determined to meet the particular educational and vocational requirements of each student and thus serve the community

at large, for a true community college answers to the demands of the total community.

The demands of that community are clear. In addition to the specific need for two years of high quality transferable collegiate credit, the college must recognize the more general, but no less important, requirement of educating all of its students for a meaningful role in a free and fluid society which promises increased leisure time. Basic to responsible participation in society is the student's realization of his contribution in voting more intelligently, producing more efficiently through the acquisition of a salable skill, and adapting more readily to a complex society. In view of the sober realities of the complexity of a dynamic society and the knowledge explosion, the student today must not only learn what is known but also how to acquire knowledge not yet extant.

#### The Mission of the College.

The mission of William Rainey Harper College within the framework of this philosophy is to provide the highest quality community college program of education, to seek out the most modern, creative and effective organizational and educational ideas, and to test, improve and implement those ideas which meet the needs of the community. Inherent in this mission is the responsibility of providing these

programs for a reasonable cost to the student and an efficient and reasonable cost to the community. The ultimate goal is an institution that allows the individual student maximum opportunity to learn and develop.

With a commitment to the dignity and significance of each student, the college endeavors to bring the student to a realization of the place he can make for himself in modern society and to provide the necessary training for his social and personal goals. To this end, the college must create an environment conducive to the development of sound standards of thinking and conduct and must provide those cultural experiences which will open to the student the heritage of the educated man.

#### Specific Objectives

- A. To offer the first two years of transfer or pre-professional education to each student and to prepare him within his chosen field of study with a sound background commensurate with the first two years of education at a four-year college or university.
- B. To provide technical-vocational training programs with certification, to enhance the student's employment opportunities; to provide retraining courses to facilitate the student's adjustment to and re-employment in a labor market of changing technological demands.
- C. To provide appropriate general education for all citizens, assisting them in preparing for a more effective participation in a free society as well as for personal and cultural enrichment in an era which promises more and more leisure time.
- D. To offer opportunities for adults in the community to initiate or to continue a collegiate education.

- E. To complement the educational programs through an effective counseling service which provides guidance and assistance to each individual student.
- F. To encourage the use of its facilities and services for educational and cultural purposes by all citizens of the community.

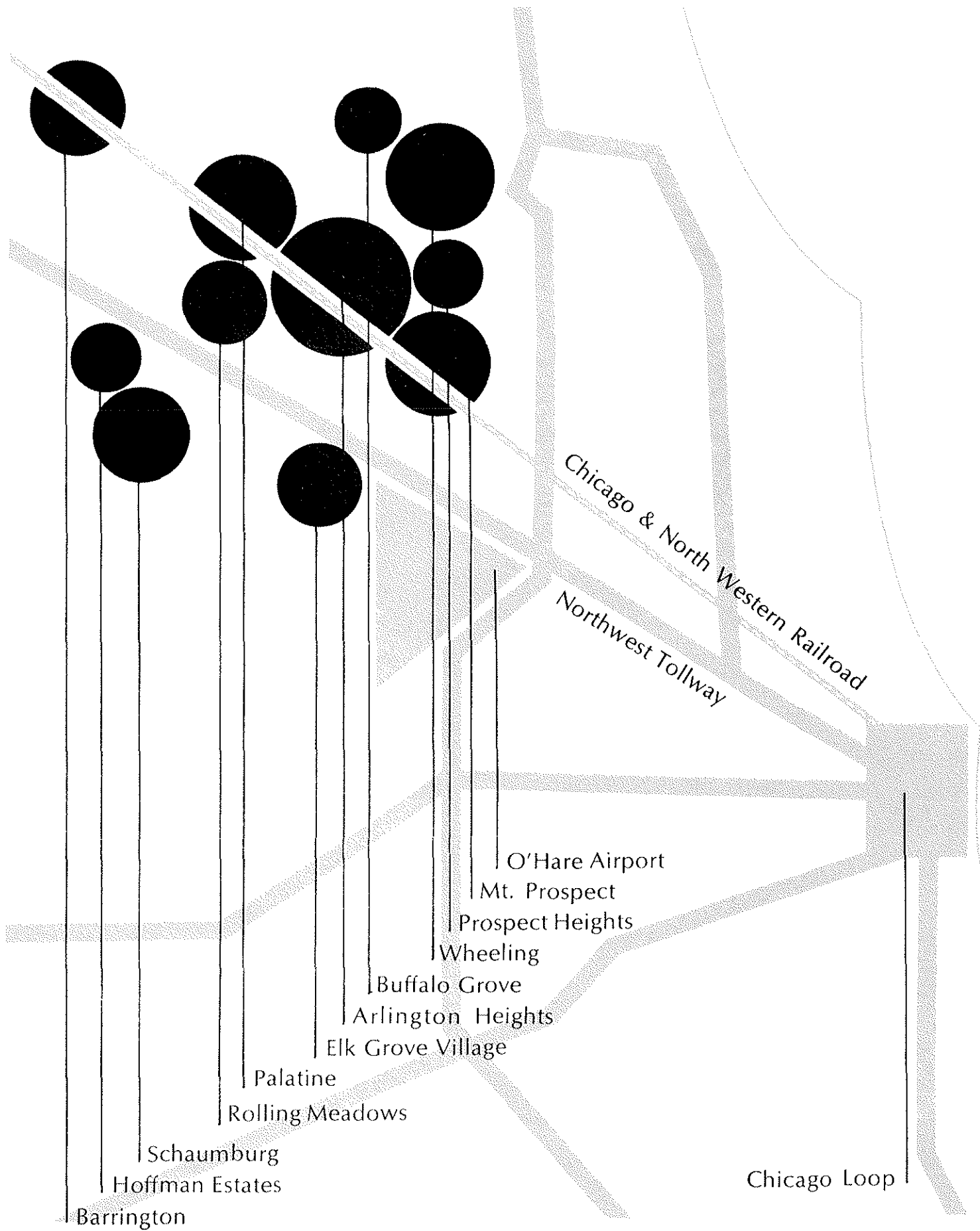
### III. CHAPTER SUMMARY

There is little more that need be said about Harper's past. The future is quite a different matter. The growth potential of Harper College is overwhelming. It is anticipated that some ten thousand students will be making use of Harper's facilities by 1975. Accordingly, planning is an on-going project. The voters of the district are to consider a referendum in 1970. The passage of this referendum will provide a satisfactory financial base through 1975. Members of divisions are discussing Phase II and Phase III of the construction project. Finally, there is constant assessment of community interests and needs. The future of Harper College is very much a matter of the present.



APPENDIX B

APPENDIX B-1  
COMMUNITIES SERVED BY HARPER COLLEGE IN RELATIONSHIP TO  
CHICAGO METROPOLITAN AREA



CHAPTER III  
INSTITUTIONAL  
ORGANIZATION

## CHAPTER III

### INSTITUTIONAL ORGANIZATION

Harper College and Illinois Junior College District #512 reflect the purpose of the Illinois master plan for higher education. That purpose was to create a system of community colleges that would have statewide coordination and still allow a high degree of local district control. This would insure that both statewide needs and community needs would be met.

#### I. THE STATE BOARD OF HIGHER EDUCATION

The State of Illinois has created the State Board of Higher Education and passed the Illinois Public Junior College Act. The powers of this Board are defined by law. The Board's primary function is to guarantee statewide planning in the development of the community college system. In addition, the State Board serves as a body that may accept federal funds for re-distribution to the community junior colleges of the state. It functions as a body that may enter into contracts with other governmental bodies. The State Board also retains the power to establish efficient and adequate standards for the many facets of the junior colleges. Finally, the State Board serves as a coordinating agency for studies of, among other things, policies, standards and student characteristics.



It is the purpose of the State Board to both encourage and complement an active and effective local Board of Trustees.

## II THE BOARD OF TRUSTEES

The Board of Trustees of Harper College has a very significant role in the governance of the college. That role is defined by the provisions of the aforementioned Illinois Public Junior College Act as contained in Chapter 122, Illinois Revised Statutes. In its briefest sense, the local board constitutes the local civic body through which the State Board communicates with Harper College.

The role of the Board of Trustees of Harper College and the policies relating to that role have been carefully defined in the college policy manual and are presented in Appendix C-1. The Board of Trustees is comprised of seven elected members who represent the voters of the district.

The Board has no standing committees but appoints special committees when they are deemed necessary. These Committees report recommendations to the Board for appropriate action and are dissolved when the reports are complete and accepted by the Board. The Board assumes the following responsibilities:

The Board shall:

- A. Select a president who shall be the administrative

head of the college, directly responsible to the Board for the total administration of the college district. The Board shall vest in the president the necessary authority and provide him with appropriate personnel to carry out the educational program of the college district.

- B. Provide policy which will substantiate all claims for state aid and the maintenance of such records for three (3) years.
- C. Designate the treasurer who is to receive the taxes of the district and to notify the collector in writing accordingly.
- D. Adopt and enforce all necessary policies for the management and the government of the junior college.
- E. Provide policy for the appointment of all teachers and fix the amount of their salaries.
- F. Provide policy for the admission of students which do not conflict with the laws of the State of Illinois.
- G. Establish policy and regulations governing conditions under which any person, persons, or associations may acquire or collect funds in the name of the junior college.
- H. Provide policy for securing adequate insurance as provided by law.

- I. Perform such other acts as are required by the laws of the State of Illinois or the State Board.

### III. GENERAL ADMINISTRATIVE STRUCTURE

During the planning period that preceded Harper's first year of class offerings, the Board of Trustees and the working administrative staff commissioned Arthur D. Little and Associates to prepare a comprehensive demographic study and to offer projections on the basis of this study. The Little Company responded accordingly, offering a two-phase plan for organizational development. The college functioned under the first plan until September, 1969. Then, at the beginning of the third year of operation, the second phase of the plan was introduced. The current organizational structure is contained in Appendix C-2. The general role of each member of that structure is presented here.

#### President

The President of the college is the chief executive officer of the college and is charged with the responsibility of operating the college in accordance with Board Policy. He serves as the professional advisor of the Board of Trustees in all matters pertaining to the educational and business practices of the college. He adminis-

ters the policies adopted by the Board and is responsible for all the internal academic, administrative and fiscal affairs of the college. He serves as primary liaison between the college and the community. The specific enumeration of his duties is found in Appendix C-3. The Director of Planning and Development, the Director of Computer Services, the Director of Governmental Relations and Project Development, and the Director of Community Relations report directly to the President. Their duties are listed in Appendices C-4 through C-7.

#### Vice-President of Academic Affairs

The Vice-President of Academic Affairs is responsible for the instructional program of the college and also assumes responsibility for control of those auxiliary services which relate to that program. He is supported in his duties by four Deans: the Dean of Transfer Programs, the Dean of Continuing Education, the Dean of Career Programs, and the Dean of Learning Resources. The descriptions of the duties of the Vice-President of Academic Affairs and the duties of the four Dean's positions are contained in Appendices C-8 through C-12. In addition, descriptions of the positions of Director of Instructional Services and Director of Library Services, both of whom report to the Dean of Learning Resources are listed in

## Appendices C-13 and C-14

Vice-President of Student Affairs

The Vice-President of Student Affairs is responsible for all student matters not specifically related to instruction. He is assisted by the Dean of Guidance, the Director of Placement and Student Aids, the Director of Admissions and Registrar, the Director of Student Activities, and the Director of Athletics. The specific tasks assigned these individuals are contained in Appendices C-15 through C-21. The Director of Food Services also reports to the Vice-President of Student Affairs.

Vice-President of Business Affairs

The Vice-President of Business Affairs is responsible for those activities that relate to the business matters of the college. He is supported by Director of Business Services, the Director of Buildings and Grounds, the Director of Non-Academic Personnel, the Bookstore Manager, and the Comptroller. The tasks assigned these positions are described in detail in Appendices C-22 through C-27.

Division Chairmen

The Harper instructional program is structured around seven academic divisions. Divisions contain like disciplines, and are chaired by individuals drawn from those disciplines. There is a Division Chairman for the Division



of Business, the Division of Communications, the Division of Engineering and Related Technologies, the Division of Health and Life Sciences, the Division of Humanities and Fine Arts, the Division of Mathematics and Physical Science, and the Division of Social Science. These Division Chairmen report to the Deans of Transfer Programs, Career Programs and Continuing Education. The duties of the Division Chairmen are outlined in Appendix C-28.

#### Instructors

The members of the teaching faculty are responsible to their respective division chairmen and assume the responsibilities outlined in Appendix C-29.

#### Counselors

While Harper practices decentralized counseling and assigns a counselor to each of the seven divisions, that counselor continues to report to the Dean of Guidance and completes the duties described in Appendix C-30.

#### Coordinators

The overall organizational pattern also introduces the term coordinator. This term is particularly applicable in the career areas where each of the several career programs has a coordinator. There is a coordinator of developmental programs and in some cases, coordinators have been appointed in the larger transfer areas. These appointments are contingency appointments, however, and no firm

guidelines have been made beyond those enumerated in Appendix C-31.

#### An Assessment of General Organization

The statewide organizational pattern of Illinois community-junior colleges is an effective pattern that will, almost inevitably, have dramatic impact on higher education within the state. The internal administrative structure of Harper College reflects the anticipated growth of the student body. The roles of various administrative positions are well defined. The fact that Harper is a relatively new college, and the current organizational structure is the second one that has been introduced in the three-year period has led to some problems of communication and some further attention must be given the matter of specific responsibility.

As previously noted, the schematic of the institutional organization identifies the position of coordinator. There is, however, no generally disseminated formal description of the position. Likewise there is no formal indication of the circumstances under which a coordinator can be used in transfer areas.

#### IV. FACULTY ORGANIZATION

One may point to two levels of faculty organization.

First, there is that level of organization that might be identified as general faculty organization. The total faculty does respond to the President and the Vice-President of Academic Affairs when there is a call for a general faculty meeting or a total faculty response on some issue. General faculty meetings have been held only on those occasions when they have been deemed necessary. There has not been an effort to have regular meetings without the emergence of need. The preponderance of general faculty communication is carried through divisional channels. All divisions have regular meetings and many of the divisions have smaller units within them which also meet frequently.

The Divisional Council consisting of division chairmen, Deans and the Vice-President of Academic Affairs meets regularly and sends recommendations and reports to the President.

The teaching faculty conveys recommendations and reports through the Faculty Senate.

There are a number of committees which constitute general faculty committees. Some of them are ad hoc, as in the case of the Referendum Committee, and others are standing committees such as the committee on Special Projects for Educational Development. In those instances where the committees are comprised completely of faculty members, the Faculty Senate usually selects the members

of that committee. In other instances, such as those when a committee is charged with participating in selecting an administrative officer, the selection of committee members is a joint effort undertaken by either the President of the College or Vice-President of Academic Affairs and the President of the Faculty Senate.

The second level of organization is that furnished by the Faculty Senate. While the Constitution of the Faculty Senate (Appendix C-32) allows participation by members of the administrative faculty, they have chosen to withdraw from an active role in the Senate, and the Senate is presently composed strictly of teaching faculty.

The Faculty Senate has gone through a two year period of trial and some tribulation. It became a permanent organization with the acceptance of a constitution in February, 1968. That constitution has been broad enough to allow considerable experimentation and, while mistakes have been made, the Senate has grown in terms of effect and effectiveness. Nevertheless, the absence of a revenue article, omitted from the constitution, and the emergence of other weaknesses has focused attention on the organizational problems of the group.

The Senate is an internal organization and as such has

become interested in curricular matters, and other such institutional matters as well as those items such as salary that might be typically ascribed to a faculty representative group. As previously noted, the Senate acts to generate and convene necessary faculty committees when a need for such committees arises. Currently, there is a committee on student personnel, a committee dealing with the college and community, a committee concerned with a specific college fund set aside for special projects for educational development, a committee on salary and welfare, a committee involved with budget matters, a committee charged with developing a grievance system, an elected committee attending to tenure and promotion, and a curriculum committee.

While faculty committees have demonstrated concern with these matters, it remains true that the most significant accomplishments of the faculty committee system have come in the areas of faculty welfare.

#### An Assessment of Faculty Organization

There is continuing opportunity for faculty participation in the business of Harper College. There is also substantial evidence of very genuine faculty commitment in response to this opportunity. An active curriculum committee has grown out of this commitment. A new tenure policy and salary improvements have reflected faculty



involvement. Faculty members have participated in the selection of new teaching and administrative personnel. In addition, a student appeals procedure, a cultural arts series, and an orientation program for new faculty members have reflected faculty participation.

There are, however, weaknesses. The passage of time continues to unearth problem areas in the constitution of the Senate. The pressure of developing new programs in a new institution has resulted in some committee activities being given inadequate attention. There remains a need for the Faculty Senate to develop a more permanent and accessible repository for records. Also, it is incumbent on the faculty to assume some greater responsibility in matters concerning the general educational program, major instructional changes and follow-up studies in such activities as the orientation program.

#### V. STUDENT ORGANIZATIONS

The Student Senate of Harper College represents the student body through elected officers and senators. The Student Senate consists of five officers and twenty-five senators. It constitutes the main avenue of student participation in the activities of the college and in the formulation of policies that affect students. The Student

Senate functions according to the Constitution of the Student Senate of Harper College which is published in the student handbook and distributed to all students.

In addition to the Student Senate, numerous student clubs and organizations exist. These clubs and organizations are under the general control of the Student Senate. The first three years of Harper College activities have yielded the Folk Music Club, the Nursing Students' Club, the Harper Human Rights group, the Future Secretaries' Association, and the Junior American Dental Hygienists' Association. In addition, the Harper Players has offered all Harper Students the opportunity to participate in dramatic activities. The Harbinger is a campus newspaper written and published by the students through student activity funds. The Halcyon is a student publication that has superceded the traditional yearbook. Finally, Harper College participates in most major inter-collegiate sports. The activities of many of these organizations are more thoroughly considered in Chapter VIII, Student Life.

#### An Assessment of Student Organization

The Harper student body has a cadre of excited and involved individuals. The major problem where student organizations are concerned is what must necessarily be a pervasive problem amongst community-junior colleges; that

is, that the proportion of students who become actively involved is disappointingly small. The reasons for this limited involvement seem obvious and reasonable, but one must hope for an increase in numbers.

#### VI. CHAPTER SUMMARY

Harper College is well organized to carry out the aims of the college. There are carefully defined areas of responsibility, and there is abundant opportunity for participation at all levels.

##### Strengths

- A. The pattern of institutional organization establishes lines of responsibility and at the same time identifies channels of communication thus insuring that there will be an orderly consideration of all matters that arise.
- B. This structure has made possible careful planning and subsequent examination of the design of both physical facilities and curricular plans.
- C. The structure provides for the anticipated growth of the college and allows for action rather than reaction.
- D. Current job descriptions exist for all faculty and administrative positions and they are updated on an annual basis.
- E. The structure provides an official channel for the faculty organization and also introduces defined channels for student opinion.
- F. The structure provides for the establishment of such ad hoc committees as are deemed necessary.
- G. The structure guarantees that the community will be represented in meaningful sense by its duly elected Board of Trustees.

- H. The Illinois plan for higher education provides a master plan that establishes a major role for the community colleges of the state.
- I. There are many opportunities for direct faculty involvement.

Weaknesses

- A. While the flexibility inherent in the Harper organizational structure is in itself, a very real strength, that very flexibility results in a constant need to familiarize the entire faculty and staff of changes. There are, as a result, occasional communication problems.
- B. There needs to be a more formal structure for faculty committees in order to insure both productivity and continuity.
- C. The results of the work of faculty committees need to be more carefully recorded and given wider distribution.
- D. New faculty members need to become more involved in committee work.

APPENDIX C

## APPENDIX C-1

## THE BOARD OF TRUSTEES

Legal Basis and Authority

## Statutes

The statutory provisions applicable to junior college districts are contained, for the most part, in chapter 122 (schools) of the Illinois revised statutes.

## Referendum

Junior College District No. 512, counties of Cook, Kane, Lake, and McHenry, and State of Illinois, was created by a referendum held on March 27, 1965, and its first Board members were subsequently elected on the first day of May, 1965, as provided by law.

## Class I Provisions

The provisions concerning the following subject matters having to do with Class I junior college districts are located in those sections of chapter 122 indicated:

- A. State Board - 101-1 to 102-18, inclusive.
- B. Class I Junior Colleges - 103-1 to 103-6, inclusive.
- C. Class I Junior College Boards and their responsibilities.
- D. Building program - 105-1 to 105-10, inclusive.
- E. Tuition, annexation, disannexation and taxation - 106-1 to 106-12, inclusive.
- F. Tort liability - 821 to 831, inclusive.
- G. Elections - 9-1 to 9-2, inclusive.
- H. Teachers - 24-1 to 24-24, inclusive.

Elections



## APPENDIX C-1 (cont.)

## Annual

Election for members of the junior college Board shall be held annually on the second Saturday of April.... in accordance with ARTICLE IX, section 9-5, school code.

## Special

Special elections may be called by the Board as provided by law.

## Notices

All notices of regular or special elections to be held by the junior college district shall be given by the secretary in the manner prescribed by the school code.

Membership

## Number and Terms

Seven members shall constitute the full membership of the Board for the junior college district. The duration of election for each member of the Board shall be for three (3) years, with the exception of the initial Board. The initial Board shall convene within ten (10) days after its election and at such meeting the length of term of each of the members shall be determined by lot so that two (2) shall serve for one (1) year, two (2) for two (2) years, and three (3) for three (3) years from the second Saturday in April next preceding their election.

## Qualifications

Each member shall, on the date of his election, be a citizen of the United States and of the age of 21 years or over, a resident of the state and district for at least one (1) year preceding his election and shall not be a member of a common school board. Removal of residence from the unincorporated territory by any member constitutes his resignation from and creates a vacancy on the Board if his removal of residence reduces the representation of the unincorporated territory on the Board below that required by law.

## APPENDIX C-1 (cont.)

## Geographic Distribution

If more than 15 per cent, but less than 30 per cent, of the taxable property in any class I junior college district is located in unincorporated territory, at least one (1) member of the Board shall be a resident of such unincorporated territory; if 30 per cent or more of the taxable property in such school district is located in unincorporated territory, at least two (2) members of the Board shall be residents of such unincorporated territory.

## Nominations

Nomination for members of the Board shall be made by a petition signed by at least fifty (50) voters or 10 per cent of the voters, whichever is less, residing within the district, and shall be filed with the secretary of the Board not more than forty-five (45) but at least twenty-one (21) days before the election. When petitions are in apparent conformity with the requirements of the school code section 9-10, they shall be received and filed, and the names of the candidates shall be printed on the ballot in the numerical order in which the petitions were filed with the secretary.

## Authority of Members of the Board

No member of the Board shall 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.

## Vacancies

Whenever a vacancy occurs, the remaining members shall fill the vacancy until the next annual election. The successor shall have the same type of residential qualifications as his predecessor. Should they fail so to act within thirty (30) days after the vacancy occurs, the county superintendent of schools who conducted the election for the establishment of the district shall call an election within thirty (30) days to fill such vacancy for the unexpired term. A vacancy on the junior college Board shall exist on the happening of any event which creates a vacancy on a Board of Education under the provisions of the school code.

## APPENDIX C-1 (cont.)

Annual Organization

The Board shall organize annually within ten (10) days after the annual election required by law. At such annual organization meeting, the Board shall elect its officers and fix a time and a place for the regular meeting.

Officers of the Board

Officers of the Board shall be a chairman and a vice chairman who shall be members of the Board, and a secretary who may be a member of the Board.

Term of Office

Each officer of the Board shall be elected for a term of one (1) year.

Duties of Officers

## A. Chairman

It shall be the duty of the chairman of the Board to preside at all meetings and to perform such other duties as are imposed upon him by law or by action of the Board.

## B. Vice Chairman

It is the duty of the vice chairman to serve in the absence of the chairman of the Board. In the absence of the chairman and vice chairman, the Board shall appoint a chairman pro tempore.

## C. Secretary

The secretary of the Board shall perform the duties usually pertaining to his office and such other duties as are imposed upon him by law or by action of the Board.

Other Consultants to the Board

## A. Treasurer

The Board shall appoint a treasurer who shall serve

## APPENDIX C-1 (cont.)

at the pleasure of the Board in accordance with the school code, and whose compensation shall be fixed by the Board.

## B. Attorney

The Board shall employ the services of an attorney who will act as its counsel on legal matters by direction of the Board.

## C. Auditors

The Board will employ a public accounting firm who will audit the financial records and status of the junior college district in accordance with the school code.

Committees -

## A. Standing Committees

There shall be no standing committees on the Board.

## B. Special Committees

The chairman of the Board shall appoint special committees as are deemed necessary by the Board. A special committee shall report recommendations to the Board for appropriate action and shall be dissolved when its report is complete and accepted by the Board.

Regular Meetings (9-28-67)

The regular meetings of the Board shall be held on the second and fourth Thursday of each and every month in the College Board Room of the Administrative Center located at Algonquin and Roselle Roads, Palatine, Illinois commencing at the hour of 8:00 p.m. (9-28-67)

Special Meetings

Special meetings may be called by the chairman of the Board or by any three (3) members of the Board, notice of which shall state the time, place, and purpose of the meeting and shall be mailed forty-eight hours before the meeting, or personally delivered twenty-four hours prior thereto.

## APPENDIX C-1 (cont.)

Preparation for Meetings

The president of the college shall mail to each Board member three (3) days prior to each regular meeting, or deliver to the house of each Board member, a written agenda of business to be considered. In addition, the president of the college will enclose a copy of previously unapproved minutes, a list of bills to be approved, and any supplementary reports or information for attention of the Board.

Not later than four (4) days preceding a regular meeting, any member of the Board may inform the college president of items to be included on the written agenda. Items of business which may arrive between the sending of the agenda and the meeting date may be introduced by either a Board member or the president of the college.

Parliamentary Procedures

Unless in conflict with these rules of procedure, the laws of the State of Illinois or the rules and regulations of the State Board, Robert's Rules of Procedure as revised shall govern the procedure of all Board meetings.

Authority to Conduct Business

No business shall be conducted by the Board except at a regular meeting or adjourned thereof, or at a duly called special meeting.

Meetings to be Public

All meetings of the Board shall be open to the public, provided that the Board may hold executive sessions to consider information regarding personnel matters, and provided further that such portion of a meeting where the acquisition or sale of property is being considered may be closed to the public.

Citizen Participation

Individuals or groups who wish to be heard at a Board meeting must file such a request in writing with the chairman of the Board or the president of the college at least four (4) days prior to the meeting. The request must state

## APPENDIX C-1 (cont.)

the purpose and topic which the public group wishes to present. The hearing will be held in regular sequence of the Board agenda immediately following the agenda item "Communications."

Quorum

A majority of the members of the Board shall constitute a quorum for the transaction of business. A majority of those voting on an issue shall determine the outcome thereof. Less than a quorum may adjourn any meeting to a future date.

Order of Business

At all regular meetings of the Board, the order of business shall be as follows:

- I. Call To Order
- II. Roll Call
- III. Approval of Minutes
- IV. Financial Reports
- V. Communications
- VI. Unfinished Business
- VII. New Business
- VIII. President's Report
- IX. Adjournment

Responsibilities

To select a president who shall be the administrative head of the college, directly responsible to the Board for the total administration of the college district. The Board shall vest in the president the necessary authority and shall provide him with appropriate personnel to carry out the educational program of the college district.

To provide policy which will substantiate all claims for state aid and the maintenance of such records for three (3) years.

To provide policy for the revenue necessary to maintain a junior college.

To designate the treasurer who is to receive the taxes



## APPENDIX C-1 (cont.)

of the district and to notify the collectors in writing accordingly.

To adopt and enforce all necessary policies for the management and the government of the junior college.

To provide policy for the appointment of all teachers and fix the amount of their salaries.

To provide policy for the admission of students which do not conflict with the laws of the State of Illinois.

To establish policy and regulations governing conditions under which any person, persons, or associations may acquire or collect funds in the name of the junior college.

To provide policy for securing adequate insurance as provided by law.

To perform such other acts as are required by the laws of the State of Illinois or the State Board.

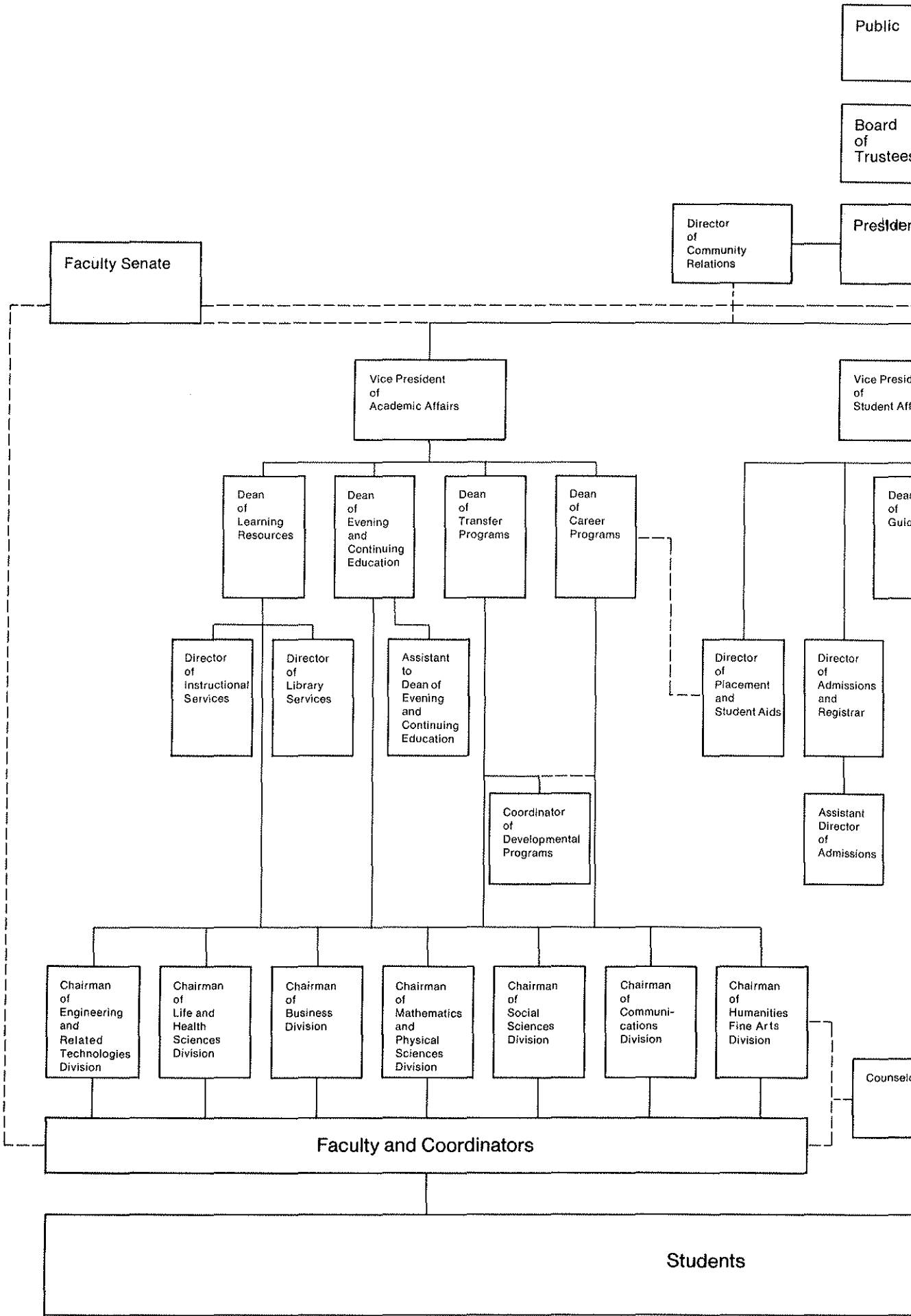
### Policies

#### Suspension

Any policy or procedure not required by law may be suspended by a quorum of the Board, but such suspension shall be in effect only during the meeting at which such suspension was voted.

#### Amendment or Repeal

Rules for the Government of the Board may be amended, repealed or added to upon motion made in writing for that purpose by any member of the Board. Any such motion shall not be voted upon until the next regularly scheduled meeting after it has been formally presented to the Board in writing. (A quorum of the Board shall be required for the adoption of any amendment, alteration, repeal or addition to these Rules.)



Public

Board of Trustees

President

Faculty Senate

Director of Community Relations

Vice President of Academic Affairs

Vice President of Student Affairs

Dean of Learning Resources

Dean of Evening and Continuing Education

Dean of Transfer Programs

Dean of Career Programs

Dean of Guidance

Director of Instructional Services

Director of Library Services

Assistant to Dean of Evening and Continuing Education

Director of Placement and Student Aids

Director of Admissions and Registrar

Coordinator of Developmental Programs

Assistant Director of Admissions

Chairman of Engineering and Related Technologies Division

Chairman of Life and Health Sciences Division

Chairman of Business Division

Chairman of Mathematics and Physical Sciences Division

Chairman of Social Sciences Division

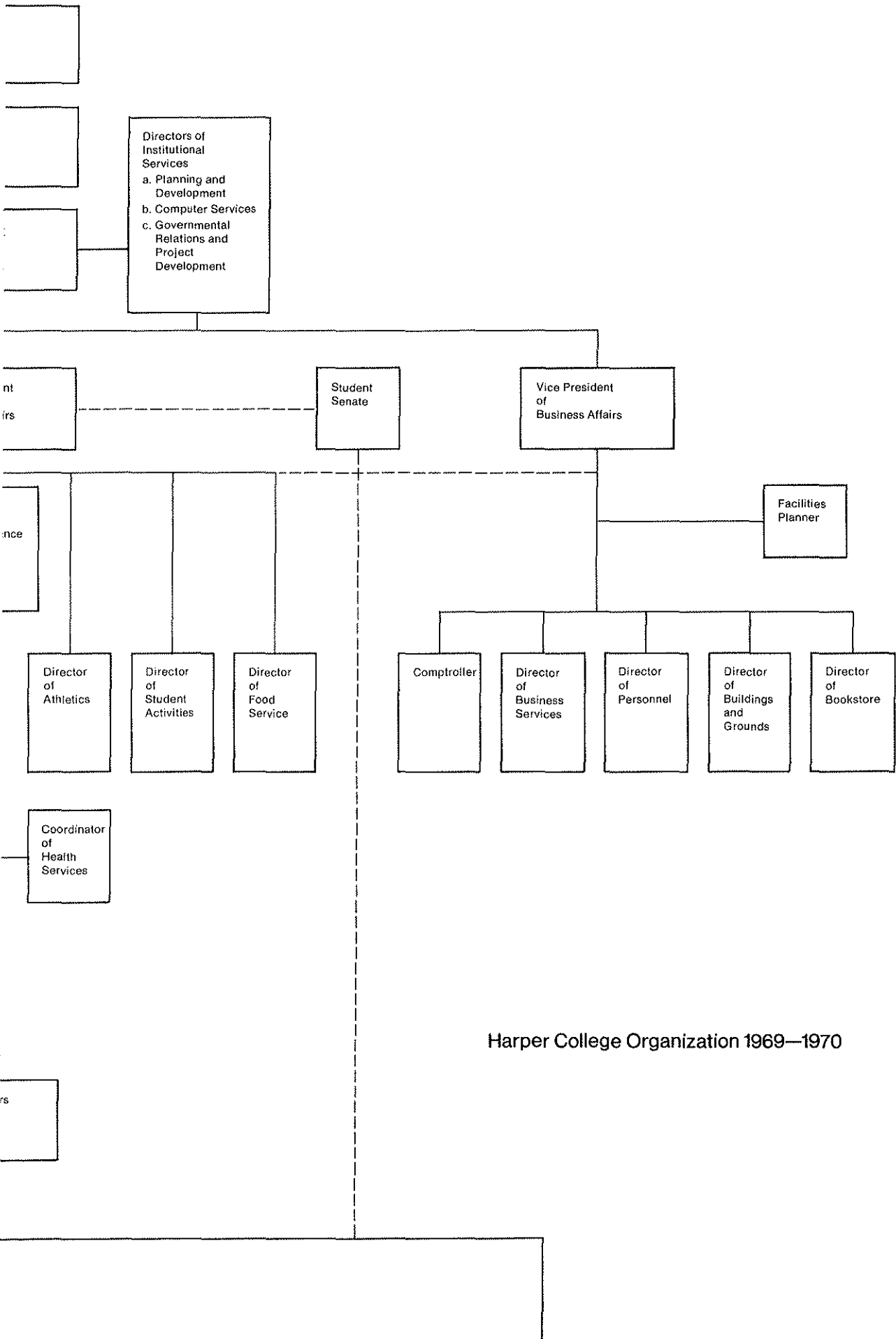
Chairman of Communications Division

Chairman of Humanities Fine Arts Division

Counselor

Faculty and Coordinators

Students



Harper College Organization 1969—1970

## APPENDIX C-3

## PRESIDENT

The president is the chief executive and administrative officer of the college and is directly responsible to the Board of Trustees. He makes policy recommendations to the Board on all matters that affect the college. In accordance with the state code, he executes directly or by delegation all executive and administrative duties necessary for efficient operation of the college.

This officer:

- A. Exercises broad, discretionary power along lines established by the Board.
- B. Develops and maintains a program of instruction, research, and service suited to the needs of the institutions' sponsors and students.
- C. Recruits and maintains a high-quality instructional, research, and administrative staff.
- D. Recommends all additions or changes in personnel and in personnel policies.
- E. Develops a sound, streamlined, administrative structure for the institution, to the end that all employees may be properly assigned, coordinated, and supervised.
- F. Develops communication channels between and among all staff and student groups in the institution.
- G. Disseminates information regularly about the institution to other agencies related to the constituency; to cultural, civic, and business organization; to the alumni; and to the general public.
- H. Provides all reports required by the Board, and by local, state, or national agencies.
- I. Reviews legislation providing assistance to the college and reports the substance thereof to the Board.

## APPENDIX C-3 (cont.)

- J. Develops and maintains modern procedures in financial reporting, budgeting, purchasing, accounting, auditing, and plant maintenance.
- K. Develops plans to finance the required capital and current budgets of the institution.
- L. Directs the development of the campus building programs.
- M. Recommends the establishment of citizen and advisory committees.
- N. Lends influence in the development of higher education programs in local, state, and national committees and organizations.
- O. Performs such other duties as may be assigned or delegated by the Board of Trustees, or required by law.

## APPENDIX C-4

## DIRECTOR OF PLANNING AND DEVELOPMENT

- A. Provide the President's office with planning, developmental and evaluations of various operational activities of the college.
- B. Recommend to the President the priorities for the development of the college.
- C. Undertake special projects at the request of the President's office.
- D. Provide enrollment and facility projections for the college.
- E. Assist in the preparation and periodic up-dating of a long range facility plan for the college.
- F. Undertake or assist in community and school surveys and make analysis which will lead to appropriate development of academic programs.
- G. Review and update various management reports used by the administration.
- H. Assist in the development of questionnaires and forms used by administrators and faculty.
- I. Carry-out on a routine basis follow-up studies of various categories of students as an aid in evaluating the effectiveness of the academic program.
- J. Assist or carry-out studies which measure the non-academic impact of college on students.
- K. Consult and encourage faculty and counselors to conduct classroom research and evaluate experimental programs.
- L. Publish good faculty research proposals and finished research in an in-school research quarterly.



## APPENDIX C-5

## DIRECTOR OF COMPUTER SERVICES

The director of educational data processing and research serves as a staff officer and is directly responsible to the president.

This officer:

- A. Administers the educational data processing center, supervising all of its administrative and operational activities.
- B. Prepares budgets and expends funds for the operation of the center.
- C. Recommends equipment and personnel needed to perform the functions of the center.
- D. Assists other administrative officers in developing and translating data specifications into an integrated information system.
- E. Coordinates the data processing needs of the various administrative offices and the education function to insure maximum utilization of center equipment.
- F. Assists the instructional staff and faculty in planning, developing, and implementing courses and programs of instruction in the field of information and computer science.
- G. Conducts In-Service training programs for staff and faculty in the theory and uses of electronic computers in the education process.
- H. Represents the college at the request of the president in its data processing relations with business, industry, government, and other educational institutions.
- I. Develops techniques for presenting information on the college program for maximum utilization by students, staff, Board, and the public.

## APPENDIX C-5 (cont.)

- J. Provides statistical information to the various offices responsible for filing state and federal reports.
- K. Devotes other special abilities and interests to the administrators and faculty to insure the successful development and growth of the college.

APPENDIX C-6  
DIRECTOR OF GOVERNMENTAL RELATIONS AND  
PROJECT DEVELOPMENT

The director serves as staff officer and is directly responsible to the president.

This officer:

- I. In the area of institutional development:
  - A. Maintains the master file for the district on all legislation and all educational programs involving the use of state and federal funds.
  - B. Acts as an agent of the district, under the delegation of the president, and in the preparation of applications and reports.
  - C. Prepares summaries of new programs and recommends areas of possible participation by the district, keeping in mind the criteria of the Board governing such participation.
  - D. Alerts administrators and other appropriate personnel to provisions of laws and deadlines for project applications or renewals.
  - E. Prepares or reviews, in cooperation with appropriate personnel, all applications for support under state, federal and privately funded programs and submits applications to the proper office.
  - F. Maintains liaison with state and federal officials, attends conferences on state and federal programs, and attends appropriate meetings necessary to clarify the provisions of state and federal legislation.
  - G. Supervises all on-going state, federal and privately funded projects, assuring that in every instance the appropriate guidelines

## APPENDIX C-7

## DIRECTOR OF COMMUNITY RELATIONS

The Director of Community Relations is responsible for the total public information program of the College and is a staff officer directly accountable to the President.

This Officer:

- A. Plans, organizes, and supervises all the publicity, display advertising, promotional, publications, and special events functions of the college.
- B. Has responsibility for setting up and coordinating the alumni relations program.
- C. Prepares news releases for distribution to local and metropolitan print and broadcast media.
- D. Maintains overall press relations for the college.
- E. Schedules and directs press conferences and press interviews for the President and for other administrators as directed by the President.
- F. Develops and maintains mailing lists of individuals and groups which request information about the college or which are likely to be interested in such information.
- G. Coordinates arrangements, programming publicity and publications for all college special events.
- H. Coordinates arrangements, receptions, and publicity for distinguished guests.
- I. Has responsibility for coordinating public use of college facilities and campus tours by citizens in the community and other visitors.
- J. Gathers information, writes, produces, and distributes Harper Newsletter which reaches citizens in the college district.

## APPENDIX C-7 (cont.)

- K. Makes recommendations to administrators, teaching faculty, and student groups on matters of public information, public relations, publications, and promotional activities.
- L. Coordinates publication of college catalog, class schedules, and curriculum program brochures.
- M. Distributes college publications to individuals and community groups.
- N. Conducts research on special projects assigned by the President.
- O. Develops and recommends organizational patterns and job descriptions for community relations office personnel.
- P. Employs communications specialists and clerical back-up personnel for operations in specific functions of the community relations office.
- Q. Develops in-service training programs to increase professional competence of community relations staff personnel.
- R. Prepares the annual budget for the community relations office and exercises budget control.

## APPENDIX C-8

## VICE PRESIDENT OF ACADEMIC AFFAIRS

The Vice President of Academic Affairs is responsible for all instructional services and as a line officer is directly accountable to the President, with staff responsibilities to the Vice President of Student Affairs and the Vice President of Business Affairs.

This officer:

- A. Plans, organizes, and administers the total educational program of the college, coordinating the line activities of the assistant deans of career programs, transfer programs, and evening and summer programs.
- B. Directs and coordinates the development and revision of curricula, coordinating the activities of division chairmen and other members of his staff in achieving these goals.
- C. Supervises the faculty in evaluating the curricula through guided research, examinations, class contacts, and conferences with teachers and members of the administrative staff, coordinating research activities with the director of research.
- D. Interprets the curricula and curriculum trends to the President and the faculty and in this manner assists the latter in formulating objectives for all curricula and for particular offerings.
- E. Concerns himself with the effectiveness and improvement of instruction in all areas of the college.
- F. Works with the faculty in the selection of a faculty member to serve as chairman of the committee on instruction.
- G. Reviews the retention and advancement of instructional personnel recommending specific action thereon to the President.
- H. Coordinates the assignment of facilities and equipment for instructional use, including those of the Learning Resources Center.

## APPENDIX C-8 (cont.)

- I. Reviews budgetary requests of division chairmen and other staff under his jurisdiction and determines the final budget recommendations to be made to the president.
- J. Coordinates the preparation of reports for functions under his control.
- K. Coordinates the articulation of the college instructional programs with those of other institutions.
- L. Maintains liaison with the State Department of Education, the State Junior College Board, and other agencies on matters relating to instruction.
- M. Coordinates the preparation of the college catalog and curricular bulletins.
- N. Assists in interpreting and conveying the program of the college to the community and interested outside groups.
- O. In consultation with the faculty prepares the college calendar together with the dean of students for approval by the president.



## APPENDIX C-9

## DEAN OF TRANSFER PROGRAMS

The dean of transfer programs has line responsibility to the vice-president of academic affairs, carrying out staff responsibilities with other deans in areas of mutual concern. The dean of transfer programs has direct line authority to the division chairmen.

This officer is:

- A. To assist the vice-president of academic affairs together with the other deans, in planning, organizing, and administering the educational program of the college.
- B. To cooperate with the other deans in coordinating curricula and offerings.
- C. To assist the vice-president of academic affairs in evaluating transfer curricula in cooperation with the office of the director of research, registrar, and dean of students.
- D. To assume leadership with the appropriate division chairmen in coordinating the development and revision of curricula.
- E. To recommend to the academic vice-president standards of instruction, instructional materials, and equipment applicable to use in transfer programs.
- F. To coordinate preparation of the college catalog and curricular bulletins as they relate to the transfer programs.
- G. To supervise the preparation of the master teaching schedule, assigning classrooms, and other instructional facilities, in consultation with the other deans.
- H. To assist in the review of budgetary requests of division chairmen and assist in the determination of final budget recommendations to be made to the

## APPENDIX C-9 (cont.)

the vice-president of academic affairs.

- I. To coordinate the articulation of the college instructional program with those of other institutions and agencies.
- J. To maintain liasion with the Illinois Junior College Board and other agencies on matters relating to the instructional program.
- K. To develop a plan for the orientation of new faculty and supervise, in consultation with other deans, the in-service training programs for instructors.
- L. To prepare status reports on activities under the dean of transfer program's jurisdiction, including teacher loads, class size, and records of transfer students for evaluation by the vice-president of academic affairs.
- M. To develop requirements and qualification specifications for personnel under his jurisdiction and recommend their selection.
- N. To approve faculty appointments as recommended by the division chairmen prior to approval by the vice-president of academic affairs.

## APPENDIX C-10

## DEAN OF CONTINUING EDUCATION

The dean of continuing education has line responsibility to the academic vice-president for evening and summer programs and continuing education, carrying out staff responsibilities with the dean of career programs and the dean of transfer programs in areas of mutual concern. The dean of continuing education has direct line authority to the division chairmen.

This officer is:

- A. To assist the academic vice-president together with the other deans, in planning, organizing, and administering the educational program of the college.
- B. To cooperate with the other deans in coordinating curricula and offerings.
- C. To assist the academic vice-president in evaluating evening, summer and continuing education curricula through guided research, examinations, class contacts and conferences with teachers and members of the administrative staff, in coordination with the office of the director of research.
- D. To assist the academic vice-president in coordinating the development and revision of evening and summer curricula through the activities of division chairmen and their facilities.
- E. To plan, organize, and administer evening, summer, and continuing education programs in consultation with the dean of instruction.
- F. To help supervise the preparation of the master teaching schedule, assigning classrooms and other instructional facilities in consultation with the other deans and division chairmen.
- G. To study the adult educational needs of the community, cooperating with the director of research on

## APPENDIX C-10 (cont.)

continuing surveys, and recommends programs and offerings to meet these needs.

- H. To develop requirements and qualification specifications for evening and summer personnel in cooperation with other deans of the college.
- I. To coordinate the supervision of evening, summer and continuing education instruction and the evaluation of participating instructors in consultation with the division chairmen.

## APPENDIX C-11

## DEAN OF CAREER PROGRAMS

The dean of career programs has line responsibility to the academic vice-president, carrying out staff responsibilities with other deans in areas of mutual concern. The dean of career programs has direct line authority to the division chairmen.

This officer is:

- A. To assist the academic vice president, together with the other deans, in planning, organizing, and administering the educational program of the college.
- B. To cooperate with the other deans in coordinating curricula and offerings.
- C. To assist the academic vice president in evaluating career curricula.
- D. To assume leadership with the appropriate division chairmen in coordinating the development and revision of career curricula.
- E. To study the vocational and technical educational needs of the community, cooperating with the director of research on continuing surveys, and recommends programs of instruction to meet these needs.
- F. To assist in maintaining a program of public relations designed to develop community understanding and acceptance of career programs.
- G. To coordinate the activities of career program advisory committees.
- H. To recommend to the academic vice president standards for the selection and in-service training of faculty and staff in career program areas in cooperation with the dean of transfer programs.

## APPENDIX C-11 (cont.)

- I. To recommend to the academic vice president improvements of courses of study, standards of instruction, instructional materials, and supply and equipment use applicable.
- J. To evaluate career programs to determine the extent to which their objectives are being met and, based on his findings, recommends to the academic vice president program improvement.
- K. To work with division chairmen and guidance and counseling personnel in developing materials, establishing standards of selection for students, and accumulating disseminating occupational information.
- L. To cooperate in the placement and follow-up of students in career programs.
- M. To make studies, reports, and recommendations on career programs, as requested by the academic vice president.
- N. To keep abreast of federal requirements and support stipulations relating to programs in his area.
- O. To assist the academic vice president in the review of the divisional budgets.
- P. To be the local director of vocational-technical education for the State Board of Vocational Education and as such as the college coordinator for all vocational-technical programs.
- Q. To approve faculty appointments as recommended by the division chairmen prior to approval by the vice president of academic affairs.
- R. To develop requirements and qualifications for personnel under his supervision and recommend their selection.

## APPENDIX C-12

## DEAN OF LEARNING RESOURCES

The Dean of Learning Resources serves as a staff officer and is directly responsible to the Academic Vice President.

This officer:

- A. Plans and implements instructional media programs and services appropriate to the objectives and the programs of the college.
- B. Selects, in cooperation with the instructional faculty, and recommends appropriate instructional media and equipment for effective teaching and instructional utilization.
- C. Develops and implements procedures and processes, including in-service faculty training in new media, designed to increase faculty effectiveness in the use of various instructional media and learning resource services.
- D. Provides for effective and efficient Learning Resources administrative support to the instructional programs and services of the college, including scheduling and maintenance of equipment for efficient circulation and maximum availability, and determining budget recommendations to meet the needs of his area.
- E. Supervises, through the Librarian, the development and operation of the library, assuring that it provides a centrally organized, readily accessible reservoir of knowledge and materials, and that its services and resources meet the needs and enrich and support the programs of the college.
- F. Cooperates with the faculty and students in encouraging the use of self-teaching devices, such as programmed learning and audio-tutorial programs, as developed by the faculty.
- G. Offers assistance to students and faculty, aided by his entire staff, as needed, in interpreting and making use of all available learning resources.



## APPENDIX C-12 (cont.)

- H. Regularly evaluates the learning resource services being provided, and the use being made of them, making recommendations for improvement.
- I. Evaluates and documents the findings of media related research into instructional programs and services.
- J. Administers the instructional services to provide local production of audio-visual, television, and other new instructional media.
- K. Develops requirements and qualification specifications for personnel under his jurisdiction and recommends their selection, retention, and promotion.
- L. Prepares and/or makes such studies and reports as are requested of him by the Dean of Instruction.
- M. Regularly attends administrative meetings.
- N. Attends and encourages staff participation in meetings and activities of professional organizations.

## APPENDIX C-13

## DIRECTOR OF INSTRUCTIONAL SERVICES

The Director of Instructional Services is responsible to the Assistant Dean, Learning resources, for performing the following services as appropriate to the Learning Resources for the college and community.

This officer will:

- A. Selects, in cooperation with the instructional faculty, and recommends appropriate instructional media and equipment for effective teaching and student learning.
- B. Implements procedures and processes, including in-service faculty training for instructional development designed to increase student learning through faculty effectiveness in using instructional resources.
- C. Provides for effective and efficient and administrative support for the service areas of AV graphics and photo production, television production and utilization.
- D. Develops the budget recommendations to meet the needs in support of student learning.
- E. Assists the Circulation Librarian in the scheduling of media related instructional materials and equipment.
- F. Supervises the maintenance of media equipment.
- G. Cooperates with the faculty and students in encouraging the use of self-teaching devices and audio-tutorial programs as developed by the faculty.
- H. Offers assistance to students and faculty in making use of appropriate learning resources.
- I. Administers the instructional services to provide

## APPENDIX C-13 (cont.)

appropriate support to the various modes of instruction.

- J. Offers assistance to students and faculty, aided by his staff in interpreting and making available the resources of the Instructional Services area.
- K. Prepares and/or makes such studies and reports as are requested of him by the Assistant Dean, Learning Resources.
- L. Regularly attends appropriate administrative and committee meetings.
- M. Attends, participates in, and encourages staff participation in meetings and activities of professional organizations.

## APPENDIX C-14

## DIRECTOR OF LIBRARY SERVICES

The director of library services is responsible to the dean of Learning Resources for performing instructional services appropriate to the Learning Resources Center (Library) for the college and community.

This officer:

- A. Plans, organizes, and administers the program and operation of the college library, supervising the activities of librarians and other library employees.
- B. Develops requirements and qualification specifications for personnel under his jurisdiction and recommends their selection, retention, and promotion.
- C. Directs the acquisition, circulation, and maintenance of all library materials, including books and periodicals, and instructional materials.
- D. Coordinates and submits to the dean of Learning Resources for inclusion in the annual budget, requests for funds for library books and periodicals, equipment, related instructional materials, supplies, and modification and improvement of library facilities.
- E. Evaluates and acknowledges gifts to the library.
- F. Makes periodic reports on library use and on improvements to facilities to the dean of Learning Resources.
- G. Notifies faculty members of the receipt of new library materials, appropriately categorized according to subject area.
- H. Encourages the fullest use of library resources, cooperating with divisional chairmen, the deans and other administrative staff and teaching faculty in achieving this objective.

## APPENDIX C-14 (cont.)

- I. Offers assistance to students and faculty, aided by his entire library staff, in interpreting and making available the resources of the library.
- J. Provides guidance to students in the use of the library by means of a library handbook, with the objective of encouraging in students the ability to make full and independent use of library resources.
- K. Regularly attends administrative meetings.
- L. Attends and encourages staff participation in meetings and activities of professional library organizations.

## APPENDIX C-15

## VICE-PRESIDENT OF STUDENT AFFAIRS

The Vice-President for Student Affairs -- is directly responsible to the president for the student development (personnel) program of the college. The student development program at Harper College includes the following areas: Admissions and records, counseling, health service, student activities, placement and financial aids, intercollegiate athletics, testing, orientation, lecture-concert series, foreign travel program, and food service.

This officer:

- A. Recommends policy to the president for the student development program.
- B. Directs and supervises the student development program and uses M.B.O. with subordinate administrators.
- C. Initiates an in-service development program for the student development staff.
- D. Develops a program for interpreting the student development program to the students, faculty and staff of the college and the community.
- E. Develops the annual budget for the student development area.
- F. Develops an active program of research evaluating the student development program.
- G. Attends appropriate professional meetings and keeps the college apprised of new developments in the student development field.
- H. Works closely with the president and vice-presidents of academic affairs and business affairs in developing policy and procedures for the college.
- I. Seeks to represent the college to the community at large through involvement in community activities

## APPENDIX C-15 (cont.)

and through fulfilling college assignments in the community.

- J. Carries out any other duties assigned by the president.

## APPENDIX C-16

## DEAN OF GUIDANCE

The Dean of Guidance will be a staff officer responsible to the Vice-President for Student Affairs.

This officer:

- A. Directs the college counseling program.
- B. Directs the orientation program.
- C. Plans and supervises the academic advising program.
- D. Supervises the college testing program and the college testing center.
- E. Coordinates the college articulation program with the four year colleges in conjunction with the academic deans.
- F. Develops and supervises an in-service program for the counseling staff.
- G. Works with community agencies and develops referral sources for students needing specialized help.
- H. Works with the Director of Admissions in developing a testing and placement program for students entering the college.
- I. Develops and supervises the vocational library.
- J. Directs and supervises the college health service.
- K. Develops a community vocational counseling service as resources permit.
- L. Evaluates the programs for which he is responsible.
- M. Counsels students part time as directed by the Vice-President of Student Affairs.
- N. Makes recommendations to the vice-presidents of



## APPENDIX C-16 (cont.)

academic affairs and student affairs regarding programs and/or procedures which will aid in developing a more favorable climate for student growth and development.

- O. Carries out any other duties assigned by the vice-president of student affairs.

## APPENDIX C-17

## DIRECTOR OF PLACEMENT AND STUDENT AIDS

The director of placement and student aids is a staff officer responsible to the vice-president of student affairs for the placement, financial aid, housing, and follow-up programs of the college.

In the placement area this officer:

- A. Sets up and administers programs for students in part time jobs.
- B. Develops in coordination with the assistant dean of career programs a program for the full time placement of graduating students enrolled in two year terminal programs.
- C. Develops and maintains a liaison with employment agencies, businesses and other prospective employers of the college graduates.
- D. Assists the dean of career programs in the establishment of cooperative programs.
- E. Provides information on business, industries, and other employing agencies in respect to salaries, benefits, products, working conditions, and other pertinent data.
- F. Plans and administers in conjunction with the assistant dean of careers employment opportunity days and career days.
- G. Maintains a common vocational information center with the counseling staff.
- H. Furnishes employers data relating to the characteristics of graduating students and programs of new colleges.
- I. Provides coordinators of college programs with data relating to their graduates in the world of work.
- J. Prepares research and follow-up studies of students who have graduated.

## APPENDIX C-17 (cont.)

- K. Speaks to groups of students on the methods for development of resumes, letters of acceptance and rejections, filing and completing of applications, and other factors relating to employment and sound employment practices.

In the financial aid and student aid areas this officer:

- L. Develops and administers the college financial aid program, including scholarships, loans, and grants-in-aid.
- M. Administers the federally sponsored educational opportunity grant and college work-study programs.
- N. Certifies students for the Illinois Guaranteed Loan Program.
- O. Sets up and administers procedures for processing Illinois State Scholarships and Illinois State Grant winners through the registration process.
- P. Verifies attendance, tuition, and hours for veterans of Cold War, G.I. Bill, disabled veterans, and war orphans.
- Q. Coordinates with the social security office in processing students eligible under the social security laws.
- R. Cooperates with the Division of Vocational Rehabilitation in placing and processing handicapped students.
- S. Assists the business office in the processing of rebates to students whose companies sponsor tuition rebate programs.
- T. Conducts research on the financial needs of students.
- U. Cooperates with other Harper College agencies in carrying follow-up studies on students who drop out, transfer, or graduate from the college.

## APPENDIX C-17 (cont.)

- V. Searches for underprivileged students with academic potential for the college work-study and Educational Opportunity Grant Programs.
- W. Articulates with secondary schools and junior high schools about financial aid programs available at Harper College.
- X. Counsels students about financial aids available at transfer institutions.
- Y. Lists housing vacancies in the community for students looking for housing.
- Z. Counsels or teaches as directed by the vice-president of student affairs and carries out any other duties assigned by him.

## APPENDIX C-18

## DIRECTOR OF ADMISSIONS AND REGISTRAR

The director of admissions and registrar is a staff officer responsible to the dean of students.

This officer:

- I. As admissions officer
  - A. Prepares and distributes information on the college to prospective students, counselors, parents and others desiring such information.
  - B. Handles the pre-admissions counseling and maintains a close liaison with high school counselors who advise college-bound students.
  - C. Handles all inquiries concerning attendance at the college.
  - D. Evaluates transcripts, records and test results and to them applies college policies regarding placement in proper courses and curricula.
  - D. Serves on the admissions committee and recommends policies for the admission and retention of students.
- II. As registrar
  - A. Recommends registration procedures and, when approved, administers the registration program.
  - B. Collects data on the student body, conducts research on student characteristics, and provides enrollment projections.
  - C. Helps develop a comprehensive, efficient, and accurate system for keeping student records and the policies governing their use.
  - D. Organizes and administers the registrar's office to provide maximum service to students, and to this end devotes a major part of his

## APPENDIX C-18 (cont.)

time to counseling-related functions.

- E. Prepares for counselors and instructors data which will assist in the proper guidance of students.
- F. Provides students with information on their records at the college and on requirements for certificates and degrees.
- G. Interprets to students information concerning the requirements of other collegiate institutions.
- H. Evaluates student records from other institutions.
- I. Prepares for the president's signature agreements with other junior college districts and furnishes lists of students to other districts.
- J. Applies the college academic regulations in conjunction with the dean of instruction and the admissions committee.
- K. Interview students of the college district who apply for permission to attend another public junior college, interprets district policy to them and approves or disapproves these applications.
- L. Supervises the verification and classification of addresses of out-of-district students and the preparation of final bills for county tuition.
- M. Evaluates student funds from other institutions.
- N. Prepares reports for local, state, and federal agencies as needed.
- O. Carries out any other duties assigned by the dean of students.

## APPENDIX C-19

## DIRECTOR OF STUDENT ACTIVITIES

The director of student activities is a staff officer responsible to the vice president of student affairs.

This officer:

- A. Coordinates and administers the social, cultural and recreational activity programs.
- B. Advises student government and its various committees.
- C. Coordinates and administers the procedures and activities of the student clubs and organizations.
- D. Coordinates the preparation and utilization of the student activity budget in conjunction with student government.
- E. Administers the college activity calendar.
- F. Assists the vice president of student affairs in handling and referring cases of student misconduct.
- G. Supervises the College Center Lounge, game room, and student organizations office area and develops policies and procedures for usage of the above areas.
- H. Coordinates the publication of the student handbook, activity calendar, cultural arts schedule and weekly bulletin.
- I. Works with students and faculty in developing special programs on current topics and issues.
- J. Counsels or teaches as determined by the vice-president of student affairs and carries out other duties assigned by him.

## APPENDIX C-20

## THE ATHLETIC DIRECTOR

The director of athletics shall have the responsibility of administering and organizing the intercollegiate athletic program in a manner that is consistent with the policies of the college. He shall be directly responsible to the dean of students. He shall coordinate and cooperate fully with the director of physical education and intramurals. The nature of his position shall be administrative.

The specific duties of the athletic director are:

- A. To have direct responsibility for the intercollegiate athletic program including varsity competition in all sports and special functions that may be assigned.
- B. To fulfill such coaching assignments as may be specifically assigned to him.
- C. To teach assigned classes.
- D. To participate in the selection, supervision and guidance of the coaches assigned to the various sports.
- E. To cooperate with the head coaches in developing schedules and arranging practice sessions.
- F. To arrange transportation, meals and housing for athletic events away from home.
- G. To cooperate with the coordinator of facilities and equipment and the ticket manager in determining the responsibilities of contest management under three headings.
  1. before game preparation
  2. game responsibilities
  3. after game responsibilities



## APPENDIX C-20 (cont.)

- H. To keep the staff informed of schedules, important rulings, eligibility and conference policies.
- I. To recommend the selection, purchase, maintenance and repair of supplies and equipment for the various sports and supervise their uses.
- J. To prepare and recommend budgets for each sport and to supervise the business procedures in the receiving and inventory of these purchases.
- K. To represent, when asked to do so, the college and the department, the head of the department and/or the president in meetings and conferences.
- L. To provide for the checking and certification of the eligibility of athletes.
- M. To make provisions for the evaluation of officials in accordance with conference regulations.
- N. To facilitate the publicity of the athletic program by providing information to the appropriate agencies.

## APPENDIX C-21

## DIRECTOR OF FOOD SERVICE

The Director of Food Service is a staff officer responsible to the vice-president of student affairs for the food service operation of the college. He is also responsible to the academic area for the educational program in food service. The following job description pertains only to the food service operation.

This officer:

- A. Is responsible for all campus food service operations.
- B. Is responsible for establishment and supervision of all vending machines on campus.
- C. Hires, supervises, and is responsible for the development of all food service personnel.
- D. Establishes and supervises a comprehensive operating budget for the food service and vending operations.
- E. Issues monthly status reports to indicate income, expenses, and other relevant statistics in the food service operation.
- F. Assures coordination of the food service career program and the food service operations.
- G. Makes periodic evaluation of the effectiveness of the food service operations and takes creative steps to improve same.

## APPENDIX C-22

VICE-PRESIDENT OF BUSINESS AFFAIRS  
and  
TREASURER

The Vice-President of Business Affairs is responsible for all business functions and as a line officer is directly accountable to the President.

This officer:

- A. Plans, organizes, and supervises all the financial and operational functions of the college; creates administrative manuals for all financial and operational procedures in accordance with Board of Trustees' policy.
- B. Develops and recommends organizational patterns and job descriptions for business office personnel.
- C. Employs non-academic employees; develops in-service training programs aimed at increasing the skills of non-academic personnel and at developing proper attitudes toward the educational objectives of the college.
- D. Administers the fringe benefit program for all college employees.
- E. Coordinates the preparation of the annual college budget for the President and under his direction exercises financial control over the budget.
- F. Establishes and maintains an effective accounting system and supervises the accounting of all college funds, including bookstore, cafeteria, student activities, and all other funds under the control of the Board.
- G. Purchases supplies and equipment within the limits and conditions established by Board policy.
- H. Supervises the operation and use of vehicles owned and/or under contract by the college.

## APPENDIX C-22 (cont.)

- I. Establishes and administers the college's insurance program.
- J. Establishes systematic procedures for and supervises the operation, maintenance, and inventory of college properties.
- K. Directs the work of the Superintendent of Building and Grounds and reports the college maintenance and operation needs to the President of the college.
- L. Coordinates the preparation of educational specifications and equipment specifications for new facilities; coordinates communications between administrative and teaching faculty and the college's architectural firms; supervises new construction in progress.
- M. Coordinates planning, financing, and contract awards with H.E.W., I.B.A., and the Junior College Board.
- N. Develops long range financial and construction plans.
- O. Supervises preparation of regular and special financial and statistical reports.
- P. Supervises the preparation of financial reports for governmental agencies.
- Q. In consultation with the Dean of Students, establishes appropriate business procedures for the student center, bookstore, and food service programs.
- R. Plans, organizes, and supervises annual Board of Trustee election and referendum elections.
- S. Attends professional meetings and keeps the college apprised of the most recent developments in the college business management area.

## APPENDIX C-22 (cont.)

- T. Administers institutional services, such as duplicating, mail, stenographic pool, and central stores.
- U. Serves as treasurer of the college, by Board of Trustee appointment, and performs all appointed duties in accordance with state statutes and Board policy.
- V. Administers real estate transactions, such as site acquisitions, rentals, leases, easements, and titles.
- W. Records and maintains minutes for the Board of Trustees.
- X. Performs special duties as assigned by the President.

## APPENDIX C-23

## DIRECTOR OF BUSINESS SERVICES

The Director of Business Services is responsible for the development and administration of the purchasing department, facilities management, and related business functions and is directly accountable to the Vice-President--Business.

This officer:

- A. Establishes and supervises practical and efficient purchasing procedures in accordance with Board policy and the educational goals of the college.
- B. Initiates acceptable requisitioning and receiving procedures.
- C. Designs and purchases necessary forms for the implementation and operation of any procedures established by the purchasing department.
- D. Compiles a catalog reference file properly cross-indexed so that descriptions, prices, and other pertinent information are available to staff members.
- E. Organizes a central stores operation to enable the college to purchase in more economical quantities, reduce the number of purchase orders issued, and to have commonly used items available to meet needs as they arise.
- F. Assists in the establishment and operation of inventory control and identification of materials purchased under state or federal grants.
- G. Assists in the establishment and operation of capital assets inventory.
- H. Supplies cost estimates, specifications, and general information to staff members.
- I. Assists in the establishment of standards covering equipment and furniture used throughout the college.

## APPENDIX C-23 (cont.)

- J. Recommends cost reducing procedures in the general operating areas of the college.
- K. Supervises the open purchase order file and prepares monthly purchase orders, bill listings, and policy variables for Board approval; maintains encumbrance reporting through data processing input device and clears purchase orders approved for payment.
- L. Establishes and supervises copying and duplicating department and the campus mail service.
- M. Acts as liaison between the college and its architectural firms for planning and new construction.
- N. Assists in the preparation of new construction reports and information for H.E.W., I.B.A., and the Illinois Junior College Board; becomes familiar with the technical requirements, applications, definitions, reports, and pre-approach set forth by each of these agencies.
- O. Assists the faculty in the preparation of educational specifications for new facilities.
- P. Prepares specifications for equipment for new facilities.
- Q. Assists in the preparation of cost studies and budget allocations for new facilities.
- R. Maintains the college's facilities inventory system.
- S. Annually revises appropriate section of Business Office Procedure Manual.
- T. Performs related duties as assigned.

## APPENDIX C-24

## DIRECTOR OF BUILDINGS AND GROUNDS

The Director of Buildings and Grounds is responsible for the development and administration of the buildings and grounds function and is directly accountable to the Vice-President--Business.

This officer:

- A. Administers the custodial and grounds operation for all physical facilities of the college.
- B. Is responsible for the repair and maintenance of the physical facilities of the college.
- C. Supervises and coordinates the construction of any new facilities of the college.
- D. Prepares and maintains pertinent files concerning the layout, design, specifications and cost of maintaining all facilities of the college.
- E. Fosters and maintains good relationships with departments served.
- F. Evaluates work requests as received from departments as to feasibility, priority and fiscal requirements and expedites as required.
- G. Initiates and implements a safety and fire protection policy for the college and is responsible for its constant evaluation and review.
- H. Is responsible for the security and traffic regulation services of the college and provides for the protection of college property and all persons therein.
- I. Interviews personnel for employment through the personnel department and recommends annual wage and salary rates.
- J. Initiates training programs for all staff.



## APPENDIX C-24 (cont.)

- K. Approves the scheduling of building space for evening, holidays, and week-end use.
- L. Supervises the college vehicle pool.
- M. Provides maintenance for all college equipment.
- N. Maintains a key control system.
- O. Maintains a property accounting and inventory system.
- P. Supervises the operation of the utilities department.
- Q. Supervises the operation of the shipping and receiving department.
- R. Assists in the preparation of the annual building fund budget.
- S. Prepares cost estimates and specifications for proposed remodeling projects.
- T. Annually revises appropriate section of the Business Office Procedure Manual.
- U. Performs related duties as assigned.

## APPENDIX C-25

## DIRECTOR OF NON-ACADEMIC PERSONNEL

The Director of Personnel is responsible for the development and administration of the non-academic personnel program and is directly accountable to the Vice-President--Business.

This officer:

- A. Employs non-academic employees in cooperation with the appropriate supervisor.
- B. Develops and administers a job classification system for all non-academic employees.
- C. Performs a record-keeping function for academic payroll and benefit records.
- D. Complies with the requirements of the Fair Labor Standards Act, Wirtz Order, and serves as the Equal Opportunity Employment officer for new construction or other federal grants.
- E. Supervises recruitment, testing, reference checks, placement and orientation of non-academic employees.
- F. Administers the fringe benefit program for all college employees; prepares publications to assist all employees in the understanding of fringe benefits available; conducts studies of fringe benefits and assists in bidding specifications.
- G. Formulates and recommends personnel policies to be incorporated annually in the non-academic employees' handbook.
- H. Recommends promotion and transfer of qualified personnel in cooperation with the appropriate supervisors.
- I. Conducts appropriate in-service training programs for non-academic employees.

## APPENDIX C-25 (cont.)

- J. Initiates and conducts pay administration and other statistical studies as required; recommends appropriate salary levels based upon these studies.
- K. Advises and assists in disciplinary matters, supervisory problems, and formal grievance procedures for non-academic employees.
- L. Advises and assists in the planning and coordination of labor negotiations.
- M. Communicates regularly with the non-academic staff in order to promote employee morale, explain college policies and institutional goals, and to act as their representative.
- N. Supervises the personnel office and establishes a record system compatible with data processing; establishes record retention policies; provides personnel information and statistics for appropriate administrative faculty.
- O. Screens all employment contracts or notices to meet college standards for consistency, policy, and budget allocations.
- P. Supervises annual and periodic college district elections.
- Q. Supervises the stenographic pool and the telephone service.
- R. Annually revises appropriate section of the Business Office Procedure Manual.
- S. Performs related duties, as assigned.

## APPENDIX C-26

## BOOKSTORE MANAGER

The bookstore manager is responsible to the Vice-President of Business Affairs for the management of this student service and for the maintenance of appropriate fiscal operational procedures. He shall be expected to conduct textbook surveys, update services, set stock levels, supervise employees, conduct periodic inventories, maintain adequate control of supplies and execute other functions inherent in the operation of the bookstore.

## APPENDIX C-27

## COMPTROLLER

The comptroller is responsible for the development and administration of the accounting department and related functions and is directly accountable to the Vice-President-Business.

This officer:

- A. Supervises the accounting department of the college; maintains an accurate and effective accrual accounting system in accordance with state and federal regulations and uniform procedures as established by the Illinois Junior College Board.
- B. Advises departments as to procedures concerning appropriations, expenditures, and accounting practices.
- C. Performs internal auditing procedures as required.
- D. Prepares invoices for payment, prepares payroll checks, and maintains payroll records.
- E. Administers the receipt and collection of cash and preparation of bank deposits under the supervision of the college treasurer.
- F. Assists the Vice-President--Business in the areas of budgeting, cash projections, and long-range planning; forecasts cash requirements and notifies the college treasurer of opportunities for investment of funds.
- G. Prepares financial reports, including monthly financial statements for all funds, divisional operating statements, financial reports for governmental agencies and special reports as needed.
- H. Establishes and maintains control over the receipt and disbursement of funds; examines vouchers for authorizations prior to payment.

## APPENDIX C-27 (cont.)

- I. Supervises the accounting function for all accounting enterprises.
- J. Supervises the accounting function for the student organizations.
- K. Supervises the accounting function for student aid and grants.
- L. Maintains all insurance records and an insurance register.
- M. Coordinates the equipment and facilities inventory system with the capital assets records.
- N. Annually revises appropriate section of Business Office Procedure Manual.
- O. Performs related duties as assigned.

## APPENDIX C-28

## DIVISION CHAIRMEN

Each division chairman has line responsibility to the Academic Vice-President through the academic deans. Division chairmen have coordinating staff responsibilities to each other.

Each division chairman:

- A. Schedules and conducts regular meetings of his division.
- B. Initiates, reviews, and recommends revisions of the curriculum including the development of course outlines and the selection of textbooks.
- C. Participates in the selection, evaluation, and promotion of faculty members.
- D. Recommends class schedules and assignment of instructors.
- E. Develops a preliminary operating budget for his division for the next fiscal year.
- F. Is responsible for his division operating within the budget for the current fiscal year.
- G. Serves as a representative of the faculty of his division to the academic vice-president and the deans, and provides for his division an effective two-way channel of communication between the administrative and the teaching faculty.
- H. Provides leadership in the planning and purchase of instructional materials and equipment such as library books, audio-visual aids and instruction aids.
- I. Orients new faculty and part-time faculty to the division and provides for their in-service training.

## APPENDIX C-28 (cont.)

- J. Is responsible for the control and maintenance of instructional equipment in the division.
- K. Attends all division chairmen meetings and performs such other tasks as may be assigned to him by the academic vice-president and the deans through whom he reports.
- L. Has direct line authority over program coordinators (Curriculum coordinators) and is responsible for all educational programs within the division.



## APPENDIX C-29

## INSTRUCTORS

Instructors are responsible to the vice-president of academic affairs, through their division chairmen, for their teaching and other assignments.

Each instructor:

- A. Maintains the highest possible standards of classroom instruction by:
  1. Planning each course and adhering to course objectives.
  2. Preparing and filing current course outlines with his division chairman.
  3. Utilizing the full classroom time assigned.
  4. Utilizing library resources, texts, audio-visual aids, tests, and community resources.
  5. Keeping abreast of new information in his teaching field, integrating it where appropriate into his class presentations.
  6. Being aware of new developments in learning theory and applying it to the instructional process.
  7. Comparing course content to that of similar courses in other schools.
- B. Teaches courses in accordance with their description as published in the catalog - course objectives approved by the division chairman.
- C. Maintains regular office hours for student consultation, posting these hours so that they may easily be seen by students.
- D. Demonstrates concern for the student in all aspects of his education, e.g., motivating the student to

## APPENDIX C-29 (cont.)

his possible adjustment; interpreting to the student his responsibilities to instructors, to the college, to society, and to himself; discussing student problems with counselors and administrators with a view toward enhancing the student's learning experiences.

- E. Assists in programming students or in carrying out other designated tasks during registration.
- F. Maintains accurate attendance and academic records of students enrolled in his classes and submits required reports to the registrar's office.
- G. Cooperates with the office of vice president of student affairs in identifying all students who are academically deficient and in need of counseling or who need special consideration for other than academic deficiencies.
- H. Attends all faculty meetings and all meetings of his division.
- I. Cooperates with all staff and administration in carrying out operative functions of the college.
- J. Recommends textbook changes and improvements in curriculum in consultation with his division chairman and the vice-president of academic affairs.
- K. Serves as faculty advisor to a student organization or chaperon of a student function when called upon and/or serves on various collegiate committees as requested by the vice-president of academic affairs.
- L. Reports all irregularities, questions, or problems concerning instruction to his division chairman.
- M. Coordinates his own activities with those of classified personnel in order to maximize the effectiveness of each classroom as a place for learning.

## APPENDIX C-29 (cont.)

- N. Is familiar with the objectives of the community junior college as a part of higher education in Illinois and the nation; and practices and interprets these objectives to students, parents, colleagues, and the community.
- O. Assumes any special duties as assigned by the Vice-President of Academic Affairs.

## APPENDIX C-30

## COUNSELORS

Counselors are staff officers directly responsible to the Dean of Guidance.

Each counselor:

- A. Serves as academic adviser to a group of advisees assigned by the Dean of Guidance. Normally this will not exceed 300 students per year.
- B. Approves the academic program of counselees each semester; approves all drops and additions of courses, and holds exit interviews with all counselees withdrawing from the college.
- C. Surveys the academic record of counselees each marking period and works intensively with those who are not progressing satisfactorily.
- D. Works closely with counselees and counsels in depth with those needing vocational, educational or personal-social counseling.
- E. Maintains a personnel folder and counseling record on each counselee.
- F. Participates in the college orientation and registration programs as needed.
- G. Participates in the divisional activities of the college division or divisions to which the counselor is assigned and coordinates the academic advising program with the appropriate divisional chairman.
- H. Keeps constantly up to date on the curriculum requirements of the colleges to which counselees will be transferring.
- I. Teaches a maximum of one course if assigned to do so by the Dean of Guidance.
- J. Notifies faculty members of the pertinent informa-

## APPENDIX C-30 (cont.)

tion regarding the counselees if it is in the best interest of the student and if to do so does not violate the professional ethics or privileged communication.

- K. Maintains regular office hours as approved by the Dean of Guidance.
- L. Serves on such college committees (faculty or student) as may be appropriate. Committee assignments will be approved by the Dean of Guidance.
- M. Serves as advisor to student groups, at their request, subject to the approval of the Dean of Guidance.
- N. Serves as a chaperon for student social events when possible and when requested to do so.
- O. Performs any other duties assigned by the Dean of Guidance.

## APPENDIX C-31

## COORDINATORS

Members of the teaching faculty designated as coordinators are responsible to their respective division chairmen, and such designation shall be in addition to their academic rank.

Coordinators shall be designated and redesignated by the college president after consultation with appropriate faculty including the division concerned. If the coordinator is relieved of his duties as coordinator, he shall retain such rights and privileges as he may have accumulated as a member of the teaching faculty.

## APPENDIX C-32

THE CONSTITUTION OF THE FACULTY SENATE OF  
HARPER COLLEGEPREAMBLE

This document shall be considered The Constitution of the Faculty Senate of Harper College. The members of the Faculty Senate will act as the official representatives of the total Harper College faculty and will present to the Administrative Faculty and to the Board of Trustees of Harper College recommendations for implementation concerning such matters as follow:

- (1). The general educational policy and general welfare of the institution.
- (2). The regulatory policies related to student conduct and student activities.
- (3). The policies concerning admissions, honors and graduation requirements.
- (4). Recommendations on the College's budget.
- (5). The policies that will govern faculty tenure, promotion, appointments, dismissals and academic freedom.

I. ELECTION AND COMPOSITION OF THE HARPER COLLEGE FACULTY  
SENATE

A. Only full time Harper personnel holding academic rank shall be eligible to become or vote for members of

## APPENDIX C-32 (cont.)

the Faculty Senate. The Faculty Senate shall initially consist of fifteen staff members who will be elected on the basis of both divisional and "at large" representation. Each division at the time of the ratification of the Constitution will elect one representative to the Faculty Senate. Those divisions to be represented in the initial election are as follows:

- (1) The Division of Communications.
- (2) The Division of Business and Social Science.
- (3) The Division of Fine Arts and Humanities.
- (4) The Division of Science and Mathematics.
- (5) The Division of Engineering and Related Technologies.
- (6) The Division of College Services.

The Division of College Services will encompass those eligible faculty members who are non-teaching personnel.

Nine members of the Faculty Senate will be elected from the full membership of the full time staff in an "at large" election. As new divisions are created, they will possess the automatic privilege to petition the Faculty Senate for Senate recognition and representation. Upon the recommendation of a simple majority of the members of the Faculty Senate, the division will be granted the right to elect a divisional representative. The



## APPENDIX C-32 (cont.)

and replacement members will be duly elected.

C. All full time members of the teaching staff, the Administrative faculty and the Board of Trustees will have the privilege of attending all the open sessions of the Faculty Senate and its Committees.

II. THE POWERS OF THE HARPER COLLEGE FACULTY SENATE

A. The Harper College Faculty Senate will be empowered to make all of its own rules of procedure, and to elect its own president, president pro tempore, who will preside in the president's absence, and its secretary. The Faculty Senate will possess the inherent authority to create, define the jurisdictional scope, and abolish whatever standing and/or ad hoc "committees of the Faculty Senate" as in its judgment seem most suited for the best interests of Harper College. Such committees will include, but not be restricted to the following standing committees:

- a) faculty affairs,
- b) budget,
- c) student affairs,
- d) community relations
- e) institutional aims, and
- f) resources and evaluation

These enumerated powers, and whatever implied powers which may be reasonably interpreted, will be inherent

## APPENDIX C-32 (cont.)

number of divisional representatives will be correlative with the number of recognized divisions. When the total number of Faculty Senate members is an even number a single additional "at large" representative will be elected from among the total membership of the full time staff. A division created through the consolidation of two or more existing divisions will constitute a new division. The representatives of the previously existing divisions will be replaced by a duly elected representative of the new division.

B. All elections to the Faculty Senate will be by secret ballot and will be supervised by the then current Divisional Chairmen and the Dean of Instruction. Divisional Representatives will serve a term of three years on the Faculty Senate. Those initially elected to serve will determine by lot whether they will serve a one, two or three year term. "At large" representatives will serve a term of two years on the Faculty Senate. A simple majority of Faculty Senate members will constitute a quorum and decisions will be determined by simple majority votes. All Faculty Senate Representatives will be eligible to succeed themselves by election to fill vacancies. In the event of vacancies, the Faculty Senate will call special elections

## APPENDIX C-32 (cont.)

prerogatives of the Faculty Senate.

B. The elected members of the Faculty Senate will assume by lot the responsibility of convening the established standing committees of the Faculty Senate. After the first three years of its existence, members of the Faculty Senate of Harper College will, on the basis of seniority, choose the standing committee which they wish to convene and then assume the responsibility of convening that committee. The membership of the standing and/or ad hoc committees of the Faculty Senate will be by selection by the committees' convenors subject to the approval of a majority of the Faculty Senate.

III. SPECIAL STANDING COMMITTEE OF THE FACULTY SENATE OF HARPER COLLEGE

The Standing Committee of Faculty Tenure and Promotion.

This committee will consist of members elected on a divisional basis, one representative for each existing division.

Members of this committee will serve three year terms and cannot succeed themselves. Neither may they serve on this committee and the Faculty Senate simultaneously. The terms of the committee members will be staggered.

## APPENDIX C-32 (cont.)

IV. IMPLIED POWERS OF THE HARPER COLLEGE FACULTY SENATE

A. The Faculty Senate will be empowered to make recommendations to the Board of Trustees and/or the administrative officers of Harper College for their implementation on all matters that can be reasonably implied from the following enumerated classifications:

1. Educational policies of Harper College
2. Regulations affecting student conduct and activities
3. Scholastic policies including requirements for admission, graduation and honors.
4. Recommendations concerning the budget of Harper College.
5. Criteria for faculty tenure, appointment, promotion and dismissals.
6. Matters concerning the improved operation of Harper College and recommendations regarding the institution's general welfare.

B. The president of the Faculty Senate, and whatever members of the teaching faculty or administrative staff he may desire to aid him or whom the teaching members of the Faculty Senate appoint to serve with him, will be the official representative of the faculty to the Board of Trustees and the administration of Harper College.

C. The recommendations or policies adopted by the Faculty Senate will be determined by means of a simple

## APPENDIX C-32 (cont.)

majority of the quorum or full membership present at an official session.

V. INITIATIVES AND AMENDMENTS

The Faculty Senate of Harper College will consider for adoption any proposed initiative and/or constitutional amendment presented to it by means of a written petition signed by at least 40% of the full time faculty. Amendments to the constitution can be adopted only by a two-thirds positive vote on a constitutional proposal by the full time faculty. All votes on initiatives and/or proposed amendments will be by secret ballot and will be supervised by the divisional chairmen.

CHAPTER IV

RESOURCES

## CHAPTER IV

### RESOURCES

#### I. PHYSICAL PLANT

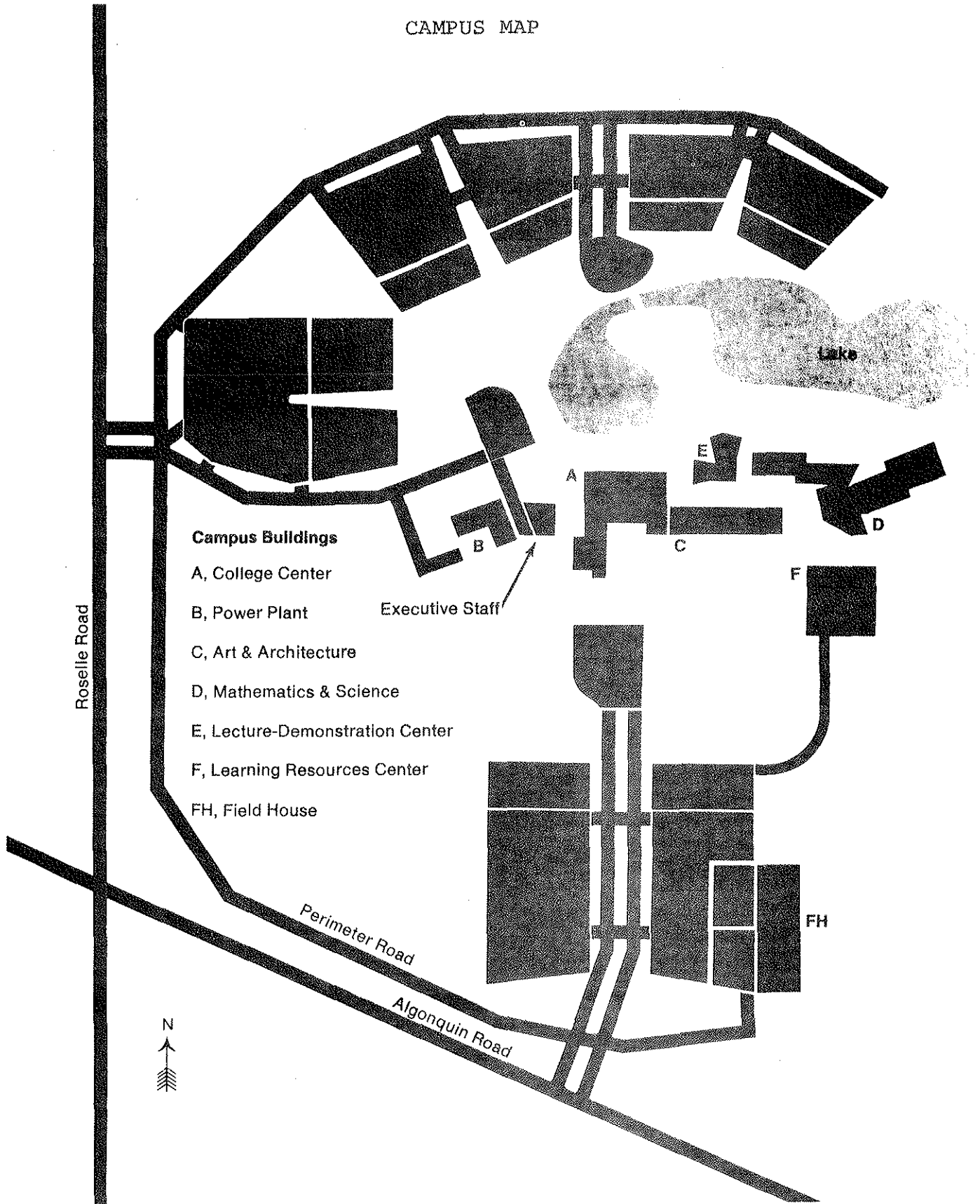
Harper's physical plant must be considered a resource of a most significant sort. In August, 1969, the college occupied six units of the first phase of construction. Four of the six units are presently being utilized as ultimately planned. Some temporary provisions have been made in the other two units in order that the majority of the Harper's curricular offerings might be housed in the new campus buildings.

##### Unit A: The College Center

The first of these units is known as Unit A, the College Center. Exhibit IV-A gives an indication of the relationship of the College Center to the remainder of the campus buildings and also gives some hint of its shape. The floor plans of the building are included in Appendix D-1. The College Center houses the college's administrative offices, food services, the admissions office, the business office and the Computer Services Center. In addition to furnishing space for these offices and services, more than fifty thousand square feet is allocated to student activities. Included in this space commitment are offices for the student publications, the Student Senate and the Director of Student Activities. A games room and open space for conversation account for the remaining space. The Guidance and

EXHIBIT IV-A

CAMPUS MAP





Counseling Center, and the Student Health Service are also housed in the College Center and occupy four thousand square feet.

There are three instructional areas in the College Center. The Computer Center has classrooms on the first floor of the building and the food services program utilizes kitchen facilities for teaching purposes. In addition, the music department is temporarily housed in this building and uses approximately five thousand square feet of the first floor.

#### Unit B: Power Plant and Mechanical Technology Facilities

Unit B houses the power plant, a large shop area for mechanical technology programs and a classroom. It also furnishes a receiving area and office space for maintenance and campus safety personnel. A specific allocation of that space may be seen in Appendix D-2.

#### Unit C: Art and Architecture

Unit C is entirely committed to instructional purposes. The two floors of the building are comprised almost entirely of classrooms and faculty offices. There are more than five thousand square feet set aside for class work on each of the two floors, and there are twelve faculty offices on the second floor. Appendix D-3 shows the floor plans of each floor of the building.

#### Unit D: Science

At the present time "Science" seems a misnomer for Unit D

as this unit houses the Division of Social Science and a part of the Division of Business as well as both the Division of Health and Life Sciences and the Division of Mathematics and Physical Sciences. The building is, as Appendix D-4 indicates, a large building. The two levels of the building offer almost fifty thousand square feet of instructional and faculty office space. Included in this space are four lecture halls, the complete dental hygiene laboratory, space for the practical and registered nurses programs as well as physics, electronics, chemistry and biology labs and fifteen classrooms.

Unit E: Lecture Demonstration Center

The Lecture Demonstration Center houses three lecture halls, two of them seating 125 students each and the third seating 300 students. These halls are constructed in such a manner as to allow utilization of a variety of electronic equipment including closed circuit television. Appendix D-5 illustrates the space allocation in the Lecture Demonstration Center.

Unit F: Learning Resources Center

It is anticipated that Unit F will eventually be used entirely by the Learning Resource Center. Accordingly, the building is described in greater detail in Chapter IX. When the college occupied the campus in the Fall of 1969, the decision was made to use the third floor of the building for classroom and office space. Accordingly, approximately twenty thousand square

feet was partitioned in order to furnish twenty-one classrooms, fifteen individual offices and two larger areas containing a number of individual office cubicles. Appendix D-6 shows the distribution of space. The Communications Division occupies the major portion of the area. In addition, certain business courses and other random classes are taught in Unit F.

#### The Fieldhouse

The fieldhouse represents a utilitarian, but temporary, use of a structure that existed on the property that Harper College originally purchased. In its original state, this structure was a jumping arena for show horses and an office area for the proprietors. During Harper's early stages, it was remodeled and used as a site for the Computer Center and general offices. When Unit A was occupied, the college remodeled the existing structure in order to provide on-campus fieldhouse facilities. In addition to a large arena with an asphalt floor, the building now has locker rooms and showers for both the men's and women's physical education program. There are classrooms ringing the arena area.

#### Off-Campus Facilities

Two major uses are made of off-campus facilities. The Physical Education department uses, through rental agreements, a number of such facilities in order to avoid restriction of its program. Scheduled basketball games and wrestling matches are held at nearby Fremd High School, and swimming and bowling

are also off-campus activities.

The nursing programs use off-campus facilities, specifically, St. Alexis Hospital in Elk Grove, Holy Family Hospital in Des Plaines, Downey Veterans' Hospital and Northwest Community Hospital in Arlington Heights, Illinois. It is anticipated that there will be an increasing use of off-campus facilities as the college continues to respond to specific community needs.

#### Utilization of Available Space

Exhibit IV-B gives an indication of the utilization pattern of that space which Harper now has. This summary reflects an examination of the rooms Monday through Friday, 8:00 a.m. until 10:00 p.m.

## EXHIBIT IV-B

CLASSROOM AND BUILDING UTILIZATION SUMMARY  
FINAL SUMMARY  
SPRING, 1970 12/17/69

BLDG.	NUMBER OF ROOMS	HOURS AVAILABLE	HOURS IN USE	HOURS REMAINING	PCT. OF USAGE
A	10	400.0	208.0	192.0	52.0
B	2	80.0	22.6	57.4	28.2
C	8	320.0	226.8	93.2	70.8
D	31	1240.0	954.6	285.4	76.9
E	3	120.0	76.9	43.1	64.0
F	21	840.0	618.2	221.8	73.5
FH	3	120.0	79.4	40.6	66.1
7	78	3120.0	2186.5	970.5	70.0

### Construction, Phase II-V

The completion of the first phase of Harper's construction allows for movement into a series of successive building efforts. The second phase has been designated as II-B and consists of Units G, H, I and M. These units include vocational/technical building, a social science building, a building for business, and physical education facilities. It is anticipated that this phase of the project will have reached the bidding stage by March 1, 1971. Subsequent phases of construction will see the addition of an auditorium, a music building, and a speech and drama lab as well as additions to certain of the existing units. Appendix D-7 gives some tentative indication of long term building plans. It should be noted that the role of state funds is substantial, and as a result, the project priorities are determined in part by statewide considerations. This accounts for certain of the conflicts that may appear between the actual construction schedule and the proposal outlined above.

### An Assessment of the Physical Resources

The strengths of Harper's physical resources are obvious to the visitor. The physical plant is new, attractive, functional and spacious. Of particular significance is the space committed to student activities. The "village street" concept that the architects originally envisioned does funnel traffic in such a manner as to encourage personal contacts among students. The "watering holes" have achieved their pur-

pose, and one frequently encounters groups of students engrossed in conversation. That portion of the structure which might be labeled "permanent" represents a most exciting achievement on the part of all those involved in Harper's planning.

Weaknesses might be divided into categories. There have been those problems that accompany new construction. These have been, and are being, attended to through appropriate methods. There have been some problems in those classroom areas that are temporary. One such example is encountered in a number of classrooms on the third floor of Unit F where there have been accoustical problems. Perhaps the largest problem was one created by the situation. During the inceptive years of Harper, prior to the employment of faculty and the initiation of classes, the Board of Trustees and the members of the existing administrative staff decided to purchase property and to begin construction as early as possible. The inevitable result of this decision was that considerable planning was done without the current Harper faculty being involved. Cognizant of this, the Board and Administration chose to postpone planning as many as possible of those areas which would be purely instructional areas. Division Chairmen and faculty members are currently discussing Phase II.

Perhaps the gravest weaknesses are those of omission. There is no permanent fieldhouse facility, and the only theatre facility is that furnished by the large lecture hall. Those activities which demand these kinds of structures have, of course, been

affected adversely. The absence of appropriate buildings has not, however, curtailed such activities. The Physical Education program has utilized rental facilities for inter-collegiate contests; the Music Department has adapted available space to its needs; and a studio drama group has been formed and uses available facilities. Lastly, a lack of adequate exterior lighting has been an item of considerable concern. The Board of Trustees has moved to introduce temporary measures to reduce the problem while a thorough assessment of total lighting needs is made.

## II. HUMAN RESOURCES

The teaching faculty of a college is, in a most obvious sense, a crucial factor in the success or failure of the achievement of institutional goals. Likewise, it may be reasonably suggested that the composition of the teaching faculty will give considerable insight into the depth of commitment of the college.

During the three years in which Harper has offered classes, an impressive faculty has been gathered. The one hundred and ten member teaching faculty reflects a variety of backgrounds, a wide distribution of age and experience and substantial academic achievement.

The faculty has been the result of a hiring process that depends heavily on the observations and recommendations of members of the various divisions. Each application received is sent to the appropriate division where the candidate's cre-



credentials are considered by a divisional committee. In those instances where the committee concludes that selected applicants should be invited for personal interviews, such an invitation is extended, and the candidate is subsequently interviewed. The committee then recommends candidates to the division chairman who completes a prepared form like that in Appendix D-8. This form is submitted to the appropriate Dean who reacts to it, and who forwards it with his recommendation or without his recommendation to the Vice-President. The Vice-President follows this same process, submitting the form to the President who then presents it to the Board of Trustees for final action. At any point in the process, a candidate's name may be withdrawn as a result of mutual decision between divisional and administrative personnel. If, however, the divisional personnel feel strongly about the merits of a particular candidate, his credentials and application may be reviewed at all levels for possible employment.

In addition to this formal procedure, some provisions are made for interviewing at conventions and for interviewing on an ad hoc basis when particularly interesting candidates visit the campus prior to submission of formal credentials.

Harper College has had a large number of applications for all positions. Some of these have resulted from convention postings, notice in the New York Times and correspondence with placement offices. The attractions of the Northwest suburbs

of Chicago insure a continuing interest in the college.

#### Academic Background

The academic backgrounds of the teaching faculty at Harper are summarized in Exhibit IV-C. Many of those faculty members who fall in the Master's plus category are pursuing work which will lead to the doctorate degree.

While the Chicago area is the location of several excellent schools, Harper has sought to hire faculty members from a much larger area. Exhibit IV-D indicates, on a divisional basis, the general geographical areas that faculty members represent. Exhibit IV-E indicates the institutions most frequently represented in the divisions. In this effort, the college has, as previously noted, advertised vacancies through a variety of means and has had positive response from these advertisements. The teaching staff includes members who have degrees from Harvard, Virginia Polytechnic Institute, the University of Redlands, the University of Delaware and Golden Gate College. There are numerous other institutions represented as the Harper College Catalog faculty listing indicates.

#### Professional Experience

When viewed on an overall basis, the Harper College Faculty has a varied background of professional experience. When examined on a divisional basis, some trends are observable. Exhibit IV-F summarizes the professional experience of the members of the seven divisions. It is, perhaps, significant that

## EXHIBIT IV-C

PROFESSIONAL PREPARATION OF FACULTY AS OF JULY, 1969 (N-110)

	BA BS	%	MA MS	%	+15	%	+30	%	+45	%	+60	%	Ph.D.	%
Mathematics and Physical Science (N-12)	-	-	4	34	1	8	2	17	3	25	1	8	1	8
Health and Life Science (N-23)	7	30	9	39	1	4	3	14	2	9	-	-	1	4
Humanities (N-11)	-	-	5	46	1	9	1	9	1	9	1	9	2	18
Engineering (N-11)	4	36	5	46	-	-	1	9	-	-	1	9	-	-
Business (N-15)	2	14	9	58	1	7	2	14	1	7	-	-	-	-
Social Science (N-14)	-	-	5	37	-	-	6	42	3	21	-	-	-	-
Communication (N-24)	-	-	14	58	1	4	5	21	1	4	1	4	2	9
Seven Division Composite	13	12	51	46	5	5	20	18	11	10	4	4	6	5

## EXHIBIT IV-D

## GEOGRAPHIC DISTRIBUTION OF HIGHEST DEGREES

AS OF JULY, 1969 (N-115)\*

	From Six-State Mid-Western Area (Illinois, Indiana, Wisconsin, Iowa, Michigan, Ohio)	From Outside The Six-State Area
Mathematics and Physical Science (N-12)	9	3
Health and Life Science (N-23)	13	10
Humanities (N-11)	7	4
Engineering (N-11)	8	3
Business (N-20)	15	5
Social Science (N-14)	9	5
Communication (N-24)	16	8

Institutions Most Strongly Represented

Northern Illinois University	14
Northwestern University	8
University of Chicago	6
University of Illinois	5
Loyola University	5
Illinois Institute of Technology	4
Michigan State University	4
Roosevelt University	3
DePaul University	3
St. Louis University	2
Purdue University	2
Southern Illinois University	2

(\* includes 5 members of food service staff in Business division)

EXHIBIT IV-E  
 INSTITUTIONAL CLUSTERING OF HIGHEST DEGREES  
 BY DIVISION

Mathematics and Physical Science	University of Illinois	2
	University of Chicago	2
Life and Health Science	Northwestern University	2
	Loyola University	2
Humanities	No two degrees from the same institution	
Engineering	Illinois Institute of Technology	2
Business	Northern Illinois University	8
	DePaul University	2
	Michigan State University	2
Social Science	Northern Illinois University	2
Communication	Northwestern University	6
	Northern Illinois University	2

## EXHIBIT IV-F

## FACULTY EXPERIENCE AS OF JULY, 1969

(ACADEMIC AND INDUSTRIAL) (N-115)

## Cumulative Divisional Totals in Years of Service

Mathematics and Physical Science (N-12)

High School	_____	90
Junior College	_____ 22	
College	_____ 12	
University	_____ 12	
Industrial	_____ 16	

Health and Life Science (N-23)

High School	_____	76
Junior College	_____ 31	
College	_____ 53	
University	_____ 10	
Industrial	_____	67

Humanities (N-11)

High School	_____	38
Junior College	_____ 17	
College	_____ 7	
University	_____ 13	
Industrial	_____	27

Engineering (N-11)

High School	_____	0
Junior College	_____ 20	
College	_____ 1	
University	_____ 6	
Industrial	_____	78

Business (includes Food Service personnel) (N-20)

High School	_____	29
Junior College	_____ 19	
College	_____ 0	
University	_____ 9	
Industrial	_____	

## EXHIBIT IV-F (cont.)

Social Science (N-14)

High School	_____	44
Junior College	_____	14
College	_____	0
University	_____	12
Industrial	_____	

Communication (N-24)

High School	_____		109
Junior College	_____	41	
College	_____	7	
University	_____	5	
Industrial	_____		67

there is a rather substantial accumulation of junior college teaching background distributed through the divisions.

#### Academic Rank

The Harper faculty members do hold rank. That rank is awarded on the basis of academic preparation and professional experience. The criteria for the four academic ranks are presented in Chapter V, Appendices E-8 and E-9. Exhibit IV-G illustrates the distribution of rank within the divisions.

#### Salary

Harper salaries are based on a combination of experience, academic background and rank. The faculty is currently studying possible evaluation systems that would become a part of the salary determination. At the present time, however, the salary figures reflect an initial placement salary of \$8,000 and negotiated increments. Those negotiations have been carried on through a faculty committee, and common increments have been awarded faculty members. The current distribution of faculty salaries is shown in Exhibit IV-H.

#### Age

The Harper College faculty is also composed of persons of widely varied ages. The Exhibit IV-I shows the distribution of ages on a divisional basis.

#### Part-Time Faculty

The full-time professional faculty is supplemented by a number of instructors who are hired on a part-time basis.



EXHIBIT IV-G

FACULTY RANK ASSIGNMENT AS OF JULY, 1969 (N-113)

	Instructor	%	Assistant Professor	%	Associate Professor	%	Professor	%
Mathematics and Physical Science (N-12)	3	25	5	42	4*	33	1	0
Health and Life Science (N-22)	12	54	8	37	2*	9	0	0
Humanities (N-11)	6	55	3	27	1	9	1*	9
Engineering (N-11)	2	18	6	54	4*	28	0	0
Business (N-15)	11	73	5*	27	0	0	0	0
Social Science (N-15)	7	47	7	47	1*	6	0	0
Communication (N-24)	16	66	5	21	3*	13	0	0
Seven Division Composite (N-110)	57	52	39	34	15	13	2	1

\* Division Chairman included

## EXHIBIT IV-H

## FACULTY SALARY DISTRIBUTION AS OF JULY, 1969 (N-110)

	<u>Mean</u>	<u>Median</u>	<u>Range</u>
Mathematics and Physical Science (N-12)	12,518	13,000	8,200 - 17,250
Health and Life Science (N-23)	12,607	12,133	7,991 - 21,750
Humanities (N-11)	10,804	10,500	8,500 - 15,056
Engineering (N-11)	12,775	13,126	11,000 - 14,650
Business (N-15)	11,105	10,809	8,750 - 17,000
Social Science (N-14)	11,420	11,540	8,500 - 16,500
Communication (N-24)	11,537	12,000	8,300 - 15,224

## EXHIBIT IV-I

## AGE DISTRIBUTION (Sept. 1969)

## Division of Social Science (N-14)

Range 23 - 45  
Mean 33.15  
Median 35

## Division of Life and Health Sciences (N-23)

Range 24 - 49  
Mean 36.30  
Median 35

## Division of Humanities and Fine Arts (N-11)

Range 25 - 50  
Mean 33.63  
Median 35

## Division of Engineering (N-11)

Range 26 - 47  
Mean 32.82  
Median 29

## Division of Mathematics and Physical Science (N-12)

Range 22 - 45  
Mean 35.5  
Median 38

## Division of Business (N-15)

Range 23 - 48  
Mean 33.06  
Median 31

## Food Services (N-5)

Range 25 - 54  
Mean 35.4  
Median 32

## EXHIBIT IV-I (cont.)

## Division of Communications (N-23)

Range	23 - 48
Mean	35.35
Median	36

These persons must meet the same basic requirements that full-time persons do, and no part-time teacher is contracted for more than two courses. Exhibit IV-J shows the current distribution of part-time staff and gives an indication of projected use of part-time staff.

#### An Assessment of Human Resources

Harper's faculty is comprised of a group of individuals with varied professional backgrounds and varied academic training. In all of the transfer curricula, the masters degree is a basic requirement and in the majority of cases, teaching personnel have hours beyond the masters. In certain of the technical/vocational programs, the instructional personnel have baccalaureate degrees and professional credentials or professional experience.

The College must continue to recruit on a wide basis with perhaps even greater stress on this type of recruitment in certain divisions. Likewise, continuing attention must be given to the type of professional experience applicants bring to Harper. In this manner, a constant climate of intellectual excitement will be maintained, and the potential stagnation that might well result from too little variety will be avoided. In addition, it would seem wise to develop some more formal guidelines in the matter of recruiting and hiring in order that the prior objectives may be met.

EXHIBIT IV-J  
PART-TIME FACULTY

<u>DIVISION</u>	<u>Full-Time Equivalent 1969-70</u>	<u>1970-71</u>
Business	5.6	5.6
Communications	16.5	10.5
Engineering	3.0	1.3
Humanities	3.6	2.4
Life Sciences	7.0	2.2
Math & Physical Sciences	6.7	6.6
Social Sciences	5.0	5.0
	-----	-----
	47.4	33.6

Decrease in F.T.E. faculty is due to drop in Communications and Life Sciences:

1. Two full-timers hired in Communications did not full-fill contracts.
2. Life Science drop is due to shift in Nursing part-timers and Biology support part-timers.

## III. FINANCIAL RESOURCES

William Rainey Harper College draws financial support from those sources prescribed by law. Those sources are categorized as (1) Local Resources; (2) Intermediate Resources; (3) State Resources; (4) Federal Resources; and (5) Fund Balance.

As of January, 1970, Harper College obtained 26.6 percent of its income from local real estate and personal property taxes. This income is derived from a tax rate of eleven cents per one-hundred dollars of equalized assessed valuation.

The Intermediate Resources consist of student tuition, student fees and such miscellaneous sources as interest on investments. A resident tuition fee of \$8.00 per semester hour in combination with a higher non-resident rate furnishes 38.1 percent of the college's income. Student fees realized from laboratory courses and other courses that utilize special materials that are consumed as needed furnish 1.4 percent of the institution's income. The miscellaneous sources contribute .8 percent of the college income.

State Resources have dual significance to Harper College. The college receives 34.7 percent of its income from state aid as a result of the state's reimbursement policy of convey \$15.50 per semester hour of credit taken by students. This amount is supplemented by a 2.8 percent of total income factor derived from the Board of Vocational Education and Rehabilitation. At present, the college receives an additional \$12.75

for each hour of approved vocational credit, and the state pays fifty percent of the cost of equipment which has been approved for specific programs. In addition to this role, it plays a very important part in the building program assuming seventy-five percent of the cost of approved construction.

Harper College obtains some limited funds from Federal Resources through the Economic Opportunity Act, Title VI, and the Higher Education Facilities Act. As the college progresses, additional sources of this type will be utilized.

Finally, Harper College obtains 4.4 percent of its income from the fund balance which represents revenue not used in previous years.

Harper's tax base is a rapidly expanding one. However, two factors act to minimize the effect. The first is that there is a concomitant growth in student population. The second is that Harper College draws a relatively small amount (\$.03) from each tax dollar that it takes a 100 million dollar increase in tax base to realize approximately \$100,000 increased revenue.

Nevertheless, it is this tax base (1.2 billion) to which the present 21.0¢ per \$100 equalized assessed evaluation tax rate is applied. At that point at which the college identifies a need for more revenue in order to maintain the educational program such as that presented in the 1969-70 Educational Fund Budget, Exhibit IV-K, a proposal must be made to the citizens



of the district for a tax rate increase. Such an increase is most commonly requested for the Education Fund or the Bond and interest fund.

In January, 1970, the Board of Trustees of Harper College voted to request an increase in the Educational Fund and the Building Fund. These funds, the other funds existing as a result of state law, and the present state of those funds are explained in succeeding paragraphs.

Harper College maintains nine separate funds for the purpose of financing the over-all operation of the college. The first of these is the Education Fund which is established for the purpose of financing the cost of the entire academic program. The fund finances the cost of instructional, administrative and professional salaries; supplies and equipment; library books and facilities; maintenance of instructional and administrative equipment; other incidental costs pertaining to the educational program. In January, 1970, this fund had a tax rate of eleven cents per one-hundred dollars of equalized assessed valuation. With the passage of the planned referendum, the Education Fund's tax rate will rise to twenty-three cents per one-hundred dollars of equalized assessed valuation.

The second fund is the Building Fund. This fund is established for the purpose of maintaining and improving existing buildings and grounds. The 1970 tax rate for this fund is four cents per one-hundred dollars equalized assessed valuation.

The four cent figure would be raised to nine cents.

The Bond and Interest Fund is for the purpose of constructing new or adding to existing construction. This fund also supports site purchases. This tax rate is presently six and two-tenths cents per one-hundred dollars equalized assessed valuation. It is not to be affected by the referendum.

The remaining funds are established for purposes of efficiency. The Working Cash Fund is an optional fund established for the purpose of enabling the district to maintain a treasury of sufficient size to meet demands for ordinary and necessary expenditures. The Site and Construction Fund is an optional fund established for the purpose of acquisition of grounds, improvements on those grounds, construction of buildings and the acquisition of equipment. The Capital Asset Fund is maintained for the purpose of accounting for the value of land, buildings and equipment. The Trust and Agency Fund is likewise, an accounting fund used for accounting of funds that are held in trust by the college for an organization or for a restricted purpose. The Auxiliary Enterprises Fund is a separate bank account that provides funds for immediate expenditures.

Exhibit IV-K shows the 1969-70 disposition of the major fund, the Educational Fund. The Educational Fund is explored in still more detail in Appendix D-9 which gives a comprehensive picture of the budget and the projected budget from 1965-1971.

## EXHIBIT IV-K

EDUCATIONAL FUND BUDGET  
1969-1970Revenue

100-000-300	<u>FUND EQUITY JULY 1, 1969</u>		\$1,825,000
100-000-410	<u>LOCAL RESOURCES</u>		
100-000-411	Taxes-Current 1969	\$1,198,000	
100-000-412	Taxes-Back	<u>22,000</u>	
	Total		1,220,000
100-000-420	<u>INTERMEDIATE RESOURCES</u>		
100-000-421.1	Tuition-Students	768,000	
100-000-421.2	Tuition-Students, Summer 1969	51,000	
100-000-422	Other Charges (Charge-backs)	468,000	
100-000-423	Student Fees	46,000	
100-000-427	Other Late Registration Fees	<u>23,000</u>	
	Total		1,356,000
100-000-430	<u>STATE RESOURCES</u>		
100-000-431.1	State Apportionment	1,386,800	
100-000-431.2	State Appor.-Summer School	65,500	
100-000-432	Board of Vocational Educa- tion and Rehab., 1969-70	182,000	
100-000-433	Other	<u>0</u>	
	Total		1,634,300
100-000-440	<u>FEDERAL RESOURCES</u>		
100-000-441	Other-Title VI 1969-70		10,155
100-000-470	<u>INTEREST ON INVESTMENTS</u>		
100-000-471	Treasury Bills	25,000	
100-000-472	Certificates of Deposits	<u>0</u>	
	Total		<u>25,000</u>
	TOTAL ACCRUED REVENUE AND FUND EQUITY, 1969-70		\$6,070,455
	Less Accrued Expenditures 1969-70		<u>4,587,956</u>
100-000-300	<u>FUND EQUITY JUNE 30, 1970</u>		<u>\$1,482,499</u>

## EXHIBIT IV-K (cont.)

## Supplemental Information

Cash Analysis		
Accrued Revenue and Fund Equity		\$6,070,455
Less Non-cash Items:		
Taxes Received after June 30, 1970	\$1,220,000	
Vocational Educational	<u>182,000</u>	
		<u>1,402,000</u>
Cash Available 1969-70		<u><u>\$4,668,455</u></u>

EDUCATIONAL FUND BUDGET SUMMARY  
1969-70

1. INSTRUCTION (110)		
100 Division of Business	300,610	
200 Division of Communications	438,630	
300 Division of Engineering	428,738	
400 Division of Social Sciences	239,256	
500 Division of Humanities	266,453	
600 Division of Mathematics and Physical Sciences	335,822	
700 Division of Life and Health Sciences	<u>420,289</u>	
Total Divisions	\$2,429,798	
900 Instructional Administration	<u>223,954</u>	
Total Instruction		\$2,653,752
2. LEARNING RESOURCE CENTER (120)		482,226
3. STUDENT SERVICES (130)		367,576
4. DATA PROCESSING (140)		261,370
5. INSTITUTIONAL RESEARCH AND DEVELOPMENT (150)		59,595
6. GENERAL ADMINISTRATION (160)		276,937
7. GENERAL INSTITUTIONAL EXPENSE (170)		413,700
8. OPERATION OF PHYSICAL FACILITIES (180)		<u>0</u>
TOTAL ACCRUED EXPENDITURES		\$4,515,156
(1) Capital Outlay Included \$396,635		(1)

## EXHIBIT IV-K (cont.)

TOTAL ACCRUED EXPENDITURES	\$4,515,156
SUMMER SCHOOL ACCRUED EXPENDITURES	<u>72,800</u>
TOTAL ACCRUED EXPENDITURES 1969-1970	<u>\$4,587,956</u>

EDUCATIONAL FUND BUDGET

Summer School 1969  
Direct Costs

1. INSTRUCTION	
100 Division of Business	\$11,500
200 Division of Communications	11,600
400 Division of Social Sciences	14,300
500 Division of Humanities	7,200
600 Division of Mathematics and Physical Sciences	13,200
700 Division of Life and Health Sciences	6,400
2. LEARNING RESOURCE CENTER	5,100
3. STUDENT SERVICES	3,500
TOTAL	<u>\$72,800</u>

Appendices D-10 through D-18 demonstrate projected expenses considered in light of current revenue sources and also indicate anticipated revenue. On the basis of the following rationale, the aforementioned referendum was deemed necessary. The Business Office projected a substantial deficit beginning in 1970-71 and continuing thereafter if there were no tax increase. This deficit was predicted despite the application of a ten percent per year rise in assessed valuation and state reimbursement increasing to \$17.50 per semester hour, per student. The estimates reflect also, five to eight percent increases in salary and a three to five percent inflation factor.

#### An Assessment of Financial Resources

The financial commitment made by the community has been a reasonable one. The broad base of taxable properties has allowed exceptional progress on the basis of a relatively small personal expenditure on the part of the taxpayer. The very gratifying response to the college has, however, made the quest for additional monies one of considerable significance.

#### IV. CHAPTER SUMMARY

William Rainey Harper College has a sound collection of available resources which may be utilized in meeting the educational aim of the institution.

#### Strengths

- A. Harper College's first permanent buildings are both attractive and functional.

- B. Laboratory areas in the sciences are of exceptional quality.
- C. The college has completed approximately one-half of its projected building program. The current enrollment figure has reached the same level. There is as a result, adequate space for the student body.
- D. The instructional areas are well equipped for programs being offered.
- E. Excellent provisions have been made for student activities.
- F. Faculty members possess strong academic backgrounds.
- G. There is a wide variety of professional experience in the faculty.
- H. The faculty reflects a good geographical representation.
- I. Harper College has a strong tax base.
- J. The community has offered good financial support.

#### Weaknesses

- A. Inadequate exterior lighting has caused concern.
- B. Facilities that are to come in subsequent phases of construction are needed. Of particular importance are a vocational-technical facility, a theatre and a physical education building.
- C. There is a need for improved building maintenance.
- D. Provisions for faculty parking need improvement.
- E. Passage of a tax referendum is necessary for future development of the institution.

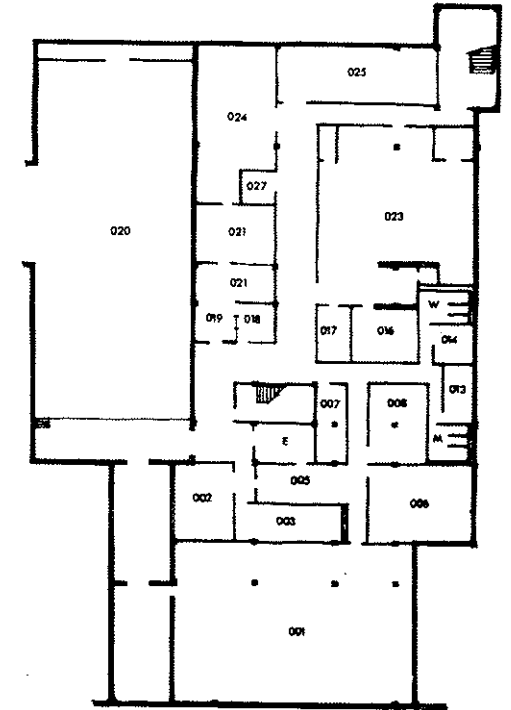
APPENDIX D



# COLLEGE CENTER - Basement, bakery program Unit A

138

				Sq. Ft.
001	030	03	Sub-central Mechanical	2341
002	030	03	Mechanical	273
003	010	01	Can Wash	253
004				
005	020	02	Lobby	301
006	1790	110	10 Classroom	505
007	030	03	Machine Room	171
008	6000	080	50 Mailroom	294
009	020	02	Corridor	131
010	020	02	Stair	139
011	020	02	Corridor	450
011a	020	02	Corridor	50
012	030	03	Men	91
013	1790	225	10 Dressing (Men)	138
014	1790	225	10 Dressing (Women)	133
015	030	03	Women	112
016	1790	225	10 Cooler	231
017	1790	225	10 Storage	119
018	1790	310	10 Office	96
019	1790	315	10 Issue Room	183
020	1790	225	10 Broken Case Storage	139
021	1790	225	10 Cooler	243
022	020	02	Corridor	893
023	1790	220	10 Bakery	1620
023a	010	01	Custodian	29
023b	1790	225	10 Retard Refrigerator	80
024	1790	225	10 Dry Food Storage	294
025	1790	225	10 Bakery Storage	572
026	020	02	Stair	375
	9000	080	00 Areaway	413
	9000	080	00 Service Court	3704
	9000	080	00 Utility	228
		020	02 Elevator	142
		030	03 Electric Vault	392
		030	03 Elevator Mech. Shaft	57



UNIT A COLLEGE CENTER - BASEMENT

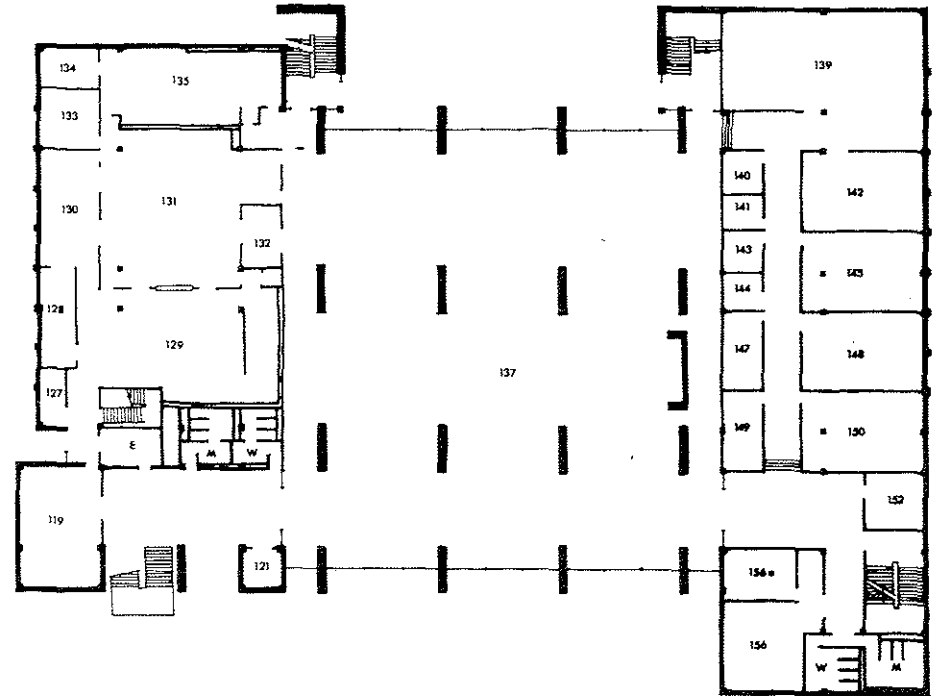
WILLIAM RAINEY HARPER COLLEGE  
PALATINE ILLINOIS



APPENDIX D-1 (cont.)

COLLEGE CENTER - First Floor, food services program  
Unit A

			Sq. Ft.
118	020 02	Lobby	1402
118a	020 02	Vestibule	129
119	030 03	Mechanical	800
120	030 03	Lobby	1322
121	010 01	Storage	100
122	030 03	Women's Toilet	147
123	030 03	Men's Toilet	172
124	030 03	Elevator	139
125	020 02	Vestibule	135
126	020 02	Stair	139
127	030 03	Mechanical	94
128	7000 635 60	Refrigerator	226
129	7000 635 60	Kitchen	1396
130	7000 635 60	Salad Preparation	398
131	7000 635 60	Serving	1482
132	7000 635 60	Utensils	191
133	7000 310 60	Office	218
134	7000 635 60	Dish Storage	144
135	7000 635 60	Dish Washing	826
136	020 02	Stair	313
137	7000 630 60	Dining	11685
138	020 02	Stair	313
139	1510 210 10	Music	1543
140	1510 210 10	Practice	98
141	1510 210 10	Practice	98
142	1510 215 10	Storage	596
143	1510 210 10	Practice	98
144	1510 210 10	Practice	98
145	1510 210 10	Classroom	596
146	020 02	Corridor	1045
147	1510 210 10	Practice	196
148	1510 210 10	Classroom	596
149	1510 210 10	Practice	196
150	1510 310 10	Offices	596
151	020 02	Lobby	854



UNIT A COLLEGE CENTER - FIRST FLOOR - PART A

152	030 03	Telephone	201
153	020 02	Stair	359
154	030 03	Men's Toilet	171
155	030 03	Women's Toilet	164
156	030 03	Mechanical	574
156a	030 03	Mechanical	224

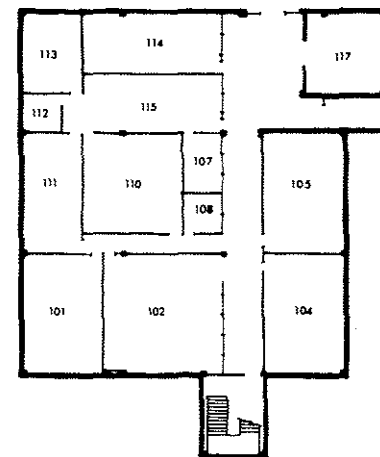
WILLIAM RAINEY HARPER COLLEGE  
PALATINE ILLINOIS



# COLLEGE CENTER - First Floor, data processing Unit A

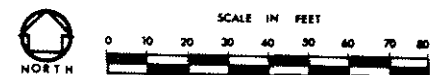
140

					Sq. Ft.
101	1320	210	10	Keypunch classroom	600
102	6000	710	50	Computer	900
103		020	02	Stair	290
104	1320	110	10	Classroom	594
105	1320	110	10	Classroom	594
106		020	02	Corridor	575
107	6000	310	50	Office	144
108	6000	310	50	Office	96
109		020	02	Corridor	160
110	6000	715	50	Unit Record	604
111	6000	715	50	Administrative Keypunch	438
112	1320	715	10	Storage	94
113	6000	715	10	Programming	293
114	6000	720	50	Duplicating	438
115	6000	310	50	Clerical	480
116		020	02	Lobby	614
117		030	03	Mechanical	387



UNIT A COLLEGE CENTER - FIRST FLOOR - PART B

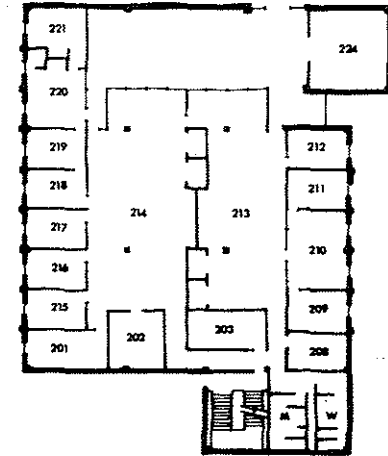
WILLIAM RAINEY HARPER COLLEGE  
PALATINE ILLINOIS



APPENDIX D-1 (cont.)

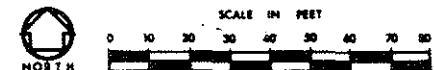
COLLEGE CENTER- Second Floor, admission & business  
Unit A

					Sq. Ft.
201	6000	310	50	Buildings and Grounds	196
202	6000	315	50	Vault	190
203	6000	650	50	Lounge	188
204		020	02	Corridor	143
205		020	02	Stair	543
206		030	03	Men	128
207		030	03	Women	184
208	6000	315	50	Vault	132
209	6000	310	50	Registrar	145
210	6000	310	50	Secretary	290
211	6000	310	50	Administration	142
212	6000	310	50	Dean of Evening Division	145
213	6000	310	50	Clerical	1056
213a	6000	315	50	Storage	32
213b	6000	315	50	Storage	32
214	6000	310	50	Clerical	1359
214a	6000	315	50	Storage	32
214b	6000	315	50	Storage	32
215	6000	310	50	Accounting	142
216	6000	310	50	Bursar	142
217	6000	310	50	Purchasing	142
218	6000	310	50	Assistant	142
219	6000	320	50	Conference	142
220	6000	310	50	Secretary	253
221	6000	310	50	Vice President	178
222	6000	315	50	Waiting	1134
223		020	02	Lobby	117
224		030	03	Mechanical	387



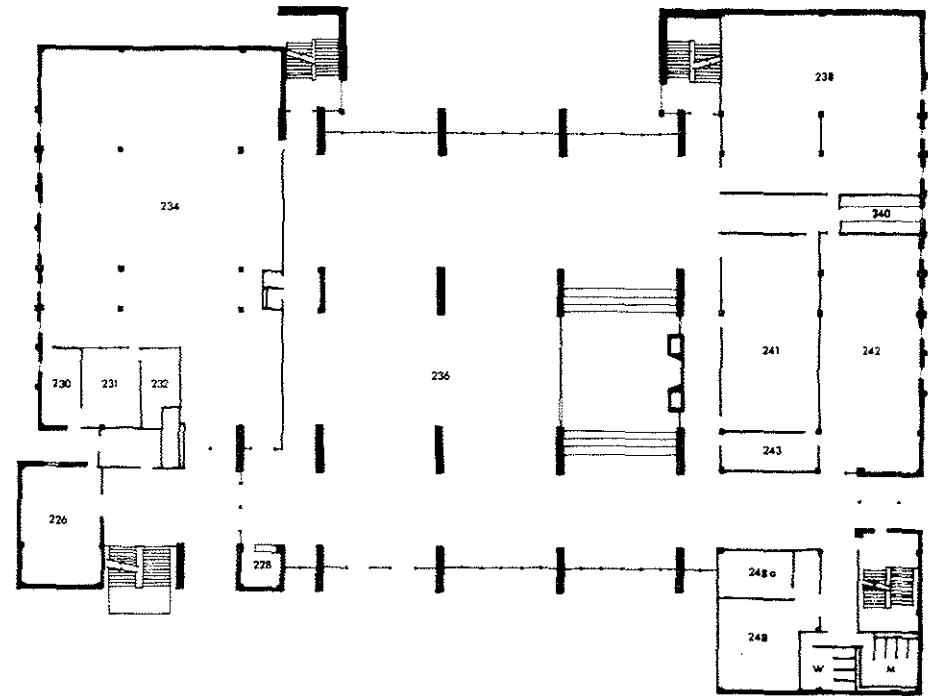
UNIT A COLLEGE CENTER - SECOND FLOOR - PART B

WILLIAM RAINEY HARPER COLLEGE  
PALATINE ILLINOIS



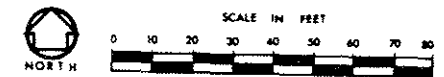
# COLLEGE CENTER - Second Floor Unit A

				Sq. Ft.
225	020	02	Bridge	600
226	030		Mechanical	600
227	020	02	Lobby	861
228	020	02	Information	100
229	020	02	Vestibule	80
230	7000	665	60 Receiving	194
231	7000	310	60 Clerk	289
232	7000	310	60 Manager	165
233				
234	7000	660	60 Book Store	5049
235	020	02	Stair	313
236	7000	650	60 Lounge and Snacks	11626
236a	020	02	Vestibule	140
237	020	02	Stair	313
238	7000	630	60 Faculty Dining	2240
239	020	02	Corridor	285
240	7000	635	60 Serving	190
241	7000	630	60 Community Dining	1219
242	7000	630	60 Community Dining	1482
243	7000	635	60 Pantry	236
244	020	02	Lobby	854
245	020	02	Stair	359
246	030		Men's Toilet	171
247	030		Women's Toilet	164
248	030		Mechanical	560
248a	010	01	Storage	224



UNIT A COLLEGE CENTER - SECOND FLOOR - PART A

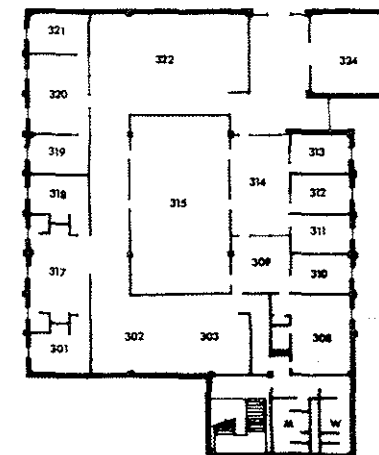
WILLIAM RAINEY HARPER COLLEGE  
PALATINE ILLINOIS



APPENDIX D-1 (cont.)

COLLEGE CENTER- Third Floor, board room & executive offices  
Unit A

					Sq. Ft.
301	6000	310	50	Vice President	178
302	6000	310	50	Clerical	495
303	6000	650	50	Lounge	293
304		020	02	Corridor	174
305		020	02	Stair	290
306		030	03	Men's Toilet	184
307		030	03	Women's Toilet	132
308	6000	310	50	President	324
308a	6000	315	50	Toilet (Pvt.)	26
309	6000	310	50	Secretary	213
310	6000	315	50	Workroom	142
311	6000	315	50	Workroom	142
312	6000	310	50	Assistant	142
313	6000	310	50	Assistant	145
314	6000	310	50	Secretary	359
315	6000	350	50	Board Room	1096
316		020	02	Corridor	431
317	6000	310	50	Secretary	358
318	6000	310	50	Vice President	175
319	6000	310	50	Dean	142
320	6000	310	50	Secretary	142
321	6000	310	50	Dean	142
322	6000	310	50	Clerical	957
323		020	02	Lobby	528
324		030	03	Mechanical	387

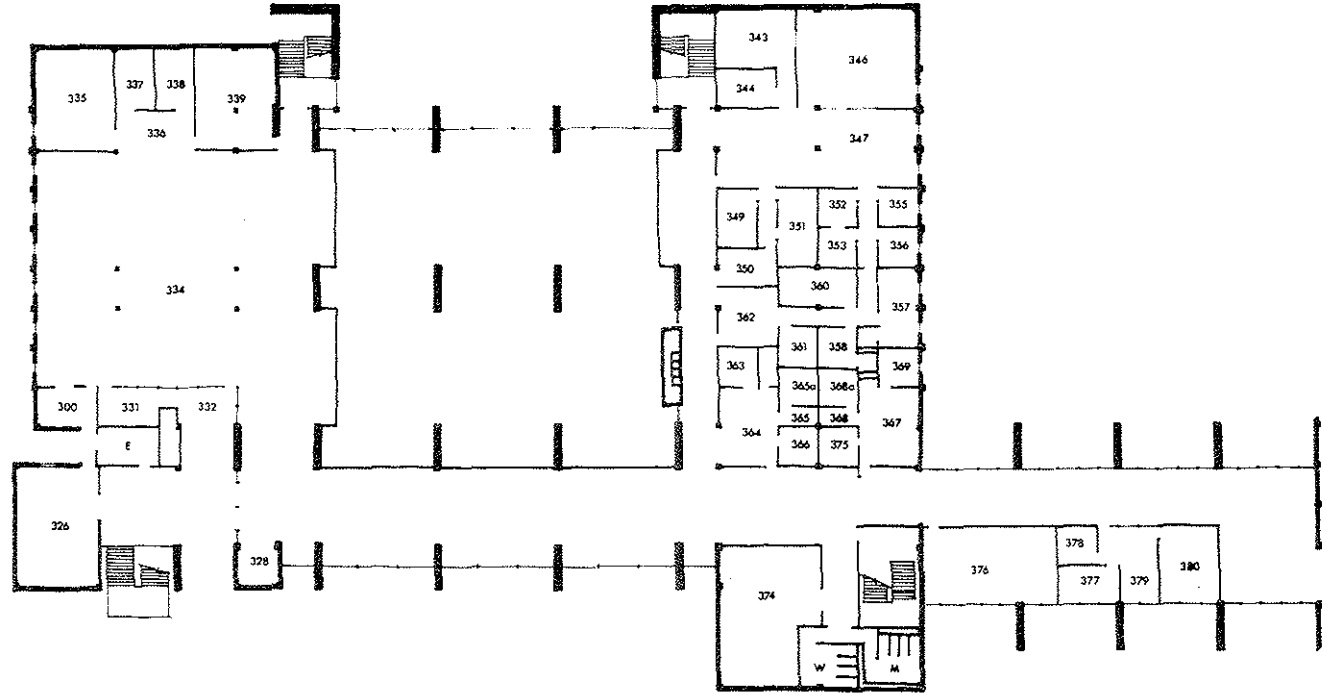


UNIT A COLLEGE CENTER - THIRD FLOOR - PART B

WILLIAM RAINEY HARPER COLLEGE  
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# COLLEGE CENTER - Third Floor Unit A



UNIT A COLLEGE CENTER - THIRD FLOOR - PART A

UNIT A COLLEGE CENTER - THIRD FLOOR - PART C

WILLIAM RAINEY HARPER COLLEGE  
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APPENDIX D-1 (cont.)

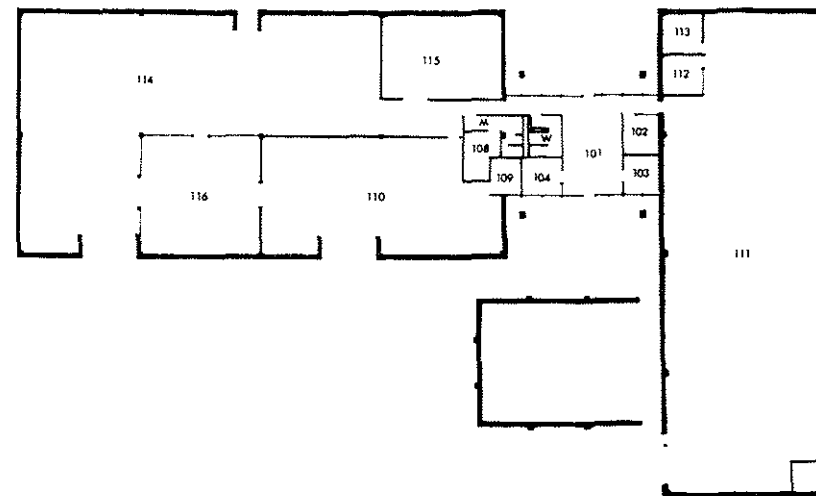
COLLEGE CENTER- Third Floor, student council, counseling, journalism 12  
Unit A

				Sq. Ft						
325	020	02	Bridge	600	356	6000	315	50	Interview	100
326	030	03	Mechanical	600	357	7000	650	60	Women's Cots	200
327	020	02	Lobby	861	357a		030	03	Women's Toilet	25
328	030	03	Telephone	100	358	7000	650	60	Men's Cots	100
329	020	02	Vestibule	80	358a		030	03	Men's Toilet	25
330	7000	675	60 Equipment Storage	145	359		020	02	Corridor	92
331	7000	310	60 Manager	166	360	7000	360	60	Exam	200
332	7000	310	60 Secretary	1105	361	6000	310	50	Office	100
333					362	6000	315	50	Waiting	222
334	7000	670	60 Game Room	4849	363	1520	310	10	Office	222
335	6000	310	50 Student Council	491	364	1520	220	10	Paper	293
336	6000	310	50 Secretary	188	364a	1520	220	10	Storage	50
337	6000	310	50 Coordinator	142	365	1520	225	10	Preparation	50
338	6000	310	50 Student Council President	142	365a	1520	225	10	Darkroom	100
339	6000	310	50 Student Organization	491	366	1520	225	10	Storage	98
340	020	02	Stair	313	367	1520	220	10	Yearbook	293
341	020	02	Bridge	3084	368	1520	225	10	Preparation	50
342	020	02	Stair	313	368a	1520	225	10	Darkroom	100
343	6000	350	50 Conference	300	369	1520	310	10	Office	222
344	6000	310	50 Council Director	300	370		020	02	Lobby	854
345	020	02	Corridor	47	371		020	02	Stair	359
346	6000		50 L. Group Guidance	750	372		030	03	Men	171
347	6000	310	50 Clerical	1090	373		030	03	Women	
348	020	02	Corridor	68	374		030	03	Mechanical	800
349	6000	310	50 Placement Director	150	375	1520	225	10	Storage	98
350	6000	310	50 Team Counseling	150	376	1520	220	10	Journalism	640
351	6000	350	50 Conference	200	377	1520	310	10	Office	135
352	6000	350	50 Conference	100	378	1520	315	10	Workroom	98
353	6000	350	50 Conference	100	379	1520	310	10	Secretary	236
354	6000	350	50 Conference	92	380	1520	350	10	Conference	278
355	6000	315	50 Interview Room	100	381		020	02	Corridor	1838



# POWER PLANT & Vocational Education Shops Unit B

					Sq. Ft
101	6000	310	50	Reception	375
102	6000	310	50	Office	90
103	6000	310	50	Office	90
104	6000	310	50	Office	94
105		020	02	Corridor	118
106		030	03	Women's Toilet	74
107		030	03	Men's Toilet	81
108		030	03	Lockers	90
109		030	03	Mechanical	65
110	6000	720	50	Receiving	1617
111		030	03	Boiler Plant	4590
112	6000	310	50	Office	105
113	6000	315	50	Storage	105
114	1725	210	10	Tech. Shop	3600
115	1725	210	10	Class Room	600
116	1725	215	10	Tool Room	900



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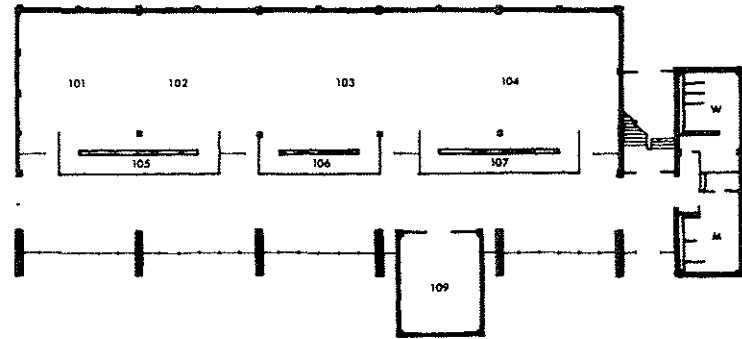
UNIT B POWER MAINTENANCE

WILLIAM RAINEY HARPER COLLEGE  
PALATINE ILLINOIS



# ART & ARCHITECTURE - First Floor Unit C

					Sq. Ft.
101	1725	210	10	Surveying	1020
102	1725	210	10	Drafting	1020
103	1725	210	10	Drafting	1800
104	1725	210	10	Classroom	940
105	1725	215	10	Storage	185
106	1725	215	10	Storage	277
107	1725	215	10	Storage	370
108	020	02		Corridor	3217
109	030	03		Mechanical	500
110	020	01		Custodian	34
111	020	02		Vestibule	378
112	020	02		Stair	326
113	030	03		Women's Toilet	295
114	030	03		Men's Toilet	244



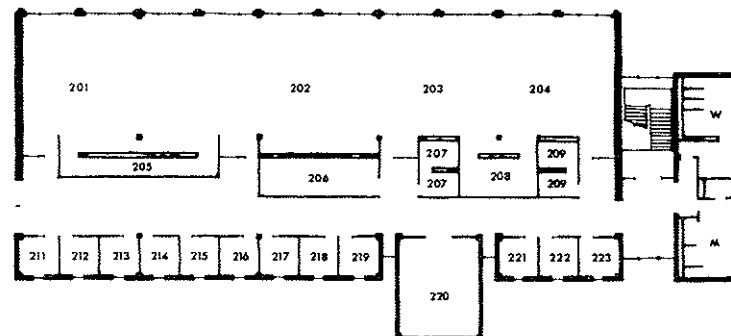
UNIT C FINE & APPLIED ARTS-FIRST FLOOR

WILLIAM RAINEY HARPER COLLEGE  
PALATINE ILLINOIS



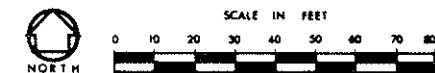
# ART & ARCHITECTURE - Second Floor Unit C

					Sq. Ft.
201	1510	210	10	Painting	2048
202	1510	210	10	Painting	1014
203	1510	210	10	General Art	984
204	1510	210	10	General Art	920
205	1510	215	10	Storage	181
206	1510	215	10	Graphic Equipment	284
207	1510	210	10	Prep Room	46
207a	1510	210	10	Dark Room	76
208	1510	215	10	Storage	296
209	1510	210	10	Prep Room	46
209a	1510	210	10	Dark Room	76
210		020	02	Corridor	2036
211	1725	010	10	Office	98
212	1725	010	10	Office	98
213	1725	010	10	Office	98
214	1725	010	10	Office	98
215	1725	010	10	Office	98
216	1725	010	10	Office	98
217	1725	010	10	Office	98
218	1725	010	10	Office	98
219	1725	010	10	Office	98
220		030	03	Mechanical	500
221	1510	010	10	Office	98
222	1510	010	10	Office	98
223	1510	010	10	Office	98
224		020	02	Vestibule	378
225		030	03	Women's Toilet	295
226		010	01	Custodian	34
227		030	03	Men's Toilet	244
228		020	02	Stair	326



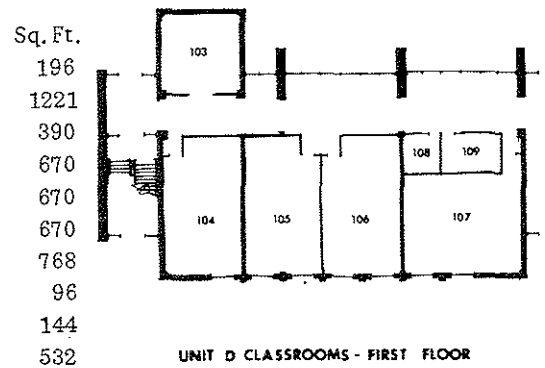
UNIT C FINE & APPLIED ARTS - SECOND FLOOR

WILLIAM RAINEY HARPER COLLEGE  
PALATINE ILLINOIS



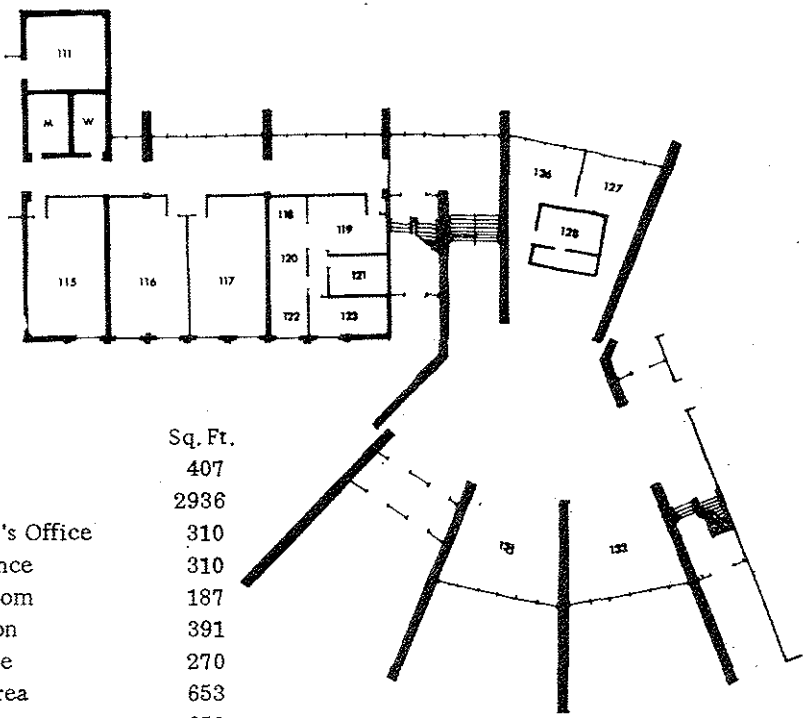
# SCIENCE - First Floor, business offices, engineering offices Unit D

Room No.	Code	Description	Sq. Ft.
101	020 02	Vestibule	196
102	020 02	Corridor	1221
103	030 03	Mechanical	390
104	1199 110 10	Classroom	670
105	1199 110 10	Classroom	670
106	1199 110 10	Classroom	670
107	1199 110 10	Classroom	768
108	1715 310 10	Office	96
109	1715 310 10	Office	144
110	020 02	Corridor	532
111	030 03	Mechanical	380
112	020 02	Corridor	1221
113	030 03	Men's Toilet	162
114	030 03	Women's Toilet	119
115	1199 110 10	Classroom	670
116	1199 110 10	Classroom	670
117	1199 110 10	Classroom	670
118	1715 310 10	Office	98
119	1715 310 10	Reception	320
120	1715 310 10	Office	100
121	1715 315 10	Work Room	150
122	1715 310 10	Office	150
123	1715 350 10	Conference	200
175	020 02	Stair	320



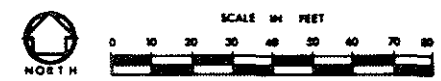
UNIT D CLASSROOMS - FIRST FLOOR

Room No.	Code	Description	Sq. Ft.
124	020 02	Corridor	407
125	020 02	Lobby	2936
126	1725 310 10	Director's Office	310
127	1725 350 10	Conference	310
128	1725 315 10	Work Room	187
129	1725 310 10	Reception	391
130	020 02	Vestibule	270
131	1110 410 10	Study Area	653
132	1110 410 10	Study Area	653
176	020 02	Stair	320
177	020 02	Stair	320



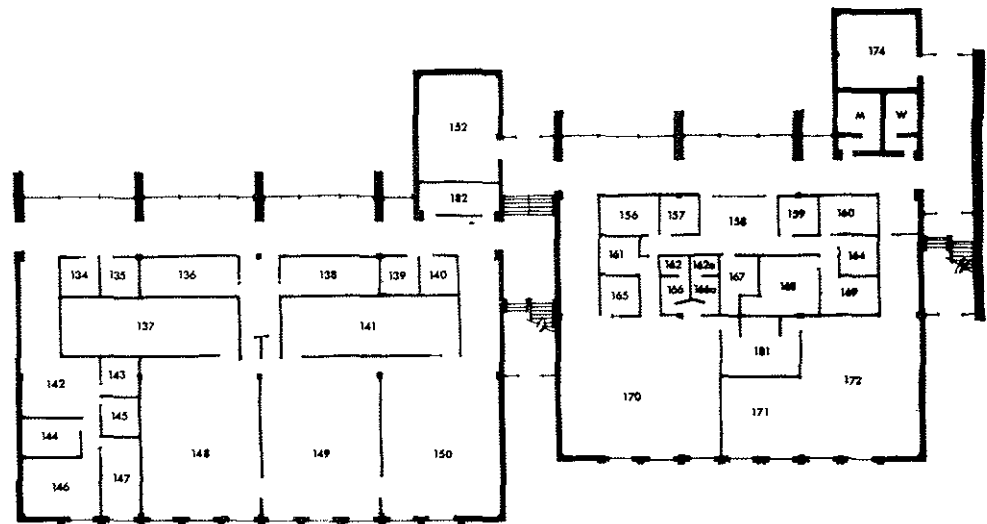
UNIT D LECTURE DEMO - FIRST FLOOR

WILLIAM RAINEY HARPER COLLEGE  
PALATINE ILLINOIS



# SCIENCE - First Floor, science offices, physics, electronics, Unit D dental hygiene, and nursing

Room No.	Room No.	Room No.	Description	Sq. Ft.
133	020	02	Corridor	1923
134	1399	310	10 Office	96
135	1399	310	10 Office	98
136	1330	250	10 Faculty Lab	243
137	1330	215	10 Prep. & Storage	672
138	1725	215	10 Storage	243
139	1725	310	10 Office	98
140	1725	310	10 Office	96
141	1725	215	10 Prep. & Storage	672
142	1399	310	10 Reception	498
143	1399	310	10 Office	100
144	1399	315	10 Work Room	150
145	1399	310	10 Office	100
146	1399	350	10 Conference	300
147	1399	310	10 Office	200
148	1330	210	10 Physics	1223
149	1725	210	10 Electronics	1223
150	1725	210	10 Electronics	1348
151	020	02	Stair	443
152	030	03	Mechanical	540
153	020	02	Corridor	1388
154	030	03	Men's Toilet	155
155	030	03	Women's Toilet	114
156	1233	310	10 Office	145
157	1233	310	10 Office	98
158	1239	310	10 Reception	471
159	1234	310	10 Office	98
160	1234	310	10 Office	145
161	1233	215	10 Storage & Sterilization	100
162	1233	215	10 Dark Room	38
162a	1233	215	10 Dark Room	38
163				
164	1234	310	10 Office	100
165	1233	310	10 Office	100
166	1233	215	10 X-ray	75



UNIT D LABS - FIRST FLOOR

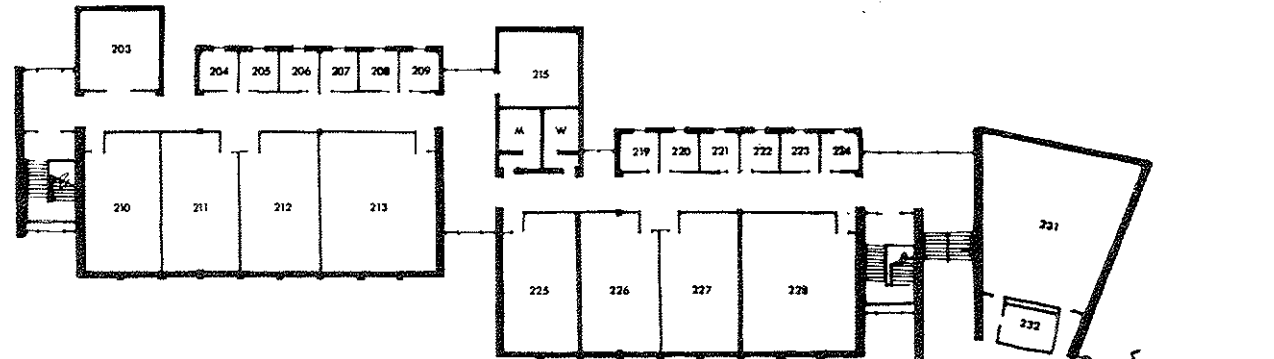
166a	1233	215	10 X-ray	75
167	1239	215	10 Work Room	125
168	1239	350	10 Conference	250
169	1234	310	10 Office	150
170	1233	210	10 Dental Assisting Lab	1598
171	1239	350	10 Conference	400
172	1234	210	10 Nursing	1248
173	020	02	Corridor	509
174	030	03	Mechanical	380
178	020	02	Stair	320
179	020	02	Stair	320
180				
181	1233	215	10 Locker	300
182	010	01	Storage	140

WILLIAM RAINEY HARPER COLLEGE  
PALATINE ILLINOIS



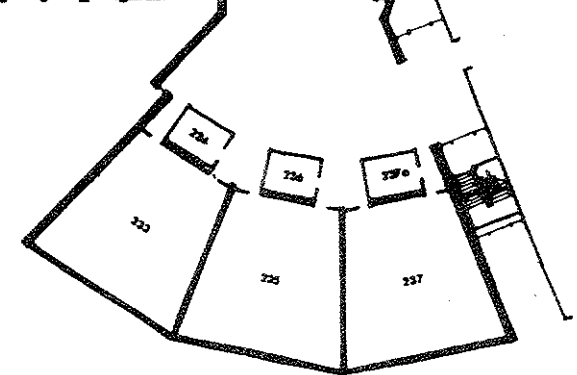
# SCIENCE - Second Floor, general classroom, lecture demo Unit D

				Sq. Ft.
201	020	02	Vestibule	196
202	020	02	Corridor	1030
203	030	03	Mechanical	380
204	1715	310	10 Office	98
205	1715	310	10 Office	98
206	1715	310	10 Office	98
207	1715	310	10 Office	98
208	1715	310	10 Office	98
209	1715	310	10 Office	98
210	1199	110	10 Classroom	638
211	1199	110	10 Classroom	673
212	1199	110	10 Classroom	673
213	1199	110	10 Classroom	986
214	020	02	Corridor	522
215	030	03	Mechanical	380
216	020	02	Corridor	1030
217	030	03	Men's Toilet	155
218	030	03	Women's Toilet	114
219	1715	310	10 Office	98
220	1715	310	10 Office	98
221	1715	1310	10 Office	98
222	1715	310	10 Office	98
223	1715	310	10 Office	98
224	1715	310	10 Office	98
225	1199	110	10 Classroom	638
226	1199	110	10 Classroom	673
227	1199	110	10 Classroom	673
228	1199	110	10 Classroom	986
282	020	02	Stair	320



UNIT D CLASSROOMS - SECOND FLOOR

				Sq. Ft.
229	020	02	Corridor	407
230	020	02	Lobby	3404
231	1199	110	10 Lecture	1326
232	1199	115	10 Prep	135
233	1199	110	10 Lecture	1326
234	1199	115	10 Prep	135
235	1199	110	10 Lecture	1326
236	1199	115	10 Prep	135
237	1199	110	10 Lecture	1326
237a	1199	115	10 Prep	135
283	020	02	Stair	320
284	020	02	Stair	320
301	030	03	Mechanical	260
302	030	03	Mechanical	780



UNIT D LECTURE DEMO - SECOND FLOOR

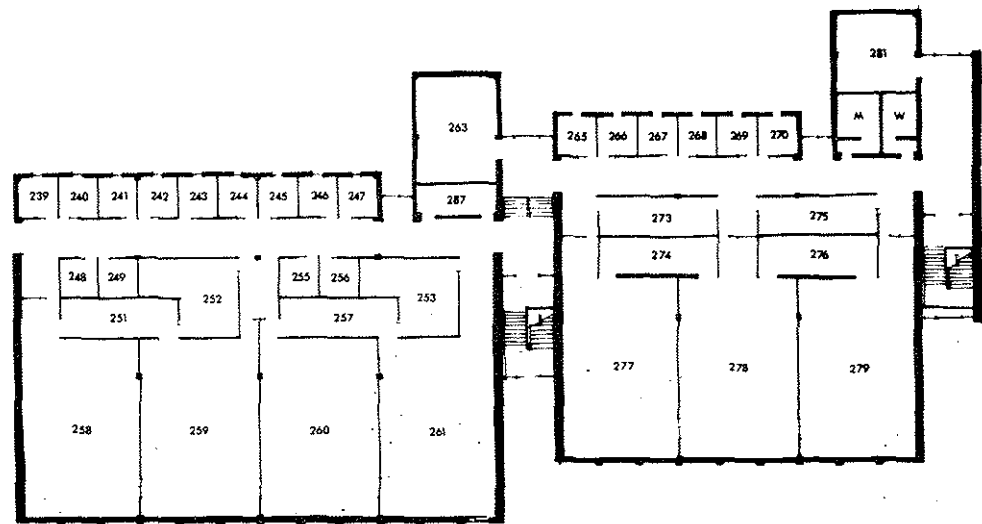
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# SCIENCE - Second Floor, chemistry, audio tutorial, biology Unit D

Room No.	Building	Floor	Room Name	Sq. Ft.
238	020	02	Corridor	1531
239	1399	310	10 Office	98
240	1399	310	10 Office	98
241	1399	310	10 Office	98
242	1399	310	10 Office	98
243	1399	310	10 Office	98
244	1399	310	10 Office	98
245	1399	310	10 Office	98
246	1399	310	10 Office	98
247	1399	310	10 Office	98
248	1399	310	10 Office	96
249	1399	310	10 Office	98
250	-	-	-	-
251	1330	215	10 Prep & Storage	300
252	1330	215	10 Storage	391
253	1330	210	Faculty Lab	391
254	-	-	-	-
255	1399	310	10 Office	96
256	1399	310	10 Office	98
257	1330	215	10 Prep & Storage	300
258	1330	210	10 Chemistry	1403
259	1330	210	10 Chemistry	1374
260	1330	210	10 Chemistry	1374
261	1210	220	10 Biology A. T. Lab	1403
262	020	02	Corridor	444
263	030	03	Mechanical	540
264	020	02	Corridor	1197
265	1399	310	10 Office	98
266	1399	310	10 Office	98
267	1399	310	10 Office	98
269	1399	310	10 Office	98
270	1399	310	10 Office	98
271	030	03	Men's Toilet	155
272	030	03	Women's Toilet	114
273	1210	215	10 Balance	290

274	1210	215	10 Prep & Storage	300
275	1210	220	10 Faculty Lab & Storage	290
276	1210	215	10 Prep & Storage	300
277	1210	210	10 Biology	1403
278	1210	210	10 Biology	1448
279	1220	210	10 Botany	1403
280	020	02	Vestibule	509
281	030	03	Mechanical	380
285	020	02	Stair	320
286	020	02	Stair	320
287	010	01	Storage Janitor	140



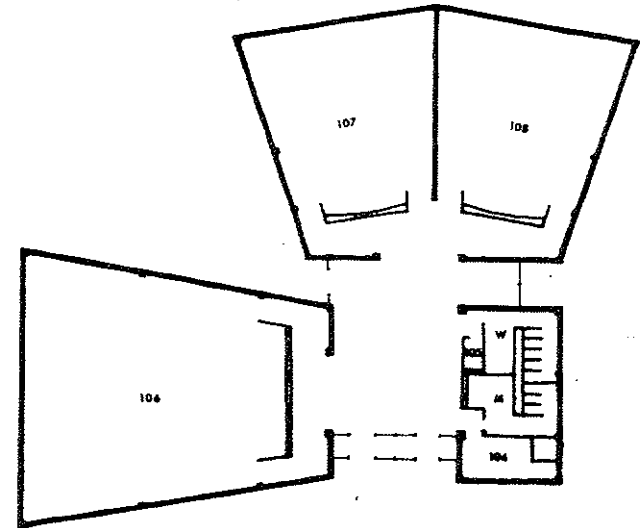
UNIT D LABS - SECOND FLOOR

WILLIAM RAINEY HARPER COLLEGE  
PALATINE ILLINOIS



# LECTURE & DEMONSTRATION CENTER Unit E

			Sq. Ft.
101	020	02 Lobby	1544
102	030	03 Women's Toilet	279
103	030	03 Men's Toilet	275
104	1199	115 10 Storage & Prep.	225
105	010	01 Custodian	37
106	1199	110 10 Lecture Hall	3774
107	1199	110 10 Lecture Hall	1989
108	1199	110 10 Lecture Hall	1989
109	020	02 Vestibule	186
110	020	02 Entry	808
111	020	02 Entry	335
201	030	03 Mechanical	264
202	030	03 Mechanical	806
203	030	03 Mechanical	881



UNIT E LECTURE & DEMONSTRATION CENTER

WILLIAM RAINEY HARPER COLLEGE  
PALATINE ILLINOIS

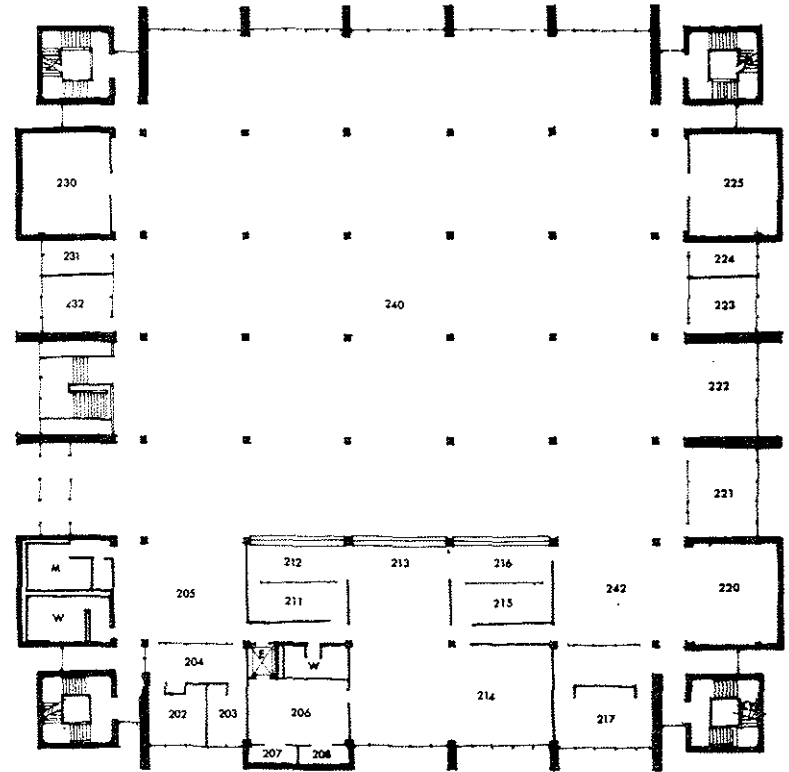




# LEARNING RESOURCES CENTER - Second Floor, library UNIT F

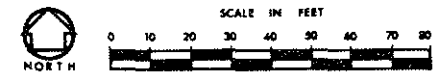
Room No.	Area	Description	Sq. Ft.
201	- 020 02	Stair	380
202	5000 310 40	Librarian	178
203	5000 310 40	Assist. Librarian	141
204	5000 310 40	Reception	296
205	5000 430 40	Display	846
206	5000 440 40	Book Processing	417
207	5000 455 40	Storage	128
208	5000 455 40	Storage	128
209	- 455 40	Women's Toilet	126
210	- 030 03	Corridor	143
211	5000 310 40	Circulation Librarian	255
212	5000 440 40	Circulation Desk	260
213	5000 440 40	Reserve Books	650
214	5000 440 40	Technical Services	1300
215	5000 310 40	Reference Librarian	255
216	5000 310 40	Reference Desk	260
217	5000 650 40	Staff/Faculty	625
218	- 020 02	Stair	380
219	- 020 02		125
220	5000 410 40	Microfilm	778
221	5000 410 40	Reading	407
222	5000 650 40	Lounge	407
223	5000 350 40	Seminar Conference	246
224	5000 410 40	Typing	161
225	- 030 03	Mechanical Equip.	557
226	- 020 02	Corridor	125
227	- 020 02	Stair	380
228	- 020 02	Stair	380
229	- 020 02	Corridor	125
230	- 030 03	Mechanical Equip.	557
231	5000 410 40	Group Study	161
232	5000 410 40	Group Study	246
233	- 020 02	Stair	407
234	- 020 02	Vestibule	165
235	- 020 02	Vestibule	47

236	- 030 03	Men's Toilet	153
237	- 010 01	Custodian	38
238	- 030 03	Women's Toilet	214
239	- 020 02	Corridor	125
240	5000 430 40	Stacks	17,888
241	- 020 02	Corridor	128
242	5000 430 40	Periodicals	650
243	- 020 02	Corridor	128
244	- 020 02	Elevator	52
245	- 020 02	Entrance Turnstyle	259

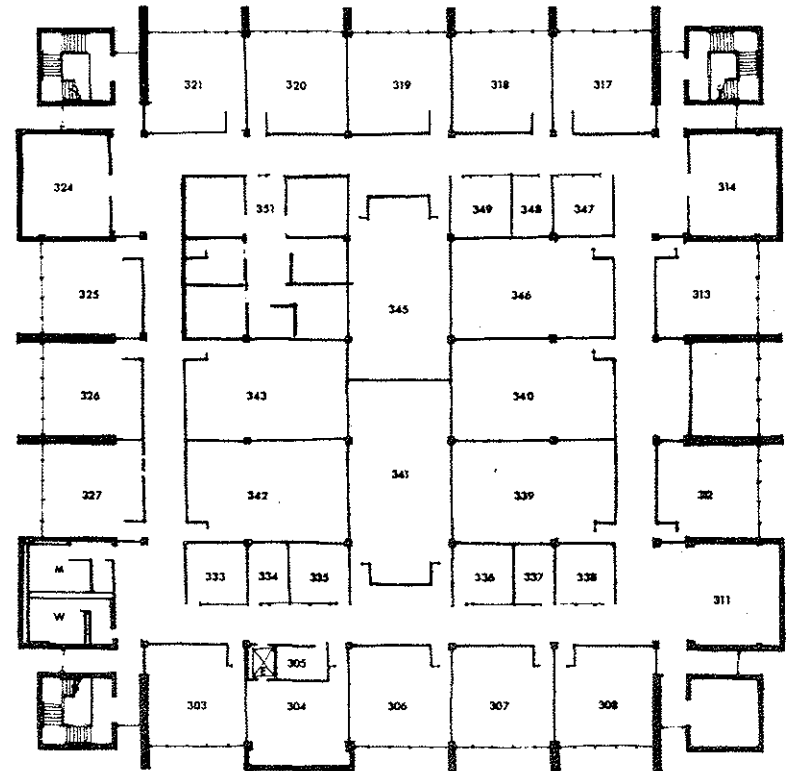


UNIT F LEARNING RESOURCES CENTER - SECOND FLOOR

WILLIAM RAINEY HARPER COLLEGE  
PALATINE ILLINOIS



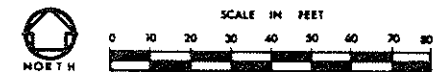
# LEARNING RESOURCES CENTER - Third Floor UNIT F



UNIT F LEARNING RESOURCES CENTER - THIRD FLOOR

WILLIAM RAINEY HARPER COLLEGE  
PALATINE ILLINOIS

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APPENDIX D-6 (cont.)

LEARNING RESOURCES CENTER - Third Floor, english, business & general classrooms  
UNIT F

				Sq. Fr.							
301	-	020	02	Stair	380	329	-	010	01	Custodian	38
302	-	020	02	Corridor	125	330	-	030	03	Men's Toilet	153
303	1199	110	10	Classroom	574	331	-	030	03	Women's Toilet	214
304	1199	110	10	Classroom	555	332	-	020	02	Corridor	1359
305	1199	115	10	Storage	99	333	1520	310	10	Office	231
306	1199	110	10	Classroom	608	334	1520	310	10	Office	154
307	1199	110	10	Classroom	608	335	1520	310	10	Office	231
308	1199	110	10	Classroom	574	336	1520	310	10	Office	231
309	-	020	02	Stair	380	337	1610	310	10	Office	154
310	-	020	02	Corridor	125	338	1610	310	10	Office	231
311	1110	410	10	Study Area	778	339	1610	110	10	Classroom	1014
312	1199	110	10	Classroom	574	340	1610	110	10	Classroom	1014
313	1199	110	10	Classroom	574	341	1610	110	10	Classroom	1248
314	-	030	03	Mechanical Equipment	557	342	1610	110	10	Classroom	1014
315	-	020	02	Corridor	125	343	1610	110	10	Classroom	1014
316	-	020	02	Stair	380	344	1520	110	10	Classroom	1014
317	1199	110	10	Classroom	574	345	1610	110	10	Classroom	1248
318	1199	110	10	Classroom	608	346	1520	110	10	Classroom	1014
319	1199	110	10	Classroom	608	347	1520	310	10	Office	231
320	1199	110	10	Classroom	608	348	1520	310	10	Office	154
321	1199	110	10	Classroom	574	349	1520	310	10	Office	231
322	-	020	02	Stair	380	350	1520	310	10	Office	231
323	-	020	02	Corridor	125	351	1520	310	10	Office	154
324	-	030	03	Mechanical Equipment	557	352	1520	310	10	Office	231
325	1199	110	10	Classroom	574	353	-	020	02	Corridor	1801
326	1199	110	10	Classroom	574	354	-	020	02	Corridor	1359
327	1199	110	10	Classroom	574	355	-	020	02	Corridor	1785
328	-	020	02	Vestibule	47	356	-	020	02	Elevator	52

APPENDIX D-7

WILLIAM RAINEY HARPER COLLEGE

Campus Master Plan and Construction Schedule  
1968-76  
(1968 Actual)

<u>Unit</u>	<u>Building</u>	<u>Campus Master Plan</u>	<u>*First Phase Sq. Foot.</u>	<u>Second Phase Sq. Foot.</u>	<u>Third Phase Sq. Foot.</u>	<u>Fourth Phase Sq. Foot.</u>	<u>Fifth Phase Sq. Foot.</u>
A	College Center	131,430	131,652	-----	-----	-----	-----
B	Power Plant	17,300	8,300	5,400	-----	-----	-----
C	Art	23,800	23,878	-----	-----	-----	-----
D	Science	114,300	92,600	23,460	-----	-----	-----
E.	Lecture Demo Center	13,040	13,040	-----	-----	-----	-----
F.	Learning Resources Center	101,970	101,970	-----	-----	-----	-----
G.	Vocational/Technical	115,060	-----	-----	60,000	25,060	30,000
H.	Humanities-- Social Sciences	78,000	-----	-----	-----	78,000	-----
I.	Business	22,900	-----	-----	22,900	-----	-----
J.	Auditorium	72,500	-----	-----	-----	-----	72,500
K.	Music	23,000	-----	26,594	-----	-----	-----
L.	Speech & Drama Lab	10,400	-----	-----	14,500	-----	-----
M.	Physical Education	<u>126,000</u>	<u>-----</u>	<u>-----</u>	<u>-----</u>	<u>60,000</u>	<u>66,000</u>
	TOTAL	<u>849,700</u>	<u>371,440</u>	<u>55,454</u>	<u>97,400</u>	<u>163,060</u>	<u>168,500</u>
			1968	1970	1972	1974	1976

\* Temporary fieldhouse not included.

APPENDIX D-8

WILLIAM RAINEY HARPER COLLEGE

PERSONNEL DATA FORM FOR RECOMMENDATION TO BOARD OF TRUSTEES

CANDIDATE

\_\_\_\_\_

FIELD (Suggested Teaching Area)

\_\_\_\_\_

DIVISION

PREPARATION (Degree, School, Year Received, & Semester Hours in Teaching Field)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

HOURS BEYOND HIGHEST DEGREE IN TEACHING FIELD

\_\_\_\_\_

\_\_\_\_\_

MAJOR AREAS

\_\_\_\_\_

\_\_\_\_\_

EXPERIENCE IN EDUCATION (Dates, Locations, Positions, etc.)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

OTHER EXPERIENCE

\_\_\_\_\_

\_\_\_\_\_

HONORS & DISTINCTIONS

\_\_\_\_\_

\_\_\_\_\_

PERSONAL (Age, Marital Status, Children, Address, Etc.)

\_\_\_\_\_

\_\_\_\_\_

RANK & SALARY

\_\_\_\_\_

RECOMMENDED BY

\_\_\_\_\_ DIVISION CHAIRMAN

\_\_\_\_\_ DEAN

\_\_\_\_\_ VICE PRESIDENT

\_\_\_\_\_ PRESIDENT

FOR OTHER INFORMATION AND REMARKS PLEASE USE THE REVERSE SIDE OF THIS FORM.

APPENDIX D-9

WILLIAM RAINEY HARPER COLLEGE

BUDGET HISTORY AND PROJECTIONS

1965-66 through 1970-71

Educational Fund

Fiscal Year (1)	Operating Budget	Total Expenditures	Instruction							
			Admin.	Life and Health Sci.	Math and Phy. Sci.	Engineering	Communi-cations	Business	Social Sciences	Humanities
1965-66	116,000	118,433	0	0	0	0	0	0	0	0
1966-67	708,554	455,270	31,387	11,888	0	0	0	0	0	0
1967-68	1,710,673	1,563,651 (2)	120,165	286,380	71,915	159,866	159,035	70,003		
1968-69	2,949,221	2,754,068	118,692 (3,306) CO 115,386	413,962 (20,058) CO (13,650) SS 380,254	200,590 (19,905) CO 180,685	303,287 (3,615) CO (13,895) SS 285,777	390,479 (7,521) CO (13,650) SS 369,308	206,933 (10,883) CO (9,240) SS 186,810		
1969-70	4,587,956	4,587,956	223,954 (1,240) CO 222,714	426,689 (30,780) CO (6,400) SS 389,509	349,022 (69,310) CO (13,200) SS 266,512	428,738 (119,773) CO 0 SS 308,965	450,230 (5,890) CO (11,600) SS 432,740	312,110 (12,824) CO (11,500) SS 287,786	253,556 (6,145) CO (14,300) SS 233,111	273,653 (52,284) CO (7,200) SS 214,169
1970-71										
1971-72										
1972-73										

(1) 1965-66 - Enabling Referendum passed March 27, 1965.

(2) Adjusted from 1,858,833. to allow for transfer of Auxiliary Fund expenses.

SS - Summer School  
CO - Capital Outlay

APPENDIX D-9 (cont.)

		Learning Resource Center				Student Services and Aids				
Total Div.	Total Instruction	Learning Resource Center	Instr. Materials Center	Library	Total L.R.C. Expend.	Admin.	Admissions & Records	Placement & Student Aids	Counseling & Health	Student Activities
0	0	0	0	0	0	0	0	0	0	0
11,888	43,275	0	0	25,348 <u>61,224</u> bks. 86,572	86,572	27,368	21,426	0	0	800
747,199	867,364	0	0	56,818 <u>111,041</u> bks. 167,859	167,859	37,074	32,012	18,917	62,815	0
1,515,251 (61,982) CO (50,435) SS	1,633,943 (65,288) CO (50,435) SS	38,920 (9,427) CO 29,493	0	174,308 (16,383) CO 157,925	213,228 (25,810) CO 187,418	41,575 (4,160) CO 37,415	61,229 (62) CO 61,167	21,931	120,004 (286) CO (2,900) SS 116,818	19,442 (17) CO 19,425
1,402,834	1,518,220									
2,493,998 (237,006) CO (64,200) SS 2,192,792	2,717,952 (298,246) CO (64,200) SS 2,355,506	27,870	158,049 (71,729) CO 86,320	301,407 (9,000) CO (5,100) SS 287,307	487,326 (80,729) CO (5,100) SS 401,497	34,431	74,706 (270) CO 74,436	27,755 (1,045) CO 26,710	210,307 (415) CO (3,500) SS 206,392	23,877 (415) CO 23,462

SS - Summer School  
CO - Capital Outlay

APPENDIX D-9 (cont.)

Total Student Services	Inst. Research & Development	Data Processing	General Administration				Maintenance & Operations	Contractual Services	Postage & Supplies
			President & Trustees	Community Relations	Business	Total Gen. Admin.			
0	0	0	108,859 (7,275) CO 101,584	0	0	108,859 (7,275) CO 101,584	2,249	0	0
49,594	0	22,731	40,021	24,714	55,752	120,487	0	14,442	4,015
150,818	0	52,013	53,000	41,349	108,407 (5,432) CO 102,975	202,756 (5,432) CO 197,324	0	12,635	7,800
264,181 (4,525) CO (2,900) SS 256,756	5,130 (371) CO 4,759	207,656 (4,225) CO 203,431	65,392 (92) CO 65,300	41,693 (420) CO 41,273	137,921 (8,318) CO 129,603	245,006 (8,830) CO 236,176	0	27,236	15,461
371,076 (2,145) CO (3,500) SS 365,431	59,595 (2,995) CO 56,600	261,370 (6,670) CO 254,700	66,400 (500) CO 65,900	46,737 (350) CO 46,387	163,800 (2,000) CO 161,800	276,937 (2,850) CO 274,087	0	40,500	19,000

SS - Summer School  
CO - Capital Outlay



APPENDIX D-9 (cont.)

General Institutional Expense

Recruit. & Inn. Travel	Fringe Benefits	Fixed Charges	Student Grants	Harper Work Program	Tuition Charge-back	Special Projects	Athletics	Contingency	Campus Services	Total Gen. Inst. Exp.
0	0	7,325	0	0	0	0	0	0	0	7,325
0	25,759	7,559	0	0	46,613	0	0	34,223 (34,223) CO 0	0	132,611 (34,223) CO 98,388
5,362	37,718	8,836	2,002	16,355	32,133	0	0 T.V.	28,045 (28,045) CO 0	0	122,841 (28,045) CO 94,796
14,696	57,477	0	4,267	23,690	18,026	7,371	16,700	0	0	184,924
11,000	146,000	5,400	7,500	18,000	20,000	15,000	33,000	25,000	73,300 (3,000) CO 70,300	413,700 (3,000) CO 410,700

SS - Summer School  
CO - Capital Outlay

APPENDIX D-9 (cont.)

Grand Total	Current Status	F.T.E. Students Mid-term	Operating Cost Per Student	Net* Cost Per Student	Bldg. Fund Cost Per Student	Gross Cost Per Student	Equalized Assessed Evaluation	Assessed Evaluation Per Student	Fiscal Year
118,433 (7,275) C.O. 111,158	Actual Expense	0 Actual	0	0	0	0	1965 812,401,940	0	1965-66
455,270 (34,223) C.O. 421,047	Actual Expense	0 Actual	0	0	0	0	1966 889,046,296	0	1966-67
1,563,651 (33,477) CO 1,530,174	Actual Expense	1,017 Fall 1,058 Spring A.V. 1037	1,508	1,476	148	1,656	1967 986,528,316	951,329	1967-68
2,754,068 (109,049) CO (53,335) SS 2,591,684	Actual Expense	2,241 Fall 2,006 Spring A.V. 2123	1,287	1,241	161	1,448	1968 1,102,671,700	519,393	1968-69
4,587,956 ( 72,800) SS (396,635) CO 4,118,521	Official Budget	Projected 3,200	1,411	1,287	200	1,611	1969 (est.) 1,218,000,000	380,625	1969-70
	Projected Budget	Projected 3,800			210	1,550	1970 (est.) 1,346,000,000		1970-71
		Projected 4,009					1971 (est.) 1,487,000,000		1971-72
									1972-73

\*Operating Cost, less summer school and capital outlay.

SS - Summer School  
CO - Capital Outlay

APPENDIX D-10

ESTIMATED REVENUE AND EXPENDITURES - CASH BASIS  
7/1/67-6/30/75

	<u>1967-68*</u> <u>Cash Budget</u>	<u>1968-69*</u> <u>Cash Budget</u>	<u>1969-70</u> <u>Cash Budget</u>	<u>1970-71</u> <u>Cash Budget</u>	<u>1971-72</u> <u>Cash Budget</u>	<u>1972-73</u> <u>Cash Budget</u>	<u>1973-74</u> <u>Cash Budget</u>	<u>1974-75</u> <u>Cash Budget</u>
Taxes	962,000	885,000	1,278,000	1,255,000	1,388,000	1,532,000	1,693,000	2,084,000
State Apportionment	358,000	774,000	1,452,000	1,773,000	2,101,000	2,510,000	3,181,000	3,497,000
Less Bldg. Fund Utilities	--	--	(100,000)	(150,000)	(160,000)	(170,000)	(180,000)	(190,000)
Voc-Tech Aid								
Per Credit Hour	--	102,000	232,000	100,000	150,000	150,000	150,000	150,000
Computer Rental	--	--	45,000	25,000	20,000	--	--	--
Federal Aid	--	8,000	9,000	10,000	15,000	20,000	25,000	30,000
Tuition								
Students	245,000	602,000	819,000	943,000	1,223,000	1,458,000	1,825,000	2,125,000
Charge-backs	232,000	655,000	468,000	490,000	217,000	211,000	210,000	249,000
Student Fees								
Registration Fees	--	--	--	20,000	21,000	22,000	27,000	30,000
Other	8,000	19,000	69,000	49,000	50,000	52,000	54,000	56,000
Interest	14,000	40,000	25,000	20,000	15,000	10,000	5,500	6,000
TOTAL CURRENT YR. REVENUE	1,819,000	3,085,000	4,297,000	4,535,000	5,040,000	5,795,000	6,990,500	8,037,000
Fund Balance, Beginning	60,000	530,000	861,000	570,000	(150,400)	(893,000)	(2,306,700)	(3,858,600)
Total Cash Available	1,879,000	3,615,000	5,158,000	5,105,000	4,889,600	4,902,000	4,683,800	4,178,400
Less Expenditures	1,349,000	2,754,000	4,588,000	5,255,400	5,782,600	7,208,700	8,542,400	10,430,225
FUND BALANCE ENDING	530,000	861,000	570,000	(150,400)	(893,000)	(2,306,700)	(3,858,600)	(6,251,825)
*Actual								
Levy Year	1966	1967	1968	1969	1970	1971	1972	1973
Existing Tax Rate	.11	.11	.11	.11	.11**	.11	.11	.11
Add'l. Tax Needed to Balance Budget					.125	.125	.125	.125
Proposed Future Tax Rate					.235	.235	.235	.235

\*\*Recommended Tax Rate Referendum Prior to Sept. 1970--Educational Fund, .125, Building Fund .05

APPENDIX D-10 (cont.)

ESTIMATED ACCRUED REVENUE  
1967-68 - 1974-75

	<u>1967-68*</u>	<u>1968-69*</u>	<u>1969-70</u>	<u>1970-71</u>	<u>1971-72</u>	<u>1972-73</u>	<u>1973-74</u>	<u>1974-75</u>
Taxes	994,000	1,109,000	1,220,000	1,355,000	1,497,000	1,654,000	1,828,000	2,232,000
State Apportionment	358,000	774,000	1,452,000	1,773,000	2,101,000	2,510,000	3,181,000	3,497,000
Less Bldg. Fund Utilities	--	--	(100,000)	(150,000)	(160,000)	(170,000)	(180,000)	(190,000)
Voc-Tech Aid								
Per Credit Hour	102,000	200,000	157,000	150,000	150,000	150,000	150,000	150,000
Computer Rental	--	45,000	25,000	20,000	20,000	--	--	--
Federal Aid	--	8,000	10,000	15,000	20,000	25,000	30,000	35,000
Tuition								
Students	245,000	602,000	819,000	943,000	1,223,000	1,458,000	1,825,000	2,125,000
Charge-backs	232,000	655,000	468,000	490,000	217,000	211,000	210,000	249,000
Student Fees								
Registration Fees	--	--	--	20,000	21,000	22,000	27,000	30,000
Other	8,000	19,000	69,000	49,000	50,000	52,000	54,000	56,000
Interest	<u>14,000</u>	<u>40,000</u>	<u>25,000</u>	<u>20,000</u>	<u>15,000</u>	<u>10,000</u>	<u>5,000</u>	<u>5,000</u>
TOTAL CURRENT YEAR REVENUE	1,953,000	3,452,000	4,145,000	4,685,000	5,154,000	5,922,000	7,130,000	8,189,000
Fund Balance, Beginning	815,000	1,205,000	1,903,000	1,460,000	889,600	261,000	(1,025,700)	(2,438,100)
Less Expenditures	<u>1,563,000</u>	<u>2,754,000</u>	<u>4,588,000</u>	<u>5,255,400</u>	<u>5,782,600</u>	<u>7,208,700</u>	<u>8,542,400</u>	<u>10,430,225</u>
FUND BALANCE ENDING	<u>1,205,000</u>	<u>1,903,000</u>	<u>1,460,000</u>	<u>889,600</u>	<u>261,000</u>	<u>(1,025,700)</u>	<u>(2,438,100)</u>	<u>(4,679,325)</u>

\*Actual

## APPENDIX D-11

166

ACTUAL REVENUE - ACCRUED AND CASH  
1967-68

	1967-68 Accrual Budget	Add Receipts Accrued In Other Periods	Less Deferred Receipts	1967-68 Cash Budget
Taxes	\$ 994,000	750,000	782,000	962,000
State Apportionment-- \$11.50 Sem. Hr.	358,000			358,000
Voc-Tech Aid				
Per Credit Hours	102,000		102,000	-----
Computer Rental	-----			-----
Federal Aid	-----			-----
Tuition				
Students, \$8.00/sem.hr.	245,000			245,000
Charge-backs	232,000			232,000
Student Fees				
Registration Fee	-----			-----
Other	8,000			8,000
Interest	<u>14,000</u>	-----	-----	<u>14,000</u>
Total Current Year Revenue	\$1,953,000	750,000	884,000	\$1,819,000
Fund Balance, Beginning	815,000			<u>60,000</u>
Total Cash Available				1,879,000
Less Expenditures	<u>1,563,000</u>			<u>1,349,000</u>
Fund Balance, Ending	<u>1,205,000</u>			<u>530,000</u>

FTE - 1037

Total Semester Hours - 15,555

Equalized Assessed Valuation \$986,528,316 (1967)

APPENDIX D-12

ACTUAL REVENUE - ACCRUED AND CASH  
1968-69

167

	<u>1968-69</u> Accrual Budget	Add Receipts Accrued In Other Periods	Less Deferred Receipts	<u>1968-69</u> Cash Budget
Taxes	\$1,109,000	782,000	1,006,000	885,000
State Apportionment \$11.50 Sem. Hr.	774,000			774,000
Voc-Tech Aid Per Credit Hr.	200,000	102,000	200,000	102,000
Computer Rental	45,000		45,000	
Federal Aid	8,000			8,000
Tuition Students, \$8.00 sem.hr.	602,000			602,000
Charge-backs	655,000			655,000
Student Fees Registration Fee	-----			-----
Other	19,000			19,000
Interest	<u>40,000</u>			
Total Current Year Revenue	3,452,000	884,000	1,251,000	3,085,000
Fund Balance, Beginning	1,205,000			<u>530,000</u>
Total Cash Available				3,615,000
Less Expenditures	<u>2,754,000</u>			<u>2,754,000</u>
	<u>1,903,000</u>			<u>861,000</u>

FTE - 2123

Total Semester Hours - 31,845

Equalized Assessed Valuation \$1,102,671,700 (1968)

APPENDIX D-13

168

ESTIMATED REVENUE - ACCRUED AND CASH

1969-70

	<u>1969-70</u> Accrual Budget	Add Receipts In Other Periods	Less Deferred Receipts	<u>1969-70</u> Cash Budget
Taxes	\$1,220,000	1,006,000	948,000	1,278,000
State Apportionment \$15.50 Sem. Hr.	1,452,000			1,452,000
Less Bldg. Fund Utilities	(100,000)			(100,000)
Voc-Tech Aid				
Per Credit Hour	157,000	175,000	100,000	232,000
Computer	25,000	45,000	25,000	45,000
Federal Aid	10,000	9,000	10,000	9,000
Tuition				
Students, \$8.00 sem.hr.	819,000			819,000
Charge-backs	468,000			468,000
Student Fees				
Registration Fee	-----			-----
Other	69,000			69,000
Interest	<u>25,000</u>	<u>5,000</u>	<u>5,000</u>	<u>25,000</u>
Total Current Year Revenue	4,145,000	1,240,000	1,088,000	4,297,000
Fund Balance, Beginning	1,903,000			<u>861,000</u>
Total Cash Available				5,158,000
Less Expenditures	<u>4,588,000</u>			<u>4,588,000</u>
Fund Balance, Ending	<u>1,460,000</u>			<u>570,000</u>

FTE - 3526

Total Semester Hours, 105,780

Equalized Assessed Valuation \$1,218,000,000 (1969)

## APPENDIX D-14

ESTIMATED REVENUE - ACCRUED AND CASH1970-71

169

	1970-71 Accrual Budget	Add Receipts Accrued In Other Periods	Less Deferred Receipts	1970-71 Cash Budget
Taxes	\$1,355,000	948,000	1,048,000	1,255,000
State Apportionment- \$15.50 Sem. Hr.	1,773,000			1,773,000
Less Bldg. Fund Utilities	(150,000)			(150,000)
Voc-Tech Aid				
Per Credit Hours	150,000	100,000	150,000	100,000
Computer Rental	20,000	25,000	20,000	25,000
Federal Aid	15,000	10,000	15,000	10,000
Tuition				
Students \$8.00 Sem.Hr.	943,000			943,000
Charge-backs	490,000			490,000
Student Fees				
Registration Fee	20,000			20,000
Other	49,000			49,000
Interest	<u>20,000</u>	<u>4,500</u>	<u>4,500</u>	<u>20,000</u>
Total Current Year Revenue	4,685,000	1,087,500	1,237,500	4,535,000
Fund Balance, Beginning	1,460,000			<u>570,000</u>
Total Cash Available				5,105,000
Less Expenditures	<u>5,255,400</u>			<u>5,255,400</u>
Fund Balance, Ending	<u>889,600</u>			<u>(150,400)</u>

FTE - 3688

Total Semester Hours, 110,640

Equalized Assessed Valuation \$1,346,000,000 (1970)



## APPENDIX D-15

ESTIMATED REVENUE - ACCRUED AND CASH  
1971-72

	1971-72 Accrual Budget	Add Receipts Accrued In Other Periods	Less Deferred Receipts	1971-72 Cash Budget
Taxes	\$1,497,000	1,048,000	1,157,000	1,388,000
State Apportionment, \$17.50 Sem. Hr.	2,101,000			2,101,000
Less Bldg. Fund Utilities	(160,000)			(160,000)
Voc-Tech Aid				
Per Credit Hour	150,000	150,000	150,000	150,000
Computer Rental	20,000	20,000	20,000	20,000
Federal Aid	20,000	15,000	20,000	15,000
Tuition				
Students \$10.00 per Sem.Hr.	1,223,000			1,223,000
Charge-backs	217,000			217,000
Student Fees				
Registration Fee	21,000			21,000
Other	50,000			50,000
Interest	<u>15,000</u>	<u>3,000</u>	<u>3,000</u>	<u>15,000</u>
Total Current Year Revenue	5,154,000	1,236,000	1,350,000	5,040,000
Fund Balance, Beginning	889,600			<u>(150,400)</u>
Total Cash Available				4,889,600
Less Expenditures	<u>5,782,600</u>			<u>5,782,600</u>
Fund Balance, Ending	<u>261,000</u>			<u>(893,000)</u>

FTE - 3894

Total Semester Hours, 116,820

Equalized Assessed Valuation, \$1,487,000,000 (1971)

ESTIMATED REVENUE - ACCRUED AND CASH  
1972-73

	<u>1972-73</u> <u>Accrual</u> <u>Budget</u>	<u>Add</u> <u>Receipts</u> <u>Accrued</u> <u>In Other</u> <u>Periods</u>	<u>Less</u> <u>Deferred</u> <u>Receipts</u>	<u>1972-73</u> <u>Cash</u> <u>Budget</u>
Taxes	1,654,000	1,157,000	1,279,000	1,532,000
State Apportionment- \$17.50 Sem. Hr.	2,510,000			2,510,000
Less Bldg. Fund Utilities	(170,000)			(170,000)
Voc-Tech Aid Per Credit Hr. Computer Rental	150,000 -----	150,000	150,000	150,000 -----
Federal Aid	25,000	20,000	25,000	20,000
Tuition Students \$10.00 per Sem. Hr.	1,458,000			1,458,000
Chargebacks	211,000			211,000
Student Fees Registration Fee Other	22,000 52,000			22,000 52,000
Interest	<u>10,000</u>	<u>2,500</u>	<u>2,500</u>	<u>10,000</u>
Total Current Year Revenue	5,922,000	1,329,500	1,456,500	5,795,000
Fund Balance, Beginning	261,000			<u>(893,000)</u>
Total Cash Available				4,902,000
Less Expenditures	<u>7,208,700</u>			<u>7,208,700</u>
Fund Balance, Ending	<u>(1,025,700)</u>			<u>(2,306,700)</u>

FTE - 4681

Total Semester Hours 140,430

Equalized Assessed Valuation \$1,643,000,000 (1972)

ESTIMATED REVENUE - ACCRUED AND CASH  
1973-74

	1973-74 Accrual Budget	Add Receipts Accrued In Other Periods	Less Deferred Receipts	1973-74 Cash Budget
Taxes	\$1,828,000	1,279,000	1,414,000	1,693,000
State Apportionment- \$19.50 Sem. Hr.	3,181,000			3,181,000
Less Bldg. Fund Utilities	(180,000)			(180,000)
Voc-Tech Aid Per Credit Hour Computer Rental	150,000 -----	150,000	150,000	150,000 -----
Federal Aid	30,000	25,000	30,000	25,000
Tuition Students \$11.00 per Sem. Hr. Charge-backs	1,825,000 210,000			1,825,000 210,000
Student Fees Registration Fee Other	27,000 54,000			27,000 54,000
Interest	<u>5,000</u>	<u>2,500</u>	<u>2,000</u>	<u>5,500</u>
Total Current Year Revenue	7,130,000	1,456,500	1,596,000	6,990,500
Fund Balance, Beginning	(1,025,700)			(2,306,700)
Total Cash Available				4,683,800
Less Expenditures	<u>8,542,400</u>			<u>8,542,400</u>
Fund Balance, Ending	<u>(2,438,100)</u>			<u>(3,858,600)</u>

FTE - 5339

Total Semester Hours, 160,170

Equalized Assessed Valuation - \$1,816,000,000 (1973)

APPENDIX D-18

ESTIMATED REVENUE - ACCRUED AND CASH  
1974-75

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	<u>1974-75</u> <u>Accrual</u> <u>Budget</u>	<u>Add</u> <u>Receipts</u> <u>Accrued</u> <u>In Other</u> <u>Periods</u>	<u>Deferred</u> <u>Receipts</u>	<u>1974-75</u> <u>Cash</u> <u>Budget</u>
Taxes	\$2,232,000	1,414,000	1,562,000	2,084,000
State Apportionment, \$19.50 Sem. Hr.	3,497,000			3,497,000
Less Bldg. Fund Utilities	(190,000)			(190,000)
Voc-tech Aid Per Credit Hr. Computer Rental	150,000 -----	150,000	150,000	150,000 -----
Federal Aid	35,000	30,000	35,000	30,000
Tuition Students \$11.00 per Sem. Hr. Charge-backs	2,125,000 249,000			2,125,000 249,000
Student Fees Registration Fees Other	30,000 56,000			30,000 56,000
Interest	<u>5,000</u>	<u>2,000</u>	<u>1,000</u>	<u>6,000</u>
Total Current Year Revenue	8,189,000	1,596,000	1,748,000	8,037,000
Fund Balance, Beginning	(2,438,100)			<u>(3,858,600)</u>
Total Cash Available				4,178,400
Less Expenditures	<u>10,430,225</u>			<u>10,430,225</u>
Fund Balance, Ending	<u>(4,679,325)</u>			<u>(6,251,825)</u>

FTE - 6227

Total Semester Hours - 186,810

Equalized Assessed Valuation - \$2,001,000,000 (1974)

CHAPTER V  
CURRICULUM AND  
INSTRUCTION

## CHAPTER V

### CURRICULUM AND INSTRUCTION

The curricular offerings of Harper College reflect the philosophy articulated in Chapter II of this report. In brief, that philosophy is "...to provide an outstanding program of higher education for the community it (Harper College) serves." The focus on the "community it serves" is of great significance in this statement for the instructional program of Harper College is determined by the needs of the community. In meeting these needs, Harper offers three basic program areas. The first of these is the transfer program which is aimed at those students who intend to transfer to a four year college or university at the completion of two years at Harper. The second curricular area is that of career programs. Harper College offers one year certificate programs and two year degree programs for a wide range of careers and allows the student who completes them to move immediately into the job market. The third area is that of adult and continuing education. Here, courses are tendered to those adults who desire to extend their education in varied ways. These three program areas allow the college to serve the entire community by offering curricular activities respondent to the varied

needs of the members of the community.

## I. STUDENT PROFILE

In Fall, 1969, 5,358 students entered Harper to take advantage of these programs. Fifty-six percent of them were full-time students and forty-four percent were part-time students. The part-time students registered for an average class load of five hours, and the full-time students assumed an average class load of 14.5 hours. Two-thirds of the full-time students were male, and two-thirds of the full-time group enrolled at Harper with the intention of eventually transferring to a four year college. Approximately one-sixth of the full-time student group aspired to achieve Associate Degree level and to enter a career field upon graduation. The student body is comprised of widely varying ages with approximately eight percent of the group seventeen years of age or under and thirty percent of them twenty-five years of age or older.

A more thorough description of the student body appears in Chapter VII, but these facts give some indication of the type of students to which Harper must respond.

## II. THE CURRICULUM

### General Education Core

The General Education Core is central to all degree

programs at Harper College. The college is committed to an instructional philosophy which offers a core program of general education that acquaints the student with a broad area of knowledge providing him with information in particular subject areas as well as contributing to his acquiring an enlightened and integrated view of life. General Education serves to complement the specialized training designed to prepare him for an occupation or a professional vocation.

The general education core is essential to both transfer and career oriented programs. Its aim is to equip the student with important understandings and insights, and with the power to communicate them. Accordingly, the core lists courses in communicative skills, the political sciences, the humanities and physical education. These courses help to set his efforts to assume his role as a citizen and to earn a livelihood in a perspective of values that gives a proper order to life's activities.

Graduation requirements for the degree programs have been developed to combine adequate specialization with the general education core. Appendix E-1 lists these requirements and gives an indication of the general education core unique to each degree.

The unique demands of the coming decade demand that



general education requirements be reviewed constantly in order that they remain relevant. This constant review needs to reflect the consideration of the entire faculty, and there must be a pervasive understanding of the concept as well as the commitment.

### Transfer Programs

Harper College offers the student who plans to transfer to the four year college the opportunity to complete the first two years of a wide variety of programs. A complete listing of the programs available is published on an annual basis in the college catalogue.

These programs are administered jointly by the Dean of Transfer Programs and the various instructional divisions. Responsibility for articulation between Harper and both four year institutions and area high schools is a joint matter. Divisional personnel have participated in numerous articulation conferences as has the Dean of Transfer Programs. It is, however, reasonable to suggest that this important task needs expanded attention in order to insure proper coordination among all institutions.

A recent study which is found in Appendix G-7 in Chapter VII offers significant data concerning the transfer program. Of those respondents who had enrolled in a four year institution, sixty-five percent indicated that

they had been able to transfer "all" or "all but one" of the courses they had taken at Harper, and only ten percent indicated significant transfer loss.

Equally significant is the indication among those first responding to the questionnaire that their grade point averages have reflected good academic performance. This aspect of the study is also given some further consideration in Chapter VII.

At the end of Harper's first summer semester, 1968, the Dean of Transfer Programs conducted a study among those students who had come to Harper for the summer semester with the express purpose of transferring the credits they received to the school which they regularly attended. The overwhelming majority of these students indicated that they had been able to successfully transfer the course they had taken and that the quality of the courses and the instruction was essentially the same as at their regular school. This study is found in Appendix E-2.

In a survey of Harper's first graduating class (Appendix G-5), fifty percent indicated that they felt they had been prepared very well to transfer to a four year institution. That same survey records mean scores

on a college level examination taken at the end of the second year. In three areas; natural science, mathematics and social sciences, Harper students scored above the national mean. In English and humanities, they fell slightly below it.

### Career Programs

In keeping with its commitment to the immediate community, Harper College offers career programs that lead the student to the point of entry into a career upon graduation. These programs are also subjected to articulation efforts. Here the emphasis is on the selection of programs that fulfill a genuine need and the preparation of a sequence of courses that will develop the necessary skills and attitudes to allow the student to function efficiently in his selected career. Each of the programs now listed in the college catalogue was developed in conjunction with a citizens' advisory committee. These advisory committees are comprised of individuals familiar with the particular demands of the career area and the needs of the community. The use of these committees insures that the programs will be viable. A more thorough discussion of these committees is included in Chapter X.

The career programs fall into two categories; the associate degree programs and the certificate programs.

The career programs offering the associate degree integrate the general education core with courses dealing with the specific demands of the career area so that the student acquires both a marketable skill and the necessary tools for improving that skill and relating it and himself to society.

The career programs at Harper College are at varied stages. The 1970 graduating class will contain the first graduates of many of the two year programs as a result of this being Harper's first full year in permanent facilities.

The nursing program graduated a significant group in 1969. This group offered the first major testing area for the career programs and performed well. Over sixty-five percent of the group passed the licensing examination, a percentage equal to the national average. Of equal significance was the fact that the results of the licensing exam gave a clear indication of the areas of the program where additional attention needed to be focused.

The aforementioned follow-up study of Harper Students (Appendix G-7) indicated that seventeen percent of those responding were employed full-time in an occupation either prepared for at Harper or related to Harper preparation.

Six percent of the individuals who answered were employed in a full-time position that was not related to

their Harper preparation. The majority of the remaining respondents are full-time students in four-year institutions.

In addition, the survey of Harper's first graduating class (Appendix G-5), revealed that those graduates had a very positive reaction to Harper. Seventy-three percent of those responding indicated that Harper had prepared them very well for a job and seventy percent indicated that the college had been very instrumental in getting them a job. Seventy-six percent said that the Harper experience had been beneficial in giving them a broad, general understanding of the world, and sixty-two percent indicated that they had received specific and detailed vocationally related knowledge.

#### Adult and Continuing Education Program

The commitment to the immediate community does not stop with career and transfer programs. The fact that more than thirty percent of the college's students are over twenty-five gives tangible evidence of the role of the adult and continuing education program.

During the first two years of Harper's existence, the college maintained an evening schedule in a temporary facility. While this precluded the formal initiation of an adult and continuing education program, the very gratifying response on the part of the adults of the

community indicated the interest that these adults had in continuing education. The college moved to respond to this interest and need by employing a Dean of Adult and Continuing Education so that it would be possible to offer a formal program in this area immediately upon occupying the new campus in Fall, 1969.

In that Fall semester, 128 different credit courses and six non-credit courses were offered and fourteen hundred students enrolled. In the Spring semester, 136 credit courses and twenty-two non-credit courses were offered to more than two thousand students.

Future plans include the offering of programs wherever there is a demonstrated need, acceptance, and support. There will be a full range of short courses, seminars, and training projects as well as special curriculum and extension courses for business, professional and civic groups. The Director of Planning and Development recently conducted a study entitled Adult Education Survey. Section V of that study (Appendix E-3) has furnished considerable direction in the planning of future programs in the area of adult and continuing education.

#### Programs for Exceptional Students

The open-door policy of Harper College necessitates that the college make a commitment to programs for exceptional students. The college has made such a commit-

ment to both the student who has an absence of necessary skills to effectively function in the college environment and the student who has extremely high academic potential. Harper is building a developmental program and at the same time has initiated curricular projects for selected students who have been identified as having superior academic skills.

The Developmental Program: Developmental Education at Harper College is designed to assist those students whose high school achievement level and ACT test scores are below the minimum requirements for admission to courses requiring a specific proficiency level. The program is designed to give the student an opportunity to remove his academic deficiencies and to raise his achievement level in order that he might enter courses of his choice.

Placement in the program is based on an ACT composite score of 15 or below and a rank in one's high school graduating class below the tenth percentile. Students placed in the developmental program are generally limited to 12 units during their first semester in order to give them every opportunity to remediate basic deficiencies without an overload of work which might be discouraging to them and which might lessen their chances for success.

The program includes counseling, writing, and reading and, if the student achieves below a score of fourteen on the mathematics section of the ACT test and fails a proficiency test administered by a mathematics instructor, a basic math course. With these courses, the student has the opportunity to realize a realistic self-concept, and set realistic academic and vocational goals as well as the opportunity to remediate deficiencies in basic communications and mathematics skills.

At the end of one semester of work in Developmental Education, the student has flexible options available to him. Some students have improved their skills enough to go directly into the college curriculum of their choice; some students can achieve successfully in certain areas, but need further work on some kinds of skills; some students need additional time to bring their skills up to a point at which they can perform effectively in regular college courses. Accordingly, there are a number of developmental courses listed in the catalogue that are open to any student perceiving the need for some developmental attention.

Programs for Students with Outstanding Academic Potential:

At the present time, two divisions are offering programs for those students who are identified as possessing out-



standing potential.

The Division of Social Sciences has developed a series of one credit hour Conference Courses in psychology, history and sociology. These courses are structured in the manner of a seminar and are limited to eight or nine students. Admission to this program is based on grades achieved at Harper in conjunction with instructor and counselor referral.

The Division of Communications has initiated an Honors Tutorial Program. In this particular program, fifteen selected students are assigned to individual instructors in the division. The students are enrolled in English 101 and English 102, but their work is a product of individual interests and decisions made in concert with the various tutors.

Admission to the English Honors Tutorial program is based on an examination of high school grades and a score of 26 in the English segment of the ACT test.

These programs are in their inceptive stages so no firm results are available. Each of the two divisions involved has planned an approach to program evaluation. In the case of these offerings generated by the Division of Social Science, a joint student and teacher evaluation of the course is planned. The program developed in the

Division of Communications will have a three level evaluation consisting of comparison testing, questionnaires involving the students and faculty members involved in the program as well as observers, and written reports from the participating faculty.

### III. METHODS OF PROGRAM DEVELOPMENT AND REVISION

The philosophical commitment of the community college structures the general curricular pattern of the institution. The question remains: How are the specific course offerings and the specific program requirements determined? The college's initial curricular offerings were developed within the framework provided by the philosophical commitment of the Harper College Board of Trustees, after consideration of existing community college programs and a comprehensive report prepared by Arthur D. Little and Associates. Upon the appointment and arrival of faculty members, a curriculum committee, composed primarily of faculty members, was designated. The function of this committee is outlined in Appendix E-4.

The committee's major task is that of evaluating and re-evaluating courses and programs. The responsibility for the preparation of courses with respect to material and content resides at the divisional level and divisional recommendations for deletions, additions and revisions

are forwarded to the curriculum committee. The committee tests those programs in light of the philosophical commitment of the college, the existing total program and the acceptability or lack of acceptability of the planning that has gone into the program. It is clear that the Divisions must assume leadership in curricular development. The procedure also allows the curriculum committee to examine the suggested amendments to existing curriculum on the basis of their intrinsic merit. Budget considerations and related concerns occur subsequent to the consideration of proposals on the basis of that merit.

#### IV. QUALITY OF INSTRUCTION

One measure of the effectiveness of instruction and, as direct result, the curriculum is inherent in the quality of the faculty involved in that instruction. The composition of the faculty is discussed in Chapter IV, Resources. The purpose of this segment of the report is to consider those policies and institutional commitments which insure the hiring of an outstanding faculty and guarantee the maintenance of the quality of that faculty. Harper policies commit the college not only to the appointment of highly qualified faculty but also to provide orientation and in-service training opportunities that will both reinforce existing strengths and provide growth.

### Appointments

Appendix E-5 enumerates those policies concerning initial and continuing appointments of Harper faculty members. The policies which provide guidelines for appointment of faculty members possessing the type of educational and experience backgrounds deemed appropriate and essential for carrying out the philosophy of Harper College are thoroughly detailed in the Harper College Policy Manual.

### Orientation of New Faculty Members

Since the first year of Harper College's existence, orientation of new faculty has been a matter of prime concern. The first Harper faculty participated in a three week intensive orientation process. The initial orientation was planned by the administrative faculty and included not only thorough exposure to matters unique to the new institution, but also offered the faculty members an opportunity to meet, listen to and interact with such outstanding educators as Leland Medsker, B. Lamar Johnson, Max Raines, and J. L. Swingle.

Two subsequent orientation periods prior to the 1968-1969 and the 1969-1970 school years were somewhat shorter than the initial program.

The program preceding the 1968-1969 school year

followed a pattern similar to the first such program in that it allowed for a maximum of interaction between new Harper faculty and both members of the Harper staff and outside speakers. The guest speakers included Norman Harris, University of Michigan, Dr. Karl Smith, University of Wisconsin, and Dr. Richard C. Richardson, Jr., President of Northampton County Area Community College.

The 1969-1970 orientation period utilized the same format, but for the first time, the experience was conducted on the college's own campus. The program reflected feedback from previous orientation periods and as a result paid greater attention to internal matters, particularly those of a divisional level. Two guest lecturers; sociologist, Howard Higman, and Professor Frederic Giles, brought added expertise to the experience.

After each of the three orientation periods, a questionnaire was prepared and distributed to faculty members. The feedback resulting from these questionnaires was combined with a record of the proceedings of the programs and for each of the first two programs, a booklet was published. At the present time such a record is being prepared for the third program.

The orientation programs have been of considerable value, but it is necessary to prepare a more formal follow-

up study on future occasions so that the value may be maximized.

### In-Service Training

In addition to the orientation programs which might well be considered in-service training programs, a number of other such programs have been initiated. One of the most ambitious of these was a curriculum development workshop developed by the Dean of Learning Resources.

In early 1970, the Dean of Learning Resources prepared a document entitled Update I, which explored the project and its effects. In January, 1970, one member of the original group of participants presented a paper to the GT-70 Innovation Institute; a paper which reported her success with the project she began two years ago.

The Director of the Computer Center has maintained an on-going program of in-service training for interested faculty members. In addition, one and two day institutes have been presented on campus. The latest of these consisted of a joint presentation by Samuel Postlethwait, Purdue University; Dr. Richard Sherman, Prairie State Community College and Dr. Ranier Erhard, Professor of Geography, Western Michigan University. The program is given further description in Appendix E-6.

In 1969, Harper made plans for a major in-service

program. This program is to consist of eight Saturday sessions, and it will be implemented in Fall, 1970.

In addition, the Innovative Travel Fund is a special fund set aside by the Administration in order that monies are available for faculty members to visit other institutions and conferences for the purpose of observing new instructional strategies and sharing experiences with other faculty members. Groups of faculty members have visited Miami-Dade Community Junior College, Oakland Community College and the GT-70 Innovation Institute, and individual faculty members have participated in the Bennett College Conference and the Great Teacher Conference at Westbrook College in Maine.

#### Opportunities for Professional Growth and Development

Harper College makes specific provisions for professional growth and development. Prime among these are, 1) a sabbatical leave after six years of service, 2) a professional expense account for journals, professional organization dues and miscellaneous items, 3) the previously mentioned innovative travel fund so that the President may allow faculty members to take part in conferences and experiences that are outside the individual's teaching field, 4) divisional travel funds that partially defray personal expenses incurred through attendance at professional

meetings related to particular disciplines, and 5) educational grants intended to partially cover the cost of advanced course work taken by faculty members.

While the fact that the college is only in its third year necessarily precludes anyone having availed himself of the sabbatical leave, the other items have been used extensively. Twenty-five faculty members received educational grants in the Fall of 1969 reflecting summer graduate study.

During the 1968-69 fiscal year, teaching faculty members were reimbursed for 180 professional trips of varying types. Finally, 51 faculty members took advantage of the professional expense account receiving an average reimbursement of sixty-six dollars.

One other significant commitment on the part of the college to professional growth and development has been the setting aside of funds for Special Projects in Educational Development. This fund is specifically intended for use by the Harper faculty, and any faculty member may prepare a curriculum proposal or project proposal for possible funding. The Honors Tutorial program being carried on in the Division of Communications has grown out of this fund.



### Recognition of Good Teaching

Harper College is genuinely concerned about exceptional teaching and has established three types of recognition for it. One of these is the Board of Trustees Distinguished Teacher Award. This award and other Board awards are described in Appendix E-7.

A second type of recognition relates to promotion in rank. A prime criterion for promotion in rank is effectiveness of teaching. Appendix E-8 enumerates the criteria applied in the promotion procedure, and Appendix E-9 reiterates the procedure. It should be noted that while there is reward in the promotion itself, there is also a remunerative reward as the faculty member moves upward in rank.

A third type of recognition is in the proposal stage. It would consist of a merit pay system based on teacher evaluation. While an on-going evaluation of teaching is an inescapable reality, a formal evaluation process is not so easily defined. The Harper faculty has been developing such a system for the past year. The system appearing in Appendix E-10 has been accepted by the faculty, contingent to the mutual acceptance of an appropriate grievance system by the Board of Trustees and the faculty.

### Academic Freedom

Harper College is committed to a policy of academic freedom for all faculty members. A statement of the college's position appears in the college policy manual and is reproduced here in Appendix E-11. In the three years of Harper's existence, there have been no suggestions that the right of academic freedom within the classroom has been challenged.

In Harper's second year, the question of academic freedom did arise during discussions concerning non-retention. In the particular case in question, a subcommittee of the Faculty Affairs Committee concluded that there was insufficient evidence to support the allegations that the right to academic freedom had been violated.

Chapter VI, Faculty Morale contains a questionnaire which included two questions concerning academic freedom. In each instance, the respondents indicated satisfaction in the matter of this principle.

### Tenure

In affirmation of its belief in the principle of academic freedom, Harper College has moved to a tenure policy that insures early tenure. It is found in Chapter VI. It is significant to note that the policy will

result in the first group of tenured faculty in Spring, 1970.

#### V. INSTRUCTIONAL ACTIVITY AT THE DIVISIONAL LEVEL

While the philosophical commitments and the policies concerning curriculum and instruction are of great significance, it seems equally important to examine the instructional program at the divisional level. Accordingly, each of the seven divisions prepared a divisional self-study. A composite report yields much that is specific and significant in respect to the instructional programs.

#### Divisional Philosophies

Each of the seven divisions has specified the general philosophy of the college in terms of the particular nature of the academic discipline or disciplines involved in that division.

The Division of Communication states a philosophy that reflects two specific responsibilities. With respect to literature, the division believes that literature furnishes a record of man's cultural heritage and that an awareness of that heritage is an essential determinant in forming thinking human beings who will participate effectively in American democracy. The division seeks to impart this awareness. Secondly, by offering students communication principles and the opportunity for signifi-

cant communication experiences, the division faculty hopes to instill an eagerness to communicate as well as an ability to do so effectively with a recognition of the individual's responsibility to society.

The Humanities Division is concerned with offering students an opportunity to experience studies in humanities that will assure him an opportunity for finding personal meaning to life as well as preserving his personal right of choice. In humanities, attention is given to imaginative communication in the areas of art, fashion design, music and philosophy.

The Division of Social Science has espoused a philosophical commitment to participating with the student in the identification and development of solutions for the problems facing contemporary man. The division seeks to accomplish this end by suggesting alternative or possible approaches toward these solutions. Hopefully, students will gain insights which will help them adjust to an ever-changing society and culture.

The Business Division is committed to the vigorous pursuit of the educational objectives of the college through the provision of curricular and instructional support that allow the citizenry to be equipped with the resources necessary to deal effectively with the rapidly

changing business environment.

The Engineering and Related Technologies Division directs its energies to provide students in the fields of engineering and related technologies an opportunity to realize their full potential by training them to produce more efficiently through the acquisition of a salable skill.

The Division of Mathematics and Physical Science proposes a philosophy in which the division supplies the student with an understanding and an appreciation of the disciplines themselves as well as a realization of their role in enlarging man's store of knowledge, and influencing his intellectual, cultural, sociological and economic revolution.

The purpose of the Life and Health Sciences Division is to provide the best possible curricula in the fields of biological and health sciences, and physical education for the community Harper College serves.

#### Methods of Instruction

The reports of the several divisions indicated that the faculty members of Harper College have adopted a wide variety of instructional techniques. This variety indicates a willingness to embrace new and innovative strategies. One of the most pervasive strategies has

been that of stating course objectives in terms of behavioral change. While virtually every course in the curriculum has been affected by this instructional approach, it is noteworthy that several of the courses that affect large numbers of students have been made more easily capable of observation and analysis by the implementation of a behavioral approach. This approach has allowed the development of a video-recorded supplement to the basic accounting courses. In addition, it has made it possible for the Division of Communications to scrutinize the English 101 course carefully and to respond to student reactions to it. The identification of behavioral objectives has led the Division of Life and Health Sciences to explore a wide variety of audio-tutorial approaches.

The availability of supporting services from the learning resources center has contributed to other teaching techniques. The use of video-tape recording for purposes of critical evaluation has been employed in speech classes and marketing classes. Video equipment has been used in electronics for purposes of image magnification and in business classes for presentation of materials.

The open-laboratory approach to instruction has been utilized in science courses, in data-processing and in

the developmental program where a writing lab is maintained.

The large group lecture session is used in a number of subject areas. It is used in the Division of Social Science, the Business Division, the Communications Division and in the sciences. In every instance, it is supported by opportunities for small group discussions or individual meetings as well as by laboratory sessions in appropriate areas.

Field trips and field experiences have become integral parts of numerous programs. The nursing program furnishes the most obvious example of this as it utilizes area hospitals for teaching stations. The Division of Social Science has integrated visits to Little City in Palatine, a residential school for exceptional children, and the Cook County Jail with course experiences. Numerous students are currently engaged in voluntary community services in a variety of local service agencies. The geology students have utilized the field trips.

The use of guest speakers on campus has also complemented the instructional program. The architectural students have, for example, had the opportunity to hear well-known architect, Walter Netsch and to interact with him in discussion.

Harper students have entered community situations directly related to their professional goals for further educational experiences. One such example would be that of dental hygiene students who have presented dental education lectures in numerous elementary schools.

#### Future Plans

The division studies indicated considerable concern with the future. Facility planning is a matter of concern for virtually every division. While certain divisions are in more nearly permanent quarters than others, the completion of second and subsequent phases of construction will offer the humanities division permanent facilities for specialized courses. The Division of Communications is anticipating theater facilities, and those in physical education are looking toward a permanent field house. Those in Life and Health Sciences foresee a major commitment to audio-tutorial approaches. The foreign language instructors are planning audio-activated classrooms using the electronic loop system. The Division of Engineering and Related Technologies is involved in the development of plans for the Vo-Tech facility in Phase II of the construction project.

All divisions are involved in a reexamination of their various curricula and several new plans have



resulted from this reevaluation. The Division of Mathematics and Physical Science and the Division of Business are involved in the development of follow-up studies for students in various courses and programs. The mathematics and physical science faculty is working to integrate the college computer into the division's program. The Division of Communications is giving particular attention to the content of the English 101 and 102 sequence in an effort to arrive at an optimum content for the courses. The Social Science Division is developing a Fire Science curriculum and a program of instruction for para-professional teacher-aides and child-care workers.

#### Co-Curricular Activities

The members of the Harper faculty have made numerous extra class activities available to the students. Many of these are mentioned in Chapter VIII, Student Activities. The Business Division has generated three instructionally related clubs in the areas of marketing, secretarial sciences and data processing. Both nursing students and dental hygiene students have extra class organizations. The Humanities Division offers band, orchestral and choral opportunities for students. Other such organizations exist. They are coupled with commitments by faculty members to out-of-class discussions and individual atten-

tion for students.

#### VI. THE LEARNING RESOURCES CENTER

The Learning Resources Center is an integral part of the instructional program. It serves to support and extend the instructional techniques used by the members of the various divisions. Chapter IX of this report offers a discussion of the organizational structure and the activities of the Center. The comments of this chapter are meant to consider the effect of the Learning Resources Center on the instructional activities of faculty members.

The Harper College library represents one of the service areas included in the Learning Resources Center. The library has acquired, over the period of the first three years of Harper's existence, an excellent book collection. This collection includes holdings that have been requested by faculty members as well as a basic book collection prepared prior to Harper's opening. During the period Harper has been operating, the library has ordered every piece of material that faculty members have requested and has sought out materials that are out of print in order to supplement collections. In certain subject matter areas, collections that go well beyond the level of adequacy already exist.

The library has a very capable professional staff. The staff members have been most receptive to faculty and have responded well to both requests and suggestions. The staff has joined members of the English faculty in presenting library orientation programs. In addition, the Director of Library Services regularly prepares and distributes a listing of new accessions to faculty members as well as sending items of specific interest (e.g. catalogues of sales of out-of-print works) to appropriate faculty members.

Chapter IX summarizes use statistics of the library collection. This data indicates that the faculty must make a specific effort to stimulate greater use of library materials. Also there is a continuing opportunity for faculty members to act both individually and in committee formats to suggest additions to the existing collection.

The Instructional Materials Center is the other service area included in the Learning Resources Center. It, too, is considered in some greater detail in Chapter IX. The impact of the Instructional Materials Center has not yet been fully felt. During Harper's first two years audio-visual aids were distributed by the library. During those two years, a respectable collection of equipment and materials was acquired. With the move to

the permanent campus, and the appointment of the Director of Instructional Services, the Instructional Materials Center has grown substantially. The Center offers materials and services that furnish valuable additions to the instructional program. Professional assistance is available for the production of audio and visual materials. Video and audio recording equipment is available for all instructional personnel and a listening center is maintained in Learning Resources Center for use by students.

The staff of the Instructional Materials Center, like that of the library, is highly capable and there is a constantly growing utilization of the Center's services.

While the faculty is familiar with standard audio-visual equipment and materials and uses these items regularly, the Center's growth and the availability of services of an increasingly sophisticated nature offer opportunities that have not yet been explored. An in-service program concerning the possibilities extended by new equipment and new personnel with attention to the demands of specific disciplines should do much to stimulate faculty members to greater use of the service offered by the Instructional Materials Center.

Both the Director of Library Services and the Director of Instructional Services have begun programs to

draw teaching faculty members more fully into the activities of the Learning Resources Center. The potential of the Center is exciting and almost unlimited.

#### VII. CHAPTER SUMMARY

The faculty of Harper College feels that the college has a most viable instructional program. A carefully articulated statement of philosophy is combined with policies, procedures and reinforcement techniques meant to insure the appointment of a highly qualified faculty and the maintenance of that faculty in order to provide quality instruction. The college provides facilities, materials and equipment meant to support effective instruction. At the divisional level, there is evidence of careful planning and a willingness to employ new and experimental instructional techniques. Likewise, there is an indication that members of the faculty are willing to test their programs in light to student reaction, and student achievement and to accept the counsel of members of the community who are familiar with the demands of particular areas of study.

There is a wide variety of individual courses and carefully articulated programs available to all students whether their ultimate aims be to transfer, to enter a career field, or to experience the excitement of ex-

tending their personal store of knowledge. Data supports the quality of these programs.

It is important, however, that further attention be given the content of the general education core. The exceptional student and the student who drops out or withdraws need greater study. The drop-out and withdrawal student have been the subject of two studies, one prepared by the Director of Financial Aids and Placement in Spring, 1968, and the other being currently analyzed by the Director of Planning and Development. The 1968 survey indicated that the primary reason for leaving was unavailability of classes or programs at a desired time. In light of the evening hours of the college offerings resulting from the facilities arrangement this response might suggest that this year's 8:00 A.M. to 10:00 P.M. program would solve the problem. The current survey should offer interesting comparisons. Articulation efforts between area high schools and Harper as well as those between four year colleges need to be intensified. The faculty must encourage greater use of those facilities which extend the class room experience. Finally, more exhaustive evaluative techniques need to be developed so that not only the work of individuals, but also the merit of total programs may be measured thus insuring

that the philosophical commitment of the college is met.

Strengths

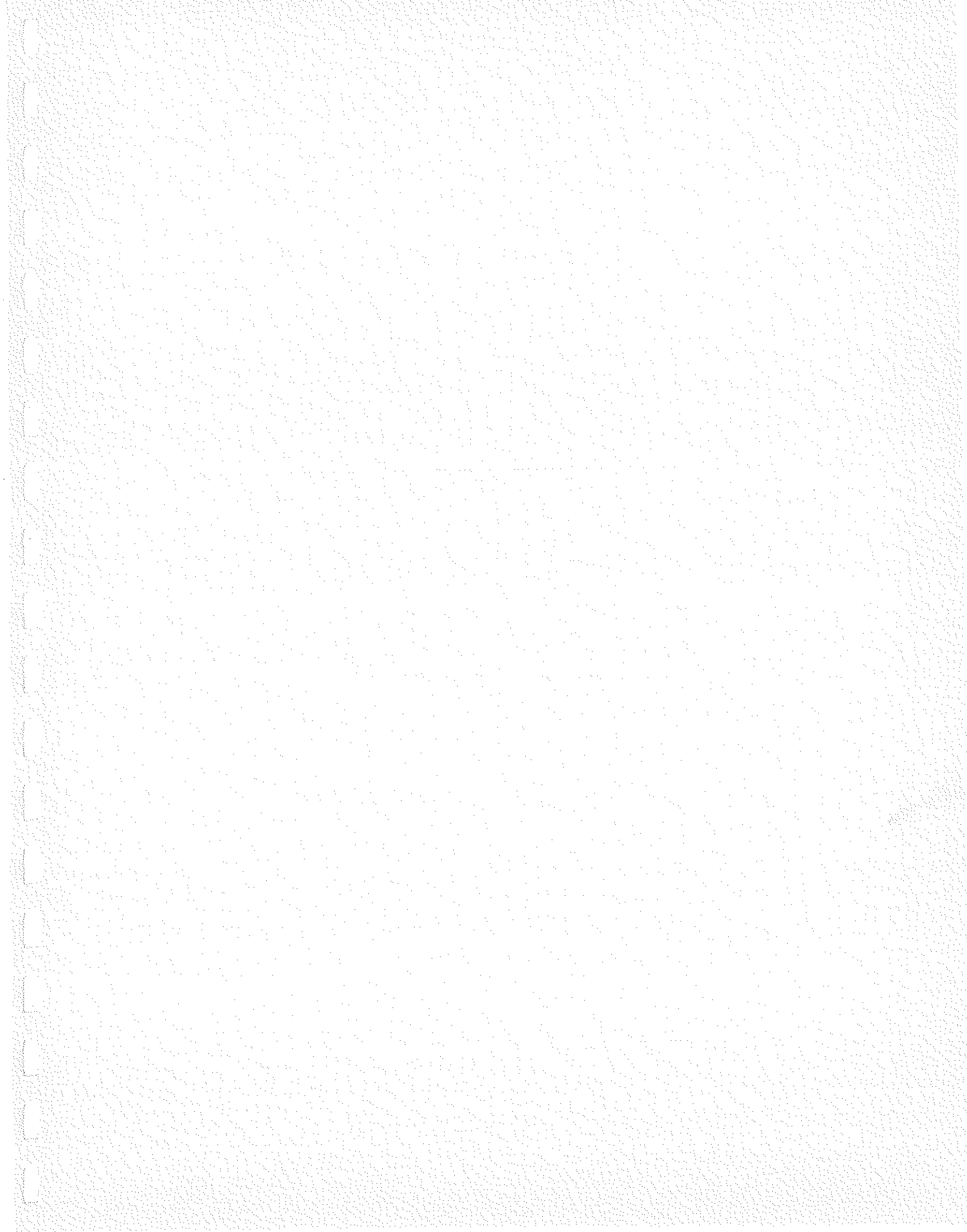
- A. Harper has a broad selection of curricular offerings reflecting responsiveness to the community and to upper level institutions.
- B. There is a strong program of articulation both between professional agencies, in the case of career programs, and colleges and universities, with respect to transfer programs.
- C. The college curriculum offers a working example of the "comprehensive" nature of the junior college program.
- D. There is an impressive financial commitment to those materials and resources that should extend and reinforce the learning experience.
- E. There is a firm faculty commitment to teaching.
- F. The college offers a strong orientation experience to new staff members. This experience needs to be extended through a follow-up study during the year in order that appropriate adaptations may be made in succeeding programs.
- G. The teaching faculty has become an active participant in the evaluation of curriculum through the curriculum committee.
- H. There is a high degree of rapport among faculty members.
- I. There is no significant status gap between career and transfer programs.
- J. There is a high degree of willingness on the part of the faculty members to experiment with and test new methods of instruction.
- K. The college has made effective provisions for the appointment of a highly qualified faculty and has developed policies that insure the maintenance of such a faculty.

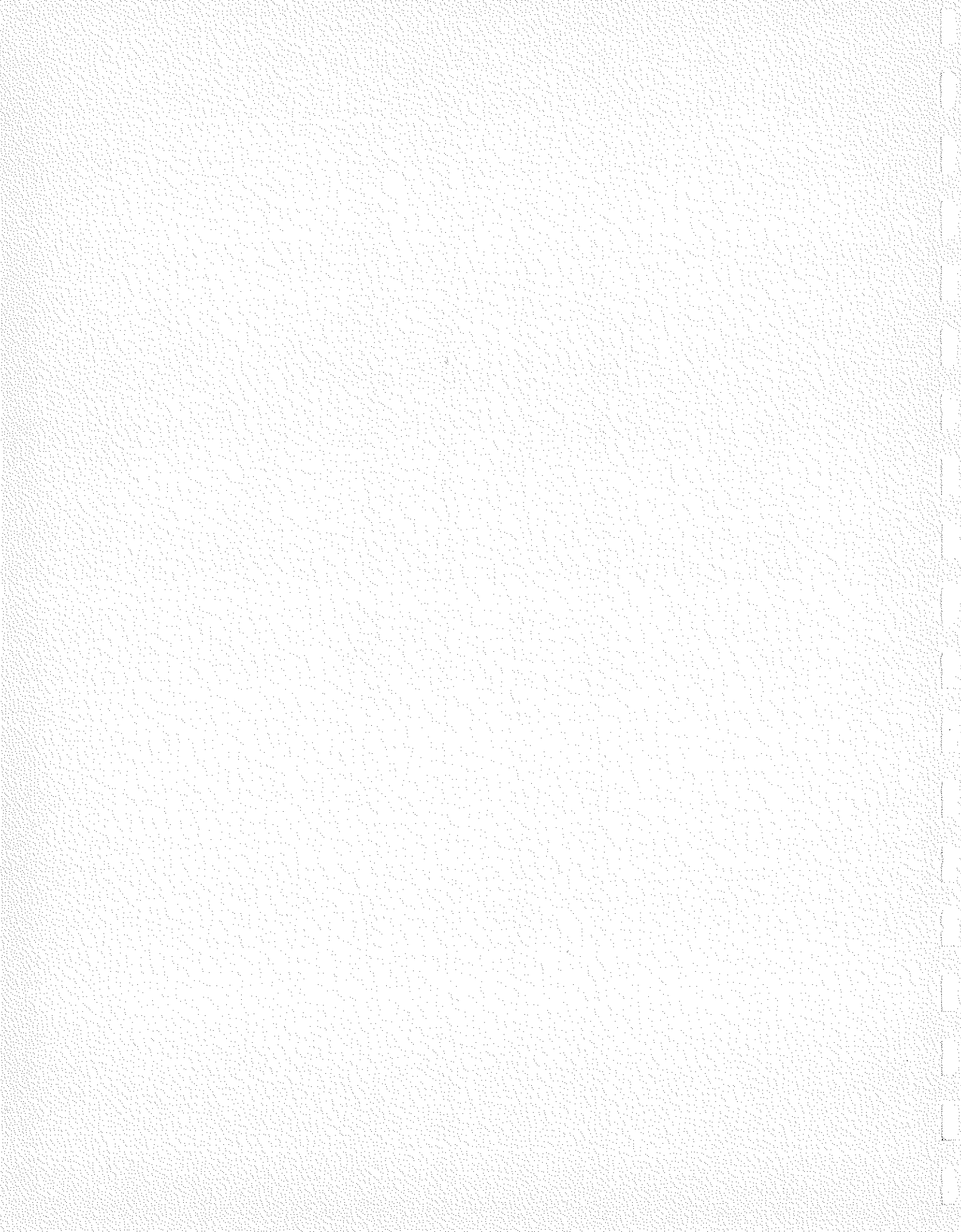
Weaknesses

- A. There is a continuing need for a formal evaluation process that will allow measurement of the effectiveness of teaching and of programs.
- B. The general education sequence needs continuing consideration.
- C. Some greater attention must be paid the exceptional student. The college needs to investigate advanced placement and competency exams.
- D. There needs to be increased use of library facilities and materials.
- E. There needs to be a greater degree of coordination between the instructional activities of the full-time and part-time staff.
- F. While numerous in-service training opportunities have been offered, this remains an area that needs greater attention.
- G. There must be a more thorough effort made to communicate to all faculty, an understanding of the supporting services available to them.
- H. The procedures of the curriculum committee should be reviewed in order to determine the relationship of budget concerns to committee activities.









APPENDIX E

## APPENDIX E-1

## DEGREE GROUP REQUIREMENTS

	Associate in Arts	Associate in Science	Associate in Applied Science
I. COMMUNICATION SKILLS English 101, 102	6 hrs.	6 hrs.	6 hrs. <sup>1</sup>
II. SOCIAL SCIENCES Anthropology, economics, geography, history, poli- tical science, psychology, sociology, or social science.	6 hrs.	6 hrs.	6 hrs.
III. SCIENCE OR MATHEMATICS Biology, chemistry, engineering, geology, mathematics, microbiology, physical science, physics, zoology	8 hrs.	20 hrs.	8 hrs. <sup>2</sup>
IV. HUMANITIES Art, fine arts, foreign language, humanities, literature, music, philosophy	6 hrs.	6 hrs.	3 hrs.
	26 hrs.	38 hrs.	23 hrs.

1. English 130 or English 99 or 103 may be used in satisfy-  
ing this requirement under certain conditions. See a  
counselor for details.
2. Students majoring in an approved applied science degree  
program may count courses in their major toward fulfill-  
ment of this requirement.

## APPENDIX E-2

## 1968 SUMMER SCHOOL QUESTIONNAIRE

1. Were the courses you desired available? Yes-125 No-10
2. Would you have preferred a day program? Yes-13 No-121
3. How would you rate your instructors? Above Average - 81  
Below Average - 7  
Average - 50
4. Was the grade (s) you received what you earned and expected? Yes - 116  
No - 18  
Higher - 12  
Lower - 6
5. Was the G.P.A. earned at Harper Higher - 32  
Lower - 8  
About the Same - 87
6. Were the facilities adequate? Yes - 121  
No - 12
7. Did you use Harper's library facilities? Yes - 42  
No - 104
8. The demands of the courses were: Greater - 16  
Less - 33  
About the Same - 85
9. The quality of the students enrolled in your class was:  
Higher - 10 Lower - 35 About the Same - 85
10. The credits earned at Harper were transferable and applicable to your program: Yes - 129 No - 5
11. Comments:

The two courses I took at Harper were Sociology and Political Science. These were introductory courses. I believe the instructors I had were excellent. They made the courses very interesting and very worthwhile. I am glad that I came to the summer school at Harper.

This was my second summer school program (the first at Harper) and I found it to be the most valuable and interesting of the two.

## APPENDIX E-2 (cont.)

Increase parking lot area, very efficient registration procedure, all advisors and office workers were helpful, eliminate music over the P.A. system during exams. In general, the program was more than satisfactory, please continue it. Thank you.

I have great respect for the Harper arrangement, and if I can, I would certainly recommend it to up and coming students. I feel this area has needed a junior college too long and now Harper meets the needs of the suburbanites.

In the courses that I took, the material was adequately covered and the teaching was about what I expected from a summer school course. I took a course at . . . during the summer and they were pretty much the same, however, I was surprised that we used no materials outside of the book itself.

The teacher was much more interested in the students than I have ever experienced before. Registration needs a re-evaluation; perhaps some type of pre-registration would be more practical. All in all, I enjoyed the program very much, and I learned a great deal more than I would have in a large lecture class at . . . .

I was so pleased that I may enroll again next summer! Keep up the good work.

I was very impressed with the program. In fact, if it weren't for my social affiliations down here at . . . I would go to Harper for a few more quarter hours.

I enjoyed my courses at Harper much more than my classes at the . . . . Not only were the instructors of a far superior level, but the courses themselves were presented clearly, precisely and in a very interesting manner. I definitely plan on attending again this summer. Congratulations on a very successful program.

I enjoyed my class and really thought my instructor was great. The friendly atmosphere was quite a pleasant shock compared to a typical cold atmosphere in the classes here at . . . . At times, I felt the length of the class was much too long and the classroom very hot.

When one is in class from 6:30-8:10, there should be a 5-10 minute break--it's too long to sit in a classroom at

## APPENDIX E-2 (cont.)

one time for a class.

I have taken summer school courses at other colleges in the past and found Harper College a convenience to me in relation to work and home.

You need more Education courses. Many teachers in the area need Educational Psychology and Education (History of). Very wonderful summer experience! Hard, but good.

Sequential courses should be offered alternate summers for students that only attend Harper in the summer.

Teachers were great. I understand time limitations, but how about some in class discussion. Considering the facilities, I was impressed with the success of the classes. I appreciated the teachers most of all, since they seemed to me, sincerely interested in the students.

Program seemed adequate, I enjoyed the time spent at Harper.

I thought the teacher was very well informed and helpful, he allowed us to develop our abilities on our own and made us want to learn and do well.

The instructor was excellent. He established good rapport with the students, knew his subject matter thoroughly and presented it in an interesting manner to his students.

Considering the fact that most everyone works during the day, Harper's night courses are a splendid way to fit in desired subjects.

The quality of the instructors could be improved, since most of them seem to be oriented to high school teaching and demand much less than the university transfer is accustomed to. Perhaps professors from other colleges and universities could be brought in for special courses in the summer session.

The thing I appreciated most was the small classes, 17-23 students. Learning is much better and easier than 600-700 students as it is here at . . . . There is a communication between the students and teachers at Harper.



## APPENDIX E-2 (cont.)

You have to keep standards high. Don't let shiftless summer school students drag class quality down.

All around I thought it to be very helpful. During the summer many students work, so keep the night classes.

Could classes be made more interesting, alive, and varied? Have some classes on a pass-fail basis so students can use the summer as a chance to learn, not just to get a credit or two.

This was my first meeting with college. I felt that the courses were somewhat liberal in their demands, and I sometimes feel and wonder if they failed to make the important material seem important.

The over-all program which you presented was good. I only hope to take additional courses at Harper next summer. My only complaint would be in regard to the cost of the courses, which prevented me from taking any more.

More publicity about library hours, etc.

I was very pleased in taking the courses this last summer and hope to attend some more. I was also thankful that the classes were at night because this allowed me to maintain a full-time job and still attend classes. I do hope though, that more courses at upper level will soon be offered, but I do realize that the college is new and I have great expectations for it.

## APPENDIX E-3

### ADULT EDUCATION SURVEY

In making long range plans for the college it soon became evident that one of the important inputs for such planning would be the adult needs of the community. To this end, 540 names were randomly drawn from the telephone directory. Illinois Bell had stated earlier that at least ninety-five percent of the households in District 512 had telephone service.

The telephone directory was published in May and by the time of the survey seven months later, seven percent of the sample had moved leaving 503 in the final sample. Sixty-three percent of this final sample filled out and returned the questionnaire while another twenty-five percent directly (by mail or phone) indicated they would not answer. If it can be assumed that this latter group had no interest in Harper, a final return rate of eighty-eight percent was attained.

This report contains information categorized into seven areas: I. Response data; II. Profile of respondents including residence location, age of persons in households, numbers per household, location of high school attended, level of education and occupation; III. Areas of adult concerns; IV. Impressions of Harper College; V. Demand for

## APPENDIX E-3 (cont.)

non-classroom services such as a cultural center and the Learning Resources Center; VII. Other service needs such as need for child service, transportation needs and times which are most convenient.

Although few adults have a negative image, (five percent of respondents unless those refusing to answer have a negative view as opposed to being uninformed) many have a negative view as opposed to being uninformed) many have a very limited perspective or no image of Harper. Many see Harper as only a junior college or only for children. Many also put down descriptions such as "educational institution" from which it is almost impossible to infer what kind of image they have of Harper.

It was evident from the survey that it is difficult for many adults to be specific about their needs. Many would indicate only a general need for job related courses, for degree programs, for a cultural center or for the Learning Resources Center. For this reason it will be helpful to conduct another adult education survey a year from now, building an instrument entirely of multiple choice items, allowing no free responses and thereby forcing respondents to make specific choices.

## APPENDIX E-3 (cont.)

## ADULT EDUCATION SURVEY

CONDUCTED NOVEMBER 1969 THROUGH JANUARY 1970

## I. Response Data

A. <u>Sample Change</u>	<u>Number</u>	<u>Percent</u>
Original sample	540	
Number who had moved out of area since May, 1969 when telephone directory was published	37	6.9
Final sample	503	
 B. <u>Type of Response</u>		
Filled out questionnaire	316	62.8
Refused to fill out questionnaire	126	25.1
Contacted by phone-indi- cated they would fill out questionnaire but none received	53	10.5
Could not contact by phone	8	1.6
	<u>503</u>	

## II. Profile of the households who filled out questionnaires

A. <u>Residence</u>		
Arlington Heights	87	23.8
Barrington	25	6.8
Buffalo Grove	12	3.3
Elk Grove	23	6.3
Hoffman Estates	27	7.4
Mount Prospect	54	14.8
Palatine	52	14.2
Prospect Heights	22	6.0
Rolling Meadows	25	6.8
Schaumburg	23	6.3
Wheeling	15	4.1
	<u>365</u>	

## APPENDIX E-3 (cont.)

<u>B. Age of all members</u>	<u>Number</u>	<u>Percent</u>
Over 50	110	9.6
36 - 50	245	21.4
26 - 35	177	15.5
20 - 25	52	4.6
17 - 19	97	8.5
Under 17	461	40.4
	<u>1,142</u>	
Population per household		3.6
 <u>C. Location of High School Attended by Adults</u>		
Within 20 miles of here	128	24.6
Chicago area more than		
20 miles	160	30.8
Illinois out of Chicago area	34	6.5
Total In-state	<u>322</u>	<u>61.9</u>
Wisconsin	27	5.2
Ohio	23	4.4
New York	17	3.3
Michigan	14	2.7
Minnesota	12	2.3
Iowa	12	2.3
Pennsylvania	10	1.9
Missouri	10	1.9
Other states	62	12.0
Outside USA	11	2.1
Total Out-of-state	<u>198</u>	<u>38.1</u>
Total	<u>520</u>	
 <u>D. Level of Education of Adults</u>		
College degree	185	25.6
Some college	308	42.6
High school degree only	190	26.3
Less than high school graduate	40	5.5
	<u>723</u>	

## APPENDIX E-3 (cont.)

E. Occupation of Primary Person Sampled  
From Telephone Directory

	<u>Number</u>	<u>Percent</u>
Industrial President or Vice-President	7	2.5
Physician or Dentist	3	1.1
Middle Mgmt. - Primarily Marketing Mgmt.	37	13.3
Professional - Lawyer, Insurance, Business Consul- tant, Accountant, Financial Expert	24	8.7
Marketing or Purchasing Agent	35	12.6
Engineering or Chemist	19	6.9
Planner, Designer or Architect	8	2.9
Teacher, Principal, Counselor or Social Worker	13	4.7
Journalist	5	1.8
First Line Manager-Foreman	46	16.6
Contractor	5	1.8
Small Business Owner	6	2.2
Service - Policeman or Fireman	5	1.8
Technician, Scheduler, Router, Programmer	10	3.6
Skilled Labor-Trades	30	10.8
Clerical	6	2.2
Retired or Disabeled	13	4.7
Student	2	.7
Housewife	3	1.1
	<u>277</u>	

## APPENDIX E-3 (cont.)

## III. Areas of Concern of Adult Population

Sample - Principal person listed in telephone directory

A. Personal problems which individuals were most concerned with

<u>Personal Problem</u>	<u>Percent of Respondents Ranking It Most Important</u>
Occupation	18.7
Financial	18.0
Health and Welfare	15.1
Education	10.3
War	8.5
Retirement	7.1
Religion or morals	5.8
Happiness	5.6
Crime	4.8
Recreation	2.9
Social	1.1
Other	2.1

B. Problems which needed most attention in Community

<u>Community Problem</u>	<u>Percent of Respondents Ranking It Most Important</u>
Education	26.0
Religion or morals	19.9
Recreation	16.7
Health and Welfare	10.9
Crime	10.3
Financial	9.0
Social	2.6
War	1.6
Occupation	1.3
Happiness	1.0
Retirement	1.0

## APPENDIX E-3 (cont.)

C. Personal preference of adults

Sample - All adults in households who filled out questionnaire

<u>Preference</u>	<u>Percent of Respondents Preferring It Most</u>
Socializing with friends	16.8
Gaining new general knowledge	14.4
Reading	11.3
Keeping informed on developments	11.3
Discussing timely topics	8.2
Meeting new people	7.1
Work on hobby	6.5
Involvement in community or church activities	6.1
Working with youth	5.1
Watching TV	4.4
Other	3.2

## IV Impressions of Harper College by Adult Population

A. Associations with Harper College

<u>Description</u>	<u>Number of Associations</u>
Junior College	64
Small, young, new, growing Educational institution	44
Convenient	35
Community	30
Low cost education	14
Children	12
Adults	10
Quality	10
Local	9
Make shift, high school oriented, questionable standards, not established	8
High taxes	6
Concerned	3
Architecture	3
Opportunity for youth to find themselves	3



## APPENDIX E-3 (cont.)

IV. Impressions of Harper College by Adult Population (cont.)A. Associations with Harper College

<u>Description</u>	<u>Number of Associations</u>
Traffic problem	2
Harper Valley	2
Wife's previous employment	1
Fine computer courses	1

B. Perceptions of Purpose of Harper

<u>Description</u>	<u>Number of Perceptions</u>
Increase educational opportunities	56
Transition-youth to higher education	52
Provide adult education	29
Provide area education	24
Provide low cost education	15
Provide education for financially unable	14
Provide education for academically unable	11
Provide for social development	9
Broaden scope	8
Provide technical and 2 year programs	6
To teach	4
Produce solid citizens	3
Provide special courses for crafts	3
To make money	2
To relieve overcrowding of 4 year institution	2
To spend tax dollars	1

## APPENDIX E-3 (cont.)

C. Other Comments About Harper

<u>Description</u>	<u>Number</u>
Become four year institution	10
Provide extension courses for degrees	5
Need more advertising and better image	5
Need adult recreation program	3
Emphasize forecast and planning	2
Serve as a placement and employment agency	2
Need a family counseling service	1
Provide graduate level courses for credit	1
Should provide more scholarships	1
Offer classes for expectant parents	1
Establish dialogue between students and business leaders	1
Provide health courses for nurses	1
Provide knowledge of environmental problems in suburbs	1
Work toward improving traffic	1

V. Demand for Courses

Sample - all adults in households who filled out questionnaire and those who directly indicated they would not respond to the questionnaire. It is assumed this latter group is not interested in programs at Harper, so this will be a conservative estimate of the demand.

<u>A. Demand for Job Related Courses</u>	<u>Number of Course Demands by Adults</u>	<u>Ratio. course demand per 10,000 total population</u>
General	70	440
Data Processing	13	82
Management	9	57
Marketing	8	50
Math	8	50
Accounting	7	44
Business Administration-general	6	38
Engineering related	5	31
Personnel Selection	3	19

## APPENDIX E-3 (cont.)

## V. Demand for Courses (cont.)

<u>A. Demand for Job Related Courses</u>	<u>Number of Course Demands by Adults</u>	<u>Ratio Course Demand per 10,000 total Population</u>
Traffic and Law Enforcement	3	19
Transportation	2	13
Business Law	2	13
Financial	2	13
Labor Relations	1	6
Economics	1	6
Fire Science	1	6
Topology	1	6
Meatcutting	1	6
Medical Technology	1	6
Nursing	1	6
Journalism	1	6
Physics	1	6
Speed Reading and Writing	1	6
Production Scheduling	1	6
Total Job Related	150	943

B. Demand for Community Activity Related Courses

<u>Course Type</u>	<u>Number of Course Demands by Adults</u>	<u>Ratio Courses Demands per 10,000 Total Population</u>
General	10	63
Inner Community or City Involvement	8	50
Speech	7	44
Group Dynamics	4	25
Small City or Local Government	3	19
Local History	2	13
Comparative Cultures	2	13
Drama	2	13
Voice	1	6
Modern Dance	1	6
Environmental Problems	1	6
Total Community Activity Related Courses	41	258

## APPENDIX E-3 (cont.)

C. Demand for Hobby Related Courses

<u>Course Type</u>	<u>Number of Course Demands by Adults</u>	<u>Ratio Course Demands Per 10,000 Total Population</u>
Sewing	16	101
Woodworking	14	88
Auto Mechanics	14	88
General	13	82
Art	12	75
Cooking	7	44
Photography	6	38
Metal Sculpture	3	19
Furniture Repair and Upholstery	3	19
Ceramics	2	13
Landscaping	2	13
Antiquing	2	13
Music Appreciation	1	6
Coin Collecting	1	6
Carpentry	1	6
Air Craft Mechanics	1	6
Bridge	1	6
Welding	1	6
TV Repairs	1	6
Ground and Flight Training	1	6
Physical Education	1	6
Weaving	1	6
Total Hobby Related Courses	104	654

## APPENDIX E-3 (cont.)

D. Demand for Family Related Courses

<u>Course Type</u>	<u>Number of Course Demands by Adults</u>	<u>Ratio Course Demands Per 10,000 Total Population</u>
General	44	277
Child Psychology	25	157
Consumer Buying	10	63
Child Development	1	6
Total Family Related Courses	80	503

E. Demand for Career or Transfer Degree Programs

<u>Program</u>	<u>Number of Programs Demanded by Adults</u>	<u>Ratio Course Demands Per 10,000 Total Population</u>
Business Administration	7	44
General	7	44
Secretarial	5	31
Data Processing	3	19
Interior Decorating	3	19
Journalism, Advertising	3	13
Nursing	2	13
CPA or Accounting	2	13
Marketing	2	13
Transportation	1	6
Real Estate	1	6
Hotel Management	1	6
Court Reporter	1	6
Medical Technology	1	6
Music	1	6
Political Science	1	6
Psychology	1	6
Languages	1	6
Total Demand for Career and Transfer Degree Programs	42	264
If it is assumed each program demand is equivalent to 10 course demands then:		
Total Demand for Career and Transfer Degree Courses	420	2,640

## APPENDIX E-3 (cont.)

F. Summary of Continuing Education Course Demand

<u>Description</u>	<u>Number of Course Demands by Adults</u>	<u>Ratio Course Demands per 10,000 Total Population</u>
Continuing Education:		
General Preference	124	779
Specific Preference	146	918
Total Continuing Education	270	1,697
All Adult Demands:		
General Preferences	207	1,301
Specific Preferences	483	3,036
Total Adult Demands	690	4,337
Number of different house- holds where there was an interest in at least one course		210
Percent of interested house- holds of all households who filled out questionnaire or who directly refused to answer		48%

## VI Demand for Major Non-Classroom Services

A. Interest in Harper Serving as a Cultural Center  
Sample: All households who filled out question-  
naire or who directly refused to answer.

<u>Area of Interest</u>	<u>Number of Households Interested</u>	<u>Percent of Households In Sample</u>
Concerts	79	17.9
Drama	76	17.2
Art Exhibitions	48	10.9
Current Event Seminars	41	9.3
General	29	6.6
Speeches	21	4.8
Discussion Groups	10	2.3

## APPENDIX E-3 (cont.)

## VI. Demand for Major Non-Classroom Services (cont.)

A. <u>Area of Interest</u>	<u>Number of Households Interested</u>	<u>Percent of Households In Sample</u>
Professional Seminars	3	.7
International Cultural Groups	2	.5
Total Different Households	184	41.6
B. <u>Interest in Harper's Learning Resources Center</u> Sample - All adults from households who filled out questionnaire or who directly refused to answer.		
<u>Type of Usage or Topic of Interest</u>	<u>Number of Adults Interested</u>	<u>Ratio-Adults Interested per 10,000 Total Population</u>
General	26	163
Hobbies	10	63
History	8	50
Course Oriented	7	44
Reference	7	44
Movies for Church Groups	5	31
Art	3	19
Wildlife	3	19
Child Psychology	2	13
Current Events	2	13
Financial Investments	2	13
Travel	2	13
Recreation	1	6
Counseling	1	6
Sex	1	6
Religion	1	6
Management	1	6
Scouting	1	6
Foreign Language	1	6
Science	1	6
Movies for Children	1	6
Total Units of Interest	86	541

## APPENDIX E-3 (cont.)

## VII. Additional Service Needs

Sample - Those adults only who responded to the item.

<u>A. Transportation</u>	<u>Number</u>	<u>Percent</u>
Need public transportation or would have problem getting to Harper	37	15
Have no transportation problem	207	8
<u>B. Child Care Service</u>		
Would use it for day events	18	8.6
Would use it for evening events	8	3.8
Would use it for Non-Harper events	15	7.2
Might use it sometime	14	6.7
Would have no use for it	154	73.7
<u>C. Time most convenient for people to take advantage of Harper's Programs</u>		
<u>Time Period</u>	<u>Percent Preferring</u>	
Weekday morning	10.3	
Weekday afternoon	7.9	
Weekday 5 - 7 P.M.	7.7	
Weekday 7 - 8 P.M.	23.9	
Weekday 8 - 9 P.M.	26.3	
Weekday 9 - 10 P.M.	14.5	
Saturday	5.8	
Sunday	3.6	



## APPENDIX E-4

## HARPER COLLEGE CURRICULUM COMMITTEE

The Curriculum Committee will serve as an advisory body to the Vice-President for Academic Affairs and will be made up of non-administrative faculty. This Committee will approve proposed new programs and course, change existing programs, and suggest consolidation of course offerings. Matters of academic standards and such will be the province of other committees.

The voting membership shall consist of one representative from each of the following divisions: Communications, Business, Math and Physical Sciences, Health and Life Sciences, Engineering, Humanities, and Social Sciences. Also each of the following areas is entitled to one member on the Committee: Learning Resources, Counseling; the student body is entitled to have two representatives represent them. The chairman of the Committee is elected from this group and the division he represents then selects another member of its division to serve as its representative.

Advisory but non-voting members of the Committee are the Deans (Careers, Continuing Education, Learning Resources, and Transfers). No Division Chairmen will be asked to serve on this Committee as they already have a voice in curriculum in their own divisions and in the Division Chairmen Council.

## Appendix E-4

The Registrar also serves as advisor (non-voting) to this Committee.

Matters that must come before this Committee are as follows:

1. Any changes in curriculum or program formally adopted as a regular offering must go to the Curriculum Committee.
2. Any changes in specific courses within or without the curriculum of the college that grants credit and is approved by the state must go to the Curriculum Committee.
3. Courses in adult education need NOT go to the Curriculum Committee but such courses may eventually develop into credit courses and then must go to the Curriculum Committee.
4. Courses designed to fill a temporary need on a non-credit basis need not receive prior approval of the Curriculum Committee. Should they develop into regular credit offering of the college, they must then receive the approval of the Curriculum Committee.

The above can be summed up simply:

CURRICULUM COMMITTEE	(Credit applicable to a degree (College credit not applicable to to a degree
----------------------	--

BYPASS CURRICULUM COMMITTEE (Continuing education courses

Curricular matters (i.e., as outlined above) will come before this Committee in the following way:

## APPENDIX E-4

1. Proposed courses, programs, changes, etc. originate in the divisions (faculty involvement and Division Chairmen involvement at this level).

The next 2 steps are carried on simultaneously

2. Division proposals are sent to the appropriate Dean for his review.
3. Copies of division proposals are sent by the appropriate Dean to the Curriculum Committee which acts upon proposals (faculty involvement again with administrators as resource persons).

After consideration by the Curriculum Committee and the appropriate Dean, the final two steps are:

4. The Curriculum Committee sends the results of its deliberations and its recommendations to the Vice-President for Academic Affairs who then considers the viability of such recommendations in line with budget, all-college concerns, and the necessity of approval by an appropriate state agency.
5. The Vice-President brings curriculum matters to the Board of Trustees for its action.

## APPENDIX E-5

## ACADEMIC PERSONNEL

## Employment (1/25/68)

The Board of Trustees must approve the opening of all faculty positions and will receive and act on faculty appointments upon recommendation of the president of the college. Lecturers may be employed, as needed, subject to budget limitations.

## Definitions (2/9/67) (8/28/68)

- A. Academic Personnel - all faculty and lecturers.
- B. Faculty - anyone who has academic rank.
- C. Lecturers - those who perform teaching or its equivalent or administration on a part-time or temporary basis.
- D. Teaching Faculty - all faculty who perform full-time teaching or its equivalent; these shall include counselors, coordinators, librarians, and chairmen.
- E. Administrative Faculty - all those who perform full-time administrative duties.
- F. Full-Time.
  - 1. Teaching Faculty - those having at least a 24 semester hour load, or its equivalent, per college calendar year\* except where the contract between the individual and the college explicitly states otherwise.
  - 2. Administrative Faculty - those under contract on a full-time basis for a 12 month period.
- G. Part-Time - those who perform teaching or its equivalent having a semester hour load or its equivalent of less than 24 per college calendar year\*, and those who perform administrative duties on a part-time basis.

\* The college calendar year begins in September and ends in June.

## APPENDIX E-5 (cont.)

- H. Temporary - those who perform teaching or its equivalent on a full-time basis but for less than a college calendar year and those who perform administration on a full-time basis but are under contract for less than 12 months.

## Responsibilities of Faculty

Each member of the college faculty shall have the following responsibilities:

- A. To operate within the general framework of college policy and practices.
- B. To represent the college creditably on all occasions.
- C. To give proper notice of resignation as defined by Board policy.
- D. To continually improve his training and experience.
- E. During his period of full-time service to the college, not to engage in a regular business or to be regularly employed for remuneration by other agencies except with the approval of the president of the college and the Board of Trustees.
- F. To fulfill all terms of his contract unless through mutual agreement between the college and the individual, an exception is arranged.

## Terms of Appointment

- A. All appointments to the faculty shall be made in the name of the college Board upon the recommendation of the President of the college.
- B. The terms and conditions of every appointment will be stated in writing and will be in possession of both the college and appointee before the effective date of appointment.
- C. Faculty members are required by Illinois law to participate in the State Universities Retirement System.

## APPENDIX E-5 (cont.)

- D. The spouse of a member of the faculty shall not be considered for appointment to any position on the faculty until all other sources of faculty have been exploited and unless no other reasonably qualified candidate is available.
- E. No relative of a member of the Board shall be considered for initial appointment to any position on the teaching, administrative, or classified staff until all other sources of teaching, administrative, or classified staff have been exploited and unless no other reasonably qualified candidate is available.

## Types of Appointment

## A. Teaching Faculty

## 1. Probationary

Probationary appointments are for one year and place no obligation on the college for renewal or to specify cause for non-renewal. These appointments are subject to renewal on a year to year basis for a period of three years but not to exceed four years. Faculty serving with probationary appointments will enjoy academic freedom on an equal basis with other members of the faculty.

## 2. Continuous Appointments

Continuous appointments are awarded to faculty who have been granted tenure. Members of the full-time teaching faculty will be considered for tenure during a probationary period of not less than three years nor more than four years. A continuous contract may be terminated only for adequate cause.

## B. Chairmen of Divisions (3/19/68)

Members of the teaching faculty in charge of divisions shall be designated as chairmen of such divisions, which designations shall be in addition to their academic rank.

## APPENDIX E-5 (cont.)

## B. Chairmen of Divisions (3/19/68) (cont.)

Chairmen of divisions shall be designated and redesignated by the college president after consultation with appropriate faculty including the division concerned. Such designation shall be for any time period up to three years, and renewable; provided, however, that the president may relieve a designee of his duties as chairman at any time.

If the chairman of a division is relieved of his duties as chairman, he shall retain such rights and privileges as he may have accumulated as a member of the teaching faculty.

Chairmen of divisions shall, in consultation with their respective faculties, be responsible to the appropriate dean for the supervision of the personnel and educational program of the divisions for which they serve. They shall have such other powers, duties, and responsibilities as may be assigned by the vice-president of academic affairs and approved by the president of the college.

## C. Coordinators

Members of the teaching faculty designated as coordinators are responsible to their respective division chairmen, and such designation shall be in addition to their academic rank.

Coordinators shall be designated and redesignated by the college president after consultation with appropriate faculty including the division concerned. If the coordinator is relieved of his duties as coordinator, he shall retain such rights and privileges as he may have accumulated as a member of the teaching faculty.

## D. Administrative Faculty

Administrative appointments are to specific administrative positions, and service in any administrative position is at the pleasure of the Board upon recommendation of the president of the college.

The positions considered as administrative appointments

## D. Administrative Faculty (cont.)

are: president, vice-president, deans, assistant deans, directors, and assistant directors and division chairmen.

A person from the faculty assigned to an administrative position shall not be deprived of tenure nor credit accrued toward tenure nor of the highest academic rank attained as a teacher. Administrative faculty who teach part time are eligible for pro rata credit toward tenure on the same basis as full-time teaching faculty. Administrators shall not otherwise enjoy tenure.

## E. Part-Time and Temporary

Each person employed on a part-time or temporary basis shall be given a statement in writing of the conditions and the period of his appointment. Appointment or re-appointments to any such position shall create no presumption of a right to a subsequent appointment or to a permanent appointment.

## Tenured Appointments

## A. Purpose

The objective of establishing a tenure policy is to insure the existence of an environment which is receptive to imaginative, creative, and constructive teaching, to permit employment security during good conduct and competent service, and to protect faculty members from dismissal, or suspension for petty, personal or political reasons. A sound tenure policy will aid morale and provide an atmosphere of freedom if the faculty member, in turn, accords his position a high degree of devotion in keeping with his professional status. Tenure policy should not function as a protection for a faculty member who may come to neglect his professional responsibilities. The aim, then, is to provide appropriate procedures for removing those incompetent to serve while at the same time to provide inducement, security, and freedom for dedicated, competent faculty.



## APPENDIX E-5 (cont.)

## B. Privileges

Individuals on tenure enjoy continuous employment subject to dismissal only for adequate cause. When possible they will be notified in writing on or before March 15 of increases in salary, promotion in rank, or other similar terms or conditions of employment for the next academic year unless budgetary consideration beyond the control of the institution precludes such notice.

## C. Eligibility

Individuals considered for tenure are members of the faculty who may be broadly interpreted as engaging in teaching or its equivalent (as defined in 3.0.1.D). Other administrative faculty may accumulate, on a pro-rated basis, credit toward tenure by fulfilling teaching assignments.

After the expiration of a probationary period (three years but not more than four years), faculty who have engaged in full-time teaching or its equivalent (as defined in 3.0.1.D) may be granted permanent tenure. Those having consecutive years of full-time college teaching experience or who have left a tenure-protected full-time college teaching experience or who have left a tenure-protected full-time college teaching position prior to employment by Harper College may be granted credit toward tenure.

## D. Bases for Appointment

Tenure, granted only by specific board action, is not granted solely on the basis of the number of years of service. All eligible faculty members will be considered for tenure during their probationary period.

Decisions regarding the granting of tenure will be made by the last official board meeting in May. In unusual cases the Board of Trustees, on its own initiative or upon the recommendation of the teaching or administrative faculty, may delay its decision regarding the granting of tenure to an individual faculty member. On or before December 15 during the faculty members fourth year of service, he must have been advised that

## APPENDIX E-5 (cont.)

## D. Bases for Appointment (cont.)

he will be granted tenure or that his current, or fourth year contract is considered terminal. In the event that the Board of Trustees delays its decision for the granting of tenure to an individual faculty member the faculty member shall be notified in writing stating the reasons for the delay.

Recommendations regarding tenure will be forwarded from the lowest administrative unit through the appropriate dean and the faculty committee on tenure. Should any non-tenured faculty member feel that he has been unjustly overlooked, he may recommend himself to the faculty committee on tenure for its consideration. The committee shall review without prejudice his candidacy.

The president, after considering recommendations of the appropriate vice-president and the faculty committee on tenure, will advise the faculty member in writing, postmarked not later than midnight of May 1, of his intended recommendation regarding granting of tenure. The faculty member will have five (5) calendar days from the date of notification to make a written request to the president appealing the intended recommendation. The president shall immediately request the faculty appeals committee to consider the appeal.

The president shall transmit to the Board of Trustees the recommendations of the vice-president and the tenure hearing committee, or when the appeals are heard by the tenure appointment appeals committee, the recommendations of the appeals committee and his own.

## E. Resignation

Notice of resignation from employment by a faculty member who is on tenure shall be submitted in writing at least three months prior to the expiration of his current period of appointment.

## F. Termination Due to Retirement

Tenure shall expire automatically and without notice in

## F. Termination Due to Retirement (cont.)

the teaching year in which the faculty member attains 65 years of age. Employment after 65, if any, shall be on a year-to-year basis.

## Maintenance of Rank Proportions

Consideration will be given to maintaining academic rank levels at the following approximate proportions.

Level A	Professor	15%
Level B	Assoc. Prof.	25%
Level C	Ass't. Prof.	30%
Level D	Instructor	30%

The foregoing percentages will not be applicable during the first years of operation. Later, however, the total distribution will approximate the proportions shown.

## Administrative Rank

- A. Rank will be granted to administrators. The same criteria will be applied as for the teaching faculty except that administrators may substitute successful college administrative experience for college teaching experience. Promotion of administrators in rank will be by recommendation of the president and approval of the Board.
- B. Administrators who believe they are eligible for promotion may inquire of the vice-presidents if they are being considered for promotion. If not, the administrator may initiate his own recommendation for promotion by submitting it to the appropriate vice-president.

## APPENDIX E-5 (cont.)

## Placement in Rank

- A. Initial placement in the system of rank will be determined by using the following minimum qualifications as a guide.

Instructor - Master's degree in subject field\*; or for teachers of career programs, a bachelor's degree plus three to five years experience in technical field.

Assistant Professor - Doctor's degree in subject field\*; or master's degree in subject field\*; plus at least fifteen graduate hours beyond the master's degree in the subject field\* and five years professional experience; or for teachers of career programs, a bachelor's degree plus five years experience in technical field plus five years in teaching experience; or bachelor's degree plus at least ten years experience in technical field.

Associate Professor - Doctor's degree in subject field\* and five years professional experience at least two of which must be successful college teaching; or master's degree in subject field\* plus at least thirty graduate hours beyond the master's degree of which a minimum of 15 must be in the subject field\* and half of the remainder must be in related fields, plus ten years professional experience, at least five years of which must be successful college teaching; or for teachers of career programs, a master's degree in the subject field\* and fifteen years technical experience.

Professor - Doctor's degree in the subject field\* and ten years professional experience at least five of which must be successful college teaching; or master's degree in subject field\*, plus at least sixty graduate hours beyond the master's degree of which a minimum of 30 must be in the subject field\* and half of the remainder must be in related fields, fifteen years professional experience at least eight of which must be successful college teaching, and other exceptional qualifications and demonstrated instructional leadership.

\*or approved related area

## APPENDIX E-5 (cont.)

- B. Assignment to the academic ranks (instructor, assistant professor, associate professor, and professor) will depend in the first instance upon fulfilling the minimum requirements for initial placement. Salary placement within the respective rank will take previous professional and/or military experience into account.

## Credit for Experience

- A. Credit for prior experience will be allowed as specified in 3.3.2. Maximum allowable credit for prior professional experience is fifteen years, at least five of which must be successful college teaching and no more than five of which may be less than high school level.
- B. Credit up to a maximum of two years allowed for military experience for faculty employed at Harper College directly prior to entering military service. Additional credit allowance will be evaluated on an individual basis. Those with military experience who were not previously employed at Harper College will be given credit only if the experience can be shown to be related to their professional duties with Harper College.

## APPENDIX E-6

## IN-SERVICE TRAINING

## SEMINAR

Harper College is pleased to announce a two-day conference on "Audio-tutorial Systems Approach to Instruction." Your college is cordially invited to participate. The conference will be held on Friday evening and Saturday morning, November 21 and 22.

The purpose of this conference is to (1) present the history and philosophy of the Audio-tutorial Systems approach and (2) to discuss application and implementation of the Audio-tutorial Systems in various disciplines.

Dr. Sam Postlethwaite, Professor of Biology, Purdue University, who is regarded as the developer and international authority in the audio-tutorial systems approach to instruction, will be the conference leader. To supplement Dr. Postlethwaite's expertise, Dr. Richard Sherman, Department of History, Prairie State College, and Dr. Ranier Erhart, Department of Geography, Western Michigan University will discuss experiences and systems in their respective disciplines in special work sessions Saturday morning.

This conference is open for as many as 5 or 6 individuals from your organization. Representatives from instructional administration, coordinators or directors of programs and particularly individual faculty members would benefit from attending this conference. The program is applicable to any discipline from liberal arts to science.

Direct costs of this conference are carried by Harper College, therefore, a fee of \$20.00 per person has been established. You are urged to respond as early as possible by returning the registration form. Please include the names of those who plan to attend along with their areas of responsibility.

Enclosed is an agenda of the conference. We look forward to your participation in this conference.

Sincerely,

Clarence Schauer  
Vice-President of Instruction.

## APPENDIX E-6 (cont.)

## AUDIO-TUTORIAL SYSTEM OF INSTRUCTION CONFERENCE

WILLIAM RAINEY HARPER COLLEGE

PALATINE, ILLINOIS

## FRIDAY

November 21, 1969

7:30 - 9:45 p.m.

1. History of Audio-tutorial Systems
2. Film "The Audio-tutorial System"
3. Break
4. Results of the system
5. Philosophy of the system

## SATURDAY

November 22, 1969

8:30 - 12:00 a.m.

1. Work Sessions
  - A. Dr. Samuel Postlethwaite "Implementation of the Audio-tutorial System in the Sciences"
  - B. Dr. Richard G. Sherman "Implementation of the Audio-tutorial System in History"
  - C. Dr. Ranier Erhart "Implementation of the Audio-tutorial System in Geography"
2. Summary Panel Discussion

## APPENDIX E-7

## BOARD AWARDS

- A. William Rainey Harper Board of Trustees Distinguished Service Award. (Contribution to Business, Profession or Community.)

A committee shall be established to present to the Board the name of an individual residing or working within the college district who has made an outstanding contribution in his professional field or for the betterment of the community. The award shall be honorary, without gratuity and need not be made annually.

- B. William Rainey Harper Award for Outstanding Contribution to the Community College Field.

A faculty committee shall be established to present to the Board the name of an individual who has made an outstanding contribution to the community college field. Important criteria may include superior teaching.

- C. William Rainey Harper Board of Trustees Distinguished Teacher Award. (Teaching at Harper College.)

A committee shall be established to present to the Board the name of a Harper faculty member who has made an outstanding contribution to the college through superior teaching.



## APPENDIX E-8

## PERFORMANCE CRITERIA FOR PROMOTION IN RANK

In order to make judgments concerning promotion in academic rank as objective and uniform as possible, it is important to set forth criteria according to which such evaluations shall be made. Judgments regarding formal education and professional experience, in particular, may be based upon objective evidence and may therefore be expected to be fairly uniform. Although some of the following categories may be relevant to original appointment in the institution, they are all important in arriving at a determination of the candidate's progress since his arrival:

## A. Mastery of Subject Matter

As evidenced by advanced degrees and further study, licenses or certificates, awards, honors, and recognition by colleagues in the subject area.

## B. Effectiveness in Teaching

As evidenced by student development and accomplishment, judgement of colleagues, development of teaching materials and techniques as they relate to existing or new courses.

## C. Scholarly Ability

As evidenced by publication in the subject field or other areas of competence, formulation and completion of significant educational research, participation in and contributions to conventions or other gatherings of scholars, and recognition among colleagues.

## D. Effectiveness of College Service

As evidenced by successful committee or administrative work with students or community in educational, cultural, scientific, or service functions in addition to formal classroom relationships.

## APPENDIX E-9

## PROCEDURE FOR PROMOTION IN RANK

- A. All criteria to be used as a basis for consideration for promotion in rank must have been filed in the office of the Vice-President of Academic Affairs before October 15 of each year. Division heads and other appropriate administrators will formulate the recommendations for promotion within their area of responsibility by November 1 of each year. They should themselves be as fully cognizant as possible concerning the capabilities and accomplishments of their staff as a result of some regular and on-going procedure of observation and evaluation. At the time of consideration they may also request faculty members to submit written recommendations concerning candidates whom they feel to be worthy of consideration. (Any faculty member who thinks he should be eligible for promotion may inquire of his chairman whether he is being considered and, if not, has the right to initiate his own recommendation and submit it to his chairman, who must forward this recommendation with his own, to the appropriate dean.) Faculty members must ascertain that all transcripts, confidential papers, and other necessary personal papers are up-to-date and on file in the office of the Vice-President of Academic Affairs.
- B. The foregoing recommendations will be referred to the appropriate Vice-President who will refer them to the faculty promotion committee by November 15 with his comments and recommendations.
- C. Membership of the faculty promotions committee shall be as follows: one for each of the divisions, one for the library and/or learning resources area, one for the career programs, and one for the counseling area. The committee will be elected through procedures set up by the faculty senate which will determine what proportion of ranks are to be represented, if this is judged to be a critical factor. The committee will elect its own chairman. A favorable vote in excess of a simple majority shall be necessary for the committee's decision to be regarded as affirmative. Dissenting opinions may be submitted. The committee shall conclude its deliberations on or before January 1.
- D. The promotions committee shall submit the foregoing recommendations together with its selections to the appropriate Vice-President who will forward these and his own recommendations to the President by February 15. The President having examined the recommendations will forward them with his own comments to the Board by February 1.

## APPENDIX E-9 (cont.)

- E. The President shall announce the decision of the Board concerning promotions in rank on or before March 1, if possible, but no later than March 15 of the Spring semester. Promotions shall become effective with the start of the next fall semester.

## APPENDIX E-10

## FACULTY EVALUATION\*

Harper College is committed to the development of a superior faculty aspiring to high levels of excellence in instruction and service to their profession, the students, the college and the community. Harper College should continuously and systematically seek evidence of its effectiveness in attaining these aspirations. In order to encourage such excellence, a functioning evaluative process is essential.

All members of the faculty\*\* will be evaluated annually. Students, teaching faculty and academic administrators will be involved in the procedure. Appropriate evaluative instruments will be utilized.

The primary area to be evaluated is the effectiveness of instruction and/or professional services. This process will involve evaluation by peers, self, students and administrative faculty.

Other areas to be evaluated are: Personal and Professional attributes; Professional Contributions; Institutional Service; and Community Service.

The areas evaluated via Forms A(peer), B(self), and C(division chairmen); a report on the classroom observation; an acknowledgment and discussion of the areas of special strengths, areas in need of improvement and comments relating to an individual and his professional services; and other specialized supportive material designed by the Division and its faculty suitable to the discipline should serve as the base for evaluation of instruction, or appropriate professional services.

The documentation of professional improvement will serve as an indication of the improvement made as an individual effort. This improvement could be a necessity for minimum qualifications to promotion in rank in specific cases.

The listing of professional contributions, institutional service and community service would serve as an indicator, in behalf of the faculty member, of

## APPENDIX E-10 (cont.)

services which could be above and beyond that of an average effort.

The student evaluation should serve as a constructive criticism to the faculty member only, of his performance with students. The faculty member should use it for improvement in the student-learning process.

Therefore, all documentation, in addition to Forms A, B, C, a report on classroom observation, comments relating to a faculty member and other supportive material, will serve as additional positive support of the faculty member in the process of recommendations for the individual's welfare.

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\* This faculty evaluation system will not be implemented until the Grievance Procedure is adopted and the individual faculty member is assured of the rights and privileges related thereto.

\*\* Teaching, faculty, counselors, learning resource personnel.

The general process of the evaluative procedure will be:

1. The appropriate vice-president will be responsible for initiating the evaluative process at the designated time. He will issue the appropriate evaluation instruments to the division chairmen, or appropriate supervisor, who will have the responsibility of distributing the forms to the evaluators and evaluatee.

An evaluation committee of peers (a colleague in the same or allied discipline or professional service area) will be selected jointly by the immediate supervisor and the evaluatee. The selection will be made by October 1 for faculty

## APPENDIX E-10 (cont.)

The general process of the evaluative procedure will be:  
(cont.)

being evaluated in their second, third or more years of service and by January 1 for the faculty in their first year of service.

The committee shall be composed of not less than three (3) nor more than six (6) peer members. The immediate supervisor will suggest the possible appointees and the evaluatee will have the opportunity to reject as many as 2 (in a committee of 3) and a maximum of 3 (in a committee of 6) of the suggested appointees and select the same number of peers that he feels more desirable.

Upon resolution of the committee membership, the immediate supervisor will advise the appointees of their appointment and responsibilities and will initiate their activities. The individual evaluators will present their evaluation to the immediate supervisor on or before October 15. The immediate supervisor will summarize these evaluations and enter a composite in the appropriate column of Form D (Faculty Evaluation Summary).

After the evaluation of an individual is completed, the immediate supervisor will dissolve the committee.

- II. The division chairmen or appropriate supervisor will be responsible for arranging mutually agreed upon classroom, or other observational techniques within his division. He will summarize his own self and composite peer evaluation instruments and forward this summary (Form D), together with his recommendation and Form F (Academic Staff Professional Improvement), Form G (Professional Contributions), and Form H (Institutional Service) in the form of a dossier, to the appropriate dean or supervisor.

Professional ethics would dictate that each appointee be notified when reports are entered in the folder. Further, unfavorable entries should be seen by the candidate and a reply be entered by him if he desires to explain his position.

## APPENDIX E-10 (cont.)

The general process of the evaluative procedure will be:  
(cont.)

- III. The dean will review the evaluative material, add his summary and recommendation, and forward the dossier to the appropriate vice-president.
- IV. The Vice-President's recommendation and the dossier is forwarded to the President.
- V. The President will forward these recommendations and his own to the Board of Trustees for action.

VI. Review of System

Each year, in March, an ad hoc committee of faculty members will be appointed jointly by the President of the Faculty Senate and the Vice-President of Academic Affairs to review and suggest revision or replacement of this evaluative system. The committee recommendation will be presented to the faculty and administration for their adoption.

VII. Classification of Evaluations and Assigning to Categories

As a result of the evaluation process, each division chairman or appropriate supervisor, will assign his professional personnel to one of the following categories for salary purposes.

Level #1 - Does not fit Harper divisional educational pattern.\*

A - No recommendation for re-appointment.

B - Re-appointment with no increase in salary. A person could remain in this category for only one year. This must be understood as an extension of the probationary period.

Level #2 - Fits Harper divisional educational pattern without qualification. Is a good educator in every sense of the word. Is entitled

## APPENDIX E-10 (cont.)

VII. Classification of Evaluations and Assigning to Categories (cont.)

to base raise as negotiated by salary committee in annual negotiations.

Level #3 - Outstanding. Has made an outstanding contribution during the year in terms of curriculum, subject matter, educational techniques or institutional reform. Is entitled to base raise as negotiated by salary committee in annual negotiations plus an additional three (3) percentage increment higher than level 2. It should be understood that this category would rarely exceed 5% of the faculty of any given division.

The faculty reserves the right to discontinue the assignment of evaluatees to categories for salary purposes.

SUGGESTED ADDITIONAL RECOGNITION FOR OUTSTANDING SERVICE

This is based on the idea that money is not the only consideration.

1. Sabbatical leave with full pay.
2. Released time.
3. Promotion to higher rank, waiving minimum requirements.
4. Additional staff assistance and equipment.

EVALUATION DEADLINES

Level I, Level II, and Level III Ratings

For faculty in their first year at Harper College, all evaluations must be completed by February 15th. For all others, the deadline will be December 1st.



## APPENDIX E-10 (cont.)

VII. Classification of Evaluations and Assigning to Categories (cont.)

\* The division chairman or appropriate supervisor and the members of the division or instructional unit will define the terms on the evaluation sheets with respect to the demands of the particular discipline under consideration. In this manner, that particular division will arrive at definition of the term Harper divisional educational pattern consistent with the demands of that area.

## APPENDIX E-10 (cont.)

## WILLIAM RAINEY HARPER COLLEGE

FACULTY EVALUATION

## FORM A

Faculty Member Being Evaluated \_\_\_\_\_

## Procedure:

The form is graduated from 5 - 1 as follows:

5 - Exceptional; 4 - Above average; 3 - Average;  
 2 - Below average; 1 - Unsatisfactory; X - No  
 opportunity to observe, or not applicable.

Complete the form with the number (from 5 - 1) which you think is most appropriate for your peer. Please include further comments in the space provided.

	Peer
PERSONAL & PROFESSIONAL ATTRIBUTES:	
<u>Dependability (Educational Duties</u>	
<u>Attitude toward W.R.H.C.</u>	
<u>Rapport with students</u>	
<u>Rapport with colleagues</u>	
<u>Enthusiasm (Professional Duties)</u>	
<u>Understands how his particular area of expertise contributes to the total educational needs of the student</u>	
<u>Shows evidence of planning for educational activities</u>	
<u>Effectively evaluates student performance</u>	

## APPENDIX E-10 (cont.)

## FACULTY EVALUATION (cont.) Form A (cont.)

	Peer
Willingly changes plans when conditions suggest a change	
Is concerned about helping students attain optimum achievement	
Recognizes individual differences in students	
Welcomes suggestions from students	
Is well informed and up-to-date in subject area	
Participates in professional meetings to advance his knowledge and skills in subject area	
Willingness to explore, utilize and assist in the further developing of innovative approaches	

Comments:

Date \_\_\_\_\_ Signature \_\_\_\_\_

APPENDIX E-10 (cont.)  
 WILLIAM RAINEY HARPER COLLEGE  
 FACULTY EVALUATION  
 FORM B

Procedure:

The form is graduated from 5 - 1 as follows:

- 5 - Exceptional; 4 - Above Average; 3 - Average;  
 2 - Below Average; 1 - Unsatisfactory

The faculty member will complete the form with the number (from 5 - 1) which he thinks appropriate for him; on their copies of the form the dean and the department head will make their evaluations of the instructor in the appropriate column on the same basis. All three will enter what they believe to be the strengths and weaknesses. During a conference with the deans, plans will be made to improve areas of weakness, or change and develop plans which may already be satisfactory.

1969-1970

	Self
PERSONAL & PROFESSIONAL ATTRIBUTES:	
Dependability (Educational Duties)	
Attitude toward W.R.H.C.	
Rapport with students	
Rapport with colleagues	
Enthusiasm (Professional Duties)	
Understands how his particular area of expertise contributes to the total educational needs of the student	
Shows evidence of planning for educational activities	

## APPENDIX E-10 (cont.)

## FORM B (cont.)

	Self
Effectively evaluates student performance	
Willingly changes plans when conditions suggest a change	
Is concerned about helping students attain optimum achievement	
Recognizes individual differences in students	
Welcomes suggestions from students	
Is well informed and up-to-date in subject area	
Participates in professional meetings to advance his knowledge and skills in subject area	
Willingness to explore, utilize and assist in the further developing of innovative approaches	

Comments:

Date \_\_\_\_\_

Signature \_\_\_\_\_

## APPENDIX E-10 (cont.)

## WILLIAM RAINEY HARPER COLLEGE

## FACULTY EVALUATION

## FORM C

## Procedure:

The form is graduated from 5 - 1 as follows:

5 - Exceptional; 4 - Above average; 3 - Average;  
2 - Below average; 1 - Unsatisfactory; X - No  
opportunity to observe, or not applicable.

The faculty member will complete the form with the number (from 5 - 1) which he thinks appropriate for him; on their copies of the form the dean and the department head will make their evaluations of the instructor in the appropriate column on the same basis. All three will enter what they believe to be the strengths and weaknesses. During a conference with the deans, plans will be made to improve areas of weakness, or change and develop plans which may already be satisfactory.

1969-1970

	Div. Chr. or Appr. Supv.
<u>PERSONAL &amp; PROFESSIONAL ATTRIBUTES:</u>	
Dependability (Educational Duties)	
Attitude toward W.R.H.C.	
Rapport with students	
Rapport with colleagues	
Enthusiasm (Professional Duties)	
Understands how his particular area of expertise contributes to the total educational needs of the student	

APPENDIX E-10 (cont.)  
 WILLIAM RAINEY HARPER COLLEGE  
 FACULTY EVALUATION  
 FORM C

	Div. Chr. or Appr. Supv.
Shows evidence of planning for educational activities	
Effectively evaluates student performance	
Willingly changes plans when conditions suggest a change	
Is concerned about helping students attain optimum achievement	
Recognizes individual differences in students	
Welcomes suggestions from students	
Is well informed and up-to-date in subject area	
Participates in professional meetings to advance his knowledge and skills in subject area	
Willingness to explore, utilize and assist in the further developing of innovative approaches	

Comments:

Date \_\_\_\_\_ Signature \_\_\_\_\_

## APPENDIX E-10 (cont.)

WILLIAM RAINEY HARPER COLLEGE  
FACULTY EVALUATION SUMMARY

## FORM D

## Procedure:

The form is graduated from 5 - 1 as follows:

- 5 - Exceptional; 4 - Above average; 3 - Average;  
2 - Below average; 1 - Unsatisfactory

The faculty member will complete the form with the number (from 5 - 1) which he thinks appropriate for him; on their copies of the form the dean and the department head will make their evaluations of the instructor in the appropriate column on the same basis. All three will enter what they believe to be the strengths and weaknesses. During a conference with the deans, plans will be made to improve areas of weakness, or change and develop plans which may already be satisfactory.

1969-1970

	Self	Peer	Div. Chr. or Appr. Supv.
<u>PERSONAL &amp; PROFESSIONAL ATTRIBUTES</u>			
Dependability (Educational Duties)			
Attitude toward W.R.H.C.			
Rapport with students			
Rapport with colleagues			
Enthusiasm (Professional Duties)			
Understands how his particular area of expertise contributes to the total educational needs of the student			



## APPENDIX E-10 (cont.)

WILLIAM RAINEY HARPER COLLEGE  
FACULTY EVALUATION SUMMARY

## FORM D

	Self	Peer	Div. Chr. or Appr. Supv.
Shows evidence of planning for educational activities			
Effectively evaluates student performance			
Willingly changes plans when conditions suggest a change			
Is concerned about helping students attain optimum achievement			
Recognizes individual differences in students			
Welcomes suggestions from students			
Is well informed and up-to-date in subject area			
Participates in professional meetings to advance his knowledge and skills in subject area			
Willingness to explore, utilize and assist in the further developing of innovative approaches			

Comments:

Date \_\_\_\_\_ Signature \_\_\_\_\_

Faculty  
Member  
Div. Chr.  
or Appr.  
Supervisor

Date \_\_\_\_\_ Signature \_\_\_\_\_

## APPENDIX E-10 (cont.)

## WILLIAM RAINEY HARPER COLLEGE

EVALUATION OF FACULTY AND STAFF MEMBERS

## FORM D

Academic Year 19\_\_ - 19\_\_

Present

FACULTY MEMBER: \_\_\_\_\_

Rank \_\_\_\_\_

and/or

Position \_\_\_\_\_

A. Areas of special strengths:

B. Areas in need of improvement:

C. Comments:

D. Professional Improvement: (Classes taken, workshops, etc)

Should this employee be reassigned in the same capacity?

Yes \_\_\_\_\_ No \_\_\_\_\_

APPENDIX E-10 (cont.)

FORM D

Should this employee be considered in a different capacity:

Yes \_\_\_\_\_ No \_\_\_\_\_

Specify Capacity: \_\_\_\_\_

Specify Time:    Next year \_\_\_\_\_ Future year \_\_\_\_\_

Date \_\_\_\_\_

\_\_\_\_\_  
Division Chairman or Appropriate  
Supervisor's Signature

Date \_\_\_\_\_

\_\_\_\_\_  
Faculty Member's Signature

## APPENDIX E-10 (cont.)

## WILLIAM RAINEY HARPER COLLEGE

## FORM E

## STUDENT EVALUATION OF FACULTY MEMBERS

PROFESSOR \_\_\_\_\_ COURSE NO. \_\_\_\_\_

## KNOWLEDGE OF SUBJECT MATTER

- Exceedingly well informed  
 Adequately informed  
 Not well informed  
 Very poorly informed

## ATTITUDE TOWARD SUBJECT

- Enthusiastic, enjoys teaching  
 Rather interested  
 Only routine interest displayed  
 Uninterested

## ABILITY TO EXPLAIN

- Explanations clear and concise  
 Explanations usually adequate  
 Explanations often adequate  
 Explanations absent or inadequate

## SPEAKING ABILITY

- Voice and demeanor excellent  
 Adequate or average  
 Distracting  
 A serious handicap

## ATTITUDE TOWARD STUDENTS

- Sympathetic, helpful, concerned  
 Usually helpful and sympathetic  
 Avoids individual contact  
 Distant, cold, aloof

## PERSONALITY

- Attractive personality  
 Satisfactory personality  
 Not an outgoing personality  
 Personality conflict

## TOLERANCE AND DISAGREEMENT

- Encourages reasonable disagreement  
 Accepts disagreement fairly well  
 Discourages disagreement  
 Dogmatic, intolerant of disagreement

## RATING OF TEACHER

- Outstanding  
 Better than average  
 Average  
 Poor

## APPENDIX E-10 (cont.)

## FORM E

STUDENT EVALUATION OF COURSE

## ORGANIZATION OF THE COURSE

- Well organized  
 Adequate, but could be better  
 Inadequate, organization detracts  
 Confused and unsystematic

## OPPORTUNITY FOR QUESTIONS AND DISCUSSION

- Ample opportunity  
 Occasional opportunity  
 Rare opportunity  
 Never

## ORGANIZATION OF DAILY CLASS WORK

- Well organized in meaningful sequence  
 Usually organized  
 Organization not too apparent  
 Little or no organization

## ASSIGNMENTS

- Assignments clear and reasonable  
 Clear but too long  
 Unclear  
 Always unclear and unreasonable

## TESTING

- Appropriate, covers material  
 Sometimes appropriate  
 Rarely appropriate  
 Unfair evaluation of student effort

## WORK RELATED TO CLASS LEVEL

- Work suited to class level  
 Attempt made to suit class level  
 Work completely above class level  
 Work completely below class level

## GRADING

- Absolutely fair and equitable  
 Generally fair  
 Unfair to some students  
 Usually unfair

## RATING OF COURSE

- Very inspiring  
 Usually interesting  
 Uninteresting  
 Discourages interest

DO NOT SIGN NAME. Please indicate class standing \_\_\_\_\_  
 Major Subject \_\_\_\_\_ Approx. accumulative average \_\_\_\_\_  
 If here first semester, give high school rank in class \_\_\_\_\_

## APPENDIX E-10 (cont.)

## WILLIAM RAINEY HARPER COLLEGE

ACADEMIC STAFF PROFESSIONAL IMPROVEMENT FORM

## FORM F

(To be submitted by each member of the Academic Staff. To include the areas of Professional Improvement since the last presentation of this information as specified in the Policy Manual).

NAME \_\_\_\_\_ Rank \_\_\_\_\_

Address \_\_\_\_\_ Date \_\_\_\_\_

I. GRADUATE SCHOOL COURSES TAKEN (Submit transcript by March 1 of each year).

Course	Hrs.	College or University
_____	_____	_____
_____	_____	_____
_____	_____	_____

II. CONFERENCES, SEMINARS, WORKSHOPS, AND PROFESSIONAL MEETINGS ATTENDED:

<u>Location</u>	<u>Sponsor</u>
_____	_____
_____	_____

III. SIGNIFICANT BUSINESS, PROFESSIONAL OR INDUSTRIAL EXPERIENCE SINCE LAST REPORT:

\_\_\_\_\_

\_\_\_\_\_

APPENDIX E-10 (cont.)

FORM F

IV. INSERVICE WORK

.....  
-----  
.....

V. VISITATIONS TO OTHER INSTITUTIONS OR ORGANIZATIONS TO  
GAIN INFORMATION, OR EXPERIENCES, BENEFITING THE  
COLLEGE AND/OR ITS STUDENTS:

.....  
-----  
.....

## APPENDIX E-10 (cont.)

## WILLIAM RAINEY HARPER COLLEGE

PROFESSIONAL CONTRIBUTIONS

## FORM G

(To be submitted by each member of the Academic Staff. To include the areas of Professional Improvement since the last presentation of this information as specified in the Policy Manual.)

Name \_\_\_\_\_ Rank \_\_\_\_\_

Address \_\_\_\_\_ Date \_\_\_\_\_

I. Publications. (List all books, manuals, articles or other related materials which have been published, copyrighted, or syndicated. Include title, date of publication, publisher and date of copyright or syndication.)

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II. Presentations to professional or other learned societies. (Include unpublished papers, artistic or other professional works.)

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III. Innovations in instructional methods. (Briefly describe your work and/or contributions to this area.)

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(Attach additional sheets if additional space is required.)



APPENDIX E-10 (cont.)

FORM G

IV. Activities in professional organizations. (Name of organizations, offices held, specialized activities, etc.)

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V. Other special professional contributions. (List professional contributions made to organizations outside your professional affiliation.)

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VI. Other: (Special recognition, awards, etc.)

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## APPENDIX E-10 (cont.)

## WILLIAM RAINEY HARPER COLLEGE

INSTITUTIONAL SERVICE

## FORM H

(To be submitted by each member of the Academic Staff. To include the areas of Professional Improvement since the last presentation of this information as specified in the Policy Manual.)

Name \_\_\_\_\_ Rank \_\_\_\_\_

Address \_\_\_\_\_ Date \_\_\_\_\_

- I. College-related activities - Include services rendered the college individually or through participation on institutional committees. (Describe the nature of involvement or contributions including date, location, project, etc.)

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- II. Student-related activities - Include advisory services to students individually or student groups, the number of students involved, and approximate number of hours per week.

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COMMUNITY SERVICE

- I. Involvement in and contributions to community projects which directly relate to education and the College. (Describe the nature of involvement or contributions including date, location, project, etc.)

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APPENDIX E-10 (cont.)

FORM H  
COMMUNITY SERVICE (cont.)

- II. Presentations to interested community group in behalf of the faculty member's profession and/or the College. (Describe the presentations, including date, location, name of group, purpose of the presentation, etc.)

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## A STATEMENT ON ACADEMIC FREEDOM

The principle that freedom and responsibility should in some way be related has ancient roots. Freedom in the academic sphere should be no exception. The following statements seek to establish and set forth these relationships.

Under academic freedom the faculty member has both the right and obligation to adequately investigate the available data on a given question, freely and without bias. His students, in turn, having learned the facts, are free to arrive at their own conclusions. Such a method of inquiry does not require the scholar to be without personal persuasion on controversial issues, but does require him to identify such persuasions if they should arise in the course of discussion and be relevant to it. It is wrong to restrict the presentation of information germane to the issue, whether on the part of students or teacher. On the other hand, the scholar, in particular, should bring to the discussion the fruits of his research and experience as it bears on his field of competence.

Outside the school precincts the scholar has the same rights and obligations as any other citizen and should therefore be free of any institutional controls. He should make every effort to be accurate in his statements and circumspect in his conduct, respecting the rights of others and making it clear that he speaks for himself as an individual only.

## APPENDIX E-11 (cont.)

The foregoing statements agree in spirit with pronouncements on academic freedom by the American Association of University Professors and the Middle States Association of Colleges and Secondary Schools, dated 1940 and 1959 respectively. No statements, however well conceived, can prevent cases from arising where academic freedom may be the issue. Some may argue that for the sake of a developing dialogue, the coming to the fore of this issue from time to time is even desirable. Should an instance develop where academic freedom is involved and where the matter cannot be settled freely through simple consultation and discussion, the regular channels of grievance shall be pursued.

CHAPTER VI  
FACULTY MORALE

## CHAPTER VI

### FACULTY MORALE

While morale is, in many respects, a somewhat evasive and nebulous quality, its role in the maintenance of an effective institution is most significant. The purpose of this particular Chapter of the Self-Study will be (1) to enumerate those policies that might be reasonably labeled "Policies that Engender High Faculty Morale" and (2) to report the results of a questionnaire that was administered to all members of the teaching faculty in an effort to measure the effect of these policies.

#### I. POLICIES THAT AFFECT MORALE

##### Tenure

In October, 1969, a new tenure policy was adopted by the Board of Trustees. This policy was the product of mutual effort on the part of the teaching faculty, the administrative faculty and the members of the Board of Trustees. It replaced the college's original tenure policy which allowed a three to seven year probation period. The complete policy is contained in Appendix F-1. Its basic provision is that of guaranteeing that the individual faculty member becomes eligible for tenure during his third year of service at Harper and will be notified of a decision concern-

ing tenure by May 1 of that year. In the event that he is denied tenure at that time, he will be notified no later than the succeeding December 15 of the final decision as to his status; that is, the granting of tenure or the termination of service.

#### Academic Freedom

As noted in the chapter concerning instruction, the Harper College Policy Manual contains a statement on academic freedom. That statement reflects the position of the American Association of University Professors and is presented in toto in Appendix E-10.

#### Salary

At the present time Harper College has an "Interim Salary Program for the College Year, 1969-1970." That salary program specifies the upper and lower limits of faculty salaries for the four teaching ranks. The program is summarized in Exhibit VI-A.

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#### EXHIBIT VI-A

##### INTERIM SALARY PROGRAM FOR COLLEGE YEAR (1969-1970)

Instructor	Assistant Professor	Associate Professor	Professor
\$ 8,000	\$ 9,150	\$ 10,300	\$ 11,450
Range			
\$12,500	\$15,000	\$ 17,600	\$ 20,300

---



The salary range reflected in Exhibit VI-A was adopted by action of the Board of Trustees in the spring of 1968. As the word interim would suggest, both the range and total salary structure are subject to change. It should be noted that this schedule is, and alterations to it would be, the result of interaction between a faculty salary committee and a Board Salary committee. During the years of Harper's existence, these Committees have worked diligently toward the improvement of the salary structure and related fringe benefits. There have been several results from these deliberations. (1) In the spring of 1968, the faculty and Board acted together to remove the lock-step system and the faculty agreed to work toward an acceptable evaluation system. At that same time, (2) the Board agreed to a sixteen percent raise. In the spring of 1969, (3) salaries were raised by 10.3 percent and (4) 1970 discussion began in January of that year. (5) A new tenure policy has been enacted; (6) the sick leave policy has been extended; (7) a promotion increment has been introduced, (8) and an improved summer school remuneration schedule has been developed.

There is reasonable evidence of the cooperative and productive interaction among the teaching faculty, the administrative faculty and the Board of Trustees.

Sabbatical Leave

The college shall grant, upon request, to each faculty member, a sabbatical leave after each six consecutive years of full-time service, provided that in the judgement of the vice-president of academic affairs and concurrence of the Board such a leave will clearly add to the teaching effectiveness and/or professional status of the faculty member and will not adversely affect either the educational budget of the college or operational efficiency of the teaching staff for the period such leave is requested. During the sabbatical leave, such faculty member will receive from the college half of his contracted salary for a leave of two semesters, or all of his contracted salary for a leave of one semester. Fringe benefits will apply and sick leave will accrue during the leave period. If such faculty member receives, during the period of the leave, remuneration from some other organization or institution, including the federal or state government, the remuneration paid by the college may be lessened or eliminated, depending upon the amount of remuneration. If such faculty member granted the sabbatical leave shall fail to return to the college as a member of the faculty for at least the contract year immediately subsequent to the leave, he shall make restitution to the college, within two years of the termination of

his leave, of the entire salary paid to him by the college during the period of his leave.

#### Sick Leave

Provisions for sick leave are also a matter of policy. Sick leave is granted as a privilege to employees of Harper College; it is the position of the Board that sick leave be used in accordance with the following regulations.

- A. Leave for minor illnesses which do not require a physician will be ratified after notifying the appropriate administrator. If a faculty member is absent for more than three consecutive work days, he must upon request submit a statement of disability from his physician in order to qualify for sick leave credit.
- B. If a person is convalescing at home from a period of sickness or accident, he must report to the appropriate college administrator either in person, by telephone or by letter at least once a week during convalescence. The college reserves the right to seek the advice and consent of a physician of their choice in order to determine whether or not an individual may be entitled to benefits.
- C. The total benefits received under the income pro-

tection plan and sick leave shall not exceed the individual's current daily salary.

Sick leave shall be twenty days the first year; ten days per year after the first year up to 180 days accumulated; ten days retroactive for existing staff with a sign-in system. No payment will be made for unused sick leave.

#### Leaves for Family Illness or Bereavement

An employee, by notifying and making arrangements with the appropriate administrator may take up to three (3) days leave for each illness or bereavement in the immediate family. In cases of family emergencies or hardships, limited additional leave may be arranged through the appropriate administrator. Members of the immediate family are defined as: mother, father, fosterparents, husband, wife, son, daughter, brother, sister, or any relative living in the immediate household.

#### Leaves of Absence

A request for a leave of absence is not, in itself, a complex task; but the college has carefully defined the procedure for acquiring such a leave. The specific procedure is presented in Appendix F-2.

#### Work Load

The Harper College work load is based on that work load which is commonly accepted community college practice. The

load is further defined in the procedures manual.

#### Insurance Benefits

Each faculty member receives a comprehensive insurance package when he joins the Harper staff. The policy is written by a major national insurance company and includes (1) a life insurance policy matching the faculty member's salary to the nearest \$1,000; (2) a comprehensive hospitalization and major medical policy that may be extended to the faculty member's family for a relatively small contribution (\$8.00 for wife and minor children); (3) an accidental death and dismemberment policy and (4) an income protection policy for both temporary and long term disability. In addition, the college maintains a travel accident program for certain college employees required to travel on college business.

While it does not represent a benefit unique to Harper College, the enumerated insurance protection is complemented by the Survivors Benefit Program maintained by the State of Illinois' Universities Retirement System.

#### Educational Grants

As indicated in Chapter V, the college provides partial reimbursement of expenses incurred by faculty members while taking appropriate advanced course work. A specific description of the educational grants program

is found in Appendix F-3.

#### Professional Expense Account

Again, as indicated in Chapter V, the college maintains a seventy-five dollar professional expense account for each member of the teaching staff.

#### Secretarial Services

Wherever possible, the services of student aids (assigned by Division Chairman) shall be made available to academic employees. In addition, the regular secretarial staff shall assist academic employees in the preparation of instructional materials and professional papers.

#### Travel Expenses

The college maintains a policy of partial or total reimbursement for travel incurred specifically for college-related business as well as allocating fixed amounts to divisions for professional travel related to particular disciplines.

#### Miscellaneous Benefits

In addition to the previously listed benefits, the college offers a number of other attractive items to faculty members. The faculty has access to a credit union, tax sheltered annuities, a bookstore discount of ten percent, and front row parking.

### Rank and Promotion

As Exhibit VI-A indicates, the members of the Harper College faculty are accorded academic rank. Appendix E-7 indicates those criteria which must be met for initial placement at a given rank, and Appendix E-8 lists the criteria and procedures related to promotion.

## II. RESULTS OF QUESTIONNAIRE

The preceding items are policy statements that would seem to be directly related to faculty morale. In an effort to derive some indication of the effect that these policies and other specific factors have on the morale of the teaching faculty, the faculty committee on morale prepared a fifty-two item questionnaire. The questionnaire represents a two-stage effort. The committee chairman first engaged in random interviews in an effort to identify those matters which faculty members perceived as having a bearing on faculty morale. The chairman combined the items which emerged in the interviews with those policy matters that seemed to deal with the morale and prepared the questionnaire.

The completed questionnaire was distributed to all members of the teaching faculty in January, 1970. After the first collection of responses, the committee chairman sent a follow-up request for participation in the study. Of the 118 questionnaires distributed, seventy-three individuals responded. This offered a sample comprised of sixty-one percent of the

teaching faculty.

It should be noted that morale has many components and that the questionnaire does not begin to measure all of them. It does, however, give some indication of faculty reaction to policy items relating to faculty members. In addition, it gives indication of faculty feeling about other selected factors. The questionnaire's results must also be viewed in light of the size of the responding group. With these two qualifying factors taken into account, it is reasonable to examine the questionnaire and the summary of responses (Appendix F-4) and to offer tentative conclusions about selected items. On ninety percent of the fifty-two items, the majority of the respondents indicated general satisfaction. The item that received the highest positive response was that concerning the faculty-staff dining room and services. In response to this particular query, fifty-six percent of the respondents indicated that the question deserved a "most satisfactory" reaction and ninety-eight percent indicated satisfaction. On the opposite end of the scale, item #30 received the most pervasive negative response. Of those surveyed, fifty-three percent said that the availability and effectiveness of parking facilities was "unsatisfactory" and another twenty-seven percent responded with a "poor satisfaction" reaction.

It is significant to note that the faculty affirmed



that there is considerable "academic freedom...evident in the preparation and the teaching of...courses." In response to a question concerning the same basic issue on an institutional level, there was a somewhat more reserved response as the majority moved from the "high degree of satisfaction" to the "satisfactory" category. The matter of the policy concerning teaching loads drew a somewhat qualified response. While the majority of the faculty responded with "satisfactory", forty-seven percent expressed some degree of dissatisfaction with the policy. In response to two questions concerning the Faculty Senate, there was a positive response. In each case, the largest group of responses fell in the 3 category, but it is interesting to note a general absence of negative assessment.

### III. FACULTY ATTRITION

The questionnaire offers interesting data concerning the general state of faculty morale. An examination of the rate of turnover of faculty members during Harper's first three years of existence offers additional indication of faculty attitudes. At the end of Harper's first year, five faculty members (approximately a nine percent turnover) left the college. Three left for personal reasons. One returned to further graduate study and one accepted a deanship at another college. In Spring, 1969, eleven faculty members (approximately a fifteen percent attrition rate) departed. Two mem-

bers of the staff were not extended a third contract. Four individuals moved. Three moved to other positions. One resigned because of illness and one individual completed a one year contract that he had accepted on the basis of a planned return to a previous institution.

#### IV. CHAPTER SUMMARY

Harper College policies indicate an awareness of the significance of a high level of morale among faculty members and reflect an effort to achieve that level.

##### Strengths

- A. Harper College's salary and benefits program is an exceptional one.
- B. The new tenure policy is one that is most attractive in that there is a reasonable probationary period for new faculty members, but it is short enough to allow one to anticipate tenure.
- C. There is a high degree of satisfaction among faculty members concerning their relationship with one another, not only at the divisional level, but on an institutional basis.
- D. There is individual freedom in the development of courses and course content.
- E. The food services program offers an exceptional service to the faculty with the faculty-staff dining room.
- F. The educational grants and travel funds encourage professional growth.
- G. Morale is enhanced by the availability of equipment, facilities and services.

##### Weaknesses

- A. The fixed educational grants, themselves a strength,

nevertheless engender some frustration because of the wide variation between tuition costs at private and public universities.

- B. Consideration needs to be given to the possibility of promotion on the basis of outstanding accomplishments in education as well as on the basis of accumulated course hours and accumulated work experience.
- C. Secretarial services are not always available because of heavy work loads during specific time periods.
- D. There is a need to continue efforts to achieve optimum communication between teaching and administrative faculty.
- E. There is a need to revise and distribute an updated version of the college procedures manual.

APPENDIX F

## APPENDIX F-1

## TENURE

Bases for Appointment (2/9/69) (10/9/69) (10/23/69)

Tenure, granted only by specific board action, is not granted solely on the basis of the number of years of service. All eligible faculty members will be considered for tenure during their probationary period.

Decisions regarding the granting of tenure will be made by the last official board meeting in May. In unusual cases the Board of Trustees, on its own initiative or upon the recommendation of the teaching or administrative faculty, may delay its decision regarding the granting of tenure to an individual faculty member. On or before December 15 during the faculty members fourth year of service, he must have been advised that he will be granted tenure or that his current, or fourth year contract is considered terminal. In the event that the Board of Trustees delays its decision for the granting of tenure to an individual faculty member the faculty member shall be notified in writing stating the reasons for the delay.

Recommendations regarding tenure will be forwarded from the lowest administrative unit through the appropriate dean and the faculty committee on tenure. Should any non-tenured faculty member feel that he has been unjustly overlooked, he may recommend himself to the faculty committee on tenure for its consideration. The committee shall review without prejudice his candidacy.

The president, after considering recommendations of the appropriate vice-president and the faculty committee on tenure, will advise the faculty member in writing, postmarked not later than midnight of May 1, of his intended recommendation regarding granting of tenure. The faculty member will have five (5) calendar days from the date of notification to make a written request to the president appealing the intended recommendation. The president shall immediately request the faculty appeals committee to consider the appeal.

The president shall transmit to the Board of Trustees the recommendations of the vice-president and the tenure hearing committee, or when the appeals are heard by the

tenure appointment appeals committee, the recommendations of the appeals committee and his own.

## APPENDIX F-2

## LEAVES OF ABSENCE

Leaves of Absence - Short-Term

- A. Short-term leaves are those not exceeding five working days.
- B. Short-term leaves must have the approval of appropriate administrator and be in accord with current demands of the college situation.
- C. Such leaves are granted with pay.
- D. Travel costs for college related business on short-term leaves are allowable in accordance with Board Policy 3.7.5 except for leaves granted for consulting work or any expenses reimbursed by outside agencies.
- E. Leaves connected with civic responsibility will require that fees, if any, payable to the faculty member be turned over to Harper College.
- F. Those granted leaves for other than consulting purposes may be required by the appropriate administrator to file with him a brief report.

Leaves of Absence - Long-Term

- A. Long-term leaves are those in excess of five working days.
- B. Long-term leaves must have approval of appropriate administrator and be in accord with current demands of the college situation.
- C. Requests for leaves must be submitted to the appropriate administrator at least 15 days before the next Board meeting where action is to be taken. Departure date is to be effective not less than 30 days following said Board meeting, except in the case of military leave.
- D. Travel costs for college related business on long-term leaves shall be allowable in accordance

with Board policy 3.6.1 except for leaves granted for work experience, military service, political service, health and maternity cases.

- E. Expenses reimbursed by agencies outside the college will not be assumed by the college. Salary and expenses will be paid by the college only by specific Board action.
- F. Long-term leaves, if college related, shall count toward accrued service.
- G. College personnel who may be called to fulfill military or other Board-approved governmental obligations shall be compensated only for the difference, if any, between their college salary and government pay and allowances, and only for a period not to exceed one month unless the Board, by special action, should wish to extend the period.
- H. Leaves for restoration of health of a tenured teacher may be granted by Board action for a period not to exceed six months.
- I. Maternity leaves shall not exceed one year and shall be without pay. Leaves must commence not later than the beginning of the fifth month of pregnancy.
- J. Leaves for extended travel, research, study and exchange teaching shall require the filing of a detailed report.



## APPENDIX F-3

## EDUCATIONAL GRANTS

The college shall assume payment of tuition and laboratory or other educational fees for faculty members for courses taken at other institutions approved by the vice-president of academic affairs or other appropriate administrative officers, according to the following schedule:

- A. Full-year study: applicable, if at all, during a sabbatical; \$100.00 per quarter or \$150.00 per semester, for tuition and fees.
- B. Summer, full-time study: same as foregoing rates.
- C. Part-time study: A maximum of \$80.00 per quarter or \$120.00 per semester, applicable only to tuition and fees.
- D. When approved graduate study is available only at institutions where tuition rates exceed those cited above, supplemental grants shall be made only if specifically authorized by the Board upon recommendation of the President. (5/23/68)

All payments will be made upon submission of a tuition reimbursement form and an official grade report.

## APPENDIX F-4

## SURVEY OF ATTITUDES AND CONDITIONS AT HARPER COLLEGE

Directions:

EVALUATE the statements in the survey by circling one of the responses, 1-5. If you cannot evaluate a statement, leave it blank.

EVALUATION LEVELS

Degrees of satisfaction:

- 1 - Most satisfactory
- 2 - High degree of satisfaction
- 3 - Satisfactory
- 4 - Poor satisfaction
- 5 - Unsatisfactory

Method of Summary

On the following pages, responses are reported on a percentage basis.

- \* Indicates majority of respondents reacted with 1 "most satisfactory" or 2, "High degree of satisfaction."
- \*\* Indicates majority of all respondents responded with 1, 2, or 3 "Satisfactory."
- \*\*\* Indicates majority of respondents responded with 4 "Poor satisfaction" or 5 "Unsatisfactory."
- a Indicates majority of respondents responded positively but there was a significant negative sample.

## APPENDIX F-4 (cont.)

- \*1. At what level of satisfaction would you rate our new (1969) tenure policy?
- |  | 1  | 2  | 3  | 4 | 5 |
|--|----|----|----|---|---|
|  | 13 | 38 | 41 | 7 | 1 |
- \*2. To what degree does our statement and policy on academic freedom meet your expectations?
- |  | 1  | 2  | 3  | 4  | 5 |
|--|----|----|----|----|---|
|  | 11 | 37 | 42 | 10 | - |
- \*3. What level of academic freedom is evident in the preparation and the teaching of your courses?
- |  | 1  | 2  | 3  | 4 | 5 |
|--|----|----|----|---|---|
|  | 37 | 41 | 12 | 7 | 3 |
- \*4. To what degree does the spirit of academic freedom prevail in the college in general?
- |  | 1  | 2  | 3  | 4  | 5 |
|--|----|----|----|----|---|
|  | 18 | 27 | 38 | 13 | 4 |
- \*\*5. In relationship to other area colleges, how would you rate the current salary range?
- |  | 1  | 2  | 3  | 4 | 5 |
|--|----|----|----|---|---|
|  | 13 | 27 | 52 | 6 | 2 |
- a\*\*6. How satisfied are you with the method of arrival at the designation of salary for new faculty members?
- |  | 1 | 2  | 3  | 4  | 5  |
|--|---|----|----|----|----|
|  | 3 | 12 | 46 | 29 | 10 |
- \*7. How do you rate the activities, the degree of effectiveness and the action of the faculty's salary committee over the past year or two years?
- |  | 1  | 2  | 3  | 4 | 5 |
|--|----|----|----|---|---|
|  | 31 | 45 | 21 | 3 | - |

## APPENDIX F-4 (cont.)

- \*\*8. To what degree does the policy on sabbatical leaves meet your expectations?

1	2	3	4	5
4	23	56	14	3

- \*\*9. How satisfied are you with the policy concerning short term leaves of absence?

1	2	3	4	5
7	31	51	7	4

- \*\*10. How satisfied are you with the policy concerning long-term leaves of absence?

1	2	3	4	5
11	24	58	5	2

- a\*\*11. How satisfied are you with the policy that covers travel expenses?

1	2	3	4	5
7	22	23	22	16

- a\*\*12. When you file for travel expenses, how would you rate the expedience at which your claim is handled?

1	2	3	4	5
4	18	32	25	21

- \*13. In general, how would you rate the total insurance program for the faculty?

1	2	3	4	5
19	38	24	18	1

Rate the level of satisfaction (1-5) on the following individual insurance policy units.

- \*14. Life Insurance
- | 1  | 2  | 3  | 4 | 5 |
|----|----|----|---|---|
| 19 | 43 | 33 | 4 | - |

## APPENDIX F-4 (cont.)

\*15. Accidental death and dismemberment.

1	2	3	4	5
13	43	31	4	1

\*\*16. Short-term income for temporary disability

1	2	3	4	5
13	27	52	7	1

\*\*17. Long-term income for temporary disability.

1	2	3	4	5
11	32	51	3	3

\*18. Hospitalization and Major Medical expense benefits.

1	2	3	4	5
12	34	40	10	4

\*\*19. Maternity benefit - \$400.00 maximum.

1	2	3	4	5
10	20	45	20	5

\*20. Travel accident insurance, when traveling on college business.

1	2	3	4	5
22	30	40	-	8

a\*\*21. If you have had any experiences with insurance claims, how would you rate the expedience at which your claim was handled?

1	2	3	4	5
3	8	42	13	34

## APPENDIX F-4 (cont.)

- \*\*22. How would you rate the policy covering the payment of stipends? (by Harper for graduate course work toward educational growth)
- |   |    |    |    |    |
|---|----|----|----|----|
| 1 | 2  | 3  | 4  | 5  |
| 5 | 26 | 35 | 18 | 16 |
- a\*\*23. How satisfactory is the amount (\$75.00) for the payment of professional expenses?
- |   |    |    |    |    |
|---|----|----|----|----|
| 1 | 2  | 3  | 4  | 5  |
| 3 | 17 | 34 | 26 | 20 |
- \*\*24. How satisfactory is the availability of secretarial services for you within your division?
- |    |    |    |    |    |
|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  |
| 10 | 34 | 20 | 20 | 16 |
- a\*\*25. How satisfactory is the number of secretaries now serving your division? (in relationship to work-load and availability)
- |   |    |    |    |    |
|---|----|----|----|----|
| 1 | 2  | 3  | 4  | 5  |
| 4 | 23 | 22 | 25 | 26 |
- a\*\*26. How would you rate your faculty office facilities?
- |    |    |    |    |    |
|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  |
| 10 | 21 | 21 | 21 | 24 |
- a\*\*27. To what degree of satisfaction do you find your classroom(s), laboratory and teaching stations?
- |   |    |    |    |    |
|---|----|----|----|----|
| 1 | 2  | 3  | 4  | 5  |
| 8 | 25 | 23 | 26 | 18 |

## APPENDIX F-4 (cont.)

- \*\*28. How would you rate the equipment in your classroom and/or laboratory, toward adding to your effectiveness as a teacher?

1	2	3	4	5
10	27	36	19	7

- a\*\*29. At what level of satisfaction would you rate the policy on teaching loads for faculty members?

1	2	3	4	5
0	15	38	31	16

- \*\*\*30. Rate the availability and effectiveness of the parking facilities for faculty.

1	2	3	4	5
4	4	12	27	53

- \*\*\*31. How would you rate the maintenance of grounds, parking lots and roadways? (i.e., snow removal etc.)

1	2	3	4	5
1	9	30	36	25

- a\*\*32. How would you rate the maintenance of buildings, classrooms and office areas?

1	2	3	4	5
1	10	37	37	13

- \*\*\*33. At what level of satisfaction are the security measures maintained in regards to buildings, parking areas and the general campus area?

1	2	3	4	5
4	7	31	31	27

## APPENDIX F-4 (cont.)

\*\*34. To what degree of satisfaction is the faculty involvement in curriculum development and modification?

1	2	3	4	5
7	21	57	15	-

\*\*35. From the point of view of the Faculty Senate minutes, your divisional representative's reports and your knowledge of the activities of the Senate, how would you rate the effectiveness of the Senate?

1	2	3	4	5
13	29	44	7	7

\*\*36. How satisfied are you with the current set up of faculty representation on the Senate?

1	2	3	4	5
15	31	50	4	-

a\*\*37. How satisfied are you with current practice of salary payment during holiday periods? (Christmas, Spring vacation, etc.)

1	2	3	4	5
10	6	44	23	17

\*\*38. How satisfied are you with the role of the faculty in the development of the divisional budget?

1	2	3	4	5
3	19	45	22	10

\*\*39. How satisfactory are the general channels of communications for faculty members?

1	2	3	4	5
1	16	55	19	9



## APPENDIX F-4 (cont.)

\*\*40. How would you rate the services of the bookstore for students?

1	2	3	4	5
8	23	56	11	2

\*\*41. How would you rate the cooperation and services of the bookstore for faculty?

1	2	3	4	5
15	38	39	5	3

\*\*42. How do you feel about the interval of time between the end of the exam period, to the time grades are handed in?

1	2	3	4	5
6	15	48	19	12

a\*\*43. How satisfactory is the current add-drop system operating?

1	2	3	4	5
7	10	45	18	20

\*\*44. How satisfied are you with the current student class attendance policy?

1	2	3	4	5
9	12	60	11	8

\*45. How would you rate the cooperation and services offered by the library?

1	2	3	4	5
16	41	41	3	-

## APPENDIX F-4 (cont.)

- \*\*46. How would you rate the cooperation and services offered by learning resources in regard to media preparation, aid in developing teaching and learning media and production of media for student-faculty usage?

1	2	3	4	5
5	32	47	14	2

- \*\*47. How satisfied are you with the services pertaining to the distribution of AV equipment for classroom use?

1	2	3	4	5
14	23	41	17	5

- \*\*48. How would you rate the level of satisfaction of the availability of AV teaching materials? (films, 2x2 slides, film strips, tape recorders, etc.)

1	2	3	4	5
3	33	46	15	3

- \*49. At what level would you rate the quality and quantity of food and service offered in the cafeteria?

1	2	3	4	5
32	32	26	6	4

- \*50. Rate your level of satisfaction of the faculty-staff dining room and its services.

1	2	3	4	5
56	32	10	1	1

- \*\*51. What level of satisfaction exists in the interpersonal relationship of faculty in your division and the college as a whole?

1	2	3	4	5
7	35	43	12	3

## APPENDIX F-4 (cont.)

\*52. How satisfied are you with your present teaching assignment?

1	2	3	4	5
26	36	33	4	1

## CHAPTER VII

### AN ASSESSMENT OF STUDENT ACHIEVEMENT

An answer to the question, "Is student achievement consistent with the purposes of the institution?" requires that careful attention be given 1) the professed purposes of the institution; 2) the composition of the student body of that institution; and 3) the measurement of the students of the institution in light of the purposes espoused by that institution. The purposes of William Rainey Harper College have been reiterated in the statement of philosophy. This chapter will focus on the two other aspects of the question.

#### I. ADMISSIONS POLICY

The objectives of Harper College clearly indicate that it is a comprehensive community college with an open-door admissions policy. The Illinois Public Junior College Act established that all high school graduates are eligible for admission. Those individuals who have not received a high school diploma may be admitted if they are at least eighteen years of age and demonstrate the capacity and maturity to benefit from programs and courses offered by the college. While admission is guaranteed, it is the college's prerogative to direct the applicant to certain

programs and to establish additional entrance requirements for other programs.

There are six distinct types of admission. The student may be granted 1) regular admission; 2) provisional admission; 3) special admission; 4) transfer admission; 5) re-admission and 6) high school admission. International students are admitted if they furnish evidence of having completed the equivalent of a twelfth grade education and demonstrate an adequate knowledge of English. This liberal admissions policy is balanced by an equally liberal withdrawal policy. A student may withdraw from class up until the tenth week and receive an automatic W.

## II. THE STUDENTS

An explanation of admissions policies allows some conjecture as to the composition of the student body but any sort of complete picture of that student body requires far more specific data. Exhibit VII-A gives an indication of the size of Harper's student body and furnishes substantial evidence of the college's rapid growth.

### General Characteristics

The majority of Harper's full-time freshman students come from high schools located within District #512. It is, however, a slim majority. In 1968, high schools located in the Harper district provided 63.3 percent of

EXHIBIT VII-A

ENROLLMENT STATISTICS

<u>Description</u>	<u>Sem.Hrs. Credit</u>	<u>Contact Hours</u>	<u>No.Sec- tions</u>	<u>F.T.E.</u>	<u>Head Count</u>	<u>Full- Time</u>	<u>Part- Time</u>	<u>Average No. of Students Per Sect.</u>
Fall Semester 1967	16,785	709	225	1,035	1,725	854	871	21.0
Spring Semester 1968	16,365	692	224	1,091	1,824	849	975	21.8
Fall Semester 1968	35,334	1,807	573	2,355	3,735	1,859	1,876	22.5
Spring Semester 1969	31,451	1,743	556	2,096	3,355	1,627	1,728	20.6
Fall Semester 1969	55,099	2,444.7	736	3,673	5,358	3,003	2,355	28

Harper's full-time freshman enrollment. In 1969, only fifty-one percent of the full-time students came from within the district. This does not reflect a decrease in the number of District 512 students enrolling. Rather, it is the product of a dramatic increase of out-of-district enrollments. The opening of community-junior colleges in contiguous districts will diminish this particular growth.

Appendix G-1 gives a listing of specific high schools and indicates the number of full-time freshmen that each provided the Harper district. The majority of these schools are public high schools, and eighty-nine percent of Harper's 1968 freshman class came from public schools. In addition, many of these schools are large schools. The student population reflects this fact, as fifty percent of the 1968 entering class came from high schools of four hundred or more students.

One of the most exciting qualities possessed by Harper's student body is that of widely varied ages. It would appear that the "community college" function of Harper is a most viable one as 25.6 percent of the student body is over the age of twenty-five. Exhibit VII-B gives a complete distribution of the ages of Harper students.

In an effort to determine personal reasons for choosing Harper, the Office of Admissions surveyed entering students. In the list of factors cited by students as reasons

## EXHIBIT VII-B

## Age Distribution of Harper College Students

<u>Age</u>	<u>Percent of Student Body</u>
17 or under	7.8
18	25.6
19	19.5
20	8.0
21	4.8
22	3.3
23	2.8
24	2.6
25 or more	25.6



for selecting Harper more than half alluded to "good faculty", "special curriculum", and "location".

As one might anticipate, many Harper students have made a tentative choice as to their major field of study. Exhibit VII-C gives an indication of student choices at the point of matriculation. The majority of students selected a program that would eventually lead to a baccalaureate degree. Nevertheless, the number of students enrolling in specific two year career programs indicates that Harper is identifying and serving the needs of many students who do not desire a four year college program.

The educational aspirations of Harper students are high. Sixty-six percent of the full-time students enrolling at Harper expressed plans to complete at least requirements for a bachelor degree and twenty-seven percent indicated their intention to receive an associate degree. These aspirations are summarized in greater detail in Appendix G-3.

The home backgrounds of students are strikingly similar. This similarity is primarily the product of the location of the college. The college serves students who reside in a densely populated, suburban area. There is a paucity of diversity of student type and interests, the greatest diversity residing in the previously noted age difference. There is a limited number of foreign students. They come from India, Germany, Panama and the Philipines. There is no significant

## EXHIBIT VII-C

## STUDENTS BY CURRICULUM

CURRICULUM	NUMBER OF STUDENTS ENROLLED	
	Fall 1968	Fall 1969
Liberal Arts	N.A.	1,781
Science	N.A.	112
Business Administration	N.A.	727
Engineering	N.A.	67
Education	N.A.	190
College transfer (general)	1,660	187
Accounting	45	45
Data Processing-Clerical	11	7
Data Processing-Technology	97	240
Electronics	40	88
Law Enforcement	43	106
Numerical Control	39	25
Dental Hygiene	41	65
Marketing	74	78
Mechanical Design	65	70
Nursing	96	121
Journalism	29	6
Secretarial Science	49	106
Architectural Technology	27	54
Fire Administration	8	56
Food Service Management	N.A.	22
Practical Nursing	N.A.	16
Fashion Design	N.A.	43
Chemical Technology	9	N.A.
Unclassified	1,476	1,224

representation of minority groups.

An estimate of family incomes gives some further indication of student background. Of those students entering Harper in 1968, only thirteen percent reported a family income of less than \$7,500 per year, and sixteen percent indicated family incomes of over \$15,000 per year.

Whatever the case may be concerning family income, Harper students plan to work twenty or more hours per week. While the college recommends that students limit themselves to a maximum of twenty hours of work per week, the anonymity provided by a metropolitan area makes it impossible to enforce the rule.

In light of these statistics reflecting work plans, it would appear that there might well be little interest in co-curricular activities. This is not, however, the case. A 1968 study revealed that Harper students want to participate in such activities. Departmental clubs seemed to be most attractive as forty-five percent indicated that they would participate in this sort of activity. An additional thirty-nine percent indicated possible participation in such a club. Interestingly, the high school pattern of achievement in co-curricular activities presents a contrasting picture. Students enrolling at Harper did not submit records that indicated heavy participation in co-curricular activities. The 1968 ACT records offered the information summarized in Appendix G-4.

A partial explanation of the lesser number of achievements may be that the large size of Harper's feeder high schools would not encourage involvement in many activities.

Some indication of Harper's future is revealed in Exhibit VII-D. Perhaps most significant is the anticipation of continued growth with an accompanying decrease in the number of out-of-district students, a condition that increases Harper's responsibility to the immediate community.

### III. ACHIEVEMENT

With this background concerning the students and the policies that have resulted in these students, some indication of the achievement of these students may be considered.

#### General Accomplishments

One significant revelation is the number of students entering college. In 1966, prior to the opening of the college, five percent of the district's high school graduates enrolled in a two year institution and 58.8 percent enrolled in a four year institution. In the fall of 1969, 22.5 percent of the district's graduates enrolled in a two year college, while only 50.6 percent enrolled directly into a four year college. In addition, overall college enrollment on the part of district students increased 9.3 percent over the three year period. During that same period, the number of students attending trade, vocational or business schools decreased 4.7 percent. Exhibit VII-E

EXHIBIT VII-D

HISTORY AND FIVE-YEAR ENROLLMENT PROJECTIONS  
MID-TERM - FALL SEMESTER

	<u>1967</u>	<u>1968</u>	<u>1969</u>	<u>1970</u>	<u>1971</u>	<u>1972</u>	<u>1973</u>	<u>1974</u>
F. T. E. DAY			2768	2900	3060	3686	4195	4937
F. T. E. EVENING			758	788	834	995	1144	1290
F. T. E. TOTAL	1017	2241	3526	3688	3894	4681	5339	6227
F. T. TOTAL	776	1757	2830	2845	2896	3398	3807	4276
P. T. TOTAL	867	1873	2258	2776	3351	4372	5247	6093
P. T. & F. T. TOTAL	1643	3630	5088	5621	6247	7770	9054	10369
OUT-OF-DISTRICT F. T. E.	168	726	1127	729	391	380	448	532
PERCENT OUT-OF- DISTRICT	16.5%	32.4%	32.0%	19.8%	10.0%	8.1%	8.4%	8.5%

The above enrollment projections are based upon estimated enrollments in the high school districts. Adjustments have been made for the loss of our out-of-district enrollment when the Maine-Niles Community College opens. The increased enrollment considers the increase in population plus an increase in the percentage of students who will enroll in our community college.

EXHIBIT VII-E

SURVEY OF HIGH SCHOOL GRADUATES

	<u>1966%</u>	<u>1967%</u>	<u>1968%</u>	<u>1969%</u>
1. Attending 4 year College	58.8	51.9	51.5	50.6
2. Attending 2 year College	5.0	19.3	20.3	22.5
3. Attending Nursing School	1.7	1.5	1.5	1.1
4. Summary Total of 2, 3, & 4	65.4	72.8	73.3	74.1
5. Attending Trade or Voc. School	6.6	3.3	3.7	3.4
6. Attending Business School	2.5	1.0	0.8	1.0
7. Summary Total of 5, 6, & 7	74.5	77.1	77.8	78.6
8. Entering Labor Market	19.8	17.7	17.6	16.8
9. Entering Armed Services	4.3	3.3	2.8	2.7
10. Other	2.0	2.9	2.1	2.4

gives a further indication of trends.

An examination of materials furnished by ACT reports and Harper records gives some indication of the profile of Harper students. (See Exhibit VII-F) The following observations concerning Harper students may be reasonably made from the data furnished. First, high school grades of Harper students were below the national average for all students participating in the national ACT examinations. The freshman who entered Harper in 1968 had slightly higher high school grades than did the first year's class. Second, students enrolling at Harper in the Fall, 1967, had, in all tests, lower ACT scores than those scores identified as national norms. When the 1968 freshmen were compared to ACT norms of students entering Illinois two-year colleges, Harper students scored higher in all tests. Finally, the college grades of Harper students were somewhat higher than predicted by ACT. Predictions based on the test indicated that eighty-three percent of Harper students in 1967 and sixty-six percent in 1968 would accumulate less than a 2.0 average. In fact, in 1967, fifty-seven percent of Harper's students and in 1968, fifty-four percent had under a 2.0 grade point average.

Exhibit VII-G gives a more thorough indication of the correlation between selected predictors and eventual grades. The discrepancy between predicted success and actual success

EXHIBIT VII-F  
FRESHMAN PROFILE

<u>Year</u>	<u>English</u>		<u>Math</u>		<u>Social Studies</u>		<u>Natural Science</u>		<u>Overall or Composite</u>	
	<u>Harper</u>	<u>Norms*</u>	<u>Harper</u>	<u>Norms*</u>	<u>Harper</u>	<u>Norms*</u>	<u>Harper</u>	<u>Norms*</u>	<u>Harper</u>	<u>Norms*</u>
<u>ACT Scores</u>										
1967-1968	17.7	18.8	18.1	19.0	19.2	20.0	20.0	20.5	18.9	19.7
1968-1969	17.2	16.8	17.1	16.2	19.0	17.9	19.6	18.3	18.3	17.4
1969-1970										
<u>H.S. Grades</u>										
1967-1968	2.00	2.68	1.83	2.35	2.12	2.77	2.00	2.51	1.99	2.58
1968-1969	2.06	2.24	1.82	1.94	2.15	2.35	2.06	2.15	2.02	2.17
1969-1970										
<u>College Grades</u>										
1967-1968	1.70		1.46		1.64				1.59	
1968-1969	1.72		1.69		1.77				1.75	
1969-1970										

83% of Harper students in 1967 and 66% in 1968 were predicted to have under 2.00 GPA.  
 57% of Harper students in 1967 and 54% in 1968 actually had under a 2.00 GPA.

\*1967-1968 norms are national. 1968-1969 norms are from Illinois 2 yr. Institution



EXHIBIT VII-G

CORRELATIONS BETWEEN VARIOUS PREDICTORS AND CRITERION MEASURES

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<u>Criterion Measure</u>	<u>Multiple Correlation of All ACT Scores</u>			<u>Multiple Correlation of all H.S. Grades</u>			<u>Combined Multiple Correlation of High School Grades &amp; ACT Scores</u>		
	<u>1967</u>	<u>1968</u>	<u>1969</u>	<u>1967</u>	<u>1968</u>	<u>1969</u>	<u>1967</u>	<u>1968</u>	<u>1969</u>
Harper English 99 GPA <sup>1</sup>	.267	.188		.067	.219		.276	.269	
Harper English 101 GPA	.393	.355		.428	.381		.481	.447	
National English GPA	.473			.485			.568		
Harper Math GPA <sup>2</sup>	.390	.395		.358	.329		.435	.440	
National Math GPA	.428			.453			.525		
Harper Social Studies GPA <sup>3</sup>	.340	.246		.310	.347		.435	.368	
National Social Studies GPA	.470			.477			.558		
Harper Overall GPA	.430	.313		.391	.378		.463	.419	
National Overall GPA	.479			.541			.603		

- 
1. Best single ACT predictor for 1967 was Math. Best single high school grade predictor was social studies in 1967 and natural science in 1968.
  2. English high school grades correlated better in 1967 and as well in 1968 as math high school grades.
  3. Best single ACT predictor for 1968 was English. Best single high school predictor in both 1967 and 1968 was English.

presents an interesting problem. It requires examination of Harper's grading system and the testing instrument in order that the causal factors for the discrepancy may be identified.

#### Performance Extremes

There are two extremes of Harper student performance that are accorded particular attention. Superior performance results in students being placed on the honors list, and inferior performance leads to probation or academic dismissal.

#### Academic Honors

Harper has three honors listings for full-time students. Honors requires a grade point average of between 3.25 and 3.49. The Dean's List requires an average between 3.50 and 3.74. The Trustee's Honors List requires a grade point average of 3.75 or above. In the Fall of 1967, twenty-three persons were accorded honors. There has been a regular increase in the number making such an accomplishment and in the Spring of 1969, 147 students achieved honors listing. Fifty-eight of them (3.8 percent of the full-time enrollment) were accorded Honors. Fifty-four persons were placed on the Dean's List. This represented 3.5 percent of the full-time enrollment. Thirty-five students (2.3 percent of the full-time enrollment) were awarded Trustee's Honors.

#### Academic Dismissal

The record of academic dismissals indicates that in Spring, 1968, 213 persons or 12.3 percent of the total en-

rollment were subjected to academic dismissal. In the Fall, 1968, there were 303 dismissals for this reason. Despite a numerical increase, this figure represented 8.4 percent of the total enrollment. In the Spring, 1969, there were 355 dismissals, an 11.0 percent factor. Exhibit VII-H summarizes a number of facts about these persons who received an academic dismissal, but were granted readmission. The study of this data and other student records warrants the following observations. First, greater success was achieved by those who enrolled as full-time students (sixty percent success rate based on 2.0 or higher grade point). Second, the success of the total group exceeded the success of a previous group who had been readmitted under a somewhat more liberal policy than the current one. Now the student appears before an appeals committee comprised of faculty members. This committee decides whether or not the student will be readmitted and the conditions (e.g., lighter class load) under which he will be readmitted. Third, the ACT composite has a slight positive relationship to success. Finally, the current policy concerning readmission seems to have increased the success rate although that rate is still less than fifty percent.

#### The Developmental Program

As indicated in the chapter concerning curriculum and instruction, Harper College has accorded the Developmental

EXHIBIT VII-H

GRADES SUCCEEDING READMISSION

SECOND SEMESTER 1968-69

Mid term grades of students dismissed at the end of the first semester and readmitted on appeal.

<u>No. of Hours Carried</u>	<u>Number of Students</u>	<u>Above 2.5</u>	<u>2.5-2.0</u>	<u>1.9-1.5</u>	<u>1.49-1.0</u>	<u>.9-.5</u>	<u>.4-.0</u>
12 to 15	21	1	8	6	5	0	1
8 to 11	15	1	4	2	6	0	2
4 to 7	29	1	12	2	8	4	2
3 or less	6	1	2	0	1	0	2
Total	71	4	26	10	20	4	7

Final Grades

<u>Percentage 2.0 or better</u>	<u>No. of Hours Carried</u>	<u>Number of Students</u>	<u>Above 2.5</u>	<u>2.5-2.0</u>	<u>1.9-1.5</u>	<u>1.49-1.0</u>	<u>.9-.5</u>	<u>.4-.0</u>
60%	12 to 15	15	2	7	3	0	1	2
33%	8 to 11	21	2	5	4	2	0	8
37%	4 to 7	27	2	8	5	5	1	6
26%	3 or less	8	1	2	0	1	0	4
40.8%	Total	71	7	22	12	8	2	20

Program an important role in the total Harper curriculum. A study prepared by the Director of Planning and Research, the Registrar, and the Director of Developmental Programs offered considerable insight into the Developmental Program.

Data was gathered on 149 students enrolling in the developmental programs during the past two years. Analysis of this data revealed the following:

- A. The developmental courses themselves seem to aid grade achievement in other courses.
- B. Developmental students entering during the 1968-69 year performed much better than similar students entering the previous year.
- C. A substantial number of developmental students entering during the 1968-69 year performed well.
- D. Among the developmental students, those older and those with high high school achievement records performed best.

The Developmental Program at Harper College has been in operation as a co-ordinated unit only during the academic year, 1969-70. Since 1969-70 is the first year of operation of the total developmental program as a unit, the only criterion for success which is susceptible to analysis and evaluation for the first two years of Harper's operation is the one of academic performance. In succeeding evaluations of the developmental program further criteria will be incorporated.

In the academic year 1967-68, fifty-five students were placed in this program while ninety-four students were so placed the following year. The mean ACT composite of this

group was thirteen while the high school rank averaged about the tenth percentile.

In order to justify continuing the developmental program, it is necessary to know whether or not students are helped by the program and in what ways. The remaining data shows how the developmental students performed academically and how one year's program compared with the other.

	Developmental Students Entering Academic Year <u>1967-1968</u>	Developmental Students Entering Academic Year <u>1968-1969</u>
Number of Students	55	94
ACT Composite	13.0	12.7
Mean High School Percentile Rank	7.5	10.8
Percent enrolled Fall 1969	12.7	51.1
Percent enrolled 3 or more semesters	38.9	60.0
Percent earning 2.00 cumu- lative GPA* or better	0	20.0
Percent earning over 1.75 cumulative GPA*	9.6	23.3
Mean cumulative GPA*	.68	1.21

\* (GPA computed on non-developmental courses only)

Percent taking the following number of semester hours of developmental courses:

12-19	25.5%	9.6%
11	32.6%	20.2%
6-10	30.9%	61.6%
Under 6	<u>11.0%</u>	<u>8.6%</u>

Mean number of developmental semester hours	10.0 hours	8.8 hours
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Developmental Students Entering Academic Year <u>1967-1968</u>	Developmental Students Entering Academic Year <u>1968-1969</u>
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Percent taking the following number of semester hours of non-developmental courses:

30-38	16.4%	1.1%
20-29	14.6%	11.7%
10-19	30.9%	52.1%
0-9	<u>38.1%</u>	<u>35.1%</u>

Mean number of non-developmental semester hours	15.3 hours	12.4 hours
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Cumulative GPA in non-developmental courses:

Those taking a high number of developmental courses (12-19 hours)	.82	1.47
Those taking a medium number of developmental courses (11 hours)	.67	1.16
Those taking a low number of developmental courses (3-10 hours)	.58	1.10

Percentage withdrawing from Harper College:

Those taking a high number of developmental courses (12-19 hours)	78.6%	50.0%
Those taking a medium number of developmental courses (11 hours)	83.3%	47.6%
Those taking a low number of developmental courses (3-10 hours)	95.0%	50.0%

The data suggest several possible hypotheses: (1) The developmental courses themselves aid students' grade point achievement. The number of hours of developmental courses taken was directly related to the cumulative GPA in other courses. (2) Developmental students entering Harper in

the 1968-1969 academic year performed better than similar students entering in the 1967-1968 year. The 1968-1969 figures indicate that there is an improving level of student retention among those who participate in the developmental program. While this is a positive development, it may reflect, in part, the higher high school ranking. (3) A substantial number of developmental students were reclaimed during the 1968-1969 year. Over half of them are still in school and twenty percent achieved over a 2.00 GPA. However, it must be remembered not one developmental student has yet accumulated over thirty-eight semester hours.

There is still the question; who is being reclaimed? To answer this question several variables were reviewed as to their value in distinguishing academically successful from academically unsuccessful developmental students. Students achieving over a 1.75 GPA were one year older than lower achieving students. Developmental students who returned for a second year averaged the fourteenth percentile in their high school classes while students not returning averaged the 7.6 percentile. The ACT composite was not related to success among developmental students. Thus successful developmental students might be described as older and as having better high school achievement. This may also indicate that some students (those with higher high school records) were placed in the developmental program who did not belong there.



Harper College Graduates

In June, 1969, William Rainey Harper College graduated its first class. A smaller group completed degree requirements in August, 1969. Exhibit VII-I shows the degree programs, and the curriculum choices of the Spring and Summer graduates.

A study of those graduating classes has furnished information about the college and its students. This survey included some 110 students who graduated from Harper in June and August, 1969. The primary goal of the survey was to allow these graduates to evaluate the college. In the process some general characteristics of these students were also identified. (Appendix G-5)

In general students seemed satisfied with the academic aspects of the college but were not highly satisfied with the non-academic portion. Presumably this will change with the advent of the new campus. Another interesting result showed that sixty percent of this sample was preparing primarily to transfer to a four year institution while eighty-five percent expected eventually to receive at least a bachelors degree. This would indicate that one-fourth of the graduates are not primarily preparing to transfer, and nevertheless, they expect to ultimately receive a bachelor degree. Another result indicated ninety percent of this sample has worked at least part-time while attending college. The largest single

## EXHIBIT VII-I

JUNE GRADUATES - 1969

## ASSOCIATE ARTS DEGREE

<u>Degree</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
Nursing	-	20	20
English	1	3	4
Liberal Arts	3	-	3
Psychology	1	2	3
Business	7	-	7
Music	1	1	2
History	2	2	4
Political Science	2	-	2
Architecture	1	-	1
Education	3	5	8
Marketing	1	-	1
Linguistics	-	1	1
Art	-	1	1
	<u>22</u>	<u>35</u>	<u>57</u>
Total	22	35	57

## ASSOCIATE OF SCIENCE

Elect Engineering	1	-	1
Elect Technology	1	-	1
Nursing	-	3	3
Bio-Physics	1	-	1
Chemistry	2	-	2
Math	3	-	3
Political Science	1	-	1
Microbiology	2	2	4
Science	1	1	2
	<u>12</u>	<u>6</u>	<u>18</u>
Total	12	6	18

## EXHIBIT VII-I (cont.)

## ASSOCIATE APPLIED SCIENCE

<u>Degree</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
Law Enforcement	4	-	4
Nursing	-	4	4
Data Processing	2	1	3
Sec. Science	-	1	1
Marketing	1	-	1
Accounting	1	1	2
Total	8	4	15

AUGUST GRADUATES - 1969

## ASSOCIATE ARTS DEGREE

Liberal Arts	4	-	4
Education	2	-	2
Business	2	2	4
Art	-	1	1
Music	1	-	1
Math	1	-	1
Total	10	3	13

## ASSOCIATE OF SCIENCE

Microbiology	1	-	1
Biology	1	-	1
Math	1	-	1
Science	1	-	1
Chemistry	1	-	1
Total	5	0	5

## ASSOCIATE APPLIED SCIENCE

Nursing	-	3	3
Law Enforcement	1	-	1
Total	1	3	4

group of majors came from the registered nursing program and represented thirty-two percent of the graduating class. A more detailed summary of the results of this study is shown in Appendix G-5.

In terms of those students preparing to transfer, one particularly interesting fact was reinforced. During the Spring semester, 1969, 569 students indicated that they planned to transfer from Harper to a four year institution. Of these students 72.5 percent indicated that they would transfer to another college in Illinois while 27.5 percent planned to go to an out-of-state school. More than sixty percent of the group planned to transfer to another tax-supported institution in Illinois. These plans indicate that Harper is fulfilling one of the roles that the Master Plan for Higher Education in Illinois has defined--that of offering the first two years of a transfer program thus furnishing some relief to the Four-year public institutions of the state. An early follow-up of Harper's graduates revealed that seventy-one students requested that transcripts be issued to another institution. Eighty-four percent of the transcripts went to state supported schools. The follow-up is summarized in Appendix G-6. A report from Northern Illinois University indicated that twenty-one members of the graduating class enrolled at Northern. It is interesting to note that there were twenty-six transcripts

sent to Northern. It is obvious that the graduates had made careful plans. The same document reported that Northern currently lists fifty-eight former Harper students among its enrollees.

Two studies are presently in progress. Both should do much to shed further light on Harper's effect on students. The first of these is concerned with the Withdrawal Questionnaire. This questionnaire is a part of the official withdrawal procedure and is administered by a counselor. The Director of Planning and Development is currently analyzing responses to this document. The second, the Former Student Follow-Up Questionnaire was sent to all Harper students who had accumulated forty-eight hours or more of credit by the summer of 1969. This group was comprised of 182 students. Appendix G-7 contains a record of responses to the survey. This record is based on a partial response to the survey that reflects fifty-one percent of the total sample. It is significant to note that 1) seventy-three percent of those responding are currently enrolled in college; 2) seventy-one percent of those enrolled in college are enrolled in public institutions in Illinois; 3) seventy-four percent are pursuing majors that are either "identical" to or "closely related" to their Harper majors; 4) more than ninety percent are maintaining grade point averages of 2.00 or higher; and 5) of those employed full-time, fifty-six

percent are in either beginning professional or experienced professional positions.

#### IV. CHAPTER SUMMARY

There is emerging evidence concerning student achievement in light of Harper's educational objectives. There is an indication that students are accepting Harper as a place for the first two years of a transfer program. There is reason to conclude that sufficient numbers of students are accepting the career programs Harper offers. There is support for the conclusion that a greater number of the district's graduating high school students are going on to college and that much of the increased attendance is a result of Harper's existence. The growing number of students receiving academic honors indicates that student achievement, as measured against the grading criteria applied within the college, is rising. The wide variety of ages among students demonstrates that the college's goal to furnish an opportunity for adults in the community to continue their education is being met. Finally, the combination of counseling and developmental programs offers some encouragement to those students who have experienced previous academic difficulty.

There remains the task of following those Harper graduates who enter the third and fourth years of baccalaureate programs and assessing their accomplishments in those programs. In addition, there must be a constant examination of



the accomplishments and progress of those students who receive degrees and certificates in the college's career programs. The studies which are currently in progress will do much to fulfill these needs.

#### Strengths

- A. Student accomplishments give indication that Harper is fulfilling its educational objectives.
- B. There is positive student response to the transfer program.
- C. The college is receiving positive reactions to the career offerings. These reactions are reflected in growing enrollments.
- D. The college has a student body interested in higher education and desirous of meeting educational goals.
- E. Harper is attempting to meet the responsibilities imposed by the open-door policy by offering a developmental program.
- F. Follow-up studies now in progress will add considerable data to existing knowledge concerning student achievement.

#### Weaknesses

- A. Continued attention must be given follow-up studies in order that there is adequate data to test the effectiveness and relevance of curricular offerings.
- B. Current methods of measuring student achievement need continuing evaluation.
- C. Further consideration needs to be given to the possibility of offering additional programs which would allow students who have limited abilities to both acquire marketable skills and experience success.
- D. Both normal attrition and academic dismissal need further study in order to insure that all students

are given optimum opportunity to realize their potential.



APPENDIX G

## APPENDIX G-I

## ENROLLMENT BY MAJOR CONTRIBUTING HIGH SCHOOL

	<u>1968 Graduates</u>	<u>1969 Graduates</u>
Adlai Stevenson	8	7
*Arlington	75	105
*Barrington	26	47
*Conant	69	110
*Elk Grove	60	94
*Forest View	50	105
*Fremd	54	64
Glenbrook North	22	31
Glenbrook South	29	41
Maine East	41	110
Maine West	75	119
*Prospect	70	95
Niles East	3	13
Niles North	6	35
Niles West	14	51
*Palatine	33	61
*Sacred Heart of Mary	28	41
St. Patricks Academy	5	11
*St. Viator	32	39
*Wheeling	77	122
Other High Schools	<u>135</u>	<u>218</u>
TOTAL	939	1,596

\* High schools located in Harper District.

## APPENDIX G-2

## PART-TIME WORK EXPECTATIONS

<u>AMOUNT OF WORK</u>	<u>1967 PERCENTAGE</u>	<u>1968 PERCENTAGE</u>
None	18	21
1-9 hours per week	16	13
10-19 hours per week	33	34
20-29 hours per week	18	20
30 or more hours per week	14	12

APPENDIX G-3  
EDUCATIONAL PLANS

DEGREE DESIRED	1967 PERCENTAGE	1968 PERCENTAGE
High School Diploma	1	1
Vocational or Technical (less than 2 years)	1	2
Junior College Degree	22	27
Bachelor's or Equivalent	49	46
Master's Degree	17	15
PhD	2	3
Dr. of Medicine or Dentistry	2	1
Bachelor of Law	2	1
Bachelor of Divinity	0	0
Other	5	3

APPENDIX G-4

PERCENT OF STUDENTS ACCOMPLISHING 3 OR MORE ACHIEVEMENTS IN FOLLOWING AREAS

	<u>Harper College 1967</u>	<u>Harper College 1968</u>	<u>Illinois 2 Yr. College 1968</u>	<u>Nat'l. College Average 1967</u>
Science	5	6	9	10
Leadership	24	23	27	39
Art	5	10	7	8
Music	17	22	24	28
Writing	6	6	7	12
Dramatic Art	8	8	12	17

## APPENDIX G-5

DATA SUMMARY OF PROFILE OF FIRST GRADUATING CLASS  
AT HARPER - JUNE & AUGUST 1969

## I. General Characteristics

<u>Involvement of Students Immediately Before Enrolling at Harper</u>		<u>Percent of Sample</u>
High School		53
Job situation		29
Transfer from another college		12
Armed Forces		1
Other		<u>5</u>
<u>Location of Residence While Attending Harper</u>		
Less than 6 miles from campus		21
6 to 20 miles from campus		72
More than 20 miles from campus		<u>7</u>
<u>Place of Study</u>		
Home		86
College library or study room		11
City or county library		<u>3</u>
<u>Parents Education</u>		
Father had at least some college		60
Father had at least high school education		90
Mother had at least some college		32
Mother had at least high school education		87
<u>Fathers Occupation</u>		
Father in managerial or professional position		53
<u>Major Area of Study at Graduation</u>		
Nursing		32
Business		9
Other		59
<u>Pre-College Achievement Measures</u>		
Were in 4th quartile of high school graduating class		48

	<u>Harper</u>	<u>Mean</u> <u>National</u>
ACT Composite	21.1	20.3
College Level Examination (taken end of 2nd yr.)		
English	483	498
Natural Sciences	550	498
Mathematics	535	498
Humanities	477	499
Social Sciences & History	499	498

## II. Academic and Vocational Activity and Plans

<u>Plan After Leaving Harper</u>	<u>Percent of Sample</u>
Definitely will transfer immediately	52
Probably will transfer immediately	8
Will take job immediately	31
Expect to achieve at least a bachelor's degree some day	85
<u>Primary Reason for Attending College</u>	
Prepare for vocation	40
Develop mind	23
Achieve a higher income	15
<u>Status of Those Transferring</u>	<u>Percent of Those Transferring</u>
Have already been accepted by four year college	62
Have applied but have not been accepted as yet	13
Have not applied	25
<u>Status of Those Planning for a Job</u>	<u>Percent of Those Planning for a Job</u>
Have already been hired by a company	67
Have applied but have not been hired as yet	18
Have not applied yet	15

## APPENDIX G-5 (cont.)

## III. General Overall Evaluation of Harper College

<u>Type of Benefit Derived</u>	<u>Percent of Sample Deriving Benefit</u>
A broad general understanding of the world	76
Specific detailed vocationally related knowledge	62
	<u>Percent of those Transferring</u>
Have been prepared very well to transfer to four year institutions	50
	<u>Percent of Those Planning for a Job</u>
Have been prepared very well for job	73
Harper has been very instrumental in getting me a job	70

## IV. Evaluation of the Faculty

<u>General Observation</u>	<u>Percent of Sample Making Observation</u>
Teachers are very capable with regard to knowledge of subject matter	80
Teachers are very capable as counselors or advisors	39
Teachers are very capable in stimulating students to do reading in the field beyond class work	31



## APPENDIX G-5 (cont.)

<u>Of 33 Specific Behavioral Items, The 5 Most Observed</u>	<u>Percent of Sample Observing Item</u>
Examinations emphasize recall of particular items of information about the subject	51
Instructors really seem to like their students	51
There is some time given to student discussion in almost every class period	45
Student participation is an important part of classwork	45
Instructors seemed to be concerned with keeping up with latest developments in their field	45
 <u>Of 33 Specific Behavioral Items, The 5 Least Observed</u>	
Professors seem to keep changing their minds about what they require from students	11
Instructors often go for coffee or snacks with students after class	9
Most questions instructors ask in class are about disputes and different interpretations of facts in their fields	7
Instructors do not encourage questions from the class	6
Instructors try to cover every area in their subject in minute detail	3

## APPENDIX G-5 (cont.)

## V. Non-Academic Evaluation

<u>Statement About Non-Academic Life</u>	<u>Percent of Sample Agreeing With Statement</u>
Preparation for job and future education and level of teaching was very satisfactory	60-69
Social life was satisfactory	31
Less than one-fourth of leisure time spent on campus	69
College experience was enjoyable most of time	67
Harper was frequently a center of cultural activity	11

## VI. Work and Financing of a College Education

<u>Statement Concerning Financing of College Education</u>	<u>Percent of Sample Agreeing With Statement</u>
Personal savings were very important source of college financing	61
Working while in school was very important source of college financing	55
Parents were very important source of college financing	37
<u>Work Experience</u>	<u>Percent of Sample</u>
Students who never worked while at Harper	10
Students who worked ten or more hours per week	82

## APPENDIX G-5 (cont.)

<u>Types of Jobs Held While at Harper</u>	<u>Percent of Those Working While at Harper</u>
Technical work	16
Sales	14
Secretarial or clerical	13
Other	57

APPENDIX G-6  
FOLLOW-UP OF GRADUATES  
TRANSCRIPT REQUESTS

University of Illinois (Urbana 7 - Circle 8)	15
Northern	26
Southern	10
Western	7
Illinois State University	7
Eastern Illinois University	1
Northeastern	5
Illinois Private Schools	16
Out-of-State Tax Supported	17
Out-of-State Private	3
Employer	<u>10</u>
Total Transcripts Requested	117
Number of Students Requesting Transcripts	71
Number of Students with multiple requests	30

Seventy-one students graduating from Harper College requested to have seventy one transcripts sent to state supported schools in Illinois and 17 transcripts to state supported schools out of Illinois, only nineteen requests were received to have transcripts sent to private schools. Eighty-four percent of transcript requests were made to state supported institutions. This would appear to support the state plan of higher education which would limit freshman enrollments in state schools to allow for a greater use of their facilities by junior, senior and graduate students.

## APPENDIX G-7

HARPER COLLEGE ALUMNI FOLLOW-UP SURVEY  
 INCLUDES ALL STUDENTS WHO ACCUMULATED 48 HOURS OR  
MORE OF CREDIT BY SUMMER OF 1969

Population size	182
Number of forms returned	100
Percent return	55

<u>Present Status</u>	<u>Number</u>
Employed full-time in occupation prepared for at Harper	13
Employed full-time in occupation related to Harper preparation	4
Employed full-time in occupation not related to Harper preparation	6
Enrolled full-time in a college or university	66
Enrolled full-time in a college and employed full-time	7
Employed part-time	1
Not seeking employment - not enrolled in college	3
	<hr style="width: 100px; margin-left: auto; margin-right: 0;"/> 100

Present Educational Goals

Enrolled full-time presently	73
Enrolled part-time presently	4
Plan to enroll in college in next year	4
Plan to return to college some day	9
Presently enrolled in a specific training program	2
No plans to continue education	8
	<hr style="width: 100px; margin-left: auto; margin-right: 0;"/> 100

## APPENDIX G-7 (cont.)

## COLLEGES WHICH FULL-TIME STUDENTS ARE ATTENDING

<u>College</u>	<u>Number</u>	<u>Percent</u>
Northern Illinois	24	32.9
Illinois Circle	10	13.7
Illinois, Champaign	6	8.2
Western Illinois	6	8.2
Loyola	3	4.1
Southern Illinois	3	4.1
Illinois State	3	4.1
Other Colleges	<u>18</u>	<u>24.7</u>
	73	100.0

Other Colleges

Goodman Theater School of Drama  
 DePaul  
 Northeastern Illinois  
 Elmhurst  
 North Park  
 University of Iowa  
 Winoa State  
 Western Michigan  
 Stout State  
 Stevens Point  
 Eastern Illinois  
 Minneapolis College of Arts and Design  
 Culver-Stockton College

APPENDIX G-7 (cont.)

FOR THOSE EMPLOYED FULL-TIME

<u>Type of Job</u>	<u>Number</u>	<u>Percent</u>	<u>Annual Salary Range</u>	<u>Number</u>	<u>Percent</u>
Unskilled labor	1	4	Up to \$5,000	2	8.3
Semi-skilled labor	3	12	\$5,000-7,000	12	50.0
Technician, foreman	6	24	\$7,000-9,000	7	29.2
Beginning professional	11	44	\$9,000-10,000	2	8.3
Experienced professional or second line supervision	3	12	\$10,000-12,000	1	4.2
Scientist	<u>1</u>	<u>4</u>		<u>        </u>	<u>        </u>
	25	100		24	100
No answer	5		No answer	6	

<u>Job Location</u>	<u>Number</u>	<u>Percent</u>
Downtown Chicago	0	0
Outer fringes of Chicago	3	12.5
Northwestern suburbs	15	62.5
Other Chicago suburbs	4	16.6
Outside Chicago area	<u>2</u>	<u>8.2</u>
	24	100
No answer	6	

## APPENDIX G-7 (cont.)

## RATING OF SERVICES AT HARPER BY STUDENTS

Rating Scale

1. Excellent	4. Little value
2. Very good	5. Poor
3. Average	

<u>Service</u>	<u>Average rating 1-5</u>
Admissions program	2.28
Records & registration	2.58
Financial aids	2.81
Counseling	2.86
Placement	2.90
Intramurals	3.00
Intercollegiate athletics	3.24
Student activities	3.29
Food Services	3.46

COURSES OF MOST BENEFIT

All	17	Literature	2
Sociology	17	Chemistry	2
Business Courses	17	Data Processing	2
Psychology	15	General Education	2
English	13	Anatomy	2
Nursing	11	French	1
Sociology	9	Home Economics	1
History	9	Management	1
Biology	7	Geography	1
Political Science	7	First Aid	1
Mathematics	5	Philosophy	1
Physical Education	4	Economics	1
Liberal Arts	4	Engineering	1
General Science	4	Graphics	1
Law Enforcement	3	Engineering	1
Art	3	Western Civilization	1
Cultural Anthro-		Architecture	1
pology	2	Fieldwork in Sociology	1
Calculus	2	Criminology	1
		Russian	1



## APPENDIX G-7 (cont.)

COURSES OF LEAST BENEFIT

English 101	10	French	2
English 102	10	Ethics	2
Physical Education	10	Algebra	2
Biology	6	Business Organization	2
History	6	Marketing	2
Anthropology	5	German	2
Logic	4	Data Processing	2
Literature	4	General Science	2
Physical Science	4	Education	2
Art	3	Music	2
Sociology 101	3	Featurewriting	1
Philosophy	3	Creative writing	1
Accounting	3	Zoology	1
Liberal Arts	3	Journalism	1
Mathematics	2	Square Dancing	1
Political Science	2	Psychology	1
Humanities	2		
Report Writing	2	None	2

SUGGESTIONS FOR IMPROVEMENT

Better counseling	13	Engineering	1
Higher academic standards	6	Less cultural science	1
More sections of popular courses	4	Trade courses	1
More courses at night	4	Meteorology	1
Athletics	3	Nursing Experience	1
Less apathy	3	Keep classes small	1
Better faculty	3	Afro-American history	1
Students evaluate	2	Audio visual	1
Encourage students	2	Rent book	1
four year education	2	Foreign Language	1
Expand to a four year school	2	Light parking lot	1
Better transfer program co-ordination	2	Programs (nursing) need to be better organized	1
		None	41

## APPENDIX G-7 (cont.)

COURSES WHICH SHOULD BE ADDED

More medically oriented courses	8	More speech	1
Business and trade courses	4	More sociology	1
General Science	3	More humanities	1
Biology	2	Human relations	1
Psychology	2	Increase resources, films, lectures	1
More law	2	Statistic	1
Political Science	2	More geography	1
More sections offer in general	1	More journalism	1
Intro. Organic Chemistry	1	Aviation	1
Home Economics	1	Consumer relations	1
Office machines	1	Education	1
Advanced writing	1	Lecture on college life	1
Speed reading	1	Ceramics	1
Chemistry	1	Philosophy	1
Linear Algebra	1	Strengthen faculty	1
Special Education	1	Raise Admission standards	1
Histology	1	Offer variety of programs	1
		More business courses	1
		Yes	5
		No	38

PRESENT MAJOR FIELD OF FULL-TIME STUDENTS

<u>Major Field</u>	<u>Number</u>	<u>Percent</u>
Architecture	4	5.5
Health Sciences	10	13.7
Business	13	17.8
Education	18	24.7
Engineering	2	2.7
Home Economics	1	1.4
Humanities	6	8.2
Journalism	2	2.7
Law	3	4.1
Math & Physical Science	5	6.9
Social Science	9	12.3

## APPENDIX G-7 (cont.)

RELATEDNESS OF PRESENT MAJOR TO MAJOR AT HARPER

<u>Relatedness</u>	<u>Number</u>	<u>Percent</u>
Identical	27	38.6
Closely related	25	35.7
Somewhat related	11	15.7
Not related	<u>7</u>	<u>10.0</u>
	70	100
No answer	3	

PORTION OF COURSES STUDENT WAS ABLE TO TRANSFER

<u>Portion</u>	<u>Number</u>	<u>Percent</u>
All courses	34	46.5
All but one course	13	17.8
All but 2 or 3 courses	11	15.1
80-90% of courses	8	11.0
60-80% of courses	4	5.5
40-60% of courses	<u>3</u>	<u>4.1</u>
	73	100

COST OF PRESENT EDUCATION

<u>Cost per Year</u>	<u>Number</u>	<u>Percent</u>
Less than \$500	3	4.1
\$ 500 - 1,000	6	8.2
\$1,000- 1,500	12	16.4
\$1,500- 2,000	38	52.1
\$2,000- 2,500	9	12.3
Over \$2,500	<u>5</u>	<u>6.9</u>
	73	100

## APPENDIX G-9 (cont.)

CUMULATIVE GRADE POINT AT NEW COLLEGE

<u>GPA Interval</u>	<u>Number</u>	<u>Percentage</u>
3.25 & up	6	9.8
3.00 - 3.24	12	19.7
2.50 - 2.99	6	9.8
2.25 - 2.49	9	14.8
2.00 - 2.24	26	42.6
Under 2.0	<u>2</u>	<u>3.3</u>
	61	100.0
Unknown	12	

CHAPTER VIII

STUDENT LIFE

## CHAPTER VIII

### STUDENT LIFE

Activity which extends beyond the classroom is a most important measure of the institution if the institution professes concern with the students' extra-class involvement. Harper College makes this profession thus, it is incumbent upon the institution to furnish a strong student-personnel program. At Harper, a concerted effort has been made to offer such a program. The student-personnel program is directed by the Vice-President of Student Affairs. Five directors of programs related to student activities report to the Vice-President of Student Affairs; (1) the Dean of Guidance; (2) Director of Admissions and Records; (3) Director of Placement and Student Aids; (4) the Director of Student Activities, and (5) the Director of Intercollegiate Activities.

The Vice-President of Student Affairs coordinates the activities of the five areas as well as working with the Board of Trustees, other members of the administrative faculty, and members of the teaching faculty and the public to interpret, and execute the student-personnel program.

#### I. THE OFFICE OF ADMISSIONS AND RECORDS

The Office of Admissions and Records is crucial to the matter of student achievement and student life. The institutional policies applied by this office will determine the mem-

bership of the student body. The office serves as the repository point for profile reports, faculty assignments, probationary and disqualification lists and grade summaries. In addition to serving these roles, Harper's Office of Admissions and Records has initiated a number of projects meant to enhance the efficiency of the office. One notable accomplishment has been the development of an on-line computer registration process.

## II. COUNSELING SERVICES

As earlier noted, the college maintains a professional counseling staff. The staff is selected and assigned in keeping with the college's decentralized counseling philosophy. The staff consists of a Dean of Guidance, ten full time counselors, and one part-time counselor. The eleven member counseling staff is comprised of six men and five women. At the beginning of the 1969-1970 school year, the staff included two doctorates, two individuals who had acquired the Educational Specialist's certificate, four more who had a master's degree plus an additional thirty hours, one with a master's plus fifteen hours and two members with master's degrees. The Dean of Guidance holds a doctorate. The staff has a wide range of experience, almost totally teaching and counseling experience, ranging from two to twenty years. The mean figure reflects nine years of experience. The academic preparation of the group reflects

both public and private college backgrounds. The University of Illinois has furnished four members to the staff and Northwestern University has furnished two members. The remaining counselors bring Iowa, Michigan, Colorado, and California backgrounds to Harper. The counseling staff varies in age as it varies in experience with a range from twenty-seven to forty-eight years. The average age is thirty-three years. The counselors are employed on the basis of a thirty-nine week faculty contract and are given five week riders at five thirty-ninths of contracted salary for summer work. The salary range for the group(not including the rider) is \$9,300 to \$16,397. In order to insure that evening and part-time students have access to counseling services, eight members of the staff are assigned single over-ride loads consisting of one night a week for a four hour period.

The decentralized counseling concept places a trained counselor in each academic division. This allows students to have access to both the central counseling facilities and the more specific guidance that can be furnished by the counselor who is in close contact with the demands of particular disciplines. This approach provides the student services which complement those offered by the members of the academic division. The services are different, but the purpose is the same--to educate the student. The role of counseling in education is to assist the student in maximizing the benefit he



he obtains from the college experience.

Many community college students are in a transition phase between adolescence and adulthood. They are learning not merely the content of the courses in which they enroll, but are also structuring the attitudes and values with which they will approach problems for the rest of their lives. The roles they will play in society will, because they are educated persons, be complex and difficult, and will require complex and flexible attitudes as well as breadth of background and extensive knowledge. The college experience is designed to develop this potential. It provides knowledge through course content, breadth through variety of experience, and development of attitudes and values through both courses and through contact with the faculty and other students.

Another segment of the community college population enters the adult world of work before becoming exposed thoroughly to college life. Knowledge to them is associated with work experiences and roles they have established in society.

Unfortunately, sufficient numbers of Harper students have difficulty in achieving the necessary development in the college environment. Some do not have the intellectual potential for success in certain curricula. Others have not learned the necessary skills in study and personal inter-

actions that would allow them to benefit fully from the educational experience. Still others have emotional problems or already learned attitudes that interfere with their performance and prevent development or growth.

Counseling provides a resource for these students to assist them in changing their values and attitudes, developing their skills, or resolving emotional difficulties that are interfering with realization of their full potential. The counselor, trained in the diagnosis and treatment of developmental difficulties, uses his skills in interpersonal relationships and his knowledge of behavior and behavior change to help the student learn how to reach decisions that are meaningful and valuable in terms of his own personal growth. These decisions could involve many different outcomes such as selecting a more promising plan for future personal development, changing a major or program so that it more closely meets his interests and prepares him more fully for his future goals, evaluating attitudes and values in terms of their effectiveness in meeting the individual's needs in the college and in life, or entering into an extended interpersonal relationship with the counselor aimed at resolving the emotional problems that are interfering with successful adjustment and growth. In any of these cases, counseling is aimed not merely at resolving the problem or reaching an adequate decision, but at developing within the

student the capacity for meeting future problems and decisions capably and independently. Counseling supplements and supports the faculty and administration in their educational goals by providing highly trained, skilled counselors to assist students in maximizing the utilization of their potential.

The first semester of operation of Counseling Services during the 1969-1970 school year was one of continuous development. Practical issues such as location of and moving into the decentralized offices, staff development, administrative issues such as the central objective of the "new" approach tools demanded considerable time.

Despite the problems resulting from the move to permanent quarters, over thirty-one percent of the student body met with the counselors for individual interviews during fall semester, 1969. In addition, all students are seen at least once per semester for academic advising. The summaries included in Exhibit VIII-A give specific indication of the use of counseling services.

#### Educational-Vocational Counseling

As the data indicates, vocational counseling is an important part of the overall guidance program. The vocational guidance services seek to develop and maintain a comprehensive file of occupational and training information and to assist members of the staff, students and other counselors in using this material. Those concerned with vocational



EXHIBIT VIII-A

USE OF COUNSELING SERVICES

Fall Semester, 1969

A. Established Individual Files	<u>N</u>	
Number of students seen for individual interviews	979	
Number of male freshmen seen for individual interviews	435	
Number of male sophomores seen for individual interviews	<u>215</u>	
Total of male students seen for individual interviews		650
Number of female freshmen seen for individual interviews	212	
Number of female sophomores seen for individual interviews	<u>177</u>	
Total of female students seen for individual interviews		329

Day student, mid-term, head count figures were used. (3100)

B. Diagnosis

Diagnostic categories included:

1. Educational (study skills, transfer information)
2. Vocational (choice of major, career goals, etc.)
3. Personal/emotional (more psychologically severe problems)

	<u>Male</u>	<u>Female</u>	<u>Total</u>
Educational	413	201	613
Vocational	269	120	389
Personal/emotional	179	100	279

A counselee could be a combination of two or three categories. For example, the problem is primarily vocational, but also includes emotional problems. This would be coded as 2'3. Hence, the exploration behind the larger N.

It appears that the case load is consistent with Harper's philosophy of providing extensive services to those students seeking educational-vocational advice (79%) while not excluding those students soliciting personal counseling (21%). Long term intensive cases continue to be referred to our psychiatric consultant.

EXHIBIT VIII-A (cont.)

C. Referral Sources

	<u>Male</u>	<u>Female</u>	<u>Total</u>
Self	380	185	565
Friends	42	26	68
Faculty members, Deans, Division chairman	73	33	106
Student Affairs Staff	96	28	124
Family	25	10	35
Student Health Service	4	10	14
Other	30	37	67

D. Division in which Student was Enrolled

	<u>Male</u>	<u>Female</u>	<u>Total</u>
Social Science	66	62	128
Communications	38	40	78
Humanities	61	34	95
Engineering & Technology	65	7	72
Business	164	58	222
Biology & Health Science	31	16	47
Math & Physics	35	16	51
Career Degree Program	34	21	55
Undecided	73	52	125
Special (including Developmental)	83	23	106

E. Number of Monthly Interviews

	<u>Male</u>	<u>Female</u>	<u>Total</u>
September	429	244	673
October	440	295	735
November	407	302	709
December	288	195	483
January	175	165	340
	<u>1739</u>	<u>1201</u>	<u>2920</u>

Average number of individual interviews per student: 3

EXHIBIT VIII-A (cont.)

F. Status of Individual Case

1. Open-active case
2. Closed-closed satisfactorily
3. Closed No Show-counselee did not appear for further counseling and no satisfactory closure was possible
4. Closed-transfer of case to another counselor

	<u>Male</u>	<u>Female</u>	<u>Total</u>
Category 1	198	89	287
Category 2	380	217	597
Category 3	50	13	63
Category 4	22	10	32

counseling maintain liaison with the Illinois State Employment service with regard to current and projected employment needs. In addition, they organize and conduct interest surveys for purposes of curriculum planning. Finally, theirs is the responsibility of maintaining contact with civic groups, governmental agencies, and professional organizations that might provide sources of information.

Vocational counseling personnel are also involved in orientation programs concerning career programs at Harper and have participated in career conferences in district secondary schools. The counseling center has developed a collection of test materials concerning vocational aptitudes and is in the process of identifying formal criteria for identifying individuals who would profit from and succeed in the various programs.

#### Evening Counseling

As earlier noted, the college provides evening students with the opportunity to meet with professional counselors. There are no significant differences between this counseling and that which is available to day students. It is significant to note that three hundred and twelve students sought assistance from the evening counselors. This constitutes nineteen percent of the evening student body. This response was an encouraging one, and an additional evening counselor will join the staff in the Fall of 1970.

### Testing Services

The counseling program at Harper is supported by a testing program. The counselors have a wide variety of tests available for use on either an individual or group basis. The college provides a para-professional staff member to administer and score selected tests and to submit the results of these tests to the counselors for interpretation and use.

At present, only the ACT exam is required of all full-time students. This test is used in making recommendations and helping students make decisions in various levels of courses or curricula. In addition to that test, the testing center administered a number of other tests during the fall semester. Exhibit VIII-B offers a specific summary of those tests.

Harper College will soon extend its testing services. It has been approved as a GED (General Educational Development) test center. In addition, the testing center will assume the additional role of community testing. This service will be made available to individuals who are not Harper students on a fee basis and will offer area individuals a source of professional, occupation and psychological guidance. The Board of Trustees has authorized the employment of a Director of Testing.



EXHIBIT VIII-B  
TESTING SUMMARY  
Fall Semester, 1969

	<u>Number Administered and Interpreted</u>
General Aptitude	49
Special Aptitude	8
Interest	139
Personality	282
Reading and Study Skills	15
Other (monitored for other colleges)	2
	<hr/>
	495

### Group Counseling

A number of Harper counselors have received specific training in group counseling and there has been beginning activity in this type of counseling. Four of the professional staff are actively engaged in such group work, but no summary statement is yet available.

### Health Services

While the Dean of Guidance is technically responsible for the Health Service, the service is distinctive enough from counseling to warrant individual attention. A physician is retained on a consulting basis. The service is overseen by a full-time registered nurse. She holds a bachelors degree and has accumulated experience for training in public health nursing and counseling. In her role as Director of Health Services she has sought to:

1. Evaluate the health examinations required of all full-time entering freshmen and to maintain a health record on each.
2. Provide information and professional counseling to students on health problems.
3. Direct program modifications necessary for physically handicapped students.
4. Provide counseling for students having defects or chronic diseases that may limit the nature of their academic work.
5. Provide first-aid treatment of minor injuries.
6. Provide pertinent health information to instructors concerning particular student health problems.

7. Provide a referral source for instructors perceiving health problems through the classroom contact and other co-curricular activities.
8. Provide a consultant service to the academic area in developing a program of mental and physical hygiene.
9. Provide a channel of referral to doctors and other medical and social service agencies.
10. Provide free literature to the student body pertaining to common health problems.

The efforts to fulfill these objectives are aided by a close physical relationship between the Counseling Center and the Health Services. This allows close coordination between health counseling and general counseling. The Health Counselor has developed a program that requires health appraisal forms of all full-time students. She has initiated health counseling programs and has acquired the aforementioned services of a consulting physician for such contingencies as might arise. Finally, personal contact has been established with directors of community health agencies. The latter step has assured that necessary emergency vehicles will be available if a need emerges.

The Center for Health Services is, as indicated, adjacent to the Counseling Center. It consists of a large reception area, office space, two clinic rooms and a large examining room which is equipped with first aid supplies and diagnostic equipment.

The Health Counselor has published and distributed to

all staff members, both emergency and standard procedures for health services.

The Center opened in September of 1969 and has seen much activity. Exhibit VIII-C offers a summary of Health Service activities for the Fall semester, 1969.

In addition to these accomplishments, the Health Counselor prepared a program concerning drug abuse. It was a three day seminar consisting of a panel provided by Alcoholics Anonymous, showings of three films relating to the topic and a presentation by the Director of Training and Education, Illinois Drug Abuse Program.

Finally, the National Tuberculosis Association has joined with the Health Service to provide a mobile X-ray unit on campus on an annual basis.

#### Placement and Student Aid

Like the Health Service, the office of placement and student aid is closely allied to the Counseling Center and occupies a portion of that center for both office and interviewing purposes. Also, as in the case of Health Services, the Director of Placement and Student Aid offers a service that is satisfactorily unique that it deserves consideration as a particular aspect of student life.

The office has two major responsibilities in the student personnel program. The first function is the administration of the financial aid programs at Harper College. The financial aid program consists of numerous scholarships

## EXHIBIT VIII-C

## SUMMARY FOR FALL SEMESTER 1969-1970

## HEALTH SERVICE

January, 1970

1.	Number of Health Services given-----	4264
2.	Number of contacts by nurse-----	284
3.	Number seen for First Aid or illless-----	108
4.	Number seen for Health Counseling-----	220
5.	Number of students seen on a regular basis-----	6
6.	Number of student contacts through correspondence---	525
7.	Number of students with special parking priveleges--	8
8.	Conferences with College personnel-----	14
9.	Number of referrals to private physician-----	14
10.	Number of students sent to Community Agency-----	10
11.	Number of memorandums regarding absenteeism-----	21
12.	Number of student health records screened-----	3218
13.	Other health records screened -----	272



and grants. The scholarship program includes trustee scholarships offered by the college, Illinois State Scholarships based on test scores and financial need and awarded by the state, and community scholarships donated by various community organizations. The majority of these scholarships cover tuition and fees. Student service awards are granted to students who serve in leadership capacities at the college. They are retroactively awarded to the student body president, editors, and other school-related student leaders. Federal educational opportunity grants are awarded to students who have critical financial need. These grants range from \$200 to \$1,000 and are awarded to students who evidence success potential in a selected program.

Two loan programs are available to students. Short term, interest-free loans are provided in amounts from \$50 to \$100. These funds are provided by community groups and the college. In addition, the Illinois Guaranteed Loan Program provides loans to students. These loans range from \$300 to \$1,500 per year, and the student does not pay interest until after graduation unless he terminates college attendance.

The financial aids officer also administers the college work-study program. This program provides work opportunities for full-time students who need to work to earn funds to meet their educational expenses. The funds are provided by

the cooperative efforts of the college and the federal government and are distributed first to those students who demonstrate financial need. The work-study program is structured in accordance with federal guidelines.

Numerous other financial aids are available. The Illinois Veterans Scholarship is available to students who entered service from the state of Illinois, served actively for at least one year, and received an honorable or medical discharge. The scholarship covers tuition and some fees and requires a notarized application and satisfactory proof of residence from the applicant. Veterans may apply for the educational benefits provided by the G.I. Bill. They are processed through the Placement and Student Aid office. Full time students receive \$130 per month and apply for eligibility through their local veterans administration office. The War Orphans and Widows Program benefits are similar to the G.I. Bill and are available to dependent children of widows of deceased veterans. Full assistance is provided for disabled veterans under special provisions of the Veterans Vocational Rehabilitation Program.

In addition to these benefits resulting from military service, students may be eligible for the following. Students of a deceased parent who had participated in the social security program are eligible for social security student benefits up to age 22. They may not earn more than \$1,650 a year. Handicapped students under the state divi-

sion of Vocational Rehabilitation office are processed through the Placement and Student Aid office. Assistance is provided for tuition and fees, and in some cases books and supplies. Law Enforcement loans and grants are provided to students in the law enforcement curriculum and to those presently employed by law enforcement agencies. Grants covering tuition and fees are provided to in-service police and other personnel engaged in police work. These grants may not exceed \$300 per semester. Loans up to \$1,800 are provided to students following a full-time (15) hour program of law enforcement.

The office of Placement and Student Aids has served more than eleven hundred students during the first half of the 1969-1970 school year. Exhibit VIII-D gives a breakdown of the student aid services utilized by Harper students.

The second major function of the Office of Placement and Student Aids is that of placement. The office deals with both part-time and full-time graduate placement. Part-time and summer job listings are posted in the placement office. A continuous community and college part-time job file is maintained. Exhibit VIII-D, previously referred to for specifics concerning scholarship and grants, also demonstrates the use of this file. Graduating students are offered the services of the placement office for full-time permanent employment. The office provides interview facilities and is developing



## EXHIBIT VIII-D

## PLACEMENT AND STUDENT AIDS

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PROGRAM	1967-68		1968-69		1969-70		1970-71	
	No. Students	Dollars	No. Students	Dollars	No. Students	Dollars	No. Students	Dollars
Educational Opportunity Grants	18	\$ 5,000	22	\$12,020	15	\$13,077		
College Work-Study	52	16,537	69	38,041	65	42,142		
Illinois State Scholarship-Grant	7	910	11	1,464	16	1,910		
Illinois State Scholarship-Renewal	-		2	276	0			
Illinois Guaranteed Loan Program	31	20,485	41	33,677	26	24,332		
Law Enforcement Grant	-	-	19		22			
Law Enforcement Loan	-	-	1		-			
Trustee Scholarship	5		14		12			

EXHIBIT VIII-D (cont.)

PLACEMENT AND STUDENT AIDS

PROGRAM	1967-68		1968-69		1969-70		1970-71	
	No. Students	Dollars	No. Students	Dollars	No. Students	Dollars	No. Students	Dollars
Community Scholarship	18		41		20			
Grants-In-Aid	4	360	8					
Short Term Loans	32	2,460	53	5,207	25	2,345		
Ill. Vet. Scholarship	0		0		230			
G. I. Bill	105		300		274			
Vet. Voc. Rehabilitation	0		4		5			
War Orphans & Widows Benefits	25				50			
Social Security	50		95		135			
Division of Voc. Rehabilitation	4		15		5			
Jobs Called In Student Referrals	231 288		557 950		265 200			
European Work-Study			10					

career opportunity programs.

In fulfilling the second function, the Director of Placement and Student Aids has joined the Director of Planning and Development in follow-up studies concerning both graduates and those who have left Harper prior to graduation. These studies are referred to in Chapter VII.

### III. FOOD SERVICES

The Food Service Department serves two functions; one previously considered in the discussion of curriculum. First it is a laboratory for the curricular offerings in food services. The second function is that of preparation and dispensing of food for student, faculty and public consumption. Those charged with managing the service are cognizant of the effect that both food and the services involved in dispensing that food, can have on the college environment. Accordingly, the service tries to offer a varied selection of food at a reasonable price. The service manages the large cafeteria in Building A which is open from 8:00 A.M. until 8:00P.M. daily except Friday and weekends. On Friday, service is stopped at 5:00 P.M., and there is no regular service on Saturday or Sunday. In addition a faculty dining room is open from 11:00 to 1:30 on week days. This room is for faculty, staff and guests. The Food Service Department is also responsible for a number of private dining rooms and will cater meals for these rooms.

The Food Service is presently serving approximately 2500 customers a day, an average of 1900 a day from 8:00 A.M. until 3:00 P.M. and some 600 in the remaining five hours. The average sale is thirty cents. The faculty dining room is providing a dining and meeting place for about thirty percent of the faculty. Meanwhile, the Food Services are catering for approximately three groups of thirty-five people per week.

The dual academic-operating role of the professional staff of the Food Services Department has enabled the college to attract a chef and baker of an exceptional combination of talent and experience. The food has been of resultant high quality. The same dual program increases the number of students who work for the service.

While at the present time it is a relatively insignificant factor, net income from vending machine commissions and net profit from Food Service operations are credited to the Student Activity Fund.

Future plans call for the addition of a complete snack bar service which will become a part of the Student Center. If there is a major weakness it is that there are some peak periods, notably 12:00 to 12:30 P.M. on Monday, Wednesday and Friday when the ground floor cafeteria is quite crowded. The opening of the snack bar will do much to alleviate this problem.



## IV. BOOKSTORE SERVICES

The Harper College bookstore is housed on the main floor of the College Center. The bookstore serves a number of specific purposes. The most prominent of these is to offer students the opportunity to purchase textbooks in a convenient and economical setting. The bookstore serves numerous other purposes. It is staffed by a large number of working students giving these students not only the opportunity to work but also the opportunity to become familiar with a large offering of literary materials. The bookstore offers supplies and sundry items of a convenience nature and furnishes a selection of those items that might be considered spirit items (e.g., pennants, school sweatshirts and other similar items). The bookstore also offers a large paperback collection and thus encourages a certain amount of browsing. Finally, the college bookstore provides students the opportunity to sell used textbooks at the highest possible prices.

The bookstore manager, an experienced professional, has overseen a most rewarding growth. The move to the permanent campus has resulted in a doubling of daily sales and a very substantial increase of student patrons. The bookstore manager offered a rough estimate that more than twelve thousand separate student visits occurred during the first month of the Fall semester.

The bookstore has been most helpful to faculty members. It is, of course, true that there have been certain books that have not arrived until just after the semester has begun. It is also true that faculty members have occasionally been slow to notify the bookstore of needed texts. In a general sense, the bookstore has been a very successful enterprise.

#### V. STUDENT ACTIVITIES

A full-time Director of Student Activities supervises the running of the College Center and oversees the overall student activities program. The Student Activities Program is designed to account for the fact that learning takes place in many different ways in many different places including not only the classroom but also, the student union, the athletic field, concerts, lectures and club activities. In an effort to reinforce this type of learning, a Student Activities Program that complements rather than competes with the curricular offerings has been designed and, indeed, many such activities either grow out of classroom experiences or directly relate to them.

The Director of Student Activities possesses a master's degree that is a result of a two year college program in administration of Student Activities. For the execution of the program, the Director draws on both faculty and student support.

### The Student Senate

The focal point for student involvement in the democratic process at Harper College is the student government. It is the aim of the college to give the student government genuine authority and responsibility for student affairs. Students serve on college committees which make policy directly affecting them, and they serve to keep the administration aware of student feeling.

One important committee established by the Student Senate is the budget committee. This group has the basic responsibility for budgeting the student activity fee fund which is used to support the total student activity program. In addition, the student government has a significant role in the planning and implementation of the college cultural arts and social programs. In order to facilitate the work of the total program as well as that of these particular committees, the Student Activities Office publishes a Student Activities Procedure Manual.

### Activities

As a result of encouragement and the outlined procedures, a number of activities have been initiated at Harper. As was noted earlier, at the present time a Folk Music Club, a Nursing Club, the Harper Students for Human Rights, the Future Secretaries Club, the Junior American Dental Hygienists' Association, the Harper Association of Marketing Management, the Harper College Student Chapter of the American In-

stitute of Architects, the Ski Club, the Culinary Arts Club, the Flying Club, the Data Processing Management Association and the Practical Nurses Club are all functioning organizations.

There are currently two student publications, the Harbinger, a student newspaper published twice monthly by, and for, Harper students, and the student magazine the Halcyon. These publications are funded from the student activity fee allocated by the student government. A staff of twenty-nine persons prepares the newspaper, and twenty-four students work on the Halcyon.

The Harper Studio Players are individuals interested in dramatic activities. The group, despite the absence of performing areas during the first two years, is in its third year of existence. During the three years, the group has presented nine productions, including primarily one-act plays, and has three one-act plays in production for Spring performance. The performances are open to all Harper students and interested persons at no cost. The three one-acts presented in the Fall, 1969, drew approximately three hundred people to two performances and involved some thirty students in various capacities.

#### The Cultural Arts Committee and the Concert Series

A major role in the area of student activities has been assumed by the Cultural Arts Committee, a twelve member committee responsible for providing the college and the commun-



ity with exceptional programs representative of the fine arts as well as speakers concerned with issues of contemporary significance. The 1969-1970 program has been an exceptional one. The campus has been visited by Georgia legislator, Julian Bond; Terrence O'Neill, former Prime Minister of Northern Ireland. Father James Groppi, well known Milwaukee civil rights leader was unable to keep a scheduled visit because of an enforced commitment. Ralph Nader, consumer crusader; Conservative Russell Kirk; and Poet Nicholas Lindsay were scheduled as Spring visitors. A regular film series, including five well-known films, numerous art exhibits and a concert series have added variety to the cultural arts series.

#### Response

Response has varied. A 1969 program presenting the Reverend Jesse Jackson drew more than 1,500 listeners. Julian Bond was heard by some 700 persons, and Ralph Nader drew more than 1,500 auditors. On other occasions, response has been disappointingly meager.

Reaction to the other activities has been likewise varied. College dances have drawn from 300 to 600 persons. A noontime coffee house program featuring new talent, consistently draws 200 to 300 people. The clubs range in size from ten to one hundred members with the Ski Club drawing the largest membership. The Student Senate has twenty-five

senators and five officers who were placed in office by a voting constituency of some five hundred persons. The most popular single activity is the games area in the College Center which is constantly in use.

One activity that deserves some individual attention is Harper College's European tour program. This program was a summer program open to both students and members of the community. Sixty-four persons participated, and the program will be repeated this Summer with two such groups planned.

#### Athletics

While a part of Student Activities, the athletic program merits separate consideration. Harper has moved into an intercollegiate sports program on a planned basis. The 1969 school year saw participation in basketball, track, baseball, wrestling, tennis, cross country and golf. The program is under the direction of an Athletic Director who has a reduced teaching load and a twelve month contract. The Athletic Director is supported by a five man coaching staff. The program has had good response from those interested in participating. The lack of a single facility, however, has served to reduce spectator involvement. The squads have ranged in size from ten members and interest seems to be growing. In January, 1970, Harper affiliated with the Skyway Conference, a conference composed of junior colleges possessing a common philosophy concerning athletics with

that of Harper College: that the program should be developed to serve the needs and interests of the students attending Harper College. The program is based on the following statement abstracted from the Harper College Student Personnel Handbook:

Competition is a basis of a democratic society, as well as a basic human drive. Athletic competition is a part of the educational program of practically every school in the United States. Athletics provides a vehicle for the pursuit of health, physical fitness and for the formulation of acceptable attitudes toward both cooperation and competition, which can have life long implications. An athletic program will affect the student participant, the school program, and the community. This program serves as a unifying force for the student-faculty, student-community, student-student, and the student-faculty community interaction.

In keeping with this philosophical commitment and the position that inter-collegiate athletics should be a community activity, the administrators of the athletic program make no effort to go beyond the district boundaries in search of athletic participants.

Perhaps equally important is the program of intra-mural athletics. A competitive and recreational program has been developed in keeping with the needs and interests of the student body. The intra-mural program is open to both men and women and offers not only specific athletic activities but also clubs and interest groups. The Coordinator of Intra-mural Athletics has developed a program of proposed offerings each year. The degree of interest made manifest by partici-

pants has then determined whether or not such an activity is offered. In practice, eight activities per semester have been offered with an average of thirty participants per activity.

The intra-mural program has met the same major obstacle that inter-collegiate sports have in respect to facilities. The fieldhouse structure has alleviated this in part, and the program is growing.

#### VI. CHAPTER SUMMARY

It is extremely difficult to make any final measurement of the effect of a student activities program when dealing with a student body that is completely dependent upon commuting to campus and a student body that is composed of approximately fifty percent part-time students. It is easy to make judgment in light of the large student enrollment and be terribly disappointed and, indeed, terms like apathy and lack of student interest are heard. The same is true when trying to assess the very evasive quality student life. Nevertheless, it seems not unreasonable to suggest that the new campus and the daytime program has made substantial impact on student life, and students are participating in student activities and using student services with increasing frequency. It remains incumbent on the total faculty to make students aware of opportunities available to them. As this is done there will be increas-



ing response to those things available to the student body, and the packed house for Antonioni's film Blow Up will be the rule rather than the exception. There needs to be continuing involvement on the part of all faculty members. The advent of new facilities will be of considerable help to such activities as athletics, drama and music.

### Strengths

- A. Harper College has made a firm commitment to a broad range of professional counseling services.
- B. The Counseling Services embrace a decentralized system thus insuring communication and involvement with members of the teaching field.
- C. The placement and student aid service makes it possible for virtually any student to acquire financial aid and part-time work if it is necessary.
- D. Food services are offering efficient cafeteria services and highly palatable food.
- E. A variety of student activities is available to all students.
- F. The cultural arts series has offered varied and interesting fare.

### Weaknesses

- A. The planned communications facilities (i.e., remote terminals) have not yet been completed, and the total impact of decentralized counseling has not yet been realized.
- B. Students do not yet respond to activities in optimum numbers. Further publicity and encouragement need be given in order that the students avail themselves of valuable extra-class experiences.
- C. Counseling personnel encounter heavy pre-registration activities that might be eased through some supplementary approach to academic advisement.

- D. In order to encourage interest in and facilitate participation in student activities, further consideration might be given the possibility of scheduling open periods for activities purposes.

CHAPTER IX  
SERVICES  
SUPPORTING SERVICES  
AND THEIR RELATIONSHIP  
TO THE INSTRUCTIONAL  
PROGRAM AT  
HARPER COLLEGE

## CHAPTER IX

### SUPPORTING SERVICES AND THEIR RELATIONSHIP TO THE INSTRUCTIONAL PROGRAM AT HARPER COLLEGE

In years past, the instructional program at most educational levels has depended on the library for support and extension of the classroom experience. While the library remains a primary source of this support and extension, modern technological developments have reduced the library's exclusive claim to such a role. The first purpose of this chapter is to examine the role of the Learning Resources Center in supporting and extending the instructional program. In an effort to achieve this purpose, the chapter will consider both the library and the instructional services area. Additionally, the chapter will examine those institutional services which might be called Central Services and would include; (1) the Computer Center, and (2) the Office of Planning and Development.

#### I. THE LEARNING RESOURCES CENTER

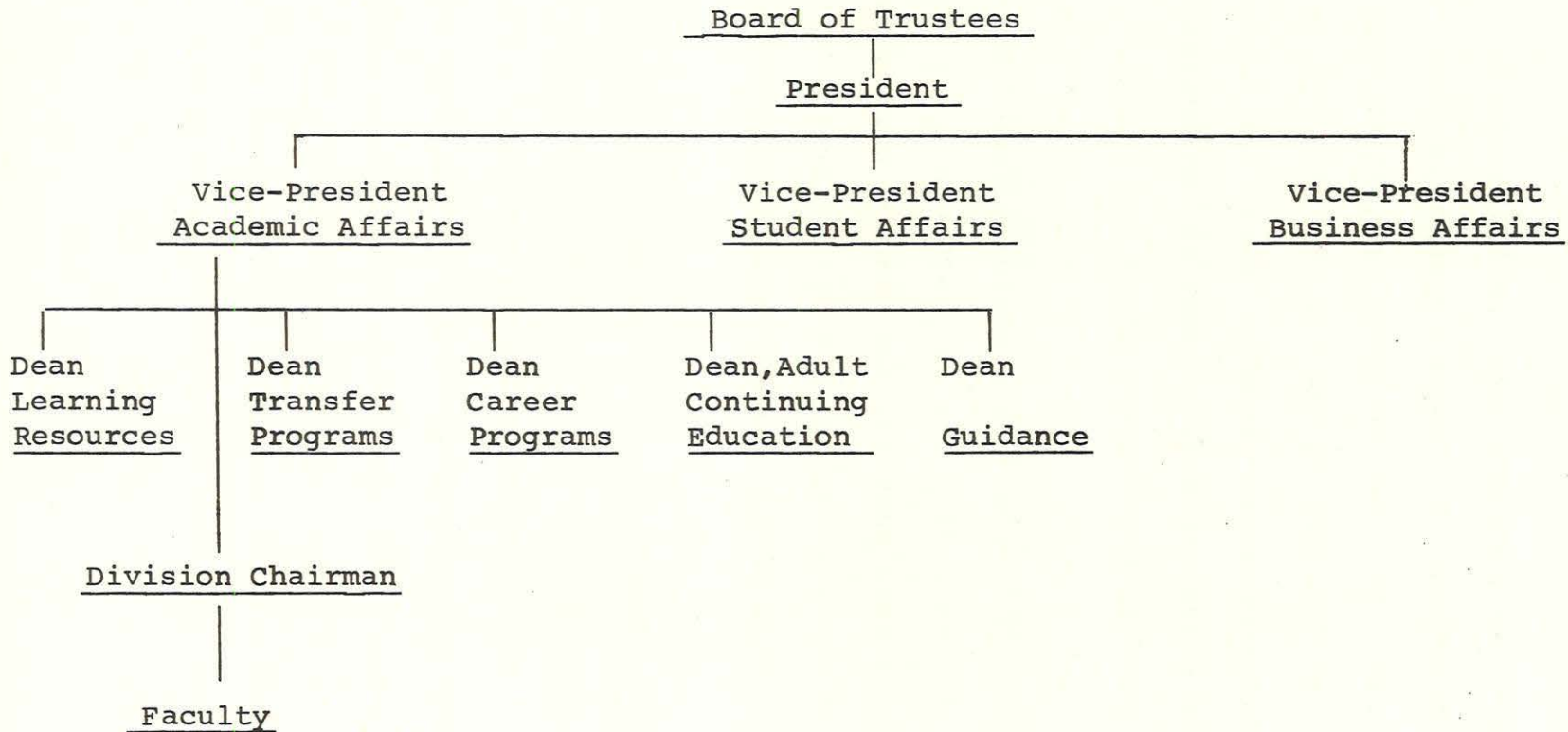
The general purpose of the Learning Resources Center, including both library and instructional services, is to create and maintain the academic resources necessary to meet the instructional needs of the college. Exhibit IX-A shows the relationship of the Learning Resources faculty to the overall col-



EXHIBIT IX-A

LEARNING RESOURCES ORGANIZATION CHART\*

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\*Organization Chart showing relationship of Learning Resources to overall college organization structure.

lege organization structure. Exhibit IX-B defines the relationships of the members of the two areas of the Learning Resources faculty to one another as well as to classified personnel.

The members of the faculty of the Learning Resource Center specify the Center's purpose by identifying two general functions that the Center must serve.

First, the Center is responsible for the coordination and organization of the facilities, the personnel and the resources which are engaged in the acquiring, cataloguing, processing, circulating, retrieving and utilizing of knowledge in various forms for the faculty and for individual students. In a more specific sense, the faculty of the Learning Resources Center select resources in cooperation with instructional faculty and recommend appropriate media and equipment for complementing and extending the effectiveness of instruction. The Learning Resource Center personnel are also responsible for scheduling and maintaining resource materials and equipment in order to insure efficient circulation and maximum availability within determined budget limitations. In addition, the Learning Resource Center faculty is charged with the responsibility of operating a library which provides a centrally organized, readily accessible reservoir of knowledge and materials that reinforce and enrich the instructional program of the college. Finally, the Learning Resources faculty assists both faculty members and students

EXHIBIT IX-B

LEARNING RESOURCES ORGANIZATION (INSTRUCTIONAL SERVICES)

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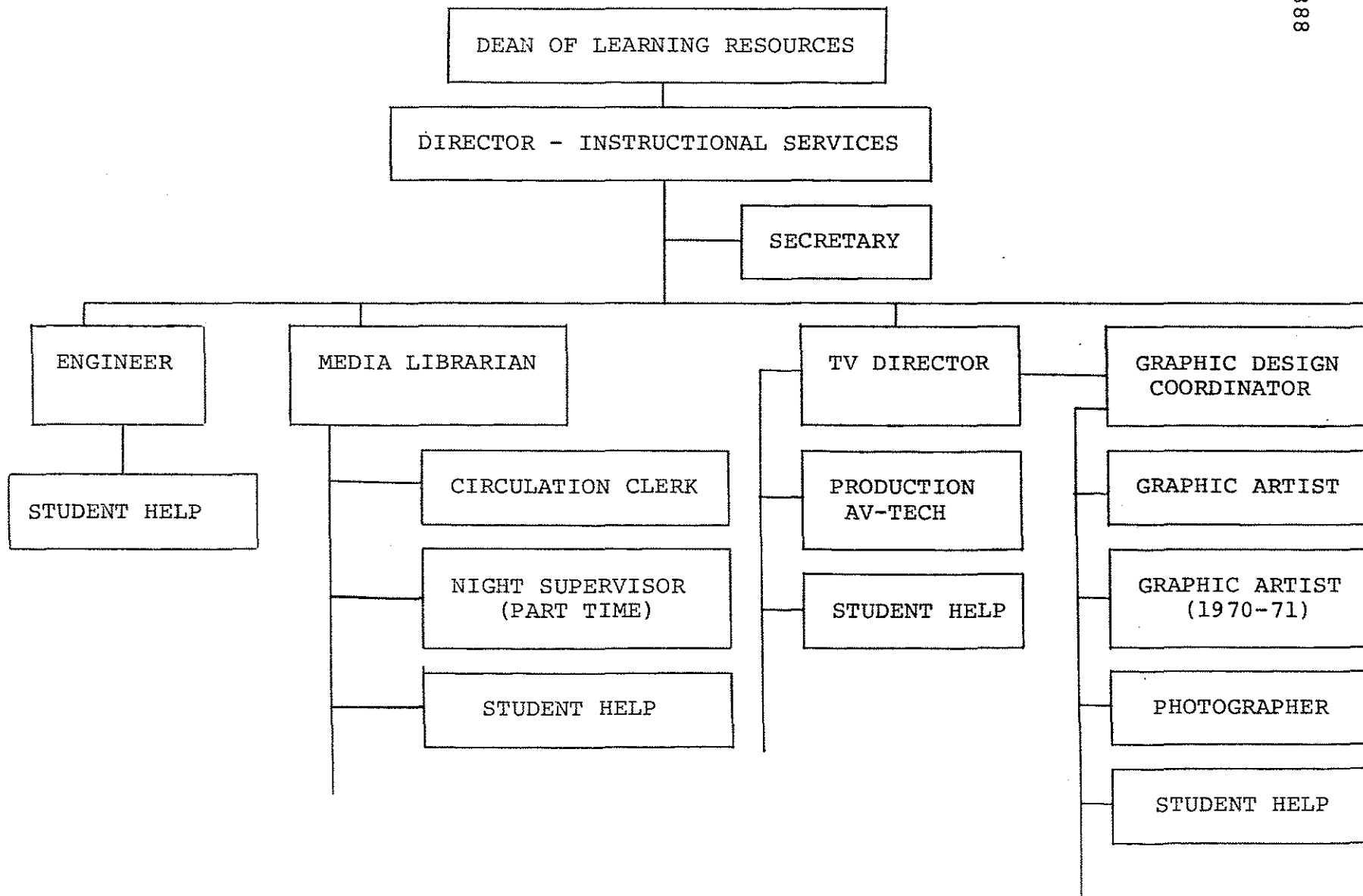
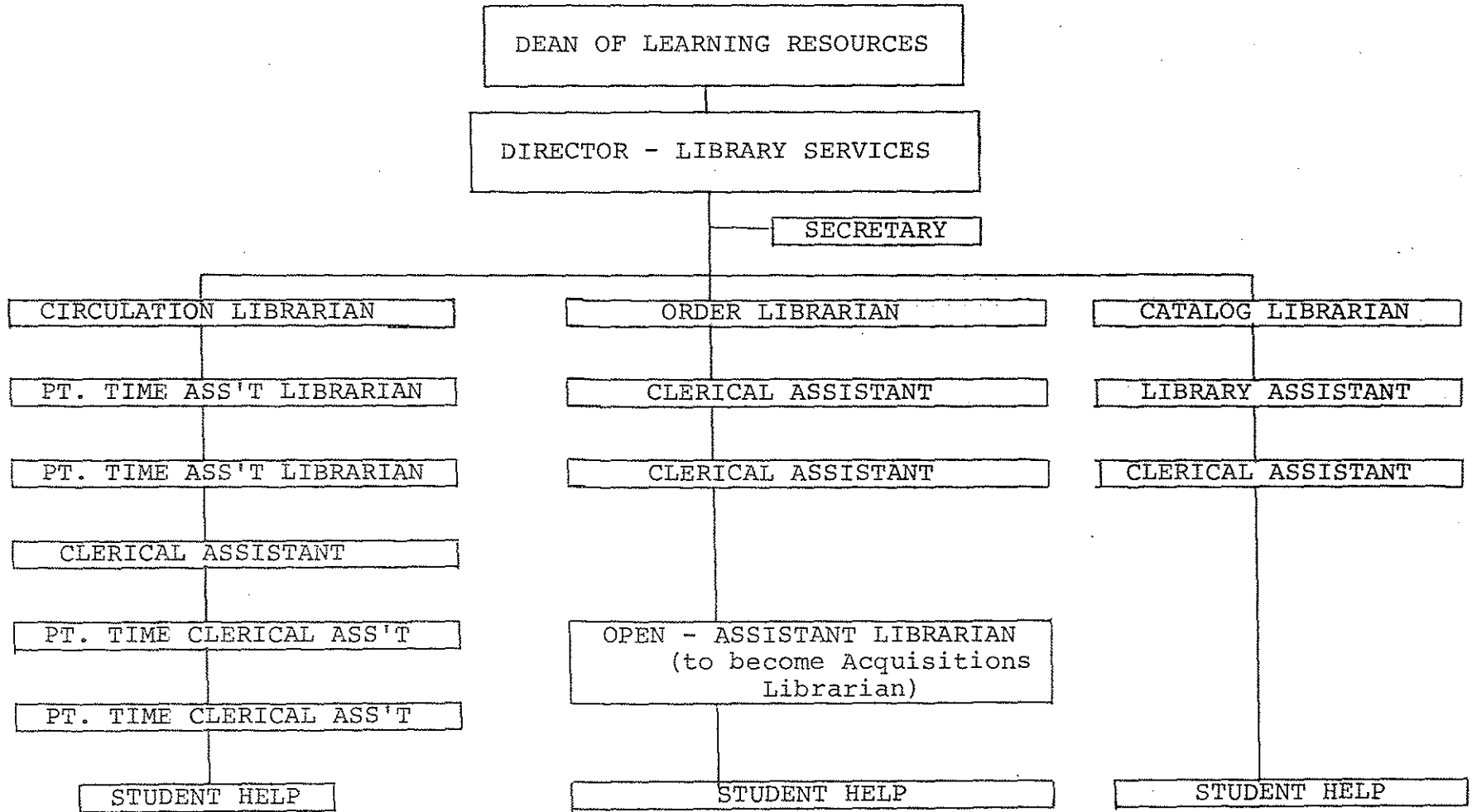


EXHIBIT IX-B (cont.)

LEARNING RESOURCES ORGANIZATION - (LIBRARY SERVICES)



in interpreting and using available learning resources.

A second major function that the Center assumes is that of assisting faculty members with the production of teaching materials and the use of those materials in a variety of instructional situations. Again, in a more specific sense, this function includes the development and implementation of procedures and processes, including in-service training programs, designed to increase faculty effectiveness in the use of various instructional media and learning resources.

The faculty of the Learning Resources Center cooperates with the instructional faculty and students to encourage the use of audio-tutorial devices and materials developed by the faculty. The staff of the Center evaluates the findings of media-related research in instructional programs and resources service. Finally, the Center's staff provides for local production of audio-visual, television and other instructional media.

#### Physical Facilities

The Learning Resources Center is housed independently in a three story building identified as Building F, Learning Resources Center. At present, the Center occupies two of the three floors. The first floor is allocated to instructional services, and the second floor houses the library. The third floor is being used for classrooms. Each floor offers approximately 35,000 square feet of usable space. This will result,

when the third floor is returned to the Learning Resources Center in 105,000 square feet of space being available to the Center. Appendices H-1 and H-2 show the first floor and the second floor plans. A minimum qualifier needs to be affixed to these plans as certain of the office areas are still being used on a temporary basis by other divisions.

As indicated, the instructional services area occupies the first floor of the building. The distribution and production of audio-visual material are controlled on that first floor.

On January 1, 1970, the instructional services area offered the following equipment for instructional use:

- 182 Casette tape recorders
- Super 8 mm films
- DuKane Micromatic
- 15 extension cords
- 4 peg boards
- 4 filmstrip projectors
- 5 monaural record players
- 10 monaural tape recorders
- 2 opaque projectors
- 36 overhead projectors
- 11 16 mm projectors
- 11 slide projectors
- 1 stereo record player
- 4 stereo tape recorders
- 3 tripod screens
- 16 TV monitors
- 71 movable carts

The following materials were available for instructional use:

- 191 16 mm films
- 262 film loops
- 297 film strips
- 5 maps
- 754 records



3,681 slides  
574 tapes (Including both audio and video)  
14 sets of transparencies

In addition, by July 1, 1970, there will be on this level of the building:

- A. A TV studio with equipment capable of producing high quality black and white television programming.
- B. An extensive audio system for making tapes for audio-tutorial lab .
- C. A central projection room that will allow the showing of 16 mm film in any room on campus.
- D. Equipment for electronics and A-V repair.
- E. Independent study carrels with cassette tape recorders.
- F. A more sophisticated stereo listening study center than that currently available.
- G. A closed circuit TV system capable of receiving all Chicago channels and having two channels available for instructional use, and
- H. Additional video tape recorders including portable units adapted to in-class use.

The second floor will continue to serve as a space for books, periodicals and related library materials, and it will furnish an attractive space for the use of these materials by faculty members and students. As of March 1, 1970, the library held a collection of 26,358 books. The book collection was complemented at that point by 480 periodicals and was part of a total collection of 31,683 pieces of library material. Plans call for the addition of thirty to forty complete microfilm collections of major periodicals, an increased number of professional journals in published format, a microfilm reader/printer, a microfiche reader and a microfiche reader/printer.

The third floor of the building will eventually furnish additional space to the Learning Resources Center.

### A Description of Use

The circulation figures reported in Appendices H-3 through H-8 are made more meaningful if one considers them in light of the following factors. During the 1967-68 school year, Harper's program was offered in a rented facility. Classes were held from 4:00 p.m. until 10:30 p.m. Monday through Thursday. The library was open from 8:00 a.m. until 10:00 p.m. Monday through Thursday and 8:00 a.m. until 5:00 p.m. on Friday. During the 1968-69 school year, the same hours were utilized, and an additional building was used. The staff has grown regularly. The school opened with a Director of Library and a library staff. In 1968, the Dean of Learning Resources joined the staff and in 1969, the Director of Instructional Services was employed. The holdings of the library reflect a corresponding pattern beginning with a basic book collection and expanding to a broader and more varied current collection. In keeping with the organization existing at the time, the 1967-68 and the 1968-69 figures prepared by the library record both the circulation of printed and audio-visual materials. The 1969-70 report separates these two reports as a library services and the instructional services center circulated materials independently.

Equally important in an examination of the statistics is an awareness that one basic change has been made in terms of method of recording the library statistics. During the first



two years, library use reflected a turnstyle count. Each individual who entered the library was identified as a patron. At the beginning of the 1969-70 school year, the turnstyle method was replaced by an hourly count of library patrons. This count is taken on the half hour and should reflect a somewhat more accurate count of those in attendance. The results show that average daily attendance has gained substantially. That figure for "all days" and "all hours" open indicates that 536 individuals visit the library daily. When evenings and the Saturday half-day schedule are omitted from consideration, the average daily attendance rises to 668 patrons. An examination of attendance during the evening schedule reveals that a daily average of 127 persons have visited the facilities from 5:30 - 9:30 p.m. The circulation figures also reflect an increase. During the eighteen weeks of the Fall semester, 7461 books were circulated as compared to a yearly circulation figure of 7332 books in 1968-69. Here, too, certain variables affect the meaning of this figure. On the basis of the 3,673 F.T.E. figure, this represents a circulation figure of 1.9 books per student, per semester. This represents a very slight increase over the preceding year when that figure was 1.8. Subsequent statistics should offer a much better basis for comparison analysis.

The micro-film collection is growing rapidly and is considerably more accessible, than it was in the temporary facilities.

As a consequence, there is a consistent increase in its use. During the Fall semester, the library added a micro-film collection of the New York Times dating back to 1914. Numerous other additions have increased the value of the micro-film collection, and one can reasonably anticipate the usage will continue to increase. The reserve collection also reflects increased usage, but the increase is only a slight one and might be considered disappointing in light of the increased number of students.

#### An Assessment of the Learning Resources Center

The library has seen a significant increase in the circulation of printed materials. During the college's inceptive stages the use of printed materials was light. While this was, in itself somewhat discouraging, it has the compensatory factor of allowing considerable individual attention where library patrons were concerned. A more dramatic increase in the use of audio-visual materials must necessarily reflect the increased and increasing availability and accessibility of such materials.

The initiation of a day program in a finished facility will result in increasing use of library facilities. In addition, the growing utilization of audio-visual materials and equipment by faculty members gives an encouraging indication of faculty willingness to utilize the products of modern technology in their instructional efforts.

Both the library and the instructional services area are enhanced by an excellent staff who maintain positive working relationships with not only one another but with the general faculty. There has been effective cooperation among the administrative staff, the Learning Resources faculty and the teaching faculty. This cooperation has been enhanced by strong financial and facilities support. The library has, however, encountered security problems as a result of the openness of the library, and effective control has not yet been completely achieved. Finally, the instructional services staff is, as yet incomplete, and some staff load problems have occurred.

In summary, the Learning Resources Center is an integral part of the instructional program serving not only to support the instructional program but acting as a catalyst for the development of new and more effective instructional strategies.

## II. COMPUTER CENTER

Perhaps no single innovation in education demonstrates the effect of modern technology more vividly than the computer and the application of data processing to education. The Computer Center at Harper has assumed an important role and the importance of that role increases regularly.

The Computer Center lists three major areas of responsibility. The Center is concerned with (1) instructionally related tasks; (2) administrative services and (3) community service. The staff of the Computer Center includes the Director

of Computer Services who is directly responsible to the President of the college. The Director oversees a staff that includes a manager of systems and operations, two analyst-programmers, two programmers, two computer operators (supplemented by a half-time operator), three keypunch clerical persons, and a secretary. In addition, a staff is maintained by the Area Cooperative Data Services Project. This staff consists of two analyst-programmers, a computer operator and one keypunch clerk.

The instructional functions of the center are the result of curricular offerings in Data Processing, Numerical Control, Mechanical Design, Architectural Technology and Electronics. In the course of supporting these programs, the Computer Center processes, on a daily basis, studies and problem programs written in basic assembler language, COBOL, and FORTRAN. In addition, the Center also processes ADAPT-AUTOSPOT and ECAP programs when the respective educational programs require it. At the present time, support services for these two-year career programs account for over one-third of the computer time used. Similar support is given the administrative program. In this capacity, the Computer Center has developed and is using:

- A. Student information systems.
- B. Curriculum Information systems.
- C. A payroll accounting system.
- D. A Student Accounts Receivable system.
- E. Test scoring and test analysis systems, and
- F. An on-line student registration, information retrieval and file updating system.

Currently, the Center is developing systems dealing with financial accounting, facilities management and library acquisitions. On an overall basis, the Center commits approximately one-third of currently scheduled computer operations time to administrative services.

In addition to institutional service, the Computer Center has initiated a community service program. At present, approximately 40,000 elementary pupils in five local districts are included in an attendance reporting system. Four of those five districts take advantage of a payroll accounting system. These activities will be supplemented by a junior high school scheduling service which will be developed on a pilot basis in the Spring of 1970. The Computer Center allocates somewhat less than one-third of its scheduled computer time to community service.

#### Physical Facilities

The Computer Center occupies nine first floor rooms in the administrative wing of Building A. Five of those nine rooms are used for instructional activities. The major item of equipment is an IBM 360 model 30 Computer System. This system is supported by the following items:

- A. 14 IBM keypunches and verifiers.
- B. An IBM card sorter.
- C. An IBM reproducing punch.
- D. An IBM interpreter, and
- E. An IBM card collator.



### A Description of Use

As previously noted, the Center allocates approximately one-third of available computer time to each of the three service areas. In addition, the staff reserves some time for the processing of special research and the development of programs by teaching faculty. The Director of the Center maintains a comprehensive job accounting system which gives a more specific indication of time allocation.

### An Assessment of Computer Services

Despite the fact that the Center is experiencing rapid expansion that is taxing both machine and personnel resources, the Director expresses a lack of satisfaction with the rate of integrating computer assisted instruction into various non-data processing courses. In an effort to stimulate interest, the Center has held periodic in-service seminars concerning the application of computer science to the instructional program. The Center will expand these seminar programs with increased emphasis on the utilization of computer assisted instruction.

### III. INSTITUTIONAL RESEARCH, PLANNING

#### AND DEVELOPMENT

The Director of Planning and Development reports directly to the President of the College, but is responsible for a wide variety of duties in the course of initiating and executing those research projects which contribute to the administrative and instructional programs of the college.

At the present time, the staff of the Office of Planning and Development consists of the Director, a secretary and student clerical aid. The Director's office is in the administrative wing of the College Center.

The Director of Planning and Development regularly furnishes advice and information to the President of the College. He also consults with the SPED committee; the faculty committee developing special educational projects. The remainder of his duties are determined by the emergence of particular needs and are frequently one-time projects. Currently, he is producing a twenty-year projection of the development of Harper College. He serves in an advisory capacity in student follow-up studies working with the registrar as well as particular program coordinators. The Director is working with both administrative and faculty committees in the design and execution of a faculty morale study, grading practice studies, and counseling studies. He is also assisting the Vice-President of Business Affairs in the development of goals and objectives of the 1970-1971 budget. The Developmental Program and two other academic programs will be evaluated during the coming year. Finally, the director is involved in a modification of the existing "Major Area of Study Report" in order to provide better management information. The Director of Planning and Development has also established a set of goals including the development of a workshop devoted to educational research skills for faculty members.

## An Assessment of the Office of Planning and Development

The full impact of the Office of Planning and Development has not yet been felt as the full-time director has been on the staff for less than a year. It seems reasonable to assume that this office is one of those with a circular effect. As more research becomes available for faculty use, faculty members will seek more of the sort of information provided by this research.

### IV. CHAPTER SUMMARY

There are many valuable supporting services currently available to faculty members for extending the instructional program. These services help furnish an environment conducive to positive instructional innovation.

#### Strengths

- A. Harper College has an excellent library collection.
- B. The library staff has been receptive to faculty requests and to faculty suggestions.
- C. The library is maintaining a schedule that should insure that students have access to it.
- D. The instructional services staff is prepared to offer both production advice and aid for the creation of instructional materials.
- E. Valuable equipment (e.g. video tape recorders) is now available for in-class use.
- F. The Learning Resources Center is a comfortable and attractive physical facility that encourages student use.
- G. There has been an excellent beginning use of the computer. The on-line registration process is a prime example.



- H. The presence of a professionally trained research person has resulted in the initiation of valuable research studies.

Weaknesses

- A. The present, temporary use of a portion of the Learning Resources Center for classrooms has led to some control difficulties.
- B. The library's interior physical plan is such that there is a counter barrier between library faculty and students.
- C. There has been a somewhat disappointing circulation record in the library. Further encouragement to students is needed in order that they might realize the full value of the Learning Resources Center, particularly the library.
- D. There needs to be a continuing examination of the possible application of computer services and instructional media to the instructional program.

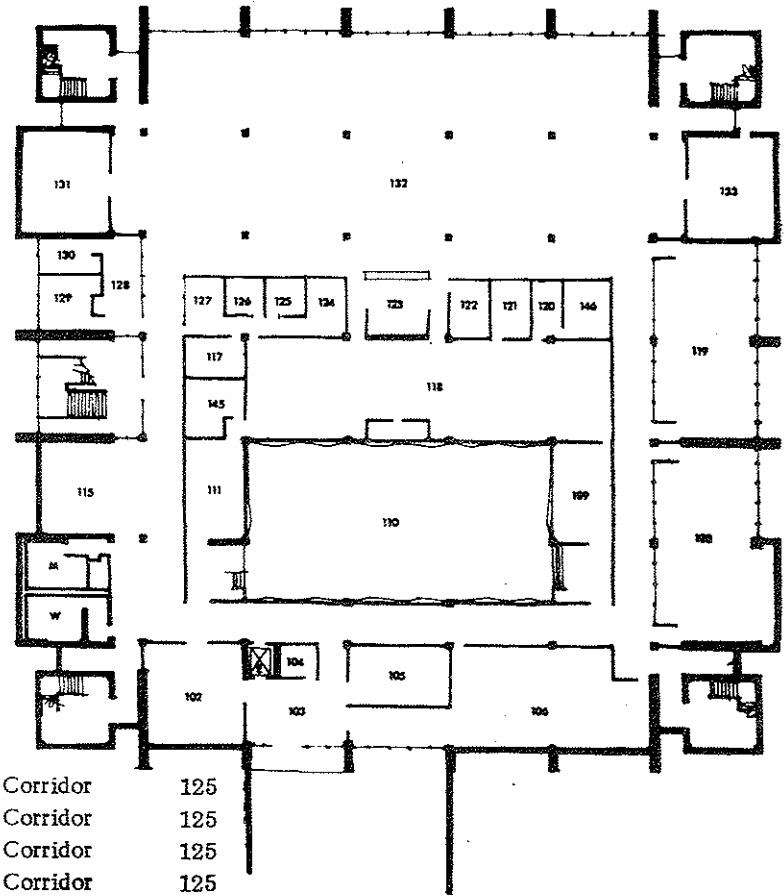
APPENDIX H

# LEARNING RESOURCES CENTER - First Floor, t.v. & media

## UNIT F

Room No.	Area	Count	Description	Sq. Ft.
101	- 020	02	Stair	380
102	5000 720	40	Shop	613
103	5000 720	40	Receiving	465
104	- 030	03	Machine Room	75
105	5000 720	40	Library Receiving	362
106	5000 720	40	A. V. Maint. & Dist. Center	1420
107	- 020	02	Stair	380
108	5000 410	40	Language	1309
109	5000 535	40	Control	374
110	5000 530	40	T. V. Live Studio	3396
111	5000 530	40	Graphics & Storage	374
112	- 010	01	Custodian	38
113	- 030	03	Women's Toilet	214
114	- 030	03	Men's Toilet	153
115	5000 410	40	Reading Area	613
116	- 020	02	Stair	613
117	5000 535	40	Workroom	140
118	5000 530	40	Master Distribution	2207
119	5000 410	40	Language	1179
120	5000 535	40	Darkroom	121
121	5000 535	40	Tape	153
122	5000 535	40	Film Preview	153
123	5000 530	40	Circulation Desk	371
124	5000 310	40	Director	153
125	5000 310	40	Planning Room	104
126	5000 310	40	Office	104
127	5000 310	40	Reception	153
128	5000 310	40	Reception	293
129	5000 310	40	Dean's Office	196
130	5000 350	40	Conference	131
131	- 030	03	Mechanical Equipment	557
132	5000 530	40	Listening Stations	8174
133	- 020	03	Mechanical Equipment	557
134	- 020	02	Stair	380
135	- 020	02	Stair	380

136	- 020	02	Corridor	125
137	- 020	02	Corridor	125
138	- 020	02	Corridor	125
139	- 020	02	Corridor	125
140	- 020	02	Vestibule	47
141	- 020	02	Corridor	1103
142	- 020	02	Corridor	1029
143	- 020	02	Corridor	967
144	- 020	02	Corridor	98
145	5000 535	40	Workroom	189
146	5000 535	40	Darkroom	180
147	- 020	02	Elevator	52



UNIT F LEARNING RESOURCES CENTER - FIRST FLOOR

WILLIAM RAINEY HARPER COLLEGE  
PALATINE ILLINOIS

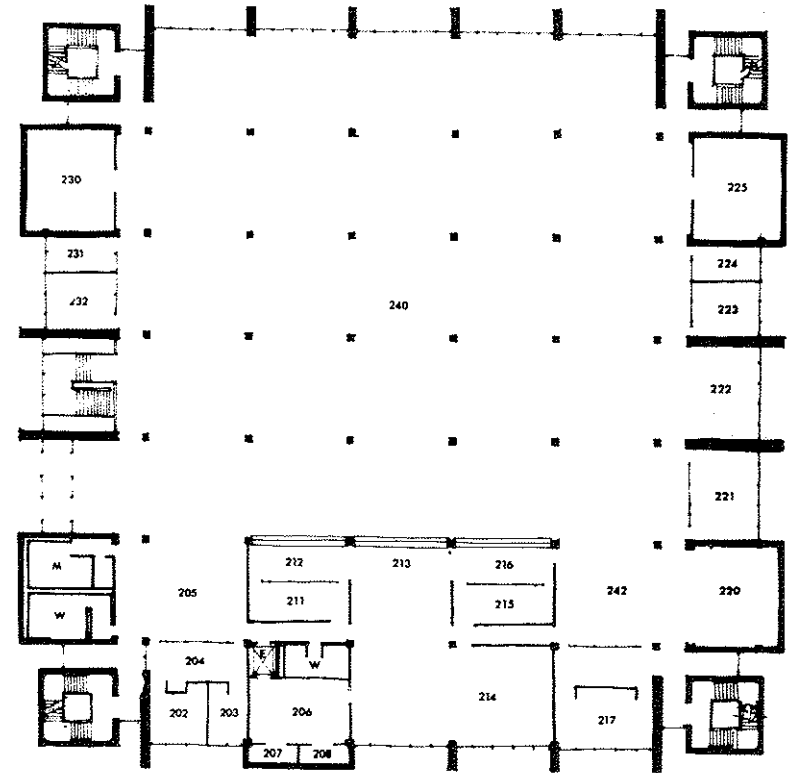


APPENDIX H-2

# LEARNING RESOURCES CENTER - Second Floor, library UNIT F

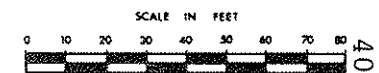
				Sq. Ft.
201	-	020 02	Stair	380
202	5000	310 40	Librarian	178
203	5000	310 40	Assist. Librarian	141
204	5000	310 40	Reception	296
205	5000	430 40	Display	846
206	5000	440 40	Book Processing	417
207	5000	455 40	Storage	128
208	5000	455 40	Storage	128
209	-	455 40	Women's Toilet	126
210	-	030 03	Corridor	143
211	5000	310 40	Circulation Librarian	255
212	5000	440 40	Circulation Desk	260
213	5000	440 40	Reserve Books	650
214	5000	440 40	Technical Services	1300
215	5000	310 40	Reference Librarian	255
216	5000	310 40	Reference Desk	260
217	5000	650 40	Staff/Faculty	625
218	-	020 02	Stair	380
219	-	020 02		125
220	5000	410 40	Microfilm	778
221	5000	410 40	Reading	407
222	5000	650 40	Lounge	407
223	5000	350 40	Seminar Conference	246
224	5000	410 40	Typing	161
225	-	030 03	Mechanical Equip.	557
226	-	020 02	Corridor	125
227	-	020 02	Stair	380
228	-	020 02	Stair	380
229	-	020 02	Corridor	125
230	-	030 03	Mechanical Equip.	557
231	5000	410 40	Group Study	161
232	5000	410 40	Group Study	246
233	-	020 02	Stair	407
234	-	020 02	Vestibule	165
235	-	020 02	Vestibule	47

236	-	030 03	Men's Toilet	153
237	-	010 01	Custodian	38
238	-	030 03	Women's Toilet	214
239	-	020 02	Corridor	125
240	5000	430 40	Stacks	17,888
241	-	020 02	Corridor	128
242	5000	430 40	Periodicals	650
243	-	020 02	Corridor	128
244	-	020 02	Elevator	52
245	-	020 02	Entrance Turnstyle	259



UNIT F LEARNING RESOURCES CENTER - SECOND FLOOR

WILLIAM RAINY HARPER COLLEGE  
PALATINE ILLINOIS



APPENDIX H-3

CIRCULATION REPORT 1967-1968

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During the Fall, 1967, and Spring, 1968 semesters - from September 13, 1967 through June 14, 1968 - 16,982 patrons used the Library. This included ALL patrons who visited the Library in the 191 operating days of that calendar period.

This averages 126 patrons per day when Fridays and school holidays are excluded from the computed total.

The OVERALL average was 88 patrons each day for ALL days the Library was open to the student body and faculty.

AVERAGE DAILY STUDENT USE OF THE LIBRARY: SEMESTER TOTALS

Period	First Semester		Second Semester		Year Total	
	Average	Total	Average	Total	Average	Total
Before Noon						
9:00 - 12:00	-1	45	1+	97	1	142
12:00 - 4:00	25	1682	25	1655	25	3337
Period 1	18	1198	20	1337	19	2535
Period 2	29	1990	31	2077	30	4067
Period 3	29	1947	28	1868	28	3815
Period 4	18	1205	18	1174	18	2379
Period 5	6	382	4	266	5	648
Totals	124	8449	128	8474	126	16,923

BOOK CIRCULATION

During the first semester of operation, Harper College Library circulated 2381 books of all types--about 35 books per class day. This is an average of 1.3 books per student, using the official school registration figures of 1725 students.

The second semester the Library circulated 2882 books--about 43 per class day--for an average figure of 1.6 books per student based on the official registration figure of 1824 students.

The overall yearly average was 1.48 considering the TOTAL number of students in school (3549) and the TOTAL number of books circulated (5263). About 39 books were withdrawn per class day on the average.

APPENDIX H-3 (cont.)

PRINTED MATERIAL CIRCULATION: excluding Fridays and holidays

Class	First Semester		Second Semester		Grand Totals	
	Per Day	Total	Per Day	Total	Per Day	Total
Books:						
2 week loan	20	1323	36	2352	27	3675
2 hour loan	9	630	5	332	7	962
Overnight	-1	59	1	69	1-	128
3 day loan	-1	43	-1	32	-1	75
Reference	--	9	-1	22	-1	31
Periodicals:						
2 hour loan	2-	133	5	386	4	519
Overnight	1	69	3-	184	2	253
Pamphlets:	--	3	--	1	--	4
Totals	33	2269	51	3378	42	5647

APPENDIX H-3 (cont.)

MONTHLY/SEMESTER/YEARLY TOTALS FOR AVERAGE DAILY USE OF HARPER LIBRARY. These totals exclude Fridays and holidays.

	Sept.	Oct.	Nov.	Dec.	Jan.	First Semester	Feb.	Mar.	Apr.	May	June	Second Semester	Totals
Before Noon	0/0	-1/19	-1/15	-1/8	-1/13	-1/45	1/19	2/25	1/17	2/35	-1/1	1/97	1/142
12:00 - 4:00													
before classes	15/154	22/394	29/467	28/335	28/332	25/1682	24/389	33/528	25/331	22/371	9/36	25/1655	25/3337
Period 1	14/122	19/347	18/288	20/242	17/199	18/1198	17/269	23/375	24/307	20/337	12/49	20/1337	19/2535
Period 2	22/222	31/556	35/566	30/365	23/281	29/1990	34/538	34/542	32/422	30/505	18/70	31/2077	30/4067
Period 3	27/272	37/662	28/450	25/301	22/262	29/1947	33/500	25/407	28/376	30/504	15/61	28/1868	28/3815
Period 4	12/122	22/387	19/309	17/206	15/181	18/1205	19/302	19/309	20/264	16/274	6/25	18/1174	18/2379
Period 5	5/51	8/137	5/82	5/65	4/47	6/382	6/94	4/69	2/33	3/61	2/9	4/266	5/648
TOTALS	94/943	138/2492	136/2177	128/1522	110/1315	124/8449	130/2131	141/2255	135/1750	123/2087	63/251	128/8474	126/16923

The first figure listed for each month is the AVERAGE figure. Following it is the actual total.

MONTHLY/SEMESTER/YEARLY PRINTED MATERIALS CIRCULATION for Harper College Library: School Year 1967-1968

	Sept.	Oct.	Nov.	Dec.	Jan.	First Semester	Feb.	Mar.	Apr.	May	June	Second Semester	Totals
Books													
2 week loan	8/79	14/257	27/434	26/315	20/238	20/1323	18/285	64/700	50/653	41/688	7/26	36/2352	27/3675
Reserve:													
2 hour	25/253	11/199	7/122	3/38	2/18	9/630	7/107	6/98	3/39	5/85	1/3	5/332	7/962
Overnight	0/0	--/5	1/25	2/22	1/7	1/59	2/38	1/20	--/4	--/7	00/0	1/69	1-/128
3 day loan	1/13	1/14	1-/8	-1/7	--/1	-1/43	--/0	1/14	1/10	0/8	00/0	1/32	1/75
Ref. books	00/0	00/1	-/2	--/1	--/5	-1/9	--/9	--/7	--/4	--/2	--/0	1/22	-1/31
Periodicals													
2 hours	00/0	1/24	5/73	2/20	1/16	2/133	2/33	7/109	6/85	9/150	2/9	5/386	4/519
Overnight	00/0	--/4	1/14	2/18	3/33	1/69	1/22	2/33	4/56	4/73	--/0	3/184	2/253
Pamphlets	--/0	--/1	--/1	--/1	--/0	1/3	--/1	00/0	--/0	--/0	--/0	1/1	--/4
TOTALS	35/345	28/505	42/689	35/422	27/318	33/2269	31/495	61/981	66/851	60/1013	10/38	51/3378	42/5647

The first figure listed for each position is the AVERAGE figure. Following it is the actual number.

APPENDIX H-3 (cont.)

16mm FILM RENTALS

The following lists the film use of the various divisions of Harper College during the first two semesters of operation. The total includes ONLY those films rented through the Library for faculty members.

Rentals handled by the individual instructor or department AND those uses of films the Library owns are NOT included in the total figure.

Business: 35; Communications: 23; Engineering: 0; Humanities and Arts: 0; Law Enforcement: 29; Social Science: 75;  
Math and Natural Science: 29

TOTAL: 191

AUDIO-VISUAL MATERIALS

In the 134 days A-V materials were distributed to classroom since the fall term began, the following number were circulated from the Library. Each indicated use is a PERIOD USE; the same item may have been used more than once per day.

The large jump in the reported total use of some A-V materials during the second semester is explained by the OFFERING of these materials in December and January. A good example is the student use of the listening stations which were first offered in January, 1968.



## APPENDIX H-3 (cont.)

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ITEM	FIRST SEMESTER		SECOND SEMESTER		YEAR TOTAL	YEAR AVERAGE	TOTAL AVERAGE USE: INCL. ALL DAYS LIBRARY WAS OPEN	
	Total	Average	Total	Average			Total	Average
8mm film loops began 2/1968		--	20	-1	20	-1	20	-1
Film Strip Proj.	23	-1	79	1	102	-1	105	-1
Listening Station began 1/1968	12	-1	146	3-	158	1+	163	-1
Microfilm began 4/1968	-	-	6	-1	6	-1	10	--
Microphones	15	-1	21	-1	36	-1	38	--
Overhead Proj., Opaque	49	-1	87	1+	136	1	137	-1
Transparency	258	4-	486	7	744	6	764	4
Reading Accelerators	47	-1	25	-1	72	-1	72	--
Record Players	56	-1	103	2-	159	1	1660	-1
Records	134	2-	122	2-	256	2-	298	1-
Screens (general)	6	--	78	1+	84	-1	93	--
16mm films (mostly rental)	489	7	543	8	1032	8	1039	6-
Projectors for all films	479	7	540	8	1019	88	1065	-6
Screens	10	-1	78	1+	88	-1	93	--
Slide Projectors	94	1+	115	2-	209	2-	213	1-
Slides (Library owned)	91	1+	0	0	96	-1	96	--
Tape Recorders (Lib. owned)	91	1+	61	1-	152	1+	163	-1
Tapes	2	-1	29	-1	31	-1	31	--
TOTALS	1861	27	2572	39	4433	33	4455	36

APPENDIX H-4

CIRCULATION REPORT 1968-1969

Through the Fall, 1968 and Spring, 1969 semesters - from September 16, 1968 through June 13, 1969 - 21,842 patrons used the Library facilities at Elk Grove while 10,304 visited the Forest View facilities.

Overall, 32,146 patrons visited Harper Library facilities during the 1968-1969 school year of 215 operating days. This averages (Elk Grove only) at 102 patrons per day.

Average use during class days ONLY - excluding Fridays and school holidays from the total - was 175 per day at Elk Grove and 84 per day at Forest View.

Headcount Totals: Elk Grove and Forest View

	First Semester	Second Semester	Totals
Elk Grove	7,866	13,976	21,842
Forest View	3,655	6,649	10,304
Totals	11,521	20,625	32,146

APPENDIX H-4 (cont.)

Circulation

Printed Materials:

During the first summer session, in 1968, Harper College Library circulated 643 books of all types - about 21 books per class day. This is an average of less than one book (.6) per student based on the official school registration of 980 summer students.

The Fall, 1968 semester, the Library opened the new Forest View facilities in addition to the Elk Grove Library: 4,000 books of all types - 74 books per class day were circulated to 3,735 students during the semester.

The second semester 4,248 books - approximately 61 per class day - circulated to 3,355 students, an average of 1.3 books per student.

A three semester total averages 1.09 books loaned per student with 8,891 books withdrawn by 8,070 Library patrons. About 57 books were circulated each class day during the three semester period.

On the basis of the application of a full-time equivalent factor, 1.85 books were loaned to each student during the Fall and Spring semester. (4451 F.T.E., 8,248 books loaned).

A-V Materials:

The following figures are representative of both Faculty and Student use of audio-visual materials. Large numbers of audio-tapes and records were used by the faculty in both classroom and off campus programs of self-education.

Student use of audio tapes was determined to a large extent by instructor assignments, usually in the Social Sciences. These were generally used at Forest View.

The microfilm use was almost exclusively that of the student body. Sixteen MM film use, on the other hand, was almost completely employed by the Faculty in classroom use.

APPENDIX H-4 (cont.)

The audio-visual equipment statistics cover the period June 17, 1968 through June 13, 1969 and are totals for all days the Libraries were open to the student body. Greatest use was made of these materials during class days.

16 MM Film Rentals

Film rental totals for 1967-1968 and 1968-1969 are listed below. The 1968-1969 figures include the summer 1968 session and so preclude exact comparisons between years. Summer film use was relatively light, however, and the fact of greatly increased film rentals during 1968-1969 Fall and Spring terms remains.

The totals include ONLY those films rented by the Library for faculty members. Rentals initiated by individual instructors or departments and use of Library owned films are not included.

	Sept. - June 1967 - 1968	June - June 1968 - 1969
Business	35	168
Communications	23	12
Dental Hygiene	0	16
Engineering	0	0
Humanities and Fine Arts	0	98
Law Enforcement	29	26
Math and Physical Science	29	55
Nursing	0	29
Social Science	75	223
TOTAL	191	627

APPENDIX H-4 (cont.)

First Semester

	Sept.	Oct.	Nov.	Dec.	Total
Elk Grove	38/751	110/2655	120/2270	115/2190	97/7866
Forest View	11/340	36/675	91/1360	58/1280	58/3655
Total	1091	3330	3630	3470	11,521

Second Semester

	Jan.	Feb.	Mar.	Apr.	May	June	Total	Yearly Grand Total
Elk Grove	76/1510	138/2765	155/3229	126/2653	159/3351	47/468	117/13976	21842
Forest View	95/1138	85/1364	86/1463	80/1273	78/1258	38/153	77/6649	10304
Total	2648	4129	4692	3926	4609	621	20625	32146

Student Enrollment Figures - Official Admissions Office:

Summer 1968	=	980
Autumn 1968	=	3735
Spring 1968	=	<u>3355</u>
Total	=	8070

APPENDIX H-4 (cont.)

AUDIO VISUAL MATERIALS  
Semester and Yearly Totals

AV Materials	Summer-1968	First Semester			Second Semester			Yearly Grand Total
		E.G.	F.V.	Total	E.G.	F.V.	Total	
Film loops	0	0	0	0	32	0	32	32
Film strips	7	0	0	0	55	1	56	63
Microfilm	1	51	0	51	160	0	160	212
Records	6	140	17	157	389	5	394	557
Tapes	4	145	5	150	425	24	449	603
16 mm film (includes rentals)	83	830	191	1,021	567	149	716	1,820
Slides	0	32	0	32	238	0	238	270
Video tapes	0	0	0	0	33	0	33	33
<b>Total</b>	<b>101</b>	<b>1,198</b>	<b>213</b>	<b>1,411</b>	<b>1,899</b>	<b>179</b>	<b>2,078</b>	<b>3,590</b>

The statistics cover the period June 17, 1968 through June 13, 1969 and are totals for all days the Libraries were open to the student body. By far greatest use of these materials was made during class days.

APPENDIX H-4 (cont.)

A-V Equipment

Most widely used by faculty in classroom teaching situations, these equipment loans represent standard items (transparency projectors and 16mm projectors), more advanced machinery (video tape) and new machines (cassette recorders) operated by instructors on their way to and from campus or as a supplement to conventional individual study where outside power sources are not readily available.

Microfilm reader use, as mentioned above, was the single category monopolized by student users.

AUDIO VISUAL EQUIPMENT  
Semester and Yearly Totals

Equipment	Summer-1968	First Semester			Second Semester			Yearly Grand Total
		E.G.	F.V.	Total	E.G.	F.V.	Total	
Camera	0	0	0	0	0	0	0	0
Film loop projector	0	9	0	9	8	0	8	17
Film strip projector	7	17	4	21	80	3	83	111
Listening station	2	368	0	368	890	0	890	1,260
Microphone	4	12	0	12	10	0	10	26
Microfilm reader	1	24	0	24	62	0	62	87
Overhead projector	136	721	213	934	576	102	678	1,748
Opaque projector	24	93	25	118	47	4	51	193
Reading accelerator	1	0	0	0	4	0	4	5
Record player	20	43	38	81	86	45	131	232
Tape recorder	14	440	176	616	425	117	542	1,170
16 mm projector	84	974	191	1,165	560	156	716	1,965
Screen	9	43	10	53	35	3	38	100
Slide projector	46	217	11	228	471	43	514	788
Video tape recorder	0	16	224	240	30	221	260	500
Total	348	2,977	890	3,867	3,293	694	3,987	8,202

APPENDIX H-4 (cont.)

HEAD COUNT TOTALS: MONTHLY/SEMESTER/YEARLY - ELK GROVE AND FOREST VIEW

PRINTED MATERIAL CIRCULATION TOTALS

	SUMMER 1968				FALL 1968					SPRING 1969					GRAND		
	June	July	Aug.	TOTAL	Sept	Oct.	Nov.	Dec.	Jan.	TOTAL	Feb.	Mar.	Apr.	May	June	TOTAL	TOTAL
Books: 2 wk.	128	401	78	607	260	921	927	770	473	3351	738	435	1251	886	64	3374	7332
Reserve: 2 hr	0	21	1	22	131	258	63	71	78	601	68	8	119	205	8	408	1031
Overnight	0	3	0	0	0	-	-	-	-	0	89	63	145	95	0	392	395
3 day	2	4	2	8	0	18	14	1	2	35	12	7	10	1	0	30	73
Reference	1	2	0	3	0	5	0	4	4	13	9	14	10	10	1	44	60
Periodicals	5	59	28	92	25	120	69	112	64	390	54	25	49	82	1	211	693
Pamphlets	0	0	0	0	0	0	0	4	0	4	0	0	0	0	0	0	4
TOTAL	136	490	109	735	416	1322	1073	962	621	4394	970	552	1584	1279	74	4459	9588

The statistics cover the period June 17, 1968 through June 13, 1969 and are totals for all days the Libraries were open to the student body.



APPENDIX H-5

HARVARD COLLEGE LIBRARY CIRCULATION REPORT  
Fall Semester-September 15 - January 16, 1969-1970

418

Use of Library by Patrons

A head count of persons using the library was taken every half hour (8:30 AM - 9:30 PM Monday through Thursday; 8:30 AM - 4:30 PM Friday; 9:30 AM - 11:30 AM Saturday). Totals and averages can be given for each hour, but the statistics do not give a total patron count per day or week.

A total of 60,204 patrons were counted (hourly) during the 18 week period. During 78 class days (excluding Saturdays) an average of 795 persons per day were counted, or 4,266 per week. The Saturday vacation average was 14 patrons per day. Heaviest use of the Library was between 10 AM to 2 PM on class days.

The following chart presents Library use for total school days (78); Saturdays and vacation (20) and all days open (98). Statistics are given hourly, by day hours (8:30 AM - 4:30 PM); by night hours (5:30 PM - 9:30 PM); and by Saturdays and vacations.

APPENDIX H-5 (cont.)

Head Count	Total Class Days (78)	Average Per Day	Average Per Wk. (14)	Total Saturdays Vacations (20)	Average Per Day	Average Per Wk. (4)	All Days Open (98)	Average Per Day	Average Per Wk. (18)
8:30 AM	2320	30	166	3	.4	.7	2323	24	128
9:30 AM	5637	72	402	34	2	8	5661	58	314
10:30 AM	6745	86	482	58	3	14	6803	69	378
11:30 AM	8010	103	572	91	4.5	24	8101	83	450
12:30 PM	7770	100	556	20	.1	5	7790	80	433
1:30 PM	7722	99	552	18	1	5	7740	79	430
2:30 PM	6269	83	448	21	1	5	6290	64	349
3:30 PM	4671	60	334	16	.9	4	4687	48	260
4:30 PM	2714	35	194	-	-	-	2714	31	151
5:30 PM	1886	30	135	-	-	-	1886	30	105
6:30 PM	2279	36	163	-	-	-	2279	36	127
7:30 PM	1657	26	118	-	-	-	1657	26	92
8:30 PM	1372	22	98	-	-	-	1372	22	76
9:30 PM	901	13	64	-	-	-	907	13	50
<u>TOTAL HOURS</u>	59953	795	4266	261	14	65.7	60204	663	3343
<u>AVERAGE PER DAY</u>	795	-	-	-	-	-	663	-	-
8:30-4:30 Total	51858	668	3766	-	-	-	52109	536	2893
Average Day Hours	-	-	-	-	-	-	-	-	-
5:30-9:30 Total	8095	127	560	-	-	-	8095	127	450
Average Night Hours	-	-	-	-	-	-	-	-	-

APPENDIX H-5 (cont.)

Circulation of Printed Materials

During the 18 weeks of fall semester, 1969, Harper College Library circulated a total of 7491 books for home use. This is 76 per day (including Saturdays) or 416 per week.

Of the total number of books circulated, 7028 were loaned to students and 463 to faculty. This is an average of 1.9 books per student, based on the official school registration of 3,673 F.T.E.

Separate statistics were not kept for student and faculty use of reserve items, periodicals and reference books. Circulation of these materials amounted to a total of 874 (9 per day or 48 per week).

Circulation Statistics

	Total Class Days (78)	Average Per Day	Average Per Wk. (14)	Total Saturdays & Vacations (20)	Average Per Day	Average Per Wk. (4)	All Days Open (98)	Average Per Day	Average Per Wk. (18)
<b>Printed Materials</b>									
<b>Books-2 wk.:</b>									
Students -	6803	85	485	225	11	56	7028	71	390
Faculty -	452	6	32	11	.5	3	463	5	26
<b>Total</b>	<b>7255</b>	<b>93</b>	<b>518</b>	<b>236</b>	<b>12</b>	<b>59</b>	<b>7491</b>	<b>76</b>	<b>416</b>
<b>Reserve:</b>									
2 hr. overnight	663	80	47	23	1	6	686	7	38
3 day loan	79	1	6	0	0	0	79	.7	4
<b>Magazines:</b>									
2 hr. overnight	88	1	6	9	.5	.1	97	1	5
<b>Reference:</b>	<b>12</b>	<b>2</b>	<b>.8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>12</b>	<b>.1</b>	<b>.7</b>
<b>Fines Collected</b>	<b>\$426.14</b>	<b>\$5.46</b>	<b>\$30.44</b>	<b>\$12.05</b>	<b>.60¢</b>	<b>.15¢</b>	<b>\$438.19</b>	<b>\$4.47</b>	<b>\$24.34</b>

APPENDIX H-5 (cont.)

Non-Print Material

The following chart indicates the use of microfilm in the Library and use of the 3M copier. "Internal" means copies made for the Learning Resource Center. "External" signifies copies made for various departments and students. "Free" includes those copies made for LRC and for educational use by faculty. For personal use, faculty are charged .05¢ per copy and students .10¢ per copy.

There were 702 more external copies made than internal, and 89 percent of all copies made were without charge.

AV Material	Total Class Days (78)	Average Per Day	Average Per Wk. (14)	Total Saturdays Vacations (20)	Average Per Day	Average Per Wk. (4)	All Days Open (98)	Average Per Day	Average Per Wk. (18)
Microfilm	179	2	13	0	0	0	179	1.8	10
3M copies - TOTAL	10711	137	765	287	14	72	10998	112	611
Bad copies	1021	13	73	37	2	9	1058	11	58
Good Internal	4495	58	321	124	6	31	4619	47	256
Good External	5195	67	371	126	6	31.5	5321	54	295
Free	9648	124	689	170	9	43	9818	100	545
No. paid .05¢	253	3	18	0	0	0	253	2.5	14
No. paid .10¢	548	7	39	27	1.3	7	575	6	32
MONEY TOTAL	\$ 67.45	.86¢	\$ 4.81	\$ 2.70	.13¢	.67¢	\$ 70.15	.72¢	\$ 3.90



## APPENDIX H-7

## EQUIPMENT REQUESTS

September 15 to November 7, 1969

	<u>Filled</u>	<u>Unfilled*</u>	<u>Totals</u>
Carts	393	0	393
Cassette Tape Recorders	85	0	85
8mm Projectors	3	0	3
Extension Cords	44	0	44
Filmstrip Projectors	54	19	73
Monoral Record Player	65	8	73
Opaque Projectors	67	15	82
Overhead Projectors	226	22	248
16mm Projectors	197	37	234
Slide Projectors	62	0	62
Stereo Record Player	39	0	39
Tape Recorders	126	12	138
Video Tape (Play and Record)	103	23	126
Totals	<u>1,464</u>	<u>136</u>	<u>1,600</u>

\* Unfilled for lack of equipment

## APPENDIX H-8

## PROJECTS COMPLETED

SEPTEMBER - NOVEMBER, 1969

<u>Project</u>	<u>Total</u>
Ditto Masters	94
Transparencies	893
Audio Tapes	360
Black and White negatives (primarily Community Relations)	1,400
Colored Slides (primarily Community Relations)	290
Instructional Slides	203
Total	<hr/> 3,240

CHAPTER X  
HARPER COLLEGE  
AND ITS EFFECT ON  
THE COMMUNITY  
IT SERVES



CHAPTER X  
HARPER COLLEGE AND ITS EFFECT ON  
THE COMMUNITY IT SERVES

I. THE COMMUNITY

William Rainey Harper College serves that geographical area which is identified as the Northwest Suburbs. The district is served by the Chicago and Northwestern Railroad which extends radially through the center of the district from Des Plaines to Barrington. Five of the communities served by Harper are divided by the railroad and the remainder have easy access to it. In addition, the Northwest Tollway and the John F. Kennedy Expressway make auto travel to the center of the Chicago metropolitan area a relatively simple task. As a consequence, the Northwest Suburbs have become a choice residential area. The emergence of O'Hare International Airport as one of the world's busiest airports has added to the attraction of the area. The airport has furnished considerable employment to the area and attracted numerous industries.

The population of the college district has risen approximately 12,000 persons per year since 1950. In a study which preceded the opening of the college, the Arthur D. Little Company estimated that about 2,000 jobs per year were being added during that same period of time.

Despite this growth in available employment, the majority of the district's workers are still commuters. These workers are well-paid, as revealed in Chapter 7, and the majority of adults over twenty-five years of age have had some education beyond high school. This would indicate that the members of the community have especial interest in Harper College and the opportunity for higher education it offers. The college has responded by seeking to involve and serve the members of that community in many and varied ways.

## II. THE BOARD OF TRUSTEES

Chapter III considers the role of the Board of Trustees of Harper College. These representatives of the community offer one of the most immediate avenues for community participation in the college. The role of the Trustees is fixed by law and policy, and the existence of the Board insures that the community does have a point of direct access to the college. Subsequent to the establishment of Junior College District #512, forty-eight people filed for the opportunity to represent the community. Seven of these forty-eight were elected and five of the current trustees were members of that original group.

### III. ADVISORY COMMITTEES

The concept of the advisory committee is not a product of law. Rather it is a recognition by the college of the positive role that the citizens of the community can play in the determination and planning of appropriate programs and curricular offerings.

#### Industrial Steering Committee

One of the major advisory committees is the Harper Industrial Steering Committee. This committee is comprised of a number of prominent executives who direct businesses in the Harper area. Appendix I-1 lists the members of the current committee. The committee serves to provide a direct communication link between representative industries of the Northwest Suburbs and Harper College in order that the college may effectively furnish long and short range educational programs that meet needs of the industries of the area. The committee gives general guidance to the college in the selection of new one or two year technical programs which might be necessary to the district. The committee also provides information concerning courses for management or mid-management and personnel. In addition, the group offers guidance in the planning of workshops and seminars that would be valuable. Further, the committee furnishes direction concerning

recruitment criteria in order that programs furnish necessary skills for direct entrance into work.

Two major executive seminars have grown out of this group. In February, 1970, forty-one executives attended a seminar led by Dr. Ralph Nichols, University of Minnesota. A second seminar in March was entitled "Improved Performance Through Coaching" led by Professor Norman C. Allhiser, University of Wisconsin.

#### Citizens' Advisory Committees

In addition to the Steering Committee, Harper College utilizes Advisory Committees, committees composed of community leaders in business, industry and government. The use of these committees gives these individuals the opportunity to contribute valuable counsel and service to the institution. The committees assume numerous responsibilities. First, they offer recommendations concerning the content of vocational and professional educational programs. Second, they recommend appropriate standards for the selection of students for various professional and vocational programs. The committees recommend space allocations and necessary equipment. They evaluate programs and make recommendations for improvement. The groups apprise the college of changes occurring in vocations and professions. They assist in opening avenues of employment, and finally they help in locating qualified instructional personnel. Appendix I-2 gives a detailed listing of the role of ad-

visory committees. Appendix I-3 indicates those advisory committees that currently exist.

#### IV. ADULT AND CONTINUING EDUCATION

The role of continuing education is considered at some length in Chapter V. Its impact on the community is, however, of such magnitude that it should receive mention at this point. In brief, the college offers an evening program that parallels the day program so that an interested adult can fill out a full program and work toward a degree if he should desire. The second semester registration in 1969-1970 saw more than 2,000 students enter the continuing education program.

In addition to the regular courses, the college has offered a number of special courses. As earlier noted, there are non-credit adult education courses. The length of these courses and the point at which they are introduced are determined by the demands of the particular course. During the second semester, 1970, twenty non-credit courses were offered and fifteen of them had a response that made them viable course offerings. One of the most interesting features of the fifteen is that one of the courses was conceived by a group of young students who helped plan the curriculum and then interested an adequate number of students to insure its being offered. The course was in ground aviation and received almost immediate student support.

The college has also moved into the community. Four courses were offered in quarters in Buffalo Grove, one of the

villages served by Harper. Each of the four received a satisfactory response. A course in business organization was initiated at the United States Defense Supply Agency at O'Hare Field, and the Motorola Corporation joined the college in offering its employees a technical writing course.

Finally, Harper served as a center for a pair of extension offerings from Northern Illinois University in nearby DeKalb.

#### V. COMMUNITY RELATIONS

In an effort to insure community awareness of and use of the institution's programs and facilities, Harper College maintains a Community Relations Office. While many of the functions of this office might be identified as public relations activities, the office also assumes the responsibility of conveying to the community an awareness of available resources of the institution and creating and identifying appropriate uses for these facilities. Harper is rapidly becoming a community center. The institution's Facilities Coordinator began scheduling groups into college facilities in October, 1969. Since that time, the available facilities have been used by community groups with increasing frequency. From October 1, 1969 to January 31, 1970, seventy-eight groups have scheduled meetings. As Chapter VIII indicated, approximately three meetings per week have been dinner meetings catered by the college Food Services.

## VI. CULTURAL ACTIVITIES

While numerous cultural activities are available to the community, the majority of these activities are planned primarily for students, and the public is invited to join in the activity. The comments concerning cultural activities in Chapter VIII are generally applicable here. No separate counts have been made of public attendance and student attendance. The major obvious exception to these comments would be the community chorus. The music department offers members of the Harper community the opportunity to participate in choral activities. The eighty voice chorus is composed primarily of non-students. A community orchestra draws thirty-one musicians. While the chorus and orchestra experiences have been the cultural activities most directly aimed at those persons in the community who are not necessarily students, it would be unfortunate to suggest that the presentations of the film series and the cultural arts series have been alien to adult tastes. Both of the series have offered widely varied selections.

Programs presented by students are also open to the public. The members of the Harper Players are currently preparing their second set of three one-act plays, and the music and art programs offer regular presentation of student works. Likewise, athletic events are open to the public.

## VII. COMMUNITY SERVICES

Harper College has introduced a number of services that are available to members of the community. Some of these are



directly related to certain career programs. The Dental Hygiene program serves as an excellent example. The clinic's facilities are open to Harper faculty and staff as well as to the residents of the district. The director of the clinic has made a special effort to extend these services to children's homes and other such institutions where there are economic benefits as well as health benefits. The clinic treated 2,950 patients between October, 1969 and February, 1970. Even with the clinic's modest fees and substantial number of no-charge cases, there was an income of \$2,334. The director estimates that the clinic will be serving 5,500 patients during the regular school year plus a proportionate number during the summer session. Students from the nursing programs and the law enforcement programs are also involved in community activity.

The proposed testing center (see Chapter VIII) would add another valuable service as has the present acceptance of Harper College as a GED test center.

Harper furnishes speakers to groups on a regular basis, and also allows its faculty members to participate in community projects such as school evaluations, architectural planning and seminars.

The Computer Center's commitment to elementary and secondary school districts within the Harper district has been explored in Chapter IX.



## VIII. CHAPTER SUMMARY

William Rainey Harper College recognized early the responsibility it has to serve as an activity center for the community. A part of this responsibility was met by the early recognition of the role of advisory committees. During the past six months since the move to the permanent campus, major progress has been made in fulfilling the college's responsibility to the community. Substantial progress has been made in the area of continuing education, and positive moves have been made in the areas of services and community relations. It remains apparent, however, that as the college grows, there will be a concomitant obligation to assume an increasing role as a community center.

A survey conducted by Harper's Director of Planning and Development and earlier identified as Appendix E-3 suggested that the majority of respondents to that survey had a positive reaction to Harper, but that same survey revealed that the number of adults who associated the work community with Harper was relatively small. This suggests that there is still a challenge facing the college.

Strengths

- A. Harper's facility offers an excellent site for meetings.
- B. The Food Services Department is prepared to extend excellent catering services to community groups.

- C. The continuing education and adult education programs are taking a firm hold in the community.
- D. The public is encouraged to participate in the lecture series prepared for students.
- E. Certain career programs have already had a significant impact on the community as a result of services they can offer.

#### Weaknesses

- A. The college needs to investigate the possibility of developing a subscription series of cultural programs that would be specifically directed at the general public.
- B. While there are good meeting facilities, the physical plant does not offer a performing center that encourages community participation in the performing arts.
- C. The concept of community service is not yet universally pervasive within the institution. All members of the Harper staff should develop an understanding of this concept if the total resources of the college are to be effectively utilized.
- D. Harper College must make a continuing assessment of the possible directions community activity might take. The college must be both receptive to the requests of the community, and continue to initiate activities in this area.

APPENDIX I

## APPENDIX I-1

## HARPER INDUSTRIAL STEERING COMMITTEE

Charles Haneline  
Vice President of Operations Planning  
United Air Lines

F. R. Ward  
Director of Service  
Nuclear - Chicago

Chester J. Guiliani  
President of UOP, Process Division  
Universal Oil Products

Edwin C. Bruning  
Executive Vice President  
Charles Bruning Company

John Kuranz  
Senior Vice President  
Nuclear - Chicago

Jack Glatt  
President  
Keolyn Plastics

William F. Krick  
Manager of Industrial Relations and Administrative  
Services  
Pure Oil Division

Homer L. Marrs  
Vice President and General Manager,  
Communications Division  
Motorola, Inc.

C. E. Ritter  
President  
Weber Marking Systems

James H. Thompson  
Vice President and General Manager  
Bourns Cai, Inc.

Howard Hill  
Director of Personnel  
UARCO

## APPENDIX I-2

## ADVISORY COMMITTEES

Role of Advisory Committees

The Board of Education of Harper College has established specific objectives for the institution which are consistent with the role of the community college in a modern, dynamic and highly technological society. Among these objectives, the following relate directly to the educational program to be offered at Harper College.

- A. To offer the first two years of transfer or pre-professional education of the highest quality to each student and to prepare him within his chosen field of study with a sound background commensurate with the first two years of education at a four-year college or university.
- B. To provide technical-vocational training programs, with certification, to enhance the student's employment opportunities; to provide retraining courses to facilitate the student's adjustment to and reemployment in a labor market of changing technological demands.
- C. To provide appropriate general education for all citizens, assisting them in preparing for a more effective participation in a free society as well as for personal and cultural enrichment in an era which promises more and more leisure time.
- D. To offer opportunities for adults in the community to initiate or to continue a collegiate education.

In order to fulfill the objectives stated above, the Board and faculty must be constantly aware of information on the redistribution of employment opportunities, new occupations, job standards, and specialty requirements. The use of advisory committees provides an opportunity for community leaders in business, industry, and government to participate in the planning of the educational program and contribute valuable counsel and service to the Board, administration, and faculty of Harper College in meeting the objectives of the institution.

Objectives

The primary objective of the advisory committee will be to provide a communication channel between the Board and admini-

## APPENDIX I-2 (cont.)

stration of Harper College, and leaders in various professional and vocational fields. Through this communication channel, the faculty of Harper College will be able to maintain a constant awareness of the changing vocational and professional needs of business, industry, and government and thus respond to these needs by providing a modern, dynamic educational program.

Responsibilities

The following responsibilities are assigned to the committee:

- A. Recommend content of vocational and professional educational programs.
- B. Recommend standards for selection of students for various professional and vocational educational programs.
- C. Recommend space and equipment needed.
- D. Evaluate programs and make recommendations for improvement.
- E. Keep the college informed as to changes occurring in the vocations and professions.
- F. Assist in opening avenues of employment to those trained.
- G. Assist in locating qualified instructional personnel.

A written report containing the recommendations and evaluations of the committee is to be submitted to the appropriate Harper College representative at a date established by the chairman of the committee and the college representative.

Organization

Advisory committees will serve as continuing committees subject to regulations and policies of the Board of Trustees of Harper College. The term of office of committee members shall be one year. However, members may be reappointed from year to year. The advisory committee will convene on invitation of the administration on stated occasions whenever necessary.

Membership

A list of interested persons wishing to serve on an advisory committee, along with recommendations, will be submitted to

## APPENDIX I-2 (cont.)

the Board of Trustees of Harper College. The Board will select not less than seven (7) nor more than fifteen (15) persons to serve as members of an advisory committee. One or more (not more than three) representatives of the administrative or instructional faculty of the college will serve as members of the committee.

Structure

The chairman of each committee will be appointed by Harper College. A college representative will serve as secretary and will be responsible for all correspondence, duplicating, and communications under the direction of the committee.

Meeting

Each advisory committee will hold a "formation" meeting within ten (10) days after receiving notification from the college of the convention of the committee. The committee will then hold such additional meetings as are deemed necessary by the chairman. Place and time of meetings are to be a decision of the committee. Existing facilities of the college will be made available for meetings of the advisory committees and will be considered the office headquarters where all records, monies and supplies will be housed.

APPENDIX I-3

ADVISORY COMMITTEES

for

WILLIAM RAINEY HARPER COLLEGE

FALL, 1969



## APPENDIX I-3 (cont.)

## DENTAL HYGIENE ADVISORY COMMITTEE

Frank Vandever, Curriculum Coordinator

Dr. Rolley C. Batemen  
Palatine, Illinois 10/67

Dr. Edwin M. Bertoglio  
Mt. Prospect, Illinois 10/67

Mrs. Judy Dahlstrom  
Dental Hygienist  
Arlington Heights, Illinois 10/67

Dr. Donald A. Froehlke  
Elk Grove, Illinois 10/67

Dr. William W. Meek  
Palatine, Illinois 10/67

Dr. Frank A. Schroeder  
Arlington Heights, Illinois 10/67

Dr. Marving B. Schumer  
Elk Grove Village, Illinois 10/67

Dr. Rudy A. Seidel  
Mt. Prospect, Illinois 10/67

Dr. Charles H. Shaner  
(Chairman)  
Mt. Prospect, Ill. 10/67

Mrs. R. H. Sullens  
Dental Hygienist  
Mt. Prospect, Ill. 10/67

Dr. E. A. Troutt  
Barrington, Illinois 10/67

Dr. Gordon C. Ward  
Arlington Heights, Ill.

## APPENDIX I-3 (cont.)

## JOURNALISM ADVISORY COMMITTEE

Henry Roepken, Curriculum Coordinator

Richard W. Hainey  
Executive Editor  
Chicago American  
Chicago, Illinois 2/68

Chester K. Hayes  
Executive Director  
Suburban Press Foundations, In.  
Chicago, Illinois 2/68

Edward R. Kenefick  
Vice-President and General Manager  
WBBM-CBS-TV  
Chicago, Illinois 2/68

Robert Lemon  
Vice-President and General Manager  
WMAQ-TV-NBC  
Chicago, Illinois 2/68

Robert Paddock, Publisher  
Paddock Publications  
Arlington Heights, Illinois 2/68

H. Zane Robbins  
Vice-President and General Manager  
Burson-Marsteller Associates  
Chicago, Illinois 2/68

John Stanton  
Publisher  
Day Publications  
Elk Grove Village, Illinois 2/68

Lloyd Wendt  
Associate Publisher  
Chicago American  
Chicago, Illinois 2/68

## APPENDIX I-3 (cont.)

## MECHANICAL DESIGN TECHNOLOGY ADVISORY COMMITTEE

Sander Friedman, Curriculum Coordinator

Alfred Albrecht  
Supervisor, Methods Engineering  
Chicago Aerial Industry  
Barrington, Illinois 8/67

Peter Titre  
Vice Principal  
John Hersey High School  
Arlington Heights, Ill. 8/67

Dale Altman  
Sales Engineer  
Warnecky Electric  
Des Plaines, Illinois 8/67

Norman A. Virta  
Chief Engineer  
Triangle Packaging  
Equipment  
Chicago, Illinois 8/67

Robert Fuchs (Chairman)  
Manager, Design Engineering  
Shure Brothers, Inc.  
Evanston, Illinois 8/67

Edwin Fitzgibbon  
Chief, Technical Occupations  
State Board of Vocational Education  
Springfield, Illinois 8/67

Roland Holt  
Chief, Mechanical Engineer  
Motorola, Inc.  
Palatine, Illinois 8/67

A. G. Petkus  
Vice-President, Engineering  
Procon, Inc.  
Des Plaines, Illinois 8/67

M. Peterson  
Director of Engineering  
Charles Bruning Company  
Mt. Prospect, Illinois 8/67

Gerhard K. Roser  
Director, Engineering  
Weber Marking Systems  
Arlington Heights, Ill. 8/67

## APPENDIX I-3 (cont.)

## MID-MANAGEMENT-MARKETING ADVISORY COMMITTEE

Dana Friedland, Curriculum Coordinator

Edward Buron  
Director Personnel Services  
Jewel Companies  
Melrose Park, Illinois 6/67

Ted Wells  
Jewel Companies, Inc.  
Palatine, Illinois 6/67

Hugh Muncy  
Executive Director  
Illinois Retail Merchants Assn.  
Chicago, Illinois 6/67

Fred Vaisvil  
Director of Placement &  
Student Aids  
William Rainey Harper College  
Palatine, Illinois 6/67

Jon R. Hogan  
Personnel Director  
Chicago Division  
National Tea Company  
Chicago, Illinois 6/67

Karen Tabar (Miss)  
Personnel Director  
Carson Pirie Scott & Co.  
Mt. Prospect, Illinois 6/67

Patricia Burman (Mrs.)  
Personnel  
Wieboldt Stores, Inc.  
Mt. Prospect, Illinois 6/67

Paul Jeffries  
Area Personnel Manager  
Jewel Companies, Inc.  
Palatine, Illinois 6/67

Alan Garber  
Crawford's Department Store  
Chicago, Illinois 6/67

Kenneth Greig (Chairman)  
Personnel Representative  
United Air Lines  
Chicago, Illinois 6/67

## APPENDIX I-3 (cont.)

## NUMERICAL CONTROL TECHNOLOGY ADVISORY COMMITTEE

William Hack, Curriculum Coordinator

Don Andrews  
District Sales Manager  
Cincinnati Lathe & Tool Co.  
Des Plaines, Illinois 10/67

Gene Armato  
N. C. Programmer  
N. C. Programming Service Co.  
Arlington Heights, Ill. 10/67

Paul Biernet  
Local Government Representative  
IBM Corporation  
Chicago, Illinois 10/67

Richard Davis  
Chief Manufacturing Engineer  
Union Tank Car  
East Chicago, Illinois 10/67

David J. Grobe  
Machine Shop Instructor  
Maine West Township High School  
Des Plaines, Illinois 10/67

Bill Lundmark  
W. Q. Lundmark Company  
Des Plaines, Illinois 10/67

Art S. Muskat (Chairman)  
Triangle Package Machinery  
Chicago, Illinois 10/67

Joseph Nikoden, President  
Armor Metal Products  
Arlington Heights, Ill.

R. A. Nelson  
Sales Engineer  
Bendix Industrial Controls  
Division  
Berkeley, Illinois 10/67

Jim Young  
Manufacturing Engineering  
Chicago Aerial  
Barrington, Illinois 10/67

## APPENDIX I-3 (cont.)

## LAW ENFORCEMENT ADVISORY COMMITTEE

Thomas Anderson, Curriculum Coordinator

William Calderwood  
Chief of Police  
Arlington Heights, Ill. 3/67

Harold W. Dotts  
Consultant  
Arlington Heights, Ill. 3/67

Cy Campbell  
Chief of Police  
Rolling Meadows, Ill. 3/67

William P. Gentile  
Captain, Illinois State Police  
Des Plaines, Ill. 3/67

Robert Centner  
Chief of Police  
Palatine, Illinois 3/67

Gerald O'Connell  
Faculty Member  
Traffic Institute  
Northwestern University  
Evanston, Illinois 3/67

John O'Connell  
Chief of Police  
Hoffman Estates, Illinois 3/67

Martin Conroy  
Chief of Police  
Schaumburg, Illinois 3/67

Marvin Horcher  
Chief of Police  
Wheeling, Illinois 3/67

Harry P. Jenkins  
Chief of Police  
Elk Grove Village, Illinois 3/67

Joseph Muscarello  
Chief of Police  
Barrington, Illinois 3/67

## APPENDIX I-3 (cont.)

## ASSOCIATE DEGREE NURSING ADVISORY COMMITTEE

Joanne Heinly, Curriculum Coordinator

Brother Ferdinand, R.N.  
Administrator  
St. Alexius Hospital  
Elk Grove, Illinois 12/66

Mrs. Jeannette R. Kramer  
Administrator  
Plum Grove Nursing Home  
Palatine, Illinois 12/66

George G. Keverian, M.D.  
Northwest Community Hospital  
Arlington Heights, Illinois 12/66

Lee A. Malmed, M.D.  
Northwest Community Hospital  
Arlington Heights, Illinois 12/66

Miss Elizabeth Wesseling, R.N.  
Director of Nursing  
Northwest Community Hospital  
Arlington Heights, Illinois 12/66

Mrs. Charles L. Toot  
Physical Therapist  
Arlington Heights, Illinois 12/66

## APPENDIX I-3 (cont.)

## PRACTICAL NURSING ADVISORY COMMITTEE

Kathleen Arns, Curriculum Coordinator

Mr. Malcolm MacCoun (Chairman)  
Executive Vice-President  
Northwest Community Hospital  
Arlington Heights, Illinois 2/69

William Kristy, M.D.  
Arlington Heights, Illinois 2/69

Arlene Zirzow, R.N.  
Staff Development Coordinator  
St. Alexius Hospital  
Elk Grove, Illinois 2/69

Mrs. Jean Stavros, R.N.  
Division of Health Services  
Wheeling Elementary District 21  
Palatine, Illinois 2/69

Mrs. Jean Jones, R.N.  
Coordinator - Niles Township School  
of Practical Nursing  
Des Plaines, Illinois 2/69

Mrs. Edna Hermann, L.P.N.  
Arlington Heights, Illinois 2/69

Mrs. Jack Homer  
Human Relations Board  
Elk Grove, Illinois 2/69

Mr. John Thompson  
Harper College  
Palatine, Illinois 2/69



## APPENDIX I-3 (cont.)

## SECRETARIAL SCIENCE ADVISORY COMMITTEE

Janet Liptrap, Curriculum Coordinator

Mrs. Viola S. Bond, C.P.S.  
Lutheran General Hospital  
Park Ridge, Illinois 6/67

Miss Rita Skelton  
National Merit Scholarship Corp.  
Evanston, Illinois 6/67

Mrs. Regina Peters  
Union Oil Company  
Palatine, Illinois 6/67

Mrs. Ilda Balhatchet  
Ekco Products, Inc.  
Wheeling, Illinois 6/67

Miss Patricia M. Cicerchia  
Ekco Products, Inc.  
Wheeling, Illinois 6/67

Mrs. Audrey Raasch  
Charles Bruning Company  
Division of Addressograph-Multigraph  
Mt. Prospect, Illinois 6/67

Mrs. Barbara Teeter  
Employment Representative  
United Airlines  
Chicago, Illinois 6/67

## APPENDIX I-3 (cont.)

## ACCOUNTING AIDE ADVISORY COMMITTEE

Rose Trunk, Curriculum Coordinator

Mr. George Coney  
Accounting & Tax Service  
Elk Grove Village, Ill. 6/67

Mr. Festerstein  
Frederick Post Company  
Des Plaines, Illinois 6/67

Mr. Weber  
General Telephone Directory Company  
Des Plaines, Illinois 6/67

Mr. George Turek  
Hallicrafters Company  
Rolling Meadows, Illinois 6/67

Mr. Wurster  
DoAll Company  
Des Plaines, Illinois 6/67

Mr. Allen Gale  
Chicago Aerial Industry  
Barrington, Illinois 6/67

Mr. Robert Schacht  
Northwestern Mutual Insurance  
Arlington Heights, Illinois  
(Retired)

## APPENDIX I-3 (cont.)

## ARCHITECTURAL TECHNOLOGY ADVISORY COMMITTEE

Joseph Yohanan, Curriculum Coordinator

Mr. George Bluidzius, Vice President Corbetta Construction Company Des Plaines, Illinois 9/68	Mr. Lawrence B. Perkins Partner-Architect Perkins & Will Architects Chicago, Illinois 9/68
Mr. George Danforth Director of Architecture & City Planning Illinois Institute of Technology Chicago, Illinois 9/68	Mr. Walter S. Ricks Executive Director American Society of Concrete Contractors Des Plaines, Illinois 9/68
Mr. Marvin Fitch Fridstein & Fitch Architects & Engineers Chicago, Illinois 9/68	Mr. Louis Rocah (Chairman) Architect Louis Rocah & Associates A.I.A. Chicago, Illinois 9/68
Mr. Robert Fridstein Fridstein & Fitch Architects & Engineers Chicago, Illinois	
Mr. Wayne Fritch Berger Keeley Unteed & Associates Arlington Heights, Illinois 9/68	
Mr. Donald D. Hanson Chairman of Architectural Dept. University of Illinois Chicago Branch Chicago, Illinois 9/68	
Mr. Tom Moody Partner-Engineer Murry and Moody Consulting Engineers Arlington Heights, Illinois 9/68	
Mr. Walter Netsch Partner in Charge of Design Skidmore Owings & Merrill Chicago, Illinois 9/68	

## APPENDIX I-3 (cont.)

## CHEMICAL TECHNOLOGY ADVISORY COMMITTEE

Joseph Clouser, Curriculum Coordinator

Mr. D. H. Belden (Chairman)  
Director of Research Administration  
Universal Oil Products  
Research Center  
Des Plaines, Illinois 9/67

Mr. Herman S. Bloch  
Associate Director of Research  
Universal Oil Products  
Des Plaines, Illinois 9/67

Mr. A. F. Chouinard, Director  
Research & Development Dept.  
National Cylinder Gas  
Division of Chemetron Corp.  
Elk Grove Village, Illinois 9/67

Mr. Eldor G. Rupp  
Associate Director  
Research-Foods  
Quaker Oats Company  
Barrington, Illinois 9/67

Mr. J. N. Walker  
Director of Research & Development  
U. S. Gypsum Company  
Des Plaines, Illinois 9/67

Dr. Robert J. Turner  
Assistant Director of Research  
Morton Chemical Company  
Woodstock, Illinois 9/67

## APPENDIX I-3 (cont.)

## DATA PROCESSING ADVISORY COMMITTEE

Jay Singelmann, Curriculum Coordinator

William J. Brown  
Manager, Data Processing  
Chemplex Company 10/66

Herbert Lawrence  
Systems Department  
Universal Oil Products 10/66

Paul Maring  
Manager, Systems and Data Processing  
Charles Bruning Company 10/66

Gilber Meyer  
Manager, Inf. System & Vocations  
Moore Business Forms, Inc. 10/66

C. P. Newman  
Industry Coordinator Education  
UARCO, Inc. 10/66

William O'Leary  
Data Processing Manager  
General Telephone Directory 10/66

William Reid  
Coordinator of Data Processing  
High School District 214 10/66

Dick Shell  
Manager of Manufacturing Engineering  
Chicago Aerial Industry 10/66

Paul Slegel  
Special Projects Assistant  
Allstate Insurance Company 10/66

Emil Uhlarik  
Supt. of Programming  
Pure Oil Division  
Union Oil Products 10/66

Ronald Weiland  
Manager, Data Processing  
Dept.  
Ekco Products, Inc. 10/66

James Gerdes  
Management Eng. of Tech.  
Serv.  
Argonne National Lab 10/66

Roy Sedrel  
Harper College  
Director of Data Processing  
Palatine, Illinois 10/66

## APPENDIX I-3 (cont.)

## ELECTRONICS TECHNOLOGY ADVISORY COMMITTEE

Roger Mussell, Curriculum Coordinator

Don Freeman  
Assistant Chief Engineer  
TRW Electronic Components Div.  
Des Plaines, Illinois 7/67

Jack Rhind  
Personnel Manager  
Methode Manufacturing Corp.  
Rolling Meadows, Ill. 7/67

Robert Fanella  
Audio Engineering Manager  
Ampex  
Elk Grove Village, Illinois 7/67

Robert R. Moats  
Research Department  
Warneck Electron Tubes, Inc.  
Des Plaines, Illinois 7/67

Cliff Turek  
Senior Engineer  
Chicago Aerial Industries  
Barrington, Illinois 7/67

R. W. Glenn  
College Relations Chairman  
Western Electric Company  
Chicago, Illinois 7/67

Burnham Casterline  
Senior Engineer  
Motorola  
Chicago, Illinois 7/67

Stanley Hanson  
Engineer  
Hallicrafter  
Chicago, Illinois 7/67

Professor D. S. Babb  
Consultant for Electronic  
Advisory Committee  
University of Illinois  
Urbana, Illinois 7/67

Professor Dobrovolny  
Dept. General Engineering  
Consultant for Electronic  
Advisory Committee  
University of Illinois  
Urbana, Illinois 7/67

## APPENDIX I-3 (cont.)

## FASHION DESIGN ADVISORY COMMITTEE

Elizabeth Gialdini, Curriculum Coordinator

Miss Elsa Meyer, President  
Elsa Meyer Buying Service  
Chicago, Illinois 2/69

Walter D. Nagel, President  
Carol Gowns  
Chicago, Illinois 2/69

Miss Sue Rogers  
Fashion Coordinator  
Puritan Fashion Corporation  
Chicago, Illinois 2/69

Mrs. Charlene Thompson  
Bob & Betty Apparel Shop  
Barrington, Illinois

Eleanor Bant  
c/o Marcy Allen  
Chicago, Illinois

Mrs. Sharon Harris  
Chicago, Illinois 2/69

Mr. Harold Rosenberg  
Wilson Company  
Chicago, Illinois 2/69

Mr. Al Openheim  
Strand Dress Mfg. Company  
Barrington, Illinois

Mr. Marvin Grossman  
c/o Marcy Allen  
Chicago, Illinois

Mrs. Catherine Scott  
Chicago, Illinois 2/69

Mr. Robert Korach  
c/o Adrian Tabin  
Chicago, Illinois

Mrs. Patricia Morehouse  
Gossard Company  
Chicago, Illinois 2/69

Mrs. Harriet Rozier  
Boris Smoler & Sons  
Chicago, Illinois 2/69

Mrs. Mollie Wolf  
Beeline Fashions  
Bensenville, Illinois 2/69

Mrs. Bertie Gilbert  
Chicago, Illinois 2/69

## APPENDIX -3 (cont.)

## FOOD SERVICES TECHNOLOGY ADVISORY COMMITTEE

Edward Goodwin, Curriculum Coordinator

Charles La Tour  
 Manager, Henrici's Oakbrook  
 Oak Brook, Illinois 3/69

George Bedell  
 National Restaurant Assn.  
 Director Special Projects  
 and Programs  
 Chicago, Illinois 3/69

Thomas McCormick  
 Vice President of Operations  
 Harding Williams Corporation  
 Chicago, Illinois 3/69

Mr. Francis H. Shaw  
 General Manager  
 Western Concessions  
 Arlington Park  
 Arlington Heights, Ill. 3/69

Mrs. Sheila Henderson  
 Lutheran General Hospital  
 Administrative Dietitian  
 Park Ridge, Illinois 3/69

George McWhinney  
 Assistant Director of Education  
 American Institute of Baking  
 Chicago, Illinois 3/69

James Wingerden  
 Chicago Area Food Service Director  
 Motorola Corporation  
 Franklin Park, Illinois 3/69

Harold S. Kelly  
 Educational Director  
 Chicago & Illinois Restaurant  
 Association  
 Chicago, Illinois 3/69

Robert Buchanan  
 Associate Director of  
 Auxiliary Services  
 Northern Illinois University  
 DeKalb, Illinois 3/69

Kirt Gasser, General Manager  
 & Vice-President  
 O'Hare Airport Restaurants  
 Carson Pirie Scott & Co.  
 Chicago, Illinois 3/69

Lyle Sprenger  
 Corporate Analyst  
 ARA Services  
 Crystal Lake, Illinois 3/69

Mrs. Henriette Gebert  
 Vocational Specialist  
 Chicago Board of Education  
 Chicago, Illinois 3/69

Mr. Sig Chakow  
 President, Illinois Range  
 Mt. Prospect, Illinois 3/69

Richard L. Senn  
 Director Dining Service Plan  
 United Air Lines  
 Elk Grove Village, Ill. 3/69

Mr. Grennan  
 Commercial Cooking Equipment  
 Consultant  
 Commonwealth Edison Company  
 Northbrook, Illinois 3/69

Robert Lindstrom  
 General Purchasing Agent  
 Food Division  
 Canteen Corporation  
 Chicago, Illinois 3/69



## APPENDIX I-3 (cont.)

## FOOD SERVICES TECHNOLOGY ADVISORY COMMITTEE

Robert Gordon  
Regional General Manager  
ARA Services  
Chicago, Illinois 3/69

CHAPTER XI  
SUMMARY AND CONCLUSIONS

What is the Educational Task of the Institution?

William Rainey Harper has assumed an educational task that relates directly to its philosophical commitment. The philosophy is in concept with that of the "community college". That philosophy is to provide an outstanding program of higher education for the community the college 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 community at large.

The importance is recognized of educating all students for a meaningful role in a free and fluid society. Basic to responsible participation in society is the student's realization of his potential by voting more intelligently, producing more efficiently through the acquisition of a salable skill and adapting more readily to a complex society.

Within the framework of this philosophy, Harper College has identified six specific tasks including (1) the offering of a two year transfer program; (2) the providing of technical vocational programs; (3) the providing of general education for all interested citizens; (4) the offering of opportunities for adult education; (5) the offering of counseling services and (6) the encouraging of use of college facilities and services for educational and cultural purposes by all citizens of the community.

The challenge is one of magnitude but one which distinguishes the comprehensive community college as a viable and vital organization.

Is the Institution Well Organized for Carrying Out Its Educational Task?

The institutional organization of Harper College reflects the Illinois master plan for higher education. It also reflects the community aspect of the community college movement. As a result of the organizational structure, Harper College is assured a close relationship with both the State and the local community. This latter closeness is reinforced by the Board of Trustees of Harper College, the group responsible for ultimate local policy decisions.

The college has a detailed plan of internal organization which clearly identifies lines of authority and areas of responsibility. This plan provides the teaching faculty and the student body with avenues of communication to appropriate members of the administrative faculty.

The committee structure that exists within the institution is not formally defined but instead has resulted from the establishment of ad hoc committees as the need has arisen. Certain of these committees have been incorporated into the constitutions of the Faculty Senate and the Student Senate, but each organization retained authority to create or dissolve committees according to need.

The organization is such that there are provisions for

both continued growth and contingencies that might arise. A strong affirmative answer may be tendered the original question.

Are the Necessary Resources Available for Carrying Out the Educational Task of the Institution?

In September, 1969 William Rainey Harper College offered classes on its new campus. The campus consisted of six new structures and one remodeled building and constituted a fifteen-million dollar commitment to community college education. While the first phase of construction did not result in a complete physical plant, the temporary adjustments made allowed the college to offer virtually all classes on campus. The only exceptions were those which needed to utilize specific off-campus facilities such as the nursing program. In addition to the completed structure, plans for subsequent construction exist, and there is current anticipation that building will resume in the near future. As is inevitable with a move into a new structure, certain problems have emerged, but many of them are problems that need only to be identified in order that they can be solved.

The campus reflects a portion of the commitment to higher education which has been made by the citizens of District 512. There has been a parallel financial commitment to the maintenance of the educational program of the college. Harper College has been fortunate to have a tax base that reflects an assessed valuation of approximately a billion dol-

lars. The magnitude of the base has made it possible for the college to function with a relatively low tax rate. During the 1970-1971 school year, the voters of the district will have the opportunity to respond to a proposal that the tax rate for the educational fund be raised from eleven to twenty-three cents per \$100 assessed valuation. The passage of this referendum would insure a sound financial base for the future.

The human resources available at Harper might well be considered the most important of the available resources. While the student body, the administrative staff and the classified personnel are all human resources, Chapter IV dealt primarily with the teaching faculty. That faculty is characterized by strong academic background. All members of the transfer faculty hold masters degrees in their fields, and those faculty members in the career programs have either equal or equivalent professional preparation. Thirty-seven percent of the staff has thirty or more hours of study beyond the masters degree. The degrees reflect a wide geographical distribution with thirty-eight members of the teaching faculty holding their studies and degrees from institutions outside the midwestern area. Age is equally varied as faculty ages range from twenty-two to fifty-four years.

Successful passage of the proposed referendum should insure the maintenance of resources equalling those presently existing.

Are the Programs Adequate in Kind and Quality to Serve the Purposes of the Institution?

The institution offers the student a wide variety of choices of program in keeping with the comprehensive commitment of the institution. A student who is interested in transferring to an institution which can offer him a baccalaureate degree is able to pursue a liberal arts curriculum with focus on any one of fifty specific programs. The student who desires to prepare for immediate entrance into a career upon acquiring an associate degree is able to choose from more than fifteen carefully articulated career sequences. In addition, students are able to achieve certificate status at the end of one year of study in sixteen career areas. The college is also aware of its obligation to offer continuing education opportunities. Accordingly, there is a Dean of Continuing Education who oversees the administration of the Continuing Education program, the Evening School and the non-credit, adult education offerings.

The instructional program is strengthened by the presence of a developmental program. The student who has outstanding academic potential is also recipient of attention. The college has initiated a limited number of programs for this student and further opportunities are being considered.

The college's instructional program is the product of considerable faculty activity first, at the divisional level and second, through the curriculum committee. The faculty

is supported in its development of instructional strategies by a strong orientation program. In addition, there have been in-service training opportunities. It is, however, recognized that these in-service training programs have not yet been extended to their optimum end. There has been a strong commitment on the part of the institution to media support.

It is reasonable to suggest that programs are adequate in kind to serve the purposes of the institution. Further, it would appear that all of the elements necessary to insure quality are present. While the search for a device that will allow absolute qualitative measurement is an on-going one, initial studies give evidence that the programs are satisfying the needs of the students who are completing them. It is important that studies concerning those students who withdraw or drop out be continued in order that specific attention may be paid their particular curricular needs.

Do the Institution's Policies and Practices Foster High Faculty Morale?

The college offers a good salary and fringe benefit plan. In addition to a salary program that is distributed over four academic ranks and ranges from \$8,000 - \$20,000, the college provides selected insurance policies, a sabbatical leave, a professional expense account, and educational grants as well as liberal sickness leave. There is a new tenure policy. There has been considerable opportunity for faculty members to develop courses and instructional techniques. Finally,



there is a high degree of mutual respect among faculty members.

A survey of faculty morale indicated that faculty morale is at a satisfactory level on the majority of issues. This furnishes a positive response to the general question concerning morale.

Is Student Achievement Consistent With the Purposes of the Institution?

In the Fall semester, 1969, Harper College had an F.T.E. enrollment of 3,673 students. This figure reflected 5,358 registrants. Measured in relation to Harper's standards, achievement has been positive. More than 1,000 students were enrolled in specific career programs in September, 1969. The general student population received grades slightly above those predicted by the American College Testing program. Ten percent of the student body was accorded scholastic honors. A developmental program has had some impact on students. Of those students who received some aid in the developmental program in 1968-1969, over half are still in school and twenty percent of them received over a 2.00 G.P.A.

There remains a substantial number of academic dismissals at the end of each semester, and while many of these students are readmitted through an appeals program, further study needs to be done on attribution.

A study on graduates is currently in progress, and its findings will do much to extend the answer to the question

concerning student achievement. Existing data supports an affirmative response to the question concerning achievement. Nevertheless, there is an awareness of the attendant responsibility that there must be a constant examination of student achievement.

Does Student Life on Campus Reflect the Institution's Educational Task?

Harper offers the student many opportunities to extend his relationship with the college to a point well beyond that of classroom activity. These opportunities may be categorized as formal opportunities such as those afforded by counseling services and inter-collegiate athletics or as informal opportunities such as club and cultural experiences.

The reaction to these opportunities has varied. The professional counseling services have proved to be popular. Not only have day students utilized these services; evening and part-time students have sought them out. The same is true with other professional services provided by the office of Student Personnel Services. Intercollegiate athletics have drawn an adequate number of participants; but there is room for additional participation, and the need for spectator support is of substantial proportion. Other activities have drawn widely varying responses. It is reasonable to suggest that, despite the problems inherent in the commuter college, there is ample opportunity for exciting student life. It is equally reasonable to posit that time is a necessary element

in the development of an optimum student life pattern on campus -- time for the students to become aware of available opportunities and time for the college to determine the particular needs and interests of the students.

Are Community Services Relevant to the Educational Task of the Institution?

As Harper College pursues a segment of its espoused mission, to encourage the "use of college facilities and services for educational and cultural purposes by all citizens of the community", it will be necessary to direct specific energies toward this end. The college has made notable progress in two particular areas. The continuing education program is developing well after a relatively slow beginning because of physical restrictions; and second, the new college buildings are being used with increasing frequency by members of the community.

Certainly the college has worked to make the community realize that it is a most important part of the college. The work of advisory committees is a particularly significant example of this. The college has initiated a limited number of cultural activities that are specifically directed at the community. The cultural arts series has been a beginning, but here the students have been the point of primary focus. The community chorus and community orchestra also offer opportunities for the citizens of the community. The Dental Hygiene Clinic contributes an important health service, and the

planned testing center will constitute a very real step in the process of furnishing an educational service for the community. Imaginative thought should soon yield other equally significant community services, and Harper College will meet, with increasing success, its goal of community service.

#### Conclusion

This self-study has resulted in a careful appraisal of the total program of William Rainey Harper College. That appraisal has furnished both an indication of the strengths and weaknesses of the College and its program. It is the feeling of the members of the self-study steering committee that William Rainey Harper College has made a strong and positive commitment to the role of the comprehensive community college and has made significant progress in meeting that commitment.