William Rainey Harper College

A Report of the Self-Study 1997

Prepared by the Faculty, Administration and Staff
and submitted to the

Commission on Institutions of Higher Education
North Central Association of Colleges and Schools

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May 1997

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Introduction

Chapter 1: An Overview of Harper College and the Self-Study

William Rainey Harper College is a two-year public community college, which was founded in 1965 and officially opened for classes the fall of 1967. An integral part of the Illinois system of higher education, Harper College is Illinois Community College District #512. The Harper district encompasses 23 communities in the northwest suburbs of Chicago with an area of about 200 square miles and a population of 516,000. Although there are areas of wealth and areas of poverty, the vast majority of the Harper district could be classified as upper middle class. Mainly residential, the district does contain approximately 30,000 businesses. Harper is situated in the nation's eleventh largest job market.

In 1967, Harper College opened with an enrollment of about 1,700 students. Today the College's enrollment stands at approximately 24,000 students of all ages participating in credit, continuing education, customized, and extension courses at the Harper campus or at other locations throughout the district. There are approximately 8,100 full-time equivalent (FTE) students in credit classes during the fall semester.

The majority of Harper's activities take place on a 200 acre campus in Palatine, Illinois. In addition the College utilizes the Northeast Center located in Prospect Heights and leases additional sites. Classes are also offered on-site at individual company locations on an as-needed basis.

The spirit of Harper College is reflected in its name. William Rainey Harper was a scholar, teacher, writer and administrator who devoted his life to the pursuit of excellence in education. As the first president of the University of Chicago, Dr. Harper initiated programs to bring education into the community for those who could not become resident students at a university. This concept was the basis for the establishment of the community college system in the United States and the eventual founding of William Rainey Harper College.

A true community college answers to the demands of the total constituency, and the demands of Harper's community are clear: To fulfill the specific need for two years of high quality transferable college credit, Harper College offers the Associate in Arts, Associate in Science, and Associate in Engineering Science degrees. In response to the need for vocational training, the College offers an Associate in Applied Science degree in forty-one career areas. In addition, more than eighty certificate programs prepare men and women of all ages for immediate employment. Students interested in pursuing either a transfer program or a career program have access to a wide array of developmental and adult education programs. Harper also offers a wide range of non-credit continuing education courses. There are numerous other programs and services such as the CAD Center, business management seminars, cultural affairs, women's program, support services for students with disabilities and community counseling services.

The College has enrolled more than 450,000 students dating back to 1967 when the first classes were held. Many more residents have come to the campus to attend forums, concerts, and cultural and athletic events. Approximately thirty percent of the annual high school graduates in the district who go to college attend Harper. The average age of Harper students is 33 and more than two-thirds of Harper's degree credit students are part-time students. Full-time credit students are younger than part-time students—the average age of full-time students is 18.9 years of age. Sixty-one percent of the students are female.

Eighteen percent of Harper's degree credit students have a bachelor's degree; in continuing education, 49% have already achieved a bachelor's degree.

More than half of Harper's students are persuaded to attend by three principal factors: recommendations of friends, ability to enroll in a specific course or program desired, and Harper's convenient location.

For many residents in the community, Harper provides the opportunity for completing the first two years of a bachelor's degree, developing a career, learning new skills, retooling for career advancement or change, enriching the quality of one's life, or simply enjoying the discovery of new knowledge. In meeting the varied and changing educational needs of the community, Harper College continues to be a dynamic institution, a community college in the truest sense of the term.

History of William Rainey Harper College

In the northwestern suburban area that is now the Harper College district, discussion and planning for a two-year college began as early as 1950. An active committee was at work on the project in 1961, and community residents were surveyed in 1962.

In 1964 an area community college committee studied the feasibility of establishing a community college. More than seventy-five citizens and educators from high school districts 211 and 214 and area elementary districts participated in the effort. The report of the study committee concluded with the recommendation that "the citizens of the two high school districts...take appropriate steps to bring the voters of the four townships the proposal that a community college be established."

In November of that same year a petition was circulated calling for a referendum to vote on establishment of a community college. The referendum, held in March, 1965, passed by a three to two margin. In the next month, forty-eight candidates filed for election to the College's first Board of Trustees. The first seven-member Board was elected in May, 1965. By the end of the year the Board had hired a president, selected architectural firms to design the campus, and retained a consulting firm to make a study of the district to aid in curriculum planning and growth projections.

Early in 1966, the 200-acre campus site was selected, and the College was named William Rainey Harper College, in honor of the outstanding educator who was the first president of the University of Chicago and the originator of the community college concept. In the spring, district voters approved a bond referendum by a four to one margin.

Harper's first faculty members were hired in 1967 and classes were begun in temporary facilities in September for 1,725 students. In the same year, the College broke ground for the first six buildings on campus property.

Harper's first class of 114 students graduated in 1969. Phase I of the campus construction was completed in time to serve a fall enrollment of 5,400—a student population two years ahead of most liberal projections. Non-credit continuing education courses were offered for the first time.

The William Rainey Harper Educational Foundation was incorporated in 1973 to broaden and enrich the College program through support of projects such as scholarships without using tax money in the College budget.

The Harper Campus gained new facilities in 1974 with the construction of a music building (Building P) and a Health Science Complex addition to Building D. Enrollment had climbed to 15,500 students, placing Harper third in student population in Illinois community colleges.

A successful referendum held in September, 1975 provided funds for the College to proceed with completion of the present campus, purchase land for a second site, and construct the first phase of buildings on that site when required by enrollment increases. The Willow Park extension campus provided leased facilities to meet the needs of residents in the northeast section of the College district. The Northeast Center subsequently moved to the Hawthorne School in Wheeling and in 1982 to the Stevenson School in Prospect Heights. In 1994 the College purchased the Northeast Center.

To meet the needs of students who have difficulty attending classes during the week, Harper initiated a Weekend College in 1976.

Buildings G and H, housing vocational technology shops and laboratories, were completed in 1977. An interim successor was named after the founding College president resigned. Harper's second president assumed the position the following year.

In 1978 the College began a major effort to develop a new master plan in concert with a comprehensive self-study effort. A referendum to increase operating revenue failed to gain voter approval that year leading to major budget cuts in an effort to match expenditures with income.

By 1980 the campus had increased to 15 buildings with the opening of the physical education, athletics and recreation facility (Building M) and business, social science and vocational education Buildings I and J.

The Friends of Harper organization was founded in 1980 as a grass roots support for the College.

In 1982, the College established a CAD/CAM training center in cooperation with high technology firms in the area. The center was designed to provide instruction and resource materials relating to computer aided design and manufacturing. The CAD Center was relocated from a Schaumburg office to Building H at the campus in 1986.

In February, 1985, residents of the College district approved a tax rate increase for operation of the College. This was the first increase in tax support for the educational programs, services and operating expenses of Harper College in the 20 years since the College was established.

After thorough examination of College needs, Harper sold the Arlington Heights location of its second campus site in 1986.

The College hired its third president in 1988 after the retirement of the second president. The College began an extensive study which led to the vision statement *Our Preferred Future* in 1990. More than one thousand College personnel and community residents worked together to develop this document to serve as a Harper College planning guide until the year 2000.

A consulting firm was hired in 1990 to review and analyze the current status of desktop technology and develop a technology plan for the College. In 1992 a new Information Systems Division headed by a vice president replaced the consulting firm. A new technology plan was developed by Harper in 1994 following two years of extensive participation by administrators, faculty and staff.

In response to an emerging industry need, the Corporate Services department was established in 1991 as the College's "office of first contact" representing all programs of interest to businesses and industry including credit classes, continuing education, and customized training.

In 1993 the College opened Building S which houses the Publications and Communication Services Department. In the spring of 1994, the Liberal Arts Building was opened. Building L included the Liberal Arts division office, classrooms and faculty offices as well as the College Bookstore. A Studio Theater and three-dimensional art studios occupy the first floor of the new facility. The two buildings were part of a building phase that also

included renovations to Building F which houses the Learning Resources Center and the Academic Enrichment and Language Studies division.

The Board of Trustees approved the first and second phases of the Technology Plan in 1995 and 1996. The campus computer network was completed in 1996, providing links between offices and classrooms and a resource to position Harper for higher education in the next century. A new integrated computer information system has made for easier sharing of information and has facilitated planning.

With a strong financial base, an excellent physical plant, and outstanding human resources, the College is well positioned to meet the challenges of education in the next century.

Accreditation History

The relationship between William Rainey Harper College and North Central Association's Commission on Higher Education began in 1968 when the College requested, and was assigned correspondent status. Harper was awarded accreditation in 1971, the first year the College was eligible for such status. In 1981 and again in 1987, the Commission extended continued accreditation to Harper.

Organization of the Self-Study

Harper College's response to North Central Association's requirement of an institutional self-study was coordinated by a Self-Study Steering Committee appointed in December, 1994. The Vice President of Academic Affairs and the Vice President of Student Affairs appointed the six-member Steering Committee after consultation with the President of the Faculty Senate. The heavy faculty membership of the Steering Committee reflected North Central Association's emphasis on strong faculty leadership in the self-study. The Steering Committee operated without a chair.

Recognizing the value of the self-study to Harper College, the Steering Committee developed a plan for the self-study that was meant to satisfy three purposes:

- To provide the information necessary to determine that Harper College continues to meet North Central Association's criteria, and

- To identify strengths and weakness of the College in order to develop concrete strategies for institutional improvement..

- To facilitate employee insight and understanding about the broad range of programs and services Harper provides.

Harper College is a large institution and many persons, especially newer employees, connected with the College can benefit from increased knowledge of the services it offers. The self-study process was intended to be a learning experience for the College.

Self-Study Task Groups

Seven self-study Task Groups were created in September 1995 and charged with evaluating Harper College with respect to North Central Association's criteria for accreditation. To permit broad involvement, the Steering Committee invited administrators, faculty members, and staff members to volunteer for service on the Task Groups. Of the 108 employees who volunteered, 81 were placed on a Task Group. Faculty represented 46 percent of the Task Group membership while staff and administrators each comprised 27 percent of the membership. Steering Committee members served as liaisons to the Task Groups to provide coordination between the various Task Groups and the Steering Committee.

The self-study Task Groups were:

- Task Group for Mission, Objectives, and Vision
- Task Group for Organizational Structure and Decision-Making Systems
- Task Group for Educational Programs
- Task Group for Student and Instructional Support Services
- Task Group for Institutional Support Services
- Task Group for Human, Physical and Financial Resources
- Task Group for Community Services

Appendix A lists the membership of the seven Task Groups and the Steering Committee.

Each Task Group met throughout the 1995–96 year; more than 100 meetings of the seven Task Groups were held in evaluating the College. Each Task Group submitted an evaluative report that provided the basis for this Self-Study Report.

Self-Study Surveys

In addition to utilizing existent data, the Task Groups surveyed various constituencies of the College. Students and employees of institutional support areas were surveyed by the Task Group for Institutional Support Services. That Task Group also conducted interviews of administrators in institutional support areas. The Educational Programs Task Group surveyed Career Program Coordinators and Department Chairs. The Task Group for Community Services conducted a survey of heads of community service programs.

All Task Groups prepared questions for a survey of all Harper employees. That self-study "Super Survey" was administered in January, 1996. Responses were received from 159 full-time faculty (73% of full-time faculty), 66 part-time faculty (11%), 123 full-time staff (33%), 24 part-time staff (8%), and 26 administrators (72%). Employees indicated the degree to which they agreed or disagreed with more than 200 statements about Harper College. In this *Report of the Self-Study*, responses of "strongly agree" and "agree" have been combined to calculate the percentage of employees who agreed with each statement. Similarly, the responses of "strongly disagree" and "disagree" have been combined. Responses which were blank or which the employees answered "do not know/does not apply" were omitted in the percentage calculations.

Campus Response Group

Using the reports of the seven Task Groups as a basis, the Steering Committee prepared the first draft of the *Report of the Self Study*. The Campus Response Group reviewed the draft during the Fall, 1996 semester and made recommendations for changes to the Steering Committee. The Campus Response Group also suggested topics for the Campus Forum. Membership on the Campus Response Group was comprised of two members of each Task Group (selected by the Task Group), the Steering Committee members, along with the four College Vice Presidents, the President of the Faculty Senate, and the President of the College. Appendix A lists the 25 members of the Campus Response Group.

Campus Forum

The Campus Forum was a day-long meeting of 159 Harper employees and trustees to address three broad issues raised in the self-study. Held at the Rolling Meadows Holiday Inn during Orientation Week of the Spring, 1997 semester, the day's goal was to use the combined wisdom of the Harper personnel to identify strategies to improve communication, decision-making/governance, and planning at Harper College. The Steering Committee then prepared the final draft of the *Report of the Self-Study*, which reflected the deliberations of the Campus Forum. Chapter 11 reviews the strategies developed by the Campus Forum. A NCA Self-Study Forum Follow-Up Group has begun developing a process to coordinate implementation of those strategies; that group's work is also discussed in Chapter 11.

Timeline for the 1995–97 Self-Study

December, 1994	Steering Committee members appointed
Spring, 1995	Steering Committee develops self-study plan
September 1995–May 1996	Task Group deliberations
Summer 1996	Steering Committee prepares initial draft of *Report of the Self-Study* based on input by Task Groups
October 25, 1996	Campus Response Group meets in a day-long discussion of the initial draft and makes recommendations for necessary revisions to the Steering Committee
December 1996	Second draft of *Report of the Self-Study* distributed to Harper community
January 17, 1997	In a day-long meeting, Campus Forum developed strategies to improve three broad areas of concern identified by the self-study
May 1997	Final draft of *Report of the Self-Study* prepared by Steering Committee
June 1997	Final draft of *Report of the Self-Study* submitted to North Central Association
September 22–24, 1997	Harper College is visited by North Central Association evaluation team

Chapter 2: District and Student Demographics

District Demographics

The William Rainey Harper Community College District (Illinois Community College District #512) is located in the Northwest suburbs of Chicago. The original boundaries of the district corresponded to those of four contiguous townships. The district's boundaries were extended when the voters of the Barrington school district chose to annex to the district shortly after the College was formed. Those boundaries encompass two hundred square miles, 23 communities, and 516,000 residents. Figure 2-1 is a map of the Harper district.

The district's population grew rapidly in the 1960s and 1970s but its rate of growth has slowed. The high school population peaked in 1978 and then declined a third by 1990. From 1990 to 1996 the high school population remained fairly level. However, beginning in 1997, over the next 16 years the high school graduating class is projected to increase 62 percent. The high school graduating class of 2013 will be larger than the peak year of 1978. (See Figure 2-2.) The adult (over age 21) population has leveled off and will remain so for the next 16 years. (See Figure 2-3.)

Commercial development will continue for the next nine years and then will level off as all the commercial property will have been used. The number of employees working in the Harper district is expected to increase 40 percent by 2013. (See Figure 2-4.) [Data in Figures 2–2 through 2–4 provided by Office of Research.]

The district population is growing diverse with regard to ethnic background, age, income, education level, immigrant and multi-language population, and lifestyle. In the Harper College area, the minority population has grown from 3 percent in 1970 to 6 percent in 1980 to about 12 percent in 1990. In 1990, the Harper district was 5.24 percent Hispanic, 5.02 percent Asian, and 1.51 percent African-American. The minority population in the Harper College district was approximately 18 percent in 1996 and is expected to further increase.

The average income of degree credit students who are independent is approximately $38,000 and the average income of parents of dependent students is $65,000. Continuing education students have an average income of $57,000. This income level reflects the fact that the District has a broad and varied economic financial base. As a result, the District has been able to avoid the difficulties which frequently accompany a single industry economy.

There is every reason to believe that the District's tax base, which currently exceeds $11.7 billion dollars will continue to expand. In the last ten years, the equalized assessed valuation of the district has increased by 93 percent. The total tax levy received by the College has increased 98 percent in the same period.

Figure 2-1. Map of Harper District

District and Student Demographics
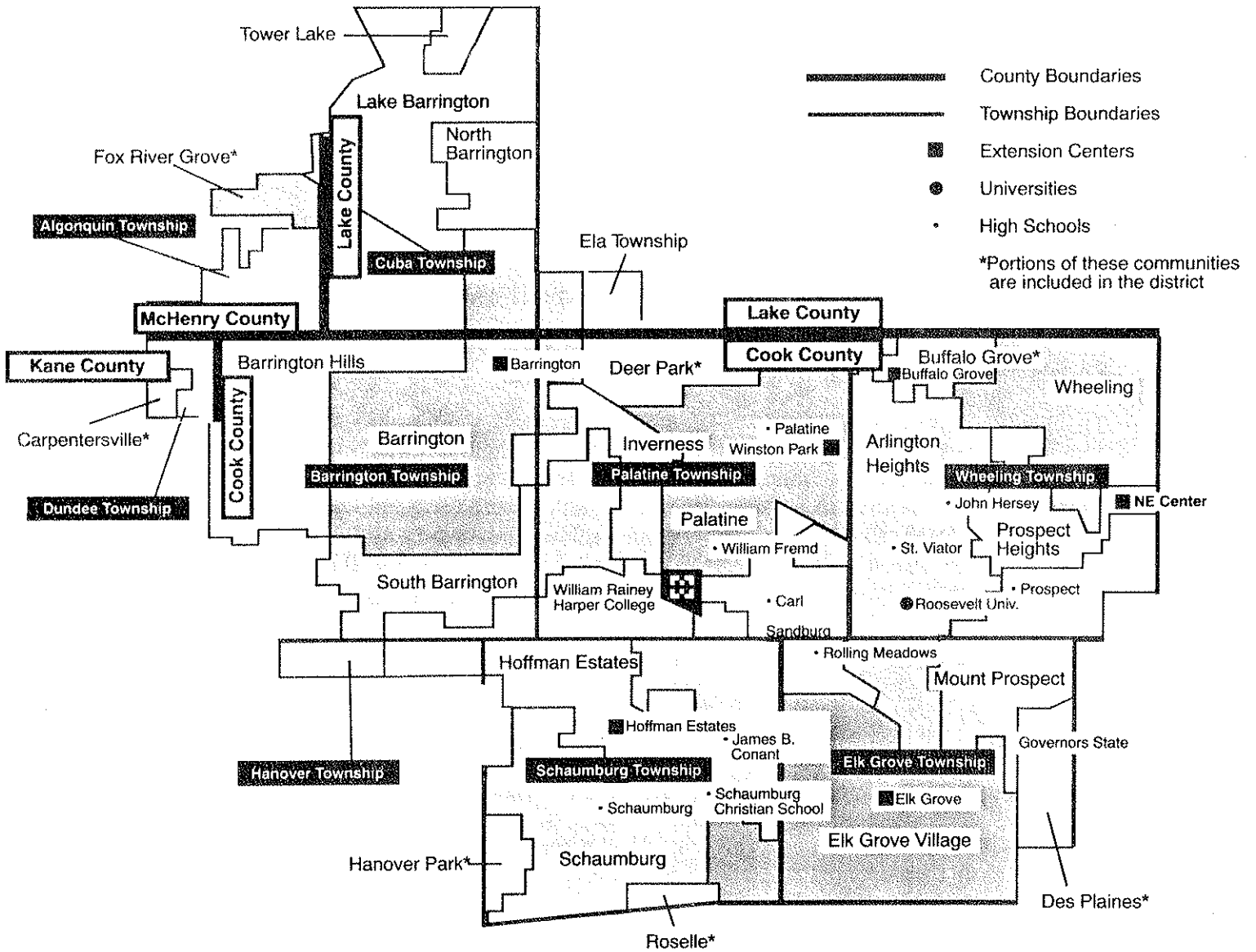
Figure 2-2. High School Seniors in Harper District

Actual

Projected
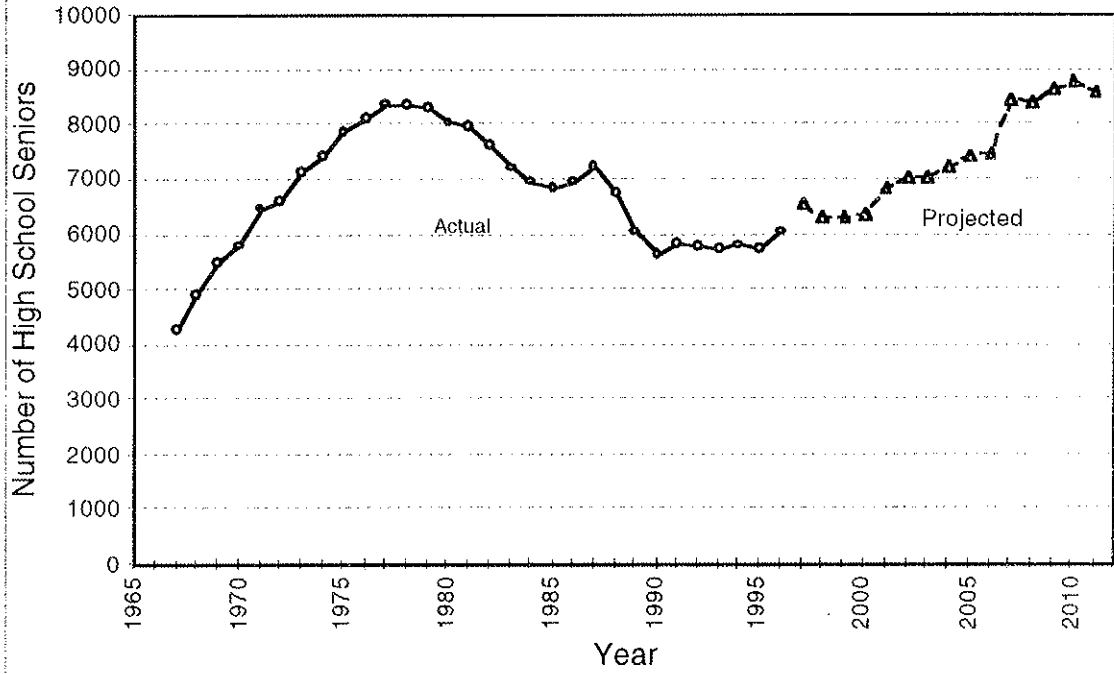
Figure 2-3. Population of Age 21 and Over in Harper District

Actual

Projected
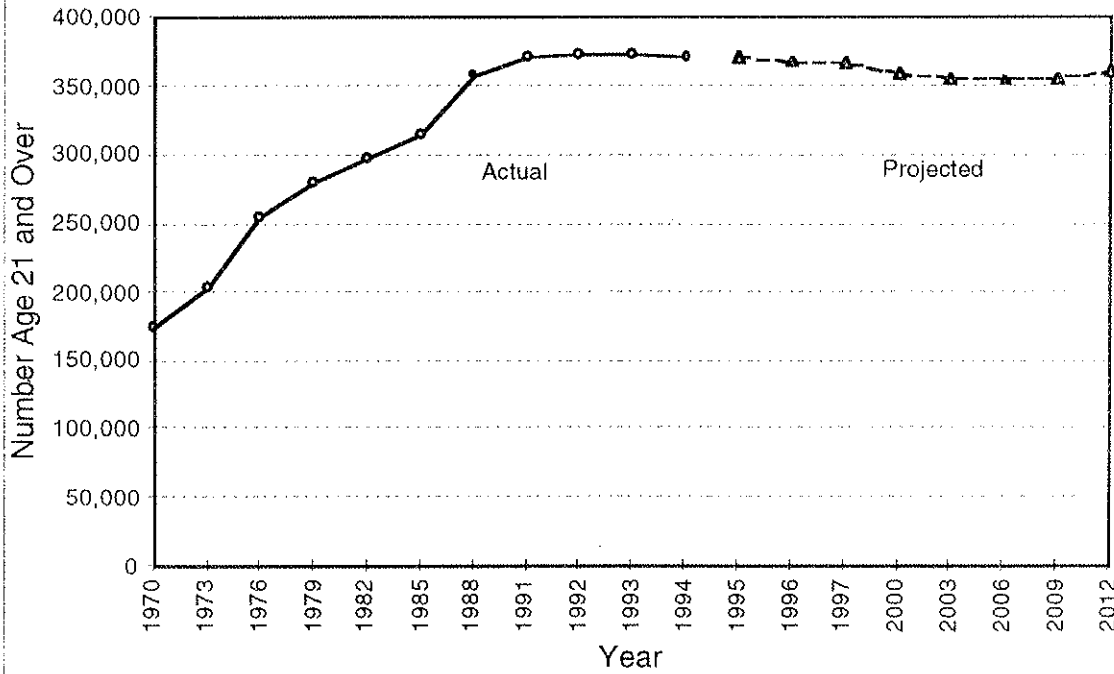
Figure 2–4. Number of Employees in Harper District

District and Student Demographics
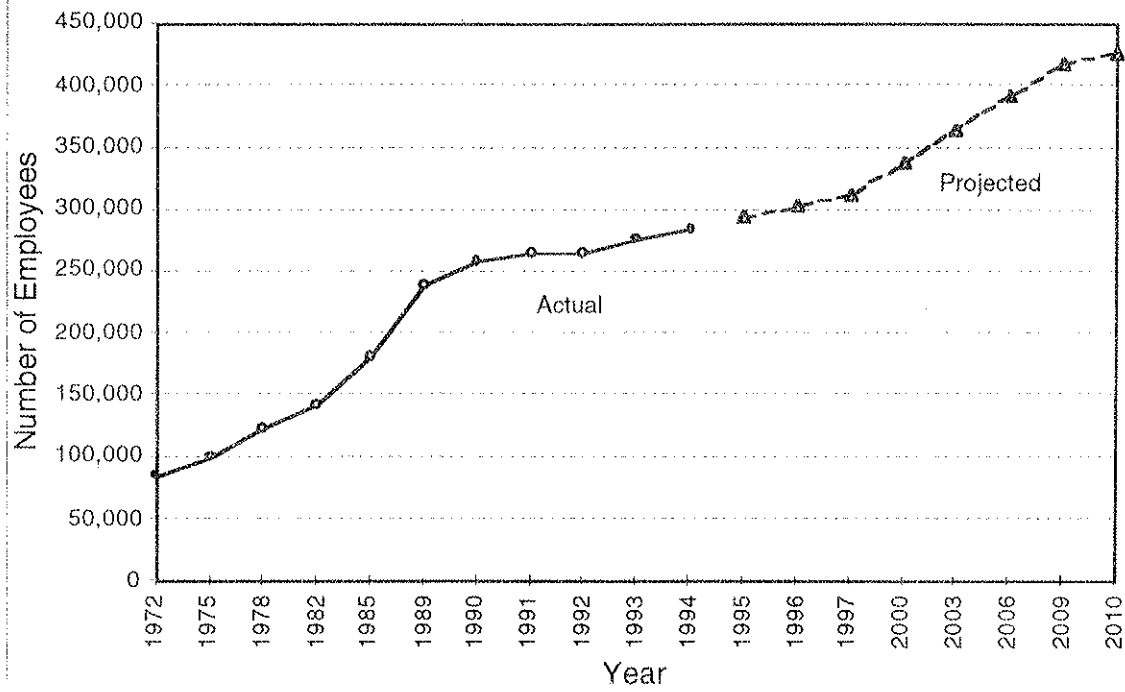
Student Demographics

Harper experienced steady enrollment increases from the time of its beginning until 1984. At that point, the College experienced an expected decline that was attributed to a decrease in the number of high school seniors and an increase in available employment opportunities resulting from an improved economy. Enrollment decreased until 1987, reached a peak again in 1993, and has fallen somewhat since then.

Figure 2-5 depicts the annualized numbers of Full-Time-Equivalent (FTE) students in credit classes from 1986–1996. Annualized data is the sum of FTE for Summer, Fall, and Spring semesters. The annualized numbers of Continuing Education Units (CEUs) are shown in Figure 2-6 for the years 1986–96.

The annualized headcount numbers for credit and continuing education are given in Figures 2-7 and 2-8. Annualized headcount for Workforce and Professional Development is broken down by a) credit/Workforce English as a Second Language (WESL)/other and b) customized training in Figure 2-9. [Data in Figures 2–5 through 2–9 is from Enrollment Services.]

Current Harper College enrollment projections predict an increasing enrollment between 1997 and 2013. Although the adult population in the district will remain constant, the pool of high school seniors will increase 62 percent by the year 2013. Approximately 30 percent of the district's college-bound high school graduates enroll at Harper in the fall semester immediately after high school graduation. Within one year of graduation, the number of high school graduates who have enrolled at the College increases to about 40 percent. If Harper continues to enroll the same percentage of the high school graduates, Harper will experience a 62 percent enrollment increase among traditional age students (under 21 years) and an overall 28 percent increase in FTE by the year 2013.

Credit full-time equivalent (FTE) projections are given in Figure 2-10. Unlike the annualized (Summer plus Fall plus Spring) data in Figure 2–5 through Figure 2–9, the FTE data in Figure 2–10 is for Fall semester. [Data in Figure 2–10 from Office of Research.]

Figure 2–5. Annualized Numbers of Full-Time Equivalent (FTE) Credit Students

Fiscal Year	Annualized FTE
FY86	15,736
FY87	15,578
FY88	16,006
FY89	16,937
FY90	17,413
FY91	17,302
FY92	18,264
FY93	18,335
FY94	17,678
FY95	17,140
FY96	16,722
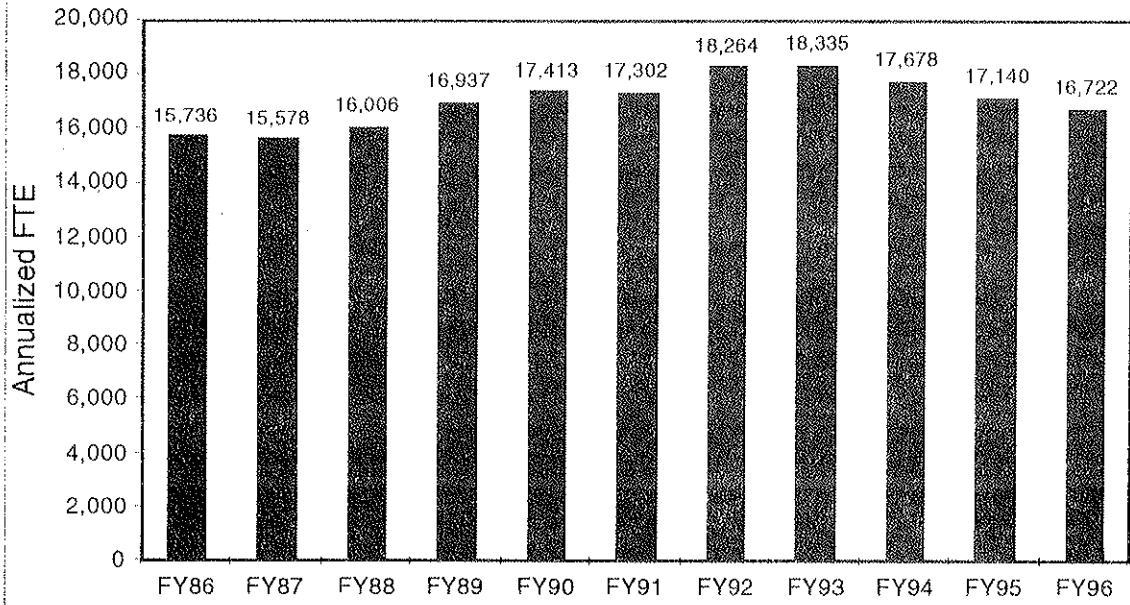
Figure 2–6. Annualized Numbers of Continuing Education Units (CEUs)

Fiscal Year	Annualized CEUs
FY86	17,479
FY87	23,497
FY88	25,976
FY89	29,872
FY90	32,341
FY91	36,200
FY92	42,964
FY93	42,402
FY94	38,384
FY95	39,020
FY96	38,335
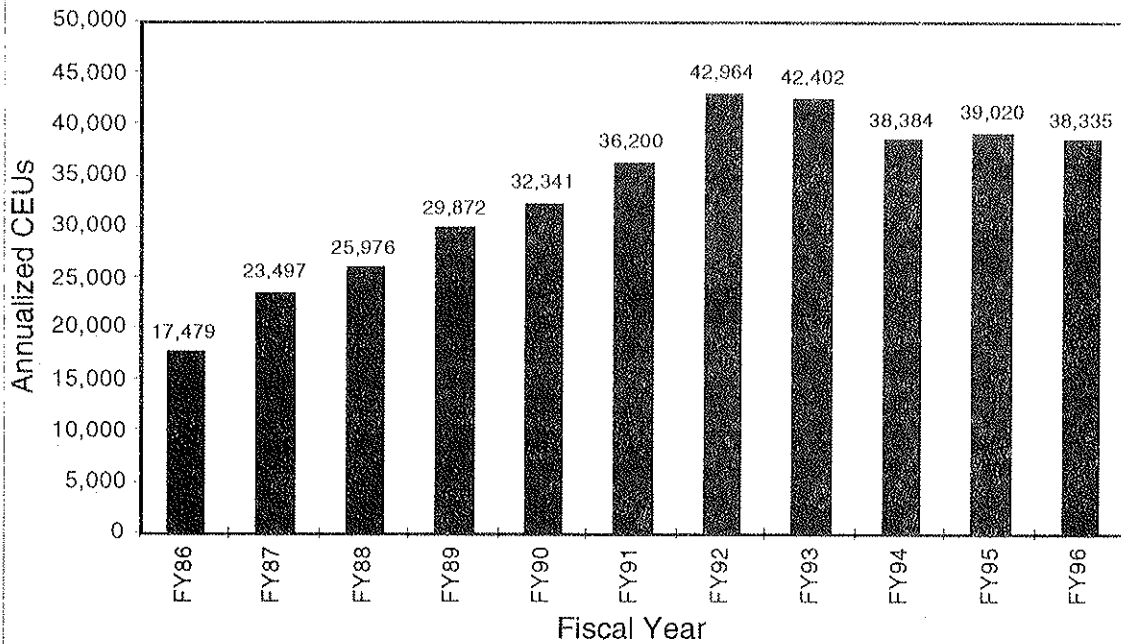
Figure 2--7. Annual Headcount of Credit Students

Annual Headcount

Fiscal Year	
FY86	40,446
FY87	39,723
FY88	40,579
FY89	42,668
FY90	43,581
FY91	43,353
FY92	45,734
FY93	44,838
FY94	41,054
FY95	39,594
FY96	38,710
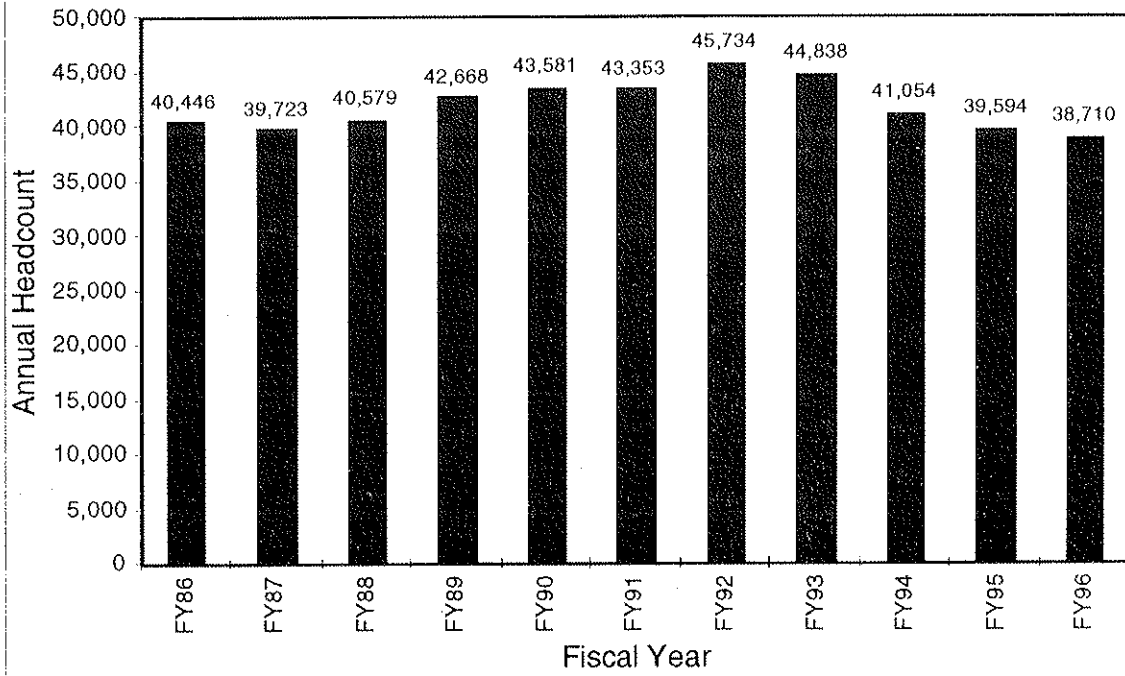
Figure 2--8. Annual Headcount of Continuing Education Students

Annual Headcount

FY86	11,417
FY87	12,805
FY88	13,179
FY89	13,816
FY90	15,723
FY91	17,674
FY92	19,228
FY93	20,615
FY94	18,854
FY95	18,720
FY96	19,829
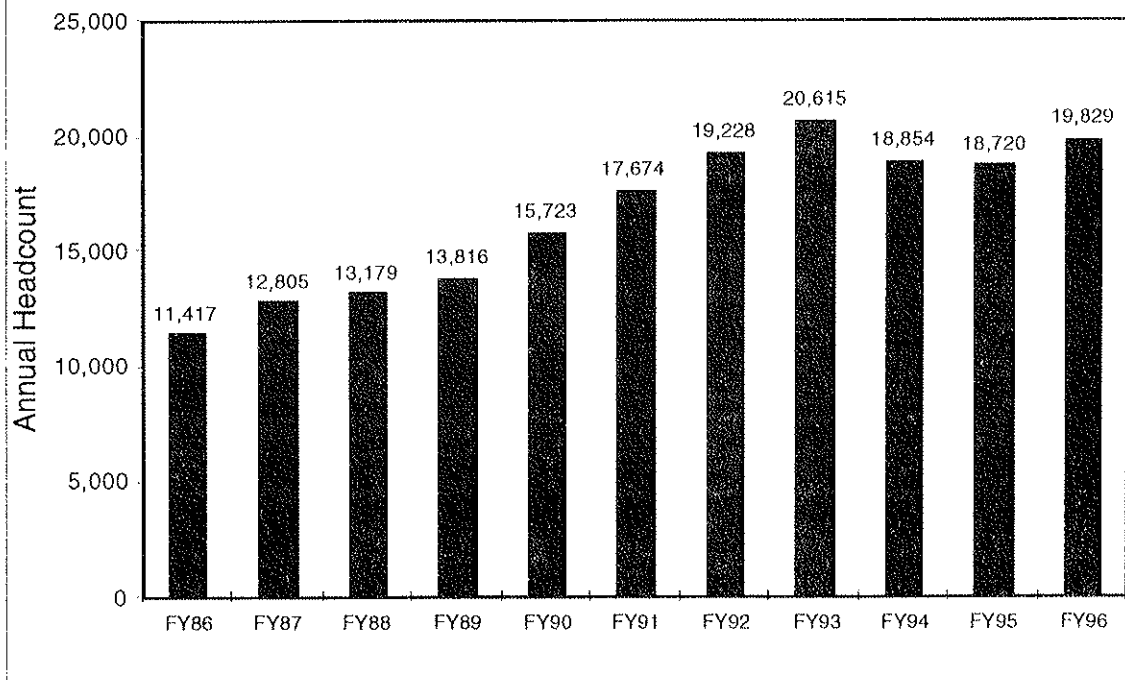
Figure 2–9. Annual Headcount of Corporate Services Students

Bar chart with y-axis "Annual Headcount" ranging from 0 to 4,500.

Legend:
- Customized Training
- Credit/Workforce ESL/Other

	FY93	FY94	FY95	FY96
Customized Training	1161	1751	1935	3432
Credit/Workforce ESL/Other	674	1131	757	650
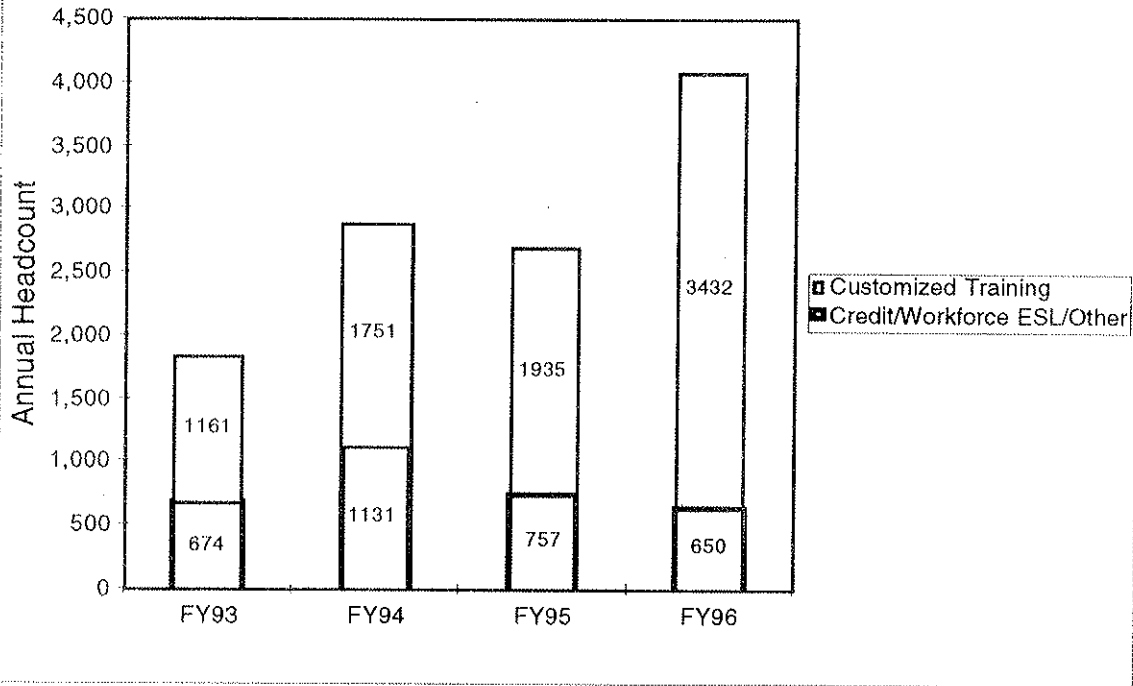
Figure 2–10. Projected Credit Full-Time Equivalent (FTE) Enrollment Fall Semester

Line chart with y-axis "Total Credit FTE" ranging from 0 to 10,000 and x-axis "Year" from 1991 to 2013. Labeled "Actual" and "Projected".

District and Student Demographics
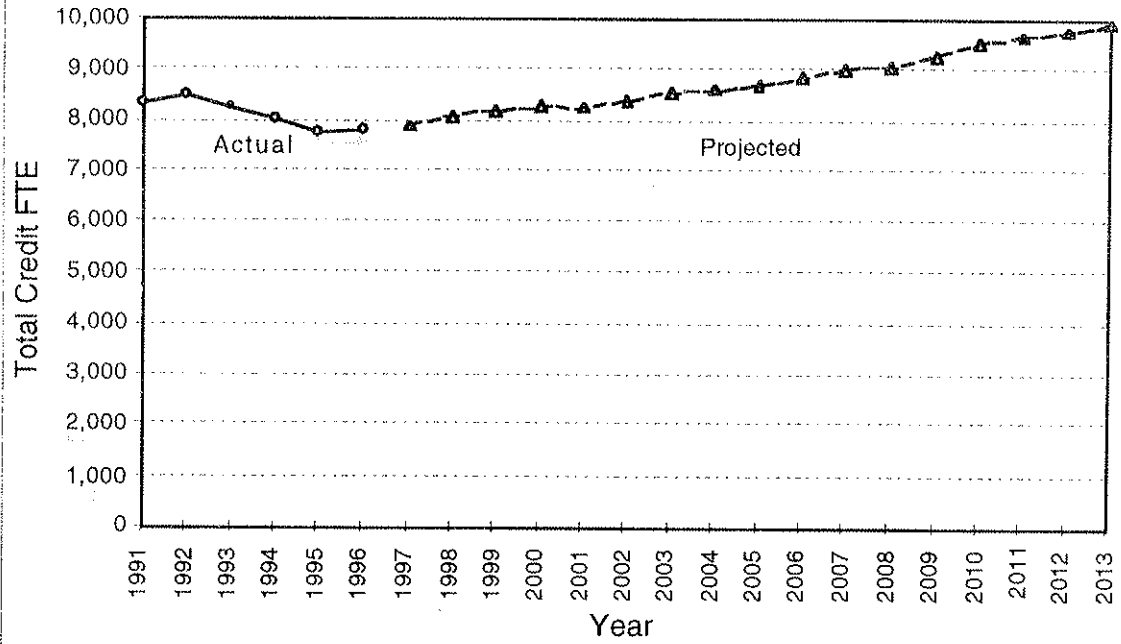
In 1995–96, approximately 64% of reimbursable credit hours were in courses leading to transfer to another institution to complete baccalaureate degree programs. Another 20% of credit hours were in occupational/vocational programs. Developmental/remedial/adult basic education programs accounted for 16% of credit hours. [Percentages are from the June 30, 1996 audited Schedule of Enrollment Data of students certified as being in attendance at midterm.]

Figure 2–11. Reimbursable Credit Hours 1995–96	
Category	**Percent**
Baccalaureate	64.4
Business occupational	8.4
Technical occupational	7.6
Health occupational	3.6
Remedial developmental	10.0
Adult basic education/adult secondary education	6.0

More than 69 percent of Harper's degree credit students are part-time students. Fifty-six percent of the credit students are female. Twelve percent of Harper's degree credit students have a bachelor's degree; in continuing education, 49% have already achieved a bachelor's degree.

The average age of Harper students is 33. Full-time credit students are younger than part-time students—the average age of full-time students is 18.9 years of age. The distribution by age of Harper credit students is shown in Figure 2-12.

Figure 2-12. Distribution by Age of Harper Credit Students in 1996	
Age	**Percentage**
19 and below	22.4
20–21	14.8
22–25	16.9
26–35	23.5
36–45	14.1
46–55	6.4
Over 55	1.7

As the diversity of the Harper district has increased, so too has the diversity of the student body. Figure 2-13 lists the percentages of various ethnic groups in credit classes over the previous nine years. The percentage of White American credit students has declined from 84.8 percent in 1988 to 73.7 percent in 1996. In 1996, 73.7 percent of credit students were White American, 10.3 percent were of Asian/Pacific Islander descent, 6.7 percent were Hispanic Americans, 3.0 percent were African Americans, and 0.3 percent were American Indian. [Data from Enrollment Services.]

Figure 2-13. Percentage of Credit Students by Ethnicity 1988–1996									
	1988	**1989**	**1990**	**1991**	**1992**	**1993**	**1994**	**1995**	**1996**
White American	84.8	84.0	83.3	82.2	80.3	79.4	78.1	76.6	73.7
Asian/Pacific Island	4.8	5.1	5.9	6.9	7.5	7.9	8.6	9.4	10.3
Amer. Indian/Alaskan	0.1	0.2	0.2	0.2	0.3	0.2	0.2	0.2	0.3
Black American	1.5	1.5	1.7	1.9	2.2	2.3	2.2	2.6	3.0
Hispanic American	2.9	3.3	3.4	3.5	4.3	4.7	5.7	6.0	6.7
Foreign/Other	0.8	1.1	1.2	1.3	1.2	1.2	1.2	1.1	1.1
No Response	5.2	4.8	4.4	4.0	4.2	4.2	4.0	4.2	4.8

District and Student Demographics

Part II

Findings of the Self-Study

Chapter 3: The Mission of Harper College

In 1991, the Board of Trustees accepted a revised Mission Statement for Harper College. The previous Mission Statement was revised to more adequately reflect the tenets of the Preferred Future Statement, a vision of a shared future developed by the Harper community and College personnel. The Mission is displayed in the *Harper College Catalog*, and several other publications including the newsprint schedule of courses *This is Harper College* which is mailed to all homes in the Harper district prior to the beginning of each semester and other appropriate times. The Mission broadly outlines how Harper College serves its community as an institution of higher education.

Mission

William Rainey Harper College is a comprehensive community college dedicated to providing excellent education at a reasonable cost, promoting personal growth, enriching the community and meeting the needs of a changing world.

In its broad range of offerings, Harper College will

- educate students to assume an active productive and meaningful role in a free and changing society.

- provide students with the knowledge and experiences required to develop a system of values and the ability to contend with difficult moral choices.

- encourage student success.

- enrich the cultural and economic life of the community.

- lead in individual and community development.

- enable the students to recognize the interrelationships of life, education and work.

Objectives of the College

The Mission Statement is complemented by a set of ten Objectives, reaffirmed in 1991, which provide greater specificity to the Mission. The Objectives are published in the *Catalog* and the *Board of Trustees Policy Manual* but are not prominently displayed in other College documents.

Both the Mission and the Objectives are consistent with the provisions of the Illinois Public Community College Act. They are appropriate to a community college and give clear indication of the College's Mission and also act to establish implicit priorities.

Objectives

Specific objectives of the College are:

1. To provide the first two years of baccalaureate education which will offer students opportunities to pursue liberal arts, sciences, and preprofessional curricula designed to prepare students to transfer to four-year colleges and universities and/or to satisfy individual educational goals;

2. To provide educational opportunities in occupational, vocational, technical and semi-technical fields which will enable students to acquire the skills and knowledge to enter a specific career;

3. To offer appropriate general education opportunities to assist individuals in participating more effectively in a free society as well as providing those individuals with personal and cultural enrichment;

4. To provide opportunities for training, retraining and upgrading of skills in order to facilitate adjustments in a work environment that is undergoing rapid technological change;

5. To provide adult education and remedial instruction;

6. To provide community education, including continuing education designed to meet various individual goals;

7. To provide services designed to support the programs and direction of the institution, including, but not limited to, admissions, counseling, testing, tutoring, placement, financial aid and special assistance to the disadvantaged student;

8. To provide educational resources for the use of students and community residents through learning resources and library services;

9. To provide selected public services which employ the available resources of the College and utilize the talents of faculty and staff in such a manner as to make significant and substantive contributions to the community; and

10. Whenever available, to provide and encourage the use of the College's facilities and services for educational and cultural purposes by community members, under certain provisions and controls established by the College.

Our Preferred Future
Vision Statement

In response to a 1988 challenge by Harper College President Paul Thompson to "build community" at the College, a goal was developed to have the community and College personnel work together to form a shared vision that would carry the College through the next twelve years and into the twenty-first century.

More than one thousand of the district's residents and College employees participated in seventy-two focus groups. Twelve study groups then examined the data and formulated recommendations. After sixteen months, consensus on recommendations was reached at a workshop. The resultant vision statement, *Our Preferred Future*, was finalized in 1990 and was published as an eight-page brochure distributed to the College and to the District 512 community.

Our Preferred Future

William Rainey Harper College will:

1. Insist that quality teaching and active learning be a hallmark of Harper College.
2. Provide comprehensive educational programs and services to ensure the success of students.
3. Ensure that all students have the literacy skills necessary to function effectively in society.
4. Create an environment for international/multicultural educational experiences which promotes thought, appreciation and respect for individual rights and awareness of the global interdependence of all human groups.
5. Respond to the need for a prepared workforce through coordinated, innovative and collaborative relationships with business, industry and education.
6. Create partnerships with the community which foster articulation, innovation and communication.
7. Provide comprehensive access to information and instruction through the use of state-of-the-art global computer networks and other technologies.
8. Value and promote the arts as integral to the cultural life of the community.
9. Assume a leadership role in efforts to protect and restore the environment of all living things.
10. Achieve systematic quality improvement across the College.
11. Provide resources and experiences which enable employees to grow, receive recognition and develop leadership potential.
12. Expand and aggressively develop public and private funding sources in order to achieve the vision of the College.

The College recognized that it needed strategies to implement the Preferred Future Statement. The College Executive Council (consisting of the College President, Vice Presidents, Dean of Strategic Planning, Community Relations Manager, Director of Development and External Affairs, and the Executive Assistant to the President and Board of Trustees) was assigned the task of coordinating and developing specific implementation strategies. A new administrative position, Dean of Strategic Planning, was created in 1992 and was given responsibility to direct and coordinate implementation of the Preferred

Future. Various committees and groups were assigned the task of identifying goals for each of the twelve Preferred Future Statements. By November 1996, goals had been identified for all twelve Preferred Future Statements. The various committees and groups were also assigned the task of identifying strategies to implement the goals. Implementation strategies have been formally identified for many of the goals. Many other informal strategies have been implemented.

Evaluation of the Mission, Objectives, and Vision of Harper College

Harper College has a clear, well-defined mission which is appropriate to an institution of higher education as described in the Illinois Community College Act. The College community believes the Mission Statement is appropriate to Harper College. In the January 1996 self-study "Super Survey" of Harper employees, 64% agreed that the Mission Statement reflects the current needs and directions of the College. Only 8% disagreed, and the balance of responses were neutral.

When asked if the Mission Statement "is adequately and visually communicated to students, faculty, staff, administrators, Board of Trustees, and the community," less than one-third (31%) of all employees agreed and 43% disagreed.

There is a need for increased awareness of the Mission and for increased employee ownership of the Mission Statement. Fifty-three percent of employees agreed and 26% disagreed that the Mission Statement had been a point of reference in the planning process in their departments.

The guiding principles of the College should be more prominently displayed and communicated in the publications and the buildings of the College. The self-study Task Group for Mission, Objectives and Vision recommended that the *College Catalog* and *Student Handbook/Datebook* be reorganized to emphasize the Mission, Objectives, and Preferred Future of Harper College. The self-study process revealed that the Board of Trustees Policy Manual, last revised in 1989, did not contain the 1991 Mission statement. The Policy Manual is scheduled for revision to include the current Mission statement.

In the January 1996 "Super Survey," 60% of employees agreed, 28% were neutral, and only 12% disagreed that the Preferred Future Statement reflects the current needs and direction of the College.

Harper employees were also asked to respond to the statement: "College personnel have been kept adequately informed about the progress and implementation of the Preferred Future and Mission Statements." The January 1996 survey results indicate that 44% of the College community were adequately informed about the progress and implementation of the Preferred Future Statement while 31% disagreed and 25% were neutral.

Harper College reviewed and revised its Mission Statement subsequent to the release of the Preferred Future Statement. The relationship between the Mission and Preferred Future Statements is not distinct for many employees. There is a clear and understandable distinction between the Mission and Preferred Future Statements for 38% of employees but 28% disagreed.

The Vision of the College—*Our Preferred Future*—needs to be better communicated and emphasized in College publications. Employees need a better understanding of how the vision will be realized and be better informed about the progress in implementation of the

Preferred Future. The College also needs a clearly-stated method of measuring the achievement of its vision.

Recognizing this need, the Self Study Task Group for Mission, Objectives and Vision in 1996 prepared a listing of patterns of evidence that demonstrate Harper's progress in achieving its *Preferred Future*. That listing is included in this *Report* as Appendix B.

Separately recognizing the same need, in his January 15, 1997 Presidential Address to the College, Paul Thompson reported on progress made toward achieving Harper College's Preferred Future:

1. **Insist that quality teaching and active learning be a hallmark of Harper College.**

   - The Harper Academic Standards Committee spearheaded a review of the College's general education requirements.
   - Development of a successful Learning Communities program.
   - Intense focus on demonstrated quality of teaching in all hiring of full-time faculty.
   - A number of faculty members received Harper College Teaching and Learning Grants.
   - Strong faculty involvement in the Critical Literacy Program.
   - Fulbright awards for study in Africa.
   - Development of Service Learning projects.
   - Development of Cooperative Education Program.
   - A Harper faculty member was recognized as the 1996 Teacher of the Year by the Illinois Adult and Continuing Educators Association.
   - Received funding for and provided training to faculty on techniques to foster gender equity in the classroom.
   - Creation of a Faculty Senate Teaching and Learning Committee to address related issues.

2. **Provide comprehensive educational programs and services to ensure the success of students.**

   - Harper's Plan for the Assessment of Student Academic Achievement was submitted to the North Central Association and approved in 1995. Faculty continue to work toward identifying outcomes for all courses offered at Harper.
   - Harper recently received approval from the Illinois Community College Board (ICCB) and the Illinois Board of Higher Education (IBHE) to offer a new degree—the Associate in Engineering Science (AES). A second new degree, the Associate in Fine Arts (AFA) is undergoing review by various Harper bodies and is expected to be sent for ICCB/IBHE approval in 1997.
   - Student Ambassadors telephone new students early in the semester to answer questions and provide information.
   - Revision of course outlines to focus on student outcomes.
   - Doubled the number of English 100 (Composition) sections offered.
   - Development of the Weekend College.
   - Implementation of Computerized Assessment (COMPASS) for math, English, and reading courses and continued research on predicting student success in these areas.
   - Creation of Community Career Services (formerly known as Career Transition Center).

- Research of performance outcomes of students using the Tutoring Center, Writing Center and Success Services has demonstrated that students perform at a higher level with improved grades after using the services.
- Availability of on-line services along with the Internet to provide patrons of the Learning Resources Center access to the shared resources of hundreds of libraries' holdings.
- Reorganization of departments allowed for hiring of two new professional-technical positions—Instructional Designer in Media Services and Instructional Assistant in Library Services.
- Student Activities and the Student Development Division initiated the EXCELL Student Leadership Program.

3. **Ensure that students have the literacy skills necessary to function effectively in society.**

- Adult Educational Development (AED) student outcomes have resulted in increased educational funds from Illinois State Board of Education (ISBE) as a result of meeting specified performance standards.
- Conducted research for the Department of English that analyzed English 101 (Composition) success rates based on high school attended.
- Departments are working cooperatively with the Learning Assistance Center and the Writing Center.
- COMPASS has provided an individualized, open-access assessment testing venue for students.

4. **Create an environment for international/multicultural educational experiences which promotes thought, appreciation and respect for individual rights and awareness of the global interdependence of all human groups.**

- Development of the International Studies Program.
- Infusion of Asian Studies material into existing courses.
- Development of new sites for the Study Abroad Program.
- Co-sponsored the 50/10 Symposium honoring the work of the Fulbright Program and the Illinois Consortium of International Studies.
- Offer increased instruction in both Western and non-Western languages, literature and philosophy.
- Faculty development seminars by English as a Second Language (ESL) faculty and staff on intercultural communication and teaching of foreign students.
- The Minority Student Recruitment Plan.
- The receipt of two Higher Education Cooperative Act (HECA) Grants; to increase minority transfer rate and to increase College participation of Latinos.
- The Student Development Multicultural Committee has conducted Diversity Training for different constituents of the College.
- Cultural awareness programming has increased through various forums including Brown Bag Lunches, etc.
- Student Development faculty developed the DIV 101 course titled "Exploring Diversity in the U.S."
- The Task Force on College Pluralism was formed during the 1995–96 year.

5. **Respond to the need for a prepared workforce through coordinated, innovative and collaborative relationships with business, industry and education.**

*   Expansion of the Educational Service Agreement (ESA) Program.
*   With grant support, provide counseling, financial assistance and employment placement to men and women entering non-traditional fields.
*   With grant support, provide counseling and financial assistance to an average of 300 single parents and displaced homemakers.
*   Annual spring conference for working women.
*   Developed new credit and non-credit courses with curriculum geared toward the workforce.
*   Developed and offered Phi Theta Kappa Leadership Program.
*   Formed cooperative relationship between the Career Center and the *Daily Herald* newspaper to create the Harper College Collegiate Employment Network.
*   Cooperative Education which provides a work experience component for Harper students.
*   Annual Career Expo leads to partnerships between students and area employers. The Career Expo includes a Career Fair in which career professionals share career information and a Employment Fair of 150 businesses recruiting employees.
*   Creation of Corporate Services to offer courses and training for area business and industry.

6. **Create partnerships with the community which foster articulation, innovation and communication.**

*   Enhanced internship opportunities for students in career programs.
*   Creation of Spanish immersion program in cooperation with Palatine Elementary School District 15.
*   Membership in the North Suburban Higher Education Consortium (NSHEC) and collaboration with 26 other postsecondary institutions as well as Elk Grove High School and Northwest Community Hospital—to offer distance learning classes via interactive video.
*   Joined the Fox Valley Educational Alliance (FVEA) to develop partnership activities related to enhancing educational opportunities for the residents, including joint degrees and courses offered via interactive video-telecommunications.
*   Formed exemplary partnership with Rolling Meadows Police to develop the Rolling Meadows Police Neighborhood Resource Center.
*   Developed an instructional site with Palatine Township at the Edgebrook Community Center at Baldwin Greens.
*   In partnership with all three area high school districts, Harper College sponsors an extremely successful Career Expo.
*   Bi-annual "Choices" career options conference for girls 11–14.
*   Creation of Northwest Suburban Employment and Training Center, a cooperative venture between Harper and the State unemployment office to provide a "one stop career center."

7. **Provide comprehensive access to information and instruction through the use of state-of-the-art global computer networks and other technologies.**

- Developed a Technology Plan which has been the impetus for technology improvements at the College.
- Standard desktop technologies have been established with a plan for acquisition, support and replacement.
- Designed and implemented a campus network that integrates voice, video and data communications and provides access to campus and external resources such as the Internet (e-mail and Web browser), satellite delivery, media delivery and campus MIS services. Currently over 1000 accounts exist.
- Consolidated computer laboratories (Building I MegaLab, Northeast Center, Building F-third floor) for better support for instructional delivery.
- Installed an integrated Management Information System comprised of Student Records Management, Human Resources, Business and Financial Management subsystems that will assist daily operations, management decision-making, and strategic planning far into the future.
- Developed a support function to the campus community comprised of a Help Desk, Technology Laboratory support, advanced technology introduction and training and professional development.
- Career resources on Harper's main campus as well as several satellite sites have been networked and have the latest in interactive career exploration software and Internet access to regional, state and national trends.
- Several courses have been developed and offered which incorporate Internet/e-mail applications. In addition, the number and diversity of courses offered by Harper and received from other institutions on Harper's campus via interactive video telecommunications have increased each semester.
- The new Harper Web site processes requests for information about the College.
- Major renovation of the Learning Resources Center (LRC) to accommodate new technologies. Specifically, the construction included space for a faculty media center, library instruction (Bibliographic Instruction Room), and a technology corridor for CD-ROM and Internet access.
- New instructional programs in the library teach library skills via new technologies. Over 400 sessions were offered in the Bibliographic Instruction Room during the 1995–96 academic year.
- Installation of a Media Management System provides media (and Internet) delivery to the classroom—thereby supporting classroom instruction with the most recent technologies.

8. **Value and Promote the arts as integral to the cultural life of the community.**

- Building of Studio Theater and 3-dimensional art labs.
- Planning of a new Performing Arts Center (Building W).
- Greater integration with high schools and community groups in music, art, continuing education, fashion and interior design programming.
- Development and approval for implementation of Associate in Fine Arts (AFA) degree.
- Art exhibits, music and theatrical performances have been expanded.
- Cultural Arts Committee conducted public meetings with four constituencies to identify eight goals. The Committee has accepted its role as the primary catalyst for and provider of artistic experiences to enhance the cultural life of the community.

9. Assume a leadership role in efforts to protect and restore the environment of all living things.

- Recognize the significant environmental leadership efforts of the Life Science faculty and staff.
- Offering a new course in environmental ethics (both credit and non-credit).
- Increased awareness in all offices and classrooms of recycling needs.
- While the State requires 40 percent of the waste stream to be recycled, an audit by an outside firm established that Harper recycles 67 percent of its waste stream.

10. Achieve systematic quality improvement across the College.

- An emphasize is placed on fiscal responsibility and cost effectiveness.
- Operational Analysis has been incorporated into the College's regular operating procedures. Operational Analysis results are integral parts of the academic Program Review process and Operational Analysis data is also utilized as one of the factors considered in the approval of new and replacement faculty positions.
- Continued to seek feedback from students and community concerning programs and services of the College.
- Implementation of campus-wide outcomes assessment measures.

11. Provide resources and experiences which enable employees to grow, receive recognition and develop leadership potential.

- On-going efforts exist to encourage departments to recognize their employees in different ways. An annual Outstanding Service Award was awarded to the classified employee demonstrating exemplary performance in 1995 and again in 1996.
- Illinois Community College Board (ICCB) Excellence Awards to Harper College. Harper leads other Illinois community colleges with most recognitions from ICCB.
- Annual Motorola Award for Distinguished Faculty Member now provides monetary as well as institutional recognition.
- Many faculty have attended Adventures in Excellence (formerly Great Teachers Retreat)—a two day faculty development and renewal.
- Received Well Workplace Award for encouraging involvement in Wellness programs and events.
- Encouragement of faculty and staff to earn degrees and certificates by including annual professional development fund increases in contractual agreements.

12. Expand and aggressively develop public and private funding sources in order to achieve the vision of the College.

- Encouraged and received gifts in form of art works, scholarships and donations of equipment and materials.
- Increasingly pursuing grant opportunities—in five years grants have grown from $770,000 to $3.3 million.
- The Harper College Educational Foundation has made excellent progress in recent years through the combined participation of all levels of employees through gift-giving campaigns and personal contacts. Since 1992 revenues have increased from $250,000 to $900,000 in 1996.

Harper's vision, *Our Preferred Future*, is an appropriate focus to enable Harper College to meet the needs of the residents of Community College District #512 beyond the year 2000. Greater focus on the Mission, Objectives, and Preferred Future along with increased communication will help insure that Harper reaches its full potential.

Strengths of the College Mission, Objectives, and Preferred Future

1. The College mission and objectives are well-defined.

2. The College mission and objectives are being fulfilled. Evidence for this assertion is found throughout this Report and is summarized in Chapter 17.

3. The Preferred Future vision statement was developed through the consensus of Harper employees and the district community.

Concerns about the College Mission, Objectives, and Preferred Future

1. There is need for more awareness of the College mission, objectives, and vision. The mission needs greater acknowledgment and a more prominent position of importance.

2. Progress of implementation of the Preferred Future needs to be better communicated.

3. The College mission is not the guiding principle for Unit Planning and College Planning. This is further discussed in Chapter 6—Governance of Harper College.

Recommendations for Strengthening the College Mission, Objectives, and Preferred Future

1. Increase the visibility of the College mission statement in marketing materials and publications such as the College *Catalog* and *Student Handbook/Datebook*.

2. Develop mechanisms to ensure the mission is well known.

3. Improve internal communication.

4. Revisit the Harper College Mission, Objectives, and Preferred Future.

Chapter 4: The Resources of Harper College

Human Resources

William Rainey Harper College employs approximately 2154 people. As of the Fall 1996 semester, 641 were full-time and approximately 1513 were part-time employees. Many believe that Harper's human resources are the College's greatest strength. Harper employees have excellent abilities and skills and are committed to fulfilling the mission of William Rainey Harper College.

Figure 4–1. Employees of Harper College (Includes Vacant Full-time Positions) Fall 1996	Full-time	Part-time
Faculty (career, developmental and transfer courses, learning resources, and student development)	221	600*
Faculty (continuing education)	0	330*
Faculty (customized training)	0	43
Administrators	39	0
Supervisory/Confidential staff	44	5
Professional/Technical staff	80	31
Classified (secretarial & clerical) staff	181	99
IEA/NEA Physical Plant (custodial, maintenance and grounds) staff	76	5
Temporary staff	0	200*
Student aides	0	200*
	641	1513*

*Estimated

Affirmative action statistics are available for full-time and part-time Supervisory/ Confidential staff, Professional Technical staff, Classified staff, IEA/NEA staff as well as for full-time administrators and faculty; affirmative action statistics are not available for adjunct faculty. Figure 4–2 shows the numbers of female, male, and minority employees in each employee group.

		Faculty (FT)	Admin (FT)	Super/ Con (FT & PT)	Pro/ Tech (FT & PT)	Class- ified (FT & PT)	IEA/ NEA (FT & PT)	TOTAL
Asian/Pacific Island	F	3	1	1	1	2	1	9
	M	2	0	0	1	1	1	5
Black	F	5	0	1	3	3	0	12
	M	2	1	2	0	0	3	8
Hispanic	F	2	1	0	3	7	0	13
	M	0	1	0	0	5	10	16
American Indian/ Alaskan Native	F	0	0	0	0	0	0	0
	M	0	0	0	0	0	1	1
White	F	101	16	16	61	203	13	410
	M	93	18	24	30	45	50	260
Minorities	F	10	2	2	7	12	1	34
	M	4	2	2	1	6	15	30
Employees	F	111	18	18	68	215	14	444
	M	97	20	26	31	51	65	290
Vacancies		13	1	5	12	14	2	47
Total Positions		221	39	49	111	280	81	781

Figure 4-2 Affirmative Action Statistics for Full-time and Part-time Employees April 1997

Faculty

The faculty at Harper College is much decorated, receiving numerous local, regional and national awards. The faculty consists of 221 full-time members, approximately 600 part-time members in credit courses, approximately 330 part-time members in continuing education, and approximately 43 part-time members in customized training courses. The Harper College full-time faculty includes learning resources, student development and instructional faculty who provide academic support services and classroom instruction in credit courses. Full-time faculty members rarely teach continuing education or customized training classes.

Many of the full-time faculty members hired in the early years of the College's existence have retired in the last several years. When a new full-time faculty member is hired, members of the discipline and the division to which the person will be assigned are instrumental in the selection process. The hiring process is carefully monitored to ensure that Affirmative Action and Equal Opportunity requirements are met—this is more fully discussed in Chapter 6—Governance of Harper College.

Full-time faculty members serve a three-year probationary period, after which they are accorded tenure if they are retained. Full-time faculty members are covered by a negotiated contract between the Board of Trustees and the Harper College Faculty Senate, an affiliate of the Cook County Teachers Union, Local 1600, AFT, AFL-CIO. The contract specifies the qualifications required for initial appointment to each of the four ranks. Subsequently, faculty members may earn promotion to Assistant Professor and Associate Professor either through a merit promotion process or through an automatic promotion if appropriate credentials are met and the individual has met certain time-in-rank requirements. Promotion to the rank of Professor is available only through a merit promotion process and only after completion of appropriate credential and time-in-rank requirements. Figure 4-4 summarizes the numbers of full-time faculty by academic rank.

Figure 4-3. Full-time Faculty by Highest Degree 1996–97	
Doctoral	35
Master's	164
Bachelor's	11
Vacant	11
TOTAL	221

Figure 4-4. Full-time Faculty by Academic Rank 1996–97	
Professor	70
Associate Professor	54
Assistant Professor	47
Instructor	39
Vacant	11
TOTAL	221

The faculty and administration have developed a *Statement of Faculty Credentials*. This document describes the minimum level and types of degrees and experiences one must have to teach in the specific departments at Harper. The requirements are applied to both full- and part-time instructors at Harper. While the College does have a *Statement of Faculty Credentials* which applies to all credit and some non-credit courses, there is a need to develop a similar statement for all non-credit and customized training offerings.

All full-time faculty who teach baccalaureate transfer courses hold graduate degrees. All newly hired full-time faculty meet the minimum criteria established in the *Statement of Faculty Credentials*. Minimum criteria are waived occasionally for adjunct faculty if the

individual is otherwise qualified as determined by the full-time faculty in the discipline. Adjunct faculty are drawn from leaders in the business, industry, and education communities, with many of them bringing years of successful teaching experience with them to the classroom.

In 1996–97, Harper College adjunct (part-time) faculty taught 54.2 percent of the contact hours in the career and transfer programs. This is slightly higher than the 51.5 percent during the last North Central Association site visit. The number of full-time faculty members has increased from 195 to 221 since the 1987 visit, but enrollments and number of sections taught have also increased. The number of adjunct faculty members fluctuates somewhat as enrollment increases and declines.

The various divisions vary in their use of part-time faculty as shown in Figure 4-5.

Figure 4-5. Percentage of Contact Hours of Credit Courses Taught by Full-time and Part-time Faculty 1996–97		
Division	% Contact Hrs. by FT	% Contact Hrs. by PT
Academic Enrichment and Language Studies (AE/LS)	35.29	64.71
Business and Social Science (BUS/SS)	40.50	59.50
Liberal Arts (LIB ARTS)	44.44	55.56
Life Science and Human Services (LS/HS)	60.62	39.38
Student Development (STU DEV) [includes only contact hours of credit courses taught, not hours of counseling]	60.90	39.10
Technology, Mathematics and Physical Science (TM/PS)	50.00	50.00
Wellness and Human Performance (WHP)	39.05	60.95
College-wide credit courses	**45.82**	**54.18**

Administrators

The administrative staff has been relatively stable over the last ten years. A number of administrators have been selected for leadership roles in local, regional and national professional associations and have been honored for their work in the community. As of March 1997, one of the 39 administrative positions is vacant. All 38 Harper administrators meet the qualifications described in the *Academic Affairs Procedure Manual*:

- Master's degree in related discipline; in some cases a doctorate is preferred;
- Three, five, or ten years experience in an academic or appropriate industrial setting;
- Experience in supervisory capacity and employee evaluation;
- Experience in staffing, program development, and administration of budgets; and
- Leadership responsibility

The January 1996 Self-Study "Super Survey" asked employees to respond to the statement: "Administrators perform their functions effectively." More than half (54%) of employees agreed and 17% disagreed. See Figure 4-6.

Figure 4-6. Administrators at Harper perform their functions effectively			
	Agree (%)	Neutral (%)	Disagree (%)
All employees	54	30	17
Full-time faculty (n=149)	51	31	18
Part-time faculty (n=49)	67	27	6
Full-time staff (n=106)	47	32	21
Part-time staff (n=17)	35	35	29
Administrators (n=26)	31	58	12

Staff

Support staff at Harper include several categories of employees—Professional/Technical, Classified, Supervisory/Confidential, and Physical Plant IEA/NEA.

Sixty percent of the 111 Professional-Technical employees have bachelor's degrees or above. Approximately 72% are full-time employees, up from 60% full-time in 1987. Professional-Technical employees have a contract with the Board of Trustees and are represented by Cook County Teachers Union, Local 1600, AFT, AFL/CIO.

Classified Staff provide the College with secretarial and clerical support. Approximately 65% of the 280 classified employees work full-time. They are represented by a Classified Employee Council (CEC) which does not have a contract with the Board of Trustees. The *Classified Employee Procedure Manual* outlines employee benefits and procedures. A 1996 petition for representation by the American Federation of Teachers has not been resolved.

Almost all of the 49 Supervisory/Confidential employees are full-time employees. Most of these employees supervise Professional/Technical or other Classified Staff employees; others deal with confidential information. These employees are also represented by the Classified Employee Council.

Physical plant IEA/NEA workers include custodians, HVAC mechanics, and maintenance and grounds workers. Ninety-four percent of the 81 employees are full-time. They are represented by the Harper 512 Association, Illinois Education Association/National Education Association (IEA/NEA) and have a contract with the Board of Trustees.

The College also employs substantial numbers of temporary staff and student aides. Many temporary staff members work only during registration and the start of the semester, a period of increased need for staff. Others work year-round in temporary positions, because budgetary constraints prevent departments from transforming temporary positions into permanent positions. Many of the 200 part-time temporary staff are rehired year after year.

The results of the January 1996 "Super Survey" show that 81% believe staff perform their functions effectively. Three percent of employees disagreed.

Figure 4-7. Staff at Harper perform their functions effectively			
	Agree (%)	Neutral (%)	Disagree (%)
All employees	81	16	3
Full-time faculty (n=151)	87	12	1
Part-time faculty (n=54)	87	11	2
Full-time staff (n=115)	73	23	3
Part-time staff (n=20)	60	30	10
Administrators (n=26)	96	4	0

Harper staff function effectively, but in some cases there is a need for additional numbers of permanent staff. This need is discussed in later chapters when individual departments and programs are evaluated.

Physical Resources

The majority of Harper's activity takes place on a two hundred acre campus in Palatine, Illinois. The College has also acquired the Northeast Center which is eleven miles east of the main campus. In addition, Harper holds both credit and credit-free offerings at a variety of off-campus sites including five main sites and more than one hundred smaller extension sites. The College has excellent and attractive facilities. The College has made significant improvements and additions to its physical resources in the last ten years and further improvements and additions are planned.

Main Campus Facilities

Harper's main Campus in Palatine includes 18 buildings with a total of more than 830,000 square feet. The physical plant includes a comprehensive Learning Resources Center, a science and technology laboratory classroom complex, a liberal arts and applied fine arts complex, a vocational-technical center, a center for the study of business related disciplines, a greenhouse facility, an astronomical observatory, a College Center for student activities, an information services network with more than 60 academic computer labs, a publications building, a health, wellness and physical education facility, and central utility facilities which serve the entire campus. See Figures 4-8 and 4-9 for building values and locations.

Figure 4-8. College Buildings and Estimated Current Replacement Value

Buildings	Acceptance Dates	Replacement Values	Gross Square Feet
A	1969	$15,753,500	132,593
B	1969 (addition 1984)	2,083,984	24,419
C	1969	2,687,807	23,908
D	1969 (additions 1974 & 1985)	15,754,515	115,903
E	1969	1,615,303	13,040
F	1969	11,979,866	101,970
G	1977	1,880,089	19,500
H	1977	7,744,553	62,657
I	1980	5,282,793	45,611
J	1980	5,604,716	46,289
L	1994	9,172,768	88,860
M	1980	12,289,904	97,100
O	1990	56,512	784
P	1974	2,745,093	26,799
S	1993	1,459,304	9,500
T	1973	430,689	6,030
U	1974	489,833	6,167
V	1975	750,249	12,000
Northeast Center	1994	2,084,720	56,270
Total	19 buildings	$99,866,207	889,400

⠿ William Rainey Harper College

Euclid Avenue

Roselle Road

Parking Lot 5
Parking Lot 6
Parking Lot 7
Parking Lot 4
Parking Lot 3
Lake
O
Parking Lot 8
E   D   H   G
B   C   I
Parking Lot 9
T   U   P   F
V   S   A
Tennis Courts
J
Parking Lot 10
L
Football Field & Track
Softball Field
M
Parking Lot 11
Baseball Field
Parking Lot 2
Parking Lot 1
Parking Lot 12
Into Center

Algonquin Road/Route 62

N

Parking

☐ Student
■ Medical/Handicap
▥ Visitors
▦ Administrators
▨ Faculty and Staff
⦂ Dental Hygiene
■ Buildings, Roads and Athletic Structures
----- Bicycle Path

Campus Directory

Building A, College Center
Assessment Center
Board Room
Business Office
Career Center
Financial Assistance
Health Service
Registrar
Student Activities

Building B
Physical Plant
Division Office
Public Safety
Shipping and Receiving

Building C
Admissions
Art
Center for New Students/
    Orientation
Continuing Education

Building D
Center for Students with
    Disabilities
Dental Hygiene Clinic
Life Science and Human
    Services Division Office
Student Development Center

**Building E, Lecture-
Demonstration Center**

**Building F, Learning
Resources Center**
Academic Enrichment and
    Language Studies
    Division Office
Learning Assistance Center
Library
Media Services

**Building G, Vocational
Technology Shops and
Laboratories**

**Building H, Vocational
Technology Shops and
Laboratories**
CAD and Manufacturing Center
Technology, Mathematics
    and Physical Sciences
    Division Office

**Building I, Business,
Social Science, and
Vocational Education**
Child Care Center
Student Development
    Center

**Building J, Business,
Social Science, and
Vocational Education**
Business and Social
    Science Division Office
Theatre and Box Office

Building L
Black Box Theatre
Bookstore
Liberal Arts Division Office
Three Dimensional Art Studio

**Building M, Wellness and
Human Performance**
Human Performance/Cardiac
    Rehab Labs
Wellness and Human
    Performance
    Division Office

Building O
Observatory

Building P
Music
Women's Center

Building S
Publications and
    Communication Services

Building T
Park Management
Roads and Grounds Shop

Building U

Building V
Greenhouse
Park Management

**Student Parking Lots 1-7,
9-12**

Figure 4-9. Campus Map

The College has constructed three new buildings since the 1987 North Central Association visit: Building O (a small Astronomical Observatory) in 1990, Building S (Publications and Communication Services) in 1993, and Building L (Liberal Arts, Studio Theater, 3-D Arts, and Book Store) in 1994. Northeast Center was purchased in 1994 and Building F (Learning Resources Center and offices and classrooms for the division of Academic Enrichment and Language Studies) received a complete remodeling in 1995. The computer lab area in Building I (Business and Social Science Division) was remodeled in 1996. Also renovated in 1996 was Building V, housing the park management program and greenhouses.

The Observatory, Building O, was privately funded. Featuring a magnificent restored 112 year-old, 12-inch reflecting telescope donated by the James DuPont family, the observatory is used by Harper astronomy classes. The observatory is also open to the community on a regular schedule.

The construction of Building S not only provided much needed space to Publications and Communication Services but also allowed related areas to be physically close to each other for better interaction and more effective operation.

Building L houses the office for the division of Liberal Arts, faculty offices for full- and part-time Liberal Arts faculty members, and general classrooms for the division. The construction of the Studio Theater filled a long-felt need for an instructional theater facility. Its location near the new three-dimensional art studios created far better facilities for construction and storage of stage props and scenery. The new Book Store is a much larger, more pleasant space with better access to a loading dock.

After the Liberal Arts Division vacated the third floor of Building F, that floor was totally remodeled for the new home of the Academic Enrichment and Language Studies (AE/LS) Division. With considerably more space, the AE/LS Division is better able to service the students at Harper. The first two floors of Building F were also completely remodeled for the Learning Resources Center. The first floor, formerly housing the Learning Assistance Center, Graphics and Printing, now is the home for an expanded LRC Media Center, the Periodicals Desk, TV studio, a computer-equipped faculty development room, and a distance learning classroom. The second floor features much improved book stacks, and rooms for bibliographic instruction. The $4,499,000 remodeling has improved functionality of the programs housed in Building F.

Figure 4-10 lists other construction projects completed from 1987 to 1997.

Figure 4–10. Major Construction Projects and Budgeted Costs
1987–1997

Project	**Date**	**Cost**
Parking lot and exterior lighting alterations	1987-88	$400,000
Roadway/walkway lighting repairs	1987-88	119,388
Walkways, retaining walls, exterior stairs, exterior doors	1987-88	1,675,000
Rehabilitation of Parking Lot 2	1987-88	148,000
Chiller replacement and associated work, Buildings A & H	1987-88	695,072
Air conditioner, Building A Computer Services	1987-88	46,290
Roofs, Buildings A, B, C, H, M, P, T, and U	1987-88	399,375
Outdoor running track	1987-88	70,000
Fire alarm and safety system for campus	1987-88	307,125
Building automation system for campus	1987-88	831,700
Steam line repairs, Buildings D and E	1987-88	56,250
Fence for tennis courts	1987-88	35,000
Euclid Avenue traffic signal	1987-88	50,000
Dimmer system, Buildings D and E	1987-88	78,750
Handicap ramp, northwest entrance Building D	1987-88	30,000
Roof repairs and alterations, Buildings B, C, G, and H	1988-89	1,121,250
Resurface Parking Lots 8, 9 and 10, patch perimeter road	1988-89	789,000
Boiler, Building V and greenhouses	1988-89	59,875
Supplemental air conditioning, Building D computer labs	1988-89	37,950
Alter Building I exit doorway	1989-90	29,500
Plumbing repair, Buildings I and J	1989-90	462,000
Electrical/mechanical repairs, Bldgs. A, B, D, E, F, H, I, J, M, P	1989-90	1,271,000
Underground storage tanks	1990-91	190,000
Ceiling replacement, Buildings A and D	1990-91	40,300
Stairwell renovations, Buildings I and J	1990-91	27,470
Wheelchair lifts, Building D	1990-91	75,000
Fire suppression system, Building A computer room	1990-91	25,000
Boiler upgrade	1990-91	110,000
Drinking fountain replacement throughout campus	1990-91	200,000
Roof repairs, Buildings D, M and V	1990-91	40,000
Resurface Parking Lots 3 and 4	1990-91	300,543
Carpeting, Buildings A, D, F, and I	1990-91	292,040
Tuckpointing, Building A	1990-91	95,014
Resurface Parking Lots 5, 6, and 7	1990-91	351,108
Ceiling replacement, Buildings A and D	1991-92	35,000
Repave Parking Lot 11	1991-92	300,000
Sidewalk repairs	1991-92	50,000
Carpeting, Building H	1991-92	125,000
Tuckpointing, Building D	1991-92	50,000
Restroom renovations, Building D	1991-92	398,000
Air conditioning, Building V	1991-92	47,000
Elevator upgrade for handicapped	1991-92	67,000
Handicap upgrade, Buildings A, B, and D	1991-92	50,000
Roof replacement, Buildings B, E, I and J	1992-93	374,100
Replace metal roof, east end Bldg. D; replace ceilings, Bldg. D	1992-93	145,841
Water main extension	1993-94	247.295
Sprinkler system, Building M	1993-94	199,750
Power distribution system, Building M	1993-94	317,250

The Resources of Harper College

Liberal Arts classroom building, Building L	1993-94	6,155,315
Bookstore, Building L	1993-94	88,244
Print Shop building, Building S	1993-94	761,971
Building F remodeling	1994-95	2,499,000
Outdoor bleacher replacement	1994-95	100,000
Roof replacement, Northeast Center	1995-96	443,300
Campus-wide ADA upgrades	1995-96	54,792
Tuckpointing, Northeast Center	1995-96	164,650
Reconstruction of Parking Lot 2	1995-96	142,000
Elevator ADA accessibility	1995-96	147,075
Renovation of Parking Lots 1 and 2 and Perimeter Road	1995-96	574,120
Perimeter Road relocation, Algonquin entrance	1995-96	327,536
Computer "MegaLab," Building I	1996-97	676,268
Building V remodeling	1996-97	612,151
Swimming pool filter system, Building M	1996-97	213,298
CFC conversion, Building H	1996-97	242,681
Elevator, Northeast Center	1996-97	98,859
Northeast Center renovations	1996-97	1,500,000
Backflow preventors	1996-97	116,371

The College has a master construction plan developed by Legat Architects, last revised in 1989. Phase I of the Plan included construction of a new Liberal Arts Classroom building (Building L), a new Book Store (Building L), 3-dimensional art classrooms (Building L), a new print shop (Building S), and remodeling of Building F (Learning Resources Center and Academic Enrichment and Language Studies Division). These projects are now completed. Phase I also included remodeling of Building I computer labs and Building V Park Management Program and greenhouses)—these later projects were completed in 1996. A final Phase I project, the remodeling of Building A has not begun.

Phase II of the Legat Plan has not been implemented and includes the remodeling of Building C (Admissions, Continuing Education, and 2-dimensional art), Building E (large lecture halls), Building H (electronics, architecture technology, engineering technologies, computer-aided design, interior design, and fashion design), and Building I (Business/Social Science Division). Also included in Phase II plans is construction of a new Performing Arts Center (referred to as Building W).

Originally envisioned as a Performing Arts Center and classroom building, the Board of Trustees has recently changed the emphasis of Building W to a Business Conference Center and a Performing Arts Center. If state funding is received, construction of Building W will begin in 1999. Building W has been divided into two projects which are called "R"—the Performing Arts Center (attached to Building L which houses the Theater Department and the Studio Theater) and "W"—Instructional Conference Center (attached to the northeast corner of Building A). The cost of the two projects is estimated at $12.8 million. The State of Illinois has provided planning money but has yet to allocate the $6.8 million in capital funds. The Harper College Board of Trustees is committed to providing the remaining $5.9 million needed. The current plan is to use $2.6 million of the $4.1 million fund balance of the Operations and Maintenance Fund and $3.3 million of the $4.5 million fund balance of the Operations and Maintenance Fund (Restricted). Because Buildings A and C and the Conference Center are so linked together, remodeling of Buildings A and C will need to be done together with the construction of the Conference Center.

The Instructional Conference Center will provide space to meet the educational needs of the adult learner and business community seeking short-term courses and conferences. A 250-seat amphitheater will provide an interactive space for a large meeting or small conference. There will be other rooms to provide space for people to break out into smaller meetings. Four additional seminar rooms will provide space to serve the adult market with short-term (4 week maximum) credit and noncredit offerings in a professional environment. The building will also include a sit-down dining area for the persons using the center.

The Performing Arts Project is designed to include a performing arts stage with a 450-seat auditorium with ancillary space necessary to mount a production such as set and property storage, a wood shop, design rooms, and costume and make-up rooms as well as other necessary areas. In addition, there will be support spaces such as a box office, lobby, control room and a concessions area. There is also funding for designing an art gallery with the hope of finding future funding for construction.

Evaluation of Harper Facilities

This new instructional space has significantly enhanced the appeal and function of the College. However, despite Harper's remodeling and construction efforts, the College still experiences space problems. The self-study revealed that many offices and departments experience significant shortages of space.

The January 1996 "Super Survey" revealed a strong belief that the campus does not have sufficient classroom and laboratory space for current enrollments. Full-time faculty were especially adamant on this point—only 13% stated there was sufficient classroom space and just 7% ranked laboratory space as sufficient.

Figure 4-10. There are enough general classrooms on campus			
	Agree (%)	Neutral (%)	Disagree (%)
All employees	25	14	61
Full-time faculty (n=151)	13	7	80
Part-time faculty (n=55)	36	29	35
Full-time staff (n=75)	36	13	51
Part-time staff (n=22)	23	14	64
Administrators (n=22)	23	14	64

Figure 4-11. There is enough laboratory space on campus			
	Agree (%)	Neutral (%)	Disagree (%)
All employees	20	16	64
Full-time faculty (n=123)	7	13	81
Part-time faculty (n=33)	39	21	39
Full-time staff (n=67)	31	19	49
Part-time staff (n=20)	20	10	70
Administrators (n=20)	20	10	70

The recent construction of Building L (Liberal Arts building) and the remodeling of Building F (Learning Resources Center and Academic Enrichment and Language Studies Division) increased the net number of classrooms on campus by six. There was a gain of one incremental classroom in Building L and five incremental classrooms on the third floor of Building F for the AE/LS Division. The proposed Performing Arts Center and Business Conference Center will not increase the number of general-purpose classrooms available for 8-week, 12-week, or 16-week-long classes.

In evaluating the effectiveness of physical facilities at Harper, respondents to the January 1996 "Super Survey" indicated that the newer spaces were most effective. These included the Book Store, Learning Resources Center, Building L (Liberal Arts Division), the Studio Theater, the Learning Assistance Center, as well as the Cafeteria and Dining Rooms and the campus recreational facilities. The most ineffective spaces on campus were judged to be Building E (large lecture hall), Building A (Student Center and Administrative wing), Building V (Park Management Program and greenhouses), and Building D (math and science). Building V was remodeled in 1996 subsequent to the January 1996 survey.

As Harper prepares for its future, space planning is a necessary key. Enrollments are projected to grow by 28 percent by the year 2012. The College must plan appropriately to meet the needs of the College community with respect to technologically current instructional spaces. Recent space planning initiatives include faculty involvement at the department, program and division level and also on the Space Planning Task Force in the identification of the needs, design and implementation of these spaces. This planning process is evaluated in Chapter 6.

Off-Campus Facilities

The College purchased the Northeast Center in 1994 for $2 million providing another 56,000 square feet of educational space. Prior to purchasing this former school in Prospect Heights, the College leased space to provide a location convenient to District residents living in the northeast portion of the Harper College District. Harper utilizes Northeast Center to offer degree credit, continuing education, vocational and technical skills, Nonnative Literacy, Basic Skills, Pre-GED, GED, and citizenship classes. Eight computer labs are located in the Northeast Center. Life-safety projects totaling $1.5 million will upgrade HVAC, lighting, electrical, networking, and rest room facilities on the second floor of the Northeast Center in 1997.

The College leases space in four high schools and a junior high school and also uses space at more than one hundred other sites. Both credit and non-credit courses are offered at these extension locations.

Learning Resources Collection

The Harper College Learning Center has 110,955 volumes, an additional 60,000 microforms and about 831 periodical titles. The media collection of 126,537 items consists of videotapes, films, audio tapes, slides, filmstrips and other formats. The library has a computerized, on-line catalog which can be accessed through strategically placed terminals on the first and second floors of the LRC. The Library also provides a CD ROM information network, which gives access to several subject indexes. Through on-line searching of a national database, the LRC has access to academic institutions nationwide, as well as those in Illinois.

Computer Facilities and Systems

There are approximately 1800 personal computers and Macintoshes at Harper College, supporting 25 administrative systems and more than 60 academic labs. The Harper network consists of approximately 230 miles of category five cables for the voice and network applications. Another 25 miles of coaxial cable is used for video distribution. Thirty-five miles of fiber optic cable is also used at the College. Harper has made a significant investment in upgrading its computer services. The computer network will permit greatly improved sharing and appropriate access to administrative and student records. Each classroom and office on campus will be connected to the network in the near future.

The Business and Social Science Division computer labs located in Building I were completely remodeled in 1996 to provide better service to students. The reconfigured "MegaLab" reflects Harper's new philosophy of shared computer resources.

Harper College began replacing its computer information system in July 1993. Replacing an old, mostly home-grown computer information system, the new system integrates information from virtually every area of Harper College academic and business operations. It will enable faster distribution of better information to students, staff, faculty, and administration. The new system is currently known by several names, most commonly as Regent or COCO, for Computing Options Company, the company from which the software was purchased.

By automating previously manual tasks, the Regent system will eventually reduce paperwork and save time. By integrating information from areas such as admissions, assessment testing, registration, financial assistance, grades, room assignments and payroll, the system can provide improved service and information to students. With the addition of new financial components, the system can produce improved information for those planning budgets or making staffing decisions. In addition, Regent will help enable the Student Development Division to help students to be more successful by tracking student progress and success strategies.

To illustrate the richness of the new system on a small scale, financial assistance information will be instantaneously integrated with student billing information, eliminating the need for students to travel around campus with vouchers in hand. Revenue management is improved, when, for instance, Continuing Education revenue can now be directly credited to the program rather than be apportioned to the program at the end of the fiscal year, the case under the old system.

Most of the components of the new system are already up and running. All components should be implemented by December 1997. The process of implementation has been lengthy and arduous. Most areas have simultaneously used the old system while phasing in the new system.

Art Collection

The main Palatine Campus is graced with an impressive art collection. More than 210 pieces are on display—most are owned by the College but some are on loan from the artists who created them. The collection consists of sculptures, lithographs, water colors, oils, etchings, multi-media, silk screens, acrylics, and other media and has a value of $497,000. Future development of the art collection is in the hands of the Harper College Educational Foundation's Committee of the Arts which is composed of four faculty members, one Development Office staff person, two Foundation Board members, and two community persons.

Financial Resources

William Rainey Harper has a strong financial resource base which is effectively managed. This resource base will enable the College to continue to meet its mission.

Authority and Authorization

As a community college district existing under the statutes of the State of Illinois, the Harper District is authorized to levy ad valorem taxes on real property within the district. The Board of Trustees assumes the responsibility for budgeting and management of the funds received. In operational terms, the primary responsibility is placed in the hands of the administration. The President and the Vice President of Administrative Services, who supervises the staff of administrative services, provide leadership to the College on these issues.

Funds

The College maintains ten separate funds: Education Fund; Operations and Maintenance Fund; Operations and Maintenance Fund (Restricted); Bond and Interest Fund; Liability, Protection and Settlement Fund; Audit Fund; Auxiliary Enterprises Fund; Restricted Purposes Fund; Trust and Agency Fund; and Working Cash Fund. The first two of these are referred to as Operating Funds and constitute the largest portion of the budget. Likewise, they are the two funds that have the most immediate impact in the primary functions of the College.

Operating Funds

The **Education Fund** is used to account for the revenues and expenditures of the academic and service programs of the College. It includes the cost of instructional, administrative, and professional salaries; supplies and equipment; library books and materials; maintenance of instructional and administrative equipment; and other costs pertaining to the educational program of the College. Intercollegiate athletics, formerly in the Auxiliary Enterprises Fund, was recently moved to the Education Fund.

The **Operations and Maintenance (O&M) Fund** is used to account for expenditures for the improvement, maintenance, or repair of buildings and property, including the cost of interior decorating and the installation, repair, replacement, and maintenance of building fixtures; rental of buildings and property; salaries of janitors, engineers, or other custodial employees; and all costs of fuel, lights, gas, water, telephone service, and custodial supplies and equipment.

The Harper College Board of Trustees makes a determination within the budget for the distribution of unrestricted revenues (other than property tax revenues) among the operating funds (i.e., the Education Fund and the Operations and Maintenance Fund).

Non-Operating Funds

The **Operations and Maintenance Fund (Restricted)** is used to account for moneys restricted for building purposes and site acquisition. Life Safety Projects are the most common use of this fund.

The **Bond and Interest Fund** is used to account for payment of principal, interest, and related charges on any outstanding bonds.

The **Liability, Protection, and Settlement Fund** is used for tort liability, property insurance, safety programs, Medicare insurance, FICA taxes, unemployment insurance, and worker's compensation.

The **Audit Fund** is used for the payment of auditing expenses.

The **Auxiliary Enterprises Fund** accounts for College services when a fee is charged to students or employees. The mission of these enterprises is to financially break even or better. Examples of accounts in this fund include food services, book store, and continuing education. Corporate Services, formerly in the Trust and Agency Fund, was recently moved to the Auxiliary Enterprises Fund.

The **Restricted Purposes Fund** is for the purpose of accounting for moneys that have restrictions regarding their use. Illinois Community College Board (ICCB) grants accounted for in this fund include advanced technology equipment grants, special populations grant, workforce preparation grant, and retirees health insurance grant.

The **Trust and Agency Fund** is used to receive and hold funds when the College serves as a custodian or fiscal agent for another bond. College student activities club moneys, for example, are accounted for in this fund.

Working Cash Fund

The **Working Cash Fund** is established for the purpose of enabling the District to have on hand at all times sufficient cash to meet the demands for ordinary and necessary expenditures. The Working Cash Fund is used to account for the proceeds of working cash bonds which the College may issue without voter approval. By making temporary transfers, the Working Cash Fund is used as a source of working capital by other funds. Such temporary transfers assist operating funds in meeting the demands for ordinary and necessary expenditures during periods of low cash balances.

Education Fund

Figures 4-13 through 4-15 provide a history of the Education Fund and demonstrate its magnitude. Since 1987, Education Fund expenditures have increased 86% from $21.8 million to $40.7 million. During the same period, the Education Fund balance has increased 342% from $2.3 million to $10.3 million.

Figure 4-13. Education Fund
1992–1996

Fiscal Year	1992/3	1993/4	1994/5	1995/6
Revenue & transfers in	35,456,977	36,175,457	40,190,194	39,714,203
Expenditures & transfers out	35,283,447	34,998,788	38,835,946*	40,761,150
Surplus (Deficit)	173,530	1,176,669	1,354,248*	(1,046,947)
Fund Balance June 30	8,860,906	10,037,575	11,391,823*	10,334,876

*Fund Balance as of June 30, 1995 was adjusted by the College auditors during FY 97 to reflect recommended change for recording accrued payrolls.

Figure 4–14. Education Fund Revenues and Expenditures

Figure 4–15. Education Fund Balance
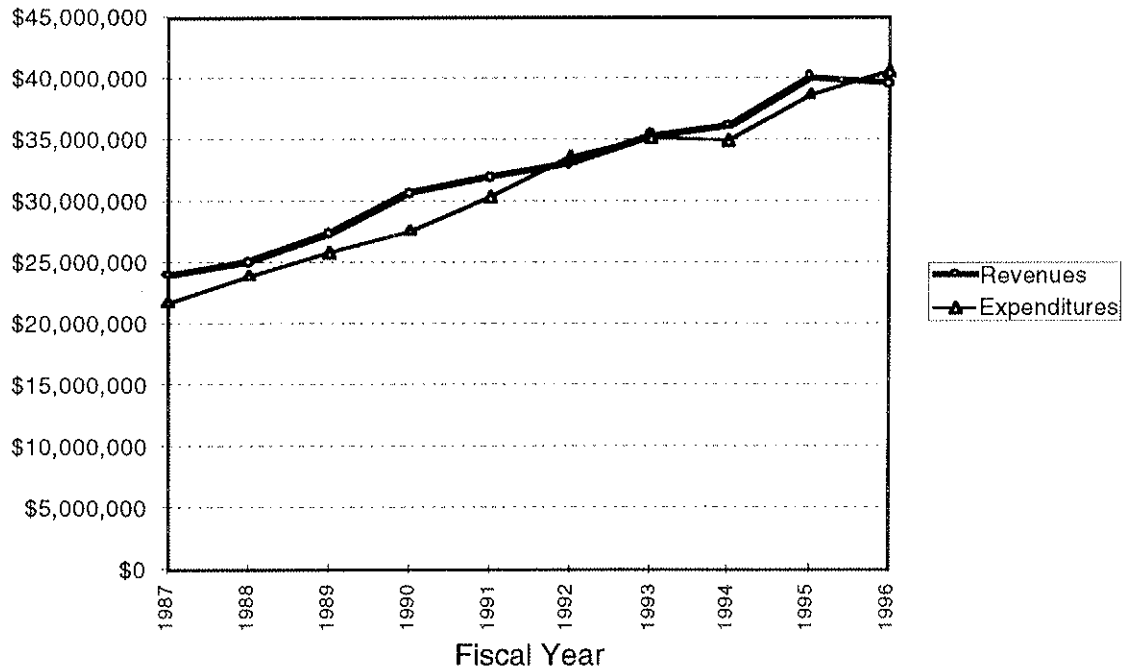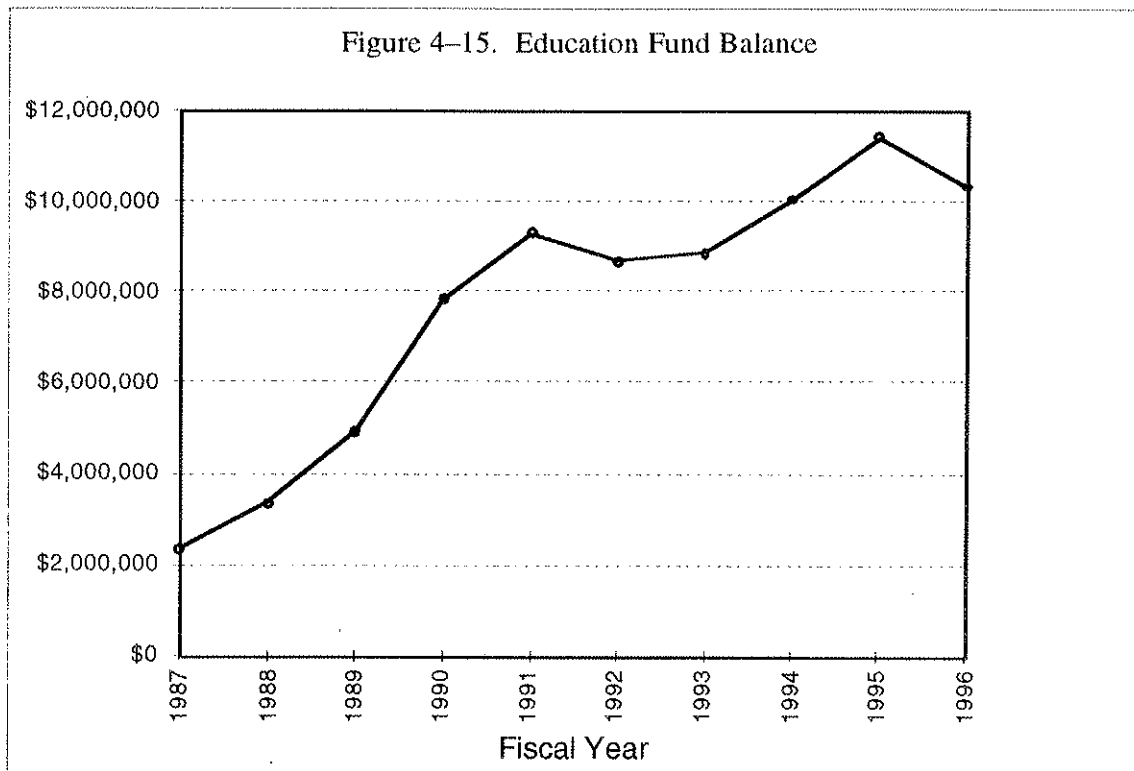
Operations and Maintenance Fund

Figures 4-16 through 4-18 provide a history of the Operations and Maintenance Fund and demonstrate its magnitude. Since 1987, Operations and Maintenance Fund expenditures have increased 69% from $5.6 million to $9.6 million. During the same period, the Operations and Maintenance Fund balance has increased 13% from $3.6 million to $4.1 million.

Figure 4-16. Operations and Maintenance Fund 1992–1996

Fiscal Year	1992/3	1993/4	1994/5	1995/6
Revenue & transfers in	7,637,370	7,871,116	9,537,615	8,558,871
Expenditures & transfers out	7,292,752	9,161,742	9,774,455*	9,609,320
Surplus (Deficit)	344,618	(1,290,626)	(236,840)*	(1,050,449)
Fund Balance June 30	6,673,903	5,383,277	5,146,437*	4,095,988

*Fund Balance as of June 30, 1995 was adjusted by the College auditors during FY 97 to reflect recommended change for recording accrued payrolls.

Figure 4–17. Operations and Maintenance Fund
Revenues and Expenditures
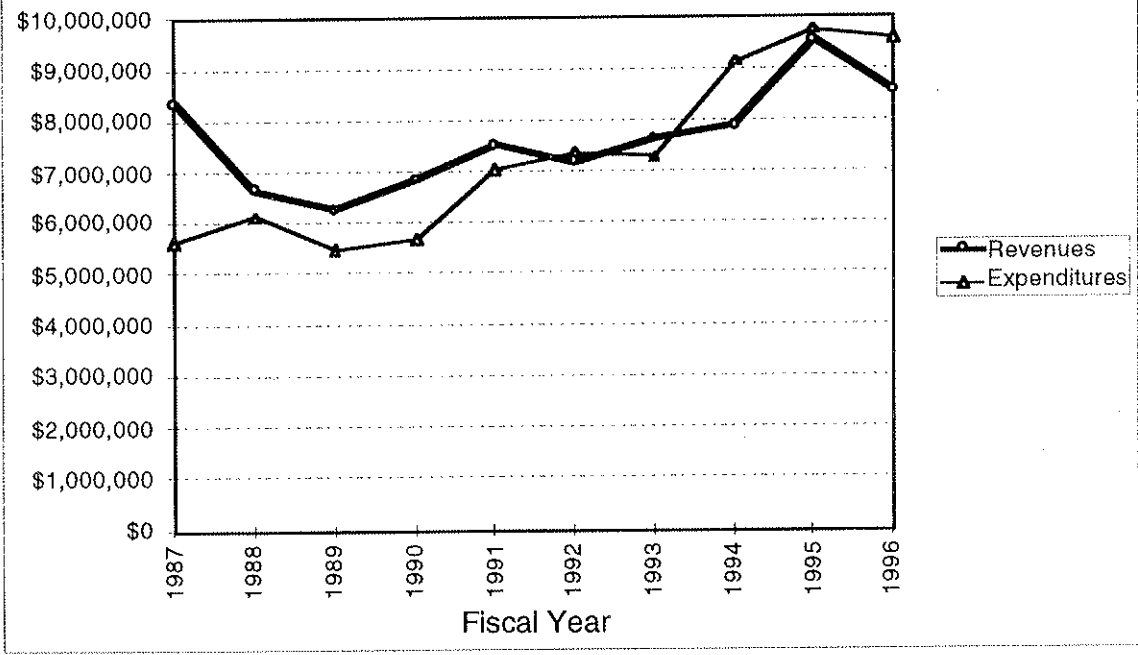
Figure 4–18. Operations and Maintenance Fund Balance
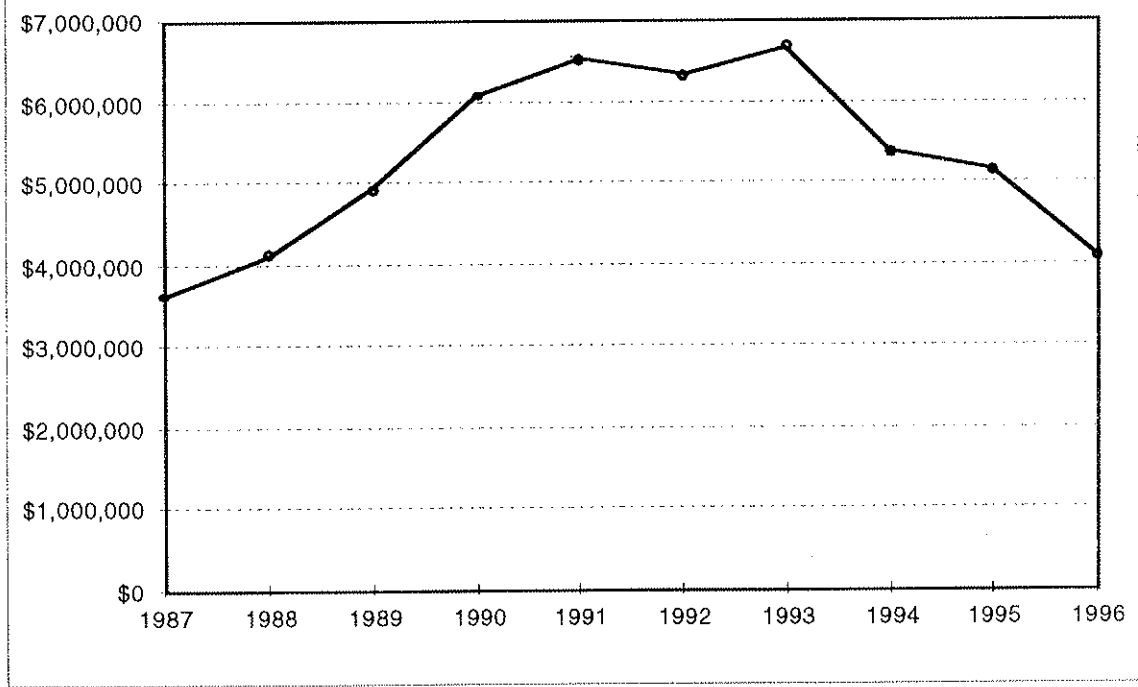
As the size of the two operating funds (i.e., Education Fund and Operations and Maintenance Fund) suggests, Harper's budget is substantial. The budget reflects revenues from a number of resources. The most prominent of these are local taxes, state apportionment, and student tuition and fees. The College is also able to draw upon a number of other sources for lesser funding such as interest on investments, federal and state grants, corporate tax, and specific project funding from the Harper Educational Foundation.

Figure 4-19. Education Fund Revenues 1995–96	
Source	**Percentage**
Local Property Tax	47.6
Student Tuition and Fees	28.7
State Government Sources	19.6
Interest on Investments	2.2
Other	1.9

Figure 4-20. Education Fund Expenditures By Program 1995–96	
Program	**Percentage**
Instruction	55.5
Academic Support	6.5
Student Services	10.8
Public Service	0.5
General Administration	4.9
Institutional Support	18.9
Transfers	3.1

Figure 4-21. Education Fund Expenditures By Object 1995–96	
Object	**Percentage**
Salaries	71.6
Benefits	8.9
General Materials and Supplies	8.1
Contractual Services	3.6
Capital Outlay	2.6
Conference and Meeting Expense	0.9
Fixed Charges and Other	1.1
Transfers	3.1

Figure 4-22. Operations and Maintenance Fund
Revenues
1995–96

Source	Percentage
Local Property Tax	92.2
Interest on Investments	3.2
Other	4.6

Figure 4-23. Operations and Maintenance Fund
Expenditures
By Program
1995–96

Program	Percentage
Operations and Maintenance	70.6
Institutional Support	23.4
Transfers	6.0

Figure 4-24. Operations and Maintenance Fund
Expenditures
By Object
1995–96

Object	Percentage
Salaries	36.8
Benefits	6.0
General Materials and Supplies	9.7
Contractual Services	7.4
Utilities and Fixed Charges	17.8
Capital Outlay	16.1
Transfers	6.0

Combined, Harper's ten funds had a fund balance of $36.6 million as of June 30, 1996. Reflecting the College's strong finances, Harper's bond rating was upgraded from AA to AA1 by Moody's Investors Service in October 1996.

Harper's funds are managed in accordance with the statutes of the State of Illinois and, where applicable, those of the federal government. The requirements provided by statute are presented in the College's annual publication, *Program Budget*. In order to conform to those requirements, the Board of Trustees is obliged "to cause an audit to be made as of the end of each fiscal year by an accountant licensed to practice public accounting in Illinois and appointed by the Board." Currently, Picker and Associates is serving as the College's auditor. The annual audits affirm the College's financial statements. The independent

auditor found several reportable conditions in 1995 and 1996; these conditions included instances of incorrect Federal Cash Transactions Reports which were not filed timely. Several discrepancies in Federal Reports resulted from the lack of documentation and communication between various College offices including the financial aid office, business office, bursar's office, and individual grant administrators. The College has taken corrective action to ensure accurate and timely reports are made.

The College financial results for the ten-year period starting with fiscal year ended June 30, 1987, through fiscal year ending June 30, 1996, along with next year's preliminary forecast, continue to reflect growth in both revenue and program costs in accordance with the Board of Trustees budget objectives adopted March 30, 1995. These budget objectives require that the institution shall have a balanced Education Fund and Operations and Maintenance Fund budget each year with a target amount of 20% for reserves, well above the 5% reserve recommended by the State of Illinois. As of June 30, 1996, the fund balance reserve in the Education Fund was $10.3 million (26.2% of the budget) and the Operations and Maintenance Fund balance was $4.1 million (45.3% of the budget), thereby exceeding the target amounts. There has been a perception among various employee groups that budget guidelines for fund balances were too conservative. Budget Guidelines adopted by the Board at its February 27, 1997, meeting reduced the target fund balance in each of the Operational Funds (Education Fund and Operations and Maintenance Fund) to 15 percent.

As an independent taxing district, the College levies an annual tax upon the real estate values within its district. Maximum tax rates are established by state law; however, rates can be increased upon taxpayer approval of a tax increase referendum. In addition, the College can establish increased tuition rates that fall within the limits established by the state regulatory board. The Fall, 1996 tuition rate of $42 per hour was well within the maximum allowable rate of $75 as established by state guidelines based upon one-third of the per-capita cost per semester credit hour.

At its February 27, 1997 meeting, the Board of Trustees approved Budget Guidelines that philosophically base student tuition as a percentage of per capita cost. A four-year plan will increase student tuition from 17.5% of per capita costs in 1996–97 to a target of 20% of per capita cost. As a first step in that plan, the Board set a resident tuition rate of $46 per hour effective with the Summer 1997 semester. The $4 tuition increase includes $1 designated for technology initiatives and $3 to provide for general operating expenses. Additional $4 tuition increases are proposed for each of the subsequent three years in order to meet the goal of tuition providing 20% of per capita costs by 2000–2001.

Tax cap legislation was signed into Illinois law affecting real estate taxes to be assessed after January 1, 1995. The basic intent of the tax cap is to place a ceiling on the level of increase over the previous year tax extensions. The level of annual increase, excluding new construction or voter approved referenda, will now be limited to the lower of 5% or the percent increase in the cost of living as determined and released by the State of Illinois. Although the tax cap may affect projected growth from real estate tax revenues, Harper's geographic district is expected to retain a financially stable and growing tax base to support the current tax receipt level of $3,818 per FTE. Harper College real estate values have experienced growth in nine of the past ten years with a 1% decline in 1994 values resulting from an adjustment to the state equalization factor that reduced values throughout the Chicago suburban areas. During 1995, Harper's equalized assessed property valuation increased by 8% because of a triennial reassessment of real estate properties.

Confidence in the financial resources of the College is held by a majority of the faculty and staff. The January, 1996 College-wide self-study "Super Survey" reflected 58% of all

employees agreed that the College had adequate financial resources; 19% were neutral; 23% disagreed.

Commitment of Resources to Teaching and Learning

Current operating funds expended in the areas of instructional, academic support, and student services have grown from $17.5 million in fiscal year ended June 30, 1987, to $29.6 million in fiscal year ended June 30, 1996, reflecting an increase of 69%. Figure 4-25: "Comparison of Permanent Position Headcount" reflects an increase of 16.8% or 73 employees in the areas of Academic and Student Affairs for the ten-year period. The headcount data in Figure 4–21 must be interpreted carefully since the permanent position headcount includes permanent part-time staff positions and unfilled as well as filled full-time positions. During this ten-year period, full-time faculty positions increased 12.8% from 195 to 221. In 1996–97, eleven of the 221 full-time faculty positions were vacant.

Environmental improvements continue as new construction and renovation projects continue to be supported by both the State of Illinois and the Harper College Board of Trustees. Building additions have recently been completed providing new classrooms, faculty offices and a larger College Book Store. A major renovation of the LRC was completed in 1995. State funding is anticipated in 1999 that will allow the construction of new Performing Arts and Business Conference Center buildings on the main campus. Known as the Northeast Center, an existing school building was purchased in 1994 and will be remodeled to provide for the needs of the eastern boundaries of our district.

Full-time faculty are paid on a salary schedule that is competitive with surrounding community colleges. A recent benefit study by an independent consulting firm concluded that Harper's fringe benefit program compares favorably with those provided by other tax supported systems. Benefits include annual reimbursements for tuition and other professional development expenses, along with insurance for medical, dental, life, and disability. Programs have been initiated by the College that strongly support employee recognition and quality improvements. Funding has also been earmarked for such programs as Adventures in Excellence (formerly Great Teachers), Critical Literacy, Teleconferences, Teaching and Learning Grants, Discipline-Specific Technology-Related Grants (also known as Technology Grants), and Brown Bag Mini-Workshops. The Harper College Educational Foundation provides annual funding as part of its "Resources for Excellence" program in support of faculty curriculum development activities.

On April 28, 1995, the Board of Trustees approved $2.9 million in funding for the first phase of a proposed $14 million, four-year technology plan designed to provide the necessary equipment, software, space, and support staff to meet the current and future technology needs of the institution. The *Harper Technology Plan* was developed after a year-long study by the combined efforts of the Academic Technology Committee; Administrative Technology Committee; the Board of Trustees; and the newly formed Information Systems Division. Financing for this plan will be met by a $1 credit tuition increase each year for four years starting in 1995–1996. In addition, bond sales were approved to assist in the continuation of the Tech Plan. Two million dollars was provided by bond sales in 1996–97 with future sales planned.

Figure 4-25. Comparison of Permanent Position Headcount
(Includes Vacant Positions and Permanent Part-time Positions)
1987–88 and 1996–97

	Admin		Faculty		Pro Tech		Super/ Con		Class Staff		IEA- NEA		TOTAL	
	87-8	96-7	87-8	96-7	87-8	96-7	87-8	96-7	87-8	96-7	87-8	96-7	87-8	96-7
PRESIDENT														
PRESIDENT OFFICE	3	1	0	0	0	0	1	2	2	2	0	0	6	5
DEVELP/EXTNL AFF	1	1	0	0	0	0	0	2	1	3	0	0	2	6
PLAN & RESEARCH	1	2	0	0	1	2	0	0	5	5	0	0	7	9
ACADEMIC AFFAIRS														
VP OFFICE	3	2	0	0	0	0	0	1	4	2	0	0	7	5
AE/LS	2	1	12	23	19	19	1	3	9	12	0	0	43	58
BUS/SS	1	1	46	42	1	3	0	0	8	10	0	0	56	56
CTR WORKFRC DEV	0	1	0	0	6	9	1	2	1	9	0	0	8	21
LIB ARTS	1	1	41	49	1	2	0	0	7	6	0	0	50	58
LRC	1	2	6	6	3	5	1	1	26	26	0	0	37	40
LS/HS	2	2	34	35	5	5	0	0	14	16	0	0	55	58
CE/SPECIAL PROJ	1	1	0	0	1	2	0	0	11	8	0	0	13	11
TM/PS	1	1	34	42	4	2	0	0	4	7	0	0	43	52
WHP/CREDIT	2	2	6	5	4	6	1	1	5	8	0	0	18	22
STUDENT AFFAIRS														
VP OFFICE	1	1	0	0	0	0	0	0	1	1	0	0	2	2
CTR STU DISABLTY	0	1	1	2	6	5	2	1	2	4	0	0	11	13
REG/ADM/FA/INFO	3	3	0	0	3	4	0	3	29	29	0	0	35	39
STU ACT/THEATRE	1	1	0	0	2	2	0	0	2	7	0	0	5	10
STU DEV/MULTI AFF	1	2	15	13	5	5	0	1	5	10	0	0	26	31
CAR/ASSMT/WOMEN	2	1	0	4	6	5	1	2	7	8	0	0	16	20
WHP/HEALTH SER	0	1	0	0	5	6	1	0	4	5	0	0	10	12
ADMINISTRATIVE SYSTEMS														
VP OFFCE/BUS SRV	2	2	0	0	0	0	0	2	2	2	0	0	4	6
ACCNT SRV/BURSR	0	1	0	0	1	1	2	1	14	13	0	0	17	16
BKSTR/PURCH/S&R	0	1	0	0	0	0	3	2	12	13	2	2	17	18
PERSONNEL	1	1	0	0	0	0	2	2	3	4	0	0	6	7
PUB & COMM SERV	0	1	0	0	4	4	0	0	24	21	0	0	28	26
PHYSICAL PLANT	1	1	0	0	0	0	14	12	29	30	79	79	123	122
INFORMATION SYSTEMS														
VP OFFICE	1	1	0	0	0	0	0	0	1	1	0	0	2	2
ADMIN SYSTEMS	0	1	0	0	10	7	1	1	4	6	0	0	15	15
USER SERVICES	1	1	0	0	4	8	1	3	3	9	0	0	9	21
TECH SERVICES	0	1	0	0	2	7	1	5	4	4	0	0	7	17
GRAND TOTAL	33	39	195	221	93	109	33	47	243	281	81	81	678	778

The Resources of Harper College

Management of Financial Resources

William Rainey Harper College is authorized as a public community college under Illinois state law. The Illinois Community College Board establishes rules and regulations that must be followed by each of the state's forty Community College Districts. These rules and regulations include financial requirements of providing an annual budget and an independent certified audit. A summary of financial operations must be printed in the fall of each year in the public notice section of a daily newspaper that is published and distributed within the College geographic area.

The institution has built a strong, stable financial base by allowing operational fund balances to build as a result of yearly budget surpluses along with maintaining and using the interest on a $9.9 million working cash fund established in 1986. Since the last North Central Association visit in 1987, the operational general fund balance (Education Fund, and Operations and Maintenance Fund), has increased over $8.4 million from $6.0 million on June 30, 1987 to $14.4 million for the year ended June 30, 1996. Total balances for all funds have leveled out during this period reflecting depletion of restricted bond proceeds and building funds used for renovation and construction of new facilities. (See Figure 4-26: *Harper College Operational Fund Balances 1987-1996.*)

The William Rainey Harper College Educational Foundation which funds scholarships and faculty/staff initiated projects has seen dramatic growth during the past ten years. Annual cash revenues have increased from $103,000 in 1986-87 to almost $891,000 in 1995-96. The endowment has grown to $416,000 and the total fund balance to $1.6 million. In 1995, the Foundation Board approved a multi-year major gifts program with a goal to increase the current endowment and continue in the support of various campus initiatives including teaching and an art gallery.

During 1994 the College made a major financial commitment in its decision to acquire the Regent integrated information systems software package and related hardware to take advantage of the efficiencies in reporting and processing data via a network-based relational data base based on a client server system. Among the software modules to be installed over a four-year period are financial accounting, human resources, touch-tone and regular registration, student receivables, student records, financial aid, voice mail, and facility management.

The College has instituted a system of financial Operational Analysis that is applied to the various departments and programs of the College. The purpose of Operational Analysis is to provide a set of management tools for operational decision-making and for effective allocation of College resources. Expenditure and revenue data is collected and summarized for every operational unit. The data is utilized in Program Review, space planning, technology planning, budgeting and other decision-making. Operational Analysis statistics are difficult to apply because of non-standard assignment of costs in divisions.

The institutional budget process is campus-wide and commences six to eight months before the start of each new fiscal year. Budget building is a process that begins at the departmental level. Departments submit prioritized capital requests (hardware, software, and instructional equipment) to their Dean or Supervisor. Requests are further reviewed and prioritized by councils established by each vice president and submitted to the Board of Trustees for final budget approval. The annual budget adoption process requires an open public budget hearing and budget posting prior to final adoption.

Figure 4–26. Fund Balance Operating Funds
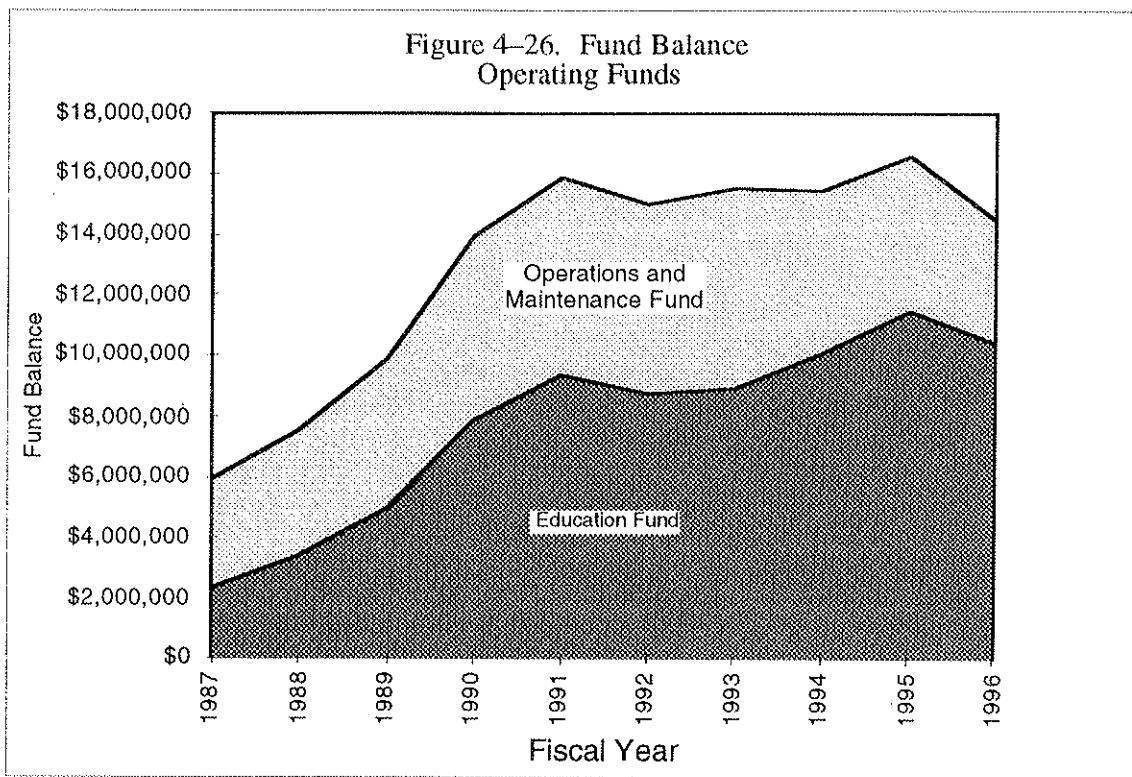
The Harper Board of Trustees has established a Board Budget Committee which meets monthly from January until budget adoption in July or August for the purpose of inviting public input, reviewing projected revenues and expenditures for the subsequent year, and recommending budget guidelines to the Board as a whole.

Financial Support for Professional Development

A Faculty Development Coordinator works with individual full-time and adjunct faculty members, provides workshops for departments, and offers on-campus seminars and credit courses for faculty that focus on instructional technology.

A Training and Development Specialist organizes and implements professional development opportunities for Harper staff.

The Board of Trustees provides most full-time employees with an individual annual allowance for professional development which can be self directed toward non-Harper tuition reimbursement or other related professional development expenditures. Figure 4–27 lists amounts authorized and available for tuition and professional expenses for employees.

There are no tuition charges for courses taken at Harper College by full-time employees, their spouses and dependent children.

Employee Group	Amount per Employee	Total for Group
Figure 4-27. Professional Development Funds Authorized 1996–97		
Administrators (n=39)	$2300	$89,700
Full-time Faculty (n=221)	850	187,850
Part-time Faculty (n=600)	0	0
Full-time Professional-Technical (n=75)	800	60,000
Full-time Classified Staff & Supervisory/Confidential (30 or more hours per week) (n=216)	800	174,400
Part-time Classified Staff & Supervisory/Confidential (19–29 hours per week) (n=112)	*	5,000
Full-time IEA/NEA Physical Plant (n=76)	0	0
		$516,950

*Part-time classified staff working 19–29 hours per week have an aggregate total of $5000 but no amount is budgeted for each employee.

In addition, the College provides an annual travel and conference budget to cover numerous in-house and out of town professional development opportunities in the form of workshops, seminars, and association conferences. Excluding tuition and individual professional allowances, an additional amount of $494,000 was expended during fiscal year ended June 30, 1995 for travel, conferences and other professional development, as compared to $181,000 expended in fiscal year ended June 30, 1988.

Full-time faculty members are eligible to receive sabbatical leaves from regular duties at the College in order to participate in professional development activities. Faculty may be awarded a semester leave at full-pay or a year-long leave at half-pay to pursue professional activities while on sabbatical leave. During the last ten years, the College has awarded an average of 5 full-pay and 1 half-pay sabbatical leaves per year.

Additional support toward professional development is the Harper College Employee Wellness Program that supports the maintenance of health and body in addition to the mind.

Appendix C: *Available Professional Development Opportunities and Support* highlights many of the extensive opportunities and funding sources available to the faculty of Harper College.

The Financial Future

A revised three-year financial forecast developed in 1995 reflects a growing need to find new revenue sources, while taking action to limit operating costs to current cost-of-living increases. A sale of limited tax bonds in 1996 provided funds to support the College technology and early retirement programs. The net effect of these activities, combined with the availability of current operational fund balance, will provide the required fiscal stability until the projected increases in public high school enrollments produce higher College enrollments commencing in year 2001.

Strengths of College Human, Physical and Financial Resources

1. Administrators, staff, and full-time faculty are well-qualified.

2. The number of full-time faculty has increased in Adult Educational Development, English as a Second Language, Math Lab, and Sign Language Studies/Sign Language Interpreting program—areas identified as concerns in the 1987 North Central Association *Report of a Visit*. This is further discussed in Chapter 7—Educational Programs.

3. A new process to give greater emphasis on employee diversity is starting to increase the number of minority faculty.

4. Harper College demonstrates a strong financial commitment to the professional development of employees.

5. The College has three new buildings: O (Observatory), L (Liberal Arts) and S (Publications and Communication Services).

6. Building F (Learning Resources Center and the Division of Academic Enrichment and Language Studies) has been completely remodeled. Building V (Park and Ground Operations Management and greenhouse) has also recently been remodeled.

7. The computer labs in Building I (Business Division), Building F (AE/LS Division), and the Northeast Center have been completely renovated, enlarged and reconfigured to reflect Harper's new philosophy of shared computer resources.

8. Harper has an exemplary art collection and a means to continue to develop it in the future.

9. The College has adequate financial resources. Fund balances in the Education Fund, the Operations and Maintenance Fund and the Harper College Educational Foundation are strong.

10. Harper's fringe benefit program compares favorably with neighboring community colleges.

11. Faculty, administrators, and staff are confident about the financial resources of the College.

12. Harper is in the process of updating its space plan.

Concerns about College Human, Physical and Financial Resources

1. Needed faculty and staff positions are not being created nor filled. This is further discussed in Chapter 7—Educational Programs.

2. Financial operational analysis statistics are difficult to apply because of non-standard assignment of costs in divisions.

3. The high number of adjunct faculty and the need for additional full-time faculty in some departments is a concern. This is further discussed in Chapter 7—Educational Programs.

4. Adjunct faculty are sometimes hired at the last minute, sometimes waiving credential requirements. This is further discussed in Chapter 7—Educational Programs.

5. There are temporary staff positions that should be made permanent staff positions. This is further discussed in Chapter 7—Educational Programs and in Chapter 8— Student and Instructional Support Services.

6. Funds raised by sale of College bonds may be inadequate to meet College remodeling needs.

7. The space needs and requirements of teaching and learning may outpace remodeling efforts.

8. There is a perception of inadequate participation of all employee groups in decisions regarding space. This is further discussed in Chapter 6—Governance.

9. There is concern that the use of facilities, especially Building M (Recreation, Athletics and Physical Education), is not prioritized properly. As discussed in Chapter 8, new policies and procedures have been implemented to address this issue.

10. The Tax Cap legislation will limit future revenue from real estate taxes. Revenue growth may be limited to the rate of inflation.

11. There are concerns that budget expenditures are inadequate in the educational programs, Technology Plan, student support services, and institutional support services and that there is inequitable distribution of funds. Many needs go unmet. This is further discussed in Chapter 7—Educational Programs, Chapter 8—Student and Instructional Support Services, and Chapter 9—Institutional Support Services.

12. Budget guidelines for fund balances are too conservative.

13. The pay schedule for adjunct faculty may be inadequate to attract highly qualified personnel. This is further discussed in Chapter 7—Educational Programs.

Recommendations for Strengthening College Human, Physical and Financial Resources

1. The College should respond to the perceived need for additional full-time employees in specific departments discussed in other chapters.

2. Harper should develop strategies to ensure the College employs only highly-qualified adjunct faculty.

3. The College should develop a *Statement of Faculty Credentials* for all non-credit and customized training offerings.

4. Harper College needs to foster better communication and relationships between employee groups. This is further discussed in Chapter 6—Governance at Harper College and in Chapter 7—Educational Programs.

5. The institution should consistently implement a well-defined decision-making process involving all employee groups for space planning and for utilization of facilities. The process must be effectively communicated to the campus.

6. Harper should identify the financial needs of its educational programs and find revenues to meet those needs.

7. The College should analyze expected revenue and expenditure plans to meet future needs of its programs. The College should then develop and communicate an appropriate revenue/expenditure strategy.

8. The College should complete the ongoing space study, develop a new space plan, and implement the plan as soon as practicable.

Chapter 5: Organizational Structure

Harper College is a member of the Illinois Community College System. Accordingly, it is one of forty community college districts reporting to the Illinois Community College Board, an appointed group responsible for statewide planning and coordination of the programs and activities of the state's community colleges.

The Board of Trustees

Harper, like other districts in the system, is governed by an elected Board of Trustees. In addition to the seven members elected by voters of District 512 for six-year staggered terms, a non-voting student trustee is elected for a one-year term by the members of the student body. The Board meets regularly once per month in open meetings.

The powers and duties of the trustees are set forth in the Illinois Community College Act which is contained in the Illinois Revised Statutes, Chapter 122, Paragraphs 101-1 to 108-2. Those powers and duties are enumerated in the Policy Manual of the Board of Trustees, William Rainey Harper College. The Policy Manual also enumerates the policies adopted by the Board for the management and governance of the College. The Policy Manual, last revised in 1989, is undergoing revision again in 1997.

The Administrative Organizational Structure

The chief administrator is the President, Dr. Paul N. Thompson. President Thompson took his position in 1988, shortly after the 1987 North Central Association accreditation visit. Two other Presidents previously served the College—Robert Lahti from 1967 to 1977 and James McGrath from 1978 to 1988.

Four Vice Presidents represent the areas of Student Affairs, Academic Affairs, Information Systems, and Administrative Services. Bonnie Henry has served as the Vice President of Student Affairs since 1986. Vice President of Information Systems David McShane has held that position since it was created in 1992. R. Edmund Dolan has been the Vice President of Academic Affairs since his appointment in 1993. The Vice President of Administrative Services is Judy Thorson who replaced Vernon Manke in May, 1996.

The internal organization of the College is clearly displayed in a series of organizational charts (Figures 5-1 through 5-6). The organizational structure reflected in the charts is the product of Board action. The structure is a relatively standard format for community college organization. In response to changing needs, there have been certain significant changes since the 1987 Self-Study.

Figure 5-2. Organizational Chart
Office of the President

Organizational Structure
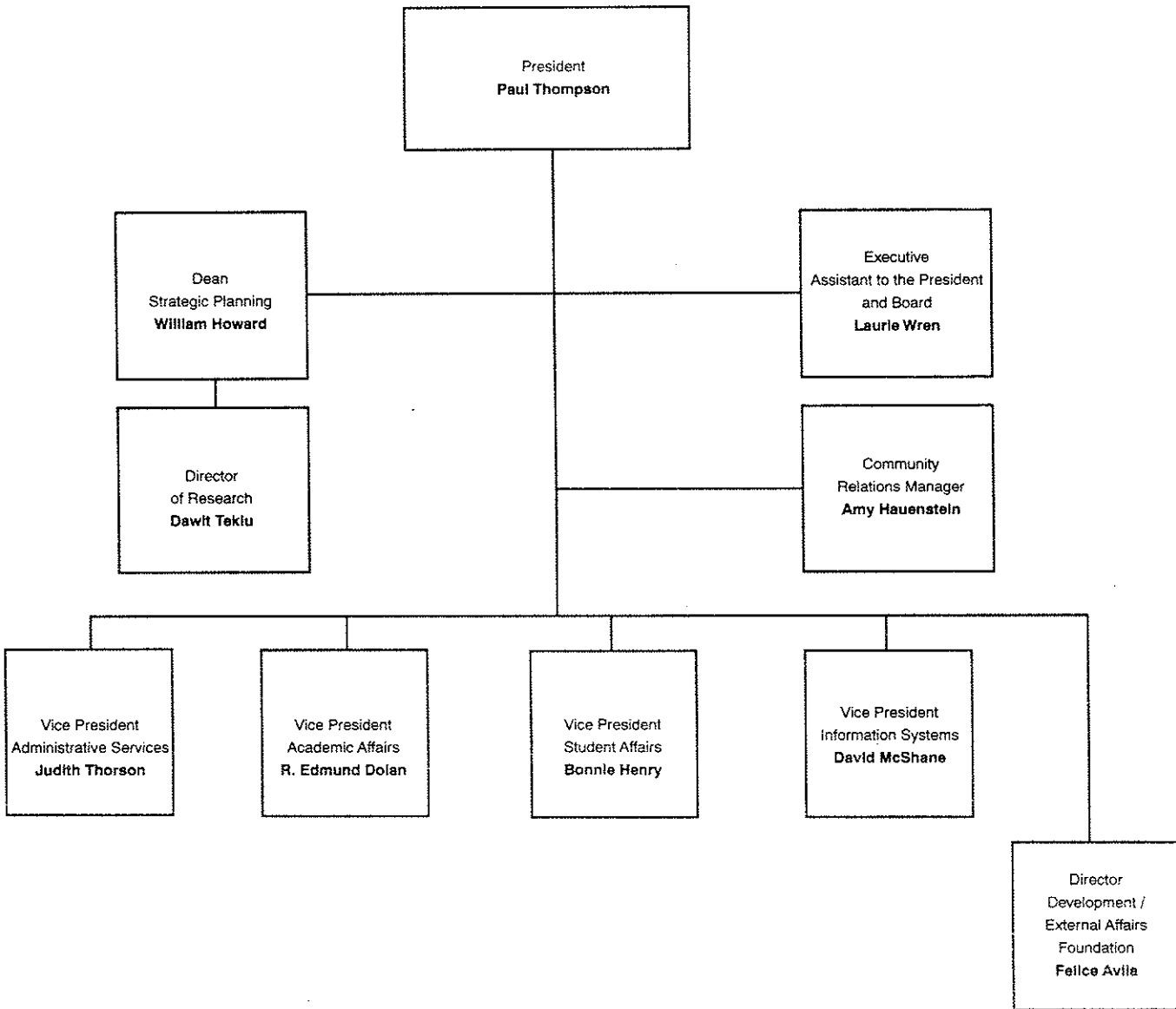
Figure 5-3. Organizational Chart
Office of Academic Affairs


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                          ┌─────────────────────┐
                          │   Vice President     │
                          │   Academic Affairs   │
                          │   R. Edmund Dolan     │
                          └─────────────────────┘
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| Assistant to the Vice President Workforce and Vocational Development **Sheila Quirk** | Dean Learning Resources Center **Lee Vogel** | Dean Liberal Arts **Harley Chapman** | Dean Business and Social Science **Thomas Johnson** | Dean Life Science and Human Services **Patricia Bourke** | Dean Academic Enrichment and Language Studies **Elizabeth McKay** | Dean Technology, Math and Physical Science **Paul Sipiera** | Dean Wellness and Human Performance **Jerry C. Gotham** | Assistant to Vice President Continuing Education and Special Services **Russell Mills** | Assistant to Vice President Transfer Programs **Thomas Choice** |

Director
Nursing
Judith Dincher

Director
Human
Performance
Laboratory
Willard Hoffman

Figure 5-4. Organizational Chart
Office of Student Affairs

Figure 5-5. Organizational Chart
Office of Administrative Services

Vice President
Administrative Services
Judith Thorson

Dean
Business
Services
and
Finance
Victor Berner

Director
Personnel
Larry Bielawa

Director
Physical
Plant
Robert Getz

Director
Publications
and
Communication
Services
Joan Young

Director
Purchasing
**Thea
Keshavarzi**

Controller
**Roberta
Lindenthaler**
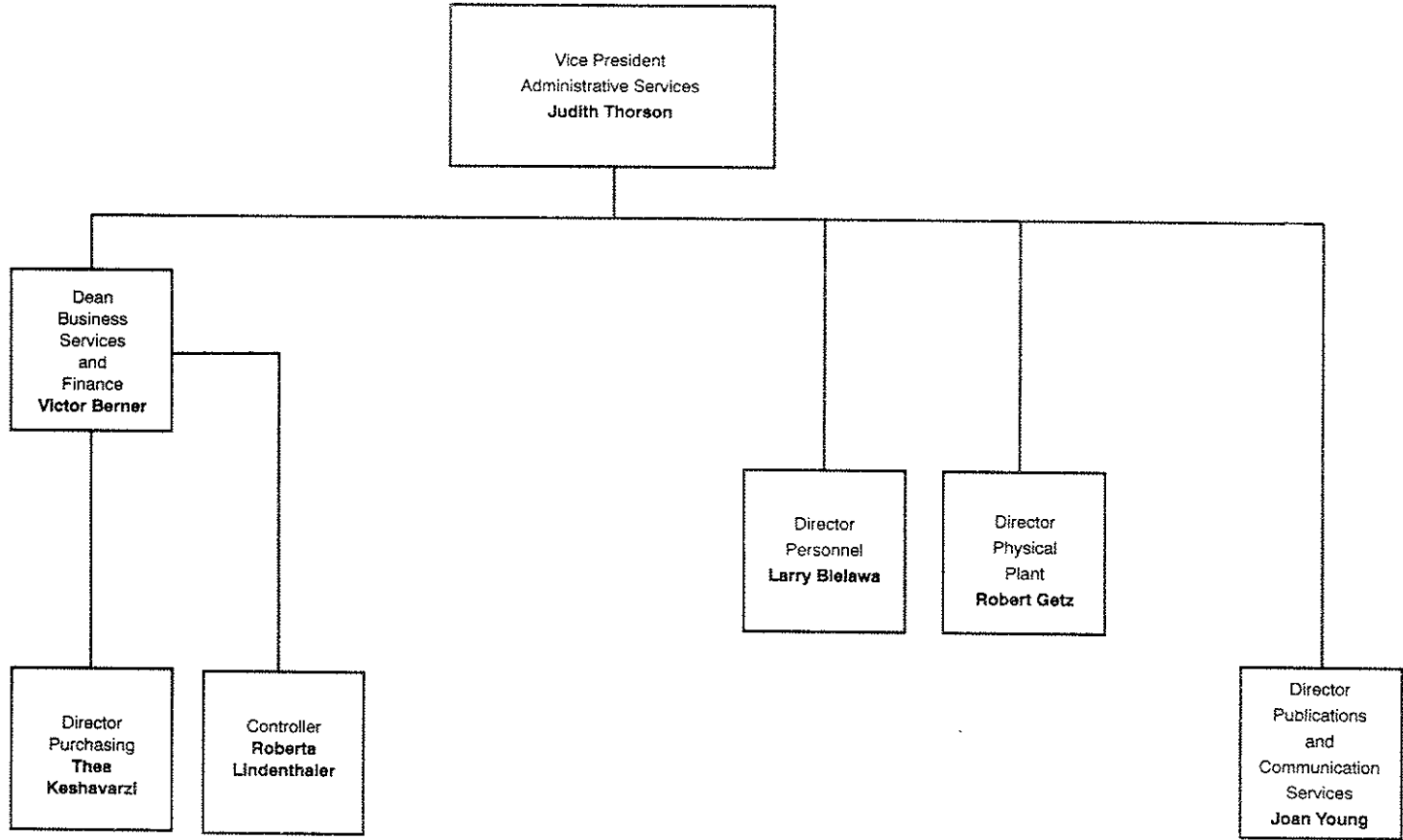
Figure 5-6. Organizational Chart
Office of Information Systems

Vice President
Information Systems
David McShane

Director
Administrative Systems
Elena Pokot

Director
Technical Services
Scot Milford

Director
User Services
Della Allen
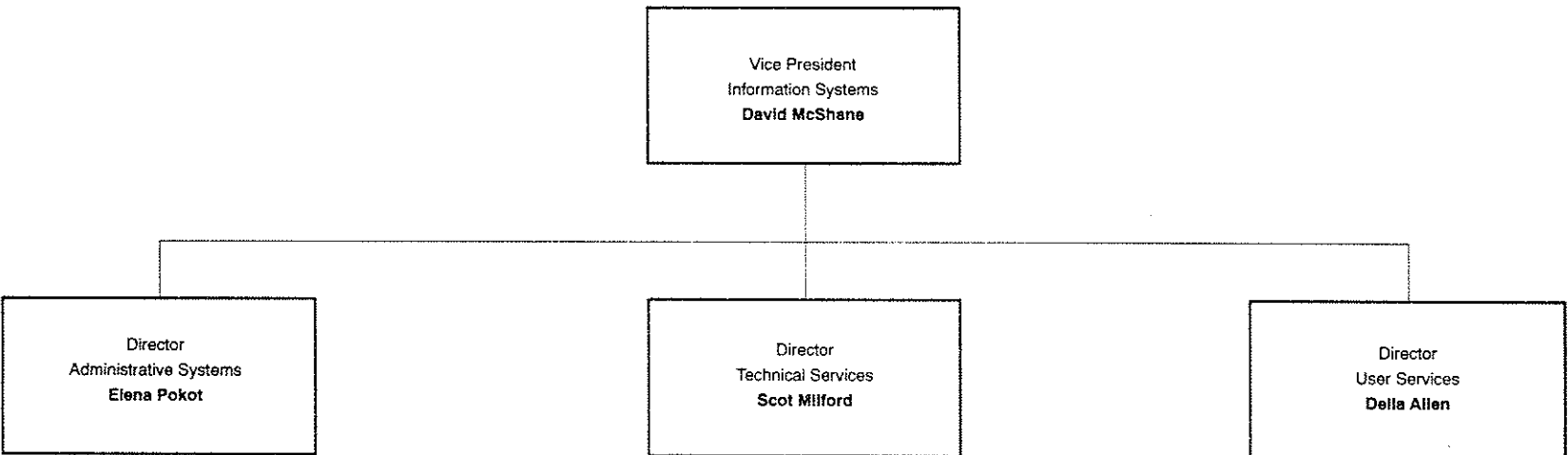
Significant Changes to the Organizational Structure

Office of Information Systems

One major change was the 1992 addition of a fourth vice-presidential division, Information Systems (IS), reporting to the President of the College. Prior to the creation of the IS Division, academic and administrative computing were separate units, each reporting to different Vice Presidents; the Computer Services Director reported to the Vice President of Student Affairs while the Director of Academic Computing reported to the Vice President of Academic Affairs. The last North Central Association visiting team noted that these two directors "worked closely together in providing maximum service to students and to the College," (p. 17, 1987, *Report of a Visit*). Despite this close cooperation, it became obvious that the use of technology was advancing much more rapidly at other institutions. Harper was particularly lagging in the area of academic computing. The administrative computing systems were also difficult to maintain and not integrated.

The College addressed this need in 1990 when the Board of Trustees engaged a consulting firm, Technology Specialists Incorporated (TSI), to begin the process of upgrading technology across the campus. TSI developed a technology plan that was presented to and approved by the Board of Trustees in 1991. A cornerstone of this plan was to consolidate technology and information resources support into one division headed by a Chief Information Officer. In July of 1992, the new Information Systems Division was created. A Vice President, David McShane, was hired and the consulting firm was replaced by full-time IS staff. Three Directors (Administrative Services, Technical Services, and User Services) report to the Vice President of Information Systems.

Office of Academic Affairs

In 1987, two "Super Deans," the Dean of Educational Services and the Dean of Instruction, reported to the Vice President of Academic Affairs. The deans of the academic divisions had no direct line to the Vice President and instead reported to the Dean of Instruction. Similarly, the Dean of Special Programs and Services and the Dean of Learning Resources Center reported to the Dean of Educational Services rather than directly reporting to the Vice President of Academic Affairs.

When the individuals in the "Super Dean" positions retired, the positions were reallocated. The academic deans now report directly to the Vice President of Academic Affairs. This reorganization has improved communication between the academic deans and Vice President. The positions of Dean of Continuing Education and Director of the Learning Assistance Center were also eliminated. Having thus eliminated four administrative positions, three new positions were created as Assistants to the Vice President in the areas of (1) Transfer Programs, (2) Workforce and Vocational Development, and (3) Continuing Education and Special Projects.

The Assistant for Transfer Programs position was created in July 1992. This position assists the Vice President of Academic Affairs in the instructional and operational planning, organizing and staffing of the educational programs of the College with an emphasis on transfer programs. The Assistant's duties include budget preparation and analysis, Program Review, outcomes assessment, and North Central Association accreditation.

The position of Assistant for Workforce and Vocational Development was added in July 1994 to address the need to provide a concentrated focus, coordination, review, and emphasis for the vocational/technical programs and to respond to the increasing demands and opportunities for workforce training and workforce based vocational/technical programming.

The position of Assistant for Continuing Education and Special Projects was created in July 1996 to provide coordination, support, and a concentrated focus for Continuing Education programs and to give more attention to special projects such as Weekend College and Extension Services.

The deans of the academic divisions do not report to the three Assistants. Rather, the Assistants provide support for the vice presidents, deans, department chairs, and program coordinators and help them understand and implement policy changes. The Assistants serve as advocates for the programs to which they are associated, keeping the Vice President informed of the needs of the programs. While they carry no line authority to the academic deans, they carry the authority of the Vice President's office.

Continuing Education

The 1987 North Central Association visiting team noted that "the organizational structure of the continuing education function at Harper seems somewhat atypical" (p. 20, 1987, *Report of a Visit*). Harper's decentralized approach in 1987 did not separate vocational, transfer, and continuing education programs. The visiting NCA team noted "some confusion exists among campus and community constituencies as to who is responsible for what" (p. 21, 1987, *Report of a Visit*).

In 1987 the College had a Division of Continuing Education headed by a dean. That division no longer exists. Its replacement, the Office of Community and Program Services has also been disbanded. Today's organizational replacement is the aforementioned position of Assistant to the Vice President for Continuing Education and Special Projects created in July, 1996.

The 1987 NCA visiting team noted:

> "Because of the decentralization of the Continuing Education function it is difficult to market the programs. In addition, because some divisions of the College have been assigned the "right" to offer their own continuing education programs, a "territory" or "turfdown" [sic] sometimes created gaps or overlaps in service, as well as in programs. Several different divisions have direct contact with local business and industry in order to solicit their program needs. There are several numbers that a potential client may be referred to before receiving the answer to a telephone question. Industry may be better served by one campus contact that would enable the caller to receive complete information about continuing education." (p. 21, 1987, *Report of a Visit*)

In response to that need Harper created the Corporate Services Department as the College contact that represents all programs of interest to industry including credit classes, continuing education, and customized training. The position of Continuing Education Information Specialist in the office of the Assistant to the Vice President of Academic Affairs for Continuing Education and Special Projects also functions as a continuing education information resource to the College.

Continuing Education has become even more decentralized than it was during the 1987 accreditation visit. Each academic division is now responsible for its own continuing education programs. Each division has its own continuing education coordinator to facilitate this process.

The decentralization of Continuing Education has had positive effects. The awareness of CE issues and needs by deans, staff, and faculty has been elevated because more people within the divisions are involved in the management of Continuing Education. A CE Forum was established as a result of the decentralization. The Forum is an outgrowth of the Council of Continuing Education referred to in the 1987 NCA report. Continuing education coordinators from the academic divisions, program assistants, and members of Corporate Services comprise the membership of the CE Forum. The Forum has enhanced cooperation among different divisions and has identified certain issues which require a more centralized approach. The position of Continuing Education Information Specialist was created in 1993 to provide a central contact person for CE. The major change in the organizational structure of CE is the 1996 addition of the Assistant to the Vice President of Academic Affairs for Continuing Education and Special Projects. This recently created position will serve as a CE liaison for the administration, staff, and community. The position will give more visibility to CE within the institution and will provide a focal point for addressing CE issues that affect all CE programs.

The Office of Continuing Education, under the administration of the Assistant to the Vice President of Academic Affairs for Continuing Education and Special Projects, has reorganized itself from the previously known Office of Community and Program Services. This was done in order to better meet the varied needs of the decentralized continuing education departments. Responsibilities of the Office of Continuing Education, affirmed at an all-Continuing Education Retreat held on January 31, 1997, include: 1) to serve as a one-stop information center for both internal and external continuing education customers; 2) to provide trouble-shooting and intervention assistance for continuing education in the operational support areas of registration, computer administration, publications and marketing, and institutional communication; and 3) to serve as a customer service center, first handling issues about continuing education operations or programs and then funneling issues to the individual departments when appropriate. The Office provides regular budgetary and enrollment information to Continuing Education, acts as an information conduit within Continuing Education, and serves as a change agent for program development as well as an advocate for change concerning institutional policies and their effect on Continuing Education.

The boundaries among Continuing Education, Workforce/Vocational Development and the academic divisions have blurred causing confusion within these areas in the College since they are separate entities in the organizational structure. The Corporate Services/Workforce Development Department was originally created as a link to the business community primarily to provide on-site customized training. Corporate Services has begun to offer main-campus and Northeast Center (NEC) based course offerings that closely parallel existing credit and non-credit courses.

There is concern that the roles of Corporate Services, Workforce Development, Continuing Education, and traditional transfer and career programs are not clearly defined and, therefore, are not forming a partnership to effectively use the College resources in meeting the needs of corporate clients in ways that assure quality and integrity.

Office of Student Affairs

Student Affairs also experienced organizational changes. Because both areas were becoming more involved with counseling students, the Center for Students with Disabilities and the Women's Program each changed reporting relationships from Academic Affairs to Student Development. The decision to move the two programs from Academic Affairs to Student Affairs was made following lengthy discussion between both vice presidents, the two deans involved, and the staff in both areas. These changes have allowed the College to centralize specific student services and programs in one division. The changes have allowed the two areas to integrate efforts more easily and efficiently with other Student Development Centers in developing and delivering services to students.

In order to provide additional support and focus on cultural diversity, the College created the Office of Multicultural Affairs in 1990. As the Multicultural Affairs office began to develop more of a programming focus, that area moved from the Vice President of Student Affairs area into the Student Development division.

The Division of Physical Education, Athletics, and Recreation (PEAR) and Health Services have recently been reorganized and renamed. In 1987, Health Services reported to the Dean of Student Development. Since both Health Services and PEAR division had strong commitments to wellness programs, they were reorganized into the same division with the new title Division of Wellness and Human Performance (WHP). The director of Health Services and Wellness Program now reports to the dean of the WHP division. This division is the only division which reports to both the Vice President of Academic Affairs and the Vice President of Student Affairs since it has a dual role of providing student services as well as academic programs.

Office of the President

Recognizing the need to provide more support to faculty and staff seeking grants, the Office of the President reorganized in 1989. The administrative position of Director of College Relations was eliminated and the functions of this office were redistributed to two supervisory/confidential positions—Manager of Community Relations and Manager of Grants in the Development Office. To bring together related services into one area, the advertising and publications responsibilities were transferred to the newly created department of Publications and Communication Services. The information and facilities management responsibilities were moved to the Enrollment Services Division.

Subsequent reorganization occurred in the Development Office in order to strengthen the College's efforts in attracting grants. A supervisory/confidential position, titled Assistant Director of Development, was created. The Manager of Grants position was upgraded and renamed Assistant Director of Grants.

In order to give additional emphasis to institutional planning, the position of Dean of Strategic Planning, reporting to the President, was added to the organizational structure in 1992. The Director of Research now reports to this dean rather than to the president. The Dean of Strategic Planning has been involved in designing, planning, and the College renewal processes. The Dean has also encouraged implementation of planning and renewal at the unit (department/program/service), division, and area level. Since 1991, College-wide planning has centered on monitoring the goals related to implementation of the Preferred Future Statement.

Employee Organizations

The employees of the College are represented by four separate organizations. The full-time faculty is affiliated with the American Federation of Teachers through the local chapter, the Harper College Faculty Senate. Full-time Professional-Technical employees have a separate organization that is also affiliated with the American Federation of Teachers. The Classified Staff and Supervisory/Confidential staff are represented by an unaffiliated Classified Employees Council. The physical plant staff is represented by the Illinois Education Association/National Education Association (IEA/NEA). Each of these organizations negotiates with the College regarding matters of salaries, benefits and working conditions. All but the Classified Employees Council have collective bargaining contracts with the Board of Trustees.

Student Senate

The Student Senate is a representative body elected by students. It represents Harper students to the faculty, administration, and Board of Trustees in matters that affect students. One of the most important functions of the Student Senate is that of budgeting and allocating student activity fees. The Student Senate also appoints student representatives to institutional committees. The Student Senate is one of a variety of opportunities that students have for participation in College matters. These opportunities and the organizations that reflect them are described in the *Student Handbook/Datebook*, a widely distributed publication which is available to all students.

Auxiliary Community Organizations

Harper College Educational Foundation

The Harper College Educational Foundation was established in 1973 as a non-profit organization to provide additional funding for the College. Its members are appointed by the Foundation Board, and appointments are confirmed by the Harper College Board of Trustees. The Foundation works within the framework goals approved by the elected Board of Trustees, which provides coordinating services with the Foundation.

The purpose of the Foundation is to support the educational mission of the College, specifically to:

1. Assist the College in providing broader educational opportunities for students, alumni, district residents and employers;

2. Acquire and administer additional assets for the College;

3. Encourage corporations, foundations and individuals to provide gifts, scholarships, grants or bequests of money or property;

4. Foster development of special instruction, research and cultural programs which cannot be funded through the operating budget of the College; and

5. Act in a fiduciary capacity to carry out any of the foregoing purposes.

Friends of Harper

The Friends of Harper is a non-profit support organization which acts as a communication link between Harper College and the 23 communities it serves. Membership is open to any individual or group interested in furthering the mission of Harper College

The organization is governed by a board of directors elected from the membership to represent each township in the College district. The Harper College Board of Trustees provides coordinating services for the Friends of Harper organization.

Evaluation of the Organizational Structure

The administrative organizational structure of Harper College is consistent with the mission and vision of the College. Appropriate components within the organizational structure enable the College to continue to fulfill its stated Objectives.

Divisions under Academic Affairs provide the first two years of baccalaureate education designed to prepare students to transfer to four-year colleges and universities or to satisfy individual educational goals (Objective 1). Career programs within divisions under Academic Affairs and Corporate Services are supported by the Assistant to the Vice President of Academic Affairs for Workforce and Vocational Development; this organizational structure enables the College to provide educational opportunities in occupational, vocational, technical, and semi-technical fields (Objective 2) and to provide opportunities for training, retraining, and upgrading of skills (Objective 4). The College offers general education (Objective 3) through courses provided by divisions under Academic Affairs branch of the organizational structure and these are supported by the Assistant to the Vice President for Transfer Programs.

Adult education and remedial instruction (Objective 5) are primarily the responsibility of the Academic Enrichment and Language Studies (AE/LS) Division. The decentralized continuing education offerings by each of the academic divisions are supported by the Assistant to the Vice President of Academic Affairs for Continuing Education and Special Projects (Objective 6). The Student Affairs branch of the organizational structure provides many of the services designed to support the programs of the institution including, but not limited to, admissions, registration, counseling, financial aid, and special assistance to disabled students (Objective 7). A newly renovated Learning Resources Center provides educational resources for the use of students and community residents (Objective 8). The Manager of Community Relations aids the College in providing public services utilizing College resources and the talents of faculty and staff (Objective 9). Encouraging the use of College facilities for educational and cultural purposes by community members (Objective 10) is coordinated by the Campus Information and Facilities Assistant and by the Facilities Manager of the Wellness and Human Performance Division.

The addition in 1992 of the Division of Information Systems (IS) to the organizational structure is also consistent with the mission and vision of the College. Harper College recognized the need for an organizational combination of academic and administrative computing to advance technology at the College into the 21st century. All computing functions have been unified under Information Systems.

The Administrative Services branch of the College provides necessary support in finance, personnel, publications and communications as well as maintaining the College physical plant.

Harper employees generally believe the organizational structure of the College is effective. When asked to respond to the statement "Harper's organizational structure is effective" on the "Super Survey" administered to all employees in January 1996, 48% of all employees agreed and 26% disagreed.

Strengths of the Organizational Structure

1. The creation of the Division of Information Systems brought needed consolidation of academic and administrative computing, telecommunications and video distribution.

2. The organizational structure is appropriate and consistent with the mission and objectives of Harper College. Appropriate components within the organizational structure enable the College to continue striving to fulfill its stated objectives.

3. Employee groups (Professional-Technical Union, Classified Employee Council, IEA/NEA, and Faculty Senate) have leadership teams that meet regularly and serve as advocates for their members.

Concerns about the Organizational Structure

1. Some aspects of the decentralization of continuing education require further review.

2. There is concern that the respective roles of Corporate Services (a department of Workforce and Professional Development), Continuing Education, and traditional transfer, career and developmental programs are unclear and sometimes overlap and compete.

Recommendations for strengthening the Organizational Structure

1. The respective roles of and relationships among Corporate Services, Continuing Education, and traditional transfer, career and developmental programs need to be more clearly defined, integrated, and communicated.

Chapter 6: Governance of Harper College

It is important to clearly differentiate between two related concepts—organizational structure and governance. The organizational structure of Harper College refers to a formal system of authority and responsibility. The organizational structure establishes the chain of command of the administration. (See Figure 5-1).

Governance is the processes and mechanisms that define the mission of the College and regulate, control and direct the activities of the College. It is through governance that individuals and groups participate in and influence the decision process at Harper. These are the decisions that create and define the learning environment. Although organizational structure and governance may be intertwined, the governance process may have a structure distinct from that defined for administrative organization.

"Shared Governance," the "4Cs," and Committee Structure

The College's committee structure constitutes the formal system of governance at Harper. The committee structure is coordinated by the Council for Coordination of College Committees, known as CCCC or simply as the "4Cs." The 4Cs consist of two administrators appointed by the President of the College and two faculty members selected by the President of the Faculty Senate and confirmed by the Senate. The 4Cs coordinates committees of mixed constituency (students, faculty, administrators, trustees, professional-technical, physical plant and classified employees) that might be best described as College-wide committees. Several 4Cs committees—Tenure, Promotions, and Sabbatical Leave—are staffed exclusively by faculty members. The faculty also maintains sole voting rights on the Academic Standards and the Curriculum committees. The 4Cs has no jurisdiction over other single-constituency committees, nor over committees which are not involved in operations and governance of the College, irrespective of the number of constituencies they reflect. Thus all employee groups have committees not under the jurisdiction of the 4Cs. Divisions, departments, and programs also form committees independent of the 4Cs.

From the Council for Coordination of College Committees January 10, 1990 Statement of Governance:

> Just as the students are the focal point of the College, the committee structure is the focal point of our governance system. It is within the committees that the decisions of governance are properly effected.

The Council for Coordination of College Committees produces two guidebooks, *Manual on Committees*, and *Roster of College Committees*. *Manual on Committees* is updated as needed, most recently in 1992. Each of the committees coordinated by the 4Cs has a Data Sheet in the *Manual* that gives the purpose and charge of the committee, the objectives, constituent groups represented on the committee and terms of service, a timetable, and requirements for minutes and reports. The *Manual on Committees* reflects the deliberations of a joint Faculty Senate/Administration Task Force on College Committees that was appointed in 1981.

The *Roster of College Committees* is annually updated. For each 4Cs committee, the *Roster* lists the committee chair and current members with their terms.

Currently, 27 standing College committees are recognized by the 4Cs:

> Academic Technology (formerly Academic Computing)
> Academic Standards
> Admissions
> Affirmative Action
> Assessment and Testing
> Athletics
> Calendar
> Council for Coordination of College Committees (4Cs)
> Copyrights and Patents
> Cultural Arts
> Curriculum
> Employee Development
> Environmental Health and Safety
> Faculty Evaluation Review
> Graduation
> Honors
> International
> Insurance Evaluation Committee
> Mini Grants and Orientation
> Professional Development Assessment
> Promotions
> Sabbatical Leave
> Student Conduct
> Student Publications Board
> Student Success
> Tenure
> Wellness

Recently, two major series of task groups were created, both with the support of the 4Cs. The Self-Study Steering Committee created seven task groups to evaluate the College. These self-study task groups met during 1995–96, completed their tasks, and disbanded. Another series of task groups, numbering twenty-one in all, were formed in 1995 to facilitate implementation of the Technology Plan (discussed later in this chapter). These 21 Tech Plan task groups have completed their 1995–96 assignments. Some have been disbanded, some continue in 1996–97, and additional Task Forces have been created.

More than 25 other committees, groups, and teams function outside the auspices of the 4Cs. The Faculty Senate has created several task groups; many committees, groups, and teams have been created by the Harper administration to facilitate communication, make decisions, and to develop and implement plans.

The role of the Council for Coordination of College Committees expanded as the committee structure became more extensive. The 4Cs is responsible for coordinating the assignment of people to each of the committees. Data Sheets outlining the representation of different constituencies on each committee are used by the 4Cs to assign new members. Members of most committees are appointed; some committees have faculty membership elected through at-large balloting conducted by the Faculty Senate.

In one instance in 1995–96, when the 4Cs and the Faculty Development Committee could not agree on an appropriate data sheet, the decision was reached by all involved to move the committee from a 4Cs committee to a Faculty Senate task group. The 4Cs also manages

conflict between committees, evaluates the effectiveness of each committee, and ultimately decides which committees exist. Other community colleges which operate under a shared governance system also have some kind of committee structure in place. However, few have a structure as extensive as Harper's.

The findings of this self-study indicate a communication problem exists in the governance process. There is currently no clear indication of what happens to recommendations/decisions made by 4Cs committees. Each committee files an end of the year report to the College President, Faculty Senate and the Assistant to the Vice President of Academic Affairs. To the committee, it is often unclear who will respond to the recommendations. The members of the 4Cs read the reports, but they have no authority to act unless the recommendations fall under the charge of the 4Cs as outlined in the *Manual on Committees*. For a number of years, the 4Cs did not take minutes of meetings; minutes are now taken and forwarded to the President of the College and the President of the Faculty Senate.

A review of 4Cs' committees indicates the committees are functioning well. While anyone has access to and can read minutes and final reports of 4Cs' committees, the deliberations, findings, and recommendations of the committees are not broadly and regularly communicated to the College community. The 4Cs is presently developing a process to communicate and respond to committee recommendations. The Faculty Senate has also recently requested committees to present brief update reports at Faculty Senate meetings.

The Harper College Shared Governance system was created to maintain an atmosphere of mutual trust and respect among the partners in the system and to produce the best possible decisions for the students, the community, and Harper employees. In 1987, the North Central evaluators praised our governance system and noted that "the system was favorably received by all those at the College, in the team's inquiries. The recommendations of the committees are generally approved at the president's level and, where necessary, at the Board level. The team found that this participative system was working well and was well-liked by all participants at the College" (p. 7, *Report of a Visit*).

In the self-study "Super Survey" administered in January 1996, more employees believed shared governance is ineffective (39%) than effective (36%).

Figure 6-1. Shared Governance is working effectively at Harper College			
	Agree (%)	Neutral (%)	Disagree (%)
All employees	36	25	39
Full-time faculty (n=148)	44	19	37
Part-time faculty (n=27)	44	37	19
Full-time staff (n=79)	29	32	39
Part-time staff (n=13)	23	31	46
Administrators (n=25)	20	16	64

Four out of ten employees agreed their interests are represented in the shared governance process and one-third disagreed.

Figure 6-2. My interests are represented in the Shared Governance process			
	Agree (%)	Neutral (%)	Disagree (%)
All employees	40	27	34
Full-time faculty (n=152)	51	26	23
Part-time faculty (n=30)	13	50	37
Full-time staff (n=79)	26	27	47
Part-time staff (n=10)	50	10	40
Administrators (n=21)	42	12	46

There is no common definition of governance at Harper College. There is no common agreement regarding the extent of participation and influence of individuals and groups in College governance. To some, "Shared Governance" refers exclusively to the Harper 4Cs committee structure system. To others, "shared governance" is a broader term that includes the committee structure as well as informal participation in making decisions that have direct and indirect impact on the teaching and learning environment.

The low percentage agreeing that shared governance is effective indicates discontent of all constituencies with the Shared Governance system as it is currently operating.

There is no indication among the respondents that Shared Governance should not continue at Harper. However, the philosophical commitment to and congruent understanding of shared governance seem to have eroded resulting in a climate of miscommunication and mistrust at many levels.

Planning

An important aspect of governance of a college is planning. Planning is the chief process by which an institution can continue to accomplish its mission. North Central Association offers the following characteristics of an effective planning process (paraphrased from pages 51–53, *Handbook of Accreditation*, 1994–96):

> Effective planning should be ongoing and involve representatives of all constituencies. A structured, ongoing assessment process should provide useful information to the planning process. The planning process should result in a written, annually-updated document that has widespread usefulness throughout the college. The college should organize and allocate the resources necessary to support its plans. At the end of the year, the planning process should enumerate the accomplishments and obstacles of the previous year's plan.

The Harper College Long-Range Plan

On May 25, 1989, the Board of Trustees approved a Long-Range Plan covering the years 1989–1993. Since 1991, College-wide long-range planning has centered on the Preferred Future vision statement, system planning (technology and space) and unit/department planning. As explained in Chapter 3, the College has identified plans, goals, and strategies for most Preferred Future statements.

Planning to Acquire Capital Equipment

During its 1987 evaluation, North Central Association raised the concern that "there is a need to devise a plan to systematically acquire capital equipment, particularly for the intensive tech programs" (*Report of a Visit*, page 27, 1987). The 1997 self-study found that the College does have a plan—the Technology Plan—for acquiring computers and related equipment but it does not have a plan to systematically acquire other instructional and service capital equipment such as microscopes, dress forms, musical instruments, pH meters, and dental chairs.

The Harper College Technology Plan

The Harper College Board of Trustees in 1990 engaged a consulting firm, Technology Specialists Incorporated (TSI), to develop a plan for upgrading technology across the campus. TSI interviewed all employees in the Academic Computing and Administrative Computing units, other administrators and a few faculty members. Without adequate input, the 1991 TSI plan was not fully embraced by faculty and staff.

Recognizing the lack of endorsement, the newly hired Vice President of Information Systems sponsored a planning workshop in fall 1992 for members of the Academic Computing Committee (ACC), the Administrative Computing Committee (ADCC), and other interested parties. The two committees worked independently for one and one-half years to develop goals for technology and to form objectives and actions for the goals. In May of 1994, the committees created an Ad Hoc Technology Plan Committee consisting of three faculty members from the Academic Technology Committee (the new name of the ACC) and three administrators from the Administrative Computing Committee.

The Ad Hoc committee solicited additional input from faculty, staff, and administration. Unlike the 1991 technology plan prepared by the consulting firm TSI, the 1992–1994 technology planning process encouraged and received broad participation from all College constituencies.

An initial draft of the Technology Plan was presented to the ATC and ADCC, Faculty Senate, and College Vice Presidents. A second draft was mailed to all full-time faculty and all administrators and presented at the fall 1994 employee orientation meeting. The Ad Hoc Committee attended meetings of all academic divisions and met with Faculty Senate, Professional-Technical Union, Classified Employee Council, Council of Administrators, and Executive Council to discuss the plan and collect additional feedback.

The Technology Plan approved by the Board of Trustees in 1995 encompasses all types of technology including computers and related technology, voice and video transmission, and data networks. It addresses the instructional needs of the College, including curriculum development and pedagogy, improvement of instructional space, distribution of voice, video, and data to classrooms and offices, and connection of the campus to external resources. The Tech Plan addresses the need to replace the outdated IBM mainframe computer, expand computerization of student records, assessment and testing, and implement voice mail and e-mail.

The final Technology Plan consisted of 54 projects organized under 10 broad goals. Twenty-one representative task forces have been at work since 1995 outlining strategies for their respective projects of the plan. Those task groups have broad participation from 31 faculty members, 26 administrators and 52 staff members. The implementation of the projects is being done by Information Systems.

The process Harper College employed in developing the Tech Plan demonstrated effective shared governance. All constituencies were given ample opportunity for input and that input was appropriately utilized in developing the plan. Drafts of the plan were widely distributed and the plan was modified with the feedback employees provided.

The Board of Trustees approved $2.9 million in funding for the first year and $2.5 million for the second year of a proposed $14 million four-year program to implement the Technology Plan. One dollar of a two dollar tuition increase in each of the years 1995–96 and 1996–97 was allocated to the Tech Plan. These funds were set aside in a Restricted Purposes Fund to be used specifically for technology improvement.

The Academic Technology Committee and the Administrative Computing Committee jointly prioritized projects for 1995–96 and 1996–97. Top priority was initially given to completion of the campus computer network backbone and building wiring. Because of the huge backlog of demand and the limitations in funding, there are many faculty and staff with no computers, inadequate computers, or who have other unmet technology-related needs. As of the fall 1996, many of these needs are beginning to be addressed. Many faculty and staff have been critical of the delays and the slow pace of implementation of the plan. Faculty and staff have also expressed concern that Information Systems has not adequately communicated with the College community regarding the implementation phase of the Tech Plan projects and that IS makes decisions regarding technology that affect instruction without appropriate input from faculty and staff. This concern seems less to do with the Tech Plan itself than with Information Systems' implementation of the Plan.

Planning to Acquire Non-computer Technology Capital Equipment

An early criticism of the Tech Plan was that it did not address the technology needs of programs that teach or use technologies other than computer technology. In December 1994, the Tech Plan was modified by the addition of a new project to address this need. However, as of Fall 1996 there was no plan in place for the systematic acquisition of this instructional equipment.

Planning for Facilities and Space

The College has a master construction plan developed by Legat Architects, last revised in 1989. Phase I of the Plan included construction of a new Liberal Arts Classroom building (Building L), a new bookstore (Building L), 3-dimensional art classrooms (Building L), a new print shop (Building S), and remodeling of Building F (Learning Resources Center and Academic Enrichment and Language Studies Division). These projects are now completed. Phase I also included remodeling of Building I computer labs and Building V park management program and greenhouses)—these later projects were completed in 1996. A final Phase I project, the remodeling of Building A has not begun.

Phase II of the Legat Plan has not been implemented and includes the remodeling of Building C (admissions, continuing education, and 2-dimensional art), Building E (large lecture halls), Building H (electronics, architecture technology, engineering technologies, computer-aided design, interior design, and fashion design), and Building I (Business Division). Also included in Phase II is construction of a new Performing Arts Center (referred to as Building W).

Originally envisioned as a Performing Arts Center and classroom building, the Board of Trustees has recently changed the emphasis of Building W to a Business Conference Center and a Performing Arts Center. If state funding is received, construction of Building W will begin in 1999. Building W has been divided into two projects which are called

"R"—the Performing Arts Center (attached to Building L which houses the Theater Department and the Studio Theater) and "W"—Instructional Conference Center (attached to the northeast corner of Building A). The cost of the two projects is estimated at $12.8 million. The State of Illinois has provided planning money but has yet to allocate the $6.8 million in capital funds. The Harper College Board of Trustees is committed to providing the remaining $5.9 million needed. The current plan is to use $2.6 million of the $4.1 million fund balance of the Operations and Maintenance Fund and $3.3 million of the $4.5 million fund balance of the Operations and Maintenance Fund (Restricted). Because Buildings A and C and the Conference Center are so linked together, these remodeling projects will need to be done together with the construction of the Conference Center.

The Instructional Conference Center will provide space to meet the educational needs of the adult learner and business community seeking short-term courses and conferences. A 250-seat amphitheater will provide an interactive space for a large meeting or small conference. There will be other rooms to provide space for people to break-out into smaller meetings. Four additional seminar rooms will provide space to serve the adult market with short-term (4 week maximum) credit and noncredit offerings in a professional environment. The building will also include a sit-down dining area for the persons using the center.

The Performing Arts Project is designed to include a performing arts stage with a 450-seat auditorium with ancillary space necessary to mount a production such as set and property storage, a wood shop, design rooms, and costume and make-up rooms as well as other necessary areas. In addition, there will be support spaces such as a box office, lobby, control room and a concessions area. There is also funding for designing an art gallery with the hope of finding future funding for construction.

The January 1996 "Super Survey" of employees showed fairly strong employee support for a Performing Arts Center. Forty-five percent of employees agreed it should be a construction priority. There are, however, conflicting proposals from areas of the College. For instance, the Theater Department and Student Activities have different proposals for the Performing Arts Center. Student Activities wants a much larger theater than proposed by the Department of Theater.

The "Super Survey" revealed differences among employee groups in their support for a Business Conference Center. Administrators supported construction of a Conference Center much more strongly than did other constituencies. Nine out of ten administrators believe a Conference Center should be a priority but only three out of ten faculty agree.

Figure 6-3. A Business Conference Center at Harper College should be a construction priority			
	Agree (%)	Neutral (%)	Disagree (%)
All employees	44	25	32
Full-time faculty (n=142)	30	25	44
Part-time faculty (n=39)	47	34	19
Full-time staff (n=100)	50	25	25
Part-time staff (n=19)	37	32	32
Administrators (n=26)	89	4	8

From 1991 until October 1996, the institutional space planning efforts were guided by the Space Planning Team which consisted of seven administrators representing each of the

Vice Presidential and Presidential areas. In the spring of 1996, the Board of Trustees directed the College and Legat Architects to conduct a Space Study to provide a comprehensive report including an inventory of existing facilities and an analysis of present and future facility needs of the College. The report is to include recommendations for long-term and interim solutions to prioritized space issues. In October 1996, the Space Planning Team was designated the Space Planning Task Force by the Council for Coordination of College Committees (4Cs) and membership includes faculty, students and administrators. The Harper College Executive Council designated the Task Force to serve as a steering group for the study. The study will further develop the 1991 Revised Master Site Plan guiding the College in space planning through 2015.

In consultation with the Executive Council, the Space Planning Task Force has identified components to be considered in a long-term facilities plan. The Task Force has assessed all spaces on the Palatine campus and Northeast Center for accurate measurements and designations and has conducted an extensive study on room utilization. Long-term enrollment projections for the College and for units/departments participating in the space study were reviewed. Faculty and staff from all departments were invited to participate in a space needs assessment; needs assessments from fifty-six areas were received, and Legat conducted interviews with representatives of those areas completing studies. The Task Force, in conjunction with Legat Architects, developed a focused Draft Proposal and presented it to the College community in February 1997 at Community Forums. The Task Force presented its recommendation for space planning to the Board of Trustees in May 1997.

The process Harper College is employing in developing the new Space Plan demonstrates effective shared governance. All constituencies are being given ample opportunity for input and that input is being appropriately utilized in developing the plan. Drafts of the plan have been widely distributed and the plan is being modified with the feedback employees provided.

Unit Planning and Program Review

Grassroots planning at the department and program level at Harper is known as Unit Planning. Unit Planning was initiated in 1994. As used here, units are departments (e.g., the Department of Mathematics), programs (e.g., Nursing Program), or services (e.g., Success Services for Students). Units have a head such as a chair, coordinator, or supervisor.

Under Unit Planning, each participating unit identifies unit goals with a one- to five-year timetable of strategies to implement the goals. Departments and programs that have participated in the Unit Planning process have often found it very helpful to focus on goals important to the unit. The current challenge is to systematically integrate Unit Plans into College-wide marketing, equipment, space, and budget planning.

Units also complete a Program Review once every five years. Required by the Illinois Community College Board (ICCB), Program Reviews are self-studies of academic departments and programs. Since 1995 Harper has required Unit Planning as part of the Program Review. Because Program Reviews are on a five-year cycle, all units will not participate in Unit Planning until 1999. As of May 1996, six of the seven academic divisions had participated in Unit Planning Workshops conducted by the Dean of Strategic Planning.

Although academic departments/programs and student services do Unit Planning and Program Reviews, Administrative Services and Information Systems have no requirement for Program Review.

Evaluation of Planning

The planning process at Harper College cuts across many levels, from College-wide to individual employees. Although planning at the department and program level is very active and well understood, the self-study found that College-wide strategic planning and linkages between levels of planning are neither well communicated nor comprehended. There is no apparent mechanism for College Planning to incorporate the goals of Unit Planning. Also there is no apparent link of Unit Planning with financial planning and setting of annual budgets for departments/programs.

On the January 1996, "Super Survey," faculty, staff, and administration were asked to respond to the statement:

> It is necessary for Harper to have a strategic plan at the institutional level to guide the operation of the College.

Figure 6-4. It is necessary for Harper to have a strategic plan at the institutional level to guide the operation of the College.			
	Agree (%)	Neutral (%)	Disagree (%)
All employees	89	6	4
Full-time faculty (n=154)	91	7	3
Part-time faculty (n=54)	87	7	6
Full-time staff (n=108)	86	7	7
Part-time staff (n=21)	95	0	5
Administrators (n=26)	100	0	0

Clearly, employees feel a strategic plan is necessary.

In the same "Super Survey," employees were also asked to respond to statements about the effectiveness of the planning process at four levels:

> Harper College has an effective planning process at the
> • College-wide level.
> • Vice-Presidential level.
> • Divisional/Dean level.
> • Departmental/Program level.

One-half of employees agree that Harper has an effective planning process at the College-wide level. Three out of ten employees believe Harper's College-wide planning process is not effective.

Figure 6-5. Harper College has an effective planning process at the College-wide level			
	Agree (%)	Neutral (%)	Disagree (%)
All employees	50	20	30
Full-time faculty (n=132)	56	17	28
Part-time faculty (n=29)	45	35	21
Full-time staff (n=83)	42	28	30
Part-time staff (n=9)	44	22	33
Administrators (n=25)	44	4	48

The responses of employees in evaluating planning at the Vice-Presidential level were similar to those of College-wide planning.

Figure 6-6. Harper College has an effective planning process at the Vice-Presidential level			
	Agree (%)	Neutral (%)	Disagree (%)
All employees	50	27	23
Full-time faculty (n=99)	50	23	27
Part-time faculty (n=25)	44	36	20
Full-time staff (n=76)	51	32	17
Part-time staff (n=10)	40	30	30
Administrators (n=25)	64	4	32

Harper employees see planning at the divisional level as more effective than at the College-wide level. More than two-thirds of employees agree that divisional level planning is effective.

Figure 6-7. Harper College has an effective planning process at the Divisional/Dean level			
	Agree (%)	Neutral (%)	Disagree (%)
All employees	68	19	14
Full-time faculty (n=124)	70	15	15
Part-time faculty (n=30)	77	13	10
Full-time staff (n=73)	56	29	15
Part-time staff (n=12)	58	33	8
Administrators (n=25)	88	0	12

Departmental/program planning is viewed as slightly more effective than divisional/dean planning. Administrators and faculty members are more likely to view department/program planning as effective than are staff members.

Figure 6-8. Harper College has an effective planning process at the Departmental/Program level			
	Agree (%)	Neutral (%)	Disagree (%)
All employees	71	17	12
Full-time faculty (n=150)	78	11	11
Part-time faculty (n=38)	84	8	8
Full-time staff (n=87)	53	28	20
Part-time staff (n=14)	50	29	21
Administrators (n=25)	96	4	0

College-wide and Vice-Presidential level planning processes are rated as less effective than department/program and division planning. There is a perception that College-wide planning is an administrative process with little input from faculty or staff. The Harper planning process is also viewed as overly complex; it should be simplified.

In the 1987 North Central Association *Report of a Visit* (page 25), one identified strength of Harper College was "a demonstrated involvement of all elements of the College in a dynamic planning process." At that time, the College planning was coordinated through the efforts of the Institutional Planning Committee (IPC). This large committee had widespread representation but was considered ineffective by many employees. The Committee was responsible for the formulation and monitoring of annual goals as well as projecting future trends. Following the creation of the Dean of Strategic Planning position and the development of the Preferred Future document, the IPC began to change its function to solely monitoring and review and evolved into the Institutional Planning Review Committee (IPRC). The function of the committee continued to change and, in frustration, the Institutional Planning Review Committee voted to disband.

To continue to meet its mission, Harper College needs to develop a strategic plan and communicate the plan to the entire campus community. All constituency groups need opportunity for participation in planning.

Decision-Making

An integral part of governance is making decisions. Decision-making occurs at a variety of levels in any institution. In order to evaluate the decision-making systems in operation at Harper College, a self-study task group identified four major categories or organizational functions within which decisions are made, namely, personnel, facilities, equipment, and instruction.

The process of making decisions regarding personnel, facilities, and equipment changes from year to year reflecting the lack of a long term plan. At times, the process and guidelines are not clear to affected constituencies.

Decisions regarding whether a position will be filled or created are made at the executive and Board level. Once the decision has been made to hire, appropriate groups are involved in the decision of whom to hire. In an effort to increase diversity at the College, hiring committees may be asked to interview additional qualified candidates other than those initially selected by the search committee. Recently, some faculty hiring committees and the

administration struggled over the degree of administrative participation in selection of new faculty members.

How decisions regarding the use of current facilities, remodeling, or new construction are made is not laid out in a plan that is available to the College community. Since every area of the College is impacted by space needs, the self-study Task Group on Organizational Structure and Decision-Making Systems recommended that space planning and utilization should be a top priority and should involve all constituencies at the College. The Space Planning Task Force has endeavored to address this recommendation in its work. An analysis of the decisions involved in the recent construction of Building L (Liberal Arts Building) reveals that although it was a slow process, input was obtained from appropriate constituencies and that input was appropriately utilized.

Day to day decisions regarding instruction are made by individual faculty members and departments/programs. These include decisions regarding course materials, syllabi, course content and its presentation. The decision to add a new course takes place within the department/program. Credit courses must then be approved by the dean, the Curriculum Committee, and the Vice President for Academic Affairs before going to the Illinois Community College Board (ICCB) for final approval. The results of a study of one program's attempt to add a new credit course indicates the process involves an extensive amount of paper work since numerous revisions were required prior to approval and because of the several layers of bureaucracy involved in the approval process. The Curriculum Committee is currently addressing this problem.

Beginning several years ago, deans from all areas of the College had held weekly meetings. Those regular meetings have improved communication across the College.

In the January 1996 "Super Survey," faculty, staff, and administration were asked to respond to the following statements:

- I understand how decisions are made at Harper.
- Decision making occurs at appropriate levels in this organization.

One-half of all employees indicated they agreed they understood how decisions are made; three out of ten respondents disagreed. Among the subgroups, the administrators indicated the most agreement with the statement (more than three out of four agreed) and the part-time staff indicated weakest agreement with the statement (less than three out of ten agreed).

Figure 6-9. I understand how decisions are made at Harper College			
	Agree (%)	Neutral (%)	Disagree (%)
All employees	51	20	30
Full-time faculty (n=152)	49	18	32
Part-time faculty (n=50)	46	30	24
Full-time staff (n=111)	50	17	33
Part-time staff (n=18)	28	39	33
Administrators (n=26)	77	8	15

Although many employees understand *how* decisions are made at Harper, many believe decisions are made at inappropriate levels.

Figure 6-10. Decision making occurs at appropriate levels in this organization			
	Agree (%)	Neutral (%)	Disagree (%)
All employees	37	25	38
Full-time faculty (n=143)	35	25	41
Part-time faculty (n=42)	43	41	17
Full-time staff (n=109)	36	22	42
Part-time staff (n=18)	33	17	50
Administrators (n=26)	50	15	35

Employees have expressed concern that decisions are made at too high a level in the organizational structure of the College. When decisions are made at a level too far removed from those affected by the decisions, employees believe they do not have adequate input into the decisions.

The role of the Board of Trustees and the extent of its participation in the day-to-day operation of the College has been questioned by some employees.

Equal Employment Opportunity and Affirmative Action

In its 1987 *Report of a Visit*, North Central Association expressed the concern that "the College's Affirmative Action/Equal Opportunity Plan is more than twelve years old, and there is an apparent lapse of awareness of the plan."

The twelve-year-old plan referred to in the 1987 *Report* has been reviewed and revised. The Harper College Board of Trustees adopted a new Equal Employment Opportunity and Affirmative Action Program in 1992. Harper has also taken actions to increase awareness of and compliance with the plan. Actions include the work of the Affirmative Action Committee and the Affirmative Action Officer, the orientation given to faculty search committees, and the actual hiring practices. These actions reflect the College's commitment to the written policy.

The Affirmative Action Committee is a 4Cs' College-wide committee under the auspices of the shared governance committee structure at the College. One of the committee's charges is to monitor the hiring practices of the College as they relate to equal opportunity and affirmative action. Once a search committee is formed, a member of the Affirmative Action Committee and/or the Affirmative Action officer meets with the members of the search committee to review the Affirmative Action/Equal Employment Opportunity Program. The Affirmative Action Program is not designed to force search committees to hire underrepresented candidates, but only to "insure that underrepresented minority groups as well as women, veterans, and persons with disabilities are included in the recruitment process" (from the Affirmative Action Committee Script used during orientation sessions with search committees).

All applications for full-time faculty and administration positions are sent first to the Personnel Department and are then forwarded to the search committee. The Personnel Department sends all applicants an Equal Employment Opportunity Information Request form in order to determine the composition of the applicant pool. This information is collected separately and confidentially. It is not shared with the search committees.

Each search typically involves three phases prior to selecting a single candidate: (a) initial screening of all applicants; (b) telephone interviews of the semi-finalists; and (c) on-campus interviews of the finalists. The Affirmative Action officer reviews the search at each phase utilizing the information from the applicants' self reports. If there is a sufficient number of under-represented candidates in the initial pool, the search proceeds. If not, the appropriate dean (for faculty searches) will be notified. The dean and search committee chair will then meet with the Affirmative Action officer to consider additional search techniques to increase the number of diverse candidates. The typical search techniques used to recruit under-represented groups include placing advertisements in *Black Issues, Hispanic Outlook,* and *La Raza* in addition to the *Chronicle of Higher Education* and local newspapers. Individual search committees also request ads be placed in discipline specific locations, such as *Chemical and Engineering News* or *APA Monitor.* Finally, employees are encouraged to network with colleagues at conferences, other institutions, etc., since word-of-mouth is one of the most effective methods of recruiting candidates.

If there is an insufficient number of underrepresented candidates at either of the first two phases of the process, the committee will be encouraged by their dean to reconsider applicants not selected and to conduct phone interviews with additional qualified candidates. Although "sufficient number" has no specific number assigned to it, it should reflect the current percentage of available minority group individuals.

The procedures stated above primarily relate to the hiring of full-time faculty. Similar procedures are in place for the hiring of full-time members of other employee groups.

In 1995, the Affirmative Action Committee recommended that the Equal Employment Opportunity and Affirmative Action Program of the College be thoroughly reviewed by an external body. The Program needs to be updated and implementation procedures need to be developed. The Affirmative Action Committee is particularly concerned about the lack of a Discrimination Grievance Procedure for employees and students. The Committee has recommended to the President that the College engage the services of an appropriate consultant to accomplish this task. The Committee wishes to be included in any review process which may be implemented. The President has agreed to engage a consultant for this purpose.

The Affirmative Action Committee has also expressed concern about the College's Affirmative Action Officer position. The President has asked for further information regarding the desired qualities and responsibilities of the Affirmative Action Officer so that a determination can be made as to who the Affirmative Action Officer should be. The Committee has established a subcommittee to provide information from other colleges related to the role and responsibilities of Affirmative Action officers.

Analysis of the survey results for individual employee groups show 78 percent of full-time faculty (n=154) and 77 percent of administrators (n=26) agree that the College is committed to affirmative action/equal opportunity for employment. The part-time staff (n=17) is the only employee group in which less than 60 percent of the respondents believed in the College's commitment to affirmative action. Overall, 71 percent (n=361) of all employees surveyed agree that the College is committed to affirmative action/equal opportunity for employment, while 13 percent disagree.

It is essential that the updated Affirmative Action Program be communicated to the College community. A sufficient understanding of the program and how it is to be implemented will address some of the concerns expressed by those individuals who currently question the College's commitment to affirmative action.

The College has also made a commitment to diversifying the campus environment, not only through hiring practices, but through the curriculum as well. The student body at Harper is becoming increasingly diverse. In 1994, 18.6 percent of credit students were minority students, an increase of 48 percent from 1990. The Affirmative Action Committee has frequently discussed the need for more diversity training at Harper. This matter continues to be discussed by the Committee. Two campus committee groups, a Student Development Diversity Committee and an ad hoc task force (College Pluralism Committee) are also addressing the need for increasing diversity on campus and providing the necessary diversity training. A variety of cultural awareness and diversity training sessions have been provided for various groups of employees.

Conflict Resolution

Several channels exist for conflict resolution among employees at Harper College. First, under the system of shared governance, committee meetings provide a forum for the airing and discussion of conflict until consensus or compromise is reached. In one instance, a committee which had been locked in disagreement eventually developed its own formal procedure for conflict resolution in order to disentangle itself. Secondly, when a conflict does not fall within the realm of any committee, it is generally recommended that the problem be addressed and resolved by the parties involved, with a supervisor stepping in as arbitrator only if necessary.

When a conflict between faculty or pro-tech staff and the administration cannot be resolved, intervention by the Faculty Senate, the Professional-Technical Union, or IEA/NEA can be requested. At this point, the matter is either resolved agreeably for both parties or it is taken through the formal grievance procedure if the conflict involves violation of the contract. Once a conflict has entered the formal system, it proceeds from level to level (supervisor, dean, vice-president, president, Board, arbitration) until agreement is reached. Classified staff follow the grievance procedure outlined in their employment manual.

According to the results of the survey, 28 percent of all employees (n=324) agree that conflicts are effectively resolved at Harper. Full-time faculty (n=143), part-time faculty (n=32), full-time staff (n=102), and administration (n=26) each show about a 31 percent agreement, while part-time (n=15) staff are in the least agreement (13 percent). Of all employees, 41 percent do not believe that conflicts are effectively resolved. Part-time staff appear to be the most dissatisfied, with 60 percent disagreeing, followed by full-time staff and administration at about 46 percent disagreement each. Adjunct faculty show the least dissatisfaction with only 22 percent disagreeing.

Strengths of Governance at Harper College

1. The College has made a commitment to diversity through its hiring practices and its curriculum.

2. There is a Board policy and a College plan for Equal Employment Opportunity and Affirmative Action.

3. Harper has developed a comprehensive Technology Plan for all types of technology including computers and related technology, voice and video transmission, and data networks. It addresses the instructional needs of the College as well as the technology that supports the operational aspects of the institution.

4. The Harper Technology Plan was developed in a process that gave all constituencies opportunity to provide input.

5. Many departments and programs have developed detailed goals and plans as part of Harper's Unit Planning program.

6. The value of and support for the concept of shared governance continues to exist at the College.

7. Weekly meetings of deans from all areas of the College have improved communication.

Concerns about Governance at Harper College

1. Although progress in developing a space plan is being made, there currently is no integrated long-range plan to address and prioritize space, staffing, equipment and other financial resources.

2. The link between area-planning and College-wide planning is not defined.

3. Decision-making processes are not well-defined and are sometimes altered in mid-stream.

4. Many employees believe conflict resolution at Harper College is a concern.

5. There is no commonly understood definition of shared governance.

6. There is a communication problem within the shared governance system between the Board of Trustees, administration, faculty and staff. There is no clear indication of what happens to recommendations/decisions made by College committees or, in some cases, there is not even a clear indication as to whom recommendations should be made.

Recommendations for Strengthening Governance at Harper College

1. The College should develop, communicate and implement an easily-understood planning process that involves appropriate input from all constituencies.

2. Planning for personnel, space, and equipment is essential and should include faculty and staff involvement in identification of needs, planning, and implementation.

3. Administrative Services and Information Systems divisions should prepare Program Reviews similar to those developed by Academic Affairs and Student Affairs.

4. The College should agree on a common definition of shared governance.

5. Harper should address problems with the climate in which shared governance operates.

6. The 4Cs council should clarify its role with regard to establishing committees, coordinating and communicating committee appointments, disseminating committee reports, and referral of action to appropriate individuals or groups.

7. Decision-making processes need to be clearly identified and communicated.

Chapter 7: The Educational Programs

The William Rainey Harper College Mission Statement is complemented by a set of ten Objectives. Six of the Objectives define the educational programs of the College:

1. To provide the first two years of baccalaureate education which will offer students opportunities to pursue liberal arts, sciences, and preprofessional curricula designed to prepare students to transfer to four-year colleges and universities and/or to satisfy individual educational goals;

2. To provide educational opportunities in occupational, vocational, technical and semi-technical fields which will enable students to acquire the skills and knowledge to enter a specific career;

3. To offer appropriate general education opportunities to assist individuals in participating more effectively in a free society as well as providing those individuals with personal and cultural enrichment;

4. To provide opportunities for training, retraining and upgrading of skills in order to facilitate adjustments in a work environment that is undergoing rapid technological change;

5. To provide adult education and remedial instruction;

6. To provide community education, including continuing education designed to meet various individual goals.

Harper has designed transfer, career, developmental, customized training and continuing education programs that meet the College's Objectives. The College has organized the majority of its Educational Programs under the direction of the Vice President of Academic Affairs. Seven traditional areas, each headed by a Dean, are included in the Academic Affairs organizational chart:

*   The Division of Academic Enrichment and Language Studies (AE/LS)
*   The Division of Business and Social Science (BUS/SS)
*   The Division of Liberal Arts.(LIB ARTS)
*   The Division of Life Science and Human Services (LS/HS)
*   The Division of Technology, Mathematics and Physical Science (TM/PS)
*   The Division of Wellness and Human Performance (WHP)
*   The Learning Resources Center (LRC)

The Dean of the Wellness and Human Performance Division reports to both the Vice President of Academic Affairs and the Vice President of Student Affairs; that division's student services are covered in Chapter 8—Student and Instructional Services. For purposes of this self-study, the Learning Resources Center is discussed in Chapter 8.

Some credit and non-credit courses are also offered by the Student Development Division in Student Affairs. The student services aspects of this division are discussed in Chapter 8.

Figure 7–1 lists transfer and career program enrollments by division.

Figure 7–1. Transfer and Career Program Enrollment by Division Fall 1996		
Division	Transfer (FTE)	Career (FTE)
Academic Enrichment and Language Studies (AE/LS)	84.8	110.6
Business and Social Science (BUS/SS)	1763.9	578.5
Liberal Arts (LIB ARTS)	1626.6	102.3
Life Science and Human Services (LS/HS)	471.4	441.7
Technology, Mathematics and Physical Science (TM/PS)	919.0	232.1
Student Development (STU DEV)	65.8	0
Wellness and Human Performance (WHP)	145.0	22.7

The academic divisions offer career programs, transfer programs, developmental/remedial programs, and continuing education programs. Each career program has a Career Program Coordinator; the Coordinator usually is a full-time faculty member, but sometimes is an adjunct faculty member or an administrator. Within the transfer programs and developmental programs, a faculty member occupies the position of Department Chair. The Coordinators and Chairs are responsible for scheduling sections, selecting and monitoring adjunct faculty, requisitioning supplies and equipment, organizing the planning and operation of the program or department, as well as serving as a contact person for the campus and the community. Full-time faculty members serving as Coordinators or Chairs receive "Reassigned Time" for these duties; the Reassigned Time reduces their teaching load as provided by the Faculty contract. Each division has a staff member serving as Continuing Education Coordinator.

Three Assistants to the Vice President of Academic Affairs serve to support the faculty, deans, and Vice President:

• The Assistant for Transfer Programs assists in the instructional and operational planning, organizing and staffing of the educational programs of the College with an emphasis on transfer programs. The Assistant's duties include budget preparation and analysis, Program Review, outcomes assessment, and North Central Association accreditation.

• The Assistant for Workforce and Vocational Development helps provide a concentrated focus, coordination, review, and emphasis for the vocational/technical programs and responds to the increasing demands and opportunities for workforce training and workforce-based vocational/technical programming. This Assistant is the organizational head of the Center for Workforce and Professional Development. That Center and its Corporate Services area offer customized training to local business and industry.

• The Assistant for Continuing Education and Special Projects provides coordination, support, and a concentrated focus for Continuing Education programs and gives more attention to special projects such as Weekend College and Extension Services.

The Educational Programs

General Education Requirements

All degree seeking students at Harper must complete a set of general education requirements. The requisites are prominently displayed in the College *Catalog* and are also listed on the program planning sheets developed by the Student Development staff and available to students.

Harper College has recently completed a thorough review of its general education requirements for the A.A. and A.S. degrees which resulted in new requirements that go into effect for students entering in the Summer 1998 semester. This review was initiated by the Harper College Academic Standards Committee in 1992. Subsequent to the beginning of Harper's review of general education, the Illinois Board of Higher Education also started a review known as the Illinois Articulation Initiative (IAI). Harper College joined 48 other Illinois community colleges, 12 public universities, and 40 private colleges and universities in approving a General Education Core Curriculum of courses that fulfill the general education requirements of the colleges and universities. The IAI General Education Core Curriculum is designed to facilitate the transfer of students among Illinois' public and private associate and baccalaureate degree-granting colleges and universities.

Harper reviewed its general education philosophy statement in light of what faculty believe are the knowledge, attitudes, and skills of an educated person. Philosophy statements were written for each of the five General Education Core areas identified by the IAI—Communications, Mathematics, Physical and Life Sciences, Humanities and Fine Arts, and Social and Behavioral Sciences. Appendix D contains the new General Education philosophy statements. In 1997, the Academic Standards Committee drafted outcomes for each of the five General Education core areas; the General Education Outcomes draft statements are found in Appendix E.

During 1994–1995, all academic divisions matched credit courses to the state IAI Core Curriculum and submitted the courses to the Harper Academic Standards Committee for inclusion in the College's Core Curriculum. After review by the Academic Standards Committee, the state-wide Illinois Articulation Initiative Task Groups accepted almost all courses submitted by Harper.

The Illinois Articulation Initiative Core Curriculum does not include some courses that Harper believes appropriate to a general education. For example, the State excluded foreign language courses except those at a fourth semester level or higher. The IAI also accepted only theory courses in the performing arts and excluded courses which teach performing arts skills. In response, Harper created a Special Electives Graduation Requirement that complements the General Education Core. The Special Electives Group includes Creative Expression in the Performing Arts, Languages, Wellness, and Work and Life Skills. Philosophy statements and criteria for course placement were prepared for each of these Special Electives areas. The Philosophy Statements for the Special Electives are found in Appendix D.

Under the new 1998 requirements, students seeking the Associate in Arts degree must complete 37 hours of general education core courses, 6 hours of Special Electives, and 17 hours of other electives in a 60-hour program. The Associate in Science degree in 1998 will require 41 hours of general education core courses, 3 hours of Special Electives, and 20 hours of other electives (6 hours of which must be in math, science, or computer science) for a total of 64 hours. The altered A.A. and A.S. degree requirements will go into effect for students entering in Summer, 1998.

The Harper Academic Standards Committee attempted to keep Harper faculty well informed about the Illinois Articulation Initiative through several mailings and meetings. Full-time faculty and administrators were actively involved in reviewing courses, developing rationales and philosophy statements, and defining program objectives for General Education Requirements. A survey of all employees in 1996 indicates Harper faculty members are divided in their understanding of how the IAI will affect Harper programs. Adjunct faculty generally do not understand how the IAI will affect individual courses. Enrollment may decline in courses removed from the general education core distribution groups. It is unclear what impact the IAI Core Curriculum may have on overall College enrollment and on the diversity and number of credit course offerings.

There are several concerns about the consequences of the IAI. Faculty are concerned about the impact of the IAI on the Associate in Science degree. The State IAI General Education Core Curriculum eliminated the differences between the general education requirements for the Associate in Arts degree and the Associate in Science degree. Because many science programs already had high course-load requirements, the increased general education requirements in Humanities/Fine Arts and in Social/Behavioral Sciences may decrease the number of students receiving the A.S. degree at Harper College.

A new degree, the Associate in Engineering Science degree was approved by the Harper College Board of Trustees and the Illinois Community College Board in 1996. The College has also requested ICCB approval of the Associate in Fine Arts degree. Students in engineering and fine arts have difficulty completing heavy course-load requirements of their major area of study in a two-year period while also meeting the distribution requirements of the Associate in Science or the Associate in Arts degree. The Associate in Engineering Science and the Associate in Fine Arts degrees will make it more likely that engineering and fine arts students will complete an associate degree prior to transferring to four-year institutions. The Associate in Engineering Science degree was effective with the Fall 1996 semester. Pending ICCB approval, the Associate in Fine Arts degree will be effective with the Summer 1997 semester.

Figure 7-2. Requirements for Associate in Engineering Science Degree (effective for Fall 1996)	
	Associate in Engineering Science
Communications	6
Mathematics	17
Computer Science	4
Natural Sciences	16
Humanities (from 2 departments)	3–6*
Social Sciences (from 2 departments)	3–6* (*9 hrs. from Humanities and Social Sciences combined)
Engineering	15
Total Hours Required	**67**

Figure 7-3. Requirements for Associate in Arts, Associate in Science, and Associate in Applied Science Degrees (A.A. and A.S. effective for students entering Summer 1998)			
	Associate in Arts	**Associate in Science**	**Associate in Applied Science**
Communications	9	9	6
Mathematics	3	6	3 or demonstrated competency
Physical and Life Sciences	7	8	9 from science, humanities, & social science groups (minimum of 2 groups)
Humanities and Fine Arts	9	9	
Social and Behavioral Sciences	9	9	
Total General Education	**37**	**41**	**15–18**
Special Electives (Creative Expression, Languages, Work & Life Skills), Wellness)	6	3	0
Other Electives	17	20 (minimum 6 from math, science or computer science)	42–45
Total Hours Required	**60**	**64**	**60**

Figure 7-4. Requirements for Associate in Fine Arts Degree (Pending State Approval)		
	Associate In Fine Arts Art	**Associate in Fine Arts Music**
Communications	9	9
Mathematics	3	3
Physical and Life Science	7	7
Humanities	6	6
Social and Behavioral Sciences	6	3
Core Art Courses	24	
Elective Art Courses	9	
Core Music Courses		42–46
Total Hours Required	**64**	**70–74**

Figure 7-5. Total Number of Degrees and Certificates Conferred Fall 1995, Spring 1996 and Summer 1996	
	Number Conferred
Associate in Arts (A.A.)	561
Associate in Science (A.S.)	176
Associate in Applied Science (A.A.S.)	332
Certificates of Completion	415

Baccalaureate Transfer Programs

Harper College has a wide variety of program options available to the transfer-oriented student. More than 300 courses in 30 academic disciplines are offered as part of the transfer programs. Typically these are programs which lead to the Associate in Arts degree, the Associate in Science degree, or the new Associate in Engineering Science degree.

Harper's transfer programs are widely accepted by receiving institutions. The most formal provisions for articulation reside in a Compact Agreement which has been developed in cooperation between community colleges and four-year institutions in the state. In brief, eight of Illinois' public universities and one private college are participants in the Compact which provides that students who have successfully completed either an Associate in Arts or an Associate in Science degree at a public community college will be admitted with junior level status to the participating universities and will be accepted as having met their general education requirements. The participating institutions are distributed throughout the state and provide easy geographic access for the community college student. The participating colleges and universities are Barat College, Eastern Illinois University, Governors State University, Illinois State University, Northeastern Illinois University, Northern Illinois University, Southern Illinois University, University of Illinois at Springfield, and Western Illinois University. In light of the Illinois Articulation Initiative, the status of the Compact Agreement is unclear.

In addition to the Compact Agreement, Harper College has developed articulation agreements with 35 colleges and universities located in Illinois, Wisconsin, Iowa, Indiana, Michigan, and California. Included are many nearby liberal arts colleges, several technical and vocational institutions, as well as large universities such as the University of Illinois--Champaign/Urbana, University of Iowa, and the University of Southern California.

Harper has a good record of transfer with a large number of other institutions. In testimony to the respect accorded Harper's transfer program, eleven private colleges and universities have scholarship resources specifically for Harper College students. Participating colleges include Alma College, Beloit College, Bradley University, DePaul University, Drake University, Illinois Institute of Technology, Kendall College, Knox College, Loyola University, Ripon College, and Roosevelt University. The agreements provide for Harper designated transfer scholarships and offer financial support for selected Harper students who complete their education at those universities.

In addition to the previously mentioned Associate in Arts, Associate in Science, and Associate in Engineering Science degrees, Harper also confers the Associate in Applied Science degree. This degree is designed for students in career-oriented programs. Twenty-two transfer institutions have developed 2+2 programs or capstone programs which are

meant to provide the student with the A.A.S. degree an opportunity to integrate those experiences and courses into a baccalaureate program.

Harper's transfer programs are monitored at two important levels. Program Review evaluates the entire department. Individual faculty members are reviewed under the Faculty Evaluation system.

Each of the departments and programs, as is the case with every academic program and service of the College, is reviewed on a five-year cycle in accordance with Illinois Community College Board (ICCB) policy on Program Review. Since 1995, Harper has required Unit Planning as part of the Program Review. Under Unit Planning, each department or program identifies unit goals with a one- to five-year timetable of strategies to implement the goals. The Program Review is conducted by the program's faculty and a follow-up meeting is held with all appropriate faculty and staff members, the Division Dean, the appropriate Assistant to the Vice President of Academic Affairs, and the Vice President of Academic Affairs. The links between Unit Planning and budget planning need to be strengthened and implemented more consistently across the College.

In addition to Program Review, each faculty member, including adjunct faculty members, is subject to regular student evaluation. Individual full-time faculty members are reviewed under the Faculty Evaluation System which includes Personal Assessment, and evaluations by peers, students or users, and Division Dean or Supervisor. Peers and division deans/supervisors evaluate full-time faculty members—once per year for non-tenured faculty members and every three years for tenured faculty members. Tenured full-time faculty are evaluated by students once every academic year. Adjunct faculty and non-tenured full-time faculty are evaluated by students each semester. Adjunct faculty are also monitored by program coordinators and department chairs.

Departmental meetings, collegial dialogue with other institutions, and individual faculty development efforts all serve to alert the faculty of particular disciplines when there is a need for program modification. In the event that the members of a discipline should desire to make substantial curriculum change, they must follow a carefully defined system which is overseen by the College Curriculum Committee composed of faculty from each division. Significant curriculum changes must also be approved by the Illinois Community College Board (ICCB). Although the system ensures that curricular changes are appropriate to the needs of Harper students, there is concern that the College's system is too bureaucratic. In addition to ensuring that the curricular changes are appropriate to the needs of Harper students, the Curriculum Committee has been working on streamlining the curriculum approval process and making it faculty-friendly. A handbook, Curriculum Committee Guidelines, provides specific instructions and forms are available on the computer network.

The Illinois Community College Act reinforces the "open-door" philosophy that has so long been a key to the comprehensive community college, but the same section establishes that the individual college has both the right and the responsibility to counsel and test students and to place them in courses and programs that are consistent with their abilities.

The entering Harper College student is invited to attend an Orientation Program which includes assessment in writing, reading, and mathematics; information about programs, policies and procedures; a campus tour; an individual advising session with a counselor; and registration. Most full-time and many part-time students attend this program. All full-time students and those wishing to register for English or math courses must complete an assessment battery before registering.

Through the Assessment and Testing Committee, the College strengthened its assessment policy in 1989 by not only requiring assessment tests but also requiring that students follow the placements. Students are blocked by the computer from registering for an English, math or reading course into which they did not place. This policy also states that a student must take developmental coursework if the student is underprepared in these areas. The intent of the policy is to inform new students about their competency levels in English, reading and math, to place them in courses in which they have the best opportunity for success, and to help underprepared students receive the help they need to be successful. Students who are not native speakers of English or who are Deaf or hard of hearing are referred to the English as a Second Language/Linguistics Department for appropriate program placement. Beginning 1993, the Assessment Policy was changed to allow students to demonstrate their basic skills in English, reading or math by using appropriate ACT scores. In addition, students who demonstrate prior academic success by high school rank or college grade point average are exempt from taking developmental reading.

Harper meets needs of students by offering different ways of learning. To meet varied schedules and needs of district residents, Harper offers Open Entry in selected Computer Information Systems (CIS), basic mathematics and elementary algebra classes in the Math Lab that permit students to work at their own pace after attending an orientation session held at various times throughout the semester. Harper's Weekend College offers a variety of courses for people who wish to attend Friday evening, Saturday, or Sunday.

To accommodate different learning styles, Harper offers alternatives to traditional academic classes including an Honors Program, International Studies, Distance Learning, and Learning Communities.

The Honors Program at Harper is designed for men and women seeking a greater challenge and an opportunity to study with other high-achieving students in small classes that encourage social and intellectual interaction. Honors students may take a single Honors course or qualify for Honors graduation by successfully completing 12 credits in a minimum of four Honors courses. Honors graduation is recognized on the students' Harper College transcripts.

Service Learning has been incorporated into the curriculum by approximately 20 faculty members who require some type of community service project as part of their sections.

Exciting educational experiences are available to Harper students and faculty who study and teach abroad in the International Studies Program. Harper students can study in locations such as Canterbury, England; Salzburg, Austria; Monterey, Mexico; Diemen, the Netherlands; and San Jose, Costa Rica.

Distance Learning options for Harper students and faculty include multi-site interactive TV, cable TV telecourses, videotapes of telecourses, Internet and e-mail courses. During a typical semester, 11 departments offer a total of 24 telecourses. New contractual language assures academic departments and faculty are involved in identifying courses distributed and received by the College. Harper should continue to address faculty concerns and investigate alternative delivery methods that are now becoming available via technology.

Learning Communities, also referred to as Coordinated Studies and Linked Courses, are integrated learning experiences in which students and faculty study issues from the perspectives of several disciplines. Learning Communities are semester-long collaborative experiences organized around unifying themes.

Figure 7–6 gives examples of Learning Communities offered since 1992.

Figure 7–6. Examples of Learning Communities Offered Since 1992

Learning Community	Disciplines
The Global Village	English, Philosophy, Psychology, Linguistics, Biology
Global Village II: The Americas	English, Literature, Psychology, Linguistics, Spanish
Untitled	English, Speech
Growth And Change	English, Reading
Untitled	Political Science, Geography
How to be Successful in College and Still Have a Life	Psychology, Orientation
Of Mind and Body	Philosophy, Psychology
Coming of Age: A Multicultural Experience	English, Reading
Recording and Sharing Our Stories	English as a Second Language, Office Careers
Lofty Visions: Room with a View	Interior Design, Architectural Technology
The MATCH Program	Chemistry, Mathematics
Writing to Communicate Across Cultures	English as a Second Language, Linguistics
Life Choice: People, Power and Paychecks in a Changing World	Management, Philosophy, Political Science, Psychology
Linguistic Explorations	English as a Second Language, Linguistics

Career Programs

Harper's response to its Objective "to provide educational opportunities in occupational, vocational, technical and semi-technical fields which will enable students to acquire the skills and knowledge to enter a specific career" is a strong and broad one. The College offers more than 100 career programs leading to the Associate in Applied Science degree or to a Certificate of Completion. One-third of these programs provide either degree or certificate options to the interested student. Thirty-eight of them are "certificate-only" programs. Sixteen of the career programs are "degree-only."

Harper also has Joint Educational Agreements with seven area community colleges that give Harper district residents access to career programs that are not offered by Harper College. Under these agreements, Harper district residents who are admitted to designated programs will be allowed to attend at the sponsoring college's in-district tuition rate. Eighty-nine career programs are available to Harper district residents under these cooperative programs. In return, Harper offers more than 30 career programs at in-district tuition rates to residents of the other college districts.

Career programs reflect a careful development process. Advisory Committees, made up of Harper faculty members, practicing professionals and community members, play a key role in the development of new career programs. Once the program is established, the advisory committee becomes a monitoring agent which ensures the currency and quality of the particular program.

The advisory committees provide key advice in the matters of facilities and equipment. The advisory committees also play an important role in relating the programs to community business and industry. The relationships among career program coordinators, advisory committee members, and representatives of the affected businesses and industries are key to the success of these programs.

Career programs are subject to the same five-year Program Review cycle that transfer programs employ and they follow the same procedures for adding and deleting courses. However, in a number of cases the career programs must also be responsive to the unique requirements outlined by external accrediting agencies (e.g., Commission on Dental Education of the American Dental Association, American Bar Association, and National League of Nursing) and external regulating agencies (e.g., the Illinois Department of Registration and Education). In addition, Career Programs are responsive to the hiring trends in the community.

Generally speaking, students are encouraged to view career programs as programs leading directly to work rather than as programs meant to transfer. Nevertheless twenty-two colleges and universities have developed 2+2 programs that admit the student who has acquired the A.A.S. degree into a baccalaureate program. In addition Southern Illinois University offers a Capstone option that builds on a variety of A.A.S. degrees. Another option Harper students choose is completion of a "non-traditional Bachelor's degree" offered by several institutions in the area.

Developmental/Remedial Programs

Students interested in pursuing either a transfer program or a career program have access to a wide variety of remedial programs. The College offers programs in English as a Second Language; Adult Educational Development; and remedial and developmental courses in mathematics, English and reading. Several courses are available to help students learn college success strategies and study skills.

English as a Second Language (ESL) courses are for individuals who are native speakers of another language and who need to improve their English language skills for academic or employment purposes. The ESL department serves students from any language background. Courses are offered for credit at beginning, intermediate, and advanced levels for students who have completed at least seven years of education. ESL students often have completed baccalaureate, graduate or professional programs. Students with fewer than seven years of education are referred to the Adult Educational Development Department for enrollment in the Nonnative Literacy Program. Special courses in ESL are offered at five levels for native hearing impaired students whose language is American Sign Language.

The Adult Educational Development (AED) Department offers programs in the Basic Skills of reading, English and mathematics; Pre-GED coursework; preparation for the General Educational Development (GED) High School Equivalency Test; Citizenship Training; Employment Skills; and selected topics for persons who are over 16 years of age and who are not currently enrolled in high school. The department offers the Nonnative Literacy Program for persons whose first language is not English. On-site customized academic skills classes for business and industry are offered through the Work Force Instruction Program. Classes in this program are offered free of tuition or for a low fee through support of federal and state grant funds.

Remedial and developmental non-degree courses in arithmetic and elementary algebra are offered in the Math Lab through the Department of Mathematics. The Learning Achievement Program (formerly known as the Learning Assistance Center) and the Department of English offer remedial courses that carry no transfer credit in reading and composition.

Continuing Education Programs

Continuing education programs are an integral part of the Harper College comprehensive educational effort. More than 1600 courses are designed to serve as lifelong learning opportunities. Programs are aimed at meeting the educational, cultural, and training needs of individuals, business and industry, municipalities, professional and occupational groups. The wide range of offerings cover management training, technical training, psychological and health education needs as well as fine arts, industrial arts, home economics, and horticulture among others.

The Continuing Education Program is coordinated by the Assistant to the Vice President for Continuing Education and Special Projects. In Harper's decentralized system, each academic division offers Continuing Education courses related to the division's other educational programs. All academic divisions have their own Continuing Education Coordinator—this staff member coordinates the division's CE offerings. The office of the Assistant to the Vice President for Continuing Education and Special Projects provides a Continuing Education Information Specialist to answer Continuing Education questions on the main campus, as well as those related to extension sites.

The Center for Workforce and Professional Development offers continuing education courses and services through its five areas: Continuing Education Business and Professional Development; Corporate Services; Workforce ESL and Basic Skills; Network and Operating Systems; and CAD Manufacturing. These areas offer continuing education courses and customized training in, computer training, financial planning, general business, supervision and management, international trade, manufacturing, materials/ logistics management, sales and marketing, small business, travel careers, and vocational skills.

Harper's office of Community Career Services (formerly Career Transitions Center) offers programs and services to help district residents grow in their present careers and to seek new positions. Community Career Services, an area of the Student Development Division, offers one-on-one career counseling and one-on-one career assessment services. Workshops help students explore career options, prepare effective resumes, and develop networking and interview skills.

The Northwest Suburban Employment and Training Center, a partnership of Harper College, the Private Industry Council (PIC) of Northern Cook County, and the Illinois Department of Employment Security, in 1996 opened a "one-stop career center," to make it more convenient and helpful for people to find the services they need to locate work in the northwest suburbs. Job seekers are able to process unemployment claims, plan careers, find current job openings and begin a self-directed job search in the center located in Arlington Heights. Harper College offers workshops on resume writing, networking and interviewing skills as well as various computer training courses. Employers benefit from Workforce On-Line software that links employers and individuals in career transition by matching employers' criteria with the education and background of job-seekers.

Computer training seminars are very popular continuing education offerings. In addition to fundamental computing skills, special courses on word processing, spreadsheets, professional business software, databases, desktop publishing, operating systems and networks are offered at the Harper Northeast Center in Prospect Heights, the Northwest Suburban Employment and Training Center in Arlington Heights, or on-site at employers' place of business. Students interested in Computer Aided Design (CAD) are offered courses in AutoCAD and other software programs by the CAD and Manufacturing Center located on the main Harper campus.

District residents interested in personal enrichment continuing education are served by Harper offerings in areas such as cooking, creative crafts, cultural awareness, decorating and fashion, personal finance, fine arts, gardening, language, music, photography, self awareness, test preparation, travel, women's programs, writing and literature, and special courses for senior citizens.

Physical fitness and wellness continuing education courses include aerobics, dance, diet and exercise, relaxation methods, martial arts, outdoor adventures, sports, and swimming. Harper and Alexian Brothers Medical Center are co-sponsors of a cardiac rehabilitation program in which health education specialists at Harper offer health assessment, exercise therapy, and educational programs.

During the summer semester, Harper offers popular programs for children. The P.E.A.K. (Programs for Energetic and Ambitious Kids) series of classes is open to students ages 11–14. A program of summer sports camps for children of the same ages is also very successful.

Customized Training

Local business and industry with training and professional development needs are served by Corporate Services, a department of the Center for Workforce and Professional Development. Corporate Services offers flexibly scheduled customized, credit, and non-credit courses at the business sites under contract. Specifically, the mission of Corporate Services is "to partner with business and industry in the Northwest Suburbs by providing training to upgrade the workforce to face the managerial and technical challenges of the future."

Corporate Services has experienced unprecedented growth since its inception in 1991. Corporate Services is currently the highest growth area at the College, as well as the fastest growing contract training operation in the Illinois Community College system. As of July 1, 1996, Corporate Services had delivered over 800 training programs in industry serving approximately 13,000 employees.

Corporate Services' growth can be attributed in large part to the fact that business and industry are actively seeking training in an effort to keep up with the rapid rate of technological change. Harper College is positioned perfectly to meet this need. Harper is located in the eleventh largest job market in the United States. Dun and Bradstreet indicate that there are at least 30,000 companies in Harper's district. There are currently more people employed than live in Harper's district.

The College faces the challenge of effectively managing the emerging growth of Corporate Services. Businesses require flexibility and a quick response; Corporate Services must be prepared to provide that flexibility and quick response.

Evaluation of the Educational Programs

Harper College has educational programs with clear purposes that are consistent with its mission and appropriate to an institution of higher education. These include transfer, career, remedial/developmental, and continuing education programs. In addition there are programs for special populations including employees of area businesses, disadvantaged residents in community settings, senior citizens, children, students with disabilities, student athletes, and minority students.

Harper is accomplishing its educational purposes. Harper fulfills its mission by offering excellent educational programs at a reasonable cost. Degree programs prepare students for employment or continued study; and they promote personal growth, community development, and workforce/workplace development. Harper courses enjoy a high level of transferability, and transfer students perform well at quality receiving institutions. There has been a steady increase in the number of day and evening Career Programs which require the equivalent of one year of full-time study. The 85 certificate programs include courses which frequently apply toward an Associate degree as well as a Certificate of Completion.

The College has further accomplished its educational purposes through faculty development programs such as Critical Literacy Courses, Adventures in Excellence (formerly known as Great Teachers Seminars), Teaching and Learning Grants, Distance Learning, Coordinated Studies, Professional Development Programs, New Adjunct and Full-time Faculty Orientations, International Studies, and Multicultural Diversity programs.

The impact of educational programs on the community includes improvement of worker skills at area businesses and industries, acculturation of immigrants into society and preparation for citizenship, decreased crime in communities served by Adult Educational Development programs in collaboration with community policing, and transition of some area residents from Public Assistance programs to self-sufficiency. In fact, in 1991, Harper was named the best educational resource by readers of the *Daily Herald* newspaper.

Enrollments in some educational programs are declining, particularly in some career programs. There is concern that educational programs need better access to marketing expertise in order to promote the programs to the district residents. Technical programs have also indicated that a shortage of up-to-date instructional equipment (especially computers) causes decline in enrollment.

The College can strengthen its effectiveness by investigating additional options for student-centered scheduling including open enrollment, variable credit, flexible scheduling, and by examining the calendar for starting the fall semester later, the lateness of the last date for student withdrawal from courses, short-term courses, and eight-week courses.

There is concern that many students do not have the requisite English, reading, or math skills to be successful in some classes. The College should evaluate course prerequisites and investigate expansion of the assessment program. These changes may have consequences that would require increased staffing in the Student Development counseling and testing offices, and increased teaching faculty in the ESL, Reading, English, and Math Departments.

The educational programs at Harper College demonstrate integrity in practices and relationships. The College has an open hiring process which utilizes search committees and screening by peers. There is a written Statement of Faculty Credentials. The College includes an academic honesty policy in the *Catalog*, the *Student Handbook/Datebook*, and in instructors' syllabi. There are grievance policies and procedures in place for students and faculty. There has been a change in College philosophy from the "right to fail" to the "right to succeed." Student success strategy programs have been adopted by the Student Development Division. Mandatory student assessment precedes registration in math and English courses. The Standards of Academic Performance (SOAP) have been instituted to guide students toward academic success. The *Catalog* includes the purposes, requirements of each program, and course descriptions. The course schedule is distributed district-wide several times a year. The confidentiality of student records is maintained. Policies adhere to the Family Educational Rights and Privacy Act.

Harper College was the first college to serve the northwest suburbs of Chicago when it opened in 1967. Since then several other institutions have begun operations nearby. These other institutions offer programs which complement those of Harper College, permitting district residents to compete bachelor's and advanced degrees. These institutions also sometimes provide competition to Harper by offering programs similar to Harper's.

Nearby institutions include a campus of Northern Illinois University, a Roosevelt University campus, DeVry Institute of Technology, ITT Technical Institute, Olivet Nazarene University, and National-Louis University. Other small schools offer classes for careers in travel industries, real estate, and similar fields. High School Districts 211 and 214 offer extensive continuing education programs to residents of Harper's district.

Current Harper College enrollment projections predict an increasing enrollment between 1997 and 2013. Although the adult population in the district will remain constant, the pool of high school seniors will increase 62 percent by the year 2013. Approximately 30 percent of the district's college-bound high school graduates enroll at Harper in the fall semester immediately after high school graduation. Within one year of graduation, the number of high school graduates who have enrolled at the College increases to about 40 percent. If Harper continues to enroll the same percentage of the high school graduates within the first year of graduation, Harper will experience a 62 percent enrollment increase among traditional age students (under 21 years) and an overall 28 percent increase in FTE by the year 2013.

Harper enrollment projections assume that "adult" students (ages 25 and up) will continue to remain enrolled at the present rate. To help identify the needs of students who are 25 years of age and older, the College recently commissioned The Office of Adult Learning Services of The College Board to study the demand in the adult learning market in the Harper area. The 1996 Community Assessment Program (CAP) Study recommendations were based on 351 telephone interviews of adult students (age 25 or older) and 100 telephone interviews of business and industry organizations in the Harper area. The College Board also used census data for the Harper district and areas immediately outside the district.

Harper charged the College Board with responding to twelve questions about the adult educational market. Six questions dealt with credit students and six with non-credit students:

- In what fields should Harper offer credit and non-credit courses for adults?
- When should Harper schedule its credit and non-credit courses?
- What services should Harper offer to credit and non-credit students?
- What features should Harper advertise to credit and non-credit students?
- What media should Harper use to advertise to credit and non-credit students?
- What Distance Learning instructional methods should Harper use to provide credit and non-credit courses to adults?

In addition to responding to these questions, the College Board offered nine general observations:

1. Harper is the dominant supplier in the adult lower-division credit market, with 70 percent of the students. It has no significant single competitor. The remaining 30 percent of the adults attend many different institutions.

2. Harper is a strong competitor in the adult non-credit market, supplying 35 percent of *all* noncredit study. However, it faces two powerful competitors: [High School] District 211 and District 214.

3. Harper is highly regarded by adult lower-division credit students and by adult non-credit students.

4. Harper serves as a "graduate school" for a substantial fraction of its adult credit students who have already completed college work—some with an associate degree, some with a bachelor's degree, even a few with a graduate degree.

5. Harper serves as a noncredit "graduate school" for an even larger fraction of its adult non-credit students who have already completed college work—some with an associate degree, some with a bachelor's degree, some with a graduate degree.

6. Harper is fairly well known to organizations, but it is not as well known to them as it is to individual adults who are in the learning market.

7. Harper is highly regarded by organizations familiar with its work.

8. Harper is already doing almost everything right for adults in both credit and non-credit— what it offers, as well as when and at what price it offers it. For that reason, Harper will be hard to improve.

9. Harper's most promising prospects for adult enrollment growth are these:

   - Attracting individual adults who have not been in the learning market.
   - Retaining current individual adult students for more advanced work, including converting individual course takers into degree seekers.
   - Attracting recent Harper adult students back for further study.
   - Contracting with organizations to train their employees.

   The most promising immediate prospect is for expanding contract training.

Specific strategies to address the recommendations of The College Board CAP study have been identified and are beginning to be implemented.

Human Resources

The quality of the support staff in the educational programs is excellent. However, there is concern about the lack of an adequate number of support staff for transfer, career, developmental, and continuing education programs. As with full-time faculty positions, the decision-not-to-open additional staff positions often seems based primarily on considerations of cost and not educational need or benefit.

The quality of the full-time faculty is a major strength of the College. Regularly, faculty receive excellence in teaching awards in addition to publishing nationally used textbooks. Harper faculty actively pursue and receive various grants including a recent Fulbright scholarship to Zimbabwe.

The many qualified adjunct faculty at Harper are also a strength of the College. In addition to providing the College with the flexibility to rapidly adapt to fluctuations in enrollment, adjuncts enrich the curriculum with their expertise and experience. Harper makes a conscious effort to maintain this strength through the Adjunct Faculty Orientation Program and Faculty Development Seminars which are open to all Harper faculty. These seminars and activities focus on active learning strategies that can be applied directly to the participant's courses. In addition, for their first two semesters new adjuncts are mentored by full-time faculty. Some faculty have expressed concern about the method of hiring adjunct faculty. The minimum credentials requirements are sometimes waived when adjunct faculty are hired at the last minute. Adjunct faculty should be initially hired with the same care as is given to full-time faculty.

Harper's goal of quality teaching is sometimes weakened when a large number of classes are taught by adjuncts, no matter how well qualified. The quality of teaching can be adversely affected when adjuncts perceive they receive disproportionately low pay, no health benefits, limited participation in curriculum and departmental policy development, lack of employment security, inadequate or nonexistent office space, and little connection to the academic community. Introductory courses, which are often the first courses students take, are often taught by adjunct faculty who may not have the depth of knowledge of the institution that the student requires. Because of the shortage of office space and the lack of a requirement of office hours, adjunct faculty may be less available for student contact. Adjunct faculty may significantly differ in instructional philosophy from the full-time faculty in a department. In some cases, career professionals have knowledge of the field but not expertise or experience in instructional methodology.

It is a continuing concern that adjunct faculty teach over 50% of the classes in some areas of the College. A related concern is the need for greater supervision and coordination of adjunct faculty in some areas.

A balance between numbers of full-time and adjunct faculty is desirable; that balance must be determined on a department by department basis. Departments that express the need for additional full-time positions are given the opportunity to submit requests along with rationale during the budget-building process. Budgetary constraints and priorities in other areas have prevented the addition of many of these requested full-time positions.

When a high percentage of a department's classes are taught by adjunct faculty, the proportion of the department entrusted with decision making is reduced. The responsibility of committee work and governance is intensified for the full-time faculty members in the department. When coupled with the additional responsibility of mentoring and supervision

of adjuncts, Harper's high usage of adjunct faculty may affect the quality of instruction and the workload of full-time faculty members.

The ratio of part-time to full-time faculty varies by division, and within a division by department. (See Figure 4-5.) For example, the Life Science and Human Service Division has a favorable ratio but there are career programs within the Division that have no full-time faculty and others with only one or two. These departments rely heavily on adjunct faculty for curriculum evaluation and update.

Employee opinions at Harper are divided on the need for additional full-time faculty. In the January 1996 "Super Survey," employees were asked to agree or disagree with statements regarding the numbers of full-time and adjunct faculty in career, transfer, and developmental programs. As seen in Figures 7-7 and 7-8, administrators overwhelmingly believe that there are adequate numbers of full-time faculty while the majority of faculty disagree.

Figure 7-7. The number of full-time faculty for career programs is adequate			
	Agree (%)	Neutral (%)	Disagree (%)
All employees	42	19	40
Full-time faculty (n=104)	31	10	60
Part-time faculty (n=30)	27	23	50
Full-time staff (n=62)	58	34	8
Part-time staff (n=11)	55	27	18
Administrators (n=22)	95	5	0

Figure 7-8. The number of full-time faculty for transfer programs is adequate			
	Agree (%)	Neutral (%)	Disagree (%)
All employees	40	16	44
Full-time faculty (n=117)	32	5	62
Part-time faculty (n=27)	26	19	56
Full-time staff (n=60)	43	37	20
Part-time staff (n=9)	33	33	33
Administrators (n=22)	91	5	5

In its 1987 *Report of a Visit*, page 27, North Central Association expressed "there is a concern about so many adjunct faculty in selected areas." The North Central Association evaluators specifically addressed the need for additional full-time faculty in the Special Programs and Services Division—today that division is titled the Division of Academic Enrichment and Language Studies (AE/LS) and includes the departments of Adult Educational Development (AED), English as a Second Language (ESL), Linguistics, Faculty Development, Learning Achievement Program (LAP), Sign Language Studies, Sign Language Interpreting Program, and the Tutoring and Writing Centers.

Since the 1987 North Central *Report*, the College has created nineteen additional full-time positions in the former Special Programs and Services Division. Six additional full-time positions in Adult Educational Development department have been created—three of the six positions serve Basic Skills/Pre-GED/GED students, and three serve Nonnative Literacy

students. Four additional full-time faculty have been hired since 1987 in the Learning Achievement Program (formerly known as the Learning Assistance Center) to provide instruction on learning strategies and remedial reading. There has been one additional full-time faculty member added to the Department of Sign Language Studies and Sign Language Interpreting Program. Five full-time faculty positions have been added in the English as a Second Language/Linguistics Department. The Math Lab (Technology, Mathematics, and Physical Science Division) also provides remedial instruction; since 1987 three staff positions in the Math Lab have been converted into full-time faculty positions.

The College is enrolling more academically underprepared students as well as students from linguistically diverse backgrounds. There are still unmet needs for full-time faculty and staff in developmental/remedial areas such as English as a Second Language/ Linguistics, the Learning Achievement Program (for reading instruction), the Mathematics Lab, the Student Development Division (especially the Assessment Center), and the Learning Resources Center. Additional full-time staff is needed in the AED Department for assessment, placement, advising and registration of students at the main campus, the Northeast Center, and the two neighborhood literacy centers. Despite increases in enrollment, the number of permanent staff in AED has declined since 1987.

The January 1996 "Super Survey" asked employees to agree or disagree to the statement "the number of full-time faculty for remedial/developmental programs is adequate." (See Figure 7–9). The survey reveals the *perception* that the numbers of full-time faculty in developmental programs are "adequate." However, two of the departments, Adult Educational Development and English as a Second Language, have the highest ratio of hours taught by part-time faculty (69%) to full-time faculty (31%).

Figure 7-9. The number of full-time faculty for remedial/developmental programs is adequate			
	Agree (%)	Neutral (%)	Disagree (%)
All employees	53	20	27
Full-time faculty (n=81)	47	14	40
Part-time faculty (n=30)	57	17	27
Full-time staff (n=50)	46	36	18
Part-time staff (n=7)	57	43	0
Administrators (n=20)	85	5	10

Harper can strengthen its effectiveness by increasing the number of full-time faculty and staff in the career, transfer, and developmental programs of the College.

Physical Resources

Faculty perceive a pressing need for additional space to meet current enrollment needs. There is a shortage of office space (especially for adjunct faculty), general classrooms, collaborative learning space, and instructional space for the laboratory sciences.

A significant concern is that competition for resources results in inequitable distribution of resources (especially space and additional full-time faculty) among areas of the College. There is a shortage of instructional equipment (including computers) for many technical career programs, laboratory science programs, and continuing education programs. A concern in the Continuing Education area is that limited funding precludes testing of new

areas or ideas. Many faculty are concerned about the reduction of budget in some areas to provide funding of major initiatives in the Technology Plan. A decline in overall enrollment has affected the financial resources available for instruction, and some employees believe there are significant factors interfering with growth of enrollment. Some of these factors are a temporary decline in the number of high school seniors, the perception of external competition from universities and proprietary schools, the economic condition in which many residents have multiple part-time jobs and little time for college classes, shifting of corporate priorities and instability in the work environment.

Despite two years of implementation of the Technology Plan, there is a concern that the College is still neither current nor on the "leading edge" of instructional technology. One specific concern is the lack of technology/presentation systems in the classroom—six classrooms have been equipped with the new Media Management System in the first installation phase and 20 more classroom installations are scheduled for 1997. Campus networking, e-mail and Internet access finally became more widespread in faculty and staff offices in 1996. A voice mail system became available for faculty and staff in 1997. However, there is still need for Internet access in most classrooms and the Learning Resources Center. Students and adjunct faculty do not have e-mail accounts or convenient Internet access. Faculty cannot access the Harper computer system from off-campus. A general lack of computers, especially up-to-date computers, continues to hinder educational programs.

Governance

Harper's faculty has a significant role in developing and evaluating the institution's educational programs. Faculty write and review curriculum, advise students, establish student learning outcomes, and incorporate innovative techniques and critical thinking strategies into their instruction. Faculty evaluate instruction and their roles in it through Program Reviews, student evaluations, and peer evaluations. Faculty perceive that they have more involvement and impact on planning at the departmental and divisional level than at the institutional level. There is concern that the shared governance process is not as effective as it could be. There is also concern within the educational programs that problems with communication and decision-making adversely affect the allocation of resources and space.

Responses to the 1996 self-study "Super Survey" indicate that faculty have other concerns regarding the development and evaluation of educational programs. As Harper seeks to establish and implement plans for instructional technology, faculty debate its pedagogical role in instruction, the implementation of Distance Learning, and the cost and adequacy of equipment and services. Specific concerns about Distance Learning include copyright issues, staffing/workload issues, and effectiveness of the teaching/learning process. The contractual Agreement between the Board of Trustees and the Faculty Senate was revised in 1996 to include language that affirmed faculty rights regarding Distance Learning.

There is a concern over the role of Corporate Services in the educational programs. The boundaries between Continuing Education, Workforce/Vocational Development, and traditional transfer and career programs have blurred causing confusion since they are separate entities in the organizational structure. North Central accreditation criteria charge the faculty with the responsibility for the quality of off-campus as well as on-campus offerings and, with administrators, exercising oversight for all educational offerings. The lack of academic department involvement in customized training results in concerns about quality control, autonomy, duplication of educational services, competition between areas of the College, and under-utilization of content area experts at the College. Better integration of Corporate Services into educational programs is needed.

Strengths of the Educational Programs

1. The quality of the faculty is exceptional.

2. The quality of the staff is exceptional.

3. The quality of the administration is exceptional.

4. Faculty have significant roles in 1) developing and evaluating the institution's educational programs, 2) hiring of new faculty, 3) developing the Harper Technology Plan, 4) incorporating innovative techniques and critical thinking strategies into instruction, and 5) serving on institutional committees that develop policies impacting educational programs.

5. The College has completed a thorough, systematic review of general education requirements for the A.A. and A.S. degrees in conjunction with the Illinois Articulation Initiative.

6. The quality of the educational programs is excellent as evidenced by the academic success of Harper transfer students, quality of jobs obtained by certificate and degree students, the diversity of programs, the support for diverse populations, and the academic and emotional support for students at risk.

7. There is an excellent and varied continuing education program.

8. Corporate Services offers on-site training and educational programs to business and industry.

9. There are many programs for special populations including employees of area business and industry, disadvantaged residents, senior citizens, children, students with disabilities, student athletes, and minority students.

10. The excellent educational programs are available to students at very reasonable rates.

11. There is increased use of technology in instruction, evidenced by computerization, new media presentation tools and opportunities for distance learning.

12. The well attended professional development opportunities for faculty (e.g., Critical Literacy; Adventures in Excellence, formerly known as Great Teachers Seminars; and New Faculty Orientations) are effective ways of introducing new theories and methods as well as offering collegial exchange of ideas.

13. An improved Program Review process has allowed the College to more effectively evaluate its educational programs.

14. There are many innovative programs and policies to help students. Examples include the Student Success Philosophy, mandatory assessment policy, developmental coursework and the Standards of Academic Performance (SOAP) system.

15. Unique programs for student learning are supported by faculty and administration. Examples include Coordinated Studies, Open Entry courses, study abroad program, and the leadership program Excel.

16. Faculty development is well supported by Teaching and Learning Grants, discipline-based Technology Grants for Faculty Development, mentoring of new faculty, international teacher exchange, diversity programs, and professional expense money budgeted for each full-time faculty member.

17. There are continued efforts to develop additional 2 + 2 programs for A.A.S. students.

18. The College offers a variety of flexible delivery modes such as Weekend College, Distance Learning, Open Entry Courses, short-term format courses, and customized on-site instruction for business and industry.

19. The following is a sample of awards and honors received by some of the educational programs and faculty over the past ten years:

   - Brown and Sharpe donated a Coordination Measuring Machine ($40,000) to the Manufacturing Technology Department

   - Hewlett-Packard donated a Network Analyzer ($36,000) to the Electronics Technology Department

   - Harper College became an authorized AutoCAD Center in 1990

   - Harper Students showed CAD drawings of Louis Sullivan architectural embellishments at Cliffdwellers Club on Michigan Avenue in 1990

   - Heidenhain Corporation has made a sequence of significant contributions ($35,000) to the Manufacturing Technology shop equipment beginning in 1991

   - Harper College was named "Best Educational Resource" by readers of the *Daily Herald* newspaper in 1991 Best of Greater Woodfield Award ceremony

   - Harper College Fire Prevention Curriculum was recognized by the National Fire Prevention Association and served as a model for the nation in 1992

   - Motorola established in 1993 an endowed chair to recognize teaching excellence by contributing $50,000 (five-year grant)

   - MSI, Inc. and Mazak, Inc. donated $100,000 of equipment and significant technical support for precision metalwork and Computerized Numerical Control in 1993

   - Kemper Insurance awarded an $8,000 grant to contribute to the adjunct faculty development program

   - Harper College received the 1996 Tech Prep award from the American Association of Community Colleges

   - Harper College was selected in 1995 by the Department of Labor as one of ten national state project sites for Manufacturing Standards Pilot Program

   - National Science Foundation awarded an $31,202 grant in 1990 for the purchase of a nuclear magnetic resonance spectrometer

   - National Science Foundation awarded a $50,000 chemistry planning grant in 1993

   - National Science Foundation awarded a $200,000 mathematics grant in 1993

   - National Science Foundation awarded a $13,000 grant in 1996 for the purchase of an atomic absorption spectrometer

   - OMRON Corporation donated a $96,000 gift of electronic products for the Electronic Program in 1997

   - Workforce Preparation received the first Illinois Community College Board award being recognized as one of the top three 1992 programs in the state

- Adult Educational Development program was named one of two selected for the Illinois State Board of Education Secretary's Award for Outstanding ABE Program in 1988

- Adult Basic Education Program was a national finalist for the 1988 U.S. Department of Education Secretary's Award for Outstanding ABE Program

- Adult Educational Development Basic Academic Skills for Employee Development (BASED) program received the 1992 Illinois Community College Board Award for Excellence in Workforce Preparation

- Northwest Suburban Career Co-op received the 1992 LIFT award for being recognized as one of four leading educational and training programs in the nation

- The Coordinated Studies Program received the 1993 Illinois Community College Board (ICCB) Excellence in Teaching and Learning award

- Career Transitions Center/Community Career Services received the 1994 Association of Continuing Education Outstanding Program for Continuing Education Offerings

- Adult Educational Development received the Illinois State Board of Education 1994 overall commendation of exemplary (only one of two programs in the last five years to receive this accolade)

- The Mathematics Department co-chaired the Fifth Annual International Conference on Technology and Collegiate Mathematics in 1992

- The Nursing Department's National League for Nursing 1995 self-study was selected as a model for other programs to use

- A faculty member received the 1988 Outstanding Technical Teacher of the Year award by the American Technical Association

- A faculty member was recognized in 1993 by the Illinois League for Nursing Faculty

- A faculty member received the 1993 Community College Excellence Award for Illinois National Institute for Staff and Organizational Development

- A faculty member was voted the 1994-95 Physics Teacher of the Year

- Two faculty members were awarded a 1995 Fulbright scholarships to visit and study in Zimbabwe, South Africa

- A faculty member received the 1996 Teacher of the Year award given by the Illinois Adult and Continuing Educators Association

- A faculty member was named the 1996 Commissioner for the National Academy of Early Childhood Programs

- Harper staff members created a Workforce ESL/Basic Skills brochure which won a Gold award from the National Council of Marketing and Public Relations

- Corporate Services Trainer Showcase has been nominated for the state workforce development award

- The student Speech Team placed in the top twenty at a national speech competition in 1997

- Faculty annually author numerous textbooks that are used throughout the country

- Many faculty receive state and national awards including Teacher of the Year awards

- Faculty consistently present at both state and national professional conferences

- Faculty continue to be added to *Who's Who Among America's Teachers*

Concerns about the Educational Programs

1. There is concern involving possible conflicts caused by lack of partnerships between and among the roles of the career, transfer and developmental programs, corporate services, and continuing education.

2. Personnel concerns include the educational implications of the high number of adjunct faculty, the need for additional full-time faculty, and the small number of support staff for the educational programs.

3. The resources and space allocated to the educational programs are adversely affected by perceived problems with communication and with shared governance decision making.

4. Some aspects of the decentralization of Continuing Education require review. This is further discussed in Chapter 5—Organizational Structure.

5. There is need for more effective hiring practices, greater supervision and coordination of adjunct faculty in some areas. Adjunct faculty are sometimes hired at the last minute, sometimes waiving credential requirements.

6. The problems of declining enrollment and the lack of effective marketing need to be addressed.

7. Despite advances brought about by the Technology Plan, there is concern that instructional technology and training are inadequate for the educational programs.

8. There is a concern that there is not an equitable distribution of financial resources (particularly instructional equipment and full-time faculty and staff) in the educational programs.

9. The links between Unit Planning, institutional planning, and budget planning are poorly defined.

Recommendations for Strengthening the Educational Programs

1. In order to strengthen the educational programs Harper College should define and improve the practice of shared governance.

2. The College needs to continue to investigate ways to increase enrollment through effective marketing (for example, Educational Programs need additional access to marketing resources).

3. Harper should review the method of implementation of its excellent Technology Plan.

4. The links between Unit Planning, institutional planning, and budget planning need to be strengthened and implemented more consistently across the College.

5. The College should review decision-making processes to ensure a more equitable distribution of financial resources within the educational programs.

6. Harper College should develop methods for ensuring that all students have the needed prerequisite skills before taking courses.

7. There is a need to establish yearly institutional goals; and these goals should dictate educational program priorities.

8. The ratio of full-time to adjunct faculty needs to be addressed.

9. The College should review its hiring practices and its evaluation process of adjunct faculty.

10. There needs to be further communication and discussion among the faculty and staff concerning the impact of the Illinois Articulation Initiative.

11. The College needs to better define, integrate, and communicate the roles of transfer, career, and developmental programs with continuing education and customized training to improve cooperation and integration in meeting the needs of the Harper community.

12. Concerns regarding the decentralization of continuing education need to be examined and reviewed.

13. The College should increase faculty and staff awareness of and develop strategies for dealing with the increase in underprepared students and linguistically diverse students.

14. Harper should develop strategies to more rapidly implement its excellent plan for assessing outcomes of student learning.

Chapter 8: Student and Instructional Support Services

Student and instructional services are organized under the leadership of the Vice Presidents of Student Affairs and Academic Affairs who report to the President. The Dean of Enrollment Services, Dean of Student Development, and Director of Student Activities report to the Vice President of Student Affairs. Reporting to the Vice President of Academic Affairs is the Dean of Academic Enrichment and Language Studies who supervises the Learning Achievement Program, Writing and Tutoring Centers, and Success Services. The Dean of the Learning Resources Center reports to the Vice President of Academic Affairs and the Dean of Wellness and Human Performance reports to both vice presidents.

The student and instructional support services effectively support and meet the mission of the College. Many of these areas have award-winning programs, faculty and staff. A partial listing is included at the end of this chapter under the strengths of student and instructional support services.

Enrollment Services Area

The Enrollment Services area at Harper College, under the direct supervision of the Dean of Enrollment Services, includes the following areas:

> Admissions Office
> Admissions Outreach
> Campus Information and Facilities
> Continuing Education Registration
> Office of Student Financial Assistance
> Registrar's Office

The work performed by these areas directly supports the mission of the College by recruiting, admitting, registering, administering funds and referring prospective students, enrolled students and members of the community for the full-range of College programs and services. In addition, Campus Information and Facilities directly supports community development enriching the cultural and economic life of the community by making College facilities available to the public at minimal cost.

In the six areas of Enrollment Services a combined staff of 26 full-time and 13 permanent part-time employees serve the campus community. Temporary staff are used to supplement permanent staff during peak times. These employees directly administer the policies outlined in various College publications including, but not limited to, the *Catalog, Student Handbook/Datebook*, Course Schedule, Application for Admission, Facilities Manual, and Financial Aid Application. The diverse activities of each area are scheduled and arranged with the needs of the community in mind. Registration is scheduled during the day and in the evening. Admissions Outreach representatives visit both high schools and businesses in their recruiting efforts. Contributions to student success include referral and information services, admissions assistance, financial aid advising, and academic policy assistance and advising. Admissions Outreach programs present general information on college selection to local high school students. Other Outreach programs focus on recruiting students to Harper. All offices have hours on Saturdays.

The Enrollment Services staff, with the support of the Dean, take full advantage of professional development opportunities. Staff at all levels are encouraged to take an active

role in process improvement and student service improvement. Each area of Enrollment Services has evidence available, through the Program Review process and quality initiatives, of consistently high levels of student service.

As with all areas in Student Affairs, the Enrollment Services area is deeply involved in the College planning process, quality improvement initiatives, and customer service training. Each area contributes directly to administrative decision making through record keeping, research, analysis and special projects. All the offices are committed to providing the best available service in the most cost effective manner possible.

The offices within Enrollment Services abide by all College policies, state laws and regulations, federal laws and regulations and with the ethical guidelines of the American Association of Collegiate Registrar's and Admissions Officers. Each area of Enrollment Services reviews and recommends appropriate changes and additions to the fundamental publications of the College to ensure compliance with the above enumerated regulating and guiding agencies. Financial Assistance is provided to students in a manner consistent with the ethical guidelines of the profession and all regulations of the Department of Education.

Student transcripts are in a format consistent with the guidelines of the American Association of Collegiate Registrars and Admissions Officers. Harper plans to implement Electronic Data Exchange of high school and college student transcripts and other information.

Course articulation is the direct responsibility of the Dean and every effort is made to keep this critical information up-to-date and timely. In addition, a state-wide Illinois Articulation Initiative (IAI) is underway to further improve transferability of courses between colleges and universities in Illinois. Currently the Dean of Enrollment Services is co-chair of the state-wide Transfer Coordinators of Illinois Colleges and Universities.

The greatest strength of the Enrollment Services area is the quality and commitment of the staff. They work very hard within the limitations of space and resources to serve the students and the College. The Enrollment Services area is very successful in meeting the needs of its customers in an open, friendly and caring way.

The new Regent computer information system will provide considerably improved functionality. It replaces a system from the 1970's with good but limited capability. The new system will provide the opportunity to continue to meet student, faculty, and administrative needs for timely and accurate registration, records and financial assistance information. The system will, in time, provide access to student information via the World Wide Web and from campus computer labs. The new Regent computer information system is also a considerable challenge. The strains placed on the various areas to implement the system are considerable. The difficulty of making this change is felt in all the offices and additional strategies need to be developed to cope with this change. The Regent system does not yet include all enhancements that will enable it to perform all the features of the previous, customized system.

Two Enrollment Services processes which cause concerns are 1) the separate registration centers for credit and non-credit courses which can be confusing to students, and 2) the lack of needed technology to support touch-tone and other electronic registration systems during peak periods. The appointment card system for in-person registration now used has resulted in long lines and long waiting periods. The Enrollment Services area plans to rectify these problems as the College implements the registration modules of the new Regent information system.

Enrollment Services needs space located near other student services. The Admissions Office, Admissions Outreach, Continuing Education Registration and the Office of Student Financial Assistance are all cramped and in need of additional space. The Registrar's Office and Campus Information Center would greatly benefit from a realignment and/or renovation of space. The Office of Student Financial Assistance and the Campus Information Center are also exposed to considerable noise due to the adjacent Student Center Lounge.

Health Service Area

The Health Service provides on-campus medical care for emergencies and minor illnesses for members of the College community as well as support for academic programs and clinical activities. The office coordinates campus wellness activities including an annual community Wellness Week, on-going health-related programs and speakers, and a College-wide drug education program. Other services include health education and counseling, providing health requirements for health career students and athletes, ensuring compliance with federal mandates, coordinating the Employee Assistance Program, substance abuse education, networking with community health agencies, and managing the student and athletic insurance programs.

Health Service merged with the Physical Education, Athletics, Recreation Division in 1993 to create the newly renamed Division of Wellness and Human Performance. This affiliation facilitates communication and sharing of staff and internal resources in order to expand the wellness concept consistent with Harper's Preferred Future goals with minimal expenditures. The Dean of Wellness and Human Performance reports to both the Vice President of Student Affairs and the Vice President of Academic Affairs. Staff includes a full-time Director of Health Service and Wellness Programs, a full-time College Nurse, part-time temporary nursing staff during peak hours, a part-time Wellness Coordinator and an Administrative Secretary. Physicians provide medical care and physical exams one and one-half hours per day during the Spring and Fall semesters and once a week during the Summer semester. The staff is very professional, service oriented and accessible and is skilled in recognizing and dealing with a wide variety of health issues. However, the large number of temporary staff can compromise continuity of care and program planning efforts.

The Wellness Program provides the opportunity to develop sound practices in fitness, nutrition, stress management and other physical, psychological and social issues that promote the highest quality of life. Wellness programming is developed in cooperation with key faculty and staff, College committees (especially the Institutional Wellness Committee and the Environmental Health and Safety Committee), student groups, and community agencies. The Wellness Program is widely used by faculty and staff; there is interest in increasing student utilization of the program.

The Health Service offers a wide variety of services and wellness programs that support the academic programs. The population served is varied; students, faculty, staff, and occasionally, families, friends, or campus visitors may be served. A small decline in usage is currently being seen perhaps as a result of the addition of some fees for service, the shift of student traffic from Building A (because of relocation of the bookstore and the establishment of satellite food centers), the lack of marketing and a declining enrollment.

Health Service regularly conducts random user surveys, needs assessments and program evaluations. The consensus of replies indicates that students and employees are very

satisfied with the service and care provided and are benefiting from the programs offered. The College is also a recent recipient of the silver Well Workplace Award from the Worksite Wellness Council of Illinois.

The Health Service is dedicated to excellence in health promotion, health education, and clinical services and adheres to the Standards of the American College Health Association. General ethical principles and professional standards provide direction for making appropriate decisions and guide the daily practice and work of everyone in this area. Confidential information is shared only in accordance with professional ethical standards and the requirements of statutes.

There is a lack of space for supplies, files, office work area and, most importantly, space for health resources, health education and meeting areas. The layout of the facilities is not conducive to privacy of patients. Technological advances are limited due to space and funding restraints. Minimal budget increases in Health Service have been disproportionate to program growth.

Child Care

The Child Learning Center, a program in the Life Science and Human Services Division, provides preschool and child care to children of Harper students, employees, and the community at the Child Learning Center on the main campus. There is also a Child Care Center on the Northeast Center campus. The Child Learning Center, which celebrated its twenty-fifth anniversary in 1996, was one of the first in the U.S. to be accredited by the National Academy of Early Childhood Programs.

Intercollegiate and Intramural Athletics

The missions of the Intercollegiate and Intramural Athletics program are consistent with the mission of Harper College. The missions are accomplished by providing educational opportunities and assistance to student athletes in goal attainment. The missions also focus on encouraging student success and teaching life experiences while promoting all aspects of wellness.

The athletics programs have effectively organized the human, financial and physical resources available to them, in order to accomplish their purposes. The athletics programs are quality programs. However, if expansion of any programs and services is to occur, more funds must be made available. A reorganization of the Assistant Athletics Director's position has helped to create a much more effective system. There has been some dissatisfaction with the decision-making process for athletics facilities usage by community groups; new policies and procedures have been implemented to address this issue.

The Intercollegiate and Intramural Athletics programs are accomplishing their purposes based on student satisfaction surveys and the numbers of students participating. The programs survey students, coaches and support staff as to what would make the programs efficient and enjoyable. The Athletics Academic Counselor advises all student athletes concerning courses, athletic eligibility, and success strategies. Special sections of Orientation 101 have been implemented to help at-risk student athletes make the transition to college and assist in their college success.

By consistently evaluating program effectiveness and the coaching staff, members of the athletics programs feel they can continue to accomplish their purposes. However, without

additional resources the programs will be unable to strengthen their effectiveness. The low level of student participation, especially of women, is a concern. The College continues to develop strategies to increase the participation of women in the athletics program.

The Intercollegiate and Intramural programs demonstrate integrity in their practices by listening to participants and programming for their specific needs. Additionally, by maintaining strict rules for participation and putting the learning experience of the participation first, integrity is maintained. The Athletics Department must comply with National Junior College Athletic Association (NJCAA), North Central Community College Conference (N4C), and Harper College eligibility and participation rules.

The qualified and committed staff and the scope of programs and services provided are the major strengths of the athletics programs. Three Harper College intercollegiate coaches have been inducted in the National Junior College Athletic Association Hall of Fame.

Learning Achievement Program

Departments within the Division of Academic Enrichment and Language Studies provide instruction and services that support students in the development of skills necessary for effective learning. These services were formerly known as the Learning Assistance Center (LAC) and are now know as the Learning Achievement Program (LAP). The Learning Achievement Program services support the mission of the College by encouraging student success through developmental courses, assistance to students in the Tutoring and Writing Centers and in Success Services. Other LAP services provide faculty development opportunities to improve teaching and learning. The division also offers educational programs—those are discussed in Chapter 7.

Space concerns in the 1987 North Central Accreditation *Report of a Visit* were addressed when the AE/LS division moved to expanded and remodeled space on the third floor of Building F in January 1995. The Tutoring and Writing Centers and Success Services have been able to serve additional students in their new areas.

The Writing Center functions as an open computer lab and supports four computer classrooms shared by English as a Second Language, Adult Educational Development, English, and other departments in the Division of Liberal Arts. The Writing Center is staffed by a coordinator, two part-time writing specialists, and two temporary writing specialists. The Writing Center maintains a close cooperative relationship with English and other departments in the Division of Liberal Arts as well as departments in AE/LS. The Writing Center is presently operating at capacity while experiencing increasing demand. Space limitations prevent expansion of services for the Writing Center.

The Tutoring Center is staffed by a supervisor, an area coordinator for Math/Science, two part-time area coordinators for English and accounting/computer information systems, a part-time math tutor, and forty temporary tutors, student tutors, aides and reception staff. Free tutoring is available to Harper students in a wide variety of courses. Statistics show that students who receive tutoring for a class in which they are enrolled demonstrate an improvement in their course grade. There is an inadequate number of qualified tutors for the sciences and math. Tutoring appointment times are limited due to staff availability and budgetary constraints. There is a need for formal academic honesty policies in the Tutoring and Writing Centers.

A supervisor and six part-time specialists provide Success Services for Students. Increased demand and possible loss of Carl Perkins Title IIc Grant funds are concerns for the continuation of Success Services at the present level. Student demand for Success Services has outpaced current space and funding. Space limitations prevent expansion of services for Success Services.

A Faculty Development Coordinator provides opportunities to improve teaching and learning. Harper offers diverse and comprehensive opportunities for faculty development for both full-time and adjunct faculty. Participation in faculty development seminars and in area specific workshops is increasing.

The Adult Educational Development (AED) department of the Academic Enrichment and Language Studies Division serves its students through assessment, advising, placement, and registration programs on the main campus and at three community centers. The part-time advisor is not able to serve the increasing numbers of AED students who have numerous needs.

The English as a Second Language/Linguistics/International Student Advising department conducts its own registration, assessment, advising and placement for ESL courses as well as handling all College-wide international (student visa) student admissions, advising and special applications. There has been a large increase in language minority students referred from the College assessment program creating a need for another advising position for these students. The department also provides tutoring and a language laboratory for ESL students.

Each service in AE/LS Division administered surveys in Spring 1996 to determine the quality and success of services for students. The number of student contacts are tracked in the Tutoring Center, the Writing Center, and Success Services. The number of full-time and adjunct faculty participating in the faculty development seminar program and in individual departmental workshops is increasing. Needs assessment surveys were completed in 1996 by both full-time and adjunct faculty to determine future offerings.

Learning Resources Center

The Learning Resources Center (LRC), under the direct supervision of the Dean of Learning Resources Center and reporting to the Vice President of Academic Affairs, administers the following areas:

* The Harper College Library (Public Services, Technical Services, and Library Instruction)
* The Media Services Area (delivery, maintenance, and inventory of all media equipment)
* TV and Media Production
* Distance Learning Initiatives (including telecourses, interactive video courses, teleconferences and support for alternative distance delivery methods)
* Faculty Development Support (Faculty Media Lab and instructional design; Adventures in Excellence (formerly known as Great Teachers Seminars); Critical Literacy Projects).

The primary mission of the LRC Division is to support the instructional program of the College and to promote freedom of inquiry for faculty and students. It has both clear and publicly stated purposes which were recently articulated in a widely disseminated position

paper. Furthermore, the LRC's mission is consistent with the College's mission and it has established both short-term and long-term goals in order to support the mission of the LRC and the College. These goals are reviewed annually.

The institution's financial support for the LRC is evidenced by the LRC's budget of 2.14 million dollars which represents slightly more than 5 percent of the College's Education Fund budget and approximately 3 percent of the total College budget of $65 million. The library's portion of the budget ($1,343,485) is approximately 3.2 percent of the Education Fund which is within the range of 2–4 percent of budget recommended by the American Library Association.

Since the last North Central visit in 1987, the LRC has been completely renovated and, with the relocation of several non-LRC functions to other buildings, has gained over 20,000 square feet of space. Much of this space is occupied by traditional library and media services, but new space has been designed for students as well as for the emerging technologies. One Distance Learning room has been created and is operational; another is planned. A Bibliographic Instruction room has much of the needed accompanying technological equipment, and when complete, will allow for instruction in Information Age resources for up to 24–30 students at a time. A Faculty Media Center has been added and the first phase of providing needed instructional support equipment has been completed.

Harper students and faculty will soon benefit from a new Media Management System which gives the faculty member greater selection and control over AV media. The classrooms will be fed 20 AV sources such as satellite video, recorded video or audio, and cable TV channels from a central location in the LRC. Instructors will be able to control the sources from their classrooms. Six classrooms have been established in the preliminary installation of the system and 20 more classrooms have been planned for the Spring of 1997. In addition to giving more selection and control to faculty members, the Media Management System will reduce the demands for deliveries of AV equipment which presently number 2100 each month. The total cost of the two rounds of installation will be approximately $150,000. The College plans to complete the System to feed every classroom on campus based on a prioritization approval process for the technology plan.

In order to meet the needs of the future, several positions within the LRC have been redefined or reallocated. An instructional designer with unique knowledge of the Internet and multimedia applications was hired. A proposal to change the Manager of Media Service's position to The Director of Institutional Services and Distance Learning is being evaluated. Each of the faculty librarian positions were reviewed and job descriptions was updated to reflect the needs of a Library in the Information Age. The position of Instructional Assistant was created and other positions have been merged and new positions designed to better respond to the impact of technology on the world of education. None of these "new" positions required additional dollars but all were created by redefining jobs and/or eliminating functions no longer needed.

The LRC provides a variety of services to faculty, students and staff that directly contribute to the institution's effectiveness. In addition to the 2100 deliveries each month of AV equipment by Media Services to the College's 120 classrooms, the Library also offers unique instruction appropriate to an institution of higher education. Newly designed bibliographic instruction and reference services designed to promote critical thinking and the examination of personal and civic values are offered during the 75 hours a week that the library is open. These offerings also teach students to learn to analyze and evaluate the myriad of materials now available in this Information Age. Even though the number of LRC faculty available for these services is limited, the effectiveness of the instructional offerings and other services of the LRC has been demonstrated by positive ratings from on-

going evaluations and major surveys of satisfaction. The January 1996 "Super Survey" of employees, conducted for this accreditation process, placed the LRC's services and facilities among the top strengths of Harper College.

Harper College faculty and students also benefit from the instructional opportunities and service available from Media Services. Workshops, seminars and individual sessions in media production and effective teaching for distance education provide professional development for faculty. Evaluation of the instructional services are conducted at each session and receive "very good" to "excellent" ratings. Additional training opportunities are needed for LRC staff, Harper students, and faculty.

The current financial resource base for the LRC suggests that the budget for *daily* operational expenses is within guidelines established by the American Library Association. However, the role of technology, while overwhelmingly positive, has also required an increase in budgetary needs for all departments within the LRC as the transition is made from print to electronic resources, from overhead projectors to LCD panels, and from manual operations of all library functions to total automation of those functions. In order to position the LRC for the future, major expenditures will be needed in all departments. The outdated automation system needs to be replaced, the Media Management System needs to be completed, Internet access needs to be expanded, and the CD-ROM network and other technologies need expansion. The LRC operates, in general, with a shortage of up-to-date computers and related technologies.

Telecourse offerings are limited in number, time of offering, and range of topics in spite of student demand. The LRC needs to create a procedure for determining need and responding to student requests for alternate delivery of instructional opportunities such as telecourses and e-mail courses.

The Library's collection represents a wide diversity of views on all subjects and supports all efforts against censorship. The library adheres to all copyright policies, has policies in place for use of the internet and other outside resources, provides equipment in concert with Americans with Disabilities Act (ADA) requirements, and participates with several outside agencies in order to expand its resources.

Student Activities

The mission of the Student Activities Office is to provide a comprehensive program of social, cultural and recreational activities as well as special interest programs and services to complement and enhance the educational experience of the College and community.

Human resources in the Student Activities area consist of the Director of Student Activities (who reports to the Vice President of Student Affairs), three full-time and six part-time (10 month) staff positions. One of the full-time and two of the part-time staff positions work in the Harper Theatre/Box Office.

Physical resources include: six permanent staff offices in Building A; six student offices; student lounges and gathering places; an arcade room; and the Box Office in Building J. Financial resources for Student Activities are provided by Student Activity Fees, the Education Fund, and the Auxiliary Game Room Fund.

The Student Activities Office schedules 150 events each year. Most of these bookings are determined by the faculty's Cultural Arts Committee and the student run Program Board.

The Cultural Arts Committee is mainly responsible for developing films, dance, and concerts. This cooperative effort successfully represents the various constituents of Harper's community. There is a good mixture of events to serve the Harper community as well as the community at large. For example, Harper College was the first community college in the Chicago area to develop a Family Program Series for the summer. It was so successful that four family-oriented programs have been added for the regular school year. The Student Activities Office at Harper has strong faculty support as advisors, promoters, and selectors of campus events.

Each of Harper's 45 clubs is required to have at least 10 Harper students as members. The total number of participating students has remained about the same over the last 10 years; there is an interest to increase participation. The Student Activities Office has developed a process for the Program Board to co-sponsor multi-cultural events with various student clubs on campus. Other roles of the Student Activities area include assisting students in becoming active citizens through promoting community service, student clubs and organizations and student leadership workshops with a particular emphasis on values.

Student Activities works with faculty to encourage and assist the development of Service Learning. Approximately 20 faculty members require some form of Service Learning in their classes. In order to better coordinate the Service Learning initiative, additional Student Activities staff are needed.

Most of the campus student lounge areas are located in the Student Center, Building A. In addition to renovating the Student Center, there is need for providing additional and varied lounge areas for students to relax, study, and socialize. An auditorium with a seating capacity of 600-800 is needed to allow Harper to accommodate Student Activities events, as well as various convocations, orientations, and graduations.

Student Development

The Student Development Division at Harper College is supervised by a Dean who reports to the Vice President of Student Affairs. The following areas are included in the Student Development Division:

- Academic Advising & Counseling
- Assessment Center
- Athletics Advising
- Career Center
- Community Career Services
- Center for Multicultural Affairs
- Center for New Students & Orientation
- Center for Students with Disabilities
- Personal and Community Counseling
- Women's Program

The mission of Student Development and those of the individual centers are consistent with the mission of Harper College. In particular the Student Development mission is related to the institutional emphasis on: "educating students to assume an active, productive and meaningful role in a free and changing society" and "encouraging student success". The divisional mission stresses: "providing an environment to foster the growth and development of students" as well as "educating and supporting individuals." Although

individual Centers have made their mission statements visible to students/community, there is a concern that the division mission is not widely publicized.

Further, the Division has developed an outcomes model for directing its work with students and assessing its programs, systems and services. This outcomes model identifies the primary learning that is intended to take place as a result of student interaction with Student Development programs. The model includes four areas of growth: Intellectual Development, Interpersonal Effectiveness, Intrapersonal Effectiveness and Life Management Skills.

The model is also part of a larger effort within Student Affairs that focuses on outcomes as well as other measures of Institutional Effectiveness which include Access, Student Success and Quality of Services.

The institution has provided the support for the human, financial and physical resources necessary to provide the following range of services to students: orientation of new students, educational planning and advising, career counseling, personal counseling, job placement assistance, instructional support and special classes, counseling and other services for students with disabilities, student athletes, disadvantaged students and returning adults, as well as support for students of diversity. Services have grown during the past ten years, through the addition of new areas to Student Development and because of expanded programming directed toward supporting student success (e.g., Standards of Academic Performance, success strategies for new at-risk full-time students, ongoing orientations for new part-time students). Due to budget cuts and shrinking external resources some areas of service have been reduced in recent years and others have been supplemented with fee-for-services funds.

The Student Development Division at Harper College is fairly unique in its delivery of services to students. The Centers or departments are specialized and provide most of the one-on-one services to students, while Student Development committees act as "think tanks" and/or service providers thereby supporting the activities of the Centers.

Since the last NCA visit there have been several major organizational and physical changes in the Division. These changes have been made to improve student learning outcomes: The Center for Students with Disabilities and the Women's Program moved from Academic Affairs into the Division. Community Career Services (formerly known as the Career Transitions Center) was developed to meet the needs of non-enrolled community residents. The Office of Multicultural Affairs was made part of the Division; an Athletics Academic Advisor position was created and subsequently made part of the counseling staff; the Transfer Coordinator position was created to support transfer advising functions and will soon be complemented by a Minority Transfer Specialist position; and in 1994 the Center for New Students and Orientation moved to a new temporary location in Building C. This temporary site provides the needed space as well as proximity to the Admissions office, which has resulted in better service to new and prospective students. More recently the offices of Multicultural Affairs and Admissions have begun to work together to recruit minority students. The acquisition of computer systems and adaptive technology for use by students with disabilities represents a significant addition to that area's physical resources.

In addition to these organizational changes, the Division has continued to maintain close ties with the area high schools as well as four-year colleges and universities. Harper has developed strong relationships with high school counselors as well as high school personnel involved in the Tech Prep program. The Career Center cultivates and maintains ties to the business community. The recently developed Northwest Suburban Employment and Training Center is a joint venture between Harper College and the State unemployment

office. This "one stop career center" has liaisons with the emerging network of providers who will make up the Education to Careers service area for the northwest suburbs of Chicago.

A final item of significance is Student Development's involvement in the continuing development of a Space Plan for all of Student Affairs. This plan has focused on physical location of services, issues of student traffic flow, possible consolidation of functions and other changes in order to promote student life by creating a student-centered campus which would include appropriate student lounges, proximity of services, etc. The plan is still being developed as part of an overall College space plan.

The institution is accomplishing its purposes for the student and instructional service areas. Student Development focuses a variety of resources on the initial stages of a student's enrollment at Harper. The entire orientation program has been revamped since the last NCA visit to expand services for part-time students through the ongoing daily part-time orientations, increasing involvement of full-time students in orientation to over 90 percent, and adding the Freshman Experience program for students and parents to the full-time orientation process. Many at-risk populations are seen in specialized centers where they receive educational planning and other direct services. In addition, improved computer access and programming has been implemented to allow for more efficient information retrieval. The division has created a comprehensive advising system for Standards of Academic Performance (SOAP); Progress, which allows for counselors and students to readily access degree completion information; and New and Prospective Student System (NAPS), which provides new student information for advising. A transferable one-credit-hour Orientation course is available to new students, and an intervention program offering success strategies for new at-risk students is in place. A Cooperative Education program is available to students through the Division's liaisons with academic affairs faculty, and Student Development works with designated high school personnel to support the Tech Prep program. The Program to Achieve Student Success (P.A.S.S.) was developed to provide fee-based services to students with learning disabilities. A model English as a Second Language program for deaf and hard of hearing students was developed by the English as a Second Language/Linguistics Department in 1986 with linguistic specialist and counseling/intake services provided by the Center for Students with Disabilities. Personal counseling opportunities for students have been expanded by becoming an internship/ externship site for doctoral level graduate preparation programs in counseling and clinical psychology, and a divisional committee is working with Multicultural Affairs to heighten awareness across campus about multicultural issues. In addition, the Assessment Center has moved from paper and pencil assessment testing to COMPASS (Computer-Adaptive Placement Assessment and Support System), a computerized testing program for reading, writing, and mathematics. The Center for Students with Disabilities has also worked to improve access to technology systems, communication access on campus and access to physical facilities.

Each center in Student Development tracks its contacts with students through intake forms for appointments and pre-registration for group sessions. Each center records these contacts and uses the data to make decisions about service delivery needs. Evaluation of services is ongoing and clients using Student Development services consistently report high satisfaction levels.

Each center also does an annual PQP (productivity, quality and priorities) report that focuses on cost analysis and trends in the use of services. Other types of evaluations that are utilized by centers include: a qualitative study of student growth per the developmental dimensions, focus groups, exit interviews for students leaving the College, follow-up studies of former students and the use of external evaluation teams.

Support for professional development is evidenced by the involvement of all levels of Division staff in the College quality improvement training, customer service training, professional conferences and through ongoing Division-planned professional development programming which has included seminars/retreats focusing on sexual assault training, diversity training, wellness issues, etc.

The Student Development Division is nationally recognized for superior programming and for special populations work. The Division has received numerous awards and professional recognition and is visited regularly by representatives from area community colleges who are seeking to duplicate its programs.

The institution can continue to accomplish its purposes and strengthen the effectiveness of this area if sufficient financial resources continue to be available. The Divisional structure of centers and committees provides for creativity and comprehensiveness in providing services, but resources and staff are being stretched thin due to budgetary constraints. College educational funds have been reduced twice, and some federal and state grant funds may be eliminated or severely reduced. These changes have placed additional stress on staff. Establishing fees for some services and the development of new grants have helped. However, caution is needed in the reliance upon fees for services as a solution since this may eliminate opportunities for students who need those services. The need for student development services is growing because of increasing numbers of under-prepared students, students with disabilities, and students with psychological problems. The limited resources available to meet those growing needs create a concern. It is expected that the new federal block grants will also impact the College, particularly in the areas of employment services and special populations, i.e., the Women's Program. Another area of concern is that there is an ongoing need to address issues of accessibility of the campus to disabled students and College appreciation of diversity.

The Student Development Division has need for increased space for the Career Center, Women's Program, and Office of Multicultural Affairs. The size and location of offices present obstacles in creating a student-centered campus. Inadequate soundproofing and space in the Assessment Center present problems in dealing with increased usage due to the College's mandatory assessment program.

There is excessive reliance on hard copy for record keeping and tallying of student contacts. New computer systems and related technologies have raised concerns about timeliness, staff training, and functionality of the computer systems. There is need for an Information Systems staff person to be assigned to the Division as a regular liaison to provide greater support for technology implementation. For example, the adaptive hardware and software solutions needed by students with disabilities require additional technological support.

The Student Development Outcomes Model and the Student Affairs Effectiveness Measures provide for structured and continuous assessment processes and meaningful feedback for planning programs as well as the ways in which services are delivered to students. Student Development is currently operating from a Strategic Plan (3–5 years) that is used to build annual goals, outcomes measures and effectiveness measures. This annual process occurs at both the center and the committee level. Staff throughout the division are given an opportunity to participate. The Dean and the Center Coordinators review the results of all assessments and then use this data to plan for the future.

Conflicts or grievances are resolved in one of several ways depending upon the nature of the problem. Some student conflicts are resolved through personal counseling which is

offered to students voluntarily. Other conflicts or grievances may be resolved through an informal review process, i.e. the Dean of the division reviews a student's concern. Finally, there is a formal review process stated in the *Student Handbook/Datebook*. These are generally reviewed by the Vice President of Student Affairs. While an attempt is made to resolve most student conflicts and grievances through informal means, there is a formal process stated in the *Student Handbook/Datebook*.

The Student Development Division follows the standards and guidelines for professional practice established by the Council for the Advancement of Standards for Student Service/Development Programs. In addition, specific centers also abide by federal and state laws and other outside agency regulations. Adherence to these regulations, i.e., from grant sources, is stated in literature from these offices. Policies, processes and services provided by the Division are published in Division brochures, the College *Catalog*, the newsprint course schedule and the College *Student Handbook/Datebook*. There is a system in place for the consistent review and update of these publications to assure that information is clearly and accurately communicated.

Strengths of Student and Instructional Support Services

1. The Harper College administrators, faculty and staff offering student and instructional services are diverse, committed, competent and caring.

2. Health Services offers a wellness program which is highly regarded by faculty and staff and has received statewide awards.

3. The student services offered by the Division of Academic Enrichment and Language Studies—especially the Tutoring and Writing Center—are comprehensive, attractively housed, effective and readily available. The faculty and professional development programs from this area are rated highly and are experiencing increased usage.

4. The newly renovated, highly rated and expanded Learning Resources Center offers quality library and media services and is responding proactively to the impact of technology.

5. Student Activities offers relevant quality events and activities and has strong faculty support.

6. Student Development services are comprehensive, award-winning, and effective (measured by student outcomes and satisfaction evaluations). Outstanding programs are provided for students with disabilities, minority students, women, and students at-risk at entry. The Standards of Academic Achievement (SOAP) program, and services of the Assessment Center are also outstanding.

7. The offices of Admissions and Enrollment Services offer effective, readily available services which meet the varied needs of students.

8. The Admissions Office, the Center for New Students and Orientation, and the Center for Multicultural Affairs have a proactive and productive relationship with district feeder high schools. The offices meet annually with high school counselors and sponsor discipline-specific meetings of high school and Harper faculty.

9. The Student Affairs areas have developed and utilized student learning outcomes and effectiveness measures. The College has received national recognition for these efforts.

10. The following is a sample of awards and honors received by the Student and Instructional Support Services over the past ten years:

    * Student Development's Center for Students with Disabilities received the AACJC Outstanding Service to Students with Disabilities Award.
    * The Adult Educational Development department received a special recognition award from the Private Industry Council of Northern Cook County for their cooperation and continuing contributions.
    * The Athletic Academic Advising Program received the First Annual Retention Excellence Award from Noel/Levitz.
    * The DAWN program was recognized for outstanding achievement and leadership in substance abuse prevention efforts.
    * Student Development's Academic Advising and Counseling SOAP Program for academically at-risk students received the NASPA Medallion Award for Outstanding Achievement in Student Development.

- Career Transitions Center/Community Career Services received the Illinois Council of Community College Administrators' (ICCCA) Bright Idea Award.
- Student Development was one of 13 community colleges to receive the first National Interassociation Awards for Student Affairs.
- Harper College was awarded the Illinois Community College Board Award for Excellence for substance abuse education and prevention program.
- Student Development's Career Transition Center won the College Placement Council's 1993 Award for Excellence in the Educational Programming category.
- A former Harper College student received the 1993 Distinguished Alumnus Award for the state.
- Student Development's Center for Students with Disabilities identified as the American Association of Community Colleges Exemplary Program for Students with Disabilities.
- Student Development was given the Illinois Community College Board Award for Excellence in Substance Abuse Prevention Programming.
- Student Development's Center for Students with Disabilities was given the Illinois Council of Community College Administrators' Bright Idea Award for the Transition Program for Special Education High School Students.
- Student Development's Center for Students with Disabilities was included in the American Association of Community Colleges monograph, "Disability Support Practices in Community Colleges".
- The Harper College Wrestling Team was the National Junior College Athletic Association (NJCAA) National Champions.
- Student Development's Center for Students with Disabilities College Awareness Program received the Connections 2000 Exemplary School to Work Initiative.
- Three Harper College athletic coaches have been inducted into their respective NJCAA Halls of Fame; the football coach is the winningest active community college football coach.
- Harper College received two HECA grants to increase minority transfer success and to increase college participation by Latinos.
- *The Harbinger* student newspaper received a second place award for overall excellence by the Illinois Community College Journalism Association Conference.
- The Sexual Assault Prevention Committee received the National Association of Campus Activities (NACA) Illiana Region's Outstanding Program of the Year Award for the Clothesline Project.
- Student Development received the Illinois Community College Board Drunk-Driving and Substance Abuse Prevention Award.
- Student Development's Orientation Program was one of five U.S. model Community College programs cited in Freshman Year Experience publication, "Designing Successful Transitions: A College Guide for Orientation Coordinators to Orienting Students to College."

Concerns about Student and Instructional Support Services

1. There is a lack of understanding on the part of some as to how student and instructional support services relate to the learning experience.

2. Student access to interrelated student support services (Center for New Students, Admissions, Registrar, Student Financial Assistance, Bursar, academic advising, etc.) is inadequate due to their decentralized locations across the campus and insufficient space.

3. There is concern whether the budget for student and instructional support service areas will be adequate to support the programs. Recent budget reductions have adversely impacted services in these areas. The reliance on grant money compounds this concern because of uncertainty of future funding.

4. The existing computer technology base (including touch-tone telephone system, administrative software, and telecommunications equipment) is inadequate to support the present and future needs of the student support services.

5. Over-reliance on temporary employees is a concern. There are some temporary employee staff positions that should be made permanent positions.

6. There is a lack of student participation in the College's women's athletics program and a desire to increase student participation in the wellness and student activities programs.

Recommendations for Strengthening
Student and Instructional Support Services

1. Develop additional communication strategies to raise the awareness of the availability of diverse support services.

2. Foster success in working with at-risk students who are in the majority at an open-door college through a College-wide commitment to the critical need for student support services.

3. Alternate sources of funding, such as grants, must continue to be pursued with aggressiveness.

4. Address the need for more permanent employees in student services.

5. Develop a plan to centralize Student Affairs' services and offices in a single, recognized location to better serve students and improve student life.

6. Continue to develop strategies to increase student participation in wellness, student activities, and women's athletics programs.

Chapter 9: Institutional Support Services

In order to meet its Mission to the community, Harper College has organized services to support the institution. For purposes of this self-study, institutional support services are defined as those services provided by the offices of the President, Vice President of Administrative Services, and Vice President of Information Services. Although these service areas are not usually directly involved with instruction of students, their services globally affect every other program and service at the College. The services provided by these areas effectively support and meet the mission of the College.

Office of the President

The Office of the President is responsible for the internal and external goodwill activities of Harper College. The President, his Executive Assistant and secretary are assisted by three other campus offices: Development and External Affairs, Community Relations, and Planning and Research.

In addition to overseeing these areas, the President serves as the educational leader and chief executive officer of the institution and also serves as the liaison between the Board of Trustees and the Harper community.

Office of Development and External Affairs

The Office of Development and External Affairs is headed by a Director who reports to the President of the College. The Development Office has a good sense of its mission, which is to secure resources from private and public donors. These resources supplement regular College resources.

Substantial improvement has been made in obtaining public grants. A full-time professional was recently hired as Assistant Director of Grants. The Assistant Director of Grants is responsible for seeking out and publicizing grant opportunities and assisting faculty and administrators in writing proposals. The number and dollar level of public grants has increased dramatically. A sample listing of the numerous grants which aid educational programs is included in the Strengths of Educational Programs at the end of Chapter 7. In 1993, the College had 9 grants totaling $770,000. As of March 1997, 20 public grants total $3.3 million, a four-fold increase in just three years. Of the $3.3 million in grants, $1.2 million is to the Northwest Suburban Education to Careers System. Harper College is the fiscal agent for a consortium of local high school districts who, along with the College, comprise the System.

The Office presently is working with the Accounting Department to delineate respective responsibilities for making grant reports to the appropriate government agencies.

In 1995, the Harper College Educational Foundation approved a multi-year Major Gifts campaign with a goal of increasing the current endowment and supporting various initiatives including teaching and art acquisition. Employee participation has increased from 171 in 1993 to 204 in 1996. Employee giving has increased from $14,400 in 1993 to $33,790 in 1996. The public phase of the Major Gifts campaign was announced in

September 1996. As of December 1996, the campaign has raised $2.1 million in gifts and pledges of the targeted $2.5 million. Gifts of appreciated securities, matching gifts, multi-year pledges, and larger endowments are being encouraged. Efforts have begun to maintain contact with alumni but have been hampered by insufficient permanent staff and computer resources. A lack of adequate computer equipment is a major hindrance to the daily functioning of the office.

The Harper College Educational Foundation passed the milestone of a seven-figure fund balance in 1995, compared to a balance of less than $100,000 ten years ago. As of September 30, 1996, the Foundation had a fund balance of $1.6 million. Together with an art collection appraised at $497,000, the Foundation's total assets are now more than $2.1 million. Despite recent growth in assets, the assets total does not favorably compared with other local community colleges.

Office of Community Relations

The Office of Community Relations is headed by a Manager who reports to the President. The Office coordinates communication with the media and legislature, maintains the College Speakers Bureau, and assists with general public communication for the College.

Office of Strategic Planning

The Office of Strategic Planning was created in 1991 to provide focus for strategic planning at the institution and to coordinate strategies for implementing Harper's *Preferred Future* vision statement. The office also provides general planning assistance to all areas of the College and assists staff in quality improvement and leadership development strategies. The Office of Strategic Planning is headed by a Dean who reports to the President of the College. The Dean oversees the Office of Research and the Director of Research.

The Office of Research conducts analytical studies and provides information to support institutional planning, policy formulation, and decision-making. For example, the Office provides five- and ten-year enrollment projections, retention/attrition studies and environmental scanning. The Office also conducts surveys of former and current students, faculty, staff, and businesses on request. Since 1996, the Office has increased its research support on the effectiveness of the COMPASS battery of assessment tests. In addition, the Director of Research serves as the Management Information Systems (MIS) Coordinator for reporting to the Illinois Community College Board (ICCB).

The Office of Strategic Planning assists departments and programs with Unit Planning. As used here, units are academic departments and programs. Under Unit Planning, each participating unit identifies unit goals with a one- to five-year timetable of strategies to implement the goals. Departments and programs that have participated in the Unit Planning process have often found it very helpful to focus on goals important to the unit. Strategic Planning provided assistance in developing the Harper College Technology Plan. Harper's Total Quality Improvement (TQI) initiative was coordinated by the Office of Strategic Planning. In addition, the Office participates in Harper's Operational Analysis program to perform unit by unit cost analyses.

Strategic planning is discussed in detail in Chapter 6—Governance.

Office of Information Systems

The Office of Information Systems was formed in 1992 and is headed by a vice-president. Three directors—Director of Administrative Systems, Director of Technical Services, and Director of User Services—report to the Vice President of Information Systems. The mission of the office is to support effective teaching and learning by providing technical tools which integrate audio, video and data in the application of telecommunications, networking, computing, and information technologies.

In 1995, the office began implementing a four-year Harper College Technology Plan to update technology and Information Systems (network cabling, e-mail, internet access, computer work stations, building wiring, administrative software programs) throughout the campus. Administrators, faculty and staff of the Academic Technology Committee (ATC), the Administrative Computing Committee (ADCC), and Information Systems developed the Technology Plan. The Tech Plan is now being implemented by the Office of Information Systems; strategies for implementation are being developed by 21 task forces under the guidance of the Technology Plan Task Force. Three faculty members from the Academic Technology Committee and three administrators from the Administrative Computing Committee serve on the Technology Plan Task Force. Faculty and staff alike generally agree that the planning of the Tech Plan was an example of effective shared governance. The Technology Plan is further discussed in Chapter 6—Governance.

Chief among the many accomplishments of this new office is the assembling of an effective and accomplished staff, in spite of budgetary constraints. Another major accomplishment is its ongoing preparation of the College for campus-wide use of computer technology. This preparation involves hardware and software purchases and training of faculty and staff in the usage of the new software and systems.

Harper's new Regent computer information system, when fully implemented, will integrate virtually all aspects of the College including the Student System, Facilities, Financial Assistance, Accounting and more. The Regent information system was jointly selected by a group of users from the College community including faculty, staff, and administrators, as well as technical specialists from Information Systems. The switch from old systems to the Regent system was planned module by module. The first Regent modules installed were budgeting, general ledger, purchasing, accounts payable, and accounts receivable. The second round of Regent modules were payroll and Continuing Education registration. Curriculum, admissions, assessment and testing, and new student advising modules were implemented in late 1996. By summer 1997, the final modules will be implemented; these include facilities scheduling, credit registration, grading, advising, transcripts, graduation, and Illinois Community College Board reports.

The switch to the Regent system has been lengthy and difficult for some areas. Some users have described the Regent system as ineffective and frustrating. Yet, it appears that while the system might not meet everyone's expectations, these problems can be effectively dealt with when Information Systems is made aware of them. Recent feedback from users has been more positive. A Regent Implementation Team of users meets periodically with IS for status updates and planning.

The Office of Information Systems has great budgetary need for personnel and space. A shortage of personnel has delayed the development of the infrastructure needed for the implementation of technology on the campus. Personnel shortages continue, particularly in the area of administrative support.

The quality of communication between the IS Office and the College constituencies it serves needs to be improved. There is concern that IS administrators and staff need better understanding of the needs and frustrations of the faculty and staff. The expertise, recommendations and opinions of faculty and staff are not adequately considered when hardware and software is selected. Another perception is that the campus is not getting adequate support for e-mail, Netscape Navigator, and other institutional software. Adjunct faculty do not have e-mail accounts, nor do students.

Faculty and staff have expressed concern over their uncertainty about how decisions are made and how priorities are set regarding the installation schedule of computer hardware and software.

In spite of the money budgeted for implementation of the Technology Plan, needs outstrip available resources. Communication problems and a general shortage of resources have caused conflict between IS and some areas of the College.

Office of Administrative Services

The Office of Administrative Systems is headed by a Vice President. Administrative Services offices consist of Business Services and Finance, Personnel, Physical Plant, and Publications and Communications Services.

Business Services and Finance Department

The department of Business Services and Finance consists of Accounting Services, the Bookstore, the Bursar's Office, the Internal Auditor, the Purchasing department, and Shipping, Receiving and Warehouse. The Dean of Business Services and Finance supervises the area and reports to the Vice President of Administrative Services.

The mission of the Accounting Services Department is to meet Harper's legal requirements and to provide a basis for cost analysis. Administrators, faculty, and staff have complained about excessive delays in paying vendors. These delays appear to be due not to state law but to local College policies and procedures. The implementation of the Regent computer information system may have increased delays that were already excessive. New procedures implemented in January 1997 have addressed the need for prompt payment of vendors.

The Purchasing Department is responsible for the acquisition of equipment, furniture, supplies, rentals, and outside services. The Purchasing Department provided outstanding service in coordinating the acquisition and installation of office furniture, carpeting, and painting of new facilities in Buildings L and S and remodeled facilities in Building F. This extensive work went far beyond normal purchasing duties. Other duties have been added to this department's responsibilities without additional staff. More personnel are needed in the Department of Purchasing.

The mission of the Bursar's Office is to serve students and staff by collecting tuition, cashing checks, accepting deposits, and disbursing checks. Effective collection and payment procedures have been put into effect; however, there should be better

communication between the Office of Financial Aid and the Bursar's Office to improve the process for students and to reduce the lines of students waiting for service. In addition, since the office is no longer open on Saturdays, students who are not able to come to the office during the week are inconvenienced. To function efficiently, funds are needed for overtime for the permanent employees as well as funds for temporary employees and student aides. Limited space is a problem within the office and the area where the students line up to pay their fees. There is a need for additional personal computers for use by staff in performing their functions.

The College Bookstore provides books and supplies for students, faculty, and staff. The Bookstore moved into a much larger, attractive, and centrally located facility in 1994. This has enabled the Bookstore to more efficiently serve students, staff and faculty and to expand its selection of consumer goods. Communication with faculty about book ordering has been a concern; but recent changes to refine the new computerized book-ordering system have improved this process. Additional full-time staff are needed in the Bookstore. The Bookstore operates at a substantial profit.

Personnel Department

The Personnel Department is headed by a Director who reports to the Vice President of Administrative Services. The Department is responsible for supporting the hiring of staff and faculty as well as ensuring that the College is in compliance with federal and state human relations statutes. In addition, the Personnel Department administers compensation and benefits and employee orientation and training.

The most pressing need facing the department is for increased space. Additional staff are needed as well. Because of this need, job reclassification of staff has been slow. Job classification is important to staff because salary is linked to job classification. Also, training and professional development of staff throughout the College is insufficient. The College should investigate expansion of the Personnel Office into a Department of Human Resources in order to provide expanded emphasis on training and career development.

A study 1992 done by Hewitt Associates, a benefits consulting firm, reviewed and updated all classified and supervisory/confidential positions. The Hewitt Study concluded that, overall, the compensation program appeared to be sound and that Harper was able to effectively attract and retain qualified employees. The Study also concluded that classified and supervisory/confidential compensation structures were competitive with area educational employers. However, there is a perception that staff and adjunct faculty continue to be dissatisfied with Harper's classification and compensation program.

Physical Plant Department

The Director of the Physical Plant oversees the Physical Plant and reports to the Vice President of Administrative Services. Harper's Physical Plant Department includes the areas of Custodial Service, Food Service, Maintenance and Utilities, Public Safety, and Roads and Grounds. The mission statement of the Department of Operations and Maintenance clearly stresses the importance of providing an environment conducive to teaching and learning.

The mission of the Department of Public Safety is being met as it serves to protect the College community and its visitors. Although there has been an increase in theft on the campus, violent crime on the campus is almost non-existent. The department has too many part-time employees; some should become full-time. Additional staff are needed for crime

prevention and follow-up investigations. Due to increased hours of College operation, additional staff is needed on nights and weekends.

Food Service provides the Harper community with meals served by catering throughout the campus, in the main dining hall, and in three satellite food centers. Healthy food choice menu offerings have been welcomed by students and staff. Financial losses by Food Service have recently been reduced bringing the service closer to its goal of operating as a self-supporting enterprise. Budget constraints have prevented the updating of facilities and the structure and design of the cafeteria in Building A but minor redecorating has helped revamp the physical appearance and improve staff attitudes. Successful satellite food operations have recently been opened in Buildings D, J, and L.

The College recycles polystyrene cups and plates, other plastics, aluminum cans, and glass bottles used in the dining hall. In addition, the College recycles aluminum cans and plastic bottles collected in other campus buildings. Paper is collected from campus offices for recycling.

There is a perception that the campus is not properly maintained or groomed. Cracked steps, rusted out drain pipes, and unsightly walls, stairwells and corridors are too common. Littered washrooms and overgrown landscaping are a concern. More full-time staff are needed for the Roads and Grounds and Maintenance Departments. Personnel cuts have occurred even as the Physical Plant has added responsibilities for the relocation of faculty and staff in new or renovated buildings. This additional responsibility has stretched the staff to its capacity. In addition, space should be provided for the storage of equipment in the Roads and Grounds Department.

The 1987 North Central Association *Report of a Visit* suggested that Harper "initiate a collection program to promote the disposal of the small quantities of hazardous waste materials in a more acceptable manner, even though not mandated by the State of Illinois regulations." The College has implemented a hazardous waste disposal process.

However, Federal regulations require Harper to go well beyond a hazardous waste disposal plan. The College is required to develop and implement a Chemical Hygiene Plan to provide a safe learning and working environment for students and employees. The Plan must provide for safe storage, handling, and disposal of chemicals and must include appropriate training of College employees. An administrative committee that included faculty participation proposed a Chemical Hygiene Plan in 1996. The proposal is currently under review by the College. Academic deans, department chairs, and program coordinators have expressed concerns about the Plan. While the Plan includes the services of an individual with expertise (referred to as the Chemical Hygiene Professional) in the area of Chemical Hygiene, it is not clear to what extent this expert will be available to the various departments responsible for implementing the Plan.

The administrators, faculty and staff involved in areas utilizing chemicals are not experts in chemical hygiene, yet the Plan's description of responsibilities assumes a level of knowledge not available without substantial education and training. The departments should be responsible to carry out procedures not to develop procedures.

The Chemical Hygiene Professional must develop procedures, train others to carry out those procedures, and provide continual updating of regulations and other appropriate information.

Publications and Communication Services

The Director of Publications and Communication Services reports directly to the Vice President of Administrative Services. The department's service areas are Editorial and Word Processing Services, Graphics, the Mail Room, the Print Shop, and the Photography Lab.

The mission of Publications and Communication Services is to communicate to the public the excellence and diversity of the educational, service and cultural opportunities offered by the College. In addition, Publications and Communication Services provides services to faculty and staff at the College. The 1993 construction of new facilities for this department provided needed space and allowed better interaction and more efficient operation within the department. The amount of time required for printing and project completion has decreased. The results of the self-study survey indicate that most employees of the College are pleased with the quality of the service and work of this department. However, slow turnaround time in Graphics indicates need for additional Graphics staff.

Publications and Communications produces College Publications such as the *Catalog* and the newsprint course schedule *This is Harper College*. The graphics, editing and printing of these publications is of excellent quality.

However, there is need for overall continuity, coordination and evaluation of Harper manuals and publications. This self-study revealed that an important Harper manual contained an out-of-date College Mission statement. Another example is the College's Standards of Academic Performance (SOAP) system that is referred to by different names in different documents.

Strengths of Institutional Support Services:

1. The quality and dedication of the personnel throughout Institutional Support Services constitute a major strength.

2. The breadth and quality of the Harper Technology Plan will enable institutional support services and Harper College to effectively utilize technology if the plan is adequately funded and implemented. The completion of wiring of most of the campus for computer technology and the ongoing purchase of computer equipment is a major first step in implementing the Technology Plan.

3. The involvement of administrators and faculty in developing the Tech Plan demonstrated effective shared governance and effective planning.

4. The establishment of the new Office of Information Systems consolidated the functions of academic computing and administrative computing. Technical support services for the College were initiated by the new office.

5. Publications and Communications Services provides the campus community with dependable service.

6. The growth and improvement of the Development Office and its staff has helped the College obtain needed grants.

7. A small sample of the awards and recognition which were given to the institutional support services during the past ten years include:

   • Harper received two Gold and one Silver Paragon Awards at the National Council for Marketing and Public Relations for Harper College's *Annual Report, Student Handbook/Datebook*, and a Department of Art brochure.
   • Harper College received a Certificate of Merit for its video viewbook at the Ninth Annual Admissions Advertising Awards Ceremony.
   • The College was the recipient of an Illinois Council of Community College Administrators' (ICCCA) Bright Idea Award for printed materials dedicated to the United Way Crusade of Mercy.
   • Harper College received a Silver Paragon Award for its Transfer Book at the National Council for Marketing and Public Relations annual conference.

Concerns about Institutional Support Services:

1. No overall strategic planning exists in Administrative Services.

2. Teamwork, consultation, and communication between Information Systems and College constituencies is poor. There is uncertainty about how decisions are made and priorities are set regarding the purchase and the installation schedule of computer hardware and software.

3. Delays in paying vendors are excessive. [New procedures implemented in January 1997 have addressed this concern.]

4. The number of staff is inadequate in Accounting, Bookstore, Bursar's office, Development Office, Graphics, Information Systems, Personnel, Public Safety, Purchasing, and Physical Plant (particularly at night).

5. Additional or renovated space is needed in the Bursar's office, Food Service, Information Systems, Personnel, and for storage of College vehicles.

6. More professional development activities should be made available to College staff.

7. The Personnel Office needs to review staff job reclassification procedures and compensation structure.

8. The demand for computers and related technologies exceeds the financial resources available.

9. There is need for more effective computer training specific to the needs of the departments.

10. The College has not implemented procedures for a Chemical Hygiene Plan. An administrative committee developed a proposal for a Chemical Hygiene Plan in 1996. However, academic deans and department chairs mention the lack of departmental and institutional expertise in implementing the plan.

11. There is need for coordination, evaluation and review of College publications to ensure appropriateness, accuracy and continuity.

12. There is concern about the upkeep and maintenance of College grounds and buildings.

Recommendations for Strengthening Institutional Support Services:

1. Implement effective strategic planning in Administrative Services and do so with cohesive leadership under shared governance.

2. Complete a comprehensive space study as it relates to Institutional Support Services. Add needed space to departments through construction of new buildings or renovation of old buildings.

3. Improve teamwork, consultation and communication between appropriate areas of Information Systems and College staff and faculty.

4. Review the need for increased numbers of staff in Accounting, Bookstore, Graphics, Information Systems, Personnel, and Physical Plant.

5. Review job classifications and increase staff compensation structures to be competitive with area employers.

6. Consider expansion of the Personnel Office into a Human Resources Office with emphasis on employee career development and training.

7. Institute a Program Review process (similar to Program Review in academic areas and student affairs) for each of the institutional support service areas.

8. Implement a Chemical Hygiene Plan to protect the safety of Harper students and employees and to comply with federal regulations.

9. Improve the upkeep and maintenance of College grounds and buildings.

Chapter 10: Community Services

Harper College's commitment to providing services for the community is clearly reflected in the College's Mission, Objectives, and Preferred Future Statements.

From the Mission Statement:

- William Rainey Harper College is a comprehensive community college dedicated to...enriching the community.

Two of the ten Objectives of the College refer to community services:

- To provide selected public services which employ the available resources of the College and utilize the talents of faculty and staff in such a manner as to make significant and substantive contributions to the community; and

- Whenever available, to provide and encourage the use of the College's facilities and services for educational and cultural purposes by community members, under certain provisions and controls established by the College.

The College's 1990 vision statement, *Our Preferred Future*, states that William Rainey Harper College will

- Create partnerships with the community which foster articulation, innovation and communication.

- Value and promote the arts as integral to the cultural life of the community.

Harper offers community services that reflect these goals enabling community members, from children to senior citizens, to learn and experience the many things that make life richer. Community services have experienced growth throughout the years and have fostered versatile and innovative programs. This growth is apparent in the number of programs, the diversity of programs and the number of people served by the programs offered.

Community service programs at Harper include counseling services, cultural arts programs, health and wellness programs and services, youth and senior services.

Harper provides **counseling services** to the community through the following programs and services:

- **The Center for Students with Disabilities** (Student Development Division) provides information and referrals to the community. The Center provides diagnostic evaluation of learning disabilities, sponsors Deaf Awareness Week, and provides federally required Americans with Disabilities Act (ADA) services to community members attending Harper events.

- **Community Career Services [formerly Career Transitions]** (Student Development Division) educates and supports individuals in the process of career self reliance in life planning through fee-based individual counseling sessions, seminars and

workshops. The DISCOVER computer program helps community members in career selection.

- **Community and Personal Counseling** (Student Development Division) provides affordable therapeutic support and outpatient psychological services to community residents.

- **The Women's Program** (Student Development Division) respects and supports women's diverse needs, choices and aspirations. The grant-supported Program is an advocate for women's issues in the community and sponsors gender equity scholarships and Women's History Week.

- **Assessment and Testing** (Student Development Division) administers fee-based career and psychological testing in support of community-based counseling programs. The College provides space and proctors for GED, ACT, and GMAT testing.

- **The Career Expo and Employment/Career Fairs** (Student Development Division, Community Career Services) educate and support individuals in the process of career self-reliance in life planning.

The College promotes **cultural arts** to the community through the following programs:

- **The Office of Multicultural Affairs** (Student Development Division) provides programs in recognition of and appreciation for increased racial, ethnic and cultural diversity in the population. One example is Unity Through Diversity Week which offers a series of programs and speakers.

- **The Cultural Arts Committee** (4C's institutional committee) each semester plans and facilitates cultural programs designed to enrich the lives of students, faculty, staff and community residents.

- **Women's History Week** (Student Development Division, Women's Program) provides a series of programs and speakers that focus attention on the lost heritage of women's contributions to the United States.

- **The Program Board** (Student Activities) provides a variety of cultural events for students and the community.

- **Deaf Awareness Week** (Student Development Division, Center for Students with Disabilities) provides programs to increase knowledge and understanding of the hearing impaired.

- **Family Program Series** (Student Activities) provides entertainment for the entire family at programs held during the regular school year and in the summer.

The College promotes **wellness** in the community with a variety of programs and services:

- **The Cardiac Rehabilitation Program** (Wellness and Human Performance Division) supports the private physician in providing Phase 3 cardiac rehabilitation to the cardiac patient. Health education and health screening programs are also provided.

- **The Dental Hygiene Clinic** (Life Science and Human Services Division) provides services from student dental hygienists to community members. For a low fee, members of the community receive preventive maintenance care and non-surgical periodontal therapy.

- **Health Services** (Wellness and Human Performance Division) provides year-round wellness programming, mammography, depression screening, influenza vaccinations, and blood drives.

- **Facilities** are provided for meetings of wellness community groups such as Alcoholics Anonymous, Alanon, and Overeaters Anonymous.

- **5 K Race** (Wellness and Human Performance Division) gives local residents the opportunity to run or walk in a 5 kilometer race held on the campus.

- **Wellness Week** (Wellness and Human Performance Division) serves to enhance the mental, spiritual and physical well-being of the community by providing information and services such as blood pressure checks, and blood and cholesterol screening.

Youth and Senior Services are an important part of the community services offered by the College:

- **Community Tutoring** (Academic Enrichment and Language Studies Division), provides private tutoring for all ages in a variety of subject areas. Professional tutors are available daily on a fee basis and clients range in age from six to seventy-nine.

- **Programs for Energetic and Ambitious Kids, P.E.A.K.**, (Liberal Arts Division, Continuing Education) offers a variety of educational opportunities for community youth of ages 11–14.

- **The Child Learning Center** (Life Science and Human Services Division) provides a developmentally appropriate, flexibly scheduled preschool for children of Harper students, faculty, staff and from the community at large.

- **The Music Academy** (Liberal Arts Division) offers instruction in music to community youth.

- **Foreign Language for Small Children** (Liberal Arts Division, Continuing Education) offers a unique language experience for children ages three to five.

- **Sports Camps** (Wellness and Human Performance Division, Continuing Education) provide youth summer opportunities for recreation and instruction in a variety of sports.

- **Senior Wellness Program** (Wellness and Human Performance Division, Continuing Education) provides current health care information to senior citizens.

- **Student Activities** (Student Affairs) offers a comprehensive program of social, cultural and recreational activities as well as special interest programs and services to complement and enhance the educational experience of the College and community.

- **Together Each Achieves More, T.E.A.M.,** (Student Activities) provides at-risk students at area elementary schools with Harper student and staff volunteers who serve as tutors and role-models.

- **Take Your Daughter to Work Day** (Women's Program) includes students from a local elementary school (as well as children of employees) paired with Harper employees. Young girls from the elementary school experience the Harper work environment and participate in several educational programs.

Examples of **Other Community Services** offered by Harper:

- **The Harper Speakers Bureau** (Community Relations) provides speakers to the community on a wide variety of topics.

- **Facilities Rental** (Student Activities, Enrollment Services, and Wellness and Human Performance Division) makes College facilities available to the community for a fee.

- **Neighborhood Resource Centers** (Academic Enrichment and Language Studies Division) provide academic assessment, Basic Skills, Pre-GED, GED, Nonnative Literacy, Citizenship Training, Adult Employment Skills classes, and career development at the Rolling Meadows Police Neighborhood Resource Center, the Northeast Center in Prospect Heights, and at Edgebrook Community Center at Baldwin Greens in Palatine Township.

- **The Adult Educational Development Department** (Academic Enrichment and Language Studies Division) provides outreach and recruitment efforts for under-educated adults. The department also offers Nonnative Literacy and GED preparation programs to the community.

- **The Harper College Observatory** (Technology, Mathematics, and Physical Science Division) offers telescope viewing of celestial bodies to the community on a regular schedule as well as for special astronomical events.

- **Service Learning** (Student Activities) has been incorporated into the curriculum by approximately 20 faculty members who require some type of community service project as part of the course.

- **The Volunteer Fair** (Student Activities) gives community agencies an opportunity to recruit students for volunteer work. A computerized system matches students who are seeking volunteer opportunities with community agencies.

- **Alliance Building Grants** (Student Activities) provide Harper student clubs and organizations with funds often used for community service projects.

- **Harper College Library Services** (Learning Resources Division) extends its services to community residents. Residents may use the campus library facilities and may also receive College library materials through inter-library loan.

- **The Harper College United Way Crusade for Mercy** collects monetary donations from Harper employees for area charities.

- **Adopt-a-Highway** (Honors Program) removes litter and debris from an area highway.

- **Donations of gifts** are annually coordinated by the student honor society Phi Theta Kappa (canned food); the student groups Brothers and Sisters in Christ (BASIC) and the Prison Fellowship Ministries (Angel Tree children's gifts); the Women's Program (children's toys); the Learning Resources Center (children's books); and many departments have adopted families in the Holiday Adopt-a-Family program of Palatine Township.

- **The Harper Intercollegiate Wrestling Team** (Wellness and Human Performance Division) in conjunction with the Palatine Senior Center annually conducts a Fall Clean-Up of leaves in yards and gutters at the homes of area senior citizens. In 1995, the Wrestling Team also repaired flood-damaged homes in the Mississippi River town Keithsburg, Illinois.

Evaluation of Community Services

Harper provides a wide variety of popular and effective low-cost or free community services. The College's community service programs are characterized by a spirit of creativity and innovation. Evidence of excellence in community service programs can be witnessed in the following sampling of recent awards and commendations. In June of 1993, the Child Learning Center was one of the first in the U.S. to be accredited by the National Academy of Early Childhood Programs. In addition, the program received a $5000 Good Samaritan Grant from CBS Foundation and was cited as one of the ten Chicago area organizations with extraordinary day care centers. In November of 1993, Harper received the Illinois Council of Community College Administrators' (ICCCA) Bright Idea Award for its neighborhood community policing and literacy programs. Finally, in January of 1994, Harper was one of several community colleges to receive an award for the "Northern Illinois Plunge," a nationwide community service volunteer activity.

Community Services are decentralized at Harper; individual programs and services are offered by the various divisions and departments throughout the College. No single office coordinates the numerous services. Until prepared for this self-study, no listing of Harper's community services was compiled.

Harper College has effectively organized the human, financial and physical resources necessary to accomplish the mission and purpose of the community service programs. Community service programs have adequate staff to carry out the programs which are offered at the present time. It is apparent, however, that as programs grow and evolve, additional staffing may become necessary.

The funding of community service programs is drawn from specific departmental budgets, contributions from the community and the College Foundation, and profits from items such as ticket sales. This method of funding seems to allow for flexibility in developing programs and in meeting the needs of the community.

The physical resources are generally adequate but limited room availability makes scheduling and finding space for community service programs difficult. Space is especially a concern for The Child Learning Center and Community Counseling. The 1987 North Central Association *Report of a Visit* expressed concern that "there is a need for more space in the Day Care and Early Childhood Center." Since that visit, Harper has expanded the

Early Childhood Center at the Northeast Center, but there is still a lack of space in the Early Childhood Center on the main campus.

The community service programs are accomplishing their purpose. Their effectiveness is measured by attendance at events as well as formal and informal evaluations. The number of people utilizing Harper's Community Service programs shows there is a need and an appreciation for the services they provide.

Many of the programs hand out questionnaires or evaluation forms for written feedback on that program. These are examined by the coordinator of the program and appropriate action is taken as needed to improve existing programs or develop new ones. Much informal feedback is obtained through instructors, students, and other participants in the program. Advisory committees are utilized to offer their perspective on Harper's offerings.

In a 1996 "Super Survey" of employees, Harper employees indicated a high level of support for Harper's community services. More than 75 percent of employees agreed and less than 7 percent disagreed that career/employment services, cultural arts activities, health and wellness programs and diversity/minority programs are appropriate outreach activities for Harper College. Eighty-five percent agreed and 4 percent disagreed that involvement in community services strengthens Harper's effectiveness.

When asked if "students should be required to have a community service component as a part of graduation requirements," 40 percent of employees agreed, 28 percent were neutral, and 32 percent disagreed. Even though approximately twenty faculty members require a service learning component in their classes, there seems to be confusion regarding the definition of "service learning" and disagreement as to whether it should be optional or required. This may result from the lack of coordination and communication about the programs.

While the "Super Survey" suggests that Harper employees have a general sense of community service programs, they lack an awareness of the scope of the programs and the specifics of these programs.

Strengths of Community Services

1. Harper's Mission Statement allows for the flexibility and growth of community service programs.

2. Community services provide low-cost or free programs and services to a wide range of age groups, interests, and needs in the community.

3. Harper employees believe that the College should provide community services and that they strengthen the effectiveness of the College.

4. Many programs and services are offered at a low cost or are free of charge to community members.

5. The following is a small sampling of awards and honors received in the community services area of the College:

    * Donation of Formulator, Inc., a dental products company, run by Harper students
    * 1990 Illinois Council of Community College Administrators' (ICCCA) Bright Idea Award for Project TEAM (Together Each Achieves More)
    * In June 1991, Board Member received award for outstanding community service
    * Board Member honored as one of five Women of Distinction by Illinois Prairie Girl Scout Council
    * In March 1992, College received District 214 annual "Friends of Arts" award
    * In May 1993, Board Member selected as Board Chair for United Way Crusade of Mercy for metropolitan Chicago
    * Harper's Child Learning Center was one of the first in the U.S. to be accredited by the National Academy of Early Childhood Programs
    * College received Illinois Council of Community College Administrators' (ICCCA) Bright Idea Award for the Adult Education Department's Literacy and Community Policing Project
    * Child Learning Center received $5000 Good Samaritan Grant from the CBS Foundation; College was designated 1 of 10 Chicago area organizations with extraordinary day care programs
    * In January 1994, Harper was one of several community colleges to receive an award for the "Northern Illinois Plunge," a nationwide community service volunteer activity
    * Faculty Member selected for Distinguished Service Award by Glenbrook Family YMCA
    * Board Member awarded Juliette Lowe World Friendship Medal by the National Board of Directors of the U.S. Girl Scouts
    * In April 1995, Board Member selected by Illinois Girl Scouts Crossroad Council as one of ten Women of Achievement
    * Board Member recognized by Sears Corporation as distinguished leader with non-profit organizations
    * In January 1996, administrator selected as one of the Top Ten Volunteers by *North Shore Magazine*
    * Administrator recognized as 1 of 17 women honored as Unsung Heroine Award winners
    * Three faculty members received the 1997 Connections 2000 Award for development of a student-learning experience with Head Start in Arlington Heights
    * College received United Way Employees' Award for Excellence for results of its 1995-96 campaign

Concerns about Community Services

1. Harper employees have a general sense of community service programs, but they lack an awareness of the scope of the programs. Currently there is not a comprehensive listing of all community services offered by the College.

2. Limited room availability makes scheduling and finding space for programs difficult. If the anticipated growth in community services occurs, this issue will become more critical.

3. Employee groups differ in their understanding of service learning.

Recommendations for Strengthening Community Services

1. The community services need an easily accessible individual or committee to coordinate information. There is also need for coordinated marketing of community service programs to the campus and to the district community.

2. There should be recognition of the accomplishments of the many Harper students, employees, and community members in the community service programs.

3. Increase space for the Child Learning Center and for Community Counseling.

Chapter 11: The Self-Study Campus Response Group
And the Self-Study Campus Forum

Held on October 25, 1996, the Self-Study Campus Response Group meeting brought together two members of each Self-Study task group (Appendix A) to respond to the initial draft of the *Report of the Self-Study*. Participants, well-represented by faculty, staff, and administrators, met at Harper's Northeast Center, for a carefully planned meeting. Campus Response Group participants had reviewed the *Report of the Self-Study* for both content and editorial revisions prior to the meeting. The agenda for the meeting focused on the content issues and sparked lively and fruitful discussion from all participants who had the chance to voice their views in both small and large group settings. By the end of the meeting, the Campus Response Group had generated four issues—governance/decision-making, communication, planning, and change—to serve as the basis for the Campus Forum. Editorial revisions to the *Report of the Self-Study* suggested by the Response Group were submitted to the Steering Committee through inter-campus mail.

The Campus Forum was designed by the Harper College Self-Study Steering Committee as a means to identify concrete strategies to address the four areas of concern determined by the Response Group. In addition, the Forum brought together a much larger group of Harper participants (Appendix A), again represented by all major factions of the College, creating a sense of community and overall group effort. During the planning stages of the Forum, the Steering Committee, with input from the 4 Cs, decided to omit the issue, "change," from the Forum's agenda. "Change" appeared to be too broad a topic to develop concrete strategies to address. It was likely, too, that talk of change would occur naturally in the discussions of the remaining three issues. Participants were divided into four medium-sized groups—Communication, Planning, and two on Governance/Decision-making—according to preferences they submitted before the event. Two groups were assigned to Governance/Decision-making because that topic drew interest from a substantial number of participants.

Upon the advice of the Steering Committee, the College hired an outside group facilitator to present background information and set the tone for the day. In addition, Harper employees served as small and large group leaders to aid the productivity of the day. Before the Forum, these employees attended training sessions which provided necessary preparation for the day's agenda. Detailed directions for the Forum (Appendix F), highlighting format and procedures for the day, were distributed to all participants in advance.

The Forum was held at an off-site conference center on January 17, 1997, with 159 individuals in attendance. Various employee groups were well represented by 74 full-time faculty members, 50 staff, 30 administrators, two Board Members and the Student Trustee. (A listing of the participants appears in Appendix A.) The goal for the day was to use the combined wisdom of Harper employees to identify forty strategies to improve communication, decision-making/governance, and planning at Harper College.

After a full day of discussing issues and strategies in small groups, participants voted on the top two strategies in each topic area and identified which of 40 strategies they viewed as most critical to accomplish. The voting results provided the College with some direction as to where to begin to address concerns. The strategies receiving fewer votes will not be ignored but will be addressed at a later date. The top strategies, along with the amount of votes they received, are listed below. The top two strategies on governance were so similar that they were tallied together for a total vote of 81. (A comprehensive list of all strategies and voting tallies appears in Appendix G.)

Figure 11–1. Critical Strategies Receiving the Most Votes by Participants at the January 17, 1997 Self-Study Campus Forum		
Topic	Strategy	Votes
Communication	Create a clearinghouse to disseminate consistent central information on policies, procedures, and current communications.	73
Planning	Create a College-wide design team to recommend a system for inclusive, comprehensive planning, implementation, evaluation, and revision.	72
Governance/ Decision-making	Conduct a dialogue, inclusive of all employee groups, about shared governance, its role and implementation. Create a taxonomy of decision-making, i.e., who makes what decisions.	41
Governance/ Decision-making	Develop and/or reaffirm a clear definition of shared governance to include: definition, classification of types of decisions, decision-making flow, and timely accountability.	40

After the Forum was held and the votes were tallied, the Steering Committee met with the 4 Cs and the President to determine what steps should be taken next. It was decided that a representative group from the College constituencies would meet to develop a process for follow-up. This group, officially named the NCA Self-Study Forum Follow-Up Group, includes the following representatives: the President, the 4 Cs (two faculty members, two vice presidents), a faculty member, an administrator, a professional technical employee, a classified staff member, an IEA/NEA representative, and a faculty member from the Steering Committee.

As of April 1997, the Group has scheduled seven meetings through the end of the Spring '97 semester. To begin the process, Group members are consulting with their respective constituencies to identify several previous College decisions as well as approaches or actions that might have improved the decision-making process. It is the Group's belief that this analysis will enhance campus-wide understanding not only of the process, but also of the role of communication and planning in that process. Upon examining decision-making, it was recognized that decisions at the College are made in a variety of contexts, including, but not limited to:

1. shared
2. hierarchical
3. contractual
4. other

The Group acknowledges that there is not going to be a "quick fix" to resolve the issues brought forth in the Self-Study and at the Forum; however, the Group is committed to developing a framework which will allow all priority concerns to be effectively addressed.

It is too soon to evaluate the effectiveness of the Follow-Up Group. However, the participant written evaluations of the Campus Forum were overwhelmingly positive (8.74 on a scale of 10). A number of participants chose to withhold feedback until the impact of the Forum is evident through concrete results. The College acknowledges that a meaningful and timely follow-through is critical if the good work of the day is to be honored.

Part III

Harper College Assessment Plan
And Institutional Effectiveness

Chapter 12: Assessment of Student Academic Achievement

The mission and objectives of Harper College (previously outlined and discussed in Chapter 3) demonstrate the commitment the College has made to providing quality teaching and learning to the students of its district. These objectives, in particular, outline the College's commitment to providing quality educational programs addressing the transfer, occupational, general education, training, adult education, developmental instruction, and community education needs of the community. This broad focus has been adopted to provide access to all facets of higher education at a reasonable cost. Recognizing that a complete evaluation will include (1) an examination of the structure and content of the curricula and (2) the effectiveness of the instruction offered by the College's faculty, as well as (3) documenting the academic achievement of the students who complete the curricula, the College has placed an emphasis on both the teaching and learning processes and has attempted to document its success in each.

Evaluation of Curriculum

The College's educational courses and programs are discussed and evaluated in Chapter 7, in terms of the scope, structure and appropriateness of the offerings. Specific sections address general education requirements, baccalaureate transfer programs, career programs, developmental/remedial programs, continuing education programs, and customized training.

Evaluation of Instruction

The College is committed to the development of a superior faculty and continuously encourages excellence through the use of an evaluation process to assess the effectiveness of the instruction offered by the faculty. Faculty in all instructional programs are evaluated including all full-time and adjunct teaching faculty, Student Development faculty and Learning Resources Center faculty. The full-time faculty evaluation procedure involves gathering data for the purpose of improving instruction and aiding in developing decisions concerning tenure, promotions, sabbatical leaves, retention and non-retention. Tenured full-time faculty complete the formal evaluation process every third year; non-tenured full-time faculty complete the process each year for three years. The evaluation outcomes assist in the personnel decision-making process as well as serving to enhance instruction at the College.

This process for full-time faculty includes a personal assessment form which contains information on the four areas to be evaluated: instruction, institutional service, professional development and community service. The process also includes an evaluation by a committee of peers that meets and evaluates the faculty member in the four areas and may use the personal assessment form, student evaluations, observation of classroom performance, and interviews with the evaluee. The faculty member's dean or supervisor also uses the four areas for evaluation and discusses performance strengths and weaknesses as well as ways to improve the strengths and eliminate deficiencies with the faculty member. Faculty who function as a department chair or coordinator are also evaluated in those areas of responsibility.

Adjunct faculty members may be observed in their classes during the semester, and a written report of the observation is prepared for the faculty member observed and the division office file. The mentor, department chair, or coordinator associated with each new faculty member may perform this function in an effort to assist the adjunct faculty member in the instructional process. All adjuncts are required to administer student evaluations every semester and some areas may conduct additional evaluations.

The College has a system whereby full-time faculty shall be considered for tenure during their sixth consecutive semester. As was previously noted, non-tenured full-time faculty participate in a formal evaluation process each year for three years and these evaluations include peer review, evaluation by deans and/or other administrative supervisors, and student evaluations. The faculty evaluation process also forms the basis for faculty promotion from the rank of instructor to assistant professor, associate professor, and professor. Salaries are tied to rank and follow a step-lane system that is part of the contract for full-time faculty.

The focus of the evaluation process is on instruction, institutional service, professional development and community service. In this way evaluation (and thus tenure, promotion, and salary) is tied to the four areas that relate directly to the College's mission and objectives. Stated another way, the tenure status, faculty rank, and ultimately salary of an individual faculty member reflect the degree to which that faculty member has been evaluated as furthering the mission and objectives of the College.

Student opinionnaires of instruction (SOI's) consistently reflect student satisfaction with the quality of instruction they receive from the faculty at Harper College. However, in the few cases where evaluations of full-time or adjunct faculty have indicated a concern, appropriate follow-up and documentation have been completed. In some instances, non-retention decisions have been made regarding adjunct and full-time faculty using all components of the evaluation process.

Evaluation of Student Learning

The College's assessment plan, *Documenting Student Academic Achievement and Personal Development*, details efforts to document the academic achievement of the students who complete the various curricula offered by the College. The four aspects of this effort are course-by-course assessment, assessment by program, general education assessment, and assessment in Student Affairs.

Course-by-Course Assessment: Philosophy and Design

While career programs can more readily identify "majors" for their programs, it is difficult for community colleges to accurately identify "majors" in their baccalaureate programs. Therefore, a decision was made to include the assessment of student learning and academic achievement at the course level as well as assessment by program. The Plan outlines a process by which instructional departments are identifying outcomes and measures to assess student learning and academic achievement at the course level in all baccalaureate, career, adult education and developmental programs. This Plan represents a comprehensive approach to assessing student learning by including assessment at the most fundamental level—on a course-by-course basis, as well as assessment at the program level.

Division deans have been charged with the responsibility of working with department chairs and coordinators to complete the task of implementing outcomes assessment at the course level. The Office of the Assistant to the Vice President of Academic Affairs for Transfer Programs has tracked the progress of this implementation with surveys conducted in April of 1996 and 1997. To date, 92% of the 1096 credit courses offered by the institution have identified outcomes. This percentage is up from 50% of all courses which had identified outcomes as of April 1996. The percentage of courses which have assessment measures which have been implemented now stands at 55%, up from 22.5% in April, 1996. The percentage of courses with assessment measures implemented is somewhat lower than expected. Not included in this percentage are those courses which are new and have not been offered yet, as well as a number of courses which have not been offered in the past two semesters but which are scheduled to be offered in the Fall 1997 semester. As these classes run, assessment information will be collected. Figure 12–1 presents the status of Outcomes Assessment as of Spring 1997. Figure 12–1 lists, for each division and for the total College, the number and percentage of courses with a) identified outcomes, b) identified assessment measures, c) implemented assessment measures, and d) evaluated assessment measures. The same percentages are graphically depicted in Figures 12–2 through 12–5.

		Outcomes Identified		Assessment Measures Identified		Assessment Measures Implemented		Results Evaluated	
		Complete		Complete		Complete		Complete	
Division	Total Courses	#	%	#	%	#	%	#	%
AE/LS	90	88	98%	88	98%	83	92%	82	91%
BUS/SS	344	340	99%	340	99%	192	56%	85	25%
LIB ARTS	207	197	95%	192	93%	94	45%	68	33%
LS/HS	170	146	86%	146	86%	134	79%	94	55%
STU DEV	7	6	86%	4	57%	3	43%	3	43%
TM/PS	213	169	79%	105	49%	97	46%	53	25%
WHP	65	65	100%	52	80%	0	0%	0	0%
TOTAL	1096	1011	92%	927	85%	603	55%	385	35%

Figure 12–1. Outcomes Assessment Summary Status Report Spring 1997

Recognizing that no one instrument is sufficiently complex to adequately capture the range of student academic achievement across all disciplines, faculty are utilizing a variety of measures to assess the student learning in their courses. Some of the methods being employed include portfolio assessment, objective tests, standardized tests, essay exams, team projects, performance observations, case study analysis, employer feedback, student presentations, computer simulations, and student self-assessment. Employing multiple measures should enhance the reliability and validity of the assessment results which should, in turn, improve the likelihood that the results will lead to improvement.

**Figure 12-2. Percentage of Courses with
Identified Outcomes
Spring 1997**
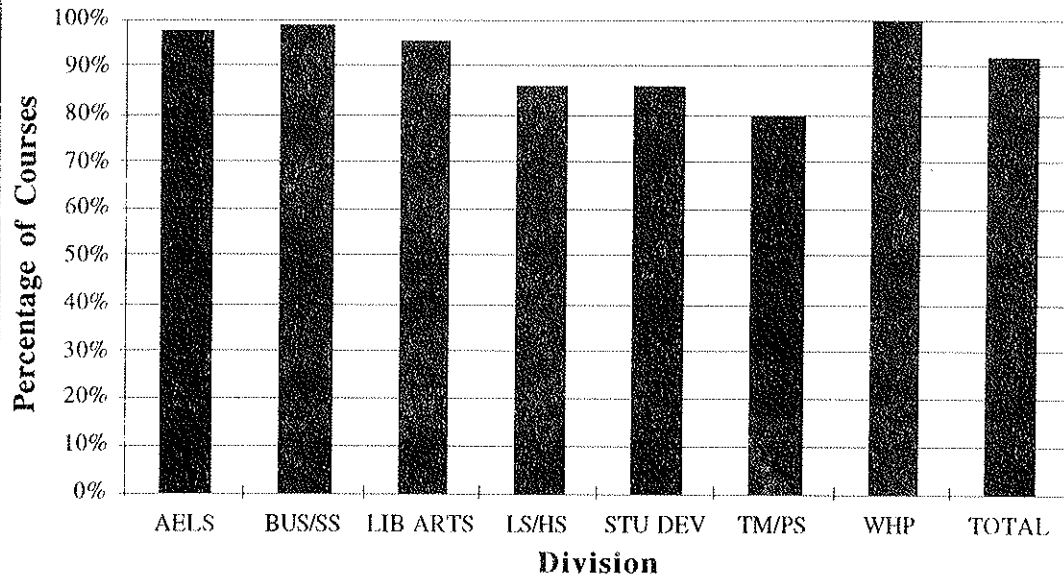
**Figure 12-3. Percentage of Courses with
Identified Assessment Measures
Spring 1997**
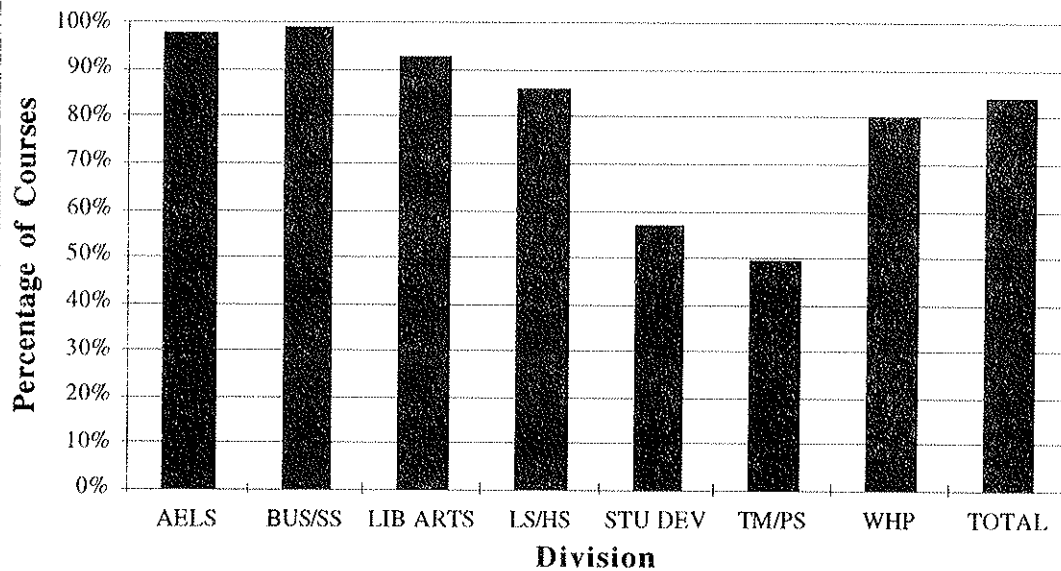
Figure 12-4. Percentage of Courses with Implemented Assessment Measures Spring 1997
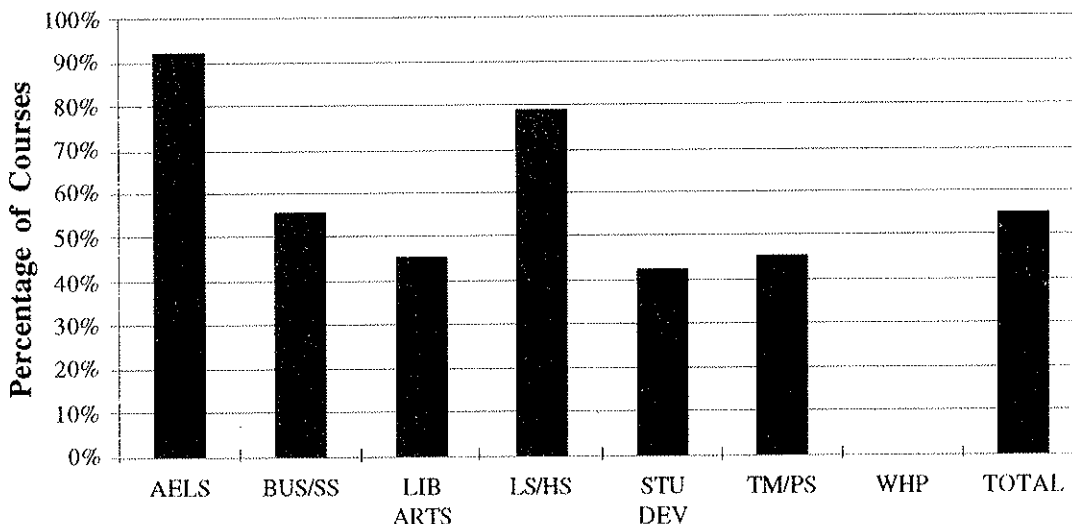
Figure 12-5. Percentage of Courses with Evaluated Assessment Measures Spring 1997
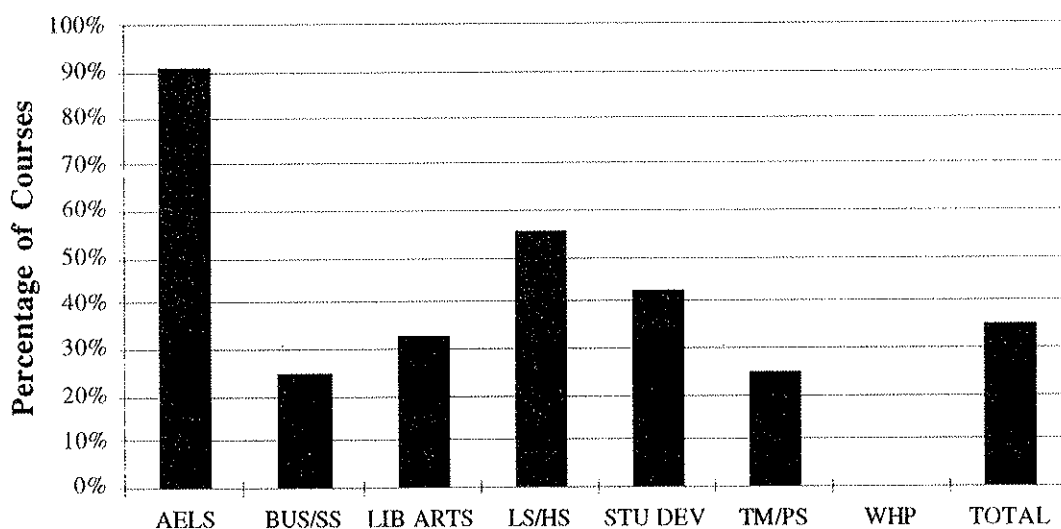
Course-by-Course Assessment: Results

Several departments with sequential courses have used the results of assessment to reexamine the order in which content is taught in the sequence and have moved several topics from later courses into earlier ones to provide more time for students to master difficult core concepts.

The results of assessment, combined with student feedback, have also been the impetus for developing alternative delivery modes of instruction, including the exploration of CD-ROM tutorial software to supplement classroom instruction. Also, several courses have been "linked"—establishing co-requisite courses by tying a developmental reading course to a transfer course to help underprepared students with the college-level reading demands of certain courses.

Some courses are tied to certification exams and the results of these are used as a measure of student learning. The Illinois Department of Public Health, for instance, provides the College with aggregate data on the success of its students who take the State Food Service Sanitation Manager Certificate Examination (most recent pass rate was 81% for Harper students). In addition, the Department also provides the results Harper students achieved in specific subject areas of the test. The Hospitality department faculty have been using this feedback to identify problem areas for students and to re-evaluate the curriculum and their teaching techniques to strengthen these courses.

Course-by-Course Assessment: Status

The timeline originally established for the completion of this project called for all courses to have identified outcomes by the completion of the Fall 1996 semester, and assessment measures identified and implemented by the end of the Spring 1997 semester. This has proven to be a more ambitious schedule than expected. Most departments are on target to meet these deadlines—in fact, only one department has yet to address the first stage of identifying outcomes for any of its courses. The deficiency in this department was identified during their recent Program Review and clear direction was given from the Vice President of Academic Affairs that the outcomes assessment process must be in place by the end of the next academic year.

Assessment by Program: Philosophy and Design

In addition to assessing student learning at the course level, career programs also have identified program outcomes—identified as those skills, attitudes and behaviors which their graduates should possess upon successful completion of their programs. These program outcomes are identified in consultation with Career Advisory Committees which exist for each separate career program. Each Advisory Committee meets at least twice a year and is composed of area business and industry leaders related to the specific discipline. In addition, a number of programs have employed the "Developing A Curriculum" (DACUM) process to solicit input in the identification and reinforcement of program outcomes. Also, where appropriate, departments have incorporated the U.S. Department of Labor Secretary's Commission on Achieving Necessary Skills (SCANS) standards into their curricula.

In one case, assessment results in a career program identified a lack of adequate interpersonal communication skills among their graduates—a skill identified as important for the profession. These results helped establish the need for a new course in interpersonal communications that was subsequently created by the Speech department and has become a recommended course for those in the career program.

An important measure of the academic achievement of Harper career program graduates is their performance on national licensure and certification exams. Nursing program graduates consistently score between a 90–95% pass rate each year. LPN graduates have attained a 99–100% pass rate for each of the last five years. Dental Hygiene graduates consistently rank in the top 10% of schools nationally based on their annual test results. Medical Office Assistant graduates score consistently at the 98–100% pass rate on their exam and have had several years with 100% pass rates. Real Estate students also perform very well as evidenced by their high passing percentage (100% in most recent exams administered in March 1997) which exceeds the state average for Illinois (79%) on the Real Estate licensure exam for salespersons.

The Office of Research conducts follow-up surveys on a five-year cycle of the graduates from each career program to assess the degree to which these students believe they have obtained these skills, attitudes and behaviors. In addition, the Office of Research also conducts periodic surveys of employers to solicit feedback regarding how well Harper graduates meet their expectations and the degree to which Harper students possess the necessary skills employers identify as critical for their companies.

Transfer programs are also the focus of survey research. The Office of Research conducts follow-up studies of recent graduates focusing on the evaluation of specific transfer courses as well as studies of former students from specific transfer disciplines. Examples of recent studies are indicated below:

- Follow-up Study of Former Students in Geography, History and Political Science, 1990–1995 (June 1996)
- Follow-up Study of Recent Harper College Graduates—Focus on Evaluation of English Courses (November 1995)
- Follow-up Study of Former Transfer and Career Management Students (September 1995)
- Follow-up of Former Harper Students Who Enrolled In At Least Three Psychology Courses (September 1995)

Studies of the transfer rates of former Harper students are also conducted on a regular basis and utilize the standard definitions specified by the National Transfer Rates Studies format. The studies track former students by elapsed periods of time (five to ten years after they began at the community college) and by intent (intending to transfer, not intending to transfer), with the results compared to nationally reported rates. The most recent study indicated that the nationally defined transfer rate (defined as students who began four years earlier and earned at least 12 credit hours at Harper before transferring to a senior college in Illinois) is 36%. If the concept is broadened to include students who attend out-of-state colleges, community colleges, technical colleges and those still enrolled at Harper, and the time period is expanded to at least six years, the transfer rate reaches 69%. If only students intending to transfer are considered, a six year waiting period is used, and all transfer possibilities are included, the transfer rate goes up to 79%. ["Follow-up Study of former Students Who Began in the Years 1987 and 1989" (October 1994)]

Assessment of General Education: Background

The College has been involved in its most recent in-depth examination and dialog about general education since the spring of 1992. At that time, the Academic Standards Committee created a "General Education Review Subcommittee" which included faculty representatives from all divisions on campus and several *ex officio* administrators. The General Education Review Subcommittee drafted an overall philosophy statement for general education, individual statements on each of the five identified core components of general education, and statements describing each of the four components of a "Special Electives" category. The work of this subcommittee was diverted somewhat by the development of the "Illinois Articulation Initiative"—a state-wide initiative to define a general education core curriculum for all two-year and four-year colleges and universities in the state of Illinois. Following the adoption of the general education core curriculum by the Illinois Board of Higher Education in the spring of 1995, the General Education Review Subcommittee was disbanded and subsequent discussions related to general education have taken place as a regular agenda item of the Academic Standards Committee as a whole.

Assessment of General Education: Status

The general education philosophy statements for each of the five core components of general education at Harper College (communications, mathematics, cultures and civilizations, human behavior, and scientific inquiry and the natural environment) were developed by the Academic Standards Committee. In addition, the Committee identified four groups to be included in a special elective category (languages, creative expression in the fine and performing arts, wellness, and general work and life skills). (See Appendix D.] These philosophy statements, along with rationale statements for each of the four special elective groups, were distributed to all full-time faculty and administrators for comment (10/95), approved by the Academic Standards Committee (1/96), approved by the Faculty Senate (2/96), and approved by the Board of Trustees (5/96).

The Assessment Plan outlines the process and timeline for identifying appropriate measures for the assessment of these new competencies/outcomes for general education, the implementation of these measures, and the evaluation of their results. Assessment measures were to have been identified for the outcomes of the five core components of general education as well as the components of the special elective category by the end of the Fall 1995 semester.

While the Illinois Articulation Initiative has forced a slight change in direction and, therefore, a slight delay in implementation, the College is moving ahead to implement the assessment of its general education program. Draft general education outcomes statements have been derived from the philosophy statements and were sent to full-time faculty in April 1997 in order to solicit comment and feedback. (See Appendix E.) Once the outcomes statements have been finalized and approved, the Academic Standards Committee will finalize methods to assess these outcomes in an effort to evaluate the degree to which Harper College graduates meet the College's outcomes for general education. The Committee expects to complete its selection of assessment measures by the end of the Fall 1997 semester, with implementation anticipated in Spring 1998.

The College recognizes that much student learning takes place outside the classroom and therefore has also established a process for examining student learning outcomes in terms of four dimensions of growth (intellectual, interpersonal, intrapersonal and life management). All Student Affairs departments are involved in assessing their contributions to student learning and personal growth relative to these dimensions. In addition, each department assesses itself in terms of three areas of institutional effectiveness (access, student success, and quality).

Each area within Student Affairs develops goals and strategies for measurement for specific student learning outcomes and/or effectiveness indicators. In some departments, specific instruments have been developed and piloted in an attempt to measure results. (Detailed plans for each Student Affairs department are available in the self-study resource room in the LRC.) After findings are summarized, actions to be taken as a result of assessment are determined. In addition to all departments (e.g., Admissions, Student Activities), each center (e.g., New Student Center, Center for Students with Disabilities, centers for Student Personal Counseling) and all committees in Student Development are involved in this process. Goals and measurement strategies are determined by faculty, staff and administrators. The focus is on student learning and effectiveness improvements which are documented annually. Harper College has been a national leader in the identification and assessment of student learning outcomes for student support service areas.

Involvement At All Levels

Efforts have been made to communicate with and involve all faculty and appropriate staff and administrators in the process of developing and implementing the three facets of Harper's outcomes assessment initiative. The feedback received over the last two years from faculty, staff and administrators has been very useful and has resulted in modifications to earlier drafts of the assessment plan and timeline.

The outcomes assessment initiative at Harper College has been faculty-driven since its inception, and repeated efforts have been made to inform and include faculty and staff in the decision-making process throughout its development and implementation. This high degree of involvement has been maintained to encourage an informal, grass-roots commitment to the initiative in order to increase the likelihood that the initiative would be taken seriously and that the results would lead to institutional improvement. In addition, the College has incorporated the initiative into several of the formal administrative procedures that address institutional effectiveness and improvement. The outcomes assessment initiative has been incorporated into the formal curriculum approval process, and has been added as an integral part of the Program Review process. By incorporating the initiative into these formal procedures, it is assured of remaining a central focus of the institution. These integration efforts also provide a means of accountability at the program and institutional level. In addition, the Board of Trustees has been kept informed of the progress made to implement the initiative and has expressed its strong support for the initiative and its expectations that the results will be used to improve instruction at the College.

Incorporating Assessment

Primarily due to existing accreditation requirements in their respective disciplines, some departments (i.e., Nursing, Dental Hygiene) have already completed the identification of outcomes for all their courses, have developed and implemented assessment measures for each outcome, and are using the results to develop concrete strategies for improving instruction in the department. The faculty in these departments have been very helpful in providing practical advice, sample models, and enthusiastic encouragement to their colleagues in other departments and serve as another valuable resource in this process.

All instructional and student support service programs are included in the College's Program Review process that involves an in-depth review every five years with annual follow-up reviews being conducted in intervening years. As part of the in-depth review, instructional programs are required to discuss the general student outcomes of the program and describe the measures used to assess the degree to which students achieve these outcomes. They are also directed to document significant changes in curriculum, pedagogy, etc. implemented in response to the results of their outcomes assessment efforts. Program Review reports prepared by instructional departments are reviewed by the appropriate Division Dean, the Assistant to the Vice President of Academic Affairs, and the Vice President of Academic Affairs. Program Reviews represent an integral part of the overall review and evaluation of instructional programs and form the basis for future planning and resource allocation related to the department.

Program Reviews in Student Affairs are conducted in a similar manner with the emphasis placed on student learning, personal development and other measures of institutional effectiveness. Changes in service delivery or the scope and focus of services are addressed in response to the findings obtained from various means of assessment. Similar to the process used for instructional programs, reviews are initiated by the head of a department and are then reviewed by the appropriate Dean or other supervising administrator, and then reviewed by the Vice President of Student Affairs.

Incorporating outcomes assessment into the College's Program Review process demonstrates the College's commitment to this initiative and reflects the integral role this initiative plays in the overall operation and evaluation of all programs. The Program Review process for instructional and student support service programs is coordinated by the Office of Strategic Planning in conjunction with the Offices of the Vice Presidents of Academic and Student Affairs.

In addition, all new curricula, as well any changes to existing curricula, must be approved by the Curriculum Committee, and this approval process includes strict guidelines requiring the identification of outcomes and assessment measures for all courses. In this way, the outcomes assessment process is embedded in the institution's shared governance system through its committee structure.

Evaluation of the Assessment Plan

Despite efforts to involve all faculty and incorporate the assessment initiative into the operating procedures of the College, progress in implementing the Assessment Plan has been inconsistent. A number of individual faculty as well as specific departments have embraced the initiative and provided leadership to the rest of the campus. However, not all faculty have bought into the philosophy of outcomes assessment. There are faculty who liken this initiative to initiatives of the past such as Management by Objectives (MBO) and who question whether one can concretely assess higher-order cognitive skills.

It is encouraging to note that in most cases, when faculty have met to discuss their department's response to the initiative, the ensuing dialog has been dynamic. Faculty generally agree that the discussion has led to in-depth reexaminations of the curriculum, exciting dialog about trying new instructional approaches, and a renewed focus on students and what they are really learning in their courses and programs. While it is naive to expect that all 221 full-time faculty (let alone the 600 or so adjunct faculty each semester) will ever agree to support any single initiative, it is encouraging to note the effort put forth so far in implementing the assessment plan and there is reason to be optimistic that the assessment of student academic achievement will become an accepted part of the College culture in the next several years.

The review and evaluation of the Assessment Program itself is a joint responsibility of the Offices of the Vice President of Academic Affairs and Vice President of Student Affairs. However, the Curriculum Committee, the Academic Standards Committee, and appropriate faculty, staff and administrators will continue to play key roles in the evaluation of the program and in providing recommendations to the Vice Presidents for improving the program and making any modifications necessary to improve student learning and academic achievement at William Rainey Harper College.

Chapter 13: Response to NCA Evaluation
of Harper College Assessment Plan

Harper College submitted its plan for the assessment of student academic achievement in June 1995, as required by the North Central Association. Copies of this plan, "Documenting Student Academic Achievement and Personal Development," are available in the NCA Visiting Team Resource Room located in the LRC. The College received notification of the approval of its plan in a letter from the Executive Director dated March 5, 1996, along with copies of the review forms submitted by the Consultant-Evaluators who reviewed the plan. These documents are also available in the resource room.

The College has continued to monitor and evaluate the implementation of its assessment plan. Since the assessment of student academic achievement is a dynamic process, Harper has continued to reevaluate the process of identifying student learning outcomes, the development of assessment techniques and instruments, and have further refined our system for implementing our assessment plan. Based on comments provided by the Consultant-Evaluators who reviewed our plan, it is obvious the College was not as clear as it could have been in describing all the assessment efforts engaged in at Harper College. Further clarification is provided below which addresses specific comments made by the reviewers and which provides an update on the activities which have taken place since the original plan was submitted.

Reviewer #1

* *Need to address A.A.S. program outcomes.*

As was mentioned in the text of our Assessment Plan, attention has been focused on assessing student learning and academic achievement at the course level for all programs. However, vocational-technical programs also have identified program outcomes—identified as those skills, attitudes and behaviors which their graduates should possess upon successful completion of their programs. These program outcomes are identified in consultation with Career Advisory Committees which exist for each separate career program. Each Advisory Committee meets at least twice a year and is composed of area business and industry leaders related to the specific discipline. In addition, a number of programs have employed the DACUM (Developing A Curriculum) process to solicit input in the identification and reinforcement of program outcomes. Also, where available, departments have incorporated the Secretary's (of Labor) Commission on Achieving Necessary Skills (SCANS) standards into their curricula.

The Office of Research conducts follow-up surveys on a five-year cycle of the graduates from each career program to assess the degree to which these students believe they have obtained these skills, attitudes and behaviors. In addition, The Office of Research also conducts periodic surveys of employers to solicit feedback regarding how well Harper graduates meet their expectations and the degree to which our students possess the necessary skills employers identify as critical for their companies.

- *Identify specific measures of general education outcomes.*

The general education philosophy statements for each of the five core components of general education at Harper College (communications, mathematics, humanities and fine arts, social and behavioral sciences, and physical and life sciences) were developed by the Academic Standards Committee. In addition, the Committee identified four groups to be included in a Special Elective category (languages, creative expression in the fine and performing arts, wellness, and work and life skills). (See Appendix D.) These philosophy statements, along with rationale statements for each of the four Special Elective groups, were distributed to all full-time faculty and administrators for comment (10/95), approved by the Academic Standards Committee (1/96), approved by the Faculty Senate (2/96), and approved by the Board of Trustees (5/96).

The Assessment Plan outlines the process and timeline for identifying appropriate measures for the assessment of these new competencies/outcomes for general education, the implementation of these measures, and the evaluation of their results. Assessment measures were to have been identified for the outcomes of the five core components of general education as well as the components of the special elective category by the end of the Fall 1995 semester.

While the Illinois Articulation Initiative has forced a slight change in direction and, therefore, a slight delay in implementation, the College is moving ahead to implement the assessment of its general education program. Draft general education outcomes statements have been derived from the philosophy statements and were sent to full-time faculty in April 1997 in order to solicit comment and feedback. (See Appendix E.) Once the outcomes statements have been finalized and approved, the Academic Standards Committee will finalize methods to assess these outcomes in an effort to evaluate the degree to which Harper College graduates meet the Colleges outcomes for general education. The Committee expects to complete its selection of assessment measures by the end of the Fall 1997 semester, with implementation anticipated in Spring 1998.

- *Describe specific ways that information gained from assessment will be used to improve student achievement.*

On the most basic level, departmental discussions reviewing and redefining the specific outcomes within each course have been the catalyst for updating curriculum content, ensuring that key concepts are included in all sections by all instructors, and that expectations for students are consistent among all instructors.

Several departments with sequential courses have used the results of assessment to reexamine the order in which content is taught in the sequence and have moved several topics from later courses into earlier ones to provide more time for students to master difficult core concepts. The results of assessment, combined with student feedback, have also been the impetus for developing alternative delivery modes of instruction, including the exploration of CD-ROM tutorial software to supplement classroom instruction. Also, several courses have been linked—establishing co-requisite courses by tying a developmental reading course to a transfer course to help underprepared students with the college-level reading demands of certain courses.

In one case, assessment results in a career program identified a lack of adequate interpersonal communication skills among their graduates—a skill identified as critical. These results helped establish the need for a new course in interpersonal

communications which was subsequently created by the Speech department and has become a recommended course for those in the career program.

Other departments have used the results of assessment to reinforce the need for updated instructional equipment in order to adequately teach the skills expected by those in business and industry.

Reviewer #2

• *Develop plans for assessing each career program, for the A.A. degree, for the A.S. degree, for general education, for workplace training, and for developmental education which includes the following:*

a) identify instruments for assessing different outcomes

Recognizing that no one instrument is sufficiently complex to adequately capture the range of student academic achievement across all disciplines, faculty are utilizing a variety of measures to assess the student learning in their courses. Some of the methods being employed include portfolio assessment, objective tests, essay exams, team projects, performance observations, case study analysis, employer feedback, student presentations, computer simulations, and student self-assessment. Employing multiple measures should enhance the reliability and validity of the assessment results which should, in turn, improve the likelihood that the results will lead to improvement.

b) identify who is responsible for collecting data

The Office of Research assists department faculty in identifying research questions, developing study designs, and collecting the data.

c) identify who is responsible for analyzing the data

The Office of Research assists department faculty in analyzing the survey data, formulating conclusions, and developing strategies for improvement.

d) identify who is responsible for ensuring that the results are acted upon

Division deans oversee the Program Review process at the department and division levels and are charged with the direct responsibility for ensuring that the data is analyzed by the department and that appropriate strategies are developed and implemented by the department. The Assistant to the Vice President for Transfer Programs and the Assistant to the Vice President for Workforce and Professional Development also oversee the Program Review process for transfer and career programs respectively, and are charged with documenting that issues identified during the Program Review process are tracked and resolved.

- *Include standard assessment indicators such as:*
    placement rates
    transfer rates
    academic success at transfer institutions
    employer satisfaction
    graduate satisfaction

These indicators are incorporated into the Program Review process. Career programs utilize follow-up surveys of their graduates to assess levels of satisfaction with their preparation, as well as surveys of employers to solicit feedback regarding their satisfaction with the skills and abilities of Harper graduates. Data is also collected to determine the placement rates of graduates of selected Harper certificate and A.A.S. degree programs. Transfer studies are also conducted to assess how well Harper students perform compared to native students following transfer to four-year colleges and universities. All surveys are conducted on a regular schedule by the Office of Research. Results are provided to each department and an analysis and discussion of the implications is to be included by the department in their Program Review report. Results of these surveys as well as the departments analysis are discussed in meetings with the department faculty, Division Dean, appropriate Assistant to the Vice President of Academic Affairs, and Vice President of Academic Affairs.

Reviewer #3

This reviewer had no specific recommendations.

Chapter 14: Institutional Effectiveness

Background of Institutional Effectiveness at Harper College

The Executive Council convened a group of eight administrators in September 1992 to begin to focus on the assessment of institutional effectiveness at Harper College. The charge of this administrative team was generally stated as examining whether the College's intended goals matched its achieved results. Over the next two years this group reviewed the institutional effectiveness literature, attended a number of conferences which offered sessions on institutional effectiveness, accountability and related topics, and developed a draft document suggesting 16 core indicators of institutional effectiveness that could be used to measure how well Harper College is meeting its mission. Each of the 16 core indicators was accompanied by a one or two sentence description of the means to measure current achievement. Currently available data sources were also suggested and a notation was made where additional data sources needed to be developed. Those original 16 core indicators were:

1. student learning outcomes
2. assessing responsiveness to community needs
3. student goal attainment
4. transfer rate
5. student/client assessment of programs and services
6. evidence of basic skills
7. evidence of critical literacy skills
8. placement rate
9. persistence
10. planning processes
11. employee development and participation
12. institutional participation in community
13. partnerships and resource sharing
14. cost effectiveness
15. information technology literacy skills
16. technological currency of operations

The document was reviewed and discussed by the Faculty Senate, Academic Affairs Council, Student Affairs Administrators Council, and the Executive Council. Following these discussions, the Council for the Coordination of College Committees (4 Cs) asked the Student Success Committee in August 1995 to review and revise the core indicators document. The committee received the core indicators materials in October 1995 and accepted the charge with the caveat that they would review only those indicators which they felt were "student-centered," declining to review "operational" indicators. The committee concluded that original indicators 10, 11, 12, 13, 14, and 16 were operational in nature. The committee subsumed indicators 4 and 8 within indicator 3 and so eliminated these as stand-alone indicators. The Council for the Coordination of College Committees will determine who will be responsible for the final review of the operational indicators.

During the Spring 1997 semester, the Student Success Committee completed work on the eight remaining indicators and created an additional five indicators. The complete list is

identified below. Draft statements on each of the student-centered indicators were sent to the Faculty Senate for comment in May 1997 and were endorsed by that group. Members of the Student Success Committee have asked to present the core indicators they developed to the faculty-at-large at the Fall Faculty Orientation session in August 1997. The indicators have also been forwarded to the Council for the Coordination of College Committees and it, in turn, has forwarded them to the Executive Council for their review and approval.

Student-Centered Indicators

1. assessing responsiveness to community needs
2. College access (new)
3. commitment to diversity (new)
4. demonstration of citizenship skills (new)
5. demonstration of critical literacy skills
6. evidence of basic skills
7. information technology literacy skills
8. persistence
9. recognition of excellence (new)
10. student assessment of programs and services
11. student goal attainment (includes transfer and placement rates)
12. student learning outcomes
13. wellness promotion (new)

Operational Indicators

14. planning processes
15. employee development and participation
16. institutional participation in community
17. partnerships and resource sharing
18. cost effectiveness
19. technological currency of operations

While the institution has yet to officially adopt a set of core indicators of institutional effectiveness, most of the measures and data sources suggested by the Student Success Committee are in place and do provide a measure of how well Harper College is accomplishing its mission. A draft of these indicators is detailed below, along with suggested data sources and any identified concerns related to the indicators or their implementation.

ASSESSING RESPONSIVENESS TO COMMUNITY NEEDS

Parameters:

While no single statistic currently meets the intent of this indicator, the needs of the community at large must be identified as they relate to the College. The level at which Harper satisfies those needs would determine the College's responsiveness to the community.

Data Sources:

- Mail and telephone surveys to residents of District 512 designed to collect information regarding both current and previous educational and service needs as well as the amount of contact and degree of satisfaction with Harper College as a whole. The Community Assessment Program (CAP) conducted by the College Board for Harper College in the Spring 1996 is the most recent example of a broad-based community survey to identify demand in the adult learning market in the geographical area surrounding the College.

- Surveys and/or focus groups with targeted organizations, citizens groups, high schools and employers to determine their needs, expectations and current level of satisfaction.

- Periodic evaluations administered to College-sponsored program and event participants to assess the expectations as well as the level of satisfaction with those programs and events.

Concerns:

- Perceived needs of the community may not be consistent with the Harper College Mission Statement.

- Community surveys must be an ongoing process, continually updated and revisited.

- Does the time required to enact changes prohibit effective response to current community needs?

- What will be the method of evaluating the College's response to community needs?

Comments:

- The Weekend College Supervisor currently sends a survey to people who have completed Weekend College. While much of it is informational, several questions seem to address this core indicator more specifically.

- The Office of Planning and Research has done a number of surveys which directly relate to this core indicator. Businesses were surveyed to see which foreign language they needed Harper to teach. This survey resulted in the addition of Japanese courses to the College curriculum. A similar survey was responsible for the current format of our Insurance program.

COLLEGE ACCESS

Parameters:

The level of access to programs and services. Includes ease of use of physical facilities as well as user-friendliness of policies and procedures.

Data Sources:

- ADA compliance report
- Conduct a survey of Student Satisfaction with Services
- Evaluate ease of registration process
- Program Reviews from Registrar and other appropriate departments

Concerns:

- Changes in federal and state laws must continually be examined in order for this core indicator to remain current.

COMMITMENT TO DIVERSITY

Parameters:

No single statistic satisfies the intent of this indicator. Demonstrating a commitment to diversity is complex. Assessing College commitment requires a multiplicity of campus methods which can focus upon affirmative action policies, minority recruitment practices, educational and support programs as well as multicultural curriculum integration. Commitment should be demonstrable through an increase in diversity among faculty, administration, staff and students. Additionally, such commitment should be evidenced in campus programming and curricular offerings.

Data Sources:

- Periodic surveys to ascertain minority student and staff assessment of the campus climate.
- Comparative data indicating progress made in the recruitment (enrollment) of minority students over a five-year period.
- Comparative data indicating progress made in the recruitment and hiring of minority faculty, administrators, and staff over a five-year period.
- Availability of and attendance at educational programs related to cross-cultural topics for faculty, administrators, staff and students.
- Documentation of an expansion of multicultural and international course offerings as well as multiculturally integrated courses.

Concerns:

None.

DEMONSTRATION OF CITIZENSHIP SKILLS

Parameters:

Citizenship is a complex attribute that requires the use of multiple evidence-gathering techniques to assess adequately and requires an institution-wide process to ensure that its development and assessment are included in instructional delivery.

Suggested definition: The quality of an individual's response to membership in a community (*Webster's Dictionary*)

Data Sources:

- Survey faculty to determine the existence of course requirements that may provide students with the opportunity to participate in citizenship activities, such as volunteer work, participation in political campaigns, leadership exercises, and group problem-solving activities.
- Identify the comprehensive group of extracurricular activities for students offered by the College and assess the level of participation in those activities that relate to the development of citizenship skills.
- Survey students and/or alumni to determine the impact or perceived value of exposure to citizenship activities while at the College.

Concerns:

- Citizenship skills and activities are difficult to define and the level of participation is difficult to assess.
- It is difficult to determine how or when within a continuum of lifelong learning students or alumni might have developed their interest in and commitment to citizenship activities.

DEMONSTRATION OF CRITICAL LITERACY SKILLS

Parameters:

Critical thinking entails serious probing, questioning, and analysis in an atmosphere of active student learning through dialogue, interchange, and problem solving. The use of critical thinking and critical literacy skills has been shown to contribute to student success. There is a need to ensure that such skills are taught throughout the curriculum in both transfer and occupation-related courses so that the student will be able to demonstrate evidence of ability to utilize critical thinking.

Data Sources:

- The number of courses that utilize critical literacy skills, such as specially designed exercises that require students to assimilate a variety of material, interpret its significance, and prioritize it for action. Exercises of this kind are included in the curriculum and are a part of many applied programs.
- The number of courses that have critical literacy skills as an outcome in course objectives.

- The number of faculty attending Critical Literacy seminars and workshops to be trained in techniques for integrating critical literacy into the curriculum.

Concerns:

- The inclusion of such methods in the curriculum does not ensure the students' ability to think critically.

EVIDENCE OF BASIC SKILLS

Parameters:

Basic skills include communication skills (reading, writing, listening, speaking) as well as numeracy skills. The desired level of achievement for these skills is dependent upon the individual programs and their identified outcomes. Basic skills for students are related to the nature of the tasks students will be facing in the community and on the job. Measures should be obtained from a variety of groups of students, including those in transfer courses, vocational/technical courses, remedial courses, and adult basic educational development courses.

Data Sources:

- GPAs of students with more than 12 cumulative hours of credit.
- Third semester GPAs of remedial students.
- Pass rates of Harper students who take the *Test of General Educational Development (GED)*.
- Scores on the *Tests of Adult Basic Education*.
- Measurements of student outcomes as reported by individual programs.

Concerns:

- GPA may not be reflective of a student's basic skill level; it depends on courses taken.
- Lack of uniform definition regarding basic skills due to comprehensive nature of programs at Harper

Comments:

- Scores on Harper's placement exams and ACT scores will be used for initial assessment of student needs and for program development.

INFORMATION TECHNOLOGY LITERACY SKILLS

Parameters:

Information Technology Literacy is a difficult concept to define primarily due to the rapid changes that occur within this field. Also, experts often fail to agree to a commonly held definition due to their own interpretations and biases.

Here at Harper it has been suggested that the measure include the proportion of a student group that graduated with a degree or certificate of 24 hours or more in a given time frame and consequently transferred to another college or entered the workforce possessing sufficient skills in the use of information technology.

Data Sources:

- Questionnaire administered to former students to determine whether additional training in informational technology was required once the college/workforce was entered and to what extent.
- The number of Harper courses that have infused information technology into their course design.
- Student access to computer labs (availability of labs and student usage data).
- Information Technology Proficiency may also be assessed (within appropriate areas) as an additional requirement for graduation.

Concerns:

- Lack of uniform definition regarding the nature of information technology literacy coupled with the rapid changes that occur in this field.

PERSISTENCE

Parameters:

- Percentage of an identified fall term entering community college student cohort that is still enrolled in the following fall term and has not completed a degree or certificate, reported each year from entry to exit.
- Percentage of students who officially withdraw from all courses during a given semester.
- Percentage of students who withdraw from at least one course.
- Percentage of students who withdraw from at least one course sorted according to discipline.
- Percentage of the identified student cohort who have completed a degree or certificate or successfully transferred.

Data Sources:

A continuously updated longitudinal database that tracks an entering community college student cohort from entry to exit using:

*   Course enrollment.
*   Total enrollment withdrawal.
*   Degrees and certificates awarded.
*   Surveys of students: withdrawn and currently enrolled, including reasons for and dates of withdrawal.
*   Follow-up transcript requests.
*   Number who transfer.

Concerns:

*   Ability to collect and analyze the necessary data.

RECOGNITION OF EXCELLENCE

Parameters:

Acknowledgment of the institution, its programs, and its students is a method used to evaluate the institution. It provides a means to determine if the College is meeting the needs of its students.

Data Sources:

*   Letters sent to Office of Community Relations.
*   Media coverage of student achievement.
*   Student awards and scholarships.
*   College awards received from state higher education associations such as the Illinois Community College Board, Illinois Board of Higher Education, Illinois Council of Community College Administrators, and Illinois Community College Trustees Association.
*   College Awards received from national higher education associations such as the American Association of Community Colleges, National Council of Instructional Administrators, National Association for Student Personnel Administrators, and the National Council for Marketing and Public Relations.
*   College awards received from local business, industry, and civic organizations.
*   List of competitive grants received from national foundations and agencies such as the National Science Foundation, National Endowment for the Humanities, and U.S Departments of Labor and Education.

Concerns:

*   Definition of excellence.

STUDENT ASSESSMENT OF PROGRAMS AND SERVICES

Parameters:

To determine the level to which programs and services meet student needs, Harper will:
  a) acknowledge the array of different types of students that it serves; and
  b) examine the volume of programs, services and activities provided; and
  c) determine the appropriateness of those programs and services; and
  d) the number of students participating in those programs and services.

Data Sources:

- Program Review data
- Unit Planning data
- Student satisfaction gathered at point of services regarding satisfaction with:
    a) Program quality
    b) Facilities/equipment
    c) Access to programs and services
    d) Responsiveness of College personnel
- Focus group interviews of student satisfaction with programs and services
- Internal surveys of services and programs
- Benchmarking data

Concerns:

- Availability of benchmark data
- Trained personnel to conduct and report on focus groups

STUDENT GOAL ATTAINMENT

Parameters:

The proportion of students who on leaving Harper College report that their original goal in attending (or subsequent goal decided on while enrolled) has been met.

Data Sources:

- Students write original goal on Harper application.
- Exit interview taken at time of withdrawal from a course.
- Exit interview taken when student fails to re-enroll.
- Degrees or certificates awarded.
- Career program job placement studies.
- Transfer studies.
- · Follow-up surveys of graduates.

Concerns:

- Response rates on exit interviews may be low.
- Task may be too large if entire student body is tracked.

STUDENT LEARNING OUTCOMES

Parameters:

The College's outcomes assessment program measures the degree to which students learn and grow from academic offerings inside the classroom and from Student Affairs services outside the classroom. Assessment takes place at the course level, at the program level, and the assessment of general education. In Student Affairs, student learning is assessed with respect to development in four areas (interpersonal, intellectual, intrapersonal, and life management). In all cases, we ask the question, "Are we achieving the stated goals of a course, program, or service?"

Data Sources:

- Individual assessments by department of student outcomes within courses, programs, and services.
- As a part of Program Review, programs discuss student outcomes by describing measures used to assess the degree to which students achieve these outcomes, and by documenting steps taken to address any identified deficiencies.
- Qualitative research such as the Student Development Qualitative Sort Project.
- Quantitative research of courses, programs, and services.

Concerns:

- A key issue is how to collect and analyze data at the department level and at the general education level.
- When analyzing academic programs, the faculty of that program should consider how a series of courses contributes to the desired outcome of the entire program. For example, how do general education requirements contribute to the desired skills to be acquired by graduates of a particular A.A.S. program? Or how does a set of courses in a particular major contribute to the desired skills of a program graduate?

WELLNESS PROMOTION

Parameters:

The proportion of the Harper Community being served by and participating in designated Wellness Programs.

Data Sources:

- Health Services annual survey of employees.
- Number of employees actively involved in the employee wellness program.

- Number of participants at the annual Wellness Week activities.
- Number of those attending Wellness seminars.
- Wellness directory of offerings.
- Drug/Alcohol Core Survey.
- Student Development Divisional Wellness Committee (as a source for student needs and participation)
- Selected Student Activities offerings.

Concerns:

- Participation in programs does not necessarily equal compliance with philosophy.
- There needs to be an increase in the number of data sources which track student participation in wellness programs.

Future Directions / Next Steps

As was previously mentioned, members of the Student Success Committee have asked to present the core indicators they developed to the faculty at large at the Fall Faculty Orientation session in August 1997. The indicators have also been forwarded to the Council for the Coordination of College Committees for their review. The Deans Council and the Executive Council will also review the Student Success Committees recommendations. Once they have approved the indicators, the Executive Council will take steps to ensure their implementation.

The six indicators which the Student Success Committee identified as more operational need to undergo a review process similar to that utilized by the Student Success Committee. The Council for the Coordination of College Committees (4Cs) will determine the appropriate forum for this review during the Fall 1997 semester. However, numerous data sources do currently exist which relate to these operational indicators. Several of these are outlined below:

PLANNING PROCESSES

Data Sources:

- Preferred Future document.
- Identification of institutional planning retreats and workshops held such as the Priorities Workshops held in May and November of 1996.
- Identification of divisional and departmental planning retreats and workshops such as the annual Math Department retreat and the annual Academic Affairs Council retreat.
- Harper College Planning Digest.
- Unit Planning database.
- Long-Term Space Plan.
- Technology Plan.
- Program Review process.

EMPLOYEE DEVELOPMENT AND PARTICIPATION

Data Sources:

- Annual activities sponsored by the Employee Development Committee and participation counts.
- Annual activities sponsored by the Faculty Development Committee and participation counts.
- List of training seminars and workshops offered to employees through Information Systems/ User Services and participation counts.
- Description of contractual employee development benefits and details of how professional development dollars were utilized.
- Adjunct Faculty Development Seminar series.
- Brown Bag seminars.
- New Employee Orientation sessions.
- Wellness Program offerings and activities.

INSTITUTIONAL PARTICIPATION IN COMMUNITY

Data Sources:

- Representation by the College on community business, civic, and educational boards and committees.
- College sponsorship of community service activities and programs such as Project TEAM and the Psychology department mentoring project.
- Harper College Speakers Bureau.

PARTNERSHIPS AND RESOURCE SHARING

Data Sources:

- Participation in consortia such as the North Suburban Higher Education Consortium, Fox Valley Educational Alliance, and the Northwest Suburban Education to Careers System.
- Career Advisory Committees.
- High School Shared Course Program.
- Community Recreation Program.
- Contractual agreements for the rental or use of College facilities.

COST EFFECTIVENESS

Data Sources:

- Operational Analysis data.
- Program Review data.
- Annual Illinois Board of Higher Education (IBHE) Priorities, Quality and Productivity (PQP) Report .
- Annual Illinois Community College Board (ICCB) Unit Cost Report.
- Annual College Audit.

TECHNOLOGICAL CURRENCY OF OPERATIONS

Data Sources:

- Technology Plan for ongoing replacement and upgrading of instructional and administrative technology.
- Inventory of campus hardware and software.

Part IV

Response to Previous
North Central Association Evaluation

Chapter 15: Response to 1987 North Central Association *Report of a Visit*

The most recent comprehensive evaluation of Harper College by the Commission on Institutions of Higher Education, North Central Association of Colleges and Schools was conducted in 1987. As part of that evaluation, Harper was visited by an six-member evaluation team October 19–21, 1987. The *Report of a Visit* contained the team's findings relating to the Criteria for Accreditation of the Commission on Institutions of Higher Education. The *Report* summarized the visiting team's evaluation of Harper's strengths and concerns. In addition, Part II of the *Report* made suggestions to assist Harper College.

Strengths noted by the 1987 Visiting Team

Based on the North Central Association Criteria for Accreditation, the 1987 NCA visiting team identified thirty-five strengths of Harper College (*Report of a Visit*, 1987, pp. 24–27). Harper has attempted to capitalize and build upon the strengths identified in 1987.

1. *The Self Study was well-written, comprehensive, and an excellent document to work with.*

2. *The cooperation between all elements of the College in the successful effort to pass the millage, in 1985, was exemplary.*

3. *The mission is well-defined and is being fulfilled.*

4. *General Education requirements and the Associate's Degree requirements are well-defined.*

5. *The process for developing the new General Education requirements took a great deal of effort, and we commend this accomplishment.*

6. *The College has a well-run, effective Public Relations Office.*

7. *The cable TV programs produced by the staff provide good publicity for the College.*

8. *Several exemplary programs have been developed by the Continuing Education Division.*

9. *The new Council of Deans on Continuing Education has improved communication and coordination among the divisions.*

10. *Enrollment in Continuing Education has increased, as services to business and the community have grown.*

11. *The Friends of Harper organization has become active in supporting the College.*

12. *There is a demonstrated involvement of all elements of the College in a dynamic planning process.*

13. *The quality of the arts and science programs remains high and reflects the College's commitment to its transfer function.*

14. *Harper students experience virtually no problems at four-year institutions in the State of Illinois.*

15. *The advanced standing agreements with the high schools in some areas, in electronics for example, are a plus for students.*

16. *With the passage of the new millage in 1985, the College is in good financial condition. The sale of the second site has enabled the College to provide funds for future needs. The working cash fund that resulted from the sale of almost ten million dollars worth of bonds has provided a new source of revenue for the College.*

17. *A capable, dedicated Board of Trustees, under good leadership, gives strong support to the College and its programs.*

18. *Although it may take a long time, the participative management structure through committees is working well and is well-liked by the faculty and administration. Recommendations of the committees are worked out with top administration and implemented.*

19. *There is a good relationship between the faculty and the administration.*

20. *The Classified personnel have a good relationship with faculty, administration, and the Board, and speak highly of their working relationships with them.*

21. *The Development Office, the Foundation, and the Alumni Association all contribute to the College.*

22. *Faculty and administrators have good staff development support and activities.*

23. *Full-time faculty participate in appointments of other faculty, and there are detailed credentials for full-time and part-time faculty.*

24. *There is a faculty evaluation system in place and functioning.*

25. *A Wellness Program for faculty and staff is in place and functioning quite well.*

26. *A new facilities planning document has been developed to address both interior and exterior long-range facilities needs.*

27. *The maintenance staff, security staff, guards and others take good care of the campus, and a safety system is in place for fire and emergencies.*

28. *The Student Services Program is comprehensive; the program oversees the diverse needs of the students.*

29. *Students are quickly serviced, and the Student Services staff is responsive to them; the department has a reputation of caring about students.*

30. *Student Development staff have expanded their services to include family counseling, career planning, and educational planning.*

31. Telephone registration for returning students is working well.

32. Student Activities are well-funded, and there is an excellent program.

33. Many programs in the career area are exemplary and require selective admittance.

34. The curriculum is rigorous, and the graduates are finding suitable placement.

35. The career, liberal arts and science programs have faculty who are highly motivated and dedicated to providing quality instruction and program excellence.

Harper's Response to Concerns Expressed by the 1987 Visiting Team

The Commission on Institutions of Higher Education evaluation team identified fourteen concerns relating to the Criteria for Accreditation (*Report of a Visit*, 1987, pp. 27–28).

1. Career education enrollments are down, reflecting a national trend.

Evolving technology and the changing global economy have directly impacted the career programs at Harper. The job market is shifting from a manufacturing age to an information age. Harper has responded with programs such as school-to-work initiatives and tech prep programs. The shift in the job market has resulted in a shift in College career program enrollments—some have decreased, some have increased and some have remained level. Harper has employed a variety of strategies to maintain enrollments:

- Targeted marketing
- Keeping the curriculum up-to-date and meeting the needs of the student
- Learner-friendly, flexible scheduling
- Responding to the demands of particular industries
- Re-engineering the curriculum to meet the needs of specialized fields
- Improving quality by reevaluating current programs and developing new programs and certificates as needed
- Efforts to acquire appropriate instructional technology

Some program coordinators have voiced concern that a cause of decreasing enrollment is the increasing number of competing programs and agencies in the area. Another concern is that there is internal competition among credit, continuing education, and customized training.

2. There is concern about so many part-time faculty in selected areas.

Many departments have favorable ratios of full-time to adjunct faculty. The ratio of full-time to adjunct faculty continues to be a concern when it is out of proportion for the particular departments. Data reporting the actual hours taught by adjunct and full-time faculty display the variations from one division to another. (See Figure 4-5.) The January 1996 "Super Survey" of employees revealed the perception that the numbers of faculty in Adult Educational Development and English as a Second Language are "adequate." However, hard data reveals those departments have the highest ratios of adjunct (70%) to full-time faculty (30%) on campus. College-wide, adjunct faculty taught 53.5% of credit contact hours while full-time faculty taught 46.5% in 1995–96.

3. There is need to complement the current career programs with short-duration programs which provide skilled training.

There has been a steady increase in the number of Certificate Programs offered at Harper College. The Certificate Programs are sequences of courses that require 7–23 credits for completion. Courses in the Certificate Programs are offered in the evening as well as during the day and as part of the Weekend College offerings. Most courses that apply toward a certificate are also applicable toward an associate degree. The 1996–97 *Catalog* lists 85 different Certificate Programs that are currently available at Harper College. It is anticipated that there will be a continued emphasis on the addition of appropriate certificate programs.

In addition, the Corporate Services Division offers short-term training that responds to the needs of students and businesses for skill training. There are comprehensive offerings that range from basic skills and English as a Second Language to career offerings and degree credit transfer curricula. There are also short-term continuing education courses which respond to specific needs for skilled training.

4. There is need to devise a plan to systematically acquire capital equipment, particularly for the capital-intensive tech programs.

The Harper College Technology Plan for Quality Teaching and Learning was the result of two years of effort by representatives of the College community. The Technology Plan is a strategic plan primarily for obtaining computers and computer technology. The Tech Plan is founded on the principles of the Preferred Future for the College and presents strategies for attaining the goal of state-of-the-art technology. Implementation of the four-year Tech Plan began in Fall 1995. Comments made in the January 1996 "Super Survey" of employees indicated a lack of instructional technology and presentation systems available in the classrooms. Beginning in Fall 1996, the College began addressing many of these technology equipment needs.

The College has engaged in Unit Planning to identify departmental needs. Unit Planning is still in its infancy and it is unclear how requests for capital equipment made via a Unit Plan are prioritized at the institutional level. The need to devise a plan to systematically acquire non-computer capital equipment still exists.

5. Exterior and interior renovation is long overdue.

The College has extensively remodeled Building F (Learning Resources Center and Academic Enrichment and Language Studies Division), Building V (Park Management Program and greenhouse), and much of Building I (computer MegaLab). Figure 4-10 lists major construction and renovation projects completed in the past ten years. Significant renovation of the Northeast Center is scheduled for Summer 1997. On the main campus, Building E is scheduled for renovation in spring 1998. Several of the original buildings constructed in 1969 are in need of renovation. The Space Plan Task Force is currently formulating a long-range Space Plan which should address those and other needs.

6. *The L.R.C. Building is extremely crowded, and the College needs additional space for liberal arts classes and for the speech and theater programs.*

The 1994 construction of Building L (Liberal Arts Division) and the renovation of Building F (LRC and Academic Enrichment and Language Studies Division) have addressed this concern quite well. The LRC and AE/LS Division have gained additional space. New 3-dimensional art instructional space was created as was a Studio Theater.

7. *There is need for more space in the Day Care and Early Childhood Center, for Continuing Education offices, and for Special Programs.*

There was an expansion of the Early Childhood Center at the Northeast Center but there is still a lack of space on the main campus. The College studied possible expansion of the main campus Early Childhood Center and decided not to expand in order to avoid unfair competition with area child care businesses.

Significant progress has been made in the area formerly known as Special Programs and Services, now know as the Academic Enrichment and Language Studies Division. The Writing Center, Tutoring Center, and Success Services moved to newly remodeled areas on the third floor of Building F in 1994. Since the 1987 NCA visit, Services for Students with Disabilities moved into a remodeled area in Building D. The Women's Program is in a very constrained space in Building P. A new area of service, the Department of Multicultural Affairs, also experiences space problems.

With the decentralization of continuing education, CE coordinators are housed in division offices. The new Assistant to the Vice President for Continuing Education and Special Projects has an office and staff in Building C.

8. *Because of decentralization of the Continuing Education function it is difficult to market the programs.*

The Workforce and Professional Development Division has hired a marketing assistant to aid in marketing the division's programs. The College's Workforce ESL/Basic Skills brochure recently won a Gold award from the National Council of Marketing and Public Relations. The Trainer Showcase recently held by Corporate Services has been nominated for a state workforce development award. The Workforce and Professional Development Division has expanded its marketing activities to include ISO-9000 breakfasts, bankers' exchanges, entrepreneurs' conferences, trade show exhibits, targeted mailings, association presentations and strategic partnerships with client organizations.

While improvements have been made, more efforts need to be made to develop both targeted and general marketing data. This concern speaks to a College-wide problem rather than an issue related to the decentralization of CE. There is a the lack of marketing expertise within the College to assist credit and continuing education program areas. Program coordinators have had to develop individual marketing strategies while working within the auxiliary budget, cost-recovery framework. There is a need to target students more and focus on the College's approach to the CE market.

The Continuing Education Forum has approved the concept of hiring a part-time marketing expert to help with its marketing efforts. Due to the backlog and demands placed on Harper's Publications and Communication Services, and to the need to have "just-in-time"

marketing pieces for continuing education, outside marketing consultants are often utilized when a quick turnaround is required.

The CE Forum has established a Marketing Subcommittee. The Subcommittee is currently focusing on the newsprint CE course schedule, with special attention to the color, texture, themes, and design of the schedule. The Subcommittee, along with the newly-created position of Assistant to the Vice President of Academic Affairs for Continuing Education and Special Projects, will address other marketing strategies as well.

9. *Twenty-three hours of teaching a year are possible for part-time faculty members.*

Board policy states that full-time faculty teach 24 or more hours per year. The vast majority (approximately 90%) of full-time faculty teach 30 hours per year. Adjunct faculty may teach up to 23 hours per year.

10. *The College's Affirmative Action/Equal Opportunity Plan is more than twelve years old, and there is an apparent lapse of awareness of the plan.*

The twelve-year-old plan referred to in the 1987 Report of a Visit was reviewed and revised. The Board of Trustees adopted the new Equal Employment Opportunity and Affirmative Action Program on May 28, 1992. Of the 41 full-time faculty members hired since January 1994, nine were self-identified as candidates of diversity.

The Affirmative Action Committee believes that the Equal Opportunity and Affirmative Action Program of the College needs to be continuously reviewed and updated. The Committee is particularly concerned about the lack of a well-defined Discrimination Complaint Procedure for all employees and students. Such a procedure is currently under development.

The following issues will be addressed by the Committee:

* The recruitment, hiring, and *retention* of minorities within all employee groups
* The *establishment* of a Discrimination Complaint Procedure
* The incorporation of Affirmative Action and Equal Employment Opportunity principles as *core values* in the operations of the College

11. *The concern in the Self Study that adult education and remedial instruction are not as fully supported by full-time faculty as are other principal programs and services was confirmed; such programs are intimately related to the emerging assessment program.*

The concern in the 1987 *Self Study* and the 1987 *Report of a Visit* referred to a perceived lack of support and respect for adult education and remedial instruction programs by other full-time faculty at Harper. In 1987, the College Mission Statement referenced three components of Harper's primary mission: "to provide...a comprehensive post secondary education which includes transfer, career and continuing education programs." The 1987 Self-Study called for "a continuous, systematic monitoring of the College's mission and objectives. There is some feeling that Harper makes very positive efforts in certain areas of endeavor with respect to the larger mission and objectives of the College. A notable example of this resides in the positive efforts that the College has made to provide remedial/preparatory activities despite the absence of an explicit statement of commitment to such activities in the College's mission and objectives" (1987 *Self-Study*, page 19).

Today, the College's primary mission is acknowledged to have four components: transfer, career, developmental, and continuing education programs. The support for developmental/remedial programs is exemplified by Harper College Objective #5: "to provide adult education and remedial instruction."

Hiring trends since 1987 reflect the increased role of adult education and remedial programs at Harper College. (See item #13 below.) The College has also greatly expanded the space available for adult education and remedial programs. In 1994, these programs and the rest of the Academic Enrichment and Language Studies Division (AE/LS) moved into larger, totally renovated space on the third floor of Building F.

12. Neither Bulletin *nor the* Student Handbook *contain the information that full-time students are required to be academically assessed; full-time students do not know this until they have applied to the College.*

The full-time student academic assessment policy is now accurately and completely stated in the College *Catalog* (Bulletin) as well as the *Student Handbook/Datebook.* In addition, the instructions for new students, including academic assessment requirements, are provided in the newsprint course schedule mailed to all district residents in advance of the start of each semester.

13. The need for full-time faculty in Special Programs should be a high priority.

Today the Special Programs and Services Division is titled the Division of Academic Enrichment and Language Studies (AE/LS) and includes the departments of Adult Educational Development (AED), English as a Second Language (ESL), Linguistics, Faculty Development, Learning Achievement Program (formerly known as Learning Assistance Center), Sign Language Studies, Sign Language Interpreting Program, and the Tutoring and Writing Centers.

Since the 1987 North Central *Report*, the College has created nineteen additional full-time positions in the former Special Programs and Services Division. Six additional full-time positions in Adult Educational Development department have been created—three of the six positions serve Basic Skills/Pre-GED/GED students, and three serve Nonnative Literacy students. Four additional full-time faculty have been hired since 1987 in the Learning Achievement Program to provide instruction on learning strategies and remedial reading. There has been one additional full-time faculty member added to the Department of Sign Language Studies and Sign Language Interpreting Program. Five full-time faculty positions have been added in the English as a Second Language/Linguistics Department. The Math Lab (Technology, Mathematics, and Physical Science Division) also provides remedial instruction; since 1987 three staff positions in the Math Lab have been converted into full-time faculty positions.

The College is enrolling more academically underprepared students as well as students from linguistically diverse backgrounds. There are still unmet needs for full-time faculty and staff in developmental/remedial areas such as English as a Second Language/Linguistics, the Learning Achievement Program (for reading instruction), the Mathematics Lab, the Student Development Division (especially the Assessment Center), and the Learning Resources Center. Additional full-time staff is needed in the AED Department for assessment, placement, advising and registration of students at the main campus, the Northeast Center, and the two neighborhood literacy centers. Despite increases in enrollment, the number of permanent staff in AED has declined since 1987.

14. There is a need for additional "low-tech" career programs.

The College career programs reflect the needs of the business community for qualified employees who have a high level of technical skills. Full-time students and those wishing to enroll in English and mathematics curricula are assessed and appropriately placed according to skill level. Underprepared students are assisted in developing their academic skills in order to be successful in career programs. There are many credit and continuing education programs that a student might choose. Among these are food service, office careers, and electronics. In addition, there are options of the automation program, building wiring, hotel management, and certified nursing assistant programs which are appropriate for those students interested in "low-tech" career programs. The Park and Grounds Management/Plant Science Technology programs have developed eleven new certificate programs where students can develop specific skills. An A.A.S. degree and six certificate programs are offered in Early Childhood Education. There are also continuing education offerings, such as machine tool set-up, which address this need for training.

Harper's Response to Advice and Suggestions from the 1987 Visiting Team

The NCA visiting team offered Harper College a list of nine suggestions (*Report of a Visit*, 1987, pp. 28–29). The suggestions were described as "advisory in nature, and Harper College is free to accept or reject them as they deem appropriate."

1. Consider expansion of the assessment programs to include the measurement of learning outcomes.

The entire Student Affairs area has developed a model of institutional effectiveness and student learning outcomes that focuses on four key components or areas of measurement. These include: three measures of institutional effectiveness—Access, Student Success and Quality of Services—and one broad measure of student learning outcomes—the developmental dimensions of interpersonal growth, intrapersonal growth, intellectual growth and life management skills. Since the last NCA visit, staff within Student Affairs have refined these measures and begun a process of writing goals and outcomes in terms of them. Each year various measurements are done to assess effectiveness in these key areas.

Currently faculty are developing ways to record and assess effectiveness/outcomes. Goals and outcomes are assessed and data is collected for use in immediate and long-term action planning. A great deal of training has been done with faculty in understanding how to write measurable outcomes and in learning how to apply principles of Total Quality Improvement to the College's measurement needs. Numerous efforts are underway in a variety of departments.

The Learning Resource Center and Learning Achievement Program (formerly Learning Assistance Center) are also assessing changes in student satisfaction and behavior based on participation in their programs and services.

All transfer departments and career programs are writing student learning outcomes for each course. A variety of tools are used to assess how well students achieve those outcomes: course exams (including departmental exams), clinic demonstrations, internship oversight, oral presentations, written reports, portfolios, journals, interviews, lab reports, computer programs, group projects and reports, field study projects, and internal and external evaluation of co-op students.

Chapters 12, 13 and 14 provide further details of Harper's assessment programs.

2. *Develop a rationale, including a philosophy statement and program objectives, for the general education programs for associate degrees.*

The Academic Standards Committee revised the overall General Education philosophy statement and developed philosophy statements and program objectives for the five areas of the General Education Core Curriculum. See Chapter 7 and Appendices D and E.

3. *Establish a general education program for all certificate programs, including rationale and program objectives.*

Most Harper College Career Certificate Programs, which are short-term, skill-building opportunities, do not have general education components unless they are specific to the needs of that Certificate. These curricula include a limited number of credit hours, which are usually filled by program-specific requirements. When courses outside the certificate field are included, they tend to be service courses related to the field (e.g., Technical Writing). Most Certificate Program courses can easily be applied to an associate degree.

4. *Be vigilant over the effective relationships established among the Board, faculty, and administration.*

Efforts have been made to promote a positive relationship between the Board, administration, and faculty. These efforts include win/win faculty contract negotiations training (1992), faculty/administrative retreat with an external facilitator (1993), faculty/Deans' Council retreat with an outside facilitator (1994), monthly meetings between Faculty Senate Executive Committee and the Deans' Council (1995–present), new faculty reception with administrators and Board members each fall semester, Faculty Senate-sponsored luncheon with faculty, administrators and Board members each spring, informal receptions between the Faculty Senate and Board members, and the 4Cs' coordination of the College-wide committees.

Despite these efforts, there is a strong undercurrent threatening to seriously damage the relationships between faculty, administrators, and the Board. Communication and collegial relationships have diminished within some areas of the College.

It should be noted that the 1987 NCA suggestion excluded staff and their relationship with the Board, administration and faculty. Staff have recently been invited to participate in some activities by the Faculty Senate, Board, and administration. Staff played an active role in conducting this Self-Study of the College. The faculty, administration, and Board need to continue to increase efforts to include staff so an important voice is heard on campus.

5. *Initiate a collection program to promote the disposal of the small quantities of hazardous waste materials in a more acceptable manner, even though not mandated by the State of Illinois regulations.*

There is now a collection program for hazardous waste materials, but it is not yet College-wide. However, Federal regulations require Harper to go well beyond a hazardous waste disposal plan. The College is required to develop and implement a Chemical Hygiene Plan to provide a safe learning and working environment for students and employees. The Plan must provide for safe storage, handling, and disposal of chemicals and must include appropriate training of College employees. An administrative committee that included faculty participation proposed a Chemical Hygiene Plan in 1996. The proposal is currently under review by the College.

6. *Students believe that the College should improve the image it has in the community since it is actually such a high quality institution; the College may want to develop a plan to accomplish this.*

This is a consistent challenge faced by the staff in the Admissions Outreach office as well as other College offices. The community perception of the College is gradually changing. Efforts exist, in areas such as the Development Office, to improve and address the community perception of the College.

In a 1996 Community Assessment Program (CAP) survey conducted by The College Board, 95 percent of credit adult (age 25 and over) students surveyed said they felt they knew Harper well enough to rate it and 58 percent of credit adult students preferred Harper for their future study; only 9 percent of surveyed adults preferred the second most preferred institution. They rated Harper at 4.3 on a 5.0 scale; Harper's rating was substantially better than the good ratings received by Harper's strongest competitors. Clearly, some progress is being made in improving the College's image in the adult community.

Perceptions about Harper within the district high schools warrant specific mention, as over the past several years considerable progress has been made in this area. High school counselors have reported that they have noticed considerable positive change in their students' attitudes about the College. Much of this change may be attributable to the innovative marketing that the Admissions Outreach Office has implemented with the high schools.

In the 1996 CAP survey, 67 percent of various community business and industry organizations surveyed were "very familiar" or "somewhat familiar" with Harper College. A higher percentage, 85 percent, of organization officials felt qualified to rate Harper as a place to study. Harper's quality rating in the eyes of these organization officials is slightly above average—a 3.6 on a 5-point scale—placing Harper in the middle of the six ranked colleges. There is still considerable work to be done by Harper in making the College's credit courses and degree programs as well as its customized corporate training programs known to business and industry organizations in the geographic area.

7. *Faculty could benefit from more assistance in seeking out grants that would benefit the College.*

The Development Office has hired additional staff and is seeking ways to help faculty secure both private and public grants.

8. *There is a feeling on the part of the NCA team that there is an invisible "ceiling" placed on the Continuing Education Division's ability to create more programs and to generate more FTE. It may be well worth considering a separate "stand alone" Continuing Education brochure to be mailed separately. Continuing Education is designed for a separate audience with classes starting at different times from many of the regular transfer programs. A separate publication designed to attract adults would not only make it easier for Continuing Education students to become aware of the total offerings, but would provide specific information on "streamlined" enrollment procedures. A separate publication mailed independently may cost more, but it is believed that it would attract many more students. If the College wants to lift the "invisible ceiling," it could use this suggestion to increase its enrollment.*

The College now publishes a separate newsprint schedule of continuing education offerings. The CE newsprint course schedule is mailed to all district residents at appropriate times throughout the year.

9. *There are good evening services for students; however, there is no evening administrator on duty.*

The College continues to offer good evening services for students. In a Community Assessment Program (CAP) survey of 351 adults (age 25 and over) who have taken a college course in the past five years conducted in 1996 by the College Board Office of Adult Learning Services, one of the two time blocks reported as the most convenient during which to obtain services was from 5:00 p.m. until 9:00 p.m. Services are currently offered during this time block, including all of those services reported to be most used by the adult students. Staffing levels must be maintained during the evening hours to meet the needs of the students. It does not appear, however, that an administrator needs to be on duty during the evening. A well-established communication system is in place—if an administrator is needed, she or he will be contacted. On appropriate selected evenings, administrators are on duty. Finally, Public Safety is available at all hours and Health Services is staffed until 8:00 p.m. Monday through Thursday and until 4:30 p.m. on Friday in case of an emergency.

Part V

Federal Compliance

Chapter 16: Compliance with the Higher Education Reauthorization Act

The Commission on Institutions of Higher Education, North Central Association of Colleges and Schools requires affiliated institutions to comply with the Title IV requirements of the Higher Education Reauthorization Act as amended in 1992.

Program Participation Agreement

William Rainey Harper College submitted a recertification application to continue to participate in federal student financial aid programs on June 25, 1996. This application covered the College's eligibility to participate in each of the following Title IV, Higher Education Reauthorization Act programs:

- Federal Pell Grant Program
- Federal Family Education Loan Program
- Federal Supplemental Educational Opportunity Grant Program
- Federal Work Study Program

On November 1996, provisional certification was granted to Harper College with an approval expiration date of June 30, 1999. This approval permits the institution to participate in the Title IV, HEA Programs referenced above. Late submission of compliance audits was cited as the reason for provisional certification. Appropriate documentation has been set aside for the visiting team of NCA Consultant-Evaluators to review.

Compliance Audit

In March 1996, The Illinois Student Assistance Commission (ISAC) conducted a compliance audit to substantiate claims for the Illinois Grant Programs, Monetary Award Program (MAP), a Federal Pell Grant Section, Illinois Veteran Grant (IVG) and Illinois National Guard (ING) programs. The purpose of this audit was to review and to examine administration of these programs.

In addition to the Illinois Grant Programs review, ISAC also audited the College's administration of the Federal Family Educational Loan Program. The final audit exceptions and the responses to findings and observations have been set aside in the NCA Team Resource Room for review by the NCA visiting team.

Other

Additional documentation set aside for the NCA visiting team to review includes:

- Single external audit report, management letter and corrective action plan for year ended June 30, 1996.
- FY 1994 Cohort Default Rate Document
- Fiscal Operations Report (FISAP) for 1995/96

Part VI

The Criteria for Accreditation

Chapter 17: Harper College Meets
the Criteria for Accreditation

Criterion One:

The institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.

William Rainey Harper College has a clear mission, as well as objectives consistent with that mission. The Harper Mission and Objectives define Harper College as a comprehensive community college. The College Mission and Objectives are publicly stated in many documents including the College *Catalog* and the Board of Trustees *Policy Manual*. Faculty, staff, and administrators believe the Mission Statement is well-defined and appropriate to the College and to the community it serves.

The Mission and Objectives clearly define the educational and other purposes of the College. Harper seeks to provide excellent education at a reasonable cost, promoting personal growth, and enriching the community. In a broad sense, the College seeks to educate students to be productive members of society; provide students with the knowledge and experiences required to develop a system of values; encourage student success; enrich the cultural and economic life of the community; lead in individual and community development; and enable students to recognize the interrelationships of life, education, and work. The College's educational purposes are to provide the first two years of baccalaureate education; occupational training preparing students for specific careers; general education; upgrading of work skills; adult education and developmental instruction; community education including continuing education; services and resources which support programs, students, and the community; and use of College facilities for educational and cultural purposes by the community.

Harper's purposes are appropriate to an institution of higher education. Students and faculty are assured freedom of inquiry, a basic tenet of higher education. Harper's purposes are educationally broad and deep; this too is typical of higher education. The Board of Trustees, faculty, staff, and administrators have committed the College to excellence in teaching and learning. This excellence is assured by planning in addition to careful evaluation and assessment of the College, its programs, its employees, and its students.

Harper College will continue to evaluate its purposes by conducting a review of its Mission, Objectives, and Preferred Future Statements. The College is making efforts to increase communication of the Mission to students, employees, and the community. Efforts are also underway to more clearly link College-wide planning to Unit Planning and to the Mission of the College.

Criterion Two:

The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.

Harper College is governed by a publicly-elected Board of Trustees. The Board well understands its responsibilities and follows stated Board policies. The College has effectively organized the human, financial, and physical resources necessary to accomplish its Mission and Objectives.

The College operates under a well-defined and understood organizational structure. College policies and procedures ensure effective implementation of the College Mission and Objectives. The College has hired faculty, staff, and administrators through procedures that meet high quality, established credentials clearly stated in job descriptions and the *Statement of Faculty Credentials*. A wide variety of award-winning support services afford all students the opportunity to succeed.

Harper has the physical facilities necessary to support effective teaching and learning. Since 1987, the College has constructed three new buildings—Liberal Arts Division and bookstore in Building L, an astronomical observatory in Building O, and Publications and Communication Services in Building S—and has purchased the Northeast Center. Complete renovation of Building F (Learning Resources Center and Academic Enrichment and Language Studies Division) provides effective facilities for those academic and student support services. Renovations to Building V greenhouse and Park Management Program facilities along with complete revamping of computer facilities in the Building I MegaLab have also improved Harper's educational facilities. The Northeast Center is scheduled for renovation in 1997 as well. Harper's very thorough Technology Plan is in the second year of implementation. A new computer network and additional equipment are already benefiting students; further Tech Plan improvements will be implemented in 1997–98 and 1998–99. An ongoing comprehensive review of facilities by the Space Plan Task Group will generate short- and long-term facilities plans which will enable Harper to continue to provide the physical facilities needed to effectively support its programs.

The Board of Trustees has been conservative with College finances and has accumulated significant cash reserves while still providing comprehensive educational programs and services. Together with effective management of financial resources and effective financial planning, those cash reserves will enable Harper to continue to offer effective programs and services even in a time of uncertain revenue due to property tax cap legislation.

The value of and support for the concept of shared governance continues to exist at Harper College. The College is exploring ways to resolve concerns over the definition and application of shared governance. Strategies for improved communication, planning, and decision-making are being developed.

Criterion Three:

The institution is accomplishing its educational and other purposes.

Harper College is accomplishing its purposes as stated in its *Mission* and *Objectives*. Students at Harper can choose from a variety of comprehensive programs appropriate to a comprehensive community college. Learning is viewed as an active process; critical thinking skills are a major component of coursework. Through extensive Harper College resources, students are encouraged to explore human values, make moral choices, clarify values, and explore issues which involve ethical decision-making at school, home, and work. Harper College is committed to student success and provides extensive student support services. Harper College is a community center for a variety of cultural events. It has both formal and informal partnerships with the surrounding business community and is sensitive to community needs. The programs and services at Harper College enable students to recognize the interrelationships of life, education, and work through a wide range of practical experiences in vocational-technical programs, career counseling, transfer degree programs, and continuing education opportunities.

Harper College has educational programs with clear purposes that are consistent with its mission and appropriate to an institution of higher education. These include transfer, career, remedial/developmental, continuing education, and customized training programs. In addition there are programs for special populations including employees of area businesses, disadvantaged residents in community settings, senior citizens, children, students academically at-risk, honor students, students with disabilities, student athletes, and minority students.

Harper fulfills its mission by offering excellent educational programs at a reasonable cost. Degree programs prepare students for employment or continued study; and they promote personal growth, community development, and workforce/workplace development. Harper College has a wide variety of program options available to the transfer-oriented student. More than 300 courses in 30 academic disciplines are offered as part of the transfer programs. Typically these are programs which lead to the Associate in Arts degree, the Associate in Science degree, or the new Associate in Engineering Science degree. Harper's transfer programs are widely accepted by receiving institutions, and transfer students perform well at quality receiving institutions.

In addition to the Associate in Arts, Associate in Science, and Associate in Engineering Science degrees, Harper also confers the Associate in Applied Science degree and has petitioned for state approval to offer the Associate in Fine Arts degree. The A.A.S. degree is designed for students in career-oriented programs. The College offers more than 100 career programs leading to the Associate in Applied Science degree or to a Certificate of Completion. There has been a steady increase in the number of day and evening Career Programs which require the equivalent of one year of full-time study. The 85 certificate programs include courses which frequently apply toward an Associate degree as well as a Certificate of Completion.

Harper meets the needs of students by offering different ways of learning. Open entry classes, weekend classes, telecourses, eight- and twelve-week classes, and short duration classes provide alternatives to normal sixteen-week classes. Harper offers academic alternatives such as an Honors Program, International Studies, Distance Learning, and Learning Communities. Service Learning and Co-op programs provide students with links to the community.

Students interested in pursuing either a transfer program or a career program have access to a wide variety of developmental programs. The College offers programs in English as a Second Language; Adult Educational Development; and remedial and developmental courses in mathematics, English and reading. Several courses are available to help students learn college success strategies and study skills.

Continuing education programs are an integral part of the Harper College comprehensive educational effort. More than 1600 courses are designed to serve as lifelong learning opportunities. Programs are aimed at meeting the educational, cultural, and training needs of individuals, business and industry, municipalities, professional and occupational groups. The wide range of offerings cover management training, technical training, psychological and health education needs as well as fine arts, industrial arts, home economics, and horticulture among others. Local business and industry with training and professional development needs are served by flexibly scheduled customized, credit, and non-credit courses at the business sites under contract.

To promote student success, there is a mandatory assessment policy for students taking English, reading, and mathematics for the first time. The results of these assessment tests are used to prescribe mandatory developmental courses in these areas.

Harper College carefully assesses the success of its programs and its students. Program Reviews evaluate departments and programs. A faculty evaluation system uses student, peer, and dean evaluation of faculty. A program to assess student academic achievement has been developed to ensure student academic growth and achievement. Harper faculty developed the College's assessment program with a clear understanding of the mission and educational objectives of the College. The recently revised General Education philosophy statement reflects the faculty's beliefs about the knowledge, skills, and attitudes of an educated person. The overall General Education philosophy statement and the philosophy statements for each of the five General Education Core areas guide teaching and learning efforts. Individual courses incorporate appropriate aspects of General Education along with more specific learning outcomes. Faculty at the College have had training in understanding how to write measurable outcomes. A variety of assessment measures are being utilized in assessing student achievement. Harper's assessment of student academic achievement is based on faculty ownership and responsibility. The assessment program will lead to improved academic achievement. Through feedback, the College will incorporate the results of the various assessments into the planning process and allocation of resources to improve student academic achievement. Course grades and student transcripts accurately reflect student learning and follow commonly accepted practices.

The College has further accomplished its educational purposes through faculty development programs such as Critical Literacy Courses, Adventures in Excellence (formerly known as Great Teachers Seminars), Teaching and Learning Grants, Distance Learning, Coordinated Studies, Professional Development Programs, New Adjunct and Full-time Faculty Orientations, International Studies, and Multicultural Diversity programs.

Harper College has clearly defined educational purposes and effectively strives to fulfill all its stated objectives. The College has the human, physical and financial resources necessary for its programs and understands the relationships between its resources and its achievements.

In meeting the varied and changing educational needs of the community, Harper College continues to be a dynamic institution, a community college in the truest sense of the term.

Criterion Four:

The institution can continue to accomplish its purposes.

Harper College will continue to accomplish its purposes and will continue to strengthen the effectiveness of its educational programs. Harper has a resource base—financial, physical, and human—that positions the institution for the future. Harper has benefited and will continue to benefit from extensive Unit Planning. Individual departments and programs have had discussions in developing the Unit Plans—extremely valuable discussions regarding the future of the departments and programs. This Self-Study has made the College aware of the poor linkage between Unit Planning and College-wide planning; the College intends to strengthen that linkage. Employees across the institution view planning as essential to the future of the College and are committed to improving the planning process. Recent examples of effective planning—the 1995 Technology Plan and the ongoing Space Plan Study—have addressed critical needs of the College. The success of those planning efforts provides clear evidence that Harper can and will continue to plan for change.

Harper's thorough review of its General Education program was marked by active discussion among faculty. In reaching a consensus about what it means to be an educated person and a graduate from William Rainey Harper College, the College has helped faculty focus on efforts to ensure breadth of knowledge and to promote intellectual inquiry. As a result of participation in dialog surrounding adoption of the new General Education requirements, Harper faculty will have a clearer understanding of the role of individual courses in Harper's General Education program.

The ongoing assessment of student academic achievement initiative has had clear impact. Faculty have insisted on ownership of the Assessment program and have responsibility to develop and implement the program. Through extensive discussions, individual departments and programs have been stimulated to rethink their purposes. By identifying outcomes and means of measuring those outcomes on the level of individual courses, the College plan ensures faculty involvement and responsibility. The Assessment program is a work in progress that clearly demonstrates Harper College is anxious to learn how well it is accomplishing its objectives. The Assessment program facilitates discovery of means to improve the College's programs.

This Self-Study process brought together employees in meaningful dialogue. At Self-Study Task Group meetings, at the Campus Response Group discussion, at the day-long Campus Forum, and informally across the campus, Harper College found itself discussing issues of importance to the College. The very thorough Self-Study honestly identified not only the strengths of the institution but also its weaknesses. This *Report of the Self Study* is an honest evaluation of a College committed to improving itself. The College intends to act on recommendations of this *Report* in order to build on the strengths and address the concerns identified in this self-study.

Criterion Five:

The institution demonstrates integrity in its practices and relationships.

Harper College demonstrates integrity in its commitment to fulfill its Mission and Objectives. Harper adheres to both the civil laws and to the code of ethics commonly accepted by the academic community. Harper has adopted appropriate ethical values in its policies and procedures consistent with its policies.

Harper expects its faculty, staff, administration and students to observe the tenets of academic honesty fundamental to higher education. The Board of Trustees *Policy Manual* contains appropriate policies on a Code of Ethics for Board members and employees as well as requirements for Trustees and employees to file annual Statements of Economic Interest. Board policies on Sexual Harassment and Copyrights and Patents are detailed in the *Policy Manual*.

The College complies with the Illinois Freedom of Information Act through its dissemination of public records. The College Board adopted a new Equal Employment Opportunity and Affirmative Action Program in 1992. Harper Board meetings are announced and open to the public. Minutes of Board meetings are kept and are available to the public; summaries of minutes are widely distributed.

Institutional publications accurately describe the College, its programs and operations. The College *Catalog* discloses the College's relationships with accrediting associations. The *Catalog* also fully describes College degrees, certificates, and graduation requirements. Admissions policies, assessment and placement policies, standards for academic achievement, and the Academic Honesty Policy are disclosed as well. Harper admissions and enrollment practices abide by all College policies, state law and regulations, federal laws and regulations and with the ethical guidelines of the American Association of Collegiate Registrar's and Admissions Officers. Fees and tuition are described in the *Catalog* along with financial aid programs. The *Catalog* explains College compliance with discrimination and Affirmative Action regulations: "Harper College does not discriminate on the basis of race, color, religion, sex, national origin, ancestry, age, marital status, sexual orientation, physical or mental disability or unfavorable discharge from military service. This policy governs the recruitment and admission of students, the recruitment and employment of faculty and staff and the operation of any of the College's programs and activities as specified by federal laws and regulations. It is also the policy of Harper College that no student or employee shall be subjected to sexual harassment, which is regarded as a form of discrimination" (*Catalog*, 1996–1997, page 11.)

Support services are available for students with disabilities in accord with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

The College Non-Solicitation Policy requires employees at all times to perform their duties in such a manner that they present a proper and official image to the community and avoid activities that may result in personal or private gain. Toward that end, class lists and any other data about students are to be utilized solely for College instructional, administrative, advising/counseling and business purposes. Use of this information for personal or business solicitation is strictly prohibited.

A Student Grievance Policy and Procedure are available to students. Harper's policies and procedures for intercollegiate athletics and student organizations follow accepted practices;

the athletics department complies with National Junior College Athletic Association (NJCAA), North Central Community College Conference (N4C), and Harper College eligibility and participation rules.

Harper College has undertaken a philosophical shift from "right to fail" to "right to succeed" in its commitment to student success.

Harper transcripts accurately reflect student academic records. The confidentiality of student records is maintained and Harper policies adhere to the Family Educational Rights and Privacy Act. Harper accurately and honestly exchanges information with other institutions of higher education as well as federal and state programs. Every effort is made to keep Course Articulation information accurate and up-to-date.

Employees of the College have appropriate employee handbooks as well as grievance procedures to resolve internal conflict.

The Harper library collection represents a wide diversity of views on all subjects and supports efforts against censorship. Harper affirms the value of and need for student and faculty academic freedom in investigating and discussing academic issues. The library and the College Print Shop adhere to all copyright policies. The College has policies in place for ethical use of the Internet. The College enforces its policy regarding unauthorized duplication and use of computer software.

All students, employees, community members, agencies and institutions may be assured that Harper demonstrates integrity in its practices and relationships and lives up to the commitments it makes.

Part VII

Conclusion and Request for Continued Accreditation

Chapter 18: Conclusion

The periodic self-study process, which is a necessary step in the accreditation process, has presented Harper College with an opportunity for its many constituencies to synthesize, reflect upon and evaluate the resources and activities available to accomplish the College's mission.

Harper's 1997 *Report of a Self-Study* reflects the efforts and contributions of many members of the College community. William Rainey Harper College satisfies each of the "General Institutional Requirements" established by the North Central Association's Commission on Institutions of Higher Education. Appendix I of this *Report* summarizes that belief.

The College has examined the concerns included in the *Report of a Visit* submitted by the NCA evaluating team in 1987. In addition, Harper has responded to those concerns with a number of specific actions which are summarized in Chapter 15.

Following thoughtful evaluation of the institution and its mission, William Rainey Harper College concludes it meets or exceeds the five Criteria for Accreditation by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools. This entire *Report* honestly and accurately reflects the College's self-evaluation in light of the Criteria for Accreditation. Appropriate patterns of evidence have been presented throughout the *Report* to support the conclusion that Harper College meets or exceeds the five Criteria. A summary of this evidence is presented in Chapter 17.

Harper designed the self-study to accomplish three purposes. The first purpose was to provide evidence to North Central Association that the institution continues to meet the Criteria for Accreditation.

The self-study succeeded in facilitating employee insight and understanding about the broad range of programs and services Harper provides to Community College District 512—this was the second purpose of the self-study. The many members of the Harper community who participated in the self-study frequently commented that the process was an excellent learning experience.

The final purpose of the self-study was to encourage institutional improvement. It is still too soon to give a complete evaluation of that outcome but preliminary evidence is quite favorable. A number of practices were immediately improved following self-study discovery of concerns. The *Board Policy Manual* is in the process of revision, improved procedures were implemented to ensure timely payment to College vendors, and a new Space Plan Team operating under principles of shared governance began an extensive review and planning process to address space needs that were identified in the self-study process. The Council for Coordination of College Committees (4Cs) has improved its keeping of minutes of meetings and is addressing the need to communicate and respond to committee recommendations. College committees have begun regular reports to the Faculty Senate which distributes those reports to the campus community.

The Self-Study Campus Forum provided concrete strategies towards accomplishing improvement of the College. The 159 members of the Harper community who participated in the January 1997 Campus Forum developed 40 strategies to address concerns identified in the self-study. Strategies for improving communication, planning, and governance/decision-making were identified. (See Chapter 11 and Appendix G.) An "umbrella group,"

the NCA Self-Study Forum Follow-Up Group, was promptly organized by the College President for the purpose of coordinating the implementation of those strategies. This group consists of the College President, all members of the 4Cs, a representative from each employee group (faculty, classified staff, professional-technical staff, IEA/NEA staff, and administration), as well as a representative from the Self-Study Steering Committee. This broad group of campus leadership will coordinate College efforts to address its most important concerns.

Working together in collegial efforts, the trustees and employees of William Rainey Harper College will continue in their efforts to review the mission of the College and ensure the College fulfills its mission and its obligation to the residents of Illinois Community College District 512.

Chapter 19: Request for Continued Accreditation

For many residents in the community, Harper College provides the opportunity for completing the first two years of a bachelor's degree, developing a career, learning new skills, retooling for career advancement or change, enriching the quality of one's life, or simply enjoying the discovery of new knowledge. In meeting the varied and changing educational needs of the community, Harper College continues to be a dynamic institution in the truest sense of the term.

The College has received many awards recognizing numerous individuals, departments, and specific teams for College projects and initiatives which have benefited Harper's students, employees, and the community at large. Some of the institutional awards received in the decade since Harper's last self-study are listed in Appendix H. The College is very proud to have been recognized at the local, state, and national levels. A number of organizations from Harper's own community have honored the College, including the Private Industry Council, Township High School District 214, and several local organizations including the United Way and Motorola. In addition, Harper College was named the "Best Educational Resource" by the readers of the *Daily Herald* newspaper at the Greater Woodfield Award ceremony.

State-wide recognition has come from the Illinois Community College Board which has selected Harper as a recipient of its Award for Excellence six times (most of any Illinois community college), and the Illinois Council of Community College Administrators' Bright Idea Award which Harper has won five times. The Illinois State Board of Education, Illinois Community College Trustees Association, Illinois Prairie Girl Scouts Council, and the Illinois Department of Energy and Natural Resources have also singled out Harper College for special recognition.

Harper has received national recognition from the American Association of Community Colleges, U.S. Department of Education, U.S. Department of Labor, and the National Science Foundation. Numerous professional associations have honored Harper as well, including the National Association for Student Personnel Administrators, National Council for Marketing and Public Relations, National Institute for Staff and Organizational Development, National Council of Instructional Administrators, and the Association for Continuing Education.

With its strong financial base, an excellent physical plant, and outstanding human resources, the College is well positioned to meet the challenges of education in the next century.

In consideration of the evidence presented in this document, William Rainey Harper College requests continued accreditation with no stipulations or changes to its status from the Commission on Higher Education of the North Central Association of Colleges and Schools.

Part VIII

Appendices

Appendix A:
Membership of Groups Participating in the Self-Study

Self-Study Steering Committee		
Thomas Choice	administrator	Assistant to the Vice President of Academic Affairs for Transfer Programs
Anne Davidovicz	faculty	Assistant Professor, English Liberal Arts Division
David Macaulay	faculty	Professor/Chair, Chemistry Technology, Mathematics and Physical Science Division
John Muchmore (retired May, 1995)	faculty	Professor, Speech and Theater Liberal Arts Division
Barbara Radebaugh	faculty	Professor, Supervisory Management Program; Chair, Education Business and Social Science Division
Chris Staub	faculty	Associate Professor/Coordinator, Center for New Students and Orientation Student Development Division

Task Group for Mission, Objectives, and Vision

Frances Brantley	faculty	Professor, Counselor Student Development Division
Peg Burbach	faculty	Professor, Nursing Life Sciences and Human Services Division
Lori Danaher	staff	Workforce Development Manager Corporate Services Division
Marianne Holt	faculty	Associate Professor/Coordinator, Dental Hygiene Life Sciences and Human Services Division
Larry Kent, co-chair	faculty	Professor, English and Reading Liberal Arts Division
Chris Kranz	staff	Coordinator of Employment Services Career Center
Russ Mills	administrator	Director of Student Support Services Career Center
Jan Phillips, co-chair	faculty	Assistant Professor, Adult Educational Development Academic Enrichment and Language Studies Division
Bill Punkay	administrator	Dean Technology, Mathematics and Physical Science Division
Anne Davidovicz		Steering Committee Liaison

Task Group for Organizational Structure and Decision-Making Systems

Mary Azawi	staff	English as a Second Language Specialist and Lab Supervisor Academic Enrichment and Language Studies Division
Pat Bourke	administrator	Dean Life Sciences and Human Services Division
Steve Catlin	administrator	Dean Enrollment Services
Phil DeMarois	faculty	Associate Professor, Mathematics Technology, Mathematics and Physical Science Division
Julie Ellefson-Kuehn, chair	faculty	Assistant Professor, Chemistry Technology, Mathematics and Physical Science Division
Paul Guymon	faculty	Assistant Professor/Coordinator, Legal Technology Business and Social Science Division
Joan Kindle	administrator	Dean Student Development Division
LeRoy Mottla	faculty	Professor, English Liberal Arts Division
Sheila Quirk	administrator	Assistant to the Vice President of Academic Affairs for Workforce and Vocational Development
Wallis Sloat	faculty	Instructor, English as a Second Language/Linguistics Academic Enrichment and Language Studies Division
Jack Tippens	faculty	Professor/Chair, Art Liberal Arts Division
Nimi Tobaa	staff	Tutoring Center Supervisor
Pat Wenthold	staff	Writing Center Supervisor
David Macaulay		Steering Committee Liaison

Task Group for Educational Programs

Sharon Alter	faculty	Professor, History/Political Science Business and Social Science Division
Pauline Buss	faculty	Professor, English Liberal Arts Division
Susan Carlson	staff	Continuing Education Coordinator Liberal Arts Division
Harley Chapman	administrator	Dean Liberal Arts Division
Ceil Cooper	faculty	Professor, Mathematics Technology, Mathematics and Physical Science Division
Anita Crawley, co-chair	faculty	Assistant Professor, Counselor Student Development Division
Judy Dincher	administrator	Director, Nursing Life Sciences and Human Services Division
Jim Finke	staff	Manager Office of Community and Program Services
Mike Knudsen	staff	Graphic Designer Publications and Communication Services
Liz McKay	administrator	Dean Academic Enrichment and Language Studies Division
Pat Mulcrone	faculty	Professor/Chair, Adult Educational Development Academic Enrichment and Language Studies Division
Linda Nelson	faculty	Associate Professor, Adult Educational Development Academic Enrichment and Language Studies Division
Sue Overland, co-chair	faculty	Instructor, Physical Education/Cardiac Technology Wellness and Human Performance Division
Mary Severs	faculty	Instructor, Library Services Learning Resources Center
Barbara Radebaugh		Steering Committee Liaison

Task Group for Student and Instructional Support Services

Lisa Brady	faculty	Athletic Academic Counselor Wellness and Human Performance Division
Susan Cusack	faculty	Associate Professor, English as a Second Language/Linguistics Academic Enrichment and Language Studies Division
Deepa Godambe	faculty	Instructor, Chemistry Technology, Mathematics and Physical Science Division
Michael Held	staff	Coordinator of Campus Information and Facilities
Karen Johnstone	staff	New Student Specialist Student Development Division
Mike Lackey	faculty	Associate Professor Learning Assistance Center
Rosemary Murray	administrator	Director, Health Services and Wellness Programs
Lynn Secrest	staff	Faculty Development Coordinator/Continuing Education Liaison Academic Enrichment and Language Studies Division
Tom Thompson, chair	administrator	Director Center for Students with Disabilities
Lee Vogel	administrator	Dean Learning Resources Center
Molly Waite	faculty	Professor, Political Science, Telecourse Coordinator Business and Social Science Division
Chris Staub		Steering Committee Liaison

Task Group for Institutional Support Services

Bruce Bohrer	administrator	Director, Admissions
Fran Dionisio	faculty	Associate Professor, Library Services Learning Resources Center
Julie Fleenor, co-chair	faculty	Assistant Professor, English Liberal Arts Division
Anne Frost	staff	Editorial Supervisor, Publications and Communication Services
Bill Howard	administrator	Dean, Office of Strategic Planning
Lorel Kelson, co-chair	staff	Print Shop Assistant, Publications and Communication Services
Karen Lustig	faculty	Assistant Professor, Biology Life Science and Human Services Division
Mike Oester	faculty	Professor, Chemistry Technology, Mathematics and Physical Science Division
Elena Pokot	administrator	Director, Administrative Systems Information Services Division
Rebecca Smith	staff	Coordinator, Gender Issues and Community Counseling, Women's Program
Jayne Wilcox	faculty	Associate Professor, Chemistry Technology, Mathematics and Physical Science Division
David Macaulay		Steering Committee Liaison

Task Group for Human, Physical and Financial Resources

Pat Beach	faculty	Assistant Professor, Coordinator, Hospitality Management Program Business and Social Science Division
Solveig Bender	faculty	Assistant Professor, Mathematics Lab Technology, Mathematics and Physical Science Division
Victor Berner	administrator	Dean, Business Services and Finance
Bob Getz	administrator	Director, Physical Plant
Jerry Gotham	administrator	Dean Wellness and Human Performance Division
Ron Greenberg	staff	Facilities Manager and Recreation Program Coordinator Wellness and Human Performance Division
Sally Griffith	staff	Assistant Director of Grants, Development Office
Mark Healy	faculty	Assistant Professor, Economics Business and Social Science Division
Kathy Hock	faculty	Assistant Professor, Dental Hygiene Life Science and Human Services Division
Evelyn Hopkins	staff	Continuing Education Information Specialist, Office of Community and Program Services
Tom Johnson	administrator	Dean Business and Social Science Division
Sally Koziar	faculty	Associate Professor/Chair/Coordinator, Sign Language Studies and Sign Language Interpreting Program Academic Enrichment and Language Studies Division
Jack Lucas	administrator	Director, Planning and Research
Tom Choice		Steering Committee Liaison

Task Group for Community Services

Corrine Anderson	staff	Assessment and Registration Specialist, Adult Educational Development
Stephanie Burrell	faculty	Assistant Professor, Counselor Student Development Division
Katie Collar	staff	Child Care Specialist, Child Learning Center
Amy Hauenstein	staff	Admissions Outreach Coordinator
Mary Ann Jirak	faculty	Coordinator, Career Transition Center
Kate Kniest	faculty	Associate Professor, Nursing Life Science and Human Services Division
Jeanne Pankanin	administrator	Director, Student Activities
Barbara Schofield, co-chair	staff	Financial Aid Assistant, Office of Student Financial Assistance
Pat Setlick	faculty	Associate Professor/Coordinator, Management Business and Social Science Division
Frank Solano	administrator	Director, Multicultural Affairs
Jeanne Weiland, co-chair	faculty	Assistant Professor, Dental Hygiene Life Science and Human Services Division
Anne Davidovicz		Steering Committee Liaison

Campus Response Group

Pat Bourke	administrator	Dean, Life Science and Human Services Division
		Organizational Structure and Decision-Making Systems Task Group
Tom Choice	administrator	Assistant to the Vice President of Academic Affairs for Transfer Programs
		Steering Committee
Anita Crawley	faculty	Assistant Professor, Counselor Student Development Division
		Educational Programs Task Group
Lori Danaher	staff	Workforce Development Manager, Corporate Services Division
		Mission, Objectives, and Vision Task Group
Anne Davidovicz	faculty	Assistant Professor, English Liberal Arts Division
		Steering Committee
Ed Dolan	administrator	Vice President of Academic Affairs
Julie Ellefson-Kuehn	faculty	Assistant Professor, Chemistry Technology, Mathematics and Physical Science Division
		Organizational Structure and Decision-Making Systems Task Group
George Evans	faculty	Professor/Coordinator, Criminal Justice, Life Science and Human Services Division
		President, Harper College Faculty Senate
Sally Griffith	staff	Assistant Director of Grants, Development Office
		Human, Physical, and Financial Resources Task Group
Mark Healy	faculty	Assistant Professor, Economics Business and Social Science Division
		Human, Physical, and Financial Resources Task Group
Mike Held	staff	Coordinator of Campus Information and Facilities
		Student and Instructional Services Task Group
Bonnie Henry	administrator	Vice President for Student Affairs

Karen Johnstone	staff	New Student Specialist Student Development Division
		Student and Instructional Services Task Group
Lorel Kelson	staff	Print Shop Assistant Publications and Communication Services
		Institutional Support Services Task Group
David Macaulay	faculty	Professor/Chair, Chemistry Technology, Mathematics and Physical Science Division
		Steering Committee
David McShane	administrator	Vice President of Information Systems
Sue Overland	faculty	Instructor, Physical Education/Cardiac Technology Wellness and Human Performance Division
		Educational Programs Task Group
Jan Phillips	faculty	Assistant Professor, Adult Educational Development, Academic Enrichment and Language Studies Division
		Mission, Objectives, and Vision Task Group
Barbara Radebaugh	faculty	Professor, Supervisory Management Program; Chair, Education Business and Social Science Division
		Steering Committee
Chris Staub	faculty	Associate Professor/Coordinator, Center for New Students and Orientation Student Development Division
		Steering Committee
Paul Thompson	administrator	President of William Rainey Harper College
Tom Thompson	administrator	Director, Center for Students with Disabilities
		Student and Instructional Support Services
Judith Thorson	administrator	Vice President of Administrative Services
Jeanne Weiland	faculty	Assistant Professor, Dental Hygiene Life Science and Human Services Division
		Community Services Task Group
Jayne Wilcox	faculty	Associate Professor, Chemistry Technology, Mathematics and Physical Science Division
		Institutional Support Services Task Group

Campus Forum Participants

Abend, Jerry
Agresta, Ted
Allen, Della
Alter, Sharon
Avila, Felice
Barton, Barbara
Bechtold, Roger
Bednarz, Barb *
Bender, Solveig
Bergman, Tanya
Berner, Vic
Best, Pat
Bieszk, Bob
Bohrer, Bruce *
Bourke, Pat
Brandt, Cheryl
Brantley, Frances *
Brinkman, Linda
Burns, Colleen
Burrell, Stephanie *
Burwell, Rex
Buss, Pauline
Carlson, Susan *
Carroll, Jaci
Catlin, Steve
Chapman, Harley
Choice, Tom **
Christin, Charlene
Clancy, Mark
Clarke, John
Crane, Laura
Crawley, Anita
Davidovicz, Anne
DePalma, Tom
DePriest, Jolyn
Didier, Karen
Dincher, Judy
Dodds, Jack
Dolan, Ed
Donovan, Joann
Ellefson-Kuehn, Julie
Evans, George
Farmer, Susan
Fleenor, Julie
Froelich, Karen
Frost, Anne
Frye, Pam
Gallagher, Jack **
Getz, Bob
Glover, Linda

Gorr, Carrie
Gotham, Jerry *
Greenberg, Ron
Gustafson, Jean-Louise
Hanlon, Thomas
Harkins, Michael
Held, Robert
Henry, Bonnie
Hermreck, Kathy
Hoffman, Will
Holt, Marianne
Hopkins, Evelyn
Howard, Bill
Hull, Betty
Jacobs, Joseph
Jareckyj, Vera
Jirak, Mary Ann *
Johnson, Tom
Johnstone, Karen
Kazkaz, Peggy *
Kellum McDay, Adrienne
Kelson, Lorel *
Keres, Karen
Kindle, Joan **
Kingsley, Russ
Klees, Caroline *
Kline, Jeanne
Knudsen, Michael
Kolze, Richard
Kranz, Chris *
Krueger, Adele
Lackey, Michael
Lamar, Sergio
Levington, Caryn
Li, Xilao
Lindenthaler, Roberta
Lissy, Carole
Litrenta, Marcia
Lopez-Wark, Lucille
Loprieno, Dan *
Lustig, Karen
Macaulay, Dave
Mack, Diane
Magno, Dom *
McCabe, Dorothy
McKay, Liz
McShane, Dave
Milford, Scot
Miller, Laurie
Mills, Russ *

Minicz, Elizabeth
Moten, Maria
Mott, Jacque
Mulcrone, Patricia
Nelson, Linda
Neuhauser, Carol
O'Reilly, Sarah
Oblinger, Kristen
Omori, Lydia
Otto, Sheryl
Overland, Sue *
Papandrea, John
Parke, Joanne
Pepper, Leila
Peterson, Juli
Phillips, Jan **
Pokot, Elena
Powell, Kathryn
Poziemski, Chris
Quirk, Sheila
Radebaugh, Barb
Rizman, Marti
Schoonover, Joyce
Seay, Stephanie
Shea, Paul
Singelmann, Jay
Singelmann, Mary
Singer, Barbara
Sipiera, Paul
Soto, Linda

Spahn, Jeff
Spieth, Diane
Starek, Antoine (Student Trustee)
Staub, Chris
Steffen, Mark
Stewart, Phil *
Sullivan, Elaine ***
Thompson, Paul
Thompson, Tom
Thoreson, Trygve
Troyer, Phil
Turnauer, Cheryl
Turner, Elizabeth
Vijuk, Michael*
Vogel, Lee
Vogelsang, Amy
Von Keudall, Renate
Vrooman, Nancy
Waite, Molly
Wandambi, Cheryl
Weil, Barbara
Wenthold, Pat
Westney, Janet *
Wilcox, Jayne
Williams, Jean
Willis, Mary Jo
Wilson, Andrew
Wren, Laurie
Young, Joan
Zellner, Renee *

*** Facilitator for Campus Forum
** Large Group Facilitator
* Small Group Facilitator

Appendix B:
Harper's Progress Towards its Preferred Future

Harper College developed a vision statement—*Our Preferred Future*—in 1990, following sixteen months of participation by district residents and members of the College. One of the Self-Study Task Groups prepared a list of College accomplishments towards achieving that Preferred Future. Separately, the President of the College reported on progress towards the Preferred Future in the January 15, 1997, Presidential Address to the College. The President's remarks are included in Chapter 3; a sample of the evidence of progress towards the College's Preferred Future gathered by the Task Groups is presented in this appendix.

William Rainey Harper College will:

1. **Insist that quality teaching and active learning be a hallmark of Harper College.**

   - New Liberal Arts instructional building (Building L)
   - Adventures in Excellence Program (formerly Great Teachers Program)
   - Full-time Faculty and Adjunct Faculty Development Programs
   - Computer Labs—Math, Writing
   - Critical Literacy Seminars
   - Professional Development benefits
   - Active teaching and learning
   - Support for freedom of inquiry
   - Mentoring Program for faculty
   - Teaching and Learning Initiative Mini-Grants
   - Technology Grants
   - Faculty Promotion in Rank tied to professional development and education
   - Learning Communities
   - Illinois Community College Board Teaching and Learning Awards

2. **Provide comprehensive educational programs and services to ensure the success of students.**

   - Math, English and reading assessment
   - SOAP Program and At-risk Interventions
   - Student Co-op and Experiential Learning
   - Learning Communities
   - Student *Handbook/Datebook*
   - Student Conduct Code
   - Learning Assistance Center
   - Tutoring Center
   - Writing Center
   - Academic Advising and Counseling Services

3. **Ensure that all students have the literacy skills necessary to function effectively in society.**

- Critical Literacy Project
- Expanded Offerings in English as a Second Language (ESL) and Adult Educational Development (AED)
- Neighborhood Literacy Program/community collaboration
- Math, reading and English Assessment Testing
- Developmental courses
- General Education requirements in English composition and speech
- Learning Achievement Program (formerly known as Learning Assistance Center)
- Tutoring Center

4. **Create an environment for international/multicultural educational experiences which promotes thought, appreciation and respect for individual rights and awareness of the global interdependence of all human groups.**

- Creation of a new administrative position in Multicultural Affairs
- Increase in multicultural clubs and organizations
- Celebrations, events and programs highlighting cultures and people
- Study Abroad Program
- Staff and Student Diversity Training through Student Development
- Hiring of a Minority Transfer Specialist
- Infusion of multicultural components in General Education
- Encouragement of curriculum development through reassigned time for faculty
- Multicultural Week activities
- Development of a diversity course
- Faculty-guided travel
- Curriculum development in non-western areas

5. **Respond to the need for a prepared workforce through coordinated, innovative and collaborative relationships with business, industry and education.**

- Creation of new Office of Workforce and Professional Development to develop corporate educational partnerships
- Planning and design of Teaching and Conference facilities
- Community Partnerships
- Tech/Prep Program
- Continuing Education Programs
- Cooperative Work Experience
- Internships
- CAD Center in Building H
- Open Entry Option in computer labs
- Development of Automation Program
- Development of shorter-term offerings in several programs

6. **Create partnerships with the community which foster articulation, innovation and communication.**

* Project TEAM
* Police Neighborhood Resource Centers
* Tech/Prep Program
* Advisory Boards to Career Programs
* Corporate Services
* Service Learning
* Dual credit opportunities established with High School District 214
* North Suburban Higher Education Consortium
* Fox Valley Educational Alliance

7. **Provide comprehensive access to information and instruction through the use of state-of-the-art global computer networks and other technologies.**

* Development of a $14 million four-year Technology Plan
* Construction of Harper Network
* Deployment of personal computer work stations
* New Regent computer system
* Renovation and installation of equipment in computer labs
* Distance Learning
* Progress degree audit program
* Creation of a Vice President position and an Office of Information Systems. Complete restructuring of computer services following use of a Consultant Management firm.

8. **Value and promote the arts as integral to the cultural life of the community.**

* Incorporation of Fine Arts Studios and Studio Theater in Building L
* Development of plans for new Performing Arts Center in proposed building
* Cultural Arts Committee
* Student Activities programming
* Piano Academy
* Music and Theater productions
* Art exhibits
* Children's Programs

9. **Assume a leadership role in efforts to protect and restore the environment of all living things.**

* Aggressive recycling program initiated by Buildings and Grounds which reduced landfill-based waste
* Exploring new curriculum in Environmental Studies
* Grounds Management Plan developed with specific environmental initiatives

10. Achieve systematic quality improvement across the College.

- Created a "superstructure" of Total Quality Improvement which has served as the engine driving the Preferred Future implementation as well as other change-oriented processes at the College
- Quality Improvement Training Initiatives; a large number of staff and faculty received training
- Provided structure for organization and deployment of $14 million Technology Plan
- Student Affairs Customer Service Initiative
- Strategies for College Renewal
- North Central Self-Study process
- Illinois Community College Board (ICCB) and Illinois Board of Higher Education (IBHE) program reviews
- Affirmative Action Policy Committee
- Technology Plan

11. Provide resources and experiences which enable employees to grow, receive recognition and develop leadership potential.

- Created the College's first Staff Training position housed in the Administrative Services area
- Initiated All Employee Development Days for training and development of all non-faculty personnel
- Information Systems (IS) training and Help Desk
- Wellness Committee
- Created Employee Wellness Program and hired Wellness Coordinator
- Staff Recognition Program
- Adventures in Excellence Program (formerly Great Teachers Program)
- Each full-time faculty, Classified Staff and Professional-Technical staff employee allotted professional development funds
- Full-time and adjunct faculty development program
- Staff development

12. Expand and aggressively develop public and private funding sources in order to achieve the vision of the College.

- Expanded staffing in the Development Office and created new Grants Administration Office
- Pursuing an aggressive Major Gift Campaign
- Campus Building Naming Program
- Educational Foundation
- Endowment Fund
- Fund-raising balls and golf outings
- Alumni commitment

Appendix C: Available Professional Development Opportunities and Support

Professional Expense Stipend - Each full-time faculty member is allocated funds for professional expenses including tuition and educational expenses, membership fees for professional organizations, subscriptions to professional journals, books, teaching supplies, travel to professional meetings, and a cardiovascular stress test. In 1996–97 $850 was available for each faculty member; the allocated amount will increase by $25 per year through the three-year life of the Faculty Senate contract with the Board of Trustees.

Each full-time Professional/Technical, Classified Staff, and Supervisory/Confidential staff member was allocated $800 in 1996–97 for professional expenses. Part-time Classified Staff working 19–29 hours per week share an aggregate total of $5000 for professional expenses. Each administrator was allotted $2300 for professional expenses in 1996–97.

Faculty Development Coordinator - A coordinator is responsible for developing, organizing and implementing faculty development activities for adjunct faculty and assists full-time faculty in concert with the Faculty Development Committee.

Faculty Development Committee - A Faculty Senate committee that sponsors the new-faculty mentor program. The committee publishes a Faculty Professional Development Newsletter that identifies opportunities on and off campus as well as communicates teaching and learning projects and accomplishments of the Harper community. The committee assists the Faculty Development Coordinator in helping faculty fulfill their professional development goals.

Orientation and Mini-Grants Committee - This 4C's committee sponsors a variety of learning opportunities at Orientation Sessions twice per year. The Committee coordinates the mentoring program for new full-time faculty. The Committee also reviews applications and awards Harper Teaching and Learning Mini Grants and Technology Grants. Faculty and one administrator serve on the Committee.

Teaching and Learning Mini Grants - Monetary awards for developing innovations related to teaching and learning are awarded annually. $30,000 was available to faculty for Teaching and Learning Mini Grants in 1996–97.

Discipline-Based Technology Related Initiatives - A contractual agreement between the Board of Trustees and the Faculty Senate provides $25,000 per year for the current contract (1996–1999) to be awarded to faculty for discipline-specific, technology-related projects.

Community College Exchange Program (CCEP) - Six faculty members have participated in the exchange program since 1989 and have been employed on another campus in either instructional or counseling roles for a semester or full year.

Faculty Development Seminars - A series of seminars and workshops on teaching and learning strategies are offered on campus each year. CEU credit is awarded and can be used to qualify for promotion in rank. Faculty-led "Brown Bag Luncheons" also provide a variety of learning experiences for faculty.

Sabbatical Leaves - Each year selected full-time faculty members are awarded a semester leave at full pay or a year-long leave at half pay to pursue professional activities. During the last ten years, the College has awarded an average of five full-pay and one half-pay sabbatical leaves per year.

Institutional and Divisional Budget for Development Activities - Individual divisions and the institution have a budget to support curriculum development, consultants, conference attendance and other initiatives.

Department and Division Workshops - Many Divisions and Departments sponsor seminars, workshops, and retreats for their faculty. Examples include events sponsored by the Management Department, Student Development Division, English as a Second Language Department, Adult Educational Development Department, Linguistics, Math Department, the Division of Life Science and Human Services, and the Learning Resources Center.

College Personal and Professional Opportunities - Many opportunities are available on-campus such as Diversity Training, Wellness Week, Multicultural Week, Deaf Awareness Week, and Women's History Week activities.

Substitute Pay - Substitutes are hired to cover classes for faculty who attend off-campus and on-campus professional development events.

Tuition Waivers - Tuition-free enrollment is available in any Harper course to Harper faculty and staff as well as for their family members. Credit earned by faculty may be used to meet qualifications for promotion in rank.

Critical Literacy Program - This faculty-designed, faculty-led program is designed to foster critical thinking in the classroom. Over 150 faculty members have participated. Since 1990, faculty have the option to receive graduate credit from National-Louis University. The program is led by four faculty members who have received a travel budget and reassigned time to design and manage the program.

Information Systems Workshops - The Information Systems Division offers workshops on the use of the network and Harper College's standard desktop office software.

Courses on Using Technology in the Classroom - These on-campus courses help faculty learn use of emerging technologies in the classroom:

"Using Multimedia" - a graduate course offered by Northern Illinois University in 1995.

"Multimedia in the Classroom" - a Harper Computer Information Systems course offered in 1996.

"Educational Innovations" - a distance-learning course from Harper to three other institutions with graduate credit from National-Louis University.

Distance Learning Development and Training - Faculty are given a stipend for receiving training in the use of interactive video. Stipends are also available to faculty for development of courseware for interactive video transmission.

Motorola Grant - Motorola Grants award equipment and reassigned time to faculty members to develop technology-based courses for anytime/anywhere delivery.

Adventures in Excellence (formerly Great Teachers Retreat) - Over 100 faculty members have attended this annual, off-campus retreat in which sessions designed by faculty are offered to concentrate on innovations in instruction. The College provides full funding including stipends for several faculty facilitators.

Learning Communities - This cross-discipline, integrated teaching and learning program offers reassigned time for faculty to develop integrated curriculum. Faculty may also receive professional development credit which may be used to qualify for promotion.

Carl Perkins/Program Improvement Grants - These grants provide reassigned time for course development and equipment in, for example, Criminal Justice Program Community Policing course, Dental Hygiene and Nursing Program curriculum development, and Early Childhood Education's Incorporating Technology into Early Childhood Education.

Individual Course Development - Faculty members in the Humanities Program received reassigned time to develop the course "Africa."

International Initiative - These mini-grants are available to faculty members for incorporating international components into existing courses or to develop new courses. Two faculty members per year have benefited from a Study Abroad Program. Reassigned time is provided to two faculty members to manage the program.

Diversity Initiative - Reassigned time is available to faculty to recruit diversity candidates for faculty positions, travel to conferences, and curriculum development.

Outcomes Assessment - The College provided workshops for faculty to support the Harper Outcomes Assessment initiative.

Teleconferences - Presentations and discussions of the latest issues related to teaching and learning are presented live and allow for interaction with leading authorities in their fields. Ten to twelve teleconferences each year are received on Harper's satellite downlink. The conferences are also videotaped and are available in the LRC for the convenience of the viewers.

Staff Support for Multimedia Classroom Instruction - A full-time instructional designer provides faculty with support and workshops focusing on incorporating multimedia technology into the classroom.

Training and Development Specialist - A specialist is responsible for organizing and implementing staff development activities and supporting the initiatives of the Employee Development Committee.

Employee Development Day - Along with recognizing Harper employees for their professional accomplishments and their contributions to the College, a guest speaker gave a kickoff address covering Service Relationships and open houses were conducted at various college divisions to acquaint staff with their functions and resources.

NCSPOD Support Staff Exchange - This is a networking opportunity for employees from various Harper divisions to visit another campus and meet with staff counterparts from other community colleges within the Northern Illinois area.

Physical Plant Olympics - This is a day of team-building activities for all Physical Plant employees including synergy and group interaction exercises.

Departmental Open Houses - Conducted on days when classes are not in session, e.g., January 2nd, this process is to acquaint staff employees with resources and issues of various college divisions other than their own.

Tours for New Hires - Tours are conducted monthly by Student Ambassadors to acquaint new hires with campus facilities and resources.

New Employee Orientation Seminar - This workshop is a way to introduce new hires to the function and leadership of key college divisions.

Employee Assistance Program for Supervisors - This training is to prepare supervisors to make employee referrals.

PC 'End-User' Training Classes - Instruction is provided on the use of various Microsoft Suite products as well as specialized Regent system applications.

"Phonettiquetips" - Basics of 'customer friendly' telephone skills were reviewed through a series of 'articles' that appeared in the Bulletin Board newsletter.

PeerPals for New Hires - This mentorship process has been initiated for each new full-time staff employee to be assigned a relationship with an experienced Harper employee.

Redesign of Employee Performance Appraisal Form and Process - Training is being provided to introduce the new format and help supervisors to more effectively carry out the appraisal process with greater emphasis on preparation of staff development plans.

Employee Development Committee - This 4C's committee provides representatives of Harper's classifications with means to identify employee development needs and channel training and development resources to non-faculty audiences

Technology Task Force H2 (Training) - This task force is charged with prioritizing training needs and arranging for resources to enable staff to develop skills to use PC's and other technologies.

Continuing Education: Unit Training - Consulting support is being provided to improve customer responsiveness and shift work loads of unit members through cross-training of staff and documentation of processes.

Career Management Training for Harper Employees - The resources of Harper's Career Center are being provided to encourage staff to voluntarily engage in interest self-assessment and acquire skills to initiate their personal career development plan.

Spanish Language Lunches - Informal classes are conducted to give employees basic 'conversational' skills so they can assist campus visitors, etc.

Staff Development Retreat - Through a grant from the Harper Foundation an overnight retreat will be conducted for Harper support staff employees whose jobs include office administration responsibilities.

Employee Development Resource Library - A special collection of employee development materials (books, audio tapes, video tapes, CBT courses) is being provided to support self-managed learning.

Appendix D: General Education Philosophy Statements

In 1992, the Harper College Academic Standards Committee began an in-depth review of general education at the College. The work of the Committee was somewhat diverted by the "Illinois Articulation Initiative," a state-wide initiative to define a general education core curriculum for all two- and four-year colleges and universities in the state of Illinois. Following the adoption of the general education core curriculum by the Illinois Board of Higher Education in the spring of 1995, the Committee incorporated the requirements of the Illinois Articulation Initiative into its recommendations for Harper's revised General Education Requirements.

As part of its examination of General Education at Harper College, the Academic Standards Committee re-wrote the College General Education Philosophy Statement and, for the first time, developed philosophy statements for each of the five core components of General Education at Harper (Communications, Mathematics, Cultures And Civilizations, Human Behavior, and Scientific Inquiry and The Natural Environment). In addition, the Committee identified four groups to be included in a Special Elective category (Creative Expression in the Fine and Performing Arts, Languages, Wellness, and Work and Life Skills). Chapter 7 provides details of how these core and Special Elective groups relate to degree requirements at Harper College.

The Committee has recently identified specific outcomes statements for the General Education core and will finalize assessment measures during the Fall 1997 semester. Appendix E contains draft versions of the General Education Outcomes approved by the Academic Standards Committee in April 1997. These Outcomes will be reviewed by the Faculty Senate and the Deans' Council in Fall 1997 for comment and endorsement.

General Education Philosophy Statement

General education is that part of the college education that provides students with the foundations essential to lead personally fulfilling and responsible lives as productive citizens. General education cultivates the knowledge, skills, and attitudes that educated persons use to shape their lives. It fosters the desire and capacity to continue learning throughout life. A general education produces persons who are open-minded and free from provincialism, dogma, preconception, and ideology; conscious of their opinions and judgments; reflective of their actions; and aware of their place in the social and natural worlds.*

An educated person is able to think clearly, communicate effectively, make reasoned and ethically aware judgments, respect human diversity, and connect and apply fields of knowledge. These general abilities are required by all areas of specialization. The breadth of general education complements the rigor and depth of specialized education.

If education is a journey, as many have conceived it, then the curriculum is a map. The Harper College general education curriculum requirements provide a selection of diverse courses. Following the map of general education ensures that a student's education is a coherent, comprehensive journey.

*The Liberal Art of Science: Agenda for Action, American Association for the Advancement of Science, 1990, p. xi.

Communications
General Education Core Component

Reading, listening, speaking, and writing are essential activities of academic life. In all fields of study they make learning possible. They are, however, more than instrumental activities, and communications courses are more than service courses to provide learning and employment skills. Reading, listening, speaking, and writing are liberal arts essential to full individual and communal life—the means by which men and women nourish their personal growth and exercise their responsibilities as citizens. Consequently, Harper College intends that students in communications will:

- develop a passionate attachment to language

- learn the skills and arts of communication for the purposes of informing, expressing, evaluating, entertaining, and persuading

- develop the ability to use language for critical thinking and critical analysis consistent with the aims of a liberal education

- learn the spoken and written dialect of educated Americans

- learn the communications skills and forms necessary for productive working lives

- develop satisfying personal uses of language for learning, insight, belief, and pleasure

- have many opportunities for reading, listening, speaking, and writing and have their efforts responded to in detail

- learn to use the technologies of modern communication: computers and other electronic media

- develop an ethic of language use (regarding such issues as plagiarism, distortion, manipulation, and coercion) appropriate for the communities in which they live and work

Mathematics
General Education Core Component

QUANTITATIVE REASONING AND PROBLEM SOLVING

Mathematics is included as part of the general education degree component because competency in this area is needed as a basis for lifelong learning. The goal of this requirement is to deepen and broaden the student's mathematical experiences and to improve the student's confidence in his/her ability to use mathematics.

Upon completion of the general education mathematics requirement, the student should be able to demonstrate an improved understanding of:

- the concept of number
- the use of mathematical symbols
- geometrical relationships
- functional relationships
- the representation and analysis of numerical data
- problem solving

In addition, it is important for the student to recognize the difference between correct use and misuse of mathematics and to be able to make appropriate use of available technological tools.

The Humanities and Fine Arts
General Education Core Component

CULTURES AND CIVILIZATIONS

Courses in the humanities and fine arts encourage students to explore what it means to be human. The goal of this requirement is to introduce students to significant artistic and intellectual traditions and to enlarge their own capacities for rigorous thought, sensitivity, and creativity. Through the study of civilizations and cultures, students investigate the meaning of truth, goodness, justice, morality, and love. Students confront some of the most profound questions of human existence: Who am I? What is reality? What is my responsibility to others? What is my place in the universe? How can I make ethical choices?

All of the humanities and fine arts courses are concerned with values, ideas, beliefs and emotions and how these are expressed. History and philosophy are more systematic modes of organizing ideas and values. Art, music, theater, dance, literature, languages and film focus more on artistic expression. Interdisciplinary humanities courses blend the two approaches.

The words of American writer Langston Hughes articulate for students the value of studying the humanities and fine arts: "I was born a human being; I had to learn what being human was all about."

Social and Behavioral Sciences
General Education Core Component

Through study in the social and behavioral sciences, students gain an appreciation of human continuity and change. Students learn to analyze the past, develop insight into contemporary social life, and understand the impact of individual and social actions on the future. Students are encouraged to develop a sense of responsibility toward humanity and the environment. Study in the social and behavioral sciences will help students to:

- gain insight into individual behavior,
- develop an understanding of their own society and the world as part of larger human experience in time and place,
- analyze social, political, cultural, linguistic, historical, and economic institutions and relationships that both link and separate societies throughout the world,
- develop analytical, critical thinking, and communications skills necessary to understand and influence the world in which they live, and comprehend methods of inquiry employed by social and behavioral scientists.

Physical and Life Sciences
General Education Core Component

SCIENTIFIC INQUIRY AND THE NATURAL ENVIRONMENT

The goal of this requirement is to acquaint students with broad, general science principles and with different modes of scientific inquiry in order to develop an understanding of the physical universe. The basic premise for all science is that the universe is fundamentally regular, predictable, and quantifiable. Science is organized around a limited number of central concepts that apply to the entire universe. Science is a process for producing understanding of the world. Science complements religion, philosophy, art, music and literature, providing us with insights about different aspects of the universe. Traditional disciplines of science study energy and motion (physics), matter (chemistry), the universe (astronomy), the earth (geology), and life (biology).

Education in science is more than learning a collection of facts, but is a continuing process of inquiry. In laboratories, students move beyond received knowledge toward active understanding of the natural world. Students experience the process of scientific inquiry by defining questions and developing strategies to answer them. They reach reasoned judgments through data collection, data analysis and critical thinking. Students also need to organize their ideas and present them clearly through both oral and written communication. Through their experimental design, implementation, and analysis, students become aware of the strengths and limitations of scientific inquiry.

By analyzing the implications of a proposed solution, students learn that the use of knowledge carries consequences as well as moral and ethical responsibilities. An educated person realizes that our ability to make everyday decisions is diminished when we do not understand the scientific principles underlying many issues and the technologies built upon these principles. The future of individual human beings, the nation, and the world depends largely on the wisdom with which we use science and technology.

Philosophy For The Special Electives Degree Requirement

Aristotle once said that all human beings seek the good and that the good for us is happiness. However, the Greek for happiness is *eudaimonia*, which translates literally to mean well-functioning. Aristotle claims, as do such modern thinkers as Maslow, that happiness involves fulfilling our natures—functioning well as human beings. This group of Special Electives helps students do exactly that.

In the mid-1990's, the Illinois Articulation Initiative was developed to facilitate transfer among the Illinois universities, colleges, and community colleges. Through this process the General Education Core (Groups 1-5) was instituted. Harper College has adopted the Core and taken a somewhat broader view. By a long process of consultation with faculty in all transfer areas, the College Academic Standards Committee identified valuable categories of classes of a general but experiential nature not included in the Illinois Articulation Initiative.

These categories of classes represent areas of study that would be of special value to students whose majors lie outside of these areas. It is the view of Harper College that exposure to and/or practice of any of these special electives stretches the person to look at the world in new ways. In the study of Languages or in the practice of Creative Expression in the Performing Arts, students explore, understand, and interact with the world around them in a different way; they experience a different way of *being* in the world.

Courses in the Wellness and Work and Life Skills groups, on the other hand, deal with how students already exist in the world, whether it be on an intrapersonal or an interpersonal level. In the Wellness category, students learn to look at, reflect upon, and evaluate or modify their lifestyle choices. Courses in the Work and Life Skills group develop skills that are useful in the world of work as well as the larger community.

Rationale: Creative Expression In The Performing Arts
Special Elective Group

Human beings have the need to make art. The recent discovery of Paleolithic animal paintings in the Ardeche region of southern France is a testimony to this most ancient and basic human need. Human society has valued the making of art in its many forms for centuries. Colleges and universities have a serious obligation to ensure that the making of art receives a place in decisions about what it means to be an educated person. Students must be encouraged to make art because honoring the artistic is part of educating the whole person.

Classes in the performing arts also provide training in essential life skills. These classes teach the following:

- An appreciation for artistic expression
- Development of personal creativity
- An appreciation of the beautiful
- Exploration of and insight into the self
- Disciplined work habits
- Self confidence when performing in public arenas
- Poise under pressure
- Problem solving
- Importance of risk taking
- Social skills
- Abstract thinking
- Importance of the physical body, including the senses, in artistic expression
- Group dynamics, sense of community, team spirit, collaborative effort, esprit de corps
- Pride in personal achievement
- Analytical tools for evaluating and appreciating artistic endeavors
- Acceptance of criticism
- Coping with failure
- Courage

In an article entitled, "Integrity in the College Curriculum," Summer, 1994 issue of *Liberal Education*, Journal of Association of American Colleges and Universities, Bridget Fuzan writes:

Appreciation and experience of the fine and performing arts are as essential as any other qualities appropriate to a civilized human being and a democratic society...The languages of art, music, architecture, drama and dance open up new worlds of human endeavor and communication of truth and of representation. We find ourselves in that special environment where means and ends are the same, where sensibilities and sensitivities otherwise dormant within us are called forth, announcing their arrival with perceptions, feelings, and empathies we did not know we possessed. Without a knowledge of the language of the fine arts, we see less and hear less. Without some experience in the performing arts, we are denied the knowledge of disciplined creativity and its meaning as a bulwark of freedom and an instrument of social cohesion.(p.20)

Rationale: Languages
Special Elective Group

In order to become a contributing member of our world, one must be able to interact appropriately and to understand, at least on a rudimentary level, the culturally and linguistically diverse peoples of our society. The belief that American English is the only viable system of communication in business and industry, politics and professional pursuits is no longer accepted in global activities. A generally educated and responsible member of our society must recognize and accept the absolute need for effective communication with the diverse members of our globe.

In this era of expanding trade with national borders evaporating under common market communities and international free trade agreements, U.S. corporations are operating in a wider international arena. Companies such as IBM, Motorola, General Electric, Microsoft, and many other large and small companies have extensive operations in Europe, Japan, Russia, Eastern Europe, South Asia, the Middle East and Central and South America. Their personnel must interact with the indigenous employees, managers, government officials, customers, suppliers, and others in those lands where they operate. They must be able to speak the language and function within other social systems than those to which they are accustomed.

To do so effectively, those corporations will require more and more executives and other employees who can communicate in languages other than English. They demand, and they will increasingly demand, people who are multilingual. They will also require personnel who are sensitive to social standards that prevail in the countries in which they must operate, so they do not inadvertently make social blunders in dealing with foreign associates.

If Harper graduates are to compete with foreign nationals for employment in multinational companies and compete for promotion in the areas of international operation, they must be prepared to speak and write other languages. Most important in today's international business community are Arabic, Spanish, German, French, Japanese and Russian. In addition to basic language skills, students will require advanced course training in the language of business and orientation to the social cultures of the countries that use the language under study. They would also profit by the inclusion of lessons that will provide insight into the interdependence of the economies and cultures of the foreign countries and the diverse linguistic communities within the United States.

To serve the business community and to prepare its students for employment in today's marketplace, Harper must offer a full range of basic and business language studies. Even an elementary exposure to a second language opens up the mind to an appreciation for the complex nature of human interaction. Our graduates must be able to demonstrate ability in a language other than English and a sensitivity to cultures other than the "mainstream" culture of the "recognized majority."

Rationale: Wellness
Special Elective Group

Harper College has made a philosophical commitment to the integration of wellness into our Harper Community. We strongly believe that it is imperative that this philosophy be reflected in Harper College requirements for graduation.

Nationally, health care is a paramount issue. Costs of health care have become astronomical. There has been a strong focus by our government on health prevention efforts. The National Wellness Movement has influenced two- and four-year institutions throughout the United States to include a Wellness Curriculum in their General Education requirements. We concur with our peers that it is our responsibility to provide our students with the necessary information and tools to make healthy lifestyle decisions.

Why have two- and four-year institutions included wellness courses in their General Education requirements? This is because in a Wellness Curriculum, students are provided with the information to enhance their knowledge and are taught critical thinking skills and techniques. This enables the student to make educated choices concerning lifestyle, initiate lasting behavioral changes and carry their values and attitudes realized in the educational setting into everyday life. According to the Carnegie report on the *Undergraduate Experience in America*, "all students should be helped to understand that 'Wellness' is a prerequisite to all else."

In our wellness courses, teachers will ask probing questions, stimulate students to think independently, and listen carefully to what students say. Students will have the opportunity to take an active role in the learning process. They will learn about the culture and society they live in and how they can affect lifestyle choices. They will be prepared to respond to social, physical, emotional, intellectual, spiritual issues and become cognizant of how these issues relate to self and the world. With this understanding they will be in a better position to advocate healthier choices for themselves, for their families, and for their community.

Students will be introduced to the concepts of preventive self-care and wellness while offering the opportunity to actively engage in personal wellness assessment, planning and several pro-active lifestyle intervention activities. Students will undergo a battery of health screening tests and assessments to give them an indication of their well-being. They will be able to evaluate their lifestyles and the impact of their behaviors on their personal lives. Students will be taught to design, prescribe, and implement personal programs of exercise and to formulate strategies for wellness behavior modification. They will explore in depth what wellness and human performance means in our contemporary, technologically advanced society.

Rationale: Work And Life Skills
Special Elective Group

Harper College currently defines general education as "that part of the college education that provides students with the foundations essential to lead personally fulfilling and responsible lives as productive citizens." We strongly believe that in order to remain consistent with this goal, a work and life skills component should be included in the special elective group of courses. We define work and life skills as those which enhance or facilitate an individual's competence and confidence within her/his environment, including the ability to adapt, to utilize technology, to manage time and resources effectively, to appreciate interpersonal differences, and to develop integrity through a personal set of clearly defined values.

The world around us is changing. The average student will hold seven to ten jobs encompassing two or three different careers over the course of his or her lifetime. According to the objectives outlined in Harper's *Catalog*, our institution seeks to enable students to participate and compete in a work environment fraught with increasingly rapid technological and demographic change. Employees need to be able to speak, write, listen, and think clearly, as well as possess a great deal of information, desirable personal qualities, and resources such as transferable skills which exceed vocational boundaries. Prospective employees are expected to be sensitive to a diverse global work force and possess technological knowledge. Harper should expose its students to the necessary tools to be competitive participants in the workplace.

Harper's philosophy and mission statements suggest the importance of work and life skills as part of a Harper degree. Within the philosophy statement, the college recognizes "the general requirement of educating all of its students for a meaningful role in a free and fluid society." Our mission statement echoes the sentiments of our philosophy by embodying a promise to our students which speaks of values clarification, student success, and individual and community development. We can meet our obligation to our students and be consistent with our goals by reflecting them in these degree requirements.

By including a work and life skills component in our degree, we affirm that this obligation is real. We must remain consistent in our vision. We must continue to be accountable to the students we serve. Including a work and life skills component in the degree requirements makes clear to our students that these skills are essential to their complete education.

Appendix E: General Education Outcomes
(Draft Version, Outcomes Not Finalized)

In the spring of 1995, the Harper College Academic Standards Committee developed philosophy statements for Harper College's General Education requirements and for each of the five core components of General Education. (The Philosophy Statements are found in Appendix D.)

In April 1997, the Academic Standards Committee identified outcomes for each of the five core components. These outcomes are a draft version and have not been formally approved by the College. In the Fall of 1997, the Faculty Senate and the Dean's Council will review the proposed General Education Outcomes for comment and endorsement. Once the Outcome statements have been approved, the Academic Standards Committee will finalize methods to assess these Outcomes in an effort to evaluate the degree to which Harper College graduates meet the College's Outcomes for General Education. The Committee expects to complete its selection of assessment measures by the end of the Fall 1997 semester, with implementation anticipated in Spring 1998.

COMMUNICATIONS
(DRAFT)

Upon successful completion of 9 credits of approved *Communications* courses, students should be able to:

- demonstrate the writing and speaking skills necessary for learning, collaborating, informing, expressing, evaluating, entertaining, and persuading
- analyze and interpret complex reading materials
- use language for the critical thinking appropriate to specific academic and professional areas
- use Standard Written English for academic and professional writing
- demonstrate effective speaking skills appropriate for success in the workplace and life in general
- use the tools of modern communication (computers and other electronic media) as appropriate for learning, communication, and personal enrichment
- demonstrate an ethic of language use (regarding such issues as plagiarism, distortion, manipulation, and coercion) appropriate for academic, public, and professional communication
- report successful literacy activities (reading, speaking, and writing) for personal enrichment, public service, or work-related purposes

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║                        MATHEMATICS                                 ║
║                          (DRAFT)                                   ║
║                                                                    ║
║ Upon successful completion of 3–6 credits of approved Mathematics  ║
║ courses, students should be able to:                               ║
║                                                                    ║
║ •  demonstrate the understanding of the concept of number and use  ║
║    of mathematical symbols                                         ║
║ •  identify, develop, and solve quantitative problems that are     ║
║    related to limited real world situations by:                    ║
║         a)  setting up correct mathematical models,                ║
║         b)  choosing appropriate problem solving techniques, and   ║
║         c)  recognizing if an answer is reasonable                 ║
║ •  organize, interpret, and represent numerical, graphical, and    ║
║    geometric data.                                                 ║
║ •  apply appropriate technology in mathematical contexts           ║
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╔══════════════════════════════════════════════════════════════════╗
║               THE HUMANITIES and FINE ARTS                         ║
║                          (DRAFT)                                   ║
║                                                                    ║
║                                                                    ║
║ Upon successful completion of 9 credits of approved Humanities and ║
║ Fine Arts courses, students should be able to:                     ║
║                                                                    ║
║ •  demonstrate respect for differing views and methods of          ║
║    expression                                                      ║
║ •  explain conflicting views and/or methods of expression          ║
║ •  compare conflicting views and/or methods of expression          ║
║ •  develop habits of disciplined, appreciative inquiry             ║
║                                                                    ║
║ and as pertains to ethics and values:                              ║
║                                                                    ║
║ •  identify values assumed in moral and aesthetic arguments        ║
║ •  distinguish between moral and nonmoral situations               ║
║ •  explore the relation of morals to religion, law, courtesy,      ║
║    custom, opinion and feelings                                    ║
║ •  explain the difficulties in justifying moral and aesthetic      ║
║    theories and judgments                                          ║
║                                                                    ║
║ and as pertains to creative expression:                            ║
║                                                                    ║
║ •  identify elements of works of art                               ║
║ •  use these elements to explain artistic structure                ║
║ •  interpret the meaning of a work of art                          ║
║ •  place a work of art in an historical context                    ║
║ •  compare works of different artists or cultures or times in      ║
║    history                                                         ║
║ •  develop a sense of personal taste                               ║
║                                                                    ║
║ and as pertains to intellectual traditions and skills:             ║
║                                                                    ║
║ •  demonstrate appropriate skepticism                              ║
║ •  demonstrate logical reasoning                                   ║
║ •  explain intellectual claims                                     ║
║ •  develop well-founded counterarguments                           ║
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THE SOCIAL and BEHAVIORAL SCIENCES
(DRAFT)

Upon completion of 9 credits of approved *Social and Behavioral Science* courses, students should be able to:

- identify problems in human behavior and history
- apply theoretical constructions to specific situations
- utilize the vocabulary of the social and behavioral sciences
- demonstrate an understanding of the methods of inquiry and analysis employed by the social and behavioral sciences
- identify major societal institutions and describe their operation and interrelationships.
- demonstrate an understanding of their own society and the world at large by examining differences and similarities in human activity from place to place

THE PHYSICAL and LIFE SCIENCES
(DRAFT)

Upon successful completion of seven 7–8 credits of approved *Physical and Life Sciences* courses, students should be able to:

- explain and apply the scientific method
- collect, analyze, and classify scientific information
- use appropriate forms of mathematical reasoning to analyze scientific problems
- exhibit greater knowledge of the physical and living world
- apply basic scientific principles learned to everyday life experiences

Appendix F: Campus Forum Agenda and Logistics

The Campus Forum was designed to identify concrete strategies to address three areas of concern identified by the Self-Study Campus Response Group. The Forum was held at the Holiday Inn Rolling Meadows on January 17, 1997, with 159 individuals in attendance. Various employee groups were well represented by 74 full-time faculty members, 50 staff, 30 administrators, two Board Members and the Student Trustee. (A listing of the participants appears in Appendix A.) The goal for the day was to use the combined wisdom of Harper employees to identify forty strategies to improve communication, governance/decision-making, and planning at Harper College.

The College hired an outside group facilitator to present background information and set the tone for the day. In addition, Harper employees served as small- and medium-group leaders to aid the productivity of the day. Before the Forum, these employees attended training sessions which provided necessary preparation for the day's agenda.

Participants were divided into four medium-sized groups; one group for communication, another group for planning, and two groups for governance/decision-making at the College.

A brief agenda for the Campus Forum is presented in Figure F–1. Figure F–2 is graphical depiction of movement between the large group of 179, four medium groups of approximately 45, and nineteen small groups of approximately 10 people.

A more detailed description of the agenda is listed in Figure F–3. This figure describes the format, outcomes and process for each period during the day.

By the end of the day, participants had developed 10 strategies for improving communication, 10 strategies for improving planning, and 20 strategies for improving governance/decision-making at Harper College. The participants then voted on the best strategies in each of the three areas. The ballot used for this voting is shown in Figure F–4.

All forty strategies developed that day are detailed in Appendix G. The number of votes each strategy received is also listed in Appendix G.

Participant written evaluations for the Campus Forum were overwhelmingly positive (8.74 on a scale of 10), though a number of participants commented that a meaningful and timely follow-through is critical if the good work of the day is to be honored.

Chapter 11 further describes the Forum and the NCA Self-Study Follow-Up Group that was created to develop a process for addressing the forty strategies developed at the Forum.

Figure F–1. Brief Agenda of the NCA Self-Study Campus Forum

NCA Self-Study Campus Forum
Holiday Inn Rolling Meadows
January 17, 1997

Time		Room
8:30–9:00am	Continental breakfast	Algonquin Lobby
9:00–9:45am	All participant meeting	Algonquin
9:55–11:00am	Medium-group meetings	Elk Grove, Palatine, Arlington Hts., Meadows
11:00–11:15am	Break	
11:15–12:30pm	Small-group meetings	see group assignment sheet
12:30–1:30pm	Lunch	Algonquin
1:30–2:45pm	Medium-group meetings	Elk Grove, Palatine, Arlington Hts., Meadows
2:45–3:00pm	Break	
3:05–4:30pm	All participant meeting	Algonquin
4:30–5:30pm	Pop, wine, beer & hors d'oeuvres	Algonquin lobby

Figure F–2. Diagram of Movement between Large, Medium, and Small Groups at the Campus Forum
January 17, 1997
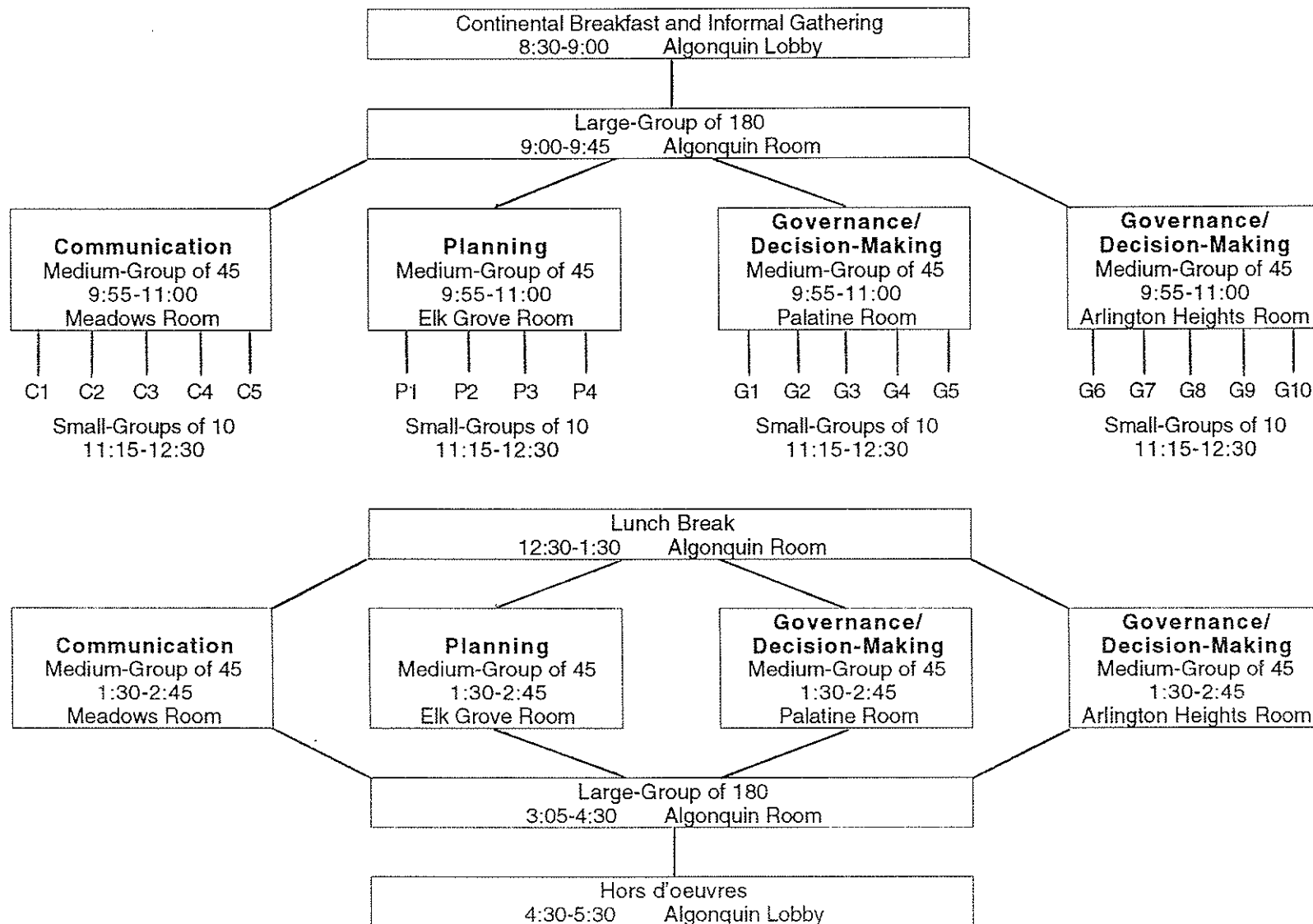
Figure F–3. Detailed Agenda of Campus Forum
Holiday Inn Rolling Meadows
January 17, 1997

Goal for the Day:

To use the combined wisdom of Harper employees to identify 40 strategies to improve communication, decision-making/governance, and planning at Harper College.

When	What	Who Facilitates	Where	Set-Up	Materials
8:30-9:00	Continental breakfast and informal gathering	All	Algonquin Lobby		
9:00-9:45	In this document these definitions will be used: Small group = groups of 9-10 Medium group = groups of 40-50 Large group = group of approximately 180 • **Format:** Meet in large group of 180. • **Outcomes:** 1) To set the tone for the day 2) To explain the goals and format of the day 3) To inform the group about the future of the NCA process • **Process** 1) Explanation of plan of day 2) Explanation of past and future NCA process 3) Each participant joins a medium group and goes to his/her designated room for next process. i.e.: All participants with <u>blue</u> name tags to the <u>Meadows Room</u> with <u>Joan Kindle</u> as facilitator to discuss issues related to <u>Communication</u> (see other groups in next time period)	Elaine Sullivan & Steering Committee Members	Algonquin	19 Round Tables of 8-10	Each participant will get a packet containing the following: • Color coded name tags • Individualized agenda for the day • "Final Prioritization of Strategies" sheet • Evaluation Overhead transparencies
9:45-9:55	Break				

Figure F–3. Detailed Agenda of Campus Forum
(Continued)

When	What	Who Facilitates	Where	Set-Up	Materials
9:55-11:00	• **Format:** Meet in four medium groups of 40-50 • **Outcome:** To develop & record on flip charts ten issues related to the medium group's topic. • **Process:** 1) Write on flip chart, "What are the issues surrounding [topic] at Harper?" 2) Explain process. 3) Count off 1-10 to break into groups of 4-5. 4) Give every person 3 index cards. 5) Individually respond to question on flip chart -- identify 3 issues -- 1 per card. [5 min] 6) Lay the 15 cards out for all to see, discuss and categorize into similar issues. [25 min] 7) Decide on 3 issues for your group & put them on 3 cards. 8) Reconvene into entire group of 40-50. Each group reports on the issues they identified and places cards on wall. 9) Continue categorizing & decide on top ten issues. 10) Small group facilitators write ten issues on flip chart paper to take to their small group for next process.	**Medium Group Facilitators:** Joan Kindle Communication C1 - C5 Tom Choice Planning P1 - P4 Jack Gallagher Governance/ Decision-Making G1 - G5 Jan Phillips Governance/ Decision-Making G6 - G10	Meadows Elk Grove Palatine Arlington Hts.	Theater style seats (50) in Meadows, Elk Grove, Palatine, Arlington Hts.	Pens Flip charts Index cards Pencils
11:00-11:15	Break	All small group facilitators			

Campus Forum Agenda and Logistics

Figure F–3. Detailed Agenda of Campus Forum
(Continued)

When	What	Who Facilitates	Where	Set-Up	Materials
11:15-12:30	• **Format:** Meet in 19 small groups of 9-10 • **Outcome:** To determine five strategies which work toward solving some of the issues brainstormed in the medium group. These five strategies are to be written on flip chart paper. • **Process:** 1) Small Group Facilitator describes process. 2) Small group members introduce themselves, giving Harper areas, positions and years of service. 3) Small group facilitator provides sample strategy as example. 4) Referring to the flip chart with ten issues, small group members are given 5 minutes to individually brainstorm possible strategies on their topic on index cards. 5) The small group then brainstorms out loud a list of possible strategies on additional flip chart paper. 6) The small group breaks into groups of two to discuss the merits of the above strategies. 7) Using the "Talking Stick" method each small group participant has two minutes to give his/her top three strategies and why. The facilitator stars the strategies on the flip charts as participants vote. 8) The top five strategies are chosen from the top vote getters. 9) These top five strategies are written on flip charts by the small group facilitator or representative.	**Small Group Facilitators:** C1 - Barb Bednarz C2 - Jerry Gotham C3 - Caroline Klees C4 - Michael Vijuk C5 - Renee Zellner P1 - Bruce Bohrer P2 - Susan Carlson P3 - Sue Overland P4 - Janet Westney G1 - Frances Brantley G2 - Mary Ann Jirak G3 - Dan Loprieno G4 - Russ Mills G5 - Phil Stewart G6 - Stephanie Burrell G7 - Peggy Kazkaz G8 - Chris Kranz G9 - Dom Magno G10- Lorel Kelson	 Roselle Meadows Meadows Meadows Roselle Elk Grove Barrington Elk Grove Elk Grove Palatine Long Grove Inverness Palatine Long Grove Hoffman Hoffman Arlington Arlington Arlington	3 Round tables in Meadows, Arlington Hts, Elk Grove 2 Round tables in Long Grove, Hoffman, Palatine, Roselle Existing board tables in Inverness and Barrington	19 Flip charts Pens Index cards
12:30-1:30	Lunch	All	Algonquin		

Figure F–3. Detailed Agenda of Campus Forum
(Continued)

When	What	Who Facilitates	Where	Set-Up	Materials
1:30-2:45	• **Format:** Five small groups of 9-10 go back to original medium group of 40-50. • **Outcome:** To determine the ten best strategies with the top strategies indicated. These ten strategies are written on transparencies. •**Process:** 1) Medium group facilitator explains process and outcome to group. 2) Each small group facilitator presents the small group list of five strategies on flip chart paper to medium group. (25 min.) 3) The medium group facilitator combines like-statements as the small groups are presenting. 4) After all statements are presented, each participant is asked to put his/her three orange dots next to the best strategies. Participants can't put more than one dot next to each. 5) The medium group facilitator indicates the top strategies by the number of dots given each strategy. If there are two or more tied strategies, then a show of hands is used to select between/among these strategies until ten are chosen. 6) Next, each small group member is given one blue dot and asked to vote again to select the top strategy of the ten. 7) The ten strategies, with the top strategies indicated, are written on transparencies by the medium group facilitator or representative and are typed on a laptop.	**Medium Group Facilitators:** Joan Kindle Communications C1 - C5 Tom Choice Planning P1 - P4 Jack Gallagher Governance/ Decision-Making G1 - G5 Jan Phillips Governance/ Decision-Making G6 - G10	Meadows Elk Grove Palatine Arlington Hts.	Theater style seats in Elk Grove, Arlington Hts., Palatine, & Meadows	Flip charts Overhead Orange & blue dots 4 Laptop computers 1 portable printer (At this point each group of ten strategies is typed on a laptop. These are printed out and copies are made for all participants.)
2:45-3:05	Break	All			

Figure F–3. Detailed Agenda of Campus Forum
(Continued)

When	What	Who Facilitates	Where	Set-Up	Materials
3:05-4:30	• **Format:** All meet in large group of 180 • **Outcomes:** 1) To have each medium group facilitator report the group's ten strategies to the large group. 2) To have all participants write most critical strategies on summary sheets. (see Figure F-4) 3) To process the day, outcomes and future plans. • **Process:** 1) The process and outcomes are explained. 2) Each medium group facilitator reports to the large group concerning the group's ten strategies. Each group's strategies are copied on individual sheets and are passed out to the large group prior to the group's presentation. 3) Elaine Sullivan summarizes, etc. 4) After receiving a paper copy of all strategies, each participant fills out his/her Critical Strategies sheet. (see Figure F-4) 5) Final comments on future plans are made. 6) Evaluations of day are filled out and collected.	Elaine Sullivan, Steering Committee Members, & Medium-Group Reporters	Algonquin	20 Round tables of 10	Screen Transparen-cies Overhead Pens 1 Laptop computer Printer Copy machine Strategy sheets
4:30-5:30	Pop, wine, beer and hors d'oeuvres	All	Algonquin Lobby		

Figure F–4. Ballot Used by Participants at Campus Forum
To Identify the Best Strategies to Improve Communication,
Decision-Making/Governance, and Planning at Harper College

Holiday Inn Rolling Meadows
January 17, 1997

NCA Campus Forum Critical Strategies

Name: _____

Circle one: Faculty   Staff   Administration

*FOR EACH OF THE FOLLOWING TOPIC AREAS, WRITE THE NUMBERS OF THE
TWO BEST STRATEGIES:*

•Governance/Decision-Making   1. _____   2. _____
(two from the combined list of
Governance/Decision-Making Strategies)

•Communication   1. _____   2. _____

•Planning   1. _____   2. _____

*WHICH ONE OF THE ABOVE SIX STRATEGIES DO YOU SEE AS THE MOST
CRITICAL (THE ONE TO ACCOMPLISH FIRST)?*
PLEASE GIVE THE APPROPRIATE NUMBER: _____

Appendix G: Strategies Developed at the Self-Study Campus Forum

The Self-Study Campus Forum was designed as a means to identify concrete strategies to address three areas of concern identified by the Campus Response Group. The Forum brought together a diverse group of 159 Harper personnel at an off-site conference center on January 17, 1997. Various employee groups were well represented by 74 full-time faculty members, 50 staff, 30 administrators, two Board Members and the Student Trustee. (Forum participants are listed in Appendix A.)

An outside facilitator presented background information and set the tone for the day. In addition, Harper employees served as small and large group leaders to aid the productivity of the day. Detailed directions for the Forum (Appendix F), highlighting format and procedures for the day, were distributed in advance.

The goal for the day was to use the combined wisdom of Harper employees to identify forty strategies to improve communication, governance/decision-making, and planning at Harper College.

After a full day of discussing issues and strategies in small groups, participants voted on the top two strategies in each topic area. The strategies, along with the amount of votes they received, are listed below. The top two strategies on governance were so similar that they were tallied together for a total vote of 81.

After the Forum was held and the votes were tallied, a group was promptly formed to develop a process for follow-up. This group, officially named the NCA Self-Study Forum Follow-Up Group, includes the following representatives: the President, the 4 C's (two faculty members, two vice presidents), a faculty member, an administrator, a professional technical employee, a classified staff member, an IEA/NEA representative, and a faculty member from the Steering Committee. Chapter 11 provides additional details of the Forum and the Follow-Up Group.

Total Votes	COMMUNICATION STRATEGIES
73	Create a clearinghouse (Harper Central, a separate department and personnel) to disseminate consistent central information on policies, procedures, and current communications. Example: an internal media relations. Include on-line access mechanism. Streamlining and efficiency.
57	Provide regular opportunities and physical place for informal gatherings of all employees. (e.g., subsidize staff/faculty dining, lounge, off-campus retreats, and annual social gatherings). Consideration of current time constraints needs to be addressed.
32	Categorize information and make efficient use of electronic and printed mechanisms to disseminate concise information in Bulletin Board, hot-topics newsletter, availability of information on Intranet.
15	Encourage listening and dialoging by: • instructing committees in dialogue rather than monologue (charge of committee chair) • Orientation Day/Week and All Employee Day for formal instruction on learning styles and active listening styles • building trust, relationship training and team-building
15	Require supervisor training in communication skills and encourage all employees to attend communication training.
14	Implement a cross-organizational understanding by an intense focus of one organizational unit at a time by brown bag lunches, special forums, and newsletters.
11	Develop Employee Communication Issues Forum.
11	Develop incentive program which encourages people to be innovative by promoting/rewarding new procedures, processes and ideas.
10	Develop all employee mentor and/or training program with appropriate stipend and orientation.
10	Effective marketing outside, expand use of cable station and Internet (e.g., sporting events, interviews, readings, concerts, plays, individual area marketing and facility rental.)

Total Votes	PLANNING STRATEGIES
72	Create a College-wide design team (should include representatives from Campus Forum group who worked on the planning topic) to recommend a system for inclusive, comprehensive planning, implementation, evaluation, and revision.
56	Link plans or goals to specific persons or groups and give them the responsibility and <u>authority</u> to carry out the plan.
24	Evaluate plans based upon teaching and learning, resource allocation, and implementation.
21	Establish college-wide planning retreats to set 1-, 5-, 10-year plans and link these plans with Unit Plans.
18	Develop an environmental scan of demographics, state expectations, trends, etc. to assess our markets. This will be disseminated College-wide for use in planning.
18	Re-align the areas of the College for improved efficiency.
17	Develop an advisory group of department chairs, program coordinators, community members, etc. with direct link to Dean's Council.
8	Have coordinators from like departments meet to determine their needs for staffing, space, capital equipment, etc.
8	Use the Tech Plan structure as a model for other college-wide planning.
3	Develop a process for dealing with non-computer capital equipment acquisition.

Total Votes	GOVERNANCE & DECISION-MAKING STRATEGIES
41	Conduct a dialogue, inclusive of all employee groups, about shared governance, its role and implementation. Create a taxonomy of decision making, i.e., who makes what decisions.
40	Develop and/or reaffirm a clear definition of shared governance to include: definition, classification of types of decisions, decision-making flow, timely accountability.
33	Revisit committee structure, including the 4Cs, and create a central group that has representatives from all employee groups to oversee all committees. Avoid redundancy and gaps in committees.
20	Identify and implement appropriate leadership styles to support governance structure.
15	Clarify the decision-making process (shared governance) through training, education and development. Create a training model for committee chairs and members (participation every three years).
15	Establish a College council with representatives from all employee groups to make appropriate decisions/recommendations (i.e., a new type of Executive Council).
13	Assure that all groups on campus are involved in shared governance process.
12	The President must publicly embrace the shared governance definition.
9	Clarify which decisions are to be made by which process (hierarchical, shared governance, contractual).
8	Hold area seminars to: (a) disseminate existing shared governance documents, (b) meet with all interested parties (for example, during faculty orientation), (c) hold a "Results" meeting to bring together all area findings, (d) write a document or statement of principles or both, (e) act on results (employee groups leadership).
7	Clearly communicate the shared governance process annually (via memos, mentoring, plaques, division/department meetings, bulletin boards). Acknowledge and reward examples of successful shared governance activities.
6	Create a forum or College-wide council (inclusive of all constituencies) which meets on a regular basis to honor and value creativity, innovation, dissension, conflict, and diversity.
6	Ensure that governance process benefits teaching and learning environment for students.

5	Re-establish the community college model based on community, using appropriate metaphors to emphasize and promote this identity.
5	Need vehicles for open forum to stimulate true involvement of all groups (where they feel free to speak and be heard) including the Board. (i.e., regular all campus forum two times a year).
4	Contract with outside consultant to refine/recreate/clarify shared governance and decision-making.
3	Have certain decisions be made at a lower level.
3	Form a task force to carry out audit of our current decision-making process; define and communicate back to appropriate groups, make recommendations including a visual description.
3	Develop a reciprocal evaluation of all employees by subordinates to improve performance.

Appendix H: A Decade of Accomplishments

The College has received many awards recognizing numerous individuals, departments, and specific teams for College projects and initiatives which have benefited Harper's students, employees, and the community at large. Some of the institutional awards received in the decade since Harper's last self-study are listed below. The College is very proud to have been recognized at the local, state, and national levels. A number of organizations from Harper's own community have honored the College, including the Private Industry Council, Township High School District 214, and several local organizations including the United Way and Motorola. In addition, Harper College was named the "Best Educational Resource" by the readers of the *Daily Herald* newspaper at the Greater Woodfield Award ceremony.

State-wide recognition has come from the Illinois Community College Board which has selected Harper as a recipient of its Award for Excellence six times (most of any Illinois community college), and the Illinois Council of Community College Administrators' Bright Idea Award which Harper has won five times. The Illinois State Board of Education, Illinois Community College Trustees Association, Illinois Prairie Girl Scouts Council, and the Illinois Department of Energy and Natural Resources have also singled out Harper College for special recognition.

Harper has received national recognition from the American Association of Community Colleges, U.S. Department of Education, U.S. Department of Labor, and the National Science Foundation. Numerous professional associations have honored Harper as well, including the National Association for Student Personnel Administrators, National Council for Marketing and Public Relations, National Institute for Staff and Organizational Development, National Council of Instructional Administrators, and the Association for Continuing Education.

DATE	HONOR / AWARD
1987	AACJC Outstanding Service to Students with Disabilities Award received by Center for Students with Disabilities
1988	College administrator received the 1988 LC Larson Service Award presented by the Association for Educational Communications and Technology
1988	Faculty member named Outstanding Technical Teacher of the Year by the American Technical Association
1988	Adult Educational Development program was one of two selected for Illinois State Board of Education Secretary's Award for Outstanding ABE Programs
1988	Harper trustee awarded the Regional Trustee Leadership Award by the American Community College Trustees Association
1988	President received the Illinois Community College Trustees' Association Meritorious Service Award for leadership in service to community colleges
1988	National finalist for U.S. Department of Education Secretary's Award for Outstanding ABE Program
1988	Special recognition award received from the Private Industry Council of Northern Cook County for Adult Educational Development Department's cooperation and continuing contributions

1988   Resolution in Illinois State Senate recognizing Harper College's recent award for excellence in adult education

1989   President selected to attend AACJC President's Academy

1989   Three programs nominated for 1988-'89 National Council of Instructional Administrators' Community College Exemplary Instructional Programs Award— Adult Educational Development, Center for Students with Disabilities, Business Information Management

1989   Formulator, Inc. (a dental products company) donated to Harper College and is run exclusively by students

1989   Athletic Academic Advising Program received First Annual Retention Excellence Award from Noel/Levitz, Inc.

1989   Received $8,000 grant from Kemper Insurance for an adjunct faculty development program

1990   College's Drug Alcohol Wellness Network recognized for outstanding achievement and leadership in substance abuse prevention efforts

1990   Received National Science Foundation grant of $31,202 for purchase of nuclear magnetic resonance spectrometer

1990   Received a 1990 Illinois Council of Community College Administrators' Bright Idea Award for Project TEAM (Together Each Achieves More)

1991   Harper named "Best Educational Resource" by readers of *Daily Herald* newspaper in 1991 Best of Greater Woodfield Award ceremony

1991   College trustee received an award for outstanding community service for work with the Girl Scouts, Harper College, United Way, and Northwest Community Hospital

1991   College trustee honored as one of five Women of Distinction by Illinois Prairie Girl Scout Council

1991   Bronze Paragon Award received at National Council for Marketing and Public Relations annual conference

1992   Received first Illinois Community College Board Workforce Preparation Award— recognized as one of top three programs in the state

1992   Received High School District 214 annual "Friends of the Arts" award

1992   Illinois Community College Board Award for Excellence in Workforce Preparation awarded to Adult Educational Development's Basic Academic Skills for Employee Development (BASED) program

1992   National Association of Student Personnel Administrators Medallion Award for Outstanding Achievement in Student Development received for Academic Advising and Counseling SOAP Program for academically at-risk students

1992   Northwest Suburban Career Cooperative wins LIFT award—recognized as one of four leading education and training programs in the nation

1992   Harper College is one of thirteen community colleges to receive the first national Interassociation awards for student affairs for its Standards of Academic Performance (SOAP) program

1992   Illinois Council of Community College Administrators' Bright Idea Award received for Career Transitions Center/ Community Career Services

1992   Harper co-chaired the Fifth Annual International Conference on Technology and Collegiate Mathematics

1993   President appointed as only community college representative to National Advisory Committee on Institutional Quality and Integrity, advises Secretary of Department of Education

1993   Faculty member honored with letter from Mayor Daley for work as adviser to architectural projects in Chicago

1993   Received Illinois Community College Board Award for Excellence in community college advocacy—first time award has been given

1993   Faculty member appointed to Professional Development Committee of American Vocational Association

1993   Faculty member recognized by the Illinois League for Nursing Faculty

1993   Faculty member selected as 1993 Community College Excellence Award winner by National Institute for Staff and Organizational Development

1993   Received a $50,000 endowed chair from Motorola (five year grant)—to recognize teaching excellence

1993   College Trustee selected Board Chair, United Way Crusade of Mercy for metropolitan Chicago

1993   College Administrator selected as 1 of 20 Leadership Fellows for 1993-94 through the LEAP recognition program, funded by Kellogg Foundation

1993   Received an Illinois Community College Board Award for Excellence for the College's substance abuse education and prevention program

1993   Career Transition Center won the College Placement Council's 1993 Award for Excellence in the Educational Programming category

1993   Illinois Community College Trustees Association 1993 Distinguished Alumnus Award for the state given to former Harper College student

1993   Harper's Center for Students with Disabilities recognized as American Association of Community Colleges Exemplary Program for Students with Disabilities

1993   Received an Illinois Community College Board Award for Excellence in Substance Abuse Prevention Programming for the "Rainey Retreat" program

1993   Child Learning Center was one of first in U.S. to be accredited by the National Academy of Early Childhood Programs

1993   Received an Illinois Community College Board Excellence in Teaching and Learning Award for Coordinated Studies Program

1993   Center for Students with Disabilities Transition Program for special education high school students received an Illinois Council of Community College Administrators' Bright Idea Award

1993   Received an Illinois Council of Community College Administrators' Bright Idea Award for Adult Educational Development department's Adult Neighborhood Literacy and Community Policing Project

1993   Received a National Science Foundation planning grant ($50,000) in chemistry

1993   Received a National Science Foundation grant in mathematics ($200,000)

1993   Child Learning Center received a $5,000 Good Samaritan Grant from CBS Foundation—one of ten Chicago area organizations with extraordinary day care programs

1993 Faculty member chosen by National Science Foundation as project director of faculty enhancement courses and curriculum and calculus grants involving coalitions of two- and four-year schools.

1993 The Center for Students with Disabilities included in American Association of Community Colleges monograph, "Disability Support Practices in Community Colleges"

1994 One of several community colleges to receive an award for the "Northern Illinois Plunge"—a nationwide community service volunteer activity

1994 Wrestling team crowned National Junior College Athletic Association national champions

1994 Two Gold and one Silver Paragon Awards received at National Council for Marketing and Public Relations annual conference

1994 Received Certificate of Merit at Ninth Annual Admissions Advertising Awards Ceremony for video view book

1994 Career Transitions Center / Community Career Services received the Association of Continuing Education's Outstanding Program for Continuing Education Offering

1994 Illinois State Board of Education gave Adult Educational Development program an overall commendation of exemplary—only 1 of 2 programs in last 5 years to receive this accolade

1994 Co-sponsor of "Chef's Fest" held at Arlington International Racecourse (continues today)

1994 College trustee awarded Juliette Lowe World Friendship Medal by the National Board of Directors of the Girl Scouts of the U.S.

1995 Received an Illinois Community College Board Award for Excellence in Institutional Effectiveness and Strategic Planning

1995 Nursing department's National League for Nursing self-study selected as a model for other programs to use

1995 Faculty member received a 1995 Merit Award from Northwestern University Alumni Association

1995 Received an Illinois Council of Community College Administrators' Bright Idea Award for its printed materials dedicated to United Way

1995 College trustee selected by Girl Scouts - Illinois Crossroads Council - as one of ten Women of Achievement

1995 Connections 2000 Exemplary School to Work Initiative—recognized Harper's Center for Students with Disabilities College Awareness Program

1995 Faculty member inducted into the National Junior College Athletic Association Hall of Fame as the winningest active community college football coach

1995 Received two Higher Education Cooperative Act grants—to increase minority transfer success and to increase College participation by Latinos

1995 Commended by Illinois Department of Energy and Natural Resources for outstanding energy conservation measures in 1994

1995 Faculty member voted Illinois Physics Teacher of the Year for 1994-95

1995 Department of Labor selected Harper as 1 of 10 national state project sites for a manufacturing standards pilot program

1995   College Trustee recognized by Sears Corporation as distinguished leader with non-profits—1st time presented to an individual

1996   Two faculty members were awarded Fulbright scholarships

1996   College administrator named one of the Top Ten Volunteers by North Shore Magazine

1996   College administrator appointed to the Illinois Articulation Initiative Technical Committee and commended by the Illinois Board of Higher Education

1996   Harper served as the site of the 1996 National Print and Drawing Show

1996   Received the 1996 Tech Prep award from the American Association of Community Colleges

1996   Administrator named as 1 of 17 women honored as Unsung Heroine Award winners by the Cook County Commission on Women's Issues

1996   National Council for Marketing and Public Relations awarded Harper a Silver Paragon Award for the Harper Transfer Book

1996   Received the United Way Employees' Award for Excellence for results of its 1995-96 campaign.

1996   Faculty member selected as 1996 Teacher of the Year by the Illinois Adult and Continuing Educators Association

1996   Received the National Association of Campus Activities (NACA) Illiana Region's Outstanding Program of the Year Award for Sexual Assault Prevention Committee for the Clothesline Project

1996   Received an Illinois Community College Board Drunk-Driving and Substance Abuse Prevention Award

1996   Hosted 24 international students as part of the Global Youth Exchange Program

1996   Received a National Science Foundation grant of $13,000 for purchase of atomic absorption spectrometer

1996   Harper's orientation program was one of five U.S. model programs cited in Freshman Year Experience publication, "Designing Successful Transitions: A Guide to Orienting Students to College"

1996   Harper selected as midwest regional location for 1997 U.S. First Competition (in connection with Motorola)

1996   Several faculty and administrators serve as North Central Association Consultant-Evaluators

1996   Adjunct faculty member named 1996-97 president of The Independent Writers of Chicago

1996   Faculty member selected as commissioner for the National Academy of Early Childhood Programs

1997   Gold Paragon Award received at National Council for Marketing and Public Relations annual conference

1997   Harper trustee received the Illinois Community Education Association Distinguished Service Award

1997   Harper leads all other Illinois community colleges with the most Illinois Community College Board Excellence Awards received

Appendix I: The General Institutional Requirements

The Commission on Institutions of Higher Education, North Central Association of Colleges and Schools requires that affiliated institutions meet the Commission's General Institutional Requirements (GIRs). The twenty-four General Institutional Requirements reflect the Commission's basic expectations of all affiliated institutions of higher education.

William Rainey Harper College meets and exceeds the minimum General Institutional Requirements.

Mission

1. It has a mission statement, formally adopted by the governing board and made public, declaring that it is an institution of higher education.

The Mission Statement of William Rainey Harper College has been adopted by its governing body, the Board of Trustees, and is contained in the *Policy Manual* of the Board of Trustees. The Mission Statement is also found in the Harper College *Catalog*, a widely available public document.

The Mission Statement is complemented by a set of ten Objectives, which provide greater specificity to the Mission. The Objectives of the College are also found in the Board *Policy Manual* as and the College *Catalog*.

The Harper Mission Statement and Objectives define the basic character of the institution and describes its educational programs and their purposes. The Mission Statement and Objectives indicate the role of Harper College within the broader higher education community.

2. It is a degree-granting institution.

Harper College grants the Associate in Arts, Associate in Science, Associate in Applied Science, and Associate in Engineering Science degrees. Illinois Community College Board (ICCB) approval of a new degree, the Associate in Fine Arts, is expected.

Authorization

3. It has legal authorization to grant its degrees, and it meets all the legal requirements to operate as an institution of higher education wherever it conducts its activities.

Harper College has legal authorization to grant its degrees, and it meets all legal requirements to operate as an institution of higher education wherever it conducts its activities.

The 1964 Illinois Master Plan for Higher Education, The Illinois Public Community College Act, and *Illinois Revised Statutes,* Chapter 122—"Schools" established Illinois Community College District 512 and authorized William Rainey Harper College as a degree granting institution. New statutes may be updated or changed only by legislative action during formal session.

The Harper College Charter was authorized by local referendum in 1965.

Copies of these documents are available in the College President's office, in the Board of Trustees Meeting Room, and in the office of the Vice President of Administrative Services. References to the authorizing documents are found in the Board *Policy Manual* which is also available in the noted locations.

4. **It has legal documents to confirm its status: not-for-profit, for-profit or public.**

The institution is confirmed as a public, not-for-profit entity by *The 1964 Illinois Master Plan for Higher Education* , *The Illinois Public Community College Act* and the *Illinois Revised Statutes*, Chapter 122—"Schools." New statutes may be updated or changed only by legislative action during formal session.

Governance

5. **It has a governing board that possesses and exercises necessary legal power to establish and review basic policies that govern the institution.**

The elected Harper College Board of Trustees possesses and exercises the necessary legal powers to establish and review basic policies that govern the institution.

The basic authority of the Harper College Board is confirmed by State legislation as outlined in *The Illinois Public Community College Act* and *Illinois Revised Statutes*, Chapter 122—"Schools." The bylaws established by the institution which confirm the appropriate power of the Board of Trustees are contained in the Board *Policy Manual.*

The Board of Trustees normally meets once per month. Audio recordings of Board meetings, copies of Board meeting minutes, minute summaries, and formal presentations and reports of Board activities provide evidence that the Board meets frequently enough to carry out its authority and is sufficiently structured so as to possess sound knowledge upon which to establish and review its policies in order to direct the institution.

6. **Its governing board includes public members and is sufficiently autonomous from the administration and ownership to assure the integrity of the institution.**

The Harper College Board of Trustees are publicly elected members of Community College District #512 who are sufficiently autonomous from the administration and ownership to assure integrity of the institution. Elections are governed by directives as outlined in *Illinois Revised Statutes*, Chapter 122—"Schools," section 103-7-7.1 consolidated election law, Chapter 46, paragraph 2A-1.2(e)(2):2A-52 of *The Election Code of Illinois.*

The Harper Board *Policy Manual*, 6.1.B ensures that, "No Board member shall be interested directly or indirectly in any contract, work, or business of the College except as provided in *Illinois Revised Statutes*, Chapter 122, paragraph 103–48.

The "Code of Ethics" of the Harper Board *Policy Manual* (page 85, 6.1B) confirms the Board's responsibility for the integrity and academic quality of the institution and the Board's obligation to assure that the institution serves the public interest.

Copies of the indicated documents are available in the College President's Office and in the Board Meeting Room.

7. It has an executive officer designated by the governing board to provide administrative leadership for the institution.

The Harper College Board designates the President as the executive officer to provide administrative leadership for the institution. The President of the College holds appropriate authority to carry out policies established by Board of Trustees. The President coordinates the day-by-day operation of the College.

The Office of the President is mandated as indicated in the Board Policy Manual, page 11, 1.4.9; page 53, 5.1. Duties of the College President are described in the Policy Manual, page 53, 5.1.1–5.1.6. The President carries out the duties of office according to the Administrative Procedure Manual. The current executive officer has been President since 1988.

8. Its governing board authorizes the institution's affiliation with the Commission.

The Harper College Board of Trustees authorized the institution's first Commission affiliation request in 1968 and continues to authorize payment of yearly dues. The Board acknowledges the institution's relationship with the North Central Association and is apprised by the College President of periodic study visits and institutional preparations for the Commission visits. Formal Board action is not required to continue affiliation but is required if the College decides to discontinue its affiliation with North Central Association.

Faculty

9. It employs a faculty that has earned from accredited institutions the degrees appropriate to the level of instruction offered by the institution.

All faculty who teach baccalaureate transfer courses hold graduate degrees. All newly hired full-time faculty meet the minimum criteria established in the *Statement of Faculty Credentials*. Minimum criteria are waived occasionally for adjunct faculty if the individual is otherwise qualified as determined by the full-time faculty in the discipline.

10. A sufficient number of the faculty are full-time employees of the institution.

The number of full-time faculty is adequate but not up to the optimal standards desired by the College. Full-time faculty teach about 46 percent of the credit contact hours. Sufficient number of full-time faculty function as counselors and librarians.

11. Its faculty has a significant role in developing and evaluating all of the institution's educational programs.

Harper's faculty has a significant role in developing and evaluating all of the institution's educational programs. Faculty not only provide instruction and advise students, but also are involved in institutional governance and operations through work on committees and other institutional processes. Faculty develop and review curriculum. Faculty have sole voting rights on the Academic Standards and Curriculum Committees; these committees

have significant roles in determining Harper's degree requirements and approving its credit educational offerings.

Faculty establish outcomes of courses. Faculty evaluate instruction through regular Program Reviews and peer evaluations. Faculty assumed a major role in evaluating the institution and its educational programs in conducting this re-accreditation Self-Study.

12. It confers degrees.

Harper College confers the degrees Associate in Arts, Associate in Science, and Associate in Applied Science. A new degree, the Associate in Engineering Science was approved in 1996. The College is also developing a proposal for the Associate in Fine Arts degree which follows the State model.

13. It has degree programs in operation, with students enrolled in them.

Students are enrolled in the four approved degree programs—Associate in Arts, Associate in Science, Associate in Applied Science, and Associate in Engineering Science. In 1995–96, the College conferred 561 Associate in Arts, 176 Associate in Science, and 332 Associate in Applied Science degrees. Additionally, 415 Certificates of Completion were awarded in that same academic year.

14. Its degree programs are compatible with the institution's mission and are based on recognized fields of study at the higher education level.

Harper's degree programs are compatible with its Mission and Objectives. The Associate in Arts and Associate in Science degrees provide the student with the first two years of baccalaureate education and prepare the student to transfer to four-year colleges and universities. The College maintains Compact Agreements and Articulation Agreements with transfer institutions; these agreements demonstrate that Harper's A.A. and A.S. degrees are recognized by other institutions of higher education.

The Associate in Applied Science degree provides the student with educational opportunities in occupational, vocational, technical and semi-technical fields which enable the student to acquire the skills and knowledge to enter a specific career.

15. Its degrees are appropriately named, following practices common to institutions of higher education in terms of both length and content of the programs.

Harper's degree programs conform to Illinois Community College Board (ICCB) models. All four associate degree programs are nominally two years in length and contain content common to institutions of higher education.

16. Its undergraduate degree programs include a coherent general education requirement consistent with the institution's mission and designed to ensure breadth of knowledge and to promote intellectual inquiry.

The Harper College Mission and Objectives Statements articulate the centrality of general education within the educational programs.

Harper College's degree programs have a coherent general education requirement that ensures breadth of knowledge and promotes intellectual inquiry. The College recently completed a thorough review of its general education requirements for the Associate in Science and Associate in Arts degrees which resulted in new requirements that go into effect for students entering in the Summer 1998 semester.

The faculty Academic Standards Committee revised the College's general education philosophy statement in light of what faculty believe are the knowledge, attitudes and skills of an educated person. Philosophy statements were written for each of the five general education core areas—Communications, Mathematics, Physical and Life Sciences, Humanities and Fine Arts, and Social and Behavioral Sciences. The statements demonstrate how general education components are integral to the degree programs.

The general education components of Harper's A.A. and A.S. degrees conform to standards recently set by the Illinois Articulation Initiative's General Education Core Curriculum. Harper went beyond the IAI requirements in creating a Special Electives Graduation Requirement that complements the General Education Core with courses in Creative Expression in the Performing Arts, Languages, Wellness, and Work and Life Skills.

A new degree, the Associate in Engineering Science was approved by the Harper Board of Trustees and the Illinois Community College Board in 1996. The A.E.S. degree conforms to State standards and general education requirements. The College is also developing a proposal for the Associate in Fine Arts degree which follows the State model and general education requirements.

17. It has admission policies and practices that are consistent with the institution's mission and appropriate to its educational programs.

As a public community college, Harper is chartered to serve all who can benefit from its offerings. For this reason Harper practices an "open door" admission policy. As stated in the College *Catalog*: "All high school graduates or the equivalent (GED) are eligible for admission to the College. A non-graduate 16 or 17 years of age who has severed his or her connection with the high school system, as certified in writing by the chief officer (or designee) of the high school district in which the student has legal residence, or a non-graduate 18 years of age or older, may be admitted if he or she demonstrates the capacity to benefit from programs and courses offered by the College. High school students may be admitted to selected courses upon the written approval of their high school principal (or designee) and the designated College admissions officer. To be placed in some programs in the College, the applicant may have to meet additional requirements as specified by that program and/or the Illinois Public Community College Act."

Admissions policies and procedures follow all applicable laws as well as standard ethical practices of higher education.

These admission policies and practices are consistent with and uphold the Mission of the College in its effort to be "a comprehensive community college dedicated to providing excellent education at a reasonable cost, promoting personal growth, enriching the community and meeting the needs of a changing world."

18. It provides its students access to those learning resources and support services requisite for its degree programs.

Harper College provides its students with comprehensive learning resources and support services. Vocational and technical programs have shops and laboratories necessary for effective teaching and learning. Science, art, theater, and music programs have laboratories and studios required for the programs. The newly remodeled and updated learning resources center gives students access at convenient hours to information through information networks and computer databases as well as print media. Developmental courses are available for students who need remediation in basic reading and writing skills. The College provides tutoring for students who desire help above and beyond the instructor in the classroom. A writing center is available for students to access computer equipment and instructional guidance in their writing projects. Success services are available including test performance analysis, study behavior and learning styles inventories and study skills seminars. Advising for all new full-time students through a comprehensive orientation program is provided and ongoing part-time orientations are available to all new part-time students. Intervention programs offer success strategies for new full-time students identified as at-risk on entry as well as current students who are on academic probation (SOAP). The College provides specialized programs, advising and other specific support services for students with disabilities, minority students, student-athletes, disadvantaged students, returning adult students, English as a Second Language students and International Students. Students may conveniently register by telephone, and, when appropriate receive advising and information via telephone. Health Services, a Wellness Program, and a comprehensive Student Activities Program are available to students. Intercollegiate and intramural athletics programs are offered to Harper students. The enrollment services area provides admissions, financial aid, and registration services. A food services program provides services at satellite locations as well as a central cafeteria. The bookstore recently moved into a larger facility and has expanded its selection of consumer goods. Computer labs have been recently expanded and re-configured for better student access.

The offices and areas providing the above services offer access to students through extended office hours including evenings. During the fall and spring semesters, many services are available on the weekend as well.

Finances

19. It has an external financial audit by a certified public accountant or a public audit agency at least every two years.

Picker and Associates, a certified public accounting firm, annually conducts an external financial audit of the College. The audit report is presented to the Board in September or October of each year.

20. Its financial documents demonstrate the appropriate allocation and use of resources to support its educational program.

Harper's audited financial reports show that the College supports its educational program directly with funds allocated to each program and department and indirectly with institutional support services. These funds are used for faculty and staff salaries, instructional equipment and supplies, and the support of the systems necessary to implement instruction and operate the College effectively and efficiently.

21. Its financial practices, records, and reports demonstrate fiscal viability.

Fiscal viability is demonstrated by continued maintenance of at least a 20 percent cash reserve in the operational funds of the College.

Public Information

22. Its catalog or other official documents include its mission statement along with accurate descriptions of its educational programs and degree requirements; its learning resources; its admission policies and practices; its academic and non-academic policies and procedures directly affecting students; its charges and refund policies; and the academic credentials of its faculty and administrators.

The Harper College *Catalog* contains this information. The *Student Handbook/Datebook* and the newsprint course schedule *This is Harper College* also provide accurate descriptions of the College mission, objectives, programs, requirements, policies, and procedures.

23. It accurately discloses the standing with accrediting bodies with which it is affiliated.

The College *Catalog* accurately discloses standing with accrediting bodies.

24. It makes available upon request information that accurately describes its financial condition.

Accounts that generate revenue are published in the *Daily Herald* by November 15 of each year, as required by state law. The *Harper College Profile* contains a summary of College finances and is published annually. Upon request, the office of the Vice President of Administrative Services makes accurate financial reports available to prospective students and to the public at large.

Appendix J: Basic Institutional Data Forms

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North Central Association of Colleges and Schools
Commission on Institutions of Higher Education

30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504
(800) 621-7440; (312) 263-0456; Fax: (312) 263-7462

Basic Institutional Data Form A

PART 1 – FULL-TIME ENROLLMENT (HEADCOUNT)

Opening Fall Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: WILLIAM RAINEY HARPER COLLEGE

		Two Years Prior	One Year Prior	Current Year
UNDERGRADUATE		19 94 – 95	19 95 – 96	19 96 – 97
Freshman	Degree oriented (Definition I-A & B)	2631	2464	2601
	Occupationally oriented (Definition I-C)	864	842	837
	Undeclared (Definition I-D)	NRA	NRA	NRA
Sophomore	Degree oriented (Definition I-A & B)	764	673	746
	Occupationally oriented (Definition I-C)	330	295	263
	Undeclared (Definition I-D)	NRA	NRA	NRA
Junior				
Senior				
TOTAL UNDERGRADUATE		4589	4274	4447
GRADUATE				
Master's				
Specialist				
Doctoral				
TOTAL GRADUATE				
PROFESSIONAL (by degree)				
TOTAL PROFESSIONAL				
TOTAL ALL LEVELS		4589	4274	4447
OTHER				

NRA = Not Readily Available

Prepare separate reports for each campus. Please add
attachments and additional sheets wherever necessary.

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Basic Institutional Data Form A

PART 2 – PART-TIME ENROLLMENT (HEADCOUNT)

Opening Fall Headcount for Current Academic Year and Previous Two Years

Name of institution/campus reported: ___WILLIAM RAINEY HARPER COLLEGE___

		Two Years Prior 19 94 - 95		One Year Prior 19 95 - 96		Current Year 19 96 - 97	
UNDERGRADUATE		Resident	Extension	Resident	Extension	Resident	Extension
Freshman	Degree oriented (Definition I, A & B)	4905		4085		4077	
	Occupationally oriented (Definition I, C)	3054		2825		3184	
	Undeclared (Definition 1-D)	NRA		NRA		NRA	
Sophomore	Degree oriented (Definition I, A & B)	1276		1262		1288	
	Occupationally oriented (Definition I, C)	1066		1032		1012	
	Undeclared (Definition I-D)	NRA		NRA		NRA	
Junior							
Senior							
TOTAL UNDERGRADUATE							
GRADUATE							
Master's							
Specialist							
Doctoral							
TOTAL GRADUATE							
PROFESSIONAL (by degree)							
TOTAL PROFESSIONAL							
OTHER							
TOTAL ALL LEVELS							

NRA = Not Readily Available

Prepare separate reports for each campus. Please add
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Basic Institutional Data Form A

PART 3 - FULL-TIME EQUIVALENT ENROLLMENT

Opening Fall FTE Enrollment for Current Year and Previous Two Years

Name of institution/campus reported: __WILLIAM RAINEY HARPER COLLEGE__

FORMULA USED BY INSTITUTION TO COMPUTE FTE: __CREDIT HOURS ÷ 15__

	Two Years Prior 19 94 - 95	One Year Prior 19 95 - 96	Current Year 19 96 - 97
UNDERGRADUATE (See definitions I.A thru D)	7505	7222	7325
GRADUATE (See definition II)			
PROFESSIONAL (See definition III)			
UNCLASSIFIED (See definition VI)			
TOTAL	7505	7222	7325

Basic Institutional Data Form A

PART 4 - OTHER SIGNIFICANT INSTITUTIONAL ENROLLMENTS
(e.g., non-credit, summer session, other)

Most Recent Sessions and Previous Two Years

Identify types of enrollment reported: __Non Credit Continuing Ed, Summer and Remedial Development__

	Two Years Prior 19 94 - 95	One Year Prior 19 95 - 96	Current Year 19 96 - 97
TOTAL UNDERGRADUATE			
TOTAL GRADUATE			
TOTAL PROFESSIONAL			
TOTAL NON-CREDIT CONTINUING EDUCATION ENROLLMENTS (headcount)	7613	7216	7439
TOTAL NON-CREDIT REMEDIAL AND DEVELOPMENTAL ENROLLMENTS (FTE)	921	1140	1099
TOTAL OTHER SUMMER (Hdcnt)	7624	7794	7890
TOTAL	16,158	16,150	16,428

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

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Basic Institutional Data Form B

PART 1 - STUDENT ADMISSIONS

Opening Fall Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: William Rainey Harper College

Provide as much of the following information as is available about applicants for admission in the current and previous two academic years. If exact figures cannot be supplied, careful estimates may be given. Students enrolled in a previous year should not be included as applicants in a subsequent year.

Check if appropriate: ☒ Open Admissions Institution

	Two Years Prior 19 94 - 95	One Year Prior 19 95 - 96	Current Year 19 96 - 97
FRESHMAN (includes Transfer)			
Number of applicants with complete credentials for admission to the freshman class	5342	4954	5000
Number of applicants accepted	5342	4954	5000
Number of freshmen applicants actually enrolled	4541	4211	4250
TRANSFER (included above as Freshman)			
Number of applicants with complete credentials for admission with advanced standing (transfer)	1814	1703	1666
Number of advanced-standing undergraduate applicants accepted	1814	1703	1666
Number of advanced-standing undergraduate applicants actually enrolled	1542	1448	1416
MASTER'S NA			
Number of applicants with complete credentials for admission to master's programs			
Number of applicants accepted for master's programs			
Number of applicants actually enrolled in master's programs			
SPECIALIST NA			
Number of applicants with complete credentials for admission to specialist programs			
Number of applicants accepted for specialist programs			
Number of applicants actually enrolled in specialist programs			

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

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Basic Institutional Data Form B – Part 1 Continued

Name of institution/campus reported: William Rainey Harper College

DOCTORAL NA	Two Years Prior 19 ____ - ____	One Year Prior 19 ____ - ____	Current Year 19 ____ - ____
Number of applicants with complete credentials for admission to doctoral programs			
Number of applicants accepted for doctoral programs			
Number of applicants actually enrolled in doctoral programs			

PROFESSIONAL NA	Report by degrees	Two Years Prior 19 ____ - ____	One Year Prior 19 ____ - ____	Current Year 19 ____ - ____
Number of applicants with complete credentials for admission to professional programs				
Number of applicants accepted for professional programs				
Number of applicants actually enrolled in professional programs				

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

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North Central Association of Colleges and Schools
Commission on Institutions of Higher Education

Basic Institutional Data Form B

PART 2 – ABILITY MEASURES OF FRESHMEN

Name of institution/campus reported: William Rainey Harper College

Specify quarter/semester reported: Fall 1996

Check if appropriate: ☐ No scores used or routinely collected

A. Class ranking of entering freshmen	
Percent in top 10% of high school class	NA
Percent in top 25% of high school class	NA
Percent in top 50% of high school class	NA
Percent in top 75% of high school class	NA

C. Mean ACT scores for entering freshmen	
Composite	19.4
Mathematics	19.7
English	18.5
~~XXXXXXXXXXXX~~ Sci Reasoning	20.0
~~XXXXXXXXXX~~ Reading	19.2

B. SAT scores for entering freshmen	Verbal	Math
Class average SAT score	NA	NA
Percent scoring above 500	NA	NA
Percent scoring above 600	NA	NA
Percent scoring above 700	NA	NA

D. Other tests used for admission or placement	
Test name	NA
Mean or composite	NA
Range	NA

Basic Institutional Data Form B

PART 3 – ABILITY MEASURES OF ENTERING GRADUATE STUDENTS

(Report for last full academic year)

A. Graduate Record Examination

(for total Graduate School excluding professional schools)

Range

| NA | High | | NA | Low |

B. Miller Analogies Test

(for total Graduate School excluding professional schools)

Range

| NA | High | | NA | Low |

C. On a separate sheet, indicate other test data used for admission to professional programs.

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

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Basic Institutional Data Form B

PART 4 – UNDERGRADUATE STUDENT FINANCIAL AID

(Report for last full fiscal year)

Name of institution/campus reported: William Rainey Harper College

SOURCE OF FUNDING		TOTAL $ AMOUNT	NO. OF STUDENTS AIDED
FEDERAL	Grants and Scholarships	1,023,514	809
	Loans	32,500	36
	Employment	51,253	55
STATE	Grants and Scholarships	919,320	2392
	Loans	686,947	302
INSTITUTIONAL	Grants and Scholarships	2,222,798	3850
	Loans	–0–	–0–
	Employment	346,762	347
FROM OTHER SOURCES	Grants and Scholarships	39,147	78
	Loans	–0–	–0–
Unduplicated number of undergraduate students aided			7202
Number of students receiving institutional athletic assistance			–0–
Percentage of institutional aid for athletic assistance			–0–

PART 5 – GRADUATE AND PROFESSIONAL STUDENT FINANCIAL AID

(Report for last full fiscal year)

SOURCE OF FUNDING		TOTAL $ AMOUNT	NO. OF STUDENTS AIDED
FEDERAL	Grants and Fellowships		
	Loans		
	Employment		
STATE	Grants and Fellowships		
	Loans		
INSTITUTIONAL	Grants, Fellowships, Asst.		
	Loans		
	Employment		
FROM OTHER SOURCES	Grants, Fellowships, Asst.		
	Loans		
Unduplicated number of graduate students aided			N/A

Prepare separate reports for each campus. Please add
attachments and additional sheets wherever necessary.

Edition 7; December 1996

North Central Association of Colleges and Schools
Commission on Institutions of Higher Education

Basic Institutional Data Form C

PART 1 – FULL-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION

Name of institution/campus reported: William Rainey Harper College

Specify quarter/semester reported: Fall, 1996

Include only personnel with professional status who are primarily assigned to **resident instruction and departmental or organized research.** Exclude all nonprofessional personnel and those professional personnel whose primary function is not resident instruction, departmental research or organized research.

	Distribution by Sex		Distribution by Race						Distribution by Age Range			
	Male	Female	White	Black	Hispanic	Asian	Native Am.	Other	20-35	35-50	50-65	65-over
Professor (70)	43	27	70	–	–	–	–	–	–	11	55	4
Associate Professor (54)	25	29	54	–	–	–	–	–	2	29	22	1
Assistant Professor (47)	14	33	39	3	–	5	–	–	8	27	12	–
Instructor (39)	16	23	33	4	2	–	–	–	11	22	6	–
Teaching Assistants & other teaching personnel												
Research staff & Research Assistants												
Undesignated rank												
Number of instructional staff added for current academic year												
Number of instructional staff employed in previous academic year, but not reemployed for current academic year												

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

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Edition 7; December 1996

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Basic Institutional Data Form C

PART 1 continued -- FULL-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION

Name of institution/campus reported: William Rainey Harper College

Specify quarter/semester reported: Fall, 1996

Include only personnel with professional status who are primarily assigned to **resident instruction and departmental or organized research.** Exclude all nonprofessional personnel and those professional personnel whose primary function is not resident instruction, departmental research or organized research.

	HIGHEST DEGREE EARNED					
	Diploma, Certificate, or None	Associate	Bachelor's	Master's	Specialist	Doctoral
Professor (70)	--	--	--	46	--	24
Associate Professor (54)	--	--	3	45	--	6
Assistant Professor (47)	--	--	5	38	--	4
Instructor (39)	--	--	3	35	--	1
Teaching Assists. & other teaching peers						
Research staff & Research Assists.						
Undesignated rank						
Number of instructional staff added for current academic year						
Number of instructional staff employed in previous academic year, but not reemployed for current academic year						

PART 2 -- SALARIES OF FULL-TIME INSTRUCTIONAL STAFF AND FACULTY

	MEAN	RANGE	
		High	Low
Professor	75,691	78,468	67,033
Associate Professor	58,064	67,884	43,678
Assistant Professor	44,751	56,914	35,482
Instructor	36,613	49,239	31,680
Teaching Assists. & other teaching pers.			
Research staff and Research Assistants			
Undesignated rank			

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Basic Institutional Data Form C

PART 3 – PART–TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION

Name of institution/campus reported: William Rainey Harper College

Specify quarter/semester reported: Fall 1996

Include only personnel with professional status who are primarily assigned to **resident instruction and departmental or organized research.** Exclude all nonprofessional personnel and those professional personnel whose primary function is not resident instruction, departmental research or organized research.

	Distribution by Sex		Distribution by Race						Distribution by Age Range			
	Male	Female	White	Black	Hispanic	Asian	Native Am.	Other	20–35	35–50	50–65	65–over
Professor												
Associate Professor												
Assistant Professor												
Instructor (577)	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Teaching Assistants & other teaching personnel												
Research staff & Research Assistants												
Undesignated rank												
Number of instructional staff added for current academic year												
Number of instructional staff employed in previous academic year, but not reemployed for current academic year												

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Basic Institutional Data Form C

PART 3 continued - PART-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION

Name of institution/campus reported: William Rainey Harper College

Specify quarter/semester reported: Fall 1996

Include only personnel with professional status who are primarily assigned to **resident instruction and departmental or organized research.** Exclude all nonprofessional personnel and those professional personnel whose primary function is not resident instruction, departmental research or organized research.

	HIGHEST DEGREE EARNED					
	Diploma, Certificate, or None	Associate	Bachelor's	Master's	Specialist	Doctoral
Professor						
Associate Professor						
Assistant Professor						
Instructor	NA	NA	NA	NA	NA	NA
Teaching Assists. & other teaching pers						
Research staff & Research Assists.						
Undesignated rank						
Number of instructional staff added for current academic year						
Number of instructional staff employed in previous academic year, but not reemployed for current academic year						

PART 4 - SALARIES OF PART-TIME INSTRUCTIONAL STAFF AND FACULTY

	MEAN	RANGE	
		High	Low
Professor			
Assoc. Professor			
Assist. Professor			
Instructor	NA	$560/contact hr.	$440/contact hr.
Teaching Assists. & other teaching pers.			
Research staff and Research Assists.			
Undesignated rank			

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Basic Institutional Data Form D

LIBRARY / LEARNING RESOURCE CENTER

Report for current year and previous two years • Estimate if necessary (identify estimates)

Name of institution/site reported: WILLIAM RAINEY HARPER COLLEGE

☐ Check here if you have specialized libraries not included in this data. If you do, please identify these specialized libraries or collections on a separate page.

	Two Years Prior 19 93 - 94	One Year Prior 19 94 - 95	Current Year 19 95 - 96
A. USE AND SERVICE			
Total use of the collection (number of books or other materials circulated annually)	59,337	87,656	53,668
Total circulation to students			
Per capita student use (circulation to students divided by number of enrolled students)			
Total circulation to faculty			
Per capita faculty use (circulation to faculty divided by number of FTE faculty)			
Total circulation to Community Users			
Number of items borrowed from other libraries via interlibrary loan	2148	1500 (est)	1039
Number of items lent to other libraries via interlibrary loan	1427	1415 (est)	1440
Hours open per week	75	75	75
On-line electronic database searches (usually mediated by library staff)	80 (est)	60 (est)	40 (est)
Total Library staff presentations to groups/classes	225	200	375
Tours and one-time presentations	215 (est)		45 (est)
Hands-on instruction for using electronic databases	220 (est)		300 (est)
Hands-on instruction for Internet searching	0	0	150 (est)
Semester-length bibliographical instruction	0	0	0
B. COLLECTIONS			
Total number of different titles in collection			
Books and other printed materials	97,805	100,000 (est)	103,020
Print serials/periodicals	534	800 (est)	930
Electronic serials/periodicals	0	0	0
Other electronic materials (except serials/periodicals)	0	0	0
Microforms	34 (est)	342 (est)	346

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Basic Institutional Data Form D

LIBRARY / LEARNING RESOURCE CENTER (continued)

Name of institution/campus reported: _____

B. COLLECTIONS (Continued)	Two Years Prior 19 93 – 94	One Year Prior 19 94 – 95	Current Year 19 95 – 96
Non-print materials (e.g. films, tapes, CDs)	9,386	11,000(est)	12,897
Government documents not reported elsewhere	405	0	0
Computer software	0	150(est)	258
Number of subscribed/purchased electronic on-line databases	0	50	50
Number of CD-ROM databases available for searches by students	15	16	16
Number of subscriptions to scholarly journals	280(est)	290(est)	300(est)
C. STAFF (1 FTE Staff=35-40 hours per week)			
Number of FTE professional staff	8.66	8.48	8.48
Number of FTE non-professional staff	16.63	17	18.46
Number of FTE student staff	5.33	5.33	5.33
Number of other FTE staff (please explain on back)	0	0	0
D. FACILITIES			
Seating ratio (number of seats divided by student headcount enrollment)	.011	.021	.021
Number of publicly accessible computers	28	30(est)	35
Estimated linear shelving space remaining for expansion	500(est)	720	700
Estimated linear feet of materials stored off-site	0	0	0
E. EXPENDITURES			
For staff (exclude fringe benefits):			
Total professional staff salaries	372,387	377,000	382,089
Total non-professional staff salaries	360,750	385,000	413,565
Total student staff salaries	46,575	46,575	46,575
For collection			
Books /other printed materials	135,803	147,000	159,104
Print serials/periodicals	67,916	75,000	89,000
Microforms	22,897	22,900	22,900
Non-print materials (e.g., films, tapes, CDs)	58,186	64,500	69,740
Government documents not reported elsewhere	0	0	0
Computer software	30,700	31,000	31,926

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Basic Institutional Data Form D

LIBRARY / LEARNING RESOURCE CENTER (continued)

Name of institution/campus reported: _____

E. EXPENDITURES (Continued)	Two Years Prior 19 _93_ - _94_	One Year Prior 19 _94_ - _95_	Current Year 19 _95_ - _96_
Access and other services	30,700	67,496	31,926
Interlibrary loan	1427	1475(est)	1500
On-line database searches	4,000 (est)	5,000(est)	8659
Network membership			
Binding, preservation, and restoration	N/A	N/A	6350
Production of materials (on- or off-site)		7,417	7,417
Other equipment and furniture purchase/replacement	0	0	0
Other operating expenses (excluding capital outlay)	56,500	30,000	25,348
Total library expenses			

F. OTHER	YES	NO
Output measures:		
Does the library attempt to measure/record patron visits to the library?	✓	
Does the library attempt to measure/record reference questions answered?	✓	
Does the library attempt to measure/record user satisfaction?	✓	
Does the library attempt to measure/record in-library use of other resources?	✓	
Agreements and policies:		
Are there formal, written agreements to share library resources with other institutions?	✓	
Are there formal, written consortorial agreements for statewide or regional use of library materials?	✓	
Are there formal, written agreements allowing the institution's students to use other institutions' libraries?	✓	

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary

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North Central Association of Colleges and Schools
Commission on Institutions of Higher Education

Basic Institutional Data Form E
INSTITUTIONAL COMPUTING RESOURCES

Report for Current Academic Year

Name of the institution/campus reported: __William Rainey Harper College__

WorldWideWeb (WWW) URL address: __www.harper.cc.il.us__

A. ORGANIZATION, PLANNING, and POLICIES
(Please attach an organizational chart. Include names)

	YES	NO
Designated administrator(s) for institutional computing?	x	
Designated administrator(s) for Administrative computing?	x	
Designated administrator(s) for Academic computing?	x	
Centralized computing services?	x	
Formal, written, and approved technology plan?	x	
Technology plan linked to institutional mission and purposes?	x	
Computing resources included in institutional strategic plan?	x	
Policies on the purchase, replacement, and repair of hardware?	x	
Policies on the purchase and updating of software?	x	
Institutional computing responsible/ethical use policy?	x	
Institutional policies that include institutional computer issues?	x	
Institutional policies that include administrative computing issues?	x	
Institutional policies that include academic computing issues?	x	

B. FACILITIES

	YES	NO
Institutional network backbone?	x	
Computer labs networked?	x	
Classrooms functionally networked?	x	
Multi-media computers in labs?	x	
Administrative offices networked?	x	
Academic offices networked?	x	
Residence halls wired?	n/a	

Number of non-networked computer labs __5__   Total number of stations __120__

Number of networked labs __50__   Total number of stations __1200__

Type of access?

__x__ Wired through network   ____ Wired ports   __x__ Remote dial-up access ·

__x__ Personal computers   __x__ Internet   __x__ Slip/ppp connection to WWW

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attachments and additional sheets wherever necessary.

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Basic Institutional Data Form E - Continued

C. FUNCTIONS: ADMINISTRATIVE (Place checks where appropriate)

	Access Available To					Via	
	Students	Faculty	Staff	Administrators	Public	Direct Access	Remote Access Modem WWW
College Activity Calendar	Dev1	Dev1	x	Dev1		x	Dev1
College Catalog	Dev1	Dev1	x	Dev1	Dev1	x	Dev1
Class Schedule	Dev1	Dev1	x	x	Dev1	x	Dev1
Financial Aid			x	x		x	
On-line registration	x	x	x	x		x	
Student Academic Record			x	x		x	

E-mail: Intra-institution? __x__ Yes _____ No   Inter-institution? __x__ Yes _____ No

D. FUNCTIONS: ACADEMIC

	YES	NO
Computers in all full-time faculty offices?	x	
Computers in full-time faculty offices networked?	x	
All part-time faculty have access to computers?	x	
All divisional / departmental offices networked?	x	
All students required to have computers?		x
Internet access available from all faculty offices	x	
Library access available from all faculty offices?		Dev1
If YES, is access available to		
the institution's library(ies)?		
the state-wide or region-wide library system?		
other libraries?		
Library access available from all classrooms?		Dev1
Computers integrated into instruction?	x	
Off-campus access?		x
If YES, is off-campus access available by		
the institutional network?		
the academic network?		
the Internet?		
If NO, plans to provide off-campus access within three years?	x	
Courses on Internet?	x	
Interactive courses in real-time (i.e., 2-way video and voice?)	x	

E-mail:

Intra-institution? __x__ Yes _____ No   Inter-institution? _____ x Yes _____ No

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Basic Institutional Data Form E – Continued

E. SUPPORT and TRAINING

Number of FTE technical staff? __7__   Number of Application/Analysts __5__

Number of FTE training staff? __10__   Integrated with Human Resources unit (Y/N) __N__

Name and Title of the designated educational specialist? __Justice Neale__
__Manager, User Support__

F. FINANCES/BUDGET for COMPUTING (Current Fiscal Year)   96/97

Total Annual Academic Outlay, Operating Funds:
Total Annual Administrative Outlay, Operating Funds: > Centralized Support   __$3.4 million__

Capital funds available: Academic
Capital funds available: Administrative > Centralized Support   __$2.5 M__

Amount of grants/restricted purpose funds available: __$272,313__

Technology fee assessed?   (Y/N)   __yes__

If YES, amount per academic year?   __$2/96-97; $3/97-98;__
__$4/98-99 (all per credit hour)__

G. EVALUATION

	YES	NO
Formal system of evaluation by students of academic computing?		x
Formal system of evaluation by students of administrative computing?		x
Formal system of evaluation by faculty of academic computing?		Devl
Formal system of evaluation by faculty of administrative computing?		Devl
Systems of evaluation linked to plan to evaluate overall institutional effectiveness?		Devl
Results of evaluation linked to institutional planning and budgeting processes?		Devl

Devl = under development
n/a = not applicable

North Central Association of Colleges and Schools
Commission on Institutions of Higher Education

Basic Institutional Data Form F

CERTIFICATE, DIPLOMA AND DEGREE PROGRAMS

Previous Three Years

Name of institution/campus reported: __William Rainey Harper College__ ,

Certificates, diplomas and degrees offered by the institution; curricula or areas of concentration leading to each certificate, diploma and/or degree; number of students graduates in the past three years. Include all fields or subjects in which a curriculum is offered. If degree programs were not in effect during one or more of the years, please so indicate. The report form may be copied if additional space is needed.

CERTIFICATE, DIPLOMA OR DEGREE	CURRICULUM OR MAJOR	GRADUATES IN PROGRAM		
		19___ - ___	19___ - ___	19___ - ___
E.g., Bachelor of Arts	History	35	31	37
Please see Attachments.				

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CERTIFICATE, DIPLOMA OR DEGREE	CURRICULUM OR MAJOR	Graduates in Program (list current year last)		
		1993-94	1994-95	1995-96
Associate In Arts	General	452	424	346
	Business and Management	109	104	100
	Education	65	79	60
	Fine and Applied Arts	15	10	9
	Liberal Arts	53	54	39
	Music	4	1	2
Associate in Science	General	128	141	138
	Biological Science	22	20	14
	Engineering	19	8	16
	Science	· 8	7	7
Associate in Applied Science	Accounting Associate	5	4	3
	Architectural Technology	2	3	6
	Business Information Management	-	1	1
	Cardiac Technology	4	9	15
	Commercial Credit Management	1	-	-
	Computer Information Systems-Microcomputers in Business	4	4	2
	Computer Information Systems-Technology	9	7	1
	Criminal Justice	21	23	23
	Dental Hygiene	31	30	25
	Dietetic Technician	11	8	8
	Digital Electronics and Microprocessor Technology	1	3	1
	Early Childhood Education	7	9	7
	Electronics Technology	3	3	7
	Executive Secretarial Development	7	9	12
	Fashion Design	7	5	7
	Fashion Merchandising	4	3	5
	Financial Istitution Management	3	2	1
	Financial Management	3	3	1
	Fire Science Technology	3	-	4
	Hospitality Management	. 6	2	5
	Insurance	2	3	-
	Interior Design	10	16	13
	International Business	4	1	4
	Journalism	2	2	1
	Legal Secretary	1	-	1
	Legal Technology	25	18	28
	Manufacturing Technology	1	1	2
	Marketing	11	10	5

CERTIFICATE, DIPLOMA OR DEGREE	CURRICULUM OR MAJOR	1993-94	1994-95	1995-96
Associate in Applied Science	Materials/Logistics Management	6	4	5
	Mechanical Engineering Technology	3	2	3
	Medical/Dental Secretary	-	3	1
	Medical Office Assistant	6	2	5
	Nursing	113	112	112
	Park and Grounds Operation Management	1	5	8
	Plant Science Technology	6	7	11
	Real Estate	-	-	-
	Refrigeration and Air Conditioning Technology	7	4	5
	Small Business Management	-	-	-
	Supervisory and Administrative Management	4	7	1
Certificates	Accounting Associate	4	8	4
	Accounting Clerk	10	10	9
	Accounting-Payroll, State, and Local Taxes	3	6	7
	Administrative Assistant	4	2	2
	Arboriculture	-	1	2
	Architectural Technology	2	2	2
	Automation Skills	2	1	-
	Banking and Finance	4	2	1
	Bread and Pastry Arts	1	2	-
	Building Codes and Enforcement	10	3	6
	Business Information Management	-	2	-
	CAD Technician	6	2	2
	Certified Professional Secretary	1	5	5
	Child Development Administrator*	1	1	1
	CNC Technician	-	2	5
	Computer Information Systems-C Programming	2	6	19
	Computer Information Systems Computer Operator	-	-	-
	Computer Information Systems-Microcomputers in Business	13	8	13
	Computer Information Systems-Midrange	-	-	-
	Computer Information Systems-Technical	12	13	22
	Criminal Justice	4	5	3
	Culinary Arts	1	-	1
	Dietary Manager	-	-	-
	Digital Electronics and Micro-Processor Technology	2	2	2
	Early Childhood Administrator	5	4	3

CERTIFICATE, DIPLOMA OR DEGREE	CURRICULUM OR MAJOR	1993-1994	1994-95	1995-96
Certificates	Early Childhood Education Assistant Teacher	12	13	9
	Early Childhood Education - Before/After School Care	-	-	-
	Early Childhood Education -Infant/Toddler	1	-	2
	Early Childhood Education - Special Education Paraprofessional	1	-	-
	Early Childhood Education Teacher	-	3	3
	Electrical Maintanance	-	-	3
	Electrocardiograph Technician	-	-	2
	Electronics	12	7	8
	Fashion Design	6	-	2
	Fire Science Technology	2	4	4
	Floral Design	2	7	4
	Garden Center Operations	-	-	-
	General Office Assistant	1	1	1
	Golf Course Maintenance	-	-	-
	Greenhouse Operations	-	-	1
	Grounds Equipment Operator	-	-	-
	Grounds Maintenance	-	-	-
	Health Insurance Coder	1	1	2
	Heating Service	10	16	13
	Horticulture*	1	1	-
	Hospitality Management	1	4	3
	Hotel Management	-	-	-
	Human Resource Management	-	-	1
	Industrial and Retail Security	-	-	-
	Insurance	-	-	2
	International Business	1	2	1
	Landscape Design	1	4	3
	Legal Secretary	1	2	2
	Legal Technology	46	45	44
	Licenced Practical Nursing	49	35	40
	Machinist	1	1	1
	Master Floral Design	-	6	2
	Materials/Logistics Management	22	20	43
	Mechanical Drafting	-	1	2

CERTIFICATE, DIPLOMA OR DEGREE	CURRICULUM OR MAJOR	1993-94	1994-95	1995-96
Certificates	Media Design	-	-	1
	Media Writing	-	-	-
	Media Writing and Design	-	-	-
	Medical/Dental Secretary	1	1	-
	Medical Office Assistant	5	6	2
	Medical Transcriptionist	3	3	3
	Nursery Operations	-	-	-
	Personal Banking*	-	-	-
	Pesticide Applicator	-	-	-
	Pharmacy Technician	19	11	10
	Phlebotomist	-	-	4
	Plant Propagation	-	1	-
	Production Engineering Technician	1	-	1
	Producation Welding	1	1	1
	Quality Assurance	-	-	-
	Real Estate*	-	-	-
	Real Estate Appraisal	-	-	-
	Real Estate Business Ownership	-	-	-
	Real Estate Investment	-	-	-
	Real Estate License Preparation	-	-	-
	Refrigeration and Air Conditioning Service	10	9	10
	Refrigeration Service	12	13	11
	Residental Comfort Systems	10	17	13
	Retail Merchandising	2	3	2
	Sales Management and Development	1	8	1
	Secretarial	2	-	2
	Sign Language Interpreting	11	9	3
	Small Business Management	1	-	-
	Supervisory and Administrative Management	12	12	13
	Turfgrass Maintenance	-	2	1
	Word Processing Specialist	1	1	8

CERTIFICATE, DIPLOMA OR DEGREE	CURRICULUM OR MAJOR	1993-94	1994-95	1995-96
	*Certificate in Child Development Administrator (no longer offered Summer 1993)			
	*Certificate in Horticulture (no longer offered Fall 1992)			
	*Certificate in Personal Baking (no longer offered Spring 1996)			
	*Certificate in Real Estate (no longer offered Fall 1995)			

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Basic Institutional Data Form G

INTERCOLLEGIATE ATHLETICS

Name of institution/campus reported: _William Rainey Harper College_

Intercollegiate athletic programs (as opposed to intramural and/or physical education programs) involve: a) formal agreements (association, league) to compete with other institutions; b) student athletes identified as members of a particular team; and c) professional staff.

Provide the name(s) of the intercollegiate athletic associations in which the institution holds membership and the level of membership: NJCAA and N4C (Division III)

NAME OF SPORT	# OF STUDENTS PARTICIPATING IN INTERCOLLEGIATE ATHLETIC PROGRAMS		NUMBER OF ATHLETIC SCHOLARSHIPS		MEAN AMOUNT OF SCHOLARSHIP		NUMBER OF SCHOLARSHIP STUDENTS COMPLETING DEGREES		NUMBER OF STAFF (Use FTE)		OPERATING BUDGET FOR INTERCOLLEGIATE ATHLETIC PROGRAMS (list current year last)		
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	1995-96	1994-95	1993-94
FTBL	80		0		N/A		0		.40		$336,841	327,784	315,344
GOLF	7		0		N/A		0		PT				
SOCR	21		0		N/A		0		PT				
TEN	12	6	0	0	N/A	N/A	0	0	PT	.16			
VLYBL		9		0		N/A		0		PT			
BBALL	13	9	0	0	N/A	N/A	0	0	PT	PT			
SWIM	4	4	0	0	N/A	N/A	0	0	PT	PT			
WREST	22		0		N/A		0		PT				
BASBL	28		0		N/A		0		PT				
SOFBL		15		0		N/A		0		PT			
TRACK	21	7	0	0	N/A	N/A	0	0	.15	.15			
ATHLETIC ADMINISTRATION									.40	.26			
ATHLETIC SUPPORT STAFF									1.41	(FTE)			

PT = Part Time Coaches

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

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