

Bulletin Board

Publications and Communication Services, extension 6511.

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Watch for
Thursday edition
this week!!

To: Harper Community

From: Steering Committee, North Central Self-Study (Anne Davidovicz, Dave Macaulay, Barb Radebaugh, Chris Staub, Tom Choice)

Re: North Central Self-Study Report #9

Harper College was visited September 22–24 by a nine-member team of North Central Association Consultant-Evaluators. In its exit interview, the NCA Team presented an oral report of the strengths of Harper College:

- The comprehensive scope of programs and services, which range from traditional career and transfer programs to programs as diverse as (1) an intensive ESL and nonnative literacy program, (2) cosmetology, (3) the Management Institute, and (4) the Tech program at the Northeast Center show the high level of responsiveness by the College to the communities and residents of District 512.
- Harper College has a clean, pleasant, well-maintained and functional physical plant.
- Program Review structure is comprehensive and provides a futuristic analysis of program strengths, areas of improvement, and it is tied to the planning and budgetary process.
- The number of cooperative articulation agreements to enhance student transfer to baccalaureate institutions is impressive.
- Computer laboratories are accessible, on-campus and off-campus, through such areas as the "MegaLab," Northeast Center and the One-Stop Center.
- A dynamic array of programs and services is available to students through Student Services.
- There is evidence of a highly qualified and committed administration, faculty, and staff.
- Professional development funding for employee growth and development is exceptional.
- Harper College is to be commended on the breadth and scope of the Technology Plan, the widespread participation of constituency groups, and implementation to date.
- Commitment and support for all programs is evidenced through the organizational structure that integrates career and general education disciplines.

The oral exit report also identified areas of concern:

- **Integrity:** The existence of multiple organizational structures at the institution have lead to an internal confusion as to lines of authority, communications, decision-making and leadership. This has been evidenced by the large numbers of committees, often with similar missions and agenda, the lack of awareness of policies and procedures among all segments of the College community, decentralization of documents and the unwillingness to share resources. This has an impact upon College morale and impairs the implementation of institutional effectiveness and decision-making.

- Personnel Records: Some personnel records for part- and full-time faculty were missing significant documents (i.e., transcripts).
- Continuing Education: Concern about the inconsistencies that occur through the delivery of decentralization of continuing education.
- Planning: There does not appear to be College-wide understanding of how the many levels of planning (i.e., Preferred Futures, Unit Planning, Program Review, Systems Planning, Student Outcomes Assessment Planning) relate to each other, the mission, and the budget.
- Non-Computer Equipment: The institution lacks a College-wide non-computer equipment acquisition and replacement plan.
- Financial Aid Concerns: The Federal financial aid program at the College has received only provisional certification.
- Diversity: While progress has been made in developing a more diverse campus, Harper College should continue its efforts toward multiculturalism through faculty, staff and administration hiring, curriculum development, and student recruitment and retention efforts.
- Assessment of Academic Achievement: While assessment of student academic achievement at the course level nears completion, Harper College has made less progress in the summative assessment of student performance in the career programs and in general education.
- Sexual Harassment: Sexual harassment policy and procedures are not easily accessible to employees nor fully communicated. Training for all employee groups should be conducted.

The NCA Team recommended that by May 1, 1999 Harper file a progress report with NCA on its status in assessing student academic achievement. The Team further recommended that Harper College be granted continued accreditation for ten years—the maximum accreditation period. The written NCA Team *Report of a Visit* should be available within two months. Copies of that *Report* will be available to the College community. Formal accreditation action by North Central will follow in 3–8 months.

The Harper Self-Study Steering Committee thanks each of you who have contributed to the self-study process. Thanks to the individuals who served on the seven Task Groups, the Campus Response Group, or participated in the Campus Forum. Thanks to the people who are still participating in the NCA Campus Forum Follow-Up Group. Thanks to the employees who completed a lengthy Super Survey for the Self-Study. Thanks to the people who thoughtfully reviewed the first and second draft of the *Report of the Self-Study*. Thanks to the employees who provided data for the Self-Study or who saw to it the *Report* was printed on time. Thanks to the persons who met with the NCA team while they were on campus. For organizing an outstanding NCA visiting team reference room, thanks to Mary Singelmann and Marcie Landeros. For superb coordination of the NCA visit, thanks to Amy Hauenstein.

Harper College has demonstrated it is an outstanding institution. The Self-Study process identified numerous strengths. The Self-Study has also identified some concerns. Working together, we who are Harper College can capitalize on the institution's strengths and address the concerns.



BT 6/11a

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

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December 12, 1997

President Paul N. Thompson
William Rainey Harper College
1200 W. Algonquin Rd.
Palatine, IL 60067

RECEIVED
OFFICE OF THE PRESIDENT

DEC 18 1997

HARPER COLLEGE
PALATINE, ILLINOIS

Dear President Thompson:

Enclosed are four copies of the Report of a Visit to William Rainey Harper College.

You are asked to acknowledge receipt of the report and are requested to file on behalf of your institution a formal written response to the evaluation team's report and recommendation. This response becomes a part of the official record of the evaluation; it serves as an integral part of this current process, and it will be included in the materials sent to the next team to visit your institution. Please send the response to me, send copies to members of the visiting team, and set aside some additional copies for the Commission's review process. (See *Handbook of Accreditation*, Chapter 9.)

You are also asked to let me know which review option you prefer: the Readers' Panel or the Review Committee. A description of these processes appears in Chapter 9 of the *Handbook*. Please review these options and advise me as soon as possible, whether you agree essentially with the team's report and recommendation and therefore choose the Readers' Panel, or whether you wish to have the team's report and your materials examined by a Review Committee. The next Review Committee meeting is scheduled for January 26, 1998, in Chicago.

Enclosed please find three evaluation forms. In an effort to strengthen its professional development program for Consultant-Evaluators, the Commission is initiating this structured method outside of the institution's formal written response to seek from the institution an evaluation of the team. We recommend that you distribute these to knowledgeable people representative of several constituencies at your institution. You can make additional copies if you wish. Your participation is voluntary but greatly appreciated.

If you have any questions concerning the evaluation team's report or the review option, please let me know.

Sincerely,

Rodolfo García Z.
Associate Director

Enclosures

cc: Arthur W. DeCabooter, Team Chairperson

Report of a Visit
to
William Rainey Harper College
Palatine, Illinois
September 22, 23, 24, 1997
for the
Commission on Institutions of Higher Education
North Central Association of Colleges and Schools

Evaluation Team

- Dr. Rose A. Findlen, Vice President of Student Services, Madison Area Technical College, Madison, Wisconsin 53704
- Dr. Cheryl L. Frank, Interim President, Inver Hills Community College, Inver Grove Heights, Minnesota 55076-3224
- Dr. Curtis L. Gooden, Professor of Mathematics, Cuyahoga Community College-Metropolitan, Cleveland, Ohio 44115
- Mr. Ronald L. Griffith, Dean of Educational Services, Schoolcraft College, Livonia, Michigan 48153-2696
- Dr. James B. Jacobs, Associate Vice President, Macomb Community College, Clinton Township, Michigan 48038-1139
- Dr. Shirley A. Palumbo, Executive Assistant to the President, Columbus State Community College, Columbus, Ohio 43215
- Dr. Manuel G. Rivera, Dean of Professional Development and Grants, Milwaukee Area Technical College, West Allis, Wisconsin 53214
- Dr. Sally L. Winship, Dean of Continuing Education and Community Services, Johnson County Community College, Overland Park, Kansas 66210
- Dr. Arthur W. DeCabooter, President, Scottsdale Community College, Scottsdale, Arizona 85250-2699, (Chairperson)

Report of a Visit
to
William Rainey Harper College
Palatine, Illinois
September 22, 23, 24, 1997

Introduction

This is a report of a Comprehensive Visit for the Continued Accreditation of William Rainey Harper College by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools. The report contains four parts. The first part includes an introduction to the College and information relating to its establishment and accreditation history. The second part of the report addresses the evaluation for affiliation with special emphasis on the General Institutional Requirements and the Criteria for Accreditation. **Advice and suggestions from the visiting team comprise the third portion of the report.** These should be clearly understood as advisory and have no direct impact on the accreditation of William Rainey Harper College. The final section of the report includes **the recommendations and rationale of the visiting team and concludes with the Worksheet for Statement of Affiliation Status form.**

History of William Rainey Harper College

William Rainey Harper College was established by referendum vote in March of 1965. The College is located on a 200-acre site in Palatine, Illinois, in the northwest suburbs of Chicago and serves about 200-square miles, 23 communities, and 516,000 residents.. The College was named William Rainey Harper College in honor of the first president of the University of Chicago and the originator of the community college concept. The first seven-member Board of Trustees was elected in May of 1965. In the

Spring of 1966, District voters approved a bond referendum. Classes began in September of 1967 in temporary facilities with 1,725 students. Later in 1967, the College broke ground for the first six buildings. The William Rainey Harper College Educational Foundation was incorporated in 1973 to broaden and enrich the College program through support of projects such as scholarships. In September of 1975, a referendum was passed for buildings at the College and purchase land for a second site. That land was sold and a new site purchased now known as the Northeast Center

The College also leases space at Barrington High School, Bethel Baptist Educational Center, Buffalo Grove High School, Elk Grove High School, Hoffman Estates High School, Northwest Suburban Employment Training Center, and Winston Park Junior High School, and more than 100 other sites offering both credit and noncredit courses.

The educational programs are housed under seven divisions with more than 1,000 courses in 30 academic disciplines, 41 career programs and 80 certificate programs. The College offers five degrees and certificates of completion. In 1996-1997 student enrollment was approximately 24,000 or 8,100 fulltime equivalent students.

Accreditation History

The College was granted Accreditation Status by the North Central Association of Colleges and Schools in 1971. In 1981 and 1987, the Commission extended Continued Accreditation to William Rainey Harper College. This report is part of the Comprehensive Visit which took place in September of 1997.

Team members reviewed the Self-Study Report, the appendices to the report, the College catalog, the Basic Institutional Data forms, and other related information prior to the visit. The resource room at the College contained additional materials including plans, minutes, studies, and the like.

Team members met individually and in small groups with students, staff, faculty, and administrators. In addition, open meetings were held for students, staff, faculty, and administrators. Finally, the visiting team had a dinner meeting with the Board of Trustees.

General Institutional Requirements

In order to determine if William Rainey Harper College meets the 24 General Institutional Requirements, team members interviewed appropriate personnel, examined College records, minutes, student records, faculty credentials, and supplemental materials in the resource room as well as the institution's response to the General Institutional Requirements in the Self-Study Report. After examining each General Institutional Requirement, it is the visiting team's opinion that all of these have been met by William Rainey Harper College.

CRITERION ONE

THE INSTITUTION HAS CLEAR AND PUBLICLY-STATED PURPOSES CONSISTENT WITH ITS MISSION AND APPROPRIATE TO AN INSTITUTION OF HIGHER EDUCATION.

The Board of Trustees in 1991 approved a revised mission statement for the College which more adequately reflected the tenets of the Our Preferred Future which is a vision statement of a shared-future developed by College personnel and citizens from the service area of the College. The mission and related purposes are appropriate for a community college and consistent with the statutes of the State of Illinois. The mission is stated in the College catalog and other printed materials.

Mission Statement

"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.”

The mission and purposes of William Rainey Harper College are well understood by the students, faculty, staff, and Board members with whom the visiting team met. The Self-Study Report documents the mission statement and purposes on pages 23-32. The visiting team found that the College meets Criterion One.

CRITERION TWO

THE INSTITUTION HAS EFFECTIVELY ORGANIZED THE HUMAN, FINANCIAL, AND PHYSICAL RESOURCES NECESSARY TO ACCOMPLISH ITS PURPOSES

Governance and Administration

The legally-constituted Board of Trustees for William Rainey Harper College consists of seven members elected by voters of District 512 for six-year terms and a nonvoting Student Trustee who is elected for a one-year term by the members of the student body.

The powers and duties of the Board are contained in the Illinois Community College Act which is part of the Illinois Revised Statutes. These are also enumerated in the Board of Trustees Policy Manual which was revised in 1989 and is undergoing minor revisions in 1997.

William Rainey Harper College is one of 40 community college districts in the Illinois Community College System. The Illinois Community College Board is comprised of 11 members appointed by the Governor and one student member selected by the Student Advisory Committee. The statutory responsibilities of this Board are statewide planning and coordination of the programs and activities of the State's community college.

The chief executive officer of the College is the President who serves as the educational leader of the institution. Four Vice Presidents, a Dean, and a Director report to the President. The College's instructional, student service, and support personnel report through one of the vice presidents to the President. The visiting team concluded that the administrative organization of William Rainey Harper College is consistent with the mission and purposes of the College.

The committee structure of the College is the formal system of governance and is coordinated by the Council for Coordination of College Committees. This Council includes two administrators appointed by the President and two faculty members recommended by the President of the Faculty Senate to the Senate for confirmation. The visiting team found that while there is extensive and even exhaustive committee and governance processes throughout the College, there is **lacking a clear understanding and delineation of lines of authority, communication, and decision making within the College.** The Self-Study Report also highlights this concern.

Human Resources

Since the last team visit ten years ago, the College has continued its tradition of acquiring very capable administrators, faculty, supervisor/confidential staff, professional/technical staff, classified staff, and physical plant staff. The Self-Study Report accurately reflects the size and scope of the overall staffing patterns.

The visiting team conducted meetings with individual employees and provided opportunities to meet with all employee groups to directly obtain their opinions relative to the functioning of the organizational structure. Employees of various groups generally agree that the College has a very high caliber of employees throughout the organization. It is evident from these meetings that there is a high degree of respect among employee groups and when differences occur these are handled on a professional basis through the existing shared-governance network of committee systems. Shared-governance involves primarily the faculty and administration and is often slow, but remains the preferred arrangement by faculty and is accepted by the administration. There is also ample evidence of exceptional support for professional development for all employee groups.

The administrative organizational structure has not changed appreciably since the last team visit. The traditional organization of Vice Presidents, Deans and Directors continues in place with specified assistance coming from the Department Chairs. This structure for assigning a variety of administrative responsibilities appears to be working effectively toward the accomplishment of the College mission. The one notable change in administration has been the addition of the Vice President for Information Systems position. This change was initiated after the last team visit and has resulted in significant new expansion to College administrative and instructional technology systems. While many departments may have found this new technological effort somewhat disruptive, most would agree that the institution needs to modernize many of its labor-intensive manual systems to improve effectiveness.

Faculty are employed utilizing a very methodical process and a guideline known as the Statement of Faculty Credentials. This process outlines the minimum qualifications for both fulltime and parttime faculty and involves faculty throughout the hiring process. The process is so carefully involved that it may take up to two years to hire one faculty member

in some departments. These processes have worked well for the College and have resulted in a high caliber of faculty recognized throughout the institution and community. Most faculty are members of the Faculty Senate which is affiliated with the American Federation of Teachers. This contractual relationship with the College generally defines the working conditions, qualifications, promotion, tenure, and other faculty/administration issues and has not changed appreciably since the last visit.

The number of adjunct faculty is an issue with the fulltime faculty, a position not generally shared by the administration. Throughout the interviews and group meetings with the faculty this was a primary concern. Visiting team members were unable to find any evidence that there was a diminished quality of instruction when parttime instructors were used. On the contrary, faculty applauded the success of the students of the College when they attended other universities after graduation.

In addition to interviews, team members reviewed faculty records available in the Personnel Office. Most files were available or were removed for specific personnel reasons explained satisfactorily by the responsible staff. However, the record review did find some fulltime and parttime faculty files without official transcripts which could not be satisfactorily explained by staff. This is a serious omission and should be addressed by the appropriate administrative personnel.

The support staff of the College consists of the four employee groups that existed during the last visit, Supervisory/Confidential, Professional/Technical, Classified, and Physical Plant IEA/NEA.

Interviews, review of personnel records, and team meetings with these groups indicate that the College has a high caliber of support staff that expresses dedication and a strong commitment to the institutional mission. Both faculty and administration express very positive attitudes toward the quality of support that all these employee groups

provide to the institution. The Professional/Technical and Physical Plant IEA/NEA employees are organized with formally-negotiated labor contracts. Other than some expression of concern regarding the number of temporary employees, the support staff are generally pleased to be a part of the College community and continue to provide many quality services throughout the institution. While the College has made progress in diversifying its human resources, it is apparent that there is a need to accelerate this effort.

After a careful review of the quality, support, and structure of all employee groups, there is ample evidence that the College has organized adequate human resources to effectively accomplish its mission as a comprehensive community college.

Physical Resources

The College has a number of facilities in which to deliver its educational programs. Most of the activities center around the 200-acre campus in Palatine, Illinois. The Northeast Center, centers, and many locations in the community extend the College presence in District 512. Most recently, in partnership with other organizations, the College opened the Northwest Suburban Employment and Training Center in Arlington Heights. Telecourses and two-way interactive video expand the College to virtually every residence in the District and permit students to enroll in other colleges and universities without leaving the College.

The main campus includes 18 buildings with a total of more than 830,000 square-feet.

College Center
Physical Plant Office, Public Safety
Admissions, Art, Community and Program Services
Mathematics and Science
Lecture-Demonstration Center
Learning Resources Center
Vocational Technology Shops and Laboratories
Vocational Technical Shops and Laboratories, Computer-Assisted Drawing and
Manufacturing Center

Business, Social Science, and Vocational Education I
Business, Social Science, and Vocational Education II
Liberal Arts, Bookstore
Recreation, Athletics and Physical Education
Observatory
Music, Women's Center
Publications and Communication Services
Roads and Grounds Shops, Park Management
Roads and Grounds
Park Management, Greenhouses

The campus is pleasant, clean, well-maintained, and has open areas. There are plans to make two connections in the buildings to make it more comfortable and safe for winter. Flower beds give the campus a beautiful setting which is valued by the College community. There has been a shift of student activity from Food Service in the College Center to the Bookstore area. Cappuccino machines, warm weather, the Bookstore, the Learning Resources Center, and the need to go outside of the building to smoke may have attracted students to that area. There was litter and cigarettes at the entrances to the buildings. It is suggested that the College explore the cleaning of these entryways to remove the debris to make the entrances more attractive.

The visiting team was impressed with the amount of space available for students to study, rest, and interact. Study areas are plentiful and clean furniture was available in all areas. There are mini-food service areas in three buildings and food-vending machines located in buildings throughout the campus. Convenience in obtaining food and beverage was noticeable.

Signage was effective in guiding students through the campus. The designation of letters for buildings helps the students orient to the facilities. It is suggested the College review signage at the three entry points (Algonquin Road, Roselle Road, and Euclid Avenue) and guide traffic with signs to route vehicles to the important functions of the College (Admissions Office, College Center, Learning Resources Center), and other heavily-used buildings and/or functions.

Educational laboratories have state-of-the-art equipment and classrooms were pleasant, clean, and well-equipped. With the exception of the facilities for the Hospitality Program and Electronics Program, the College has outstanding facilities for its educational programs. **The electronics laboratory is pedagogically unsound.** There are simultaneous classes being held and it is distracting both to the instructor and the students due to the lack of good acoustics.

The Northeast Center is pleasant, clean and well-maintained. With the exception of the entrance to the building, the facility is sound. It is suggested that the College undertake the remodeling of the entrance to the facility and prominently display the name of the College on the building as a way of informing the public of the existence of the College. The facility should also be utilized by the main campus to perform student service functions and other services as well since there is technology available to communicate with the main campus. The Northeast Center is the administrative unit for the other centers in the area.

The College has done well in planning the remodeling of its buildings. Involvement of the faculty and those affected in the remodeling of the buildings is to be commended. The prioritization of building improvement needs as well as the involvement of others improves communication and acceptance of the space being remodeled.

The College is to be commended for the commitment to expand its physical facilities systematically and economically. Phase I of the Master Construction Plan has been completed with the exception of remodeling the College Center. On February 22, 1996, the Board approved a contract with an architectural firm to work with the College in developing a comprehensive long-term Space Study for the College. A space planning team was formed to guide the College in the area of space needs through the development of a comprehensive report on the space of the College and preparing a long-term space

plan. The committee identified components of the long-term space plan, verified all space data of the Northeast Center and Palatine campus, conducted a room-utilization study using the Fall 1995 semester and five instructional periods, reviewed long-term enrollment projections, conducted needs assessments which included a cluster summary listing the three to five highest priority needs of the cluster and developed and applied criteria to cluster summaries. Six major areas where facilities need attention to support student learning and active instruction were developed as a result of the activities.

- Building Connectivity
- Improvement of Existing Facilities
- Need for Additional Classrooms
- Need for Additional Laboratories
- Program Linkages
- Student Gathering Areas

The space planning team held forums on two days and met with the Faculty Senate and Executive Council and presented its findings to the Board of Trustees. The Board accepted the report and on May 15, 1997, discussion was held on proposed master plan cost and funding alternatives.

The projected growth of the College and the enrollment projections need to be examined carefully and verified to insure space is needed for future instructional needs. Distance-education methods of delivery, use of the centers, competition for students from other colleges, and reliance on laboratory space for computers may affect the projections. The addition of a building for new initiatives in short-term training and a theatre facility will bring the College closer to the community.

Team members visited with Library staff and toured the facility. The Library was renovated two years ago and the renovation has increased the aesthetics and greatly improved the student circulation and study spaces. It is obvious throughout the interviews and tour that the Library is delivering a very high degree of instructional support services

for the student population. The specific programs and services delivered by the Library at the College are accurately described in the Self-Study Report.

With the new emphasis on improving institutional technology throughout the institution, the Library has been the recipient of many new automated-electronic systems that permit immediate access to Library information from both off and on campus. A new automated-catalog system and circulation system is currently being studied for future installation. Both the administration and staff seem pleased with the new quarters and the technology improvements and are committed to improving Library services to students and faculty alike.

The College is to be commended for its technology initiative. The involvement of all of those affected by the computer change is a positive way of gaining acceptance for change. As the systems change from centralized input and management of data to that of the user, there is a need to provide those who receive the responsibility of managing their data source of the shift in culture and responsibility. The visiting team was most impressed with the involvement of users in the planning and monitoring of progress. It is suggested that the communication flow continue to be clearly delineated with specific timelines, tasks to be accomplished, and responsible party for the accomplishments of those tasks to insure the implementation of the Technology Plan on schedule. The assignments of individuals to the implementation of the system has facilitated the implementation and acceptance of the system. Brochures and letters sent to users and classes enhanced the acceptance of this technology.

Another commendable effort of the College is the investment in microcomputers and the classroom update in the different instructional areas. Journalism, AutoCAD, MegaLab, Writing Center, and the Advanced Technology Research Center are examples of the expansion of computing at the College. The organizational structure to support the

technology is remarkable. There are more than 1,844 networked personal computers, 1,032 network accounts, more than 51 UNIX Novel, NT servers, and more than 225 networked printers. Running the systems, old and new while difficult and tedious, may have increased the acceptance of the new system. The provision of computers and other technology at the Northeast Center is commendable. Instructional programs which use the technology should continue to be improved, especially distance-education systems of delivery. The College already has identified this area with the establishment of the distance-education classrooms in the Learning Resources Center.

The Office of Information Systems is the central coordinating body for a major six-year effort by the College in which large amounts of College funds are being allocated to support teaching and learning by providing technical tools which integrate audio, video, and data in the application of telecommunications networking, computing, and information technology. This effort emerged from a futuring exercise initiated in 1989 and entitled, Our Preferred Future.

As a result, the magnitude of the effort and the centralizing of all aspects of computer programs has produced measurable advances in the institutional adaptation and implementation of computer technology. The entire institutional complex has been rewired into a network having access to mainframe and other system components. Student registration has been automated and over 1,000 students have access to the internet. The goal of the Office of Information Systems is to provide support for all students using the internet as part of their courses.

Beyond these achievements is the impressive organization of the support services for computers. There is an impressive inventory and status report of all the computer laboratories supported by this office. These charts include the specific names of the support staff, support staff back-up, College priority use, and the particular network each

of the computer laboratories utilize. Emphasis on computer support is fundamental to the success the Office of Information Systems has with its implementation strategies in the greater College community.

A strong Technology Plan was developed by a college-wide committee in consultation with the Office of Information Systems and individuals throughout the College. The plan calls for the implementation of over 365 separate projects which over the next five years will cost the institution fifteen million dollars. This is a substantial institutional investment in computer change and has required an effort of many among faculty and support staff. **The strength of the planning has been its institutional character.** In addition, a technology fee has been assessed all students which provides some capital for the technology expansion.

As a positive spin-off of these efforts, Project A7 has been initiated. The purpose of Project A7 is to develop a plan to modernize and upgrade technology used in programs that teach and/or use technologies other than computer technology. The Project A7 Committee is responsible for other forms of technical changes at the institution.

The College has the financial resources for the ongoing operations of the institution and also has identified and allocated resources for technology improvements which will enhance the ability of the College to continue to meet its mission and purposes.

Financial Resources

The College has a comfortable financial position with large amounts of reserves, a steady, although not increasing stream of revenue, and a long-term conservative financial perspective which is taking steps now to avoid problems in the future. The Board of Trustees and the administration appear very much in control of these responsibilities and the College has organized its financial resources to accomplish its purposes.

The institution has initiated a process to integrate future financial planning with the strategic-planning process. The goal is not only to plan annual budget cycles, but to concentrate on a three-to-five year strategy, and a long-term trend of ten years. A recent organizational change has placed the Office of Strategic Planning in a matrix reporting relationship with the Office of Vice President of Administrative Services. This collaboration has produced a new 1997-1998 College Plan and Budget Report that integrates data from both functions along with specific Board budget guidelines for fiscal year 1997-1998. This provides a clear format for financial priorities of the institution,

Despite the strong financial position, steps are being taken to develop new sources of funds for the institution. These include grants and competitive awards as well as Federal resources. It has been recognized that the heavy institutional dependence upon property-tax revenues which are not only capped in Illinois but may potentially lower within the District, in the long run, may not be sufficient to sustain budgets at the levels enjoyed in the past. Indeed, the present budget indicates a paper loss which will be offset by unfilled positions. The major Board initiative has been to raise tuition for the students four dollars each year for the next four years.

Given the sound financial position of the College, the recent actions by the Board of Trustees to raise tuition at the institution four dollars each year for the next four years appears questionable in light of the historical mission of the community college of realizing the dreams of students who are often first generation college students. The tuition increases are hard to justify in terms of financial need in the short term and may result in a declining enrollment. In addition, these appear to contradict the Board's tuition philosophy which defines the student tuition "target" to be 20% of the budget.

The recent actions by the Board to negotiate the contract with the faculty directly raises grave concerns for two reasons. First, the role of the Board of Trustees is to make

general policy of the institution, not to execute administrative activity. This is a function of the administration. The Board of Trustees is inappropriately using its powers and undermining the specific role of the administration. However, of almost equal importance are the financial implications of this role. By definition, the Board is the legal entity which is responsible for the financial stability of the institution. Any contractual settlement must be brought to the Board for consideration and the Board must weigh all financial activity in light of overall financial consideration. There is a significant danger with the Board negotiating the collective-bargaining agreement with the faculty that it will neglect its role of general oversight of the financial condition of the institution in favor of a short-term settlement that might guarantee a few years of contractual peace. Members of the Board of Trustees have indicated they will not undertake this practice, but there should be concern that steps be taken to prevent it from happening again.

The Office of Development and External Affairs is developing a more effective infrastructure for Resource Development, a more active Alumni Association, and provides training to staff in order to increase knowledge in information systems as it relates to Resource Development. There are 23 board members representing the business community serving unlimited three-year terms on the Foundation. The President of the College serves as the Vice President of the Harper College Educational Foundation. The Foundation has four initiatives which are, Teaching and Learning Excellence - Faculty Awards, Student Scholarships, Technology, and Promotion of the Arts in the Academic Area.

The visiting team found that the William Rainey Harper College meets Criterion Two.

CRITERION THREEACCOMPLISHMENT OF PURPOSESEducational Programs

The College has organized the majority of its educational programs under the direction of the Vice President of Academic Affairs. Academic divisions are organized into seven areas that integrate career programs and general education disciplines.

Academic Enrichment and Language Studies

Business and Social Sciences

Liberal Arts

Life Science and Human Services

Technology, Mathematics and Physical Science

Wellness and Human Performance

Learning Resources Center

Some credit and noncredit courses are also offered by the Student Development Division of Student Affairs. The academic divisions offer Career Programs, Transfer Programs, Developmental/Remedial Programs, and Continuing Education Programs. Each Career Program has a Career Program Coordinator. Within the Transfer Programs and Developmental Programs, a faculty member occupies the position of Department Chair.

The College is accomplishing its purposes and can continue to accomplish its purposes as stated in its mission and objectives. Students at the College can choose from a variety of comprehensive programs appropriate to a comprehensive community college. The College has educational programs with clear purposes that are consistent with its mission and appropriate to an institution of higher education. The College has a clearly-stated general education philosophy statement and is working on outcomes statements for five core general education areas.

Transfer Programs

Students at the College may choose from many transfer courses. There are approximately 1,000 courses in 30 academic disciplines offered as part of programs leading to the Associate in Arts degree, Associate in Science degree, Associate in Applied Science degree, Associate in Fine Arts, and Associate in Engineering Science degree. The College Transfer Programs have had great success in gaining acceptance by receiving institutions throughout the State of Illinois. The Compact Agreement developed in cooperation with other state community colleges and universities has been an important formal contributor to this success. The Compact Agreement which includes eight Illinois public universities and one private college, provides that students who successfully complete an Associate in Arts or an Associate in Science degree at a public community college will be admitted to participating universities with junior status and with credit for having completed the general education core. Besides the Compact Agreement, the College has developed articulation agreements with colleges and universities throughout Illinois and neighboring states. The Transfer Program will also be influenced by the Illinois Articulation Initiative which is designed to make transferring to any participating school as smooth as possible. When it becomes effective in the Summer of 1998, the Illinois General Education Core Curriculum will require a total of 12 to 13 courses (37 to 41 semester credit hours).

Transfer Programs at the College undergo Program Review on a five-year cycle. Tenured faculty are evaluated by other faculty and their dean or supervisor on a three-year cycle, while nontenured faculty are evaluated once each academic year. Students evaluate tenured faculty once each academic year and nontenured and parttime faculty each semester.

Career Programs

The College offers more than 100 Career Programs leading to an Associate in Applied Science degree or certificate of completion. One-third of these programs provide either degree or certificate options to the interested student. The College also has Joint Educational Agreements with seven area community colleges that give the College District resident access to Career Programs not offered by the College. Eighty-nine Career Programs are available under these cooperative programs.

Advisory committees play a key role in the development of new Career 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.

Career Program enrollments have fluctuated with some programs continuing to report decreases since the last Self-Study Report. Program Review specifically asks for strategies for improvement and annual updates to be submitted to the Vice President for Academic Affairs.

Development/Remedial Program

The College provides students pursuing either a Transfer Program or a Career Program with both remedial courses and support services using a wide variety of learning modalities. Students may go to the Writing Center, enroll in courses, consult with tutors, and work in dedicated computer and ESL laboratories. Students may enroll in developmental mathematics, English, or reading courses. If they are fulltime students, they are required to enroll in these courses on the basis of entrance assessment tests. It is commendable that the College has instituted a Mandatory-Placement Policy to ensure that entering fulltime students begin their college experience at the College in the mathematics, English, or reading courses in which they have the best opportunity for success. As the College implements its Assessment Plan beyond the course level, systematic discussions

about developmental course outcomes as they relate to the entry-level competencies expected by English and mathematics faculty teaching the degree-requirement courses need to occur.

In addition to developmental education courses, students may avail themselves of instructional support services offered through the Learning Achievement Program. Several staff and administrators express their satisfaction with the quality of the facilities and the level of the equipment available to students in the Learning Achievement Program. Students are provided with a variety of ways to build student skill levels in individual and small group settings.

Continuing Education Programs

Continuing Education Programs are coordinated by the Assistant to the Vice President Academic Affairs/Continuing Education and Special Projects. This position is a staff position. Since Continuing Education Programs are decentralized, this position provides support services and serves as a liaison for Continuing Education Programs, administration, and the Continuing Education Forum. Support functions are centralized and programming and operations are decentralized with the Continuing Education Coordinators.

Support services include computer-assisted registration, new program development, marketing assistance, and coordination of financial information. The assistant is also responsible for extension services and Weekend College. In the Continuing Education Office and Continuing Education registration there are seven and one-half staff which includes an Information Specialist whose responsibilities are to coordinate information among the continuing education programs, facilitate the continuing education agenda in distance- education, and facilitate new ideas for programming and marketing.

The Continuing Education Forum is comprised of 12 Continuing Education Coordinators. One coordinator serves as chair and is elected annually. Consensus decision-making is employed. Items for discussion include program evaluation, registration, marketing, and computer issues.

Programs are offered at eight sites and 1,600 courses were offered in 1996-1997. There are five Continuing Education Program laboratories at the Northeast Center and Northwest Suburban Employment and Training Center. There is one dedicated Continuing Education Program classroom and two CAD laboratories on the main campus.

Center for Workforce and Vocational Development

The Center for Workforce and Vocational Development is comprised of Corporate Services, Workforce ESL, basic skills, and technology education and consulting with 17 staff. The Center for Workforce and Vocational Development reports to the Assistant to the Vice President of Academic Affairs Center for Workforce and Vocational Development. Corporate Services uses about 95 instructors a year and it is expected that this area be self-supporting. There are grants from the Carl Perkins Act Funds, Program Improvement Grants, Business and Industry Grants from the Illinois Community College Board, Education-to-Careers, and Tech-Prep. There are three computer laboratories at the Northeast Center. Three portable computer laboratories, and one portable ESL listening laboratory.

Customized Training is provided on site by Corporate Services. ESL Computer Training and Management Development are the most requested classes. Between 1992-1997, 1,208 classes were offered. The staff are active in the community and regularly attend chamber of commerce meetings and other meetings. The types of businesses served are manufacturing, graphic, electronic, government, health care, and tourism/hotels. The center has Program Review every five years. Evaluation is conducted at the end of each

class and learning objectives are assessed. There is a six-week follow-up conducted to assess skill change. Over the last five years, 19,000 have been served.

One-Stop Career Center

The College, in partnership with the State of Illinois Unemployment Office and the Private Industry Council, has initiated a One-Stop Career Center. This center provides job referral, counseling, continuing education courses, and credit educational courses. The College also runs a Welfare-to-Work Program out of this center. In addition, connected to the same facility, the College has created the Northwest Suburban Employment and Training Center Education-to-Careers Partnership which includes 100 elementary, junior high, and high schools in 11 districts and over 150 businesses. The result is an exemplary program that uses the many College resources to induce a systematic reform of all aspects of education into work in the service-delivery area.

The project matches Federal dollars, State money, and funds that come to the College as well as institutional funds. There are over 25 fulltime College employees at the center performing a number of different roles. In addition, the facility has a computer laboratory and is tied to the main campus so that students may register for classes and electronically interact with the main campus. What is most impressive is the way the center has combined Tech-Prep, School-to-Work, and Carl Perkins Act Funds so that there is not a series of competing programs, but a major thrust to change the relationship between school and careers. The Education-to-Careers Partnership even allocated the Carl Perkins Act Funds for the school districts that are within the College service-delivery area.

The center has served many residents of the College's District. Over 15,000 people have used the facilities of the One-Stop Career Center since its inception in April 1997. Over 400 people have taken work-training seminars and 166 have received vouchers from the Private Industry Council to take classes at the College. In addition, the College serves

as a means of constructing the bridge between high school and elementary programs to insure that all young people are prepared for the world of work in broad categories. The housing of the Tech-Prep and School-to-Work activities with the One-Stop Career Center is exemplary and indicates a vision-designing long-term systematic change out of discreet programs. The center has won national awards from the American Association of Community Colleges and the National Tech-Prep Organization.

The College must seek to embed the concepts of the center into the regular programs at the institution in order that this vision be sustained. In addition, since a good deal of the money to support the concept is from Federal and State dollars, there is a concern of what might happen to the center if the current funding source is depleted or eliminated.

Faculty

A review of faculty credentials indicates faculty are appropriately credentialed to teach assigned courses. Not only do faculty possess the required degrees and experience, but many continue to take advantage of the excellent Professional Development Program. The \$850 made available annually to individual faculty members enables many to engage in a wide range of professional development activities including advanced study, attendance at professional conferences, and the purchase of computer hardware and software. In addition, faculty have sought and received both internally and externally funded grants to enhance teaching.

Interviews with individual faculty and groups of faculty and a review of Self-Study Report materials suggests that faculty participate fully in departmental and College-level committees and are greatly concerned about the success of their respective programs and the students being served by the College. Some faculty feel that although many parttime faculty effectively teach assigned courses, inaccessibility precludes involvement in many of

the worthwhile activities that are necessary to insure that the department functions at the optimum level.

It is the opinion of the visiting team that the College has an outstanding faculty that is providing commendable educational experiences for students and the faculty is positioned to continue to offer this high level of educational experiences.

Faculty are responsible for maintaining the curriculum for their discipline. Substantial curriculum changes are tracked through the College Curriculum Committee which is composed of faculty from each division. General education disciplines also work with the Academic Standards Committee concerning general education outcomes.

Student Academic Achievement

In the Self-Study Report, the College describes the Assessment of Student Academic Achievement at the College as looking at the evaluation of curriculum instruction and student learning, the involvement of all levels, the incorporation of assessment into College activities, and the evaluation of the Assessment Plan of the College.

The evaluation of the curriculum focuses on such standard measures as graduate placement rates, periodic employer surveys, analysis of transfer rates, advisory committee reviews, national standards reviews, licensure, and other examination results. Curricular changes are processed through College committees with general understanding of how curricula are revised.

The North Central Association expects that Student Academic Assessment be done in the majors and in general education. At the College the Assessment of Student Academic Achievement is most frequently done at the course level. Most of the courses at the College have stated outcomes and assessment strategies which allow faculty to determine the extent to which students are meeting these outcomes.

In some career programs, summary assessment at the program level is in place and documented through the College's Program Review process. In other career programs, assessment appears to be done only at the course level with no program outcomes or summary assessment strategies in place. Thus, it is difficult to determine curricular coherence beyond the course level. Also problematic is the lack of a feedback loop to identify how the results of student assessment guides changes in curriculum and instruction to improve student learning. While it appears that the College is moving toward summary student assessment in career programs, significant work remains to be done.

As the definition of technical competence changes frequently, a more systematic review of curriculum content, followed by the identification or revision of program outcomes and the assessment of those outcomes would help the College to maintain technical currency in the curriculum and to determine the extent to which students in both certificate and degree programs are achieving technical competence.

The Program Review model at the College which extends beyond those measures required by the State of Illinois appears to be a useful model for moving career programs toward the Assessment of Student Academic Achievement. An external consultant, for example, reviews the reports prepared by each program. The College may wish to consider however, more external curricular review, particularly for certificate programs within associate degree programs, and to move expeditiously toward student assessment at the program level.

In the area of general education, the College is in compliance with the Illinois Articulation Initiative which defines a core of general education coursework and allows a student to transfer more easily from one Illinois institution to another institution. Beyond the Illinois Articulation Initiative, the College has developed articulation agreements that

enhance transfer for students. Within this transfer module, College faculty have standardized many of these lower division courses, and identified course-based assessment strategies. From this perspective and at the course level, the assessment of general education at the College is occurring.

In April of 1997, the Academic Standards Committee of the College identified outcomes for each of five core competencies which together with statements of philosophy define general education at the College. While the outcomes are still in draft form, it is the intent of the College to identify assessment strategies for these outcomes, to determine the extent to which the College graduates meet Colleges outcomes for general education. The College has done significant work toward defining and assessing general education in this more comprehensive fashion. This work should continue with implementation in Spring 1998 as described in the Self-Study Report.

In the Student Affairs area, College personnel have identified student learning outcomes in four dimensions of student development and three areas of institutional effectiveness. The College deserves the recognition it has received for this effort. Again Student Affairs areas utilize the same Program Review model which has proved effective in the academic department of the College and the Student Affairs areas use information for improvement.

Assessment of student learning at the College consists of four aspects, course-by-course assessment, assessment by program, general education assessment, and assessment in Student Affairs. The College effort to assess student learning is in process. Significant results have been achieved and the College has a plan for continued implementation. Much work in the assessment of student learning remains to be completed, the visiting team recommends that the College submit a report to the North Central Association to document progress toward full implementation.

Student and Instructional Support Services

Student and Instructional Support Services effectively support and meet the mission of the College. Caring and supportive attention to students is commendable as some student services areas work within the constraints of space and resource limitations facing them and cope with the opportunities and frustration inherent in implementing a new integrated computer information system.

Enrollment Services

Enrollment Services includes the Admissions Office, Admissions Outreach, Campus Information and Facilities, Continuing Education registration, the Office of Student Financial Assistance and the Office of the Registrar. The new computer information system was first fully on-line for use by Enrollment Services in the Summer of 1997. Staff are feeling considerable stress as they adapt to the new system, however, it is anticipated that Enrollment Services for students will improve through use of the system over time. Services to students would improve even more if offices providing related enrollment and information services could be located adjacent to each other. Space reallocation would alleviate problems of noise, crowding and lack of privacy experienced by students and staff in the Office of Student Financial Assistance.

The College received approximately 3,000 applications for financial aid for this year. Of the 3,000 applicants, 2,000 were awarded financial aid. As the demographics of the student body change, Admissions Outreach staff, financial assistance staff, and writers of College publications will need to explore ways of providing greater access to information about financial aid to current and prospective students. In addition, the Office of Student

Financial Assistance staff must improve processes and procedures to insure that they comply with requirements for Federal recertification.

Health Service Office

The Health Service Office provides on-campus medical care for minor illnesses and emergencies. The Health Service Office is managed by a Director of Health Service and Wellness Program who reports to the Dean of Wellness and Human Performance. The Health Service Office was incorporated into this division in 1993, but it has been in other units in the past. This office coordinates campus wellness activities including an Annual Community Wellness Week, ongoing health-related programs, speakers, and drug education programs. Other services include health education and counseling, providing health requirements for health career students and athletes, insuring compliance with Federal mandates, coordinating the employee assistance program, substance abuse education, networking with community health agencies, and managing an athletic insurance program. The Wellness Program is used by faculty, staff, and students. The program most recently conducted its five-year Program Review which contains extensive information of how the unit has assessed itself and planned for the future.

Child Learning Center

The Child Learning Center provides preschool and child care to children of College students, employees, and the community at the main campus and the Northeast Center. The Child Learning Center is supervised by the Life Science and Human Services Division and the facility is used by students as a laboratory in the instructional program. The program is accredited by the National Academy of Early Childhood Programs. The main campus facility does not have nap or eating facilities, therefore, child care is limited to five hours per day. The visiting team could not determine if the five-hour care limit has an

adverse impact on students and College employees. It is strongly suggested that the College determine if the limit impairs access of students to the College and prevents potential employees from applying for positions. A survey of need was conducted some time ago when the College tried to expand child care services, however, it was not timely and conditions may have changed in the community. Employees should be included in the survey to determine the level of hardship experienced due to the care limit.

The Northeast Center Child Learning Center is also well received by the community and is accredited by the National Academy of Early Childhood Programs.

Intercollegiate and Intramural Athletics

The College provides Intercollegiate and Intramural Athletics for both men and women. To maintain integrity and quality in its programs and admissions policies, the College is a member of the National Junior College Athletic Association and the North Central Community College Conference. Students must comply with all College eligibility regulations and rules. To ensure the College complies with athletic rules and that students are on track with their athletic goals, an Athletic Academic Counselor advises students on success strategies, courses, and athletic eligibility. Those who participate in athletics rate the program highly. It is suggested that the College explore those sports available in high school for women and study the feasibility of beginning new programs for women. The College permits community groups to use its campus facilities. Lighting of the facilities in the evening would enhance their utilization in the Fall, Spring, and Summer months.

Student Activities Office

The Student Activities Office works with a Cultural Arts Committee and a Program Board in planning student activities. The Cultural Arts Committee is comprised of various constituents and the community-at-large who develop films, dance, and concerts. The

College is to be commended in developing the family-oriented program, family-program series for the summer. The College has 45 clubs with at least 10 students. Students expressed concern over the difficulty of starting a club and gathering the ten signatures. It is suggested that the College examine its rule of requiring ten students to start a club, perhaps lowering the number in the first year of the club foundation may increase the participation of students in clubs. The Student Activities Office has initiated a process to incorporate multicultural activities. Service-Learning is coordinated through the Student Activities Office and approximately 20 faculty require students to provide service to the community as part of their classes.

Student Development

Student Development reports to the Dean of Student Development. It is a complex and critical division which encompasses the following areas/centers.

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

Student Development committees provide think tanks and/or service-providers support the activities of the centers. Student Development provides a wide range of services such as orientation of new students, educational planning and advising, career counseling, personal counseling, job placement assistance, instructional support and special classes, counseling, specific services for students with disabilities, student athletes, disadvantaged students, returning adults, and support for minority students. Conflicts and grievances are resolved informally through procedures clearly stated in the student handbook datebook.

The Student Development division has a wide range of activities to insure it is efficient, has appropriate outcomes, and plans accordingly. Each center does an annual productivity, quality, and priority report that contains cost analysis and trends in the use of services. Other evaluations are qualitative studies of student growth per the development dimensions, focus groups, exit interviews for students leaving the College, follow-up studies of former students, and the use of external evaluation teams. The division is guided through its three-to-five year strategic plan that is used to build annual goals, outcomes measures, and effectiveness measures. It is commendable that the division, along with other student services units has adopted a model of effectiveness to focus on outcomes. The model includes four areas of growth: intellectual development, interpersonal effectiveness, intrapersonal effectiveness, and life management skills. The outcomes are related to the student services division outcomes of access, student success, and quality of services.

The students rate the orientation very high and indicate it made a difference in their adjustments to the College. Data shows that those who take the orientation course succeed at a higher rate than those who do not. The College is to be commended for designing and implementing such a unique approach to orientation, including, but not limited to, parental involvement. The one-unit transferrable credit to new students and for new at-risk students is a positive step to provide students with the tools to succeed at the College. Research data to validate the value of the course is to be commended.

The College should continue to recruit and retain minority students. The cooperation between the Admissions Office and Office of Multicultural Affairs in recruitment is to be commended. Recruitment and retention efforts may be greatly enhanced with a more diversified College community and the creation of curriculum dealing with women and minorities. The institution needs to move now to diversify its faculty, staff, and administration. Minority students at a forum expressed the need to have

role models to identify with and indicated the difficulty in relating to the institution without minority personnel. It is recommended that the College continue to diversify its faculty, management, and staff. The College should explore curriculum which deals with the culture and history of minorities and women studies. It is recommended that the College explore ways of creating classes in the culture and history of minorities and women.

Relationships with high schools are positive and students expressed satisfaction with the College's presence at local high schools. Students feel the College is committed to them. Some students at the forum expressed a need for the College to start recruitment earlier to insure they meet deadlines and are familiar with the institutional requirements by the time they reach their senior year. It is recommended that the College explore ways to start recruitment by the senior year. It is recommended that the College explore ways to start recruitment in the 11th grade or earlier, especially in the minority high schools where there has not been a history of college attendance.

The recent consolidation of services into one location, the One-Stop Career Center has provided the College with a model to duplicate on the main campus. College personnel recognize this and the visiting team suggests that the College continue to explore a One-Stop Career Center at the campus and continue studying the Long-Range Plan analysis for all Student Affairs in one location. The recent shift of student demand to other parts of the campus create an opportunity to review the College Food Service space and how the ultimate One-Stop Career Center would look. The team could not ascertain the level of usage of the College Center during the colder months.

The College is to be commended for the development and implementation of the Standards of Academic Performance to access information on a timely basis. New

student advisement is available through the New and Prospective Student System . While the use of computers for assessment is to be commended, the College needs to be vigilant in helping those students who are not familiar with the technology, especially minority students.

Learning Achievement Program

The Learning Achievement Program offers comprehensive, effective instructional opportunities and services to students developing basic skills and effective learning strategies through the Division of Academic Enrichment and Language Studies. Pleasant, well-planned facilities such as the English-as-a-Second Language (ESL) Laboratory, the Writing Center, and the Tutoring Center afford the College student a place in which they can meet with friendly, highly-skilled faculty for small-group and individual learning experiences. Especially noteworthy is the innovative ESL Program for Deaf Students and the Police Neighborhood Resource Center which employs theoretically-sound and carefully-designed new approaches to reaching students having multiple barriers to achieving their educational goals. Although the College has increased the number of permanent, fulltime staff in the division, staff members are still funded through grants. In addition, numbers of students coming to the College with inadequate preparation for College work place additional strain on the staff.

The College has recently created a Faculty Development Coordinator to plan comprehensive faculty development opportunities for both adjunct and fulltime permanent faculty. The coordinator's emphasis on involving the faculty in the planning and delivery of faculty development seminars and other programs lends authenticity to the offerings and, as a consequence, increases numbers of faculty participation in faculty development and Women's History Week. Career issues and concerns, counseling and psychological testing are included. Community counseling was discontinued due to lack of demand for

the services. The College is to be commended for its reaching-out effort to improve the community-at-large.

The visiting team found that the College meets Criterion Three.

CRITERION FOUR

CAN THE INSTITUTION CONTINUE TO ACCOMPLISH ITS PURPOSES

Planning

Considerable planning with widespread participation among constituency groups is evident at the College. The long-range plan, Our Preferred Future, covering the period from 1991 through 2002, is the capstone planning document for the College. This document was developed with considerable input from both internal and external contributors over a period of sixteen months. The College provided the visiting team with evidence of progress toward the accomplishment of the goals delineated in the 12 statements that make up the plan. Consideration is being given to reconvening both internal and community focus groups for another preferred future experience.

In addition to the Our Preferred Future plan, the College conducts System Planning, Unit Planning, and Area Planning. System Planning involves specific needs that span all areas of the College, such as the Technology Plan and the Long-Range Space Plan. Area Planning develops in each of the vice president areas and usually covers five-year periods. Unit Planning identifies goals that address changing student and community needs. Unit Planning has been made a part of the Program Review process that occurs on a five-year cycle.

The Technology Plan approved by the Board of Trustees in 1995 proposes to equip the entire campus with computers and related technology, voice and video transmission capability, and data networks. The process used to develop and implement the plan

demonstrates effective shared-governance. Input was solicited from all constituencies during the planning process and drafts of the plan were widely distributed and modified on the basis of feedback obtained from employees. The Board of Trustees approved funding for the Technology Plan and the implementation process is well underway.

The College recognized that the Technology Plan only addressed computer-related equipment and modified the plan in December of 1994 to include the technology needs of programs that teach or use noncomputer-related equipment. Although the plan was modified, the Self-Study Report points out, and interviews confirm, that there is no systematic acquisition and replacement plan in place for noncomputer-related equipment.

Another major planning document is the Facilities and Space Plan developed by the College Space Planning Task Force in collaboration with Legat Architects. The plan includes two phases. The major parts of Phase I have been completed with the remodeling of the College Center still left to be done. Phase II has not been implemented and is awaiting the release of expected State funding.

The College is also involved in developing and implementing an Assessment Plan, documenting Student Academic Achievement and Personal Development. This plan includes a course-by-course assessment, assessment at the program level, general education assessment, and assessment in Student Affairs. Different departments are at various stages of plan development and implementation.

The College demonstrates commitment to planning and is attempting to involve all constituencies in the process. Planning is occurring at a College-wide level, vice president level, division/dean level and departmental/program level. The Self-Study Report points out and interviews confirm that linkages between the levels of planning are neither well-communicated nor comprehended. According to the Self-Study Report, "there is no apparent mechanism for College planning to incorporate the goals of Unit Planning. Also,

there is no apparent linkage of Unit Planning with financial planning and setting of annual budgets for departments/programs.”

The College is in the process of addressing this concern. While on site, the visiting team received a copy of the 1997-1998 College Plan and Budget Report that has a schematic that shows the relationship between the planning levels and the budget. The process suggested by this schematic needs to be actively incorporated into the planning and budgeting programs and shared throughout the College.

It is the opinion of the visiting team that the College values and utilizes effective planning to assess and improve on its strengths and weaknesses and to prepare itself to meet the opportunities and threats in the future.

The visiting team concluded that William Rainey Harper College can continue to accomplish its purposes as outlined in the planning endeavors described in the foregoing and as reflected in the Self-Study Report and in the team report relative to the adequacy of human, financial, and physical resources. The visiting team concluded that the College meets Criterion Four.

CRITERION FIVE

INTEGRITY IN PRACTICES AND RELATIONSHIPS

Criterion Five which states that the institution demonstrates integrity in its practices and relationships is based on the premise that all North Central Association member institutions have a body of ethics and values to which it subscribes and which inform institutional policies and procedures and guide their institutional practices and relationships per the 1994-96 Handbook of Accreditation.

The criterion entails an audit of such matters as academic honesty, nondiscrimination, affirmative action, harassment, professional ethics and conduct, and fair grievance processes.

In looking at matters of integrity, members of the visiting team interviewed students, faculty, and staff of the College and reviewed written documents.

The 1997-1998 College catalog describes degree requirements including credits, program length, and tuition. The catalog also lists faculty members and their credentials, describes standards for academic achievement, includes the mission of the College, and lists all the program accreditation of College programs. The catalog also includes a section on compliance actions including Board of Trustees Policy No. 6. 4. Sexual Harassment, and the rules and regulations associated with this policy. The catalog includes a Student Code of Conduct and other information needed by students. The visiting team found that adequate information was provided and accessible to students.

The College also outlined its status relating to Title VI financial aid activity. According to the Self-Study Report, the College was cited by the U.S. Department of Education for the late submission of reports regarding financial aid. Currently, the College has only provisional certification with the Department of Education. Some College officials with whom the team spoke believe the accurate reporting continues to be a problem at the College. The College may therefore wish to review the reporting process to insure future compliance.

In the areas of nondiscrimination and affirmative action, the College has made improvements in the last five years. The applicant pools for faculty positions for example, include in most cases, members of minority groups. Recent additions to the Deans' Council also have created more diversity. Specifically, according to human resource records, the College employs 14 minority faculty which represents 8.5% of 221 total faculty. At the last visit, there were no minority faculty at the College. The District served by the College, District 512, has an 18% minority population including 10.3% Asian, the largest minority group. An Affirmative Action Committee and the Office of Multicultural Affairs for

students, and support from the Personnel Office generated positive results in participation of diverse students and in diversity among all employee groups. The College is to be commended for recent achievements, but the College might consider further strategies which would allow them to mirror at least 18% minority population in the District.

Team members in attempting to ascertain institutional practices could find no evidence that the written policies were not being adhered to by the College employees, and students.

Federal Higher Education Reauthorization Act

While the catalog states that the College is accredited by the North Central Association, the catalog fails to include the name, address, and telephone number of the North Central Association, a requirement of N.C.A. reflecting compliance with the Federal Higher Education Reauthorization Act. In the area of program accreditation, the annual report submitted to the Commission states that no accrediting agency has applied sanctions or withdrawn accreditation in the last year. The visiting team reviewed a sample of letters from program-specific accrediting agencies and found the College to be in compliance with Federal regulations.

In response to the 1992 Reauthorization of the Higher Education Act, the Commission included the requirements that institutions seeking accreditation must solicit third-party comment about institutions being evaluated for accreditation. The College complied with this requirement by sending a press release to chambers of commerce, elected officials, financial supporters, the media, and other College publics. The visiting team found the College to be in compliance with Federal regulations. All third-party comments received by the Commission were favorable.

In policies and practices William Rainey Harper College meets the requirements of Criterion Five.

Strengths

1. The comprehensive scope of programs and services which range from traditional career and transfer programs to programs as diverse as intensive ESL and non-native literacy programs, cosmetology, the Management Institute, and programs at the Northeast Center, show the high level of responsiveness by the College to the communities and residents of District 512.
2. The College has a clean, pleasant, well-maintained, and functional physical plant.
3. Program Review structure is comprehensive and provides a futuristic analysis for program strengths and areas of improvement and is tied to the planning and budgetary process.
4. The number of Compact Agreements to enhance student transfer to baccalaureate institutions is impressive.
5. Computer laboratories are accessible on campus and off campus through such areas as the MegaLab, the Northeast Center, and the One-Stop Career Center.
6. A dynamic array of programs and services is available to students through student services.
7. There is evidence of a highly-qualified and committed administration, faculty, and staff.
8. Professional development funding for employee growth and development is exceptional.
9. The College is to be commended on the breadth and scope of the Technology Plan and the widespread participation of constituency groups and the implementation of the plan to date.
10. Commitment and support for all programs is evidenced through the organizational structure that integrates career and general education disciplines.
11. The Northwest Suburban Employment and Training Center is an impressive integration of the One-Stop Career Center and community partnerships such as School-to-Work and Tech-Prep.

Concerns

1. The existence of multiple organizational structures at the institution have led to some internal confusion as to lines of authority, communication, decision making, and leadership.
2. Some personnel records for parttime and fulltime faculty are missing significant documents such as transcripts.

3. There is a concern about the inconsistencies that occur through the delivery of the decentralization of Continuing Education Programs.
4. There does not appear to be College-wide understanding of how the many levels of planning (for example, Unit Planning, Area Planning, System Planning, Program Review, and Student Outcomes Assessment Planning) each relate to each other, the mission, and the budget.
5. The institution lacks a College-wide noncomputer-equipment acquisition and replacement plan.
6. While progress has been made in developing a more diverse campus, the College should continue its efforts toward multiculturalism through faculty, staff, administration, hiring, curriculum development, and student recruitment and retention efforts.
7. While assessment of Student Academic Achievement at the course level nears completion, the College has made less progress as in the summative assessment of student performance in career programs and in general education.
8. Sexual Harassment Policy and Procedures are not easily accessible to employees and have not been widely communicated.
9. The name, address, and telephone number of the North Central Association must be included in all publications which reference it.
10. The Federal financial aid program at the College has received only provisional certification.

Advice and Suggestions

This portion of the team report is advisory and includes advice and suggestions from the members of the visiting team. These do not have any direct impact on the accreditation of William Rainey Harper College.

1. Specific academic program contact information is not available in the catalog. Program information, offices, and names are essential contact points for prospective students. It is suggested that the College review its information database and write the names and telephone numbers for the specific program information listed on pages 66-74. Career Programs pages 66-115 and Certificate Programs pages 118-149 should also list contact names, telephone numbers, and addresses.
2. The divisional structure should be listed at the beginning of the College catalog.
3. Consideration should be given to the appointment of liaison librarians to the instructional departments for the purpose of enhancing collection development and disposal, and other related curriculum matters.

4. The College should continue to diversify its student body, faculty, staff, and administration.
5. The College should continue to monitor the quality of instructional programs as the rate of parttime instructors increases.
6. The College should clean the entryways and pathways to buildings to remove debris to make entrances and pathways more attractive.
7. The College should review its signage at the three entry points (Algonquin Road, Roselle Road, and Euclid Avenue) and guide traffic with signs to route students to the important functions of the College.
8. Enrollment projections should be examined carefully and verified to insure there is a need for space for future instructional needs.
9. An electronic marquee should be considered to provide information at the Northeast Center to enhance the presence of the College in the community.
10. The institution should continue to monitor very closely the completion of the Regent system according to the original plan.
11. The shared-decision model should be graphically drawn and clear communication flows be prepared to insure the College community understands the flow of information.
14. The College should explore ways to expand the use of the Wellness Program by students and continue to offer seminars on substance abuse, and the hazards of tobacco.
15. The College should determine if the five-hour child care limit in the Child Learning Center impairs access of students of the College and prevents potential employees from applying for positions.
16. The College should explore those sports available in high school for women and study the feasibility of beginning new programs for women.
17. The College should increase the font size and choose colors which are more legible for the student handbook.
18. The College should review its multicultural offerings and initiate the feasibility of developing lower division courses dealing with the culture and history of minorities and women studies.

Recommendations and Rationale

The visiting team's recommendation for action, including its recommendation to continue the accreditation of William Rainey Harper College, is shown in the attached Worksheet for Statement of Affiliation Status form.

The visiting team's reasons for its recommendations are that William Rainey Harper College has demonstrated throughout the Self-Study Report that it is meeting the General Institutional Requirements and the Criteria for Accreditation. This was reinforced during the team visit as a result of meetings and discussions with the Board of Trustees and representatives of the administration, management, faculty, support staff, and student body. The additional materials in the resource room also supported this conclusion.

The visiting team did identify one area where a progress report is recommended. This is a report on the Assessment of Student Academic Achievement by May 1, 1999. The assessment of student learning at the College includes course-by-course assessment, assessment at the program level, assessment of general education, and assessment in student services. While some significant results have been achieved and there is a plan for continued implementation of the Assessment of Student Academic Achievement, much remains to be done and the team recommends a report in this area.

The team is unanimous that while William Rainey Harper College has areas of concern to address, it can continue to accomplish its mission and goals. The College has an exceptionally strong history of growth and achievements as well as support both at the local and State levels. While the hallmark of the College is its personnel, the financial condition of the College and the facilities throughout the District are also impressive.

The visiting team recommends that the next comprehensive evaluation take place in ten years, during the 2007-2008 academic year.

WORKSHEET FOR STATEMENT OF AFFILIATION STATUS

INSTITUTION: **WILLIAM RAINEY HARPER COLLEGE**
1200 W. Algonquin Road
Palatine, IL 60067

TYPE OF REVIEW: Continued Accreditation

DATE OF THIS REVIEW: September 22 - 24, 1997

COMMISSION ACTION:

STATUS: *Accredited (1971- .)*

Institution *Recommended Wording:* RETAIN ORIGINAL WORDING

Team *Recommended Wording:* RETAIN ORIGINAL WORDING

HIGHEST DEGREE
AWARDED:

Associate's.

Institution *Recommended Wording:* RETAIN ORIGINAL WORDING

Team *Recommended Wording:* RETAIN ORIGINAL WORDING

MOST RECENT
ACTION:

March 7, 1988.

TO BE CHANGED BY THE COMMISSION OFFICE

STIPULATIONS ON
AFFILIATION STATUS: *None.*

Institution *Recommended Wording:* NONE.

Team *Recommended Wording:* NONE.

**NEW DEGREE
SITES:**

Prior Commission approval required.

Institution *Recommended Wording:* RETAIN ORIGINAL WORDING

Team *Recommended Wording:* RETAIN ORIGINAL WORDING

**PROGRESS REPORTS
REQUIRED:**

None.

Team *Recommended Wording:* 5/1/99; A report on Assessment of Student Academic Achievement.

**MONITORING REPORTS
REQUIRED:**

None.

Team *Recommended Wording:* NONE.

**CONTINGENCY REPORTS
REQUIRED:**

None.

Team *Recommended Wording:* NONE.

**OTHER VISITS
REQUIRED:**

None.

Team *Recommended Wording:* NONE.

**LAST COMPREHENSIVE
EVALUATION:**

1987-88.

TO BE CHANGED BY THE COMMISSION OFFICE

**NEXT COMPREHENSIVE
EVALUATION:**

1997-98.

Team *Recommended Wording:* 2007-08.