

CONNECTED

DISTINCTIVE



The College offers free basic ESL courses at six off-campus locations.

LEARNING-FOCUSED

DISTINCTIVE

CONNECTED

Multiple Course Formats

Advances in technology and the increased use of the Internet have provided access to courses in a variety of ways. Several instructional formats were grouped and promoted as flexible learning options to better meet needs of students who were not able to attend traditional credit classes. Courses considered as part of the FlexEd formats include blended formats with combined Web and classroom experiences; Internet courses that use online instruction with discussion rooms and e-mail exchanges; late start classes with 14-, 12-, and 8-week semesters; open entry classes and sunrise classes offered at 6:30 a.m. and 7:45 a.m.; telecourses on cable or DVD and video; weekend courses, and XLR8, a combination of back-to-back classes in a 16-week semester.

Programs for Senior Citizens

All tuition charges for residents 65 and older are waived if registration is received three days before the first class and space is available. Senior citizen discounts are provided for CE classes as well. See Finding 2B.2 and 5C.4 for specific detail.

Serving Special Needs

Financial Aid

The Office of Scholarships and Financial Assistance processes an increasing number of applications for financial aid through an enhanced OSFA Web site. Content also appears in Spanish with links to state and federal sites. These enhancements have made the OSFA more efficient.

The OSFA gives students alternate ways to communicate, including submitting a Financial Aid Issue form that is e-mailed directly to the Director. Students placed on Financial Aid cutoff can submit their Satisfactory Academic Progress appeals in the same way. See Findings 1E.1 and 2D.1 for specific detail.

Nonnative Speakers

As the district's demographic composition has shifted, the College has responded with ESL programs and services. The Adult Education department offers free basic ESL courses to students at six off-campus locations which are limited to students with low levels of English literacy and nine years of education or less in their native country. The cost of this program is partially covered by state and federal grants and is subsidized by the College in excess of \$750,000 annually for students seeking to transition to credit-level courses. See Finding 5B.2 for specific detail.

Access and Disability Services

The Office of Access and Disability Services supports students with physical, cognitive, and emotional challenges. The Achieve! Program provides specialized advising and counseling services as well as tutoring and other academic support to ADS registered and eligible degree-seeking participants. Table 5C.1.a illustrates enrollment in the Achieve! Program.

Table 5C.1.a – Achieve! Program Enrollment

	FY02	FY03	FY04	FY05	FY06
# of Students Participating	72	64	75	65	48
# of Students Graduated/Transferred	23	12	9	15	14

The need for disabled-student services, according to the CCSSE results, shows that 9% of the 1,001 students surveyed had some disability or impairment, and 24% of those, 47 of 192 students, had a learning disability. See Finding 2D.1 for specific detail.

Serving the Business Community

The College's commitment to businesses is reflected in its mission statement to provide skills and knowledge for specific careers and to upgrade and retrain those skills as needed. To this end, the College provides resources that support programs and partnerships with community businesses and government entities aiding in the development of the workforce. As the local and national economies change, the College attempts to anticipate and respond with programming and curriculum development.

Programming

Development and revision of credit and noncredit career programs, partnerships with a local Illinois employment and training center (workNet), and grant funding provided by workforce boards support efforts to meet the needs of employers and job seekers. The College also receives grants supporting business training and development funded by the Illinois Community College Board (ICCB) and Illinois Department of Commerce and Economic Opportunity (DCEO).

There are 15 new career programs since 1998 which address employment needs in the community and prepare students for promising careers. Additionally, CE has played an integral role in the training and retraining of the district's workforce; 4,681 Continuing Education students enrolled in the professional development classes in 2006. Massage Therapy, Veterinary Assistant, Nonprofit Management, Real Estate, and Cosmetology are the most popular CE professional development classes.

Employment Assistance

Harper is a partner of the local workNet in Arlington Heights which provides a single point of contact for job seekers. Services include housing assistance, public aid services, assistance to veterans, Social Security employment security services, and Adult Basic Education including GED preparation. See Finding 5C.5 for specific detail.

Grants Supporting Business Needs

ICCB and DCEO grants provide resources for industry-specific career training. One of the largest grant programs has been DCEO's Critical Skill Shortage Initiative (CSSI). To date, Harper has received \$260,000 to expand the Nursing program to meet the pressing need for additional nurses and prepare incumbent healthcare workers to assume higher-level positions at their hospitals. Harper has received a commitment from partner hospitals for an additional \$130,000 to continue the program during 2007.

Another CSSI grant for \$100,000 was given to the College to train workers for manufacturing. In collaboration with workNet, unemployed community members who wanted a certificate in Electrical Maintenance, Industrial Electronics, Maintenance, or Basic Maintenance were identified. The grant pays tuition for these students and defrays the cost of training incumbent workers of local manufacturers. This particular initiative has helped area manufacturing companies remain competitive in meeting the increased demands of the global economy.

Other Services to Businesses

Harper College for Businesses also receives DCEO funds to provide customized training, either on-campus or on-site to incumbent manufacturing and technology workers. Major clients include Motorola, Nation Pizza Products, and Northwest Community Hospital. See Finding 5C.5 for specific detail.

The Wojcik Conference Center opened in 2002, and represented another milestone in Harper's outreach efforts to the business community. The facility boasts a state-of-the-art 250-seat auditorium, full-service dining room, six breakout rooms, and two larger seminar rooms. In addition, there is satellite downlink capability and business office support. Local and regional businesses and professional organizations have responded enthusiastically to the new facility. In 2006, there were a total of 142 events booked by external groups and 91 sponsored by the College involving local businesses, government groups, and civic organizations.

The College believes that the vitality of small businesses is critical to sustained economic development in the area; therefore, the Small Business Development Center provides free consulting services funded by a State of Illinois grant in collaboration with the Small Business Administration.

In an effort to serve local businesses as well as community residents, the Harper College Career Center hosts a Job Fair each fall. A local newspaper, the *Daily Herald*, and the local Spanish language newspaper, *Reflejos*, sponsor the event that draws hundreds of job seekers to campus.

Finding 5C.2
 In supporting its mission of transfer education, the College offers a variety of resources to assist students with the transfer process.

A core component of the mission is providing transfer opportunities for students. Results from CCSSE corroborate that transfer education remains a primary goal of students. Of the 1,001 students who completed the survey, 62% indicated that transfer was a primary goal; 17% indicated this was a secondary goal; and 21% indicated that transfer was not a goal. The 2005 National Student Clearinghouse tracking study showed that of 4,480 Harper students, 80.7% reported they successfully transferred to baccalaureate institutions. The number increased in 2006 to 81.6% of 4,578 students reporting successful transfer. Although the College's mission statement deals with transfer from Harper, the institution also undertakes efforts to assist students in articulating credit to the College.



The Wojcik Conference Center features a 250-seat auditorium.

CONNECTED

CONNECTED

Transfer to a Baccalaureate Institution

Students can receive academic advising and counseling assistance on transfer issues from these advising centers on campus: Center for New Students and Orientation, International Student Offices, Career Center, Academic Advising and Counseling Center, Center for Multicultural Learning, Access and Disability Services, and Wellness and Human Performance. As of fall 2006, 16 full-time and 16 adjunct counselors advised students interested in transferring. A dedicated full-time Transfer Information Specialist creates and maintains transfer information and coordinates such events as transfer college fairs. The Assistant Vice President for Student Affairs serves as the College's Transfer Coordinator and is responsible for developing transfer agreements and communicating with other institutional representatives on transfer matters.

The list of articulation materials, transfer agreements, and partner institutions is ever changing. An inventory, called the Partnership Grid, is updated by the Transfer Coordinator who also maintains transfer Web sites for internal and external use. These sites bring information about transfer processes together in one area. The sites include Harper-specific transfer guides for 15 institutions, 47 suggested academic plans for specific transfer majors, specialized resources for adults and minority students, and announcements of upcoming events.

Articulation Resources and Transfer Agreements

Harper intentionally maintains a diversity of transfer options to meet the varying needs of students. Students transfer after completing one or several courses, others after completing a certificate or degree. The most common types of agreements maintained by the College are:

Statewide Agreements: Students who earn an AA or AS can benefit from the Compact Agreement, which assures course transferability, grants junior standing, and identifies that all lower-division general education requirements have been met. Currently, nine public institutions participate in this agreement: Chicago State University, 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.

Harper also participates in the Illinois Articulation Initiative (IAI). The initiative provides for a common General Education Core Curriculum. Illinois community colleges are required to incorporate these 37-41 hours of general education course work into their AA and AS degrees. See Findings 4B.1 and 4C.2 for specific detail.

Dual Admission: Upon enrolling at Harper, students can also enroll in a dual admission program with Northern Illinois University, Western Illinois University, Northeastern Illinois University, or Roosevelt University. Dual admission allows students to access advising and other assistance from the baccalaureate institution while beginning course work at Harper.

90/30 or 3+1 Agreements: Referred to as 90/30 agreements, this option permits completion of 90 credit hours at a community college and 30 hours with the baccalaureate institution; or 3+1 agreements with three years



Transfer fairs provide students information on articulation agreements and other options.

completed at a community college and one year at the baccalaureate institution. Baccalaureate courses are typically offered online or in a suburban Chicago location, and there is a cost savings because an additional year of course work is completed at the community college. While working toward an associate's degree, eligible students receive scholarships and financial aid from OSFA. After graduation, the College enters into a consortium agreement with the four-year school so students can receive financial assistance consideration. Current examples of these agreements include Indiana University School of Continuing Studies, Franklin University, Northwood University, Northern Illinois University, and University of Wisconsin-Green Bay.

2+2 Agreements: Curricular plans for the first two years of study at Harper, followed by the last two years at a baccalaureate college are particularly helpful for students completing AAS degrees. This degree is designed to prepare graduates for immediate employment in specific technical fields; therefore, particular courses do not always transfer. Thus, transfer agreements in specific career fields with other institutions enhance baccalaureate degree completion options for AAS students. Examples of such established agreements include Columbia College, for Fashion Merchandising; Dominican University, for Hospitality Management; and Western Illinois University, for Fire Science.

Course-by-Course Articulation: Students who transfer after taking a few courses at Harper can have course work evaluated for transfer. Most public institutions and some private colleges and universities provide general education equivalency guides or course-by-course equivalency rules. The state has begun a new initiative called the Course Applicability System (CAS) which makes course-by-course information available through the Internet for all public institutions and a handful of participating private institutions. See www.transfer.org for additional information on CAS.

Additional Transfer-Related Resources and Special Events
 Four-year schools have the opportunity to meet one-on-one on campus with Harper students. Three college fairs are also hosted each year: Private Illinois Colleges and Universities (PICU) Fair, Transfer College Fair, and Adult Student Transfer Fair. These fairs draw 750 people combined and provide opportunities for students to connect with more than 75 colleges and universities.

CONNECTED

The Center for Multicultural Learning sponsors approximately seven transfer trips each year where small groups of students take a tour and receive general information about admission, housing, financial aid, and other information from the different schools they visit. This is provided free of charge to participating students.

CONNECTED

Tracking Transfer Students from Harper College
 The Enrollment Clearinghouse has enhanced the College's ability to track former students. A file with such student identification information as name and birth date can be sent to the Clearinghouse, which will then return a file with the list of colleges and universities where the student is currently enrolled. Based on this information, the five most common universities to

which students transfer include Northern Illinois University, University of Illinois–Champaign, Illinois State University, Roosevelt University, and the University of Illinois–Chicago.

The Office of Research conducts an annual graduate survey. The 2005 Transfer Graduate Survey shows that nearly 93% indicated that they were successful in reaching their educational objectives, and 84% indicated that they were satisfied with the college transfer planning assistance they received at Harper. More than 79% reported that they had successfully transferred to another college or university. See Finding 5D.1 for specific detail.

Finding 5C.3
Harper College builds effective bridges with diverse communities.

Connections with different cultural communities have been critical to building bridges and communicating the importance of higher education to diverse communities. Some initiatives include a Latino and Black Teen summit and Latinos Unidos cultural events, and a multicultural recruiting specialist who hosts bilingual information sessions during the open houses. Hispanic community relations have improved through Foundation support of a guitar program for children at the NEC and the acquisition of an SBC grant for \$40,000 to fund computer literacy training at the Palatine Opportunity Center and the Police Neighborhood Resource Center.

There are on-campus courses and programs available through the AE/LS Division that target diverse students. In particular, the English as a Second Language, Academic Success, and Adult Educational Development departments serve large numbers of diverse students. Recently, a five-minute video was produced in seven languages by the ESL area, explaining testing and registration procedures for new students. See Finding 5B.2 for specific detail on AE/LS programs.

International Students

ESL sponsors the International Student Club which offers a variety of social, cultural, and educational events to increase social contact and practice English language skills. The Conversation Café, an opportunity for native and nonnative speakers to talk with each other, is one example. The International Student Office serves as a one-stop center for international students by providing counseling and advising, and assisting with visa, health insurance, and other issues. See Finding 4C.4 for additional detail.

Enrollment of international students over the past five years has been as low as 69 individuals and as high as 106 individuals. Spring 2007 enrollment was 80 students.

Center for Multicultural Learning

The Center for Multicultural Learning (CML) was created to provide services to under-represented minority students, work with faculty to increase multicultural awareness, and offer programs that foster respect for all aspects of diversity. The Center has formed on-campus connections, including a

minority student transfer center, a multicultural student retreat, a multicultural learning student success expo, safe space orientation for faculty and staff for a program serving lesbian, gay, bisexual, and transgender students, and a variety of cultural awareness programs. See Findings 1B.1, 2D.1, 3C.2, 3D.1, and 5C.2 for specific detail.

Student Clubs and Activities

The Multicultural Drop-In Center in Building D is part of the CML and is home to the Black Student Union, Harper Pride, Indian-Pakistani Student Association, and Latinos Unidos. The primary advisor to each of these clubs is a full-time faculty member who attends weekly club meetings and assists students with such campus events as Cinco de Mayo, Day of Silence, and India Night. Leadership retreats help club members develop as leaders and build coalitions.

Other clubs have a cultural affiliation, like the Anime Club, and some explore the spiritual nature of students. Examples of these clubs include the Harper Gospel Choir, Harper Christian Intervarsity Fellowship, Harper Newman Association, Latter-Day Saints Student Association, and the Muslim Students' Association. The ADS Success Club and the Deaf Club collaborate with the American Sign Language (ASL) Club. See Finding 4C.4 for specific detail.

Access and Disability Services (ADS)

ADS offers such services and programs to students with disabilities as the Achieve! Program, designed to assist at-risk students with disabilities who plan to pursue a two-year or four-year degree; an ADS Super Achiever Ceremony, which recognizes the accomplishments of students with disabilities; and a College Awareness Program (CAP), which provides transition support to over 200 high school juniors, seniors, and their parents annually. See Findings 3C.2 and 3D.1 for specific detail.

Study Abroad Programming

Study abroad opportunities provide connections to diverse communities through hosting Fulbright Scholars-in-Residence from Morocco, Zimbabwe, Brazil, and China; International Faculty Exchanges; Read Around the World book discussions; and organizing colloquia and symposia on international issues. See Finding 3B.3 for specific detail.

Finding 5C.4

External constituencies are well-served by Harper College's continuing education services.

Continuing Education serves as an entry point for approximately 15,000 community residents each year, representing over 25,000 enrollments. Course offerings serve all ages and include a full range of professional development, personal enrichment, technical training, and other specialized programs and courses across all semesters of the academic year. Since being centralized into one division, CE has continued to evolve and offers many new programs.

CE courses are offered year-round and range from one-day seminars to multi-semester certificates and certifications. The variety of programming serves children through senior citizens. For example, CE's Community Music Center provides music courses for all ages; InZone provides a summer day camp experience for children ages 8-16; and the Lifelong Learning Institute serves adults 55 and older. CE also collaborates with selected credit programs to offer co-listed classes which allow students to take those classes as noncredit. Offerings are structured around three major programming areas: Professional Development, Personal Enrichment, and Computer Training.

Professional Education and Development

Programs that assist individuals with license preparation include real estate sales, brokerage, home inspection, and real estate appraisal. CE notifies state officials of students who complete the Refrigeration Handling course so they can be licensed. Courses are also available to help maintain licenses in Cardiopulmonary Resuscitation, Food Standards/Sanitation, and real estate. Skill enhancement is available in the Nursing Practice Update which refreshes nursing skills for those returning to the workforce.

New Programs

CE strives to create new and innovative programming and respond quickly to changing needs and trends. For example, in 2005, CE surveyed 215 veterinary clinics to determine the need for a Veterinary Assistant certificate program and interest in becoming a clinical site; 95.5% of respondents indicated a need for training in one or more curriculum areas, and 55.5% of respondents indicated interest in being a clinical site. As a result of the survey, a Veterinary Assistant certificate program was developed and implemented in fall 2005.

Since 2003, CE has developed Therapeutic Massage and Clinic; Lifelong Learning Institute; Home Decorating; Sound Recording Engineer; Computer Forensics; Home Inspection; Real Estate; Substitute Teaching; Web Maintenance and Design; Online Nonprofit Management; Guitar Boot Camp; TECH Camp; and Disney Institute Seminars.

CE Programs for Children

Programs specific to children include Community Music, Learn to Swim and Dive, and InZone. A general music program serves infants through age 6, while musical instrument instruction serves ages 5 and beyond. The Learn to Swim and Dive program enrolls children ages 4-14.

InZone is offered during the summer only and encompasses a wide range of activities and areas of interest from computer animation to sports, foreign language, and cooking. This program received an exemplary program award from the National Council of Continuing Education and Training (NCCET) in October 2004. A unique partnership of several public and private entities joined to give over 100 at-risk, low-income youth in Palatine the opportunity to enjoy three full weeks of InZone free of charge. This special opportunity was the *Northeast Palatine Summer Camp*. Harper partnered with the Palatine



Learn to Swim and Dive programs are offered to children ages 4-14.

CONNECTED

CONNECTED

FUTURE-ORIENTED

CONNECTED

DISTINCTIVE

CONNECTED

DISTINCTIVE

LEARNING-FOCUSED

CONNECTED



The Community Music Center connects the College to the community in a creative way.

Opportunity Center, Palatine Police Department, Palatine Township, the Harper Foundation, and others in the community to offer this opportunity in summer 2006.

The Community Music Center

As a member of the National Guild of Community Schools of the Arts, the Community Music Center is committed to offering the finest music instruction to people of all ages, skill levels, and backgrounds. Established in 1981, it serves hundreds of students through various group and private programs. The Center receives some funding from the Harper Foundation's Resources for Excellence program, and student financial assistance is offered through scholarships. Instructors are professional performing artists in the Chicago area who also teach in the Music Department. Private instruction includes strings, winds, brass, percussion, guitar, voice, piano, and folk instruments. Group instruction includes violin, cello, guitar, steel drum, and percussion. Ensembles include Adult String Orchestra, Chamber Music, Children's Choirs, String Groove (jazz improvisation), Percussion Ensemble, and Steel Band. Special offerings such as the Sound Recording Engineering Certificate and the summer Guitar Boot Camp are also available.

A Resources for Excellence grant was awarded to the Center for the purpose of implementing a Group Guitar for Children program at the Northeast Center extension site. A second section was available at the Palatine Opportunity Center in spring 2007. Since its inception in spring 2006, 43 students have participated in this program.

DISTINCTIVE

CONNECTED

Lifelong Learning Institute

The Lifelong Learning Institute provides an eclectic assortment of lectures, short courses, and trips throughout the year to participants age 55 and older. Modeled after existing programs at more than 300 colleges and universities nationwide, the Lifelong Learning Institute offers more than 100 learning opportunities each year at the main campus, the Northeast Center in Prospect Heights, and other locations in Arlington Heights, Wheeling, and Barrington. Topics include current events, politics, humanities, history, philosophy, science, and cultural trips. As of spring 2007, membership is 185. Membership allows for a 50% discount on most courses with free participation for certain courses and activities.

In 2003, the Institute received start-up funding for three years from a Harper College Foundation Resources for Excellence grant. The Lifelong Learning Institute has since attracted over 1,000 participants and is near self-sustaining.

DISTINCTIVE

CONNECTED

The Home Inspection Program: A Unique CE Partnership

The Home Inspection program illustrates Harper's commitment to developing new opportunities in resourceful ways. In 2003, Harper Continuing Education received approval from the state to become one of the first providers of home inspection prelicensing course work. Harper has established relationships with the College of Lake County, Sauk Valley Community College, Heartland Community College, and Lewis and Clark Community College which allows these schools to operate as Harper extension sites. The other colleges hire instructors and use Harper's curriculum, and the tuition is shared by both

colleges. Harper maintains all records. The partnership colleges are thus able to adopt a turnkey program with a proven track record, implement a low-risk venture with high revenue potential, and operate with minimal program responsibilities.

Finding 5C.5

The Harper College community is well-served through extension sites and customized training.

Extension sites and programming offered through Harper College for Businesses enhance outreach activities in the community. These options help to ensure that the needs of constituents can be met at the most convenient location.

Extension Sites

There are two extension sites for Harper College. The oldest is the Northeast Center, located at 1375 S. Wolf Road in Prospect Heights, Illinois. It has 15 classrooms and 16 labs offering space for credit classes, Adult Fast Track, AED and ESL, Lifelong Learning, CE classes, and rental space.

The NEC was purchased in 1994 and is located approximately 12 miles from the main campus. The area has a large immigrant population and as a result, approximately one-third of the facility is dedicated to the College's free Adult Education Developmental program. This includes nonnative literacy instruction for second language learners. The Continuing Education's Lifelong Learning Institute is also housed at the NEC as are computer training courses. Facilities are available for rent.

In 2005, the College developed a 14-week schedule of general education classes allowing students to complete courses toward the first year of their degree at the NEC. The College launched a targeted marketing campaign aimed at residents in the area, and, as a result, enrollment at the NEC has doubled as of spring 2007. Adult Fast Track courses are conducted at the facility; as of spring 2007, eight cohort groups comprised of 90 students attended the NEC.

The Harper Professional Center (HPC) is located at 650 Higgins Road in Schaumburg. It has 10 labs/classrooms and one conference room. The HPC has space for IT software classes leading to certification, Adult Fast Track, InZone computer introduction classes, and rentals.

The HPC was purchased in 2001 and is four miles from the main campus. The facility was purchased with the expectation of continued growth in the demand for high-end technical training. Classroom and laboratory remodeling followed so that 50% of the facility is used for educational purposes; the remaining 50% is leased to businesses.

HPC has become the unofficial home of Adult Fast Track, with recruiting, advising, and many operational functions now being conducted out of this location. The majority of classes at HPC are in Adult Fast Track. Seven cohort groups and over 100 students attended in spring 2007. General feedback from students and results from the 2006 Adult Fast Track survey indicate a

strong satisfaction with this location and the facilities. Prospective students also react favorably to the location and feel it will serve their educational needs.

Customized Training Sites

There are four sites for delivering customized training or special occupational resources.

Harper College is a partner of the local Illinois workNet office at 723 W. Algonquin Road in Arlington Heights. Hours of operation are from Monday to Friday, 8:00 a.m. to 4:30 p.m. Commonly referred to as the One-Stop, the center provides a single point of contact for job seekers by helping place unemployed workers into available jobs. Other services include housing assistance, public aid services, assistance to veterans, Social Security and employment security services, and Adult Basic Education, including GED preparation. Harper College works with the unemployment office in offering services to the unemployed.

Staffing is provided by funds from grants, College funds, and a competitive contract procured from the area workforce board. Harper's role is to offer services and resources to jobseekers and employers; in return, rent-free space is provided by the Illinois Department of Employment Security. Two full-time Harper staff members operate and maintain a resource center with job search materials, provide career- and employment-related workshops, refer job seekers to appropriate agencies, and provide admission and registration assistance to clients seeking to enroll at Harper. Over 27,000 job seekers used the services of workNet in 2006. During the same period, 6,260 community residents visited Harper's resource room and 2,703 attended the workshops. See Finding 5C.1 for specific detail.

The Police Neighborhood Resource Center located at 2268 Algonquin Parkway in Rolling Meadows is a joint venture of a consortium of community-based organizations and governmental offices and Harper to deliver basic human services to area residents. Harper provides free ESL literacy, basic employment skills, and basic computer literacy skills courses at the site. Over the past five years, over 1,700 students have enrolled in courses at the PNRC.

The Palatine Opportunity Center at 1585 Rand Road in Palatine is a location where ESL literacy, GED prep courses, citizenship prep courses, basic employment skills classes, and basic computer literacy classes are taught. For the past five years, the GED and Citizenship classes have been offered to almost 2,600 students. Approximately 30 instructors have taught classes at this off-site location.

The Community Resource Center at 700 Salem Drive in Hoffman Estates has offered ESL literacy and language skills classes since it opened in 2005.

Extension Services to the Business Community

Harper College for Businesses provides outreach to area businesses through on-site programs and services and free consulting at the HPC offered through the Small Business Development Center. These programs are designed to maximize effectiveness, employee performance, and productivity. Harper

College for Businesses has increased its visibility in the business community by hosting specialized events such as the Business Leaders Economic Outlook forum, cosponsored by *Crain's Chicago Business*, a leading business publication in the Chicago area. Table 5C.5.a details activity for business outreach.

Section D. Harper College is Valued by its Constituencies

Table 5C.5.a – Business Outreach Activity

Activity	2003-04	2004-05	2005-06
Companies Served	61	57	62
Employees Trained	3,437	3,430	3,486

Finding 5D.1
 External constituencies are involved in evaluation of Harper College services and academic programs.



The Business Leaders Economic Outlook forum was well-attended by local business leaders.

The major study used to validate services to students is the annual Graduate Survey. The instrument provides feedback on educational programs and services. Other sources provide feedback on usage of and satisfaction with student services, program structure, and offerings. See Finding 5A.2 for specific detail.

Graduate Survey

All career and transfer graduates are surveyed annually, with a focus on evaluating the student experience at Harper. Transfer graduates are asked how well Harper prepared them for future study, and career program graduates are asked to rate their job readiness. Graduate survey results are used in student services programming, annual planning processes, and program reviews. Graduate surveys have yielded higher response rates and shorter cycle times since process improvements were made in 2003. The 2005 response rates to the transfer and career graduate surveys were 52%, 374 of 718 graduates, and 55%, 366 of 665 graduates, respectively; in comparison, the response rates for 2002 and 2003 were 25% and 26%.

The 2005 transfer and career graduate surveys shared common questions, including those asking students to rate the quality of instruction at Harper and their satisfaction with support services. They were also asked how likely they would be to recommend Harper, and how likely they would be to return for additional course work.

The surveys also asked students to rate their satisfaction and indicate their level of usage for financial aid; academic advising; career planning; college transfer planning; counseling; tutoring; library/audiovisual services; student activities; registration procedures; access for the disabled; availability of computers for out-of-class use; and the Career Center. Respondents were also given the opportunity to share their comments on what they liked best about Harper and to offer suggestions on how to improve the instruction and services.

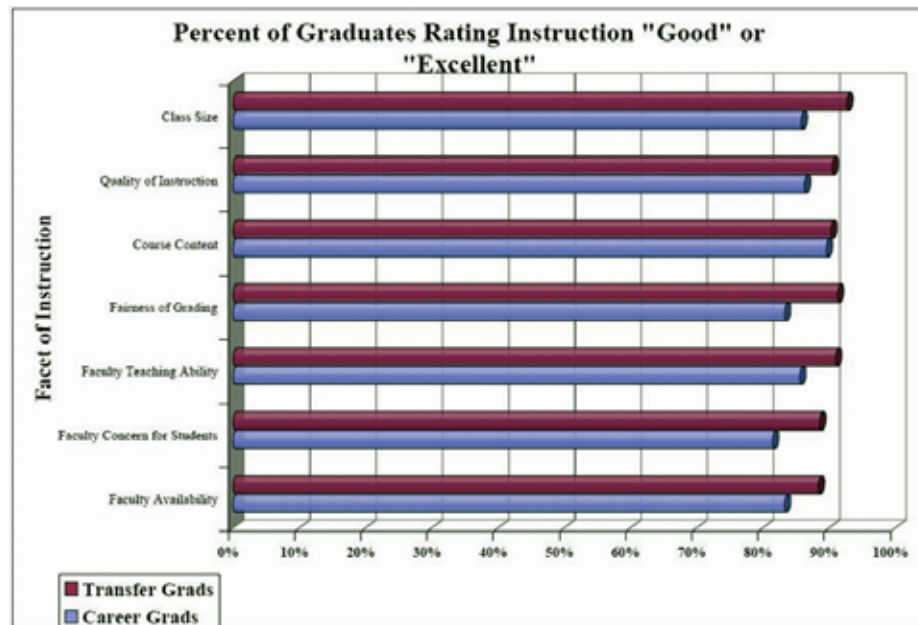
LEARNING-FOCUSED

CONNECTED

LEARNING-FOCUSED

Over 82% of the career graduates and 88% of transfer graduates gave ratings of “excellent” or “good” to each facet of instruction. Although career graduates had a positive impression of instructional quality at Harper, the transfer graduates were even more positive, rating class size, fairness of grading, faculty concern for students, and faculty availability more positively than did career graduates. Figure 5D.1.a shows the proportions of 2005 graduates who gave ratings of “good” or “excellent,” the most positive ratings on a four-point scale, to each facet of instruction.

Figure 5D.1.a – 2005 Graduate Survey Ratings of Instruction



Over 80% of graduates gave ratings of “very satisfied” or “satisfied” with support services. As with the ratings of instructional quality, the transfer graduates tended to give more positive ratings to the services. However, the differences in positive ratings were statistically significant only for Counseling and the Career Center. Transfer graduates were less likely than the career graduates to say they had not used a service; this was true for all services except Library/AV services where the difference was not statistically significant.

Figure 5D.1.b shows the proportion of 2005 graduates who rated themselves as satisfied with support services.

Figure 5D.1.b – 2005 Graduate Survey Ratings of Support Services

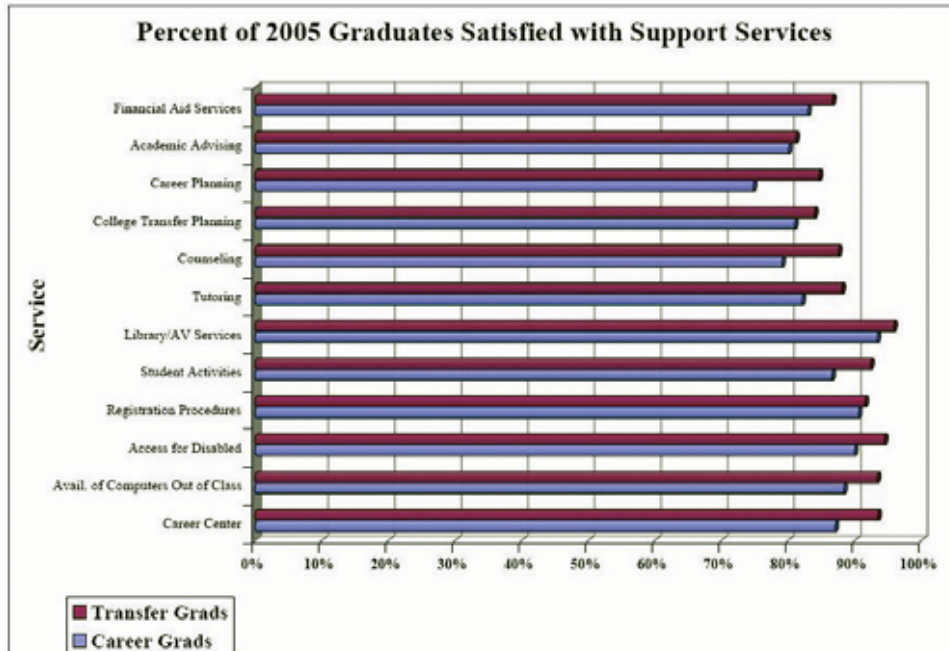
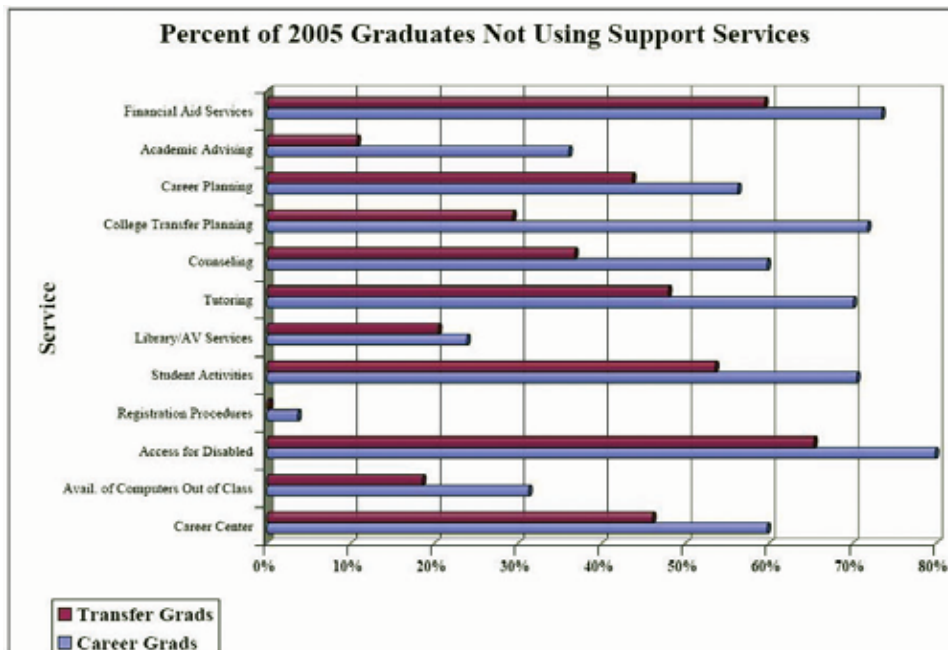


Figure 5D.1.c graphs students who did not use support services while attending Harper College.

Figure 5D.1.c – 2005 Graduate Survey Respondents Not Using Support Services



There were no statistically significant differences in positive ratings of support services when comparing these results to the 2004 Graduate Surveys. However, the 2005 graduates were more likely than the 2004 graduates to use academic advising services and less likely to use College computers outside of class.

Evaluations by External Constituencies

Community Needs Assessments are conducted every three years to gather quantitative information to assist the College in determining community needs that include educational needs, workforce training needs, and cultural and personal enrichment needs. As a result of the 2004 assessment, Harper substantially increased the number of online offerings, offered complete degrees online, and began offering online advising and counseling. The survey also revealed the need for additional music concerts, opera, ballet, theater, and plays. This community input guided the offerings of student activities and community programming in these areas. See Finding 5A.2 for specific detail.

Informal means of gathering feedback are also used. A reader survey is periodically included in *The Learning Life* e-newsletter, distributed to more than 20,000 former, current, and prospective students. In the March 2006 survey, the College discovered that the majority of readers want to learn more about hot careers, career planning, job search tactics, and career development. There was also very strong interest in personal health and wellness, retirement planning, and finance. The College has regularly surveyed summer students and Adult Fast Track students, as well as other groups of students such as those enrolled in the Distinguished Scholars program, about topics related to program offerings and format. Results of these periodic surveys are used to develop in-demand program offerings and formats, improve services, and develop relevant topics for communications.

Finding 5D.2

The surrounding community demonstrates its appreciation for the services and facilities of Harper College through continued use and testimony.

Levels of community appreciation for the College's services are found in the graduate survey results and from increasing enrollment. In the 2005 transfer and career graduate surveys, which included at least 300 students for each sample group, 99% of transfer graduates and 98% of career graduates stated that they would recommend Harper to friends and family, and 91% and 93%, respectively, stated that they would return to the College in the future. On the CCSSE survey, 95% of students responded affirmatively to an item inquiring whether they would recommend Harper to a friend or family member. This testimony, combined with the growth in enrollment during the past decade, provides evidence that the community relies on the College and values the opportunities it provides. The participation of the community in recreational, performance, sporting, and other campus events further highlights the role of the College in the surrounding community.

Educational Use

The need for new programming was validated by strong enrollment in new career programs. Harper is also in the process of obtaining approval for new degrees in Emergency Management, Environmental Health and Safety, and Radiation Therapist. Table 5D.2.a shows enrollment for 2005 and 2006.

Table 5D.2.a – Annual Enrollment in New Career Programs

Program	FY05 FTE Enrollment	FY06 FTE Enrollment
Career Foundations	12.87	14.53
Diagnostic Medical Sonography	2.67	44.13
Emergency Medical Services	87.27	98.73
Graphic Arts	12.60	45.13
Maintenance	34.40	35.87
Phlebotomy	9.60	10.93
Radiologic Technology	25.00	62.60

Continuing Education offers a wide variety of noncredit computer training, personal enrichment, physical fitness, professional development, and youth program courses and workshops. See Finding 5C.4 for specific detail.

The Performing Arts Center (PAC)

The ability to offer high-quality events highlighting the performing arts was greatly enhanced in 2002 with the opening of the PAC. In addition to being used as classroom space for music, theater, stagecraft, and dance classes, the PAC is home to a variety of performances. Equipment and furnishings were funded through donations from the community; \$1.5 million was raised by a special Foundation campaign.

Over 60 theater or music productions have been held in the PAC since its opening and over 12,000 students, staff, and community members have attended these events. In addition, the PAC has been rented on 108 occasions since 2002, drawing 28,492 people to a variety of musical, theater, and cultural performances.

Art Collection

Contributing to the cultural richness of the community, the Harper Foundation owns an art collection made up of over 300 pieces, valued at approximately \$1.2 million. A curator manages the collection; which is displayed throughout the campus for all to enjoy. See Finding 4C.4 for specific detail.

A National Small Works Exhibit, a juried art exhibition supported by the Foundation, exposes students to a wide variety of two- and three-dimensional media, while providing the community with access to quality works by contemporary artists from around the country. The exhibit, which showcases

CONNECTED

LEARNING-FOCUSED

DISTINCTIVE

CONNECTED



Harper values its relationships with the business community.

DISTINCTIVE

CONNECTED

40 small works of art chosen from hundreds of entries, draws 100 or more visitors each year, and an average of 80 guests attend a special reception for the show.

Community Events

Student Activities offers dozens of events annually, many of them open to community residents. For example, the annual Wellness Week draws hundreds of community residents attending lectures, seminars, and workshops. In the past year, Student Activities has sponsored major events such as a Mardi Gras celebration, an exhibit of sand painting produced by Tibetan monks, and many other smaller lectures, wellness, and cultural arts offerings. In 2005, a total of 174 events drew 19,665 participants; of the 81 events sponsored, 46% were free. Recreational facilities, including the gym and athletic fields, are frequently used by community groups and teams; 688,426 residents attended various events in the athletic building, Building M, since 2000. In addition, all-day public service events such as the Relay for Life and Heartwalk are held annually on campus.

Harper athletic teams and events also attract large numbers of community members to campus. Table 5D.2.b details community attendance at sporting events.

Table 5D.2.b – Attendance at Sporting Events

Year	Community Attendance
2001-2002	4,830
2002-2003	8,700
2003-2004	7,520
2004-2005	8,080
2005-2006	7,820

Business Use

Harper College for Businesses, the provider of business training for the College, has experienced growth over the past decade. Over 500 companies and 33,000 employees have been served and testimonials from companies provide further evidence that businesses value services provided:

Harper College is a gem of a resource that companies should be using to optimize their training investment. They have prepared many of our staff to take that next step and have provided the financial backing through state training grants to enhance Nation Pizza's ability to expand our scope of training. We have worked with them for more than five years and would not use anyone else – even without grant funds.

Mike Alagna, Chief Operating Officer – Nation Pizza Products

The Wojcik Conference Center provides a state-of-the-art meeting facility to businesses and the community. Since its opening in 2002, conference center use has increased every year by such companies as Motorola, Nation Pizza Products, and Schneider Electric. The center also hosts such service groups as the Schaumburg Hoffman Estates Rotary Club and municipal groups such as Palatine School District 54 and the Palatine Police Department.

The positive reaction to the Wojcik Conference Center is best illustrated by the following testimonial:

The Wojcik Center is spectacular! All support staff involved were professional and consistently exceeded our expectations. The ASQ Biomedical Division looks forward to using your facility again. Thank You!

Sue Jacobs, Chairperson – ASQ Biomedical Division

The College’s gym has also been used to host conventions, trade shows, and exhibitions requiring significant space. Table 5D.2.c illustrates attendance at these special events.

Table 5D.2.c – Attendance at Events Held in Building M

Year	Community Attendance
2001-2002	172,849
2002-2003	143,706
2003-2004	135,764
2004-2005	118,393
2005-2006	117,713

Criterion Five Summary

The demographic profile of the district has changed significantly over the past several years, and the College has responded by providing innovative programs and services to address varying needs. Data has been systematically gathered on student engagement, community needs and student perceptions and has been used to make thoughtful decisions related to responsive programming. As the diversity of the district continues to change, and as student expectations evolve, the College will need every resource at its disposal to respond, accordingly.

Harper College takes pride in:

- *Responding to community support for new and growing career programs and enhanced educational facilities.* The construction of Avanté was in direct response to the community’s support for new facilities supporting health careers and technology. The creation of new career programs coupled with the expansion of existing programs has resulted in more comprehensive program offerings.

- *Being seen as a vital part of the community.* Harper has taken great care in establishing partnerships throughout the community.
- *Providing services and programs that meet the needs of targeted populations.* Students with transfer intentions are well served by advising and course articulation initiatives. Students looking for employment skills are also well-served by the College's Career Programs. High school students are afforded the opportunity to earn college credit before graduation. The needs of minority and special needs students are also addressed.
- *Readily responding to the need of area businesses.* Harper College for Businesses has responded to the needs of the business community by developing and delivering tailored, targeted programs. The Wojcik Conference Center provides meeting space for area businesses and other organizations.

Harper College is challenged by:

- *Responding to the vast amount of data provided by surveys and other activities.* The College should continue to be thoughtful in responding to the vast amount of data gathered in surveys, such as the CCSSE and the Community Needs Assessment. However, the volume of data makes it difficult to respond quickly and thoughtfully. Departments and programs could benefit from opportunities to reflect upon and respond to relevant student feedback and should be encouraged to continue to use this information to refine and develop services and programs.
- *Providing a systematic method for collecting information pertaining to community involvement activities.* The College's informal connections to the community through employee volunteerism and civic work are not well-documented. Similarly, student service learning experiences could be better catalogued. Currently, the College has no clearinghouse for data about community involvement.

Harper College will address the following issues:

- *Enhance the visibility and use of survey information and other data.* Although survey information and other research data are available on the MyHarper portal, formal mechanisms for responding to collected data should be developed.
- *Develop a systematic tool for gathering information from employees and students regarding community service and student learning activities.* Employees and students are involved in community service and external learning activities, but this needs to be better documented. A Web-based tool should be developed to gather this information.

Learning
Engagement



Mission
Acquisition
Future

Federal Compliance

Harper Self-Study

Higher Learning Commission

Harper College recognizes and complies with all federal requirements and regulations monitored by the Higher Learning Commission, as prescribed by the United States Department of Education. In addition, the College has successfully completed all of the Commission's requirements for an institutional self-study.

Credits, Program Length, and Tuition

Harper College uses a traditional semester credit system for learning experiences. These include transfer degrees, career-technical degrees and certificates and developmental and remedial programs. The instructional contact time per one credit is 800 minutes—50 minutes of weekly instruction for 16 weeks. The College observes a traditional academic calendar consisting of one 16-week fall semester, one 16-week spring semester, and an 8-week summer semester, all of which are published annually in the Harper College Catalog and Student Handbook. Beginning 2007, the summer semester became a 10-week session starting immediately after the spring semester ends.

To provide flexibility to students, the College offers courses in 4-week, 5-week, 6-week, 8-week, 12-week, and 14-week sessions within or closely tied to the traditional calendar. Some of these shorter-term schedules are offered early in the term and some are offered later in the term to meet the needs of different student populations. Though the number of weeks that a course is offered varies, the amount of time in the course remains at 800 minutes per credit contact time. For example, an 8-week block course allows students to complete a course in half the number of weeks of a traditional course by doubling the time spent during those 8-weeks. Late start 14-, 12-, and 8-week classes start after the traditional beginning of the semester and allow a student to complete an entire course, with the same number of contact hours, over fewer weeks. Flexible start times have also been established for summer session classes to accommodate student needs. Two early-start 5-week and 8-week summer sessions begin in mid-May with courses aimed at reverse transfer students from other institutions. A traditional 8-week session begins in early June and a late start 5-week summer session begins the last week of June immediately following the early 5-week term. The June sessions include courses aimed at recent high school graduates as well as currently enrolled students. The College has also offered additional compressed summer sessions, including some 4-week and 6-week intensive courses. Summer courses meet for the same number of hours as the equivalent 16-week courses.

In 2004, Harper College began offering a reduced seat-time option for students who are at least twenty-five years old. Adult Fast Track allows students to complete course work in a prescribed format, as part of a cohort group. Course-level and program learning outcomes must be accomplished through a combination of in-class and out-of-class learning experiences. The reduced seat time was approved by the Illinois Community College Board at the inception of the program.



Students complete challenging and meaningful programs.

In spring 2006, Harper College received accreditation by the Higher Learning Commission to offer complete degrees through a combination of distance learning modalities.

Tuition is charged by credit hour. Each course is listed in the catalog and schedule with its corresponding number of credit hours. The catalog and schedule are available in print or on the College's Web site.

Tuition and fees are determined by the Board of Trustees and are publicly accessible in the print schedule and catalog and via the College's Web site. The following chart depicts per-hour tuition charges for the 2006–2007 academic year:

In-district	\$81.00
Out-of-district	\$288.00
Out-of-state	\$362.00
International	\$362.00
Senior citizens (65 years and older)	\$0.00

Harper offers companies located within its district in-district tuition rates to their employees who live outside the College district, but within Illinois. Out-of-district students who want a certificate or degree at Harper that is not available at their community college may apply for a reduced tuition rate by taking advantage of chargeback or joint agreements between Illinois Community Colleges. If the application is approved, the student will be able to receive in-district rates. Some Harper College health care programs have variable tuition, resulting in additional cost per credit hour.

Regular fees assessed during the 2006–2007 academic year include:

Application fee	\$25.00
Activity fee:	
Full-time students	\$42.00
Part-time students	\$21.00
Registration fee	\$15.00
Technology fee (per credit hour)	\$7.00
Repair/Renovation fee (per credit hour)	\$7.00

These fees are published in the schedule of classes and the catalog, and appear on the Web site. Course and program fees may be charged if the course incurs differential costs by requiring specialized equipment, software, supplies, or individualized or small group instruction.

Compliance with the Higher Education Reauthorization Act–Financial Aid (Title IV)

Harper is authorized by the United States Department of Education to participate in student assistance programs authorized by Title IV of the Higher Education Act of 1965, as amended (Title IV, HEA Programs).ⁱ This authorization is effective until September 30, 2011. Harper will resubmit an

ⁱ Certification to participate in Title IV, HEA programs is granted only to those institutions who meet the requirements of institutional eligibility, administrative capability, and financial responsibility as set forth in 34 CFR Parts 660 and 668.

application to extend this period on June 30, 2011 so as not to lose Title IV, HEA program eligibility.

Under the terms of this Agreement (Scope of Coverage), the College is approved to participate in the following financial assistance programs:

- Federal Pell Grant Program
- Federal Supplemental Education Opportunity Grant Program
- Federal Stafford Subsidized Loan Program
- Federal Stafford Unsubsidized Loan Program
- Federal PLUS Loan Program
- Federal Perkins Loan Programⁱⁱ
- Federal Work-Study Program

Each year, the United States Department of Education releases Cohort Default Rates for each school participating in federal student loan programs. The following chart reflects Harper's cohort default rates for 2002 through 2004, the latest cohort default rate available.ⁱⁱⁱ

Fiscal Year	Cohort Default Rate (%)	Borrowers in Default
2002	10.0	25
2003	12.6	39
2004	11.3	38

To address sound student loan borrowing, the College has adopted a default prevention and management plan. This plan includes the availability of an online Entrance Counseling activity (www.mapping-your-future.org) in addition to personal loan counseling provided by volunteer student loan lenders.

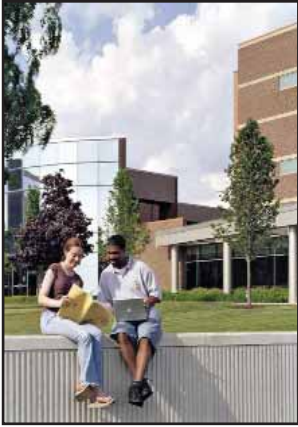
The Office of Scholarships and Financial Assistance Web site contains useful borrower information relating to repayments, deferments, and forbearance.

Annually, independent auditors review the College's basic financial statements including a review of Harper's compliance with provisions of the aforementioned Title IV, HEA Programs regulations. This independent auditor's review is required under Section 510 of the OMB Circular A-133. The student financial aid programs reviewed include:

- Federal Supplemental Education Opportunity Grant
- Federal Stafford Subsidized Loan Program
- Federal Stafford Unsubsidized Loan Program
- Federal Work-Study Program
- Federal Pell Grant Program

ⁱⁱ Although certified to participate in the Federal Perkins Loan Program, Harper College exercised its right not to participate and currently does not receive federal funds nor does it award Perkins loans.

ⁱⁱⁱ FY 2005 Cohort Default Rates will be available soon.



Harper provides a safe campus for students and the community.

In the latest A-133 audit, the auditors did not find any material weaknesses in the internal control of these federal financial aid programs.

Campus Security

Law enforcement services at Harper College are provided by the Harper College Police Department (HCPD) located in Public Safety Building B, 24 hours a day, seven days a week. Harper College police officers are certified by the Illinois Law Enforcement Training and Standards Board with the same police authority, including arrest powers, as police officers in cities and sheriffs in counties. The HCPD is the primary authority for reporting traffic accidents and criminal activity that occurs on campus. The department also provides a variety of services, such as vehicle lockout remedies and jump starts.

HCPD prepares an annual report to comply with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act. The full text of this report can be found on the College's Web site or by visiting the department. This report is prepared in cooperation with the local law enforcement agency, which includes the main campus, as well as those agencies where satellite campuses are located. Each year, students are told where this report is on the Web site. Employees receive similar notification. Copies of the report may also be obtained at the department.

HCPD maintains a Daily Crime Log, which is available for public inspection via the College's Web site or by visiting the department. The electronic version is available 24 hours a day; however, the hard copy is available only during normal college business hours. Information in the Daily Crime Log is generally updated within 24 hours of the report of the incident.

In compliance with the Campus Sex Crimes Prevention Act Public Law the identity of Registered Sex Offenders known to the College and registered as students or employed by Harper is available at the Harper College Police Department.

Off-Campus Sites

In spring 2006, Harper was accredited by the Higher Learning Commission to offer complete degrees at the Harper Professional Center (HPC) and the Northeast Center (NEC).

Release of Completion/Graduation Rates

Information regarding graduation rates is published annually on the College's Web site. Graduation rates are based on petitions for graduation filed by students and confirmed by the Registrar. However, students who may be eligible for a degree or certificate can elect not to petition for graduation. In order to gather more comprehensive data on completion rates, Harper is investigating a system that will provide information on program completion based on transcribed course work.

Athletics

The College's athletic programs comply with the Federal Title IX guidelines for equal opportunity. College athletic programs include men's and women's cross-country, men's football, men's and women's soccer, women's volleyball, men's and women's basketball, men's wrestling, men's baseball, women's softball, and men's and women's track and field. The College's Athletic Director monitors and enforces Title IX compliance. In addition, the equal opportunity statement which appears on the Web site and in the catalog reaffirms the College's commitment to Title IX.

Employment Practices

Harper adheres to all state and federal regulations on nondiscrimination equal opportunity for employment. Nondiscrimination policies are included in the College catalog, administrative procedures, employee handbooks, and on College Web pages. The College also adheres to the United States Equal Employment Opportunity Commission policies on sexual harassment which are published in the College's catalog and administrative procedures, as well as on College Web pages. Harper abides by the requirements set forth in the Family Medical Leave Act (FMLA). Employees are eligible for leave based upon appropriate eligibility requirements.

Americans with Disabilities Act and Rehabilitation Act

Harper complies with the guidelines set in the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. The College adheres to programmatic and architectural requirements in accordance with the ADA. The Access and Disability Services Center provides accommodations to students attending classes at the College who have documented disabilities. No student complaints have been filed regarding ADA accommodations provided by Harper College.

Family Educational Rights and Privacy Act (FERPA)

Harper complies with all regulations of the Family Educational Rights and Privacy Act (FERPA). Student records are protected, and all student rights respected. Explicit FERPA policies are included in the College catalog and Registrar's Office, and on the Web site. The information provided includes the name and address of the Family Compliance Office of the United States Department of Education. The College continues to redesign processes to eliminate the use of Social Security numbers as a means of identifying students.

Drug-Free Workplace

Harper fully conforms with the federal Drug-Free Workplace Act of 1988 as well as the federal Drug-Free Schools and Communities Act of 1994. The College is an abuse-free environment and publishes drug and alcohol policies in the Board Policy Manual, employee handbooks, Student Handbook, and Student Code of Conduct. Illegal drugs are not allowed on campus. Counseling services are available to employees and students regarding alcohol and drug abuse.



Athletic programs comply with Title IX guidelines.

Advertising and Recruitment Materials

Harper College provides fair and accurate information regarding its programs and policies to students, employees, and the community in the College catalog and course schedules, as well as on its Web pages. Division representatives and Enrollment and Marketing check advertising and recruitment materials for accuracy and design.

The College publishes information regarding accreditations and recognition in the College catalog and Web site. In spring 2007, the College began including the Web site of the Higher Learning Commission whenever affiliation was mentioned, adopted the Mark of Affiliation, and added accreditation information to the schedule of classes.

Organizational Records of Student Complaints

The Harper College Student Handbook defines the different procedures for student complaints of various types. The handbook is available in print and on the College's Web site. These complaints may be related to admission; financial aid; tuition refund; discrimination charges; academic regulations; privacy; sexual harassment; administration of College policy, practice or procedures; disability accommodations; treatment of students by College employees; and grades. Formal student academic complaints are ultimately resolved by the Vice President of Academic Affairs. The Vice President of Student Affairs or designee is responsible for responding to complaints from students on nonacademic issues. Student complaint logs are available for review.

Public Notification of a Comprehensive Evaluation Visit

The College published three announcements notifying the community and inviting third-party comments pertaining to the reaccreditation, and included a notice on the Web site. In June 2007, the College included a notice in the Summer Course Schedule. A legal notice was published in *The Daily Herald* in July 2007 announcing that the Higher Learning Commission would be visiting the College for affirmation of accreditation. A notice was also included on the schedule of classes for the fall 2007 term. The College posted an announcement on the Web site from July through September 2007.

Professional Accreditations

In addition to the Higher Learning Commission's accreditation, many academic and occupational programs observe the standards of external accrediting agencies to maintain quality and sustainability. The following is a list of accreditations that were in place for fiscal year 2007:

Business Programs (Accounting, Computer Information Systems, Financial Services, Hospitality Management, Management, Office Careers)	Association of Collegiate Business Schools and Programs
Music	National Association of Schools of Music
Paralegal Studies	American Bar Association
Real Estate	Licensed by the Illinois Department of Financial and Professional Regulation: Pre-License and Continuing Education School
Child Learning Center	National Association for the Education of Young Children
Nursing	National League for Nursing Accrediting Commission, Inc.
Nursing Assistant	Illinois Department of Professional Regulations
English as a Second Language	Commission on English Language Program Accreditation
Dental Hygiene	American Dental Association
Dietetic Technician	Commission on Accreditation for Dietetics Education of the American Dietetic Association
Fire Science	Office of the Illinois State Fire Marshal, Division of Personnel Standards and Education
Medical Office Administration	Commission on Accreditation of Allied Health Education Programs
Cardiac Rehabilitation Services	Joint Commission on Accreditation of Healthcare Organizations
Financial Services	Illinois Department of Financial and Professional Regulation: Registered Public Accounting Continuing Professional Education Sponsor

Appendix N includes a complete listing of College certifications and affiliations.



Harper College provides a unique learning environment.

Learning
Engagement



Mission
Acquisition
Future

Appendices

Harper Self-Study
Higher Learning Commission

1. Student Demography Headcounts

A. Undergraduate Enrollment by Class Levels				
	Fall 2005		Fall 2006	
	N	Percent	N	Percent
Freshman	8,229	54.8%	8,031	53.4%
Sophomore	3,486	23.2%	3,473	23.1%
Other	3,311	22.0%	3,549	23.6%
Total	15,026	100.0%	15,053	100.0%

Source: Harper College Regent System and E1 Data Files sent to ICCB (Fall 2005 and Fall 2006)

B. Undergraduate Enrollment by Degree Seeking and Non-degree Seeking Status						
	Fall 2005			Fall 2006		
	Degree Seeking	Non-degree Seeking	Total	Degree Seeking	Non-degree Seeking	Total
Men						
Nonresident Alien	27	3	30	46	7	53
Black, Non-Hispanic	201	46	247	223	55	278
American Indian/Alaska Native	12	3	15	12	3	15
Asian/Pacific Islander	624	191	815	658	164	822
Hispanic	449	570	1,019	456	608	1,064
White, Non-Hispanic	2,998	825	3,823	3,069	760	3,829
Race/ethnicity unknown	425	121	546	462	102	564
Total (Men)	4,736	1,759	6,495	4,926	1,699	6,625
Women						
Nonresident Alien	50	8	58	58	5	63
Black, Non-Hispanic	271	61	332	287	54	341
American Indian/Alaska Native	19	6	25	20	6	26
Asian/Pacific Islander	780	266	1,046	767	283	1,050
Hispanic	612	508	1,120	627	645	1,272
White, Non-Hispanic	4,255	999	5,254	4,109	905	5,014
Race/ethnicity unknown	573	123	696	544	118	662
Total (Women)	6,560	1,971	8,531	6,412	2,016	8,428
All Students						
Nonresident Alien	77	11	88	104	12	116
Black, Non-Hispanic	472	107	579	510	109	619
American Indian/Alaska Native	31	9	40	32	9	41
Asian/Pacific Islander	1,404	457	1,861	1,425	447	1,872
Hispanic	1,061	1,078	2,139	1,083	1,253	2,336
White, Non-Hispanic	7,253	1,824	9,077	7,178	1,665	8,843
Race/ethnicity unknown	998	244	1,242	1,006	220	1,226
Total (All students)	11,296	3,730	15,026	11,338	3,715	15,053

Source: E1 Data Files sent to ICCB (Fall 2005 and Fall 2006)

C. Graduate/Professional Students by Degree Seeking and Non-degree Seeking Status – As a community college, Harper does not offer graduate level degrees.

D. Age Range of Undergraduate Students

	Fall 2005		Fall 2006	
	N	Percent	N	Percent
24 and under	9,223	61.4%	9,401	62.5%
25 and older	5,800	38.6%	5,646	37.5%
Age unknown	3	<1%	6	<1%
Total	15,026	100.0%	15,053	100.0%

Source: E1 Data Files sent to ICCB (Fall 2005 and Fall 2006)

1. Student Demography Headcounts continued

E. Numbers of Students by Residency Status of Credit-seeking Students				
	Fall 2005		Fall 2006	
	N	Percent	N	Percent
In-State and In-District Resident	13,031	86.7%	12,996	86.3%
In-State and Out-of-District Resident	1,911	12.7%	1,946	12.9%
Out-of-State Resident	26	0.2%	13	0.1%
Non-US Resident	58	0.4%	98	0.7%
Total	15,026	100.0%	15,053	100.0%

Source: E1 Data Files sent to ICCB (Fall 2005 and Fall 2006)

2. Student Recruitment and Admissions

A. Student Recruitment and Admissions						
	Fall 2005			Fall 2006		
	Freshman	Transfer	Total	Freshman	Transfer	Total
Applications	4307	1901	6208	4663	1637	6300
Acceptances	4307	1901	6208	4663	1637	6300
Matriculations	3436	994	4430	3620	867	4487

Source: Admissions Outreach

3. Financial Assistance for Students

A. Percent of undergraduates applying for any type of financial assistance				
	2004 - 2005		2005 - 2006	
	N	Percent Applying for Assistance	N	Percent Applying for Assistance
Number of undergraduates	25,841	21.3%	25,815	22.3%
B. Number and percent of undergraduates receiving financial assistance by type				
	2004 - 2005		2005 - 2006	
	N	Percent Receiving Assistance	N	Percent Receiving Assistance
Loans	920	16.2%	1,090	18.3%
Work Study	346	6.1%	331	5.6%
Scholarship/Grants*	5,022	88.4%	5,319	89.4%
Academic/Merit Based Scholarship	155	2.7%	104	1.7%
Total (unduplicated)**	5,684	22.0%***	5,949	23.0%***

*Includes all gift aid, including tuition and fee waivers.

**Students maybe in more than one financial aid category so the percents add to more than 100%.

***Percent of all students enrolled that received financial aid.

Source: Office of Scholarships and Financial Aid, Student Financial Aid Surveys for the IBHE

C. Tuition Discount Rate

Tuition Discount Rate (TDR) – Harper does not have a standard Tuition Discount Rate.

4. Student Retention and Program Productivity

A. Number and Percent of first-time, full-time fall entering undergraduate students returning the following fall semester						
Race/ethnicity	Returning Fall 2005			Returning Fall 2006		
	N Starting Fall 2004	N Returning Fall 2005	Retention Rate	N Starting Fall 2005	N Returning Fall 2006	Retention Rate*
Nonresident Alien				16	9	56.3%
Black, Non-Hispanic	80	35	43.8%	77	34	44.2%
American Indian/Alaska Native	3	3	100.0%	4	2	50.0%
Asian/Pacific Islander	176	123	69.9%	181	132	72.9%
Hispanic	149	102	68.5%	150	85	56.7%
White, Non-Hispanic	1105	728	65.9%	1,064	738	69.4%
Race/ethnicity unknown	218	140	64.2%	245	147	60.0%
Total	1,731	1,131	65.3%	1,737	1,147	66.0%

*Estimated (Report on fall-to-fall retention for the Fall 2005 cohort not available until November 2007.)

Source: Office of Research Retention and Completion Reports, Fall 2006 and Fall 2005 and Harper College Regent System

B. Number of Associate Degrees and Certificates Awarded						
Race/ethnicity	Fiscal Year 2005			Fiscal Year 2006		
	Associate Degree	Certificate	Total	Associate Degree	Certificate	Total
Nonresident Alien	5	1	6	6	5	11
Black, Non-Hispanic	24	14	38	26	39	65
American Indian/Alaska Native	-	1	1	2	2	4
Asian/Pacific Islander	94	60	154	118	119	237
Hispanic	81	39	120	86	88	174
White, Non-Hispanic	765	330	1,095	849	631	1,480
Race/ethnicity unknown	83	35	118	116	74	190
Total	1,052	480	1,532	1,203	958	2,161

Source: Harper College Regent System and Fact Book 2006

C. Number and percent degrees or certificates awarded by Classification of Instructional Programs (CIP) codes				
Instructional Program	Fiscal Year 2005		Fiscal Year 2006	
	N	Percent	N	Percent
Agriculture/Natural Resources (1,3)	43	2.8%	52	2.4%
Architecture/Engineering/Engineering Technology (4, 14, 15)	49	3.2%	52	2.4%
Biological & Physical Science (26, 40, 41)	-		-	
Business (52)	154	10.1%	324	15.0%
Communications/Communication Technology/Fine Arts (9, 10, 50)	14	0.9%	7	0.3%
Education/Library Science (13, 21, 25)	-		-	
Humanities/Interdisciplinary (5, 16, 23, 24, 30, 38, 39, 54)	713	46.5%	832	38.5%
Health (51)	250	16.3%	495	22.9%
Law (22)	74	4.8%	93	4.3%
Mathematics/Computer Science (11, 27)	50	3.3%	48	2.2%

Source: Harper College Regent System and Fact Book 2006

4. Student Retention and Program Productivity continued

C. Degrees or certificates awarded by Classification of Instructional Programs (CIP) codes				
Instructional Program	Fiscal Year 2005		Fiscal Year 2006	
	N	Percent	N	Percent
Military Technology/Protective Services (29, 43)	43	2.8%	44	2.0%
Personal Services/Consumer Services/Fitness (12, 19, 31)	67	4.4%	90	4.2%
Psychology/Social Sciences & Services (42, 44, 45)	-		-	
Trades/Production/Transportation Health (46, 47, 48, 49)	75	4.9%	124	5.7%
Total	1,532	100.0%	2,161	100.0%

Source: Harper College Regent System and Fact Book 2006

D. Undergraduate pass rates on licensure examinations				
Examination	Fiscal Year 2005		Fiscal Year 2006	
	N	Percent Passing	N	Percent Passing
Nursing (National Council Licensure Exam), RN/ADN	88	98%	90	99%
Certified Nursing Assistant	131	98%	173	95%
Dental Hygiene	28	100%	30	100%
Radiologic Technology	NA	NA	21	90%
Emergency Medical Technician	60	92%	25	96%

Source: Division of Health Careers and Public Safety

5. Faculty Demography

A. Educational level of full-time and part-time faculty						
	Fall 2005			Fall 2006		
	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total
Doctorate	29	31	60	39	45	84
Master's	146	421	567	165	463	628
Bachelor's	34	98	132	8	100	108
Associate's	7	10	17	0	11	11
Special certification		7	7		12	12
Other*		74	74		32	32
Total	216	641	857	212	663	875

*Individuals classified as adjunct staff performing non-faculty duties.

Source: C1 Data Files sent to ICCB (Fall 2005 and Fall 2006), Human Resources Department, and Division Offices

B. Race/ethnicity, gender, and rank of full-time and part-time faculty						
Race/ethnicity	Fall 2005			Fall 2006		
	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total
Norresident Alien	0	0	0	0	0	0
Black, Non-Hispanic	7	3	10	8	6	14
American Indian/Alaska Native	0	0	0	0	0	0
Asian/Pacific Islander	9	30	39	10	18	28
Hispanic	6	20	26	6	0	6
White, Non-Hispanic	191	469	660	187	426	613
Race/ethnicity unknown	3	119	122	1	213	214
Total	216	641	857	212	663	875

Source: C1 Data Files sent to ICCB (Fall 2005 and Fall 2006) and Fact Book 2006

5. Faculty Demography continued

B. Race/ethnicity, gender, and rank of full-time and part-time faculty continued						
	Fall 2005			Fall 2006		
	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total
Gender						
Male	88	299	387	86	313	399
Female	128	342	470	126	350	476
Total	216	641	857	212	663	875
Rank						
Not applicable	0	641	641	0	663	663
Instructor/Lecturer	51	0	51	62	0	62
Assistant Professor	54	0	54	52	0	52
Associate Professor	65	0	65	60	0	60
Full Professor	46	0	46	38	0	38
Total	216	641	857	212	663	875

Source: C1 Data Files sent to ICCB (Fall 2005 and Fall 2006)

C. Number of faculty by college program using Classification of Instructional Programs (CIP) codes		
	Fall 2005	Fall 2006
Agriculture/Natural Resources (1,3)	5	7
Architecture/Engineering/Engineering Technology (4, 14, 15)	7	9
Biological & Physical Science (26, 40, 41)	59	64
Business (52)	101	96
Communications/Communication Technology/Fine Arts (9, 10, 50)	47	50
Education/Library Science (13, 21, 25)	14	22
Health (51)	65	65
Humanities/Interdisciplinary (5, 16, 23, 24, 30, 38, 39, 54)	154	150
Law (22)	11	10
Mathematics/Computer Science (11, 27)	48	45
Military Technology/Protective Services (29, 43)	22	15
Personal Services/Consumer Services/Fitness (12, 19, 31)	41	46
Psychology/Social Sciences & Services (42, 44, 45)	73	86
Trades/Production/Transportation Health (46, 47, 48, 49)	16	22
Adult Education/English as a Second Language (32)*	139	139
Physical Education (36)*	28	16
Faculty assigned non-instructional duties**	27	33
Total	857	875

*Included since the College serves a large number of students in Adult Education or English as a Second Language or to meet physical education requirements.

**Non-instructional faculty (counselors or librarians) or individuals classified as adjunct staff performing non-faculty duties.

Source: C1 Data Files sent to ICCB (Fall 2005 and Fall 2006)

6. Availability of Instructional Resources and Information Technology

A. Technology resources dedicated to support student learning	2005	2006
Library Services – Patron Services		
Electronic Resource Searches*	468,492	635,146
Sessions/Logins**	124,173	341,156
Library Services – Collections (Titles)		
Print Collection*	126,875	126,209
Electronic Resources*	8,194	8,194
Media Resources*	28,469	28,461
Microfilm*	106	105
Computer Open Labs		
Total number of computers available*	216	216
Total number of hours*	254	254
Average Monthly Number of Students Using I-Lab***	1,316	1,520
Average Monthly Number of Students Using Y-Lab***	1,592	1,764

*Source: Fact Book 2006 Tables 75 and 88
 **Source: Library Database Statistics for 2004-2005 and 2005-2006
 ***Source: IT, Client Services

7. Financial Data*

	2005	2006
Beginning Balance July 1**	\$ 49,529,809	\$ 53,983,954
A. Actual Unrestricted Revenues**		
Local tax revenue	50,793,069	53,095,702
All other local revenue	218,404	163,100
ICCB grants	7,077,323	7,007,420
All other state revenue	739,103	936,783
Federal	26,206	13,200
Student tuition and fees	32,584,427	37,039,359
All other revenue	11,430,829	12,149,092
Total revenues	102,869,361	110,404,656
B. Actual Unrestricted Expense**		
Instruction	26,383,513	27,592,269
Academic support	5,853,647	6,494,434
Student services	7,840,952	8,472,766
Public service/continuing education	4,666,135	4,667,496
Independent operations	8,175,719	7,723,938
Operations and maintenance of plant	10,746,515	10,974,492
Institutional support	32,507,074	33,617,313
Scholarships/grants/waivers	216,491	2,508,310
Total expenditures	96,390,046	102,051,018
Excess (deficiency) of revenues over expenditures	6,479,315	8,353,638
Other financing sources (uses)**:		
Proceeds from bond issue	--	47,266,988
Payment to escrow agent for refunded bonds	--	(46,924,501)
Transfers (to) from other funds	(2,025,170)	(2,777,162)
Fund balance at June 30**	\$ 53,983,954	\$ 59,902,917

*Uniform Financial Statement No.1 contained in the Annual Financial Reports (audited) for fiscal years 2005 and 2006.
 **Dollars reported are calculated from the Uniform Financial Statement No. 1 as "Total with Restricted Fund less "Restricted Purposes Fund" and Operations and Maintenance Fund (Restricted)"

FINAL

Content Experts By Finding

A	B	C	D	E	F	G	H	J	K
Mission Planning	Governance	Climate	Financial Legal	Co-curricular	Communication	Buildings Construction	IT ERP	Outcomes Assessment	Support Services
Kaplow	Baumann	Schauschwab	Brook	Atkinson	Balt	Gelz	Bednarek	Coons	Atkinson
Kudva (Busset Truckee)	Edstrom	Griffith	Coons	Campbell	Birzackcheli	Dowd	Braunschweig	Burns	Campbell
Mrozinski	Guymon	Johnson, R.	Dietz	Corr	Baumann	Griffith	Fiebel	Froehch	Frank
Piepenburg	Harkins	Kraunzu	Dowling	Gier	Kraunzu	Keshavarzi	McShane	Hock	Hankhan
Quirk-Bailey	Kindle	Ovreland	Kundie	Lombardi	Kovach	Ma	Motern	Henggen	Henggen
Motern	Piepenburg	Richmond	Mills	Neuman	Murphy	Piepenburg	Quirk-Bailey	Quirk-Bailey	Himura
	Skold	Skold	Piepenburg	Shelak	Pollock	Pulco-Coburn	Rust	Rotblum	Lindsay
	Wenthold		Sauer, R.	Wilson	White	Thompson	Sulcseid	Sharp	Shog
			Thorson					Thompson	Thompson
								Tobias	Zelner
1A.1	1C.3	1C.6	1D.1 (bullet 1-3)	3C.3***K, M	1D.3	2C.1***O	2C.12***L	3D.2 (bullet 1)	3C.10
1B.1***M	1C.4	2C.6	1D.2	4B.4	5A.1	2C.2	2C.13	3A.5	3B.4***S
1C.2	1C.5	2C.9**Q	2B.1	4B.5		2C.3	3D.2	3A.6	3C.3***E, M
1C.1***S	1D.1 (bullet 4-8)	2B.2	2B.2	5B.1		2C.4		3A.7	3D.1***L
2A.1	2B.4 (bullet 6)		3D.4***S					3A.8	4D.1***S
2A.2	4A.1							3A.9	5A.5***O
2A.3								3C.1	
2A.4								4B.2	
4A.4***S, T								4B.3	

L	M	N	O	P	Q	R	S	T
Instructional Modalities	Multi-cultural Diversity	Research	CE Auxiliary Extension Sites	Safety	External Constituents	Learning Curriculum	Professional Development	Student Recognition Transfer Transcripts
Allen	Healy	Harwood	Clarke	Alsup	Burdick	Ford	Burroughs	Dowling
Balt	Henggen	Corr	Clarke	Clarke	Carlson, J.	Hugo	Coons	Karow
Chung	Herrera	Crane	Mrozinski	Blawson-Kuehn	Carroll-Zubko	March	Igyarto	Kriener
Gulkenbeiger	LaBauve-Maher	Quirk-Bailey	Podjorski	Gabson	Corr	Niebur	Karow	McLaughlin
Powell	Thompson		Robinson	Zelner	Crane	Sharp	Kraunzu	Motern
Seflik	Zuo		Sabot		Kriener	Wall	Secret	Otto
Stark					Martin	Sulheim	Sulheim	Stora
					Mills			
					Murphy			
					Patz			
					Samp			
					Zobajk			
2C.7	1B.1***A	2D.1	2C.1***G	2C.14	2C.9***C	2C.8	1C.1***A	4A.4***A, S
2C.12***H	2C.11	2D.2 (bullet 3-4)	5A.3	4D.2	3D.3***R	3A.1	2B.3	5C.2
3C.2	3C.3***E, K	5A.4 (part 1)	5A.4 (part 1)		4C.2***N	3A.2	2B.4 (bullet 1-5)	
3D.1***K	4C.4***R	5A.4***R	5A.5***K		5A.2	3A.3***N	2C.5	
	5C.3	4C.1***R	4C.2***Q		5A.4 (part 2)	3A.4***N	3B.3	
					5C.1	3B.1	3B.4***K	
					5D.2	3B.2	3D.4***D	
						3D.3***Q	4A.3	
						4B.3	4A.3	
						4B.1***N	4A.4***A, T	
						4C.3	4D.1***K	
						4C.4***M		

Bolded name, also highlighted in yellow, conveys the content expert group.

Note: Some Findings appear in more than one content area. The Finding that is bolded and in gray is the primary responsibility of that content area. All Findings that appear in more than one content area are noted by *** and the letter of the other content area is listed.

9/12/2006

**Harper Response Matrix to 1997 NCA Report
August 2007**

NCA Required Progress Report

The Report on the Outcomes/Assessment of Student Academic Achievement was the only required activity resulting from Harper's 10-year reaccreditation in 1997. The required Progress Report documented our implementation of Outcomes/Assessment of the Student Academic Achievement plan.

Comment Category	NCA Comments	Current Status	Harper's Response
Outcomes/Student Assessment	<ul style="list-style-type: none"> ▪ Examine and report on the Assessment of Student Academic Achievement of its students by May 1, 1999. ▪ 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. ▪ Continue work on summative assessment of student performance in career programs and in general education. ▪ Establish a feedback loop to identify how the results of student assessment guides changes in curriculum and instruction to improve student learning in career programs. 	<p>Report Accepted 1999</p> <p>Ongoing Annual Process</p>	<ul style="list-style-type: none"> ▪ The required Progress Report on Student Outcomes addressing these issues was submitted to the NCA in May 1999. The NCA notified Dr. Breuder in November 1999 that the report was accepted and that no further action was required until the 2007-2008 comprehensive evaluation. ▪ The plan was followed through 2003. ▪ A new institutionally consistent program outcomes assessment process was implemented at the College in 2004. Harper's efforts in assessment had moved from predominantly a course- or discipline-based model to a more comprehensive approach that is cross-disciplinary and inclusive of all campus units. Using this process, faculty, staff, and administration have worked to develop, implement, and evaluate their assessment plans for three annual cycles of assessment.

**Harper Response Matrix to 1997 NCA Report
August 2007**

Harper's Response to NCA Advice and Suggestions

Comment Category	NCA Comments	Current Status	Harper's Response
Budgeting	<ul style="list-style-type: none"> ▪ Linking planning with budgeting needs to be actively incorporated into the planning and budgeting programs and shared throughout the College. ▪ Given the financial standing of the College, tuition increases into the future may be questionable. Review Board Policy. 	Completed	<ul style="list-style-type: none"> ▪ In the College Plan and Budget, the College documents the relationship between the Strategic Long Range Plan and the annual budgeting process. ▪ Board policy was reviewed and remains steady at students paying 25% of the annual per capita costs.
Campus Image	<ul style="list-style-type: none"> ▪ Clean the entryways and pathways to buildings to make more attractive. 	Completed	<ul style="list-style-type: none"> ▪ College initiated a progressive cleanup, painting, landscaping and building projects beginning in 1998 as represented annually in the Strategic Plan, investing over \$130 million in physical plant additions and improvements. ▪ College received a landscaping award from the American Society of Landscape Architects in 2006.
Career Center	<ul style="list-style-type: none"> ▪ Seek to embed the concepts of the center (One Stop Career Center) into the regular programs. 	Completed	<ul style="list-style-type: none"> ▪ The One-Stop Career Center has been integrated in the new statewide employment and training centers to serve the community. ▪ The Career Center conducts classroom visits. Faculty also bring their classes into the Center to assure integration into on-campus programs. ▪ The Career Center will be part of the new

Harper Response Matrix to 1997 NCA Report
August 2007

Comment Category	NCA Comments	Current Status	Harper's Response
Career Center (Cont.)			One-Stop Student Center building currently on the state funding list.
Child Care	<ul style="list-style-type: none"> ▪ Determine if the five-hour childcare limit impairs access of students and potential employees. 	Completed	<ul style="list-style-type: none"> ▪ A program for full day care has been established. ▪ Added evening child care option in collaboration with Roosevelt University in 2005.
Communication Decision Making	<ul style="list-style-type: none"> ▪ A clear understanding and delineation of lines of authority, communication and decision-making is lacking. ▪ Multiple organizational structures have led to some internal confusion. 	Completed	<ul style="list-style-type: none"> ▪ Since this concern was raised, a new governance structure has been developed and implemented. In 1998, the Guidelines Committee, comprised of representatives from all employee groups, redesigned our governance system to address these issues. ▪ Graphical drawings of our governance structure and decision flow charts are available to all employees on the MyHarper intranet page to help alleviate confusion. The Fact Book also contains organizational charts to delineate organizational structures.
Decentralized Continuing Education	<ul style="list-style-type: none"> ▪ There is a concern about the inconsistencies that occur through the delivery of the decentralization of Continuing Education Programs. 	Completed	<ul style="list-style-type: none"> ▪ Continuing Education was centralized in fall 2001. CE is now its own division and has its own dean reporting to the Vice President of Academic Affairs.
Diversity	<ul style="list-style-type: none"> ▪ While progress has been made in developing a more diverse campus, the College should continue its efforts toward multiculturalism through 	Ongoing	<ul style="list-style-type: none"> ▪ Our College-wide Diversity Plan was developed in 2000. ▪ Diversity Committee became part of the Shared Governance system in 2001.

**Harper Response Matrix to 1997 NCA Report
August 2007**

Comment Category	NCA Comments	Current Status	Harper's Response
Diversity (Cont.)	faculty, staff, administration, hiring, curriculum development, and student recruitment and retention efforts.		<ul style="list-style-type: none"> ▪ Search committee members are required to attend diversity workshops before starting a search, effective 2001. ▪ Reorganized administration to create an Assistant Vice President for Diversity and Organizational Development. ▪ Created a Center for Multicultural Learning and created a new administrative position of Associate Dean for Multicultural Learning. ▪ Implemented REACH (Retention Efforts for Academic Completion at Harper) in 2002 to serve under-represented student populations. ▪ Diversity was identified as one of 13 College goals and a diversity recruitment Web site was launched in 2003. ▪ Launched the Multicultural Faculty Fellows Program in 2002 to provide faculty with training in multicultural education. To date, 20 faculty have become multicultural experts in their disciplines including: Math, English, Theater and Speech, Library Science, ESL, Economics, Physics, Biology, Philosophy, Early Childhood Education, Adult Education, Political Science, Geography, Art, and Developmental Studies. ▪ A diversity candidate hiring rate is tracked on an annual basis. ▪ Marketing and recruitment efforts to increase

Harper Response Matrix to 1997 NCA Report
August 2007

Comment Category	NCA Comments	Current Status	Harper's Response
Diversity (Cont.)			<p>diverse student enrollment have included advertising in a Spanish language newspaper, meeting with minority high school liaison groups, and one-on-one meetings with parents of minority students.</p> <ul style="list-style-type: none"> ▪ The World Cultures and Diversity graduation requirement was added in fall 2005. ▪ Created REACH Summer Bridge Program in 2005 to serve first-generation first-time-in-college students transitioning from high school to college.
Electronics Labs	<ul style="list-style-type: none"> ▪ The electronics laboratory is pedagogically unsound due to the simultaneous classes being held. 	Completed	<ul style="list-style-type: none"> ▪ The new lab design in the Emerging Technologies Center alleviated these concerns. ▪ Four state-of-the-art labs were developed in Avantié, Center for Science, Health Careers and Emerging Technologies to support the program and its students including SMART classrooms, PLCs and over \$100,000 of specialized trainers and equipment.
Enrollment	<ul style="list-style-type: none"> ▪ Examine enrollment projections insure need for future instructional needs. ▪ Explore ways to start recruitment in the 11th grade or earlier, especially with minority high school students, where there has not been a history of college attendance. 	Ongoing	<ul style="list-style-type: none"> ▪ Projections are completed annually. ▪ An outside consultant reviewed the model used for enrollment projections and found, "Overall, the comparisons of data suggest that the projections made by Harper are reasonable and appear accurate." ▪ The College has experienced a 27% increase in enrollment since 1998.

**Harper Response Matrix to 1997 NCA Report
August 2007**

Comment Category	NCA Comments	Current Status	Harper's Response
Enrollment (Cont.)			<ul style="list-style-type: none"> ▪ The percentage of minority students at Harper is higher than the percentage of minorities in its district. ▪ Since 2002, almost 3,000 students have participated in dual credit classes. ▪ The College hosts two annual events for high school minority juniors and seniors, serving over 300 students.
External Reporting	<ul style="list-style-type: none"> ▪ Accurate reporting continues to be a problem; the College may wish to review the reporting process. 	Completed	<ul style="list-style-type: none"> ▪ A review of all external reporting was conducted by a task force in 2000. A task force, represented by all areas of the College, completed a comprehensive review of the College enrollment reporting requirements. Operational definitions for information collection and reporting were established. ▪ Some of the accomplishments include the development of accurate tracking systems that satisfy overall institutional reporting needs, and the implementation of processes to ensure that all coding is in accordance with federal and state requirements.
Financial Aid Certification	<ul style="list-style-type: none"> ▪ The Federal Financial Aid Program at the College has received only provisional certification. 	Completed	<ul style="list-style-type: none"> ▪ The Scholarships and Financial Assistance Office received a provisional certification to participate in the Title IV programs in FY 1998 due to a high default rate in the Perkins Loan Program. ▪ Since 1999, Harper has received clean audits from the Illinois Student Assistance

Harper Response Matrix to 1997 NCA Report
August 2007

Comment Category	NCA Comments	Current Status	Harper's Response
Financial Aid Certification (Cont.)			<ul style="list-style-type: none"> ▪ Commission and KMPG. ▪ The Perkins Loan Program is no longer offered. ▪ We now have a formal process that a first-time borrower must complete before any loan proceeds are disbursed. ▪ In June 2002, the College was granted 100% approval to participate in the Title IV programs for the next five years.
Financial Aid	<ul style="list-style-type: none"> ▪ Explore ways of providing greater access to information about financial aid to current and prospective students. 	Ongoing	<ul style="list-style-type: none"> ▪ During the admission and application process, students are now automatically screened for qualification for all types of financial aid. ▪ Foundation scholarships have been advertised on the Web since 2001. ▪ Efforts to promote awareness of financial assistance opportunities have been expanded to include eight financial aid seminars annually that are open to the public. ▪ Restructured the Admissions and Scholarships and Financial Assistance Offices to improve access for students and improve office efficiencies, allowing for implementation of additional strategies leading to a 21% increase in financial aid applications in 2003.

**Harper Response Matrix to 1997 NCA Report
August 2007**

Comment Category	NCA Comments	Current Status	Harper's Response
Governance	<ul style="list-style-type: none"> • 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. 	Dynamic	<ul style="list-style-type: none"> • A new governance structure was developed and implemented in 1998. The Guidelines Committee, comprised of representatives from all employee groups, redesigned our governance system to address these issues. • Presentations were made to all employee groups when the new system was implemented in fall 1998. • Graphical drawings of our governance structure and decision flow charts are available on the MyHarper intranet page to all employees to alleviate confusion. • Organizational charts are published every year in our Fact Book. • Job descriptions have been redefined to clarify authority and decision-making expectations. • Our shared College initiative on relationship building resulted in new social opportunities, forums with the President, and a new employee newsletter to enhance communications. • In 2004, we re-evaluated the shared governance system through focus groups of shared governance committees, a satisfaction survey of committee members, and a satisfaction survey of employees not serving

**Harper Response Matrix to 1997 NCA Report
August 2007**

Comment Category	NCA Comments	Current Status	Harper's Response
Governance (Cont.)			<p>on committees. Enhancements implemented included biannual meetings of all shared governance committee chairs and online committee reporting.</p> <ul style="list-style-type: none"> ▪ We began administering the PACE climate survey to measure our progress in 2005. ▪ In 2006, the Governing Guidelines were rewritten for clarity based on the feedback of governance committee chairs.
Human Resource Records	<ul style="list-style-type: none"> ▪ Some personnel records for part-time and full-time faculty are missing significant documents such as transcripts. 	Completed	<ul style="list-style-type: none"> ▪ All files were reviewed and updated in 1998 and new processes were implemented to ensure continued accuracy. ▪ In 2006, a new ERP implementation and a new adjunct faculty contract led to a process overhaul in Human Resources, including a full review of personnel records.
Information Flow	<ul style="list-style-type: none"> ▪ The shared-decision model should be graphically drawn and clear communication flows be prepared to insure the College community understands the flow of information. 	Completed	<ul style="list-style-type: none"> ▪ Since this concern was raised, a new governance structure has been developed and implemented. In 1998, the Guidelines Committee comprised representatives of all employee groups redesigned our governance system to address these issues. ▪ Graphical drawings of our governance structure and decision flow charts are available on the HIP page to all employees to alleviate confusion. The Fact Book also contains organizational charts to delineate our structure.

**Harper Response Matrix to 1997 NCA Report
August 2007**

Comment Category	NCA Comments	Current Status	Harper's Response
Instructional Quality	<ul style="list-style-type: none"> ▪ Continue to monitor quality as rate of part-time instructors increase. ▪ Consider more external curricular review, particularly for certificate programs within associate degree programs. 	Completed	<ul style="list-style-type: none"> ▪ All part-time faculty are recommended and mentored by full-time faculty and are evaluated each semester. ▪ Every career program has an advisory committee which meets twice a year to review curriculum, and all career program reviews require an external evaluation.
Library	<ul style="list-style-type: none"> ▪ Consideration should be given to the appointment of liaison librarians to the instructional departments. 	Completed	<ul style="list-style-type: none"> ▪ Liaison librarians have been appointed.
NEC remodeling	<ul style="list-style-type: none"> ▪ Remodel the entrance to the facility (NEC) and prominently display the name of the College on the building. ▪ Perform student service functions using the technology available. 	Completed	<ul style="list-style-type: none"> ▪ NEC has been completely renovated and students can now access campus student services via the Internet. ▪ A new signage program was implemented on campus and at NEC.
Non-computer Equipment	<ul style="list-style-type: none"> ▪ The institution lacks a College-wide non-computer equipment acquisition and replacement plan. 	Ongoing	<ul style="list-style-type: none"> ▪ Each area of the College prioritizes and submits their equipment needs to their Vice President. The Vice President's Council then reviews all prioritized requests in the annual budget building process. Each division has a process for tracking these needs. ▪ The three-year budgeting process for new initiatives addresses these issues for new programs, while the program review process document equipment needs for existing programs.

**Harper Response Matrix to 1997 NCA Report
August 2007**

Comment Category	NCA Comments	Current Status	Harper's Response
Non-computer Equipment (Cont.)			<ul style="list-style-type: none"> ▪ Instructional equipment is prioritized annually by the Deans' Council and budget allocations are distributed across academic programs.
Outcomes	<ul style="list-style-type: none"> ▪ 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. 	Completed	<ul style="list-style-type: none"> ▪ The Student Outcomes report addressing these issues was submitted to NCA in May 1999. The NCA notified Dr. Breuder in November 1999 that the report was accepted and that no further action was required until the 2007-08 comprehensive evaluation. ▪ The General Education Committee adopted the ACT CAPP survey to assess general education competencies in 2004. ▪ In 2006, a writing assessment instrument was developed by the faculty. The instrument was used to access the skill level of students who had completed at least 45 credit hours.
Planning	<ul style="list-style-type: none"> ▪ There does not appear to be College-wide understanding of the levels of planning (for example, Unit Planning, Area Planning, System Planning, Program Review, and Student Outcomes, Assessment Planning) and how each relate to each other, the mission and the budget. 	Continuous	<ul style="list-style-type: none"> ▪ In 1999, the College's first comprehensive Strategic Long Range Plan was developed, which clarified these issues. The new annual planning process includes the Strategic Long Range Plan, Annual Plan, and Institutional Outcomes documents. ▪ The planning process has been greatly simplified by restructuring the College's more than 50 broad goals to 13 more strategically defined goals in 2003. ▪ The Institutional Planning Committee (IPC)

**Harper Response Matrix to 1997 NCA Report
August 2007**

Comment Category	NCA Comments	Current Status	Harper's Response
Planning (Cont.)			<p>communicated these changes to all employee groups through presentations at division meetings, committee meetings, and articles in the employee newsletter.</p> <ul style="list-style-type: none"> ▪ A template has been created to relate the budget to the SLRP and is published every year in the College Plan and Budget book. ▪ The College's Annual Plan and departmental plans are coordinated with the SLRP. ▪ All administrative levels and most staff levels of organizations use the planning system to set annual objectives and report annual outcomes. ▪ The College produces these documents annually: Strategic Long Range Plan, Annual Plan, College Plan and Budget, Fact Book, and an Institutional Outcomes Report.
Productivity Improvements	<ul style="list-style-type: none"> ▪ Modernize many of its labor-intensive manual systems to improve effectiveness. 	Ongoing	<p>Process improvements are continuous and reported each year in the Institutional Outcomes Report. Selected examples follow:</p> <ul style="list-style-type: none"> ▪ Academic Affairs standardized and automated division reporting in 2002. ▪ Physical Plant implemented a computerized maintenance management work order system (FAMIS) in 2003. ▪ Internal publications, information sharing and many business processes have been moved to Harper's intranet Web site, with tools to

**Harper Response Matrix to 1997 NCA Report
August 2007**

Comment Category	NCA Comments	Current Status	Harper's Response
Productivity Improvements (Cont.)			<p>provide the user community with self-service ability to publish in 2000.</p> <ul style="list-style-type: none"> ▪ Web-based self-service applications (Credit and CE Registration, Payment, Course Search, etc.) have both eliminated the need to have a part-time staff hired for walk-in registration periods and returned the work space (third bay of the cafeteria) to be used for other purposes. ▪ Combining the Audio/Visual Department with the Computer Lab Department and utilizing the Service Desk (Help Desk) for support requests has resulted in a more efficient support staff scheduling and a more timely response implemented in 2001. ▪ Automated the employee application and screening process to increase process consistency and efficiency. ▪ An equipment recycle period of four years has been established to ensure that technology investment is not outdated. ▪ Oracle eBusiness Suite has provided online solutions for many labor-intensive and manual systems such as Payroll Time and Attendance, Purchasing, Budget Development. ▪ Oracle Portal provides a secure off-campus access for full- and part-time employees, thus

**Harper Response Matrix to 1997 NCA Report
August 2007**

Comment Category	NCA Comments	Current Status	Harper's Response
Productivity Improvements (Cont.)			<p>permitting time and attendance to be entered remotely and employees to view personal information.</p> <ul style="list-style-type: none"> ▪ A patient records system (Pyramid) conforming to HIPAA regulations has been acquired and implemented for the Health and Psychological Services department eliminating the paper record system. ▪ The eCashier payment option is offered to students.
Publications	<ul style="list-style-type: none"> ▪ Specific academic program contact information is not available in the catalog. Program information, offices and names are essential contact points for prospective students. ▪ List the divisional structure at the beginning of the College catalog. ▪ Include the name, address and telephone number of the North Central Association, a requirement of NCA in all publications that reference it. ▪ The College should increase the font size and choose colors that are more legible for the student handbook. 	Completed	<ul style="list-style-type: none"> ▪ The citation now appears on the first page of the catalog as required. ▪ The "Mark of Affiliation" was incorporated on the College Web site in 2007. A "Contact Us" section is now provided on the Web for student support in addition to contact information under "Academic Divisions." ▪ We no longer print a separate Student Handbook; policies are printed in the catalog as a cost reduction measure. ▪ Academic and student support information is continuously updated on the Web.
Sexual Harassment Policy	<ul style="list-style-type: none"> ▪ Sexual Harassment Policy and Procedures are not easily accessible to employees and have not been widely communicated. 	Completed	<ul style="list-style-type: none"> ▪ Brochures are reviewed, revised, and distributed annually. ▪ Policies and procedures have been distributed to employees via the intranet and CD.

**Harper Response Matrix to 1997 NCA Report
August 2007**

Comment Category	NCA Comments	Current Status	Harper's Response
Sexual Harassment Policy (Cont.) Signage	<ul style="list-style-type: none"> ▪ Review its signage at the three entry points (Algonquin Road, Roselle Road, and Euclid Road) and guide traffic with signs. ▪ Consider an electronic marquee at the Northeast Center. 	Completed	<ul style="list-style-type: none"> ▪ Customized workshops are provided to departments on request. ▪ Implemented a comprehensive way-finding program that included signage at all three entrance points and NEC. ▪ Prospect Heights would not allow an Algonquin Road-style marquee on Wolf Road due to zoning issues, but new signage was installed.
Student Activities	<ul style="list-style-type: none"> ▪ Examine the rule of requiring ten students to start a club. 	Completed	<p>Based on this comment, a review of the policy was undertaken and the rule was deemed appropriate based on:</p> <ul style="list-style-type: none"> ▪ The Student Senate's opinion that the 10-student requirement was not a barrier to club formation. ▪ Regional community colleges were found to have similar rules. ▪ History demonstrates that new clubs have more than 10 members.
Student Services Office Adjacency	<ul style="list-style-type: none"> ▪ Continue to explore a One-Stop Career Center at the (main) campus and continue studying the Long Range Plan analysis for all Student Affairs in one location. ▪ Services to students would improve if offices providing enrollment and information services could be adjacent to each other. 	In process	<ul style="list-style-type: none"> ▪ These issues were accommodated in the Campus Master Plan in 2000. ▪ Renovations were made in Building C to bring Admissions, Financial Aid, and the New Students Center together in 2001. ▪ The new One-Stop Student Services Center is on the state list for future building funding and construction. ▪ In addition to the physical adjacency,

**Harper Response Matrix to 1997 NCA Report
August 2007**

Comment Category	NCA Comments	Current Status	Harper's Response
Student Services Office Adjacency (Cont.)			<p>business software systems were investigated and an Enrollment Management Suite of software was acquired. The SunGard Banner Student System will provide Web-based self-service for students.</p>
Technology	<ul style="list-style-type: none"> ▪ The institution should continue to monitor very closely the completion of the Regent system according to the original plan. 	Completed	<p>The ERP System (Regent) was completely implemented in 1999. Upgrades and improvements are installed and maintained annually. Current status follows:</p> <ul style="list-style-type: none"> ▪ Harper-specific modifications are reviewed annually and approved based on improvements to operations and productivity. ▪ A number of Web-based self-service applications have been added to the core system: <ol style="list-style-type: none"> 1. Web Credit Registration and Payment -2002 2. Web course search -2002 3. Web-based grade inquiry -2003 4. Web CE Registration and Payment-2003 <p>Effective fiscal year 2004, Harper commenced the process to replace the current Regent ERP system. This project, "ERP the Next Generation" was determined to be necessary after a review of the incumbent system and the vendor not being able to support Harper's future goals.</p>

Harper Response Matrix to 1997 NCA Report
August 2007

Comment Category	NCA Comments	Current Status	Harper's Response
Technology (Cont.)			<p>Anticipated timeframe from establishing requirements through complete implementations is 24 to 36 months FY04-06.</p> <ul style="list-style-type: none"> • Regent has been replaced with Oracle's eBusiness Suite for Financial and HR/Payroll. These systems were implemented on schedule and are in production. ▪ SunGard Banner has been selected to replace the Regent Student System with implementation commencing April 2007 with an expected completion date of April 2009.
Technology in Assessment	<ul style="list-style-type: none"> ▪ Be vigilant in helping those students who are not familiar with the technology, especially minority students. 	Completed	<ul style="list-style-type: none"> ▪ Assessment Center staff provides support to any student requiring help with the technology. ▪ The Assessment and Testing Center lab with 24 computer workstations utilizing Compass-testing software, was established in 2001. ▪ During Orientation, College staff assists new students in technology applications.
Technology Plan	<ul style="list-style-type: none"> ▪ Insure the implementation of the Technology Plan on schedule. 	Ongoing	<p>The Technology Planning Committee develops and maintains the Technology Plan. Annual review and revisions are made to ensure that the plan is up-to-date and aligns the initiatives with the Institutional goals. Significant accomplishments to date include:</p> <ul style="list-style-type: none"> ▪ An equipment recycle period of three years has been established and adhered to since 2000. This ensures that technology

**Harper Response Matrix to 1997 NCA Report
August 2007**

Comment Category	NCA Comments	Current Status	Harper's Response
Technology Plan (Cont.)			<ul style="list-style-type: none"> ▪ investment is not outdated. ▪ The Advanced Technology Resources Center (ATRC) was created in 1999 to investigate new technology and determine its adaptation into both instructional delivery and business productivity improvements. ▪ Department of Instruction Technology (DoIT) was created in 2000 to provide assistance in developing and maintaining on-line course material. ▪ All instructional programs have some form of technology (software and hardware) incorporated into instructional delivery. ▪ All instructional space has been upgraded or is currently planned to be upgraded to include SMART classroom or presentation technology. ▪ All major lecture halls were modified in 2003. A total of 38 classrooms were modified to support presentation technologies (i.e., podium, projector, sound and screen) in 2002. ▪ SMART room technology has been embraced by faculty and is utilized throughout campus and at remote sites. In spring 2007, a total of 126 instructional delivery spaces have been converted or were new construction. ▪ Significant instructional material has been converted from analog to digital format to

**Harper Response Matrix to 1997 NCA Report
August 2007**

Comment Category	NCA Comments	Current Status	Harper's Response
Technology Plan (Cont.)			<ul style="list-style-type: none"> ▪ support faculty in use of SMART rooms. ▪ Realignment within Information Technology to meet business needs created the PMO and ITIL Standards Department headed by a certified PMO individual. Projects now adhere to project management methodologies whereby status of projects is provided on a regular basis via reports back to the project sponsor and on the IT Web site.
Technology Programs	<ul style="list-style-type: none"> ▪ Maintain the technical currency in the curriculum and determine the extent to which students in both certificate and degree programs are achieving technical competence. ▪ Instructional programs that use technology should continue to be improved, especially distance education systems. 	Ongoing	<ul style="list-style-type: none"> ▪ Faculty regularly participate in course development activities. ▪ Curriculum is continuously updated and reviewed to reflect current technology and applications. For example, over 50 curriculum changes were made last year in CIS alone. ▪ Established the Department of Instructional Technology in 2000 to offer faculty development opportunities in support of the expansion of technology applications in instruction. Faculty involvement remains high and complete distance learning degrees are being offered. ▪ Continue to acquire hardware and software systems to keep career programs state-of-the-art. A recent acquisition (February 2007) for the Dental Hygiene program supports electronic patient records management.

**Harper Response Matrix to 1997 NCA Report
August 2007**

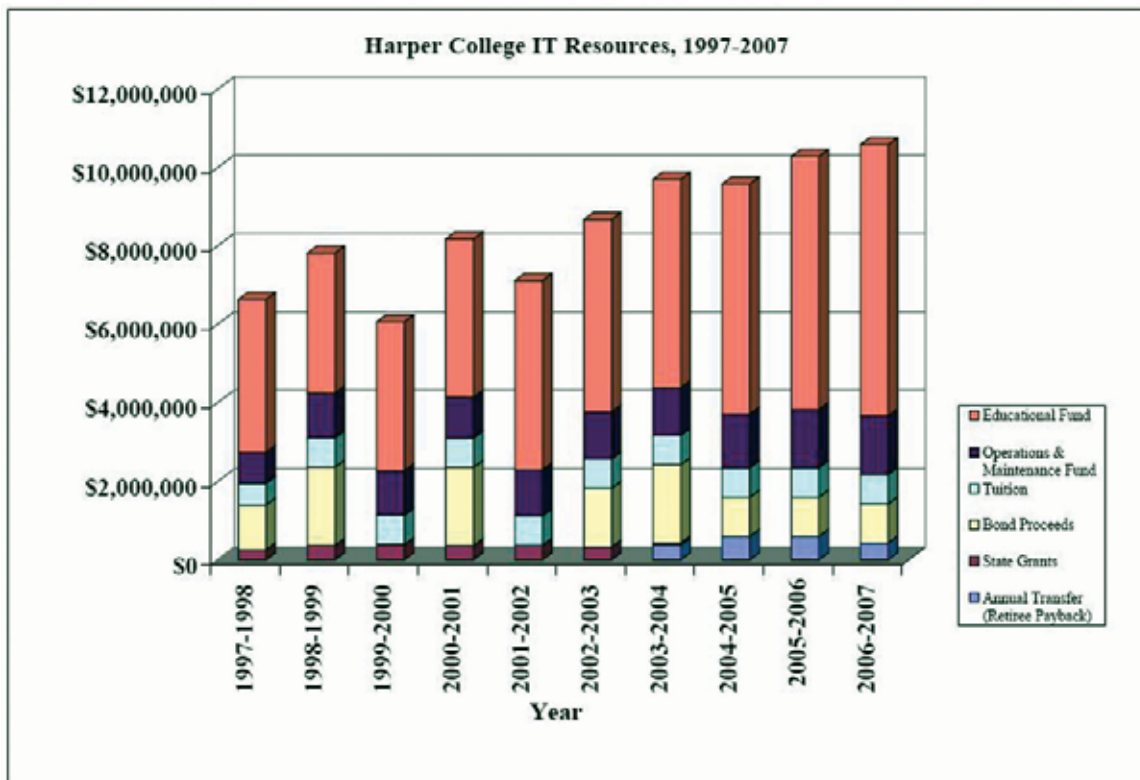
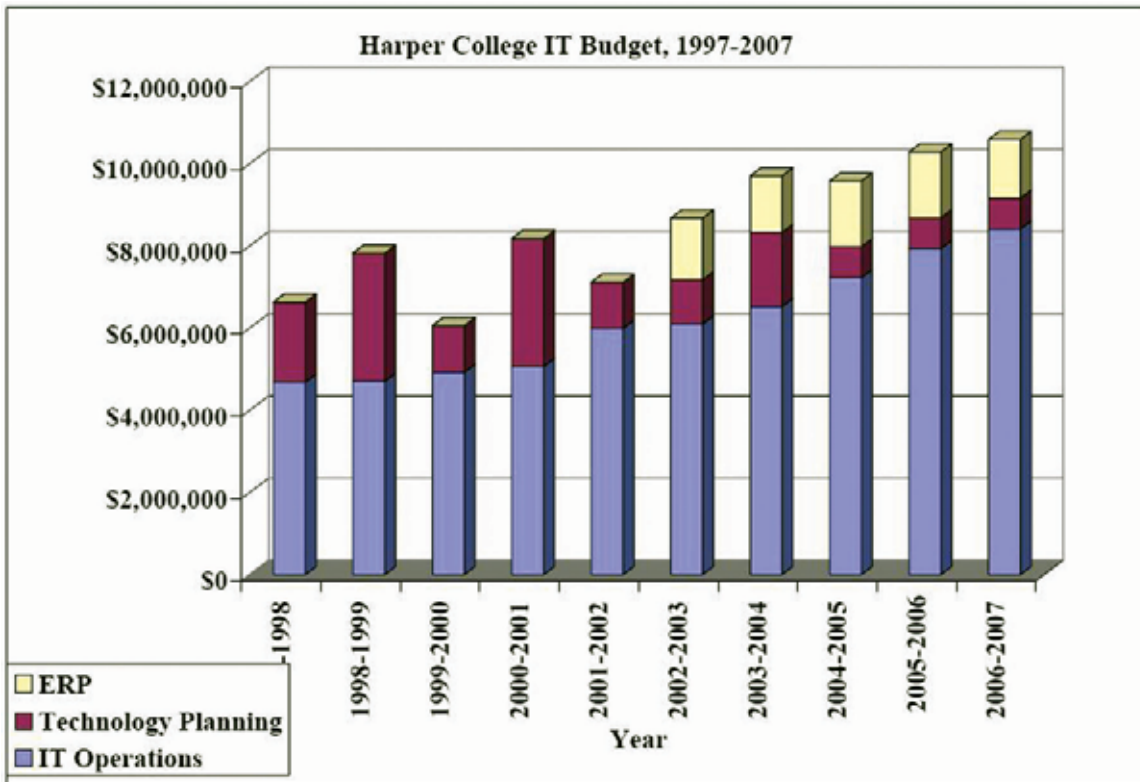
Comment Category	NCA Comments	Current Status	Harper's Response
Technology Programs (Cont.)			<ul style="list-style-type: none"> ▪ Vital teaching tools like SIM Man are incorporated into the Nursing and other health programs.
Wellness	<ul style="list-style-type: none"> ▪ Expand the use of the Wellness Program by students and continue to offer seminars on substance abuse and the hazards of tobacco. 	Ongoing	<ul style="list-style-type: none"> ▪ Wellness programs, including Wellness Week, are ongoing. Both substance abuse and the hazards of tobacco seminars are offered every semester. ▪ Wellness-related seminars for students are offered annually. ▪ Reached 716 students with health and wellness education through 29 in-classroom visits by Health and Psychological Services staff in FY06. ▪ Implemented a women's health focus with gynecological services and screenings. ▪ Expanded direct health services by adding a staff nurse practitioner.
Women's Sports	<ul style="list-style-type: none"> ▪ Explore those sports available in high school for women and study the feasibility of beginning new programs for women. 	Completed	<ul style="list-style-type: none"> ▪ Based on the NCA comment, an exploration of girls' high school sports was undertaken. Since then, we have added two new sports for women: soccer and cross-country.

The Avanté Center for Science, Health Careers and Emerging Technologies contains 288,500 square feet of space, with 27 classrooms, 38 laboratories, nine lecture halls, 70 faculty and staff offices, a state-of-the-art megalab, and wireless Internet access. Most classrooms and many labs are equipped with SMART classroom instructional technology. Access in Avanté is improved for all learners, including those with physical disabilities, due to the ease with which students can navigate the building. Wider hallways, more elevators, and improved signage contribute to accessibility. The state-of-the-art technology includes 400 microscopes, an organic chemistry lab, and a greenhouse/solarium. Career learning spaces include four electronics labs and an imaging lab that serves three major career program areas.

The following is a list of the unique features of the Avanté Center.

- *Concourse* – A concourse almost two football fields in length runs the length of the facility. In the center portion, the concourse is two stories in height and includes a small dining area for students to meet, study, and take a break. The classrooms and laboratories bordering on this concourse have been provided with special insulation to prevent the instruction within from being disturbed by the activity in the concourse.
- *Dental Hygiene Patient Care and Teaching Facility* – This dental facility provides students, alumni, and other dental professionals with the opportunity to learn and practice clinical skills in a simulation of a real-world dental office. The facility, along with a dedicated parking lot, offers exceptional ease of access for the elderly and medically and/or physically compromised patients. It consists of 18 patient treatment chairs, dental x-ray equipment, a sterilization center, darkroom, reception area, consultation rooms, classrooms, and laboratory spaces.
- *Dental Laboratories* – The facility accommodates 18 patient chairs, consultation rooms, x-ray equipment, sterilization rooms, and state-of-the-art technology. It simulates a real-world working environment for Dental Hygiene students.
- *Shell-Surge Space* – Areas within Avanté have been left unfinished. The basic requirements such as water, power, and utilities have been provided but they have been left in an unfinished state. Thus, when there is an emergent need for space to support a new, emerging, or changing program, that space may be easily upgraded to provide the necessary finished space.
- *Dock Areas* – A secure method of entry has been developed for the dock area. This dock area is also uniquely designed to support three separate buildings. It is hidden from public view with an entry point tunnel underneath the Science Center.
- *Direct Digital Control of Heating, Ventilation, and Air Conditioning* – A new system of design allowed a more efficient and economical system of control. The primary innovation was the ability to use control devices from a variety of manufacturers. In other words, the most efficient/least costly control could be purchased and used on the system due to the provision of a “back-net” that allowed them to interact rather than operate in conflict with one another.

- *IT Network Connectivity* – In the construction of Avanté, a new computing center was established in the Center for Technology. This new data center provides a state-of-the-art facility to house the College's computing resources. Additionally, it provides a redundant point of presence for telecommunication access to critical business resources. This redundancy allows for continued communication between the College and its user community. Two separate data centers on campus help ensure business continuity to the College.
- *Exterior Insulation* – The material used to clad the building is a newly developed product from Scandinavia called Trespa. It is a recycled material that has a protective exterior similar to that of laptop computer cases. The building is first enclosed by a plastic stretch material, then covered with rooftop materials, and then clad with the Trespa, which is highly energy-efficient.
- *Landscaping* – A concept of mass plantings was used in the landscaping of Avanté. Normally, the landscape is designed to allow the growth of plant material to fill the space. The result is a span of five to eight years before the landscape is properly developed. Through mass plantings and use of more mature plant material, the visual look of mature landscaping was achieved with the opening of the facility.
- *Expansion of the Physical Plant* – As part of the Avanté construction project, Harper College finished a boiler room expansion project in 2004. The project scope was to increase the boiler room capacity to accommodate not only all of the existing buildings, including the newly constructed Avanté Center, but also all foreseeable future building construction projects. The boiler room expansion project added more than 50% to boiler capacity. The high pressure steam capacity was increased from 78,000 lb/hr to 104,000lb/hr, and the low pressure boiler capacity was increased from 10,000 lb/hr to 25,000 lb/hr. With the added boiler capacity, the Physical Plant will be better equipped to serve the campus. The project started in 2004 and finished in mid-2005.



Employee Seminar Participation for
Financial and Human Resources Aspects of ERP*

System Component	Seminar Offering	Dates of Seminars Offerings	Number of Sessions Offered	Number of Participants
Financials	Navigating Oracle	Sept. 2005–to date	38	282
Financials	iProcurement	Oct. 2005–to date	19	153
Financials	Financial Reporting	Oct. 2005–to date	37	282
Human Resources	Time Reporting	Dec. 2005–to date	9	83
Human Resources	Time Reporting/Approval	Dec. 2005–to date	15	120
Budget		April 2006–to date	20	100

*All sessions were three-hour seminars, with the exception of Time Reporting, which was one hour, and Time Reporting/Approval, which was a 1 1/2-hour session.

Source: IT Division.

Hiring Sources for Administrative Positions in Academic Affairs

Year	Position	Hiring Source
2001	Dean of Technology, Math and Science	Internal
2002	Vice President of Academic Affairs	External
2002	Associate Vice President of Academic Affairs – Transfer Programs	External
2002	Dean of Academic Enrichment and Language Studies	External
2003	Dean of Liberal Arts	External
2003	Dean of Health Careers and Public Safety	External
2004	Dean of Business and Social Science	External
2005	Associate Vice President of Academic Affairs – Career Programs	Internal
2005	Associate Dean of Academic Enrichment and Language Studies	External
2006	Dean of Continuing Education	Internal
2006	Dean of Wellness and Campus Activities	External
2006	Associate Dean of Liberal Arts	Internal
2006	Associate Dean of Technology, Math, and Science	External
2007	Associate Dean of Business and Social Science	Internal
2007	Director of Nursing/Associate Dean of Health Careers/Public Safety	External
2007	Dean of Resources for Learning	External

Source: Human Resources

FY 2002

Efforts that contributed to an increase of 3.3% in FTE:

- Promoted scholarship and financial assistance opportunities to specific market segments, which resulted in a 23.5% increase in scholarship and financial assistance applications over a two-year period.
- Redesigned the priority registration process, which achieved a 33% increase in the number of early registering students.

FY 2003

Efforts that contributed to an increase of 3.2% in FTE:

- Created an integrated, strategic communications and messaging plan through an online media experts list; a speaker's bureau; the "e-goodnews" ambassadors program; a Community Planning Forum; development of Web-based interactive communication with prospective students, parents, and alumni; and the successful spring "Experience Harper" media campaign, which produced 2,400 unique visits each day to the College's Web site.

FY 2004

Efforts that contributed to an increase of 6.9% in FTE:

- Improved schedule capacity by adding a Monday-Wednesday-Friday course option, Friday/Saturday options, and an inter-session option, refining the 8-week, 12-week, open-entry, and weekend options, and designating six classrooms at the Northeast Center to offer a first-year general education cohort.
- Increased information sessions by 50%, which resulted in a 60% increase in students in attendance, due to the addition of 13 limited enrollment program sessions and three Fast Track sessions.
- Enhanced communication of Harper success stories in a wide variety of media outlets.

FY 2005

Efforts that contributed to an increase of 4.2% in FTE:

- Developed and implemented of an enrollment media campaign doubling Harper's print exposure.
- Issued deferments to 885 Pell-eligible students, preventing them from being dropped for nonpayment.
- Reduction in the average processing time for financial aid applications by half, from four weeks to two.

FY 2006

Efforts that contributed to an increase of 1.82% in FTE:

- Revised registration letters to be sent for registration confirmation, drop notification, registration and payment reminders, and Web registration confirmation notifications to provide a unified, consistent message, and also facilitated a 14% decrease in drop for nonpayment registrations over the summer semester.
- Implemented strategies with corporate partners to offer credit programming on site.

Schedule 5

WILLIAM RAINNEY HARPER COLLEGE
COMMUNITY COLLEGE DISTRICT NO. 512
Uniform Financial Statement No. 1
All Funds Summary
Year ended June 30, 2006

	Education Fund	Operations and Maintenance Fund	Bond and Interest Fund	Auxiliary Enterprises Fund	Working Cash Fund	Audit Fund	Liability, Protection, and Settlement Fund	Sub Total	Operations and Maintenance Fund (Restricted)	Restricted Purposes Fund	Total with Restricted Funds
Fund balance at July 1, 2004	\$ 16,725,937	9,734,635	4,315,919	3,240,026	12,992,774	163,793	336,725	49,629,609	31,033,837	6,602,414	89,166,060
Revenues:											
Local tax revenue	26,867,606	11,033,540	11,356,719	—	—	127,767	2,416,516	60,793,669	724,926	—	51,517,996
All other local revenue	216,404	—	—	—	—	—	—	216,404	—	478,069	218,404
ICCB grants	7,077,323	—	—	—	—	—	—	7,077,323	—	2,659,348	7,566,382
All other state revenue	470,847	268,266	—	—	—	—	—	739,103	—	6,588,715	3,398,451
Federal revenue	26,206	—	—	—	—	—	—	26,206	—	—	5,714,921
Student tuition and fees	26,866,073	1,682,486	—	4,035,888	—	—	—	32,584,427	—	—	32,584,427
All other revenue	843,490	275,955	94,628	9,695,188	285,887	5,619	29,062	11,430,629	548,605	528,924	12,508,358
Total revenues	61,369,848	13,260,217	11,450,347	13,831,076	285,887	133,406	2,447,580	102,869,261	1,273,631	9,355,066	113,497,948
Expenditures:											
Instruction	26,383,613	—	—	—	—	—	—	26,383,613	—	661,211	27,244,724
Academic support	6,780,663	—	—	73,094	—	—	—	6,853,757	—	84,679	6,938,436
Student services	6,992,307	—	—	938,648	—	—	—	7,930,955	—	291,699	8,122,654
Public service/continuing education	173,040	—	—	4,693,095	—	—	—	4,866,135	—	383,277	5,049,412
Independent operations	—	—	—	8,175,719	—	—	—	8,175,719	—	—	8,175,719
Operations and maintenance of plant	—	10,087,409	—	6,533	—	—	652,673	10,746,515	—	88,728	10,835,243
Institutional support	16,699,354	2,654,466	11,171,298	233,560	—	96,400	1,749,994	32,507,074	10,607,689	4,656,077	47,770,740
Scholarships/grants/awards	202,078	—	—	14,413	—	—	—	216,491	—	7,376,614	7,593,105
Total expenditures	66,140,846	12,641,877	11,171,298	13,831,069	—	96,400	2,402,667	96,390,046	10,607,689	13,742,085	120,739,720
Excess (deficiency) of revenues over expenditures	5,219,003	618,340	279,049	(2,993)	285,887	36,006	45,013	6,479,315	(9,334,058)	(4,387,023)	(7,241,772)
Other financing sources (uses):											
Proceeds from bond issue	—	—	—	45,455	—	—	—	(2,025,170)	—	2,042,063	2,042,063
Transfers (to) from other funds	(2,517,220)	19,200	527,395	—	—	—	—	53,983,954	21,689,779	2,025,170	83,986,351
Fund balance at June 30, 2006	\$ 21,327,720	10,372,175	5,122,363	3,262,488	13,278,661	218,799	381,738	63,983,954	21,689,779	9,262,618	83,986,351

Schedule 5

WILLIAM RAINIEY HARPER COLLEGE
COMMUNITY COLLEGE DISTRICT NO. 512
Uniform Financial Statement No. 1
All Funds Summary
Year ended June 30, 2006

	Education Fund	Operations and Maintenance Fund	Bond and Interest Fund	Auxiliary Enterprises Fund	Working Cash Fund	Audit Fund	Liability, Protection, and Settlement Fund	Sub Total	Operations and Maintenance Fund (Restricted)	Restricted Purposes Fund	Total with Restricted Funds
Fund balance at July 1, 2005	\$ 21,327,720	10,372,176	5,122,383	3,282,498	13,278,661	216,799	381,738	63,983,964	21,899,779	8,282,618	83,986,361
Revenues:											
Local tax revenue	26,661,702	11,414,506	12,307,363	--	--	125,881	2,386,250	63,086,702	685,916	--	63,681,618
All other local revenue	163,100	--	--	--	--	--	--	163,100	--	--	163,100
ICCB grants	7,007,420	--	--	--	--	--	--	7,007,420	--	624,816	7,632,236
All other state revenue	608,909	327,874	--	--	--	--	--	936,783	3,234,686	3,171,148	7,342,517
Federal revenue	13,200	--	--	--	--	--	--	13,200	--	6,087,408	6,100,608
Student tuition and fees	30,703,753	2,239,336	--	4,096,271	--	--	--	37,039,360	--	--	37,039,360
All other revenue	1,371,386	382,913	200,293	9,651,046	506,768	11,464	26,232	12,149,092	709,642	636,958	13,395,732
Total revenues	55,729,470	14,364,628	12,607,645	13,747,317	506,768	135,355	2,411,482	110,404,656	4,630,144	10,420,357	125,355,157
Expenditures:											
Instruction	27,592,269	--	--	--	--	--	--	27,592,269	--	1,267,467	28,859,736
Academic support	6,494,434	--	--	--	--	--	--	6,494,434	--	103,472	6,597,906
Student services	7,466,233	--	--	1,007,633	--	--	--	8,473,766	--	288,650	8,861,346
Public service/continuing education	--	--	--	4,667,496	--	--	--	4,667,496	--	475,342	5,142,838
Independent operations	--	--	--	7,723,938	--	--	--	7,723,938	--	--	7,723,938
Operations and maintenance of plant	17,628,122	10,460,676	11,475,225	13,000	--	--	600,816	10,974,482	--	77,183	11,051,676
Institutional support	2,458,078	2,708,236	--	242,606	--	75,100	1,663,975	33,617,313	1,733,608	6,921,494	41,272,416
Scholarships/grants/awards	--	--	--	20,232	--	--	--	2,508,310	--	7,881,269	10,389,579
Total expenditures	51,558,135	13,168,911	11,475,225	13,674,865	--	75,100	2,064,791	102,061,018	1,733,608	16,114,907	119,899,433
Excess (deficiency) of revenues over expenditures	5,161,334	1,196,717	1,028,421	72,612	506,768	63,205	326,691	8,363,638	2,796,536	(6,694,440)	5,465,734
Other financing sources (uses):											
Proceeds from bond issue	--	--	47,266,988	--	--	--	--	47,266,988	--	--	47,266,988
Payment to escrow agent for refunded bonds	--	--	(46,824,601)	--	--	--	--	(46,824,601)	--	--	(46,824,601)
Transfers (to) from other funds	(3,359,454)	--	519,795	62,627	--	--	--	(2,777,182)	--	2,777,182	--
Fund balance at June 30, 2006	\$ 23,129,670	11,567,892	53,837,967	3,417,637	13,764,419	202,004	700,429	69,902,917	24,496,315	5,365,340	89,764,572

1. Idea development, including basic research and internal discussions.
2. Need and interest assessment, including in-depth research of the program's potential to meet community needs and an analysis of the competition in the area.
3. Submission of the program plans for ICCB review, if development is planned.
4. Resource development, focused on cost, revenue, staffing, curriculum, capital equipment, implementation timeline, and support services needed to sustain the program, followed by further submission for ICCB and Board approval, and to IBHE for approval of all degrees and programs.
5. Resource allocation and curriculum development, with approval through the shared governance Curriculum Committee and the Vice President of Academic Affairs. Budget allocation to support program development is conducted in a three-year implementation process tied with the budgeting processes at Harper.
6. Implementation, including marketing the program, offering the classes, and incorporating costs into the annual budget for the program.
7. Completion and evaluation, moving the program from the start-up phase into the program review process.

The IBHE established standard philosophies and goals for the courses that fit into the various general education categories. For example, the mathematics component of general education was detailed as follows by the IBHE:

The mathematics component of general education focuses on quantitative reasoning to provide a base for developing a quantitatively literate college graduate. Every college graduate should be able to apply simple mathematical methods to the solution of real-world problems. A quantitatively literate college graduate should be able to

- interpret mathematical models such as formulas, graphs, tables, and schematics, and draw inferences from them;
- represent mathematical information symbolically, visually, numerically, and verbally;
- use arithmetic, algebraic, geometric, and statistical methods to solve problems;
- estimate and check answers to mathematical problems in order to determine reasonableness, identify alternatives, and select optimal results; and
- recognize the limitations of mathematical and statistical models.

Courses accepted in fulfilling the general education mathematics requirement emphasize the development of the student's capability to do mathematical reasoning and problem solving in settings the college graduate may encounter in the future. General education mathematics courses should not lead simply to an appreciation of the place of mathematics in society, nor should they be merely mechanical or computational in character. To accomplish this purpose, students should have at least one course at the lower-division level that emphasizes the foundations of quantitative literacy and, preferably, a second course that solidifies and deepens this foundation to enable the student to internalize these habits of thought.

General Education Outcomes from Committee Members
November 2004

Computation/data/math/quantitative reasoning/analytical skills

- 1) Students will demonstrate quantitative reasoning.
Students will be able to accomplish basic mathematical operations.
- 2) Students will be able to perform basic math skills.
- 3) Students will be able to find the amount of sales tax for a given selling price. (long list)
- 4) Students will be able to interpret a given graph.
(Interpret graphical information, interpret graphs.)
- 5) Students will be able to interpret a mathematical model.
- 6) Students will be able to produce a graph from given data.
- 7) Students will be able to exhibit computer literacy.
- 8) Students will be able to understand the meaning of numerical data.
- 9) Students will be able to understand the meaning of basic statistics.
(mean, median, mode)
- 10) Students will be able to estimate a result.
- 11) Students will be able to determine if a result is reasonable.
- 12) Students will be able to apply critical thinking skills.
- 13) Students will organize, interpret, and represent numerical, graphical and geometric data.
- 14) Students will analyze data.
- 15) Students will evaluate hypotheses.
- 16) Students will develop analytical skills necessary to understand the world in which we live.
- 17) Students will develop writing competencies.
- 18) Students will develop reading competencies.

Communication

- 1) Students will effectively communicate in writing.
- 2) Students will effectively communicate orally.
- 3) Students will demonstrate effective communication skills in writing and speaking, expected in both personal and public arenas.
- 4) Students will demonstrate control over the conventions of edited American English.
- 5) Students will communicate in writing.
- 6) Students will communicate in writing the results of experiments.
- 7) Students will develop communication skills necessary to understand the world in which we live.
- 8) Students will write effectively and responsibly, understand and interpret the written expression of others.

Scientific Method/Research

- 1) Students will explain and apply a scientific method.
- 2) Students will apply basic scientific principles to everyday life experiences.
- 3) Students will demonstrate an understanding of scientific principles by being able to explain and apply the scientific method.
- 4) Students will analyze data.
- 5) Students will evaluate hypotheses.

- 6) Students will communicate in writing the results of experiments.
- 7) Students will develop research techniques.
- 8) Students will be able to understand the methods social scientists use to explore social phenomena.
- 9) Students will be able to gather information from multiple sources to use in problem solving and decision-making.
- 10) Students will be able to present social and behavioral science research data and draw logical conclusions from the data.

Inquiry and Analysis and Critical Thinking Skills

- 1) Students will exhibit an understanding of the methods of inquiry and analysis employed by the social and behavioral sciences.
- 2) Students will give reasons in support of a position.
- 3) Students will articulate counterarguments to a position.
- 4) Students will demonstrate logical reasoning.
- 5) Students will develop critical thinking skills necessary to understand the world in which we live.
- 6) Students will be able to evaluate an argument.
- 7) Students will be able to identify reliable and credible sources of information.
- 8) Students will be able to discern anecdotal evidence versus evidence garnered through the scientific method.
- 9) Students will be able to recognize and construct well-reasoned arguments.
- 10) Students will be able to develop well-reasoned arguments.
- 11) Students will be able to distinguish among opinions, facts, and inferences.
- 12) Students will be able to recognize the use of evidence, analysis, and persuasive strategies.
- 13) Students will be able to analyze information within an appropriate context.

Values/Belief Systems

- 1) Students will identify values.
- 2) Students will disagree with people without attacking them personally.
- 3) Students will produce balanced summaries of viewpoints that are not their own.
- 4) Students will be able to explain how one's own belief system may differ from that of other systems.

Artistic

- 1) Students will demonstrate knowledge of significant artistic and intellectual traditions that contribute to rigorous thought, sensitivity, and creativity.

Diversity/Global

- 1) Students will demonstrate rhetorical (global) literacy.
- 2) Students will be able to express in writing their culture's place in history and within the existing society in which we live.
- 3) Students will be able to practice respectful civil discourse with diverse individuals.
- 4) Students will be able to explore the relationship between the individual and society as it affects the personal behavior, social development, and quality of life of the individual, the family, and the community.
- 5) Students will be able to value and practice civic engagement in a diverse democracy.

Citizenship

- 1) Students will demonstrate a citizenship role that reflects engagement in the political process.
- 2) Students will be able to value and practice civic engagement in a diverse democracy.

Social Sciences

- 1) Students will be able to recognize, describe, and explain social institutions, structures, processes and the complexities of a global cultural and diverse society.
- 2) Students will be able to think critically about how individuals are influenced by political, geographic, economic, cultural and family institutions in their own culture and that of other diverse cultures.
- 3) Students will be able to explore the relationship between the individual and society as it affects the personal behavior, social development, and quality of life of the individual, the family, and the community.
- 4) Students will be able to examine the impact of behavioral and social science research on major contemporary issues and other disciplines' effects on individuals and society.
- 5) Students will be able to analyze historical facts and interpretations.
- 6) Students will be able to analyze and compare political, geographic, economic, social, cultural, religious, intellectual institutions, structures, and processes across a range of historical periods and cultures.
- 7) Students will be able to draw on historical perspectives to evaluate contemporary problems and issues.
- 8) Students will be able to analyze the contributions of past cultures and societies to the contemporary world.
- 9) Students will be able to demonstrate knowledge of history and political systems and their implications in the local, national, and international contexts.
- 10) Students will be able to clarify and assess the values and histories underlying quests for human freedom.
- 11) Students will be able to demonstrate knowledge and understanding of major concepts, models, and issues in at least one discipline in the social sciences.
- 12) Students will be able to demonstrate a basic knowledge of American history.
- 13) Students will be able to understand America's evolving relationship with the rest of the world.
- 14) Students will be able to demonstrate knowledge of either a broad outline of World History or the distinctive features of history in both the Western and non-Western world.
- 15) Students will be able to recognize the ways in which both change and continuity have affected human history.
- 16) Students will be able to analyze the impact of decisions on civilizations.

Memo

To: Gen Ed Subcommittee

From: Rich Johnson, Anne Davidovicz, Trygve Thoreson, and Josh Sunderbruch

Date: March 8, 2007

Re: Report on Findings of Gen Ed Writing Assessment from Fall, 2006

Overview:

In the spring semester of 2006, the Gen Ed Subcommittee empanelled a group of instructors from the English Department to create a writing instrument which might assess the general writing skills of a large segment of the Harper student population. The committee included two members of the Gen Ed Subcommittee, Rich Johnson and Anne Davidovicz, and two other members of the English Department, Trygve Thoreson and Josh Sunderbruch. The English panel created guidelines for an open-ended writing prompt which was distributed to all faculty across campus. Faculty who participated in the assessment program created discipline-specific writing prompts and administered the instrument for a fixed amount of time as part of an in-class writing assignment during the course of the spring semester, 2006. The English panel received 199 writing samples from 4 divisions (Liberal Arts: 105; Business/Social Science: 46; TMS: 33; and Student Development: 15), representing 12 departments and 17 faculty. Of the 199 papers, the English panel assessed a sample of 100. The 100 papers chosen for assessment were distributed according to the percentage of papers received by division.

The Rubric:

The English panel devised its own rubric for the assessment of the 100 papers. The biggest problem with multi-stage writing assessment tools is that they tempt teachers to evaluate the students' product. In other words, most writing assessment tools place teachers in a familiar setting: grading papers. Assessment, however, should assess the program, and so a different tool is necessary.

- Most broad tools (e.g. 10-point scales) match up conveniently with grades (i.e. "this paper is about a B, so it's an 8"; "How could you give this paper a 5? Would you really fail it?").
- Matching an assessment tool to a grading scale is problematic because it focuses attention on the merits of an individual paper and not on how that paper represents the program that produced it.
- Using a highly sensitive rubric is useful for diagnosing an individual student's problems and for helping that student develop as a writer. However, assessment should diagnose the problem, and so general trends are more important than specific instances. This is the nature of statistical research with such small sample sizes. Otherwise, all we're doing is collecting a string of anecdotes. Therefore, the English panel resolved to use a 0-2 point scale and assign each paper with 2 scores, one for Control and the other for Language. Each paper was read by two readers and assigned two sets of scores. Inter-rater reliability was good: under Control, there was a one-point difference in score in only 13 out of 100 cases; under Language, a similar difference only occurred in 14 out of 100 cases.

Rubric for the 0-2 Scale

Trait	0	1	2
Control	The essay does not exhibit control. It is disorganized, often breaking focus or bringing up irrelevant information. What information is present is vague or off-topic. Even if it has some controlling element (e.g. a thesis), that element does not actually inform the creation of the essay.	The essay exhibits control. This means that although there might be slips in focus from time to time, the document has some clear principle of organization (e.g. a thesis statement) that is carried out throughout the whole. Slips in control are on par with minor extraneous details or the lack of concrete examples.	The essay exhibits exceptional control. This means that a clear argument is presented with distinct evidence and clear examples. Those examples have obvious application to the argument at hand.
Language	The essay clearly struggles with Standard Academic English. Mistakes in usage and tone go past distracting the reader and actually interfere with meaning. The writer uses inappropriate language consistently, or else selects words so poorly that the essay becomes difficult to understand.	The essay makes use of Standard Academic English in a manner appropriate to the assignment. Mistakes in usage, word choice, or tone are limited; such errors may be distracting on occasion, but they do not interfere with understanding the essay. In general the essay exhibits language use appropriate to a college writer.	The essay contains few if any errors in usage. Word choice is decisive, and the writer varies language and tone in order to effectively contribute to the reader's enjoyment or understanding of the essay.
Notes	This rank should be considered the typical "failing" score.	This rank should be considered the typical "passing" score.	This rank should be reserved for exceptional work.

Findings:

The numbers present two major findings. The first finding is that the student sample shows Harper students developing writing competency, although their skill at controlling their writing is still under development (subsumed in this point is the relatively fair inter-reader reliability of the raters); in other words, the communications courses seem to be doing their job. The second finding is that although Harper College lacks a capstone disciplinary/writing course, students at Harper seem “ready” for one should such a program be implemented.

	Control	Language
Overall score:	0.88	0.93
By Credit Hours:		
>71	0.882	0.941
≤70	0.875	0.913
By Division:		
BUS/SS	0.875	0.896
LIB ARTS	0.817	0.913
STU DEV	1.063	0.938
TMS	1.00	1.031

Conclusions:

Further research (or data clarification) is needed to draw any deeper conclusions. Samples gathered with more thorough tracking data (e.g. which students in which samples have already taken which courses) would help us determine more about student preparation. Likewise, greater normalization of the collected samples (e.g. both an admission writing sample and an exit writing sample, independent of courses) would help us draw more meaningful conclusions. Of course, both the time and the financial resources to collect and score such samples probably prohibit this scale of study.

In short, the data shows that students are learning to write well, but that they still struggle from time to time, especially when they must balance the demonstration of subject matter and the application of writing skills. The English Department should and likely will look at how control is taught in the English 101/102 courses, but students would likely also benefit from taking more writing-intensive courses (e.g. Humanities, Literature, etc). Finally, until there is greater institutional support (financial support, release time, etc) we are unlikely to know more than we do right now.

It is the opinion of the English panel that the assessment should be repeated on a regular basis and that it should include larger sample number.

Certifications

Cisco:

- Cisco Certified Network Associate (CCNA)
- Cisco Certified Network Professional (CCNP)
- Cisco Certified Design Associate (CCDA)
- Cisco Secure Pix Firewall Advanced (CSPFA)

CompTIA:

- A+
- Network+
- Server+
- Security+
- Project+

Linux:

- Linux Certified Administrator (LCA)

From Microsoft Corporation:

- Microsoft Certified Systems Engineer (MCSE)
- Microsoft Certified Professional (MCP)
- Microsoft Certified Systems Engineer and Internet (MCSE and Internet)
- Microsoft Office Specialist (MOS)
- Microsoft Certified Systems Administrator (MCSA)
- Microsoft Certified Solutions Developer (MCSD)
- Microsoft Certified Application Developer (MCAD)
- Microsoft Certified Database Administrator (MCDBA)
- Microsoft Certified Desktop Support Technician (MCDST)

From Novell:

- Certified NetWare Administrator (CNA)
- Certified Netware Engineer (CNE)

From Oracle:

- Individual exams in each specific area (SQL and PL/SQL)
- Database Administrator, Performance Tuning Workshop, Backup and Recovery Workshop and Net Administration) to be certified by Oracle. If certified in all five areas, the student will receive Database Administration certificate from Oracle.
- Oracle Certified Database Associate
- Oracle Certified Database Administrator
- Oracle Certified Solution Developer
- Oracle Certified Application Server Professional

From Solaris:

- Exams to be certified as a Systems Administrator or Network Specialist by Solaris

Sun Microsystems:

- Sun Certified Solaris Administrator
- Sun Certified Programmer for the Java 2 Platform
- Sun Certified Enterprise Architect

From Premier AutoDesk:

- Certified AutoCAD Trainer
- AutoCAD 2005 Professional
- Autodesk Inventor
- Autodesk Architecture

Ascendant Learning LLC

Telecommunications Industry Association (TIA)

Certified in Convergent Network Technologies (CCNT) (Blended/Online Training)

Authorized Prometric Testing Center

Project Management Professional (PMP)

Certified Wireless Network Administrator (CWNA)

Affiliations

Academic Enrichment and Language Studies Division:

- Member, College Reading and Learning Association
- Member, Commission on Adult Basic Education
- Member, Commission on English Language Program Accreditation (CEA)
- Member, Illinois Adult and Continuing Educators Association
- Member, Illinois Teachers of ESOL and Bilingual Education
- Member, Institute of International Education
- Member, International Reading Association
- Member, NAFSA – Association of International Student Educators
- Member, National Association for Developmental Education
- Member, National Council of Teachers of English
- Member, Network of Intensive English Programs: Illinois, Indiana and Wisconsin
- Member, Northern Illinois Consortium of Community College International Advisors (NICCCIA)
- Member, Teaching English to Speakers of Other Languages
- Northeast Palatine Resource Network
- Northeast Suburban Council for Community Services

Business and Social Science Division:

- Registered by the State of Illinois as a Public Accountant
- Continuing Professional Education Sponsor (CPA classes)
- Regional Training Center for the NetPrep™ Networking Program
- National Association of Communication Systems
- Engineers; Authorized Testing Center
- Student Chapter of American Production and Inventory Control Society
- Member, International Association of Administrative Professionals
- Certified Professional Secretary authorized testing site
- Student Chapter of Lambda Epsilon Chi, the National Paralegal Honor Society
- Member, American Association for Paralegal Education
- Member, Northwest Suburban Bar Association
- Member, National Association of Legal Assistants (NALA)
- Member, Illinois Paralegal Association
- Member, Council on Hotel, Restaurant and Institutional Education (CHRIE)
- Student Chapter of Kappa Beta Delta, the National Business Honor Society (ACBSP)
- Member, Illinois Colleges Real Estate Consortium
- Member, Real Estate Educators Association

Continuing Education Division:

- American Heart Association
- American Massage Therapy Association
- Animal Trigger Point Myotherapists Association, Inc.
- Association for Volunteer Administration
- Authorized Autodesk Training Center
- CompTIA Learning Alliance – Education to Career Programs (E2C)
- Illinois Association of Nonprofit Organization
- Microsoft Partner for Learning Solutions
- Oracle Academic Initiative Workforce Development Program
- Sun Microsystems Academic Initiative
- National Guild of Community Schools of the Arts

Harper College for Businesses Department:

- AchieveGlobal: Leadership, Customer Service, Sales Performance
- Certification in Production & Inventory Management (COIM Review) and Certification in Integrated Resources Management (CIRM Review)
- Certification in Purchase Management (CPM Review)
- Command Spanish
- National Association of Purchasing Management (NAPM)
- The Educational Society for Resource Management (APICS), originally called the American Production and Inventory Control Society
- Integrity Selling
- Illinois Department of Professional Regulation – Department of Banks and Real Estate

Health Careers and Public Safety Division:

- American Dental Association (ADA)
- American Association of Medical Assistants, The
- Commission on Accreditation for Allied Health Education Programs (CAAHEP)
- Building Officials and Code Administrators (BOCA)
- Building Officials and Code Administrators – International Code Council (BOCA – ICC)
- Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association
- Explorers Club
- Fire Department Safety Officers Association
- Illinois Advisory Commission on Arson Prevention
- Illinois Building Commission (IBC)
- Illinois Coalition for Nursing Resources (ICNR)
- Illinois Fire Chiefs Association

- Illinois Office of the State Fire Marshall (IL OSFM)
- Illinois Professional Firefighters Association
- Illinois Society of Fire Service Instructors
- Joint Commission Accreditation of Healthcare Organizations
- Joint Review Commission for Education in Radiologic Technology (JRCERT)
- National Fire Academy Alumni Association
- National Fire Protection Association (NFPA)
- National League for Nursing (NLN)
- National League for Nursing Accrediting Commission (NLNAC), Inc.
- Northwest Building Officials and Code Administrators (NWBOCA)
- Northwest Emergency Management System

Liberal Arts Division:

- Accredited by the National Guild of Community Music Schools
- American Symphony Orchestra League
- Association of Illinois Music Schools (AIMS)
- Community College Humanities Association (CCHA)
- Illinois Council of Orchestras
- Institutional Chapter of Phi Theta Kappa, International
- Honors Society for two-year institutions; student chapter
- Modern Language Association (MLA)
- National Association of Schools of Music (NASM)
- National Kitchen and Bath Association (NKBA)

Resources for Learning Division:

- American Library Association (ALA)
- Illinois Community Colleges Online (ILCCO) Internet Course Exchange
- Illinois Online Network (ION)
- Illinois Virtual Campus (IVC)
- Member, Consortium of Academic and Research Libraries in Illinois (CARLI)
- Member, Illinois Library Association (ILA)
- Member, Instructional Telecommunications Council (ITC)
- Member, International Writing Centers Association
- Member, LOEX (Library Orientation Exchange)
- Clearinghouse for Library Instruction
- Member, Midwest Writing Centers Association
- Member, National Tutoring Association
- Member, NILRC: (Network of Illinois Learning Resources in Community Colleges)

- Member, North Suburban Library System (NSLS)
- Member, OCLC (Online Computer Library Center)
- Member, Sloan Consortium

Student Development Division:

- National Association of Counselors and Employers
- National Association of Student Personnel Administrators
- National Career Development Association
- Women's Work!

Technology, Mathematics and Science Division:

- American Association of Physics Teachers
- American Astronomical Society
- American Chemical Society (ACS), Division of Chemical Education
- American Electronics Association
- American Institute of Architects (AIA)
- American Institute of Floral Designers, The
- American Mathematical Society (AMS)
- American Mathematics Association of Two Year Colleges (AMATYC)
- American Polar Society
- American Society for Engineering Education
- American Society of Microbiologists
- American Statistical Association
- American Technical Education Association
- Association for Computing Machinery (ACM)
- Association for the Education of Teachers of Science (AETS)
- Association of College and University Biology Educators
- Association of Collegiate Schools of Architecture
- Association of Graphic Solutions Providers, The (IPA)
- Association of Licensed Architects
- Association of Mathematics Teacher Educators (AMTE)
- Chicago Section American Association of Physics Teachers
- Committee on Chemistry of the Two-Year College, Division of Chemical Education, American Chemical Society (2YC3)
- Consortium for Computing in Small Colleges (Northwest Conference)
- Consortium for Design and Construction Careers
- Consortium for Mathematics and Its Applications, The (COMAP)
- Ecological Restoration
- Ecological Society of America

- EDS PLM Solutions
- Explorers Club
- Geological Society of America
- Geological Society of New Zealand
- Human Anatomy and Physiology Society
- Illinois Academy of Science
- Illinois Association of Architecture Instructors
- Illinois Association of Chemistry Teachers (IACT)
- Illinois Association of Community College Biologists
- Illinois Council of Teachers of Mathematics (ICTM)
- Illinois Lake Management Association
- Illinois Landscape Contractors Association
- Illinois Mathematics Association of Community Colleges (IMACC)
- Illinois Mathematics Teacher Educators (IMTE)
- Illinois Ornithological Society
- Illinois Science Teachers Association (ISTA)
- Illinois Section America Association of Physics Teachers
- Illinois Section of the Mathematics Association of America (ISMAA)
- Illinois Society of Professional Engineers (ISPE)
- Illinois State Floral Association
- Institute of Electrical and Electronics Engineers (IEEE)
- Institute of Mathematical Statistics
- Mathematics Association of America
- Metropolitan Mathematics Club of Chicago (MMC)
- The National Association for Developmental Education (NADE)
- National Association for Research in Science Teaching (NARST)
- National Association of Biology Teachers
- National Council of Teachers of Mathematics
- National Science Teachers Association (NSTA)
- National Society of Professional Engineers (NSPE)
- Natural Area Association
- Natural Lands Institute
- New Zealand Antarctica Society
- Physics Northwest
- Planetary Studies Foundation
- Project Kaleidoscope (PKAL)
- Radio Club of America (RCA)

- Sigma Xi Meteoritical Society
- Society of College Science Teachers (SCST)
- Society of American Florists, The
- Society of Industrial and Applied Mathematics (SIAM)
- Society of Broadcasting Engineers (SBE)
- Tex User's Group (TUG)
- Upsilon Pi Epsilon (UPE)
- Women in Mathematics Education (WME)

Wellness and Human Performance Division:

- National Junior College Athletics Association (NJCAA)
- National Wellness Association
- American Red Cross
- American Sport Education Program (ASEP)
- North Central Community College Conference (N4C)
- Member, American College of Sports Medicine (ACSM)
- Member, American Alliance of Health, Physical Education, Recreation and Dance (AAHPERD)
- Member, Illinois Association of Health, Physical Education, Recreation and Dance (IAHPERD)
- Member, National Strength and Conditioning Association (NSCA)
- Member, American Council on Exercise (ACE)

Introduction

Figure 0	Finding Statement Numbering Scheme
Table 0	Timeline for the Self-Study Process

Criterion One

Table 1C.1.a	President's Council
Figure 1C.1.a	Administrative Organization Structure (also in Executive Summary)
Table 1C.2.a	Goals Supporting the Mission
Figure 1D.1.a	Programmatic Committees Decision Flow Chart
Figure 1D.1.b	Academic Committees Decision Flow Chart
Figure 1D.1.c	College Assembly Decision Flow Chart
Table 1D.3.a	ECRA Faculty Senate Survey of Full-Time Faculty
Table 1D.3.b	PACE Survey of All Regular Campus Employees
Table 1D.3.c	NILIE Four System Model
Figure 1D.3.a	PACE Institutional Climate Survey Mean Scores
Figure 1D.3.b	Mean Responses to PACE Institutional Climate Survey
Figure 1D.3.c	Harper Compared with PACE Norm Base
Figure 1D.3.d	PACE Average Climate Scores by Functional Role
Figure 1D.3.e	ECRA Faculty Senate Climate Survey Mean Scores
Table 1D.3.d	Harper's Specific Areas of Strength Identified on Climate Surveys
Table 1D.3.e	Harper's Specific Areas Needing Improvement Identified on Climate Surveys
Table 1D.3.f	Responses to ECRA Question 37: What are the most important issues facing Harper College with respect to institutional climate?
Table 1E.1.a	Independent Agencies Auditing Harper College
Table 1E.2.a	Changes in Fees

Criterion Two

Figure 2A.1.a	Annual Strategic Long Range Planning Process
Table 2A.4.a	Expenditures for CENIQ Requests
Figure 2A.5.a	Percent of Full-Time and Part-Time Faculty Contact Hours
Table 2A.5.a	Faculty Contact Hours
Table 2A.5.b	Full-Time Minority Employees (also in Executive Summary)
Figure 2A.6.a	FTE Enrollment Trends (also in Executive Summary)
Figure 2B.1.a	Sources of Revenue for 2006
Table 2B.1.a	Financial Results (Education, Operations and Maintenance, and Auxiliary Funds)
Table 2B.2.a	Revenue Sources in the Education Fund
Table 2B.2.b	College-Wide Expenses
Table 2B.2.c	Tuition Comparison
Table 2B.2.d	Financial Aid Applicants and Awards
Figure 2B.3.a	Total Salary Expenses by Category
Figure 2B.3.b	Full-Time Staffing Level Comparison
Table 2B.3.a	Annual Professional Development Monies Available Per Employee
Table 2B.4.a	Programs Pending Approval
Table 2C.1.a	Assessment at Harper College
Table 2C.4.a	Workers' Compensation Claims

Criterion Three

Table	3A.3.a	Outcomes Analysis, Cycle 1 2004–2005
Table	3A.3.b	Outcomes Analysis, Cycle 2 2005–2006
Table	3B.1.a	Analysis of Curriculum Development and Revisions
Table	3C.1.a	Classroom Inventory Main Campus
Table	3C.2.a	Enrollment in Distance Classes
Table	3D.1.a	Harper College Library Usage Statistics
Table	3D.1.b	Numbers of Tutoring Center Student Contacts and Tutoring Hours
Table	3D.1.c	Writing Center Student Contacts
Table	3D.1.d	Success Services Student Contacts
Table	3D.2.a	Technical Support Requests Received by DoIT
Table	3D.3.a	ICE Usage Statistics
Figure	3D.4.a	Comparison of Instructional Expenses to College Expenses
Table	3D.4.a	Dollars Spent on Instructional Supplies and Library Supplies
Table	3D.4.b	Total Professional Development Funding for Full-Time Faculty
Table	3D.4.c	Adjunct Teaching Faculty Professional Development Pool of Funds
Table	3D.4.d	Adjunct Teaching Faculty Involvement in College-sponsored Professional Development

Criterion Four

Table	4A.2.a	Grants and Fellowships Available to Full-Time Faculty
Table	4A.4.a	Scholarships Awarded to Harper College Students
Table	4B.2.a	General Education Assessment Cycle
Table	4B.2.b	Mean Scores on the Mathematics Tests
Table	4B.2.c	Mean Scores on the Critical Thinking Tests
Table	4B.2.d	Mean Scores on the Writing Test (Spring 2005)
Table	4B.2.e	Rubric for the 0-2 Writing Scale 2006 Writing Assessment
Table	4B.2.f	Results of the 2006 Writing Assessment
Table	4C.2.a	Pass Rates of Harper Students on Selected Professional Licensure Examinations
Table	4C.2.b	Response Rate to Graduate Survey

Criterion Five

Table	5A.1.a	Student Demographics (also in Executive Summary)
Figure	5A.1.a	Harper District Demographics Compared to Student Demographics
Table	5B.1.a	Marketing Projects Completed by Marketing Services
Table	5B.1.b	Media Advertising Expenditures for Chicago-Area Colleges
Table	5C.1.a	Achieve! Program Enrollment
Table	5C.5.a	Business Outreach Activity
Figure	5D.1.a	2005 Graduate Survey Ratings of Instruction
Figure	5D.1.b	2005 Graduate Survey Ratings of Support Services
Figure	5D.1.c	2005 Graduate Survey Respondents Not Using Support Services
Table	5D.2.a	Annual Enrollment in New Career Programs
Table	5D.2.b	Attendance at Sporting Events
Table	5D.2.c	Attendance at Events Held in Building M

Aaa bond rating – 1E.1
 Academic Affairs – 1C.1, 1D.1, 1D.3, 2A.5, 2C.1, 2C.3, 3A.1, 3A.5, 3A.4, 5B.1
 Academic Committees – 1D.1
 Academic freedom – 4A.1
 Academic honesty – 1E.3, 4D.1
 Academic reorganization – 2C.3
 Academic Standards Committee – 1D.2, 4B.1
 Access and Disability Services – 1B.1, 2D.1, 3C.2, 3D.1, 3D.3, 4A.4, 5A.3, 5C.1, 5C.3
 Accreditations, and certifications – History, Federal Compliance, Appendix N
 Adjunct faculty – 1E.3, 2A.5, 2B.3, 3B.2, 3B.3, 3D.1, 3D.4, 4A.1, 4A.2
 Advising – 2C.3, 2D.1, 3A.1, 3C.2, 3D.1, 4B.1, 5A.3, 5C.1, 5C.2, 5D.1
 Administration, personnel – 1C.1, 2A.5, 2B.3, 2B.5, 2C.3
 Administrative Services – 1C.1, 1E.1, 2A.4, 2C.3
 Admissions Outreach – 2C.3, 2D.1, 3A.3, 3D.2, 5A.2, 5B.1, 5B.3
 Adult services and programs (Fast Track, etc.) – 2A.2, 2A.6, 2B.4, 3C.2, 4A.2, 5A.2, 5B.1, 5C.1, 5C.5
 Advisory Committees – 3B.3
 AE/LS and AED – 2B.2, 5B.2, 5C.1, 5C.3, 5C.5
 Affirmative Action – 1D.1, 2A.5
 Art collection – 3C.1, 4C.4, 5D.2
 Art gallery – 3C.1
 Articulation agreements – 3D.3, 4B.1, 4C.2, 5B.3, 5C.2
 Asbestos management – 2C.4
 Assembly Committee – 1D.1
 Assessment and Testing – 2C.1, 2C.3, 2D.1, 3A.1, 3D.1
 Assessment and Testing Committee – 1D.1
 Assessment, Outcomes – 1A.1, 2C.1, 3A.1, 3A.3, 3A.4, 3A.5, 3A.6, 3C.3, 3D.1, 4B.3, 4C.1, 4C.2
 Assessment, overall – 2C.1
 Associate Deans – 2A.5, 2B.3, 3B.2, 2C.3
 Associate in Applied Science (AAS) – 4B.1
 Associate in Arts (AA) – 4B.1
 Associate in Arts in Teaching (AAT) – 2B.4
 Associate in Engineering Science (AES) – 4B.1
 Associate in Fine Arts (AFA) – 4B.1
 Associate in General Studies (AGS) – 2B.4, 3C.2, 4B.1
 Associate in Science (AS) – 4B.1
 Athletics – 4A.4, 4C.4, Federal Compliance
 Audits – 1E.1, 2B.1
 Auxiliary Functions/Funds – 1E.2, 2B.1, 2B.2, 3D.4
 Avanté – 2A.3, 2B.1, 2B.2, 2B.4, 2C.4, 2D.2, 3C.1, 3D.4, 4D.2, 5C.1

 Baccalaureate education – 2B.4, 5A.2
 Background checks – 4D.2
 Blackbox Theatre – 3C.1
 Black Student Union – 3D.1, 5C.3
 Board of Trustees – 1A.1., 1B.1, 1C.1, 1C.2, 1D.1, 1D.3, 1D.4, 1E.1, 2A.1, 2A.4, 2B.1, 3B.2, 4A.1, 4A.3, 4A.4, 4D.1, 5B.1, 5C.1
 Board Policy Manual – 1A.1, 1E.1
 Bookstore – 1E.2., 2C.3, 4A.2
 Budget – 1C.1, 1E.1, 2A.4, 2B.1, 2B.2, 2C.1, 3D.4, 5B.1
 Building G, Renovation – 2A.3
 Building H, Renovation – 2A.3

Building M, Renovation – 2A.3
Building M, use of – 5D.2

Campus Master Plan – 2A.3, 2D.2
Cardiac Technology Program – 2A.6, 3C.3, 5C.1
Career Center – 2C.3, 2D.1, 3D.1, 5A.3, 5B.1, 5C.1, 5C.2, 5D.1
Career programs, accreditation – 3A.5, 4C.2
Career programs, advisory committees – 3A.5, 3A.6, 3B.1, 4C.2, 5A.2, 5C.1
Career programs, assessment – 3A.1, 3A.3, 3A.5, 4B.3
Career programs, capstone courses – 5B.4
Career programs, certification exams – 4C.2
Career programs, development – 4C.1
Career programs, experiential learning – 3D.3
Career programs, graduate survey – 2A.2
Career programs, new – 5D.1
Career programs, partnerships – 3D.3
CENIQ – see Computer Equipment Needs Information Questionnaire
Center for New Students – 2D.1, 3A.1, 3D.1, 5B.1, 5B.3, 5C.2
Center for Multicultural Learning – 1B.1, 2C.3, 2D.1, 3C.2, 3D.1, 3D.3, 4C.4, 5A.3, 5B.2, 5C.2, 5C.3
Certificate programs, new – 3B.1
Chemistry, department and program – 3B.1, 3B.3, 3C.3, 3D.3, 4A.3, 4C.1, 4C.4, 4D.2
Child Learning Center – 1E.2, 4C.4, 5B.2
Computer Information Systems (CIS), programming and department – 2B.4, 3A.3, 3A.5, 3C.2, 4B.3, 5C.1
Classrooms, inventory of – 3C.1
Climate studies – 1D.3
Clubs and organizations – 4C.4, 5C.3
College Assembly – see Assembly Committee
Communication and Legislative Relations – 1C.1
Communications Plan, College – 5B.1
Community College Survey of Student Engagement (CCSSE) – 2C.1, 5A.3, 5B.1, 5B.2, 5B.4, 5C.1, 5C.2, 5D.2
Community Music Center – 5C.4
Community Needs Assessment – 2A.2, 2B.4, 2C.1, 2C.3, 3C.2, 5A.2, 5D.1
Community relations – 1C.1, 5A.2
Complaints and grievances – 1E.4
Computer Equipment Needs Information Questionnaire (CENIQ) – 2A.4
Computer labs – 3C.1, 3C.2, 3D.1, 3D.3, 3D.4
“Consider This. . .” – 4A.1, 4C.4
Continuing Education, Division of – 1E.2, 2B.4, 2C.3, 3D.4, 4A.2, 5B.1, 5C.1, 5C.4, 5C.5, 5D.2
Contract negotiations, labor – 1D.3, 2A.5
Contracts, status of – 2B.3
Convocation – 4A.4
Copyright and fair use policies – 4D.1
Core Values – 1A.1
Criminal Justice Program – 4C.1
CCSSE – see Community College Survey of Student Engagement
Culinary Arts Center, proposed – 2A.3
Culinary Arts Program – 3A.5, 4B.3, 4C.2
Cultural arts programming – 1D.1, 1D.2, 4A.1, 4C.4, 5B.1, 5D.2
Curriculum Committee – 3A.2, 3B.1, 4B.1, 4C.1
Curriculum planning – 2B.4, 3B.1

Deans – 1D.1, 1D.3, 2B.3, 2C.3, 3B.2, 4C.2, 4D.2
Deans' Council – 1D.1, 1D.3
Deans, Associate – 2A.5, 2B.3, 2C.3, 3B.2
Degrees, certificates, and programs, new – 2B.4, 3B.1
Department of Instructional Technology (DoIT) – 3A.3, 3B.3, 3C.2, 3D.2, 3D.3, 3D.4, 4A.2, 4A.3, 4D.1
Dental Hygiene Program – 2A.3, 2B.4, 3A.5, 3C.1, 3C.3, 3D.3, 4A.4, 4B.3, 4C.2, 4C.4, 5B.4, 5C.1
Developmental education – 3D.1, 5B.2
Diagnostic Medical Sonography Program – 3D.3, 4B.3, 4C.2, 5B.4, 5D.2
Dietetic Technician Program – 3C.3, 3D.3, 4A.3, 4C.4, 5B.4
Distance learning – 2A.2, 2A.4, 2B.4, 2C.1, 3A.3, 3C.2, 3D.1, 3D.3, 4A.3, 5A.2, 5B.1, 5C.1
Diversity – 1A.1, 1B.1, 1C.1, 1C.2, 1D.1, 2A.1, 2A.5, 2C.1, 2C.3, 2D.1, 3B.1, 3B.3, 3C.2, 3D.1, 4A.2, 4A.3, 4B.1, 4C.3, 4C.4, 5B.2, 5C.3
Diversity Committee – 1B.1, 1D.2
Diversity Plan – 1B.1, 2A.5
Diversity requirement – see World Cultures and Diversity Requirement
Diversity Symposium – 1B.1, 4A.2
DoIT – see Department of Instructional Technology
Drama Lab – 3C.1, 3D.4

Early Childhood Education Program – 1E.2, 2B.4, 3C.2, 5C.1
Education Programs, observation hours – 1E.1, 3B.2, 3D.3, 4B.3, 4C.4
Emergency, response to – 1D.2, 3D.1
Employee groups; definition, size, and growth – 2A.5, 2B.3
Employee turnover – 2B.3
Employees, rights and responsibilities of – 1E.3
English as a Second Language – 1B.1, 1D.2, 2B.1, 2D.1, 3C.2, 4A.2, 4D.1, 5B.2, 5C.1, 5C.3, 5C.5
Enrollment and Marketing, Division of – 1C.1, 1D.3, 2A.6, 2C.3, 5A.3, 5B.1
Enrollment and Marketing Committee – 1D.1, 1D.2, 5B.1
Enrollment, continuing education – 5C.4
Enrollment, plan and growth – 1C.1, 1E.1, 1E.2, 2A.3, 2A.5, 2A.6, 2B.1, 2B.2, 2B.3, 2C.3, 3C.2, 5B.1, 5D.2
Enrollment Services – 2D.1, 4D.2
Enterprise Resource Planning (ERP) System – 1D.2, 2A.1, 2A.4, 2C.3
Environmental Health and Safety—1D2, 2C5, 4D2
Environmental scan – 1D.4, 2A.1, 2A.2, 2B.4, 2C.2, 4C.2, 5A.2, 5B.2
ERP – see Enterprise Resource Planning
ESL – see English as a Second Language
Ethical conduct – 4D.1
Ethics Bowl – 4C.4
Exceptional Service Award – 4A.2, 4A.4
eXcel Leadership Program – 4A.4
Experiential learning – 4C.4, 4C.5
Extension sites – 2A.3, 2A.4, 3D.1, 3D.3, 5C.4, 5C.5
External constituencies – 1C.2, 5C.4, 5D.1

Facilities Committee – 1D.2, 2C.4
Fact Book – 1A.1, 2A.1, 2A.5, 2B.1, 2C.2, 3D.1, 5A.1
Faculty, adjunct – see Adjunct faculty
Faculty, awards – 3B.2
Faculty, contact hours – 2A.5
Faculty evaluation – 2B.3, 3B.2

Faculty Handbook – 1E.3, 3B.2, 4D.1
Faculty, numbers – 2B.3
Faculty, professional development – 2B.3, 3B.3, 4A.2, 4A.3
Faculty, publications and travel – 4A.3
Faculty recognition – 4A.4
Faculty Retreat – 1D.2, 1D.3, 3B.3, 4A.2, 4A.4
Faculty, rights and responsibilities of – 1E.3
Faculty, strike – 1D.3, 2A.5
Faculty Senate – 1D.1, 1D.3, 2B.3, 3B.2, 4A.3, 4A.4
Faculty, sabbaticals – 3B.3, 4A.3
Family Educational Rights and Privacy Act – 4D.2
Fashion Design and Merchandising Program – 2A.3, 3C.3, 4B.3, 5C.2
Fashion Show – 4C.4, 5B.3
Fees, student – 1E.2
FERPA – see Family Educational Rights and Privacy Act
Financial aid – see Scholarships and Financial Assistance
Financial Forecasting Model – 2B.1
First Fridays – 3B.3, 4A.2, 4A.3, 4A.4
Food Services – see Dining Services
Foundation, Harper College Educational – 1C.1, 2B.1, 2B.2, 2D.1, 3B.2, 3C.1, 3D.1, 3D.3, 3D.4, 4A.2, 4A.4, 4C.4, 5B.1, 5B.3, 5C.1, 5C.3, 5C.4, 5D.2
Fulbright scholars – 1B.1, 3B.3, 4A.3, 4C.4, 5C.3
Fund balance – 1E.1, 2B.1, 3D.4

GED program – 1B.1, 3D.1, 5B.2, 5C.5
General education, assessment of – 2C.1, 3A.1, 3A.3, 3A.6, 4B.2
General education, program and requirements – 1B.1, 3C.3, 4B.1, 4B.3, 5C.2
Glenn Reich Award – 1D.2, 3B.2, 4A.4
Graduate courses, as professional development – 3B.3, 3D.3, 4A.3, 5C.2
Graduate Survey – 2A.2, 2B.4, 2C.2, 3A.1, 3A.5, 4C.2, 5C.2, 5D.1, 5D.2
Graduation, ceremony – 4A.4
Graduation, fee and elimination of – 1D.2, 1E.2
Graduation, and completion rates – 2A.6
Grant, National Science Foundation – 4C.4
Grants, office – 1C.1
Grants, state and federal – 2B.1, 2B.2
Grants, supporting professional development – 3B.3, 4A.2, 4A.3
Grants, supporting programs – 3D.1, 5C.1, 5C.5
Grants, technology – 2A.4, 4A.3
Grievances – see Complaints and Grievances

The Harbinger – 2A.3, 4A.1, 4A.4, 4C.4
The Harper Anthology – 4A.1, 4A.4
Harper College for Businesses – 1E.2, 2C.2, 2C.3, 5A.2, 5B.1, 5C.1, 5C.5, 5D.2
Harper College Police – 1D.2, 2B.3, 2C.3, 2C.4
Harper Professional Center (HPC) – 2A.3, 2B.2, 2B.3, 2C.3, 5C.5
Health and Psychological Services – 2C.4, 2D.1, 3A.1, 3B.3, 3D.1, 4C.4
Health care program development – 2B.4, 4C.1
Health Insurance Portability and Accountability Act (HIPAA) – 4D.2
Health programs, clinicals and partnerships – 3D.3, 4B.3, 4C.4, 5B.4
Health Sciences Core Curriculum – 4C.1

Help desk – see Service Desk
 High schools, connections with – 2D.1, 4C.4, 5A.2, 5B.3
 High school shows and contests – 5B.3
 HIPAA – see Health Insurance Portability and Accountability Act
 HIP Page – see MyHarper portal
 Hiring processes – 1B.1, 2A.5, 2B.3
 Honors Program – 1D.1, 4A.4, 4C.4, 4C.5
 Hospitals, partnerships with – 2B.4, 3D.3, 5C.1
 Human Resources/Diversity and Organizational Development – 1B.1, 1D.1, 2C.3, 4A.2
 Human resources, of the College – 2B.3
 Human resources, planning – 2A.5
 Human resources policies – 1E.4, 2A.5

 IEA/NEA – 2B.3
 IETC – see workNet
 Indian/Pakistani club – 3D.1, 4C.4, 5C.3
 Information Technology – 1C.1, 2A.4, 2C.3, 3D.1, 3D.2, 3D.3, 4D.1
Inside Harper! – Introduction, 1B.1, 4A.2, 4A.3, 4A.4
 Institutional Planning Committee (IPC) – 1B.1, 1D.4, 2A.1, 2A.2
 Instructional Technology Committee – 1D.2, 2A.4, 3D.2, 4A.3
 Interior Design Program – 2C.3, 3B.1, 4C.4
 International Studies – 1B.1, 1D.1, 1D.2, 3B.3, 3D.3, 4A.1, 4C.4
 International Student Club – 4C.4
 International Student Office – 1B.1, 5B.2
 International Students – 1B.1, 3D.4, 4C.5, 5C.3
 Internet Course Exchange (ICE) – 3C.2, 3D.3
 InZone – 5B.3, 5C.4

 Job fair – 2D.1, 3D.1, 5C.1

 Laboratory safety – 1D.2, 4D.2
 Landscaping – 2A.3, 2D.2
 Learning communities – 1D.1, 3B.3, 3C.2
 Library – 2A.4, 2D.1, 3C.2, 3D.1, 3D.2, 3D.3, 3D.4, 4D.1, 5D.1
 Lifelong Learning Institute – 5C.4
 Lighting – 2D.2

 Maintenance – 1C.1, 2C.4
 Management by Objectives – 1A.1, 2C.1
 Marketing - see Enrollment and Marketing
 Massage Therapy Program – 2B.4, 5B.4, 5C.1, 5C.4
 Media, relations – 2C.3
 Media, usage – 5B.1
 Mentoring, faculty – 3D.3, 4C.4
 Mentoring program, students – 4C.4
 Mission documents – 1A.1, 1B.1
 Motivating Others to Volunteer (MOVE) – 4C.5
 Motorola Distinguished Faculty Award – 3B.2, 4A.4
 MOVE – see Motivating Others to Volunteer
 Multicultural Faculty Fellowships – 1B.1, 2A.1, 2D.1, 3B.3, 4A.2, 4A.3
 Muslim, culture and students – 4A.1, 4A.2, 4C.4, 5C.3
 MyHarper portal – 1A.1, 1D.1, 2A.4, 2C.2, 4C.2, 4D.1, 5A.2, 5A.3

Nanotechnology Program – 2B.4
National Science Foundation Grant – 3D.3, 4C.4, 5B.3
New Faculty Course – 1D.2, 3A.2, 3B.3
Northeast Center – see Extension Sites
Northern Illinois University, partnership for nursing – 3D.3
Nursing Program – 2B.4, 3A.5, 3A.6, 3C.1, 3D.3, 4A.4, 4B.3, 4C.2, 4C.4, 5A.2, 5B.4, 5C.1, 5C.4

Observatory, Karl G. Henize – 3C.2
Office of Research – 1C.1, 1D.2, 1D.3, 2A.1, 2A.2, 2C.1, 2C.2, 3A.4, 3A.5, 4C.2, 4D.2, 5A.2, 5A.3, 5C.2
One-Stop/Campus Life Center – 2A.3, 3D.4
One-Stop, unemployment office – 5C.5
Open-entry – 3C.2, 5C.1
Orientation Week – 1D.2, 2C.2, 3A.1, 3B.3, 4A.2, 4A.4, 4B.2
Outcomes Assessment – see Assessment, Outcomes
Outcomes Document – 1A.1, 2A.1
Oversight Committee – 1B.1, 1D.1

Palatine Opportunity Center - see Extension Sites
Parking – 2A.3, 2C.4, 2D.2
Partnerships, businesses – 5C.1
Partnerships, career-oriented – 2B.4, 3D.3
Partnerships, elementary and high schools – 5B.3
Performing Arts Center – 1C.1, 2A.3, 2D.2, 3C.1, 3D.4, 4C.4, 5D.2
Philosophy Department – 3C.1, 4C.4
Phi Theta Kappa (PTK) – 1D.2, 4C.4, 4C.5
Physical plant – 1C.1, 2A.3, 2B.1, 2C.4, 3C.1, 4D.2
Physics Department—3C3
Plagiarism – 4D.1
Point of View – 4A.1, 2A.4, 4C.4
Police, Harper College – see Harper College Police
Police departments, partnerships with – 2C.4, 5C.4, 5D.2
Police Neighborhood Resource Center – see Extension Sites
President – 1C.1
President's Council – 1C.1
Professional development, employees – 1D.2, 1D.3, 2B.3, 3B.2, 3B.3, 3D.3, 3D.4, 4A.2, 4A.3, 4A.4
Professional Development, community – 5C.3, 5D.2
Professional Technical employees – see Pro-Tech
Program Development – 2B.4, 4C.2, 5A.2, Appendix J
Professor Emeritus – 4A.4
Program review - 1E.1, 2A.2, 2C.1, 3A.1, 3A.2, 3A.5, 3C.3, 4C.1, 5A.2, 5A.3, 5C.5
Promotion process – 2B.3, 3B.2, 3B.3, 4A.4, 4C.5
Psychological Services – see Health and Psychological Services
Property Tax Appeal Board (PTAB) – 2B.1
Property tax refunds – 2B.1
Pro-Tech employees and union – 2B.3
PTK – see Phi Theta Kappa
Public relations – 1C.1, 2C.3, 5A.2, 5B.1

Radiation Therapy Program, proposed – 2B.4
 R.E.A.C.H. Summer Bridge Program – 1B.1, 2D.1, 3C.2, 3D.1
 Read Around the World – 1B.1, 3B.3, 4A.1, 5C.3
 Referendum – 1E.1, 2B.2, 5C.1
 Refrigeration and Air Conditioning Program – 3C.2
 Registration – 2A.4, 2A.6, 2C.3, 2D.1, 3D.2, 5B.1, 5C.1, 5C.5, 5D.1
 Renovations – 1D.2, 1E.2, 2A.3, 3D.4
 Retention – 2B.3, 2C.2, 2D.1, 3D.1, 4A.4, 5B.2, 5B.3
 Revenue sources – 1E.2, 2B.1

Sabbaticals – see Faculty, sabbaticals
 Safety – 1D.2, 2C.4
 Scheduling, courses – 2A.2, 2B.4
 School districts, partnerships and relations with – see Partnerships, elementary and highs schools
 Scholarships and Financial Assistance – 1E.1, 2B.2, 4A.4, 5B.3, 5C.1
 Service Desk – 2A.4, 3D.2
 Senior Citizens, programs for – 2B.2, 5C.1, 5C.4
 Service learning – 4C.5, 5C.1, 5C.4
 Shared governance, accomplishments of – 1B.1, 1D.2, 1D.4, 2A.1, 2A.4, 5B.1
 Shared governance, evaluation of – 1D.1
 Shared governance, structure of – 1D.2
 Signage – 2A.3, 2D.2
 SMART classrooms – 2A.3, 2A.4, 2D.1, 3C.1, 3C.2, 3D.2, 3D.3
 SOAP system – 2D.1, 3D.1
 Social responsibility – 4C.5
 Socrates Café – see “Consider This. . .”
 Speech Team – 4A.4
 Staff Day – 4A.2, 4A.4
 Staff, levels 2A.5, 2B.1, 2B.3
 Staff, promotions – 2B.3
 Staff, rights and responsibilities of – 1E.3
 Staffing concerns---2B4, 2C5, 3D4
 Steps for Success Program – 3D.1
 STOMP program – 3D.3
 Strategic Long-Range Plan – 1B.1, 1D.4, 2A.1
 Strategic Planning and Alliances—1C1, 2C.3
 Strategic planning – 1C.2, 1D.2, 1D.3, 1D.4, 2A.1, 2A.2, 2C.1
 Strike, Faculty – see Faculty, strike
 Student Activities – 2A.3, 4A.1, 4C.4, 4C.5, 5A.3, 5D.1, 5D.2
 Student Affairs – 1C.1, 1D.1, 1D.3, 2A.3, 2A.6, 2C.1, 2C.3, 3A.5, 4D.1, 5A.3, 5B.1, 5C.2
 Student conduct – 1D.1, 4D.1
 Student demographics – 5A.1
 Student Development – 3C.2, 3D.1, 4A.3, 4B.2, 5B.2
 Student fees, see Fees, student
Student Handbook – 1E.3
 Student Life Committee – 1D.2
 Student Opinionnaire of Instruction (SOI) – 2C.1, 3B.2, 5A.3
 Student Senate – 1D.2, 1E.3, 4A.4, 4C.5
 Students, protection of privacy – 4D.2
 Students, recognition – 4A.4
 Students, rights and responsibilities – 1E.3

Success Services – 3A.3, 3D.1

Surveys – 1D.3, 2A.1, 2A.2, 2C.1, 2D.1, 3A.1, 3A.3, 3A.4, 3A.5, 3D.1, 4C.2, 4D.2, 5A.2, 5A.3, 5B.1, 5C.1, 5D.1, 5D.2

SWOT – 1B.1, 1D.2, 1D.4, 2A.1, 2A.5

Teaching and Learning Center – 3B.3, 3C.2, 3D.3

Technology Committee – 1D.2, 2A.4

Technology Plan – 1D.1, 1D.2, 1D.4, 2A.4, 2B.4, 3D.2

TECH program – 1E.2, 2C.3, 3D.4, 4A.2, 5C.4,

Tenure process – 2C.1, 3B.2, 3B.3, 4C.5

Transfer education – 4A.4, 5C.2

Transfer Fair – 2D.1, 3C.2, 5C.2

Tuition – 2B.1, 2B.2, 4A.2

Tuition waivers – 2B.2, 3B.3, 4A.2, 5C.1

Turnover, employee – 2B.5

Tutoring Center – 2D.1, 3A.3, 3D.1

Universities, partnerships with – 5C.2

Vice Presidents – 1C.1

Vice Presidents' Council – 1C.1

Web site, Harper College – 1E.3, 1E.4, 2A.1, 2A.4, 5B.1

Wellness Center – 3C.1

Wellness Committee – 1D.2

Wellness Week – 2D.1, 3B.3, 4A.2, 4C.4, 5D.2

WHCM – 4A.4, 4C.4

Wojcik Conference Center – 1C.1, 1E.2, 2A.3, 3D.4, 5C.1, 5D.2

Women's Program – 1B.1, 2A.3, 2C.3, 2D.1, 3D.1, 4A.4, 5B.2

Workforce Development – 1E.2

World Cultures and Diversity Requirement – 1B.1, 2A.1, 4B.1, 4C.3

Writing Center – 2D.1, 3A.3, 3D.1, 4D.1

