



**Strategic Long Range Plan  
2004-2007**

## DIVERSITY PLAN:(2003-2004)

1. Leadership Support
2. Curriculum and Teaching
3. Recruitment- Faculty, Staff, Students
4. Student Experience and Development
5. Campus/Community Connection (political/legislative)
6. Professional Development
7. Research and Evaluation

## DIVERSITY PLAN: 2003-2004

### GOAL D.P. 1: COLLEGE-WIDE LEADERSHIP FOR INSTITUTIONAL DIVERSITY

To provide tangible support for the College leadership efforts to continue the advancement of Diversity Initiatives.

**VP Contact: Asst. VP Diversity and Organizational Development**

#### **TASKS**

- D.P. 1.1 Support all leadership groups in implementing diversity initiatives. Support leadership groups (President's Council, Faculty Senate, Deans Council, College Assembly, etc) efforts to advance a diversity agenda
- D.P. 1.2 Seek to incorporate elements of diversity with college-wide processes such as Strategic Long Range Plan, Program Review, Curriculum Development, etc

### GOAL D.P. 2: CURRICULUM AND TEACHING

To infuse diversity and multiculturalism into the curriculum and pedagogy

**VP Contact: Vice President Academic Affairs**

#### **TASKS**

- D.P. 2.1 Request that the Academic Standards Committee and Curriculum Committee include the evaluation of diversity and multiculturalism content into the current Curriculum Portfolio Review
- D.P. 2.2 Encourage faculty to critique current courses for diversity and multiculturalism content. Strengthen this content as needed
- D.P. 2.3 Provide support for departmental seminars, learning opportunities and open dialogue for faculty to deepen the scope of course offerings with respect to diversity
- D.P. 2.4 Develop and sponsor seminars and workshops which support the infusion of diversity and multiculturalism into the curriculum and pedagogy
- D.P. 2.5 Seek grant funding which would support faculty initiatives regarding diversity and multicultural infusion

### **GOAL D.P. 3: RECRUITMENT-STUDENTS, FACULTY & STAFF**

To recruit and retain under represented students, staff and faculty

**VP Contact: Vice President Student Affairs & Assistant VP Diversity and Organizational Development**

#### **TASKS**

- D.P. 3.1 Initiate/refine recruitment efforts designed to increase the under represented student population at Harper. This should include, but not be limited to the current Admissions Outreach Minority Student Recruitment Plan
- D.P. 3.2 Conduct research and communicate findings specific to the satisfaction and retention of under represented students
- D.P. 3.3 Conduct open-ended searches with no application deadlines for all employee vacancies
- D.P. 3.4 Expand advertising of employee vacancies to include journals and professional organizations for under represented groups
- D.P. 3.5 Request that the Human Resources Department develop resources for search committees which would enhance the probability of attracting and hiring under represented candidates

### **GOAL D.P. 4: STUDENT EXPERIENCE AND DEVELOPMENT**

To affirm a sense of cultural identity within diverse groups

**VP Contact: Vice President Student Affairs**

#### **TASKS**

- D.P. 4.1 Create opportunities for collaborative experiences among all student groups
- D.P. 4.2 Develop a mentor system for minority students
- D.P. 4.3 Expand resources for students which expose them to diverse cultures and Perspectives (i.e., LRC holdings, courses, curriculum, speakers, etc.)
- D.P. 4.4 Expand opportunities for minority students to provide input into the planning of diversity initiatives

### **GOAL D.P. 5: CAMPUS-COMMUNITY CONNECTION**

To nurture community and political relationships which affirm diversity and multiculturalism

**VP Contact: Associate Vice President Development and Associate Vice President for Government Relations**

#### **TASKS**

- D.P. 5.1 Identify companies willing to provide opportunities (i.e., scholarships and internships) for minority students
- D.P. 5.2 Maintain awareness of judicial and legislative actions which directly affect diversity initiatives in higher education
- D.P. 5.3 Assess viability of a Service Learning Program which would provide diverse and multicultural experiences

### **GOAL D.P. 6: PROFESSIONAL DEVELOPMENT**

To develop and provide ongoing diversity and multicultural education and training for administrators, faculty and staff

**VP Contact: Assistant Vice President of Diversity and Organizational Development**

#### **TASKS**

- D.P. 6.1 Provide the Board with an annual update of accomplishments of the Diversity Committee at the end of each academic year.
- D.P. 6.2 Submit request to Asst. VP for Diversity & Organizational Development to include diversity training for all new personnel. Include diversity training as part of Employee Orientation.
- D.P. 6.3 Utilize institutional diversity teams to develop and deliver diversity-training for all current employees
- D.P. 6.4 Request that a seminar on Diversity be added to the New Faculty Course
- D.P. 6.5 Expand Diversity Book Club to 1 reading per semester.

## **GOAL D.P. 7 RESEARCH AND EVALUATION**

To provide for accountability and evaluation of the Diversity Plan

**VP Contact: Vice President Enrollment and Marketing; Associate VP for Strategic Planning**

### **TASKS**

- D.P. 7.1 Conduct through the Center for Multicultural Learning targeted research which assess the experience and needs of under represented students at Harper.
- D.P. 7.2 Act as a resource for the Enrollment & Marketing Department specific to the development and implementation of strategies targeted to under represented constituencies.
- D.P. 7.3. Request to collaborate with the Office of Research to conduct a climate survey for under represented administrators, faculty & staff

# **2004 - 2007**

# **Strategic Long Range Plan**

Office of Strategic Planning and Alliances

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June 2004

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# CONTENTS

## **PART I – PLANNING AT HARPER COLLEGE**

Introduction.....	2
Planning at Harper .....	3
Planning Process .....	5
Core Values .....	7

## **PART II – PHILOSOPHY, MISSION AND VISION STATEMENTS**

Philosophy, Mission and Vision Statements.....	9
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## **PART III – STRENGTHS, WEAKNESSES, OPPORTUNITIES AND THREATS (SWOT)**

Strengths .....	11
Weaknesses .....	16
Opportunities.....	21
Threats.....	28

## **PART IV – 2003 – 2004 INSTITUTIONAL DIRECTIONS**

Institutional Directions.....	31
-------------------------------	----

## **PART V – INSTITUTIONAL GOALS**

Institutional Goals.....	32
--------------------------	----

## **PART VI – TASKS**

Goal 1 Teaching and Learning Tasks .....	33
Goal 2 Program Vitality Tasks .....	34
Goal 3 Student Life Tasks.....	35
Goal 4 Resource Development Tasks.....	36
Goal 5 Fiscal Management Tasks.....	37
Goal 6 Recruitment and Retention Tasks .....	38
Goal 7 Facilities Tasks.....	40
Goal 8 Technology Tasks .....	42
Goal 9 Employee Enhancement Tasks .....	43
Goal 10 Institutional Leadership Tasks .....	44
Goal 11 Community Alliances Tasks .....	45
Goal 12 College Communications Tasks.....	46
Goal 13 Diversity Tasks.....	47

## **PART VII - ADDENDUM**

Report Visit – North Central Association (NCA).....	48
Status Update – NCA Report 2003.....	54

# **PLANNING AT HARPER COLLEGE**

## INTRODUCTION

Strategic long range planning is a process that guides the direction of an organization. Specifically it defines an institution's philosophy, mission, vision, goals and tasks. A Strategic Long Range Plan (SLRP) is the outcome of this process. At Harper College, the SLRP serves as a road map to guide the delivery of programs and services and to address community needs within the College's organizational resources. With approval of the Board of Trustees, this plan is set for implementation over the next three years. Therefore, the purpose of this document is to communicate to the Harper community a reference point for comprehensive long range planning. The plan contains six sections:

**PLANNING:** The first section identifies the planning context, history and process. Four core values have been identified and are being integrated into all aspects of College operations. The values are referenced at the conclusion of this first section and have become a reference point for all aspects of the planning process.

**PHILOSOPHY, MISSION AND VISION:** The second section presents statements of belief (philosophy), purpose (mission) and direction (vision). These statements serve as the guiding principles for Harper College.

**SWOT:** Section three of the document contains the College's SWOT analysis. SWOT, an assessment of our Strengths, Weaknesses, Opportunities and Threats, denotes external and internal factors that must be acknowledged before we can determine specific goals and tasks. These factors are reexamined annually.

**INSTITUTIONAL DIRECTIONS:** The fourth section identifies the College's institutional directions that guide our goal development.

**GOALS AND TASKS:** The fifth section identifies the institutional goals and tasks. It should be emphasized that goals and tasks are College-wide and may be addressed by multiple areas of the College. Goals are broad statements of expected outcomes that will likely continue over the three-year planning period.

**ADDENDUM:** The last section of this document contains a summary of the "Report of a Visit" by the North Central Association of Colleges and Schools from September 1997. Finally, a status update on the issues identified in the NCA Visit report is also included.

In summary, using a metaphor of a sailing ship, the planning process prepares the plan (map) based on assessment of internal and external needs (sails), and guided by our educational values (compass). Working together the College (ship) gains speed toward its destination--quality teaching and active learning. It catches the winds of change and currents of educational needs and opportunities. Without the sail and map, the ship has a tendency to drift. Planning helps us to join together to direct the ship to move forward as a unit with greater speed and joint purpose.

## **PLANNING AT HARPER COLLEGE**

Between 1990 and 1998, the College was guided by a document known as "Our Preferred Future." This statement addressed a number of important technological, social and educational challenges. Unfortunately, planning efforts became disjointed and portions of the College began to make plans independent from one another. The requirements of emerging technology, space deficiencies, shifting enrollment, turnover in faculty and changing relationships with the corporate community have forced the College to examine its programs, services and methods of operation. As indicated by the North Central Association (NCA) self-study and report, these changes needed to be addressed by a more effective integration of planning with budgeting and operations.

### **History of the Plan**

In the fall of 1997, while recognizing a long history of planning at the College, the Board of Trustees approved a planning policy calling for the establishment of a comprehensive strategic plan for Board approval. This need was supported by the institutional self-study and the NCA evaluation team report. Both identified the need for integration of all levels of planning and better communication to the College community of institutional goals and their accomplishments.

In 1998, with new presidential leadership, there came a call for the development of a planning process and a comprehensive plan that would examine the direction, progress and needs of the institution. Aware that a number of elements of a comprehensive plan were already in place (e.g., institutional priorities, area goals, divisional plans, unit plans, a technology plan and space study), President Breuder charged the President's Council to prepare a draft of a comprehensive strategic long-range plan for 1998-2001. During the second year the Institutional Planning Review Committee (IPRC) of the shared governance system was authorized to prepare a comprehensive strategic long range plan for 1999-2002 and to be stewards over the process for the future. The current plan represents the sixth comprehensive strategic long-range plan approved by the Board of Trustees since 1998.

### **A Dynamic Plan**

In the first year, the committee, representing all areas of the College, focused on revision of the philosophy, mission and vision statements. In addition, the committee reviewed and approved the institutional priorities.

The Institutional Planning Review Committee (IPRC), during 1999-2000, focused on modifying the mission statement, setting 2000-2001 institutional priorities and the Strengths, Weaknesses, Opportunities and Threats (SWOT). The IPRC also focused on the planning process. In cooperation with the College Assembly the planning system was revised for 2000-2001. The new planning process has allowed for greater input from the College community, include linkage between the components of the plan, provide more

documentation for SWOT and encourage more effective integration of the plan into the budgeting and ongoing operations of the College.

During 2000-2001, the IPRC (1) revised the Vision statement, (2) finalized the campus-wide input guidelines that will be implemented during quarter four (April-June) of each year, (3) identified linkages between SWOT and goals and tasks and (4) documented the support data for each statement in SWOT. Also, a petitioning and survey process has been established which provides feedback from all areas of the College. Last year, the IPRC, in consultation with the College Assembly Council (CAC), expressed a need to provide links among elements of the plan. Therefore, the goals and tasks have been linked to the College priorities. Each College priority is numbered one to six and the linkage is indicated by the appropriate College priority at the end of the task statement within parenthesis.

During 2001-2002, a progress report was prepared based on the achievements and status of progress of the goals and tasks for the previous year. Significant items were identified and published in the outcomes report document for the College. The SLRP has expanded its impact on shaping annual operations, budgeting priorities and administrative objectives and strategies (Operational Plan). As part of a four-year planning cycle, the IPRC conducted a careful look at SWOT and its corresponding documentation. This examination resulted in the identification of "key" SWOT items that need to be targeted during the coming year. As administrative objectives are attained they will incrementally address the goals and tasks in the SLRP. After being advanced through the shared governance system, these changes will be approved annually by the Board of Trustees.

During 2002-2003, the IPRC evaluated the structure of the College's goals and tasks. A major effort was undertaken to integrate and simplify the area goals into institutional goals. After interviewing each member of President's Council, IPRC worked in teams to consolidate the 43 areas goals into 13 institutional goals. The committee also reviewed the first draft of the College's Environmental Scan, developed by the Office of Research. The Environmental Scan integrates institutional research findings, program review outcomes and marketing assessments into the planning process. A Community Leaders Forum was conducted this year for feedback on the Environmental Scan and future College directions.

During 2003-2004, The IPC evaluated the approach taken to SWOT development. After a summer retreat to evaluate the issue, it was decided to limit the SWOT items to those with institutional level impact and limit the number of items to 12 per category. This provides a more impactful analysis for the College.

### **Use of the Plan**

The strategic plan is connected to the College's budget and ongoing annual operations of the College. Financial management, facilities, curriculum, educational delivery methods and other key operations reference the SLRP. Administrators develop one-year objectives and strategies that are tied to the SLRP. These objectives will be reviewed periodically and are assessed in the annual administrative evaluation process.

## **THE PLANNING PROCESS**

Overall steward of the planning process is the Associate Vice President for Strategic Planning and Alliances. This administrator is responsible for the timeline, coordination, committee consultation and documentation.

The annual planning cycle contains seven phases:

### **Phase I - Environmental Scanning**

The Office of Research will be responsible for coordinating the internal audit and external assessment of the College's environment. An assessment of the demographics, needs assessments, community input and other studies will be conducted. The College will conduct one major study each year on a three year rotating basis including research on the community, our students and our employees. Outputs of this phase are the Fact Book and the Environmental Scan. From this assessment will come primary issues that need to be addressed by the College during the next planning period. During this phase, the Institutional Strengths, Weaknesses, Opportunities and Threats (SWOT) will be updated. The results of the SWOT update will serve as a context for the revision of the Goals and Tasks inherent in the Strategic Long Range Plan (SLRP).

### **Phase II - Review of Foundational Statements**

Periodically, the philosophy, mission and vision statements will be reassessed. When necessary they will be adjusted to reflect new conditions and/or changing needs in the environment.

### **Phase III - Goals and Tasks Development**

The initial part of this phase will be the establishment of the institutional directions as initiated by President's Council, reviewed and recommended by the Institutional Planning Committee for the coming year. The priorities come from the assessment of accomplishments from the previous years Outcomes Report and from new challenges emerging from the internal audit and external assessment.

Every year the goals and tasks will be reviewed and updated as necessary. Tasks specifying the specific focus of the goals will be the responsibility of various committees, or units of the College. These tasks will serve as the basis for prioritized objectives detailed in staff, committee and department plans.

### **Phase IV - Annual Plan Development**

Annual plans are prepared by administrators for the area, division and department planning level. They contain objectives that are consistent with the institutional core values, institutional direction and the goals and tasks.

### **Phase V - Annual Performance**

Within the various administrative areas of the College, all participating staff members will report their performance in accomplishing their annual plans and thereby contribute to the implementation of the SLRP.

### **Phase VI– Outcomes Report**

Two vehicles will be used to report on planning progress. An Outcomes Report contains the achievements of the College toward implementing the institutional goals and other accomplishments for the year. The Outcomes Report will go to the Board of Trustees for review.

### **Phase VII - Evaluation of SLRP Process**

The Strategic Long Range Plan development process will be evaluated annually and adjusted as needed.

### **Annual Planning Cycle for the IPC**

The Institutional Planning Committee (IPC) will review both of the major planning components each year. The IPC will give a comprehensive review based on the following cycle:

When required:	Philosophy, Mission and Vision
First semester:	Environmental Scan, Strengths, Weaknesses, Opportunities and Threats analysis
Second semester:	Goals and Tasks



# INSTITUTIONAL CORE VALUES HISTORY

## **Purpose**

Core values are an institution's small set of essential and enduring principles, which set the standard for all of its operations. Institutions of higher learning whose mission, vision and goals are filtered through a set of core values are positioned to provide and create legendary service. The power of this initiative is further seen through the enhanced quality of learning, which occurs within these "values-driven" institutions.

## **History**

The members of Harper's community have consistently sought to identify and implement effective strategies that would strengthen the College in the accomplishment of its mission and vision. To this end, during the summer of 1999, Dr. Robert Breuder and President's Council undertook the challenge of identifying and defining its core values. It was thought that through the identification of these guiding principles, the administrators of this Council could more effectively work to affirm an environment characterized by positive organizational energy.

This was such an enriching experience that during the fall 1999 opening session of Faculty Orientation Week, the president presented these values to the College community. He asked that, in accordance with the shared governance system, a set of institutional core values be identified. The responsibility for coordinating this initiative was given to the human resources committee and the vice president for human resources and internal affairs. Consistent with this charge, numerous surveys, small group sessions and workshops were conducted to provide an opportunity for all employees to participate in this process. These core values were presented to Harper's Board of Trustees during its April 2001 meeting. The Board's support of this initiative was demonstrated through unanimous approval of these prioritized values.

## **Characteristics**

- All of the College's values are the basis for the ongoing achievement of Harper's mission and vision.
- These values are intended for use in making decisions and performing in ways that benefit all of the College's constituencies.
- The key actions listed below are the foundation for accomplishing the result for each of the College's shared core values.
- The College's values and key actions are prioritized to enable the optimal achievement of the organization's mission and vision.

## INSTITUTIONAL CORE VALUES

Consistent with its philosophy, mission and vision, we-the employees and public servants of Harper College-have chosen values that we will work by. These values with supporting results and key actions are as follows:

### 1) INTEGRITY

*An environment where relationships and practices are based on trust.*

- Demonstrate behavior and make decisions which are consistent with the highest ethical standards.
- Be responsible and accountable for your own actions.
- Respect confidentiality.

### 2) RESPECT

*Interactions, which add **dignity** to ourselves, our relationships with others and our organization.*

- Continuously seek to build and maintain positive internal and external relationships.
- Express appreciation and recognize people for their positive efforts and contributions.
- Value and celebrate the uniqueness of individuals.

### 3) EXCELLENCE

*Student, employee and organizational success through a creative and responsive work environment by exceeding the needs and expectations of all.*

- Effectively anticipate, identify and respond to learner, employee and organizational needs.
- Continually seek learning opportunities for growth and development which improve personal and institutional performance.
- Encourage and empower all to achieve his or her personal best.
- Be resourceful and fiscally sound.
- Deliver exceptional service which benefits all.

### 4) COLLABORATION

*Accomplishment of better results by working together rather than by working alone*

- Demonstrate consistent commitment to our mission and vision in order to unite the efforts of all.
- Address issues as they arise and take necessary actions to productively resolve them.
- Openly listen and respond to others with empathy.
- Use positive humor to affirm a healthy and enjoyable work and learning environment.

## **PHILOSOPHY STATEMENT**

We, at Harper College, believe that our charge is to facilitate active learning and foster the knowledge, critical thinking and life/work skills required for participation in our global society. We work with our community partners to enrich the intellectual, cultural and economic fabric of our district. We believe that excellence in education must occur in an ethical climate of integrity and respect. We hold that the strength of our society is rooted in our diversity and that it is through synergy that we achieve excellence.

## **MISSION STATEMENT**

Harper College is a comprehensive community college dedicated to providing excellent education at an affordable cost, promoting personal growth, enriching the local community and meeting the challenges of a global society. The specific purposes of the College are:

- To provide the first two years of baccalaureate education in the liberal and fine arts, the natural and social sciences and preprofessional curricula designed to prepare students to transfer to four-year colleges and universities.
- To provide educational opportunities that enable students to acquire the knowledge and skills necessary to enter a specific career.
- To provide continuing educational opportunities for professional job training, retraining and upgrading of skills and for personal enrichment and wellness.
- To provide developmental instruction for underprepared students and educational opportunities for those who wish to improve their academic abilities and skills.
- To provide co-curricular opportunities that enhance the learning environment and develop the whole person.

Essential to achieving these purposes are all of the College's resources, support programs and services.

## **VISION STATEMENT**

Committed to academic integrity and excellence, Harper College will be a leader in teaching and learning, transforming lives by responding to the needs of the individual and the community.

**STRENGTHS, WEAKNESSES, OPPORTUNITIES AND  
THREATS (SWOT)**

## STRENGTHS

### **(Positive institutional attributes controlled by the College)**

#### **Strength 1: Nationally Recognized Achievements**

##### Item Description:

Harper College has distinguished itself by achieving national recognition in areas such as academics, services and student activities.

##### Supporting Comments:

Nationally recognized achievements in academics, services and student activities increases Harper's visibility and demonstrates to the community that the College provides excellent education and enriches personal growth.

- Accreditations (see attached list)
- Certifications and Affiliations (see attached list)
- Continuing Education Division LERN Program Review and Certification 2003
- 2003-04: Access and Disability Services (ADS) was recognized by the Department of Human Services/Office of Rehabilitation Services for its continuing contribution to providing an exemplary program for deaf/hard of hearing students.
- National Junior Championship Team National Champion: (Football 2003 and Wrestling 2001)
- Speech Team Phi Rho Pi Nationals 2003 top 10 finish

#### **Strength 2: Safety and Security Initiatives**

##### Item Description:

The College provides a safe, secure environment for learners, employees and visitors.

##### Supporting Comments:

A safe, secure environment is necessary for learners and employees to function at their best. The safety and security initiatives exceed federal and state requirements. Less than such an environment could adversely affect enrollment and hiring of new employees.

For the last two fiscal years there have been no reported instances of murder, criminal sexual assault, arson or weapons violations on campus. Other reportable offense categories that reported three or fewer instances during the last two years were: robbery, aggravated assault/battery, burglary (building), car theft and drug abuse violations.<sup>1</sup> Theft incidences ranged from one to 14 reported in a single month. The College has a major disaster plan in place and conducted a tabletop exercise with the Palatine Police.

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<sup>1</sup> Data is taken from the Monthly Crime Index Form sent to the Illinois State Police monthly by Public Safety.

Department to test the plan last year. The College has a safety/compliance person who monitors safety and compliance issues:

- Safety issues (homeland security, campus safety office, chemical hygiene plan)
- Emergency procedures
- Emergency call boxes in parking lots

### **Strength 3: Relationships and Programs with Area High Schools**

#### Item Description:

The relationships and programs with area high schools have led many in-district students to choose to attend Harper College while they finish high school.

#### Supporting Comments:

- 38.37 percent of district high school graduates attend Harper.<sup>2</sup>
- The percentage climbs to 52.6 percent counting students who enroll one or one and a half years after graduation.
- One out of three high school graduates in the Northwest suburbs selected Harper as their college of choice.
- 97 percent of Harper's freshmen students said they would recommend the College to a friend.
- Outreach efforts both on and off campus have resulted in 3,596 students being contacted so far this academic year.

### **Strength 4: Physical Environment**

#### Item Description:

Harper College is committed to the improvement of the physical environment by the continuous upgrades of campus grounds and buildings.

#### Supporting Comments:

The College is committed to making the physical environment a safe and pleasing place to work and learn as demonstrated by the Campus Beautification Project and maintenance enhancements including new signage program, remodeling, new buildings, landscaping, lighting and a growing art collection.<sup>3</sup>

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<sup>2</sup> Admission Outreach High School Class Report, January 2004

Admission Outreach Events FY to date

<sup>3</sup> Outcomes Report 2003

### **Strength 5: Commitment to Diversity**

#### **Item Description:**

The College has demonstrated a long-term commitment to diversity through outreach, curriculum, human resource endeavors and employment.

#### **Supporting Comments:**

In higher education today, a strong commitment to diversity is not a “nice-to-do” that allows institutions to stand out, but it is an imperative required for many accreditations. Of equal importance is the reality that Harper’s students are part of a global society. The knowledge acquired and the competencies refined will be applied within this diverse context.<sup>4</sup>

- Diversity requirement for transfer degrees (effective fall 2005)
- College Diversity Plan
- Diversity Committee, Student clubs/organizations, Center for Multicultural Learning and Bilingual Outreach
- Multicultural curriculum infusion
- Achieved a diversity hiring rate of 30 percent (self-identified) for new hires and reached 5,899 employees and students through the campus diversity awareness/education efforts of the new Center for Multicultural Learning.

### **Strength 6: Employee Professional Enrichment and Retention**

#### **Item Description:**

Harper College employees have many opportunities to learn and grow professionally. The richness of professional development options has contributed to many “lifelong” careers at the institution.

#### **Supporting Comments:**

Employees across the College have professional development and training opportunities; this is an essential component of employee and program evaluation.

- Professional development funds, PDU/CEU structure, IT and faculty seminars, in-service, local, regional and national conferences and workshops
- Retention: The turnover rate for all employee groups at Harper *decreased* from 9.18 percent in 2000-01 to 7.67 percent in 2002-03. (Note: There was a turnover peak in 2001-02 due to faculty and administrator retirements). Turnover tends to decrease after five years of employment.<sup>5</sup>

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<sup>4</sup> Environmental Scan, p. 20, Demographic

<sup>5</sup> Harper Human Resources, Turnover Summary

### **Strength 7: Growing Enrollment**

**Item Description:**

There has been a steady increase in credit full-time equivalent (FTE) students for the past six years.

**Supporting Comments:**

#### **Credit Full-time Equivalent Students (FTE)**

<b>Years 1997-1998 through 2002-2003</b>	<b>97-98</b>	<b>98-99</b>	<b>99-00</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>
Summer	2,085	2,209	2,293	2,378	2,414	2,443
Fall	7,488	7,416	7,521	7,667	7,781	8,070
Spring	6,872	6,883	7,031	7,124	7,517	7,844
<b>Total</b>	<b>16,445</b>	<b>16,508</b>	<b>16,845</b>	<b>17,169</b>	<b>17,712</b>	<b>18,357</b>

Source: ICCB A1 files; Note: FTE (Full Time Equivalent) is the number of credit hours divided by 15.

### **Strength 8: Technology Infusion**

**Item Description:**

Technology infusion has been embraced by Harper and today is incorporated into all aspects of the business operation and instructional delivery.

**Supporting Comments:**

A technology plan that has a three-year time frame has been developed and is updated annually by both the instructional and institutional technology planning committees and the information technology organization. Harper's Board of Trustees has committed to funding the technology initiatives via their approval of both a technology fee (\$5/credit hour - \$1M/yr) and revenue bond sales (about \$1M/yr). A process has been developed (CENIQ) by the technology planning committees to identify the user requirements for the acquisition of technology. Current technology is updated annually based on a schedule of the type of equipment or software involved. Approximately 95 computing labs are available for instructional programs and student open lab use. Thirty media enhanced rooms are active with 74 additionally available when the science, emerging technology and health career's center opens.



## **Strength 9: Institution's Financial Position**

### **Item Description:**

The Institution's financial position is strong and allows the flexibility to strategically plan for the future.

### **Supporting Comments:**

Ensuring a balanced budget and the retention of fund balances within board policy is a major accomplishment in Illinois. Moody's Investor Service recently indicated the Illinois school district sector remains challenged with widespread structural imbalances, declining liquidity and expenditure growth that is outpacing revenue growth. A significant number of Illinois school districts have operating deficits and that number is increasing. In the 2000-2001 school year, more than 160 of the state's 894 districts were in their third year of operating deficits, according to the State Board of Education. Harper will not have to face the dire consequences of deficit budgets due to its financial policies.

### **2003 Financial Outcomes:**

- Reaffirmed Moody's AAA Bond Rating
- Unqualified Audit Opinion with no management letter
- Fund Balances within the Board's Policy Requirements
- Balanced Budget Presented for FY04
- Awarded Governments Finance Officers Association Award for Distinguished Budget Presentation Award
- Foundation's successful scholarships and capital campaigns in FY03

**WEAKNESSES**  
**(Institutional attributes requiring improvement)**

**Weakness 1: Inability To Determine Enrollment Capacity**

**Item Description:**

A method does not exist to determine the student capacity limit for Harper. Current enrollment is 40,000\* and growing and full capacity will eventually be reached.

**Supporting Comments:**

While Harper continues to plan for and support enrollment growth, institutionally it must be determined what enrollment level can be supported by current systems. Scheduling studies have been and are being conducted, but the upper capacity issue needs to be addressed for institutional planning purposes. The scheduling team is actively working to improve the number of slots available for learners to enroll, but this process does not result in the high level capacity numbers. The determination of this upper limit is not currently the charge of any workgroup. Scheduling team recommendations currently being implemented:

- Review of current offerings and filled sections of courses to continue to add additional sections early enough to capture maximum term enrollments.
- Review class maximums for potential to increase capacity in specific sections/courses.
- Analyze low enrollment courses to determine best use of instructional resources and rooms (especially during prime time).
- Make the newly developed (and regularly updated) section analysis reports available to deans.

\*Annualized Credit and CE headcount

**Weakness 2: Physical Plant and Infrastructure**

**Item Description:**

Conditions of campus buildings vary as a result of age and lack of renovation since original construction including substandard and/or nonexistent infrastructure.

**Supporting Comments:**

- Overall plans for renovating M, I, J, C and A buildings are not yet developed.
- Building D west of the knuckle has been identified for demolition.<sup>6</sup>
- Inadequate amount of student gathering areas.
- While the College has embraced the concept of technology infusion, work remains to make the concept a campus wide reality. Lack of adequate program and support space and up-to-date technology in some areas will impact the quality of offerings, campus safety, future planning and recruitment.

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<sup>6</sup>Campus Master Plan

### **Weakness 3: No Model To Track Student Intent**

#### **Item Description:**

Institutionally, no method exists to track student intent. Intent is defined as the goal of the learner while attending Harper. Student intent can change during the course of his or her time at Harper.

#### **Supporting Comments:**

The lack of a student intent tracking system severely limits the ability to measure the College's effectiveness at the program and institutional levels. The state of Illinois has discussed moving to an outcomes based funding system, which would require Harper to document that learners are meeting their intent. The Higher Learning Commission (NCA) requires the College to "integrate into assessment of student learning the data reported for the purposes of external accountability (graduation rates, passage rates on licensing exams, placement rates and transfer rates)." It is difficult to assess student learning without a connection between individual learners and an identified program's outcomes. The College currently utilizes the major area of study data but it is widely agreed that this data is unreliable for learner and program assessment.

### **Weakness 4: Institutional, Program and Course Level Outcomes**

#### **Item Description:**

There exists a trend nationally toward outcomes-based education. Standardized institutional, program and course level outcomes have not been consistently identified across the College. Existing outcomes have not been consistently measured and applied to program evaluation and improvement.

#### **Supporting Comments:**

NCA currently has institutional, program and course level outcomes identified as requirements. Although all programs and courses have identified outcomes, the evaluation requirements have not been consistently implemented across the College.<sup>7</sup>

### **Weakness 5: Institutional Climate**

#### **Item Description:**

Methods are not in place to measure the health of the institutional climate and the degree of teamwork among employee groups. A method to track institutional climate is required to evaluate improvement efforts.

#### **Supporting Comments:**

Without a method in place, it is difficult to determine the extent to which the institutional climate is improving. This situation severely limits the ability to track progress and identify existing problems.

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<sup>7</sup> NCA 1997 Visit Report and 2004 Handbook of accreditation

## **Weakness 6: Current ERP System**

### **Item Description:**

Many business functions that should be integral components of an Enterprise Resource Planning (ERP) system are not available in the current system REGENT.

### **Supporting Comments:**

Harper seeks to improve workflow and business processes to provide more timely and efficient services to learners and employees and provide self-service via the Internet and Portals. While Harper has maintained a leading edge in the technology infrastructure, it has fallen behind in business applications. Harper has outgrown the current vendor who cannot deliver new applications or upgrade existing applications to meet Harper's strategic direction.

## **Weakness 7: Online and Blended Education Programs**

### **Item Description:**

Currently, Harper has no complete online degree programs and limited numbers of online programs and blended course offerings. At Harper, online education means fewer visits to campus are required; all other course activities are completed via the Internet. Blended courses include Internet and traditional classroom components.

### **Supporting Comments:**

Eight Harper certificate programs are available online as well as 123 individual courses. No complete associate degree programs are available in a distance option (online or other distance learning format). Learners now have a variety of options for taking online courses including completing degree programs online at other institutions. Some learners require the flexibility of online programs to pursue higher education. Select courses online do not meet the complete program requirements of these learners. As enrollment increases, online program and blended course offerings can accommodate more learners than physical capacity would otherwise allow. According to Howell, Williams and Lindsay, several student enrollment trends that impact distance education include:

- "The current higher education infrastructure cannot accommodate the growing college-age population and enrollments, making more distance education programs necessary."
- "Students are shopping for courses that meet their schedules and circumstances."
- "Higher education learner profiles, including online, information-age and adult learners, are changing. Online students are becoming an entirely new subpopulation of higher education learners."<sup>8</sup>

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<sup>8</sup> "Thirty-two Trends Affecting Distance Education: An Informed Foundation for Strategic Planning" in Online Journal of Distance Learning Administration, Volume VI, Number III, Fall 2003, State University of West Georgia, Distance Education Center. [www.westga.edu/~distance/ojdla/fall63/howell63.html](http://www.westga.edu/~distance/ojdla/fall63/howell63.html)

## **Weakness 8: Limited Library Resources**

### **Item Description:**

Harper is challenged to maintain a current library collection in multiple formats due to rising material costs and a lack of process to update outdated media.

### **Supporting Comments:**

The library should support the curriculum, including changes and additions to that curriculum. Students and faculty are affected when library resources for curricular support are not kept up-to-date.

- Program Review 2001–The average age of the library’s collection is 1977. Also, just 5 percent of reference titles are between one and two years old.<sup>9</sup>
- Annual book and serial price increases.<sup>10</sup>
- Rising electronic resources prices and their annual licensing fees.<sup>11</sup> Need to purchase dual formats for same item to support distance learning.
- New program and course development but no budget increases. (Some new courses/programs include graphic arts, sonography and forensic anthropology, for example.)
- Updating/replacing materials in newer formats (examples include: from VHS to DVD, from vinyl to CD (replaced 200 records in 2002) and replacing old filmstrips (2,800 old filmstrips withdrawn in 2002).
- Replacement of lost or stolen materials. Library inventory in 2002 revealed more than 7,000 lost and/or stolen items.

## **Weakness 9: Support of At-Risk Students**

### **Item Description:**

Continued changes in the district’s profile, the community college admission policy and changing expectations of students are resulting in an increasing number of learners who are “at risk.” This change is challenging learner services including academic advising and counseling, developmental courses and tutoring.

### **Supporting Comments:**

- According to the National Academic Advising Association, the typical recommended student to counselor ratio for two-year community colleges is approximately 300 to 1.<sup>12</sup> Conservative estimates using currently enrolled students at Harper College indicate a counselor to student ratio of approximately 800 to 1.

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<sup>9</sup> p.21 Table 1: Age of Mainstack collection by LC and years; p. 22 Table 2: Reference Bibs by Age.

<sup>10</sup> Bowker Annual 2003 p. 472: Academic Library Price Indexes, Books and Serials, FY1992-2001

<sup>11</sup> See library annual invoices and Bowker Annual 2003 p. 474: Academic Library Price Indexes, Non-print media and electronic services, FY1992-2001

<sup>12</sup> Habley, W. R. (2002), *Advisor Load Retrieved from the NACADA Clearinghouse of Academic Advising Resources*. [http://www.nacada.ksu.edu/Clearinghouse/Advising\\_Issues/advisorload.htm](http://www.nacada.ksu.edu/Clearinghouse/Advising_Issues/advisorload.htm)

- More than 40 percent of new students attending the full-time orientation in FY03 graduated in the bottom half of their high school.
- The number of new academic programs and/or career programs on campus is increasing by almost seven per year.

## **OPPORTUNITIES**

**(Conditions, external to the College, that could have an institutional impact if acted upon)**

### **Opportunity 1: College Degree Employment Standard**

#### **Item Description:**

Increasingly, bachelor's degrees are becoming the standard for entry-level employment. The area's highly educated residents and the growing gap between wages for high school and college graduates apply additional pressure upon individuals in the workforce to pursue higher education. This force creates pressure on those without a bachelor's degree, to begin the college process in greater numbers than previously seen, creating an increased higher education market potential.

#### **Supporting Comments:**

Bachelor's degrees are replacing the high school diploma as the standard for entry-level employment.<sup>13</sup> The Higher Learning Commission of the North Central Association (NCA) noted in its October 31, 2000 report on Bachelor's Degree Education in the Community College Setting that "possession of a bachelor's degree is becoming fundamental to career access and mobility."

**Possible Impact:** Marketing strategy, recruitment, enrollment and educational programs.

### **Opportunity 2: Partnering with For-Profit Educational Institutions**

#### **Item Description:**

Continuing growth in regional for-profit higher education institutions provides partnership opportunities. For-profit educational institutions tend to have higher tuition rates than Harper. There is a financial benefit for learners to complete their general education requirements at Harper.

#### **Supporting Comments:**

For-profit institutions are not always direct community college competitors; rather they seek learners interested in pursuing a bachelor's degree and professional master's programs. There exist cooperative opportunities for community colleges in "relieving [learners] of the [financial] burden of general education."<sup>14</sup> Since the for-profits are more expensive, learners can save money by attending Harper.

**Possible Impact:** Marketing strategy, recruiting and partnerships and educational programs.

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<sup>13</sup> Chicago State University, Strategic Plan 2002

<sup>14</sup> Community College Research Center, 4/02

### **Opportunity 3: Homeland Security**

#### Item Description:

Increasing public interest in new and existing educational programs and grant opportunities in support of national homeland security initiatives.

#### Supporting Comments:

The “War on Terrorism” has a number of broad societal effects, specifically:

- Increased demand for educational programs supporting careers in public service especially law enforcement, emergency services and computer security.
- Increased grant opportunities within defense or homeland security areas.<sup>15</sup>

Possible Impact: Financial and programs.

### **Opportunity 4: Community Partnering**

#### Item Description:

There exists an increasing interest from businesses, nonprofits and government organizations to partner with Harper. The recent economic downturn, among other factors, has caused many of these organizations to seek new options for educational enhancement.

#### Supporting Comments:

Kinds of partnerships vary and can include:

- Funding for employee training.
- Employment needs in computer-related and health-related fields are pushing demand for various educational options.<sup>16</sup>

Possible Impact: Partnerships and corporate services.

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<sup>15</sup> Gartner Group, 11/02 as referenced in the E.S.

<sup>16</sup> National Bureau of Economic Research, “Why Corporations Pay For College,” 9/02



## **Opportunity 5: Online Education**

### Item Description:

Learners are seeking complete degrees and certificates online. At Harper, online education means fewer visits to campus are required; all other course activities are completed via the Internet.

### Supporting Comments:

“The Internet is becoming dominant among other distance-education media.”<sup>17</sup>

The availability of online education in-district is widening learner choices:

- Enhanced convenience is valued in education.
- Distance learning/online education is a fast growing delivery mode.
- Compressed learning is also a fast growing trend in higher education.

Possible Impact: Enrollment.

## **Opportunity 6: District Employment of Nonresidents**

### Item Description:

A large percentage of non-district residents are employed in the district.

### Supporting Comments:

The population of Harper’s district more than doubles between the hours of 8 a.m. and 5 p.m. Schaumburg, Illinois is the 12th largest edge city in the nation, offering more jobs than downtown Houston, Seattle, St. Louis or Baltimore.<sup>18</sup> These district workers represent possible learners for Harper’s programs.

Possible Impact: Enrollment, marketing and educational programs.

## **Opportunity 7: Changing Job Markets**

### Item Description:

Occupational projections indicate changing employment conditions pushing demand for training and education in these areas.

### Supporting Comments:

Eighteen of the top 20 fastest growing occupations are in the computer-related and health-related fields. Security guards were also among the top 20.<sup>19</sup>

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<sup>17</sup>“Thirty-two Trends Affecting Distance Education: An Informed Foundation for Strategic Planning” in *Online Journal of Distance Learning Administration, Volume VI, Number III, Fall 2003, State University of West Georgia, Distance Education Center.* [www.westga.edu/~distance/ojdl/fall63/howell63.html](http://www.westga.edu/~distance/ojdl/fall63/howell63.html)

<sup>18</sup> Edge City Survey, as published in *American Demographics*

<sup>19</sup> Occupational employment projections, Bureau of Labor Statistics 2002

**Top 20 Job Titles by Percent Growth  
2000-2010 Chicago MSA Occupational Projections<sup>20</sup>**

Standard Occupational Classification (SOC)	Code	Title	Base Year	Proj Year	Employment		Average Annual		
			Employment	Employment	Change		Job Openings		
			2000	2010	Number	Percent	Due to Growth	Due to Separations	Total
15-1031	Computer Software Engineers, Applications	15,065	28,885	13,820	91.74	1,382	101	1,483	
15-1041	Computer Support Specialists	16,694	29,853	13,159	78.82	1,316	71	1,387	
15-1071	Network and Computer Systems Administrators	7,903	13,940	6,037	76.39	604	34	637	
15-1081	Network Systems and Data Communications Analysts	3,381	5,869	2,488	73.59	249	14	263	
15-1032	Computer Software Engineers, Systems Software	5,870	10,048	4,178	71.18	418	39	457	
51-6061	Textile Bleaching and Dyeing Machine Operators and Tenders	295	493	198	67.12	20	6	26	
43-9031	Desktop Publishers	1,686	2,703	1,017	60.32	102	30	132	
15-1061	Database Administrators	4,337	6,904	2,567	59.19	257	18	275	
15-1051	Computer Systems Analysts	20,332	31,369	11,037	54.28	1,104	179	1,282	
31-9092	Medical Assistants	5,861	8,836	2,975	50.76	298	155	453	
21-1093	Social and Human Service Assistants	6,960	10,389	3,429	49.27	343	103	446	
39-9021	Personal and Home Care Aides	5,810	8,572	2,762	47.54	276	89	365	
29-1121	Audiologists	348	510	162	46.55	16	9	25	
29-2071	Medical Records and Health Information Technicians	4,182	6,038	1,856	44.38	186	93	279	
15-1099	Computer Specialists, All Other	8,567	12,367	3,800	44.36	380	75	455	
33-9032	Security Guards	30,676	44,234	13,558	44.20	1,356	838	2,193	
31-1011	Home Health Aides	7,974	11,469	3,495	43.83	350	102	451	
29-1071	Physician Assistants	413	591	178	43.10	18	9	27	
31-2022	Physical Therapist Aides	811	1,146	335	41.31	34	24	57	
31-2021	Physical Therapist Assistants	1,687	2,367	680	40.31	68	50	118	

When the number of new jobs projected rather than percent growth is used to define the top 20 jobs, computer, health related and security jobs account for five of the top 20.

**Top 20 Job Titles by New Jobs (Growth)  
2000-2010 Chicago MSA Occupational Projections<sup>21</sup>**

Standard Occupational Classification (SOC)	Code	Title	Base Year	Proj Year	Employment		Average Annual		
			Employment	Employment	Change		Job Openings		
			2000	2010	Number	Percent	Due to Growth	Due to Separations	Total
51-9199	Production Workers, All Other	62,162	82,840	20,678	33.26	2,068	1,114	3,182	
43-4051	Customer Service Representatives	74,415	95,058	20,643	27.74	2,064	631	2,695	
43-9061	Office Clerks, General	97,913	112,873	14,960	15.28	1,496	1,881	3,377	
29-1111	Registered Nurses	68,414	82,713	14,299	20.90	1,430	1,381	2,811	
13-1199	Business Operations	46,414	60,323	13,909	29.97	1,391	1,178	2,569	

<sup>20</sup> IDES Employment Projections (<http://lmi/ides.state.il.us/projections/employproj.htm>)

<sup>21</sup> IDES Employment Projections (<http://lmi/ides.state.il.us/projections/employproj.htm>)

	<b>Specialists, All Other</b>							
15-1031	Computer Software Engineers, Applications	15,065	28,885	13,820	91.74	1,382	101	1,483
33-9032	Security Guards	30,676	44,234	13,558	44.20	1,356	838	2,193
15-1041	Computer Support Specialists	16,694	29,853	13,159	78.82	1,316	71	1,387
37-2011	Janitors & Cleaners, Exc. Maids & Housekeeping Cleaners	86,454	99,250	12,796	14.80	1,280	1,561	2,841
47-2061	Construction Laborers	33,910	46,472	12,562	37.05	1,256	310	1,567
53-3032	Truck Drivers, Heavy and Tractor-Trailer	62,850	75,392	12,542	19.96	1,254	864	2,118
35-3021	Combined Food Preparation & Serving Workers, Incl Fast Food	43,173	54,726	11,553	26.76	1,155	2,644	3,799
15-1051	Computer Systems Analysts	20,332	31,369	11,037	54.28	1,104	179	1,282
35-3031	Waiters and Waitresses	56,114	66,382	10,268	18.30	1,027	3,157	4,184
11-1021	General and Operations Managers	82,369	92,555	10,186	12.37	1,019	1,386	2,405
41-2011	Cashiers	97,606	107,346	9,740	9.98	974	4,429	5,403
53-7062	Laborers and Freight, Stock, and Material Movers, Hand	79,558	89,105	9,547	12.00	955	2,657	3,611
41-2031	Retail Salespersons	111,878	121,402	9,524	8.51	952	4,255	5,207
37-3011	Landscaping and Groundskeeping Workers	23,536	30,747	7,211	30.64	721	590	1,311
31-1012	Nursing Aides, Orderlies, and Attendants	34,621	41,616	6,995	20.20	700	442	1,141

Possible Impact: Enrollment and instructional programs.

### **Opportunity 8: Residents Employed Outside of District**

Item Description:

Eighty-two percent of the Harper's district residents commute out of their city of residence to work and 60 percent commute at least 30 minutes to work.<sup>22</sup> The majority of district residents work outside of the district.

Supporting Comments:

These individuals have less discretionary time to take advantage of educational services. Those seeking educational services will base their decision on the convenience and portability of their educational resources.

Possible Impact: Enrollment and instructional programs.

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<sup>22</sup> U.S. Census 2000

## **Opportunity 9: Trend to Provide Bachelor's Degrees**

### **Item Description:**

Community colleges in ten states offer select bachelor's completer degrees: Florida, Utah, Nevada, Arkansas, Minnesota, Texas, New York, Pennsylvania, Vermont and Hawaii. These degrees are offered in specific areas where there were gaps in higher education. These gaps are defined by an identified community need with no corresponding existing program was offered by a nearby four-year public university. Community colleges in other states are in various stages of exploring this new trend.

### **Supporting Comments:**

NCA notes the role of bachelor's degrees in the new economic marketplace and has approved this type of degree granting for community colleges:

- "Possession of a bachelor's degree is becoming fundamental to career access and mobility."
- Bachelor's degree providers will need to balance the values of the educational institution with the changing needs of learners and the communities in which they live and work.<sup>23</sup>

## **Opportunity 10: Changing District Profile**

### **Item Description:**

Continued changes in the district profile require a reexamination of district needs and desires. Significant changes include increased cultural diversity, non-English speaking populations, academically underprepared populations, age of district residents and a decrease in the number of international students.

### **Supporting Comments:**

**Cultural Diversity:** About 1.4 million immigrants live in metro Chicago; representing nearly 18 percent of the region's population, up from 12 percent in 1990. The leading countries include Mexico, Poland and India. Mount Prospect, Arlington Heights and Palatine are all leading ports-of-entry for the region. Of the metro Chicago top 25 immigrant population centers, eight are in the Harper district and include: Mount Prospect (15,159), Schaumburg (14,262), Palatine (14,249), Des Plaines (14,010), Hoffman Estates (11,651), Hanover Park (10,896), Wheeling (10,817), Arlington Heights (10,546) and Buffalo Grove (8,690).<sup>24</sup>

**Non-English Speaking:** Rates of naturalization and levels of English proficiency have declined during the last decade, in part due to the large numbers of recent immigrants.

**Increasing Number of People Over 55:** For the 16 major towns within the Harper district, population in 1990 was 414,321 and in 2000 the population was 647,141. Persons age 55 and older (in the major towns) increased from 72,610 to 93,393, a 32.8 percent increase.

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<sup>23</sup> NCA, October 31, 2000, report on Bachelor's Degree Education in the Community College Setting

<sup>24</sup> Metro Chicago Immigration Fact Book, June 2003

**Academically Underprepared:** The open admissions policy of community colleges results in accepting learners who are less prepared for the rigors of collegiate work. According to the findings of the 2002 Community College Survey of Learner Engagement (CCSSE), the following are key risks that threaten degree completion: Academic unpreparedness, financial independence, working more than 30 hours per week, first generation college learners and college costs. A larger percentage of learners working more than 20 hours per week have many of these characteristics of learners at risk.

Possible Impact: Admissions, instruction, counseling, tutoring and library services.

**Decreasing International Students:** Changing immigration laws are becoming increasingly restrictive. The regulations governing visas effectively reduce the number of eligible learners. In the fall of 1999, Harper had 119 learners on F1 visas and in the fall of 2003, there were 59, a 50 percent reduction.

Possible Impact: Enrollment, instructional programs and diversity opportunities.

## THREATS

(Conditions, external to the College, which will have an institutional impact)

### Threat 1: Education as a Commodity

Item Description:

The public increasingly sees education as a competitive commodity.

Supporting Comments: Mature learners tend to evaluate education based on its economic impact on their lives. People are shopping for the quickest and most economical route to receive an education.<sup>25</sup> Harper's environmental scan points to 74 education options located within 15 miles of the College's district. Not only will potential learners evaluate Harper based on cost and time to completion, but also could view all of the service systems as a commodity and expect the College's service approach to rival other service organizations.

Possible Impact: Market strategy, enrollment and service delivery.

### Threat 2: Shrinking External Funding

Item Description:

State funding to Harper College is decreasing. In the last two years the decrease has exceeded more than \$2.3 million. Federal budget shortfalls will likely reduce federal support of state programs, exacerbating the state budget crisis. The state budget deficit will likely lead to broad funding cuts to education.

Supporting Comments:

These cuts have led to the reduction of some service and activity hours that impact the College's learners. The reductions were also handled through increased efficiencies, improved business practices and mergers and reorganizations; basically doing more with less. Simultaneously, grant opportunities and corporate giving are also on the decrease. As private and public funds decrease, the plan is still to meet the Board's balanced budget requirement so pressure for reductions to the current budget will continue to increase.<sup>26</sup>

Possible Impact: All Harper operations.

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<sup>25</sup> Purdue University, 10/02

<sup>26</sup> 2003-04 College Plan and Budget

### **Threat 3: Outcomes-based Curriculum**

#### **Item Description:**

Increasingly, course and program level educational outcomes, as well as institutional outcomes are being tied to ongoing evaluation and improvement processes. These outcomes will be a requirement for accreditation and government funding from various sources. (See Weakness 4.)

#### **Supporting Comments:**

NCA currently has these outcomes as requirements. Loss of accreditation would have a negative impact on the ability of the College to attract learners, offer degrees and garner essential moneys from governmental sources.

**Possible Impact:** Educational programs.

### **Threat 4: Community Perceptions of Harper**

#### **Item Description:**

The perception of Harper among medium to high-income district residents is that it possesses weaker academic standards than four-year colleges and universities. Even though a 2004 community assessment determined that Harper College is most known for its academic reputation, the higher end of Harper's household income base still feels it has weaker standards.

#### **Supporting Comments:**

Median household income in Harper's district is \$67,000 as compared to the Chicago area median income of \$42,000 and with Illinois' at \$39,000.<sup>27</sup> While community awareness of Harper is very high, the perceived value among various income households varies greatly. High-income district residents view Harper:

- As a "junior college" with weaker academic standards.
- As an incidental educational recourse.
- As a supplementary education source for teens and young adults concurrently attending secondary and postsecondary schools elsewhere.

**Possible Impact:** Enrollment and marketing.

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<sup>27</sup> District Census Data, IntelliStar Research 2000

## **Threat 5: Privacy Act Requirements**

### **Item Description:**

This Act dictates changes in the use and availability of Social Security numbers and other personal information of individuals.

### **Supporting Comments:**

"Colleges and universities have until May 2003 to be in compliance with a recent Federal Trade Commission (FTC) rule related to the safeguarding of customer financial information. The regulations under 16 CFR Part 314, published in May 2002, stem from the Gramm-Leach-Bliley Act (GLB Act), enacted in 2000. Under the regulations, colleges and universities are deemed to be in compliance with privacy provisions of the GLB Act if they are in compliance with the Family Education Rights and Privacy Act (FERPA). However, in order for colleges and universities to be in compliance with the safeguarding provisions of the Act, they need to develop, implement and maintain a comprehensive written Information Security Program that contains administrative, technical, physical safeguards appropriate to the size and complexity of the institution." A reexamination of privacy and data security issues is required to be compliant with the legislation.

**Possible Impact:** Current Board policies and College operating procedures.



## INSTITUTIONAL DIRECTIONS

- Foster discussion of teaching and learning issues and philosophies and support resulting initiatives.
- Enhance the campus climate and communication through the implementation of the core values, diversity initiatives, relationship building, integration of new employees, the management of organizational change and review of the shared governance system.
- Continue integration and evaluation of a comprehensive strategic enrollment plan that addresses student recruitment, programs, retention and diversity initiatives.
- Continue development of a learner-centered campus with systems and facilities that optimize learning, safety, access and seamless service delivery for all constituents.
- Institutionalize existing and new relationships with external constituents as evidenced through increased public support, funding, programming and partnerships.
- Continue to develop and expand technological resources to enhance instruction and student services.

## INSTITUTIONAL GOALS

### Goal 1: Teaching and Learning

Effectively review and evaluate the College's overall teaching and learning effort to ensure that the scope of offerings and methods of delivery are effective.

### Goal 2: Program Vitality

Effectively evaluate and manage programs, services and technical resources to ensure responsiveness to local needs, to enhance Harper's institutional mission and to support state requirements.

### Goal 3: Student Life

Continue to build a community by providing programs and services that develop the whole student and promote participation and a sense of belonging in the collegiate environment.

### Goal 4: Resource Development

Solicit and develop comprehensive resources to support the College.

### Goal 5: Fiscal Management

Effectively plan and manage Harper's financial resources by developing and implementing clear financial systems that incorporate regulatory requirements.

### Goal 6: Recruitment and Retention

Develop and implement systems and programs to successfully recruit and retain students.

### Goal 7: Facilities

Ensure appropriate facilities to meet the instructional and non-instructional needs of the College community.

### Goal 8: Technology

Support and enhance technology to meet the academic and administrative needs of the College community.

### Goal 9: Employee Enhancement

Ensure employee recruitment, development and retention through appropriate processes.

### Goal 10: Institutional Leadership

Foster effective leadership and decision-making by integrating shared governance, strategic planning, research and evaluation.

### Goal 11: Community Alliances

Develop and nurture relationships with educational, business and public sector partners to benefit the College and community.

### Goal 12: College Communications

Build awareness and promote the reputation of the College through quality communications.

### Goal 13: Diversity

Create a campus climate that is supportive of cultural differences and respectful of all constituents.

### **Goal 1: Teaching and Learning**

Review and evaluate the College's overall teaching and learning effort to ensure that the scope of offerings and methods of delivery are effective.

#### Task 1.1

Expand flexible scheduling options to include alternative delivery models such as online, blended learning and "fast track."

#### Task 1.2

Assess the curriculum (courses and programs) using institutional assessment and review processes and make appropriate additions, deletions and modifications.

#### Task 1.3

Expand appropriate instructional technology into the curriculum with particular emphasis on the development and delivery of Web-based instruction leading to certificates and degrees.

#### Task 1.4

Expand the infusion of multicultural and diversity learning across the curriculum.

#### Task 1.5

Provide development, facility and fiscal support for innovative and interactive instruction.

#### Task 1.6

Evaluate current programs and develop new programs in response to changing community needs.

#### Task. 1.7

Expand learning through the fostering of curriculum infusion opportunities for students.

#### Task 1.8

Provide faculty development through courses and workshops that expand skills in teaching.

## **Goal 2: Program Vitality**

Effectively evaluate and manage programs, services and technical resources ensuring responsiveness to local needs, enhancing Harper's institutional mission and supporting state requirements.

### **Task 2.1**

Assess needs, evaluate technologies and provide support in the use of technology for instructional delivery.

### **Task 2.2**

Develop and promote library resources that support the curriculum and lifelong learning needs of the diverse Harper College district.

### **Task 2.3**

Acquire and replace instructional capital equipment in support of the curriculum.

### **Task 2.4**

Offer programs and services at times, locations and in ways that respond to student needs, including offerings at off-site locations and Web applications.

### **Task 2.5**

Assess application technology in the library and take appropriate action to ensure its impact and currency to support the curricular needs of students, faculty, administrators and staff.

### **Task 2.6**

Address curriculum compatibility with the Illinois Articulation Initiative, Education to Careers standards and the Workforce Investment Act.

### **Task 2.7**

Implement the program review process across the College.

### **Task 2.8**

Conduct annual assessment and accountability reviews of curriculum and make improvements where necessary.

### **Task 2.9**

Continue to gather student data and implement measurements of access, satisfaction, quality, retention and student success to determine impact and use as a basis for program improvement.

### **Task 2.10**

Assess the developmental outcome dimensions of interpersonal effectiveness, intellectual development, intrapersonal effectiveness and life management as they pertain to student affairs interventions.

**Goal 3: Student Life**

Continue to build a community by providing programs and services that develop the whole student and promote participation and a sense of belonging in the collegiate environment.

**Task 3.1**

Offer opportunities for student exploration of values, self-identity, interpersonal competence, cultural awareness and essential life skills.

**Task 3.2**

Provide leadership development opportunities, which afford experience in life planning, goal achievement and citizenship.

**Task 3.3**

Offer events programming to enrich the educational experience.

**Task 3.4**

Support student success by designing programs, activities and events that continue to promote health, education and wellness.

**Task 3.5**

Develop policies and procedures that create a safe and healthy environment for students and employees.

**Task 3.6**

Continue to promote comprehensive intercollegiate athletic and intramural sports programs.

**Goal 4: Resource Development**

Solicit and develop comprehensive resources to support the College.

**Task 4.1**

Seek public and private sector funding to support institutional initiatives.

**Task 4.2**

Develop and implement marketing and solicitation strategies from identified and prioritized institutional financial needs.

**Task 4.3**

Develop and implement appropriate policy and procedures for grants, gifts and investments.

**Task 4.4**

Develop and implement an annual resource development plan for each fund-raising activity.

**Task 4.5**

Develop a constituency development process.

**Task 4.6**

Strengthen the fundraising capacity of the Foundation Board.

**Goal 5: Fiscal Management**

Effectively plan and manage Harper's financial resources by developing and implementing clear financial systems that incorporate regulatory requirements.

**Task 5.1**

Produce audits with unqualified opinions each year and maintain AAA rating from Moody's Investor Service.

**Task 5.2**

Maintain financial stability by producing a balanced budget and limiting spending to the amounts in the budget.

**Task 5.3**

Develop comprehensive and centralized systems for financial reporting of fiscal data related to grants and construction projects.

**Task 5.4**

Work toward making financial data more understandable and available to the internal and external audiences.

**Task 5.5**

Implement revised operational analysis and financial data collection processes that meet the current needs of academics and student services to make decisions related to program offerings.

**Task 5.6**

Stay current on the new reporting requirements of various external agencies and modify systems to meet those reporting requirements, including implementation of the Governmental Accounting Standards Board (GASB) 35 and 39.

**Task 5.7**

Manage program offerings within allocated budgets through respective cost center managers.

**Task 5.8**

Manage auxiliary enterprises to break even or better.

## **Goal 6: Recruitment and Retention**

Develop and implement systems and programs to successfully recruit and retain students.

### **Task 6.1**

Highlight areas of focus and increase frequency of brand stories through messages that have clusters of related programs (credit and noncredit when applicable), low competition, high market demand, new/innovative or high-quality curriculum, unfulfilled capacity and timely delivery methods.

### **Task 6.2**

Evolve strategic messages that influence enrollment intent so that Harper College becomes more prevalent in the minds of the College's targeted audiences.

### **Task 6.3**

Collaborate in the development and implementation of retention oriented strategies and programs.

### **Task 6.4**

Develop new and improve current intervention systems for at-risk students.

### **Task 6.5**

Continue to refine marketing communication plans and communication flows to more specifically address prospect interests and needs for First Time in College (FTIC), young adults and adults.

### **Task 6.6**

Continue to refine and implement recruitment and retention strategies for diverse and/or under-represented populations.

### **Task 6.7**

Aggressively promote enhanced strategies for scholarships.

### **Task 6.8**

Recruit and retain academically successful student leaders.

### **Task 6.9**

Retain students in courses and programs to goal completion.

### **Task 6.10**

Deliver academic support through the Tutoring Center, Writing Center and Library Services to aid in student retention.

### **Task 6.11**

Develop a comprehensive marketing plan for noncredit programs, more **efficiently** utilizing resources.



**Task 6.12**

Stronger development of Web content and features specific to this audience, with “sticky” features that drive prospects to calls to action, events and other enrollment experiences.

**Task 6.13**

Increase inquiries to on-campus recruitment events to help increase yield and conversion rates.

**Task 6.14**

Develop integrated approach to business for all Harper programs.

**Task 6.15**

Strengthen the methodology of projections of the College's annual credit and noncredit enrollment, both independently and combined.

**Goal 7: Facilities**

Ensure appropriate facilities to meet the instructional and non-instructional needs of the College community.

**Task 7.1**

Develop a monitoring process that identifies and corrects unsafe spaces.

**Task 7.2**

Retrofit instructional spaces (classrooms, lecture halls, conference rooms and meeting spaces) with video, audio and computing technology to augment and enhance instructional delivery.

**Task 7.3**

Retrofit facilities to protect technology investment via keyless access and video surveillance.

**Task 7.4**

Pursue the implementation of the One Stop/Campus Life Center and the renovation of G and H buildings as proposed in the state RAMP document.

**Task 7.5**

Complete construction and implement a plan for occupying new instructional space in the Science, Health Careers and Emerging Technologies building.

**Task 7.6**

Maintain a high standard of cleanliness that makes the College a pleasant place to teach and learn.

**Task 7.7**

Assess all major components of facilities management and implement a computerized maintenance management system.

**Task 7.8**

Submit appropriate and fundable projects to the state of Illinois through the RAMP process and other identified state funding streams.

**Task 7.9**

Address space shortage through reallocation planning.

**Task 7.10**

Optimize the use of instructional facilities.

**Task 7.11**

Develop and implement a regulatory compliance plan for all appropriate areas of the College.

**Task 7.12**

Develop student friendly facilities (including physical access, group gathering areas, emerging technology and electronic access, etc.) in all new construction.

**Task 7.13**

Resolve the warranty issues in the Conference Center and Performing Arts Center, along with the Capital Development Board.

**Task 7.14**

Operationalize Conference Center and Performing Arts Center to fulfill their respective missions.

**Goal 8: Technology**

Support and enhance technology to meet the academic and administrative needs of the College community.

**Task 8.1**

Provide training programs, management information systems and decision support tools to facilitate organizational development, institutional effectiveness and process improvements.

**Task 8.2**

Support and enhance the installed technology base and the Harper College Communications Network (HCCN) infrastructure.

**Task 8.3**

Assess the needs of the organization and business practices to ascertain the requirements of using technology in the workplace.

**Task 8.4**

Annually review and revise the technology plan working in conjunction with appropriate committees, work groups and departments involved with its implementation.

**Task 8.5**

Evaluate emerging technologies to ensure that the College's network, computing and software resources are upgraded and maintained in a cyclical process.

**Task 8.6**

Remain abreast of "state-of-the-art" technological changes and pursue a select number of "cutting edge" initiatives.

**Task 8.7**

Insure Harper's Web presence, both internal and external, is continually enhanced to provide self-service applications.

**Task 8.8**

Maintain and upgrade current investment in technology.

**Task 8.9**

Develop and incorporate plans to utilize technology to improve access and service delivery for student life.

## **Goal 9: Employee Enhancement**

Ensure employee recruitment, development and retention through appropriate processes.

### **Task 9.1**

Develop policies and procedures that create a safe and healthy environment for employees.

### **Task 9.2**

Provide opportunities for employee development and training to maintain institutionally required standard skill levels.

### **Task 9.3**

Initiate and promote employee training and organizational development strategies to support institutional directions and customer service.

### **Task 9.4**

Develop technological solutions, as appropriate, for human resources initiatives.

### **Task 9.5**

Enhance diversity and multicultural awareness among all employees to ensure a “welcoming” environment for Harper's constituents.

### **Task 9.6**

Develop, fund and maintain an employee development program that provides opportunities to enhance personal effectiveness, appropriate feedback on job performance and enhances multicultural awareness.

### **Task 9.7**

Recognize the contributions of employees through effective internal communication strategies such as a newsletter.

### **Task 9.8**

Develop and execute an inclusive plan to recruit, select and retain qualified employees.

### **Task 9.9**

Explore the possibility of merging similar support organizations to streamline services, offer improved support and realize financial savings.

### **Task 9.10**

Assess the effectiveness of the organizational structure and business practices across the College.

### **Goal 10: Institutional Leadership**

Foster effective leadership and decision-making by integrating shared governance, strategic planning, research and evaluation.

#### **Task 10.1**

Develop and implement an environmental scanning system to assess the external environment of the College.

#### **Task 10.2**

Continue to implement and evaluate the shared governance system focusing on communication, flow of information and decision-making within the College.

#### **Task 10.3**

Provide research and analysis of data to support institutional planning and decision-making.

#### **Task 10.4**

Simplify the system for developing a Strategic Long Range Plan and Outcomes Report and integrate it at the institutional and divisional levels.

#### **Task 10.5**

Advance the administrators' and supervisory employees' skill levels in teamwork, collaborative decision-making, performance coaching and the administration of employee performance appraisals.

#### **Task 10.6**

Provide research, evaluation, assessment and data analysis support to faculty engaged in classroom or course-based student outcomes assessment.

#### **Task 10.7**

Design and enhance strategies to improve accuracy and timely delivery of reports to external agencies.

#### **Task 10.8**

Develop a comprehensive budget process that links strategic planning and the budgeting process.

**Goal 11: Community Alliances**

Develop and nurture relationships with educational, business and public sector partners to benefit the College and community.

Task 11.1

Identify, establish and evaluate beneficial community partnerships for the College.

Task 11.2

Establish a strong support base with public officials.

Task 11.3

Strengthen Harper's overall image with the community through effective communication and involvement.

Task 11.4

Strengthen the alumni relationship program.

**Goal 12: College Communications**

Build awareness and promote the reputation of the College through quality communications.

**Task 12.1**

Refine and execute a College communication plan.

**Task 12.2**

Establish a proactive, strategic and systematic approach to working with the media.

**Task 12.3**

Develop and implement a proactive crisis communication plan.

**Task 12.4**

Develop proactive media relations campaigns consistent with, and in support of, building the College's image by highlighting its outstanding people and programs.

**Task 12.5**

Through collaboration across College units, enhance communications that foster students' academic success and goal attainment.



**Goal 13: Diversity**

Create a campus climate that is supportive of cultural differences and respectful of all constituents.

**Task 13.1**

Develop and implement initiatives that respond to the goals of the Diversity Plan.

**Task 13.2**

Develop and implement recruitment and retention strategies for under-represented populations.

**Task 13.3**

Continue addressing issues of accessibility, inclusion and awareness for all under-represented populations.

**Task 13.4**

Expand multicultural learning through diversity education programming and activities for employees and students.

## REPORT OF A VISIT – NORTH CENTRAL ASSOCIATION (NCA)

**Report of a Visit**  
by the evaluation team of  
**North Central Association of Colleges and Schools**  
September 22-24, 1997

### Advice and Suggestions:

1. Specific academic program contact information is not available in the Catalog. Program information, offices and names are essential contact points for prospective students. It is suggested that the College review its information database and write the names and telephone numbers for the specific program information listed on pages 66-74. Career Programs (pages 66-115) and Certificate Programs (pages 118-149) should also list contact names, telephone numbers, and addresses.
2. The divisional structure should be listed at the beginning of the College catalog.
3. Consideration should be given to the appointment of liaison librarians to the instructional departments for the purpose of enhancing collection development and disposal, and other related curriculum matters.
4. The College should continue to diversify its student body, faculty, staff and administration.
5. The College should continue to monitor the quality of instructional programs as the rate of part-time instructors increases.
6. The College should clean the entryways and pathways to buildings to remove debris to make entrances and pathways more attractive.
7. The College should review its signage at the three entry points (Algonquin Road, Roselle Road, and Euclid Avenue) and guide traffic with signs to route students to the important functions of the College.
8. Enrollment projections should be examined carefully and verified to insure there is a need for space for future instructional needs.
9. An electronic marquee should be considered to provide information at the Northeast Center to enhance the presence of the College in the community.
10. The institution should continue to monitor very closely the completion of the Regent system according to the original plan.

11. The shared-decision model should be graphically drawn and clear communication flows be prepared to insure the College community understands the flow of information.
12. The College should explore ways to expand the use of the Wellness Program by students and continue to offer seminars on substance abuse and the hazards of tobacco.
13. The College should determine if the five-hour childcare limit in the Child Learning Center impairs access of students of the College and prevents potential employees from applying for positions.
14. The College should explore those sports available in high school for women and study the feasibility of beginning new programs for women.
15. The College should increase the font size and choose colors, which are more legible for the student handbook.
16. The College should review its multicultural offerings and initiate the feasibility of developing lower division courses dealing with the culture and history of minorities and women studies.
17. The College will examine and report on the Assessment of Student Academic Achievement of its students by May 1, 1999.

**Additional Concerns and suggestions in the body of the Report of a Visit:**

18. There is lacking a clear understanding and delineation of lines of authority, communication and decision-making within the College.
19. The institution needs to modernize many of its labor-intensive manual systems to improve effectiveness.
20. The faculty record review did find some full-time and part-time faculty files without official transcripts, which could not be satisfactorily explained by staff. This is a serious omission and should be addressed by the appropriate administrative personnel.
21. While the College has made progress in diversifying its human resources, it is apparent that there is a need to accelerate this effort.
22. It is suggested that the College explore the cleaning of entryways to remove the debris to make the entrances more attractive.

23. It is suggested the College review signage at the three entry points (Algonquin Road, Roselle Road, and Euclid Avenue) and guide traffic with signs to route vehicles to the important functions of the College (Admissions Office, College Center, Learning Resources Center) and other heavily used buildings and/or functions.
24. The electronics laboratory is pedagogically unsound. There are simultaneous classes being held and it is distracting to both the instructor and the students due to the lack of good acoustics.
25. It is suggested that the College undertake the remodeling of the entrance to the facility (NEC) and prominently display the name of the College on the building as a way of informing the public of the existence of the College. The facility should also be used by the main campus to perform student service functions and other services as well since there is technology available to communicate with the main campus.
26. The projected growth of the College and the enrollment projections need to be examined carefully and verified to insure space is needed for future instructional needs.
27. It is suggested that the communication flow continue to be clearly delineated with specific timelines, tasks to be accomplished, and responsible party for the accomplishments of those tasks to insure the implementation of the Technology Plan on schedule.
28. Instructional programs which use technology should continue to be improved, especially distance-education systems of delivery.]
29. Given the very sound financial position of the College, the recent actions by the Board of Trustees to raise tuition at the institution four dollars each year for the next four years appears very questionable in light of the historical mission of the community college of realizing the dreams of students who are often first generation college students. The tuition increases are hard to justify in terms of financial need in the short term and may result in a declining enrollment. In addition, these appear to contradict the Board's tuition philosophy, which defines the student tuition "target" to be 20% of the budget. ]
30. The recent actions by the Board to negotiate the contract with the faculty directly raises grave concerns . . . The Board of Trustees is inappropriately using its powers and undermining the specific role of the administration. . . there should be concern that steps be taken to prevent it (the Board's involvement in negotiating a collective bargaining agreement with faculty) from happening again.
31. 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.

32. The College must seek to embed the concepts of the center (One Stop Career Center) into the regular programs at the institution in order that this vision be sustained. . . there is a concern of what might happen to the center if the current funding source is depleted or eliminated.
33. It is difficult to determine curricular coherence beyond the course level (in career programs). Also problematic is the lack of a feedback loop to identify how the results of student assessment guides changes in curriculum and instruction to improve student learning. While it appears that the College is moving toward summary student assessment in career programs, significant work remains to be done.
34. As the definition of technical competence changes frequently, a more systematic review of curriculum content, followed by the identification or revision of program outcomes and the assessment of those outcomes would help the College to maintain technical currency in the curriculum and to determine the extent to which students in both certificate and degree programs are achieving technical competence.
35. The College may wish to consider, however, more external curricular review, particularly for certificate programs within associate degree programs, and to move expeditiously toward student assessment at the program level.
36. Much work in the assessment of student learning remains to be completed; the visiting team recommends that the College submit a report to the NCA to document progress toward full implementation.
37. Services to students would improve even more if offices providing related enrollment and information services could be located adjacent to each other. Space reallocation would alleviate problems of noise, crowding and lack of privacy experienced by students and staff in the Office of Student Financial Assistance.
38. As the demographics of the student body change, Admissions Outreach staff, financial assistance staff, and writers of College publications will need to explore ways of providing greater access to information about financial aid to current and prospective students.
39. The Office of Student Financial Assistance staff must improve the processes and procedures to insure that they comply with requirements for Federal recertification.
40. It is strongly suggested that the College determine if the (five hour child care) limit impairs access of students to the College and prevents potential employees from applying for positions . . . Employees should be included in the survey to determine the level of hardship experienced due to the care limit.
41. It is suggested that the College explore those sports available in high school for women and study the feasibility of beginning new programs for women.

42. It is suggested that the College examine its rule of requiring 10 students to start a club.
43. Recruitment and retention efforts may be greatly enhanced with a more diversified College community and the creation of curriculum dealing with women and minorities. The institution needs to move now to diversify its faculty, staff, and administration . . . It is recommended that the College continue to diversify its faculty, management and staff. The College should explore curriculum, which deals with the culture and history of minorities and women's studies. It is recommended that the College explore ways of creating classes in the culture and history of minorities and women.
44. It is recommended that the College explore ways to start recruitment by the senior year. It is recommended that the College explore ways to start recruitment in the 11th grade or earlier, especially in the minority high schools where there has not been a history of college attendance.
45. The visiting team suggests that the College 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.
46. While the use of computers for assessment is to be commended, the College needs to be vigilant in helping those students who are not familiar with the technology, especially minority students.
47. There is no systematic acquisition and replacement plan in place for non-computer related equipment.
48. The process suggested by this schematic (linking planning with budgeting) needs to be actively incorporated into the planning and budgeting programs and shared throughout the College.
49. Some College officials with whom the team spoke believe that accurate reporting (of Title VI financial aid activity) continues to be a problem at the College. The College may therefore wish to review the reporting process to insure future compliance.
50. In the areas of nondiscrimination and affirmative action. . . the College might consider further strategies, which would allow them to mirror at least the 18% minority population in the district.
51. The Catalog fails to include the name, address, and telephone number of the North Central Association, a requirement of NCA reflecting compliance with the Federal Higher Education Reauthorization Act.

**Concerns:**

52. The existence of multiple organizational structures at the institution has led to some internal confusion as to lines of authority, communication, decision-making, and leadership.
53. Some personnel records for part-time and full-time faculty are missing significant documents such as transcripts.
54. There is a concern about the inconsistencies that occur through the delivery of the decentralization of Continuing Education Programs.
55. There does not appear to be College-wide understanding of how the many levels of planning (for example, Unit Planning, Area Planning, System Planning, Program Review, and Student Outcomes Assessment Planning) relate to each other, the mission and the budget.
56. The institution lacks a College-wide non-computer equipment acquisition and replacement plan.
57. While progress has been made in developing a more diverse campus, the College should continue its efforts toward multiculturalism through faculty, staff, administration, hiring, curriculum development, and student recruitment and retention efforts.
58. 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.
59. Sexual Harassment Policy and Procedures are not easily accessible to employees and have not been widely communicated.
60. The name, address, and telephone number of the North Central Association must be included in all publications, which reference it.
61. The Federal financial aid program at the College receives provisional certification.

NORTH CENTRAL ASSOCIATION 1997 VISIT REPORT  
STATUS UPDATE SEPTEMBER 2003

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 was to document our implementation of our Outcomes/Assessment of Student Academic Achievement plan.

Comment Category	NCA Comments	Current Status	Details
Outcomes/Student Assessment 17, 31, 33, 36, 58	<ul style="list-style-type: none"> <li>▪ Examine and report on the Assessment of Student Academic Achievement of its students by May 1, 1999.</li> <li>▪ 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.</li> <li>▪ Continue work on summative assessment of student performance in career programs and in general education.</li> <li>▪ 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.</li> </ul>	Completed	<ul style="list-style-type: none"> <li>▪ The required Progress Report on Student Outcomes addressing all of these issues was submitted to NCA in May 1999. The NCA notified Dr. Breuder in November of 1999 that the report was accepted and that no further action was required until the 2007-2008 comprehensive evaluation.</li> </ul>



NORTH CENTRAL ASSOCIATION 1997 VISIT REPORT  
STATUS UPDATE SEPTEMBER 2003

Comment Category	NCA Comments	Current Status	Details
Governance	<ul style="list-style-type: none"> <li>▪ 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.</li> </ul>	On-going	<ul style="list-style-type: none"> <li>▪ 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. This system is scheduled for review in FY04.</li> <li>▪ Presentations were made to all employee groups when the new system was implemented in fall of 1998.</li> <li>▪ Graphical drawings of our governance structure and decision flow charts are available on the HIP page to all employees to alleviate confusion.</li> <li>▪ Organizational charts are published every year in our Fact Book.</li> <li>▪ Job descriptions have been redefined to clarify authority and decision making expectations.</li> <li>▪ Our shared College initiative on relationship building has also resulted in new social opportunities, forums with the President, and a new employee newsletter to enhance communications.</li> </ul>
Human Resource Records	<ul style="list-style-type: none"> <li>▪ Some personnel records for part-time and full-time faculty are missing significant documents such as transcripts.</li> </ul>	Completed	<ul style="list-style-type: none"> <li>▪ All files were reviewed and updated in 1998 and new processes were implemented to ensure continued accuracy.</li> </ul>

NORTH CENTRAL ASSOCIATION 1997 VISIT REPORT  
STATUS UPDATE SEPTEMBER 2003

Comment Category	NCA Comments	Current Status	Details
Decentralized Continuing Education	<ul style="list-style-type: none"> <li>▪ There is a concern about the inconsistencies that occur through the delivery of the decentralization of Continuing Education Programs.</li> </ul>	Completed	<ul style="list-style-type: none"> <li>▪ Continuing Education was centralized in Fall 2001. CE is its own division and has its own Dean reporting to the Vice President of Academic Affairs.</li> </ul>
Planning	<ul style="list-style-type: none"> <li>▪ 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.</li> </ul>	In process	<ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ The planning process has been greatly simplified by restructuring the College goals in 2003.</li> <li>▪ The Institutional Planning Committee (IPC) is communicating these changes to all employee groups by presenting at division meetings, committee meetings and through articles in the employee newsletter.</li> <li>▪ A template has been created to relate the budget to the SLRP and will be published every year in the Budget Book.</li> <li>▪ The connection of committee and department plans to the SLRP will be addressed by the IPRC in 2004.</li> </ul>

NORTH CENTRAL ASSOCIATION 1997 VISIT REPORT  
STATUS UPDATE SEPTEMBER 2003

Comment Category	NCA Comments	Current Status	Details
Non-computer Equipment	<ul style="list-style-type: none"> <li>▪ The institution lacks a College-wide noncomputer equipment acquisition and replacement plan.</li> </ul>	On-going	<ul style="list-style-type: none"> <li>▪ Each area of the College prioritizes and submits their equipment needs to their Vice President. The VP's Council then reviews all prioritized requests in the annual budget building process. Each division has a process for tracking these needs. The new three year budgeting process (under development) will deal with equipment needs of programs over multiple years.</li> </ul>
Outcomes	<ul style="list-style-type: none"> <li>▪ 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.</li> </ul>	Completed	<ul style="list-style-type: none"> <li>▪ 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.</li> </ul>
Sexual Harassment Policy	<ul style="list-style-type: none"> <li>▪ Sexual Harassment Policy and Procedures are not easily accessible to employees and have not been widely communicated.</li> </ul>	Completed	<ul style="list-style-type: none"> <li>▪ Brochures are reviewed, revised, and distributed annually.</li> <li>▪ Policies and procedures have been distributed to employees via the intranet and CD.</li> <li>▪ Customized workshops are provided to departments on request.</li> </ul>
Publications	<ul style="list-style-type: none"> <li>▪ The name, address, and telephone number of the North Central Association must be included in all</li> </ul>	Completed	<ul style="list-style-type: none"> <li>▪ The citation now appears on the first page of the catalog as required.</li> </ul>

NORTH CENTRAL ASSOCIATION 1997 VISIT REPORT  
STATUS UPDATE SEPTEMBER 2003

Comment Category	NCA Comments	Current Status	Details
	publications, which reference it.		
Diversity	<ul style="list-style-type: none"> <li>▪ While progress has been made in developing a more diverse campus, the College should continue its efforts toward multiculturalism through faculty, staff, administration, hiring, curriculum development, and student recruitment and retention efforts.</li> </ul>	On-going	<ul style="list-style-type: none"> <li>▪ Our College-wide Diversity Plan was developed in 2000.</li> <li>▪ Diversity Committee became part of the Shared Governance system in 2001.</li> <li>▪ Search committee members were required to attend diversity workshops before starting a search in 2001.</li> <li>▪ Reorganized administration to create an Asst. VP for Diversity and Organizational Development.</li> <li>▪ Created a Center for Multicultural Learning and created a new administrative position of Associate Dean for Multicultural Learning in 2002.</li> <li>▪ Implemented REACH recruitment/retention program in 2002 to serve underrepresented student populations.</li> <li>▪ Diversity was identified as one of 13 College goals and a diversity recruitment website was launched in 2003.</li> <li>▪ A diversity candidate-hiring rate of 30% was achieved in 2002-2003.</li> <li>▪ Marketing and recruitment efforts to</li> </ul>

NORTH CENTRAL ASSOCIATION 1997 VISIT REPORT  
STATUS UPDATE SEPTEMBER 2003

Comment Category	NCA Comments	Current Status	Details
			increase 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.
Financial Aid	<ul style="list-style-type: none"> <li>▪ The Federal Financial Aid Program at the College has received only provisional certification.</li> </ul>	Completed	<ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ Since 1999, 23 have received clean audits from the Illinois Student Assistance Commission and KMPG.</li> <li>▪ The Perkins Loan Program is no longer offered.</li> <li>▪ We now have a formal process that a first time borrower must complete before any loan proceeds are disbursed.</li> <li>▪ In June 2002, the College was granted 100% approval to participate in the Title IV programs for the next five years.</li> </ul>
Budgeting 48	<ul style="list-style-type: none"> <li>▪ Linking planning with budgeting needs to be actively incorporated into the planning and budgeting programs and shared throughout the College.</li> <li>▪ Given the financial standing of the</li> </ul>	Completed	<ul style="list-style-type: none"> <li>▪ In the College Plan and Budget, the College documents the relationship between the Strategic Long Range Plan and the annual budgeting process.</li> <li>▪ Board policy was reviewed and remains steady at students paying 25% of the</li> </ul>

NORTH CENTRAL ASSOCIATION 1997 VISIT REPORT  
STATUS UPDATE SEPTEMBER 2003

Comment Category	NCA Comments	Current Status	Details
Campus Image 6, 22	<p>College, tuition increases into the future may be questionable. Review Board Policy.</p> <ul style="list-style-type: none"> <li>▪ Clean the entryways and pathways to buildings to make more attractive.</li> </ul>	Completed	<p>annual per capita costs.</p> <ul style="list-style-type: none"> <li>▪ College initiated progressive clean-up, painting and landscaping projects beginning in 1998 as represented annually in the Goals of the Strategic Plan, investing over \$1.5 million in physical plant improvements.</li> </ul>
Career Center 32, 45	<ul style="list-style-type: none"> <li>▪ Seek to embed the concepts of the center (One Stop Career Center) into the regular programs.</li> </ul>	Completed	<ul style="list-style-type: none"> <li>▪ The One Stop Career Center has been integrated in the new statewide Employment and Training Centers to serve the community.</li> <li>▪ The Career Center conducts classroom visits. Faculty also brings their classes into the Center to assure integration into on campus programs.</li> </ul>
Child Care 13, 40	<ul style="list-style-type: none"> <li>▪ Determine if the five-hour childcare limit impairs access of students and potential employees.</li> </ul>	Completed	<ul style="list-style-type: none"> <li>▪ New program for full day care now open.</li> </ul>
Communication Decision Making 18, 52	<ul style="list-style-type: none"> <li>▪ A clear understanding and delineation of lines of authority, communication and decision-making is lacking.</li> <li>▪ Multiple organizational structures have led to some internal confusion.</li> </ul>	Completed	<ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ Graphical drawings of our governance structure and decision flow charts are</li> </ul>

NORTH CENTRAL ASSOCIATION 1997 VISIT REPORT  
STATUS UPDATE SEPTEMBER 2003

Comment Category	NCA Comments	Current Status	Details
Electronics Labs 24	<ul style="list-style-type: none"> <li>▪ The electronics laboratory is pedagogically unsound due to the simultaneous classes being held.</li> </ul>	Completed	<p>available on the HIP page to all employees to alleviate confusion. The Fact Book also contains organizational charts to delineate organizational structures.</p> <ul style="list-style-type: none"> <li>▪ The new lab design in the new Emerging Technologies Center will alleviate these concerns.</li> </ul>
Enrollment 8, 26, 43, 44	<ul style="list-style-type: none"> <li>▪ Examine enrollment projections insure need for future instructional needs.</li> <li>▪ Explore ways to start recruitment in the 11<sup>th</sup> grade or earlier, especially with minority high school students, where there has not been a history of college attendance.</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>▪ Projections are completed annually and Harper has seen enrollment growth in each of the last five years.</li> <li>▪ 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."</li> <li>▪ In 2003, we experienced 21% increase in financial aid applications. 28% increase in Limited Enrollment applications and an FTE increase of 3.52% resulting in the highest FTE enrollment in Harper's history.</li> </ul>
External Reporting 49	<ul style="list-style-type: none"> <li>▪ Accurate reporting continues to be a problem; the College may wish to review the reporting process.</li> </ul>	Completed	<ul style="list-style-type: none"> <li>▪ A review of all external reporting was conducted by a taskforce in 2000. A taskforce representative of all areas of the College completed a comprehensive review of all of the College enrollment</li> </ul>

NORTH CENTRAL ASSOCIATION 1997 VISIT REPORT  
STATUS UPDATE SEPTEMBER 2003

Comment Category	NCA Comments	Current Status	Details
Financial Aid 38, 39, 61	<ul style="list-style-type: none"> <li>▪ Explore ways of providing greater access to information about financial aid to current and prospective students.</li> </ul>	On-going	<p>reporting requirements and established operational definitions for information collection and reporting.</p> <ul style="list-style-type: none"> <li>▪ 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.</li> </ul> <ul style="list-style-type: none"> <li>▪ During the admission and application process, students are now automatically screened for qualification for all types of financial aid.</li> <li>▪ Foundation scholarships have been advertised on the web since 2001.</li> <li>▪ Efforts to promote awareness of financial assistance opportunities have been expanded to include eight open to the public financial aid seminars annually.</li> <li>▪ 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 21% increase in financial aid applications in 2003.</li> </ul>



NORTH CENTRAL ASSOCIATION 1997 VISIT REPORT  
STATUS UPDATE SEPTEMBER 2003

Comment Category	NCA Comments	Current Status	Details
Information Flow 11	<ul style="list-style-type: none"> <li>▪ The shared-decision model should be graphically drawn and clear communication flows be prepared to insure the College community understands the flow of information.</li> </ul>	Completed	<ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ 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.</li> </ul>
Instructional Quality 5, 35	<ul style="list-style-type: none"> <li>▪ Continue to monitor quality as rate of part-time instructors increase.</li> <li>▪ Consider more external curricular review, particularly for certificate programs within associate degree programs.</li> </ul>	Completed	<ul style="list-style-type: none"> <li>▪ All part-time faculty are selected and monitored by the faculty and are evaluated each semester.</li> <li>▪ Every career program has an advisory committee which meets twice a year to review curriculum and all program reviews require an outside evaluation.</li> </ul>
Library 3	<ul style="list-style-type: none"> <li>▪ Consideration should be given to the appointment of liaison librarians to the instructional departments.</li> </ul>	Completed	<ul style="list-style-type: none"> <li>▪ Liaison librarians have been appointed.</li> </ul>
NEC remodeling 25	<ul style="list-style-type: none"> <li>▪ Remodel the entrance to the facility (NEC) and prominently display the name of the College on the building.</li> <li>▪ Perform student service functions</li> </ul>	Completed	<ul style="list-style-type: none"> <li>▪ NEC has been completely renovated and students can now access campus student services via the Internet.</li> </ul>

NORTH CENTRAL ASSOCIATION 1997 VISIT REPORT  
STATUS UPDATE SEPTEMBER 2003

Comment Category	NCA Comments	Current Status	Details
	using the technology available.		
Productivity Improvements 19	<ul style="list-style-type: none"> <li>▪ Modernize many of its labor-intensive manual systems to improve effectiveness.</li> </ul>	On-going	<p>Process improvements are continuous, selected recent examples follow:</p> <ul style="list-style-type: none"> <li>▪ AA has standardized and automated division reporting in 2002.</li> <li>▪ Physical Plant implemented a computerized maintenance management work order system (FAMIS) in 2003.</li> <li>▪ Information Technology implemented an incident support and technology asset management system in 2002.</li> <li>▪ Internal publications, information sharing and many business processes have been moved to Harper's Intranet (HIP) web site with tools to provide the user community self-service ability to publish in 2000.</li> </ul>

NORTH CENTRAL ASSOCIATION 1997 VISIT REPORT  
STATUS UPDATE SEPTEMBER 2003

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Publications 1, 2, 15, 51, 60	<ul style="list-style-type: none"> <li>▪ Specific academic program contact information is not available in the catalog. Program information, offices and names are essential contact points for prospective students.</li> <li>▪ List the divisional structure at the beginning of the College catalog.</li> <li>▪ Include the name, address and telephone number of the North</li> </ul>	Completed	<ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ Combining the Audio/Visual Department with the Computer Lab Department and utilizing the Service Desk (Help Desk) for users to request support has resulted in more efficient support staff and a more timely response was implemented in 2001.</li> <li>▪ Automated the employee application and screening process to increase process consistency and efficiency.</li> <li>▪ An equipment recycle period of three years has been established and adhered to since 2000. This ensures that technology investment is not outdated.</li> <li>▪ Divisions are listed in the About Harper section in the beginning of the catalog.</li> <li>▪ Appropriate citations appear in the catalog.</li> <li>▪ We no longer print a separate Student Handbook; policies are printed in the catalog as a cost reduction measure.</li> </ul>

NORTH CENTRAL ASSOCIATION 1997 VISIT REPORT  
STATUS UPDATE SEPTEMBER 2003

Comment Category	NCA Comments	Current Status	Details
Signage 7, 9, 23	<p>Central Association, a requirement of NCA in all publications that reference it.</p> <ul style="list-style-type: none"> <li>▪ The College should increase the font size and choose colors that are more legible for the student handbook.</li> <li>▪ Review its signage at the three entry points (Algonquin Road, Roselle Road, and Euclid Road) and guide traffic with signs.</li> <li>▪ Consider an electronic marquee at the Northeast Center.</li> </ul>	Completed	<ul style="list-style-type: none"> <li>▪ Implemented a comprehensive way-finding program that included signage at all three entrance points and NEC.</li> <li>▪ Prospect Heights would not allow an Algonquin Road style marquee on Wolf Road due to zoning issues.</li> </ul>
Student Activities 42	<ul style="list-style-type: none"> <li>▪ Examine the rule of requiring ten students to start a club.</li> </ul>	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"> <li>▪ the Student Senate's opinion that the ten student requirement was not a barrier to club formation.</li> <li>▪ regional community colleges were found to have similar rules.</li> <li>▪ history demonstrates that new clubs have more than ten members.</li> </ul>
Student Services Office Adjacency 37	<ul style="list-style-type: none"> <li>▪ Continue to explore a One-Stop Career Center at the (main) campus and continue studying the Long Range Plan analysis for all Student</li> </ul>	In process	<ul style="list-style-type: none"> <li>▪ These issues were accommodated in the Campus Master Plan in 2000.</li> <li>▪ Renovations were made in Building C to bring Admissions, Financial Aid and</li> </ul>

NORTH CENTRAL ASSOCIATION 1997 VISIT REPORT  
STATUS UPDATE SEPTEMBER 2003

Comment Category	NCA Comments	Current Status	Details
	<p>Affairs in one location.</p> <ul style="list-style-type: none"> <li>▪ Services to students would improve if offices providing enrollment and information services could be adjacent to each other.</li> </ul>		<p>the New Students Center together in 2001.</p> <ul style="list-style-type: none"> <li>▪ The new One Stop Student Services Center is number 9 on the state list for future building funding, and construction is expected to commence in FY06.</li> </ul>
Technology 10	<ul style="list-style-type: none"> <li>▪ The institution should continue to monitor very closely the completion of the REGENT system according to the original plan.</li> </ul>	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"> <li>▪ Harper-specific modifications are reviewed annually and approved based on improvements to operations and productivity.</li> <li>▪ A number of Web-based self-service applications have been added to the core system:               <ol style="list-style-type: none"> <li>1. Web Credit Registration and</li> </ol> </li> </ul>

NORTH CENTRAL ASSOCIATION 1997 VISIT REPORT  
STATUS UPDATE SEPTEMBER 2003

Comment Category	NCA Comments	Current Status	Details
			<ul style="list-style-type: none"> <li>Payment – 2002</li> <li>2. Web course search – 2002</li> <li>3. Web-based grade inquiry – 2003</li> <li>4. Web CE Registration and Payment – 2003</li> </ul>
			<ul style="list-style-type: none"> <li>▪ Effective fiscal year 2004, Harper commenced the process to replace the current 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. Anticipated timeframe from establishing requirements through complete implementations is 24-36 months FY04-06.</li> </ul>
Technology in Assessment 46	<ul style="list-style-type: none"> <li>▪ Be vigilant in helping those students who are not familiar with the technology, especially minority students.</li> </ul>	Completed	<ul style="list-style-type: none"> <li>▪ Assessment Center staff provides support to any student requiring help with the technology.</li> <li>▪ Assessment and Testing computerized lab implemented with 24 networked computer workstations utilizing Compass-testing software in 2001.</li> <li>▪ During orientation, College staff assists new students in technology applications.</li> </ul>

NORTH CENTRAL ASSOCIATION 1997 VISIT REPORT  
STATUS UPDATE SEPTEMBER 2003

Comment Category	NCA Comments	Current Status	Details
Technology Plan 27	<ul style="list-style-type: none"> <li>▪ Insure the implementation of the Technology Plan on schedule.</li> </ul>	On-going	<p>The Technology Planning Committee develops and maintains the Technology Plan. Annual review and revisions are made to insure 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"> <li>▪ An equipment recycle period of three years has been established and adhered to since 2000. This ensures that technology investment is not outdated.</li> <li>▪ 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.</li> <li>▪ Department of Instruction Technology (DoIT) was created in 2000 to provide assistance in developing and maintaining on-line course material.</li> <li>▪ All instructional programs have some form of technology (software and hardware) incorporated into instructional delivery.</li>   <li>▪ All instructional space either newly developed or undergoing retrofit, is designed to include smart classroom or presentation technology.</li> <li>▪ All major lecture halls were modified in 2003. A total of 38 classrooms have</li> </ul>

NORTH CENTRAL ASSOCIATION 1997 VISIT REPORT  
STATUS UPDATE SEPTEMBER 2003

Comment Category	NCA Comments	Current Status	Details
Technology Programs 28, 34	<ul style="list-style-type: none"> <li>▪ Maintain the technical currency in the curriculum and determine the extent to which students in both certificate and degree programs are achieving technical competence.</li> <li>▪ Instructional programs that use technology should continue to be improved, especially distance education systems.</li> </ul>	On-going	<p>been modified to support presentation technologies, i.e., podium, projector, sound and screen) in 2002.</p> <ul style="list-style-type: none"> <li>▪ Faculty regularly participates in course development activities.</li> <li>▪ 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.</li> <li>▪ Established DoIT in 2000 to support technology training for faculty to use in the classroom and in teaching on-line.</li> </ul>
Wellness 12	<ul style="list-style-type: none"> <li>▪ Expand the use of the Wellness Program by students and continue to offer seminars on substance abuse and the hazards of tobacco.</li> </ul>	On-going	<ul style="list-style-type: none"> <li>▪ In FY97, the Student Wellness Seminar Series had 390 attendees; in FY03, it had 1,454 attendees.</li> <li>▪ Wellness programs continue including Wellness Week. Both substance abuse and the hazards of tobacco seminars are offered every semester.</li> <li>▪ Over 24 wellness related seminars have been offered since 1997.</li> <li>▪ In 2002, we piloted mystudentbody.com program on alcohol use and risks; 396 students accessed this site.</li> </ul>



NORTH CENTRAL ASSOCIATION 1997 VISIT REPORT  
STATUS UPDATE SEPTEMBER 2003

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Comment Category	NCA Comments	Current Status	Details
Women's Sports 14, 41	▪ Explore those sports available in high school for women and study the feasibility of beginning new programs for women.	Completed	▪ 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.

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