

# **Strategic Long Range Plan 2005-2008**

# **2005 - 2008**

# **Strategic Long Range Plan**

Office of Strategic Planning and Alliances

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June 2005

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# **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 (NCA) of Colleges and Schools from September 1997. Finally, a status update on the issues identified in the NCA visit report also is 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.

During 2004-2005, the IPC reviewed and updated the SWOT. An intensive review of institutional tasks was conducted based on the outcomes report of 2003-2004. The committee eliminated redundancy by integrating the current tasks based on this review.

## **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 eight 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 – Plan and Budget Monitoring

Major initiatives are tracked against the institutional goals and their budget impact is reflected in the annual budget. Budget monitoring occurs monthly and plan monitoring occurs semiannually.

### Phase VI - Annual Performance Review

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. Accomplishment of annual plan objectives is part of the performance evaluation of all administrators.

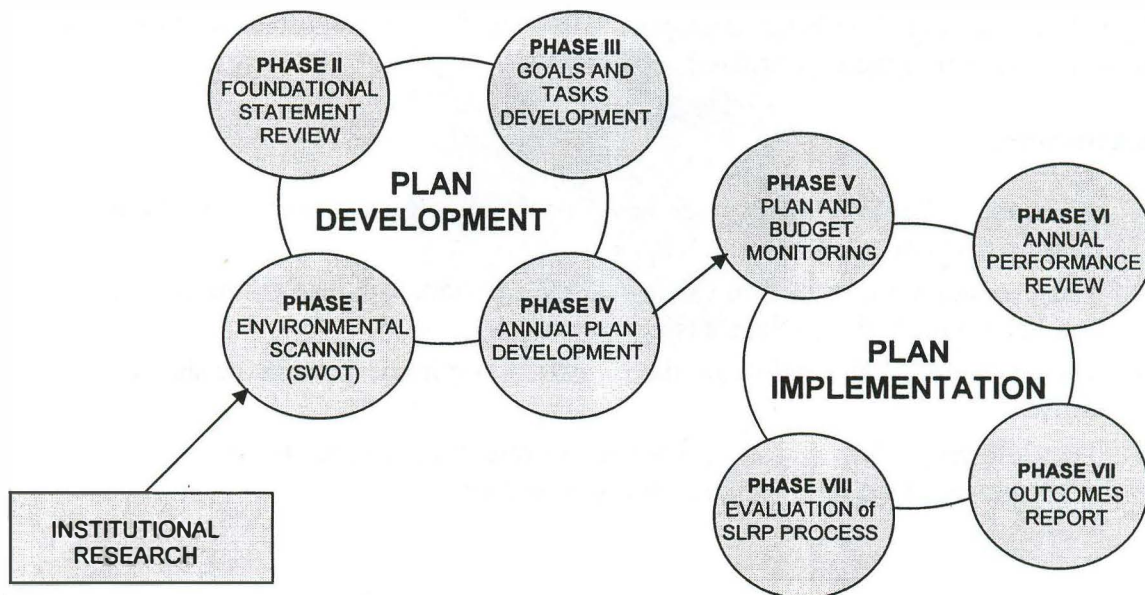
### Phase VII- Outcomes Report

The Outcomes Report contains the achievements of the College toward implementing the institutional goals and tasks for the year. The Outcomes Report is presented to the Board of Trustees for review and published on the College's Web site for community review.

### Phase VIII - Evaluation of SLRP Process

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

### Annual Planning Process



# INSTITUTIONAL CORE VALUES HISTORY

## **Purpose**

Core values are an institution's small set of essential and enduring principles, which establish 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. During the summer of 1999, Dr. Robert Breuder and President's Council undertook the challenge of identifying and defining its core values. 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 implementing the 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 by which we will work. These values 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 enhances the learning environment and develops 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**

(A strength is a positive internal institutional attribute.)

### **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 increase Harper's visibility and demonstrate to the community that the College provides excellent education and enriches personal growth.

- **Football Team**-National Junior Championship Team National Champion: National Junior College Athletic Association (NJCAA), 2003 and 2004.
- **Student Math League**-National Champion in American Mathematic Association of Two-Year Colleges, 2005.
- **Wrestling Team**-Second in the nation, NJCAA, 2005.
- **Speech Team**-Fourth in the nation, Phi Rho Pi Competition, 2004 and 2005.
- **Men's Cross Country**-Sixth in the nation, NJCAA, 2005.
- **Women's Cross Country**-Seventh in the nation, NJCAA, 2005.
- **Continuing Education Division**-Learning Resources Network Award-Learning Resources Network (LERN), 2003.
- **Access and Disability Services**-Exemplary Practice Award Winners as recognized by the National Council on Student Development (NCSD), 2005 for the "Program for Achieving Student Success."
- **In Zone Program**-Exemplary Program Award- National Council for Continuing Education and Training (NCCET).
- **Marketing Pieces**-National Council for Marketing and Public Relations Paragon Awards (NCMPR)-Gold Paragon: TV Advertising Single Spot, Welcome brochure, Silver Paragon: Television Single Spot, Television Advertising Series (additionally three Bronze Paragons and four Merit paragons).
- State and Regional Achievements (see Addendum).
- Accreditations (see Addendum).
- Affiliations (see Addendum).
- Certifications (see Addendum).

## **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.

For the last three fiscal years there have been no reported instances of murder, criminal sexual assault and 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, car theft and drug abuse violations.<sup>1</sup> Harper College's crime statistics are published at [harpercollege.edu/about/safety/index.shtml](http://harpercollege.edu/about/safety/index.shtml).

The College has a major Emergency Operation Plan (EOP) in place. The College held a table-top exercise as a portion of this plan with the Palatine fire and police departments in February and May 2005.

The College has invested in security and safety technology in the form of card access at specified doors, closed-circuit television in public spaces and emergency call boxes throughout the parking lots and walkways. Additionally, the College has addressed safety issues through a chemical hygiene plan and revised its emergency procedures relating to workplace safety.

## **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 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.<sup>3</sup>
- Outreach efforts have resulted in 3,596 student contacts this academic year.

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

<sup>2</sup> Admissions Outreach High School Class Report, January 2004  
Admissions Outreach Events FY to date

<sup>3</sup> Harper College Survey of 2002 Graduates, December 2004

#### **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.

- Completed construction of Avanté.
- Upgrade external lighting.
- Install internal signage.
- Implemented beautification projects including the North Garden and Courtyard and installed the sculpture, Jubilee.
- Remodeled the Assessment Center.

#### **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.
- Achieved a diversity hiring rate of 31 percent (self-identified) for new hires in 2004.
- Received the Illinois Council of Community College Administrators Innovation Award for the Center for Multicultural Learning.
- Infused multicultural learning across the curriculum through the Faculty Fellows Program by selecting and training three new Faculty Fellows in English and Physics.
- Developed and hosted Harper’s First Diversity Regional Symposium for 125 attendees.

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

- Initiated CARE campaign through Student Senate and drew more than 1,500 attendees to four community building campus events.
- Provided 34 diversity awareness events serving 3,743 students and staff.

**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.

- Provided more than \$500,000 in professional development funds to employees.
- Professional development funds mini grant programs, 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 6.75 percent in 2003-04. (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>

**Strength 7: Growing Enrollment**

Item Description:

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

**Credit Student Headcounts**

	1999-00	2000-01	2001-02	2002-03	2003-04
<b>Annual Number of Students</b>	<b>24,352</b>	<b>25,266</b>	<b>24,945</b>	<b>24,954</b>	<b>25,870</b>
<b>By Semester</b>					
Summer	8,455	9,013	8,909	9,044	9,471
Fall	14,712	15,425	15,108	15,352	16,004
Spring	14,286	14,585	14,978	15,085	15,760

Source: ICCB A1 files

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

## **Strength 8: Technology Infusion**

### Item Description:

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

### Supporting Comments:

Harper's Board of Trustees continues to support technology and is committed to funding the Technology Plan initiatives via their approval of a technology fee (\$5/credit hour) and general purposes bond sales for a total of about \$2 million annually.

CENIQ is the method utilized in concert with the budgeting process and timeframes that the user community submits to request approval for technology (hardware, media and software).

Outcomes of the Technology Plan include:

- Retrofitting 104 classrooms.
- Developing 95 computer labs.
- Upgrading campus network infrastructure.
- Implementing Harper ID Cards.
- Developing Web payment and new Enterprise Resource Planning (ERP) system.

## **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.

2004 Financial Outcomes:

- Reaffirmed Moody's Aaa Bond Rating.
- Received unqualified audit opinion including a management letter with no significant issues.
- Balanced the budget in the Educational Fund.
- Received the Government Finance Officers Association Distinguished Budget Award.

- Established self-insurance for Workers Comp Insurance at a savings estimated at \$200,000 per year; and a Community College Consortium as an insurance option for property and liability insurance at a savings of \$296,026 per year.

## WEAKNESSES

(A weakness is an institutional attribute 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 37,338<sup>6</sup> and growing and full capacity eventually will 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 work group. Scheduling team is implementing the following:

- Scheduling of general education courses in blocks to increase likelihood of full schedules.
- Changing the schedule grid to increase student capacity.
- Adding more sections to the schedule.

### **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. State funding to support these needs is not forthcoming.

Supporting Comments:

- Overall plans for renovating buildings M, I, J, C and A are not yet developed.
- Building D west of the knuckle has been identified for demolition.<sup>7</sup>
- Inadequate amount of student gathering areas.
- While the College has embraced the concept of technology infusion, work remains to make the concept an all campus 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> Annual Credit and CE Student Count, Fact Book 2004, December 2004, pages 67 and 86

<sup>7</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 (HLC) 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)." Student learning is difficult to assess 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. The new Enterprise Resource Planning system will address this issue.

### **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:**

The Higher Learning Commission 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>8</sup> A new framework for program level outcomes has been adopted by the College. Training for all programs was held in October 2004, with all programs scheduled to complete the first assessment cycle by September 2005.

### **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.

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<sup>8</sup> NCA 1997 Visit Report and 2004 Handbook of Accreditation



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. A climate study is being facilitated by the Human Resources committee in FY05.

**Weakness 6: Current Enterprise Resource Planning (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. The new ERP system was approved by the Board and implementation will start in FY05.

**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>9</sup>
- In a recent survey of community residents<sup>10</sup>, among respondents likely to enroll in a course within the next five years, 47 percent aged 25-54 and 44 percent of respondents aged 55-64 preferred a distance learning option.

Progress is being made to place an entire program online and the Higher Learning Commission (HLC) is conducting a site visit to accredit distance learning degrees in September 2005.

### **Weakness 8: 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, tutoring and success services.

#### **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>11</sup> Conservative estimates, using currently enrolled students at Harper College, indicate a counselor to student ratio of approximately 800 to 1.
- More than 45 percent of new students attending the full-time orientation in FY04 graduated in the bottom half of their high school.<sup>12</sup>
- The number of new academic programs and/or career programs on campus is increasing by almost seven per year.

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<sup>9</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>10</sup> Community Needs Assessment 2004, September 2004, page 24

<sup>11</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)

<sup>12</sup> New Students Report, March 4, 2004, page 3

## **OPPORTUNITIES**

(An opportunity is an external situation outside of Harper's control that has no negative impact if not 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 graduates 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." Among needed degrees listed by Harper district employers, 90 percent were bachelor's level or higher.<sup>14</sup>

**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>15</sup> Since the for-profits are more expensive, learners can save money by attending Harper.

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

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

<sup>14</sup> Community Needs Assessment, 2004, page 46

<sup>15</sup> Community College Research Center, 4/02

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

#### Item Description:

There exists an increasing public interest in new and existing educational programs and an increasing amount of 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 education programs supporting careers in public service: especially law enforcement, emergency services and computer security.
- Increased grant opportunities within defense or homeland security areas.<sup>16</sup>

Possible Impact: Financial and educational 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>17</sup>

Possible Impact: Partnerships and Corporate Services.

### **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>18</sup>

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<sup>16</sup> Gartner Group, 11/02 as referenced in the E.S.

<sup>17</sup> National Bureau of Economic Research, “Why Corporations Pay For College,” 9/02

<sup>18</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)

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 also is a fast growing trend in higher education.
- Adults between 25 and 54 years of age exhibit a preference for distance learning.<sup>19</sup>

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>20</sup> These district workers represent possible learners for Harper’s programs.

Possible Impact: Enrollment, marketing strategy 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 also were among the top 20.<sup>21</sup>

**Top 20 Job Titles by Percent Growth  
2000-2010 Chicago MSA Occupational Projections<sup>22</sup>**

				Employment		Average Annual		
		Base Year	Proj Year	Change		Job Openings		
Standard Occupational Classification (SOC)		Employment	Employment	2000-2010		Due to	Due to	
Code	Title	2000	2010	Number	Percent	Growth	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

<sup>19</sup> Community Needs Assessment 2004, September 2004, page 24

<sup>20</sup> Edge City Survey, as published in American Demographics

<sup>21</sup> Occupational employment projections, Bureau of Labor Statistics 2002

<sup>22</sup> IDES Employment Projections <http://lmi/ides.state.il.us/projections/employproj.htm>

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>23</sup>**

				Employment		Average Annual		
		Base Year	Proj Year	Change		Job Openings		
Standard Occupational Classification (SOC)		Employment	Employment	2000-2010		Due to	Due to	
Code	Title	2000	2010	Number	Percent	Growth	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 Specialists, All Other	46,414	60,323	13,909	29.97	1,391	1,178	2,569
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 and Cleaners, Exc.	86,454	99,250	12,796	14.80	1,280	1,561	2,841

<sup>23</sup>IDES Employment Projections <http://lmi/ides.state.il.us/projections/employproj.htm>

	Maids and Housekeeping Cleaners							
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 and 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>24</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.

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

#### Item Description:

Community colleges offering select bachelor's degrees is a fast-growing trend in higher education. Twelve states currently allow community colleges to offer bachelor's degrees under certain circumstances: Florida, Utah, Nevada, Arkansas, Minnesota, Texas, New York, Pennsylvania, Vermont, Hawaii, Georgia and Indiana. These are offered in specific areas where there were gaps in higher education. A community need also was identified and no 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.

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<sup>24</sup> U.S. Census 2000

Supporting Comments:

The Higher Learning Commission 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>25</sup>

Possible Impact: College-wide.

**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, Schaumburg 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>26</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, the 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.

**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 characteristics of at-risk learners.

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

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<sup>25</sup> NCA, October 31, 2000, report on Bachelor's Degree Education in the Community College Setting

<sup>26</sup> Metro Chicago Immigration Fact Book, June 2003



**Decreasing International Students:** Changing immigration laws are becoming increasingly restrictive. The regulations governing visas effectively reduce the number of eligible learners. In fall 1999 Harper had 119 learners on F1 visas, and in fall 2004 there were 55, a 46 percent reduction.

Possible Impact: Enrollment, instructional programs and diversity opportunities.

## **THREATS**

(A threat is an external situation outside of Harper's control that has a possible negative impact if not acted upon.)

### **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>27</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. The fall 2004 community needs assessment indicate "time and money are the two greatest reasons that keep residents from enrolling in a course or degree program."<sup>28</sup>

**Possible Impact:** Marketing strategy, enrollment and service delivery.

### **Threat 2: Shrinking Public 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. Local tax appeals (PTAB) in conjunction with the Tax Cap reduce the local tax support, which is Harper's primary operations funding support.

#### **Supporting Comments:**

These cuts have led to the reduction of some service and activity hours that impact the College's learners. The reductions also were handled through increased efficiencies, improved business practices and mergers and reorganizations; basically doing more with less.<sup>29</sup>

**Possible Impact:** All Harper operations.

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<sup>27</sup> Purdue University, 10/02

<sup>28</sup> Community Needs Assessment, 2004, page 10

<sup>29</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:**

The Higher Learning Commission 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 monies from governmental sources.

**Possible Impact:** Educational programs.

### **Threat 4: 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, 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. Harper has made significant improvements to comply with the various regulations identified but not all issues have been resolved. To date, documents that are disseminated, or can be viewed by external audiences, meet requirements; revisions to some internal information are still in process.

**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**

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 ensuring responsiveness to local needs, enhancing Harper's institutional mission and supporting 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**

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

**Task 1.2**

Develop new programs in response to changing community needs.

**Task 1.3**

Provide facility and fiscal support for innovative and interactive instruction.

**Task 1.4**

Expand learning through the fostering of curriculum infusion opportunities for students (such as multicultural and diversity, technology, life skills, service learning and learning communities).

**Task 1.5**

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**

Conduct assessment and accountability reviews of curricula and modify existing programs as necessary to meet standards of excellence, community needs and state and national initiatives.

**Task 2.2**

Develop and promote library resources and technologies that support all curricula and delivery modalities to meet the needs of students, faculty and the community.

**Task 2.3**

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

**Task 2.4**

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 2.5**

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

**Task 2.6**

Assure educational quality, access, satisfaction, retention and student success through outcomes assessment of courses, programs and general education in compliance with the Higher Learning Commission and the Illinois Community College Program Review 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.

**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 a comprehensive annual resource development plan.

Task 4.3

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

Task 4.4

Develop a Foundation Board development process.

Task 4.5

Strengthen the fundraising infrastructure of the Foundation's systems, programs and staff.

**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

Maintain Aaa rating from Moody's Investor Service through producing audits with unqualified opinions, balanced budgets and spending within budgets.

Task 5.2

Implement financial module of the Oracle ERP system within timelines defined.

Task 5.3

Stay current on the new reporting requirements of various external agencies and modify systems to meet those reporting requirements, including implementation of the various Governmental Accounting Standards Board pronouncements as required.

Task 5.4

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**

Increase credit enrollment through integrated enrollment strategies.

**Task 6.2**

Collaborate in the development and implementation of retention-oriented strategies and programs to retain students in courses and programs to goal completion.

**Task 6.3**

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

**Task 6.4**

Recruit and retain academically successful student achievers and leaders.

**Task 6.5**

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

**Task 6.6**

Develop a comprehensive marketing plan for noncredit programs to efficiently utilize resources.

**Task 6.7**

Continue to develop Web strategy and content to address enrollment needs primarily, and other constituency needs secondarily.

**Task 6.8**

Develop integrated approach to district businesses for all Harper programs.

**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**

Complete construction close out and resolve warranty issues for Avanté, Conference Center and the Performing Arts Center.

**Task 7.5**

Submit appropriate and fundable projects to the state of Illinois through the RAMP process and other identified state funding streams including the One Stop/Campus Life Center, and renovation in buildings G, H and M.

**Task 7.6**

Optimize the use of facilities through implementation of appropriate software and additional process improvements.

**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**

Remain abreast of “state-of-the-art” technological changes by evaluating emerging technologies and pursuing initiatives to ensure the technical infrastructure is systematically updated.

**Task 8.6**

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

**Task 8.7**

Maintain and upgrade current investment in technology.

**Task 8.8**

Develop and incorporate plans to utilize technology to improve access and service delivery for student life, including assistive technology for students with disabilities.

## **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

Initiate, fund, promote and evaluate employee training and organizational development experiences which support institutional directions and required skill competencies.

### Task 9.3

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

### Task 9.4

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

### Task 9.5

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

### Task 9.6

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

### Task 9.7

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**

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

**Task 10.2**

Provide research and analysis of data to support institutional planning and decision-making as well as support faculty engaged in classroom or program level student outcomes assessment.

**Task 10.3**

Support the strategic planning process by ensuring appropriate outcomes, reporting to external agencies as required and integrating it with the budgeting process.

**Task 10.4**

Support Board approved initiative to seek Baccalaureate Degree-granting authority to address student access issues and community needs.

**Task 10.5**

Ensure a successful institutional process of preparing for the Higher Learning Commission Self-Study visit in 2007.

**Task 10.6**

Establish change management processes to support the successful implementation of the new ERP system.

**Task 10.7**

Conduct in-depth research on the College's community, students and employees on a three-year rotating basis to ensure Harper remains responsive to its constituencies needs.

**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 and monitor issues that affect the College.

**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 the College communication plan.

Task 12.2

Develop and implement a proactive crisis communication plan.

Task 12.3

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

Task 12.4

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**

Provide support for leadership efforts in developing and advancing diversity initiatives.

**Task 13.2**

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

**Task 13.3**

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

**Task 13.4**

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

**Task 13.5**

Expand opportunities for students from under-represented groups to provide input and participate in diversity initiatives.

## STATE AND REGIONAL ACHIEVEMENTS

- **Department of Education**-The Northwest Suburban Education to Careers partnership recognition for the enhancement of learning at Walter R. Sundling Jr. High, 2004, Mentor Program.
- **Faculty Fellows program**-Innovation Award as recognized by the Illinois Council of Community College Administrators in 2003.
- **Interior Design program**-Endorsed by the National Kitchen and Bath Association in 2004, 2003 and 2002.
- **New Student Orientation programs**-Awarded the "1<sup>st</sup> Year Student Advocate" award by the University of South Carolina, 2001.
- **Access and Disability Services (ADS)**-Continuing Contribution to Exemplary Program for deaf/hard of hearing students as recognized by the Illinois Department of Human Services/Office of Rehabilitation Services for 2003-04.
- **Center for Multicultural Learning**-Innovation Award as recognized by the Illinois Council of Community College Administrators for the Multicultural Faculty Fellows program 2004.
- **Heating and Air Conditioning Department**-Award for Excellence in Learner-Centered Instruction as recognized by ICCB, 2005.
- **Cross Country**-Ranked number one among regional junior colleges competing against four-year schools, 2005.
- **Men's Soccer**-Ranked first in the region, 2005.
- **Women's Soccer**-Ranked second in the region, 2005.
- **Volleyball**-Ranked third in the region, 2005.

## ACCREDITATIONS

All courses and educational programs, including counseling services, are fully accredited by The Higher Learning Commission of the North Central Association of Colleges and Secondary Schools (HLC)

30 North LaSalle, Suite 2400

Chicago, IL 60602-2502 312.263.0456 800.621.7440

- The Harper College business-related programs of Accounting, Computer Information Systems, Financial Services, Hospitality Management, Management, Marketing, Supply Chain Management and Office Careers are accredited by the Association of Collegiate Business Schools and Programs.
- The Harper College Music Department is accredited as a Community/Junior College Member of the National Association of Schools of Music.
- The Harper College Paralegal Studies Program is accredited by the American Bar Association.
- The Harper College Real Estate Program is licensed by the State of Illinois Office of Banks and Real Estate as a Real Estate Pre-License School (#110000046), a Licensed Appraiser-Education Provider (#155000165) and a Licensed Home Inspector-Education Provider (#052000106).
- The Harper College Learning Center is accredited by the National Association for the Education of Young Children (NAEYC).
- The Harper College Nursing Program is accredited by the:  
National League for Nursing Accrediting Commission (NLNAC), Inc.  
61 Broadway  
New York City, NY 10006 212.363.5555
- The Harper College Certified Nursing Assistant Program is accredited by the:  
Illinois Department of Professional Regulations  
James R. Thompson Center  
100 W. Randolph, Suite 9-300  
Chicago, IL 60601 312.814.4500
- The Harper College English as a Second Language Intensive English Program is accredited by the Commission on English Language Program Accreditation (CEA).

- The Harper College Dental Hygiene Program is accredited by the:  
American Dental Association (ADA)  
Commission on Dental Accreditation (CODA)  
211 E. Chicago Ave.  
Chicago, IL 60611-2678 312.440.2500
- The Harper College Dietetic Technician Program is accredited by the:  
Commission on Accreditation for Dietetics Education (CADE) of the American  
Dietetic Association  
120 S. Riverside Plaza, Suite 2000  
Chicago, IL 60606-6995 312.899.0040
- The Harper College Medical Office Administration Program is accredited by the:  
Commission on Accreditation of Allied Health Education Programs (CAAHEP)  
35 E. Wacker Drive, Suite 1970  
Chicago, IL 60601-2208 312.553.9355
- Curriculum Review Board (CRB) of The American Association of Medical  
Assistants' Endowment (AAMAE) Accreditation Department  
20 N. Wacker Drive, Suite 1573  
Chicago, IL 60606-2903 312.899.1500
- The Harper College Cardiac Rehabilitation Services is accredited by the:  
Joint Commission on Accreditation of Healthcare Organizations  
One Renaissance Blvd.  
Oakbrook Terrace, IL 60181 630.792.5000

## CERTIFICATIONS

- **Authorized Prometric Testing Center**
- **Certified in Convergent Network Technologies (CCNT):**  
Various Blended/OnLine Training
- **Cisco:**  
Cisco Certified Design Associate (CCDA)  
Cisco Certified Network Associate (CCNA)  
Cisco Certified Network Professional (CCNP)  
Cisco Secure Pix Firewall Advanced (CSPFA)
- **CompTIA:**  
A+  
Network+  
Server+  
Security+
- **Computing Technology Industry Association:**  
A+ Certification
- **CWNP:**  
Certified Wireless Network Administrator (CWNA)
- **Linux:**  
Linux Certified Administrator (LCA)
- **Microsoft Corporation:**  
Microsoft Certified Application Developer (MCAD)  
Microsoft Certified Database Administrator (MCDBA)  
Microsoft Certified Desktop Support Technician (MCDST)  
Microsoft Certified Professional (MCP)  
Microsoft Certified Solutions Developer (MCSD)  
Microsoft Certified Systems Administrator (MCSA)  
Microsoft Certified Systems Engineer (MCSE)  
Microsoft Certified Systems Engineer and Internet (MCSE and Internet)  
Microsoft Office Specialist (MOS)
- **Novell:**  
Certified NetWare Administrator (CNA)  
Certified Netware Engineer (CNE)

- **Oracle:**  
Oracle Certified Database Administrator  
Oracle Certified Database Associate  
Oracle Certified Solution Developer
  
- **Premier AutoDesk:**  
AutoCAD 2005 Professional  
AutoDesk Architecture  
AutoDesk Inventor  
Certified AutoCAD Trainer
  
- **Solaris:**  
Exams to be certified as a Systems Administrator or Network Specialist
  
- **Sun Microsystems:**  
Sun Certified Enterprise Architect  
Sun Certified Programmer for the Java 2 Platform  
Sun Certified Solaris Administrator

## AFFILIATIONS

### **Academic Enrichment and Language Studies Division**

- Member, International Interchanges for Leaders in Education
- Member, Illinois Adult and Continuing Educators Association
- Member, Network of Intensive English Programs: Illinois, Indiana and Wisconsin
- Member, NAFSA-Association of International Student Educators
- Northeast Palatine Resource Network
- Northeast Suburban Council for Community Services
- Member, Registry of Interpreters for the Deaf (RID)
- Director, College Reading and Learning Association
- Member, National Association for Developmental Education
- Member, National Council of Teachers of English
- Member, International Reading Association
- Member, International Writing Centers Association
- Member, Midwest Writing Centers Association
- Member, National Tutoring Association

### **Business and Social Science Division**

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

### **Continuing Education Division**

- American Heart Association
- Animal Trigger Point Myotherapists Association, Inc.
- Association for Volunteer Administration



- College for Financial Planning and the Greater O'Hare Chapter of the International Association of Financial Planners
- Illinois Association of Nonprofit Organization
- The Community Music Center is a member of the National Guild of Community Schools of the Arts

#### **Corporate Services Division**

- APICS (The Educational Society for Resource Management, originally called the American Production and Inventory Control Society)
- CPIM Review (Certification in Production and Inventory Management) and CIRM Review (Certification in Integrated Resources Management)
- NAPM (National Association of Purchasing Management)
- CPM Review (Certification in Purchasing Management)
- AchieveGlobal: Leadership, Customer Service, Sales Performance
- Command Spanish

#### **Liberal Arts Division**

- National Kitchen and Bath Association (NKBA)
- National Association of Schools of Music (NASM)
- Association of Illinois Music Schools (AIMS)
- Illinois Council of Orchestras
- Accredited by the National Guild of Community Music Schools
- Modern Language Association (MLA)
- Community College Humanities Association (CCHA)

#### **Life Science and Human Services Division**

- Illinois State Florist Association
- The Society of American Florists
- The American Institute of Floral Designers
- Illinois Landscape Contractors Association
- Teleflora Associate Member

#### **Resources for Learning Division**

- American Library Association (ALA)
- Illinois Community Colleges Online (ILCCO) Internet Course Exchange
- Illinois Online Network (ION)
- Illinois Virtual Campus (IVC)
- Member, Illinois Library Computer Systems Organization (ILCSO)
- Member, Illinois Library Association (ILA)
- Member, Instructional Telecommunications Council (ITC)
- Member, OCLC (Online Computer Library Center)
- Member, LOEX (Library Orientation Exchange) Clearinghouse for Library Instruction
- Member, North Suburban Library System (NSLS)

- Member, Network of Illinois Learning Resources in Community Colleges, (NILRC)
- Member, Sloan Consortium
- PBS Adult Learning Service

### **Student Development Division**

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

### **Technology, Mathematics and Physical Sciences Division**

- American Association of Physics Teachers
- American Astronomical Society
- American Electronics Association
- American Institute of Architects (AIA)
- American Mathematical Society (AMS)
- American Mathematics Association of Two Year Colleges (AMATYC)
- American Polar Society
- American Society for Engineering Education
- American Statistical Association
- American Technical Education Association
- Association for Computing Machinery
- Association of Collegiate Schools of Architecture
- Association of Licensed Architects
- Association of Mathematics Teacher Educators (AMTE)
- Building Officials and Code Administrators (BOCA)
- Building Officials and Code Administrators-International Code Council (BOCA-ICC)
- Chicago Section American Association of Physics Teachers
- Committee on Chemistry of the Two Year College, Division of Chemical Education, American Chemical Society
- Consortium for Computing in Small Colleges (Northwest Conference)
- Consortium for Design and Construction Careers
- EDS PLM Solutions
- Explorers Club
- Fire Department Safety Officers Association
- Geological Society of America
- Geological Society of New Zealand
- Illinois Academy of Science
- Illinois Advisory Committee on Arson Prevention
- Illinois Association of Architecture Instructors
- Illinois Building Commission (IBC)
- Illinois Council of Teachers of Mathematics (ICTM)
- Illinois Fire Chiefs Association
- Illinois Mathematics Association of Community Colleges (IMACC)

- Illinois Mathematics Teacher Educators (IMTE)
- Illinois Office of the State Fire Marshall (IL OSFM)
- Illinois Professional Firefighters Association
- Illinois Section-American Association of Physics Teachers
- Illinois Section-Mathematics Association of America
- Illinois Society of Fire Service Instructors
- Illinois Society of Professional Engineers (ISPE)
- Institute of Electrical and Electronics Engineers (IEEE)
- Institute of Mathematical Statistics
- Mathematics Association of America
- Metropolitan Mathematics Club of Chicago (MMC), The
- National Association for Developmental Education (NADE)
- National Council of Teachers of Mathematics
- National Fire Protection Association (NFPA)
- National Fire Academy Alumni Association
- National Society of Professional Engineers (NSPE)
- New Zealand Antarctica Society
- Northwest Building Officials and Code Administrators (NWBOCA)
- Physics Northwest
- Planetary Studies Foundation
- Radio Club of America (RCA)
- Rescue and Emergency Specialist Association
- Society of Industrial and Applied Mathematics (SIAM)
- Society of Broadcasting Engineers (SBE)
- Suburban Building Officials and Code Administrators (SBOC)
- Women in Mathematics Education (WME)

**Wellness and Human Performance Division**

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

# 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>

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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>

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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>

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			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>

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Campus Image 6, 22	<ul style="list-style-type: none"> <li>College, tuition increases into the future may be questionable. Review Board Policy.</li> <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>



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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>

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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>

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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>

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	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>

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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>

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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>

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	<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>

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			<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>



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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>

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			been modified to support presentation technologies, i.e., podium, projector, sound and screen) in 2002.
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	<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>

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Women's Sports 14, 41	<ul style="list-style-type: none"><li>▪ Explore those sports available in high school for women and study the feasibility of beginning new programs for women.</li></ul>	Completed	<ul style="list-style-type: none"><li>▪ 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.</li></ul>

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