Strategic Long Range Plan
2008–2011

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.

Strategic Long Range Plan 2008-2011

Office of Strategic Planning and Alliances
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August 2008

Harper College

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STRATEGIC PLANNING
at HARPER COLLEGE

Introduction

Harper College engages in planning to assure that it is future oriented in serving its students and community. Our strategic long range planning is a process that guides the future direction of the organization. Specifically, it defines the institution's philosophy, mission, vision, core values, goals and tasks. The 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 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 process, context and history.

Core Statements: The second section provides statements that define the very core of our institution. These core statements of belief (Philosophy), purpose (Mission), direction (Vision) and values (Core Values) serve as the guiding tenants for Harper College.

SWOT: Section three of the document contains the College's assessment of our strengths, weaknesses, opportunities and threats (SWOT). It identifies external and internal factors that must be acknowledged before we can determine how best to serve our students and our community. The SWOT analysis is reexamined and updated annually based on new institutional data.*

Institutional Priorities: The fourth section identifies the College's institutional priorities that influence our goal and task 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 address multiple areas of the College. Goals are broad statements of expected outcomes that will likely continue over the three-year planning period. Tasks denote specific areas of work for the institution. Goals and tasks are also updated annually based on the SWOT analysis to ensure their relevance to the institution.

Addendum: The last section of this document contains a recent history of planning at Harper and the summary from the "Report of a Comprehensive Evaluation Visit" by The Higher Learning Commission, a Commission of the North Central Association of Colleges and Schools (NCA) from November, 2007.

In summary, the planning process at Harper College ensures that the College is:

- **Mission Driven** by annually reviewing the core statements and utilizing them to drive the planning activities.
- **Data Based** by analyzing all relevant institutional data* and annually updating the SWOT analysis to drive changes to the goals and tasks.

- **Institutionally Aligned** by having administrative and department plans tie to the SWOT, goals and tasks.
- **Accountable** to our constituencies by annually reporting to the Board and community progress made against the plan.
- **Inclusive** by ensuring all internal constituencies are represented on both the Institutional Planning Committee and the College Assembly, and accepting College-wide input into the planning process.

*Institutional data provided for SWOT analysis includes, but is not limited to:

- Environmental Scan (includes analysis of economic, educational, demographic, political, social and technology factors impacting the College);
- Harper College Fact Book (includes annual update of key institutional data including: institutional profile, district demographics, student data, finances, facilities, human resources and support services);
- District Community Survey;
- Employee Climate Survey;
- Community College Survey of Student Engagement (CCSSE);
- Graduate Surveys;
- IPED's Data (including peer benchmarks);
- Institutional Data Trends resulting from Individual Program Reviews and Program Outcome assessment reports;
- College Plan and Budget;
- ICCB Performance Report;
- ICCB Data (including peer benchmarks).

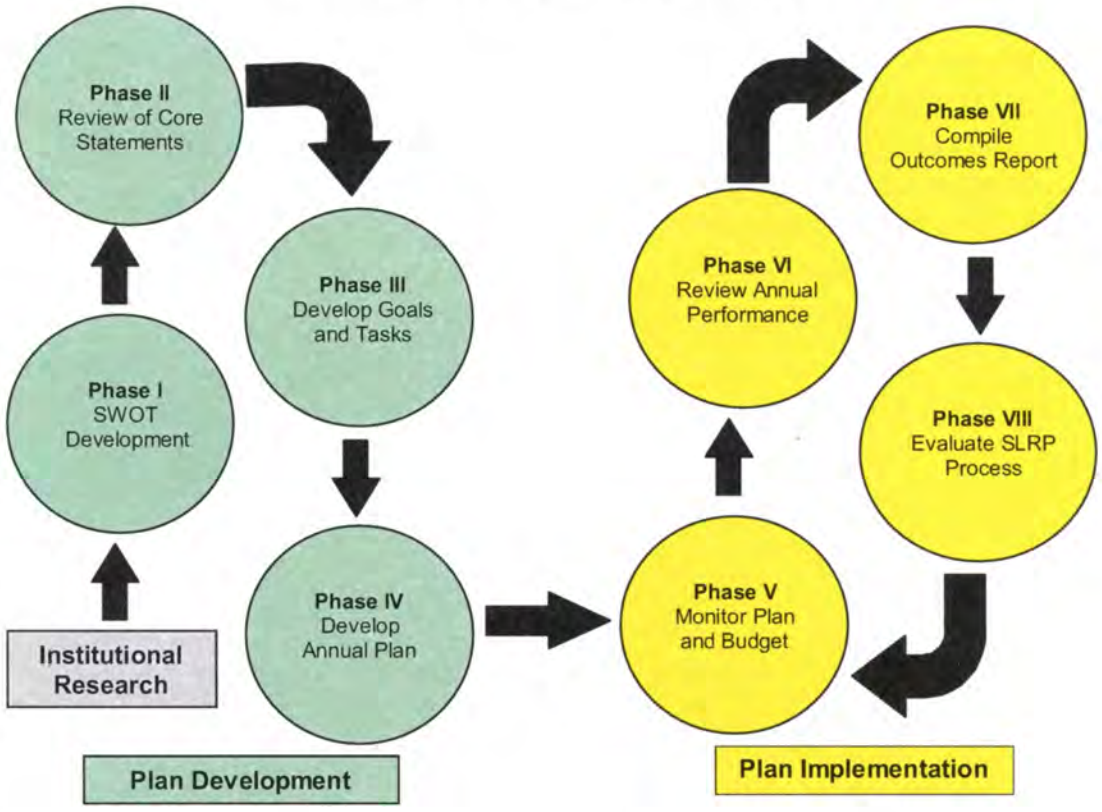
The Planning Process

Inclusive and cyclical planning processes are designed to allow Harper College to fulfill its mission, maintain high academic standards, increase opportunities for student learning, and respond to future challenges and opportunities. The strategic planning process developed at the College in the past decade involves careful review of the College's strengths, weaknesses, opportunities and threats, and links them with goals and tasks. The Institutional Planning Committee (IPC) is charged with the annual revisions to the plan.

Strategic Long Range Planning

Overall stewardship of the strategic planning process is the responsibility of the Vice President for Strategic Planning and Alliances, who coordinates the timeline, committee consultation and documentation. The following diagram illustrates Harper's planning process.

Annual Strategic Long Range Planning Process



As part of the shared governance structure, the Institutional Planning Committee is responsible for developing the Strategic Long Range Plan. The annual planning cycle consists of eight phases.

Phase I – Identification of Strengths, Weaknesses, Opportunities, and Threats (SWOT)
The work of the IPC begins in the fall with a review of relevant surveys and scans, which defines the external environment. They also analyze the Fact Book and other institutional data sets, which summarize the internal environment. The IPC reviews these documents as the first step in the SWOT analysis and revision process. Annually, existing strengths, weaknesses, opportunities and threats are reviewed, updated, and/or removed when appropriate; and new items are researched and added. The results of the SWOT update provide the foundation for the next phases of the strategic planning process.

Phase II - Review of Mission Documents (Core Foundational Statements)
In 2000, the IPC, in consultation with the President's Council and the College Assembly Committee, presented for College approval the Philosophy, Mission and Vision statements, which are considered the core foundational statements for the College. These documents provided the framework for a College-wide series of sessions used to develop the Institutional Core Values. These statements are reviewed annually in the fall by the IPC to determine if they are still relevant. When necessary, the statements are adjusted to reflect new conditions and/or changing needs in the community.

Phase III - Goals and Tasks Development
Every year, goals and tasks are reviewed and updated as necessary by the IPC. Goals are institutional in nature, while tasks identify a particular focus of a goal, which then become the responsibility of various committees or units of the College. These tasks serve as the basis for prioritized objectives detailed in staff, committee and department plans. Goals and tasks for the following academic year are submitted by the President's Council or any College group for review and approval by the IPC in the spring of each year. This approval process can be characterized as a dialogue between the IPC and the vice presidents, with appropriate referencing to the institutional priorities, mission documents and SWOT. The SLRP's development is completed after the first three phases. The Board is presented with the SLRP each May for review and comment, and approves the SLRP each June. The SLRP is posted on the intranet for employee review and made available to the community through the Harper Web site.

Phase IV - Annual Plan Development
Annual plans are prepared by administrators for each area, academic division, and department in the spring. They contain objectives that are consistent with the institutional core values, institutional directions, and goals and tasks. Each objective must be related back to a task in the SLRP. Department plans are reflected in the annual plan of the respective dean or director responsible for a division or department. At the end of each fiscal year, each administrator is evaluated relative to his or her achievement of planned results. The President is evaluated in the same manner by the Board of Trustees. The institution-wide achievements are then documented in the Institutional Outcomes Report. The Annual Plan is presented to the Board each July.

Phase V – Plan and Budget Monitoring
Major initiatives are tracked against the institutional goals, and their budget impact is reflected in the annual budget developed in the spring. The annual College Plan and Budget

includes cross-referencing to the SLRP. This represents the first step in tracking budget against the goals and tasks identified in the SLRP in that it tracks the alignment of goals with specific allocations and expenditures. Budget monitoring occurs monthly by every cost center manager, while SLRP monitoring occurs semiannually. In addition, the President's Council meets frequently to review actual results in comparison to planned activities.

Phase VI - Annual Performance Review
Administrators and staff members report their progress toward achieving the objectives stated in their annual plans. Accomplishment of annual plan objectives is part of the performance evaluation of all administrators, which occurs in August.

Phase VII– Institutional Outcomes Report
The Institutional Outcomes Report details the progress of the College as it accomplishes institutional goals and tasks for the year. The Institutional Outcomes Report is presented to the Board of Trustees for review and approval each year in August. It is then posted on the intranet for employee review and made available to the community through the Harper Web site.

Phase VIII - Evaluation of SLRP Process
The SLRP development process is evaluated annually and adjusted as needed. The IPC is responsible for the planning process and responds to issues pertaining to process effectiveness, constituency input, accuracy of data, benchmarking, and current trends in institutional planning. Also, the IPC requests new data sources from the Office of Research in response to current issues. Some of these one-time requests have become a regular part of the data set provided by the Office of Research.

The Shared Governance Structure in Planning
Harper College's shared governance structure assures that individuals with primary responsibility and expertise in particular areas assist in making key decisions. The Institutional Planning Committee is a formal part of the governance system and acts as an Assembly Committee. The formal charge of the IPC is "to research, discuss, review, evaluate and make recommendations related to institutional planning." The committee is responsible for producing the primary planning document for the College, the Strategic Long Range Plan after gathering and analyzing input from the College community.

Membership on the IPC is by constituent appointment, and two individuals serve as members "by position." Membership on the committee is a three-year term, which may be repeated once for a total combined tenure of six years. After that point, the member must remain off the committee for a period before reappointment is permitted. There are 18 IPC members representing all academic divisions, many administrative areas, and most employee groups. One student also serves as a member of the IPC.

Timeline
Meetings of the IPC are held on the first and third Monday of each month, from September through May, with an abbreviated schedule in December and May to account

for semester breaks. Review of core information such as mission documents, SWOT, and institutional studies is accomplished during the fall semester; and development of the goals and tasks is completed during the spring semester. The IPC submits the approved plan to the College Assembly Committee for review and approval. The approved plan is then presented to the president for review and approval. Once the president accepts the plan, it is submitted to the Board of Trustees at the May board meeting. The Board has one month to review the plan. Final approval of the Strategic Long Range Plan is granted by the president and Board of Trustees in June.

The Plan in Action

Effectiveness of the Long Range Strategic Planning Process
The effectiveness of Harper's planning cycle is evidenced by the following examples, illustrating how the planning process guides College operations:

- An example comes from the 2004 Community Needs Assessment. An outside research firm was hired to assess the educational needs and concerns of the Harper College district. The study identified: "More than half of those who said they would definitely or probably enroll in courses within the next five years are interested in taking courses through distance education via the Internet." As a result of the study, the College intensified its focus on alternative modalities of instruction.

  Two SWOT items responded to this issue: Weakness 7, Distance Education Programs; and Opportunity 5, Online Education (SLRP 2006-2009, pages 22-25). A corresponding task, 1.2: Develop new programs in response to changing community needs and job market, addressed these items with the creation of new distance learning degrees and certificates as reported in the Institutional Outcomes Report 2005-2006, page 15. As a result, in 2005, the College became accredited by the Higher Learning Commission to offer on-line degrees and certificates. Currently, there are over 21 certificates and three degrees in this format. The need for distance education programs has been removed from the list of institutional weaknesses.

- In the 2001-2004 SLRP, a significant weakness was identified. It was determined that the College was not adequately addressing the various aspects of diversity. Subsequently, the College initiated several activities and programs to address this weakness, including:
  - Creating the position of Associate Vice President, Diversity and Organizational Development.
  - Establishing student support Center for Multicultural Learning.
  - Launching the Multicultural Faculty Fellows Program, which provides professional development to four faculty each year on how to infuse their course content with multicultural content.
  - Implementing a diversity requirement for student graduation.

This weakness has now been removed from the SLRP after verification that processes have been implemented addressing this concern. An institutional goal addressing diversity was established to ensure ongoing attention to this issue.

- In the 2004-2007 SLRP, the IPC recognized the implications of the growing student enrollment combined with the static level of counselors available to assist these students. Recent allocation of funds by way of budget exceptions has allowed reduction of the student/counselor ratio and development of a formula to allow counselor staffing to increase in proportion to enrollment growth, maintaining the ratio. Although this weakness was subsequently removed from the SLRP after verification that the formula is effective, the student/counselor ratio continues to be monitored in light of the enrollment growth experienced by the College.

- In the 2004-2008 SLRP, Harper's Enterprise Resource Planning (ERP) system was identified as a weakness. The weakness was identified in the regular review of the SWOT by the IPC, based on input from various sources including the recommendation of the Vice President of Information Technology and other College constituencies. In 2004, a recommendation was made to the Board of Trustees to replace this system. The Board authorized the purchase and implementation of a new College-wide ERP system. When ERP implementation is completed, the weakness will no longer appear in the SLRP.

- In FY2003, the IPC initiated a process that gathers feedback from a broader representation of the College community. Committee representatives make announcements and presentations at division meetings and provide input from their constituents to the SLRP. The SWOT revision phase is announced in an all-college e-mail, and input forms are posted on the intranet. Awareness of this process has increased over the past four years. When the input process began in 2003, only two input forms were received. In 2007, approximately 35 input forms were received. All of these tactics were developed in response to concerns from the College Assembly Committee regarding the amount of breadth of input into the planning process.

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.

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.

STRENGTHS, WEAKNESSES, OPPORTUNITIES AND THREATS (SWOT)

STRENGTHS

(A strength is a positive internal institutional attribute.)

Strength 1: National, State and Regionally 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. National and state recognitions received over the last three years are listed below:

- **Access and Disability Services**: Harper chosen as best Illinois college for deaf/hard of hearing students; DeaFest chosen as best deaf community event, 2007; Exemplary Practice Award Winner, 2005, National Council on Student Development (NCSD), for Program for Achieving Student Success.
- **Accounting Services:** Distinguished Budget Award, 2007, Government Finance Officers Association, for ninth consecutive year.
- **Admissions Processing**: Outstanding Advising Technology Innovation Certificate of Merit as recognized by the National Academic Advising Association (NACADA), 2007, for the "Online Nursing Program Information Session."
- **Admissions Advertising Award**, Gold Standard for Harper's new athletic logo depicting the Harper Hawk; Marketing Services designed the logo.
- **Campus Activities Board**: The Holocaust Remembrance Program was recognized with the Outstanding Educational Program Award from the National Association for Campus Activities (Mid-America Regional Conference), 2007.
- **Center for Multicultural Learning**: Celebration of Diversity Award, 2005, National Association of Student Personnel Administrators, for Multicultural Faculty Fellows Program.
- **Chemistry Department**: is partner in the only Community College-led Undergraduate Research Center grant funded through the National Science Foundation, 2006.
- **Computer Information Systems Department**: Greenhouse Exemplary Course Award, 2006, Blackboard, for CIS 218 E-Commerce Development.
- **Computer Information Systems Department in partnership with Harper College for Businesses**: Award for Excellence in Teaching and Learning, 2005, Illinois Community College Board, for Networking for Motorola Engineer Program.
- **Heating and Air Conditioning Department**: Award for Excellence in Learner-Centered Instruction as recognized by ICCB, 2005.

- **Marketing Services**: 2004 Annual Report: "Best in Show" International Gallery of Superb Printing, 2005; Gold Award, Admissions Marketing Report, 2005; Bronze medal, CASE, Council for Advancement and Support of Education National Awards, 2005. Gold Medallion Award, 2005, National Council for Marketing and Public Relations for fall 2005 Course Schedule; and Silver Medallion for Learning Life Electronic Newsletter. Bronze Paragon Award, 2005, National Council for Marketing and Public Relations for Banners and Outdoor Media. Award of Excellence, 2005, University and College Designers Association (UCDA), Educational Foundation Case Brochure Cover.
- **Men's Basketball**: Third in nation, 2006.
- **Men's Cross Country**: Second in nation, 2006; sixth in the nation, NJCAA, 2005.
- **Men's and Women's Cross County:** Pepsi Cup Award for highest combined score at a national meet.
- **Men's Track and Field**: National Men's Division Three Champions, 2007.
- **Phi Theta Kappa**: Placed two members on the All-Illinois Academic Team, which is part of the Phi Theta Kappa All-USA Team sponsored by PTK, USA Today and The American Association of Community Colleges, 2007.
- **Plant Science Department**: First Place-Dried Arrangement, American Institute of Floral Designers National Symposium, 2005.
- **Speech Team**: Eighth in nation, 2008 (including two individual national event champions in Persuasive Speaking and Impromptu Speaking); fifth in the nation, 2007 (including five individual national event champions); Debate National Champions, 2006; sixth in nation, 2006; fourth in nation, 2005 Phi Rho Pi Competition.
- **Student and Academic Affairs Bridge programs**: winner of the Illinois Council of Community College Administrators Best Practice award, 2007.
- **Student Math League**: National Champion, 2005, American Mathematic Association of Two-Year Colleges.
- **Student Senate**: received their eighth consecutive Illinois Community College Student Activities Association "Ed Snyder Student Government Merit Book Award" for 2006-2007. No other community college student government has won the award every year.
- **Track and Field Teams**: Men's Team: second in the nation, 2006; Women's Team: third in the nation, 2006, NJCAA.
- **Volleyball**: Fifth in the nation, 2006; fourth in the nation, 2005, NJCAA.
- **Women's Cross Country**: Fourth in nation, 2006; seventh in the nation, 2005, NJCAA.
- **Women's Program**: received an award for excellence from the Illinois Department of Labor in 2005 and 2006.
- **Wrestling Team**: Second in the nation, 2007; National Champion, 2006, second in the nation, 2005, NJCAA.
- Accreditations (see Addendum).
- Affiliations (see Addendum).
- Certifications (see Addendum).

Strength 2: Safety and Security Initiatives

Item Description:
The College takes proactive measures to provide 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 meet or exceed federal, state and local requirements.

Harper College has continued to provide security and safety technology in the form of card access at specified doors, closed-circuit security television in public spaces and emergency call boxes throughout the parking lots and walkways. The College continues to enjoy an extremely low record of crimes of violence. Federally defined Category I crimes are reported annually as mandated by statute for each of the three preceding years. This report is updated annually during October.[1] In addition, Harper College reports all crime as mandated by federal law to the Federal Bureau of Investigation.[2]

The College has a comprehensive Emergency Operation Plan (EOP)[3] in place that is continually updated to comply with Illinois standards. The plan includes annual table-top exercises as well as a full-scale mock disaster every five years (most recently in 2007); building evacuation drills each semester, and an increased number of designated areas of rescue assistance.

Additionally, Harper College has addressed safety issues through a chemical hygiene plan, Environmental Health and Safety,[4] and revised its emergency procedures relating to workplace safety. The College addresses safety concerns through the Facilities committee and Laboratory Safety and Physical Plant Safety subcommittees.

The College has 13 automated external defibrillators (AEDs) in place on the main campus, at NEC, and at the HPC. Fitness Center staff and Health and Psychological Services nursing staff are trained in CPR and AED usage. In addition, over 150 staff and faculty have volunteered to receive training and certification in order to offer assistance when needed.

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[1] Goforward.harpercollege.edu/page.cfm?p=1821

[2] FBI National Incident Based Reporting System, http://www.fbi.gov/ucr/ucr.htm

[3] https://myharper.harpercollege.edu/pls/portal/docs/PAGE/MY_HARPER/STUDENT_AFFAIRS_HOME_PAGE/PUBLIC_SAFETY/EMERGENCYOPERATIONSPLAN6-06.DOC

[4] Environmental Health and Safety Procedure Manual
https://myharper.harpercollege.edu/pls/portal/docs/PAGE/MY_HARPER/ADMINISTRATIVE_SERVICES_HOME_PAGE/PHYSICAL_PLANT_AND_AUX_SERVICES/EHSMANUALSEPT2007B.DOC

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 and after graduation.

Supporting Comments:

- 36 percent of district high school graduates attend Harper.[5]
- The percentage climbs to 50.9 percent when counting students who enroll one or one and a half years after graduation.[5]
- Outreach efforts have resulted in 3,996 student contacts in 2007.[5]
- 116 high school students took classes as concurrent students in FY2007.[5]
- 98 percent of career graduates and nearly 100% of transfer graduates said they would recommend Harper to friends and family.[6]
- Provided dual credit opportunities for 674 current high school students in FY2007.[7]
- Harper had higher enrollment of District 2005 high school graduates in fall 2005 than 70 percent of the 178 colleges participating in the National Community College Benchmark Project 2007.

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 learn and work. This is demonstrated by the Campus Beautification project as well as maintenance enhancements including the new signage program, remodeling, new buildings, landscaping, lighting and a growing art collection.

- Increased the number of permanently assigned media projection equipment (SMART media-rich type) over the last three years:
  - 119 in FY05
  - 129 in FY06
  - 198 in FY07
- Installed internal signage, ongoing.
- Continued program to replace carpeting and abate asbestos, 2003-2008:
  - 3rd floor of K wing of Building A in 2006.
  - 2nd floor of K wing of Building A in 2007.
  - Building I in summer 2007.
  - Building D in 2007.

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[5] Admissions Outreach, May 2007

[6] Harper College 2006 Transfer and Career Graduate Surveys, May 2007

[7] Office of Academic Affairs for Career Programs, 2007

- Remodeled west wing of Building D for classrooms in 2007.
- Implemented $4.25 million of infrastructure support work to provide more utility capacity to campus, including new boilers, in 2007.
- Replaced fire alarms throughout campus in 2007.
- Upgraded $2.2 million worth of campus lighting in 2007.

Strength 5: Commitment to Professional Development

Item Description:
Harper College employees have institutional support and encouragement to pursue opportunities for professional growth and enrichment.

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

- Expended $781 per FTE in fiscal year 2006, ranking above the 90th percentile among 178 public community colleges participating in the 2007 National Community College Benchmark Project.
- Provided more than $500,000 annually in professional development funds to employees.
- Provided professional development courses and workshops to expand faculty skills in teaching. In total, 555 faculty (full-time and adjunct) enrolled in 73 workshops, FY2006.[8]
- Implemented professional development workshops and seminars focused on classroom-based strategies that increase retention, including 66 professional development seminars for 453 faculty and adjunct faculty; and four graduate courses (Brain Based Learning, Engaged Learning and Technology, Studies in Professional Development for Educators and online instruction) enrolling 56 faculty in FY2005.
- Employee development opportunities: Offered more than 323 professional development opportunities for more than 3,030 employee participants in FY2006.[9] Offered more than 222 professional development opportunities for more than 2,309 employee participants, in addition to the 1,598 employees who completed state required ethics training in FY2007.[10]
- Offered Disney Institute's "Keys to Exceptional Service" workshop in April 2005 for 118 Harper employees. Initiated follow-up "Summer Series on Service" in June 2005 which averaged 25 participants per session.
- Professional development funds mini-grant programs, PDU/CEU structure, IT and faculty seminars, in-service, local, regional and national conferences and workshops.

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[8] Office of Human Resources, April 2007

[9] Institutional Outcomes Report, 2005-2006, p. 6

[10] Institutional Outcomes Report, 2006-2007, p. 7

Strength 6: Enrollment

Item Description:
There has been an increase in credit full-time equivalent (FTE) students for the past five years.

	2002-03	2003-04	2004-05	2005-06	2006-07
Summer	2,443	2,603	2,660	2,674	2,720
Fall	8,070	8,672	9,104	9,309	9,385
Spring	7,844	8,361	8,697	8,852	8,813
Total	**18,357**	**19,636**	**20,461**	**20,835**	**20,918**

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

Strength 7: Technology Infusion

Item Description:
Technology infusion has been embraced by Harper, and today it is incorporated into 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.

Outcomes of the Technology Plan[11] include:

- Retrofitted 120 classrooms/conference rooms on campus and 17 classroom/ conference rooms off campus with SMART room technology.
- Specialized ADA desktop accessibility software and hardware is offered and available in all open labs.
- Established the Department of Instructional Technology (DoIT) lab via the Technology Plan which is included in the cyclical refresh process.
- Scheduled and offered training annually.
- Continued to upgrade software, hardware and media.
- Upgraded campus network infrastructure and expanded network connectivity to remote sites.
- Implemented Harper ID system for students and employees.
- Established campus wireless network within all buildings and exterior parking lots.
- Developed Web-enabled self-service applications (i.e. payment, course search, registration).
- Implemented new Enterprise Resource Planning (ERP) system for financial and HR/Payroll services.
- Enhanced employee self-service on the Oracle E-Business Suite.
- Began significant revisions to the Technology Plan that will refresh the content of the plan and provide strategic focus.

[11] Institutional Outcomes Report 2006-2007, p. 50-52

Strength 8: 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 Higher Learning Commission "review of the past three years of audited financial statements and the annual plan for each of those years indicates a balanced budget each year and a steadily increasing College fund balance. This provides flexibility for the College to address new opportunities that may arise and the financial stability to handle unexpected economic or financial contingencies."[12]

FY2007 Financial Outcomes:[13]

- Reaffirmed Moody's Aaa bond rating.
- Received unqualified audit opinion including a management letter with no significant findings.
- Balanced budget for operational issues in the educational fund.
- Received the Government Finance Officers Association Distinguished Budget Award for ninth consecutive year.

Strength 9: Institutional Climate Distinctions

Item Description:
The 2005 Personnel Assessment of College Environment (PACE) climate survey[14] identified seven areas of the 55 studied that tested into the collaborative range,[15] constituting strengths. While the overall institutional rating showed no significant difference between Harper and other community colleges, any results falling into the collaborative system range warrant acknowledgement.

Supporting Comments:
Harper's specific areas of strength identified on PACE:[16]

- The extent to which accuracy is expected of me in my job. (Item 36)
- The extent to which my skills are appropriate for my job. (Item 37)

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[12] Report of a Comprehensive Evaluation Visit to William Rainey Harper College November 5-7, 2007, p. 16

[13] Institutional Outcomes Report 2006-2007, p. 5

[14] Institutional Climate Survey (PACE), June 2005

[15] Rankings range from Collaborative (highest), Consultative (average/typical), Competitive (below average) and Coercive (poor), Institutional Climate Survey (PACE), June 2005

[16] PACE survey scale is 1-5. Items shown attained a mean of 4.0 or higher (Collaborative)

- The extent to which I feel my job is relevant to this institution's mission. (Item 38)
- The extent to which I am responsible for meaningful work. (Item 39)
- The extent to which students receive an excellent education at this institution. (Item 46)
- The extent to which this institution prepares students for a career. (Item 50)
- The extent to which this institution prepares students for further learning. (Item 51)

Harper's specific areas of strength identified on FCS:[17]

- The extent to which Harper College Programs meet students' educational needs. (Item 3)
- The extent to which there is adequate opportunity for professional development at Harper College. (Item 4)
- The extent to which faculty members are optimistic in their expectations for student learning. (Item 5)
- The extent to which there are adequate ways for students to receive supplemental instruction outside the classroom at Harper. (Item 6)
- The extent to which the needs of academic transfer students are being met. (Item 7)
- The extent to which the building and grounds of Harper College are well-maintained and conducive to student learning. (Item 9)
- The extent to which common areas such as hallways, lunchrooms, and restrooms are kept clean. (Item 10)
- The extent to which diversity is embraced and celebrated at Harper College. (Item 11)
- The extent to which Harper College students are treated equally and with respect. (Item 13)
- The extent to which I feel safe at Harper College. (Item 14)
- The extent to which faculty members openly collaborate with other faculty members. (Item 21)
- The extent to which the Faculty Senate is respected by other union groups on campus. (Item 35)

Strength 10: Community Engagement

Item Description:
Harper College has a strong sense of engagement within its community. The College actively seeks to involve its community by providing opportunities for input and by offering programs and services that respond to the community's needs.

[17] FCS survey scale is 1-4. Items shown attained a mean of 3.0 or higher

Supporting Comments:

- Ranked above the 90th percentile for community participation in cultural activities during academic year 2005-2006 among 178 public community colleges participating in the National Community College Benchmark Project in 2007. Ranked above the 80th percentile for credit student penetration rate and above the 60th percentile for noncredit student penetration rate.
- The College collaborated with four hospitals on a three-year agreement to increase access to Harper's nursing program – adding 40 additional seats and a convenient schedule, expanding access to nursing education for people currently working in the field.
- Two Community Nights were hosted for Buffalo Grove and Schaumburg, bringing in more than 110 local officials to campus to discuss community needs and learn more about Harper services.
- The College hosted two Disney Institute workshops bringing more than 450 business professionals to campus.
- Results of a first-ever business climate survey of northwest suburban CEO's and senior executives were released at the Business Leaders Outlook breakfast held at the Wojcik Conference Center. The event was sponsored by Harper's new business training unit, Harper College for Businesses and *Crain's Chicago Business*.
- Harper's Small Business Development Center provided services to more than 450 clients.
- Women at College in Community, a new outreach initiative directed at victims of domestic violence, was developed. The program includes counseling support and educational services.
- Harper employees served in leadership roles, including board memberships, for more than 25 area organizations.

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. Combined credit and noncredit education enrollment is 35,279[18] 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 and room utilization studies have been completed over the last year giving consideration to days of the week, credit value of the course and length of the courses. Other enrollment capacity impacts that have yet to be factored into the analysis include:

- Program level course offerings.
- Student intent and progression tracking.
- Support services (both student and academic) impacts.
- Program modality impacts (traditional classroom sections, distance learning).

Weakness 2: Physical Plant and Infrastructure

Item Description:
Even though the college has invested over $80 million in infrastructure and physical plant improvements, conditions of campus buildings vary. Some buildings need attention as a result of age and lack of renovation, since original construction included substandard and/or nonexistent infrastructure. State funding to support these needs is not forthcoming.

Supporting Comments:

- Detailed plans for renovating Buildings I, J, C, D west and A are not yet developed.
- Building D, east of the knuckle, has been identified for demolition.[19]
- 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.
- While the RAMP document is submitted for Buildings G, H and M and Harper Professional Center, they are still unfunded and the funding timeframe is unpredictable.
- Dwindling state support for community colleges will require finding new sources of funds to address college facility needs.
- No state capital funding has been available in four years.

[18] Annual Credit and CE Student Count, Fact Book 2007, page 2

[19] 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)." The HLC's Report of a Comprehensive Evaluation Visit, November 5-7, 2007, required a follow-up report in 2010 to address these assessment issues.[20] 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 in the student system in FY2009.

Weakness 4: Program Level Outcomes Assessment

Item Description:
There exists a trend nationally toward outcomes-based education. Harper's existing outcomes have not been consistently measured and applied to program assessment and improvement. The first two institutional program assessment cycles have been completed but the desired level of program improvement has not yet been reached.

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, program level assessment methods had not been consistently implemented across the College.[21] A new College-wide framework for program level outcomes was adopted by the College in FY2005. Training for all programs was held in October 2004, and all programs completed the first assessment cycle in September 2005. All programs received individual counseling on the first year results. A full second cycle was completed in the 2006 fall semester. The third cycle is completed. The HLC's Report of a Comprehensive Evaluation Visit, November 5-7, 2007, required a follow-up report in 2010 to address six specific assessment issues.[22] A budget has been approved for FY2008 that includes a full-time staff position in institutional effectiveness and assessment. While Harper is closer than ever to a consistent implementation, it has not yet achieved the desired level of assessment consistency resulting in program improvement.

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[20] Report of a Comprehensive Evaluation Visit to William Rainey Harper College, November 5-7, 2007, p. 20

[21] NCA 1997 Visit Report and 2004 Handbook of Accreditation

[22] Report of a Comprehensive Evaluation Visit to William Rainey Harper College, November 5-7, 2007, p. 20

Weakness 5: Institutional Climate Concerns

Item Description:
The 2005 Personnel Assessment of College Environment (PACE) climate survey identified six areas of the 55 studied that tested into the Competitive range, constituting a weakness.[23] Similarly, the 2007 Faculty Climate Survey (FCS), tabulated by the Educational Research Associates (ECRA) group of Rosemont, Illinois[24] noted areas of concern for the College. While the overall institutional rating showed no significant difference between Harper and other community colleges, any results falling into the Competitive system range warrant attention and concerted efforts directed toward improvement.

Supporting Comments:
Harper's specific areas of weakness identified on PACE:[25]

- The extent to which I am able to appropriately influence the direction of this institution. (Item 9)
- The extent to which open and ethical communication is practiced at this institution. (Item 17)
- The extent to which information is shared within this institution. (Item 19)
- The extent to which a spirit of cooperation exists at this institution. (Item 24)
- The extent to which this institution is appropriately organized. (Item 34)
- The extent to which decisions are made at the appropriate level at this institution. (Item 35)

Harper's specific areas of weakness identified on FCS:[26]

- The extent to which there is open communication between faculty and administration. (Item 15)
- The extent to which different viewpoints are welcomed at Harper. (Item 16)
- The extent to which faculty input is considered by administrators when making important decisions for Harper College. (Item 19)
- The extent to which the administration collaborates with faculty when setting the academic vision for Harper College. (Item 20)
- The extent to which the Board of Trustees understands the needs of faculty when making decisions. (Item 23)
- The extent to which the administration respects the Faculty Senate. (Item 32)
- The extent to which the administration values the role of the Faculty Senate. (Item 33)

[23] Institutional Climate Survey (PACE), June 2005

[24] Faculty Climate Survey, Educational Research Associates (ECRA) group of Rosemont, Illinois, March 2007

[25] PACE survey scales is 1-5. Items shown attained a mean of 3.0 or lower

[26] FCS survey scale is 1-4. Items shown attained a mean of 2.0 or lower

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 REGENT system's performance is continuing to deteriorate with increased demand for web based applications. The new $11.5 million ERP system was approved by the Board in FY2005.

- Financial module was implemented in November 2005.
- Human Resources module was implemented in January 2006.
- Student system's implementation is planned for 2008-2009.

Weakness 7: Coordinated Approach to Developmental Education

Item Description:
ICCB now requires a program review of our developmental education program. Harper has no coordinated approach for monitoring and assisting students enrolled in developmental courses (RDG 090 and 099, ENG 098, and MTH 055, 060, 070 and 080). No standard of academic performance exists.

Supporting Comments:
Studies show that the failure to pass developmental courses before progressing to college-level study presents one of the greatest stumbling blocks to educational persistence and success.[27] Students at Harper College successfully completed 63% of their courses, in which success is measured as a grade of A, B or C. In developmental courses (MTH 055, MTH 060, MTH 080, RDG 090, RDG 099, ENG 098) only 44% are successful. Nationwide, 80% of students who enter a developmental math sequence never successfully complete it.[28]

Weakness 8: Ratio of Full-Time to Adjunct Instructional Faculty

Item Description:
The ICCB Data Books (2003-2007) note that the average instructional faculty Full-Time Equivalent (FTE) for Harper's peer institutions is one adjunct FTE to .79 full-time FTE. This ratio is down from .84 full-time instructional FTE since fall of 2002.

27 Noel-Levitz, 2005

28 AMATYC, Beyond Crossroads, 2006

Supporting Comments:
Currently at Harper College, for every one adjunct instructional FTE only .48 instructional FTE were full-time faculty. Harper's ratio has been below the state average for four of the last five years.

Ratio of Full-time FTE to Part-time FTE for Five Fall Semesters*

College	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
COD	0.60	0.61	0.70	0.38	0.44
HARPER	**0.70**	**0.76**	**0.69**	**0.71**	**0.48**
JOLIET**	4.67	1.78	1.79	2.34	1.88
LAKE COUNTY	0.67	0.85	0.90	0.87	0.84
MORAINE VALLEY	0.80	0.74	0.84	0.78	0.81
OAKTON	0.72	0.73	0.77	0.85	0.69
TRITON	0.70	0.53	0.48	0.48	0.64
TOTAL-peer	0.78	0.75	0.78	0.65	0.65
TOTAL-State	0.84	0.71	0.80	0.76	0.79
ELGIN	0.76	0.78	0.71	0.84	0.81

*Ratios are based on data from the ICCB Data Books (2003-2007), detail is provided in tables that follow. **Joliet value for Fall 2002 is estimated due to what appears to be a reporting error.

According to the 2007 National Community College Benchmark Project (NCCBP) study, Harper full-time faculty taught 43% of credit sections offered in fall 2005. This was ranked at the 19th percentile of the 178 colleges participating in the study.[29]

Vital instructional functions are performed by full-time faculty only. When this ratio is disproportionate, these functions could be under-resourced:

- Added 16 new degree programs, 48 certificate programs, and 406 new courses since 1998.[30]
- Development, re-evaluation and modification of curriculum.
- Sustaining accreditations.
- Planning course schedules to meet the needs of students which include many flexible options such as Fast Track, Open Entry, etc.
- Serving as faculty advisors to student organizations, or chaperones to student functions.
- Serving on shared governance, departmental and contractual committees.
- Preparing and administering the program budget and writing grant proposals.
- Maintaining office hours, as well as offering online support for students.
- Providing career guidance for students.
- Selecting instructional and library materials to support curriculum.
- Recruiting, screening and evaluating adjunct faculty.
- Providing orientations and teaching resources for adjunct faculty.
- Reviewing full-time applicants and mentoring new faculty.[31]

[29] NCCBP Report of 2007, aggregate data prepared for Harper College, October 1, 2007

[30] Harper Self-Study Higher Learning Commission Report 2007, p. 43

[31] Faculty Handbook, December 2006, p. 26–28

The Advancement Section from the HLC's Report of a Comprehensive Evaluation Visit, November 5-7, 2007, states "The faculty express concerns over the fact that adjunct faculty produce a greater part of student credit hours of instruction. While individual adjuncts can bring unique expertise and talents to the instructional repertoire and certainly provide flexibility in responding to changing instructional needs, relying on adjunct instruction to such a large degree can rob an institution of the focus, integration and commitment to the college mission that can be gained by a greater presence of full time faculty."[32] The current situation has been exacerbated by decreasing state funding, which has declined by more than $2.7 million since FY2002.

Weakness 9: Lack of Document Imaging Capability

Item Description:
Harper lacks the ability to use imaging as a means of storing official student records received; this weakness impedes the College's ability to deliver quality service to students.

Supporting Comments:
The lack of document imaging ability and, therefore, the institution's dependence on paper versions of student transcripts and other records, severely restricts access to information used to assist students. This reliance on paper records inhibits faculty counselor access to student record information critical to the student advising/counseling process, negatively impacts activities related to registration and testing, limits availability of information for research and presents additional security challenges to the institution.

Document imaging would allow fast and efficient access to student information and support our goal of providing quality, student-centered service.

- A telephone survey completed in November 2007 of the records departments found that four of Harper's six peer institutions (College of DuPage, College of Lake County, Oakton Community College and Triton College) have document imaging and are able to utilize electronic records rather than paper versions. Both Moraine Valley Community College and Joliet Junior College are in the process of converting to document imaging.
- Harper's Admissions Processing Office receives approximately 40,000 documents per year.[33] These records include high school and college transcripts, address change forms, educational objective change forms, course substitutions, grade changes and final graduation audits.
- Approximately 3,500 students go through new full-time student orientation programs annually at Harper College. Access to records such as the high school transcript is crucial if we are to attend to the whole student in the advising/counseling setting.[34]

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[32] Report of a Comprehensive Evaluation Visit to William Rainey Harper College, November 5-7, 2007, Advancement Section, p. 10

[33] Matthew McLaughlin, Manager, Admissions Processing, October, 2007

[34] Victoria Atkinson, Associate Professor, Student Development Faculty/Counselor, Coordinator of New Student Orientation, October, 2007

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:
According to recent research, 12 of the 20 fastest growing occupations require an undergraduate degree.[35] These market factors, along with the social and economic expectations of the area's highly educated residents, create a climate of pressure on those without a bachelor's degree to begin the college process in greater numbers than previously seen, leading to an increase in the market potential for higher education.

Supporting Comments:
In relation to hiring, "Employers plan to target business, engineering and computer-related degrees at both the bachelor's and master's degree level in 2005-06."[36] Employers are targeting accounting, engineering, computer science and business professions at the bachelor's level.[37]

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 educational institutions will continue to grow at a rate of 10 to 17 percent over the next few years.[38] 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 are opportunities for Harper College to attract students of for-profit institutions to save money by completing their general education courses at Harper.

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

35 The Community College Baccalaureate: Emerging Trends and Policy Issues, 2005, p.16

36 U.S. Department of Labor Bureau of Labor Statistics, Tomorrow's Jobs, December 20, 2005

37 Job Outlook 2008, www.jobweb.com

38 The Chronicle of Higher Education, Volume 52, Issue 18, Page A13, January 2006

Opportunity 3: Homeland Security

Item Description:
There exists an increasing public interest in Homeland Security educational programs and an increasing amount of grant opportunities in support of National Homeland Security initiatives.

Supporting Comments:
The 2007 Homeland Security Grant Program (HSGP) will award more than $1.6 billion to enhance the ability of states, territories and urban areas to prepare for, prevent and respond to terrorist attacks and other major disasters. HSGP funds can be used for preparedness planning, equipment acquisition, training, exercises, management and administration in order to obtain resources that are critical to building and sustaining capabilities that are aligned with the Interim National Preparedness Goal and respective State and Urban Area Homeland Security Strategies.[39]

Possible Impact: Financial and educational programs.

Opportunity 4: Community Partnering

Item Description:
There in an increasing national focus on developing partnerships between businesses, nonprofits and government organizations and K-12 systems and community colleges.

Supporting Comments:
The Bush administration developed a new $250 million initiative to enhance work force training programs at U.S. community colleges. Qualifying community college projects must include community partnerships.[40] The U.S. Department of Labor, Employment & Training Administration has posted ideas for developing partnerships with community colleges, including why organizations should build bridges between work force communities and community colleges:

- Community colleges can engage employers in developing training that meets labor market demand.
- Community colleges can provide individuals with needed skills.
- Community colleges can engage a wide variety of state and community resources.
- Community colleges can improve the likelihood that low-income youth will realize the full benefit of post-secondary education. [41]

Possible Impact: Instructional partnerships and Harper College for Businesses.

39 http://www.ojp.usdoj.gov/odp/ Department of Homeland Security, Office of Grants and Training, January 30, 2007

40 http://www.doleta.gov/business/wrkfrce/cci/. U.S. Department of Labor, Employment & Training Administration, March 25, 2005

41 http://www.doleta.gov/youth_services/connect_community_colleges.cfm. U.S. Department of Labor, Employment & Training Administration, January 6, 2006

Opportunity 5: Distance Education

Item Description:
Learners are seeking complete degrees and certificates at a distance. At Harper, distance education means fewer visits to campus are required, with all other course activities completed via the Internet and/or by viewing media.

Supporting Comments:
"There has been no leveling of the growth rate of online enrollments; institutions of higher education report record online enrollment growth on both a numeric and a percentage basis [in the United States]. Nearly 3.2 million students were taking at least one online course during the fall 2005 term, a substantial increase over the 2.3 million reported the previous year. The more than 800,000 additional online students are more than twice the number added in any previous year."[42]

"Illinois colleges and universities reported a total of 148,472 enrollments in all distance education delivery modes during the fall 2006 term. This is a 15% increase in enrollment from fall 2005 when there were 9,213 courses and 129,270 enrollments."[43]

Possible Impact: Enrollment.

Opportunity 6: Commuting Workforce

Item Description:
A large percentage of non-district residents are employed in the district, while the majority of district residents commute more than 30 minutes to work. These commuter patterns limit traditional educational scheduling options, while creating market opportunity for non-traditional educational delivery and scheduling.

Supporting Comments:
The northern Cook County region is part of the larger Chicago-Naperville-Joliet MSA. Because of the high commuting rates, it is difficult to isolate regional economic development needs just to the Harper College district. The longest commute times in the country are in the Chicago area.[44] According to the U.S. 2000 Census, 60% of the Harper College district residents commute at least 30 minutes to work. Nearly 90,000 workers commute into the northwest suburbs daily. Over 40% of the population is employed in management and professional jobs; however, only 29% of the jobs in the northwest suburbs are in that grouping, indicating an "exporting" of the management workforce.[45]

Possible Impact: Enrollment, marketing strategy and educational programs.

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42 Making the Grade: Online Education in the United States 2006 (http://www.sloan-c.org/publications/survey/pdf/making_the_grade.pdf)

43 Distance Education Enrollments at Illinois Colleges and Universities (http://www.ivc.illinois.edu/pubs/enrollment.asp)

44 Singh, March 30, 2005

45 Harper College Environmental Scan 2006, page x

Opportunity 7: Changing Job Markets

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

Supporting Comments:
Of fourteen of the top 20 fastest growing occupations, 10 are in the computer-related and health-related fields.[46]

Top 20 Job Titles by Percent Growth
(Job Titles with at least 50 Annual Job Openings)
2004-2014 Chicago MSA Occupational Projections[47]

		Base Year	Proj Year	Employment Change		Average Annual Job Openings		
Standard Occupational Classification (SOC)		Employment 2004	Employment 2014	2004-2014		Due to Growth	Due to Separations	Total
Code	Title			Number	Percent			
23-2032	Choreographers	660	1,010	350	53.00	35	41	76
15-1081	Network Systems and Data Communication Analysts	6,303	9,442	3,139	49.80	314	74	388
15-1031	Computer Applications Software Engineers	10,165	14,520	4,355	42.84	435	101	536
15-1032	Computer Systems Software Engineers	10,213	14,515	4,302	42.12	430	101	531
31-9092	Medical Assistants	5,918	8,150	2,232	37.72	223	109	332
19-4092	Forensic Science Technicians	468	644	176	37.57	18	11	29
29-2021	Dental Hygienists	3,101	4,256	1,155	37.24	115	26	141
31-9091	Dental Assistants	8,151	11,171	3,020	37.05	302	228	530
25-2041	Preschool/Elementary Special Education Teachers	5,469	7,352	1,884	34.45	188	130	318
13-1071	Employment/Recruitment/ Placement Specialists	9,407	12,534	3,127	33.24	313	144	457
37-3019	Grounds Maintenance Workers, AO	2,002	2,661	659	32.95	66	41	107
15-1051	Computer Systems Analysts	17,244	22,881	5,637	32.69	564	195	759
25-2042	Middle School Special Ed Teachers	3,925	5,153	1,228	31.28	123	93	216
29-1011	Chiropractors	1,065	1,396	331	31.04	33	20	53
29-1122	Occupational Therapists	2,691	3,498	807	29.98	81	36	117
25-2011	Preschool Teachers, excluding Special Education	11,887	15,435	3,547	29.84	355	141	496
15-1061	Database Administrators	3,438	4,461	1,023	29.77	102	35	137
15-1071	Network/Computer Systems Administrators	7,783	10,094	2,311	29.70	231	86	317
21-1093	Social and Human Service Assistants	6,020	7,798	1,778	29.54	178	106	284
31-1011	Home Health Aides	13,063	16,875	3,812	29.18	381	171	552

46 Occupational employment projections, Bureau of Labor Statistics, March 2, 2007

47 IDES Employment Projections (http://lmi.ides.state.il.us/projections/employproj.htm), March 7, 2007

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

Top 20 Job Titles by New Jobs (Growth)
2004-2014 Chicago MSA Occupational Projections[48]

		Base Year	Proj Year	Employment Change		Average Annual Job Openings		
Standard Occupational Classification (SOC)		Employment 2004	Employment 2014	2004-2014		Due to Growth	Due to Separations	Total
Code	Title			Number	Percent			
53-7062	Hand Laborers and Freight/Stock Movers	104,647	118,488	13,841	13.23	1,384	3,422	4,806
29-1111	Registered Nurses	62,315	74,554	12,239	19.64	1,224	1,302	2,526
41-2031	Retail Salespersons	120,232	132,337	12,105	10.07	1,210	4,376	5,586
37-2011	Janitors and Cleaners, excluding Maids/Housekeepers	70,488	82,008	11,521	16.34	1,152	1,339	2,491
43-4051	Customer Service Representatives	63,174	73,300	10,126	16.03	1,013	941	1,954
13-1199	Business Operations Specialists, AO	41,102	51,011	9,909	24.11	991	699	1,690
25-2031	Secondary School Teachers, excluding Special/Vocational Ed.	40,977	49,051	8,074	19.70	807	1,151	1,958
13-2011	Accountants and Auditors	39,568	47,270	7,702	19.47	770	748	1,518
53-3032	Heavy/Tractor-Trailer Truck Drivers	46,599	54,041	7,441	15.97	744	760	1,504
11-1021	General and Operations Managers	50,383	57,383	7,000	13.89	700	952	1,652
25-2021	Elementary School Teachers, excluding Special Education	31,024	37,923	6,899	22.24	690	686	1,376
35-3031	Waiters and Waitresses	48,425	54,684	6,259	12.92	626	2,494	3,120
35-3021	Fast-Food Combination Food Prep/Service Workers	47,032	53,285	6,253	13.30	625	2,036	2,661
31-1012	Nursing Aides, Orderlies, and Attendants	33,402	39,262	5,859	17.54	586	438	1,024
25-9041	Teacher Assistants	27,274	32,954	5,680	20.83	568	526	1,094
15-1051	Computer Systems Analysts	17,244	22,881	5,637	32.69	564	195	759
43-4171	Receptionists and Information Clerks	33,157	38,126	4,969	14.99	497	816	1,313
53-3033	Light/Delivery Service Truck Drivers	28,305	33,223	4,918	17.38	492	260	752
13-1111	Management Analysts	18,653	23,541	4,888	26.20	489	256	745
37-3011	Landscaping and Groundskeeping Workers	29,844	34,479	4,635	15.53	463	651	1,114

Opportunity 8: Trend to Provide Bachelor's Degrees

Item Description:

Community colleges offering select bachelor's degrees is a fast-growing trend in higher education.[49] Twelve states currently allow community colleges to offer bachelor's degrees under certain circumstances: Florida, Nevada, Minnesota, Texas, New York, Vermont, Hawaii, North Dakota, New Mexico, Oklahoma, Indiana and Washington. These are offered in specific program areas where there were identified gaps in higher education. Community colleges in additional states are in various stages of exploring this new trend.

48 IDES Employment Projections (http://lmi.ides.state.il.us/projections/employproj.htm), March 7, 2007

49 The Community College Baccalaureate: Emerging Trends and Policy Issues, 2005

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."[50]

Possible Impact: College-wide.

Opportunity 9: 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).[51]

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.[52]

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 factors listed in 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,

50 NCA, October 31, 2000, report on Bachelor's Degree Education in the Community College Setting

51 Metro Chicago Immigration Fact Book, June 2003 – Call Mayor Mullins for new report

52 2000 Census Data (produced every 10 years), provided by the Office of Research

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.
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. Potential students are now more likely to "comparison shop" for a college on the basis of consumer ratings and rankings, and to choose a college primarily or solely on the basis of a cost/benefit calculation.

Supporting Comments:
Harper's 2006 Environmental Scan points to 47 education providers within 10 miles of the zip code 60067, offering over 500 degree, certificate, or other training programs.[53] Because of the availability of Web pages such as the College Navigator, provided by the National Center for Educational Statistics, students can more easily compare educational institutions.[54] Not only will potential learners evaluate Harper based on cost and time to completion, but also view all of the service systems as a commodity; and expect the College's approach to service to rival other service organizations.

Possible Impact: Marketing strategy, enrollment and service delivery.

Threat 2: Shrinking Public Funding

Item Description:
State funding to Harper College is decreasing. Since FY2002, the decrease has exceeded more than $2.7 million.[55] Federal budget shortfalls will likely reduce Federal support of state programs, exacerbating the state budget crisis. The state budget deficits will likely lead to broad funding cuts to education. The tax cap has limited the local tax support, which is Harper's primary operations funding support. In addition, local tax appeals (PTAB) have resulted in a $7.7 million loss over six years. The College has received no capital funding in four years. Furthermore, unfunded state mandates have cost the institution more than $1.1 million over the last five years.

Supporting Comments:
These cuts have led to the reduction of some service and activity hours that impact the College's learners. The reductions were responded to through increased efficiencies, improved business practices and mergers and reorganizations; basically doing more with less.[56]

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[53] Environmental Scan Appendix D, pages 58-66, August 2006

[54] http://nces.ed.gov/collegenavigator/ , 2006

[55] FY07 Board Budget Memo

[56] 2003-04 College Plan and Budget.

Possible Impact: All Harper operations.

Threat 3: Increasing Call for Accountability Measures in Higher Education

Item Description:
The chair of the National Commission on Accountability in Higher Education continues to reference "a new system of accountability which puts more emphasis on successful student learning, increases productivity and provides reasonable answers in regards to costs, and graduation rates."[57] A trend toward increased accountability at the national level is clear but as yet undefined.

Supporting Comments:
This report goes on to encourage state governments to:

- Create new data systems to help close achievement gaps.
- Increase accountability for the transition from high school to college.
- Design state systems for appropriations, tuitions and student aide to maximize successful student enrollment in higher education.

These initiatives could have as big an impact on colleges as No Child Left Behind had on school districts, but the true extent of the threat will remain unknown until the resulting policy is created.

Possible Impact: All Harper operations.

Threat 4: Privacy Act Requirements

Item Description:
The Privacy Act of 1974 dictates changes in the use and availability of social security numbers and other personal information of individuals. Harper is also subject to many recent State and Federal laws that regulate the use of, and display of confidential information.

Supporting Comments:
Due to recent legislation at both the Federal and State levels, colleges and universities are now legally liable to ensure the confidentiality and integrity of customer information that they store.

The Federal Trade Commission has deemed colleges and universities to be classified as financial institutions and therefore must comply with the Gramm-Leach-Bliley Act. 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

57 National Commission on Accountability in Higher Education Report, March 2005

administrative, technical, and 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. In addition to this, Harper has compliance requirements for the Health Insurance Portability and Accounting Act (HIPAA), as well as State data privacy protection laws such as the Illinois Personal Information Protection Act which requires the College to notify anyone who may be impacted if the college experiences a data breach.

Harper has made significant improvements to comply with the various regulations identified, such as the appointment of an information security officer, and development of an information security program. All issues have not been resolved; our current student system still uses social security numbers. Harper has progressed in the areas of removing sensitive information from many documents that are disseminated, or that can be viewed by external audiences in order to meet requirements and increase customer satisfaction. Revisions to some internal processes are still in progress. The new ERP student system will address these issues when implemented in FY2009.

Possible Impact: Current Board policies and College operating procedures. Legal obligations for non-compliance and financial loss to College if compliance is not met.

Institutional Priorities

- Continue to grow enrollment through program development (e.g. adult institute, strengths-based learning and baccalaureate degree opportunities), student recruitment in target markets (adult, under-represented and academically enriched) and student retention and success initiatives.

- Complete the Campus Master Plan with the Board's input and final approval. Design or construction will proceed on those projects that have been individually approved by the Board of Trustees.

- Maintain and strengthen the financial position of the College.

- Complete the initial ERP implementation including installation of the SungardBanner student systems.

- Promote academic centers of excellence.

- Determine capital needs, investigate community support and, if considered appropriate, secure passage of $150 million capital referendum in November 2008.

- Complete "SMART/media rich" classroom upgrade.

- Maintain and improve harmonious labor relations with all employee groups.

- Further strengthen the culture within the Harper community to one that accentuates communication, respect and collaboration.

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

- Successfully complete the Project Tomorrow Campaign by June 2009.

- Continue addressing succession planning issues by identifying key replacements or interim positions that will be required and/or anticipated through the 2008-2009 transition period.

- Continue addressing campus safety, security and emergency management issues.

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 and job market.

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 (e.g., multiculturalism, diversity, technology, life skills, service learning and learning communities).

Task 1.5
Provide ongoing encouragement of and support for excellence in teaching through acknowledgement of effective teaching and faculty development.

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 conduct program reviews to assure appropriate program performance and future planning.

Task 2.5
Assure instructional and administrative program quality, accessibility and user satisfaction, through outcomes assessment of career and general education programs, and administrative units.

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 to develop student skills in interpersonal and intrapersonal effectiveness, intellectual development and life management.

Task 3.2
Provide leadership development opportunities.

Task 3.3
Enrich the educational experience through offering and/or supporting co-curricular programming.

Task 3.4
Support student success by providing programs, activities and events that promote health, education and wellness.

Task 3.5
Develop policies and procedures that create a safe and healthy environment for students.

Task 3.6
Provide comprehensive intercollegiate and intramural 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 the annual comprehensive resource development plan.

Task 4.3
Update and implement policies and procedures for grants, gifts and investments.

Task 4.4
Implement a Foundation Board development process.

Task 4.5
Continue strengthening 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
Develop a funding stream for building repair and replacement needs as identified by the Facilities Assessment.

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
Implement intervention systems for at-risk students.

Task 6.4
Recruit and retain academically successful student achievers and leaders.

Task 6.5
Deliver academic support to aid in student retention.

Task 6.6
Develop and implement an annual, comprehensive marketing plan for noncredit programs to efficiently utilize resources.

Task 6.7
Continue to develop Web strategy and content to address enrollment needs, and other constituency needs.

Task 6.8
Strengthen 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
Continue maintenance 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
Implement the Campus Master Plan (2008 update) for building repair and replacement needs.

Task 7.5
Submit appropriate and fundable projects to the state of Illinois through the RAMP process and other identified state funding streams.

Task 7.6
Optimize the use of facilities through implementation of appropriate software and additional process improvements.

Task 7.7
Examine utilization of and demand for classroom space.

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 current on 'state of the art' technological changes and ensure systematic updating of installed technology and computing infrastructure.

Task 8.6
Continually evaluate and utilize technology (including assistive technology) to improve access and services for students and employees.

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, support and retain qualified employees.

Task 9.6
Address the results of institutional climate survey.

Task 9.7
Periodically reassess 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 and instructional planning and decision-making.

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

Task 10.6
Implement change management processes to support the successful implementation of the new ERP system.

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
Refine and execute a proactive crisis communication plan.

Task 12.3
Continue to develop and execute a proactive, systematic approach to media relations to further enhance the College's image.

Task 12.4
Enhance internal and external communications that foster students' academic success and goal attainment through collaboration across College units.

Task 12.5
Continue to enhance communication across College units.

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.

Accreditations

- All courses and educational programs, including counseling services and distance learning programs, are fully accredited by The Higher Learning Commission of the North Central Association of Colleges and Secondary Schools (NCA)
  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, and supply chain management 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 approved by the American Bar Association.
- The Harper College Real Estate Program is licensed by the State of Illinois Department of Professional Regulations as a Real Estate Pre-License School (#110000046), a Licensed Appraiser–Education Provider (#155000165), a Licensed Home Inspector–Education Provider (#052000106), a Continuing Education School for Real Estate Sales and Brokerage, a Continuing Education School for Real Estate Sales and Brokerage (license 162.0000220).
- The Harper College Child 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 Financial and Professional Regulations
  James R. Thompson Center
  100 West 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 East Chicago Avenue
  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 South Riverside Plaza, Suite 2000
  Chicago, IL 60606-6995
  312.899.0040
- The Harper College Fire Science Technology Program is accredited with course approval by the Office of the Illinois State Fire Marshall, Division of Personnel Standards and Education.
  1035 Stevenson Drive
  Springfield, IL 62703-4259
  217.782.4542
- The Harper College Medical Assisting Certificate Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Curriculum Review Board of the American Association of Medical Assistants Endowment (AAMAE)
  The Commission on Accreditation of Allied Health Education Programs
  1361 Park St
  Clearwater, FL 33756
  727.210.2350
- The Harper College Cardiac Rehabilitation Services is accredited by the:
  Joint Commission Accreditation of Healthcare Organizations
  One Renaissance Boulevard
  Oakbrook Terrace, IL 60181
  630.792.5000
- Illinois Department of Financial and Professional Regulations:
  - Registered Public Accounting Continuing Professional Education sponsor
  - Licensed Real Estate Pre-license School
- The General Diagnostic Medical Sonography Programs at Harper College (DMS Degree and DMS Certificate) are accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP)
  1361 Park St.
  Clearwater, FL 33756
  772.210.2350
- The Cardiac Diagnostic Medical Sonography Programs at Harper College (Cardiac Technology Degree and certificate and Diagnostic Cardiac Sonographer Certificate) are accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP)
  1361 Park St.
  Clearwater, FL 33756
  772.210.2350

Affiliations

Academic Enrichment and Language Studies Division

- American Educational Research Association (AERA)
- Association of Higher Education and Disability (AHEAD)
- Children and Adults with Attention Deficit/Hyperactivity Disorder (CHADD)
- Learning Disability Association (LDA)
- Member, Adult Numeracy Network
- Member, Association of International Student Educators (NASFA)
- Member, College Reading and Learning Association
- Member, Commission on Adult Basic Education (COABE)
- Member, Commission on English Language Program Accreditation (CEA)
- Member, Illinois Adult and Continuing Educators Association
- Member, Illinois TESOL/Bilingual Education (ITBE)
- Member, International Reading Association
- Member, National Association for Developmental Education
- Member, National Council of Teachers of English
- Member, National Council of Teachers of Mathematics (NCTM)
- Member, Network of Intensive English Programs: Illinois, Indiana and Wisconsin
- Member, Northern Illinois Consortium of Community College International Advisors (NICCCIA)
- Member, Teachers of English to Speakers of Other Languages (TESOL)
- Northeast Suburban Council for Community Services

Business and Social Science Division

- The Harper College Child Learning Center is licensed by the Department of Children and Family Services.
- Member, American Association for Paralegal Education
- Member, Illinois Paralegal Association
- Member, Illinois Restaurant Association (IRA)
- Member, International Food Services Executives Association (IFSEA)
- Member, National Restaurant Association (NRA)
- Member, Northwest Suburban Bar Association
- Student Chapter of American Production and Inventory Control Society
- Student Chapter of Kappa Beta Delta, the national business honor society (ACBSP)
- Student Chapter of Lambda Epsilon Chi, the national paralegal honor society

Career and Technical Programs Division

- American Electronics Association
- American Institute of Architects (AIA)
- American Radio Relay League

- American Technical Education Association
- American Welding Society
- Association of Graphic Solutions Providers, The (IPA)
- Association of Licensed Architects
- Building Officials and Code Administrators (BOCA)
- Building Officials and Code Administrators – International Code Council (BOCA – ICC)
- Consortium for Design and Construction Careers
- Fire Department Safety Officers Association
- Illinois Advisory Commission on Arson Prevention
- Illinois Association of Architecture Instructors
- Illinois Building Commission (IBC)
- Illinois Council of Air Conditioning & Refrigeration Educators (ICARE)
- Illinois Fire Chiefs Association
- Illinois Office of the State Fire Marshal (IL OSFM)
- Illinois Professional Firefighters Association
- Illinois Society of Fire Service Instructors
- Institute of Electrical and Electronics Engineers (IEEE)
- International Design Educators Council
- National Fire Academy Alumni Association
- National Fire Protection Association (NFPA)
- National Kitchen and Bath Association (NKBA)
- National Society of Professional Engineers (NSPE)
- Northwest Building Officials and Code Administrators (NWBOCA)
- Northwest Emergency Management System
- PIA/GATF – Printing Industries of America (PIA)/Graphic Arts Technical Foundation (GATF)
- Printing Industry of Illinois and Indiana Association (PII)
- Prepress Training Solutions
- Radio Club of America (RCA)
- Refrigeration Service Engineers Society (RSES)
- Society of Broadcast Engineers (SBE)
- Suburban Law Enforcement Academy (SLEA)

Continuing Education Division

- American Heart Association
- American Massage Therapy Association
- Animal Trigger Point Myotherapists Association, Inc.
- Authorized Autodesk Training Center
- CompTIA Learning Alliance – Education to Career Programs (E2C)
- Illinois Association of Nonprofit Organization
- Member, Illinois Colleges Real Estate Consortium
- Member, Real Estate Educators Association

- Microsoft Partner for Learning Solutions
- Novell Academic Partner
- Oracle Academic Initiative Workforce Development Program
- Sun Microsystems Academic Initiative
- The Community Music Center is a member of the National Guild of Community Schools of the Arts.

Harper College for Businesses Department

- AchieveGlobal: Leadership, Customer Service, Sales Performance
- Certification in Production & Inventory Management (CPIM Review)
- Certification in Purchasing Management (CPM Review)
- CISCO: Cisco Certified Network Associate (CCNA)
- Command Spanish
- Comprehensive Adult Student Assessment System (CASAS): ESL, Basic Skills
- Development Dimensions International (DDI): Leadership, Customer Service
- Integrity Systems: Integrity Selling and Integrity Service
- National Safety Council
- Resource Associate Corp.: Goal Setting, Attitude Development, Skills Improvement
- Tests of Adult Basic Education (TABE)

Health Careers Division

- American Dental Association (ADA)
- Commission on Accreditation for Allied Health Education Programs (CAAHEP)
- Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association
- Dietary Managers Association (DMA)
- Illinois Coalition for Nursing Resources (ICNR)
- Joint Commission Accreditation of Healthcare Organizations
- Joint Review Commission for Education in Radiologic Technology (JRCERT) initial application has been submitted.
- National League for Nursing (NLN)
- National League for Nursing Accrediting Commission (NLNAC), Inc.
- The American Association of Medical Assistants

Liberal Arts Division

- Accredited by the National Guild of Community Music Schools
- American Symphony Orchestra League
- Association of Departments of English (ADE)
- Association of Illinois Music Schools (AIMS)

- Community College Humanities Association (CCHA)
- Illinois Council of Orchestras
- Institutional Chapter of Phi Theta Kappa, International honor society for two-year institutions; student chapter
- Modern Language Association (MLA)
- National Association of Schools of Music (NASM)
- National Guild of Community Music Schools
- Registry of Interpreters for the Deaf (RID)

Resources for Learning Division

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

Student Development Division

- National Association of Colleges and Employers
- National Association of Student Personnel Administrators
- Women's Work!

Mathematics and Sciences Division

- American Association of Physics Teachers
- American Astronomical Society
- American Chemical Society (ACS), Division of Chemical Education
- American Mathematical Society (AMS)
- American Mathematics Association of Two Year Colleges (AMATYC)

- American Physical Society
- American Society for Engineering Education
- American Society of Microbiologists
- American Statistical Association
- Association for Computing Machinery (ACM)
- Association for the Education of Teachers of Science (AETS)
- Association of College and University Biology Educators
- Association of Mathematics Teacher Educators (AMTE)
- Chicago Section American Association of Physics Teachers
- Committee on Chemistry of the Two Year College, Division of Chemical Education, American Chemical Society ($2YC_3$)
- Consortium for Computing in Small Colleges (Northwest Conference)
- Consortium for Mathematics and Its Applications, The (COMAP)
- Ecological Restoration
- Ecological Society of America
- EDS PLM Solutions
- Explorers Club
- Geological Society of America
- Human Anatomy and Physiology Society
- Illinois Academy of Science
- Illinois Association of Chemistry Teachers (IACT)
- Illinois Association of Community College Biologists
- Illinois Council of Teachers of Mathematics (ICTM)
- Illinois Lake Management Association
- Illinois Mathematics Association of Community Colleges (IMACC)
- Illinois Mathematics Teacher Educators (IMTE)
- Illinois Ornithological Society
- Illinois Science Teachers Association (ISTA)
- Illinois Section America Association of Physics Teachers (ISAAPT)
- Illinois Section of the Mathematics Association of America (ISMAA)
- Illinois Society of Professional Engineers (ISPE)
- Institute of Mathematical Statistics
- Mathematics Association of America
- Metropolitan Mathematics Club of Chicago (MMC), The
- National Association for Developmental Education (NADE)
- National Association for Research in Science Teaching (NARST)
- National Association of Biology Teachers
- National Council of Teachers of Mathematics (NCTM)
- National Science Teachers Association (NSTA)
- Natural Areas Association
- Natural Lands Institute

- Physics Northwest
- Planetary Studies Foundation
- Project Kaleidoscope (PKAL)
- Society for College Science Teachers (SCST)
- Society for College Science Teachers (SCST)
- Society of Industrial and Applied Mathematics (SIAM)
- Society of the Directed Energy Directorate
- Tex User's Group (TUG)
- Upsilon Pi Epsilon (UPE)
- Women in Mathematics Education (WME)

Wellness and Human Performance Division

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

Certifications

Cisco

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

CompTIA Learning Alliance

- A+
- Convergence +
- Network+
- RFID +
- Server+
- Security+
- Project+
- Linux+

Linux

- Linux Certified System Administrator (LCA)

Microsoft Partner for Learning Solutions

- Microsoft Certified Application Developer (MCAD)
- Microsoft Certified Application Specialist (MCAS)
- Microsoft Certified Database Administrator (MCDBA)
- Microsoft Certified Desktop Support Technician (MCDST)
- Microsoft Certified IT Professional (MCITP)
- Microsoft Certified Professional (MCP)
- Microsoft Certified Professional Developer (MCPD)
- Microsoft Certified Solutions Developer (MCSD)
- Microsoft Certified Systems Administrator (MCSA)
- Microsoft Certified Systems Engineer (MCSE)
- Microsoft Certified Technology Specialist (MCTS)
- Microsoft Office Specialist (MOS)

Novell Academic Partner

- Novell Certified Linux Professional (CLP)
- Novell Certified Linux Engineer (CLE)

Oracle Academic Initiative

- Oracle Certified Database Associate
- Oracle Certified Database Administrator Professional
- Oracle Certified Solution Developer

- Oracle Certified Application Server Professional

Sun Microsystems Academic Initiative
- Sun Certified Solaris Administrator (UNIX)
- Sun Certified Programmer for the Java 2 Platform
- Sun Certified Enterprise Architect

Premier AutoDesk Training Center (ATC)
- Certified AutoCAD Trainer
- AutoCAD Professional
- Autodesk Inventor
- Autodesk Architecture

- **Authorized Prometric Testing Center**

- **Certiport Testing Center**

The History of 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 (see Addendum), 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 in place (e.g., institutional priorities, area goals, divisional plans, unit plans, a technology plan and space study), President Robert 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 in the future. The current plan represents the tenth consecutive comprehensive strategic long range plan approved by the Board of Trustees.

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 allowed for greater input from the College community, included linkages between the components of the plan, provided more

documentation for SWOT and encouraged 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. The previous year's 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 were linked to the College priorities.

During 2001-2002, a progress report was prepared based on the achievements and progress toward the goals for the previous year. Significant items were identified and published in the Institutional Outcomes Report 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 to obtain 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.

During 2005-2006, the IPC reviewed all portions of the plan. Great effort was devoted to studying the data provided by our first climate survey that was benchmarked against other community colleges. Focus was placed on soliciting more frequent and meaningful

input from all campus constituents. The three criteria for collecting input from the College community were refined so that all input would be:

- Institutional: relating to more than one program department or division and consistent with the College's mission and core statements.
- Data Driven: requiring data support that is documented and measurable. The source of the data must be cited. Source data must not be more than three years old, unless long-term trend data is provided.
- Peer Reviewed: comparing Harper data to that of peer community colleges (when available) before declaring the input a strength or weakness.

During 2006-2007, the IPC reviewed 35 individual requests for item inclusion into the SWOT. This demonstrates that the IPCs efforts to inform the Harper community of the planning process have been successful. An extensive review of the revised Environmental Scan was also conducted.

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. All administrators and supervisory/confidential personnel develop one-year objectives and strategies that are tied to the SLRP. These objectives are reviewed periodically throughout the year and are assessed in the annual administrative evaluation process.

ASSURANCE SECTION

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

William Rainey Harper College
Palatine, Illinois

November 5-7, 2007

FOR

The Higher Learning Commission
A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM

Dr. Kim Linduska Executive Vice President, Academic Affairs, Des Moines Area Community College, Ankeny, IA 50010, Chair

Dr. Stephanie Bulger, Vice Chancellor, Curriculum and Learning Technologies, Wayne County Community College District, Detroit, MI 48226

Dr. Evonne Carter, Associate Vice President of Academics, Milwaukee Area Technical College, Milwaukee, WI 53233

Dr. Mark Davis, Vice President for Business and Finance, Oklahoma City Community College, Oklahoma City, OK 73159

Dr. Don Doucette, Vice Chancellor for Education and Technology, Metropolitan Community College- Kansas City, Kansas City, MO 64111

Dr. John Ganio, Vice Chancellor for Education, Saint Louis Community College, St. Louis, MO 63102

Jaralyn Jargo, Dean, Division of Business, Health Sciences, and External Education, Century Community and Technical College, White Bear Lake, MN 55110

Dr. Rose Kuceyeski, Professor, Information Technology, Owens Community College, Toledo, OH 43699

Dr. Gail Mee, President, Henry Ford Community College, Dearborn, MI 48128

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I. CONTEXT AND NATURE OF VISIT

A. Purpose of Visit

A nine member team conducted a three day visit (November 5-7, 2007) to Harper College for the purpose of a comprehensive evaluation. Charged with serving the common good by assuring and advancing the quality of higher learning, the team validated the information that was gathered and analyzed by the institution. The team members also offered consultative advice to Harper College in the spirit of advancing the quality of learning.

B. Organizational Context

Founded in 1965, William Rainey Harper College (identified heretofore as Harper College) is a comprehensive community college that operates under the auspices of the Illinois Community College Board as one of 48 community colleges in Illinois. The College is governed by a local board of trustees that is elected from across the district. The Harper College district encompasses 23 communities over 200 square miles in the northwest suburbs of Chicago. In addition to the main campus, Harper College offers degrees at two other campus locations: the Northeast Center and the Harper Professional Center. Harper College serves over 40,000 students enrolled in degrees in Associate in Arts, Associate in Science, Associate in Engineering Science, Associate in Fine Arts in Arts and Music; an Associate in General Studies degree, an Associate of Applied Science degree in 46 career areas, and 80 certificate programs. Harper College also offers developmental and adult education programs, continuing education, business management seminars, cultural affairs, women's programs, support services for students with disabilities, and community counseling services.

C. Unique Aspects of Visit

None

D. Sites or Branch Campuses Visited

Harper Professional Center and the Harper Northeast Center

E. Distance Education Reviewed

The College has goals to increase online instruction, both to grow its enrollment and to address the needs of identified populations, including working adults. The College has secured approval from the Higher Learning Commission to offer online degrees and has developed the capacity for students to earn a number of certificates and degrees taking online and blended courses. Students report satisfaction with and confirmed the rigor of current online courses, and a dedicated support function, the Department of Instructional Technology, provides a high level of support for faculty who are interested in designing and

offering online or blended courses.

The College has confirmed that its current online instructional management system, Blackboard Basic, is inadequate to support substantial growth in the online program, and the inadequacies of the student information system, Regent, compounds the problem of generating and populating course sites from course and student information files. Academic leadership for online education is quite diffuse, limiting coordination of scheduling, development and support for an expanded online program. In addition, because faculty adoption of Blackboard resources to support in-class instruction has been limited, the College has not yet cultivated sufficient faculty resources to develop a much expanded online program. Distance Learning is addressed in greater detail in the Advancement Section of this report.

F. Interactions with Constituencies

Steering Committee (11)
Diversity Group (9)
Community Relations/Foundation VP & Directors (6)
Outcomes Assessment Committee (11)
Distinctive Student Groups (19)
Distinctive Programs (14)
Curriculum Committee (15)
General Education Assessment (11)
Student Senate & Student Leaders (20)
Deans (8)
Extension Site Visit (7)
Technology Group (15)
Academic Affairs VP & Deans Council (17)
Administrative Services VP & Directors (7)
Information Technology VP & Directors (4)
Support Staff (151)
President's Council (10)
Oversight Committee & Shared Governance Chairs (26)
Oversight Committee (5)
Faculty & Adjunct Faculty (99)
Enrollment & Marketing VP & Directors (6)
Career Coordinators & Program Chairs (48)
Student Affairs VP & Deans/Directors (10)
Institutional Planning Committee (14)
Strategic Planning/Alliances VP & Directors (3)
Student Senate & Student Leaders (23)
Fire Science Advisory Committee (12)

Faculty Senate (18)
President
Instructional Technology Committee (6)
Vice President of Academic Affairs
Associate Vice President of Academic Affairs
Director of the Department of Instructional Technology
Executive Assistant for the Associate Vice President of HR/Diversity & Org. Dev.
Director of the Office of Research
Faculty Development Coordinator
Director of the Physical Plant
Campus Architect
Board of Trustees (8)
Foundation Board (15)

G. Principal Documents, Materials, and Web Pages Reviewed

Fact Book 2005
Higher Learning Commission Self-Study Survey Results Spring 2007
ICCB 2006 PQP/Program Review Report
Survey of 2005 Career Graduates Program-level Tables
ADA Brochure
Sexual Harassment Brochure
Worker's Compensation Brochure (Hard Copy)
2007-2008 Academic Affairs Operational Calendar
2006-2007 Catalog
Harper College Academic Calendar
Resources for Students
Student Handbook of Policies and Procedures
Transfer Options
Career Programs
Course Descriptions
2007-2008 Catalog
About Harper College
Enrollment Services
Resources for Students
2007-2008 Catalog and Student Handbook (hard copy)
News Clip Packets (hard copy)
Local Newspaper Articles
Course Credit Approval Request
Faculty Development Web Site (hard copy)
Faculty Retreat 2007 Flyer (hard copy)
New Adjunct Faculty Orientation Presentation (hard copy)

New Faculty Course 2007
Professional Development Handbook
DoIT Faculty Fellowships
Faculty Development Seminars
Faculty Development Web Site
Multicultural Faculty Fellows
New Faculty Mentoring Program
Teaching and Learning Innovation Grant
Technology Grant
2007 Spring Orientation Week Schedule
Graduate Course Enrollment
WEB Staff Development Day
WEB Robert L. Breuder
Classified Supervisory Confidential Handbook
Discrimination Complaint Procedure
Faculty Handbook, December 2006
Faculty Handbook, March 2005 (hard copy)
Workplace Violence Procedures
Administrative Services Procedure Manual (hard copy)
Code of Ethics
College Colors and Mascot-Modified September 26, 2006
Confidential Reporting of Wrongdoing
Employee Assistance Program (EAP)
Fair Use of Copyrighted Works-New as of March 25, 2003
Freedom of Information
Gift Ban Policy
Ombudsperson
Planning Policy
Purchasing Policy Revised 2004
Sexual Offenses
Use of Drugs and Alcohol
Workplace Violence
October, 2006 Annual Campus Security Report
2006-2007 Institutional Outcomes Report (hard copy)
HLC Steering Committee Outcomes Assessment Feedback Survey (hard copy)
Columns 1-3 Form Instructional Outcomes Form
Columns 1-3 Form Non Instructional Outcomes Form
Columns 4&5 Outcomes Form All
Dr. Breuder's correspondence to staff and faculty
Instructional Outcomes Cycle 1 Results
Nichols Response to Cycle One (hard copy)

Non Instructional Outcomes 2005-2006
Non Instructional Outcomes Cycle 1 Results
Outcomes 2004-2005
Outcomes 2005-2006
Outcomes 2006-2007
Outcomes Assessment Cycle 1 Fall 2004-Fall 2005 Summary Report
Outcomes Consultation Example
Outcomes Results Analysis – Cycle 1 (2005/2006)
Outcomes Results Cycle 1 Template
Outcomes Review Teams
Timeline-Program Level Assessment
Training Manual-Program Level Outcomes
WEB-eTree Tool
WEB – Outcomes Template
Academic Affairs Organization Chart
Administration Org Chart-2006
HLC Self Study Org Chart
Human Resources Organization Charts 1996-2003 (hard copy)
Center for Multicultural Learning Program Review (hard copy)
Courses Approved by Academic Standards as of 09/19/06 for fulfilling the Diversity Requirement
Faculty Fellows Information (hard copy)
R.E.A.C.H. Summer Bridge Program Information (hard copy)
Fulbright Scholar
Study Abroad
Fishin for the Mission (slide presentation)
Student Activities 2004-2005 Annual Report (hard copy)
Student Activities 2005-2006 Annual Report (hard copy)
WEB – Honors Program
WEB – Latinos Unidos
WEB – Phi Theta Kappa
WEB – Speech Team
WEB – Student Clubs and Organizations
Academic Convocation Programs, 1997-2006 (hard copy)
WEB – Student Awards Banquet
Academic Assessment Summary 2006-2007
Advising Notebook (hard copy)
Department of Academic Success Information (hard copy)
Job Fair (Daily Herald Ad-hard copy)
Resources for Students
WEB – Course Applicability system
WEB – Course Articulation Agreements

WEB - Illinois Articulation Initiative
WEB – Illinois Articulation Initiative General Education Core Curriculum
WEB – Transfer College Fair
WEB – Transfer Web Sites
Academic Honesty Form
Academic Honesty Policy (hard copy)
Code of Conduct and Dispute Resolution
Student Complaint Log (hard copy)
Annual Plan 2005-2006 (hard copy)
Annual Plan 2002-2003
Goals and Tasks 2006
Strategic Long Range Plan 2007-2010 (hard copy)
Strategic Long Range Plan 2006-2009 (hard copy)
SWOT Input Form – Opportunities
SWOT Input Form – Strengths
SWOT Input Form – Threats
SWOT Input Form – Weaknesses
A Review of Selected Management and Support Systems of the William Rainey Harper College Department of Public Safety (hard copy)
Campus Security Act Policy
Emergency Operations Plan June 2006
Environmental Health and Safety Procedure Manual (hard copy)
Environmental Management Plan
2006 Career Graduate Survey
2006 Transfer and Career Graduate Surveys-Executive Summary
2006 Transfer Graduate Survey
2005 Career Graduate Survey
2005 Transfer and Career Graduate Surveys-Executive Summary
2004 Career Graduate Survey
Annual FTE Program Distributions for BUS/SS Division 1996-2003
CCSSE (Community College Survey of Student Engagement) Synopsis
CCSSE Frequency Distributions
CCSSE Harper College Benchmark Scores
Community Employer Need Assessment 2007
Community Needs Assessment 2004
Community Needs Assessment 2007
Current Institutional Projections 2006
Environmental Scan 2006
Environmental Scan 2003
Fact Book 2006
40 Years and Forward DVD
WEB – Computer-Assisted Bibliographic Instruction Classes

WEB – Copyright and Fair Use
SMART Classroom Technology Training
WEB – Acceptable Use Policy
WEB – SMART Classroom Technology
WEB – Tuition Waivers for Employees
2006-2010 Adjunct Faculty Contract Agreement
2006-2010 Fulltime Faculty Contract Agreement
2002-2006 IEA/NEA Contract Agreement
Distance Learning Focused Visit Report
DoIT Program Review
2005-2007 Student Affairs Outcomes Assessment, Results and Use of Results

II. COMMITMENT TO PEER REVIEW

A. Comprehensiveness of the Self-Study Process

The structure and scope of the self-study process is outlined in the Introduction of the Harper College Self-Study Report (pages 20-28). Harper College builds its processes and the resulting documents around a series of goals that define Harper College as an institution, and validates its value to the communities it serves. The Self-Study Report responded to the cross-cutting themes outlined by the Higher Learning Commission: future-oriented; learning-focused; connected; and distinctive. The process also responded to the five criteria, examined the many dimensions of Harper College, and openly addressed the challenges the College faces as it continues to grow to meet the needs of communities it serves. The Self-Study process included a significant number of individuals that represented every constituent group at the institution, and enjoyed very strong support from the Board of Trustees and the President.

B. Integrity of the Self-Study Report

Harper College's Self-Study Report describes, documents, analyzes, and evaluates the state of the College in the present, and accurately assesses its capacity to operate in the future. A review of documents and in meetings that included nearly all faculty and staff, confirmed to the team that the Self-Study is an honest portrayal of the strengths and weaknesses of Harper College, and the conclusions and recommendations outlined at the end of each chapter will be addressed by the staff and faculty of the College. The team found that Harper College created a Self-Study Report that reflects all the hallmarks of effective self-study reports as stipulated in 5.2-6 of the Higher Learning Commission Handbook for Accreditation.

C. Adequacy of Progress in Addressing Previously Identified Challenges

The 1997 accreditation visit resulted in only one required activity: the development of a report on outcomes assessment of student academic achievement. The report was submitted in May of 1999; and was accepted by the Commission. While Harper College has made significant progress on its assessment plan, the 2007 visiting team has asked Harper College to submit a report in 2010 to the Commission to address some structural and administrative support issues. The details of the request for the follow-up report are outlined in the summary of Criterion Three, on page 20 of this report, and in the final recommendations of the team on page 25.

D. Notification of Evaluation Visit and Solicitation of Third-Party Comment

A memo from the Assistant Director for Legal and Governmental Affairs of the Higher Learning Commission dated October 29, 2007, states that the Commission had received four third party comments regarding Harper College, all in support of the mission of and services provided by the College. During the visit the team confirmed that the College appropriately solicited third party comment and has in place appropriate mechanisms for stakeholders to offer comments.

Requirements for third party comments were fulfilled.

III. COMPLIANCE WITH FEDERAL REQUIREMENTS

A separate chapter of the Self-Study Report addresses Harper College's compliance with federal regulations. Harper College offers courses and programs that adhere to the Illinois Community College Board Policy and Procedures documents. The team reviewed the required Title IV Compliance requirements and application verification documentation. The team also reviewed the student Right-to-Know information, annual Campus Crime and Security reports, Title IX compliance documents, FERPA guidelines as published by the College, the Harper College Affirmative Action Plan, FMLA guidelines, and ADA compliance. The team also reviewed the College's record of complaints, including the Grievance Policies, and reviewed with administration the informal and formal processes for students and staff to voice a complaint. The team found Harper College in compliance with all federal requirements.

IV. FULFILLMENT OF THE CRITERIA

CRITERION ONE: MISSION AND INTEGRITY. The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

1. Evidence that Core Components are met.

The College has clearly defined its philosophy, vision, mission, and core

values. The statements are clear and consistent with the mission of a comprehensive community College. They are widely distributed in College publications, on the College website, and on banners and posters throughout the College. Some examples include the College catalog, the Strategic Long Range Plan, Faculty Handbook, and marketing materials.

There is considerable evidence that Harper College values diversity. A new World Cultures and Diversity requirement has been added for all graduates and a Multicultural Faculty Fellows internal grant program has been developed to support faculty in their efforts to integrate multiculturalism into the curriculum and into their teaching strategies. A Center for Multicultural Learning was established to serve the needs of minority students. Other programs include Disability Services, a Women's Program, and the Nonnative Literacy program. An Institutional Diversity Plan was developed and approved by the Board of Trustees in 2001 and a Diversity Committee was established. In 2004, the Diversity Plan was integrated into the College's Strategic Long Range Plan. A new Associate Vice President for Diversity and Organizational Development position was created and filled. A diversity training program is required for all search committee members.

In the HLC visiting team meeting with the support and professional staff, participants demonstrated that they knew and clearly understood the mission of the College. They were also able to provide specific examples of how the College is fulfilling its mission. Members of the Board of Trustees clearly articulated an understanding of the mission of the College and their role in fulfilling it. In a meeting with students, the visiting team found that students understood the mission and were able to give concrete examples of how the College works to achieve it.

The faculty's commitment to quality and innovative teaching strategies clearly demonstrates support for the College mission. Examples include the adoption of collaborative learning and the development of learning communities.

The Board of Trustees' knowledge of the College mission, strong fiscal oversight, and advocacy for the College in the community demonstrate effective leadership.

The collaboration between faculty and the administration on the construction of new teaching spaces and laboratories in the Avanté Center is an example

of collaborative processes that work well.

A Shared Governance system has been created that allows for participation on College wide committees by faculty, staff and students. This system, although somewhat complex, appears to lead to recommendations that are taken seriously and acted upon by the administration.

Harper College operates with legal and fiscal integrity. The Board of Trustees manages the College in compliance with the Illinois Community College Act and Illinois statutes. Fiscal stability is maintained as reaffirmed by the Aaa bond rating from Moody's. Annual independent audit results have been favorable with no significant findings and Harper is approved to participate in federal financial aid programs through June 2010.

2. **Evidence that one or more specified Core Components need organizational attention.**

Despite recent efforts to improve diversity among College employees, there is a noticeable lack of diversity among the faculty. Although students of color represent 33% of all Harper College students, only 11.1% of the full-time faculty came from underrepresented groups in June 2006. Approximately 70% of the faculty has been hired over the past decade which suggests that a significant opportunity to increase the diversity of the faculty was lost. The Diversity Committee has expressed a goal of having the faculty diversity approach that of the student body. Students also expressed a desire for a more diverse faculty. However, data analysis confirms that progress toward that goal has been slow, and staff agrees that additional attention to the diversity plan is required. The issue of diversity will be addressed in greater depth in the Advancement Section; however, at a minimum, the institution should consider revising its recruitment and hiring procedures to include statements and practices that demonstrate valuing multicultural representation and to look beyond advertising and assessing applicants using traditional qualifications only.

In spite of the Shared Governance system, the faculty has a significant issue related to collaboration and communication as evidenced in the results of the PACE survey, the Faculty Senate climate survey and interviews with the faculty during the site visit. This may be due, in part, to the rapid growth and significant changes at the College during the last few years, which can create stress in an organization. Whereas the shared governance system allows major issues to be brought forward for consideration, there remains a

concern that all parties do not feel they are heard and that their feelings and opinions are valued. As the College continues to grow and expand programs and services, this issue will require organizational attention. The climate of communication and collaboration at the College would be improved through open dialogue about issues important to the future of the College; the faculty voice is a crucial component of that dialogue and opportunities for faculty to be heard in a manner that is sincere are vital to the health of the institution. The institution should establish venues to open and foster these discussions and use them to build mutual respect for ideas and concerns in areas vital to student success and employee communication and collaboration. The communication issue will also be addressed at greater length in the Advancement Section.

3. **Evidence that one or more specified Core Components require Commission follow-up.**
   None noted.

4. **Evidence that one or more specified Core Components are not met and require Commission follow-up.**
   None noted.

Recommendation of the Team: Criterion met; no Commission follow-up recommended.

CRITERION TWO: PREPARING FOR THE FUTURE. The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

1. **Evidence that Core Components are met.**

   From a review of the 2006 Environmental Scan, the 2006 -2007 College Budget Plan, and the 2006 - 2009 Strategic Long Range Plan it is evident that processes are in place which have allowed the College to implement an effective strategic planning process that is based upon key data and other inputs, includes participation of all employee groups, is updated regularly, and influences the priorities that are included in the development of the annual budget.

   Through meetings with staff, and a review of planning documents, it is evident that the College has invested in a well-staffed institutional research

function that produces a wide array of data and analyses that are used in the major decision making processes of the College.

From an examination of the physical facilities, discussions with the director of Physical Plant and the College architect it was apparent that the College's physical facilities are well maintained, compliant with applicable codes, well lit with good climate controls, and there is a campus master plan which has guided new construction and renovations over the past several years.

Harper College supports two extension centers that serve a growing and diverse population in their service area. The Harper Professional Center was purchased in 2001 and is part of an office park. It has 10 lab/classroom spaces, a conference room, several technology-enabled (i.e., smart) classrooms, and space available for rent. Programming includes an expanding Adult Fast Track program involving the addition of 2-4 cohorts per semester, IT certification courses, and computer training courses. The site is well maintained as evidenced by well-maintained and inviting facilities.

Purchased in 1994, the Northeast Center is a stand alone building with more than 25 lab/classroom spaces. It has a growing Adult Education Developmental program for the immigrant population who live near this center, Adult Fast Track courses, continuing education courses, computer training courses, facilities available for rent, and includes multi-use classroom space to extend offerings provided by the main campus to the local community. The site is well-maintained as evidenced by its well-maintained and inviting facilities.

The College has invested in the development and support of a robust technological infrastructure that effectively supports key institutional functions, services and programs, including a reliable and secure broadband institutional network, a comprehensive desktop infrastructure, multiple and abundant computer lab and technology-equipped classrooms and learning spaces, and a range of applications and electronic resources.

The College's human resources policies (HUM H 001 through 008) were reviewed. This review confirmed that the College has clearly defined hiring practices, including policies for updating position descriptions, and using search committees for full time administrative and faculty positions.

Advertisements for vacant positions may be posted in outside media sources but are also posted on the College's web site. The College has a clearly articulated affirmative action policy and a diversity plan written in 2003 - 2004.

A review of the past three years of audited financial statements and the annual plan for each of those years indicates a balanced budget each year and a steadily increasing College fund balance. This provides flexibility for the College to address new opportunities that may arise and the financial stability to handle unexpected economic or financial contingencies.

Various outcome assessments of institutional effectiveness were reviewed and discussed with the Vice President for Strategic Planning; it was evident that these processes were incorporated into the annual update of the Strategic Plan. This in turn effected budgetary decisions which were incorporated in the annual plan or budget.

All levels of planning from the initial SWOT analysis, update of the Strategic Long Range Plan, goals and tasks development, and the development of the annual plan align with the College's mission statement. The College's mission statement as well as its goals and objectives are printed in the annual plan and the Strategic Long Range Plan.

2. Evidence that one or more specified Core Components need organizational attention.

Although the College has invested heavily in its technological infrastructure, key components of that infrastructure are not yet fully operational and require institutional attention in order to support the goals of the College for growth and effective teaching and learning for both current and future Harper College students. Specifically, the antiquated student information system (Regent) is scheduled for replacement with SCT Banner's student information system by 2009, and the current instructional management system, Blackboard Basic, is inadequate to support the growth of the College's online program or to provide routine support for in-class instruction. While improvements in both of these areas are either underway or under consideration, the College will be seriously hindered in its ability to expand online instruction or to meet student expectations for online resources to support traditional classroom instruction until these key pieces of the technology infrastructure are effectively implemented.

3. **Evidence that one or more specified Core Components require Commission follow-up.**
   None noted.

4. **Evidence that one or more specified Core Components are not met and require Commission follow-up.**
   None noted.

Recommendation of the Team: Criterion met; no Commission follow-up recommended.

CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING. The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

1. **Evidence that Core Components are met.**

   The College's focus on renovating and building facilities provides the current and future Harper community with a legacy of state-of-the-art classrooms, labs, offices and learning spaces. A tour of the facilities reveals that full-time and adjunct faculty have adequate office space to complete class preparation and to meet with students.

   Through interviews with Curriculum Committee members, and a review of the Curriculum approval process, the team confirmed that curriculum is developed and evaluated for currency by the faculty with input from the advisory committees; the Curriculum Committee systematically reviews curriculum for currency and consistency.

   As evidenced by conversations with faculty, staff and students, courses are offered to students in a variety of modalities, including face-to-face, online, web-blended, short courses, and other delivery methods. During interviews, students stated that they were satisfied with the variety of course delivery methods offered at Harper College.

   The Outcomes Assessment Committee is comprised of both faculty and administrators who have been working on the Self-Study Report. Committee members have attended workshops and conferences on assessment and have attempted to bring a meaningful, grassroots assessment program to Harper College. The assessment process that began in 1999 was modified

in 2004 to focus on 3 to 5 educational outcomes each year; faculty agrees that this focused effort on assessment will yield meaningful results.

Orientation activities held at the beginning of the terms and during the semester for full and part time faculty allow for structured development experiences. During interviews with faculty members, it was confirmed that funds are available for professional development, discipline specific training, and travel to conferences.

The College provides assistance to incoming students in acclimating to College life through multiple options for orientations. Activities are targeted toward young students, older returning students, second language students and ADA students, and other targeted groups as needed. Peer mentors are also available for new students.

Over 186 programs and activities were offered for students last year (2006-07) to assist students to access a rich campus life; over 1500 students joined clubs or participated in activities that were offered. In addition to formal campus activities, the College provides health and psychological services to students, wellness programs and facilities are available to students and staff, and academic advisors, study hall assistance and academic progress reports are provided to support student athletes.

The College's philosophy of community policing provides all constituents with a safe and secure learning environment. Service programs are offered to the community each year. In 2006-07, 36 safety awareness related programs were offered to staff and students at Harper College.

Student academic assistance is provided in a variety of venues: a comprehensive library, a writing center, tutoring, study centers, academic warnings, success classes, open labs, computer labs, multicultural learning center, and career center. Adult Educational Development courses and English as a Second Language courses are also available. Interviews with students revealed a high level of satisfaction with the available services.

Interviews with staff and the Self-Study Report provide evidence that Harper College has a comprehensive set of educational offerings, services, and rental space for the communities throughout their service area. The Adult

Fast Track program which serves over 100 students at the Harper Professional Center offers a flexible pathway to an associate's degree for working adults, IT certification courses, and an emerging small business services initiative. The Northeast Center offers children's programs, lifelong learning opportunities, English as a Second Language, and academic courses. Both locations provide access to student support services.

2. **Evidence that one or more specified Core Components need organizational attention.**
   None noted.

3. **Evidence that one or more specified Core Components require Commission follow-up.**
   While there is the beginning of an effective outcomes assessment culture at Harper, it is impaired by some structural difficulties. Notably, the assessment activities are currently administered by an ad hoc committee of the HLC Self-study project, the committee is separate from the General Education Assessment Committee, and the program lacks sufficient administrative support. In discussions with faculty members, they expressed uncertainty about the future of the ad hoc assessment committee once the accreditation visit concluded, and how the two separate committees would work cooperatively to further the institutional assessment efforts.

4. **Evidence that one or more specified Core Components are not met and require Commission follow-up.**
   None noted.

Recommendation of the Team: Criterion Three is met.

Commission follow-up is recommended: Progress Report on assessment of student academic achievement to the Commission due May 30, 2010 which outlines the progress made in the documentation of Harper College's Outcomes Assessment Plan. The follow-up report must include the following:

1. A charter and scope of work for the standing assessment committee which outlines the timelines, goals, and the specific activities to be accomplished by the committee.
2. An organizational chart that includes the division and department of the College that provides oversight to the assessment activities; and documentation of the leadership to the assessment initiative, including the co-chairs and the committee members, to assure broad

representation from all disciplines.

3. The complete list of learning outcomes of the transfer and career programs and a summary of the documents from which students, faculty, and community members can access and review the outcomes.
4. The processes in place for implementing multiple assessment activities for Career Program Outcomes and General Education Outcomes, and the completion of "Column 5" for all program and transfer areas that identify results of assessment activities that have led to improvements.
5. A summary of the financial and personnel support provided to faculty for assessment activities to ensure all faculty members are involved in the assessment process.
6. Strategies that link the 5-year program review process (required by the Illinois Community College Board) to the outcomes assessment processes, so that common measures are employed to assess the acquisition of skills by the students, and to provide greater efficiency and consistency in the assessment and evaluation process.

CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE. The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

1. **Evidence that Core Components are met.**

   The self-study report and meetings with faculty, staff, and administrators showed evidence of a wide variety of educational opportunities that promote a life of learning for Harper College employees. These offerings include College orientations, grants, and fellowships, as well as funding for professional development workshops, conferences, and courses. Some examples include seminars sponsored by the Teaching and Learning Center, the Employee Institute for Learning, Staff Development Day, and Harper College tuition waivers.

   Interviews with academic deans and senior administrators provided reports of participation in the Leadership Institute of Schaumburg, attention to distributing *First Fridays* (an academic newsletter), and opportunities for mentorship for academic administrators and faculty. These activities demonstrate institutional commitment in the professional development of its academic staff and faculty as well as the recognition of scholarship and research activities.

The Harper College self-study reports that the College uses multiple methods to publicly acknowledge the achievements of students, faculty, and staff in acquiring, discovering, and applying knowledge. These reports in the self-study were corroborated in part by interviews with classified staff who gave examples of being recognized by the President through email, oral, and written communication and in the *Inside Harper* newsletter. Additionally, a sense of pride in Harper College was evident in these staff reports.

In order to assess the usefulness of its curricula to students, Graduate Surveys are performed annually and results are shared with academic deans. In 2005, the Graduate Survey response rate was 54%. Additionally, career programs have advisory committees whose membership includes business leaders who provide input on the relationships between courses and skills gained by students.

Harper College's support of numerous student activities such as Ethics Bowl, Harper College Mentor Program, Student Senate, field trips, and student clubs are examples of ways in which the College implements curricular and co-curricular activities that relate responsible use of knowledge to practicing social responsibility.

Harper College supports professional development opportunities for faculty to stay current in their field and increase their skills and knowledge by providing many opportunities including seminars, classes, and retreats. This commitment is evidenced by additional opportunities such as the teaching and learning innovation grants, technology grants, DoIT faculty fellowships, and multicultural faculty fellowship. Additional support includes technology and pedagogy faculty workshops in a variety of face-to-face and distance formats; graduate courses on technology design and use in the classroom, implementation and training for new technology products such as Elluminate Live! Finally, professional development funds are available for full-time faculty as stipulated in the Agreement between Board of Trustees of Community College District 512, County of Cook and State of Illinois and William Rainey Harper College Faculty Senate, Local 1600, AFT, AFL-CI0. Stipends are provided for adjunct faculty.

The College supports teaching and learning according to Article III-L of the *Agreement* by providing a mentoring program for full-time faculty and adjunct faculty members serving in their first or second semester in that division.

Additionally, DoIT provides professional development for faculty via the Successful Teaching Online Mentoring Program (STOMP) and many other opportunities including a dedicated faculty development coordinator.

As documented in the Harper College Results of 2006 Career Graduate Survey, in general, recent graduates of Harper's career programs appear to be employed, satisfied in their job experience, and satisfied with the services and instruction that Harper College provides, which is a continued trend from 2004.

Meetings with students involved in campus activities confirm that Harper College embraces co-curricular opportunities which support and broaden the learning core of the College's mission. The range of opportunities for students to participate in such activities (approximately 40 clubs and 8 organizations), and the faculty and staff who advise them demonstrate commitment of this institution to promoting a life of learning.

After a review of Advisory Committee minutes in the Resource Room and meeting with Advisory Committee members, it is apparent that the Advisory Committee members serve the College's career programs in providing relevant curriculum changes to meet community needs.

Harper College helps students and employees understand and practice responsible and ethical use of knowledge through various policies and procedures such as FERPA, Student Handbook of Policies and Procedures, Code of Conduct and Dispute Resolution, Copyright and Fair Use, Acceptable Use Policy, and Netiquette Statement.

2. **Evidence that one or more specified Core Components need organizational attention.**
   None cited.

3. **Evidence that one or more specified Core Components require Commission follow-up.**
   None cited.

4. **Evidence that one or more specified Core Components are not met and require Commission follow-up.**
   None cited.

Recommendation of the Team: Criterion met; no Commission follow-up recommended.

CRITERION FIVE: ENGAGEMENT AND SERVICE. As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

1. **Evidence that Core Components are met.**

   Community members verbalized -- with enthusiasm -- that the organization's outreach responds to identified community needs. In reviewing copies of surveys to alumni and community members, the team found evidence that the College is proactive in assessing and serving its constituent groups. The Environmental Scans and Community Needs Assessments are completed on a three year cycle with updates in the intervening years. Group interviews provided evidence of outreach and unique programs of engagement with the business communities, the high schools, and to the twenty-three geographic communities in the College service area such as Community Night.

   Reaffirmed by the 2006 Environmental Scan results and the CCSSE survey, the physical, financial, and human resources of the College support programs of engagement and service including ESL and developmental education. The Adult Educational Development department operates both Nonnative Literacy and GED classes on campus, at the NEC and five community sites.

   Many formal and informal opportunities exist to forge communication between Harper College and the community. Faculty, staff, and administration actively participate in community service organizations, boards, and schools. Harper College and its three feeder high school districts formed the Northwest Suburban Education to Careers Partnership to promote the transition of high school students into appropriate career programs.

   Interviews with students and community leaders revealed that Harper College responds to their need to have alternative delivery methods for courses and programs. For example, the Fast Track programs have provided working adults access to degrees in a format that accommodates work schedules, and allows students to progress through programs in cohort groups. The growth of online courses and programs also provides access to courses for students that have work schedules incompatible with the traditional academic calendar.

   Community members spoke of the planning efforts regarding the

baccalaureate degree as evidence of the responsiveness of Harper College. The community leaders expressed strong support for the idea of a baccalaureate degree at Harper College, and are pleased that the administration and the Board of Trustees are exploring the legality of such an undertaking.

Students that currently wish to articulate to a baccalaureate degree program have access to the Harper College Partnership Grid, which lists articulation, transfer, and partnership agreements with baccalaureate degree granting institutions, including the statewide Compact Agreement and the Illinois Articulation Initiative, dual admissions, and the 90/30 or 3 + 1 agreements.

Survey evidence and communication with Community representatives conveyed a high level of support and satisfaction for Harper's value as a vital part of the community. The challenge to Harper College is to provide a systematic method for collecting the information pertaining to all its good work with its community and developing a system to record and analyze the responses, as the College prepares for continued growth in many programs and services.

2. **Evidence that one or more specified Core Components need organizational attention.**
   None noted.

3. **Evidence that one or more specified Core Components require Commission follow-up.**
   None noted.

4. **Evidence that one or more specified Core Components are not met and require Commission follow-up.**
   None noted.

Recommendation of the Team: Criterion met; no Commission follow-up recommended.

V. STATEMENT OF AFFILIATION STATUS

A. Affiliation Status: No change.

B. Nature of Organization

1. **Legal status:** No change.

2. **Degrees awarded:** No change.

C. Conditions of Affiliation

1. **Stipulation on affiliation status:** No change.

2. **Approval of degree sites:** No change.

3. **Approval of distance education degree:** No change.

4. **Reports required**
   One progress report is due to the Higher Learning Commission on May 30, 2010. The required report will outline the progress made by Harper College in the area of Outcomes Assessment and must include the following:

   1. A charter and scope of work for the standing assessment committee which outlines the timelines, goals and specific activities to be accomplished by the committee.
   2. An organizational chart that includes the division and department of the College that provides oversight to the assessment activities; and documentation of the leadership to the assessment initiative, including the co-chairs and the committee members, to assure broad representation from all disciplines.
   3. The complete list of learning outcomes of the transfer and career programs and a summary of the documents from which students, faculty and community members can access and review the outcomes.
   4. The processes in place for implementing multiple assessment activities for Career Program outcomes and General Education outcomes, and the completion of 'Column Five' for all program and transfer areas that identify results of assessment activities that have led to improvements.
   5. A summary of the financial and personnel support provided to faculty for assessment activities to ensure all faculty members are involved in the assessment process.
   6. Strategies that link the 5-year program review process (required by the Illinois Community College Board) to the outcomes assessment processes, so that common measures are employed to assess the

acquisition of skills by the students, and to provide greater efficiency and consistency in the assessment and evaluation process.

5. **Other visits scheduled:** None.

E. Summary of Commission Review

Timing for next comprehensive visit (academic year – 2017-2018)

Rationale for recommendation: Based on the evidence presented to, discovered, and confirmed during the on-site visit by the team members and documented by the evidentiary statements in support of the College's fulfillment of the criteria and core components, the team members are unanimous in their recommendation to the Higher Learning Commission that Harper College continue full accreditation until the next comprehensive visit in academic year 2017-2018. This team expressed confidence that Harper College is well positioned to continue to fulfill its mission to serve the educational needs of its communities, as it is so succinctly stated in its promotional and recruitment materials: *GoForward.*