Strategic Long Range Plan 1998-2001

William Rainey Harper College

1998 - 2001

Strategic Long Range Plan

Office of Strategic Planning and Budgeting

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June 1998

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PREFACE

In order to prepare for the next millennium, Harper College has a new comprehensive Strategic Long Range Plan (SLRP). An organization needs a clear understanding of its mission, vision, goals and objectives so it can effectively make decisions today in advance of the challenges of tomorrow. This strategic plan is a roadmap created to thoughtfully guide Harper College in the effective use of community and organizational resources.

The document before you is a starting point for defining where we are and where we want to go. It is a response to the challenge of the Harper Board of Trustees and a new president. The College community provided over 150 suggestions since the publication of the first draft. During the next year, as a dynamic and improving plan, it will undergo scrutiny and revision, and will become a platform for action and clarification of institutional issues. Within a revised governance system, the plan will become the nucleus for dialogue and future decision making. The plan will provide for continuity of purpose while the College meets the changing needs of students.

In the current version of this document, the philosophy and mission statements have not been updated. The members of the President's Council and others on campus feel that these statements require reconsideration. Revising these statements will become the responsibility for the Planning Committee within the revised shared governance system. The vision statement is presented as a suggestion. This too will be examined by the newly formed Planning Committee. The vision statement will be concise, easy to recall and reflective of our desired future.

The document is now entrusted to the Planning Committee to maintain its currency through annual updates. Specifically, the Planning Committee will be recommending the additions, deletions and revisions of task statements contained in the plan. The SLRP will form the basis of annual operations as well as the objectives found in the Annual Plan. When these objectives are attained they will incrementally address the tasks and goals in the SLRP.

Special thanks are extended to Joyce Schoonover and Ronny Serio, from the Office of Strategic Planning and Budgeting, for their help in assembling and producing this document.

It has been a pleasure to be part of developing this initial plan. I believe it is a dynamic document that leads us successfully into the future.

W. R. Howard
June, 1998

PART I

PLANNING AT
WILLIAM RAINEY HARPER COLLEGE

INTRODUCTION

By a process of strategic long range planning, an institution defines its philosophy, mission, vision, goals and tasks. A Strategic Long Range Plan (SLRP) is the outcome of this process. Written for the College community, the SLRP serves as a roadmap to guide the delivery of programs and services in the context of community and organizational resources. With the 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 starting point for comprehensive long range planning.

This document consists of six parts.

The first section identifies the planning context, history and process.

The second section presents statements of belief (philosophy), purpose (mission) and direction (vision). Once established they should form guiding principles over a number of planning cycles.

Section three of the document arises from internal and external assessments and consists of a reporting of the College's strengths, weaknesses, opportunities and threats. Known as the SWOT (strengths, weaknesses, opportunities and threats), these statements list the external and internal forces that must be acknowledged before we can determine specific goals and tasks. Threats, for example, are factors that, if not addressed, could seriously hinder the accomplishment of our goals. For example, "Revenue stream severely restricted by Local Tax Cap." (T-6) has seriously impacted our budget. Not adjusting to future limitations in this area would seriously hinder the accomplishment of our goals. These factors need to be reexamined annually.

The fourth section identifies the institutional priorities for the next year. These major items are selected from the goals and tasks listed in the document. They are reported annually to the Illinois Community College Board along with a report of progress achieved against the previous years priorities.

The fifth section identifies the goals and tasks by administrative area. It should be emphasized that goals and tasks are College-wide and may be addressed by any area of the College. Goals are broad statements of expected outcomes that may and likely will continue over more than one planning period (3 years).

The last section of this document is a statement of the planning policy of the College and a summary of the "Report of a Visit" by the North Central Association of Colleges and Schools in September, 1997.

In summary, using a metaphor of a sailing ship, the planning process prepares the plan (map) based on internal and external needs (sails), and guided by our educational values

(compass) provides the means for the College to gain speed toward its destination--quality teaching and active learning. It catches the winds of change and currents of educational needs and opportunities. Without the sail and map, the ship has a tendency to drift. Planning helps faculty, staff and administration to work together to direct the ship to move forward as a unit with greater speed and joint purpose.

PLANNING AT HARPER COLLEGE

Over the last eight years, the College has been guided by a document known as "Our Preferred Future." Components of this statement allowed the College to address a number of important technological, social and educational challenges. Planning efforts became disjointed and portions of the College began to make plans independent from one another. The requirements of emerging technology, space deficiencies, drifting enrollment, turnover in faculty and changing relationships with the corporate community have forced the College to examine its programs, services and methods of operating. As indicated by the North Central Association self study and report, these changes needed to be addressed by a more effective integration of planning with budgeting and operations.

History of the Plan

There has been a call for the integration of a planning process and a plan that would give the College a look at the direction, progress and needs of the institution. In the Fall of 1997, while recognizing a long history of planning at the College, the Board of Trustees approved a policy on planning that asked for the establishment 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 accomplishment.

In February 1998, a new president was hired with a mandate to establish a comprehensive long range plan for the College. Aware that a number of elements of a comprehensive plan were already in place (e.g. institutional priorities, area goals, divisional plans, unit plans, a technology plan and space study), President Breuder charged the President's Council to prepare a draft of a comprehensive strategic long range plan for 1998-001. The plan was to contain: (1) statements of philosophy, mission and vision, (2) a determination of strengths, weaknesses, opportunities and threats, (3) one year institutional priorities and (4) area goals and tasks to be covered in three years. The Dean of Strategic Planning coordinated the assembly of current planning documents, reports and community studies. The President's Council then drafted this document. In order to have a plan for 1998-99 by June 30, it was necessary for the President's Council to publish a first version for College community review.

Responses to the Document

The attached document has been reviewed by the campus community. Over 150 suggestions from 30 individuals were made to this document. The President's Council thoughtfully reviewed each response and incorporated, to some degree, 86 % of the items into the current version.

A Dynamic Plan

After the initial plan is approved by the Board of Trustees, the process will be placed with the Planning Committee within the revised shared governance system. The Planning Committee will be assigned the responsibility for updating and revising the plan. This group will be responsible for the content of the plan and for providing guidance to the institutional planning process.

The Planning Committee will be responsible for receiving, adding, modifying and deleting recommendations for goal and task statements in the plan. After being advanced through the shared governance system, these changes will ultimately be approved annually by the Board of Trustees.

Use of the Plan

Strategic planning will be connected to our budget and on-going annual operations of the College. Financial management, facilities, curriculum, educational delivery methods and other key operations will reference the SLRP. The SLRP goals and tasks will be the basis for developing the Annual Plan. Selected managers will develop one year objectives and strategies tied to the SLRP. These objectives will be reviewed periodically and will be assessed in the annual administrative evaluation process. The formation of the SLRP linked to program review and unit planning will enable the identification of future budget requirements and priorities.

THE PLANNING PROCESS

Overall steward of the planning process is the Dean of Strategic Planning who is responsible for the timeline, integration of the components, documentation of progress and key reports of progress to internal groups and the Board of Trustees.

The annual planning cycle contains eight phases (see chart that follows):

Phase I - Environmental Scanning

The Office of Research will be responsible for coordinating activities resulting in an internal audit and external assessment of the College's environment. An assessment of

the demographics, needs assessments, community input and other studies will be conducted. One of the primary tools of this phase will be the review and update of the Institutional Source Book. Reports of the audits will go to the appropriate governance committee. From this assessment will come primary issues that need to be addressed by the College during the next planning period.

During this phase the institutional Strengths, Weaknesses, Opportunities and Threats (SWOT) will be updated. The results of the SWOT update will serve as a context for the revision of the Goals and Tasks inherent in the Strategic Long Range Plan (SLRP).

The final portion of this phase will be the establishment of the institutional priorities as determined by President's Council for the coming year. These are the major targets that must be addressed. The priorities come from the assessment of accomplishments from the previous year Annual Plan and from new challenges emerging from the internal audit and external assessment.

Phase II - Review Of Foundational Statements

Periodically, the statements pertaining to philosophy, mission, vision and goals will be reassessed. If necessary they will be adjusted to reflect new conditions and/or changing needs in the environment. This review will ensure that our fundamental beliefs, purposes, vision and agenda clearly delineate where the College is going.

Phase III - Goals And Task Development

College goals and tasks, arranged by administrative areas, will cover three years (July 1998-June 2001). Every year the goals and tasks will be reviewed and updated. Tasks, specifying the specific focus of the goals, will be assigned to various committees of College Council or units of the College. These tasks will serve as the basis for prioritized objectives detailed in the Annual Plan.

Goals and tasks are organized under the major functional areas of the College: Academic Affairs, Administrative Services, Student Affairs, Technology and Information Systems and Institutional Advancement. Even though these areas parallel the administrative sectors of the College, the goals and tasks are College-wide and may be referenced in the Annual Plan by any unit of the College.

Phase IV - Annual Plan Development

The Annual Plan includes the objectives of each vice president and other members of the President's Council. Other staff will use the Annual Plan as a reference for the preparation of their plan. The Annual Plan will be sent to the Board of Trustees for information prior to the beginning of each academic year.

Phase V - Master Planning Grid

A master timeline of the key tasks and related subordinate plans (Technology Plan, etc.) will be assembled within a three year schedule. A database of information will be created linking objectives, strategies, goals and tasks, SWOT and institutional priorities.

Phase VI - Annual Performance

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

Phase VII - Reporting Of Progress

Three vehicles will be used to report on planning progress. The Cumulative Strategic Long Range Plan will include the philosophy, mission, goals and tasks of the College as well as the annual updates over a five-year period. An Annual Plan Performance Report will include the progress in accomplishing annual objectives as stated in the Annual Plan. These first two vehicles will be presented to the Board of Trustees. The third vehicle is the Annual Report from the College Council which will include action pertaining to planning.

Phase VIII - Evaluation Of SLRP Process

The Strategic Long Range Plan development process will be evaluated annually and, when appropriate, adjusted.

STRATEGIC LONG RANGE PLANNING PROCESS

PHASE II
REVIEW OF
FOUNDATIONAL
STATEMENTS

PHASE I
ENVIRONMENTAL
SCANNING

**PLAN
DEVELOPMENT**

PHASE III
GOALS
AND TASK
DEVELOPMENT

PHASE IV
ANNUAL
PLAN
DEVELOPMENT

PHASE V
MASTER
PLANNING
GRID

PHASE VIII
EVALUATION
OF SLRP
PROCESS

**PLAN
IMPLEMENTATION**

PHASE VI
ANNUAL
PERFORMANCE

PHASE VII
REPORTING
OF
PROGRESS

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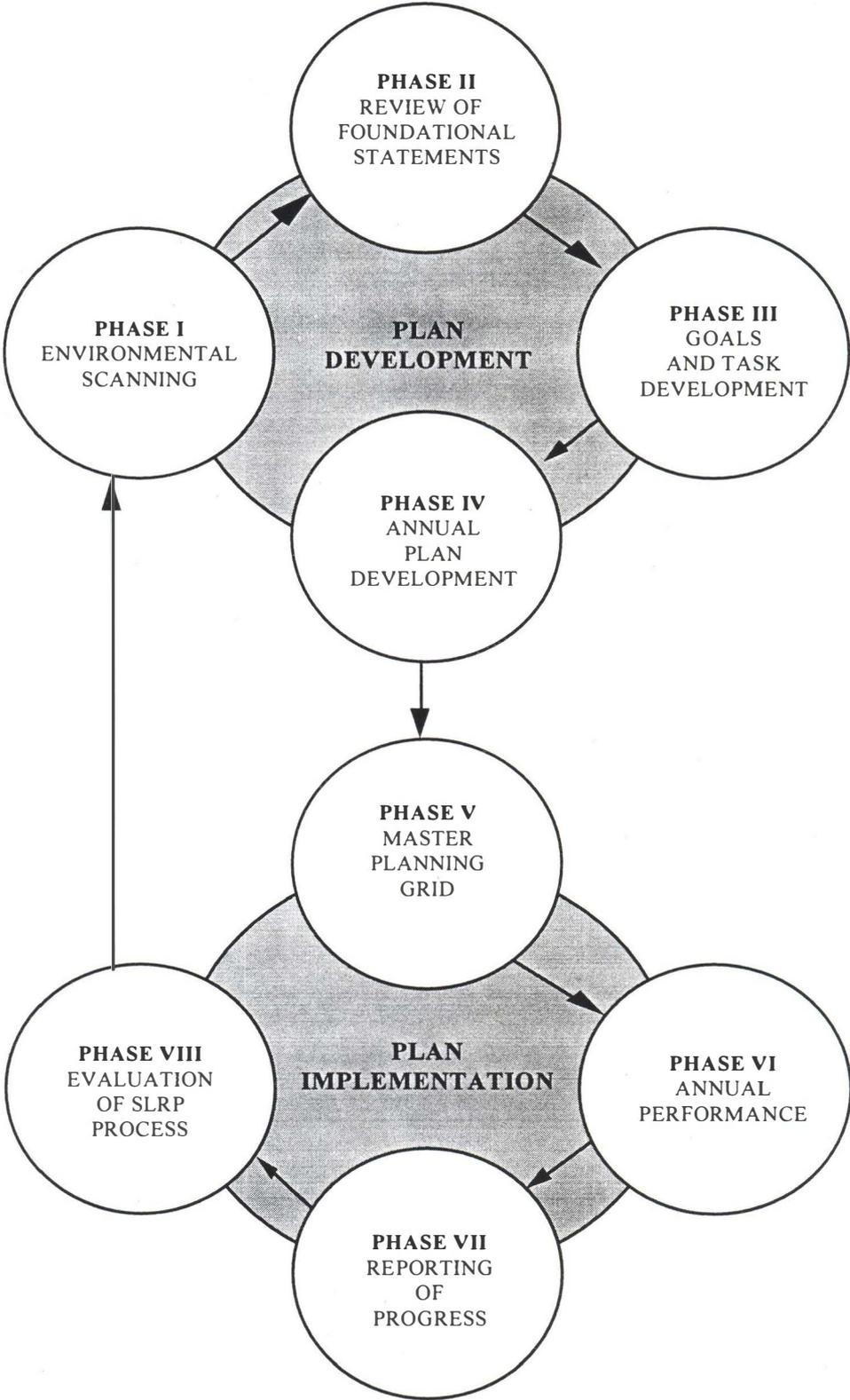
PART II

PHILOSOPHY, MISSION AND VISION STATEMENTS

PHILOSOPHY STATEMENT

To provide an outstanding program of higher education for the community it serves is the guiding philosophy of William Rainey Harper College.

Created by a community responsive to contemporary insistence on more education for more of its citizens, the College is determined to meet the educational and career requirements of each student and thus serve the community at large.

The demands of the community are clear. In addition to the specific need for two years of high-quality, transferable college credit, the College recognizes the more general, but no less important, requirement of educating all of its students for a meaningful role in a free and fluid society.

Basic to responsible participation in society is the student's contribution in voting more intelligently, producing more efficiently through the acquisition of a salable skill, and adapting more readily to a complex society. In view of the realities of the complexity of a dynamic society and the knowledge explosion, the student must not only learn what is known but also how to acquire knowledge not yet extant.

With a commitment to the dignity and significance of each student, the College endeavors to bring the student to a realization of what place he or she can make for himself or herself in today's world and to provide the necessary training for his or her social and personal goals. To this end, the College must provide cultural experiences that will open to the student the heritage of the educated person.

MISSION STATEMENT[*]

William Rainey Harper College is a comprehensive community college dedicated to providing excellent education at a reasonable cost, promoting personal growth, enriching the community and meeting the needs of a changing world.

In its broad range of offerings, Harper College will

- educate students to assume an active, productive and meaningful role in a free and changing society.

- provide students with the knowledge and experiences required to develop a system of values and the ability to contend with difficult moral choices.

- encourage student success.

- enhance the cultural and economic life of the community.

- lead in individual and community development.

- enable students to recognize the interrelationships of life, education and work.

College Objectives

Specific objectives of the College are:

1. To provide the first two years of baccalaureate education which will offer students opportunities to pursue liberal arts, sciences and preprofessional curricula designed to prepare those students to transfer to four-year colleges and universities and/or to satisfy individual educational goals;

2. To provide educational opportunities in occupational, vocational, technical and semi-technical fields which will enable students to acquire the skills and knowledge necessary to enter a specific career;

3. To offer appropriate general education opportunities to assist individuals in participating more effectively in a free society as well as providing those individuals with personal and cultural enrichment;

4. To provide opportunities for training, retraining and upgrading of skills in order to facilitate adjustments in a work environment that is undergoing rapid technological change;

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[*] Refer to William Rainey Harper College Catalog 1998-1999, p. 14

5. To provide adult education and remedial instruction;

6. To provide community education, including continuing education designed to meet various individual goals;

7. To provide services designed to support the programs and direction of the institution, including, but not limited to, admissions, counseling, testing, tutoring, placement, financial aid and special assistance for the disadvantaged student;

8. To provide educational resources for the use of students and community residents through learning resources and library services;

9. To provide selected public services which employ the available resources of the College and utilize the talents of faculty and staff in such a manner as to make significant and substantive contributions to the community; and

10. Whenever available, to provide and encourage the use of the College's facilities and services for educational and cultural purposes by community members, under certain provisions and controls established by the College.

VISION STATEMENT
(suggested)

Student Success Through Educational Excellence

PART III

STRENGTHS, WEAKNESSES, OPPORTUNITIES AND THREATS (SWOT)

STRENGTHS

S - 1   Educational programs with clear purposes, consistent with the College mission.

S - 2   A diverse array of quality instructional programs and services.

S - 3   An improving program review process.

S - 4   A comprehensive continuing education program.

S - 5   An expanding Corporate Service Program serving local corporate and business clients.

S - 6   Institutional commitment to professional development.

S - 7   Capable and committed faculty, staff and administrators.

S - 8   Commitment to diversity through hiring practices and curriculum offerings.

S - 9   A stable financial position in the short run.

S - 10   Reasonable tuition cost.

S - 11   Productive relationship between Harper and area high schools.

S - 12   Transfer Agreements to enhance student transfer to baccalaureate institutions.

S - 13   Strong support for the School-to-Work and Tech Prep initiatives through the Northwest Suburban Employment and Training Center.

S - 14   Well-established community career partnerships with the *Daily Herald*, Illinois Department of Employment Services and the Workforce Development Council.

S - 15   Partnerships with high schools within the district to assist ethnic and language minority families as they explore options and make choices about pursuing postsecondary education.

S - 16   Respect and support the College enjoys within the district.

S - 17   National and state-wide reputation for educational excellence.

S - 18   Ten-year accreditation by North Central Association.

S - 19   A reputation for exemplary enrollment programs and procedures.

S - 20   Service to approximately 170,000 people on a yearly basis for classes and related activities, cultural events, recreational activities and community meetings/events.

S - 21   Geographically accessible extension locations where students can take college courses.

S - 22   A safe campus environment where crime is minimal.

S - 23   Location of the College in Chicagoland.

S - 24   Availability of land on the main campus for future development.

S - 25   Highly educated local community supportive of higher education in general and Harper College in particular.

S - 26   A strong economic base comprised of a significant population of affluent people.

S - 27   Institutional commitment to the application of technology in both the academic and administrative areas and an organizational structure and funding to support it.

S - 28   A generous fringe benefit program to attract and retain high quality faculty and staff.

S - 29   Faculty involvement in the educational decision-making process.

S - 30   A dynamic array of Student Affairs services and programming.

S - 31   A committed and dedicated Board of Trustees.

S - 32   Cultural arts programming that features top international authors, scholars, artists and performers.

S - 33   Successful and committed Harper Foundation which supports the College's agenda.

S - 34   Strong academic support programs which increase student retention and success.

S - 35   An increasingly diverse and evolving community.

S - 36   Accessible computer laboratories, on and off campus.

S - 37   Professional development funding for employee growth and development.

S - 38   Program organizational structure that integrates career and general education disciplines.

WEAKNESSES

W - 1   Inadequate internal and external communication.

W - 2   Lack of a clear understanding of lines of authority, communication and decision making within the College.

W - 3   Limited internal awareness of the College mission, goals, and vision.

W - 4   Selected antiquated instructional and support service facilities.

W - 5   Insufficient and/or antiquated equipment in specific areas: (e.g., electronics, culinary and energy management system).

W - 6   Insufficient instructional space during prime time hours.

W - 7   Lack of a well-maintained physical plant.

W - 8   Lack of facilities to adequately receive and host visitors to the College.

W - 9   Insufficient diversity in faculty, staff and administration.

W - 10   In some positions there is an unsatisfactory match between skills and competencies needed by the College and skills and competencies of employees.

W - 11   Lack of a comprehensive, focused and organized staff and administrative development program.

W - 12   Lack of a plan to acquire College-wide non-computer equipment.

W - 13   Absence of computerized student and client tracking systems hamper data collection and other research.

W - 14   Delay and interruption in work flow due to the delay and backlog in the Regent System implementation.

W - 15   Inadequate representation of some employee groups in the shared governance system.

W - 16   Lack of a common understanding of shared governance.

W - 17   Non-existence of a comprehensive Strategic Long Range Plan and a College-wide Annual Plan.

W - 18   Insufficient emphasis placed on selected external relations activities: (e.g., marketing, resource development, community relations, media relations and program advisory committees).

W - 19   Tendency of Board of Trustees to micromanage the affairs of the College.

W - 20   Slow response to changing industry needs.

W - 21   Lack of systematic links between levels of planning, operations and budgeting.

W - 22   Unclear roles of Corporate Services, Continuing Education and credit programs.

W - 23   A pattern of decline in credit student enrollment since Fall 1992.

W - 24   Lack of services at some campus locations.

W - 25   Insufficient reward/compensation systems to attract and maintain a quality workforce in some areas of the College which are highly competitive.

W - 26   Lack of financial management systems and an "organizational culture" to ensure optimum fiscal responsibility and efficiency.

W - 27   Lack of execution of a comprehensive employee evaluation system tied to employee duties and responsibilities.

W - 28   Aging collection in the library in selected disciplines/specific areas.

W - 29   Lack of assessment and appropriate placement for majority of Harper students who are part-time.

W - 30   Difference of opinion among some groups and employees regarding the overlapping roles of the faculty union and faculty senate in the shared governance process.

W - 31   Shared governance system which lacks clarity in decision making and role definitions.

W - 32   Lack of office and premium classroom space.

OPPORTUNITIES

O - 1   Passage of a referendum to support facility expansion and improvement.

O - 2   A new instructional Conferencing Center to expand services to the business community.

O - 3   A state-of-the-art Performing Arts Center that meets both instructional and community needs.

O - 4   Location adjacent to Chicago and O'Hare International Airport.

O - 5   Opportunities for grant and private sector funding to support current and future programming and facilities.

O - 6   Increase financial support for the College through promotion of the cultural arts.

O - 7   New president's commitment for program development, sound management of resources, and desire to enhance communication with the corporate and professional community.

O - 8   Societal importance assigned to life long learning.

O - 9   Build an internal culture that is characterized by trust, open communication, clear decision-making and shared governance.

O - 10   Well-educated populace that enjoys a diverse employment base and a high level of personal income.

O - 11   Growing number of ethnic minorities seeking educational resources.

O - 12   Organizations interested in customized contract courses/services.

O - 13   Increase market share of adult learners.

O - 14   Projected increase in graduating high school seniors.

O - 15   Increase application of technology in College support areas such as media services, library, distance education and printing to improve productivity.

O - 16   Introduce new and emerging technology in the delivery of instruction and support services (e.g., distance learning).

O - 17   Significant increase in education/training needs emanating from the business and corporate community.

O - 18   Foundation Board members linked to key corporate entities and individuals.

O - 19   Establish link with business and corporations to develop new programs and services.

O - 20   Strengthen and expand the tuition assistance programs existence in business and industry to the benefit of the College.

O - 21   Influx of new faculty, staff and administrators may contribute to new perspectives, interests and methods of instructional delivery and services.

O - 22   Ensure appropriate balance between part-time/temporary and full-time employees throughout the College.

O - 23   Changing demographics of the district with more need for English language acquisition.

O - 24   Responding to the needs of a growing population of learning disabled, underprepared, undecided and first generation college students.

O - 25   A desire on the part of all employee groups to work together to improve the College-wide governance system.

THREATS

T - 1   Increased competition for students from both public and private educational providers including entities such as Western Governors Association.

T - 2   Failure to respond quickly with appropriate programs to keep pace with changing workforce.

T - 3   Increased competition via technology-based delivery systems (e.g., Web-based and distance learning).

T - 4   Corporate America increasingly providing for its own training needs.

T - 5   Failure to maintain an adequate fund balance.

T - 6   Revenue stream severely restricted by Local Tax Cap.

T - 7   Decline of state funding as a percentage of total budget.

T - 8   Acceleration of costs over which the College has limited control (e.g., utilities, maintenance agreements, subscriptions, insurance).

T - 9   Increased equipment maintenance and software costs caused by emerging technology.

T - 10   Taxpayer concern over steadily increasing property taxes.

T - 11   Unmet customer expectations because of insufficient resources.

T - 12   Changes in state and federal regulations that affect accounting and management standards.

T - 13   Inability to recruit and maintain technically competent employees.

T - 14   Failure to maintain our commitment to excellence in parts of our organization.

T - 15   Ineffective integration of planning, operations and budgeting.

T - 16   Failure to continue to support innovative thinking and practices.

T - 17   Failure to view Harper in its entirety as opposed to its inherent parts.

T - 18   Trying to be all things to all people in our community.

T - 19   Selected provisions in employee contracts that limit workforce flexibility and program development.

T - 20   Attendance at Harper regarded as a second choice by many local high school students.

T - 21   Failure to adapt portions of our curriculum portfolio to the changing market place.

T - 22   Not responding to a changing environment.

T - 23   Failure to maintain adequate financial reserves in all funds.

PART IV

1998/99 INSTITUTIONAL PRIORITIES

1998/99 INSTITUTIONAL PRIORITIES

A. Conduct a comprehensive evaluation of the College's curriculum portfolio and methods of instructional delivery.

B. Continue implementation and evaluation of the Technology Plan.

C. Enhance the image and reputation of the College through the development and execution of a comprehensive marketing strategy.

D. Establish a plan for employee and organizational development.

E. Evaluate, strengthen and improve the College-wide governance system.

F. Further develop and implement a College-wide Strategic Long Range Plan.

G. Identify and/or implement strategies, including recruitment and retention, to reverse the trend in declining credit student enrollment.

H. Organize and execute a successful capital referendum campaign.

I. Prepare and administer a balanced budget.

J. Review and incrementally implement recommendations of North Central Association Accreditation Report.

K. Complete design and initiate construction of Performing Arts Center and Conference Center.

L. Identify diversity and global education initiatives for the campus community.

M. Complete contract negotiations for three employee groups.

N. Enhance the sense of community within the College.

PART V

AREA GOAL AND TASK STATEMENTS

AREA: ACADEMIC AFFAIRS

Preamble

To offer instructional programs and services which are characterized by quality, innovation and excellence. Committed to learner-centered programs, Academic Affairs promotes life-long learning, diversity, critical thinking competencies and mastery of basic communication, computational and human interaction skills. Committed to the short and long-term success of Harper College students, our instructional programs and academic support services strive for outstanding performance in the following academic program areas:

- College transfer and baccalaureate education
- Career and workforce training
- Professional and community continuing education
- Pre-college and developmental education
- Support services

We accept and appreciate the interconnectiveness of our multiple components and visualize Harper College as an integrated whole which works to support student success in life and in the workforce.

GOAL

AA-1   **Ensure An Appropriate Curriculum Portfolio**
Review and evaluate the College's overall curriculum portfolio to ensure the number and scope of programs can be effectively managed, the program offerings are up-to-date and responsive to identified local and statewide needs, the offerings are appropriately staffed, and that all programs demonstrate academic quality and overall fiscal soundness.

TASKS

AA-1.1   The College will continue to conduct a comprehensive evaluation of the overall curriculum portfolio. (NCA-17, 31, 33, 34, 36, 58)

AA-1.2   The College will develop outcomes for general education and all career programs.

AA-1.3   The College will expand the multicultural and diversity components in the curriculum. (NCA-43, 57)

AA-1.4   The College will continue to use the Program Review process to assure program quality. (NCA-5, 35)

AA-1.5   The College will develop new programs in response to identified community needs. (NCA-3)

AA-1.6   The College will address curriculum compatibility with the Illinois Articulation Initiative (IAI) and Education to Career (ETC) standards.

GOAL

AA-2   **Instructional Delivery**
Assess and expand the delivery of instruction and facilities as a response to changing technology and student learning requirements.

TASKS

AA-2.1   The College will expand flexible scheduling options as appropriate. (NCA-13, 40)

AA-2.2   The College will expand instructional technology into the curriculum.

AA-2.3   The College will encourage and support innovative and interactive instruction.

AA-2.4   The College will evaluate and modify the instructional facilities to support present and expanded delivery options. (NCA-24, 28)

AA-2.5   The College will continue to assess technology in the library and take appropriate action to ensure its impact and currency to support the needs of students, faculty, administrators and staff.

GOAL

AA-3   **Program Resources**
Effectively manage and expand program resources that enhance our instructional mission.

TASKS

AA-3.1   Cost center managers will manage their program offerings within their respective allocated budgets.

AA-3.2   The College will explore alternative financing options for programs.

AA-3.3   The College will review the organizational structure within the Academic Affairs area and assess its effectiveness. (NCA-3, 52, 54)

AA-3.4   The College will develop a plan for the acquisition and replacement of instructional capital equipment within Academic Affairs. (NCA-47, 56)

AA-3.5   The College will ensure that library resources reflect the needs of students, faculty, administrators and staff in collection development, staffing, and technology.

GOAL

AA-4   **Community Relationships**
Actively develop business and educational partnerships which promote opportunities for learning, resources development and improved relationships.

TASKS

AA-4.1   The College will identify programs and services that could benefit from community partnerships.

AA-4.2   The College will develop a community partner recruitment process.

AA-4.3   The College will strengthen and expand existing relationships with business and industry and seek new partnerships.

GOAL

AA-5   **Enrollment Enhancement**
Encourage enrollment growth by removing program barriers and by supporting marketing strategies.

TASKS

AA-5.1   The College will develop a plan for the promotion of academic programs to reflect the College's unified marketing approach.

AA-5.2   The College will focus marketing efforts on identified distinctive and high growth potential programs.

AA-5.3   The College will investigate additional community awareness (outreach) events to be incorporated in future marketing efforts.

AREA: ADMINISTRATIVE SERVICES

Preamble

Provide leadership and quality support services to meet current and emerging needs of the College community.

GOAL

AS-1   **Budget Management**
Develop clear budget procedures, systems and standards that allow the College to manage its financial resources responsibly.

TASKS

AS-1.1   The College will maintain financial stability by producing a balanced budget and limiting spending to the amounts in the budget.

AS-1.2   The College will work toward the appropriate balance between personnel, facilities and services.

AS-1.3   The College will develop a process to link the Strategic Long Range Plan to the budget.

AS-1.4   The College will continue to develop a comprehensive budget development process.

AS-1.5   The College will examine its tuition policy giving consideration to changing student needs and the mission of the Community College. (NCA-29)

GOAL

AS-2   **Facilities Improvement**
Conduct a College-wide assessment and renovation of all facilities in order to systematically provide a safe, clean and well-maintained educational environment.

TASKS

AS-2.1   The College will develop a monitoring process that identifies and corrects unsafe spaces.

AS-2.2   The College will assess all major components of the facilities and develop preventive maintenance plans to keep the facilities up to standard.

AS-2.3   The College will maintain a high standard of cleanliness that will reflect the quality of educational offerings.

AS-2.4   The College will clean and correct problem areas of the College property, especially entryways and pathways to buildings, and remove debris to make entrance, pathway and common areas more attractive. (NCA-6, 22)

AS-2.5   The College will respond to the Space Study and Proposed Master Plan to adapt and expand spaces as needs change.

AS-2.6   The College will move forward with the next steps of a Chemical Hygiene Plan.

GOAL

AS-3   **Financial Management and Reporting**
Provide financial systems that comply with changing state and federal requirements and will provide effective monitoring of financial operations within the College.

TASKS

AS-3.1   The College will refine cash flow projections and investing practices and instruments to maximize interest income without undue risk.

AS-3.2   The College will work toward excellence in MIS reporting functions to the State of Illinois and all other bodies who require reporting of data.

AS-3.3   The College will develop comprehensive and centralized systems for financial reporting of fiscal data related to grants.

AS-3.4   The College will stay current on the new reporting requirements of various external agencies and modify systems to meet those reporting requirements. (NCA-39, 49)

AS-3.5   The College will work to develop better internal management reports to assist the end users with their financial data needs.

AS-3.6   The College will implement the operational analysis process pertaining to the organization, function, revenue/cost, staffing and resources allocation of the units of the College.

GOAL

AS-4   **Facility Development**
Provide facility support for future space needs through assessment of program plans, market requirements and emerging opportunities and implementation of current building projects.

TASKS

AS-4.1   The College will continue to investigate the next phases of the Instructional Conference Center and Performing Arts Center, including the addition of a possible third floor to the Instructional Conference Center.

AS-4.2   The College will develop a plan for major infrastructure improvements such as roofs and roads.

AS-4.3   The College will implement priority phases of the Space Plan and subsequently convert the Space Plan to a comprehensive Site and Facilities Plan.

AS-4.4   The College will determine the need for space by carefully examining its enrollment projection, utilization of facilities and instructional plan. (NCA-8, 26)

GOAL

AS-5   **Facility Improvement Funding**
Secure financial and community support for facilities' plans, which define the current needs of the College, to accomplish the College mission.

TASKS

AS-5.1   The College will work to pass a major bond referendum to provide financing for facility needs.

AS-5.2   The College will work to develop corporate and grant support to provide for financing of facility needs.

AS-5.3   The College will submit appropriate and fundable projects to the state of Illinois through the RAMP process.

AS-6   **Personnel Administration**
Encourage and support the organizational development through effective policies and systems.

TASKS

AS-6.1   The College will examine alternatives and enhancements to the College's reward and compensation systems as a strategy for recruiting and retaining competent staff.

AS-6.2   The College will accelerate its effort to diversify its human resources and improve processes for adequate staffing through cost effective candidate sourcing, recruiting, selection, retention and succession planning processes. (NCA-21)

AS-6.3   The College will advance the administrators' and supervisory employees' ability to conduct performance coaching and the regular administration of employee performance appraisals.

AS-6.4   The College will strive to negotiate employee contracts within a common timeframe in order to achieve equitable results.

AS-6.5   The College will pursue means to maintain reliable and efficient employment data, employment records (part-time and full-time) and employment documents to support the College's legal obligations and organizational initiatives. (NCA-20, 53)

AS-6.6   The College will redefine the Board of Trustees' role in negotiations with employee groups. (NCA-30)

GOAL

AS-7   **Employee Development**
Enhance the capability/proficiency of Harper's employees to carry out the College's mission, and establish staff training and development as an institutional strategy.

TASKS

AS-7.1   The College will institute a process for employee development utilizing professional development dollars that is directly linked to the employee development plan in order to enhance employee competency and performance.

AS-7.2　　The College will institute a supervisory development curriculum.

AS-7.3　　The College will conduct an employee training needs analysis in order to target training.

AS-7.4　　The College will initiate and promote staff training and organizational development strategies to support computer skill needs, departmental initiatives and improved customer service.

AS-7.5　　The College will provide training to support program and committee effectiveness.

AS-7.6　　The College will enhance diversity and multicultural awareness among all employees. (NCA-57)

AS-7.7　　Develop and maintain a staff development program which provides opportunities to enhance personal effectiveness, provides appropriate feedback on job performance, and enhances multicultural awareness.

AS-7.8　　The College will continue to improve the employee evaluation process.

AS-7.9　　The College will continue to recognize and reward the contributions of employees.

AS-7.10　　The College will develop a staffing structure with appropriate levels of skilled workforce, career advancement and remuneration.

AS-7.11　　The College will continue to provide the means for the skilled workforce to maintain needed skills.

AREA: STUDENT AFFAIRS

Preamble

Diverse areas exist within Student Affairs offering a wide variety of programs and services. The major intentions of Student Affairs are:

To provide programs and services which focus on the developmental dimensions of interpersonal effectiveness, intellectual development, intrapersonal effectiveness and life management.

To provide meaningful access for all constituents who can benefit from College programs and services.

To develop and implement programs/services which promote student success.

To promote quality by improving services to and programs for students consistent with the mission and vision of the College.

GOAL

SA-1   **Comprehensive Student Center and Facilities**
Continue to articulate the vision of a comprehensive student center and a centralized (one-stop) concept for Student Affairs programs and services.

TASKS

SA-1.1   The College will complete furnishing the current Student Center.

SA-1.2   The College will provide programs and develop strategies to encourage student use of the Student Center.

SA-1.3   The College will continue development of a plan for renovated facilities which incorporates a centralized (one-stop) concept and makes College programs and services more accessible for students. (NCA-37)

GOAL

SA-2   **Student Retention**
Explore new intervention systems and programs to positively effect retention and success.

TASKS

SA-2.1   The College will implement retention strategies/systems as recommended by appropriate College committees.

SA-2.2   The College will implement further intervention systems for at-risk students.

SA-2.3   The College will develop greater partnerships between student affairs and academic affairs to ensure academic success and enhance personal development of students.

SA-2.4   The College will continue to initiate programming which facilitates student success and retention. (NCA-32, 45, 46)

GOAL

SA-3   **Funding**
Continue to solicit appropriate alternative funding and resources. (See IA-1)

TASKS

SA-3.1   The College will continue to solicit federal, state and grant funding to support Student Affairs initiatives.

SA-3.2   The College will continue to solicit contributions through the Harper Foundation which will support Student Affairs initiatives.

SA-3.3   The College will continue to develop partnerships to support Student Affairs initiatives.

GOAL

SA-4   **Diversity**
Create a campus climate which is supportive of cultural differences and respectful of all constituents.

TASKS

SA-4.1   The College will develop a sexual harassment prevention education program.

SA-4.2   The College will implement minority retention programming for students and staff. (NCA-50)

SA-4.3   The College will develop initiatives designed to foster diversity awareness at the College.. (NCA-16, 4)

SA-4.4   The College will continue to promote accessibility for persons with disabilities.

GOAL

SA-5   **Accountability**
Utilize existing College processes to continually evaluate, refine and improve Student Affairs programs and services.

TASKS

SA-5.1   The College will implement the program review process in Student Affairs on an annual basis.

SA-5.2   The College will conduct an annual program cost/value analysis and make changes and improvement where necessary.

SA-5.3   The College will assess student needs, satisfaction and recommendations in order to make changes and improvements where necessary. (NCA-61)

GOAL

SA-6   **Assessment**
Continue to refine procedures to assess student outcomes and Student Affairs effectiveness.

TASKS

SA-6.1   The College will continue to implement measurements of access, satisfaction and quality.

SA-6.2   The College will assess the developmental outcome dimensions of interpersonal effectiveness, intellectual development, intrapersonal effectiveness and life management as they pertain to student affairs interventions.

SA-6.3   The College will use assessment results for programmatic affirmation and/or improvement.

GOAL

SA-7 **Wellness**
Continue to provide the Harper Community with opportunities to enhance its physical, mental, emotional, spiritual and social well-being.

TASKS

SA-7.1 The College will provide opportunities for increased student and community participation in wellness activities. (NCA-12)

SA-7.2 The College will develop policies and procedures that create a safe and healthy environment for students and employees.

SA-7.3 The College will design programs, activities and events that continue to promote the health and wellness of Harper students and staff.

GOAL

SA-8 **Enrollment**
Increase enrollment through the implementation of initiatives that will attract additional students.

TASKS

SA-8.1 The College will offer services at times, locations and in ways that are reflective of student needs.

SA-8.2 The College will attract students by promoting quality programs and services geared toward student success.

SA-8.3 The College will design strategies to increase traditional-age, adult and minority student enrollment. (NCA-44)

SA-8.4 The College will examine technology to improve the link between student and academic programs.

SA-8.5 The College will advertise availability of student financial aid and scholarships. (NCA-38)

SA-8.6 The College will develop a minimum three-year Enrollment Plan that reflects changes in student market, student interest and program opportunities.

SA-8.7 The College will more accurately project its annual credit/non-credit hours enrollment. (NCA-26)

SA-8.8 The College will increase the number of academically enriched students attending Harper College.

GOAL

SA-9 **Marketing**
Develop and implement a comprehensive promotional plan in order to enhance the image and reputation of the College.

TASKS

SA-9.1 The College will consider the recommendations of the Presidential Commission on Marketing.

SA-9.2 The College will review current marketing strategies and expenditures and effect necessary changes.

SA-9.3 The College will promote Harper's image of educational excellence to area residents, businesses, alumni and prospective students.

SA-9.4 The College will provide a client and employee friendly environment and culture with institutional support for feedback and response.

SA-9.5 The College will review and enhance its Catalog and other publications to provide comprehensive information to current and prospective students. (NCA-1, 2, 15)

SA-9.6 The College will review and upgrade the signage at the three entrances (Algonquin, Roselle and Euclid Roads) and also guide access/traffic through appropriate signage on campus. (NCA-7, 23, 25)

SA-9.7 The College will review its signage on the main campus. (NCA-7)

SA-9.8 The College will upgrade the signage at the Northeast Center to enhance the presence of the College in the local community. (NCA-9, 25)

SA-9.9 The College will develop and implement consistent image identification standards.

GOAL

SA-10 **Student Life**
Continue to provide programs which promote a sense of belonging and participation in a collegiate environment.

TASKS

SA-10.1 The College will oversee a process which results in the revitalization of student government.

SA-10.2 The College will offer events programming which complements, integrates, and supports the classroom experience with life planning and goal achievement.

AREA: TECHNOLOGY AND INFORMATION SYSTEMS

Preamble

Provide leadership and support services across the College to meet Harper's mission of effective teaching and learning by providing technological tools and researching emerging technologies. In addition, emphasize and support process improvements in the administration of the College and instructional delivery methodologies, through the integration of voice, video and data in the application of Telecommunications, Networking, Computing and Information Technologies.

GOAL

IS-1   **Technology Planning**
Continue to implement and evaluate an ongoing four-year Technology Plan and maintain a state-of-the-art environment.

TASKS

IS-1.1   The College will prepare annual revision of a four-year Technology Plan working in conjunction with appropriate groups and departments involved with its implementation. (NCA-27)

IS-1.2   The College will continue to evaluate emerging technologies to ensure that its computing and software inventory remain current with business and industry needs.

IS-1.3   The College will provide regular progress reports of the status of the Technology Plan and technological improvements that include accomplishments and benefits to instruction and the workplace.

IS-1.4   The College will continue to maintain current funding levels and seek additional funding support for approved technology initiatives.

GOAL

IS-2   **Technology Use in Instruction**
Establish and implement media (voice, video and data) and technology applications to support the needs of academic affairs and the Technology Plan.

TASKS

IS-2.1   The College will continually monitor the needs of instruction at all levels of technological use and delivery in an effort to provide appropriate media and technology in the classroom.

IS-2.2   The College will develop media and technology applications in keeping with the methods, time table, priorities and resources required to provide technologically relevant instruction.

IS-2.3   The College will explore the possibility of merging similar technology support organizations from different areas and reorganize to streamline services, offer better support and provide a more unified approach.

GOAL

IS-3   **Technology Use in Administrative Support**
Provide technology applications to support business and administrative requirements and the Technology Plan.

TASKS

IS-3.1   The College will continually survey the needs of the organization and systems at all levels to ascertain the requirements of using technology in the workplace.

IS-3.2   The College will develop administrative applications in keeping with the methods, time table, priorities and resources required to deliver technologically relevant administrative and support services. (NCA-10)

IS-3.3   The College will explore the possibility of merging similar technology support organizations from different areas and reorganize to streamline services, offer better support and provide a more unified approach.

IS-3.4   The College will continue to implement and refine as well as provide training for the Regent/Student Information Systems.

IS-3.5   The College will update and enhance its World Wide Web business applications and processes.

IS-3.6   The College will develop a College-wide student and employee identification card.

GOAL

IS-4   **Technical Support**
Establish and implement technical support to maintain a robust Network (HCCN) Infrastructure in concert with the Technology Plan and emerging technologies.

TASKS

IS-4.1   The College will continually survey the user community for the requirements and uses of network infrastructure, in order to identify resources necessary to meet current and future demands.

IS-4.2   The College will continue to evaluate emerging technologies and identify Technical Support requirements based on the methods, timetable, priorities and resources necessary to provide up-to-date technical support.

GOAL

IS-5   **Technology Staffing**
Ensure that the College will have consistent expertise to support its instructional and administrative activities.

TASKS

IS-5.1   The College will develop a staffing structure with appropriate levels of technicians, career advancement and remuneration.

IS-5.2   The College will continue to provide the means for the skilled technicians to update and maintain the skills needed to support the technology investment.

GOAL

IS-6   **Partnerships and Consortiums**
Develop collaborative agreements that will provide for the acquisition or sharing of technology and transfer of expertise.

TASKS

IS-6.1   The College will seek consortium relationships that will benefit the College in matters of technology.

IS-6.2   The College will develop partnerships, both in industry and education that will lead to state and national recognition and provide avenues of technological resource acquisition.

GOAL

IS-7   **Technology Enhancement**
Acquire hardware and software tools that will support the College's commitment to continuous improvement

TASKS

IS-7.1   The College will provide training programs, management information systems and decision support tools to bring about resource development, strategic planning, research and evaluation, community relations, organizational development, institutional effectiveness and process improvements.

AREA: INSTITUTIONAL ADVANCEMENT

Preamble

Provide leadership and support services across the College by enhancing and managing resource development, strategic planning, community relations and institutional effectiveness.

GOAL

IA-1   **Resource Development**
Create a comprehensive, financially independent resource development effort that will be considered a benchmark for community colleges across the nation.

TASKS

IA-1.1   The College will identify and prioritize financial needs through the involvement of appropriate administration, faculty, staff and key volunteers.

IA-1.2   The College and the Harper Foundation will develop marketing and solicitation strategies in response to identified needs.

IA-1.3   The College and the Harper Foundation will develop a resource development plan for each effort including the annual fund, major gift, planned gifts, government grants, special event and direct mail programs.

IA-1.4   The College and the Harper Foundation will seek volunteer and pro bono support for direct mail, marketing, advertising and fund raising activities.

IA-1.5   The College and the Harper Foundation will develop a constituency development process involving items such as alumni records, centralizing mailing lists, and conducting and tracking special fund-raising events and activities.

IA-1.6   The College and the Harper Foundation will develop appropriate policy and procedure for record maintenance; gift processing, receipting and reporting; internal process and approval for solicitation; grant development and management; and gift and grant stewardship including financial investment and endowment management.

IA-1.7   The College and the Harper Foundation will itemize and coordinate support activities needed from other areas such as IS, Publications, Community Relations, and Mailing Services.

IA-1.8   The College will support the capital referendum campaign.

GOAL

IA-2   **Strategic Planning**
Enhance executive management based on strategic planning and supported by valid and reliable research and evaluation data that is integrated into all aspects of College decision-making and operations.

TASKS

IA-2.1   The College will develop and implement an environmental scanning system to assess the internal environment of the College and the external environment in which it operates.

IA-2.2   The College will establish an organized system and process for developing a Strategic Long Range Plan that guides decision making at unit, area and institutional levels.

IA-2.3   The College will interconnect its long range annual and budgeting plan and also provide system plans and the mechanisms for monitoring and reporting on their progress. (NCA-48, 55)

GOAL

IA-3   **Research and Evaluation Support**
Continue to offer a broad array of research, evaluation and decision support services to all units of Harper College.

TASKS

IA-3.1   The College will develop a reliable and readily available Source Book.

IA-3.2   The College will provide consultation, research design, assessment methodology, and analytical support to faculty and staff engaged in classroom research and student outcomes assessment.

IA-3.3   The College will use research in planning, program review and student outcomes assessment.

IA-3.4   The College will provide collection, analysis and interpretation of institutional data and support for planning and decision making.

GOAL

IA-4   **Community Relations Management**
To develop and nurture external relations for the benefit of the College.

TASKS

IA-4.1   The College will evaluate current delivery methods of information to the public and seek innovative ways to disseminate news about the College.

IA-4.2   The College will continue to integrate Friends of Harper into public relations campaigns and pursue ways to involve alumni and other volunteer groups in these efforts.

IA-4.3   The College will update and maintain current contact lists on community organizations, service groups and libraries.

IA-4.4   The College will become more visible and more involved in the local community.

IA-4.5   The College will organize and host Open Houses and Community Days.

IA-4.6   The College will provide the media with accurate and timely information about the College.

GOAL

IA-5   **Institutional Effectiveness**
Examine current progress in identifying institutional effectiveness to monitor the productivity of all aspects of the College.

TASKS

IA-5.1   The College will continue to develop and utilize indicators and measurements of institutional effectiveness and develop baseline data to assess institutional indicators.

IA-5.2   The College will develop benchmark comparisons with other comparable institutions in the area of institutional effectiveness outcomes.

GOAL

IA-6 **Governance**
Provide an effective College governance system that is responsive to the needs of all College constituents and encourages effective/efficient deliberation and decision making.

TASKS

IA-6.1 The College will examine and, where necessary, revise the shared governance system with the intent of establishing an improved system with well understood and delineated lines of authority, communication, flow of information and decision making within the College. (NCA-18, 52)

PART VI

ADDENDUM

PLANNING POLICY

Within the scope of the College's Philosophy and Mission Statements, the Board of Trustees requires the administration to prepare, for their approval, a Strategic Long Range Plan (SLRP) spanning three years. The SLRP shall include but not be limited to the following general areas:

- academic affairs
- administrative services
- student affairs
- technology and information systems
- institutional advancement

The SLRP, which also contains the College's vision, goal and task statements, is to be updated annually and integrated with the budgeting process. The annual update is intended to demonstrate and communicate progress being made towards accomplishment of the identified goals/tasks. All major institutional decisions are to be consistent with and contribute to the implementation of the SLRP.

The SLRP will give rise to an Annual Plan consisting of measurable objectives. Attainment of the objectives in the Annual Plan will result in incremental achievement of the tasks enumerated in the SLRP.

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

<u>Advice and Suggestions:</u>

1. Specific academic program contact information is not available in the Catalog. Program information, offices and names are essential contact points for prospective students. It is suggested that the College review its information database and write the names and telephone numbers for the specific program information listed on pages 66-74. Career Programs (pages 66-115) and Certificate Programs (pages 118-149) should also list contact names, telephone numbers, and addresses. [NCA p. 41]

2. The divisional structure should be listed at the beginning of the College catalog. [NCA p. 41]

3. Consideration should be given to the appointment of liaison librarians to the instructional departments for the purpose of enhancing collection development and disposal, and other related curriculum matters. [NCA p. 41]

4. The College should continue to diversify its student body, faculty, staff and administration. [NCA p. 42]

5. The College should continue to monitor the quality of instructional programs as the rate of part-time instructors increases. [NCA p. 42]

6. The College should clean the entryways and pathways to buildings to remove debris to make entrances and pathways more attractive. [NCA p. 42]

7. The College should review its signage at the three entry points (Algonquin Road, Roselle Road, and Euclid Avenue) and guide traffic with signs to route students to the important functions of the College. [NCA p. 42]

8. Enrollment projections should be examined carefully and verified to insure there is a need for space for future instructional needs. [NCA p. 42]

9. An electronic marquee should be considered to provide information at the Northeast Center to enhance the presence of the College in the community. [NCA p. 42]

10. The institution should continue to monitor very closely the completion of the Regent system according to the original plan. [NCA p. 42]

11. The shared-decision model should be graphically drawn and clear communication flows be prepared to insure the College community understands the flow of information. [NCA p. 42]

12. The College should explore ways to expand the use of the Wellness Program by students and continue to offer seminars on substance abuse and the hazards of tobacco. [NCA p. 42]

13. The College should determine if the five-hour child care limit in the Child Learning Center impairs access of students of the College and prevents potential employees from applying for positions. [NCA p. 42]

14. The College should explore those sports available in high school for women and study the feasibility of beginning new programs for women. [NCA p. 42]

15. The College should increase the font size and choose colors which are more legible for the student handbook. [NCA p. 42]

16. The College should review its multicultural offerings and initiate the feasibility of developing lower division courses dealing with the culture and history of minorities and women studies. [NCA p. 42]

17. The College will examine and report on the Assessment of Student Academic Achievement of its students by May 1, 1999. [NCA p. 43]

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

18. There is lacking a clear understanding and delineation of lines of authority, communication and decision-making within the College. [NCA p. 6]

19. The institution needs to modernize many of its labor-intensive manual systems to improve effectiveness. [NCA p. 7]

20. The faculty record review did find some full-time and part-time faculty files without official transcripts which could not be satisfactorily explained by staff. This is a serious omission and should be addressed by the appropriate administrative personnel. [NCA p. 8]

21. While the College has made progress in diversifying its human resources, it is apparent that there is a need to accelerate this effort. [NCA p. 9]

22. It is suggested that the College explore the cleaning of entryways to remove the debris to make the entrances more attractive. [NCA p. 10]

23. It is suggested the College review signage at the three entry points (Algonquin Road, Roselle Road, and Euclid Avenue) and guide traffic with signs to route vehicles to the important functions of the College (Admissions Office, College Center, Learning Resources Center) and other heavily used buildings and/or functions. [NCA p. 10]

24. The electronics laboratory is pedagogically unsound. There are simultaneous classes being held and it is distracting to both the instructor and the students due to the lack of good acoustics. [NCA p. 11]

25. It is suggested that the College undertake the remodeling of the entrance to the facility (NEC) and prominently display the name of the College on the building as a way of informing the public of the existence of the College. The facility should also be used by the main campus to perform student service functions and other services as well since there is technology available to communicate with the main campus. [NCA p. 11]

26. The projected growth of the College and the enrollment projections need to be examined carefully and verified to insure space is needed for future instructional needs. [NCA p. 12]

27. It is suggested that the communication flow continue to be clearly delineated with specific timelines, tasks to be accomplished, and responsible party for the accomplishments of those tasks to insure the implementation of the Technology Plan on schedule. [NCA p. 13]

28. Instructional programs which use technology should continue to be improved, especially distance-education systems of delivery. [NCA p. 14]

29. Given the very sound financial position of the College, the recent actions by the Board of Trustees to raise tuition at the institution four dollars each year for the next four years appears very questionable in light of the historical mission of the community college of realizing the dreams of students who are often first generation college students. The tuition increases are hard to justify in terms of financial need in the short term and may result in a declining enrollment. In addition, these appear to contradict the Board's tuition philosophy which defines the student tuition "target" to be 20% of the budget. [NCA p. 16]

30. The recent actions by the Board to negotiate the contract with the faculty directly raises grave concerns. . . The Board of Trustees is inappropriately using its powers and undermining the specific role of the administration. . . there should be concern that steps be taken to prevent it (the Board's involvement in negotiating a collective bargaining agreement with faculty) from happening again. [NCA p. 16]

31. As the College implements its Assessment Plan beyond the course level, systematic discussions about developmental course outcomes as they relate to the entry-level

competencies expected by English and mathematics faculty teaching the degree-requirement courses need to occur. [NCA p. 20]

32. The College must seek to embed the concepts of the center (One Stop Career Center) into the regular programs at the institution in order that this vision be sustained. . . there is a concern of what might happen to the center if the current funding source is depleted or eliminated. [NCA p. 24]

33. It is difficult to determine curricular coherence beyond the course level (in career programs). Also problematic is the lack of a feedback loop to identify how the results of student assessment guides changes in curriculum and instruction to improve student learning. While it appears that the College is moving toward summary student assessment in career programs, significant work remains to be done. [NCA p. 26]

34. As the definition of technical competence changes frequently, a more systematic review of curriculum content, followed by the identification or revision of program outcomes and the assessment of those outcomes would help the College to maintain technical currency in the curriculum and to determine the extent to which students in both certificate and degree programs are achieving technical competence. [NCA p. 26]

35. The College may wish to consider, however, more external curricular review, particularly for certificate programs within associate degree programs, and to move expeditiously toward student assessment at the program level. [NCA p. 26]

36. Much work in the assessment of student learning remains to be completed; the visiting team recommends that the College submit a report to the NCA to document progress toward full implementation. [NCA p. 27]

37. Services to students would improve even more if offices providing related enrollment and information services could be located adjacent to each other. Space reallocation would alleviate problems of noise, crowding and lack of privacy experienced by students and staff in the Office of Student Financial Assistance. [NCA p. 28]

38. As the demographics of the student body change, Admissions Outreach staff, financial assistance staff, and writers of College publications will need to explore ways of providing greater access to information about financial aid to current and prospective students. [NCA p. 28]

39. The Office of Student Financial Assistance staff must improve the processes and procedures to insure that they comply with requirements for Federal recertification. [NCA p. 28]

40. It is strongly suggested that the College determine if the (five hour child care) limit impairs access of students to the College and prevents potential employees from

applying for positions. . . Employees should be included in the survey to determine the level of hardship experienced due to the care limit. [NCA p. 30]

41. It is suggested that the College explore those sports available in high school for women and study the feasibility of beginning new programs for women. [NCA p. 30]

42. It is suggested that the College examine its rule of requiring 10 students to start a club. [NCA p. 31]

43. Recruitment and retention efforts may be greatly enhanced with a more diversified College community and the creation of curriculum dealing with women and minorities. The institution needs to move now to diversify its faculty, staff, and administration. . . It is recommended that the College continue to diversify its faculty, management and staff. The College should explore curriculum which deals with the culture and history of minorities and women's studies. It is recommended that the College explore ways of creating classes in the culture and history of minorities and women. [NCA p. 32]

44. It is recommended that the College explore ways to start recruitment by the senior year. It is recommended that the College explore ways to start recruitment in the 11th grade or earlier, especially in the minority high schools where there has not been a history of college attendance. [NCA p. 33]

45. The visiting team suggests that the College continue to explore a One-Stop Career Center at the (main) campus and continue studying the Long Range Plan analysis for all Student Affairs in one location. [NCA p. 33]

46. While the use of computers for assessment is to be commended, the College needs to be vigilant in helping those students who are not familiar with the technology, especially minority students. [NCA p. 34]

47. There is no systematic acquisition and replacement plan in place for non-computer related equipment. [NCA p. 36]

48. The process suggested by this schematic (linking planning with budgeting) needs to be actively incorporated into the planning and budgeting programs and shared throughout the College. [NCA p.37]

49. Some College officials with whom the team spoke believe that accurate reporting (of Title VI financial aid activity) continues to be a problem at the College. The College may therefore wish to review the reporting process to insure future compliance. [NCA p. 38]

50. In the areas of nondiscrimination and affirmative action. . . the College might consider further strategies which would allow them to mirror at least the 18% minority population in the district. [NCA p. 39]

51. The Catalog fails to include the name, address, and telephone number of the North Central Association, a requirement of NCA reflecting compliance with the Federal Higher Education Reauthorization Act. [NCA p. 39]

Concerns:

52. The existence of multiple organizational structures at the institution has led to some internal confusion as to lines of authority, communication, decision making, and leadership. [NCA p. 40]

53. Some personnel records for part-time and full-time faculty are missing significant documents such as transcripts. [NCA p. 40]

54. There is a concern about the inconsistencies that occur through the delivery of the decentralization of Continuing Education Programs. [NCA p. 41]

55. There does not appear to be College-wide understanding of how the many levels of planning (for example, Unit Planning, Area Planning, System Planning, Program Review, and Student Outcomes Assessment Planning) relate to each other, the mission and the budget. [NCA p. 41]

56. The institution lacks a College-wide non-computer equipment acquisition and replacement plan. [NCA p. 41]

57. While progress has been made in developing a more diverse campus, the College should continue its efforts toward multiculturalism through faculty, staff, administration, hiring, curriculum development, and student recruitment and retention efforts. [NCA p. 41]

58. While assessment of Student Academic Achievement at the course level nears completion, the College has made less progress as in the summative assessment of student performance in career programs and in general education. [NCA p. 41]

59. Sexual Harassment Policy and Procedures are not easily accessible to employees and have not been widely communicated. [NCA p. 41]

60. The name, address, and telephone number of the North Central Association must be included in all publications which reference it. [NCA p. 41]

61. The Federal financial aid program at the College receives provisional certification. [NCA p. 41]