

Harper College Planning Philosophy

Planning at Harper is an integrated process that focuses on carrying out the College mission and living the core values. The four-year strategic plan is the foundation for planning at the College and serves as the overarching umbrella or guiding plan for the budget, operational plan, and division plans. The Strategic Plan is developed through an inclusive and collaborative process designed to engage all stakeholders to explore perceptions and attitudes while connecting them with data on the changing needs of students, the community, employees, and employers. The purpose of the strategic plan is to effect change. The strategic plan is focused on future success and daily operational decisions are approached with the plan in mind. Additionally, resource allocation is aligned with the strategic plan. The work associated with all planning at the College is aligned with and supports achievement of the College's strategic goals.



Harper's integrated planning structure creates opportunities for collaboration, prevents duplication of efforts, and ensures that the College remains focused on activities that support the mission. In addition to the aligned plans, the College has defined Institutional Effectiveness Measures (IEMs) that further focus the College on achievement of the mission and serve as the metrics for plan achievement. The College's integrated planning process includes five key components described in the following table. Progress on each component is reported annually.

Integrated Planning Structure

The College’s integrated planning structure is represented by the chart below. This structure represents five key components for planning at Harper College.

	College Strategic Plan	Institutional Effectiveness Measures	College Operational Plan	College Budget and Capital Plan	Division Plans
Cycle	4 year	Ongoing	Annual	Annual	Annual
Contents	Goals Targets Measures	Measures Targets	Goals Tasks	Budget Analysis Category Project Cost Estimate	Priorities/Goals
Description	Sets the College's direction and delineates goals that will move the College forward. Serves as the planning umbrella and provides focus for the annual plans. Requires College-wide commitment and typically cannot be accomplished by a single organizational unit.	Measures of effectiveness that are key to the College’s mission; focused on student success; benchmarkable with other community colleges; and provide targets for performance.	Lists the institutional-level goals to be completed each year including performance tasks aligned with and in support of the College’s strategic plan.	Defines budgeting processes that tie planning to budget and delineates annual Capital Plan (based on Campus Master Plan).	Division planning by executive leadership. Priorities which support the College’s strategic plan are developed.

Strategic Planning Process Background

William Rainey Harper College utilizes a broad, collaborative, community-based strategic planning process to ensure the College continues to meet the changing needs of its students and the community. Harper College engages in frequent assessment of the students and the community we serve. The Strategic Plan is the foundation for planning at the College and serves as the overarching umbrella for the budget, the operational plan, and division plans.

In August 2019, Dr. Proctor charged the Strategic Planning and Accountability (SPA) Committee to begin developing the FY2021-2024 Strategic Plan with:

- attending and supporting as many input sessions as possible
- synthesizing the input from the qualitative and quantitative convenings
- developing broad themes that will be available for the Spring 2020 All-Campus Meeting and the Strategic Planning Conference

To meet this charge and ensure broad participation in the strategic planning process, a phase model was developed in early fall 2019. This phase model incorporated feedback from the previous planning process and places a focus on inclusion and communication. The model includes six phases:

- Dialogues
- Data Summits
- Synthesis
- Conference
- Review/Approve
- Launch

As part of the ongoing responsibilities of the SPA Committee, pre-phase work began prior to fall 2019 with the review of the College's foundational statements. The process began with the revision of the College's mission statement in February 2015, the revision of the College's vision statement in June 2018 and the reaffirmation of the College's core values in 2018. Additionally, a SWOT Analysis, included in the appendix, was completed in May 2019. A SWOT Analysis is essential as it serves to focus the institution's attention and inform the planning work of the College. The SWOT Analysis provides a foundation upon which plans can be built. The SWOT Analysis was developed through a critical review of key institutional data as well as external data. As a result of this review the College's internal strengths and weaknesses, as well as external opportunities and threats surfaced.

Phase 1: Dialogues

Dialogues were the first phase of the process and included Dialogue sessions in fall 2019, a Board of Trustees session in December 2019, and student focus groups in January 2020. Four Dialogue sessions were held to engage the campus community in exploring perceptions, attitudes and interest, and connect them to the changing needs of the community, students, employees, and employers. More than 300 unique individuals attended the Dialogue sessions, with the majority attending more than one session. The sessions were attended by faculty, staff, students, the Board of Trustees, and community partners.

Dialogue session topic included:

- Professional Growth and Service: "How does Harper ensure all employees continue to grow and learn professionally?"
- Education in the 21st Century: "How should the College respond to changes in education and the learners we serve?"
- The Changing Landscape of Work: "How have expectations in the workplace changed?"
- The Changing Landscape of the Community: "How does the College respond to the changing community?"

Phase 2: Data Summits

Data Summits were held in fall 2019 to engage the campus community in the examination of data critical to the work of the College and to provide an opportunity to offer insights on current data related to students, employers, employees, and the community. The Data Summits were held in a world café format where participants had the opportunity to discuss questions around 16 given data points and table hosts recorded themes. Four summits were held with a total of 220 unique participants.

Data examined included:

- Student Data: Course success rates, persistence rates, completion rates, engagement, and basic needs
- Community Data: Educational attainment level, district demographics, resident attitudes about higher education, and community assessment of Harper on key attributes
- Employee Data: Employee separation rate, assessment of campus climate, assessment of Harper's cultural values, and engagement in professional development
- Employer Data: Hiring challenges of district employers, district employer's knowledge of Harper offerings, and education needs of employees in Harper's district

Phase 3: Synthesis

During synthesis, the SPA committee reviewed the outcomes from the first two phases of the process, including:

- White papers for each of the four Dialogue sessions
- Feedback forms completed for each of the four Dialogue sessions
- Summaries for each data point (16) from each of the four Data Summits
- Feedback forms completed for each of the four Data Summits
- Feedback from the Board of Trustee input session
- Focus group report for the two student focus groups

The review and synthesis of outcomes was accomplished through individual, small group, and full SPA Committee examination and discussion. Outcome documents were reviewed, and draft themes were identified first by individual SPA members, and then in small groups prior to the large group review and discussion. From this work four overarching themes were identified: College Culture, Equity, Excellence in Teaching and Learning, and Partnerships and Outreach. These themes guided the development of the strategic planning conference and the resulting strategic goals.

Phase 4: Conference

The Strategic Planning Conference was held on February 27, 2020 and engaged nearly 200 stakeholders in breakout sessions centered around the four themes. All employees were invited to attend the conference and invitations were sent to the Board of Trustees, student representatives, and a variety of business, community, and educational partners. After an introductory presentation by Dr. Proctor on "The Community's College," an overview of the strategic planning work conducted thus far, and an overview of the four themes, attendees participated in breakout sessions on each theme. These sessions gave all attendees the opportunity to engage in meaningful dialogue.

Within each of the breakout rooms, SPA Committee members facilitated small group discussion around several questions. Data and information were available at each table to further engage individuals and support the conversation. Table representatives shared high-level comments with the larger group and a SPA Committee member summarized and consolidated information from all tables and sessions.

On February 28, 2020, and during subsequent committee meetings, the SPA Committee synthesized the outcomes from the Strategic Planning Conference. The synthesis included discussion around the items that conference attendees shared as important for inclusion in goal statements (related to the themes).

Goal statements were drafted by the SPA committee based on identified topic areas. Goal statements were not written under any individual theme, as common topics can be seen across two or more themes. Rather, the four strategic themes serve as the guiding direction for the goals.

Phase 5: Review/Approve

A campus-wide survey was distributed in April 2020 to gather feedback on the draft goal statements. Survey respondents were asked to provide feedback on whether the goal statement exemplifies one or more of the themes; if the statement was clearly written; and if the statement could be used to guide future strategies. Survey results indicated 96% agreement with the plan goals. The final strategic goals incorporated the campus feedback and were finalized in May 2020. The FY2021-2024 Strategic Plan Goal recommendation then followed the shared governance process for approval. Through this process both the administrative and faculty leadership supported the recommendation, as did the broader College community and the Shared Governance Policy Councils. The goal statements were approved by the Board of Trustees in June 2020.



FY2021-2024 Strategic Plan Goals

1. Implement practices that promote Harper’s core values of respect, integrity, collaboration, and excellence.
2. Implement innovative and inclusive teaching and learning.
3. Identify and remove barriers to student success.
4. Build institutional capacity to support equity, diversity, and inclusion.
5. Advance relationships among education, community, and workforce partners.
6. Enhance awareness of and access to Harper College programming, resources, events, and partnerships.



Core Values



Teaching and Learning



Student Success



Equity



Partnerships



Awareness/Outreach

The FY2021-2024 Strategic Plan launched in September 2020 with a week of engagement around the strategic plan goals. The Strategic Plan is the foundation for planning at the College and serves as the overarching umbrella for the budget, the operational plan, and division plans. The purpose of the Strategic Plan is to effect change. The Strategic Plan is focused on future success and daily operational decisions are approached with the plan in mind. Additionally, resource allocation is aligned with the Strategic Plan. The work associated with all planning at the College is aligned with and supports achievement of the College's strategic goals.

The SPA Committee, supported by the Planning Office and in collaboration with Executive Cabinet, is responsible for oversight of the Strategic Plan. The Planning Office works with college leadership to ensure prioritization of strategic goals throughout the College plans. Initiatives are brought to SPA for review. For those initiatives needing funding, SPA makes recommendations to the Executive Cabinet. Additionally, the Planning Office collaborates with goal teams to develop evaluation plans for initiatives/strategies as needed. The SPA Committee, Executive Cabinet, and Strategic Plan goal leaders meet quarterly as the Strategic Plan Leadership Team to collaborate and review status on Strategic Plan goals

Strategic Plan outcomes are reported periodically to the Board of Trustees and annually in the [Institutional Accountability Report](#) available on the Harper College website. A [Strategic Plan Dashboard](#) is also available on the website that reports progress towards the goals. The following pages provide the Strategic Plan goals, targets, and measures as well as the Strategic Plan priorities for FY 2024.

FY 2021-2024 Strategic Plan Goals, Targets, and Measures

AWARENESS/OUTREACH – Enhance awareness of and access to Harper College programming, resources, events, and partnerships.

Target: Develop and implement a holistic outreach plan with targeted groups and outreach strategies.

Measures:

1. Develop a definition of outreach by June 2021. **Completed**
2. Develop a holistic outreach plan, including targeted groups and outreach strategies, by June 2022. **Completed**
3. Implement the holistic outreach plan by June 2023. **Completed**

Target: Educate internal constituents on Harper programs and services.

Measures:

1. Identify key programs and services of which all internal constituents should have knowledge by December 2021. **Completed**
2. Develop education materials by June 2022. **Completed**
3. Provide educational activities by June 2023. **Completed**

Target: Increase enrollment and participation in Harper College programming (credit and non-credit).

Measures:

1. Implement strategies to increase adult (25+) enrollment in credit and non-credit programming by June 2022. **Completed**
2. Increase enrollment of adults (25+) in credit and non-credit programs above FY2019 levels by June 2024.

Target: Increase usage of College services and resources.

Measures:

1. Create a comprehensive list of College services and resources by December 2021. **Completed**
2. Using FY2019 data as a baseline, increase usage of identified College services and resources by 2% by June 2024.

CORE VALUES – Implement practices that promote Harper’s core values of respect, integrity, collaboration, and excellence.

Target: Create a culture of professional development.

Measures:

1. Develop a philosophy of professional development by June 2021. **Completed**
2. Implement a system to track participation in professional development activities by June 2022.
3. Increase the percent of employees who use professional development funds by 10%, from 58% in FY2019 to 63.8% in FY2024.
4. Increase the percent of employees who are satisfied with opportunities, support, recognition, and value of professional development at Harper College by 3%, as measured by PACE survey items by June 2023. **Completed**
 - I am encouraged to participate in professional development; I am recognized for my professional development; Harper values professional development; Professional development and training opportunities are available.

Target: Increase student satisfaction and sense of belonging.

Measures:

1. Increase students' sense of belonging by 4%, as measured on the CCSSE Race and Ethnicity Survey items related to sense of belonging and culture of care by June 2024.
 - During the current academic year, I have felt like I belong at this college; Currently, there is a culture of caring at this college; During the current academic year at this college, I have felt that my instructors care about my success in the courses I am taking; During the current academic year at this college, I have felt that college staff (other than my instructors) care about me.
2. Maintain the percent of completers who would recommend Harper at 97.6%, as measured by the Follow-up Survey, by June 2024.

Target: Increase employee satisfaction, recognition, and sense of belonging.

Measures:

1. Increase employee satisfaction and sense of belonging by 4% as measured by related PACE survey items by June 2023. **Completed**
 - The Core Values guide the work of the College; I believe the institution cares about my well-being; My supervisor/chair expresses confidence in my work; My supervisor/chair seriously considers my ideas.
2. Implement additional processes for recognizing and appreciating employees by June 2022. **Completed**

Target: Increase collaboration/cooperation/communication.

Measures:

1. Increase cooperation/communication by 3%, as measured by items related to spirit of cooperation and communication on the PACE survey by June 2023. **Completed**
 - There is a spirit of cooperation at this institution; A spirit of cooperation exists in my department; There is a spirit of cooperation within my work team; Information is shared within the institution; The purpose for any change is effectively communicated to employees; Open and ethical communication is practiced at this institution.
2. Achieve a current value of “collaboration” on the CVA by June 2023. **Completed**

Target: Ensure accountability.

Measures:

1. Develop a strategic plan dashboard by June 2021. **Completed**
2. Achieve a current value of “accountability” on the CVA by June 2023. **Completed**

EQUITY – Build capacity to support equity, diversity, and inclusion.

Target: Develop a common language around equity for Harper College.

Measures:

1. Develop definitions for Equity, Diversity, and Inclusion by June 2021. **Completed**
2. Develop procedures and protocols to ensure use of common inclusive language in all College materials (including classroom materials) by June 2022.

Target: Assess academic and non-academic policies/practices (equity lens) and recommend adjustments.

Measures:

1. Assess policies/practices for needed equity adjustments by December 2021. **Completed**
2. Recommend equity adjustments to policies/practices by June 2023. **Completed**
3. Support implementation of policy/practice adjustments by June 2024.

Target: Develop and provide education and training on Diversity, Equity, and Inclusion.

Measures:

1. Develop/identify a common institutional Diversity, Equity, and Inclusion training program for all employees by June 2022. **Completed**
2. Ensure 100% of employees (staff and faculty) participate in the common institutional Diversity, Equity, and Inclusion training by June 2024.

Target: Create a culture of equity, diversity, and inclusion.

Measures:

1. Maintain overall employee retention rate at 94.0%.
2. Improve student DEI culture by 4%, as measured by related CCSSE and CCSSE Race/Ethnicity Survey items by June 2024.
 - How much does this institution emphasize: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds; During the current academic year at this college, how often have your instructors' included topics and perspectives focused on your race/ethnicity.
 - Improve appreciation for diversity on the Follow-Up Survey by 4% by 2024.
3. Improve employee DEI culture by 3% as measured by commitment to workplace diversity items on the PACE survey by June 2023. **Completed**
 - The institution effectively promotes diversity in the workplace; Harper regularly demonstrates a commitment to racial/ethnic diversity.

Target: Develop/enhance community relationships that support DEI efforts.

Measures:

1. Consult with “Partnerships” goal team to identify community partnerships that support campus DEI efforts by December 2021. **Completed**
2. In collaboration with the “Partnerships” goal team, develop/enhance at least two community partnerships focused on DEI efforts by June 2024.

PARTNERSHIPS – Advance relationships among education, community, and workforce partners.

Target: Grow relationships across all sectors (education, community, and workforce).

Measures:

1. Identify existing Harper relationships (as of June 30, 2020) by June 2021. **Completed**
2. Increase relationships in identified areas of focus, transportation, healthcare, technology, and business, by 4% by June 2024. **Completed**
3. Identify levels of engagement for all relationships (engagement as defined for each sector) by June 2021. **Completed**
4. Increase engagement levels for relationships in identified areas of focus, transportation, healthcare, technology, and business management, by 10% by June 2024. **Completed**

Target: Leverage relationships that support student needs.

Measures:

1. Identify current presence of community organizations on Harper’s campus (including extension sites) by June 2021. **Completed**
2. Connect with at least five existing community organizations to increase resources to help meet student basic needs by June 2022. **Completed**
3. Increase on-campus presence of community organizations by June 2023. **Completed**
4. Increase student awareness of community partners that provide basic needs support by five percentage points from 12% to 17% by June 2024.

Target: Develop programming that responds to community and workforce needs, including existing skills gaps.

Measures:

1. Assess training needs of the workforce/community (including skills gaps) by December 2021. **Completed**
2. Develop at least three community education (1.3) and community professional education (1.6) courses and/or programming that respond to needs/gaps by December 2023. **Completed**
3. Implement courses and/or programming by June 2024. **Completed**

Target: Improve outcomes for all relationships.

Measures:

1. Identify intended outcomes for relationships (by sector) by June 2021. **Completed**
2. Assess relationship outcomes by June 2022. **Completed**
3. Implement strategies to improve relationship outcomes by December 2022. **Completed**
4. Reassess relationship outcomes by June 2024.

STUDENT SUCCESS – Identify and remove barriers to student success.

Target: Close equity gaps.

Measures:

1. Identify existing equity gaps by February 2021. **Completed**
2. Develop strategies to address student equity gaps by June 2021. **Completed**
3. Implement strategies to address student equity gaps by June 2023. **Completed**
4. Decrease equity gaps by 20% by June 2024.
 - Developmental Course Success (4-year average, 2016-2019 baseline data)
 - Dev Math - Black student success rate is 44.7 %, White student success rate is 60.2%, a 15.5% gap. (20% decrease = 3.1 percentage points)
 - Dev Math – Latinx student success rate is 53.6%, White student success rate is 60.2%, a 6.5% gap. (20% decrease = 1.3 percentage points)
 - Dev Writing - Black student success rate is 55.5%, White student success rate is 66.2% a 10.7% gap. (20% decrease = 2.1 percentage points)
 - Gateway Course Success (4-year average, 2016-2019 baseline data)
 - Black student success in 0-15 courses is 56.3%, White student success rate is 71.4%, a 15.1% gap. (20% decrease = 3.0 percentage points)
 - Latinx student success in 0-15 courses is 62.7%, White student success rate is 71.4%, an 8.7% gap. (20% decrease = 1.7 percentage points)
 - Fall to Fall Persistence (4-year average, fall15 to fall16-fall18 to fall19 baseline data)
 - Black student persistence rate (full-time) is 56.1%, White student persistence rate (full-time) is 75.2%, a 19.2% gap. (20% decrease = 3.8 percentage points)
 - Black student persistence rate (part-time) is 43.9%, White student persistence rate (part-time) is 54.6%, a 10.7% gap. (20% decrease = 2.1 percentage points)
 - Graduation (4-year average, 2016-2019 baseline data)
 - Black student graduation rate is 13.1%, White student graduation rate is 34.9%, a 21.9% gap. (20% decrease = 4.4 percentage points)
 - Latinx student graduation rate is 27.8%, White student graduation rate is 34.9%, a 7.1% gap. (20% decrease = 1.4 percentage points)

Target: Increase completion rates for all students.

Measures:

1. Increase overall graduation rate by 10%, from 33.7% (2019) to 37.1% by June 2024.
2. Increase annual credentials conferred by 5%, from 4,317 (2020) to 4,532 by June 2024.

Target: Provide professional development around equitable practices (faculty/student support staff)

Measures:

1. Identify and/or develop training for faculty and support staff to address equitable practices (addressing student bandwidth demands and basic needs) by December 2021. **Completed**
2. Ensure 75% of faculty/student support staff participate in bandwidth/basic needs professional development by June 2024.

Target: Increase/enhance support services for basic needs/bandwidth demands.

Measures:

1. Implement new services as well as enhancements to existing services by June 2023. **Completed**
2. Improve student use and satisfaction with support services by 4% by June 2024.
3. Improve support for students by 4%, as measured by related CCSSE and CCSSE Students in Need survey items by June 2024.
 - Someone at this college contacts me if I am struggling with my studies to help me get the assistance I need; How much does this college emphasize “Helping you cope with your non-academic responsibilities;” In the last 30 days, did your college ever help you get food when you could not afford to purchase it; In the last twelve months, did your college every help you pay your utility bills?

TEACHING AND LEARNING – Implement innovative and inclusive teaching and learning.

Target: Ensure students leave Harper with essential skills (“soft skills”, general education outcomes).

Measures:

1. Define essential skills by May 2021. **Completed**
2. Assess essential skills, in credential seeking students near completion by June 2024.
3. Improve college experience related to essential skills by 4%, as measured by related CCSSE items by June 2024.
 - How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas:
 - Writing clearly and effectively; Thinking critically and analytically; Working effectively with others; Learning effectively on your own.

Target: Develop new credit programs that are responsive to student, workforce, and community needs.

Measures:

1. Assess program opportunities through the examination of workforce needs by June 2021. **Completed**
2. Develop at least three high-demand programs that respond to identified needs by June 2024. **Completed**

Target: Enhance alternative delivery methods/flexible scheduling.

Measures:

1. Improve online course success rates by 4%, from 64.3% in 2019 to 66.9% in 2023, by June 2024.
2. Ensure 150 faculty earn the Ally Advocate badge by remediating course content to increase the digital accessibility of at least one Blackboard shell by June 2024.
3. Develop flexible schedules to meet the identified needs of students, the community, and the workforce by December 2022 to be implemented by fall 2023. **Completed**

Target: Implement interculturally competent classroom pedagogies.

Measures:

1. Develop/identify faculty professional development on interculturally competent classroom pedagogies by December 2021. **Completed**
2. Engage at least 75% of faculty in at least one professional development opportunity on interculturally competent pedagogies by June 2024.
3. Assess student experience around interculturally competent classroom pedagogies by June 2024.

Target: Improve paths to transfer and career (post-Harper outcomes).

Measures:

1. Improve student report of college experience related to career/future education preparation by 4%, as measured by related CCSSE items by 2024.
 - How much has your experience at this College contributed to your knowledge, skills, and personal development in the following areas?
 - Develop clearer career goals; Gaining information about career opportunities.
2. Improve the percentage of students who are enrolled in further education (transfer completers) or working in a related field (career completers) after Harper by 4%, as measured by the Follow-Up Survey (2019 data versus 2023 data) by June 2024.
 - Career Completers: Current job related to former Harper program.
 - Transfer Completers: Currently enrolled in education.
3. Increase the number of value-added articulation agreements with four-year colleges and universities by 2%, from 251 to 256, by June 2024.
4. Increase the number of University Center programs connected to Harper associate degree programs by 10%, from 10 to 11, by June 2024. **Completed**

Strategic Plan – FY 2024 Priorities

Following are the FY 2024 activities and next steps for each of the six strategic goals.

AWARENESS/OUTREACH: Enhance awareness of and access to Harper College programming, resources, events, and partnerships.	
Measures to be addressed in FY 2024	Activities and next steps in FY 2024
<ul style="list-style-type: none"> • Increase enrollment of adults (25+) in credit and non-credit programs above FY 2019 levels. • Using FY 2019 data as a baseline, increase usage of identified College services and resources by 2%. 	<ul style="list-style-type: none"> • Continue to support strategic enrollment initiatives and implement the strategic enrollment plan. • Continue to offer the Career Directions course. • Increase collaboration with partners that support transitional adult populations to create a bridge to Harper. • Increase collaboration with organizations that support immigrant families to create a bridge to Harper. • Continue engagement and communication through internal College channels throughout FY 2024. The team will explore engagement opportunities to host information tables at college wide events. • Continue to publish “Get to Know” articles in <i>InsideHarper</i> throughout FY 2024. • Increase community outreach presence at community partner locations in order to inform and educate community members about programs and services. • Increase involvement with community committees, partner organizations, and community resource events.

CORE VALUES: Implement practices that promote Harper’s core values of respect, integrity, collaboration, and excellence.

Measures to be addressed in FY 2024	Activities and next steps in FY 2024
<ul style="list-style-type: none"> • Implement a system to track participation in professional development activities. • Increase the percent of employees who use professional development funds by 10%, from 58% in FY2019 to 63.8% in FY 2024. • Increase students' sense of belonging by 4%, as measured on the CCSSE Race and Ethnicity Survey items related to sense of belonging and culture of care. • Maintain the percent of completers who would recommend Harper at 97.6%, as measured by the Follow-up Survey. 	<ul style="list-style-type: none"> • Develop a professional development tracking report (in collaboration with Information Technology) and implement the tracking process. • Work with external vendors to provide completion data for LinkedIn Learning courses, diversity, equity, and inclusion training, sexual harassment prevention training, and Title IX prevention training. • Offer “how to” sessions for employees on the new professional development expense process in Oracle. • Collaborate with the Professional Development Coordinator to create content on the “Career Benefits” internal portal page that promotes usage of annual professional development funds. • Continue to offer events/programs to increase students’ sense of belonging. This includes supporting identity-based groups through new programming, student clubs, and messaging around campus. • Redevelop the Harper App to expand student engagement options by providing communities of support for students. • Continue to offer Professional Development Day and “Growing at Harper” programming. This includes Supervising the Harper Way, Leading the Harper Way, and Enriching the Harper Way. New training for all staff will be available during opening week for Enriching the Harper Way programming. • Launch Harper Helps, a program that provides employees volunteer opportunities. • Launch Caught Collaborating as a way to recognize peer to peer and cross campus collaboration. Employees who demonstrate collaboration will be highlighted on the employee portal and receive a token of appreciation. • Continue Specific, Measurable, Achievable, Relevant, and Time-Bound (SMART) goal training to promote accountability.

EQUITY: Build capacity to support equity, diversity, and inclusion.

Measures to be addressed in FY 2024

- Develop procedures and protocols to ensure use of common inclusive language in all College materials (including classroom materials).
- Support implementation of policy/practice adjustments.
- Ensure 100% of employees (staff and faculty) participate in the common institutional Diversity, Equity, and Inclusion (DEI) training.
- Maintain overall employee retention rate at 94.0%.
- Improve student DEI culture by 4%, as measured by related CCSSE and CCSSE Race/Ethnicity Survey items.
- In collaboration with the “Partnerships” goal team, develop/enhance at least two community partnerships focused on DEI efforts.

Activities and next steps in FY 2024

- Finalize guidelines to share with leadership of the Employee Resource Groups that includes an inclusive language infographic using terms from the Equity Literacy Project. The goal team will work with Marketing to create the infographic and share with the campus community.
- Continue to promote the recommendations on Board Policy and make a recommendation on whether to replicate the recommendation process with Academic Policy.
- Review existing and new policies with the DEI shared governance committee using the newly developed equity rubrics. Recommend adjustment to policies based on equity review.
- Develop a strategy with input from Operations Council and College leadership on increasing employee participation in Vector Solutions DEI training.
- Offer Campus Conversation: “What does equity look like in our day-to-day jobs?”
- Continue signature DEI programs for students.
- Identify additional opportunities for engagement with community partners, in collaboration with the partnerships goal team.
- Continue to build a relationship with the League of Women Voters with initiatives focused on educating voters and prepping for the upcoming Presidential election.

PARTNERSHIPS: Advance relationships among education, community, and workforce partners.

Measures to be addressed in FY 2024

- Increase student awareness of community partners that provide basic needs support by five percentage points from 12% to 17%.
- Reassess relationship outcomes by June 2024.

Activities and next steps in FY 2024

- Develop a communication plan (in collaboration with community outreach) to enhance student awareness of the organizations providing basic needs support.
- Assess student awareness of community partners in spring 2024.
- Assess relationship outcomes with partners in spring 2024.
- Continue to develop and implement additional courses/programs that respond to needs/gaps.
- Generate and implement strategies to improve relationship outcomes.
- Continue to implement strategies to increase relationships and engagement levels in identified areas of focus, transportation, healthcare, technology, and business management.

STUDENT SUCCESS: Identify and remove barriers to student success.

Measures to be addressed in FY 2024

- Decrease equity gaps by 20%.
- Increase overall graduation rate by 10%, from 33.7% (2019) to 37.1%.
- Increase annual credentials conferred by 5%, from 4,317 (2020) to 4,532.
- Ensure 75% of faculty/student support staff participate in bandwidth/basic needs professional development.
- Improve student use and satisfaction with support services by 4%.
- Improve support for students by 4%, as measured by related CCSSE and CCSSE Students in Need survey items.

Activities and next steps in FY 2024

- Continue implementation of strategies to address equity gaps and completion rates for students, including the implementation of two new initiatives in fall 2023: the Harper Arc program and the Embedded Peer in-Course Coach (EPICC) program.
- Investigate ways to help students increase credits received for prior learning (CPL), including the development of a CPL dashboard.
- Conduct an internal educational campaign of the Hawks Care Resource Center across departments, divisions, and student groups.
- Increase the on-campus presence of three organizations in FY 2024, Kenneth Young Center, Northwest Compass (food and housing) and the All Saints mobile food pantry.
- Continue to offer programming and services that support students' basic needs such as Welltrack Boost and Connect, Bike Share, Ride Share and Thrive @ Harper Well-Being bash.
- Expand eligibility for the Learning and Career Center childcare capacity program beyond adult education families, opening to credit/ continuing professional education students with children.
- Investigate a vendor that can provide a screening service for students that determines eligibility for various local, state, and federal benefits.

TEACHING AND LEARNING: Implement innovative and inclusive teaching and learning.

Measures to be addressed in FY 2024

- Assess essential skills, in credential seeking students near completion.
- Improve college experience related to essential skills by 4%, as measured by related CCSSE items.
- Improve online course success rates by 4%, from 64.3% in 2019 to 66.9% in 2023.
- Ensure 150 faculty earn the Ally Advocate badge by remediating course content to increase the digital accessibility of at least one Blackboard shell.
- Engage at least 75% of faculty in at least one professional development opportunity on interculturally competent pedagogies.
- Assess student experience around interculturally competent classroom pedagogies.
- Improve student report of college experience related to career/future education preparation by 4%, as measured by related CCSSE items.
- Improve the percentage of students who are enrolled in further education (transfer completers) or working in a related field (career completers) after Harper by 4%, as measured by the Follow-Up Survey (2019 data versus 2023 data).
- Increase the number of value-added articulation agreements with four-year colleges and universities by 2%, from 251 to 256.

Activities and next steps in FY 2024

- Increase awareness of essential skills through an educational video on essential skills and their integration into the curriculum at Harper.
- Conduct assessment of communication in spring 2024.
- Continue to incorporate and assess essential skills in courses and co-curricular activities.
- Develop a plan and timeline for assessing all essential skills.
- Continue to offer professional development to faculty around distance learning through the Academy for Teaching Excellence, including a series on Teaching Online Successfully and Distance Course Reviews.
- Launch a renewed effort to feature the Ally Advocate badge at key faculty events to encourage others to earn the badge.
- Continue to encourage faculty participation in professional development opportunities oriented toward intercultural pedagogies through the Academy for Teaching Excellence.
- Assess student experience around intercultural competencies in select courses.
- Implement strategies to prioritize transfer student needs, such as collecting better data and reporting on students transferring in and out and targeting reverse transfer students.
- Work with the University of Illinois System (Chicago, Springfield, Urbana-Champaign campuses) to increase value-added articulation agreements.
- Offer 8-week programs in fall 2023: ESL Endorsement Certificate, Bilingual Educator Endorsement Certificate, Physical Educator Endorsement Certificate, Health Educator Endorsement Certificate, Community Health Worker Endorsement Certificate, Welding A.A.S. (1st semester), and A.A. to B.A. Business Transfer Plan.
- Continue to support faculty teaching in Hyflex modalities.
- Continue to develop programming that is responsive to student, workforce, and community needs.