STRATEGIC 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.
2. Develop a holistic outreach plan, including targeted groups and outreach strategies, by June 2022.
3. Implement the holistic outreach plan by June 2023.

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.
2. Develop education materials by June 2022.
3. Provide educational activities by June 2023.

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.
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.
2. Using FY2019 data as a baseline, increase usage of identified College services and resources by 2% by June 2024.

STRATEGIC GOALS, TARGETS AND MEASURES

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.
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.
    - I am encouraged to participate in professional development (Increase by 3%, from 4.13 in fall 2019 to 4.25 in fall 2022).
    - I am recognized for my professional development (Increase by 3% from 3.57 in fall 2019 to 3.68 in fall 2022).
    - Harper values professional development (Increase by 3% from 3.92 in fall 2019 to 4.04 in fall 2022).
    - Professional development and training opportunities are available (Increase by 3% from 3.96 in fall 2019 to 4.08 in fall 2022).

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 (Increase by 4% from 65.7% of students who moderately or strongly agree in 2021 to 68.3% in 2024).
    - Currently, there is a culture of caring at this college (Increase by 4% from 66.5% of students who moderately or strongly agree in 2021 to 69.2% in 2024).
    - During the current academic year at this college, I have felt that my instructors care about my success in the courses I am taking (Increase by 4% from 54.1% of students who indicate all of them care in 2021 to 56.3% in 2024).
    - During the current academic year at this college, I have felt that college staff (other than my instructors) care about me (Increase by 4% from 46.6% of students who indicate all of them care in 2021 to 48.5% in 2024).
2. Maintain the percent of completers who would recommend Harper at 97.6%, as measured by the Follow-up Survey (2019 data versus 2023 data), 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.
    - The Core Values guide the work of the College (Increase by 4% from 3.70 in fall 2019 to 3.85 in fall 2022).
    - I believe the institution cares about my well-being (Increase by 4% from 3.42 in fall 2019 to 3.56 in fall 2022).
    - My supervisor/chair expresses confidence in my work (Increase by 4% from 4.10 in fall 2019 to 4.26 in fall 2022).
    - My supervisor/chair seriously considers my ideas (Increase by 4% from 3.76 in fall 2019 to 3.91 in fall 2022).
2. Implement additional processes for recognizing and appreciating employees by June 2022.

STRATEGIC GOALS, TARGETS AND MEASURES

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.
   - There is a spirit of cooperation at this institution (Increase by 3% from 3.49 in fall 2019 to 3.59 in fall 2022).
   - A spirit of cooperation exists in my department (Increase by 3% from 3.70 in fall 2019 to 3.81 in fall 2022).
   - There is a spirit of cooperation within my work team (Increase by 3% from 3.87 in fall 2019 to 3.99 in fall 2022).
   - Information is shared within the institution (Increase by 3% from 3.44 in fall 2019 to 3.54 in fall 2022).
   - The purpose for any change is effectively communicated to employees (Increase by 3% from 3.30 in fall 2019 to 3.40 in fall 2022).
   - Open and ethical communication is practiced at this institution (Increase by 3% from 3.42 in fall 2019 to 3.52 in fall 2022).
2. Achieve a current value of "collaboration" on the CVA by June 2023 (2019 data versus 2022 data – collaboration was a desired value in 2019).

Target: Ensure accountability.
Measures:
1. Develop a strategic plan dashboard by June 2021.
2. Achieve a current value of "accountability" on the CVA by June 2023 (2019 data versus 2022 data – accountability was a desired value in 2019).

STRATEGIC GOALS, TARGETS AND MEASURES

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.
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.
2. Recommend equity adjustments to policies/practices by June 2023.
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.
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% by October 2023 (FY2019 versus FY2023).
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." (Increase by 4% from 2.73 in 2021 to 2.84 in 2024).
   - During the current academic year at this college, how often have your instructors included topics and perspectives focused on your race/ethnicity? (Increase by 4% from 46.6% of students who indicated sometimes, often or very often in 2021 to 48.5% in 2024).
   - Improve appreciation for diversity on the Follow-Up Survey by 4% by 2024. (Increase by 4% from 88.1% in 2019 to 91.6% in 2023)
3. Improve employee DEI culture by 3% as measured by commitment to workplace diversity items on the PACE survey by June 2023.
   - The institution effectively promotes diversity in the workplace (Increase by 3% from 3.86/5.0 in fall 2019 to 3.98/5.0 in fall 2022).
   - Harper regularly demonstrates a commitment to racial/ethnic diversity (Increase by 3% from 4.05/5.0 in fall 2019 to 4.17/5.0 in fall 2022).

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.
2. In collaboration with the "Partnerships" goal team, develop/enhance at least two community partnerships focused on DEI efforts by June 2024.

STRATEGIC GOALS, TARGETS AND MEASURES

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.
2. Increase relationships in identified area(s) of focus transportation, healthcare, technology, and business by 4% by June 2024.
3. Identify levels of engagement for all relationships (engagement as defined for each sector) by June 2021.
4. Increase engagement levels for relationships in identified area(s) of focus by 10% by June 2024.

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.
2. Connect with at least five existing community organizations to increase resources to help meet student basic needs by June 2022.
3. Increase on-campus and virtual presence of community organizations by June 2023.
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.
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.
3. Implement courses and/or programming by June 2024.

Target: Improve outcomes for all relationships.
Measures:
1. Identify intended outcomes for relationships (by sector) by June 2021.
2. Assess relationship outcomes by June 2022.
3. Implement strategies to improve relationship outcomes by December 2022.
4. Reassess relationship outcomes by June 2024.

STRATEGIC GOALS, TARGETS AND MEASURES

STUDENT SUCCESS – Identify and remove barriers to student success.

Target: Close equity gaps.
Measures:
1. Identify existing equity gaps by February 2021.
2. Develop strategies to address student equity gaps by June 2021.
3. Implement strategies to address student equity gaps by June 2023.
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 6.6% 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-yr average baseline)
     - 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-yr 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-yr 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.
2. Ensure 75% of faculty/student support staff participate in bandwidth/basic needs professional development by June 2024.

STRATEGIC GOALS, TARGETS AND MEASURES

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.
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 (Increase by 4% from 33.4% of students who indicated yes in 2021 to 34.7% in 2024).
   - How much does this college emphasize "Helping you cope with your non-academic responsibilities" (Increase by 4% from 2.32 in 2021 to 2.41 in 2024).
   - In the last 30 days, did your college ever help you get food when you could not afford to purchase it? (Decrease by 4% from 11.3% of students who indicated "no, but I needed this kind of help" in 2021 to 10.8% in 2024).
   - In the last twelve months, did your college every help you pay your utility bills? (Decrease by 4% from 11.9% of student who indicated "no, but I needed this kind of help" in 2021 to 11.4% in 2021).

STRATEGIC GOALS, TARGETS AND MEASURES
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.
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:
     o Writing clearly and effectively (Increase by 4% from 2.92 in 2021 to 3.04 in 2024);
     o Thinking critically and analytically (Increase by 4% from 3.16 in 2021 to 3.29 in 2024);
     o Working effectively with others (Increase by 4% from 2.75 in 2021 to 2.86 in 2024);
     o Learning effectively on your own (Increase by 4% from 3.31 in 2021 to 3.44 in 2024).

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.
2. Develop at least three high-demand programs that respond to identified needs by June 2024.

Target: Enhance alternative delivery methods/flexible scheduling.
Measures:
1. Improve online course success rates by 4%, from 64.3% in fall 2019 to 66.9% in fall 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.

Target: Implement interculturally competent classroom pedagogies.
Measures:
1. Develop or identify faculty professional development on interculturally competent classroom pedagogies by December 2021.
2. Engage at least 75% of faculty in at least one professional development 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?
     o Develop clearer career goals (Increase by 4% from 2.99 in 2021 to 3.11 in 2024)
     o Gaining information about career opportunities (Increase by 4% from 2.83 in 2021 to 2.94 in 2024)
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 (Increase by 4% from 73.3% in 2019 to 76.2% in 2023).
   - Transfer Completers: Currently enrolled in education (Increase by 4% from 74.2% in 2019 to 77.2% in 2023).
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.