Open Pathway Quality Initiative Report

Institutional Template

The enclosed Quality Initiative Report represents the work that the institution has undertaken to fulfill the Improvement Process of the Open Pathway.

[signature]   8/29/17

Signature of Institution's President or Chancellor   _Date_

Kenneth L. Ender, Ph.D., President

Printed/Typed Name and Title

William Rainey Harper College

Name of Institution

Palatine, IL

City and State

The institution uses the template below to complete its Quality Initiative Report. The institution may include a report it has prepared for other purposes if it addresses many of the questions below and replaces portions of the narrative in the template. This template may be used both for reports on initiatives that have been completed and for initiatives that will continue and for which this report serves as a milestone of accomplishments thus far. The complete report should be no more than 6,000 words.

Quality Initiative Reports are to be submitted by August 31 of Year 9. HLC recommends that institutions with comprehensive evaluations in the first half of Year 10 submit their report at least six months prior to their Assurance System lock date. Submit the report as a PDF file to pathways@hlcommission.org with a file name that follows this format: QI Report No Name University MN. The file name must include the institution's name (or an identifiable portion thereof) and state.

Date: August 29, 2017

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Report Categories

Overview of the Quality Initiative

> 1. Provide a one-page executive summary that describes the Quality Initiative, summarizes what was accomplished and explains any changes made to the initiative over the time period.

The Harper College QI "Improving Student Achievement through Broad-based Evaluation and Planning," was a four-phased initiative that engaged stakeholders in evaluation and planning that focused the College on the changes needed to improve quality and increase achievement. Through this initiative several outcomes were accomplished:

- A critical internal review resulting in a SWOT analysis identifying the College's areas of strength and opportunities for improvement. This SWOT analysis was used as a building block for the College's strategic planning process.
- Revision of the mission statement through a year-long inclusive process that engaged internal and external constituents in an examination and reflection of Harper's purpose and place in the community. The revised mission statement is the foundation of all planning at the College.
- Refocusing of the key performance indicators of the College, known as the Institutional Effectiveness Measures (IEMs), in a process led by a shared governance committee with input from the Board of Trustees and Harper employees and resulting in ten IEMs – five student success and five institutional success. Additionally, both internal and external dashboards were created to communicate these data for transparency and accountability.
- Development of a multi-year student success focused strategic plan that focuses the College's efforts through FY2019 through a year-long process that engaged internal and external constituents. The strategic plan includes three directions and five goals.
- Implementation of the FY2016-2019 Strategic Plan and the creation of a web-based dashboard to track progress towards strategic goal targets.
- Strategic goal teams continue work towards achieving goal targets. A few of these initiatives include: the development of *Areas of Interest,* identification of high-impact teaching practices and working with faculty to implement practices, developing a "Culture of Care" at the institution which ensures all students have a consistent and positive experience at Harper, providing professional development aligned to the work of the strategic plan to ensure that all employees have the knowledge and skills to positively impact students.

The QI timeline varies slightly from what was submitted in the proposal process. This is primarily due to the time extended for development of the new strategic plan. Additional time was given as a result of significant campus discourse around some of the goals and ideas in the proposed plan; the added feedback and input helped to refine these ideas and to increase internal support. Only one item varied from the initial plan - the vision statement. As a result of the work to revise the vision statement, the recommendation was to remove the vision statement at this time (detail provided in question two).

Throughout all phases of this initiative, stakeholder feedback was critical. Stakeholders included students, faculty, staff, the Board of Trustees, community members, and business and education leaders/partners. This initiative focused the institution on the analysis of data and feedback to create a

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strategic plan that not only meets stakeholder needs and expectations, but also moves the College forward as a model of student success for the 21st century community college.

Scope and Impact of the Initiative

> 2. Explain in more detail what was accomplished in the Quality Initiative in relation to its purposes and goals. (If applicable, explain the initiative's hypotheses and findings.)

Phase One: Critical self-evaluation, environmental review and needs assessment

Goals:

1) Perform a comprehensive review of key institutional and external data.
2) Conduct a comprehensive scan of the external environment.
3) Engage all stakeholders in input/feedback opportunities.
4) Conduct a thorough broad-based self-evaluation that builds on findings from the data review, environmental scan and stakeholder feedback to develop a SWOT analysis.
5) Gather feedback on how the institution can address the findings of the self-evaluation to enhance student success and academic quality.

Phase one activities and outcomes are detailed in the following table. Included in the activity column is the goal(s) met by the given activity.

Table 1: Phase One Activities and Outcomes

Activities	Outcomes
Environmental Scan (goal 1, 2)	Contracted the completion of an environmental scan with the Center for Governmental Studies at Northern Illinois University in spring 2014. Key trends identified: *Economic Condition:* Decrease in household income/increase in low income households, increase in unemployment/dislocated workers. *Employment/Workforce:* Decrease in qualified workers/skills gap, large number of commuters in district. *Population Change:* Decrease in birthrate/increase in resident age, increase in language barriers/percent non-native speakers, shifts in race/ethnicity with increases in black and Hispanic residents and decrease in white residents, decreasing levels of educational attainment.
Feasibility Study (goal 1)	Contracted a feasibility study with Campbell & Company in FY2014. As a result of the study, a $10 million fundraising campaign focusing on the Promise Program, student scholarships and a University Center was recommended.
Student Focus Groups (goal 1, 3)	Contracted with Protiviti in FY2014 to conduct student focus groups examining students' reasons for attending college, the "jobs" that Harper College performs, and recommendations for improving the student experience. Key outcomes: • Reasons: security, growth, and guidance.

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	• "Jobs": transition agent, pathway guide, information broker, economic advisor, career booster, coming of age experience, life coach.
	• Recommendations for improving the student experience, aligned with the above "jobs".
SWOT Analysis (goal 1, 3, 4, 5) -Completed Draft SWOT Analysis -Conducted Dialogue Session on SWOT Analysis – Feedback and input -Conducted campus-wide survey on SWOT draft – Feedback and input -Published Final SWOT Analysis -Conducted campus-wide survey for input on addressing SWOT items (goal 3,5)	During FY2015 the Strategic Planning and Accountability Committee (SPA), in collaboration with the College's Planning and Institutional Effectiveness Division (PIE), conducted a thorough review of internal and external data and developed a SWOT analysis. The SPA committee led an interactive dialogue session to gather campus input on the draft SWOT analysis. Over 100 faculty and staff attended this half-day open session. The session stimulated dialogue about the items included in the draft to gauge the overall degree of support for inclusion, as well as identify any missing items. Overall, all but one item received campus support. The one item in question was further reviewed by the SPA committee and removed as a result of the campus input. The updated draft SWOT was shared with the entire campus for feedback. The final SWOT analysis was published in December 2014. **Final SWOT analysis:** *Strengths:* Increasing Levels of Student Degree Completion/Credentials Earned; National Model for Addressing Workforce Gaps; Partnerships with Sender High Schools; Support for Professional Development; Community Awareness/Participation *Weaknesses:* Stagnant Student Persistence Rates; Insufficient Employee Diversity; Inadequate Levels of Student Engagement; Student Achievement Gaps; Employee Climate Concerns Regarding Communication and Advancement; Physical Plant and Infrastructure *Opportunities:* Alternate Methods for Earning College Credit; Workforce Partnerships with Business and Industry; Underserved District Populations; Responding to the Region's Skills Gap *Threats:* Response to District Demographic Changes; Higher Education in an Increasingly Competitive Environment; Educational Funding; Pension Liability; Increasing Call for Accountability; Lack of Employment Data In January 2015, the campus was given the opportunity to provide input on how Harper can maintain an identified strength, improve an identified weakness, capitalize on an identified opportunity, and/or minimize the impact of an identified threat. A small number of responses where received and shared with the College community.

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Phase Two: Revision of the College's mission and vision statements, and refocusing of the College's Institutional Effectiveness Measures (IEMs)

Results of the assessments conducted and information gathered in phase one led to the revisions that occurred in phase two.

Goals*:*

1) Engage internal and external stakeholders in a critical analysis of Harper as input for reviewing the College's current mission and vision statements.
2) Identify criteria and themes for revised mission and vision statements through a collective feedback process.
3) Draft updated mission and vision statements that reflect the feedback of all stakeholders and measures the effectiveness of the statements against the defined criteria.
4) Conduct an evaluation and recommend refocused IEMs that hold the College accountable.
5) Track and communicate progress on the IEMs to internal and external constituents.

Phase two activities and outcomes are detailed in the following table. Included in the activity column is the goal(s) met by the given activity.

Table 2: Phase Two Activities and Outcomes

Activities	Outcomes
Mission criteria input sessions (goal 1 and 2)	In spring 2014, the SPA Committee facilitated input sessions with the College's shared governance committees, Leadership Team, Faculty Senate, Student Government, Board of Trustees, and employee open sessions (15 total sessions).
Developed criteria mission revision (goal 2)	The SPA Committee reviewed feedback from all input sessions and determined specific criteria to shape criteria questions that were utilized to measure a draft mission statement. In addition, the group assessed the draft questions against the HLC's Criteria for Accreditation for *Criterion One: Mission*. **Mission Criteria:** 1. Is the mission statement concise and succinct? (Recommended length of up to 100 words or 2-4 sentences) 2. Does the statement clearly articulate the central collegiate and community functions performed by the College? 3. Does the statement capture how Harper is distinctive in delivering its mission? Is the statement itself unique? 4. Does the statement assist in evaluating the degree of mission-centricity for future goals and strategies? 5. Will our constituents recognize themselves in the mission statement?
Developed themes for mission revision (goal 2)	In summer/fall 2014, the SPA Committee gathered input on mission themes and followed a process like the one utilized for mission criteria input with the addition of external input groups. A consultant was hired to facilitate focus groups with external constituents with a SPA Committee member attending as note taker. Nine sessions were held with 56 individuals including local business leaders, foundation board members, high school administrators, higher education partners, Harper alumni, the Board of

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	Trustees, local legislators and government officials, and representatives from chambers of commerce and state agencies participating. The consultant synthesized the collected data into themes.

In September 2014, the SPA Committee conducted 10 on campus input sessions that included a review of the themes that emerged through the external constituent sessions, a discussion and brainstorming of additional themes, and participant identification of top three themes. The Office of Institutional Research created a campus survey to reach large numbers of employees and students. Survey respondents were asked to review the existing themes, generate additional themes and to describe Harper College's purpose using three words. In the online survey, respondents were asked to rate the mission centrality of the community themes rather than identify the top three. The SPA committee also participated in student welcome week activities to gather student input via survey. More than 1,600 students and employees completed the mission themes survey.

Survey results and session feedback were compiled and the SPA Committee identified the following **mission themes**: Teaching/Learning, Access/Affordability, Diversity, Community Engagement, Innovation, Economic Development |
| Conducted a broad-based internal and external vetting of proposed mission statement (goal 3) | Based on the mission themes, the SPA Committee drafted a mission statement and presented it to constituents for feedback. A survey was created and links to the survey were placed on the employee portal, student portal and the external website. The survey asked respondents to rate how well they felt the statement reflected Harper's mission; 79.44% (170/214) of respondents agreed or strongly agreed the draft mission statement was representative of Harper's mission. Internal constituents were also surveyed on how well they felt the mission statement met the five criteria developed at the beginning of the process; two-thirds of the respondents agreed or strongly agreed that the draft mission statement is concise and succinct; clearly articulates the central collegiate and community functions performed by the college; and reflects our constituents.

The SPA Committee brought the revised statement through the shared governance process and it was approved by the Board of Trustees in February 2015:

Harper College enriches its diverse communities by providing quality, affordable, and accessible education. Harper College, in collaboration with its partners, inspires the transformation of individual lives, the workforce, and society. |
| Reviewed and revised the College's Institutional Effectiveness Measures (IEMs) | The refocusing of the IEMs was initiated by the Board of Trustees in fall 2014 to ensure attention was placed on both student and institutional measures. The revision process was led by the Accountability Team of the 2010-2015 Strategic Plan. The team reviewed data sources to ensure use of the most relevant and accurate sources. Several data sources were no longer available from the first version of the IEMs. As a result of the data review, |

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(goal 4)	input from the Board and a review of institutional priorities, ten IEMs were recommended: five student success measures and five institutional success measures (each measure has two or more indicators). Most of the measures were carried over from the original IEMs. For those that were new, conversations with individual stakeholders, shared governance committees, College leadership and Faculty Senate were facilitated. These measures included additional facilities and new information technology measures. The refocused IEMs went through the shared governance process and were approved by the Board of Trustees in January 2015. The refocused IEMs (with indicators): **Student Success Measures** Developmental Education Success (Math, Reading, Writing) Success in Gateway Courses (Math, English, 0-15 courses) Advancement Rate (Graduation rate, Transfer rate, Still enrolled) Student Persistence (Fall to spring, Fall to fall) Annual Completions (Credentials conferred, Completers) **Institutional Success Measures** Diversity (New hires, Voluntary separations) High School Market Penetration (Dual credit, Post-high school, New in college) Facilities (Major expenditures, Energy consumption) Instructional Cost (Cost per credit hour, Cost per FTE) Information Technology (Student success, e-learning, Classroom technologies)
Track and communicate progress on the IEMs (goal 5)	Throughout FY2015, the IT and IR departments built a data warehouse. With this tool, an internal IEM dashboard was built to provide internal constituents with access to high-level and disaggregated IEM data. An external web-based dashboard which provides high-level IEM data to external constituents was also developed and can be found at: http://goforward.harpercollege.edu/about/leadership/accountability/iem-close/index.php
Revision of vision statement (goal 1, 2, 3)	In fall 2015, the SPA Committee began the process to review/revise the College vision statement. The Committee began by developing criteria for an effective vision statement: - Succinct - Substantive - Shorter than the mission statement - Future-focused - Aspirational - Student-focused - Innovative After reaching consensus on these criteria, the SPA Committee drafted four vision statements. These statements were voted on and the top two statements were given to a working group of the SPA Committee to refine. A final "draft" vision statement was shared with the campus community: *Harper College will be an innovative, student-focused teaching and learning*

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	environment that fosters life-long education and service to the community. Feedback was solicited on the following questions:
	• Are the mission statement and vision statements aligned?
	• Does the vision statement meet the criteria identified?
	• Is this a vision that you can support and that you believe supports your work?
	Ninety individuals provided feedback on the vision statement (70 employees, 20 students). Feedback on the above questions indicated general agreement however, the qualitative comments brought to light concerns about the purpose of/need for a vision statement. Based on the feedback and further discussion, the SPA Committee recommended that the current vision statement be removed from College documents and the Committee did not forward a revised vision statement. As part of the next strategic planning cycle, the SPA Committee recommended that the College undertake a review of the current foundational statements and reconsider the addition of a vision statement at that time. This recommendation was consistent with current strategic planning theory and practice. The rationale behind this decision included:
	• Redundancy between the mission and vision statements
	• Lack of clarity regarding the role of the vision statement in the Harper context

Phase 3: Community-based development of a multi-year strategic plan

The new mission statement adopted in phase two guided the development of the FY2016-2019 Strategic Plan. In phase three the College focused attention on the collaborative development of a student success focused strategic plan.

Goals:

1) Conduct a strategic planning process that is driven by a focus on student success, incorporates findings of the self-evaluation, and is built on a revised mission statement and refocused IEMs.
2) Hold dialogue sessions that engage the College community in a discussion on the strategic issues impacting student success in higher education.
3) Plan and hold a multi-day comprehensive community-based strategic planning conference that includes internal and external stakeholders.
4) Create a long-term student success focused strategic plan that directs the College's efforts towards meeting the educational needs of Harper's changing district.
5) Conduct a comprehensive internal/external review and vetting of the proposed strategic plan.

Phase three activities and outcomes are detailed in the following table. Included in the activity column is the goal(s) met by the given activity.

Table 3: Phase Three Activities and Outcomes

Activities	Outcomes
Review of progress on existing strategic plan	Institutional review of progress on 2010-2015 strategic plan highlighting areas of accomplishment and challenges as well as current higher education

and current literature on trends/issues in higher education (goal 1)	literature including: • *Unsettling Times: Higher Education in an Era of Change* (University of Denver) • *Through the Learning Lens-Colleges should end outdated policies that don't put students first* (AACC) • *A matter of degrees: Practices to pathways - High-impact practices for community college student success* (The University of Texas at Austin) • *Defining Excellence: Lessons from the 2013 Aspen Prize Finalists* (The Aspen Institute) • *It's a Matter of Time: Low-Income Students and Community Colleges* (AACC) • *Designing for Completion: The Practice and the Progress of the Completion by Design Initiative* • *The Shapeless River: Does a Lack of Structure Inhibit Students' Progress at Community Colleges?* (CCRC)
"Shaping Our Strategic Plan" dialogue sessions (goal 1, 2)	In fall 2014, internal constituents engaged in a series of dialogue sessions on strategic issues facing Harper College. Four dialogue sessions were held: • Harper's Changing District • Harper's Strengths, Weaknesses, Opportunities, and Threats • Approaches to the Adult Market • Student Engagement The sessions included presentations from subject matter and industry experts, as well as expert panelists of Harper faculty and staff who responded to the presentations and provided unique perspectives. Feedback was gathered through discussions, input groups and survey opportunities, and shared with the conference attendees and college community. Engagement in the dialogue sessions provided employees with the opportunity to learn about and respond to critical institutional issues, ensuring broad-based input in the development of the next strategic plan.
Strategic Planning Conference (goal 1, 3)	In March 2015, a multi-day residential conference was held where 89 Harper College faculty and staff, educators, community, and business leaders were brought together to help define directions for the College and ensure that we are critically aligned with our community partners. The major outcomes of the conference were the identification of themes for strategic directions and goals for the new strategic plan. At the end of the residential conference, the following direction and goal themes were brought forward to the SPA Committee: **Direction Themes**: Inclusion, Achievement, and Engagement **Goal Themes:** Student Experience, Curriculum and Instruction, Stewardship, Employee Skills, and Pathways
Draft initial strategic direction and goal statements (goal 4)	In March-April 2015, the SPA Committee drafted initial direction and goal statements based on the themes from the Strategic Planning Conference for campus review.
Vet initial strategic	In April 2015, the SPA Committee held an additional dialogue session to

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direction and goal statements (goal 5)	share information and solicit feedback on the draft direction and goal statements. Feedback received at this session indicated concern about the intention of the strategic goals as written (major concern on pathways). Feedback also indicated that more input on the statements was needed. As a result of these concerns, work groups were created and led by the SPA Committee.
Revision of draft direction and goal statements (goal 4)	In summer 2015, work groups comprised of constituents from across all employee groups and students were formed to revise initial draft statements based on constituent feedback. The major outcome of this work was revised direction and goal statements that reflected both the themes of the conference and incorporated the broader campus feedback.
Campus review of recommended strategic plan, shared governance approval and Board of Trustees approval (goal 5)	In fall 2015, the campus reviewed the updated Strategic Plan and the SPA Committee brought the plan through shared governance. The proposed Strategic Plan reached a tie vote at Policy Council. To break the stalemate, the President, after consultation with the Faculty Senate president, advanced the proposal to the Board of Trustees for approval. In November 2015, the Board of Trustees approved the 2016-2019 Strategic Plan, including three directions and five goals (see figure 1 below).

Figure 1

2016-2019 Strategic Plan
Strategic Directions

Inclusion
Foster an environment that values and respects each member of Harper's diverse community and actively encourages cross-cultural engagement.

Engagement
Foster and support a culture of engagement throughout the College

Achievement
Enhance and support the academic environment in ways that lead to increased student achievement and facilitate greater equity of student success across demographic groups.

Strategic Goals

Achieving Educational Goals: Academic Planning and Pathways
Establish practices that empower and support students in exploring and identifying academic options for effective planning and progress toward achieving their educational goals.

Alignment of Employee Skills with Strategic Directions
Expand and support professional development opportunities to enhance employee knowledge and skills with respect to the strategic directions and goals.

Curriculum & Instruction
Evaluate curriculum and assess outcomes to provide optimal and diverse educational opportunities for Harper students.

Stewardship
Dedicate resources, both human and financial, to optimize student success, while remaining responsive to external trends and issues that have documented effects on the College.

Student Experience
Provide experiences that support the ongoing needs of our diverse student community through purposeful interactions and college-wide responsiveness to meet student goals.

Phase 4: Implementation of the new strategic plan initiatives along with the construction of a system to track progress on strategic goals/targets related to the new strategic plan

The final phase of this initiative is ongoing. Completed is the initial implementation of the FY2016-2019 Strategic Plan, setting targets for the strategic plans goals and developing a web-based dashboard to track and communicate progress on the strategic plan in a transparent manner. At the time of this report, year two of the four-year strategic plan has just come to completion. Much of the work to meet the strategic goals is underway. This work will continue over the next two years as the College continues to focus efforts around Inclusion, Engagement, and Achievement.

Goals:

1) Develop targets that hold the College accountable for progress on the strategic plan goals.
2) Implement initiatives that operationalize the plan and focus the College on student success and achieving strategic goals.
3) Develop a system to track progress on goal targets and communicate progress in a transparent manner.
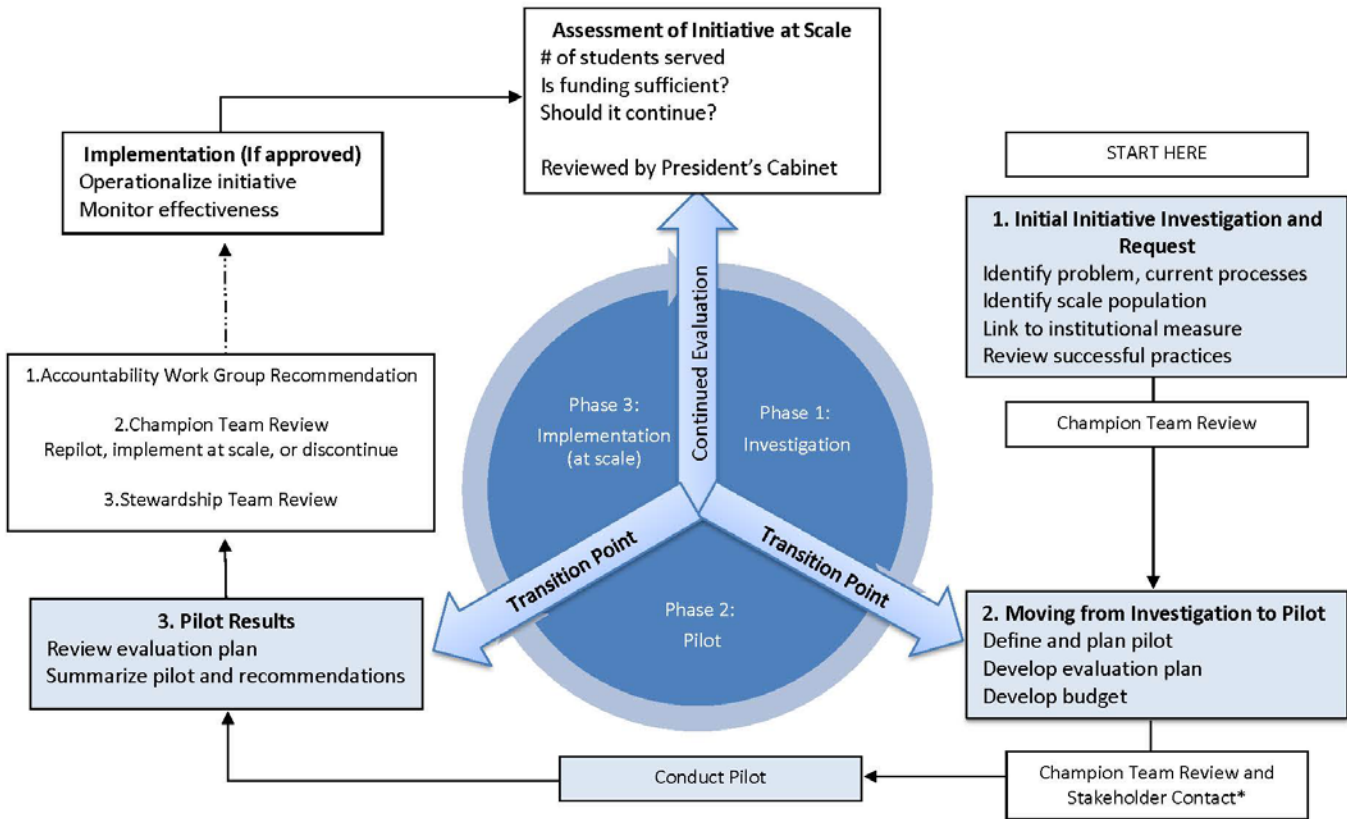
Phase four activities and outcomes are detailed in the following table. Included in the activity column is the goal(s) met by the given activity.

Table 4: Phase Four Activities and Outcomes

Activities	Outcomes
Create a strategic plan oversight committee (goal 1, 2, 3)	In fall 2015, the Champion Team, responsible for strategic plan oversight, was developed; it includes three faculty leaders and three administrative leaders and is convened by the President. The Champion Team develops processes, and approves proposed initiatives, evaluation plans and budgets. See initiative implementation process below (figure 2).

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Figure 2

Three-Phase Innovation Process 2016-2019

*NOTE: Although the Champion Team will contact stakeholders as part of this review, the team may engage Shared Governance committees or other stakeholders at any point in the process, as appropriate.

Select goal/strategy teams to begin the work of the strategic plan (goal 1, 2)	In fall 2015, goal teams, co-led by a faculty member and an administrator, were developed. These teams are actively working on initiatives that will move the institution towards the directions of inclusion, achievement, and engagement.
Develop targets for the strategic goals (goal 1)	In spring 2016, the strategic goal teams, in collaboration with the Champion Team, identified targets for the strategic goals. Academic Planning and Pathways – Goal Targets: • Implement Areas of Interest by August 2017 (http://goforward.harpercollege.edu/academics/areas/). • Reduce the number of "undecided" students at time of application from 25% to 15% by fall 2018. • Reduce the number of "undecided" students at time of registration from 8% to 5% by fall 2018. Curriculum & Instruction – Goal Targets: • Implement a process for quality assurance in online/blended courses.

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	• Provide a program to support faculty intervention in student course retention. • Identify 2-3 high-impact teaching practices effective across disciplines. Employee Skills – Goal Targets: • Identify barriers to employee participation in professional development. • Implement a process for scaling up employee skills in relation to other teams' initiatives by fall 2017. • Increase the percent of employees who are satisfied with support, recognition, and value of professional development at Harper College by 5% from fall 2016 to fall 2019 (as measured by PACE survey items). • Design an online dashboard to communicate professional development opportunities. Stewardship – Goal Targets: • Develop a rubric to analyze the cost impacts of Strategic Plan initiatives. • Analyze the impact of Strategic Plan initiatives based on cost per successful credit hour. Student Experience – Goal Targets: • Identify technology to streamline, prioritize and redesign communication channels and centralize student engagement touchpoints by June 2017. • Identify a Culture of Care Model for the College by December 2017. • Create a visual RoadMap for all degree- and certificate-seeking students noting key student touchpoints with the institution from Day 1 through the end of the first term by June 2018.
Develop a tracking system/dashboard (goal 3)	Once the above goal targets were identified, work began on creating a web-based dashboard to track and communicate progress on the strategic plan. Creation of the dashboard was a collaboration between the PIE Division and the Marketing Department of the College. The dashboard went live in summer 2016 and can be found at: http://goforward.harpercollege.edu/about/leadership/planning/college_plan/iea-2016-2019/index.php
Report annual progress towards strategic goal targets (goal 3)	Annual progress on activities related to the Strategic Plan are reported in a transparent manner via the web-based dashboard and in the annual *Accountability Report* which is posted on the external website. To date, areas of interest, which align with the concept of pathways, have been identified and are being implemented. A conceptual roadmap of the student experience has been drafted and new ways of ensuring quality online course delivery are being reviewed. Promising teaching practices are being developed and tied to communities of practice.

3. Evaluate the impact of the initiative, including any changes in processes, policies, technology, curricula, programs, student learning and success that are now in place in consequence of the initiative.

The impact of this initiative was broad and resulted in a variety of changes across the institution. Foremost, was the adoption of a new mission statement. The development of this mission statement was

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an inclusive and lengthy process that engaged both internal and external constituents in a thoughtful examination of what Harper College is and how it fulfills its role. The new mission statement guides the planning and activities of the College and was instrumental in the development of the new strategic plan.

As a result of the strategic planning work conducted as part of this initiative, new processes for strategic plan development and the role of the SPA Committee were developed. These were a direct result of the feedback received during the planning process that indicated more time is essential for broader campus input in the process. The new process also includes a timeline that incorporates analysis of the external environment, the completion of a SWOT analysis and a review the College's foundational statements (mission, vision, philosophy) at the onset of each strategic planning cycle. The revised process also ensures clear communication with all constituents, increased participation by the SPA Committee, increased opportunities for campus engagement, and training on the strategic planning process at Harper, including the importance of input at all stages in the process.

The new strategic plan speaks to enhancing online education, developing high impact teaching practices and incorporating areas of interest or pathways into the student onboarding process. A culture of care underscores the overall experience students should have while engaging with and attending Harper. These initiatives are designed to improve student success through increased persistence and completion.

4. Explain any tools, data or other information that resulted from the work of the initiative.

A variety of tools and data resulted from the work of the initiative. First, an updated environmental scan was developed and provided to the College by the NIU Center for Governmental Studies. This document provided the College with current and relevant information on the economic condition of the district, employment/workforce trends and demographic changes. The Environmental Scan was a significant source of data in developing the College's SWOT analysis, a second tool that was instrumental in the development of the strategic plan. The SWOT analysis provided foundational information that aided the College in designing a student success focused strategic plan, addressing identified areas of opportunity and improvement. Additionally, several tools were developed to track progress on both the IEMs and strategic plan goals. For the IEMs, a data warehouse was developed and used to create an internal dashboard that provides College employees and the Board of Trustees with high-level and detailed disaggregation of IEM data. Further, two web-based dashboards, one for the Strategic Plan and one for the IEMs, were built to ensure transparency and provide external constituents with timely and accurate information on the College's progress towards meeting institutional goals. Finally, the initiative contributed to the decision to purchase an upgrade to the learning management system (Blackboard) providing additional capacity in delivering synchronous courses. This purchase is a result of the collaborative work of the Curriculum & Instruction strategic goal team and the Academy for Teaching Excellence. The College has experienced enrollment growth in this modality and the initiative prompted the allocation of additional resources to ensure a better experience for students.

5. Describe the biggest challenges and opportunities encountered in implementing the initiative.

The biggest challenge associated with the initiative was the development of the strategic plan. In initial vetting, the SPA Committee received a great deal of feedback on the draft directions and goals which indicated disagreement with some of the items and a need for greater input in the development process. As such, the SPA committee developed work groups and invited volunteers from across all employee groups with the goal of providing additional input and insight on the draft directions and goals to enhance and clarify these statements. Additionally, and as a result of the clear need for additional feedback and

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input, College leadership made the decision to extend the deadline for presenting the Strategic Plan to the Board of Trustees until fall 2015 in order to address issues and concerns, and ensure that additional feedback and input was integrated into the 2016-2019 Strategic Plan.

The use of the word "pathways" in one of the goals led to considerable discussion and disagreement, especially from the faculty as the term was negatively associated with some of the ideas included in *Redesigning America's Community Colleges*, co-authored by Davis Jenkins. As a result, the College President hosted a series of book discussions and a dialogue session led by Davis Jenkins. Additionally, the Faculty Senate created several groups to discuss this book. This increased dialogue and further clarification of what pathways means at Harper served to alleviate some angst. The key learning outcome was the need for increased communication and collaboration before launching projects to ensure proper understanding and support of the projects.

The biggest opportunity was broad-based engagement by internal constituents as well as external stakeholders. This initiative prompted the College to reach out to all employees and students for input. External stakeholders also provided valuable feedback and insights. This engagement was critical in gaining commitment, understanding and support for a strategic plan that will guide the College for four years. In addition, a methodical process was used to gain understanding for the criteria and themes which framed the new mission statement.

Commitment to and Engagement in the Quality Initiative

> 6. Describe the individuals and groups involved at stages throughout the initiative and their perceptions of its worth and impact.

This initiative engaged the entire campus. The specific groups and individuals involved varied from phase to phase; a large portion of the work was led by the SPA Committee in conjunction with the PIE Division. Members of the SPA Committee included individuals representing all employee groups of the College as well as student representation. The PIE Division is comprised of Institutional Effectiveness and Outcomes Assessment, Institutional Research, and Planning.

Phase 1:

- SPA Committee led the SWOT Analysis process and vetting
- PIE Division worked in collaboration with the SPA Committee
- Campus input on SWOT Analysis at a dialogue session and through a survey (105 faculty/staff attended dialogue session, 11 completed survey)
- Student participation in focus groups (17 focus groups with over 150 students)

Phase 2:

- SPA Committee led the mission and vision work
- Employee and student involvement in mission sessions and surveys (over 250 participated in sessions, over 1,600 completed mission themes survey, and 114 completed statement survey)
- Board of Trustees participation in a mission session
- Community engagement in focus groups and surveys (Nine focus groups with 56 attendees, 24 completed survey)
- Employee and student involvement in vision statement survey (90 completed survey)
- Accountability Goal Team (faculty/staff) led the refocusing of the IEMs

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- Data Warehouse and Internal IEM Dashboard – Led by IT and IR

Phase 3:

- PIE Division coordinated the strategic plan development activities (conference, dialogue sessions)
- SPA Committee led the development and feedback process for the strategic directions and goals, as well as creation and leadership of the summer work groups to ensure balanced representation and large-scale input.
- Faculty and staff attended and participated in dialogue sessions, served as representatives at the planning conference (55 individuals from across employee groups), were engaged through surveys (128 completed survey) and in participation on work groups (42 faculty, staff, and students).
- Student representatives participated in the strategic planning conference and on work groups.
- Community partners participated in the strategic planning conference and through survey (20 attended conference, 11 completed survey)

Phase 4:

- Implementation led by Champion Team of three faculty, three administrators (convened by the President and supported by PIE) and strategic goal teams (cross-functional teams of faculty/staff led by a faculty member and an administrator – five teams include over 70 faculty and staff)
- PIE Division and Marketing Services Department worked in collaboration to build the Strategic Plan Dashboard

The perceptions of worth and impact by those involved in this work centered on the themes of inclusion and engagement. An initiative of this size required input and feedback from all stakeholders. Both institutional and community engagement were paramount in the quality initiative, as articulated throughout this document. This broad engagement ensured support for and involvement in revising the mission statement, and developing the 2016-2019 strategic plan, including its approval and implementation. The College will continue to engage stakeholders in institutional initiatives as it moves forward.

> 7. Describe the most important points learned by those involved in the initiative.

Through this initiative many important points were learned. Highlights include:
- The importance of data to fully understand how student success initiatives can work most effectively and the continued review of the data to ensure progress.
- The use of data to understand demographic changes and how the make-up of incoming students and their economic status need to be addressed through long-term systemic initiatives that drive student success.
- The desire and need for timely and consistent campus-wide input to gain commitment to the strategic plan goals which drive the long-term focus of the College.
- The connection of the activities within this initiative to other work of the College allows for collective impact which lessens redundancies and assures better alignment of resources, both financial and in staff time and effort.
- That this initiative was not a stand-alone activity; rather its accomplishments have been integrated within the fabric of the institution where they will have a lasting and positive impact.

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Resource Provision

> 8. Explain the human, financial, physical and technological resources that supported the initiative.

As articulated in the activities described in question two, the College committed significant human, financial and technical resources to support and accomplish this initiative. Human resources supporting this initiative included the College's shared governance committees, the departments tasked with the implementation of various phases of the initiative (see question seven), and the encouragement and expectation from leadership that all employees be involved in the development of the College mission, vision, and strategic plan. To ensure involvement, College employees were given time to participate in feedback and dialogue sessions as well as on implementation teams. Additionally, faculty demonstrated their commitment to the development of the strategic plan through their work on the strategic direction and goal statements that occurred over a summer. The Board of Trustees and College President made the College's commitment to this initiative apparent by including revision of the mission statement, the feasibility study, the development of IEM dashboards, and development of the strategic plan in the Presidential Priorities for FY2014-FY2016.

Additionally, the College and community partners made significant financial commitments. The financial resources supporting this initiative are provided below in approximate dollars:

Purpose/Activity	Internal Funds	External Funds
Environmental Scan	$16,000	
Community Survey	$47,000	
Feasibility Study	$25,000	
Student and Community Focus Groups	$20,000	
Community input/feedback sessions (mission and vision)	$23,000	
Strategic Planning Conference	$10,000	
Donation from Power Construction, an external partner, to sponsor the residential Strategic Planning Conference.		$50,000
Development of a data warehouse and accompanying internal IEM dashboards.	$1.2M	
Funds to support the work of the Strategic Plan teams (allocated by the Board of Trustees)	$1M	
Totals	$2.34M	$50,000

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Finally, additional resources supporting this initiative included the technological tools that were essential to accomplish the frequent vetting, presentation, and communication of information throughout the initiative.

Plans for the Future (or Future Milestones of a Continuing Initiative)

> 9. Describe plans for ongoing work related to or as a result of the initiative.

The accomplishments of this quality initiative have been integrated within the fabric of the College. The goals set forth in the strategic plan will continue to be a focus as Harper begins year three of a four-year strategic plan. After the four-year timeframe, the community-based strategic planning process that was used to develop the plan, modified by the lessons learned through this initiative, will once again be conducted under the general oversight of the SPA Committee.

Ongoing work will continue to ensure self-evaluation and transparency. This will be accomplished through the dashboards that were developed to monitor and communicate progress towards IEM and strategic plan targets. These dashboards are available on the College's website, ensuring transparency. Dashboards are updated regularly with results reported in the annual *Accountability Report*.

Although the dashboards provide information on these initiatives, the Board will receive quarterly updates on strategic planning initiatives to ensure progress is made, as well as updates on the status of the IEMs.

> 10. Describe any practices or artifacts from the initiative that other institutions might find meaningful or useful and please indicate if you would be willing to share this information.

Harper's strategic planning process is comprehensive and replicable. Artifacts such as agendas from the community-based strategic planning conference can be shared with other institutions, as well as the lessons learned. In addition, the way the strategic plan is operationalized through goal teams led by an administrator and faculty member is a useful organizing scheme that can be shared.

The process used to develop the revised mission statement is also notable. This comprehensive, inclusive method is replicable and can be shared. The process includes establishing criteria and themes, soliciting feedback on the criteria/themes, developing a draft mission statement, soliciting feedback on the draft, and then formally proposing the modified mission statement for approval.

Dashboards represent yet other artifacts that are useful and replicable. These dashboards are effective and concise communication vehicles. How they were developed is also something that the College is open to sharing.

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