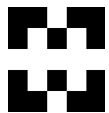


Harper College 2003 Results Report  
Submitted to the  
Illinois Community College Board



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## EXECUTIVE SUMMARY

“Meeting the challenges of a global society” is part of the Harper College Mission statement. Offering excellent educational opportunities and services to district residents supports the six State goals and the College mission. The data show Harper’s commitment to providing excellent educational opportunities and services. A summary of Harper’s response to each State goal is presented below.

During fiscal 2003 Harper conducted many activities to assist Illinois business and industry by providing numerous training programs (credit and continuing education) for residents, small business counseling services for business owners, and customized, corporate training. The College also sponsored job fairs and workshops for residents seeking work or considering a career change.

To improve teaching and learning at all levels, the College took a leadership role in creating a new Education AAS degree and certificate program for teacher paraprofessionals. Harper also established an advisory committee of local K-12 assistant superintendents, principals, and classroom teachers, expanded activities in local schools, and served over 650 high school students in dual or concurrent education programs.

Affordability of college was a major issue this year given the current economic climate. Harper offered financial aid seminars open to anyone regardless of school choice. Several of the seminars were conducted in a bilingual format. Over \$7 million dollars were awarded students attending Harper. Fifty percent of the Free Application for Federal Student Aid applicants were first generation college students (of filers with knowledge of parental education).

Initiatives to increase the number and diversity of citizens completing training and educational programs focused on three areas: students, current faculty and staff, and hiring practices. Harper established a bridge system for diverse students transitioning to college from high school, sponsored several multicultural events, and provided specialized support services for students with disabilities. The College started the Multicultural Fellows Program where full-time faculty work with the Center for Multicultural Learning on curriculum infusion projects. Employees are now required to attend a Diversity Workshop prior to serving on hiring committees.

Harper holds students to a high standard of learning and achievement. To maintain high standards the College actively reviews and updates programs and curriculum. Additionally, during fiscal 2003, the College started a review of the College Learner Outcomes Plan that includes assessment of the core general education areas. Student satisfaction measures indicate students are satisfied with the quality of instruction and support services.

To improve productivity and accountability, the College has increased the number of web-based services for students and for college business functions resulting in better service and reduced staff costs. Harper has instituted a deferred payment plan that was more convenient for students, improved collections, and reduced staff time.

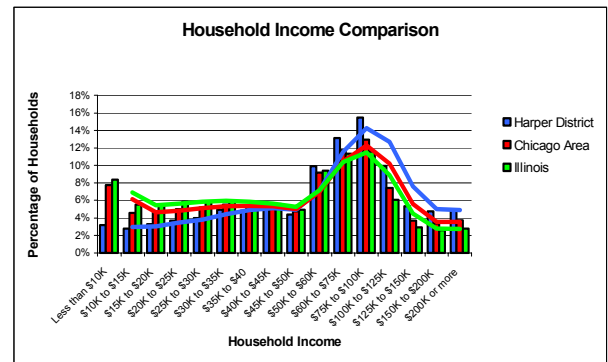
Harper College is committed to its mission, and strives to continually improve its performance in relation to the State goals.

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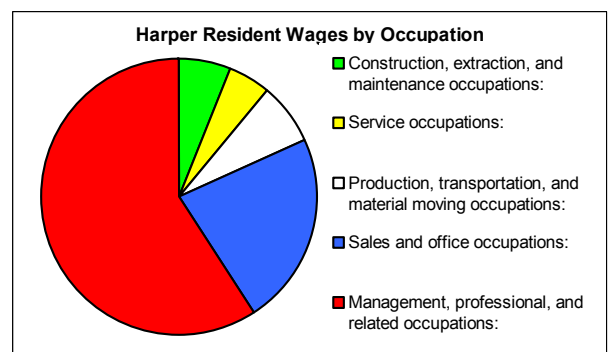
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## INSTITUTIONAL CONTEXT

Located in the northwest suburbs of Chicago, the Harper district is mainly white middle/ upper middle class with a median annual household income of \$64,000 compared to the Chicago metropolitan median of \$42,000. Comparison of district household income to the Chicago metropolitan area and the State shows the relative affluence of the district.



The second chart shows most resident wage earners are in management, professional, and related occupations. The jobs available in-district are not consistent with occupations of residents. The result, consistent with 2000 Census work patterns, is that there are more in-district jobs than potential in-district employees. Many workers within the Harper district do not live in the district, which has implications for work-force training.



Current economic conditions have negatively impacted Continuing Education and Business related services as companies and individuals delay starting training initiatives until the economy improves. Specific credit programs, such as Computer Information Systems, also have been negatively impacted by the economy.

Many adults (25 or older) in the district already have college degrees and tend to take specific-interest classes. Most students in the 18 to 34 age groups take credit classes. The College has experienced increases in the number of credit students and in their credit loads. Some of this increase may be attributable to the current economic conditions.

Age Group	District Population		FY 2001 Enrollment <sup>b</sup>		% of District Attending
	N	%	N	%	
17 & Under	137,767	24.8%	4,107	11.1%	3.0%
18	6,407	1.2%	2,432	6.6%	38.0%
19-24	37,034	6.7%	10,788	29.2%	29.1%
25-34	84,515	15.2%	8,068	21.8%	9.5%
35-44	95,748	17.2%	5,225	14.1%	5.5%
45-54	80,910	14.6%	3,502	9.5%	4.3%
55 & Over	112,719	20.3%	1,967	5.3%	1.7%
<b>Total</b>	<b>555,100</b>	<b>100%</b>	<b>36,089</b>	<b>97.5%</b>	<b>6.7%</b>

<sup>a</sup>Source (Harper Fact Book 2002 (US Census Bureau, Census 2000 Blockgroups, P12 & ICCB A1, and ICCB N1 files)

<sup>b</sup>An additional 918 residents (2.5%) were served but are not included in the chart due to missing data.

Survey data indicates full-time students are working more hours, too. This has implications for financial aid and for student support services. Our location in the Chicago Metropolitan area means that there are numerous near-by institutions of higher education. Students now “shop around,” not just at the institutional level but also at the course level; thus students may be attending multiple institutions of higher education simultaneously. The College is addressing the student need for more flexibility in scheduling (e.g., open-entry courses, fast track) and alternative delivery, particularly Web-based courses.

The district is becoming more diverse; the minority population was approximately 18% in 1996 and was almost 24% according to 2000 Census data. The College has shown a trend of increasing diversity during the last several years. Almost 32% of the fall 2002 credit students were minority students. The district has growing Hispanic and Asian minority populations and these are the two largest minority groups of students attending the College last fall.

## **GOAL 1 – Economic Growth**

***Higher education will help Illinois business and industry sustain strong economic growth.***

### **What is the college now doing that advances the state goal?**

Harper College offers several programs designed to meet current market needs and to sustain strong economic growth. Even though the Harper District is relatively affluent, economic conditions have impacted residents. The College continued to provide Continuing Education, Corporate Service training for business, and career services, but it also sponsored additional events to assist residents impacted by current economic conditions. What the College has done during fiscal 2003 is reported within the context of current business conditions.

- **Business Condition: Slumping Economy** - Harper offered a free Small Business Counseling service for existing small business owners with unique concerns about their business. A highly qualified counselor was available for one-on-one appointments to discuss the owner's financial outlook, preparation for a loan application, elements of the owner's business plan, human resource concerns or other topics unique to the owner's business. 326 clients used the service during fiscal 2003, a 23% increase over the number using the service during fiscal 2002.
- **Business Condition: Staffing Cut Backs, Doing More with Less, and Cross Training Personnel to Increase Efficiency** - Continuing Education (CE) provided programs, individual courses, and seminars geared to meet the requirements of specific professions. Twenty-seven separate Continuing Education Programs were offered. Half of the programs offered were for industry certifications and were available on-line also. 681 students took business-related CE classes and 4,464 students took computer-related classes during fiscal 2003. A total of 886 courses were offered in fiscal 2003.

Career Credit Programs provided training to meet specific skills needed by employees. Through partnerships with in-district businesses, 1,611 out-of-district students took credit classes for in-district rates because they were employed by one of the partnering businesses.

Last spring the Career Center facilitated a community job search event at which a series of twelve seminars were attended by over 200 job seekers. The Center also sponsored a Job Fair during the fall attended by more than 1,850 job seekers. Throughout the year, the Center provided free workshops for community members covering such topics as: Career Changers, Job Search, Networking, Resumes, Behavioral Interviewing and Interview Preparation attended by over 250 residents.

Two "Career Forward" open houses were held for adult residents age 25 or older. Designed to introduce career program opportunities available at the College, career program coordinators/ faculty were available to answer questions concerning their programs. Additionally, each event sponsored a main speaker. Speakers covered topics such as career

searches, interviewing skills, and translating current skills into new opportunities for example. A total of 334 adults attended the events.

- **Business Condition: Reducing Travel Expenses, Utilizing Technology to Conduct Long Distance Meetings -** The Wojcik Conference Center, open Fall 2002 and has been available for business meetings, conferences and training workshops. With video teleconferencing capabilities, the 250-seat Square D Amphitheater can serve for local and long-distance meetings. The Amphitheater has the finest wired and wireless technology available, superb acoustical engineering and comfortable ergonomic furniture. 138 events were hosted at the Conference Center during fiscal 2003.
- **Business Condition: Hiring Employees with Wider Skill Sets than in the Past -** Harper helped organize and participates in a local community college partnership that provides CCJobNet, a free Internet job listing service. The system was redesigned and renamed to improve employer access and navigation. CCJobNet ([www.ccjobnet.com](http://www.ccjobnet.com)) provides job seekers universal access to current employment opportunities that match their interests and qualifications. When a position is of interest, employers are contacted directly by the job seeker. CCJobNet enables employers to list their job openings as well as gives access to resumes that have been posted by job seekers. Monthly users averaged 1,100, an increase of 69% over the previous year.
- **Business Condition: Upgraded Technology, Changes in Business Processes, or Responsiveness to Needs of a more Diverse Customer Base -** Corporate Services provides a regional resource to help organizations translate their business strategy to business results by developing the skills and performance of their employees. On-site customized training and professional consulting services, as well as on-site credit, continuing education and certificate programs are available to deliver the most appropriate solution. The chart below shows the number of companies and employees served and reflects current economic conditions that resulted in less dollars available for training.

BUSINESS SERVED THROUGH CORPORATE SERVICES

	FY 99	FY 00	FY 01	FY 02	FY 03
Total Companies Served	92	95	111	84	74
Number of New Clients	40	36	61	34	25
Programs or Services Delivered	622	552	531	403	369
Employees Served	8,797	5,990	5,594	5,542	4,696
Gross Sales	\$1,372,141	\$1,241,606	\$1,440,319	\$1,170,00	\$1,220,213

**What specific action(s) does the college intend to undertake during the coming year (or two) to advance the state goal?**

- In fiscal 2004, Harper will undertake an initiative to integrate all business services into a common communication approach. The integration should make the College more customer oriented. The College plans to conduct an assessment of business needs in

terms of integrating their professional development intranet sites into the Harper portal that will launch during 2004.

- By fiscal 2005, the College plans to launch a Preferred Provider Program for businesses. The program will enable businesses to access Harper’s portal from their intranet sites to allow employees to apply and register for classes or schedule Business Services appointments, for example, with a direct bill sent to the company. Technical requirements for this service were determined during fiscal 2003.

**Performance Indicators**

Common Institutional Indicators (from Illinois Community College Board)

MEASURE 1C1  
 PERCENT OF DEGREE/CERTIFICATE RECIPIENTS EITHER EMPLOYED OR ENROLLED  
 IN FURTHER EDUCATION WITHIN ONE YEAR OF GRADUATION FOR HARPER, FY 1998, 2000-2002

Based on 2000-2002  
 Percent Employed/Enrolled in Further Education

	1998	2000	2001	2002	3 Yr Average*	1-Year Difference	2-Year Difference	5-Year Difference
HARPER	91.5%	88.9%	92.7%	98.1%	93.7%	5.3%	9.2%	6.6%
STATEWIDE AVERAGE	92.2%	93.4%	92.1%	91.3%	92.1%	-0.7%	-2.0%	-0.9%

\* Weighted Average

SOURCE OF DATA: Occupational Follow-up Study

Mission Specific Indicators

At least 30% of the continuing education course offerings each year are new courses.

HARPER CONTINUING EDUCATION COURSES OFFERED FY 2001 – FY 2003

	FY 2001	FY 2002	FY 2003
Total number of courses offered	836	854	886
Number of new courses offered	264	261	329
Percent new courses offered	31.6%	30.6%	37.1%

SOURCE OF DATA: Harper CE Office

## **GOAL 2 – Teaching and Learning**

***Higher education will join elementary and secondary education to improve teaching and learning at all levels.***

### **What is the college now doing that advances the state goal?**

Many adults in the Harper District already have college degrees and recognize the importance of education. The College provides additional educational experiences for residents of all ages. Specific activities to improve teaching and learning at all levels undertaken during fiscal 2003 are detailed below.

- Offered a Continuing Education Substitute Teacher Training Program to support the training needs of the local school districts.
- Offered Basic Skills Review classes and exams.
- Hosted the 1<sup>st</sup> Annual Early Childhood High School Conference. Over 90 students participated in the program. This program brought together those students enrolled in Life Study/preschool programs who are interested in majoring in Early Childhood.
- Created a new Education AAS degree and certificate for Teacher Paraprofessionals.
- Created a new EDU course for teachers and paraprofessionals, Intro to Language Arts in Elementary/Middle School Teaching.
- Established an advisory committee for the Education Department to improve teaching and learning; included on the committee are elementary school principals, assistant superintendents of instruction, and current classroom teachers.
- Worked collaboratively with the Education Department and other Social Sciences in identifying Illinois Elementary Education Standards in general education courses.
- Continued the mentoring program, which links Harper Education and/or Psychology students with educationally at-risk students in district elementary schools.
- Expanded dual credit offerings in the areas of Administrative Technology and Education. Over 650 students participated in dual or concurrent credit offerings during fiscal 2003.
- Participated in the Spring High School Career Open House.
- Hosted the 18<sup>th</sup> Annual High School Accounting Contest. Participation included 87 students from 10 feeder high schools.
- Provided summer educational programs for 2,109 children.

### **What specific action(s) does the college intend to undertake during the coming year (or two) to advance the state goal?**

- Continue the mentoring program linking Harper Education and/or Psychology students with educationally at-risk students in district elementary schools.
- Provide faculty service on the Policy Committee researching an Associate in Arts degree in Teaching.



- Continue to pursue high school dual credit enrollment for the Education and Administrative Technology departments in addition to current offerings in Computer Information Systems and Hospitality Management.
- Offer off-site paraprofessional training to local school districts' instructional aides using a cohort model.
- Host a curriculum articulation activity with feeder high schools in a discipline-specific area.

**Performance Indicators** (Not required for community colleges)

### **GOAL 3 – Affordability**

***No Illinois citizen will be denied an opportunity for a college education because of financial need.***

#### **What is the college now doing that advances the state goal?**

Current economic conditions have challenged the ability of students to pay for their college education. A reduction in funds available for student support has been a challenge for the College Scholarships & Financial Assistance Office, which administers federal, state and institutionally allocated monies for student assistance. The Office provides services designed to assure that students with demonstrated financial need will not be denied the opportunity for a college education because of financial barriers. Activities undertaken by the Office during fiscal 2003 are detailed below.

- Expanded efforts to promote awareness of financial assistance opportunities. Specific visibility and awareness programs were designed serving traditional and non-traditional students. Eight financial aid seminars were presented on campus and at local high schools. These “Financial Aid Awareness Seminars” were open to the public, regardless of school choice. The College strongly supports serving the community, and therefore presented the free seminars to all interested parties in order to ensure that students have access to necessary information and procedures required for the financial assistance application process. The seminars provided families with an overview of the types of federal and state aid available and provided information about numerous scholarship opportunities. The College team provided assistance with the application process also. Families attending the seminars were given access to the Department of Education’s FAFSA on the Web Program that allows a quick and easy method of applying for assistance.
- Increased awareness of scholarships available to students through the Harper College Educational Foundation. Enhancement of Web processes and streamlined paper application procedures for students without computer access allowed the College to reach more students in need than ever before as indicated by the increase in applications received. Last year the number of applicants for financial assistance increased by 21% compared with the preceding year. Students received over \$7 million dollars in federal, state, private and institutional awards.
- Continued successful financial aid seminars for minority students and their families. These seminars were a collaborative effort, with teams from Admissions, Enrollment Services, Multicultural Learning, and Scholarships & Financial Assistance. The teams visited local high schools and assisted students with the financial assistance application process while providing complex information in an easily accessible and friendly manner. Seminars were offered in Spanish and English, ensuring that our community’s needs were met and necessary information was accessible to everyone. The College

expanded the seminars, offering five sessions in the bilingual format. These programs were part of a concerted College diversity effort in alignment with institutional priorities.

- Increased financial aid awareness by ensuring that a financial aid representative be present at 25 admissions recruiting events and over 10 new student orientation sessions. These events allowed information regarding financial aid and the financial aid process to be easily accessible to the community.
- Refined reporting and processing systems, automating programs to increase the number of applicants served successfully and decrease the time required for notification of students with respect to financial assistance opportunities.
- Collaborated with the IT department to automate the book voucher process. This procedure allows students to purchase books and supplies prior to the disbursement of aid, which typically occurs after the tenth day of the semester. This process allows students to go directly to the bookstore and make purchases using financial aid. Students no longer need to come to the Scholarships and Financial Assistance office to pick up paper vouchers. This procedure assists several hundred students.

**What specific action(s) does the college intend to undertake during the coming year (or two) to advance the state goal?**

The Scholarships & Financial Assistance Office plans to continue and/ or expand its services during fiscal 2004 as detailed below.

- Continue enhancing efforts to promote awareness of financial assistance opportunities. Many enhancements will be invisible to the students served, involving internal automation processes to allow greater ease of access to informational materials. One example is the use of portals via the Website. The portals will have the additional enhancement of a Multilanguage feature permitting the College to reach a greater number of students by providing information in the student's primary language. Because financial assistance information can be quite complex, providing information in the student's primary language will increase the possibility of student access to vital information.
- Increase awareness initiatives by expanding the awareness seminars and by participating in sessions offered through the Center for New Students, reaching students interested in pursuing a higher education who may not be aware of the numerous opportunities afforded through federal and state assistance programs.
- Continue assisting students with the application process by providing access and help with the on-line application process. This process significantly decreases time required to receive notification concerning student eligibility for assistance. By offering a quicker response, families with demonstrated financial need will have the opportunity to make informed decisions regarding the accessibility of higher education.

- Continue support of the Outreach Team by participating in general information seminars designed to provide students and their families with the necessary information to make informed decisions about access and affordability. These general information seminars will be in addition to the expanded Financial Aid Awareness Seminars, assisting students and families regardless of school choice.
- Increase collaboration with internal and external constituents (such as community service organizations, local businesses, and area school districts). This will enhance the Office's visibility efforts to ensure even more families are provided the necessary information and access to financial assistance opportunities. The effort will include the support of the Marketing Department, which designs print material, on-line applications, e-mail inquiry links and direct mail materials intended to provide pertinent information to our community. Each effort will directly support institutional priorities, increasing awareness and providing access to the opportunity for a college education.

### **Performance Indicators**

#### Common Institutional Indicators (from Illinois Community College Board)

Not available for FY 2003

## **GOAL 4 – Access and Diversity**

*Illinois will increase the number and diversity of citizens completing training and education programs.*

### **What is the college now doing that advances the state goal?**

Based on the 2000 Census, the Harper District ethnic diversity is increasing. Hispanic and Asian minorities in particular are adding to the diversity of the district. The College welcomes diversity and provides support systems for diverse populations. Harper College has initiated many strategies to increase the number and diversity of citizens completing training and education programs.

Student and community related activities to advance the state goal conducted during fiscal 2003 are detailed below.

- Established the Center for Multicultural Learning.
- Secured approval from Diversity and International Committees for a World Cultures and Diversity graduation requirement.
- Established the Multicultural Fellows Program. Four full-time faculty members were selected to work collaboratively with the Center for Multicultural Learning to develop curriculum infusion projects.
- Established REACH, a Foundation-supported initiative to develop and launch a special “bridge” system for diverse students who transition from high school to Harper.
- Assisted 508 students with disabilities through the Access and Disability Services Center. The center provided over 7,000 hours of specialized advising, counseling and tutoring to students with disabilities. The center also ensures the campus is navigable by students with physical disabilities. Seven projects were started or completed to improve navigability during fiscal 2003.
- Implemented specialized courses in English and reading for deaf/ hard of hearing students.
- Sponsored 17 Harper visits and nine other events for high school students with disabilities and their families. 167 students from 16 high schools participated.
- Held the annual Multicultural Retreat sponsored by the Center for Multicultural Learning.
- Sponsored the Black History Month Celebration performance of “The Meeting,” a one hour fictional portrayal of a meeting between Martin Luther King and Malcolm X. Approximately 1,200 junior high and high school students , and over 200 members of the community attended this event.
- Sponsored Harper Fusion, a multicultural celebration. Sixty students took part in the show extravaganza and 250 people attended the event.
- Initiated process to translate the Harper web site into Spanish.
- Implemented the Diversity Book Club.

The College also implemented several employee-related organizational change initiatives to support diversity on campus as detailed below.

- Reorganized administrative structure creating two new administrative positions: Assistant Vice President for Diversity & Organizational Development and Associate Dean for Multicultural Learning administrative positions.
- Provided Command English to employees through Corporate Services.
- Incorporated the Diversity web site within Employment site.
- Created the “Diversity Feature” for inclusion in the employee newsletter, *Inside Harper!*.
- Expanded required attendance at the Diversity Workshops to include all employees participating in new employee selection.
- Created the Consortium for Inclusive Hiring by Community Colleges in NW Illinois.
- Implemented “Growing Your Own” Diverse Employee Recruitment Program. 30% of the new hires were from racial or ethnic minorities.
- Provided faculty development seminars and consultations on disability issues for 114 faculty and staff.

**What specific action(s) does the college intend to undertake during the coming year (or two) to advance the state goal?**

Efforts for fiscal 2004 that directly relate to students and the community are detailed below.

- Request the Academic Standards Committee and Curriculum Committee include the evaluation of diversity and multicultural content into the current Curriculum Portfolio Review.
- Encourage faculty to critique current courses for diversity and multicultural content, strengthening this content as needed.
- Provide support for departmental seminars, learning opportunities and open dialogue for faculty to deepen the scope of course offerings with respect to diversity.
- Develop and sponsor seminars and workshops, which support the infusion of diversity and multiculturalism into the curriculum and pedagogy.
- Seek grant funding to support faculty initiatives regarding diversity and multicultural infusion.

Organizational initiatives for fiscal 2004 are detailed below.

- Support leadership groups’ (President’s Council, Faculty Senate, Deans’ Council, College Assembly, etc.) efforts to implement diversity initiatives.
- Support leadership groups’ efforts to advance a diversity agenda.
- Incorporate elements of diversity within college-wide processes such as Strategic Long-Range Plan, Program Review, Curriculum Development, etc.
- Complete ADA accessibility projects costing \$195,000.
- Conduct a faculty awareness/ attitudinal survey regarding access and accommodations for students with disabilities.

**Performance Indicators**

Common Institutional Indicators (from Illinois Community College Board)

MEASUREMENT 4C1  
ILLINOIS COMMUNITY COLLEGE SYSTEM PROGRAM COMPLETIONS FOR HARPER  
STUDENTS WITH DISABILITIES, FISCAL YEARS 1998, 2000 - 2002

	FY 1998		FY 2000		FY 2001		FY 2002		1-Year Change		2-Year Change		5-Year Change	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
HARPER with Disabilities*	11	0.8%	22	1.6%	37	2.8%	48	3.6%	11	29.8%	26	188.2%	37	337.0%
HARPER without Disabilities*	1426	99.2%	1,351	98.4%	1,291	97.2	1,293	96.4%	2	0.2%	-58	-4.3%	-133	-9.3%
HARPER Total All Students	1,437	100%	1,373	100%	1,328	100%	1,341	100%	13	1.0%	-32	-2.3%	-96	-6.7%

SOURCE OF DATA: A1 Record Submission and Harper Regent Data for FY98, FY00, and FY01

MEASUREMENT 4C1  
ILLINOIS COMMUNITY COLLEGE SYSTEM PROGRAM COMPLETIONS FOR HARPER  
BY ETHNICITY, FISCAL YEARS 1998, 2000 - 2002

College	FY 1998		FY 2000		FY 2001		FY 2002		1-Year Change		2-Year Change		5-Year Change	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
HARPER All Minorities	251	17.5%	273	19.9%	228	17.2%	383	28.6%	155	68.0%	110	40.3%	132	52.6%
Asian	135	9.4%	141	10.3%	116	8.7%	155	11.6%	39	33.6%	14	9.9%	20	14.8%
Indian	4	0.3%	5	0.4%	0	0.0%	5	0.4%	5	N/A	0	0.0%	1	25.0%
Black	30	2.1%	28	2.0%	27	2.0%	30	2.2%	3	11.1%	2	7.1%	0	0.0%
Hispanic	60	4.2%	82	6.0%	72	5.4%	95	7.1%	23	31.9%	13	15.9%	35	58.3%
White	1,186	82.5%	1,100	80.1%	1,100	82.8%	958	71.4%	-142	-12.9%	-142	-12.9%	-228	-19.2%
Alien	22	1.5%	17	1.2%	13	1.0%	7	0.5%	-6	-46.2%	-10	-58.8%	-15	-68.2%
Other	0	0.0%	0	0.0%	0	0.0%	91	6.8%	91	N/A	91	N/A	91	N/A
HARPER Total All Students	1,437	100%	1,373	100%	1,328	100%	1,341	100%	13	1.0%	-32	-2.3%	-96	-6.7%

N/A = Not applicable because denominator is 0.

SOURCE OF DATA: A1 Record Submission

MEASUREMENT 4C1  
ILLINOIS COMMUNITY COLLEGE SYSTEM PROGRAM COMPLETIONS FOR HARPER  
BY GENDER, FISCAL YEARS 1998, 2000 - 2002

	FY 1998		FY 2000		FY 2001		FY 2002		1-Year Change		2-Year Change		5-Year Change	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
HARPER Males	512	35.6%	526	38.3%	439	33.1%	518	38.6%	79	18.0%	-8	-1.5%	6	1.2%
HARPER Females	925	64.4%	847	61.7%	889	66.9%	823	61.4%	-66	-7.4%	-24	-2.8%	-102	-11.0%
HARPER Total All Students	1,437	100%	1,373	100%	1,328	100%	1,341	100%	13	1.0%	-32	-2.3%	-96	-6.7%

SOURCE OF DATA: A1 Record Submission

Mission Specific Indicators

The ethnic diversity of students will exceed the diversity of the Community served by the College, based on the 2000 Census, as measured by the Diversity Index.

HARPER MEASUREMENT 4-1  
 DIVERSITY OF HARPER STUDENTS AND THE HARPER COLLEGE DISTRICT  
 DIVERSITY INDEX\* FOR FALL SEMESTERS 1998 - 2002

	FALL 1998	FALL 1999	FALL 2000	FALL 2001	FALL 2002
HARPER	.47	.49	.52	.52	.52
HARPER District (Census 2000)	.38	.38	.38	.38	.38

\*Diversity Index =  $1 - \sum_G \left( \frac{N \text{ in Ethnic Group}}{\text{Total N}} \right) \left( \frac{N \text{ in Ethnic Group} - 1}{\text{Total N} - 1} \right)$  where G means sum over the ethnic groups

SOURCE OF DATA: E-1 File for College Diversity Index calculation, Census 2000 data for the Harper District calculation



## **GOAL 5 – High Expectations and Quality**

*Illinois colleges and universities will hold students to even higher expectations for learning and will be accountable for the quality of academic programs and assessment of learning.*

### **What is the college now doing that advances the state goal?**

Harper College historically has held students to a high standard of learning and achievement. Activities that the College undertook during fiscal 2003 to promote high standards are listed below.

- Started a review of the College Learner Outcomes Plan that includes baccalaureate oriented “program” assessment of the core general education areas (Communications, Mathematics, Physical and Life Sciences, Humanities and Fine Arts, and Social and Behavioral Sciences). Each area comprises a portion of the baccalaureate “program”. Program outcomes were structured under general education to gain consensus among faculty. The plan calls for on-going assessment every five semesters. A full cycle of general education program outcomes has been completed and the College is reassessing the process. Initial findings indicate that the process is working at the discipline level but may need adjustments related to the learning outcomes across disciplines.
- Conducted end-of-program assessments in the following career programs: Cardiac Technology, Certified Nursing Assistant, Certified Professional Secretary, Dental Hygiene, Dietetic Technology, Networking and Senior Networking Specialist, and AAS Nursing.
- Identified outcomes that students are able to achieve by their completion of the program for each Career Program. Assessment strategies related to these outcomes are articulated for each Career Program area.
- Conducted extensive program reviews for 14 degree, certificate, and/or academic and student support service programs and made recommendations for modifications and improvement. All programs are reviewed on a five-year cycle.
- Piloted passive learning communities for new full-time students in addition to offering traditional learning communities and participated in the Boyer Center Study to assess learning outcomes of this program, which was identified nationally as a model program.
- Administrators and faculty participated in assessment conferences offered throughout Illinois during the 2002-2003 academic year to gather information on assessment programs and practices.
- Teacher education faculty, in collaboration with social sciences faculty, have been working to identify common learning outcomes and assessment products specific to the mandated student learning outcomes that must be demonstrated in student portfolios for transfer to teacher education programs at four-year institutions.
- Collected data to evaluate the impact of adding a 5th hour to general chemistry CHM 121 and CHM 122 courses designed to improve student performance.
- Developed a new chemistry course for elementary education majors. Faculty have been using focus groups, classroom observations, and videotapes of the classroom

observations to assess the course. A brief summary of the information has been developed and a more extensive review will be forthcoming.

- Reviewed results of placement test cut-off scores to ensure that they are appropriate for student success.
- Received external validation of learning and program quality for specific programs from the National League for Nursing Accrediting Commission and the National Association of Schools of Music.
- Monitored student academic progress through a Standards of Academic Performance policy with required intervention for students having less than a “C” cumulative grade point average.
- Developed benchmark measures to assess program health annually. These measures supplement the current five-year program review cycle.
- Developed a graduate credit course focused on improving teaching and student learning that will be offered to Harper faculty next year.
- Established a Kappa Beta Delta International Business Honor Society and inducted 167 students and 8 faculty members.
- Added a Business Communication course to the English as a Second Language curriculum.
- Revised the curriculum in remedial mathematics to improve student success.
- Developed a competency-based assessment instrument for leadership, sales and customer service in Corporate Services.

**What specific action(s) does the college intend to undertake during the coming year (or two) to advance the state goal?**

- Design and implement the assessment of the College Learner Outcomes Plan to take place over the next 18 months. Information gleaned from this process will be used to work with individual departments and core general education areas to improve assessment practices of the institution related to the general education core and related transfer programs.
- Submit the proposal for a multicultural requirement for graduation to the Academic Standards Committee for review.
- Continue to develop planned prioritized learner-centered campus facilities and infrastructure to optimize learning access and service delivery.
- Develop additional assessment processes and a system to document changes in curriculum or other program processes related to needs identified by the assessment process.
- Focus on-campus faculty development programs on student learning and retention.
- Offer a graduate credit course focused on improving teaching and student learning to current faculty.
- Review career programs’ continuous assessment processes and end-of-program assessments. Where appropriate, additional “end-of-program” assessments that validate learning outcomes may be developed.

**Performance Indicators**

Common Institutional Indicators (from Illinois Community College Board)

MEASUREMENT 5C1  
GRADUATE SATISFACTION FOR HARPER COLLEGE  
FOR FISCAL YEARS 1998, 2000 - 2002

	FY 1998		FY 2000		FY 2001		FY 2002		3 Yr Average* Based on FY 2000-02		1-Year Difference		2-Year Difference		5-Year Difference	
	N**	%	N**	%	N**	%	N**	%	N**	%	N**	%	N**	%	N**	%
HARPER	437	91.6%	219	90.5%	888	90.9%	532	93.2%	546	91.6%	-356	2.3%	313	2.7%	95	1.6%

\*\* N = number of satisfied/very satisfied question responses  
Measurement includes percent of respondents to the Occupational Follow-up Study who were satisfied/very satisfied with program components, courses outside the program major and support programs and services. Designated programs.

SOURCE OF DATA: Occupational Follow-up Study

Mission Specific Indicators

Students rating quality of instruction and students rating primary support services will indicate satisfaction with instruction and support services provided as indicated by 90% student agreement on the Student Opinion of Instruction and 90% student agreement on Student Center Surveys.

HARPER MEASUREMENT 5-1  
STUDENT SATISFACTION SURVEYS  
FOR FISCAL YEARS 2001 - 2003

	FY 2001	FY 2002	FY 2003
Academic			
Satisfaction with Instruction	95.0%	95.2%	95.7%
Satisfaction with Tutoring	93.6%	91.0%	97.2%
Student Support			
Center for New Students and Orientation	99.6%	99.2%	99.2%
Full-Time Orientation	95.2%	95.2%	96.0%
Career Center	99.7%	97.9%	98.8%
Academic Advising & Counseling	98.0%	95.6%	97.4%
Women's Program		94.6%	100.0%
Access & Disability Services	97.0%	96.0%	98.0%
Assessment & Testing Center	97.8%	97.8%	97.6%
Health & Psychological Services	88.4%	100.0%	99.7%
Center for Multicultural Learning	98.9%	98.7%	97.9%

SOURCES OF DATA: Student Opinion of Instruction Survey and Tutoring and Student Center Surveys

**Best/ Effective Practice: FOSTER K-16 PARTNERSHIPS**

Harper developed an advisory committee for the paraprofessional education program consisting of assistant superintendents for personnel services (two), Harper adjunct faculty, elementary school teachers, and other elementary feeder district personnel (total six) to improve teaching and learning. The Paraprofessional Education Advisory Committee provides valuable input into the development of the Paraprofessional Education A.A.S. and Certificate programs for Harper faculty and administration. Professionals from the schools bring practical experience from their work environment to the College that have helped improve the Paraprofessional Education programs and explored partnerships to enhance the program for potential students. The members of the committee are the primary hiring agents for teacher aides coming through the program.

The following areas represent the results of implementing ideas and academic program development where the expertise of the Paraprofessional Education Advisory Committee members was used by Harper faculty and administration.

**Advisory Committee for Education**

- Provided valuable input on the development of the Teacher Paraprofessional AAS & Certificate so graduates would best meet the needs in district schools.
- Assisted with the development of a new course: Introduction to Language Arts in Elementary and Middle School Teaching.

**Illinois Elementary Education Content Area Standards**

- Established Education standards in course content.
- Worked with Social Science faculty to identify IEES that are met in general education courses for EDU student comprehensive portfolios.

**Continuing Education**

- Developed a Substitute Teacher Training Program
- Developed a Basic Skills Review course

**Onsite Training**

- Conducted a course onsite for School District 54 (Schaumburg/Hoffman Estates) for instructional aides' paraprofessional training using the cohort model.

**Dual Credit**

- Pursued and offered dual credit for EDU 201: Introduction to Education with High School Districts 211 and 214

**Joint Information Sessions**

- Hosted Education Information Night prior to fall and spring semesters. Participants included Education, Early Childhood Education, and Continuing Education departments; 150 people attended the sessions.

**Mentor Program**

- EDU students participated in the Educational Mentor Program offered through the Psychology Department, which introduces students to service learning opportunities.

Clearly, partnering with K-12 professionals from local school districts benefits Harper students and the participating school districts.

## **GOAL 6 – Productivity and Accountability**

*Illinois colleges and universities will continually improve productivity, cost-effectiveness, and accountability.*

### **What is the college now doing that advances the state goal?**

Harper closely monitors the economic conditions of the district and searches for ways to reduce costs while improving service. The College continued to improve productivity and cost-effectiveness by moving services to the Web during fiscal 2003. Specific activities are detailed below.

- Moved credit registration and payment to the Web and implemented online ordering of textbooks from the bookstore. Web registration/ payment and online ordering of textbooks have expanded times the services are available to students while improving the efficiency of College business processes.
- Consolidated purchasing of office supplies into one large bid, thereby leveraging the College's buying power. The RFP required the vendor be able to provide online ordering from a client specific catalog and that the vendor be able to provide next day delivery to the building. The new process eliminated the need for a central stores inventory and staff without reducing service levels and lowered costs to the college community.
- Consolidated purchasing of parts for the physical plant. Like the office supply vendor, this vendor has online catalog ordering and delivery capability. The changes in these processes have eliminated many small checks to a number of office suppliers and parts suppliers, saving time and money.
- Implemented a Physical Plant computerized maintenance management system.
- Implemented Service Desk systems from Peregrine.
- Listed all bids on the College purchasing web site and published the results of the bid on the same web site. This provided an easy way for vendors to track bidding requirements and results.
- The Foundation ran their annual employee campaign through the web. Most of the advertising of the campaign was done on the web. Employees were able make their donations via the Web again saving staff time and money.

### **What specific action(s) does the college intend to undertake during the coming year (or two) to advance the state goal?**

- Implement continuing education registration on the web.
- Implement the Harper Portal for students, staff, and board members.
- Implement Phase I of Paperless Board meeting material via the Portal.
- Initiate investigation of replacing the current ERP system with a Web-centric system.

**Performance Indicators**

Common Institutional Indicators (from Illinois Community College Board)

MEASURE 6C1  
COST OF INSTRUCTION PER CREDIT HOUR AND AS A PERCENT OF STATE AVERAGE  
FOR FISCAL YEARS 1998, 2000 - 2002

	FY 1998		FY 2000		FY 2001		FY 2002		1-Year Change		2-Year Change		5-Year Change	
	Cost	%ofAve	Cost	%ofAve	Cost	%ofAve	Cost	%ofAve	Cost	%ofAve	Cost	%ofAve	Cost	%ofAve
HARPER	\$222.30	129.4%	\$230.16	122.9%	\$254.16	130.8%	\$249.80	126.1%	(\$4.36)	-1.7%	\$19.64	8.5%	\$27.50	12.4%

SOURCE OF DATA: Community College Unit Cost Study

MEASUREMENT 6C2  
ADMINISTRATIVE AND SUPPORT COST\* PER CREDIT HOUR FOR HARPER COLLEGE  
ILLINOIS COMMUNITY COLLEGE SYSTEM, FISCAL YEARS 1998, 2000 - 2002

	FY 1998		FY 2000		FY 2001		FY 2002		1-Year Change		2-Year Change		5-Year Change	
	Cost	%ofAve	Cost	%ofAve	Cost	%ofAve	Cost	%ofAve	Cost	%ofAve	Cost	%ofAve	Cost	%ofAve
HARPER	\$107.86	142.6%	\$115.77	111.6%	\$131.73	148.5%	\$129.73	141.5%	(\$2.00)	-1.5%	\$13.96	12.1%	\$21.87	20.3%

\*Includes Academic Admin & Planning, Academic Support, Student Services, and General Institutional Costs.

\*\*State average (AVE) is weighted.

SOURCE OF DATA: Community College Unit Cost Study

MEASURE 6C3  
FULL-TIME FIRST TIME ENTERING COHORT PERCENT GRADUATED, TRANSFERRED, OR STILL ENROLLED  
AT 150 PERCENT OF PROGRAM LENGTH (IPEDS GRS METHODOLOGY) FOR HARPER COLLEGE  
FOR FISCAL YEARS 1997, 1998 - 2000

College	Fall 1995 Cohort through Summer 1998		Fall 1997 Cohort through Summer 2000		Fall 1998 Cohort through Summer 2001		Fall 1999 Cohort through Summer 2002		1-Year Change		2-Year Change		5-Year Change	
	N*	%**	N*	%**	N*	%**	N*	%**	n	%	n	%	n	%
HARPER	1,114	65.1%	789	59.8%	922	65.0%	1,514	63.7%	592	64.2%	725	91.9%	400	35.9%

\*Number of full-time first-time entering cohort fall semester of year specified.

\*\*Percent of fall cohort through summer of year specified graduated, transferred, or still enrolled.

SOURCE OF DATA: Fall Enrollment (E1), Annual Enrollment and Completion (A1) and Shared Data files.

**Best/ Effective Practice: DEFERRED PAYMENT PLAN**

The College has implemented a new Deferred Payment Plan that reduced the default rate, automated the process, and dramatically cut staff time on collections.

Under the previous plan, students paid a processing fee plus 20% of in-district tuition and all fees. The balance was due in two equal installments. Students were expected to pay by the designated due date. A \$20.00 late fee was assessed if payment was not received within 10 days of each due date. A registration block was put on the students' accounts if the second payment was not received. These penalties were not seen as onerous and therefore often ignored and students did not pay their installments. Any check returned unpaid resulted in a \$25.00 NSF fee assessed to the account. Students often paid if they wanted to register for the next semester; therefore, after the beginning of the next semester, delinquent letters were sent. Students were advised that a collection fee would be added to the balance and the account would be sent to collection if the bills were not paid by a designated date. Collection of money happened long after the semester ended if at all.

Under the current deferred payment plan, students initially pay 1/3 of the balance. The processing fee is added to the balance of the account and divided into 3 payments. The remaining two installments are withdrawn directly from students' checking accounts. Summer students make 1/2 of the payment and the remaining balance is withdrawn from their checking accounts in one payment. Students must have a valid checking account or have authorization from a third party plus submit a voided blank check. The accounts set up for withdrawal from the bank are pre-noted to check the accuracy of the banking information. After the file is transmitted to the bank, information is sent via fax from the bank if the account is NSF, Account Closed, Stop Payment, etc. The returns are reversed on the accounts and NSF accounts are transmitted to the bank one more time. All this can be done with little human intervention. If students do not pay or make arrangements to pay, the accounts are sent to collection with the additional collection fees added to the accounts. The chart below illustrates the new plan significantly reduced uncollected tuition and fees.

	Tuition & Fees	Unpaid 6/4/2003	Default 6/4/2003
<b>Previous Plan – DPP Semester</b>			
Fall 1999	\$1,032,018.13	\$67,472.54	6.54%
Spring 2000	\$ 876,719.57	\$51,618.59	5.89%
Sum 2000	\$ 122,620.79	\$ 7,387.88	6.02%
Fall 2000	\$1,183,000.49	\$48,719.04	4.12%
Spring 2001	\$ 846,422.21	27,818.78	3.29%
<b>Current Plan – ACH Semester</b>			
Fall 2001	\$1,026,364.13	\$13,654.23	1.33%
Spring 2002	\$ 961,650.50	\$ 4,059.37	0.42%
Sum 2002	\$ 139,119.25	\$ 2,676.17	1.92%
Fall 2002	\$1,301,210.91	\$27,373.38	2.10%
Spring 2003	\$1,150,978.52	\$15,089.11	1.31%

Under the current plan the average default rate over the past five semesters was 1.42% compared to 5.17% under the previous plan for comparable semesters. The current plan has considerably reduced staff time to handle payments. In addition, cash flow projections are more accurate and students appreciate the convenience of automatic payments.

## **Status Report on Goal-Setting for Common Institutional Indicators**

To ensure that the common institutional indicators are integrated into our strategic long range planning and that areas affected set goals for each indicator, Harper College will establish a taskforce for each state goal. The taskforces will operate under the auspices of the Institutional Planning Committee (IPC). During the Fall 2003 semester, the IPC will convene the taskforces for each of the six state goals. The majority of the taskforce members will be from areas impacted by the common institutional indicators. Each taskforce will be given the ICCB provided common institutional indicators related to their state goal and be charged with the responsibility to establish institutional goals for each indicator. The following outlines membership for each taskforce:

### Goal 1 – Economic Growth Taskforce

Chair: Institutional Planning Committee Member

Other Members: Representatives from the Following Programs

Career Credit Programs, Continuing Education, Corporate Services, Career Center, Counseling and Advising, Conference Center, Strategic Alliances

### Goal 2 – Teaching and Learning Taskforce

Chair: Institutional Planning Committee Member

Other Members: Representatives from the Following Programs

Education Program Chair and faculty, Academic Dean, Admissions, Career Partnership, Elementary and Secondary School representatives

### Goal 3 – Affordability Taskforce

Chair: Institutional Planning Committee Member

Other Members: Representatives from the Following Programs

Financial Aid, Foundation, Administrative Services, Marketing, Grants

### Goal 4 – Access and Diversity Taskforce

Chair: Institutional Planning Committee Member

Other Members: Representatives from the Following Programs

Diversity and Organizational Development, Access and Disability Services, Women's Program, Multicultural Learning, Administrative Services, Marketing, Academic Affairs

### Goal 5 – High Expectations and Quality Taskforce

Chair: Institutional Planning Committee Member

Other Members: Representatives from the Following Programs

Academic Affairs, Information Technology, Student Affairs, Research, Strategic Planning, Enrollment and Marketing

### Goal 6 – Productivity and Accountability

Chair: Institutional Planning Committee Member

Other Members: Representatives from the Following Programs

Academic Affairs, Information Technology, Student Affairs, Research, Strategic Planning, Enrollment and Marketing



## **Status Report on Assessment of Student Learning**

### General Education

The College Learner Outcomes Plan includes baccalaureate oriented “program” assessment through the core general education areas of: Communications, Mathematics, Physical and Life Sciences, Humanities and Fine Arts, and Social and Behavioral Sciences. Each area comprises a portion of the baccalaureate “program”. We originally structured these program outcomes under general education because assessing baccalaureate “major” (program) outcomes was a difficult topic to gain consensus among faculty. The plan calls for on-going assessment every five semesters.

The College recently finished a full cycle of the general education program outcomes. At this time, the College is reassessing the process used for general education outcomes in these program areas to determine if the original goals of the plan are being met. Initial findings indicate that the process is working well at the discipline level but may need improvements to cover learning outcomes across various disciplines in each core general education area. Continued assessment of the process will take place over the next five semesters with the intent of using the information to strengthen and modify the general education learner outcome assessment plan.

Several administrators and faculty participated in assessment conferences offered throughout Illinois during the 2002-2003 academic year to gather information on assessment programs and practices in the State. These participants, in addition to others, are expected to form the core assessment group to work with the various assessment process improvement activities the campus will undertake over the next two years.

### Transfer Programs

Students taking transfer courses come to Harper with varying educational completion needs that range from taking one pre-requisite course to completing an associate degree. Assessing learning outcomes across students with various end-of-learning goals was problematic given the various start and end points of the students generally attending Harper. Given these initial concerns, the current assessment program covers traditional transfer program assessments via the College Learner Outcomes Plan that focuses on specific program outcomes within the general education core. As described in the prior section, each area of the College Learner Outcomes Plan comprises a portion of the baccalaureate “program”. This assessment program has been in place since May, 1999 and will be evaluated during the 2003-2004 academic year.

In addition to the assessment programs done across the curriculum in general education areas for transfer students, some programs have implemented discipline specific assessment programs. The following paragraphs highlight some of the changes that have been made this year in the curriculum and the assessment processes developed to determine the effectiveness of the changes for student learning.

- Teacher education faculty, in collaboration with the faculty in various disciplines, have been working to identify common learning outcomes and assessment products specific to the mandated student learning outcomes that must be demonstrated in student portfolios for transfer to teacher education programs at four-year institutions.
- Data is being collected to understand the impact of adding a 5th hour to general chemistry CHM 121 and CHM 122 courses. Harper Chemistry faculty are collecting data to determine if students performance is changing.
- A new chemistry course for elementary education majors was developed and faculty are assessing the course. Focus groups, classroom observations, and videotapes of the classroom observations are being used for this research.
- The mathematics department uses a departmental final for MTH 080 and MTH 103, and carefully examines the scores for patterns of learning. The department is dramatically changing MTH 060 and it will be utilizing a departmental final beginning Fall 2003. Changes in the courses will be analyzed comparing results from current semesters to those obtained in the previous semesters. The department will be looking at passing rates, retention throughout the term, and success in the next mathematics course.

### Career and Technical Programs

The college has in place end-of-program assessments in:

- Cardiac Technology,
- Certified Nursing Assistant,
- Certified Professional Secretary,
- Dental Hygiene,
- Dietetic Technology,
- Networking and Senior Networking Specialist, and
- AAS Nursing.

The college has identified Career Program Outcomes that students are able to achieve by completion of the program for each of the Career Programs offered at the institution. Assessment strategies are articulated for each of the Career Program areas, also.

### Use of Assessment Results for Improvement of Teaching and Learning

Significant changes made this past year based on assessment processes include:

- Dental Hygiene incorporated more self-analysis in the pre-clinical course with accompanying faculty feedback. They also developed a “private-practice mode” format for implementation in the final clinical course to assist in the transition to professional practice. The Practice of Dental Hygiene Care was adjusted using evidence-based research and current philosophies. National board exam student first-attempt pass rates have been 100% for the past three years.
- Revised and updated the ESL curriculum including the addition of a Business Communications course to the ESL curriculum offerings.

- Revised curriculum for developmental math courses to increase student success.
- Developed and conducted classes for developmental mathematics that utilize computer-assisted instruction to better meet the learning needs of students.
- Launched effort to increase the multicultural and diversity resource materials available to faculty, staff and students through \$5,000 Resources for Excellence Grant and the work of a Library Faculty member awarded one of four multicultural fellowships.
- Completely revamped Fire Science Technology program to gain Illinois State Fire Marshal's certification and match the needs of area fire departments.
- Launched the "Distance Learning Information Center" web site incorporating learning skills tools, distance course descriptions and requirements and specific information for distance learners. Measured nearly 5,000 hits to site since January 2003.
- Initiated the "Successful Teaching Online Mentoring Program" (STOMP) to increase the success of faculty using on-line course development resources to improve their teaching.
- Developed a graduate credit course focused on improving teaching and student learning which will be offered on-campus to faculty during the Fall 2003 semester.