

Fact Book 1999

 William Rainey Harper College

Fact Book 1999

Office of Research

Dawit Teklu, Director

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William Rainey Harper College
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PREFACE

The Office of Research is pleased to present the first edition of the William Rainey Harper College Fact Book. The Fact Book is designed to provide reliable and easily accessible information about the College. It is intended as a companion document to the Strategic Long-Range Plan document and will be produced yearly. In previous years, the Harper College Profile was the main source of information about the College. The Fact Book incorporates items previously included in the Profile and provides additional information spanning, where possible, five-year time periods. Eventually, the Fact Book will be accessible via a web page.

The Fact Book is divided into eight chapters. Chapters I and II are mainly narrative, providing an institutional profile and overview of the College (Chapter I) and information concerning organization and governance (Chapter II). Chapters III through VIII provide statistical information about: credit students and programs (Chapter III), continuing education students and programs (Chapter IV), finances (Chapter V), facilities (Chapter VI), human resources (Chapter VII), and support services (Chapter VIII). Where possible, statistical data is presented in table format for each of five years, 1994 - 1999.

Information contained in the Fact Book came from previously published documents, and compilations of information contained in Harper's data base and/or data submissions to the Illinois Community College Board (ICCB). Several College units, such as Accounting Services, Information Technology, Learning Resources Center, Student Development Services, and the Tutoring Center also provided data and information. We would like to acknowledge all the individuals and units of the College for their cooperation and assistance. The Fact Book is a product of the team efforts of the Office of Research staff members.

The Office of Research has sought input from units of the College before coming up with the list of final items to include in the Fact Book. The suggested changes and additions that we were unable to accommodate in the current edition will be incorporated in future editions.

We would appreciate your comments about the Fact Book and suggestions for future issues. E-mail your comments and suggestions to dteklu@harper.cc.il.us or call the office at 847/925-6263. With your input we hope to continuously improve future editions of the Fact Book.

Dawit Teklu, Director
Office of Research

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CHAPTER I
GENERAL INFORMATION

William Rainey Harper College

Institutional Profile 1998-99

- Location:** 1200 WEST ALGONQUIN ROAD
PALATINE IL 60067-9987
- Phone:** VOICE: 847/925-6000
FAX: 847/925-6034
- World Wide Web Address:** <http://www.harper.cc.il.us>
- Institutional Type:** Comprehensive Community College
- Institutional Accreditation:** North Central Association of
Colleges and Secondary Schools
- Enrollment:** Annual credit enrollment for 1998-99 was 23,916
Students
- Faculty:** 220 full-time, approximately 600 part-time
- Non-faculty:** 538 full and part-time.
- Academic Calendar:** Semester-Fall/Spring (17 weeks each)
Summer (8 weeks)
- Finances:** 1998-99 total operating budget \$60,023,495
- Degrees Awarded:** Associate in Arts (AA)
Associate in Engineering Science (AES)
Associate in Fine Arts (AFA)
Associate in Science (AS)
Associate in Applied Science (AAS)
Certificates
- Academic Divisions:** Academic Enrichment and Language Studies
Business and Social Science
Learning Resources Center
Liberal Arts
Life Science and Human Services
Student Development
Technology, Mathematics and Physical Sciences
Wellness and Human Performance

Campus Sites: Main Campus
1200 West Algonquin Road
Palatine, IL 60067-7398
847/925-6000

Northeast Center
1375 South Wolf Road
Prospect Heights
847/537-8660

Main Campus Buildings: Student and Administration Center
Public Safety Center
New Student Services and Art Center
Science, Math and Health Careers Center
Instructional Delivery Center
Academic Resource Center
Engineering and Applied Technology Center
Business and Social Science Center
Liberal Arts Center
Wellness and Sports Center
Observatory
Music Instruction Center
Marketing Services Center
Parks Management Shop
Roads and Grounds Shop
Plant Science Center

History of William Rainey Harper College

The story of William Rainey Harper College parallels the history of the community college movement in Illinois, an educational phenomenon in the late 1960s.

Late in 1964, while legislators in Springfield were adding the final revisions to the Illinois Community College Act enabling citizens to form their own college districts, concerned citizens in Chicago's northwest suburban communities petitioned for a referendum to vote on the establishment of a college. Within a matter of days after the legislation passed, voters in the four-township area of Elk Grove, Palatine, Schaumburg and Wheeling approved a referendum establishing the Harper district on March 27, 1965.

Groundwork for the referendum to establish a two-year college had been laid early in the 1960s with a survey of student needs and the establishment of a Concerned Citizens Committee. The success of the committee was exhibited in a 3-2 margin at the polls. Voters returned to the polls 34 days after approving the referendum to elect seven citizens, from among 48 candidates, as the first board of the new college.

Two years later, Barrington School District 224 (now Unit School District 220) annexed to the Harper district, and the boundaries of Harper's 200-square-mile-constituency were established to become Illinois Community College District 512.

Since its inception, Harper College has been most fortunate in having trustees possessing the capacity to work together in planning programs, solving problems and establishing goals unique in the annals of the northwest suburbs. The first board meeting was held in May 1965. The College had no name, no staff and no facilities, but it did have seven dedicated individuals determined to establish a community college worthy of the area it serves.

During the first year, a president was hired, architects were selected to design and plan a campus, the campus site was chosen and a decision was made to adopt the name of William Rainey Harper College in honor of the "father" of the two-year-college concept.

Voters in the district approved a \$7,375,000 building referendum 4-1 to begin Harper's second year. By September 1967, the College was staffed and operating with more than 1,700 students attending evening classes in mobile classes at Elk Grove High School, and ground had been broken for a new campus. Harper College was a reality, and the northwest suburbs had the first college in a 125-year history.

Harper serves as a cornerstone in Illinois educational history as the first two-year institution to complete Phase I of its building construction and the first to receive unqualified full accreditation, only six years after its founding, in the shortest possible time in 1971.

Throughout its brief history, Harper has had a record of monumental growth. The 1967 enrollment of 1,725 students jumped to 3,700 in one year, double the projections. When the doors opened on Harper's new campus in fall, 1969, 5350 students were enrolled. Enrollment topped 20,000 for the first time in fall, 1975.

The College employed numerous off-campus locations, instituted a Weekend College program, and opened an extension campus at Willow Park Center in 1975 to provide additional classroom space for day and evening offerings. The Northeast Center subsequently moved to the Hawthorne School in Wheeling, and in the fall of 1982, to the Stevenson School in Prospect Heights.

A successful referendum held in September, 1975 provided funds for the College to proceed with completion of the present campus, purchase land for a second site, and construct the first phase of buildings on that site when required by enrollment increases.

Buildings G and H (now the Engineering and Applied Technology Center) were completed and classes begun in the facilities in 1977. Building M, Wellness and Sports Center, and Buildings I and J (now the Business and Social Science Center) opened to classes in the 1979-80 academic year. All plans were subject to approval by the Illinois Community College Board and the Illinois Board of Higher Education.

In 1982, the College established a training center in cooperation with high technology firms in the area. The center was designed to provide instruction and resource materials relating to computer aided design and manufacturing. The innovative educational program of the CAD Center was structured to assist high technology firms in training their employees, as well as to provide some instruction in this developing technology to students in Harper programs. In 1986, the CAD Center was relocated from a Schaumburg office to the Engineering and Applied Technology Center at the campus.

In February 1985, residents of the college district approved a tax rate increase for operation of the College. This was the first increase in tax support for the educational programs, services and operating expenses of Harper College in the 20 years since the College was established.

Changes in population trends over the past 10 years indicated that a second campus would not be needed to accommodate projected enrollment, and the decision was made to sell the property, which had been purchased in Arlington Heights. The sale was finalized in 1986.

In August 1993, the College opened the Marketing Services Center. In the spring of 1994, the Liberal Arts Building was opened. This building includes the Liberal Arts division office, classrooms and faculty offices as well as the College Bookstore. First floor space includes a "black box" theatre for instructional use and three-dimensional art studios devoted to ceramics, sculpture, stagecraft and metal work. The two buildings

were part of a building phase that also includes renovation plans in existing buildings. The Academic Resource Center was completely renovated in 1994-95 to provide for space on the third floor for the departments and programs of the Academic Enrichment and Language Studies Division and to give appropriate space for the Learning Resource Center on the first and second floors. Occupancy was taken in the Spring and Fall of 1995. Renovations completed in 1996 included the addition of a large computer lab in Building I and updating of Building V.

The Board of Trustees approved the first and the second phase of the Technology Plan in 1995 and 1996. The campus computer network was completed in 1996, providing links between offices and classrooms and the internet with a variety of network resources to position Harper for higher education in the next century. In 1998, the College embarked upon implementing a new shared governance structure and the publication of the College's first comprehensive strategic long-range plan.

Philosophy, Mission and Vision Statements

Philosophy Statement

William Rainey Harper College is an institution of higher learning, which believes that student success is achieved through academic excellence. In order to help prepare students for the challenges of life and work, the College promotes a diverse curriculum taught by dedicated faculty and supported by qualified staff committed to teaching and learning. The College also recognizes the importance of the community it serves and enriches the cultural and intellectual life as well as the economic development of the Harper district. Finally, the College believes that the education of students must occur in an ethical climate, which affirms and promotes respect for all people.

Mission Statement

William Rainey Harper College is a comprehensive community college dedicated to providing excellent education at an affordable cost, promoting personal growth, enriching the local community and meeting the challenges of a global society. The specific purposes of the College are:

1. To provide the first two years of baccalaureate education in the liberal and fine arts, the natural and social sciences and pre-professional curricula designed to prepare students to transfer to four-year colleges and universities;
2. To provide educational opportunities that enable students to acquire the knowledge and skills necessary to enter a specific career;
3. To provide continuing educational opportunities for professional job training, retraining and upgrading of skills and for personal enrichment and wellness;
4. To provide developmental instruction for under prepared students and educational opportunities for those who wish to improve their academic abilities and skills.

Essential to achieving these purposes are all of the College's resources, support programs and services.

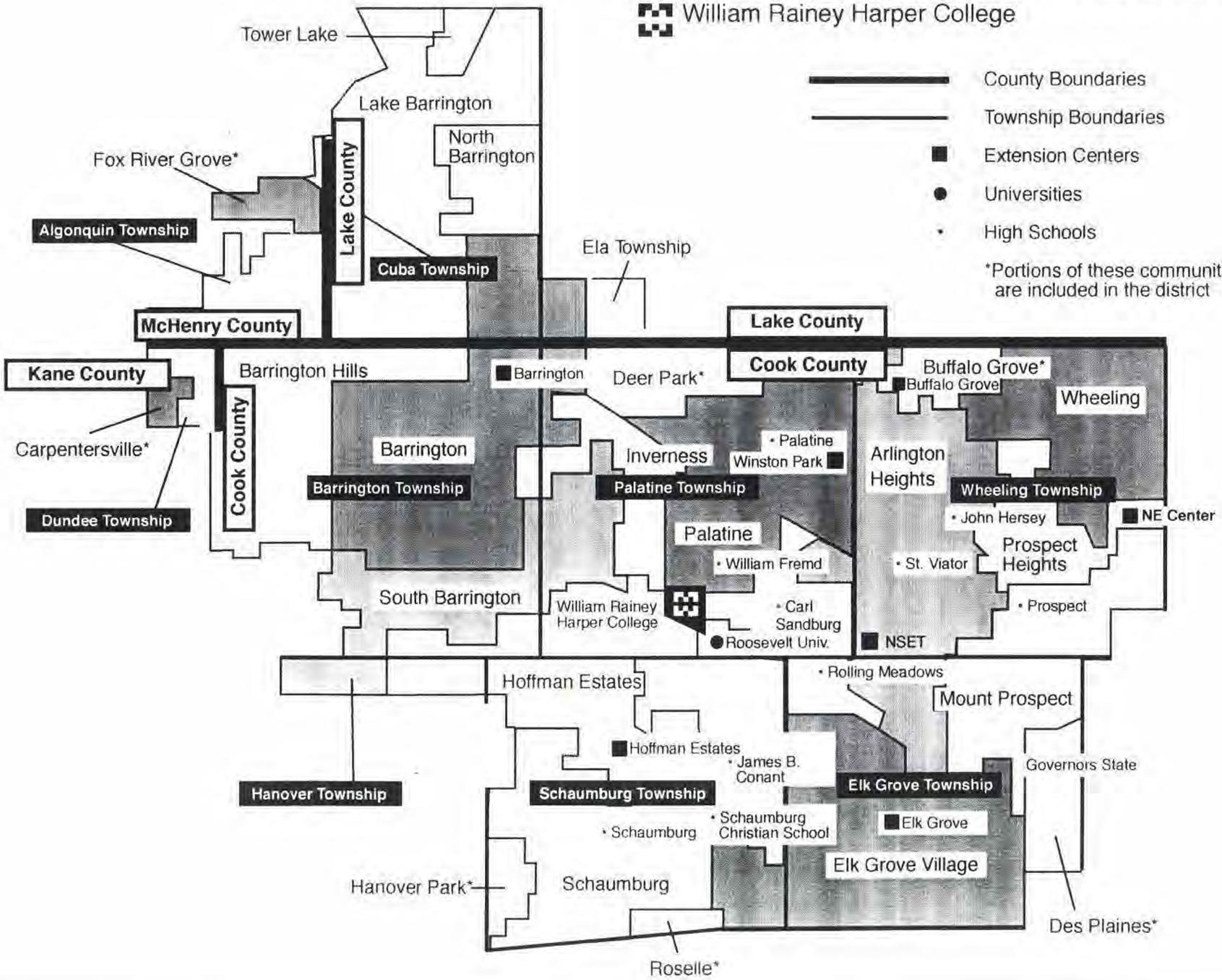
Vision Statement

Student Success Through Academic Excellence

Community College District 512



William Rainey Harper College



County Boundaries

Township Boundaries

Extension Centers

Universities

High Schools

*Portions of these communities are included in the district

Communities Served by William Rainey Harper College

Arlington Heights
Barrington
Barrington Hills
Inverness
Buffalo Grove*
Carpentersville*
Deer Park*
Des Plaines*
Elk Grove Village
Fox River Grove*
Hanover Park*
Hoffman Estates
Lake Barrington
Mount Prospect
North Barrington
Palatine
Prospect Heights
Rolling Meadows
Roselle*
Schaumburg
South Barrington
Tower Lakes
Wheeling

* Portions of these communities are included in the district

Accreditation

All William Rainey Harper College courses and educational programs, including counseling services, are fully accredited by the North Central Association of Colleges and Secondary Schools. The relationship between William Rainey Harper College and North Central Association's Commission on Higher Education began in 1968 when the College requested and was assigned correspondent status. The College was granted full accreditation in 1971, the first year it was eligible for such status. In 1981, 1987 and again in 1997, the Commission extended continued accreditation to William Rainey Harper College.

The College's business related programs of Accounting, Banking, Finance and Credit, Computer Information Systems, Hospitality Management, Insurance, Management, Marketing, Materials/Logistics Management, Office Careers and Real Estate are accredited by the Association of Collegiate Business Schools and Programs.

In addition, the Harper Dental Hygiene career program is accredited by the Commission on Dental Education of the American Dental Association; the Harper Music Department is accredited as a Community/Junior College Member of the National Association of Schools of Music; the Harper Paralegal Studies Program is accredited by the American Bar Association; the Harper Real Estate Program holds a Certificate of Real Estate School, Department of Registration and Education School Approval #46; the Harper Nursing Program is accredited by the National League for Nursing and approved by the Illinois Department of Professional Regulation; the Harper Dietetic Technician Program is granted Developmental Accreditation by the Commission on Accreditation/Approval for Dietetics Education of the American Dietetic Association a specialized accreditation body recognized by the Commission on Recognition of Post secondary Accreditation and the United States Department of Education.

The Medical Office Assistant certificate and degree programs have been accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), on recommendation of the Committee on Accreditation for Medical Assistant Education, aka The Curriculum Review Board of the American Association of Medical Assistants' Endowment (AAMAE).

Illinois Community College System Overview*

William Rainey Harper College is one of the colleges in the Illinois Community College System that consists of 40 community college districts (49 colleges) covering the entire state. Illinois community colleges provide educational programs designed for job entry into many technical fields and for transfer to baccalaureate degree programs. The system also has a business/industry center in every college district to assist local businesses and industries with employment training and upgrading needs. Learning new trades, updating work skills, and broadening horizons are all a part of the community college system's mission. Illinois community colleges serve more than 750,000 students through college credit courses and more than 250,000 students in noncredit instruction annually. The Illinois Community College Board (ICCB) serves as the state coordinating agency.

The Board consists of eleven members appointed by the Governor and confirmed by the Senate for six year terms. The ICCB Student Advisory Committee selects one student member for a one-year term. The Governor selects the Board Chair. Board meetings are held six times per year (January, March, May, June, September, and October) and except for June, are held on the third Friday of the month. July and December meetings are scheduled on a subject to call basis.

The Illinois Community College Board utilizes the advice and counsel of all constituent groups of the community college system in establishing policies necessary to implement state statutes. Four organizations representing various community college constituents in the state have been designated as official advisory groups to the Illinois Community College Board (ICCB). These four organizations are the Illinois Presidents Council, The Illinois Community College Trustees Association, The Illinois Community College Faculty Association, and the ICCB Student Advisory Committee.

MISSION

To administer the Public Community College Act in a manner that maximizes the ability of the community colleges to serve their communities;

To promote cooperation within the system and accommodate those state of Illinois initiatives that are appropriate for community colleges;

To be accountable to the students, employers, lawmakers, and taxpayers of Illinois;

To provide high-quality, accessible, cost effective educational opportunities for the individuals and communities they serve.

* Source: Illinois Community College Board (ICCB)

VISION

In carrying out its mission, the Illinois Community College Board affirms its commitment to the “educational development of all persons to the limit of their capacities as established in the Illinois Constitution.” The Board further affirms its commitment to provide leadership and direction to the community college system in ways that maximize local autonomy, but which assure that each local institution is allowed an equal chance of success. The Board accepts its role as a coordinating agency and believes that, in this role, it is an integral partner with local boards of trustees in providing a framework for successful learning experience for all residents of Illinois.

The Board commits itself to the following vision of the community colleges as a place where:

Teachers take pride in teaching, students take pride in learning, and the focus is quality and excellence;

A passionate thirst for new knowledge is instilled, both in students and in staff;

Society’s values can and must be shaped and revised by community colleges where leadership, integrity, humanity, dignity, pride and caring are purposefully taught and modeled;

The experiences of students are directed toward developing each of them as informed, responsible and contributing citizens and employees;

The responsibility for accountability is accepted eagerly;

Expressions and manifestations of bigotry, prejudice, and denigration of character are intolerable;

No individual is inherently more important than another, and each is provided with an equal opportunity to achieve success;

Actions are focused on interdependence, collaboration, and inclusiveness – “community” in its broadest sense;

Communities are assisted in identifying and solving problems such as substance abuse, Crime, child abuse, and a variety of conditions that undermine and destroy their fibre;

The boundaries of our communities are extended to countries around the world, and international interdependence is nurtured.

William Rainey Harper College Educational Foundation

The Harper College Educational Foundation was established in 1973. This non-profit organization, whose members are appointed by the Harper College Educational Foundation Board of Directors, provides additional funding for the College. Funds are used to provide various types of support including scholarships and awards, excellence in teaching and learning programs and construction and renovation projects. The Foundation manages over 120 scholarships and 62 project funds. These scholarships were created by individuals and corporations dedicated to providing an opportunity for everyone to receive higher education. The Educational Foundation, as of December 31, 1999, lists assets of \$3,556,411 and the endowment funds totalling \$2,127,476.

MISSION

The Harper College Educational Foundation is a non-profit (501[c][3]) organization that provides funding and resources for Harper College not available through normal government and tax sources. Money and resources raised by the Foundation are used to provide an edge of excellence to College programs.

PURPOSE

- Support the educational goals of the College;
- Assist the College in providing broader educational opportunities for students, alumni citizens and employees;
- Acquire additional assets for the College and administer these assets for the good of the College;
- Encourage corporations, foundations, and individuals to bestow on the College gifts, grants or bequests of money or property to be used for special instruction, research, scholarships, enrichment and development programs.

Board of Directors

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Sam Oliver

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Alfred Shapiro
President, Active Glass Company

Donald D. Torisky
Chairman and Chief Executive Officer
Lease Resolution Corporation

Duane M. Tyler
Partner, McGladrey & Pullen

Educational Foundation Account Funding Opportunities

Harper College has attained a national reputation for outstanding education since its founding. The Harper College Educational Foundation is instrumental in preserving this heritage and ensuring that the legacy of excellence in education is carried forward into the future. The Foundation assists in providing broader educational opportunities by acquiring additional assets for the College. Three major areas of funding have been targeted by the Foundation: Scholarships, Building and Renovation Projects, and Excellence in Teaching and Learning Programs.

Scholarships are available by Divisions:

- Student Affairs
- Academic Enrichment and Language Studies
- Business and Social Science
- Learning Resource Center
- Liberal Arts Life Science and Human Services
- Student Development
- Technology, Mathematics and Physical Sciences
- Wellness and Human Performance

They have also been categorized into these student groups:

- Entering Freshmen
- Currently Enrolled Students
- Entering Freshmen and Currently Enrolled Students
- Harper Students Preparing for Transfer to a 4-Year College or University

A partial list of scholarships and projects includes:

Endowed Scholarships

- Kathleen Fagan Memorial Nursing Scholarship
- Glenda F. Nuccio Memorial Scholarship
- Donald G. Albrecht Memorial Endowment
- Carl Zack Memorial Fine Arts Endowment
- Harold Cunningham Memorial Endowed
- Midge C. Smith Memorial Endowment

Renee Windle Danforth Memorial Endowment
Roy G. Kearns Memorial Endowment
Timothy A. Kolze Memorial Endowment
Lawrence Francione Memorial Scholarship
John Louis Papendrea Liberal Arts Memorial
Eugenia S. Chapman Memorial
Cheryl M. Dwyer Memorial Endowed
Walter E. and Elizabeth M. Schroeder Memorial
Glenn A. Reich Computer Science Scholarship
Nils Andrew Johnson Memorial Culinary Arts
Amersham Endowment
Harper Nursing Student Endowment
James J. McGrath Humanities
Northrop Grumman Engineering
IACAC Endowed
Geraldine Cosby Endowed Scholarship
Square D Engineering Endowed
Betty and Matt Cockrell Endowment
Elizabeth Schmik Hull
Motorola Award for Excellence
Sharlene Marchiori Memorial Nursing

Special Scholarships and Awards

Motorola Award for Teaching Excellence
Donald and Patricia Torisky Endowment
Glenn A. Reich Faculty Award for Instructional Technology
Gene and Hildegard Evans Memorial Scholarship for Continuing Education
Jacob and Iris Wolf Sign Language Interpreting
Kathleen N. Graber
Beverly Kiss Memorial
Wilford C. Papenthien Memorial
Fine Arts Scholarship
Minority Access to Higher Education

Latinos Unidos Student Organization
Access to Opportunity

Projects and Programs

Meteorite and Planetary Studies
Women's History Week
Wellness Program
Access and Disability Services
Music Academy
Model Office Project
English As A Second Language
Harper Symphony Orchestra
Neighborhood Literacy
Young Artists' Competition
Performing Arts Center
Instructional Conference Center

The foundation hosts an employee campaign, a Golf Open and a Harvest Ball to raise funds for specific projects, programs, and scholarships.

A gift by a corporation matching a gift by one of its employees, is an added source of funds. Corporate matching gifts can double, or even triple, an individual's gift.

In order to recognize those who support the Foundation, the following gift clubs have been created:

Harper Heritage Society recognizes those who have left Harper in their estate plans.

William Rainey Harper Society recognizes lifelong gifts of \$100,000 or greater.

President's Circle recognizes life long gifts of \$10,000 or greater.

Patron's Society recognizes annual gifts of \$5,000 to \$9,000

Director's Circle recognizes annual gifts of \$1,000 to \$4,999

Dean's Circle recognizes annual gifts of \$500 to \$999

Century Club recognizes annual gifts of \$100 to \$499

Naming opportunities are also available.

Cash gifts, pledges, works of art, stock certificates, real estate and appreciated property, life insurance, trusts and bequests are accepted.

Harper Alumni Association

The Harper Alumni Association was established in 1995. More than 33,000 Harper students have met the criteria defining "alumni." At Harper, alumni are those who have received an associates degree or a certificate.

The mission of the Alumni Association is to develop closer relationships among the alumni members of the College; to support the educational mission of the College; to promote the growth, reputation, and resources of Harper College; and to provide broader educational opportunities for students, alumni, citizens and employees.

The Alumni board meets the first Thursday of each month to network and to plan activities and events. A quarterly newsletter, Harper Happenings, is published and distributed to in-district alumni. The Harper magazine, The View, is distributed to alumni across the country.

Grants Office

The Harper College Grants Office assists in the acquisition of funds from external sources.

MISSION

To assist in the acquisition of funds from external sources for new and existing educational programs.

PURPOSE

- To provide research for potential funding sources;
- To assist with proposal development and submissions;
- To assist with proposal management.

Table I-1

Grants Received

Fiscal years 1995-96 through 1998-99

1995-96	1996-97	1997-98	1998-99
\$2,327,426	\$3,244,377	\$2,574,935	\$3,170,244

CHAPTER II
ORGANIZATION AND ADMINISTRATION

II ORGANIZATION AND ADMINISTRATION

The administrative structure of William Rainey Harper College is organized into seven functional areas: Academic Affairs, Administrative Services, Student Affairs, Information Technology, Institutional Advancement, Human Resources and Internal Affairs, and Marketing and Advancement. The President chairs and is assisted by the President's Council, an advisory body composed of the Vice President Administrative Services, Vice President Information Technology, Vice President Human Resources and Internal Affairs, Vice President Institutional Advancement, Vice President Student Affairs, Vice President Marketing and Advancement, Assistant Vice President Planning and Budgeting, Assistant Vice President for Development and Executive Director of Foundation, Assistant Vice President Strategic Alliances, Executive Dean of Instruction and the Special Assistant to the President.

This section of the Fact Book graphically displays the College's organizational structure and presents the governance structure of the College.

President's Council

Dr. Robert L. Breuder
President

Catherine Brod
Assistant Vice President, Development

Linda Kolbusz
Special Assistant to the President

Dr. Tom Choice
Executive Dean of Instruction

David McShane
Vice President - Information Technology

Dr. Edmund Dolan
Vice President - Institutional
Advancement

Colleen Murphy
Vice President - Marketing and
Advancement

Dr. Bonnie Henry
Vice President - Human
Resources/Internal Affairs

Sheila Quirk
Assistant Vice President, Strategic
Alliances

William Howard
Assistant Vice President, Planning &
Budgeting

Judy Thorson
Vice President - Administrative Services

Joan Kindle
Vice President - Student Affairs

Shared Governance

The internal governance system at William Rainey Harper College features a shared governance structure with committees that examine, discuss and make recommendations on issues ranging from curriculum to long range planning.

The Harper College Shared Governance Structure is the result of a collaborative and cooperative effort. It was completed during the summer of 1998, from May through August. It represents many meetings of the oversight committee and Guidelines Committee, as well as meetings with all the committee chairs to construct the data sheets and address the committee roster. The Structure is composed of interrelating committees and elected and appointed bodies of government and officials. The committees are academic, College Assembly, and programmatic committees. This constitution is a living document and will be revised as appropriate on a regular basis so that it can be flexible and adjust to the changing needs of the College committee structure.

The enduring strength of a William Rainey Harper College education resides in the exceptional body of professionals who make up its faculty and administration. The excellence in our academic programs is supported by excellence in our support staff, who make it possible for our students to receive an excellent education. The Harper College Shared Governance Structure assures that those with primary responsibility and expertise in each area help make the decisions. It weaves a fabric of uncommon strength and beauty as it taps the intellectual resources and talents of each member of our College community.

The crucial premises of Shared Governance at Harper College are a belief in our communal purpose, trust in our valued colleagues, and recognition that the student must be at the center of our community. The Guidelines and Structure demonstrate our belief in the core values of our institution collaboration, cooperation, compassion, fairness, honesty, integrity, open communication, respect, shared responsibility, timeliness, trust, and collegiality.

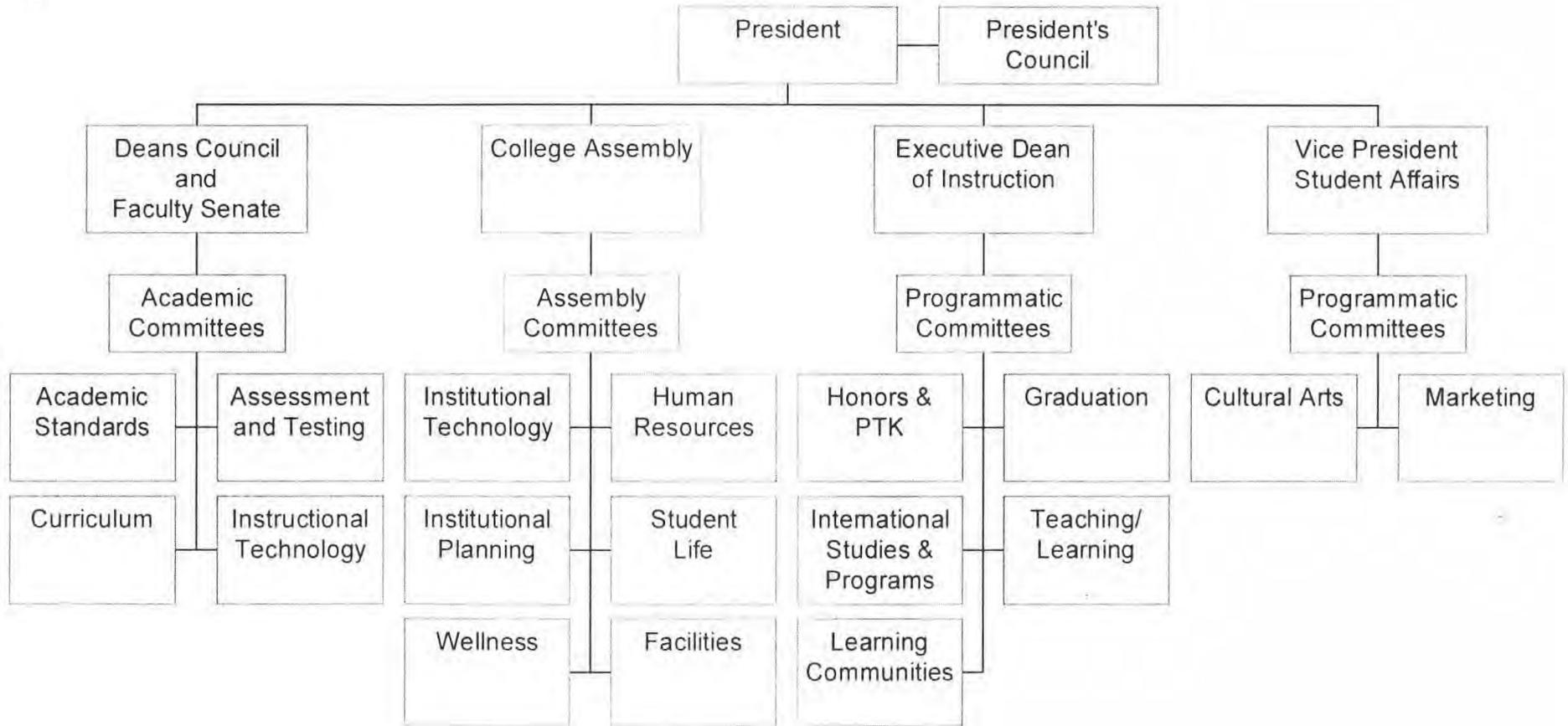
An important strength of a Shared Governance Structure is that it offers checks and balances through the committee structure. Committee membership includes a representative group of permanent employees from all areas of the College; Faculty, Administration, Professional-Technical, Classified, Super/Con, and Physical Plant employees, as appropriate.

In good decision making, committee members examine ideas, rationales, and consequences regarding an issue. Shared Governance enables the varied constituencies to influence the planning and growth of the College and promotes personal commitment to the College goals. The more participation there is by constituents in decision-making, the more likely decisions will be supported. Participation promotes a healthy climate in which this proposed Shared Governance Structure will function effectively.

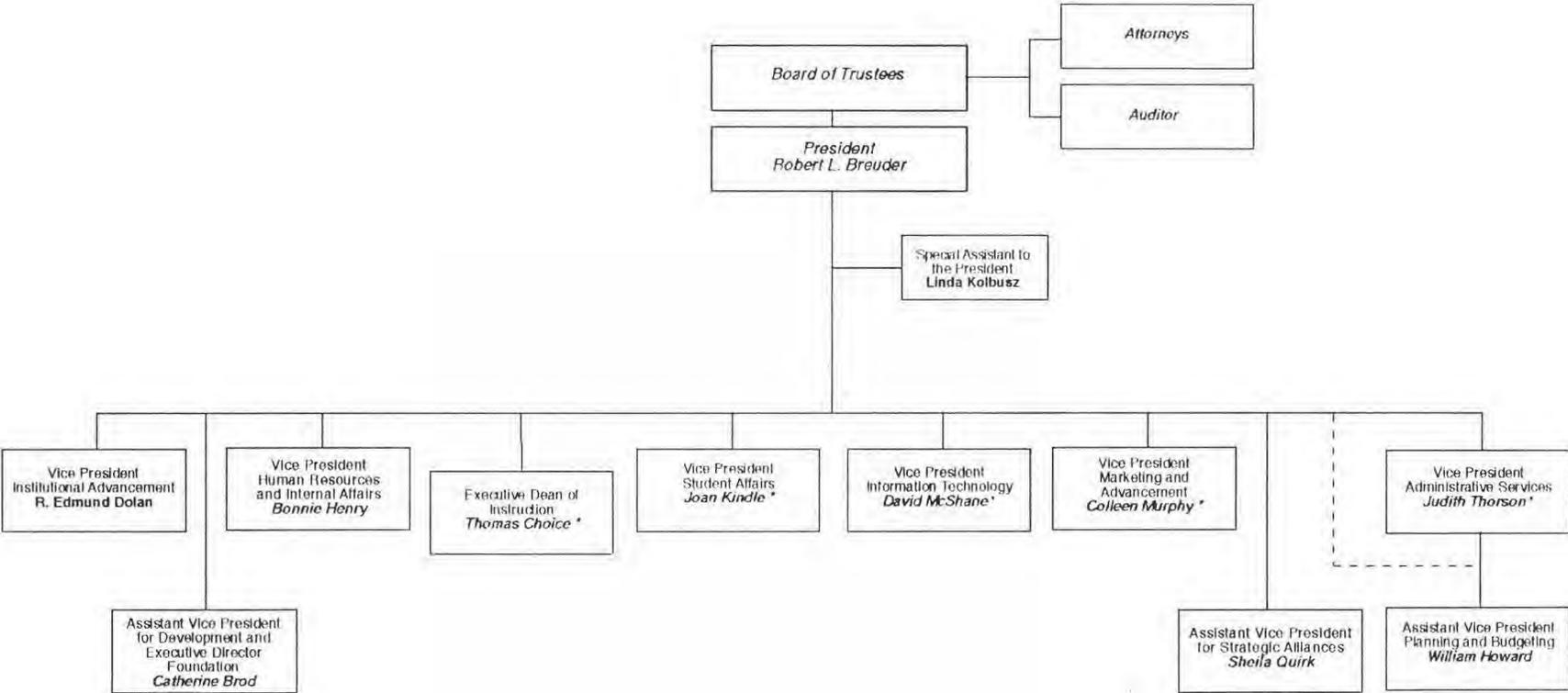
For Shared Governance to succeed, it is important that all Harper College employees be active participants as appropriate. No group will be slighted or ignored.

Shared Governance Structure

Shared Governance Structure

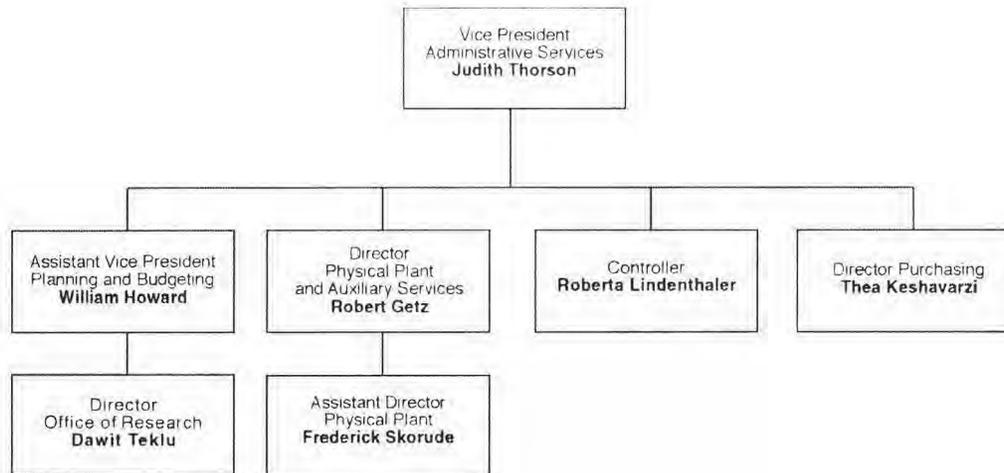


President's Council

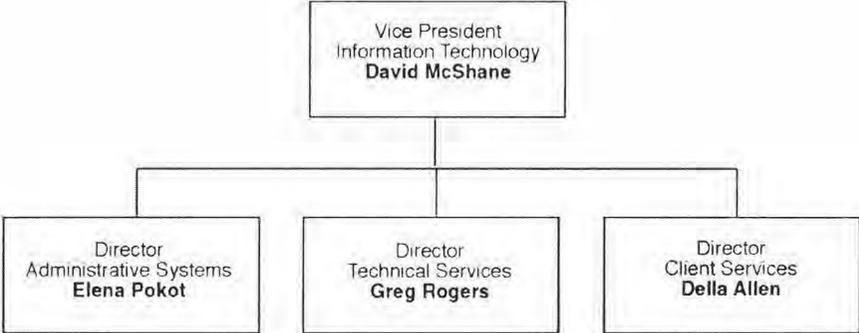


* See individual charts.

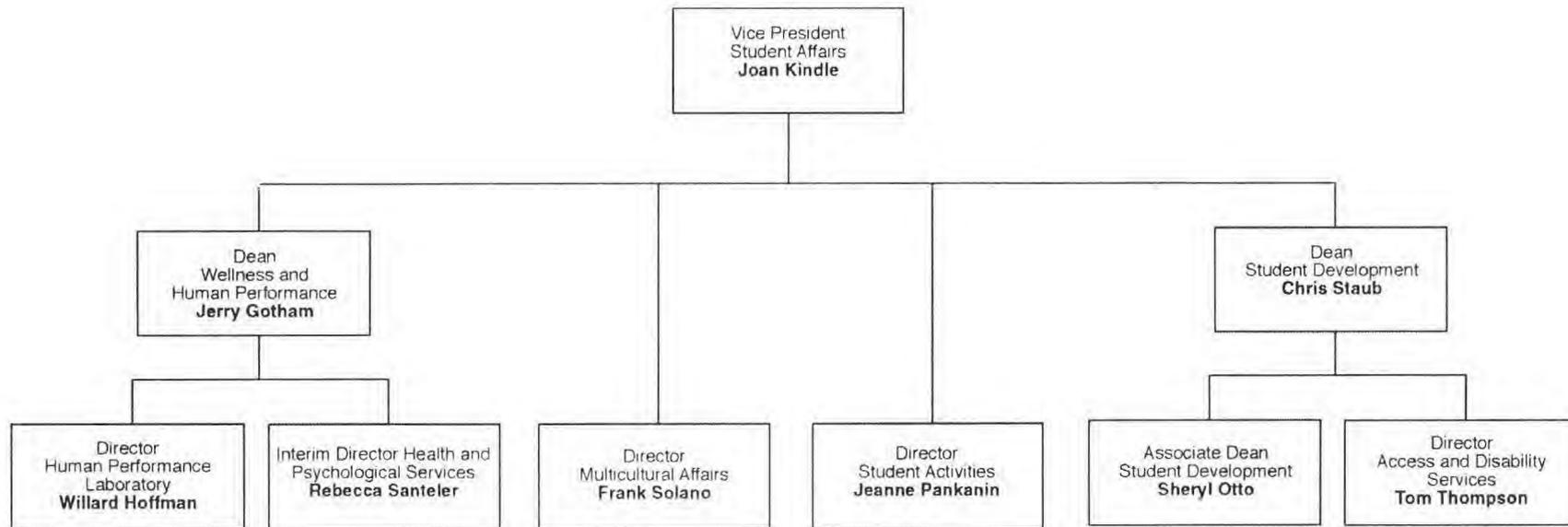
Office of Vice President Administrative Services



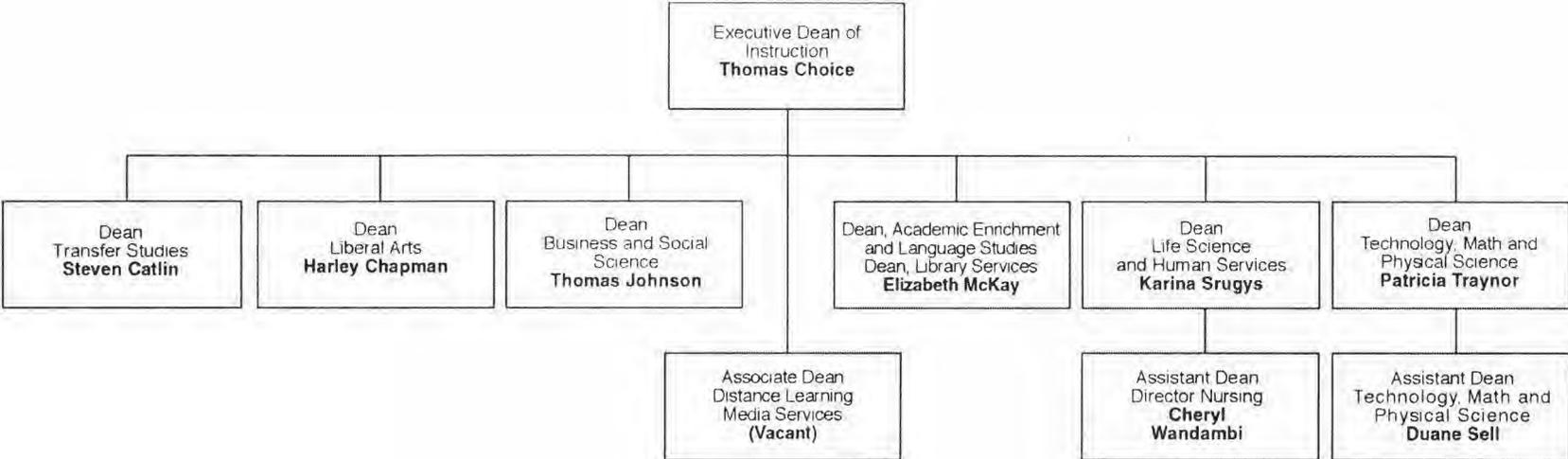
Office of Vice President Information Technology



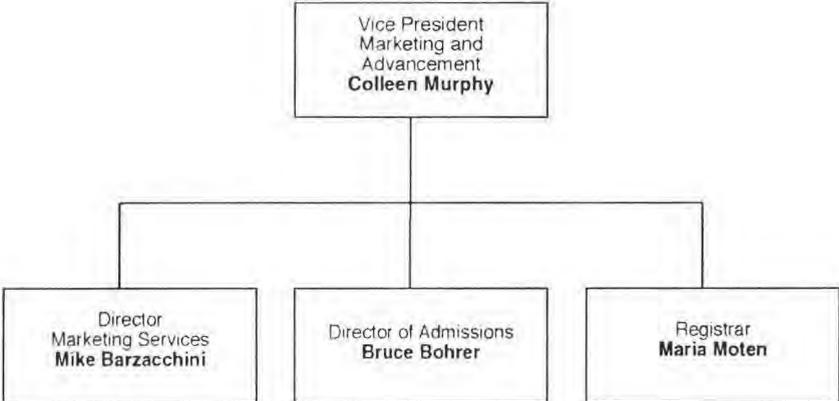
Office of Vice President Student Affairs



Office of Executive Dean of Instruction



Office of Vice President Marketing and Advancement



CHAPTER III
CREDIT STUDENTS

III CREDIT STUDENTS

Chapter III presents data on credit students. The chapter is divided into 5 parts. Profile of Applicants, Student Profile, End of Semester Enrollments, Degrees and Certificates Awarded, and Profile of Students Awarded Degrees or Certificates.

III-A PROFILE OF APPLICANTS

Table III-A1
Admission Status of Applicants
Fall 1999

Status	Number	%
Full-time	2405	50.4
Part-time degree seeking	587	12.3
Part-time non degree seeking	1781	37.3
Total applications	4773	100.0

Source: Admissions Office

Table III-A2
Number of Applicants by City
Fall 1999

City	Number
Arlington Heights	466
Barrington	220
Buffalo Grove	103
Carpentersville	36
Des Plaines	108
Elk Grove Village	274
Fox River Grove	13
Hanover Park	126
Hoffman Estates	297
Mount Prospect	324
Palatine/Inverness	554
Prospect Heights	85
Rolling Meadows	168
Roselle	53
Schaumburg	878
Wheeling	256

Source: Admissions Office

Table III-A3
Number of Applicants by Residency Status
 Fall 1999

Residency	Number	%
Out of District	846	17.7
Out of State	32	0.7
International	50	1.0
In District	3844	80.6
Total	4772	100.0

Source: Admissions Office

Table III-A4
Number of Applicants by District High Schools
 Fall 1999

High school	Number
Barrington	81
Buffalo Grove	87
Conant	215
Elk Grove	103
Fremd	142
Hersey	91
Hoffman Estates	125
Palatine	150
Prospect	99
Rolling Meadows	104
Schaumburg	187
St. Viator	17
Wheeling	87
Total	1488

Source: Admissions Office

Table III-A5
Number of Applicants by Out of District High Schools
 Fall 1999

High school	Number
Cary Grove	22
Deerfield	0
Dundee Crown	5
Jacobs	8
Lake Park	9
Lake Zurich	34
Maine East	1
Maine South	7
Maine West	9
Stevenson	20
Totals	115

Source: Admissions Office

Table III-A6
Age Group of Applicants
 Fall 1999

Age group	Number	%
Under 18	935	19.6
18-19	1412	29.6
20-22	473	9.9
23-25	390	8.2
26-30	501	10.5
31-40	588	12.3
Over 40	450	9.4
Unspecified	24	0.5

Source: Admissions Office

Table III-A7
Gender of Applicants
 Fall 1999

Gender	Number	%
Male	2172	45.5%
Female	2592	54.3%
Unspecified	9	0.2%

Source: Admissions Office

Table III-A8
Intent of Applicants
 Fall 1999

Intent	Number
Prepare for job	598
Improve skills in present job	566
Career exploration	615
Transfer	2031
Review basic skills	34
Personal interest/self development	637
Other	235
Unspecified	57

Source: Admissions Office

III-B STUDENT PROFILE

Table III-B1
Age Group of Students Taking Credit Courses
 Fiscal years 1994-95 through 1998-99

Age Range	1994-95	1995-96	1996-97	1997-98	1998-99
16 and Under	0.1%	0.1%	0.1%	0.1%	0.1%
17 to 20	23.0%	23.2%	23.3%	23.8%	25.5%
21 to 24	23.8%	23.3%	23.6%	24.7%	24.7%
25 to 30	18.2%	19.0%	18.9%	18.0%	17.9%
31 to 39	17.8%	17.3%	16.8%	16.1%	15.4%
40 to 55	14.7%	14.8%	14.7%	14.5%	14.0%
56 to 99	2.1%	2.1%	2.4%	2.3%	2.2%
Missing or Unknown*	0.2%	0.2%	0.2%	0.5%	0.3%

Source: ICCB A1 files, fiscal years 1995 through 1999

Table III-B2
Average Credit Load Taken by Full-Time Credit Students
 Fiscal years 1994-95 through 1998-99

Semester	1994-95	1995-96	1996-97	1997-98	1998-99
Summer	7.1	7.1	7.2	7.3	7.2
Fall	13.8	13.9	13.9	13.7	13.7
Spring	14.0	13.9	14.1	13.8	13.7

Source: ICCB A1 files, fiscal years 1995 through 1999

Table III-B3
Average Credit Load Taken by Part-Time Credit Students
 Fiscal years 1994-95 through 1998-99

Semester	1994-95	1995-96	1996-97	1997-98	1998-99
Summer	3.0	3.0	3.0	3.1	3.0
Fall	4.7	4.8	4.8	4.9	4.9
Spring	4.8	4.8	4.8	4.9	4.9

Source: ICCB A1 files, fiscal years 1995 through 1999

Table III-B4
Gender Distribution of Credit Students
 Fiscal years 1994-95 through 1998-99

Gender	1994-95	1995-96	1996-97	1997-98	1998-99
Female	56.9%	56.6%	56.7%	56.2%	56.1%
Male	43.1%	43.4%	43.3%	43.8%	43.8%
Unknown	0.0%	0.0%	0.0%	0.0%	0.1%

Source: ICCB A1 files, fiscal years 1995 through 1999

Table III-B5
Ethnicity of Credit Students
 Fiscal years 1994-95 through 1998-99

Ethnicity	1994-95	1995-96	1996-97	1997-98	1998-99
Asian or Pacific Islander	7.3%	7.6%	8.2%	10.8%	11.8%
American Indian or Alaskan Native	0.2%	0.2%	0.2%	0.1%	0.2%
Black	2.6%	2.8%	3.0%	2.9%	3.1%
Hispanic	10.4%	12.8%	15.2%	13.4%	14.2%
White Non-Hispanic	77.2%	74.0%	70.5%	71.6%	69.6%
International	2.3%	2.6%	2.9%	1.1%	1.0%
Unknown	0.0%	0.0%	0.0%	0.0%	0.1%

Source: ICCB A1 files, fiscal years 1995 through 1999

III-C END OF SEMESTER ENROLLMENTS

Table III-C1
Student Counts*

Fiscal years 1994-95 through 1998-99

	1994-95	1995-96	1996-97	1997-98	1998-99
Number of students	27410	26827	26544	24234	23916

Source: ICCB A1 files, fiscal years 1995 through 1999

Table III-C2
Student Counts by Semester*
 Fiscal years 1994-95 through 1998-99

Semester	1994-95	1995-96	1996-97	1997-98	1998-99
Summer	9041	9174	9153	7783	8309
Fall	17074	16387	16334	15031	14650
Spring	16055	15880	15607	14216	13744
TOTAL [†]	42170	41441	41094	37030	36703

[†] Note: Students are counted for each semester they register.

Source: ICCB A1 files, fiscal years 1995 through 1999

Table III-C3
Full Time Equivalent Students by Semester*
 Fiscal years 1994-95 through 1998-99

Semester	1994-95	1995-96	1996-97	1997-98	1998-99
Summer	2368	2366	2381	2085	2209
Fall	8404	8153	8216	7488	7416
Spring	7728	7638	7637	6872	6883
TOTAL	18500	18157	18234	16445	16508

Source: ICCB A1 files, fiscal years 1995 through 1999

* Note: For years 1994-95 through 1996-97 A1 files used end of registration counts. Thereafter, final end of term counts are used.

III-D DEGREES AND CERTIFICATES AWARDED

Table III-D1
Degrees Awarded
 Fiscal years 1994-95 through 1998-99

	1994-95	1995-96	1996-97	1997-98	1998-99
Degrees	1210	1098	1109	1083	1045

Source: Harper College Regent System

Table III-D2
Certificates Awarded
 Fiscal years 1994-95 through 1998-99

	1994-95	1995-96	1996-97	1997-98	1998-99
Certificates	377	405	399	401	303

Source: Harper College Regent System

Table III-D3
Specific Degree and Certificate Counts
 Fiscal years 1994-95 through 1998-99

AA - Associate in Arts	1994-95	1995-96	1996-97	1997-98	1998-99
General	702	587	609	574	560
Fine & Applied Arts	0	0	0	1	0
Education	0	0	0	1	0
Liberal Arts	0	0	0	1	0
Music	0	0	0	0	1
Total AA - Associate in Arts	702	587	609	577	561

AAS - Associate in Applied Science	1994-95	1995-96	1996-97	1997-98	1998-99
Accounting Associate	4	3	7	7	10
Architectural Technology	4	7	3	3	4
Bank, Finance & Credit*	0	0	1	0	0
Banking & Savings Association Management*	0	0	1	2	0
Business Information Management*	1	1	2	2	0
Cardiac Technology	9	14	8	12	14
CIS Micros In Business	4	2	8	5	5
CIS Technology	6	2	1	1	1
Criminal Justice	23	22	16	15	14
Dental Hygiene	30	25	26	31	31

* Program no longer offered

AAS - Associate in Applied Science	1994-95	1995-96	1996-97	1997-98	1998-99
Dietetic Technician	9	8	9	10	6
Digital Electronics & Microprocessor Technology	2	2	1	0	2
Early Childhood Education	9	7	9	10	8
Electronics Technology	1	9	5	6	11
Executive Secretary Development	9	10	3	6	8
Fashion Design	6	8	5	10	10
Fashion Merchandising	3	5	6	2	1
Financial Institution Management	2	1	2	0	0
Financial Services	3	1	3	1	2
Fire Science Technology	2	4	8	2	5
Hospitality Management	1	5	8	6	6
Insurance*	2	1	1	3	0
Interior Design	14	14	18	22	18
International Business	1	3	1	3	2
Journalism	2	1	1	2	1
Legal Secretary	0	1	1	3	0
Management	6	3	11	2	7
Manufacturing Technology	2	1	1	3	0
Marketing	7	9	11	5	6
Material/Logistics Management	4	4	5	1	5
Mechanical Engineering	2	3	1	5	3
Medical Office Assistant	3	5	3	3	1
Medical/Dental Secretary	3	1	0	0	0
Nursing	113	110	105	94	106
Paralegal Studies	20	22	20	23	16
Park and Golf Maintenance	6	8	2	2	4
Plant Science Technology	7	11	4	9	6
Real Estate*	0	0	0	0	1
Refrigeration & Air Conditioning Technology	4	4	3	4	4
Small Business Management	0	0	2	0	1
Total AAS - Associate In Applied Science	324	337	322	315	319

AES - Associate In Engineering Science	1994-95	1995-96	1996-97	1997-98	1998-99
General	0	0	0	0	1
Total AES - Associate In Engineering Science	0	0	0	0	1

AFA - Associate In Fine Arts	1994-95	1995-96	1996-97	1997-98	1998-99
Art	0	0	0	1	3
Music	0	0	0	2	3
Total AFA - Associate In Fine Arts	0	0	0	3	6

AS - Associate In Science	1994-95	1995-96	1996-97	1997-98	1998-99
General	184	174	178	184	152

AS - Associate In Science	1994-95	1995-96	1996-97	1997-98	1998-99
Biological Science	0	0	0	1	0
Total AS - Associate In Science	184	174	178	185	152

Certificate	1994-95	1995-96	1996-97	1997-98	1998-99
Accounting Associate	8	5	7	13	5
Accounting Clerk	13	11	11	9	6
Accounting/Payroll	7	6	8	6	6
Administrative Assistant	4	3	2	6	3
Arboriculture	1	2	0	1	0
Architectural Technology	0	0	0	2	3
Automation	2	0	0	0	0
Bank, Finance & Credit*	2	3	2	1	2
Bread & Pastry	2	0	4	4	1
Building Codes & Enforcement	3	6	1	5	4
Business Information Management*	1	1	1	0	0
CAD Technician	2	2	4	2	1
Certified Professional Secretary	5	3	9	15	2
CIS C Programming	6	19	7	18	17
CIS Computer Operator	0	0	1	1	1
CIS LAN Admin Special	0	0	0	0	1
CIS Micros In Business	6	11	14	9	10
CIS Package Special	0	0	0	0	1
CIS Technical	11	20	19	25	31
CIS-LAN Management	0	0	0	2	0
CNC / CAM Technician	1	7	2	1	1
Commercial Credit Management	0	0	0	1	0
Criminal Justice	7	3	2	1	3
Culinary Arts	1	1	0	2	1
Dietary Manager	0	0	2	0	3
Digital Electronics	4	1	8	2	3
Digital Electronics & Microprocessor	0	0	0	0	1
Early Childhood Administration	8	5	1	5	3
Early Childhood Assistant Teacher	12	13	15	17	13
Early Childhood Education	0	0	0	1	0
Early Childhood Education Infant/Toddler	0	2	1	0	2
Early Childhood Education Teacher	3	3	4	8	1
Electrical Maintenance	0	3	9	8	9
Electrocardiograph Technology*	0	2	0	0	0
Electronics Technology	8	8	19	14	20
Fashion Design	1	2	1	4	1
Fire Science Technology	4	4	4	2	0
Floral Design	7	4	7	8	6
Golf Course Maintenance	0	0	1	0	0

* Program no longer offered.

Certificate	1994-95	1995-96	1996-97	1997-98	1998-99
Greenhouse Operations	0	1	0	0	0
Grounds Maintenance	0	0	1	1	0
Health Insurance Coder	1	2	3	2	2
Horticulture*	1	0	0	0	0
Hospitality Management	4	4	1	1	1
Human Resource Mgmt	0	1	3	6	1
Insurance*	0	2	0	0	1
International Marketing	1	2	0	0	0
Landscape Design	4	3	3	0	3
Legal Secretary	2	2	0	2	0
Licensed Practical Nurse	47	34	40	45	27
Machinist	1	1	2	0	0
Master Floral Design	6	2	2	9	12
Material/Logistics Management	23	43	28	25	13
Mechanical Drafting	1	2	0	2	1
Media Design	0	1	0	0	4
Media Writing	0	0	2	0	0
Media Writing & Design	0	0	0	1	1
Medical Office Assistant	6	2	3	5	3
Medical Transcriptionist	2	3	4	2	7
Medical/Dental Secretary	1	0	2	0	0
Nursery Operations	0	0	1	0	0
Nursing	2	0	1	0	0
Paralegal Studies	41	50	34	23	22
Pharmacy Technician	12	11	13	9	3
Phlebotomist*	0	5	0	0	0
Plant Propagation	1	0	2	1	1
Plant Science Floral Design	0	0	0	1	0
Pre-Nursing	0	0	1	0	0
Production Engineering Technician	0	1	1	1	0
Production Welding	1	1	1	1	0
Quality Assurance	0	1	1	1	0
Refrigeration	14	13	13	8	5
Refrigeration Air Conditioning-Heating	15	16	13	10	4
Refrigeration and Air Conditioning Technology	7	10	3	7	5
Refrigeration-Residential Comfort Systems	17	13	8	8	3
Retail Merchandising	2	3	3	2	0
Sales Management & Development	7	3	4	3	1
Secretarial	1	1	3	1	0
General Office Assistant	1	0	5	3	4
Sign Language Interpreting	11	3	8	7	6
Small Business Management	1	0	0	0	0
Supervisory/Administrative Management	12	11	11	11	7

* Program no longer offered.

Certificate	1994-95	1995-96	1996-97	1997-98	1998-99
Turf Grass Maintenance	2	1	1	0	0
Word Processing Operator*	1	7	12	0	0
Word Processing Specialist	0	0	0	13	11
Total CERT - Certificate	377	405	399	404	309

Source: Harper College Regent System

III-E PROFILE OF STUDENTS AWARDED DEGREES OR CERTIFICATES

Table III-E1
Gender of Students Awarded Degrees or Certificates
 Fiscal years 1994-95 through 1998-99

Gender	1994-95	1995-96	1996-97	1997-98	1998-99
Female	63.2%	61.1%	62.1%	63.8%	65.7%
Male	36.8%	38.9%	37.9%	36.2%	34.2%
Missing	0.0%	0.0%	0.0%	0.0%	0.1%

Source: ICCB A1 files, fiscal years 1995 through 1999

Table III-E2
Ethnicity of Students Awarded Degrees or Certificates
 Fiscal years 1994-95 through 1998-99

Ethnicity	1994-95	1995-96	1996-97	1997-98	1998-99
Asian or Pacific Islander	4.6%	5.1%	6.6%	9.2%	9.9%
American Indian or Alaskan Native	0.3%	0.4%	0.1%	0.2%	0.3%
Black	1.2%	1.8%	1.4%	2.1%	1.8%
Hispanic	3.5%	4.2%	4.5%	4.5%	5.0%
White Non-Hispanic	88.5%	87.1%	85.0%	82.6%	81.5%
International	1.9%	1.4%	2.5%	1.5%	1.5%
Missing	0.0%	0.0%	0.0%	0.0%	0.1%

Source: ICCB A1 files, fiscal years 1995 through 1999

Table III-E3
Age Group of Students Awarded Degrees or Certificates
 Fiscal years 1994-95 through 1998-99

Age Range	1994-95	1995-96	1996-97	1997-98	1998-99
16 and Under	0.0%	0.0%	0.0%	0.1%	0.0%
17 to 20	11.8%	11.0%	11.8%	11.5%	12.1%
21 to 24	37.3%	34.6%	34.1%	35.4%	36.5%
25 to 30	16.8%	17.3%	17.8%	18.9%	18.4%
31 to 39	17.6%	19.3%	17.6%	15.6%	15.9%
40 to 55	15.3%	16.3%	16.8%	16.2%	15.7%
56 to 99	1.1%	1.6%	1.8%	1.6%	1.1%
Missing	0.1%	0.0%	0.1%	0.8%	0.4%

Source: ICCB A1 files, fiscal years 1995 through 1999

CHAPTER IV
NON-CREDIT STUDENTS

IV NON-CREDIT STUDENTS

Chapter IV is divided into two parts; Continuing Education and Corporate Services. The Continuing Education section presents a brief description of the division and summary tables that show the number of students served, program area offered and duplicated headcount by department.

The section on Corporate Services describes the services of the division and presents tables that show the number of companies and employees served and the number of programs delivered along with gross sales.

IV-A CONTINUING EDUCATION

The Continuing Education division of William Rainey Harper College offers classes designed to promote personal growth and provide professional development. This unit of the College responds quickly to needs for new professional skills, trends in leisure activity and advances in technology by providing non-credit classes and certificates. Students of all ages from children to older adults are offered classes that enrich and enhance their life experiences. Day and evening classes are offered at the main campus and at several extension sites within the College's service region.

The following section presents summary tables that show the number of students served, program areas offered and duplicated headcount by department.

Table IV-A1
Gender Distribution
 Fiscal years 1996-97 through 1998-99

Gender	1996-97	1997-98	1998-99
Female	62.2%	61.7%	59.6%
Male	37.3%	38.0%	39.8%
Missin	0.5%	0.3%	0.6%

Source: Continuing Education

Table IV-A2
Enrollments by Semester
 Fiscal years 1996-97 through 1998-99

	1996-97	1997-98	1998-99
Summer	5823	6380	7341
Fall	8895	8354	9587
Spring	8664	9874	10727
TOTAL	23382	24608	27655

Source: Continuing Education

Table IV-A3
Student Counts by Semester
 Fiscal years 1996-97 through 1998-99

	1996-97	1997-98	1998-99
Summer	4281	4535	4851
Fall	6152	5881	6622
Spring	6291	6824	7187
TOTAL*	16724	17240	18660

Note: Students are counted for each semester they register.

Source: Continuing Education

Table IV-A4
Enrollments by Program Area
 Fiscal years 1996-97 through 1998-99

	1996-97	1997-98	1998-99
Computer Training	3594	4517	6054
Personal Enrichment	7144	7386	7588
Physical Fitness	8548	8678	9985
Professional Development	4096	4027	4028
TOTAL	23382	24608	27655

Source: Continuing Education

Table IV-A5
Enrollments by Department
 Fiscal years 1996-97 through 1998-99

	1996-97	1997-98	1998-99
Academic Enrichment/Language Studies	593	697	723
Business and Professional Development	5699	5674	6247
Human Performance	485	493	383
Continuing Education Liberal Arts	3922	4381	4819
Continuing Education Life Science	1832	1979	1670
Music Academy	927	916	1395
Continuing Education Physical Education	7278	7361	8250
Continuing Education Community Career Services	322	202	177
TECH	732	1348	2293
Technology, Math, Physical Science	395	332	332
Women's Program	748	657	477
Work Force ESL	449	568	889
TOTAL	23382	24608	27655

Source: Continuing Education

IV-B CORPORATE SERVICES

The Corporate Services Division of Harper College is dedicated to serving the training, education and consulting needs of area employers. All of the solutions can be customized to meet the company's specific business objectives, flexibly scheduled and delivered at the company's location. Additionally, Corporate Services can deliver college credit, continuing education and certification courses on-site; it serves as the gateway to the vast resources and learning opportunity Harper College has to offer.

Corporate Services has experienced unprecedented growth since 1991. The demand for their workforce and organizational development expertise continues to increase each year. Through the programs and services they offer, they have helped more than 400 area organizations maximize their employees' performance and productivity. As of January 1, 2000 Corporate Services had delivered over 2500 training programs in industry, having served over 36,000 employees in Harper's district.

Vision Statement

To be your creative solutions provider committed to the development of your people and organization.

Mission Statement

To exceed the expectations of organizations in the development of their people, we are dedicated to:

- Identifying customer needs and creating solutions using a consultative partnership approach;
- Providing comprehensive, responsive product and service offerings;
- Providing flexible, efficient delivery options sourcing only expert workforce instructors and consultants;
- Developing highly motivated employees who place customer satisfaction first; and,
- Providing leadership in workforce and organizational development.

We are a service organization; the success of our customers defines our future.

CHAPTER V
FINANCES

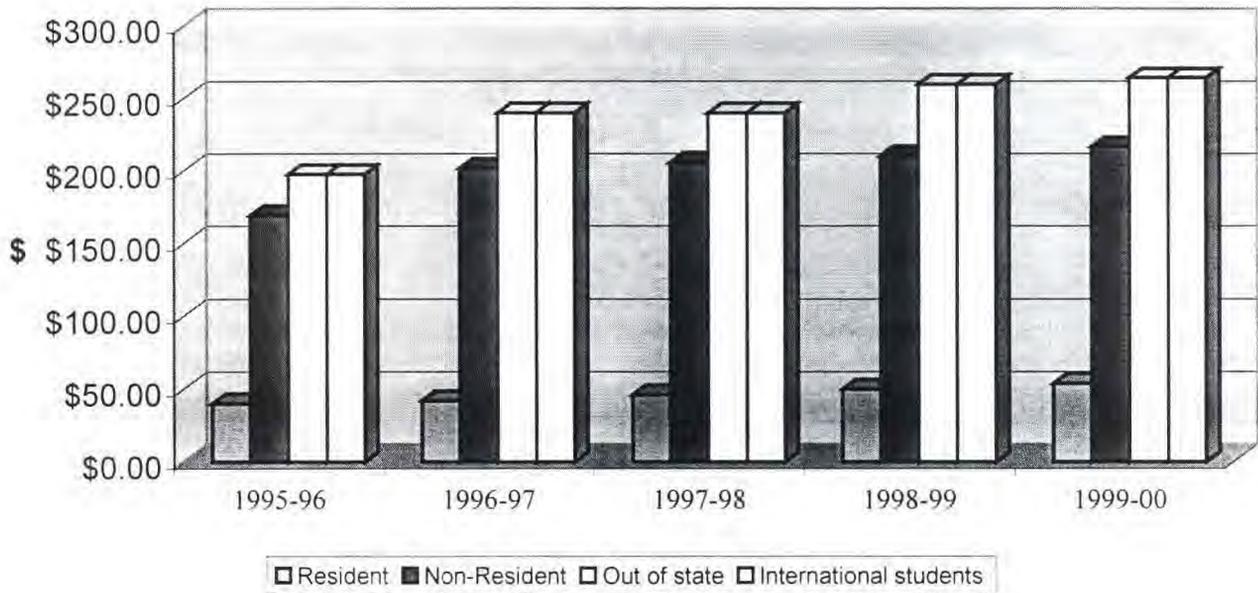
V FINANCES

Chapter V presents the College's fiscal resources. Tables and charts that show trends in tuition and institutional revenues and expenditures are presented.

Table V-1
Tuition Per Semester Hour by Residency
 Fiscal years 1995-96 through 1999-00

Residency	1995-96	1996-97	1997-98	1998-99	1999-00
Resident	\$40.00	\$42.00	\$46.00	\$50.00	\$54.00
Non-resident	\$169.34	\$201.65	\$205.65	\$210.18	\$216.40
Out of state	\$197.31	\$239.91	\$239.91	\$259.31	\$263.90
International Students	\$197.31	\$239.91	\$239.91	\$259.31	\$263.90

Figure V-1
Tuition Per Semester Hour by Residency
 Fiscal years 1995-1996 through 1999-00



Source: William Rainey Harper College catalogs

Table V-2
Education Fund Budgeted Revenues and Expenditures
 Fiscal year 1999-00

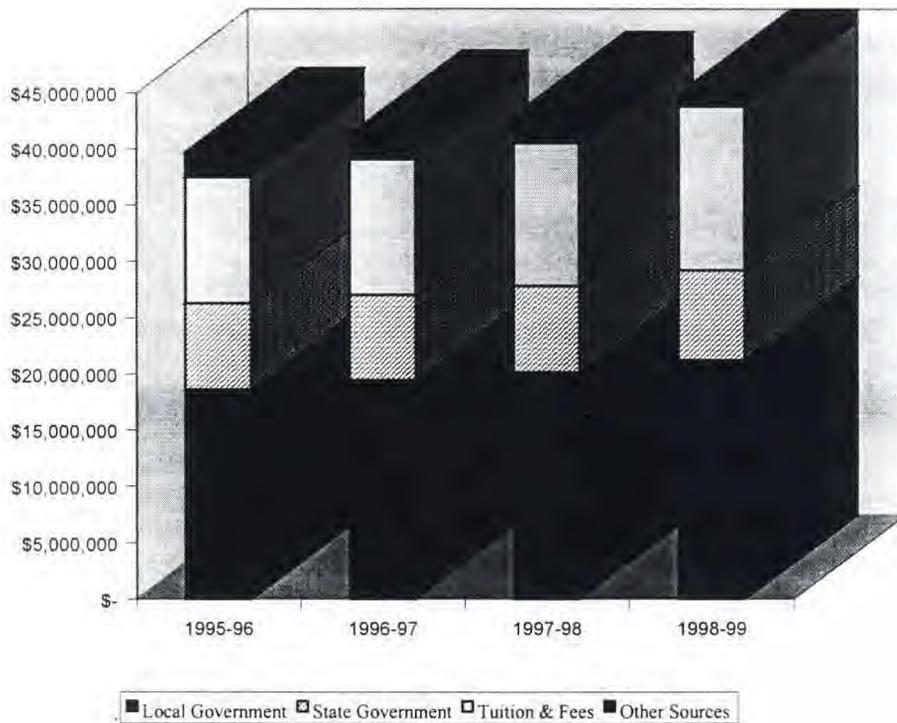
REVENUES			<u>% OF TOTAL</u>
LOCAL GOVERNMENT			
Current taxes		\$ 21,914,690	45.81%
 STATE GOVERNMENT			
ICCB Credit Hour	\$ 7,311,672		
Grants			
CPPRT	433,000		
ISBE	525,000	8,269,672	17.29%
FEDERAL GOVERNMENT		5,200	0.01%
 STUDENT TUITION & FEES			
Tuition	\$ 14,072,126		
Fees	2,232,098		
Other	30,000	16,334,224	34.14%
 OTHER SOURCES			
Interest on Investments	\$ 725,000		
Transfers In	\$ 550,000		
Other	44,000	1,319,000	2.76%
 TOTAL REVENUES		\$ 47,842,786	100.00%
 EXPENDITURES BY ACTIVITY			
Instruction	\$23,219,251		49%
Academic Support	2,732,763		6%
Student Services	5,189,975		11%
Public Services	181,477		0.38%
Institutional Support	15,259,320		32%
Transfers	1,260,000		3%
 TOTAL EXPENDITURES	\$47,842,786		100%

Source: Accounting Services Department

Table V-3
Education Fund Actual Revenues by Source
 Fiscal years 1995-96 through 1998-99

	1995-96	1996-97	1997-98	1998-99
Local Government	\$18,592,895	\$19,411,645	\$20,109,168	21,230,310
State Government	7,661,250	7,590,835	7,670,073	7,963,605
Tuition & Fees	11,188,516	12,056,495	12,734,443	14,583,011
Other Sources	2,271,542	2,211,663	2,419,957	1,144,285
Total Revenue	\$39,714,203	\$41,270,638	\$42,933,641	\$44,921,211

Figure V-3
Education Fund Actual Revenues by Source
 Fiscal years 1995-96 through 1998-99

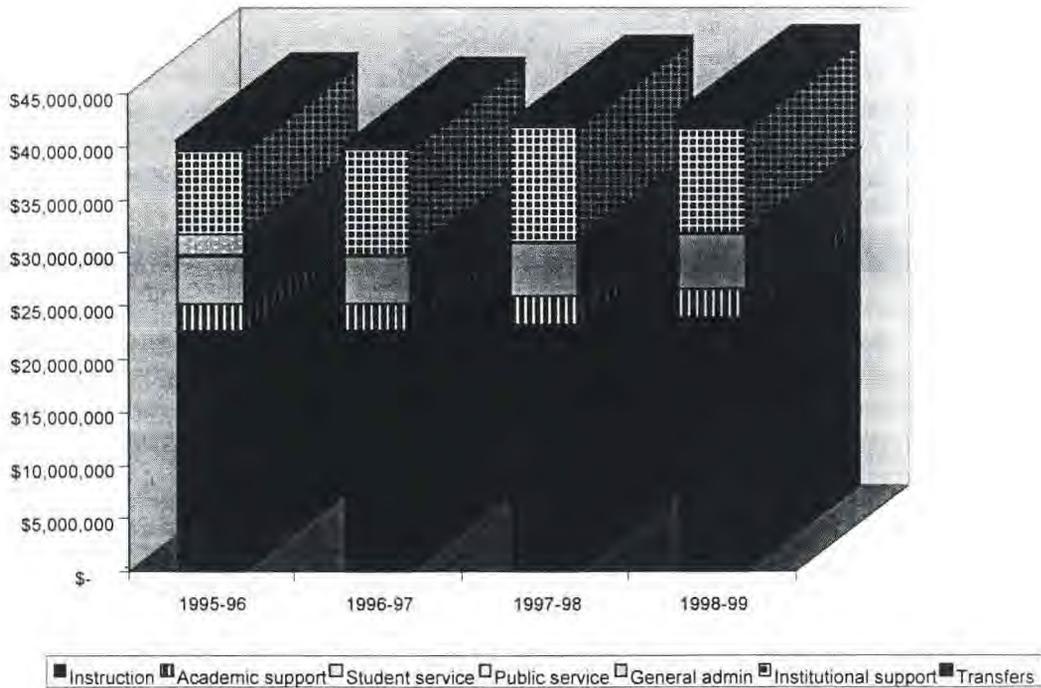


Source: Accounting Services Department

Table V-4
Education Fund Actual Expenditures by Program
 Fiscal years 1995-96 through 1998-99

	1995-96	1996-97	1997-98	1998-99
Instruction	\$22,604,422	\$22,604,998	\$23,257,553	\$23,876,615
Academic support	2,636,033	2,588,925	2,640,392	2,734,026
Student service	4,404,115	4,506,986	4,996,552	5,135,163
Public service	185,119	165,431	162,902	159,804
General admin	1,979,870	-	-	-
Institutional support	7,694,195	9,874,891	10,768,324	9,736,897
Transfers	1,257,396	527,808	606,494	1,776,570
Total expenditures	\$40,761,150	\$40,269,039	\$42,432,217	\$43,419,075

Figure V-4
Education Fund Actual Expenditures by Program
 Fiscal years 1995-96 through 1998-99



Source: Accounting Services Department

Table V-5
Operation and Maintenance Fund Budgeted Revenues and Expenditures
 Fiscal year 1999-00

REVENUES		% OF TOTAL
LOCAL GOVERNMENT		
Current taxes	\$ 9,099,766	
Back taxes	-	
Chargeback revenue	<u>-</u>	
TOTAL LOCAL GOVERNMENT	9,099,766	94.41%
STATE GOVERNMENT		
ICCB Credit Hour Grants	\$ -	
CPPRT	233,576	
ISBE	-	
Other	<u>-</u>	
TOTAL STATE GOVERNMENT	233,576	2.42%
OTHER SOURCES		
Sales & Service Fees	\$ -	
Facilities Rental	-	
Interest on Investments	100,000	
Other	<u>-</u>	
TOTAL OTHER SOURCES	100,000	1.04%
TRANSFERS	<u>205,000</u>	<u>2.13%</u>
TOTAL REVENUES	<u>\$ 9,638,342</u>	<u>100.00%</u>
 EXPENDITURES BY ACTIVITY		
Operation & maintenance	\$ 6,669,210	54.05%
Institutional support	5,669,132	45.95%
TRANSFERS	<u>-</u>	
TOTAL EXPENDITURES	<u>\$ 12,338,342</u>	<u>100.00%</u>
REVENUE OVER (UNDER) EXPENDITURES	<u>\$ (2,700,000)</u>	

Source: Accounting Services Department

Table V-6
Auxiliary Enterprise Fund Budgeted Revenues and Expenditures
 Fiscal year 1999-00

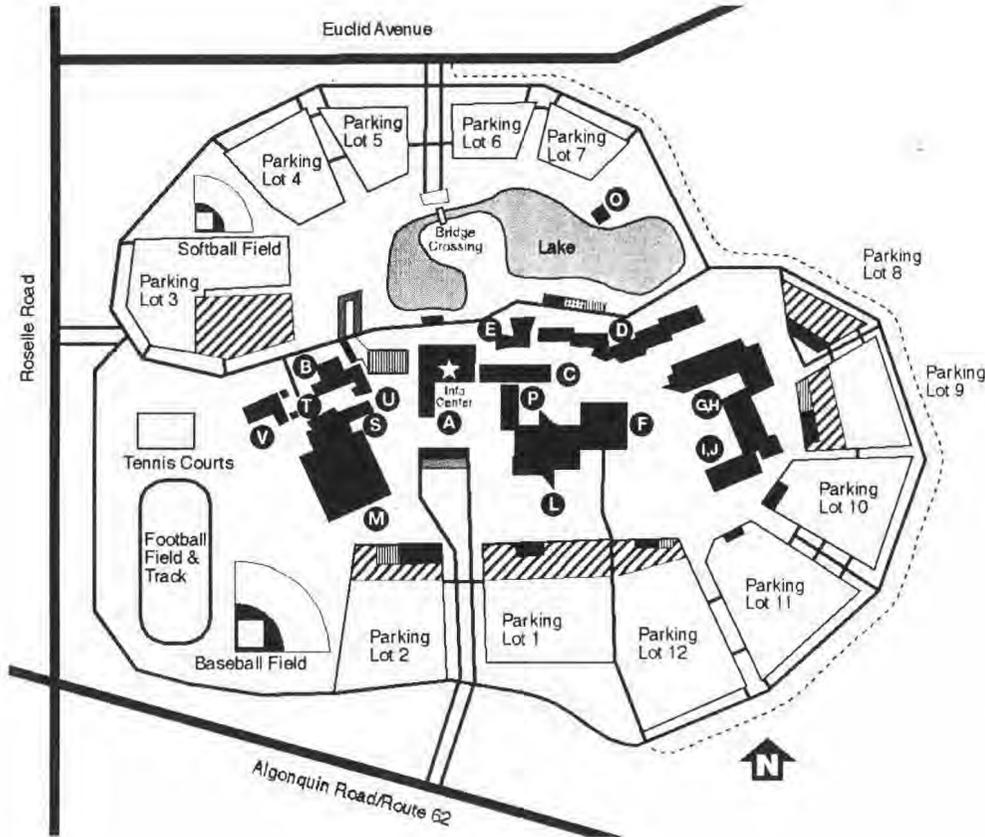
REVENUES	% OF TOTAL	
STUDENT TUITION & FEES		
Tuition & Fees	\$ 8,920,499	
Other Fees		
Other		
TOTAL STUDENT TUITION & FEES	8,920,499	51.52%
OTHER SOURCES		
Sales & Service Fees	\$ 7,710,975	
Facilities Rental	246,000	
Interest on Investments	70,000	
Other	31,000	
TOTAL OTHER SOURCES	8,057,975	46.54%
TRANSFERS	335,000	1.93%
TOTAL REVENUES	\$ 17,313,474	100.00%
 EXPENDITURES BY ACTIVITY		
Academic Support	\$ 58,875	
Student Services	879,122	6.23%
Public Services	6,971,331	49.43%
Independent Operations	5,545,060	39.32%
Institutional Support	428,679	3.04%
Transfers	220,500	1.56%
TOTAL EXPENDITURES	\$ 14,103,567	
REVENUE OVER (UNDER) EXPENDITURES	\$ 3,209,907	99.58%

Source: Accounting Services Department

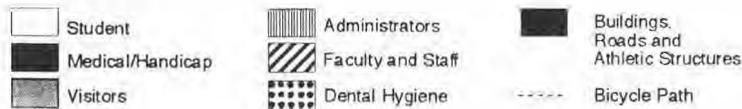
CHAPTER VI
FACILITIES

VI FACILITIES

Harper's main campus in Palatine includes 18 buildings with a total of more than 830,000 square feet. The following chapter gives a brief overview of the square footage and net assignable square footage (NASF) of facilities, land and parking summary. A campus map is also provided.



Parking



- A Student and Administration Center**
(Room numbers beginning with A)
Assessment Center
Board Room
Business Office
Career Center
Cockrell Dining Hall
Dining Room
Financial Assistance
Health Service
Information Center
Multicultural Affairs,
Student Drop-In Center
Registrar
Student Activities
Student Development Division Office
- B Public Safety Center**
(Room numbers beginning with B)
Physical Plant
Division Office
Public Safety
Shipping and Receiving
- C New Student Services and Art Center**
(Room numbers beginning with C)
Admissions
Art
Center for New Students/
Orientation
Continuing Education
- D Science, Math and Health Careers Center**
(Room numbers beginning with D)
Access and Disability Services
Dental Hygiene Clinic
Life Science and Human
Services Division Office
Academic Advising &
Counseling
- E Instructional Delivery Center**
(Room numbers beginning with E)
- F Academic Resource Center**
(Room numbers beginning with F)
Academic Enrichment and
Language Studies Division Office
Adult Educational Development
English as a Second Language
Learning Achievement Program
Library
Media Services
- GH Engineering and Applied Technology Center**
(Room numbers beginning with G or H)
CAD and Manufacturing Center
Technology, Mathematics and Physical
Sciences Division Offices
- IJ Business and Social Science Center**
(Room numbers beginning with I or J)
Business and Social Science
Division Office
Child Care Center
Center for Multicultural Affairs,
Academic Advising and Counseling
Theatre and Box Office
- L Liberal Arts Center**
(Room numbers beginning with L)
Bookstore
Drama Lab
Liberal Arts Division Office
Three Dimensional Art Studio
- M Wellness and Sports Center**
(Room numbers beginning with M)
Human Performance/Cardiac
Rehab Labs
Wellness and Human Performance
Division Office
- O Observatory**
- P Music Instruction Center**
(Room numbers beginning with P)
Music
Women's Program
- S Marketing Services Center**
(Room numbers beginning with S)
- T Park Management Shop**
(Room numbers beginning with T)
- U Roads and Grounds Shop**
(Room numbers beginning with U)
- V Plant Science Center**
(Room numbers beginning with V)
Flower Shop
Greenhouse

The physical plant includes the buildings listed in table VI-2.

Table VI-2
Campus Buildings and Acceptance Dates

Building Name	Acceptance Dates
Student and Administration Center	1969
Public Safety Center	1969 (additions 1984)
New Student Services and Art Center	1969
Sciences, Math and Health Careers Center	1969 (additions 1974 & 1985)
Instructional Delivery Center	1969
Academic Resources Center	1969
Engineering and Applied Technology Center	1977
Business and Social Science Center	1980
Liberal Arts Center	1994
Wellness and Sports Center	1980
Observatory	1990
Music Instruction Center	1974
Marketing Services Center	1993
Park Management Shop	1973
Roads and Grounds Shop	1974
Plant Science Center	1975

Source: Physical Plant

The College purchased the Northeast Center in 1994 for \$2 million providing another 56,000 square feet of educational space. Prior to purchasing this site, the College leased space to provide a location convenient to District residents living in the northeast portion of the Harper District. In addition to the Northeast Center, the College leases space in high schools and other sites to offer both credit and non-credit courses.

Table VI-3
Extension Center Locations

Barrington Area Library 505 North West Highway Barrington, IL 60010	Palatine High School - PHS 1111 N. Rohlwing Road Palatine, IL 6007
Barrington High School-BHS 616 West Main Street Barrington, IL 60010	Northeast Center - NEC 1375 Wolf Road Prospect Heights, IL 60070
Computer Support Centres - CSC 1340 Remington Road Suite X Schaumburg, IL 60173	Northeast Palatine Community Center 1275 Rand Road Palatine, IL 60067
James B Conant High School - CHS 700 East Cougar Trail Hoffman Estates, IL 60194	Northwest Suburban Education and Training Center - NSET 723 West Algonquin Road Arlington Heights, IL 60005
Edgebrook Community Center at Baldwin Greens 1926 Edgebrook Drive Palatine, IL 60067	Police Neighborhood Resource Center 2272 West Algonquin Parkway Rolling Meadows, IL 60008
Elk Grove High School - EGHS 500 West Elk Grove Blvd. Elk Grove Village, IL 60007	Wheeling High School - WHS 900 South Elmhurst Road Wheeling, IL 60090
	Winston Park Junior High School - WPJH 900 East Palatine Road Palatine, IL 60067

Table VI-4
Square Footage of Facilities
 Fiscal years 1994-95 through 1998-99

	1994-95	1995-96	1996-97	1997-98	1998-99
Classroom	73189	89321	89321	100671	100736
Laboratory	137853	148305	148305	142826	141423
Office	74935	86484	86484	111067	111411
Study	28407	28407	28407	37162	37048
Athletic/P.E	42351	42351	42351	63668	63668
All Other	17099	17099	17099	16343	16343
Theatre/Auditorium	4860	4860	4860	4122	4122
All Other	60834	68591	68591	45346	45346
Supporting Facilities	26306	35995	35995	32386	32502
Health Care	294	294	294	829	829
Total Net Assignable Square Footage	466128	521130	521707	554420	553428
Total Gross Square Footage	734770	833130	833130	823355	822729
NASF/GSF	0.634	0.626	0.626	0.673	0.673

Source: Resource Allocation and Management Plan (RAMP) documents

Table VI-5
Land and Parking Summary
 Acres

Fiscal years 1994-95 through 1998-99

	1994-95	1995-96	1996-97	1997-98	1998-99
Physical Education and Athletic Fields	21	21	21	21	21
Building and Attached Structure	35	35	35	35	35
Other Instructional Areas	49	49	49	49	49
Parking Lots	35	35	35	35	35
Total Number of on Campus Parking Spaces	4513	4513	4513	4513	4513
Roadways	27	27	27	27	27
Pond Retention and Drainage	8	8	8	8	8
Other (Specify)	17	17	17	17	17
Total Assigned Area	192	192	192	192	192
Currently Unassigned	0	0	0	0	0
Total Acres	192	192	192	192	192

Source: Resource Allocation and Management Plan (RAMP) documents

CHAPTER VII
HUMAN RESOURCES

VII HUMAN RESOURCES

Chapter VII presents tables reflecting data on full-time faculty and full and part-time regular employees by job category for fiscal years 1999 and 2000. Tables showing percentage of full time contact hours covered by full-time faculty are also provided.

Table VII-1
Faculty Demographic Breakdown
 Fiscal years 1994-95 through 1998-99

Degree	1994-95		1995-96		1996-97		1997-98		1998-99	
Associate's	2	0.92%	2	0.93%	0	0.00%	0	0.00%	0	0.00%
Bachelor's	10	4.59%	10	4.63%	11	5.24%	7	3.30%	7	3.35%
Master's	165	75.69%	164	75.93%	164	78.10%	163	76.89%	160	76.56%
Doctorate	41	18.81%	40	18.52%	35	16.67%	42	19.81%	42	20.10%
Vacant	3		6		11		7		11	
TOTAL	221		222		221		219		220	
Rank										
Professor	86	39.45%	82	37.96%	70	33.33%	70	33.02%	69	33.01%
Assoc Prof	51	23.39%	56	25.93%	54	25.71%	57	26.89%	53	25.36%
Asst Prof	41	18.81%	41	18.98%	47	22.38%	47	22.17%	48	22.97%
Instructor	40	18.35%	37	17.13%	39	18.57%	38	17.92%	39	18.66%
Vacant	3		6		11		7		11	
TOTAL	221		222		221		219		220	
Gender										
Female	118	54.13%	116	53.70%	112	53.85%	115	54.25%	116	55.50%
Male	100	45.87%	100	46.30%	98	47.12%	97	45.75%	93	44.50%
Vacant	3		6		11		7		11	
TOTAL	221		222		221		219		220	
Ethnicity										
Asian	3	1.38%	5	2.31%	5	2.40%	5	2.36%	5	2.39%
Black	4	1.83%	6	2.78%	7	3.37%	6	2.83%	5	2.39%
Hispanic	1	0.46%	1	0.46%	2	0.96%	2	0.94%	2	0.96%
American Indian Native	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
White	210	96.33%	204	94.44%	196	94.23%	199	93.87%	197	94.26%
Vacant	3		6		11		7		11	
TOTAL	221		222		221		219		220	

Table VII-2
Full and Part-Time Regular Employees by Job Category
 Fiscal year 1998-99

Job Category	Number	Non-minority		Minority		Percent	
		Male	Female	Male	Female	Female	Minority
Executive, Administrative, Managerial	40	19	16	2	3	47.50%	12.50%
Other Professionals	44	12	28	2	2	68.18%	9.09%
Technical and Paraprofessional	103	32	64	1	6	67.96%	6.80%
Clerical and Secretarial	220	19	185	5	11	89.09%	7.27%
Skilled Crafts	16	16	0	0	0	0.00%	0.00%
Service/Maintenance	93	46	22	20	5	29.03%	26.88%
TOTAL	516	144	315	30	27	66.31%	11.04%

Source: Personnel Office

Table VII-3
Full and Part-Time Regular Employees by Job Category
 Fiscal year 1999-00

Job Category	Number	Non-minority		Minority		Percent	
		Male	Female	Male	Female	Female	Minority
Executive, Administrative, Managerial	44	20	19	2	3	50.00%	11.36%
Other Professionals	52	14	34	1	3	71.15%	7.69%
Technical and Paraprofessional	107	38	62	1	6	63.55%	6.54%
Clerical and Secretarial	209	22	169	6	12	86.60%	8.61%
Skilled Crafts	16	16	0	0	0	0.00%	0.00%
Service/Maintenance	93	42	26	20	5	33.33%	26.88%
TOTAL	521	152	310	30	29	65.01%	11.32%

Source: Personnel Office

Table VII-4
Percent of Contact Hours Covered by Full-Time Faculty
 Fiscal years 1995-96 through 1998-99

Academic Enrichment and Language Studies Division					
Department	Semester	1995-96	1996-97	1997-98	1998-99
AED	Fall	31.6%	31.9%	29.5%	31.0%
AED	Spring	21.6%	36.5%	28.6%	31.5%
ENG REMEDIAL	Fall	36.4%	40.0%	15.4%	20.0%
ENG REMEDIAL	Spring	80.0%	80.0%	33.3%	50.0%
ESL	Fall	29.5%	30.8%	31.3%	35.4%
ESL	Spring	22.8%	27.4%	35.4%	35.4%
LNG	Fall	100.0%	100.0%	100.0%	100.0%
LNG	Spring	100.0%	100.0%	0.0%	50.0%
PSY 106	Fall	50.0%	40.0%	52.6%	37.5%
PSY 106	Spring	80.0%	63.6%	75.0%	75.0%
RDG REMEDIAL	Fall	28.1%	38.2%	32.3%	36.4%
RDG REMEDIAL	Spring	62.5%	60.0%	60.0%	31.6%
SGN	Fall	31.9%	31.9%	31.9%	45.0%
SGN	Spring	36.6%	28.4%	47.9%	42.2%
SLIP (ITP)	Fall	81.3%	81.3%	62.5%	68.8%
SLIP (ITP)	Spring	50.0%	65.0%	50.0%	66.7%

Business and Social Science Division					
Department	Semester	1995-96	1996-97	1997-98	1998-99
ACC	Fall	40.2%	30.7%	30.0%	33.6%
ACC	Spring	39.7%	33.9%	35.8%	35.7%
ANT	Fall	61.5%	62.8%	53.8%	58.3%
ANT	Spring	66.7%	84.6%	80.0%	69.2%
BFC	Fall	0.0%	0.0%	0.0%	0.0%
BFC	Spring	0.0%	0.0%	0.0%	0.0%
CIS	Fall	36.2%	25.6%	25.7%	24.7%
CIS	Spring	25.0%	27.5%	23.5%	26.0%
ECO	Fall	66.7%	65.0%	47.4%	57.9%
ECO	Spring	40.0%	42.9%	61.9%	59.1%
EDU	Fall	30.4%	30.0%	42.9%	50.0%
EDU	Spring	26.1%	53.8%	53.8%	55.0%
FSM	Fall	66.8%	52.2%	52.9%	22.2%
FSM	Spring	58.4%	48.4%	56.0%	51.9%
GEG	Fall	20.0%	33.3%	12.5%	35.5%
GEG	Spring	20.0%	26.1%	27.3%	18.8%

Business and Social Science Division					
Department	Semester	1995-96	1996-97	1997-98	1998-99
HST	Fall	57.7%	72.9%	69.6%	74.7%
HST	Spring	51.1%	71.0%	68.4%	67.0%
INS	Fall	0.0%	0.0%	0.0%	0.0%
INS	Spring	0.0%	0.0%	0.0%	0.0%
JNM	Fall	45.5%	0.0%	0.0%	0.0%
JNM	Spring	0.0%	0.0%	0.0%	0.0%
MAT	Fall	33.3%	18.8%	18.5%	0.0%
MAT	Spring	16.0%	25.0%	0.0%	0.0%
MGT	Fall	73.0%	54.6%	53.4%	44.9%
MGT	Spring	75.9%	57.6%	46.9%	53.0%
MKT	Fall	39.1%	23.9%	25.0%	52.6%
MKT	Spring	47.2%	25.6%	43.0%	36.9%
OFC	Fall	15.7%	18.3%	14.2%	18.2%
OFC	Spring	8.0%	0.0%	20.0%	22.1%
PLS (LTE)	Fall	7.2%	7.2%	7.0%	28.8%
PLS (LTE)	Spring	6.7%	5.1%	20.6%	11.7%
PSC	Fall	66.7%	68.1%	54.5%	90.9%
PSC	Spring	75.0%	75.0%	41.7%	100.0%
PSY	Fall	56.4%	51.0%	69.0%	77.0%
PSY	Spring	53.4%	61.0%	77.9%	75.6%
RES	Fall	60.0%	100.0%	75.0%	100.0%
RES	Spring	85.7%	85.7%	100.0%	100.0%
SOC	Fall	58.5%	52.8%	54.8%	57.8%
SOC	Spring	53.5%	58.5%	60.6%	57.1%

Liberal Arts Division					
Department	Semester	1995-96	1996-97	1997-98	1998-99
ART/FNA	Fall	39.6%	38.0%	37.8%	52.1%
ART/FNA	Spring	43.6%	44.5%	41.9%	43.7%
ENG/LIT	Fall	44.8%	42.8%	55.4%	48.3%
ENG/LIT	Spring	48.1%	46.6%	55.5%	47.6%
FAS	Fall	34.1%	34.1%	34.9%	18.2%
FAS	Spring	24.0%	26.0%	25.8%	20.0%
FOR LNG	Fall	44.2%	49.3%	47.0%	41.0%
FOR LNG	Spring	41.2%	51.4%	52.2%	41.4%
HUM	Fall	38.5%	23.1%	28.6%	41.7%
HUM	Spring	46.2%	33.3%	45.5%	61.5%
IND	Fall	40.3%	36.5%	30.6%	26.6%
IND	Spring	35.2%	31.1%	14.5%	32.9%

Liberal Arts Division					
Department	Semester	1995-96	1996-97	1997-98	1998-99
MUS	Fall	49.0%	51.4%	54.3%	43.1%
MUS	Spring	45.2%	44.2%	49.5%	51.0%
PHI	Fall	35.1%	40.5%	34.3%	41.2%
PHI	Spring	45.2%	40.0%	41.2%	36.4%
SPE	Fall	61.0%	63.4%	62.2%	58.8%
SPE	Spring	48.3%	59.7%	64.7%	66.4%

Life Science and Human Services Division					
Department	Semester	1995-96	1996-97	1997-98	1998-99
BIO	Fall	85.4%	82.1%	80.7%	79.9%
BIO	Spring	85.4%	82.8%	81.0%	82.1%
CCA	Fall	33.3%	37.1%	43.1%	39.6%
CCA	Spring	37.8%	31.4%	37.0%	52.9%
CNA	Spring			0.0%	
CRJ	Fall	68.6%	58.1%	48.4%	79.6%
CRJ	Spring	62.5%	49.2%	63.2%	76.5%
DHY	Fall	50.0%	50.0%	41.0%	40.9%
DHY	Spring	49.2%	49.8%	44.3%	49.8%
DIT	Fall	28.9%	33.3%	25.0%	36.0%
DIT	Spring	30.0%	26.2%	20.5%	40.0%
HSC	Fall	48.0%	55.6%	50.0%	43.8%
HSC	Spring	54.8%	62.0%	57.1%	27.3%
MOA	Fall	9.9%	20.7%	17.4%	71.0%
MOA	Spring	0.0%	57.9%	0.0%	34.6%
NUR	Fall	59.9%	60.9%	63.9%	59.0%
NUR	Spring	65.1%	70.2%	66.9%	52.9%
PHT	Fall	0.0%	0.0%	0.0%	0.0%
PHT	Spring	0.0%	0.0%	0.0%	0.0%
PKM/PST	Fall	53.7%	48.9%	50.0%	53.1%
PKM/PST	Spring	60.6%	62.0%	59.6%	51.9%

Student Development Division					
Department	Semester	1995-96	1996-97	1997-98	1998-99
CWE	Fall	0.0%	0.0%	0.0%	0.0%
CWE	Spring	0.0%	0.0%	0.0%	
ORIEN (ORN)	Fall	87.5%	87.5%	80.0%	83.3%
ORIEN (ORN)	Spring	0.0%	0.0%	0.0%	
PSY 107/108	Fall	68.2%	60.0%	56.3%	
PSY 107/108	Spring	64.7%	66.7%		

Student Development Division					
Department	Semester	1995-96	1996-97	1997-98	1998-99
PSY/CDV/DIV	Fall				52.6%
PSY/CDV/DIV	Spring			77.8%	

Technology, Mathematics, and Physical Sciences Division					
Department	Semester	1995-96	1996-97	1997-98	1998-99
AST/GEO/PHY/PHS	Fall	64.3% ¹			
AST/PHS	Fall	n/a ¹	43.2%	73.7%	64.7%
AST/PHS	Spring	70.5%	61.8%	67.3%	67.9%
ATE	Fall	62.4%	38.1%	49.5%	38.3%
ATE	Spring	61.3%	18.4%	47.6%	41.4%
BCE	Fall	0.0%	0.0%	0.0%	0.0%
BCE	Spring	0.0%	0.0%	0.0%	0.0%
CHM	Fall	53.7%	64.6%	65.6%	73.6%
CHM	Spring	60.9%	62.9%	77.6%	62.0%
EGR	Fall	35.3%	53.6%	87.1%	84.0%
EGR	Spring	50.0%	93.5%	63.3%	60.0%
ELT/AUT	Fall	63.0%	37.3%	31.6%	40.2%
ELT/AUT	Spring	64.9%	37.4%	38.6%	44.2%
FIS	Fall	0.0%	0.0%	0.0%	0.0%
FIS	Spring	0.0%	0.0%	0.0%	0.0%
GEO	Fall	n/a ²	80.0%	75.0%	100.0%
GEO	Spring	75.0%	75.0%	100.0%	75.0%
MCSC (Cmptr Sci)	Fall	n/a ³	34.5%	44.1%	51.3%
MCSC (Cmptr Sci)	Spring	n/a ⁴	46.0%	51.3%	38.5%
MDV (Dev Math)	Fall	n/a ³	31.5%	30.9%	21.3%
MDV (Dev Math)	Spring	39.2%	32.7%	24.8%	13.8%
MET/MFG/QUA	Fall	43.3%	48.9%	43.4%	41.8%
MET/MFG/QUA	Spring	38.0%	66.7%	32.3%	20.6%
MLB (Math Lab)	Fall	90.0%	100.0%	90.0%	84.9%
MLB (Math Lab)	Spring	90.0%	90.0%	88.2%	81.8%
MTC (Tech Math)	Fall	n/a ³	0.0%	n/a ⁵	50.0%
MTC (Tech Math)	Spring	38.5%	50.0%	0.0%	23.1%
MTH	Fall	44.8%	50.2%	45.6% ⁵	51.0%

¹ Includes AST/GEO/PHY/PHS for fall 1995 only

² Includes AST/GEO/PHY/PHS for spring 1995 only

³ CPS, TECH, and DEV MTH are combined in MTH for fall 1995

⁴ CPS, TECH, and DEV MTH are combined in MTH for spring 1996

⁵ TECH MTH is included in MTH for fall 1997

Technology, Mathematics, and Physical Sciences Division					
Department	Semester	1995-96	1996-97	1997-98	1998-99
MTH	Spring	45.2% ⁶	51.2%	51.4%	59.8%
PHY	Fall	n/a ⁷	64.7%	81.1%	100.0%
PHY	Spring	69.2%	56.4%	69.2%	82.8%
RAC	Fall	59.1%	55.6%	23.1%	36.4%
RAC	Spring	31.9%	75.0%	33.3%	25.0%

Wellness and Human Performance Division					
Department	Semester	1995-96	1996-97	1997-98	1998-99
HPI	Fall	26.0%	17.0%	0.0%	0.0%
HPI	Spring	22.5%	0.0%	0.0%	0.0%
PED	Fall	59.3%	48.3%	46.5%	36.5%
PED	Spring	54.7%	41.7%	46.1%	41.3%

Source: Office of Executive Dean for Instruction

Table VII-5
Percent of Contact Hours Covered by Full and Part-Time Faculty
 Fiscal years 1994-95 through 1998-99

	1994-95	1995-96	1996-97	1997-98	1998-99
Full-Time	47.36%	46.53%	45.81%	45.13%	45.77%
Part-Time	52.65%	53.47%	54.18%	54.87%	54.23%

Source: Office of Executive Dean for Instruction

⁶ CPS and MTH are combined for spring 1996

⁷ Includes AST/GEO/PHY/PHS for fall 1995 only

CHAPTER VIII
SUPPORT SERVICES

VIII SUPPORT SERVICES

William Rainey Harper College offers various support services to the College community. This section presents tables and narrative that describe the support services provided.

VIII-A INFORMATION TECHNOLOGY

Information Technology is comprised of three areas that provide support for Harper's technology and information systems investment with the network infrastructure as the core delivery medium for these resources. Use of network resources by the campus community obligates the user to follow the current version of the Harper Computer Code of Ethics and the resources guidelines for email, Internet resources and electronic file storage. These guidelines can be accessed from the Harper home page via the Intranet button or by directly accessing the Intranet at <http://hip> and should be viewed periodically for updates.

VIII-A1 Administrative Systems

Administrative Systems (IT/AS) responds to and anticipates direct needs and requests of our customers as they pertain to Harper Integrated Information System/Regent and all other systems; while meeting those needs IT/AS focuses on that are determined to be mission critical to the operations of the College. The department also engages in exploring emerging trends in technology and higher education, maximizing existing resources, integrating interdepartmental practices, facilitating communication and further empowering the Harper Community. Areas of concern include administrative needs in the academic area, student support services, financial and human resources applications, facilities and asset management and the interrelationship of these functions with students, faculty, staff and administration.

Management Information Systems

The MIS department of Harper College is responsible for the interpretation of business information needs and the successful implementation of automated solutions to resolve them. The MIS team also has the added role to analyze and consult on the design, development and implementation of effective and efficient information systems at Harper College.

The programmers and analysts of the MIS staff at Harper College accomplish these initiatives by:

- Administrating the relationship between information systems assessment, design and effective business management;

- Working to resolve existing and potential problems faced by Harper College through the policies and strategies which can be employed to maintain system integrity;

- Managing information system planning, design and development;

- Aligning system structure with user needs through testing, evaluating and supporting system functions, and

Analyzing the impact of computer technology on College faculty and staff with regard to student services, productivity and other policy issues.

Web Resources

Web Resources is a rapidly emerging area of IT/Administrative Systems. Web Resources provides the platform and associated technologies that enable Intranet and Web site development at Harper College.

Focus

While Web Resources does consult on independent department initiatives, it is predominantly focused on maintaining campus web servers and applications, and making directory space available to Harper faculty and staff. Secondary objectives include Web site/Intranet application development, which extends the availability and effectiveness of College administrative systems.

Available Services

The following services are available to all full-time faculty and representatives from College programs/departments:

- Web server accounts
- Directory space on Web server
- Message boards on Web server
- Restricted access to content on Web server

The following services are available to all Harper faculty and staff:

- Intranet accounts
- Directory space on Intranet
- Message boards on Intranet
- Restricted access to content on Intranet

Computer Operations

The operations department oversees all College network resources. This includes all UNIX host computers, Local Area Network servers, Web servers, backup and recovery and production of the College's business applications.

VIII-A2 Technical Services

The scope of Technical Services' responsibilities includes integration of all voice, video, and data transmission, in addition to all computing, the communications and information systems hardware, infrastructure, operating systems, and related services.

Network Services

Network Services designs and supports the technical infrastructure that provides for all current functions of the Harper College Communications Network (HCCN), as well as plans and implements ongoing enhancements to support the College's evolving networking and information needs. The infrastructure includes:

53	Subnets
21	Network Closets
2,211	Documented network connections
124	Hubs in service

LAN and Desktop Support

This area supports the installation of software operating on over 2,000 computing devices.

1,852	Desktop computers including Macs
201	Laptop computers including Macs
58	Servers
378	Printers

Repair Services

This department maintains and repairs desktop hardware including computers, monitors, printers, phones, and UPS systems; assists in the installation of software and hardware, and manages the disposal of outdated equipment.

Host Systems Support

This area supports and maintains the larger UNIX computer systems used on campus. These include systems to support the MIS application, the Bookstore, the Library, and student programming. Platforms utilized on campus are IBM-AIX, HP-UX, Sun Solaris and BSD.

Telecommunications

The division manages all aspects of telecommunications on campus from desk phones to cellular, from two-way radios to pagers. This includes:

1,326	Phones
27	Cellular phones
71	Two-way radios

The phone system processes an average of 8,108 calls per day, 40,540 calls per week or 162,160 calls per month. The operators handle 836 calls per day, 4,180 calls per week or 16,720 calls per month (10.3% of all calls). Supporting the network infrastructure is 210

miles of copper cable and over 60 miles of fiber optic strands which connects the phone system and the data networks.

Acquisition and Installation

Orders, receives and coordinates the installation of all computer equipment on campus.

VIII-A3 Client Services

Instructional Computer Lab Support

Support is provided for a total of 77 classroom and computer labs both on and off campus. Actual computer labs total 46 of which 26 are primarily for credit courses, 16 for Continuing Education and 4 are used collaboratively. Open Labs are available as follows:

Mega Lab

66 workstations featuring: Windows NT, Windows 95, Windows 98, Netscape, MS Office Suite, MS Visual Studio, and 100 MB zip drives.

UNIX / NT Lab

16 PCs featuring: NT, Exceed, and Cache
21 PCs featuring: DOS, Windows 3.1, UNIX, Microsoft Office Suite, & Netscape

Writing Center

24 PC workstations, 1 Macintosh featuring: Norton Textra, Daedalus, WordPerfect & Microsoft Word

Journalism lab

21 Mac workstations featuring: Journalism software

AutoCAD Lab

18 PC workstations featuring: AutoCAD software

Northeast Center

16 Workstations featuring Windows 95, DOS, Windows 3.1, Microsoft Office Suite, WordPerfect, Microsoft Works, and programming compilers.
3 MAC workstations featuring: MAC O/S, Illustrator 8.0 and PhotoShop 5.5

Help Desk

The Help Desk is staffed by full and part-time employees and Harper College students working part time, and/or students participating in an internship to gain professional experience in Information Technology under the guidance of the Manager of Client Support. Help Desk analysts utilize a Help Desk software package that tracks problems and inquiries submitted.

Training Seminars

The Help Desk area provides in-house training to all Harper College employees for campus-wide institutionally approved software and systems installed or implemented by the Information Technology area of Harper College.

Training is offered throughout the academic year. Training schedules are published in the Bulletin Board newsletter and on the Intranet under Employee Technical Skills Training.

These training options are intended to provide employees with job-specific computer skills. For broader, more extensive training, staff members recommend seminars and courses offered by Harper College for degree credit or continuing education credit.

Harper College employees lead training seminars with representatives from various employee groups including faculty, Help Desk personnel, lab aides, and staff.

Advanced Technology Research Center (ATRC)

The Advanced Technology Research Center in the Science, Math and Health Careers Center, Room D132, is a development area to research and investigate the latest technology to help with current needs or prepare for future needs for faculty, staff and administration. Hours may vary by semester. The ATRC staff provides seminars on hardware usage with software integration.

Software Support personnel are housed in the Student and Administration Center, Room A115. Harper follows SPA guidelines in the usage of software. In addition, they provide second level software support to the Help Desk and provide Administrative PC software installations.

Laptop computers and cameras are available for checkout in Client Services to assist Harper faculty, staff, and administrators for academic, training, and presentation purposes. These laptops are preloaded with currently supported versions of Windows, Word, Excel, PowerPoint and Access.

VIII-B LEARNING RESOURCES CENTER

The Learning Resources Center supports the instructional mission of the College by offering a fully equipped library, media equipment, media production and distance learning facilities. The Library collection includes an on-line catalog and a variety of electronic data bases that are available through the world wide web as well as an extensive book, periodical and audio visual collection.

There is complete access to the Harper collection from all on-campus work stations. Over fifty Internet work stations for public use are available in the library, and professional research assistance for students, faculty and community residents is available over seventy-five hours a week when the Library is open. In addition, instructional sessions on the use of the Library and electronic resources are provided in the Library for students, faculty and other patrons. The goal of the Center is to create a dynamic, functional relationship between information and people.

VIII-C TUTORING CENTER

Free tutoring is available in more than eighty courses and the Center serves more than 19,000 student contacts each year by appointments and on a walk-in basis. Tutoring is available from professional and student tutors, and in certain courses there are review seminars and workshops as well as study guides offered to students. Students served by the Center report higher grades and higher course completion rates.

Table VIII-C1
Tutoring Center Student Contacts
Fiscal years 1994-95 through 1998-99

1994-95	1995-96	1996-97	1997-98	1998-99
17999	19067	20573	19540	16277

VIII-D SUCCESS SERVICES

Students may obtain an analysis of their performance on a test in any content area and a study behavior inventory identifies strengths and weaknesses in this area. These services as well the learning styles inventory are free of charge to students. Faculty and students report that student grades improve after utilizing the services.

Table VIII-D1
Success Services Student Contacts
Fiscal years 1994-95 through 1998-99

1994-95	1995-96	1996-97	1997-98	1998-99
789	1060	1117	1139	1146

VIII-E WRITING CENTER

Writers of all levels and disciplines join a supportive academic environment conducive to creative work in the Center. Professional writing specialists encourage and advise writers using technology resources to organize create and edit documents. Writers may also visit the virtual Writing Center at http://www.harper.cc.il.us/writ_ctr/

Table VIII-E1
Writing Center Student Contacts
Fiscal years 1994-95 through 1998-99

1994-95	1995-96	1996-97	1997-98	1998-99
44389	63183	68377	67374	67512

VIII-F CENTER FOR NEW STUDENTS AND ORIENTATION

The Center for New Students and Orientation offers information sessions for prospective students and orientation/academic advising for new students.

Table VIII-F1
Total Student Contacts
Fiscal years 1995-96 and 1998-99

1995-96	1998-99
51265	50976

VIII-G ASSESSMENT SERVICES

The Assessment Center is responsible for administering assessment tests in writing, reading and math telecourse testing and/or evaluation of CLEP, AP, and proficiency, entrance examinations for limited enrollment programs, and some certification exams.

Table VIII-G1
Total Tests Administered
Fiscal years 1995-96 and 1998-99

1995-96	1998-99
17848	18139

VIII-H ACADEMIC ADVISING AND COUNSELING CENTERS

Services provided by the Centers include assistance with educational planning, transfer to another institution, course selection, as well as academic and personal issues. The Academic Advising and Counseling Centers assist students in academic difficulty. Students on probation are required to see a counselor to develop strategies to be successful and improve their grade point average. The centers also provide personal counseling to students.

Table VIII-H1

Total Student Contacts

Fiscal years 1995-96 and 1998-99

1995-96	1998-99
60686	62276

VIII-I OFFICE OF MULTICULTURAL AFFAIRS

The Office of Multicultural Affairs provides counseling and support services for current and prospective multicultural/ minority students and works with existing College programs to foster multicultural awareness. Multicultural Affairs recognizes the unique development and social needs of multicultural students and is committed to the advocacy of minority issues throughout the College

Table VIII-I1

Total Student Contacts

Fiscal years 1995-96 and 1998-99

1995-96	1998-99
2551	5873

VIII-J CAREER CENTER

The Career Center teaches current students how to make career decisions, obtain career and job related experience while attending Harper and plan a job search through resume writing assistance and interview preparation. (For career counseling, students must be enrolled in a minimum of six credit hours).

Table VIII-J1
Student/Employer Contacts
Fiscal Years 1995-96 and 1998-99

1995-96	1998-99
16352	17658

Community Career Services provides individual career counseling and workshops in career planning and job searching for community members (non students) who are seeking a job or career change.

VIII-K HEALTH AND PSYCHOLOGICAL SERVICES

The Health and Psychological Services team is committed to promoting the student's total health and well being. The staff assists students having personal, physical, social or emotional concerns that may affect their success in college. Wellness programs are scheduled every semester. A registered nurse and physician/nurse practitioner are available for free and confidential medical services, minor illness and physical exams. A psychologist and personal counselors assist students with brief therapy, evaluation and referrals. Psychological services are free of charge to students enrolled in six or more credit hours.

Table VIII-K1
Student Contacts
Fiscal years 1995-96 and 1998-99

1995-96	1998-99
2783	6380

VIII-L ACCESS AND DISABILITY SERVICES

The mission of Access and Disability Services (ADS) is to create a comprehensively accessible environment where individuals are viewed on the basis of ability, not disability. Harper College complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

Table VIII-L1
Services Provided
 Fiscal years 1994-95 through 1998-99

	1994-95	1995-96	1996-97	1997-98	1998-99
Students	401	437	452	401	508
Employees	15	16	16	15	18
Others	1590	1755	1696	1752	1800

Others contacted through events, seminars, and workshops.

Table VIII-L2
Breakdown of Services by Disability
 Fiscal years 1994-95 through 1998-99

	1994-95	1995-96	1996-97	1997-98	1998-99
Learning Disability	215	237	245	198	335
Deaf/Hard of Hearing	70	97	72	76	57
Attention deficit Disorders	24	29	26	37	23
Psychological Disorders	12	15	25	31	14
Visually Impaired	11	11	13	12	12
Physical Disability	22	18	22	23	18
Head Injury	16	11	12	11	12
Others	41	34	37	13	37

VIII-M OFFICE OF STUDENT FINANCIAL ASSISTANCE

The Office of Student Financial Assistance is the central unit for the administration of federal, state and institutionally allocated monies for student assistance. The staff coordinates funding programs for which students may be eligible and is responsible for the collection and dissemination of such information to students, faculty and the Harper College community. The office exists to provide a wide range of services designed to assure that students with demonstrated financial need will not be denied an education due to financial barriers.

Table VIII-M1
Number of Awards by Type
 Fiscal years 1994-95 through 1998-99

Source	1994-95	1995-96	1996-97	1997-98	1998-99
Pell Grant	86	797	717	740	969
Work Study	24	55	46	120	121
SEOG	189	171	147	305	369
Perkins	40	36	0	0	0
Family ed. Loan	405	313	356	365	339
ISAC	654	682	646	618	719
Il.vets	424	430	429	456	474
Total	2597	2484	2341	2604	2991

Source: Office of Student Financial Assistance

Table VIII-M2
Dollar Amount of Awards by Type
 Fiscal years 1994-95 through 1998-99

Source	1994-95	1995-96	1996-97	1997-98	1998-99
Pell Grant	\$978174	\$910926	\$868036	\$1048893	\$1447985
Work Study	\$28572	\$51253	\$53393	\$106794	\$140142
SEOG	\$86956	\$94341	\$61171	\$129227	\$93149
Perkins	\$27625	\$32500	\$0	\$0	\$0
Family ed. Loan	\$756236	\$713489	\$782734	\$856953	\$904153
ISAC	\$399943	\$466932	\$473342	\$498499	\$693266
Il.vets	\$272423	\$339534	\$520045	\$753358	\$1032407
Total	\$2549929	\$2608975	\$2758721	\$393724	\$4311102

Source: Office of Student Financial Assistance

