



Fact Book 2000

Fact Book 2000

Produced by the Office of Research

Dawit Teklu, Director

December 2000

William Rainey Harper College
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PREFACE

The Office of Research is pleased to present the second edition of the Harper College Fact Book. All information from the 1999 version is updated following a similar format in order to allow users make valid comparisons based on longitudinal data. The current version also includes changes and additions suggested by readers. By providing snapshots of data about William Rainey Harper College, The Fact Book is designed to provide a concise array of information about the College. It is composed of eight sections including general information, organization and administration, credit students, non-credit students, finances, facilities, human resources and support services.

Many offices help make this publication possible, and we want to acknowledge all the individuals and units of the college for their cooperation and assistance.

Questions and comments regarding the Fact Book are encouraged and welcomed as we attempt to make the publication a more useful source of information. Please E-mail your comments and suggestions to dteklu@harper.cc.il.us or call the office at 847 925-6263.

We hope you find this publication to be a valuable resource.

Dawit Teklu, Director
Office of Research

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CHAPTER I
GENERAL INFORMATION

William Rainey Harper College Institutional Profile 1999-2000

Location: 1200 WEST ALGONQUIN ROAD
PALATINE IL 60067-7398

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 1999-00 was 24,352
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: 1999-2000 total operating budget \$58,921,128

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, IL 60070
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. In the 1999 school year, the college enrolled approximately 24,000 students.

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.

Groundbreaking for the new Performing Arts Center and Instructional Conference Center was held on May 18, 2000. The new buildings, with an estimated completion date of February 2002, were partially funded by the Illinois Capital Development Board. The Instructional Conference Center will house one of the largest business amphitheaters in the northwest suburbs and will offer an array of resources for companies and organizations to provide professional development and interactive education activities to their employees. In addition to providing new expanded educational opportunities for students, the new Performing Arts Center will continue to provide the tradition of attracting well-known entertainers and celebrities to campus.

During the summer of 2000, Harper College held "Discovery Sessions" with various community members, business leaders and students and talked about some of the key challenges facing the College to "discover" what the community really wanted from Harper. The Community Response Team (CRT), which was subsequently formed, presented several recommendations to the Board of Trustees which identified science, technology and healthcare as top priorities for the College to address.

At its special board meeting on August 16, 2000, the Harper College Board of Trustees was presented with the first comprehensive long-range Campus Master Plan in the history of the College. The plan, which represents a vision for the next twelve years and included the CRT's priorities, is a dynamic plan intended to guide the College into the future. It will be revised periodically to see that it still reflects the needs of the College and the community it serves.

On November 7, 2000, the Harper College district residents resoundingly voted to pass the \$88.8 million referendum to construct three new buildings on Harper's campus for science, emerging technologies and health care studies.

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 offers an extensive 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 values diversity 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 underprepared students and educational opportunities for those who wish to improve their academic abilities and skills.
5. To provide co-curricular opportunities that enhance the learning environment and develop the whole person.

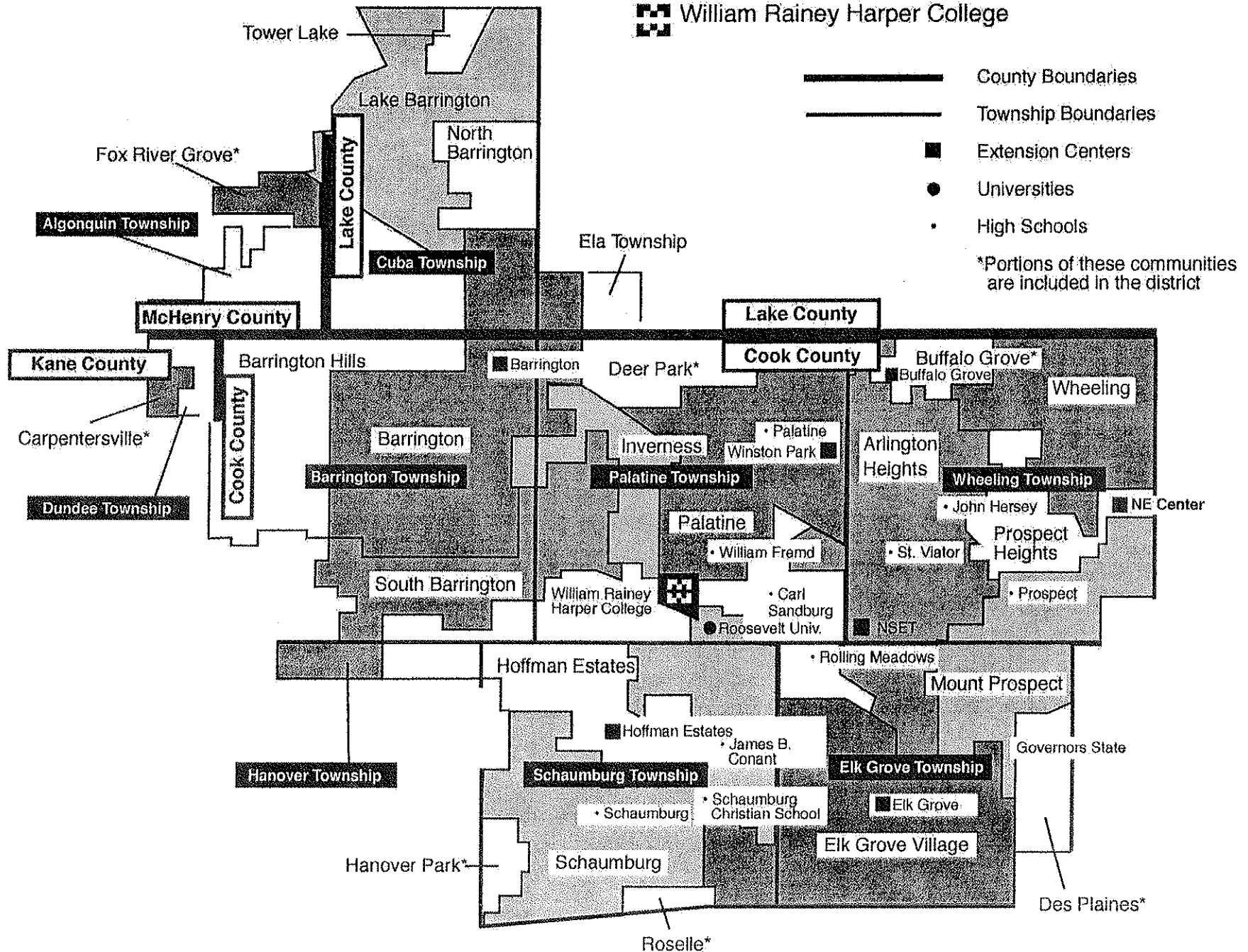
Essential to achieving these purposes are all of the College's resources, support programs and services.

Vision Statement

Student Success Through Academic Excellence

Community College District 512

 William Rainey Harper College



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 non-credit 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.

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 fiber;

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 totaling \$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.

<p align="center">William Rainey Harper College Educational Foundation Board of Directors</p>
--

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Dir of Development & Global Electronic
Commerce
3 Com Corporation
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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

Endowed Scholarships (cont)

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

Foundation Events

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 \$9,999

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.

William Rainey Harper College 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 1999-2000	95-96	96-97	97-98	98-99	99-00
Amount of Grant	\$2,327,426	\$3,244,377	\$2,574,935	\$3,170,244	\$2,678,078

Chapter 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 for Development and Executive Director of Foundation, Assistant Vice President Strategic Alliances, Vice President Academic Affairs 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
Executive Director Foundation,
Asst. Vice President - Development

Dr. Tom Choice
Vice President - Academic Affairs

Dr. Edmund Dolan
Vice President - Institutional Advancement

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

Judy Thorson
Vice President - Administrative Services

Joan Kindle
Vice President – Student Affairs

Linda Kolbusz
Special Assistant to the President

David McShane
Vice President - Information Technology

Colleen Murphy
Vice President - Marketing and
Advancement

Sheila Quirk
Assistant Vice President, Strategic
Alliances

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.

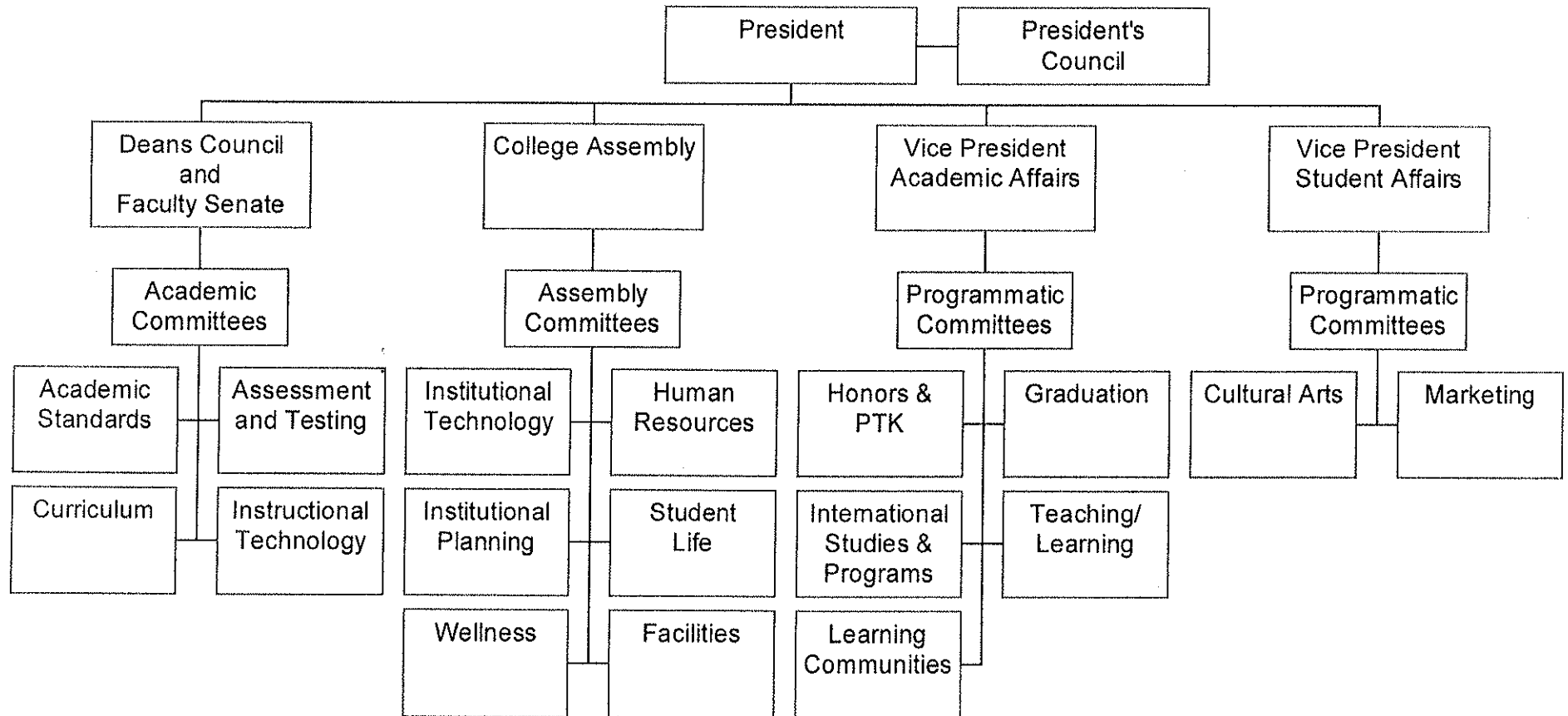
The crucial premises of Shared Governance at Harper College are a belief in our communal purpose, trust in our valued colleagues, and recognition that the student must be at the center of our community. The Guidelines and Structure demonstrate our belief in the core values of our institution collaboration, 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.

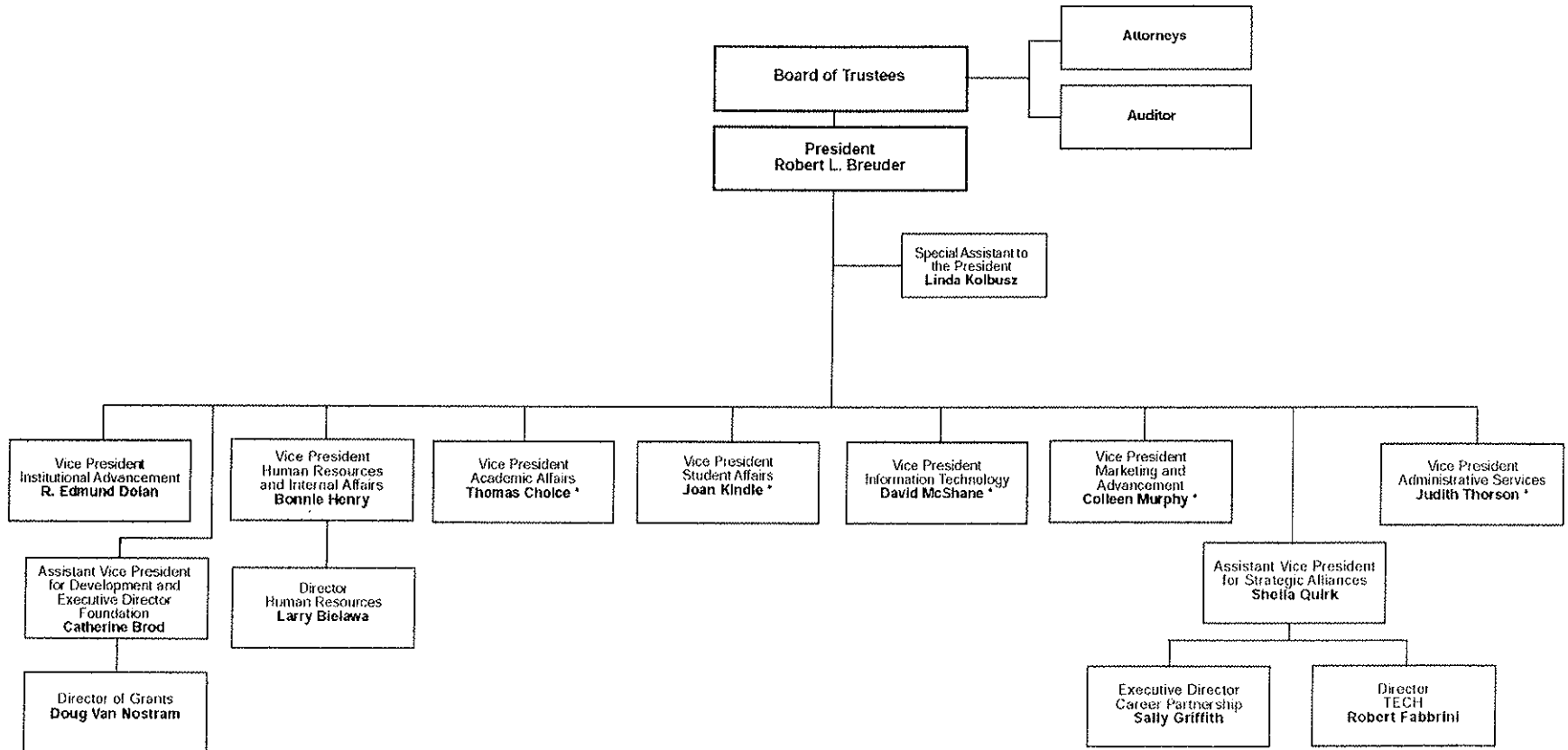
In good decision making, committee members examine ideas, rationales and consequences regarding an issue. Shared Governance enables the varied constituencies to influence the planning and growth of the College and promotes personal commitment to the College goals. The more participation there is by constituents 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

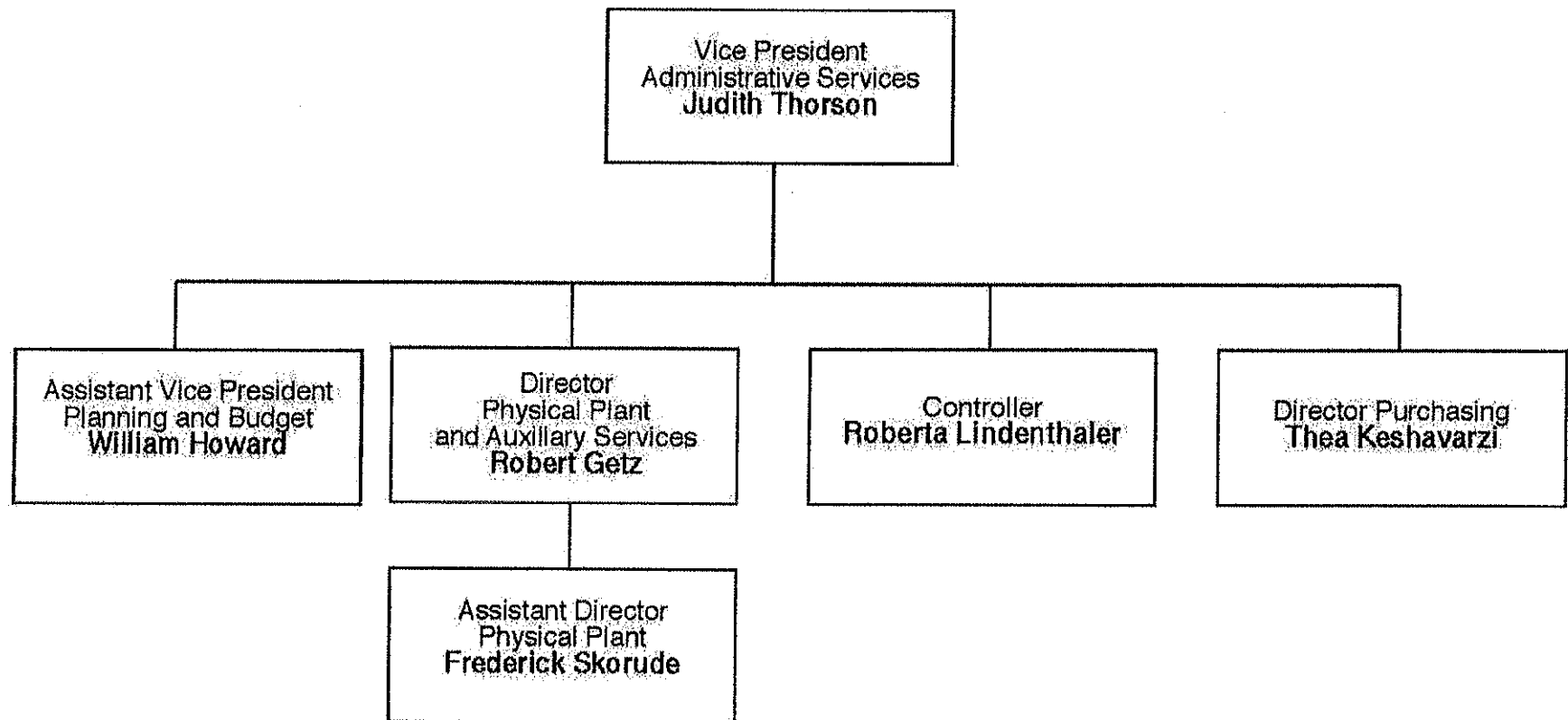


President's Council

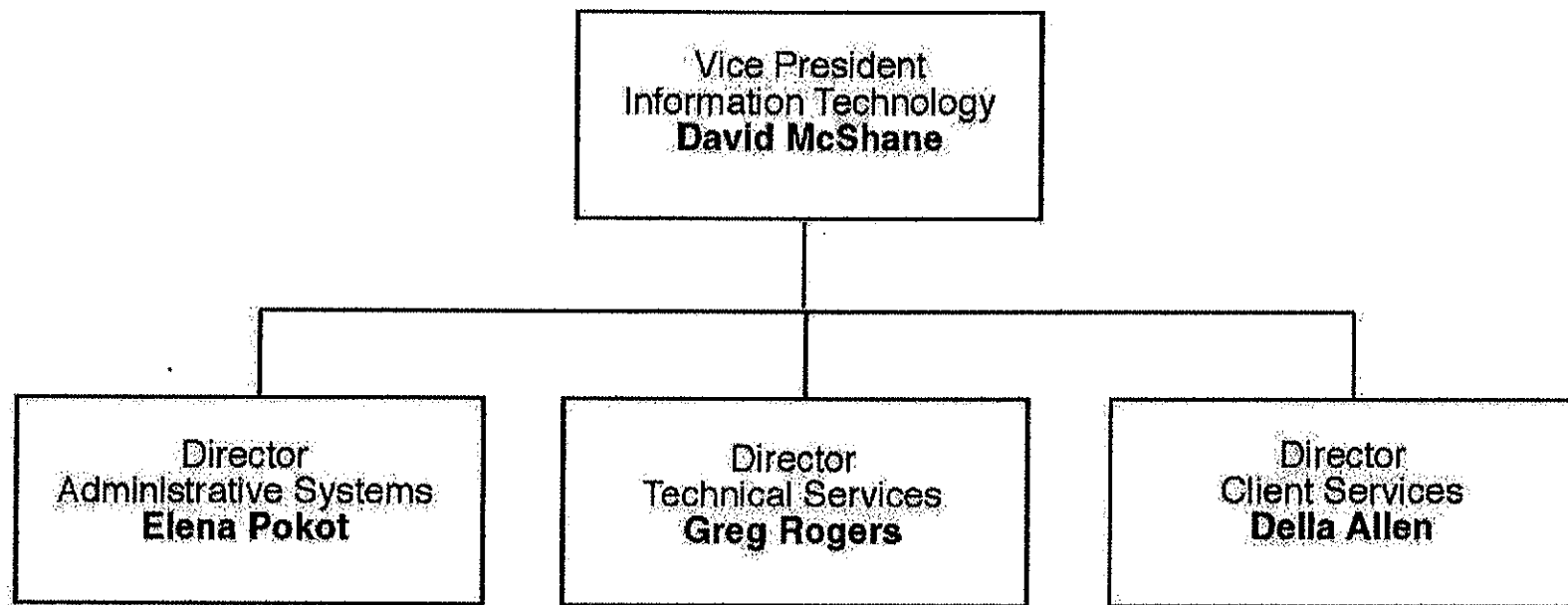


* See individual charts.

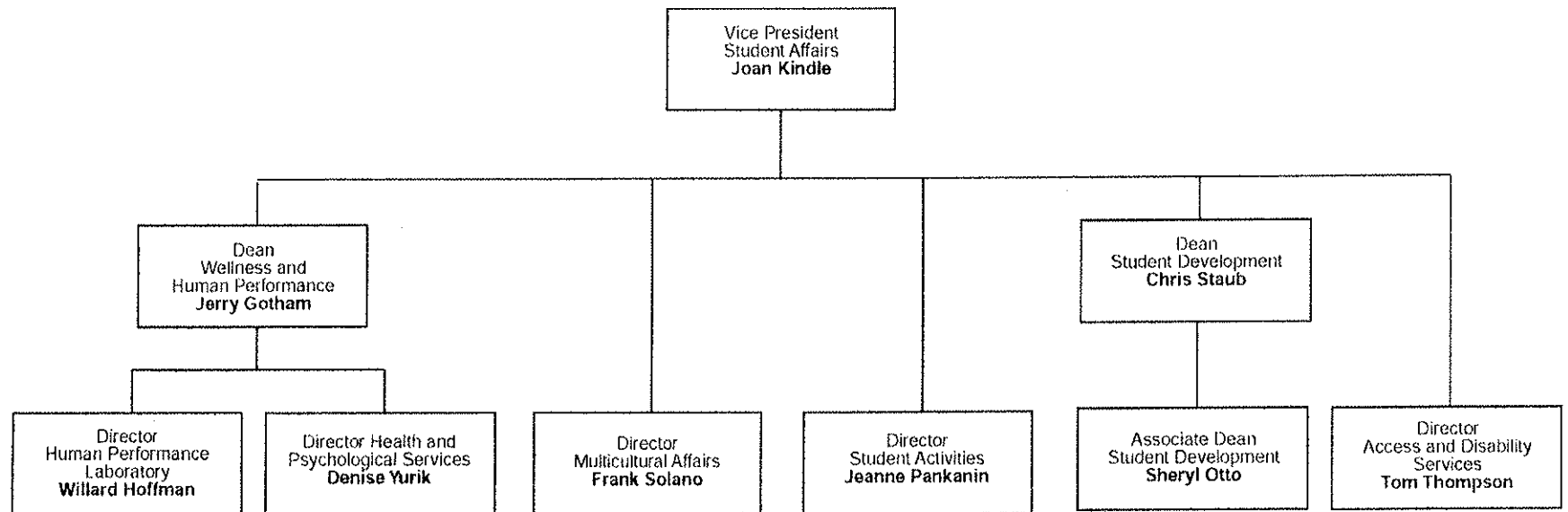
Office of Vice President Administrative Services



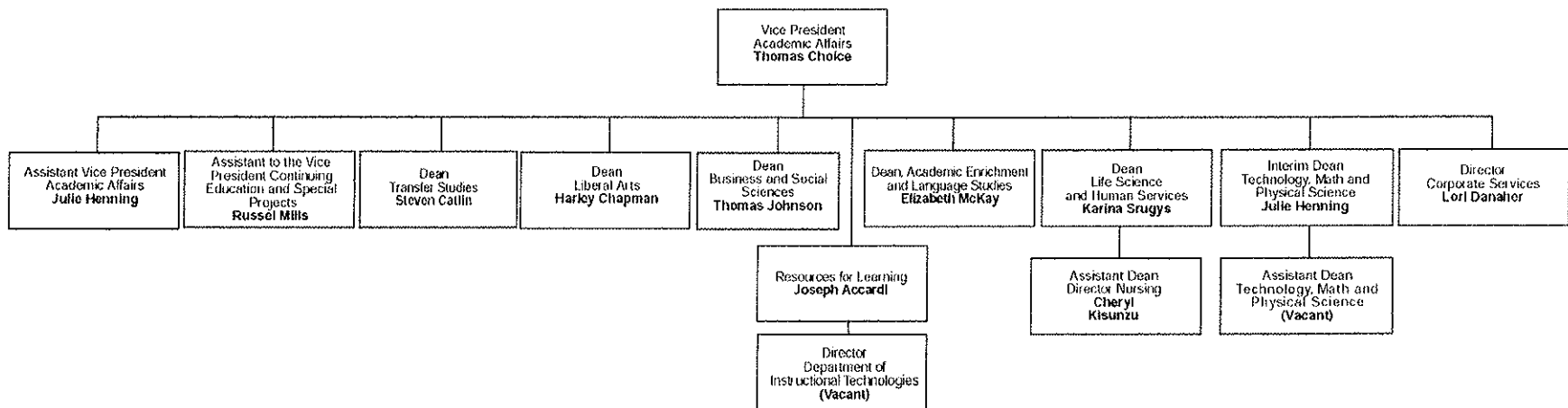
Office of Vice President Information Technology



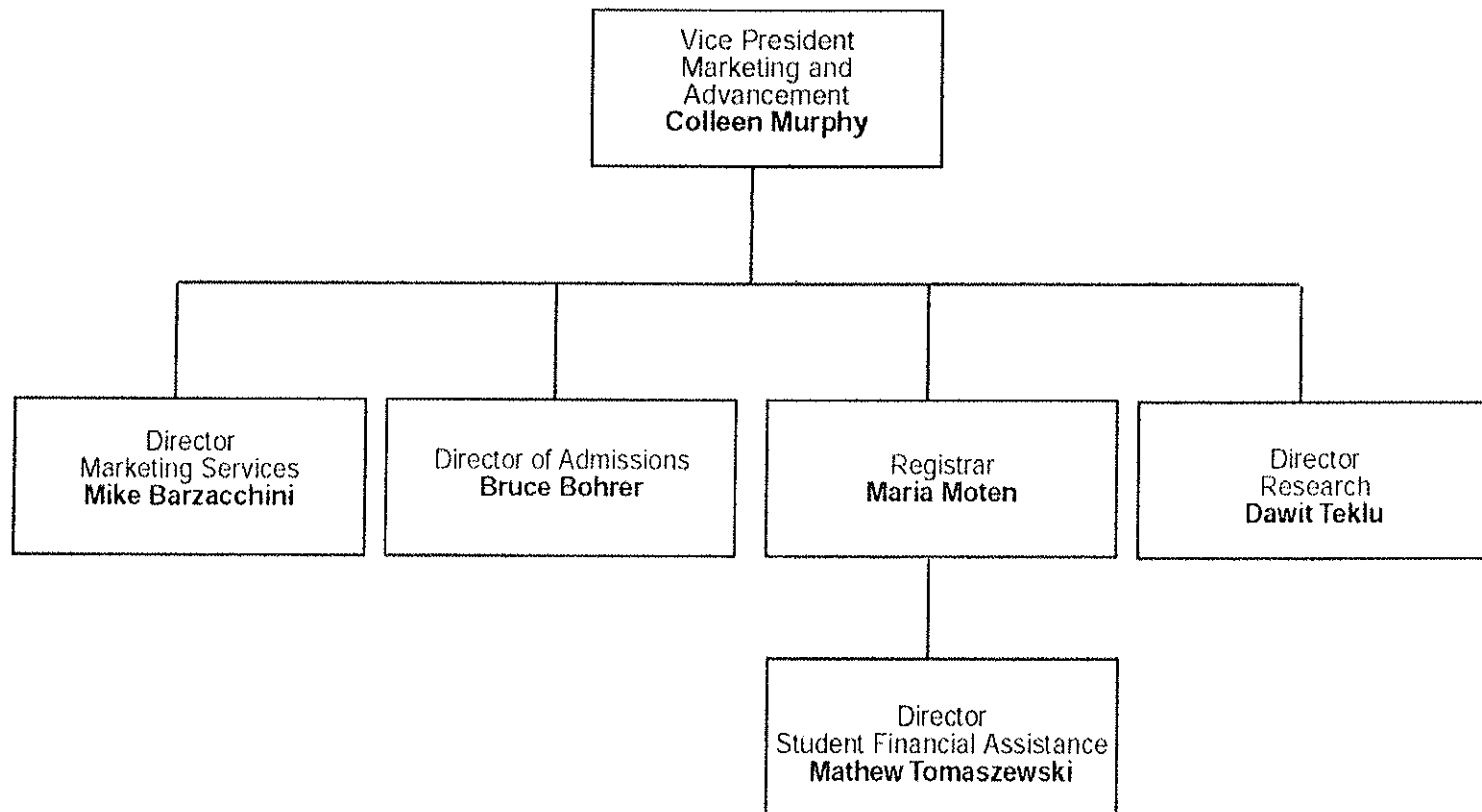
Office of Vice President Student Affairs



Office of Vice President Academic Affairs



Office of Vice President Marketing and Advancement



CHAPTER III

CREDIT STUDENTS

The chapter is divided into 5 parts: Profile of Enrolled Students, Student Profile, End of Semester Credit Enrollments, Degrees and Certificates Awarded, and Profile of Students Awarded Degrees or Certificates.

SECTION III-A

PROFILE OF ENROLLED STUDENTS

Table III-A1
Admission Status of Enrolled Students

Fall 2000		
Status	Number	Percent
Full-Time	6,150	42.8%
Part-Time Degree	1,978	13.8%
Part-Time Non-Degree	4,265	29.6%
Summer Only	558	3.9%
N/A	1,386	9.6%
Unspecified	48	0.3%

Source: Registrar's Office

Table III-A2
Number of Enrolled Students By City

Fall 2000	
City	Number
Arlington Heights	1503
Barrington	465
Buffalo Grove	330
Carpentersville	112
Des Plaines	324
Elk Grove Village	839
Fox River Grove	45
Hanover Park	343
Hoffman Estates	1486
Mount Prospect	1124
Palatine/Inverness	2165
Prospect Heights	424
Rolling Meadows	704
Roselle	164
Schaumburg	2178
Wheeling	922

Source: ICCB E1 File

Table III-A3
Number of Enrolled Students By Residency Status

Fall 2000		
Residency	Number	Percent
In District	12,305	85.5%
Out of District	1,887	13.1%
Out of State	19	0.1%
International	116	0.8%
ESA	17	0.1%
Unknown	41	0.3%

Source: Registrar's Office

Table III-A4
Number of Enrolled Students By District High School

Fall 2000	
City	Number
Barrington	40
Buffalo Grove	64
Conant	143
Elk Grove	68
Fremd	90
Hersey	58
Hoffman Estates	90
Palatine	84
Prospect	68
Rolling Meadows	72
Schaumburg	139
St. Viator	17
Wheeling	55

Source: ICCB E1 File

Table III-A5
Number of Enrolled Students By
Out of District High School

Fall 2000	
City	Number
Cary Grove	11
Deerfield	1
Dundee Crown	3
Jacobs	2
Lake Park	6
Lake Zurich	20
Maine East	3
Maine South	2
Maine West	3
Stevenson	9

Source: ICCB E1 File

Table III-A6
Gender of Enrolled Students

Fall 2000		
Gender	Number	Percent
Female	8,182	56.9%
Male	6,201	43.1%
Unspecified	2	0.0%

Source: Registrar's Office

Table III-A7
Age Group of Enrolled Students

Fall 2000		
Age Group	Number	Percent
18 and Under	2,130	14.8%
19-23	5,282	36.7%
24-28	2,047	14.2%
29-33	1,459	10.1%
34-38	1,103	7.7%
39-42	719	5.0%
43-47	754	5.2%
48-52	401	2.8%
53-57	238	1.7%
58 and Over	177	1.2%
Unspecified	75	0.5%

Source: Registrar's Office

Table III-A8
Intent of Enrolled Students

Fall 2000		
Intent	Number	Percent
Prepare for job	1,187	8.3%
Improve skills in present job	895	6.2%
Career exploration	1,404	9.8%
Transfer	4,255	29.6%
Review basic skills	102	0.7%
Personal interest/self dev	1,237	8.6%
Other	601	4.2%
Unknown	4,704	32.7%

Source: Registrar's Office

Table III-A9
Ethnicity of Enrolled Students

Fall 2000		
Intent	Number	Percent
Asian or Pacific Islander	1,981	13.77%
American Indian or Alaskan	28	0.19%
Black (Non-Hispanic)	439	3.05%
Hispanic	2,149	14.94%
White (Non-Hispanic)	8,732	60.70%
Does Not Wish to Respond	319	2.22%
No Response	308	2.14%
Other	304	2.11%
Unknown	125	0.87%

Source: Registrar's Office

SECTION III-B

STUDENT PROFILE

Table III-B1 Age Groups of Credit Students

Fiscal Years 1995-96 through 1999-2000	95-96		96-97		97-98		98-99		99-00	
	N	Pecent	N	Pecent	N	Pecent	N	Pecent	N	Pecent
Under 18	335	1.2%	333	1.3%	386	1.6%	367	1.5%	382	1.6%
19-23	10541	39.2%	10593	39.8%	9909	40.9%	10191	42.6%	10464	43.0%
24-28	5110	19.0%	4922	18.5%	4463	18.4%	4274	17.9%	4235	17.4%
29-33	3156	11.7%	3097	11.6%	2670	11.0%	2762	11.5%	2773	11.4%
34-38	2532	9.4%	2477	9.3%	2118	8.7%	1952	8.2%	2052	8.4%
39-42	1643	6.1%	1587	6.0%	1446	6.0%	1312	5.5%	1335	5.5%
43-47	1567	5.8%	1465	5.5%	1386	5.7%	1341	5.6%	1368	5.6%
48-52	1036	3.8%	1091	4.1%	865	3.6%	809	3.4%	825	3.4%
53-57	515	1.9%	511	1.9%	472	1.9%	462	1.9%	471	1.9%
58 & Over	477	1.8%	554	2.1%	523	2.2%	447	1.9%	415	1.7%
Unspecified	0	0.0%	0	0.0%	0	0.0%	0	0.0%	32	0.1%

Source: ICCB A1 files

Table III-B2

Full-Time/Part-Time Credit Students and Average Credit Hr. Per Semester

Fiscal Years 1995-96 through 1999-2000		95-96		96-97		97-98		98-99		99-00	
		N	Pecent	N	Pecent	N	Pecent	N	Pecent	N	Pecent
Summer	PT	7182	78.3%	7133	77.9%	5794	77.5%	6386	76.9%	6429	76.0%
	FT	1991	21.7%	2020	22.1%	1684	22.5%	1923	23.1%	2026	24.0%
Fall	PT	11634	71.0%	11458	70.1%	10559	70.2%	10190	69.6%	10113	68.7%
	FT	4753	29.0%	4876	29.9%	4472	29.8%	4460	30.4%	4599	31.3%
Spring	PT	11712	73.8%	11354	72.7%	10407	73.2%	9719	70.7%	10341	72.4%
	FT	4168	26.2%	4253	27.3%	3809	26.8%	4025	29.3%	3945	27.6%
Average Credit Load											
Summer	PT	3		3		3.1		3.1		3.1	
	FT	7.1		7.2		7.3		7.2		7.3	
Fall	PT	4.8		4.8		4.9		4.9		4.9	
	FT	13.9		13.9		13.7		13.7		13.7	
Spring	PT	4.8		4.8		4.9		4.9		4.9	
	FT	13.9		14.1		13.8		13.7		13.8	

Source: ICCB A1 files

Table III-B3 Gender of Credit Students

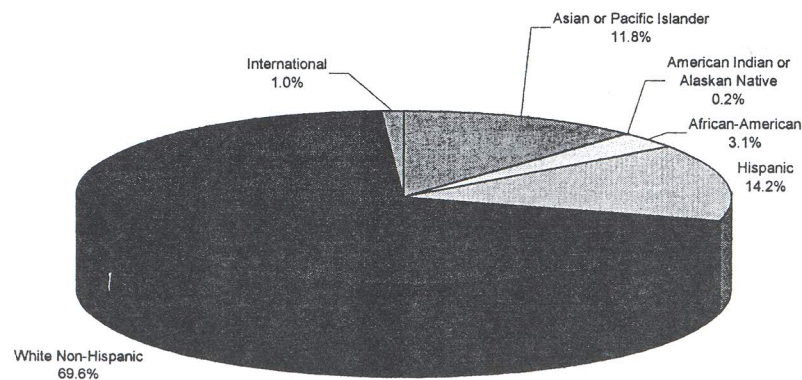
Fiscal Years 1995-96 through 1999-2000	95-96		96-97		97-98		98-99		99-00	
	N	Pecent	N	Pecent	N	Pecent	N	Pecent	N	Pecent
Female	15171	56.6%	15063	56.7%	13611	56.2%	13417	56.1%	13717	56.3%
Male	11656	43.4%	11481	43.3%	10623	43.8%	10484	43.8%	10619	43.6%
Unknown	0	0.0%	0	0.0%	0	0.0%	15	0.1%	16	0.1%

Table III-B4 Ethnicity of Credit Students

Fiscal Years 1995-96 through 1999-2000	95-96		96-97		97-98		98-99		99-00	
	N	Pecent	N	Pecent	N	Pecent	N	Pecent	N	Pecent
Asian or Pacific Islander	2045	7.6%	2182	7.6%	2621	8.2%	2827	10.8%	3206	11.8%
American Indian or Alaskan Native	49	0.2%	54	0.2%	35	0.2%	44	0.1%	53	0.2%
African-American	740	2.8%	795	2.8%	696	3.0%	741	2.9%	746	3.1%
Hispanic	3439	12.8%	4024	12.8%	3246	15.2%	3396	13.4%	3832	14.2%
White Non-Hispanic	19861	74.0%	18716	74.0%	17359	70.5%	16643	71.6%	16336	69.6%
International	693	2.6%	773	2.6%	277	2.9%	250	1.1%	170	1.0%
Unspecified	0	0.0%	0	0.0%	0	0.0%	15	0.0%	9	0.1%

Source: ICCB A1 files

Chart III-B4
Ethnicity of Credit Students for 1999-2000



SECTION III-C

END OF SEMESTER CREDIT ENROLLMENTS

Table III-C1 Credit Student Counts

Fiscal Years 1995-96 through 1999-2000	95-96	96-97		97-98	98-99	99-00
Annual Number of Students	26827	26544		24234	23916	24352
Credit Counts By Semester						
Summer	9174	9153		7783	8309	8455
Fall	16387	16334		15031	14650	14712
Spring	15880	15607		14216	13744	14286

Source: ICCB A1 files

Table III-C2 Full Time Equivalent By Semester

Fiscal Years 1995-96 through 1999-2000	95-96	96-97		97-98	98-99	99-00
Summer	2366	2381		2085	2209	2293
Fall	8153	8216		7488	7416	7521
Spring	7638	7637		6872	6883	7031
Total	18157	18234		16445	16508	16845

Note: FTE (Full Time Equivalent) is the number of credit hours divided by 15.

Source: ICCB A1 files

*Note: For Years 1995-96 and 1996-97 A1 files used end of registration counts. Thereafter, final end of term counts are used

SECTION III-D

DEGREES AND CERTIFICATES AWARDED

Chart III-D1 Degrees and Certificates Awarded

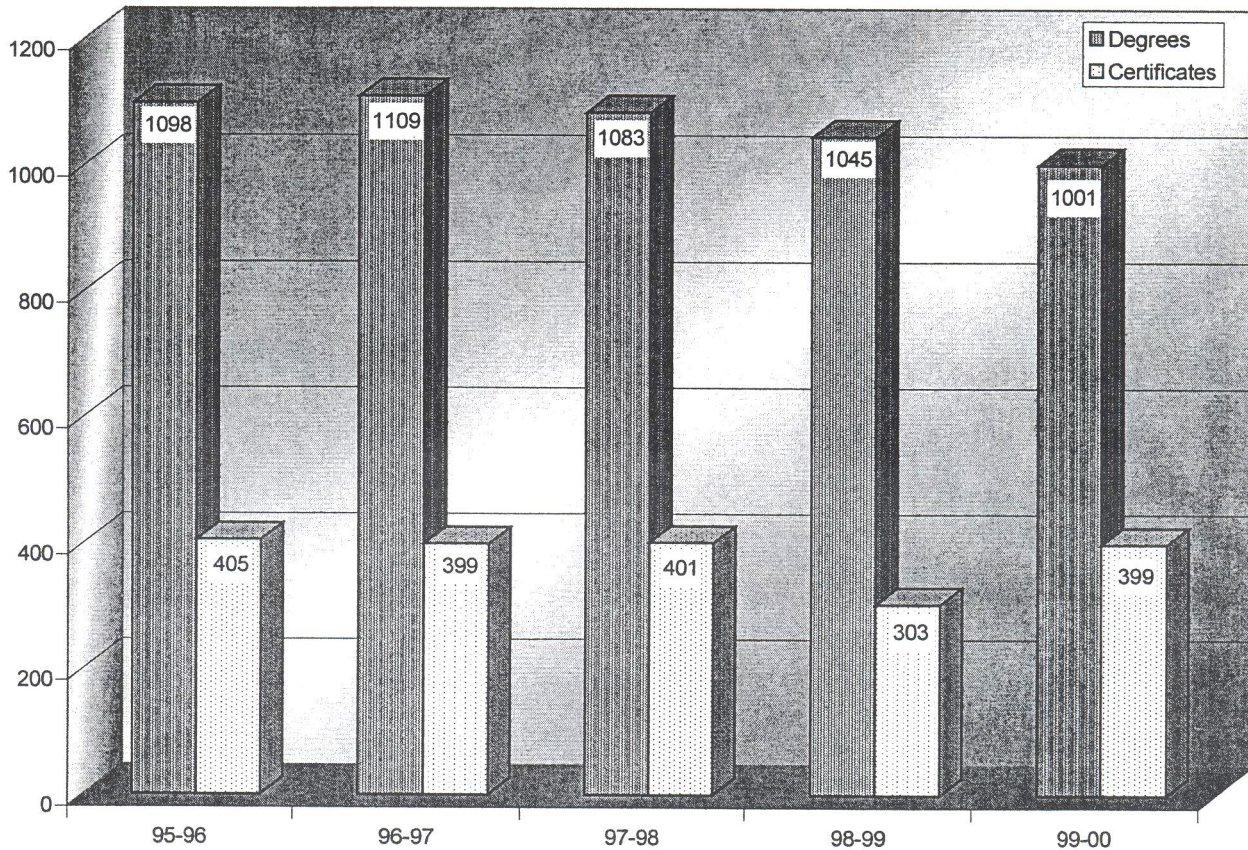


Table III-D1 Degrees and Certificates Awarded

Fiscal Years 1995-96 through 1999-2000	95-96	96-97	97-98	98-99	99-00
Degrees	1098	1109	1083	1045	1001
Certificates	405	399	401	303	399

SOURCE: HARPER COLLEGE REGENT SYSTEM

Table III-D2 Type of Degrees Awarded

Fiscal Years 1995-96 through 1999-2000	95-96	96-97	97-98	98-99	99-00
AA - Associate in Arts	587	609	577	561	527
AAS - Associate In Applied Science	337	322	315	319	325
AS - Associate In Science	174	178	185	152	139
AFA -Associates in Fine Arts	0	0	3	6	7
AES - Associate In Engineering Science	0	0	0	1	3

SOURCE: HARPER COLLEGE REGENT SYSTEM

SECTION III-E

PROFILE OF STUDENTS AWARDED DEGREES OR CERTIFICATE

Chart III-E1 Gender of Students Awarded Degrees or Certificates

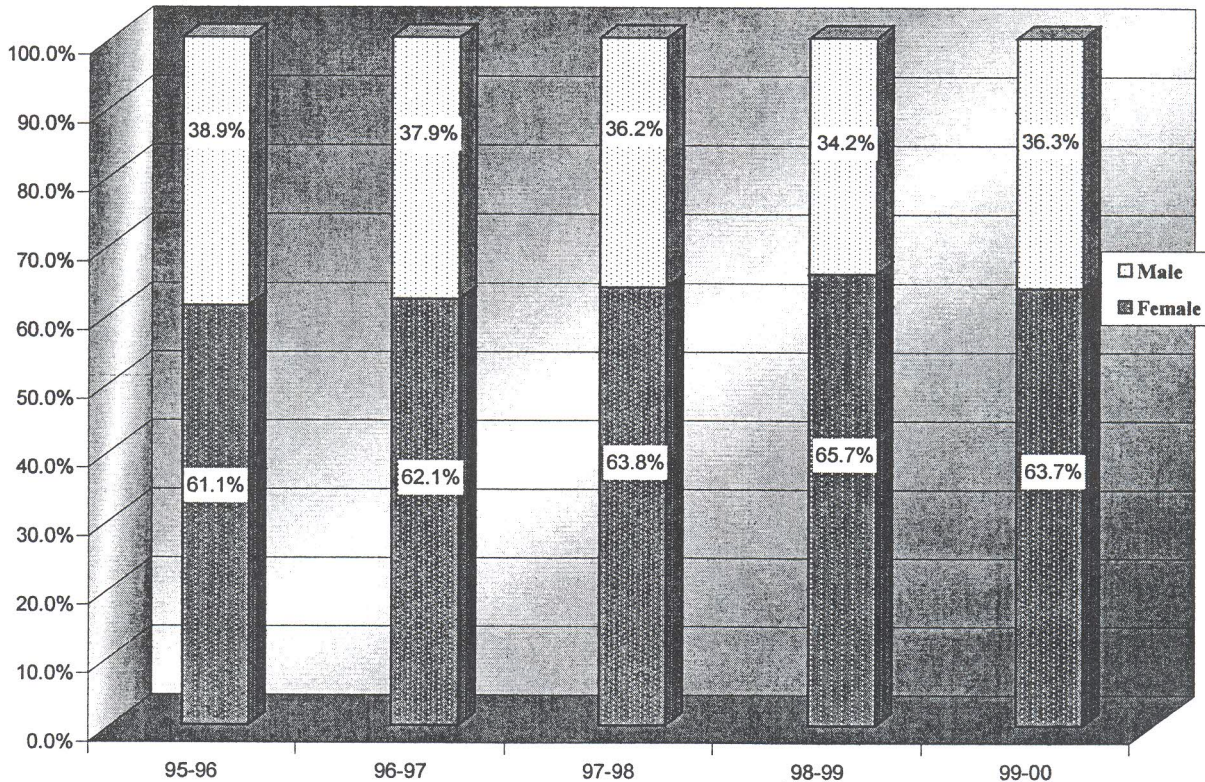


Table III-E1 Gender of Students Awarded Degrees or Certificates

Fiscal Years 1995-96 through 1999-2000	95-96		96-97		97-98		98-99		99-00	
	N	Pecent	N	Pecent	N	Pecent	N	Pecent	N	Pecent
Female	827	61.1%	883	62.1%	816	63.8%	741	65.7%	732	63.7%
Male	527	38.9%	540	37.9%	462	36.2%	386	34.2%	418	36.3%

SOURCE: ICCB A1 FILES FISCAL YEARS 1996-2000

Table III-E2 Ethnicity of Students Awarded Degrees or Certificates

Fiscal Years 1995-96 through 1999-2000	95-96		96-97		97-98		98-99		99-00	
	N	Pecent	N	Pecent	N	Pecent	N	Pecent	N	Pecent
Asian or Pacific Islander	69	5.1%	94	6.6%	117	9.2%	112	9.9%	114	9.9%
American Indian or Alaska	5	0.4%	1	0.1%	3	0.2%	3	0.3%	4	0.3%
Black	25	1.8%	20	1.4%	27	2.1%	20	1.8%	20	1.7%
Hispanic	57	4.2%	64	4.5%	57	4.5%	56	5.0%	69	6.0%
White Non-Hispanic	1179	87.1%	1209	85.0%	1055	82.6%	919	81.5%	928	80.7%
International	19	1.4%	35	2.5%	19	1.5%	17	1.5%	15	1.3%

SOURCE: ICCB A1 FILES FISCAL YEARS 1996-2000

Chart III-E3 Age Group of Students Awarded Degrees and Certificates

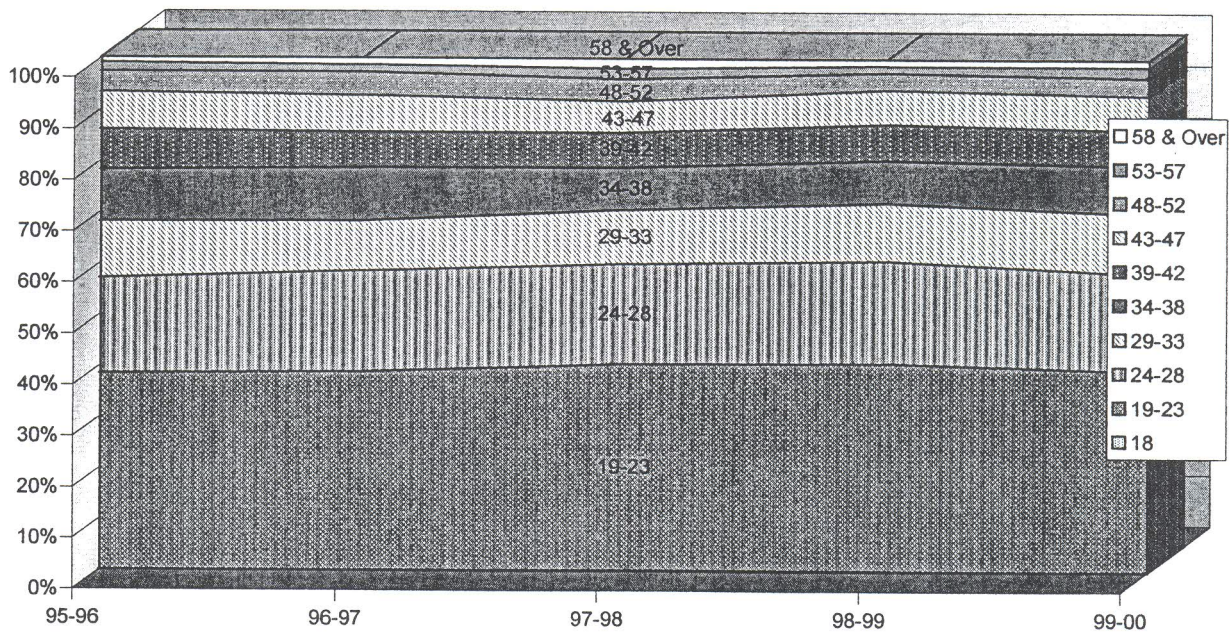


Table III-E3 Age Groups of Students Awarded Degrees or Certificates

Fiscal Years 1995-96 through 1999-2000	95-96		96-97		97-98		98-99		99-00	
	N	Pecent	N	Pecent	N	Pecent	N	Pecent	N	Pecent
18	0	0.0%	1	0.1%	2	0.2%	1	0.1%	0	0.0%
19-23	513	38.4%	526	38.8%	493	40.3%	459	40.7%	451	39.3%
24-28	248	18.6%	266	19.6%	238	19.5%	225	19.9%	218	19.0%
29-33	149	11.2%	132	9.7%	129	10.6%	127	11.3%	135	11.8%
34-38	135	10.1%	141	10.4%	102	8.3%	95	8.4%	108	9.4%
39-42	105	7.9%	94	6.9%	84	6.9%	79	7.0%	80	7.0%
43-47	96	7.2%	96	7.1%	73	6.0%	75	6.6%	77	6.7%
48-52	54	4.0%	61	4.5%	53	4.3%	37	3.3%	40	3.5%
53-57	22	1.6%	19	1.4%	25	2.0%	16	1.4%	24	2.1%
58 & Over	13	1.0%	18	1.3%	23	1.9%	14	1.2%	15	1.3%

SOURCE: ICCB A1 FILES YEARS 1996-2000FISCAL

CHAPTER 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.

SECTION 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 of C.E. Students

Fiscal Years 1996-97 through 1999-2000	96-97		97-98		98-99		99-00	
	N	Pecent	N	Pecent	N	Pecent	N	Pecent
Female	8736	62.2%	9009	61.7%	9166	59.6%	8756	59.1%
Male	5234	37.3%	5557	38.0%	6116	39.8%	5970	40.3%
Unknown	77	0.5%	45	0.3%	98	0.6%	98	0.6%
Total	14047	100.0%	14611	100.0%	15380	100.0%	14824	100.0%

Source: Continuing Education

Table IV-A2 Enrollment of C.E. Students By Semester

Fiscal Years 1996-97 through 1999-2000	96-97		97-98		98-99		99-00	
	N	Pecent	N	Pecent	N	Pecent	N	Pecent
Summer	5823	24.9%	6380	25.9%	7341	26.5%	7599	27.0%
Fall	8895	38.0%	8354	33.9%	9587	34.7%	9103	32.3%
Spring	8664	37.1%	9874	40.1%	10727	38.8%	11466	40.7%
Total	23382	100.0%	24608	100.0%	27655	100.0%	28168	100.0%

Source: Continuing Education

Table IV-A3 Student Counts of C.E. Students By Semester

Fiscal Years 1996-97 through 1999-2000	96-97		97-98		98-99		99-00	
	N	Pecent	N	Pecent	N	Pecent	N	Pecent
Summer	4281	25.6%	4535	26.3%	4851	26.0%	5568	26.1%
Fall	6152	36.8%	5881	34.1%	6622	35.5%	7218	33.8%
Spring	6291	37.6%	6824	39.6%	7187	38.5%	8564	40.1%
Total	16724	100.0%	17240	100.0%	18660	100.0%	21350	100.0%

Note: Students are counted for each semester they register.

Source: Continuing Education

Table IV-A4 Enrollment of C.E. Students By Program Area

Fiscal Years 1996-97 through 1999-2000	96-97		97-98		98-99		99-00	
	N	Pecent	N	Pecent	N	Pecent	N	Pecent
Computer Training	3594	15.4%	4517	18.4%	6054	21.9%	6147	21.8%
Personal Enrichment	7144	30.6%	7386	30.0%	7588	27.4%	7129	25.3%
Physical Fitness	8548	36.6%	8678	35.3%	9985	36.1%	10280	36.5%
Professional Development	4096	17.5%	4027	16.4%	4028	14.6%	4611	16.4%
Total	23382	100.0%	24608	100.0%	27655	100.0%	28167	100.0%

Source: Continuing Education

SECTION 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 has 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;
- Providing leadership in workforce and organizational development.

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

Chapter 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.

Chart V-1 Tuition Per Semester Hour By Residency

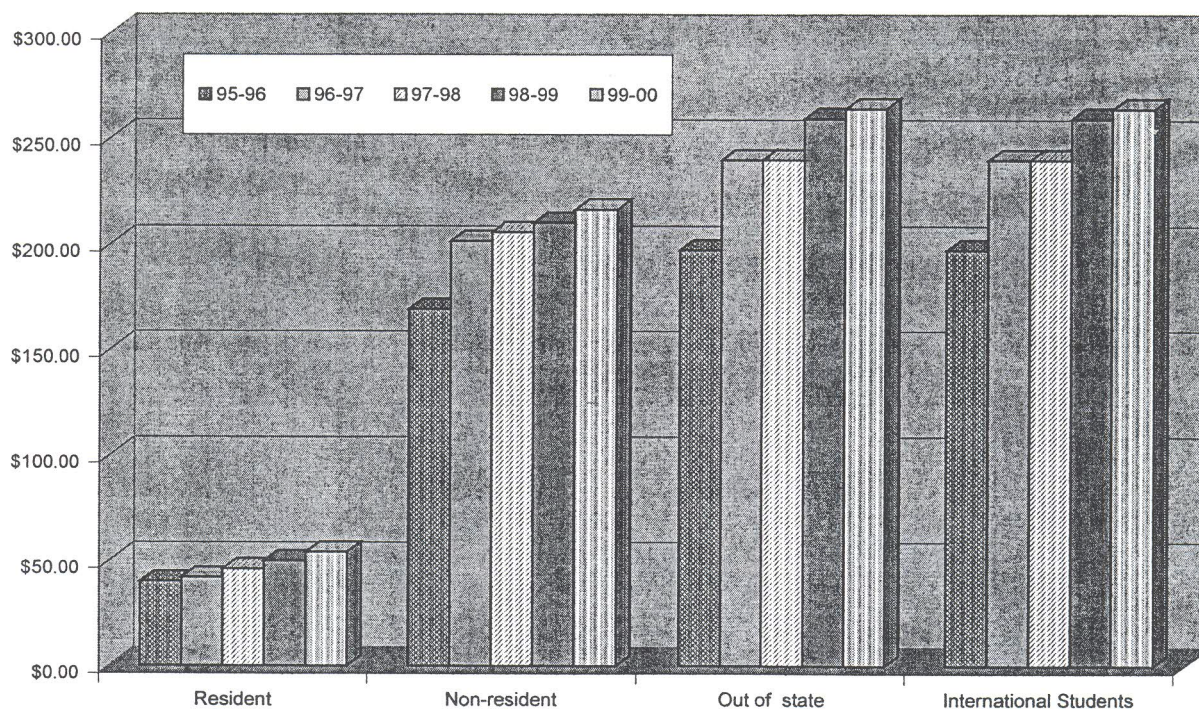


Table V-1 Tuition Per Semester Hour By Residency

Fiscal Years 1995-96 Through 1999-00	95-96	96-97	97-98	98-99	99-00
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

Source: William Rainey Harper College catalogs

Table V-2
WILLIAM RAINEY HARPER COLLEGE, COMMUNITY COLLEGE DISTRICT NO. 512

Operating Funds Revenues and Expenditures For the Year Ending June 30, 2000	Education Fund	Operations and Maintenance Fund	Total Operating Funds
Local Government Revenue:			
Local taxes	\$21,246,310	\$9,163,512	\$30,409,822
Chargeback revenue	\$156,098		\$156,098
Other			\$0
Total Local Government Revenue	\$21,402,408	\$9,163,512	\$30,565,920
State Government Revenue:			
ICCB Credit Hour grants	\$7,380,491		\$7,380,491
ISBE - Vocational Education	\$500,939		\$500,939
ISBE - Adult Education			\$0
CPPTRR	\$486,788	\$262,117	\$748,905
Other			\$0
Total State Government Revenue	\$8,368,218	\$262,117	\$8,630,335
Federal Government Revenue:			
Department of Education	\$171,220		\$171,220
Total Federal Government Revenue	\$171,220	\$0	\$171,220
Student Tuition and Fees:			
Tuition	\$14,171,457		\$14,171,457
Fees	\$2,260,432		\$2,260,432
Other Student Assessments	\$14,230		\$14,230
Total Tuition and Fees	\$16,446,119	\$0	\$16,446,119
Other Sources:			
Sales and service fees	\$45,011		\$45,011
Investment revenue	\$1,086,418	\$357,089	\$1,443,507
Non-governmental grants			\$0
Other	\$71,559	\$5,543	\$77,102
Total Other Revenue	\$1,202,988	\$362,632	\$1,565,620
Total Revenue	\$47,590,953	\$9,788,261	\$57,379,214
Less: Non-operating items*			
Tuition chargeback revenue	\$156,098		\$156,098
Instruction Service Contracts			\$0
Adjusted Revenue	\$47,434,855	\$9,788,261	\$57,223,116

* Intercollege revenue that does not generate related college credit hours is subtracted to allow for statewide comparisons.

Chart V-2
William Rainey Harper College
Community College District No. 512
Operating Funds Revenue

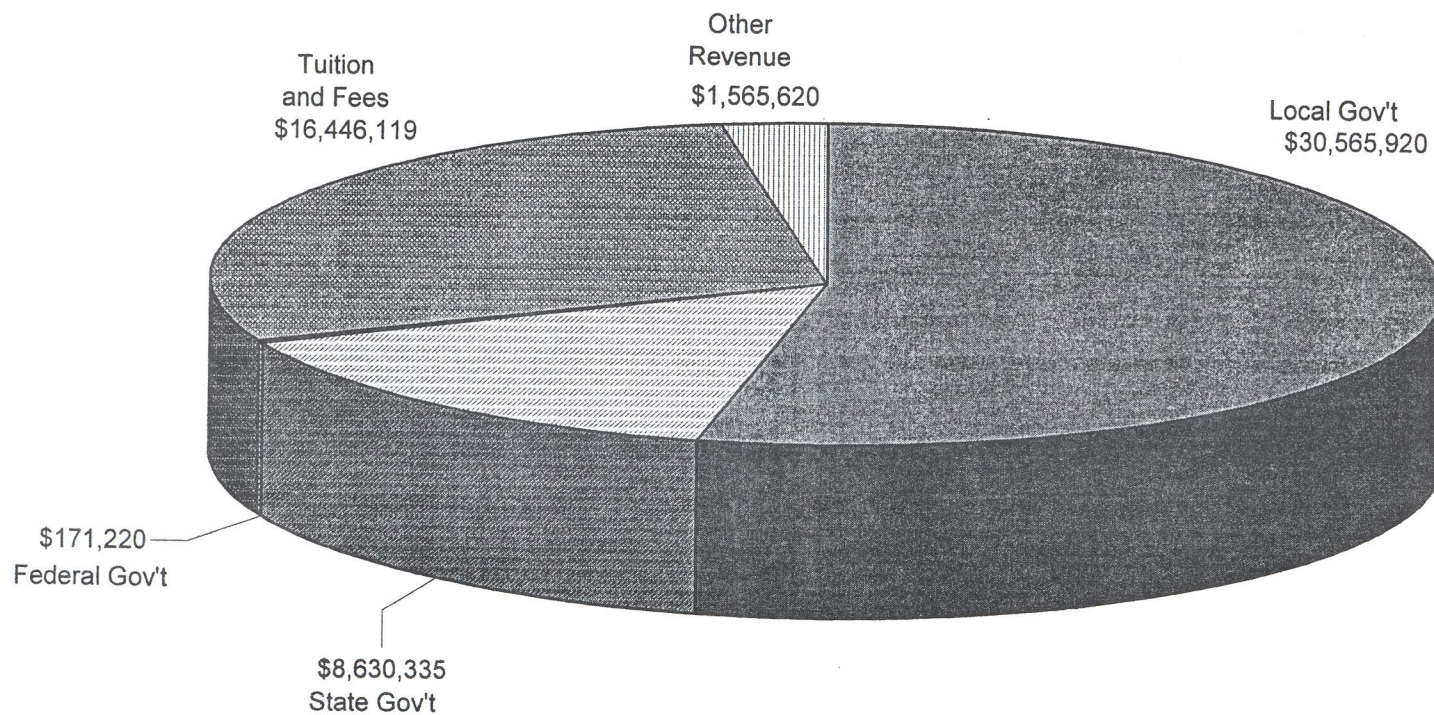


Table V-3

WILLIAM RAINEY HARPER COLLEGE, COMMUNITY COLLEGE DISTRICT NO. 512

Operating Funds Revenues and Expenditures For the Year Ending June 30, 2000	Education Fund	Operations and Maintenance Fund	Total Operating Funds
Operating Expenditures By Program:			
Instruction	\$24,022,944		\$24,022,944
Academic support	\$2,732,691		\$2,732,691
Student services	\$5,334,577		\$5,334,577
Public service / continuing education	\$188,447		\$188,447
Operations and maintenance		\$6,514,067	\$6,514,067
Institutional support	\$11,766,352	\$2,107,549	\$13,873,901
Transfers	\$1,459,197	\$2,637,079	\$4,096,276
Total expenditures	\$45,504,208	\$11,258,695	\$56,762,903
Less: Non-operating items*:			
Tuition chargebacks	-\$75,007		-\$75,007
Transfers to non-operating funds	-\$1,284,197	-\$2,637,079	-\$3,921,276
Adjusted expenditures	\$44,145,004	\$8,621,616	\$60,759,186
Operating Expenditures by Object:			
Salaries	\$32,474,437	\$3,334,956	\$35,809,393
Employee benefits	\$4,202,521	\$594,694	\$4,797,215
Contractual services	\$2,392,464	\$909,124	\$3,301,588
General materials and supplies	\$3,011,536	\$678,974	\$3,690,510
Conference and meeting expense	\$484,871	\$6,422	\$491,293
Fixed charges	\$208,861	\$176,560	\$385,421
Utilities		\$1,889,500	\$1,889,500
Capital outlay	\$619,785	\$1,031,386	\$1,651,171
Other	\$650,536		\$650,536
Transfers	\$1,459,197	\$2,637,079	\$4,096,276
Total expenditures	\$45,504,208	\$11,258,695	\$56,762,903
Less: Non-operating items*			
Tuition chargebacks	\$75,007		\$75,007
Transfers to nonoperating funds	\$1,284,197	\$2,637,079	\$3,921,276
Adjusted expenditures	\$44,145,004	\$8,621,616	\$52,766,620

*Intercollege expenses are subtracted to allow for statewide comparisons

Chart V-3
William Rainey Harper College
Community College District No. 512
Operating Funds Expenditures

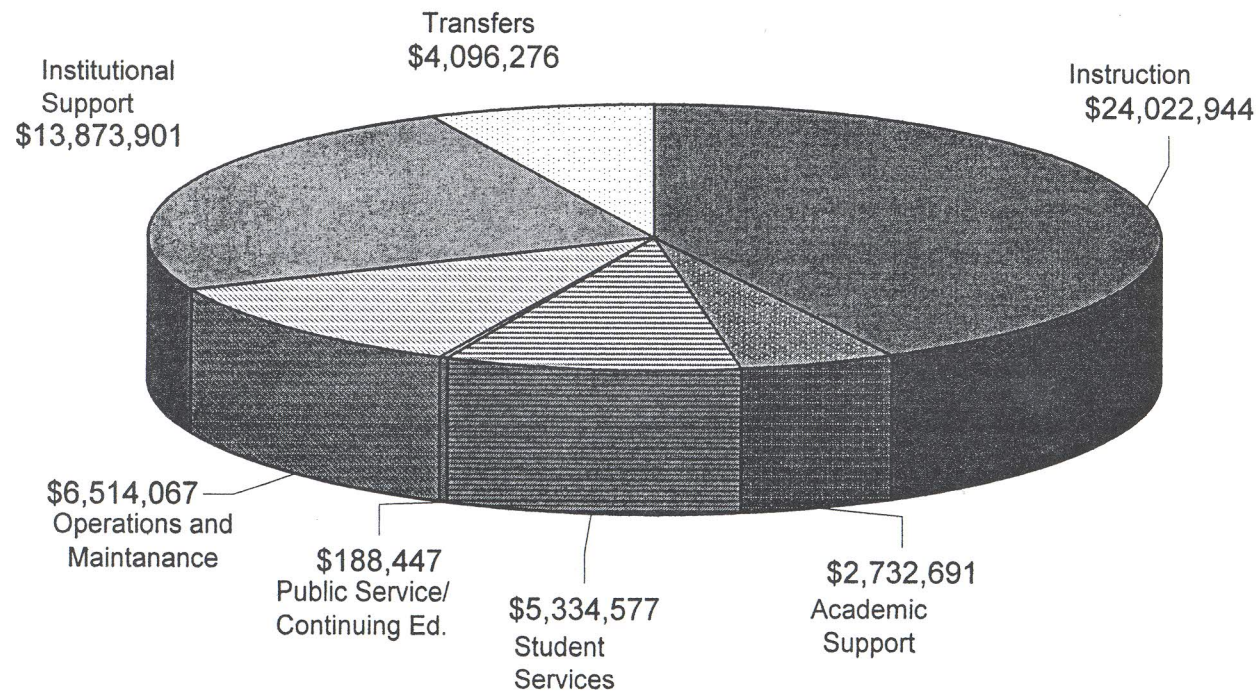


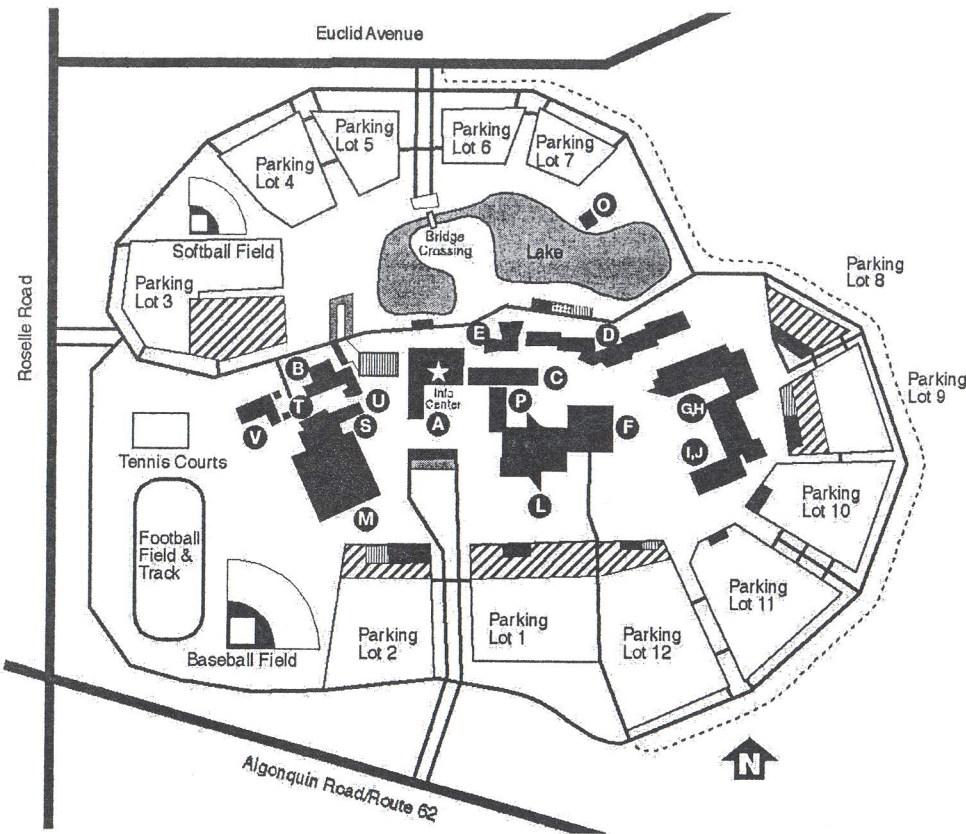
Table V-4
WILLIAM RAINEY HARPER COLLEGE, COMMUNITY COLLEGE DISTRICT NO. 512
Schedule of Historical Assessed Valuations and Taxes Extended








Governmental Fund Types	1999	1998	1997	1996	1995	1994	1993	1992	1991	1990
Equalized Assessed Valuations (000)	13,398,774	12,862,707	11,999,378	11,944,246	11,674,577	10,801,599	10,911,252	10,583,888	9,317,442	9,001,119
Tax Rates:										
Education Fund	0.1609	0.1655	0.1751	0.1667	0.1624	0.1753	0.1703	0.1544	0.1718	0.1615
Operations & Maintenance Fund	0.0689	0.0709	0.0750	0.0715	0.0696	0.0751	0.0730	0.0662	0.0736	0.0691
Operations & Maintenance Restricted Fund	0.0178	0.0100	0.0101	0.0098	0.0103	0.0113	0.0105	0.0097	0.0111	0.0115
Bond & Interest Fund	0.0167	0.0206	0.0222	0.0223	0.0229	0.0246	0.0238	0.0201	0.0230	0.0237
Audit Fund	0.0005	0.0005	0.0004	0.0004	0.0006	0.0003	0.0003	0.0004	0.0004	0.0005
Liability, Protection, & Settlement Fund	0.0082	0.0094	0.0084	0.0103	0.0132	0.0094	0.0092	0.0097	0.0111	0.0109
Total	0.273	0.277	0.292	0.281	0.279	0.296	0.288	0.261	0.291	0.278
Taxes Extended:										
Education Fund	21,558,627	21,357,244	20,998,911	19,955,812	18,974,605	18,902,798	17,285,894	16,382,442	15,912,210	14,525,933
Operations & Maintenance Fund	9,231,755	9,153,105	8,999,533	8,556,673	8,131,974	8,101,199	7,408,240	7,021,047	6,819,990	6,215,485
Operations & Maintenance Restricted Fund	2,384,982	1,285,462	1,208,797	1,173,589	1,208,797	1,212,820	1,061,854	1,029,974	1,030,000	1,030,000
Bond & Interest Fund	2,237,595	2,663,678	2,659,748	2,660,030	2,673,678	2,656,523	2,423,916	2,130,022	2,127,410	2,127,688
Audit Fund	66,994	61,804	51,503	49,082	66,950	36,050	33,512	41,200	41,200	41,200
Liability, Protection, & Settlement Fund	1,098,699	1,203,040	1,009,400	1,232,763	1,545,000	1,009,400	938,338	1,030,000	1,030,000	978,500
Total	36,578,653	35,724,333	34,927,892	33,627,949	32,601,004	31,918,790	29,151,754	27,634,685	26,960,810	24,918,806

CHAPTER VI

Facilities

Harper's main campus in Palatine includes 19 buildings with a total of more than 890,000 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			
	Student	 Administrators	 Buildings, Roads and Athletic Structures
	Medical/Handicap	 Faculty and Staff	
	Visitors	 Dental Hygiene	Bicycle Path

- 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
- I, J 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

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

Barrington High School-BHS
616 West Main Street
Barrington, IL 60010

Computer Support Centres - CSC
1340 Remington Road
Suite X
Schaumburg, IL 60173

James B Conant High School - CHS
700 East Cougar Trail
Hoffman Estates, IL 60194

Edgebrook Community Center at Baldwin
Greens
1926 Edgebrook Drive
Palatine, IL 60067

Elk Grove High School - EGHS
500 West Elk Grove Blvd.
Elk Grove Village, IL 60007

Palatine High School - PHS
1111 N. Rohlwing Road
Palatine, IL 6007

Northeast Center - NEC
1375 Wolf Road
Prospect Heights, IL 60070

Northeast Palatine Community Center
1275 Rand Road
Palatine, IL 60067

Northwest Suburban Education and
Training Center - NSET
723 West Algonquin Road
Arlington Heights, IL 60005

Police Neighborhood Resource Center
2272 West Algonquin Parkway
Rolling Meadows, IL 60008

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 1999-00	
Classroom	101956
Laboratory	141423
Office	111811
Study	37048
Athletic/P.E	63668
All Other	16342
Theatre/Auditorium	4122
All Other	44760
Supporting Facilities	32484
Health Care	829
Total Net Assignable Square Footage	554443
Total Gross Square Footage	895165
NASF/GSF	0.619

Source: Resource Allocation and Management Plan (RAMP) documents

Table VI-5 Land and Parking Summary

Fiscal Years 1999-00	
Landscaped Grounds	54.5
Physical Education and Athletic Fields	21
Building and Attached Structure	35
Other Instructional Areas	7
Parking Lots	37.5
Total Number of on Campus Parking Spaces	4540
Roadways	18
Pond Retention and Drainage	10
Other (Specify)	17
Total Assigned Area	200
Currently Unassigned	0
Total Acres	200

Source: Resource Allocation and Management Plan (RAMP) documents

Chapter 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

Education Level

Fiscal Years 1995-96 through 1999-2000	95-96		96-97		97-98		98-99		99-00	
	N	Pecent	N	Pecent	N	Pecent	N	Pecent	N	Pecent
Associate's	2	0.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Bachelor's	10	4.6%	11	5.2%	7	3.3%	7	3.4%	7	3.6%
Master's	164	75.9%	164	78.1%	163	76.9%	160	76.6%	155	78.7%
Doctorate	40	18.5%	35	16.7%	42	19.8%	42	20.1%	35	17.8%
Vacant	6		11		7		11		23	
TOTAL	222	100%	221	100%	219	100%	220	100%	220	100%

Professional Title

Fiscal Years 1995-96 through 1999-2000	95-96		96-97		97-98		98-99		99-00	
	N	Pecent	N	Pecent	N	Pecent	N	Pecent	N	Pecent
Professor	82	38.0%	70	33.3%	70	33.0%	69	33.0%	53	26.9%
Assoc Prof	56	25.9%	54	25.7%	57	26.9%	53	25.4%	55	27.9%
Asst Prof	41	19.0%	47	22.4%	47	22.2%	48	23.0%	49	24.9%
Instructor	37	17.1%	39	18.6%	38	17.9%	39	18.7%	40	20.3%
Vacant	6		11		7		11		23	
TOTAL	222	100%	221	100%	219	100%	220	100%	220	100%

Gender

Fiscal Years 1995-96 through 1999-2000	95-96		96-97		97-98		98-99		99-00	
	N	Pecent	N	Pecent	N	Pecent	N	Pecent	N	Pecent
Female	116	53.7%	112	53.9%	115	54.3%	116	55.5%	118	59.9%
Male	100	46.3%	98	47.1%	97	45.8%	93	44.5%	79	40.1%
Vacant	6		11		7		11		23	
TOTAL	222	100%	221	100%	219	100%	220	100%	220	100%

Race/Ethnicity

Fiscal Years 1995-96 through 1999-2000	95-96		96-97		97-98		98-99		99-00	
	N	Pecent	N	Pecent	N	Pecent	N	Pecent	N	Pecent
Asian	5	2.3%	5	2.4%	5	2.4%	5	2.4%	6	3.0%
African-American	6	2.8%	7	3.4%	6	2.8%	5	2.4%	3	1.5%
Hispanic	1	0.5%	2	1.0%	2	0.9%	2	1.0%	2	1.0%
American Indian Native	0	0%	0	0%	0	0%	0	0%	0	0.0%
White	204	94.44%	196	94.23%	199	93.87%	197	94.26%	186	94.4%
Vacant	6		11		7		11		23	
TOTAL	222	100%	221	100%	219	100%	220	100%	220	100%

Table VII-2
Full and Part-Time Regular Employees by Job Category
Fiscal Year 1999-2000

Job Category	Number	Non-minority		Minority		Percent	
		Male	Female	Male	Female	Female	Minority
Executive, Administrative, Managerial	44	20	19	2	3	50.0%	11.4%
Other Professionals	52	14	34	1	3	71.2%	7.7%
Technical and Paraprofessional	107	38	62	1	6	63.6%	6.5%
Clerical and Secretarial	209	22	169	6	12	86.6%	8.6%
Skilled Crafts	16	16	0	0	0	0.0%	0.0%
Service/Maintenance	93	42	26	20	5	33.3%	26.9%
TOTAL	521	152	310	30	29	65.0%	11.3%

Source: Personnel Office

Table VII-3
Full and Part-Time Regular Employees by Job Category
Fiscal Year 2000-2001

Job Category	Number	Non-minority		Minority		Percent	
		Male	Female	Male	Female	Female	Minority
Executive, Administrative, Managerial	45	22	19	2	2	46.7%	8.9%
Other Professionals	54	13	38	1	2	74.1%	5.6%
Technical and Paraprofessional	101	40	55	0	6	60.4%	5.9%
Clerical and Secretarial	209	21	169	9	10	85.6%	9.1%
Skilled Crafts	16	16	0	0	0	0.0%	0.0%
Service/Maintenance	92	42	24	20	6	32.6%	28.3%
TOTAL	517	154	305	32	26	64.0%	11.2%

Source: Personnel Office

Table VII-4 Percent of Contact Hours Covered by Full Time Faculty

Fiscal Years 1995-96 through 1999-2000		Academic Enrichment and Language Studies Division				
Department	Semester	1995-96	1996-97	1997-98	1998-99	1999-2000
AED	Fall	31.6%	31.9%	29.5%	31.0%	35.4%
AED	Spring	21.6%	36.5%	28.6%	31.5%	25.7%
ENG REMEDIAL	Fall	36.4%	40.0%	15.4%	20.0%	28.6%
ENG REMEDIAL	Spring	80.0%	80.0%	33.3%	50.0%	80.0%
ESL	Fall	29.5%	30.8%	31.3%	35.4%	27.7%
ESL	Spring	22.8%	27.4%	35.4%	35.4%	29.9%
LNG	Fall	100.0%	100.0%	100.0%	100.0%	100.0%
LNG	Spring	100.0%	100.0%	0.0%	50.0%	100.0%
PSY 106	Fall	50.0%	40.0%	52.6%	37.5%	25.0%
PSY 106	Spring	80.0%	63.6%	75.0%	75.0%	36.4%
RDG REMEDIAL	Fall	28.1%	38.2%	32.3%	36.4%	42.4%
RDG REMEDIAL	Spring	62.5%	60.0%	60.0%	31.6%	59.1%
SGN	Fall	31.9%	31.9%	31.9%	45.0%	33.3%
SGN	Spring	36.6%	28.4%	47.9%	42.2%	49.2%
SLIP (ITP)	Fall	81.3%	81.3%	62.5%	68.8%	81.3%
SLIP (ITP)	Spring	50.0%	65.0%	50.0%	66.7%	100.0%

Fiscal Years 1995-96 through 1999-2000		Business and Social Science Division				
Department	Semester	1995-96	1996-97	1997-98	1998-99	1999-2000
ACC	Fall	40.2%	30.7%	30.0%	33.6%	25.6%
ACC	Spring	39.7%	33.9%	35.8%	35.7%	27.0%
ANT	Fall	61.5%	62.8%	53.8%	58.3%	33.3%
ANT	Spring	66.7%	84.6%	80.0%	69.2%	21.4%
BFC	Fall	0.0%	0.0%	0.0%	0.0%	0.0%
BFC	Spring	0.0%	0.0%	0.0%	0.0%	0.0%
CIS	Fall	36.2%	25.6%	25.7%	24.7%	18.6%
CIS	Spring	25.0%	27.5%	23.5%	26.0%	14.5%
ECO	Fall	66.7%	65.0%	47.4%	57.9%	68.4%
ECO	Spring	40.0%	42.9%	61.9%	59.1%	40.9%
EDU	Fall	30.4%	30.0%	42.9%	50.0%	57.1%
EDU	Spring	26.1%	53.8%	53.8%	55.0%	47.8%
FSM	Fall	66.8%	52.2%	52.9%	22.2%	42.6%
FSM	Spring	58.4%	48.4%	56.0%	51.9%	52.9%
GEG	Fall	20.0%	33.3%	12.5%	35.5%	16.1%
GEG	Spring	20.0%	26.1%	27.3%	18.8%	17.1%
HST	Fall	57.70%	72.90%	69.60%	74.70%	58.8%
HST	Spring	51.10%	71.00%	68.40%	67.00%	52.9%
JNM	Fall	45.50%	0.00%	0.00%	0.00%	0.0%
JNM	Spring	0.00%	0.00%	0.00%	0.00%	0.0%

Fiscal Years 1995-96 through 1999-2000		Business and Social Science Division				
Department	Semester	1995-96	1996-97	1997-98	1998-99	1999-2000
MAT	Fall	33.3%	18.8%	18.5%	0.0%	0.0%
MAT	Spring	16.0%	25.0%	0.0%	0.0%	0.0%
MGT	Fall	73.0%	54.6%	53.4%	44.9%	42.3%
MGT	Spring	75.9%	57.6%	46.9%	53.0%	48.6%
MKT	Fall	39.1%	23.9%	25.0%	52.6%	23.5%
MKT	Spring	47.2%	25.6%	43.0%	36.9%	13.9%
OFC	Fall	15.7%	18.3%	14.2%	18.2%	30.6%
OFC	Spring	8.0%	0.0%	20.0%	22.1%	28.4%
PLS (LTE)	Fall	7.2%	7.2%	7.0%	28.8%	18.6%
PLS (LTE)	Spring	6.7%	5.1%	20.6%	11.7%	17.5%
PSC	Fall	66.7%	68.1%	54.5%	90.9%	71.4%
PSC	Spring	75.0%	75.0%	41.7%	100.0%	60.0%
PSY	Fall	56.4%	51.0%	69.0%	77.0%	80.3%
PSY	Spring	53.4%	61.0%	77.9%	75.6%	70.2%
RES	Fall	60.0%	100.0%	75.0%	100.0%	0.0%
RES	Spring	85.7%	85.7%	100.0%	100.0%	0.0%
SOC	Fall	58.5%	52.8%	54.8%	57.8%	55.5%
SOC	Spring	53.5%	58.5%	60.6%	57.1%	66.7%

Fiscal Years 1995-96 through 1999-2000		Liberal Arts Division				
Department	Semester	1995-96	1996-97	1997-98	1998-99	1999-2000
ART/FNA	Fall	39.6%	38.0%	37.8%	52.1%	59.6%
ART/FNA	Spring	43.6%	44.5%	41.9%	43.7%	49.3%
ENG/LIT	Fall	44.8%	42.8%	55.4%	48.3%	50.7%
ENG/LIT	Spring	48.1%	46.6%	55.5%	47.6%	47.5%
FAS	Fall	34.1%	34.1%	34.9%	18.2%	46.3%
FAS	Spring	24.0%	26.0%	25.8%	20.0%	32.9%
FOR LNG	Fall	44.2%	49.3%	47.0%	41.0%	46.1%
FOR LNG	Spring	41.2%	51.4%	52.2%	41.4%	55.8%
HUM	Fall	38.5%	23.1%	28.6%	41.7%	35.7%
HUM	Spring	46.2%	33.3%	45.5%	61.5%	18.8%
IND	Fall	40.3%	36.5%	30.6%	26.6%	23.0%
IND	Spring	35.2%	31.1%	14.5%	32.9%	31.6%
MUS	Fall	49.0%	51.4%	54.3%	43.1%	48.5%
MUS	Spring	45.2%	44.2%	49.5%	51.0%	44.6%
PHI	Fall	35.1%	40.5%	34.3%	41.2%	40.0%
PHI	Spring	45.2%	40.0%	41.2%	36.4%	35.9%
SPE	Fall	61.0%	63.4%	62.2%	58.8%	63.8%
SPE	Spring	48.3%	59.7%	64.7%	66.4%	56.5%

Fiscal Years 1995-96 through 1999-2000		Life Science and Human Services Division				
Department	Semester	1995-96	1996-97	1997-98	1998-99	1999-2000
BIO	Fall	85.4%	82.1%	80.7%	79.9%	86.2%
BIO	Spring	85.4%	82.8%	81.0%	82.1%	79.0%
CCA	Fall	33.3%	37.1%	43.1%	39.6%	54.8%
CCA	Spring	37.8%	31.4%	37.0%	52.9%	40.5%
CRJ	Fall	68.6%	58.1%	48.4%	79.6%	51.3%
CRJ	Spring	62.5%	49.2%	63.2%	76.5%	40.0%
DHY	Fall	50.0%	50.0%	41.0%	40.9%	45.8%
DHY	Spring	49.2%	49.8%	44.3%	49.8%	46.2%
DIT	Fall	28.9%	33.3%	25.0%	36.0%	31.3%
DIT	Spring	30.0%	26.2%	20.5%	40.0%	19.4%
HSC	Fall	48.0%	55.6%	50.0%	43.8%	21.7%
HSC	Spring	54.8%	62.0%	57.1%	27.3%	37.5%
MOA	Fall	9.9%	20.7%	17.4%	71.0%	60.8%
MOA	Spring	0.0%	57.9%	0.0%	34.6%	64.3%
NUR	Fall	59.9%	60.9%	63.9%	59.0%	51.4%
NUR	Spring	65.1%	70.2%	66.9%	52.9%	65.7%
PHT	Fall	0.0%	0.0%	0.0%	0.0%	0.0%
PHT	Spring	0.0%	0.0%	0.0%	0.0%	0.0%
PKM/PST	Fall	53.7%	48.9%	50.0%	53.1%	27.5%
PKM/PST	Spring	60.6%	62.0%	59.6%	51.9%	26.1%

Fiscal Years 1995-96 through 1999-2000		Student Development Division				
Department	Semester	1995-96	1996-97	1997-98	1998-99	1999-2000
CWE	Fall	0.00%	0.00%	0.00%	0.00%	0.00%
CWE	Spring	0.00%	0.00%	0.00%		
ORIEN (ORN)	Fall	87.50%	87.50%	80.00%	83.30%	100.00%
ORIEN (ORN)	Spring	0.00%	0.00%	0.00%		
PSY 107/108	Fall	68.20%	60.00%	56.30%		
PSY 107/108	Spring	64.70%	66.70%			
PSY/CDV/DIV	Fall				52.60%	63.10%
PSY/CDV/DIV	Spring			77.80%		

Fiscal Years 1995-96 through 1999-2000		Technology, Mathematics, and Physical Sciences Division				
Department	Semester	1995-96	1996-97	1997-98	1998-99	1999-2000
AST/GEO/PHY/PHS	Fall	64.3% ¹				
AST/PHS	Fall	n/a ¹	43.2%	73.7%	64.7%	59.2%
AST/PHS	Spring	70.5%	61.8%	67.3%	67.9%	66.1%
ATE	Fall	62.4%	38.1%	49.5%	38.3%	40.3%
ATE	Spring	61.3%	18.4%	47.6%	41.4%	44.3%
BCE	Fall	0.0%	0.0%	0.0%	0.0%	0.0%
BCE	Spring	0.0%	0.0%	0.0%	0.0%	0.0%
CHM	Fall	53.7%	64.6%	65.6%	73.6%	57.1%
CHM	Spring	60.9%	62.9%	77.6%	62.0%	54.9%

¹ Includes AST/GEO/PHY/PHS for Fall 1995 Only

Fiscal Years 1995-96 through 1999-2000		Technology, Mathematics, and Physical Sciences Division				
Department	Semester	1995-96	1996-97	1997-98	1998-99	1999-2000
EGR	Fall	35.3%	53.6%	87.1%	84.0%	67.6%
EGR	Spring	50.0%	93.5%	63.3%	60.0%	67.9%
ELT/AUT	Fall	63.0%	37.3%	31.6%	40.2%	0.0%
ELT/AUT	Spring	64.9%	37.4%	38.6%	44.2%	0.0%
FIS	Fall	0.0%	0.0%	0.0%	0.0%	0.0%
FIS	Spring	0.0%	0.0%	0.0%	0.0%	0.0%
GEO	Fall	n/a ²	80.0%	75.0%	100.0%	60.0%
GEO	Spring	75.0%	75.0%	100.0%	75.0%	75.0%
MCSC (Cmptr Sci)	Fall	n/a ³	34.5%	44.1%	51.3%	61.2%
MCSC (Cmptr Sci)	Spring	n/a ⁴	46.0%	51.3%	38.5%	50.0%
MDV (Dev Math)	Fall	n/a ³	31.5%	30.9%	21.3%	19.9%
MDV (Dev Math)	Spring	39.2%	32.7%	24.8%	13.8%	16.2%
MET/MFG/QUA	Fall	43.3%	48.9%	43.4%	41.8%	14.8%
MET/MFG/QUA	Spring	38.0%	66.7%	32.3%	20.6%	3.7%
MLB (Math Lab)	Fall	90.0%	100.0%	90.0%	84.9%	80.4%
MLB (Math Lab)	Spring	90.0%	90.0%	88.2%	81.8%	88.9%
MTC (Tech Math)	Fall	n/a ³	0.0%	n/a	50.0%	37.5%
MTC (Tech Math)	Spring	38.5%	50.0%	0.0%	23.1%	23.1%
MTH	Fall	44.8%	50.2%	45.6% ⁵	51.0%	50.2%
MTH	Spring	45.2% ⁶	51.2%	51.4%	59.8%	59.1%
PHY	Fall	n/a ⁷	64.7%	81.1%	100.0%	100.0%
PHY	Spring	69.2%	56.4%	69.2%	82.8%	85.3%
RAC	Fall	59.1%	55.6%	23.1%	36.4%	23.8%
RAC	Spring	31.9%	75.0%	33.3%	25.0%	28.6%

Fiscal Years 1995-96 through 1999-2000		Wellness and Human Performance Division				
Department	Semester	1995-96	1996-97	1997-98	1998-99	1999-2000
HPI	Fall	26.0%	17.0%	0.0%	0.0%	0.0%
HPI	Spring	22.5%	0.0%	0.0%	0.0%	0.0%
PED	Fall	59.3%	48.3%	46.5%	36.5%	35.5%
PED	Spring	54.7%	41.7%	46.1%	41.3%	40.3%

Source: Office of Executive Dean for Instruction

**Table VII-5 Percent of Contact Hours
Covered by Full Time and Part-Time Faculty**

Fiscal Years 1995-96 through 1999-2000	1995-96	1996-97	1997-98	1998-99	1999-2000
Full-Time	46.5%	45.8%	45.1%	45.8%	42.6%
Part-Time	53.5%	54.2%	54.9%	54.2%	57.4%

Source: Office of Executive Dean for Instruction

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

⁶ CPS and Math are combined for Spring 1996

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

Chapter 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.

Section 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.

Section 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 on which IT/AS focuses as 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.

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.

Section 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.

Section 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.

Section 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 per 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.

Table VIII-B1
College Library Collection

Fiscal Year 2001	Books (Titles)	Current Periodical Subscription	Media Titles	Microfilm
Number	95,748	750	17,313	358

Section 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 III-C1 Tutoring Center Student Contacts

Fiscal Years 1995-96 through 1999-2000	95-96	96-97	97-98	98-99	99-00
Number	19067	20573	19540	16277	14017

Section 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 as the learning styles inventory, are free of charge to students. Faculty and students report that student grades improve after utilizing the services.

Table III-D1 Success Services Student Contacts

Fiscal Years 1995-96 through 1999-2000	95-96	96-97	97-98	98-99	99-00
Number	1060	1117	1139	1146	1338

Section 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 III-E1 Writing Center Student Contacts

Fiscal Years 1995-96 through 1999-2000	95-96	96-97	97-98	98-99	99-00
Number	63183	68377	67374	67512	68134

Section 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, 1998-1999, 1999-2000	95-96	98-99	99-00
Number	51265	50976	44467

Section 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, 1998-1999, 1999-2000	95-96	98-99	99-00
Number	17848	18139	22909

Section 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, 1998-1999, 1999-2000	95-96	98-99	99-00
Number	60686	62276	64935

Section 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, 1998-1999, 1999-2000	95-96	98-99	99-00
Number	2551	5873	8135

Section 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, 1998-1999, 1999-2000	95-96	98-99	99-00
Number	29938	36404	38632

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.

Section 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, 1998-1999, 1999-2000	95-96	98-99	99-00
Psychology Services	2783	6380	6533
Health Services (Students)	8219	9497	12965
Students/Employees and Community	N/A	N/A	20436

Section 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
Access and Disability Services Numbers Served

Fiscal Years 1995-96 through 1999-2000	95-96	96-97	97-98	98-99	99-00
Students	437	452	401	508	536
Employees	16	16	15	18	18
Others	1755	1696	1752	1800	1839

Table VIII-L2
Breakdown of Population Served By Disability

Fiscal Years 1995-96 through 1999-2000	95-96	96-97	97-98	98-99	99-00
Learning Disability	237	245	198	335	315
Deaf/Hard of Hearing	97	72	76	57	60
Attention deficit Disorders	29	26	37	23	35
Psychological Disorders	15	25	31	14	19
Visually Impaired	11	13	12	12	15
Physical Disability	18	22	23	18	24
Head Injury	11	12	11	12	12
Others	34	37	13	37	56

<p>Section VIII-M</p> <p>Office of Student Financial Assistance</p>

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 1995-96 through 1999-2000	95-96	96-97	97-98	98-99	99-00
Pell Grant	797	717	740	922	934
Work Study	55	46	120	115	104
SEOG	171	147	305	368	325
Perkins	36	0	0	0	0
Family ed. Loan	313	356	365	348	419
ISAC	682	646	618	648	861
Il.vets	430	429	456	444	467
Total	2484	2341	2604	2845	3110

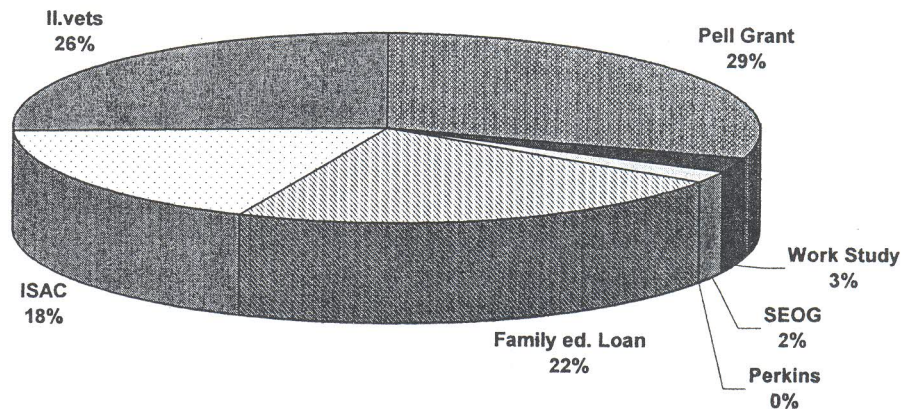
Source: Office of Student Financial Assistance

Table VIII-M2
Dollar Amount of Awards By Type

Fiscal Years 1995-96 through 1999-2000	95-96	96-97	97-98	98-99	99-00
Pell Grant	\$910,926	\$868,036	\$1,048,893	\$1,447,226	\$1,478,821
Work Study	\$51,253	\$53,393	\$106,794	\$124,126	\$131,106
SEOG	\$94,341	\$61,171	\$129,227	\$93,147	\$97,243
Perkins	\$32,500	\$0	\$0	\$0	\$0
Family ed. Loan	\$713,489	\$782,734	\$856,953	\$907,862	\$1,110,638
ISAC	\$466,932	\$473,342	\$498,499	\$658,270	\$890,786
Il.vets	\$339,534	\$520,045	\$753,358	\$1,032,407	\$1,288,094
Total	\$2,608,975	\$2,758,721	\$393,724	\$4,263,038	\$4,996,688

Source: Office of Student Financial Assistance

Chart VIII-M2 Dollar Amount of Awards By Type



Section VIII-N Intercollegiate Athletics

The Athletic Department located in the Wellness and Sports Center provides outstanding competitive experiences in fourteen sports at the intercollegiate level for full time Harper College students. Harper College is a member of the National Junior College Athletic Association and the N4C Conference. The staff includes nationally recognized coaches and athletic administrators, athletic trainers, an academic athletic counselor, and athletic equipment personnel. The college has excellent indoor and outdoor athletic facilities.

Section VIII-O Meeting, Exhibit & Convention Services

There were 220 student athletes as of the first day of competition for the 1999-2000 season. The Meeting, Exhibit & Convention Services team provides a variety of services to both campus and community members. The staff assists groups in staging events from small meetings to large conferences. Meeting services range from scheduling meeting rooms across the campus to arranging for all necessary support services required for large conventions or productions in the Wellness and Sports Center. Services are provided to students and community members using the athletic facilities of the College by the Equipment Room staff. They service both groups and individuals that use both indoor and outdoor facilities.

**Table VIII-O1
Student and Community Contacts**

Fiscal Years		
1995-96, 1998-1999	95-96	98-99
Number	134094	148749

Section VIII-P Women's Program

A nationally recognized pioneer in women's programming, Harper college has served more than 50,000 women since it first established its Women's Program in 1969. The Women's Program provides grant-funded services to Harper students and local community members who are single parents, displaced homemakers, economically disadvantaged, non-traditional career seekers, or those who have barriers to educational achievement. These services include educational, vocational and personal guidance, financial support, referrals to campus and community resources, special events, and continuing education courses.

Table VIII-P1 Women Study Contacts

Fiscal Years		
1998-1999, 1999-2000	98-99	99-00
Number	15139	13484

