

Fact Book  
2002

# **2002 Fact Book**

Produced by the Office of Research

Laura R. Crane, PhD, Acting Director

December 2002

William Rainey Harper College  
1200 West Algonquin Road  
Palatine IL 60067-9987

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## PREFACE

The Office of Research has redesigned the fourth edition to the Harper College Fact Book to be more user friendly and accessible. Maps have been added throughout this addition to give reported data an additional dimension. Also, this year we have added new 2000 Census information on the Harper District, maps of high schools in-district and Harper Extension Sites, profile of applicants and detailed tables of degrees and certificates. To provide easier access to the information, the Fact Book is available on-line this year. We try to improve this document every year and we hope that you will find this edition better and easier to use.

The Fact Book is designed to provide concise information about Harper College. It contains eight sections: general information, organization and administration, credit students, non-credit students, finances, facilities, human resources, and support services. Individuals from every area of the College provided information contained in sections of the Fact Book and we want to acknowledge and thank all the individuals and units of the College for their cooperation and assistance.

Questions and comments regarding the Fact Book are encouraged, as we want to make the Fact Book even more useful next year. To do that, we need to hear from you. Please E-mail your comments and suggestions to [lcrane@harpercollege.edu](mailto:lcrane@harpercollege.edu) or call the office at 847-925-6955.

David Smalley, Manager of Data Research  
Office of Research

Laura R. Crane, Acting Director  
Office of Research

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**Chapter I**  
**General Information**

## William Rainey Harper College Institutional Profile 2001-2002

**Location:** 1200 West Algonquin Road  
Palatine, IL 60067-7398

**Phone:** VOICE: (847) 925-6000  
FAX: (847) 925-6034

**World Wide Web Address:** [www.harpercollege.edu](http://www.harpercollege.edu)

**Institutional Type:** Comprehensive Community College

**Institutional Accreditation:** The Higher Learner Commission of the North  
Central Association of Colleges and Secondary  
Schools

**Enrollment:** Annual credit enrollment for 2001-2002 was 24,945  
students

**Faculty:** 200 full-time, approximately 600 part-time

**Non-faculty:** 538 full and part-time

**Academic Calendar:** Semester-Fall/Spring/Summer

**Finances:** 2001-2002 total operating expenses \$61,601,727

**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  
Applied Technology, Mathematics and Physical Sciences  
Business and Social Science  
Resources for Learning  
Liberal Arts  
Life Science and Human Services  
Student Development  
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

Harper College TECH Center  
Hilltop Professional Center  
650 E. Higgins Rd.  
Schaumburg, IL 60070  
(847) 925-6066

**Main Campus Buildings:** (A) Student and Administration Center  
(B) Public Safety Center  
(C) New Student Services and Art Center  
(D) Science, Math and Health Careers Center  
(E) Instructional Delivery Center  
(F) Academic Resource Center  
(G,H) Engineering and Applied Technology Center  
(I,J) Business and Social Science Center  
(L) Liberal Arts Center  
(M) Wellness and Sports Center  
(O) Observatory  
(P) Music Instruction Center  
(R) Performing Arts Center  
(S) Marketing Services Center  
(T) Parks Management Shop  
(U) Roads and Grounds Shop  
(V) Plant Science Center  
(W) Wojcik Conference Center

# Institutional Core Values

Consistent with its philosophy, mission and vision, we - the employees and public servants of William Rainey Harper College, have chosen values that we will work by. These values are as follows:

## 1) INTEGRITY

Result: An environment where relationships and practices are based on trust

Key Actions:

1. Demonstrate behavior and make decisions which are consistent with the highest ethical standards
2. Be responsible and accountable for your own actions
3. Respect confidentiality

## 2) RESPECT

Result: Interactions which add dignity to ourselves, our relationships with others and our organization

Key Actions:

1. Continuously seek to build and maintain positive internal and external relationships
2. Express appreciation and recognize people for their positive efforts and contributions
3. Value and celebrate the uniqueness of individuals

## 3) EXCELLENCE

Result: Student, employee and organizational success through a creative and responsive work environment by exceeding the needs and expectations of all.

Key Actions:

1. Effectively anticipate, identify, and respond to learner, employee and organizational needs
2. Continually seek learning opportunities for growth & development which improve personal and institutional performance
3. Encourage and empower all to achieve their personal best
4. Be resourceful and fiscally sound
5. Deliver exceptional service which benefits all

## 4) COLLABORATION

Result: Accomplishment of better results by working together than otherwise likely to occur by working alone.

Key Actions:

1. Demonstrate consistent commitment to our mission and vision in order to unite the efforts of all
2. Address issues as they arise and take necessary actions to productively resolve them
3. Openly listen and respond to others with empathy
4. Use positive humor to affirm a healthy and enjoyable work and learning environment

All of our values are the basis for the ongoing achievement of Harper's mission and vision. These values are intended for use in making decisions and performing in ways that benefit all of our constituencies. The key actions listed above are the foundation for accomplishing the result for each of our shared core values. Our values and their key actions are prioritized to enable the optimal achievement of our organization's mission and vision.

## **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 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 out early in the 1960's with a survey of student needs and the establishment of a Concerned Citizens Committee. Thanks to the hard work of committee members, the referendum establishing the Harper district passed by a 3-2 margin. Voters returned to the polls 34 days later and elected seven citizens from 48 candidates to serve on 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 by a margin of 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 at Elk Grove High School and ground had been broken for a new campus. Harper College was a reality.

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. In fall 1996, when the doors opened on Harper's new campus 5,350 students were enrolled. In the 2002 school year, the college enrolled nearly 25,000 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 included 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 to 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, completed in summer and fall 2002, were partially funded by the Illinois Capital Development Board. The Instructional Conference Center houses one of the largest business amphitheaters in the northwest suburbs and offers 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 a 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 one new building on Harper's campus for science, emerging technologies and health care studies.

On August 29, 2001, Harper College opened a new facility in Schaumburg for the TECH (Technical Education and Consulting at Harper) program. It is centrally located to provide easy access for students who work or live in the Schaumburg area.

In 2002, Harper College served a total of 38,787 credit and non-credit students during the summer, fall and spring terms making Harper the 4th largest community college in the state as measured by FTE enrollment and in the top 10% in enrollment for community colleges nationwide.

In the fall of 2002, the instructional conference center officially opened and was named the Wojcik Conference Center in recognition of a \$1.1 million member initiative grant given to Harper College by Illinois State Representative Kay Wojcik. Harper's new Performing Arts Center officially opened a few months later.

# **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 under prepared 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**

Committed to academic integrity and excellence, William Rainey Harper College will be a leader in teaching and learning, transforming lives by responding to the needs of the individual and the community.

**Communities Served by  
William Rainey Harper College**

**Arlington Heights  
Barrington  
Barrington Hills  
Buffalo Grove\*  
Carpentersville\*  
Deer Park\*  
Des Plaines\*  
Elk Grove Village  
Fox River Grove\*  
Hanover Park\*  
Hoffman Estates  
Inverness**

**Lake Barrington  
Mount Prospect  
North Barrington  
Palatine  
Prospect Heights  
Rolling Meadows  
Roselle\*  
Schaumburg  
South Barrington  
Tower Lakes  
Wheeling**

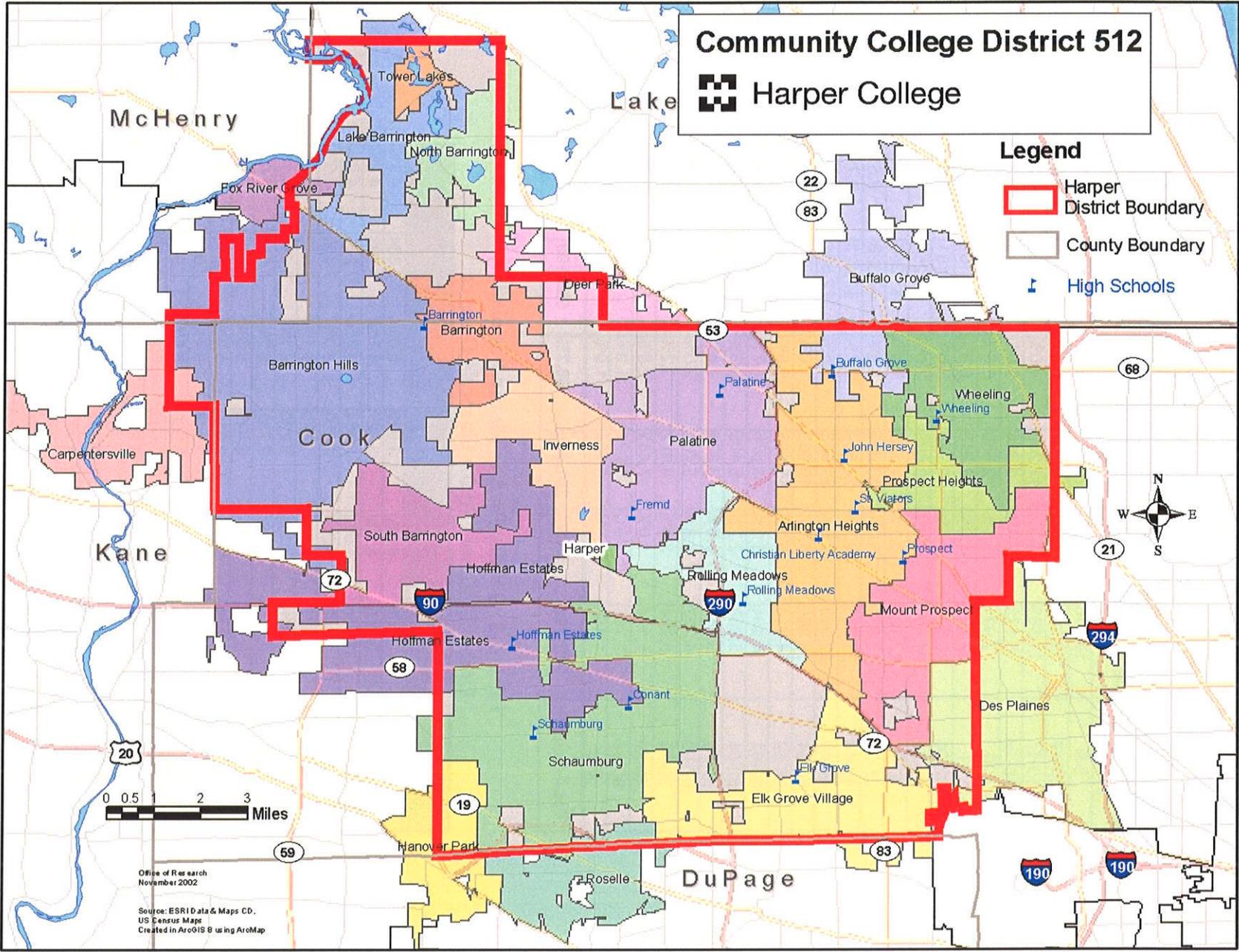
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\* Portions of these communities are included in the district

# Community College District 512



- Legend**
- Harper District Boundary
  - County Boundary
  - ♣ High Schools



Office of Research  
November 2002

Source: ESRI Data & Maps CD,  
US Census Maps  
Created in ArcGIS 9 using ArcMap

# 2000 U.S. Census Information for Harper District 512

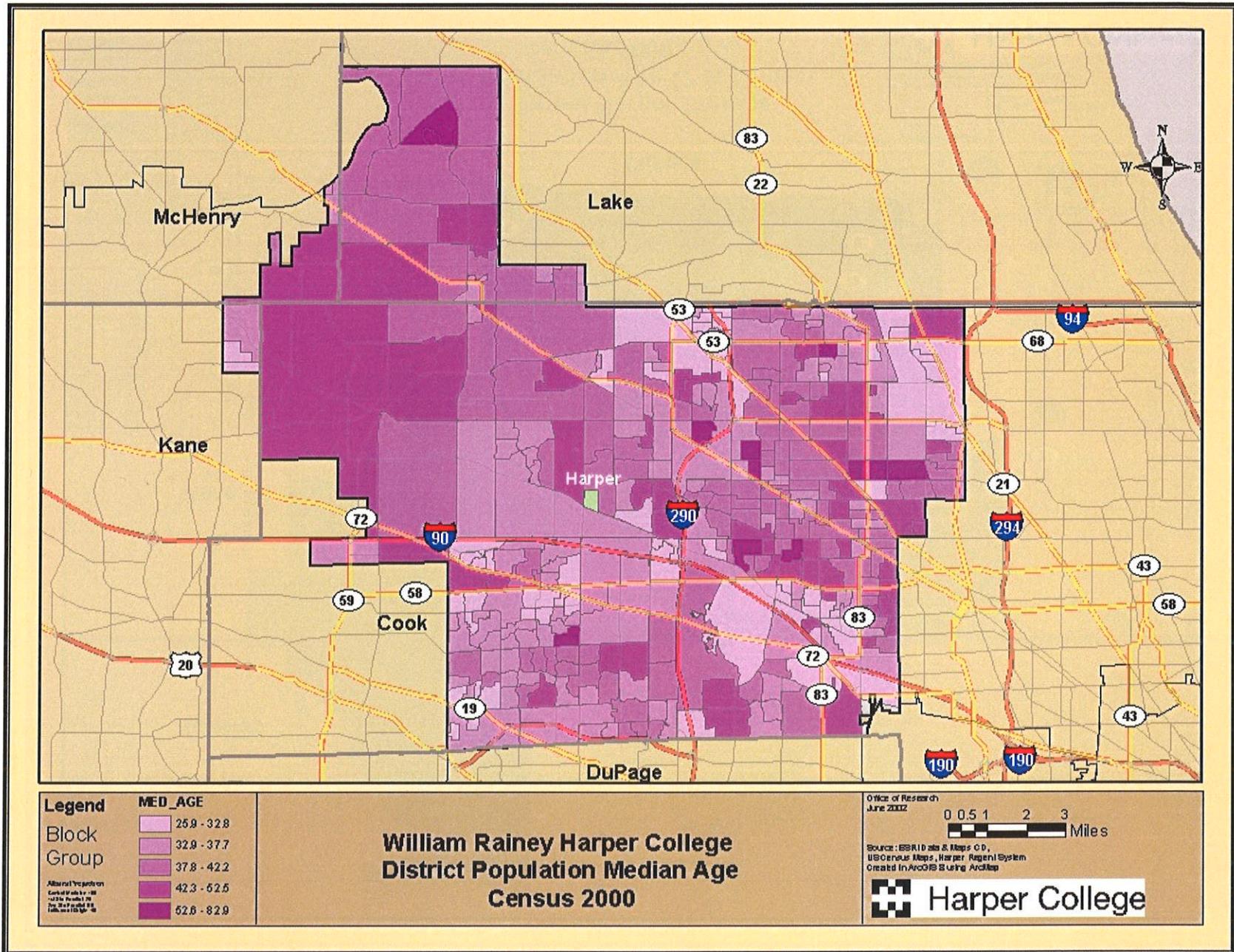
**Table I-1 Gender By Age for Harper's District**

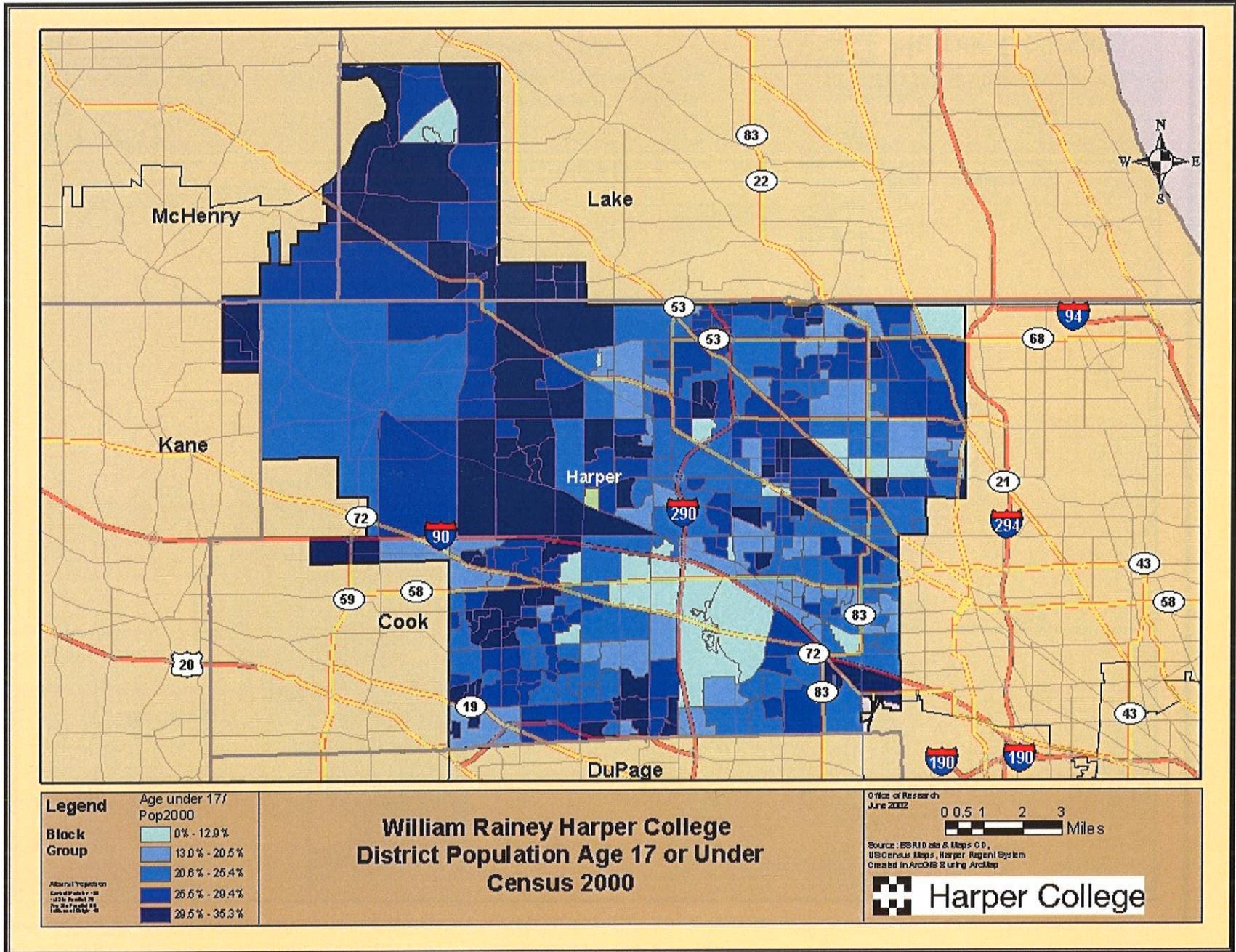
Census Age Groups	Male		Female		Total Population	
	N	Percent	N	Percent	N	Percent
Under 5	19,002	6.9%	17,813	6.3%	36,815	6.6%
5-9	19,846	7.2%	19,005	6.8%	38,851	7.0%
10-14	19,966	7.3%	19,007	6.8%	38,973	7.0%
15-17	11,865	4.3%	11,263	4.0%	23,128	4.2%
18-19	6,576	2.4%	5,264	1.9%	11,840	2.1%
20	2,931	1.1%	2,380	0.8%	5,311	1.0%
21	2,796	1.0%	2,313	0.8%	5,109	0.9%
22-24	10,932	4.0%	10,249	3.6%	21,181	3.8%
25-29	21,655	7.9%	19,603	7.0%	41,258	7.4%
30-34	22,137	8.1%	21,120	7.5%	43,257	7.8%
35-39	23,361	8.5%	23,965	8.5%	47,326	8.5%
40-44	23,833	8.7%	24,589	8.7%	48,422	8.7%
45-49	20,933	7.6%	21,948	7.8%	42,881	7.7%
50-54	18,366	6.7%	19,663	7.0%	38,029	6.8%
55-59	14,114	5.2%	15,336	5.5%	29,450	5.3%
60-61	4,494	1.6%	4,875	1.7%	9,369	1.7%
62-64	5,908	2.2%	6,465	2.3%	12,373	2.2%
65-66	3,441	1.3%	3,876	1.4%	7,317	1.3%
67-69	4,907	1.8%	5,701	2.0%	10,608	1.9%
70-74	6,914	2.5%	8,972	3.2%	15,886	2.9%
75-79	5,184	1.9%	7,442	2.6%	12,626	2.3%
80-84	2,785	1.0%	5,221	1.9%	8,006	1.4%
85+	1,850	0.7%	5,234	1.9%	7,084	1.3%
<b>Total Gender</b>	<b>273,796</b>	<b>49.3%</b>	<b>281,304</b>	<b>50.7%</b>	<b>555,100</b>	<b>100.0%</b>

**Table I-2 Gender By Age for the Population Under 20 Years Old for Harper's District**

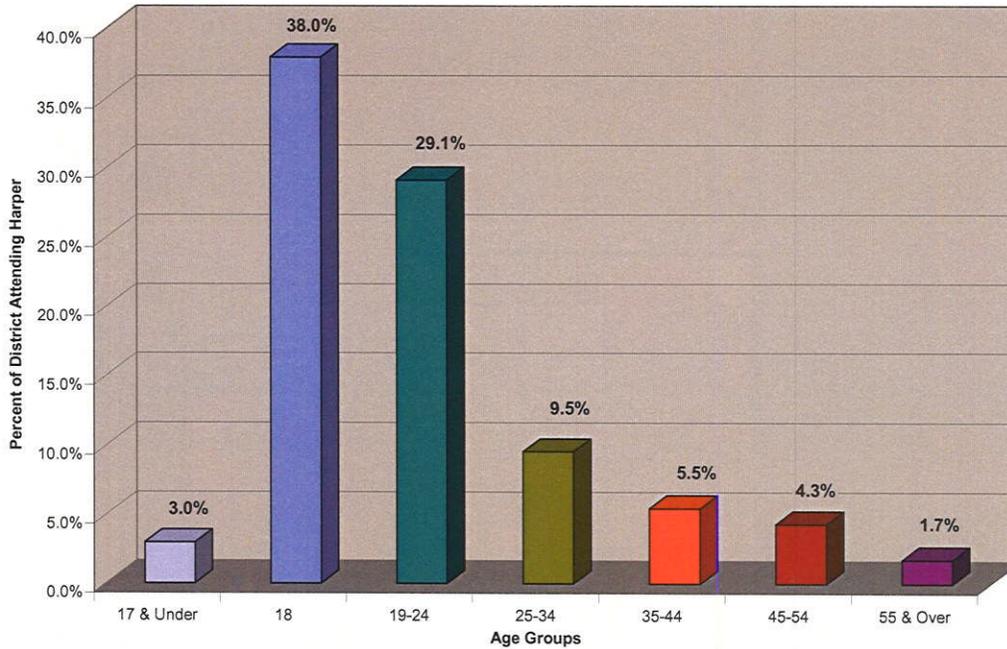
Census Age Groups	Male		Female		Total Population	
	N	Percent	N	Percent	N	Percent
Under 1	3,758	4.9%	3,626	5.0%	7,384	4.9%
1	3,766	4.9%	3,427	4.7%	7,193	4.8%
2	3,750	4.9%	3,484	4.8%	7,234	4.8%
3	3,849	5.0%	3,606	5.0%	7,455	5.0%
4	3,879	5.0%	3,670	5.1%	7,549	5.0%
5	3,916	5.1%	3,720	5.1%	7,636	5.1%
6	3,813	4.9%	3,731	5.2%	7,544	5.0%
7	3,987	5.2%	3,830	5.3%	7,817	5.2%
8	4,044	5.2%	3,810	5.3%	7,854	5.2%
9	4,086	5.3%	3,914	5.4%	8,000	5.3%
10	4,012	5.2%	3,966	5.5%	7,978	5.3%
11	4,095	5.3%	3,860	5.3%	7,955	5.3%
12	4,106	5.3%	3,696	5.1%	7,802	5.2%
13	3,829	5.0%	3,707	5.1%	7,536	5.0%
14	3,924	5.1%	3,778	5.2%	7,702	5.1%
15	3,891	5.0%	3,777	5.2%	7,668	5.1%
16	3,856	5.0%	3,711	5.1%	7,567	5.1%
17	4,118	5.3%	3,775	5.2%	7,893	5.3%
18	3,551	4.6%	2,856	3.9%	6,407	4.3%
19	3,025	3.9%	2,408	3.3%	5,433	3.6%
<b>Total Gender</b>	<b>77,255</b>	<b>51.6%</b>	<b>72,352</b>	<b>48.4%</b>	<b>149,607</b>	<b>100%</b>

Source: US Census Bureau. Census 2000 Blockgroups, P14. Age as of April 2000





**Chart I-3 District Residents Served By Harper for FY 2001**



**Table I-3 District Residents Served By Harper**

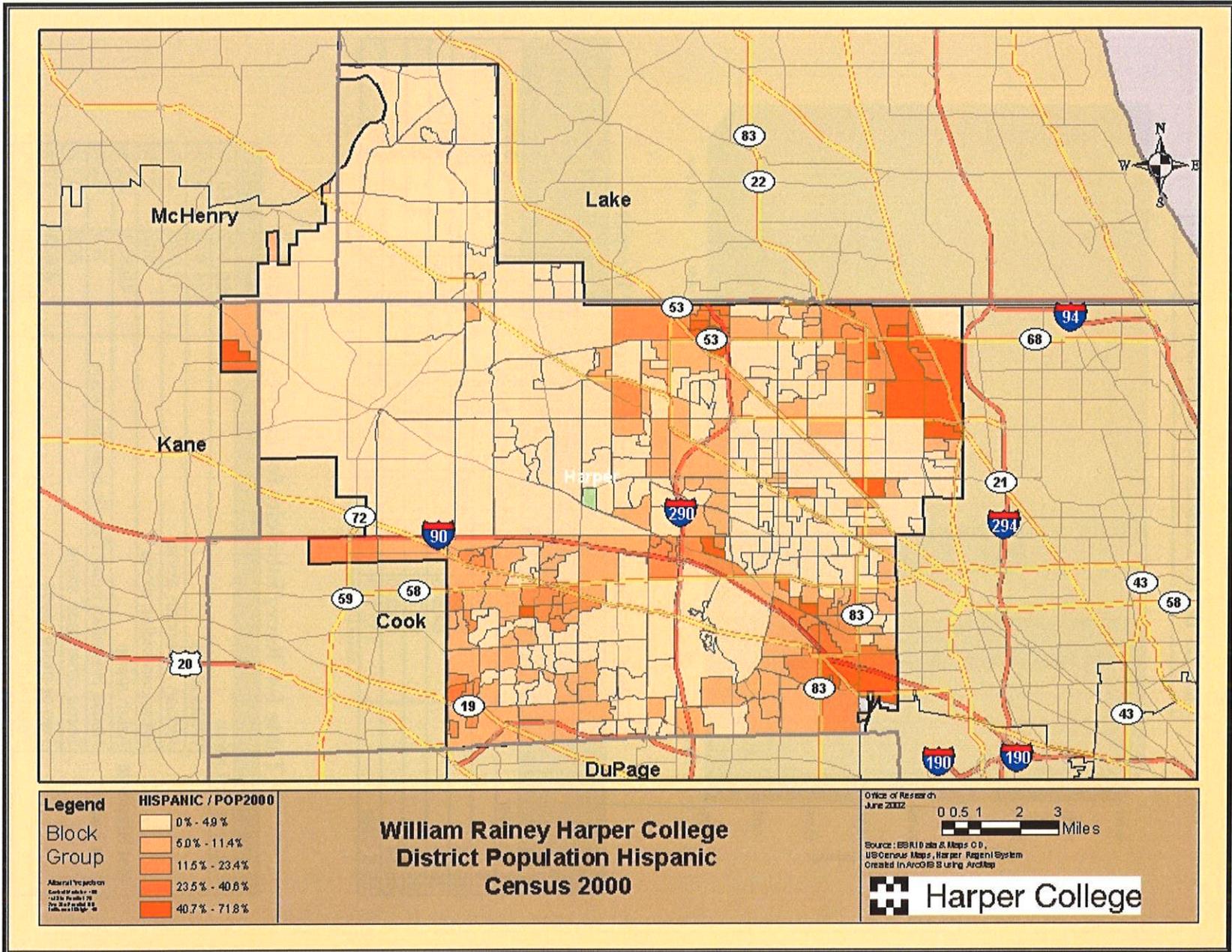
Age Groups	Harper's District Population		All In-District Enrollment-FY 2001		Percent of All In-district Students Attending Harper
	N	Percent	N	Percent	
17 & Under	137,767	24.8%	4,107	11.1%	3.0%
18	6,407	1.2%	2,432	6.6%	38.0%
19-24	37,034	6.7%	10,788	29.2%	29.1%
25-34	84,515	15.2%	8,068	21.8%	9.5%
35-44	95,748	17.2%	5,225	14.1%	5.5%
45-54	80,910	14.6%	3,502	9.5%	4.3%
55 & Over	112,719	20.3%	1,967	5.3%	1.7%

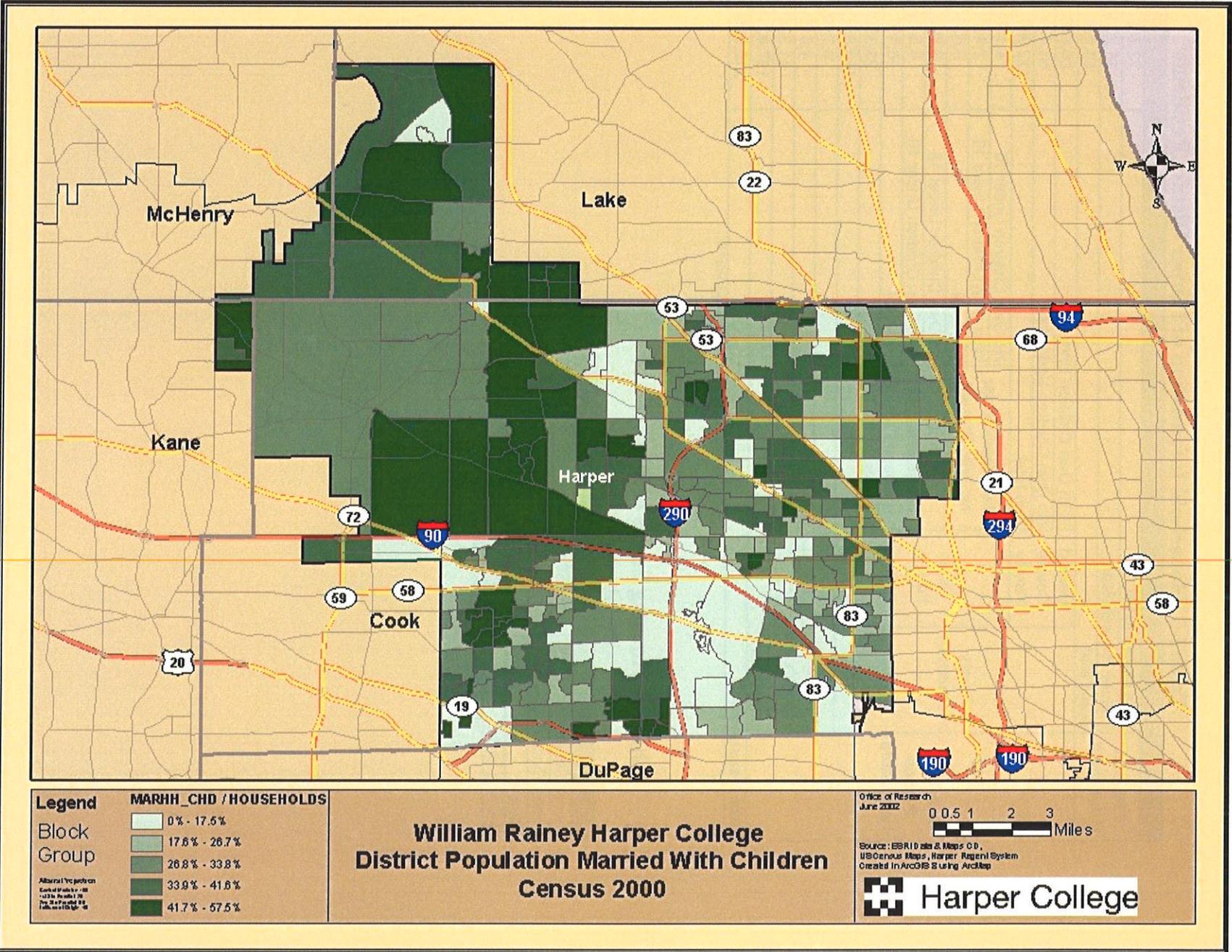
Source: US Census Bureau, Census 2000 Blockgroups.P12 & ICCB A1, N1 files

**Table I-4 Race/Ethnicity for Harper's District**

Race/Ethnicity	N	Percent
<b>Hispanic or Latino</b>	<b>60,442</b>	<b>10.9%</b>
<b>Not Hispanic or Latino</b>	White alone	424,878 76.5%
	African American alone	12,026 2.2%
	American Indian alone	502 0.1%
	Asian alone	49,833 9.0%
	Native Hawaiian other Pacific Islander alone	193 0.0%
	Some other race alone	603 0.1%
	Two or more races	6,623 1.2%
<b>Total Not Hispanic</b>	<b>494,658</b>	<b>89.1%</b>
<b>Grand Total</b>	<b>555,100</b>	<b>100.0%</b>

Source: US Census Bureau, Census 2000 Blockgroups,P4, Q7 by Q8.





**Table I-5 Household Information of Harper District Residents**

Household Size, Household Type, and Presence of Children				N	Percent	
<b>1 Person Household</b>	Male Householder			22,702	10.8%	
	Female Householder			31,203	14.8%	
	<b>Sub-Total</b>			<b>53,905</b>	<b>25.6%</b>	
<b>2 or More Person Household</b>	Family Households	Married Couple Family	With Own Children Under 18	58,928	27.9%	
			No Own Children Under 18	63,429	30.1%	
			Sub-total	122,357	58.0%	
		Other Family	Male Householder, No Wife Present	No Own Children Under 18	4,158	2.0%
				With Own Children Under 18	2,465	1.2%
			Sub-total	6,623	3.1%	
	Female Householder, No Husband Present	No Own Children Under 18	8,202	3.9%		
		With Own Children Under 18	8,505	4.0%		
		Sub-total	16,707	7.9%		
	Sub-total			23,330	11.1%	
	Sub-Total			145,687	69.1%	
	Non-Family Households	Male Householder			6,719	3.2%
		Female Householder			4,615	2.2%
Sub-Total			11,334	5.4%		
<b>Sub-Total</b>			<b>157,021</b>	<b>74.4%</b>		
<b>Total Households</b>				<b>210,926</b>	<b>100.0%</b>	

Source: US Census Bureau, Census 2000 Blockgroups, P12

**Table I-6 Housing Status of District Residents**

Housing Status	N	Percent
Owner Occupied	158,196	73.0%
Renter Occupied	52,730	24.3%
Vacant	5,790	2.7%
<b>Housing Units</b>	<b>216,716</b>	<b>100.0%</b>

Source: US Census Bureau, Census 2000 Blockgroups

## Accreditation

All William Rainey Harper College courses and educational programs are fully accredited by the Higher Learner Commission of the North Central Association of Colleges and Secondary Schools. The relationship between William Rainey Harper College and North Central Association 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.

### Other Accreditations

- The Harper business related programs of Accounting, Computer Information Systems, Financial Services, Hospitality Management, Management, Marketing, Materials/Logistics Management, and Office Careers are accredited by the Association of Collegiate Business Schools and Programs.
- 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 Child Learning Center is accredited by NAEYC (The National Association for the Education of Young Children).
- The Harper Nursing Program is accredited by the National League for Nursing and approved by the Illinois Department of Professional Regulation.
- The Harper English as a Second Language Intensive English Program is accredited by the Commission on English Language Program Accreditation (CEA).
- American Association of Cardiovascular and Pulmonary Rehabilitation (AACVPR)
- American Dental Association (ADA) Commission on Dental Accreditation
- American Dietetic Association (ADA) Commission on Accreditation for Dietetic Education
- Commission on Accreditation of Allied Health Education Programs (CAAHEP)
- Curriculum Review Board (CRB) of The American Association of Medical Assistants' Endowment (AAMAE) Accreditation Department
- Illinois Department of Professional Regulations
- Joint Commission on Accreditation of Healthcare Organizations
- National Association for the Education of Young Children (NAEYC)
- National League for Nursing Accrediting Commission (NLNAC), Inc.

Source: William Rainey Harper College Catalog 2002-2003

## Affiliations

### **Academic Enrichment and Language Studies Division**

- Member, International Interchanges for Leaders in Education
- Member, International Teachers of English to Speakers of Other Languages (TESOL)
- Member, Illinois Teachers of English to Speakers of Other Languages (TESOL) /Bilingual Education (BE)
- Member, Network of Intensive English Programs
- Member, NAFSA – Association of International Student Educators
- Northeast Palatine Resource Network
- Northwest Suburban council for Community Services
- Member, Registry of Interpreters for the Deaf (RID)
- Director, College Reading and Learning Association
- Member, National Association for Developmental Education
- Member, National Council of Teachers of English
- Member, International Reading Association
- Member, Midwest Writing Centers Association

### **Applied Technology, Mathematics and Physical Sciences Division**

- American Association of Physics Teachers
- American Electronics Association
- American Institute of Architects (AIA)
- American Mathematical Society (AMS)
- American Mathematics Association of Two Year Colleges
- American Statistical Association
- American Technical Education Association
- Association for Computing Machinery
- Association of Collegiate Schools of Architecture
- Association of Licensed Architects
- BOCA (Building Officials and Code Administrators)
- Committee on Chemistry of the Two Year College, Division of Chemical Education, American Chemical Society.
- Consortium for Computing in Small Colleges (Northwest Conference)
- EDS PLM Solutions
- Illinois Building Commission (IBC)
- Illinois Council of Teachers of Mathematics
- Illinois Mathematics Association of Community Colleges
- Illinois Section of the Mathematics Association of America
- Institute of Electrical and Electronics Engineers (IEEE)
- Mathematics Association of America

- National Council of Teachers of Mathematics
- Northwest Building Officials and Code Administrators (NWBOCA)
- Physics Northwest
- Planetary Studies Foundation
- Radio Club of America (RCA)
- Society of Broadcasting Engineers (SBE)
- Suburban Building Officials and Code Administrators (SBOC)

### **Business and Social Science Division**

- Registered by the state of Illinois as a Public Accountant Continuing Professional Education Sponsor (CPA classes)
- Regional Training Center for the NetPrep Networking Program
- National Association of Communication systems Engineers; Authorized Testing Center
- Student Chapter of American Production and Inventory Control Society
- Member, American Records Management Association
- Member, International Association of Administrative Professionals
- Certified Professional Secretary authorized testing site
- Student Chapter of Lambda Epsilon Chi, the national paralegal honor society
- Member, American Association for Paralegal Education
- Member, Northwest Suburban Bar Association
- Member, Illinois Paralegal Association
- Member, American Culinary Federation
- Member, Illinois Foodservice Educators Association
- Student Chapter of Kappa Beta Delta, the national business honor society

### **Continuing Education Division**

- American Heart Association
- Association of Rehabilitative Nurses
- Association for Volunteer Administration
- College for Financial Planning and the Greater O'Hare Chapter of the International Association of Financial Planners

### **Corporate Services Division**

- APICS (The Educational Society for Resource Management, originally called the American Production and Inventory Control Society)
- CPIM Review (Certification in Production & Inventory Management) and CIRM Review (Certification in Integrated Resources Management)
- NAPM (National Association of Purchasing Management)
- CPM Review (Certification in Purchasing Management)
- Achieve Global: Leadership, Customer Service, Sales Performance

### **Liberal Arts Division**

- National Kitchen and Bath Association (NKBA)
- National Association of Schools of Music (NASM)
- Association of Illinois Music Schools (AIMS)
- Illinois Council of Orchestras
- Accredited by the National Guild of Community Music Schools
- Modern Language association
- Community College Humanities Association (CCHA)

### **Life Science and Human Services Division**

- Illinois State Florist Association
- The Society of American Florists
- The American Institute of Floral designers

### **Resources for Learning Division**

- Member, American Library Association
- Member, Illinois Library Association
- Member, Instructional Telecommunications Council
- Member, OCLC (Online Computer Library Center)
- Member, LOEX (Library Orientation Exchange) Clearinghouse for Library Instruction
- Member, North Suburban Library system
- Member, NILRC: A consortium of community Colleges, Colleges and Universities
- North Suburban Higher Education Consortium (NSHEC)

### **Wellness and Human Performance Division**

- National Junior College Athletics Association
- National Wellness Association

Source: William Rainey Harper College Catalog 2002-2003

## Certifications

**From Microsoft Corporation:**

Microsoft Certified Systems Engineer (MCSE),  
Microsoft Certified Professional (MCP),  
Microsoft Certified Systems Engineer and Internet (MCSE and Internet),  
Microsoft Office User Specialist (MOUS)

- **From Novell:**

Certified NetWare Administrator (CNA),  
Certified NetWare Engineer (CNE)

- **From Oracle:**

Individual exams in each specific area (SQL and PL/SQL, Database Administrator, Performance Tuning Workshop, Backup & Recovery Workshop and Net Administration) to be certified by Oracle. If certified in all five areas, the student will receive Database Administration certificate from Oracle.

- **From Solaris:**

Exams to be certified as a Systems Administrator or Network Specialist by Solaris

- **From Computing Technology Industry Association:**

A+ Certification

- **From Premier AutoDesk:**

Certified AutoCAD Trainer

Source: William Rainey Harper College Catalog 2002-2003

# Illinois Community College System Overview\*

William Rainey Harper College is one of the colleges in the Illinois Community College System that consists of 39 community college districts (48 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 650,000 students through college credit courses and more than 320,000 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 to eight times a year.

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 and Vision**

The mission of the Illinois Community College Board (ICCB), as the state coordinating board for community colleges, is to administer the Public Community College Act in a manner that maximizes the ability of the community colleges to serve their communities, promotes collaboration within the system, and accommodates those state initiatives that are appropriate for community colleges.

In carrying out its mission, the ICCB affirms its commitment to the "educational development of all persons to the limit of their capacities" as established in the Illinois Constitution. The ICCB further affirms its commitment to providing 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 ICCB 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 experiences for all Illinois residents. The ICCB commits itself to the following principles in implementing its coordinating responsibilities for the community college system.

- 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 focus of all activities within the system should be quality and excellence.
- Expressions and manifestations of bigotry, prejudice, and denigration of character are intolerable in the Illinois community college system.
- Experiences of community college students should be directed at developing each individual into an informed, responsible, and contributing citizen.
- No individual is inherently more important than another, and each must be provided an equal opportunity to achieve success regardless of heritage or environmental condition.
- The Illinois community college system has a responsibility to assist communities in identifying and solving those problems that undermine and destroy the fiber of the community.
- The Illinois community college system has a responsibility to be accountable, both for its activities and its stewardship of public funds.

\* – Based on information from ICCB's web site <http://www.iccb.state.il.us/>.

## **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. The scholarships were created by individuals and corporations dedicated to providing an opportunity for everyone to receive higher education.

### **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.

# William Rainey Harper College Education Foundation Board of Directors

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President  
Automatic Mechanical Services, Inc.

Martha A. Bell, Immediate Past  
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Tilton, Kelly + Bell, L.L.C.

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Jeffrey D. Butterfield, Vice President  
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Regional IT Director  
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Harper College Educational Foundation

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H-O-H Chemicals, Inc.

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Micheline Polk  
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Northern Trust Company

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Kovitz, Shifrin & Nesbit

David L. Strahl  
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SBC/Ameritech

Stephen J. Topolski  
Partner  
FPT&W

Donald D. Torisky  
Century Solutions, LLC

Richard A. Wise  
Project Executive  
Gilbane Building Company

# Educational Foundation Account Funding Opportunities

## **Scholarships Available by Division:**

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

## **Scholarships By Student Groups**

- New Students
- Currently Enrolled Students
- Harper Students Preparing for Transfer to a 4-Year College or University

## **A Partial List of Scholarships and Projects**

### **Endowed Scholarships**

Donald G. Albrecht Memorial Endowment Scholarship  
Amersham Endowment Scholarship  
James F. and Valerie D. Arnesen Biology Endowment Scholarship  
Eugenia S. Chapman Memorial Endowment Scholarship  
Dr. J. Harley Chapman Music Performance Scholarship  
Jean B. Chapman International Student Scholarship Fund  
Betty and Matt Cockrell Endowed Scholarship  
Geraldine Cosby Endowed Scholarship  
Marilyn Shiely Coste Memorial Scholarship  
Criminal Justice Scholarship  
Harold Cunningham Mathematics Memorial Endowment  
John W. Davis Spanish Travel Scholarship  
Cheryl M. Dwyer Memorial Endowed Scholarship  
Kathleen Fagan Memorial Nursing Scholarship Endowment  
Lawrence Francione Memorial Scholarship  
Harper Employee Transfer Scholarship  
Harper Nursing Student Endowment  
Dr. Ernest B. and Mrs. D. Kris Howard Endowment for Community Service  
Elizabeth Schmik Hull Fund  
IACAC Endowed  
Nils Andrew Johnson Memorial Culinary Arts  
Roy G. Kearns Memorial Endowment

Sharlene Marchiori Memorial Nursing Scholarship

James J. McGrath Humanities Scholarship  
Motorola Award for Excellence  
Northrop Grumman Engineering Scholarship  
Glenda F. Nuccio Memorial Scholarship  
John Louis Papandrea Liberal Arts Memorial  
Scholarship  
Glenn A. Reich Computer Science Scholarship  
Endowment  
Walter E. and Elizabeth M. Schroeder Memorial  
Endowment for Honors Students  
Dr. Charles Shaner Memorial Scholarship for  
Dental Hygiene  
Midge C. Smith Memorial Endowment  
Square D Engineering Endowed Scholarship  
Student Leader Endowed Scholarship  
Donald and Patricia Torisky Endowment Fund  
Jacob and Iris Wolf Sign Language Interpreting  
Scholarship  
Carol A. Zack Memorial Fine Arts Endowment  
Margaret Scott Memorial Math Scholarship

#### **Special Scholarships and Awards**

AAUW Scholarship for Women  
Harold Cunningham Mathematics Faculty Grant  
Renee Windle Danforth Memorial Fine Arts  
Award  
Gene and Hildegard Evans Memorial  
Scholarship for Continuing Education  
Fine Arts Scholarship  
Kathleen N. Graber Scholarship  
Kathy Johnson Award for Excellence in Nursing  
Beverly Kiss Memorial Scholarship  
Mary Ellen Klotz Scholarship for Art Students

#### **Special Scholarships and Awards**

(Continued)

Latinos Unidos Student Organization  
Scholarship  
Henry Meier German Scholarship  
Minority Access to Higher Education  
Scholarship  
Edward Moran Memorial Computer Science  
Award  
Motorola Distinguished Faculty Award  
The Otter Chemistry Endowment  
Glenn A. Reich Faculty Award for Instructional  
Technology  
Sue L. Schultz Memorial Endowment Fund  
Anne Rodgers Scott Endowment for Student  
Success  
Joan R. Young Scholarship

#### **Projects and Programs**

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

# 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-5 Grants Received**

Years 1997-1998 through 2001-2002	97-98	98-99	99-00	00-01	01-02
Amount of Grant	\$2,574,935	\$3,170,244	\$2,678,078	\$4,672,698	\$3,491,995

## **Chapter II**

# **Organization and Administration**

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

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

## President's Council

**Dr. Robert L. Breuder**  
President

**Catherine Brod**  
Associate Vice President Community  
Relations  
Executive Director Foundation

**Colleen Murphy**  
Vice President – Enrollment and  
Marketing

**Joan Kindle**  
Vice President – Student Affairs &  
Asst. to the President

**Sheila Quirk**  
Associate Vice President Planning  
and Strategic Alliances

**Cheryl Kinsunzu**  
Asst. Vice President Diversity and  
Organizational Development

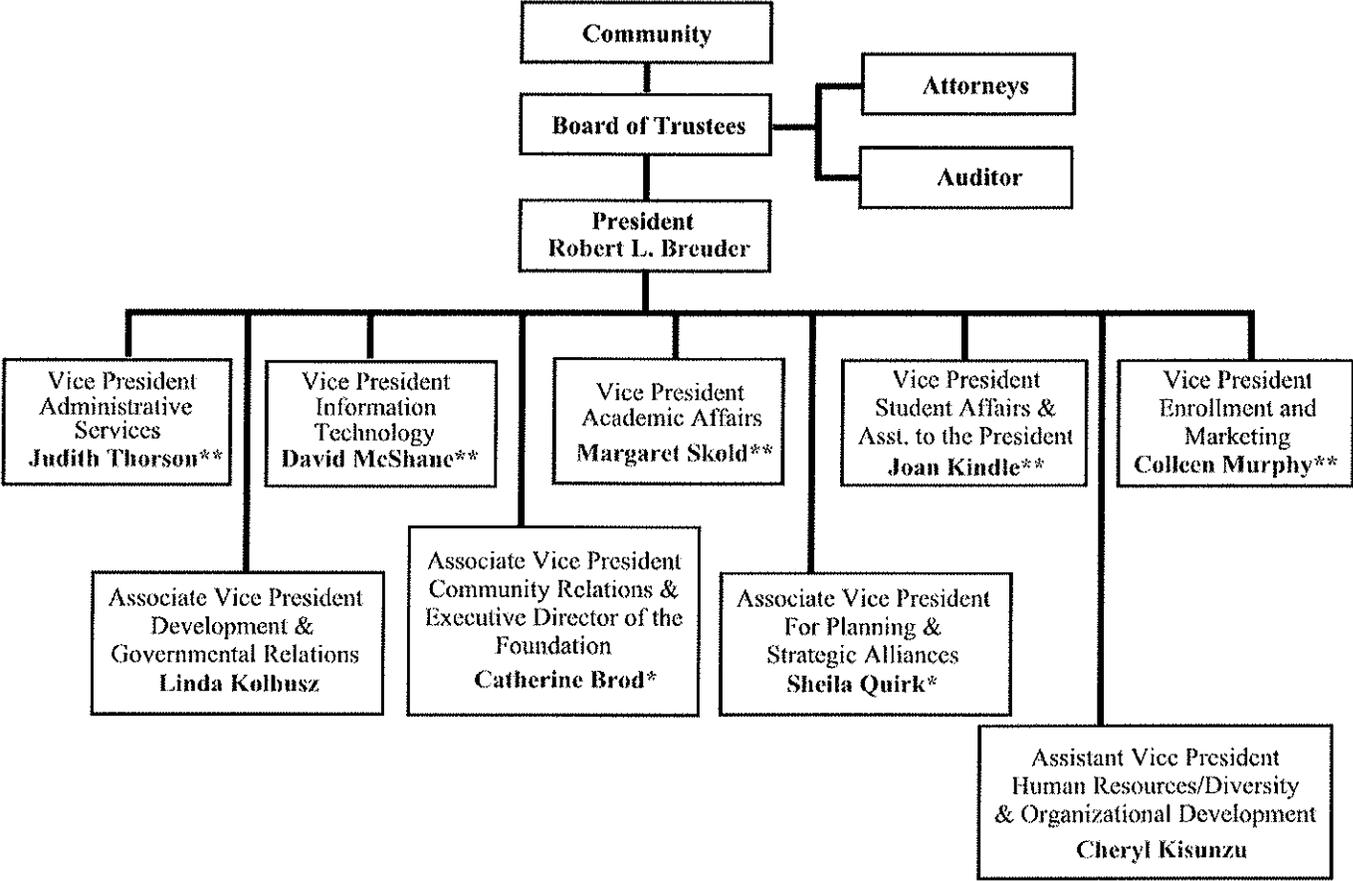
**Dr. Margaret Skold**  
Vice President - Academic Affairs

**Linda Kolbusz**  
Associate Vice President  
Development & Government  
Relations

**Judy Thorson**  
Vice President - Administrative  
Services

**David McShane**  
Vice President - Information  
Technology

# Administrative Organizational Chart

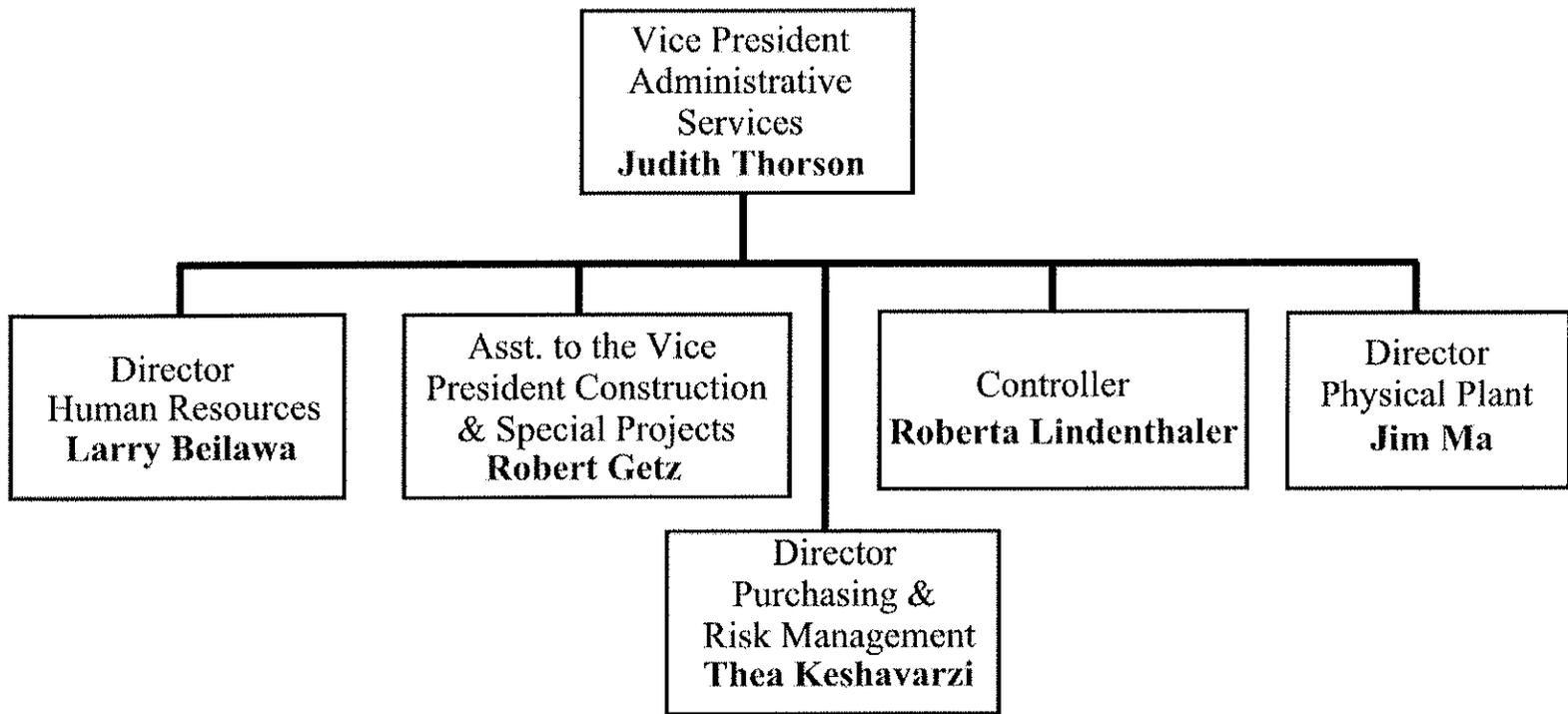


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\* See added detail on page 41  
 \*\* See individual VP area charts

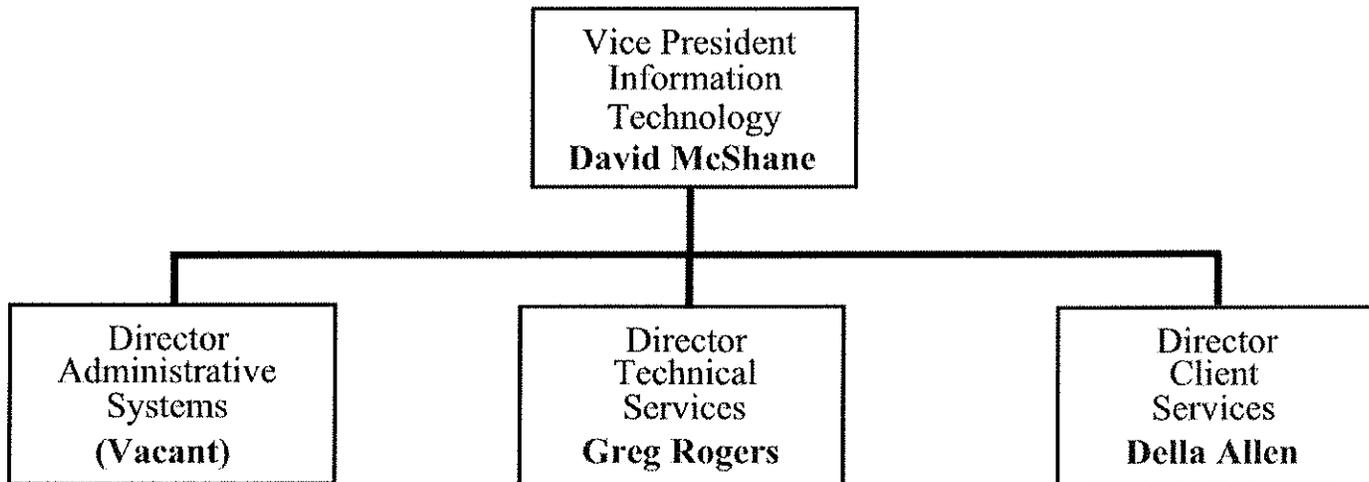
Source: Asst Vice President Human Resources/Diversity &  
 Organizational Development.  
 As of 10/1/02

**Office of Vice President Administrative Services**

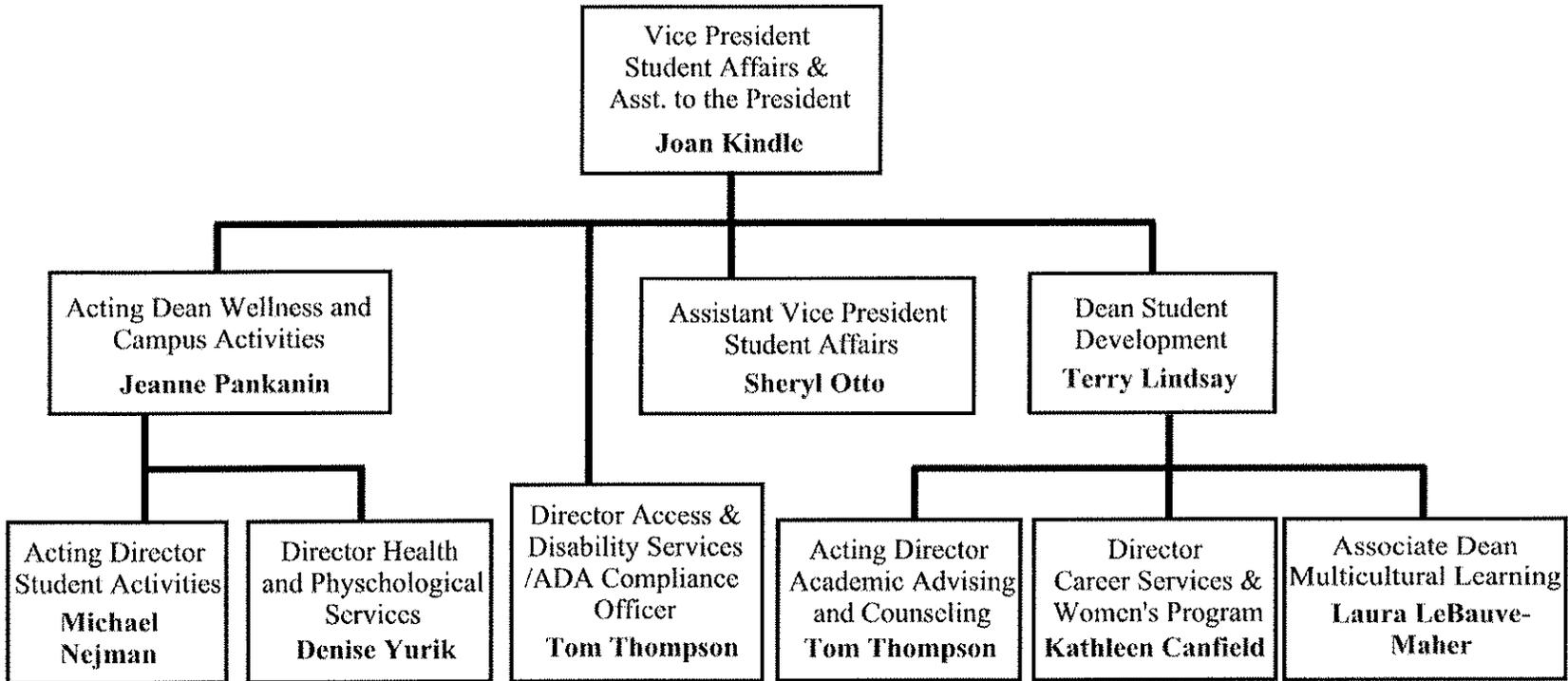


Source: Asst Vice President Human Resources/Diversity & Organizational Development.  
As of 10/1/02

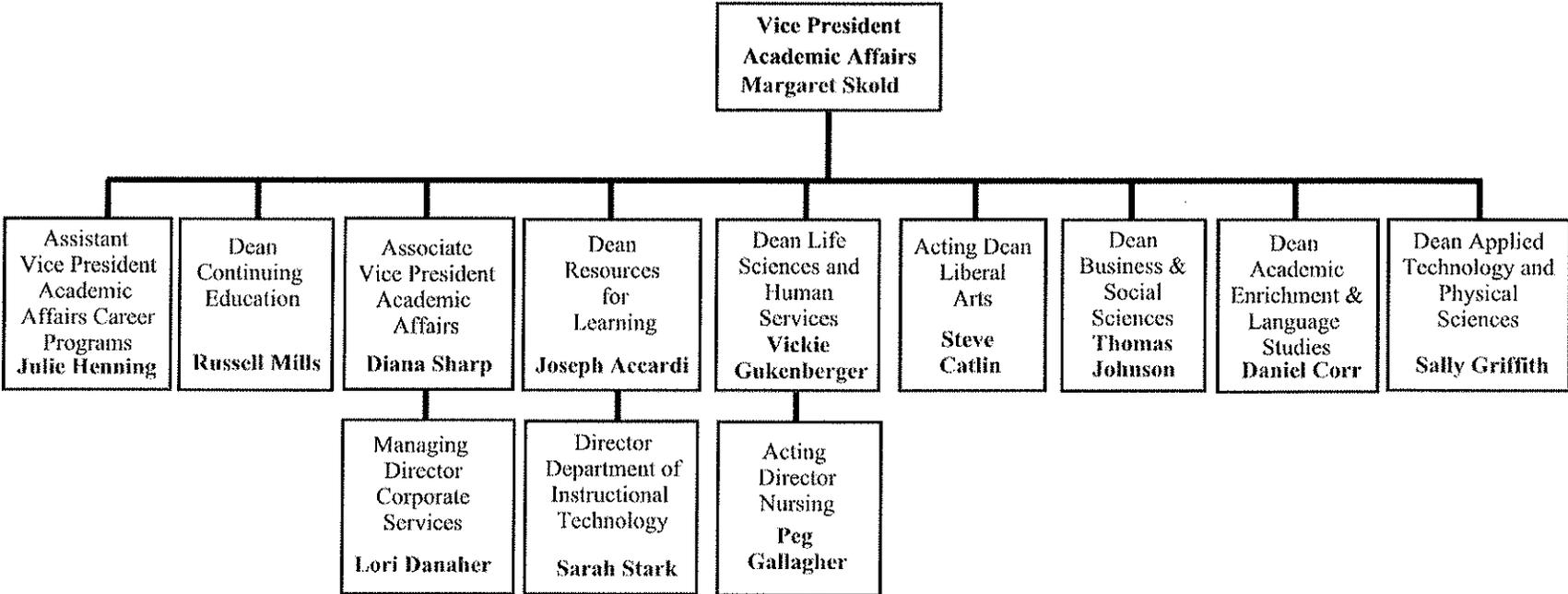
## Office of Vice President Information Technology



**Office of Vice President Student Affairs**

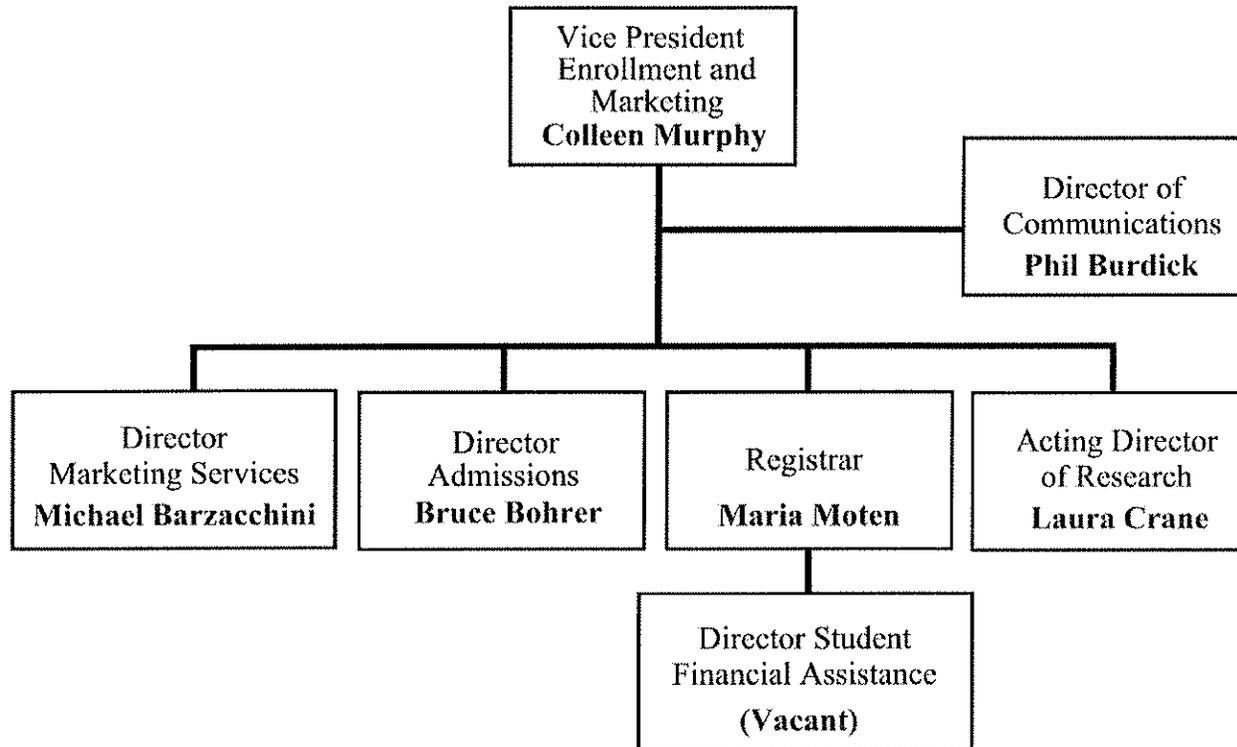


# Office of Vice President Academic Affairs



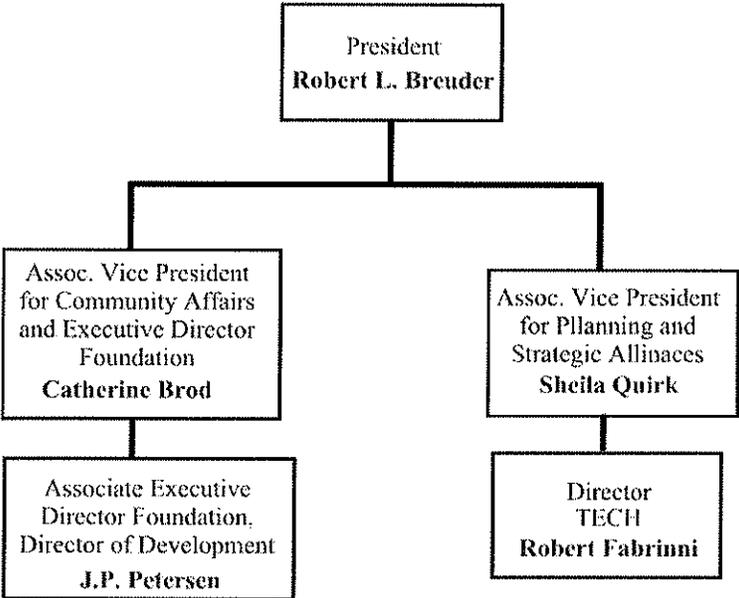
Source: Asst Vice President Human Resources/Diversity & Organizational Development.  
As of 10/1/02

## Office of Vice President Enrollment and Marketing



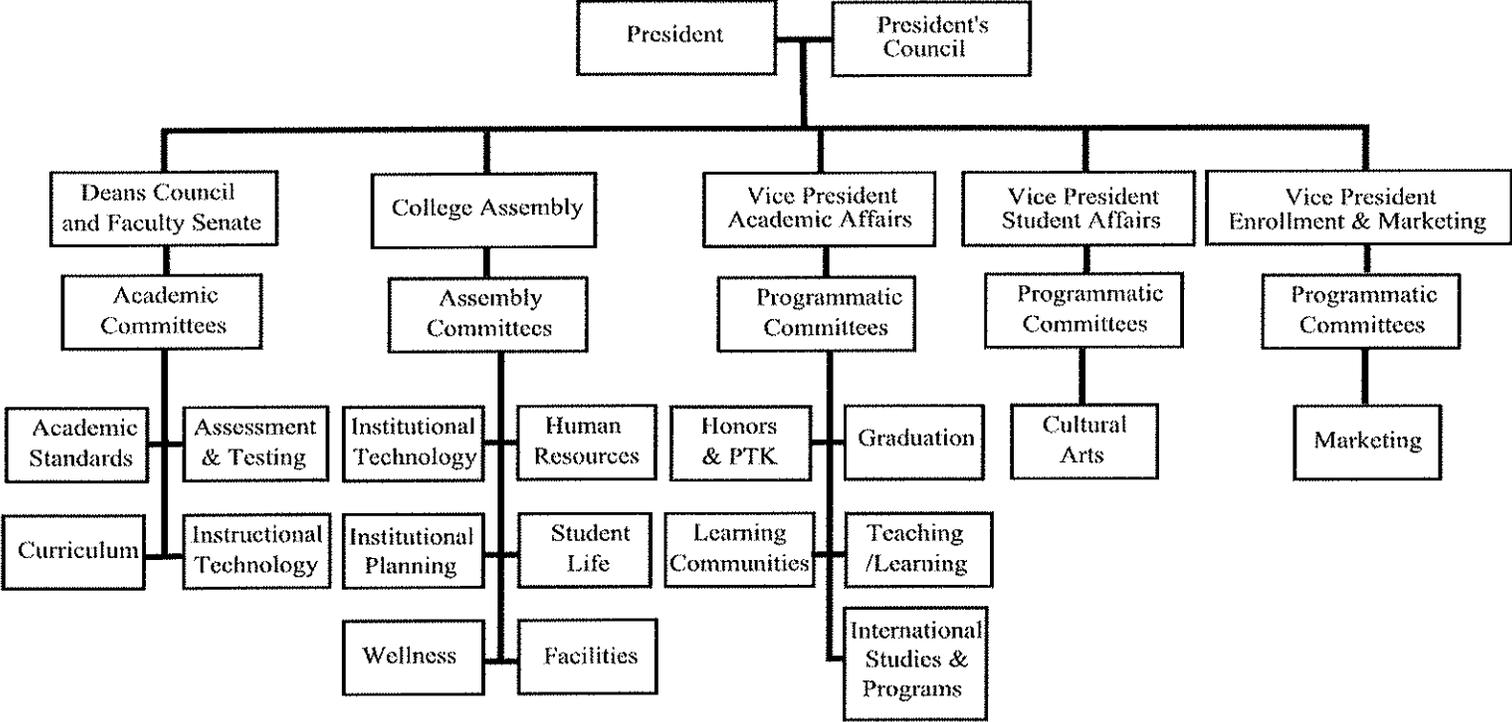
Source: Asst Vice President Human Resources/Diversity & Organizational Development.  
As of 10/1/02

**Organizational Chart Additional Detail**



Source: Asst Vice President Human Resources/Diversity & Organizational Development, As of 10/1/02

# Shared Governance Structure



## 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 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, Supervisory/Confidential 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 the 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

## SECTION III-A APPLICANTS

**Table III-A1 Race/Ethnicity of Applicants**

Years 1999-2000 through 2001-2002	99-00		00-01		01-02	
	N	Percent	N	Percent	N	Percent
Asian or Pacific Islander	1,935	17.7%	2,077	17.3%	2,032	16.9%
American Indian or Alaskan Native	28	0.3%	24	0.2%	32	0.3%
African-American	499	4.6%	512	4.3%	617	5.1%
Hispanic	991	9.0%	1,119	9.3%	1,184	9.8%
White Non-Hispanic	6,826	62.3%	7,524	62.5%	7,368	61.3%
International	21	0.2%	26	0.2%	21	0.2%
Unknown	657	6.0%	755	6.3%	770	6.4%

Source: Admissions

**Table III-A2 Gender of Applicants**

Years 1997-1998 through 2001-2002	99-00		00-01		01-02	
	N	Percent	N	Percent	N	Percent
Male	4,843	44.2%	5,352	44.5%	5,174	43.0%
Female	6,103	55.7%	6,671	55.4%	6,843	56.9%
Unknown	11	0.1%	14	0.1%	7	0.1%

Source: Admissions

**Table III-A3 Age (Market Segment) of Applicants**

Years 1997-1998 through 2001-2002	99-00		00-01		01-02	
	N	Percent	N	Percent	N	Percent
FTIC (18 & Under)	4,843	44.2%	5,352	44.5%	5,174	43.0%
Young Adult (19-24)	6,103	55.7%	6,671	55.4%	6,843	56.9%
Adult (25+)	11	0.1%	14	0.1%	7	0.1%

Source: Admissions

**Table III-A4 City/Village of Applicants**

Years 1999-2000 through 2001- 2002	99-00	00-01	01-02	3-Year Total
Schaumburg	1520	1632	1651	4803
Palatine	1201	1416	1360	3977
Arlington Heights	1111	1253	1201	3565
Hoffman Estates	982	1041	1113	3136
Mt Prospect	669	763	785	2217
Wheeling	545	605	598	1748
Elk Grove Village	535	556	589	1680
Barrington	415	407	455	1277
Rolling Meadows	355	421	387	1163
Buffalo Grove	282	301	325	908
Chicago	263	275	267	805
Des Plaines	226	277	288	791
Hanover Park	218	236	259	713
Prospect Heights	171	203	206	580
Streamwood	153	155	131	439
Roselle	97	138	108	343
Elgin	77	99	117	293
Carpentersville	75	107	100	282
Lake Zurich	76	86	73	235
Algonquin	70	62	84	216

Source: Admissions, Top 20 cities

## **Chapter III**

### **Credit Students**

The chapter is divided into seven parts: Applicants Profile, Fall Semester Profile of Enrolled Credit Students, Annual Credit Enrollments, Annual Profile of Enrolled Credit Students, Retention Analysis, Degrees and Certificates Awarded, and Profile of Students Awarded Degrees or Certificates.

**Table III-A5 High School of Applicants**

<b>Years 1999-2000 through 2001-2002</b>	<b>99-00</b>	<b>00-01</b>	<b>01-02</b>	<b>3-Year Total</b>
Chicago Public High Schools	514	570	612	1,696
J B Conant High School	440	451	494	1,385
William Fremd High School	436	462	478	1,376
Schaumburg High School	398	447	398	1,243
Hoffman Estates High School	323	368	403	1,094
Palatine High School	328	379	369	1,076
Buffalo Grove High School	297	353	333	983
Barrington Community High Sch	348	310	313	971
Rolling Meadows High School	288	314	322	924
John Hersey High School	274	311	316	901
Elk Grove High School	250	304	332	886
Wheeling High School	257	311	292	860
Prospect High School	248	251	283	782
Lake Zurich Senior High School	110	128	108	346
Adlai E Stevenson High School	107	120	109	336
Saint Viator High School	105	106	112	323
Streamwood High School	89	101	93	283
Lake Park West High School	74	102	94	270
Maine Township High Sch East	71	87	101	259
Maine West High School	71	93	71	235
Cary-Grove Community High Sch	66	88	61	215
Harry D Jacobs High School	33	65	69	167
Elgin High School	50	59	57	166
Glenbrook South High School	40	47	54	141

Source: Admissions. Top 25 schools

**Table III-A6 Zip Code of Applicants**

<b>Years 1999-2000 through 2001-2002</b>	<b>99-00</b>	<b>00-01</b>	<b>01-02</b>	<b>3-Year Total</b>
60067	891	988	878	2757
60194	775	802	850	2427
60056	714	797	805	2316
60004	691	809	757	2257
60195	682	691	746	2119
60193	650	714	732	2096
60010	582	553	614	1749
60090	533	599	587	1719
60007	518	548	586	1652
60074	333	433	482	1248
60005	393	423	429	1245
60008	355	420	386	1161
60173	328	382	352	1062
60089	269	290	321	880
60103	260	270	215	745
60070	169	203	207	579
60016	161	179	213	553
60107	141	139	128	408
60047	119	144	141	404
60172	95	141	106	342
60110	74	104	102	280
60102	103	72	83	258
60018	67	94	82	243
60013	53	78	65	196
60014	47	61	58	166

Source: Admissions. Top 25 zip codes

## SECTION III-B

### FALL SEMESTER PROFILE OF ENROLLED CREDIT STUDENTS

**Table III-B1 Degree Objective of Credit Students**

Fall 1998 to Fall 2002	Fall 1998		Fall 1999		Fall 2000		Fall 2001		Fall 2002	
	N	Percent								
To complete one or several courses - Not pursuing degree	10,880	72.6%	9,915	66.9%	9,294	61.9%	8,471	58.4%	7,575	52.3%
To Complete Certificate	698	4.7%	923	6.2%	1,148	7.6%	1,094	7.5%	1,173	8.1%
To Complete Associate	3,408	22.7%	3,979	26.9%	4,579	30.5%	4,949	34.1%	5,734	39.6%

Source: ICCB E1 Submission

**Table III-B2 Number of Credit Students Residency Status**

Fall 1998 to Fall 2002	Fall 1998		Fall 1999		Fall 2000		Fall 2001		Fall 2002	
	N	Percent								
In District	12,892	86.0%	12,735	85.9%	12,970	87.2%	12,648	87.1%	12,519	86.4%
Out of District	2,002	13.4%	1,994	13.5%	1,791	12.0%	1,762	12.1%	1,860	12.8%
Out of State	4	0.0%	2	0.0%	8	0.1%	5	0.0%	2	0.0%
International	88	0.6%	86	0.6%	112	0.8%	99	0.7%	101	0.7%

Source: ICCB E1 Submission

**Table III-B3 Full-Time/Part-Time Status of Credit Students**

Fall 1998 to Fall 2002	Fall 1998		Fall 1999		Fall 2000		Fall 2001		Fall 2002	
	N	Percent								
Part-Time	10,241	68.3%	9,991	67.4%	10,225	68.1%	9,804	67.5%	9,270	64.0%
Full-Time	4,745	31.7%	4,826	32.6%	4,796	31.9%	4,710	32.5%	5,212	36.0%

Source: ICCB E1 Submission

**Table III-B4 Age Groups of Credit Students**

Fall 1998 to Fall 2002	Fall 1998		Fall 1999		Fall 2000		Fall 2001		Fall 2002	
	N	Percent								
18 & Under	2,138	14.3%	2,097	14.2%	2,545	16.9%	2,354	16.2%	2,197	15.2%
19-24	5,658	37.8%	5,709	38.5%	5,707	38.0%	5,860	40.4%	6,174	42.6%
25-28	1,763	11.8%	1,682	11.4%	1,618	10.8%	1,509	10.4%	1,528	10.6%
29-33	1,530	10.2%	1,519	10.3%	1,527	10.2%	1,430	9.9%	1,324	9.1%
34-38	1,248	8.3%	1,227	8.3%	1,178	7.8%	1,051	7.2%	975	6.7%
39-42	876	5.8%	825	5.6%	762	5.1%	726	5.0%	747	5.2%
43-47	775	5.2%	818	5.5%	787	5.2%	716	4.9%	710	4.9%
48-52	458	3.1%	462	3.1%	430	2.9%	436	3.0%	423	2.9%
53-57	251	1.7%	242	1.6%	251	1.7%	229	1.6%	228	1.6%
58 & Over	251	1.7%	205	1.4%	187	1.2%	177	1.2%	175	1.2%
Unknown	38	0.3%	31	0.2%	30	0.2%	26	0.2%	1	0.0%

Source: ICCB E1 Submission

**Table III-B5 Gender of Credit Students**

Fall 1998 to Fall 2002	Fall 1998		Fall 1999		Fall 2000		Fall 2001		Fall 2002	
	N	Percent								
Male	6,457	43.1%	6,398	43.2%	6,482	43.2%	6,248	43.0%	6,015	41.5%
Female	8,522	56.9%	8,416	56.8%	8,496	56.6%	8,265	56.9%	8,466	58.5%
Unknown	7	0.0%	3	0.0%	43	0.3%	1	0.0%	0	0.0%

Source: ICCB E1 Submission

**Table III-B6 Race/Ethnicity of Credit Students**

Fall 1998 to Fall 2002	Fall 1998		Fall 1999		Fall 2000		Fall 2001		Fall 2002	
	N	Percent								
Asian or Pacific Islander	1,685	11.2%	1,863	12.6%	1,988	13.2%	1,925	13.3%	1,933	13.3%
American Indian or Alaskan Native	22	0.1%	32	0.2%	29	0.2%	35	0.2%	31	0.2%
African-American	455	3.0%	461	3.1%	458	3.0%	452	3.1%	470	3.2%
Hispanic	1,906	12.7%	1,922	13.0%	2,221	14.8%	2,226	15.3%	2,164	14.9%
White Non-Hispanic	9,523	63.5%	9,306	62.8%	9,106	60.6%	8,739	60.2%	8,986	62.0%
International	164	1.1%	119	0.8%	78	0.5%	69	0.5%	61	0.4%
Unknown	1,231	8.2%	1,114	7.5%	1,142	7.6%	1,068	7.4%	837	5.8%

Source: ICCB E1 Submission

**Table III-B7  
Number of Credit Students From All  
In-District High Schools**

Fall 2002			
Rank	School	N(14,482)	Percent
1	Conant	740	5.1%
2	Schaumburg	697	4.8%
3	Hoffman Estates	578	4.0%
4	Fremd	558	3.9%
5	Palatine	556	3.8%
6	Elk Grove	516	3.6%
7	Buffalo Grove	468	3.2%
8	Wheeling	454	3.1%
9	Rolling Meadows	452	3.1%
10	Hersey	450	3.1%
11	Prospect	410	2.8%
12	Barrington	318	2.2%
13	St. Viator	90	0.6%
14	Cristian Liberty Academy	19	0.1%

Source: ICCB E1 File

**Table III-B8  
Number of Credit Students From the  
Most Frequented Out of District High Schools**

Fall 2002			
Rank	School	N(14,482)	Percent
1	Lake Zurich	124	0.9%
2	Streamwood	111	0.8%
3	Maine East	97	0.7%
4	Stevenson	93	0.6%
5	Lake Park	83	0.6%
6	Maine West	83	0.6%
7	Cary Grove	81	0.6%
8	Harry D. Jacobs	58	0.4%
9	Elgin	56	0.4%
10	Glenbrook South	47	0.3%
11	Dundee-Crown	46	0.3%
12	Maine South	40	0.3%
13	Niles West	39	0.3%
14	Fenton	28	0.2%
15	Niles North	28	0.2%

Source: ICCB E1 File

**Table III-B9  
Number of Credit Students By City**

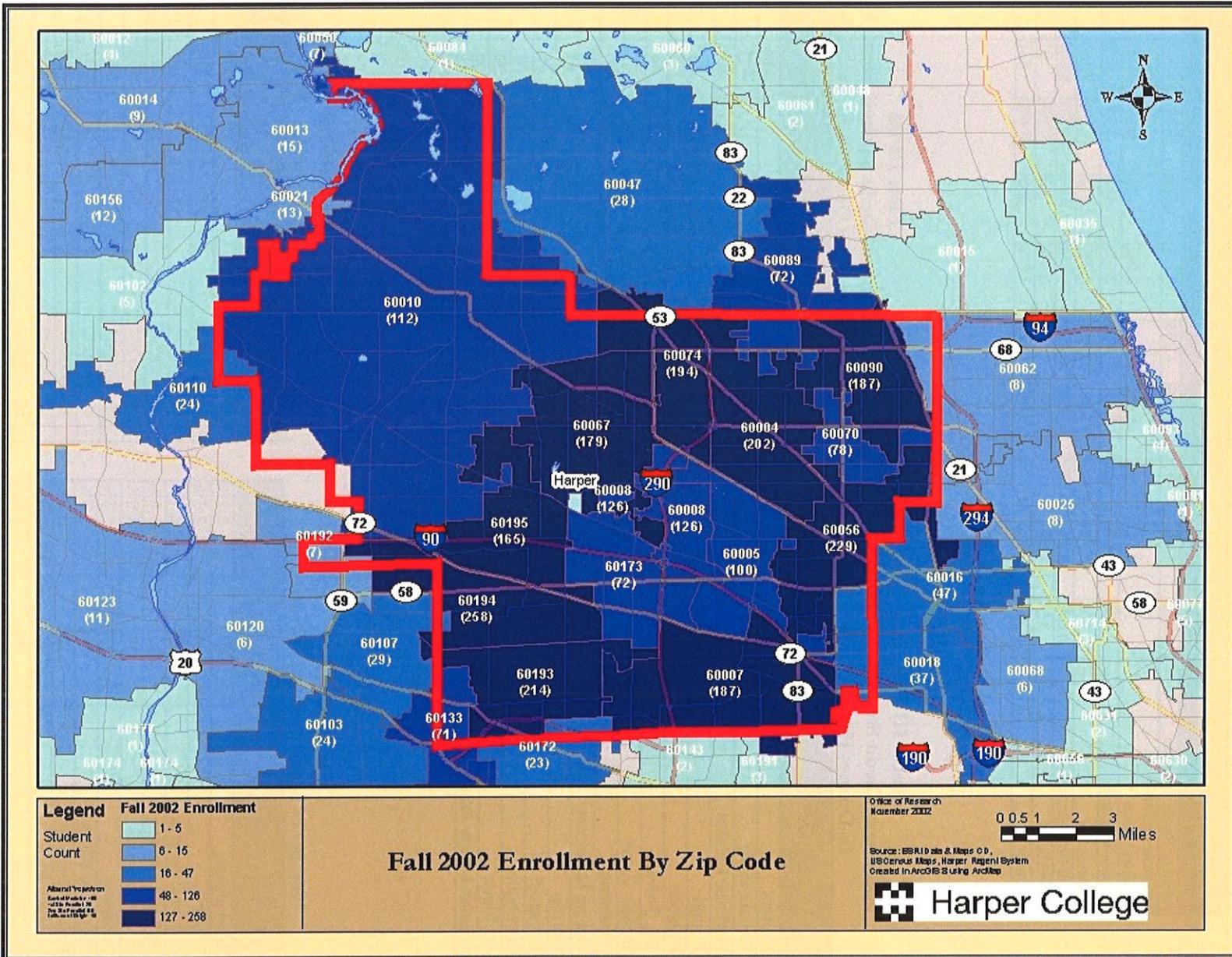
Fall 2002			
Rank	City	N(14,482)	Percent
1	Schaumburg	461	3.2%
2	Palatine	367	2.5%
3	Arlington Heights	301	2.1%
4	Hoffman Estates	267	1.8%
5	Mount Prospect	232	1.6%
6	Wheeling	187	1.3%
7	Elk Grove Village	186	1.3%
8	Rolling Meadows	126	0.9%
9	Hanover Park	87	0.6%
10	Des Plaines	83	0.6%

Source: ICCB E1 File, Top 10 cities

**Table III-B10  
Number of Credit Students By ZIP Code**

Fall 2002			
Rank	Zip Code	N(14,482)	Percent
1	60194	258	1.8%
2	60056	229	1.6%
3	60193	214	1.5%
4	60004	202	1.4%
5	60074	194	1.3%
6	60007	187	1.3%
7	60090	187	1.3%
8	60067	179	1.2%
9	60195	165	1.1%
10	60008	126	0.9%

Source: ICCB E1 File, Top 10 zip codes



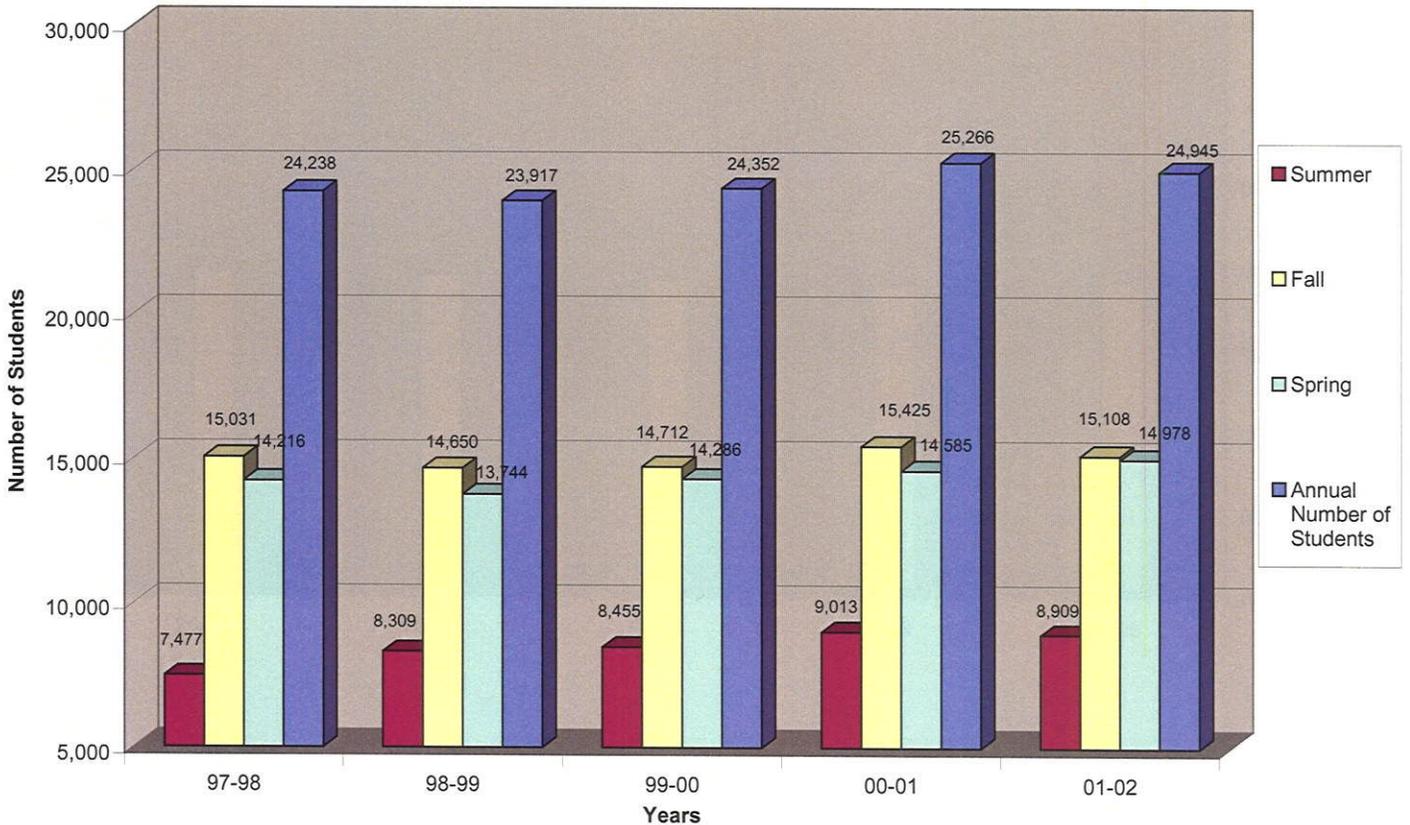
## SECTION III-C ANNUAL CREDIT ENROLLMENTS

**Table III-C1 Credit Student Headcounts**

Years 1997-1998 through 2001-2002	97-98	98-99	99-00	00-01	01-02
<b>Annual Number of Students</b>	<b>24,238</b>	<b>23,917</b>	<b>24,352</b>	<b>25,266</b>	<b>24,945</b>
<b>By Semester</b>					
Summer	7,477	8,309	8,455	9,013	8,909
Fall	15,031	14,650	14,712	15,425	15,108
Spring	14,216	13,744	14,286	14,585	14,978

Source: ICCB A1 files

**Chart III-C1 Credit Student Headcounts**

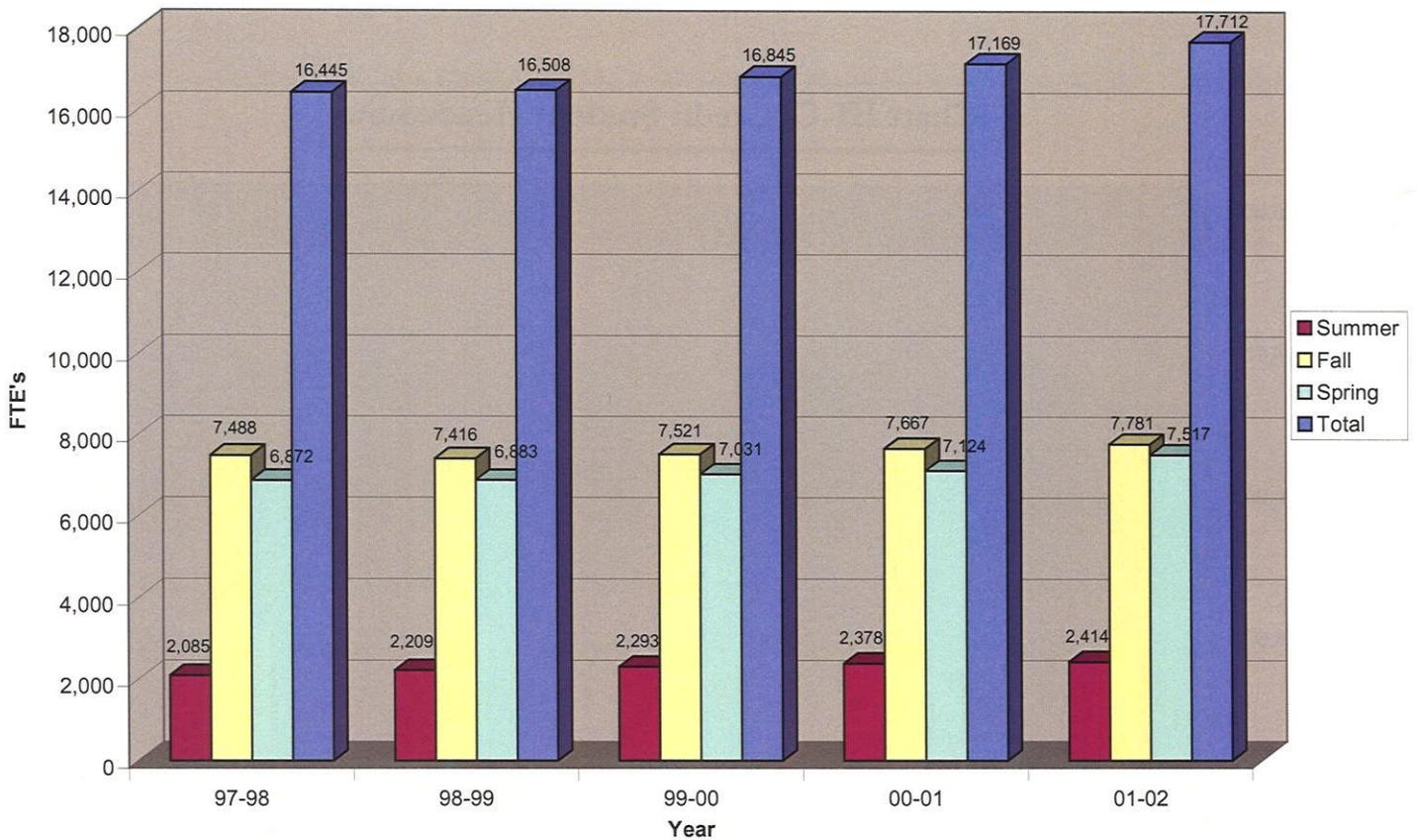


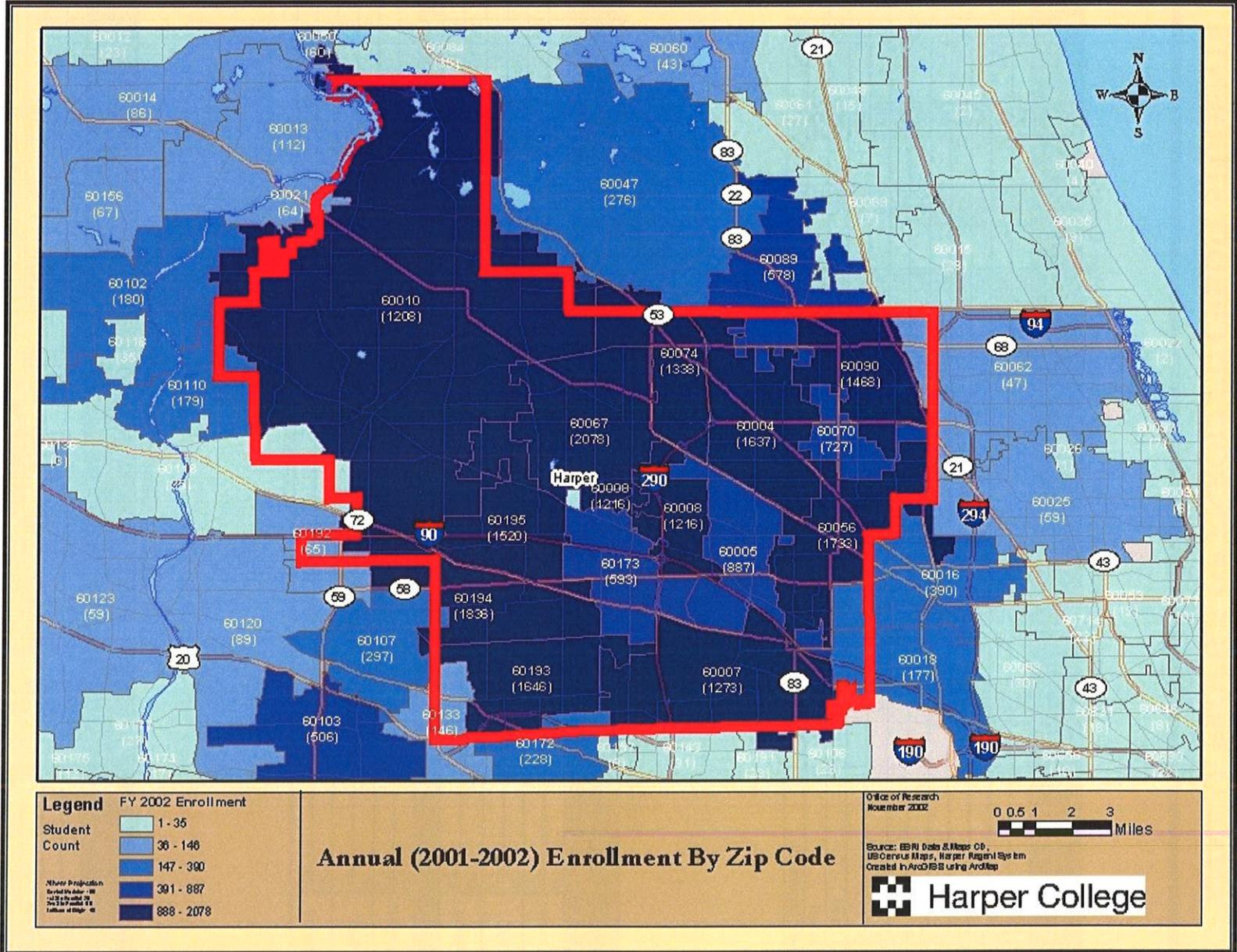
**Table III-C2 Credit Full-Time Equivalent (FTE)  
By Semester**

Years 1996-1997 through 2000-2001	97-98	98-99	99-00	00-01	01-02
Summer	2,085	2,209	2,293	2,378	2,414
Fall	7,488	7,416	7,521	7,667	7,781
Spring	6,872	6,883	7,031	7,124	7,517
<b>Total</b>	<b>16,445</b>	<b>16,508</b>	<b>16,845</b>	<b>17,169</b>	<b>17,712</b>

Source: ICCB A1 files; Note: FTE (Full Time Equivalent) is the number of credit hours divided by 15.

**Chart III-C2 Credit Full-Time Equivalent (FTE) By Semester**





## SECTION III-D

### ANNUAL PROFILE OF ENROLLED CREDIT STUDENTS

**Table III-D1 Number of Credit Students by Age Groups**

Years 1997-1998 through 2001-2002	97-98		98-99		99-00		00-01		01-02	
	N	Percent								
18 & Under	2,900	12.0%	3,113	13.0%	3,135	12.9%	3,424	13.6%	3,359	13.5%
19-24	9,717	40.1%	9,725	40.7%	9,972	40.9%	10,530	41.7%	10,674	42.8%
25-28	2,949	12.2%	2,864	12.0%	2,831	11.6%	2,861	11.3%	2,679	10.7%
29-33	2,430	10.0%	2,429	10.2%	2,515	10.3%	2,592	10.3%	2,523	10.1%
34-38	2,047	8.4%	1,845	7.7%	1,906	7.8%	1,940	7.7%	1,777	7.1%
39-42	1,355	5.6%	1,311	5.5%	1,259	5.2%	1,233	4.9%	1,221	4.9%
43-47	1,223	5.0%	1,161	4.9%	1,238	5.1%	1,274	5.0%	1,267	5.1%
48-52	754	3.1%	703	2.9%	739	3.0%	681	2.7%	738	3.0%
53-57	411	1.7%	377	1.6%	387	1.6%	392	1.6%	393	1.6%
58 & Over	353	1.5%	343	1.4%	323	1.3%	298	1.2%	300	1.2%
Unknown	99	0.4%	46	0.2%	47	0.2%	41	0.2%	14	0.1%
<b>Total Enrollment</b>	<b>24,238</b>	<b>100.0%</b>	<b>23,917</b>	<b>100.0%</b>	<b>24,352</b>	<b>100.0%</b>	<b>25,266</b>	<b>100.0%</b>	<b>24,945</b>	<b>100.0%</b>

Source:ICCB A1 Files

**Table III-D2  
Full-Time/Part-Time Credit Students and Average Credit Hour Per Semester**

Years 1996-1997 through 2000-2001		96-97		97-98		98-99		99-00		01-02	
		N	Percent								
Summer	PT	5,794	77.5%	6,386	76.9%	6,429	76.0%	6,990	77.6%	6,711	75.3%
	FT	1,684	22.5%	1,923	23.1%	2,026	24.0%	2,023	22.4%	2,198	24.7%
Fall	PT	10,559	70.2%	10,190	69.6%	10,113	68.7%	10,817	70.1%	10,303	68.2%
	FT	4,472	29.8%	4,460	30.4%	4,599	31.3%	4,608	29.9%	4,805	31.8%
Spring	PT	10,407	73.2%	9,719	70.7%	10,341	72.4%	10,565	72.4%	10,655	71.1%
	FT	3,809	26.8%	4,025	29.3%	3,945	27.6%	4,020	27.6%	4,323	28.9%
<b>Average Credit Load</b>											
Summer	PT	3.1		3.1		3.1		3.0		3.0	
	FT	7.3		7.2		7.3		7.3		7.3	
Fall	PT	4.9		4.9		4.9		4.8		5.0	
	FT	13.7		13.7		13.7		13.6		13.6	
Spring	PT	4.9		4.9		4.9		4.9		5.0	
	FT	13.8		13.7		13.8		13.7		13.6	

Source:ICCB A1 Files

**Table III-D3 Gender of Credit Students**

Years 1997-1998 through 2001-2002	97-98		98-99		99-00		00-01		01-02	
	N	Percent								
Female	13,611	56.2%	13,417	56.1%	13,717	56.3%	14,104	55.8%	14,140	56.7%
Male	10,623	43.8%	10,484	43.8%	10,619	43.6%	11,162	44.2%	10,805	43.3%
Unknown	0	0.0%	15	0.1%	16	0.1%	0	0.0%	0	0.0%

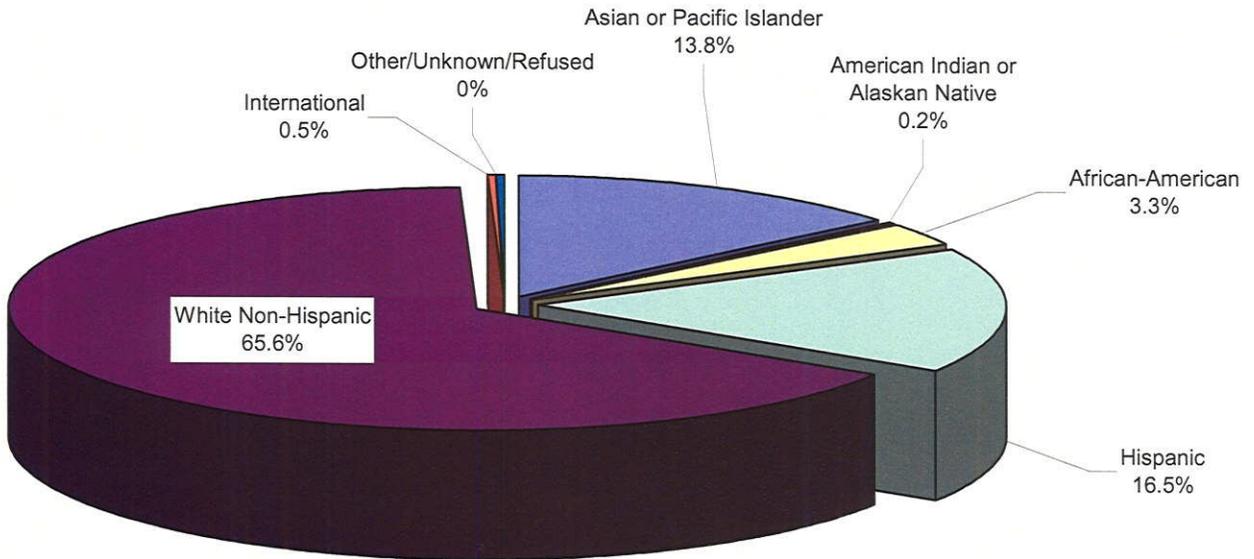
Source:ICCB A1 Files

**Table III-D4 Ethnicity of Credit Students**

Years 1997-1998 through 2001-2002	97-98		98-99		99-00		00-01		01-02	
	N	Percent								
Asian or Pacific Islander	2,627	10.8%	2,824	11.8%	3,192	13.1%	3,406	13.5%	3,449	13.8%
American Indian or Alaskan Native	35	0.1%	44	0.2%	53	0.2%	55	0.2%	55	0.2%
African-American	696	2.9%	741	3.1%	742	3.0%	793	3.1%	822	3.3%
Hispanic	3,208	13.2%	3,367	14.1%	3,805	15.6%	4,200	16.6%	4,106	16.5%
White Non-Hispanic	15,268	63.0%	14,857	62.1%	14,666	60.2%	14,790	58.5%	16,361	65.6%
International	276	1.1%	248	1.0%	168	0.7%	144	0.6%	117	0.5%
Unknown	2,128	8.8%	1,836	7.7%	1,726	7.1%	1,878	7.4%	35	0.1%

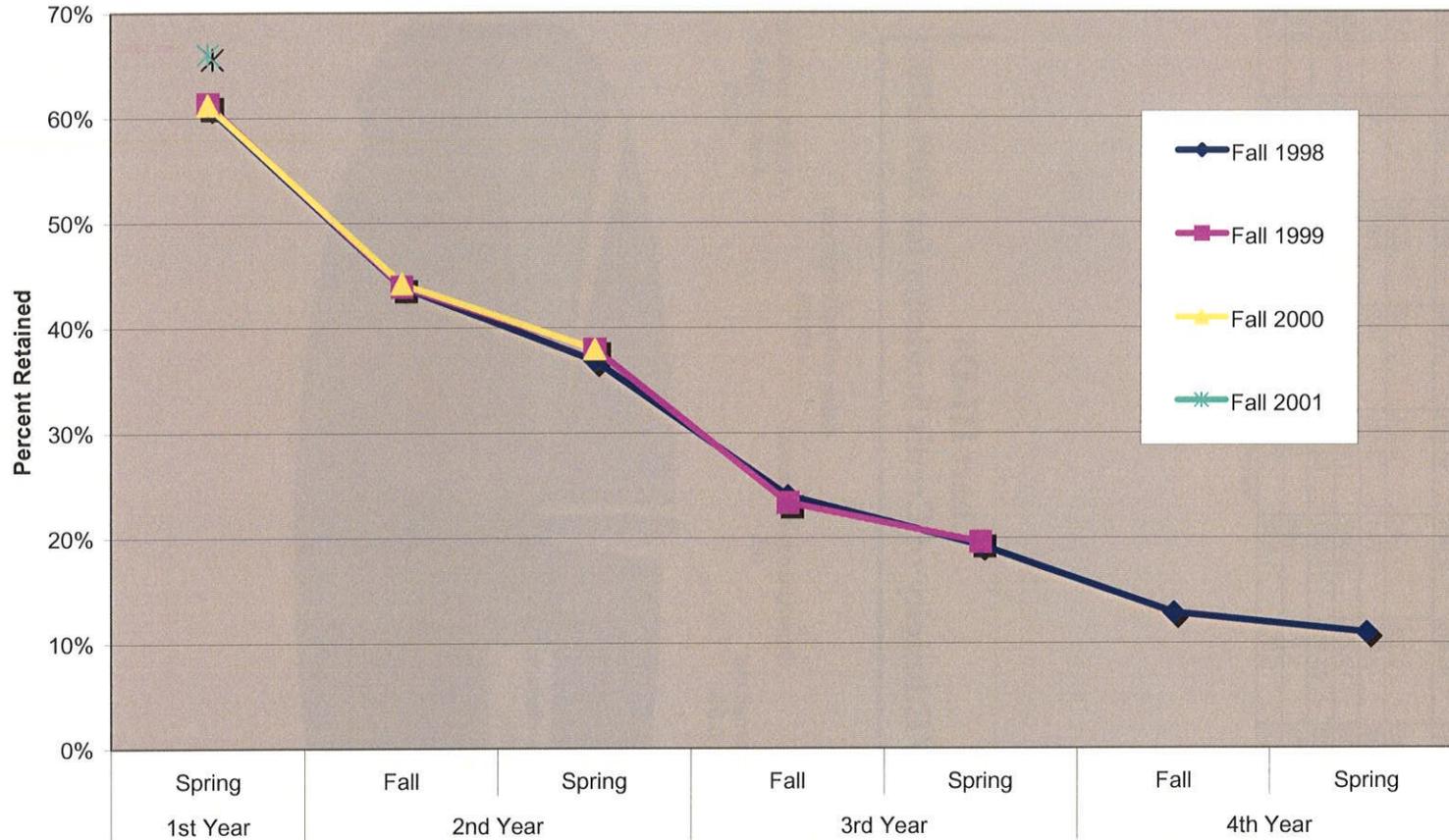
Source:ICCB A1 Files

**Chart III-D4  
Race/Ethnicity of Credit Students for 2001-2002**



## SECTION III-E RETENTION ANALYSIS

**Overall Retention Rates for Fall New Student Cohorts**



**Table III-E1: Overall Retention Rates for Fall New Student Cohorts**

Subsequent Years New Student Cohorts	N	1st Year		2nd Year				3rd Year				4th Year			
		Spring		Fall		Spring		Fall		Spring		Fall		Spring	
		N	Percent	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Fall 1998	4563	2,786	61.1%	2,003	43.9%	1,682	36.9%	1,095	24.0%	879	19.3%	587	12.9%	500	11.0%
Fall 1999	4078	2,501	61.3%	1,791	43.9%	1,547	37.9%	952	23.3%	799	19.6%				
Fall 2000	4177	2,557	61.2%	1,846	44.2%	1,585	37.9%								
Fall 2001	4372	2,886	66.0%												

Source: ICCB A1 submission and Harper's Regent System

**Table III-E2 Fall 1999 New Student Cohort (N = 4078)**

**Profile of Students Who Returned the Specified Semester**

Subsequent Years		1st Year		2nd Year				3rd Year				
Demographic Information		Total	Spring 2000		Fall 2000		Spring 2001		Fall 2001		Spring 2002	
		N	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Overall Retention Rate		4078	2501	61.3%	1791	43.9%	1547	37.9%	952	23.3%	799	19.6%
Market Segment	FTIC (18 & Under)	1517	1204	79.4%	979	64.5%	885	58.3%	528	34.8%	440	29.0%
	Young Adults (19-24)	1149	661	57.5%	443	38.6%	358	31.2%	224	19.5%	200	17.4%
	Adults (25 & Over)	1412	636	45.0%	369	26.1%	304	21.5%	200	14.2%	159	11.3%
Student Intent	Prepare for future job	496	261	52.6%	174	35.1%	139	28.0%	89	17.9%	70	14.1%
	Improve skills in present job	456	169	37.1%	84	18.4%	70	15.4%	45	9.9%	39	8.6%
	Explore courses	526	336	63.9%	265	50.4%	218	41.4%	152	28.9%	123	23.4%
	Transfer	1904	1390	73.0%	1043	54.8%	924	48.5%	533	28.0%	443	23.3%
	Remedy Skills	20	11	55.0%	9	45.0%	8	40.0%	7	35.0%	7	35.0%
	Personal interest/Self development	440	201	45.7%	120	27.3%	103	23.4%	66	15.0%	59	13.4%
	Unknown/Other	236	133	56.4%	96	40.7%	85	36.0%	60	25.4%	58	24.6%
Gender	Female	2226	1369	61.5%	1008	45.3%	868	39.0%	529	23.8%	444	19.9%
	Male	1852	1132	61.1%	783	42.3%	679	36.7%	423	22.8%	355	19.2%
Race/Ethnicity	Asian	601	335	55.7%	229	38.1%	193	32.1%	117	19.5%	117	19.5%
	American Indian/Alaskan Native	10	6	60.0%	5	50.0%	4	40.0%	1	10.0%	1	10.0%
	African American	171	89	52.0%	56	32.7%	38	22.2%	18	10.5%	13	7.6%
	Hispanic	290	182	62.8%	131	45.2%	124	42.8%	77	26.6%	72	24.8%
	White	2766	1745	63.1%	1269	45.9%	1095	39.6%	684	24.7%	555	20.1%
	Unknown	240	144	60.0%	101	42.1%	93	38.8%	55	22.9%	41	17.1%
Full/Part Time	Full-time	1383	1182	85.5%	935	67.6%	834	60.3%	452	32.7%	376	27.2%
	Part-time	2695	1319	48.9%	856	31.8%	713	26.5%	500	18.6%	423	15.7%
GPA group	GPA less than 2.0	1311	531	40.5%	379	28.9%	300	22.9%	213	16.2%	184	14.0%
	GPA equal or greater than 2.0	2767	1970	71.2%	1412	51.0%	1247	45.1%	739	26.7%	615	22.2%
Academic Goal	Certificate Only	433	211	48.7%	122	28.2%	90	20.8%	55	12.7%	45	10.4%
	Certificate/Bachelor's	9	4	44.4%	3	33.3%	1	11.1%	2	22.2%	2	22.2%
	Associate's Only	1247	878	70.4%	676	54.2%	577	46.3%	380	30.5%	324	26.0%
	Associate's/Bachelor's	389	298	76.6%	227	58.4%	204	52.4%	123	31.6%	90	23.1%
	Seeking Bachelor's	1015	722	71.1%	546	53.8%	487	48.0%	293	28.9%	248	24.4%
	Not Pursuing Assoc./Cert. Degree	970	383	39.5%	215	22.2%	186	19.2%	97	10.0%	86	8.9%
	Unknown	15	5	33.3%	2	13.3%	2	13.3%	2	13.3%	4	26.7%

Note: Academic Goal added the option of choosing "Higher Degree" for Fall 2000. Source: ICCB A1 submission and Harper's Regent System

Table III-E3 Fall 2000 New Student Cohort (N = 4177)

## Profile of Students Who Returned the Specified Semester

Subsequent Years		1st Year			2nd Year			
		Total N	Spring 2001		Fall 2001		Spring 2002	
			N	Percent	N	Percent	N	Percent
Overall Retention Rate		4177	2557	61.2%	1846	44.2%	1585	37.9%
Market Segment	F/TIC (18 & Under)	1577	1252	79.4%	998	63.3%	897	56.9%
	Young Adults (19-24)	1198	673	56.2%	460	38.4%	379	31.6%
	Adults (25 & Over)	1401	631	45.0%	387	27.6%	308	22.0%
Student Intent	Prepare for future job	551	310	56.3%	203	36.8%	169	30.7%
	Improve skills in present job	463	177	38.2%	100	21.6%	67	14.5%
	Explore courses	599	351	58.6%	263	43.9%	218	36.4%
	Transfer	1876	1358	72.4%	1037	55.3%	914	48.7%
	Remedy Skills	29	12	41.4%	11	37.9%	7	24.1%
	Personal interest/Self development	390	183	46.9%	116	29.7%	103	26.4%
	Unknown/Other	269	166	61.7%	116	43.1%	107	39.8%
Gender	Female	2220	1386	62.4%	1033	46.5%	906	40.8%
	Male	1957	1171	59.8%	813	41.5%	679	34.7%
Race/Ethnicity	Asian	619	375	60.6%	279	45.1%	229	37.0%
	American Indian/Alaskan Native	7	5	71.4%	2	28.6%	2	28.6%
	African American	178	84	47.2%	44	24.7%	34	19.1%
	Hispanic	310	183	59.0%	134	43.2%	116	37.4%
	White	2782	1748	62.8%	1277	45.9%	1107	39.8%
	Unknown	281	162	57.7%	110	39.1%	97	34.5%
Full/Part Time	Full-time	1401	1179	84.2%	918	65.5%	821	58.6%
	Part-time	2776	1378	49.6%	928	33.4%	764	27.5%
GPA group	GPA less than 2.0	1488	599	40.3%	435	29.2%	354	23.8%
	GPA equal or greater than 2.0	2689	1958	72.8%	1411	52.5%	1231	45.8%
Academic Goal	Certificate Only	449	230	51.2%	132	29.4%	98	21.8%
	Certificate/Bachelor's	6	1	16.7%	3	50.0%	3	50.0%
	Certificate/Higher Degree	4	2	50.0%	1	25.0%	1	25.0%
	Associate's Only	1409	979	69.5%	746	52.9%	648	46.0%
	Associate's/Bachelor's	411	300	73.0%	244	59.4%	213	51.8%
	Associate's/Higher Degree	26	21	80.8%	16	61.5%	13	50.0%
	Associate's/Bachelor's/Higher Degree	74	47	63.5%	34	45.9%	36	48.6%
	Seeking Bachelor's	733	502	68.5%	363	49.5%	334	45.6%
	Bachelor's/Higher Degree	70	50	71.4%	36	51.4%	29	41.4%
	Higher Degree	121	80	66.1%	63	52.1%	58	47.9%
	Not Pursuing Any Degree	861	340	39.5%	204	23.7%	148	17.2%
	Unknown	13	5	38.5%	4	30.8%	4	30.8%

Note: Academic Goal added the option of choosing "Higher Degree" for Fall 2000. Source: ICCB A1 submission and Harper's Regent System

Table III-E4  
Fall 2001 New Student Cohort (N = 4372)

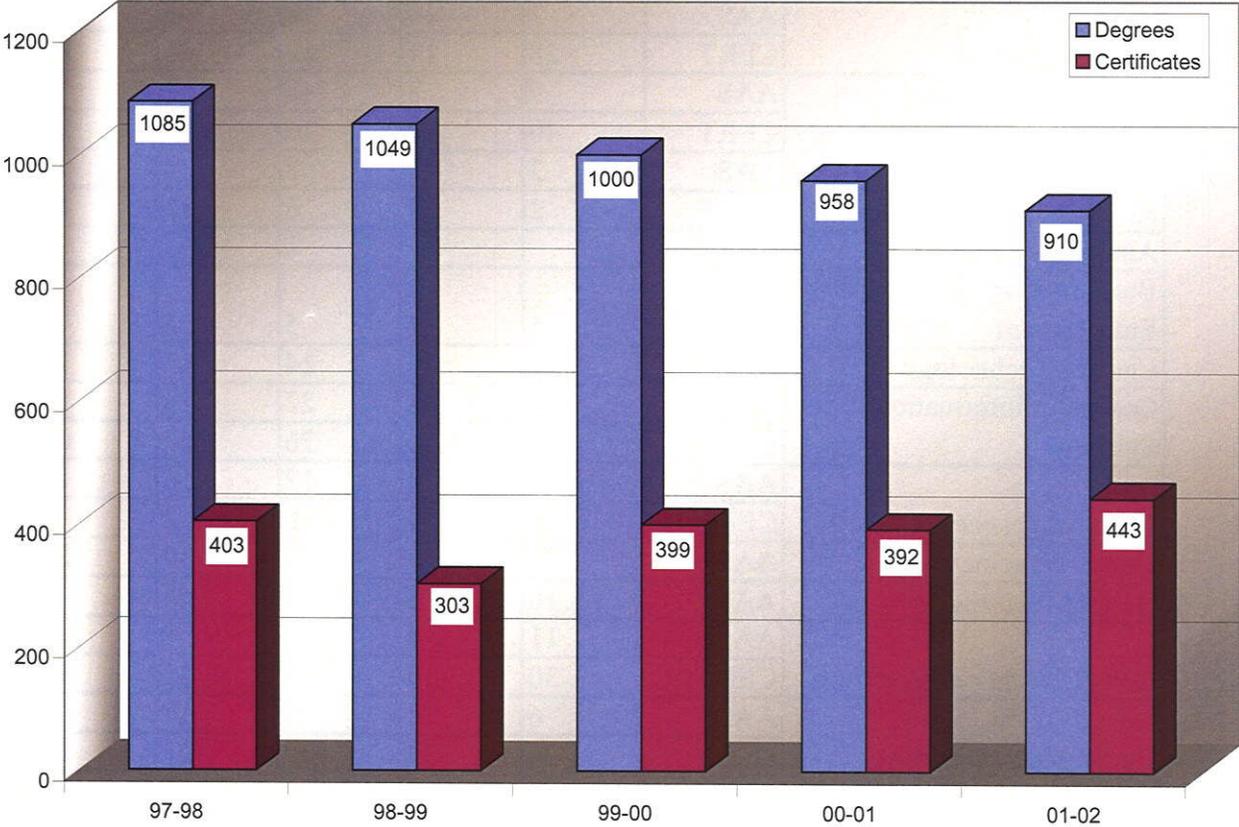
## Profile of Students Who Returned the Specified Semester

Subsequent Years		Total N	1st Year	
			Spring 2002	
		Demographic Information		N
Overall Retention Rate		4372	2886	66.0%
Market Segment	F/TIC (18 & Under)	1866	1456	78.0%
	Young Adults (19-24)	1253	802	64.0%
	Adults (25 & Over)	1253	628	50.1%
Student Intent	Prepare for future job	541	331	61.2%
	Improve skills in present job	404	182	45.0%
	Explore courses	758	474	62.5%
	Transfer	1916	1442	75.3%
	Remedy Skills	24	12	50.0%
	Personal interest/Self development	400	232	58.0%
	Unknown/Other	329	213	64.7%
Gender	Female	2359	1535	65.1%
	Male	2013	1351	67.1%
Race/Ethnicity	Asian	601	373	62.1%
	American Indian/Alaskan Native	14	5	35.7%
	African American	196	114	58.2%
	Hispanic	353	243	68.8%
	White	2907	1952	67.1%
	Unknown	301	199	66.1%
Full/Part Time	Full-time	1486	1298	87.3%
	Part-time	2886	1588	55.0%
GPA group	GPA less than 2.0	1262	567	44.9%
	GPA equal or greater than 2.0	3110	2319	74.6%
Academic Goal	Certificate Only	418	221	52.9%
	Certificate/Bachelor's	1	1	100.0%
	Certificate/Higher Degree	1	0	0.0%
	Associate's Only	1587	1180	74.4%
	Associate's/Bachelor's	349	275	78.8%
	Associate's/Higher Degree	9	6	66.7%
	Associate's/Bachelor's/Higher Degree	127	103	81.1%
	Seeking Bachelor's	754	532	70.6%
	Bachelor's/Higher Degree	58	38	65.5%
	Higher Degree	173	108	62.4%
	Not Pursuing Any Degree	895	422	47.2%
	Unknown	0	0	0.0%

Note: Academic Goal added the option of choosing "Higher Degree" for Fall 2000. Source: ICCB A1 submission and Harper's Regent System

**SECTION III-F**  
**DEGREES AND CERTIFICATES AWARDED**

**Chart III-F1 Degrees and Certificates Awarded**



**Table III-F1 Degrees and Certificates Awarded**

Years 1997-1998 through 2001-2002	97-98	98-99	99-00	00-01	01-02
Degrees	1085	1049	1000	958	910
Certificates	403	303	399	392	443

Source: Harper College Regent System

**Table III-F2 Type of Degrees Awarded**

Years 1997-1998 through 2001-2002	97-98	98-99	99-00	00-01	01-02
AA - Associate in Arts	578	562	531	581	572
AAS - Associate In Applied Science	318	328	323	274	250
AS - Associate In Science	186	152	136	89	82
AFA - Associates in Fine Arts	3	6	7	10	5
AES - Associate In Engineering Science	0	1	3	4	1

Source: Harper College Regent System

**Table III-F3 Number of Degrees and Certificates  
Awarded By Program**

<b>Program</b>	<b>Degree Type</b>	<b>97-98</b>	<b>98-99</b>	<b>99-00</b>	<b>00-01</b>	<b>01-02</b>
Accounting	AAS	7	10	8	6	10
	CERT	28	17	12	21	34
Administrative Technology	AAS	9	8	8	2	3
	CERT	40	20	16	14	13
Architectural Technology	AAS	3	4	2	4	4
	CERT	2	3	6	15	17
Automation	CERT					1
Building Codes and Enforcement	CERT	5	4	5	5	5
Cardiac Technology	AAS	12	14	14	11	10
Computer Information Systems	AAS	7	11	22	23	15
	CERT	53	56	76	67	102
Criminal Justice	AAS	15	14	12	11	16
	CERT	1	3	5	2	5
Dental Hygeine	AAS	31	31	29	30	26
Dietetic Technician	AAS	10	6	8	6	3
Early Childhood Education	AAS	11	8	5	8	6
	CERT	30	19	13	22	32
Electronics Technology	AAS	6	13	10	7	5
	CERT	24	33	39	27	43
Fashion Design	AAS	12	11	8	14	12
	CERT	4	1	4	1	2
Financial Services	AAS	3	3	2	3	1
	CERT	2	2	2	7	7
Fire Science Technology	AAS	2	5	4	6	2
	CERT	2		1		
Horticulture	AAS	1	1			
	CERT			1	1	
Hospitality Management	AAS	6	6	7	4	2
	CERT	7	3	6	12	12
Insurance	AAS	3				
	CERT		1			
Interior Design	AAS	22	18	17	18	16
Journalism	AAS	2	1	3		
	CERT	1	5	2	0	2

(Continued)

**Table III-F3 Number of Degrees and Certificates  
Awarded By Program**

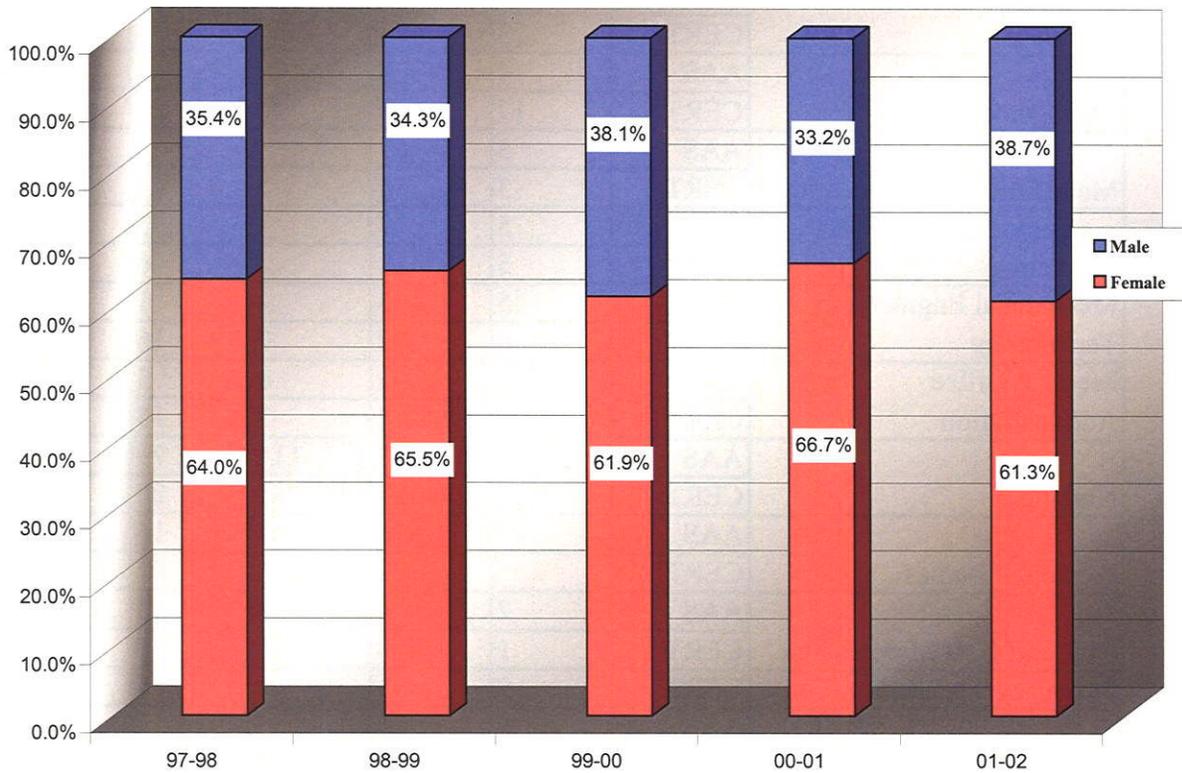
<b>Program</b>	<b>Degree Type</b>	<b>97-98</b>	<b>98-99</b>	<b>99-00</b>	<b>00-01</b>	<b>01-02</b>
Law Office Administrative Assistant	AAS	23				
	CERT	23	1			
Management	AAS	4	8	10	5	7
	CERT	17	8	34	27	26
Manufacturing Engineering	AAS	3				1
	CERT	3	1	3		
Marketing	AAS	5	7	4	3	3
	CERT	5	1	8	6	13
Mechanical Engineering Technology	AAS	5	3	1	1	1
	CERT	6	2	2	16	1
Medical Office Administration	AAS	3	2	6	5	2
	CERT	9	14	7	15	5
Nursing	AAS	94	107	111	79	81
	CERT	45	27	31	20	16
Paralegal Studies	AAS		16	14	14	11
	CERT		21	27	42	32
Park and Golf Maintenance	AAS	2	4	3	3	1
	CERT	1	0	0	3	1
Pharmacy Technician	CERT	9	3	4	5	2
Plant Science Technology	AAS	9	5	5	4	4
	CERT	19	22	19	12	11
Refrigeration & Air Conditioning Technology	AAS	4	5	4		3
	CERT	34	17	35	20	46
Sign Language Interpreting	AAS	3	2	4	2	1
	CERT	7	6	5	16	6
Supply Chain Management	AAS	1	5	2	5	4
	CERT	25	13	35	16	9

Source: Harper College Regent System

# SECTION III-G

## PROFILE OF STUDENTS AWARDED DEGREES AND CERTIFICATES

**Chart III-G1 Gender of Students Awarded Degrees or Certificates**



**Table III-G1 Gender of Students Awarded Degrees or Certificates**

Years 1996-1997 through 2000-2001	97-98		98-99		99-00		00-01		01-02	
	N	Percent								
Female	953	64.0%	886	65.5%	866	61.9%	899	66.7%	829	61.3%
Male	527	35.4%	464	34.3%	533	38.1%	447	33.2%	524	38.7%
Unknown	9	0.6%	2	0.1%	0	0.0%	1	0.1%	0	0.0%

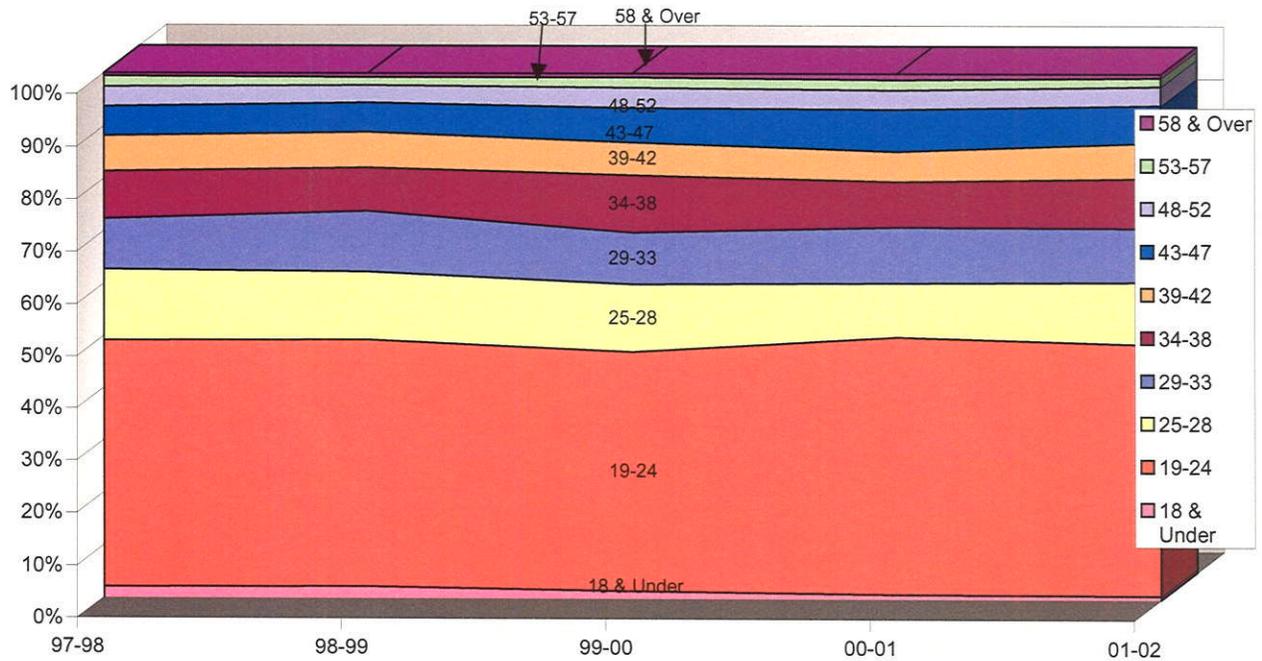
Source: Harper College Regent System

**Table III-G2 Race/Ethnicity of Students Awarded Degrees or Certificates**

Years 1996-1997 through 2000-2001	97-98		98-99		99-00		00-01		01-02	
	N	Percent								
Asian or Pacific Islander	137	9.2%	134	9.9%	146	10.4%	117	8.7%	155	11.5%
American Indian or Alaskan Native	4	0.3%	3	0.2%	5	0.4%	0	0.0%	5	0.4%
African-American	30	2.0%	32	2.4%	29	2.1%	27	2.0%	30	2.2%
Hispanic	63	4.2%	59	4.4%	83	5.9%	72	5.3%	96	7.1%
White Non-Hispanic	1122	75.4%	1001	74.1%	1030	73.6%	1012	75.1%	968	71.5%
International	22	1.5%	23	1.7%	17	1.2%	13	1.0%	7	0.5%
Other/Unknown/Refused	111	7.5%	99	7.3%	89	6.4%	106	7.9%	92	6.8%

Source: Harper College Regent System

**Chart III-G3 Age Group of Students Awarded Degrees and Certificates**



**Table III-G3 Age Groups of Students Awarded Degrees or Certificates**

Years 1996-1997 through 2000-2001	97-98		98-99		99-00		00-01		01-02	
	N	Percent								
18 & Under	30	2.0%	29	2.1%	19	1.4%	11	0.8%	10	0.7%
19-24	697	47.1%	636	47.1%	638	45.7%	661	49.1%	645	47.7%
25-28	200	13.5%	175	13.0%	180	12.9%	138	10.2%	162	12.0%
29-33	143	9.7%	156	11.6%	138	9.9%	144	10.7%	139	10.3%
34-38	134	9.1%	112	8.3%	153	11.0%	117	8.7%	128	9.5%
39-42	101	6.8%	92	6.8%	88	6.3%	78	5.8%	92	6.8%
43-47	81	5.5%	74	5.5%	90	6.4%	107	7.9%	95	7.0%
48-52	55	3.7%	45	3.3%	53	3.8%	49	3.6%	49	3.6%
53-57	30	2.0%	20	1.5%	28	2.0%	26	1.9%	22	1.6%
58 & Over	8	0.5%	10	0.7%	10	0.7%	16	1.2%	10	0.7%
Unspecified	10	0.7%	3	0.2%	2	0.1%	0	0.0%	1	0.1%

Source: Harper College Regent System

## **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 areas offered and duplicated headcount by program area.

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 as well as 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 Continuing Education Students**

Years 1997-1998 through 2001-2002	97-98		98-99		99-00		00-01		01-02	
	N	Percent								
Male	5,557	38.1%	6,113	39.8%	5,971	40.3%	5,992	42.4%	5,804	41.9%
Female	9,005	61.7%	9,170	59.7%	8,763	59.1%	8,047	56.9%	7,939	57.4%
Unknown	40	0.3%	89	0.6%	89	0.6%	91	0.6%	99	0.7%
<b>Total</b>	<b>14,602</b>		<b>15,372</b>		<b>14,823</b>		<b>14,130</b>		<b>13,842</b>	

Source: Continuing Education

**Table IV - A2 Enrollment of Continuing Education Students By Semester**

Years 1997-1998 through 2001-2002	97-98		98-99		99-00		00-01		01-02	
	N	Percent								
Summer	6,377	25.9%	7,340	26.6%	7,598	27.0%	9,498	35.3%	10,936	39.7%
Fall	8,342	33.9%	9,581	34.7%	9,100	32.3%	8,558	31.8%	7,920	28.7%
Spring	9,870	40.1%	10,714	38.8%	11,474	40.7%	8,857	32.9%	8,720	31.6%
<b>Total</b>	<b>24,589</b>		<b>27,635</b>		<b>28,172</b>		<b>26,913</b>		<b>27,576</b>	

Source: Continuing Education

**Table IV - A3 Enrollment of Continuing Education Students By Semester**

Years 1997-1998 through 2001-2002	97-98		98-99		99-00		00-01		01-02	
	N	Percent								
Summer	4,533	26.3%	4,850	26.0%	4,647	25.8%	5,075	29.8%	5,447	32.6%
Fall	5,878	34.1%	6,623	35.5%	6,012	33.4%	6,010	35.2%	5,386	32.3%
Spring	6,820	39.6%	7,180	38.5%	7,336	40.8%	5,970	35.0%	5,865	35.1%
<b>Total</b>	<b>17,231</b>		<b>18,653</b>		<b>17,995</b>		<b>17,055</b>		<b>16,698</b>	
Unduplicated Total*	14,602		15,374		14,823		14,130		13,842	

\* Unduplicated Total counts each student only once for the fiscal year.

Source: Continuing Education

**Table IV - A4 Enrollment of Continuing Education Students By Program Area**

Years 1997-1998 through 2001-2002	97-98		98-99		99-00		00-01		01-02	
	N	Percent								
Computer Training-non TECH	3,168	12.9%	3,758	13.6%	3,859	13.7%	2,912	10.8%	2,629	9.5%
Personal Enrichment	6,147	25.0%	6,407	23.2%	6,530	23.2%	4,807	17.9%	5,400	19.6%
Physical Fitness	5,591	22.7%	6,152	22.3%	6,069	21.5%	5,523	20.5%	5,647	20.5%
Professional Development	5,427	22.1%	5,203	18.8%	4,875	17.3%	4,491	16.7%	4,815	17.5%
TECH	1,346	5.5%	2,279	8.2%	2,635	9.4%	2,036	7.6%	1,516	5.5%
Youth Programs	2,910	11.8%	3,836	13.9%	4,204	14.9%	7,144	26.5%	7,569	27.4%
<b>Total</b>	<b>24,589</b>		<b>27,635</b>		<b>28,172</b>		<b>26,913</b>		<b>27,576</b>	

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 a gateway to the vast resources and learning opportunities Harper College has to offer.

### 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.

**Table IV - B1 Corporate Services**

Years 1997-1998 through 2001-2002	97-98	98-99	99-00	00-01	01-02
Total Companies Served	100	92	95	111	84
Number of New Clients	53	40	36	61	34
Programs or Services Delivered	420	622	552	531	403
Employees Served	6,415	8,797	5,990	5,594	5,542
Gross Sales	\$1,325,934	\$1,372,141	\$1,241,606	\$1,440,319	\$1,170,000

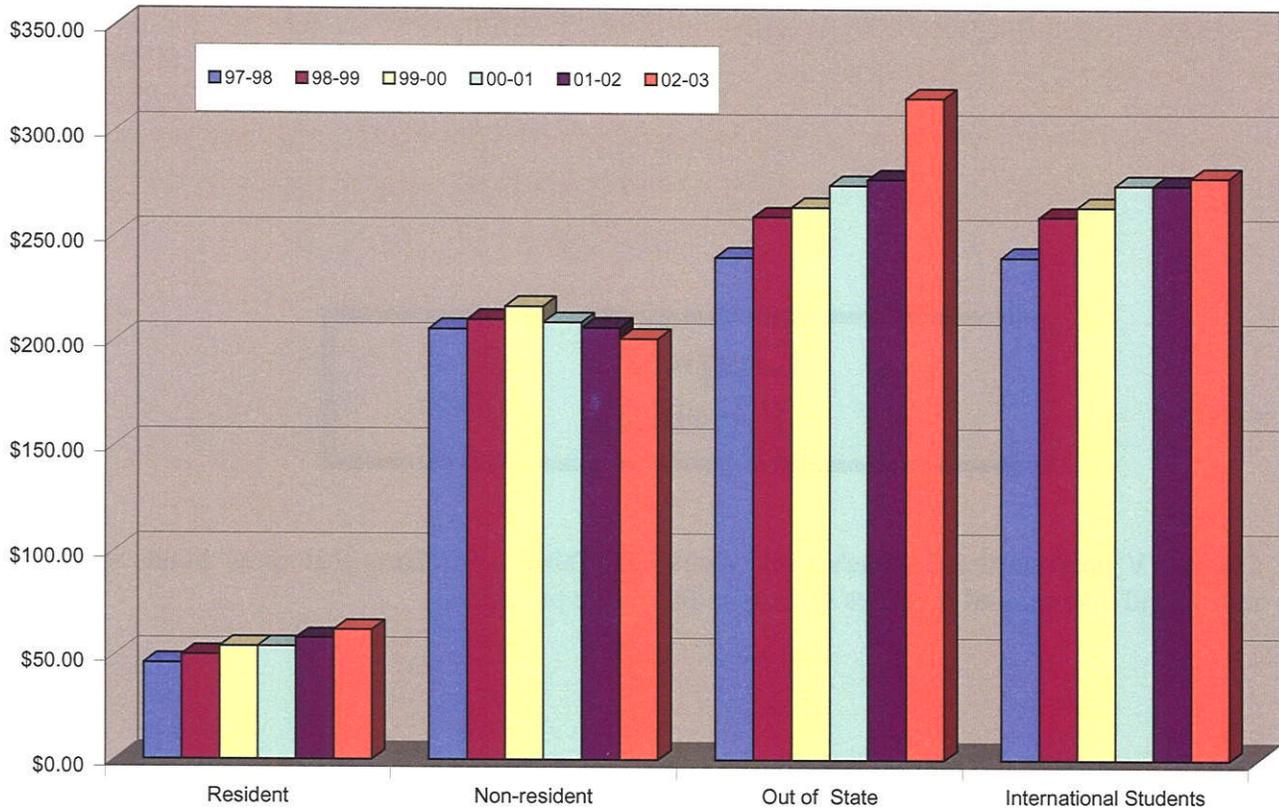
Source: Corporate Services

## **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 provided.

**Chart V-1 Tuition For Credit Courses Per Semester Hour By Residency**



**Table V-1 Tuition for Credit Courses Per Semester Hour By Residency**

Years 1997-1998 through 2002-2003	97-98	98-99	99-00	00-01	01-02	02-03
Resident	\$46.00	\$50.00	\$54.00	\$54.00	\$58.00	\$62.00
Non-resident	\$205.65	\$210.18	\$216.40	\$208.81	\$206.26	\$201.00
Out of State	\$239.91	\$259.31	\$263.90	\$274.39	\$277.29	\$316.00
International Students	\$239.91	\$259.31	\$263.90	\$274.39	\$274.39	\$278.00

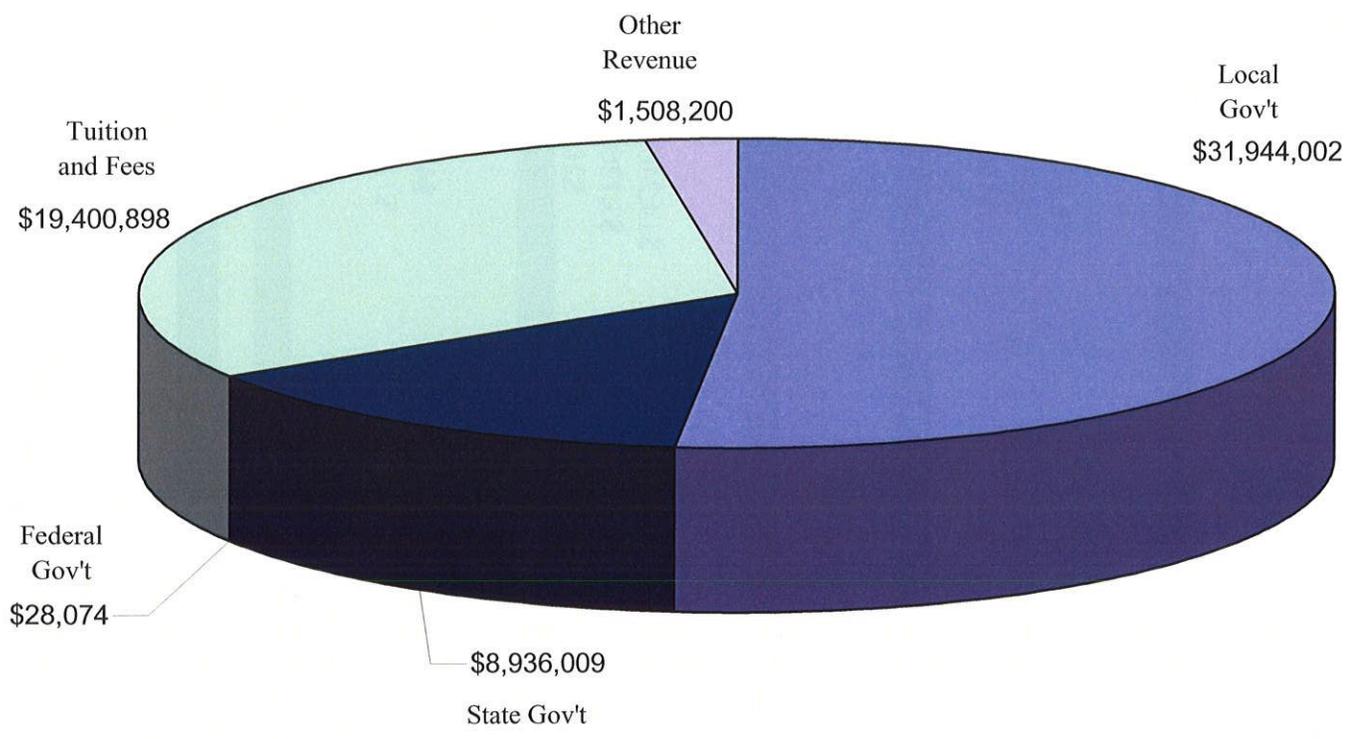
Source: William Rainey Harper College catalogs

**Table V-2 Operating Funds Revenues**  
**WILLIAM RAINEY HARPER COLLEGE, COMMUNITY COLLEGE DISTRICT NO. 512**  
For the year ended June 30, 2002

Operating Revenue by Source:	Education Fund	Operations and Maintenance Fund	Total Operating Funds
<b>Local Government Revenue:</b>			
Local taxes	\$22,245,343	\$9,539,594	\$31,784,937
Chargeback revenue	\$159,065	—	\$159,065
Other	—	—	—
<b>Total Local Government Revenue</b>	<b>\$22,404,408</b>	<b>\$9,539,594</b>	<b>\$31,944,002</b>
<b>State Government Revenue:</b>			
ICCB Credit Hour grants	\$8,115,240	—	\$8,115,240
ISBE – Vocational Education	\$239,558	—	\$239,558
CPPTRR	\$366,485	\$197,338	\$563,823
Other	\$17,388	—	\$17,388
<b>Total State Government Revenue</b>	<b>\$8,738,671</b>	<b>\$197,338</b>	<b>\$8,936,009</b>
<b>Federal Government Revenue:</b>			
Department of Education	\$27,859	\$215	\$28,074
<b>Total Federal Government Revenue</b>	<b>\$27,859</b>	<b>\$215</b>	<b>\$28,074</b>
<b>Student Tuition and Fees:</b>			
Tuition	\$14,246,115	\$1,500,000	\$15,746,115
Fees	\$3,126,797	\$506,616	\$3,633,413
Other student assessments	\$21,370	—	\$21,370
<b>Total Student Tuition and Fees</b>	<b>\$17,394,282</b>	<b>\$2,006,616</b>	<b>\$19,400,898</b>
<b>Other sources:</b>			
Sales and service fees	\$43,241	—	\$43,241
Investment revenue	\$714,741	\$364,030	\$1,078,771
Nongovernmental grants	—	\$200,000	200,000
Other	\$17,666	\$168,522	\$186,188
<b>Total Other Revenue</b>	<b>\$775,648</b>	<b>\$732,552</b>	<b>\$1,508,200</b>
<b>Total Revenue</b>	<b>\$49,340,868</b>	<b>\$12,476,315</b>	<b>\$61,817,183</b>
Less – Nonoperating items:*			
Tuition chargeback revenue	\$159,065	—	\$159,065
Instruction service contracts	—	—	—
<b>Adjusted Revenue</b>	<b>\$49,181,803</b>	<b>\$12,476,315</b>	<b>\$61,658,118</b>

\* 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 FY02**



**Table V-3 Operating Funds Expenditures**  
**WILLIAM RAINEY HARPER COLLEGE, COMMUNITY COLLEGE DISTRICT NO. 512**  
For the year ended June 30, 2002

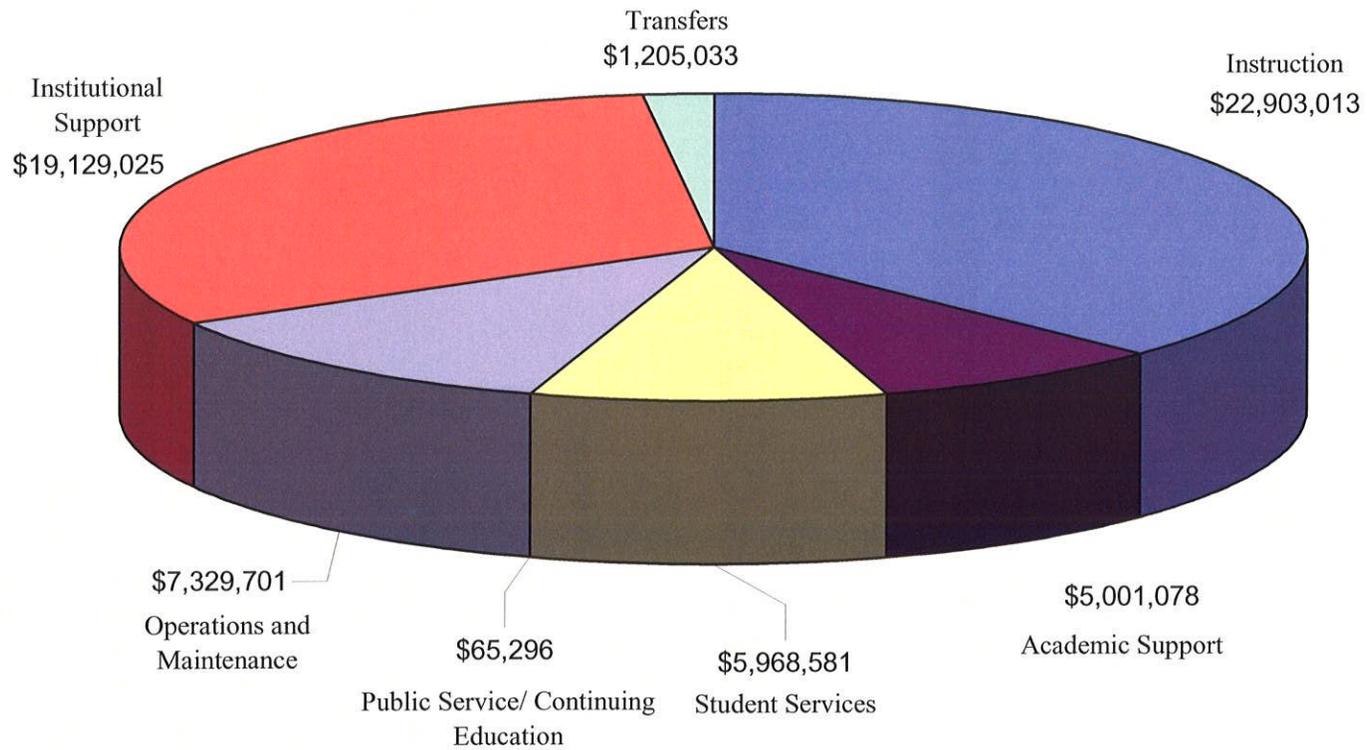
	Education Fund	Operations and Maintenance Fund	Total Operating Funds
<b>Operating Expenditures By Program:</b>			
Instruction	\$22,903,013	—	\$22,903,013
Academic support	\$5,001,078	—	\$5,001,078
Student services	\$5,968,581	—	\$5,968,581
Public service / continuing education	\$65,296	—	\$65,296
Operations and maintenance	—	\$7,329,701	\$7,329,701
Institutional support	\$14,758,509	\$4,370,516	\$19,129,025
Transfers	\$1,205,033	—	\$1,205,033
<b>Total Operating Expenditures</b>	<b>\$49,901,510</b>	<b>\$11,700,217</b>	<b>\$61,601,727</b>
<b>Less – Nonoperating items:*</b>			
Tuition chargebacks	\$84,876	—	\$84,876
Transfers to nonoperating funds	\$1,205,033	—	\$1,205,033
<b>Adjusted Operating Expenditures</b>	<b>\$48,611,601</b>	<b>\$11,700,217</b>	<b>\$60,311,818</b>

**Operating Expenditures By Object:**

Salaries	\$35,247,692	\$3,594,252	\$38,841,944
Employee benefits	\$5,377,778	\$719,940	\$6,097,718
Contractual services	\$2,730,003	\$2,043,912	\$4,773,915
General materials and supplies	\$3,051,421	\$669,996	\$3,721,417
Conference and meeting expense	\$541,433	\$13,885	\$555,318
Fixed charges	\$239,034	\$159,123	\$398,157
Utilities	—	\$2,133,589	\$2,133,589
Capital outlay	\$422,481	\$2,365,127	\$2,787,608
Other	\$1,086,635	\$393	\$1,087,028
Transfers	\$1,205,033	—	\$1,205,033
<b>Total Operating Expenditures</b>	<b>\$49,901,510</b>	<b>\$11,700,217</b>	<b>\$61,601,727</b>
<b>Less – Nonoperating items:*</b>			
Tuition chargebacks	\$84,876	—	\$84,876
Transfers to nonoperating funds	\$1,205,033	—	\$1,205,033
<b>Adjusted Operating Expenditures</b>	<b>\$48,611,601</b>	<b>\$11,700,217</b>	<b>\$60,311,818</b>

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

**Chart V-3**  
**William Rainey Harper College**  
**Community College District No. 512**  
**Operating Funds Expenditure FY02**



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

<b>Governmental Fund Types</b>	<b>2001</b>	<b>2000</b>	<b>1999</b>	<b>1998</b>	<b>1997</b>	<b>1996</b>	<b>1995</b>	<b>1994</b>	<b>1993</b>	<b>1992</b>
<b>Equalized Assessed Valuations (000's)</b>	15,637,592	13,436,668	13,398,774	12,862,707	11,999,378	11,944,246	11,674,577	10,801,599	10,911,252	10,583,888
<b>Tax Rates:</b>										
Education Fund	0.1533	0.1750	0.1609	0.1655	0.1751	0.1667	0.1624	0.1753	0.1703	0.1544
Operations & Maintenance Fund	0.0657	0.0750	0.0689	0.0709	0.0750	0.0715	0.0696	0.0751	0.0730	0.0662
Operations & Maintenance Restricted Fund	0.0144	0.0096	0.0178	0.0100	0.0101	0.0098	0.0103	0.0113	0.0105	0.0097
Bond & Interest Fund	0.0702	0.0810	0.0167	0.0206	0.0222	0.0223	0.0229	0.0246	0.0238	0.0201
Audit Fund	0.0005	0.0005	0.0005	0.0005	0.0004	0.0004	0.0006	0.0003	0.0003	0.0004
Liability, Protection, & Settlement Fund	0.0063	0.0054	0.0082	0.0094	0.0084	0.0103	0.0132	0.0094	0.0092	0.0097
<b>Total</b>	<b>0.3104</b>	<b>0.3465</b>	<b>0.2730</b>	<b>0.2769</b>	<b>0.2912</b>	<b>0.2810</b>	<b>0.2790</b>	<b>0.2960</b>	<b>0.2871</b>	<b>0.2605</b>
<b>Taxes Extended:</b>										
Education Fund	23,973,617	23,514,170	21,558,627	21,357,244	20,998,911	19,955,812	18,974,605	18,902,798	17,285,894	16,382,442
Operations & Maintenance Fund	10,274,407	10,077,501	9,231,755	9,153,105	8,999,533	8,556,673	8,131,974	8,101,199	7,408,240	7,021,047
Operations & Maintenance Restricted Fund	2,255,700	1,290,322	2,384,982	1,285,462	1,208,797	1,173,589	1,208,797	1,212,820	1,061,854	1,029,974
Bond & Interest Fund	10,977,714	10,882,531	2,237,595	2,663,678	2,659,748	2,660,030	2,673,678	2,656,523	2,423,916	2,130,022
Audit Fund	77,250	72,100	66,994	61,804	51,503	49,082	66,950	36,050	33,512	41,200
Liability, Protection, & Settlement Fund	976,624	720,259	1,098,699	1,203,040	1,009,400	1,232,763	1,545,000	1,009,400	938,338	1,030,000
<b>Total</b>	<b>48,535,312</b>	<b>46,556,883</b>	<b>36,578,653</b>	<b>35,724,333</b>	<b>34,927,892</b>	<b>33,627,949</b>	<b>32,601,004</b>	<b>31,918,790</b>	<b>29,151,754</b>	<b>27,634,685</b>

## **Chapter VI Facilities**

Harper's main campus in Palatine includes 21 buildings with a total of more than one million square feet. The following chapter gives a brief overview of the campus. It includes a campus map, a map and list of extension sites, list of buildings acceptance dates and their square footage, total square footage by type of use, and a land and parking summary.

Table VI-1 Extension Center Locations

<p>Barrington High School-BHS 616 West Main Street Barrington, IL 60010</p> <p>Elk Grove High School - EGHS 500 West Elk Grove Blvd. Elk Grove Village, IL 60007</p> <p>Harper College TECH Hilltop Professional Center 650 East Higgins Road Schaumburg, IL 60173</p> <p>Hoffman Estates High School 1100 West Higgins Road Hoffman Estates, IL 60195</p> <p>Northeast Center - NEC 1375 South Wolf Road Prospect Heights, IL 60070</p>	<p>Northeast Palatine Community Center -NPCC 1585 North Rand Road Palatine, IL 60067 (AED only)</p> <p>Police Neighborhood Resource Center - PNR 2272 West Algonquin Parkway Rolling Meadows, IL 60008 (AED only)</p> <p>TechnologyDotCom – TEC 975 East Nerge Road Schaumburg, IL 60172</p> <p>Wheeling High School - WHS 900 South Elmhurst Road Wheeling, IL 60090</p>
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**Table VI-2 Campus Buildings Acceptance Dates and Gross Square Feet**

Building Name	Acceptance Dates	Gross Square Footage
(A) Student and Administration Center	1969	132,593
(B) Public Safety Center	1969 (additions 1984)	24,419
(C) New Student Services and Art Center	1969	23,908
(D) Sciences, Math and Health Careers Center	1969 (additions 1974 &1985)	115,903
(E) Instructional Delivery Center	1969	13,040
(F) Academic Resources Center	1969	101,970
(G,H) Engineering and Applied Technology Center	1977	82,157
(I,J) Business and Social Science Center	1980	91,900
(L) Liberal Arts Center	1994	88,860
(M) Wellness and Sports Center	1980	97,100
(O) Observatory	1990	784
(P) Music Instruction Center	1974	26,799
*(R) Performing Arts Center	2002	39,022
(S) Marketing Services Center	1993	12,151
(T) Park Management Shop	1973	5,175
(U) Roads and Grounds Shop	1974	5,774
(V) Plant Science Center	1975	12,714
*(W) Wojcik Conference Center	2002	50,122
(HPC) Harper Professional Center	2001	17,654**
(MOD) Modular Classrooms	1999	3,648
(NEC) Northeast Center	1994	56,270
<b>Total Square Feet</b>		<b>1,001,963</b>

Source: Physical Plant; \* New Building; \*\* Actual Sq. Ft. of 42,050 was pro-rated for non-leased areas.

**Table VI-3 Square Footage of Facilities**

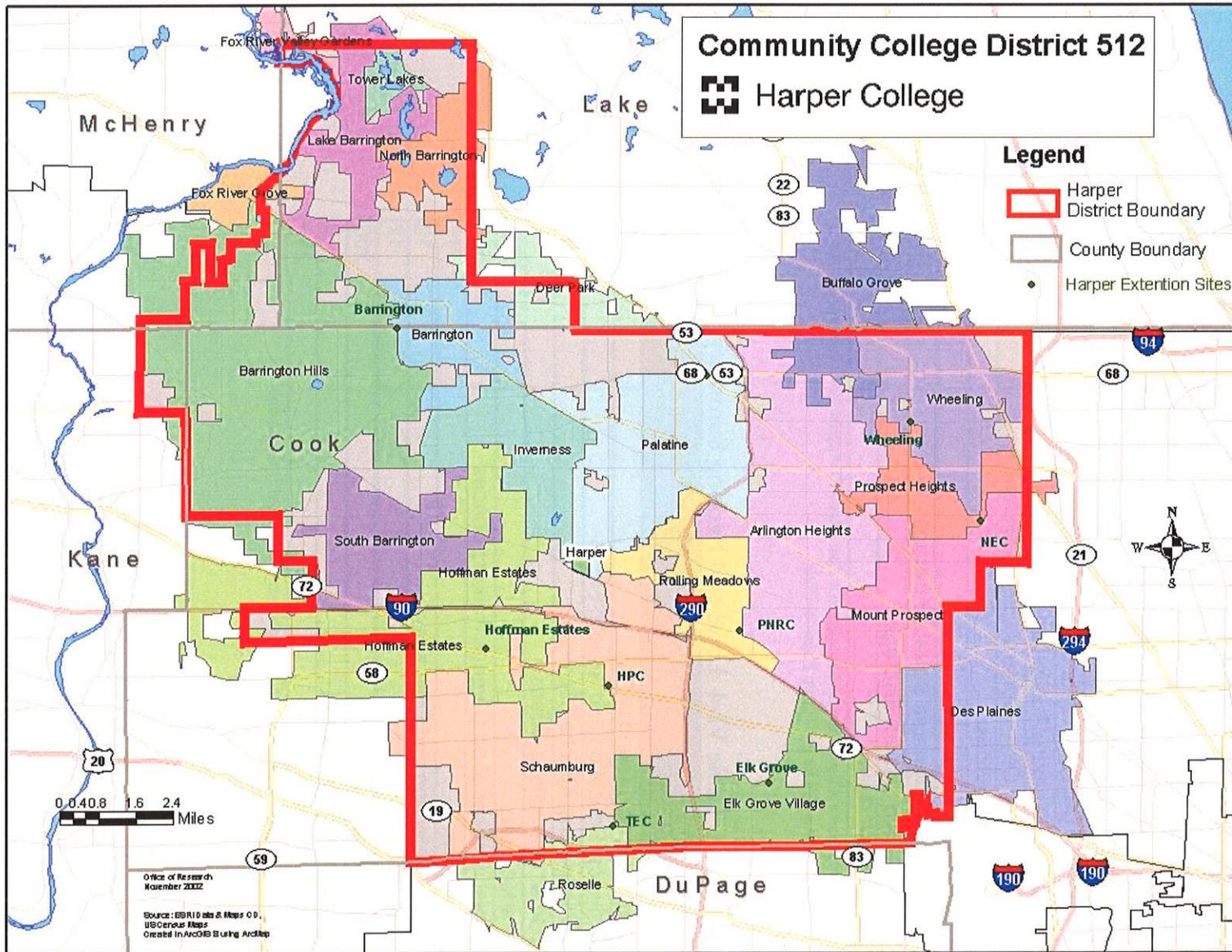
<b>Fiscal Years 2001 - 2002</b>		
<b>Room Use</b>	<b>Square Feet</b>	
Classroom	103,848	
Laboratory	155,501	
Office	128,435	
Study	37,048	
Special Use	Athletic/P.E.	60,761
	All Other Special Use Facilities	16,342
General Use	Theatre/Auditorium	28,034
	All Other General Use Facilities	47,329
Supporting Facilities	44,060	
Health Care	829	
<b>Total Net Assignable Square Footage</b>	<b>622,187</b>	
<b>Total Gross Square Footage</b>	<b>1,001,963</b>	
<b>NASF/GSF Ratio</b>	<b>62.1%</b>	

Source: Resource Allocation and Management Plan (RAMP) August 2002 submission, and Performing Arts Center Data from Physical Plant

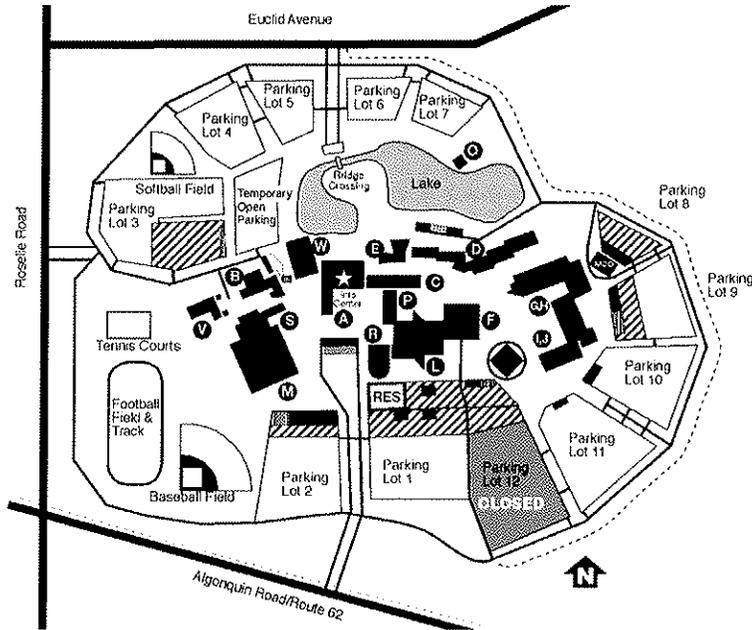
**Table VI-4 Land and Parking Summary**

<b>Fiscal Years 2001 - 2002</b>	
<b>Category</b>	<b>Acres</b>
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	4500
Roadways	18
Pond Retention and Drainage	10
Other	17
<b>Total Assigned Area</b>	<b>200</b>
<b>Currently Unassigned</b>	<b>0</b>
<b>Total Acres</b>	<b>200</b>

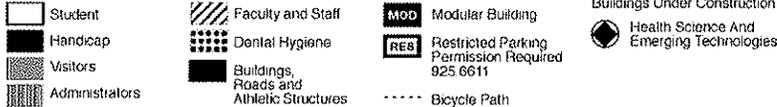
Source: Resource Allocation and Management Plan (RAMP) documents



## Campus Directory



### Parking



- A Student and Administration Center**  
*(Room numbers beginning with A)*
- B Public Safety Center**  
*(Room numbers beginning with B)*
- C New Student Services and Art Center**  
*(Room numbers beginning with C)*
- D Science, Math and Health Careers Center**  
*(Room numbers beginning with D)*
- E Instructional Delivery Center**  
*(Room numbers beginning with E)*
- F Academic Resource Center**  
*(Room numbers beginning with F)*
- G Engineering and Applied Technology Center**  
*(Room numbers beginning with G or H)*
- J Business and Social Science Center**  
*(Room numbers beginning with I or J)*
- L Liberal Arts Center**  
*(Room numbers beginning with L)*
- M Wellness and Sports Center**  
*(Room numbers beginning with M)*
- MOD Modular Building**
- O Karl G. Henize Observatory**
- P Music Instruction Center**  
*(Room numbers beginning with P)*
- R Performing Arts Center**  
*(Room numbers beginning with R)*
- 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)*
- W Wojcik Conference Center**  
*(Room numbers beginning with W)*  
Board Room

**Table VII-1 Faculty Demographic Breakdown**

**Education Level**

Years 1997-1998 through 2001-2002	97-98		98-99		99-00		00-01		01-02	
	N	Percent								
Associate's	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Bachelor's	7	3.3%	7	3.3%	7	3.6%	7	3.4%	7	3.4%
Master's	163	76.9%	160	76.6%	155	78.7%	160	78.4%	167	81.9%
Doctorate	42	19.8%	42	20.1%	35	17.8%	37	18.1%	32	15.7%
Vacant	7		10		22		15		13	
<b>TOTAL</b>	<b>219</b>	<b>100%</b>	<b>219</b>	<b>100%</b>	<b>219</b>	<b>100%</b>	<b>219</b>	<b>100%</b>	<b>219</b>	<b>101%</b>

**Professional Title**

Years 1997-1998 through 2001-2002	97-98		98-99		99-00		00-01		01-02	
	N	Percent								
Professor	70	33.0%	69	33.0%	53	26.9%	56	27.5%	52	25.5%
Assoc Prof	57	26.9%	53	25.4%	55	27.9%	57	27.9%	57	27.9%
Asst Prof	47	22.2%	48	23.0%	49	24.9%	50	24.5%	52	25.5%
Instructor	38	17.9%	39	18.7%	40	20.3%	41	20.1%	45	22.1%
Vacant	7		10		22		15		13	
<b>TOTAL</b>	<b>219</b>	<b>100%</b>	<b>219</b>	<b>100%</b>	<b>219</b>	<b>100%</b>	<b>219</b>	<b>100%</b>	<b>219</b>	<b>101%</b>

**Gender**

Years 1997-1998 through 2001-2002	97-98		98-99		99-00		00-01		01-02	
	N	Percent								
Female	115	54.2%	116	55.5%	118	59.9%	121	59.3%	121	59.3%
Male	97	45.8%	93	44.5%	79	40.1%	83	40.7%	85	41.7%
Vacant	7		10		22		15		13	
<b>TOTAL</b>	<b>219</b>	<b>100%</b>	<b>219</b>	<b>100%</b>	<b>219</b>	<b>100%</b>	<b>219</b>	<b>100%</b>	<b>219</b>	<b>101%</b>

**Race/Ethnicity**

Years 1997-1998 through 2001-2002	97-98		98-99		99-00		00-01		01-02	
	N	Percent								
Asian	5	2.4%	5	2.4%	6	3.0%	7	3.4%	7	3.4%
African-American	6	2.8%	5	2.4%	3	1.5%	3	1.5%	5	2.5%
Hispanic	2	0.9%	2	1.0%	2	1.0%	3	1.5%	3	1.5%
American Indian Native	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	199	93.9%	197	94.3%	186	94.4%	191	93.6%	191	93.6%
Vacant	7		10		22		15		13	
<b>TOTAL</b>	<b>219</b>	<b>100%</b>	<b>219</b>	<b>100%</b>	<b>213</b>	<b>100%</b>	<b>219</b>	<b>100%</b>	<b>219</b>	<b>101%</b>

Source: Personnel Department

**Table VII-2**

**Full and Part-Time Regular Employees by Job Category as of June 30, 2000**

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%
Faculty - Instructional	172	68	96	3	5	58.7%	4.7%
Faculty - Non-Instructional	21	5	12	1	3	71.4%	19.0%
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%
<b>TOTAL</b>	<b>710</b>	<b>227</b>	<b>413</b>	<b>36</b>	<b>34</b>	<b>63.0%</b>	<b>9.9%</b>

Source: Personnel Office

## **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 1998 to 2002. Tables showing percentage of full-time contact hours covered by full-time faculty are also provided.

**Table VII-3**  
**Full and Part-Time Regular Employees by Job Category as of June 30, 2001**

Job Category	Number	Non-minority		Minority		Percent	
		Male	Female	Male	Female	Female	Minority
Executive, Administrative, Managerial	46	21	19	1	2	45.7%	6.5%
Faculty - Instructional	186	74	99	4	7	57.0%	5.9%
Faculty - Non-Instructional	21	6	11	1	4	71.4%	23.8%
Other Professionals	46	9	37	0	3	87.0%	6.5%
Technical and Paraprofessional	125	48	71	9	8	63.2%	13.6%
Clerical and Secretarial	207	22	165	10	15	87.0%	12.1%
Skilled Crafts	16	16	0	0	0	0.0%	0.0%
Service/Maintenance	94	40	19	21	8	28.7%	30.9%
<b>TOTAL</b>	<b>741</b>	<b>236</b>	<b>421</b>	<b>46</b>	<b>47</b>	<b>63.2%</b>	<b>12.6%</b>

Source: Personnel Office

**Table VII-4**  
**Full and Part-Time Regular Employees by Job Category as of June 30, 2002**

Job Category	Number	Non-minority		Minority		Percent	
		Male	Female	Male	Female	Female	Minority
Executive, Administrative, Managerial	44	22	19	1	2	47.7%	6.8%
Faculty - Instructional	184	74	99	4	7	57.6%	6.0%
Faculty - Non-Instructional	22	6	11	1	4	68.2%	22.7%
Other Professionals	49	9	37	0	3	81.6%	6.1%
Technical and Paraprofessional	138	50	71	9	8	57.2%	12.3%
Clerical and Secretarial	210	20	165	10	15	85.7%	11.9%
Skilled Crafts	19	19	0	0	0	0.0%	0.0%
Service/Maintenance	76	28	19	21	8	35.5%	38.2%
<b>TOTAL</b>	<b>742</b>	<b>228</b>	<b>421</b>	<b>46</b>	<b>47</b>	<b>63.1%</b>	<b>12.5%</b>

Source: Personnel Office

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

Division	Semester	Fiscal Years 1997-1998 through 2001-2002				
		1997-98	1998-99	1999-2000	2000-2001	2001-2002
AE/LS	Fall	44.4%	46.8%	33.1%	41.9%	34.2%
AE/LS	Spring	41.3%	47.8%	60.0%	56.9%	36.6%
BUS/SS	Fall	37.2%	43.5%	35.4%	38.3%	44.8%
BUS/SS	Spring	43.0%	44.2%	30.5%	37.4%	45.9%
LIB ARTS	Fall	42.8%	41.2%	49.3%	43.3%	46.4%
LIB ARTS	Spring	43.4%	44.5%	41.4%	48.1%	43.9%
LS/HS	Fall	41.2%	50.3%	56.4%	41.9%	61.3%
LS/HS	Spring	43.0%	46.8%	41.9%	54.6%	60.3%
STU DEV	Fall	34.1%	34.0%	40.8%	71.0%	NA
STU DEV	Spring	19.5%	0.0%	54.4%	68.8%	NA
ATM/PS	Fall	46.3%	52.3%	42.5%	48.8%	51.8%
ATM/PS	Spring	41.1%	43.5%	41.4%	46.6%	52.5%
WHP	Fall	23.2%	18.3%	31.9%	17.0%	28.6%
WHP	Spring	23.0%	20.7%	20.2%	18.6%	26.8%

Source: Academic Affairs

## **Chapter VIII**

### **Support Services**

William Rainey Harper College offers various support services to the College community. This section presents tables on academic, student and technical support services provided.

## Section VIII-A Academic Support Services

### Table VIII-A Academic Support Services

Support Service Area	Books (Titles)	Current Periodical Subscription	Media Titles	Microfilm	
Library Services (FY 2002)	97,499	9,459	18,325	12,431	
<b>Years 1997-1998 to 2001-2002</b>					
Support Service Area	97-98	98-99	99-00	00-01	01-02
Tutoring Center	19,540	16,277	14,017	14,164	16,631
Success Services	1,139	1,146	1,338	1,391	2,029
Writing Center	67,374	67,512	68,134	72,315	88,881

Source: Library Services, Academic Affairs

## Section VIII-B Student Support Services

### Table VIII-B1 Student Support Services

<b>Years 1997-1998 to 2001-2002</b>							
Support Service Area		97-98	98-99	99-00	00-01	01-02	
Academic Advising and Counseling Centers	Student Contacts	60,835	62,276	64,935	71,322	70,683	
	Multicultural Affairs	NA	5,873	8,135	NLC	NLC	
Access and Disability Services	Numbers Served	Students	401	508	536	578	580
		Employees	15	18	18	12	12
		Community Contacts	1,752	1,800	1,839	1,709	1,460
	By Disability	Learning Disability	198	335	315	260	271
		Deaf/Hard of Hearing	76	57	60	80	62
		Attention Deficit Disorders	37	23	35	83	117
		Psychological Disorders	31	14	19	43	47
		Visually Impaired	12	12	15	8	10
		Physical Disability	23	18	24	43	30
		Head Injury	11	12	12	11	8
Others	13	37	56	50	35		
Assessment Services	Tests Administered	NA	18,139	22,909	24,826	26,824	
Career Centers	Student/ Employer Contacts	NA	36,404	38,632	36,562	37,538	
Center for New Students	Student Contacts	52,420	50,976	44,467	51,548	59,835	
Health and Psychological Services	Psychological Services	NA	6,380	6,533	6,451	6,848	
	Health Services (Students)	NA	9,497	12,965	15,176	17,094	
	Health Services (Students/Employees and Community)	NA	NA	20,436	22,158	27,534	
Meeting, Exhibit & Convention Services	Student & Community Contacts	165,365	166,033	158,252	160,159	172,849	
Women's Program	Student & Community Contacts	NA	15,139	13,484	12,597	11,169	

Source: Academic Affairs, Student Affairs; Notes: NA = Not Available, NLC = No Longer Collected Separately

**Table VIII-B2-1 Financial Aid Support to Students**

Years 1997-1998 to 2001-2002						
Financial Aid Awards		97-98	98-99	99-00	00-01	01-02
Number of Awards By Type	Pell Grant	740	922	926	971	1,235
	Work Study	120	115	104	85	143
	SEOG	305	368	325	510	414
	Family ed. Loan	365	348	346	377	495
	ISAC	618	648	812	851	1,102
	Il.vets	456	444	467	432	443
	Total Number of Awards	2,604	2,845	2,978	3,226	3,832
Amount of Awards By Type	Pell Grant	\$1,048,893	\$1,447,226	\$1,478,821	\$1,614,478	\$2,431,311
	Work Study	\$106,794	\$124,126	\$131,106	\$102,786	\$171,474
	SEOG	\$129,227	\$93,147	\$97,243	\$141,654	\$142,797
	Family ed. Loan	\$856,953	\$907,862	\$1,125,554	\$1,221,760	\$1,518,863
	ISAC	\$498,499	\$658,270	\$792,847	\$864,766	\$1,144,606
	Il.vets	\$753,358	\$1,032,407	\$1,288,094	\$1,234,944	\$1,161,473
	Total Amount of Awards	\$393,724	\$4,263,038	\$4,913,665	\$5,180,388	\$6,570,524

Source: Financial Aid Office

**Table VIII-B2-2 Race/Ethnicity of Financial Aid Recipients**

Years 1996-1997 through 2000-2001	97-98		98-99		99-00		00-01		01-02	
	N	Percent								
Asian or Pacific Islander	248	11.8%	294	13.0%	324	14.1%	343	14.6%	411	15.3%
American Indian or Alaskan Native	5	0.2%	9	0.4%	13	0.6%	8	0.3%	6	0.2%
African-American	184	8.8%	197	8.7%	190	8.3%	199	8.5%	273	10.1%
Hispanic	148	7.0%	173	7.7%	199	8.7%	223	9.5%	292	10.8%
White Non-Hispanic	1,264	60.1%	1,286	57.1%	1,241	54.1%	1,262	53.7%	1,389	51.6%
Unknown/Refused	253	12.0%	294	13.0%	327	14.3%	317	13.5%	321	11.9%

Source: Financial Aid Office

## Section VIII-C Information Technology

### **Mission Statement**

The Information Technology organization supports the ongoing quest for Excellence, by providing leadership in Information Resources and Technology through the acquisition, and maintenance of a state-of-the-art computing and networking environments at William Rainey Harper College. In fulfillment of this mission, the Information Technology organization offers a full complement of services and facilities to support and enhance instruction, research, and administration.

These include:

- Service Desk support
- Video distribution systems
- Voice, video data integration
- User training and workshops
- Consulting and documentation
- Network design and engineering
- Worldwide communications support
- Management of campus computer labs
- Advanced Technology Resource Center
- Desktop computer consulting and repair services
- Telecommunications and voice response systems
- Administrative applications development and services
- Research, acquiring and implementing emerging technologies
- Development and testing of vendor hardware and software

As new technologies and opportunities emerge, Information Technology will exercise leadership to advance the College to the forefront of Global computing and networking.

# Administrative Systems

**Table VIII-C2-1 Administrative Systems**

Enterprise Resource Planning Systems - Supported Processes  
July 1, 2001 through June 30, 2002

		1992	2002
Student Information Systems	Credit Registration	<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Credit Registration</div> <div style="border: 1px solid black; padding: 2px;">Prerequisite Checking</div>	<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; background-color: #f8bbd0;">Adhoc Reporting (Impromptu)</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; background-color: #f44336;">Web Registration (Regent)</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; background-color: #e91e63;">Touchtone (Regent)</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; background-color: #2196f3;">Wait List</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; background-color: #4caf50;">Credit Registration (Regent)</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; background-color: #fff9c4;">Credit Registration</div> <div style="border: 1px solid black; padding: 2px; background-color: #fff9c4;">Prerequisite Checking</div>
	Student Records	<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Transcript Printing</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Grade Processing</div> <div style="border: 1px solid black; padding: 2px;">Student Records</div>	<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; background-color: #f8bbd0;">Adhoc Reporting (Impromptu)</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; background-color: #f44336;">Special Populations (e.g. PTK) (Regent)</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; background-color: #2196f3;">Correspondence Control (Regent)</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; background-color: #fff9c4;">Transcript Printing</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; background-color: #fff9c4;">Grade Processing</div> <div style="border: 1px solid black; padding: 2px; background-color: #fff9c4;">Student Records</div>
	Admissions	<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Correspondence Control</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Document Tracking</div> <div style="border: 1px solid black; padding: 2px;">Application Processing</div>	<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; background-color: #f8bbd0;">Adhoc Reporting (Impromptu)</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; background-color: #4caf50;">Student Recruitment (EMAS)</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; background-color: #4caf50;">Education Service Agreement (TLM)</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; background-color: #4caf50;">Limited Enrollment Admission (TLM)</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; background-color: #2196f3;">Correspondence Control (Regent)</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; background-color: #2196f3;">Document Tracking (Regent)</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; background-color: #fff9c4;">Correspondence Control</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; background-color: #fff9c4;">Document Tracking</div> <div style="border: 1px solid black; padding: 2px; background-color: #fff9c4;">Application Processing</div>
	CE Registrations and Records	<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">CE Records</div> <div style="border: 1px solid black; padding: 2px;">CE Registration</div>	<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; background-color: #f8bbd0;">Adhoc Reporting (Impromptu)</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; background-color: #f44336;">CE Touchtone (Regent)</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; background-color: #2196f3;">P &amp; L Tracking (Regent)</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; background-color: #fff9c4;">CE Records</div> <div style="border: 1px solid black; padding: 2px; background-color: #fff9c4;">CE Registration</div>
	Student Advising and Counseling	<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Placement Testing</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">SOAP</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Degree Audit</div> <div style="border: 1px solid black; padding: 2px;">Student Advising</div>	<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; background-color: #f8bbd0;">Adhoc Reporting (Impromptu)</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; background-color: #4caf50;">Health Services Database (TLM)</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; background-color: #4caf50;">Contact Tracking (TLM)</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; background-color: #4caf50;">Appointment Scheduling (SARS)</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; background-color: #4caf50;">Correspondence Control (Regent)</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; background-color: #4caf50;">Placement Testing (COMPASS)</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; background-color: #2196f3;">SOAP (Regent)</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; background-color: #fff9c4;">SOAP</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; background-color: #fff9c4;">Degree Audit</div> <div style="border: 1px solid black; padding: 2px; background-color: #fff9c4;">Student Advising</div>
	Student Accounts Receivable	<div style="border: 1px solid black; padding: 2px;">Student Payment and Billing</div>	<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; background-color: #f8bbd0;">Adhoc Reporting (Impromptu)</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; background-color: #f44336;">Web Payment (Regent)</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; background-color: #f44336;">Touchtone Payment (Regent)</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; background-color: #4caf50;">Student Deferred Payment (Harper/IT)</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; background-color: #2196f3;">Student Receivables (Regent)</div> <div style="border: 1px solid black; padding: 2px; background-color: #fff9c4;">Student Payment and Billing</div>
	Financial Aid	<div style="border: 1px solid black; padding: 2px;">Financial Aid Processing</div>	<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; background-color: #f8bbd0;">Adhoc Reporting (Impromptu)</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; background-color: #4caf50;">Student Loan Processing (ELM Resources)</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; background-color: #4caf50;">Federal Processing of Student Info. (EDE)</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; background-color: #2196f3;">Scholarship Processing (Regent)</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; background-color: #2196f3;">Work Study Processing (Regent)</div> <div style="border: 1px solid black; padding: 2px; background-color: #fff9c4;">Financial Aid Processing</div>
Financial Info. Systems	Financials	<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Accounts Payable</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">General Ledger</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Payroll</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Budget</div> <div style="border: 1px solid black; padding: 2px;">W2 Processing</div>	<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; background-color: #f8bbd0;">Adhoc Reporting (Impromptu)</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; background-color: #2196f3;">Receiving (Regent)</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; background-color: #2196f3;">Purchasing (Regent)</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; background-color: #2196f3;">Budgeting (Regent)</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; background-color: #2196f3;">1099 Processing (Regent)</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; background-color: #2196f3;">Automated Posting of Student A/R (Regent)</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; background-color: #2196f3;">Accounts Payable (Regent)</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; background-color: #fff9c4;">Accounts Payable</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; background-color: #fff9c4;">General Ledger</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; background-color: #fff9c4;">Payroll</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; background-color: #fff9c4;">Budget</div> <div style="border: 1px solid black; padding: 2px; background-color: #fff9c4;">W2 Processing</div>

(Continued)

Ancillary Systems	External Requirements	ICCB Student Data Reporting SURS Processing	Adhoc Reporting (Impromptu) TRA Student Records Clearinghouse WIA ICCB Personnel Repring (C1, C2) ICCB Financial Data Reporting (UFRS) ICCB Student Data Reporting SURS Processing	
	Cirriculum and Course Offerings	Prerequisite Maintenance Support Room Scheduling Course Schedule Support Curriculum Management Support	Adhoc Reporting (Impromptu) Prerequisite Maintenance Support (Regent) Prerequisite Maintenance Support Room Scheduling Course Schedule Support Curriculum Management Support	
	Marketing	Newspaper Schedule Processing	Web Course Schedules & Search Job Center Management (Virtual Ticket) Customer Relationship Management (CRM) Newspaper Schedule Processing Newspaper Schedule Processing	
	Physical Plant		Facilities Maintenance Management (FAMIS) ISP Background Checking	
	Library Services	Library Services Automated Cataloging	Adhoc Reporting (Impromptu) Library Services (Voyager) Library Services (Voyager) Automated Cataloging (OCLC)	
	Academic Support	Adjunct Faculty Contracts	Adhoc Reporting (Impromptu) Automated Mathlab Testing ESL Registration Support Faculty Contracts (Adjuncts & FT Overload) Adjunct Faculty Contracts	
	Institutional Support	Event Scheduling	Event Scheduling	
	Corporate Services		Sales Support Management (TLM) Conference Center Management (EBMS)	
	Human Resource Systems	Human Resources	Personnel Records	Adhoc Reporting (Impromptu) Name Search (Web) Automated Benefit Management (Regent) Retiree Information Tracking (Future) Employee Benefit Reporting Personnel Records (Regent) Personnel Records
		Strategic Planning		SLRP Database
	Foundation		Donor Tracking Financials	
	Student Activities		Box Office Ticket Software	
	Bookstore		Bookstore System	
	Food Services		Food Service System	
	Wellness & Human Performance		Fitness Center ID System	

Source: Information Systems & Technology

**Table VIII-C2-2 Operations**

<b>Report Runs</b>		
<b>Job Title</b>	<b>Number of RUNS per Year</b>	<b>Comments</b>
Payroll	26	
Grades (CREDIT)	5	
Faculty Evaluations	15,000	This is # of evaluations scanned (not runs)
Faculty-given Tests (LXR)	540 test batches	Scanned
Student Loan Clearinghouse-submissions	9	
Telemagic Files for Mailings	4 per week	
A/P Check Runs	241	
Student Activity Pass Runs	25	
Letter of Intent	28	
CED Course Offerings	1,070	These are number of copies requested, not # of sheets.
CREDIT Course Offerings	7,941	These are number of copies requested, not # of sheets.
<b>The totals on the above are approximate</b>		

Source: Information Systems & Technology

**Table VIII-C2-2A Folding/Stuffing/Sealing**

<b>Form</b>	<b>Total</b>
Student Confirmation	29,000
Student Receipts	24,020
Transcripts	19,410
Payroll Checks	26,280
Activity Passes	43,500
Grades	40,545
Student Bills	8,558
Ad Hoc	76,000
<b>Total</b>	<b>267,313</b>

Source: Information Systems & Technology

**Table VIII-C2-2B Systems/Equipment/Etc.**

That are monitored/maintained

<b>Type</b>
PROD1
PROD2
DEV1
ULAB1
LRC
BOOKSTORE
NETWORK (Novell)
NETWORK (NT)
FIREWALL
BIG BROTHER
PRISMAFLOW
OPENSPOOL
UNICENTER
TOUCHTONE (CREDIT and CED)
OCE' 8465 (high-speed printer)
Assortment of HP 5si, 8000,4100, 4si (Printers)
Neopost Folder/Inserter
NCS Scanner

Source: Information Systems & Technology

**Table VIII-C2-3 Data Retention**

**System BackUp/Data Retention Cycle**

**Maintain Physical/Logical Security of Data for the following Systems:**

<b>System</b>	<b>Daily</b>	<b>Weekly</b>	<b>Monthly</b>	<b>Semester</b>	<b>Yearly</b>	<b>Special Calendar</b>	<b>Fiscal</b>
PROD1 (student)	2 wks	2 months	2 years		3 years	7 years	7 years
PROD2 (financial)	2 wks	2 months	2 years		3 years	7 years	7 years
DEV1 (development)	2 wks	2 months	2 years		3 years	7 years	7 years
ULAB1	2 wks	2 months	2 years	3 years			
TEST 1	2 wks	2 months	2 years		3 years		
TEST 3	2 wks	2 months	2 years		3 years		
LRC (Library)	2 wks	2 months	2 years		3 years		
BOOKSTORE	2 wks	2 months	2 years		3 years		
INFO1 (E-mail-intranet)	2 wks	2 months	2 years		3 years		
INFO2 (web server-internet)	2 wks	2 months	2 years		3 years		
INFO3 (DNS Server)			2 years				
INFO4 (DNS Server)			2 years				
INFO5 (logging server)	2 wks	2 months	2 years		3 years		
INFO6 (E-mail pilot)	2 wks	2 months	2 years		3 years		
INFO8 (test web server)	2 wks	2 months	2 years		3 years		
PROX2 (Proxy Server)			2 years				
FIREWALL(S)	2 wks	2 months	1 year				
NETWORK (Novell)	2 wks	2 months	Forever		Forever		
NETWORK (NT)	2 wks	2 months	Forever		Forever		

Source: Information Systems & Technology

**Table VIII-C2-4 Database Record Statistics**

<b>Type</b>	<b>Category</b>	<b>Record Counts</b>
Curriculum	Number of Class Section Records	37,716
Facilities	Number of Facility Event Records	76,092
Financial	Number of Accounts Payable Invoice Records	164,035
Financial	Number of Accounts Payable Invoice Records Added Annually	50,000
Financial	Number of Purchase Order and Requisition Records	38,000
Financial	Number of Purchase Order and Requisition Records Added Annually	5,000
Financial	Number of Records in the Chart of Accounts	164,035
Financial	Number of Records Added to Chart of Accounts Annually	12,000
Financial	Number of Vendor Records	22,000
Human Resources	Number of Active Employee Records	2,684
Human Resources	Number of Employee Records	8,352
Student	Number of CE Student Records	281,715
Student	Number of Credit Student Records	378,354
Student	Number of Credit Transcript Records	2,500,201
Student	Number of Unduplicated Student Records (CE and Credit)	552,718
General	Number of Unique Entities (Individuals and Companies) Stored in Regent	573,215
<b>Total</b>		<b>4,866,117</b>

Source: Information Systems & Technology

## Client Services

### Table VIII-C3-1 Advanced Technology Resource Center

Extension Sites			
Location	Computer Labs	Number of Computers	Note
HPC (Harper Professional Center)	1	19	First Lab to run Windows XP Operating System
NEC (Northeast Center)	10	152	One Lab that is dedicated to Multi-Media Programs
		19	MAC
NEPCC (Northeast Palatine Community Center)	1	26	First Lab to run Windows 2000 Operating System
PNRC (Police Neighborhood Resource Center)	2	23	
<b>Total</b>	<b>14</b>	<b>239</b>	

#### Main Campus

##### ATRC

Location	Computer Labs	Number of Computers	Note
Main Campus	1	12	One machine is a AVID Multi-Media Workstation
Other Equipment		2	One Ricoh 6110 Color Copier/Printer. Wireless Network infrastructure in place.
		2	MAC
<b>Total</b>	<b>1</b>	<b>14</b>	

Source: Information Systems & Technology

### Table VIII-C3-2 Harper College Computer Labs

#### Computer Labs

Location	Computer Labs	Number of Computers	Software Programs	Operating Systems
Main Campus	72	1170	400 +	9
Extension Sites	18	130	400 +	9
<b>Total</b>	<b>90</b>	<b>1300 +</b>	<b>800 +</b>	<b>18</b>

Source: Information Systems & Technology

### Table VIII-C3-2A Main Campus

Open Computer Lab	Number of Computers	Hours Open per Week
I 223 Mega Lab	66	100
D131 and D131a	37	79
F303 Writing Center	22	50
G158 and G162 Net Prep Labs	35	20
H210 AutoCAD	18	20
A376 Journalism	21	20
<b>Total</b>	<b>199</b>	<b>289</b>

Source: Information Systems & Technology

### Table VIII-C3-3 Instructional Computer Lab Support

#### Service Desk Tickets (June through October, 2002)

Category	Closed Tickets
Applications	204
Connectivity	29
Hardware	55
Information Only	8
Media Services	5
Service Requests	15
<b>Total</b>	<b>316</b>

Source: Information Systems & Technology

### Table VIII-C3-4 Media Services

#### (January through October, 2002)

Service Type	Number of Instances
Equipment Delivery	3,294
Lecture Hall or Technical Assists	1,116
Off-air Video or Audio Recordings	51
Satellite Downlinks	46
Telecourses Broadcast	72
Audio & Video Tape/CD/DVD Duplication	96
Interactive Video Classes Supported	7
Special Events Supported	102
Events Audio or Videotaped & Editing Projects	26
Equipment Installation Projects	5
<b>Total</b>	<b>4,815</b>

Source: Information Systems & Technology

### Table VIII-C3-5 Service Desk

#### Calls to Service Desk (formerly Help Desk)

Fiscal Year	Number of Calls
1993/1994	5,750
1994/1995	9,114
1995/1996	7,412
1996/1997	7,825
1997/1998	8,857
1998/1999	12,167
1999/2000	16,893
2000/2001	16,885
2001/2002	18,724
<b>Total</b>	<b>103,627</b>

Source: Information Systems & Technology

### Table VIII-C3-5A Service Desk

#### Employee Technical Skills Training

Fiscal Year	Number of Seminars	Number of Participants
1993/1994	81	414
1994/1995	56	318
1995/1996	99	602
1996/1997	116	841
1997/1998	118	621
1998/1999	191	912
1999/2000	148	783
2000/2001	105	376
2001/2002	121	544
<b>Total</b>	<b>1,035</b>	<b>5,411</b>

Source: Information Systems & Technology

### Table VIII-C3-6 Software Support

#### Software Standards

PC Desktop Applications	MAC Desktop Applications	Institutional PC/MAC Applications
Adobe Acrobat Reader 5.05	Adobe Acrobat Reader 5.05	Citrix Client (PC/Mac)
Flash Player	Flash Player	Host Explorer (PC)
McAfee Virus Scan 4.51	McAfee Virex 6.1	Micrograde (PC/Mac)
Microsoft Internet Explorer 5.01	Microsoft Internet Explorer 5.5	Microsoft Project 2000 (PC)
Microsoft Office 2000 Suite Access 2000 Excel 2000 FrontPage 2000 Office 2000 ClipArt Photodraw 2000 PowerPoint 2000 Publisher 2000 Word 2000	Microsoft Office 2001 Suite Excel 2001 Office 2001 ClipArt PowerPoint 2001 Word 2001	Microsoft Visio Prof 2000 (PC)
Netscape Navigator 4.75	Netscape Navigator 4.75	OnTime Enterprise (PC)
PC Eudora Pro	PC Eudora Pro	Visual Studio Prof (PC)
QuickTime 5	QuickTime 5	
Real Player 8	Real Player 8	
Windows NT 4/2000	Mac OS 9.2.2 / 10.2	
WinZip 8.1	Stuff-It Expander	
	Fetch	
	Terminal	
<b>Total Software Titles for Instruction/Adminstration</b>	<b>975</b>	

Source: Information Systems & Technology

## Technical Services

### Table VIII-C4-1 Local Area Network

<b>LAN Support</b>	
Service Type	Number of Instances
NT & Novell Server	48
General Purpose Servers	32
Staff/Faculty Accounts	1,400
Online Server Storage	1.64 TB
Student Email Accounts	24,000

Source: Information Systems & Technology

### Table VIII-C4-2 Network Services

<b>Network Connections</b>	
Service Type	Number of Connections
DS3 Internet Connections	2
Subnets	68
Network Rooms	24
Individual Classroom Network Racks	29
Wireless Access Points	14
Active Network Connections	2,900
Hubs in Service	177

Source: Information Systems & Technology

### Table VIII-C4-3 Telecommunications

<b>Equipment</b>	
Service Type	Quantity
Phones on campus	1,521
Cellular Phones	57
Two-way Radios	96
Pagers	90
Calls Processed per Day	8,675
Voice Mailboxes	962
<b>Total</b>	<b>11,401</b>

<b>Connections</b>	
Service Type	Number of Miles
Data Cables	270
Voice Cables	69
Fiber Optic Cables	27
<b>Total</b>	<b>366</b>

Source: Information Systems & Technology

**Table VIII-C4-4 Repair Services**

**Desktop & Related Equipment Inventory**

<b>Room Type</b>	<b>AV Equipment</b>	<b>Computers</b>	<b>Fax</b>	<b>Hand Held Computers</b>	<b>Printers</b>	<b>Laptops</b>	<b>Total</b>
Institution	564		9	56	35	223	887
Classroom	7	60	1		14		82
Classroom w/computer		27			4		31
Computer Lab	24	1,301	3		85		1,413
Conference room		6					6
Lab w/computers		58			12		70
Network Closet	2	137			4		143
Office	9	997	33		336		1,375
Other	6	44	7		3		60
Portable Lab		50					50
Work Room			3		5		8
<b>Total</b>	<b>612</b>	<b>2,680</b>	<b>56</b>	<b>56</b>	<b>498</b>	<b>223</b>	<b>4,125</b>

Source: Information Systems & Technology



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