Harper College

Fact Book 2003

2003 Fact Book

Produced by the Office of Research

Laura R. Crane, PhD, Director

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Harper College
1200 West Algonquin Road
Palatine IL 60067-9987

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PREFACE

The Office of Research has added to the fifth edition of the Harper College Fact Book. We have added some additional tables in Chapter III (Credit Students) to assist with grant applications. To provide easier access to the information, the Fact Book is again available on-line located at http://www.harpercollege.edu/about/factbook.shtml and is better formatted 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 or call the office at 847-925-6955.

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Chapter I
General Information

Harper College
Institutional Profile 2002-2003

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
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 2002-2003 was 24,954 students
Faculty:	203 full-time, approximately 600 part-time
Non-faculty:	550 full and part-time
Academic Calendar:	Semester-Fall/Spring/Summer
Finances:	2002-2003 total operating expenses $62,049,807
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
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 Road
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 Harper College - have chosen values that we will work by. These values with supporting results and key actions are as follows:

1) INTEGRITY

An environment where relationships and practices are based on trust.

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

2) RESPECT

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

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

3) EXCELLENCE

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

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

4) COLLABORATION

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

- Demonstrate consistent commitment to our mission and vision in order to unite the efforts of all.
- Address issues as they arise and take necessary actions to productively resolve them.
- Openly listen and respond to others with empathy.
- 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 Harper College

The story of 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 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 1969, when the doors opened on Harper's new campus, 5,350 students were enrolled. In the 2003 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 (the 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 were partially funded by the Illinois Capital Development Board.

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 an $88.8 million referendum to build a new facility to house Harper's growing science, technology and health care programs. Construction of the Science, Emerging Technology and Health Career Center is scheduled to be completed in 2004.

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 the fall of 2002, the conference center opened and was named the Wojcik Conference Center in recognition of a $1.1 million member initiative grant given to Harper by Illinois State Representative Kay Wojcik. The Wojcik 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.

The Performing Arts Center opened in the spring of 2003. In addition to providing new expanded educational opportunities for students, the new Performing Arts Center will continue to attract well-known entertainers and celebrities to campus.

In 2003, Harper College served a total of 37,912 credit and non-credit students during the summer, fall and spring terms making Harper one of the largest community college in the country.

Philosophy, Mission and Vision Statements

PHILOSOPHY STATEMENT

We at Harper College believe that our charge is to facilitate active learning and foster the knowledge, critical thinking and life/work skills required for participation in our global society. We work with our community partners to enrich the intellectual, cultural and economic fabric of our district. We believe that excellence in education must occur in an ethical climate of integrity and respect. We hold that the strength of our society is rooted in our diversity and that it is through synergy that we achieve excellence.

MISSION STATEMENT

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:

- 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.
- To provide educational opportunities that enable students to acquire the knowledge and skills necessary to enter a specific career.
- To provide continuing educational opportunities for professional job training, retraining and upgrading of skills and for personal enrichment and wellness.
- To provide developmental instruction for under-prepared students and educational opportunities for those who wish to improve their academic abilities and skills.
- 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.

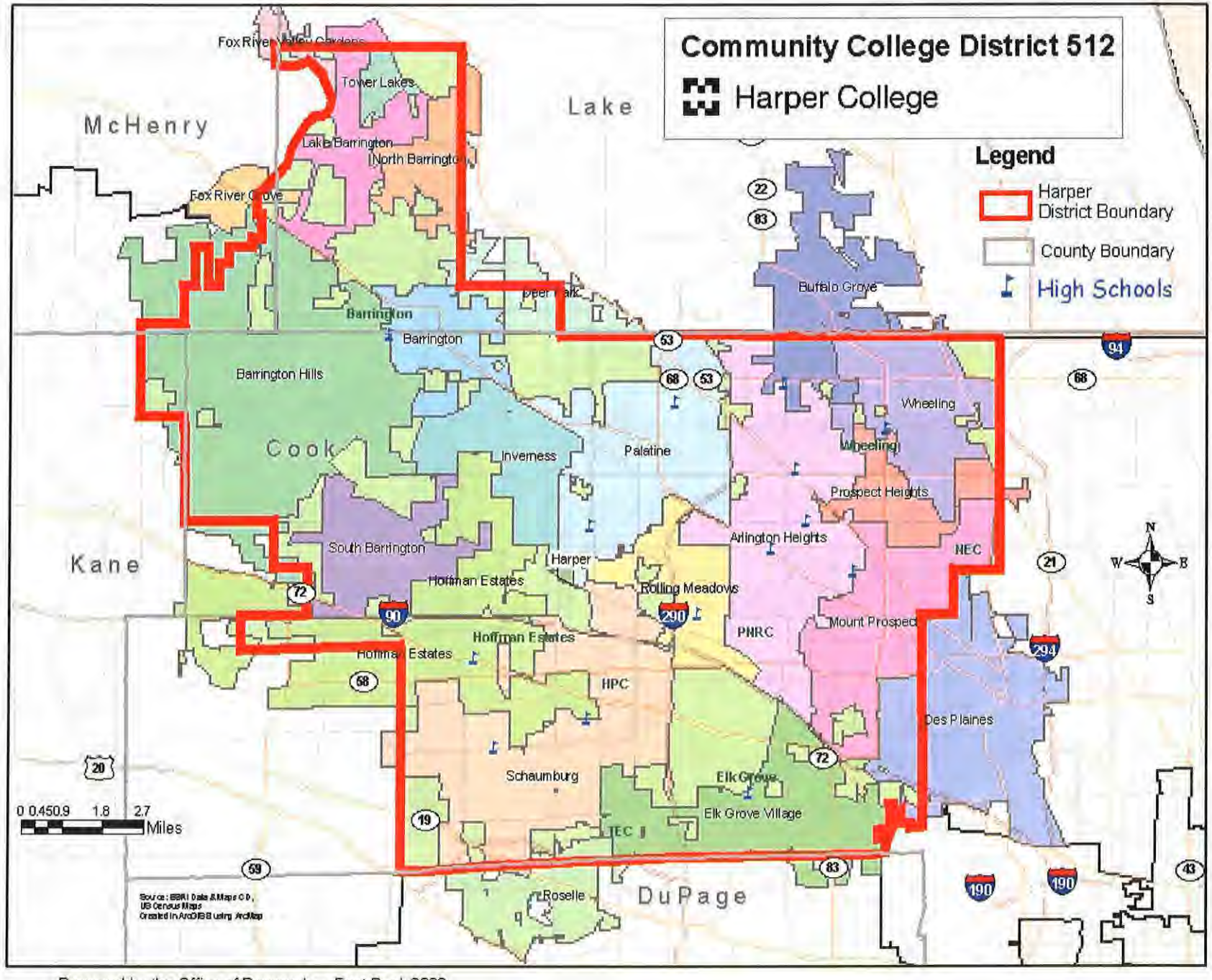
VISION STATEMENT

Committed to academic integrity and excellence, 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 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

* Portions of these communities are included in the district



Prepared by the Office of Research - Fact Book 2003

2000 U.S. Census Information for Harper District 512

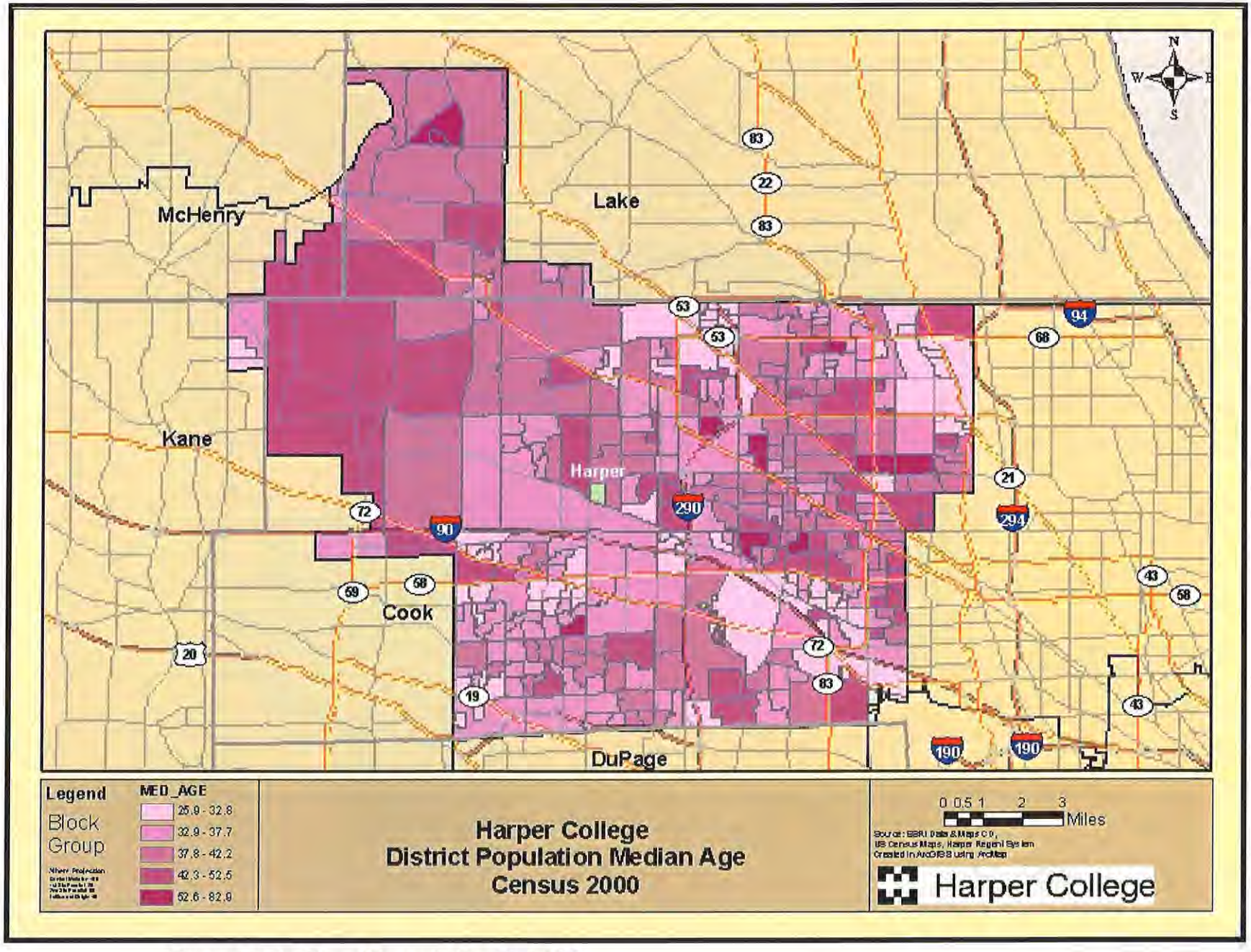
Table I-1 Gender By Age for Harper's District

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%
Total Gender	**273,796**	**49.3%**	**281,304**	**50.7%**	**555,100**	**100.0%**

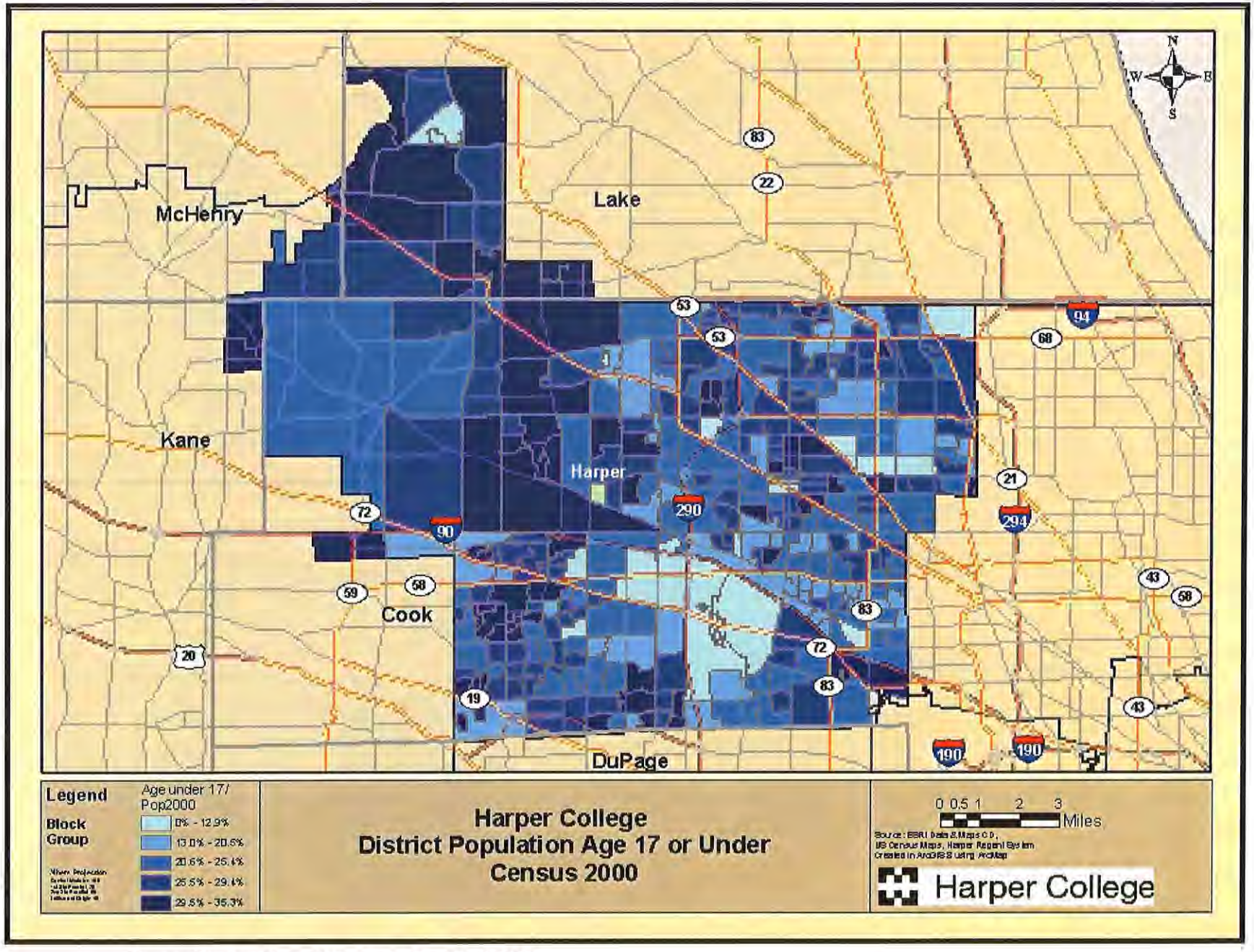
Table I-2 Gender By Age for the Population Under 20 Years Old for Harper's District

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%
Total Gender	**77,255**	**51.6%**	**72,352**	**48.4%**	**149,607**	**100%**

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



Prepared by the Office of Research - Fact Book 2003



Prepared by the Office of Research - Fact Book 2003

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

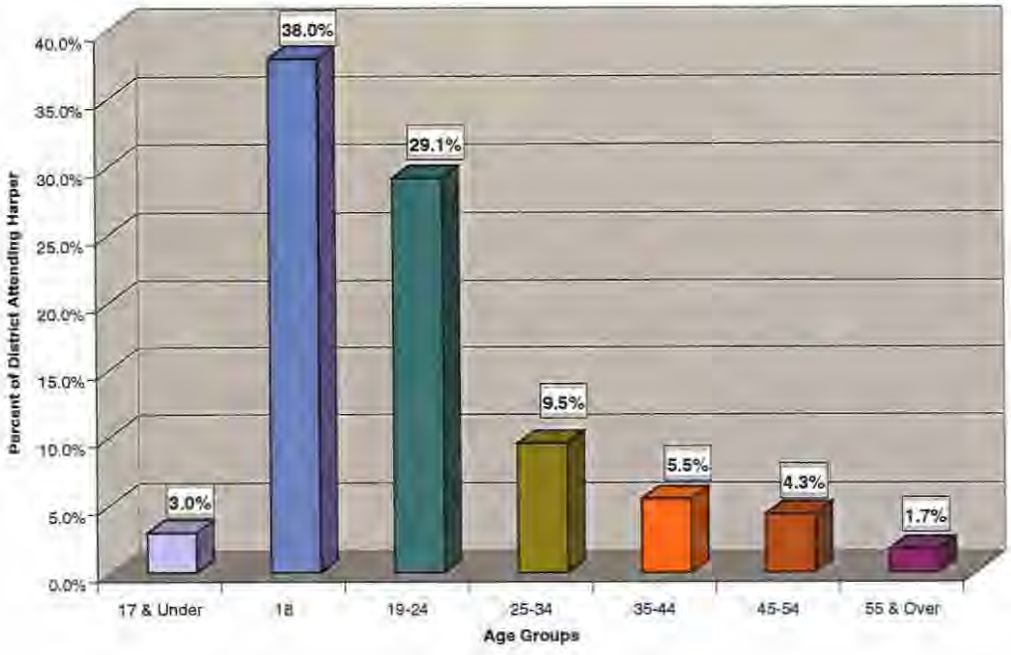


Table I-3 District Residents Served By Harper

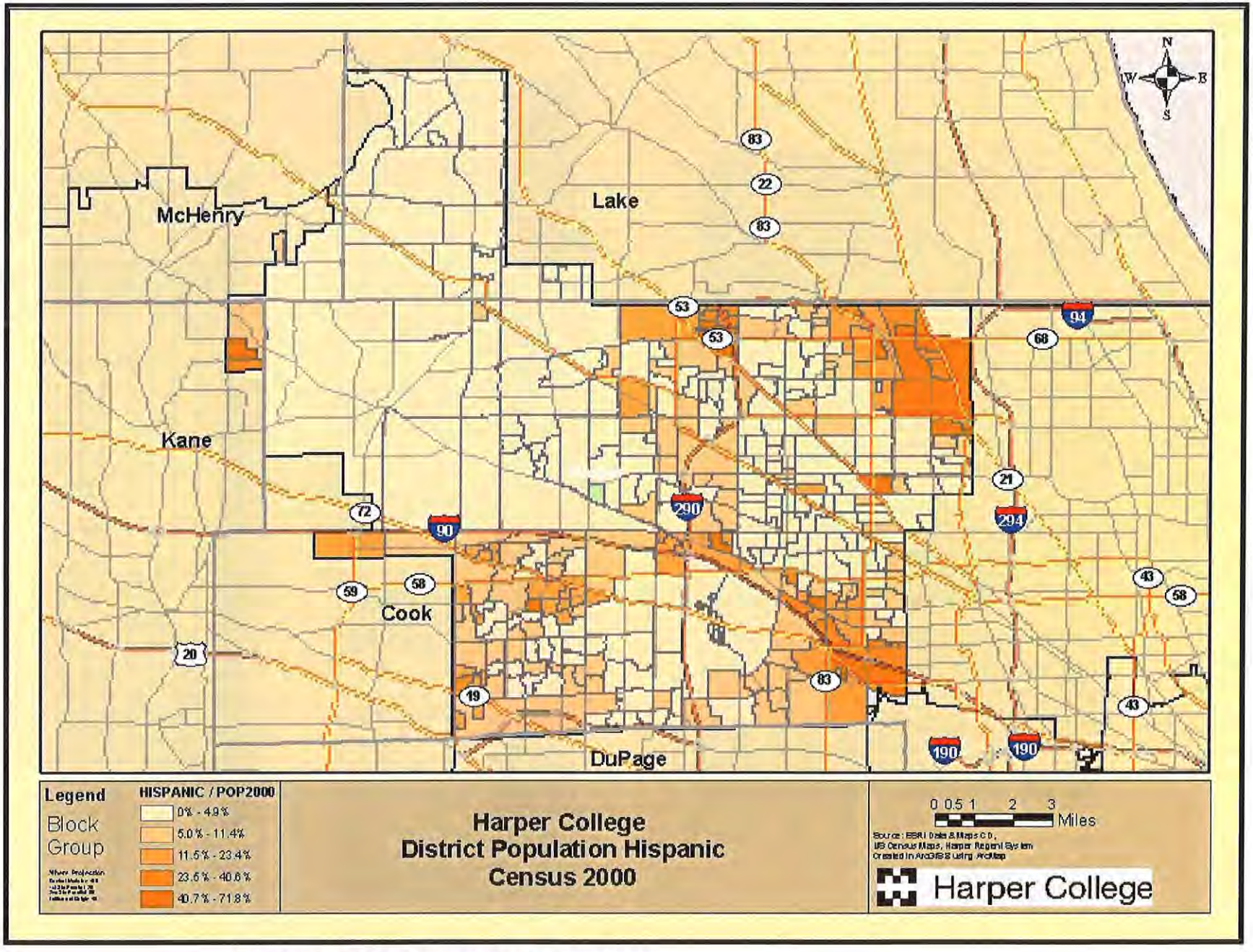
Age Groups	Harper's District Population		All In-District Enrollment-FY 2001		Percent of All In-district Students Attending Harper
	N	Percent	N	Percent	
17 & Under	137,767	24.8%	4,107	11.1%	**3.0%**
18	6,407	1.2%	2,432	6.6%	**38.0%**
19-24	37,034	6.7%	10,788	29.2%	**29.1%**
25-34	84,515	15.2%	8,068	21.8%	**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
Hispanic or Latino		**60,442**	**10.9%**
Not Hispanic or Latino	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%
	Total Not Hispanic	**494,658**	**89.1%**
Grand Total		**555,100**	**100.0%**

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


McHenry
Lake
Kane
Cook
DuPage
Legend
Block Group
HISPANIC / POP2000
0% - 4.9%
5.0% - 11.4%
11.5% - 23.4%
23.5% - 40.6%
40.7% - 71.8%
Harper College
District Population Hispanic
Census 2000
0 0.5 1 2 3
Miles
Source: ESRI Data & Maps CD,
US Census Maps, Harper Regent System
Created in ArcGIS 8 using ArcMap
Harper College

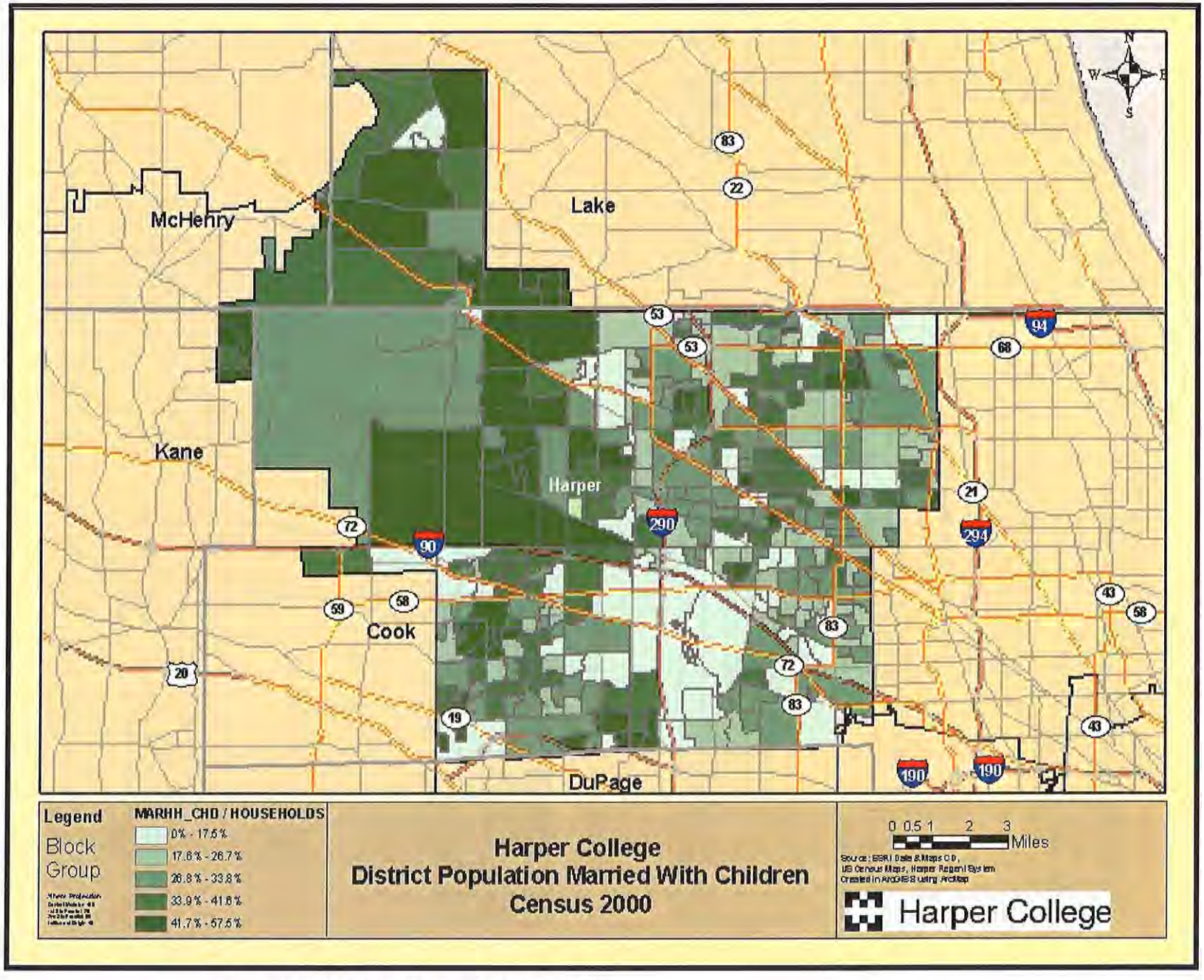

McHenry
Lake
Kane
Harper
Cook
DuPage
Legend
Block Group
MARHH_CHD / HOUSEHOLDS
0% - 17.5%
17.6% - 26.7%
26.8% - 33.8%
33.9% - 41.6%
41.7% - 57.5%
Harper College
District Population Married With Children
Census 2000
0 0.5 1 2 3
Miles
Harper College

Table I-5 Household Information of Harper District Residents

Household Size, Household Type, and Presence of Children					N	Percent
1 Person Household	Male Householder				22,702	10.8%
	Female Householder				31,203	14.8%
	Sub-Total				**53,905**	**25.6%**
2 or More Person Household	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%
	Sub-Total				**157,021**	**74.4%**
Total Households					**210,926**	**100.0%**

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%
Housing Units	216,716	100.0%

Source: US Census Bureau, Census 2000 Blockgroups

Accreditation

- All courses and educational programs, including counseling services, are fully accredited by The Higher Learner Commission of the North Central Association of Colleges and Secondary Schools North Central Association of Colleges and Secondary Schools (NCA).
  30 North LaSalle, Suite 2400
  Chicago, IL 60602-2502
  312-263-0456
  800-621-7440

- The Harper College business-related programs of Accounting, Computer Information Systems, Financial Services, Hospitality Management, Management, Marketing, Supply Chain Management, and Office Careers are accredited by the Association of Collegiate Business Schools and Programs.

- The Harper College Music Department is accredited as a Community/Junior College Member of the National Association of Schools of Music.

- The Harper College Paralegal Studies Program is accredited by the American Bar Association.

- The Harper College Real Estate Program is licensed by the State of Illinois Office of Banks and Real Estate as a Real Estate Pre-License School (#110000046), a Licensed Appraiser – Education Provider (#155000165), and a Licensed Home Inspector – Education Provider (#052000106).

- The Harper College Learning Center is accredited by the National Association for the Education of Young Children (NAEYC).

- The Harper College Nursing Program is accredited by the:
  National League for Nursing Accrediting Commission (NLNAC), Inc.
  61 Broadway
  New York City, NY 10006 212/363-5555

- The Harper College Certified Nursing Assistant Program is accredited by the:
  Illinois Department of Professional Regulations
  James R. Thompson Center
  100 West Randolph, Suite 9-300
  Chicago, IL 60601 312/814-4500

- The Harper College English as a Second Language Intensive English Program is accredited by the Commission on English Language Program Accreditation (CEA).

- The Harper College Dental Hygiene Program is accredited by the:
  American Dental Association (ADA)
  Commission on Dental Accreditation (CODA)
  211 East Chicago Avenue
  Chicago, IL 60611-2678 312/440-2500

- The Harper College Dietetic Technician Program is accredited by the:
  American Dietetic Association
  Commission on Accreditation for Dietetics Education (CADE)
  216 West Jackson, Suite 800
  Chicago, IL 60606-6995 312/899-0040

- The Harper College Medical Office Administration Program is accredited by the:
  Commission on Accreditation of Allied Health Education Programs (CAAHEP)
  35 East Wacker Drive, Suite 1970
  Chicago, IL 60601-2208 312/553-9355

  Curriculum Review Board (CRB) of The American Association of Medical Assistants' Endowment (AAMAE) Accreditation Department
  20 North Wacker Drive, Suite 1573
  Chicago, IL 60606-2903 312/899-1500

- The Harper College Cardiac Rehabilitation Services is accredited by the:
  Joint Commission on Accreditation of Healthcare Organizations
  One Renaissance Boulevard
  Oakbrook Terrace, IL 60181 630/792-5000

- Illinois Department of Professional Regulations

Source: Harper College Catalog 2002-2003

Affiliations

Academic Enrichment and Language Studies Division

- Member, International Interchanges for Leaders in Education
- Member, Illinois Adult and Continuing Educators Association
- Member, Network of Intensive English Programs: Illinois, Indiana and Wisconsin
- Member, NAFSA – Association of International Student Educators
- Northeast Palatine Resource Network
- Northeast 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, International Writing Centers Association
- Member, Midwest Writing Centers Association
- Member, National Tutoring Association

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, 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, National Association of Legal Assistants (NALA)
- Member, National Federation of Paralegal Associations (NFPA)
- Member, Illinois Paralegal Association
- Member, Council on Hotel, Restaurant and Institutional Education (CHRIE)
- Member, Illinois Foodservice Educators Association
- Student Chapter of Kappa Beta Delta, the national business honor society
- Member, Illinois Colleges Real Estate Consortium
- Member, Real Estate Educators Association

Continuing Education Division

- American Heart Association
- Association of Rehabilitation Nurses
- Association for Volunteer Administration
- College for Financial Planning and the Greater O'Hare Chapter of the International Association of Financial Planners
- The Community Music Center is a member of the National Guild of Community School of the Arts

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 (MLA)
- 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
- Illinois Landscape Contractors Association
- Teleflora Associate Member

Resources for Learning Division

- 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 (Network of Illinois Learning Resources in Community Colleges)
- Illinois Community Colleges Online (ILCCO)

Student Development Division

- Member, Midwest Association of Counselors and Employers
- Member, National Association of Student Personnel Administrators
- Member, National Career Development Association
- Member, Women's Work!

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 (AMATYC)
- American Polar Society
- American Society for Engineering Education
- American Statistical Association
- American Technical Education Association
- Association for Computing Machinery
- Association of Collegiate Schools of Architecture
- Association of Licensed Architects
- Association of Mathematics Teacher Educators (AMTE)
- Building Officials and Code Administrators (BOCA)
- Building Officials and Code Administrators - International Code Council (BOCA – ICC)
- Chicago Section American Association of Physics Teachers
- 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
- Explorers Club
- Fire Department Safety Officers Association

- Geological Society of America
- Geological Society of New Zealand
- Illinois Academy of Science
- Illinois Advisory Committee on Arson Prevention
- Illinois Building Commission (IBC)
- Illinois Council of Teachers of Mathematics (ICTM)
- Illinois Fire Chiefs Association
- Illinois Mathematics Association of Community Colleges (IMACC)
- Illinois Mathematics Teacher Educators (IMTE)
- Illinois Office of the State Fire Marshall (IL OSFM)
- Illinois Professional Firefighters Association
- Illinois Section America Association of Physics Teachers
- Illinois Section of the Mathematics Association of America
- Illinois Society of Fire Service Instructors
- Illinois Society of Professional Engineers (ISPE)
- Institute of Electrical and Electronics Engineers (IEEE)
- Institute of Mathematical Statistics
- Mathematics Association of America
- Metropolitan Mathematics Club of Chicago (MMC), The
- National Association for Developmental Education (NADE)
- National Council of Teachers of Mathematics
- National Fire Protection Association (NFPA)
- National Fire Academy Alumni Association
- National Society of Professional Engineers (NSPE)
- New Zealand Antarctica Society
- Northwest Building Officials and Code Administrators (NWBOCA)
- Physics Northwest
- Planetary Studies Foundation
- Radio Club of America (RCA)
- Rescue and Emergency Specialist Association
- Society of Industrial and Applied Mathematics (SIAM)
- Society of Broadcasting Engineers (SBE)
- Suburban Building Officials and Code Administrators (SBOC)
- Women in Mathematics Education (WME)

Wellness and Human Performance Division

- National Junior College Athletics Association (NJCAA)
- National Wellness Association
- American Red Cross
- American Sport Education Program (ASEP)
- North Central Community College Conference (NCCCC)
- Member, American College of Sports Medicine (ACSM)

- Member, American Alliance of Health, Physical Education, Recreation and Dance (AAHPERD)
- Member, Illinois Association of Health, Physical Education, Recreation and Dance (IAHPERD)
- Member, National Strength and Conditioning Association (NSCA)
- Member, American Council on Exercise (ACE)

Source: Harper College Catalog 2003-2004

Certifications

- **Cisco:**
  Cisco Certified Network Associate (CCNA)
  Cisco Certified Network Professional (CCNP)

- **Citrix:**
  Citrix Certified Enterprise Administrator
  Citrix Certified Administrator (CCA)

- **CIW:**
  Certified Internet Webmaster Master Site Designer
  Certified Internet Webmaster Administrator (Blended/On-line Training)
  Certified Internet Webmaster Manager (Blended/On-line Training)
  Certified Internet Webmaster Enterprise Developer (Blended/On-Line Training)
  Certified Internet Webmaster Security Analyst (Blended/On-Line Training)

- **CompTIA**
  A+
  Network+
  Server+
  Security+

- **Linux**
  Linux Certified Administrator (LCA)

- **From Microsoft Corporation:**
  Microsoft Certified Systems Engineer (MCSE)
  Microsoft Certified Professional (MCP)
  Microsoft Certified Systems Engineer and Internet (MCSE and Internet)
  Microsoft Office Specialist (MOS)
  Microsoft Certified Systems Administrator (MCSA)
  Microsoft Certified Solutions Developer (MCSD)
  Microsoft Certified Application Developer (MCAD)
  Microsoft Certified Database Administrator (MCDBA)
  Microsoft Certified Desktop Support Technician (MCDST)

- **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.

  Oracle Certified Database Associate

  Oracle Certified Database Administrator

- **From Solaris:**
  Exams to be certified as a Systems Administrator or Network Specialist by Solaris

- **Sun Microsystems:**
  Sun Certified Solaris Administrator
  Sun Certified Programmer for the Java 2 Platform

- **From Computing Technology Industry Association:**
  A+ Certification

- **From Premier AutoDesk:**
  Certified AutoCAD Trainer
  AutoCAD 2004 Professional
  Autodesk Inventor
  Autodesk Architecture

- **Ascendant Learning LLC**

- **Security Certified Professional (SCNP)**

- **Security Certified Network Architect (SCNA)**

- **Telecommunications Industry Association (TIA)**

- **Certified in Convergent Network Technologies (CCNT) (Blended/On-Line Training)**

Illinois Community College System Overview[1]

Harper College is one of the colleges in the Illinois Community College System. Currently, there are 40 public community college districts composed of 49 colleges. Thirty-eight of the districts have a single college while two districts are multicollege. Since July 1990, the entire state has been included within community college district boundaries.

Each of the 49 public community colleges is a comprehensive college in that it provides extensive instructional and student support services to serve the needs of individuals as well as public services to address the needs of the community. The instruction available includes the first two years of baccalaureate education to prepare students to transfer to four-year colleges and universities; remedial/developmental education for individuals needing basic education skills in order to seek employment or pursue further education; and occupational education from among 240 specialties for employment training or retraining. The 49 community colleges provide approximately 3,500 associate degree and certificate programs.

During fiscal year 1996, the 49 public community colleges in Illinois enrolled 675,554 students in instructional credit courses, a 1.0 percent decrease from the previous year. This is a 7.1 percent decrease from the 727,310 headcount enrollment in fiscal year 1992. The full-time equivalent enrollment for fiscal year 1996 was 217,055, representing only a slight decrease (0.9 percent) from the previous year. However, these enrollments are 8.4 percent lower than they had been five years earlier (236,851 full-time equivalent in 1992).

The ICCB has statutory responsibility for administration of the Public Community College Act (Illinois Revised Statutes, 1985, Chapter 122, articles I through VIII). The ICCB is empowered with regulatory as well as coordinating responsibilities. The following coordinating/regulatory powers and duties are assigned to the board in statute:

The ICCB consists of 11 members appointed by the Governor, with the consent of the Senate, and one nonvoting member selected by the Student Advisory Committee. Board members are appointed at large for six-year terms, with the chair appointed by the Governor and the vice chair elected by board members. The ICCB meets six to eight times a year.

[1]From the ICCB's web site http://www.iccb.state.il.us/HTML/system/history.html - as of 1/13/04

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 fibre of the community.

- The Illinois community college system has a responsibility to be accountable, both for its activities and its stewardship of public funds.

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 100 scholarships and awards and 40 project funds, which 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.

Harper College Education Foundation
Board of Directors

Officers

Richard D. Hoffman, President
President
Automatic Mechanical Services, Inc.

Martha A. Bell, Immediate Past President
Owner/Principal
Tilton, Kelly + Bell, L.L.C.

Robert L. Breuder, (Ex-Officio) Senior Vice President
President
Harper College

Jeffrey D. Butterfield, Vice President Membership
President
Harris Bank Palatine

Sam Oliver, Vice President Programs
Executive Director
Citizens for Conservation

Carol C. Pankros, Vice President Development
President
CCP, Inc.

Thomas M. Trunda, Secretary/Treasurer
Regional IT Director
3 Com Corporation

Thomas P. MacCarthy, Member at Large
President/CEO
Cornerstone National Bank & Trust Company

Catherine M. Brod, (Ex-Officio)
Executive Director
Harper College Educational Foundation

Kris Howard (Trustee Liaison)
(Retired) Girl Scouts – Illinois Crossroads Council

Members

Frank J. Becker
Area Human Resource Manager
United Parcel Service

Jerry Campagna
President
Reflejos Publications, LLC

Robert P. Fiorani
Vice President, Communication
Square D/Schneider Electric

Robert H. Glorch
Law Offices of Robert H. Glorch

Kenneth Gorman
Vice President
Power Construction Company, LLC

William C. Graft
Managing Partner
Graft, Jordan & Curtis

Richard T. Guttman
(Retired) Square D Company

David K. Hill
Chairman/CEO
Kimball Hill Homes, Inc.

Members (Continued)

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President
H-O-H Chemicals, Inc.

Russell L. Klokkenga
Senior Vice President/Private
Investments
Bank of America

Joseph J. Legat
Chairman of the Board
Legat Architects

Rita L. Mullins
Mayor
Village of Palatine

Robert M. Placko
Senior Vice President
Strategic Transactions, Employee
Advocacy and Legislative Issues
Motorola, Inc.

Michelene Polk
Industry Account Manager
Nextel Communications

Richard D. Schonhoff
President
Northern Trust Company

Gerald J. Smoller
Attorney
Kovitz, Shifrin & Nesbit

Stephen J. Topolski
Partner
PTW & Co.

Donald D. Torisky
Century Solutions, LLC

Richard A. Wise
Project Executive
Gilbane Building Company

Educational Foundation Funding Opportunities for Students, Programs and Faculty & Staff

Scholarships and Awards Available by Division

Academic Enrichment & Languages Studies/International Students
Jean B. Chapman International Student Scholarship Fund
John and Melanie Frieburg ESL Scholarship
Jacob & Iris Wolf Endowed Sign Language Interpreting Scholarship

Business and Social Science
Donald G. Albrecht Memorial Endowment Scholarship
Lou Buchenot Scholarship
Business/Social Science Staff Scholarship
Chicago/NW Suburban Chapter of the CPCU Society Scholarship
Criminal Justice Scholarship
Executive Secretary Scholarship
Justin Hart Scholarship
Illinois CPA Scholarship-O'Hare Chapter-Scholarship
International Air Cargo Association of Chicago Scholarship
Nils Andrew Johnson Memorial Culinary Arts Scholarship
Jim McGuire Memorial Scholarship
Robert R. Randall Endowment
Robert Urbanus Corporate Careers Scholarship

Continuing Education
Gene & Hildegarde Evans Memorial Scholarship

General
William Simpson Memorial/Wheeling Rotary Scholarship or NEC
Eugenia S. Chapman Memorial Endowment Scholarship
General Endowment Scholarship
Anne Rodgers Scott Endowment for Student Success
A&T Philia Foundation Scholarship
Access to Opportunity Scholarship

Health Careers
Kathleen Fagan Memorial Nursing Scholarship Endowment
Cheryl M. Dwyer Memorial Endowed Scholarship
Dr. Charles Shaner Memorial Scholarship (Dental Hygiene)
Harper Nursing Student Endowment Scholarship
Harper Cardiac Rehabilitation Endowment Fund
Kathy Johnson Award for Excellence in Nursing

Health Careers (continued)
Joanne Heinly Nursing Scholarship
Sharlene Marchiori Nursing Scholarship
ICCB Foundation Scholarship

Liberal Arts
Diana Tomcheff Callin Endowed Memorial Scholarship
Marilyn Shiely Coste Memorial Scholarship
John W. Davis Spanish Travel Scholarship
International Studies Abroad Scholarship
Henry Meier German Scholarship
Sears Fashion Merchandising Scholarship

Math, Science, Technology, Engineering
Architectural Technology Endowed Scholarship
James F. & Valerie D. Arnesen Biology Endowment Scholarship
Barrington Breakfast Rotary Club Scholarship
Stephen Oettcher Memorial Engineering Scholarship
Harold Cunningham Mathematics Memorial Scholarship
JBM Endowed Scholarship Fund
Edward Moran Memorial Computer Science Award
Nick Nocchi Scholarship Fund
Northrop Grumman Engineering Scholarship
Northrop Grumman Engineering Scholarship (2 + 1 program)
The Otter Chemistry Endowment
Wilford C. Papenthien Memorial Fund
Pepper Engineering Scholarship
Glenn A. Reich Computer Science Scholarship Endowment
Schaumburg Community Garden Club Scholarship
Margaret Scott Memorial Math Scholarship
Square D Engineering Endowed Scholarship

Performing and Visual Arts
Harley Chapman Music Performance Scholarship
Renee Windle Danforth Memorial Fine Arts Award
Ronald Dourlet Memorial Scholarship
Fine Arts Scholarship
Fine Arts Scholarship for Women
Mary Ellen Klotz Scholarship for Art Students
Sue L. Schultz Memorial Endowment Fund
Carol A. Zack Memorial Fine Arts Scholarship

Transfer
John Louis Papandrea Liberal Arts Memorial Scholarship
Schaumburg Area AAUW Scholarship for Women

Wellness and Human Services
Roy G. Kearns Memorial Scholarship

Scholarships/Awards Available by Student Groups

Distinguished Scholars and Student Leaders
Amersham Endowment Scholarship
Geraldine Cosy Endowed Government Service Scholarship
James E. Finke Memorial Scholarship
Dr. Ernest B. & Mrs. D. Kris Howard Endowment for Community Service
Motorola Award for Excellence
Phi Theta Kappa Scholarship
Student Leader Endowed Scholarship

Faculty/Staff Development
Harold Cunningham Mathematics Faculty Grant
Harper 512 IEA/NEA Association Scholarship
Harper Employee Transfer Scholarship
Fred Rutz Award
Motorola Distinguished Faculty Award
Glenn A. Reich Faculty Award for Instructional Technology
Joan R. Young Scholarship

GED Scholars
GED Graduate Scholarship
Elizabeth Schmik Hull Fund

Minority Retention Scholars
Kathleen N. Graber Scholarship
Latinos Unidos Student Organization Scholarship
Minority Access to Higher Education Grant (scholarship)

Students with Disabilities
Glenda F. Nuccio Memorial Scholarship
Midge C. Smith Memorial Scholarship
Donald and Patricia Torisky Endowment Fund

Women's Program
Displaced Homemakers Scholarship
Beverly Kiss Memorial Scholarship
Royal American Bank Displaced Homemakers Scholarship
Women's Program Scholarship

Working Students
Betty and Matt Cockrell Endowed Scholarship

Programs and Projects (partial listing)

Access and Disability Services
Art Collection
Community Music Center
English as a Second Language
Harper College Archives
Harper Symphony Orchestra
Harper Theatre Ensemble
Karl G. Henize Observatory
Lifelong Learning Institute
Performing Arts Center
Resources for Excellence Grants:
- Diversity Initiatives
- Faculty and Staff Development
- Leadership Development
- Retention and Recruitment Programs
- Teaching and Learning Programs
- Technology Initiatives

Speech Team
Wellness Program
Wojcik Conference Center
Women's Program

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-7 Grants Received

Years 1998-1999 through 2002-2003	98-99	99-00	00-01	01-02	02-03
Amount of Grant	$3,170,244	$2,678,078	$4,672,698	$3,491,995	$3,103,482

Chapter II
Organization and Administration

The administrative structure of 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 Enrollment and Marketing, 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 and Executive Director Foundation

Joan Kindle
Vice President – Student Affairs and Asst. to the President

Cheryl Kisunzu
Asst. Vice President Diversity and Organizational Development

Linda Kolbusz
Associate Vice President Development & Government Relations

David McShane
Vice President - Information Technology

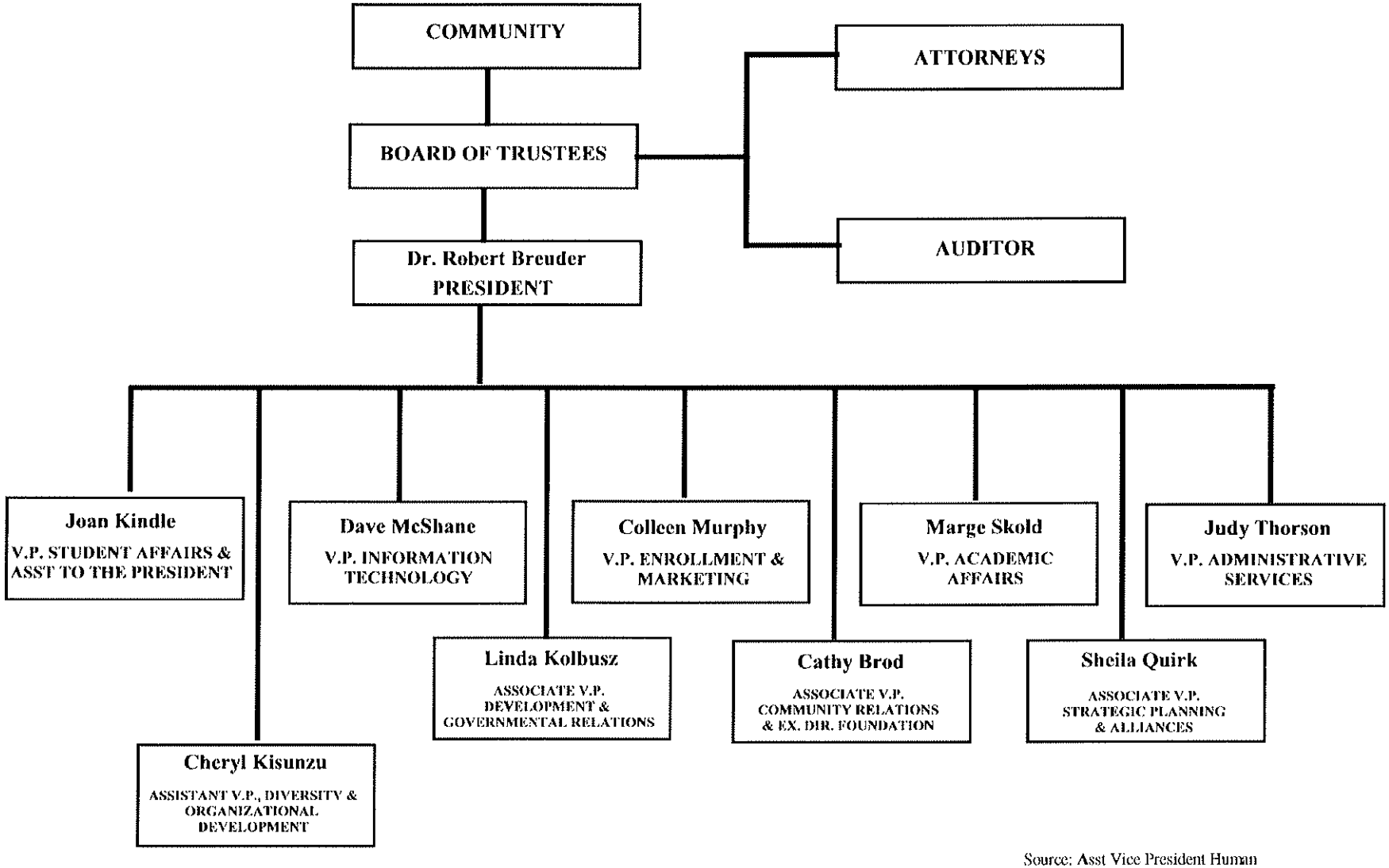
Colleen Murphy
Vice President – Enrollment and Marketing

Sheila Quirk
Associate Vice President Strategic Planning and Alliances

Dr. Margaret Skold
Vice President - Academic Affairs

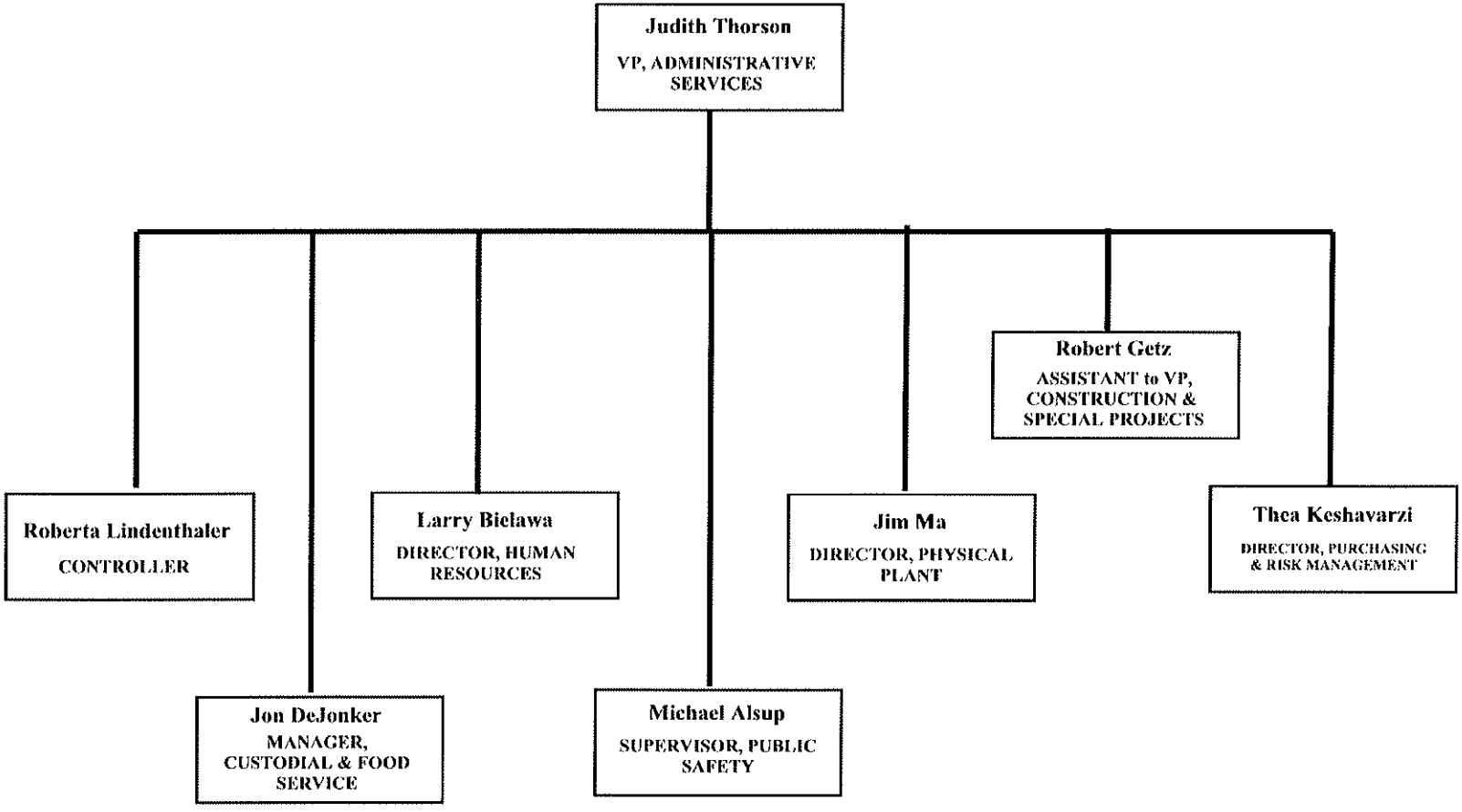
Judy Thorson
Vice President - Administrative Services

Administrative Organizational Chart



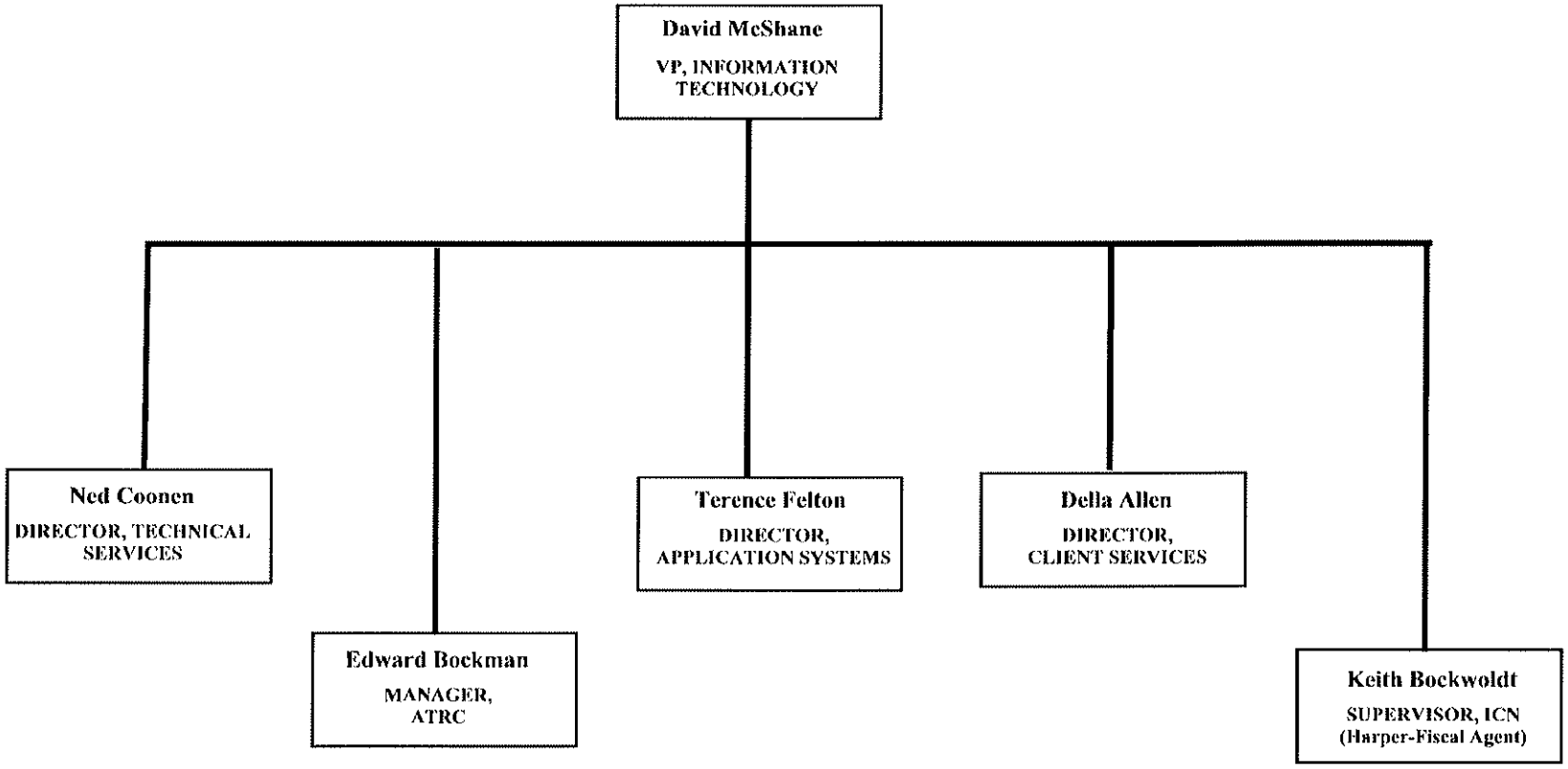
Source: Asst Vice President Human Resources/Diversity & Organizational Development.
As of 11/12/03

Office of Vice President Administrative Services



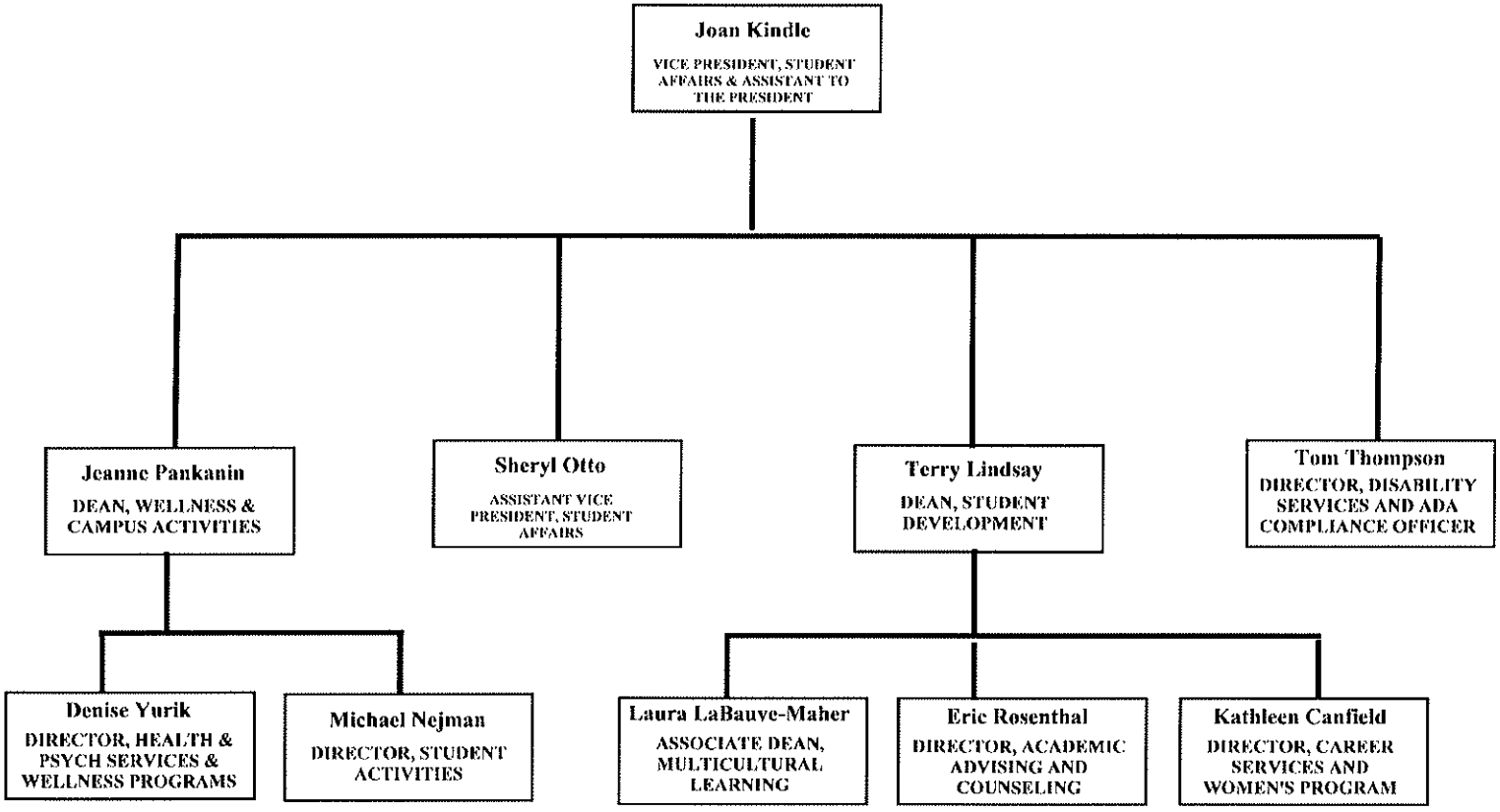
Source: Asst Vice President Human Resources/Diversity & Organizational Development.
As of 11/12/03

Office of Vice President Information Technology



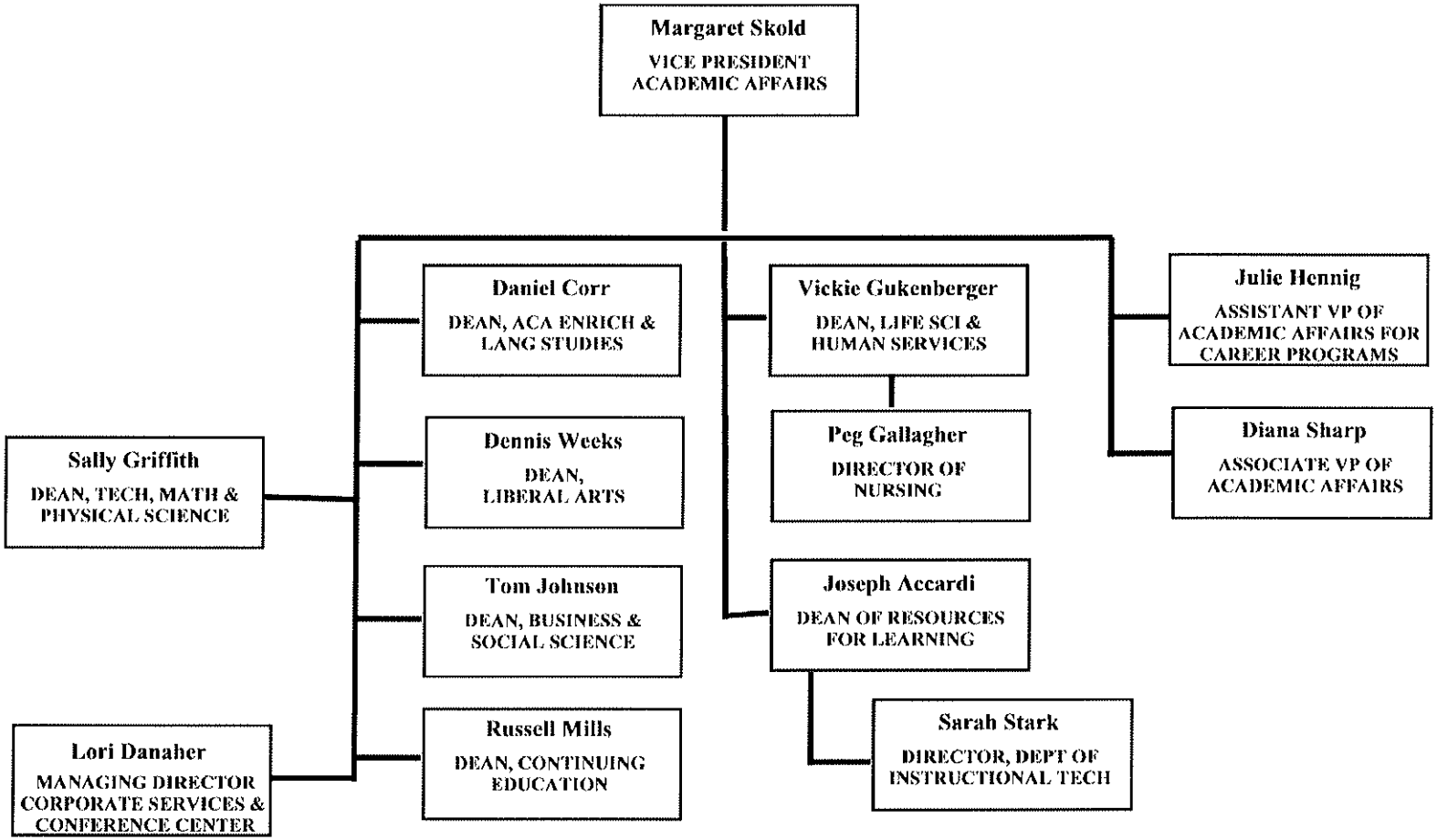
Source: Asst Vice President Human Resources/Diversity & Organizational Development. As of 11/12/03

Office of Vice President Student Affairs



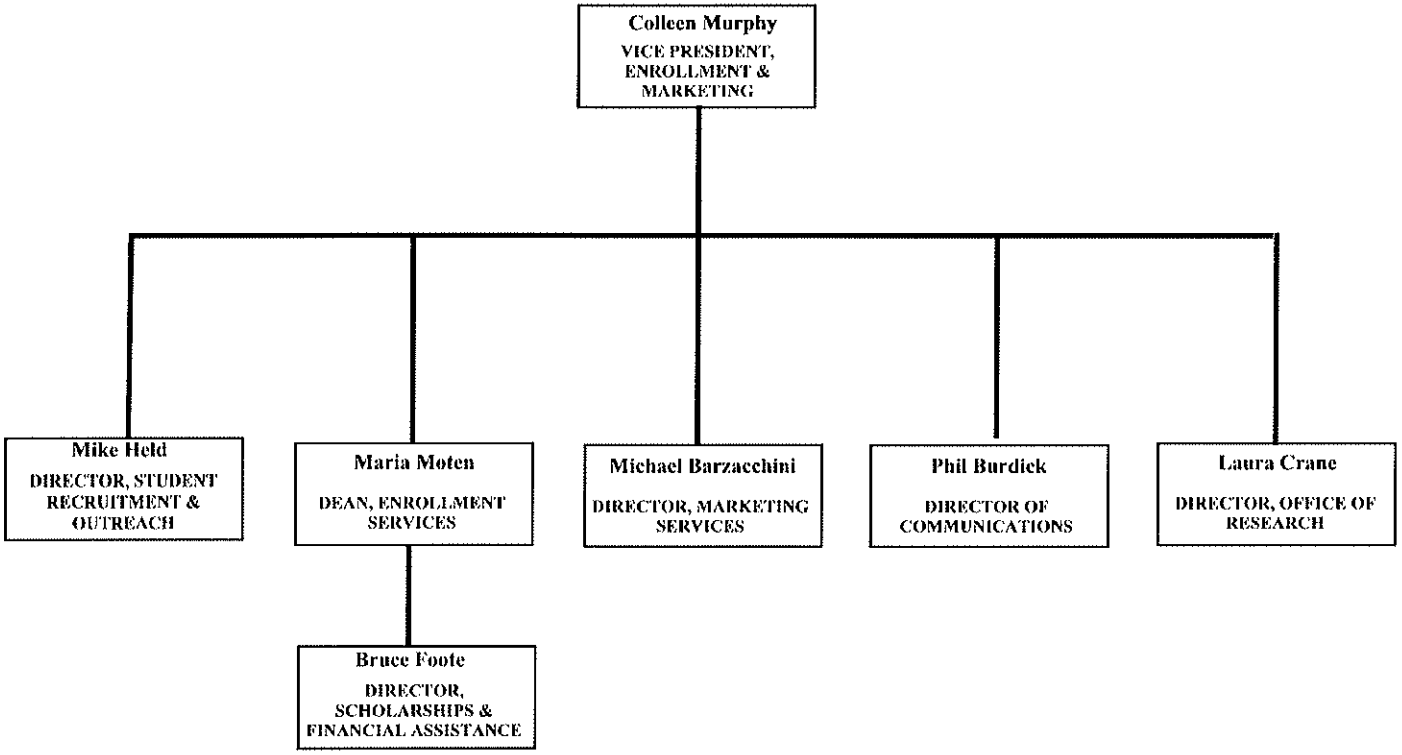
Source: Asst Vice President Human Resources/Diversity & Organizational Development.
As of 11/12/03

Office of Vice President Academic Affairs



Source: Asst Vice President Human Resources/Diversity & Organizational Development. As of 11/12/03

Office of Vice President Enrollment and Marketing



Source: Asst Vice President Human Resources/Diversity & Organizational Development.
As of 11/12/03

Shared Governance

PURPOSE[1]

These guidelines and accompanying forms and committee sheets will govern the institutional committee structure of the William Rainey Harper College Shared Governance Structure. 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.

PHILOSOPHY

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 makes 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* demonstrates our belief in the core values of our institution: collaboration, cooperation, compassion, fairness, honesty, integrity, open communication, respect, shared responsibility, timeliness, trust, and collegiality.

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

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

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[1]Full text may be found on the Harper HIP Governance page, Governance Structure and Guidelines (http://hip/gov/3govern9900.html - as of 1/8/04).

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.

CONSENSUS BUILDING

Consensus building must be the heart of Shared Governance. As Anne F. Lucas suggests in *Strengthening Departmental Leadership*, committees "can use seeking consensus as a way to minimize fragmentation. Unanimity occurs only when everyone is in agreement" (196-197). As Lucas points out, in trying to reach consensus, committee members attempt to persuade others while voicing their own opinions. They listen to diverse points of view. A group reaches consensus when one conclusion is "preferred over the others." The committee takes this position for the well-being of the whole committee, not for individual interests. As Lucas notes, committee members feel that "everyone's views are listened to and respected, even if the group disagrees with them. The major advantages in seeking consensus are that it enhances group cohesiveness and increases commitment to decisions." However, occasionally a false consensus might occur, when committee members agree to a consensus decision but do not actually support it and will work to undermine the decision. If this situation occurs, conflict resolution must resolve the situation.

Consensus building, however, can be a time-consuming process. In recognition of this fact, if consensus cannot be reached after two meetings, a vote should be taken.

SHARED GOVERNANCE COMMITTEES and their PURPOSE/CHARGE[2]

Oversight Committee
To work collaboratively to see that the shared governance structure works smoothly and to address any issues of general concern.

Academic Committees

Academic Standards
To establish and maintain high academic standards and provide systems for faculty and students to monitor student achievement.

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[2]Full text may be found on the Harper HIP Governance page, Data Sheets (http://hip/gov/govSystemDocumentation/DataSheets0203Feb03.pdf - as of 1/8/04).

Assessment and Testing
To develop and coordinate College programs and procedures for placing students in classes and awarding credit by examination.

Curriculum
To review and make recommendations concerning Associate Degree and/or Certificate courses and programs and to serve as an institutional resource for curriculum planning and development.

Instructional Technology
To promote the integration of technology into the teaching and learning objectives of the College.

College Assembly Committees

College Assembly
To consider issues of campus-wide interest, which have budgetary and policy implications.

Facilities
To monitor the physical environment of the College which affects the accessibility, safety and the appearance of the College.

Human Resources
To develop and coordinate programs and procedures that enhance the capability and proficiency of College employees to carry out the College's mission.

Institutional Planning
To research, discuss, review, evaluate and make recommendations related to institutional planning.

Institutional Technology Planning
To research, discuss, review, evaluate and make recommendations related to institutional technology issues.

Student Life
To review issues and events which affect student life at the College.

Wellness
To develop those programs and activities which contribute to the physical, intellectual, spiritual, psychological, environmental, and social well-being of the College community. To monitor those aspects of the physical environment for factors which affect the health, safety, and well-being of those who work at and utilize Harper College.

Diversity
To assist in coordinating, implementing, and further developing the College's Diversity Plan.

Programmatic Committees

Cultural Arts
To plan programs for the College and community which are representative of the various arts - drama, art, dance, film and music - and sponsor forums for the discussion of issues and ideas.

Graduation
To plan and conduct the annual commencement and academic convocation ceremonies.

Honors/Phi Theta Kappa
To coordinate and implement the Honors Program and the Phi Theta Kappa honors society at Harper College.

International Studies and Programs
To coordinate the development, growth and effectiveness of international and diversity issues and programs.

Learning
To coordinate and implement Learning Communities at Harper College.

Marketing
To provide input into the strategic marketing and enrollment plan of the College as defined by the Marketing and Enrollment goals set forth by the annual priorities in the Strategic Long Range Plan.

Teaching and Learning
To coordinate, support and implement initiatives to support the teaching and learning agenda of the College.

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.

SECTION III-A APPLICANTS

Table III-A1 Race/Ethnicity of Applicants

Years 1999-2000 through 2002-2003	99-00		00-01		01-02		02-03	
	N	Percent	N	Percent	N	Percent	N	Percent
Asian or Pacific Islander	1,935	17.7%	2,077	17.3%	2,032	16.9%	1,855	15.6%
American Indian or Alaskan Native	28	0.3%	24	0.2%	32	0.3%	31	0.3%
African-American	499	4.6%	512	4.3%	617	5.1%	621	5.2%
Hispanic	991	9.0%	1,119	9.3%	1,184	9.8%	1,160	9.7%
White Non-Hispanic	6,826	62.3%	7,524	62.5%	7,368	61.3%	7,297	61.2%
International	4	0.0%	7	0.1%	11	0.1%	6	0.1%
Unspecified/Unknown	674	6.2%	774	6.4%	780	6.5%	948	8.0%

Source: Admissions

Table III-A2 Gender of Applicants

Years 1999-2000 through 2002-2003	99-00		00-01		01-02		02-03	
	N	Percent	N	Percent	N	Percent	N	Percent
Male	4,843	44.2%	5,352	44.5%	5,174	43.0%	6,897	57.9%
Female	6,103	55.7%	6,671	55.4%	6,843	56.9%	5,014	42.1%
Unknown	11	0.1%	14	0.1%	7	0.1%	7	0.1%

Source: Admissions

Table III-A3 Age (Market Segment) of Applicants

Years 1999-2000 through 2002-2003	99-00		00-01		01-02		02-03	
	N	Percent	N	Percent	N	Percent	N	Percent
FTIC (18 & Under)	2,880	26.3%	3,333	27.7%	3,157	26.3%	3,250	27.3%
Young Adult (19-24)	3,744	34.2%	4,094	34.0%	4,431	36.9%	4,454	37.4%
Adult (25+)	4,333	39.5%	4,610	38.3%	4,436	36.9%	4,214	35.4%

Source: Admissions

Table III-A4 City/Village of Applicants

Years 1999-2000 through 2002-2003	99-00	00-01	01-02	02-03	4-Year Total
Schaumburg	1,520	1,632	1,651	1,642	6,445
Palatine	1,201	1,416	1,360	1,376	5,353
Arlington Heights	1,111	1,253	1,201	1,237	4,802
Hoffman Estates	982	1,041	1,113	1,045	4,181
Mt Prospect	669	763	785	881	3,098
Wheeling	545	605	598	565	2,313
Elk Grove Village	535	556	589	584	2,264
Barrington	415	407	455	536	1,813
Rolling Meadows	355	421	387	406	1,569
Buffalo Grove	282	301	325	296	1,204
Des Plaines	226	277	288	306	1,097
Chicago	263	275	267	243	1,048
Hanover Park	218	236	259	251	964
Prospect Heights	171	203	206	197	777
Streamwood	153	155	131	159	598
Roselle	97	138	108	114	457
Carpentersville	75	107	100	103	385
Elgin	77	99	117	89	382
Lake Zurich	76	86	73	92	327
Algonquin	70	62	84	58	274

Source: Admissions, Top 20 cities

Table III-A5 High School of Applicants

Years 1999-2000 through 2002-2003	99-00	00-01	01-02	02-03	4-Year Total
Chicago Public High Schools	514	570	612	579	2,275
J B Conant High School	440	451	494	461	1,846
William Fremd High School	436	462	478	448	1,824
Schaumburg High School	398	447	398	469	1,712
Hoffman Estates High School	323	368	403	405	1,499
Palatine High School	328	379	369	413	1,489
Buffalo Grove High School	297	353	333	345	1,328
Barrington Community High Sch	348	310	313	322	1,293
John Hersey High School	274	311	316	365	1,266
Rolling Meadows High School	288	314	322	341	1,265
Elk Grove High School	250	304	332	313	1,199
Wheeling High School	257	311	292	292	1,152
Prospect High School	248	251	283	299	1,081
Lake Zurich Senior High School	110	128	108	111	457
Saint Viator High School	105	106	112	113	436
Adlai E Stevenson High School	107	120	109	85	421
Maine Township High Sch East	71	87	101	115	374
Streamwood High School	89	101	93	84	367
Lake Park West High School	74	102	94	88	358
Maine West High School	71	93	71	99	334
Cary-Grove Community High Sch	66	88	61	76	291
Elgin High School	50	59	57	47	213
Harry D Jacobs High School	33	65	69	41	208
Glenbrook South High School	40	47	54	49	190

Source: Admissions, Top 24 schools

Table III-A6 Zip Code of Applicants

Years 1999-2000 through 2002-2003	99-00	00-01	01-02	02-03	4-Year Total
60067	891	988	878	755	3,512
60194	775	802	850	865	3,292
60056	714	797	805	869	3,185
60004	691	809	757	805	3,062
60193	650	714	732	731	2,827
60195	682	691	746	665	2,784
60010	582	553	614	568	2,317
60090	533	599	587	564	2,283
60007	518	548	586	590	2,242
60074	333	433	482	628	1,876
60005	393	423	429	423	1,668
60008	355	420	386	403	1,564
60173	328	382	352	344	1,406
60089	269	290	321	293	1,173
60103	260	270	215	94	839
60070	169	203	207	193	772
60016	161	179	213	205	758
60107	141	139	128	158	566
60047	119	144	141	141	545
60172	95	141	106	116	458
60110	74	104	102	100	380
60018	67	94	82	102	345
60102	103	72	83	57	315
60013	53	78	65	66	262
60014	47	61	58	74	240

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 1999 to Fall 2003	Fall 1999		Fall 2000		Fall 2001		Fall 2002		Fall 2003	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
To complete one or several courses - Not pursuing degree	9,915	66.9%	9,294	61.9%	8,471	58.4%	7,575	52.3%	6,974	46.5%
To complete Certificate	923	6.2%	1,148	7.6%	1,094	7.5%	1,173	8.1%	1,110	7.4%
To complete Associate	3,979	26.9%	4,579	30.5%	4,949	34.1%	5,734	39.6%	6,907	46.1%
Total	14,817	100.0%	15,021	100.0%	14,514	100.0%	14,482	100.0%	14,991	100.0%

Source: ICCB E1 Submission

Table III-B2 Number of Credit Students Residency Status

Fall 1999 to Fall 2003	Fall 1999		Fall 2000		Fall 2001		Fall 2002		Fall 2003	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
In District	12,735	85.9%	12,970	86.3%	12,648	87.1%	12,519	86.4%	13,157	87.8%
Out of District	1,994	13.5%	1,931	12.9%	1,762	12.1%	1,860	12.8%	1,741	11.6%
Out of State	2	0.0%	8	0.1%	5	0.0%	2	0.0%	15	0.1%
International	86	0.6%	112	0.7%	99	0.7%	101	0.7%	78	0.5%
Total	14,817	100.0%	15,021	100.0%	14,514	100.0%	14,482	100.0%	14,991	100.0%

Source: ICCB E1 Submission

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

Fall 1999 to Fall 2003	Fall 1999		Fall 2000		Fall 2001		Fall 2002		Fall 2003	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Part-Time	9,991	67.4%	10,225	68.1%	9,804	67.5%	9,270	64.0%	9,555	63.7%
Full-Time	4,826	32.6%	4,796	31.9%	4,710	32.5%	5,212	36.0%	5,436	36.3%
Total	14,817	100.0%	15,021	100.0%	14,514	100.0%	14,482	100.0%	14,991	100.0%

Source: ICCB E1 Submission

Table III-B4 Age Groups of Credit Students

Fall 1999 to Fall 2003	Fall 1999		Fall 2000		Fall 2001		Fall 2002		Fall 2003	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
18 & Under	2,097	14.2%	2,545	16.9%	2,354	16.2%	2,197	15.2%	2,413	16.1%
19-24	5,709	38.5%	5,707	38.0%	5,860	40.4%	6,174	42.6%	6,475	43.2%
25-28	1,682	11.4%	1,618	10.8%	1,509	10.4%	1,528	10.6%	1,478	9.9%
29-33	1,519	10.3%	1,527	10.2%	1,430	9.9%	1,324	9.1%	1,315	8.8%
34-38	1,227	8.3%	1,178	7.8%	1,051	7.2%	975	6.7%	948	6.3%
39-42	825	5.6%	762	5.1%	726	5.0%	747	5.2%	715	4.8%
43-47	818	5.5%	787	5.2%	716	4.9%	710	4.9%	765	5.1%
48-52	462	3.1%	430	2.9%	436	3.0%	423	2.9%	456	3.0%
53-57	242	1.6%	251	1.7%	229	1.6%	228	1.6%	230	1.5%
58 & Over	205	1.4%	187	1.2%	177	1.2%	175	1.2%	181	1.2%
Unknown	31	0.2%	30	0.2%	26	0.2%	1	0.0%	15	0.1%

Source: ICCB E1 Submission

Table III-B5 Gender of Credit Students

Fall 1999 to Fall 2003	Fall 1999		Fall 2000		Fall 2001		Fall 2002		Fall 2003	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Male	6,398	43.2%	6,482	43.2%	6,248	43.0%	6,015	41.5%	6,279	41.9%
Female	8,416	56.8%	8,496	56.6%	8,265	56.9%	8,466	58.5%	8,707	58.1%
Unknown	3	0.0%	43	0.3%	1	0.0%	0	0.0%	5	0.0%

Source: ICCB E1 Submission

Table III-B6 Race/Ethnicity of Credit Students

Fall 1999 to Fall 2003	Fall 1999		Fall 2000		Fall 2001		Fall 2002		Fall 2003	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Asian or Pacific Islander	1,863	12.6%	1,988	13.2%	1,925	13.3%	1,933	13.3%	1,912	12.8%
American Indian or Alaskan Native	32	0.2%	29	0.2%	35	0.2%	31	0.2%	32	0.2%
African-American	461	3.1%	458	3.0%	452	3.1%	470	3.2%	552	3.7%
Hispanic	1,922	13.0%	2,221	14.8%	2,226	15.3%	2,164	14.9%	2,294	15.3%
White Non-Hispanic	9,306	62.8%	9,106	60.6%	8,739	60.2%	8,986	62.0%	9,067	60.5%
International	119	0.8%	78	0.5%	69	0.5%	61	0.4%	59	0.4%
Unknown	1,114	7.5%	1,142	7.6%	1,068	7.4%	837	5.8%	1,075	7.2%

Source: ICCB E1 Submission

Table III-B7: Age Group by Gender

Fall 2003	Male		Female	
	N	%	N	%
18 & Under	1249	51.8%	1164	48.2%
19-24	3051	47.1%	3422	52.9%
25-28	573	38.8%	905	61.2%
29-33	432	32.9%	882	67.1%
34-38	326	34.4%	621	65.6%
39-42	184	25.7%	531	74.3%
43-47	187	24.4%	578	75.6%
48-52	135	29.6%	321	70.4%
53-57	64	27.8%	166	72.2%
58 & Over	72	39.8%	109	60.2%

Source: ICCB E1 Submission

Table III-B8 Age Groups By Ethnicity

Fall 2003	Asian or Pacific Islander		American Indian or Alaskan Native		African American		Hispanic		White Non-Hispanic		Nonresident Alien	
	N	%	N	%	N	%	N	%	N	%	N	%
18 & Under	259	11.8%	6	0.3%	101	4.6%	278	12.7%	1545	70.4%	7	0.3%
19-24	856	14.1%	11	0.2%	182	3.0%	956	15.8%	4045	66.8%	9	0.1%
25-28	209	15.1%	2	0.1%	57	4.1%	328	23.7%	779	56.3%	8	0.6%
29-33	210	17.1%	5	0.4%	62	5.0%	294	23.9%	647	52.6%	12	1.0%
34-38	140	15.7%	5	0.6%	56	6.3%	167	18.7%	517	57.9%	8	0.9%
39-42	95	14.2%	1	0.1%	39	5.8%	105	15.7%	424	63.5%	4	0.6%
43-47	66	9.4%	1	0.1%	22	3.1%	77	11.0%	531	75.6%	5	0.7%
48-52	48	11.5%	0	0.0%	20	4.8%	38	9.1%	306	73.6%	4	1.0%
53-57	11	5.3%	0	0.0%	10	4.9%	31	15.0%	152	73.8%	2	1.0%
58 & Over	16	10.3%	1	0.6%	3	1.9%	17	10.9%	119	76.3%	0	0.0%

Source: ICCB E1 Submission

Table III-B9
Number of Credit Students From All In-District High Schools

Fall 2003			
Rank	School	N(14,991)	Percent
1	Schaumburg	784	5.2%
2	Conant	767	5.1%
3	Palatine	666	4.4%
4	Fremd	604	4.0%
5	Hoffman Estates	598	4.0%
6	Elk Grove	547	3.6%
7	Rolling Meadows	519	3.5%
8	Wheeling	479	3.2%
9	Buffalo Grove	475	3.2%
10	Hersey	467	3.1%
11	Prospect	410	2.7%
12	Barrington	338	2.3%
13	St. Viator	101	0.7%
14	Cristian Liberty Academy	36	0.2%

Source: ICCB E1 File & Regent System

Table III-B10
Number of Credit Students From the Most Frequented Out of District High Schools

Fall 2003			
Rank	School	N(14,991)	Percent
1	Lake Zurich	121	0.8%
2	Streamwood	116	0.8%
3	Maine West	100	0.7%
4	Stevenson	90	0.6%
5	Cary Grove	87	0.6%
6	Lake Park	78	0.5%
7	Harry D. Jacobs	58	0.4%
8	Glenbrook South	46	0.3%
9	Elgin	45	0.3%
10	Dundee-Crown	43	0.3%
11	Niles North	38	0.3%
12	Crystal Lake	33	0.2%
13	Fenton	31	0.2%
14	East Leyden	31	0.2%
15	Bartlett	29	0.2%

Source: ICCB E1 File & Regent System

Table III-B11
Number of Credit Students By City (First Time In-District)

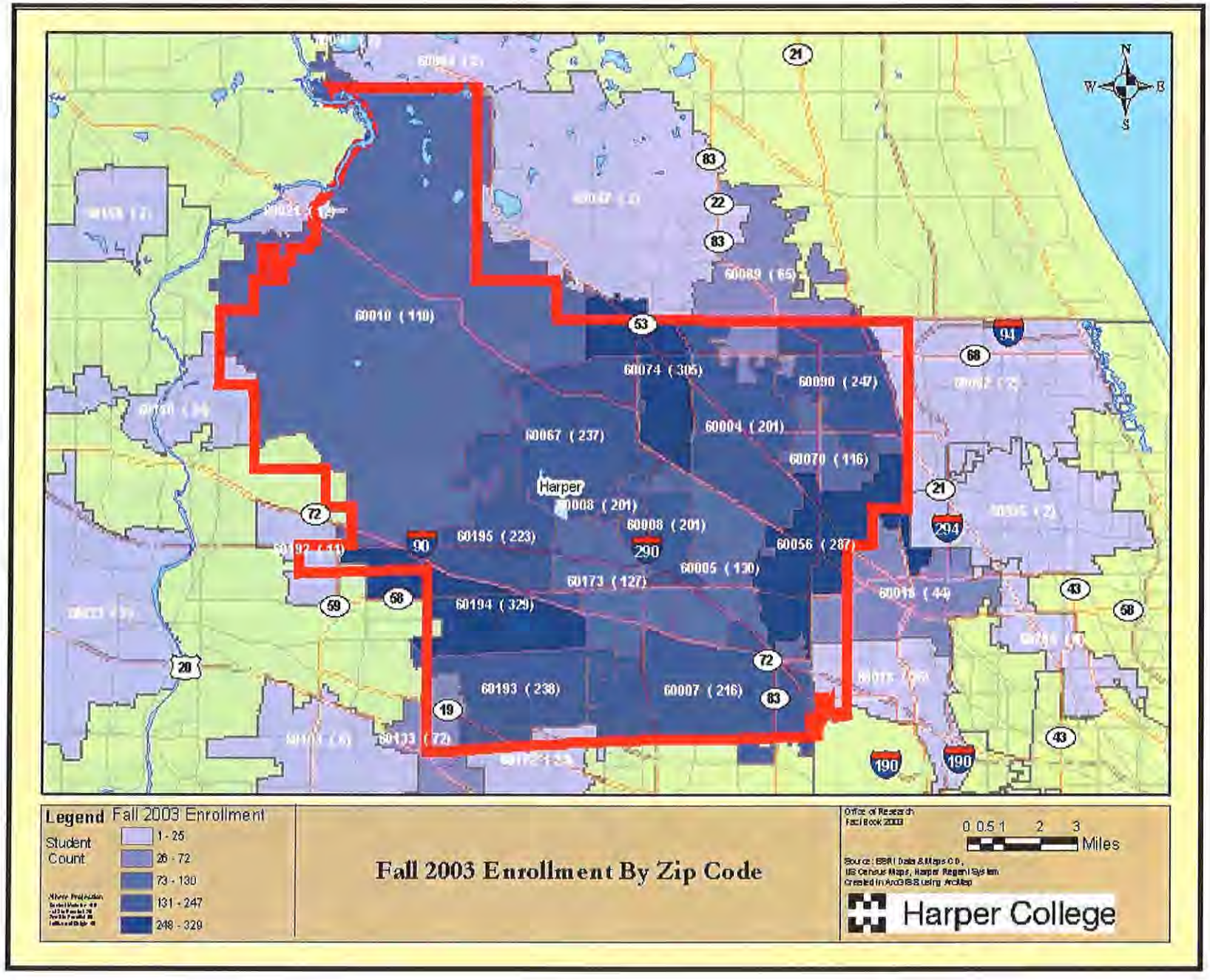
Fall 2003			
Rank	City	N(14,991)	Percent
1	Schaumburg	552	3.7%
2	Palatine	543	3.6%
3	Hoffman Estates	387	2.6%
4	Arlington Heights	332	2.2%
5	Mount Prospect	285	1.9%
6	Wheeling	249	1.7%
7	Elk Grove Village	213	1.4%
8	Rolling Meadows	200	1.3%
9	Prospect Heights	114	0.8%
10	Barrington	93	0.6%

Source: ICCB E1 File & Regent System, Top 10 cities

Table III-B12
Number of Credit Students By ZIP Code (First Time In-District)

Fall 2003			
Rank	Zip Code	N(14,991)	Percent
1	60194	329	2.2%
2	60074	305	2.0%
3	60056	287	1.9%
4	60090	247	1.6%
5	60193	238	1.6%
6	60067	237	1.6%
7	60195	223	1.5%
8	60007	216	1.4%
9	60004	201	1.3%
10	60008	201	1.3%

Source: ICCB E1 File & Regent System, Top 10 zip codes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60074 (305)
60090 (247)
60067 (237)
60004 (201)
60070 (116)
Harper
60008 (201)
60008 (201)
60195 (223)
60056 (287)
60005 (130)
60173 (127)
60194 (329)
60193 (238)
60007 (216)
60089 (65)
Legend Fall 2003 Enrollment
Student Count
1 - 25
26 - 72
73 - 130
131 - 247
248 - 329
Fall 2003 Enrollment By Zip Code
Office of Research
Fact Book 2003
0 0.5 1 2 3
Miles
Source: ESRI Data & Maps CD,
US Census Maps, Harper Regent System
Created in ArcGIS 8 using ArcMap
Harper College

SECTION III-C
ANNUAL CREDIT ENROLLMENTS

Table III-C1 Credit Student Headcounts

Years 1998-1999 through 2002-2003	97-98	98-99	99-00	00-01	01-02	02-03
Annual Number of Students	**24,238**	**23,917**	**24,352**	**25,266**	**24,945**	**24,954**
By Semester						
Summer	7,477	8,309	8,455	9,013	8,909	9,044
Fall	15,031	14,650	14,712	15,425	15,108	15,352
Spring	14,216	13,744	14,286	14,585	14,978	15,085

Source: ICCB A1 files

Chart III-C1 Credit Student Headcounts

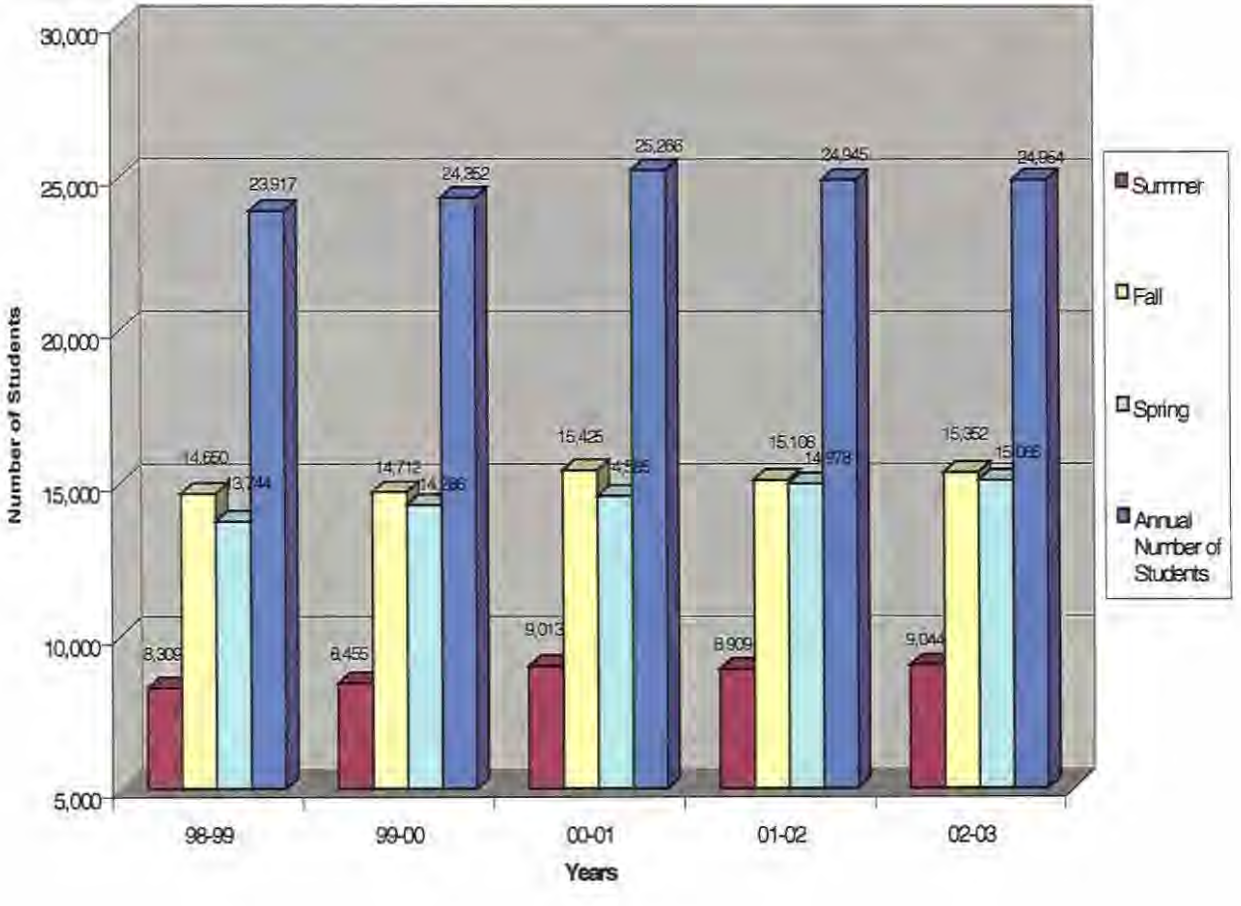
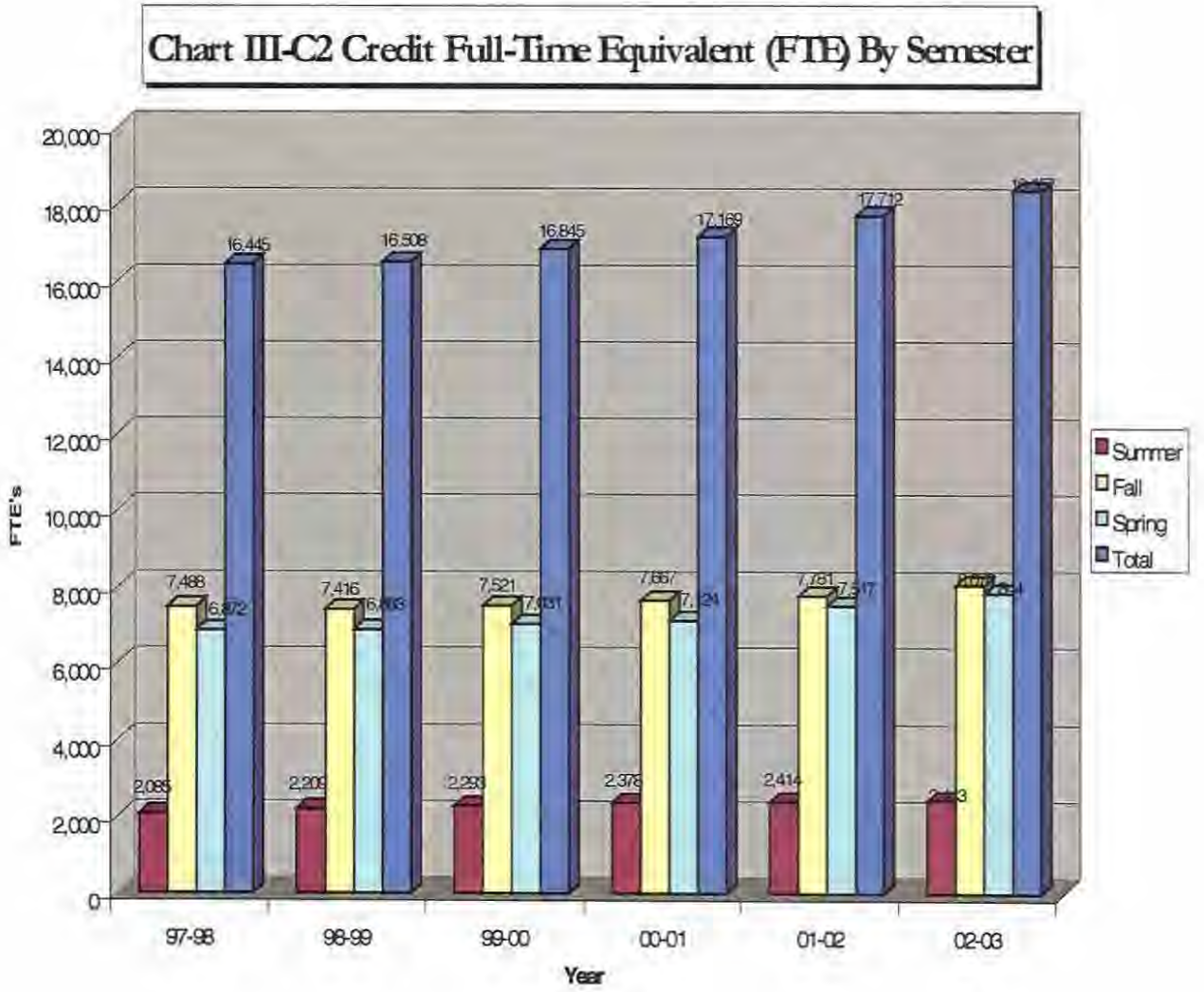
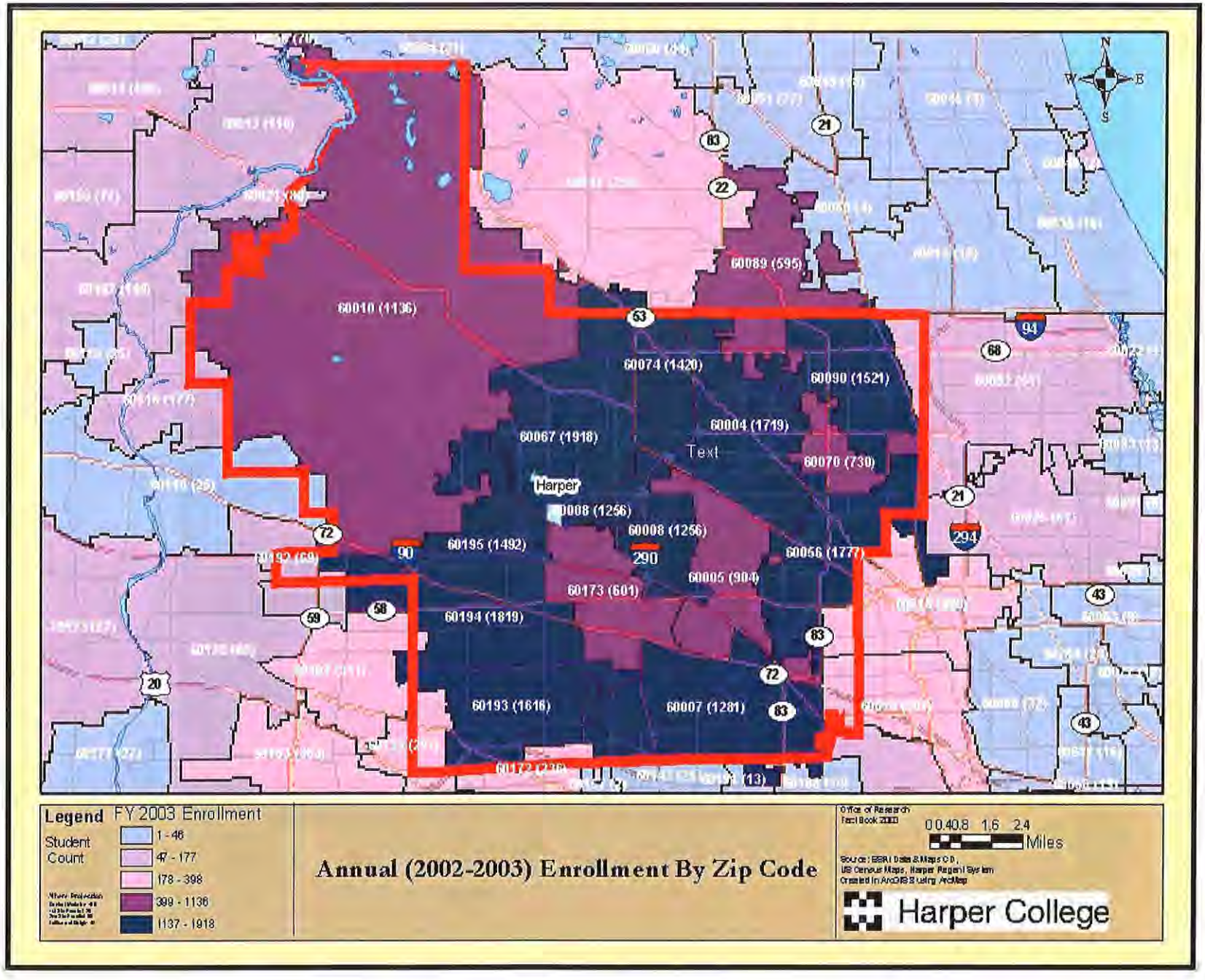


Table III-C2 Credit Full-Time Equivalent (FTE) By Semester

Years 1998-1999 through 2002-2003	97-98	98-99	99-00	00-01	01-02	02-03
Summer	2,085	2,209	2,293	2,378	2,414	2,443
Fall	7,488	7,416	7,521	7,667	7,781	8,070
Spring	6,872	6,883	7,031	7,124	7,517	7,844
Total	**16,445**	**16,508**	**16,845**	**17,169**	**17,712**	**18,357**

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




60010 (1136)
60089 (595)
60074 (1420)
60090 (1521)
60067 (1918)
60004 (1719)
Text
60070 (730)
Harper
60008 (1256)
60008 (1256)
60195 (1492)
60056 (1777)
60005 (904)
60173 (601)
60194 (1819)
60193 (1616)
60007 (1281)
Legend
FY 2003 Enrollment
Student Count
1 - 46
47 - 177
178 - 398
399 - 1136
1137 - 1918
Annual (2002-2003) Enrollment By Zip Code
Office of Research
Fact Book 2003
0 0.4 0.8 1.6 2.4
Miles
Harper College

SECTION III-D
ANNUAL PROFILE OF ENROLLED CREDIT STUDENTS

Table III-D1 Number of Credit Students by Age Groups

Years 1998-1999 through 2002-2003	98-99		99-00		00-01		01-02		02-03	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
18 & Under	3,113	13.0%	3,135	12.9%	3,424	13.6%	3,359	13.5%	3,253	13.0%
19-24	9,725	40.7%	9,972	40.9%	10,530	41.7%	10,674	42.8%	11,042	44.2%
25-28	2,864	12.0%	2,831	11.6%	2,861	11.3%	2,679	10.7%	2,740	11.0%
29-33	2,429	10.2%	2,515	10.3%	2,592	10.3%	2,523	10.1%	2,342	9.4%
34-38	1,845	7.7%	1,906	7.8%	1,940	7.7%	1,777	7.1%	1,671	6.7%
39-42	1,311	5.5%	1,259	5.2%	1,233	4.9%	1,221	4.9%	1,233	4.9%
43-47	1,161	4.9%	1,238	5.1%	1,274	5.0%	1,267	5.1%	1,245	5.0%
48-52	703	2.9%	739	3.0%	681	2.7%	738	3.0%	735	2.9%
53-57	377	1.6%	387	1.6%	392	1.6%	393	1.6%	405	1.6%
58 & Over	343	1.4%	323	1.3%	298	1.2%	300	1.2%	281	1.1%
Unknown	46	0.2%	47	0.2%	41	0.2%	14	0.1%	7	0.0%
Total Enrollment	23,917	100.0%	24,352	100.0%	25,266	100.0%	24,945	100.0%	24,954	100.0%

Source:ICCB A1 Files

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

Years 1998-1999 through 2002-2003		98-99		99-00		00-01		01-02		02-03	
		N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Summer	PT	6,386	76.9%	6,429	76.0%	6,990	77.6%	6,711	75.3%	6,783	74.8%
	FT	1,923	23.1%	2,026	24.0%	2,023	22.4%	2,198	24.7%	2,291	25.2%
Fall	PT	10,190	69.6%	10,113	68.7%	10,817	70.1%	10,303	68.2%	10,206	66.5%
	FT	4,460	30.4%	4,599	31.3%	4,608	29.9%	4,805	31.8%	5,146	33.5%
Spring	PT	9,719	70.7%	10,341	72.4%	10,565	72.4%	10,655	71.1%	10,314	68.4%
	FT	4,025	29.3%	3,945	27.6%	4,020	27.6%	4,323	28.9%	4,771	31.6%
Average Credit Load											
Summer	PT	3.1		3.1		3.0		3.0		3.0	
	FT	7.2		7.3		7.3		7.3		7.1	
Fall	PT	4.9		4.9		4.8		5.0		5.0	
	FT	13.7		13.7		13.6		13.6		13.6	
Spring	PT	4.9		4.9		4.9		5.0		4.7	
	FT	13.7		13.8		13.7		13.6		13.6	

Source:ICCB A1 Files

Table III-D3 Gender of Credit Students

Years 1998-1999 through 2002-2003	98-99		99-00		00-01		01-02		02-03	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Female	13,417	56.1%	13,717	56.3%	14,104	55.8%	14,140	56.7%	14,281	57.2%
Male	10,484	43.8%	10,619	43.6%	11,162	44.2%	10,805	43.3%	10,667	42.7%
Unknown	15	0.1%	16	0.1%	0	0.0%	0	0.0%	6	0.0%

Source:ICCB A1 Files

Table III-D4 Ethnicity of Credit Students

Years 1998-1999 through 2002-2003	98-99		99-00		00-01		01-02		02-03	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Asian or Pacific Islander	2,824	11.8%	3,192	13.1%	3,406	13.5%	3,458	13.9%	3,363	13.5%
American Indian or Alaskan Native	44	0.2%	53	0.2%	55	0.2%	55	0.2%	47	0.2%
African-American	741	3.1%	742	3.0%	793	3.1%	825	3.3%	853	3.4%
Hispanic	3,367	14.1%	3,805	15.6%	4,200	16.6%	4,120	16.5%	4,287	17.2%
White Non-Hispanic	14,857	62.1%	14,666	60.2%	14,790	58.5%	14,784	59.3%	14,755	59.1%
International	248	1.0%	168	0.7%	144	0.6%	117	0.5%	122	0.5%
Unknown	1,836	7.7%	1,726	7.1%	1,878	7.4%	1,586	6.4%	1,527	6.1%

Source: CCCS A1 File

Chart III-D4
Race/Ethnicity of Credit Students for 2002-2003

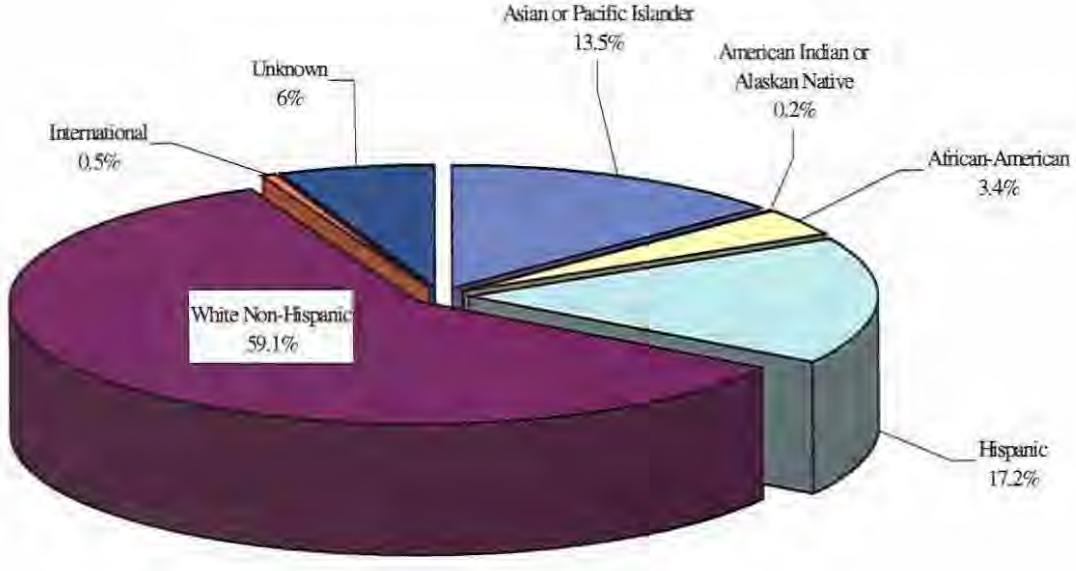


Table III-D5: Age Group by Gender

	Male		Female	
FY 2003	N	%	N	%
18 & Under	1604	49.3%	1649	50.7%
19-24	5176	46.9%	5865	53.1%
25-28	1125	41.1%	1614	58.9%
29-33	919	39.3%	1421	60.7%
34-38	597	35.7%	1073	64.3%
39-42	378	30.7%	855	69.3%
43-47	357	28.7%	888	71.3%
48-52	238	32.4%	496	67.6%
53-57	143	35.3%	262	64.7%
58 & Over	126	44.8%	155	55.2%

Source: ICCB A1 Submission

Table III-D6 Age Groups By Ethnicity

	Asian or Pacific Islander		American Indian or Alaskan Native		African American		Hispanic		White Non-Hispanic		Nonresident Alien	
FY 2003	N	%	N	%	N	%	N	%	N	%	N	%
18 & Under	395	13.0%	5	0.2%	143	4.7%	400	13.2%	2077	68.5%	11	0.4%
19-24	1486	14.3%	17	0.2%	279	2.7%	1700	16.3%	6913	66.3%	29	0.3%
25-28	454	17.6%	5	0.2%	97	3.8%	736	28.5%	1274	49.3%	18	0.7%
29-33	410	18.6%	6	0.3%	113	5.1%	577	26.2%	1088	49.3%	11	0.5%
34-38	245	15.4%	4	0.3%	70	4.4%	361	22.6%	901	56.5%	13	0.8%
39-42	138	12.0%	4	0.3%	70	6.1%	206	17.9%	723	63.0%	7	0.6%
43-47	118	10.2%	2	0.2%	44	3.8%	172	14.8%	809	69.7%	15	1.3%
48-52	60	9.0%	1	0.2%	20	3.0%	75	11.3%	499	75.2%	9	1.4%
53-57	36	9.5%	2	0.5%	14	3.8%	35	9.5%	278	75.1%	6	1.6%
58 & Over	22	9.1%	1	0.4%	3	1.2%	23	9.5%	190	78.5%	3	1.2%

Source: ICCB A1 Submission

SECTION III-E
RETENTION ANALYSIS

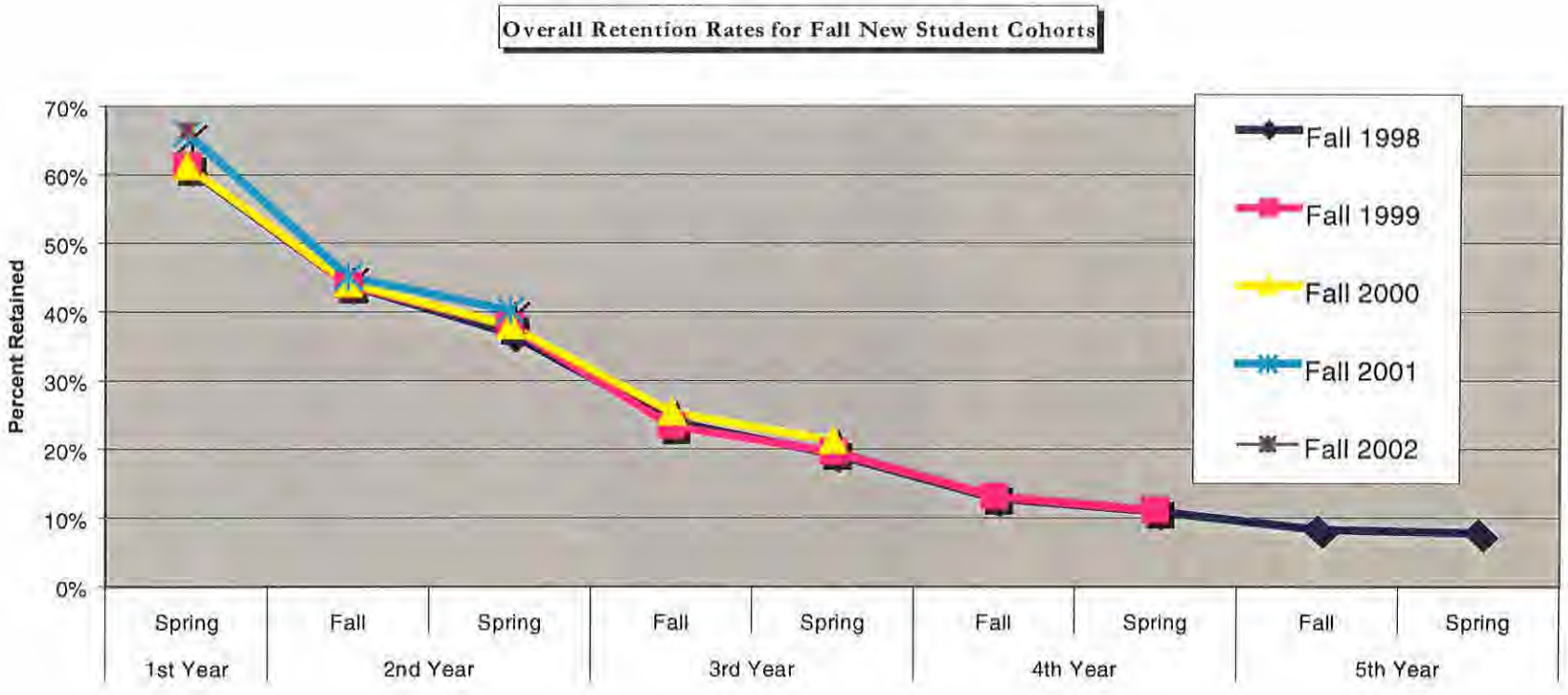


Table III-E1: Overall Retention Rates for Fall New Student Cohorts

Subsequent Years		1st Year		2nd Year				3rd Year				4th Year				5th Year			
New Student		Spring		Fall		Spring		Fall		Spring		Fall		Spring		Fall		Spring	
Cohorts	N	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Fall 1998	4,563	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%	379	8.3%	355	7.8%
Fall 1999	4,078	2,501	61.3%	1,791	43.9%	1,547	37.9%	952	23.3%	799	19.6%	535	13.1%	452	11.1%				
Fall 2000	4,177	2,557	61.2%	1,846	44.2%	1,585	37.9%	1,062	25.4%	889	21.3%								
Fall 2001	4,372	2,886	66.0%	1,973	45.1%	1,757	40.2%												
Fall 2002	3,990	2,656	66.6%																

Source: ACCR A1 submission and Harper's Regent System

Table III-E2: Fall 2000 New Student Cohort (N = 4177)

Profile of Students Who Returned the Specified Semester

Subsequent Years		Total	1st Year		2nd Year				3rd Year			
			Spring 2001		Fall 2001		Spring 2002		Fall 2002		Spring 2003	
Demographic Information		N	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Overall Retention Rate		4,177	2,557	61.2%	1,846	44.2%	1,585	37.9%	1,062	25.4%	889	21.3%
Market Segment	FTIC (18 & Under)	1,577	1,252	79.4%	998	63.3%	897	56.9%	590	37.4%	486	30.8%
	Young Adults (19-24)	1,198	673	56.2%	460	38.4%	379	31.6%	258	21.5%	221	18.4%
	Adults (25 & Over)	1,401	631	45.0%	387	27.6%	308	22.0%	214	15.3%	182	13.0%
Student Intent	Prepare for future job	551	310	56.3%	203	36.8%	169	30.7%	114	20.7%	95	17.2%
	Improve skills in present job	463	177	38.2%	100	21.6%	67	14.5%	53	11.4%	49	10.6%
	Explore courses	599	351	58.6%	263	43.9%	218	36.4%	156	26.0%	139	23.2%
	Transfer	1,876	1,358	72.4%	1,037	55.3%	914	48.7%	591	31.5%	486	25.9%
	Remedy skills	29	12	41.4%	11	37.9%	7	24.1%	4	13.8%	4	13.8%
	Personal interest/self development	390	183	46.9%	116	29.7%	103	26.4%	68	17.4%	54	13.8%
	Unknown/Other	269	166	61.7%	116	43.1%	107	39.8%	76	28.3%	62	23.0%
Gender	Female	2,220	1,386	62.4%	1,033	46.5%	906	40.8%	631	28.4%	525	23.6%
	Male	1,957	1,171	59.8%	813	41.5%	679	34.7%	431	22.0%	364	18.6%
Race/Ethnicity	Asian	619	375	60.6%	279	45.1%	229	37.0%	132	21.3%	113	18.3%
	American Indian/Alaskan Native	7	5	71.4%	2	28.6%	2	28.6%	3	42.9%	2	28.6%
	African American	178	84	47.2%	44	24.7%	34	19.1%	23	12.9%	22	12.4%
	Hispanic	310	183	59.0%	134	43.2%	116	37.4%	81	26.1%	73	23.5%
	White	2,782	1,748	62.8%	1,277	45.9%	1,107	39.8%	747	26.9%	623	22.4%
	Unspecified	281	162	57.7%	110	39.1%	97	34.5%	76	27.0%	56	19.9%
Full/Part Time	Full-time	1,401	1,179	84.2%	918	65.5%	821	58.6%	515	36.8%	404	28.8%
	Part-time	2,776	1,378	49.6%	928	33.4%	764	27.5%	547	19.7%	485	17.5%
GPA Group	GPA less than 2.0	1,488	599	40.3%	435	29.2%	354	23.8%	284	19.1%	244	16.4%
	GPA equal or greater than 2.0	2,689	1,958	72.8%	1,411	52.5%	1,231	45.8%	778	28.9%	645	24.0%
Academic Goal	Certificate only	449	230	51.2%	132	29.4%	98	21.8%	67	14.9%	51	11.4%
	Certificate/Bachelor's	6	1	16.7%	3	50.0%	3	50.0%	2	33.3%	0	0.0%
	Certificate/higher degree	4	2	50.0%	1	25.0%	1	25.0%	0	0.0%	0	0.0%
	Associate's only	1,409	979	69.5%	746	52.9%	648	46.0%	447	31.7%	388	27.5%
	Associate's/Bachelor's	411	300	73.0%	244	59.4%	213	51.8%	142	34.5%	124	30.2%
	Associate's/higher degree	26	21	80.8%	16	61.5%	13	50.0%	11	42.3%	9	34.6%
	Associate's/Bachelor's /higher degree	74	47	63.5%	34	45.9%	36	48.6%	20	27.0%	17	23.0%
	Seeking Bachelor's	733	502	68.5%	363	49.5%	334	45.6%	210	28.6%	171	23.3%
	Bachelor's/higher degree	70	50	71.4%	36	51.4%	29	41.4%	17	24.3%	17	24.3%
	Higher degree	121	80	66.1%	63	52.1%	58	47.9%	31	25.6%	21	17.4%
	Not pursuing any degree	861	340	39.5%	204	23.7%	148	17.2%	112	13.0%	90	10.5%
	No Answer	13	5	38.5%	4	30.8%	4	30.8%	3	23.1%	1	7.7%

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 2001 New Student Cohort (N = 4372)

Profile of Students Who Returned the Specified Semester

Subsequent Years			1st Year		2nd Year			
		Total	Spring 2002		Fall 2002		Spring 2003	
Demographic Information		N	N	Percent	N	Percent	N	Percent
Overall Retention Rate		4,372	2,886	66.0%	1,973	45.1%	1,757	40.2%
Market Segment	FTIC (18 & Under)	1,866	1,456	78.0%	1,075	57.6%	995	53.3%
	Young Adults (19-24)	1,253	802	64.0%	512	40.9%	450	35.9%
	Adults (25 & Over)	1,253	628	50.1%	386	30.8%	312	24.9%
Student Intent	Prepare for future job	541	331	61.2%	227	42.0%	192	35.5%
	Improve skills in present job	404	182	45.0%	108	26.7%	80	19.8%
	Explore courses	758	474	62.5%	339	44.7%	311	41.0%
	Transfer	1,916	1,442	75.3%	1,009	52.7%	938	49.0%
	Remedy skills	24	12	50.0%	11	45.8%	5	20.8%
	Personal interest/self development	400	232	58.0%	134	33.5%	116	29.0%
	Unknown/Other	329	213	64.7%	145	44.1%	115	35.0%
Gender	Female	2,359	1,535	65.1%	1,096	46.5%	979	41.5%
	Male	2,013	1,351	67.1%	877	43.6%	778	38.6%
Race/Ethnicity	Asian	601	373	62.1%	251	41.8%	223	37.1%
	American Indian/Alaskan Native	14	5	35.7%	3	21.4%	3	21.4%
	African American	196	114	58.2%	59	30.1%	56	28.6%
	Hispanic	353	243	68.8%	172	48.7%	160	45.3%
	White	2,907	1,952	67.1%	1,356	46.6%	1,210	41.6%
	Unspecified	301	199	66.1%	132	43.9%	105	34.9%
Full/Part Time	Full-time	1,486	1,298	87.3%	989	66.6%	903	60.8%
	Part-time	2,886	1,588	55.0%	984	34.1%	854	29.6%
GPA Group	GPA less than 2.0	1,262	567	44.9%	389	30.8%	342	27.1%
	GPA equal or greater than 2.0	3,110	2,319	74.6%	1,584	50.9%	1,415	45.5%
Academic Goal	Certificate only	418	221	52.9%	122	29.2%	107	25.6%
	Certificate/Bachelor's	1	1	100.0%	1	100.0%	1	100.0%
	Certificate/Higher Degree	1	0	0.0%	0	0.0%	0	0.0%
	Associate's only	1,587	1,180	74.4%	870	54.8%	778	49.0%
	Associate's/Bachelor's	349	275	78.8%	217	62.2%	197	56.4%
	Associate's/higher degree	9	6	66.7%	6	66.7%	7	77.8%
	Associate's/Bachelor's /higher degree	127	103	81.1%	83	65.4%	74	58.3%
	Seeking Bachelor's	754	532	70.6%	365	48.4%	340	45.1%
	Bachelor's/higher degree	58	38	65.5%	26	44.8%	20	34.5%
	Higher Degree	173	108	62.4%	68	39.3%	62	35.8%
	Not pursuing any degree	895	422	47.2%	215	24.0%	171	19.1%
	No answer	0	0	0.0%	0	0.0%	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

Table III-E4:

Fall 2002 New Student Cohort (N = 3990)

Profile of Students Who Returned the Specified Semester

Subsequent Years			1st Year	
		Total	Spring 2003	
Demographic Information		N	N	Percent
Overall Retention Rate		3,990	2,656	66.6%
Market Segment	FTIC (18 & Under)	1,521	1,267	83.3%
	Young Adults (19-24)	1,261	778	61.7%
	Adults (25 & Over)	1,207	611	50.6%
Student Intent	Prepare for future job	601	381	63.4%
	Improve skills in present job	325	116	35.7%
	Explore courses	593	416	70.2%
	Transfer	1,873	1,407	75.1%
	Remedy skills	12	5	41.7%
	Personal interest/self development	231	125	54.1%
	Unknown/Other	328	192	0.6%
Gender	Female	2,214	1,488	67.2%
	Male	1,775	1,167	65.7%
Race/Ethnicity	Asian	551	366	66.4%
	American Indian/Alaskan Native	8	6	75.0%
	African American	180	119	66.1%
	Hispanic	358	240	67.0%
	White	2,613	1,739	66.6%
	Unspecified	280	186	66.4%
Full/Part Time	Full-time	1,494	1,300	87.0%
	Part-time	2,496	1,356	54.3%
GPA Group	GPA less than 2.0	1,190	575	48.3%
	GPA equal or greater than 2.0	2,800	2,081	74.3%
Academic Goal	Certificate only	453	239	52.8%
	Certificate/Bachelor's	2	1	50.0%
	Certificate/higher degree	0	0	0.0%
	Associate's only	1,930	1,447	75.0%
	Associate's/Bachelor's	223	175	78.5%
	Associate's/higher degree	1	0	0.0%
	Associate's/Bachelor's /higher degree	0	0	0.0%
	Seeking Bachelor's	428	345	80.6%
	Bachelor's/higher degree	0	0	0.0%
	Higher degree	92	70	76.1%
	Not pursuing any degree	855	376	44.0%
	No answer	6	3	50.0%

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

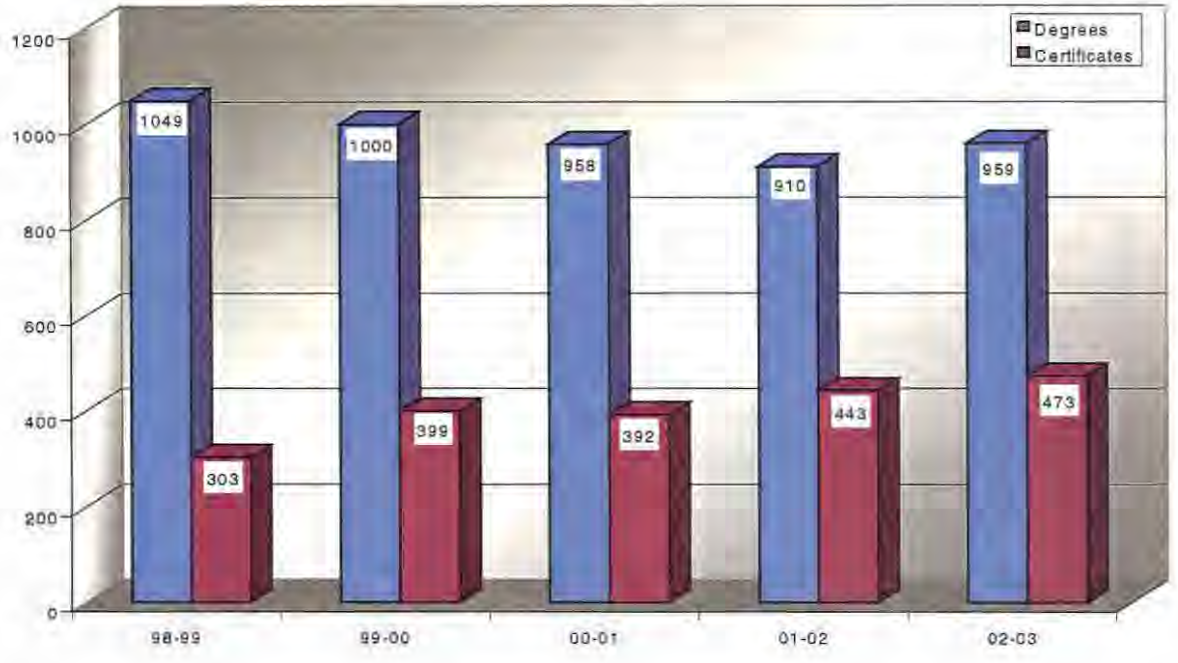


Table III-F1 Degrees and Certificates Awarded

Years 1998-1999 through 2002-2003	98-99	99-00	00-01	01-02	02-03
Degrees	1049	1000	958	910	959
Certificates	303	399	392	443	473

Source: Harper College Regent System

Table III-F2 Type of Degrees Awarded

Years 1998-1999 through 2002-2003	98-99	99-00	00-01	01-02	02-03
AA - Associate in Arts	562	531	581	572	578
AAS - Associate In Applied Science	328	323	274	250	301
AS - Associate In Science	152	136	89	82	65
AFA -Associates in Fine Arts	6	7	10	5	15
AES - Associate In Engineering Science	1	3	4	1	0

Source: Harper College Regent System

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

Program	Degree Type	97-98	98-99	99-00	00-01	01-02	02-03
Accounting	ASSOC	7	10	8	6	10	4
	CERT	28	17	12	21	34	24
Administrative Technology	ASSOC	9	8	8	2	3	3
	CERT	40	20	16	14	13	11
Architectural Technology	ASSOC	3	4	2	4	4	5
	CERT	2	3	6	15	17	10
Automation	CERT					1	
Building Codes and Enforcement	CERT	5	4	5	5	5	2
Cardiac Technology	ASSOC	12	14	14	11	10	11
Computer Information Systems	ASSOC	7	11	22	23	15	18
	CERT	53	56	76	67	102	54
Criminal Justice	ASSOC	15	14	12	11	16	10
	CERT	1	3	5	2	5	6
Dental Hygeine	ASSOC	31	31	29	30	26	35
Dietetic Technician	ASSOC	10	6	8	6	3	7
Early Childhood Education	ASSOC	11	8	5	8	6	5
	CERT	30	19	13	22	32	32
Electronics Technology	ASSOC	6	13	10	7	5	6
	CERT	24	33	39	27	43	28
Fashion Design	ASSOC	12	11	8	14	12	11
	CERT	4	1	4	1	2	7
Financial Services	ASSOC	3	3	2	3	1	2
	CERT	2	2	2	7	7	4
Fire Science Technology	ASSOC	2	5	4	6	2	4
	CERT	2		1			1
Horticulture	ASSOC	1	1				
	CERT			1	1		1
Hospitality Management	ASSOC	6	6	7	4	2	7
	CERT	7	3	6	12	12	1
Insurance	ASSOC	3					
	CERT		1				7
Interior Design	ASSOC	22	18	17	18	16	14
Journalism	ASSOC	2	1	3			2
	CERT	1	5	2	0	2	

Source: Harper College Regent System

(Continued)

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

Program	Degree Type	97-98	98-99	99-00	00-01	01-02	02-03
Law Office Administrative Assistant	ASSOC	23					2
	CERT	23	1				
Management	ASSOC	4	8	10	5	7	9
	CERT	17	8	34	27	26	27
Manufacturing Engineering	ASSOC	3				1	
	CERT	3	1	3			
Marketing	ASSOC	5	7	4	3	3	5
	CERT	5	1	8	6	13	14
Mechanical Engineering Technology	ASSOC	5	3	1	1	1	2
	CERT	6	2	2	16	1	1
Medical Office Adminstration	ASSOC	3	2	6	5	2	3
	CERT	9	14	7	15	5	3
Nursing	ASSOC	94	107	111	79	81	94
	CERT	45	27	31	20	16	14
Paralegal Studies	ASSOC		16	14	14	11	23
	CERT		21	27	42	32	62
Park and Golf Maintenance	ASSOC	2	4	3	3	1	1
	CERT	1	0	0	3	1	7
Pharmacy Technician	CERT	9	3	4	5	2	
Plant Science Technology	ASSOC	9	5	5	4	4	4
	CERT	19	22	19	12	11	13
Refrigeration & Air Conditioning Technology	ASSOC	4	5	4		3	1
	CERT	34	17	35	20	46	53
Sign Language Interpreting	ASSOC	3	2	4	2	1	
	CERT	7	6	5	16	6	11
Supply Chain Management	ASSOC	1	5	2	5	4	1
	CERT	25	13	35	16	9	11
Web Application Developer	ASSOC						7
	CERT						29
Web Visual Design	ASSOC						3
	CERT						12

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

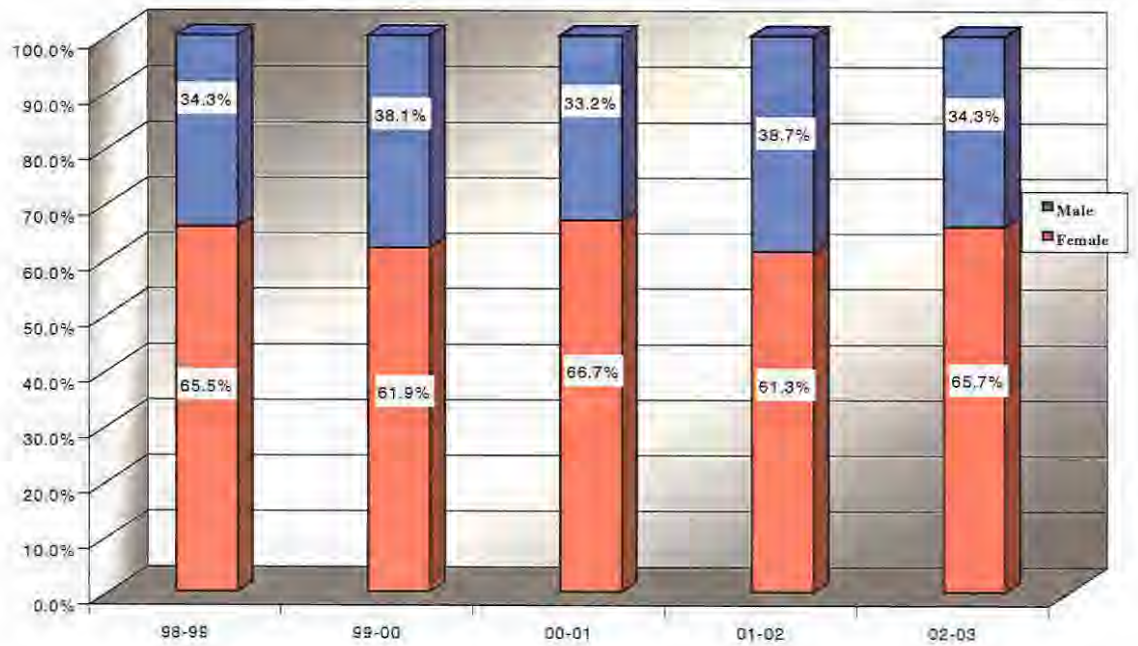


Table III-G1 Gender of Students Awarded Degrees or Certificates

Years 1998-1999 through 2002-2003	98-99		99-00		00-01		01-02		02-03	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Female	886	65.5%	866	61.9%	899	66.7%	829	61.3%	941	65.7%
Male	464	34.3%	533	38.1%	447	33.2%	524	38.7%	491	34.3%
Unknown	2	0.1%	0	0.0%	1	0.1%	0	0.0%	0	0.0%

Source: Harper College Regent System

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

Years 1998-1999 through 2002-2003	98-99		99-00		00-01		01-02		02-03	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Asian or Pacific Islander	134	9.9%	146	10.4%	117	8.7%	155	11.5%	146	10.2%
American Indian or Alaskan Native	3	0.2%	5	0.4%	0	0.0%	5	0.4%	5	0.3%
African-American	32	2.4%	29	2.1%	27	2.0%	30	2.2%	33	2.3%
Hispanic	59	4.4%	83	5.9%	72	5.3%	96	7.1%	118	8.2%
White Non-Hispanic	1001	74.1%	1030	73.6%	1012	75.1%	968	71.5%	1026	71.6%
International	23	1.7%	17	1.2%	13	1.0%	7	0.5%	7	0.5%
Other/Unknown/Refused	99	7.3%	89	6.4%	106	7.9%	92	6.8%	97	6.8%

Source: Harper College Regent System

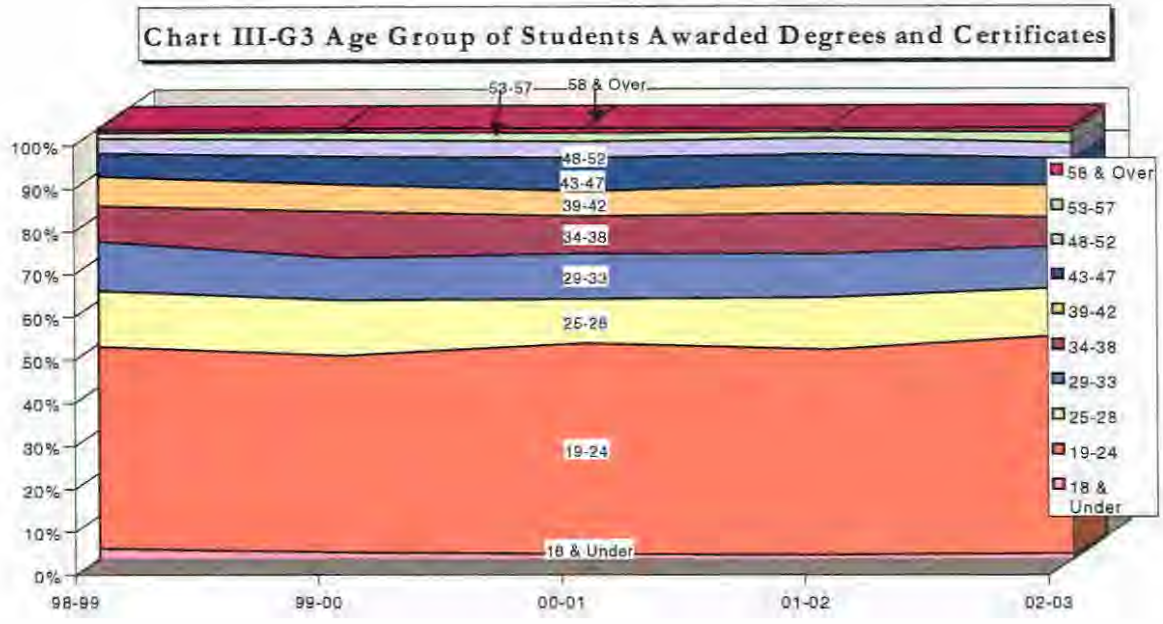


Table III-G3 Age Groups of Students Awarded Degrees or Certificates

Years 1998-1999 through 2002-2003	98-99		99-00		00-01		01-02		02-03	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
18 & Under	29	2.1%	19	1.4%	11	0.8%	10	0.7%	15	1.0%
19-24	636	47.1%	638	45.7%	661	49.1%	645	47.7%	727	50.8%
25-28	175	13.0%	180	12.9%	138	10.2%	162	12.0%	158	11.0%
29-33	156	11.6%	138	9.9%	144	10.7%	139	10.3%	139	9.7%
34-38	112	8.3%	153	11.0%	117	8.7%	128	9.5%	94	6.6%
39-42	92	6.8%	88	6.3%	78	5.8%	92	6.8%	107	7.5%
43-47	74	5.5%	90	6.4%	107	7.9%	95	7.0%	89	6.2%
48-52	45	3.3%	53	3.8%	49	3.6%	49	3.6%	52	3.6%
53-57	20	1.5%	28	2.0%	26	1.9%	22	1.6%	37	2.6%
58 & Over	10	0.7%	10	0.7%	16	1.2%	10	0.7%	14	1.0%
Unspecified	3	0.2%	2	0.1%	0	0.0%	1	0.1%	0	0.0%

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 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 1998-1999 through 2002-2003	98-99		99-00		00-01		01-02		02-03	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Male	6,113	39.8%	5,971	40.3%	5,992	42.4%	5,804	41.9%	5,307	41.0%
Female	9,170	59.7%	8,763	59.1%	8,047	56.9%	7,939	57.4%	7,568	58.4%
Unknown	89	0.6%	89	0.6%	91	0.6%	99	0.7%	83	0.6%
Total	15,372		14,823		14,130		13,842		12,958	

Source: Continuing Education

Table IV - A2 Enrollment of Continuing Education Students By Semester

Years 1998-1999 through 2002-2003	98-99		99-00		00-01		01-02		02-03	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Summer	7,340	26.6%	7,598	27.0%	9,498	35.3%	10,936	39.7%	10,490	40.0%
Fall	9,581	34.7%	9,100	32.3%	8,558	31.8%	7,920	28.7%	7,426	28.3%
Spring	10,714	38.8%	11,474	40.7%	8,857	32.9%	8,720	31.6%	8,297	31.7%
Total	27,635		28,172		26,913		27,576		26,213	

Source: Continuing Education

Table IV - A3 Enrollment of Continuing Education Students By Semester

Years 1998-1999 through 2002-2003	98-99		99-00		00-01		01-02		02-03	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Summer	4,850	26.0%	4,647	25.8%	5,075	29.8%	5,447	32.6%	5,075	32.6%
Fall	6,623	35.5%	6,012	33.4%	6,010	35.2%	5,386	32.3%	5,076	32.6%
Spring	7,180	38.5%	7,336	40.8%	5,970	35.0%	5,865	35.1%	5,405	34.7%
Total	18,653		17,995		17,055		16,698		15,556	
Unduplicated Total*	15,374		14,823		14,130		13,842		12,958	

Source: Continuing Education

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

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

Years 1998-1999 through 2002-2003	98-99		99-00		00-01		01-02		02-03	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Computer Training	6,037	21.8%	6,494	23.1%	4,948	18.4%	4,145	15.0%	3,191	12.2%
Personal Enrichment	6,407	23.2%	6,530	23.2%	4,807	17.9%	5,400	19.6%	4,441	16.9%
Physical Fitness	6,152	22.3%	6,069	21.5%	5,523	20.5%	5,647	20.5%	4,918	18.8%
Professional Development	5,203	18.8%	4,875	17.3%	4,491	16.7%	4,815	17.5%	5,492	21.0%
Youth Programs	3,836	13.9%	4,204	14.9%	7,144	26.5%	7,569	27.4%	8,171	31.2%
Total	27,635		28,172		26,913		27,576		26,213	

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 programs 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 1998-1999 through 2002-2003	98-99	99-00	00-01	01-02	02-03
Total Companies Served	92	95	111	84	74
Number of New Clients	40	36	61	34	22
Programs or Services Delivered	622	552	531	403	369
Employees Served	8,797	5,990	5,594	5,542	4,696
Gross Sales	$1,372,141	$1,241,606	$1,440,319	$1,170,000	$1,220,213

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

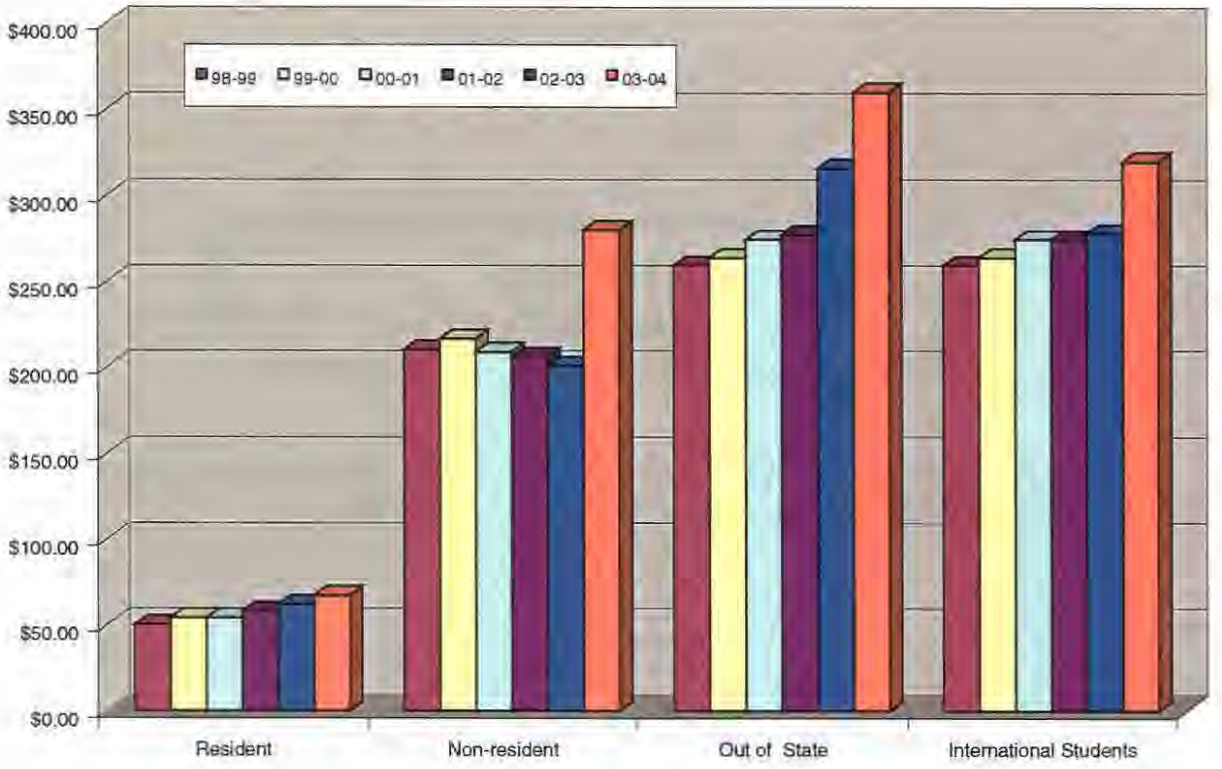


Table V-1 Tuition for Credit Courses Per Semester Hour By Residency

Years 1997-1998 through 2003-2004	98-99	99-00	00-01	01-02	02-03	03-04
Resident	$50.00	$54.00	$54.00	$58.00	$62.00	$67.00
Non-resident	$210.18	$216.40	$208.81	$206.26	$201.00	$280.00
Out of State	$259.31	$263.90	$274.39	$277.29	$316.00	$360.00
International Students	$259.31	$263.90	$274.39	$274.39	$278.00	$320.00

Source: Harper College Catalog

Table V-2 Operating Funds Revenues

HARPER COLLEGE, COMMUNITY COLLEGE DISTRICT NO. 512

For the year ended June 30, 2003

Operating Revenue by Source:	Education Fund	Operations and Maintenance Fund	Total Operating Funds
Local Government Revenue:			
Local taxes	$24,520,236	$10,484,869	$35,005,105
Chargeback revenue	$178,119	—	$178,119
Other	—	—	—
Total Local Government Revenue	$24,698,355	$10,484,869	$35,183,224
State Government Revenue:			
ICCB Credit Hour grants	$7,552,401	—	$7,552,401
CPPTRR	$349,323	$188,097	$537,420
Other	$518,031	—	$518,031
Total State Government Revenue	$8,419,755	$188,097	$8,607,852
Federal Government Revenue:			
Department of Education	$20,141		$20,141
Other	—	346	$346
Total Federal Government Revenue	$20,141	$346	$20,487
Student Tuition and Fees:			
Tuition	$16,311,032	$1,431,026	$17,742,058
Fees	$3,109,849	$525,834	$3,635,683
Other student assessments	—	—	$0
Total Student Tuition and Fees	$19,420,881	$1,956,860	$21,377,741
Other sources:			
Sales and service fees	$47,465	—	$47,465
Investment revenue	$445,419	$195,339	$640,758
Nongovernmental grants	—	—	—
Other	$16,703	$507	$17,210
Total Other Revenue	$509,587	$195,846	$705,433
Total Revenue	**$53,068,719**	**$12,826,018**	**$65,894,737**
Less – Nonoperating items:*			
Tuition chargeback revenue	$178,119	—	$178,119
Instruction service contracts	—	—	—
Adjusted Revenue	**$52,890,600**	**$12,826,018**	**$65,716,618**

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

Source: Harper College Finance Department

Chart V-2
Harper College
Community College District No. 512
Operating Funds Revenue FY03

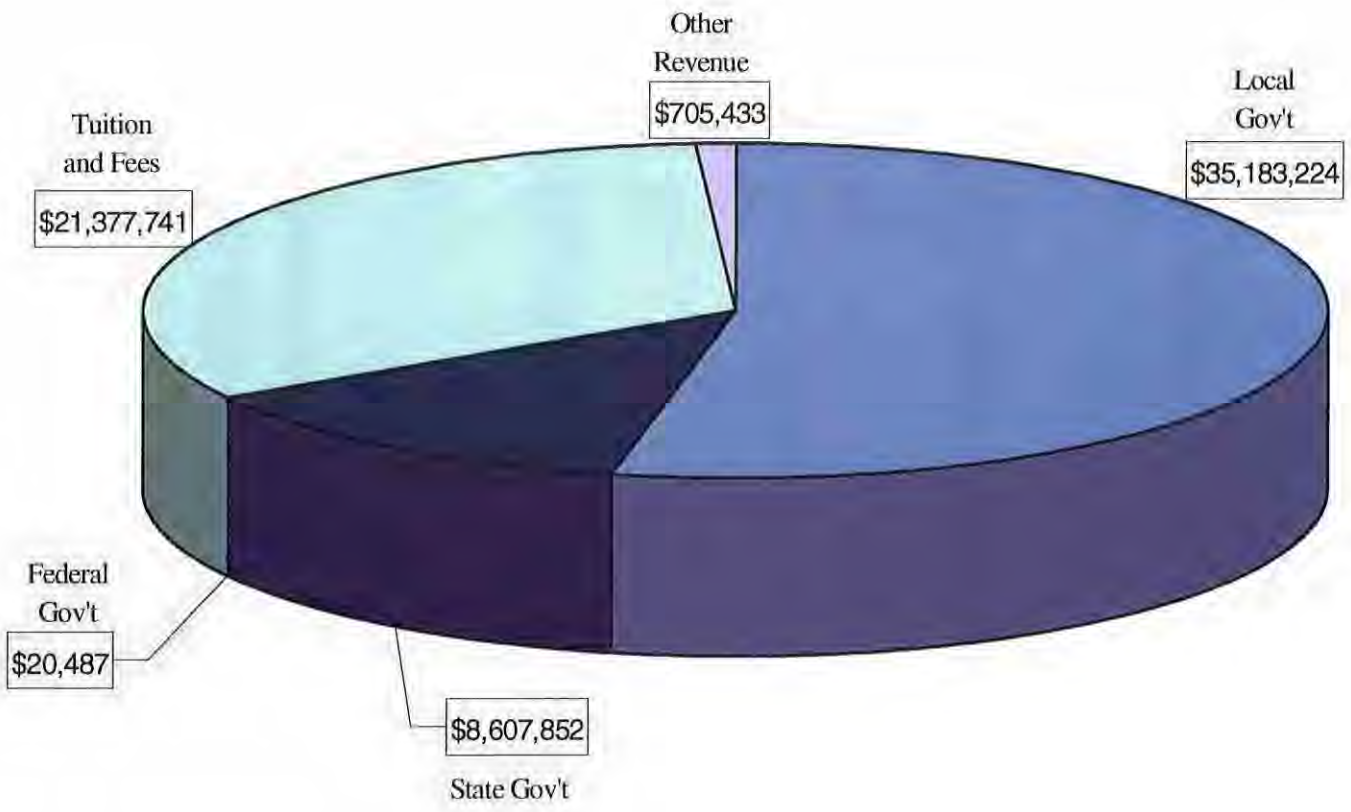


Table V-3 Operating Funds Expenditures

HARPER COLLEGE, COMMUNITY COLLEGE DISTRICT NO. 512

For the year ended June 30, 2003

	Education Fund	Operations and Maintenance Fund	Total Operating Funds
Operating Expenditures By Program:			
Instruction	$22,556,804	—	$22,556,804
Academic support	$5,397,165	—	$5,397,165
Student services	$5,706,414	—	$5,706,414
Public service / continuing education	$78,412	—	$78,412
Operations and maintenance	—	$7,526,893	$7,526,893
Institutional support	$14,609,977	$3,378,984	$17,988,961
Scholarships, Grants, Waivers	$305,069	$0	$305,069
Transfers	$2,059,063	$431,026	$2,490,089
Total Operating Expenditures	**$50,712,904**	**$11,336,903**	**$62,049,807**
Less – Nonoperating items:*			
Tuition chargebacks	$113,132	—	$113,132
Transfers to nonoperating funds	$2,059,063	431,026	$2,490,089
Adjusted Operating Expenditures	**$48,540,709**	**$10,905,877**	**$59,446,586**
Operating Expenditures By Object:			
Salaries	$34,865,448	$3,851,650	$38,717,098
Employee benefits	$6,046,967	$823,566	$6,870,533
Contractual services	$2,724,798	$1,279,446	$4,004,244
General materials and supplies	$2,652,387	$747,332	$3,399,719
Conference and meeting expense	$495,833	$17,304	$513,137
Fixed charges	$208,535	$155,239	$363,774
Utilities	—	$2,130,776	$2,130,776
Capital outlay	$501,228	$1,900,512	$2,401,740
Other	$1,158,645	$52	$1,158,697
Transfers	$2,059,063	431,026	$2,490,089
Total Operating Expenditures	**$50,712,904**	**$11,336,903**	**$62,049,807**
Less – Nonoperating items:*			
Tuition chargebacks	$113,132	—	$113,132
Transfers to nonoperating funds	$2,059,063	431,026	$2,490,089
Adjusted Operating Expenditures	**$48,540,709**	**$10,905,877**	**$59,446,586**

* Intercollege expenses are subtracted to allow for statewide comparisons.

Source: Harper College Finance Department

Chart V-3
Harper College
Community College District No. 512
Operating Funds Expenditure FY03

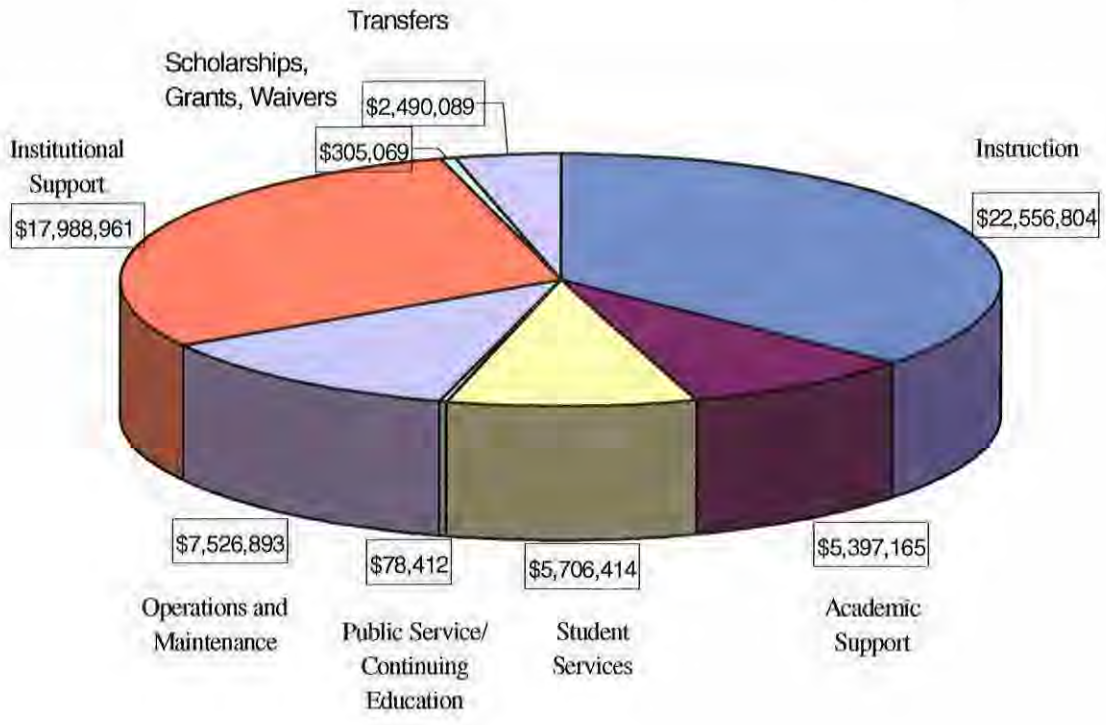


Table V-4 Historical Assessed Valuations and Taxes Extended

HARPER COLLEGE, COMMUNITY COLLEGE DISTRICT NO. 512

Governmental Fund Types	2002	2001	2000	1999	1998	1997	1996	1995	1994	1993
Equalized Assessed Valuations (000's)	16,793,410	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
Tax Rates:										
Education Fund	0.1535	0.1533	0.1750	0.1609	0.1655	0.1751	0.1667	0.1624	0.1753	0.1703
Operations & Maintenance Fund	0.0655	0.0657	0.0750	0.0689	0.0709	0.0750	0.0715	0.0696	0.0751	0.0730
Operations & Maintenance Restricted Fund	0.0027	0.0144	0.0096	0.0178	0.0100	0.0101	0.0098	0.0103	0.0113	0.0105
Bond & Interest Fund	0.0665	0.0702	0.0810	0.0167	0.0206	0.0222	0.0223	0.0229	0.0246	0.0238
Audit Fund	0.0008	0.0005	0.0005	0.0005	0.0005	0.0004	0.0004	0.0006	0.0003	0.0003
Liability, Protection, & Settlement Fund	0.0068	0.0063	0.0054	0.0082	0.0094	0.0084	0.0103	0.0132	0.0094	0.0092
Total	0.2958	0.3104	0.3465	0.2730	0.2769	0.2912	0.2810	0.2790	0.2960	0.2871
Taxes Extended:										
Education Fund	25,785,597	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
Operations & Maintenance Fund	10,999,036	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
Operations & Maintenance Restricted Fund	454,384	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
Bond & Interest Fund	11,177,197	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
Audit Fund	128,750	77,250	72,100	66,994	61,804	51,503	49,082	66,950	36,050	33,512
Liability, Protection, & Settlement Fund	1,133,000	976,624	720,259	1,098,699	1,203,040	1,009,400	1,232,763	1,545,000	1,009,400	938,338
Total	49,677,964	48,535,312	46,556,883	36,578,653	35,724,333	34,927,892	33,627,949	32,601,004	31,918,790	29,151,754

Source: Harper College Finance Department

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.

Euclid Ave.
Algonquin Rd.
Rand Rd.
N
W
E
S
Lot 1
Lot 2
Lot 3
Lot 4
Lot 5
Lot 6
Lot 7
Lot 8
Lot 9
Lot 10
Lot 11
Lot 12
Destination Building
Legend
Buildings
Sidewalks
Parking Lots
Vehicular Pathways

Table VI-1 Extension Center Locations

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

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

Harper College TECH
Hilltop Professional Center
650 East Higgins Road
Schaumburg, IL 60173

Hoffman Estates High School
1100 West Higgins Road
Hoffman Estates, IL 60195

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

Northeast Palatine
Community Center -NPCC
1585 North Rand Road
Palatine, IL 60067 (AED only)

Police Neighborhood
Resource Center - PNRC
2272 West Algonquin Parkway
Rolling Meadows, IL 60008 (AED only)

TechnologyDotCom – TEC
975 East Nerge Road
Schaumburg, IL 60172

Wheeling High School - WHS
900 South Elmhurst Road
Wheeling, IL 60090

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	1974	12,714
*(W) Wojcik Conference Center	2002	50,122
(HPC) Harper Professional Center	1982	17,654**
(MOD) Modular Classrooms	1999	3,648
(NEC) Northeast Center	1973	56,270
Total Square Feet		**1,001,963**

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

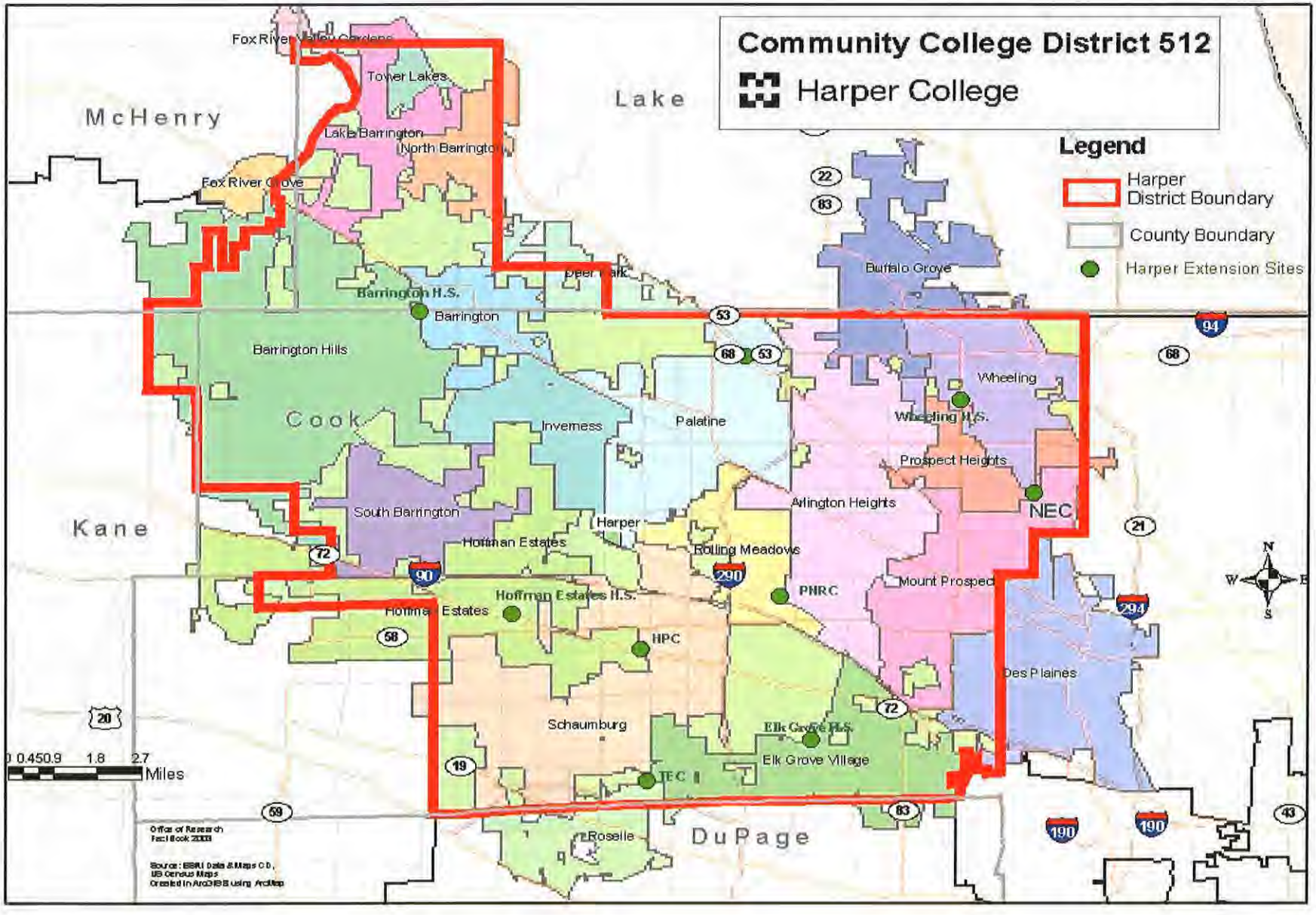

Community College District 512
Harper College
Legend
Harper District Boundary
County Boundary
Harper Extension Sites
McHenry
Lake
Cook
Kane
DuPage
Fox River Valley Gardens
Tower Lakes
Lake Barrington
North Barrington
Fox River Grove
Barrington H.S.
Barrington
Barrington Hills
Deer Park
Buffalo Grove
Wheeling
Wheeling H.S.
Inverness
Palatine
Prospect Heights
Arlington Heights
NEC
South Barrington
Harper
Hoffman Estates
Rolling Meadows
PNRC
Mount Prospect
Hoffman Estates H.S.
HPC
Des Plaines
Schaumburg
Elk Grove H.S.
Elk Grove Village
IEC
Roselle
0 0.45 0.9 1.8 2.7
Miles
Office of Research
Fact Book 2003
Source: ESRI Data & Maps CD,
US Census Maps
Created in ArcGIS 8.3 using ArcMap

Table VI-3 Square Footage of Facilities

Fiscal Years 2002 - 2003		
Room Use		**Square Feet**
Classroom		121,912
Laboratory		165,713
Office		128,965
Study		37,048
Special Use	Athletic/P.E.	60,761
	All Other Special Use Facilities	16,342
General Use	Theatre/Auditorium	28,664
	All Other General Use Facilities	40,271
Supporting Facilities		42,024
Health Care		829
Total Net Assignable Square Footage		**642,529**
Total Gross Square Footage		**1,001,963**
NASF/GSF Ratio		**64.1%**

Source: Resource Allocation and Management Plan (RAMP) September 2003 submission, and Performing Arts Center Data from Physical Plant

Table VI-4 Land and Parking Summary

Fiscal Years 2002 - 2003	
Category	**Acres**
Landscaped Grounds	34.9
Physical Education and Athletic Fields	21
Building and Attached Structure	41.4
Other Instructional Areas	7
Parking Lots	38.9
Total Number of on Campus Parking Spaces	4586
Roadways	18
Pond Retention and Drainage	10
Other	17
Total Assigned Area	**188.2**
Currently Unassigned	**0**
Total Acres	**188.2**

Source: Resource Allocation and Management Plan (RAMP) documents

Chapter VII
Human Resources

Chapter VII presents tables reflecting data on full-time faculty and full-time and part-time regular employees by job category for fiscal years 1999 to 2003. Tables showing percentage of full-time contact hours covered by full-time faculty are also provided.

Table VII-1 Faculty Demographic Breakdown

Education Level

Years 1999-2000 through 2003-2004	99-00		00-01		01-02		02-03		03-04	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Associate's	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Bachelor's	7	3.6%	7	3.4%	7	3.4%	7	3.4%	8	3.8%
Master's	155	78.7%	160	78.4%	167	81.1%	161	79.3%	163	76.9%
Doctorate	35	17.8%	37	18.1%	32	15.5%	35	17.2%	41	19.3%
Vacant	*22*		*15*		*13*		*16*		*7*	
TOTAL	**219**	**100%**	**219**	**100%**	**219**	**100%**	**219**	**100%**	**219**	**100%**

Professional Title

Years 1999-2000 through 2003-2004	99-00		00-01		01-02		02-03		03-04	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Professor	53	26.9%	56	27.5%	52	25.2%	33	16.3%	35	16.5%
Assoc Prof	55	27.9%	57	27.9%	57	27.7%	53	26.1%	57	26.9%
Asst Prof	49	24.9%	50	24.5%	52	25.2%	63	31.0%	65	30.7%
Instructor	40	20.3%	41	20.1%	45	21.8%	54	26.6%	55	25.9%
Vacant	*22*		*15*		*13*		*16*		*7*	
TOTAL	**219**	**100%**	**219**	**100%**	**219**	**100%**	**219**	**100%**	**219**	**100%**

Gender

Years 1999-2000 through 2003-2004	99-00		00-01		01-02		02-03		03-04	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Female	118	59.9%	121	59.3%	121	58.7%	121	59.6%	128	60.4%
Male	79	40.1%	83	40.7%	85	41.3%	82	40.4%	84	39.6%
Vacant	*22*		*15*		*13*		*16*		*7*	
TOTAL	**219**	**100%**	**219**	**100%**	**219**	**100%**	**219**	**100%**	**219**	**100%**

Race/Ethnicity

Years 1999-2000 through 2003-2004	99-00		00-01		01-02		02-03		03-04	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Asian	6	3.0%	7	3.4%	7	3.4%	7	3.4%	8	3.8%
African-American	3	1.5%	3	1.5%	5	2.4%	9	4.4%	9	4.2%
Hispanic	2	1.0%	3	1.5%	3	1.5%	3	1.5%	4	1.9%
American Indian Native	0	0.0%	0	0.0%	0	0.0%	1	0.5%	0	0.0%
White	186	94.4%	191	93.6%	191	92.7%	183	90.1%	191	90.1%
Vacant	*22*		*15*		*13*		*16*		*7*	
TOTAL	**219**	**100%**	**219**	**100%**	**212**	**100%**	**219**	**100%**	**219**	**100%**

Source: Academic Affairs

Table VII-2

Full and Part-Time Regular Employees by Job Category as of June 30, 2003

Job Category	Number	Non-minority		Minority		Percent	
		Male	Female	Male	Female	Female	Minority
Executive, Administrative, Managerial	46	15	23	5	3	56.5%	17.4%
Faculty - Instructional	182	71	97	5	9	58.2%	7.7%
Faculty - Non-Instructional	19	5	8	1	5	68.4%	31.6%
Other Professionals	49	9	35	1	4	79.6%	10.2%
Technical and Paraprofessional	139	52	70	9	8	56.1%	12.2%
Clerical and Secretarial	201	20	157	10	14	85.1%	11.9%
Skilled Crafts	19	19	0	0	0	0.0%	0.0%
Service/Maintenance	96	39	23	23	11	35.4%	35.4%
TOTAL	**751**	**230**	**413**	**54**	**54**	**62.2%**	**14.4%**

Source: Personnel Office

Table VII-3

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%
TOTAL	**742**	**228**	**421**	**46**	**47**	**63.1%**	**12.5%**

Source: Personnel Office

Table VII-4

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%
TOTAL	**741**	**236**	**421**	**46**	**47**	**63.2%**	**12.6%**

Source: Personnel Office

Table VII-5

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%
TOTAL	**710**	**227**	**413**	**36**	**34**	**63.0%**	**9.9%**

Source: Personnel Office

Table VII-6

Percent of Contact Hours Covered by Full-Time Faculty

Division	Semester	Fiscal Years 1998-1999 through 2002-2003				
		1998-99	1999-2000	2000-2001	2001-2002	2002-2003
AE/LS	Fall	46.8%	33.1%	41.9%	34.2%	45.5%
AE/LS	Spring	47.8%	60.0%	56.9%	36.6%	45.8%
BUS/SS	Fall	43.5%	35.4%	38.3%	44.8%	39.9%
BUS/SS	Spring	44.2%	30.5%	37.4%	45.9%	37.2%
LIB ARTS	Fall	41.2%	49.3%	43.3%	46.4%	37.1%
LIB ARTS	Spring	44.5%	41.4%	48.1%	43.9%	35.2%
LS/HS	Fall	50.3%	56.4%	41.9%	61.3%	43.0%
LS/HS	Spring	46.8%	41.9%	54.6%	60.3%	40.8%
STU DEV	Fall	34.0%	40.8%	71.0%	NA	65.1%
STU DEV	Spring	0.0%	54.4%	68.8%	NA	26.3%
TM/PS	Fall	52.3%	42.5%	48.8%	51.8%	47.2%
TM/PS	Spring	43.5%	41.4%	46.6%	52.5%	50.9%
WHP	Fall	18.3%	31.9%	17.0%	28.6%	36.2%
WHP	Spring	20.7%	20.2%	18.6%	26.8%	30.1%

Source: Academic Affairs

Chapter VIII
Support Services

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)	Periodical (Titles)	Audio (Titles)	Graphic (Titles)	Video (Titles)	Computer File (Titles)	Microform (Titles)	Total (Titles)
Library Services (FY 2003)	120,544	7,029	6,973	6,644	13,630	954	106	155,880

Source: Library Services, Academic Affairs

Years 1998-1999 to 2002-2003						
Support Service Area		98-99	99-00	00-01	01-02	02-03
Tutoring Center	Student Contacts	16,277	14,017	14,164	16,631	16,537
Success Services	Student Contacts	1,146	1,338	1,391	2,029	2,054
Writing Center	Student Contacts	67,512	68,134	72,315	88,881	97,910

Source: Library Services, Academic Affairs

Section VIII-B Student Support Services

Table VIII-B1 Student Support Services

Years 1998-1999 to 2002-2003						
Support Service Area			98-99	99-00	00-01	01-02	02-03
Academic Advising and Counseling Centers		Student Contacts	62,276	64,935	71,322	70,683	44,242
		Multicultural Affairs/Learning	5,873	8,135	NCS	NCS	17,485
Access and Disability Services	Numbers Served	Students	508	536	578	580	506
		Employees	18	18	12	12	18
		Community Contacts	1,800	1,839	1,709	1,460	2,105
	By Disability	Learning Disability	335	315	260	271	202
		Deaf/Hard of Hearing	57	60	80	62	54
		Attention Deficit Disorders	23	35	83	117	91
		Psychological Disorders	14	19	43	47	45
		Visually Impaired	12	15	8	10	12
		Physical Disability	18	24	43	30	56
		Head Injury	12	12	11	8	8
		Others	37	56	50	35	38
Assessment Services		Tests Administered	18,139	22,909	24,826	26,824	28,107
Career Centers		Student/ Employer Contacts	36,404	38,632	36,562	37,538	32,387
Center for New Students		Student Contacts	50,976	44,467	51,548	59,835	54,081
Health and Psychological Services		Psychological Services	6,380	6,533	6,451	6,848	6,670
		Health Services (Students/Employees and Community)	NA	20,436	22,158	27,534	28,888
Meeting, Exhibit & Convention Services		Student & Community Contacts	166,033	158,252	160,159	172,849	165,006
Women's Program		Student & Community Contacts	15,139	13,484	12,597	11,169	13,492

Source: Student Affairs; Notes: NA = Not Available, NCS = Not Collected Separately

Table VIII-B2-1 Financial Aid Support to Students

Years 1998-1999 to 2002-2003						
Financial Aid Awards		98-99	99-00	00-01	01-02	02-03
Number of Awards By Type	Pell Grant	922	926	971	1,235	1,490
	Work Study	115	104	85	143	159
	SEOG	368	325	510	414	458
	Family ed. Loan	348	346	377	495	566
	ISAC	648	812	851	1,102	1,308
	IL vets	444	467	432	443	390
	Total Number of Awards	2,845	2,978	3,226	3,832	4,371
Amount of Awards By Type	Pell Grant	$1,447,226	$1,478,821	$1,614,478	$2,431,311	$3,030,826
	Work Study	$124,126	$131,106	$102,786	$171,474	$204,832
	SEOG	$93,147	$97,243	$141,654	$142,797	$154,276
	Family ed. Loan	$907,862	$1,125,554	$1,221,760	$1,518,863	$1,829,800
	ISAC	$658,270	$792,847	$864,766	$1,144,606	$1,253,408
	IL vets	$1,032,407	$1,288,094	$1,234,944	$1,161,473	$842,507
	Total Amount of Awards	$4,263,038	$4,913,665	$5,180,388	$6,570,524	$7,315,649

Source:Financial Aid Office

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

Years 1998-1999 through 2002-2003	98-99		99-00		00-01		01-02		02-03	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Asian or Pacific Islander	294	13.0%	324	14.1%	343	14.6%	411	15.3%	416	14.8%
American Indian or Alaskan Native	9	0.4%	13	0.6%	8	0.3%	6	0.2%	7	0.2%
African-American	197	8.7%	190	8.3%	199	8.5%	273	10.1%	296	10.5%
Hispanic	173	7.7%	199	8.7%	223	9.5%	292	10.8%	336	11.9%
White Non-Hispanic	1,286	57.1%	1,241	54.1%	1,262	53.7%	1,389	51.6%	1,466	52.1%
Unknown/Refused	294	13.0%	327	14.3%	317	13.5%	321	11.9%	294	10.4%

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 and 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
- Researching, 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.

Table VIII-C1-1 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	PC	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		
Total	**14**	**239**		

Source: Information Systems & Technology

Main Campus

ATRC

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

Source: Information Systems & Technology - As of Fiscal Year 2002

Application Systems

MISSION STATEMENT

The mission of Information Technology/Application Systems (IT/AS) is to respond to and anticipate direct needs and requests of our customers (Harper Students, Staff, Faculty, Community, and Administration). As an integral part of our mission we will continue to explore emerging trends in technology and higher education, maximize existing resources, integrate inter-departmental practices, facilitate communication and further empower the Harper Community. Our mission encompasses virtually all constituencies of Harper College. This includes academic needs, student support services, financial and human resources applications, facilities and asset management and the interrelationship of these functions with our customers.

Administrative Applications analyzes and manages the development, installation and support of applications supporting the following areas: Administrative Services, Marketing, Student Affairs, and Continuing Education (registration only).

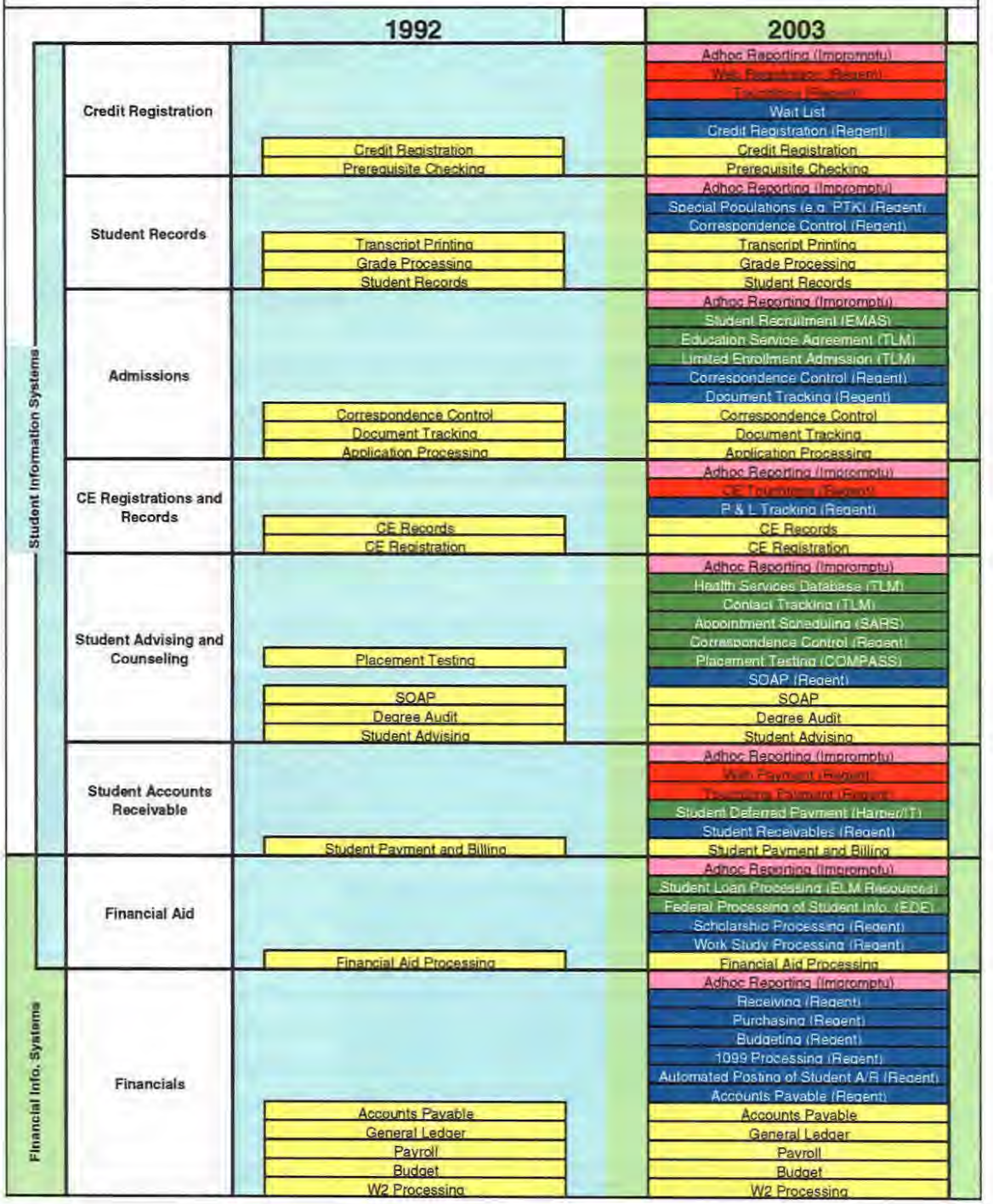
Strategic Applications analyzes and manages the development, installation and support of strategic and departmental applications supporting the following areas: Foundation, Planning & Strategy, Academic Affairs, Continuing Education, Physical Plant, Organizational Development, Information Technology, and Applications Support.

Strategic Applications also provides the hands-on technical expertise in database design and development, software development and systems administration to the Administrative and Strategic Application teams. The department perform application upgrades, installation, technical and production support utilizing the following skills: Database Design/Development/Support, System Administration, and Web/Internet/Intranet Development.

Process Improvement identifies opportunities to increase productivity in offices throughout the College utilizing technology by working with offices to increase productivity, quality and reliability of work by introducing new or existing best-in-class technologies and processes.

Table VIII-C2-1 Institution Applications

Administrative and Strategic Systems - Supported Processes
July 1, 2002 through June 30, 2003



(Continued)

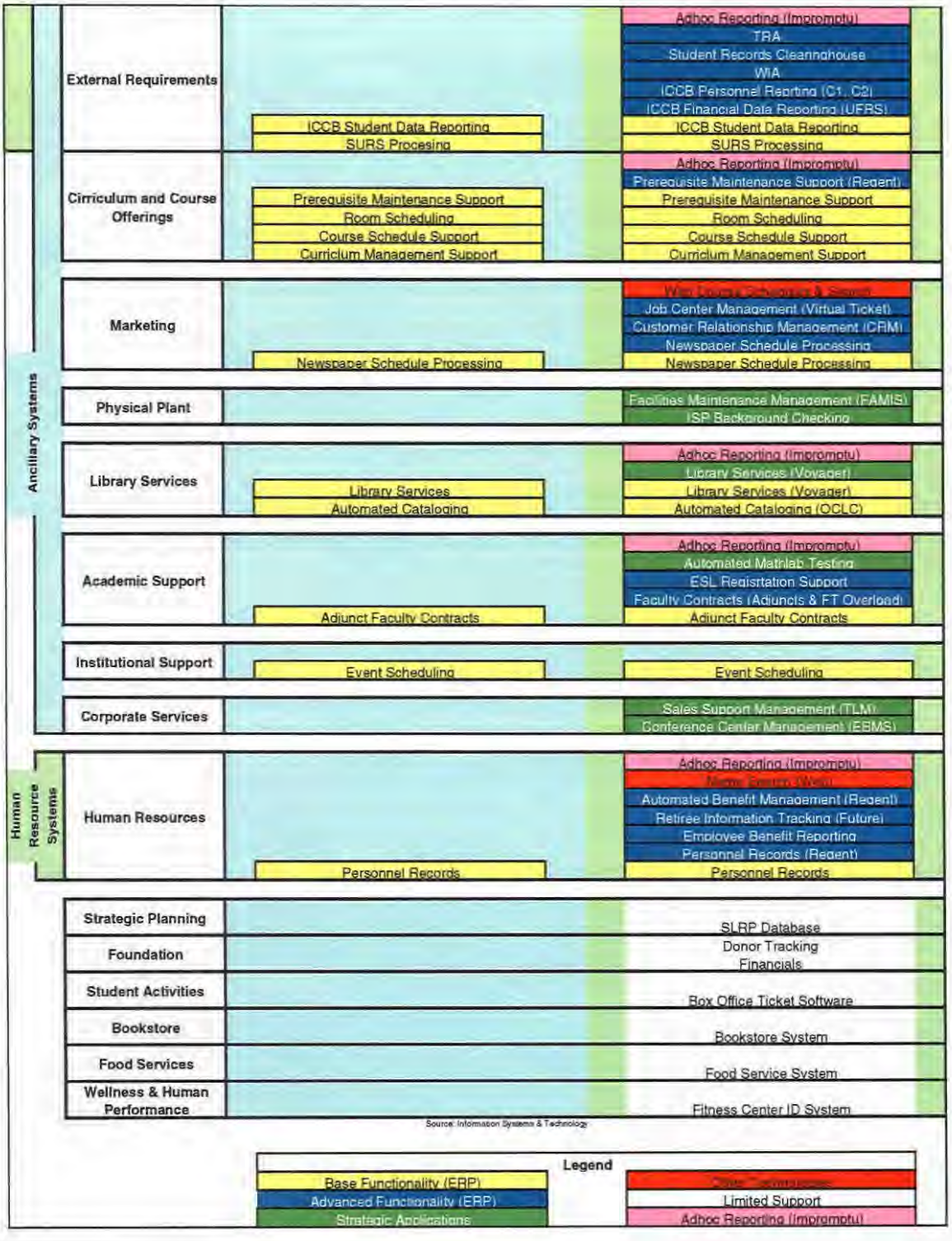

Ancillary Systems
Human Resource Systems
External Requirements
ICCB Student Data Reporting
SURS Processing
Adhoc Reporting (Impromptu)
TRA
Student Records Clearinghouse
WIA
ICCB Personnel Reporting (C1, C2)
ICCB Financial Data Reporting (UFRS)
ICCB Student Data Reporting
SURS Processing
Cirriculum and 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
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 Resources
Personnel Records
Adhoc Reporting (Impromptu)
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
Legend
Base Functionality (ERP)
Advanced Functionality (ERP)
Strategic Applications
Limited Support
Adhoc Reporting (Impromptu)

Table VIII-C2-2 Database Record Statistics

Type	Category	Record Counts Fiscal 2002	Record Counts Fiscal 2003
Curriculum	Number of Class Section Records	37,716	43,986
Facilities	Number of Facility Event Records	76,092	89,015
Financial	Number of Accounts Payable Invoice Records	164,035	164,035
Financial	Number of Accounts Payable Invoice Records Added Annually	50,000	50,000
Financial	Number of Purchase Order and Requisition Records	38,000	38,000
Financial	Number of Purchase Order and Requisition Records Added Annually	5,000	5,000
Financial	Number of Records in the Chart of Accounts	164,035	164,035
Financial	Number of Records Added to Chart of Accounts Annually	12,000	12,000
Financial	Number of Vendor Records	22,000	22,000
Human Resources	Number of Active Employee Records	2,684	2,722
Human Resources	Number of Employee Records	8,352	8,982
Student	Number of CE Student Records	281,715	289,054
Student	Number of Credit Student Records	378,354	405,543
Student	Number of Credit Transcript Records	2,500,201	2,900,593
Student	Number of Unduplicated Student Records (CE and Credit)	552,718	677,855
General	Number of Unique Entities (Individuals and Companies) Stored in Regent	573,215	573,215
Total		**4,866,117**	**5,446,035**

Source, Information Systems & Technology

Client Services

MISSION STATEMENT

The Client Services group provides support for desktop computing and media rich facilities in such a manner that we are prepared for both the present and future defined needs of the College. Primary goals are to listen to each Harper community member, to make each member feel comfortable in seeking and implementing new technology, to take advantage of technology trends to produce desired results and provide the best educational lab and administrative desktop environment in a consistent manner. These goals must be blended with those of the institution to make adjustments and modifications based on available money and institutional need.

Within Client Services there are four areas - Acquisitions and Licensing, Desktop Support, Lab support and Media Events, Service Desk and Technology Training.

Table VIII-C3-1 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
Total	**90**	**1300**	**800**	**18**

Source: Information Systems & Technology - As of Fiscal Year 2002

Table VIII-C3-1A 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
Total	**199**	**289**

Source: Information Systems & Technology - As of Fiscal Year 2002

Table VIII-C3-2 Instructional Computer Lab Support

Service Desk Tickets (June through October)

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

Source: Information Systems & Technology - As of Fiscal Year 2002

Table VIII-C3-3 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 Classses Supported	7
Special Events Supported	102
Events Audio or Videotaped & Editing Projects	26
Equipment Installation Projects	5
Total	**4,815**

Source: Information Systems & Technology - As of Fiscal Year 2002

Table VIII-C3-4 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
Total	**103,627**

Source: Information Systems & Technology - As of Fiscal Year 2002

Table VIII-C3-4A 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
Total	**1,035**	**5,411**

Source: Information Systems & Technology - As of Fiscal Year 2002

Table VIII-C3-5 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	Microgrande (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	
Total Software Titles for Instruction/Administration	**975**	

Source: Information Systems & Technology - As of Fiscal Year 2002

Table VIII-C3-6 Repair Services

Desktop & Related Equipment Inventory

Room Type	A/V Equipment	Computers	Fax	Hand Held Computers	Printers	Laptops	Total
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**
Total	**612**	**2,680**	**56**	**56**	**498**	**223**	**4,125**

Source: Information Systems & Technology - As of Fiscal Year 2002

Technical Services

MISSION STATEMENT

The Technical Services Group provides the technology platform and computing system resources that are the building blocks of Harper College's information systems.

These systems and services include:

- The Harper College Computing Network (HCCN) that interconnects all student, lab, and administrative systems and provides external Internet connectivity.
- Telecommunication services supporting both voice and data communications within the main campus and connections to remote sites.
- Shared and dedicated system servers supporting basic desktop computing services such as file and print, email, and calendaring.
- Administrative system servers providing database and application support for key systems such as Regent and the Harper internal and external web sites.
- Production support services providing 24 x 5 system monitoring, off-site back-up rotation, and output services such as report distribution and mass mailings.

Table VIII-C4-1 Operations

Report Runs

Job Title	Number of RUNS Fiscal 2002	Comments	Number of RUNS Fiscal 2003	Comments
PAYROLL	26		26	
Grades (CREDIT)	5		5	
Faculty Evaluations	15,000	This is # of evaluations scanned (not runs)	15,000	This is # of evaluations scanned (not runs)
CED Instructor Evaluations			3,500	This is # of evaluations scanned (not runs). Time period-2/03-6/03
Faculty-given Tests (LXR)	549 test batches	Scanned	114 test batches	Scanned
Student Loan Clearinghouse-submissions	9		9	
Telemagic Files for Mailings	4 per week		4 per week	
A/P Check Runs	341		169	
A/R Check Runs			80	
Student Activity Pass Runs	25		25	
Letter of Intents	28		28	
CED Course Offerings	1,070	These are number of copies requested, not # of sheets.	1,050	These are number of copies requested, not # of sheets.
CREDIT Course Offerings	7,941	These are number of copies requested, not # of sheets.	7,900	These are number of copies requested, not # of sheets.

Totals are approximations.

Source: Information Systems & Technology - As of Fiscal Year 2003

Table VIII-C4-1A Folding/Stuffing/Sealing		
Form	Fiscal 2002	Fiscal 2003
Student Confirmation	29,000	10,567
Student Receipts	24,020	22,975
Transcripts	19,410	17,239
Payroll Checks	26,280	19,376
Activity Passes	43,500	38,427
Grades	40,545	30,000
Student Bills	8,558	8,030
Ad Hoc	76,000	124,287
Grand Total:	**267,313**	**270,901**
Some totals are approximations.		

Source: Information Systems & Technology

Table VIII-C4-1B Systems/Equipment/Etc. that are Monitored/Maintained
Type
PROD1
PROD2
PROD3
DEV1
DEV2
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 - As of Fiscal Year 2002

Table VIII-C4-2 Data Retention

System BackUp/Data Retention Cycle
Maintain Physical/Logical Security of Data for the following Systems:

System	Daily	Weekly	Monthly	Semester	Yearly	Special Calendar	Fiscal
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
DEV2 (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				
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)-in use till 3/03	2 wks	2 months	2 years		3 years		
INFO8 (test web server)	2 wks	2 months	2 years		3 years		
INFO15 (DNS/DHCP server for public)	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 - As of Fiscal Year 2002

Table VIII-C4-3 Local Area Network

Server Infrastructure and Services

Service Type	Quantity Fiscal 2002	Quantity Fiscal 2003
Total File/Database/Application Servers in Production	80	56
Staff/Faculty Accounts	1,400	1,215
Total Storage Capacity	1.64 TB	2.1 TB
Student Email Accounts	24,000	39,000

Source: Information Systems & Technology

Table VIII-C4-4 Network Services

Network Connections

Service Type	Number of Connections Fiscal 2002	Number of Connections Fiscal 2003
DS3 Internet Connections	2	2
Subnets	68	88 (documented)
Network Rooms	24	23
Individual Classroom Network Racks	29	32
Wireless Access Points	14	16
Active Network Connections	2,900	3,250
Hubs in Service	177	150

Source: Information Systems & Technology

Table VIII-C4-5 Telecommunications

Equipment

Service Type	Quantity Fiscal 2002	Quantity Fiscal 2003
Phones on campus	1,521	1,508
Cellular Phones	57	60
Two-way Radios	96	133
Pagers	90	101
Calls Processed per Day	8,675	9,467
Voice Mailboxes	962	943
	11,401	12,212

Source: Information Systems & Technology

Table VIII-C4-5A Telecommunications

Connections

Service Type	2,002
Data Cables	270
Voice Cables	69
Fiber Optic Cables	27
Total	**366**

Source: Information Systems & Technology - As of Fiscal Year 2002