



**Fact Book 2004**

# **2004 Fact Book**

Produced by the Office of Research

Laura R. Crane, Ph.D., Director

December 2004

Harper College  
1200 West Algonquin Road  
Palatine, IL 60067-9987

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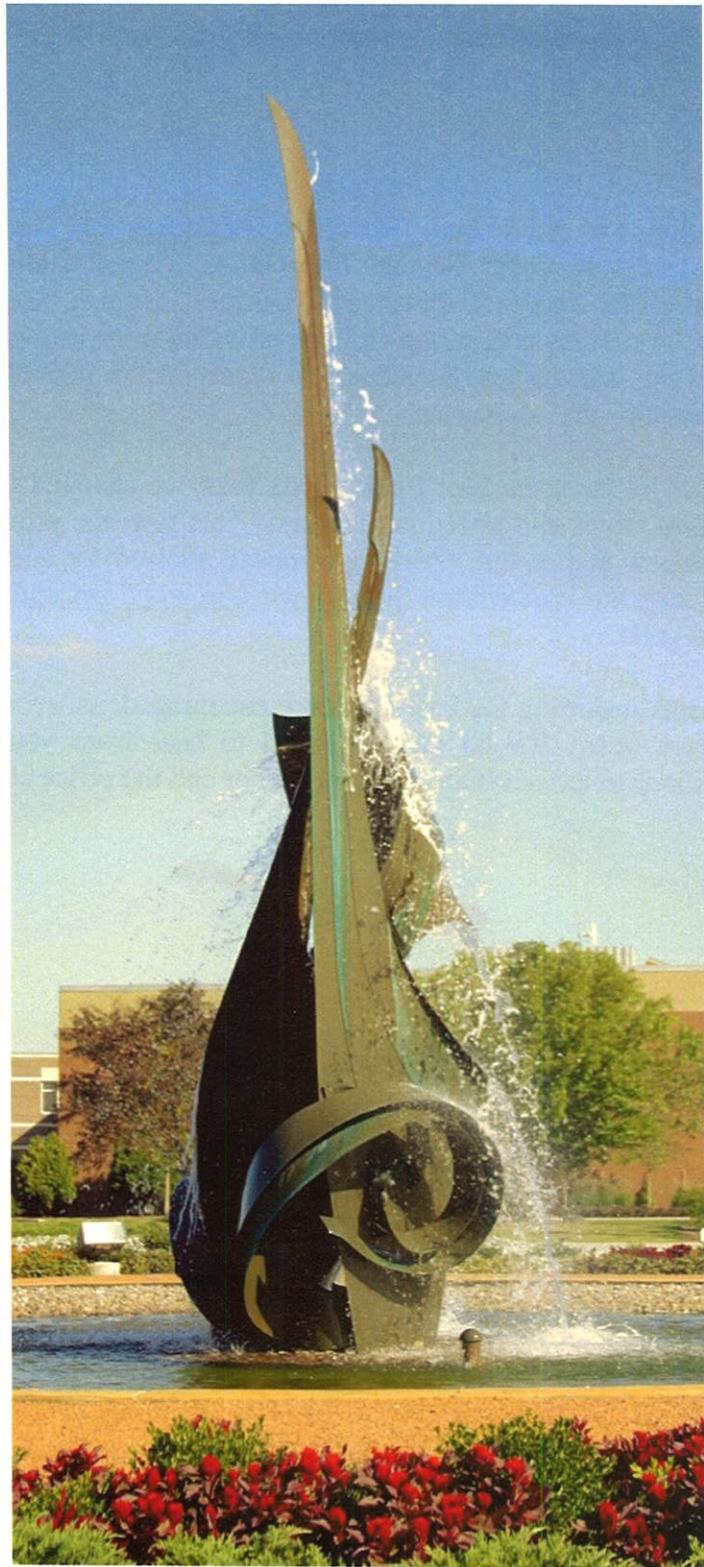
\* As of December 2004

## PREFACE

The Fact Book is designed to provide easy access to commonly-asked questions 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.

Every year we work to improve the Fact Book. This year, we changed table numbering to be more consistent, revised tables and added new tables. This year the printing was done by the Print Shop using their new equipment. Printing in-house allowed for additional color pages in this sixth edition. Finally, the Web edition (<http://www.harpercollege.edu/about/factbook.shtml>) should be easier to navigate.

Questions and comments regarding the Fact Book are encouraged, as we want to make the Fact Book more useful each year. To do that, we need to hear from you. Please e-mail your comments and suggestions to [lcrane@harpercollege.edu](mailto:lcrane@harpercollege.edu) or call the office at 847.925.6955.



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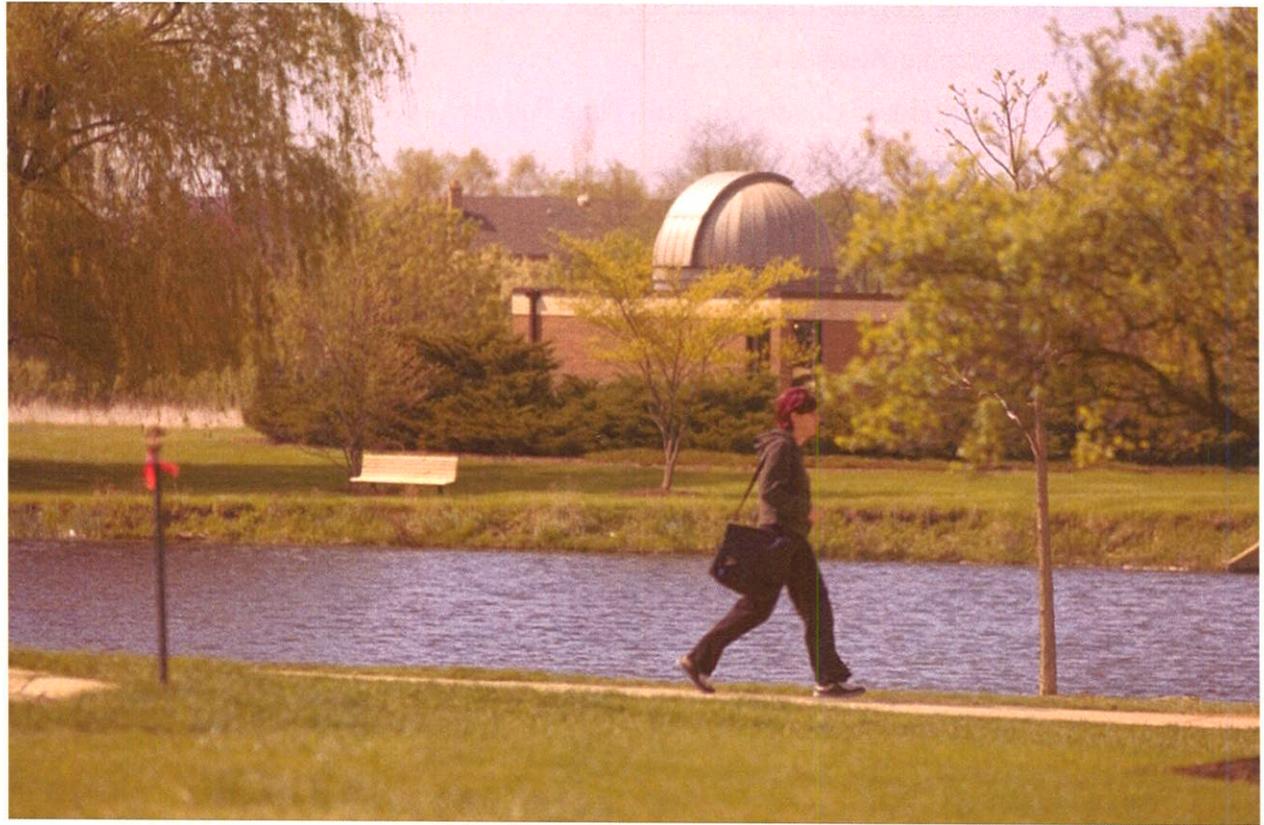
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**Chapter I**  
**General Information**

# Harper College Institutional Profile

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

**Phone:** Voice: 847.925.6000  
Fax: 847.925.6034

**World Wide Web Address:** harpercollege.edu

**Institutional Type:** Comprehensive Community College

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

**Enrollment:** 25,870 Annual Credit Enrollment 2003-2004  
11,468 Annual Noncredit Enrollment 2003-2004  
(unduplicated)

**Faculty:** 211 Full-Time (October 1, 2004)  
645 Part-Time (October 1, 2004)

**Non-faculty:** 569 Full-Time and Part-Time (October 1, 2004)

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

**Finances:** \$66,533,248 Total Operating Expenses 2003-2004

## Degrees/Certificates

**Awarded:** Associate in Arts (AA)  
Associate in Engineering Science (AES)  
Associate in Fine Arts, Art (AFA)  
Associate in Fine Arts, Music (AFA)  
Associate in Science (AS)  
Associate in Applied Science (AAS)  
Certificates (various)

**Academic Divisions:** Academic Enrichment and Language Studies  
Business and Social Science  
Liberal Arts  
Life Science and Human Services  
Resources for Learning  
Student Development  
Technology, Mathematics and Physical Sciences  
Wellness and Human Performance

**Campus Sites:** Main Campus  
1200 West Algonquin Road  
Palatine, IL 60067-7398  
847.925.6000

Northeast Center  
1375 South Wolf Road  
Prospect Heights, IL 60070  
847.537.8660

Harper Professional Center  
650 East Higgins Road  
Schaumburg, IL 60070  
847.925.6066

**Main Campus Buildings:** Building A  
Building B  
Building C  
Building D  
Building E  
Building F  
Building G  
Building H  
Building I  
Building J  
Building L  
Building M (Wellness and Sports Center)  
Building O (Observatory)  
Building P  
Building R (Performing Arts Center)  
Building S  
Building T  
Building U  
Building V  
Building W (Wojcik Conference Center)  
Buildings XYZ (Avanté, Center for Science, Health  
Careers and Emerging Technologies)

## 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 1960s with a survey of student needs and the establishment of a Concerned Citizens Committee. Thanks to the hard work of committee members, the referendum establishing the Harper district passed by a 3-2 margin. Voters returned to the polls 34 days later and elected seven citizens from 48 candidates to serve on the first board of the new college.

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

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

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

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

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

Throughout its brief history, Harper has had a record of monumental growth. The 1967 enrollment of 1,725 students jumped to 3,700 in one year, double the projections. In fall 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 (credit) 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 were completed and classes begun in the facilities in 1977. The Wellness and Sports Center and Buildings I and J 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 Building H 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 Publications and Communication Services, now called the Marketing Services Center. In the spring of 1994, Building L 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. Building F 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 began in the fall of 2001.

On August 29, 2001, Harper College opened a new facility in Schaumburg for the TECH (Technical Education and Consulting at Harper) program. Today, the facility now called the Harper Professional Center, is the site for the New Fast Track program as well as the TECH. 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 amphitheatres 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 Performing Arts Center will continue to attract well-known entertainers and celebrities to campus.

In 2004, Harper College served a total of 37,338 credit and non-credit students during the summer, fall and spring terms making Harper one of the largest community college (colleges) in the country.

In the fall of 2004, Harper College opened Avanté, Center for Science, Health Careers and Emerging Technologies. The state of art learning facility encompasses 288,500 square feet of space, an area equal to six and one half acres. Avanté houses 10 major academic programs including nursing, dental hygiene, medical imaging, cardiac care, electronics, computer science, biology and chemistry.

The name Avanté implies “advancement” or “moving forward,” and that is the purpose of the building; to create an inspiring environment to advance teaching and learning in the sciences, technology and health care for current and future generations.

# 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 District No. 512**

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

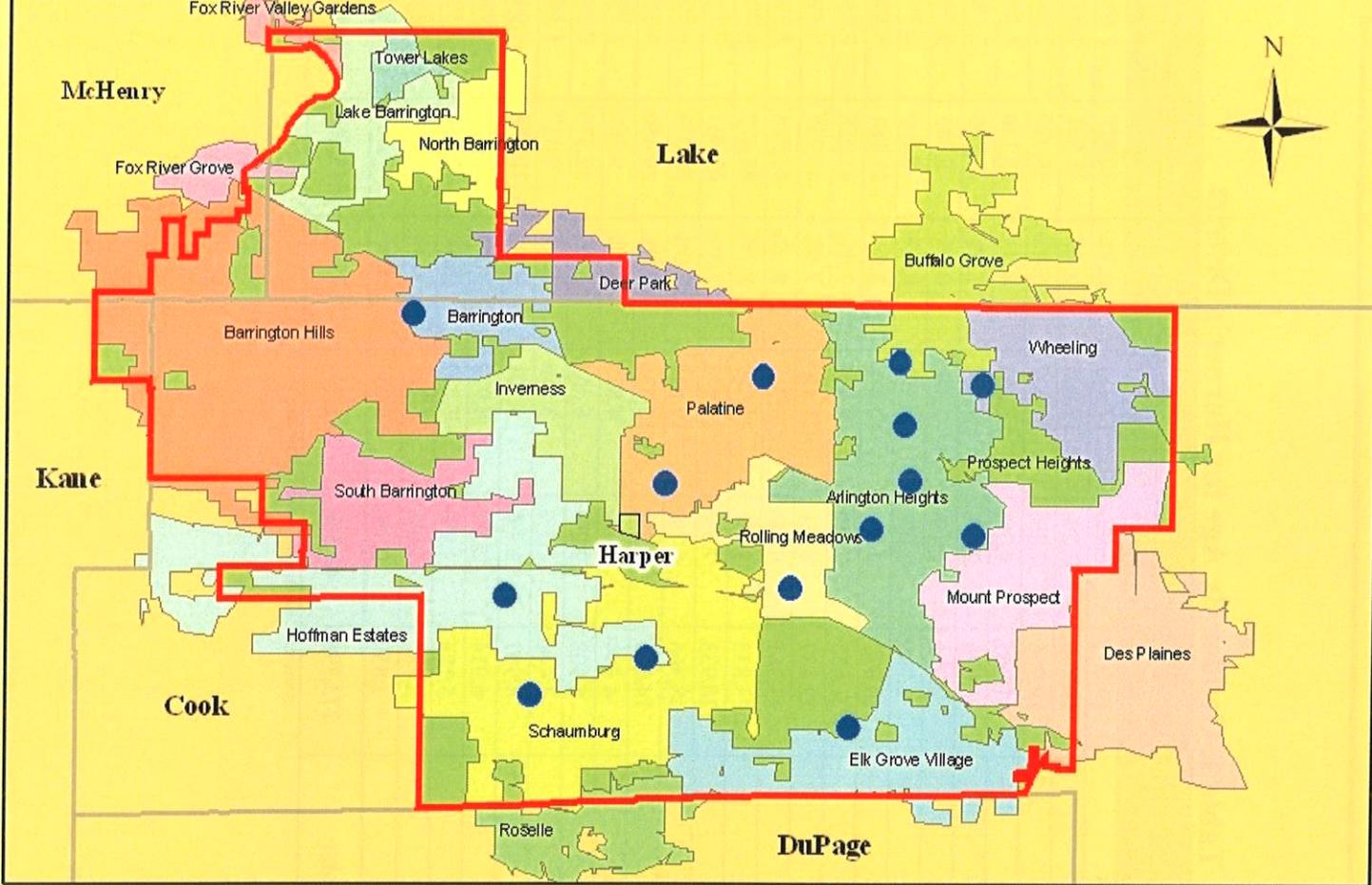
**Lake Barrington  
Mount Prospect  
North Barrington  
Palatine  
Prospect Heights  
Rolling Meadows  
Roselle\*  
Schaumburg  
South Barrington  
Tower Lakes  
Wheeling**

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\* Portions of these communities are included in the district



Harper College



Legend

- Harper District
- County Boundary
- High Schools

### Community College District 512

AcGIS Development Team  
March 2000



Source: ESRI Data City of CD  
Created in ArcGIS using ArcMap



## 2000 U.S. Census Information for Harper College District No. 512

**Table 1. Gender By Age for Harper's District**

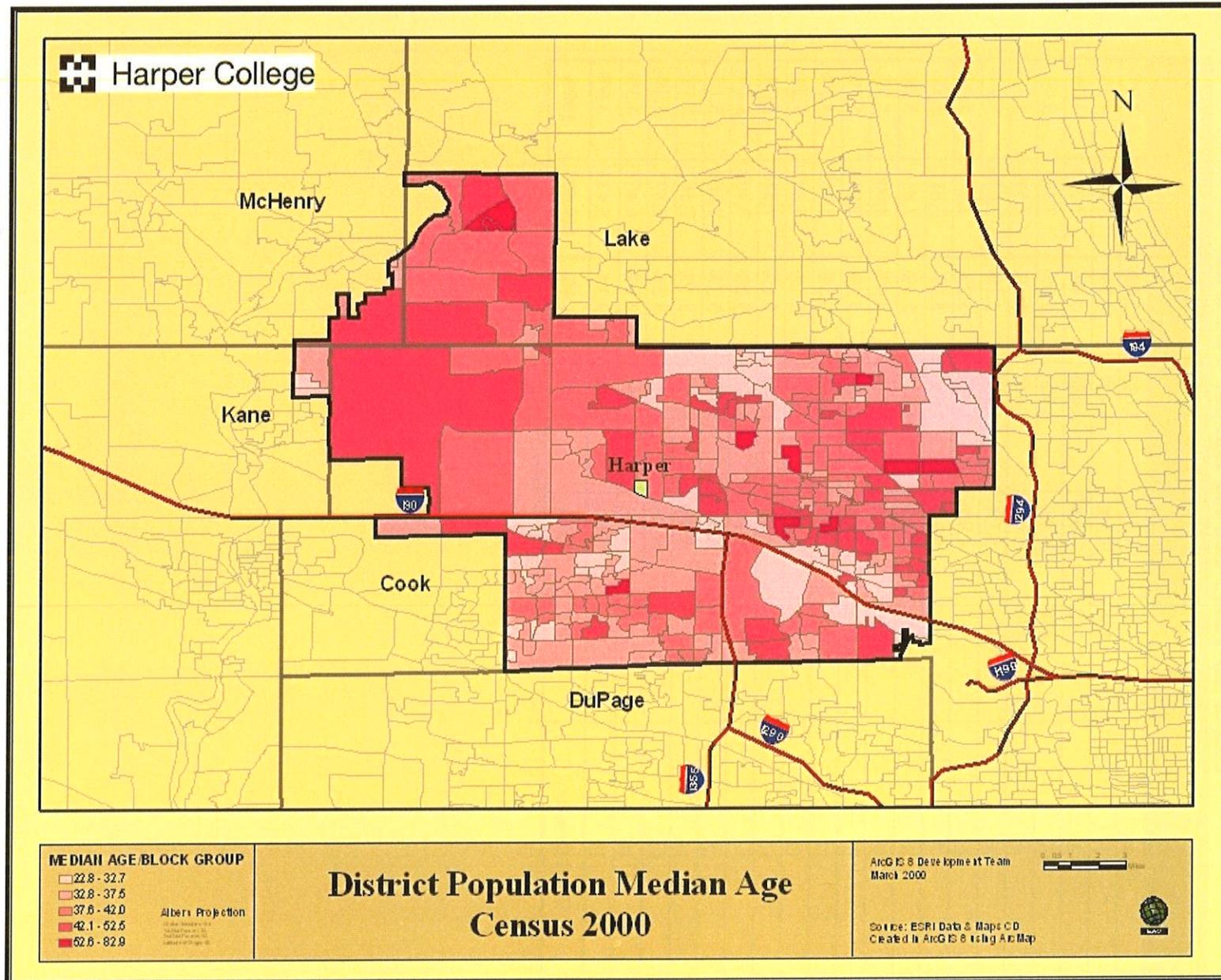
Census Age Groups	Male		Female		Total Population	
	N	Percent	N	Percent	N	Percent
Under 5	19,002	6.9%	17,813	6.3%	36,815	6.6%
5-9	19,846	7.2%	19,005	6.8%	38,851	7.0%
10-14	19,966	7.3%	19,007	6.8%	38,973	7.0%
15-17	11,865	4.3%	11,263	4.0%	23,128	4.2%
18-19	6,576	2.4%	5,264	1.9%	11,840	2.1%
20	2,931	1.1%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

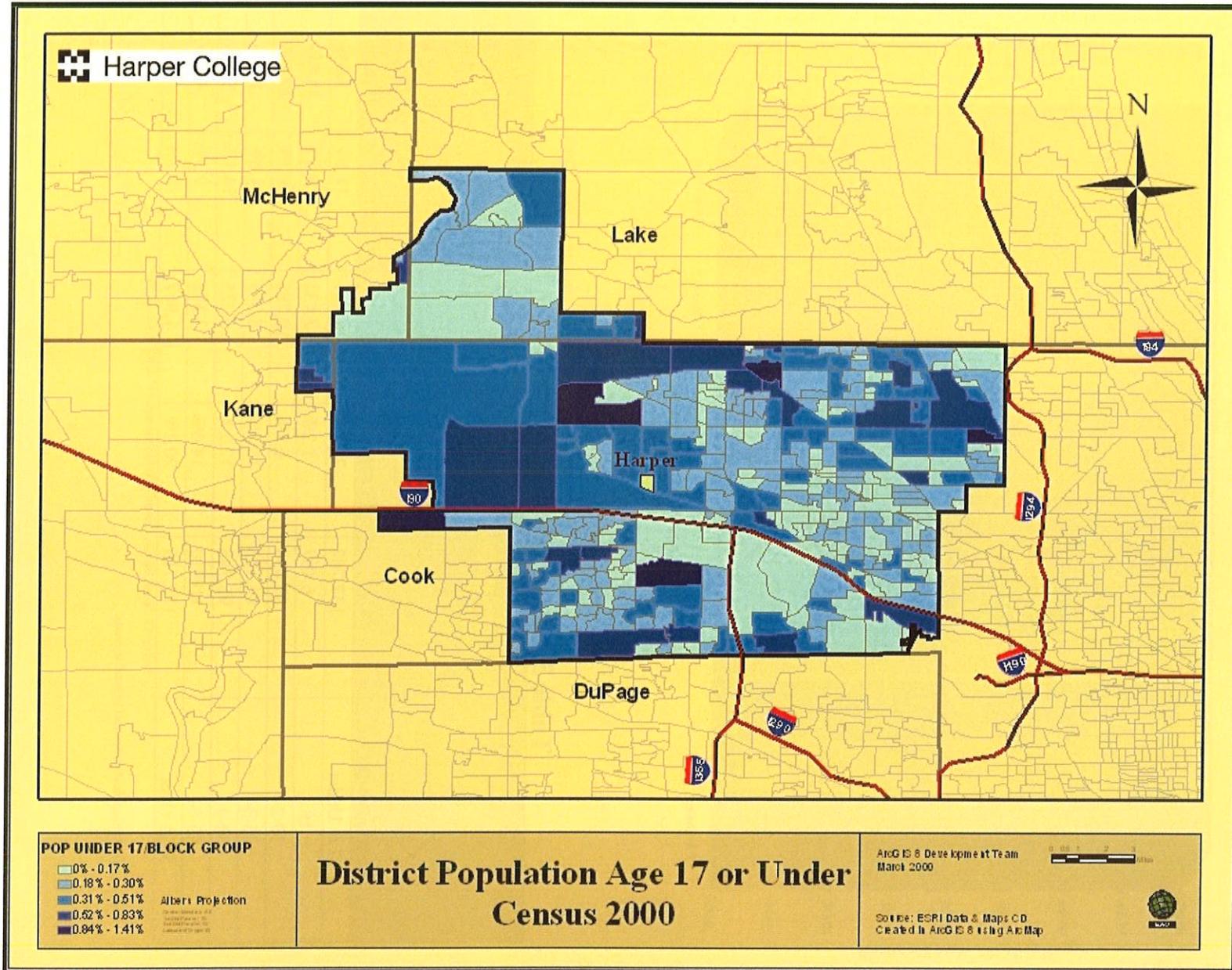
Source: US Census Bureau, Census 2000 Blockgroups.P12

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

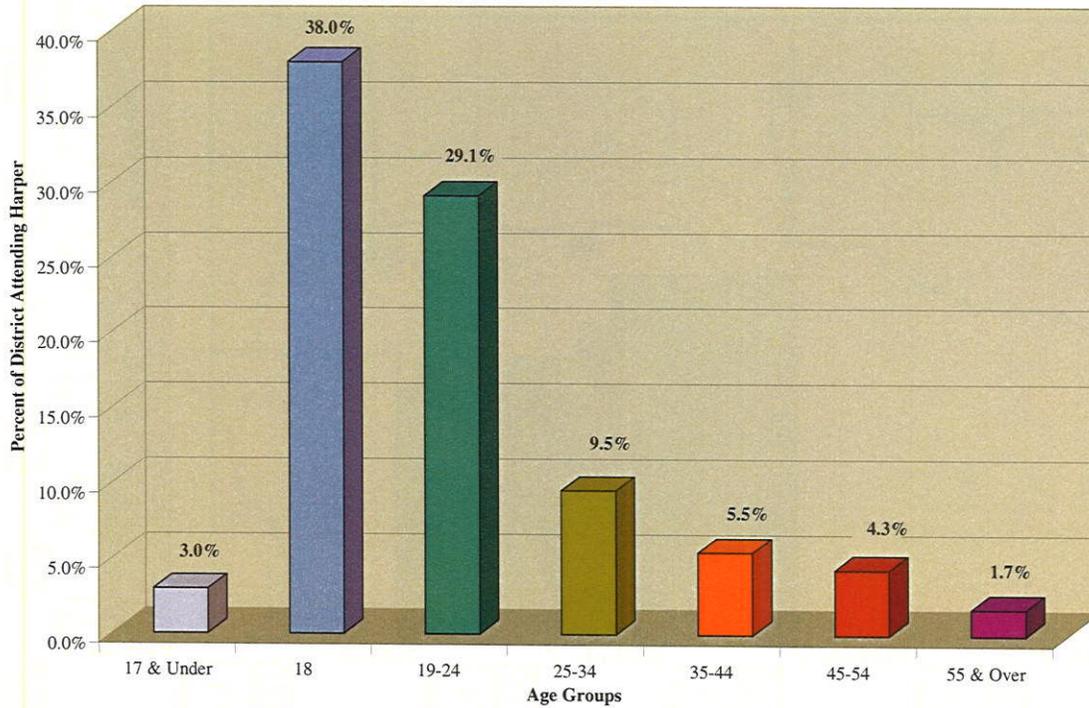
Census Age Groups	Male		Female		Total Population	
	N	Percent	N	Percent	N	Percent
Under 1	3,758	4.9%	3,626	5.0%	7,384	4.9%
1	3,766	4.9%	3,427	4.7%	7,193	4.8%
2	3,750	4.9%	3,484	4.8%	7,234	4.8%
3	3,849	5.0%	3,606	5.0%	7,455	5.0%
4	3,879	5.0%	3,670	5.1%	7,549	5.0%
5	3,916	5.1%	3,720	5.1%	7,636	5.1%
6	3,813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

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





**District Residents Served By Harper in FY 2001**

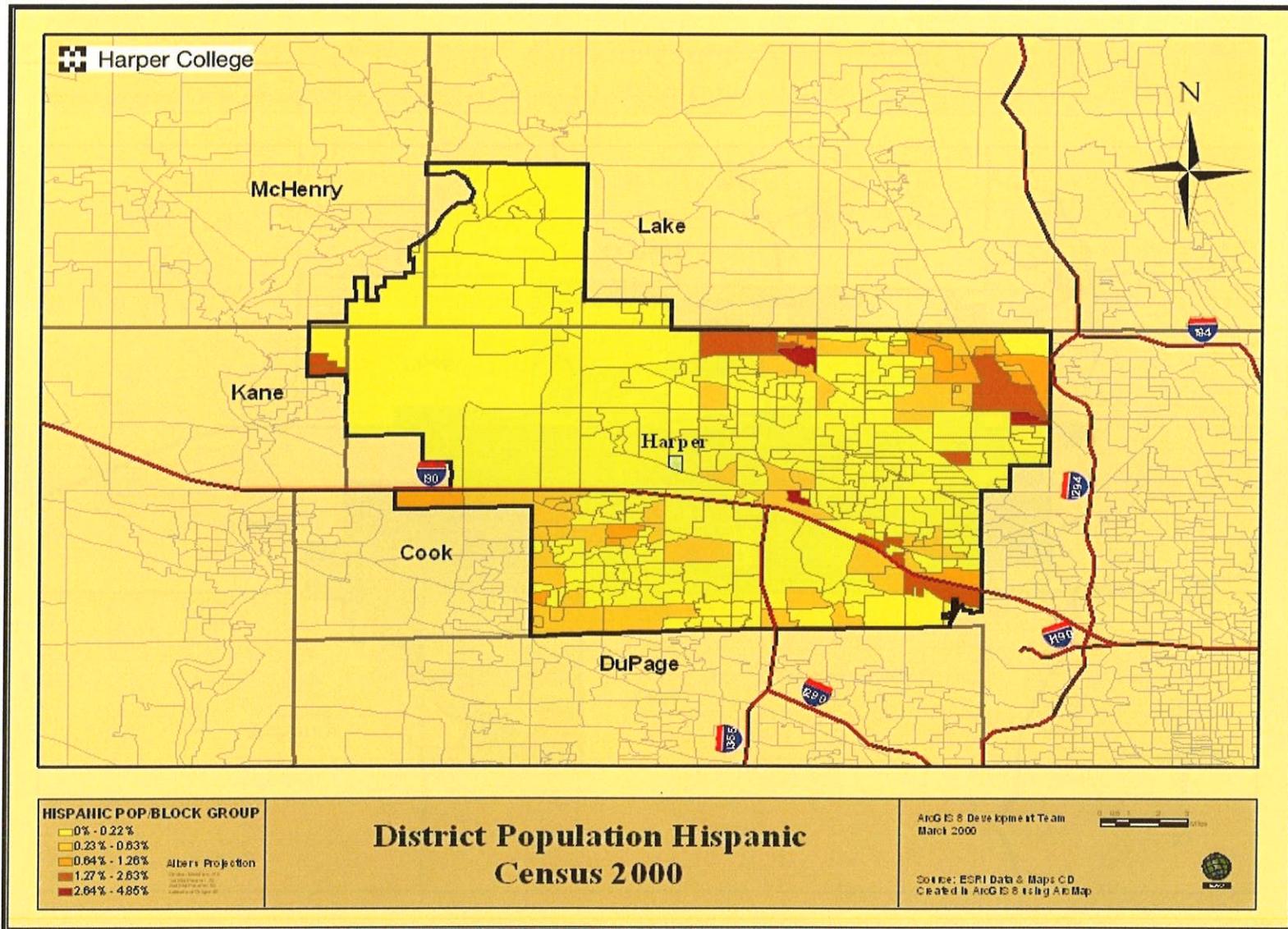


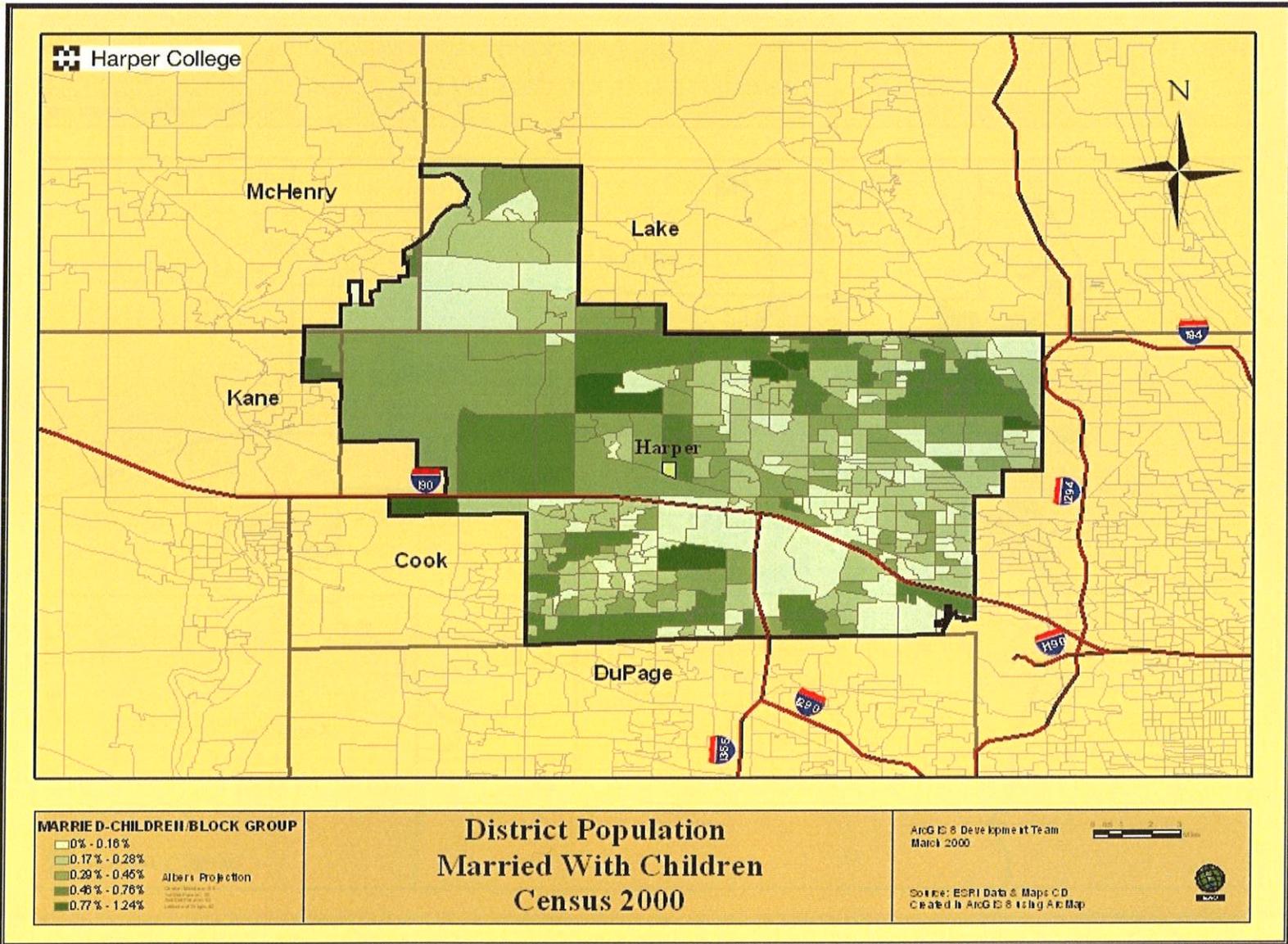
**Table 3. District Residents Served By Harper**

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%	<b>3.0%</b>
18	6,407	1.2%	2,432	6.6%	<b>38.0%</b>
19-24	37,034	6.7%	10,788	29.2%	<b>29.1%</b>
25-34	84,515	15.2%	8,068	21.8%	<b>9.5%</b>
35-44	95,748	17.2%	5,225	14.1%	<b>5.5%</b>
45-54	80,910	14.6%	3,502	9.5%	<b>4.3%</b>
55 & Over	112,719	20.3%	1,967	5.3%	<b>1.7%</b>

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

\* Credit and Continuing Education Students included in counts.





**Table 4. Household Information of Harper District Residents**

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

Source: US Census Bureau, Census 2000 Blockgroups.P12

**Table 5. Race/Ethnicity for Harper's District**

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

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

**Table 6. Housing Status of District Residents**

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

Source: US Census Bureau, Census 2000 Blockgroups

**Table 7. Educational Attainment (25 years and over) Census 2000**

Geography	Total Population 25 years and over (Number)	Bachelor's degree (Percent)	Graduate or professional degree (Percent)	Bachelor's degree or higher (Percent)
<b>Illinois</b>	<b>7,973,671</b>	<b>16.5</b>	<b>9.5</b>	<b>26.0</b>
<b>Chicago Metropolitan Area *</b>	<b>5,835,442</b>	<b>18.2</b>	<b>10.7</b>	<b>28.9</b>
Arlington Heights Village, Illinois	54,025	30.2	16.3	46.5
Barrington Village, Illinois	6,631	34.2	24.0	58.2
Barrington Hills Village, Illinois	2,952	38.9	28.9	67.8
Elk Grove Village Village, Illinois	23,742	22.8	8.8	31.6
Hoffman Estates Village, Illinois	31,543	24.3	11.6	35.9
Inverness Village, Illinois	4,482	31.2	22.7	53.9
Lake Barrington Village, Illinois	3,650	32.3	24.1	56.4
Mount Prospect Village, Illinois	39,184	23.4	11.9	35.3
North Barrington Village, Illinois	1,962	39.7	22.9	62.6
Palatine Village, Illinois	43,592	27.4	14.0	41.4
Prospect Heights City, Illinois	11,684	19.4	9.2	28.6
Rolling Meadows City, Illinois	16,274	21.5	9.5	31.0
Schaumburg Village, Illinois	52,141	26.6	12.3	38.9
South Barrington Village, Illinois	2,385	32.7	29.9	62.6
Tower Lakes Village, Illinois	858	36.4	28.1	64.5
Wheeling Village, Illinois	22,907	21.6	10.5	32.1

\* Chicago--Gary--Kenosha, IL--IN--WI CMSA

**Table 8. Unemployment Rates**

Village or City with Population of 25,000 or more	Labor Force 2003	Unemployed 2003 Average		Labor Force May 2004	Unemployed for May 2004	
		N	Rate		N	Rate
Arlington Heights	42,588	2,069	4.9%	42,905	1,831	4.3%
Elk Grove Village	20,280	1,147	5.7%	20,343	948	4.7%
Hoffman Estates	28,895	1,596	5.5%	29,019	1,346	4.6%
Mount Prospect	32,386	1,593	4.9%	32,549	1,334	4.1%
Palatine	39,273	2,307	5.9%	39,251	1,779	4.5%
Schaumburg	46,419	2,538	5.5%	46,725	2,243	4.8%
Wheeling	21,808	1,231	5.6%	21,796	937	4.3%
<b>Chicago PMSA</b>	<b>4,235,313</b>	<b>290,004</b>	<b>6.8%</b>	<b>4,261,598</b>	<b>262,264</b>	<b>6.2%</b>
<b>Illinois</b>	<b>6,330,059</b>	<b>422,263</b>	<b>6.7%</b>	<b>6,373,067</b>	<b>383,325</b>	<b>6.0%</b>
<b>USA</b>	<b>146,986,000</b>	<b>8,616,000</b>	<b>5.9%</b>	<b>146,974,000</b>	<b>8,203,000</b>	<b>5.6%</b>

Source: U.S. Department of Labor: www.bls.gov (7/20/04)

## Accreditation

All courses and educational programs, including counseling services, are fully accredited by The Higher Learning Commission of the 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:  
 Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association  
 120 South Riverside Plaza, Suite 2000  
 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 Accreditation of Healthcare Organizations  
 One Renaissance Boulevard  
 Oakbrook Terrace, IL 60181 630/792-5000
  
- Illinois Department of Professional Regulations

Source: Harper College Academic Affairs

## 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, Illinois Paralegal Association
- Member, Council on Hotel, Restaurant and Institutional Education (CHRIE)
- Student Chapter of Kappa Beta Delta, the national business honor society (ACBSP)
- Member, Illinois Colleges Real Estate Consortium
- Member, Real Estate Educators Association
- Institutional Chapter of Phi Theta Kappa, International honor society for two-year institutions; student chapter

### **Continuing Education Division**

- American Heart Association
- Animal Trigger Point Myotherapists Association, Inc.
- Association for Volunteer Administration
- College for Financial Planning and the Greater O'Hare Chapter of the International Association of Financial Planners
- Illinois Association of Nonprofit Organization
- The Community Music Center is a member of the National Guild of Community Schools 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)
- AchieveGlobal: Leadership, Customer Service, Sales Performance
- Command Spanish

### **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 (ALA)
- Illinois Community Colleges Online (ILCCO) Internet Course Exchange
- Illinois Online Network (ION)
- Illinois Virtual Campus (IVC)
- Member, Illinois Library Computer Systems Organization (ILCSO)
- Member, Illinois Library Association (ILA)
- Member, Instructional Telecommunications Council (ITC)
- Member, OCLC (Online Computer Library Center)
- Member, LOEX (Library Orientation Exchange)  
Clearinghouse for Library Instruction
- Member, North Suburban Library System (NSLS)
- Member, NILRC: (Network of Illinois Learning Resources in Community Colleges)
- Member, Sloan Consortium
- PBS Adult Learning Service

## **Student Development Division**

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

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

- American Association of Physics Teachers
- American Astronomical Society
- 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)
- Consortium for Design and Construction Careers
- 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 Association of Architecture Instructors
- 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 (N4C)
- 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)

## Certifications

- **Cisco:**
  - Cisco Certified Network Associate (CCNA)
  - Cisco Certified Network Professional (CCNP)
  - Cisco Certified Design Associate (CCDA)
  - Cisco Secure Pix Firewall Advanced (CSPFA)
- **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 (MCSA)
  - 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.
  - Oracle Certified Database Associate
  - Oracle Certified Database Administrator
  - Oracle Certified Solution Developer
- **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  
Sun Certified Enterprise Architect
- **From Computing Technology Industry Association:**  
A+ Certification
- **From Premier AutoDesk:**  
Certified AutoCAD Trainer  
AutoCAD 2005 Professional  
Autodesk Inventor  
Autodesk Architecture
- **Ascendant Learning LLC**
- **Telecommunications Industry Association (TIA)**
- **Certified in Convergent Network Technologies (CCNT) (Blended/On-Line Training)**
- **Authorized Prometric Testing Center**
- **Project Management Professional (PMP)**
- **Certified Wireless Network Administrator (CWNA)**

Source: Harper College Academic Affairs

## **Illinois Community College System Overview<sup>1</sup>**

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 Illinois Community College Board (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 ICCB consists of 11 members appointed by the Governor, with the consent of the Senate, and one non-voting 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.

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<sup>1</sup>From the ICCB's Web site <http://www.iccb.state.il.us/HTML/system/history.html#history> , 12/15/04

## MISSION

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 nonprofit 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 200 scholarships, awards and program development 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 nonprofit 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.

### **SLOGAN**

The Power of Giving: Helping People Go Forward

# Harper College Educational Foundation Board of Directors

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Gilbane Building Company

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

## **Scholarships and Awards Available by Division/Program**

### **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  
Office Re-entry Program  
Robert R. Randall Endowment

### **Continuing Education**

Gene & Hildegard Evans Memorial Scholarship  
James E. Finke Memorial Scholarship

### **General**

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

### **Health Careers**

Cheryl M. Dwyer Memorial Endowed Scholarship  
Kathleen Fagan Memorial Nursing Scholarship Endowment  
Harper Nursing Student Endowment Scholarship  
Harper Cardiac Rehabilitation Endowment Fund  
Joanne Heinly Nursing Scholarship

**Health Careers (continued)**

ICCB Foundation Scholarship  
Kathy Johnson Award for Excellence in Nursing  
Sharlene Marchiori Memorial Nursing Scholarship  
Dr. Charles Shaner Memorial Scholarship (Dental Hygiene)

**Liberal Arts**

Diane Tomcheff Callin Endowed Memorial Scholarship  
Chicago Film Critics Association 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 Boettcher Memorial Engineering Scholarship  
Harold Cunningham Mathematics Memorial Scholarship  
Lawrence Francione Memorial Scholarship  
Garden Club of Inverness Plant Science Technology 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  
Margaret Scott Memorial Math Scholarship  
Square D 2+1 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  
Speech Team Scholarship  
Carol A. Zack Memorial Fine Arts Scholarship

**Transfer**

Harper Employee Transfer Scholarship  
James J. McGrath Humanities Scholarship  
John Louis Papandrea Liberal Arts Memorial Scholarship

**Vocational**

Education to Careers Scholarship  
Timothy A. Kolze Memorial Endowment Scholarship

**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  
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**

ADS Alumni Scholarship  
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  
Schaumburg Area AAUW Scholarship for Women  
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  
Public Safety  
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

## **Development and Governmental Relations**

The Harper College Development and Governmental Relations Office assists in the acquisition of funds from external sources, and serves the liaison to public officials.

### **MISSION**

To assist in the acquisition of funds from external sources for new and existing educational and support programs/services. To serve as the liaison to area public officials.

### **PURPOSE**

- To provide research for potential funding sources.
- To assist with proposal development and submissions.
- To assist with proposal management.
- To serve as the College liaison to area public officials.

**Table 9. Public Sector Grants Received**

	<b>FY 1999-00</b>	<b>FY 2000-01</b>	<b>FY 2001-02</b>	<b>FY 2002-03</b>	<b>FY 2003-04</b>
Amount of Grants	\$2,678,078	\$4,672,698	\$3,491,995	\$3,103,482	\$3,648,781

## **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

**Colleen Murphy**  
Vice President  
Enrollment and Marketing

**Joan Kindle**  
Vice President  
Student Affairs and  
Assistant to the President

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

**Cheryl Kisunzu**  
Assistant Vice President  
Diversity and Organizational  
Development

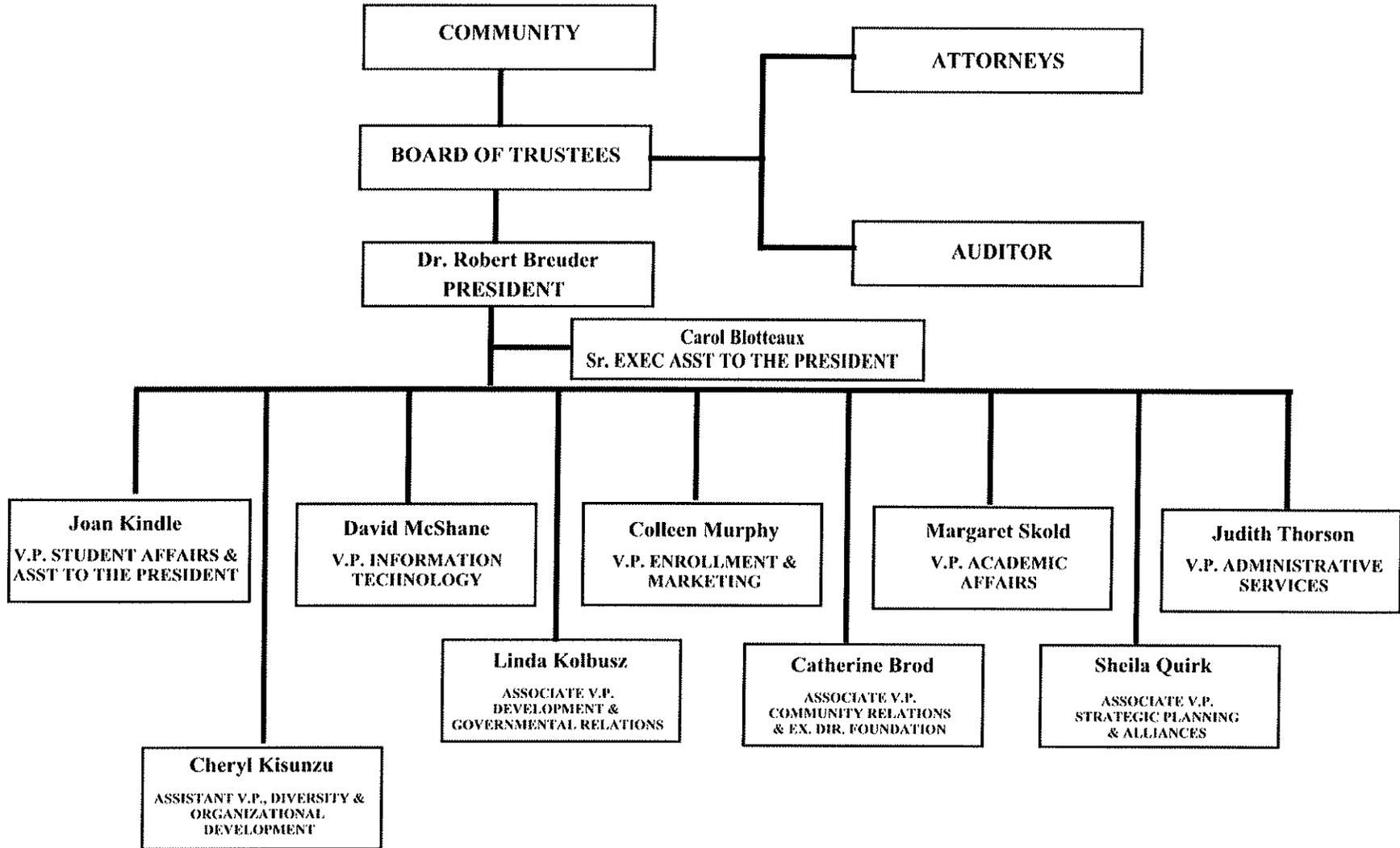
**Dr. Margaret Skold**  
Vice President  
Academic Affairs

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

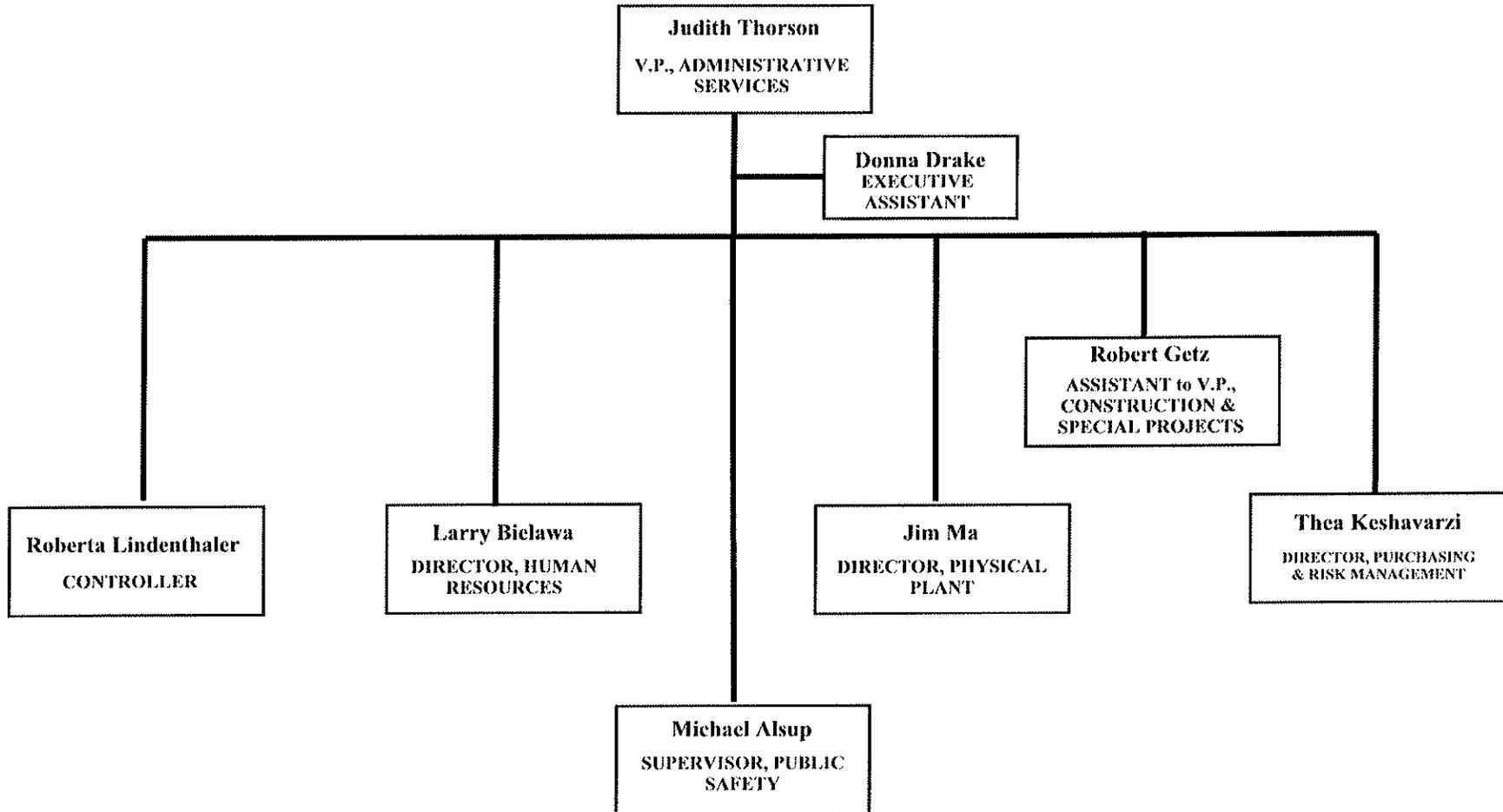
**Judy Thorson**  
Vice President  
Administrative Services

**David McShane**  
Vice President  
Information Technology

# Administrative Organizational Chart



# Office of Vice President Administrative Services



**Office of Vice President Information Technology**

**David McShane**  
V.P., INFORMATION  
TECHNOLOGY

**Myriam Forsuk**  
EXECUTIVE  
ASSISTANT

**Ned Coonen**  
DIRECTOR, TECHNICAL  
SERVICES

**Terence Felton**  
DIRECTOR,  
APPLICATION SYSTEMS

**Della Allen**  
DIRECTOR,  
CLIENT SERVICES

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# Office of Vice President Student Affairs

**Joan Kindle**  
V.P., STUDENT AFFAIRS  
& ASSISTANT TO  
THE PRESIDENT

**Laurie Miller**  
EXECUTIVE ASSISTANT TO THE VP STU AFF/  
ASST TO THE PRES & AVP STU AFF

**Jeanne Pankanin**  
DEAN, WELLNESS &  
CAMPUS ACTIVITIES

**Sheryl Otto**  
ASSISTANT V.P.,  
STUDENT AFFAIRS

**Terry Lindsay**  
DEAN, STUDENT  
DEVELOPMENT

**Tom Thompson**  
DIRECTOR, DISABILITY  
SERVICES AND ADA  
COMPLIANCE OFFICER

**Denise Evans**  
DIRECTOR, HEALTH &  
PSYCH SERVICES &  
WELLNESS PROGRAMS

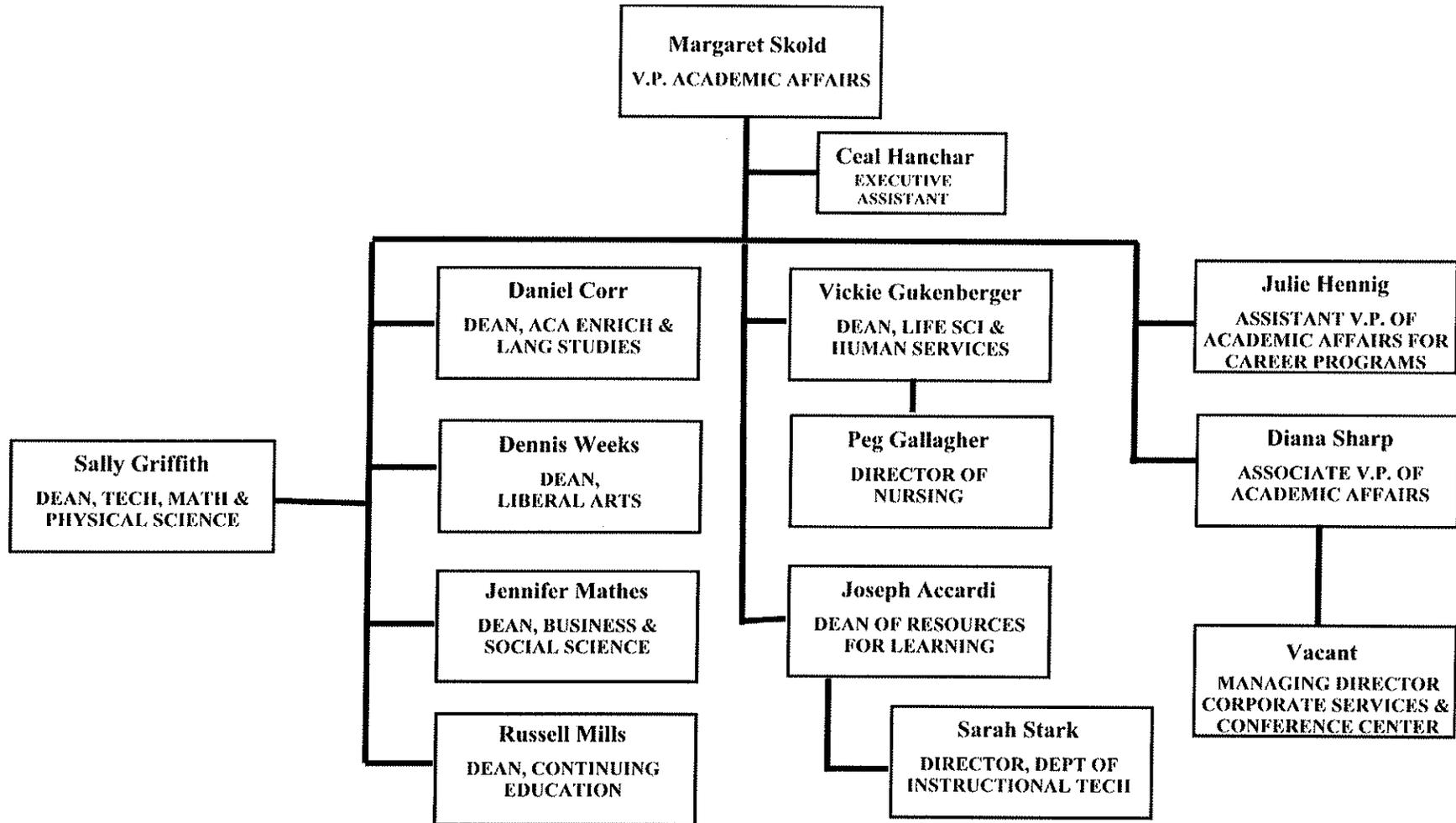
**Michael Nejman**  
DIRECTOR, STUDENT  
ACTIVITIES

**Laura LaBauve-Maher**  
ASSOCIATE DEAN,  
MULTICULTURAL  
LEARNING

**Eric Rosenthal**  
DIRECTOR, ACADEMIC  
ADVISING AND  
COUNSELING

**Kathleen Canfield**  
DIRECTOR, CAREER  
SERVICES AND  
WOMEN'S PROGRAM

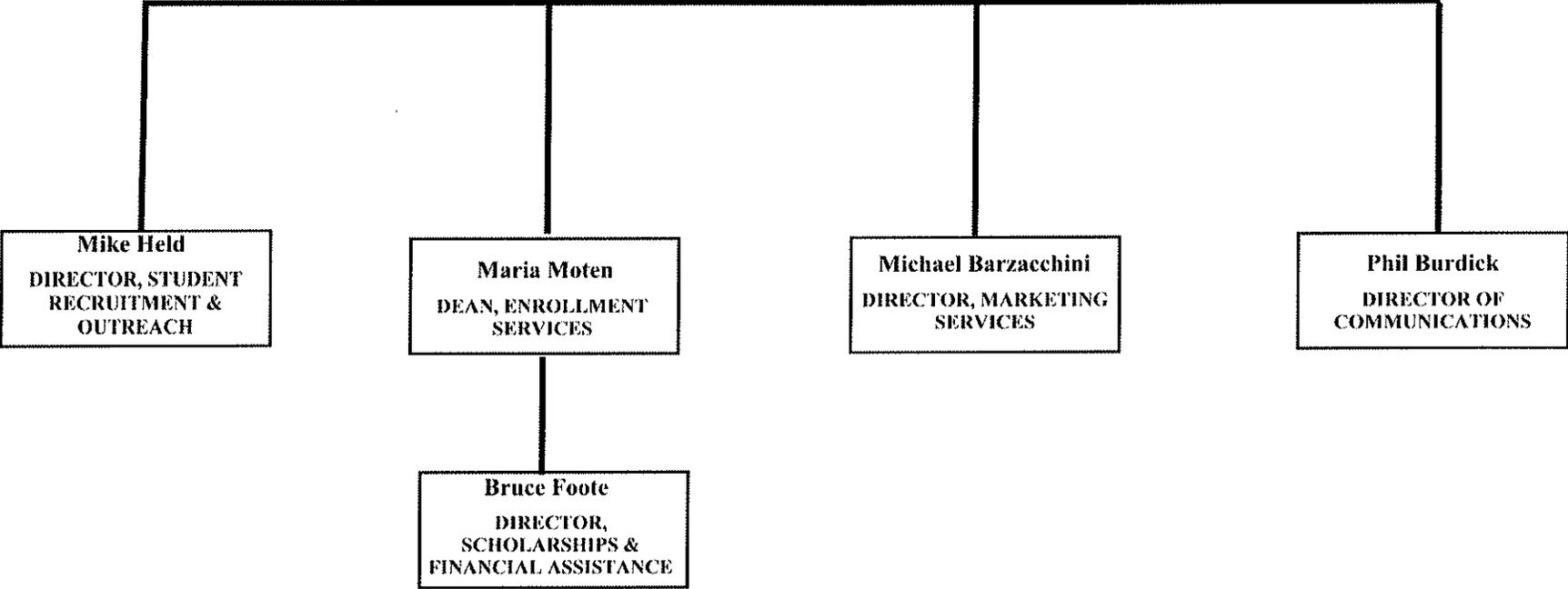
# Office of Vice President Academic Affairs



**Office of Vice President Enrollment and Marketing**

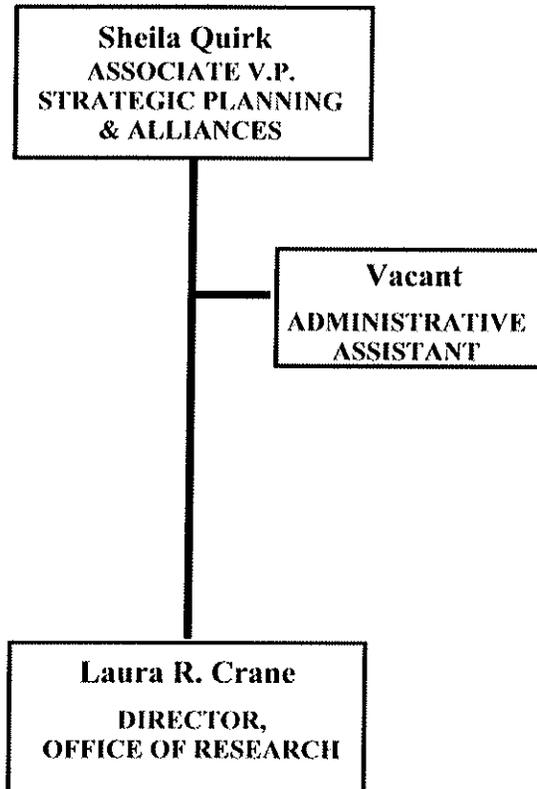
**Colleen Murphy**  
V.P., ENROLLMENT &  
MARKETING

**Rita Gregory**  
EXECUTIVE  
ASSISTANT

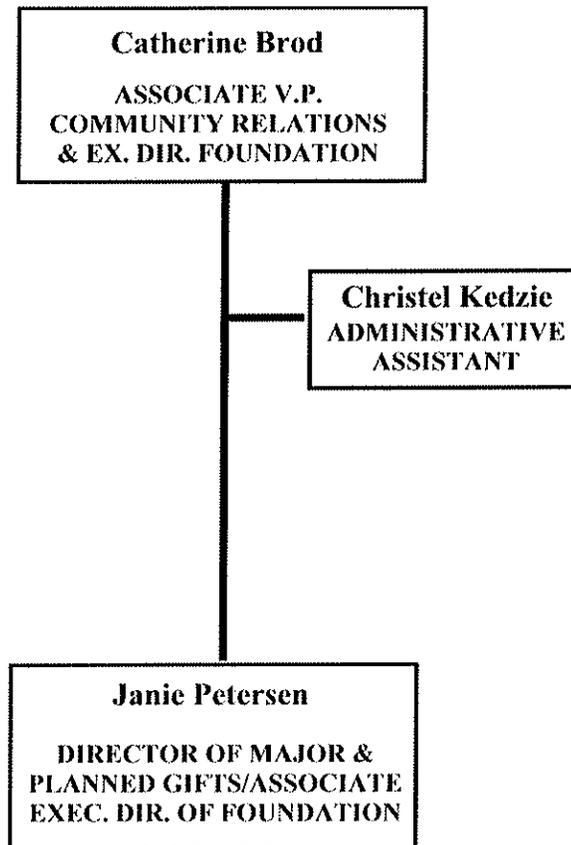


Source: Asst Vice President Human Resources/Diversity & Organizational Development. As of 11/12/04

## Strategic Planning & Alliances



## Community Relations and Foundation



# Shared Governance

## PURPOSE<sup>1</sup>

These guidelines and accompanying forms and committee sheets will govern the institutional committee structure of the 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 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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<sup>1</sup>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<sup>2</sup>

### *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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<sup>2</sup>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.

# APPLICANTS

**Table 10. Race/Ethnicity of Applicants**

	1999-00		2000-01		2001-02		2002-03		2003-04	
	N	%	N	%	N	%	N	%	N	%
Asian or Pacific Islander	1,935	17.7%	2,077	17.3%	2,032	16.9%	1,855	15.6%	1,848	14.5%
American Indian or Alaskan Native	28	0.3%	24	0.2%	32	0.3%	31	0.3%	34	0.3%
African-American	499	4.6%	512	4.3%	617	5.1%	621	5.2%	755	5.9%
Hispanic	991	9.0%	1,119	9.3%	1,184	9.8%	1,160	9.7%	1,245	9.7%
White Non-Hispanic	6,826	62.3%	7,524	62.5%	7,368	61.3%	7,297	61.2%	7,719	60.4%
International	4	0.0%	7	0.1%	11	0.1%	6	0.1%	0	0.0%
Unspecified/Unknown	674	6.2%	774	6.4%	780	6.5%	948	8.0%	1,172	9.2%

Source: Admissions

**Table 11. Gender of Applicants**

	1999-00		2000-01		2001-02		2002-03		2003-04	
	N	%	N	%	N	%	N	%	N	%
Male	4,843	44.2%	5,352	44.5%	5,174	43.0%	5,014	42.1%	5,394	27.4%
Female	6,103	55.7%	6,671	55.4%	6,843	56.9%	6,897	57.4%	7,361	57.6%
Unknown	11	0.1%	14	0.1%	7	0.1%	7	0.1%	18	0.1%

Source: Admissions

**Table 12. Age (Market Segment) of Applicants**

	1999-00		2000-01		2001-02		2002-03		2003-04	
	N	%	N	%	N	%	N	%	N	%
FTIC (18 & Under)	2,880	26.3%	3,333	27.7%	3,157	26.3%	3,250	27.3%	3,500	27.4%
Young Adult (19-24)	3,744	34.2%	4,094	34.0%	4,431	36.9%	4,454	37.4%	5,067	39.7%
Adult (25+)	4,333	39.5%	4,610	38.3%	4,436	36.9%	4,214	35.4%	4,206	32.9%

Source: Admissions

**Table 13. City/Village of Applicants**

	<b>1999- 2000</b>	<b>2000- 2001</b>	<b>2001- 2002</b>	<b>2002- 2003</b>	<b>2003- 2004</b>	<b>5-Year Total</b>
Schaumburg	1,520	1,632	1,651	1,642	1,775	8,220
Palatine	1,201	1,416	1,360	1,376	1,364	6,717
Arlington Heights	1,111	1,253	1,201	1,237	1,272	6,074
Hoffman Estates	982	1,041	1,113	1,045	1,086	5,267
Mount Prospect	669	763	785	881	861	3,959
Wheeling	545	605	598	565	602	2,915
Elk Grove Village	535	556	589	584	618	2,882
Barrington	415	407	455	536	544	2,357
Rolling Meadows	355	421	387	406	481	2,050
Buffalo Grove	282	301	325	296	325	1,529
Des Plaines	226	277	288	306	307	1,404
Chicago	263	275	267	243	313	1,361
Hanover Park	218	236	259	251	273	1,237
Prospect Heights	171	203	206	197	233	1,010
Streamwood	153	155	131	159	149	747
Roselle	97	138	108	114	120	577
Carpentersville	75	107	100	103	114	499
Elgin	77	99	117	89	109	491
Lake Zurich	76	86	73	92	100	427
Algonquin	70	62	84	58	84	358

Source: Admissions, Top 20 cities

**Table 14. High School of Applicants**

	<b>1999- 2000</b>	<b>2000- 2001</b>	<b>2001- 2002</b>	<b>2002- 2003</b>	<b>2003- 2004</b>	<b>5-Year Total</b>
Chicago Public High Schools	514	570	612	579	458	2,733
J B Conant High School	440	451	494	461	477	2,323
William Fremd High School	436	462	478	448	467	2,291
Schaumburg High School	398	447	398	469	467	2,179
Hoffman Estates High School	323	368	403	405	422	1,921
Palatine High School	328	379	369	413	419	1,908
Buffalo Grove High School	297	353	333	345	386	1,714
Rolling Meadows High School	288	314	322	341	372	1,637
John Hersey High School	274	311	316	365	338	1,604
Barrington Community High Sch	348	310	313	322	308	1,601
Elk Grove High School	250	304	332	313	329	1,528
Wheeling High School	257	311	292	292	335	1,487
Prospect High School	248	251	283	299	305	1,386
Lake Zurich Senior High School	110	128	108	111	134	591
Saint Viator High School	105	106	112	113	140	576
Adlai E Stevenson High School	107	120	109	85	129	550
Maine Township High Sch East	71	87	101	115	117	491
Streamwood High School	89	101	93	84	116	483
Lake Park West High School	74	102	94	88	107	465
Maine West High School	71	93	71	99	117	451
Cary-Grove Community High Sch	66	88	61	76	80	371
Harry D Jacobs High School	33	65	69	41	73	281
Elgin High School	50	59	57	47	58	271
Glenbrook South High School	40	47	54	49	46	236

Source: Admissions, Top 24 schools

**Table 15. Zip Code of Applicants**

	<b>1999- 2000</b>	<b>2000- 2001</b>	<b>2001- 2002</b>	<b>2002- 2003</b>	<b>2003- 2004</b>	<b>5-Year Total</b>
60067	891	988	878	755	752	4,264
60194	775	802	850	865	948	4,240
60056	714	797	805	869	856	4,041
60004	691	809	757	805	809	3,871
60193	650	714	732	731	726	3,553
60195	682	691	746	665	699	3,483
60010	582	553	614	568	592	2,909
60090	533	599	587	564	596	2,879
60007	518	548	586	590	620	2,862
60074	333	433	482	628	637	2,513
60005	393	423	429	423	450	2,118
60008	355	420	386	403	476	2,040
60173	328	382	352	344	417	1,823
60089	269	290	321	293	321	1,494
60070	169	203	207	193	232	1,004
60016	161	179	213	205	197	955
60103	260	270	215	94	89	928
60107	141	139	128	158	150	716
60047	119	144	141	141	160	705
60172	95	141	106	116	123	581
60110	74	104	102	100	110	490
60018	67	94	82	102	112	457
60102	103	72	83	57	87	402
60013	53	78	65	66	80	342
60014	47	61	58	74	89	329

Source: Admissions, Top 25 zip codes

## FALL SEMESTER (10<sup>TH</sup> DAY) PROFILE OF ENROLLED CREDIT STUDENTS

**Table 16. Degree Objective of Credit Students**

	Fall 2000		Fall 2001		Fall 2002		Fall 2003		Fall 2004	
	N	%	N	%	N	%	N	%	N	%
To complete one or several courses - Not pursuing degree	9,294	62%	8,471	58%	7,575	52%	6,974	47%	6,708	44%
To complete Certificate	1,148	8%	1,094	8%	1,173	8%	1,110	7%	1,215	8%
To complete Associate	4,579	30%	4,949	34%	5,734	40%	6,907	46%	7,342	48%
<b>Total</b>	15,021	100%	14,514	100%	14,482	100%	14,991	100%	15,265	100%

Source: ICCB E1 Submission (10<sup>th</sup> day enrollment)

**Table 17. Number of Credit Students By Residency Status**

	Fall 2000		Fall 2001		Fall 2002		Fall 2003		Fall 2004	
	N	%	N	%	N	%	N	%	N	%
In District	12,970	86%	12,648	87%	12,519	86%	13,157	88%	13,316	87%
Out of District	1,931	13%	1,762	12%	1,860	13%	1,741	12%	1,836	12%
Out of State	8	0%	5	0%	2	0%	15	0%	48	0%
International	112	1%	99	1%	101	1%	78	1%	65	0%
<b>Total</b>	15,021	100%	14,514	100%	14,482	100%	14,991	100%	15,265	100%

Source: ICCB E1 Submission (10<sup>th</sup> day enrollment)

**Table 18. Full-Time/Part-Time Status of Credit Students**

	Fall 2000		Fall 2001		Fall 2002		Fall 2003		Fall 2004	
	N	%	N	%	N	%	N	%	N	%
Part-Time	10,225	68%	9,804	68%	9,270	64%	9,555	64%	9,301	61%
Full-Time	4,796	32%	4,710	32%	5,212	36%	5,436	36%	5,964	39%
<b>Total</b>	15,021	100%	14,514	100%	14,482	100%	14,991	100%	15,265	100%

Source: ICCB E1 Submission (10<sup>th</sup> day enrollment)

**Table 19. Age Groups of Credit Students**

	Fall 2000		Fall 2001		Fall 2002		Fall 2003		Fall 2004	
	N	%	N	%	N	%	N	%	N	%
18 & Under	2,545	17%	2,354	16%	2,197	15%	2,413	16%	2,537	17%
19-24	5,707	38%	5,860	40%	6,174	43%	6,475	43%	6,673	44%
25-28	1,618	11%	1,509	10%	1,528	11%	1,478	10%	1,479	10%
29-33	1,527	10%	1,430	10%	1,324	9%	1,315	9%	1,228	8%
34-38	1,178	8%	1,051	7%	975	7%	948	6%	969	6%
39-42	762	5%	726	5%	747	5%	715	5%	683	4%
43-47	787	5%	716	5%	710	5%	765	5%	760	5%
48-52	430	3%	436	3%	423	3%	456	3%	483	3%
53-57	251	2%	229	2%	228	2%	230	2%	253	2%
58 & Over	187	1%	177	1%	175	1%	181	1%	188	1%
Unknown	30	0%	26	0%	1	0%	15	0%	12	0%
<b>Average Age</b>		<b>27</b>								
<b>Standard Deviation</b>		<b>32.0</b>		<b>31.8</b>		<b>10.4</b>		<b>10.5</b>		<b>10.6</b>

Source: ICCB E1 Submission (10<sup>th</sup> day enrollment)**Table 20. Gender of Credit Students**

	Fall 2000		Fall 2001		Fall 2002		Fall 2003		Fall 2004	
	N	%	N	%	N	%	N	%	N	%
Male	6,482	43%	6,248	43%	6,015	42%	6,279	42%	6,468	42%
Female	8,496	57%	8,265	57%	8,466	58%	8,707	58%	8,797	58%
Unknown	43	0%	1	0%	0	0%	5	0%	0	0%

Source: ICCB E1 Submission (10<sup>th</sup> day enrollment)**Table 21. Race/Ethnicity of Credit Students**

	Fall 2000		Fall 2001		Fall 2002		Fall 2003		Fall 2004	
	N	%	N	%	N	%	N	%	N	%
Asian or Pacific Islander	1,988	13%	1,925	13%	1,933	13%	1,912	13%	1,926	13%
American Indian or Alaskan Native	29	0%	35	0%	31	0%	32	0%	33	0%
African-American	458	3%	452	3%	470	3%	552	4%	568	4%
Hispanic	2,221	15%	2,226	15%	2,164	15%	2,294	15%	2,305	15%
White Non-Hispanic	9,106	61%	8,739	60%	8,986	62%	9,067	60%	9,210	60%
International	78	1%	69	0%	61	0%	59	0%	55	0%
Unknown	1,142	8%	1,068	7%	837	6%	1,075	7%	1,168	8%

Source: ICCB E1 Submission (10<sup>th</sup> day enrollment)

**Table 22. Age Group by Gender of Credit Students**

Fall 2004	Male		Female		Total	
	N	%	N	%	N	%
18 & Under	1,285	51%	1,252	49%	2,537	100%
19-24	3,233	48%	3,440	52%	6,673	100%
25-28	566	38%	913	62%	1,479	100%
29-33	404	33%	824	67%	1,228	100%
34-38	323	33%	646	67%	969	100%
39-42	177	26%	506	74%	683	100%
43-47	176	23%	584	77%	760	100%
48-52	146	30%	337	70%	483	100%
53-57	66	26%	187	74%	253	100%
58 & Over	86	46%	102	54%	188	100%

Source: ICCB E1 Submission (10<sup>th</sup> day enrollment)

**Table 23. Market Segment by Gender of Credit Students**

Fall 2004	Male		Female		Total	
	N	%	N	%	N	%
FTIC (18 & Under)	1,285	50.7%	1,252	49.3%	2,537	100.0%
Young Adult (19-24)	3,233	48.4%	3,440	51.6%	6,673	100.0%
Adults (25 & Over)	1,944	32.2%	4,099	67.8%	6,043	100.0%

Source: ICCB E1 Submission (10<sup>th</sup> day enrollment)

**Table 24. Age Groups by Ethnicity of Credit Students**

Fall 2004	Asian or Pacific Islander		American Indian or Alaskan Native		African American		Hispanic		White Non-Hispanic		International		Unknown	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
18 & Under	266	10%	8	0%	103	4%	319	13%	1,616	64%	1	0%	224	9%
19-24	872	13%	15	0%	208	3%	920	14%	4,147	62%	17	0%	494	7%
25-28	224	15%	0	0%	45	3%	339	23%	769	52%	5	0%	97	7%
29-33	186	15%	6	0%	53	4%	279	23%	626	51%	6	0%	72	6%
34-38	139	14%	1	0%	54	6%	179	18%	523	54%	5	1%	68	7%
39-42	95	14%	1	0%	40	6%	90	13%	391	57%	7	1%	59	9%
43-47	61	8%	0	0%	33	4%	94	12%	500	66%	4	1%	68	9%
48-52	47	10%	0	0%	17	4%	43	9%	334	69%	4	1%	38	8%
53-57	16	6%	0	0%	13	5%	25	10%	168	66%	4	2%	27	11%
58 & Over	20	11%	2	1%	2	1%	16	9%	129	69%	2	1%	17	9%

Source: ICCB E1 Submission (10<sup>th</sup> day enrollment)

**Table 25. Ethnicity by Market Segment of Credit Students**

Fall 2004	FTIC (18 & Under)		Young Adult (19-24)		Adults (25 & Over)	
Asian or Pacific Islander	266	10.5%	872	13.1%	788	13.0%
American Indian or Alaskan Native	8	0.3%	15	0.2%	10	0.2%
African American	103	4.1%	208	3.1%	257	4.3%
Hispanic	319	12.6%	920	13.8%	1,065	17.6%
White Non-Hispanic	1,616	63.7%	4,147	62.1%	3,440	56.9%
International	1	0.0%	17	0.3%	37	0.6%
Unknown	224	8.8%	494	7.4%	446	7.4%

Source: ICCB E1 Submission (10<sup>th</sup> day enrollment)

**Table 26. Credit Full-Time Equivalent (FTE)  
By Market Segment**

	Fall 2004
FTIC (18 & Under)	1,832
Young Adult (19-24)	4,532
Adults (25 & Over)	2,212

Source: ICCB E1 Submission. Note: FTE (Full Time Equivalent) is the number of credit hours divided by 15.

**Table 27. Gender by Full-Time/Part-Time Credit Students**

Fall 2004	Full-Time		Part-Time	
Male	2,938	49%	3,530	38%
Female	3,026	51%	5,771	62%

Source: ICCB E1 Submission (10<sup>th</sup> day enrollment)

**Table 28. Number of Credit Students from All  
In-District High Schools**

Fall 2004			
Rank	School	N(15,265)	Percent
1	Schaumburg	777	5.1%
2	Conant	765	5.0%
3	Hoffman Estates	660	4.3%
4	Palatine	658	4.3%
5	Fremd	633	4.1%
6	Elk Grove	551	3.6%
7	Hersey	517	3.4%
8	Rolling Meadows	512	3.4%
9	Wheeling	504	3.3%
10	Buffalo Grove	503	3.3%
11	Prospect	468	3.1%
12	Barrington	340	2.2%
13	St. Viator	94	0.6%
14	Christian Liberty Academy	49	0.3%

Source: ICCB E1 Submission (10<sup>th</sup> day enrollment) & Regent System

**Table 29. Number of Credit Students from the  
Most Frequented Out-of-District High Schools**

Fall 2004			
Rank	School	N(15,265)	Percent
1	Streamwood	135	0.9%
2	Lake Zurich	119	0.8%
3	Stevenson	116	0.8%
4	Maine West	91	0.6%
5	Lake Park	84	0.6%
6	Cary Grove	71	0.5%
7	Harry D. Jacobs	63	0.4%
8	Glenbrook South	55	0.4%
9	Dundee-Crown	38	0.2%
10	Elgin	35	0.2%
11	Niles North	32	0.2%
12	Crystal Lake	30	0.2%
13	Bartlett	27	0.2%
14	East Leyden	23	0.2%
15	Fenton	20	0.1%

Source: ICCB E1 Submission (10<sup>th</sup> day enrollment) & Regent System

**Table 30. Number of New In-District Credit Students by City**

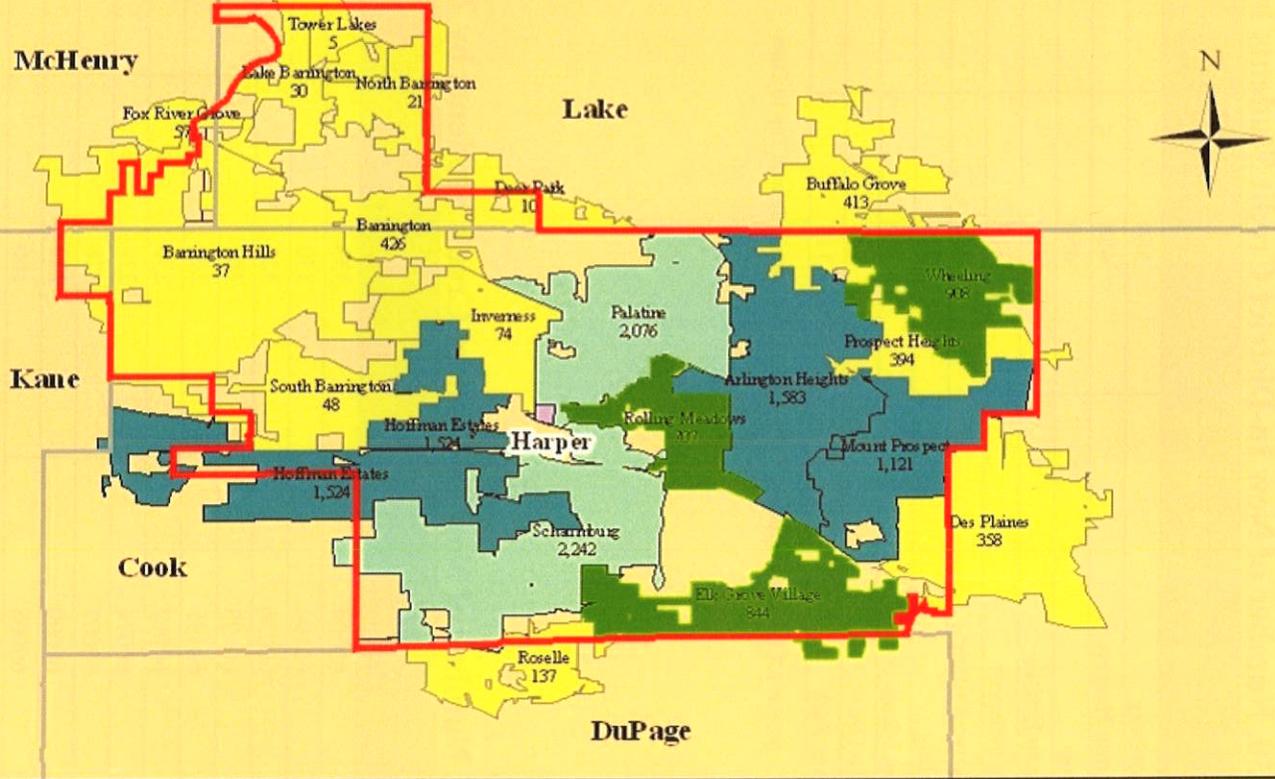
Fall 2004			
Rank	City	N(15,265)	Percent
1	Schaumburg	580	3.8%
2	Arlington Heights	488	3.2%
3	Palatine	450	2.9%
4	Hoffman Estates	414	2.7%
5	Mount Prospect	319	2.1%
6	Elk Grove Village	228	1.5%
7	Wheeling	225	1.5%
8	Rolling Meadows	166	1.1%
9	Buffalo Grove	122	0.8%
10	Hanover Park	118	0.8%

Source: ICCB E1 Submission (10<sup>th</sup> day enrollment) & Regent System, Top 10 Cities

**Table 31. Number of New In-District Credit Students by Zip Code**

Fall 2004			
Rank	Zip Code	N(15,265)	Percent
1	60004	333	2.2%
2	60194	330	2.2%
3	60056	325	2.1%
4	60193	282	1.8%
5	60195	242	1.6%
6	60067	236	1.5%
7	60074	228	1.5%
8	60007	228	1.5%
9	60090	223	1.5%
10	60008	166	1.1%

Source: ICCB E1 Submission (10<sup>th</sup> day enrollment) & Regent System, Top 10 Zip Codes



- 5 - 560
- 561 - 1,120
- 1,121 - 1,680
- 1,681 - 2,242

**Fall 2004 Enrollment from Cities Within the Harper District**

ArcGIS Development Team  
March 2005

Source: ECRF Data & Maps, C.D.  
Created in ArcGIS 8 using ArcMap



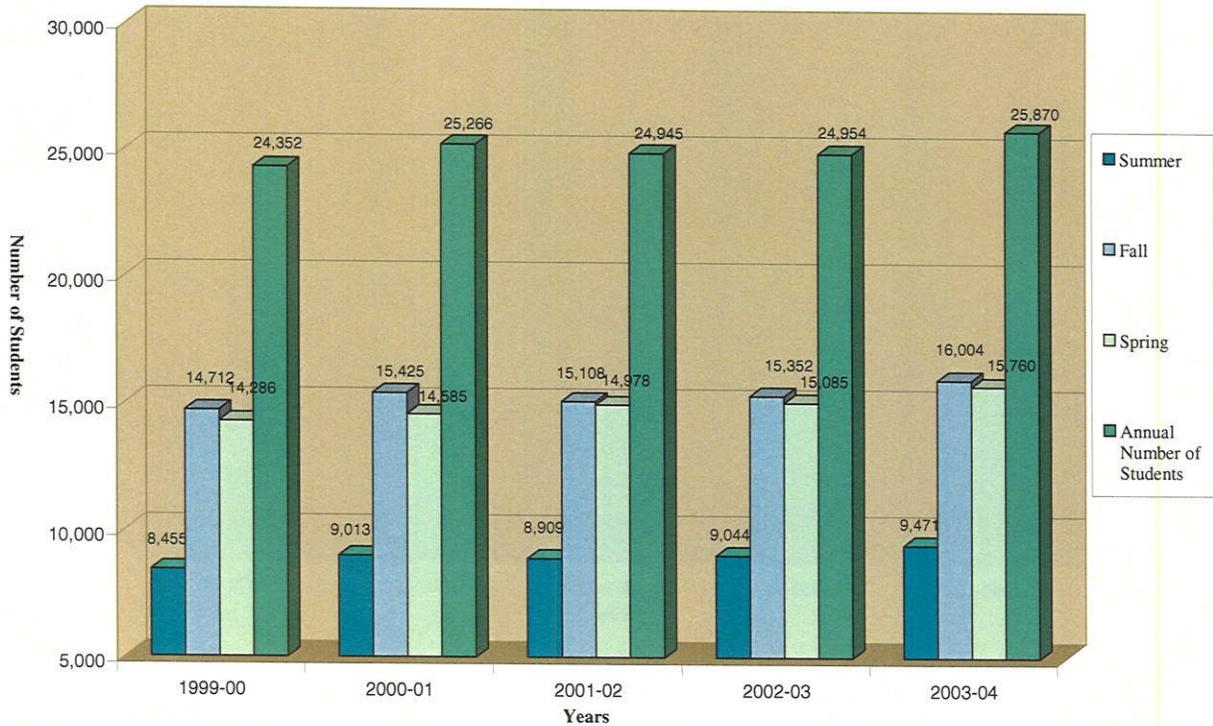
# ANNUAL CREDIT ENROLLMENTS

**Table 32. Annual Credit Student Headcounts**

	1999-00	2000-01	2001-02	2002-03	2003-04
<b>Annual Number of Students</b>	<b>24,352</b>	<b>25,266</b>	<b>24,945</b>	<b>24,954</b>	<b>25,870</b>
<b>By Semester</b>					
Summer	8,455	9,013	8,909	9,044	9,471
Fall	14,712	15,425	15,108	15,352	16,004
Spring	14,286	14,585	14,978	15,085	15,760

Source: ICCB A1 files

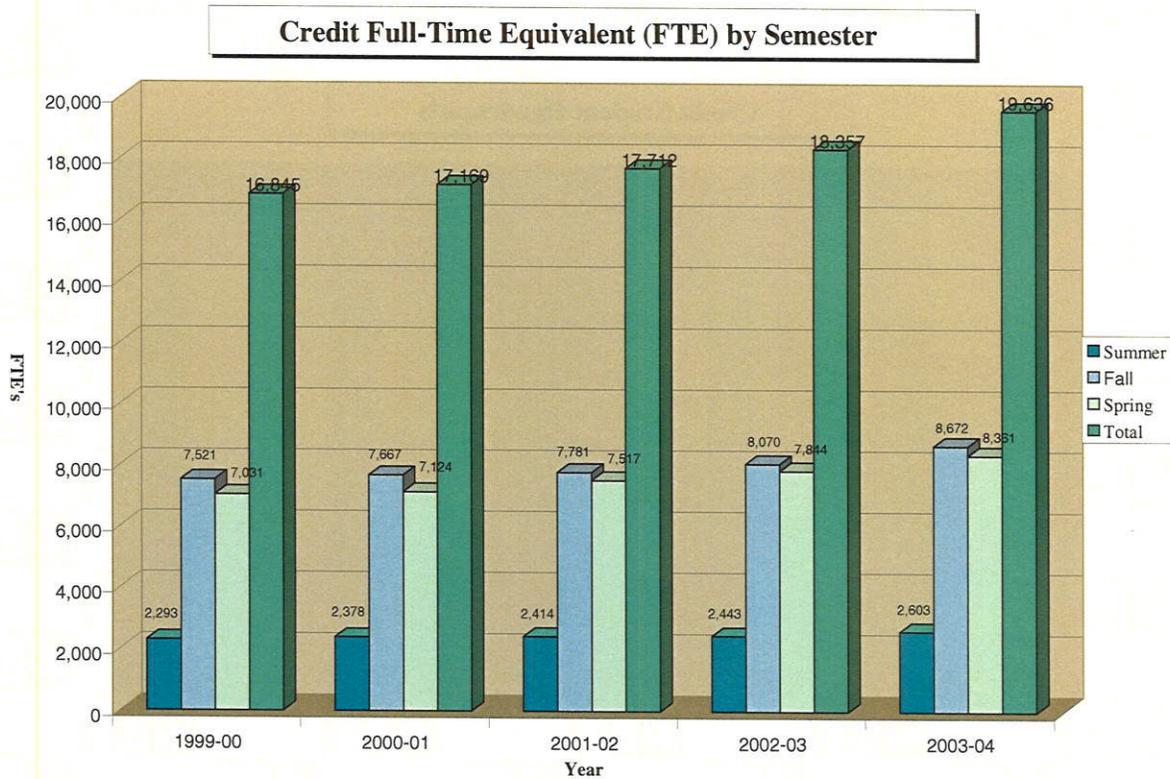
**Credit Student Headcounts**

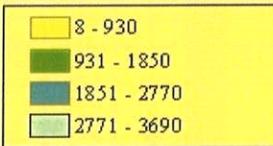
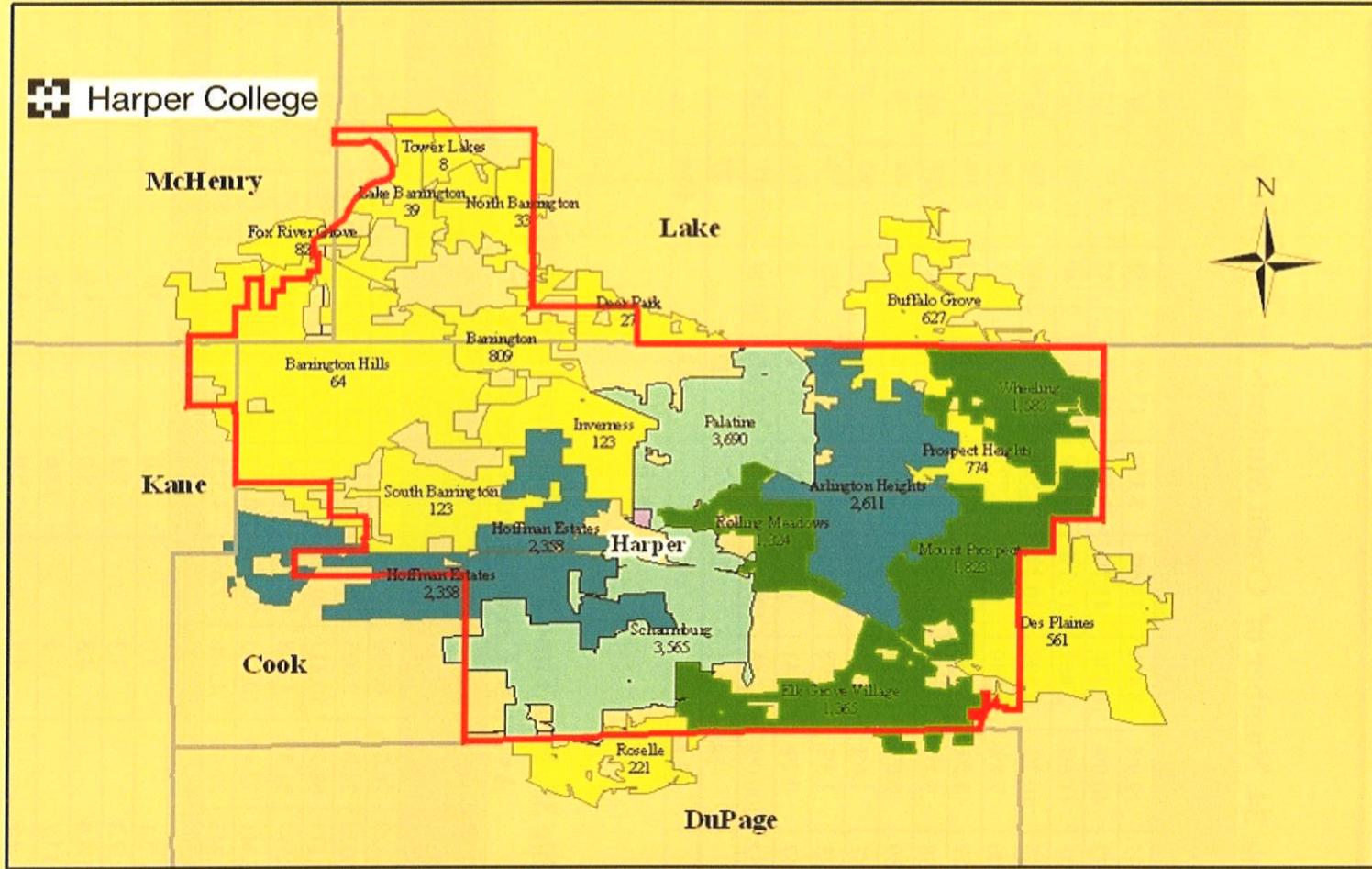


**Table 33. Credit Full-Time Equivalent (FTE) by Semester**

	1999-00	2000-01	2001-02	2002-03	2003-04
Summer	2,293	2,378	2,414	2,443	2,603
Fall	7,521	7,667	7,781	8,070	8,672
Spring	7,031	7,124	7,517	7,844	8,361
<b>Total</b>	<b>16,845</b>	<b>17,169</b>	<b>17,712</b>	<b>18,357</b>	<b>19,636</b>

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





**Annual (2003-2004) Enrollment from Cities Within the Harper District**

AcGIS Development Team  
March 2000

Source: BPR Data & Maps CD  
Created in ArcGIS using ArcMap



## ANNUAL PROFILE OF ENROLLED CREDIT STUDENTS

**Table 34. Number of Credit Students by Age Group**

	1999-00		2000-01		2001-02		2002-03		2003-04	
	N	%	N	%	N	%	N	%	N	%
18 & Under	3,135	12.9%	3,424	13.6%	3,359	13.5%	3,253	13.0%	3,395	13.1%
19-24	9,972	40.9%	10,530	41.7%	10,674	42.8%	11,042	44.2%	11,526	44.6%
25-28	2,831	11.6%	2,861	11.3%	2,679	10.7%	2,740	11.0%	2,741	10.6%
29-33	2,515	10.3%	2,592	10.3%	2,523	10.1%	2,342	9.4%	2,396	9.3%
34-38	1,906	7.8%	1,940	7.7%	1,777	7.1%	1,671	6.7%	1,725	6.7%
39-42	1,259	5.2%	1,233	4.9%	1,221	4.9%	1,233	4.9%	1,254	4.8%
43-47	1,238	5.1%	1,274	5.0%	1,267	5.1%	1,245	5.0%	1,295	5.0%
48-52	739	3.0%	681	2.7%	738	3.0%	735	2.9%	802	3.1%
53-57	387	1.6%	392	1.6%	393	1.6%	405	1.6%	407	1.6%
58 & Over	323	1.3%	298	1.2%	300	1.2%	281	1.1%	309	1.2%
Unknown	47	0.2%	41	0.2%	14	0.1%	7	0.0%	20	0.1%
Total Enrollment	24,352	100.0%	25,266	100.0%	24,945	100.0%	24,954	100.0%	25,870	100.0%
Average Age		28		27		27		27		27
Standard Dev.		13.8		10.4		10.4		10.4		10.4

Source: ICCB A1 Files

**Table 35. Full-Time/Part-Time Credit Students and  
Average Credit Hours per Semester**

		1999-00		2000-01		2001-02		2002-03		2003-04	
		N	%	N	%	N	%	N	%	N	%
Summer	PT	6,429	76.0%	6,990	77.6%	6,711	75.3%	6,783	74.8%	6,942	73.3%
	FT	2,026	24.0%	2,023	22.4%	2,198	24.7%	2,291	25.2%	2,529	26.7%
Fall	PT	10,113	68.7%	10,817	70.1%	10,303	68.2%	10,206	66.5%	10,422	65.1%
	FT	4,599	31.3%	4,608	29.9%	4,805	31.8%	5,146	33.5%	5,580	34.9%
Spring	PT	10,341	72.4%	10,565	72.4%	10,655	71.1%	10,314	68.4%	10,621	67.4%
	FT	3,945	27.6%	4,020	27.6%	4,323	28.9%	4,771	31.6%	5,135	32.6%
<b>Average Credit Load</b>											
Summer	PT	3.1		3.0		3.0		3.0		3.0	
	FT	7.3		7.3		7.3		7.1		7.1	
Fall	PT	4.9		4.8		5.0		5.0		5.2	
	FT	13.7		13.6		13.6		13.6		13.6	
Spring	PT	4.9		4.9		5.0		4.7		5.2	
	FT	13.8		13.7		13.6		13.6		13.7	

Source: ICCB A1 Files

**Table 36. Gender of Credit Students**

	1999-00		2000-01		2001-022		2002-03		2003-04	
	N	%	N	%	N	%	N	%	N	%
Female	13,717	56.3%	14,104	55.8%	14,140	56.7%	14,281	57.2%	14,777	57.1%
Male	10,619	43.6%	11,162	44.2%	10,805	43.3%	10,667	42.7%	11,093	42.9%
Unknown	16	0.1%	0	0.0%	0	0.0%	6	0.0%	0	0.0%

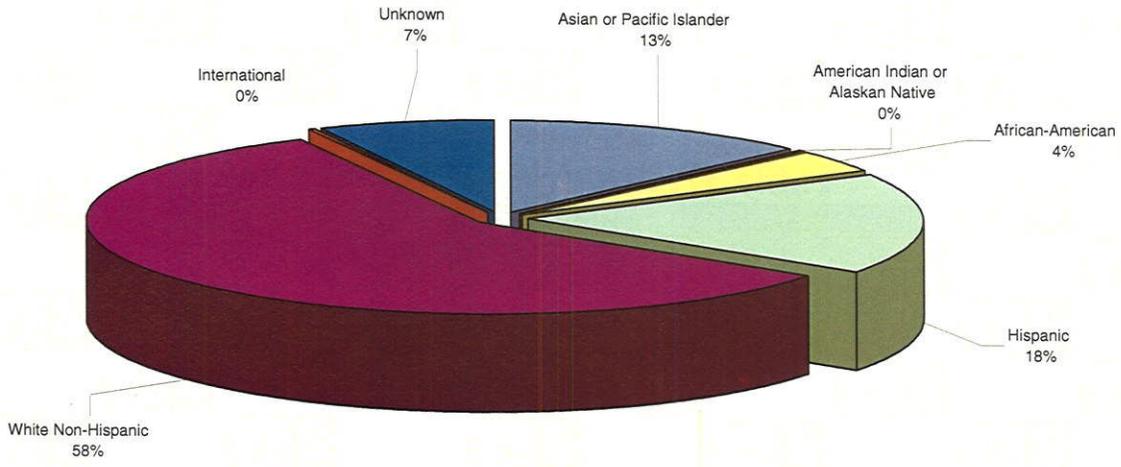
Source: ICCB A1 Files

**Table 37. Ethnicity of Credit Students**

	1999-00		2000-01		2001-02		2002-03		2003-04	
	N	%	N	%	N	%	N	%	N	%
Asian or Pacific Islander	3,192	13.1%	3,406	13.5%	3,458	13.9%	3,363	13.5%	3,261	12.6%
American Indian or Alaskan Native	53	0.2%	55	0.2%	55	0.2%	47	0.2%	55	0.2%
African-American	742	3.0%	793	3.1%	825	3.3%	853	3.4%	976	3.8%
Hispanic	3,805	15.6%	4,200	16.6%	4,120	16.5%	4,287	17.2%	4,591	17.7%
White Non-Hispanic	14,666	60.2%	14,790	58.5%	14,784	59.3%	14,755	59.1%	15,042	58.1%
International	168	0.7%	144	0.6%	117	0.5%	122	0.5%	110	0.4%
Unknown	1,726	7.1%	1,878	7.4%	1,586	6.4%	1,527	6.1%	1,835	7.1%

Source: ICCB A1 Files

# Race/Ethnicity of Credit Students for 2003-2004



**Table 38. Age Group by Gender**

FY 2004	Male		Female	
	N	%	N	%
18 & Under	1,730	51.0%	1,665	49.0%
19-24	5,358	46.5%	6,168	53.5%
25-28	1,157	42.2%	1,584	57.8%
29-33	924	38.6%	1,472	61.4%
34-38	652	37.8%	1,073	62.2%
39-42	381	30.4%	873	69.6%
43-47	371	28.6%	924	71.4%
48-52	234	29.2%	568	70.8%
53-57	141	34.6%	266	65.4%
58 & Over	137	44.3%	172	55.7%

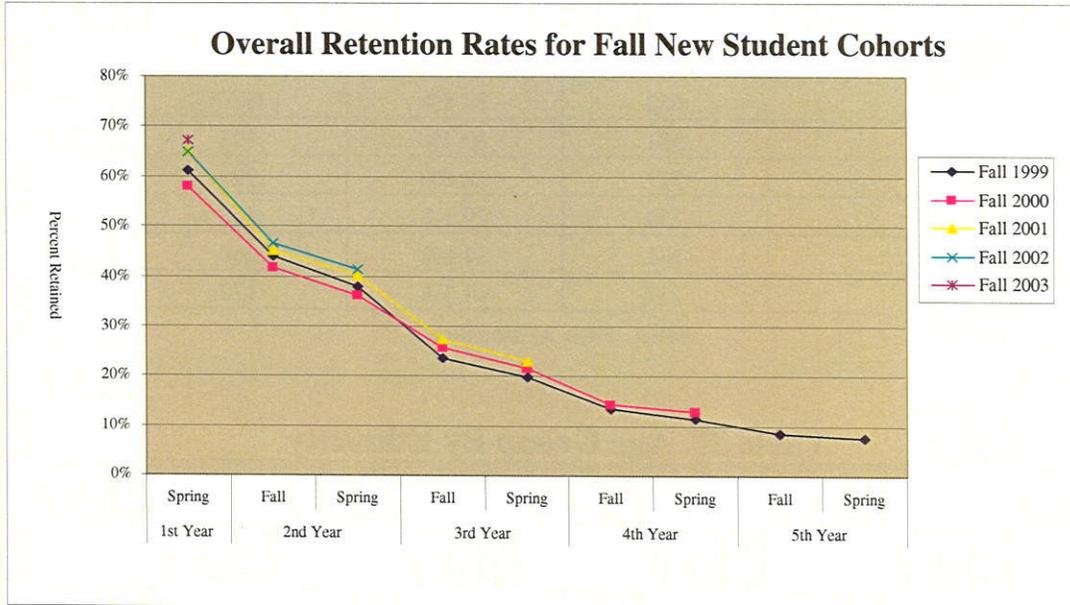
Source: ICCB A1 Submission

**Table 39. Age Group By Ethnicity**

FY 2004	Asian or Pacific Islander		American Indian or Alaskan Native		African American		Hispanic		White Non-Hispanic		International		Unknown	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
18 & Under	380	11%	9	0.3%	143	4%	448	13%	2,108	62%	8	0.2%	299	9%
19-24	1,507	13%	20	0.2%	329	3%	1,786	15%	7,108	62%	33	0.3%	743	6%
25-28	390	14%	4	0.1%	115	4%	732	27%	1,324	48%	14	0.5%	162	6%
29-33	362	15%	8	0.3%	120	5%	668	28%	1,070	45%	16	0.7%	152	6%
34-38	240	14%	6	0.3%	95	6%	397	23%	875	51%	11	0.6%	101	6%
39-42	149	12%	3	0.2%	77	6%	215	17%	705	56%	6	0.5%	99	8%
43-47	97	7%	3	0.2%	47	4%	183	14%	847	65%	12	0.9%	106	8%
48-52	79	10%	0	0.0%	31	4%	71	9%	534	67%	5	0.6%	82	10%
53-57	27	7%	0	0.0%	14	3%	49	12%	273	67%	4	1.0%	40	10%
58 & Over	28	9%	2	0.6%	5	2%	38	12%	193	62%	1	0.3%	42	14%

Source: ICCB A1 Submission

# RETENTION ANALYSIS



**Table 40. Overall Retention Rates for New Student Cohorts**

Cohort	Total N	1st Year		2nd Year		3rd Year		4th Year		5th Year	
		Spring N	Fall N	Spring N							
Fall 1999	4,008	2,447	1,766	1,514	950	795	531	451	335	307	
Fall 2000	4,196	2,434	1,744	1,517	1,079	905	603	535			
Fall 2001	4,373	2,846	1,972	1,754	1,190	1,002					
Fall 2002	3,995	2,595	1,860	1,652							
Fall 2003	4,070	2,737									

Cohort	Total N	1st Year		2nd Year		3rd Year		4th Year		5th Year	
		Spring Percent	Fall Percent	Spring Percent							
Fall 1999	4,008	61.1%	44.1%	37.8%	23.7%	19.8%	13.2%	11.3%	8.4%	7.7%	
Fall 2000	4,196	58.0%	41.6%	36.2%	25.7%	21.6%	14.4%	12.8%			
Fall 2001	4,373	65.1%	45.1%	40.1%	27.2%	22.9%					
Fall 2002	3,995	65.0%	46.6%	41.4%							
Fall 2003	4,070	67.2%									

Source: ICCB E1/A1 submissions and Harper's Regent system.

Table 41. Profile of Students in the Fall 2001 Cohort Who Returned the Specified Semester

		1st Year		2nd Year		3rd Year	
		N	Spring N	Fall N	Spring N	Fall N	Spring N
	Total	4373	2846	1972	1754	1190	1002
Market Segment	FTIC 2001	1811	1414	1055	978	670	556
	Young Adults 2001	1280	801	526	460	314	249
	Adults 2001	1280	631	391	316	206	197
	Unknown	2	0	0	0	0	0
Gender	Female	2355	1518	1100	980	640	571
	Male	2018	1328	872	774	550	431
Race/Ethnicity	African American	182	108	56	56	40	36
	American Indian/Alaskan Native	14	5	3	3	3	3
	Asian	579	358	240	212	136	116
	Hispanic	365	240	171	157	107	92
	International	8	6	2	2	0	1
	Unknown	405	221	143	115	82	69
	White	2820	1908	1357	1209	822	685
Full/Part Time	Full Time	1973	1614	1220	1119	714	558
	Part Time	2400	1232	752	635	476	444
GPA Group	Greater than/equal to 2.0	3277	2448	1672	1487	980	822
	Less than 2.0	1014	395	294	261	204	178
	Unknown	82	3	6	6	6	2
Academic Goal	Associate	2097	1557	1179	1058	716	598
	Certificate	409	211	121	108	66	65
	Courses	1867	1078	672	588	408	339
Student Intent	Improve basic academic skills (GED/ESL)	25	11	11	5	7	6
	Improve skills for present job	402	174	101	76	53	44
	Personal interest/self development	1148	683	473	420	304	266
	Prepare for future job	536	329	231	196	127	118
	Transfer	1884	1427	998	925	603	484
	Unknown/Other	378	222	158	132	96	84

		1st Year		2nd Year		3rd Year	
		N	Spring Percent	Fall Percent	Spring Percent	Fall Percent	Spring Percent
	Total	4373	65.1%	45.1%	40.1%	27.2%	22.9%
Market Segment	FTIC 2001	1811	78.1%	58.3%	54.0%	37.0%	30.7%
	Young Adults 2001	1280	62.6%	41.1%	35.9%	24.5%	19.5%
	Adults 2001	1280	49.3%	30.5%	24.7%	16.1%	15.4%
	Unknown	2	0.0%	0.0%	0.0%	0.0%	0.0%
Gender	Female	2355	64.5%	46.7%	41.6%	27.2%	24.2%
	Male	2018	65.8%	43.2%	38.4%	27.3%	21.4%
Race/Ethnicity	African American	182	59.3%	30.8%	30.8%	22.0%	19.8%
	American Indian/Alaskan Native	14	35.7%	21.4%	21.4%	21.4%	21.4%
	Asian	579	61.8%	41.5%	36.6%	23.5%	20.0%
	Hispanic	365	65.8%	46.8%	43.0%	29.3%	25.2%
	International	8	75.0%	25.0%	25.0%	0.0%	12.5%
	Unknown	405	54.6%	35.3%	28.4%	20.2%	17.0%
	White	2820	67.7%	48.1%	42.9%	29.1%	24.3%
Full/Part Time	Full Time	1973	81.8%	61.8%	56.7%	36.2%	28.3%
	Part Time	2400	51.3%	31.3%	26.5%	19.8%	18.5%
GPA Group	Greater than/equal to 2.0	3277	74.7%	51.0%	45.4%	29.9%	25.1%
	Less than 2.0	1014	39.0%	29.0%	25.7%	20.1%	17.6%
	Unknown	82	3.7%	7.3%	7.3%	7.3%	2.4%
Academic Goal	Associate	2097	74.2%	56.2%	50.5%	34.1%	28.5%
	Certificate	409	51.6%	29.6%	26.4%	16.1%	15.9%
	Courses	1867	57.7%	36.0%	31.5%	21.9%	18.2%
Student Intent	Improve basic academic skills (GED/ESL)	25	44.0%	44.0%	20.0%	28.0%	24.0%
	Improve skills for present job	402	43.3%	25.1%	18.9%	13.2%	10.9%
	Personal interest/self development	1148	59.5%	41.2%	36.6%	26.5%	23.2%
	Prepare for future job	536	61.4%	43.1%	36.6%	23.7%	22.0%
	Transfer	1884	75.7%	53.0%	49.1%	32.0%	25.7%
	Unknown/Other	378	58.7%	41.8%	34.9%	25.4%	22.2%

Table 42. Profile of Students in the Fall 2002 Cohort Who Returned the Specified Semester

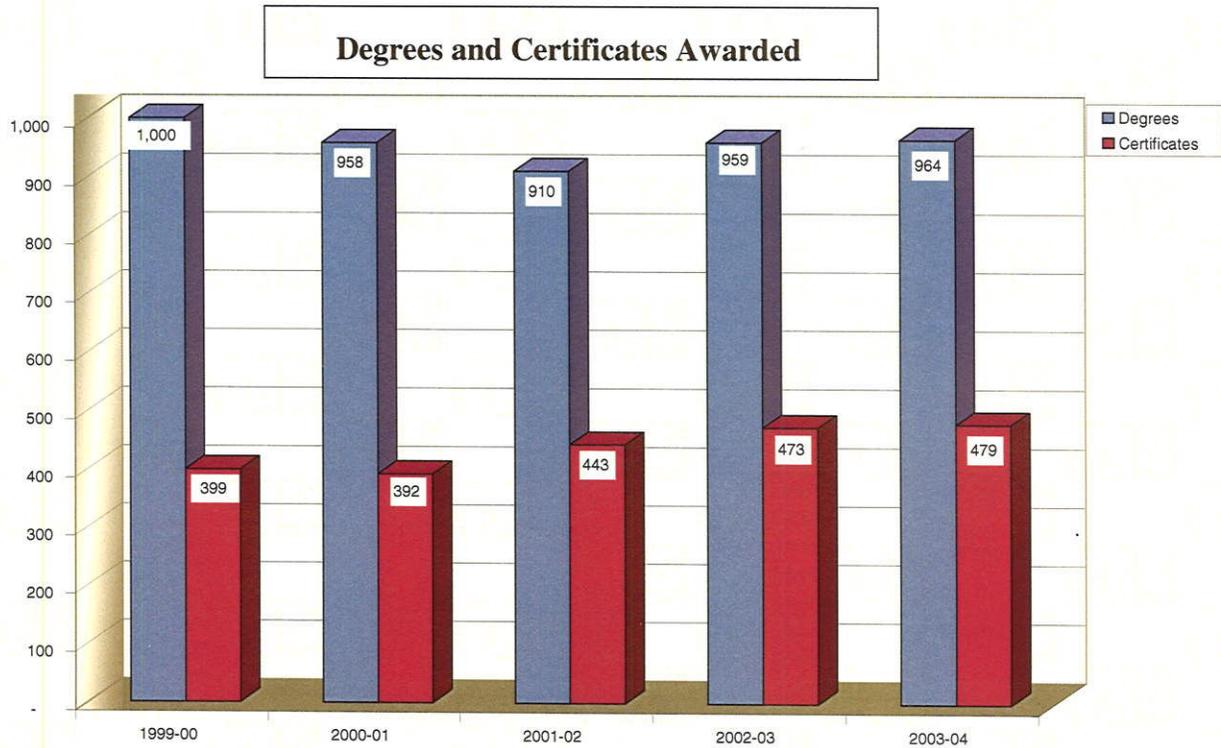
		1st Year		2nd Year	
		N	Spring N	Fall N	Spring N
	Total	3995	2595	1860	1652
Market Segment	FTIC 2002	1521	1255	1016	936
	Young Adults 2002	1280	746	494	425
	Adults 2002	1192	593	350	291
	Unknown	2	1	0	0
Gender	Female	2226	1465	1079	964
	Male	1769	1130	781	688
Race/Ethnicity	African American	166	110	67	60
	American Indian/Alaskan Native	8	6	3	3
	Asian	548	348	232	220
	Hispanic	357	230	170	153
	International	9	7	5	5
	Unknown	390	217	157	134
	White	2517	1677	1226	1077
Full/Part Time	Full Time	1968	1618	1219	1120
	Part Time	2027	977	641	532
GPA Group	Greater than/equal to 2.0	3017	2251	1629	1461
	Less than 2.0	908	338	227	189
	Unknown	70	6	4	2
Academic Goal	Associate	2181	1589	1195	1090
	Certificate	440	223	135	118
	Courses	1374	783	530	444
Student Intent	Improve basic academic skills (GED/ESL)	35	6	4	4
	Improve skills for present job	303	106	69	51
	Personal interest/self development	805	516	366	313
	Prepare for future job	584	368	245	217
	Transfer	1869	1375	1039	947
	Unknown/Other	399	224	137	120

		1st Year		2nd Year	
		N	Spring Percent	Fall Percent	Spring Percent
	Total	3995	65.0%	46.6%	41.4%
Market Segment	FTIC 2002	1521	82.5%	66.8%	61.5%
	Young Adults 2002	1280	58.3%	38.6%	33.2%
	Adults 2002	1192	49.7%	29.4%	24.4%
	Unknown	2	50.0%	0.0%	0.0%
Gender	Female	2226	65.8%	48.5%	43.3%
	Male	1769	63.9%	44.1%	38.9%
Race/Ethnicity	African American	166	66.3%	40.4%	36.1%
	American Indian/Alaskan Native	8	75.0%	37.5%	37.5%
	Asian	548	63.5%	42.3%	40.1%
	Hispanic	357	64.4%	47.6%	42.9%
	International	9	77.8%	55.6%	55.6%
	Unknown	390	55.6%	40.3%	34.4%
	White	2517	66.6%	48.7%	42.8%
Full/Part Time	Full Time	1968	82.2%	61.9%	56.9%
	Part Time	2027	48.2%	31.6%	26.2%
GPA Group	Greater than/equal to 2.0	3017	74.6%	54.0%	48.4%
	Less than 2.0	908	37.2%	25.0%	20.8%
	Unknown	70	8.6%	5.7%	2.9%
Academic Goal	Associate	2181	72.9%	54.8%	50.0%
	Certificate	440	50.7%	30.7%	26.8%
	Courses	1374	57.0%	38.6%	32.3%
Student Intent	Improve basic academic skills (GED/ESL)	35	17.1%	11.4%	11.4%
	Improve skills for present job	303	35.0%	22.8%	16.8%
	Personal interest/self development	805	64.1%	45.5%	38.9%
	Prepare for future job	584	63.0%	42.0%	37.2%
	Transfer	1869	73.6%	55.6%	50.7%
	Unknown/Other	399	56.1%	34.3%	30.1%

Table 43. Profile of Students in the Fall 2003 Cohort Who Returned the Specified Semester

		N	1st Year	
			Spring	Percent
	Total	4070	2737	67.2%
Market Segment	18 and under (FTIC)	1625	1334	82.1%
	19-24 (Young Adults)	1247	784	62.9%
	25 and over (Adults)	1197	618	51.6%
	Unknown	1	1	100.0%
Gender	Female	2247	1494	66.5%
	Male	1823	1243	68.2%
Race/Ethnicity	African American	195	130	66.7%
	American Indian/Alaskan Native	10	4	40.0%
	Asian	512	311	60.7%
	Hispanic	358	221	61.7%
	International	10	5	50.0%
	Unknown	480	303	63.1%
Full/Part Time	White	2505	1763	70.4%
	Full Time	2118	1740	82.2%
	Part Time	1952	997	51.1%
GPA Group	Greater than/equal to 2.0	3143	2421	77.0%
	Less than 2.0	880	314	35.7%
	Unknown	47	2	4.3%
Academic Goal	Associate	2541	1917	75.4%
	Certificate	378	224	59.3%
	Courses	1151	596	51.8%
Student Intent	Improve basic academic skills (GED/ESL)	9	4	44.4%
	Improve skills for present job	290	135	46.6%
	Personal interest/self development	626	379	60.5%
	Prepare for future job	656	400	61.0%
	Transfer	2143	1633	76.2%
	Unknown/Other	346	186	53.8%

# DEGREES AND CERTIFICATES AWARDED



**Table 44. Degrees and Certificates Awarded**

	1999-00	2000-01	2001-02	2002-03	2003-04
Degrees	1,000	958	910	959	964
Certificates	399	392	443	473	479

Source: Harper College Regent System

**Table 45. Type of Degrees Awarded**

	1999-00	2000-01	2001-02	2002-03	2003-04
AA - Associate in Arts	531	581	572	578	596
AAS - Associate In Applied Science	323	274	250	301	280
AS - Associate In Science	136	89	82	65	84
AFA -Associates in Fine Arts	7	10	5	15	3
AES - Associate In Engineering Science	3	4	1	0	1

Source: Harper College Regent System

**Table 46. 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	03-04
Accounting	ASSOC	7	10	8	6	10	4	6
	CERT	28	17	12	21	34	24	27
Administrative Technology	ASSOC	9	8	8	2	3	3	6
	CERT	40	20	16	14	13	11	19
Architectural Technology	ASSOC	3	4	2	4	4	5	0
	CERT	2	3	6	15	17	10	7
Art	ASSOC							3
	CERT							12
Automation	CERT					1		
Building Codes and Enforcement	CERT	5	4	5	5	5	2	4
Cardiac Technology	ASSOC	12	14	14	11	10	11	15
C N A	CERT	12	14					6
Computer Information Systems	ASSOC	7	11	22	23	15	18	5
	CERT	53	56	76	67	102	54	58
Criminal Justice	ASSOC	15	14	12	11	16	10	16
	CERT	1	3	5	2	5	6	3
Culinary Arts	CERT							7
Dental Hygiene	ASSOC	31	31	29	30	26	35	23
Dietary Manager	CERT	10	6					6
Dietetic Technician	ASSOC	10	6	8	6	3	7	8
Early Childhood Education	ASSOC	11	8	5	8	6	5	12
	CERT	30	19	13	22	32	32	40
Electronics Technology	ASSOC	6	13	10	7	5	6	7
	CERT	24	33	39	27	43	28	27
Fashion Design	ASSOC	12	11	8	14	12	11	14
	CERT	4	1	4	1	2	7	3
Financial Services	ASSOC	3	3	2	3	1	2	5
	CERT	2	2	2	7	7	4	3
Fire Science Technology	ASSOC	2	5	4	6	2	4	8
	CERT	2		1			1	1
Horticulture	ASSOC				1			
	CERT						1	
Hospitality Management	ASSOC	6	6	7	4	2	7	6
	CERT	7	3	6	12	12	1	4
Insurance	ASSOC	3						
	CERT		1				7	12
Interior Design	ASSOC	22	18	17	18	16	14	12
Journalism	ASSOC	2	1	3			2	1
	CERT	1	5	2	0	2		

Source: Harper College Regent System

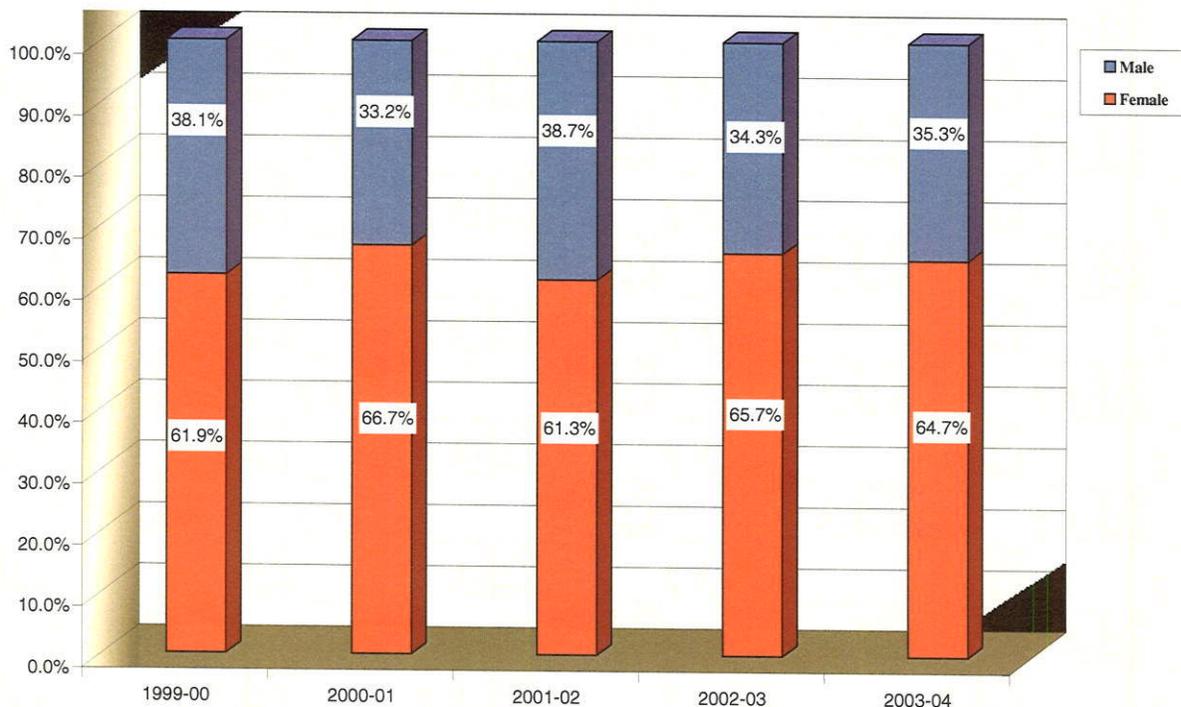
**Table 46. Continued**

<b>Program</b>	<b>Degree Type</b>	<b>97-98</b>	<b>98-99</b>	<b>99-00</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>
Law Office Administrative Assistant	ASSOC	23					2	1
	CERT	23	1					
Management	ASSOC	4	8	10	5	7	9	9
	CERT	17	8	34	27	26	27	33
Manufacturing Engineering	ASSOC	3				1		3
	CERT	3	1	3				
Marketing	ASSOC	5	7	4	3	3	5	8
	CERT	5	1	8	6	13	14	24
Mechanical Engineering Technology	ASSOC	5	3	1	1	1	2	
	CERT	6	2	2	16	1	1	
Medical Office Administration	ASSOC	3	2	6	5	2	3	4
	CERT	9	14	7	15	5	3	9
Nursing	ASSOC	94	107	111	79	81	94	74
	CERT	45	27	31	20	16	14	14
Paralegal Studies	ASSOC		16	14	14	11	23	21
	CERT		21	27	42	32	62	63
Park and Golf Maintenance	ASSOC	2	4	3	3	1	1	
	CERT	1	0	0	3	1	7	8
Pharmacy Technician	CERT	9	3	4	5	2		1
Plant Science Technology	ASSOC	9	5	5	4	4	4	2
	CERT	19	22	19	12	11	13	3
Refrigeration & Air Conditioning Technology	ASSOC	4	5	4		3	1	
	CERT	34	17	35	20	46	53	42
Sign Language Interpreting	ASSOC	3	2	4	2	1		
	CERT	7	6	5	16	6	11	8
Supply Chain Management	ASSOC	1	5	2	5	4	1	5
	CERT	25	13	35	16	9	11	11
Web Application Developer	ASSOC						7	1
	CERT						29	12
Web Visual Design	ASSOC						3	9
	CERT						12	12

Source: Harper College Regent System

# PROFILE OF STUDENTS AWARDED DEGREES AND CERTIFICATES

## Gender of Students Awarded Degrees or Certificates



**Table 47. Gender of Students Awarded Degrees or Certificates**

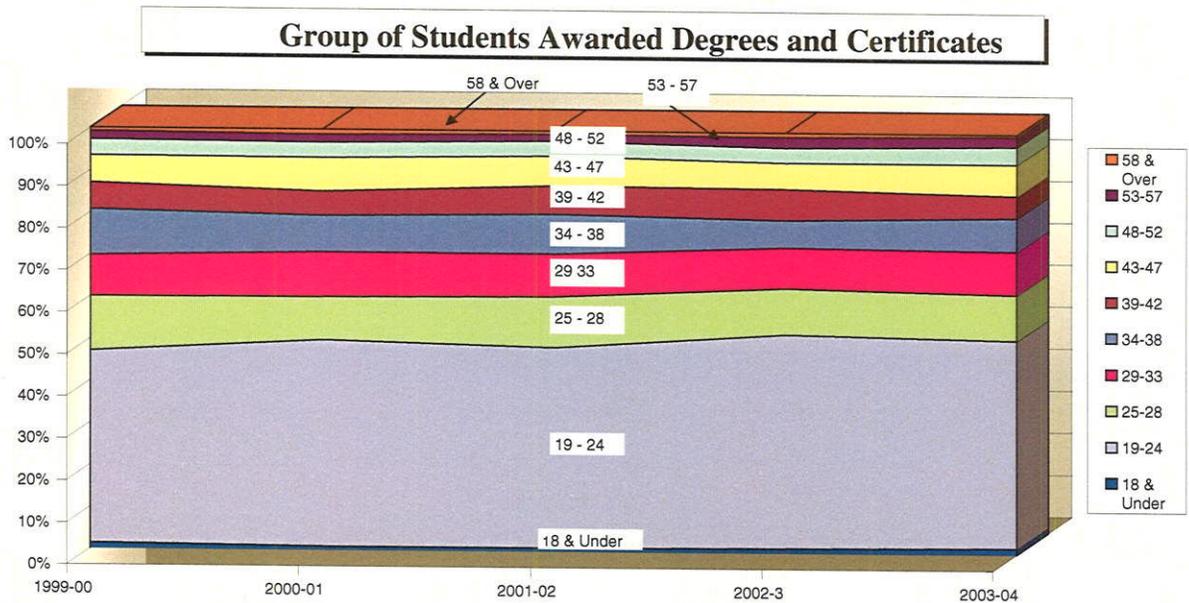
	1999-00		2000-01		2001-02		2002-03		2003-04	
	N	%	N	%	N	%	N	%	N	%
Female	866	61.9%	899	66.7%	829	61.3%	941	65.7%	934	64.7%
Male	533	38.1%	447	33.2%	524	38.7%	491	34.3%	509	35.3%
Unknown	0	0.0%	1	0.1%	0	0.0%	0	0.0%	0	0.0%

Source: Harper College Regent System

**Table 48. Race/Ethnicity of Students Awarded  
Degrees or Certificates**

	1999-00		2000-01		2001-02		2002-03		2003-04	
	N	%	N	%	N	%	N	%	N	%
Asian or Pacific Islander	146	10.4%	117	8.7%	155	11.5%	146	10.2%	167	11.6%
American Indian or Alaskan Native	5	0.4%	0	0.0%	5	0.4%	5	0.3%	3	0.2%
African-American	29	2.1%	27	2.0%	30	2.2%	33	2.3%	57	4.0%
Hispanic	83	5.9%	72	5.3%	96	7.1%	118	8.2%	101	7.0%
White Non-Hispanic	1,030	73.6%	1,012	75.1%	968	71.5%	1,026	71.6%	1,040	72.1%
International	17	1.2%	13	1.0%	7	0.5%	7	0.5%	10	0.7%
Other/Unknown/Refused	89	6.4%	106	7.9%	92	6.8%	97	6.8%	65	4.5%

Source: Harper College Regent System



**Table 49. Age Groups of Students Awarded Degrees or Certificates**

	1999-00		2000-01		2001-02		2002-03		2003-04	
	N	%	N	%	N	%	N	%	N	%
18 & Under	19	1.4%	11	0.8%	10	0.7%	15	1.0%	20	1.4%
19-24	638	45.7%	661	49.1%	645	47.7%	727	50.8%	712	49.3%
25-28	180	12.9%	138	10.2%	162	12.0%	158	11.0%	158	10.9%
29-33	138	9.9%	144	10.7%	139	10.3%	139	9.7%	149	10.3%
34-38	153	11.0%	117	8.7%	128	9.5%	94	6.6%	116	8.0%
39-42	88	6.3%	78	5.8%	92	6.8%	107	7.5%	75	5.2%
43-47	90	6.4%	107	7.9%	95	7.0%	89	6.2%	110	7.6%
48-52	53	3.8%	49	3.6%	49	3.6%	52	3.6%	60	4.2%
53-57	28	2.0%	26	1.9%	22	1.6%	37	2.6%	36	2.5%
58 & Over	10	0.7%	16	1.2%	10	0.7%	14	1.0%	7	0.5%
Unspecified	2	0.1%	0	0.0%	1	0.1%	0	0.0%	0	0.0%

Source: Harper College Regent System



## **Chapter IV Noncredit 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 the mission statement and the highlights from fiscal year 2003-2004.

## 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 noncredit 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 50. Gender Distribution of Continuing Education Students**

	1999-00		2000-01		2001-02		2002-03		2003-04	
	N	%	N	%	N	%	N	%	N	%
Male	5,971	40.3%	5,992	42.4%	5,804	41.9%	5,307	41.0%	4,662	40.7%
Female	8,763	59.1%	8,047	56.9%	7,939	57.4%	7,568	58.4%	6,698	58.4%
Unknown	89	0.6%	91	0.6%	99	0.7%	83	0.6%	108	0.9%
Unduplicated Total*	14,823		14,130		13,842		12,958		11,468	
Total	28,172		26,913		27,576		26,213		23,177	

Source: Continuing Education

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

**Table 51. Enrollment of Continuing Education Students by Semester (duplicated)**

	1999-00		2000-01		2001-02		2002-03		2003-04	
	N	%	N	%	N	%	N	%	N	%
Summer	7,598	27.0%	9,498	35.3%	10,936	39.7%	10,490	40.0%	9,006	38.9%
Fall	9,100	32.3%	8,558	31.8%	7,920	28.7%	7,426	28.3%	6,643	28.7%
Spring	11,474	40.7%	8,857	32.9%	8,720	31.6%	8,297	31.7%	7,528	32.5%
Total	28,172		26,913		27,576		26,213		23,177	

Source: Continuing Education

**Table 52. Enrollment of Continuing Education  
Students by Semester (unduplicated)**

	1999-00		2000-01		2001-02		2002-03		2003-04	
	N	%	N	%	N	%	N	%	N	%
Summer	4,647	25.8%	5,075	29.8%	5,447	32.6%	5,075	32.6%	4,600	33.6%
Fall	6,012	33.4%	6,010	35.2%	5,386	32.3%	5,076	32.6%	4,306	31.4%
Spring	7,336	40.8%	5,970	35.0%	5,865	35.1%	5,405	34.7%	4,795	35.0%
Total	17,995		17,055		16,698		15,556		13,701	
Unduplicated Total*	14,823		14,130		13,842		12,958		11,468	
Total	28,172		26,913		27,576		26,213		23,177	

Source: Continuing Education

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

**Table 53. Enrollment of  
Continuing Education Students by Program Area**

	1999-00		2000-01		2001-02		2002-03		2003-04	
	N	%	N	%	N	%	N	%	N	%
Computer Training	6,494	23.1%	4,948	18.4%	4,145	15.0%	3,191	12.2%	2,510	10.8%
Personal Enrichment	6,530	23.2%	4,807	17.9%	5,400	19.6%	4,441	16.9%	5,252	22.7%
Physical Fitness	6,069	21.5%	5,523	20.5%	5,647	20.5%	4,918	18.8%	5,728	24.7%
Professional Development	4,875	17.3%	4,491	16.7%	4,815	17.5%	5,492	21.0%	4,994	21.5%
Youth Programs	4,204	14.9%	7,144	26.5%	7,569	27.4%	8,171	31.2%	4,693	20.2%
Total	28,172		26,913		27,576		26,213		23,177	

Source: Continuing Education

## **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 that 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.

### **HIGHLIGHTS FROM FY 03-04**

Significant accomplishments include:

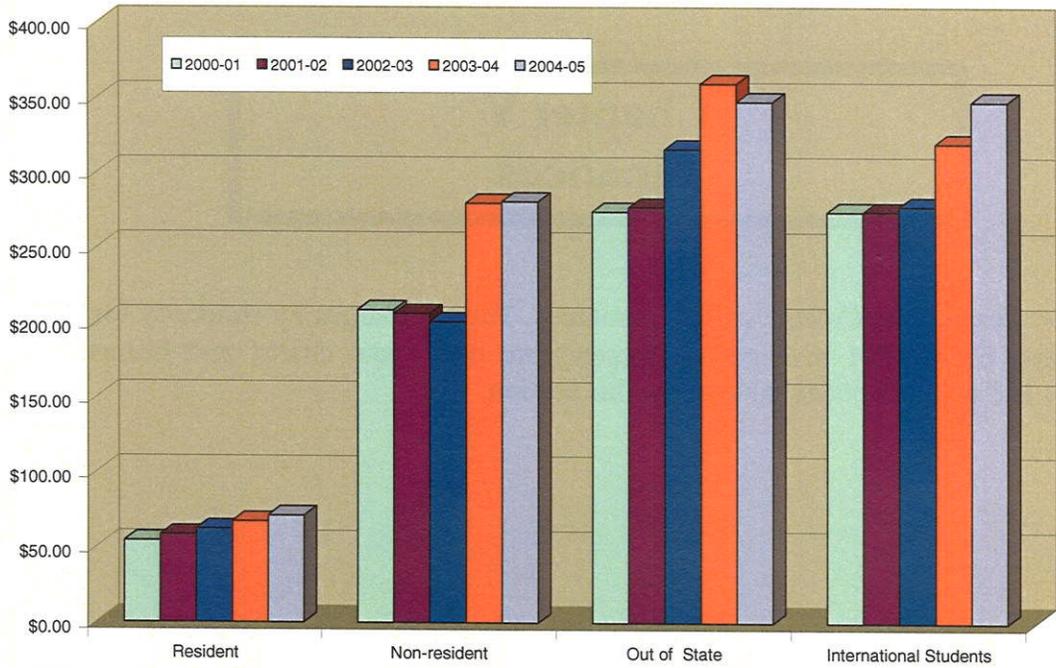
- Trained approximately 3500 employees at 60 different companies
- Delivered 38 on-site credit classes from the BUS/SS Division mostly to Motorola (Networking Certificate), Northrop Grumman (Administrative Technology Certificate) and District 54 (Teacher Paraprofessional Certificate)
- Served 30 companies with customized Workforce ESL and Command Spanish classes
- Allocated \$131,000 in state training grants to nine companies

## **Chapter V**

### **Finances**

Chapter V presents the College's fiscal resources. Tuition charges by residency for the last five fiscal years, fiscal 2004 revenue and expenditure tables and charts, and historical assessed valuations and taxes extended table are in this section.

## Tuition for Credit Courses Per Semester Hour by Residency



**Table 54. Tuition for Credit Courses Per Semester Hour by Residency**

	2000-01	2001-02	2002-03	2003-04	2004-05
Resident	\$54.00	\$58.00	\$62.00	\$67.00	\$71.00
Non-resident	\$208.81	\$206.26	\$201.00	\$280.00	\$281.00
Out of State	\$274.39	\$277.29	\$316.00	\$360.00	\$348.00
International Students	\$274.39	\$274.39	\$278.00	\$320.00	\$348.00

Source: Harper College Catalog

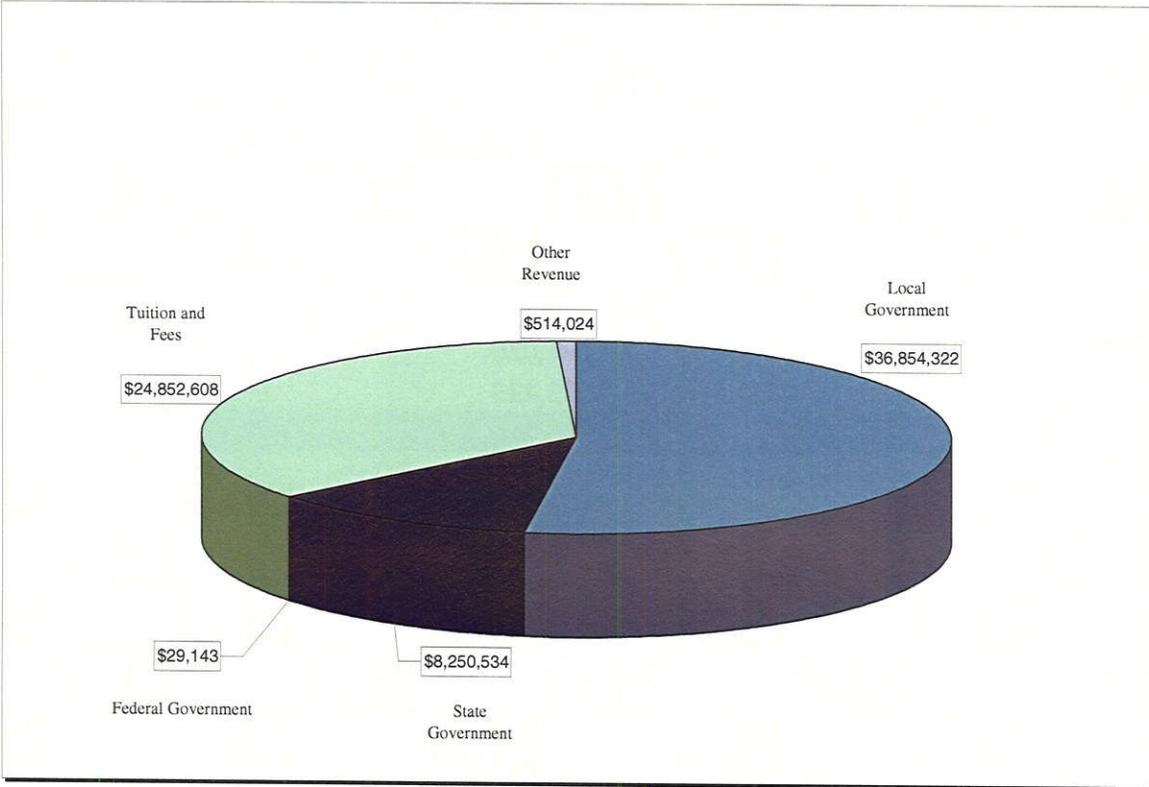
**Table 55. Operating Funds Revenues**  
**Harper College, Community College District No. 512**  
For the year ended June 30, 2004

Operating Revenue by Source:	Education Fund	Operations and Maintenance Fund	Total Operating Funds
<b>Local Government Revenue:</b>			
Local taxes	\$25,663,224	\$10,966,481	\$36,629,705
Chargeback revenue	\$224,617	—	\$224,617
Other	—	—	—
<b>Total Local Government Revenue</b>	<b>\$25,887,841</b>	<b>\$10,966,481</b>	<b>\$36,854,322</b>
<b>State Government Revenue:</b>			
ICCB Credit Hour grants	\$6,997,311	—	\$6,997,311
CPPTRR	\$397,020	\$213,780	\$610,800
Other	\$642,423	—	\$642,423
<b>Total State Government Revenue</b>	<b>\$8,036,754</b>	<b>\$213,780</b>	<b>\$8,250,534</b>
<b>Federal Government Revenue:</b>			
Department of Education	\$29,143	—	\$29,143
Other	—	—	\$0
<b>Total Federal Government Revenue</b>	<b>\$29,143</b>	<b>\$0</b>	<b>\$29,143</b>
<b>Student Tuition and Fees:</b>			
Tuition	\$20,413,051	\$0	\$20,413,051
Fees	\$3,828,850	\$610,707	\$4,439,557
Other student assessments	—	—	\$0
<b>Total Student Tuition and Fees</b>	<b>\$24,241,901</b>	<b>\$610,707</b>	<b>\$24,852,608</b>
<b>Other sources:</b>			
Sales and service fees	\$45,131	—	\$45,131
Investment revenue	\$193,375	\$146,902	\$340,277
Other	\$22,272	\$6,344	\$28,616
Transfers	\$100,000	\$0	\$100,000
<b>Total Other Revenue</b>	<b>\$360,778</b>	<b>\$153,246</b>	<b>\$514,024</b>
<b>Total Revenue</b>	<b>\$58,556,417</b>	<b>\$11,944,214</b>	<b>\$70,500,631</b>
<b>Less – Non-operating items:*</b>			
Tuition chargeback revenue	\$224,617	—	\$224,617
Transfers from non-operating	\$100,000	—	\$100,000
<b>Adjusted Revenue</b>	<b>\$58,231,800</b>	<b>\$11,944,214</b>	<b>\$70,176,014</b>

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

Source: Harper College Finance Department

**Harper College Community College District No. 512  
Operating Funds Revenue FY04**



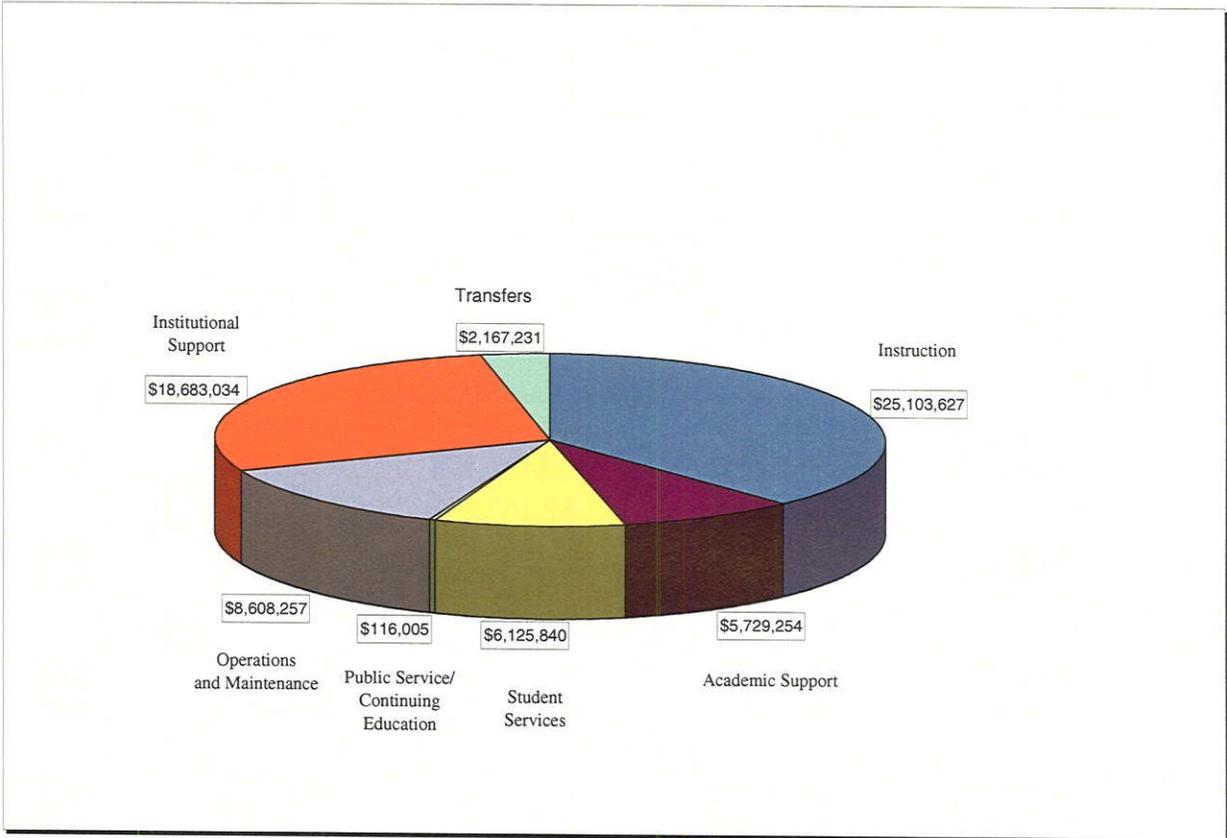
**Table 56. Operating Funds Expenditures**  
**Harper College, Community College District No. 512**  
For the year ended June 30, 2004

	Education Fund	Operations and Maintenance Fund	Total Operating Funds
<b>Operating Expenditures By Program:</b>			
Instruction	\$25,103,627	—	\$25,103,627
Academic support	\$5,729,254	—	\$5,729,254
Student services	\$6,125,840	—	\$6,125,840
Public service / continuing education	\$116,005	—	\$116,005
Operations and maintenance	—	\$8,608,257	\$8,608,257
Institutional support	\$16,099,716	\$2,583,318	\$18,683,034
			\$0
Transfers	\$2,167,231	\$0	\$2,167,231
<b>Total Operating Expenditures</b>	<b>\$55,341,673</b>	<b>\$11,191,575</b>	<b>\$66,533,248</b>
<b>Less – Non-operating items:*</b>			
Tuition chargebacks	\$132,178	—	\$132,178
Transfers to non-operating funds	\$2,167,231	—	\$2,167,231
<b>Adjusted Operating Expenditures</b>	<b>\$53,042,264</b>	<b>\$11,191,575</b>	<b>\$64,233,839</b>
<b>Operating Expenditures By Object:</b>			
Salaries	\$38,516,587	\$4,138,328	\$42,654,915
Employee benefits	\$6,705,288	\$986,345	\$7,691,633
Contractual services	\$2,586,600	\$1,380,047	\$3,966,647
General materials and supplies	\$2,967,887	\$914,864	\$3,882,751
Conference and meeting expense	\$518,718	\$9,011	\$527,729
Fixed charges	\$162,485	\$199,414	\$361,899
Utilities	—	\$2,477,218	\$2,477,218
Capital outlay	\$461,605	\$1,085,842	\$1,547,447
Other	\$1,255,272	\$506	\$1,255,778
Transfers	\$2,167,231	—	\$2,167,231
<b>Total Operating Expenditures</b>	<b>\$55,341,673</b>	<b>\$11,191,575</b>	<b>\$66,533,248</b>
<b>Less – Non-operating items:*</b>			
Tuition chargebacks	\$132,178	—	\$132,178
Transfers to non-operating funds	\$2,167,231	—	\$2,167,231
<b>Adjusted Operating Expenditures</b>	<b>\$53,042,264</b>	<b>\$11,191,575</b>	<b>\$64,233,839</b>

\* Intercollege expenses are subtracted to allow for statewide comparisons.

Source: Harper College Finance Department

**Harper College Community College District No. 512  
Operating Funds Expenditure FY04**



**Table 57. Historical Assessed Valuations and Taxes Extended  
Harper College, Community College District No. 512**

<b>Governmental Fund Types</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
<b>Equalized Assessed Valuations (000's)</b>	12,862,707	13,398,774	13,436,668	15,637,592	16,793,410	16,674,766
<b>Tax Rates:</b>						
Education Fund	0.1655	0.1609	0.1750	0.1533	0.1535	0.1570
Operations & Maintenance Fund	0.0709	0.0689	0.0750	0.0657	0.0655	0.0670
Operations & Maintenance Restricted Fund	0.0100	0.0178	0.0096	0.0144	0.0027	0.0037
Bond & Interest Fund	0.0206	0.0167	0.0810	0.0702	0.0665	0.0680
Audit Fund	0.0005	0.0005	0.0005	0.0005	0.0008	0.0008
Liability, Protection, & Settlement Fund	0.0094	0.0082	0.0054	0.0063	0.0068	0.0110
<b>Total</b>	<b>0.2769</b>	<b>0.2730</b>	<b>0.3465</b>	<b>0.3104</b>	<b>0.2958</b>	<b>.3075</b>
<b>Taxes Extended:</b>						
Education Fund	21,357,244	21,411,240	23,514,170	23,973,617	25,785,597	26,175,597
Operations & Maintenance Fund	9,153,105	9,164,761	10,077,501	10,274,407	10,999,036	11,179,036
Operations & Maintenance Restricted Fund	1,285,462	2,358,184	1,290,322	2,255,700	454,384	620,561
Bond & Interest Fund	2,663,678	2,224,927	10,882,531	10,977,714	11,177,197	11,345,348
Audit Fund	61,804	66,993	72,100	77,250	128,750	128,750
Liability, Protection, & Settlement Fund	1,203,040	1,098,699	720,259	976,624	1,133,000	1,835,460
<b>Total</b>	<b>35,724,333</b>	<b>36,324,804</b>	<b>46,556,883</b>	<b>48,535,312</b>	<b>49,677,964</b>	<b>51,284,752</b>

Source: Harper College Finance Department



## **Chapter VI Facilities**

Harper's main campus in Palatine includes 24 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.



-  N, S, E, W
-  Accessible Parking
-  Visitor Parking
-  Auto Door Entrance
-  Level Entryways
-  Lift
-  Wheelchair Lift

DESTINATION	BLDG
Academic Advising & Counseling	I
Academic Enrichment & Language	F
Studies Division Office	F
Access & Disability Services	D
Administration & Executive Offices	W
Admissions Outreach	C
Admissions Processing	A
Adult Education	F
Assessment & Testing Center	A
Bookstore	L
Box Office	J
Business Office	A
Business & Social Science Division Office	J
Career Center	A
Center for New Students & Orientation	C
Cockrell Dining Hall	A
Continuing Education Division Office	C
Corporate Services	W
Dental Clinic	X
English as a Second Language	F
Gymnasium	M
Health & Psychological Services	A
Honors Program	L
Human Resources	A
Information Center	A
J143 Theatre	J
Liberal Arts Division Office	L
Library	F
Life Science & Human Services Division Office	X
Marketing Services	S
MegaLab	Y
Multicultural Learning Center	D
Nursing Lab	X
Observatory - Karl G. Henize	O
Performing Arts Center	R
Plant Science Center	V
Public Safety	B
Receiving	B
Registrar & Records	A
Research Office	A
Scholarships & Financial Assistance	C
Science Programs	Z
Sign Language Interpreting	F
Student Activities	A
Student Development Division Office	A
Technology, Mathematics, & Physical Sciences Division Office	H
Tutoring Center	F
Wellness & Human Performance Division	M
Wojcik Conference Center	W
Women's Program	A

**Smoking Policy:** Harper College maintains a smoke/tobacco free environment consistent with its effort to promote wellness and a healthy campus environment. Specific smoking areas are designated throughout the campus.

## Extension Center Locations

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

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

Harper 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 - PNR  
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 58. Campus Buildings and Acceptance Dates and Gross Square Feet**

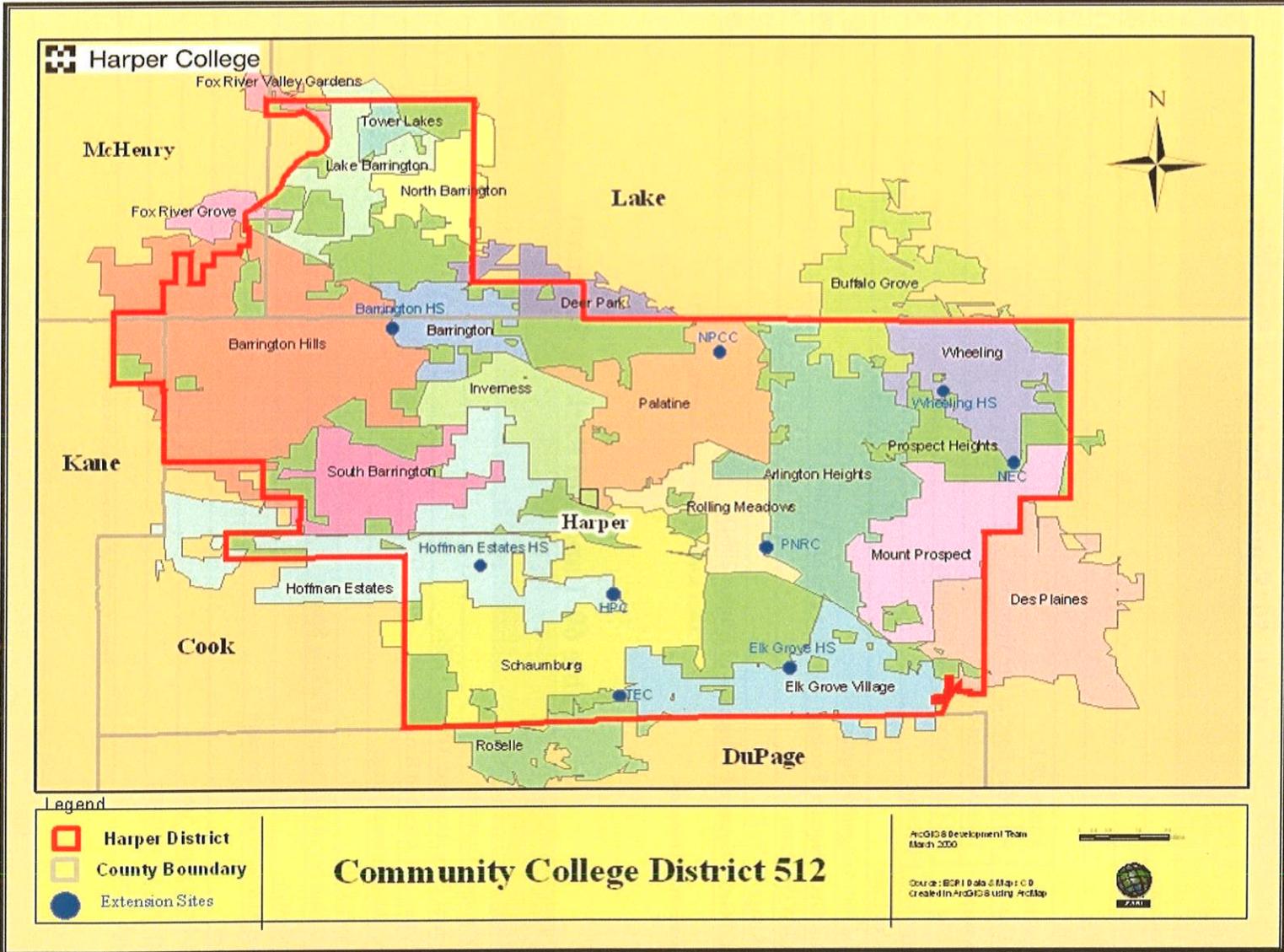
<b>Building Name</b>	<b>Acceptance Dates</b>	<b>Gross Square Footage</b>
Building A	1969	132,593
Building B	1969 (additions 1984)	24,419
Building C	1969	23,908
Building D	1969 (additions 1974 & 1985)	115,903
Building E	1969	13,040
Building F	1969	101,970
Buildings G, H	1977	82,157
Buildings I, J	1980	91,900
Building L	1994	88,860
Building M (Wellness and Sports Center)	1980	97,100
Building O (Observatory)	1990	784
Building P	1974	26,799
Building R (Performing Arts Center)	2002	39,022
Building S	1993	12,151
Building T	1973	5,175
Building U	1974	5,774
Building V	1974	12,714
Building W (Wojcik Conference Center)	2002	50,122
(HPC) Harper Professional Center	1982 (purchased in 2001)	17,654**
(MOD) Modular Classrooms	1999	3,648
(NEC) Northeast Center	1973	56,270
<b>Total Square Feet</b>		<b>1,001,963 ***</b>
* Building X (Health Careers Center)	2004	91,955
* Building Y (Center for Emerging Technology)	2004	59,097
* Building Z (Science Center)	2004	101,286
<b>Total Square Feet</b>		<b>1,254,301</b>

Source: Physical Plant

\* New Buildings

\*\* Actual Sq. Ft. of 42,050 was pro-rated for non-educational leased areas

\*\*\* September 2004 submission to ICCB.



**Table 59. Square Footage of Facilities**

Fiscal Years 2003 - 2004		
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	
<b>Total Gross Square Footage (as of the end of FY2004) *</b>	<b>1,001,963</b>	
NASF/GSF Ratio	64.1%	
Buildings X, Y, Z	252,338	
<b>Total Gross Square Footage (as of August 2004)</b>	<b>1,254,301</b>	

\* September 2004 ICCBsubmission.

Source: Resource Allocation and Management Plan (RAMP)

**Table 60. Land and Parking Summary**

Fiscal Years 2003 - 2004	
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	4,802
Roadways	18
Pond Retention and Drainage	10
Other	17
Total Assigned Area	188.2
Currently Unassigned	0
<b>Total Acres</b>	<b>188.2</b>

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 2000 to 2004. Tables showing percentage of full-time contact hours covered by full-time faculty are also provided.

**Table 61. Full and Part-Time Regular Employees by  
Job Category as of June 30, 2004**

Job Category	Number	Non-minority		Minority		Percent	
		Male	Female	Male	Female	Female	Minority
Executive, Administrative, Managerial	47	18	22	4	3	53.19%	14.89%
Faculty - Instructional	190	77	113	5	10	64.74%	7.89%
Faculty - Non-Instructional	23	6	10	1	6	69.57%	30.43%
Other Professionals	47	9	33	1	4	78.72%	10.64%
Technical and Paraprofessional	139	53	65	10	11	54.68%	15.11%
Clerical and Secretarial	195	19	151	8	17	86.15%	12.82%
Skilled Crafts	20	20	0	0	0	0.0%	0.0%
Service/Maintenance	99	39	25	23	12	37.37%	35.35%
<b>TOTAL</b>	<b>760</b>	<b>241</b>	<b>419</b>	<b>52</b>	<b>63</b>	<b>63.42%</b>	<b>15.13%</b>

Source: Human Resources

**Table 62. 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%
<b>TOTAL</b>	<b>751</b>	<b>230</b>	<b>413</b>	<b>54</b>	<b>54</b>	<b>62.2%</b>	<b>14.4%</b>

Source: Human Resources

**Table 63. Full and Part-Time Regular Employees by  
Job Category as of June 30, 2002**

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

Source: Human Resources

**Table 64. Full and Part-Time Regular Employees by  
Job Category as of June 30, 2001**

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

Source: Human Resources

**Table 65. Full and Part-Time Regular Employees by  
Job Category as of June 30, 2000**

Job Category	Number	Non-minority		Minority		Percent	
		Male	Female	Male	Female	Female	Minority
Executive, Administrative, Managerial	45	22	19	2	2	46.7%	8.9%
Faculty - Instructional	172	68	96	3	5	58.7%	4.7%
Faculty - Non-Instructional	21	5	12	1	3	71.4%	19.0%
Other Professionals	54	13	38	1	2	74.1%	5.6%
Technical and Paraprofessional	101	40	55	0	6	60.4%	5.9%
Clerical and Secretarial	209	21	169	9	10	85.6%	9.1%
Skilled Crafts	16	16	0	0	0	0.0%	0.0%
Service/Maintenance	92	42	24	20	6	32.6%	28.3%
<b>TOTAL</b>	<b>710</b>	<b>227</b>	<b>413</b>	<b>36</b>	<b>34</b>	<b>63.0%</b>	<b>9.9%</b>

Source: Human Resources

**Table 66. Faculty Demographic Breakdowns**

**Education Level**

	2000-01		2001-02		2002-03		2003-04		2004-05	
	N	%	N	%	N	%	N	%	N	%
Associate's	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Bachelor's	7	3.4%	7	3.4%	7	3.4%	8	3.8%	7	3.3%
Master's	160	78.4%	167	81.1%	161	79.3%	163	76.9%	166	77.9%
Doctorate	37	18.1%	32	15.5%	35	17.2%	41	19.3%	40	18.8%
<b>TOTAL</b>	<b>204</b>	<b>100%</b>	<b>206</b>	<b>100%</b>	<b>203</b>	<b>100%</b>	<b>212</b>	<b>100%</b>	<b>213</b>	<b>100%</b>

**Professional Title**

	2000-01		2001-02		2002-03		2003-04		2004-05	
	N	%	N	%	N	%	N	%	N	%
Professor	56	27.5%	52	25.2%	33	16.3%	35	16.5%	41	19.2%
Assoc Prof	57	27.9%	57	27.7%	53	26.1%	57	26.9%	66	31.0%
Asst Prof	50	24.5%	52	25.2%	63	31.0%	65	30.7%	57	26.8%
Instructor	41	20.1%	45	21.8%	54	26.6%	55	25.9%	49	23.0%
<b>TOTAL</b>	<b>204</b>	<b>100%</b>	<b>206</b>	<b>100%</b>	<b>203</b>	<b>100%</b>	<b>212</b>	<b>100%</b>	<b>213</b>	<b>100%</b>

**Gender**

	2000-01		2001-02		2002-03		2003-04		2004-05	
	N	%	N	%	N	%	N	%	N	%
Female	121	59.3%	121	58.7%	121	59.6%	128	60.4%	129	60.6%
Male	83	40.7%	85	41.3%	82	40.4%	84	39.6%	84	39.4%
<b>TOTAL</b>	<b>204</b>	<b>100%</b>	<b>206</b>	<b>100%</b>	<b>203</b>	<b>100%</b>	<b>212</b>	<b>100%</b>	<b>213</b>	<b>100%</b>

**Race/Ethnicity**

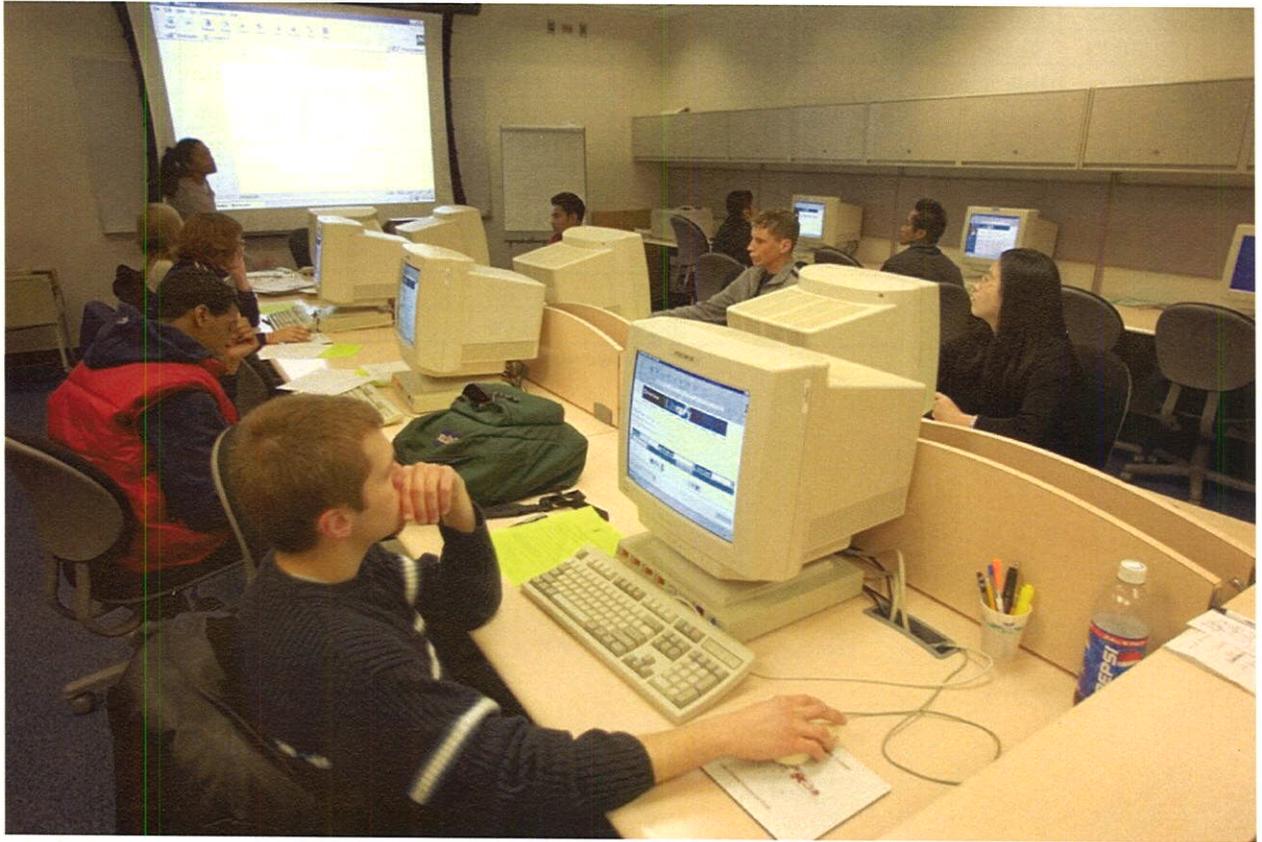
	2000-01		2001-02		2002-03		2003-04		2004-05	
	N	%	N	%	N	%	N	%	N	%
Asian	7	3.4%	7	3.4%	7	3.4%	8	3.8%	8	3.8%
African-American	3	1.5%	5	2.4%	9	4.4%	9	4.2%	9	4.2%
Hispanic	3	1.5%	3	1.5%	3	1.5%	4	1.9%	5	2.3%
American Indian Native	0	0.0%	0	0.0%	1	0.5%	0	0.0%	0	0.0%
White	191	93.6%	191	92.7%	183	90.1%	191	90.1%	191	89.7%
<b>TOTAL</b>	<b>204</b>	<b>100%</b>	<b>216</b>	<b>100%</b>	<b>203</b>	<b>100%</b>	<b>212</b>	<b>100%</b>	<b>213</b>	<b>100%</b>

Source: Academic Affairs

**Table 67. Percent of Contact Hours Covered by  
Full-Time Faculty**

Division	Semester	Fiscal Years					
		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
AE/LS	Fall	46.8%	33.1%	41.9%	34.2%	45.5%	36.5%
AE/LS	Spring	47.8%	60.0%	56.9%	36.6%	45.8%	50.3%
BUS/SS	Fall	43.5%	35.4%	38.3%	44.8%	39.9%	44.1%
BUS/SS	Spring	44.2%	30.5%	37.4%	45.9%	37.2%	38.4%
LIB ARTS	Fall	41.2%	49.3%	43.3%	46.4%	37.1%	43.0%
LIB ARTS	Spring	44.5%	41.4%	48.1%	43.9%	35.2%	33.9%
LS/HS	Fall	50.3%	56.4%	41.9%	61.3%	43.0%	49.5%
LS/HS	Spring	46.8%	41.9%	54.6%	60.3%	40.8%	29.1%
STU DEV	Fall	34.0%	40.8%	71.0%	NA	65.1%	80.0%
STU DEV	Spring	0.0%	54.4%	68.8%	NA	26.3%	23.3%
TM/PS	Fall	52.3%	42.5%	48.8%	51.8%	47.2%	47.8%
TM/PS	Spring	43.5%	41.4%	46.6%	52.5%	50.9%	47.4%
WHP	Fall	18.3%	31.9%	17.0%	28.6%	36.2%	41.8%
WHP	Spring	20.7%	20.2%	18.6%	26.8%	30.1%	41.3%

Source: Academic Affairs



## **Chapter VIII Support Services**

Harper College offers various support services to the College community. This section presents tables on academic support services, student support services, information technology, application systems, client services, and technical services,

## Academic Support Services

**Table 68. Resources for Learning**

<i>Library Services</i>	2001-02	2002-03	2003-04
<i>Patron Services</i>			
Print & Media Circulation	39,862	46,770	55,773
Reference Requests	16,691	22,568	24,680
<i>Library Instruction:</i>			
Classes Supported	345	328	341
Students Served	4,977	5,480	6,433
Resource Sharing	3,578	3,607	3,681
<i>Collections (Titles)</i>			
Print Collection	117,981	121,350	123,433
Electronic Resources	4,866	6,223	8,193
Media Resources	27,365	28,201	28,275
Microfilm	105	106	106
<i>Department of Instructional Technology</i>			
	2002-03	2002-03	2003-04
Workshops Offered	52	113	118
Distance Course Sections Supported	184	243	321
Distance Course Development Requests	28	24	38
Technical Support Requests	N/A	523	1409

Source: Library Services, Academic Affairs

**Table 69. Tutoring Center/Success Services/Writing Center**

<b>Support Service Area</b>	<b>Student Contacts</b>				
	1999-00	2000-01	2001-02	2002-03	2003-04
<b>Tutoring Center</b>	14,017	14,164	16,631	16,537	18,151
<b>Success Services</b>	1,338	1,391	2,029	2,054	2,239
<b>Writing Center</b>	68,134	72,315	88,881	97,910	100,735

Source: Library Services, Academic Affairs

USER hours.

## Student Support Services

**Table 70. Student Support Services**

Support Service Area		1999-00	2000-01	2001-02	2002-03	2003-04
<b>Academic Advising and Counseling Centers</b>	Student Contacts	64,935	71,322	70,683	44,242	55,232
	Multicultural Affairs/Learning	8,135	NCS*	NCS*	17,485	32,301
<b>Access and Disability Services</b>	Numbers Served					
	Students	536	578	580	605	605
	Employees	18	12	12	15	15
	Community Contacts	1,839	1,709	1,460	1,609	1,609
	By Disability					
	Learning Disability	315	260	271	262	262
	Deaf/Hard of Hearing	60	80	62	59	59
	Attention Deficit Disorders	35	83	117	117	117
	Psychological Disorders	19	43	47	58	58
	Visually Impaired	15	8	10	13	13
	Physical Disability	24	43	30	54	54
Head Injury	12	11	8	8	8	
Others	56	50	35	34	34	
<b>Assessment Services</b>	Tests Administered	22,909	24,826	26,824	28,107	30,949
<b>Career Centers</b>	Student/ Employer Contacts	38,632	36,562	37,538	32,387	34,038
<b>Center for New Students and Orientation</b>	Student Contacts	44,467	51,548	59,835	54,081	55,137
<b>Health and Psychological Services</b>	Psychological Services	6,533	6,451	6,848	6,670	5,006
	Health Services (Students/Employees and Community)	20,436	22,158	27,534	28,888	28,950
<b>Meeting, Exhibit &amp; Convention Services</b>	Student & Community Contacts	158,252	160,159	172,849	165,006	145,121
<b>Women's Program</b>	Student & Community Contacts	13,484	12,597	11,169	13,492	10,375

Source: Student Affairs

\* NCS = Not Collected Separately

**Table 71. Financial Aid Support to Student**

Financial Aid Awards		1999-00	2000-01	2001-02	2002-03	2003-04
Number of Awards By Type	Pell Grant	926	971	1,235	1,490	1,661
	Work Study	104	85	143	159	150
	SEOG	325	510	414	458	480
	Family ed. Loan	346	377	495	566	748
	ISAC	812	851	1,102	1,308	1,163
	Il.vets	467	432	443	390	379
	Total Number of Awards	2,978	3,226	3,832	4,371	4,581
Amount of Awards By Type	Pell Grant	\$1,478,821	\$1,614,478	\$2,431,311	\$3,030,826	\$3,538,005
	Work Study	\$131,106	\$102,786	\$171,474	\$204,832	\$196,363
	SEOG	\$97,243	\$141,654	\$142,797	\$154,276	\$166,005
	Family ed. Loan	\$1,125,554	\$1,221,760	\$1,518,863	\$1,829,800	\$2,468,749
	ISAC	\$792,847	\$864,766	\$1,144,606	\$1,253,408	\$1,172,562
	Il.vets	\$1,288,094	\$1,234,944	\$1,161,473	\$842,507	\$831,694
	Total Amount of Awards	\$4,913,665	\$5,180,388	\$6,570,524	\$7,315,649	\$8,373,378

Source: Financial Aid Office

**Table 72. Race/Ethnicity of Financial Aid Recipients**

	1999-00		2000-01		2001-02		2002-03		2003-04	
	N	%	N	%	N	%	N	%	N	%
Asian or Pacific Islander	324	14.1%	343	14.6%	411	15.3%	416	14.8%	674	13.1%
American Indian or Alaskan Native	13	0.6%	8	0.3%	6	0.2%	7	0.2%	14	0.3%
African-American	190	8.3%	199	8.5%	273	10.1%	296	10.5%	447	8.7%
Hispanic	199	8.7%	223	9.5%	292	10.8%	336	11.9%	591	11.5%
White Non-Hispanic	1,241	54.1%	1,262	53.7%	1,389	51.6%	1,466	52.1%	2,874	55.8%
Unknown/Refused	327	14.3%	317	13.5%	321	11.9%	294	10.4%	546	10.6%

Source: Financial Aid Office

# 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, but are not limited to:

- 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
- Client Resource Center (CRC)
- 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 computing and network, 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.

# 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

Analyze and manage the development, installation and support of Administrative Applications.

Supporting the following areas:

- Administrative Services
- Marketing
- Student Affairs
- Continuing Education (Registration )
- Organizational Development (Personnel)

## Academic and Departmental Applications

Analyze and manage the development, installation and support of Strategic and Departmental, Student Classroom and Lab applications (hardware and software) and other associated technology.

Supporting the following areas:

- Foundation
- Planning & Strategy
- Academic Affairs
- Continuing Education
- Physical Plant
- Organizational Development (HR)
- Information Technology

### **Application Development**

Provide the hands-on technical expertise in software, interface and web design and development. Assist with application upgrades, installation, technical and production support.

### **Process Improvement**

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

### **Project Management Office**

Manage the development, implementation and enforcement of Harper's Project Management processes including:

- Methodologies
- Standards (Including tech: HP/Oracle/UX/AD/OID)
- Project Review Team
- Document Templates and Tools
- Document Library
- Quality Control
- Status Reporting
- Training
- Acquisitions/CENIQ
- Best Practice
- RFP/Proposal Development

**Table 73. Institution Applications**

**Administrative and Strategic Systems-Supported Processes**

		2004	
<b>Credit Registration</b>		Adhoc Reporting (Impromptu)	
		Web Registration (Regent)	
		Touchtone (Regent)	
		Wait List	
		Credit Registration (Regent)	
		Credit Registration	
		Prerequisite Checking	
<b>Student Records</b>		Adhoc Reporting (Impromptu)	
		Special Populations (e.g. PTK) (Regent)	
		Correspondence Control (Regent)	
		Transcript Printing	
		Grade Processing	
		Student Records	
<b>Admissions</b>		Adhoc Reporting (Impromptu)	
		Student Recruitment (EMAS)	
		Education Service Agreement (TLM)	
		Limited Enrollment Admission (Regent)	
		Correspondence Control (Regent)	
		Document Tracking (Regent)	
		Correspondence Control	
		Document Tracking	
<b>CE Registrations and Records</b>		Adhoc Reporting (Impromptu)	
		CE Touchtone (Regent)	
		P & L Tracking (Regent)	
		CE Records	
		CE Registration	
<b>Student Advising and Counseling</b>		Adhoc Reporting (Impromptu)	
		Health Services Database (TLM)	
		Contact Tracking (TLM)	
		Appointment Scheduling (SARS)	
		Correspondence Control (Regent)	
		Placement Testing (COMPASS)	
		SOAP (Regent)	
		SOAP	
		Degree Audit	
		Student Advising	

**Table 73. Continued**

<b>Student Accounts Receivable</b>		Adhoc Reporting (Impromptu)	
		Web Payment (Regent)	
		Touchtone Payment (Regent)	
		Student Deferred Payment (Harper/IT)	
		Student Receivables (Regent)	
		Student Payment and Billing	
<b>Financial Aid</b>		Adhoc Reporting (Impromptu)	
		Student Loan Processing (ELM Resources)	
		Federal Processing of Student Info. (EDE)	
		Scholarship Processing (Regent)	
		Work Study Processing (Regent)	
		Financial Aid Processing	
<b>Financials</b>		Adhoc Reporting (Impromptu)	
		Receiving (Regent)	
		Purchasing (Regent)	
		Budgeting (Regent)	
		1099 Processing (Regent)	
		Automated Posting of Student A/R (Regent)	
		Accounts Payable (Regent)	
		Accounts Payable	
		General Ledger	
		Payroll	
		Budget	
		W2 Processing	
<b>External Requirements</b>		Adhoc Reporting (Impromptu)	
		TRA	
		Student Records Clearinghouse	
		WIA	
		SEVIS	
		ICCB Personnel Reporting (C1, C2)	
		ICCB Financial Data Reporting (UFRS)	
		ICCB Student Data Reporting	
		SURS Processing	
<b>Curriculum and Course Offerings</b>		Adhoc Reporting (Impromptu)	
		Prerequisite Maintenance Support (Regent)	
		Prerequisite Maintenance Support	
		Room Scheduling	
		Course Schedule Support	
		Curriculum Management Support (Blackboard)	
<b>Marketing</b>		Web Course Schedules & Search	
		Job Center Management (Virtual Ticket)	
		Customer Relationship Management (CRM)	
		Newspaper Schedule Processing (Regent)	
		Newspaper Schedule Processing	

**Table 73. Continued**

<b>Physical Plant</b>		Facilities Maintenance Management (FAMIS)	
		ISP Background Checking	
<b>Public Safety</b>		Security Access (Lenel)	
		Ticketing System (iPARQ)	
<b>Library Services</b>		Adhoc Reporting (Impromptu)	
		Library Services (ILCSO)	
		Library Services (ILCSO)	
		EZ Proxy	
		Shared Cataloging (OCLC)	
<b>Academic Support</b>		Adhoc Reporting (Impromptu)	
		Automated Mathlab Testing	
		ESL Registration Support	
		Faculty Contracts (Adjuncts & FT Overload)	
		Micrograde	
		Adjunct Faculty Contracts	
<b>Institutional Support</b>			
		Identification/Security Cards	
		Event Scheduling	
<b>Corporate Services</b>		Sales Support Management (TLM)	
		Conference Center Management (EBMS)	
<b>Human Resources</b>		Adhoc Reporting (Impromptu)	
		Name Search (Web)	
		Faculty/Staff Hiring (People Admin)	
		Automated Benefit Management (Regent)	
		Retiree Information Tracking (Future)	
		Employee Benefit Reporting	
		Personnel Records (Regent)	
		Personnel Records	
<b>Information Technology</b>		Workplace Manager	
		AssetCenter	
		ServiceCenter	
<b>Strategic Planning</b>		SLRP Database	
<b>Foundation</b>		Donor Tracking (Raiser's Edge)	
		Estate Planning (Crescendo)	
		Financials (Accounting for Non-Profits)	

**Table 73. Continued**

<b>Student Activities</b>		Web-Based Box Office (ProVenue Plus tickets.com)	
		Box Office Ticket Software (ProVenue Plus)	
<b>Bookstore</b>		Scheduling System (Scheduling Employees 2000)	
		Bookstore System (PRISM)	
<b>Food Services</b>		Food Service System	
<b>Wellness &amp; Human Performance</b>		Fitness Center ID System (Vermont System)	
Source: Information Systems & Technology			

## Client Services

### Mission Statement

The Client Services mission is to provide 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. Our 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 you will find the following 4 areas - Acquisitions and Licensing, Media and Lab support, Media Events, Client Resource Center, Service Desk and Technology Training.

<b>Table 74. Computer Labs</b>						
<b>Main Campus</b>	<b>FY 2002</b>		<b>FY 2003</b>		<b>FY 2004</b>	
<b>Open Computer Lab</b>	<b>Number of Computers</b>	<b>Hours Open per Week</b>	<b>Number of Computers</b>	<b>Hours Open per Week</b>	<b>Number of Computers</b>	<b>Hours Open per Week</b>
I 223 Mega Lab	66	100	66	100	66	100
D131 and D131a	37	79	37	79	37	79
F303 Writing Center	22	50	22	50	22	50
G158 and G162 Net Prep Labs	35	20	35	20	35	20
H210 AutoCAD	18	20	18	20	18	20
A376 Journalism	21	20	21	20	21	20
<b>Total</b>	<b>199</b>	<b>289</b>	<b>199</b>	<b>289</b>	<b>199</b>	<b>289</b>

Source: Information Systems & Technology

### Table 75. Media Services

Permanently Assigned Media Projection Equipment and Open Lab Software

<b>Permanent Video Projectors and Smart Classrooms</b>		
Room #	Ceiling	Smart classroom
A 234 a	<input checked="" type="checkbox"/>	
A 234 f	<input checked="" type="checkbox"/>	
A 243	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A 347	<input checked="" type="checkbox"/>	
A 376	<input checked="" type="checkbox"/>	
C 207	<input checked="" type="checkbox"/>	
D 148	<input checked="" type="checkbox"/>	
D 172	<input checked="" type="checkbox"/>	
D 213	<input checked="" type="checkbox"/>	
D 231	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D 233	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D 235	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D 237	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E 106	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E 107	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E 108	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F 124	<input checked="" type="checkbox"/>	
F 231	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F 309	<input checked="" type="checkbox"/>	
F 311	<input checked="" type="checkbox"/>	
F 343	<input checked="" type="checkbox"/>	
F 345	<input checked="" type="checkbox"/>	
G 150	<input checked="" type="checkbox"/>	
G 158	<input checked="" type="checkbox"/>	
G 162	<input checked="" type="checkbox"/>	
H 128	<input checked="" type="checkbox"/>	
H 210	<input checked="" type="checkbox"/>	
H 221	<input checked="" type="checkbox"/>	

<b>Combo Units (Laptop + Projectors)</b>	
Assigned to areas	36
Assigned to Media Services	4

<b>Application Software in Open Labs</b>	
PhotoDraw 2000	PageMaker 7
WinZip	Quark Express 4.04 (not installed on W03, W04, W05)
Dreamweaver MX	Textpad Editor
Fireworks MX	Vista Interactive CD
Flash MX	Vista Video CD
Microsoft Office XP	Visual Studio.Net 2003
MSDN.Net 2003	Word Perfect 10 (not installed on W02, W04, W05)
Class Data	Check Pro
MSDN 6.0A	CIS 101
VMWare (O/S – Win2000 & WinXP)	General Ledger
WS_FTP Pro	Hammond Atlas of the World
AccuRender 3 Preview	Key Champ
AutoCAD 2004	Keyboarding Pro
AutoDesk Architectural Desktop 2004	MS Agents
AutoDesk VIZ R4	Stats for Managers
FB Designer 6.0	Unix
Math Type v4.0	Visio 2002
- Basic College Math 6e v5.0	Visual C++ 6.0
- Basic College Math v2.25	Adobe Illustrator 10
- College Algebra and Trig v2.25	AdobeImageReady 7
- Converge v6.0	Adobe Photoshop 7
- Derive 5.0	BlueJ
- Elem. & Inter. Algebra	Business Strategy Game 7ed
- Intro to Algebra 7e v5.0	Microsoft Project 2002

**Table 75. Continued**

<b>Permanent Video Projectors and Smart Classrooms(Cont.)</b>		
H 228	<input checked="" type="checkbox"/>	
H 229	<input checked="" type="checkbox"/>	
I 205	<input checked="" type="checkbox"/>	
I 225	<input checked="" type="checkbox"/>	
I 227	<input checked="" type="checkbox"/>	
I 229	<input checked="" type="checkbox"/>	
I 231	<input checked="" type="checkbox"/>	
I 233	<input checked="" type="checkbox"/>	
I 235	<input checked="" type="checkbox"/>	
I 237	<input checked="" type="checkbox"/>	
J 143	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J 153	<input checked="" type="checkbox"/>	
J 154	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J 155	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J 164	<input checked="" type="checkbox"/>	
J 165	<input checked="" type="checkbox"/>	
J 245	<input checked="" type="checkbox"/>	
J 251	<input checked="" type="checkbox"/>	
J 253	<input checked="" type="checkbox"/>	
J 259	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L 133	<input checked="" type="checkbox"/>	
L 202	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L 204	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L 302	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L 314	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M 244	<input checked="" type="checkbox"/>	
P 109	<input checked="" type="checkbox"/>	
W 101	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
W 102	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
W 201	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
W 202	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
W 214	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
W 215	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
W 216	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
W 217	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
W 218	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
W 219	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
HPC122	<input checked="" type="checkbox"/>	
HPC124	<input checked="" type="checkbox"/>	
HPC137	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

<b>Application Software in Open Labs (cont.)</b>	
- Intro to Algebra .25	Quark Express 5.0
- Lindo v6.1	SamXP
- Maple 7.0	Visual Interdev 6.0
- Math Type v4.0	Microsoft Office 2000
- MiniTab v13.31	Microsoft Office 2003
Math Application	DB2
Exceed v6.2	TextPad Editor
Inspiration 6	Cache Workspace v5.0
Turbo Assembler	CS ChemDraw Std
ArcView (W55 – W65)	Interactive Med. Terminology 2.
Crystal Reports for ESRI	The Food Processor 7.91
MicroPace Pro	The Sky Student Edition
MSDN.Net 2003	Cache Workspace v5.0
Class Data	Dine Healthy
MSDN 6.0A	Thumbs Up
VMWare (O/S for 2000 and XP)	Diet Analysis Plus
WS_FTP Pro	Food Processing (W76, W82)
Mosby's Basic Nursing Skills	MedSurge Mania
Mosby's Intermediate Nursing	Psych Mania
Microsoft Office XP	RN CAT 5.0
	Network Nursing Applications

<b>Application software Installed on all workstations in open labs</b>	
Office XP Pro -	QuickTime 6.5
Word, Excel	Plugins for IE & Netscape
Powerpoint, Access	Flashplayer MX
Internet Explorer 6.0	Shockwave Player MX
Netscape Navigator 7.0	MS Win. Media Player 9.0
McAfee VirusScan v7.1.x	
Acrobat Reader 6.0	
Realplayer 8.0	

**\*More program specific software is available in program specific labs**

**Table 76. Service Desk**

<b>Calls to Service Desk (formerly Help Desk)</b>	
<b>Fiscal Year</b>	<b>Number of Calls</b>
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
2002/2003	19,826
2003/2004	21,570
<b>Total</b>	<b>145,023</b>

Source: Information Systems &amp; Technology

**Table 77. Service Desk/CRC**

<b>Employee Technical Skills Training (hardware and software)</b>		
<b>Fiscal Year</b>	<b>Number of Seminars</b>	<b>Number of Participants</b>
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
2002/2003	121	518
2003/2004	152	534
<b>Total</b>	<b>1,308</b>	<b>6,463</b>

Source: Information Systems &amp; Technology

**Table 78. Service Requests**

<b>Client Services Ticket/Service Requests (FY2004)</b>	
<b>Category</b>	<b>Closed Tickets</b>
Acquisitions	1,280
Media Support	5,586
Media Events	386
CRC	98
<b>Total</b>	<b>7,350</b>

Source: Information Systems &amp; Technology

## Technical Services

### Mission Statement

The Technical Services mission is to provide 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. Our 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.

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 79. Operations**

<b>Report Runs</b>						
<b>Job Title</b>	<b>Number of RUNS Fiscal 2002</b>	<b>Comments</b>	<b>Number of RUNS Fiscal 2003</b>	<b>Comments</b>	<b>Number of RUNS Fiscal 2004</b>	<b>Comments</b>
Payroll	26		26		26	
Grades (Credit)	5		5		5	
Faculty Evaluations	15,000	This is # of evaluations scanned (not runs)	15,000	This is # of evaluations scanned (not runs).	15,000	This is # evaluations scanned (not runs).
CED Instructor Evaluations			3,500	This is # of evaluations scanned (not runs). Time period- 2/03-6/03	3,500	This is # of evaluations scanned (not runs). Time period - 2/03-6/03
Faculty-given Tests (LXR)	540 test batches	Scanned	114 test batches	Scanned	111 test batches	
Student Loan Clearinghouse-submissions	9		9		9	
Telemagic Files for Mailings	4 per week		4 per week		4 a week	
A/P Check Runs	241		169		170	
A/R Check Runs			80		72	
Student Activity Pass Runs	25		25		25	
Letter of Intent	28		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.	1,025	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.	7,800	These are number of copies requested, not # of sheets.
<b>Totals are approximations.</b>						

Source: Information Systems & Technology

<b>Table 80. Folding/Stuffing/Sealing</b>			
<b>Form</b>	<b>Fiscal 2002</b>	<b>Fiscal 2003</b>	<b>Fiscal 2004</b>
Student Confirmation	29,000	10,567	9,862
Student Receipts	24,020	22,975	18,076
Transcripts	19,410	17,239	13,005
Payroll Checks	26,280	19,376	21,206
Activity Passes	43,500	38,427	42,335
Grades	40,545	30,000	38,214
Student Bills	8,558	8,030	6,566
Ad Hoc	76,000	124,287	110,798
<b>Grand Total:</b>	<b>267,313</b>	<b>270,901</b>	<b>260,062</b>
Some totals are approximations.			

Source: Information Systems & Technology

<b>Table 81. Systems/Equipment/Etc. that are Monitored/Maintained</b>	
<b>Type</b>	
Monitoring management systems in use at Harper College:	
Big Brother	
CA-Unicenter	
HP Insight Manager	
Cisco Works	
Source: Information Systems & Technology	

**Table 82. Software Support**

	PC	MacIntosh
Operating System	Windows XP	Mac OS 10.2
Office Suite:	Microsoft Office XP Professional	Microsoft Office X
	(includes: Word, Excel,	(includes: Word, Excel,
	PowerPoint, Access, and, FrontPage)	PowerPoint)
	Publisher 2000	
	PhotoDraw 2000	
Web Browser:	Internet Explorer 6	Internet Explorer 6
	Netscape 7.1	Netscape 7.1
Plug-ins:	Acrobat Reader 6	Acrobat Reader 6
	Apple QuickTime 6	Apple QuickTime 6
	Real Player 8 Basic	Real Player 8 Basic
	Macromedia Flash and Shockwave Players	Macromedia Flash and Shockwave Players
	Windows Media Player 9	Windows Media Player 6
	IPIX	
Email:	Eudora Pro 4.2	Eudora Pro 4.2
FTP:	Exceed Host Explorer	Fetch 4
Telnet	Exceed Host Explorer	NCSA Telnet
Calendar:	OnTime 4.93	OnTime 4.93 (through Citrix)
Classroom Grading:	Micrograde 5.02	Micrograde 5.02
File Compression:	Built in to Windows XP	Stuff-it Expander

**Table 83. Server Resources**

<b>Server Infrastructure and Services</b>			
<b>Service Type</b>	<b>Quantity Fiscal 2002</b>	<b>Quantity Fiscal 2003</b>	<b>Quantity Fiscal 2004</b>
Total File/Database/Application Servers in Production	80	56	80
Staff/Faculty Accounts	1,400	1,215	1,750
Total Storage Capacity	1.64 TB	2.1 TB	43 TB
Student Email Accounts	24,000	39,000	54,000
User file storage	Monthly backups are retained forever		
Application servers	Monthly backups are retained for 3 years		
ERP	Fiscal year backups are retained for 7 years		

Source: Information Systems &amp; Technology

**Table 84. Network Services**

<b>Network Connections</b>			
<b>Service Type</b>	<b>Number of Connections Fiscal 2002</b>	<b>Number of Connections Fiscal 2003</b>	<b>Number of Connections Fiscal 2004</b>
DS3 Internet Connections	2	2	2
Subnets	68	88	120
Network Rooms	24	23	28
Individual Classroom Network Racks	29	32	27
Wireless Access Points	14	16	83
Active Network Connections	2,900	3,250	4,206
Hubs/Switches Service	177	150	198

Source: Information Systems &amp; Technology

**Table 85. Telecommunications**

<b>Equipment</b>			
<b>Service Type</b>	<b>Quantity Fiscal 2002</b>	<b>Quantity Fiscal 2003</b>	<b>Quantity Fiscal 2004</b>
Phones on campus	1,521	1,508	1,728
Cellular Phones	57	60	20
Two-way Radios	96	133	163
Pagers	90	101	83
Calls Processed per Day	8,675	9,467	9,475
Voice Mailboxes	962	943	968
	<b>11,401</b>	<b>12,212</b>	<b>12,437</b>

Source: Information Systems &amp; Technology

**Table 86. Telecommunications**

<b>Connections</b>			
<b>Service Type</b>	<b>Number of Miles Fiscal 2002</b>	<b>Number of Miles Fiscal 2003</b>	<b>Number of Miles Fiscal 2004</b>
Data Cables	270	270	334
Voice Cables	69	69	76
Fiber Optic Cables	27	27	32
<b>Total</b>	<b>366</b>	<b>366</b>	<b>442</b>

Source: Information Systems &amp; Technology



