

Fact Book 2005

2005 Fact Book

Produced by the Office of Research

Laura R. Crane, Ph.D., Director

December 2005

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

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* As of December 2005

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, Noncredit 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 added additional tables at the request of the Institutional Planning Committee and other individuals who prepare grant documents. The Web edition (<http://www.harpercollege.edu/about/factbook.shtml>) will be available the week of February 6, 2006.

Questions and comments regarding the Fact Book are encouraged, as we want to continually improve the annual Fact Book. To do that, we need to hear from you. Please e-mail your comments and suggestions to lcrane@harpercollege.edu or call the office at 847.925.6955.

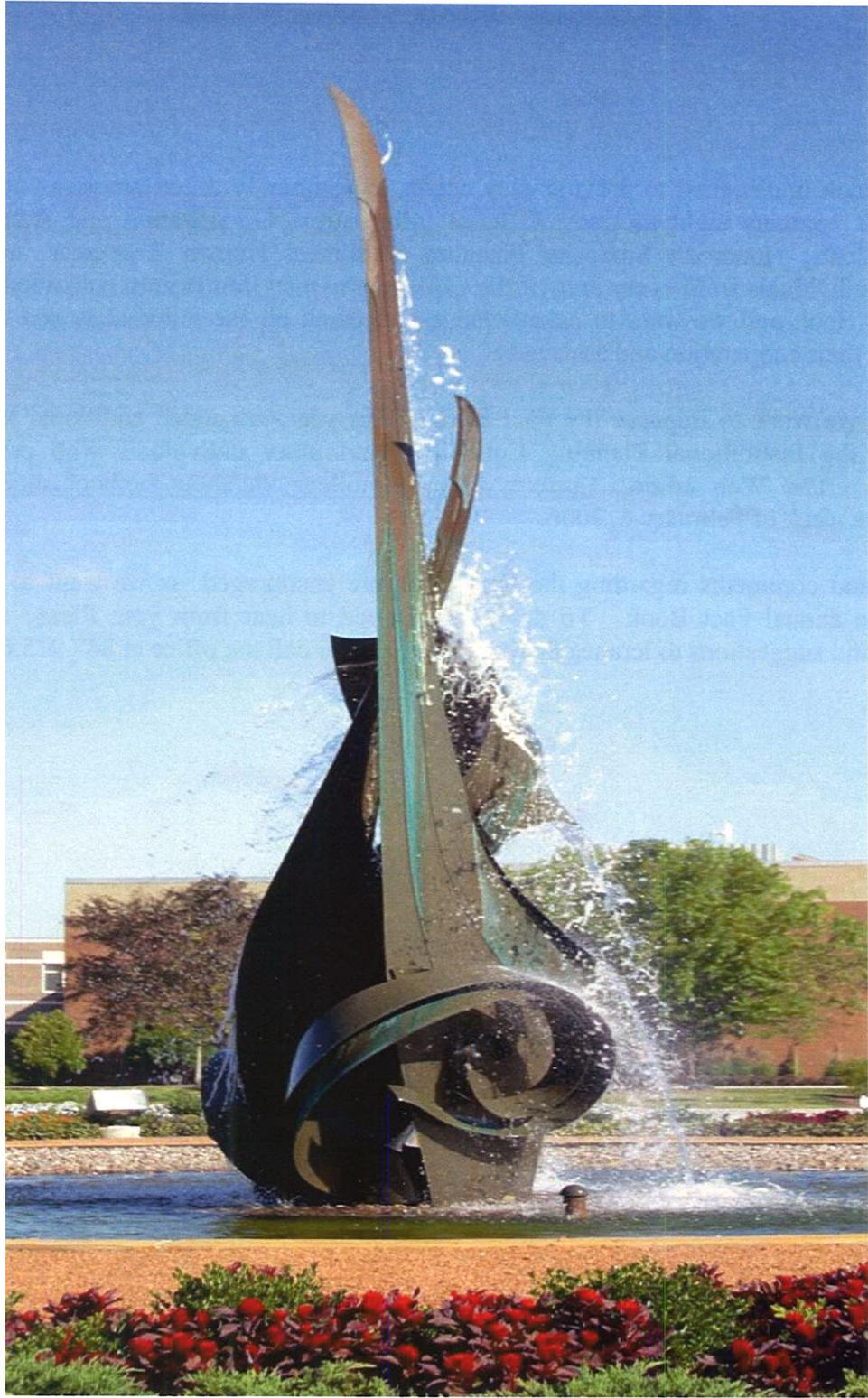


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Chapter I
General Information

Harper College Institutional Profile

Location:	1200 West Algonquin Road Palatine, IL 60067-7398
Phone:	Voice: 847.925.6000 Fax: 847.925.6034
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:	25,841 Annual Credit Enrollment 2004-2005 11,408 Annual Noncredit Enrollment 2004-2005 (unduplicated)
Faculty:	216 Full-Time (October 1, 2005) 641 Part-Time (October 1, 2005)
Non-faculty:	555 Full-Time and Part-Time (October 1, 2005)
Academic Calendar:	Semester -- Fall/Spring/Summer
Finances:	\$72,576,632 Total Operating Expenses 2004-2005
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)
Recognitions in 2005:	7 National Awards 5 State and Regional Awards

Academic Divisions: Academic Enrichment and Language Studies
Business and Social Science
Liberal Arts
Health Careers and Public Safety
Resources for Learning
Student Development
Technology, Mathematics, and Science
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 No.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 (1971).

Throughout its 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 began 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 (CAD) 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 building, 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 3-D 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 health care 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 12 years and includes 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 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 amphitheaters in the northwest suburbs and offers an array of resources for companies and organizations to provide professional development and interactive education activities to their employees.

The Performing Arts Center opened in the spring of 2003. In addition to providing new expanded educational opportunities for students, the 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 noncredit 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.

In 2005, Avanté was selected as a Merit Award finalist by the Chicago Building Congress (CBC). The CBC praised Avanté for its distinctive design, outstanding construction and its positive impact on the surrounding community.

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

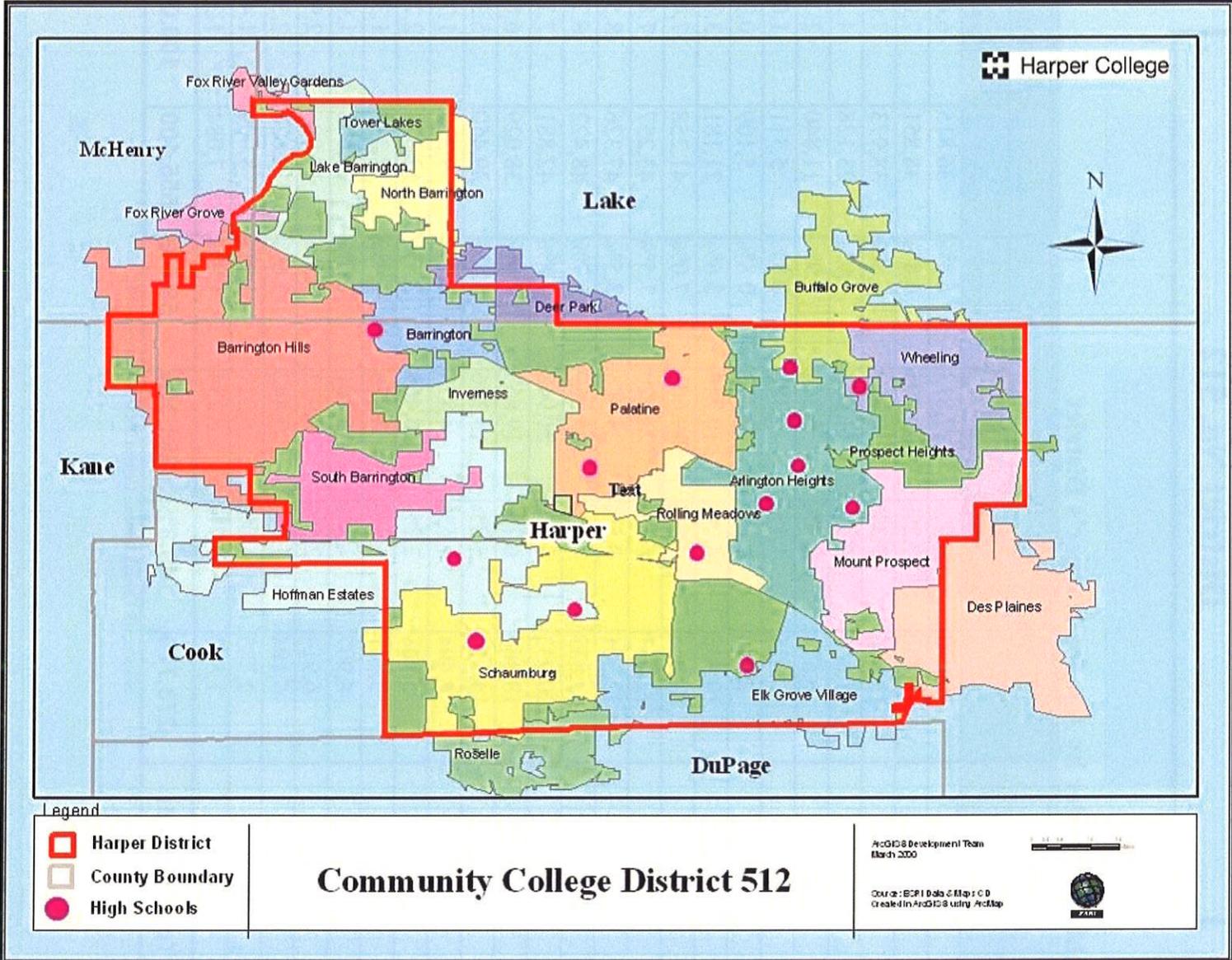
Committed to academic integrity and excellence, Harper College will be a leader in teaching and learning, transforming lives by responding to the needs of the individual and the community.

**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**

* Portions of these communities are included in the district



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

Table 1. Gender by Age for Harper's District

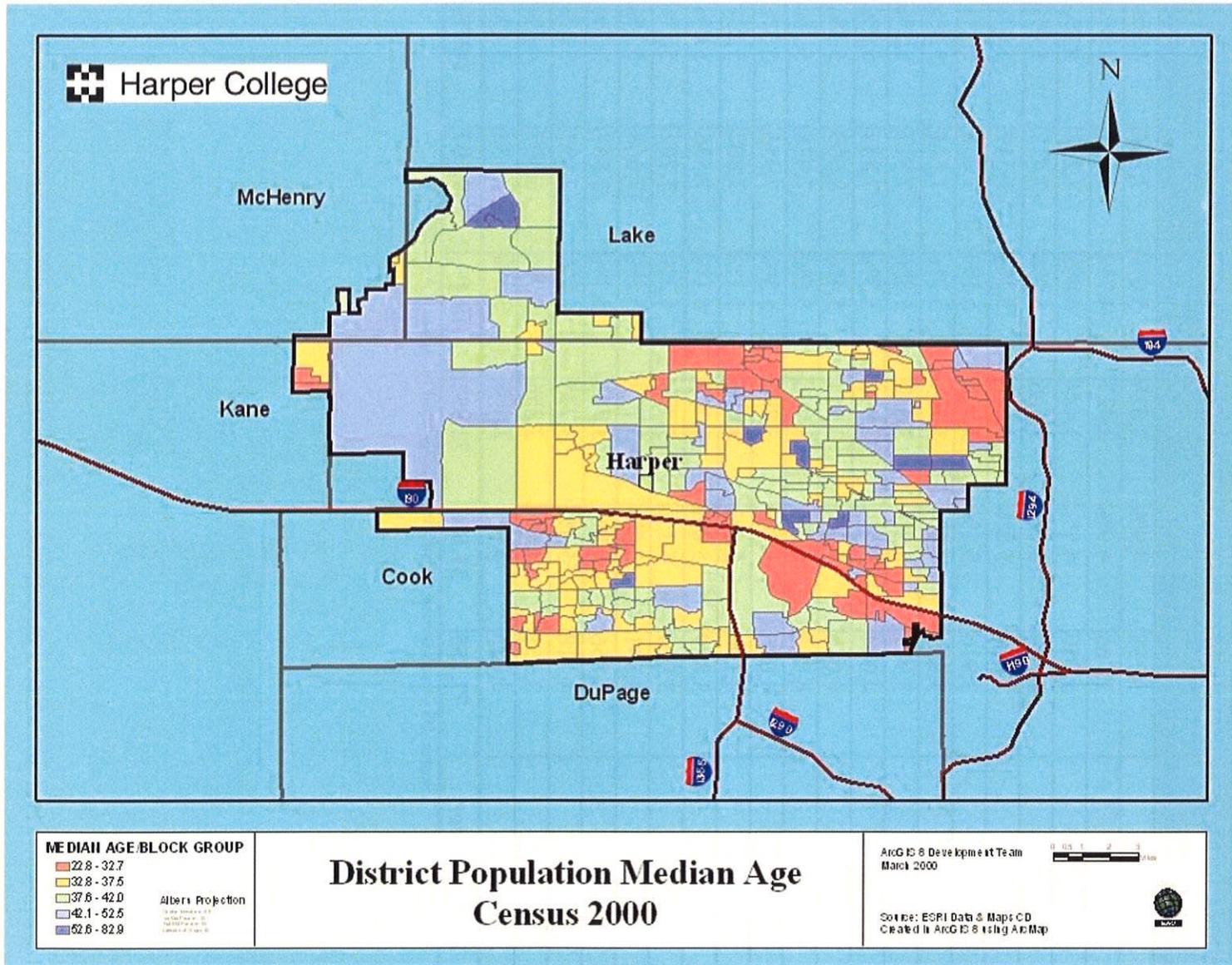
Census Age Groups	Male		Female		Total Population	
	N	Percent	N	Percent	N	Percent
Under 5	19,002	6.9%	17,813	6.3%	36,815	6.6%
5-9	19,846	7.2%	19,005	6.8%	38,851	7.0%
10-14	19,966	7.3%	19,007	6.8%	38,973	7.0%
15-17	11,865	4.3%	11,263	4.0%	23,128	4.2%
18-19	6,576	2.4%	5,264	1.9%	11,840	2.1%
20	2,931	1.1%	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%
Total Gender	273,796	49.3%	281,304	50.7%	555,100	100.0%

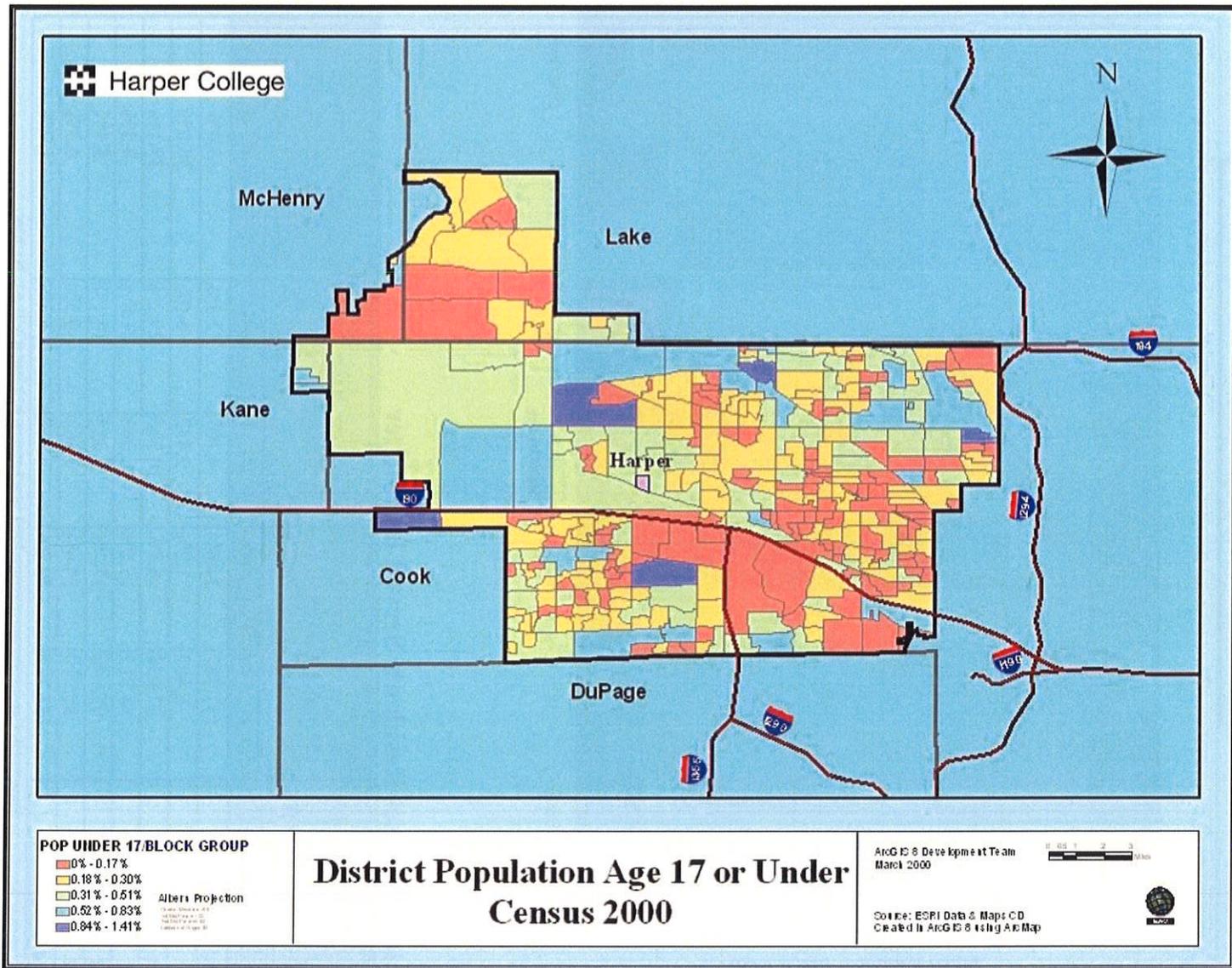
Source: US Census Bureau, Census 2000 Blockgroups, P12

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

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





Prepared by the Office of Research - Fact Book 2005

District Residents Served By Harper for FY 2001

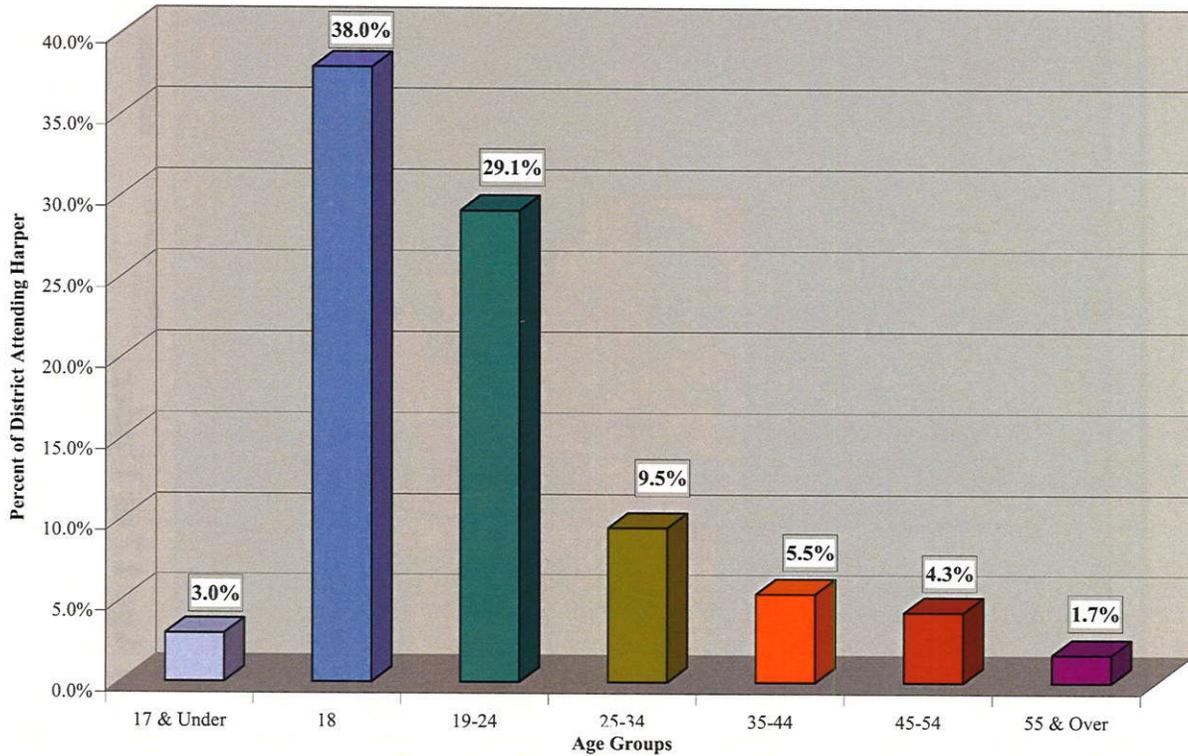
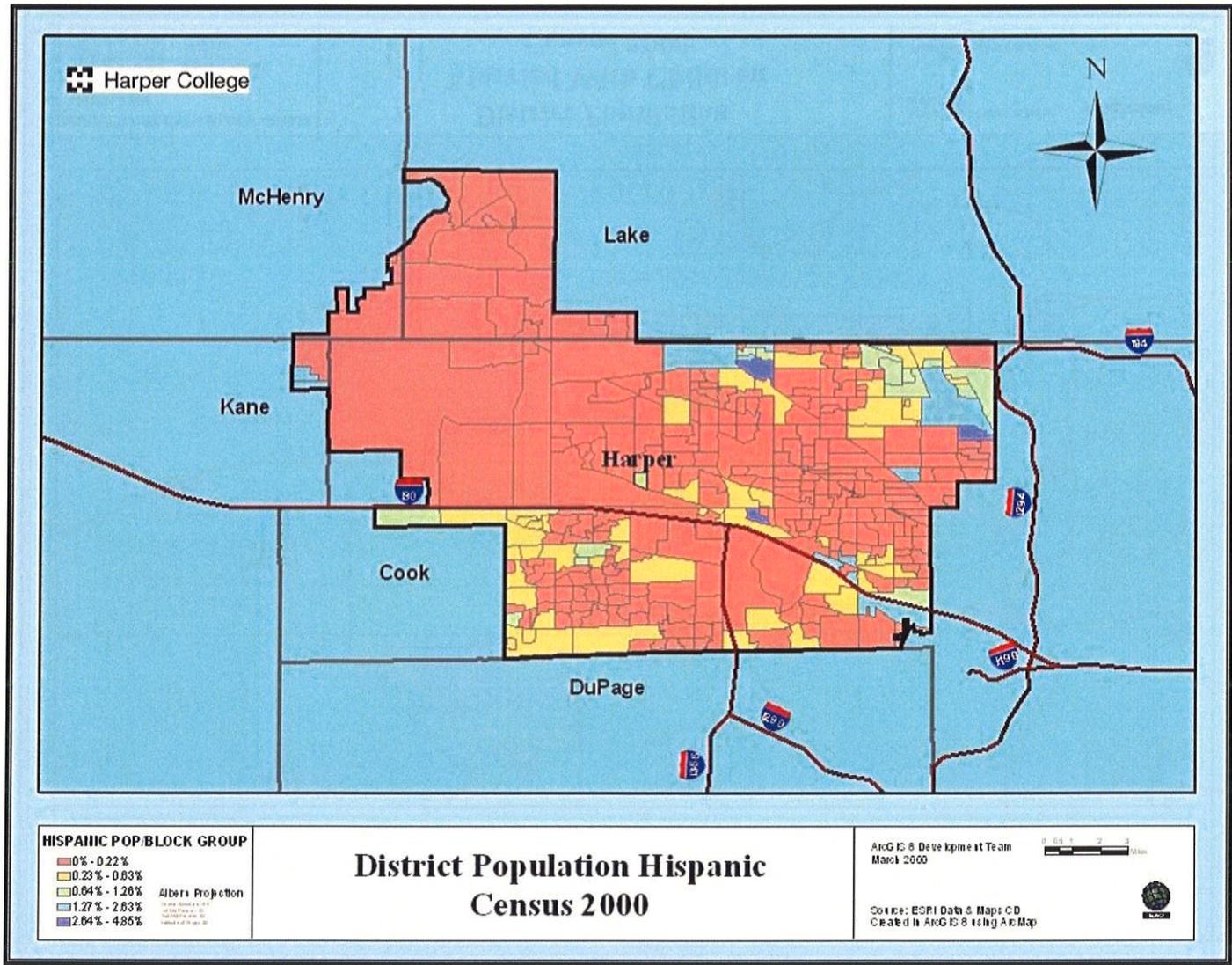


Table 3. District Residents Served by Harper

Age Groups	Harper's District Population		All In-district Enrollment (FY2001)*		Percent of All In-district Students Attending Harper
	N	Percent	N	Percent	
17 and Under	137,767	24.8%	4,107	11.1%	3.0%
18	6,407	1.2%	2,432	6.6%	38.0%
19-24	37,034	6.7%	10,788	29.2%	29.1%
25-34	84,515	15.2%	8,068	21.8%	9.5%
35-44	95,748	17.2%	5,225	14.1%	5.5%
45-54	80,910	14.6%	3,502	9.5%	4.3%
55 and Over	112,719	20.3%	1,967	5.3%	1.7%

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

* The results of the last US Census were reported publicly in FY2001. Therefore, Harper's FY2001 enrollment is the most comparable data.



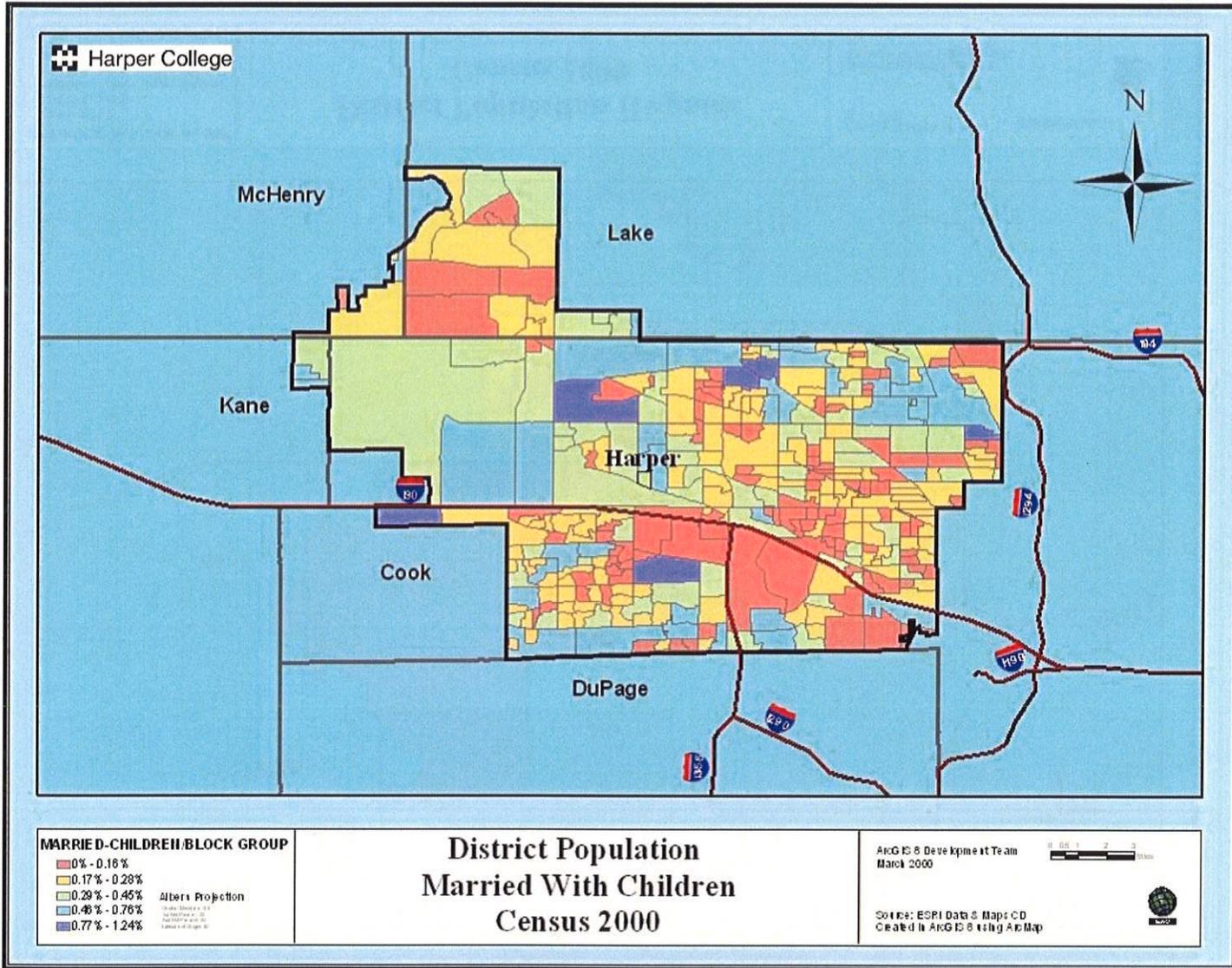


Table 4. Race/Ethnicity for Harper's District

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

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

Table 5. 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)
Illinois	7,973,671	16.5	9.5	26.0
Chicago Metropolitan Area *	5,835,442	18.2	10.7	28.9
Arlington Heights	54,025	30.2	16.3	46.5
Barrington	6,631	34.2	24	58.2
Barrington Hills	2,952	38.9	28.9	67.8
Elk Grove Village	23,742	22.8	8.8	31.6
Hoffman Estates	31,543	24.3	11.6	35.9
Inverness	4,482	31.2	22.7	53.9
Lake Barrington	3,650	32.3	24.1	56.4
Mount Prospect	39,184	23.4	11.9	35.3
North Barrington	1,962	39.7	22.9	62.6
Palatine	43,592	27.4	14	41.4
Prospect Heights	11,684	19.4	9.2	28.6
Rolling Meadows	16,274	21.5	9.5	31.0
Schaumburg	52,141	26.6	12.3	38.9
South Barrington	2,385	32.7	29.9	62.6
Tower Lakes	858	36.4	28.1	64.5
Wheeling	22,907	21.6	10.5	32.1

Source: Census 2000

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

Table 6. Household Information of Harper District Residents

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

Source: US Census Bureau, Census 2000 Blockgroups,P12

Table 7. Housing Status of District Residents

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

Source: US Census Bureau, Census 2000 Blockgroups

Table 8. Population Estimates of District Municipalities

Geography	Total Population in 2000 (Number)	Total Population in 2004 (Number)*	Change in Population, 2000-2004 (Percent)
Illinois	12,419,293	12,713,634	2.37
Arlington Heights	76,031	75,181	-1.12
Barrington	10,168	10,170	0.02
Barrington Hills	3,915	4,216	7.69
Elk Grove Village	34,727	34,136	-1.70
Hoffman Estates	49,495	49,823	0.66
Inverness	6,749	7,009	3.85
Lake Barrington	4,757	5,033	5.80
Mount Prospect	56,265	55,028	-2.20
North Barrington	2,918	3,193	9.42
Palatine	65,479	66,401	1.41
Prospect Heights	17,081	16,544	-3.14
Rolling Meadows	24,604	23,990	-2.50
Schaumburg	75,386	73,346	-2.71
South Barrington	3,760	3,918	4.20
Tower Lakes	1,310	1,329	1.45
Wheeling	34,496	36,766	6.58

Source: US Census Bureau Population Estimates, Illinois Subcounty Population Dataset

*Population estimate for 7/1/04

Table 9. Unemployment Rates

Village or City with Population of 25,000 or more	Labor Force May 2004	Unemployed, May 2004		Labor Force May 2005	Unemployed, May 2005	
		N	Rate		N	Rate
Arlington Heights	42,905	1,831	4.3%	42,780	2,005	4.7%
Elk Grove Village	20,343	948	4.7%	20,924	999	4.8%
Hoffman Estates	29,019	1,346	4.6%	29,136	1,356	4.7%
Mount Prospect	32,549	1,334	4.1%	31,633	1,485	4.7%
Palatine	39,251	1,779	4.5%	40,600	1,911	4.7%
Schaumburg	46,725	2,243	4.8%	46,689	2,153	4.6%
Wheeling	21,796	937	4.3%	21,479	1,061	4.9%
Chicago PMSA	4,261,598	262,264	6.2%	4,002,500	243,200	6.1%
Illinois	6,373,067	383,325	6.0%	6,479,900	377,800	5.8%
USA	146,974,000	8,203,000	5.6%	149,122,000	7,647,000	5.1%

Source: U.S. Department of Labor: www.bls.gov (7/6/05)

Accreditation

All courses and educational programs, including counseling services and distance learning programs, 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 Division of Professional Regulations 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 Child 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 Financial and Professional Regulations:
 Registered Public Accounting Continuing Professional Education sponsor
 Licensed Real Estate Pre-license School

Affiliations

Academic Enrichment and Language Studies Division

- Member, Commission on English Language Program Accreditation (CEA)
- 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)
- Member, College Reading and Learning Association
- Member, National Association for Developmental Education
- Member, National Council of Teachers of English
- Member, International Reading Association
- Member, Northern Illinois Consortium of Community College International Advisors (NICCCIA)

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

Continuing Education Division

- American Heart Association
- American Massage Therapy Association
- Animal Trigger Point Myotherapists Association, Inc.
- Association for Volunteer Administration
- Authorized Autodesk Training Center
- CompTIA Learning Alliance – Education to Career Programs (E2C)
- Illinois Association of Nonprofit Organization
- Microsoft Partner for Learning Solutions
- Oracle Academic Initiative Workforce Development Program
- Sun Microsystems Academic Initiative
- The Community Music Center is a member of the National Guild of Community Schools of the Arts.

Harper College for Businesses Department

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

Health Careers and Public Safety Division

- American Dental Association (ADA)
- Commission on Accreditation for Allied Health Education Programs (CAAHEP)
- Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association
- Illinois Coalition for Nursing Resources (ICNR)
- Joint Commission Accreditation of Healthcare Organizations
- Joint Review Commission for Education in Radiologic Technology (JRCERT)
- National League for Nursing (NLN)
- National League for Nursing Accrediting Commission (NLNAC), Inc.
- Northwest Emergency Management System
- The American Association of Medical Assistants

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)
- American Symphony Orchestra League
- Institutional Chapter of Phi Theta Kappa, International honor society for two-year institutions; student chapter

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, Consortium of Academic and Research Libraries in Illinois (CARLI)
- 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
- Member, International Writing Centers Association
- Member, Midwest Writing Centers Association
- Member, National Tutoring Association

Student Development Division

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

Technology, Mathematics and Sciences Division

- American Association of Physics Teachers
- American Astronomical Society
- American Chemical Society (ACS), Division of Chemical Education
- American Electronics Association
- American Institute of Architects (AIA)

- American Institute of Floral Designers, The
- American Mathematical Society (AMS)
- American Mathematics Association of Two Year Colleges (AMATYC)
- American Polar Society
- American Society for Engineering Education
- American Society of Microbiologists
- American Statistical Association
- American Technical Education Association
- Association for Computing Machinery (ACM)
- Association for the Education of Teachers of Science (AETS)
- Association of College and University Biology Educators
- Association of Graphic Solutions Providers, The (IPA)
- Association of Collegiate Schools of Architecture
- Association of Licensed Architects
- Association of Mathematics Teacher Educators (AMTE)
- Chicago Section American Association of Physics Teachers
- Committee on Chemistry of the Two Year College, Division of Chemical Education,
American Chemical Society (2YC₃)
- Consortium for Computing in Small Colleges (Northwest Conference)
- Consortium for Design and Construction Careers
- Consortium for Mathematics and Its Applications, The (COMAP)
- Ecological Restoration
- Ecological Society of America
- EDS PLM Solutions
- Explorers Club
- Geological Society of America
- Geological Society of New Zealand
- Human Anatomy and Physiology Society
- Illinois Academy of Science
- Illinois Association of Architecture Instructors
- Illinois Association of Chemistry Teachers (IACT)
- Illinois Association of Community College Biologists
- Illinois Council of Teachers of Mathematics (ICTM)
- Illinois Lake Management Association
- Illinois Landscape Contractors Association
- Illinois Mathematics Association of Community Colleges (IMACC)
- Illinois Mathematics Teacher Educators (IMTE)
- Illinois Ornithological Society
- Illinois Science Teachers Association (ISTA)
- Illinois Section America Association of Physics Teachers
- Illinois Section of the Mathematics Association of America (ISMAA)
- Illinois Society of Professional Engineers (ISPE)
- Illinois State Florist Association
- 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 Association for Research in Science Teaching (NARST)
- National Association of Biology Teachers
- National Council of Teachers of Mathematics (NCTM)
- National Science Teachers Association (NSTA)
- National Society of Professional Engineers (NSPE)
- Natural Areas Association
- Natural Lands Institute
- New Zealand Antarctica Society
- Physics Northwest
- Planetary Studies Foundation
- Project Kaleidoscope (PKAL)
- Radio Club of America (RCA)
- Sigma Xi Meteoritical Society
- Society for College Science Teachers (SCST)
- Society of American Florists, The
- Society of Industrial and Applied Mathematics (SIAM)
- Society of Broadcasting Engineers (SBE)
- Tex User's Group (TUG)
- Upsilon Pi Epsilon (UPE)
- 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)

Source: Harper College Academic Affairs

Certifications

- **Cisco**
 - Cisco Certified Network Associate (CCNA)
 - Cisco Certified Network Professional (CCNP)
 - Cisco Certified Design Associate (CCDA)
 - Cisco Secure Pix Firewall Advanced (CSPFA)
- **CompTIA Learning Alliance**
 - A+
 - Network+
 - Server+
 - Security+
 - Project+
- **Linux**
 - Linux Certified System Administrator (LCA)
- **Microsoft Partner for Learning Solutions**
 - 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 (MCSRD)
 - Microsoft Certified Application Developer (MCAD)
 - Microsoft Certified Database Administrator (MCDBA)
 - Microsoft Certified Desktop Support Technician (MCDST)
- **Oracle Academic Initiative**
 - Oracle Certified Database Associate
 - Oracle Certified Database Administrator Professional
 - Oracle Certified Solution Developer
 - Oracle Certified Application Server Professional
- **Sun Microsystems Academic Initiative**
 - Sun Certified Solaris Administrator (UNIX)
 - Sun Certified Programmer for the Java 2 Platform
 - Sun Certified Enterprise Architect

- **Premier AutoDesk Training Center (ATC)**
Certified AutoCAD Trainer
AutoCAD Professional
Autodesk Inventor
Autodesk Architecture
- **Authorized Prometric Testing Center**

Source: Harper College Academic Affairs

Illinois Community College System Overview

Harper College is one of the colleges in the Illinois Community College System¹. 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 Illinois 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.

¹From the ICCB's Web site <http://www.iccb.state.il.us/HTML/system/history.html>, 12/5/05

The ICCB accepts its role as a coordinating agency and believes that, in this role, it is an integral partner with local boards of trustees in providing a framework for successful learning experiences for all Illinois residents. The ICCB commits itself to the following principles in implementing its coordinating responsibilities for the community college system.

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

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 more than 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.

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.

Harper College Education Foundation Board of Directors

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Gerald J. Smoller
Attorney
Kovitz, Shifrin & Nesbit

Educational Foundation Funding Opportunities for Students, Programs and Faculty and 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

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
Bright Futures 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
Illinois Health Improvement Association Scholarship

Health Careers (continued)

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
Jacob and Iris Wolf Endowed Sign Language Interpreting 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
JBM Endowed Scholarship Fund
Edward Moran Memorial Computer Science Award
Nick Nocchi Scholarship Fund
Northrop Grumman Engineering Scholarship (2 + 1 program)
The Otter Chemistry Endowment
Wilford C. Papenthien Memorial Fund
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
Community Music Center 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
Eugenia Makowski Endowed Scholarship
Barbara Minner-Fuhr Memorial Scholarship
Sue L. Schultz Memorial Endowment Fund
Mary Jo Willis Theatre Scholarship Endowment
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 Cosby Endowed Government Service Scholarship
Dr. Ernest B. & Mrs. D. Kris Howard Endowment for Community Service
Motorola Award for Excellence
Phi Theta Kappa Scholarship
Walter E. and Elizabeth M. Schroeder Memorial Endowment for Honors Students
Student Leader Endowed Scholarship

Faculty/Staff Development

Harold Cunningham Mathematics Faculty Grant
Harper 512 IEA/NEA Association Scholarship
Harper Employee Transfer Scholarship
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
Shirley Gross Moore Endowment for Fund for Underrepresented Students
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

Additional information concerning the Foundation can be found at
<http://64.118.66.193/page.cfm?p=870>.

Legislators Harper College District

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U. S. Senators

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230 S. Dearborn
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312.353.4952

Barack Obama (D)
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District 10
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District 16
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22 Steven J. Rauschenberger
(R) 1112 South St.
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29 Susan Garrett
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26 William Peterson
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30 Terry Link
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27 Wendell E. Jones
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32 Pamela Althoff
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28 John J. Millner
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St. Charles, IL 60174
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33 Cheryl Axley
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57
(D) Elaine Nekritz
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Des Plaines, IL 60016
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51
(R) Ed Sullivan, Jr.
506 E. Hawley St.
Mundelein, IL 60060
847.566.5115

59
(D) Kathleen Ryg
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Vernon Hills, IL 60061
847.680.5909

52
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Wauconda, IL 60084
847.487.5252

65
(R) Rosemary Mulligan
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Des Plaines, IL 60016
847.297.6533

53
(R) Sidney Mathias
4256 N. Arlington Hts. Rd. # 104
Arlington Heights, IL 60004
847.222.0061

66
(R) Carolyn H. Krause
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Mt. Prospect, IL 60056
847.255.3100

54
(R) Suzanne ("Suzie") Bassi
110 W. Northwest Highway
Palatine, IL 60067
847.776.1880

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, Associate Vice President for Diversity and Organizational Development, Vice President Information Technology, Vice President Enrollment and Marketing, Vice President Student Affairs, Vice President Planning and Strategic Alliances, and the Vice President for Community Relations and Executive Director of Foundation.

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
Vice President
Community Relations and
Executive Director Foundation

Colleen Murphy
Vice President
Enrollment and Marketing

Phil Burdick
Assistant to the President for
Communication and
Legislative Relations

Sheila Quirk
Vice President
Strategic Planning and Alliances

Joan Kindle
Vice President
Student Affairs and
Assistant to the President

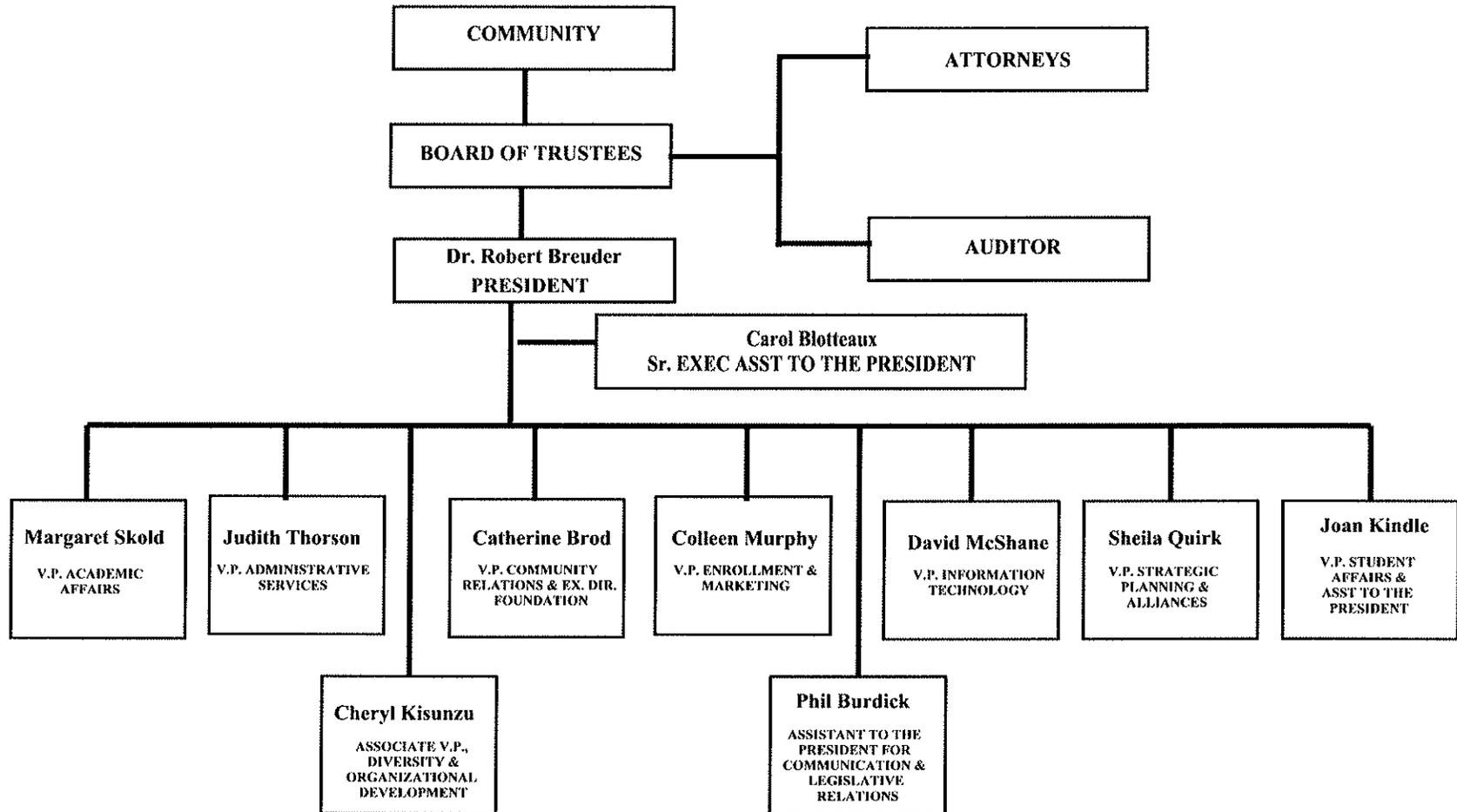
Dr. Margaret Skold
Vice President
Academic Affairs

Cheryl Kisunzu
Associate Vice President
Diversity and Organizational
Development

Judy Thorson
Vice President
Administrative Services

David McShane
Vice President
Information Technology

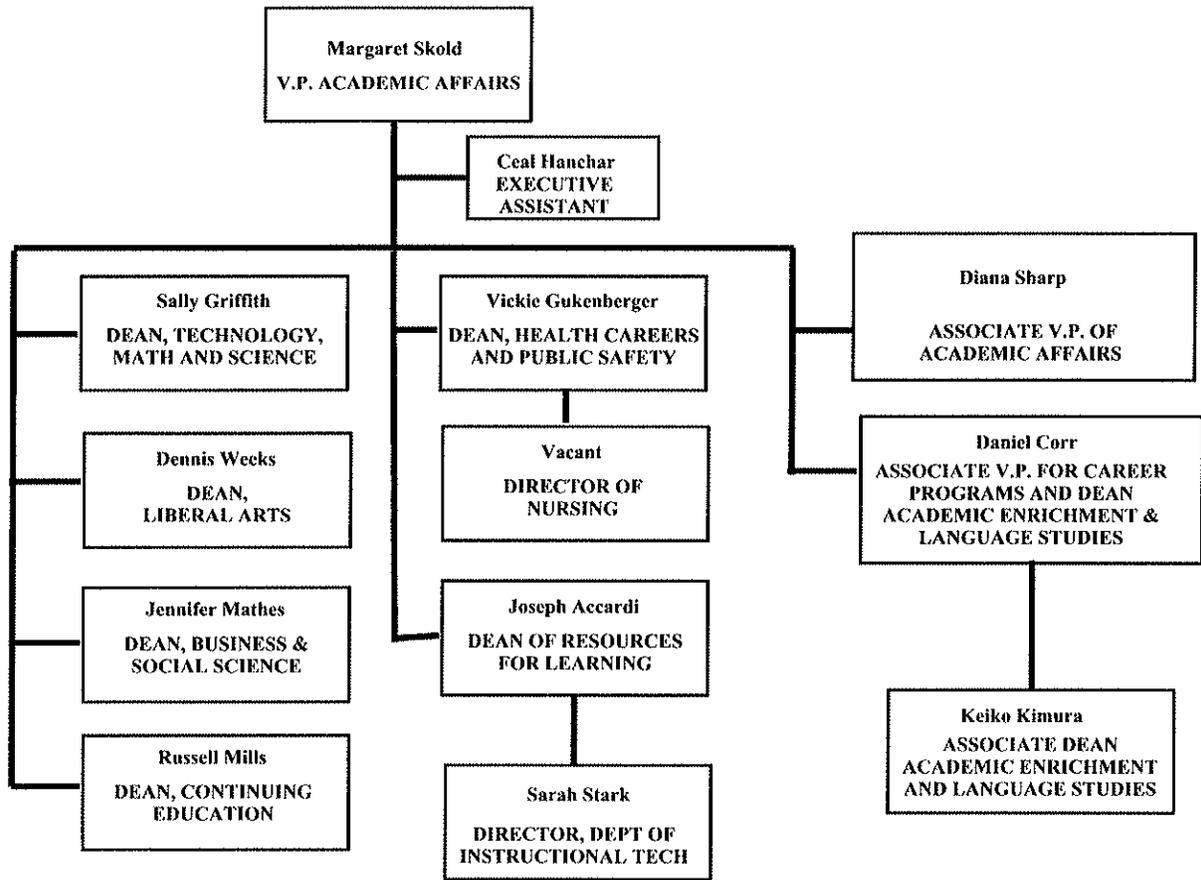
Administrative Organizational Chart



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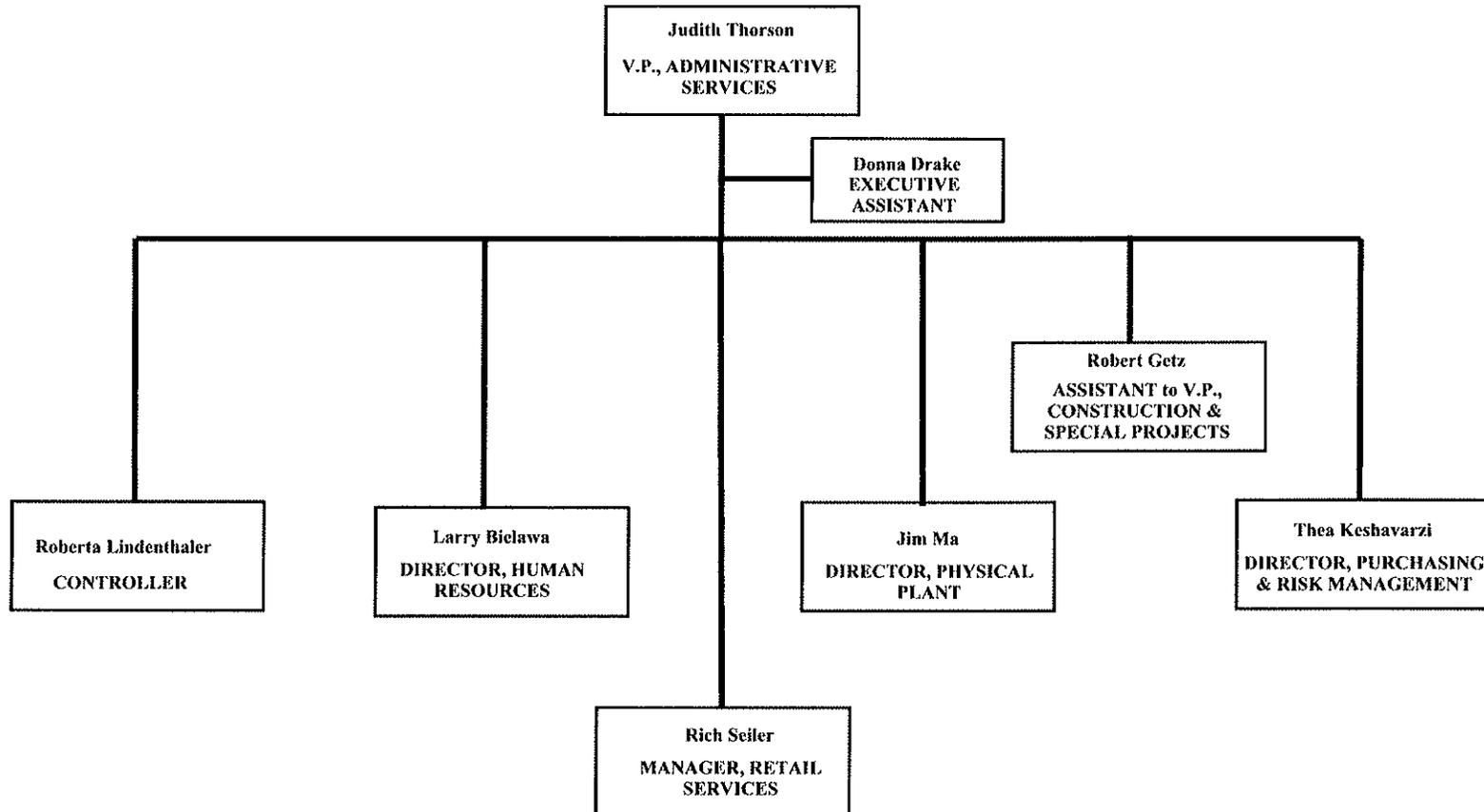
Source: Asst Vice President Human Resources/Diversity & Organizational Development. As of 12/5/05

Office of Vice President Academic Affairs

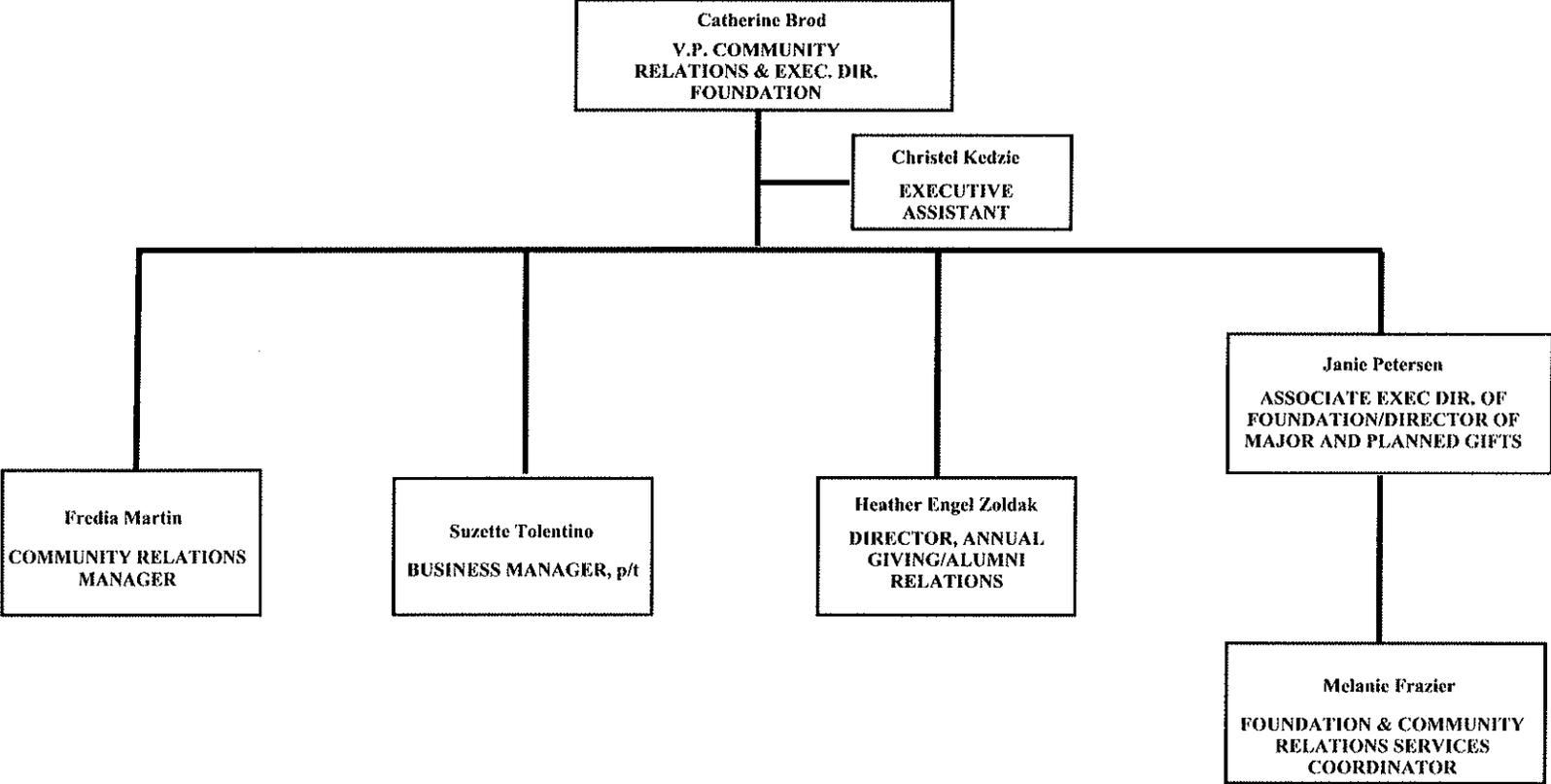


Source: Asst Vice President Human Resources/Diversity & Organizational Development. As of 12/5/05

Office of Vice President Administrative Services



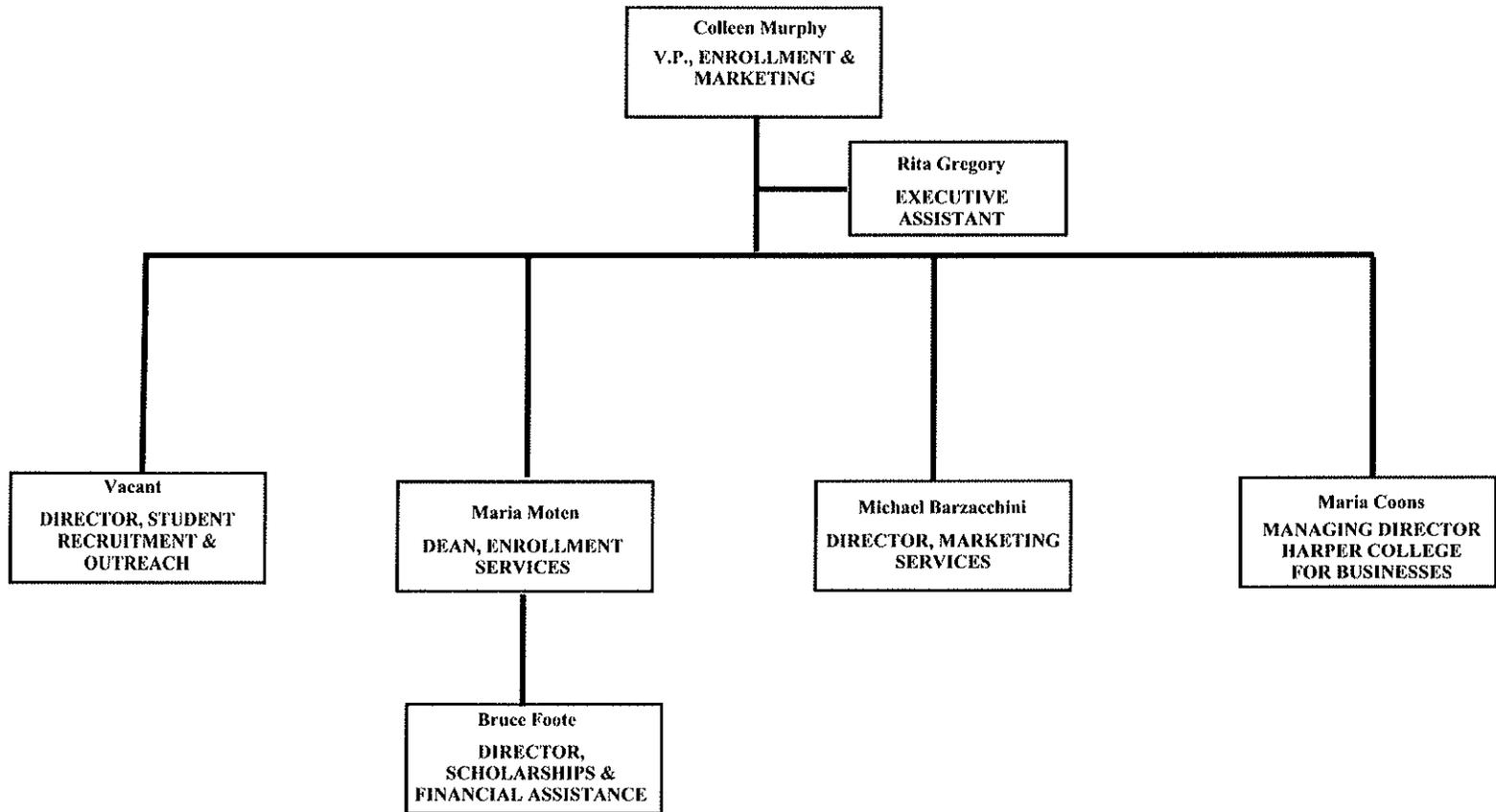
Office of Vice President Community Relations and Foundation



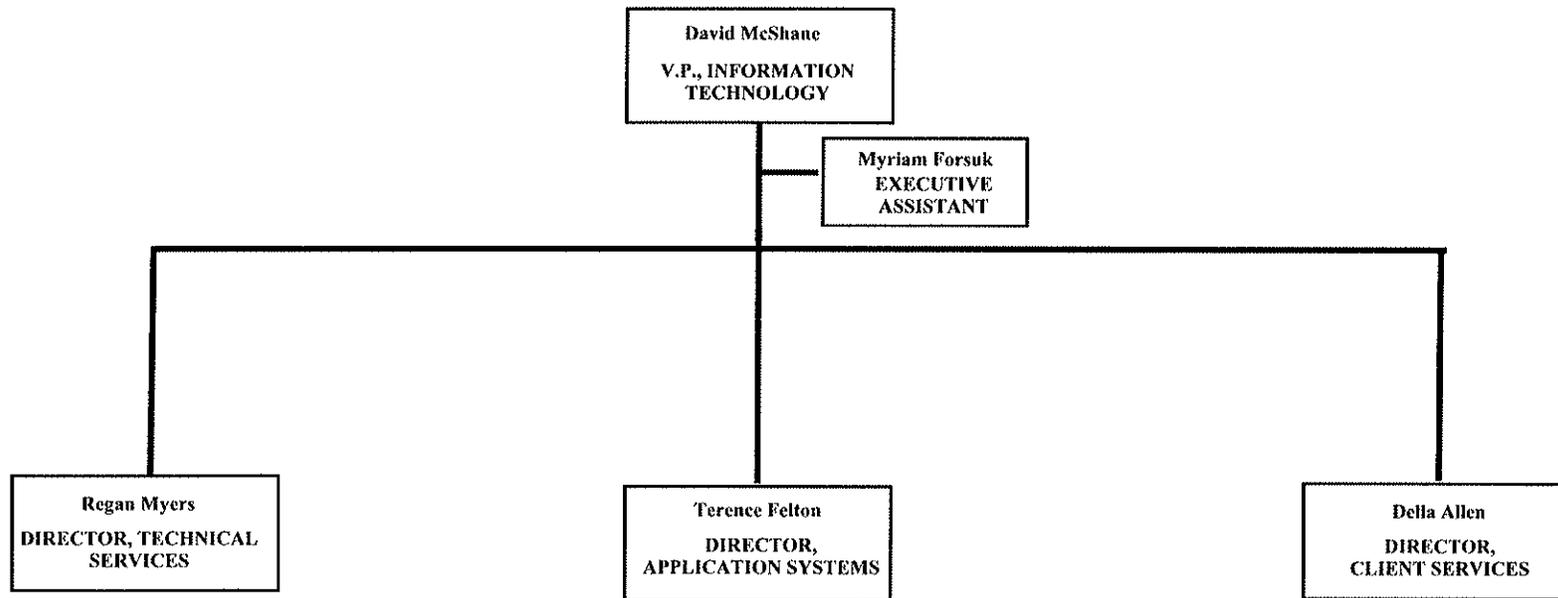
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Source: Asst Vice President Human Resources/Diversity & Organizational Development. As of 12/5/05

Office of Vice President Enrollment and Marketing

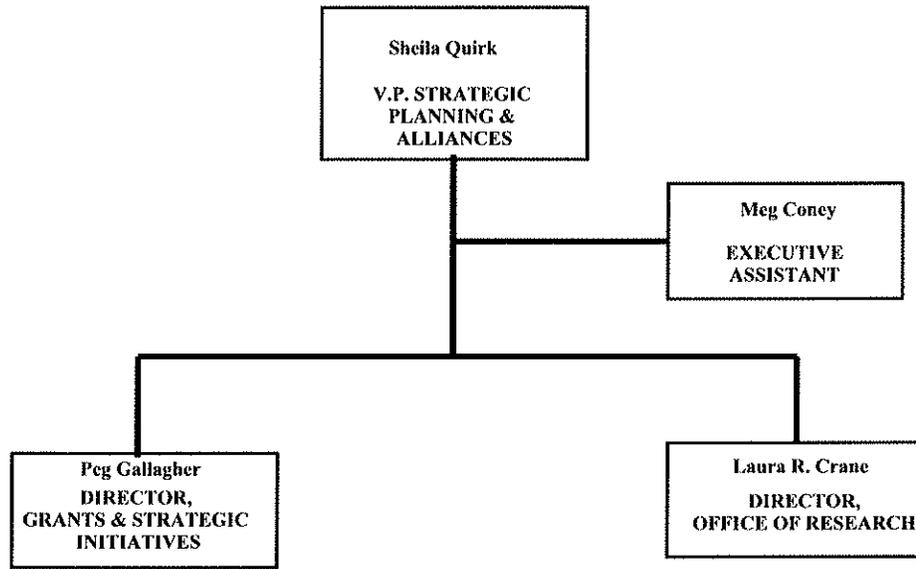


Office of Vice President Information Technology

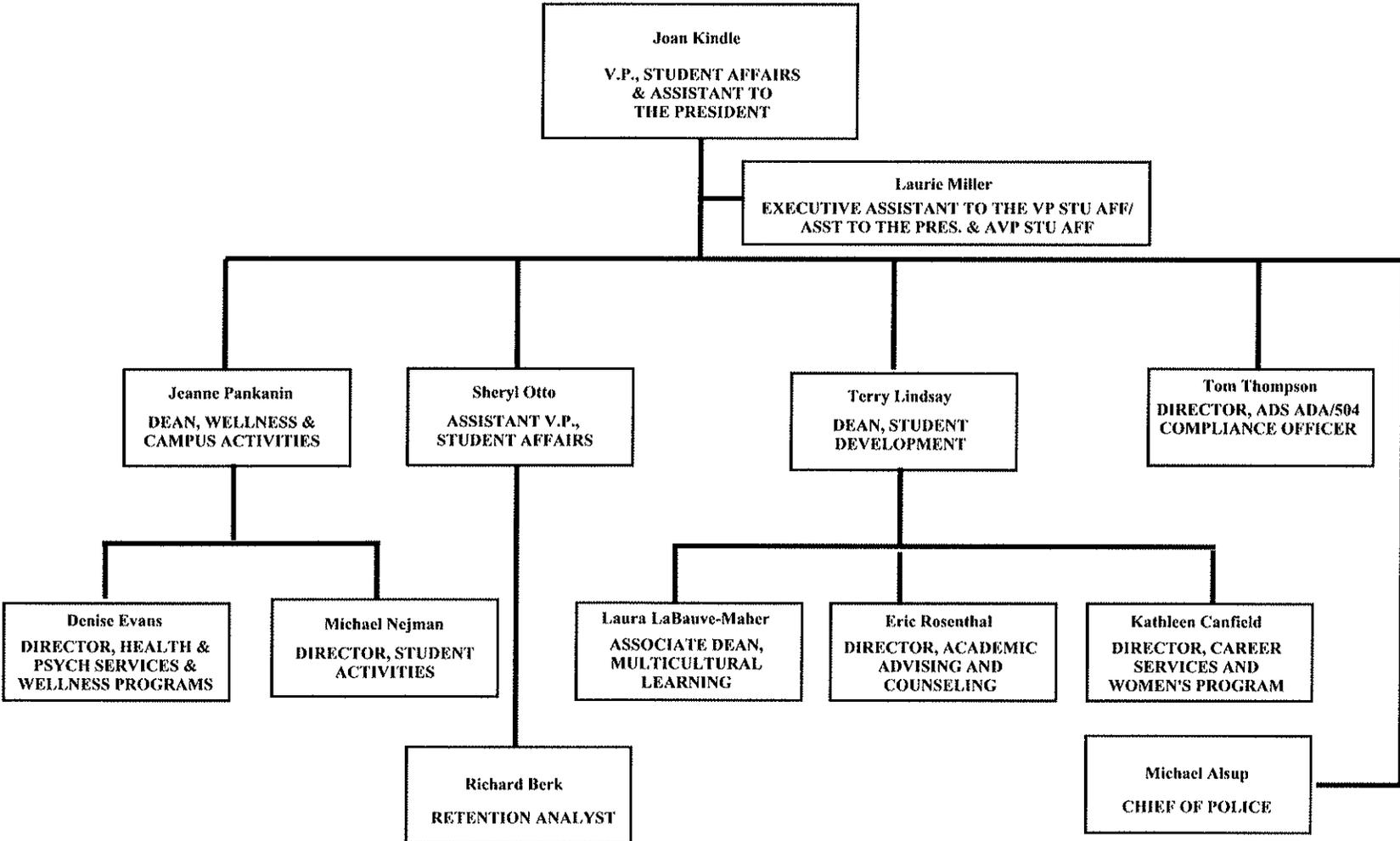


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Office of Vice President Strategic Planning and Alliances



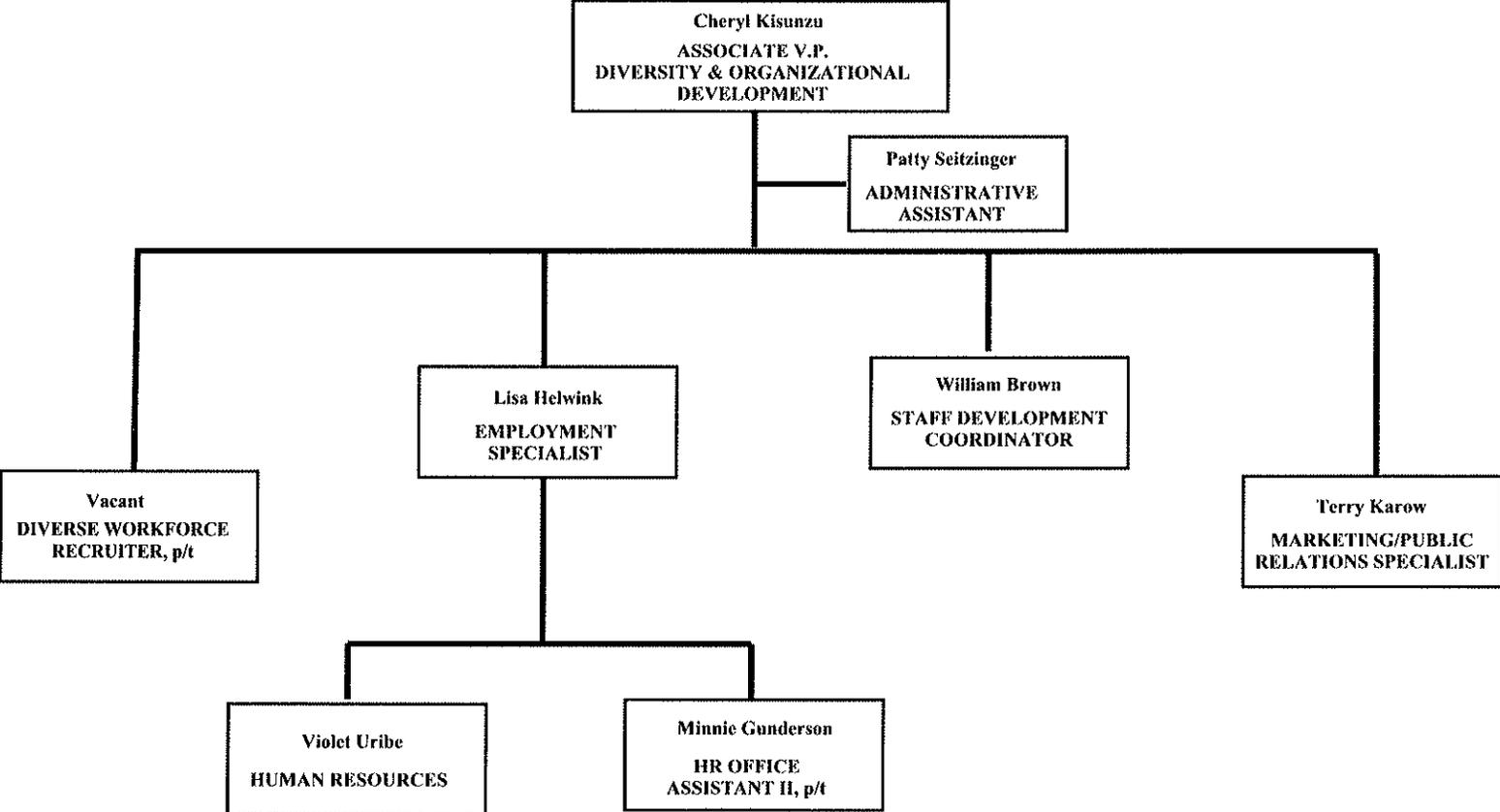
Office of Vice President Student Affairs



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Source: Asst Vice President Human Resources/Diversity & Organizational Development. As of 12/5/05

Diversity and Organizational Development



53

Source: Asst Vice President Human Resources/Diversity & Organizational Development. As of 12/5/05

Communication and Legislative Relations

Phil Burdick
ASSISTANT TO THE
PRESIDENT FOR
COMMUNICATION &
LEGISLATIVE RELATIONS

Deanna White
PUBLIC RELATIONS
MANAGER

Shared Governance

PURPOSE¹

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 make it possible for our students to receive an excellent education. The Harper College Shared Governance Structure assures that those with primary responsibility and expertise in each area help make the decisions. It weaves a fabric of uncommon strength and beauty as it taps the intellectual resources and talents of each member of our College community.

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

¹Full text may be found on the Harper HIP Governance page, Governance Structure and Guidelines (<http://hip/gov/3govern9900.html> - as of 12/5/05).

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/CHARGE²

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.

²Full text may be found on the Harper HIP Governance page, Data Sheets (<http://hip/gov/govSystemDocumentation/DataSheets0203Feb03.pdf> - as of 1/5/05).

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 that 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

	2000-01		2001-02		2002-03		2003-04		2004-05	
	N	%	N	%	N	%	N	%	N	%
Asian or Pacific Islander	2,077	17.3%	2,032	16.9%	1,855	15.6%	1,848	14.5%	1,778	14.4%
American Indian or Alaskan Native	24	0.2%	32	0.3%	31	0.3%	34	0.3%	40	0.3%
African-American	512	4.3%	617	5.1%	621	5.2%	755	5.9%	854	6.9%
Hispanic	1,119	9.3%	1,184	9.8%	1,160	9.7%	1,245	9.7%	1,302	10.6%
White Non-Hispanic	7,524	62.5%	7,368	61.3%	7,297	61.2%	7,719	60.4%	7,836	63.6%
International	7	0.1%	11	0.1%	6	0.1%	0	0.0%	0	0.0%
Unspecified/Unknown	774	6.4%	780	6.5%	948	8.0%	1,172	9.2%	517	4.2%

Source: Admissions

Table 11. Gender of Applicants

	2000-01		2001-02		2002-03		2003-04		2004-05	
	N	%	N	%	N	%	N	%	N	%
Male	5,352	44.5%	5,174	43.0%	5,014	42.1%	5,394	27.4%	5,569	42.9%
Female	6,671	55.4%	6,843	56.9%	6,897	57.4%	7,361	57.6%	7,389	56.9%
Unknown	14	0.1%	7	0.1%	7	0.1%	18	0.1%	26	0.2%

Source: Admissions

Table 12. Age (Market Segment) of Applicants

	2000-01		2001-02		2002-03		2003-04		2004-05	
	N	%	N	%	N	%	N	%	N	%
FTIC (18 & Under)	3,333	27.7%	3,157	26.3%	3,250	27.3%	3,500	27.4%	3,747	28.9%
Young Adult (19-24)	4,094	34.0%	4,431	36.9%	4,454	37.4%	5,067	39.7%	5,044	38.8%
Adult (25+)	4,610	38.3%	4,436	36.9%	4,214	35.4%	4,206	32.9%	4,193	32.3%

Source: Admissions

Table 13. City/Village of Applicants

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	5-Year Total
Schaumburg	1,632	1,651	1,642	1,775	1,678	8,378
Palatine	1,416	1,360	1,376	1,364	1,684	7,200
Arlington Heights	1,253	1,201	1,237	1,272	1,347	6,310
Hoffman Estates	1,041	1,113	1,045	1,086	1,118	5,403
Mount Prospect	763	785	881	861	928	4,218
Wheeling	605	598	565	602	776	3,146
Elk Grove Village	556	589	584	618	595	2,942
Barrington	407	455	536	544	487	2,429
Rolling Meadows	421	387	406	481	588	2,283
Buffalo Grove	301	325	296	325	378	1,625
Des Plaines	277	288	306	307	350	1,528
Chicago	275	267	243	313	327	1,425
Hanover Park	236	259	251	273	307	1,326
Prospect Heights	203	206	197	233	336	1,175
Streamwood	155	131	159	149	192	786
Roselle	138	108	114	120	143	623
Carpentersville	107	100	103	114	162	586
Elgin	99	117	89	109	119	533
Lake Zurich	86	73	92	100	107	458
Algonquin	62	84	58	84	103	391

Source: Admissions, Top 20 cities

Table 14. High School of Applicants

	2000- 2001	2001- 2002	2002- 2003	2003- 2004	2004- 2005	5-Year Total
Chicago Public High Schools	570	612	579	458	432	2,651
J B Conant High School	451	494	461	477	462	2,345
William Fremd High School	462	478	448	467	480	2,335
Schaumburg High School	447	398	469	467	469	2,250
Palatine High School	379	369	413	419	450	2,030
Hoffman Estates High School	368	403	405	422	417	2,015
Buffalo Grove High School	353	333	345	386	424	1,841
John Hersey High School	311	316	365	338	387	1,717
Rolling Meadows High School	314	322	341	372	350	1,699
Barrington Community High School	310	313	322	308	380	1,633
Elk Grove High School	304	332	313	329	314	1,592
Wheeling High School	311	292	292	335	356	1,586
Prospect High School	251	283	299	305	374	1,512
Adlai E Stevenson High School	120	109	85	129	173	616
Saint Viator High School	106	112	113	140	138	609
Lake Zurich Senior High School	128	108	111	134	117	598
Streamwood High School	101	93	84	116	146	540
Maine Township High School East	87	101	115	117	112	532
Maine West High School	93	71	99	117	128	508
Lake Park West High School	102	94	88	107	112	503
Cary-Grove Community High School	88	61	76	80	91	396
Harry D Jacobs High School	65	69	41	73	95	343
Elgin High School	59	57	47	58	46	267
Glenbrook South High School	47	54	49	46	51	247

Source: Admissions, Top 24 schools

Table 15. Zip Code of Applicants

	2000- 2001	2001- 2002	2002- 2003	2003- 2004	2004- 2005	5-Year Total
60194	802	850	865	948	906	3,465
60067	988	878	755	752	765	3,373
60056	797	805	869	856	952	3,327
60004	809	757	805	809	923	3,180
60193	714	732	731	726	770	2,903
60195	691	746	665	699	689	2,801
60090	599	587	564	596	778	2,346
60007	548	586	590	620	604	2,344
60010	553	614	568	592	556	2,327
60074	433	482	628	637	939	2,180
60005	423	429	423	450	430	1,725
60008	420	386	403	476	590	1,685
60173	382	352	344	417	354	1,495
60089	290	321	293	321	373	1,225
60070	203	207	193	232	338	835
60016	179	213	205	197	225	794
60103	270	215	94	89	99	668
60047	144	141	141	160	171	586
60107	139	128	158	150	193	575
60172	141	106	116	123	146	486
60110	104	102	100	110	157	416
60018	94	82	102	112	128	390
60102	72	83	57	87	104	299
60013	78	65	66	80	73	289
60014	61	58	74	89	74	282

Source: Admissions, Top 25 zip codes

Fall Semester (10th Day) Profile of Enrolled Credit Students

Table 16. Degree Objective of Credit Students

	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	N	%	N	%	N	%	N	%	N	%
To complete one or several courses - Not pursuing degree	8,471	58%	7,575	52%	6,974	47%	6,708	44%	6,158	41%
To complete Certificate	1,094	8%	1,173	8%	1,110	7%	1,215	8%	1,226	8%
To complete Associate	4,949	34%	5,734	40%	6,907	46%	7,342	48%	7,642	51%
Total	14,514	100%	14,482	100%	14,991	100%	15,265	100%	15,026	100%

Source: ICCB E1 Submission (10th day enrollment)

Table 17. Number of Credit Students by Residency Status

	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	N	%	N	%	N	%	N	%	N	%
In District	12,648	84%	12,519	86%	13,157	88%	13,316	87%	13,031	87%
Out of District	1,762	12%	1,860	13%	1,741	12%	1,836	12%	1,911	13%
Out of State	5	0%	2	0%	15	0%	48	0%	26	0%
International	99	1%	101	1%	78	1%	65	0%	58	0%
Total	14,514	97%	14,482	100%	14,991	100%	15,265	100%	15,026	100%

Source: ICCB E1 Submission (10th day enrollment)

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

	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	N	%	N	%	N	%	N	%	N	%
6 to Less Than 12 hours	3,791	26%	3,800	26%	4,141	28%	4,066	27%	4,079	27%
Less Than 6 hours	6,013	41%	5,470	38%	5,414	36%	5,235	34%	4,773	32%
Total Part-Time	9,804	68%	9,270	64%	9,555	64%	9,301	61%	8,852	59%
Total Full-Time	4,710	32%	5,212	36%	5,436	36%	5,964	39%	6,174	41%
Total All Students	14,514	100%	14,482	100%	14,991	100%	15,265	100%	15,026	100%

Source: ICCB E1 Submission (10th day enrollment)

Table 19. Age Groups of Credit Students

	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	N	%	N	%	N	%	N	%	N	%
18 & Under	2,354	16%	2,197	15%	2,413	16%	2,537	17%	2,400	16%
19-24	5,860	40%	6,174	43%	6,475	43%	6,673	44%	6,823	45%
25-28	1,509	10%	1,528	11%	1,478	10%	1,479	10%	1,489	10%
29-33	1,430	10%	1,324	9%	1,315	9%	1,228	8%	1,188	8%
34-38	1,051	7%	975	7%	948	6%	969	6%	928	6%
39-42	726	5%	747	5%	715	5%	683	4%	631	4%
43-47	716	5%	710	5%	765	5%	760	5%	699	5%
48-52	436	3%	423	3%	456	3%	483	3%	473	3%
53-57	229	2%	228	2%	230	2%	253	2%	223	1%
58 & Over	177	1%	175	1%	181	1%	188	1%	169	1%
Unknown	26	0%	1	0%	15	0%	12	0%	3	0%
Average Age	27		27		27		27		26	
Standard Deviation	10.5		10.4		10.5		10.6		10.3	
Total	14,514	100%	14,482	100%	14,991	100%	15,265	100%	15,026	100%

Source: ICCB EI Submission (10th day enrollment)

Table 20. Gender of Credit Students

	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	N	%	N	%	N	%	N	%	N	%
Male	6,248	43%	6,015	42%	6,279	42%	6,468	42%	6,495	43%
Female	8,265	57%	8,466	58%	8,707	58%	8,797	58%	8,524	57%
Unknown	1	0%	0	0%	5	0%	0	0%	7	0%
Total	14,514	100%	14,481	100%	14,991	100%	15,265	100%	15,026	100%

Source: ICCB EI Submission (10th day enrollment)

Table 21. Race/Ethnicity of Credit Students

	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	N	%	N	%	N	%	N	%	N	%
Asian or Pacific Islander	1,925	13%	1,933	13%	1,912	13%	1,926	13%	1,861	12%
American Indian or Alaskan Native	35	0%	31	0%	32	0%	33	0%	40	0%
African-American	452	3%	470	3%	552	4%	568	4%	579	4%
Hispanic	2,226	15%	2,164	15%	2,294	15%	2,305	15%	2,139	14%
White Non-Hispanic	8,739	60%	8,986	62%	9,067	60%	9,210	60%	9,077	60%
International	69	0%	61	0%	59	0%	55	0%	88	1%
Unknown	1,068	7%	837	6%	1,075	7%	1,168	8%	1,242	8%
Total	14,514	100%	14,482	100%	14,991	100%	15,265	100%	15,026	100%

Source: ICCB EI Submission (10th day enrollment)

Table 22. Age Group by Gender of Credit Students

Fall 2005	Male		Female *		Total	
	N	%	N	%	N	%
18 & Under	1,263	19%	1,136	13%	2,399	16%
19-24	3,318	51%	3,505	41%	6,823	45%
25-28	598	9%	891	10%	1,489	10%
29-33	415	6%	773	9%	1,188	8%
34-38	305	5%	623	7%	928	6%
39-42	168	3%	463	5%	631	4%
43-47	169	3%	530	6%	699	5%
48-52	119	2%	354	4%	473	3%
53-57	65	1%	158	2%	223	1%
58 & Over	72	1%	98	1%	170	1%
Unknown	3	0%	0	0%	3	0%
Total	6,495	100%	8,531	100%	15,026	100%

Source: ICCB E1 Submission (10th day enrollment)

* Unknowns (7) added to Female.

Table 23. Market Segment by Gender of Credit Students

Fall 2005	Male		Female		Total	
	N	%	N	%	N	%
FTIC (18 & Under)	1,264	19%	1,136	13%	2,400	16%
Young Adult (19-24)	3,318	51%	3,505	41%	6,823	45%
Adults (25 & Over)	1,910	29%	3,890	46%	5,800	39%
Unknown	3	0%	0	0%	3	0%
Total	6,495	100%	8,531	100%	15,026	100%

Source: ICCB E1 Submission (10th day enrollment)

* Unknowns (7) added to Female.

Table 24. Age Groups by Ethnicity of Credit Students

Fall 2005	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	246	13%	10	25%	111	19%	290	14%	1,514	17%	15	17%	214	17%
19-24	893	48%	16	40%	187	32%	922	43%	4,204	46%	25	28%	576	46%
25-28	218	12%	2	5%	55	9%	292	14%	807	9%	8	9%	107	9%
29-33	164	9%	2	5%	78	13%	250	12%	604	7%	10	11%	80	6%
34-38	123	7%	4	10%	55	9%	151	7%	524	6%	7	8%	64	5%
39-42	82	4%	2	5%	30	5%	79	4%	386	4%	8	9%	44	4%
43-47	53	3%	1	3%	34	6%	71	3%	468	5%	6	7%	66	5%
48-52	40	2%	0	0%	14	2%	52	2%	321	4%	4	5%	42	3%
53-57	23	1%	1	3%	11	2%	21	1%	142	2%	2	2%	23	2%
58 & Over	19	1%	2	5%	4	1%	11	1%	105	1%	3	3%	25	2%
Unknown	0	0%	0	0%	0	0%	0	0%	2	0%	0	0%	1	0%
Total	1,861	100%	40	100%	579	100%	2,139	100%	9,077	100%	88	100%	1,242	100%

Source: ICCB E1 Submission (10th day enrollment)

Table 25. Ethnicity by Market Segment of Credit Students

Fall 2005	FTIC (18 & Under)		Young Adult (19-24)		Adults (25 & Over)	
	N	%	N	%	N	%
Asian or Pacific Islander	246	10%	893	13%	722	12%
American Indian or Alaskan Native	10	0%	16	0%	14	0%
African American	111	5%	187	3%	281	5%
Hispanic	290	12%	922	14%	927	16%
White Non-Hispanic	1,514	63%	4,204	62%	3,357	58%
International	15	1%	25	0%	48	1%
Unknown	214	9%	576	8%	451	8%
Total	2,400	100%	6,823	100%	5,800	100%

Source: ICCB E1 Submission (10th day enrollment)

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

	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	N	%	N	%	N	%	N	%	N	%
FTIC (18 & Under)	1,646	22.0%	1,623	20.7%	1,750	21.3%	1,832	21.3%	1,825	20.9%
Young Adult (19-24)	3,706	49.6%	4,089	52.1%	4,289	52.2%	4,532	52.8%	4,682	53.7%
Adults (25 & Over)	2,114	28.3%	2,134	27.2%	2,163	26.4%	2,212	25.8%	2,218	25.4%
Unknown	8	0.1%	0	0.0%	7	0.1%	6	0.1%	1	0.0%
Total	7,474	100%	7,845	100%	8,209	100%	8,582	100%	8,727	100%

Source: ICCB E1 Submission (10th day enrollment)

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

Fall 2005	Full-Time		Part-Time		Total	
	N	%	N	%	N	%
Male	3110	50%	3385	38%	6495	43%
Female	3061	50%	5463	62%	8524	57%
Unknown	3	0%	4	0%	7	0%
Total	6,174	100%	8,852	100%	15,026	100%

Source: ICCB E1 Submission (10th day enrollment)

Table 28. Gender of Credit Students by Credit Hours Taken

Fall 2005	12 or More Hours		6 to Less Than 12 Hours		Less Than 6 Hours	
	N	%	N	%	N	%
Male	3110	50%	1559	38%	1826	38%
Female	3061	50%	2519	62%	2944	62%
Unknown	3	0%	1	0%	3	0%
Total	6,174	100%	4,079	100%	4,773	100%

Source: ICCB E1 Submission (10th day enrollment)

Table 29. Race/Ethnicity of Credit Students by Credit Hours Taken

Fall 2005	12 or More Hours		6 to Less Than 12 Hours		Less Than 6 Hours	
Asian or Pacific Islander	797	13%	518	13%	546	11%
American Indian or Alaskan Native	15	0%	14	0%	11	0%
African American	255	4%	191	5%	133	3%
Hispanic	573	9%	520	13%	1,046	22%
White Non-Hispanic	3,934	64%	2,487	61%	2,656	56%
International	27	0%	20	0%	41	1%
Unknown	573	9%	329	8%	340	7%
Total	6,174	100%	4,079	100%	4,773	100%

Source: ICCB E1 Submission (10th day enrollment)

Table 30. Number of Credit Students from the Top 10 In-District High Schools

Fall 2005			
Rank	School	N(15,026)	Percent
1	Schaumburg	780	5.2%
2	Conant	713	4.7%
3	Palatine	656	4.4%
4	Hoffman Estates	647	4.3%
5	Fremd	633	4.2%
6	Rolling Meadows	587	3.9%
7	Elk Grove	534	3.6%
8	Hersey	494	3.3%
9	Prospect	492	3.3%
10	Wheeling	480	3.2%

Source: ICCB E1 File & Regent System

Table 31. Number of Credit Students from the Top 10 Out-of-District High Schools

Fall 2005			
Rank	School	N(15,026)	Percent
1	Streamwood	147	1.0%
2	Stevenson	140	0.9%
3	Lake Zurich	134	0.9%
4	Maine West	99	0.7%
5	Cary Grove	92	0.6%
6	Lake Park	88	0.6%
7	Harry D. Jacobs	67	0.4%
8	Glenbrook South	58	0.4%
9	Dundee-Crown	54	0.4%
10	Elgin	40	0.3%

Source: ICCB E1 File & Regent System

Table 32. Number of Credit Students from the Top 10 In-District Municipalities

Fall 2005			
Rank	City	N(15,026)	Percent
1	Schaumburg	425	2.8%
2	Palatine	417	2.8%
3	Arlington Heights	278	1.9%
4	Hoffman Estates	276	1.8%
5	Mount Prospect	213	1.4%
6	Wheeling	177	1.2%
7	Elk Grove Village	161	1.1%
8	Rolling Meadows	134	0.9%
9	Buffalo Grove *	87	0.6%
10	Des Plaines *	81	0.5%

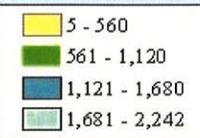
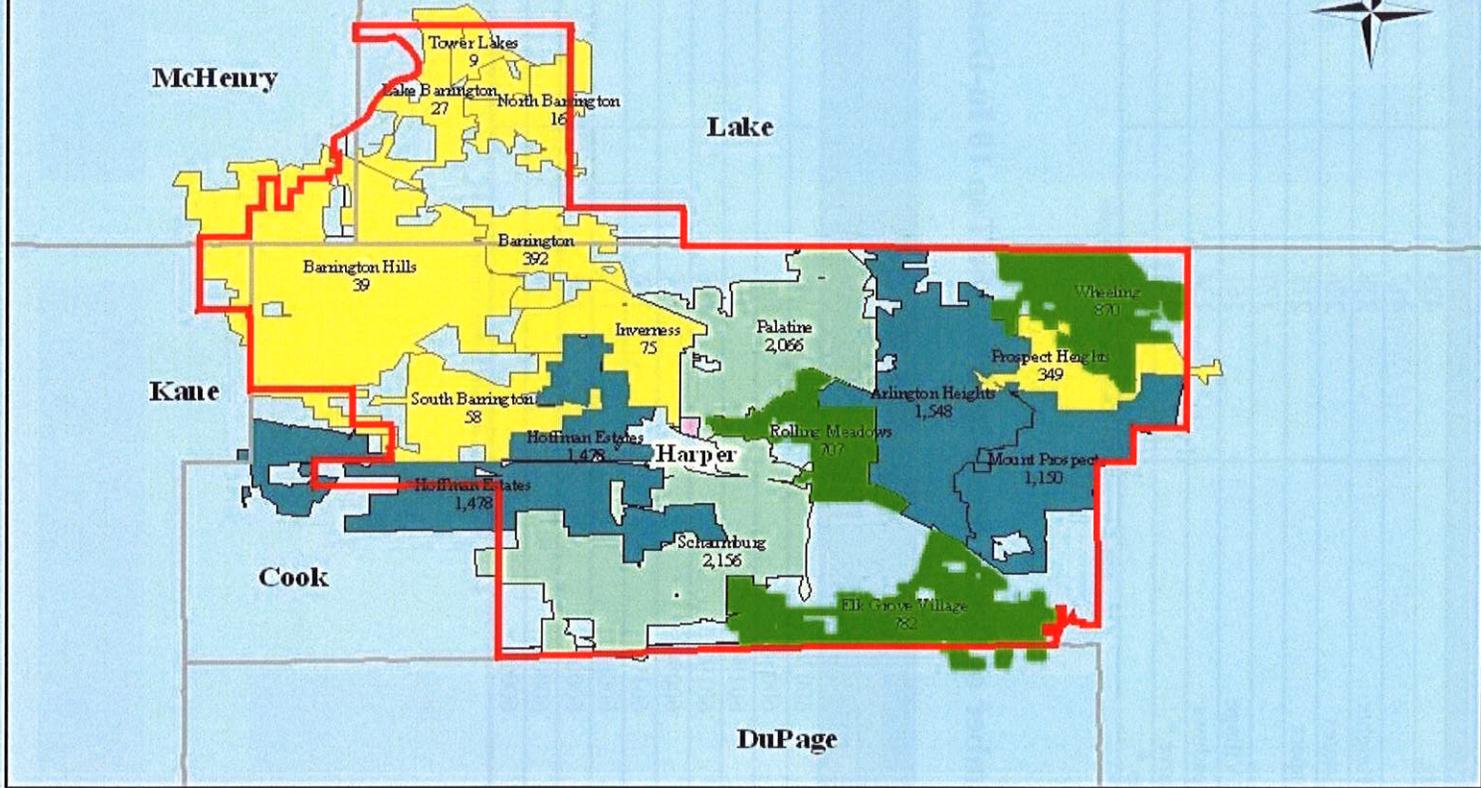
Source: ICCB E1 File & Regent System, Top 10 cities

* Partially In-District.

Table 33. Number of Credit Students from the Top 10 In-District Zip Codes

Fall 2005			
Rank	Zip Code	N(15,026)	Percent
1	60074	245	1.6%
2	60056	216	1.4%
3	60194	215	1.4%
4	60193	196	1.3%
5	60090	177	1.2%
6	60195	176	1.2%
7	60067	171	1.1%
8	60004	166	1.1%
9	60007	164	1.1%
10	60008	133	0.9%

Source: ICCB E1 File & Regent System, Top 10 zip codes



Fall 2005 Enrollment from Cities Within the Harper District

AcGIS Development Team
March 2006

Source: BCP Data © Map © 05
Created in ArcGIS using ArcMap



Annual Credit Enrollments

Table 34. Annual Credit Student Headcounts

	2000-01	2001-02	2002-03	2003-04	2004-05
Annual Number of Students	25,266	24,945	24,954	25,870	25,841
By Semester					
Summer	9,013	8,909	9,044	9,471	9,435
Fall	15,425	15,108	15,352	16,004	16,264
Spring	14,585	14,978	15,085	15,760	15,933

Source: ICCB A1 files

Credit Student Headcounts

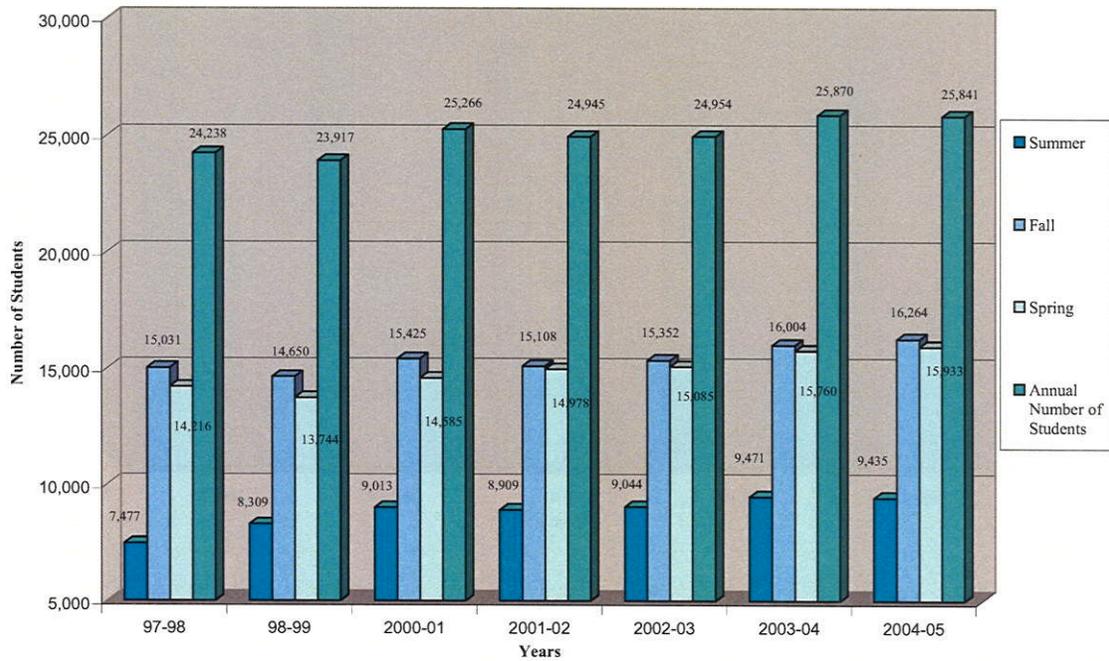
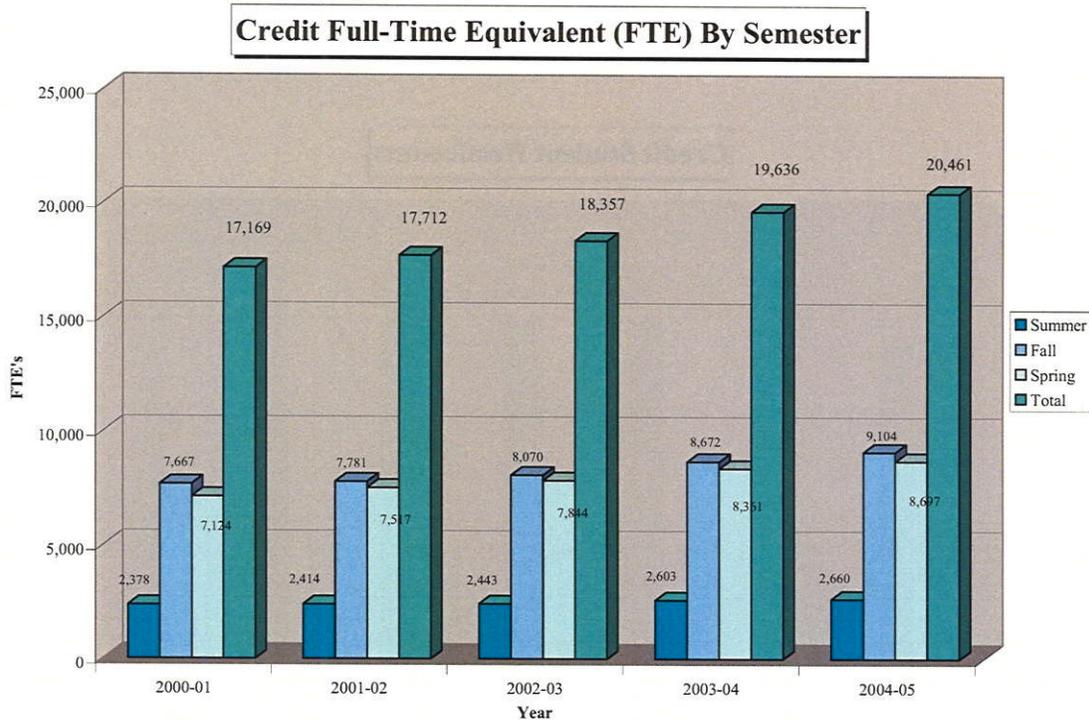
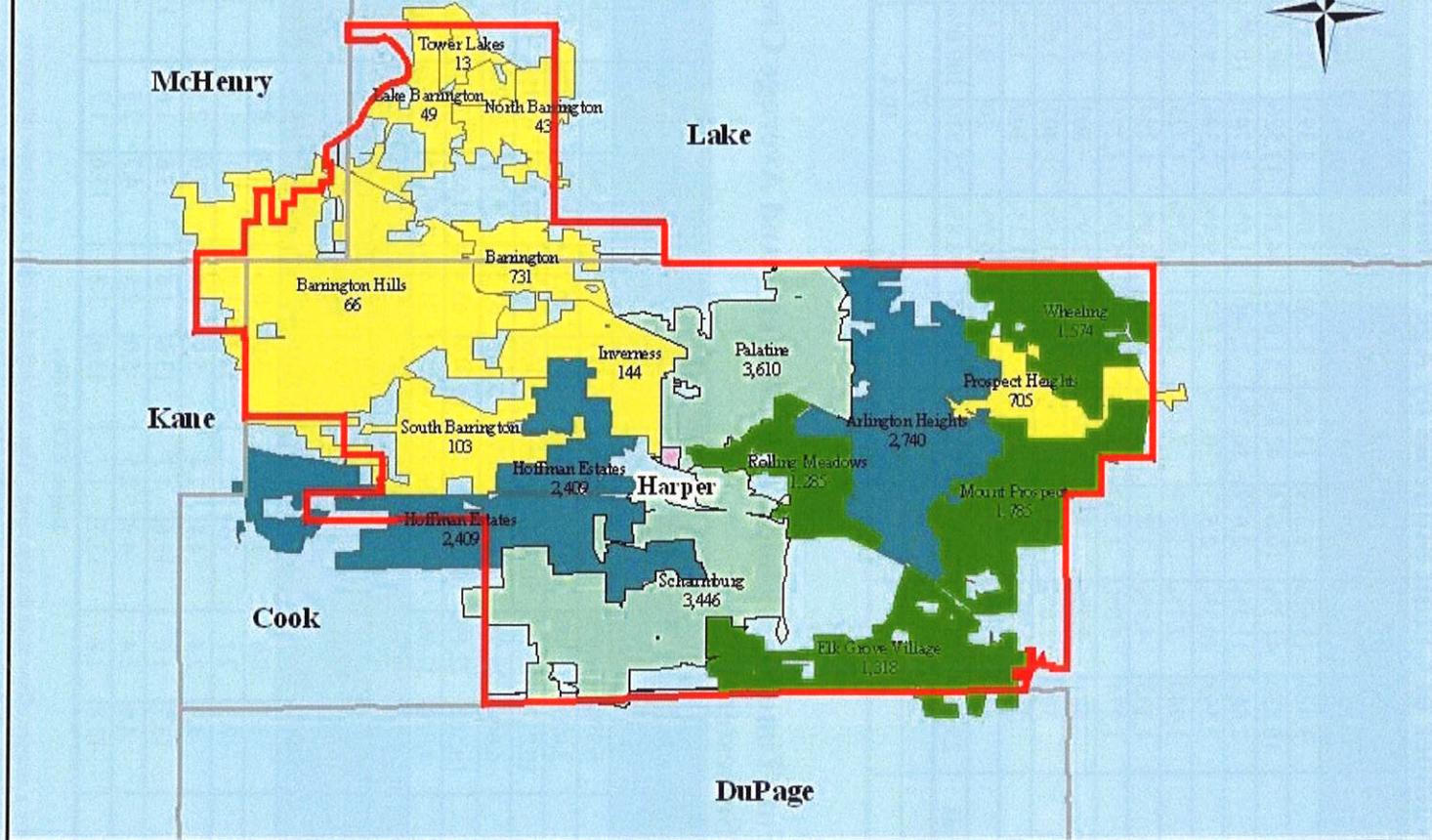


Table 35. Credit Full-Time Equivalent (FTE) by Semester

	2000-01	2001-02	2002-03	2003-04	2004-05
Summer	2,378	2,414	2,443	2,603	2,660
Fall	7,667	7,781	8,070	8,672	9,104
Spring	7,124	7,517	7,844	8,361	8,697
Total	17,169	17,712	18,357	19,636	20,461

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





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- 8 - 930
- 931 - 1850
- 1851 - 2770
- 2771 - 3690

Annual (2004-2005) Enrollment from Cities Within the Harper District

ArGIS Development Team
March 2006

Source: BCP Data & Maps CD
Created in ArGIS8 using ArcMap



Annual Profile of Enrolled Credit Students

Table 36. Number of Credit Students by Age Group

	2000-01		2001-02		2002-03		2003-04		2004-05	
	N	%	N	%	N	%	N	%	N	%
18 & Under	3,424	13.6%	3,359	13.5%	3,253	13.0%	3,395	13.1%	3,439	13%
19-24	10,530	41.7%	10,674	42.8%	11,042	44.2%	11,526	44.6%	11,863	45.9%
25-28	2,861	11.3%	2,679	10.7%	2,740	11.0%	2,741	10.6%	2,676	10.4%
29-33	2,592	10.3%	2,523	10.1%	2,342	9.4%	2,396	9.3%	2,211	8.6%
34-38	1,940	7.7%	1,777	7.1%	1,671	6.7%	1,725	6.7%	1,680	6.5%
39-42	1,233	4.9%	1,221	4.9%	1,233	4.9%	1,254	4.8%	1,144	4.4%
43-47	1,274	5.0%	1,267	5.1%	1,245	5.0%	1,295	5.0%	1,261	4.9%
48-52	681	2.7%	738	3.0%	735	2.9%	802	3.1%	807	3.1%
53-57	392	1.6%	393	1.6%	405	1.6%	407	1.6%	434	1.7%
58 & Over	298	1.2%	300	1.2%	281	1.1%	309	1.2%	308	1.2%
Unknown	41	0.2%	14	0.1%	7	0.0%	20	0.1%	18	0.1%
Total Enrollment	25,266	98.7%	24,945	98.7%	24,954	98.8%	25,870	100.0%	25,841	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 37. Full-Time/Part-Time Credit Students and Average Credit Hours per Semester

		2000-01		2001-02		2002-03		2003-04		2004-05	
		N	%	N	%	N	%	N	%	N	%
Summer	PT	6,990	77.6%	6,711	75.3%	6,783	74.8%	6,942	73.3%	6,873	72.8%
	FT	2,023	22.4%	2,198	24.7%	2,291	25.2%	2,529	26.7%	2,562	27.2%
Fall	PT	10,817	70.1%	10,303	68.2%	10,206	66.5%	10,422	65.1%	10,090	62.0%
	FT	4,608	29.9%	4,805	31.8%	5,146	33.5%	5,580	34.9%	6,174	38.0%
Spring	PT	10,565	72.4%	10,655	71.1%	10,314	68.4%	10,621	67.4%	10,366	65.1%
	FT	4,020	27.6%	4,323	28.9%	4,771	31.6%	5,135	32.6%	5,567	34.9%
Credit Load											
		Mean	Std. Dev.*								
Summer	PT	3.1	0.8	3.0	0.8	3.0	0.8	3.0	0.8	3.0	0.8
	FT	7.3	2.1	7.3	2.1	7.3	1.9	7.1	1.7	7.2	1.8
Fall	PT	4.9	2.4	4.8	2.4	5.0	2.4	5.0	2.5	5.3	2.5
	FT	13.7	1.6	13.6	1.7	13.6	1.6	13.6	1.6	13.6	1.6
Spring	PT	4.9	2.4	4.9	2.5	5.0	2.5	4.7	2.5	5.3	2.5
	FT	13.8	1.8	13.7	1.7	13.6	1.8	13.6	1.7	13.7	1.8

Source: ICCB A1 Files

* Standard Deviation = a measure of how much the data varies. When the standard deviation is large (especially relative to the mean), the data is spread out with high and low values. When the standard deviation is small, the data tend to be clustered closer to the mean value.

Table 38. Gender of Credit Students

	2000-01		2001-02		2002-03		2003-04		2004-05	
	N	%	N	%	N	%	N	%	N	%
Female	14,104	56%	14,140	57%	14,281	57%	14,777	57%	14,629	57%
Male	11,162	44%	10,805	43%	10,667	43%	11,093	43%	11,212	43%
Unknown	0	0%	0	0%	6	0%	0	0%	0	0.0%
Total	25,266	100%	24,945	100%	24,954	100%	25,870	100%	25,841	100%

Source:ICCB A1 Files

Table 39. Ethnicity of Credit Students

	2000-01		2001-02		2002-03		2003-04		2004-05	
	N	%	N	%	N	%	N	%	N	%
Asian or Pacific Islander	3,406	13%	3,458	14%	3,363	13%	3,261	13%	3,201	12%
American Indian or Alaskan Native	55	0%	55	0%	47	0%	55	0%	54	0%
African-American	793	3%	825	3%	853	3%	976	4%	1,002	4%
Hispanic	4,200	17%	4,120	17%	4,287	17%	4,591	18%	4,339	17%
White Non-Hispanic	14,790	59%	14,784	59%	14,755	59%	15,042	58%	15,182	59%
International	144	1%	117	0%	122	0%	110	0%	97	0%
Unknown	1,878	7%	1,586	6%	1,527	6%	1,835	7%	1,966	8%
Total	25,266	100%	24,945	100%	24,954	100%	25,870	100%	25,841	100%

Source:ICCB A1 Files

Ethnicity of Credit Students for 2004-2005

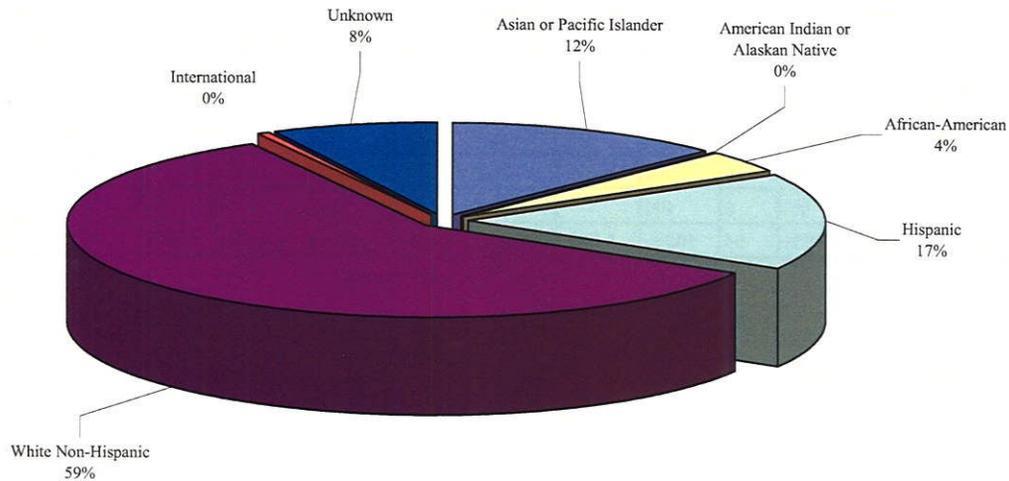


Table 40. Age Group by Gender

FY 2005	Male		Female	
	N	%	N	%
18 & Under	1,730	15.4%	1,709	11.7%
19-24	5,662	50.5%	6,201	42.4%
25-28	1,126	10.0%	1,550	10.6%
29-33	823	7.3%	1,388	9.5%
34-38	644	5.7%	1,036	7.1%
39-42	356	3.2%	788	5.4%
43-47	355	3.2%	906	6.2%
48-52	248	2.2%	559	3.8%
53-57	129	1.2%	305	2.1%
58 & Over	130	1.2%	178	1.2%
Unknown	9	0.1%	9	0.1%
Total	11,212	100.0%	14,629	100.0%

Source: ICCB A1 Submission

Table 41. Age Group by Ethnicity

FY 2005	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	378	12%	9	17%	157	16%	488	11%	2,102	14%	2	2.1%	303	15%
19-24	1,495	47%	23	43%	350	35%	1,696	39%	7,423	49%	34	35.1%	842	43%
25-28	382	12%	2	4%	98	10%	683	16%	1,318	9%	6	6.2%	187	10%
29-33	316	10%	7	13%	126	13%	595	14%	1,009	7%	15	15.5%	143	7%
34-38	244	8%	7	13%	82	8%	367	8%	859	6%	7	7.2%	114	6%
39-42	136	4%	3	6%	71	7%	197	5%	633	4%	12	12.4%	92	5%
43-47	102	3%	0	0%	63	6%	166	4%	799	5%	8	8.2%	123	6%
48-52	73	2%	1	2%	28	3%	80	2%	553	4%	7	7.2%	65	3%
53-57	41	1%	0	0%	23	2%	39	1%	282	2%	3	3.1%	46	2%
58 & Over	34	1%	2	4%	4	0%	28	1%	204	1%	3	3.1%	33	2%
Unknown	-	0%	0	0%	-	0%	-	0%	-	0%	0	0.0%	18	1%
Total	3,201	100%	54	100%	1,002	100%	4,339	100%	15,182	100%	97	100%	1,966	100%

Source: ICCB A1 Submission

Table 42. Market Segment by Gender

FY 2005	Male		Female		Total	
	N	%	N	%	N	%
FTIC (18 & Under)	1,730	15%	1,709	12%	3,439	13%
Young Adult (19-24)	5,662	50%	6,201	42%	11,863	46%
Adults (25 & Over)	3,811	34%	6,710	46%	10,521	41%
Unknown	9	0%	9	0%	18	0%
Total	11,212	100%	14,629	100%	25,841	100%

Source: ICCB A1 Submission

Table 43. Ethnicity by Market Segment

FY 2005	FTIC (18 & Under)		Young Adult (19-24)		Adults (25 & Over)	
Asian or Pacific Islander	378	11%	1,495	13%	1,328	13%
American Indian or Alaskan Native	9	0%	23	0%	22	0%
African American	157	5%	350	3%	495	5%
Hispanic	488	14%	1,696	14%	2,155	20%
White Non-Hispanic	2,102	61%	7,423	63%	5,657	54%
International	2	0%	34	0%	61	1%
Unknown *	303	9%	842	7%	803	8%
Total	3,439	100%	11,863	100%	10,521	100%

Source: ICCB A1 Submission

* Unknowns in both gender and market segment not included (18).

Retention Analysis

Overall Retention Rates for Fall New Student Cohorts

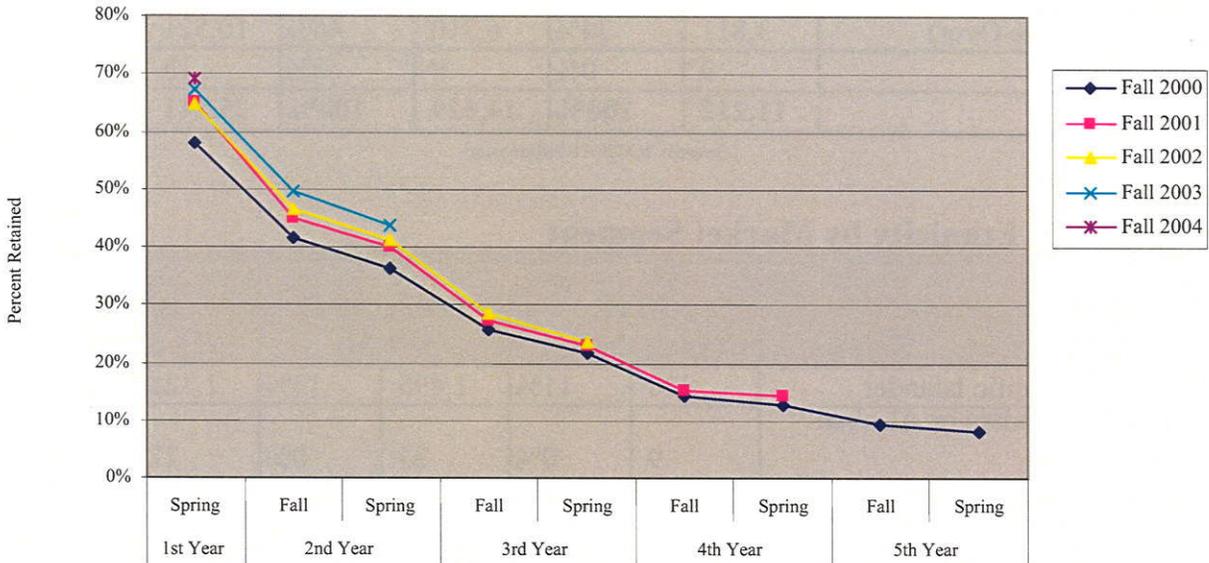


Table 44. Overall Retention Rates for New Student Cohorts

Cohort	Total N	1st Year		2nd Year		3rd Year		4th Year		5th Year	
		Spring N	Fall N	Spring N							
Fall 2000	4196	2434	1744	1517	1079	905	603	535	388	334	
Fall 2001	4375	2846	1972	1754	1190	1002	669	628			
Fall 2002	3998	2597	1859	1652	1138	941					
Fall 2003	4073	2739	2019	1775							
Fall 2004	4073	2816									

Cohort	Total N	1st Year		2nd Year		3rd Year		4th Year		5th Year	
		Spring Percent	Fall Percent	Spring Percent							
Fall 2000	4196	58.0%	41.6%	36.2%	25.7%	21.6%	14.4%	12.8%	9.2%	8.0%	
Fall 2001	4375	65.1%	45.1%	40.1%	27.2%	22.9%	15.3%	14.4%			
Fall 2002	3998	65.0%	46.5%	41.3%	28.5%	23.5%					
Fall 2003	4073	67.2%	49.6%	43.6%							
Fall 2004	4073	69.1%									

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

Table 45. Profile of Students in the Fall 2002 Cohort Who Returned the Specified Semester

		1st Year		2nd Year		3rd Year	
		N	Spring N	Fall N	Spring N	Fall N	Spring N
	Total	3998	2597	1859	1652	1138	941
Market Segment	18 and under (FTIC)	1520	1254	1015	935	629	518
	19-24 (Young Adults)	1283	748	495	426	290	237
	25 and over (Adults)	1193	594	349	291	219	186
	Unknown	2	1	0	0	0	0
Gender	Female	2225	1464	1078	963	665	545
	Male	1773	1133	781	689	473	396
Race/Ethnicity	African American	166	110	67	60	33	23
	American Indian/Alaskan Native	8	6	3	3	1	2
	Asian	544	342	231	216	155	126
	Hispanic	357	230	171	152	109	91
	International	8	6	4	4	3	2
	Unknown	405	229	168	148	102	85
Full/Part Time	White	2510	1674	1215	1069	735	612
	Full Time	1511	1282	981	899	553	440
GPA Group	Part Time	2487	1315	878	753	585	501
	Greater than/equal to 2.0	2748	2030	1465	1313	865	707
Academic Goal	Less than 2.0	1180	561	390	337	270	232
	Unknown	70	6	4	2	3	2
Student Intent	Associate	2210	1605	1208	1105	758	637
	Certificate	437	221	132	115	77	65
	Courses	1351	771	519	432	303	239
Student Intent	Basic academic skills (GED/ESL)	35	7	4	5	3	4
	Improve skills for present job	305	108	70	51	44	38
	Personal interest/self development	814	524	369	316	221	191
	Prepare for future job	583	368	244	216	155	134
	Transfer	1864	1369	1037	945	632	506
	Unknown	397	221	135	119	83	68

		1st Year		2nd Year		3rd Year	
		N	Spring Percent	Fall Percent	Spring Percent	Fall Percent	Spring Percent
	Total	3998	65.0%	46.5%	41.3%	28.5%	23.5%
Market Segment	18 and under (FTIC)	1520	82.5%	66.8%	61.5%	41.4%	34.1%
	19-24 (Young Adults)	1283	58.3%	38.6%	33.2%	22.6%	18.5%
	25 and over (Adults)	1193	49.8%	29.3%	24.4%	18.4%	15.6%
	Unknown	2	50.0%	0.0%	0.0%	0.0%	0.0%
Gender	Female	2225	65.8%	48.4%	43.3%	29.9%	24.5%
	Male	1773	63.9%	44.0%	38.9%	26.7%	22.3%
Race/Ethnicity	African American	166	66.3%	40.4%	36.1%	19.9%	13.9%
	American Indian/Alaskan Native	8	75.0%	37.5%	37.5%	12.5%	25.0%
	Asian	544	62.9%	42.5%	39.7%	28.5%	23.2%
	Hispanic	357	64.4%	47.9%	42.6%	30.5%	25.5%
	International	8	75.0%	50.0%	50.0%	37.5%	25.0%
	Unknown	405	56.5%	41.5%	36.5%	25.2%	21.0%
Full/Part Time	White	2510	66.7%	48.4%	42.6%	29.3%	24.4%
	Full Time	1511	84.8%	64.9%	59.5%	36.6%	29.1%
GPA Group	Part Time	2487	52.9%	35.3%	30.3%	23.5%	20.1%
	Greater than/equal to 2.0	2748	73.9%	53.3%	47.8%	31.5%	25.7%
Academic Goal	Less than 2.0	1180	47.5%	33.1%	28.6%	22.9%	19.7%
	Unknown	70	8.6%	5.7%	2.9%	4.3%	2.9%
Student Intent	Associate	2210	72.6%	54.7%	50.0%	34.3%	28.8%
	Certificate	437	50.6%	30.2%	26.3%	17.6%	14.9%
	Courses	1351	57.1%	38.4%	32.0%	22.4%	17.7%
Student Intent	Basic academic skills (GED/ESL)	35	20.0%	11.4%	14.3%	8.6%	11.4%
	Improve skills for present job	305	35.4%	23.0%	16.7%	14.4%	12.5%
	Personal interest/self development	814	64.4%	45.3%	38.8%	27.1%	23.5%
	Prepare for future job	583	63.1%	41.9%	37.0%	26.6%	23.0%
	Transfer	1864	73.4%	55.6%	50.7%	33.9%	27.1%
	Unknown	397	55.7%	34.0%	30.0%	20.9%	17.1%

Table 46. Profile of Students in the Fall 2003 Cohort Who Returned the Specified Semester

		N	1st Year Spring N	2nd Year Fall N	Spring N
	Total	4073	2739	2019	1775
Market Segment	18 and under (FTIC)	1626	1335	1103	986
	19-24 (Young Adults)	1248	785	530	460
	25 and over (Adults)	1198	618	385	328
	Unknown	1	1	1	1
Gender	Female	2250	1496	1113	975
	Male	1823	1243	906	800
Race/Ethnicity	African American	188	127	75	61
	American Indian/Alaskan Native	10	4	4	4
	Asian	498	302	243	223
	Hispanic	350	217	168	138
	International	9	5	4	4
	Unknown	561	354	268	241
	White	2457	1730	1257	1104
Full/Part Time	Full Time	1669	1407	1128	1005
	Part Time	2404	1332	891	770
GPA Group	Greater than/equal to 2.0	2830	2123	1598	1430
	Less than 2.0	1196	614	420	343
	Unknown	47	2	1	2
Academic Goal	Associate	2555	1928	1487	1337
	Certificate	376	222	164	131
	Courses	1142	589	368	307
Student Intent	Basic academic skills (GED/ESL)	9	4	2	2
	Improve skills for present job	292	135	72	67
	Personal interest/self development	625	379	277	242
	Prepare for future job	659	402	305	256
	Transfer	2143	1632	1233	1093
	Unknown	345	187	130	115

		N	1st Year Spring Percent	2nd Year Fall Percent	Spring Percent
	Total	4073	67.2%	49.6%	43.6%
Market Segment	18 and under (FTIC)	1626	82.1%	67.8%	60.6%
	19-24 (Young Adults)	1248	62.9%	42.5%	36.9%
	25 and over (Adults)	1198	51.6%	32.1%	27.4%
	Unknown	1	100.0%	100.0%	100.0%
Gender	Female	2250	66.5%	49.5%	43.3%
	Male	1823	68.2%	49.7%	43.9%
Race/Ethnicity	African American	188	67.6%	39.9%	32.4%
	American Indian/Alaskan Native	10	40.0%	40.0%	40.0%
	Asian	498	60.6%	48.8%	44.8%
	Hispanic	350	62.0%	48.0%	39.4%
	International	9	55.6%	44.4%	44.4%
	Unknown	561	63.1%	47.8%	43.0%
	White	2457	70.4%	51.2%	44.9%
Full/Part Time	Full Time	1669	84.3%	67.6%	60.2%
	Part Time	2404	55.4%	37.1%	32.0%
GPA Group	Greater than/equal to 2.0	2830	75.0%	56.5%	50.5%
	Less than 2.0	1196	51.3%	35.1%	28.7%
	Unknown	47	4.3%	2.1%	4.3%
Academic Goal	Associate	2555	75.5%	58.2%	52.3%
	Certificate	376	59.0%	43.6%	34.8%
	Courses	1142	51.6%	32.2%	26.9%
Student Intent	Basic academic skills (GED/ESL)	9	44.4%	22.2%	22.2%
	Improve skills for present job	292	46.2%	24.7%	22.9%
	Personal interest/self development	625	60.6%	44.3%	38.7%
	Prepare for future job	659	61.0%	46.3%	38.8%
	Transfer	2143	76.2%	57.5%	51.0%
	Unknown	345	54.2%	37.7%	33.3%

Table 47. Profile of the Fall 2004 Cohort Who Returned the Specified Semester

		1st Year		
		N	N	Percent
		Spring		
	Total	4073	2816	69.1%
Market Segment	18 and under (FTIC)	1710	1405	82.2%
	19-24 (Young Adults)	1242	809	65.1%
	25 and over (Adults)	1120	602	53.8%
	Unknown	1	0	0.0%
Gender	Female	2223	1543	69.4%
	Male	1850	1273	68.8%
Race/Ethnicity	African American	207	147	71.0%
	American Indian/Alaskan Native	9	7	77.8%
	Asian	512	344	67.2%
	Hispanic	355	248	69.9%
	International	3	2	66.7%
	Unknown	461	307	66.6%
Full/Part Time	White	2526	1761	69.7%
	Full Time	1736	1476	85.0%
	Part Time	2337	1340	57.3%
GPA Group	Greater than/equal to 2.0	2769	2145	77.5%
	Less than 2.0	1260	668	53.0%
	Unknown	44	3	6.8%
Academic Goal	Associate	2292	1798	78.4%
	Certificate	398	233	58.5%
	Courses	1383	785	56.8%
Student Intent	Basic academic skills (GED/ESL)	21	10	47.6%
	Improve skills for present job	329	158	48.0%
	Personal interest/self development	664	422	63.6%
	Prepare for future job	567	373	65.8%
	Transfer	2151	1655	76.9%
	Unknown	341	198	58.1%

Degrees and Certificates Awarded

Degrees and Certificates Awarded

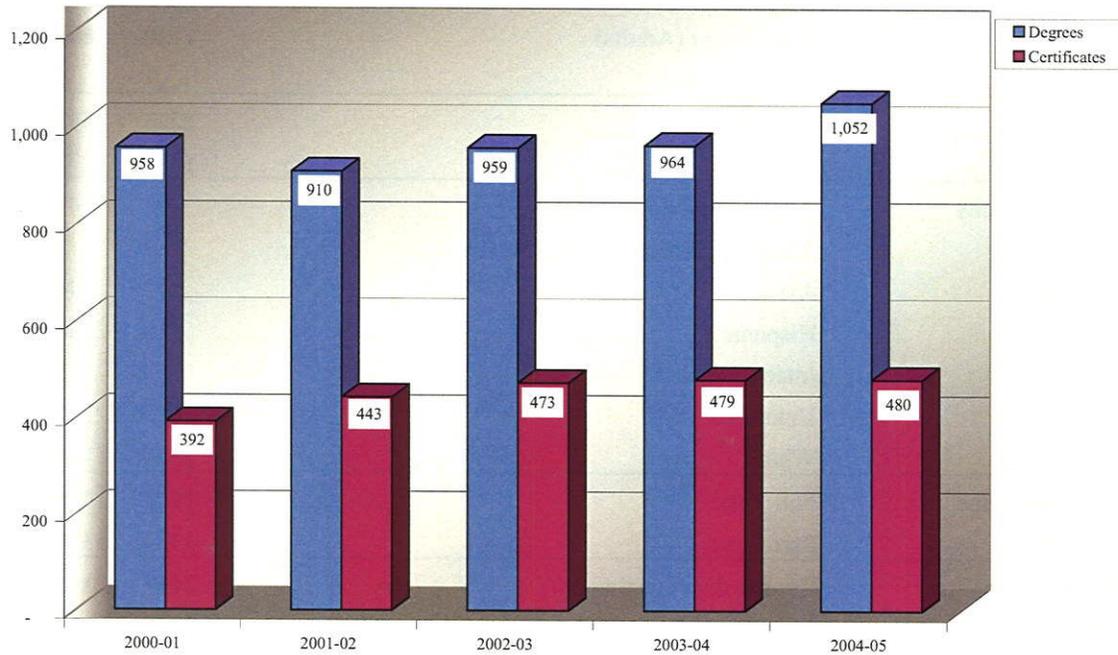


Table 48. Degrees and Certificates Awarded

	2000-01	2001-02	2002-03	2003-04	2004-05
Degrees	958	910	959	964	1,052
Certificates	392	443	473	479	480
Total	1,350	1,353	1,432	1,443	1,532

Source: Harper College Regent System

Table 49. Types of Degrees Awarded

	2000-01	2001-02	2002-03	2003-04	2004-05
AA - Associate in Arts	581	572	578	596	623
AAS - Associate in Applied Science	274	250	301	280	328
AS - Associate in Science	89	82	65	84	90
AFA - Associates in Fine Arts	10	5	15	3	7
AES - Associate in Engineering Science	4	1	0	1	4
Total	958	910	959	964	1,052

Source: Harper College Regent System

Table 50. Number of Applied Associate Degrees and Certificates Awarded by Program

Program	Degree Type	00-01	01-02	02-03	03-04	04-05
Accounting	ASSOC	6	10	4	6	7
	CERT	21	34	24	27	22
Administrative	ASSOC	2	3	3	6	9
	CERT	14	13	11	19	30
Architectural Technology	ASSOC	4	4	5	0	5
	CERT	15	17	10	7	4
Building Codes and Enforcement	CERT	5	5	2	4	5
Cardiac Technology/Son.	ASSOC	11	10	11	15	14
	CERT					2
CNA	CERT				6	2
Computer Information Systems	ASSOC	23	15	18	5	18
	CERT	67	103	54	58	28
Criminal Justice	ASSOC	11	16	10	16	18
	CERT	2	5	6	3	1
Culinary Arts	CERT				7	6
Dental Hygiene	ASSOC	30	26	35	23	29
Dietary Manager	CERT				6	10
Dietetic Technician	ASSOC	6	3	7	8	11
Early Childhood Education	ASSOC	8	6	5	12	4
	CERT	22	32	32	40	28
Electronics Technology	ASSOC	7	5	6	7	8
	CERT	27	43	28	27	32
Fashion Design	ASSOC	14	12	11	14	16
	CERT	1	2	7	3	2
Financial Services	ASSOC	3	1	2	5	2
	CERT	7	7	4	3	1
Fire Science Technology	ASSOC	6	2	4	8	23
	CERT			1	1	1
Horticulture	CERT	1		1		1
Hospitality Management	ASSOC	4	2	7	6	14
	CERT	12	12	1	4	1
Insurance	CERT			7	12	19
Interior Design	ASSOC	18	16	14	12	13
Journalism/Media Writing	ASSOC			2	1	2
	CERT		2			5

Source: Harper College Regent System

Table 50. Number of Applied Associate Degrees and Certificates Awarded by Program (Continued)

Program	Degree Type	00-01	01-02	02-03	03-04	04-05
Law Office Administrative Assistant	ASSOC			2	1	
	CERT					
Management	ASSOC	5	7	9	9	5
	CERT	27	26	27	33	22
Manufacturing Engineering	ASSOC		1		3	
	CERT					
Marketing	ASSOC	3	3	5	8	9
	CERT	6	13	14	24	25
Mechanical Engineering Technology	ASSOC	1	1	2		
	CERT	16	1	1		
Medical Office	ASSOC	5	2	3	4	8
	CERT	15	5	3	9	21
Nursing	ASSOC	79	81	94	74	89
	CERT	20	16	14	14	18
Paralegal Studies	ASSOC	14	11	23	21	12
	CERT	42	32	62	63	62
Park and Golf Maintenance	ASSOC	3	1	1		
	CERT	3	1	7	8	22
Pharmacy Technician	CERT	5	2		1	
Phlebotomy	CERT					5
Plant Science Technology	ASSOC	4	4	4	2	3
	CERT	12	11	13	3	19
Refrigeration and Air Conditioning Technology	ASSOC		3	1		1
	CERT	20	46	53	42	52
Sign Language Interpreting	ASSOC	2	1			
	CERT	16	6	11	8	14
Supply Chain Management	ASSOC	5	4	1	5	3
	CERT	16	9	11	11	10
Web Application Developer	ASSOC			7	1	3
	CERT			29	12	6
Web Visual Design	ASSOC			3	9	2
	CERT			12	12	4

Source: Harper College Regent System

Profile of Students Awarded Degrees and Certificates

Gender of Students Awarded Degrees or Certificates

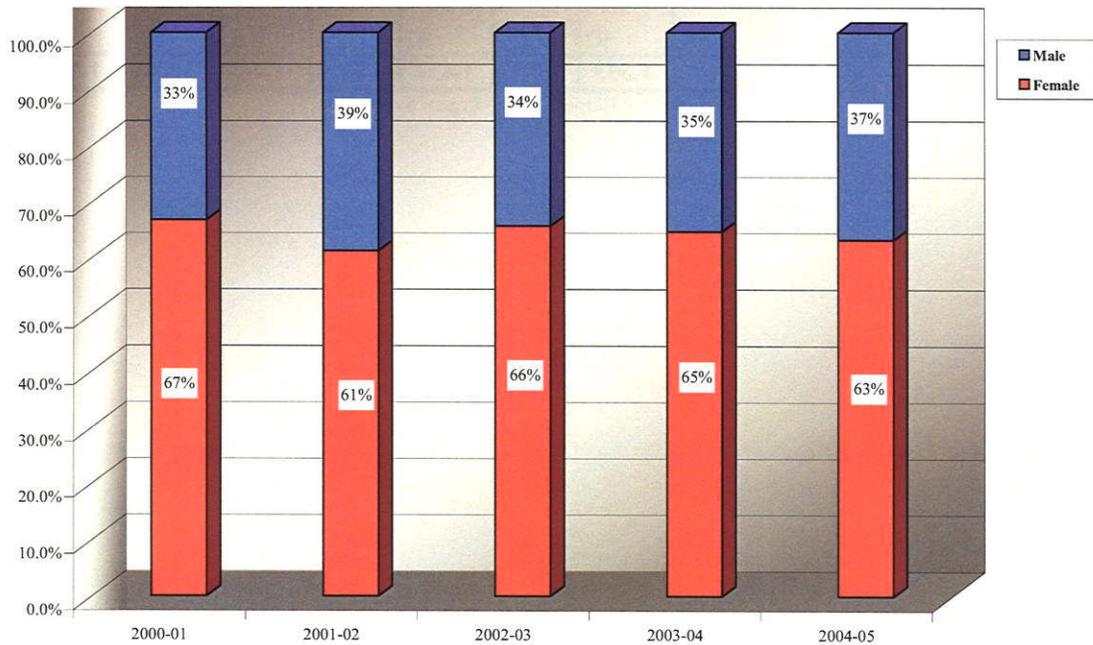


Table 51. Gender of Students Awarded Degrees or Certificates

	2000-01		2001-02		2002-03		2003-04		2004-05	
	N	%	N	%	N	%	N	%	N	%
Female	899	67%	829	61%	941	66%	934	65%	968	63%
Male	447	33%	524	39%	491	34%	509	35%	563	37%
Unknown	1	0%	0	0%	0	0%	0	0%	1	0%
Total	1,347	100%	1,353	100%	1,432	100%	1,443	100%	1,532	100%

Source: Harper College Regent System

Table 52. Race/Ethnicity of Students Awarded Degrees or Certificates

	2000-01		2001-02		2002-03		2003-04		2004-05	
	N	%	N	%	N	%	N	%	N	%
Asian or Pacific Islander	117	9%	155	11%	146	10%	167	12%	154	10%
American Indian or Alaskan Native	0	0%	5	0%	5	0%	3	0%	1	0%
African-American	27	2%	30	2%	33	2%	57	4%	38	2%
Hispanic	72	5%	96	7%	118	8%	101	7%	120	8%
White Non-Hispanic	1,012	75%	968	72%	1,026	72%	1,040	72%	1,095	71%
International	13	1%	7	1%	7	0%	10	1%	6	0%
Other/Unknown/Refused	106	8%	92	7%	97	7%	65	5%	118	8%
Total	1,347	100%	1,353	100%	1,432	100%	1,443	100%	1,532	100%

Source: Harper College Regent System

Age Group of Students Awarded Degrees and Certificates

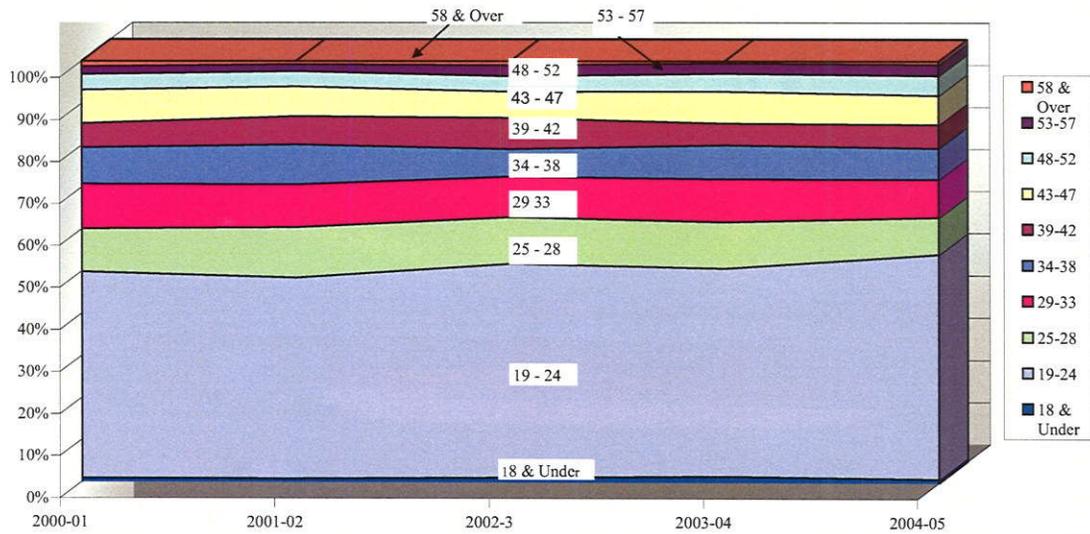


Table 53. Age Groups of Students Awarded Degrees or Certificates

	2000-01		2001-02		2002-03		2003-04		2004-05	
	N	%	N	%	N	%	N	%	N	%
18 & Under	11	0.8%	10	0.7%	15	1.0%	20	1.4%	12	0.8%
19-24	661	49.1%	645	47.7%	727	50.8%	712	49.3%	816	53.3%
25-28	138	10.2%	162	12.0%	158	11.0%	158	10.9%	134	8.7%
29-33	144	10.7%	139	10.3%	139	9.7%	149	10.3%	140	9.1%
34-38	117	8.7%	128	9.5%	94	6.6%	116	8.0%	113	7.4%
39-42	78	5.8%	92	6.8%	107	7.5%	75	5.2%	87	5.7%
43-47	107	7.9%	95	7.0%	89	6.2%	110	7.6%	106	6.9%
48-52	49	3.6%	49	3.6%	52	3.6%	60	4.2%	71	4.6%
53-57	26	1.9%	22	1.6%	37	2.6%	36	2.5%	41	2.7%
58 & Over	16	1.2%	10	0.7%	14	1.0%	7	0.5%	12	0.8%
Unspecified	-	0.0%	1	0.1%	-	0.0%	-	0.0%	-	0.0%
Total	1,347	100.0%	1,353	100.0%	1,432	100.0%	1,443	100.0%	1,532	100.0%

Source: Harper College Regent System



Chapter IV

Noncredit Students

Chapter IV is divided into two parts: Continuing Education and Harper College for Business (formerly 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 Harper College for Businesses describes the services of the division and presents the mission statement and the highlights from fiscal year 2004-2005.

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 54. Age Groups of Continuing Education Students

	2000-01		2001-02		2002-03		2003-04		2004-05	
	N	%	N	%	N	%	N	%	N	%
17 & Under	3,125	22.1%	3,214	23.2%	2,970	22.9%	2,945	25.7%	2,952	25.9%
18	96	0.7%	91	0.7%	85	0.7%	87	0.8%	108	0.9%
19-24	980	6.9%	1,115	8.1%	896	6.9%	786	6.9%	764	6.7%
25-34	2,840	20.1%	2,913	21.0%	2,599	20.1%	2,004	17.5%	1,925	16.9%
35-44	2,396	17.0%	2,305	16.7%	2,199	17.0%	1,904	16.6%	1,811	15.9%
45-54	2,180	15.4%	2,185	15.8%	2,122	16.4%	1,859	16.2%	1,911	16.8%
55 & Over	1,546	10.9%	1,548	11.2%	1,506	11.6%	1,574	13.7%	1,666	14.6%
Unknown	967	6.8%	471	3.4%	581	4.5%	309	2.7%	271	2.4%
Unduplicated Total*	14,130	100.0%	13,842	100.0%	12,958	100.0%	11,468	100.0%	11,408	100.0%

Source: Continuing Education

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

**Table 55. Enrollment of Continuing Education Students by Semester
(Duplicated)**

	2000-01		2001-02		2002-03		2003-04		2004-05	
	N	%	N	%	N	%	N	%	N	%
Summer	9,498	35.3%	10,936	39.7%	10,490	40.0%	9,006	38.9%	8,781	37.9%
Fall	8,558	31.8%	7,920	28.7%	7,426	28.3%	6,643	28.7%	7,044	30.4%
Spring	8,857	32.9%	8,720	31.6%	8,297	31.7%	7,528	32.5%	7,318	31.6%
Total	26,913	100.0%	27,576	100.0%	26,213	100.0%	23,177	100.0%	23,143	100.0%

Source: Continuing Education

Table 56. Enrollment of Continuing Education Students by Semester (Unduplicated)

	2000-01	2001-02	2002-03	2003-04	2004-05
Annual Number of Continuing Education Students	14,130	13,842	12,958	11,468	11,408
By Semester					
Summer	5,075	5,447	5,075	4,600	4,427
Fall	6,010	5,386	5,076	4,306	7,044
Spring	5,970	5,865	5,405	4,795	4,800

Source: Continuing Education

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

Table 57. Enrollment of Continuing Education Students by Program Area

	2000-01		2001-02		2002-03		2003-04		2004-05	
	N	%	N	%	N	%	N	%	N	%
Computer Training	4,948	18.4%	4,145	15.0%	3,191	12.2%	2,510	10.8%	2,083	9.0%
Personal Enrichment	4,807	17.9%	5,400	19.6%	4,441	16.9%	5,252	22.7%	5,739	24.8%
Physical Fitness	5,523	20.5%	5,647	20.5%	4,918	18.8%	5,728	24.7%	3,433	14.8%
Professional Development	4,491	16.7%	4,815	17.5%	5,492	21.0%	4,994	21.5%	4,700	20.3%
Youth Programs	7,144	26.5%	7,569	27.4%	8,171	31.2%	4,693	20.2%	7,188	31.1%
Total	26,913	100.0%	27,576	100.0%	26,213	100.0%	23,177	100.0%	23,143	100.0%

Source: Continuing Education

Harper College for Businesses

As a true partner to the business community, Harper College for Businesses helps organizations translate business strategies into bottom line results through employee development. Harper College for Businesses is a major player in the learning arena. We listen to the needs of organizations and then design solutions that meet those unique needs.

Table 58. Highlights

FY 2003-04	FY 2004-05
	Reorganized the unit to better serve as a strategic partner with other areas of the College.
Trained approximately 3,500 employees at 60 different companies.	Trained approximately 3,600 employees at 57 different companies.
Delivered 38 on-site credit classes from the BUS/SS Division mostly to Motorola (Networking Certificate), Northrup Grumman (Administrative Technology Certificate) and District 54 (Teacher Paraprofessional Certificate).	Delivered 45 credit classes from the BUS/SS Division mostly to Motorola (Networking Certificate), Northrup Grumman (Administrative Technology and Computer Applications Software) and District 54 (Education classes).
Served 30 companies with customized Workforce ESL and Command Spanish classes.	Served 16 companies with customized classes in Workforce Languages including Workforce ESL and Command Spanish.
Allocated \$131,000 in state training grants to nine companies.	Generated more than \$350,000 in sales with state grants which supported training efforts at 18 companies.

Source: Harper College for Businesses

Chapter V

Finances

Chapter V presents the College's fiscal resources. Tuition charges by residency for the last five fiscal years, fiscal 2005 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

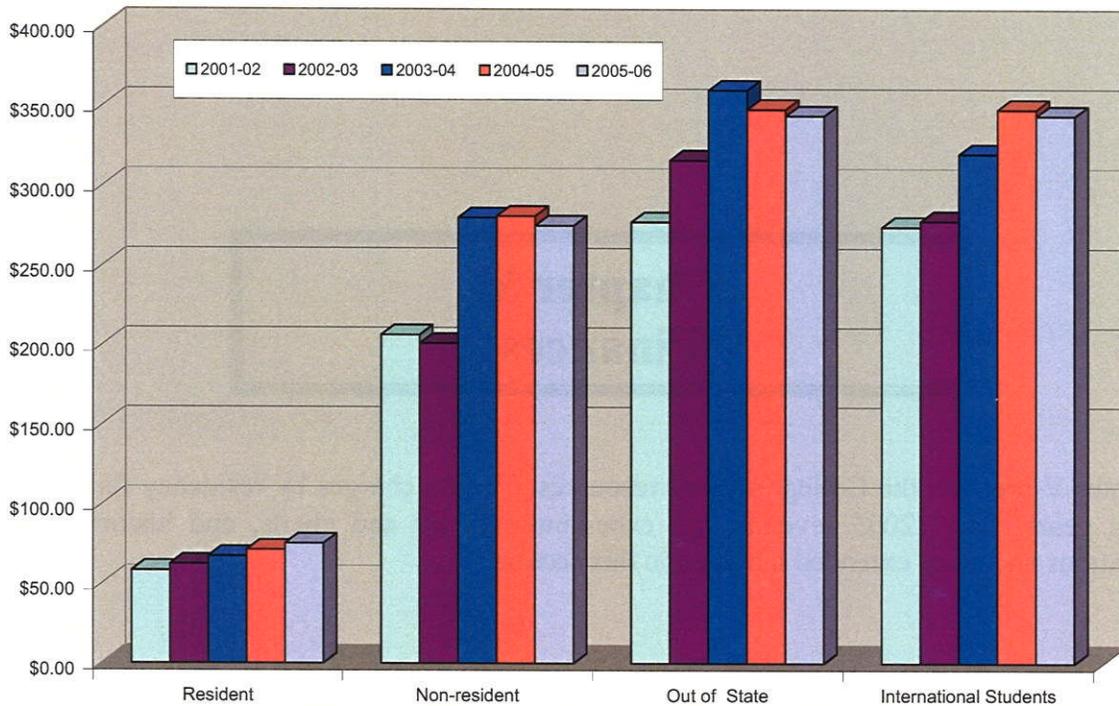


Table 59. Tuition for Credit Courses per Semester Hour by Residency

	2001-02	2002-03	2003-04	2004-05	2005-06
Resident	\$58.00	\$62.00	\$67.00	\$71.00	\$75.00
Non-resident	\$206.26	\$201.00	\$280.00	\$281.00	\$275.00
Out of State	\$277.29	\$316.00	\$360.00	\$348.00	\$344.00
International Students	\$274.39	\$278.00	\$320.00	\$348.00	\$344.00

Source: Harper College Catalog

Table 60. Operating Funds Revenues

HARPER COLLEGE, COMMUNITY COLLEGE DISTRICT NO. 512			
For the year ended June 30, 2005			
Operating Revenue by Source:	Education Fund	Operations and Maintenance Fund	Total Operating Funds
Local Government Revenue:			
Local taxes	\$25,857,505	\$11,033,540	\$36,891,045
Chargeback revenue	\$218,404	—	\$218,404
Other	—	—	—
Total Local Government Revenue	\$26,075,909	\$11,033,540	\$37,109,449
State Government Revenue:			
ICCB Credit Hour grants	\$7,077,323	—	\$7,077,323
CPPTRR	\$470,847	\$268,256	\$739,103
Other	\$0	—	\$0
Total State Government Revenue	\$7,548,170	\$268,256	\$7,816,426
Federal Government Revenue:			
Department of Education	\$26,206	—	\$26,206
Other	—	—	\$0
Total Federal Government Revenue	\$26,206	\$0	\$26,206
Student Tuition and Fees:			
Tuition	\$22,614,334	\$0	\$22,614,334
Fees	\$4,251,739	\$1,682,466	\$5,934,205
Other student assessments	—	—	\$0
Total Student Tuition and Fees	\$26,866,073	\$1,682,466	\$28,548,539
Other sources:			
Sales and service fees	\$44,526	—	\$44,526
Investment revenue	\$733,409	\$211,889	\$945,298
Other	\$65,555	64,066	\$129,621
Transfers	\$1,176,690	\$19,200	\$1,195,890
Total Other Revenue	\$2,020,180	\$295,155	\$2,315,335
Total Revenue	\$62,536,538	\$13,279,417	\$75,815,955
Less – Nonoperating items:*			
Tuition chargeback revenue	\$218,404	—	\$218,404
Transfers from nonoperating funds	1,176,690	19,200	\$1,195,890
Adjusted Revenue	\$61,141,444	\$13,260,217	\$74,401,661

Source: Harper College Finance Department

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

**Harper College Community College
District No. 512
Operating Funds Revenues FY05**

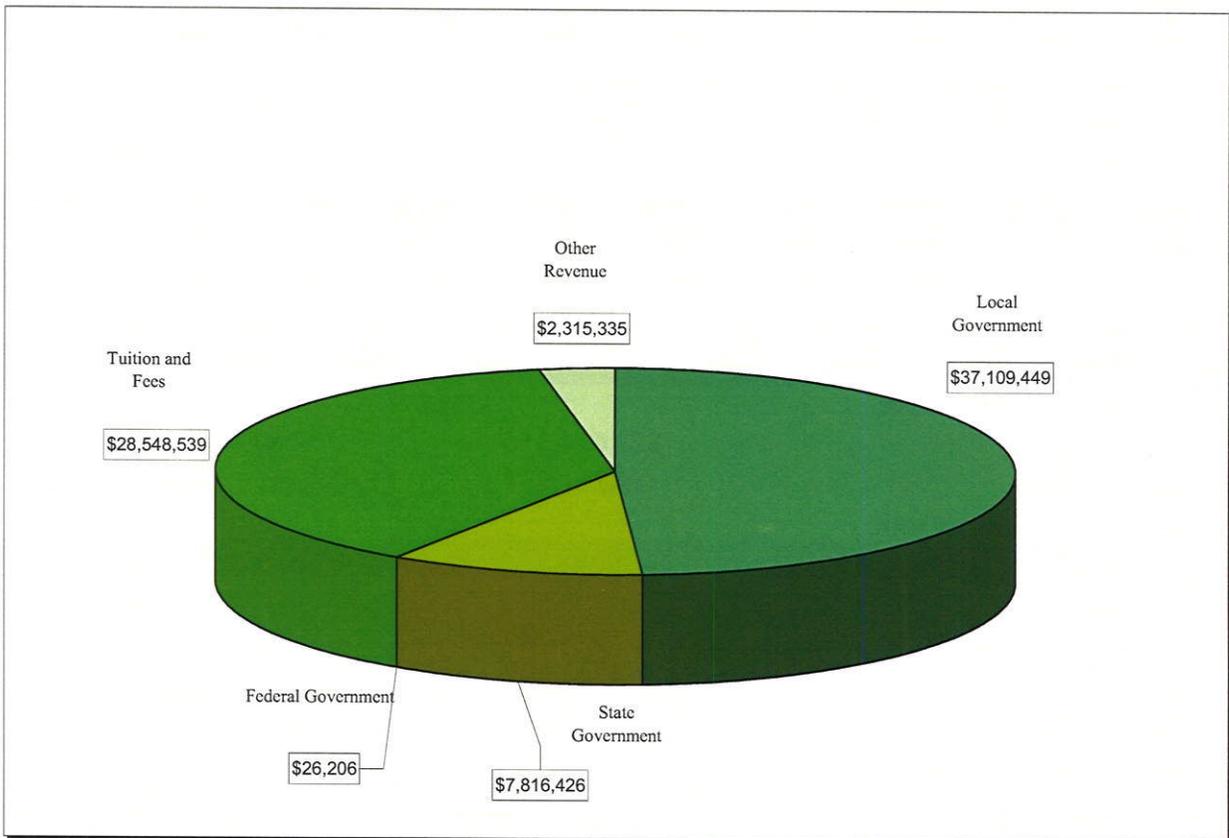


Table 61. Operating Funds Expenditures

HARPER COLLEGE, COMMUNITY COLLEGE DISTRICT NO. 512			
For the year ended June 30, 2005			
	Education Fund	Operations and Maintenance Fund	Total Operating Funds
Operating Expenditures By Program:			
Instruction	\$26,383,513	—	\$26,383,513
Academic support	\$5,780,553	—	\$5,780,553
Student services	\$6,902,307	—	\$6,902,307
Public service / continuing education	\$173,040	—	\$173,040
Operations and maintenance	—	\$10,087,409	\$10,087,409
Institutional support	\$16,901,432	\$2,554,468	\$19,455,900
Transfers	\$3,793,910	\$0	\$3,793,910
Total Operating Expenditures	\$59,934,755	\$12,641,877	\$72,576,632
Less – Nonoperating items:*			
Tuition chargebacks	\$114,273	—	\$114,273
Transfers to nonoperating funds	\$3,793,910	—	\$3,793,910
Adjusted Operating Expenditures	\$56,026,572	\$12,641,877	\$68,668,449
Operating Expenditures By Object:			
Salaries	\$42,016,506	\$4,588,866	\$46,605,372
Employee benefits	\$6,721,284	\$1,070,515	\$7,791,799
Contractual services	\$1,679,245	\$1,474,166	\$3,153,411
General materials and supplies	\$3,002,628	\$1,074,526	\$4,077,154
Conference and meeting expense	\$577,249	\$9,366	\$586,615
Fixed charges	\$264,426	\$267,322	\$531,748
Utilities	\$70	\$3,248,932	\$3,249,002
Capital outlay	\$573,358	\$908,184	\$1,481,542
Other	\$1,306,079	\$0	\$1,306,079
Transfers	\$3,793,910	—	\$3,793,910
Total Operating Expenditures	\$59,934,755	\$12,641,877	\$72,576,632
Less – Nonoperating items:*			
Tuition chargebacks	\$114,273	—	\$114,273
Transfers to nonoperating funds	\$3,793,910	—	\$3,793,910
Adjusted Operating Expenditures	\$56,026,572	\$12,641,877	\$68,668,449

Source: Harper College Finance Department

* Intercollege expenses are subtracted to allow for statewide comparisons.

**Harper College Community College
District No. 512
Operating Funds Expenditures FY05**

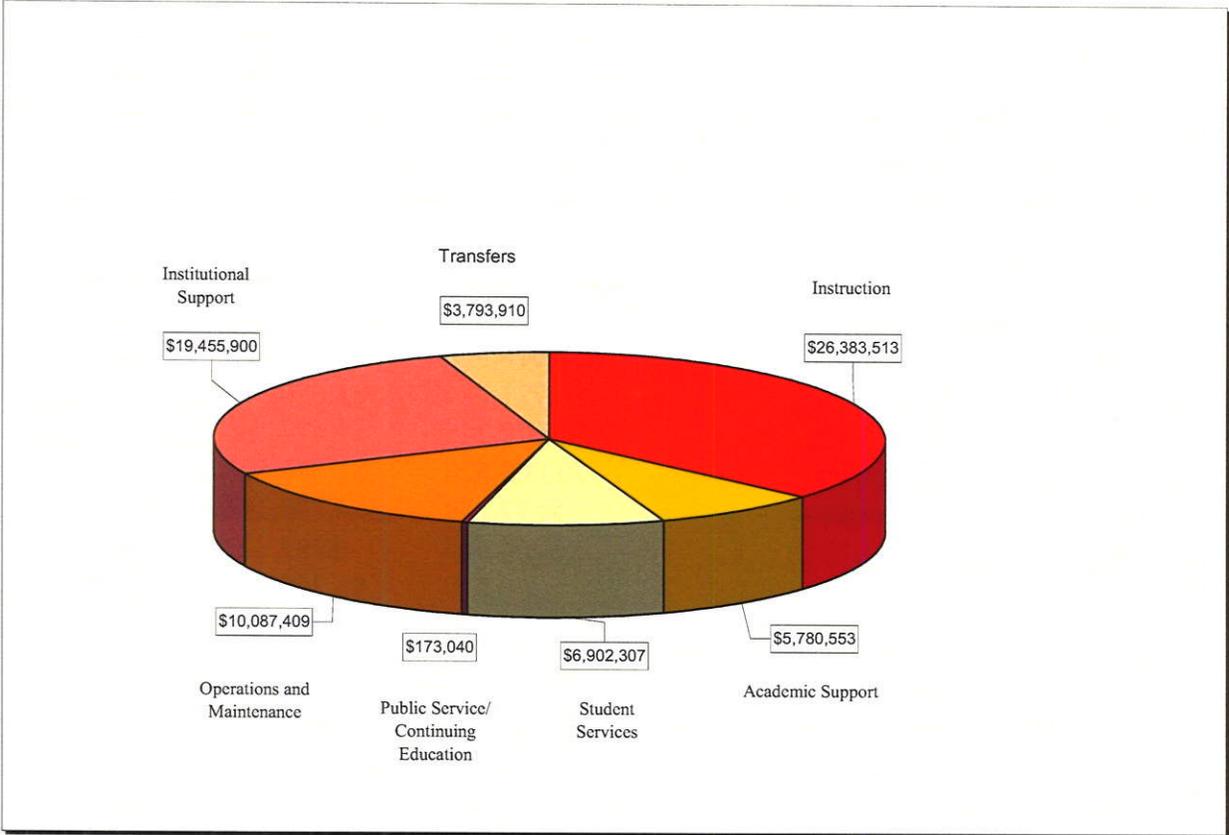


Table 62. Historical Assessed Valuations and Taxes Extended

HARPER COLLEGE COMMUNITY COLLEGE DISTRICT NO. 512						
Governmental Fund Types	1999	2000	2001	2002	2003	2004
Equalized Assessed Valuations (000's)	13,398,774	13,436,668	15,637,592	16,793,410	16,674,766	18,880,755
Tax Rates:						
Education Fund	0.1609	0.1750	0.1533	0.1535	0.1570	0.1380
Operations & Maintenance Fund	0.0689	0.0750	0.0657	0.0655	0.0670	0.0590
Operations & Maintenance Restricted Fund	0.0178	0.0096	0.0144	0.0027	0.0037	0.0038
Bond & Interest Fund	0.0167	0.0810	0.0702	0.0665	0.0680	0.0608
Audit Fund	0.0005	0.0005	0.0005	0.0008	0.0008	0.0007
Liability, Protection, & Settlement Fund	0.0082	0.0054	0.0063	0.0068	0.0110	0.0166
Total	0.2730	0.3465	0.3104	0.2958	0.3075	0.2789
Taxes Extended:						
Education Fund	21,558,627	23,514,170	23,973,617	25,785,597	26,175,597	26,055,007
Operations & Maintenance Fund	9,231,755	10,077,501	10,274,407	10,999,036	11,179,036	11,136,427
Operations & Maintenance Restricted Fund	2,384,982	1,290,322	2,255,700	454,384	620,561	721,000
Bond & Interest Fund	2,237,595	10,882,531	10,977,714	11,177,197	11,345,348	11,472,499
Audit Fund	66,994	72,100	77,250	128,750	128,750	128,750
Liability, Protection, & Settlement Fund	1,098,699	720,259	976,624	1,133,000	1,835,460	3,128,182
Total	36,578,653	46,556,883	48,535,312	49,677,964	51,284,752	52,641,865

Source: Harper College Finance Department

Table 63. Public Sector Grants Received

	2000-01	2001-02	2002-03	2003-04	2004-05
Amount of Grant	\$4,672,698	\$3,491,995	\$3,103,482	\$3,648,781	\$2,450,000

Source: Strategic Alliances



Chapter VI Facilities

Harper's main campus in Palatine includes 23 buildings. The main campus buildings and two extension sites account for 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.

Extension Center Locations

Barrington High School - BHS
616 W. Main St.
Barrington, IL 60010

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

Harper Professional Center
650 E. Higgins Road
Schaumburg, IL 60173

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

Palatine Opportunity
Center - POC
1585 N. Rand Road
Palatine, IL 60067 (AED only)

Police Neighborhood
Resource Center - PNR
2272 W. Algonquin Parkway
Rolling Meadows, IL 60008 (AED only)

Illinois Employment and
Training Center - IETC
723 W. Algonquin, Room 107
Arlington Heights, IL 60005

Table 64. Campus Buildings and Acceptance Dates and Gross Square Feet

Building Name	Acceptance Dates	Gross Square Footage *
Building A	1969	132,593
Building B	1969 (additions 1984)	25,222
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
Building X (Health Careers Center)	2004	98,071
Building Y (Center for Emerging Technologies)	2004	53,113
Building Z (Science Center)	2004	141,742
(HPC) Harper Professional Center **	1982 (purchased in 2001)	17,654
(MOD) Modular Classrooms	1999	3,648
(NEC) Northeast Center	1973	56,270
Total Square Feet *		1,295,692

* 2005 Submission to ICCB.

** Actual Square Footage of 42,050 was pro-rated for non-leased areas.

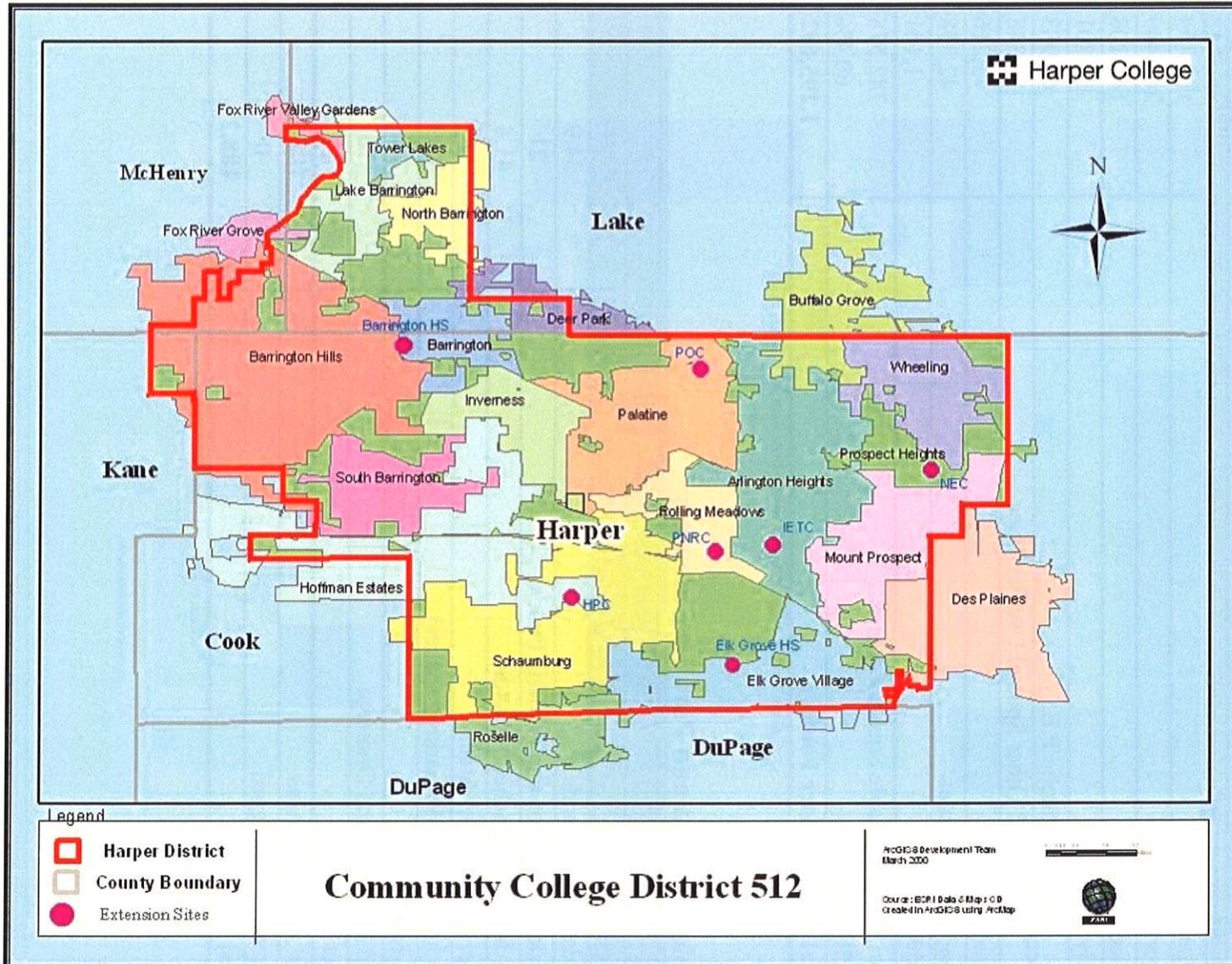


Table 65. Square Footage of Facilities

Fiscal Years 2004 - 2005		
Room Use		Square Feet
Classroom		161,154
Laboratory		243,449
Office		145,108
Study		36,801
Special Use	Athletic/P.E.	60,983
	All Other Special Use Facilities	18,348
General Use		73,216
Supporting Facilities		42,358
Health Care		1,161
Total Net Assignable Square Footage		782,578
NASF/GSF Ratio		60.4%
Total Gross Square Footage		1,295,692

Source: Table C1 Compiled by ICCB from data submission 2005

Table 66. Land and Parking Summary

Fiscal Years 2004 - 2005		
Category		Acres
Landscaped Grounds		34.9
Physical Education and Athletic Fields		21
Building and Attached Structure		41.4
Other Instructional Areas		7
Parking Lots (4,586 parking spaces)		38.9
Roadways		18
Pond Retention and Drainage		10
Other		17
Total Assigned Area		188.2
Currently Unassigned		0
Total Acres		188.2

Source: Physical Plant (Table C1.3)

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 2001 to 2005. Tables showing percentage of full-time contact hours covered by full-time faculty also are provided.

Table 67. Full and Part-Time Regular Employees by Job Category as of June 30, 2005*

Job Category	Number	Non-minority		Minority		Percent	
		Male	Female	Male	Female	Female	Minority
Executive, Administrative, Managerial (Administrative)	45	16	23	3	3	57.8%	13.3%
Faculty - Instructional (Teaching Faculty)	193	72	105	6	10	59.6%	8.3%
Faculty - Non-Instructional (Academic Support)	22	6	10	1	5	68.2%	27.3%
Other Professionals (Supervisory)	48	12	32	0	4	75.0%	8.3%
Technical and Paraprofessional (Professional/Technical)	143	54	66	12	11	53.8%	16.1%
Clerical and Secretarial	196	18	155	6	17	87.8%	11.7%
Skilled Crafts**	28	25	2	1	0	7.1%	3.6%
Service/Maintenance	104	34	24	32	14	36.5%	44.2%
TOTAL	779	237	417	61	64	61.7%	16.0%

Source: Human Resources

* ICCB categories are provided in parentheses where different.

** Included in custodial/maintenance by ICCB.

Table 68. 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 (Administrative)	47	18	22	4	3	53.2%	14.9%
Faculty - Instructional (Teaching Faculty)	190	77	113	5	10	64.7%	7.9%
Faculty - Non-Instructional (Academic Support)	23	6	10	1	6	69.6%	30.4%
Other Professionals (Supervisory)	47	9	33	1	4	78.7%	10.6%
Technical and Paraprofessional (Professional/Technical)	139	53	65	10	11	54.7%	15.1%
Clerical and Secretarial	195	19	151	8	17	86.2%	12.8%
Skilled Crafts**	20	20	0	0	0	0.0%	0.0%
Service/Maintenance	99	39	25	23	12	37.4%	35.4%
TOTAL	760	241	419	52	63	63.4%	15.1%

Source: Human Resources

* ICCB categories are provided in parentheses where different.

** Included in custodial/maintenance by ICCB.

Table 69. 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 (Administrative)	46	15	23	5	3	56.5%	17.4%
Faculty - Instructional (Teaching Faculty)	182	71	97	5	9	58.2%	7.7%
Faculty - Non-Instructional (Academic Support)	19	5	8	1	5	68.4%	31.6%
Other Professionals (Supervisory)	49	9	35	1	4	79.6%	10.2%
Technical and Paraprofessional (Professional/Technical)	139	52	70	9	8	56.1%	12.2%
Clerical and Secretarial	201	20	157	10	14	85.1%	11.9%
Skilled Crafts**	19	19	0	0	0	0.0%	0.0%
Service/Maintenance	96	39	23	23	11	35.4%	35.4%
TOTAL	751	230	413	54	54	62.2%	14.4%

Source: Human Resources

* ICCB categories are provided in parentheses where different.

** Included in custodial/maintenance by ICCB.

Table 70. 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 (Administrative)	44	22	19	1	2	47.7%	6.8%
Faculty - Instructional (Teaching Faculty)	184	74	99	4	7	57.6%	6.0%
Faculty - Non-Instructional (Academic Support)	22	6	11	1	4	68.2%	22.7%
Other Professionals (Supervisory)	49	9	37	0	3	81.6%	6.1%
Technical and Paraprofessional (Professional/Technical)	138	50	71	9	8	57.2%	12.3%
Clerical and Secretarial	210	20	165	10	15	85.7%	11.9%
Skilled Crafts**	19	19	0	0	0	0.0%	0.0%
Service/Maintenance	76	28	19	21	8	35.5%	38.2%
TOTAL	742	228	421	46	47	63.1%	12.5%

Source: Human Resources

* ICCB categories are provided in parentheses where different.

** Included in custodial/maintenance by ICCB.

Table 71. 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 (Administrative)	46	21	19	1	2	45.7%	6.5%
Faculty - Instructional (Teaching Faculty)	186	74	99	4	7	57.0%	5.9%
Faculty - Non-Instructional (Academic Support)	21	6	11	1	4	71.4%	23.8%
Other Professionals (Supervisory)	46	9	37	0	3	87.0%	6.5%
Technical and Paraprofessional (Professional/Technical)	125	48	71	9	8	63.2%	13.6%
Clerical and Secretarial	207	22	165	10	15	87.0%	12.1%
Skilled Crafts**	16	16	0	0	0	0.0%	0.0%
Service/Maintenance	94	40	19	21	8	28.7%	30.9%
TOTAL	741	236	421	46	47	63.2%	12.6%

Source: Human Resources

* ICCB categories are provided in parentheses where different.

** Included in custodial/maintenance by ICCB.

Table 72. Faculty Demographic Breakdowns

	2001-02		2002-03		2003-04		2004-05		2005-06	
	N	%	N	%	N	%	N	%	N	%
Education Level										
Associate	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Bachelor's	7	3.4%	7	3.4%	8	3.8%	7	3.3%	7	3.2%
Master's	167	81.1%	161	79.3%	163	76.9%	166	77.9%	171	78.8%
Doctorate	32	15.5%	35	17.2%	41	19.3%	40	18.8%	39	18.0%
TOTAL	206	100%	203	100%	212	100%	213	100%	217	100%
Professional Title										
Professor	52	25.2%	33	16.3%	35	16.5%	41	19.2%	46	21.2%
Assoc Prof	57	27.7%	53	26.1%	57	26.9%	66	31.0%	66	30.4%
Asst Prof	52	25.2%	63	31.0%	65	30.7%	57	26.8%	54	24.9%
Instructor	45	21.8%	54	26.6%	55	25.9%	49	23.0%	51	23.5%
TOTAL	206	100%	203	100%	212	100%	213	100%	217	100%
Gender										
Female	121	58.7%	121	59.6%	128	60.4%	129	60.6%	129	59.4%
Male	85	41.3%	82	40.4%	84	39.6%	84	39.4%	88	40.6%
TOTAL	206	100%	203	100%	212	100%	213	100%	217	100%
Race/Ethnicity										
Asian	7	3.4%	7	3.4%	8	3.8%	8	3.8%	9	4.1%
African-American	5	2.4%	9	4.4%	9	4.2%	9	4.2%	8	3.7%
Hispanic	3	1.5%	3	1.5%	4	1.9%	5	2.3%	6	2.8%
American Indian										
Native	0	0.0%	1	0.5%	0	0.0%	0	0.0%	0	0.0%
White	191	92.7%	183	90.1%	191	90.1%	191	89.7%	194	89.4%
TOTAL	216	100%	203	100%	212	100%	213	100%	217	100%

Source: Academic Affairs

Table 73. Percent of Contact Hours Covered by Full-Time Faculty

Division	Semester	Fiscal Years				
		2000-01	2001-02	2002-03	2003-04	2004-05
AE/LS	Fall	41.9%	34.2%	45.5%	36.5%	34.2%
AE/LS	Spring	56.9%	36.6%	45.8%	50.3%	32.1%
BUS/SS	Fall	38.3%	44.8%	39.9%	44.1%	41.8%
BUS/SS	Spring	37.4%	45.9%	37.2%	38.4%	43.6%
LIB ARTS	Fall	43.3%	46.4%	37.1%	43.0%	39.6%
LIB ARTS	Spring	48.1%	43.9%	35.2%	33.9%	40.3%
LS/HS*	Fall	41.9%	61.3%	43.0%	49.5%	47.2%
LS/HS*	Spring	54.6%	60.3%	40.8%	29.1%	52.1%
STU DEV	Fall	71.0%	NA	65.1%	80.0%	79.2%
STU DEV	Spring	68.8%	NA	26.3%	23.3%	75.6%
TM/PS	Fall	48.8%	51.8%	47.2%	47.8%	48.8%
TM/PS	Spring	46.6%	52.5%	50.9%	47.4%	47.6%
WHP	Fall	17.0%	28.6%	36.2%	41.8%	46.0%
WHP	Spring	18.6%	26.8%	30.1%	41.3%	43.0%

Source: Academic Affairs

* Renamed in FY2005 to Health Careers & Public Safety (HCPS).

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 74. Resources for Learning

Library Services	2001-02	2002-03	2003-04	2004-05
Patron Services				
Print and Media Circulation	39,862	46,770	55,773	59,357
E-Resource Searches	N/A	266,766	335,137	468,492
Reference Requests	16,691	22,568	24,680	22,053
Library Instruction				
Classes Supported	345	328	341	324
Students Served	4,977	5,480	6,433	5,612
Resource Sharing	3,578	3,607	3,681	6,390
Gate Count	N/A	650,073	665,513	624,024
Web Site Views	N/A	38,914	133,409	306,754
Collections (Titles)				
Print Collection	117,981	121,350	123,433	126,875
Electronic Resources	4,866	6,223	8,193	8,194
Media Resources	27,365	28,201	28,275	28,469
Microfilm	105	106	106	106
Department of Instructional Technology				
Workshops Offered	52	113	118	141
Distance Course Sections Supported	184	243	321	407
Distance Course Development Requests	28	24	38	20
Technical Support Requests	N/A	523	1,409	3,076

Source: Library Services, Academic Affairs

Table 75. Tutoring Center/Success Services/Writing Center

Student Contacts					
Support Service Area	2000-01	2001-02	2002-03	2003-04	2004-05
Tutoring Center	14,164	16,631	16,537	18,151	18,302
Success Services	1,391	2,029	2,054	2,239	2,073
Writing Center	72,315	88,881	97,910	100,735	107,645

Source: Library Services, Academic Affairs

Student Support Services

Table 76. Student Support Services

Support Service Area		2000-01	2001-02	2002-03	2003-04	2004-05	
Academic Advising and Counseling Centers	Student Contacts	71,322	70,683	44,242	55,232	63,036	
	Multicultural Affairs/Learning	NCS *	NCS *	17,485	32,301	36,596	
Access and Disability Services	Numbers Served	Students	578	580	506	605	963
		Employees	12	12	18	15	18
		Community Contacts	1,709	1,460	2,105	1,609	2,129
	By Disability	Learning Disability	260	271	202	262	325
		Deaf/Hard of Hearing	80	62	54	59	51
		Attention Deficit Disorders	83	117	91	117	139
		Psychological Disorders	43	47	45	58	81
		Visually Impaired	8	10	12	13	17
		Physical Disability	43	30	56	54	68
		Head Injury	11	8	8	8	13
Others	50	35	38	34	47		
Assessment Services	Tests Administered	24,826	26,824	28,107	30,949	32,530	
Career Centers	Student/ Employer Contacts	36,562	37,538	32,387	34,038	34,968	
Center for New Students and Orientation	Student Contacts	51,548	59,835	54,081	55,137	57,743	
Health and Psychological Services	Psychological Services	6,451	6,848	6,670	5,006	7,463	
	Health Services (Students/Employees and Community)	22,158	27,534	28,888	28,950	32,722	
Meeting, Exhibit and Convention	Student and Community Contacts	160,159	172,849	165,006	145,121	128,419	
Women's Program	Student and Community Contacts	12,597	11,169	13,492	10,375	10,928	

Source: Student Affairs

* NCS = Not Collected Separately

Table 77. Financial Aid Support to Students

Financial Aid Awards		2000-01	2001-02	2002-03	2003-04	2004-05
Number of Awards By Type	Pell Grant	971	1,235	1,490	1,661	1,887
	Work Study	85	143	159	150	125
	SEOG	510	414	458	480	507
	Family ed. Loan	377	495	566	748	920
	ISAC	851	1,102	1,308	1,163	1,436
	Il.vets	432	443	390	379	367
	Total Number of Awards	3,226	3,832	4,371	4,581	5,242
Amount of Awards By Type	Pell Grant	\$1,614,478	\$2,431,311	\$3,030,826	\$3,538,005	\$4,157,935
	Work Study	\$102,786	\$171,474	\$204,832	\$196,363	\$197,249
	SEOG	\$141,654	\$142,797	\$154,276	\$166,005	\$191,641
	Family ed. Loan	\$1,221,760	\$1,518,863	\$1,829,800	\$2,468,749	\$3,153,377
	ISAC	\$864,766	\$1,144,606	\$1,253,408	\$1,172,562	\$1,511,613
	Il.vets	\$1,234,944	\$1,161,473	\$842,507	\$831,694	\$801,694
	Total Amount of Awards	\$5,180,388	\$6,570,524	\$7,315,649	\$8,373,378	\$10,013,509

Source: Financial Aid Office

Table 78. Race/Ethnicity of Financial Aid Recipients

	2000-01		2001-02		2002-03		2003-04		2004-05	
	N	%	N	%	N	%	N	%	N	%
Asian or Pacific Islander	343	14.6%	411	15.3%	416	14.8%	674	13.1%	737	13.0%
American Indian or Alaskan Native	8	0.3%	6	0.2%	7	0.2%	14	0.3%	20	0.4%
African-American	199	8.5%	273	10.1%	296	10.5%	447	8.7%	483	8.5%
Hispanic	223	9.5%	292	10.8%	336	11.9%	591	11.5%	656	11.6%
White Non-Hispanic	1,262	53.7%	1,389	51.6%	1,466	52.1%	2,874	55.8%	3,185	56.2%
Unknown/Refused	317	13.5%	321	11.9%	294	10.4%	546	10.6%	584	10.3%

Source: Financial Aid Office

Information Technology

Technical Services

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 Oracle ERP (Phoenix) Applications and the Harper internal 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. Telecommunications – Equipment

Service Type	Quantity Fiscal 2002	Quantity Fiscal 2003	Quantity Fiscal 2004	Quantity Fiscal 2005
Phones on campus	1,521	1,508	1,728	1,781
Cellular Phones	57	60	20	18
Two-way Radios	96	133	163	178
Pagers	90	101	83	81
Calls Processed per Day	8,675	9,467	9,475	9,315
Voice Mailboxes	962	943	968	1,530
Total	11,401	12,212	12,437	12,903

Source: Information Systems and Technology

Table 80. Telecommunications – Connections

Service Type	Number of Miles Fiscal 2002	Number of Miles Fiscal 2003	Number of Miles Fiscal 2004	Number of Miles Fiscal 2005
Data Cables	270	270	334	339
Voice Cables	69	69	76	78
Fiber Optic Cables	27	27	32	32
Total	366	366	442	449

Source: Information Systems and Technology

Table 81. Operations

Report Runs								
Job Title	Number of RUNS Fiscal 2002	Comments	Number of RUNS Fiscal 2003	Comments	Number of RUNS Fiscal 2004	Comments	Number of RUNS Fiscal 2005	Comments
PAYROLL	26		26		26		26	
Grades (CREDIT)	5		5		5		5	
Faculty Evaluations	15,000	This is # of evaluations scanned (not runs).	15,000	This is # evaluations scanned (not runs).	15,000	This is # evaluations scanned (not runs).	15,000	This is # of evaluations scanned (not runs).
CED Instructor Evaluations			3,500	This is # of evaluations scanned (not runs). Time period-2/03-6/03	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			140 test batches	Scanned
Student Loan Clearinghouse-submissions	9		9		9		9	
Telemagic Files for Mailings	4 per week		4 per week		4/week		4/week	
A/P Check Runs	241		169		170		151	
A/R Check Runs			80		72		77	
Student Activity Pass Runs	25		25		25			
Letter of Intent	28		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.	1,000	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.	7,800	These are number of copies requested, not # of sheets.
Totals are approximations.								

Source: Information Systems and Technology

Table 82. Folding/Stuffing/Sealing

Form	Fiscal 2002	Fiscal 2003	Fiscal 2004	Fiscal 2005
Student Confirmation	29,000	10,567	9,862	2,451
Student Receipts	24,020	22,975	18,076	16,010
Transcripts	19,410	17,239	13,005	15,806
Payroll Checks	26,280	19,376	21,206	22,903
Activity Passes	43,500	38,427	42,335	N/A
Grades	40,545	30,000	38,214	42,429
Student Bills	8,558	8,030	6,566	5,007
Ad Hoc	76,000	124,287	110,798	126,800
Grand Total:	267,313	270,901	260,062	231,406
Some totals are approximations.				

Source: Information Systems and Technology

Table 83. Server Resources

Server Infrastructure and Services				
Service Type	Quantity Fiscal 2002	Quantity Fiscal 2003	Quantity Fiscal 2004	Quantity Fiscal 2005
Total File/Database/Application Servers in Production	80	56	80	103
Staff/Faculty Accounts	1,400	1,215	1,750	2,246
Total Storage Capacity	1.64 TB	2.1 TB	43 TB	13.7 TB
Student Email Accounts	24,000	39,000	54,000	50,000
User File Storage	Monthly backups are retained forever			
Application Servers	Monthly backups are retained for 3 years			
Student Email Accounts	Fiscal year backups are retained for 7 years			

Source: Information Systems and Technology

Table 84. Network Services

Network Connections				
Service Type	Number of Connections Fiscal 2002	Number of Connections Fiscal 2003	Number of Connections Fiscal 2004	Number of Connections Fiscal 2005
DS3 Internet Connections	2	2	2	2
Subnets	68	88	120	132
Network Rooms	24	23	28	28
Individual Classroom Network Racks	29	32	27	37
Wireless Access Points	14	16	83	84
Active Network Connections	2,900	3,250	4,206	4,422
Hubs in Service	177	150	198	198

Source: Information Systems and Technology

Table 85. Media Services

Permanently Assigned Media Projection Equipment	
Smart/Media Rich Type	Quantity
Lectern (CPU, VHS, DVD)	1
Lectern (CPU, VHS, DVD, Doc Cam)	12
Projector	15
TV	1
TV, VHS	3
Type 1 Lectern - Phase 2	11
Type 1 Lectern	46
Type 1a Lectern	4
Type 2 Lectern	17
Type 3 Lectern	2
Type 4a Lectern	1
Type 4b Lectern	2
Type 4c Lectern	1
Type 4e Lectern	2
Type 5 Lectern	1
Total	119

Source: Information Systems and Technology

Table 86. Computer Open Labs

Main Campus Open Computer Lab	FY 2002		FY 2003		FY 2004		FY 2005	
	Number of Computers	Hours Open per Week	Number of Computers	Hours Open per Week	Number of Computers	Hours Open per Week	Number of Computers	Hours Open per Week
I 223 Mega Lab	66	100	66	100	66	100	66	92
D131 and D131a	37	79	37	79	37	79	0	0
F303 Writing Center	22	50	22	50	22	50	22	50
G158 and G162 Net Prep Labs	35	20	35	20	35	20	0	0
H210 AutoCAD	18	20	18	20	18	20	0	0
A376 Journalism	21	20	21	20	21	20	21	20
Y203 + Y203b							107	92
Total	199	289	199	289	199	289	216	254

Source: Information Systems and Technology

NOTE: In addition, there are 378 laptops in classrooms for student use.

Table 87. Computer Open Lab Software

Application Software in Open Labs		
PhotoDraw 2000	Class Data	PageMaker 7
WinZip	MSDN 6.0A	Quark Express 4.04 (not installed on W03, W04, W05)
Dreamweaver MX	VMWare (O/S for 2000 and XP)	Textpad Editor
Fireworks MX	WS FTP Pro	Vista Interactive CD
Flash MX	Mosby's Basic Nursing Skills	Vista Video CD
Microsoft Office XP	Mosby's Intermediate Nursing	Visual Studio.Net 2003
MSDN.Net 2003	Microsoft Office XP	Word Perfect 10 (not installed on W02, W04, W05)
Class Data	Dine Healthy	Check Pro
MSDN 6.0A	Thumbs Up	CIS 101
VMWare (O/S – Win2000 & WinXP)	Diet Analysis Plus	General Ledger
WS FTP Pro	Food Processing (W76, W82)	Hammond Atlas of the World
AccuRender 3 Preview	MedSurge Mania	Key Champ
AutoCAD 2004	Psych Mania	Keyboarding Pro
AutoDesk Architectural Desktop 2004	RN CAT 5.0	MS Agents
AutoDesk VIZ R4	Network Nursing Applications	Stats for Managers
FB Designer 6.0	Office XP Pro - Word, Excel,	Unix
Math Type v4.0	Powerpoint, Access	Visio 2002
- Basic College Math 6e v5.0	Internet Explorer 6.0	Visual C++ 6.0
- Basic College Math v2.25	Netscape Navigator 7.0	Adobe Illustrator 10
- College Algebra and Trig v2.25	Mcafee VirusScan v7.1.x	Adobe ImageReady 7
- Converge v6.0	Acrobat Reader 6.0	Adobe Photoshop 7
- Derive 5.0	Realplayer 8.0	BlueJ
- Elem. & Inter. Algebra	QuickTime 6.5	Business Strategy Game 7ed
- Intro to Algebra 7e v5.0	Plugins for IE and Netscape	Microsoft Project 2002
- Intro to Algebra v2.25	Flashplayer MX	Quark Express 5.0
- Lindo v6.1	Shockwave Player MX	SamXP
- Maple 7.0	MS Windows Media Player 9.0	Visual Interdev 6.0
- Math Type v4.0	MicroPace Pro	Microsoft Office 2000
- MiniTab v13.31	MSDN.Net 2003	Microsoft Office 2003
Math Application	The Sky Student Edition	DB2
Exceed v6.2	Cache Workspace v5.0	TextPad Editor
Inspiration 6	Crystal Reports for ESRI	Cache Workspace v5.0
Turbo Assembler	The Food Processor 7.91	CS ChemDraw Std
ArcView (W55 – W65)	Interactive Med. Terminology 2.	

Source: Information Systems and Technology

*More program specific software is available in program specific labs

Table 88. Service Desk

Calls to Service Desk (formerly Help Desk)	
Fiscal Year	Number of Calls
1993/1994	5,750
1994/1995	9,114
1995/1996	7,412
1996/1997	7,825
1997/1998	8,857
1998/1999	12,167
1999/2000	16,893
2000/2001	16,885
2001/2002	18,724
2002/2003	19,826
2003/2004	21,570
2004/2005	28,673
Total	173,696

Source: Information Systems and Technology - As of Fiscal Year 2005

Table 89. Service Desk/CRC

Employee Technical Skills Training (Hardware and Software)		
Fiscal Year	Number of Seminars	Number of Participants
1993/1994	81	414
1994/1995	56	318
1995/1996	99	602
1996/1997	116	841
1997/1998	118	621
1998/1999	191	912
1999/2000	148	783
2000/2001	105	376
2001/2002	121	544
2002/2003	121	518
2003/2004	152	534
2004/2005	149	618
Total	1,457	7,081

Source: Information Systems and Technology

Table 90. Service Requests

Client Services Ticket/Service Requests		
Category	FY2004	FY2005
Acquisitions	1,280	2,112
Media Support	5,586	6,555
Media Events	386	418
CRC	98	81
Total	7,350	9,166

Source: Information Systems and Technology - As of Fiscal Year 2005

Table 91. Computers Available for Student Use

Building	# Computers
A	98
C	23
D	26
F	215
G	18
H	139
I	259
J	34
L	16
M	3
N	102
NEC	1
POC	33
P	36
PNRC	24
V	9
Z	81
Y	274
Z	308
Total	1,699

Source: Information Systems and Technology

Table 92. Software Support

	PC	Macintosh
Operating System:	Window XP	Mac OS X
Office Suite:	Microsoft Office XP Professional (Includes Word, Excel, PowerPoint, Access and Frontpage)	Microsoft Office X (Includes Word, Excel and Powerpoint)
	Publisher 2000	
	PhotoDraw 2000	
Web Browser:	Internet Explorer 6	Internet Explorer 6
	Netscape 7.1	Netscape 7.1
Plug-ins:	Acrobat Reader 7	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
E-mail:	Eudora Pro 4.2	Eudora Pro 4.2
FTP:	Exceed Host Explorer	Built into OS X
Telnet:	Exceed Host Explorer	Built into OS X
Calendar:	OnTime	OnTime through Citrix or Web
Classroom Grading:	Micrograde 6.02	Micrograde 6.02
File Compression:	Built into Windows XP	Stuff-it Expander

Source: Information Systems and Technology



Chapter IX Recognitions

Harper College obtained national, state, and regional recognition. This section presents an overview of these achievements.

Recognitions

National:

- Student Math League-National Champion in American Mathematic Association of Two-Year Colleges, 2005.
- Wrestling Team-Second in the nation, NJCAA, 2005.
- Speech Team-Fourth in the nation, Phi Rho Pi Competition, 2004 and 2005.
- Men's Cross Country-Sixth in the nation, NJCAA, 2005.
- Women's Cross Country-Seventh in the nation, NJCAA, 2005.
- Access and Disability Services-Exemplary Practice Award Winners as recognized by the National Council on Student Development (NCSD), 2005 for the "Program for Achieving Student Success."
- Marketing Pieces-National Council for Marketing and Public Relations Paragon Awards (NCMPR)-Gold Paragon: TV Advertising Single Spot, Welcome brochure, Silver Paragon: Television Single Spot, Television Advertising Series (additionally three Bronze Paragons and four Merit paragons).

State and Regional:

- Heating and Air Conditioning Department-Award for Excellence in Learner-Centered Instruction as recognized by ICCB, 2005.
- Cross Country-Ranked number one among regional junior colleges competing against four-year schools, 2005.
- Men's Soccer-Ranked first in the region, 2005.
- Women's Soccer-Ranked second in the region, 2005.
- Volleyball-Ranked third in the region, 2005.



