

# **2011 Fact Book Update**

Produced by Institutional Research

Doug Easterling, Director

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*The Fact Book is a dynamic document maintained and updated on the Harper Employee Portal and website. It is only official as of the date above.*

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

## BOARD OF TRUSTEES\*



**Diane Hill**  
Chair  
Barrington



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Justin McDermott  
Student Trustee

The Board of Trustees is composed of seven elected individuals who represent the voters of the district and one student representative, who has an advisory vote, elected by the student body for a one-year term.

**Kenneth L. Ender, Ph.D.**  
President  
Harper College

\* As of November 2011

## PREFACE

The Fact Book is designed to provide easy access to commonly asked questions about Harper College. It contains eight chapters: 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.

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

**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

**Extension Centers:** 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

**Institutional Type:** Comprehensive Community College

**District:** Community College District 512: comprised of Township High School Districts 211 & 214, & Community Unit School District 220  
Population: 531,565 (Source: 2010 Census)  
Municipalities: Arlington Heights, Lake Barrington, Barrington, Mount Prospect, Barrington Hills, North Barrington, Buffalo Grove\*, Palatine, Carpentersville\*, Prospect Heights, Deer Park\*, Rolling Meadows, Des Plaines\*, Roselle\*, Elk Grove Village, Schaumburg\*, Fox River Grove\*, South Barrington, Hanover Park\*, Tower Lakes, Hoffman Estates\*, Wheeling, Inverness  
\*not all of municipality included in district

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

**Enrollment:** 16,007 (6,403/40% full-time; 9,604/60% part-time) Fall 2011 10<sup>th</sup> day enrollment census

**Student Characteristics:** Fall 2011 (10<sup>th</sup> day census)

Gender:	56% Female	44% Male	
Race/ethnicity:	11% Asian	6% Black Non-Hispanic	17% Hispanic
	59% Caucasian	8% Other	
Residency status:	88% In-district	12% Out-of-district	
Age:	14% 18 & under	47% 19-24	39% >25
Student Intent:	48% transfer	19% career	8% GED 25% other

**Student Success:** 12.9% graduation rate; 35.1% transfer rate (based on tracking 2007 cohort of first-time, full-time, degree/certificate-seeking &/or intending to transfer out through to Spring 2010)

**Employees:** 1,625 (Fall 2011)  
Faculty: 892 (205 Full-Time; 687 Part-Time)  
Non-Faculty: 733 (540 Full-Time; 193 Part-Time)

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

**Finances:** \$102,137,078 Total Operating Expenses 2010-2011

**Tuition Per Credit Hour, 2011-12:** In-District: \$102.50 Out-of-District: \$359.50  
Out-of State: \$435 Required fees: \$435

**Students Awarded Financial Aid:** 26% grants; 12% federal loans (Fall 2010)

**Degrees/Certificates Awarded:** Associate in Arts (AA)  
Associate in Applied Science (AAS)  
Associate in Engineering Science (AES)  
Associate in Fine Arts, Art (AFA-A)  
Associate in Fine Arts, Music (AFA-M)  
Associate in General Studies (AGS)  
Associate in Science (AS)  
Certificates (Various)

**Academic Divisions:** Academic Enrichment and Engagement  
Business and Social Science  
Career Programs  
Liberal Arts  
Resources for Learning  
Student Development  
Mathematics and Science  
Student Affairs, Wellness, and Campus Activities

## 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 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.

In 2006, Harper College was granted authority by the Higher Learning Commission to grant on-line degrees and grant degrees from two off-campus locations, Northeast Center (NEC) and Harper Professional Center (HPC). The College also received the only National Science Foundation Undergraduate Research grant awarded to a community college.

In 2008, Harper College district voters approved a \$153.6 million capital bond referendum allowing the College to repair and renovate campus buildings over the next ten years.

In July of 2009, the Harper College Board of Trustees appointed Dr. Kenneth Ender as the fifth President of Harper College. Dr. Ender set out a new strategic plan to increase graduation rates and other measures of success. The plan, entitled “Building Community Through Student Success,” commits the college to four new strategic directions:

**Completion** Increase completion and achievement of all students with a focus on underperforming student groups.

**Accountability** Create a culture of innovation, accountability and transparency.

**Partnership** Engage in partnerships to develop programs in existing and emerging career areas that enable students to succeed in a global economy.

**Inspiration** Develop programs with educational partners that inspire postsecondary education and career readiness as a life goal.

The strategic plan is designed to ensure that Harper continues its role as one of the leading community colleges in the country and that Harper's curriculum, programs and facilities respond effectively to the demands of the 21<sup>st</sup> century knowledge-based economy.

## **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 preprofessional 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 underprepared students and educational opportunities for those who wish to improve their academic abilities and skills.
- To provide co-curricular opportunities that enhances the learning environment and develops 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.

## **Institutional Core Values**

Consistent with its philosophy, mission and vision, we, the employees and public servants of Harper College, have chosen values by which we will work. These values 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 and development which improve personal and institutional performance.
- Encourage and empower all to achieve his or her personal best.
- Be resourceful and fiscally sound.
- Deliver exceptional service which benefits all.

### **4) COLLABORATION**

*Accomplishment of better results by working together rather than 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.



### Exhibit 1.1 Gender By Age for Harper's District

Census Age Groups	Male		Female		Total Population	
	N	%	N	%	N	%
Under 5	16,366	6.29%	15,675	5.78%	32,041	6.03%
5-9	16,827	6.47%	16,239	5.99%	33,066	6.22%
10-14	17,948	6.90%	16,987	6.26%	34,935	6.57%
15-17	11,454	4.40%	10,771	3.97%	22,225	4.18%
18-19	6,122	2.35%	5,272	1.94%	11,394	2.14%
20	2,561	0.98%	2,285	0.84%	4,846	0.91%
21	2,626	1.01%	2,319	0.85%	4,945	0.93%
22-24	9,856	3.79%	9,267	3.42%	19,123	3.60%
25-29	18,974	7.29%	18,361	6.77%	37,335	7.02%
30-34	18,263	7.02%	17,255	6.36%	35,518	6.68%
35-39	18,155	6.98%	17,720	6.53%	35,875	6.75%
40-44	18,640	7.16%	19,016	7.01%	37,656	7.08%
45-49	19,950	7.67%	21,523	7.93%	41,473	7.80%
50-54	20,614	7.92%	22,084	8.14%	42,698	8.03%
55-59	17,573	6.75%	18,875	6.96%	36,448	6.86%
60-61	6,102	2.34%	6,645	2.45%	12,747	2.40%
62-64	8,150	3.13%	9,307	3.43%	17,457	3.28%
65-66	4,271	1.64%	4,857	1.79%	9,128	1.72%
67-69	5,815	2.23%	6,784	2.50%	12,599	2.37%
70-74	6,951	2.67%	8,879	3.27%	15,830	2.98%
75-79	5,600	2.15%	7,377	2.72%	12,977	2.44%
80-84	4,135	1.59%	6,486	2.39%	10,621	2.00%
85+	3,292	1.26%	7,336	2.70%	10,628	2.00%
<b>Total Gender</b>	<b>260,245</b>	<b>100%</b>	<b>271,320</b>	<b>100%</b>	<b>531,565</b>	<b>100%</b>

Source: 2010 Census

## Exhibit 1.2. Percent District Residents by Age Group Served By Harper

Age Groups	Harper's District Population		All In-District Enrollment (FY 2011)*		Percent of <u>All</u> In-district Students Attending Harper
	N	%	N	%	
17 & Under	122,267	23.0%	1,692	4.2%	<b>1.4%</b>
18-24	40,308	7.6%	19,268	47.3%	<b>47.8%</b>
25-34	72,853	13.7%	9,499	23.3%	<b>13.0%</b>
35-44	73,531	13.8%	4,254	10.4%	<b>5.8%</b>
45-54	84,171	15.8%	3,217	7.9%	<b>3.8%</b>
55 & Over	138,435	26.0%	2,805	6.9%	<b>2.0%</b>
<b>Total</b>	<b>531,565</b>	<b>100.0%</b>	<b>40,735</b>	<b>100.0%</b>	<b>7.7%</b>

Source: 2010 Census and Cognos ODS [Enrollment]

\* Age calculated at end of FY in order to minimize discrepancies in age group variation

**Exhibit 1.3. Race/Ethnicity of Harper's District by Component School Districts**

Race/Ethnicity		Dist. 211		Dist. 214		Dist. 220		Harper District	
		N	%	N	%	N	%	N	%
<b>Hispanic or Latino</b>		<b>34,589</b>	<b>14.6%</b>	<b>42,233</b>	<b>16.8%</b>	<b>4,167</b>	<b>9.4%</b>	<b>80,989</b>	<b>15.2%</b>
<b>Not Hispanic or Latino</b>	White alone	170,247	72.1%	200,223	79.7%	37,118	84.1%	407,588	76.7%
	African American alone	9,089	3.8%	4,478	1.8%	491	1.1%	14,058	2.6%
	American Indian or Alaska Native alone	606	0.3%	984	0.4%	75	0.2%	1,665	0.3%
	Asian alone	37,011	15.7%	23,179	9.2%	3,919	8.9%	64,109	12.1%
	Native Hawaiian or other Pacific Islander alone	66	0.0%	60	0.0%	3	0.0%	129	0.0%
	Some other race alone	13,500	5.7%	17,000	6.8%	1,705	3.9%	32,205	6.1%
	Two or more races	5,711	2.4%	5,279	2.1%	821	1.9%	11,811	2.2%
	<b>Total Not Hispanic</b>	<b>201,641</b>	<b>85.4%</b>	<b>208,970</b>	<b>83.2%</b>	<b>39,965</b>	<b>90.6%</b>	<b>450,576</b>	<b>84.8%</b>
<b>Grand Total</b>		<b>236,230</b>	<b>100.0%</b>	<b>251,203</b>	<b>100.0%</b>	<b>44,132</b>	<b>100.0%</b>	<b>531,565</b>	<b>100.0%</b>

Source: 2010 Census

### Exhibit 1.4 Educational Attainment (25 years and over)

Geography	Total Population 25 years and Over (Number)	Bachelor's Degree (Percent)	Graduate or Professional Degree (Percent)	Bachelor's Degree or Higher (Percent)
<b>Illinois</b>	<b>8,407,186</b>	<b>19.0%</b>	<b>11.6%</b>	<b>30.6%</b>
<b>Chicago Metropolitan Area *</b>	<b>6,157,038</b>	<b>20.9%</b>	<b>12.9%</b>	<b>33.8%</b>
District 211	158,207	28.6%	15.0%	43.7%
District 214	175,759	25.4%	13.3%	38.7%
District 220	30,458	33.8%	25.6%	59.4%
<b>Total (Harper District)</b>	<b>364,424</b>	<b>27.5%</b>	<b>15.1%</b>	<b>42.6%</b>

Source: American Community Survey Estimates (2008-10)

Composite Margin of Error: +/- 7,596

\* Chicago--Naperville--Michigan City IL-IN-WI MSA

**Exhibit 1.5. Status of Housing Units in Harper District by Component School Districts**

Housing Status	Number	Percent
<b>District 211 Housing Units</b>	<b>96,364</b>	<b>44.3%</b>
Owner Occupied	65,201	67.7%
Renter Occupied	25,775	26.7%
Vacant	5,388	5.6%
<b>District 214 Housing Units</b>	<b>104,777</b>	<b>48.1%</b>
Owner Occupied	73,324	70.0%
Renter Occupied	25,503	24.3%
Vacant	5,950	5.7%
<b>District 220 Housing Units</b>	<b>16,544</b>	<b>7.6%</b>
Owner Occupied	13,753	83.1%
Renter Occupied	1,736	10.5%
Vacant	1,055	6.4%
<b>Total Housing Units in Harper District</b>	<b>217,685</b>	<b>100.0%</b>
Owner Occupied	<b>152,278</b>	<b>70.0%</b>
Renter Occupied	<b>53,014</b>	<b>24.4%</b>
Vacant	<b>12,393</b>	<b>5.7%</b>

Source: 2010 Census

### Exhibit 1.6. Household Information of Harper District Residents

Household Size, Household Type, and Presence of Children				N	%	
<b>1 Person Household</b>	Male Householder			22,712	11.3%	
	Female Householder			31,430	15.6%	
	<b>Sub-Total</b>			<b>54,142</b>	<b>26.9%</b>	
<b>2 or More Person Household</b>	Family Households	Married Couple Family	With Own Children Under 18	53,373	26.5%	
			No Own Children Under 18	60,195	29.9%	
			<b>Sub-Total</b>	<b>113,568</b>	<b>56.4%</b>	
		Other Family	Male Householder, No Wife Present	No Own Children Under 18	4,065	2.0%
				With Own Children Under 18	3,695	1.8%
				<b>Sub-Total</b>	<b>7,760</b>	<b>3.9%</b>
	Female Householder, No Husband Present		No Own Children Under 18	6,854	3.4%	
			With Own Children Under 18	9,374	4.7%	
			<b>Sub-Total</b>	<b>16,228</b>	<b>8.1%</b>	
	<b>Sub-Total</b>			<b>23,988</b>	<b>11.9%</b>	
	<b>Sub-Total</b>			<b>137,556</b>	<b>68.3%</b>	
	Non-Family Households	Male Householder			5,945	3.0%
		Female Householder			3,854	1.9%
		<b>Sub-Total</b>			<b>9,799</b>	<b>4.9%</b>
<b>Sub-Total</b>			<b>147,355</b>	<b>73.1%</b>		
<b>Total Households</b>				<b>201,497</b>	<b>100.0%</b>	

Source: American Community Survey Estimates (2008-10) HS Dists. 211, 214, 220

Composite Margin of Error: +/- 1,323

### Exhibit 1.7. Population Estimates of Harper District Municipalities

	<b>Total Population in 2000 (Number)</b>	<b>Total Population in 2010 (Number)</b>	<b>Change in Population, 2000-2010 (Percent)</b>
<b>Illinois</b>	<b>12,419,293</b>	<b>12,830,632</b>	<b>3.31</b>
Arlington Heights	76,031	75,101	-1.22
Barrington	10,168	10,327	1.56
Barrington Hills	3,915	4,209	7.51
Elk Grove Village	34,727	33,127	-4.61
Hoffman Estates	49,495	51,895	4.85
Inverness	6,749	7,399	9.63
Lake Barrington	4,757	4,973	4.54
Mount Prospect	56,265	54,167	-3.73
North Barrington	2,918	3,047	4.42
Palatine	65,479	68,557	4.70
Prospect Heights	17,081	16,256	-4.83
Rolling Meadows	24,604	24,099	-2.05
Schaumburg	75,386	74,227	-1.54
South Barrington	3,760	4,565	21.41
Tower Lakes	1,310	1,283	-2.06
Wheeling	34,496	37,648	9.14

Source: 2000 and 2010 Census

### Exhibit 1.8. Unemployment Rates

Village or City with Population of 25,000 or More	Labor Force November 2010	Unemployed November 2010		Labor Force May 2011	Unemployed May 2011		Labor Force November 2011	Unemployed November 2011	
		N	Rate		N	Rate		N	Rate
Arlington Hts.	40710	2,661	6.50%	40,293	2,955	7.30%	40,555	3,035	7.50%
Elk Grove	19,760	1,364	6.90%	19,565	1,513	7.70%	19,641	1,500	7.60%
Hoffman Estates	30,956	2,201	7.10%	30,648	2,430	7.90%	30,647	2,291	7.50%
Mount Prospect	29,725	2,009	6.80%	29,450	2,252	7.60%	29,446	2,115	7.20%
Palatine	40,272	2,960	7.40%	39,836	3,222	8.10%	39,777	2,984	7.50%
Schaumburg	44,446	3,154	7.10%	44,039	3,519	8.00%	44,103	3,385	7.70%
Wheeling	21,507	1,538	7.20%	21,426	1,831	8.50%	21,333	1,642	7.70%
<b>Chicago PMSA</b>	<b>4,873,385</b>	<b>437,700</b>	<b>9.00%</b>	<b>4,828,209</b>	<b>459,379</b>	<b>9.50%</b>	<b>4,848,137</b>	<b>465,543</b>	<b>9.60%</b>
<b>Illinois</b>	<b>6,664,162</b>	<b>603,187</b>	<b>9.10%</b>	<b>6,590,519</b>	<b>592,008</b>	<b>9.00%</b>	<b>6,614,071</b>	<b>620,983</b>	<b>9.40%</b>
<b>USA</b>	<b>153,698,000</b>	<b>14,282,000</b>	<b>9.30%</b>	<b>153,449,000</b>	<b>13,421,000</b>	<b>8.70%</b>	<b>153,683,000</b>	<b>12,613,000</b>	<b>8.20%</b>

Source: US Department of Labor: [www.bls.gov](http://www.bls.gov)

**Exhibit 1.9. Income and Benefits by Component School Districts in Harper District**

Income Level	Dist. 211		Dist. 214		Dist. 220		Harper	
	N	%	N	%	N	%	N	%
Less than \$10,000	2,602	3.0%	3,558	3.7%	571	3.6%	6,731	3.3%
\$10,000 to \$14,999	2,589	2.9%	3,617	3.7%	354	2.2%	6,560	3.3%
\$15,000 to \$24,999	6,268	7.1%	7,656	7.9%	549	3.4%	14,473	7.2%
\$25,000 to \$34,999	6,395	7.3%	8,953	9.2%	867	5.4%	16,215	8.0%
\$35,000 to \$49,999	11,762	13.4%	13,454	13.8%	1,113	7.0%	26,329	13.1%
\$50,000 to \$74,999	17,136	19.5%	19,427	19.9%	2,587	16.2%	39,150	19.4%
\$75,000 to \$99,999	12,510	14.2%	14,566	14.9%	1,558	9.7%	28,634	14.2%
\$100,000 to \$149,999	17,165	19.5%	15,027	15.4%	2,796	17.5%	34,988	17.4%
\$150,000 to \$199,999	6,146	7.0%	5,856	6.0%	2,042	12.8%	14,044	7.0%
\$200,000 or more	5,469	6.2%	5,344	5.5%	3,560	22.3%	14,373	7.1%
<b>Total households</b>	<b>88,042</b>	<b>100.0%</b>	<b>97,458</b>	<b>100.0%</b>	<b>15,997</b>	<b>100.0%</b>	<b>201,497</b>	<b>100.0%</b>
Median household income (dollars)	71,309		63,125		103,579		N/A	
Mean household income (dollars)	89,242		80,491		157,281		N/A	

Source: American Community Survey Estimates (2008-10)

(in 2010 inflation-adjusted dollars; benefits defined as Social Security, retirement pensions, Supplemental Security, and public assistance)

NOTE: Harper median and mean household income is "not available" since it is not reported by the American Community Survey, and therefore any calculation of district-wide household income would be an estimate of an estimate.

### Exhibit 1.10. Poverty Levels in Harper District by High School District

	Poverty Levels			
	Dist. 211	Dist. 214	Dist. 220	Harper
All families	5.8%	4.2%	4.5%	4.8%
With related children under 18 years	8.7%	6.6%	5.2%	6.8%
With related children under 5 years only	2.7%	7.0%	7.8%	5.8%
Married couple families	3.1%	2.8%	3.2%	3.0%
With related children under 18 years	4.3%	4.5%	4.2%	4.3%
With related children under 5 years only	1.2%	5.3%	9.9%	5.5%
present	20.2%	13.4%	10.4%	14.7%
With related children under 18 years	28.8%	18.1%	10.9%	19.3%
With related children under 5 years only	12.3%	15.5%	0.0%	9.3%
All people	7.2%	6.0%	6.5%	6.6%
Under 18 years	11.7%	7.8%	7.1%	8.9%
Related children under 18 years	11.5%	7.6%	7.1%	8.7%
Related children under 5 years	10.4%	11.7%	11.6%	11.2%
Related children 5 to 17 years	12.0%	6.0%	5.8%	7.9%
18 years and over	5.9%	5.4%	6.3%	5.9%
18 to 64 years	5.9%	5.2%	7.3%	6.1%
65 years and over	5.8%	6.6%	2.5%	5.0%
People in families	6.4%	4.5%	5.8%	5.6%
Unrelated individuals 15 years and over	11.4%	13.3%	13.1%	12.6%

Source: American Community Survey Estimates (2006-08)

## 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 programs of Accounting, Computer Information Systems, Financial Services, Management, Marketing, and Supply Chain Management 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 approved by the American Bar Association.
- The Harper College Child Learning Center is accredited by the National Association for the Education of Young Children (NAEYC).
- The Harper College Early Childhood Education program's A.A.S. Teacher degree is accredited by the National Association for the Education of Young Children Commission on Early Childhood Associate Degree.
- The Harper College ADN Nursing Program is accredited by the:  
National League for Nursing Accrediting Commission (NLNAC), Inc.  
3343 Peachtree Road NE, Suite 850  
Atlanta, GA 30326  
404.975.5000
- The Harper College Certified Nursing Assistant Program is approved by the:  
Illinois Department of Public Health  
Training and Technical Direction Unit  
LTC Field Operations  
525 W Jefferson, 4<sup>th</sup> floor  
Springfield, IL 62761 217.785.5569
- 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 Diagnostic Medical Sonography Program is accredited by the Commission on Accreditation of Allied Health Education Programs ([www.caahep.org](http://www.caahep.org)) upon the recommendation of the Joint Review Committee on Diagnostic Medical Sonography.

Commission on Accreditation of Allied Health Education Programs  
1361 Park St.  
Clearwater, FL 33756  
772.210.2350  
[www.caahep.org](http://www.caahep.org)
- The Harper College Diagnostic Cardiac Sonography Program (known as the Cardiac Technology Program) is accredited by the Commission on Accreditation of Allied Health Education Programs ([www.caahep.org](http://www.caahep.org)) upon the recommendation of the Joint Review Committee on Diagnostic Medical Sonography.

Commission on Accreditation of Allied Health Education Programs  
1361 Park St.  
Clearwater, FL 33756  
772.210.2350  
[www.caahep.org](http://www.caahep.org)
- 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 Fire Science Technology Program is accredited with course approval by the Office of the Illinois State Fire Marshall, Division of Personnel Standards and Education.

1035 Stevenson Drive  
Springfield, IL 62703-4259 217.782.4542
- The Harper College Medical Assisting Certificate Program is accredited by the:

Commission on Accreditation of Allied Health Education Programs  
([www.caahep.org](http://www.caahep.org)) upon the recommendation of the Medical Assisting Education Review Board (MAERB)

The Commission on Accreditation of Allied Health Education Programs  
1361 Park St  
Clearwater, FL 33756 772.210.2350

- The Harper College Radiologic Technology Program is accredited by the:  
Joint Review Committee on Education in Radiologic Technology  
20 N. Wacker Drive, Suite 2850  
Chicago, IL 60606-3182 312.704.5300
- Illinois Department of Financial and Professional Regulations:  
Registered Public Accounting Continuing Professional Education sponsor  
Licensed Real Estate Pre-license School
- The Harper College Department of Interior Design is accredited by the National  
Kitchen and Bath Association  
687 Willow Grove St  
Hackettstown, NJ 07840 800.843.6522

# Affiliations

## **Academic Enrichment and Engagement Division**

- Adult Numeracy Network (ANN)
- Association of International Educators (NAFSA)
- Association of International Student Educators (NAFSA)
- College Reading and Learning Association
- Commission on Adult Basic Education (COABE).
- Commission on English Language Program Accreditation (CEA)
- Emily Dickenson International Society
- Illinois Association of Adult Continuing Education (IACEA)
- Illinois Learning Specialist and Developmental Educators (ILSADE)
- Illinois Reading Council (IRC)
- Illinois TESOL/Bilingual Education (ITBE)
- International Reading Association (IRA)
- National Association for Developmental Education (NADE)
- National Association of International Educators (NAFSA)
- National Association for Multicultural Education (NAME)
- National College Transition Network (NCTN)
- National Council of Teachers of English (NCTE)
- National Council of Teachers of Mathematics (NCTM)
- NASFA Chicago Roundtable
- Network of Intensive English Programs: Illinois, Indiana and Wisconsin
- Northeast Suburban Council for Community Services
- Northern Illinois Consortium of Community College International Advisors (NICCCIA)
- Teachers of English to Speakers of Other Languages (TESOL)

## **Business and Social Science Division**

- American Association for Paralegal Education
- Harper College Child Learning Center is licensed by the Department of Children and Family Services
- Harper College is an Illinois Gateways to Opportunity Credential Entitled Institution
- Illinois Paralegal Association
- National Association of Legal Assistants
- National Federation of Paralegal Association
- Northwest Suburban Bar Association
- Registered by the State of Illinois as a Public Accountant Continuing Professional Education Sponsor (CPA classes)

- Student Chapter of Kappa Beta Delta, the national business honor society (ACBSP)
- Student Chapter of Lambda Epsilon Chi, the national paralegal honor society

### **Career Programs Division**

- American Association of Medical Assistants (AAMA)
- American Culinary Federation (ACF)
- American Dental Association (ADA)
- American Dietetic Association (ADA)
- American Health Information Management Association (AHIMA)
- American Hotel & Lodging Association (AH & LA)
- American Institute of Architects (AIA)
- American Judicature Society (AJS)
- American Radio Relay League (ARRL)
- American Society for Engineering Education (ASEE)
- American Society of Law Enforcement Trainers (ISLET)
- American Society of Radiologic Technologists (ASRT)
- American Technical Education Association
- American Welding Society
- Association of Educators in Imaging and Radiologic Science (AEIRS)
- Association of Graphic Solutions Providers, The (IPA)
- Association of Licensed Architects
- AutoCAD Users Group (AUGI)
- Building Officials and Code Administrators (BOCA)
- Building Officials and Code Administrators – International Code Council (BOCA – ICC)
- Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association
- Consortium for Design and Construction Careers
- Dietary Managers Association (DMA)
- Fire Department Safety Officers Association
- Flexographic Technical Association (FTA)
- Graphics Communication Guild (GCG)
- Idealliance (IDEA)
- Illinois Academy of Criminology (IAC)
- Illinois Advisory Commission on Arson Prevention
- Illinois Association of Architecture Instructors
- Illinois Building Commission (IBC)
- Illinois Coalition for Nursing Resources (ICNR)
- Illinois Council of Air Conditioning and Refrigeration Educators (ICARE)
- Illinois Fire Chiefs Association
- Illinois Office of the State Fire Marshal (IL OSFM)
- Illinois Professional Firefighters Association
- Illinois Restaurant Association (IRA)
- Illinois Society of Fire Service Instructors

- Illinois Society of Professional Engineers (ISPE)
- Illinois State Society of Radiologic Technology (ISSRT)
- Institute of Electrical and Electronics Engineers (IEEE)
- International Association for the Study of Organized Crime (IASOC)
- International Association of Auto Theft Detectives (IAATI)
- International Association of Chiefs of Police (IACP)
- International Association of Intelligence Analysts (IALEIA)
- International Design Educators Council
- International Food Services Executives Association (IFSEA)
- International Graphic Arts Education Association (IGAEA)
- International Homicide Investigators Association (IHIA)
- Lake County Chiefs of Police Association
- National Fire Academy Alumni Association
- National Fire Protection Association (NFPA)
- National Kitchen and Bath Association (NKBA)
- National League for Nursing (NLN)
- National League for Nursing Accrediting Commission (NLNAC), Inc.
- National Organization of Associate Degree Nursing (NOADN)
- National Restaurant Association (NRA)
- National Society of Professional Engineers (NSPE)
- Northwest Building Officials and Code Administrators (NWBOCA)
- Northwest Emergency Management System
- Northwest Suburban Chiefs of Police Association
- PIA/GATF – Printing Industries of America (PIA)/Graphic Arts Technical Foundation (GATF)
- Printing Industry of Illinois and Indiana Association (PII)
- Radio Amateur Satellite Corporation (AMSAT)
- Radio Club of America (RCA)
- Society of Broadcast Engineers (SBE)
- Suburban Law Enforcement Academy (SLEA)
- United State Green Building Council (USGBC)

### **Continuing Education and Business Outreach Division**

- AchieveGlobal: Leadership, Customer Service, Sales Performance
- American Heart Association
- American Massage Therapy Association
- Associated Bodywork and Massage Professionals
- Authorized Autodesk Training Center
- Certification in Production and Inventory Management (CPIM Review)
- Certification in Purchasing Management (CPM Review)
- CISCO: Cisco Certified Network Associate (CCNA)
- Command Spanish
- CompTIA Learning Alliance – Education to Career Programs (E2C)
- Comprehensive Adult Student Assessment System (CASAS): ESL, Basic Skills

- Development Dimensions International (DDI): Leadership, Customer Service
- Integrity Systems: Integrity Selling and Integrity Service
- Microsoft Partner for Learning Solutions
- National Association of Veterinary Technicians in America (NAVTA)
- National Certification Board for Therapeutic Massage and Bodywork
- National Safety Council
- Oracle Academic Initiative Workforce Development Program
- Resource Associate Corp.: Goal Setting, Attitude Development, Skills Improvement
- Tests of Adult Basic Education (TABE)
- The Community Music Center is a member of the National Guild of Community Schools of the Arts.

### **Liberal Arts Division**

- Accredited by the National Guild of Community Music Schools
- American Symphony Orchestra League
- Association of Departments of English (ADE)
- Association of Illinois Music Schools (AIMS)
- Community College Humanities Association (CCHA)
- Illinois Council of Orchestras
- Institutional Chapter of Phi Theta Kappa, international honor society for two-year institutions; student chapter
- Modern Language Association (MLA)
- National Association of Schools of Music (NASM)

### **Mathematics and Sciences Division**

- American Academy of Actuaries
- American Association for the Advancement of Science (AAAS)
- American Association of Physics Teachers
- American Society of Safety Engineers
- American Astronomical Society
- American Chemical Society (ACS), Division of Chemical Education
- American Geophysical Union
- American Mathematical Society (AMS)
- American Mathematics Association of Two-Year Colleges (AMATYC)
- American Physical Society
- American Society for Engineering Education
- American Society of Microbiologists
- American Statistical Association
- Association for Computing Machinery (ACM)
- Association for the Education of Teachers of Science (AETS)
- Association of College and University Biology Educators

- Association of Environmental and Engineering Geologist
- Association of Mathematics Teacher Educators (AMTE)
- Astronomical Society of the Pacific
- Casualty Actuarial Society (CAS)
- Chicago Section American Association of Physics Teachers
- Committee on Chemistry of the Two-Year College, Division of Chemical Education, American Chemical Society (2YC<sub>3</sub>)
- Consortium for Computing in Small Colleges (Northwest Conference)
- Consortium for Mathematics and Its Applications, The (COMAP)
- Ecological Restoration
- Ecological Society of America
- EDS PLM Solutions
- Explorers Club
- Geological Society of America
- Human Anatomy and Physiology Society
- Illinois Academy of Science
- Illinois Association of Chemistry Teachers (IACT)
- Illinois Association of Community College Biologists
- Illinois Council of Teachers of Mathematics (ICTM)
- Illinois Education Association (IEA)
- Illinois Lake Management Association
- Illinois Learning Specialists and Developmental Educators (ILSADE)
- 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 (ISAAPT)
- Illinois Section of the Mathematics Association of America (ISMAA)
- Illinois Society of Professional Engineers (ISPE)
- Institute of Electrical and Electronics Engineers (IEEE)
- Institute of Mathematical Statistics
- Mathematics Association of America (MAA)
- Metropolitan Mathematics Club of Chicago (MMC), The
- National Association of Chemical Hygiene Officers
- 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)
- Natural Areas Association
- Natural Lands Institute
- Physics Northwest
- Project Kaleidoscope (PKAL)
- Refrigeration Service Engineers Society (RSES)
- Society for College Science Teachers (SCST)

- Society of the Directed Energy Directorate
- TeX User's Group (TUG)

### **Resources for Learning Division**

- American Library Association (ALA)
- Illinois Community Colleges Online (ILCCO)
- Consortium of Academic and Research Libraries in Illinois (CARLI)
- IBHE Web Accessibility Consortium
- Illinois Library Association (ILA)
- Illinois OCLC Users Group
- Illinois Online Network (ION)
- Instructional Technology Council (ITC)
- Internet Course Exchange (ICE)
- Library Orientation Exchange (LOEX) Clearinghouse for Library Instruction
- Midwest Black Board User's Group (SLATE)
- Midwest Writing Centers Association
- Missouri Library Network Corporation (MLNC)
- National Council for Learning Resources (NCLR)
- National Tutoring Association
- Network of Illinois Learning Resources in Community Colleges (NILRC)
- Online Computer Library Center (OCLC)
- Reaching Across Illinois Library System (RAILS)
- Sloan Consortium

### **Student Development Division**

- Association for Higher Education and Disability
- National Association of Colleges and Employers
- National Association of Student Personnel Administrators

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

- American Alliance of Health, Physical Education, Recreation and Dance (AAHPERD)
- American College of Sports Medicine (ACSM)
- American Council on Exercise (ACE)
- American Red Cross
- American Sport Education Program (ASEP)
- Illinois Association of Health, Physical Education, Recreation and Dance (IAHPERD)
- National Junior College Athletics Association (NJCAA)
- National Strength and Conditioning Association (NSCA)

- National Wellness Association
- North Central Community College Conference (N4C)

# Certifications

- **Cisco**
  - Cisco Certified Network Associate (CCNA)
  - Cisco Certified Network Associate (CCNA) Specializations: Security, Voice
  - Cisco Certified Network Professional (CCNP)
  - Cisco Certified Design Associate (CCDA)
- **CompTIA Learning Alliance**
  - A+
  - Healthcare IT
  - Network+
  - Security+
  - Project+
- **Microsoft Partner for Learning Solutions**
  - Microsoft Certified IT Professional (MCITP)
  - Microsoft Certified Professional (MCP)
  - Microsoft Certified Professional Developer (MCPD)
  - Microsoft Certified Technology Specialist (MCTS)
  - Microsoft Office Specialist (MOS)
  - Microsoft Technology Associate (MTA)
- **Workforce Development Program**
  - Oracle Certified Database Associate
  - Oracle Certified Database Administrator Professional
  - Sun Certified Programmer
  - Sun Certified Java Developer
- **Premier AutoDesk Training Center (ATC)**
  - Certified AutoCAD Trainer
  - AutoCAD Professional
  - Autodesk Inventor
  - Autodesk Revit Architecture
- **Green Building Certification Institute (GBCI)**
  - LEED Green Associate
- **Authorized Prometric Testing Center**
- **Certiport Testing Center**
- **Project Management**
  - Project Management Professional (PMP)

## **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 and its students. Funds raised from private sources are used to provide student scholarships, awards for excellence in teaching, seed monies for innovative learning and student support programs. The Educational Foundation manages more than 175 scholarship, award, and program funds established by the philanthropic intent of 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.

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Supported by the Harper College Educational Foundation

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For further information, please contact the Foundation office at extension 6490.

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

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Jean B. Chapman International Student Scholarship Fund  
John and Melanie Frieburg ESL Scholarship

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International Air Cargo Association of Chicago Scholarship (*Academic recognition*)  
Jim McGuire Memorial Scholarship (*IT students with financial need*)  
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#### **Culinary Arts / Hospitality**

George A. Kalkounos Chicago Prime Steakhouse Endowed Scholarship  
Lou Buchenot Scholarship (*Students in Hospitality Management Classes*)  
Nations Pizza Culinary Arts  
Nils Andrew Johnson Memorial Culinary Arts Scholarship

#### **Continuing Education**

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#### **General**

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Eugenia S. Chapman Memorial Endowment Scholarship (*Academic recognition*)  
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Richard Schonhoff Family Endowed fund for Students in Crisis  
William Simpson Memorial/Wheeling Rotary Scholarship for NEC (*Residents of Wheeling/Prospect Heights*)  
Anne Rodgers Scott Endowment for Student Success (*Continuing Education students*)

### **Health Careers and Public Safety**

Alexian Brothers Health System Nursing Scholarship  
Anna H. Harshbarger Scholarship  
Cheryl M. Dwyer Memorial Endowed Scholarship (*2<sup>nd</sup> year student in Cardiac Technology Program*)  
Criminal Justice Scholarship  
Dr. Charles Shaner Memorial Scholarship (*Dental Hygiene*)  
  
Dr. Scholl Foundation Scholarship for Nursing  
Drs. Shirley and Lester Lansky Endowed Scholarship for Health Centers  
Kathleen Fagan Memorial Nursing Scholarship Endowment  
Harper Nursing Student Endowment Scholarship  
Harper Cardiac Rehabilitation Endowment Fund  
Illinois Health Improvement Association Scholarship  
Justin Hart Memorial Scholarship (*Enrolled in Criminal Justice courses*)  
Kathy Johnson Award for Excellence in Nursing  
Sharlene Marchiori Memorial Nursing Scholarship  
Shirley L. and Howard A. Turpin Scholarship for Dreamers  
Sylvia Krawiec Memorial Nursing Scholarship  
William H. Osbourne III Memorial Endowed Scholarship (*Must be enrolled in Health Career program*)  
Radiologic Technology Scholarship for Working Students  
Virginia M. and Steven A. Krempa Endowed Fund

### **Liberal Arts**

Diane Tomcheff Callin Endowed Memorial Scholarship (*Enrolled in English course*)  
Marilyn Shiely Coste Memorial Endowed Scholarship (*Must be enrolled in Fashion Design classes*)  
John W. Davis Spanish Travel Scholarship  
Henry Meier German Scholarship (*Students enrolled in German classes*)  
Open Book Scholarship (*To be awarded to a student who has passed Reading 099, and has achieved good academic standing the following semester.*)  
Sears Fashion Merchandising Scholarship  
Jacob and Iris Wolf Endowed Sign Language Interpreting Scholarship

### **Technology, Math and Science**

Architectural Technology Endowed Scholarship  
James F. & Valerie D. Arnesen Biology Endowment Scholarship  
Harold Cunningham Mathematics Memorial Scholarship  
Lawrence Francione Memorial Scholarship (*Must be enrolled in Electronics courses*)  
JBM Endowed Scholarship Fund (*Must be enrolled in Electronics courses*)  
Math League Awards  
Edward Moran Memorial Computer Science Award (*Academic recognition*)  
Nations Pizza for Mechatronics

Northrop Grumman Engineering Scholarship (2 + 1 program)  
The Otter Chemistry Endowment  
Wilford C. Papenthien Memorial Fund (*Students in architecture related CAD course*)  
Glenn A. Reich Computer Science Scholarship Endowment  
Margaret Scott Memorial Math Scholarship  
Square D 2+1 Engineering Endowed Scholarship  
George and Christine Winandy Distinguished Scholarship for Math, Science and Technology  
Betty Windham Scholarship (*Female students in Physical Sciences*)

### **Performing and Visual Arts**

Harley Chapman Music Performance Scholarship (*Previous performance experience, audition required.*)  
Community Music Center Scholarship  
Renee Windle Danforth Memorial Fine Arts Award  
Ronald Dourlet Memorial Scholarship (*Community Music Center students with financial need*)  
Fine Arts Scholarship  
Fine Arts Scholarship for Women  
Linda J. Lang Endowed Speech Team Scholarship  
Eugenia Makowski Endowed Scholarship (*Students enrolled in a 3-D sculpture art course*)  
Barbara Minner-Fuhr Memorial Scholarship (*Art students*)  
Mary Jo Willis Theatre Scholarship Endowment  
Sunderbruch Speech and Debate Scholarship  
Carol A. Zack Memorial Fine Arts Scholarship (*Art, music or theater major*)  
Jack and Jordan Sadoff Scholarship  
Robert Tysl fund for Theater

### **Transfer**

Harper Employee Transfer Scholarship  
James J. McGrath Humanities Scholarship  
John Louis Papandrea Liberal Arts Memorial Scholarship (*Student must be planning to graduate and transfer to 4-year college*)

### **Vocational**

Barrington Breakfast Rotary Club Scholarship (*Barrington residents in vocational programs*)  
Education to Careers Scholarship  
Timothy A. Kolze Memorial Endowment Scholarship (*Enrolled in vocational/technology program and graduate of Fremd, Conant, Schaumburg or Palatine High Schools*)

### **Wellness and Human Services**

Roy G. Kearns Memorial Scholarship (*Physical Education or Health Education majors*)

## **SCHOLARSHIPS/AWARDS AVAILABLE BY STUDENT GROUPS**

### **Distinguished Scholars and Student Leaders**

Amersham Endowment Scholarship  
Audrey Howard Memorial Scholarship  
Geraldine Cosby Endowed Government Service Scholarship  
Dr. Ernest B. & Mrs. D. Kris Howard Endowment for Community Service  
Motorola Award for Excellence  
Patrick Botterman Scholarship for Student Leadership  
Walter E. and Elizabeth M. Schroeder Memorial Endowment for Honors Students  
Student Leader Endowed Scholarship (*Students in the Excel Leadership Program*)  
George and Christine Winandy Distinguished Scholarship for Math, Science and Technology  
David K. Hill Memorial Scholarship

### **Faculty/Staff Development**

Harper 512 IEA/NEA Association Scholarship  
Motorola Distinguished Faculty Award  
Glenn A. Reich Faculty Award for Instructional Technology (*Academic recognition*)  
Joan R. Young Scholarship (*Harper employees and their dependents.*)

### **GED Scholars**

GED Graduate Scholarship  
Elizabeth Schmik Hull Fund (*Student received GED and is enrolled in Harper Honors Program.*)  
Lane and Patricia Moyer Endowment for GED Scholars

### **Minority Retention Scholars**

Arlington Heights Masonic Endowed  
Kathleen N. Graber Scholarship (*Students who graduated in bottom 40% of high school class, completed at least one semester at Harper*)  
Kolbusz-Kosan Endowed Scholarship (*Under-represented students*)  
Shirley Gross Moore Endowment for Underrepresented Students  
Latinos Unidos Student Organization Scholarship (*Student must be Hispanic*)  
Minority Access to Higher Education Grant (*scholarship*)

### **Students with Disabilities**

ADS Alumni Scholarship  
Deaf/Hard of Hearing Scholarship  
Phillip P. and Glenda F. Nuccio Memorial Scholarship  
Midge C. Smith Memorial Scholarship  
Donald and Patricia Torisky Endowment Fund

## **Rita and John Canning Women's Program at Harper College**

100 Influential Women's Scholarship

Rita and John Canning Women's Program Scholarship

AAUW Audrey Tjepkema Memorial Fund (*Students in Women's Program planning to transfer to 4-year college*)

Women in Careers Jean Black Endowed Scholarship

Kathleen Graber Scholarship

Philip and Claudette Lobo Endowed Scholarship for Displaced Homemakers

Women's Program Scholarship

Hohol Family Endowment Scholarship

## **Working Students**

The Assurance Caring Together Scholarship

Women in Careers Jean Black Endowed Scholarship

Betty and Matt Cockrell Endowed Scholarship

Kimball Hill Homes Endowed Scholarship for Working Students

## **Programs and Projects**

Access and Disability Services

Art Collection

Community Music Center

Distinguished Scholars

English as a Second Language

Harper College Archives

Harper Symphony Orchestra

Karl G. Henize Observatory

Kimball Hill Family Deaf Institute

Lifelong Learning Institute

Performing Arts Center

Police Department

Resources for Excellence Grants:

Diversity Initiatives

Faculty and Staff Development

Leadership Development

Retention and Recruitment Programs

Teaching and Learning Programs

Technology Initiatives

Speech Team

Summer Bridge Program

Wellness Program

Rita and John Canning Women's Program at Harper College

# Illinois Community College System Overview

Harper College is one of the colleges in the Illinois Community College System. In 1965, the Illinois General Assembly established the Illinois Community College Board to create a system of public community colleges that would be within easy reach of every resident. Forty years later, the Illinois Community College System covers the entire state with 48 colleges in 39 community college districts. Community colleges serve nearly one million Illinois residents each year in credit and noncredit courses and many more through their public service programs.<sup>1</sup> Since July 1990, the entire state has been included within community college district boundaries.<sup>2</sup>

- The first community college in the nation was established in Illinois -- Joliet Junior College -- in 1901.
- Illinois is the third largest community college system in the nation.
- 39 community college districts, which contain 48 community colleges statewide, serve the diverse needs of Illinois' adult population.
- The average community college full-time student pays only \$2,521 per year in tuition and fees.
- Community colleges offer training in over 300 different occupations.
- Nearly 70% of the career and technical program graduates are employed in the community college district where they were educated and trained.
- Community colleges helped to create and retain over 17,000 Illinois jobs in Fiscal Year 2009<sup>3</sup>

The Illinois Community College Board consists of 11 members appointed by the Governor and confirmed by the Senate for six-year terms. One student member is selected by the ICCB Student Advisory Committee for a one-year term. The Board Chair is selected by the Governor. Board meetings are held six times per year (January, March, May, June, September, and November). July and December meetings are scheduled on a subject-to-call basis.<sup>4</sup>

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<sup>1</sup>From the ICCB's Web site <http://www.iccb.state.il.us/thesystem.html> , 11/29/11.

<sup>2</sup>From the ICCB's Web site <http://www.iccb.state.il.us/history.html> , 11/29/11.

<sup>3</sup>From the ICCB's Web site <http://www.iccb.state.il.us/facts.html> , 11/29/11.

<sup>4</sup>From the ICCB's Web site <http://www.iccb.state.il.us/theboard.html> , 11/29/11.

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

- Society's values can and must be shaped and revised by community colleges, where leadership, integrity, humanity, dignity, pride, and caring are purposefully taught and modeled.
- The focus of all activities within the system should be quality and excellence.
- Expressions and manifestations of bigotry, prejudice, and denigration of character are intolerable in the Illinois community college system.
- Experiences of community college students should be directed at developing each individual into an informed, responsible, and contributing citizen.
- No individual is inherently more important than another, and each must be provided an equal opportunity to achieve success regardless of heritage or environmental condition.
- The Illinois community college system has a responsibility to assist communities in identifying and solving those problems that undermine and destroy the fibre of the community.
- The Illinois community college system has a responsibility to be accountable, both for its activities and its stewardship of public funds.<sup>5</sup>

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<sup>5</sup>From the ICCB's Web site <http://www.iccb.state.il.us/history.html> , 11/29/11.

**Legislators  
Harper College District**

**FEDERAL LEGISLATORS**

**U. S. Senators**

Richard Durbin (D)  
230 S. Dearborn  
Suite 3892  
Chicago, IL 60604  
312.353.4952

Mark Kirk (R)  
230 South Dearborn  
Suite 3900  
Chicago, IL 60604  
312-886-3506

**U. S. Representatives**

**Congressional District 6**  
Peter Roskam (R)  
150 S. Bloomingdale Rd., Ste. 200  
Bloomingdale, IL 60108  
630.893.9670

**Congressional District 10**  
Robert Dold (R)  
212 Cannon House Office Building,  
District of Columbia 20515-1310  
(202) 225-4835

**Congressional District 8**  
Joe Walsh (R)  
432 Cannon House Office Building  
Washington, DC, 20515-1308  
(202) 225-3711

## **STATE LEGISLATORS**

### **State Senators**

#### **IL Senate District 22**

Michael Noland (D)  
100 E. Chicago St., Ste. 302  
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#### **IL Senate District 29**

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#### **IL Senate District 26**

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#### **IL Senate District 30**

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#### **IL Senate District 27**

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#### **IL Senate District 32**

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#### **IL Senate District 28**

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#### **IL Senate District 33**

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Park Ridge, IL 60068  
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## State Representatives

### **IL House District 43**

Keith Farnham (D)  
216 Prairie Street, Suite 1  
Elgin, IL 60120  
847.841.7130

### **IL House District 56**

Michelle Mussman (D)  
15 W. Weathersfield Way  
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### **IL House District 44**

Fred Crespo (D)  
1014 E. Schaumburg Rd.  
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### **IL House District 57**

Elaine Nekritz (D)  
24 S. Des Plaines River Road, Ste. 400  
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### **IL House District 51**

Ed Sullivan, Jr. (R)  
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### **IL House District 59**

Carol Sente (D)  
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### **IL House District 52**

Kent Gaffney (R)  
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Wauconda, IL 60084  
847.487.5252

### **IL House District 65**

Rosemary Mulligan (R)  
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Des Plaines, IL 60016  
847.297.6533

### **IL House District 53**

Sidney Mathias (R)  
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### **IL House District 66**

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224.635.2010

**IL House District 54**

Tom Morrison (R)

117 E. Palatine Road, Suite 106

Palatine, IL 60067

224.210.6959

**Chapter II**  
**Organization and Administration**



## **Harper College Executive Council**

- Dr. Ken Ender, President
- Dr. Ronald Ally, Executive Vice President of Finance and Administrative Services
- Catherine Brod, Chief Advancement Officer
- Phillip Burdick, Chief Communications Officer
- Maria Coons, Senior Executive to the President
- Dr. Judith Marwick, Provost
- Sheila Quirk-Bailey, Chief of Staff

**Chapter III**  
**Credit Students**

## **Milestones and Momentum Points: Student Pipelines for Tracking Progress of Harper's Developmental Students**

The Milestones and Momentum Points model can be used as a useful framework to transform student-level data into meaningful information about student enrollment and achievement. Instead of simply assessing student achievement through persistence and completion rates, a Milestones and Momentum Points model provides more detail about the specific points at which students are being successful and which areas show gaps where students are not completing their academic goals. Being able to see these patterns allows an institution to use the data to inform policies or practices.

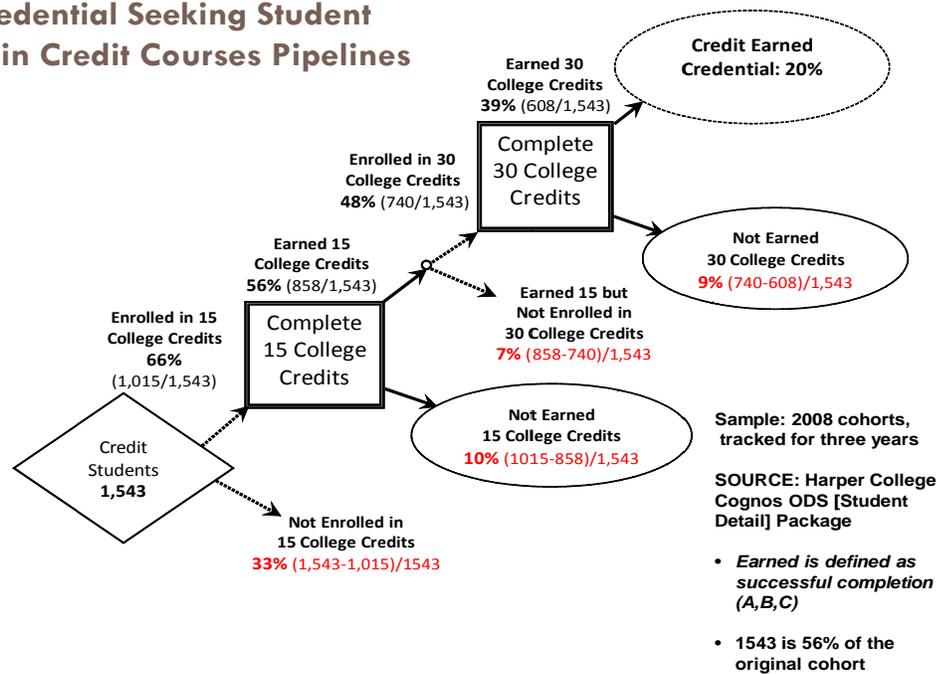
*Milestones* are educational accomplishments that students reach along their path to degree completion. Examples of milestones may include fulfilling developmental education requirements, completing 15 college-level credits, or earning an Associates' Degree. Milestones include earning credentials as well as intermediate outcomes.

*Momentum Points* are building blocks to the completion of a milestone. For example, a developmental math student at Harper College must complete Math 060 in order to complete their developmental math sequence. In the preceding example the completion of Math 060 would be measured as a Momentum Point. If a student completes a momentum point, he or she is more on track towards completing a milestone.

Harper College has implemented the Milestones and Momentum Points student pipelines model as a way to depict and measure student progress. The pipelines track individuals from the point at which they are a prospect to enroll at Harper College until the point when the student completes their educational goal(s). With this understanding, the college will be able to develop strategies and interventions to address the gaps or "leakage points" in the pipeline where a student leaves the college prior to completing their goals.

What follows are some pipelines developed for Harper College for credential-seeking developmental students overall, credential-seeking developmental math students, and credential-seeking developmental English students.

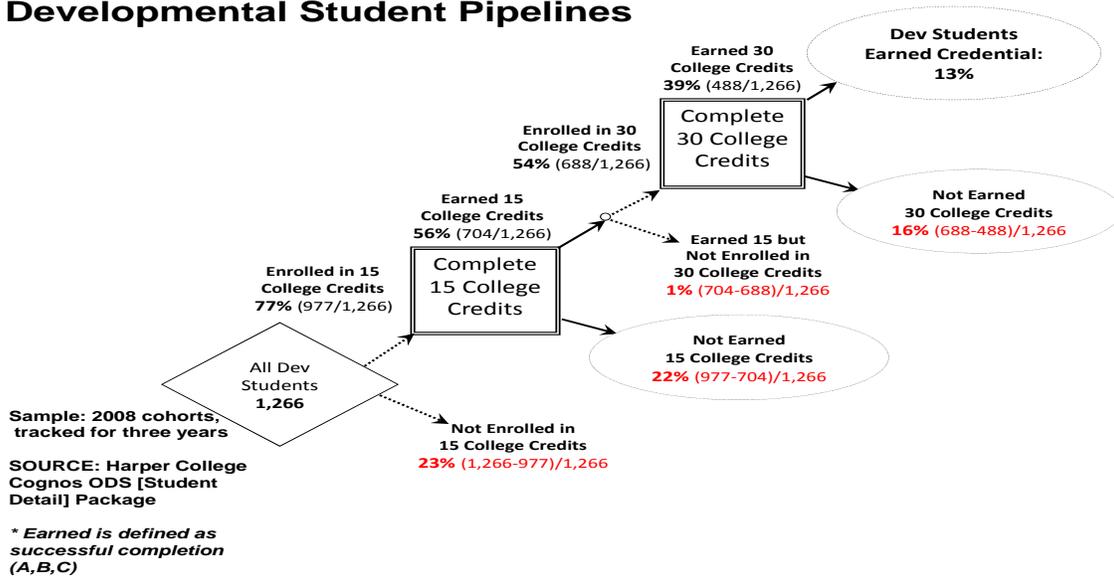
## 2008 Credential Seeking Student Starting in Credit Courses Pipelines



Using the Milestones and Momentum Points model as a framework, student success pipelines were developed. Displaying the student-level data graphically provides clear insight into the areas of success and opportunities for improvement. In the figure above, the starting cohort of 1,543 represents slightly more than half of the original 2008 cohort and includes only credential seeking FTIH (first-time in Harper) students with no developmental placements. Of this group of students, 56% were successful in attaining the initial momentum point, completing 15 college credits. Nearly 40% successfully completed at least 30 college credits. Conversely, approximately one-third of the starting cohort did not enroll in at least 15 credit hours.

The figure also shows that 20% of credential seeking students achieved the milestone of graduation within 150% of normal time, which is five percentage points above the overall Harper College graduation rate. According to the National Center for Education Statistics data, one-third of students entering postsecondary education are required to take remedial courses in at least one subject; at community colleges, nearly half of these students fail to matriculate to the second year due to a lack of preparation to engage in college-level courses. This highlights the need to work more closely with high schools to develop strategies that will better prepare students, moving them towards college readiness and ultimately college completion.

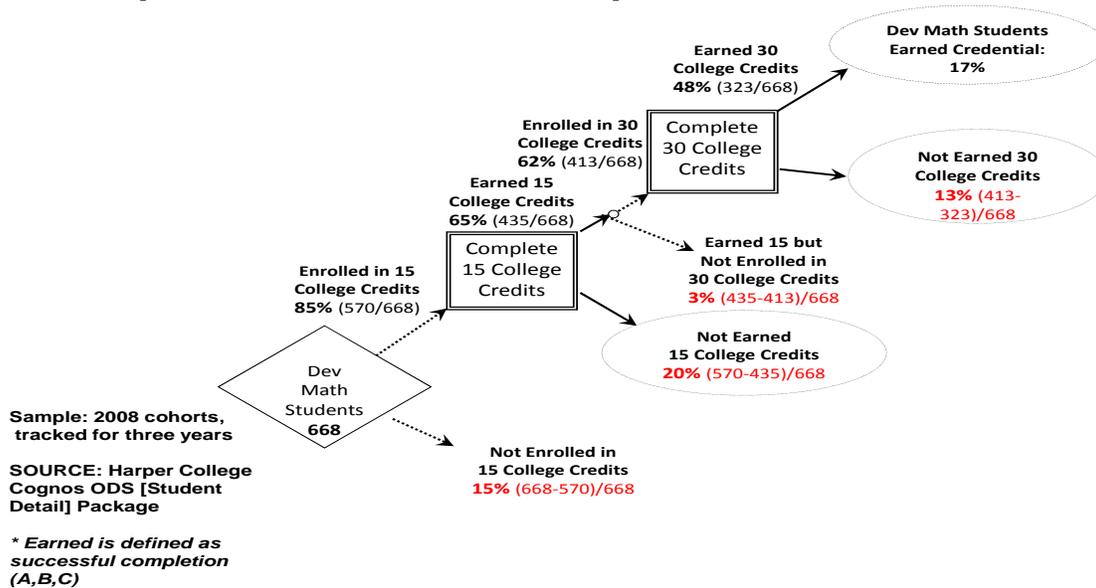
## 2008 Credential Seeking Student Developmental Student Pipelines



The figure above shows a pipeline for the 2008 cohort of credential seeking students enrolled in any developmental course. Of this group of students, 56 percent were successful in attaining the initial momentum point, completing 15 college credits. Nearly 40 percent successfully completed at least 30 college credits. Approximately 23 percent of the starting cohort did not enroll in at least 15 credit hours.

The figure also shows that 13 percent of credential seeking developmental students achieved the milestone of graduation within 150 percent of normal time, which is 2 percentage points below the overall Harper College graduation rate. According to the National Center for Education Statistics data, one-third of students entering postsecondary education are required to take remedial courses in at least one subject; at community colleges, nearly half of these students fail to matriculate to the second year due to a lack of preparation to engage in college-level courses. Adelman (2006) also confirms that students placed into developmental courses are less likely to complete college than those who are not. These pipelines allow our Harper to see patterns and be able to use the data to inform policies or practices. If Harper is to address effectively the needs of an ever-changing student body, we must use this data to produce clear pathways for student success.

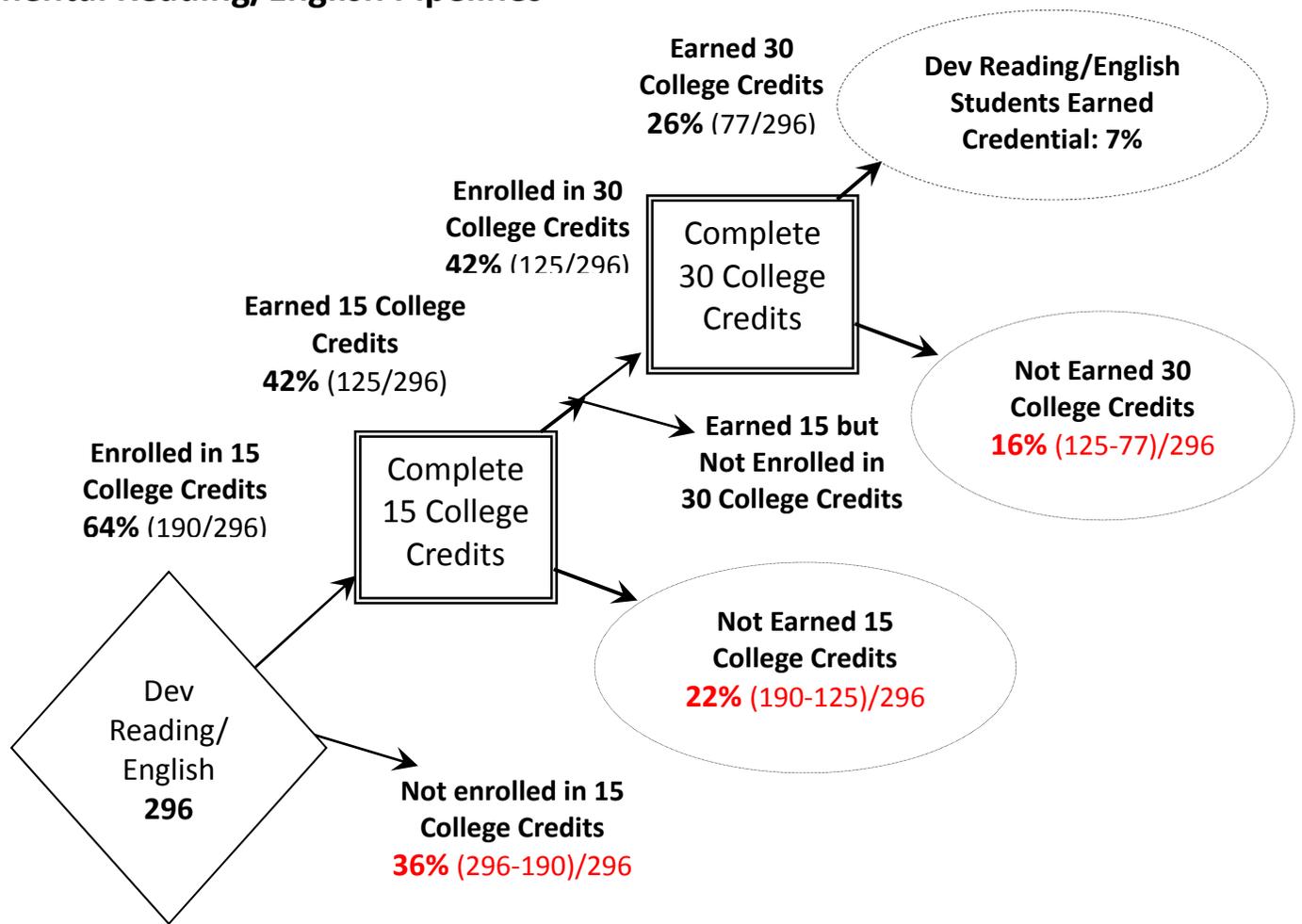
## 2008 Credential Seeking Student Developmental Math Student Pipelines



The figure above shows a pipeline for the 2008 cohort of credential seeking students enrolled in any level of developmental math. Displaying the student-level data graphically provides clear insight into the areas of success and opportunities for improvement. Of the initial group of 668 students, 65 percent were successful in attaining the momentum point of completing 15 college credits. Nearly 48 percent successfully completed at least 30 college credits. Conversely, approximately one-third of the starting cohort did not enroll in at least 15 credit hours.

The figure also shows that 17 percent of developmental credential seeking students achieved the milestone of graduation within 150 percent of normal time, which is 2 percentage points above the overall Harper College graduation rate. On a national level, math is the subject that requires more remedial assistance than any other subject (Adelman, 2004). Specifically, 28 percent of community college students take at least one remedial course in any level of mathematics (Attewell, Lavin, Domina, and Levey, 2006). This highlights the need to work more closely with high schools to develop strategies that will better prepare students, specifically in the subject of mathematics.

## 2008 Credential Seeking Student Developmental Reading/English Pipelines



Sample: 2008 cohorts, tracked for three years  
 SOURCE: Harper College Cognos ODS  
 [Student Detail] Package  
 \* *Earned is defined as successful completion (A,B,C)*

The figure above shows a pipeline for the 2008 cohort of credential seeking students enrolled in any level of both developmental reading and English. Displaying the student-level data graphically provides clear insight into the areas of success and opportunities for improvement. Of the initial group of 296 students, 42 percent were successful in attaining the momentum point of completing 15 college credits. Nearly 26 percent successfully completed at least 30 college credits. Conversely, approximately one-third of the starting cohort did not enroll in at least 15 credit hours. The figure also shows that 7 percent of credential seeking students achieved the milestone of graduation within 150 percent of normal time, which is 8 percentage points below the overall Harper College graduation rate.

## References

- Adelman, C. (2004). *Principal indicators of student academic histories in postsecondary education, 1972–2000*. Washington, D.C.: Institute of Education Sciences.
- Adelman, C. (2006). *The toolbox revisited: Paths to degree completion from high school through college*. Washington, DC: U.S. Department of Education
- Attewell, P., Lavin, D., Domina, T., & Levey, T. (2006). New evidence on college remediation. *The Journal of Higher Education*, 77(5).

## Fall Semester (10<sup>th</sup> Day) Profile of Enrolled Credit Students

**Exhibit 3.1. Fall Degree Objective of Credit Students\***

	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	N	%	N	%	N	%	N	%	N	%
To Only Complete One or Several Courses	6,062	40%	5,941	39%	6,540	41%	6,653	41%	6,741	42%
To Complete Certificate	1,230	8%	1,235	8%	1,225	8%	1,287	8%	1,360	9%
To Complete Associate Degree	7,864	52%	8,074	53%	7,946	51%	8,091	50%	7,906	49%
<b>Total</b>	<b>15,156</b>	<b>100%</b>	<b>15,250</b>	<b>100%</b>	<b>15,711</b>	<b>100%</b>	<b>16,060</b>	<b>100%</b>	<b>16,007</b>	<b>100%</b>

Source: ICCB E1 Submission (10<sup>th</sup> Day Enrollment)

**Exhibit 3.2. Fall Number of Credit Students by Residency Status\***

	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	N	%	N	%	N	%	N	%		
In District	13,173	87%	13,359	88%	13,860	88%	14,132	88%	14,063	88%
Out of District	1,871	12%	1,753	11%	1737	11%	1,810	11%	1,847	11%
Continuing Students	14	<1%	14	<1%	17	<1%	13	<1%	23	<1%
Foreign Country	98	1%	124	1%	97	<1%	105	<1%	74	<1%
<b>Total</b>	<b>15,156</b>	<b>100%</b>	<b>15,250</b>	<b>100%</b>	<b>15,711</b>	<b>100%</b>	<b>16,060</b>	<b>100%</b>	<b>16,007</b>	<b>100%</b>

Source: ICCB E1 Submission (10<sup>th</sup> Day Enrollment)

**Exhibit 3.3. Fall Number of Credit Students by  
Full-Time/Part-Time Status\***

	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	N	%	N	%	N	%	N	%		
12 or more hours	6,538	43%	6,753	44%	6,988	45%	6,964	43%	6,420	40%
6 to Less Than 12 Hours	3,994	26%	4,167	27%	4,425	28%	4,939	31%	5,205	33%
Less Than 6 Hours	4,624	31%	4,330	29%	4,298	27%	4,157	26%	4,382	27%
Total Part-Time	8,618	57%	8,497	56%	8,723	55%	9,096	57%	9,587	60%
Total Full-Time	6,538	43%	6,753	44%	6,988	45%	6,964	43%	6,420	40%
<b>Total All Students</b>	<b>15,156</b>	<b>100%</b>	<b>15,250</b>	<b>100%</b>	<b>15,711</b>	<b>100%</b>	<b>16,060</b>	<b>100%</b>	<b>16,007</b>	<b>100%</b>

Source: ICCB E1 Submission (10<sup>th</sup> Day Enrollment)

**\*NOTE:** Official counts submitted to ICCB may differ from official Enrollment Services (Registrar) counts due to different reporting requirements.

**Exhibit 3.4. Fall Number of Credit Students by Student Enrollment Status  
And Full-Time/Part-Time\***

	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	Full Time	Part Time								
First-time Student in College-Level Coursework	2,107	1,188	2,122	1,088	2,173	1,331	2,185	1,540	2,129	1,725
	32.2%	13.8%	31.4%	12.8%	31.7%	17.1%	31.0%	17.0%	33.2%	18.0%
New Pre-College Student	4	393	3	270	849	455	1,452	1,034	1,502	1,532
	0.1%	4.6%	0.0%	3.2%	12.4%	5.9%	21.0%	11.0%	23.3%	16.0%
Transfer Student	412	651	539	864	573	1,074	711	1,226	646	1,320
	6.3%	7.6%	8.0%	10.2%	8.4%	13.9%	10.0%	13.0%	10.1%	13.7%
Previous Degree	N/A	N/A	N/A	N/A	N/A	N/A	167	1,005	167	937
	N/A	N/A	N/A	N/A	N/A	N/A	2.0%	11.0%	2.6%	9.9%
Continuing Student	3,623	4,896	3,699	4,915	3,072	4,545	2,267	3,923	1,828	3,729
	55.4%	56.8%	54.8%	57.8%	44.9%	58.7%	33.0%	43.0%	28.5%	38.9%
Returning Student	392	1,490	390	1,246	177	343	182	368	148	344
	6.0%	17.3%	5.8%	14.7%	2.6%	4.4%	3.0%	4.0%	2.3%	3.6%
<b>Total</b>	<b>6,538</b>	<b>8,618</b>	<b>6,753</b>	<b>8,497</b>	<b>6,844</b>	<b>7,748</b>	<b>6,964</b>	<b>9,096</b>	<b>6,420</b>	<b>9,587</b>
	<b>100%</b>									

Source: ICCB E1 Submission (10<sup>th</sup> Day Enrollment)

### Exhibit 3.5. Fall Age Groups of Credit Students\*

	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	N	%	N	%	N	%	N	%	N	%
18 & Under	2,639	17%	2,650	17%	1,855	12%	2,402	15%	2,273	14%
19-24	6,938	46%	7,044	46%	7,846	50%	7,594	47%	7,518	47%
25-28	1,487	10%	1,561	10%	1,699	11%	1,752	11%	1,749	11%
29-33	1,212	8%	1,148	8%	1,192	7%	1,244	8%	1,329	8%
34-38	867	6%	849	6%	865	6%	873	5%	890	6%
39-42	553	4%	556	4%	568	4%	606	4%	582	4%
43-47	589	4%	580	4%	641	4%	602	4%	585	4%
48-52	455	3%	411	3%	489	3%	472	3%	477	3%
53-57	221	2%	249	2%	300	1%	286	2%	323	2%
58 & Over	190	1%	199	1%	235	2%	229	1%	269	2%
Unknown	5	<1%	3	<1%	21	<1%	0	0%	12	<1%
<b>Total</b>	<b>15,156</b>	<b>100%</b>	<b>15,250</b>	<b>100%</b>	<b>15,711</b>	<b>100%</b>	<b>16,060</b>	<b>100%</b>	<b>16,007</b>	<b>100%</b>
Average Age	26		26		26		26		27	
Standard Deviation **	10.3		10.3		10.5		10.3		10.6	

Source: ICCB E1 Submission (10<sup>th</sup> Day Enrollment)

**\*NOTE:** Official counts submitted to ICCB may differ from official Enrollment Services (Registrar) counts due to different reporting requirements.

\*\*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.

### Exhibit 3.6. Fall Gender of Credit Students\*

	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	N	%	N	%	N	%	N	%	N	%
Male	6,638	44%	6,799	45%	7,058	45%	7,113	44%	7,048	44%
Female	8,514	56%	8,446	55%	8,653	55%	8,947	56%	8,941	56%
Unknown	4	<1%	5	<1%	0	0%	0	0%	18	0%
<b>Total</b>	<b>15,156</b>	<b>100%</b>	<b>15,250</b>	<b>100%</b>	<b>15,711</b>	<b>100%</b>	<b>16,060</b>	<b>100%</b>	<b>16,007</b>	<b>100%</b>

Source: ICCB E1 Submission (10<sup>th</sup> Day Enrollment)

### Exhibit 3.7. Fall Race/Ethnicity of Credit Students\*

	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	N	%	N	%	N	%	N	%		
Asian or Pacific Islander	1,797	12%	1,783	12%	1,779	11%	1,723	11%	1,676	11%
American Indian or Alaskan Native	42	<1%	35	<1%	36	<1%	40	<1%	29	<1%
African-American	622	4%	623	4%	734	5%	859	5%	905	6%
Hispanic	2,394	16%	2,577	17%	2,572	16%	2,722	17%	2,703	17%
White Non-Hispanic	8,960	59%	8,938	59%	9,291	59%	9,533	59%	9,424	59%
Nonresident Alien	148	1%	158	1%	96	<1%	58	<1%	29	<1%
Unknown	1,193	8%	1,136	7%	1,203	8%	1,125	7%	1,241	8%
<b>Total</b>	<b>15,156</b>	<b>100%</b>	<b>15,250</b>	<b>100%</b>	<b>15,711</b>	<b>100%</b>	<b>16,060</b>	<b>100%</b>	<b>16,007</b>	<b>100%</b>

Source: ICCB E1 Submission (10<sup>th</sup> Day Enrollment)

**Exhibit 3.8. Fall Race/Ethnicity by Gender of Credit Students\***

Fall 2011	Male		Female		Unknown		Total	
	N	%	N	%	N	%	N	%
Asian or Pacific Islander	763	11%	907	10%	6	33%	1,676	10%
American Indian or Alaskan Native	14	<1%	15	<1%	0	0%	29	<1%
African-American	420	6%	483	5%	2	11%	905	6%
Hispanic	1,101	16%	1,600	18%	2	11%	2,703	17%
White Non-Hispanic	4,183	59%	5,234	59%	7	39%	9,424	59%
International	10	<1%	19	<1%	0	0%	29	<1%
Unknown	557	8%	683	8%	1	6%	1,241	8%
<b>Total</b>	<b>7,048</b>	<b>100%</b>	<b>8,941</b>	<b>100%</b>	<b>18</b>	<b>100%</b>	<b>16,007</b>	<b>100%</b>

Source: ICCB E1 Submission (10<sup>th</sup> Day Enrollment)

\*NOTE: Official counts submitted to ICCB may differ from official Enrollment Services (Registrar) counts due to different reporting requirements.

**Exhibit 3.9. Fall Age Group by Gender of Credit Students\***

Fall 2011	Male		Female		Unknown		Total	
	N	%	N	%	N	%	N	%
18 & Under	1,183	17%	1,083	12%	7	38%	2,273	14%
19-24	3,725	53%	3,789	42%	4	22%	7,518	47%
25-28	740	10%	1,008	11%	1	6%	1,749	11%
29-33	480	7%	848	10%	1	6%	1,329	9%
34-38	287	4%	603	7%	0	0%	890	6%
39-42	165	2%	415	5%	2	11%	582	4%
43-47	156	2%	427	5%	2	11%	585	4%
48-52	111	2%	366	4%	0	0%	477	3%
53-57	103	2%	220	2%	0	0%	323	2%
58 & Over	92	1%	177	2%	0	0%	269	2%
Unknown	6	<1%	5	<1%	1	6%	12	<1%
<b>Total</b>	<b>7,048</b>	<b>100%</b>	<b>8,941</b>	<b>100%</b>	<b>18</b>	<b>100%</b>	<b>16,007</b>	<b>100%</b>

Source: ICCB E1 Submission (10<sup>th</sup> Day Enrollment)

**Exhibit 3.10. Fall Market Segment by Gender of Credit Students\***

Fall 2011	Male		Female		Unknown		Total	
	N	%	N	%	N	%	N	%
FTIC (18 & Under)	1,183	17%	1,083	12%	7	39%	2,273	14%
Young Adult (19-24)	3,725	53%	3,789	42%	4	22%	7,518	47%
Adults (25 & Over)	2,134	30%	4,064	45%	6	33%	6,204	39%
Unknown	6	<1%	5	<1%	1	6%	12	<1% %
<b>Total</b>	<b>7,048</b>	<b>100%</b>	<b>8,941</b>	<b>100%</b>	<b>18</b>	<b>100%</b>	<b>16,007</b>	<b>100%</b>

Source: ICCB E1 Submission (10<sup>th</sup> Day Enrollment)

### Exhibit 3.11. Fall Age Groups by Ethnicity of Credit Students\*

Fall 2011	Asian or Pacific Islander		American Indian or Alaskan Native		Black Non-Hispanic		Hispanic		White Non-Hispanic		Nonresident Alien		Unknown	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
18 & Under	190	11%	5	17%	140	15%	369	14%	1298	14%	0	0%	271	22%
19-24	821	49%	16	55%	352	39%	1192	44%	4596	49%	14	48%	527	42%
25-28	219	13%	1	3%	80	9%	294	11%	1020	11%	4	14%	131	11%
29-33	134	8%	2	7%	117	13%	281	10%	716	8%	0	0%	79	6%
34-38	116	7%	0	0%	68	8%	194	7%	458	5%	2	7%	52	4%
39-42	72	4%	1	3%	44	5%	136	5%	293	3%	0	0%	36	3%
43-47	53	3%	2	7%	37	4%	114	4%	332	4%	2	7%	45	4%
48-52	32	2%	0	0%	30	3%	50	2%	331	4%	3	10%	31	2%
53-57	19	1%	1	3%	19	2%	35	1%	219	2%	1	3%	29	2%
58 & Over	19	1%	1	3%	16	2%	37	1%	160	2%	3	10%	33	3%
Unknown	1	0%	0	0%	2	<1%	1	0%	1	<1%	0	0%	7	1%
<b>Total</b>	1676	100%	29	100%	905	100%	2703	100%	9424	100%	29	100%	1241	100%

Source: ICCB E1 Submission (10<sup>th</sup> Day Enrollment)

**\*NOTE:** Official counts submitted to ICCB may differ from official Enrollment Services (Registrar) counts due to different reporting requirements.

**Exhibit 3.12. Fall Ethnicity by Market Segment of Credit Students\***

Fall 2011	FTIC (18 & Under)		Young Adult (19-24)		Adults (25 & Over)		Unknown	
	N	%	N	%	N	%	N	%
Asian or Pacific Islander	190	8%	821	11%	664	11%	1	8%
American Indian or Alaskan Native	5	0%	16	0%	8	0%	0	0%
Black Non-Hispanic	140	6%	352	5%	411	7%	2	17%
Hispanic	369	16%	1,192	16%	1141	18%	1	8%
White Non-Hispanic	1,298	58%	4,596	61%	3529	57%	1	8%
Nonresident Alien	0	0%	14	<1%	15	<1%	0	0%
Unknown	271	12%	527	7%	436	7%	7	58%
<b>Total</b>	2,273	<b>100%</b>	7,518	<b>100%</b>	6204	<b>100%</b>	12	<b>100%</b>

Source: ICCB E1 Submission (10<sup>th</sup> Day Enrollment)

**Exhibit 3.13. Fall Gender by Full-Time/Part-Time Credit Students\***

Fall 2011	Full-Time		Part-Time		Total	
	N	%	N	%	N	%
Male	3,307	52%	3,741	39%	7,048	44%
Female	3,107	48%	5,834	61%	8,941	56%
Unknown	6	<1%	12	<1%	18	<1%
<b>Total</b>	<b>6,420</b>	<b>100%</b>	<b>9,587</b>	<b>100%</b>	<b>16,007</b>	<b>100%</b>

Source: ICCB E1 Submission (10<sup>th</sup> Day Enrollment)

**\*NOTE:** Official counts submitted to ICCB may differ from official Enrollment Services (Registrar) counts due to different reporting requirements.

**Exhibit 3.14. Fall Gender of Credit Students by Credit Hours Taken\***

Fall 2011	12 or More Hours		6 to Less Than 12 Hours		Less Than 6 Hours	
	N	%	N	%	N	%
Male	3307	52%	2129	41%	1612	37%
Female	3107	48%	3070	59%	2764	63%
Unknown	6	<1%	6	<1%	6	<1%
<b>Total</b>	<b>6,420</b>	<b>100%</b>	<b>5205</b>	<b>100%</b>	<b>4382</b>	<b>100%</b>

Source: ICCB E1 Submission (10<sup>th</sup> Day Enrollment)

**Exhibit 3.15. Fall Race/Ethnicity of Credit Students  
by Credit Hours Taken\***

Fall 2011	12 or More Hours		6 to Less Than 12 Hours		Less Than 6 Hours	
	N	%	N	%	N	%
Asian or Pacific Islander	706	11%	523	10%	447	10%
American Indian or Alaskan Native	15	0%	7	0%	7	0%
Black Non-Hispanic	431	7%	336	7%	138	3%
Hispanic	861	13%	798	15%	1044	24%
White Non-Hispanic	3848	60%	3150	61%	2426	56%
Nonresident Alien	5	<1%	10	<1%	14	<1%
Unknown	554	9%	381	7%	306	7%
<b>Total</b>	<b>6420</b>	<b>100%</b>	<b>5205</b>	<b>100%</b>	<b>4382</b>	<b>100%</b>

Source: ICCB E1 Submission (10<sup>th</sup> Day Enrollment)

**Exhibit 3.16. Fall Number of Credit Students from  
In-District High Schools\***

<b>Fall 2011</b>			
<b>Rank</b>	<b>High School</b>	<b>N (16,007)</b>	<b>Percent</b>
1	Schaumburg	879	5.5%
2	Palatine	794	5.0%
3	Hoffman Estates	728	4.5%
4	James Conant	728	4.5%
5	Rolling Meadows	659	4.0%
6	William Fremd	635	3.9%
7	Elk Grove	625	3.9%
8	Wheeling	607	3.8%
9	Buffalo Grove	561	3.5%
10	Prospect	559	3.4%
11	John Hersey	550	3.4%
12	Barrington	528	3.3%
13	Saint Viator	96	0.6%
14	ChristianLibertyAcademy	37	0.2%
15	SchaumburgChristianSchool	7	<1%
<b>Total</b>		<b>7,993</b>	<b>49.2%</b>

Source: ICCB E1 File & Banner System \*NOTE: Official counts submitted to ICCB may differ from official Enrollment Services (Registrar) counts due to different reporting requirements. These are graduates from any year.

**Exhibit 3.17. Fall Number of Credit Students from the  
Top 10 Out-of-District High Schools\***

<b>Fall 2011</b>			
<b>Rank</b>	<b>High School</b>	<b>N (16,007)</b>	<b>Percent</b>
1	Lake Zurich	198	1.2%
2	Streamwood	186	1.2%
3	Adlai E. Stevenson	121	0.8%
4	Maine West	109	0.7%
5	Harry D Jacobs	101	0.6%
6	Cary Grove	100	0.6%
7	Maine East	89	0.6%
8	Lake Park	80	0.5%
9	Dundee-Crown	66	0.4%
10	Bartlett	61	0.4%
<b>Total</b>		<b>1,111</b>	<b>6.9%</b>

Source: ICCB E1 File & Banner System

**Exhibit 3.18. Fall Number of Credit Students from the  
Top 10 In-District Municipalities\***

<b>Fall 2011</b>			
<b>Rank</b>	<b>City</b>	<b>N (16,007)</b>	<b>Percent</b>
1	Schaumburg	2,204	13.8%
2	Palatine	2,151	13.4%
3	Arlington Heights	1,679	10.5%
4	Hoffman Estates**	1,620	10.1%
5	Mount Prospect	1,151	7.2%
6	Wheeling	1028	6.4%
7	Elk Grove Village	879	5.5%
8	Rolling Meadows	680	4.2%
9	Buffalo Grove**	493	2.6%
10	Hanover Park**	413	2.5%
<b>Total</b>		<b>12,298</b>	<b>76.8%</b>

Source: ICCB E1 File & Banner System; Top 10 Cities

**\*NOTE:** Official counts submitted to ICCB may differ from official Enrollment Services (Registrar) counts due to different reporting requirements.

\*\*Partially In-District.

**Exhibit 3.19. Fall Number of Credit Students from the  
Top 10 In-District Zip Codes\***

<b>Fall 2011</b>			
<b>Rank</b>	<b>Zip Code</b>	<b>N (16,007)</b>	<b>Percent</b>
1	60056	1244	7.8
2	60074	1220	7.6
3	60169	1188	7.4
4	60193	1153	7.2
5	60004	1052	6.6
6	60090	1027	6.4
7	60067	986	6.2
8	60007	884	5.5
9	60010	710	4.4
10	60008	682	4.3
<b>Total</b>		<b>10,146</b>	<b>63.4%</b>

Source: ICCB E1 File & Banner System; Top 10 Zip Codes

**\*NOTE:** Official counts submitted to ICCB may differ from official Enrollment Services (Registrar) counts due to different reporting requirements.

**Exhibit 3.20. Annual (2010 – 2011) Enrollment  
from Top 10 Cities Within the Harper District**

<b>Rank</b>	<b>City</b>	<b>N</b>
1	Schaumburg	3327
2	Palatine	3189
3	Arlington Heights	2794
4	Hoffman Estates	2479
5	Mount Prospect	1624
6	Wheeling	1359
7	Elk Grove Village	1344
8	Rolling Meadows	976
9	Buffalo Grove	669
10	Barrington	652
<b>Total</b>		<b>18,413</b>

Source: ICCB A1 File & Banner System; Top 10 Cities

**\*NOTE:** Official counts submitted to ICCB may differ from official Enrollment Services (Registrar) counts due to different reporting requirements.

**Exhibit 3.21 : Market Penetration: Percentage Share of Public High School Graduates**

District	2008 high school graduates***	2008 graduates enrolled at Harper**	% of 2008 graduates enrolled at Harper	2009 high school graduates***	2009 graduates enrolled at Harper**	% of 2009 graduates enrolled at Harper	2010 high school graduates***	2010 graduates enrolled at Harper**	% of 2010 graduates enrolled at Harper	2011 high school graduates***	2011 graduates enrolled at Harper**	% of 2011 graduates enrolled at Harper
211	3100	1075	34.68%	3062	1057	34.52%	2998	1039	34.66%	2938	1075	36.59%
214	2944	1125	38.21%	2939	1023	34.81%	2873	1031	35.89%	2924	1045	35.74%
220	755	161	21.32%	708	191	26.98%	718	179	24.93%	747	185	24.77%
<b>Total public</b>	<b>6799</b>	<b>2361</b>	<b>34.73%</b>	<b>6709</b>	<b>2271</b>	<b>33.85%</b>	<b>6589</b>	<b>2249</b>	<b>34.13%</b>	<b>6609</b>	<b>2305</b>	<b>34.88%</b>

\*\*From ICCB A1 file. These are graduates only from the same year as the 1st term they enrolled at Harper.

\*\*\*Provided by school district offices .

## Annual Credit Enrollments

**Exhibit 3.22. Annual Credit Student Headcounts\***

	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
Annual Number of Students	25,314	25,817	26,441	27,733	28,029
<b>By Semester</b>					
Summer	9,511	9,613	9,869	10,636	10,742
Fall	16,171	16,454	16,621	17,484	17,659
Spring	15,441	15,760	15,992	17,215	17,280

Source: ICCB A1 Files

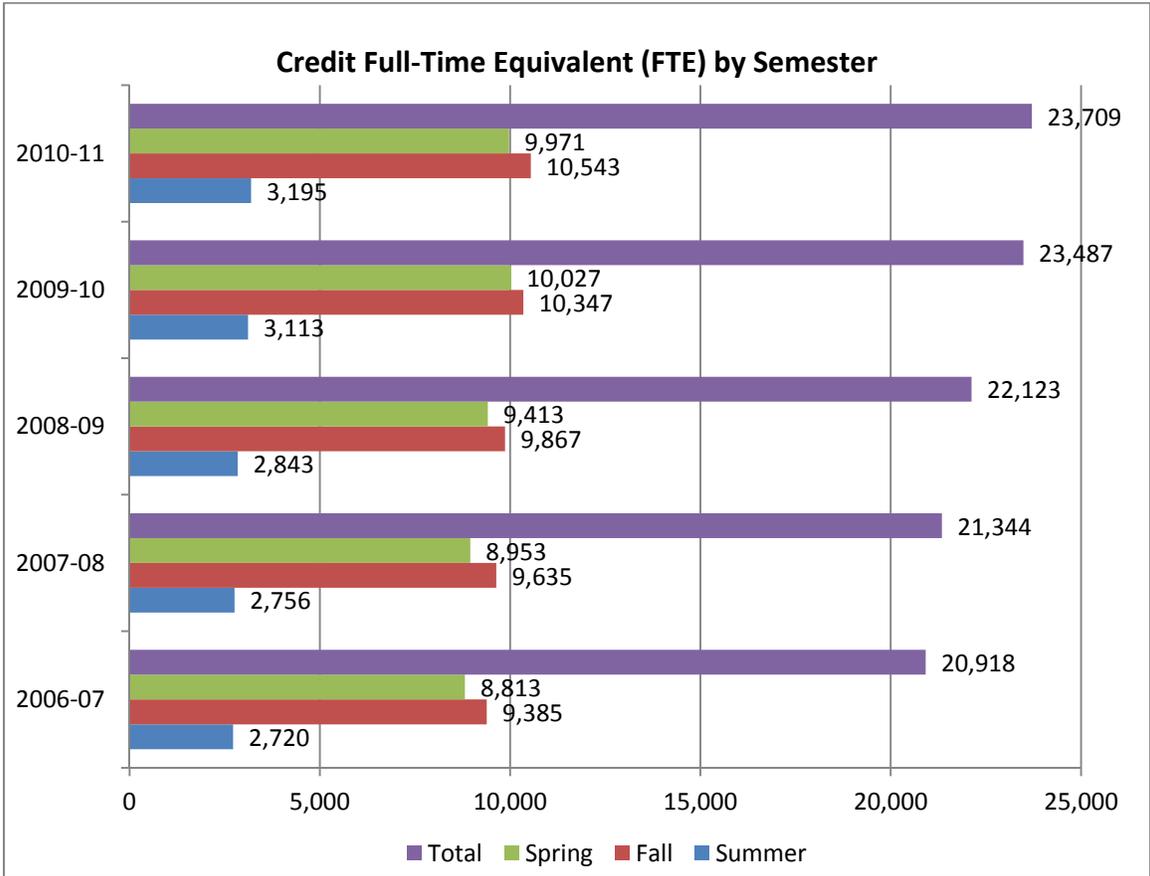
**\*NOTE:** Official counts submitted to ICCB may differ from official Enrollment Services (Registrar) counts due to different reporting requirements.

**Exhibit 3.23. Annual Credit Full-Time Equivalent (FTE) by Semester\***

	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
Summer	2,720	2,756	2,843	3,113	3,195
Fall	9,385	9,635	9,867	10,347	10,543
Spring	8,813	8,953	9,413	10,027	9,971
<b>Total</b>	<b>20,918</b>	<b>21,344</b>	<b>22,123</b>	<b>23,487</b>	<b>23,709</b>

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

**\*NOTE:** Official counts submitted to ICCB may differ from official Enrollment Services (Registrar) counts due to different reporting requirements.



## Annual Profile of Enrolled Credit Students

**Exhibit 3.24. Annual Full-Time/Part-Time Credit Students and Average Credit Hours per Semester\***

		2006-07		2007-08		2008-09		2009-10		2010-11	
		N	%	N	%	N	%	N	%	N	%
Summer	PT	6,942	73.0%	6,707	71.2%	7,089	71.8%	7,500	70.5%	7,292	67.9%
	FT	2,569	27.0%	2,707	28.8%	2,780	28.2%	3,136	29.5%	3,450	32.1%
Fall	PT	9,673	59.8%	9,498	58.5%	9,626	57.9%	10,167	58.2%	10,387	58.8%
	FT	6,498	40.2%	6,740	41.5%	6,995	42.1%	7,317	41.8%	7,272	41.2%
Spring	PT	9,699	62.8%	9,625	62.0%	9,855	61.6%	10,578	61.4%	11,065	64.0%
	FT	5,742	37.2%	5,904	38.0%	6,137	38.4%	6,637	38.6%	6,215	36.0%

		2006-07		2007-08		2008-09		2009-10		2010-11	
		Avg.	Std. Dev.								
Summer	PT	3.2	0.9	3.3	0.8	3.2	0.9	3.2	0.9	3.2	0.9
	FT	7.2	1.9	7.1	1.8	7.2	2.0	6.1	2.3	7.0	1.6
Fall	PT	5.3	2.6	5.5	2.6	5.4	2.6	5.1	2.5	5.7	2.6
	FT	13.7	1.7	13.7	1.8	13.7	1.8	12.7	3.0	13.6	1.7
Spring	PT	5.5	2.6	5.5	2.6	5.5	2.6	5.2	2.5	5.8	2.7
	FT	13.7	1.8	13.7	1.8	13.7	1.8	12.5	3.2	13.8	1.9

Source: ICCB A1 Files

**\*NOTE:** Official counts submitted to ICCB may differ from official Enrollment Services (Registrar) counts due to different reporting requirements.

**Std. Dev. (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.

**Exhibit 3.25. Annual Number of Credit Students by Age Group\***

	2006-07		2007-08		2008-09		2009-10		2010-11	
	N	%	N	%	N	%	N	%	N	%
18 & Under	3,603	14.2%	3,678	14.2%	3759	14.2%	3690	13.3%	3557	12.7%
19-24	11,793	46.6%	12,068	46.7%	12390	46.9%	12986	46.8%	13199	47.1%
25-28	2,607	10.3%	2,707	10.5%	2756	10.4%	2936	10.6%	3116	11.1%
29-33	2,066	8.2%	2,148	8.3%	2128	8.0%	2182	7.9%	2303	8.2%
34-38	1,622	6.4%	1,523	5.9%	1546	5.8%	1640	5.9%	1619	5.8%
39-42	979	3.9%	969	3.8%	1006	3.8%	1050	3.8%	1095	3.9%
43-47	1,110	4.4%	1,030	4.0%	1051	4.0%	1166	4.2%	1164	4.2%
48-52	816	3.2%	813	3.1%	798	3.0%	945	3.4%	889	3.2%
53-57	383	1.5%	363	1.4%	462	1.7%	516	1.9%	561	2.0%
58 & Over	332	1.3%	342	1.3%	402	1.5%	483	1.7%	503	1.8%
Unknown	3	<1%	176	.7%	143	.5%	139	.5%	23	.1%
<b>Total Enrollment</b>	<b>25,314</b>	<b>100%</b>	<b>25,817</b>	<b>100%</b>	<b>26441</b>	<b>100.0</b>	<b>27,733</b>	<b>100.0</b>	<b>28,029</b>	<b>100.0</b>
Average Age	27.0		26.0		27.8		27.8		28.1	
Standard Dev.	10.3		10.2		10.5		10.7		10.8	

Source: ICCB A1 Files

**Exhibit 3.26. Annual Gender of Credit Students\***

	2006-07		2007-08		2008-09		2009-10		2010-11	
	N	%	N	%	N	%	N	%	N	%
Female	14,176	56.0%	14,379	56.0%	14,564	55.1%	15,187	54.8%	15,487	55.3%
Male	11,138	44.0%	11,438	44.0%	11,875	44.9%	12,546	45.2%	12,406	44.3%
Unknown	0	0%	0	0%	2	<1%	0	0%	136	0.4%
<b>Total</b>	<b>25,314</b>	<b>100%</b>	<b>25,817</b>	<b>100%</b>	<b>26,441</b>	<b>100%</b>	<b>27,733</b>	<b>100%</b>	<b>28,029</b>	<b>100%</b>

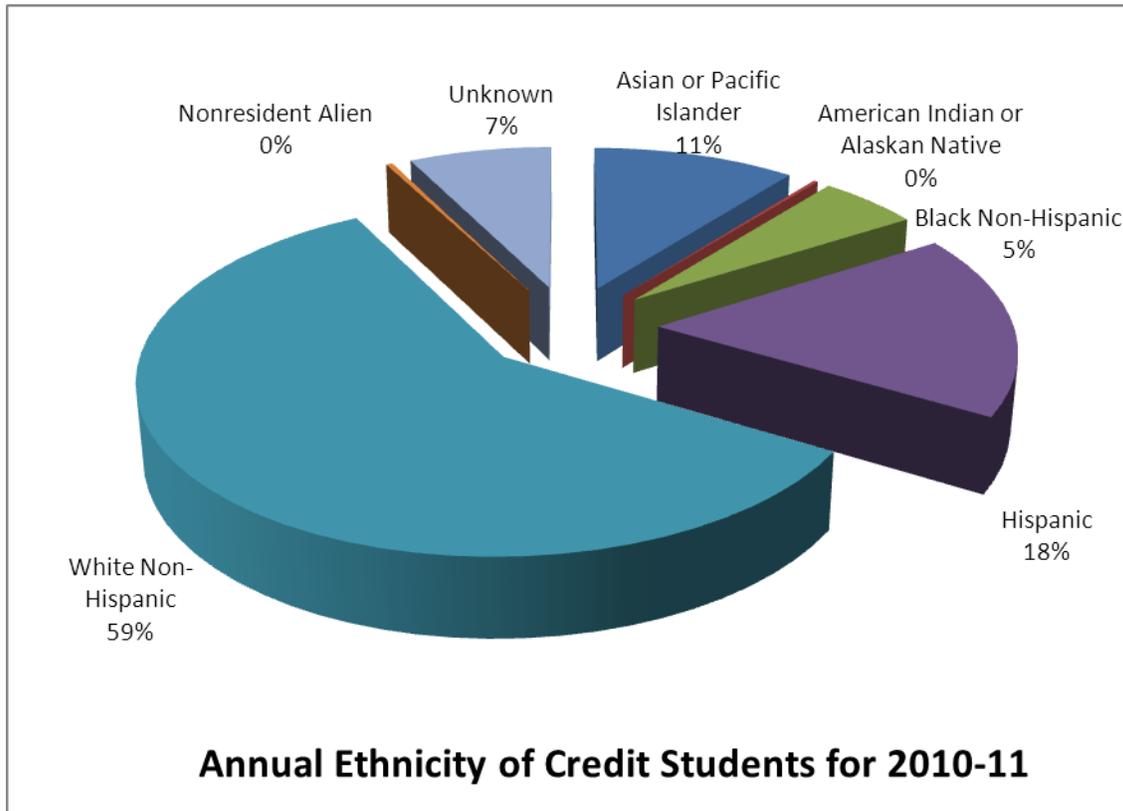
Source: ICCB A1 Files

### Exhibit 3.27. Annual Ethnicity of Credit Students\*

	2006-07		2007-08		2008-09		2009-10		2010-11	
	N	%	N	%	N	%	N	%	N	%
Asian or Pacific Islander	3,070	12.0%	3,011	12.0%	2,967	11.0%	2,994	10.8%	2,960	10.6%
American Indian or Alaskan Native	60	<1%	62	<1%	62	<1%	64	<1%	65	<1%
Black Non-Hispanic	1,030	4.0%	1,038	4.0%	1,068	4.0%	1,292	4.7%	1,472	5.3%
Hispanic	4,469	18.0%	4,588	18.0%	4,759	18.0%	4,867	17.5%	4,889	17.4%
White Non-Hispanic	14,479	57.0%	14,769	57.0%	14,572	55.0%	15,966	57.6%	16,462	58.7%
Nonresident Alien	199	1.0%	223	1.0%	235	<1%	140	<1%	95	<1%
Unknown	2,007	8.0%	2,126	8.0%	2,778	11.0%	2,410	8.7%	2,086	7.4%
<b>Total</b>	<b>25,314</b>	<b>100%</b>	<b>25,817</b>	<b>100%</b>	<b>26,441</b>	<b>100%</b>	<b>27,733</b>	<b>100%</b>	<b>28,029</b>	<b>100%</b>

Source: ICCB A1 Files

\*NOTE: Official counts submitted to ICCB may differ from official Enrollment Services (Registrar) counts due to different reporting requirements.



**Exhibit 3.28. Annual Race/Ethnicity by Gender of Credit Students\***

FY 2011	Male		Female		Unknown		Total	
	N	%	N	%	N	%	N	%
Asian or Pacific Islander	1,313	10.6%	1,637	10.6%	10	7.4%	2,960	10.6%
American Indian or Alaskan Native	30	<1%	35	<1%	0	0.0%	65	0.2%
Black Non-Hispanic	641	5.2%	826	5.3%	5	3.7%	1,472	5.3%
Hispanic	2,173	17.5%	2,704	17.5%	12	8.8%	4,889	17.4%
White Non-Hispanic	7,307	58.9%	9,100	58.8%	55	40.4%	16,462	58.7%
Nonresident Alien	27	<1%	68	<1%	0	0.0%	95	0.3%
Unknown	915	7.4%	1,117	7.2%	54	39.7%	2,086	7.5%
<b>Total</b>	<b>12,406</b>	<b>100%</b>	<b>15,487</b>	<b>100%</b>	<b>136</b>	<b>100%</b>	<b>28,029</b>	<b>100%</b>

Source: ICCB A1 Files

\*NOTE: Official counts submitted to ICCB may differ from official Enrollment Services (Registrar) counts due to different reporting requirements.

**Exhibit 3.29. Annual Age Group by Gender\***

FY 2011	Male		Female		Unknown		Total	
	N	%	N	%	N	%	N	%
18 & Under	1801	14.5%	1742	11.2%	14	10.3%	3557	12.7%
19-24	6443	51.9%	6697	43.2%	59	43.4%	13199	47.1%
25-28	1359	11.0%	1750	11.3%	7	5.1%	3116	11.1%
29-33	933	7.5%	1361	8.8%	9	6.6%	2303	8.2%
34-38	548	4.4%	1069	6.9%	2	1.5%	1619	5.8%
39-42	362	2.9%	720	4.6%	13	9.6%	1095	3.9%
43-47	333	2.7%	819	5.3%	12	8.8%	1164	4.2%
48-52	251	2.0%	633	4.1%	5	3.7%	889	3.2%
53-57	175	1.4%	382	2.5%	4	2.9%	561	2.0%
58 & Over	197	1.6%	302	2.0%	4	2.9%	503	1.8%
Unknown	4	0.0%	12	.1%	7	5.1%	23	.1%
<b>Total</b>	<b>12,406</b>	<b>100.0%</b>	<b>15487</b>	<b>100.0</b>	<b>136</b>	<b>100.0%</b>	<b>28,029</b>	<b>100.0%</b>

Source: ICCB A1 Files

**Exhibit 3.30. Annual Market Segment by Gender\***

FY 2011	Male		Female		Unknown		Total	
	N	%	N	%	N	%	N	%
FTIC (18 & Under)	1,801	14.5%	1,742	11.2%	14	10.3%	3,557	12.7%
Young Adult (19-24)	6,443	51.9%	6,697	43.2%	59	43.4%	13,199	47.1%
Adults (25 & Over)	4,158	33.5%	7,036	45.4%	56	41.2%	11,250	40.1%
Unknown	4	<1%	12	<1%	7	5.1%	23	.1%
<b>Total</b>	<b>12,406</b>	<b>100.0</b>	<b>15,487</b>	<b>100.0</b>	<b>136</b>	<b>100.0</b>	<b>28,029</b>	<b>100.0</b>

Source: ICCB A1 Files

### Exhibit 3.31. Annual Age Group by Ethnicity\*

FY 2011	Asian or Pacific Islander		American Indian or Alaskan Native		Black Non-Hispanic		Hispanic		White Non-Hispanic		Nonresident Alien		Unknown	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
18&Under	330	11.1%	8	12.3%	244	16.6%	606	12.4%	2,101	12.8%	0	0%	268	12.8%
19-24	1,520	51.4%	34	52.3%	519	35.3%	1,880	38.5%	8,354	50.7%	48	50.5%	844	40.5%
25-28	333	11.3%	5	7.7%	156	10.6%	649	13.3%	1,756	10.7%	8	8.4%	209	10.0%
29-33	255	8.6%	7	10.8%	164	11.1%	589	12.0%	1,130	6.9%	5	5.3%	153	7.3%
34-38	185	6.3%	2	3.1%	128	8.7%	449	9.2%	742	4.5%	10	10.5%	103	4.9%
39-42	121	4.1%	4	6.2%	75	5.1%	272	5.6%	525	3.2%	6	6.3%	92	4.4%
43-47	87	2.9%	1	1.5%	100	6.8%	200	4.1%	651	4.0%	7	7.4%	118	5.7%
48-52	61	2.1%	2	3.1%	39	2.6%	109	2.2%	575	3.5%	4	4.2%	99	4.7%
53-57	35	1.2%	1	1.5%	29	2.0%	73	1.5%	335	2.0%	1	1.1%	87	4.2%
58&Over	32	1.1%	1	1.5%	17	1.2%	59	1.2%	289	1.8%	6	6.3%	99	4.7%
Unknown	1	0%	0	0%	1	.1%	3	.1%	4	0%	0	0%	14	.7%
<b>Total</b>	<b>2 960</b>	<b>100%</b>	<b>65</b>	<b>100%</b>	<b>1,472</b>	<b>100%</b>	<b>4,889</b>	<b>100%</b>	<b>16,462</b>	<b>100%</b>	<b>95</b>	<b>100%</b>	<b>2,086</b>	<b>100%</b>

Source: ICCB A1 Submission

\*NOTE: Official counts submitted to ICCB may differ from official Enrollment Services (Registrar) counts due to different reporting requirements.

**Exhibit 3.32. Annual Ethnicity by Market Segment\***

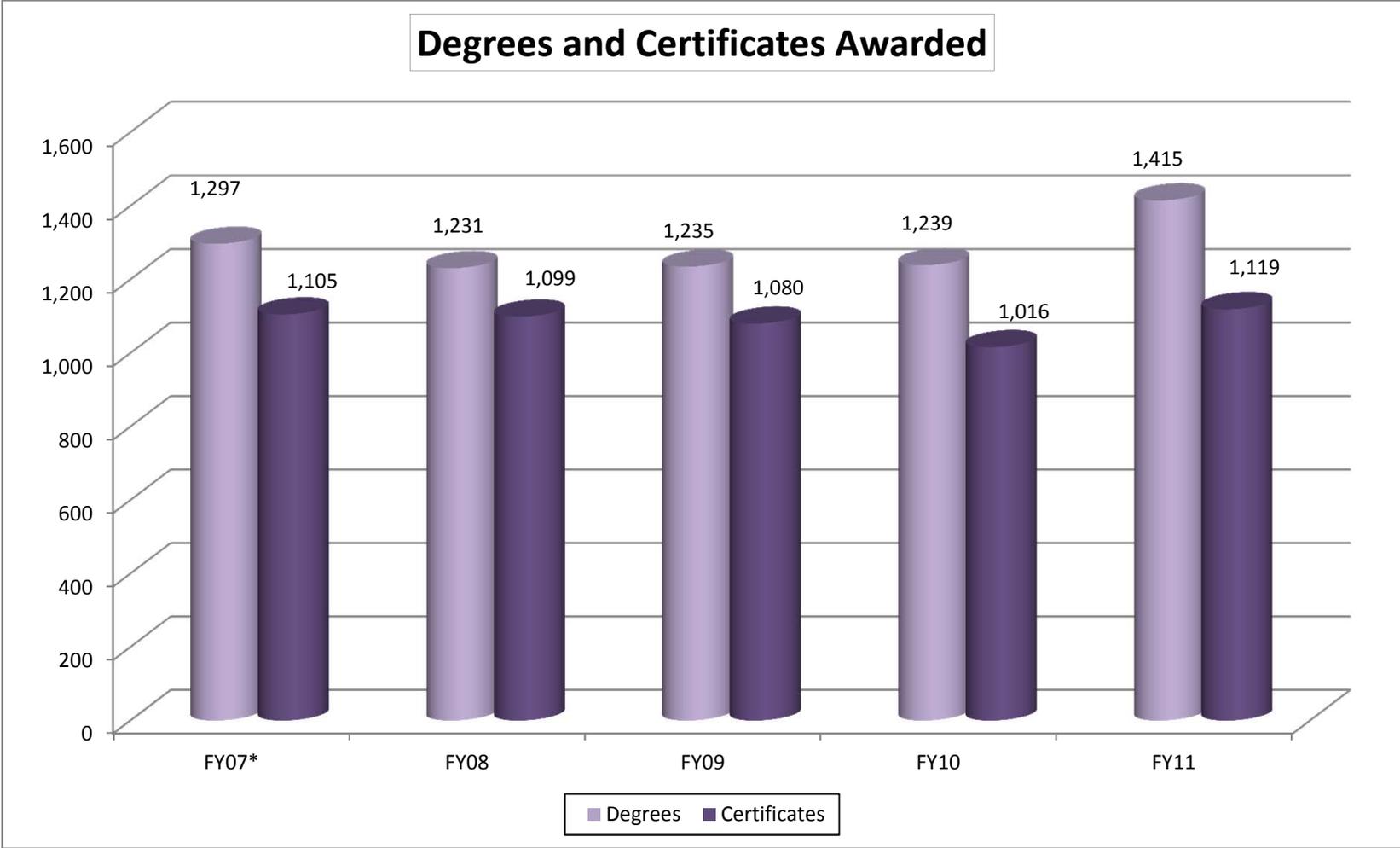
FY 2011	FTIC (18 & Under)		Young Adult (19-24)		Adults (25 & Over)		Unknown	
	N	%	N	%	N	%	N	%
Asian or Pacific Islander	330	9.3%	1520	11.5%	1109	9.9%	1	4.3%
American Indian or Alaskan Native	8	.2%	34	.3%	23	.2%	0	0%
Black Non-Hispanic	244	6.9%	519	3.9%	708	6.3%	1	4.3%
Hispanic	606	17.0%	1880	14.2%	2400	21.3%	3	13.0%
White Non-Hispanic	2101	59.1%	8354	63.3%	6003	53.4%	4	17.4%
Nonresident Alien	0	0%	48	.4%	47	.4%	0	0%
Unknown	268	7.5%	844	6.4%	960	8.5%	14	61.0%
<b>Total</b>	<b>3,557</b>	<b>100%</b>	<b>13,199</b>	<b>100%</b>	<b>11,250</b>	<b>100 %</b>	<b>23</b>	<b>100%</b>

Source: ICCB A1 Submission

**\*NOTE:** Official counts submitted to ICCB may differ from official Enrollment Services (Registrar) counts due to different reporting requirements.

**Exhibit 3.33. Degrees and Certificates Awarded**

	FY07*	FY08	FY09	FY10	FY11
Degrees	1,297	1,231	1,235	1,239	1,415
Certificates	1,105	1,099	1,080	1,016	1,119
<b>Total</b>	<b>2,402</b>	<b>2,330</b>	<b>2,315</b>	<b>2,255</b>	<b>2,534</b>



Source: Harper's Regent system through Fall '08 , Banner beginning Spring '09 and ICCB A1 FY 10 data.

### Exhibit 3.34. Types of Degrees Awarded

Degrees	FY 07	FY 08	FY 09	FY 10	FY 11
Associate in Arts (AA)	715	738	718	754	865
Associate in Applied Science (AAS)	463	392	426	371	439
Associate in Engineering Science (AES)	8	4	2	4	2
Associate in Fine Arts - Art (AFA-A)	4	5	1	5	5
Associate in Fine Arts - Music (AFA-M)	2	0	2	0	0
Associate in Fine Arts - Piano (AFA-P)	0	0	2	0	0
Associate in General Studies (AGS)	0	17	24	36	22
Associate in Science (AS)	105	75	60	69	82
<b>Total</b>	<b>1,297</b>	<b>1,231</b>	<b>1,235</b>	<b>1,239</b>	<b>1,415</b>

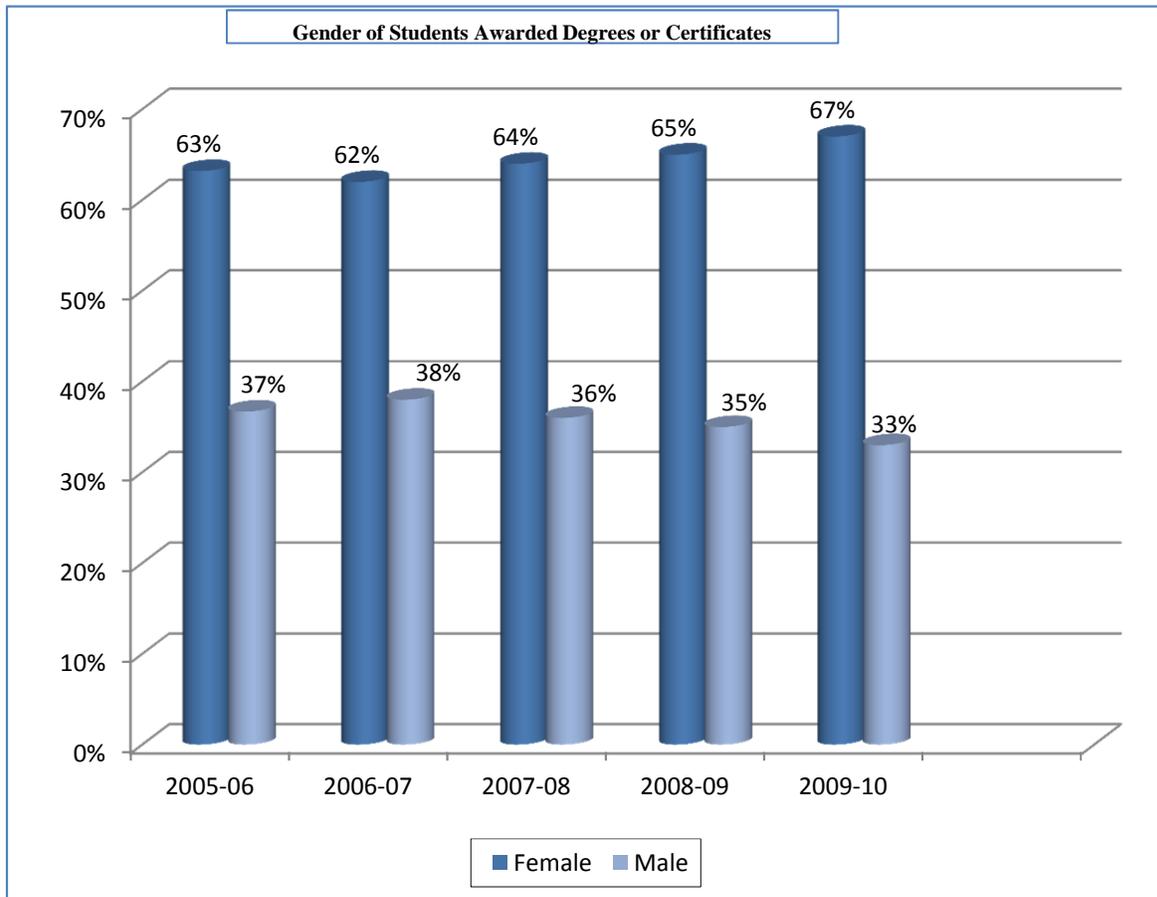
Source: Harper's Regent system through Fall '08 , Banner beginning Spring '09 and ICCB A1 FY 10 data.

\*Associate in Arts for 2009 is total of 339 Associate in Arts and 379 General Education

### Exhibit 3.35 Gender of Students Awarded Degrees or Certificates

	2006-07		2007-08		2008-09		2009-10		2010-11	
	N	%	N	%	N	%	N	%	N	%
Female	1,503	63%	1,453	62%	1,369	64%	1,458	65%	1,696	67%
Male	896	37%	877	38%	759	36%	797	35%	835	33%
Unknown	3	<1%	0	0%	0	0%	0	0%	3	<1%
<b>Total</b>	<b>2,402</b>	<b>100%</b>	<b>2,330</b>	<b>100%</b>	<b>2,128</b>	<b>100%</b>	<b>2,255</b>	<b>100%</b>	<b>2,534</b>	<b>100%</b>

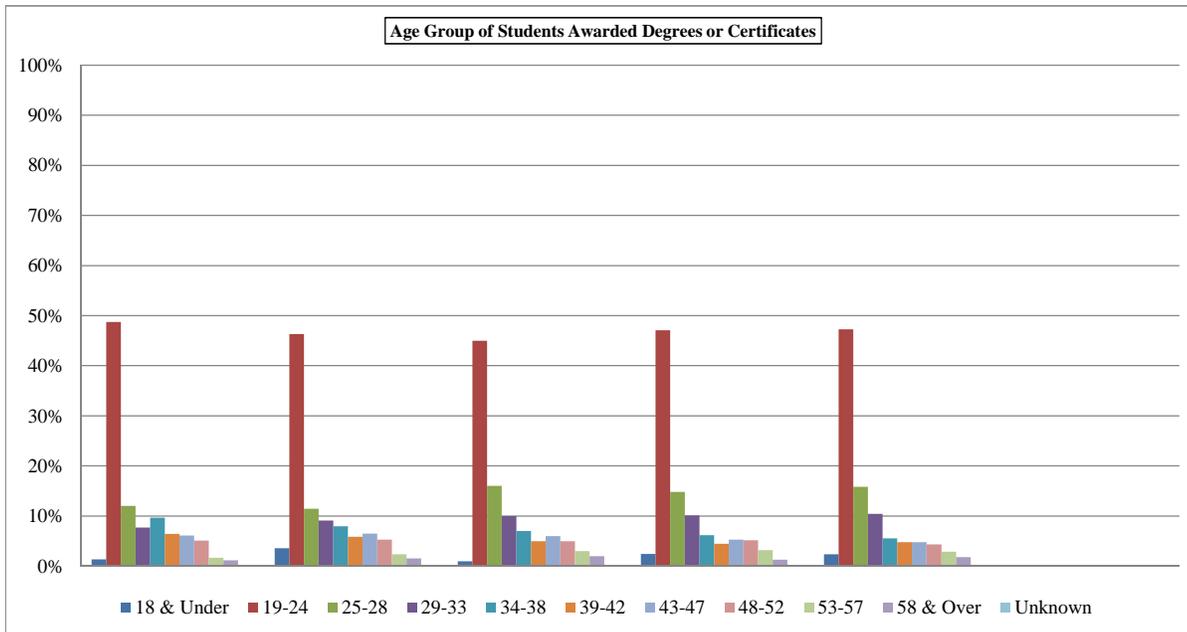
Source: Harper College Regent System Through Fall '08 and Banner beginning Spring '09



**Exhibit 3.36 Age Groups of Students Awarded Degrees or Certificates**

	2006-07		2007-08		2008-09		2009-10		2010-11	
	N	%	N	%	N	%	N	%	N	%
18 & Under	33	1%	83	4%	28	1%	55	2%	60	2%
19-24	1,171	49%	1,079	46%	966	45%	1,061	47%	1,198	47%
25-28	289	12%	267	11%	341	16%	334	15%	401	16%
29-33	185	8%	212	9%	213	10%	228	10%	264	10%
34-38	233	10%	185	8%	140	7%	140	6%	140	6%
39-42	154	6%	136	6%	110	5%	100	4%	122	5%
43-47	147	6%	152	7%	123	6%	119	5%	121	5%
48-52	122	5%	124	5%	95	5%	116	5%	110	4%
53-57	40	2%	55	2%	73	3%	72	3%	73	3%
58 & Over	28	1%	36	2%	38	2%	29	1%	45	2%
Unspecified	0	0%	1	<1%	1	<1%	1	<1%	0	<1%
<b>Total</b>	<b>2,402</b>	<b>100%</b>	<b>2,330</b>	<b>100%</b>	<b>2,128</b>	<b>100%</b>	<b>2,255</b>	<b>100%</b>	<b>2,534</b>	<b>100%</b>

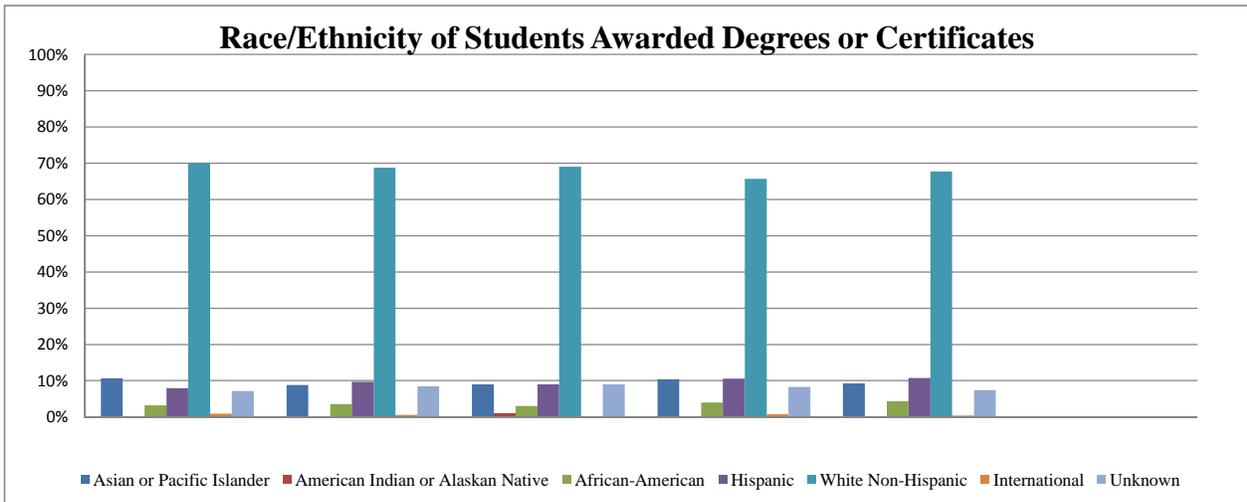
Source: Harper College Regent System Through Fall '08 and Banner beginning Spring '09



**Exhibit 3.37 Race/Ethnicity of Students Awarded Degrees or Certificates**

	2006-07		2007-08		2008-09		2009-10		2010-11	
	N	%	N	%	N	%	N	%	N	%
Asian or Pacific Islander	255	11%	205	9%	202	9%	234	10%	234	9%
American Indian or Alaskan Native	5	<1%	5	<1%	2	1%	6	<1%	4	<1%
African-American	77	3%	83	4%	74	3%	90	4%	109	4%
Hispanic	190	8%	225	10%	185	9%	239	11%	273	11%
White Non-Hispanic	1,682	70%	1,602	69%	1,473	69%	1,482	66%	1,717	68%
International	22	1%	12	1%	0	0%	17	1%	9	0%
Unknown	171	7%	198	8%	192	9%	187	8%	188	7%
<b>Total</b>	<b>2,402</b>	<b>100%</b>	<b>2,330</b>	<b>100%</b>	<b>2,128</b>	<b>100%</b>	<b>2,255</b>	<b>100%</b>	<b>2,534</b>	<b>100%</b>

Source: Harper College Regent System Through Fall '08 and Banner beginning Spring '09



## **Chapter IV**

### **Workforce & Strategic Alliances**

Chapter IV is divided into two parts: Continuing Education and Business Outreach, and Workforce and Economic Development. The Continuing Education and Business Outreach section presents a brief description of the division, which is comprised of Continuing Education, which offers open enrollment courses to the community in career training and personal enrichment, and Harper College for Businesses, which serves local business with customized training solutions. The summary tables for Continuing Education show the number of students served, demographic information, and enrollment by various program areas. The information on Harper College for Businesses describes the services and presents highlights from fiscal years 2010 and 2011.

The Workforce and Economic Development section presents a brief description of the division and summary tables that describe clients served, headcount by program, clients served by age group, and gender and degree level of clients. An additional table displays the performance achievement dashboard for the Illinois Small Business Development Center at Harper College.

## **Continuing Education & Business Outreach**

### **Continuing Education**

The mission of Continuing Education is to provide learning experiences for all ages to assist students in realizing their full potential. Continuing Education enriches lives through flexible, innovative programs that focus on the changing needs of the community. This is accomplished through:

- Commitment to the success of each student from registration to evaluation
- Excellence in program content, instructional talent, and the learning environment
- Comprehensive, need-driven programs and activities

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Continuing Education Department 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 activities and advances in technology by providing noncredit and non-degree credit classes and certificates. Students of all ages, from children through older adults, are offered classes that enrich and enhance their lives. Day and evening classes are offered at the main campus and several extension sites within the College's district.

The following section describes Continuing Education students by program, gender, age group and race. Additional tables describe the same characteristics segmented by career training and personal enrichment, and the new course creation ratio.

**Exhibit 4.1. Enrollment of Continuing Education Students by Program  
Annually (Duplicated)**

Program Area	2009-10		2009-10 Total	2010-2011		2010-2011 Total
	NC	CSC		NC	CSC	
<b>Career Training</b>	<b>3,520</b>	<b>1,309</b>	<b>4,829</b>	<b>3,493</b>	<b>989</b>	<b>4,482</b>
Business Prof Development	950	324	1,274	462	301	763
Career Center	9		9			
CE Administration				18		18
Computer Training	1,457	428	1,885	1,888	389	2,277
Faculty Development	686		686	544		544
Harper College For Businesses		389	389	51	160	211
Health Care Professionals	310	168	478	436	139	575
Small Business Dev Ctr	108		108	94		94
<b>Personal and Cultural Enrichment</b>	<b>12,689</b>		<b>12,689</b>	<b>13,356</b>		<b>13,356</b>
Community Music Center	790		790	926		926
Healthy Living Exercise Program	296		296	304		304
Personal Enrichment	4,074		4,074	4,381		4,381
Wellness and Sports	2,465		2,465	1,348		1,348
Youth	5,064		5,064	6,397		6,397
<b>Grand Total</b>	<b>16,209</b>	<b>1,309</b>	<b>17,518</b>	<b>16,849</b>	<b>989</b>	<b>17,838</b>

Source: Banner

NC = noncredit

CSC = career skills credit (non-degree credit)\*

\*Career skills credit enrollments are also counted with the general credit student enrollment information in chapter III; the enrollments are duplicated in this chapter to give a more complete view of the activities of Continuing Education.

**Exhibit 4.2. Gender of Continuing Education Students  
Annual (Unduplicated)**

Gender	2009-10		2010-11	
	N	% of Total	N	% of Total
Female	4,188	56.03%	4292	58.63%
Male	2,846	38.07%	2732	37.32%
Not Reported	441	5.90%	297	4.06%
<b>Grand Total</b>	<b>7,475</b>	<b>100.00%</b>	<b>7,321</b>	<b>100.00%</b>

Source: Banner

**Exhibit 4.3. Age Groups of Continuing Education Students  
Annual (Unduplicated)**

Age Group	2009-10		2010-11	
	N	% of Total	N	% of Total
17 and under	985	13.18%	1,099	15.01%
18	127	1.70%	92	1.26%
19-24	484	6.47%	542	7.40%
25-34	1,069	14.30%	954	13.03%
35-44	1,083	14.49%	980	13.39%
45-54	1,309	17.51%	1,305	17.83%
55-64	1,205	16.12%	1,211	16.54%
65 and over	885	11.84%	1,007	13.75%
Unknown	328	4.39%	131	1.79%
<b>Grand Total</b>	<b>7,475</b>	<b>100.00%</b>	<b>7,321</b>	<b>100.00%</b>

Source: Banner

**Exhibit 4.4. Race of Continuing Education Students  
Annual (Unduplicated)**

Race	2009-10		2010-11	
	N	% of Total	N	% of Total
American Indian or Alaskan Nat	5	0.07%	10	0.14%
Asian or Pacific Islander	500	6.69%	512	6.99%
Black or African American	101	1.35%	115	1.57%
Hispanic or Latino	238	3.18%	199	2.72%
Native Hawaiian/Pacific Island	8	0.11%	8	0.11%
White	3,158	42.25%	3,200	43.71%
Other	1,446	19.34%	1,169	15.97%
Unknown	2,019	27.01%	2,108	28.79%
<b>Grand Total</b>	<b>7,475</b>	<b>100.00%</b>	<b>7,321</b>	<b>100.00%</b>

Source: Banner

**Exhibit 4.5. Gender of Career Training Students (Continuing Education)  
Annual (Unduplicated)**

<b>Gender</b>	<b>2009-10</b>		<b>2010-11</b>	
	<b>N</b>	<b>% of Total</b>	<b>N</b>	<b>% of Total</b>
Female	1,646	58.31%	1,496	62.65%
Male	983	34.82%	766	32.08%
Not Reported	194	6.87%	126	5.28%
<b>Grand Total</b>	<b>2,823</b>	<b>100.00%</b>	<b>2,388</b>	<b>100.00%</b>

Source: Banner

**Exhibit 4.6. Age Group of Career Training Students (Continuing Education)  
Annual (Unduplicated)**

<b>Age Group</b>	<b>2009-10</b>		<b>2010-11</b>	
	<b>N</b>	<b>% of Total</b>	<b>N</b>	<b>% of Total</b>
17 and under	11	0.39%	33	1.38%
18	44	1.56%	18	0.75%
19-24	201	7.12%	230	9.63%
25-34	440	15.59%	384	16.08%
35-44	525	18.60%	422	17.67%
45-54	661	23.41%	623	26.09%
55-64	492	17.43%	451	18.89%
65 and over	165	5.84%	134	5.61%
Unknown	284	10.06%	93	3.89%
<b>Grand Total</b>	<b>2,823</b>	<b>100.00%</b>	<b>2,388</b>	<b>100.00%</b>

Source: Banner

**Exhibit 4.7. Gender of Personal Enrichment Students – Continuing Education  
Annual (Unduplicated)**

<b>Gender</b>	<b>2009-10</b>		<b>2010-11</b>	
	<b>N</b>	<b>% of Total</b>	<b>N</b>	<b>% of Total</b>
Female	2,636	55.07%	2,873	56.95%
Male	1,899	39.67%	1,997	39.58%
Not Reported	252	5.26%	175	3.47%
<b>Grand Total</b>	<b>4,787</b>	<b>100.00%</b>	<b>5,045</b>	<b>100.00%</b>

Source: Banner

**Exhibit 4.8. Age Group of Personal Enrichment Students – Continuing Education  
Annual (Unduplicated)**

<b>Age Group</b>	<b>2009-10</b>		<b>2010-11</b>	
	<b>N</b>	<b>% of Total</b>	<b>N</b>	<b>% of Total</b>
17 and under	974	20.35%	1,066	21.13%
18	84	1.75%	74	1.47%
19-24	283	5.91%	316	6.26%
25-34	640	13.37%	581	11.52%
35-44	587	12.26%	580	11.50%
45-54	678	14.16%	702	13.91%
55-64	742	15.50%	789	15.64%
65 and over	751	15.69%	896	17.76%
Unknown	48	1.00%	41	0.81%
<b>Grand Total</b>	<b>4,787</b>	<b>100.00%</b>	<b>5,045</b>	<b>100.00%</b>

Source: Banner

#### Exhibit 4.9. Annual New Course Creation Ratio 2010-11

<b>Program Area</b>	<b>Total CRS Offered</b>	<b>Total New CRS</b>	<b>New CRS Ratio</b>
<b>Career Training</b>	<b>349</b>	<b>139</b>	<b>39.83%</b>
Business Prof Development	81	35	43.21%
Computer Training	174	46	26.44%
Small Business Development Ctr	7	0	0.00%
Faculty Development	65	54	83.08%
Harper College For Businesses	9	3	33.33%
Health Care Professionals	13	1	7.69%
<b>Personal and Cultural Enrichment</b>	<b>761</b>	<b>256</b>	<b>33.64%</b>
Community Music Center	97	12	12.37%
Healthy Living Exercise Prgrm	1	0	0.00%
Personal Cultural Enrichment	415	199	47.95%
Wellness and Sports	54	4	7.41%
Youth	194	41	21.13%
<b>Grand Total</b>	<b>1,110</b>	<b>395</b>	<b>35.59%</b>

## **Harper College for Businesses**

### **Exhibit 4.10. Harper College for Businesses Highlights**

<b>FY 2009-10</b>	<b>FY 2010-11</b>
Trained 3,250 employees at 36 different companies.	Trained 4,918 employees at 47 different companies.
Delivered 45 credit classes which resulted in 48.5 FTE: <ul style="list-style-type: none"><li>- 1.6 vocational credit classes: 35 sections with 42.3 FTE</li><li>- Traditional credit classes: 3 sections with 6.2 FTE</li></ul>	Delivered 32 credit classes which resulted in 27.6 FTE: <ul style="list-style-type: none"><li>- 1.6 vocational credit classes: 24 sections with 23.3 FTE</li><li>- Traditional credit classes: 8 sections with 4.3 FTE</li></ul>
Served 7 companies (408 participants) by conducting 40 sections of Workforce Language classes including ESL, Workplace Spanish and German.	Served 7 companies (398 participants) by conducting 26 sections of Workforce Language classes including ESL and Workplace Spanish.
Generated over \$320,000 in sales with state grants which supported training efforts at 12 companies.	Generated over \$440,000.00 in sales with state grants which supported training efforts in 20 companies.

Source: Harper College for Businesses

## Workforce and Economic Development

The Workforce and Economic Development Department oversees all aspects of workforce development activities including the interface between Harper College and the Workforce Board of Northern Cook County in meeting the current and projected economic needs of the community and labor force. The Workforce and Economic Development Department exercise overall administrative responsibilities for the Small Business Development Center and the outreach to small and medium-sized businesses. Also provides overall administrative leadership for the Career Stimulus program which assists individuals with the opportunity to explore careers through workshops, seminars, networking, and educational options.

***Exhibit 4.11 Career Stimulus Participants - FY2011***

Participants	Head Count
Duplicated Head Count	732
Unduplicated Head Count	2502

Source: Workforce and Economic Development

***Exhibit 4.12 Workforce and Economic Development Duplicate Head Count by Program FY11***

Program	Duplicated Head Count
Career Coaching	1340
AfterNoon/Evening	157
NetWorthing I	224
Career Stimulus	1658
NetWorthing II	146
Pump It Up	132
Social Media	185
<b>Total</b>	<b>3842</b>

Source: Workforce and Economic Development

**Exhibit 4.13 Client Employment Status – FY11**

<b>Employment Status</b>	<b>2010-11 N</b>	<b>% of Total</b>
Unemployed	432	59.01%
Underemployed	58	7.92%
Employed/Landed	169	23.09%
De-Landed	7	0.96%
Unknown	66	9.02%
<b>Total</b>	<b>732</b>	<b>100.00%</b>

Source: Workforce and Economic Development

**Definitions of Terms:**

**Underemployed** – Term used to identify an individual who is currently employed at a job that does not fully use one's skills or abilities or employed only part-time when one is available for full-time work

**Employed** – Term used to identify an individual who is actively participating in the work force in a position that utilizes their skills and abilities

**Landed** – Term used to identify an individual who has successfully found employment after being in a job search

**De-Landed** – Term used to identify an individual who did find employment and completed a job search and now is back in the job search

***Exhibit 4.14 Age Group of Workforce and Economic Development Clients  
FY11***

<b>Age Group</b>	<b>2010-11 N</b>	<b>% of Total</b>
Under 24	1	0.14%
24 - 35	27	3.69%
36 - 45	110	15.03%
46 - 55	291	39.75%
55 and over	240	32.79%
Unidentified	64	8.74%
<b>Grand Total</b>	<b>732</b>	<b>100.00%</b>

Source: Workforce and Economic Development

*Exhibit 4.15 Gender of Workforce and Economic Development Clients FY11*

<b>Gender</b>	<b>2010-11 N</b>	<b>% of Total</b>
Female	371	50.68%
Male	318	43.44%
Unidentified	43	5.87%
<b>Grand Total</b>	<b>732</b>	<b>100.00%</b>

Source: Workforce and Economic Development

*Exhibit 4.16 Degree Level of Workforce and Economic Development Clients FY11*

<b>Highest Level of Education</b>	<b>2010-11 N</b>	<b>% of Total</b>
High School	39	05.33%
Some College	97	13.25%
Associates Degree	51	6.97%
Bachelors Degree	323	44.13%
Master's Degree	159	21.72%
Doctorate Degree	8	1.09%
Unidentified	55	7.51%
<b>Grand Total</b>	<b>732</b>	<b>100.00%</b>

Source: Workforce and Economic Development

**Exhibit 4.17 Illinois Small Business Development Center at Harper College  
Performance Achievement Dashboard FY11**

<b>Performance Indicator</b>	<b>Annual Planned Results</b>	<b>Actual Results</b>	<b>% Goal Achievement</b>
<b><u>Economic Impact</u></b>			
Number of jobs created	84	131	156%
Number of jobs retained	129	47	36%
Number of business starts	15	15	100%
Number of client loans secured	6	9	150%
Dollars in debt funding secured	\$2,480,000	\$1,367,000	55%
Number of projects with non-debt	12	63	525%
Dollars in non-debt funding secured	\$1,240,000	\$3,028,865	244%
Total capitalization	\$3,720,000	\$4,395,865	118%
<b><u>Business Advising</u></b>			
Total clients	285	354	124%
Number of New Clients (75% of total clients)	213.75	281.00	131%
Percentage of "in business" clients	50%	101	29%
Percentage of "start-up" clients	50%	253	71%
Long-term engagement clients	20%	66	19%
Total center counseling hours	1350	1283	95%
Average hours per client	5.5	3.64	66%
<b><u>Training</u></b>			
Number of sponsored/co-sponsored events	24	42	175%
Number of training attendees	300	708	236%
Average attendees per unit	---	16.86	---
<b><u>Professional Development</u></b>			
Number of hours/staff training	80.0	120.5	151%
<b><u>Market Interaction</u></b>			
Number of Success Stories submitted	7	8	114%
Customer satisfaction	100%	97%	97%

Source: Small Business Development Center at Harper College

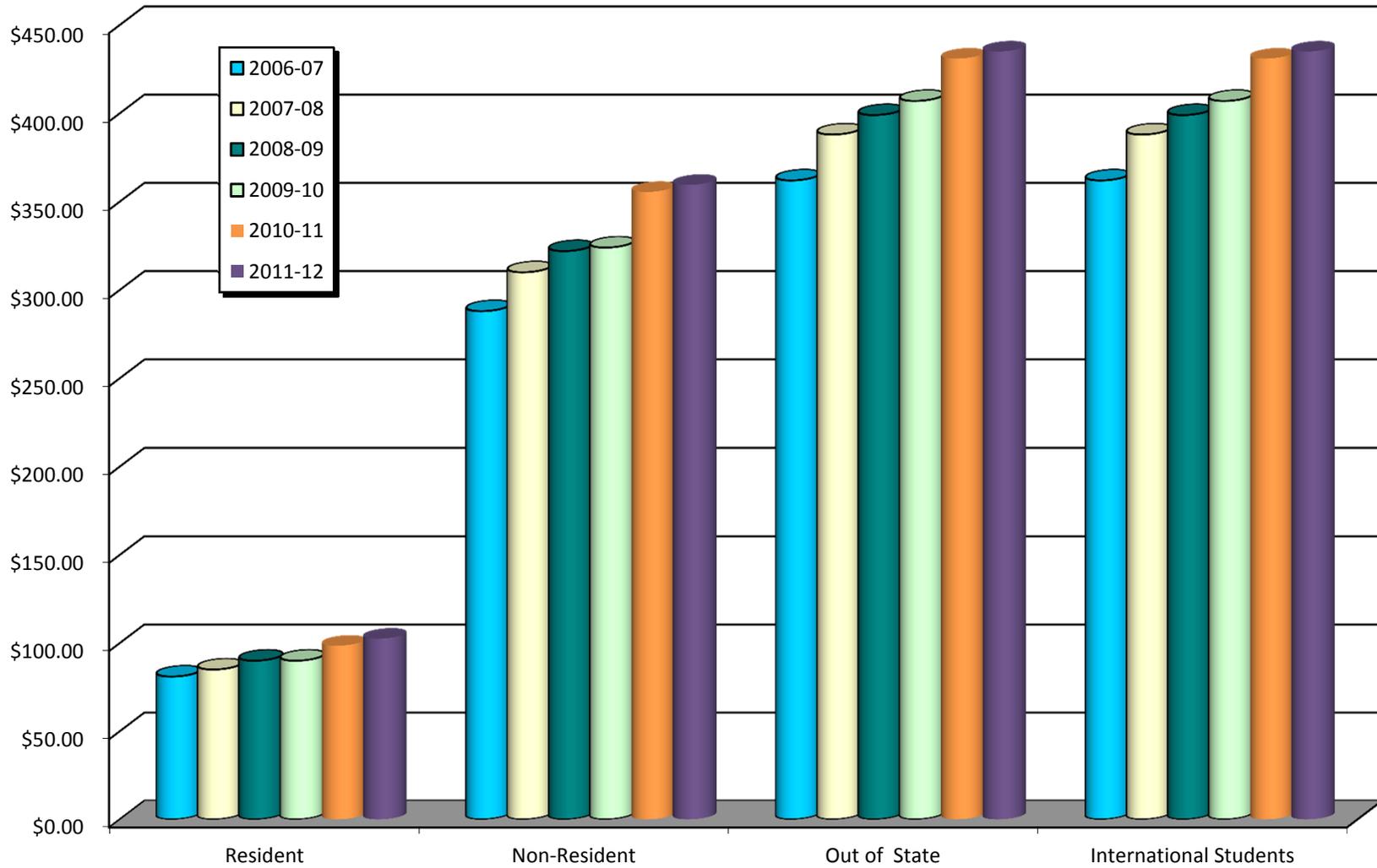
**Chapter V**  
**Finances**

### **Exhibit 5.1. Tuition for Credit Courses per Semester Hour by Residency**

	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>
Resident	\$81.00	\$85.00	\$90.00	\$90.00	\$98.50	\$102.50
Non-Resident	\$288.00	\$310.00	\$322.00	\$324.00	\$355.50	\$359.50
Out of State	\$362.00	\$388.00	\$399.00	\$407.00	\$431.00	\$435.00
International Students	\$362.00	\$388.00	\$399.00	\$407.00	\$431.00	\$435.00

Source: Harper College Catalog

## Tuition for Credit Courses per Semester Hour by Residency



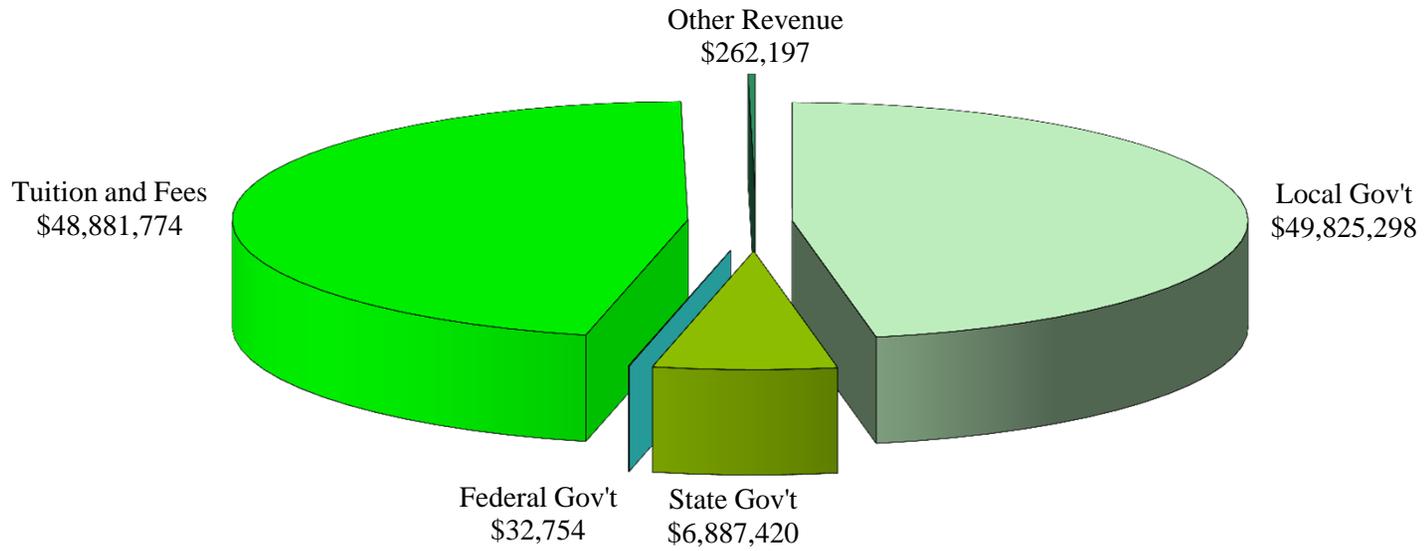
## Exhibit 5.2. Operating Funds Revenues

<b>HARPER COLLEGE, COMMUNITY COLLEGE DISTRICT NO. 512</b>			
<b>For the year ended June 30, 2011</b>			
<b>Operating Revenue by Source:</b>	<b>Education Fund</b>	<b>Operations and Maintenance Fund</b>	<b>Total Operating Funds</b>
<b>Local Government Revenue:</b>			
Local taxes	\$33,374,947	\$15,172,944	\$48,547,891
Chargeback revenue	\$274,372		\$274,372
CPPRT	651,973	351,062	\$1,003,035
<b>Total Local Government Revenue</b>	<b>\$34,301,292</b>	<b>\$15,524,006</b>	<b>\$49,825,298</b>
<b>State Government Revenue:</b>			
ICCB Credit Hour grants	\$6,887,420		\$6,887,420
Other			
<b>Total State Government Revenue</b>	<b>\$6,887,420</b>	<b>\$0</b>	<b>\$6,887,420</b>
<b>Federal Government Revenue:</b>			
Department of Education	\$32,754		\$32,754
Other			
<b>Total Federal Government Revenue</b>	<b>\$32,754</b>	<b>\$0</b>	<b>\$32,754</b>
<b>Student Tuition and Fees:</b>			
Tuition	\$37,579,031		\$37,579,031
Fees	\$8,798,250	\$2,504,493	\$11,302,743
Other student assessments			
<b>Total Student Tuition and Fees</b>	<b>\$46,377,281</b>	<b>\$2,504,493</b>	<b>\$48,881,774</b>
<b>Other sources:</b>			
Sales and service fees	\$46,292		\$46,292
Investment revenue	\$118,283	\$67,444	\$185,727
Other	\$30,178		\$30,178
Transfers			
<b>Total Other Revenue</b>	<b>\$194,753</b>	<b>\$67,444</b>	<b>\$262,197</b>
<b>Total Revenue</b>	<b>\$87,793,500</b>	<b>\$18,095,943</b>	<b>\$105,889,443</b>
<b>Less – Nonoperating items:*</b>			
Tuition chargeback revenue	\$274,372		\$274,372
Transfers from nonoperating funds			
<b>Adjusted Revenue</b>	<b>\$87,519,128</b>	<b>\$18,095,943</b>	<b>\$105,615,071</b>

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 FY 2011**



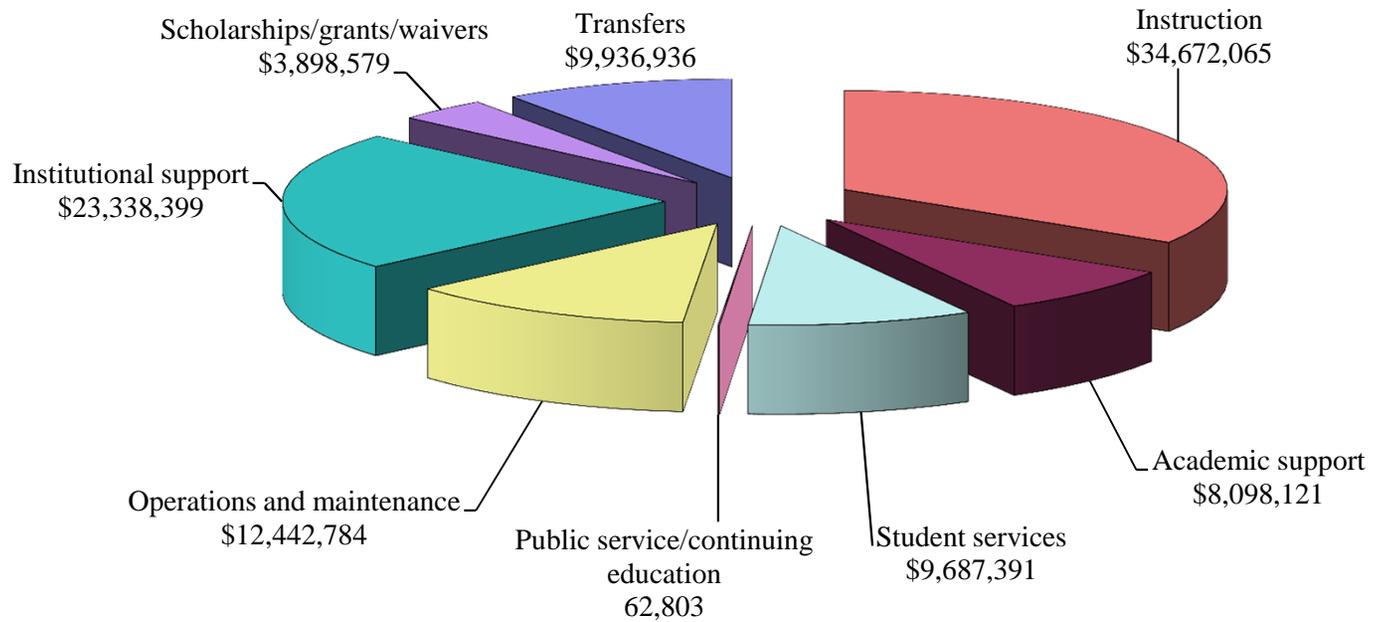
### Exhibit 5.3. Operating Funds Expenditures

HARPER COLLEGE, COMMUNITY COLLEGE DISTRICT NO. 512			
For the year ended June 30, 2011			
	Education Fund	Operations and Maintenance Fund	Total Operating Funds
<b>Operating Expenditures By Program:</b>			
Instruction	\$34,672,065		\$34,672,065
Academic support	\$8,098,121		\$8,098,121
Student services	\$9,687,391		\$9,687,391
Public service / continuing education	\$62,803		\$62,803
Operations and maintenance		\$12,442,784	\$12,442,784
Institutional support	\$20,454,226	\$2,884,173	\$23,338,399
Scholarships/grants/waivers	\$3,898,579		\$3,898,579
Transfers	\$8,436,936	\$1,500,000	\$9,936,936
<b>Total Operating Expenditures</b>	<b>\$85,310,121</b>	<b>\$16,826,957</b>	<b>\$102,137,078</b>
<b>Less – Nonoperating items:*</b>			
Tuition chargebacks	\$104,507		\$104,507
Transfers to nonoperating funds	\$8,436,936	\$1,500,000	\$9,936,936
<b>Adjusted Operating Expenditures</b>	<b>\$76,768,678</b>	<b>\$15,326,957</b>	<b>\$92,095,635</b>
<b>Operating Expenditures By Object:</b>			
Salaries	\$55,369,964	\$6,230,356	\$61,600,320
Employee benefits	\$7,388,591	\$1,851,516	\$9,240,107
Contractual services	\$3,265,664	\$1,816,999	\$5,082,663
General materials and supplies	\$3,548,561	\$1,049,895	\$4,598,456
Conference and meeting expense	\$816,722	\$17,068	\$833,790
Fixed charges	\$356,630	\$185,942	\$542,572
Utilities	\$3,567	\$3,212,052	\$3,215,619
Capital outlay	\$1,214,431	\$963,009	\$2,177,440
Other	\$4,909,055	\$120	\$4,909,175
Transfers	\$8,436,936	\$1,500,000	\$9,936,936
<b>Total Operating Expenditures</b>	<b>\$85,310,121</b>	<b>\$16,826,957</b>	<b>\$102,137,078</b>
<b>Less – Nonoperating items:*</b>			
Tuition chargebacks	\$104,507		\$104,507
Transfers to nonoperating funds	\$8,436,936	\$1,500,000	\$9,936,936
<b>Adjusted Operating Expenditures</b>	<b>\$76,768,678</b>	<b>\$15,326,957</b>	<b>\$92,095,635</b>

Source: Harper College Finance Department

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

**Harper College, Community College District No. 512  
Operating Funds Expenditures FY 2011**

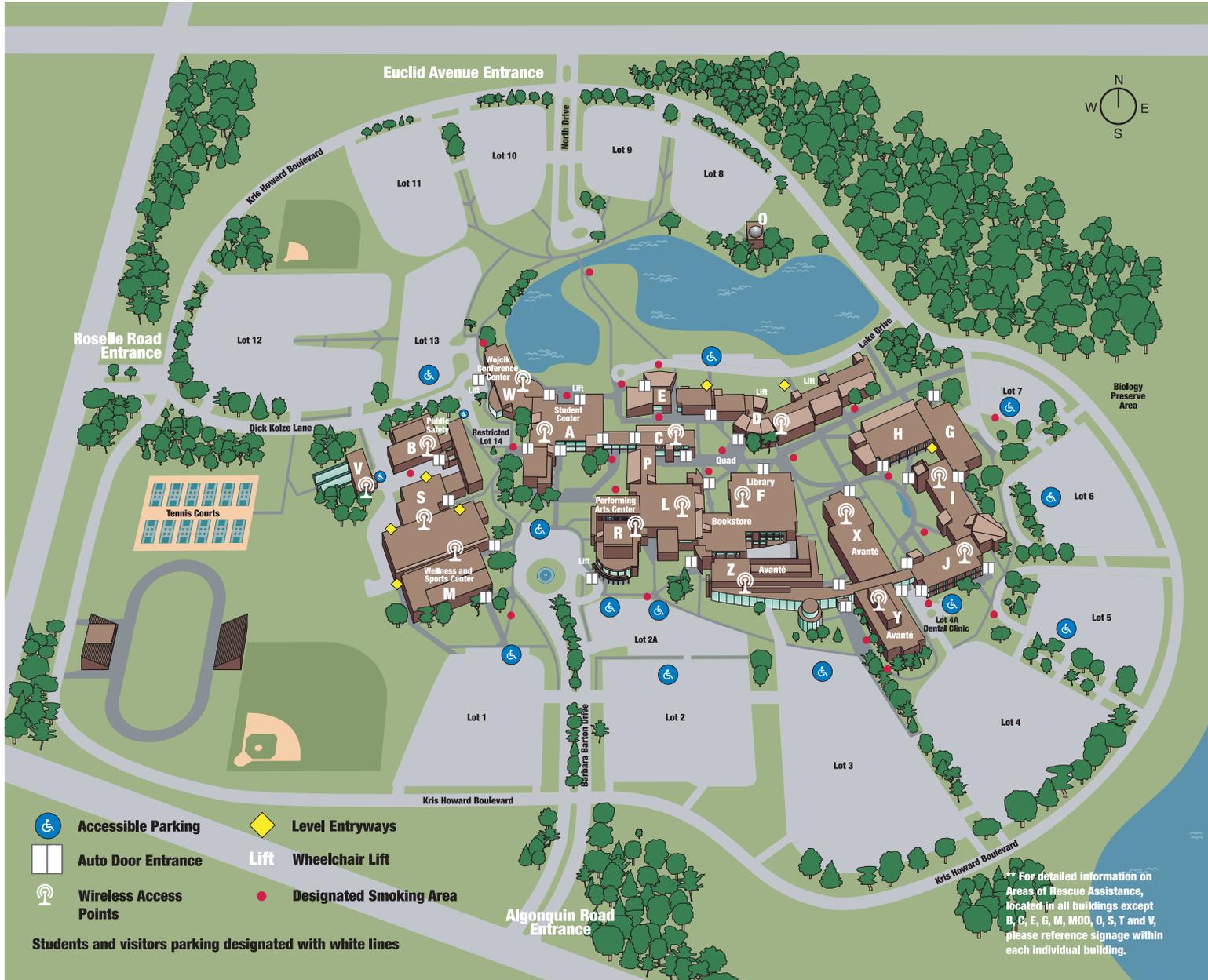


**Exhibit 5.4. Historical Assessed Valuations and Taxes Extended**

<b>HARPER COLLEGE COMMUNITY COLLEGE DISTRICT NO. 512</b>						
<b>Governmental Fund Types</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
<b>Equalized Assessed Valuations (000's)</b>	20,154,589	20,445,486	23,623,584	24,954,621	24,973,397	22,803,492
<b>Tax Rates:</b>						
Education Fund	0.1416	0.1437	0.1295	0.1303	0.1320	0.1500
Operations & Maintenance Fund	0.0602	0.0601	0.0538	0.0583	0.0623	0.0657
Operations & Maintenance Restricted Fund	0.0031	0.0050	0.0041			
Bond & Interest Fund	0.0676	0.0668	0.0626	0.0609	0.0609	0.0703
Audit Fund	0.0006	0.0006	0.0004	0.0005	0.0005	0.0004
Liability, Protection, & Settlement Fund	0.0079	0.0131	0.0107	0.0079	0.0040	0.0090
<b>Total</b>	<b>0.2810</b>	<b>0.2893</b>	<b>0.2611</b>	<b>0.2579</b>	<b>0.2597</b>	<b>0.2954</b>
<b>Taxes Extended:</b>						
Education Fund	28,531,000	29,380,750	30,591,000	32,506,800	32,960,000	34,196,000
Operations & Maintenance Fund	12,133,400	12,282,750	12,720,798	14,538,908	15,548,095	14,986,756
Operations & Maintenance Restricted Fund	626,908	1,030,000	957,900			
Bond & Interest Fund	13,616,567	13,664,609	14,790,287	15,207,982	15,201,166	16,029,560
Audit Fund	128,750	129,832	97,850	113,300	113,300	92,700
Liability, Protection, & Settlement Fund	1,599,590	2,687,270	2,546,160	1,987,900	1,004,251	2,054,850
<b>Total</b>	<b>56,636,215</b>	<b>59,175,211</b>	<b>61,703,995</b>	<b>64,354,890</b>	<b>64,826,812</b>	<b>67,359,866</b>

Source: Harper College Finance Department

**Chapter VI**  
**Facilities**



DESTINATION	BLDG
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<b>Academic Offices</b>	
Academic and Enrichment and Language Studies Division Office	F332
Business and Social Science Division Office	J249
Career Programs Division Office	X250
Continuing Education Division Office	W207
English as a Second Language	F340
GED Preparation (Adult Education)	F338
Liberal Arts Division Office	L203
Math and Science Division Office	Y103
Wellness and Human Performance Division Office	M219

<b>Academic Resources</b>	
Bookstore	L260
Library	F
MegaLab	I223, Y203
Multicultural Learning Center	D142
Tutoring Center	F315

<b>Administrative Offices</b>	
Administration and Executive Offices	W300
Human Resources	A320
Marketing Services	S101
Receiving	B116

<b>Campus and Community Services</b>	
Athletics	M219
Cafeteria/Cocktail Dining Hall	A133
Child Learning Center	I131
Dental Clinic	X102
Fitness Center	M162
Harper College for Businesses	W
Harper College Police Department	B101
Gymnasium	M
Massage Clinic	X105
Observatory – Karl G. Henize	O
Student Activities	A336
Student Center	A
Wojcik Conference Center	W

<b>Cultural Arts</b>	
Art Gallery	C200
Box Office	J135, R
Drama Lab	L109
Performing Arts Center	R
J Theatre	J143

<b>Enrollment and Student Support Services</b>	
Admissions Outreach	C102
Admissions Processing	A137
Access and Disability Services	D119
Academic Advising and Counseling	I117
Assessment and Testing Center	A148
Business Office	A214
Career Center	A347
Center for New Students and Orientation	C104
Continuing Education Registration	W Lobby
Health and Psychological Services	A364
Information Center	A
Registrar and Records	A213
Scholarships and Financial Assistance	C102
Student Development Division Office	A347
Rita and John Canning Women's Program	A347

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

**Extension Center Locations  
Owned by Harper College**

Harper Professional Center - HPC  
650 E. Higgins Road  
Schaumburg, IL 60173  
(847)925-6072

Northeast Center - NEC  
1375 S. Wolf Road  
Prospect Heights, IL 60070  
(847)925-6001

## Additional Service Locations

<p>Illinois WorkNet Center – IETC 723 W. Algonquin, Room 107 Arlington Heights, IL 60005 (Workforce)</p>	<p>Harper College Rolling Meadows-RM 2272 W. Algonquin Parkway Rolling Meadows, IL 60008 (AED only)</p>
<p>Palatine Opportunity Center – POC 1585 N. Rand Road Palatine, IL 60067 (AED only)</p>	<p>Salem Ridge Community Center – SRCC 700 Salem Drive Apartment 120 Hoffman Estates, IL 60194 (AED only)</p>

### Exhibit 6.1. 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 & 2005)	27,548
Building C	1969	23,908
Building D	1969 (additions 1974 & 1985)	115,903
Building E	1969	14,258
Building F	1969	101,970
Buildings G, H	1977	82,157
Buildings I, J	1980	92,947
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	44,942
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 Technology)	2004	53,113
Building Z (Science Center)	2004	141,742
(HPC) Harper Professional Center*	1982 (purchased in 2001)	24,807
(NEC) Northeast Center	1973	56,270
<b>Total Square Feet</b>		<b>1,309,708</b>

Source: 2011 Submission to ICCB

\*Actual square footage of 42,050 was pro-rated for non-leased areas.

## Exhibit 6.2. Square Footage of Facilities

Fiscal Years 2010-2011	
Room Use	Square Feet
Classroom	176,573
Laboratory	207,511
Office	147,455
Study	34,983
Special Use	Athletic/P.E.
	All Other Special Use Facilities
General Use	59,605
Supporting Facilities	13,205
Health Care	87,313
Unclassified Facilities	44,533
	2,180
	0
Total Net Assignable Square Footage	773,358
NASF/GSF Ratio	59%
<b>Total Gross Square Footage</b>	<b>1,307,989</b>

Source: Table C3 Facilities Data compiled by ICCB from data submission 2011

### Exhibit 6.3. Land and Parking Summary

Fiscal Years 2010-2011	
Category	Acres
Landscaped Grounds	34.9
Physical Education and Athletic Fields	21.0
Building and Attached Structure	41.4
Experimental Plots	0.0
Other Instructional Areas	7.0
Parking Lots	38.9
Total Number of Parking Spaces on Campus	4,586
Number of Parking Spaces Listed on "Parking Lots" in which the State Participated	2,579
Roadways	18.0
Pond Retention and Drainage	10.0
Other	17.0
Total Assigned Area	188.2
Currently Unassigned	0.0
<b>Total Acres</b>	<b>188.2</b>
<b>Number of Acres Paid by the State</b>	<b>90.6</b>

Source: Physical Plant (Table C1.3)

**Chapter VII**  
**Human Resources**

**Exhibit 7.1. Full and Part-Time Regular Employees by Job Category (Ns)**

Job Category*		2006	2007	2008	2009	2010	2011
		<b>Executive, Administrative, Managerial (Administrative)</b>					
Number		48	46	47	48	46	43
Non-Minority	Male	16	17	17	16	16	18
	Female	25	22	24	24	23	21
Minority	Male	3	2	1	1	1	0
	Female	4	5	5	7	6	4
<b>Faculty-Instructional (Teaching Faculty)</b>							
Number		194	194	192	191	197	199
Non-Minority	Male	75	71	70	73	75	78
	Female	102	104	103	100	102	100
Minority	Male	6	8	8	7	8	8
	Female	11	11	11	11	12	13
<b>Faculty-Non-Instructional (Academic Support)</b>							
Number		23	23	21	23	24	23
Non-Minority	Male	6	7	7	6	6	6
	Female	10	10	8	11	11	11
Minority	Male	2	2	2	2	2	2
	Female	5	4	4	4	5	4
<b>Other Professionals (Supervisory)</b>							
Number		49	49	50	47	49	46
Non-Minority	Male	14	16	14	14	14	13
	Female	29	28	28	27	25	25
Minority	Male	0	0	1	1	3	2
	Female	6	5	7	5	7	6
<b>Technical and Paraprofessional (Professional/Technical)</b>							
Number		138	144	137	142	147	152
Non-Minority	Male	55	56	50	49	51	56
	Female	61	62	66	67	71	69
Minority	Male	10	14	13	15	14	15
	Female	12	12	8	11	11	12
<b>Clerical and Secretarial</b>							
Number		186	182	179	186	188	188
Non-Minority	Male	18	18	18	20	23	24
	Female	149	147	139	139	139	138
Minority	Male	5	6	7	9	8	7
	Female	14	11	15	18	18	19
<b>Skilled Crafts**</b>							
Number		25	25	29	30	30	29
Non-Minority	Male	21	21	24	25	24	24
	Female	2	2	2	2	2	1
Minority	Male	2	2	3	3	4	4
	Female	0	0	0	0	0	0
<b>Service/Maintenance</b>							
Number		104	96	94	98	99	99
Non-Minority	Male	33	34	32	35	34	34
	Female	22	17	16	17	17	17
Minority	Male	34	30	30	27	30	29
	Female	15	15	16	19	18	19
<b>Overall Total</b>							
Number		767	759	749	765	780	779
Non-Minority	Male	238	240	232	238	243	253
	Female	400	392	386	387	390	382
Minority	Male	62	64	65	65	70	67
	Female	67	63	66	75	77	77

Source: Human Resources

\*ICCB categories are provided in parentheses where different.

\*\*Included in custodial/maintenance by ICCB.

**Exhibit 7.2. Full and Part-Time Regular Employees by Job Category (%)**

Job Category*						
		2007	2008	2009	2010	2011
<b>Executive, Administrative, Managerial (Administrative)</b>						
Total		100.00%	100.00%	100.00%	100.00%	100.00%
Non-Minority	Male	37.00%	36.20%	33.30%	34.78%	41.86%
	Female	47.80%	51.10%	50.00%	50.00%	48.84%
Minority	Male	4.30%	2.10%	2.10%	2.18%	0.00%
	Female	10.90%	10.60%	14.60%	13.04%	9.30%
<b>Faculty-Instructional (Teaching Faculty)</b>						
Total		100.00%	100.00%	100.00%	100.00%	100.00%
Non-Minority	Male	36.60%	36.50%	38.20%	38.07%	39.20%
	Female	53.60%	53.60%	52.40%	51.78%	50.25%
Minority	Male	4.10%	4.20%	3.70%	4.06%	4.02%
	Female	5.70%	5.70%	5.70%	6.09%	6.53%
<b>Faculty-Non-Instructional (Academic Support)</b>						
Total		100.00%	100.00%	100.00%	100.00%	100.00%
Non-Minority	Male	30.40%	33.30%	26.10%	25.00%	26.09%
	Female	43.50%	38.10%	47.80%	45.84%	47.83%
Minority	Male	8.70%	9.50%	8.70%	8.33%	8.69%
	Female	17.40%	19.00%	17.40%	20.83%	17.39%
<b>Other Professionals (Supervisory)</b>						
Total		100.00%	100.00%	100.00%	100.00%	100.00%
Non-Minority	Male	32.70%	28.00%	29.80%	28.57%	28.26%
	Female	57.10%	56.00%	57.50%	51.02%	54.35%
Minority	Male	0.00%	2.00%	2.10%	6.12%	4.35%
	Female	10.20%	14.00%	10.60%	14.29%	13.04%
<b>Technical and Paraprofessional (Professional/Technical)</b>						
Total		100.00%	100.00%	100.00%	100.00%	100.00%
Non-Minority	Male	38.90%	36.50%	34.50%	34.70%	36.84%
	Female	43.10%	48.20%	47.20%	48.30%	45.39%
Minority	Male	9.70%	9.50%	10.60%	9.52%	9.87%
	Female	8.30%	5.80%	7.70%	7.48%	7.90%
<b>Clerical and Secretarial</b>						
Total		100.00%	100.00%	100.00%	100.00%	100.00%
Non-Minority	Male	9.90%	10.10%	10.80%	12.23%	12.77%
	Female	80.80%	77.70%	74.70%	73.94%	73.40%
Minority	Male	3.30%	3.90%	4.80%	4.26%	3.72%
	Female	6.00%	8.40%	9.70%	9.57%	10.11%
<b>Skilled Crafts**</b>						
Total		100.00%	100.00%	100.00%	100.00%	100.00%
Non-Minority	Male	84.00%	82.80%	83.30%	80.00%	82.76%
	Female	8.00%	6.90%	6.70%	6.67%	3.45%
Minority	Male	8.00%	10.30%	10.00%	13.33%	13.79%
	Female	0.00%	0.00%	0.00%	0.00%	0.00%
<b>Service/Maintenance</b>						
Total		100.00%	100.00%	100.00%	100.00%	100.00%
Non-Minority	Male	35.40%	34.00%	35.70%	34.35%	34.35%
	Female	17.70%	17.00%	17.30%	17.17%	17.17%
Minority	Male	31.30%	31.90%	27.60%	30.30%	29.29%
	Female	15.60%	17.00%	19.40%	18.18%	19.19%
<b>Overall Total</b>						
Total		100.00%	100.00%	100.00%	100.00%	100.00%
Non-Minority	Male	31.60%	31.00%	31.10%	31.16%	32.48%
	Female	51.60%	51.50%	50.60%	50.00%	49.04%
Minority	Male	8.40%	8.70%	8.50%	8.97%	8.60%
	Female	8.30%	8.80%	9.80%	9.87%	9.88%

Source: Human Resources

\*ICCB categories are provided in parentheses where different.

\*\*Included in custodial/maintenance by ICCB.

**Exhibit 7.3. Percent of Contact Hours Covered by Full-Time Faculty**

Division	Semester	Fiscal Years				
		2006-07	2007-08	2008-09	2009-10	2010-11
AE/LS	Fall	30.4%	31.8%	31.3%	33.0%	33.5%
AE/LS	Spring	32.4%	33.6%	34.9%	34.6%	NA
BUS/SS	Fall	36.0%	38.7%	41.5%	38.8%	38.0%
BUS/SS	Spring	38.8%	37.8%	40.5%	37.7%	NA
CTP	Fall		29.7%	32.2%	37.4%	30.6%
CTP	Spring		30.1%	32.2%	31.3%	NA
HC	Fall	39.0%	37.1%	37.7%	58.2%	58.9%
HC	Spring	38.4%	40.4%	38.7%	60.0%	NA
LIB ARTS	Fall	41.2%	39.6%	41.2%	41.0%	42.0%
LIB ARTS	Spring	42.3%	38.2%	41.1%	43.0%	NA
MS	Fall		55.1%	48.4%	52.7%	54.6%
MS	Spring		56.6%	49.8%	49.7%	NA
STU DEV	Fall	62.3%	68.7%	54.9%	65.4%	62.5%
STU DEV	Spring	74.0%	68.4%	59.3%	70.9%	NA
TM/PS	Fall	47.6%				
TM/PS	Spring	51.5%				
WHP	Fall	44.8%	47.3%	25.6%	36.3%	37.2%
WHP	Spring	40.5%	30.2%	19.6%	38.2%	NA

Source: Academic Affairs

## Exhibit 7.4. Full-Time Faculty Demographic Breakdowns

### Educational Level

	2007-08		2008-09		2009-10		2010-11		2011-12	
	N	%	N	%	N	%	N	%	N	%
Associate's	0	0.0%	0	0.0%	0	0.0%	1	0.0%	2	0.9%
Bachelor's	8	3.7%	7	3.3%	7	3.1%	6	2.6%	6	2.6%
Master's	165	76.7%	160	74.8%	174	77.0%	169	74.4%	169	74.1%
Doctorate	42	19.5%	47	22.0%	45	19.9%	51	22.5%	51	22.4%
<b>TOTAL</b>	<b>215</b>	<b>100%</b>	<b>214</b>	<b>100%</b>	<b>226</b>	<b>100%</b>	<b>227</b>	<b>100%</b>	<b>228</b>	<b>100%</b>

### Professional Title

	2007-08		2008-09		2009-10		2010-11		2011-12	
	N	%	N	%	N	%	N	%	N	%
Professor	45	20.9%	41	19.2%	48	21.2%	51	22.5%	59	25.9%
Assoc Prof	71	33.0%	74	34.6%	69	30.5%	78	34.4%	75	32.9%
Asst Prof	58	27.0%	53	24.8%	58	25.7%	51	22.5%	51	22.4%
Instructor	41	19.1%	46	21.5%	51	22.6%	47	20.7%	43	18.9%
<b>TOTAL</b>	<b>215</b>	<b>100%</b>	<b>214</b>	<b>100%</b>	<b>226</b>	<b>100%</b>	<b>227</b>	<b>100%</b>	<b>228</b>	<b>100%</b>

### Gender

	2007-08		2008-09		2009-10		2010-11		2011-12	
	N	%	N	%	N	%	N	%	N	%
Female	128	59.5%	126	58.9%	135	59.7%	131	57.7%	134	58.8%
Male	87	40.5%	88	41.1%	91	40.3%	96	42.3%	94	41.2%
<b>TOTAL</b>	<b>215</b>	<b>100%</b>	<b>214</b>	<b>100%</b>	<b>226</b>	<b>100%</b>	<b>227</b>	<b>100%</b>	<b>228</b>	<b>100%</b>

### Race/Ethnicity

	2007-08		2008-09		2009-10		2010-11		2011-12	
	N	%	N	%	N	%	N	%	N	%
Asian	11	5.1%	10	4.7%	10	4.4%	10	4.4%	12	5.3%
African-American	8	3.7%	7	3.3%	9	4.0%	9	4.0%	11	4.8%
Hispanic	6	2.8%	7	3.3%	8	3.5%	7	3.1%	8	3.5%
American Indian Native	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	190	88.4%	190	88.8%	199	88.1%	201	88.5%	197	86.4%
<b>TOTAL</b>	<b>215</b>	<b>100%</b>	<b>214</b>	<b>100%</b>	<b>226</b>	<b>100%</b>	<b>227</b>	<b>100%</b>	<b>228</b>	<b>100%</b>

**Chapter VIII**  
**Support Services**

## Academic Support Services

### Exhibit 8.1. Resources for Learning

Library Services	2006-07	2007-08	2008-09	2009-10	2010-11
<b>Patron Services</b>					
Print and Media Circulation	61,089	69,548	62,830	56,246	54,655
E-Resource Searches	521,694	578,626	767,308	837,528	1,261,878
Reference Requests	23,375	20,819	22,274	22,724	21,935
Library Instruction:					
Class Supported	347	350	291	345	348
Students Served	5,528	5,658	4,602	5,355	5,314
Resource Sharing	8,440	8,670	10,756	9,819	9,963
Gate Count	598,347	649,713	598,641	594,104	693,726
Web Views	521,694	430,501	-	-	
<b>Collections (Titles)</b>					
Print Collection	127,787	131,771	131,753	129,447	137,985
Electronic Resources	8,194	8,224	26,163	28,102	37,197
Media Resources	28,990	29,718	23,421	22,838	36,665
Microfilm	105	104	104	101	100

Source: Library Services, Provost Office

## Academic Support Services

### Exhibit 8.2. Innovative Instruction

Center for Innovative Instruction	2006-07	2007-08	2008-09	2009-10	2010-11
Workshops Delivered	61	65	99	181	146
Blackboard Course Websites Supported	657	852	1,084	1,997	2,621
Distance Course Development Requests	47	37	33	36	48
Technical Support Requests	3,388	5,467	2,633	4,648	5,102

Source: Center for Innovative Instruction, Provost Office

## Academic Support Services

### Exhibit 8.3. Tutoring Center/Success Services/Writing Center

<b>Tutoring Center/Success Services/ Writing Center</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
Tutoring Center (student contacts)	17,838	17,885	21,200	24,437	25,538
Success Services (student contacts)	2,354	2,269	2,382	2,950	3,112
Writing Center (student contacts)	6,044	7,719	8,119	8,597	7,703

Source: Tutoring Center/Success Services/Writing Center, Provost Office

# Student Support Services

## Exhibit 8.4. Student Support Services

Support Service Area		2006-07	2007-08	2008-09	2009-10	2010-11
Academic Advising and Counseling Center	Student and Community Contacts	67,019	64,191	81,452	84,884	87,921
Access and Disability Services	Student and Community Contacts	61,538	62,840	67,551	78,316	88,491
Assessment Center	Tests Administered	32,201	34,314	33,936	34,635	41,486
Career Center	Student, Community, and Employer Contacts	39,790	48,295	52,929	47,187	37,801
Center for Multicultural Learning	Student and Community Contacts	33,358	33,083	31,579	41,140	41,026
Center for New Students and Orientation	Student and Community Contacts	71,853	77,084	81,588	89,225	93,714
Meeting, Exhibit and Convention	Student and Community Contacts	129,562	115,051*	112,219*	125,872*	127,467*
Women's Program	Student and Community Contacts	9,993	14,725	13,059	9,333	9,232

Source: Student Affairs

\*Meeting, Exhibit and Convention total no longer includes A Building Facilities Rentals.

## Financial Aid

**Exhibit 8.5. Federal and State Financial Aid Support to Students**

Financial Aid Awards		2006-07	2007-08	2008-09	2009-10	2010-11
Number of Awards by Type	Pell Grant	1,937	2,095	2258	3,586	4,761
	ACG*		62	36	60	115
	Work Study	117	97	105	153	131
	SEOG	601	623	499	560	383
	Federal Stafford Loan**	1,462	1,632	1422	2,294	3,826
	ISAC	1,768	1,818	1604	1,584	1,833
	II.Vets	375	354	318	214	278
	Total Number of Awards***	7,316	6,681	6242	8,451	11,327
Amount of Awards by Type	Pell Grant	\$4,199,338	\$4,937,554	\$5,845,099	\$11,057,259	\$14,659,715
	ACG		\$40,050	\$26,325	\$46,637	\$73,309
	Work Study	\$179,280	\$170,482	\$230,253	\$243,040	\$161,858
	SEOG	\$262,940	\$268,500	\$203,125	\$233,421	\$132,300
	Federal Stafford Loan	\$3,715,922	\$4,668,740	\$7,293,481	\$12,075,657	\$12,448,423
	ISAC	\$2,082,128	\$2,138,976	\$1,970,415	\$2,255,324	\$2,319,063
	II.Vets	\$715,959	\$736,363	\$710,952	\$450,470	\$555,093
	Total Amount of Awards	\$11,155,567	\$12,960,665	\$16,279,650	\$26,361,808	\$30,349,761

Source: Financial Aid Office

\*New program for 2006-2007.

\*\*Harper College began participation in Federal Direct Lending for 2009-10.

\*\*\*Duplicated count (students may receive more than one type award).

**NOTE:** Federal methodology changed for Pell Grant awards in FY07, thus reduced eligibility for application. Also, Federal allocation for Work Study awards reflect a reduction starting in FY07.

## Financial Aid

**Exhibit 8.6. Race/Ethnicity of Financial Aid for All Recipients\***

	2010-2011	
	N	%
Asian or Pacific Islander	686	10%
American Indian or Alaskan Native	26	1%
African-American	864	13%
Hispanic	1,024	15%
White Non-Hispanic	3,551	54%
Unknown/Refused	492	7%
Total	6,643	100%

Source: Financial Aid Office

\* Unduplicated counts.

**Exhibit 8.7. Server Resources (Infrastructure and Services)**

<b>Service Type</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
Total File/Database/Application Servers in Production	134	186	210	210	195
Staff/Faculty Accounts	1,950	1,800	1,600	1,565	1,670
Total Storage Capacity	20 TB	27 TB	39.6 TB	42 TB	45TB
Student E-mail Accounts	55,000	61,000	36,457 New Gmail	45,000 Gmail	77,000

### Exhibit 8.8. Network Services

<b>Service Type</b>	<b>Number of Connections 2006-07</b>	<b>Number of Connections 2007-08</b>	<b>Number of Connections 2008-09</b>	<b>Number of Connections 2009-10</b>	<b>Number of Connections 2010-11</b>
Internet Ethernet MAN	3	3	4	4	4
Network Rooms	29	29	31	32	30
Subnets	246	250	273	278	268
Switches in Service	210	286	293	297	280
Wireless Access Points	90	100	105	120	128

### Exhibit 8.9. Media Services

Permanently Assigned Media Projection Equipment – Smart Media Rich Type	2006-07	2007-08	2008-09	2009-10	2010-11
Instructor Workstation (CPU, VHS, DVD)	1	1	25	0	0
Instructor Workstation (CPU, VHS, DVD, Doc Cam)	12	12	12	5	5
Type 1 Lectern	107	119	160	169	169
Type 1a Lectern	4	5	5	5	5
Type 2 Lectern	17	17	17	17	17
Type 3 Lectern	2	2	2	5	5
Type 4a Lectern	1	1	1	1	1
Type 4b Lectern	2	2	2	2	2
Type 4c Lectern	1	1	1	1	1
Type 4e Lectern	2	2	2	2	2
Type 5 Lectern	1	1	1	1	1
<b>Total</b>	<b>150</b>	<b>163</b>	<b>228</b>	<b>208</b>	<b>208</b>

**Exhibit 8.10. Computer Open Lab Software**
**Application Software in Open Labs - (I223, Y203, F303, F315)**

20/20 v64	Font Agent Pro (PC and Mac)	OB/GYN Sonography Interactive CD Exam
Abdominal Sonography Interactive CD Exam	GMG FlexProof	Omnipage Pro
AccuRender	Gnome Terminal	Open Mind
Acrobat Reader	Google Chrome Browser	Open Office
Administering Inter Muscular Injections (IM Inject)	Google Earth (Google Sky)	Opera Browser
Adobe Creative Suite Design Premium CS 4 (Photoshop, Illustrator, InDesign, GoLive, Acrobat Pro)	Google Sketch Up	OS X
Adobe Creative Suite Design Premium CS 4 for Mac (Photoshop, Illustrator, InDesign, GoLive, Acrobat Pro)	Hammond Atlas of the World	P.A.S.S. - Power Accounting System Software - Managerial Accounting 8e, Corporate Financial Accounting 8e, Financial and Managerial Accounting 8e)
Adobe Creative Web Premium CS4 (Acrobat 9, Contribute, Device Central, Drive, Fireworks, Flash, Illustrator, Media Encoder, Photoshop, Pixel Bender, Soundbooth	Holes Essentials of Human Anatomy and Physiology, Essential Study Partner	PDS Nursing Scenarios Concepts and Skills (Adult Health,Clinical Nursing,Critical Care,Maternity Nursing,Perioperative,Psychiatric)
Adobe Flash Player	HP DeskScan II	PDS: Med Surg Mania
Adobe Font Folio	HP PrecisionScan Pro	PDS: Peds Mania
Adobe Type Classics for Learning	HTML-Kit	PDS: Psych Mania
AltaPoint Medical Demo	Intermediate Algebra Student	Peachtree Accounting 2008
Anatomy - Tooth Morphology	Internet Explorer	Phlebotomy Tutor
ArcGIS	iTunes	PHStat2
Audacity	Java Programming (Testtaker.jar, Jarmaker, Format Java)	Print Smith
AutoCAD	Java SDK/JRE	Profile Maker
Autodesk 3D Studio Max	Jaws	Putty
Autodesk Architectural Desktop	Jedit	Python
Autodesk Revit Architecture	jSwat	qedoc computer competency exam
Autodesk Revit MEP	Keyboarding Pro	Quark Xpress
Basic College Mathematics	Logger Pro	Quark Xpress for Mac
BlueJ	Magic	Quickbooks Pro
BrowseAloud	Maple	QuickTime Player
Cardiac Case Studies	Math XL Player plug-in	Real Player
Care Of The Patient With Multiple Sclerosis	MaxIm DL/CCD	RealPlayer Enterprise
Chart Smart II	McAfee VirusScan	SAM
Chem Draw Standard	Medical Terminology - A Student-Centered Approach	Scigrass
Chem Draw Ultra	Medical Transcription (HillCrest Medical Center)	Shockwave Player MX Plugin (for IE and Netscape)
Citrix Presentation Client	Microsoft .NET Framework	
CLEA Software	Microsoft Expression	Solid Edge
College Algebra Student	Microsoft Office 2007 Word, Excel, Powerpoint, Access	Starry Night Pro
Colorlab	Microsoft Office 2008 for Mac	Technology in Action
ColorPort	Microsoft Office 2010 (Word, Excel, Powerpoint, Access, Visio, OneNote)	TermPlus
Communication Skills Identifying Underlying Anxiety	Microsoft Project 2007	Texthelp! Read & Write 6.0
COMPASS/ESL Internet Version	Microsoft Project 2010	Textpad Editor
Converge	Microsoft Windows Media Player	Thumbs Up
Cygwin	Minitab	TLC Medical Center Application
Derive	Mosby Basic Nursing Skills	Turbo Assembler
Diet Analysis Plus	Mosby Intermediate Nursing Skills	UGS Imageware

### Exhibit 8.11. Computer Open Labs - For Students

Main Campus Open Computer Lab	FY 07		FY 08		FY 09		FY 10		FY 11	
	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	Number of Computers	Hours Open per week
F303 Writing Center	22	50	22	50	23	50	23	50	23	56.5
I223 Mega Lab	66	92	66	92	65	92	65	92	65	92
NEC	18	22	18	22	18	22	18	22	18	22
Y203	107	92	114	92	88	92	88	92	88	92
<b>Total</b>	<b>213</b>	<b>256</b>	<b>220</b>	<b>256</b>	<b>194</b>	<b>256</b>	<b>194</b>	<b>256</b>	<b>194</b>	<b>262.5</b>

Note 1: In addition, there are 378 laptops in various classrooms for student use.

Note 2: In addition, there are 31 workstations in 2 Internet Café areas on campus.

**Exhibit 8.12. Service Desk**

	<b>FY 07</b>	<b>FY 08</b>	<b>FY 09</b>	<b>FY 10</b>	<b>FY11</b>
Number of Calls	22,677	25,827	63,528	74,551	58,624
Number of Service Requests	20,863	24,019	59,001	70,256	49,512
<b>Employee Technical Skills Training (Hardware and Software)*</b>					
Number of Seminars	430	377	566	142	121
Number of Participants	683	756	782	448	431

**Exhibit 8.13. Total Number of Computers - For Instructional Use**

<b>Building/Center</b>	<b>Number of Computers</b>
A – Student and Administration Center	104
C – New Student Services and Art Center	26
D – Science, Math and Health Careers Center	160
F – Academic Resources Center	301
G – Engineering and Applied Technology Center	
H – Engineering and Applied Technology Center	
HPC – Harper Professional Center (650 Higgins)	77
I – Business and Social Science Center	254
J – Business and Social Science Center	33
L – Liberal Arts	26
M – Wellness and Sports Center	11
NEC – Northeast Center	63
P – Music Instruction Center	21
HCRM - Harper College Rolling Meadows	24
POC – Palatine Opportunity Center	33
W -	2
X – Health Careers Center	125
Y – Technology Center	333
Z – Science Center	324
<b>Total</b>	<b>1,917</b>

**Exhibit 8.14. Standard Administrative Workstation Software**

<b>Standard Employee Desktop Software:</b>		
<b>Software Product</b>	<b>PC</b>	<b>Macintosh</b>
<b>Operating System:</b>	Windows 7 (Migration in Process) Windows XP (Phasing out)	Mac OS X
<b>Office Suite:</b>	Microsoft Office 2010 (Windows 7) <i>(*Includes: Access, Excel, OneNote, Outlook, PowerPoint, Publisher, Visio, and Word)</i>  Microsoft Office 2007 (Windows XP) <i>(*Includes: Access, Excel, OneNote, Outlook, PowerPoint, Publisher, Visio, and Word)</i>	Microsoft Office 2008 *Includes: Word, Excel, PowerPoint and Entourage
<b>Web Browser:</b>	Internet Explorer 9 (Windows 7) Internet Explorer 8 (Windows XP) Firefox 4 (Windows 7) FireFox 3 (Windows XP)	Safari  FireFox 4
<b>Plug-ins or Additional Applications:</b>	Acrobat Reader 10 (Windows 7) Apple QuickTime 7 Real Player Enterprise Edition Macromedia Flash and Shockwave Players Windows Media Player 11 (Windows 7) Windows Media Player 10 (Windows XP)	Acrobat Reader 10 Apple QuickTime 7 Real Player Enterprise Edition Macromedia Flash and Shockwave Players Windows Media Player 10
<b>Alternative Connectivity to Additional Harper Applications:</b>	Citrix	Citrix
<b>E-mail:</b>	Microsoft Outlook 2010 (Windows7) Microsoft Outlook 2007 (Windows XP)	Microsoft Office 2010 via Citrix
<b>FTP:</b>	WinSCP	Built-In
<b>Telnet:</b>	PuTTY	Built-In
<b>Calendar:</b>	Microsoft Outlook 2010 (Windows7) Microsoft Outlook 2007 (Windows XP)	Microsoft Office 2010 via Citrix
<b>Classroom Grading:</b>	Micrograde 6.02  Micrograde 6.1.3 (for upload of grades to Blackboard only)	Micrograde 6.02  Micrograde 6.1.3 (for upload of grades to Blackboard only)
<b>File Compression:</b>	Built in to Windows XP	Stuff-it Expander

**Exhibit 8.15. Standard Administrative Laptop Software**

<b>Standard Employee Laptop Software:</b>		
<b>Software Product</b>	<b>PC</b>	<b>Macintosh</b>
<b>Operating System:</b>	Windows 7 (Migration in Process) Windows XP (Phasing out)	Mac OS X
<b>Office Suite:</b>	Microsoft Office 2010 (Windows 7) <i>(*Includes: Access, Excel, OneNote, PowerPoint, Publisher, Visio, and Word)</i>  Microsoft Office 2007 (Windows XP) <i>(*Includes: Access, Excel, OneNote, PowerPoint, Publisher, Visio, and Word)</i>	Microsoft Office 2008 *Includes: Word, Excel, PowerPoint
<b>Web Browser:</b>	Internet Explorer 9 (Windows 7) Internet Explorer 8 (Windows XP) Firefox 4 (Windows 7) FireFox 3 (Windows XP)	Safari  FireFox 4
<b>Plug-ins or Additional Applications:</b>	Acrobat Reader 10 (Windows 7) Acrobat Reader 8 (Windows XP) Apple QuickTime 7 Real Player Enterprise Edition Macromedia Flash and Shockwave Players Windows Media Player 11 (Windows 7) Windows Media Player 10 (Windows XP)	Acrobat Reader 10  Apple QuickTime 7 Real Player Enterprise Edition Macromedia Flash and Shockwave Players Windows Media Player 10
<b>Alternative Connectivity to Additional Harper Applications:</b>	Citrix and VPN software	Citrix

**Exhibit 8.16. Standard Lab Software**

<b>Standard Lab (desktop or laptop) Software:</b>		
<b>Software Product</b>	<b>PC</b>	<b>Macintosh</b>
<b>Operating System:</b>	Windows 7 (Migration in Process) Windows XP (Phasing out)	Mac OS X
<b>Office Suite:</b>	Microsoft Office 2010 (Windows 7) <i>(*Includes: Access, Excel, OneNote, PowerPoint, Publisher, Visio, and Word)</i>  Microsoft Office 2007 (Windows XP) <i>(*Includes: Access, Excel, OneNote, PowerPoint, Publisher, Visio, and Word)</i>	Microsoft Office 2008 *Includes: Word, Excel, PowerPoint
<b>Web Browser:</b>	Internet Explorer 9 (Windows 7) Internet Explorer 8 (Windows XP) Firefox 4 (Windows 7) FireFox 3 (Windows XP)	Safari  FireFox 3
<b>Plug-ins or Additional Applications:</b>	Acrobat Reader 10 (Windows 7) Acrobat Reader 8 (Windows XP) Apple QuickTime 7 Real Player Enterprise Edition Macromedia Flash and Shockwave Players Windows Media Player 11 (Windows 7) Windows Media Player 10 (Windows XP)	Acrobat Reader 10  Apple QuickTime 7 Real Player Enterprise Edition Macromedia Flash and Shockwave Players Windows Media Player 10
<b>Alternative Connectivity to Additional Harper Applications:</b>	Citrix/VPN	
<b>File Compression:</b>	Built in to Windows XP	Stuff-it Expander

### Exhibit 8.17. Enterprise Systems – Applications Supported

Business Systems Applications	Student Systems Applications
Aloha Dining Services Point of Sale	AccuSQL (tutoring, athletics)
Banner Residency Determination	A2/Emago (Dental Hygiene)
Banner Self-Service Web Tailor	Banner - Event Management
Blackbaud - Accounting for Nonprofits 6.4 Fixed Assets	Banner - Job Submission
Blackbaud - Raiser's Edge, Financial Edge, and Spark	Banner ODS
Blackboard Mobile Central	Banner - Workflow
Blackboard Mobile Learn	Banner (Student, AR, & Financial Aid)
Box Office (tickets.com/Provenue)	Banner BDMS
CVS (Source code management)	Banner CAPP (Degree Audit)
Event Business Management System (EBMS)	Banner EDW
FAMIS (Facilities management)	Blackboard (course, faculty, student)
IPARQ	Blackboard Crosslisting Application
Kronos Time and Attendance	Compass (Windows and Internet)
Lenel On Guard (door security)	Financial Aid Applications (Cloud/Hosted)
Luminis "Forgot Password"	Math Lab Tracker
Luminis "Username Look-Up"	Nebraska Bookstore
Luminis SIS Portal	Nelnet (Quickpay, Commerce Manager)
MetaCommunications Virtual Ticket/Digital Storage Management	PyraMED (EMR)
Mobile - Course Search	QAS (Batch and desktop)
Mobile/Web - Employee Directory	Resource/Schedule 25
Mobile/Web - My Schedule	RoboRegistrar - electronic transcripts
Mobile/Web - Offices Directory	SARS Grid
Omni Update	STAIRS
Oracle Finance/HR/Payroll /Budget/Purchasing/Benefits	Starfish Early Alert System
Oracle OID	Student Inquiry Application
Oracle Portal/Content Management System	Student Opinionnaire of Instruction
Pharos (access to printers)	Tutoring Center Tracker
Print Shop Pro	U-Select
QAS w/SSB (Postal address management)	
Record Management (Harper Police Dept.)	
Telemagic	
Web ID (ID card system)	
Web Trends	
Interfaces with Major Systems	
EBS - 1099s	Banner - Admissions Application modifications
EBS - Banner General Person	Banner - AP Scores
EBS - Banner Student Refund Process (check #)	Banner - CE Marketing Services course extract
EBS - Banner WorkStudy hours	Banner - Clep Scores
EBS - Blue Cross benefit enrollment	Banner - Compass
EBS - Cash Management (Chase Bank)	Banner - Course Search
EBS - Faculty Letters	Banner - Drop for Non-Payment
EBS - Faculty Upload - Banner to Oracle Payroll	Banner - Google Gmail
EBS - ICCB reporting	Banner - High School Compass
EBS - Identity Management (IDM)	Banner - ICCB reporting
EBS - Illinois Child Support	Banner - ID Number database
EBS - Kronos	Banner - ILSCO (Library)
EBS - Ohio Child Support	Banner - Illinois State Grant
EBS - State University Retirement System (SURS)	Banner - MARS (students enrolled in Unix classes)
EBS - W2s	Banner - Math Lab

### Exhibit 8.17. Enterprise Systems – Applications Supported

Interfaces with Major Systems (continued-)	
Kronos - EBS	Banner - Nebraska Bookstore (vouchers)
	Banner - 1098T Vendor
	Banner - Nelnet Application Fee pay program
	Banner - Nelnet Payment Plans
	Banner - Nelnet Student Accts
	Banner - Parent data SSB push to INB for CE
	Banner - SARS Extract for ESL
	Banner - Senior Waivers
	Banner - SOI extract
	Banner - Student AR to Oracle EBS GL
	Banner - Student Refund Process - Banner to EBS
	Banner - Tutoring Center data extract
Business Systems Application	Student Systems Application
Reporting Tools	
BI Publisher	Banner Job Submission
Concurrent Manager	Cognos 8
Daily Business Intelligence	Impromptu
Discoverer	Oracle SQL Developer
Oracle Reports	Optio
TOAD	Pharos
Workflow	UniCenter Job Scheduling
PMO/Process Supporting Systems	
Manage Engine Service Desk Plus	