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Program Budget 1978-79

PROGRAM BUDGET 1978-79 PROGRAM BUDGET 1978-79 PROGRAM BUDGET 1978-79

WILLIAM RAINEY HARPER COLLEGE

PROGRAM BUDGET - 1978-79

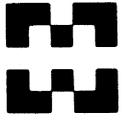
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August, 1978



William Rainey Harper College
Algonquin and Roselle Roads
Palatine, Illinois 60067
312-397-3000

BOARD OF TRUSTEES

August, 1978

Subject: College Budget for 1978-79 Fiscal Year

Reference: Letter of Transmittal

Dear Trustee:

The proposed budget for the 1978-79 budget year is attached. This budget represents the estimated costs of operating educational programs and support services related to the education of students at Harper College. Each category, figure, or total, affects educational opportunity and services offered by the college. This budget plan contains the considered estimates of the Harper staff. Implicit in its presentation is the commitment to operate within these limitations.

Included in this document for each budget area are purpose statements, program inputs as represented by this budget, and expected program outputs.

Enrollment for the 1978-79 academic year is projected to increase an estimated 2.5 percent over the previous year's enrollment. Although Harper College is representative of the national trend of leveling or slightly declining enrollment, 1978 Summer School enrollment indicates Fall, 1978 projections are on target. If enrollment increases exceed the planning assumptions used in this budget, additional funds will be needed from the Contingency Fund for added costs.

Total operating budget increases and decreases are shown below:

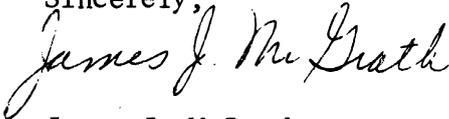
<u>Increases</u>	<u>Amount</u>	<u>Percent Increase</u>
Budgeted Salary Increments	\$ 467,000	3.4%
Increase in Utility Costs	103,710	.8%
Increase for Unemployment Insurance	58,000	.4%
Increase in Provision for Building Preventive Maintenance	347,530	2.6%
Increase in Provision for Contingency	250,000	1.8%
Increase in Summer School Costs	13,680	.1%
Increase in Special Services and Lifelong Learning Activities	48,865	.4%
Other Increases and Decreases (Net)	7,515	.1%
<u>Decreases</u>		
Elimination of 11 Administrative and Staff Positions	(181,690)	(1.3)
Decrease in Travel Related Budgets	(36,610)	(.3)
	<u>\$1,078,000</u>	<u>7.9%</u>

The following information is noteworthy as you review the 1978-79 Harper College Budget:

1. A major effort has been made to reduce costs for the 1978-79 year. Despite inflation, this year's operating budget represents a 7.9 percent increase over the 1977-78 budget.
2. In order to control costs, budget cuts reflected in the 1978-79 budget include non-replacement of some personnel who have resigned. Duties and responsibilities of those employees have been reassigned to other members of the college staff.
3. Although a successful referendum in September of 1978 would provide revenue on an accrual basis for operations in the 1978-79 year, cash flow problems will be experienced because the additional revenue will not be received until the second tax installment is due.
4. Structural problems which have become evident this year could have a major financial impact on the college. The fallen spandrel (Building A) demonstrates the need for constant monitoring of building conditions. Deterioration of buildings indicates the necessity of implementing a programmed maintenance and capital replacement plan.
5. Salaries for 1978-79 have not been determined at this time because negotiations are still in progress.
6. Sufficient funds have been allocated to staff the college for 1978-79 at a 26 to 1 student-teacher ratio per section. Enrollment predictions forecast a growth in enrollment next year of approximately 170 full-time equivalent (FTE) students.
7. In anticipation of the completion of Building M in Spring, 1979, a cost center has been established for the Division of Physical Education, Athletics and Recreation. This budget represents new costs and a consolidation of current operations and services.

This budget plan has been prepared to provide the Board and staff with a detailed financial accounting of the educational commitments of Harper College. This year offers many challenges. I look forward to working with you and the college community to meet these challenges.

Sincerely,



James J. McGrath
President

Budget Committee of the Whole

Joan M. Klussmann, Chairman
Shirley A. Munson, Vice Chairman
Natalie C. Weber, Secretary
Janet W. Bone
George Dasher
Jessalyn M. Nicklas
David Tomchek
Peter Mariahazy
James D. Perry, Vice President of
Administrative Services

PROGRAM BUDGET
1978-1979

CONTENTS

The following major sections of the budget are divided by tabs with indexes included at the beginning of each section.

Historical Basis

The history of Harper College is included in this section.

Legal Basis

The legal requirements for a community college budget, and the Board of Trustees' legal responsibilities for the formation, adoption and implementation of the budget are explained in this section.

Instructional Program

This section covers the educational philosophy, objectives, and programs offered by Harper College; the organizational elements that support the programs; future development of the educational program; and a report on faculty and accreditation of Harper College.

Financial Program

This section covers the financial plan of operation for various funds, the source of district monies in the Educational Fund, explanations of the tax base and tax levy, analyses of income and cost per student, actual and estimated student growth, the long-range financial plan, the budgetary process, and explanations of the various funds and resources.

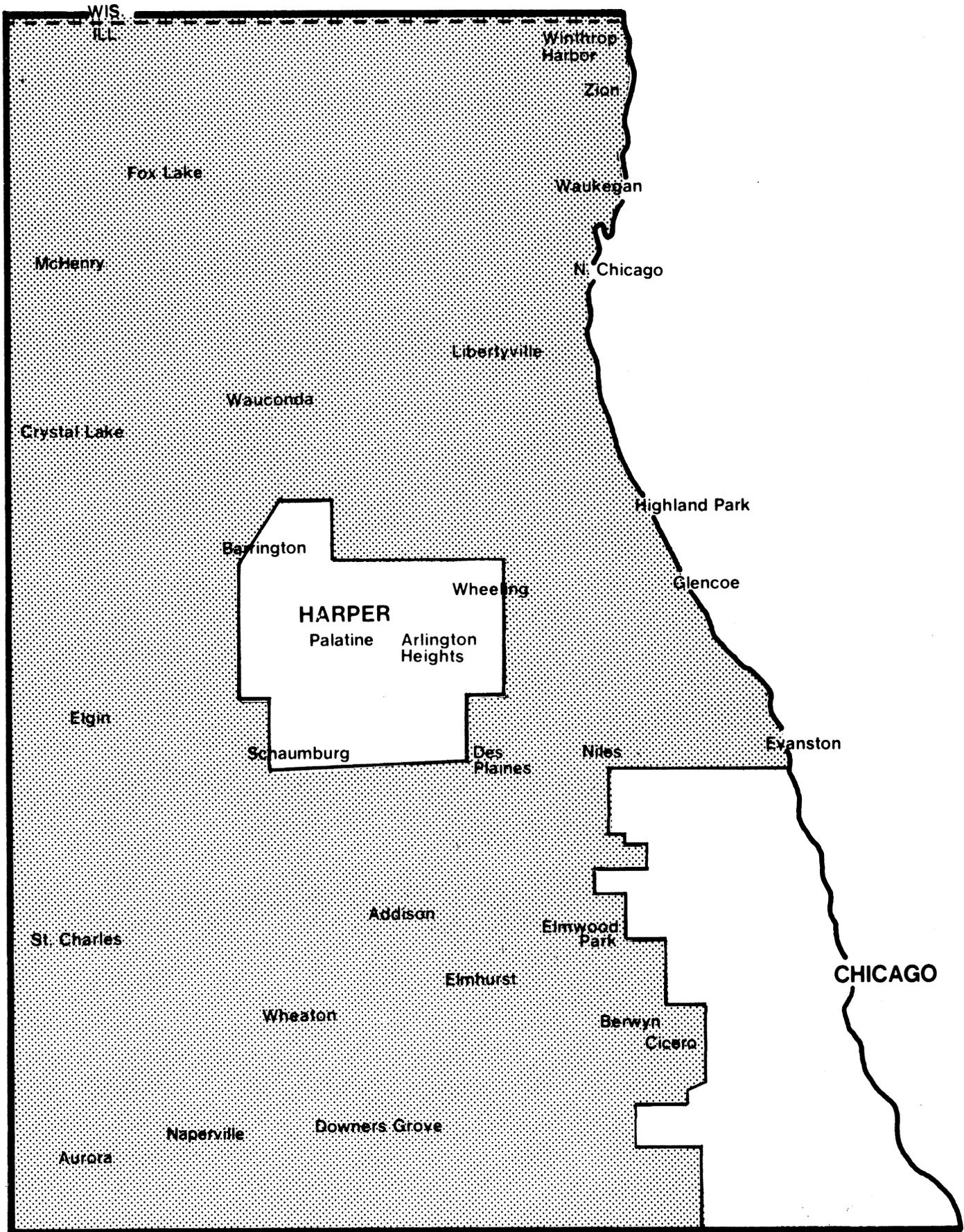
Operating Budget

This section includes college revenue, budget summaries, the capital outlay budget, summer school budget, a breakdown of each cost center's budget in the Educational Fund, plus budgets for the Operations, Building and Maintenance Fund, Auxiliary Enterprises Fund, Bond and Interest Fund, and the Site and Construction Fund.

Budget Terms Defined

In this section definitions of account descriptions are set forth for major accounts, and the chart of accounts sets forth the numerical code and a brief narrative description of each account.

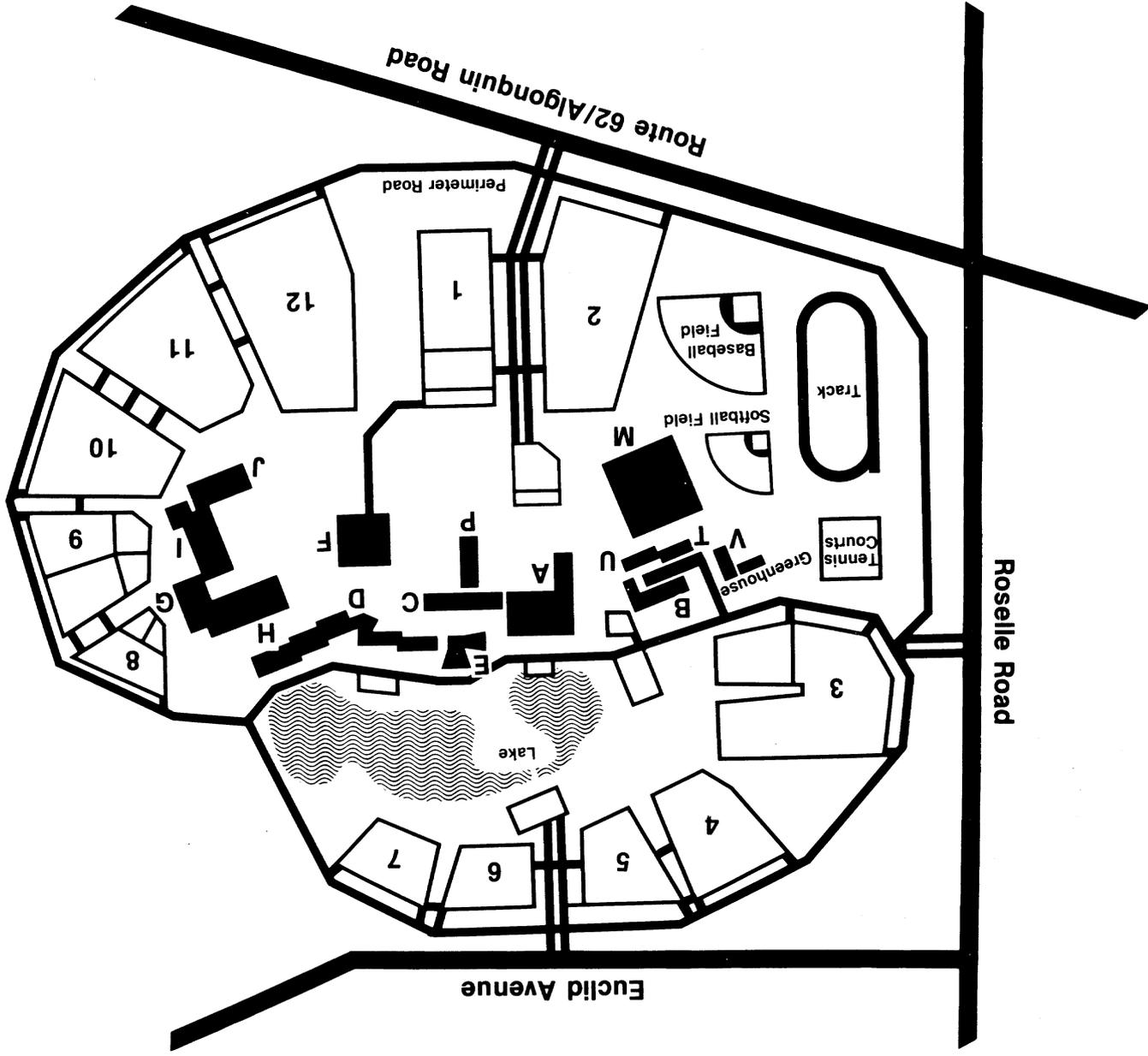
METROPOLITAN LOCATION OF WILLIAM RAINEY HARPER COLLEGE



William Rainey Harper College

Campus Directory

- Building A, College Center
Admissions and Business
Offices, Student Services,
Bookstore
- Building B, Public Safety,
Power Plant
Vocational Education Shops
- Building C, Art &
Architecture
Fine Arts & Design Division
Office, Classrooms
- Building D, Mathematics
and Science
Division Offices: Business,
Life &
Health Sciences, Social
Sciences & Public Service;
Classrooms and Laboratories
- Building E,
Lecture-Demonstration
Center
- Building F, Learning
Resources Center
Special Services and Liberal
Arts Division Offices, Library
- Building G, Vocational
Technology Shops and
Laboratories
- Building H, Vocational
Technology Shops and
Laboratories
Engineering/Mathematics/
Physical Sciences Division
Office
- Building I, Business, Social
Science, and Vocational
Education
Classrooms, Laboratories,
and Offices
- Building J, Business,
Social Science, and
Vocational Education
Classrooms, Laboratories,
and Offices
- Building K, Art &
Architecture
Classrooms, Laboratories,
and Offices
- Building L, Physical
Education, Athletics, and
Recreation
- Building M, Music
Classrooms, Offices, and
Rehearsal Rooms
- Building N, Grounds
Maintenance Shop
- Building O, Athletics,
Maintenance Shop
- Building P, Roads and
Grounds, Park
Management
- Building Q, Student Parking
Lots 1-7,
9-12
Under Construction



Historical Basis

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HARPER COLLEGE HISTORY

William Rainey Harper College in Palatine, Illinois is a public community college, an integral part of the Illinois system of public education. Established in 1965 by voter referendum, the college district (512) serves high school districts 211 (Palatine and Schaumburg Townships), 214 (Elk Grove and Wheeling Townships), and Barrington Unit School District 220.

Under Illinois law, public community college districts are supported through a combination of operating funds appropriated biennially by the Illinois General Assembly and from local monies generated principally through real property tax levies, student tuition, and fees.

Harper College, in 1978-79, will receive 28.1 percent of its educational funds from local taxes, 26.3 percent from state sources, and 35.8 percent from student tuition and fees. The balance of 9.8 percent will come from chargeback tuition, government funding, accumulated fund balance, and miscellaneous sources.

Capital funding is provided through a combination of General Assembly appropriations and local construction bond issues.

William Rainey Harper, the first president of the University of Chicago for whom Harper College was named, is said to have been the strongest influence for the creation of a two-year (junior) college. Only recently has this lower division institution expanded its services and earned for itself the name of "community college."

Destined to be unlike traditional "junior" colleges which were administered and staffed by a local high school district, Harper College, at its birth, was among the newly-established, locally autonomous colleges made possible by state legislation providing for a well-defined community college system. The year of Harper's creation was the same year in which the Illinois Master Plan for Higher Education was adopted. It was to this Master Plan that the Illinois General Assembly responded when it revised the Illinois Community College Act enabling citizens to go to the polls and establish local community college districts.

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. Citizen enthusiasm for the new college district ran high. Forty-eight candidates ran in the first election for the Harper Board of Trustees. It was just 34 days after Harper was established that citizens returned to the polls to elect seven trustees as the first board of the new community college.

From the beginning, Harper's trustees endorsed a comprehensive community college model: transfer programs (first two years of a bachelor's program), career programs (one- and two-year voc-tech programs leading directly to employment), general education, adult and continuing education, strong guidance and counseling services, and co-curricular cultural activities. The trustees also agreed that Harper should remain a two-year institution, playing an important role as a feeder to public and private upper division institutions and to local business-industrial employers.

Before making any decisions which would carry out these ambitious goals, the college board sought out and appointed a chief executive for the new institution. It was in September, 1965, that Dr. Robert E. Lahti became Harper's first president.

The new president, working closely with the board, immediately launched major efforts which would have far-reaching effects upon the future of the college. First, an accurate picture of the college district had to be charted. The internationally recognized firm of Arthur D. Little, Inc., was retained to conduct a 10-year population and enrollment projection. Second, a basic staff of educational planners was assembled to begin planning and developing the instructional and student service programs which would best fulfill community needs. Third, an architectural team had to be formed in order to plan a campus and facilities. Before the first year was over, the college had appointed two outstanding architectural firms to work in association--Caudill, Rowlett, Scott of Houston, and Fridstein, Fitch, and Partners of Chicago.

Harper, in February 1966, was approved as a Class I community-junior college and as such was eligible to receive state and federal funds. It would be another year-and-a-half before the college was ready to serve its first students and almost four years before doors opened at its permanent campus.

During the next 12 months, solid groundwork was laid for achieving major goals of the college. Harper's plan was to conduct evening-only classes beginning in fall, 1967, at leased facilities and to convert to a full day and evening schedule when its own campus was ready in fall, 1969.

An agreement was made with Elk Grove High School for classrooms to serve the evening school and the placement of faculty and staff offices in temporary facilities on the school grounds. Before classes began at the high school, the new college had selected a 200-acre site in

Palatine for its future permanent home. In April of 1966, district voters approved a \$7,375,000 bond issue-- the local share of funding Harper's campus.

By January, 1966, Harper had received State of Illinois approval as an area vocational-technical school and received \$750,000 to develop approved voc-tech programs. At the same time, faculty hiring was under way, and the first students began enrolling well ahead of the fall opening of classes. Other major developments were the approval of the campus construction master plan and the granting of \$2,600,000 in federal money for fixed equipment in structures for the permanent campus.

When classes opened in fall, 1967, 1,725 students were enrolled at the Elk Grove interim campus, which by then had been officially designated "Harper Grove." Before September was over, students from the Journalism program (one of ten two-year career fields in Harper's initial educational offerings) published the first edition of the student newspaper, Harbinger.

Events proceeded at a fast rate during the balance of Harper's first college year: October saw groundbreaking for the first six buildings on the permanent campus; second semester enrollment topped 1,800; and Harper joined in forming GT/70, a pacesetting national consortium of ten leading community-junior colleges seeking self-improvement through sharing of innovative approaches to quality education.

Even as Harper completed its first year, with a summer session attracting nearly 1,000 students, it became apparent that acceptance of the new college surpassed all expectations. An enrollment of 3,700 in fall, 1968, more than double the Arthur Little projections, was accommodated by leasing still more interim classroom space. By now, evening classes were being conducted both at Harper Grove and at Forest View High School in Arlington Heights.

Construction progress continued on schedule at the permanent campus site in Palatine, and the college administration had already initiated steps toward full accreditation of its educational programs by the North Central Association. It was due in no small way to the college's growing reputation for performing according to plan that the Harper Board of Trustees in November, 1968, became the second community-junior college board to be admitted to membership in the Association of Governing Boards of Universities and Colleges.

Continued high performance ratings of the college determined by a five-member examining team elevated

Harper to "candidacy" status for North Central accreditation in spring, 1969. This news was especially welcomed by graduates at Harper's first commencement that June when 114 received degrees: 72 associates in arts, 21 associates in science, and 21 associates in applied science.

When doors opened at Harper's new campus that fall, 5,400 students were greeted by a \$12,000,000 complex of instructional, student service, and learning resources facilities which represented fulfillment of nearly 45 percent of the college's campus master plan. The on-time delivery of these facilities made Harper the first Illinois community college to complete its entire phase one of campus development. Other "firsts" for Harper during that first year on its own campus included the beginning of non-credit continuing education courses for adults, opening of the first dental hygiene clinic, and formation of the Harper Business-Industrial Steering Committee for the development of management training seminars for area residents.

While providing these educational services and accommodating enrollments that continued to exceed expectations, Harper's administrators and trustees noted that long-range financial problems could develop which could hamper operating capabilities. Enrollment was 30 percent above the projections upon which the tax rates passed in 1965 were based. A referendum to increase local tax support was attempted in March, 1970, and was defeated.

Failure of the tax referendum, coupled with earlier developments at the state level making the availability of capital funding for further campus expansion unpredictable, caused Harper's administration to assess the relevance of its plans for the future.

In the spring of 1970, Dr. Lahti announced that an internal process of planning would be initiated, to culminate in 1972 with the adoption by the Board of Trustees of a Long-Range Plan for Harper as a means of identifying, through the year 1985, the programs, services, equipment, facilities, and finances necessary to continue meeting the growing higher education needs of the Harper district. Faculty, students, administrators, trustees, and citizens of the Harper district would be given an opportunity to participate in the planning process. The Long-Range Plan project, however, was not to interrupt Harper's continuing pursuit of initial planning commitments set by the board in 1965.

As student population continued to grow at a rate two years ahead of its projected pace, reaching 7,000 in fall,

1970, new educational and community service needs were met by the college. An "outreach" program was introduced to offer both credit and non-credit courses at off-campus locations throughout the Harper district. Special educational programs for "homemakers" were launched with program content based on returns received from a survey mailed to more than 3,000 women of the northwest suburbs. Mass transportation needs of the northwest suburbs became the subject of a study by the Center for Urban Studies at the University of Illinois, Chicago Circle, and Harper College.

The counseling staff at Harper developed a community counseling and testing center, fully accredited by the American Board of Counseling Services, to provide citizens with low cost career and personal counseling. The community relations office developed a policy of facilities utilization which provided for use of Harper campus facilities by community organizations, clubs, groups, local business, and industry.

The expansion of educational programs and community services on the new campus was coupled with a reorganization of the college administration. Harper had become a comprehensive community college (rather than an evening college), and as such, responsibilities and accountability for its broadened operations had to be clearly defined within its organizational structure.

In order to assist educational managers in shouldering their new responsibilities, a management development program was launched. Its aim was to foster a Management by Objectives (MBO) system through which all administrative levels would be set and be accountable for annual objectives in line with institutional goals.

Accountability was by no means a new idea to the young community college. By the spring of 1971, Harper had successfully demonstrated its accountability for fulfilling a major goal which every new institution of higher education must set for itself--that of full accreditation. The North Central Association granted unqualified accreditation to Harper in March, 1971. The most significant thing about Harper's accreditation was that it occurred within the shortest possible time. No other Illinois community college district had achieved full accreditation just six years after its founding.

As Harper moved into the 1971 academic year, fall enrollment topped the 9,000 mark, continuing to run well ahead of expected levels. The high enrollment posed a space problem, and Harper continued to make plans for additional building construction.

The long-awaited release of funds by the State of Illinois in April, 1972 permitting Harper to begin work on 50,300 square feet of instructional space for music and the health sciences was welcomed, but would not ease the space problem until the 1974-75 academic year. State funding approval was for \$3,186,589.

The enrollment crunch of 11,000 students in September, 1972 was eased somewhat by the completion, in January, 1973, of a 6,000 square foot building adjacent to the power plant to house, on an interim basis, career/vocational classrooms. Constructed with local funds, the structure will become part of the central utility complex when the campus is completed.

In February, 1973, the Illinois Board of Higher Education approved \$3,887,000 in funds for fiscal year 1974 for construction of a lecture hall, two classroom buildings, and reimbursement for the interim voc/tech building--all part of the master plan.

As these events occurred, Harper's Long-Range Plan was formally adopted by board action and priorities and committees were established for the following missions:

1. A second campus site for Harper College.
2. Educational needs of the Spanish-speaking population.
3. A community cultural center feasibility study.
4. Management information needs of the college.
5. Evaluation of the effectiveness of committee performance.
6. Exploration of alternative calendar systems, including modular scheduling of courses.

Harper's fieldhouse, housing all physical education activities, was destroyed by a fire in June, 1973. Although this structure was a former stable and would eventually have been demolished, it served a critical need of the physical education program since the master plan building to house the activities was not to be constructed until all other buildings had been completed. Loss of more than 30,000 square feet of space at a time when a space shortage already existed posed problems that required immediate action. Harper tried unsuccessfully to obtain funding from the state to construct the \$2.8 million physical education facility ahead of the master plan schedule. During this period, and with local funds, construction was begun on an interim 6,000 square foot building for shower rooms, lockers,

and physical education offices; and in December, 1973, the Illinois Board of Higher Education approved \$3,000,000 for the vocational technology building.

In January, 1974, the William Rainey Harper College Educational Foundation received full tax exempt status from the Internal Revenue Service. The Foundation, incorporated in mid-1973 for the purpose of seeking non-governmental external funds to supplement the college's financial needs, is now a separate legal entity governed by a 12-person board of trustees appointed by the Harper College Board.

Also in 1974, Harper adopted an early calendar which allowed students to complete their first semester before Christmas. A two-week interim session was established between Christmas and the spring semester which proved so successful that the "Winterim" session has become a standard part of the academic year.

The fall semester of 1974 marked the opening of two additional classroom facilities on the Harper campus. An extension to Building D contains additional biology and health science laboratories, seminar rooms, and offices. The music building, designated as Building P, was opened to accommodate in excellent facilities the various music courses offered. Two large rehearsal rooms, several classrooms, individual practice rooms, faculty offices, and a divisional suite are part of the complete facilities for Harper's music curriculum.

A Hearing Impaired Program was initiated experimentally in 1973 with the endorsement of the Board of Trustees. The program developed into a viable extension of post-high school services to the hearing impaired student. Two state and federal grants were received which continued to underwrite the growing program. A full-time deaf educator was hired in 1975 to provide direct services to the students.

A new high in enrollment was reached in 1974-75 with a headcount of 15,500 students. This rapid growth placed Harper third in enrollment among the 47 public community colleges in the state and 11th among the 146 institutions of higher education in Illinois. Consequently, Harper reached a crucial point in the utilization of facilities. Based on statistics of building utilization, it seemed incumbent that the educational planners at Harper reevaluate the entire Master Plan not later than 1977.

After careful study for an appropriate location, the college opened its first full service center in fall of 1975 in the northeastern area of the district. Located in the Willow Park Shopping Plaza at Milwaukee Avenue and

Palatine Road in Wheeling, the new Willow Park Center served over 4,000 students in its first year of operation. The center has available degree credit courses, continuing education offerings, and various workshops and seminars.

A successful referendum held in September, 1975, enabled the college to proceed with completion of the present campus, purchase land for a second site at Schoenbeck and Palatine Roads in Arlington Heights, and allocate funds to construct the first phase of buildings on that site when required by enrollment increases.

The college experienced a 25 percent increase in the fall of 1975 which brought the number of students to more than 20,000 and utilized to capacity existing campus facilities and parking. The 1975 enrollment figure was not projected in the original Master Plan to be reached until at least 1980.

State funding cuts placed Harper, as well as other public institutions in the state, under financial strain. To alleviate partially the funding problem, the board increased tuition from \$14.00 to \$15.00 per semester hour effective with the summer, 1976 session.

Buildings G and H were completed in January, 1977. There was an Open House in May for area high school students and the community to tour the new vocational/technical facilities for the Math, Engineering and Physical Sciences Division, and the Fashion Design Program and the Architectural Technology Program of the Fine Arts and Design Division.

The ground breaking for Building M, the Physical Fitness Center, took place in June, 1977 with an estimated completion date in 1979.

Ten years after classes began at Harper, a 1977 profile indicated that the student body was becoming older and more evenly balanced between male and female. The trend was moving away from Liberal Arts courses and towards Vo-Tech and Business. Continuing Education offerings continued to have increasing enrollments as the concept of lifelong learning became more widespread. The profile indicated students were taking fewer hours per semester and extending course work over a longer period of time. The profile also indicated that students were working increasing numbers of hours while attending Harper.

While the 1977-78 enrollment in continuing education classes continued to rise dramatically, the overall college enrollment showed only a modest increase of 5.7 percent, a repeat of the 1976-77 increase.

The sharp drop in enrollment growth coupled with staggering inflation in all areas of operations resulted in financial constraints for 1977-78 and a prediction of deficit spending for 1978-79. To stabilize the budget imbalance, tuition rates were increased from \$15.00 to \$17.00 an hour effective summer, 1978. Also, a moratorium was placed on travel and capital expenditures. In many instances, existing staff accepted additional responsibilities for positions as vacancies occurred, eliminating the necessity of hiring new staff members during this period.

Harper's first president, Dr. Robert Lahti, resigned in November. Dr. John Birkholz, vice president of academic affairs, was appointed interim president.

Work on Building M, the Physical Education, Athletics and Recreation facility, progressed through the winter months. Ground was broken in April for Buildings I and J, designed to provide laboratory, office and classroom space for the divisions of Business and Social Science and Public Service.

Legal Basis

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COLLEGE BUDGET

I. The College Budget and The Law

- A. "The Tenth Amendment of the Constitution of the United States, with certain limitations imposed by judicial interpretations, reserves the responsibility for education to the States, or to the people."
- B. Article Eight of the Illinois Constitution states: "The General Assembly shall provide a thorough and efficient system of free schools, whereby all children of this State may receive a good common school education."
- C. Under this mandate, the courts have said that the State owns all public school facilities and the management of them rests entirely in legislative discretion. Recognizing the desirability of local control, the State legislature has provided for organization, according to desires of the people. Local governing boards are elected to govern the school districts, within State law, in all matters pertaining to education. All lands, monies, or other property, donated, granted, or received for school, college, seminary or university purposes and the proceeds thereof, shall be faithfully applied to the objectives for which such gifts or grants were made.
- D. William Rainey Harper College was established as a Class I junior college under the Illinois Master Plan for Higher Education of 1964, as implemented by the State General Assembly with the Public Junior College Act of July, 1965.
- E. The Public Community College Act, Section 3-1 et. seq. sets forth the requirements concerning the annual Community College Budget.
 - 1. The Board of each community college district shall, within or before the first quarter of each fiscal year, adopt an annual budget which it deems necessary to defray all necessary expenses and liabilities of the district, and in such annual budget shall specify the objectives and purposes of each item and amount needed for each objective or purpose.
 - 2. The budget shall contain a statement of the cash on hand at the beginning of the fiscal year, an estimate of the cash expected to be received during such fiscal year from all sources, an estimate of the expenditures contemplated for such fiscal year, and a statement of the estimated cash expected to be on hand at the end of such year. The estimate of taxes to be received may be based upon the amount

of actual cash receipts that may reasonably be expected by the district during such fiscal year, estimated from the experience of the district in prior years and with due regard for other circumstances that may substantially affect such receipts.

3. The Board of each district shall fix a fiscal year.
4. Such budget shall be prepared in tentative form by some person or persons designated by the Board, and in such tentative form shall be made conveniently available to public inspection for at least thirty days prior to final action thereon. At least one public hearing shall be held as to such budget prior to final action thereon. Notice of availability for public inspection and of such public hearing shall be given by publication in a newspaper published in such district, at least thirty days prior to the time of such hearing.

II. The College Budget and the Board

The Board, duly elected by the people in each college district, is responsible for the college budget, its formation, adoption and implementation. The following resolutions reflect the official acts of the Board concerning the college budget.

A. Designate A Person or Persons to Prepare A Tentative Budget

The Board must, by resolution, designate some person or persons to prepare a tentative budget. The suggested form of resolution follows:

BE IT RESOLVED by the Board of Trustees of Community College District #512, Counties of Cook, Kane, Lake and McHenry, State of Illinois, that _____ be and is hereby appointed to prepare a tentative budget for said college district for the fiscal year beginning July 1, 19__, and ending June 30, 19__, which tentative budget shall be filed with the Secretary of this Board.

B. Presentation of Tentative Budget and Resolution Concerning Notice of Public Hearing:

The Finance Committee presented a Tentative Budget for the fiscal year July 1, 19__ to June 30, 19__, to the Board and recommended that it be placed on file until the public hearing. Whereupon _____ moved, seconded by _____, that the following notice of public hearing be published in the following newspapers published in the Community College District,

"Notice is hereby given by the Board of Trustees of Community College District #512, Counties of Cook, Kane, Lake and McHenry, State of Illinois, that a tentative budget for said community college district for the fiscal year July 1, 19__ through June 30, 19__, will be placed on file and conveniently available to public inspection at Harper College, Administration Offices, 1200 Algonquin Road, Palatine, Illinois, commencing _____, 19__, at _____ a.m.

"Notice is further given that a public hearing on said budget will be held at _____ p.m., on the _____ day of _____, 19__, at the regularly scheduled Community College Board meeting.

Dated this _____ day of _____, 19__."

Board of Trustees of Community College District #512, Counties of Cook, Kane, Lake and McHenry, State of Illinois

Secretary

C. Make Any Needed Changes in the Budget

If, as a result of the public hearing, it is determined that certain changes in the budget are needed, these changes should be made before the budget is adopted.

D. Resolution Concerning Adoption of Budget

_____ moved, seconded by _____;
WHEREAS the Board of Trustees of Harper College, Community College District #512, Counties of Cook, Kane, Lake and McHenry, State of Illinois, caused to be prepared in tentative form a budget for the fiscal year July 1, 19__ to June 30, 19__, and the Secretary of this Board had made the same conveniently available to public inspection for at least thirty (30) days prior to final action thereon;

AND WHEREAS a public hearing was held as to such budget on the _____ day of _____, 19__, notice of said hearing being published in the _____ newspapers published in said Community College District, at least thirty (30) days prior thereto as required by law, and all other legal requirements having been complied with;

NOW THEREFORE BE IT RESOLVED by the Board of Trustees of Community College District #512, Counties of Cook, Kane, Lake and McHenry, State of Illinois, as follows:

Section 1. That the fiscal year of this college district be and the same is hereby fixed and declared to begin on the 1st day of July, 19____ and end on the 30th day of June, 19____.

Section 2. That the following budget containing an estimate of amounts available in the Educational, Operations, Building and Maintenance, Bond and Interest, and Site and Construction Funds, each separately, and of expenditures from each of the aforementioned funds, be and the same is hereby adopted as the budget of this Community College District for the said fiscal year.

E. Budget Transfers

If it is found that during the school year it is necessary to amend certain budget amounts, the Board may make transfers between the various items in the budget of any fund in amounts not exceeding in the aggregate 10% of the total budget of that fund.

F. Amendment of the Budget

If it is found that these transfers must exceed this 10% limitation, or if it is determined that the total expenditures of any fund are to exceed the budgeted total of that fund, the Board should amend the budget by the same procedure as used in its original adoption.

G. Resolution and Certificate Concerning Tax Levy

_____ moved, seconded by _____:

BE IT RESOLVED that the following resolution and certificate of tax levy for 19__ be approved and adopted by the Board of William Rainey Harper College, Community College District #512, Counties of Cook, Kane, Lake and McHenry, State of Illinois, and that the certificate of levy be filed with the County Clerks' offices of Cook, Kane, Lake and McHenry Counties, State of Illinois, on or before Tuesday, Sept. ____ 19____.

CERTIFICATE OF TAX LEVY

We hereby certify that we require the sum of \$ _____ to be levied as a special tax for Educational purposes on the equalized assessed value of the tax property of this district for the year 19__;

We hereby certify that we require the sum of \$ _____ to be levied as a special tax for Operations, Building and Maintenance purposes on the equalized assessed value of the tax property of this district for the year 19__;

We hereby certify that we require the sum of \$ _____
to be levied as a special tax for Liability Insurance
Premium purposes on the equalized assessed value of the
tax property of this district for the year 19__.

Signed this _____ day of _____, 19__.

Chairman

Secretary

Board of Trustees of Community College District #512,
Counties of Cook, Kane, Lake and McHenry, State of Illinois.

THE ILLINOIS COMMUNITY COLLEGE BOARD

The Illinois Community College Board was created by the Public Junior College Act, and its powers are defined by law. The State Board's primary function is to guarantee statewide planning. In addition, it serves as a body that may accept federal funds for redistribution to the community colleges of the State and enter into contracts with other governmental bodies.

The Illinois Community College Board also retains the power to establish efficient and adequate standards for the many facets of community colleges. Finally, the Illinois Community College Board serves as a coordinating agency for studies of policies, standards, student characteristics, and other subjects.

The nature of powers of the Illinois Community College Board are such that they both encourage and complement effective local Boards of Trustees for individual community colleges.

BOARD OF TRUSTEES

The role of the Board of Trustees is defined in the provisions of the Illinois Public Community College Act as contained in Section 101 et. seq., ch. 22, Illinois Revised Statutes. It is also set forth in the Harper College Policy Manual.

The following functions are those that constitute some specific tasks to which the members of the Board of Trustees must address their efforts:

1. Selecting a president who shall be the administrative head of the college, directly responsible to the Board of Trustees for the total administration of the college district. The Board shall vest in the president the necessary authority and provide him with appropriate personnel to carry out the educational program of the college district.
2. Providing policy which will substantiate all claims for state aid and maintenance of such records for three (3) years.
3. Providing policy for the revenue necessary to maintain the college.
4. Designating the treasurer who is to receive the taxes of the district and notify the collector in writing accordingly.
5. Adopting and enforcing all necessary policies for the management and government of the college.
6. Providing policy for the appointment of all teachers and fixing the amount of their salaries.
7. Providing policy for the admission of students which does not conflict with the laws of the State of Illinois.
8. Establishing policy and regulations governing conditions under which any person, persons, or associations may acquire, or collect funds in the name of the college.
9. Providing policy for securing adequate insurance as provided by the law.
10. Performing such other acts as are required by the laws of the State of Illinois or the Illinois Community College Board.

Instructional Program

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THE HARPER COLLEGE EDUCATIONAL PROGRAM

Among the students who attend Harper College, there exist a variety of differences. The utmost concern of the college, therefore, is to dedicate itself to maintain and constantly improve programs. Differences are catered to deliberately throughout the student's enrollment at the college. The educational programming is designed to reach each student to help him develop and reach a degree of fulfillment that will assist him in society.

I. The Educational Program of Harper College

The spirit in which Harper College has been established is reflected in its name. William Rainey Harper, first president of the University of Chicago, is generally credited with having first used the term "junior college" when, in 1896, he reorganized the university into two major divisions. It has been said that no president has done so much for the university; during his tenure the university extension service was founded, the four-quarter system instituted, and the university press brought into being.

A. Education Philosophy

William Rainey Harper College proposed to carry on in Harper's innovative tradition. The district it serves requires a college that is finely attuned to its needs--one that provides opportunities for its growing population and that will train leaders and workers for its expanding economy. To those ends, the Board of Trustees of Harper College has adopted the following statement expressing their general philosophy:

"An outstanding program of higher education for the community it serves is both the promise and the guiding philosophy of William Rainey Harper College. Created by a community responsive to the contemporary insistence on more education for more of its citizens, the college is determined to meet the particular educational and vocational requirements of each student of any age and thus serve the community at large.

"A true community college answers to the demands of the total community. In our community, what are these demands? In addition to the specific need for two years of high quality, transferable collegiate credit, the college must recognize the more general but no less important requirement of offering educational opportunities to all of its students which will result in a more

"meaningful role in a free and fluid society which promises increased leisure time. Basic to responsible participation in society is the student's realization of his contribution in voting more intelligently, producing more efficiently through the acquisition of a salable skill, and adapting more sober realities of the complexity of a dynamic society and the knowledge explosion, the student today must not only learn what is known but also how to acquire knowledge not yet extant.

"With a commitment to the dignity and significance of each student, the college will endeavor to bring the student to a realization of what place he can make for himself in modern society and to provide the necessary training for his social and personal goals. To this end, the college must create sound standards of thinking and conduct and must provide those cultural experiences which open to the student the heritage of the educated individual."

B. Specific Educational Objectives

Within this philosophical framework, Harper College has adopted the following specific objectives:

1. To offer the first two years of transfer or pre-professional education, preparing students within their chosen field of study with a sound background commensurate with the first two years of education at a four-year college or university.
2. To offer two-year programs in technical-vocational training, providing students with the knowledge and skills required in a specific field.
3. To offer appropriate general education for all citizens, preparing them for more effective participation in a free society as well as for personal and cultural enrichment in an era which promises more and more leisure time.
4. To offer opportunities for adults in the community to initiate or to continue a collegiate education.
5. To provide retraining and upgrading courses and programs to facilitate adjustment to, or re-employment or advancement in, a work environment that is undergoing rapid technological changes.

6. To complement the educational programs with effective counseling services, including guidance and assistance to each individual student.
7. To encourage the use of its facilities and services for educational and cultural purposes by all citizens of the community.

Chart I reflects these objectives as a part of the Harper College educational program.

The establishment of Harper College, together with its philosophy and objectives, reveals the awareness of a need in modern society, one that has given rise to the community college movement. The community colleges' twin orientations of service to their students and service to the communities they serve are the emerging pattern in American education.

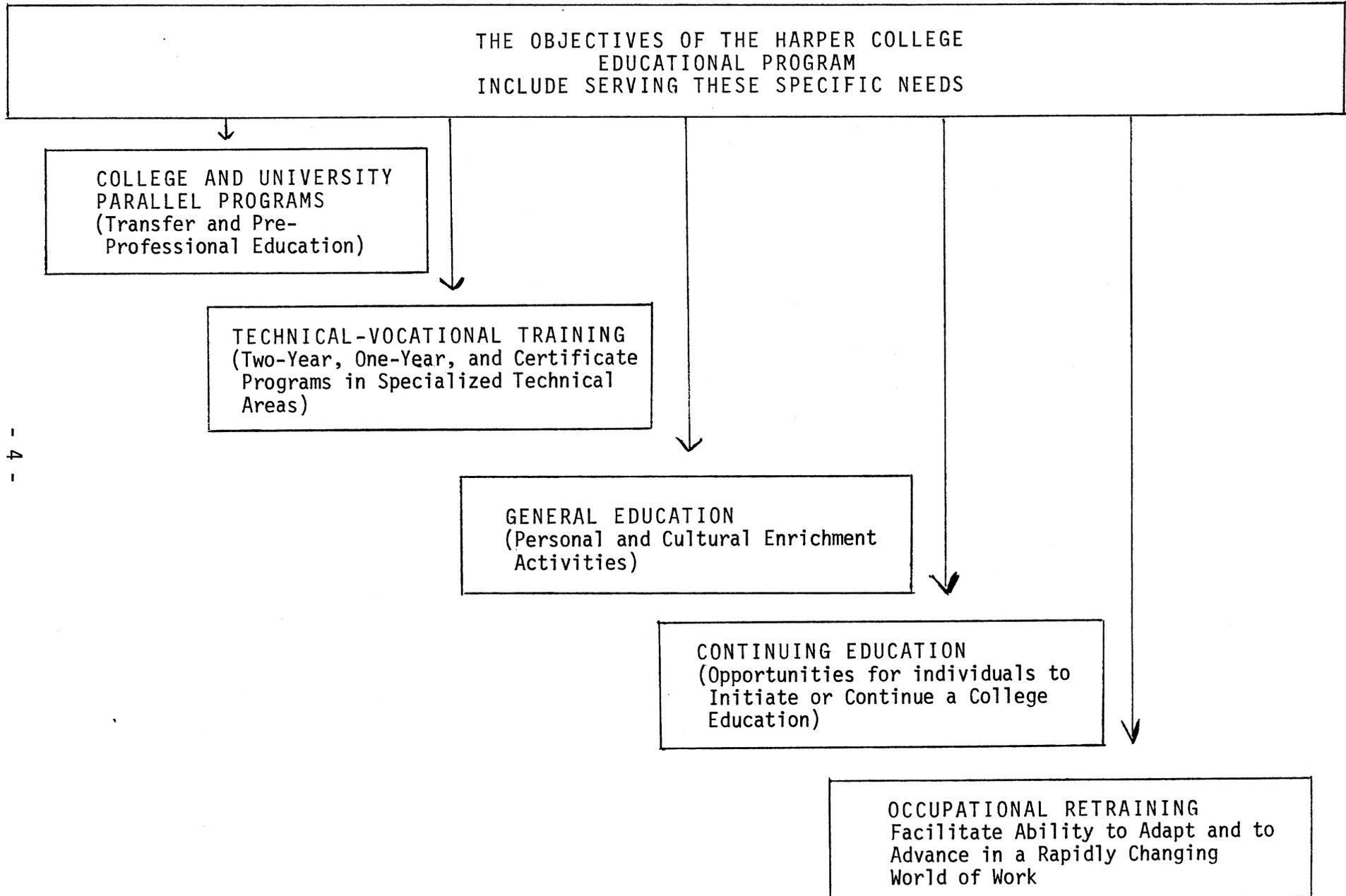
C. Typical Services Offered by Community Colleges

The kinds of services typically offered by the community colleges are indicated by the "Specific Objectives" of Harper College just quoted. The first objective, to provide the equivalent of the first two years of college education, will become increasingly important. Demands on universities are such that they are becoming ever more oriented toward specialization and post-graduate research, with the result that undergraduate education receives relatively less emphasis.

The hierarchical advancement of students from high school to university by way of community colleges is inherently more efficient than the "weeding out" process that normally takes place in the university. More states will move toward coordination of their facilities for higher education, as Illinois is currently doing, and the importance of this role of the community colleges will become still more significant.

An increasingly important service provided by community colleges, one not usually duplicated in four-year colleges, is technical training. For example, the National Science Foundation has estimated that 64,000 technicians per year will need to be trained to meet 1980 demands; the current rate is 30,000 per year. The complementary pressures of labor market demand for skilled people, and lack of opportunity for the unskilled will create further demand for this community college function.

CHART I



A third important service provided by community colleges is continuing education for people who are not necessarily pursuing career goals. As society becomes more complex, more people seek further education strictly for personal development and the satisfaction derived from feeling that they are staying in touch with a rapidly changing world.

The community colleges provide these services through an orientation distinctly different from that of other educational institutions. They are devoted to the dissemination more than to the advancement of knowledge. The admissions policy is open-door, opening the possibility of higher education to all. They place great emphasis on counseling and guidance in order to best meet needs of individual students.

They are also particularly attuned to the needs of the localities they serve. They provide low-cost higher education within commuting distance of the students' homes thus enabling those who cannot afford to, or do not want to leave home to attend college, the chance for higher education. The community colleges also keep in touch with the needs of industry in their areas for special kinds of employees, and, through the tailoring of their curricula and matching student abilities to employment opportunities through their counseling and guidance programs, they provide a needed service for local industry as well as for their students.

II. Educational Programs at Harper College

The educational philosophy of the open-door poses a real challenge for a two-year institution to develop a truly comprehensive program. Democratization of education is the cornerstone of this policy, and as such a broad array of educational programs must be provided to meet the needs of the students with different abilities and from different educational and socio-economic backgrounds.

The diversity of community college educational programs, and the potential impact of its functions, require careful planning and administration if the institution is to retain its identity and provide a cohesive community influence. The educational and ancillary programs must thus respond to a variety of individual needs.

Students enrolling at Harper College will range in age from 16 to 80. The heterogeneity of student backgrounds, and the students' overlapping and sometimes conflicting interests and abilities, require careful placement testing, as well as extensive guidance and counseling to ensure that the student is directed to a program suited to his particular needs.

Although the open-door policy ensures students of admission provided they meet minimum requirements established by law, it does not assure them a free selection in pursuing a particular educational program. Placement tests conducted and evaluated by professionals in student services are essential in helping students make educational plans consonant with their interests and abilities.

Once a student enrolls in a particular program, his performance is continually reviewed and the student made aware of the alternatives before him. Reportedly, it is seldom easy for a student to know, or understand, precisely what alternatives are available if he loses interest or fails in his original program. Too often, lines of intra-college transfer are more rigid than those found in the articulation between two-year and four-year institutions.

At the end of the first year, the most drastic change in a student's status is likely to occur. During and at the completion of the first year, for example, a student should have an opportunity to reassess his educational program and change direction if necessary. A student making this self-appraisal requires professional assistance.

Student choice depends on the availability of a broad spectrum of courses and programs. A basic educational program has been established as the framework within which specific guidelines for transfer programs, general education, and occupational education have been developed.

A. General Education Undergirds and Permeates the Total Educational Program

Harper College is committed to a program of general education which acquaints the student with a broad area of knowledge. This knowledge not only provides him with information in particular subject fields but contributes toward an enlightened and integrated view of life. General education serves to complement the specialized training designed to prepare him for an occupation, whether it be a trade skill, a technical proficiency, or a professional vocation.

Essential to transfer and career-oriented programs, the aim of general education is to equip the student with important understandings and insights and with the power to communicate them. Thus, his efforts to assume his role as a citizen and to earn a livelihood are set in a perspective of values that gives a proper order to life's activities.

The general education philosophy of Harper College is intended to permeate the entire college program, enabling all members of the college community to work together to develop and strengthen constructive attitudes, knowledge, and understandings.

Degree graduation requirements have been developed to combine adequate specialization with general education.

B. Degrees Offered by Harper College

Harper College offers four degrees: The Associate in Arts, the Associate in Science, the Associate in Applied Science, and the Associate in Liberal Studies. The A.A. and A.S. degrees are primarily for students desiring to transfer to four-year institutions. The A.A.S. is primarily for those in two-year career programs. The Associate in Liberal Studies degree is designed for students with special needs.

In addition, the college structures certificate programs designed to meet specific needs of the community. These programs are normally one year in length and upon completion of the prescribed courses the student receives a certificate of completion. See the list of curricula for current certificate programs.

C. Organization to Implement the Educational Program

Harper College is organized into three basic functional elements: the student affairs area, the administrative services area, and the academic affairs area. It is the responsibility of the academic affairs area, headed by one of the college vice presidents, to develop, implement, and monitor the educational program of the college

The academic affairs area is organized into nine academic divisions which assume the responsibility for implementing specific curricula. The academic divisions, as established, are as follows:

- Liberal Arts Division
- Fine Arts and Design Division
- Business Division
- Engineering/Mathematics/Physical Sciences Div.
- Social Science and Public Service Division
- Life and Health Science Division
- Special Services Division
- Lifelong Learning Division
- Physical Education, Athletics & Recreation Division

The academic divisions are supported in their efforts by the Dean of Instructional Services, the Dean of

Career and Program Development, the Dean of Continuing Education, and by the staff of the Learning Resources facility. Chart II depicts these relationships graphically.

D. The Transfer Program

One of the areas that has received a major amount of attention since the opening of Harper College has been that of the four-year college and university parallel (transfer) program. A student can, by selecting from the large number of transfer courses available at the college, complete the first two years of most curriculum offered by four-year colleges and universities. Chart III reflects a sample of the areas of study that can be pursued by a transfer-oriented student while at Harper College.

Articulation

The Dean of Career and Program Development and Dean of Students work closely with the four-year colleges and universities to assure that students can easily transfer credits earned at Harper College to these institutions. The registrar, members of the counseling staff, and members of the faculty within the academic divisions also work toward this goal.

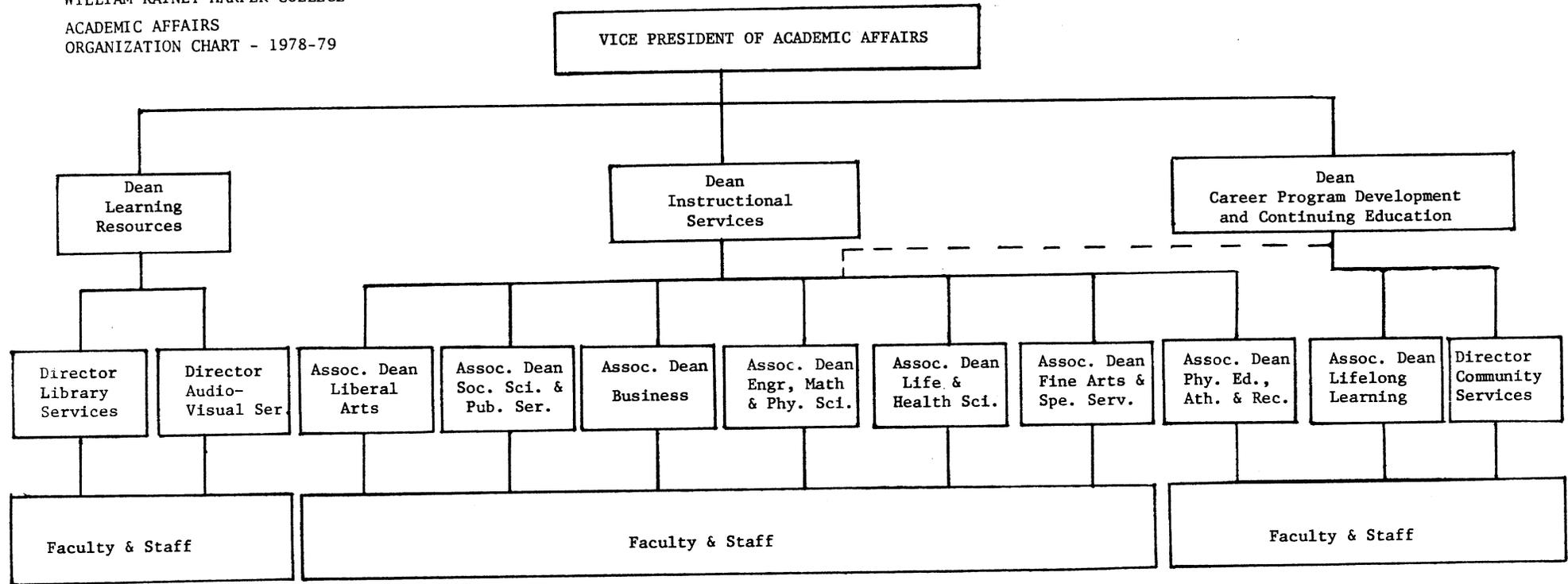
E. Career Programs

Career programs at Harper College are intended to serve the occupational needs of the following learning populations:

1. High school students who have expressed an interest in exploring the career options available at the college.
2. Out-of-school youth of post-high school age who are available for full or part-time study in preparation for the labor market.
3. Adults who have already entered the labor market and who need training or retraining to achieve stability or advancement in employment.
4. Career programs are further intended to be response to the special occupational needs of those who are socio-economically and educationally disadvantaged and for those with physical and/or learning handicaps.

It is within the mission of career education to offer two-year associate degree programs, certificate programs ranging in length from two months to two or more years, and pre-vocational programs offering high school or college credit.

WILLIAM RAINY HARPER COLLEGE
 ACADEMIC AFFAIRS
 ORGANIZATION CHART - 1978-79



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6
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CHART III

Educational Programs

Transfer Programs. Harper College offers a wide range of college transfer programs. These provide the first two years of a four-year college or university baccalaureate program. Transfer students completing their initial collegiate program at Harper can enter a four-year institution at the third-year level. Credits earned at Harper are transferable to other colleges and universities. Completion of a Harper transfer program qualifies a student for either an Associate in Arts or an Associate in Science degree dependent upon the program. Transfer programs are offered in the following areas of study:

Business

(Business Administration)

Accounting
Business Information
Systems (Data Processing)
Finance
Management
Marketing

Education (Liberal Arts)

Business Education
Health Education
Library Science
Personnel and Guidance
Physical Education
Special Education

Engineering

Architecture
Chemical Engineering
Civil Engineering
Electrical Engineering
Industrial Engineering
Mechanical Engineering

Humanities and Fine Arts (Liberal Arts)

Art
English
Foreign Languages
Journalism
Law
Literature
Music
Philosophy
Speech
Theology

Medicine (Liberal Arts)

Dentistry
Medicine
Nursing
Optometry
Pharmacy
Veterinary Medicine

Science and Mathematics

Biology
Botany
Chemistry
Geology
Mathematics
Physics
Zoology

Social Sciences (Liberal Arts)

Anthropology
Economics
Geography
History
Political Science
Psychology
Social Work
Sociology

CHART IV

Career Programs. Harper's vocational/technical programs are offered for students who wish to enter career employment directly upon graduation. Completion of a two-year career program qualifies students for an Associate in Applied Science degree. Many career program courses carry credits which can be transferred to a four-year institution by students who may decide to continue their education toward a baccalaureate degree.

Associate degree career programs currently being offered:

- Accounting Aide
- Architectural Technology
- Banking, Finance and Credit
- Child Development
- Criminal Justice
- Data Processing Technology
- Dental Hygiene
- Dietetic Technician
- Electronics Technology
- Executive Secretarial Development
- Fashion Design:
 - Design
 - Merchandising option
- Fire Science Technology
- Food Service Management
- Horticulture
- Interior Design
- Journalism
- Legal Secretary
- Legal Technology
- Marketing Mid-Management:
 - General Marketing option
 - Supermarket Management option
- Material Management
- Mechanical Engineering Technology:
 - Mechanical Engineering option
 - Production Engineering option
- Medical Laboratory Technician
- Medical Office Assistant
- Nursing
- Park and Grounds Operation Management
- Public Administration
- Real Estate
- Refrigeration and Air Conditioning
- Supervisory and Administrative Management

Certificate programs for course sequences of one year or less are offered in:

- Accounting Aide
- Accounting Clerk
- Accounting--Payroll
- Architectural Technology
- Baking
- Banking, Finance and Credit (31 hours)
- Banking, Finance and Credit (15 hours)

CHART IV (cont.)

Certificate programs for course sequences of one year or less (cont.):

Brokers License Certification
Child Development
Clerical
Clerk-Typist
Cooking
Criminal Justice
Data Processing--Clerical
Data Processing--Computer Operator
Data Processing--Technical
Electronics
Fashion Design
Fire Science Technology
Food Service Management
General Office Assistant
Heating Service
Horticulture
Industrial and Retail Security
Industrial Sales Management and Development
Legal Secretary
Legal Technology
Machinist
Material Management
Mechanical Drafting
Mechanical Technician
Medical Transcriptionist
Numerical Control Technician
Nursing, Licensed Practical
Operating Room Technician
Park and Grounds Operation Management
Public Administration
Production Engineering
Production Welding
Real Estate
Refrigeration and Air Conditioning
Refrigeration Service
Residential Comfort Systems
Retail Merchandising
Secretarial
Stenographer
Supermarket Management
Supervisory and Administrative Management
Teacher Aide

Programs proposed for implementation during the 1978-79 school year.¹

Building Codes and Enforcement
Geriatric/Home Health Care Aide
Savings and Loan
Vending Machine Repair

¹Programs must be approved by the Ill. Community College Board and the Ill. Higher Board of Education before implementation.

E. Career Programs (cont.)

Industrial Steering Committee Guides Career Programs.

A group of local businessmen, representing most of the major employers in the greater college community, works closely with the college president as the Harper College Industrial Steering Committee. This group provides a direct link between the college and top management and assures that the career programs of the college are attuned to the needs of the community.

Additional Community Involvement in the Educational Program. Each individual career program offered within the several academic divisions utilizes specialized advisory committees for the development and refinement of the programs. Advisory committees serve to advise the college on matters relating to curriculum, facilities, equipment, staff, and student recruitment and placement.

F. Continuing Education

Harper College believes that education must be a continuing life-long pursuit if an individual is to keep abreast of the knowledge explosion and the pervasive influence of social, cultural, and technological change.

To meet the life-long educational demands of our residents, Harper offers a variety of educational programs designed to meet the special needs of the adult student. These programs include general studies credit and credit-free courses, junior, senior, and graduate level courses offered at Harper College by Illinois colleges and universities, short seminars and workshops, and specially designed programs to meet the specific needs of organizations or groups.

Harper seeks to offer the above programs at the most convenient times and locations possible. Therefore, many of these programs are offered at various off-campus locations in our district. In addition, courses, seminars, and workshops may be arranged on a contractual basis for companies, government offices, schools, or other organizations.

To address the growing need for up-dating knowledge and skills, a program of continuing professional education has been inaugurated. The initial focus has been directed toward meeting the continuing professional education needs of nurses and other health care professionals. Future efforts will include a broader audience as needs emerge.

F. Continuing Education (cont.)

Every effort is made through the continuing education program to respond to specific community needs in a rapid, high quality and efficient manner. A primary objective of the college is to serve educational needs of individuals and organizations in all segments of the community.

G. Community Services

Harper, as a community college, regularly seeks to extend its resources to the citizens, organizations, institutions, and industries of the northwest suburban community.

Among the college's more evident community services is its facilities policy which encourages community organizations to utilize Harper's meeting and dining facilities for educational and professional functions. Arrangements for meeting rooms and dining services may be made through the campus facilities coordinator. In addition, the college cafeteria and faculty dining rooms are open to the citizenry Mondays through Fridays for luncheon.

Cultural arts series, lecture programs, concerts, movies, art exhibits, and other events which are scheduled for Harper students during the college year are also made available to community residents.

On-line computer registration by telephone which permits part-time students to enroll in classes without leaving their homes.

Harper reaches the community through the following programs:

Involvement of Harper students from varied educational programs in community service projects, such as: dental health education programs conducted at Harper's Dental Hygiene Clinic and in local elementary schools; architectural designs for area planning projects; occupational orientation programs conducted by Harper's career education faculty for students from a local high school district; and interns for area organizations from these.

Creation of the Institute for Management Development through which the college offers management seminars for business and industry within the Harper College district.

Special community seminars and programs for women and senior citizens.

Special seminars through the Community Development Education Center to assist in developing community leaders.

A community counseling and testing center which is fully accredited by the American Board of Counseling Services to provide citizens with career and personal counseling on a minimal fee basis.

H. Learning Laboratory Program Assists Students

Harper College has established a Learning Laboratory in the Special Services Division to assist students who encounter or may encounter academic difficulty. Any student enrolled at Harper may come to the Learning Laboratory for assistance. If the laboratory assistant cannot provide the necessary help, assistance will be given in locating a tutor. Information on study skills will also be available through the Learning Laboratory.

New students who have had difficulty in high school may be recommended for the Learning Laboratory. After completing a battery of tests and having an interview with a counselor, a program designed around the needs of the student would be recommended. This could consist of a combination of courses which would be supplemental to other courses the student may choose to take.

Courses presently offered through the Learning Laboratory include CMN 099/Language Skills; CMN 098/Vocabulary Development; CMN 097/Spelling Improvement; RDG 099/Developmental Reading; RDG 104/Reading Improvement; MTH 094/Arithmetic; MTH 095/Introductory Algebra; and PSY 099/Personal Interaction.

An Adult Basic Education program is offered through the Division for the district's Spanish-speaking residents to assist them in learning English as a second language, consumer education, and practical mathematics.

I. Hearing Impaired Program

The program enables students with impaired hearing to have an opportunity to enter a college program to prepare for their vocational choice, to allow students who desire and have the ability to pursue courses leading to a baccalaureate degree, and to enable the hearing impaired to take courses for personal information and enrichment.

Additional programs in the Special Services Division include a Weekend College and the non-traditional Associate in Liberal Studies program.

III. Organizational Elements that Support the Educational Program

Clearly, all elements of the college exist to support the educational program of the institution. Some elements, however, play a direct and most important supporting role.

A. Student Affairs Support

1. Counseling Services. Harper College has had a total commitment to the individual student. Concern for the student is apparent in almost all aspects of the total college operation. Among the most important ways that the college has demonstrated its concern for the individual student is in structuring a comprehensive counseling system.

By maintaining a very favorable student/counselor ratio and by following a "decentralized" counseling arrangement, students have knowledgeable counselors readily available to them. The "decentralized" approach places the counselors with the faculty in each of the academic divisions. By virtue of being physically housed with the faculty, the counselors are kept abreast of the current developments and requirements in the area to which they are assigned.

2. Financial Aids. Even though the community college is far more economical than most four-year colleges and universities, there are still those in the community college who need financial assistance. To meet this need, Harper College staffs a Financial Aid Office to assist students in resolving financial problems.

Veterans are assisted through the Veterans Affairs Office which provides assistance in obtaining Veterans benefits, such as, the G.I. Bill, the Illinois State Veterans Scholarship, Widows and Wives Compensation, Veterans Vocational Rehabilitation, and any other veteran-oriented programs.

3. Placement-Career Center. The college placement officer assists students in obtaining placement in their chosen field upon completion of their program at Harper College. The placement office also serves as a clearinghouse for part-time and summer job opportunities.
4. Athletic Program and Student Activities Program. Recognizing that physical education and athletics play an important role in the total college program, Harper College provides the aspiring athlete an opportunity to compete in eight inter-collegiate sports. An extensive intramural program is also provided.

At Harper College, the student activities program is considered to be cocurricular--that is to say, an integral part of the educational program. The College Center is designed to become the hub of the cocurricular program, Its facilities can be used for dances, forums, debates, lectures, banquets, concerts, and other activities designed to complement academic learning by providing opportunities for the application of knowledge and skills. Also located in the College Center are facilities for counseling, health, college publications, billiards, bookstore, and offices for student organizations.

The activity program also includes a cultural arts series of art, drama, films, concerts, and lectures; student publications, including the college newspaper--the Harbinger; a full program of intramural athletics; and a travel program of domestic and European tours.

B. Learning Resources Support

The evolution of libraries away from their traditional role with books has been coupled with the evolution of audiovisual centers away from their traditional function as agencies for showing films. There has been a confluence of accelerated development with both of these which has blended into a technological revolution in education. The Learning Resources is supportive of institution-wide (on and off campus) efforts by providing innovative leadership coupled with a multiplicity of varied resources, which are managed by the Dean of Learning Resources and his qualified staff who serve to facilitate the attainment of institutional objectives. The success of this program is dependent upon the involvement of the Learning Resources staff with teaching, administrative, other staff members, and other agencies in dealing with the following major Learning Resources service areas:

1. Resources. A principal function of Learning Resources is to provide user services to the college community which include reference, circulation of the total LRC collection of print and non-print materials, transmission, dissemination, and assistance to both faculty and students with the use of these resources. These resources include nearly 70,000 books and 14 other media formats, including films, slides, video-tapes, records, etc.

2. Processing. This function deals with the identification, acquisition, cataloging, inventorying, and processing of all Learning Resources materials, supplies, and equipment.
3. Production. This function is to design, develop, and evaluate locally originated learning materials and productions in a variety of media formats to improve the learning process, contribute to cocurricular programs, or help attain other instructional and institutional goals.

IV. Future Development of the Educational Program

The community college exists to serve the students and the community. To do this, and to do it well, continuous awareness of new educational methods, and their implementation, is necessary. The addition of new facilities and personnel are also constant factors in maintaining an institution that is abreast of the latest educational developments. Consequently, growth and improvement are essential factors in the on-going dynamics of William Rainey Harper College and its dedication to excellence.

Enrollment alone is 45%, or three years, ahead of the original growth projections by the Arthur D. Little Company. Such an increase, while clearly illustrating the need and usefulness of Harper College in the community, places considerable demands upon the college in terms of additional facilities and personnel. These are demands which the college has been meeting, but they are demands which require increased resources if they are to be adequately met.

However, beyond the matters involved with growth in sheer numbers and the need for corresponding facilities, is the improvement of existing programs and the innovative use and development of these programs into models of maximum learning, not only for this institution but for other institutions of higher learning throughout the country.

This kind of planning and innovation is going on in all of the divisions of Harper College and involves a variety of means by which these goals can be reached.

Further development and refinement of the educational program at Harper College is a principal concern of many individuals within the institution. As might be imagined, the faculty are foremost among this group. Future plans for the educational program in each of the academic divisions include many changes in curriculum and in methods of teaching.

V. Faculty

A competent, dedicated faculty is an essential element of any educational institution. Harper College has been fortunate in being able to attract a very fine faculty possessed of excellent academic credentials as well as teaching and other related experience.

In the twenty-two page report issued by the North Central Association in March, 1971, when full accreditation was granted to Harper College, it was noted that Harper's faculty is "well prepared and experienced." The report went on to note that "eighty-one percent of the full-time faculty hold master's degrees in their teaching fields, many with additional college credits, and eight percent hold doctorates." The report stated that faculty members were chosen to avoid the preponderance of former high school teachers often found in community colleges and stated that "the faculty appears to accept, sincerely, the classical concept of the community college, with concern that each student be given ample opportunity to prove what he can do."

The accrediting body noted that instruction is more than satisfactory, stating that, "The leadership in the instructional area is quantitatively commendable. Class size, work load, physical facilities, faculty, and administrative morale all suggest that the institutional program is very good."

Evidence of success, the achievement of Harper students, was recognized in the examiner's report. "This inference (good student achievement) is supported by: grades earned at Harper College; follow-up studies of the graduates, wherein graduates rated the institution as satisfactory; and a follow-up study that reported ninety percent of the respondents who were enrolled in four-year colleges were maintaining grade point averages of 2.0 (C) or better."

VI. Accreditation

All courses and educational programs, including counseling services, are fully accredited by the North Central Association of Colleges and Secondary Schools. In addition, the counseling center at Harper is accredited by the American Personnel and Guidance Association, and the clinic operated by Harper's dental hygiene career program is accredited by the American Dental Association. Legal Technology is accredited by the American Bar Association. The Dietetic Technician program is accredited

by the American Dietetic Association. The Medical Office Assistant program is accredited by the Council on Medical Education of the American Medical Association in collaboration with the American Association of Medical Assistants.

Credits earned at Harper are transferable to all public and private institutions of higher education. Credits earned at other institutions are similarly transferable to Harper.