

College Plan

2013-2014



1200 West Algonquin Road
Palatine, Illinois 60067-7398

College Plan 2013-2014

WILLIAM RAINEY HARPER COLLEGE

Community College District #512

College Plan 2013-2014 TABLE OF CONTENTS

Distinguished Budget Award	i
-----------------------------------	----------

INTRODUCTION

Letter from President Ender	1
Introduction	7

COLLEGE PLANNING & ACCOUNTABILITY

College Planning & Accountability	11
Organized for Student Success	14
Organization Chart	19
Analysis of Harper's Environment	20

STRATEGIC PLAN

Strategic Planning Process and Goals	47
--------------------------------------	----

OPERATIONAL PLAN

Operational Plan FY 2014	67
--------------------------	----

BUDGET AND CAPITAL PLAN

Budget Preparation Process	97
Budget Planning Calendar	101
Financial Forecasting and Long Range Planning	103
Overview of Revenues and Expenditures-Budget Assumptions and Trends	107
Headcount Summary	117

Section - All Funds	
Basis of Accounting and Fund Descriptions	119
All Funds Overview FY 2014 Budget	120
Revenue Source and Expenditure Uses – All Funds	123
Revenues and Expenditures – All Funds	124
Expenditures By Program – All Funds	125
Expenditures By Object – All funds	127
All Funds Overview FY 2013 Budget and Projected Actual	128
All Funds Overview Prior Years	132
Section – Tax-Capped Funds	
Tax-Capped Funds Descriptions	137
<i>Tax-Capped Funds</i>	
Revenues and Expenditures – Tax-Capped Funds	138
Expenditures by Program – Tax-Capped Funds	139
Expenditures by Object – Tax-Capped Funds	141
Revenue Sources and Expenditures Uses – Tax-Capped Funds	142
Fund Balance History – Tax-Capped Funds	143
<i>Education Fund</i>	
Revenues and Expenditures – Education Fund	144
Expenditures by Program – Education Fund	145
Expenditures by Object – Education Fund	147
<i>Operations and Maintenance Fund</i>	
Revenues and Expenditures – Operations and Maintenance	148
Expenditures by Program – Operations and Maintenance	149
Expenditures by Object – Operations and Maintenance	150
<i>Audit Fund</i>	
Revenues and Expenditures – Audit Fund	151
<i>Liability Protection and Settlement Fund</i>	
Revenues and Expenditures – Liability Protection and Settlement Fund	152
Section – All Other Funds	
Other Funds Descriptions	153
<i>Auxiliary Enterprises Fund</i>	
Revenues and Expenditures – Auxiliary Fund	154
Revenue Sources and Expenditure Uses – Auxiliary Fund	155
Expenditures By Program – Auxiliary Fund	156
Expenditures by Object – Auxiliary Fund	158
Revenues and Expenditures by Division – Auxiliary Fund	159

<i>Restricted Purposes Fund</i>	
Revenues and Expenditures – Restricted Purposes Fund	160
Expenditures by Program – Restricted Purposes Fund	161
Expenditures by Object – Restricted Purposes Fund	163
 <i>Working Cash Fund</i>	
Revenues and Expenditures – Working Cash Fund	164
 <i>Bond and Interest Fund</i>	
Revenues and Expenditures – Bond and Interest Fund	165
Debt Obligations	166
Schedule of Debt Maturities	167
 <i>Operations and Maintenance (Restricted) Fund</i>	
Revenues and Expenditures – Operations and Maintenance (Restricted) Fund	169
 Section – Capital	
Capital Improvement Plan and Sources of Funds	171
Capital Projects	177

APPENDIX

Harper College Environmental Scan	183
Per Capita Cost and Percentage	227
Personnel Headcount – History & Budget	229
Academic Transfer Oriented and Career Programs	237
Grant Programs	241
Glossary of Terms	242
District Map	251
Campus Directory	252

**THE GOVERNMENT FINANCE
OFFICERS ASSOCIATION
OF THE UNITED STATES AND CANADA (GFOA)**

Presented a

DISTINGUISHED BUDGET PRESENTATION AWARD

To

WILLIAM RAINEY HARPER COLLEGE

District #512
Palatine, Illinois

For its Annual Budget
For the fiscal year beginning July 1, 2012

In order to receive this award,
a government unit must publish a budget document
that meets program criteria
as a policy document,
as an operation guide,
as a financial plan,
and as a communications device.

This award is valid for a period of one year only. We believe our current budget continues to conform to program requirements, and we are submitting it to GFOA to determine its eligibility for another award.



GOVERNMENT FINANCE OFFICERS ASSOCIATION

*Distinguished
Budget Presentation
Award*

PRESENTED TO

**Harper College
Illinois**

For the Fiscal Year Beginning

July 1, 2012

Christopher P. Morill *Jeffrey R. Egan*

President

Executive Director

MEMORANDUM

To: Board of Trustees
From: Kenneth L. Ender, Ph. D.
Date: August 21, 2013
Re: FY2014 College Plan

Annually, the College undertakes several important planning activities which are summarized in this comprehensive document referred to as the *College Plan*. Planning activities at the College include a five-year Strategic Plan focused on student completion and success, an Operational Plan delineating functional goals and targets, and the Annual Budget which includes planned capital expenditures.

The College has just completed the third year of the five year strategic plan which is grounded in the overall theme of student success referenced in our marketing slogan “*Finish*”. As you are aware, the cornerstone of our strategic plan is to realize an additional 10,604 certificate and degree completions by 2020, in support of the national initiative to once again establish our nation as the most educated in the world. Our work is producing results; as we move into FY2014 we are 3,886 completions ahead of schedule and 54% of the way to realizing our target of 10,604. We will continue to progress in this area this year.

This year several new initiatives will be launched to continue to improve the success of our students. The First Year Seminar (FYS) will pilot with 20 course sections. FYS is aimed at creating a success plan for each student that integrates a pathway to completion, transfer and/or employment in an experience that transitions students to college level expectations, connects them to support services and engages them in the institution. Students will be instructed that, if placed into developmental coursework, they must enroll in a developmental course, a practice that has positively impacted student success at other community colleges. We will continue to develop career pathways, address the alignment of our high school English course expectations with those at Harper, and create new partnerships with businesses and universities alike. We will implement many of the successful planning initiatives completed last year including the new governance system, the Harper Leadership Institute, the career placement recommendations and our focus on improving the success of students during their first 15 credit hours by assessing and improving our target gatekeeper courses.

Capital projects will continue to change the physical presence of the College and provide greatly improved programming space, student gathering space and access to parking. This year will bring substantial progress on the Career and Technical Center (Building H), which will be home to a number of our career programs. We will also move forward with the planned addition and renovations to the campus’ oldest structure, Building D, and achieve substantial completion of the new east end addition this year. We will also see 75% completion of the College’s first parking structure to support increased

student desire for parking near the renovated and new Buildings D and H. Planning for the One Stop/Student Center will continue as we complete the schematic design and design development phases this year.

In addition to our Strategic and Operational Plans, each year we establish Presidential Priorities. This year, these include:

- Complete a College-wide review of the College mission statement.
- Finalize and implement the Community Relations Plan.
- Implement recommendations related to employee diversity, equity and inclusion.
- Assess the feasibility and provide the infrastructure for a Major Gifts Campaign.
- Develop a “Master Plan” for Health, Wellness and a program statement for Building M.
- Develop a comprehensive enrollment management program for adult students.

The *College Plan* also provides information on the FY2014 budget. Below is a brief overview of the Annual Budget and Capital Plan.

Fiscal Year 2014 Budget Summary

Each year the budget is guided by the Five-Year Financial Plan, which was presented to the Board of Trustees for fiscal years 2014-2018 in December 2012. Preliminary estimates are used in the financial plan for revenue and expenditure lines, based on assumptions that can change as more information becomes available for the next budget year. To develop the current year’s budget, the College uses historical trend analysis, known external factors, conservative estimates, and assumptions based on current economic conditions. The following comments refer to the combined Tax-Capped Funds budgets which generally are the funds for which local property taxes can be levied.

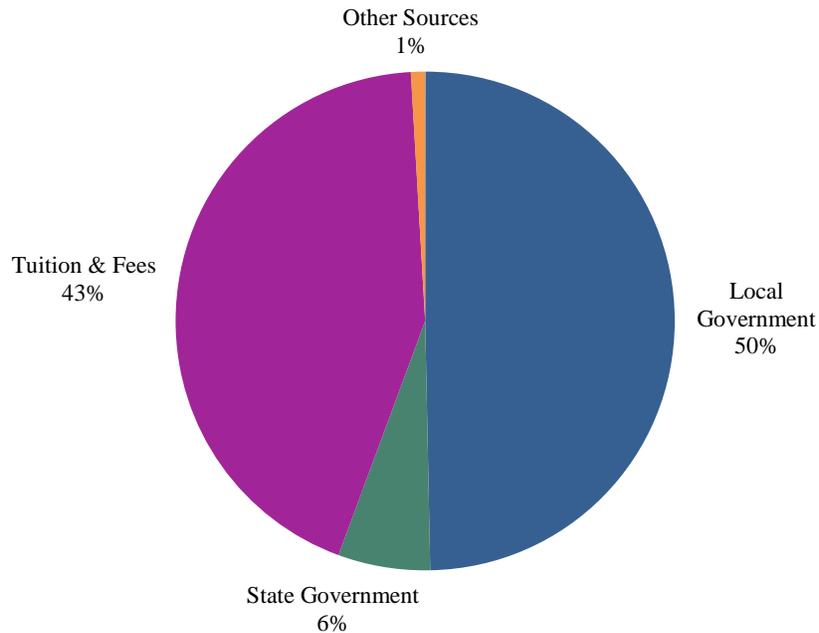
Revenues

The Tax-Capped Funds have three major sources of revenue: local government, tuition and fees, and state government. Budgeted revenues for FY2014 are \$110,386,673 compared to a budget of \$110,988,313 for FY2013. This represents a decrease of \$601,640, or 0.5%, primarily due to projected enrollment reductions.

Expenditures

Building the expenditure side of a budget is a coordinated process across all College departments. Reallocation of existing budgets funded the majority of new budget requests. The Tax-Capped Funds have a balanced budget in FY2014, with \$107,387,688 of expenditures, \$2.8 million for planned operating transfers, and \$155k added to the fund balance. The FY 2014 budgeted expenditures compared to \$107,811,193 for FY2013, represents a decrease of \$423,505, or 0.4%, due to reductions in enrollment-driven expenditures, vacant positions budget, utilities, and contingency, partially offset by increases in annual salaries.

Tax-Capped Funds FY2014 Budgeted Revenues



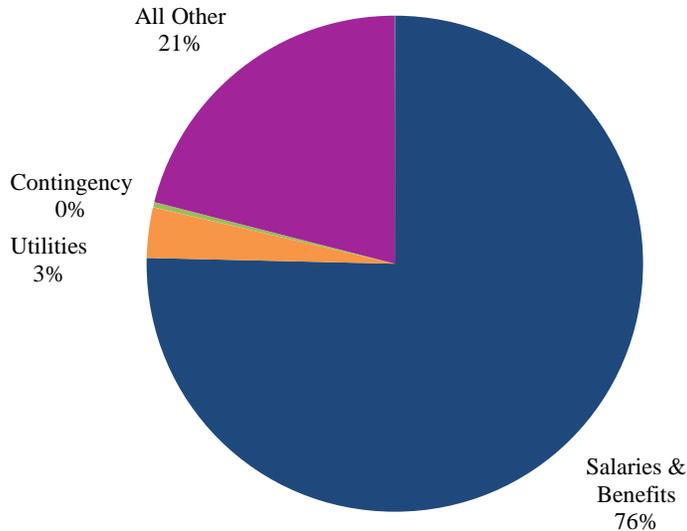
Local government represents 50% of the total budgeted revenues for the Tax-Capped Funds. The majority of this is property tax revenue, which is capped at 5% of the prior year tax extension, or the Consumer Price Index-Urban (CPI-U), whichever is less. Overall local revenues will increase from \$53,038,394 in FY2013 to \$54,828,244 in FY2014, or 3.4%

Tuition and fees make up 43% of total budgeted revenues. In February 2013, in-district tuition was increased by \$2.00 per credit hour, from \$106.50 to \$108.50 for FY2014. After experiencing enrollment declines for the last two years, the budget reflects no increase in enrollment for FY2014. Budgeted tuition and fees for the Tax-Capped Funds will decrease from \$50,405,550 in FY2013 to \$47,955,000 in FY2014, or 4.9%, as enrollment declines more than offset the tuition increase.

State funding as a percentage of per capita costs continues to decline, and at 4.5% is the lowest percentage in Harper's history, representing only 6.0% of total revenues. State funding is projected to increase slightly, from \$6,485,324 in FY2013 to \$6,590,888 in FY2014.

Other sources make up only 1.0% of total revenues. Yields on typical quality investments have drastically declined over the past few years and remain low, currently ranging from 0.02% to 0.12%. Investment income has declined from a high of \$2 million in FY2008 to \$75,000 in FY2014.

Tax-Capped Funds FY2014 Budgeted Expenditures



Salaries and benefits represent 76% of the College's expenditures. The majority of the College's salaries are driven by contracts making the budget process relatively straightforward. For budgeting purposes, the 2012 CPI-U increase was the basis for establishing a 2% increase for unrepresented groups and represented groups with contracts approved in FY2013. The College has estimated the calendar year 2014 medical insurance rates to increase 8.0%. Combined salaries and benefits have decreased from \$81,642,943 in FY2013 to \$80,932,696 in FY2014, or about 0.9%, primarily due to adjustments in vacant positions budgets.

Utilities decreased from \$3,834,480 in FY2013 to \$3,535,080 in FY2014, or 7.8%, driven by lower negotiated fixed rates, improved energy management procedures, and energy efficient capital investments. Utilities are 3% of budgeted expenditures.

Contingency had a net reduction going from \$1,041,600 in FY2013 to \$350,000 in FY2014, representing 0.3% of the Tax-Capped Funds expenditures.

All other expenditures, which include contractual services, materials and supplies, travel and meeting, fixed charges, capital outlay, and other combined for a net increase from the prior year of \$1,271,742, or 6.0%. These expenditures represent 21% of the budget.

Master Planning and Capital Projects

In the fall of 2008, Harper College passed a \$153.6 million capital bond referendum. In order to properly steward these funds, the Campus Master Plan was updated in 2010 to provide a comprehensive vision for the Harper College physical plant through 2020. The Master Plan was designed to achieve the following four strategic goals: a more effective and welcoming campus, space for academic programs to meet current and future needs, space for student services to meet current and future needs, and cost effectiveness. This past year one of the top prioritized projects was completed, the Euclid and Roselle Entrances reconfiguration. The other top prioritized projects, which include the Building H renovation, Building D renovation and addition, One Stop/Student Center, and the East Campus Parking Structure projects are provided for in the capital budget.

The Operations and Maintenance (Restricted) Fund, which includes proceeds from the referendum has begun to address much needed infrastructure projects. The budget for FY2014 includes planned capital projects of \$61.1 million.

	Project Estimated Cost	FY14 Budget Request
Building Integrity	\$ 1,710,000	\$ 1,096,000
Sustainability	198,000	50,000
Renewal	1,344,550	1,340,550
Program Support	148,991,850	52,309,200
Safety and Statutory	24,897,330	18,730,700
System Reliability	7,398,425	4,875,500
Contingency		3,000,000
Total Capital Projects	\$ 184,540,155	\$ 81,401,950

* As the table above shows, \$52 million is estimated for projects that support academic programs. Three of those projects, which are described below, are part of the State's Resource Allocation Management Plan (RAMP).

State funding was appropriated in FY2010 for the three projects below, and in FY2011, \$4 million for the Building H project was released. In FY2012 the College was awarded \$8 million to begin the planning of the One Stop/Student Center, and the remaining \$16.3 million was released for the Building H project.

- Renovation of instructional Building H. The FY2014 budgeted project cost is \$25.6 million. The total estimated project cost is \$38.1 million, which includes a state contribution of \$20.4 million.
- Construction of a new One Stop/Student Center. The FY2014 budgeted project cost is \$3.8 million. The total estimated project cost is \$50.2 million, which includes a state contribution of \$40.7 million.
- Funds to address the Hospitality program facilities. The FY2014 budgeted project cost is \$.2 million. The total estimated project cost is \$5.1 million, which includes a state contribution of \$3.9 million.

The College has set aside the required matching funds for these projects. These projects will position the College to better serve our students with excellent facilities and accommodate new programs.

Other state funding for capital renewal totaling \$1.3 million is budgeted for reconstruction of parking lots at the Harper Professional Center in Schaumburg, and the Northeast Center extension site in Prospect Heights.

Other major multi-year projects included in this budget are \$20 million for Building D addition and renovations, and \$13.4 million for a parking structure on the east side of campus.

In addition, this budget provides for \$8.2 million of maintenance projects. A detailed list of all budgeted capital projects is provided in the Capital section of this document.

Conclusion

Even though we complete major initiatives each year that support our strategic directions, there are always pressing next steps that need to be undertaken. This year we will implement multiple new initiatives that are a result of last year's great work. The implementation of the new governance system, Harper Leadership Institute, career/job placement, the First Year Seminar pilot and other strategic planning projects will have a significant impact on this college and its culture. Additionally, our priorities concerning the mission statement, community relations, diversity and inclusion, the Major Gifts feasibility study, our adult market, and the future for Health, Wellness and Athletics programming will produce a body of work that will again significantly impact the institution. The integration between our strategic, operational, financial, and capital plans position the College well as we move forward. All of this will be accomplished in a transparent and fiscally responsible manner and the outcomes of this work will be evaluated and shared with our community. Most importantly, this work either supports or lays the groundwork for improving the success of our students. Harper College is fulfilling its part of the national initiative to graduate five million additional students by 2020. All of our efforts are grounded in increasing the number of students who complete credentials, or *Finish*. This simple yet powerful theme is critical to our community's and nation's success.

Introduction

Profile of William Rainey Harper College

William Rainey Harper College is a comprehensive community college located in Palatine, Illinois, 60 miles northwest of Chicago, serving High School Districts 211, 214, and Unit District 220. Established in 1966, Harper College serves over 22,000 credit full-time equivalent students each year from 23 suburban communities. Harper is dedicated to student success initiatives focused on four strategic directions: Completion, Accountability, Partnership, and Inspiration, and is committed to its mission of providing excellent education at an affordable cost, promoting personal growth, enriching the local community, and meeting the challenges of a global society. Harper College awards eight Associate degrees, transfer options in over 50 programs, and a number of certificate programs to meet specific needs of the community and area industry.

Nearly 35% of Harper's students are Hispanic, Asian American, or African American. Nearly 30% of students receive Pell grants. Over 60% of the student body enrolls on a part-time basis. Roughly 50% of students are between the ages of 19 and 24, and 50% intend to transfer to a 4-year college or university. Student success increases each year, currently with a 19% graduation rate and a 33% transfer rate.

Harper College is governed by a seven-member Board of Trustees, elected by the voters in its district, and one student representative, who has an advisory role and is elected by the student body. The College is accredited by The Higher Learning Commission of the North Central Association of Colleges and Schools.

Harper's operating revenue comes from tuition and fees (43%), state subsidy (6%), local taxes (50%), and other sources (1%).

History

Named for the originator of the community college concept, William Rainey Harper College is a comprehensive, open door community college—one of 49 in the state that make up the Illinois Community College System. The College's District No. 512 was established by voter referendum in 1965, and Harper offered its first classes in 1967.

Throughout its history, Harper has had a record of monumental growth. The initial 1967 enrollment of 1,725 students jumped to 3,700 in one year, doubling projections. When the doors opened on Harper's newly acquired campus in 1969, 5,350 students were enrolled. In the 2003 school year, the College enrolled nearly 25,000 (credit) students. With an FY 2013 full-time equivalent (FTE) enrollment of 21,615 as well as a staff of 743 employees, including 234 faculty, Harper is now the third largest community college in the state.

Harper's current President, Dr. Kenneth Ender, was appointed in July 2009 as the institution's fifth president. Dr. Ender and the College Board of Trustees set out to develop a new strategic plan to increase student success. The resulting 2010-2015 plan commits the college to four new strategic directions:

1. Completion—Increase completion and achievement of all students with a focus on underperforming student groups.
2. Accountability—Create a culture of innovation, accountability, and transparency.
3. Partnership—Engage in partnerships to develop programs in existing and emerging career areas that enable students to succeed in a global economy.
4. Inspiration—Develop programs with educational partners that inspire postsecondary education and career readiness as a life goal.

The Community

The Harper College District No. 512 includes portions of four counties: Cook (which makes up the majority of the area and population of Harper's district), Lake, Kane, and McHenry. The communities include Arlington Heights, Barrington, Barrington Hills, Elk Grove Village, Hoffmann Estates, Inverness, Lake Barrington, Mount Prospect, North Barrington, Palatine, Prospect Heights, Rolling Meadows, Schaumburg, South Barrington, Tower Lakes, Wheeling and portions of Buffalo Grove, Carpentersville, Deer Park, Des Plaines, Fox River Grove, Hanover Park and Roselle. These municipalities that are located within Harper's district range in size from Tower Lake's 1,283 residents to Arlington Heights' 75,101 residents. An estimated 535,000 people live within the district. Of these, approximately 25% were age 17 and under, and another 25% were age 55 and over. A majority of residents are Caucasian (71%). Of the remaining population, 14% are Hispanic, 11% are Asian, and 2% are African-American. Expressed as a ratio of Harper's minority student population relative to its district's population, Harper's ratio is 1.9 to 1 (median is 1.1 to 1). Harper serves almost double the proportion of minorities than its proportional share within its district.

Household incomes in Harper's district communities are striking in both their range and in the changes that have occurred between 2000 and 2010. In 2010, median household income varied from a low of \$69,802 in Des Plaines to a high of \$180,328 in Tower Lakes. Median incomes in all communities were well above the Illinois median of \$48,262 and the U.S. median of \$44,071. However, incomes in half of these communities decreased between 2000 and 2010. Most communities with the highest median incomes in 2000 had the largest declines—in excess of 25%. Conversely, communities with “lower” household incomes (\$54,000--\$66,000) saw increased median household incomes. It is not clear whether these shifts were the result of the in-migration of lower-income families to more affluent communities or due to increased unemployment rates and reduced earnings. Regardless of the reason, these trends represent a drop in the amount of household income in the Harper district available for education.

Harper College and its community enjoy a fruitful and successful relationship. Over 35% of district high school graduates immediately enroll at Harper, and over 50% enroll 1 to 1.5 years after high school. The College has achieved a 98% satisfaction rate from its career graduates and 90% from its transfer graduates. In fall 2008, Harper College's district voters passed a \$153.6 million capital bond referendum to support the facilities enhancements. In addition, the non-profit Harper College Educational Foundation actively raises funds for the College through individual, foundation, and corporate donors. The large number of manufacturing, financial services, and healthcare institutions in the district are among Harper's supporters.

Services Offered

William Rainey Harper College offers associate degrees, certificate programs, and the first two years of a baccalaureate degree.

The College offers eight associate degrees, six of which are designed for students who will transfer to a four-year college or university to complete a bachelor's degree. The six are the Associate in Arts (AA), the Associate in Science (AS), the Associate in Arts in Teaching – Secondary Mathematics (AATM), the Associate in Fine Arts–Art (AFA), the Associate in Fine Arts– Music (AFA) and the Associate in Engineering Science (AES) degrees, which comprise the first two years of study toward degrees in a broad range of arts-related or science-related disciplines. The seventh, the Associate in General Studies (AGS) degree program, is designed to meet three specific intents—as a Liberal Studies program, as an individualized program meeting needs not met by other degree programs, or as a capstone for occupational certificate programs. The eighth, the Associate in Applied Science (AAS) degree, is awarded upon completion of a two-year career program and is designed to prepare the graduate for immediate entry into a specific career field.

Harper also provides 111 certificate programs, normally one year in length, that are designed with prescribed courses to meet specific needs of the community, including area businesses and industries. The college was recently named the 8th highest conferrer of certificates nationally for 2012 by Community College Week. In addition, the College offers contract training to local industry employees through the Harper College for Businesses, provides non-credit learning opportunities for students of all ages through its Continuing Education division, and supports students who need GED and ESL services through its Academic Enrichment and Engagement division.

Because Harper is an open door, open enrollment learning institution, it provides an array of student services to meet any student need, including access and disability services, multi-cultural enrichment and support services, summer bridge programming to prepare students for college-level rigor, student clubs and activities, sports and recreation teams, and many other opportunities.

Facilities

William Rainey Harper College supports a wide range of programs with a 200-acre campus in Palatine and two satellite facilities: the Harper Professional Center in Schaumburg and the Northeast Center in Prospect Heights. Our main campus is comprised of 22 buildings and offers state-of-the-art science and technology laboratories and classrooms, a comprehensive library and learning resources center, computer labs, lecture halls, theaters, a wellness and sports center and the Wojcik Convention Center.

Harper's Strengths

Harper's Leadership

Through presidential, board, faculty, and staff leadership rooted in student success initiatives, Harper has uniquely committed to credentialing an additional 10,604 students by 2020, its proportional share of President Obama's national goal. This assertive agenda has allowed Harper

to present nationally on topics such as math alignment partnerships with high schools, early alert monitoring systems for at-risk students, summer bridge programs for students of color, and effective strategic planning to improve student success. Harper also won the 2013 American Association of Community College's Awards of Excellence for its outstanding college/corporate partnership with Motorola Solutions.

Harper's Boldness

In 2012, Harper was awarded a \$13 million Department of Labor grant because of its bold approach in developing statewide public/private partnerships to meet workforce needs. The College developed a 21-member consortium that offers industry certified advanced manufacturing programs to under- and unemployed individuals. Students receive paid internships at partner employers after a semester of study with the possibility of regular employment thereafter. Harper convinced its college partners to offer in-district tuition to any individual seeking training statewide, negotiated standard credentials acceptable to statewide employers, and leveraged partner resources so that each college offers both standard credentials and an unduplicated specialty.

Harper's Faculty Engagement and Support

Harper has a rich history of engaging its faculty in the plans and operations of the College. Faculty are an integral component to implementing the strategic plan's action items; they represent 158 of the 282 employee volunteers supporting 29 strategic initiatives. Each Strategy Team includes both a faculty and administrator co-chair—an active and voluntary role involving no stipend or overload. Also, Harper faculty leadership has been instrumental in increasing college readiness, developing an early alert system, and offering summer bridge programs and a first year student success course.

Harper's Culture of Evidence

In 2011, the Board of Trustees approved 24 Institutional Effectiveness Measures (IEMs) that support Harper's strategic direction for Accountability. These IEMs assess student progress, performance after transfer, market penetration, workforce development, facilities, finances, and diversity. The College's performance on the IEMs is displayed on the College's website, and an annual strategic planning retreat is held to review progress. The College's *Student Success Report* documents student cohort data over four student success areas (Entering Students, Progression, Completion and Transfer, and Workforce and Employment). Each area has multiple measures which in turn have multiple indicators that can be disaggregated by student demographics. Finally, all 29 strategic plan initiatives have customized evaluation plans.

Conclusion

Despite its historic and continuing success, Harper College cannot afford to rest on its laurels. No community college can. The world is changing, and Harper is changing with it to meet new demands for the workforce of the 21st century. Today's new economy demands that workers be technologically proficient, have communication and critical thinking skills and, most importantly, have access to training and credentialing to upgrade their skills over a lifetime of work. Harper is continually adapting to meet this new reality. While we continue to strive for strong enrollment, our goals are more closely aligned to increasing the number of students who are successful at Harper, not simply how many we attract to our front door.

The College Planning and Accountability cycle includes all of the College’s institutional planning functions during a given fiscal year. These plans include the Strategic Plan, Operational Plan and the College Budget and Capital Plan. The Institutional Effectiveness Measures are a part of our accountability structure and can be found in the annual Accountability Report. Additionally, the Strategic Plan and Operational Plan include annual targets that are reported on at the end of the plan year in the Accountability Report. The departmental Annual Plans are not included in the College Plan, as they are not institutional in scope. The College’s planning structure is defined below.

College Planning and Accountability Structure

The College’s integrated planning structure is represented by the chart below. This integrated approach includes both institutional and departmental planning and has five key components.

	Institutional Effectiveness Measures	College Strategic Plan	College Operational Plan	College Budget and Capital Plan	Department Annual Plan
Cycle	Ongoing	5 year	Annual	Annual	Annual Plan (Depart /Admin)
Contents	Set of measures including rollup measures over time	Strategic Directions Goals Strategies	Goal Category Goals	Budget Analysis Category Project Cost Estimate	Strategic Operational Department Personal
Reporting	Annual	Annual	Annual	Annual	Annual
Description	Measures of effectiveness that are key to our mission; benchmarkable with other community colleges and provide targets for performance accountability.	Sets the College's direction and delineates goals that will move our agenda forward. Cannot be accomplished by a single organizational unit and requires College-wide commitment and include targets for accountability.	Lists the institutional level tasks to be completed each year including performance targets.	Defines budgeting processes that tie planning to budget and delineates annual Capital Plan.	Departmental planning by administrator. Administrators develop goals in four categories: Strategic, Operational, Departmental and Professional Development.

An overview of each of the planning components is defined below.

Institutional Effectiveness Measures:

Institutional effectiveness is a process that involves the entire institution in the assessment and evaluation of the College's performance on key indicators, called Institutional Effectiveness Measures (IEMs). The College's first Institutional Effectiveness Measures were adopted by the Board of Trustees in April 2011. The institutional effectiveness activities at Harper College measure the quality of the institution in eight categories:

- Student Progress
- Progress of Developmental Students
- Performance After Transfer
- Market Penetration
- Workforce Development
- Facilities
- Financial
- Employee Diversity

The information provided through the IEMs offer answers to common stakeholder questions:

- What does Harper College want to accomplish?
- Is Harper College achieving its intended outcomes?
- How can Harper College improve as an institution of higher education?

Data on the IEMs are located in a “dashboard” on the Harper College website at <http://goforward.harpercollege.edu/about/administration/accountability/index.php>. This “dashboard” reports data trends and provides analysis on each of the 24 selected IEMs. The dashboard also rates each IEM as either “needs attention” or “on target” based on the measures progress towards meeting the designated targets status. During FY2012 constituents from across the College collaborated to set IEM targets for the College to achieve by 2016.

College Strategic Plan:

The Strategic Plan covers the 2010 – 2015 years and is the result of a community-based planning process led by our president, Dr. Kenneth Ender, in 2010. The president launched the theme of Building Community through Student Success at the August 2009 All Employee Meeting and this theme has been the focus of the strategic planning efforts. Harper College's engagement process aligned student success with strategic and master planning efforts, resource allocation and community engagement. The process was energized by a community-based planning process that recognized the shared responsibility for workforce and economic development and the student success agenda. The process resulted in strategic directions and goals that enjoy the support of the Board of Trustees, Harper employees, the Educational Foundation, the feeder K-12 educational community, workforce and economic development officials, the business community, non-profits and elected officials. The plan includes four Strategic Directions and nine Goals.

College Operational Plan:

This plan identifies the operational goals and tasks to be completed in FY2014. These operational goals address this year's College priorities as well as this year's activities to support the Strategic Plan. The plan was developed by the Executive Council in consultation with the administrative team. Each of the tasks identifies the Executive Council member who is responsible along with another administrative lead

and the operating fund in which its supporting resources are budgeted. Each task identifies performance targets and is also tied to the performance evaluation of the administrator.

College Budget and Capital Plan:

This plan delineates the budget that supports the College's Strategic and Operational plans. The Board of Trustees has identified \$1.25 million to support the College's Strategic Plan. The operational goals and tasks are tied to the appropriate fund. The College also has a 10-year Campus Master Plan the guides the annual Capital Plan's construction and asset protection activities. Individual capital projects have been planned for and approved by the Board of Trustees in the College Budget.

Departmental Annual Plan:

Each College administrator will produce an Annual Plan for their department. The Annual Plan contains four types of goals: Strategic (that tie to the College's Strategic Plan), Operational (that tie to the College's Operational Plan), Departmental (which outline goals specific to that department) and Personal (which addresses professional development and planning goals). The Annual Plan comprises the basis for the administrators' annual evaluation.

College Plan Accountability

The College Plan has multiple levels of accountability. The first is the previously described Institutional Effectiveness Measures (IEMs). The College created goal teams for each of its nine Strategic Goals. These teams complete Action Plans delineating the team membership, outcomes, budget and work plans. In consultation with the Accountability Team, each goal/strategy team also produces an Evaluation Plan. The College has identified "champions" for each of the College's Strategic Directions as well as faculty and administrative co-leaders for each of the Strategic Goals. Progress against the goals will be monitored quarterly by the College president in a strategic planning goal team leader meeting. At the end of each fiscal year a progress update on this body of work is provided in the Accountability Report. The report delineates progress against the 30 established targets for the nine Strategic Goals, the status of the goals and targets in the Operational Plan (completed, not completed, target met, target not met, postponed or in progress) as well as an update on the Institutional Effectiveness Measures. All of these results are available in the Accountability Report, available to the public via the Harper College web site.

Presidential Priorities

Harper's Presidential Priorities for this year include:

- Complete a College-wide review of the College mission statement.
- Finalize and implement the Community Relations Plan.
- Implement recommendations related to employee diversity, equity and inclusion.
- Assess the feasibility and provide the infrastructure for a Major Gifts Campaign.
- Develop a "Master Plan" for Health, Wellness and a program statement for Building M.
- Develop a comprehensive enrollment management program for adult students.

Organized for Student Success

The College's organizational design authorizes the executive officers to lead and manage the daily operations of the College under the direction of the president. Enabling student success is the chief organizing theme. The executive staff of the College includes the Provost, Executive Vice President of Finance and Administration, Chief of Staff and Vice President of Planning and Institutional Effectiveness, Chief Communications Officer, Chief Advancement Officer, and Senior Executive to the President for Board Support and Vice President of Workforce Development and Strategic Alliances.

This structure consolidates Academic Affairs, Student Affairs and Enrollment Services under a single leader, the Provost. Likewise, one organizational structure exists for Finance and Administration, Information Technology, Human Resources and Facilities Management. A single unit for business and professional education consolidated the business outreach, professional and personal development, adult learning and the workforce board partnerships. All of our communication efforts including Marketing Services is centralized and tied to the President's Office; and all development efforts, including grants, were consolidated into the Advancement Office. The organizational alignment combines functions that leverage resources in new ways and create efficiencies in the daily operation of the College. The administrative organization chart follows this section.

Provost's Area

Function:

This area of the College, led by Dr. Judith Marwick, is responsible for the students from application to graduation. The area combines the functions of Academic Affairs, Student Affairs and Enrollment Management, which previously were three separate areas. This area has the primary responsibility for student success. Programs are managed and delivered via academic divisions including Math and Sciences, Liberal Arts, Academic Enrichment and Engagement, Business and Social Science, Career and Technical Programs, Health Careers, Resources for Learning, and Wellness and Campus Activities. This area also focuses on providing services, programs, and co-curricular opportunities and courses that enhance the learning environment as well as the whole person. Supporting departments include: Access and Disability Services, Student Involvement, Academic Advising and Counseling, Testing Center, Career Center, Center for Multicultural Learning, Student Development, Women's Program, Athletic Programs, Events Management, Health Services and Enrollment Services. Enrollment Services also provides outreach to credit students, processes applications, provides financial aid processing, completes the enrollment process and provides support to new students. The Provost's area also supports teaching and learning through the Center for Innovation Instruction, Interdisciplinary Studies and the Center for Adjunct Faculty Engagement.

Budget

Total FY2014 Provost Budget (All Funds) \$80,610,274

Direct Reports

Joan Kindle, Associate Provost, Interdisciplinary Student Success
Maria Moten, Assistant Provost, Registrar's Office
Sheryl Otto, Assistant Provost, Student Development
Kenya Ayers, Dean, Academic Enrichment and Engagement
Kimberly Chavis, Dean, Health Careers
Julie Ellefson-Kuehn, Interim Dean, Math and Science
Brian Knetl, Dean, Liberal Arts
Ashley Knight, Dean, Student Affairs
Mary Ottinger, Dean, Career and Technical Programs
Michelé Robinson, Dean, Business/Social Science

FY2014 Priorities

- Pilot First Year Seminar to improve completion and employment outcomes.
- Increase completion and transfer opportunities for students.
- Improve placement into and progress through developmental coursework.
- Examine needs of adult students and make recommendations for improvement of support services and programs.
- Continue strategies with secondary partners to improve the college readiness of recent high school graduates.
- Manage overall college enrollment.

Finance and Administrative Services

Function

This area of the College, led by Dr. Ronald Ally, provides services to Harper College administration, staff and faculty that enable them to better serve students. This area is responsible for Information Technology; Human Resources; Physical Plant including Maintenance and Risk Management; Financial Services including Purchasing and Retail Services (Bookstore, Dining and Conference Services); and the Harper College Police Department.

Budget

Total FY2014 Finance and Administrative Services Budget (All Funds) \$43,485,505

Direct Reports

Michael Alsup, Chief of Police
Patrick Bauer, Chief Information Officer
Bret Bonnsetter, Controller
Tom Crylen, Executive Director of Physical Plant
Roger Spayer, Chief Human Resources Officer

FY2014 Priorities

- Manage the College's financial results to meet stated goals.
- Continue construction on Buildings D, H and parking structure.
- Monitor impact of and compliance with the Affordable Care Act.
- Upgrade the College's student and employee portals to improve self-service and communications.

College Advancement (Harper College Educational Foundation)

This area of the College, led by Dr. Mary Knight, is responsible for fundraising and includes the Foundation which is a separate legal entity with its own governing board and nearly \$7 million in assets. The Foundation focuses on securing corporate and private philanthropy. Foundation fundraising efforts support student success by direct scholarships to students and funding programs designed to improve student success. The foundation accepts gifts in the forms of single donations, multi-year pledges, donated assets, gifts in kind and planned gifts. This unit also including the grant office which pursues both public and private grant funds on behalf of the college as well as the Alumni Program.

Budget

Total FY2014 College Advancement Budget (All Funds) \$951,404

Direct Reports

Fredia Martin, Director, Alumni Relations and Special Events
Wendy Moylan, Associate Director of Grants Advancement
Suzette Tolentino, Director, Advancement Services

FY2014 Priorities

- Conduct a feasibility study for a major gifts campaign to coincide with the College's 50th anniversary.
- Raise \$3 million dollars in major gifts planned gifts and fund raising activities.
- Expand outreach for Alumni Relations and identify 10 pockets of Alumni locations.
- Receive \$700,000 in public and private grants.

Planning and Institutional Effectiveness

Function

This area of the College, led by Sheila Quirk-Bailey, provides oversight to the institutional planning and accountability processes at the College. This division also includes the institutional research and outcomes evaluation functions of the College. The relationship with the Higher Learning Commission is managed through this area as well. This unit produces the College Plan, Fact Book, Student Success Report and Accountability Report annually to guide the college's efforts and report to the community on its outcomes.

Budget

Total FY2014 Planning and Institutional Effectiveness Budget (All Funds) \$1,153,469

Direct Reports

Douglas Easterling, Director, Institutional Research
Darlene Schlenbecker, Director, Institutional Effectiveness/Outcomes Assessment

FY2014 Priorities

- Review the College's Mission statement.
- Conduct an Environmental Scan to determine the external factors that impact the College.
- Design and launch a new data warehouse.
- Identify the College's Open Pathway Quality Initiative and report to HLC.
- Implement the new Shared Governance System.

Communication and Legislative Relations

Function

This area of the College, led by Phil Burdick, is responsible for external and internal communications, as well as legislative, media and community relations. The major objectives of the area are to act as the media liaison and represent the College on key legislative matters, and to manage both institutional and program-level marketing communications efforts. This unit also manages the brand image of the College in the larger community. The internal communication function manages the employee portal, weekly newsletters and all campus employee meetings.

Budget

Total FY2014 Communication and Legislative Relations Budget (All Funds) \$3,700,677

Direct Reports

Mike Barzacchini, Director, Marketing Services
Carolynn Muci, Manager of Internal Communications

FY2014 Priorities

- Complete community research and launch a new Community Relations program.
- Design elements for new employee portal to improve employee communications.
- Increase media coverage in local and state media by 5% over last year.

Workforce and Strategic Alliances

This area of the College, led by Dr. Maria Coons, provides noncredit and workforce programming that adds value and supports the economic vitality of the community and beyond through internal and external partnerships. The division includes Continuing Education, Harper College for Businesses, the Illinois Small Business Development Center at Harper College, Workforce Board Support, Extension Site Management and Adult Fast Track programming. It currently manages the \$12.9 million dollar TAACCCT grant to increase the number of credential holders in manufacturing to decrease the regional skilled worker shortage in the industry.

Budget

Total FY2014 Workforce and Strategic Alliances Budget (All Funds) \$7,394,466

Direct Reports

Mark Mrozinski, Dean, Continuing Education and Business Outreach/Assistant to President Special Projects, Continuing Education
Vacant, Dean Workforce and Economic Development

FY2014 Priorities

- Pursue two new workforce based training programs in partnership with regional employers.
- Establish a Workforce Certification Center at HPC.
- Implement the regional TAACCCT grant with our colleges and business partners.
- Implement recommendations of the Job Placement Taskforce.
- Align Continuing Education and credit courses to create student based career pathways.
- Launch the Harper Leadership Institute.

HARPER COLLEGE BOARD OF TRUSTEES

Diane Hill, Chair

Gregory Dowell, Vice-Chair

Walt Mundt, Secretary

Rita Canning

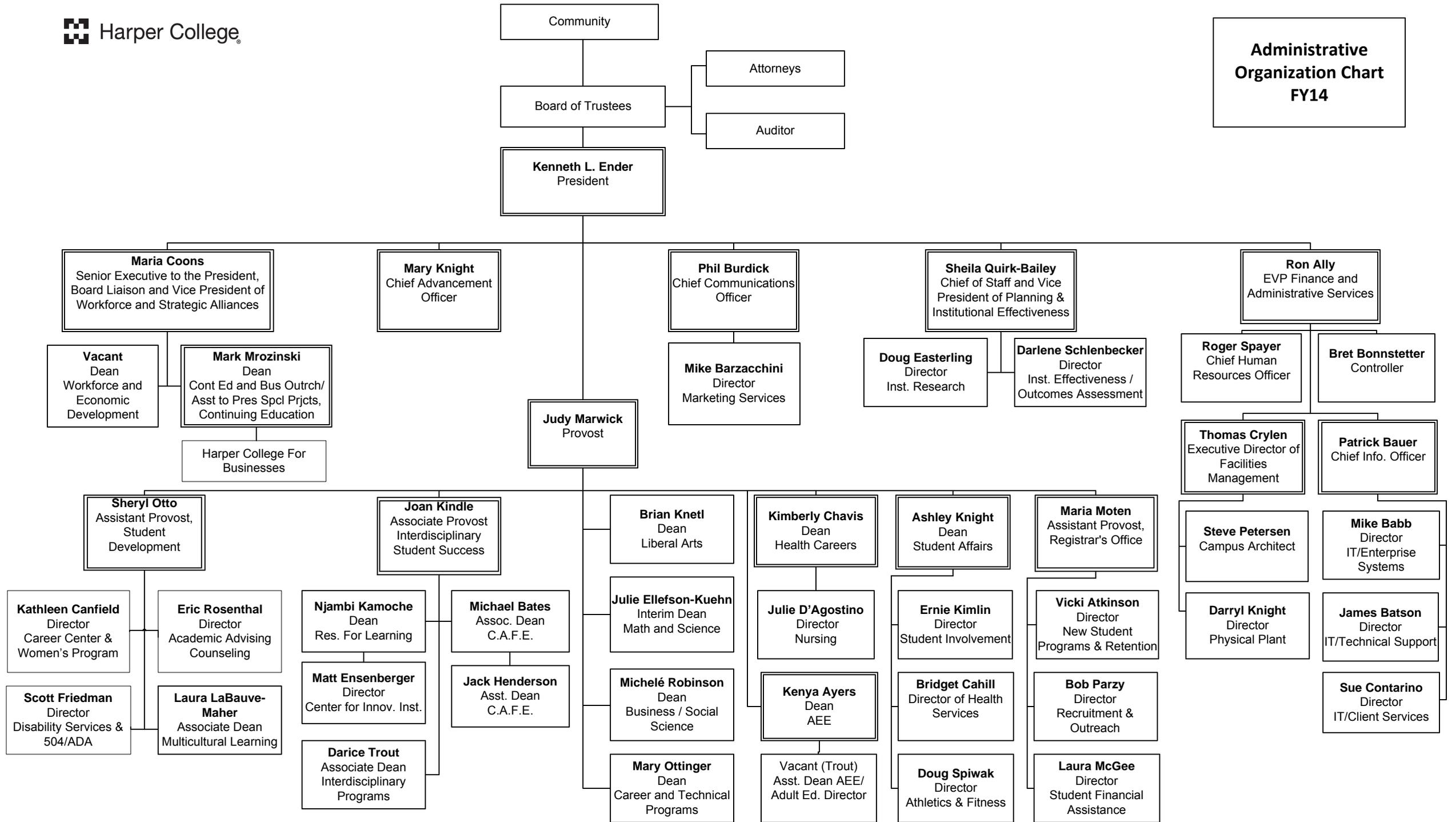
James Gallo

William Kelley

Laurie Stone

Scott Lietzow, Student Trustee

**Administrative Organization Chart
FY14**



Analysis of Harper's Environment

As with the past plans, Harper College continues to study its environment and outcomes to identify issues to be responded to by the plan. The next section contains an analysis of Harper College and its community conducted in 2011. One of the operational goals of the College this year is to update this information and the Environmental Scan.

Recent years have seen dramatic changes in the nation's fiscal landscape. As job losses have grown and consumers have curtailed their spending, tax bases have eroded and in many states, including Illinois, massive budget gaps have developed. As healthcare, Medicaid, and pension contributions compete with education for increasingly scarce public dollars, the result is an exceptionally challenging financial climate and uncertain future for higher education.

William Rainey Harper College has identified four Strategic Directions to help focus and guide the institution through a rapidly changing environment: inspiration, partnership, accountability and completion. This environmental scan uses those four directions as lenses for identifying important external trends, opportunities and challenges. These are summarized below.

1. **Inspiration** – developing programs with educational partners that inspire postsecondary education and career readiness as a life goal. Relevant trends and developments include:
 - Educational attainment. Significant new markets are represented by the relatively high educational attainment of area residents and opportunities to attract more in-district postsecondary enrollees to Harper, particularly Baby Boomers.
 - Unemployment. As in Illinois and the nation, unemployment rates in the Harper College district have been increasing since 2006. Although times of high unemployment are historically good for community colleges, declining household incomes in the Harper district mean that fewer resources are available for education.
 - Commuting patterns and gas prices. New tools that profile commuters reveal learner markets for Harper College.
 - Common Core standards. Harper College's focus on streamlining the educational system to improve academic achievement at all levels will be supported by Illinois' adoption and implementation of the Common Core State Standards.
 - Innovative models. New strategies to help adults reengage with postsecondary education and earn a degree include the ready adult concierge, identifying adults who have earned many credits toward a degree, reducing time-to-degree, and transforming remediation so students can move swiftly to first-year success and completion.
2. **Partnership** – engaging in partnerships to develop programs in existing and emerging career areas that enable students to succeed in a global economy. Relevant trends and developments include:
 - Occupational projections. Middle-skill occupations that require credentials offered by community colleges offer careers with the most stability and growth potential.
 - Industry location quotients (LQs). LQs have the potential to help identify dominant industries and patterns of growth or decline. Four industries are relatively concentrated in the Harper College region: construction, financial activities, manufacturing, and professional and business services.
 - Future work skills. The global information economy calls for new work basic skills: sense-making, social intelligence, novel and adaptive thinking, cross-cultural competency, computational thinking, new media literacy, transdisciplinarity, design mindset, cognitive load management and virtual collaboration.

3. **Accountability** - creating a culture of innovation, accountability and transparency. Relevant trends and developments include:
 - Availability of funding. Harper College's ability to innovate and support a robust accountability system will be challenged by constrained tuition resources at the family, state, and federal levels.
 - New accountability measures. Harper College is well-positioned to participate in current and emerging accountability efforts and has established its own "Challenge of 10,604" in response to President Obama's college completion goal.
 - State data system initiatives. Illinois' Longitudinal Data System and Workforce Data Quality Initiative will support accountability efforts and help streamline educational systems, align curriculum, and prepare students for postsecondary education.

4. **Completion** – increasing completion and achievement of all students with a focus on underperforming student groups. Relevant trends and developments include:
 - Income and poverty. The number of students living in low-income households within Harper College's district has continued to increase. These students are more likely to lack the academic preparation and financial resources needed to attend and succeed in postsecondary education.
 - K-12 student achievement data. Despite K-12 student academic performance gaps in schools throughout Harper's district, examples of improvement and excellence also exist.
 - Competition. The educational landscape in the area served by Harper College is rich in program providers. The many postsecondary options and easy-to-use institutional comparison tools translate to a more competitive educational market for consumers.
 - Technology. Developments in technology offer important strategies to enhance learning and college completion. These electronic books and mobile devices, augmented reality, game-based learning, gesture-based computing and learning analytics.

The full Environmental Scan can be found in the Appendix.

SWOT Analysis

The College invests significant time and energy in conducting an internal review of Strengths and Weaknesses as well as an external review of Opportunities and Threats. In order to determine our Strengths and Weakness, the Institutional Planning Committee (IPC) reviews key institutional data. In order to inform our analysis of external Opportunities and Threats, the IPC conducts an extensive review of our Environmental Scan. This analysis details the context in which the College operates. The resulting data is utilized as input into the SWOT analysis which informs the planning processes at the institution. The SWOT that informed the development of the current Strategic Plan is included below. This analysis will be updated based on the new Environmental Scan being conducted this year in preparation of the new Strategic Plan for 2016.

STRENGTHS

(A strength is a positive internal institutional attribute.)

Strength 1: Nationally Benchmarked Institutional Strengths

Item Description:

Harper College is participating in national initiatives to benchmark our efforts. We submit to the National Community College Benchmark Project (NCCBP) which, in 2010, includes 268 participating two-year colleges from across the U.S. We also benchmark the experiences of our students with other community college students through the Community College Survey of Student Engagement (CCSSE), which includes 447 community colleges across 46 states. Based on these national data sets, Harper College has distinguished itself in the following areas listed below.¹

Supporting Comments:

Harper ranks better than our peers in the following areas: Student Transfer Rates, Performance After Transfer, Minority Participation, Market Penetration, Employee Development and Training, and Student Services.

Transfer Rates: From the Fall 2006 cohort, Harper's proportion of students who completed a degree or certificate or transferred within three years includes:

- 32% of full-time students transferred (median 18%, N=237)
- 24% of part-time students transferred (median 12%, N=175)
- 47% of full-time students completed or transferred (median 38%, N=237)
- 32% of part-time students completed or transferred (median 18%, N=175)

Student Performance at Transfer Institutions shows the following high performance of our transfer students:

- First year GPA of 3.00 (median 2.9, N=100)
- First year average credit hours of 26.36 (median 21.42, N=88)
- Students who enrolled next term and next fall of 81% (median 72.2%, N=96)

Minority Participation as expressed as a ratio of Harper's minority student population relative to the district's population. Harper's ratio is 1.9 (NCCBP median is 1.1, N=192).

Market Penetration, as expressed as a ratio of unduplicated credit headcount relative to the district's population, is 5.2% (median 2.79, N=199). Market penetration, as expressed as a ratio of unduplicated non-credit headcount relative to the district's population, is 1.5% (median 1.0).

¹ Data Team Report, 2009, p. 5

Also, the ratio of duplicated headcount for community participation in cultural activities relative to the district's population is 17% (median 4.8%, N=66).

Development and Training is expressed by the annual expenditure per employee FTE. Harper expends \$894 per FTE (median \$336, N=128).

Student Services quality is reflected in the 2009 CCSSE student engagement survey which indicates that students express higher satisfaction with Harper student services relative to our peers (N=16) and all surveyed institutions (N=663) on a 0-3 scale:

- Career Counseling: Harper rates a 2.17, peers 2.02, all 2.06
- Skill Labs (Writing, Math, etc.): Harper 2.35, peers 2.19, all 2.26
- Transfer Credit Assistance: Harper 2.19, peers 2.04, all 2.07

Strength 2: National, State and Regionally Recognized Awards/Achievements

Item Description:

Harper College has distinguished itself by achieving recognitions in areas such as academics, services and student activities.

Supporting Comments:

Nationally recognized achievements in academics, services and student activities increase Harper's visibility and demonstrate to the community that the College provides excellent education and enriches personal growth. National and state recognitions received over the last three years are listed below:

- The Choice Scholars Institute was awarded the 2009 ICCCA (Illinois Council of Community College Administrators) Innovation Award.
- Harper College was voted "best of the best" in the College/University category of the 2009 Readers' Choice survey conducted by the *Daily Herald*.
- Accounting Services: Distinguished Budget Presentation Award, 2010, Government Finance Officers Association, for the twelfth consecutive year; Certificate of Achievement for Excellence in Financial Reporting, 2010, Government Finance Officers Association.
- Campus Activities Board won the 2010 Educational Program of the Year Award from the National Association of Campus Activities Mid-America Conference. The award-winning program is CAB's "Becoming Aware Series," which provides students exposure to "hot topics," as well as an opportunity for Student Activities to collaborate with faculty while providing content that ties into curriculum.
- Harper College for Businesses: Annual Award for Business Excellence 2009, Educational Program category, from *The Business Ledger* newspaper.
- Marketing Services won many awards at the 26th Annual Higher Education Advertising Awards announced by the Higher Education Marketing Report 2010:
 - Gold Award for "It's a new day" *Daily Herald* insert and the Silver Award for "I Reached a Point" *Daily Herald* insert. Harper swept this category.
 - Gold Award for "What are you doing this summer?" Summer 2010 enrollment campaign.
 - Gold Award for "Go Forward" CE Course.
 - Silver Award for Bury the Dead Theatre Poster.
 - Silver Award for Siga Adelante (Hispanic enrollment brochure).
 - Bronze Award for "I am a Harper Student" Adult Learner Online Information Session.
 - Merit Award for Engage community magazine.
- Harper College's adult learner online information session earned a Gold Paragon at the National Council for Marketing & Public Relations awards ceremony in the category "Electronic Viewbook!"
- Football: National Junior College Athletic Association National Champions, 2008.
- Men's Cross Country: 2011 Region IV Champions, seventh in the Nation.

- Men's Track and Field: Region IV Champions, 2010; Region IV Champions, Coach of the Year, third in Nation, 2009; Outdoor National Champions, 2008.
- Phi Theta Kappa: Placed two members on the All-Illinois Academic Team, 2009.
- Sign Language Interpreting Program: 2009 Deaf Illinois Award for Best Interpreter Training Program.
- Speech and Debate Team: the 2011 Harper College Speech & Debate Team placed 3rd in the Nation with three national champions at the Phi Rho Pi national community college speech and debate tournament in Greenwich, CT, competing against 58 community colleges. The Harper squad won gold in 3 of the 13 speaking events in Informative Speaking, Speech to Entertain and Dramatic Interpretation. Nine of the squad's 23 speeches were in final rounds. The team placed 4th in 2010.
- Student Senate won the 2010 Ed Snyder Merit Book Award at the Illinois Community College Student Activities Association's Fall Leadership Conference. This is the group's 11th consecutive Merit Book Award; no other community college's student government has won the award this many times.
- Harper's "New Advising Professionals Training Program" was accepted as an Exemplary Practice for inclusion in the 2011 National Academic Advising Association (NACADA) Advising Administration Commission-sponsored monograph identifying outstanding practices in advising administration.
- Student Affairs: Innovation Award, Illinois Council of Community College Administrators (ICCCA) Strengths Matter @ Harper College: A Campus-Wide Retention Effort for Community College Students, 2008.
- Women's Cross Country: Region IV Champions, 2011; Region IV Champions, Coach of the Year, sixth in nation, 2009.
- Women's Soccer: Region IV Champions, 2011, and Coach of the Year.
- Women's Track and Field: Region IV Champions, fifth in the Nation, 2011; Region IV Champions, fourth in nation, 2009.
- Wrestling Team: 2011 sixth in the Nation; 2010 NJCAA District and National Champions; National Champions, and Coach of the Year; District Champions, 2009.

Strength 3: Safety and Security Initiatives

Item Description:

The College takes proactive measures to provide a safe, secure environment for learners, employees and visitors.

Supporting Comments:

A safe, secure environment is necessary for learners and employees to function at their best. The 2010 community survey indicates that the number one concern for respondents (93%) was their safety while on the College campus. Our safety and security initiatives meet or exceed federal, state and local requirements.

Harper College continues to enhance security and safety technology in the form of card access at specified doors, closed-circuit security television in public spaces, intrusion alarms and emergency call boxes throughout the parking lots and walkways, and designated areas of *Rescue Assistance*.

The College continues to enjoy an extremely low record of crimes of violence. Federally defined Category I crimes are reported annually as mandated by statute for each of the three preceding years.

This report is updated annually during October.² In addition, Harper College reports all crime to the Federal Bureau of Investigation, Uniform Crime Report, as mandated by federal law.³

The College has a comprehensive Emergency Operations Plan (EOP)⁴ in place that is continually updated to comply with Illinois law. The plan includes annual exercises as well as a full-scale mock disaster every five years (most recently in 2008); and building evacuation drills each semester. Additionally, Harper College has addressed safety issues through a chemical hygiene plan, Environmental Health and Safety,⁵ and revised its emergency procedures relating to workplace safety. The College addresses safety concerns through the Facilities Committee and Laboratory Safety and Physical Plant Safety subcommittees.

The College has implemented a comprehensive Behavioral Intervention Team (BIT) called the Harper Early Alert Team (HEAT). This team assists the Harper community members through early intervention to mitigate crises, promote student/community health and safety, and prevent disruptions to the academic process.

The College has implemented a Campus Violence Prevention Plan which describes the institutional plans, policies and procedures that support a safe learning and working environment for the community.

The College has a Public Access Defibrillator (PAD) program including 16 automated external defibrillators (AEDs) on the main campus, two in police vehicles (one in each squad car), at NEC, and at the HPC. Police Department staff, Fitness Center staff and Health and Psychological Services nursing staff are trained in CPR and AED usage. In addition, more than 150 staff and faculty have volunteered to receive training and certification in order to offer assistance when needed.

Strength 4: Relationships and Programs with Area K-12 Schools

Item Description:

The relationships and programs with area K-12 schools have exposed an expanding number of K-12 students to the Harper programs and environment. Additionally, many high school students choose to attend Harper College while they finish high school and after graduation.

Supporting Comments:

- 36 percent of district high school graduates attend Harper and that percentage climbs to 50.9 percent when counting students who enroll one or one and one-half years after graduation.
- Outreach efforts have resulted in 7,013 student contacts in the 2009/2010 school year.⁶
- 176 high school students took classes as concurrent students in FY2010.⁷
- 98 percent of career graduates and nearly 90% of transfer graduates said they would recommend Harper to friends and family.⁸
- Provided dual credit opportunities in partnership with 12 area high schools and served 407 students which include 17 students who took credits by proficiency exam.⁹

² http://goforward.harpercollege.edu/uploaded/police/pdf/2009_Annual_Report.pdf

³ FBI National Incident Based Reporting System, <http://www.fbi.gov/ucr/ucr.htm>

⁴ <https://myharper.harpercollege.edu/pls/portal/url/ITEM/6424AC589EF1C065E0402E0A0A2A6BE8>

⁵ Environmental Health and Safety Procedure Manual

https://myharper.harpercollege.edu/pls/portal/docs/PAGE/MY_HARPER/ADMINISTRATIVE_SERVICES_HOME_PAGE/PHYSICAL_PLANT_AND_AUX_SERVICES/EHSMANUALSEPT2007B.DOC

⁶ Admission Office Annual Report, July 2010

⁷ Center for New Students and Orientation, July 2010

⁸ Harper College 2007 Transfer and Career Graduate Surveys, May 2009

⁹ Office of Academic Affairs for Career Programs, 2011

- Harper had higher enrollment of district high school graduates in fall 2008 than 90 percent of the 182 colleges.¹⁰
- Continuing Education provided CompTIA A+IT Certification exams to 117 high school students; and also provided exposure to 1,038 students age 8-16 in offering classes on campus.¹¹
- Developed and implemented a credit by examination program in accounting and management that involved 238 students with 62 students earning the resulting college credit.¹²
- In spring 2011, Harper extended the opportunity for area high school faculty to participate in the Harper Academy for Research and Teaching Excellence (HARTE). HARTE is a four-year doctoral program created in collaboration with Northern Illinois University.
- In accordance with the Community College Research Center (CCRC) recommendations for 2020,¹³ Harper has developed partnerships with area high schools to address two main initiatives: providing “access to existing and regular college resources and offerings, such as assessments or college courses,” and, collaborating on the development of programs and activities “specifically for high school students and their needs.”
- The library faculty have been actively developing contacts with area high school librarians from District 211 and District 214 to discuss issues of mutual interest.

Strength 5: Physical Environment

Item Description:

Harper College is committed to the improvement of the physical environment in support of student success. A benchmarking study completed by Sightlines in 2010 indicates that Harper College outperforms its peers providing this environment. The passage of a \$153 million referendum in 2008 and the completion of a Campus Master Plan in 2011 will also assure that the physical environment continues to meet the needs of the Harper community.

Supporting Comments:

The Sightlines Benchmarking Study concluded that the “Overall, facilities services and work management processes yield exceptional results and satisfied customers.”¹⁴ The College is outperforming its peers in a number of aspects of physical plant including:

- An employee satisfaction rating of the physical plant services was 94% satisfied, the average was 65%.¹⁵
- The maintenance staff earned a rating of 4.1 for overall performance; the peer average was 3.7.
- The custodial staff earned a rating of 4.5 for overall performance; the peer average was 4.0.
- The grounds staff earned a rating of 4.5 for overall performance; the peer average was 3.7.

All of this is accomplished in a highly challenging environment: The “campus age profile combined with the high campus density and technical complexity creates elevated demands for operational and capital resources.”¹⁶

Strength 6: Commitment to Professional Development

Item Description:

¹⁰ 2010 National Community College Benchmark Project

¹¹ CE Enrollment Report, 2011

¹² Office of Academic Affairs for Career Programs, 2010

¹³ Community College Research Center, Issue Brief: Community College and High School Partnerships Prepared for: The White House Summit on Community College, CCRC, September 2010

¹⁴ Sightlines FY10 Benchmark Study, p. 4

¹⁵ Sightlines FY10 Benchmark Study, p. 11

¹⁶ Sightlines FY10 Benchmark Study, p. 4

Harper College employees have institutional support and encouragement to pursue opportunities for professional growth and enrichment.

Supporting Comments:

Employees across the College have professional development and training opportunities; this is an essential component of employee and program evaluation.

- Expended \$687 per FTE in FY2009, ranking above the 90th percentile among 170 public community colleges as reported in the 2010 National Community College Benchmark Project.¹⁷
- Expended over \$459,872 for employee professional development.¹⁸
- Provided professional development courses and workshops to expand faculty skills in teaching. In total, 888 faculty (full-time and adjunct) enrolled in 97 workshops in FY2010.¹⁹
- Implemented professional development workshops and seminars focused on classroom-based strategies that increase retention. Held eight graduate classes for faculty, including Multiculturalism and Diversity in Higher Education, with 16 attendees; and Teaching Online Successfully, with 14 attendees in FY2009.
- Established HARTE Fellowship, a four-year doctoral study cohort, in collaboration with Northern Illinois University. Harper faculty, staff and administrators will pursue Ed.D. degrees in either Adult and Higher Education or Curriculum Leadership. The resulting research and publications will support Harper’s *Achieving the Dream* initiative and the work of the current strategic goal teams.

Strength 7: Enrollment

Item Description:

There has been an increase in credit full-time equivalent (FTE) students for the past five years.

	2005-06	2006-07	2007-08	2008-09	2009-10
Summer	2,674	2,720	2,756	2,831	3,114
Fall	9,309	9,385	9,635	9,867	10,363
Spring	8,852	8,813	8,953	9,215	10,032
Total	20,835	20,918	21,344	21,913	23,509

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

Strength 8: Community Engagement

Item Description:

Harper College has a strong sense of engagement within its community. The College actively seeks to involve its community by providing opportunities for input and by offering programs and services that respond to the community’s needs.

Supporting Comments:

- Ranked above the 56th percentile for community participation in cultural activities during academic year 2008-2009 among 97 public community colleges, as reported in the 2010 National

¹⁷ National Community College Benchmark Project, 2010

¹⁸ Office of Accounting Services, July 2010

¹⁹ Office of Faculty Development, July 2010

Community College Benchmark Project. Ranked above the 84th percentile for credit student penetration rate and above the 60th percentile for noncredit student penetration rate.

- The Colleges Health Careers Division maintains affiliation agreements with 238 clinical agencies. The clinical agencies consist of hospitals, nursing homes, long-term care facilities, rehabilitation facilities, doctors' offices, psychiatric institutions, and specialty clinics.
- Two Community Nights were hosted for Palatine and Arlington Heights in 2008, bringing in more than 70 local officials to campus to discuss community needs and learn more about Harper services.²⁰
- The College hosted an Open House at its Northeast Center (NEC) in Prospect Heights in September 2010 attracting approximately 150 community residents and members of the community. The Open House provided an opportunity for residents, prospective students and members of the community to learn more about the programs at the NEC and the College in general.
- The College hosted a meeting of Harper district mayors with President Ender and his Executive Council in December 2010. Thirteen communities were represented at the meeting. The meeting provided an opportunity for Dr. Ender to share the College's new strategic directions, followed by a roundtable discussion with the mayors on needs within their communities.
- Harper College for Businesses served 40 companies and 3,300 employees through customized training.²¹
- A six-part leadership series was offered to area businesses and drew 120 business leaders.
- The College engaged in a community-based input process that was used to gather ideas that would enhance the new Campus Master Plan.
- The College engaged in a community-based input process that was used to gather ideas that would enhance the new Campus Master Plan.
- Women at College in Community, a new outreach initiative directed at victims of domestic violence, was developed. The program includes counseling support and educational services.
- Harper employees served in leadership roles, including board memberships, for more than 25 area organizations.
- Conducted a College Image Community Survey and discovered that 74% of district residents mentioned Harper without prompting as a college or university they are aware of (up from 44% in 2000), exceeding all institutions in the region; and that Harper is the school most preferred by district residents and is best known for specific academic programs and its academic reputation.²²
- Continuing Education hosted a Disney Quality Service event in April 2010 in which 200 business leaders attended.
- Harper launched its community magazine *Engage*. The first issue was published in November 2010 and approximately 4,000 copies were distributed to community and business leaders, Foundation donors and representatives of peer institutions. In addition, approximately 500 people accessed the electronic/online edition of the magazine. The second issue of *Engage* was published in March 2011. Along with the list of peers and influences referenced above, the second issue was also mailed to approximately 3,000 parents of in-district high school juniors and sent to all Harper College employees via campus mail.

²⁰ Institutional Outcomes Report, 2007-2008, p. 72

²¹ Institutional Outcomes Report, 2009-2010, p. 72

²² Institutional Outcomes Report, 2007-2008, p. 72

WEAKNESSES

(A weakness is an institutional attribute requiring improvement.)

Weakness 1: Nationally Benchmarked Student Achievement Gaps

Item Description:

Harper College is participating in the national Achieving the Dream (AtD) initiative to benchmark and improve our students' success. We submit student cohort data to AtD and benchmark their achievement against other community college students. These cohorts are defined for all AtD colleges as first-time, degree-seeking students who enroll for the fall semester. The weaknesses in our students' achievement are typical of those of other community colleges participating in AtD. Based on the work of Harper's AtD Data Team in 2010, five groups of students were identified for intervention strategies intended to improve student success.²³

Supporting Comments:

Overall Developmental

The data (Appendix I Tables 1-6) indicate that the percentage of first-time degree seeking students at Harper College who enrolled in at least one developmental course has remained consistent through the fall 2007, 2008, and 2009 cohorts. Note that the percent of each original cohort that continues or begins in developmental courses increases one year and even two years after the initial term of enrollment. Analyses of the cohort data by the Office of Institutional Research indicate that increases in the proportion of the original cohorts enrolled in developmental courses in subsequent terms demonstrates that 1) many students do not enroll in any developmental math, English, or reading course in their first few semesters at Harper College, 2) higher proportions of the cohorts enroll in these developmental subjects over time, and 3) many students who do begin their career at Harper College with a developmental math, English or reading course do so in lower levels of developmental courses and that prolongs the amount of time they must spend enrolled in the developmental sequence one or two years later.

Developmental English & Reading

- Out of all the first-time degree seeking students who enrolled in an English course in fall 2007, fall 2008, and fall 2009, consistently 23-24% of those students were enrolled in a Developmental English course their first semester at Harper College. The fact that these numbers have not changed is a weakness to be noted.
- In fall 2008, Harper College had a 65.3% success rate for Developmental English. This ranked at the 29th percentile amongst the 259 community colleges that reported on this measure for the 2010 NCCBP. This means that 71% of the participating colleges had higher success rates than Harper²⁴.
- Consistently 14-15% of all first-time degree seeking students were enrolled in a Developmental Reading course.
- In fall 2008, Harper College had a 61.3% completion rate for Developmental Reading. This ranked in the 28th percentile for all 259 community colleges that provided this data to NCCBP for 2010. This means that 72% of these colleges had higher student success rates in Developmental Reading²⁵ than Harper.

²³ Achieving the Dream Data Team Report, 2010

²⁴ National Community College Benchmark Report, 2010

²⁵ National Community College Benchmark Report, 2010

Developmental Mathematics

- Out of all first-time, degree seeking students who enrolled in a math course in fall 2007, fall 2008, and fall 2009, consistently 62-66% of those students were enrolled in a Developmental Math course.
- In fall 2008, 55.2% of students successfully completed their Developmental Math course. This success rate ranks Harper at the 45th percentile of the 267 institutions participating in NCCBP for 2010, meaning that 55% of these community colleges had higher student success rates for their students enrolled in Developmental Math than Harper.²⁶

Demographics/Student Achievement Gaps

- The AtD Data Team Report identified two demographic groups as in particular need of attention with regard to improving student success at Harper College. These two groups are *Males Ages 20-24* and *Black Non-Hispanic* students²⁷.
- Out of the students from these two groups that were enrolled in any math class, the percentages that were enrolled in developmental math courses were all consistently over 60%.
- For Black Non-Hispanic Males ages 20-24, their completion rates were consistently lower than the average for all males at Harper College.
- From 2007 to 2009, 88% of Black Non-Hispanic males and females in the AtD cohorts were enrolled developmental math courses. This is at least 20% greater than the overall for overall males and females enrolled in developmental courses at Harper College.
- Completion rates for developmental courses varied; both Black males and females' average completion rates for developmental courses were around 33-34%. This is significantly lower than the overall average completion rates of 50-60% for males and females at Harper.
- Enrollment in gatekeeper math courses (first college-level credit courses) remained consistently low for Black Non-Hispanic students in the AtD cohorts, averaging around 4-6%.

Weakness 2: Inability to Determine Enrollment Capacity

Item Description:

A method does not exist to determine the student capacity limit for Harper. Combined credit and noncredit education enrollment is 34,208²⁸ and full capacity eventually will be reached.

Supporting Comments:

While Harper continues to plan for and support enrollment growth, institutionally it must be determined what enrollment level can be supported by current systems. Scheduling and room utilization studies have been completed giving consideration to days of the week, credit value of the course and length of the course. Other enrollment capacity impacts that have yet to be factored into the analysis include:

- Program level course offerings.
- Student intent and progression tracking.
- Support services (both student and academic) impacts.
- Program modality impacts (traditional classroom sections, distance learning).

The ERP system can help address this issue but this function has yet to be implemented.

²⁶ National Community College Benchmark Report, 2010

²⁷ Achieving the Dream Data Team Report, 2010

²⁸ Annual Credit and CE Student Count, Fact Book 2010, chapters 3, 4

Weakness 3: Physical Plant and Infrastructure

Item Description:

Even though the College is outperforming its peers on most aspects of the physical plant and infrastructure, the current age of the physical plant, uncertain state funding, space allocation and the below average performance in energy consumption are still institutional concerns.

Supporting Comments:

The following factors make the current state of the physical plant a College concern:

- Fifty-five percent of the buildings on Harper's campus are between 25-50 years of age and have yet to be renovated. This is compared to 29% of the buildings on our peers' campuses.²⁹
- Harper College is waiting for its capital state funding match on Buildings G & H, and the Student Center; but "nearly half of the construction projects in the Capital Development Board's list are being delayed because of a lack of money."³⁰
- Harper College peers consume 70,000 BTU per gross square foot less than harper consumes.³¹
- Harper College has 4.4% of its space dedicated to study space compared to College of DuPage, which has 8.9%, and Oakton Community College at 6.1%.³²

Weakness 4: Tracking Student Intent

Item Description:

Institutionally, no method exists to track student intent. Intent is defined as the goal of the learner while attending Harper. Student intent can change during the course of his or her time at Harper.

Supporting Comments:

The lack of a student intent tracking system severely limits the ability to measure the College's effectiveness at the program and institutional levels. The State of Illinois has discussed moving to an outcomes-based funding system, which would require Harper to document that learners are meeting their intent. The Higher Learning Commission (HLC) requires the College to "integrate into assessment of student learning the data reported for the purposes of external accountability (graduation rates, passage rates on licensing exams, placement rates and transfer rates)." The HLC's Report of a Comprehensive Evaluation Visit, November 5-7, 2007, required a follow-up report in 2010 to address these assessment issues.³³

Student learning is difficult to assess without a connection between individual learners and an identified program's outcomes. The College currently utilizes the major area of study data but it is widely agreed that this data is unreliable for learner and program assessment. The Banner system does allow students to declare a program of study making it more likely that a student will seek to initiate a change in the information if he/she deems it incorrect. Currently, the process to update a program of study is a manual one. This process is on the SIS enhancement list to explore other options and possible solutions during FY10.

²⁹ Sightlines FY10 Benchmark Study, p. 6

³⁰ Illinois Delays College Construction Projects, March 28, 2011, Illinois Statehouse News

³¹ Sightlines FY10 Benchmark Study, p. 9

³² Campus Master Plan, January 2011, p. 78

³³ Report of a Comprehensive Evaluation Visit to William Rainey Harper College, November 5-7, 2007, p. 20

Weakness 5: Insufficient Employee Diversity

Item Description:

In spite of steps taken in recent years to increase faculty and staff diversity, Harper has not yet achieved its goal of reaching a level of diversity amongst its employees that reflects the increasing diversity of its community and its student body.

Supporting Comments

According to available research, a racially and culturally diverse faculty and staff offers significant advantages to community college students and to the institution as a whole. A diverse employee base increases the likelihood of students having a successful experience while in school.³⁴

Recent studies of institutions of higher education have made it clear that minority students can benefit from faculty and staff who can serve as personal mentors and role models, and all students benefit from faculty who can offer diverse backgrounds and perspectives.³⁵

In addition, a diverse employee base brings benefits to the institution through shared governance; curriculum, course and program development as well as mentoring.³⁶ Although Harper College has made improvements in the recruiting, selection and retention processes, there is still insufficient diversity of employees relative to the minority population of the district. Harper's employee diversity ratio, defined as the ratio of the College's minority employees to the minority population of the district was 0.58 in 2010. Harper's peer group ranged from 0.6 to 0.8 for the same time period.

Weakness 6: Coordinated Approach to Non-College Ready Education

Item Description:

The Illinois Community College Board (ICCB) now requires a program review of our developmental education program. Harper has no coordinated approach for monitoring and assisting students enrolled in developmental courses (RDG 090 and 099, ENG 098, and MTH 055, 060, 070 and 080). No standard of academic performance exists.

Supporting Comments:

A large proportion of first-time community college students enter schools each year in need of developmental education, but few succeed in making it through these programs to college-level courses, let alone earning a certificate or a degree.³⁷ Nationwide, 80% of students who enter a developmental math sequence never successfully complete it.³⁸ In developmental courses (MTH 055, MTH 060, MTH 080) only 55% of Harper Students are successful. The Illinois Peer Average for successful completion of developmental math courses is 54%.

³⁴ Jacobson, Jennifer "Scaling the Ivory Tower," AFT On Campus, Jan-Feb 2008, pp.10-11

³⁵ Umbach, Paul D. "The Contribution of Faculty of Color to Undergraduate Education" Research in Higher Education, Vol 47, No. 3, May 2006, pp. 317-345, <http://www.springerlink.com/content/j776638797607x11/>
Cole, Darnell, "Do Interracial Interactions Matter? An Examination of Student-Faculty Contact and Intellectual Self-Concept," Journal of Higher Education, Vol 78, No. 3, May-June 2007, pp.249-281

³⁶ Jacobson, Jennifer "Scaling the Ivory Tower," AFT On Campus, Jan-Feb 2008, pp.10-11; Cole, Darnell, "Do Interracial Interactions Matter? An Examination of Student-Faculty Contact and Intellectual Self-Concept," Journal of Higher Education, Vol 78, No. 3, May-June 2007, pp.249-281; American Academic: Faculty Diversity in Higher Education: Perspectives on Race, Ethnicity, Gender, and Disability, Vol 4, March 2008, pp. 131-158, http://www.aft.org/pubs-reports/american_academic/issues/mar08/Shollen_Bland_etal.pdf

³⁷ Promising Instructional Reforms in Developmental Education: A Case Study of Three Achieving the Dream Colleges, Elizabeth Zachry, December 2008, p. iii

³⁸ AMATYC, Beyond Crossroads, 2006

Weakness 7: Ratio of Full-Time to Adjunct Instructional Faculty

Item Description:

The Advancement Section from the HLC's Report of a Comprehensive Evaluation Visit, November 5-7, 2007, states, "The faculty express concerns over the fact that adjunct faculty produce a greater part of student credit hours of instruction. While adjuncts can bring unique expertise and talents to the instructional repertoire and certainly provide flexibility in responding to changing instructional needs, relying on adjunct instruction to such a large degree can rob an institution of the focus, integration and commitment to the college mission that can be gained by a greater presence of full-time faculty."³⁹ The current imbalance between full- and part-time faculty has been exacerbated by decreasing state funding, which has declined by more than \$2.7 million since FY2002 and thereby reduced the resources necessary to support more full-time faculty positions.

Supporting Comments:

Calculations by the Office of Institutional Research from the data that Harper has submitted to the National Community College Benchmarking Project (NCCBP) from 2007 through 2010 indicate a higher percentage of credit hours taught by part-time faculty than by full-time faculty than is the case in most community colleges that have participated in NCCBP over those years. Harper's four-year average of 57.7% of credit hours taught by part-time faculty would rank in the 84th percentile amongst other community colleges participating in NCCBP, meaning that only 16% of reporting colleges would have had a higher percentage of credit hours taught by part-time faculty. Harper's 59.5% of credit hours taught by part-time faculty in fall 2008 is slightly higher than the overall average of 56% in that same term of its Illinois peer community colleges⁴⁰ that participated in the 2010 NCCBP.

Over the four-year 2007-2010 NCCBP reporting period, Harper averaged 60.9% of its course sections taught by part-time faculty, which would rank in the 86th percentile of colleges reporting to NCCBP. In effect, then only 14% of those colleges would have had a higher percentage of course sections taught by part-time faculty. Harper's 62.9% of course sections taught by part-time faculty in fall 2008 is higher than the overall average of 56% in that same term of its Illinois peer community colleges⁴¹ that participated in the 2010 NCCBP.

Vital instructional functions are performed by full-time faculty only. When this ratio is disproportionate, these functions could be under-resourced.

- Added 16 new degree programs, 48 certificate programs, and 406 new courses since 1998.⁴²
- Development, re-evaluation and modification of curriculum.
- Sustaining accreditations.
- Planning course schedules to meet the needs of students which include many flexible options such as Fast Track, Open Entry, etc.
- Serving as faculty advisors to student organizations, or chaperones to student functions.
- Serving on shared governance, departmental and contractual committees.
- Preparing and administering the program budget and writing grant proposals.
- Maintaining office hours, as well as offering online support for students.
- Providing career guidance for students.
- Selecting instructional and library materials to support curriculum.
- Recruiting, screening and evaluating adjunct faculty.
- Providing orientations and teaching resources for adjunct faculty.

³⁹ Report of a Comprehensive Evaluation Visit to William Rainey Harper College, November 5-7, 2007, Advancement Section, p. 10

⁴⁰ National Community College Benchmark Report, 2010

⁴¹ National Community College Benchmark Report, 2010

⁴² Harper Self-Study Higher Learning Commission Report 2007, p. 43

- Reviewing full-time applicants and mentoring new faculty.⁴³

Weakness 8: Student Success in Distance Learning

Item Description:

Harper College continues to grow and focus on distance learning as a learning option for credit students. However, student success in distance learning courses continues to be problematic. Distance learning includes credit courses that are Web-based, computer-mediated, and asynchronous in which the learner and learning resources are generally separated by time and/or space.

Supporting Comments:

- Harper's withdrawal rate for distance learning courses is 20.06%,⁴⁴ which is almost in the 80th percentile as reported by the 2010 NCCBP Aggregate Report. A high percentile ranking indicates that Harper has a high withdrawal rate in distance learning courses when compared to the other community colleges that reported this measure to NCCBP.
- Completer Success, defined as students who completed the credit class with a grade of A-C or P, was 70.38%. This places Harper in the 17th percentile, which is low when compared to the other community colleges that reported this measure to NCCBP.
- Enrollee Success, defined as students who completed the course with a grade of A-F or P, was 56.26%. Harper places in the 13th percentile, which is low when compared when compared to the other community colleges who reported this measure to NCCBP.

⁴³ Faculty Handbook, December 2006, p.26-28

⁴⁴ National Community College Benchmark Project, 2010 Aggregate Report

OPPORTUNITIES

(An opportunity is an external situation outside of Harper’s control that has no negative impact if not acted upon.)

Opportunity 1: College Degree Employment Standard

Item Description:

According to the U.S. Department of Labor, all seven of the job categories that are predicted to grow faster than average during the next decade require a college diploma. These careers, which include teaching, healthcare and technology, will account for 42 percent of the nation’s projected job growth by 2013.⁴⁵ These market factors, along with the social and economic expectations of the area’s highly educated residents, create a climate of pressure on those without a bachelor’s degree to begin the college process in greater numbers than previously seen, leading to an increase in the market potential for higher education.

Supporting Comments:

During a recession, obtaining a college degree becomes even more crucial. Employers are targeting accounting, engineering, computer science and business professions at the bachelor’s level.⁴⁶ “America is slowly coming out of the Recession of 2007 - only to find itself on a collision course with the future: not enough Americans are completing college . . . By 2018, we will need 22 million new workers with college degrees—but will fall short of that number by at least 3 million postsecondary degrees . . . At a time when every job is precious, this shortfall will mean lost economic opportunity for millions of American workers.”⁴⁷

Possible Impact: Marketing strategy, recruitment, enrollment and educational programs.

Opportunity 2: Emergency Preparedness

Item Description:

There exists an increasing public interest in Homeland Security educational programs and an increasing amount of grant opportunities in support of National Homeland Security initiatives. The newly approved stimulus package included additional funding for emergency preparedness.⁴⁸

Supporting Comments:

The 2007 Homeland Security Grant Program (HSGP) will award more than \$1.6 billion to enhance the ability of states, territories and urban areas to prepare for, prevent and respond to terrorist attacks and other major disasters. HSGP funds can be used for preparedness planning, equipment acquisition, training, exercises, management and administration in order to obtain resources that are critical to building and sustaining capabilities that are aligned with the Interim National Preparedness Goal and respective State and Urban Area Homeland Security Strategies.⁴⁹

Possible Impact: Financial and educational programs.

⁴⁵ The Gift of a College Degree Lasts a Lifetime, Ed Potter, President, Washington, D.C.-based Employment Policy Foundation, Salary.com, April 2008, http://www.salary.com/learning/layouthtmls/leal_display_nocat_Ser284_Par405.html

⁴⁶ U.S. Department of Labor Bureau of Labor Statistics, Tomorrow’s Jobs, December 20, 2005

⁴⁷ Help Wanted: Projections of Jobs and Education Requirements through 2018. Georgetown University’s Center for Education and the workforce. Executive Summary p. 1

⁴⁸ <http://www.govtech.com/em/626173>, State and Local CIOs Share Views on Stimulus, March 11, 2009

⁴⁹ <http://www.ojp.usdoj.gov/odp/Department> of Homeland Security, Office of Grants and Trainings, January 20, 2007

Opportunity 3: Distance Education

Item Description:

Learners are seeking complete degrees and certificates at a distance. At Harper, distance education means fewer visits to campus are required. The delivery modes for distance learning include online courses, telecourses, teleweb, and/or blended courses.

Supporting Comments:

In 2011, Harper College offers 16 degrees and 27 certificates via distance learning.⁵⁰

“In the last decade, online course enrollments in higher education climbed from 0.78 million to a possible 3.97 million in 2014 (projections from Eduventures).

The percentage of college students taking at least one online course has risen from 12% in 2003 to 25% in 2008 (Babson Research Group).

Among two-year institutions traditional age students (18-25) at 52% now outnumber older students (26 and older) at 47% in online course enrollment.”⁵¹

61% (N=1434) of community college students between the ages of 18-59 surveyed between September 27-November 4, 2010 reported taking online courses. Those most likely to enroll in online courses were those working full-time, older, married, and/or with children.⁵²

“Over 5.6 million students were taking at least one online course during the fall 2009 term; an increase of nearly one million students over the number reported the previous year. The twenty-one percent growth rate for online enrollments far exceeds the less than two percent growth of the overall higher education student population. Nearly thirty percent of higher education students now take at least one course online.”⁵³

Possible Impact: Enrollment.

Opportunity 4: Commuting Workforce

Item Description:

A large percentage of non-district residents are employed in the district, while the majority of district residents commute more than 30 minutes to work. These commuter patterns limit traditional educational scheduling options, while creating market opportunity for non-traditional educational delivery and scheduling.

⁵⁰ Harper College website

⁵¹ *Online Learning on Steroids – Growth Statistics Skyrocketing*, GetEducated.com Consumer Reporting Team, November 10, 2010

<http://www.geteducated.com/online-education-facts-and-statistics/latest-online-learning-news-and-research/395-online-distance-education-grows> (accessed 5/1/11)

⁵² Survey of Community College Students Reveal 61% Have Taken Online Courses, Online Education Facts and Statistics, February 18, 2011

<http://www.geteducated.com/online-education-facts-and-statistics/latest-online-learning-news-and-research/420-community-college-online-courses> (accessed 5/1/11)

⁵³ Class Differences: Online Education in the United States, 2010 (http://sloanconsortium.org/publications/survey/class_differences)

Supporting Comments:

The northern Cook County region is part of the larger Chicago-Naperville-Joliet Metropolitan Statistical Area (MSA). Because of the high commuting rates, it is difficult to isolate regional economic development needs just to the Harper College district. Illinois ranks fifth in the country for longest commute time.⁵⁴ According to the U.S. 2000 Census, 60% of the Harper College district residents commute at least 30 minutes to work. Nearly 98,000 workers commute into the northwest suburbs daily resulting in an ‘exporting’ of the management workforce and ‘importing’ of the construction and production workforce.”⁵⁵ Currently, Harper has 4,923 companies in district with the Business EdVantage program allowing their employees to attend Harper while paying in-district rates.⁵⁶

Possible Impact: Enrollment, marketing strategy and educational programs.

Opportunity 5: Changing Job Markets

Item Description:

Occupational projections indicate changing employment conditions pushing demand for training and education in these areas.

Supporting Comments:

Seventeen of the top 20 fastest growing occupations are in the computer-related and health-related fields.⁵⁷

Top 20 Job Titles by Percent Growth
(Job Titles with at least 50 Annual Job Openings)
2006-2016 Chicago MSA Occupational Projections

		Base Year	Proj Year	Employment Change		Average Annual Job Openings		
Standard Occupational Classification (SOC)		Employment	Employment	2006-2016		Due to	Due to	
Code	Title	2006	2016	Number	Percent	Growth	Separations	Total
19-4092	Forensic Science Technicians	559	915	356	63.62	36	21	57
15-1032	Computer Software Systems Engineers	11,350	18,288	6,939	61.13	694	166	860
15-1031	Computer Software Applications Engineers	12,768	20,358	7,590	59.45	759	186	945
				Employment	Average Annual			
		Base Year	Proj Year	Change	Job Openings			
Standard Occupational Classification (SOC)	Employment	Employment	2006-2016	Due to	Due to		Standard Occupational Classification (SOC)	Employment
Code	Title	2006	2016	Number	Percent	Growth	Code	Title
15-1081	Network Systems and Data Communication Analysts	5,954	9,416	3,462	58.15	346	121	467
31-2021	Physical Therapist Assistants	1,784	2,809	1,025	57.49	103	23	126
20-2056	Veterinary Technologists and Technicians	1,082	1,700	618	57.06	62	33	95
21-1011	Substance Abuse and Behavioral Disorder Counselors	2,549	3,945	1,396	54.77	140	50	190
31-9092	Medical Assistants	7,871	12,094	4,223	53.65	422	98	520

⁵⁴ U.S. Census Bureau, American Fact Finder, 2009, American Community Survey

⁵⁵ Harper College Environmental Scan 2008, p. xiv

⁵⁶ Harper College Admissions Office, April 2010

⁵⁷ IDES Long Term (2006-16) Employment Projections (<http://lmi/ides.state.il.us/projections/employproj.htm>), March 17, 2009

29-1131	Veterinarians	1,482	2,277	795	53.64	79	29	108
29-1011	Chiropractors	1,677	2,542	865	51.56	86	18	104
31-1011	Home Health Aides	16,290	24,629	8,339	51.19	834	145	979
15-1051	Computer Systems Analysts	13,368	20,060	6,692	50.06	669	354	1,023
29-1123	Physical Therapists	4,356	6,519	2,164	49.67	216	52	268
21-1093	Social and Human Service Assistants	5,576	8,237	2,661	47.71	266	65	331
29-1122	Occupational Therapists	2,227	3,286	1,059	47.55	106	33	139
39-9021	Personal and Home Care Aides	13,056	19,033	5,977	45.78	598	221	819
29-2021	Dental Hygienists	3,956	5,764	1,808	45.71	181	76	257
31-9091	Dental Assistants	8,210	11,870	3,659	44.57	366	143	509
21-1023	Mental Health and Substance Abuse Social Workers	2,305	3,313	1,008	43.71	101	49	150
21-1099	All Other Community and Social Service Specialists	2,754	3,953	1,198	43.51	120	32	152

When the number of new jobs projected, rather than percent growth, is used to define the top 20 jobs, computer, health-related, and security jobs account for four of the top 20.

**Top 20 Job Titles by New Jobs (Growth)
2006-2016 Chicago MSA Occupational Projections⁵⁸**

				Employment		Average Annual		
		Base Year	Proj Year	Change		Job Openings		
Standard Occupational Classification (SOC)		Employment	Employment	2006-2016		Due to	Due to	
Code	Title	2006	2016	Number	Percent	Growth	Separations	Total
29-1111	Registered Nurses	66,159	86,767	20,607	31.15	2,061	1,092	3,153
43-4051	Customer Service Representatives	66,291	83,479	17,188	25.93	1,719	1,843	3,562
37-2011	Janitors and Cleaners, except Maids and Housekeepers	69,369	84,477	15,109	21.78	1,511	1,325	2,836
43-9061	General Office Clerks	78,252	92,540	14,288	18.26	1,429	1,432	2,861
41-2031	Retail Salespersons	117,086	130,397	13,311	11.37	1,331	3,606	4,937
53-7062	Hand Laborers and Freight/Stock Movers	95,188	107,551	12,363	12.99	1,236	3,046	4,282
		Base Year	Proj Year	Employment	Average Annual			
		Employment	2006-2016	Change	Job Openings			
Standard Occupational Classification (SOC)	Employment	Employment	2006-2016	Due to	Due to	Standard Occupational Classification (SOC)		Employment
Code	Title	2006	2016	Number	Percent	Growth	Code	Title
13-1199	All Other Business Operations Specialists	45,289	57,383	12,094	26.70	1,209	485	1,694
35-3021	Fast Food Combined Food Prep/Service Workers	49,212	61,026	11,814	24.01	1,181	935	2,116
51-2092	Team Assemblers	46,597	57,536	10,939	23.48	1,094	969	2,063
43-3031	Bookkeeping, Accounting, and Auditing Clerks	57,940	67,166	9,226	15.92	923	904	1,827
43-6011	Executive Secretaries and Administrative Assistants	50,785	59,603	8,819	17.36	882	807	1,689
31-1012	Nursing Aides, Orderlies, and Attendants	34,129	42,926	8,796	25.77	880	304	1,184
43-4171	Receptionists and Information Clerks	36,686	45,476	8,790	23.96	879	899	1,778

⁵⁸ IDES Long Term (2006-16) Employment Projections (<http://lmi/ides.state.il.us/projections/employproj.htm>), March 17, 2009

37-3011	Landscaping and Groundskeeping Workers	30,562	39,250	8,688	28.43	869	403	1,272
53-3032	Heavy and Tractor-Trailer Truck Drivers	48,841	57,275	8,434	17.27	843	864	1,707
31-1011	Home Health Aides	16,290	24,629	8,339	51.19	834	145	979
13-2011	Accountants and Auditors	42,958	51,282	8,324	19.38	832	756	1,588
35-3031	Waiters and Waitresses	49,910	58,018	8,108	16.24	811	2,710	3,521
33-9032	Security Guards	38,053	45,701	7,648	20.10	765	772	1,537
15-1031	Applications Computer Software Engineers	12,768	20,358	7,590	59.45	759	186	945

Opportunity 6: Changing District Profile

Item Description:

Continued changes in the district profile require a re-examination of district needs and desires. Significant changes include increased cultural diversity, non-English speaking populations, academically underprepared populations, age of district residents and a decrease in the number of international students.

Supporting Comments:

Cultural Diversity: About 1.4 million immigrants live in metro Chicago, representing nearly 18 percent of the region’s population, up from 12 percent in 1990. The leading countries include Mexico, Poland and India. Mt. Prospect, Arlington Heights, and Palatine were considered “port-of-entry” locations (Paral & Norkewicz, 2003). Of the metro Chicago top 25 immigrant population centers, eight are in the Harper district and include: Mount Prospect (15,159), Schaumburg (14,262), Palatine (14,249), Des Plaines (14,010), Hoffman Estates (11,651), Hanover Park (10,896), Wheeling (10,817), Arlington Heights (10,546) and Buffalo Grove (8,690).⁵⁹ Although total population in the Harper district declined slightly from 2006 to 2007, the Hispanic population experienced a 5.3% increase.⁶⁰

The immigrant population is most likely to continue to increase because of the higher birth rates of the current immigrant population and an influx of new immigrants. The Latino population settled within the Harper College district mostly in the northeastern area and along Interstate 80.⁶¹

Non-English Speaking: Rates of naturalization and levels of English proficiency have declined during the last decade, in part due to the large numbers of recent immigrants.

Increasing Number of People Over 55: For the 16 major towns within the Harper district, the population in 1990 was 414,321 and in 2000 the population was 647,141. Persons age 55 and older (in the major towns) increased from 72,610 to 93,393, a 32.8 percent increase.⁶²

Academically Underprepared: The open admissions policy of community colleges results in accepting learners who are less prepared for the rigors of collegiate work. According to factors listed in the 2002 Community College Survey of Student Engagement (CCSSE), the following are key risks that threaten degree completion: academic unpreparedness, financial independence, working more than 30 hours per week, first generation college learners and college costs. A larger percentage of learners working more than 20 hours per week have many characteristics of at-risk learners.

Possible Impact: Admissions, instruction, counseling, tutoring and library services.

Possible Impact: Enrollment, instructional programs and diversity opportunities.

⁵⁹ Metro Chicago Immigration fact Book, June 2003

⁶⁰ David Ault, Director Index of Need Project (SIU Department of Economics and Finance), letters to Ms Rhonda Serafin, Area Planning Council 512 Chair, dated October 15, 2008 and October 15, 2007

⁶¹ Harper College Environmental Scan 2008

⁶² 2000 Census Data (produced every 10 years), provided by the Harper College Office of Research

THREATS

(A threat is an external situation outside of Harper's control that has a possible negative impact if not acted upon.)

Threat 1: Education as a Commodity

Item Description:

The public increasingly sees education as a competitive commodity. Potential students are now more likely to “comparison shop” for a college on the basis of consumer ratings and rankings, and to choose a college primarily or solely on the basis of a cost/benefit calculation.

Supporting Comments:

Harper's 2008 Environmental Scan points to 33 education providers within 10 miles of the zip code 60067, offering almost 300 degree, certificate, or other training programs.⁶³ Because of the availability of Web pages such as the College Navigator, provided by the National Center for Educational Statistics, students can more easily compare educational institutions.⁶⁴ Not only will potential learners evaluate Harper based on cost and time to completion, but they will also view all of the service systems as a commodity, and expect the College's approach to service to rival other service organizations.

Possible Impact: Marketing strategy, enrollment and service delivery.

Threat 2: Shrinking Public Funding

Item Description:

State funding to Harper College is decreasing. Since FY2002, the decrease has exceeded more than \$2.4 million.⁶⁵ Federal budget shortfalls will likely reduce federal support of state programs, exacerbating the state budget crisis. The state budget deficits will likely lead to broad funding cuts to education. The tax cap has limited the local tax support, which is Harper's primary operations funding support. In addition, local tax appeals (PTAB) have resulted in a \$11.1 million loss over eight years. Furthermore, unfunded state mandates have cost the institution more than \$1.3 million over the last eight years. Illinois funding for community colleges has not kept up with inflation since 2002 and is off by almost \$400 million.⁶⁶

Supporting Comments:

Community colleges could take a funding hit as the state struggles with a budget deficit. Lawmakers said that community colleges across the state can expect – at best – the same amount of funding as they received last year. The Illinois Board of Community Colleges says the state already owes community colleges collectively over 400 million dollars.⁶⁷

Possible Impact: All Harper operations.

⁶³ Environmental Scan Appendix A, pages 57-62, November 2008

⁶⁴ <http://nces.ed.gov/collegenavigator/2009>

⁶⁵ FY2007 Board Budget Memo

⁶⁶ <http://www.iccb.state.il.us/pdf/community%20colleges.pdf>, ICCTA presentation, The State of Community Colleges Today, March 2009, slide 73

⁶⁷ MyStateLine.com “Lack of State Funding Prompts Community Colleges to Up Tuition Costs,” April 1, 2011

Threat 3: Increasing Call for Accountability Measures in Higher Education

Item Description:

The chair of the National Commission on Accountability in Higher Education continues to reference “a new system of accountability which puts more emphasis on successful student learning, increases productivity and provides reasonable answers in regards to costs, and graduation rates.”⁶⁸ Accountability measures focus attention on key indicators of performance, such as student success, have appeared at the state, multi-state and multi-institutional level.

Since the completion of the National Commission on Accountability in Higher Education Report in 2005, accountability initiatives have increased. Such initiatives continue to focus on student success with regards to completion and employment rates. Many states, including Illinois, have legislated performance-based funding in higher education that would grant funds based on completion rather than enrollment.

Supporting Comments:

In addition to the above mentioned report, a report from Jobs for the Future, *Taking the Next Step*, outlines the existing accountability initiatives at the state, multi-state and multi-institutional level.⁶⁹ The multi-state and multi-institutional initiatives are:

Achieving the Dream Cross-State Data Work Group

- *Achieving the Dream (AtD)* accountability measures are milestones and success indicators. Emphasis is placed on developing a more accurate set of completion measures for community colleges. Principle use of data is for institutional improvement and policy reform.

Access to Success Initiative

- *Access to Success* accountability measures are milestones and success indicators. Access and success metrics are reported and data is used for institutional improvement and system policy reform.

American Association of Community Colleges’ Voluntary Framework of Accountability

- *Voluntary Framework of Accountability* measures are milestones and success indicators. Emphasis is placed on demonstrating accountability to state policymakers. Principle use of data is institutional improvement, state accountability and state policy.

Bill and Melinda Gates Foundation Student Progress and Completion Measures for Grantees

- *The Gates Foundation* is drafting measures that it will require all community college grantees to report. The intention is to gather consistent data through a set of metrics focused on student success. Principle use of data is state accountability.

Complete College America

- *Complete College America* accountability measures are milestones and success indicators. Emphasis is placed on increasing the number of Americans with a credential or degree and to close achievement gaps. Principle tactic is state-level policy change to report data on a set of agreed upon measures/benchmarks.

National Community College Benchmarking Project

- The *National Community College Benchmarking Project (NCCBP)* accountability measures are milestones and success indicators in the form of 130 benchmarks. Principle use of data is institutional improvement, although it may also affect state policy.

Possible Impact: All Harper operations.

⁶⁸ National Commission on Accountability in Higher Education Report, March 2005

⁶⁹ Taking the Next Step: The promise of intermediate measures for meeting postsecondary completion goals, September 2010.

**Appendix for Weakness 1:
Tables Supporting Nationally Benchmarked
Student Achievement Gaps**

Table 1: Overall Developmental Enrollments by Cohort

	Fall 2007 cohort N (Total cohort 2,817)	Fall 2007 cohort %	Fall 2008 cohort N (Total cohort 2,761)	Fall 2008 cohort %	Fall 2009 cohort N (Total cohort 2,879)	Fall 2009 cohort %	Average % all cohorts 2007-2009
Initial cohort in any Developmental course	1,080	38%	1,075	39%	1,086	38%	39%
Initial cohort in Developmental, one year later	1,234	44% of original cohort	1,197	43% % of original cohort	1,248	43% of original cohort	43% of original
Initial cohort in Developmental, two years later	1,262	45% of original cohort	1,226	44% of original cohort	N/A	N/A	45% of original cohort

Table 2: Developmental English and Reading

	Fall 2007 cohort N	Fall 2007 cohort %	Fall 2008 cohort N	Fall 2008 cohort %	Fall 2009 cohort N	Fall 2009 cohort %	Average % all cohorts 2007-2009
English students enrolled in Developmental English	336	23%	379	24%	343	23%	23%
Students successfully complete Developmental English	207	62%	253	67%	235	69%	66%
Students enrolled in Developmental Reading	359	14%	413	15%	409	14%	14%
Students successfully complete Developmental Reading	205	57%	265	64%	277	68%	63%

Table 3: Developmental Math

	Fall 2007 cohort N	Fall 2007 cohort %	Fall 2008 cohort N	Fall 2008 cohort %	Fall 2009 cohort N	Fall 2009 cohort %	Average % all cohorts 2007-2009
Math students enrolled in Developmental Math	955	66%	924	66%	927	62%	65%
Math students successfully completed Developmental Math	516	54%	531	57%	526	57%	56%

Table 4: Demographics/Student Achievement Gaps: Males Ages 20-24

Males Ages 20-24	Fall 2007 cohort N	Fall 2007 cohort %	Fall 2008 cohort N	Fall 2008 cohort %	Fall 2009 cohort N	Fall 2009 cohort %	Average 2007-2009	Overall Harper Male Average 2007-2009
Math students enrolled in Developmental Math	137	67%	205	67%	121	65%	66%	59%
Math students completed Developmental Math	71	52%	118	58	54	45%	52%	52%
Entering Gatekeeper Math	24	12%	23	11%	26	14%	12%	19%
Completing Gatekeeper Math	13	54%	11	48%	16	62%	55%	60%

Table 5: Demographics/Student Achievement Gaps: Black Non-Hispanic Males

Black Non-Hispanic Males	Fall 2007 cohort N	Fall 2007 cohort %	Fall 2008 cohort N	Fall 2008 cohort %	Fall 2009 cohort N	Fall 2009 cohort %	Average 2007-2009	Overall Harper Male Average 2007-2009
Math students enrolled in Developmental Math	48	92%	60	85%	63	88%	88%	59%
Math students completed Developmental Math	17	35%	23	38%	16	25%	33%	52%
Entering Gatekeeper Math	2	4%	4	6%	5	7%	6%	19%
Completing Gatekeeper Math	1	50%	1	25%	4	80%	52%	60%

Table 6: Demographics/Student Achievement Gaps: Black Non-Hispanic Females

Black Non-Hispanic Females	Fall 2007 cohort N	Fall 2007 cohort	Fall 2008 cohort N	Fall 2008 cohort	Fall 2009 cohort N	Fall 2009 cohort	Average 2007-2009	Overall Harper Female Average 2007-2009
Math students enrolled in Developmental Math	33	89%	28	93%	35	81%	88%	68%
Math students completed Developmental Math	10	30%	11	39%	12	34%	34%	61%
Entering Gatekeeper Math	2	4%	0	0%	3	7%	4%	15%
Completing Gatekeeper Math	1	50%	N/A	N/A	1	33%	42%	72%

**Appendix for Weakness 7:
Tables Supporting Ratio of Full-Time to Adjunct Instructional Faculty**

NCCBP Aggregate Data Reports 2007-10 Reported Values

Measure	Harper FY07	Harper FY08	Harper FY09	Harper FY10	Harper Average 2007-10
% Credit Hours by Full-time Faculty	43.3%	43.0%	42.6%	40.5%	42.3%
% Credit Hours by Part-time Faculty	56.7%	57.0%	57.4%	59.5%	57.7%
% Sections by Full-time Faculty	40.0%	40.0%	39.3%	37.1%	39.1%
% Sections by Part-time Faculty	60.0%	60.0%	60.7%	62.9%	60.9%

NCCBP Aggregate Data Report 2007-10 Percentile Ranking Comparisons

Measure	Harper FY07 Percentile	Harper FY08 Percentile	Harper FY09 Percentile	Harper FY10 Percentile	Harper Average Percentile 2007-10
% Credit Hours by Full-time Faculty	19.0	13	18	13	16
% Credit Hours by Part-time Faculty	81.0	86	82	87	84
% Sections by Full-time Faculty	17.0	15	13	9	14
% Sections by Part-time Faculty	82.0	84	86	91	86

Strategic Planning Process Background

William Rainey Harper College engaged in a broad, collaborative, community-based strategic planning process to become a national model for 21st century community colleges. The theme of *Building Community Through Student Success* was launched at the August 2009 All Employee Meeting and is the focus of the strategic planning effort. The College effectively used the governance processes, especially the Institutional Planning Committee and College Assembly, to assure campus-wide buy-in for the directions that emerged. In 2012, the more concise theme, *Finish*, was embedded throughout our strategic work. President Obama has challenged community colleges to produce five million more completions by 2020. In support of this national initiative, Harper College needs to realize 10,604 additional degrees and certificates earned by 2020. Our hard work is producing results; as we move into FY2014, we are 3,886 completions ahead of schedule in realizing this goal.

Initial planning efforts included:

- Input from internal Harper constituencies resulting in seven themes for Harper’s future (Vision 2020).
- Symposia and workshops with educational, business, economic and community leaders and elected officials on student success and the changing workforce. This “Week of Engagement” culminated with the installation of Harper’s fifth president, Dr. Kenneth Ender, whose installation address identified four major themes for Harper College.
- A collaborative scholarly document (White Paper) summarizing the interactions from the Week of Engagement and identifying four critical issues facing Harper College.
- A conference where more than 100 external and internal thought leaders gathered to explore “Building Community Through Student Success.” Participants listened to national, regional and local leaders discuss and react to issues facing the 21st century community college. Collaborative breakout groups representing civic, business and educational perspectives translated these issues into critical factors important to Harper’s future success. Harper stakeholders received that input and continued to shape critical factors into strategic directions. They then identified six possible strategic directions for the College, including partnerships critical to their success. The conference steering committee further refined the six directions and identified possible goal themes. This document was distributed back to the conference attendees for final feedback.
- A rigorous internal review of the strategic directions and possible goal themes was then initiated by the Institutional Planning Committee with the resulting proposal being reviewed by the College Assembly. This internal review resulted in the endorsement of four strategic directions and the establishment of nine goals, with the agreement to send them out for an all-campus review and feedback. Feedback from the campus community was received and reviewed, resulting in clarification of goal statements.

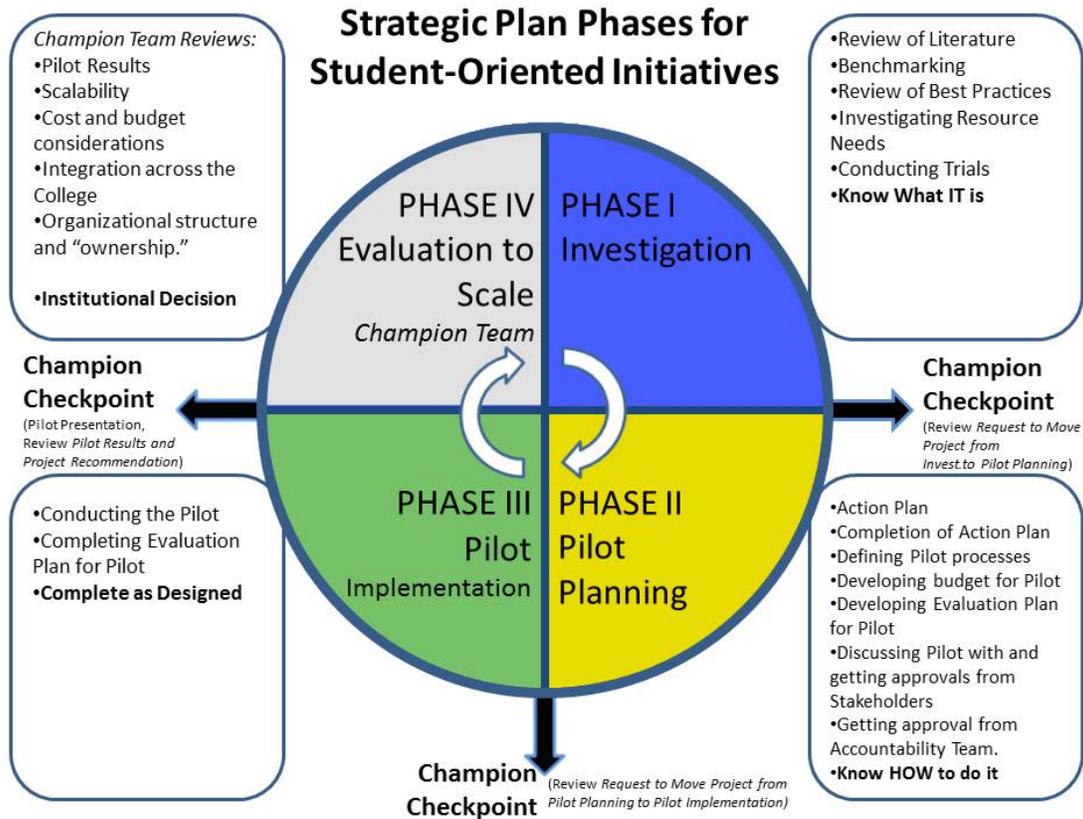
Strategic Planning Management Structure

Each level of the Strategic Plan has an individual assigned to be responsible for advancing that planning element. The roles and their functions are described below:

- **Strategic Direction Champions:** Provide executive oversight to all activities supporting a strategic direction. Their charge is to clear the road and identify resources. Each champion is an Executive Council member.
 - Inspiration: Judy Marwick
 - Partnership: Maria Coons
 - Accountability: Ken Ender
 - Completion: Judy Marwick
- **Goal Leaders:** Provide oversight on all initiatives under a goal. Their charge is to ensure progress is being made against institutional goals and to coordinate efforts across strategy teams. Responsibilities include accountability and budget. Goal teams are co-led by an administrator and a faculty member. There are nine goal teams:
 - Inspire: Mike Barzacchini and Margaret Bilos
 - P-20: Brian Knetl and Jeannine Lombardi
 - Stackable Careers/Academic Pathways: Sally Griffith and Judi Zaplatynsky
 - Career Readiness: Mark Mrozinski and Jennifer Bell
 - Funding: Mary Knight and Tom Dowd
 - Accountability: Darlene Schlenbecker and Kelly Page
 - Achievement Gaps: Joan Kindle and Joshua Sunderbruch
 - Begin in Credit: Michelé Robinson and Stephanie Whalen
 - Increase Completers: Maria Moten and Kathy Hanahan
- **Strategy Team Leaders:** Responsible for strategy team and producing results against action plans. Strategy teams are co-led by an administrator and a faculty member. Current strategy teams and leaders are:
 - Math Alignment: Ashley Knight and Kimberley Polly
 - Employability Skills: Mark Mrozinski and Jennifer Bell
 - Career Readiness Certification: Mark Mrozinski and Jennifer Bell
 - Diverse Student Engagement: Bob Parzy and LaVonya Williams
 - Student On-Campus Employment: Kathleen Canfield and Valerie Walker
 - First Year Seminars: Brian Knetl, Linda Frank, and Stephanie Whalen
 - Adelanté Academy: Michelé Robinson and Shanté Bishop
 - Project Excel: Laura LaBauve-Maher and Monica Edwards
 - 0-15 Milestone to Success: Judy Marwick and Tom Dowd

Strategic Planning Monitoring Process

Quarterly meetings are held with the Champion Team and the goal leaders to report on outcomes, problem solve and review resource allocations. Student success initiatives are incorporated within this structure and follow a four-step process, represented in the following diagram:



Each of our student success initiatives has an evaluation plan, which addresses the pilot outcomes, criteria for success and results. The evaluation plan is approved by both the Accountability and Champion Teams prior to approval to pilot. The evaluation plan includes the assessment measures and data that will be utilized to measure the initiative's effectiveness.

Institutionalized Strategies

As initiatives are piloted and evaluation plan results are examined, some strategies or projects may be institutionalized, while others may become inactive to allow for the exploration of new initiatives to achieve the goals. Initiatives institutionalized through FY2013:

INSTITUTIONALIZED INITIATIVES

Alliance for College Readiness (Inspiration)

Alliance for College Readiness formalized a partnership to allow Harper College and its feeder high schools to work together on issues of alignment, articulation and building a common definition of college readiness. The partnership that was initially formed through the Alliance now thrives through goal and strategy teams as part of the Strategic Plan. Partnerships have been forged, pilots and trials implemented, and dialogue continues. Alliance for College Readiness is the standard venue used to share information with our high school colleagues.

College and Career Expo (Inspiration)

After two successful pilot events, the College and Career Expo was institutionalized for FY2013. The College and Career Expo is an annual event attended by approximately 800 elementary and middle school students and their family members. This event offers the attendees the opportunity to explore their future, learn about careers, participate in hands-on activities, meet faculty and tour the campus.

Completion Concierge (Completion)

This project was the result of an effort by the Increase Completers Team to clarify student procedures and develop a step-by-step process for students to receive credentials. The College provides assistance with the implementation of student-centered initiatives designed to support an increase in retention and graduation rates. Student progress is tracked through successful completion of a degree or certificate program.

Early Alert (Completion)

This strategy successfully increased persistence and course success rates for new students enrolled in two or more developmental courses or a sequence of developmental courses. After two pilot years, Early Alert was institutionalized in order to implement the program for additional students on a gradual basis.

GED Student Transitions (Partnership)

This strategy supports Adult Education Program (AED) Bridge students as they transition to their first credit class. Evaluation results showed that students in this program had higher course success rates than the general population.

Partners for Success (Completion)

COMPASS testing (placement test) with juniors in the feeder high school districts has resulted in an increase in both senior year math enrollment and in college readiness (as indicated by placement into college-level courses).

Placement for Success (Completion)

Students placing in developmental courses beginning in fall 2013 will be required to enroll in at least one of the appropriate developmental courses each term until competency is achieved.

R.E.A.C.H. Summer Bridge (Completion)

R.E.A.C.H. Summer Bridge works with the most at-risk students, with a concentration on historically under-represented minority students transitioning from high school to Harper. The two-week summer program is a regular part of the College's offerings, and has a significant effect on increasing placement after COMPASS retesting.

Harper College

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 than otherwise likely to occur by working alone.

- Demonstrate consistent commitment to our mission and vision in order to unite the efforts of all.
- Address issues as they arise and take necessary actions to productively resolve them.
- Openly listen and respond to others with empathy.
- Use positive humor to affirm a healthy and enjoyable work and learning environment.

Presidential Priorities

In addition to our Strategic and Operational Plans, each year the president establishes his annual priorities. The Presidential Priorities for this year include:

- Complete a College-wide review of the College mission statement.
- Finalize and implement the Community Relations Plan.
- Implement recommendations related to employee diversity, equity and inclusion.
- Assess the feasibility and provide the infrastructure for a Major Gifts Campaign.
- Develop a “Master Plan” for Health, Wellness and a program statement for Building M.
- Develop a comprehensive enrollment management program for adult students.

Strategic Directions

- Develop programs with educational partners that inspire postsecondary education and career readiness as a life goal.
- Engage in partnerships to develop programs in existing and emerging career areas that enable students to succeed in a global economy.
- Create a culture of innovation, accountability and transparency at Harper College.
- Increase completion and achievement of all students with a focus on underperforming student groups.

Strategic Goals

We will demonstrate our progress in these directions by accomplishing the following goals:

- Inspire all students to seek postsecondary opportunities.
- Ensure P-20 curriculum alignment and transfer articulation.
- Create “stackable” career and academic pathways that incorporate industry-relevant and postsecondary credentials which lead to a sustainable income.
- Integrate career readiness skills into education and training programs with an emphasis on adult education.
- Identify funding and leverage partner resources for innovative projects.
- Identify, monitor, and publish results on institutional effectiveness measures, key performance indicators and metrics for strategic goals.
- Decrease student achievement gaps of developmental, young male and black non-Hispanic students, while increasing academic achievement for all.
- Increase the percentage of first-time, full-time freshmen from our feeder high school districts who begin in credit-bearing courses.
- Increase the number of certificate and degree completers.

Alignment of Strategic Directions, Goals and Strategies

All of our goals are staffed by goal teams. Many of these teams have created strategy teams to implement interventions to enable the College to achieve the established goal targets. Teams can work on a single project or multiple projects, and those projects can be in a variety of phases. All projects in the pilot stage have an approved action plan and evaluation plan in place for FY2014.

This past year the Accountability Team developed a Strategic Plan dashboard in conjunction with Institutional Effectiveness, Information Technology and Marketing Services. This dashboard increases the transparency of the College's accountability efforts and details the progress being made toward achieving the goals of the Strategic Plan. Each strategic direction and goal is represented along with the progress that has been made toward meeting each goal target. Progress on the goal targets is identified as:

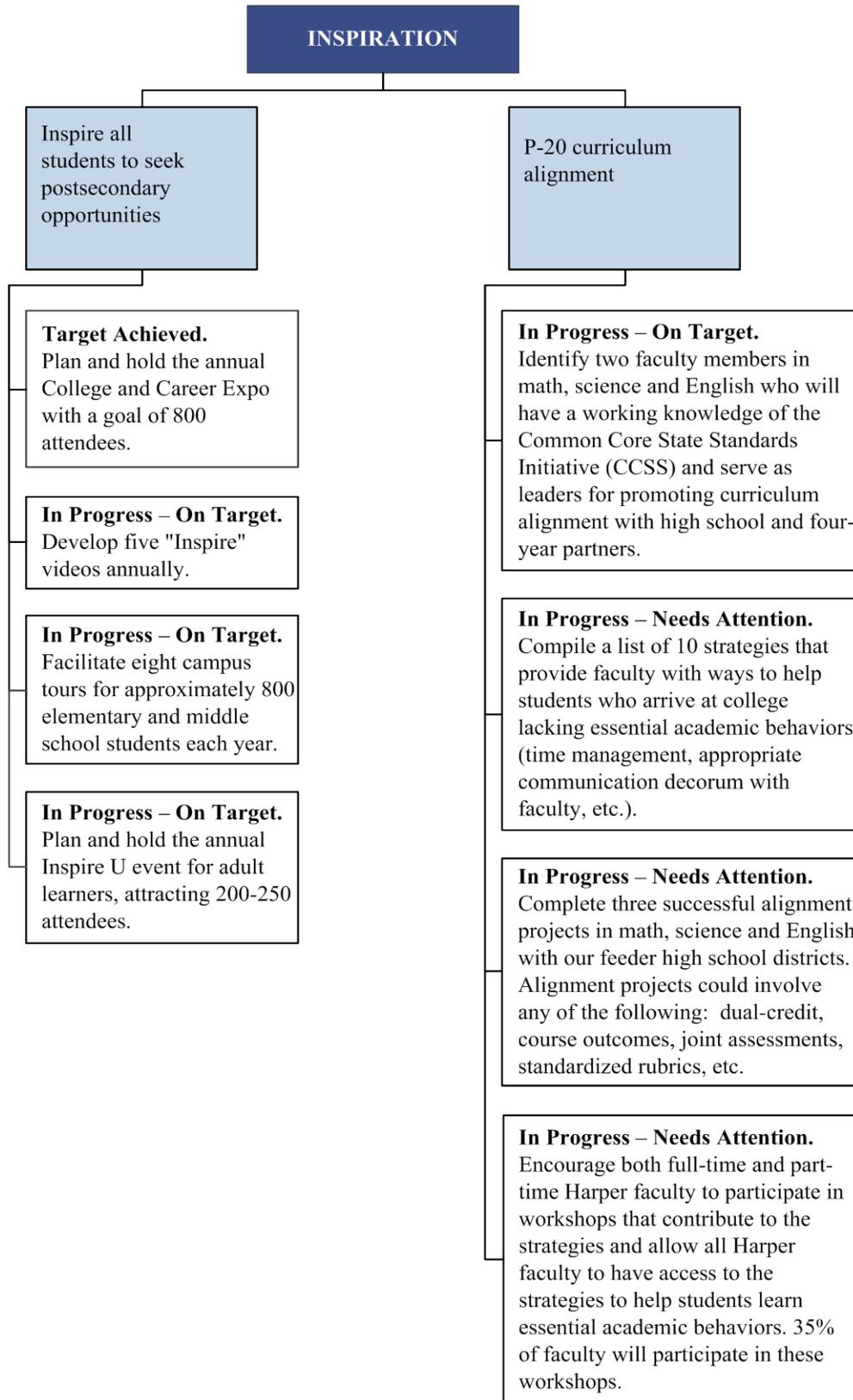
- **In Progress – Needs Attention:** Indicates that additional attention and effort is needed if the 2015 target is to be achieved.
- **In Progress – On Target:** Indicates that this is an annual target that has been met for the current fiscal year OR that current activities are resulting in significant progress on this target and it is projected that the 2015 target will be achieved.
- **Target Achieved:** Indicates that the initiative(s) associated with this target has been institutionalized OR that this is a one-time target and has been achieved.

The dashboard also links to supporting documentation for each target. A snapshot of the dashboard follows:

Strategic Direction	Goal	Target	In Progress - Needs Attention	In Progress - On Target	Target Achieved
Inspiration	Inspire	College and Career Expo	[Green bar]		
		"Inspire" Videos	[Green bar]		
		Elementary/Middle School Campus Tours	[Green bar]		
		Inspire U	[Green bar]		
	P-20 Curriculum Alignment	Faculty Leaders for Promoting Alignment	[Green bar]		
		Strategies for Faculty	[Yellow bar]		
		Alignment Projects	[Yellow bar]		
		Faculty Workshop Participation	[Yellow bar]		
Partnership	Stackable Careers	Career Pathways	[Green bar]		
	Career Readiness	Bridge to first College-level course	[Green bar]		
		Integrated Career Readiness Skills	[Yellow bar]		
Accountability	Funding	Resource Needs	[Green bar]		
		Case for Support	[Green bar]		
		Secure Support - Government and Private	[Green bar]		
	Accountability	IEM Targets	[Green bar]		
		Strategic Plan Goal Targets	[Green bar]		
		IEM Dashboard	[Green bar]		
		Strategic Plan Dashboard	[Green bar]		
		Evaluation Plans	[Green bar]		
Completion	Decrease Student Achievement Gaps	Persistence Rate - Degree-seeking	[Yellow bar]		
		Persistence Rate - Special Populations	[Yellow bar]		
		Developmental Success - Degree-seeking	[Green bar]		
		Developmental Success - Special Populations	[Yellow bar]		
		Gatekeeper from Dev - Degree-seeking	[Green bar]		
		Gatekeeper from Dev - Special Populations	[Yellow bar]		
		Gatekeeper Success - Degree-seeking	[Yellow bar]		
		Gatekeeper Success - Special Populations	[Yellow bar]		
	Increase % Freshmen	Enter in Credit-bearing Courses	[Green bar]		
	Increase Completers	Dual-degree Programs	[Green bar]		
		Degree/Certificates Conferred	[Green bar]		

This section displays each strategic direction and its identified goal targets for the five years of the Strategic Plan. Immediately following the goal targets are annual objectives for each of the goal and strategy teams that are responsible for achieving the five-year targets.

Inspiration Goal's Five-Year Targets



Inspiration Goal's FY2014 Objectives

Strategic Direction – Inspire

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

Goal: Inspire all students to seek postsecondary opportunities.

In FY2014 the Inspire Team plans to:

- Attract more than 300 attendees to the second “Inspire U” adult learner event.
- Serve more than 800 elementary and middle school students via the campus tour program.
- Develop three to five new “Inspire” videos.
- Reach more than 3,000 people with Inspiration message via video program.
- Investigate sponsorship of one athletic and one academic youth team.
- Investigate social media platforms as a channel to engage parents around content related to college awareness and preparedness.

Goal: Ensure P-20 curriculum alignment and transfer articulation.

In FY2014 the P-20 Team plans to:

- Continue math alignment activities with the high schools.
- Compile a list of strategies for infusing/facilitating college readiness in college classrooms.
- Host college readiness workshops for Harper faculty.
- Begin English alignment activities with the high schools.

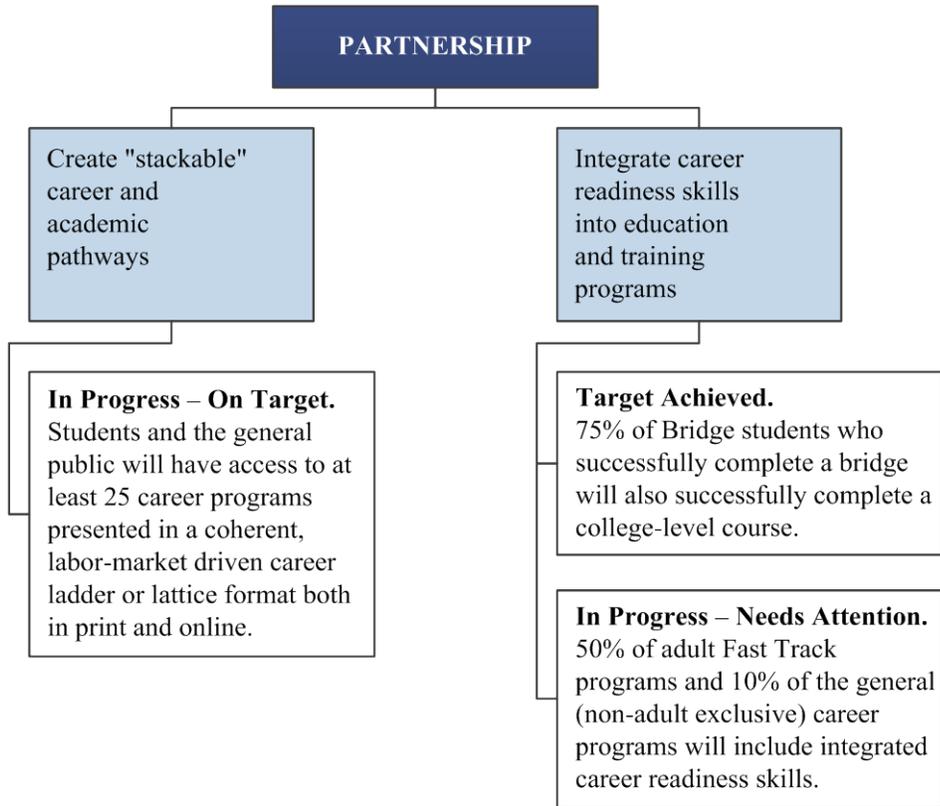
Goal: Ensure P-20 curriculum alignment and transfer articulation.

Strategy: Math Alignment Strategy Team (MAST)

In FY2014 the Math Alignment Team plans to:

- Compare success rates of students at Harper in MTH101/103/130/165 for students who entered via high school placement, test scores, etc.
- Improve the measurement of college readiness in math based on level upon high school graduation instead of first semester enrollment at Harper.
- Compare grade distributions of high schools versus Harper for students who took the MTH080 final exam and scored below 70%.
- Create a common syllabus (including grade distribution, classroom policies, etc.) for all sections of MTH080.
- Create a set of common questions for each unit exam in MTH080 to be included as part of every MTH080 instructor's unit exams.

Partnership Goal's Five-Year Targets



Partnership Goal's FY2014 Objectives

Strategic Direction – Partnerships

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

Goal: Create “stackable” career and academic pathways that incorporate industry-relevant and postsecondary credentials which lead to a sustainable income.

In FY2014 the Stackable Career and Academic Pathways Team plans to:

- Complete web presence and develop accompanying web tutorial.
- Publicize the career pathways.
- Develop procedures and processes for project when institutionalized by determining which Harper office will be responsible for maintaining and securing resources for pathways and documentation and developing new charts when degrees and certificates are developed, revised or deleted.

Goal: Integrate career readiness skills into education and training programs with an emphasis on adult education.

In FY2014 the Career Readiness Team plans to:

- Complete trials and analysis of data from Employability Skills and Career Readiness Certification projects.
- Develop new trials and/or pilots based on results of analyses.

Goal: Integrate career readiness skills into education and training programs with an emphasis on adult education.

Strategy: Employability Skills in Returning Adult Students

In FY2014 the Employability Skills Team plans to:

- Complete analysis of data from trial held in spring 2013.
- Develop new trial responsive to analysis and findings from the spring 2013 trial.
- Contingent on results of new trial, move to Pilot Planning phase.

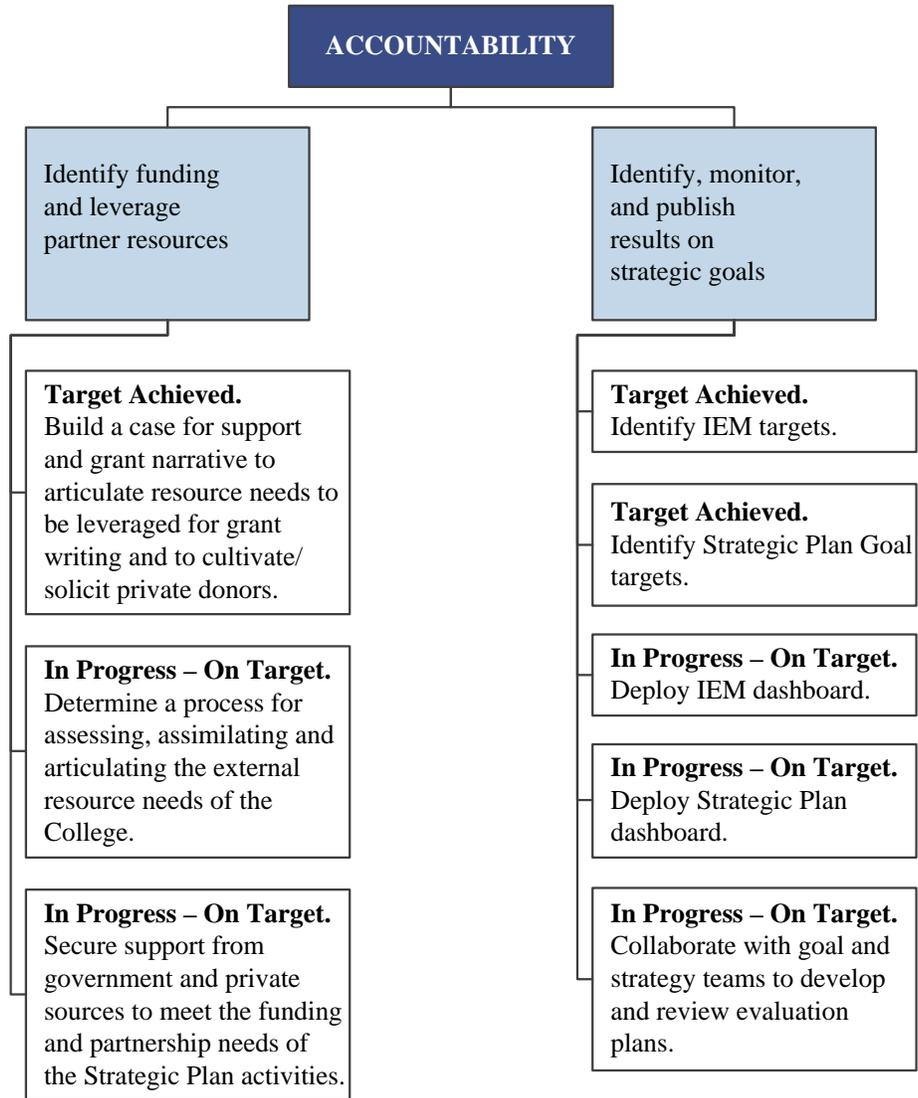
Goal: Integrate career readiness skills into education and training programs with an emphasis on adult education.

Strategy: Career Readiness Certification

In FY2014 the Career Readiness Certification Team plans to:

- Complete trial of National Career Readiness Certification (NCRC) using select GED classes in fall 2013.
- Contingent on results of trial, plan integration of NCRC into adult education programs.
- Move to Pilot Planning phase.

Accountability Goal's Five-Year Targets



Accountability Goal's FY2014 Objectives

Strategic Direction – Accountability

Create a culture of innovation, accountability and transparency at Harper College.

Goal: Identify funding and leverage partner resources for innovative projects.

In FY2014 the Funding Team plans to:

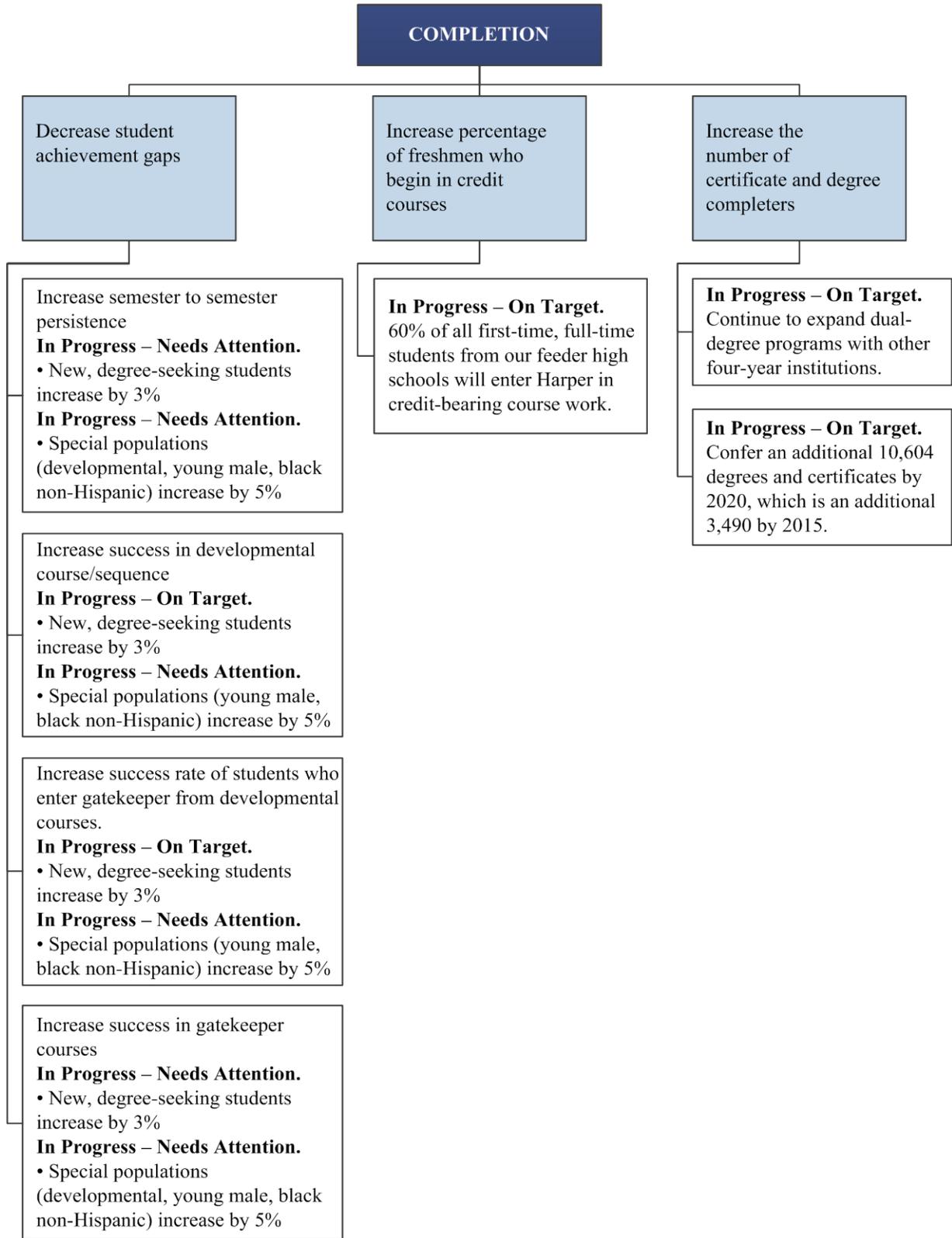
- Leverage \$230,000 in scholarships.
- Leverage \$100,000 in Resource for Excellence grants.

Goal: Identify, monitor, and publish results on institutional effectiveness measures, key performance indicators and metrics for strategic goals.

In FY2014 the Accountability Team plans to:

- Deploy Institutional Effectiveness Measures (IEM) dashboard.
- Deploy Strategic Plan dashboard.
- Educate campus community on navigating and using the IEM and Strategic Plan dashboards.
- Communicate data and progress toward targets for the IEMs and Strategic Plan goals.
- Collaborate with goal and strategy teams to develop and review evaluation plans.

Completion Goal's Five-Year Targets



Completion Goal's FY2014 Objectives

Strategy Direction – Completion

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

Goal: Decrease student achievement gaps of developmental, young male and black non-Hispanic students, while increasing academic achievement for all.

In FY2014 the Achievement Team plans to:

- Conduct trial of African American leadership program (Engagement and Leadership Initiative to Transition Effectively, or E.L.I.T.E.).
- Conduct second pilot of student employment training with a focus on target population.
- Conduct the First Year Seminar (FYS) pilot.

Goal: Decrease student achievement gaps of developmental, young male and black non-Hispanic students, while increasing academic achievement for all.

Strategy: Diverse Student Engagement

In FY2014 the Diverse Student Engagement Team plans to:

- Plan for and conduct first trial of leadership program for African American students: E.L.I.T.E.
- Conduct new trial of support program for underrepresented women: Sistertalk for the Soul.
- Conduct new trial of support program for underrepresented men: Men, Achieving, Learning and Empowered (M.A.L.E. Institute).
- Hold the third annual Black Teen Leadership Symposium for high school students.

Goal: Decrease student achievement gaps of developmental, young male and black non-Hispanic students, while increasing academic achievement for all.

Strategy: Student On-Campus Employment

In FY2014 the Student On-Campus Employment Team plans to:

- Implement the Student Worker Initiative for Underrepresented Students.
- Increase the percentage of students who work on campus by 2%. Increase the percentage of African American students who work on campus by 12%.
- Conduct training sessions for all new student employees.

Goal: Decrease student achievement gaps of developmental, young male and black non-Hispanic students, while increasing academic achievement for all.

Strategy: First Year Seminars

In FY2014 the First Year Seminars Team plans to:

- Offer 22 sections of the First Year Seminar (FYS) course, seven of which will be sections for R.E.A.C.H. students, during the fall 2013 semester.
- Complete an evaluation of the FYS pilot.
- Gain approval for the FYS curriculum by the curriculum committee.
- Based on the fall 2013 pilot and evaluation plan, make a recommendation about and prepare for FYS courses for the fall 2014 semester.

Goal: Increase the percentage of first-time, full-time freshmen from our feeder high school districts who begin in credit-bearing courses.

In FY2014 the Begin in Credit Team plans to:

- Pilot Adelanté Academy and Project Excel in summer 2013.
- Evaluate results of Adelanté Academy and Project Excel pilots in fall 2013.
- Work with Grants Office to identify additional sources of funding or partnerships.

Goal: Increase the percentage of first-time, full-time freshmen from our feeder high school districts who begin in credit-bearing courses.

Strategy: Adelanté Academy

In FY2014 the Adelanté Team plans to:

- Complete and evaluate the summer 2013 pilot of Adelanté Academy, including analysis of retention, persistence and GPA information.
- Case manage students during fall 2013 and spring 2014.
- Build interest for the summer 2014 cohort by working closely with Barrington High School and the Adelanté Voices student club.
- Pilot Adelanté Academy (cohort #2) in summer 2014, utilizing secured funding from the Strategic Plan and the Northwest Educational Council for Student Success (NECSS).

Goal: Increase the percentage of first-time, full-time freshmen from our feeder high school districts who begin in credit-bearing courses.

Strategy: Project Excel

In FY2014 the Project Excel Team plans to:

- Complete and evaluate summer 2013 pilot of Project Excel.
- Work with the Champion Team, Palatine High School and District 211 to determine if pilot should be repeated, scaled or placed on inactive status.
- Build interest and plan for pilot (cohort #2) for summer 2014, contingent on evaluation results.

Goal: Increase the number of certificate and degree completers.

In FY2014 the Increase Completers Team plans to:

- Expand dual-degree programs with other four-year institutions and continue to collaborate with Marketing Services to improve communication to students regarding degree completion both internally and externally.
- Increase awareness and solidify follow-up procedures for students who have signed the Completion Pledge.
- Increase awareness and work with faculty to generate solid communication strategies for a Faculty Completion Pledge program to be launched in fall 2013.
- Review and investigate the requirements of the Associates in General Studies to increase completion rates for this population.

Goal: Increase the number of certificate and degree completers.

Strategy: 0-15 Milestone to Success

In FY2014 the 0-15 Milestone to Success Team plans to:

- Gather reports from all 11 targeted course teams, documenting progress on assessment of student learning and plans for outcomes assessment in FY2014.
- Implement strategies designed to improve student course success rates in all 11 courses.

Harper College Operational Plan for FY2014

The College's Operational Plan delineates the operational goals and tasks to be completed in FY2014. Each task has an identified performance target, Executive Council leader, institutional lead, IEM and fund from which its supportive activities are budgeted.

The Operational Goal categories for the FY2014 plan include:

Accountability, Institutional Effectiveness, Transparency and Governance:

Foster a culture of data informed decision-making and accountability by creating a system of effectiveness measures, outcomes assessment, strategic planning, evaluation, and shared governance.

Communications and Community Relations:

Build awareness of and community support for the College while enhancing its reputation through quality communications.

Diversity:

Create a campus climate that is supportive of cultural differences and respectful of all constituents.

Employee Relations:

Ensure employee recruitment, development and retention through appropriate processes.

Enrollment and Financial Aid:

Develop and implement a cohesive set of strategies inclusive of recruitment, enrollment and retention to support enrollment goals for credit and non-credit programs; and provide financial aid to all eligible students.

Facilities:

Ensure appropriate facilities to meet the instructional and non-instructional needs of the College community.

Financial:

Effectively develop, plan and manage our financial resources.

Safety:

Ensure the safety of the Harper Community

Student Success:

Operationalize student success initiatives.

Technology:

Support and enhance technology to meet the instructional and administrative needs of the College community.

Workforce Development/Economic Development:

Ensure Harper College provides workforce and entrepreneurial training and education and supports the region's economic health.

Operational Plan FY2014

Accountability, Institutional Effectiveness, Transparency and Governance:

Foster a culture of data informed decision-making and accountability by creating a system of effectiveness measures, outcomes assessment, strategic planning, evaluation, and shared governance.

Goal	Target	Exec Council Lead	Institutional Lead	IEM/Risk	Budgeted In
Construct a data warehouse that provides single source of data to support analytics and reporting.	Design and deploy the infrastructure for a data warehouse by June 30, 2014.	Sheila Quirk-Bailey Ron Ally	Doug Easterling Darlene Schlenbecker Patrick Bauer	All Risk J: <i>Data Integrity</i>	Restricted Purposes Fund
Obtain and disseminate employment data on Harper graduates to support decision making.	Analyze and publish results on Harper graduate employment data by September 30, 2013. Link employment data to online catalog and Web site by March 31, 2014. Use employment data in Program Review process by June 30, 2014.	Sheila Quirk-Bailey Judy Marwick Phil Burdick	Doug Easterling Sheryl Otto	Student Progress, Workforce Development	Education Fund
Ensure the College has the data to be responsive to our changing community and environment.	Disseminate the completed Environmental Scan report by February 28, 2014.	Sheila Quirk-Bailey	Doug Easterling		Education Fund
Conduct institutional employee climate survey (PACE) as well as annual NCCBP and IPEDS surveys.	Conduct and report on PACE and NCCBP surveys by June 2014. Complete and submit IPEDS surveys to meet Federal deadlines by June 30, 2014.	Sheila Quirk-Bailey	Doug Easterling		Education Fund

Goal	Target	Exec Council Lead	Institutional Lead	IEM/Risk	Budgeted In
Ensure student learning outcomes assessment is conducted and results utilized to improve student success.	Complete the course level assessment cycle for all departments with specific focus on the 0-15 strategy team programs by June 30, 2014. Complete the program level assessment cycle for all instructional programs and student support/administrative units by June 30, 2014 Complete the general education outcomes assessment cycle by June 30, 2014.	Judy Marwick Sheila Quirk-Bailey	Darlene Schlenbecker Deans	Risk A: <i>Graduation Rate/Outcomes Assessment</i>	Education Fund
Be transparent about the Colleges outcomes and performance against our accountability measures.	Complete and submit report to Board in July 2013. Publish Community Report by October 2013. Provide quarterly updates to the Board on the Operational Plan and Institutional Priorities by June 14, 2014.	Sheila Quirk-Bailey Phil Burdick	Darlene Schlenbecker	All	Education Fund
Ensure requirements of Higher Learning Commission accreditation are met.	Submit proposal on Open Pathways Quality Initiative by March 1, 2014. Launch Assurance Process Steering Committee by November 15, 2013. Begin evidence file and submission of accreditation materials in the assurance system by June 30, 2014.	Sheila Quirk-Bailey Judy Marwick	Darlene Schlenbecker	None	Education Fund

Goal	Target	Exec Council Lead	Institutional Lead	IEM/Risk	Budgeted In
Support implementation of the new shared governance process.	Implement new process and train faculty and staff by September 30, 2013. Train new committee members as needed.	Ken Ender Maria Coons	Maria Coons Communications Council	None	Education Fund
Develop a master plan for health and wellness, and athletics.	Complete a comprehensive plan pertaining to: 1) athletics, 2) recreation and intramurals, and 3) health and wellness by June 30, 2014.	Judy Marwick Ron Ally	Judy Marwick Ron Ally	None	Education Fund
Review the Mission Statement.	Complete a comprehensive review of the College's Mission Statement through the Strategic Planning and Accountability by June 30, 2014.	Ken Ender Sheila Quirk-Bailey	Sheila Quirk-Bailey Strategic Planning and Accountability Committee	None	Education Fund

Communications and Community Relations:

Build awareness of and community support for the College while enhancing its reputation through quality communications.

Goal	Target	Exec Council Lead	Institutional Lead	IEM/Risk	Budgeted In
Produce compelling marketing materials and Web site content to support enrollment goals for credit and non-credit programs.	Maintain or grow the current rate of 33% of new annual visitors to the Harper College Web site by June 30, 2014.	Phil Burdick Judy Marwick	Mike Barzacchini Bob Parzy	Market Penetration	Education Fund \$150,000

Goal	Target	Exec Council Lead	Institutional Lead	IEM/Risk	Budgeted In
	Maintain Share of Voice (spending on print, radio, TV, and outdoor) advertising of between .7% and 1% in the Chicago area higher education advertising market by June 30, 2014.				
Leverage new employee portal to improve employee communications.	Upgrade employee newsletter by June 30, 2014. Improve information flow and visibility on Web site by June 30, 2014. Establish baseline employee usage rules by June 30, 2014.	Phil Burdick	Phil Burdick Linda Mueller Carolynn Muci	None	Education Fund
Improve community relations with key stakeholders in the district.	Implement new community relations plan by January 2014.	Phil Burdick	Phil Burdick	Market Penetration	Education Fund
Execute local and state media outreach.	Increase story counts by 5% by June 14, 2014.	Phil Burdick	Phil Burdick	Market Penetration	Education Fund
Increase placement of stories about student success initiatives in national and trade media.	Increase the number of national and trade journal articles by 5% by June 14, 2014.	Phil Burdick	Phil Burdick	None	Education Fund
Continue to build a strong support base with elected public officials.	Advocate for the continued flow of state capital funding for One Stop/Student Center by June 30, 2014. Ensure at least three meaningful interactions between the president and federal lawmakers and policy leaders by June 30, 2014.	Phil Burdick	Phil Burdick	None	Education Fund

Goal	Target	Exec Council Lead	Institutional Lead	IEM/Risk	Budgeted In
Implement strategic plan to build Alumni Association.	Identify the top 10 alumni geographic pockets by June 30, 2014. Connect to all alumni through four e-blasts per year by June 30, 2014. Hold at least two alumni events by June 30, 2014.	Mary Knight	Mary Knight	Market Penetration Measures	Education Fund
Host prospective donor receptions.	Hold three prospective donor receptions by June 30, 2014.	Mary Knight Ken Ender	Mary Knight		Foundation Funds
Conduct a study to gauge community interest in a capital campaign	Design and execute by October 2013. Create a recommendation to the Foundation Board and to the Board of Trustees in December 2013.	Mary Knight	Mary Knight		Education Fund \$25,000 Foundation Funds \$25,000

Diversity:

Create a campus climate that is supportive of cultural differences and respectful of all constituents.

Goal	Target	Exec Council Lead	Institutional Lead	IEM/Risk	Budgeted In
Implement recommendations related to diversity and inclusion.	Release the Diversity & Inclusion Task Force Report and hold campus dialogues by October 2013. Develop and implement year one Diversity and Inclusion Plan by	Ken Ender	TBD	Employee Diversity	Education Fund

Goal	Target	Exec Council Lead	Institutional Lead	IEM/Risk	Budgeted In
	December 20, 2013.				
Assure that global education is being infused into curricula and the student experience.	<p>Prior to June 30, 2014: Identify global region(s) for a three-year educational focus. Launch international faculty development program and design 10 curricular infusion projects. Complete review of and update study abroad guidelines for safety and legal clearance. Hold dialogue with faculty groups on the importance of global education. Develop three new faculty-led international courses.</p>	Judy Marwick	Joan Kindle Richard Johnson	None	Education Fund

Employee Relations:

Ensure employee recruitment, development and retention through appropriate processes.

Goal	Target	Exec Council Lead	Institutional Lead	IEM/Risk	Budgeted In
Increase employee engagement and satisfaction.	<p>Coordinate five College-wide appreciation/celebration events. Complete first draft of College-wide Reward and Recognition model by June 30, 2014.</p>	Ron Ally	Roger Spayer	None	Education Fund
Meet all 2014 employer milestones to be compliant with the Affordable Care Act (ACA).	Notify employees of the State's Health Insurance Marketplace (formerly Exchange) and their individual obligation to	Ron Ally	Roger Spayer	None	Education, Operations and Maintenance,

Goal	Target	Exec Council Lead	Institutional Lead	IEM/Risk	Budgeted In
	<p>purchase health insurance by October 1, 2013.</p> <p>Monitor impacts of ACA and any changes in legislation by June 30, 2014.</p> <p>Determine contribution strategies to account for the 2014 fees that will fund the State Exchange by January 1, 2014.</p> <p>Provide updates to the President and Board of Trustees as appropriate through June 30, 2014.</p>				Auxiliary, Restricted Purposes Funds
Monitor and respond to impact related to pension reform and Return to Work Act.	<p>Implement pre-employment processes to identify and track SURS “Affected Annuitants” by June 30, 2014.</p> <p>Provide updates to the President and Board of Trustees as appropriate through June 30, 2014.</p>	Ron Ally	Roger Spayer	None	Education Fund
Identify and document all institutionally-supported professional development programs.	<p>Produce document which identifies all Harper professional development programs by June 30, 2014.</p> <p>Develop an employee mentoring program by June 30, 2014.</p>	Ron Ally	Roger Spayer	None	Education Fund
Create an integrated approach to faculty development that aligns with College goals and strategic initiatives.	<p>Launch Academy for Teaching Excellence by December 2013.</p> <p>Centralize faculty development under one organizational unit</p>	Judy Marwick	Joan Kindle Matt Ensenberger	None	Education Fund

Goal	Target	Exec Council Lead	Institutional Lead	IEM/Risk	Budgeted In
	by December 2013. Design comprehensive multi-year faculty development plan by December 2013.				
Continue implementation of the Harper Leadership Institute.	Implement HLI retreat, HLI Friday seminar series, and mentoring program by June 30, 2014. Conduct evaluation of HLI first year experience by June 2014. Establish the HLI advisory council by December 15, 2013.	Ken Ender	Mark Mrozinski	Employee Diversity	Education Fund \$74,600

Enrollment and Financial Aid:

Develop and implement a cohesive set of strategies inclusive of recruitment, enrollment and retention to support enrollment goals for credit and non-credit programs; and provide financial aid to all eligible students.

Goal	Target	Exec Council Lead	Administrative Lead	IEM/Risk	Budgeted In
Manage overall College enrollment.	Maintain current level of enrollment at 26,473 for credit students (includes CE reimbursables) by June 30, 2014.	Judy Marwick Phil Burdick	Maria Moten		

Goal	Target	Exec Council Lead	Administrative Lead	IEM/Risk	Budgeted In
Maintain or improve market penetration rates for the First Time in College (FTIC), Young Adult and Adult Market Segments.	Ensure the following results by June 30, 2014: Maintain or exceed a high school capture rate of at least 35.6%. Maintain or exceed the FTIC yield rate (application to enrollment) of at least 67% and an enrolment of 3,756. Maintain or exceed the Young Adult yield rate (application to enrollment) of 62% and an enrollment of 2,204. Maintain or exceed the Adult yield (application to enrollment) rate of 53% and an enrollment of 1,483.	Judy Marwick Phil Burdick	Maria Moten Bob Parzy Vicki Atkinson Mike Barzacchini Brett Bonnstetter Sheryl Otto	Market Penetration	Education Fund
Maintain or exceed market penetration rates for the minority population consistent with the demographics of our district.	Ensure the following results by June 30, 2014: Ensure that at least 2.5 % of students are Black-Non Hispanic (currently 5%). Ensure that at least 16% of students are Latino (currently 18%).	Judy Marwick Phil Burdick	Maria Moten Bob Parzy Mike Barzacchini	Market Penetration	Education Fund
Increase market penetration rates for Dual Credit students.	Ensure the following results by June 30, 2014: Increase dual-credit enrollment in transfer classes by 5%. Increase dual-credit enrollment in Career and Technical Education programs by 2%.	Judy Marwick	Maria Moten	Market Penetration	Education Fund

Goal	Target	Exec Council Lead	Administrative Lead	IEM/Risk	Budgeted In
Improve student persistence rates.	Ensure the following results by June 30, 2014: Realize a fall to spring persistence rate of at least 76%. Realize a ratio of earned versus attempted fall semesters credits of at least 76%.	Judy Marwick	Joan Kindle Sheryl Otto	Persistence Rate: Fall to Spring	Education Fund
Increase financial aid awareness and assure that all funds allocated are awarded to qualifying students in a timely manner.	Ensure the following results by June 30, 2014: Award 95% of available Foundation scholarships. Increase the number of students applying for federal/state aid by 1%. Award 95% of the newly created Student Success Opportunity Grant to qualified students. Award 95% of all the institutional funds, Distinguished Scholarships, GED Scholars and Academic Recognition Scholarships.	Judy Marwick	Laura McGee Maria Moten		Education Fund \$300,000

Facilities:

Ensure appropriate facilities to meet the instructional and non-instructional needs of the College community.

Goal	Target	Exec Council Lead	Institutional Lead	IEM/Risk	Budgeted In
Maintain construction schedule for Building H.	Achieve 50% completion of first floor interior finish work and 90% completion of second floor interior rough-in work by June 30, 2014. Achieve substantial completion of exterior work by June 30, 2014.	Ron Ally	Tom Crylen	Net Asset Value Index	Operations and Maintenance Restricted Fund
Complete schematic design and design development with CDB for One Stop/Student Center.	Target completion by May 31, 2014.	Ron Ally	Tom Crylen	Net Asset Value Index	Operations and Maintenance Restricted Fund
Complete construction of east addition of Building D.	Achieve substantial completion by June 30, 2014.	Ron Ally	Tom Crylen	Net Asset Value Index	Operations and Maintenance Restricted Fund
Combine Hospitality project programming and design development with One Stop/Student Center project.	Target completion by May 31, 2014, pending CBD funding approval.	Ron Ally	Tom Crylen	Net Asset Value Index	Operations and Maintenance Restricted Fund
Complete permit drawings and begin permit approval process for Euclid Avenue entrance relocation.	Target completion by June 30, 2014.	Ron Ally	Tom Crylen	Net Asset Value Index	Operations and Maintenance Restricted Fund

Goal	Target	Exec Council Lead	Institutional Lead	IEM/Risk	Budgeted In
Implement approved Campus Infrastructure Master Plan projects.	Achieve 50% completion of the east campus regional generator project by June 30, 2014. Achieve completion of construction documents for west campus regional generator project by June 30, 2014.	Ron Ally	Tom Crylen	Total Asset Reinvestment Backlog	Operations and Maintenance Restricted Fund
Meet the third year requirements of the America College & University President's Climate Challenge (ACUPCC-green initiative).	Submit Greenhouse Gas Report by January 15, 2014.	Ron Ally	Darryl Knight Facilities Committee	Current Energy Consumption	Operations and Maintenance and/or Operations and Maintenance Restricted Fund
Complete construction for East Campus Parking Structure and reconstruction of Parking Lot 6.	Achieve 75% completion of the East Campus Parking Structure and Parking Lot 6 by June 30, 2014.	Ron Ally	Tom Crylen	Net Asset Value Index	Operations and Maintenance Restricted Fund
Complete the construction documents for the Advanced Manufacturing Lab at Building H.	Complete design development documents by June 30, 2014.	Ron Ally	Tom Crylen	Net Asset Value Index	Operations and Maintenance Restricted Fund
Complete temporary parking projects to offset the deficiency during the east campus construction projects.	Complete by August 15, 2013.	Ron Ally	Tom Crylen	Net Asset Value Index	Operations and Maintenance Restricted Fund

Goal	Target	Exec Council Lead	Institutional Lead	IEM/Risk	Budgeted In
Complete construction documents for the department relocations impacted by Buildings D and A addition and renovation projects.	Complete by May 31, 2014.	Ron Ally	Tom Crylen	Net Asset Value Index	Operations and Maintenance Restricted Fund

Financial:

Effectively develop, plan and manage our financial resources.

Goal	Target	Exec Council Lead	Institutional Lead	IEM/Risk	Budgeted In
Develop the College's annual budget and capital.	Adopt budget by legally required due date of September 30, 2013 (for the Tax-Capped funds, this will be a balanced budget or better). Provide monthly budget updates to the Board.	Ron Ally	Bret Bonnstetter	Cost per credit hour/FTE	All Funds
Maintain the College's Tax-Capped Funds balance.	Ensure fund balance in the combined tax capped funds remains stable or increases consistent with the Board Financial Policy of maintaining a fund balance between 40%-60% of the budgeted annual expenditures by June 30, 2014.	Ron Ally	Bret Bonnstetter	Cost per credit hour/FTE	Tax-Capped Funds
Manage the College's actual financial results.	Ensure the financial results are equal to or better than approved budget by June 30, 2014.	Ron Ally	Bret Bonnstetter	Cost per credit hour/FTE	All Funds

Goal	Target	Exec Council Lead	Institutional Lead	IEM/Risk	Budgeted In
Provide recommendation on total tuition and fee rate relative to Board policy, and not to exceed state statutory limitation.	Provide a tuition and fee rate recommendation consistent with the Financial Board Policy 7.01.04 by the February 2014 Board meeting.	Ron Ally	Bret Bonnstetter	None	Education Funds: Operations and Maintenance, Operations and Maintenance (Restricted), Restricted Purposes
Manage the auxiliary enterprises financial results.	Ensure that the results of the following auxiliary enterprise sub-funds are consistent with the approved budget or better by June 30, 2014: <ul style="list-style-type: none"> • Student Involvement • Testing and Assessment • Child Learning Center • Dining and Conference Services • HarperStore • Continuing Education and Business Outreach 	Ron Ally Maria Coons Judy Marwick	Bret Bonnstetter Ashley Knight Maria Moten Mark Mrozinski Michelé Robinson	None	Auxiliary Fund
Raise funds to support the College.	Raise \$3 million by June 30, 2014: <ul style="list-style-type: none"> • \$1M in major gifts • \$1M in planned gifts • \$1M fund raising 	Ken Ender Mary Knight	Mary Knight		Education Fund Foundation Funds

Goal	Target	Exec Council Lead	Institutional Lead	IEM/Risk	Budgeted In
Leverage funding to support the Strategic Plan.	By June 30, 2014: Award \$100,000 in Resources for Excellence funding for strategic initiatives. Award \$233,000 in student scholarships.	Mary Knight	Mary Knight	All	Educational Fund
Raise money through public sector support.	By June 30, 2014: Achieve federal, state and local business support and grants. Targeted amount \$700,000.	Mary Knight Maria Coons	Mary Knight	All	Education Fund
Align scholarships to the needs of our students.	Meet with donors to revise criteria by December 2013.	Mary Knight	Suzette Tolentino	All	Education Fund
Compliance with Financial Aid regulations.	Ensure federal and state student financial aid is processed within Department of Education and state regulations as of June 30, 2014 (this includes Pell Grant, Supplemental Educational Opportunity Grant, Federal Work Study, Monetary Award Program, and Illinois Veterans Grant, as well as student loans).	Ron Ally Judy Marwick	Bret Bonnstetter Laura McGee	Risk G: <i>Financial Aid</i>	Restricted Purposes Fund
Assure investment policy compliance and internal controls to ensure security of the College's assets.	Validate investment of College funds in compliance with Board Policy, and ensure proper internal controls are in place to protect the College's assets by December 31, 2013.	Ron Ally	Bret Bonnstetter	Risk K: <i>Internal Controls</i>	All Funds

Goal	Target	Exec Council Lead	Institutional Lead	IEM/Risk	Budgeted In
Manage the transition of the bookstore from self-operated to Follett, and evaluate other outsourcing opportunities that would benefit the College.	Manage the transition of the bookstore from self-operated to Follett by June 30, 2014. Evaluate at least one other outsourcing opportunity that would benefit the College by June 30, 2014.	Ron Ally	Ron Ally	None	Education Fund Auxiliary Fund

Safety:

Ensure the safety of the Harper Community.

Goal	Target	Exec Council Lead	Institutional Lead	IEM/Risk	Budgeted In
Update and practice the College's Crisis Communication Plan.	Update Crisis Communication Plan by January, 2014 Hold a simulated crisis exercise before June 30, 2014.	Phil Burdick Ron Ally	Phil Burdick Mike Alsup	Risk C: <i>Crisis Communications</i> Risk D: <i>Disaster Preparedness</i>	Education Fund
Provide Environmental Health and Safety training for faculty and staff.	Complete OSHA training for Physical Plant staff as required by June 30, 2014.	Ron Ally	Tom Crylen Sara Gibson	Risk D: <i>Disaster Preparedness</i>	Education Fund
Ensure safety of College groups in vehicles off campus.	Review and update procedures for vehicles used off campus by December 31, 2013.	Ron Ally	Sara Gibson	Risk F: <i>Off Campus Group Transportation</i>	Education Fund
Ensure proper storage, use, and disposal of all equipment and materials in non-science laboratories	By June 30, 2014: Identify and assess all non-science laboratories with equipment and materials that require safety procedures. Create a plan for each such laboratory space.	Judy Marwick Ron Ally	Kimberly Chavis Sara Gibson Brian Knetl Mary Beth Ottinger	Risk B: <i>Lab Safety</i>	Education Fund
Assure 100% compliance with the Illinois Abused and Neglected	Provide information and collect acknowledgement forms from	Ron Ally	Roger Spayer	Risk E: <i>Minors on Campus</i>	Education Fund

Goal	Target	Exec Council Lead	Institutional Lead	IEM/Risk	Budgeted In
Child Reporting Act (ANCRA mandatory reporting).	all new employees during employment orientation by June 30, 2014. Continue to collect sign-off forms from employees hired prior to the implementation date of June 27, 2012 (200 of 2,500 outstanding, 8%).			Risk H: <i>Molestation Prevention</i>	

Student Success:

Operationalize student success initiatives.

Goal	Target	Exec Council Lead	Institutional Lead	IEM/Risk	Budgeted In
Continue strategies with secondary partners to improve the college readiness of recent high school graduates.	Increase the percentage of recent high school graduates who are placed into college-level mathematics (57%) and English (84%) by May 31, 2014. Align high school and College English curriculum by June 30, 2014.	Judy Marwick Sheila Quirk-Bailey	Brian Knetl Ashley Knight	None	Restricted Purposes Fund
Continue to monitor and develop mechanisms to communicate and enforce enrollment of all degree-seeking students into needed developmental courses upon entry.	By June 30, 2014, 80% of students needing a developmental course will enroll in at least one developmental course during their first semester.	Judy Marwick Ron Ally	Maria Moten Patrick Bauer	None	Restricted Purposes Fund

Goal	Target	Exec Council Lead	Institutional Lead	IEM/Risk	Budgeted In
Increase student on-campus employment opportunities.	Increase the number of student employees by 2% by June 30, 2014. Increase the number of African American students who work on campus by 10% by June 30, 2014. Implement training for all supervisors of student employees by June 30, 2014. Compare the success of students employed on campus with those not employed on campus by May 31, 2014.	Maria Coons	Dean of Workforce and Economic Development	Student Progress Measures	Education Fund
Create practices to increase the number of degree and certificate completers.	Exceed established goal of 3,054 completers by 3% by June 30, 2014.	Judy Marwick	Maria Moten	Graduation Rate	Restricted Fund \$1,000,000
Implement plan to align programming with community needs for Harper's Northeast Center (NEC).	Create a market-driven strategic plan for NEC by October 31, 2013. Hire NEC personnel aligned with market driven needs by June 30, 2014. Begin phased implementation of NEC plan by January 30, 2014.	Judy Marwick	Kenya Ayers	Student Progress Workforce Development	Education Fund \$200,000

Goal	Target	Exec Council Lead	Institutional Lead	IEM/Risk	Budgeted In
Improve student success through learning support services.	By June 30, 2014: Increase usage of learning support services: <ul style="list-style-type: none"> • Tutoring by 2% from 28,241 (baseline). • Success Services by 2% from 3,311 (baseline). • Writing Center by 2% from 7,989 (baseline). Increase peer Supplemental Instruction pilot from 15 to 25 course sections.	Judy Marwick	Joan Kindle Njambi Kamoche	Student Progress Measures	Education Fund
Improve student success through engagement opportunities.	Increase the number of students participating in clubs, organizations and leadership and civic engagement opportunities by 3% from 2,279 (baseline) by June 30, 2014.	Judy Marwick	Ashley Knight	Persistence Rate: Fall to Spring, Persistence Rate: Fall of Year One to Fall of Year Two	Auxiliary (Student Involvement)
Develop a working team to address enhanced outreach, enrollment, persistence and completion for adult students.	Develop a plan to provide better intake and ongoing support for adult students, beyond Fast Track by June 30, 2014.	Maria Coons Judy Marwick	Maria Coons Maria Moten Bob Parzy Vicki Atkinson Academic Deans Dean of Workforce and Economic Development	None	Education and Auxiliary Funds

Goal	Target	Exec Council Lead	Institutional Lead	IEM/Risk	Budgeted In
Improve program quality through the ICCB program review process.	Conduct 18 FY2014 program reviews resulting in program improvement plans. Review existing program review process and make recommendations to create a simplified and more meaningful process.	Judy Marwick Sheila Quirk-Bailey	Deans Sheryl Otto Darlene Schlenbecker	None	Education Fund
Review existing courses and programs and make improvements/adjustments where needed while investigating new courses, degrees and programs via the curriculum process.	By June 30, 2014: Investigate four new degrees and/or certificates. Implement the new Computerized Tomography certificate. Establish at least one new program through external partnerships and alliances.	Judy Marwick Maria Coons	Deans Michéle Robinson	None	Education Fund
Improve completion and transfer opportunities for students.	By June 30, 2014: Increase the number of and improve transfer agreements: <ul style="list-style-type: none"> • Develop at least two additional dual-degree agreements (currently have five). • Develop at least one 3 + 1 agreement (currently have six). 	Judy Marwick	Maria Moten Sheryl Otto Eric Rosenthal	Graduation Rate, Transfer Out Rate, Student Advancement Rate	Education Fund

Goal	Target	Exec Council Lead	Institutional Lead	IEM/Risk	Budgeted In
Improve the placement methods into and progress through developmental education for students resulting in more student completions of all needed developmental outcomes.	Hold Developmental Summit in Fall Semester. Participate in Next Generation Learning Challenges grant by June 30, 2013.	Judy Marwick Ken Ender	Ron Ally Kenya Ayers Patrick Bauer Maria Coons Sheila Quirk-Bailey Brian Knetl Julie Ellefson-Kuehn Joan Kindle		

Technology:

Support and enhance technology to meet the instructional and administrative needs of the College community.

Goal	Target	Exec Council Lead	Institutional Lead	IEM/Risk	Budgeted In
Maximize the usability of the student self-service portal and update content.	Eliminate duplicate content and simplify student portal navigation by June 30, 2014.	Ron Ally Maria Moten	Patrick Bauer Michael Babb Matt McLaughlin	All	Restricted Purposes Fund \$750,000
Provide students with advanced career, academic, and financial planning tools (Harper Map).	Complete the initial phase of planning and design of the Harper Map system by June 30, 2014. Initial phase includes tools for: <ul style="list-style-type: none"> • Career Planning • Personal Portfolio • Financial Planning • Job Prospects • Orientation, Student Life, and other resources • Educational Planning 	Ron Ally Judy Marwick	Patrick Bauer Michael Babb Sheryl Otto Joan Kindle	All	Restricted Purposes Fund \$1,250,000

Goal	Target	Exec Council Lead	Institutional Lead	IEM/Risk	Budgeted In
Improve employee access to information.	Develop and deploy new employee portal by June 30, 2014.	Ron Ally Phil Burdick	Patrick Bauer Michael Babb Carolyn Muci Linda Mueller	All	Restricted Purposes Fund \$450,000
Support College objectives through predictive analytics.	Complete analysis of predictive analytic options and make recommendation by June 30, 2014.	Ron Ally Sheila Quirk-Bailey	Patrick Bauer Michael Babb Doug Easterling	All	Restricted Purposes Fund \$75,000
Mitigate risk of identity theft.	Experience no identity breaches have occurred as of June 30, 2014.	Ron Ally	Patrick Bauer Sue Contarino	Risk I: <i>Data Protection</i>	Restricted Purposes Fund
Upgrade educational support technology in instructional spaces.	Install SMART podiums in 100 of the 350 technology-enhanced classrooms/meeting spaces by June 30, 2014.	Ron Ally	Patrick Bauer Jim Batson	Net Asset Value Index	Restricted Purposes Fund \$1,750,000
Maintain and upgrade technology infrastructure.	Enhance internet connectivity for mobile devices by providing a 200% bandwidth increase by December 31, 2013.	Ron Ally	Patrick Bauer Jim Batson	All	Restricted Purposes Fund \$12,000
Implement Technology Plan Instructional and Student projects.	Complete all approved Dean's Technology Plan projects within the budget by June 30, 2014.	Ron Ally	Patrick Bauer Jim Batson	All	Restricted Purposes Fund \$150,000
Continue technological refresh cycle.	Replace 600 desktops/laptops that are older than five years by June 30, 2014.	Ron Ally	Patrick Bauer Sue Contarino	None	Restricted Purposes Fund \$700,000
Provide outstanding technical support to students, faculty and staff.	Maintain a Service Desk overall satisfaction rating of the current 97% or better by June 30, 2014.	Ron Ally	Patrick Bauer Sue Contarino	None	Restricted Purposes Fund

Workforce Development/Economic Development:

Ensure Harper College provides workforce and entrepreneurial training and education and supports the region’s economic health.

Goal	Target	Exec Council Lead	Institutional Lead	IEM/Risk	Budgeted In
Consolidate the organizational structure within the Workforce and Strategic Alliances Division.	Hire a dean for the Workforce and Economic Development area by December 31, 2013.	Ken Ender Judy Marwick Maria Coons	Maria Coons	Workforce Development	Education Fund
Strengthen relationships with the Chicago Cook Workforce Partnership and their service providers.	Conduct workshops for universal clients at the One Stop/Student Center by June 30, 2014. Provide counseling for dislocated workers who qualify for training vouchers by June 30, 2014. Certify Harper programs for workforce vouchers by June 30, 2014. Facilitate quarterly meetings of the Northern Illinois Workforce Coalition.	Ken Ender Maria Coons	Maria Coons Dean of Workforce and Economic Development	None	Education, Auxiliary and Restricted Funds \$150,000
Pursue programming opportunities for the College through external partnerships, alliances and consortia.	By June 30, 2014: Identify two new opportunities for collaborations with businesses and others for viable educational programming, credit and non-credit. Establish at least one new program.	Maria Coons Judy Marwick	Mark Mrozinski Michelé Robinson Mary Beth Ottinger Kimberly Chavis	None	Education and Auxiliary Funds

Goal	Target	Exec Council Lead	Institutional Lead	IEM/Risk	Budgeted In
Implement non-credit collaborative framework developed in FY13.	Develop at least one collaborative program by June 30, 2014.	Maria Coons Judy Marwick	Mark Mrozinski Michelé Robinson Mary Beth Ottinger Kimberly Chavis	Graduation Rate	Education Fund Auxiliary Fund
Establish the Workforce Certification Center at the Harper Professional Center (HPC).	Operationalize appropriate staffing structure by June 30, 2014. Implement operational plan for the mobile computer lab by June 30, 2014.	Maria Coons	Mark Mrozinski	Licensure/ Certification Pass Rate	Operations and Maintenance Fund Auxiliary Funds \$800,000
Implement the TAACCCT grant with Illinois Network for Advanced Manufacturing (INAM) partners.	Complete planning phase and begin implementation of the strategies to serve 587 unique participants consortium-wide by June 30, 2014.	Maria Coons	Maria Coons	None	Restricted Fund \$3,300,000
Develop a plan to engage district employers (based on the 2013 Community/Business Survey).	Create a tactical outreach plan that engages area businesses identified in the recent Community/Business Survey by September 30, 2014. Meet with the 175 businesses that requested additional information by June 30, 2014.	Maria Coons	Maria Coons Mark Mrozinski Dean of Workforce and Economic Development	None	Education and Auxiliary Funds
Implement recommendations from the Job Placement Task Force.	Implement recommendations by June 30, 2014, which include: <ul style="list-style-type: none"> • Launching students toward job placement and 	Judy Marwick Maria Coons	Joan Kindle Maria Moten Bob Parzy Vicki Atkinson	Workforce Development	Education Restricted and Auxiliary

Goal	Target	Exec Council Lead	Institutional Lead	IEM/Risk	Budgeted In
	pathways to employment as they enter the College; <ul style="list-style-type: none"> • Creating clear pathways toward job placement by deploying workforce specialists into the community; • Implement the National Career Readiness Certificate into career and technical programs. 		Dean of Workforce and Economic Development		Funds \$200,000
Develop a centralized function for developing onsite completion programs with four-year institutions.	Develop a plan for offering onsite completion options to students for completing bachelor degrees to students at Harper College by June 30, 2014.	Ken Ender	Mark Mrozinski		

Executive Council/Institutional Lead and Related Department

Exec Council/Institutional Lead	Department
0-15 Strategy Team	Business/Social Science, Career and Technical Programs, Liberal Arts, Mathematics and Science, Institutional Effectiveness & Outcomes Assessment
Academic Deans	Academic Enrichment & Engagement, Business/Social Science, Career and Technical Programs, Health Careers, Liberal Arts, Math and Science, Resources for Learning, Student Affairs
Ron Ally	Finance and Administrative Services
Michael Alsup	Police Department
Vicki Atkinson	Center for New Students and Orientation
Kenya Ayers	Academic Enrichment & Engagement
Michael Babb	Information Technology/Enterprise Systems
Jim Batson	Information Technology/Technical Support
Mike Barzacchini	Marketing Services
Patrick Bauer	Information Technology
Bret Bonnstetter	Accounting Services
Phil Burdick	Communications
Kimberly Chavis	Health Careers
Communications Council	Academic Enrichment & Engagement, Accounting Services, Advancement/Foundation, Business/Social Science, Career and Technical Programs, Center for Adjunct Faculty Engagement, Communications, Continuing Education and Business Outreach, Finance & Administrative Services, Health Careers, Human Resources, Information Technology, Interdisciplinary Student Success, Liberal Arts, Mathematics and Science, Physical Plant, Planning and Institutional Effectiveness, President's Office, Provost's Office, Registrar's Office, Resources for Learning, Student Affairs, Student Development, Workforce and Strategic Alliances
Sue Contarino	Information Technology/Client Services
Maria Coons	Workforce and Strategic Alliances
Tom Crylen	Physical Plant
Deans	Academic Enrichment & Engagement, Business/Social Science, Career and Technical Programs, Continuing Education and Business Outreach, Health Careers, Liberal Arts, Math and Science, Resources for Learning, Student Affairs
Dean of Workforce and Economic Development	Workforce and Economic Development
Doug Easterling	Institutional Research

Exec Council/Institutional Lead	Department
Ken Ender	President's Office
Matt Ensenberger	Center for Innovative Instruction
Facilities Committee	Access & Disability Services, Career & Technical Programs, Events Management, Health Careers, Liberal Arts, Police, Physical Plant, Support Services, Wellness & Campus Activities
Sara Gibson	Physical Plant
Institutional Planning Committee	Accounting Services, Business/Social Science, Continuing Education and Business Outreach, Health Careers, Information Technology, Institutional Research, Liberal Arts, Math and Science, Physical Plant, Resources for Learning, Student Development
Njambi Kamoche	Resources for Learning
Richard Johnson	Liberal Arts
Joan Kindle	Interdisciplinary Student Success
Brian Knetl	Liberal Arts
Darryl Knight	Physical Plant
Ashley Knight	Wellness & Campus Activities
Mary Knight	Advancement/Foundation
Judy Marwick	Provost's Office
Laura McGee	Office of Student Financial Assistance
Matt McLaughlin	Admissions Processing
Maria Moten	Enrollment Services
Mark Mrozinski	Continuing Education and Business Outreach
Carolyn Muci	Communications
Linda Mueller	Information Technology/Client Services
Mary Beth Ottinger	Career and Technical Programs
Sheryl Otto	Student Development
Bob Parzy	Student Recruitment and Outreach
Sheila Quirk-Bailey	Planning and Institutional Effectiveness
Michelé Robinson	Business and Social Science
Eric Rosenthal	Academic Advising and Counseling Center
Darlene Schlenbecker	Institutional Effectiveness/Outcomes Assessment
Roger Spayer	Human Resources
Suzette Tolentino	Advancement/Foundation

Identified Risk Areas:

The following eleven items have been identified as the risk areas to be addressed (not in priority order):

Risk	Area	Addresses Item/Responsibility
A	Graduation Rates/Outcomes Assessment	Assessment/Higher Learning Commission (HLC) Judy Marwick, Darlene Schlenbecker
B	Lab Safety	Non-Science Labs, i.e. Art, Career Programs Brian Knetl (Art), Mary Beth Ottinger, Kimberly Chavis
C	Crisis Communications	Crisis Communications Plan Phil Burdick,Carolynn Muci
D	Disaster Preparedness	Protection of People/Life Safety Mike Alsup, Tom Crylen
E	Minors on Campus	Mandatory Reporting Ashley Knight, Mark Mrozinski (CE Youth Programs), Michelé Robinson (Child Care), Roger Spayer (Mandatory Reporting)
F	Off Campus Group Transportation	Transportation of Groups Off-Campus Sara Gibson, Ashley Knight
G	Financial Aid	Financial Aid Compliance Bret Bonnstetter, Laura McGee
H	Molestation Prevention	Minors on Campus/Mandatory Reporting Ashley Knight, Mark Mrozinski (CE Youth Programs), Michelé Robinson (Child Care), Roger Spayer (Mandatory Reporting)
I	Data Protection	Identity Theft Patrick Bauer
J	Data Integrity	Assuring Correct Data in System Patrick Bauer, Doug Easterling
K	Internal Controls	Asset Security and Compliance with Investment Policy Bret Bonnstetter

This page left blank intentionally

BUDGET PREPARATION PROCESS

Board Financial Guidelines and Policies

Balanced Budget

The Board shall strive to maintain a balanced budget in the Tax-Capped Funds, which consist of the Education Fund, Operations and Maintenance Fund, the Audit Fund, and the Liability, Protection and Settlement Fund. The term *balanced budget* shall apply only to the Tax-Capped Funds in the aggregate.

The other funds often support projects where revenue is generated (i.e. bond sales) in one year and spent in succeeding years. Accumulated fund balances can be designated, when the need arises, for special one-time uses such as construction expenses, projects or special equipment purchases. This is considered good planning and the budget shall still be considered balanced.

Unbalanced shall mean that the revenue coming into the fund is insufficient to pay all of the *operational or ongoing* expense of that year.

Asset Inventory and Appraisal

The assets of the College shall be inventoried and/or appraised on a 3 to 5 year cycle. This shall include the condition and value of the buildings and contents. The results of this work, in conjunction with the Campus Master Plan, will provide the basis for approval by the Board and submission to the State for funding through the RAMP process.

Revenue Diversification

The Board shall continue to maximize its three major sources of revenue: local government, tuition and fees, and state appropriations. The Board's most direct control is over tuition and fee revenue. The College shall continue to develop other revenue streams from bookstore, food service, continuing education and other creative sources within the mission of the College to support the basic mission of the College.

Tuition and Fees

Tuition

Tuition is set by the Board. The Board policy is to limit the annual tuition and per credit hours fee increases to a maximum of the change in the annual December Consumer Price Index (CPI-U) rate plus 2%, but not to exceed either 5% of total tuition and fees or the Illinois statute limitation.

Board policy 07.01.04 Revised 5/16/12

Fees

Recent years have seen a decrease in both state appropriations and property taxes through PTAB appeals. Fees are added as necessary in make up for losses from these sources.

Use of One Time Revenue

The Board shall not use one time revenues for ongoing expenditures, but rather target these funds for one time expenditures.

Use of Unpredictable Revenue

The College shall use the Auxiliary Fund to record revenue and expense from activities that are expected to break even or better and have unpredictable sources of revenue.

Expenses should be of a flexible nature and designed to rise and fall with the revenues. Programs or services that no longer break even must be restructured or discontinued.

Debt

The College will not exceed the debt limits set by state statute (2.875% of EAV) nor exceed bonding authority within the limits of the tax cap. See the other funds section of this document for more detail on debt and its limits in Illinois.

Fund Balance Definition and Target

Fund balance will be defined as the dollars left in a fund at the end of a fiscal year. The College will continue to act in a prudent fiscal manner in all decisions in order to maintain its Aaa bond rating. This includes maintaining a fund balance in the Tax-Capped Funds between 40% and 60% of the budget annual expenditures.

Board policy 07.01.04 Revised 5/16/12

Accountability

The Board of Trustees shall receive a monthly report of the actual expenditures compared to the budget for each Tax-Capped Fund. The Board of Trustees shall also receive a monthly report of investments. The Board of Trustees shall maintain state required levels of Treasurer's Bonds.

Board policy 07.01.05

Budget Planning Calendar & Process

One of the first steps in the development of the budget is for the Budget Office, under the direction of the Executive Vice President of Finance and Administrative Services, to develop a planning calendar. The Executive Vice President is responsible for directing the budget process through the adoption of the legal budget. Target dates are established for the completion of major tasks that will result in the adoption of the legal budget document. Each member of Executive Council is asked for their input in setting these target dates and commitment from their respective areas to meet these deadlines.

Before the calendar has even been finalized, a preliminary financial forecasting model, using the revenue and expense assumptions that follow, is being evaluated at executive meetings. Decisions are made regarding tuition and fees and projected enrollment. In addition, priorities are being set for spending in the areas of capital, technology, and personnel.

The budget calendar, general instructions and forms for requests in the areas of computer equipment needs, capital equipment, facility remodeling, new personnel, and budget exceptions are posted on the College's intranet budget page. Each area submits any new requests to the appropriate executive council member for consideration.

In late February, review of current personnel budgets begins and any changes to salaries and benefits are entered into the budget module. A target budget is then established for each area, and is closely monitored by the Budget Office throughout the budget development process. Within each area, decisions are made as to how to allocate the available resources in their respective target budget. Any deviations from the target budget must be explained and approved.

Because the individual departments are allowed access to the budget module at certain levels, it is necessary to provide instructions as to which areas are pre-determined (such as full-time salaries and benefits) and which they have the flexibility to change. Budget instructions are written by the Budget Office and posted on the intranet, and meetings are conducted with the departments to review the instructions and answer any questions. Training sessions are offered on inputting the budget into the accounting system.

In early April, the budget module is opened for input by the departments for a period of approximately five weeks. After this time it is closed for further input except by the Budget Office. By the first week of June, any additional approved changes are completed and the Budget Office prepares the preliminary legal budget to go to the Board.

Adopting the Budget

The preliminary legal budget is approved at the June Board meeting, after which it is posted for public view. In August or September a public hearing takes place where the Board adopts the legal budget, which is then submitted to ICCB.

Budget Amendment

An amendment to the budget is required when transfers between programs or object groups within a fund exceed 10% of the fund's total budget. For example, if the Education Fund's budgeted expenditures are \$85 million, the limit for transfers is \$8.5 million for that fund. Transfers between funds after the budget is approved are also subject to this 10% limit.

A two-thirds vote of all the members of the Board is required to amend the budget. A process similar to adopting the original budget must be followed to pass an amendment to the annual budget. It begins with the Board adopting an additional or supplemental preliminary budget. This supplemental budget is then posted for public view for at least thirty days. After a two-thirds vote by the Board, the amendment is passed. The last step is to submit the amended budget to ICCB and the counties.

WILLIAM RAINY HARPER COLLEGE

PLANNING CALENDAR FOR FISCAL YEAR 2014 BUDGET

	DUE DATE	ACTIVITY/TASK DESCRIPTION	RESPONSIBILITY
1	10/01/12 Mon	Begin developing Five Year Financial Plan	EVP
2	10/29/12 Mon	Begin submitting facility remodeling and furniture requests through FAMIS	Deans/Directors
3	11/14/12 Wed	Board designates persons to prepare budget	Board of Trustees
4	11/27/12 Tue	Present preliminary Five Year Financial Plan to Executive Council	EVP
5	12/03/12 Mon	Present Five Year Financial Plan to Board	EVP
6	12/19/12 Wed	Final day Deans/Directors submit facility remodeling requests for estimates through FAMIS	Deans/Directors
7	12/19/12 Wed	Final day Deans/Directors submit furniture requests through FAMIS	Deans/Directors
8	12/21/12 Fri	Compiled lists of furniture and facility requests from FAMIS sent to Deans/Directors/Executive Council member for preliminary review and prioritization	Physical Plant
9	01/15/13 Tue	Final day for adding departments/divisions to budget hierarchy	Divisions/Depts
10	01/15/13 Tue	Budget instructions, technology requests, budget request forms and internal charges price lists available on portal	Budget Manager/IT/CS
11	01/22/13 Tue	Controller brings proposed budget planning calendar to Communications Council for review	Controller
12	01/22/13 Tue	EVP informs President's Cabinet of tuition and fees based on Board Policy	EVP
13	01/24/13 Thu	Preliminary reviewed and prioritized list of furniture and facility requests to Physical Plant for estimating	Executive Council member
14	02/08/13 Fri	Resources for Excellence Grant requests submitted to Foundation	Deans/Directors
15	02/13/13 Wed	EVP presents recommendation for tuition and fees to Committee of the Whole	EVP
16	02/20/13 Wed	Board of Trustees vote on tuition and fees	Board of Trustees
17	02/26/13 Tue	EVP provides initial budget parameters to Executive Council	EVP
19	02/26/13 Tue	Budget information session	Budget Manager
18	02/27/13 Wed	Budget information session	Budget Manager
20	03/01/13 Fri	Provost divisions budget exceptions, instructional capital, and personnel requests due to Assistant Provost	Provost Divisions
21	03/01/13 Fri	Vocational grant requests submitted to Dean of Career Programs	Deans/Directors
22	03/11/13 Mon	Final day date for entering Technology Requests (TR) to be considered during budget cycle	Deans/Directors
23	03/13/13 Wed	Initial budget set-up completed in preparation for training	Budget Manager
24	03/15/13 Fri	Budget exceptions and personnel requests due to Executive Council member	Deans/Directors
25	03/15/13 Fri	Completed estimates for furniture requests returned for Executive Council member approval	Physical Plant
26	03/15/13 Fri	Completed estimates for remodeling/repair projects and Facility Remodeling Request (FRR) returned to Dean/Director for Executive Council member approval	Physical Plant
27	03/22/13 Fri	Budget training begins	Adm Ser/IT/CS
28	03/25/13 Mon	Database of Projects/Technology Requests (TR) completed; Feedback Summary Report sent to Deans/Directors/Executive Council	IT/CS
29	03/25/13 Mon	Executive Council member reviews budget exceptions and prioritizes for their area	Executive Council member
30	03/29/13 Fri	Resources for Excellence Grant awards communicated to recipients	Foundation
31	04/01/13 Mon	Budget files opened for input by departments and divisions	Budget Manager
32	04/01/13 Mon	Executive Council member submits budget exceptions, furniture requests, and Facility Remodeling Requests (FRR) for their area to Budget Manager	Executive Council member
33	04/08/13 Mon	Projects/Technology Requests (TR) prioritized by area & resubmitted to IT/CS	Deans/Directors

WILLIAM RAINY HARPER COLLEGE

PLANNING CALENDAR FOR FISCAL YEAR 2014 BUDGET

	DUE DATE	ACTIVITY/TASK DESCRIPTION	RESPONSIBILITY
34	04/08/13 Mon	Projects/Technology Requests (TR), budget exceptions, furniture and facility remodeling requests submitted to Executive Vice President for Exec Council budget meeting	Budget Manager/IT
35	04/08/13 Mon	Open budgeted position report submitted to Executive Vice President for Exec Council budget meeting	Budget Manager
36	04/11/13 Thu	Executive Council reviews blended budget exceptions, furniture and facility remodeling requests, IT projects/technology requests	Executive Council
37	05/01/13 Wed	Budget closed for input for all funds	Budget Manager
38	05/07/13 Tue	Executive Council final review of all funds and requests	Executive Council
39	05/08/13 Wed	Controller presents budget parameters to Committee of the Whole	Controller
40	05/10/13 Fri	Any approved budget exceptions entered	Budget Manager
41	05/21/13 Tue	Board exhibit due for preliminary legal budget	EVP/Budget Manager
42	06/05/13 Wed	Deans/Directors receive feedback regarding all budget requests	Executive Council member
43	06/05/13 Wed	Approved Facility Remodeling Requests submitted to Physical Plant for scheduling	Budget Manager
44	06/05/13 Wed	Approved furniture requests submitted to Physical Plant for purchasing	Budget Manager
45	06/12/13 Wed	Preliminary budget presentation to Board at Committee of the Whole meeting	Controller
46	06/19/13 Wed	Board of Trustees adopts preliminary budget	Board of Trustees
47	06/20/13 Thu	Legal budget posted for public view	Budget Manager
48	07/24/13 Wed	All materials for College Plan in final form	Chief of Staff/Budget Manager
49	07/31/13 Wed	Draft of College Plan to Print Shop	Budget Manager/Print Shop
50	08/02/13 Fri	Draft of College Plan delivered	Print Shop
51	08/07/13 Wed	College Plan reviewed at Committee of the Whole	Executive Council
52	08/14/13 Wed	Public hearing and Board adoption of the legal budget (minimum 30 days after posting) and approval of College Plan	Board of Trustees
53	08/28/13 Wed	Distribution of final bound version of College Plan	Chief of Staff
54	09/20/13 Fri	Submit budget to ICCB and counties	EVP/Adm Ser
55	09/30/13 Mon	Submit College Plan to GFOA for budget awards program	Budget Manager

Financial Forecasting and Long Range Financial Planning

The College devotes considerable time and resources to long range strategic and operational planning as described in the planning section of this document. The College is equally committed to long range financial planning. Each fall the Five-Year Financial Plan is updated, forecasting financial trends into the future.

The Five-Year Financial Plan is presented in four sections as follows:

- Section One – Executive Summary and Summary of Recommendations
- Sections Two – Historical Information
- Sections Three – Five-Year Projections by Fund and Fund Groupings
- Section Four – Financial Plan Alternatives

The purpose of the Five-Year Financial Plan is to create a framework which allows the College and the Board of Trustees to examine the long range financial implications of the many major financial decisions that have been made. The Five-Year Financial Plan is not intended to be a detailed line item budget for five years, but rather, it is intended to provide a “broad brush” overview of the financial position and the resulting impact of the financial decisions that must be made. The Five-Year Financial Plan is also intended to look prospectively at expenditures, the means of financing those expenditures, and the financial position over a longer period of time than the traditional one-year budget. An excerpt from the financial plan is presented below.

Financial Guidelines

- Maintain current practice of maintaining a balanced budget in the Education, Operations and Maintenance, Audit, and Liability, Protection, and Settlement Funds.
- Implement revised board policy of limiting the annual tuition and per credit hour fee increases to a maximum of the change in the annual December Consumer Price Index (CPI-U) rate plus 2%, but not to exceed either 5% of total tuition and fees or the Illinois statutory limitation.
- Maintain current practice of increasing and/or adding fees to make up for shortfalls in other revenue sources including state funding and property tax reductions due to successful PTAB appeals.
- Implement revised board policy of maintaining a fund balance in the combined Tax Capped Funds (Education, Operations and Maintenance, Audit, and Liability, Protection, and Settlement Funds) between 40% and 60% of the budgeted annual expenditures.

William Rainey Harper College						
All Funds *						
Five Year Projection						
	Base Year FY 2013 Budget	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Revenues						
Local Tax Revenue	\$ 68,144,197	\$ 70,715,075	\$ 72,771,858	\$ 74,191,606	\$ 76,193,029	\$ 78,739,029
All other local revenue	1,120,000	1,170,000	1,170,000	1,170,000	1,170,000	1,170,000
ICCB grants	6,945,332	7,392,291	7,392,291	7,392,291	7,392,291	7,392,291
All other state revenue ¹	24,386,000	13,886,000	13,886,000	23,886,000	8,886,000	3,886,000
Federal revenue	19,535,848	21,923,016	22,229,567	22,629,222	19,766,276	20,200,551
Student tuition and fees	55,181,498	51,742,399	52,843,328	54,158,361	55,594,760	57,242,692
All other revenue	13,480,320	13,610,725	13,259,701	12,953,924	12,673,611	12,920,101
Unanticipated revenue	600,000	600,000	600,000	600,000	600,000	600,000
Total Revenues	189,393,195	181,039,506	184,152,745	196,981,404	182,275,967	182,150,664
Expenditures						
Salaries	76,183,774	78,169,819	79,758,525	81,347,372	82,974,319	84,799,751
Benefits ¹	14,069,272	14,574,323	16,351,713	17,930,404	20,128,350	22,601,014
Contractual Services	13,958,231	10,525,181	10,338,404	10,479,496	10,639,086	10,818,147
General Materials & Supplies	12,467,761	12,267,761	12,287,410	12,508,584	12,758,756	13,039,449
Conference & Meeting	1,366,846	1,366,846	1,385,982	1,410,930	1,439,148	1,470,809
Fixed Charges	16,878,434	16,949,244	18,257,378	18,982,583	19,005,014	20,496,717
Utilities	3,831,300	3,831,300	3,884,938	3,954,867	4,033,964	4,122,711
Capital Outlay	62,990,269	51,524,219	25,769,358	50,828,206	23,394,771	13,469,456
Other Expenditures	28,035,285	30,035,285	30,455,702	30,902,005	28,204,935	28,825,323
Contingency	1,521,600	830,000	836,720	845,481	855,391	866,510
Offset for unanticipated revenue	600,000	600,000	600,000	600,000	600,000	600,000
Total Expenditures	231,902,772	220,673,978	199,926,130	229,789,928	204,033,734	201,109,887
Excess (Deficiency) of Revenue over Expenditures	(42,509,577)	(39,634,472)	(15,773,385)	(32,808,524)	(21,757,767)	(18,959,223)
Other financing sources (uses):						
Proceeds from bond issue	4,500,000	-	4,500,000	-	4,500,000	-
Total other financing sources (uses)	4,500,000	-	4,500,000	-	4,500,000	-
Revenue over Expenditures and other Financing Sources	(38,009,577)	(39,634,472)	(11,273,385)	(32,808,524)	(17,257,767)	(18,959,223)
Beginning Fund Balance	275,700,756	237,691,179	198,056,708	186,783,323	153,974,799	136,717,032
Ending Fund Balance	\$ 237,691,179	\$ 198,056,708	\$ 186,783,323	\$ 153,974,799	\$ 136,717,032	\$ 117,757,809
¹ Excludes SURS on behalf payments						
* This includes all funds of the College. This is not an additional budget but merely a convenient way of looking at the budget.						

William Rainey Harper College						
All Tax Capped Funds (Education, Operations and Maintenance, Audit, and Liability, Protection, and Settlement Funds)						
Five Year Projection						
	Base Year FY 2013 Budget	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Revenues						
Local Tax Revenue	\$ 51,918,394	\$ 53,687,512	\$ 54,690,819	\$ 55,714,595	\$ 56,926,721	\$ 58,280,505
All other local revenue	1,120,000	1,170,000	1,170,000	1,170,000	1,170,000	1,170,000
ICCB grants	6,485,324	6,932,283	6,932,283	6,932,283	6,932,283	6,932,283
Federal revenue	26,500	26,500	26,500	26,500	26,500	26,500
Student tuition and fees	50,405,550	46,954,499	47,990,736	49,223,146	50,566,803	52,111,348
All other revenue	432,545	414,545	414,545	414,545	414,545	414,545
Unanticipated revenue	600,000	600,000	600,000	600,000	600,000	600,000
Total Revenues	110,988,313	109,785,339	111,824,883	114,081,069	116,636,852	119,535,181
Expenditures						
Salaries	68,898,674	70,750,183	72,394,701	73,930,117	75,408,719	77,067,709
Benefits	12,744,269	13,116,819	14,712,021	16,507,625	18,527,723	20,800,309
Contractual Services	5,596,835	5,596,835	5,675,191	5,777,345	5,892,892	6,022,536
General Materials & Supplies	5,505,249	5,505,249	5,582,323	5,682,805	5,796,461	5,923,983
Conference & Meeting	1,068,791	1,068,791	1,083,754	1,103,262	1,125,327	1,150,084
Fixed Charges	1,087,105	1,087,105	1,102,325	1,122,167	1,144,610	1,169,792
Utilities	3,831,300	3,831,300	3,884,938	3,954,867	4,033,964	4,122,711
Capital Outlay	1,597,281	1,597,281	1,619,643	1,648,796	1,681,772	1,718,771
Other Expenditures	5,840,089	5,840,089	5,921,850	6,028,443	6,149,012	6,284,290
Contingency	1,041,600	350,000	350,000	350,000	350,000	350,000
Offset for unanticipated revenue	600,000	600,000	600,000	600,000	600,000	600,000
Total Expenditures	107,811,193	109,343,652	112,926,746	116,705,427	120,710,480	125,210,185
Excess (Deficiency) of Revenue over Expenditures	3,177,120	441,687	(1,101,863)	(2,624,358)	(4,073,628)	(5,675,004)
Other financing sources (uses):						
Transfers (to) from other funds	(3,052,450)	(2,751,742)	(2,779,061)	(2,806,650)	(2,834,520)	(2,862,661)
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources (uses)	124,670	(2,310,055)	(3,880,924)	(5,431,008)	(6,908,148)	(8,537,665)
Beginning Fund Balance	53,945,699	54,070,369	51,760,314	47,879,390	42,448,382	35,540,234
Ending Fund Balance	\$ 54,070,369	\$ 51,760,314	\$ 47,879,390	\$ 42,448,382	\$ 35,540,234	\$ 27,002,569
Local Revenue/Total Revenue	47.8%	50.0%	50.0%	49.9%	49.8%	49.7%
ICCB Grants/Total Revenue	5.8%	6.3%	6.2%	6.1%	5.9%	5.8%
Student tuition and fees/Total Revenue	45.4%	42.8%	42.9%	43.1%	43.4%	43.6%
Salaries and Benefits/Total Expenditures	75.7%	76.7%	77.1%	77.5%	77.8%	78.2%
Fund Balance/Budgeted Expenditures	48.8%	46.2%	41.4%	35.5%	28.8%	21.1%

William Rainey Harper College							
Five-Year Financial Plan							
All Tax Capped Funds							
Revenue Major Assumptions							
Local Tax Revenue - Levy Year							
	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	
CPI-U Change	2.9%	1.8%	1.4%	1.8%	2.0%	2.2%	
New Construction	0.4%	0.2%	0.2%	0.2%	0.2%	0.2%	
Other Revenues							
			<u>FY 2014</u>	<u>FY 2015</u>	<u>FY 2016</u>	<u>FY 2017</u>	<u>FY 2018</u>
ICCB Grants			0.0%	0.0%	0.0%	0.0%	0.0%
Credit Hour Enrollment			0.0%	1.0%	1.0%	1.0%	1.0%
Credit Hour Based Tuition and Fees	<u>FY 2013 Base</u>	<u>Increase</u>	<u>Increase</u>	<u>Increase</u>	<u>Increase</u>	<u>Increase</u>	<u>Increase</u>
Tuition	\$106.50	\$2.25	\$1.75	\$2.25	\$2.50	\$3.00	
Technology Plan	7.00	-	-	-	-	-	
Construction and Renovation Fee	9.00	-	-	-	-	-	
Total Credit Hour Based Tuition and Fees	\$122.50	\$124.75	\$126.50	\$128.75	\$131.25	\$134.25	
Expenditure Major Assumptions							
			<u>FY 2014</u>	<u>FY 2015</u>	<u>FY 2016</u>	<u>FY 2017</u>	<u>FY 2018</u>
Salaries - Full-Time Faculty ²			3.50%	3.50%	1.80%	2.00%	2.20%
Salaries - Adjunct Faculty ³			2.00%	2.00%	3.00%	2.00%	2.20%
Salaries - Professional/Technical ¹			2.00%	2.00%	3.00%	2.00%	2.20%
Salaries - IEA/NEA Service Staff ⁴			2.00%	3.00%	1.80%	2.00%	2.20%
Salaries - All other employee groups			1.80%	1.40%	1.80%	2.00%	2.20%
Benefits - Education and Operations & Maintenance Funds			10.00%	12.50%	12.50%	12.50%	12.50%
Benefits - Liability, Protection and Settlement Fund			\$400,000	1.40%	1.80%	2.00%	2.20%
Contractual Services			0.00%	1.40%	1.80%	2.00%	2.20%
General Materials and Supplies			0.00%	1.40%	1.80%	2.00%	2.20%
Conference and Meeting			0.00%	1.40%	1.80%	2.00%	2.20%
Fixed Charges			0.00%	1.40%	1.80%	2.00%	2.20%
Utilities			0.00%	1.40%	1.80%	2.00%	2.20%
Capital Outlay			0.00%	1.40%	1.80%	2.00%	2.20%
Other Expenditures			0.00%	1.40%	1.80%	2.00%	2.20%
¹ Based on contract through FY 2016							
² Based on contract through FY 2016							
³ Based on contract through FY 2015							
⁴ Based on contract through FY 2015							

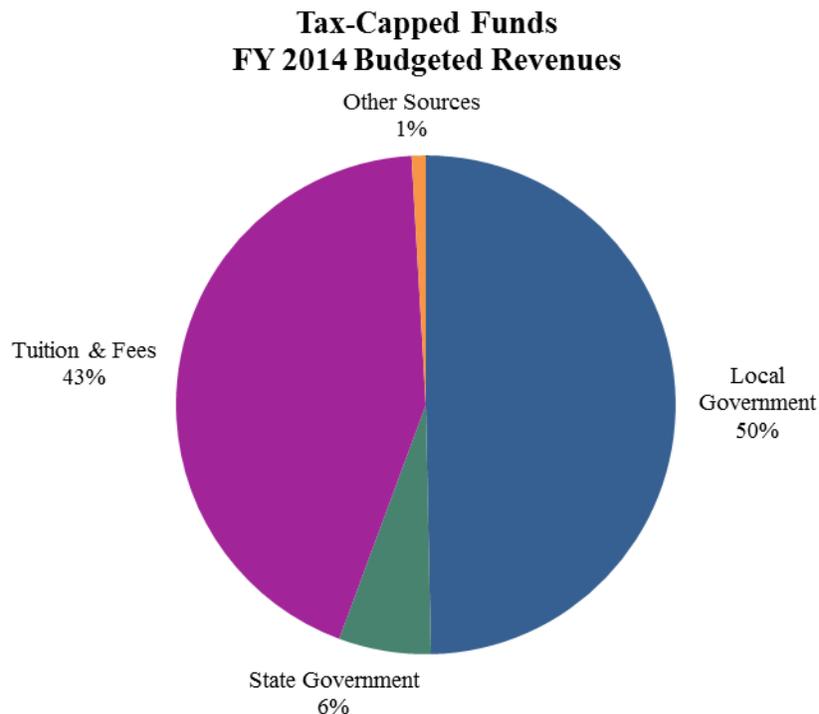
Overview of Revenues and Expenditures – Budget Assumptions and Historical Trends

The Five-Year Financial Plan lays the groundwork in the fall for the financial decisions to be made, that will be key factors when building the next year’s budget. Preliminary estimates are used in the financial plan for revenue and expense lines, and assumptions could change for the next budget year, as more information becomes available regarding property taxes, enrollment projections, and state funding.

The following narrative refers to the combined Tax Capped Funds, which include the Education, Operations and Maintenance, Audit, and Liability, Protection and Settlement Funds, and are considered the main operating funds of the College. These are the funds for which local property taxes can be levied, and that are subject to the Property Tax Extension Limitation Law. The discussion includes historical information, as well as assumptions for fiscal year 2014’s budget.

Revenue

The Tax Capped Funds have three major sources of revenue: local government, tuition and fees, and state government. Budgeted revenues for FY 2014 are \$110,386,673 compared to a budget of \$110,988,313 for FY 2013. This represents a decrease of \$601,640, or 0.5%.



The following table shows historical revenues for the previous five years as well as the budgeted revenues for FY 2014.

Tax-Capped Funds Revenues- History and FY 2014 Budget						
	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Projected	FY 2014 Budget
Local Government	\$47,514,344	\$ 49,225,826	\$ 51,396,124	\$ 52,733,896	\$ 53,464,061	\$ 54,828,244
Tuition and Fees	41,567,868	45,095,699	48,881,774	47,308,123	47,127,536	47,955,000
State Government	7,215,056	7,187,128	6,887,420	6,904,640	6,938,432	6,590,888
Other Sources	1,074,272	745,048	299,456	1,037,698	749,459	1,012,541
Total Revenues	\$97,371,540	\$ 102,253,701	\$ 107,464,774	\$ 107,984,357	\$ 108,279,488	\$ 110,386,673

Local Government

Local government represents 50% of the total budgeted revenues for the Tax Capped Funds. The majority of this is property tax revenue. Overall budgeted local revenues will increase from \$53,038,394 in FY 2013 to \$54,828,244 in FY 2014, or 3.4%.

Property Taxes

The Consumer Price Index for All Urban Consumers (CPI-U), which is the primary driver of property tax revenue, is released in mid-January, for the previous calendar year. The CPI-U for 2012 was 1.7%, which will affect the 2013 tax levy and approximately half of the tax revenues budgeted for FY 2014.

Public Act 89-1 made Cook County taxing districts subject to the Property Tax Extension Limitation Law (PTELL), beginning with the 1994 levy year (taxes payable in calendar year 1995). That legislation limits the increase in tax extensions to the lesser of 5% or the change in the consumer price index for all urban consumers (CPI-U). The table below shows the percentage increase limit for each tax year, which is set at the CPI-U level. In addition, the law provides for increases in tax extensions due to new property growth. Excluded are existing resolutions on file for debt retirement, and any subsequent bond sales or tax rate referenda that require taxpayer approval.

Tax Year	2006	2007	2008	2009	2010	2011	2012	2013
CPI	3.4%	2.5%	4.1%	0.1%	2.7%	1.5%	3.0%	1.7%

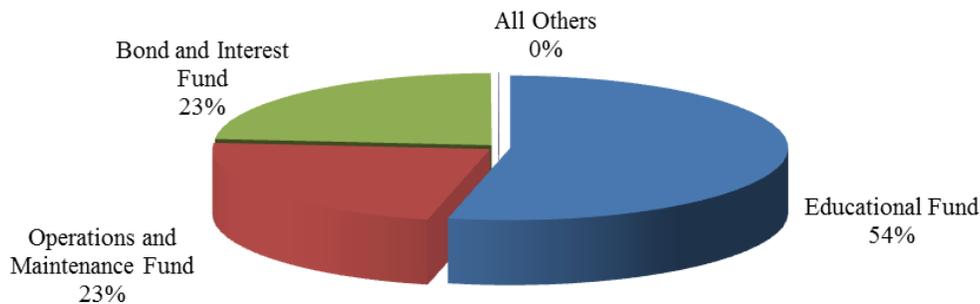
The 2012 CPI-U increase of 1.7% will provide a modest increase in property tax revenue, however there remains downward pressure on this major revenue source due to the uncertainty of collections related to an unfavorable economy and increasing property tax refunds from successful assessment appeals. Tax collection projections remain at a conservative level, with FY 2014 set at 99.25%. Refunds paid in FY 2013, which are deducted from current year tax distributions, totaled \$1.8 million. The College is remaining conservative in the setting of the provision for refunds. For FY 2014 it is set at 120% of the actual refunds paid in the previous fiscal year, which amounts to \$2.2 million.

Real estate property values, as determined by the County Assessors' offices, are the basis upon which local educational institutions obtain their annual tax revenues. Under state law, the College may levy an annual tax upon the taxable real estate within its jurisdiction. The amount of the levy is divided by the equalized assessed value (EAV) of the real estate to determine the tax rate. The rate as calculated may not exceed the

2012 TAX RATES BY FUND								
	2012	% of	2012	2011	% of	2011	Max Legal	% of Increase
	<u>Extensions</u>	<u>Total</u>	<u>Tax Rates</u>	<u>Extensions</u>	<u>Total</u>	<u>Tax Rates</u>	<u>Rates</u>	<u>2012/2011</u>
Education	\$ 38,156,583	53.6%	0.2007	\$ 36,924,701	53.3%	0.1790	0.7500	3.34%
Operation and Maintenance	16,217,023	22.8%	0.0853	15,574,385	22.5%	0.0755	0.1000	4.13%
Liability Protection and Settlement	19,011	0.0%	0.0001	20,628	0.0%	0.0001	none	-7.84%
Audit	19,011	0.0%	0.0001	20,628	0.0%	0.0001	0.0050	-7.84%
Subtotal Tax-Capped Funds	\$ 54,411,628	76.4%	0.2862	\$ 52,540,342	75.9%	0.2547		3.56%
Bond and Interest	16,770,847	23.6%	0.0882	16,698,907	24.1%	0.0810	none	0.43%
Total	\$ 71,182,475	100.0%	0.3744	\$ 69,239,249	100.0%	0.3357		2.81%

Distribution of each 2012 Tax Dollar

2012 Levy as Extended by Fund



Illinois community colleges are on a June 30 fiscal year, with fiscal year 2014 covering the period between July 1, 2013 and June 30, 2014. County assessments and tax levies are based on a calendar year. Because of this, tax levies and related collections affect two budget years. For fiscal year 2014, approximately ½ of the property tax revenue is from the calendar year 2012 levy, and ½ from the 2013 estimated levy.

The 2013 real estate levy must be filed with the County Clerk’s office during December, 2013 and applies to the property values as of December 31, 2013. Those property values will be determined during calendar year 2013, with first installment tax bills mailed by the counties during spring 2014. Each county allows installment payments, with 50% due in the spring, and 50% due in late summer or early fall of 2013. Only Cook County follows the practice of issuing estimated tax bills for the first installment, based on 55% of the previous year’s tax bill. The final and actual tax bill is sent out by Cook County between July 1 and October 1.

Recognition of real estate taxes in local government revenue are determined and affected by collections during the fiscal and year-end audit adjustments, based upon the information released by the counties prior to audit cut-off. It is not unusual for actual real estate tax revenues to deviate from the budget due to the annual fluctuation in Cook

County's issuance of tax rates, variances between budgeted collection rates and actual collections, and volume of property tax refunds.

Below is the anticipated tax revenue to be received in fiscal year 2014, net of projected refunds.

2012 Calendar Year Levy by Fund and Amounts Anticipated for Fiscal Year 2014

	2012 Adopted Levy	Estimated Extension	FY 14 Anticipated Revenue from 2012 Levy	FY 14 Anticipated Revenue from 2013 Levy
Education	\$ 38,600,000	\$ 38,156,583	\$ 18,380,265	\$ 19,367,462
Operation and Maintenance	16,400,000	16,217,023	7,717,480	8,181,037
Liability Protection and Settlement	20,000	19,011	10,229	10,421
Audit	20,000	19,011	10,229	10,421
Subtotal Tax-Capped Funds	55,040,000	54,411,628	26,118,203	27,569,341
Bond and Interest	15,972,235	16,770,847	8,023,707	9,003,856
Total	<u>\$ 71,012,235</u>	<u>\$ 71,182,475</u>	<u>\$ 34,141,910</u>	<u>\$ 36,573,197</u>

Following is a five-year history and FY 2014 budget of property tax revenues in the tax-capped funds and percentage changes.

Property Tax Revenue						
	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Budget
	\$46,430,214	\$48,194,092	\$50,118,717	\$51,557,775	\$52,250,963	\$ 54,828,244
Percentage change	3.5%	3.8%	4.0%	2.9%	1.3%	4.9%

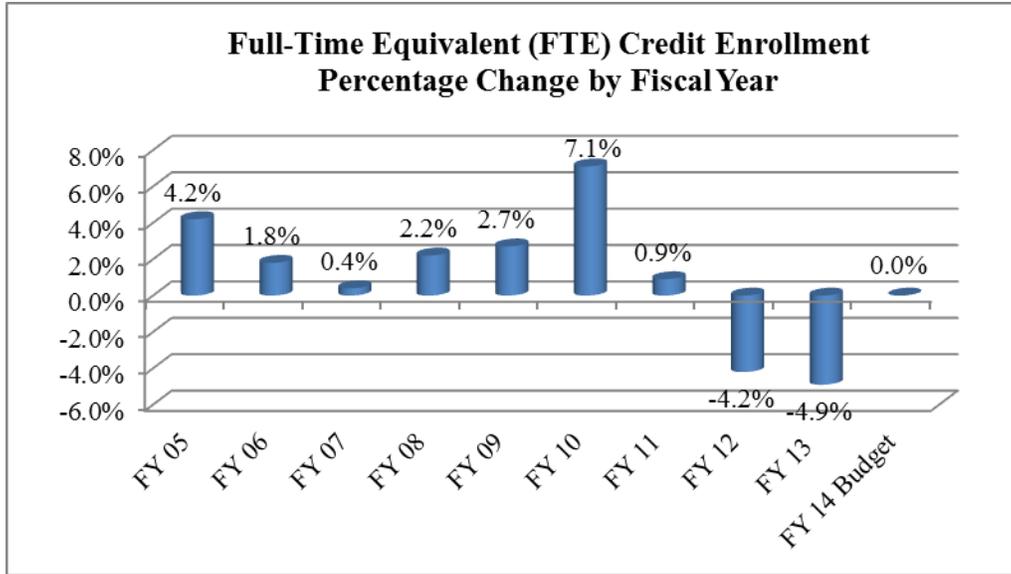
Enrollment and Tuition and Fees

Tuition and fees make up 43% of total budgeted revenues. Each February, decisions are made regarding tuition and fee rates. This February, in-district tuition was increased by \$2.00 per credit hour, from \$106.50 to \$108.50, effective summer 2013.

Enrollment projections begin with a model maintained by the Institutional Research department, which looks at trends and projects future enrollments. The College takes a conservative approach, utilizing this model as a guide, in setting credit enrollment full-time equivalent (FTE) projections for budgeting purposes. After one of the highest enrollment increases in the College's history in fiscal year 2010 of 7.1% FTE, the last several years have been on the decline with FY 2011 ending with an overall increase of .9%, FY 2012 a decrease of 4.2%, and FY 2013 a decrease of 4.9%.

The tables below provide a history of FTE counts and percentage changes by year. Fiscal year 2014 enrollment is projected to be flat, but given the current economic climate enrollment remains uncertain.

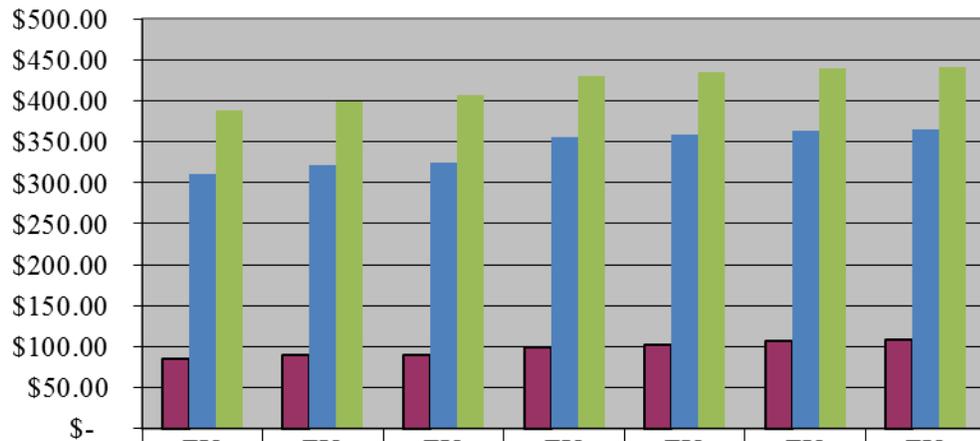
Budgeted tuition and fees for the Tax Capped Funds will decrease from \$50,405,550 in FY 2013 to \$47,955,000 in FY 2014, or 5.1%, as enrollment declines more than offset the tuition increase.



FTE History									
FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014 Budget
20,464	20,837	20,921	21,383	21,961	23,516	23,719	22,722	21,615	21,615

The following charts show the tuition rates per credit hour, percentage changes of in-district rates, and history and FY 2014 budget of tuition and fee revenues.

Tuition Rates per Credit Hour



	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
In-District	\$85.00	\$90.00	\$90.00	\$98.50	\$102.50	\$106.50	\$108.50
Out-of-District	\$310.00	\$322.00	\$324.00	\$355.50	\$359.50	\$363.50	\$365.50
Out-of-State/Int'l	\$388.00	\$399.00	\$407.00	\$431.00	\$435.00	\$439.00	\$441.00

In-District Rate Percentage Change

FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
4.9%	5.9%	0.0%	9.4%	4.1%	3.9%	1.9%

Tuition and Fees Revenue

	FY 2008 Actual	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Projected	FY 2014 Budget
	\$37,970,854	\$41,567,868	\$45,095,699	\$48,881,774	\$47,308,124	\$47,127,537	\$47,955,000
Percentage change	7.1%	9.5%	8.5%	8.4%	-3.2%	-0.4%	1.8%

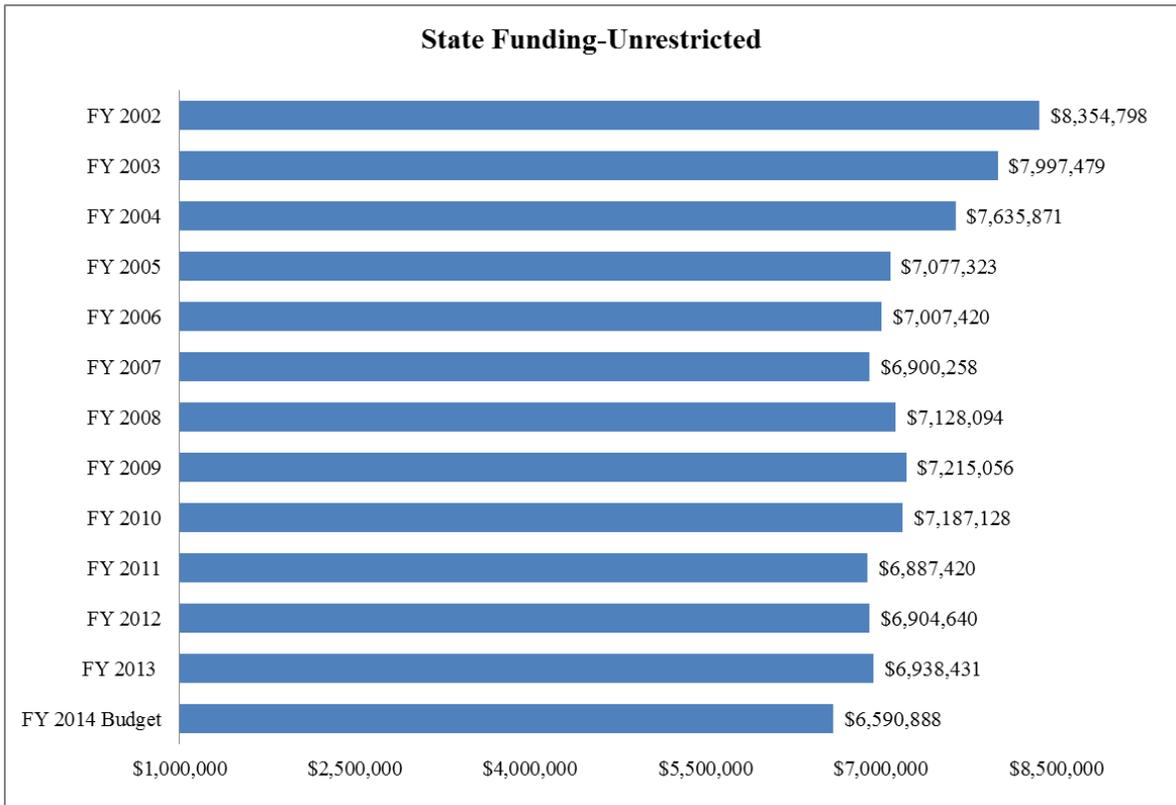
State Funding

State funding as a percentage of per capita costs continues to decline and, in FY 2013, at 4.5% is the lowest percentage in Harper's history, representing only 6.4% of total revenues. The base operating grant, which is the primary unrestricted source of funding from the State, is supposed to be distributed on a monthly basis. Although presently about 4 months behind in the payments for FY 2013, the College has projected to receive 100% of its FY 2013 State appropriation, and has budgeted to receive all twelve of the monthly payments for FY 2014.

Based on preliminary budget numbers from the State suggesting a 5.21% reduction in community college base operating grant funding, the State funding is projected to decrease from \$6,938,432 in FY 2013 to \$6,590,888 in FY 2014.

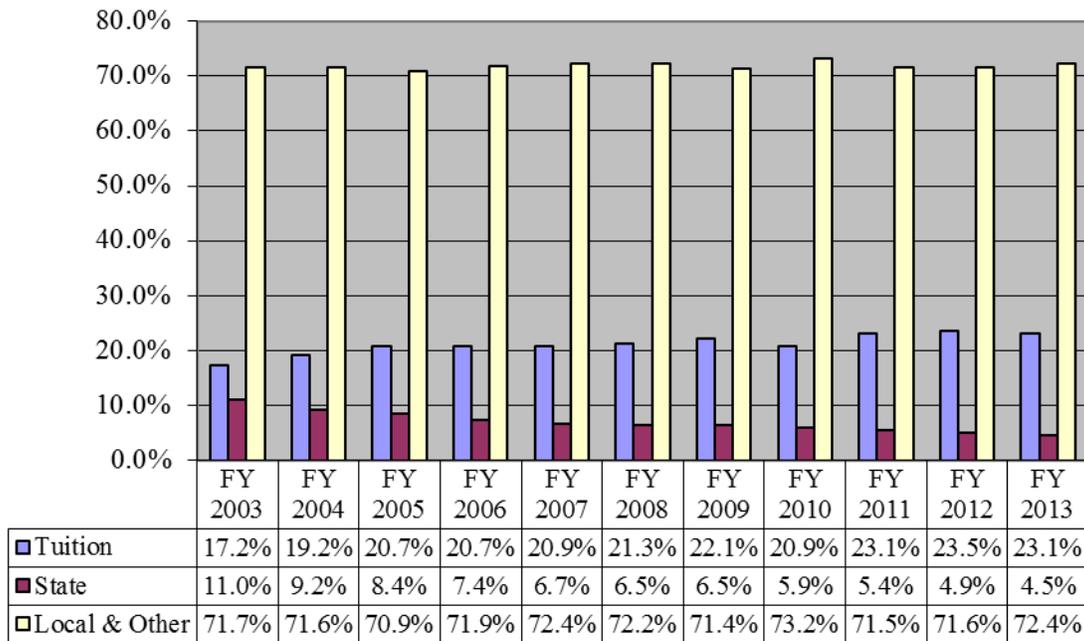
In addition to the reduction in the base operating grant, the College will be expected to absorb the unfunded Illinois Veterans' grants, which are estimated to be around \$475,000.

The tables below show the history and budget of the unrestricted State funding, percentage of total revenues, and percentage change, and percentage of per capita cost for each source of revenues.



Fiscal Year	Unrestricted Funding	% of Total Revenues	% Change
FY 2002	\$ 8,354,798	13.3%	8.3%
FY 2003	\$ 7,997,479	11.9%	-4.3%
FY 2004	\$ 7,635,871	10.6%	-4.5%
FY 2005	\$ 7,077,323	9.2%	-7.3%
FY 2006	\$ 7,007,420	8.4%	-1.0%
FY 2007	\$ 6,900,258	7.7%	-1.5%
FY 2008	\$ 7,128,094	7.6%	3.3%
FY 2009	\$ 7,215,056	7.4%	1.2%
FY 2010	\$ 7,187,128	7.0%	-0.4%
FY 2011	\$ 6,887,420	6.4%	-4.2%
FY 2012	\$ 6,904,640	6.4%	0.3%
FY 2013	\$ 6,938,432	6.4%	0.5%
FY 2014 Budget	\$ 6,590,888	6.0%	-5.0%

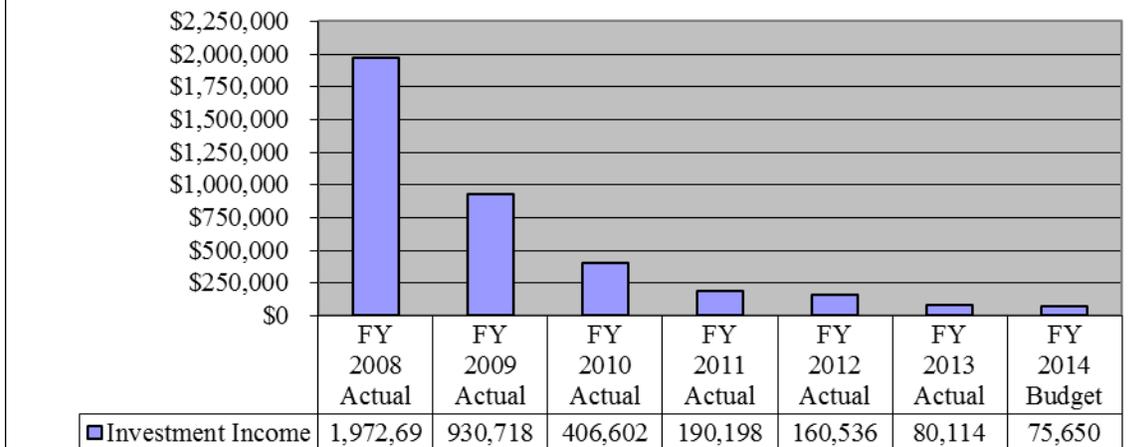
Percentage of Per Capita Cost



The full history of the percentage of per capita cost can be found in the Appendix.

All other revenue sources make up only 1.0% of total revenues. Yields on typical quality investments have drastically declined over the past few years and remain low, currently ranging from .1% to .2%. Investment income has declined from a high of \$2 million in FY 2008 to \$75,650 projected for FY 2014, as shown by the below chart.

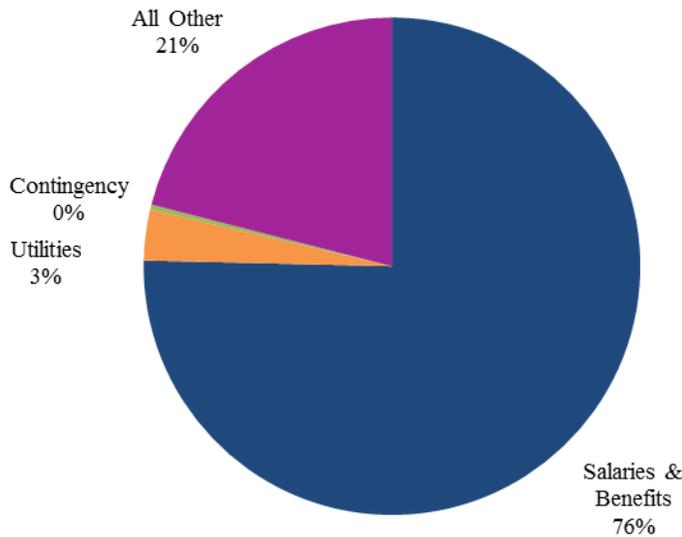
Investment Income by Fiscal Year



Expenditures

Building the expenditure side of a budget is a coordinated process across all College departments. Reallocation of existing budgets is always considered before funding any new budget requests. The Tax Capped Funds budgeted expenditures for FY 2014 are \$107,387,688 compared to \$107,811,193 for FY 2013. This represents a decrease of \$423,505, or 0.4%, due to reductions in enrollment-driven expenditures, vacant positions budget, utilities, and contingency, partially offset by increases in annual salaries and benefits.

**Tax-Capped Funds
FY 2014 Budgeted Expenditures**



The following table shows historical expenditures for the previous five years as well as the budgeted revenues for FY 2014.

Tax-Capped Funds Expenditures- History and FY 2014 Budget						
	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Projected	FY 2014 Budget
Salaries and Benefits	\$ 66,237,138	\$ 70,330,649	\$ 73,715,164	\$ 74,431,164	\$ 74,161,710	\$ 80,938,696
Utilities	3,898,956	3,250,777	3,215,619	2,701,140	2,824,849	3,535,080
Contingency	-	-	-	-	-	350,000
All Other Expenditures	19,145,057	20,394,153	18,604,359	21,850,490	21,399,677	22,563,912
Total Revenues	\$ 89,281,151	\$ 93,975,579	\$ 95,535,142	\$ 98,982,794	\$ 98,386,236	\$ 107,387,688

Contingency is budgeted each year, but transfers are made to the account where actual spending is recorded.

Salaries and Benefits

Salaries and benefits represent 76% of the College's expenditures. The majority of the College's salaries are driven by set contracts making the budget process relatively straightforward in most years. All of the College's six unionized groups have settled contracts through at least FY 2015. Annual increases are based on the CPI-U increase for five contracts settled in the last fiscal year as well as for all unrepresented groups. The full-time faculty contract was extended, prior to FY 2013, through FY 2015. Vacant positions are budgeted at the expected annual salary needed to fill the position.

Health insurance benefits for employees are budgeted based on current benefits elections and any expected change in the benefits rates. The College has estimated the calendar year 2014 medical insurance rates to increase 8.0%. All other benefits are projected to remain at FY 2013 levels.

Combined salaries and benefits have decreased from \$81,642,943 in FY 2013 to \$80,938,696 in FY 2014, or about 0.9%, due to reductions in enrollment-driven expenditures and vacant position budgeting, partially offset by increases in annual salaries and benefits.

The following table is a summary of the detailed personnel headcount schedule located in the Appendix section.

Personnel Headcount Summary				
Employee Group	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Budget
Faculty - Full-Time	229	232	233	234
Administrators - Full-Time	50	48	47	49
Professional/Technical - Full-Time	118	121	124	122
Professional/Technical - Part-Time	25	37	41	38
Supervisory/Management - Full-Time	80	85	91	91
Supervisory/Management - Part-Time	2	4	5	5
Classified - Full-Time	143	141	139	134
Classified - Part-Time	70	278	165	164
Security - Full-Time	15	16	16	16
Security - Part-Time	0	16	17	17
Custodial/Maintenance - Full-Time	97	97	97	97
Custodial/Maintenance - Part-Time	4	5	5	5
Totals*	833	1080	980	972

* The majority of changes to the headcount are due to the outsourcing of the College bookstore and the conversion of tutors from part-time back to contingent status, due to the varying hours per week worked. Employees working on a contingent or temporary basis would not be included in this headcount summary. Other changes include the

addition of one faculty position, and two administrative positions, one for a Dean of Health Careers and an Associate Dean for Interdisciplinary Programs.

Utilities went down from a budget of \$3,834,480 in FY 2013 to \$3,535,080 in FY 2014, or 8.5%, driven by lower negotiated fixed rates, improved energy management procedures, and energy efficient capital investments. Utilities are 3% of budgeted expenditures.

Contingency had a net reduction going from \$1,041,600 in FY 2013 to \$350,000 in FY 2014, representing 0.3% of the tax-capped funds expenditures. .

All other expenditures, which include contractual services, materials and supplies, travel and meeting, fixed charges, capital outlay, and other combined for a net increase from the prior year of \$1,271,742, or 6.0%. These expenditures represent 21% of the budget.

Funding new requests

When budget planning begins for the new fiscal year, projections from the financial plan give an indication of the amount of new money available after fixed costs are met. In the past when new money was available, line items for contractual services, supplies, meetings, and small capital purchases were increased at the current CPI-U rate. Current practice has been to take that dollar equivalent and create a pool of funds to be distributed according to institutional priorities. Requests are submitted from across the College through the budget exception process, and the executive team reviews and determines those requests which will best advance our priorities. If a request is temporary in nature, it may be approved for one year, and removed from the budget the following year. If the need still exists, it can be brought forward again as an exception the following year. In addition to utilizing new money, many institutional priorities are accomplished through reallocation of existing resources.

FY 2014's budget includes temporary requests of \$394,000 and permanent requests of \$1,039,805.

Basis of Accounting and Budgeting, and Fund Descriptions

The accounting policies of William Rainey Harper College – Community District No. 512 (the College) conform to generally accepted accounting principles applicable to Government units and Illinois Community Colleges. The Governmental Accounting Standards Board (GASB) is the accepted standard setting body for establishing accounting and financial reporting principles. Financial statements are prepared on an accrual basis of accounting, which means that revenues are recorded when earned and expenditures when a liability is created, regardless of the accounting period in which cash payment is actually made.

The College budgets on the same basis as its financial reporting with the exception of depreciation. All capital asset purchases are budgeted as expenses, instead of budgeting for annual depreciation on those assets.

The College records budgets and corresponding transactions in the following funds:

- The Education, Operations and Maintenance Audit and Liability, Protection and Settlement Funds are considered the general operating funds of the College. These are funds that are tax-capped, for which local property taxes can be levied but are subject to the Property Tax Extension Limitation Law. By law, taxes in the Audit Fund are restricted only for the payment of auditing expenditures, and the Liability, Protections and Settlement Fund is restricted only for the payment of tort liability, unemployment insurance, and workers' compensation insurance and claims.
- The Auxiliary Enterprises Fund is an enterprise fund, used to account for operations that are financed and operated in a manner similar to private business enterprise. Examples recorded under this fund would be the Harper Store, Dining and Conference Services, and Continuing Education.
- The Restricted Purposes Fund is a special revenue fund, used to account for the proceeds of specific revenue sources that are legally restricted to expenditures for specific purposes. The majority of this fund accounts for grants and financial aid.
- The Bond and Interest Fund is a debt service fund, restricted to account for the accumulation of resources for and the payment of principal, interest and related costs.
- The Operations and Maintenance (Restricted) Fund is a capital projects fund, used to account for financial resources to be used for the acquisition or construction of major capital facilities.
- The Working Cash Fund is a permanent fund, of which only the accumulated earned interest may be transferred to other funds to meet one-time needs.

Additional fund information can be found at the beginning of the Tax-Capped Funds and All Other Funds sections of this document.

**All Funds Overview
Fiscal Year 2014 Budget**

	Tax Capped					Auxiliary Enterprises	Restricted Purposes	Working Cash	Bond and Interest	Operations and Maintenance (Restricted)	Total All Funds
	Education	Operations and Maintenance	Audit	Liability Protection and Settlement	Total Tax- Capped Funds						
REVENUES											
Local Government	\$ 38,887,727	\$ 15,898,517	\$ 21,350	\$ 20,650	\$ 54,828,244				\$ 17,027,563		\$ 71,855,807
ICCB Grants	6,590,888				6,590,888		732,292				7,323,180
All Other State Government ¹					-		18,585,000			22,426,000	41,011,000
Federal Government	25,000				25,000		19,745,153				19,770,153
Tuition and Fees	45,655,000	2,300,000			47,955,000	4,158,797	56,365			600,000	52,770,162
Sales and Services	170,000				170,000	4,026,536	46,300				4,242,836
Facilities Rental	7,000	124,891			131,891	790,000					921,891
Other Sources	560,000	123,000	250	2,400	685,650	81,000	414,400	20,000	12,000	765,550	1,978,600
Total Revenues	91,895,615	18,446,408	21,600	23,050	110,386,673	9,056,333	39,579,510	20,000	17,039,563	23,791,550	199,873,629
EXPENDITURES											
Instruction	37,018,980				37,018,980		2,463,550				39,482,530
Academic Support	9,374,239				9,374,239		342,200				9,716,439
Student Services	11,404,034				11,404,034	1,119,270	187,803				12,711,107
Public Service	104,479				104,479	4,607,566	182,300				4,894,345
Auxiliary Services					-	3,254,357					3,254,357
Operations and Maintenance		14,752,019			14,752,019	12,500					14,764,519
Institutional Support ¹	26,198,371	3,108,823	91,600	423,050	29,821,844	89,000	29,628,383		15,905,910	81,271,950	156,717,087
Scholarships, Student Grants, and Waivers	4,912,093				4,912,093	116,882	19,638,695				24,667,670
Total Expenditures	89,012,196	17,860,842	91,600	423,050	107,387,688	9,199,575	52,442,931	-	15,905,910	81,271,950	266,208,054
Excess (Deficiency) of Revenue over Expenditures	2,883,419	585,566	(70,000)	(400,000)	2,998,985	(143,242)	(12,863,421)	20,000	1,133,653	(57,480,400)	(66,334,425)
Other financing sources(uses)											
Proceeds from bond issue					-						-
Transfers(to) from other funds	(2,843,900)				(2,843,900)	693,900	2,150,000				-
Payment to escrow agent for refunded bonds					-						-
Total other financing sources	(2,843,900)	-	-	-	(2,843,900)	693,900	2,150,000	-	-	-	-
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	39,519	585,566	(70,000)	(400,000)	155,085	550,658	(10,713,421)	20,000	1,133,653	(57,480,400)	(66,334,425)
Projected Fund Balance July 1, 2013	35,505,984	19,737,999	156,175	1,593,297	56,993,455	8,035,996	15,747,439	15,676,962	8,472,865	172,500,364	277,427,081
Projected Fund Balance June 30, 2014	\$ 35,545,503	\$ 20,323,565	\$ 86,175	\$ 1,193,297	\$ 57,148,540	\$ 8,586,654	\$ 5,034,018	\$ 15,696,962	\$ 9,606,518	\$ 115,019,964	\$ 211,092,656

¹ Includes SURS on behalf payments

\$ 15,500,000

Note:

All decreases in fund balance were planned and the money was reserved in prior years. The following footnotes indicate the use of the money in the current year.

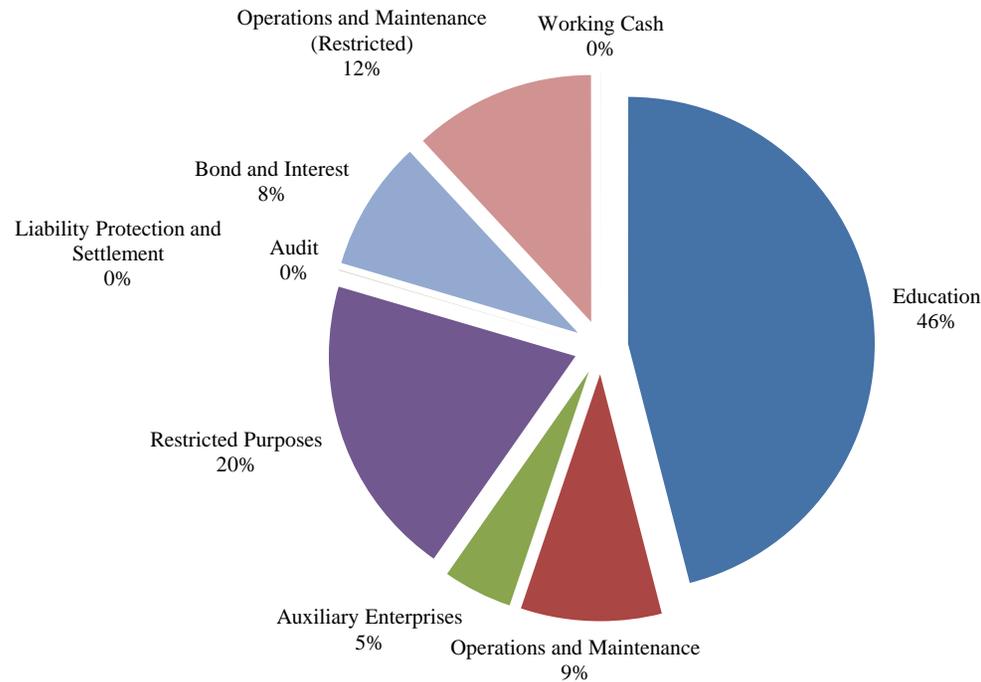
Audit Fund: Planned use of fund balance

Liability Protection and Settlement: Planned use of fund balance

Restricted Purposes: \$622,401 for retirement services; \$8,277,082 for Tech Plan and ERP; \$583,000 for strategic initiatives; \$400,000 for academic capital equipment plan; \$500,000 for health insurance reserve due to Affordable Care Act; \$250,000 for extension site pilot project; \$80,938 for projects budgeted but not expended; budget includes \$15,500,000 for State SURS retirement plan contribution

Operations and Maintenance (Restricted): \$57,480,400 for capital projects

Fiscal Year 2014 Revenues by Fund



**All Funds
Expenditures by Object
Fiscal Year 2014 Budget**

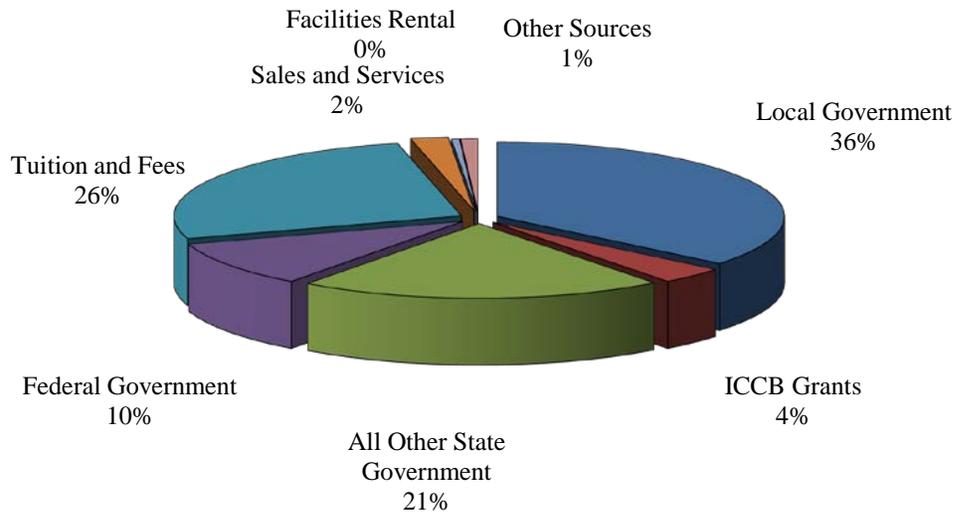
	Tax Capped					Auxiliary Enterprises	Restricted Purposes	Bond and Interest	Operations and Maintenance (Restricted)	Total All Funds
	Education	Operations and Maintenance	Audit	Liability Protection and Settlement	Total Tax- Capped Funds					
EXPENDITURES										
Salaries	\$ 62,165,101	\$ 6,911,709			\$ 69,076,810	\$ 4,895,846	\$ 1,671,234			\$ 75,643,890
Employee Benefits ¹	9,634,118	1,804,718		423,050	11,861,886	613,264	16,572,761			29,047,911
Contractual Services	3,461,217	2,415,947	91,600		5,968,764	853,167	4,066,934	4,222,200		15,111,065
General Materials/Supplies	4,567,618	1,325,933			5,893,551	1,624,083	1,582,718			9,100,352
Travel and Meeting	1,242,736	27,800			1,270,536	127,159	218,364			1,616,059
Fixed Charges	580,397	380,935			961,332	18,500	251,750	15,900,410		17,131,992
Utilities	3,780	3,531,300			3,535,080					3,535,080
Capital Outlay	992,060	1,362,500			2,354,560	269,773	7,610,123	77,049,750		87,284,206
Other	6,115,169				6,115,169	737,783	20,469,047	5,500		27,327,499
Contingency	250,000	100,000			350,000	60,000				410,000
Total Expenditures	\$ 89,012,196	\$ 17,860,842	\$ 91,600	\$ 423,050	\$ 107,387,688	\$ 9,199,575	\$ 52,442,931	\$ 15,905,910	\$ 81,271,950	\$ 266,208,054

¹ Includes SURS on behalf payments

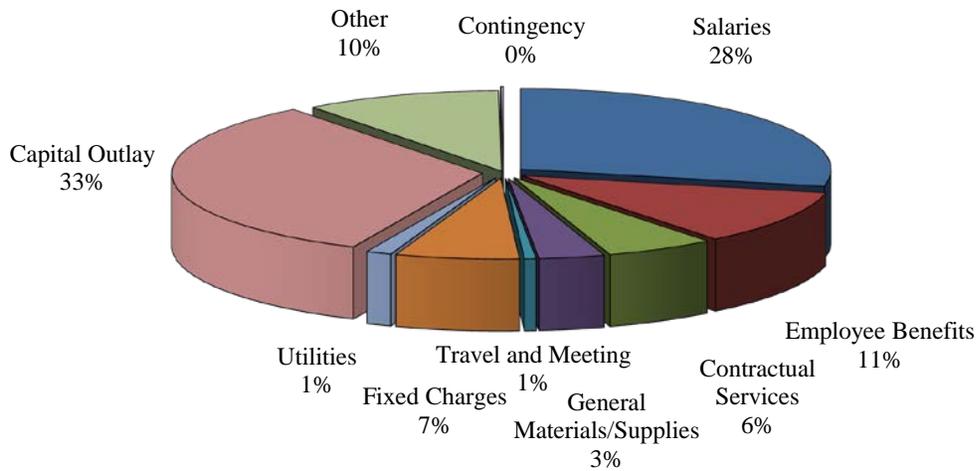
\$ 15,500,000

REVENUE SOURCES AND EXPENDITURE USES
All Funds
Fiscal Year 2014 Budget

Revenues by Source



Expenditure Uses by Object



**All Funds
Revenues and Expenditures**

	FY 2008 Actual	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Budget	FY 2013 Projected	FY 2014 Budget	FY 2014 Percent to Total	Budget % Change FY 2013 to FY 2014
REVENUES										
Local Government	\$ 59,822,789	\$ 62,607,232	\$ 63,370,592	\$ 66,872,069	\$ 68,962,986	\$ 69,264,197	\$ 69,818,204	\$ 71,855,807	35.95%	3.6%
ICCB Grants	7,727,844	7,637,627	7,626,911	7,854,495	7,506,902	6,945,332	7,319,722	7,323,180	3.66%	5.2%
All Other State Government ¹	9,433,737	9,704,175	13,834,680	15,153,816	18,798,370	34,386,000	17,919,604	41,011,000	20.52%	16.2%
Federal Government	6,537,240	7,466,374	13,419,986	18,065,743	16,093,178	19,535,848	14,461,986	19,770,153	9.89%	1.2%
Tuition and Fees	41,619,901	44,949,763	48,080,949	52,253,721	51,131,269	55,247,998	50,942,001	52,770,162	26.40%	-4.7%
Sales and Services	8,762,931	8,645,525	8,759,321	9,072,399	9,003,701	9,012,555	9,255,300	4,242,836	2.12%	-112.4%
Facilities Rental	693,730	724,336	739,974	806,197	915,203	891,715	830,479	921,891	0.46%	3.3%
Other Sources	4,744,368	2,101,357	6,177,289	4,219,290	3,890,094	4,109,550	1,016,296	1,978,600	0.99%	-107.7%
Total Revenues	139,342,540	143,836,389	162,009,702	174,297,730	176,301,703	199,393,195	171,563,592	199,873,629	100.00%	0.2%
EXPENDITURES										
Instruction	31,182,707	32,139,620	33,841,259	36,477,971	37,201,389	37,853,702	37,067,566	39,482,530	14.83%	4.1%
Academic Support	7,313,440	7,696,940	8,268,447	8,331,535	8,781,605	9,582,881	8,528,739	9,716,439	3.65%	1.4%
Student Services	9,465,124	10,326,874	10,715,437	11,467,406	11,972,148	12,311,079	11,962,558	12,711,107	4.77%	3.1%
Public Service	4,891,847	4,364,128	3,867,334	4,563,053	4,544,049	5,128,944	4,085,171	4,894,345	1.84%	-4.8%
Auxiliary Services	6,845,535	7,541,529	8,193,022	8,207,224	7,521,304	8,391,935	8,411,467	3,254,357	1.22%	-157.9%
Operations and Maintenance	12,376,855	12,330,327	12,428,045	12,652,761	12,759,497	14,852,933	12,190,037	14,764,519	5.55%	-0.6%
Institutional Support ¹	50,215,355	61,011,294	67,071,912	61,902,044	67,049,386	128,807,597	71,411,382	156,717,087	58.87%	17.8%
Scholarships, Student Grants, and Waivers	11,179,372	12,838,953	19,198,680	23,200,939	22,194,415	24,973,701	21,161,262	24,667,670	9.27%	-1.2%
Total Expenditures	133,470,235	148,249,665	163,584,136	166,802,933	172,023,793	241,902,772	174,818,182	266,208,054	100.00%	9.1%
Excess (Deficiency) of Revenue over Expenditures	5,872,305	(4,413,276)	(1,574,434)	7,494,797	4,277,910	(42,509,577)	(3,254,590)	(66,334,425)		35.9%
Other financing sources(uses)										
Proceeds from bond issue	-	160,869,625	-	4,565,915	-	4,500,000	4,980,915	-		-100.0%
Transfers(to) from other funds	-	-	-	-	-	-	-	-		
Payment to escrow agent for refunded bonds	-	-	-	-	-	-	-	-		
Total Other Financing Sources	-	160,869,625	-	4,565,915	-	4,500,000	4,980,915	-		-100.0%
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	5,872,305	156,456,349	(1,574,434)	12,060,712	4,277,910	(38,009,577)	1,726,325	(66,334,425)		42.7%
BEGINNING FUND BALANCE	98,607,914	104,480,219	260,936,568	259,362,134	271,422,846	275,700,756	275,700,756	277,427,081		0.6%
ENDING FUND BALANCE	\$ 104,480,219	\$ 260,936,568	\$ 259,362,134	\$ 271,422,846	\$ 275,700,756	\$ 237,691,179	\$ 277,427,081	\$ 211,092,656		-12.6%
¹ Includes SURS on behalf payments	\$ 5,237,589	\$ 6,794,823	\$ 10,670,636	\$ 12,203,522	\$ 15,483,931	\$ 10,000,000	\$ 15,500,000	\$ 15,500,000		

**All Funds
Expenditures by Program**

	FY 2008 Actual	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Budget	FY 2013 Projected	FY 2014 Budget	FY 2014 Percent to Total	Budget % Change FY 2013 to FY 2014
EXPENDITURES										
Instruction										
Salaries	\$ 26,711,358	\$ 27,249,238	\$ 28,947,919	\$ 31,042,397	\$ 31,723,666	\$ 32,748,015	\$ 31,326,450	\$ 32,995,245	12.39%	0.8%
Employee Benefits	2,564,817	2,850,727	3,021,117	3,007,493	3,147,271	3,030,049	3,046,641	3,061,176	1.15%	1.0%
Contractual Services	378,856	516,034	524,788	732,301	671,218	562,380	932,504	1,330,861	0.50%	136.6%
Materials and Supplies	772,367	840,503	739,442	854,241	873,247	1,072,815	947,787	1,076,369	0.40%	0.3%
Travel and Meeting	77,452	75,800	53,581	83,544	72,823	105,487	99,269	125,495	0.05%	19.0%
Fixed Charges	9,875	13,000	14,592	9,820	5,930	10,561	1,683	4,513	0.00%	-57.3%
Utilities	-	-	-	-	-	-	-	-	-	-
Capital Outlay	474,265	417,639	478,167	671,260	629,613	248,115	638,236	660,745	0.25%	166.3%
Other	193,717	176,679	61,653	76,915	77,621	76,280	74,996	228,126	0.09%	199.1%
Total Instruction	31,182,707	32,139,620	33,841,259	36,477,971	37,201,389	37,853,702	37,067,566	39,482,530	14.83%	4.3%
Academic Support										
Salaries	5,314,799	5,681,414	6,130,346	6,087,586	6,443,396	7,277,669	6,185,886	7,206,742	2.71%	-1.0%
Employee Benefits	872,420	953,261	944,790	922,744	964,352	988,535	934,073	1,015,685	0.38%	2.7%
Contractual Services	167,729	153,286	167,344	161,435	219,885	199,066	277,876	162,908	0.06%	-18.2%
Materials and Supplies	722,237	728,715	769,469	748,712	893,341	872,389	880,652	839,601	0.32%	-3.8%
Travel and Meeting	55,392	83,319	140,089	117,987	112,140	169,122	146,805	165,624	0.06%	-2.1%
Fixed Charges	-	12	11,100	20,957	19,200	20,200	20,785	269,700	0.10%	1235.1%
Utilities	-	-	719	2,447	5,182	2,640	4,279	2,640	0.00%	0.0%
Capital Outlay	174,732	91,073	96,187	259,088	104,028	46,065	27,949	38,344	0.01%	-16.8%
Other	6,131	5,860	8,403	10,579	20,081	7,195	50,434	15,195	0.01%	111.2%
Total Academic Support	7,313,440	7,696,940	8,268,447	8,331,535	8,781,605	9,582,881	8,528,739	9,716,439	3.65%	1.4%
Student Services										
Salaries	7,225,680	7,850,045	8,331,051	8,640,762	9,026,006	9,576,008	9,159,769	9,938,542	3.73%	3.8%
Employee Benefits	979,682	1,094,712	1,103,420	1,082,362	1,199,968	1,258,928	1,209,891	1,268,190	0.48%	0.7%
Contractual Services	347,009	507,175	428,101	687,317	652,436	402,049	512,627	356,463	0.13%	-11.3%
Materials and Supplies	471,169	381,571	438,035	395,061	531,249	520,745	529,914	593,608	0.22%	14.0%
Travel and Meeting	284,146	297,713	257,907	347,284	304,143	300,240	311,123	311,023	0.12%	3.6%
Fixed Charges	1,250	1,509	3,875	4,775	1,761	11,746	25,824	11,746	0.00%	0.0%
Utilities	3,924	3,141	2,926	795	790	540	390	540	0.00%	0.0%
Capital Outlay	36,405	21,213	12,168	56,336	41,214	31,153	6,044	36,000	0.01%	15.6%
Other	115,859	169,795	137,954	252,714	214,581	189,670	206,976	194,995	0.07%	2.8%
Contingency	-	-	-	-	-	20,000	-	-	0.00%	-100.0%
Total Student Services	9,465,124	10,326,874	10,715,437	11,467,406	11,972,148	12,311,079	11,962,558	12,711,107	4.77%	3.2%
Public Service										
Salaries	2,803,086	2,783,643	2,470,088	2,656,850	2,814,938	3,205,748	2,819,644	3,089,544	1.16%	-3.6%
Employee Benefits	220,064	239,941	247,659	267,200	288,744	293,868	273,799	278,191	0.10%	-5.3%
Contractual Services	579,294	454,008	429,580	1,098,506	860,474	710,412	493,621	618,011	0.23%	-13.0%
Materials and Supplies	525,439	560,293	390,567	368,827	501,168	533,816	460,451	509,682	0.19%	-4.5%
Travel and Meeting	30,324	62,255	43,026	36,002	41,069	52,350	21,334	26,300	0.01%	-49.8%
Fixed Charges	17,714	12,732	12,135	9,459	11,136	17,750	11,942	17,750	0.01%	0.0%
Utilities	5,809	3,083	1,322	829	8	-	-	-	0.00%	-
Capital Outlay	30,554	10,965	6,927	96,335	9,379	39,000	7,893	38,000	0.01%	-2.6%
Other	679,563	237,208	266,030	29,045	17,133	276,000	(3,513)	316,867	0.12%	14.8%
Total Public Service	4,891,847	4,364,128	3,867,334	4,563,053	4,544,049	5,128,944	4,085,171	4,894,345	1.84%	-4.6%

**All Funds
Expenditures by Program**

	FY 2008 Actual	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Budget	FY 2013 Projected	FY 2014 Budget	FY 2014 Percent to Total	Budget % Change FY 2013 to FY 2014
Auxiliary Services										
Salaries	1,521,103	1,645,255	1,680,610	1,729,101	1,809,533	1,872,550	1,941,864	1,429,426	0.54%	-23.7%
Employee Benefits	254,461	276,136	281,729	276,593	267,254	317,466	250,759	189,508	0.07%	-40.3%
Contractual Services	345,307	368,575	331,156	387,264	167,074	149,970	170,541	107,560	0.04%	-28.3%
Materials and Supplies	4,662,342	4,839,684	5,402,024	5,279,079	4,805,678	5,121,267	5,656,539	1,006,020	0.38%	-80.4%
Travel and Meeting	6,238	7,472	5,461	3,848	3,565	20,430	3,549	8,250	0.00%	-59.6%
Fixed Charges	1,065	99,756	38,968	21,525	2,138	2,000	3,564	2,500	0.00%	25.0%
Utilities	26,156	336	296	84	-	-	-	-	0.00%	
Capital Outlay	83,732	54,684	153,791	183,900	129,100	126,422	54,934	214,773	0.08%	69.9%
Other	(54,869)	249,631	298,987	325,830	336,962	321,830	329,717	236,320	0.09%	-26.6%
Contingency	-	-	-	-	-	460,000	-	60,000	0.02%	-87.0%
Total Auxiliary Service	6,845,535	7,541,529	8,193,022	8,207,224	7,521,304	8,391,935	8,411,467	3,254,357	1.22%	-61.2%
Operations and Maintenance										
Salaries	5,222,595	5,446,759	5,706,665	5,709,479	5,861,215	6,436,019	5,767,933	6,464,068	2.43%	0.4%
Employee Benefits	1,044,182	1,155,579	1,156,764	1,124,421	1,161,812	1,286,962	1,111,470	1,404,979	0.53%	9.2%
Contractual Services	1,117,121	930,488	1,346,285	1,424,017	1,746,556	1,799,756	1,565,576	1,804,706	0.68%	0.3%
Materials and Supplies	1,053,902	1,090,790	1,077,627	1,010,493	1,190,607	1,215,903	907,778	1,243,473	0.47%	2.3%
Travel and Meeting	13,891	9,217	10,612	11,120	24,974	22,800	18,639	25,800	0.01%	13.2%
Fixed Charges	9,932	12,971	12,529	6,000	36,773	80,693	81,155	110,693	0.04%	37.2%
Utilities	3,856,659	3,626,563	3,006,446	2,934,667	2,337,391	3,585,300	2,582,608	3,285,300	1.23%	-8.4%
Capital Outlay	58,573	57,960	111,117	432,564	400,169	425,500	154,358	425,500	0.16%	0.0%
Other	-	-	-	-	-	-	520	-	-	
Total Operations and Maintenance	12,376,855	12,330,327	12,428,045	12,652,761	12,759,497	14,852,933	12,190,037	14,764,519	5.55%	-0.6%
Institutional Support										
Salaries	11,134,133	11,778,877	12,112,650	12,327,655	12,649,378	14,871,369	13,047,692	14,358,499	5.39%	-3.4%
Employee Benefits ¹	9,993,620	11,435,919	16,581,887	19,054,590	20,597,171	16,893,464	20,270,095	21,830,182	8.20%	29.2%
Contractual Services	5,287,444	7,229,181	6,536,384	5,091,993	5,576,978	10,134,598	7,264,234	10,730,556	4.03%	5.9%
Materials and Supplies	2,816,991	2,912,859	2,550,176	2,063,354	1,931,799	3,130,826	2,175,266	3,831,599	1.44%	22.4%
Travel and Meeting	493,365	547,154	620,648	455,383	509,736	696,417	641,192	953,567	0.36%	36.9%
Fixed Charges	14,245,876	18,071,211	17,021,461	15,656,405	16,537,104	16,737,234	16,491,982	16,715,090	6.28%	-0.1%
Utilities	247,476	272,393	243,504	277,710	357,777	246,000	237,572	246,600	0.09%	0.2%
Capital Outlay	5,593,577	6,905,764	10,588,233	5,933,992	7,612,665	62,674,014	10,031,839	85,870,844	32.26%	37.0%
Other	402,873	1,857,936	816,969	1,040,962	1,276,778	2,382,075	1,251,510	1,830,150	0.69%	-23.2%
Contingency	-	-	-	-	-	1,041,600	-	350,000	0.13%	-66.4%
Total Institutional Support	50,215,355	61,011,294	67,071,912	61,902,044	67,049,386	128,807,597	71,411,382	156,717,087	58.87%	21.7%
Scholarships, Grants, and Waivers										
Salaries	170,482	239,777	244,218	273,363	174,388	196,396	196,396	161,824	0.06%	-17.6%
Other	11,008,890	12,599,176	18,954,462	22,927,576	22,020,027	24,777,305	20,964,866	24,505,846	9.21%	-1.1%
Total Scholarships, Grants, and Waivers	11,179,372	12,838,953	19,198,680	23,200,939	22,194,415	24,973,701	21,161,262	24,667,670	9.27%	-1.2%
Total Expenditures	\$ 133,470,235	\$ 148,249,665	\$ 163,584,136	\$ 166,802,933	\$ 172,023,793	\$ 241,902,772	\$ 174,818,182	\$ 266,208,054	100.00%	10.0%

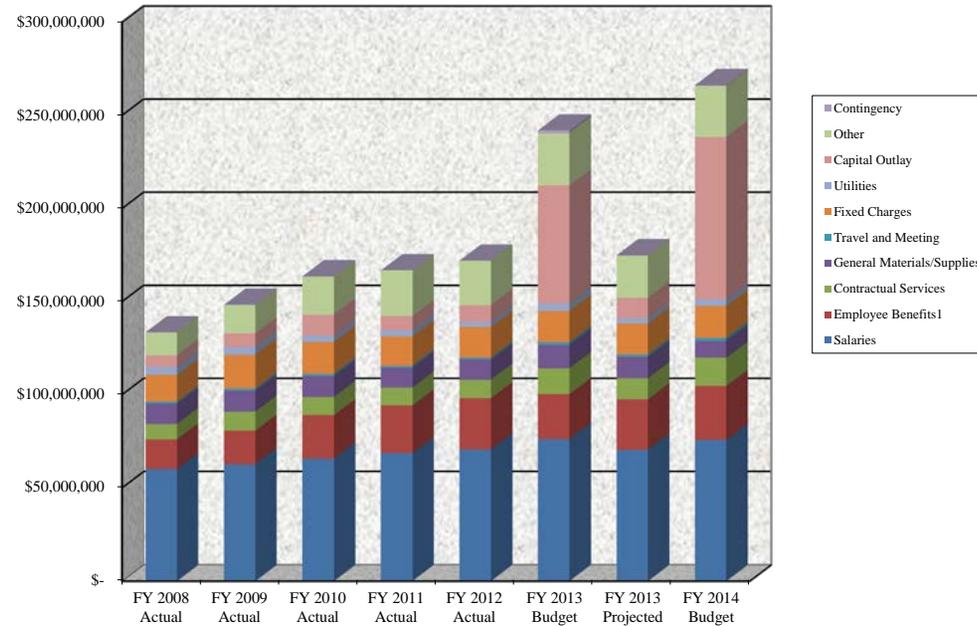
¹ Includes SURS on behalf payments \$ 5,237,589 \$ 6,794,823 \$ 10,670,636 \$ 12,203,522 \$ 15,483,931 \$ 10,000,000 \$ 15,500,000 \$ 15,500,000

**All Funds
Expenditures by Object**

	FY 2008 Actual	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Budget	FY 2013 Projected	FY 2014 Budget	FY 2014 Percent to Total	Budget % Change FY 2013 to FY2014
Salaries	\$ 60,103,236	\$ 62,675,008	\$ 65,623,547	\$ 68,467,193	\$ 70,502,519	\$ 76,183,774	\$ 70,445,634	\$ 75,643,890	28.42%	-0.7%
Employee Benefits ¹	15,929,246	18,006,275	23,337,366	25,735,403	27,626,572	24,069,272	27,096,728	29,047,911	10.91%	20.7%
Contractual Services	8,222,760	10,158,747	9,763,638	9,582,833	9,894,619	13,958,231	11,216,979	15,111,065	5.68%	8.3%
General Materials/Supplies	11,024,447	11,354,415	11,367,340	10,719,767	10,727,091	12,467,761	11,558,387	9,100,352	3.42%	-27.0%
Travel and Meeting	960,808	1,082,930	1,131,324	1,055,168	1,068,452	1,366,846	1,241,911	1,616,059	0.61%	18.2%
Fixed Charges	14,285,712	18,211,191	17,114,660	15,728,941	16,614,042	16,880,184	16,636,935	17,131,992	6.44%	1.5%
Utilities	4,140,024	3,905,516	3,255,213	3,216,532	2,701,148	3,834,480	2,824,849	3,535,080	1.33%	-7.8%
Capital Outlay	6,451,838	7,559,298	11,446,590	7,633,475	8,926,167	63,590,269	10,921,253	87,284,206	32.79%	37.3%
Other	12,352,164	15,296,285	20,544,458	24,663,621	23,963,183	28,030,355	22,875,506	27,327,499	10.27%	-2.5%
Contingency	-	-	-	-	-	1,521,600	-	410,000	0.15%	-73.1%
Total Expenditures	\$ 133,470,235	\$ 148,249,665	\$ 163,584,136	\$ 166,802,933	\$ 172,023,793	\$ 241,902,772	\$ 174,818,182	\$ 266,208,054	100.00%	10.0%

¹ Includes SURS on behalf payments

	\$ 5,237,589	\$ 6,794,823	\$ 10,670,636	\$ 12,203,522	\$ 15,483,931	\$ 10,000,000	\$ 15,500,000	\$ 15,500,000		
--	--------------	--------------	---------------	---------------	---------------	---------------	---------------	---------------	--	--



**All Funds Overview
FY 2013 Budget**

	Tax Capped					Auxiliary Enterprises	Restricted Purposes	Working Cash	Bond and Interest	Operations and Maintenance (Restricted)	Total All Funds
	Education	Operations and Maintenance	Audit	Liability Protection and Settlement	Total Tax- Capped Funds						
REVENUES											
Local Government	\$ 37,330,840	\$ 15,668,629	\$ 19,150	\$ 19,775	\$ 53,038,394				\$ 16,225,803		\$ 69,264,197
ICCB Grants	6,485,324				6,485,324		460,008				6,945,332
All Other State Government ¹					-		13,886,000			20,500,000	34,386,000
Federal Government	26,500				26,500		19,509,348				19,535,848
Tuition and Fees	47,935,550	2,470,000			50,405,550	4,128,998	66,500			646,950	55,247,998
Sales and Services	160,000				160,000	8,788,255	64,300				9,012,555
Facilities Rental	7,500	119,545			127,045	764,670					891,715
Other Sources	595,000	145,000	500	5,000	745,500	488,500	280,800	43,000	15,000	2,536,750	4,109,550
Total Revenues	92,540,714	18,403,174	19,650	24,775	110,988,313	14,170,423	34,266,956	43,000	16,240,803	23,683,700	199,393,195
EXPENDITURES											
Instruction	36,809,392				36,809,392		1,044,310				37,853,702
Academic Support	9,440,753				9,440,753		142,128				9,582,881
Student Services	10,949,821				10,949,821	1,173,455	187,803				12,311,079
Public Service	69,870				69,870	4,597,524	461,550				5,128,944
Auxiliary Services					-	8,391,935					8,391,935
Operations and Maintenance		14,840,433			14,840,433	12,500					14,852,933
Institutional Support ¹	27,529,775	3,143,141	89,300	283,525	31,045,741	68,000	20,815,927		15,778,829	61,099,100	128,807,597
Scholarships, Student Grants, and Waivers	4,655,183				4,655,183	136,300	20,182,218				24,973,701
Total Expenditures	89,454,794	17,983,574	89,300	283,525	107,811,193	14,379,714	42,833,936	-	15,778,829	61,099,100	241,902,772
Excess (Deficiency) of Revenue over Expenditures	3,085,920	419,600	(69,650)	(258,750)	3,177,120	(209,291)	(8,566,980)	43,000	461,974	(37,415,400)	(42,509,577)
Other financing sources(uses)											
Proceeds from bond issue					-					4,500,000	4,500,000
Transfers(to) from other funds	(3,052,450)				(3,052,450)	732,450	2,320,000				-
Payment to escrow agent for refunded bonds					-						-
Total other financing sources	(3,052,450)	-	-	-	(3,052,450)	732,450	2,320,000	-	-	4,500,000	4,500,000
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	33,470	419,600	(69,650)	(258,750)	124,670	523,159	(6,246,980)	43,000	461,974	(32,915,400)	(38,009,577)
Projected Fund Balance July 1, 2013	35,031,415	16,615,192	226,912	2,072,180	53,945,699	8,107,748	12,836,678	15,661,522	7,888,677	177,260,432	275,700,756
Projected Fund Balance June 30, 2012	\$ 35,064,885	\$ 17,034,792	\$ 157,262	\$ 1,813,430	\$ 54,070,369	\$ 8,630,907	\$ 6,589,698	\$ 15,704,522	\$ 8,350,651	\$ 144,345,032	\$ 237,691,179

¹ Includes SURS on behalf payments

\$ 10,000,000

**All Funds
Expenditures by Object
FY 2013 Budget**

	Tax Capped				Total Tax- Capped Funds	Auxiliary Enterprises	Restricted Purposes	Bond and Interest	Operatons and Maintenance (Restricted)	Total All Funds
	Education	Operations and Maintenance	Audit	Liability Protection and Settlement						
EXPENDITURES										
Salaries	\$ 61,911,362	\$ 6,987,312			\$ 68,898,674	\$ 5,329,129	\$ 1,955,971			\$ 76,183,774
Employee Benefits ¹	10,701,105	1,759,639		283,525	12,744,269	740,615	10,584,388			24,069,272
Contractual Services	3,096,538	2,410,997	89,300		5,596,835	881,799	2,346,547		5,133,050	13,958,231
General Materials/Supplies	4,206,416	1,298,833			5,505,249	5,744,222	1,218,290			12,467,761
Travel and Meeting	1,043,991	24,800			1,068,791	147,405	150,650			1,366,846
Fixed Charges	743,912	343,193			1,087,105	18,000	1,750	15,773,329		16,880,184
Utilities	3,180	3,831,300			3,834,480					3,834,480
Capital Outlay	969,781	1,227,500			2,197,281	187,575	5,239,363		55,966,050	63,590,269
Other	5,836,909				5,836,909	850,969	21,336,977	5,500		28,030,355
Contingency	941,600	100,000			1,041,600	480,000				1,521,600
Total Expenditures	\$ 89,454,794	\$ 17,983,574	\$ 89,300	\$ 283,525	\$ 107,811,193	\$ 14,379,714	\$ 42,833,936	\$ 15,778,829	\$ 61,099,100	\$ 241,902,772

¹ Includes SURS on behalf payments

\$ 10,000,000

**All Funds Overview
FY 2013 Projected Actual**

	Tax Capped					Auxiliary	Restricted	Working Cash	Bond and	Operations &	Total All Funds
	Education	Operations and Maintenance	Audit	Liability Protection and Settlement	Total Tax- Capped Funds	Enterprises	Purposes		Interest	(Restricted)	
REVENUES											
Local Government	\$ 37,561,208	\$ 15,834,139	\$ 18,314	\$ 50,400	\$ 53,464,061				\$ 16,354,143		\$ 69,818,204
ICCB Grants	6,938,432				6,938,432		381,290				7,319,722
All Other State Government ¹					-		17,919,604				17,919,604
Federal Government	27,431				27,431		14,434,555				14,461,986
Tuition and Fees	44,834,055	2,293,481			47,127,536	3,158,121	58,207			598,137	50,942,001
Sales and Services	165,983				165,983	8,997,766	91,551				9,255,300
Facilities Rental	6,164	119,730			125,894	704,585					830,479
Other Sources	402,342	25,662	249	1,898	430,151	98,483	302,656	15,440	7,729	161,837	1,016,296
Total Revenues	89,935,615	18,273,012	18,563	52,298	108,279,488	12,958,955	33,187,863	15,440	16,361,872	759,974	171,563,592
EXPENDITURES											
Instruction	35,458,533				35,458,533	335,575	1,273,458				37,067,566
Academic Support	8,360,501				8,360,501		168,238				8,528,739
Student Services	10,725,590				10,725,590	1,008,140	228,828				11,962,558
Public Service	64,347				64,347	3,724,734	296,090				4,085,171
Auxiliary Services					-	8,411,467					8,411,467
Operations and Maintenance		12,163,479			12,163,479	16,988	9,570				12,190,037
Institutional Support ¹	22,733,718	2,986,726	89,300	531,181	26,340,925	126,057	18,665,759		15,777,684	10,500,957	71,411,382
Scholarships, Student Grants, and Waivers	5,272,861				5,272,861	93,298	15,795,103				21,161,262
Total Expenditures	82,615,550	15,150,205	89,300	531,181	98,386,236	13,716,259	36,437,046	-	15,777,684	10,500,957	174,818,182
Excess (Deficiency) of Revenue over Expenditures	7,320,065	3,122,807	(70,737)	(478,883)	9,893,252	(757,304)	(3,249,183)	15,440	584,188	(9,740,983)	(3,254,590)
Other financing sources(uses)											
Proceeds from bond issue					-					4,980,915	4,980,915
Transfers(to) from other funds	(6,845,496)				(6,845,496)	685,552	6,159,944				-
Payment to escrow agent for refunded bonds					-						-
Total other financing sources	(6,845,496)	-	-	-	(6,845,496)	685,552	6,159,944	-	-	4,980,915	4,980,915
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	474,569	3,122,807	(70,737)	(478,883)	3,047,756	(71,752)	2,910,761	15,440	584,188	(4,760,068)	1,726,325
Projected Fund Balance July 1, 2012	35,031,415	16,615,192	226,912	2,072,180	53,945,699	8,107,748	12,836,678	15,661,522	7,888,677	177,260,432	275,700,756
Projected Fund Balance June 30, 2013	\$ 35,505,984	\$ 19,737,999	\$ 156,175	\$ 1,593,297	\$ 56,993,455	\$ 8,035,996	\$ 15,747,439	\$ 15,676,962	\$ 8,472,865	\$ 172,500,364	\$ 277,427,081

¹ Includes SURS on behalf payments

\$ 15,500,000

**All Funds
Expenditures by Object
FY 2013 Projected Actual**

	Tax Capped					Auxiliary Enterprises	Restricted Purposes	Bond and Interest	Operations and Maintenance (Restricted)	Total All Funds
	Education	Operations and Maintenance	Audit	Liability Protection and Settlement	Total Tax- Capped Funds					
EXPENDITURES										
Salaries	\$ 57,514,154	\$ 6,219,345	\$ -	\$ -	\$ 63,733,499	\$ 5,174,512	\$ 1,537,622	\$ -	\$ -	\$ 70,445,633
Employee Benefits ¹	8,357,670	1,539,359	-	531,181	10,428,210	659,610	16,008,908	-	-	27,096,728
Contractual Services	3,671,428	2,281,502	89,300	-	6,042,230	897,813	1,376,552	-	2,900,385	11,216,980
General Materials/Supplies	3,894,789	957,005	-	-	4,851,794	6,278,090	428,503	-	-	11,558,387
Travel and Meeting	1,004,624	44,450	-	-	1,049,074	79,541	113,294	-	-	1,241,909
Fixed Charges	516,127	295,445	-	-	811,572	13,844	3,912	15,774,813	32,794	16,636,935
Utilities	5,592	2,819,258	-	-	2,824,850	-	-	-	-	2,824,850
Capital Outlay	891,047	993,321	-	-	1,884,368	85,037	1,409,685	-	7,542,163	10,921,253
Other	6,760,119	520	-	-	6,760,639	527,812	15,558,570	2,871	25,615	22,875,507
	-	-	-	-	-	-	-	-	-	-
Total Expenditures	\$ 82,615,550	\$ 15,150,205	\$ 89,300	\$ 531,181	\$ 98,386,236	\$ 13,716,259	\$ 36,437,046	\$ 15,777,684	\$ 10,500,957	\$ 174,818,182

¹ Includes SURS on behalf payments

\$ 15,500,000

**All Funds Overview
FY 2012 Actual**

	Tax Capped					Auxiliary Enterprises	Restricted Purposes	Working Cash	Bond and Interest	Operations & Maintenance (Restricted)	Total All Funds
	Education	Operations and Maintenance	Audit	Liability Protection and Settlement	Total Tax- Capped Funds						
REVENUES											
Local Government	\$ 36,082,915	\$ 15,558,406	\$ 59,844	\$ 1,032,731	\$ 52,733,896				\$ 16,229,090		\$ 68,962,986
ICCB Grants	6,904,640				6,904,640		602,262				7,506,902
All Other State Government ¹					-		18,798,370			-	18,798,370
Federal Government	27,777				27,777		16,065,401				16,093,178
Tuition and Fees	44,927,287	2,380,836			47,308,123	3,114,713	85,573			622,860	51,131,269
Sales and Services	172,816				172,816	8,730,182	100,703				9,003,701
Facilities Rental	7,840	106,890			114,730	800,473					915,203
Other Sources	159,716	558,634	735	3,290	722,375	104,319	282,549	37,109	18,185	2,725,557	3,890,094
Total Revenues	88,282,991	18,604,766	60,579	1,036,021	107,984,357	12,749,687	35,934,858	37,109	16,247,275	3,348,417	176,301,703
EXPENDITURES											
Instruction	35,659,344				35,659,344	457,799	1,084,246				37,201,389
Academic Support	8,611,493				8,611,493		170,112				8,781,605
Student Services	10,564,791				10,564,791	1,070,682	336,675				11,972,148
Public Service	67,637				67,637	3,706,387	770,025				4,544,049
Auxiliary Services					-	7,521,304					7,521,304
Operation and Maintenance		12,697,370			12,697,370	13,380	48,747				12,759,497
Institutional Support ¹	23,795,567	2,731,715	77,100	729,936	27,334,318	96,433	17,813,479		15,684,333	6,120,823	67,049,386
Scholarships, Student Grants, and Waivers	4,047,841				4,047,841	129,407	18,017,167				22,194,415
Total Expenditures	82,746,673	15,429,085	77,100	729,936	98,982,794	12,995,392	38,240,451	-	15,684,333	6,120,823	172,023,793
Excess (Deficiency) of Revenue over Expenditures	5,536,318	3,175,681	(16,521)	306,085	9,001,563	(245,705)	(2,305,593)	37,109	562,942	(2,772,406)	4,277,910
Other financing sources(uses)											
Proceeds from bond issue					-						-
Transfers(to) from other funds	(5,116,254)	(2,024,219)		557,971	(6,582,502)	4,323,927	2,258,575				-
Payment to escrow agent for refunded bonds					-						-
Total other financing sources	(5,116,254)	(2,024,219)	-	557,971	(6,582,502)	4,323,927	2,258,575	-	-	-	-
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	420,064	1,151,462	(16,521)	864,056	2,419,061	4,078,222	(47,018)	37,109	562,942	(2,772,406)	4,277,910
Fund Balance July 1, 2011	34,611,351	15,463,730	243,433	1,208,124	51,526,638	4,029,526	12,883,696	15,624,413	7,325,735	180,032,838	271,422,846
Fund Balance June 30, 2012	\$ 35,031,415	\$ 16,615,192	\$ 226,912	\$ 2,072,180	\$ 53,945,699	\$ 8,107,748	\$ 12,836,678	\$ 15,661,522	\$ 7,888,677	\$ 177,260,432	\$ 275,700,756

¹Includes SURS on behalf payments

\$ 15,483,931

**All Funds Overview
FY 2011 Actual**

	Tax Capped					Auxiliary Enterprises	Restricted Purposes	Working Cash	Bond and Interest	Operations & Maintenance (Restricted)	Total All Funds
	Education	Operations and Maintenance	Audit	Liability Protection and Settlement	Total Tax- Capped Funds						
REVENUES											
Local Government	\$ 34,301,291	\$ 15,524,006	\$ 102,483	\$ 1,468,344	\$ 51,396,124				\$ 15,475,452	\$ 493	\$ 66,872,069
ICCB Grants	6,887,420				6,887,420		967,075				7,854,495
All Other State Government ¹					-		15,153,816				15,153,816
Federal Government	32,754				32,754		18,032,989				18,065,743
Tuition and Fees	46,377,281	2,504,493			48,881,774	3,197,845	123,038			51,064	52,253,721
Sales and Services	46,291				46,291	8,940,598	85,510				9,072,399
Facilities Rental	9,504				9,504	796,693					806,197
Other Sources	138,957	67,444	1,442	3,064	210,907	114,931	436,189	74,666	31,044	3,351,553	4,219,290
Total Revenues	87,793,498	18,095,943	103,925	1,471,408	107,464,774	13,050,067	34,798,617	74,666	15,506,496	3,403,110	174,297,730
EXPENDITURES											
Instruction	34,672,065				34,672,065	571,455	1,234,451				36,477,971
Academic Support	8,098,121				8,098,121		233,414				8,331,535
Student Services	9,687,391				9,687,391	1,055,651	724,364				11,467,406
Public Service	62,803				62,803	3,503,436	996,814				4,563,053
Auxiliary Services					-	8,207,224					8,207,224
Operation and Maintenance		12,442,784			12,442,784	22,289	187,688				12,652,761
Institutional Support ¹	22,235,443	2,884,173	131,100	1,422,685	26,673,401	166,801	14,625,171		14,859,049	5,577,622	61,902,044
Scholarships, Student Grants, and Waivers	3,898,577				3,898,577	128,099	19,174,263				23,200,939
Total Expenditures	78,654,400	15,326,957	131,100	1,422,685	95,535,142	13,654,955	37,176,165	-	14,859,049	5,577,622	166,802,933
Excess (Deficiency) of Revenue over Expenditures	9,139,098	2,768,986	(27,175)	48,723	11,929,632	(604,888)	(2,377,548)	74,666	647,447	(2,174,512)	7,494,797
Other financing sources(uses)											
Proceeds from bond issue					-		1,595,000			2,970,915	4,565,915
Transfers(to) from other funds	(8,436,936)	(1,500,000)			(9,936,936)	683,386	3,253,550			6,000,000	-
Payment to escrow agent for refunded bonds					-						-
Total other financing sources	(8,436,936)	(1,500,000)	-	-	(9,936,936)	683,386	4,848,550	-	-	8,970,915	4,565,915
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	702,162	1,268,986	(27,175)	48,723	1,992,696	78,498	2,471,002	74,666	647,447	6,796,403	12,060,712
Fund Balance July 1, 2010	33,909,189	14,194,744	270,608	1,159,401	49,533,942	3,951,028	10,412,694	15,549,747	6,678,288	173,236,435	259,362,134
Fund Balance June 30, 2011	\$ 34,611,351	\$ 15,463,730	\$ 243,433	\$ 1,208,124	\$ 51,526,638	\$ 4,029,526	\$ 12,883,696	\$ 15,624,413	\$ 7,325,735	\$ 180,032,838	\$ 271,422,846

¹Includes SURS on behalf payments

\$ 12,203,522

**All Funds Overview
FY 2010 Actual**

	Tax Capped					Auxiliary Enterprises	Restricted Purposes	Working Cash	Bond and Interest	Operations and Maintenance (Restricted)	Total All Funds
	Education	Operations and Maintenance	Audit	Liability Protection and Settlement	Total Tax- Capped Funds						
REVENUES											
Local Government	\$ 32,764,234	\$ 14,873,182	\$ 111,329	\$ 1,477,081	\$ 49,225,826				\$ 14,144,766		\$ 63,370,592
ICCB Grants	7,187,128				7,187,128		439,783				7,626,911
All Other State Government ¹					-		13,834,680				13,834,680
Federal Government	265,408				265,408		13,154,578				13,419,986
Tuition and Fees	42,597,292	2,498,407			45,095,699	2,979,666	5,584				48,080,949
Sales and Services	45,313				45,313	8,649,430	64,578				8,759,321
Facilities Rental	7,496				7,496	732,478					739,974
Other Sources	317,311	98,298	2,560	8,662	426,831	128,162	369,738	119,033	52,180	5,081,345	6,177,289
Total Revenues	83,184,182	17,469,887	113,889	1,485,743	102,253,701	12,489,736	27,868,941	119,033	14,196,946	5,081,345	162,009,702
EXPENDITURES											
Instruction	32,198,128				32,198,128	354,309	1,288,822				33,841,259
Academic Support	8,053,461				8,053,461		214,986				8,268,447
Student Services	9,432,278				9,432,278	1,039,673	243,486				10,715,437
Public Service					-	3,358,013	509,321				3,867,334
Auxiliary Services					-	8,193,022					8,193,022
Operation and Maintenance		12,425,872			12,425,872	2,173					12,428,045
Institutional Support ¹	22,310,278	3,640,154	99,600	1,909,736	27,959,768	218,328	13,830,158		16,089,590	8,974,068	67,071,912
Scholarships, Student Grants, and Waivers	3,906,072				3,906,072	109,740	15,182,868				19,198,680
Total Expenditures	75,900,217	16,066,026	99,600	1,909,736	93,975,579	13,275,258	31,269,641	-	16,089,590	8,974,068	163,584,136
Excess (Deficiency) of Revenue over Expenditures	7,283,965	1,403,861	14,289	(423,993)	8,278,122	(785,522)	(3,400,700)	119,033	(1,892,644)	(3,892,723)	(1,574,434)
Other financing sources(uses)											
Proceeds from bond issue					-						-
Transfers(to) from other funds	(6,610,967)				(6,610,967)	164,156	3,422,571		524,240	2,500,000	-
Payment to escrow agent for refunded bonds					-						-
Total other financing sources	(6,610,967)	-	-	-	(6,610,967)	164,156	3,422,571	-	524,240	2,500,000	-
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	672,998	1,403,861	14,289	(423,993)	1,667,155	(621,366)	21,871	119,033	(1,368,404)	(1,392,723)	(1,574,434)
Fund Balance July 1, 2009	33,236,191	12,790,883	256,319	1,583,394	47,866,787	4,572,394	10,390,823	15,430,714	8,046,692	174,629,158	260,936,568
Fund Balance June 30, 2010	\$ 33,909,189	\$ 14,194,744	\$ 270,608	\$ 1,159,401	\$ 49,533,942	\$ 3,951,028	\$ 10,412,694	\$ 15,549,747	\$ 6,678,288	\$ 173,236,435	\$ 259,362,134

¹Includes SURS on behalf payments

\$ 10,670,636

**All Funds Overview
FY 2009 Actual**

	Tax Capped					Auxiliary	Restricted	Working Cash	Bond and	Operations and	Total All Funds
	Education	Operations and Maintenance	Audit	Liability Protection and Settlement	Total Tax- Capped Funds	Enterprises	Purposes		Interest	(Restricted)	
REVENUES											
Local Government	\$ 31,557,698	\$ 13,631,708	\$ 103,040	\$ 2,221,898	\$ 47,514,344				\$ 14,614,790	\$ 478,098	\$ 62,607,232
ICCB Grants	7,215,056				7,215,056		422,571				7,637,627
All Other State Government ¹					-		9,704,175				9,704,175
Federal Government	32,596	-			32,596		7,433,778				7,466,374
Tuition and Fees	39,231,389	2,336,479			41,567,868	3,130,995	250,900				44,949,763
Sales and Services	43,864				43,864	8,547,476	54,185				8,645,525
Facilities Rental	4,800				4,800	716,656	2,880				724,336
Other Sources	751,884	207,427	7,980	25,721	993,012	190,209	417,018	309,846	158,891	32,381	2,101,357
Total Revenues	78,837,287	16,175,614	111,020	2,247,619	97,371,540	12,585,336	18,285,507	309,846	14,773,681	510,479	143,836,389
EXPENDITURES											
Instruction	30,874,035				30,874,035	56,598	1,208,987				32,139,620
Academic Support	7,501,436				7,501,436		195,504				7,696,940
Student Services	9,074,363				9,074,363	1,018,016	234,495				10,326,874
Public Service	35,411				35,411	3,848,305	480,412				4,364,128
Auxiliary Services					-	7,541,529					7,541,529
Operation and Maintenance		12,329,415			12,329,415	912					12,330,327
Institutional Support ¹	21,433,012	2,527,685	183,400	1,761,112	25,905,209	127,049	11,212,011		17,080,868	6,686,157	61,011,294
Scholarships, Student Grants, and Waivers	3,561,282				3,561,282	55,594	9,222,077				12,838,953
Total Expenditures	72,479,539	14,857,100	183,400	1,761,112	89,281,151	12,648,003	22,553,486	-	17,080,868	6,686,157	148,249,665
Excess (Deficiency) of Revenue over Expenditures	6,357,748	1,318,514	(72,380)	486,507	8,090,389	(62,667)	(4,267,979)	309,846	(2,307,187)	(6,175,678)	(4,413,276)
Other financing sources(uses)											
Proceeds from bond issue					-		3,540,984			157,328,641	160,869,625
Transfers(to) from other funds	(3,859,581)				(3,859,581)	155,851	2,658,072		1,045,658		-
Payment to escrow agent for refunded bonds					-						-
Total other financing sources	(3,859,581)	-	-	-	(3,859,581)	155,851	6,199,056	-	1,045,658	157,328,641	160,869,625
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	2,498,167	1,318,514	(72,380)	486,507	4,230,808	93,184	1,931,077	309,846	(1,261,529)	151,152,963	156,456,349
Fund Balance July 1, 2008	30,738,024	11,472,369	328,699	1,096,887	43,635,979	4,479,210	8,459,746	15,120,868	9,308,221	23,476,195	104,480,219
Fund Balance June 30, 2009	\$ 33,236,191	\$ 12,790,883	\$ 256,319	\$ 1,583,394	\$ 47,866,787	\$ 4,572,394	\$ 10,390,823	\$ 15,430,714	\$ 8,046,692	\$ 174,629,158	\$ 260,936,568

¹ Includes SURS on behalf payments

\$ 6,794,823

**All Funds Overview
FY 2008 Actual**

	Tax Capped					Auxiliary	Restricted	Working Cash	Bond and	Operations and	Total All Funds
	Education	Operations and Maintenance	Audit	Liability Protection and Settlement	Total Tax- Capped Funds	Enterprises	Purposes		Interest	(Restricted)	
REVENUES											
Local Government	\$ 29,965,116	\$ 12,318,461	\$ 112,845	\$ 2,618,131	\$ 45,014,553				\$ 13,900,013	\$ 908,223	\$ 59,822,789
ICCB Grants	7,128,094				7,128,094		599,750				7,727,844
All Other State Government ¹	710,415	382,531			1,092,946		8,340,791				9,433,737
Federal Government	22,758				22,758		6,514,482				6,537,240
Tuition and Fees	35,688,040	2,282,814			37,970,854	3,221,535	427,512				41,619,901
Sales and Services	45,969				45,969	8,684,695	32,267				8,762,931
Facilities Rental					-	693,730					693,730
Other Sources	1,453,953	503,439	15,513	36,363	2,009,268	202,719	636,655	632,857	276,607	986,262	4,744,368
Total Revenues	75,014,345	15,487,245	128,358	2,654,494	93,284,442	12,802,679	16,551,457	632,857	14,176,620	1,894,485	139,342,540
EXPENDITURES											
Instruction	29,853,163				29,853,163		1,329,544				31,182,707
Academic Support	7,156,125				7,156,125		157,315				7,313,440
Student Services	8,215,772				8,215,772	976,028	273,324				9,465,124
Public Service	20,000				20,000	4,366,004	505,843				4,891,847
Auxiliary Services					-	6,845,535					6,845,535
Operation and Maintenance		11,972,401		399,980	12,372,381	4,474					12,376,855
Institutional Support ¹	19,699,125	5,589,622	102,700	1,924,612	27,316,059	133,247	7,799,110		13,306,063	1,660,876	50,215,355
Scholarships, Student Grants, and Waivers	2,659,582				2,659,582	23,800	8,495,990				11,179,372
Total Expenditures	67,603,767	17,562,023	102,700	2,324,592	87,593,082	12,349,088	18,561,126	-	13,306,063	1,660,876	133,470,235
Excess (Deficiency) of Revenue over Expenditures	7,410,578	(2,074,778)	25,658	329,902	5,691,360	453,591	(2,009,669)	632,857	870,557	233,609	5,872,305
Other financing sources(uses)											
Proceeds from bond issue					-						-
Transfers(to) from other funds	(2,678,563)				(2,678,563)	169,337	1,987,076		522,150		-
Payment to escrow agent for refunded bonds					-						-
Total other financing sources	(2,678,563)	-	-	-	(2,678,563)	169,337	1,987,076	-	522,150	-	-
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	4,732,015	(2,074,778)	25,658	329,902	3,012,797	622,928	(22,593)	632,857	1,392,707	233,609	5,872,305
Fund Balance July 1, 2007	26,006,009	13,547,147	303,041	766,985	40,623,182	3,856,282	8,482,339	14,488,011	7,915,514	23,242,586	98,607,914
Fund Balance June 30, 2008	\$ 30,738,024	\$ 11,472,369	\$ 328,699	\$ 1,096,887	\$ 43,635,979	\$ 4,479,210	\$ 8,459,746	\$ 15,120,868	\$ 9,308,221	\$ 23,476,195	\$ 104,480,219

¹ Includes SURS on behalf payments

\$ 5,237,589

Tax-Capped Funds Descriptions

Funds for which local property taxes can be levied, subject to Property Tax Extension Limitation Law

Education Fund (0001)

The Education Fund is established by Section 103-1 of the Illinois Public Community College Act. The statutory maximum tax rate for the Education Fund is 75 cents per \$100 of equalized assessed valuation for community college districts in cities with less than 500,000 inhabitants.

The Education Fund is used to account for the revenues and expenditures of the academic and service programs of the College. It includes the cost of instructional, administrative and professional salaries; supplies and equipment; library books and materials; maintenance of instructional and administrative equipment; and other costs pertaining to the educational program of the College. (See Sections 103-20.3 and 107-18 of the Illinois Public Community College Act.)

The local Board of Trustees may make a determination within the budget for the distribution of unrestricted revenues other than local property taxes among the operating funds, i.e., the Education Fund, the Operations and Maintenance Fund, and the Public building Commission Operation and Maintenance Fund.

Operations and Maintenance Fund (0002)

The Operations and Maintenance Fund is established by Section 103-1 and Section 103-20.3 of the Illinois Public Community College Act. The statutory maximum tax rate is set at 10 cents per \$100 equalized assessed valuation for community college districts in cities with less than 500,000 inhabitants.

This fund is used to account for expenditures for the improvement, maintenance, repair, or benefit of buildings and property, including the cost of interior decorating and the installation, improvement, or repair, replacement, and maintenance of building fixtures; rental of buildings and property for community college purposes; payment of all premiums for insurance upon buildings and building fixtures; salaries of janitors, engineers, or other custodial employees; all costs of fuel, lights, gas, water, telephone service, custodial supplies, and equipment; and professional surveys of the condition of College buildings. (See Section 103-20.3 of the Illinois Public Community College Act.) The local Board of Trustees of any district may make a determination within the budget for the distribution of unrestricted revenues other than local property taxes among the operating funds, i.e., the Education Fund or the Operations and Maintenance Fund.

Audit Fund (0011)

The Audit Fund is established by Chapter 85, Section 709 of the Illinois revised Statutes for recording the payment or auditing expenses. The audit tax levy should be used only for the payment of auditing expenses.

Liability, Protection and Settlement Fund (0012)

This fund is established by Chapter 85, Section 9-107 of Illinois Revised Statutes. The tort liability, unemployment insurance and worker's compensation levy should be recorded in this fund. The monies in this fund, including interest earned on the assets of this fund, should be used only for the purposes authorized under Section 9-107, i.e., the payment of tort liability, unemployment or workers' compensation insurance or claims.

**Tax-Capped Funds
Revenues and Expenditures**

	FY 2008 Actual	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Budget	FY 2013 Projected	FY 2014 Budget	FY 2014 Percent to Total	Budget % Change FY 2013 to FY 2014
REVENUES										
Local Government	\$ 45,014,553	\$ 47,514,344	\$ 49,225,826	\$ 51,396,124	\$ 52,733,896	\$ 53,038,394	\$ 53,464,061	\$ 54,828,244	49.67%	3.3%
ICCB Grants	7,128,094	7,215,056	7,187,128	6,887,420	6,904,640	6,485,324	6,938,432	6,590,888	5.97%	1.6%
All Other State Government	1,092,946	-	-	-	-	-	-	-	0.00%	
Federal Government	22,758	32,596	265,408	32,754	27,777	26,500	27,431	25,000	0.02%	-6.0%
Tuition and Fees	37,970,854	41,567,868	45,095,699	48,881,774	47,308,123	50,405,550	47,127,536	47,955,000	43.44%	-5.1%
Sales and Services	45,969	43,864	45,313	46,291	172,816	160,000	165,983	170,000	0.15%	5.9%
Facilities Rental	-	4,800	7,496	9,504	114,730	127,045	125,894	131,891	0.12%	3.7%
Other Sources	2,009,268	993,012	426,831	210,907	722,375	745,500	430,151	685,650	0.62%	-8.7%
Total Revenues	93,284,442	97,371,540	102,253,701	107,464,774	107,984,357	110,988,313	108,279,488	110,386,673	100.00%	-0.5%
EXPENDITURES										
Instruction	29,853,163	30,874,035	32,198,128	34,672,065	35,659,344	36,809,392	35,458,533	37,018,980	34.47%	0.6%
Academic Support	7,156,125	7,501,436	8,053,461	8,098,121	8,611,493	9,440,753	8,360,501	9,374,239	8.73%	-0.7%
Student Services	8,215,772	9,074,363	9,432,278	9,687,391	10,564,791	10,949,821	10,725,590	11,404,034	10.62%	4.0%
Public Service	20,000	35,411	-	62,803	67,637	69,870	64,347	104,479	0.10%	33.1%
Auxiliary Services	-	-	-	-	-	-	-	-	0.00%	
Operations and Maintenance	12,372,381	12,329,415	12,425,872	12,442,784	12,697,370	14,840,433	12,163,479	14,752,019	13.74%	-0.6%
Institutional Support	27,316,059	25,905,209	27,959,768	26,673,401	27,334,318	31,045,741	26,340,925	29,821,844	27.77%	-4.1%
Scholarships, Student Grants, and Waivers	2,659,582	3,561,282	3,906,072	3,898,577	4,047,841	4,655,183	5,272,861	4,912,093	4.57%	5.2%
Total Expenditures	87,593,082	89,281,151	93,975,579	95,535,142	98,982,794	107,811,193	98,386,236	107,387,688	100.00%	-0.4%
Excess (Deficiency) of Revenue over Expenditures	5,691,360	8,090,389	8,278,122	11,929,632	9,001,563	3,177,120	9,893,252	2,998,985		-5.9%
Other financing sources(uses)										
Transfers(to) from other funds	(2,678,563)	(3,859,581)	(6,610,967)	(9,936,936)	(6,582,502)	(3,052,450)	(6,845,496)	(2,843,900)		-7.3%
Total Other Financing Sources	(2,678,563)	(3,859,581)	(6,610,967)	(9,936,936)	(6,582,502)	(3,052,450)	(6,845,496)	(2,843,900)		-7.3%
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	3,012,797	4,230,808	1,667,155	1,992,696	2,419,061	124,670	3,047,756	155,085		
BEGINNING FUND BALANCE	40,623,182	43,635,979	47,866,787	49,533,942	51,526,638	53,945,699	53,945,699	56,993,455		5.3%
ENDING FUND BALANCE	\$ 43,635,979	\$ 47,866,787	\$ 49,533,942	\$ 51,526,638	\$ 53,945,699	\$ 54,070,369	\$ 56,993,455	\$ 57,148,540		5.4%

**Tax-Capped Funds
Expenditures by Program**

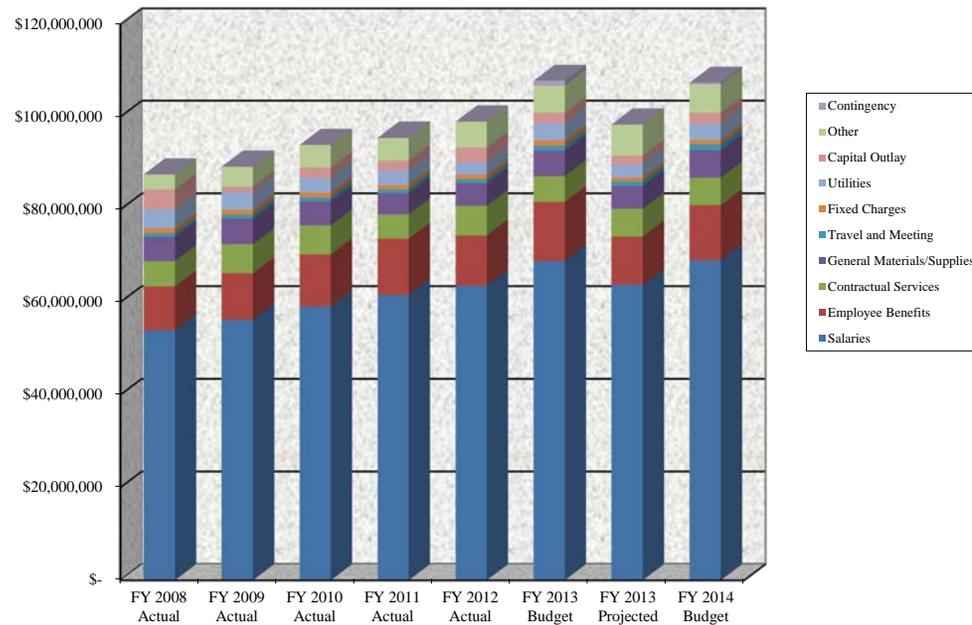
	FY 2008 Actual	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Budget	FY 2013 Projected	FY 2014 Budget	FY 2014 Percent to Total	Budget % Change FY 2013 to FY 2014
EXPENDITURES										
Instruction										
Salaries	\$ 25,984,971	\$ 26,519,516	\$ 27,930,361	\$ 30,000,769	\$ 30,760,649	\$ 32,160,379	\$ 30,443,563	\$ 32,209,165	29.99%	0.2%
Employee Benefits	2,529,026	2,818,459	2,978,670	2,961,801	3,107,094	2,989,400	3,001,204	3,004,558	2.80%	0.5%
Contractual Services	289,224	413,699	339,623	411,012	449,067	466,830	556,232	531,446	0.49%	13.8%
Materials and Supplies	680,335	740,125	602,819	663,307	726,636	912,270	764,546	946,902	0.88%	3.8%
Travel and Meeting	45,738	31,084	24,427	40,020	31,121	59,787	49,661	72,331	0.07%	21.0%
Fixed Charges	9,875	13,000	14,592	9,820	5,930	10,561	1,683	4,513	0.00%	-57.3%
Capital Outlay	281,884	318,658	307,353	580,548	578,255	210,165	633,135	230,165	0.21%	9.5%
Other	32,110	19,494	283	4,788	592	-	8,509	19,900	0.02%	100.0%
Total Instruction	29,853,163	30,874,035	32,198,128	34,672,065	35,659,344	36,809,392	35,458,533	37,018,980	34.47%	0.6%
Academic Support										
Salaries	5,260,837	5,608,033	6,065,514	5,998,430	6,398,051	7,261,219	6,175,108	7,198,492	6.70%	-0.9%
Employee Benefits	861,325	943,281	935,978	913,669	954,749	987,135	934,039	1,015,685	0.95%	2.9%
Contractual Services	138,029	118,788	141,769	131,990	177,976	153,666	180,448	129,808	0.12%	-15.5%
Materials and Supplies	685,910	703,791	718,596	719,372	863,363	837,211	854,607	808,451	0.75%	-3.4%
Travel and Meeting	54,303	77,235	121,303	86,402	93,527	143,622	127,876	164,124	0.15%	14.3%
Fixed Charges	-	12	10,800	20,957	19,200	20,200	19,535	19,700	0.02%	-2.5%
Utilities	-	-	719	2,447	5,182	2,640	4,279	2,640	0.00%	0.0%
Capital Outlay	149,590	44,436	56,647	226,275	79,514	27,865	14,383	20,144	0.02%	-27.7%
Other	6,131	5,860	2,135	(1,421)	19,931	7,195	50,226	15,195	0.01%	111.2%
Total Academic Support	7,156,125	7,501,436	8,053,461	8,098,121	8,611,493	9,440,753	8,360,501	9,374,239	8.73%	-0.7%
Student Services										
Salaries	6,608,924	7,205,559	7,676,287	7,766,815	8,283,470	8,820,017	8,499,511	9,146,416	8.52%	3.7%
Employee Benefits	878,821	985,847	996,930	975,115	1,085,255	1,107,876	1,101,787	1,143,504	1.06%	3.2%
Contractual Services	98,810	203,248	124,561	247,914	363,115	154,556	263,447	148,336	0.14%	-4.0%
Materials and Supplies	301,350	258,462	248,973	231,505	367,621	379,390	375,886	471,797	0.44%	24.4%
Travel and Meeting	218,706	227,669	211,291	255,427	242,099	247,365	243,840	252,414	0.24%	2.0%
Fixed Charges	1,250	1,434	3,875	4,625	1,761	11,746	24,824	11,746	0.01%	0.0%
Utilities	294	-	108	795	790	540	390	540	0.00%	0.0%
Capital Outlay	12,926	3,713	9,768	22,745	25,586	17,000	822	27,000	0.03%	58.8%
Other	94,691	188,431	160,485	182,450	195,094	211,331	215,083	202,281	0.19%	-4.3%
Total Student Services	8,215,772	9,074,363	9,432,278	9,687,391	10,564,791	10,949,821	10,725,590	11,404,034	10.62%	4.1%
Public Service										
Salaries	-	30,037	-	56,756	59,691	62,938	56,767	97,501	0.09%	54.9%
Employee Benefits	-	5,374	-	6,047	7,946	6,932	7,580	6,978	0.01%	0.7%
Total Public Service	20,000	35,411	-	62,803	67,637	69,870	64,347	104,479	0.10%	49.5%

**Tax-Capped Funds
Expenditures by Program**

	FY 2008 Actual	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Budget	FY 2013 Projected	FY 2014 Budget	FY 2014 Percent to Total	Budget % Change FY 2013 to FY 2014
Operations and Maintenance										
Salaries	5,222,595	5,446,759	5,706,665	5,709,479	5,829,371	6,436,019	5,767,933	6,464,068	6.02%	0.4%
Employee Benefits	1,044,182	1,155,579	1,156,764	1,124,421	1,161,812	1,286,962	1,111,470	1,404,979	1.31%	9.2%
Contractual Services	1,117,121	930,488	1,346,285	1,236,329	1,739,858	1,797,256	1,556,006	1,802,206	1.68%	0.3%
Materials and Supplies	1,052,357	1,090,790	1,077,627	1,010,493	1,185,344	1,213,903	907,778	1,241,473	1.16%	2.3%
Travel and Meeting	12,662	9,217	10,612	11,120	20,032	22,800	18,639	25,800	0.02%	13.2%
Fixed Charges	9,932	12,971	12,529	6,000	36,773	80,693	81,155	110,693	0.10%	37.2%
Utilities	3,856,659	3,626,563	3,006,446	2,934,667	2,337,391	3,585,300	2,582,608	3,285,300	3.06%	-8.4%
Capital Outlay	56,873	57,048	108,944	410,275	386,789	417,500	137,370	417,500	0.39%	0.0%
Other	-	-	-	-	-	-	520	-		
Total Operations and Maintenance	12,372,381	12,329,415	12,425,872	12,442,784	12,697,370	14,840,433	12,163,479	14,752,019	13.74%	-0.6%
Institutional Support										
Salaries	10,854,181	11,398,675	11,768,212	11,955,386	12,257,270	14,158,102	12,790,617	13,961,168	13.00%	-1.4%
Employee Benefits	4,132,181	4,120,019	5,115,268	6,133,792	4,525,805	6,365,964	4,272,131	5,286,182	4.92%	-17.0%
Contractual Services	3,846,045	4,604,262	4,322,977	3,216,844	3,640,338	3,024,527	3,486,097	3,356,968	3.13%	11.0%
Materials and Supplies	2,522,705	2,707,117	2,494,085	1,973,779	1,759,242	2,162,475	1,948,977	2,424,928	2.26%	12.1%
Travel and Meeting	492,733	537,154	533,400	440,822	479,426	595,217	609,059	755,867	0.70%	27.0%
Fixed Charges	942,318	992,848	937,826	800,007	858,667	963,905	684,375	814,680	0.76%	-15.5%
Utilities	247,476	272,393	243,504	277,710	357,777	246,000	237,572	246,600	0.23%	0.2%
Capital Outlay	3,878,052	679,741	1,733,632	937,596	2,186,256	1,524,751	1,098,658	1,659,751	1.55%	8.9%
Other	400,368	593,000	810,864	937,465	1,269,537	963,200	1,213,439	965,700	0.90%	0.3%
Contingency	-	-	-	-	-	1,041,600	-	350,000	0.33%	-66.4%
Total Institutional Support	27,316,059	25,905,209	27,959,768	26,673,401	27,334,318	31,045,741	26,340,925	29,821,844	27.77%	-3.9%
Scholarships, Grants, and Waivers										
Other	2,659,582	3,561,282	3,906,072	3,785,893	4,047,841	4,655,183	5,272,861	4,912,093	4.57%	5.5%
Total Scholarships, Grants, and Waivers	2,659,582	3,561,282	3,906,072	3,898,577	4,047,841	4,655,183	5,272,861	4,912,093	4.57%	5.5%
Total Expenditures	\$ 87,593,082	\$ 89,281,151	\$ 93,975,579	\$ 95,535,142	\$ 98,982,794	\$ 107,811,193	\$ 98,386,236	\$ 107,387,688	100.00%	-0.4%

Tax-Capped Funds Expenditures by Object

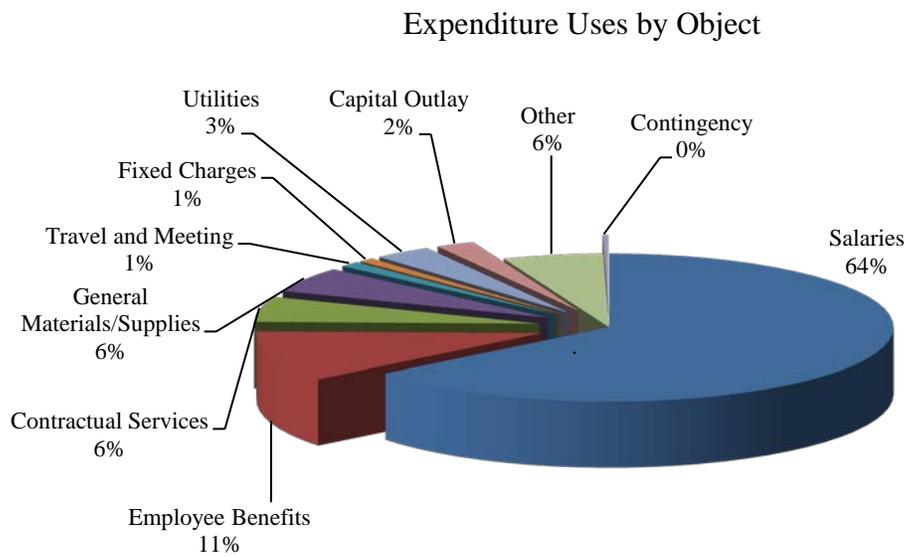
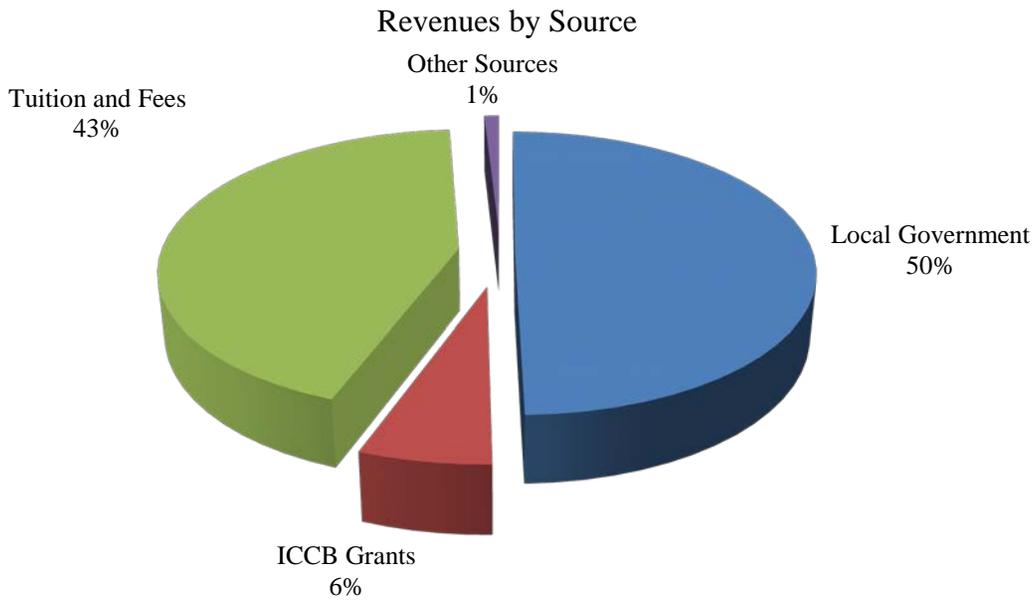
	FY 2008 Actual	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Budget	FY 2013 Projected	FY 2014 Budget	FY 2014 Percent to Total	Budget % Change FY 2013 to FY2014
Salaries	\$ 53,931,508	\$ 56,208,579	\$ 59,147,039	\$ 61,600,319	\$ 63,588,501	\$ 68,898,674	\$ 63,733,499	\$ 69,076,810	64.32%	0.3%
Employee Benefits	9,445,535	10,028,559	11,183,610	12,114,845	10,842,663	12,744,269	10,428,211	11,861,886	11.05%	-6.9%
Contractual Services	5,489,229	6,270,485	6,275,215	5,244,089	6,370,354	5,596,835	6,042,230	5,968,764	5.56%	6.6%
General Materials/Supplies	5,242,657	5,500,285	5,142,100	4,598,456	4,902,206	5,505,249	4,851,794	5,893,551	5.49%	7.1%
Travel and Meeting	824,142	882,359	901,033	833,791	866,205	1,068,791	1,049,075	1,270,536	1.18%	18.9%
Fixed Charges	963,375	1,020,265	979,622	841,409	922,331	1,087,105	811,572	961,332	0.90%	-11.6%
Utilities	4,104,429	3,898,956	3,250,777	3,215,619	2,701,140	3,834,480	2,824,849	3,535,080	3.29%	-7.8%
Capital Outlay	4,379,325	1,103,596	2,216,344	2,177,439	3,256,398	2,197,281	1,884,368	2,354,560	2.19%	7.2%
Other	3,212,882	4,368,067	4,879,839	4,909,175	5,532,996	5,836,909	6,760,638	6,115,169	5.69%	4.8%
Contingency	-	-	-	-	-	1,041,600	-	350,000	0.33%	-66.4%
Total Expenditures	\$ 87,593,082	\$ 89,281,151	\$ 93,975,579	\$ 95,535,142	\$ 98,982,794	\$ 107,811,193	\$ 98,386,236	\$ 107,387,688	100.00%	-0.4%



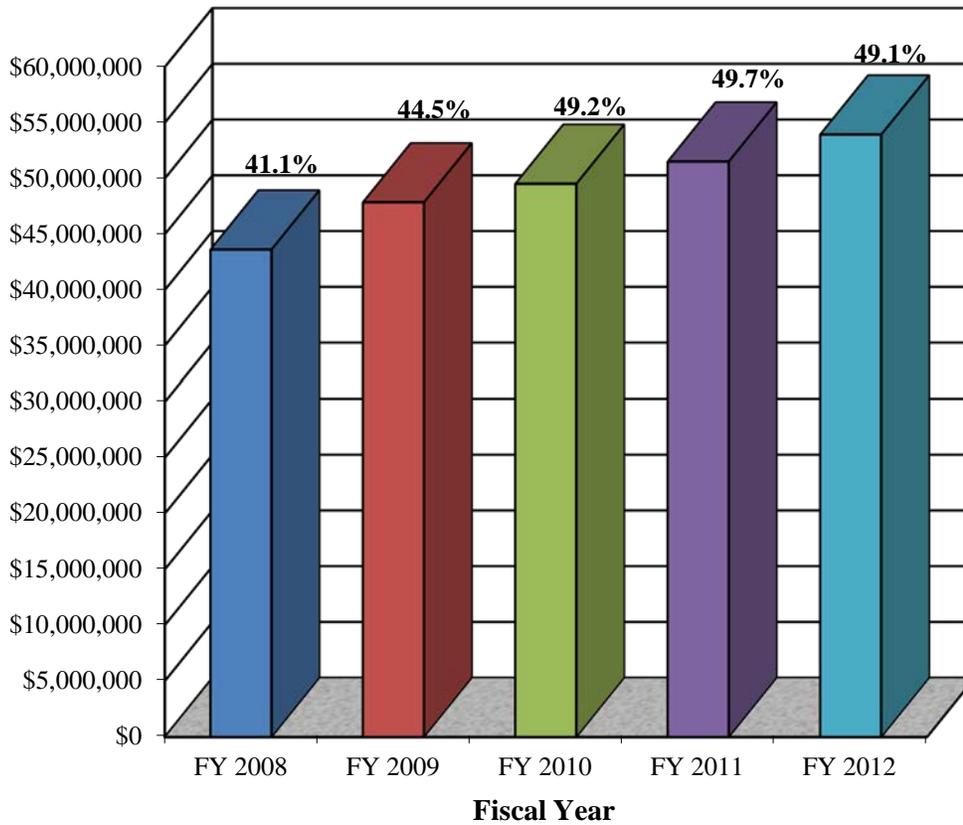
REVENUE SOURCES AND EXPENDITURE USES

Tax-Capped Funds

Fiscal Year 2014 Budget



Tax-Capped Funds Fund Balance History



Note: Percentages represent fund balance as a percentage of budgeted expenditures

**Education Fund
Revenues and Expenditures**

	FY 2008 Actual	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Budget	FY 2013 Projected	FY 2014 Budget	FY 2014 Percent to Total	Budget % Change FY 2013 to FY 2014
REVENUES										
Local Government	\$ 29,965,116	\$ 31,557,698	\$ 32,764,234	\$ 34,301,291	\$ 36,082,915	\$ 37,330,840	\$ 37,561,208	\$ 38,887,727	42.32%	4.0%
ICCB Grants	7,128,094	7,215,056	7,187,128	6,887,420	6,904,640	6,485,324	6,938,432	6,590,888	7.17%	1.6%
All Other State Government	710,415	-	-	-	-	-	-	-	0.00%	-
Federal Government	22,758	32,596	265,408	32,754	27,777	26,500	27,431	25,000	0.03%	-6.0%
Tuition and Fees	35,688,040	39,231,389	42,597,292	46,377,281	44,927,287	47,935,550	44,834,055	45,655,000	49.68%	-5.0%
Sales and Services	45,969	43,864	45,313	46,291	172,816	160,000	165,983	170,000	0.18%	5.9%
Facilities Rental	-	4,800	7,496	9,504	7,840	7,500	6,164	7,000	0.01%	-7.1%
Other Sources	1,453,953	751,884	317,311	138,957	159,716	595,000	402,342	560,000	0.61%	-6.3%
Total Revenues	75,014,345	78,837,287	83,184,182	87,793,498	88,282,991	92,540,714	89,935,615	91,895,615	100.00%	-0.7%
EXPENDITURES										
Instruction	29,853,163	30,874,035	32,198,128	34,672,065	35,659,344	36,809,392	35,458,533	37,018,980	41.59%	0.6%
Academic Support	7,156,125	7,501,436	8,053,461	8,098,121	8,611,493	9,440,753	8,360,501	9,374,239	10.53%	-0.7%
Student Services	8,215,772	9,074,363	9,432,278	9,687,391	10,564,791	10,949,821	10,725,590	11,404,034	12.81%	4.0%
Public Service	20,000	35,411	-	62,803	67,637	69,870	64,347	104,479	0.12%	33.1%
Institutional Support	19,699,125	21,433,012	22,310,278	22,235,443	23,795,567	27,529,775	22,733,718	26,198,371	29.43%	-5.1%
Scholarships, Student Grants, and Waivers	2,659,582	3,561,282	3,906,072	3,898,577	4,047,841	4,655,183	5,272,861	4,912,093	5.52%	5.2%
Total Expenditures	67,603,767	72,479,539	75,900,217	78,654,400	82,746,673	89,454,794	82,615,550	89,012,196	100.00%	-0.5%
Excess (Deficiency) of Revenue over Expenditures	7,410,578	6,357,748	7,283,965	9,139,098	5,536,318	3,085,920	7,320,065	2,883,419		-7.0%
Other financing sources(uses) Transfers(to) from other funds	(2,678,563)	(3,859,581)	(6,610,967)	(8,436,936)	(5,116,254)	(3,052,450)	(6,845,496)	(2,843,900)		-7.3%
Total Other Financing Sources	(2,678,563)	(3,859,581)	(6,610,967)	(8,436,936)	(5,116,254)	(3,052,450)	(6,845,496)	(2,843,900)		-7.3%
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	4,732,015	2,498,167	672,998	702,162	420,064	33,470	474,569	39,519		15.3%
BEGINNING FUND BALANCE	26,006,009	30,738,024	33,236,191	33,909,189	34,611,351	35,031,415	35,031,415	35,505,984		1.3%
ENDING FUND BALANCE	\$ 30,738,024	\$ 33,236,191	\$ 33,909,189	\$ 34,611,351	\$ 35,031,415	\$ 35,064,885	\$ 35,505,984	\$ 35,545,503		1.4%

**Education Fund
Expenditures by Program**

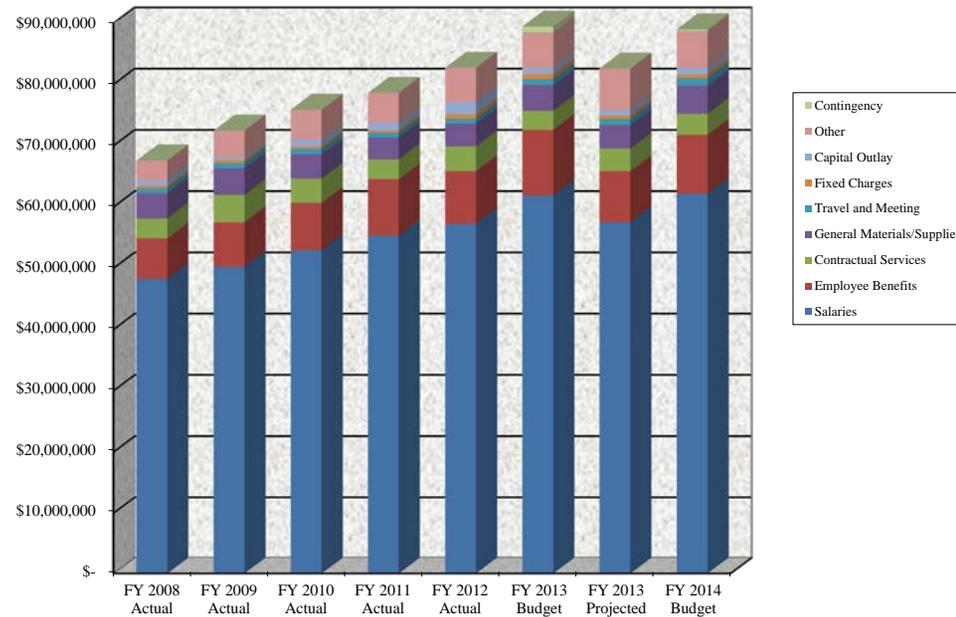
	FY 2008 Actual	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Budget	FY 2013 Projected	FY 2014 Budget	FY 2014 Percent to Total	Budget % Change FY 2013 to FY 2014
EXPENDITURES										
Instruction										
Salaries	\$ 25,984,971	\$ 26,519,516	\$ 27,930,361	\$ 30,000,769	\$ 30,760,649	\$ 32,160,379	\$ 30,443,563	\$ 32,209,165	36.19%	0.2%
Employee Benefits	2,529,026	2,818,459	2,978,670	2,961,801	3,107,094	2,989,400	3,001,204	3,004,558	3.38%	0.5%
Contractual Services	289,224	413,699	339,623	411,012	449,067	466,830	556,232	531,446	0.60%	13.8%
Materials and Supplies	680,335	740,125	602,819	663,307	726,636	912,270	764,546	946,902	1.06%	3.8%
Travel and Meeting	45,738	31,084	24,427	40,020	31,121	59,787	49,661	72,331	0.08%	21.0%
Fixed Charges	9,875	13,000	14,592	9,820	5,930	10,561	1,683	4,513	0.01%	-57.3%
Capital Outlay	281,884	318,658	307,353	580,548	578,255	210,165	633,135	230,165	0.26%	9.5%
Other	32,110	19,494	283	4,788	592	-	8,509	19,900	0.02%	100.0%
Total Instruction	29,853,163	30,874,035	32,198,128	34,672,065	35,659,344	36,809,392	35,458,533	37,018,980	41.59%	0.6%
Academic Support										
Salaries	5,260,837	5,608,033	6,065,514	5,998,430	6,398,051	7,261,219	6,175,108	7,198,492	8.09%	-0.9%
Employee Benefits	861,325	943,281	935,978	913,669	954,749	987,135	934,039	1,015,685	1.14%	2.9%
Contractual Services	138,029	118,788	141,769	131,990	177,976	153,666	180,448	129,808	0.15%	-15.5%
Materials and Supplies	685,910	703,791	718,596	719,372	863,363	837,211	854,607	808,451	0.91%	-3.4%
Travel and Meeting	54,303	77,235	121,303	86,402	93,527	143,622	127,876	164,124	0.18%	14.3%
Fixed Charges	-	12	10,800	20,957	19,200	20,200	19,535	19,700	0.02%	-2.5%
Utilities	-	-	719	2,447	5,182	2,640	4,279	2,640	0.00%	0.0%
Capital Outlay	149,590	44,436	56,647	226,275	79,514	27,865	14,383	20,144	0.02%	-27.7%
Other	6,131	5,860	2,135	(1,421)	19,931	7,195	50,226	15,195	0.02%	111.2%
Total Academic Support	7,156,125	7,501,436	8,053,461	8,098,121	8,611,493	9,440,753	8,360,501	9,374,239	10.53%	-0.7%
Student Services										
Salaries	6,608,924	7,205,559	7,676,287	7,766,815	8,283,470	8,820,017	8,499,511	9,146,416	10.28%	3.7%
Employee Benefits	878,821	985,847	996,930	975,115	1,085,255	1,107,876	1,101,787	1,143,504	1.28%	3.2%
Contractual Services	98,810	203,248	124,561	247,914	363,115	154,556	263,447	148,336	0.17%	-4.0%
Materials and Supplies	301,350	258,462	248,973	231,505	367,621	379,390	375,886	471,797	0.53%	24.4%
Travel and Meeting	218,706	227,669	211,291	255,427	242,099	247,365	243,840	252,414	0.28%	2.0%
Fixed Charges	1,250	1,434	3,875	4,625	1,761	11,746	24,824	11,746	0.01%	0.0%
Utilities	294	-	108	795	790	540	390	540	0.00%	0.0%
Capital Outlay	12,926	3,713	9,768	22,745	25,586	17,000	822	27,000	0.03%	58.8%
Other	94,691	188,431	160,485	182,450	195,094	211,331	215,083	202,281	0.23%	-4.3%
Total Student Services	8,215,772	9,074,363	9,432,278	9,687,391	10,564,791	10,949,821	10,725,590	11,404,034	12.81%	4.1%
Public Service										
Salaries	-	30,037	-	56,756	59,691	62,938	56,767	97,501	0.11%	54.9%
Employee Benefits	-	5,374	-	6,047	7,946	6,932	7,580	6,978	0.01%	0.7%
Other	20,000	-	-	-	-	-	-	-	0.00%	-
Total Public Service	20,000	35,411	-	62,803	67,637	69,870	64,347	104,479	0.12%	49.5%

Expenditures by Program

	FY 2008 Actual	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Budget	FY 2013 Projected	FY 2014 Budget	FY 2014 Percent to Total	Budget % Change FY 2013 to FY 2014
Institutional Support										
Salaries	10,414,430	10,862,709	11,272,155	11,434,509	11,778,356	13,606,809	12,339,205	13,513,527	15.18%	-0.7%
Employee Benefits	2,364,019	2,541,876	2,850,633	4,313,175	3,442,979	5,609,762	3,313,061	4,463,393	5.01%	-20.4%
Contractual Services	2,728,451	3,716,789	3,364,360	2,474,748	3,034,181	2,321,486	2,671,301	2,651,627	2.98%	14.2%
Materials and Supplies	2,445,957	2,676,786	2,396,231	1,934,377	1,740,286	2,077,545	1,899,750	2,340,468	2.63%	12.7%
Travel and Meeting	491,822	536,773	527,627	434,873	478,241	593,217	583,248	753,867	0.85%	27.1%
Fixed Charges	376,512	388,535	339,584	321,228	645,745	701,405	470,085	544,438	0.61%	-22.4%
Utilities	291	1,224	1,050	325	108	-	922	600	0.00%	100.0%
Capital Outlay	477,275	115,320	748,269	384,863	1,406,134	714,751	242,707	714,751	0.80%	0.0%
Other	400,368	593,000	810,369	937,345	1,269,537	963,200	1,213,439	965,700	1.08%	0.3%
Contingency	-	-	-	-	-	941,600	-	250,000	0.28%	-73.4%
Total Institutional Support	19,699,125	21,433,012	22,310,278	22,235,443	23,795,567	27,529,775	22,733,718	26,198,371	29.43%	-4.8%
Scholarships, Grants, and Waivers										
Salaries	-	-	-	112,684	-	-	-	-	0.00%	
Other	2,659,582	3,561,282	3,906,072	3,785,893	4,047,841	4,655,183	5,272,861	4,912,093	5.52%	5.5%
Total Scholarships, Grants, and Waivers	2,659,582	3,561,282	3,906,072	3,898,577	4,047,841	4,655,183	5,272,861	4,912,093	5.52%	5.5%
Total Expenditures	\$ 67,603,767	\$ 72,479,539	\$ 75,900,217	\$ 78,654,400	\$ 82,746,673	\$ 89,454,794	\$ 82,615,550	\$ 89,012,196	100.00%	-0.5%

**Education Fund
Expenditures by Object**

	FY 2008 Actual	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Budget	FY 2013 Projected	FY 2014 Budget	FY 2014 Percent to Total	Budget % Change FY 2013 to FY2014
Salaries	\$ 48,269,162	\$ 50,225,854	\$ 52,944,317	\$ 55,369,963	\$ 57,280,216	\$ 61,911,362	\$ 57,514,154	\$ 62,165,101	69.84%	0.4%
Employee Benefits	6,633,191	7,294,837	7,762,211	9,169,807	8,598,024	10,701,105	8,357,670	9,634,118	10.82%	-10.0%
Contractual Services	3,254,514	4,452,524	3,970,313	3,265,664	4,024,339	3,096,538	3,671,428	3,461,217	3.89%	11.8%
General Materials/Supplies	4,113,552	4,379,164	3,966,619	3,548,561	3,697,906	4,206,416	3,894,789	4,567,618	5.13%	8.6%
Travel and Meeting	810,569	872,761	884,648	816,722	844,988	1,043,991	1,004,624	1,242,736	1.40%	19.0%
Fixed Charges	387,637	402,981	368,851	356,630	672,636	743,912	516,127	580,397	0.65%	-22.0%
Capital Outlay	921,675	482,127	1,122,037	1,214,431	2,089,488	969,781	891,047	992,060	1.11%	2.3%
Other	3,213,467	4,369,291	4,881,221	4,912,622	5,539,076	5,840,089	6,765,711	6,118,949	6.87%	4.8%
Contingency	-	-	-	-	-	941,600	-	250,000	0.28%	-73.4%
Total Expenditures	\$ 67,603,767	\$ 72,479,539	\$ 75,900,217	\$ 78,654,400	\$ 82,746,673	\$ 89,454,794	\$ 82,615,550	\$ 89,012,196	100.00%	-0.5%



**Operations and Maintenance Fund
Revenues and Expenditures**

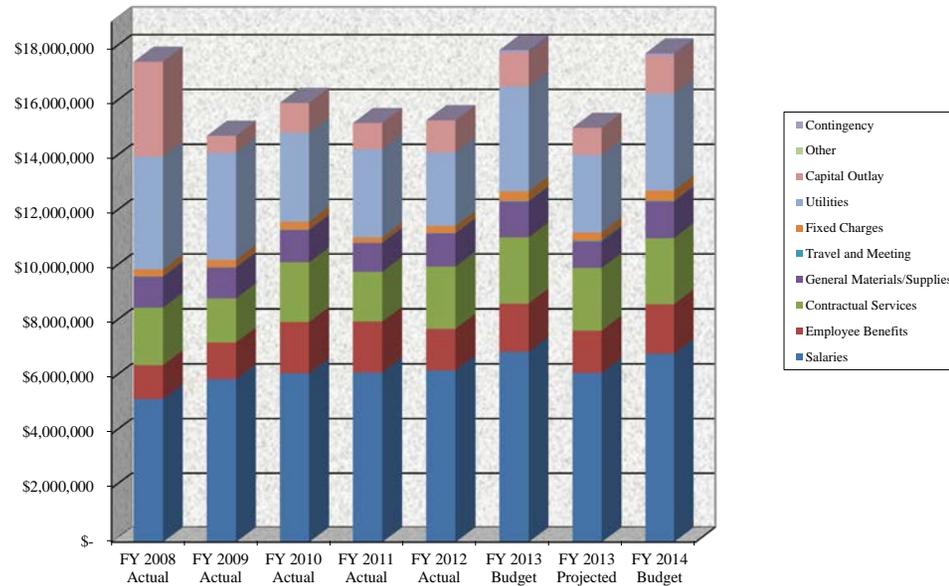
	FY 2008 Actual	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Budget	FY 2013 Projected	FY 2014 Budget	FY 2014 Percent to Total	Budget % Change FY 2013 to FY 2014
REVENUES										
Local Government	\$ 12,318,461	\$ 13,631,708	\$ 14,873,182	\$ 15,524,006	\$ 15,558,406	\$ 15,668,629	\$ 15,834,139	\$ 15,898,517	86.19%	1.4%
Tuition and Fees	2,282,814	2,336,479	2,498,407	2,504,493	2,380,836	2,470,000	2,293,481	2,300,000	12.47%	-7.4%
Facilities Rental	-	-	-	-	106,890	119,545	119,730	124,891	0.68%	4.3%
Other Sources	503,439	207,427	98,298	67,444	558,634	145,000	25,662	123,000	0.67%	-17.9%
Total Revenues	15,487,245	16,175,614	17,469,887	18,095,943	18,604,766	18,403,174	18,273,012	18,446,408	100.00%	0.2%
EXPENDITURES										
Operations and Maintenance	11,972,401	12,329,415	12,425,872	12,442,784	12,697,370	14,840,433	12,163,479	14,752,019	82.59%	-0.6%
Institutional Support	5,589,622	2,527,685	3,640,154	2,884,173	2,731,715	3,143,141	2,986,726	3,108,823	17.41%	-1.1%
Total Expenditures	17,562,023	14,857,100	16,066,026	15,326,957	15,429,085	17,983,574	15,150,205	17,860,842	100.00%	-0.7%
Excess (Deficiency) of Revenue over Expenditures	(2,074,778)	1,318,514	1,403,861	2,768,986	3,175,681	419,600	3,122,807	585,566		28.3%
Other financing sources(uses) Transfers(to) from other funds	-	-	-	(1,500,000)	(2,024,219)	-	-	-		
Total Other Financing Sources	-	-	-	(1,500,000)	(2,024,219)	-	-	-		
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	(2,074,778)	1,318,514	1,403,861	1,268,986	1,151,462	419,600	3,122,807	585,566		28.3%
BEGINNING FUND BALANCE	13,547,147	11,472,369	12,790,883	14,194,744	15,463,730	16,615,192	16,615,192	19,737,999		15.8%
ENDING FUND BALANCE	\$ 11,472,369	\$ 12,790,883	\$ 14,194,744	\$ 15,463,730	\$ 16,615,192	\$ 17,034,792	\$ 19,737,999	\$ 20,323,565		16.2%

**Operations and Maintenance Fund
Expenditures by Program**

	FY 2008 Actual	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Budget	FY 2013 Projected	FY 2014 Budget	FY 2014 Percent to Total	Budget % Change FY 2013 to FY 2014
EXPENDITURES										
Operations and Maintenance										
Salaries	\$ 4,822,615	\$ 5,446,759	\$ 5,706,665	\$ 5,709,479	\$ 5,829,371	\$ 6,436,019	\$ 5,767,933	\$ 6,464,068	36.19%	0.4%
Employee Benefits	1,044,182	1,155,579	1,156,764	1,124,421	1,161,812	1,286,962	1,111,470	1,404,979	7.87%	9.2%
Contractual Services	1,117,121	930,488	1,346,285	1,236,329	1,739,858	1,797,256	1,556,006	1,802,206	10.09%	0.3%
Materials and Supplies	1,052,357	1,090,790	1,077,627	1,010,493	1,185,344	1,213,903	907,778	1,241,473	6.95%	2.3%
Travel and Meeting	12,662	9,217	10,612	11,120	20,032	22,800	18,639	25,800	0.14%	13.2%
Fixed Charges	9,932	12,971	12,529	6,000	36,773	80,693	81,155	110,693	0.62%	37.2%
Utilities	3,856,659	3,626,563	3,006,446	2,934,667	2,337,391	3,585,300	2,582,608	3,285,300	18.39%	-8.4%
Capital Outlay	56,873	57,048	108,944	410,275	386,789	417,500	137,370	417,500	2.34%	0.0%
Other	-	-	-	-	-	-	520	-	0.00%	-
Total Operations and Maintenance	11,972,401	12,329,415	12,425,872	12,442,784	12,697,370	14,840,433	12,163,479	14,752,019	82.59%	-0.6%
Institutional Support										
Salaries	439,751	535,966	496,057	520,877	478,914	551,293	451,412	447,641	2.51%	-18.8%
Employee Benefits	185,134	182,945	710,297	727,095	352,890	472,677	427,889	399,739	2.24%	-15.4%
Contractual Services	983,693	683,380	829,015	580,670	529,057	613,741	725,496	613,741	3.44%	0.0%
Materials and Supplies	76,481	30,331	97,854	39,402	18,956	84,930	49,227	84,460	0.47%	-0.6%
Travel and Meeting	911	381	5,773	5,949	1,185	2,000	25,811	2,000	0.01%	0.0%
Fixed Charges	255,690	259,092	272,846	179,942	212,922	262,500	214,290	270,242	1.51%	2.9%
Utilities	247,185	271,169	242,454	277,385	357,669	246,000	236,650	246,000	1.38%	0.0%
Capital Outlay	3,400,777	564,421	985,363	552,733	780,122	810,000	855,951	945,000	5.29%	16.7%
Other	-	-	495	120	-	-	-	-	0.00%	-
Contingency	-	-	-	-	-	100,000	-	100,000	0.56%	0.0%
Total Institutional Support	5,589,622	2,527,685	3,640,154	2,884,173	2,731,715	3,143,141	2,986,726	3,108,823	17.41%	-1.1%
Total Expenditures	\$ 17,562,023	\$ 14,857,100	\$ 16,066,026	\$ 15,326,957	\$ 15,429,085	\$ 17,983,574	\$ 15,150,205	\$ 17,860,842	100.00%	-0.7%

Operations and Maintenance Fund Expenditures by Object

	FY 2008 Actual	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Budget	FY 2013 Projected	FY 2014 Budget	FY 2014 Percent to Total	Budget % Change FY 2013 to FY 2014
Salaries	\$ 5,262,366	\$ 5,982,725	\$ 6,202,722	\$ 6,230,356	\$ 6,308,285	\$ 6,987,312	\$ 6,219,345	\$ 6,911,709	38.70%	-1.1%
Employee Benefits	1,229,316	1,338,524	1,867,061	1,851,516	1,514,703	1,759,639	1,539,359	1,804,718	10.10%	2.6%
Contractual Services	2,100,814	1,613,868	2,175,300	1,816,999	2,268,915	2,410,997	2,281,502	2,415,947	13.53%	0.2%
General Materials/Supplies	1,128,838	1,121,121	1,175,481	1,049,895	1,204,300	1,298,833	957,005	1,325,933	7.42%	2.1%
Travel and Meeting	13,573	9,598	16,385	17,069	21,217	24,800	44,450	27,800	0.16%	12.1%
Fixed Charges	265,622	272,063	285,375	185,942	249,695	343,193	295,445	380,935	2.13%	11.0%
Utilities	4,103,844	3,897,732	3,248,900	3,212,052	2,695,060	3,831,300	2,819,258	3,531,300	19.77%	-7.8%
Capital Outlay	3,457,650	621,469	1,094,307	963,008	1,166,910	1,227,500	993,321	1,362,500	7.63%	11.0%
Other	-	-	495	120	-	-	520	-	0.00%	
Contingency	-	-	-	-	-	100,000	-	100,000	0.56%	0.0%
Total Expenditures	\$ 17,562,023	\$ 14,857,100	\$ 16,066,026	\$ 15,326,957	\$ 15,429,085	\$ 17,983,574	\$ 15,150,205	\$ 17,860,842	100.00%	-0.7%



Audit Fund
Revenues and Expenditures

	FY 2008 Actual	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Budget	FY 2013 Projected	FY 2014 Budget	FY 2014 Percent to Total	Budget % Change FY 2013 to FY 2014
REVENUES										
Local Government	\$ 112,845	\$ 103,040	\$ 111,329	\$ 102,483	\$ 59,844	\$ 19,150	\$ 18,314	\$ 21,350	98.84%	11.5%
Other Sources	15,513	7,980	2,560	1,442	735	500	249	250	1.16%	-50.0%
Total Revenues	128,358	111,020	113,889	103,925	60,579	19,650	18,563	21,600	100.00%	9.9%
EXPENDITURES										
Institutional Support										
Contractual Services	102,700	183,400	99,600	131,100	77,100	89,300	89,300	91,600	100.00%	2.6%
Total Institutional Support	102,700	183,400	99,600	131,100	77,100	89,300	89,300	91,600	100.00%	2.6%
Total Expenditures	102,700	183,400	99,600	131,100	77,100	89,300	89,300	91,600	100.00%	2.6%
Excess (Deficiency) of Revenue over Expenditures	25,658	(72,380)	14,289	(27,175)	(16,521)	(69,650)	(70,737)	(70,000)		0.5%
Other financing sources(uses)										
Transfers(to) from other funds	-	-	-	-	-	-	-	-		
Total Other Financing Sources	-	-								
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	25,658	(72,380)	14,289	(27,175)	(16,521)	(69,650)	(70,737)	(70,000)		0.5%
BEGINNING FUND BALANCE	303,041	328,699	256,319	270,608	243,433	226,912	226,912	156,175		-31.2%
ENDING FUND BALANCE	\$ 328,699	\$ 256,319	\$ 270,608	\$ 243,433	\$ 226,912	\$ 157,262	\$ 156,175	\$ 86,175		-45.2%

Liability Protection and Settlement Fund
Revenues and Expenditures

	FY 2008 Actual	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Budget	FY 2013 Projected	FY 2014 Budget	FY 2014 Percent to Total	Budget % Change FY 2013 to FY 2014
REVENUES										
Local Government	\$ 2,618,131	\$ 2,221,898	\$ 1,477,081	\$ 1,468,344	\$ 1,032,731	\$ 19,775	\$ 50,400	\$ 20,650	89.59%	4.4%
Other Sources	36,363	25,721	8,662	3,064	3,290	5,000	1,898	2,400	10.41%	-52.0%
Total Revenues	2,654,494	2,247,619	1,485,743	1,471,408	1,036,021	24,775	52,298	23,050	100.00%	-7.0%
EXPENDITURES										
Operationa and Maintenance										
Salaries	399,980	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
Total Operations and Maintenance	399,980	-	-	-	-	-	-	-	-	-
Institutional Support										
Employee Benefits*	1,583,028	1,395,198	1,554,338	1,093,522	729,936	283,525	531,181	423,050	100.00%	49.2%
Contractual Services	31,201	20,693	30,002	30,326	-	-	-	-	0.00%	-
Materials and Supplies	267	-	-	-	-	-	-	-	0.00%	-
Fixed Charges	310,116	345,221	325,396	298,837	-	-	-	-	0.00%	-
Total Institutional Support	1,924,612	1,761,112	1,909,736	1,422,685	729,936	283,525	531,181	423,050	100.00%	49.2%
Total Expenditures	2,324,592	1,761,112	1,909,736	1,422,685	729,936	283,525	531,181	423,050	100.00%	49.2%
Excess (Deficiency) of Revenue over Expenditures	329,902	486,507	(423,993)	48,723	306,085	(258,750)	(478,883)	(400,000)		54.6%
Other financing sources(uses)										
Transfers(to) from other funds	-	-	-	-	557,971	-	-	-		
Total Other Financing Sources	-	-	-	-	557,971	-	-	-		
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	329,902	486,507	(423,993)	48,723	864,056	(258,750)	(478,883)	(400,000)		54.6%
BEGINNING FUND BALANCE	766,985	1,096,887	1,583,394	1,159,401	1,208,124	2,072,180	2,072,180	1,593,297		-23.1%
ENDING FUND BALANCE	\$ 1,096,887	\$ 1,583,394	\$ 1,159,401	\$ 1,208,124	\$ 2,072,180	\$ 1,813,430	\$ 1,593,297	\$ 1,193,297		-34.2%

* Benefits consist of workers compensation and unemployment insurance

Auxiliary Enterprises Fund (0005)

The Auxiliary Enterprises Fund is established by Section 103-31.1 of the Illinois Public Community College Act and accounts for College services where a fee is charged to students or staff. Each enterprise/service should be accounted for separately using a group of self-balancing accounts within the fund. Examples of accounts in this fund include food services, student stores, and Corporate Services.

Only monies over which the institution has complete control should be included in this fund. Subsidies for auxiliary services by the Education Fund should be shown as transfers to the appropriate account.

Restricted Purposes Fund (0006)

The Restricted Purposes Fund, established by ICCB Rules 1501.508 and 1501.509, is for the purpose of accounting for monies that have restrictions regarding their use. Each specific project should be accounted for separately using a complete group of self-balancing accounts within the Restricted Purposes Fund. Care should be taken in establishing each group of self-balancing accounts so that the accounting and reporting requirements of the grantor are met. If the grantor provides an accounting manual, it should be followed for the group of self-balancing accounts.

Working Cash Fund (0007)

The Working Cash Fund is established by Chapter 110, Act 805, Section 3-33.1 of the Illinois Compiled Statutes. This fund is first established without voter approval by resolution of the local Board of Trustees for the purpose of enabling the district to have on hand at all times sufficient cash to meet the demands for ordinary and necessary expenditures. Additional bonds may not be issued without voter approval.

This fund is used to account for the proceeds of working cash bonds. By making temporary transfers, the fund is used as a source of working capital by other funds. Such temporary transfers assist operating funds in meeting the demands for ordinary and necessary expenditures during periods of temporary low cash balances.

Payments for the principal or interest of Working Cash Bonds should be made from within the Bond and Interest Fund.

Bond and Interest Fund (0004)

The Bond and Interest Fund is established by Section 103A-1 of the Illinois Public Community College Act. This fund is used to account for payment of principal, interest, and related charges on any outstanding bonds. Debt service for each bond must be accounted for separately using a group of self-balancing accounts within the fund.

Operations and Maintenance Fund (Restricted) (0003)

Sections 103-14 of the Illinois Public Community College Act allows the local board of trustees to establish this fund by permitting an accumulation of funds for building purposes and the site acquisition not to exceed an amount equal to five percent of the district's equalized assessed valuation. Monies in this fund cannot be permanently transferred or loaned to any other fund or used for any other purpose.

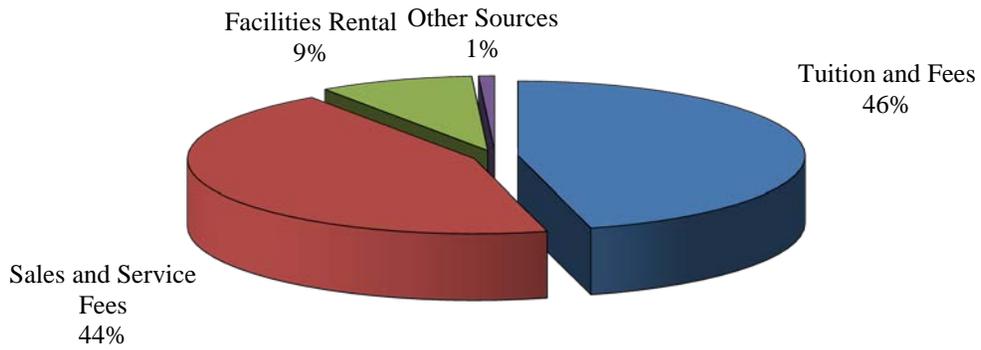
It is suggested that Protection, Health, and Safety levies, Building Bond Proceeds, Repair and Renovation Grants, and accumulation monies restricted from the Operations and Maintenance levy for building purposes be accounted for in a series of self-balancing accounts in this fund.

**Auxiliary Enterprises Fund
Revenues and Expenditures**

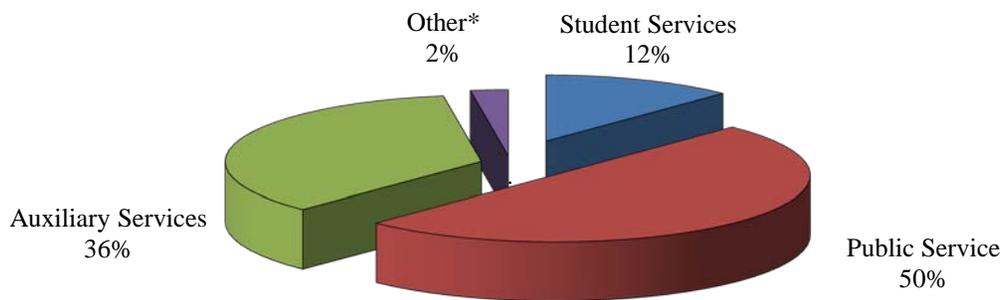
	FY 2008 Actual	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Budget	FY 2013 Projected	FY 2014 Budget	FY 2014 Percent to Total	Budget % Change FY 2013 to FY 2014
REVENUES										
Tuition and Fees	\$ 3,221,535	\$ 3,130,995	\$ 2,979,666	\$ 3,197,845	\$ 3,114,713	\$ 4,128,998	\$ 3,158,121	\$ 4,158,797	45.92%	0.7%
Sales and Services	8,684,695	8,547,476	8,649,430	8,940,598	8,730,182	8,788,255	8,997,766	4,026,536	44.46%	-54.2%
Facilities Rental	693,730	716,656	732,478	796,693	800,473	764,670	704,585	790,000	8.72%	3.3%
Other Sources	202,719	190,209	128,162	114,931	104,319	488,500	98,483	81,000	0.89%	-83.4%
Total Revenues	12,802,679	12,585,336	12,489,736	13,050,067	12,749,687	14,170,423	12,958,955	9,056,333	100.00%	-36.1%
EXPENDITURES										
Instruction	-	56,598	354,309	571,455	457,799	-	335,575	-	0.00%	
Student Services	976,028	1,018,016	1,039,673	1,055,651	1,070,682	1,173,455	1,008,140	1,119,270	12.17%	-4.6%
Public Service	4,366,004	3,848,305	3,358,013	3,503,436	3,706,387	4,597,524	3,724,734	4,607,566	50.08%	0.2%
Auxiliary Services	6,845,535	7,541,529	8,193,022	8,207,224	7,521,304	8,391,935	8,411,467	3,254,357	35.38%	-61.2%
Operations and Maintenance	4,474	912	2,173	22,289	13,380	12,500	16,988	12,500	0.14%	0.0%
Institutional Support	133,247	127,049	218,328	166,801	96,433	68,000	126,057	89,000	0.97%	30.9%
Scholarships, Student Grants, and Waivers	23,800	55,594	109,740	128,099	129,407	136,300	93,298	116,882	1.27%	-14.2%
Total Expenditures	12,349,088	12,648,003	13,275,258	13,654,955	12,995,392	14,379,714	13,716,259	9,199,575	100.00%	-36.0%
Excess (Deficiency) of Revenue over Expenditures	453,591	(62,667)	(785,522)	(604,888)	(245,705)	(209,291)	(757,304)	(143,242)		-31.6%
Other financing sources(uses)										
Transfers(to) from other funds	169,337	155,851	164,156	683,386	4,323,927	732,450	685,552	693,900		-5.3%
Total Other Financing Sources	169,337	155,851	164,156	683,386	4,323,927	732,450	685,552	693,900		-5.3%
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	622,928	93,184	(621,366)	78,498	4,078,222	523,159	(71,752)	550,658		5.3%
BEGINNING FUND BALANCE	3,856,282	4,479,210	4,572,394	3,951,028	4,029,526	8,107,748	8,107,748	8,035,996		-0.9%
ENDING FUND BALANCE	\$ 4,479,210	\$ 4,572,394	\$ 3,951,028	\$ 4,029,526	\$ 8,107,748	\$ 8,630,907	\$ 8,035,996	\$ 8,586,654		-0.5%

Auxiliary Enterprises Fund
Revenue Sources and Expenditure Uses
Fiscal Year 2014 Budget

Revenues by Source



Expenditure Uses by Program



Note: Other includes institutional support, operations and maintenance, and scholarships

**Auxiliary Enterprises Fund
Expenditures by Program**

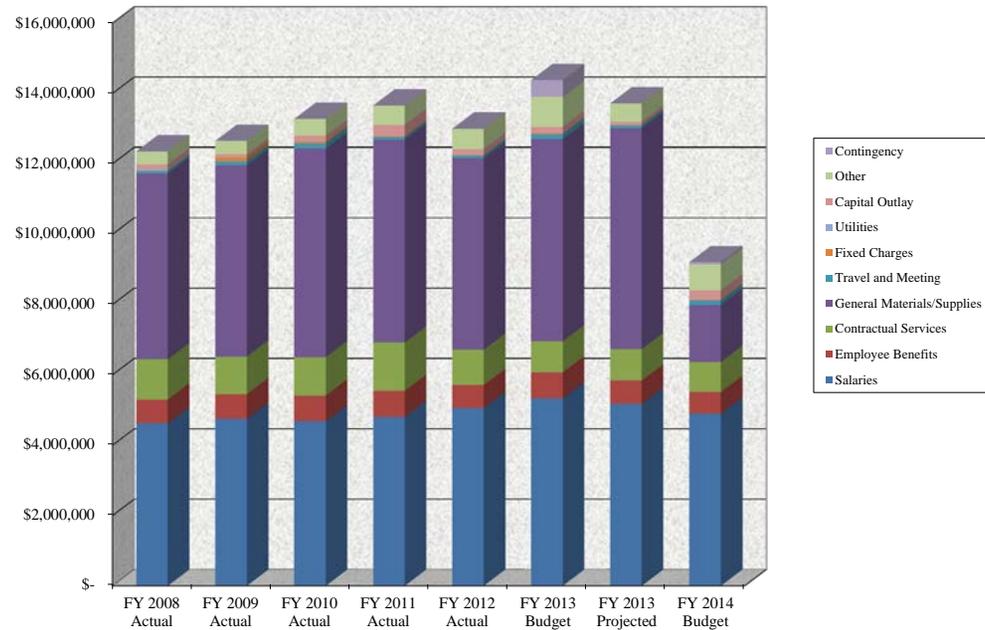
	FY 2008 Actual	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Budget	FY 2013 Projected	FY 2014 Budget	FY 2014 Percent to Total	Budget % Change FY 2013 to FY 2014
EXPENDITURES										
Instruction										
Salaries	\$ -	\$ 56,591	\$ 244,983	\$ 287,719	\$ 250,595	\$ -	\$ 159,231	\$ -	0.00%	
Employee Benefits	-	7	19	7	1,082	-	2	-	0.00%	
Contractual Services	-	-	74,059	219,574	158,862	-	118,322	-	0.00%	
Materials and Supplies	-	-	35,224	63,993	47,260	-	57,837	-	0.00%	
Travel and Meeting	-	-	24	162	-	-	183	-	0.00%	
Total Instruction	-	56,598	354,309	571,455	457,799	-	335,575	-	0.00%	
Student Services										
Salaries	411,418	445,151	440,983	447,347	465,806	536,537	443,668	564,753	6.14%	5.3%
Employee Benefits	83,112	89,278	84,279	85,502	90,634	125,523	88,513	105,443	1.15%	-16.0%
Contractual Services	239,585	265,940	289,903	258,778	237,285	230,873	231,339	193,140	2.10%	-16.3%
Materials and Supplies	115,767	83,602	123,830	103,485	120,195	140,155	114,203	120,611	1.31%	-13.9%
Travel and Meeting	48,485	62,837	44,943	54,900	54,173	52,875	58,537	58,609	0.64%	10.8%
Fixed Charges	-	-	-	150	-	-	-	-	0.00%	
Utilities	3,630	3,141	2,818	-	-	-	-	-	0.00%	
Capital Outlay	22,654	15,551	2,400	23,048	15,628	14,153	5,222	9,000	0.10%	-36.4%
Other	51,377	52,516	50,517	82,441	86,961	53,339	66,658	67,714	0.74%	27.0%
Contingency	-	-	-	-	-	20,000	-	-	0.00%	-100.0%
Total Student Services	976,028	1,018,016	1,039,673	1,055,651	1,070,682	1,173,455	1,008,140	1,119,270	12.17%	-4.6%
Public Service										
Salaries	2,685,554	2,602,927	2,307,236	2,339,607	2,526,774	2,920,042	2,629,749	2,901,667	31.54%	-0.6%
Employee Benefits	210,497	217,041	231,645	240,800	260,781	269,626	254,278	269,313	2.93%	-0.1%
Contractual Services	554,213	433,974	390,166	477,623	379,640	498,456	317,611	549,967	5.98%	10.3%
Materials and Supplies	499,250	511,736	368,037	319,665	470,842	480,800	449,511	495,452	5.39%	3.0%
Travel and Meeting	13,173	33,837	21,536	14,210	21,922	34,100	17,272	20,300	0.22%	-40.5%
Fixed Charges	17,010	11,499	10,773	6,825	9,693	16,000	10,280	16,000	0.17%	0.0%
Utilities	5,809	3,083	1,322	829	8	-	-	-	0.00%	
Capital Outlay	30,554	9,779	6,927	92,725	9,379	39,000	7,893	38,000	0.41%	-2.6%
Other	349,944	24,429	20,371	11,152	27,348	339,500	38,140	316,867	3.44%	-6.7%
Total Public Service	4,366,004	3,848,305	3,358,013	3,503,436	3,706,387	4,597,524	3,724,734	4,607,566	50.08%	0.2%
Auxiliary Services										
Salaries	1,521,103	1,645,255	1,680,610	1,729,101	1,809,533	1,872,550	1,941,864	1,429,426	15.54%	-23.7%
Employee Benefits	254,461	276,136	281,729	276,593	267,254	317,466	250,759	189,508	2.06%	-40.3%
Contractual Services	345,307	368,575	331,156	387,264	167,074	149,970	170,541	107,560	1.17%	-28.3%
Materials and Supplies	4,662,342	4,839,684	5,402,024	5,279,079	4,805,678	5,121,267	5,656,539	1,006,020	10.94%	-80.4%
Travel and Meeting	6,238	7,472	5,461	3,848	3,565	20,430	3,549	8,250	0.09%	-59.6%
Fixed Charges	1,065	99,756	38,968	21,525	2,138	2,000	3,564	2,500	0.03%	25.0%
Utilities	26,156	336	296	84	-	-	-	-	0.00%	
Capital Outlay	83,732	54,684	153,791	183,900	129,100	126,422	54,934	214,773	2.33%	69.9%
Other	(54,869)	249,631	298,987	325,830	336,962	321,830	329,717	236,320	2.57%	-26.6%
Contingency	-	-	-	-	-	460,000	-	60,000	0.65%	-87.0%
Total Auxiliary Service	6,845,535	7,541,529	8,193,022	8,207,224	7,521,304	8,391,935	8,411,467	3,254,357	35.38%	-61.2%

**Auxiliary Enterprises Fund
Expenditures by Program**

	FY 2008 Actual	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Budget	FY 2013 Projected	FY 2014 Budget	FY 2014 Percent to Total	Budget % Change FY 2013 to FY 2014
Operations and Maintenance										
Contractual Services	-	-	-	-	-	2,500	-	2,500	0.03%	0.0%
Materials and Supplies	1,545	-	-	-	-	2,000	-	2,000	0.02%	0.0%
Travel and Meeting	1,229	-	-	-	-	-	-	-	0.00%	
Capital Outlay	1,700	912	2,173	22,289	13,380	8,000	16,988	8,000	0.09%	0.0%
Total Operations and Maintenance	<u>4,474</u>	<u>912</u>	<u>2,173</u>	<u>22,289</u>	<u>13,380</u>	<u>12,500</u>	<u>16,988</u>	<u>12,500</u>	<u>0.14%</u>	<u>0.0%</u>
Institutional Support										
Salaries	-	-	1,800	-	-	-	-	-	0.00%	
Employee Benefits	133,247	117,049	140,378	136,801	36,433	28,000	66,057	49,000	0.53%	75.0%
Contractual Services	-	-	-	30,000	60,000	-	60,000	-	0.00%	
Materials and Supplies	-	-	20	-	-	-	-	-	0.00%	
Travel and Meeting	-	10,000	76,130	-	-	40,000	-	40,000	0.43%	0.0%
Total Institutional Support	<u>133,247</u>	<u>127,049</u>	<u>218,328</u>	<u>166,801</u>	<u>96,433</u>	<u>68,000</u>	<u>126,057</u>	<u>89,000</u>	<u>0.97%</u>	<u>30.9%</u>
Scholarships, Grants, and Waivers										
Other	23,800	55,594	109,740	128,099	129,407	136,300	93,298	116,882	1.27%	-14.2%
Total Scholarships, Grants, and Waivers	<u>23,800</u>	<u>55,594</u>	<u>109,740</u>	<u>128,099</u>	<u>129,407</u>	<u>136,300</u>	<u>93,298</u>	<u>116,882</u>	<u>1.27%</u>	<u>-14.2%</u>
Total Expenditures	<u>\$ 12,349,088</u>	<u>\$ 12,648,003</u>	<u>\$ 13,275,258</u>	<u>\$ 13,654,955</u>	<u>\$ 12,995,392</u>	<u>\$ 14,379,714</u>	<u>\$ 13,716,259</u>	<u>\$ 9,199,575</u>	<u>100.00%</u>	<u>-36.0%</u>

Auxiliary Enterprises Fund Expenditures by Object

	FY 2008 Actual	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Budget	FY 2013 Projected	FY 2014 Budget	FY 2014 Percent to Total	Budget % Change FY 2013 to FY 2014
Salaries	\$ 4,618,075	\$ 4,749,924	\$ 4,675,612	\$ 4,803,774	\$ 5,052,708	\$ 5,329,129	\$ 5,174,512	\$ 4,895,846	53.22%	-8.1%
Employee Benefits	681,317	699,511	738,050	739,703	656,183	740,615	659,610	613,264	6.67%	-17.2%
Contractual Services	1,139,105	1,068,489	1,085,284	1,373,239	1,002,860	881,799	897,813	853,167	9.27%	-3.2%
General Materials/Supplies	5,278,904	5,435,022	5,929,135	5,766,222	5,443,976	5,744,222	6,278,090	1,624,083	17.65%	-71.7%
Travel and Meeting	69,125	114,146	148,094	73,120	79,660	147,405	79,541	127,159	1.38%	-13.7%
Fixed Charges	18,075	111,255	49,741	28,500	11,831	18,000	13,844	18,500	0.20%	2.8%
Utilities	35,595	6,560	4,436	913	8	-	-	-	0.00%	
Capital Outlay	138,640	80,926	165,291	321,962	167,488	187,575	85,037	269,773	2.93%	43.8%
Other	370,252	382,170	479,615	547,522	580,678	850,969	527,812	737,783	8.02%	-13.3%
Contingency	-	-	-	-	-	480,000	-	60,000	0.65%	-87.5%
Total Expenditures	\$ 12,349,088	\$ 12,648,003	\$ 13,275,258	\$ 13,654,955	\$ 12,995,392	\$ 14,379,714	\$ 13,716,259	\$ 9,199,575	100.00%	-36.0%



Auxiliary Enterprises Fund
By Division and Department
Fiscal Year 2014 Budget

	<u>Revenue</u>	<u>Expenditures</u>	<u>Surplus/Deficit</u>
Provost			
Business & Social Science - Child Care	\$ 285,600	\$ 285,600	-
Resources for Learning - Library, Center for Innovative Instruction, Tutoring	11,500	11,500	-
Wellness & Campus Activities - Facilities			
Rental, Event Management	456,620	572,424	(115,804) ¹
Enrollment Services-Assessment & Testing	91,000	91,000	-
Student Activities	742,225	759,152	(16,927) ¹
Student Development	9,900	9,900	-
Total Provost	<u>1,596,845</u>	<u>1,729,576</u>	<u>(132,731)</u>
Workforce and Strategic Alliances			
Continuing Education & Business Outreach	4,166,187	3,951,941	214,246
Harper College for Businesses	735,000	734,625	375
Total Workforce and Strategic Alliances	<u>4,901,187</u>	<u>4,686,566</u>	<u>214,621</u>
EVP Finance & Administrative Services			
Bookstore	683,000	151,794	531,206
Dining Services	2,060,271	2,045,339	14,932
Conference Center	265,660	265,167	493
Conference & Event Management Rentals	785,000	781,363	3,637
Institutional	7,500	89,000	(81,500) ²
Police	12,500	12,500	-
Total EVP Finance & Administrative Services	<u>3,813,931</u>	<u>3,345,163</u>	<u>468,768</u>
FUND TOTALS	<u>\$ 10,311,963</u>	<u>\$ 9,761,305</u>	<u>\$ 550,658</u>

Note:

¹ Approved program reinvestment

² The deficit in this division represents centralized continuing education or auxiliary services expenditures; revenues will be generated by all other continuing education and auxiliary services accounts.

**Restricted Purposes Fund
Revenues and Expenditures**

	FY 2008 Actual	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Budget	FY 2013 Projected	FY 2014 Budget	FY 2014 Percent to Total	Budget % Change FY 2013 to FY 2014
REVENUES										
ICCB Grants	\$ 599,750	\$ 422,571	\$ 439,783	\$ 967,075	\$ 602,262	\$ 460,008	\$ 381,290	\$ 732,292	1.85%	59.2%
All Other State Government ¹	8,340,791	9,704,175	13,834,680	15,153,816	18,798,370	13,886,000	17,919,604	18,585,000	46.96%	33.8%
Federal Government	6,514,482	7,433,778	13,154,578	18,032,989	16,065,401	19,509,348	14,434,555	19,745,153	49.89%	1.2%
Tuition and Fees	427,512	250,900	5,584	123,038	85,573	66,500	58,207	56,365	0.14%	-15.2%
Sales and Services	32,267	54,185	64,578	85,510	100,703	64,300	91,551	46,300	0.12%	-28.0%
Facilities Rental	-	2,880	-	-	-	-	-	-	0.00%	
Other Sources	636,655	417,018	369,738	436,189	282,549	280,800	302,656	414,400	1.05%	47.6%
Total Revenues	16,551,457	18,285,507	27,868,941	34,798,617	35,934,858	34,266,956	33,187,863	39,579,510	100.00%	15.5%
EXPENDITURES										
Instruction	1,329,544	1,208,987	1,288,822	1,234,451	1,084,246	1,044,310	1,273,458	2,463,550	4.70%	135.9%
Academic Support	157,315	195,504	214,986	233,414	170,112	142,128	168,238	342,200	0.65%	140.8%
Student Services	273,324	234,495	243,486	724,364	336,675	187,803	228,828	187,803	0.36%	0.0%
Public Service	505,843	480,412	509,321	996,814	770,025	461,550	296,090	182,300	0.35%	-60.5%
Operations and Maintenance	-	-	-	187,688	48,747	-	9,570	-	0.00%	
Institutional Support ¹	7,799,110	11,212,011	13,830,158	14,625,171	17,813,479	20,815,927	18,665,759	29,628,383	56.50%	42.3%
Scholarships, Student Grants, and Waivers	8,495,990	9,222,077	15,182,868	19,174,263	18,017,167	20,182,218	15,795,103	19,638,695	37.45%	-2.7%
Total Expenditures	18,561,126	22,553,486	31,269,641	37,176,165	38,240,451	42,833,936	36,437,046	52,442,931	100.00%	22.4%
Excess (Deficiency) of Revenue over Expenditures	(2,009,669)	(4,267,979)	(3,400,700)	(2,377,548)	(2,305,593)	(8,566,980)	(3,249,183)	(12,863,421)		50.2%
Other financing sources(uses)										
Proceeds from bond issue	-	3,540,984	-	1,595,000	-	-	-	-		
Transfers(to) from other funds	1,987,076	2,658,072	3,422,571	3,253,550	2,258,575	2,320,000	6,159,944	2,150,000		-7.3%
Total Other Financing Sources	1,987,076	6,199,056	3,422,571	4,848,550	2,258,575	2,320,000	6,159,944	2,150,000		-7.3%
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	(22,593)	1,931,077	21,871	2,471,002	(47,018)	(6,246,980)	2,910,761	(10,713,421)		71.5%
BEGINNING FUND BALANCE	8,482,339	8,459,746	10,390,823	10,412,694	12,883,696	12,836,678	12,836,678	15,747,439		22.7%
ENDING FUND BALANCE	\$ 8,459,746	\$ 10,390,823	\$ 10,412,694	\$ 12,883,696	\$ 12,836,678	\$ 6,589,698	\$ 15,747,439	\$ 5,034,018		-23.6%
¹ Includes SURS on behalf payments	5,237,589	6,794,823	10,670,636	12,203,522	15,483,931	10,000,000	15,500,000	15,500,000		55.0%

**Restricted Purposes Fund
Expenditures by Program**

	FY 2008 Actual	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Budget	FY 2013 Projected	FY 2014 Budget	FY 2014 Percent to Total	Budget % Change FY 2013 to FY 2014
EXPENDITURES										
Instruction										
Salaries	\$ 726,387	\$ 673,131	\$ 772,575	\$ 753,909	\$ 712,422	\$ 587,636	\$ 723,656	\$ 786,080	1.50%	33.8%
Employee Benefits	35,791	32,261	42,428	45,685	39,095	40,649	45,435	56,618	0.11%	39.3%
Contractual Services	89,632	102,335	111,106	101,715	63,289	95,550	257,950	799,415	1.52%	736.6%
Materials and Supplies	92,032	100,378	101,399	126,941	99,351	160,545	125,404	129,467	0.25%	-19.4%
Travel and Meeting	31,714	44,716	29,130	43,362	41,702	45,700	49,425	53,164	0.10%	16.3%
Capital Outlay	192,381	98,981	170,814	90,712	51,358	37,950	5,101	430,580	0.82%	1034.6%
Other	161,607	157,185	61,370	72,127	77,029	76,280	66,487	208,226	0.40%	173.0%
Total Instruction	1,329,544	1,208,987	1,288,822	1,234,451	1,084,246	1,044,310	1,273,458	2,463,550	4.70%	135.9%
Academic Support										
Salaries	53,962	73,381	64,832	89,156	45,345	16,450	10,778	8,250	0.02%	-49.8%
Employee Benefits	11,095	9,980	8,812	9,075	9,603	1,400	34	-	0.00%	-100.0%
Contractual Services	29,700	34,498	25,575	29,445	41,909	45,400	97,428	33,100	0.06%	-27.1%
Materials and Supplies	36,327	24,924	50,873	29,340	29,978	35,178	26,045	31,150	0.06%	-11.5%
Travel and Meeting	1,089	6,084	18,786	31,585	18,613	25,500	18,929	1,500	0.00%	-94.1%
Fixed Charges	-	-	300	-	-	-	1,250	250,000	0.48%	100.0%
Capital Outlay	25,142	46,637	39,540	32,813	24,514	18,200	13,566	18,200	0.03%	0.0%
Other	-	-	6,268	12,000	150	-	208	-	0.00%	-
Total Academic Support	157,315	195,504	214,986	233,414	170,112	142,128	168,238	342,200	0.65%	140.8%
Student Services										
Salaries	205,338	199,335	213,781	426,600	276,730	219,454	216,590	227,373	0.43%	3.6%
Employee Benefits	17,749	19,587	22,211	21,745	24,079	25,529	19,591	19,243	0.04%	-24.6%
Contractual Services	8,614	37,987	13,637	180,625	52,036	16,620	17,841	14,987	0.03%	-9.8%
Materials and Supplies	54,052	39,507	65,232	60,071	43,433	1,200	39,825	1,200	0.00%	0.0%
Travel and Meeting	16,955	7,207	1,673	36,957	7,871	-	8,746	-	0.00%	-
Fixed Charges	-	75	-	-	-	-	1,000	-	0.00%	-
Capital Outlay	825	1,949	-	10,543	-	-	-	-	0.00%	-
Other	(30,209)	(71,152)	(73,048)	(12,177)	(67,474)	(75,000)	(74,765)	(75,000)	-0.14%	0.0%
Total Student Services	273,324	234,495	243,486	724,364	336,675	187,803	228,828	187,803	0.36%	0.0%
Public Service										
Salaries	117,532	150,679	162,852	260,487	228,473	222,768	133,128	90,376	0.17%	-59.4%
Employee Benefits	9,567	17,526	16,014	20,353	20,017	17,310	11,941	1,900	0.00%	-89.0%
Contractual Services	25,081	20,034	39,414	620,883	480,834	211,956	176,010	68,044	0.13%	-67.9%
Materials and Supplies	26,189	48,557	22,530	49,162	30,326	53,016	10,940	14,230	0.03%	-73.2%
Travel and Meeting	17,151	28,418	21,490	21,792	19,147	18,250	4,062	6,000	0.01%	-67.1%
Fixed Charges	704	1,233	1,362	2,634	1,443	1,750	1,662	1,750	0.00%	0.0%
Capital Outlay	-	1,186	-	3,610	-	-	-	-	0.00%	-
Other	309,619	212,779	245,659	17,893	(10,215)	(63,500)	(41,653)	-	0.00%	-100.0%
Total Public Service	505,843	480,412	509,321	996,814	770,025	461,550	296,090	182,300	0.35%	-60.5%

**Restricted Purposes Fund
Expenditures by Program**

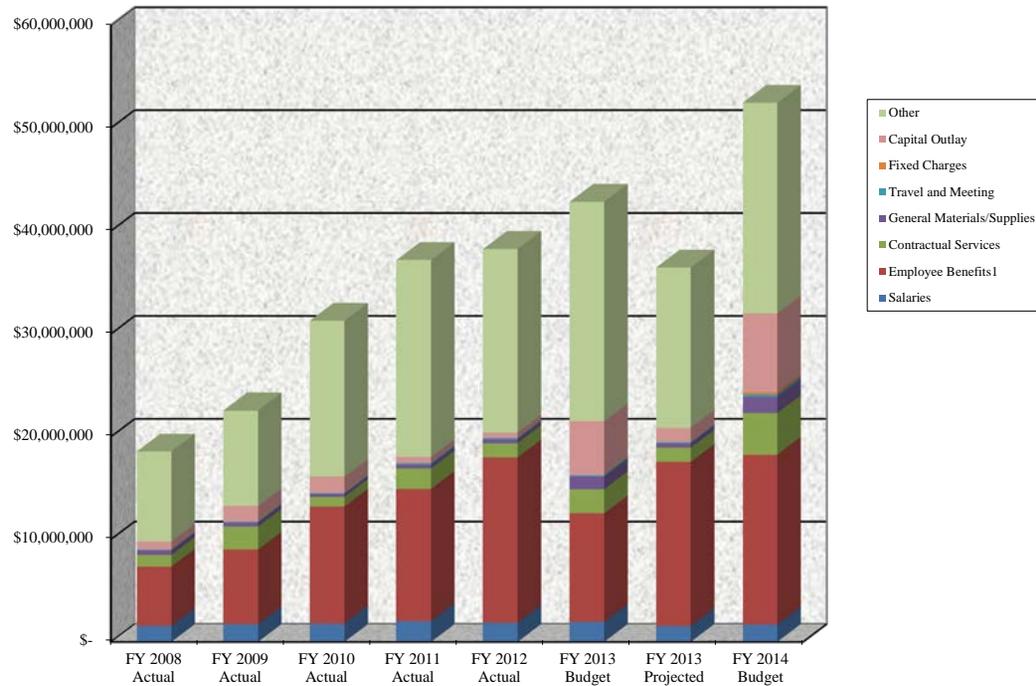
	FY 2008 Actual	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Budget	FY 2013 Projected	FY 2014 Budget	FY 2014 Percent to Total	Budget % Change FY 2013 to FY 2014
Operations and Maintenance										
Salaries	-	-	-	-	31,844	-	-	-	0.00%	
Employee Benefits	-	-	-	-	-	-	-	-	0.00%	
Contractual Services	-	-	-	187,688	6,698	-	9,570	-	0.00%	
Materials and Supplies	-	-	-	-	5,263	-	-	-	0.00%	
Travel and Meeting	-	-	-	-	4,942	-	-	-	0.00%	
Other	-	-	-	-	-	-	-	-		
Total Operations and Maintenance	-	-	-	187,688	48,747	-	9,570	-	0.00%	
Institutional Support										
Salaries	279,952	380,202	342,638	344,571	385,478	713,267	257,075	397,331	0.76%	-44.3%
Employee Benefits ¹	5,728,192	7,211,289	11,326,241	12,783,997	16,034,933	10,499,500	15,931,907	16,495,000	31.45%	57.1%
Contractual Services	978,375	2,040,229	744,081	877,414	751,597	1,977,021	817,752	3,151,388	6.01%	59.4%
Materials and Supplies	233,575	188,306	43,583	89,575	172,557	968,351	226,289	1,406,671	2.68%	45.3%
Travel and Meeting	632	-	11,118	14,561	30,310	61,200	32,133	157,700	0.30%	157.7%
Capital Outlay	578,384	1,365,656	1,362,347	485,117	437,259	5,183,213	1,391,018	7,161,343	13.66%	38.2%
Other	-	26,329	150	29,936	1,345	1,413,375	9,585	858,950	1.64%	-39.2%
Total Institutional Support	7,799,110	11,212,011	13,830,158	14,625,171	17,813,479	20,815,927	18,665,759	29,628,383	56.50%	42.3%
Scholarships, Grants, and Waivers										
Salaries	170,482	239,777	244,218	160,679	174,388	196,396	196,396	161,824	0.31%	-17.6%
Other	8,325,508	8,982,300	14,938,650	19,013,584	17,842,779	19,985,822	15,598,707	19,476,871	37.14%	-2.5%
Total Scholarships, Grants, and Waivers	8,495,990	9,222,077	15,182,868	19,174,263	18,017,167	20,182,218	15,795,103	19,638,695	37.45%	-2.7%
Total Expenditures	\$ 18,561,126	\$ 22,553,486	\$ 31,269,641	\$ 37,176,165	\$ 38,240,451	\$ 42,833,936	\$ 36,437,046	\$ 52,442,931	100.00%	22.4%
¹ Includes SURS on behalf payments	5,237,589	6,794,823	10,670,636	12,203,522	15,483,931	10,000,000	15,500,000	15,500,000		

Restricted Purposes Fund Expenditures by Object

	FY 2008 Actual	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Budget	FY 2013 Projected	FY 2014 Budget	FY 2014 Percent to Total	Budget % Change FY 2013 to FY 2014
Salaries	\$ 1,553,653	\$ 1,716,505	\$ 1,800,896	\$ 2,035,402	\$ 1,854,680	\$ 1,955,971	\$ 1,537,622	\$ 1,671,234	3.19%	-14.6%
Employee Benefits ¹	5,802,394	7,290,643	11,415,706	12,880,855	16,127,726	10,584,388	16,008,908	16,572,761	31.60%	56.6%
Contractual Services	1,131,402	2,235,083	933,813	1,997,770	1,396,363	2,346,547	1,376,552	4,066,934	7.75%	73.3%
General Materials/Supplies	442,175	401,672	283,617	355,089	380,909	1,218,290	428,503	1,582,718	3.02%	29.9%
Travel and Meeting	67,541	86,425	82,197	148,257	122,587	150,650	113,294	218,364	0.42%	44.9%
Fixed Charges	704	1,308	1,662	2,634	1,443	1,750	3,912	251,750	0.48%	14285.7%
Capital Outlay	796,732	1,514,409	1,572,701	622,795	513,131	5,239,363	1,409,685	7,610,123	14.51%	45.2%
Other	8,766,525	9,307,441	15,179,049	19,133,363	17,843,612	21,336,977	15,558,570	20,469,047	39.03%	-4.1%
Total Expenditures	\$ 18,561,126	\$ 22,553,486	\$ 31,269,641	\$ 37,176,165	\$ 38,240,451	\$ 42,833,936	\$ 36,437,046	\$ 52,442,931	100.00%	22.4%

¹ Includes SURS on behalf payments

	\$ 5,237,589	\$ 6,794,823	\$ 10,670,636	\$ 12,203,522	\$ 15,483,931	\$ 10,000,000	\$ 15,500,000	\$ 15,500,000
--	--------------	--------------	---------------	---------------	---------------	---------------	---------------	---------------



**Working Cash Fund
Revenues and Expenditures**

	FY 2008 Actual	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Budget	FY 2013 Projected	FY 2014 Budget	FY 2014 Percent to Total	Budget % Change FY 2013 to FY 2014
REVENUES										
Other Sources	\$ 632,857	\$ 309,846	\$ 119,033	\$ 74,666	\$ 37,109	\$ 43,000	\$ 15,440	\$ 20,000	100%	-53.5%
Total Revenues	<u>632,857</u>	<u>309,846</u>	<u>119,033</u>	<u>74,666</u>	<u>37,109</u>	<u>43,000</u>	<u>15,440</u>	<u>20,000</u>	<u>100%</u>	-53.5%
EXPENDITURES										
Total Expenditures	<u>-</u>									
Excess (Deficiency) of Revenue over Expenditures	<u>632,857</u>	<u>309,846</u>	<u>119,033</u>	<u>74,666</u>	<u>37,109</u>	<u>43,000</u>	<u>15,440</u>	<u>20,000</u>		-53.5%
BEGINNING FUND BALANCE	<u>14,488,011</u>	<u>15,120,868</u>	<u>15,430,714</u>	<u>15,549,747</u>	<u>15,624,413</u>	<u>15,661,522</u>	<u>15,661,522</u>	<u>15,676,962</u>		0.1%
ENDING FUND BALANCE	<u>\$ 15,120,868</u>	<u>\$ 15,430,714</u>	<u>\$ 15,549,747</u>	<u>\$ 15,624,413</u>	<u>\$ 15,661,522</u>	<u>\$ 15,704,522</u>	<u>\$ 15,676,962</u>	<u>\$ 15,696,962</u>		0.0%

**Bond and Interest Fund
Revenues and Expenditures**

	FY 2008 Actual	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Budget	FY 2013 Projected	FY 2014 Budget	FY 2014 Percent to Total	Budget % Change FY 2013 to FY 2014
REVENUES										
Local Government	\$ 13,900,013	\$ 14,614,790	\$ 14,144,766	\$ 15,475,452	\$ 16,229,090	\$ 16,225,803	\$ 16,354,143	\$ 17,027,563	99.93%	4.9%
Other Sources	276,607	158,891	52,180	31,044	18,185	15,000	7,729	12,000	0.07%	-20.0%
Total Revenues	14,176,620	14,773,681	14,196,946	15,506,496	16,247,275	16,240,803	16,361,872	17,039,563	100.00%	4.9%
EXPENDITURES										
Institutional Support										
Fixed Charges	13,303,558	17,078,363	16,083,635	14,856,398	15,678,437	15,773,329	15,774,813	15,900,410	99.97%	0.8%
Other	2,505	2,505	5,955	2,651	5,896	5,500	2,871	5,500	0.03%	0.0%
Total Institutional Support	13,306,063	17,080,868	16,089,590	14,859,049	15,684,333	15,778,829	15,777,684	15,905,910	100.00%	0.8%
Total Expenditures	13,306,063	17,080,868	16,089,590	14,859,049	15,684,333	15,778,829	15,777,684	15,905,910	100.00%	0.8%
Excess (Deficiency) of Revenue over Expenditures	870,557	(2,307,187)	(1,892,644)	647,447	562,942	461,974	584,188	1,133,653		145.4%
Other financing sources(uses)										
Transfers(to) from other funds	522,150	1,045,658	524,240	-	-	-	-	-		
Total Other Financing Sources	522,150	1,045,658	524,240	-	-	-	-	-		
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	1,392,707	(1,261,529)	(1,368,404)	647,447	562,942	461,974	584,188	1,133,653		145.4%
BEGINNING FUND BALANCE	7,915,514	9,308,221	8,046,692	6,678,288	7,325,735	7,888,677	7,888,677	8,472,865		7.4%
ENDING FUND BALANCE	\$ 9,308,221	\$ 8,046,692	\$ 6,678,288	\$ 7,325,735	\$ 7,888,677	\$ 8,350,651	\$ 8,472,865	\$ 9,606,518		15.0%

Debt Obligations

In the tax-capped portions of Illinois, the only bonded debt that can be incurred without a vote of the people are alternative revenue bonds and the bonding authority available within the debt extension base limit of 1994. In spring 2001, alternate revenue bonds of \$4,000,000 were sold to finance the purchase and build-out of a 40,000 square foot building in Schaumburg. Those bonds were retired in December 2011.

The tax cap laws now regulate debt and limit debt to 1994 levels (when tax caps were applied), unless a referendum is approved by a vote of the people. The College has a long term financial plan which includes a bond selling strategy that maximizes all tax dollars available under the tax cap law. Bonds were sold in 2013 generating \$4.9 million to help fund capital projects defined in the campus master plan.

Two successful referendums, an \$88,800,000 referendum in November of 2000 and \$153,600,000 in November, 2008 account for 97% of the outstanding debt. These referendums have provided a funding stream for building, and the repair and replacement of physical plant assets for the next 7 years.

The College has a larger debt than at any time in its history, but it is still modest compared to limits set by the state. The debt limit set by law is \$522,823,139 based on the 2012 equalized assessed valuation, and the College's outstanding principal is \$182,990,000 (35%), still well below the limit.

The College continues to have an outstanding financial reputation as evidenced by its Aaa bond rating issued by Moody's, which is the highest rating it awards. At the time the rating was originally issued in 2001, the College was one of only three community colleges in the United States, and the only one in Illinois, to be granted the Aaa rating. This rating has been maintained and was most recently reaffirmed by Moody's in the spring of 2013. Moody's has issued credit ratings for approximately 140 community colleges nationwide. Prior to this credit rating upgrade, the District's bonds were rated Aa1, a rating that the College had since 1996.

The College's credit rating will result in lower interest rates on the College's future bond issuances. The Aaa credit rating is especially important to the taxpayers of the district at this time of turbulent financial markets. Districts that have lower ratings will not only pay more interest, but it inhibits their ability to attract buyers for their bonds, because the insurance that used to provide coverage for poorer ratings is either no longer available or is considered suspect by bond buyers.

Moody's is a credit-rating service that renders opinions on the ability of a bond-issuer to repay its debt obligations. The criterion that go into analyzing a community college's debt focus on the college's role in providing educational services to its market, the level of financial stability provided by its reserves, its relative debt burden, and its ability to generate consistent operating results.

The rating itself is a combination of the letters A, B, or C, and the numbers 1, 2, or 3. The highest rating on a bond is Aaa, meaning it is of the best quality and has the smallest degree of investment risk. The higher the rating, the lower the interest rate the institution has to pay on the bonds, thus keeping costs down, which benefits the taxpayer.

**WILLIAM RAINEY HARPER COLLEGE
COMMUNITY COLLEGE DISTRICT NO. 512**

Schedule of Debt Maturities (Unaudited)
For the year ended June 30, 2013

General Obligation Refunding Bonds - Series 2005A

	Interest Rate	Amounts		Total
		due during year		
		Principal	Interest	
2013-2014			303,413	303,413
2014-2015			303,413	303,413
2015-2016			303,413	303,413
2016-2017			303,413	303,413
2017-2018			303,413	303,413
2018-2019			303,413	303,413
2019-2020	3.875	3,200,000	241,413	3,441,413
2020-2021	3.875	4,630,000	89,706	4,719,706
Total		<u>\$ 7,830,000</u>	<u>\$ 2,151,597</u>	<u>\$ 9,981,597</u>

General Obligation Refunding Bonds - Series 2006

	Interest Rate	Amounts		Total
		due during year		
		Principal	Interest	
2013-2014	5.000	3,810,000	1,002,075	4,812,075
2014-2015	5.000	4,350,000	798,075	5,148,075
2015-2016	5.000	2,795,000	619,450	3,414,450
2016-2017	5.000	2,945,000	475,950	3,420,950
2017-2018	5.000	3,460,000	315,825	3,775,825
2018-2019	5.000	3,830,000	133,575	3,963,575
2019-2020	4.250	890,000	18,913	908,913
Total		<u>\$ 22,080,000</u>	<u>\$ 3,363,863</u>	<u>\$ 25,443,863</u>

General Obligation Bonds - Series 2009 A

	Interest Rate	Amounts		Total
		due during year		
		Principal	Interest	
2013-2014	4.000	1,755,000	6,695,200	8,450,200
2014-2015	2.500	2,740,000	6,625,850	9,365,850
2015-2016	2.50-4.00	5,265,000	6,507,038	11,772,038
2016-2017	2.75-5.00	5,425,000	6,297,819	11,722,819
2017-2018	3.00-5.00	6,730,000	6,056,163	12,786,163
2018-2019	3.25-5.00	7,530,000	5,790,775	13,320,775
2019-2020	5.000	7,760,000	5,448,388	13,208,388
2020-2021	3.75-5.00	9,365,000	5,039,950	14,404,950
2021-2022	5.000	8,240,000	4,619,513	12,859,513
2022-2023	5.000	8,650,000	4,197,263	12,847,263
2023-2024	5.000	10,615,000	3,715,638	14,330,638
2024-2025	5.000	11,975,000	3,150,888	15,125,888
2025-2026	4.50-4.75	12,575,000	2,556,075	15,131,075
2026-2027	4.500	14,890,000	1,925,613	16,815,613
2027-2028	4.50-5.00	16,495,000	1,201,656	17,696,656
2028-2029	4.50-5.00	17,270,000	406,363	17,676,363
Total		<u>\$ 147,280,000</u>	<u>\$ 70,234,188</u>	<u>\$ 217,514,188</u>

**WILLIAM RAINEY HARPER COLLEGE
COMMUNITY COLLEGE DISTRICT NO. 512**

Schedule of Debt Maturities (Unaudited)
For the year ended June 30, 2013

Limited Tax Bonds – 2011 Series B				
	Interest Rate	Amounts due during year		Total
		Principal	Interest	
2013-2014	2.000	1,095,000	10,950	1,105,950
Total		<u>\$ 1,095,000</u>	<u>\$ 10,950</u>	<u>\$ 1,105,950</u>

Limited Tax Bonds – Series 2013				
	Interest Rate	Amounts due during year		Total
		Principal	Interest	
2013-2014	5.000	1,020,000	208,772	1,228,772
2014-2015	5.000	2,175,000	84,575	2,259,575
2015-2016	2.000	1,510,000	15,100	1,525,100
Total		<u>\$ 4,705,000</u>	<u>\$ 308,447</u>	<u>\$ 5,013,447</u>

Total Change in Bond Principal

Balance at July 1, 2012	\$ 185,775,000
Bonds issued during the year	4,705,000
Bonds retired during the year	<u>(7,490,000)</u>
Balance at June 30, 2013	<u>\$ 182,990,000</u>

**Operations and Maintenance (Restricted) Fund
Revenues and Expenditures**

	FY 2008 Actual	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Budget	FY 2013 Projected	FY 2014 Budget	FY 2014 Percent to Total	Budget % Change FY 2013 to FY 2014
REVENUES										
Local Government	\$ 908,223	\$ 478,098	\$ -	\$ 493	\$ -	\$ -	\$ -	\$ -	0.00%	
All Other State Government	-	-	-	-	-	20,500,000	-	22,426,000	94.26%	9.4%
Tuition and Fees	-	-	-	51,064	622,860	646,950	598,137	600,000	2.52%	-7.3%
Other Sources	986,262	32,381	5,081,345	3,351,553	2,725,557	2,536,750	161,837	765,550	3.22%	-69.8%
Total Revenues	1,894,485	510,479	5,081,345	3,403,110	3,348,417	23,683,700	759,974	23,791,550	100.00%	0.5%
EXPENDITURES										
Institutional Support										
Salaries	-	-	-	27,698	6,630	-	-	-	0.00%	
Employee Benefits	-	(12,438)	-	-	-	-	-	-	0.00%	
Contractual Services	463,024	584,690	1,469,326	967,735	1,125,043	5,133,050	2,900,385	4,222,200	5.20%	-17.7%
Materials and Supplies	60,711	17,436	12,488	-	-	-	-	-	0.00%	
Capital Outlay	1,137,141	4,860,367	7,492,254	4,511,279	4,989,150	55,966,050	7,542,163	77,049,750	94.80%	37.7%
Other	-	1,236,102	-	70,910	-	-	25,615	-	0.00%	
Total Institutional Support	1,660,876	6,686,157	8,974,068	5,577,622	6,120,823	61,099,100	10,500,957	81,271,950	100.00%	33.0%
Total Expenditures	1,660,876	6,686,157	8,974,068	5,577,622	6,120,823	61,099,100	10,500,957	81,271,950	100.00%	33.0%
Excess (Deficiency) of Revenue over Expenditures	233,609	(6,175,678)	(3,892,723)	(2,174,512)	(2,772,406)	(37,415,400)	(9,740,983)	(57,480,400)		53.6%
Other financing sources(uses)										
Proceeds from bond issue	-	157,328,641	-	2,970,915	-	4,500,000	4,980,915	-		
Transfers(to) from other funds	-	-	2,500,000	6,000,000	-	-	-	-		
Total Other Financing Sources	-	157,328,641	2,500,000	8,970,915	-	4,500,000	4,980,915	-		
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	233,609	151,152,963	(1,392,723)	6,796,403	(2,772,406)	(32,915,400)	(4,760,068)	(57,480,400)		74.6%
BEGINNING FUND BALANCE	23,242,586	23,476,195	174,629,158	173,236,435	180,032,838	177,260,432	177,260,432	172,500,364		-2.7%
ENDING FUND BALANCE	\$ 23,476,195	\$ 174,629,158	\$ 173,236,435	\$ 180,032,838	\$ 177,260,432	\$ 144,345,032	\$ 172,500,364	\$ 115,019,964		-20.3%

This page left blank intentionally

CAPITAL IMPROVEMENT PLAN AND SOURCES OF FUNDS

The College's main campus physical plant consists of 200 acres, including 23 facilities. These facilities are of various sizes and ages. The chart below provides the information related to the facilities. The campus map, which is in the Appendix, shows the layout of the various buildings at the main campus.

Building Name	Acceptance Dates	Gross Square Footage
Building A (Student and Administration Center)*	1969	132,593
Building B (Public Safety Center)*	1969 (additions 1984 & 2005)	27,460
Building C (New Student Services & Art Center)*	1969	23,908
Building D (Science, Math & Health Careers)*	1969 (additions 1974 & 1985)	115,903
Building E (Instructional Delivery Center)*	1969	14,258
Building F (Academic Resource Center)*	1969	101,970
Buildings G, H (Engineering & Applied Technology Center)*	1977	82,157
Buildings I, J (Business and Social Science Center)*	1980	92,947
Building L (Liberal Arts Center)	1994	88,860
Building M (Wellness and Sports Center)*	1980	97,100
Building O (Observatory)	1990	784
Building P (Music Instruction Center)*	1974	26,799
Building R (Performing Arts Center)	2002	44,942
Building S (Marketing Services Center)	1993	12,151
Building T (Park Management Shop)*	1973	5,175
Building U (Roads and Grounds Shop)*	1974	5,774
Building V (Plant Science Center)*	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)	41,057
(NEC) Northeast Center*	1973	56,270
Total Square Feet		1,325,870

Source: 2012 Submission to ICCB

* Buildings older than 25 years

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

The College and ICCB have defined capital projects as anything over \$25,000. The budget for FY 2014 includes planned capital projects of \$78.4 million, plus a \$3 million contingency. The details of the projects follow this narrative.

SOURCES OF FUNDS FOR HARPER CAPITAL IMPROVEMENT PLAN

The funding sources for capital improvements are numerous and are outlined below.

State Funding

Resource Management Allocation Plan (RAMP)

The State of Illinois provides funding to community Colleges through a process they call Resource Allocation Management Plan (RAMP). In this process, colleges submit their requests for major capital projects each year to be considered in the State annual budgeting cycle. The Illinois Community College Board (ICCB) then reviews all the requests that are submitted and produces a prioritized funding list that is recommended to the Illinois Board of Higher Education (IBHE), which incorporates community colleges' needs with university needs and then submits a prioritized listing to the Governor for consideration. If a project is funded in the final State budget, the State provides 75% of the dollars, and the College must provide 25%.

The College currently has submitted one project to the State for approval and three other projects have been approved and are in various stages of funding. Funding was appropriated for the three approved projects in FY 2010, and in FY 2011 \$4 million for the H project was released. In FY 2012, the College was awarded \$8 million to begin the planning of the One Stop/Student Center, and the remaining \$16.3 million was released for the H Project. The College has established the needed trust account for its share of the projects. The projects are administered by the Capital Development Board (CDB). At periodic points, the State provides capitalization reports so that the value of the asset can be added to the College financial records.

The one project submitted for approval is:

Wellness and Sports Center / Bldg M Renovations and Addition

Project cost:	\$51.3 million
State contribution:	\$38.5 million

The three approved projects are as follows:

Renovation of 82,000 square feet of classroom facilities in H Building

Project cost:	\$38.1 million
State contribution:	\$20.3 million

One Stop/Student Center

Project cost:	\$50.2 million
State contribution:	\$40.7 million (includes State credits)

Renovation of Hospitality program facility

Project cost:	\$5.1 million
State contribution:	\$3.9 million

The Wellness and Sports Renovations and Addition (Building M) project consists of the renovation of 97,100 gross sf and a new addition of 24,560 gross sf. This project includes the addition of new classrooms, laboratory space and support facilities, as well as renovation of existing space. The project also incorporates new locker rooms, support facilities, and exterior bleachers located at the campus stadium, as well as extensive work to existing ball fields. Building M is two stories with an area of 70,299 nsf. The existing building includes a swimming pool, gymnasium, labs, classrooms, offices and other support facilities.

H building supports many of our career programs. The major reconstruction of these current buildings is expected to reduce overall operating costs as more efficient mechanical and electrical systems will be designed into these buildings. Redesign of these buildings will include specific targets for reduction in energy usage. The renovation of these buildings will provide for more state-of-the-art teaching facilities on the main campus. Also, the maintenance needs of these buildings will decline for the first years after the renovation. This project is currently in the construction phase and is expected to be completed in the fall of 2014 with occupancy in the spring semester of 2015.

The new One Stop/Student Center will add much needed square footage to the campus. Recent enrollment data indicates that students are taking more hours and therefore, remaining on campus for longer periods of time. It follows that these students are seeking more services and opportunities to gather in appropriate surrounding. The footage will add operational costs and it will also require another project to adapt the vacated space to new uses. The 2010 Campus Master Plan proposes additions to A Building and K Wing. This project will identify the “front door” for the campus. The project is in the schematic design phase, which is expected to be completed in the fall of 2013, followed by the design development phase.

The Hospitality program facility project will renovate or replace temporary facilities used by hospitality services. Given the location of the existing main kitchen and supporting infrastructure in Building A, the Master Plan recommends renovating portions of Building A to support this expanded program.

Capital Renewal Funds

In addition to money for college-specified major projects funded through the RAMP process, the State also allocates “capital renewal money” for the colleges to use as needed. Though no allocation has been made since 2004, in FY 2010 an appropriation was made for \$27.3 million.

Harper's share of this is \$1.3 million, and included in this budget is a project to reconstruct parking lots at the Harper Professional Center in Schaumburg, and Northeast Center in Prospect Heights. The project, to be completed by the State Capital Development Board, is anticipated to begin in the spring of 2015 and be completed by fall of 2015.

Local Funding

The College also has local funding alternatives for capital expenditures.

Referendum(s)

In November 2008, the Board of Trustees placed a "No Tax Rate Increase" question on the ballot and, due to the community's support, the referendum was successful. Bonds were sold in February of 2009, generating approximately \$153.6 million to support the infrastructure needs. Within this source of funds the College has provided for the 25% match required for the three projects approved through the State's RAMP process, an estimated 10 years of annual facilities infrastructure maintenance, and funds to support many of the recommendations of the master plan.

Operations and Maintenance

The College also has the ability to levy funds for operations and maintenance. This fund is primarily used for the day-to-day operation of the physical plant, but includes a small project budget of \$250,000. The College uses this budget for small projects under \$25,000.

Limited Obligation Bond Funds

The College, under the tax cap, has the ability to issue non-referendum bonds up to a principal and interest payment of approximately \$2.2 million per year. The College is now on a cycle to issue \$4.5 million in bonds every two years, with about a three year payback. Most recently these bonds have been used for capital projects and retirement costs. The next anticipated bond issuance is in 2015.

Fund Balances

The College has fund balances that can be directed to capital projects. It will continue to use this source of funding to leverage other State or federal funds as they become available or for projects that have no other funding source.

CAMPUS MASTER PLAN

In FY 2010, having passed a successful referendum and three capital projects approved for State funding, the College embarked on a new Campus Master Planning process.

The 2010 Master Plan, adopted by the Board of Trustees in January 2011, has been developed to address the physical needs of the College through 2020. The Master Plan design team conducted extensive analyses of Harper's academic programs and its campus. As a result four Master Plan goals emerged, as follows:

- **A More Effective and Welcoming Campus:** The Master Plan strives to improve the effectiveness of the campus in attracting and retaining students and in making the resources of the campus more available, usable, and environmentally sustainable
- **Space for Academic Programs to Meet Current and Future Needs:** To understand Harper's current utilization of space, as well as needs for future programs, data was collected on existing classroom inventory, academic programs, and projected enrollment growth. New general classroom space will be needed by 2015 and through 2020, as well as other space for academic programs including class labs, studios, and faculty offices. These needs are addressed in additions, new buildings, and upgrades to existing buildings proposed in the Master Plan.
- **Space for Student Services to Meet Current and Future Needs:** One of the top priorities for the campus is a new Student Center, grouping all student services and related functions in one location on campus. The Student Center should be easy to find for visitors and first-time students. Reinforcing the importance of the need for support space on campus, the program analysis revealed that spaces for academic resources such as the library, tutoring, counseling, study space, and student services are currently undersized relative to other community colleges. Given the College's commitment to "increasing completion and achievement of all students," enhanced spaces and facilities are needed for these resources.
- **A Strategic, Cost-Effective Approach to the Entire Campus:** New buildings and additions proposed in the Master Plan will further strengthen the compact configuration of the College's existing buildings and campus. The Master Plan calls for the retention and renovation of Building D and the renovation of the Library as well as Building M for wellness/athletic activities and community events. It also calls for the completion of a system of enclosed passageways linking academic buildings on campus. Professional cost estimates of each element and a detailed phasing plan have been developed to assist the College in implementing the Master Plan. The Master Plan implementation strategy is flexible, recognizing that the College will proceed with projects based on available funding.

The top prioritized projects are underway with one, the Euclid and Roselle Entrances project, completed this past year. The Building D Renovations and Addition project is currently in phase I of construction, anticipated to be completed in the summer of 2014, with phase II by summer of 2016. Building H Renovations project is in the construction phase, anticipated to be completed in the fall of 2014, with occupancy in the spring of 2015. The One Stop/Student Center, currently in the schematic design phase, is anticipated to be completed in the fall of 2013, followed by the design development phase.

OPERATING BUDGET IMPACT

Many of the projects scheduled to be completed in FY 2014 are remodeling projects that do not impact the operating budget.

Maintenance projects, such as maintenance of HVAC systems, parking lot repairs, and athletic fields maintenance do not have an immediate savings, but prevent more costly replacements due to shortened useful life.

Replacement projects for windows, doors, and roofs and installation of lighting controls and building automation systems serve to reduce energy costs.

Projects that will impact operating costs are those that will add square footage to the campus. The College currently has four projects underway that, starting in FY 2015, will impact expenditures.

In FY 2015 Building H, which is currently undergoing a complete renovation, is expected to return to full operations and will impact labor, materials, and utility expenditures. It is expected that the 92,700 square foot building will require additional utilities, contractual services, and materials. Though costs will increase, the current budget will be reviewed for the ability to absorb the impact, since budgets were not reduced when the building originally went offline.

Also in FY 2015, a new parking structure is expected to be completed, which will require additional costs for utilities and maintenance.

In FY 2017, the 9,200 square foot addition to Building D is expected to add additional costs for utilities and materials.

In FY 2018, the 66,400 square foot addition to Building A for the One Stop/Student Center is expected to add additional costs for utilities, contractual services, and materials.

The impact on the operating budget will be monitored and adjusted on an annual basis.

The following is the complete list of capital projects that are planned for this year.

FY 14 Capital Projects

			<u>Project Description</u>	<u>Project Estimated Cost</u>	<u>FY14 Budget Request</u>	<u>FY15 Projected</u>	<u>FY16 Projected</u>
<u>Building Integrity</u>							
New	Building E: Masonry & Glazing		Masonry restoration at Building E, Window and entrance replacement at Building E, Window replacement at classrooms along the south side of Building C.	\$ 725,000	\$ 425,000	\$ 300,000	
New	Roofing: Northeast Center		Roofs have reached the end of their useful life. Replace roofing and insulation to meet energy code.	\$ 710,000	\$ 410,000	\$ 300,000	
	Campus Interior Doors & Frames		This is a multi-year project to replace damaged doors throughout the College. Physical Plant personnel will do the replacements when possible in an effort to save costs.	\$ 200,000	\$ 186,000		
	Roof Survey and Repairs		Roof survey and study followed by repairs to maintain the manufacturer's warranty where applicable and maintain water-tight roofs.	\$ 75,000	\$ 75,000		
TOTAL				\$ 1,710,000	\$ 1,096,000	\$ 600,000	\$ -
<u>Sustainability</u>							
	Indoor Lighting Level Control Installations		Provide lighting controls for class and conference rooms throughout the college to allow for various light required light levels. This is a multi-year project, approx. \$50,000 per year.	\$ 198,000	\$ 50,000	\$ 50,000	\$ 55,000
TOTAL				\$ 198,000	\$ 50,000	\$ 50,000	\$ 55,000
<u>Renewal</u>							
New	Life Safety Pedestrian Bridge Restoration		Restore the pedestrian bridge on the north side of the campus. Raise height of bridge to prevent flooding in future.	\$ 350,000	\$ 350,000		
New	Bldg L: Carpet Replacement		Liberal Arts Building Carpet Replacement in Offices & Classrooms on all 3 floors.	\$ 300,000	\$ 300,000		
New	Bldg E: Entire Building Refresh		Building E: replace carpet, repair stairs, paint, lighting, ceiling repair	\$ 265,000	\$ 265,000		
New	HPC: Carpet Replacement		HPC: Carpet Replacement in classrooms	\$ 74,400	\$ 74,400		
New	Bldg W: Carpet Replacement		Bldg W: Carpet Replacement in common meeting rooms	\$ 71,750	\$ 71,750		
New	Bldg S: Carpet Replacement		Bldg S: Carpet Replacement S-100	\$ 51,000	\$ 51,000		
New	Campus Exterior Directional Signs		Refresh Exterior Directional Signs across campus	\$ 50,000	\$ 50,000		
New	Bldg L: Faculty Offices		Bldg L: Faculty Offices 2nd floor replace carpet, paint ceiling, and update furniture in L256, 257, 258, 259, 260	\$ 40,000	\$ 40,000		
	Campus Monument Signage Replacement		Replace fading Harper College monument signs at Main Campus (along Roselle Rd. and Euclid Ave), North East Center, and Harper Professional Center. Replace with energy efficient LED lighting to reduce energy usage.	\$ 142,400	\$ 138,400		
TOTAL				\$ 1,344,550	\$ 1,340,550	\$ -	\$ -

FY 14 Capital Projects

			<u>Project Description</u>	<u>Project Estimated Cost</u>	<u>FY14 Budget Request</u>	<u>FY15 Projected</u>	<u>FY16 Projected</u>
<u>Program Support</u>							
New	Bldg D Landscape Restoration	Landscape restoration at D Bldg including the graduation area and the area along the lake and minor improvements at H bldg and Parking structure	\$ 2,850,000	\$ 205,000	\$ 645,000	\$ 2,000,000	
New	Bldgs D Temporary Relocation	Professional services for temporary departmental relocations construction documents to accommodate the Building D renovation project.	\$ 2,000,000	\$ 200,000	\$ 1,000,000	\$ 800,000	
New	Bldg H: Advanced Manufacturing Permanent Space	Bldg H: Advanced Manufacturing Permanent Space	\$ 1,300,000	\$ 130,000	\$ 1,170,000		
New	HPC: Certification Center	Remodel space at HPC into the certification center and CE computer training staff.	\$ 550,000	\$ 550,000			
New	Reconfiguration of Steam Lines & Boiler Replacement	Reconfiguration of Steam Lines & Boiler Replacement to provide adequate source for Chemistry department student lab experiments to meet demand	\$ 165,000	\$ 165,000			
New	NEC: Reading Room Expansion	Expansion of the NEC 127 Reading Room to provide services to the growing number of patrons	\$ 150,000	\$ 150,000			
New	Campus Tennis Court Repairs	Repair cracks and repaint tennis courts. To be funded from Auxiliary fund.	\$ 130,000	\$ 130,000			
New	Bldg V: Career skills institute classroom	Remodel the existing classroom in Building V, V114 into two classrooms for the career skills institute.	\$ 120,000	\$ 120,000			
New	Bldg D: Advanced Manufacturing Temporary Space	Bldg D: Advanced Manufacturing Temporary Space	\$ 100,000	\$ 100,000			
New	Bldg C: Art Gallery	Enclose space on east wall to ceiling. Install door inside of C200 to gain access to C201c. Complete storage space in C201c. Additional door to allow access o C202b from hallway.	\$ 49,500	\$ 49,500			
Annual	Campus Athletic Field Maintenance	Annual athletic field maintenance to include baseball and softball fields, soccer field and the competition field.	\$ 50,000	\$ 50,000			
	One Stop/Student Center Programming	The Master Plan proposes the Campus Life/One Stop Admissions Center (Student Center) as a combination of additions and renovations of A and K Buildings. The Campus Life/One Stop Admissions Center (Student Center) shall Group all student services and related functions into one location on campus. (CDB)	\$ 50,184,300	\$ 3,800,000	\$ 25,000,000	\$ 20,744,400	
	Bldg D Renovation and Additions	The Master Plan calls for D Building to be renovated and expanded as a key academic building on Campus. D Building with the renovations and additions will be flexible to provide for a broad variety of academic program, including general classrooms, departmental offices, class laboratories and studios.	\$ 46,423,500	\$ 20,000,000	\$ 20,000,000	\$ 3,326,000	
	H Building Renovations	Major construction to support career and technical programs. (CDB)	\$ 38,115,700	\$ 25,626,000	\$ 8,278,900	\$ 768,000	
	Hospitality Programming	Replacement or renovation of program facility due to age and space limitations. (CDB)	\$ 5,106,500	\$ 200,000	\$ 200,000	\$ 4,706,500	
	Bldg L: Liberal Arts Office Remodels	The Liberal Arts Department has requested the remodeling of the divisional office. The scope of work is to include minor remodeling, ceiling and lighting, carpeting, finishes and furniture. Reconfigure L233 to accommodate additional adjunct space. The existing space is inefficient.	\$ 411,500	\$ 164,800			
	Exterior Gathering Areas	There are few spaces for students to gather and study outdoors. Exterior gathering areas with benches, trash containers have been requested by student services. This project will include landscaping and paving at these gathering areas.	\$ 393,000	\$ 158,000			
	Bldg F: Center for Innovative Instruction Reconfiguration	Reconfigure F164a and F125 to accommodate faculty instruction lab, classroom, conference room, and office. Base estimate-expanded scope under review	\$ 225,000	\$ 22,500			

FY 14 Capital Projects

	<u>Project Description</u>	<u>Project Estimated Cost</u>	<u>FY14 Budget Request</u>	<u>FY15 Projected</u>	<u>FY16 Projected</u>
HPC: Continuing Education Office Reconfiguration	Remodel suite 10S at HPC for CE computer training staff. This is for the relocation of staff within HPC.	\$ 173,000	\$ 140,000		
Bldg B: Physical Plant Office Reconfiguration	Reconfigure B112 to provide conference room, utilities office and control room to meet current departmental needs.	\$ 153,450	\$ 61,500		
Bldg M Master Plan	Identify long-term needs for the Wellness and Campus Activities Department and determine the best approach to reconfigure Building M to meet the departmental needs. Building M needs to be studied to determine the best approach to renovated the building. Building M houses programs that require specific space requirements that do not exist elsewhere on campus. This need to be studied to determine the best way to provide facilities for the programs through the reconfiguration.	\$ 100,000	\$ 100,000		
Bldg X: Cardiac Tech/Diagnostic Medical Sonography Programs Waiting Room	Reconfigure rooms and add waiting room at X134/X140 to meet current departmental needs.	\$ 83,300	\$ 58,300		
Performing Arts Center, Bldg R: Sun Control Installation	Install motorized shades in lobby of Building R. The existing space is uncomfortable from the direct sun light. The shades will not only control this, they will also reduce energy usage by reducing solar gain.	\$ 64,900	\$ 45,400		
Bldg Z: Office Z327 Reconfiguration	Reconfigure student study space Z327 in Math/Science area to provide adjunct office. Reconfigure student study space Z307 to provide conference/student study space.	\$ 58,000	\$ 58,000		
Bldg X: Massage Clinic Reception Area	Create a reception area for massage clinic office X105.	\$ 35,200	\$ 25,200		
TOTAL		\$ 148,991,850	\$ 52,309,200	\$ 56,293,900	\$ 32,344,900

FY 14 Capital Projects

			<u>Project Description</u>	<u>Project Estimated Cost</u>	<u>FY14 Budget Request</u>	<u>FY15 Projected</u>	<u>FY16 Projected</u>
<u>Safety and Statutory</u>							
New	Warehouse		Construct a new warehouse within the planned parking structure at Lot 7 to better accommodate College needs across campus. This is necessary to minimize access, labor and rental costs associated with current leased space off site. This work was approved as an "add alternate" to be considered for construction in tandem with the new parking structure project in order to achieve a greater economy of scale. <i>(On hold for further discussion)</i>	\$ 1,775,000	\$ 1,665,000	\$ 110,000	
New	Parking Lot #6		Reconfigure Parking Lot 6 to complement new vehicular and pedestrian traffic flow that will occur upon completion of the new parking structure. This is necessary to provide safe ingress and egress from this surface parking area and child care drop-off point as well as creating much needed improvements with regard to storm water management and sustainability efforts throughout campus.	\$ 900,000	\$ 90,000	\$ 810,000	
New	Temporary Parking		Create temporary trades-only staging/parking area at NE corner of campus by relocating hammer throw area to new location adjacent to the softball field; create additional temporary parking on west side of Parking Lot 1 and stripe additional parking spaces on unused section of Kris Howard Blvd (North Ring Road)	\$ 508,400	\$ 457,400		
New	Bldgs L, R, W: Exterior Door Replacements		Replace the deteriorated exterior doors and frames in building L, R & W. The will include the revolving doors at Building W.	\$ 494,000	\$ 494,000		
New	Campus Keyless Access		Install keyless entry in back dock area of Buildings A and W, tunnels, and Building B.	\$ 50,000	\$ 50,000		
Annual	Parking Lot Maintenance		Routine periodic maintenance of the parking lots and roadways for safety and to extend the life of the surfaces.	\$ 347,000	\$ 347,000		
	Parking Structure		Construct a parking structure at Lot 7 East side of campus to accommodate future parking needs from the anticipated parking loss from various Master Plan Projects. This will also provide more efficient parking closer to buildings.	\$ 13,452,330	\$ 12,000,000	\$ 780,000	
Revised Scope	Euclid Ave Entrance Relocation		Euclid Road Entrance Relocation Phase II documents and permitting. Construction estimated at \$3.0 million. <i>(Construction on hold for further discussion)</i>	\$ 3,250,000	\$ 250,000	\$ 2,000,000	\$ 1,000,000
	Parking Lot Reconstruction: HPC & NEC		Parking Lot Reconstruction - HPC & NEC Capital Development Board Project. Capital renewal funds.	\$ 1,300,000	\$ 1,300,000		
Revised Scope	Emergency Power Distribution		Physical plant requires an emergency generator system be added to the infrastructure to serve essential mechanical equipment during power outages. Northeast side of campus would be the first of four generators installed.	\$ 1,250,000	\$ 1,250,000		
	Life Safety Asbestos Removal		Multi year project, asbestos removal 2014 and beyond.	\$ 633,000	\$ 192,000		

FY 14 Capital Projects

	<u>Project Description</u>	<u>Project Estimated Cost</u>	<u>FY14 Budget Request</u>	<u>FY15 Projected</u>	<u>FY16 Projected</u>
Avante Center, Bldg X, Y & Z: Exterior door replacement	Replace all exterior doors and frames. The exterior doors and frames are failing and causing exiting issues.	\$ 370,000	\$ 148,000		
Bldg P: Washroom renovations	Renovate washrooms P219 & P136 to meet accessibility requirements	\$ 140,000	\$ 140,000		
Bldg A: Washroom renovations	Renovate washrooms A206 & A207 to meet accessibility requirements	\$ 140,000	\$ 140,000		
HVAC Equipment Removal	Remove abandoned chillers, cooling towers, pumps, and associated piping at multiple locations.	\$ 100,000	\$ 75,000		
Bldg B: Concrete Repairs	Repair deteriorated concrete area in front of the dock doors. The pavement is beyond its useful life.	\$ 75,000	\$ 37,500		
Bldg A: Mechanical Repairs	The existing HVAC system does not meet current codes and outside air requirements. Modifications are required to bring the system up to code.	\$ 56,500	\$ 56,500		
Bldg Z: Lobby Tile Replacement	Remove and replace Deteriorating floor tile in Lobby Z101.	\$ 56,100	\$ 38,300		
		TOTAL \$ 24,897,330	\$ 18,730,700	\$ 3,700,000	\$ 1,000,000

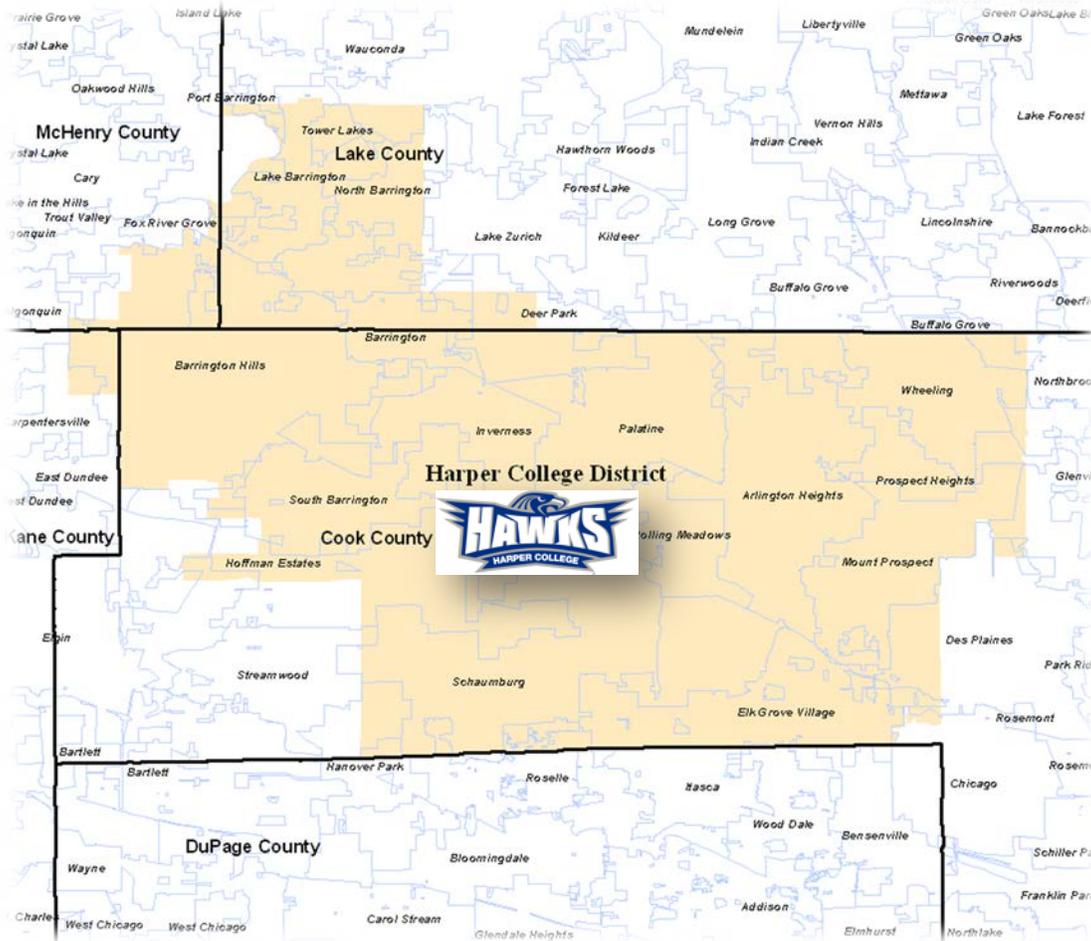
System Reliability

New	NEC: Water Piping	Replace all corroded and leaking domestic hot and cold water pipes	\$ 125,000	\$ 125,000		
New	Bldg A: Data Center Air Conditioning	Upgrade existing AC and provide redundant cooling for first floor server room in Building A, K Wing	\$ 105,000	\$ 105,000		
New	NEC: Network Room Reconfigure	Provide additional HVAC & Power capacity to the main network room as required to meet the requirements of the new equipment.	\$ 100,000	\$ 100,000		
	Building Automation Systems (BAS)	Install, replace, upgrade building automation systems to Campus standard to reduce energy usage, reduce the Campus's carbon footprint, and increase the life expectancy of the mechanical equipment.	\$ 2,998,000	\$ 1,000,000	\$ 1,998,000	
	Bldg M: Pool Repairs & Upgrades	Replace outdated pumping, water treatment, and controls systems in the pool equipment room. Replace tile surfaces and HVAC system in the pool and spectator area. <i>(On hold for further discussion)</i>	\$ 1,206,000	\$ 1,145,500		
	Bldg B Mechanical system	Replace Bldg B mechanical system. The existing mechanical system is beyond its life expectancy and has become unreliable and difficult to control.	\$ 639,100	\$ 400,000	\$ 239,100	
	Bldg D: Mechanical room	Install steam piping and condensate lines to proposed mechanical room east side of Bldg D as identified by the Building H and D projects.	\$ 475,000	\$ 435,000		
	Infrastructure Master Plan: MEP	Mechanical/Electrical/Plumbing priority projects to be identified by the Infrastructure Master Plan	\$ 355,000	\$ 355,000		
	Bldg A: Drain Lines Repairs	The scope of this work includes the sanitary drain lines from the kitchen east to the east sanitary service serving the building. The existing lines over the years have accumulated deposits that have decreased the flow.	\$ 297,000	\$ 297,000		
	Infrastructure MEP: Utility Sub Metering	Main Campus Utility Sub Metering	\$ 250,000	\$ 250,000		
	Tunnel Mechanical work	Replace conduit and wiring where corrosion has caused conduit failure and exposed wiring. Also repair or replace steam pipe frames where seepage corrosion has eroded base plates and anchor bolts.	\$ 248,325	\$ 235,000		
	Campus Emergency and Exit Lighting	This multi-year project is to correct and improve the emergency and exit sign circuits for all of the older buildings throughout the college	\$ 200,000	\$ 55,000	\$ 55,000	\$ 55,000
Revised Scope	Blue Reflecting Pool Repairs	The blue reflecting pool plumbing system has failed and several leaks have developed in the piping and the pool.	\$ 140,000	\$ 125,000		

FY 14 Capital Projects

	<u>Project Description</u>	<u>Project Estimated Cost</u>	<u>FY14 Budget Request</u>	<u>FY15 Projected</u>	<u>FY16 Projected</u>
Bldg M: HVAC Control System	Complete direct digital controls installation of air handling units 5,6,7&9 plus exhaust fans, fan coil units and domestic hot water. Phase 2 of 2.	\$ 90,000	\$ 90,000		
Infrastructure MEP: Bldg A Piping	Testing of existing piping systems to determine the extent of piping replacement prior to the Student Center project	\$ 70,000	\$ 70,000		
Infrastructure MEP: HVAC piping insulation	Insulate HVAC piping in the main campus	\$ 40,000	\$ 40,000		
Infrastructure MEP: West Chiller	Design plan for West Chill Water plant. Also to include study for water from P Bldg to A & W buildings	\$ 35,000	\$ 35,000		
Bldg V: Isolation Valve	Install isolation valve on 3" City water feed to prevent water feed failure to the Campus.	\$ 25,000	\$ 13,000		
TOTAL		\$ 7,398,425	\$ 4,875,500	\$ 2,292,100	\$ 55,000
Building Integrity		\$ 1,710,000	\$ 1,096,000	\$ 600,000	\$ -
Sustainability		\$ 198,000	\$ 50,000	\$ 50,000	\$ 55,000
Renewal		\$ 1,344,550	\$ 1,340,550	\$ -	\$ -
Program Support		\$ 148,991,850	\$ 52,309,200	\$ 56,293,900	\$ 32,344,900
Safety and Statutory		\$ 24,897,330	\$ 18,730,700	\$ 3,700,000	\$ 1,000,000
System Reliability		\$ 7,398,425	\$ 4,875,500	\$ 2,292,100	\$ 55,000
Grand Total		\$ 184,540,155	\$ 78,401,950	\$ 62,936,000	\$ 33,454,900
Contingency			\$ 3,000,000	\$ -	\$ -
Total Budget Request			\$ 81,401,950	\$ 62,936,000	\$ 33,454,900

HARPER COLLEGE ENVIRONMENTAL SCAN



Prepared for Harper College by the Center for Governmental Studies, Northern Illinois University, Division of Outreach, Engagement and Information Technologies

7/29/2011

Following are excerpts from the Harper College Environmental Scan

Report prepared by:
Diana Robinson
Sherrie Taylor
Center for Governmental Studies
Northern Illinois University
DeKalb, IL 60115

The findings and conclusions presented in this report are those of the authors alone and do not necessarily reflect the views, opinions, or policies of the officers and/or trustees of Northern Illinois University.

INTRODUCTION

This report updates an environmental scan prepared for Harper College in late 2008.¹ Since then our nation has struggled to emerge from a devastating recession, a new president was elected, and the decennial census took place. The consequences of these events are among those addressed in this report. Although the range of content is broad, it is neither exhaustive, nor deep, nor does it claim to address issues new to Harper College. Rather, it offers an independent assessment of important aspects of the external environment that are of potential strategic importance to Harper College operations and planning efforts.

This report is organized into six sections. The first is an executive summary. Section two describes the fiscal and demographic context within which Harper is operating. Sections three through six identify selected trends and developments as they relate to the four strategic directions identified in the Harper College Strategic Plan for 2010-2015. These are:

- Inspiration – developing programs with educational partners that inspire postsecondary education and career readiness as a life goal.
- Partnership – engaging in partnerships to develop programs in existing and emerging career areas that enable students to succeed in a global economy.
- Accountability - creating a culture of innovation, accountability and transparency.
- Completion – increasing completion and achievement of all students with a focus on underperforming student groups.

The last section contains appendices that provide additional methodological detail, lists of other postsecondary programs in the Harper District area, and data sources.

In addition, an extensive database that was created to develop this report has been provided to Harper as a companion resource to this document.

¹ NIU Outreach, November 5, 2008. *Harper College Environmental Scan*

SECTION 1: EXECUTIVE SUMMARY

Recent years have seen dramatic changes in the nation's fiscal landscape. As job losses have grown and consumers have curtailed their spending, tax bases have eroded and in many states, including Illinois, massive budget gaps have developed. As healthcare, Medicaid, and pension contributions compete with education for increasingly scarce public dollars, the result is an exceptionally challenging financial climate and uncertain future for higher education.

William Rainey Harper College has identified four strategic directions to help focus and guide the institution through a rapidly changing environment: inspiration, partnership, accountability, and completion. This environmental scan uses those four directions as lenses for identifying important external trends, opportunities and challenges. These are summarized below.

1. **Inspiration** – developing programs with educational partners that inspire postsecondary education and career readiness as a life goal. Relevant trends and developments include:
 - Educational attainment. Significant new markets are represented by the relatively high educational attainment of area residents and opportunities to attract more in-district postsecondary enrollees to Harper, particularly Baby Boomers.
 - Unemployment. As in Illinois and the nation, unemployment rates in the Harper College district have been increasing since 2006. Although times of high unemployment are historically good for community colleges, declining household incomes in the Harper district mean that fewer resources are available for education.
 - Commuting patterns and gas prices. New tools that profile commuters reveal learner markets for Harper College, opportunities that are bolstered by high gas prices.
 - Common core standards. Harper College's focus on streamlining the educational system to improve academic achievement at all levels will be supported by Illinois' adoption and implementation of the Common Core State Standards.
 - Innovative models. New strategies to help adults reengage with postsecondary education and earn a degree include the ready adult concierge, identifying adults who have earned many credits toward a degree, reducing time-to-degree, and transforming remediation so students can move swiftly to first-year success and completion.
2. **Partnership** – engaging in partnerships to develop programs in existing and emerging career areas that enable students to succeed in a global economy. Trends and developments include:
 - Occupational projections. Middle-skill occupations that require credentials offered by community colleges offer careers with the most stability and growth potential.

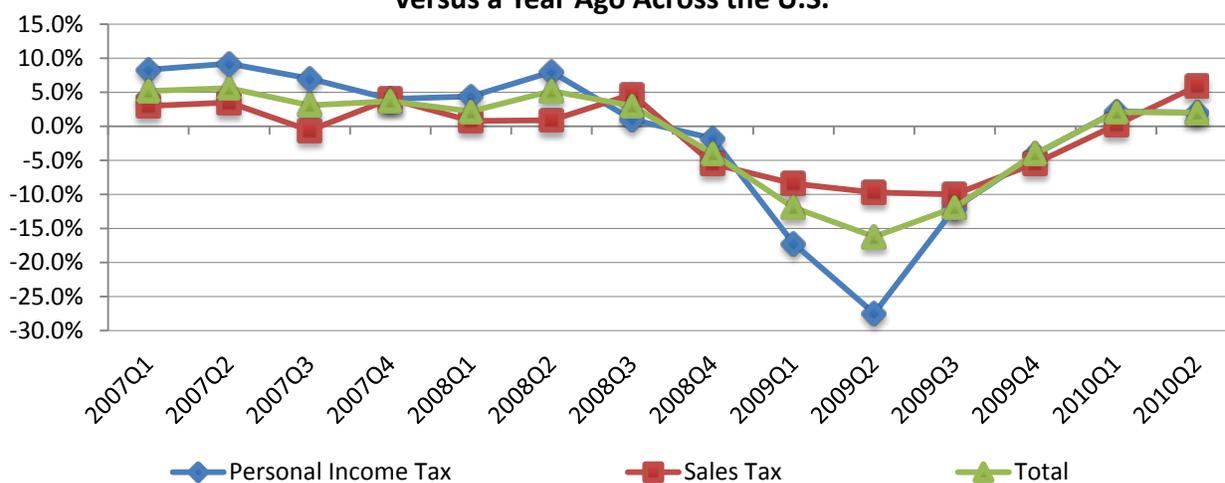
- Industry location quotients (LQs). LQs have the potential to help identify dominant industries and patterns of growth or decline. Four industries are relatively concentrated in the Harper College region: construction, financial activities, manufacturing, and professional and business services.
 - Future work skills. The global information economy calls for new work basic skills: sense-making, social intelligence, novel and adaptive thinking, cross-cultural competency, computational thinking, new media literacy, transdisciplinarity, design mindset, cognitive load management, and virtual collaboration.
3. **Accountability** - creating a culture of innovation, accountability and transparency. Trends and developments associated with this strategic direction include:
- Availability of funding. Harper College’s ability to innovate and support a robust accountability system will be challenged by constrained tuition resources at the family, state and federal levels.
 - New accountability measures. Harper College is well-positioned to participate in current and emerging accountability efforts and has established its own “Challenge of 10,604” in response to President Obama’s college completion goal.
 - State data system initiatives. Illinois’ Longitudinal Data System and Workforce Data Quality Initiative will support accountability efforts and help streamline educational systems, align curriculum, and prepare students for postsecondary education.
4. **Completion** – increasing completion and achievement of all students with a focus on underperforming student groups.
- Income and poverty. The number of students living in low-income households within Harper College’s district has continued to increase. These students are more likely to lack the academic preparation and financial resources needed to attend and succeed in postsecondary education.
 - K-12 student achievement data. Despite K-12 student academic performance gaps in schools throughout Harper’s district, examples of improvement and excellence also exist.
 - Competition. The educational landscape in the area served by Harper College is rich in program providers. The many postsecondary options and easy-to-use institutional comparison tools translate to a more competitive educational market for consumers.
 - Technology. Developments in technology offer important strategies to enhance learning and college completion. These electronic books and mobile devices, augmented reality, game-based learning, gesture-based computing, and learning analytics.

SECTION 2: FISCAL AND DEMOGRAPHIC CONTEXT

FISCAL CONTEXT

Recent years have seen dramatic changes in the nation's fiscal landscape. States' revenue collections have declined and budgets have weakened from the prolonged recession. Although all major tax resources have been affected, personal income tax fell the most across the nation (see Figure 1). As job losses grew and consumers curtailed their spending, sales tax receipts also declined. The result was that every state except North Dakota saw annual revenues drop and massive state budget gaps develop.²

Figure 1: Percent Change in State Tax Collections Versus a Year Ago Across the U.S.



Source: The Nelson A. Rockefeller Institute of Government. *State Revenue Report*, August 30, 2011. In Pattison, S.D. & Eckl, C. (n.d.), A

The National Conference of State Legislators has published the results of a 2010 survey of legislative fiscal directors. Although Illinois did not provide a forecast as to when state revenues would return to pre-recession levels, projections by other states ranged as far out as FY2016.³ This is not good news for higher education. In a recent analysis of state support for higher education between 1979 and 2007, Doyle and Delaney concluded that “When state revenues are low, higher education is an attractive option for heavy cuts because it has the ability to collect fees for its services....”⁴

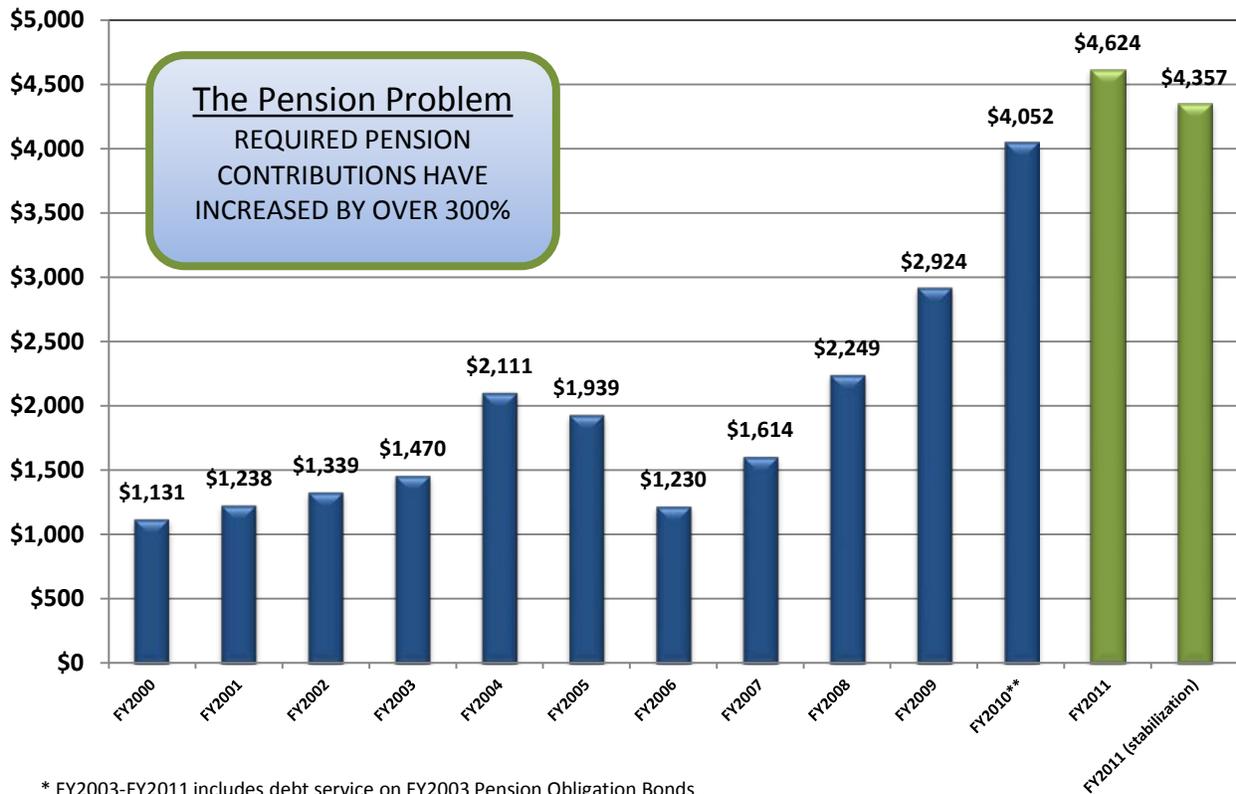
² National Conference of State Legislators in Pattison and Eckl, *A New Funding Paradigm for Higher Education*

³ National Conference of State Legislators, *NCSL Fiscal Brief: Projected State Revenue Growth in FY 2011 and Beyond*, September 29, 2010.

⁴ Delaney, Jennifer A. and William R. Doyle. *The Role of Higher Education in State budgets.* The Challenges of Comparative State-Level Higher Education Policy Research. Kathleen M. Shaw and Donald E. Heller (Sterling, Virginia: Stylus, 2007).

This volatility in higher education funding is largely due to the many other important public programs that compete for state funds, particularly healthcare, and specifically Medicaid. The National Association of State Budget Officials (NASBO) estimated Medicaid spending at \$354 billion in FY2010, surpassing elementary and secondary education as the largest component of total state spending for the first time since 2006. Pension funding has been the other major state expenditure. In Illinois, required pension contributions have more than tripled since FY2000 (see Figure 2).

Figure 2: General Fund Pension Contributions Growth in Illinois *
Fy2000 - FY2011
 (in \$millions)



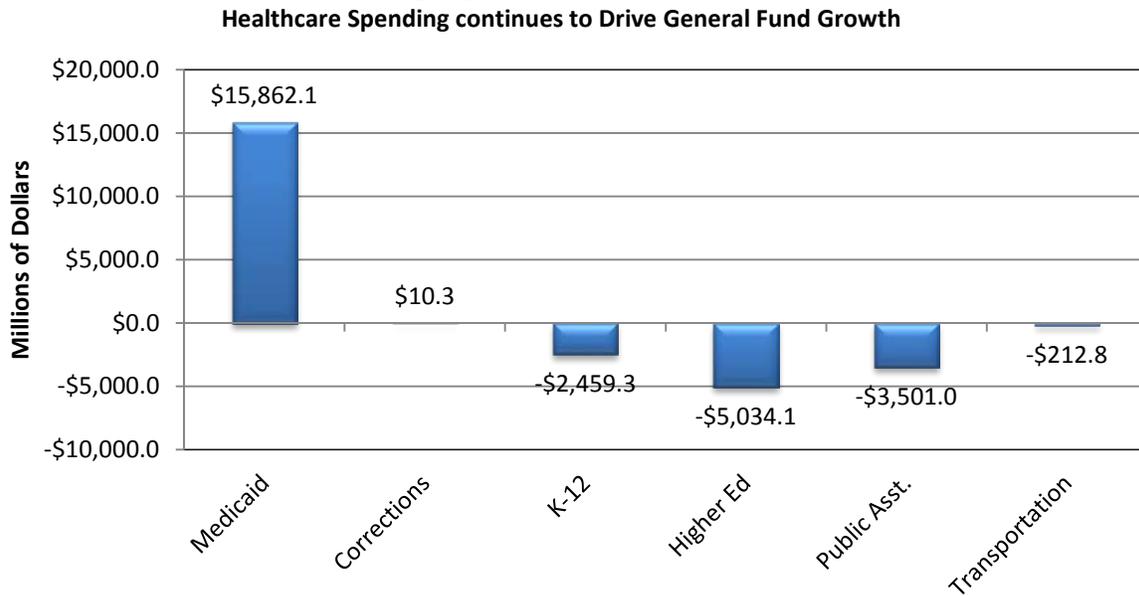
* FY2003-FY2011 includes debt service on FY2003 Pension Obligation Bonds

** FY2010 General Fund Pension Contribution was largely financed by issuance of \$3,466 million in Pension Obligation Notes

Source: Governor's Office of Management & Budget

As a result of escalating Medicaid and pension costs, between FY2011 and FY2012, higher education has suffered the largest decrease in state general fund spending of the major cost categories at a little more than \$5 billion. As illustrated in Figure 3, public assistance programs in Illinois sustained the second largest cut in general funds followed by K-12 education. Healthcare spending rocketed to almost \$16 billion.⁵

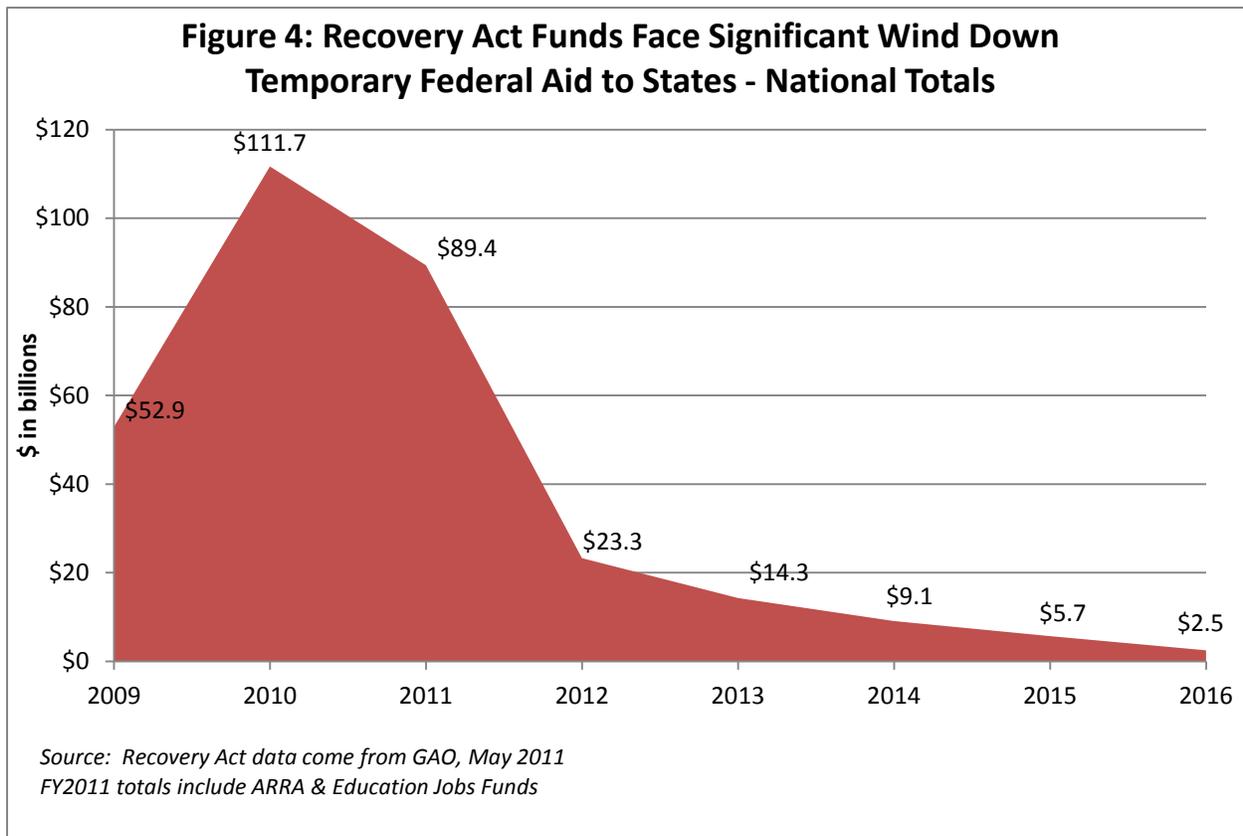
Figure 3: Changes in General Fund Spending in Illinois by Category (Fiscal 2011 - 2012)



Fiscal 2011 data is based on enacted budgets and fiscal 2012 data is based on governor's proposed budgets.
 Source: National Association of State Budget Officers

⁵ Pattison, S.D. & Eckl, C. (n.d.) *A New Funding Paradigm for Higher Education*. National Association of State Budget Officers and the National Conference of State Legislatures. Retrieved June 5, 2011 from www.nasbo.org.

Although state fiscal conditions in FY2011 are somewhat improved over the preceding two years, numerous fiscal challenges are evident for FY2012 and beyond. One of these is the withdrawal and wind-down of \$54 billion in American Recovery and Reinvestment Act (ARRA) economic stimulus funds. In many cases the ARRA funds designated to help states cover shortfalls in their education budgets weren't sufficient to prevent governors from making deep spending cuts.⁶ At least \$5.3 billion in ARRA funds went to higher education, and another \$16 billion was provided for student aid. Figure 4 illustrates the magnitude of this funding for the nation as it peaked in FY2010 at \$111.7 billion and dropped precipitously in FY2012.



⁶*The Chronicle of Higher Education*, February 27, 2009, chronicle.com/weekly/v55/i25/25a02401.htm.

Illinois' budget shortfall at the end of FY11 exceeds \$11 billion, or one-third of the state's tax-funded spending.⁷ In response to this deficit the State of Illinois has increased the individual income tax rate from 3.0% to 5.0% and the corporate tax rate from 4.8% to 7.0%. This distinguishes Illinois as having the fourth highest combined national-local corporate income tax in the nation and in the world. It is not yet apparent what, if any, effect this will have on business attraction and retention. Figure 5 summarizes recent changes in Illinois' individual income and corporate tax rate.

Figure 5: History of Illinois State Income Tax Rate

Date	Individual Income Tax Rate	Percent Change	Corporate Tax Rate	Percent Change
August 1969	2.5%	-	4.0%	-
January 1983	3.0%	20.0%	4.8%	20.0%
July 1984	2.5%	-17.0%	4.05	-17.0%
July 1989	3.0%	20.0%	4.8%	0.0%
January 2011	5.0%	67.0%	7.0%	46.0%

Source: Illinois Department of Revenue and Illinois Policy Institute calculations

On a positive note, when state revenues are high, higher education has historically proven to be a politically attractive area in which to spend money.⁸ However, two key unknowns --the length of time before revenues rebound and how the federal stimulus funds will be replaced -- may delay or prevent a return to former higher education funding levels.

Other potential complications described by Pattison and Eckl include:

- new spending demands as people become eligible for safety net programs such as Medicaid and Temporary Assistance to Needy Families,
- growing pressures from unfunded pension liabilities and other retiree costs,
- the feasibility of raising taxes even though states face continued large budget gaps,
- the impact of voter-approved ballot measures that address state fiscal policy, and
- Federal deficit-reduction actions that affect states.

As state spending growth slows in response to sluggish national economic growth, lawmakers will be asking higher education administrators difficult questions about increasing efficiency and performance and potential consolidation of degrees, programs, and institutions.⁹

⁷<http://www2.illinois.gov/budget/Pages/budgetbasics.aspx>, retrieved on June 14, 2011.

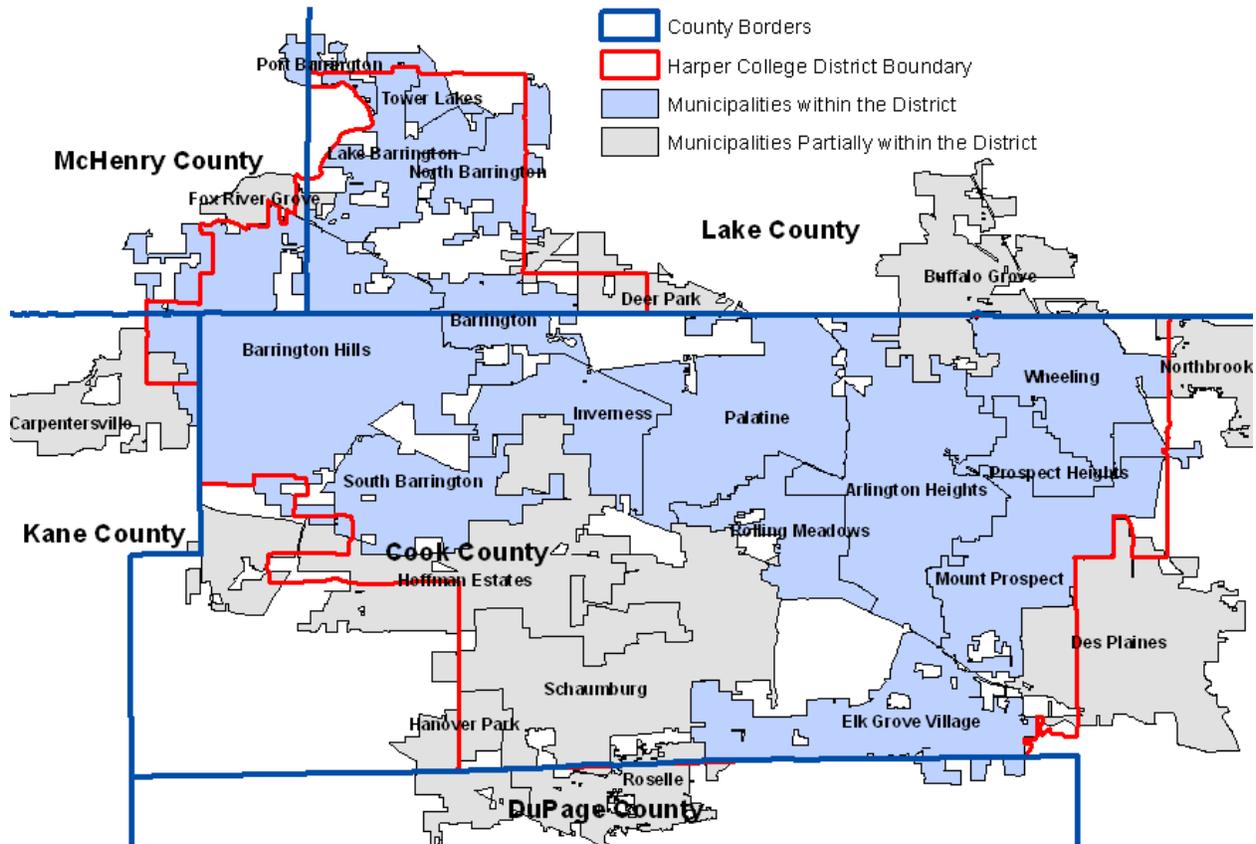
⁸Delaney, Jennifer A. and William R. Doyle. "The Role of Higher Education in State budgets." *The Challenges of Comparative State-Level Higher Education Policy Research*. Kathleen M. Shaw and Donald E. Heller (Sterling, Virginia: Stylus, 2007

⁹ Pattison and Eckl, p. 7

DEMOGRAPHIC CONTEXT

The Harper College district includes portions of four counties: Cook (which makes up the majority of the area and population of Harper's district), Lake, Kane, and McHenry (see Figure 6). Fifteen municipalities are located within Harper's district, ranging in size from Tower Lake's 1,283 residents to Arlington Heights' 75,101. Portions of an additional ten municipalities are included in Harper's district depending on the address of the building.

Figure 6: Municipalities in Harper College District



The population has remained fairly stable over the last ten years. Several annexations have taken place, but among those municipalities completely within the district the population grew by just under 1.0%, or 3,201 people. By comparison, the population of the entire state of Illinois grew by 3.3% during the same period.

Population. An estimated 535,000 people lived within the district according to the 2006-08 American Community Survey estimates. Of these, approximately one-fourth were aged 17 and under and another one-fourth aged 55 and over. Fewer than 20% were between 18 and 34 years old, and, of this cohort, 21.0% were enrolled in-district. Of these in-district enrollments, 28.2% attended Harper College in 2010. Figure 7 summarizes these data.

Figure 7: Percent District Residents by Age Group Served By Harper

Age Groups	Harper's District Population		All In-District Enrollment (FY 2010)*		Percent of <u>All</u> In-district Students Attending Harper
	N	%	N	%	
17 & Under	130,530	24.4%	1,894	5.8%	1.5%
18-24	43,065	8.0%	15,420	46.9%	35.8%
25-34	63,065	11.8%	6,850	20.8%	10.9%
35-44	82,208	15.4%	3,562	10.8%	4.3%
45-54	87,696	16.4%	2,775	8.4%	3.2%
55 & Over	128,420	24.0%	2,355	7.2%	1.8%
Total	534,984	100.0%	32,856	100.0%	6.1%

Source: American Community Survey Estimates (2006-08) of HS Dists. 211, 214, 220 and Cognos ODS [Enrollment], provided by Harper College.

Race and Ethnicity. A majority of the residents of the Harper College district are white: 71.3% self-identified as “White alone” in the American Community Survey. Of the remaining population, 14.2% identified themselves as Hispanic or Latino, 10.9% as Asian, and 2.2% as African-American. Figure 8 presents these data for the three school districts that comprise the Harper College district: High School Districts 211 and 214 and Community Unit School District 220. There are modest variations across districts, with HSD 220 having the largest percentage of Whites, HSD SD 214 the highest proportion of Latinos, and CUSD 211 the greatest percentage of Asians.

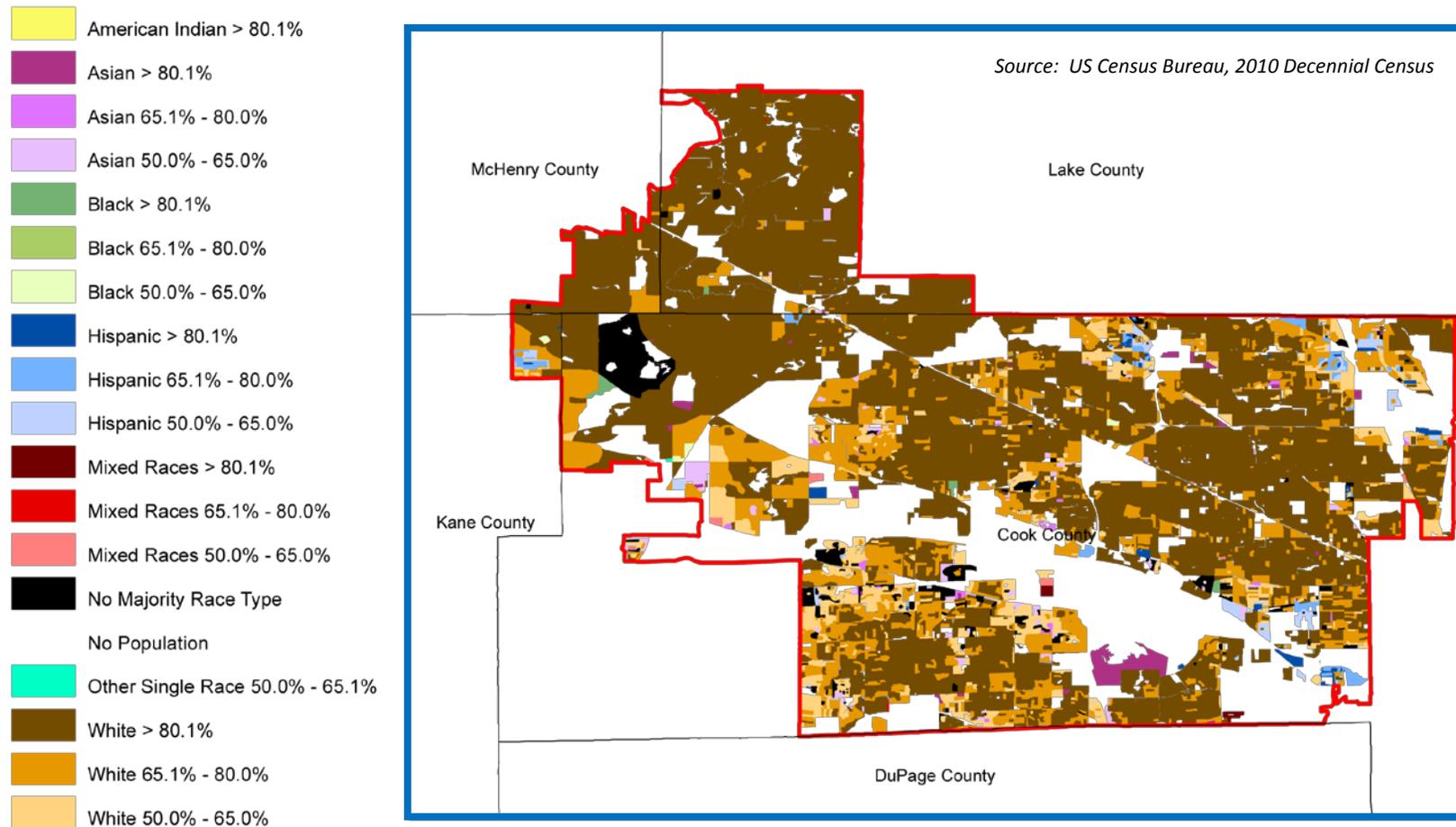
Figure 8: Race/Ethnicity of Harper's District by High School District

Race/Ethnicity	Dist. 211		Dist. 214		Dist. 220		Harper District	
	N	%	N	%	N	%	N	%
Hispanic or Latino	31,681	13.5%	40,437	15.9%	3,771	8.2%	75,889	14.2%
White alone	159,835	68.1%	184,336	72.5%	37,470	81.4%	381,641	71.3%
African American alone	7,379	3.1%	4,212	1.7%	75	0.2%	11,666	2.2%
American Indian alone	296	0.1%	46	0.0%	24	0.1%	366	0.1%
Asian alone	31,793	13.5%	21,912	8.6%	4,352	9.5%	58,057	10.9%
Native Hawaiian other Pacific Islander alone	0	0.0%	103	0.0%	0	0.0%	103	0.0%
Some other race alone	613	0.3%	716	0.3%	278	0.6%	1,607	0.3%
Two or more races	3,161	1.3%	2,432	1.0%	62	0.1%	5,655	1.1%
Total Not Hispanic	203,077	86.5%	213,757	84.1%	42,261	91.8%	459,095	85.8%
Grand Total	234,758	100.0%	254,194	100.0%	46,032	100.0%	534,984	100.0%

Source: American Community Survey Estimates (2006-08) of HS Dists. 211, 214, 220, Harper College Data Book

A map of Harper district residents by race (see Figure 9) drawing on the 2010 decennial Census data reveals that the more heterogeneous areas are located in Cook County with concentrations of Latino residents continuing to settle in the northeast and along Interstate 90. The largest settlement of Asian residents is in the south central part of the district in the unincorporated area between Elk Grove Village and Schaumburg, along with other small enclaves located throughout the district. However, even the White majority areas in Lake and McHenry counties have pockets of mixed races and ethnicities.

Figure 9: Harper College District Racial/Ethnic Breakdown



Note: The category of "Mixed Races" pertains to individuals reporting more than one race category. The category "Other Single Race" is a racial designation not included in the recognized Census bureau main categories.

Income. Household incomes in the communities within the Harper district are striking both in their range and in the changes that have occurred between 2000 and 2010. As illustrated in Figure 10, in 2010 median household incomes varied from a low of \$69,802 in Des Plaines to a high of \$180,328 in Tower Lakes. Median incomes in all of the 22 communities within the Harper district were well above the Illinois median of \$48,262 and the U.S. median of \$44,071. However, incomes in one-half of these communities decreased in constant dollars between 2000 and 2010. Another two had small increases that fell below the statewide rate of 3.59%. Further, except for Tower Lakes, communities with the highest median incomes in 2000 had the largest declines -- in excess of 25%. Conversely, communities with “lower” household incomes, i.e. between \$54,000 and \$66,000, saw increased median household incomes.

It is not clear whether these shifts were the result of the in-migration of lower-income families to these more affluent communities or due to increased unemployment rates and reduced earnings. Regardless of the reason, these trends represent a drop in the amount of household income in the Harper district available for education.

Figure 10: Median Household Incomes in the Harper District

	2000 Actual	2005	2005 in 2000 Dollars	2010	2010 in 2000 Dollars	% Change from 2000-2010 in 2000 Dollars
Barrington	\$83,085	\$111,545	\$99,594	\$127,785	\$100,618	21.10%
Prospect Heights	\$55,641	\$52,494	\$46,870	\$77,371	\$60,922	9.49%
Tower Lakes	\$130,388	\$137,981	\$123,197	\$180,328	\$141,991	8.90%
Schaumburg	\$60,941	\$65,987	\$58,917	\$83,273	\$65,569	7.59%
Hoffman Estates	\$65,937	\$70,663	\$63,092	\$89,407	\$70,399	6.77%
Wheeling	\$55,491	\$61,739	\$55,124	\$74,956	\$59,020	6.36%
Carpentersville	\$54,526	\$62,201	\$55,537	\$73,583	\$57,939	6.26%
Palatine	\$63,321	\$71,862	\$64,163	\$85,291	\$67,158	6.06%
Rolling Meadows	\$59,535	\$61,990	\$55,348	\$79,094	\$62,279	4.61%
Mount Prospect	\$57,165	\$62,194	\$55,530	\$75,700	\$59,606	4.27%
State of Illinois	\$46,590	\$53,350	\$47,634	\$61,293	\$48,262	3.59%
Elk Grove Village	\$62,132	\$67,148	\$59,954	\$80,945	\$63,736	2.58%
Des Plaines	\$53,638	\$57,182	\$51,055	\$69,802	\$54,962	2.47%
Hanover Park	\$61,358	\$63,183	\$56,413	\$77,726	\$61,202	-0.25%
Fox River Grove	\$66,469	\$68,946	\$61,559	\$83,698	\$65,904	-0.85%
Buffalo Grove	\$80,525	\$90,531	\$80,831	\$100,863	\$79,420	-1.37%
Arlington Heights	\$67,807	\$70,377	\$62,837	\$83,646	\$65,863	-2.87%
Lake Barrington	\$106,951	\$103,711	\$92,599	\$131,037	\$103,179	-3.53%
Roselle	\$65,254	\$68,753	\$61,387	\$79,313	\$62,451	-4.30%
US	\$46,590	\$45,655	\$40,763	\$55,970	\$44,071	-5.41%
Inverness	\$141,672	\$140,208	\$125,186	\$134,033	\$105,538	-25.51%
South Barrington	\$170,755	\$203,073	\$181,315	\$151,667	\$119,423	-30.06%
North Barrington	\$146,251	\$140,463	\$125,413	\$116,071	\$91,394	-37.51%
Deer Park	\$149,233	N/A	N/A	\$109,201	\$85,985	-42.38%
Barrington Hills	\$145,330	\$151,250	\$135,045	\$104,732	\$82,466	-43.26%

Data Source: U.S. Census Bureau Decennial 2000 Census, EASI Analytics, Inc. for 2005 and 2010 Figures, Bureau of Labor Statistics CPI Adjustment Calculator

SECTION 3: INSPIRATION

The first of Harper’s four strategic directions, “Inspiration” is described as developing programs with educational partners that inspire postsecondary education and career readiness as a life goal. Harper College outcomes associated with this strategic direction include:

- Reaching as many people as possible to take advantage of Harper’s resources
- Achieving a more streamlined educational system while improving academic achievement at all grade levels from pre-school through postsecondary
- Developing an Alliance for College Readiness with area high school districts that aligns curricula, prepares students for postsecondary education, and engages in joint scholarship and research

Recent trends and developments that have implications for this strategic direction fall into these five areas: educational attainment, unemployment, commuting patterns and gas prices, common core standards, and innovative models that attract adult learners to postsecondary education.

EDUCATIONAL ATTAINMENT

The value of postsecondary education is clearly recognized by residents within Harper College’s boundaries. Of total residents aged 25 years or older, 42.3% have a Bachelor’s degree or higher credential (see Figure 11). This educational attainment level profile is much higher than that for the state of Illinois or the Chicago metropolitan area. Further, as was evident in Figure 7 in the preceding section, of the 24% of Harper district residents aged 55 and over, 7.2% are enrolled in a school but only 1.8% of those students are attending Harper. These Baby Boomers and others that are aging into this demographic represent a significant local market as they redefine retirement and seek new career skills or lifelong learning opportunities.

Figure 11: Educational Attainment (25 years and over)

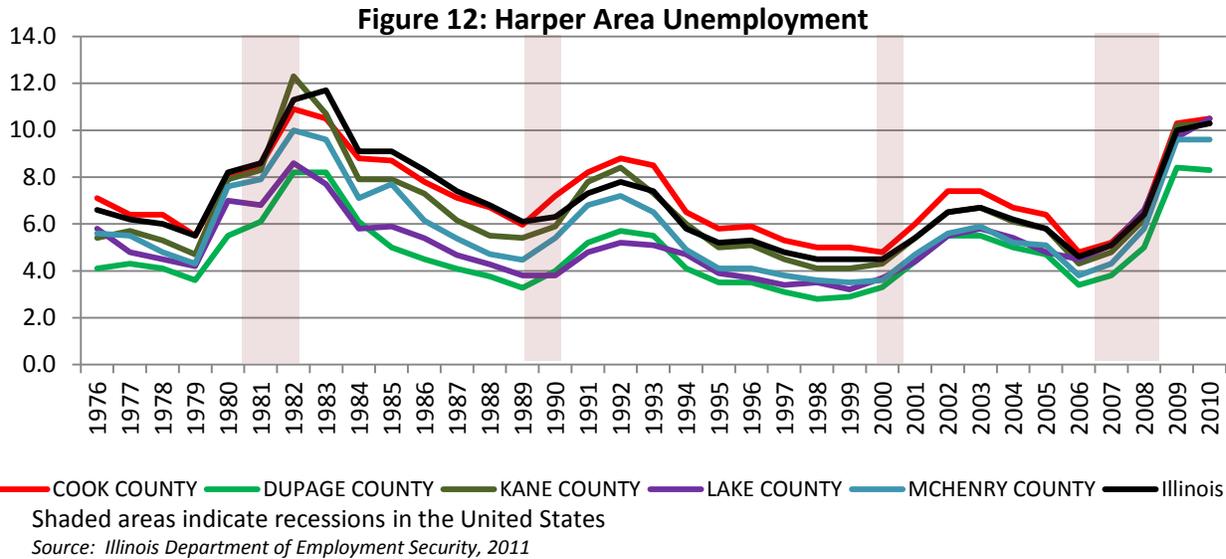
Geography	Total Population 25 years and Over (Number)	Bachelor's Degree (Percent)	Graduate or Professional Degree (Percent)	Bachelor's Degree or Higher (Percent)
Illinois	8,336,919	18.5%	11.1%	29.5%
Chicago Metropolitan Area *	6,275,215	19.9%	12.2%	32.0%
District 211	155,640	28.0%	15.0%	43.0%
District 214	176,890	25.2%	13.7%	38.9%
District 220	28,859	36.0%	24.1%	60.1%
Total (Harper District)	361,389	27.3%	15.1%	42.3%

Source: American Community Survey Estimates (2006-08), provided by Harper College

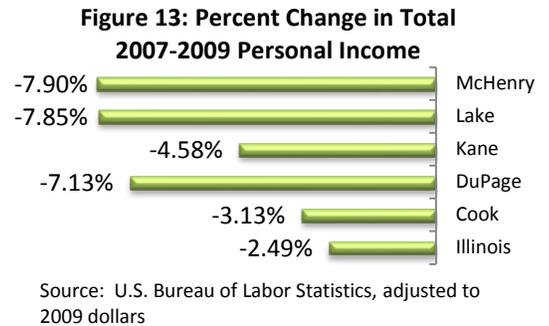
*Chicago Metropolitan Area defined as Chicago--Naperville--Michigan City IL-IN-WI MSA

UNEMPLOYMENT

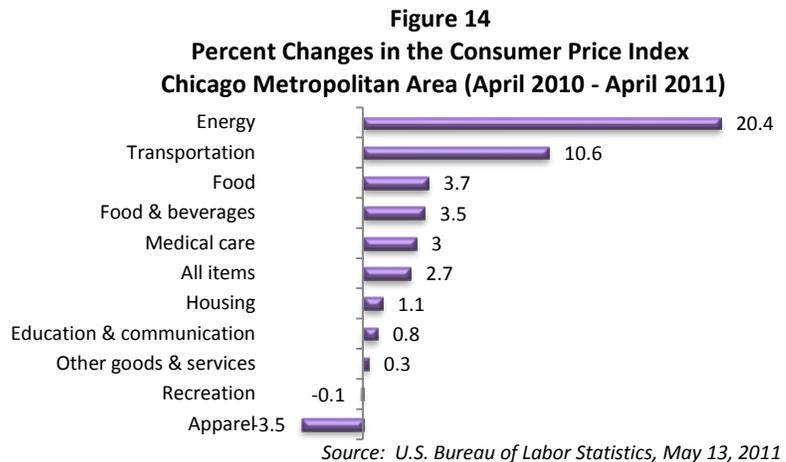
Inspiration can also be driven by economic necessity. Consistent with patterns throughout the state and the nation, unemployment rates in the Harper College district have been increasing since 2006 and are returning to levels not seen since the early 1980s. The annual average unemployment rate for the United States in 2009 was 9.3% and increased slightly in 2010 to 9.6%, with Illinois hovering just over 10%. Figure 12 shows the unemployment rates for counties adjacent to the Harper district with the shaded areas indicating recessions.



Income levels in the Harper College area reflect the increased unemployment rates. Personal income decreased from 2007-2009 in McHenry, Lake and DuPage counties by more than 7%, reaching almost 8% in McHenry (see Figure 13). This is almost triple the average Illinois decrease of 2.5%.



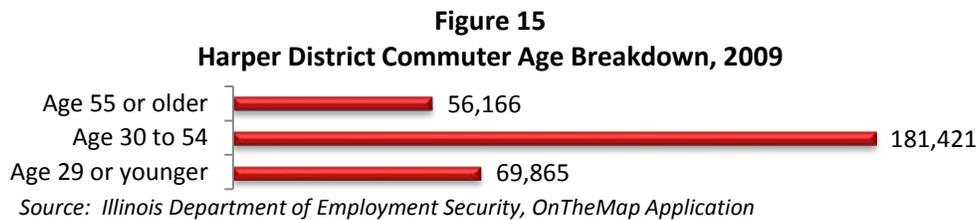
Compounding the effect of eroding personal income is the increase in the cost of basic commodities, most notably in energy and transportation which rose by 20.4% and 10.6%, respectively, between 2010 and 2011 (see Figure 14).



Education and communication is one of the categories with the smallest increase. This fact, along with abundant data that point to the positive relationship between education and income, represent powerful marketing messages to prospective students about the value of investing in a college education.

COMMUTING PATTERNS AND GAS PRICES

Commuting Patterns: Harper College offers in-district tuition rates to individuals who are employed or live within the district. The U.S. Bureau of Labor Statistics and the Census Bureau entered into an agreement to merge selected demographic information with the commuter data, which is determined by the employee to employer address and then aggregated to protect individual confidentiality. The data provide insight into work force patterns and the demographic characteristics of workers commuting into the Harper district¹⁰.

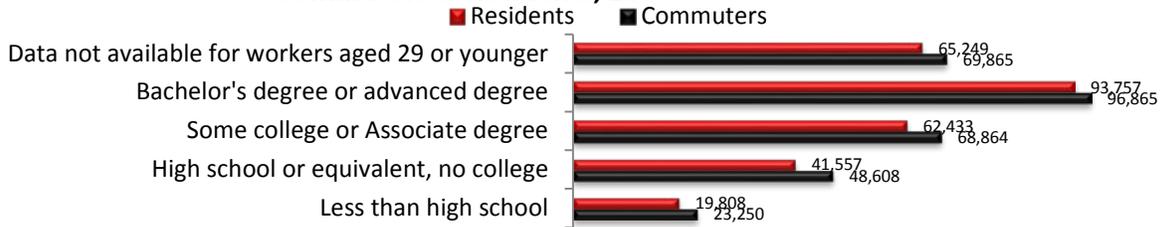


Almost three-fifths, or 59.0%, of workers commuting into the Harper College district are between the ages of 30 and 54. Figure 15 illustrates the number of commuters for three broad age categories. This age profile and other characteristics provide a picture of workers from outside the Harper district who may be interested in completing their degree or changing careers due to the volatility of the economy.

¹⁰ see Appendix A for a discussion of the methodology for commuter pattern data.

Figure 16 illustrates that almost 72,000 commuters have had no college experience, representing a strong potential market for Harper College. In addition, one-third of the commuters aged 30 and above in 2009 possessed a Bachelor’s degree or higher, a rate that is higher than that of in-district residents. Although this could mean that they have the education they need to prosper in the labor market, it may also suggest that they would be receptive to enhancing their educational credentials.

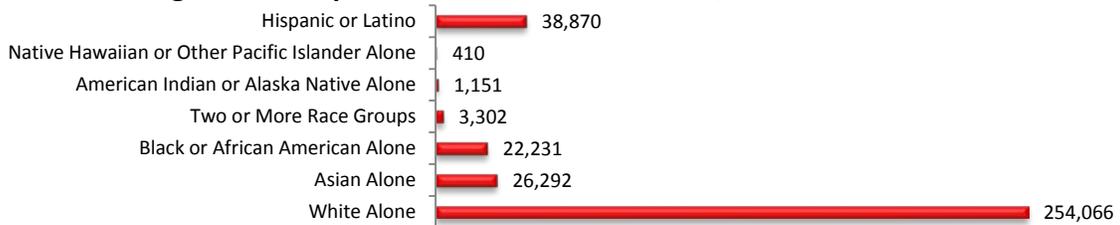
Figure 16: Education Attainment of Harper District Commuters & Residents, 2009



Source: Illinois Department of Employment Security, OnTheMap Application

Figure 17 presents the racial profile of Harper College district commuter. Whites are the largest proportion at 82.6%. Blacks and Asians are similarly represented at 7.2% and 8.5%, respectively, with relatively few commuters that are American Indian, Native Hawaiian or mixed race groups. From these racial groups, only 12.6%, or 38,870, are Hispanic. Unlike the education attainment data above, this racial breakdown does include all commuters, as do the remaining charts.

Figure 17: Harper District Commuter Ethnic/Racial Characteristics



Source: Illinois Department of Employment Security, OnTheMap Application

Wage categories of commuters are divided into three categories: below \$7.25 per hour, between \$7.25 and \$19.25 per hour, and above \$19.25 per hour, or \$40,000 per year. Figure 18 illustrates that the largest number of commuters fall into the highest wage levels. However, 52% are traveling to the Harper district for jobs that earn less than \$40,000 per year.

Figure 18: Harper District Commuter's Earnings at Primary Jobs, 2009



The commuters are employed in a variety of industries. Manufacturing has a strong presence in the district, as do professional, scientific, and technical services, healthcare, and retail trade. A strong and diverse economic base represents a range of employment opportunities for residents and commuters alike. Additional education translates into increased economic opportunity, much of which exists within the five-county Harper region.

Figure 19: Harper District Commuter Employment, 2009



Gas Prices: According to GasBuddy.com, in May 2011, the average price of gasoline in Illinois was \$4.32, the second highest in the nation behind Hawaii at \$4.78. This places significant financial pressure on drivers in general, but particularly for workers who commute into the Harper district from outside. This represents yet another marketing opportunity for Harper College, particularly for individuals falling into the lower wage categories. The cost and time savings associated with attending school near one's place of work is an additional benefit to the enhanced career opportunities associated with a postsecondary degree or additional credentials.

COMMON CORE STANDARDS

Harper College's focus on streamlining the educational system to improve academic achievement at all levels will be supported by Illinois' adoption and implementation of the Common Core State Standards. This state-led effort, coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO), is intended to provide a clear and consistent framework to prepare all youth for college and the workforce.

Broad input in developing these standards was sought from teachers, postsecondary educators (including community colleges), civil rights groups, English language learners, and students with disabilities. They also are informed by the most effective models from the U.S. and internationally and are intended to provide teachers and parents with a common and consistent understanding of what students are expected to learn. Defining the knowledge and skills students should have within their K-12 education will increase the likelihood that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs.

The Illinois State Board of Education has adopted new math and English language arts standards for K-12 education that incorporate the common core. The adoption, communication, and coordination phase of implementation was scheduled to occur through the end of the 2011 school year.

INNOVATIVE STRATEGIES TO ATTRACT ADULT STUDENTS

Adults returning to college face numerous barriers to college success. New strategies are emerging to help potential students reengage with postsecondary education and earn a degree. One such model is the ready adult concierge that is a single point of contact at an educational institution who helps returning adult students, also known as “stop-outs” and “near completers” navigate the application, enrollment, and registration processes.

The Lumina Foundation has been working with six states - Arkansas, Colorado, Nevada, New Jersey, North Dakota, and South Dakota – to identify adults who have earned a substantial number of college credits but have not earned a degree.¹¹ Specific barriers that have been identified and addressed through this model include:

- Financial aid concerns
- Complex reenrollment processes
- Class scheduling and alternative delivery modes
- Transcript issues
- Anxiety and fear
- Prior learning assessments

Two other strategies are proving effective in attracting adult learners back into college as well as in retaining younger students. One is reducing time-to-degree and accelerating success. The longer it takes students to graduate the less likely they are to do so. Smarter scheduling, easier transfers, and new delivery models are being pursued by two- and four-year colleges. A second strategy is transforming remediation, which is too often the place where students fall down and drop out, instead of catch up. New targeted methods prove that students can quickly address academic needs and move swiftly to more first-year success and completion.

¹¹ Western Interstate Commission for Higher Education, November 2010. *Non-Traditional No More: Policy Solutions for Adult Workers*. <http://www.wiche.edu/info/publications/ntnmConciergeBrief.pdf>

SECTION 4: PARTNERSHIP

This strategic direction calls for engaging in partnerships to develop programs in existing and emerging career areas that enable students to succeed in a global economy. Outcomes associated with effective partnering include:

- Creating multiple career and academic paths that lead to living wage jobs
- Preparing students with the academic and workplace skills needed for career success

Recent trends and developments relevant to these strategic initiatives include occupational projections, industry location quotients, and future work skills.

OCCUPATIONAL PROJECTIONS

A postsecondary credential continues to be the pathway to family-supporting jobs and careers. However, the fastest-growing jobs are disproportionately lower skill and lower wage. Illinois has divided the state into workforce areas for purposes of administering federal Workforce Investment Act funds. Most of the Harper College district is located in Local Workforce Area 8, an area comprising northwestern Cook County.

Figure 20 identifies the 25 occupations with the largest projected numerical job growth between 2008 and 2018 in the Local Workforce area serving Harper College. These occupations reflect the service-oriented economy that characterizes the broader Chicago area with growth projected for a variety of sub industries: healthcare, food service, business (including computer-related), education, retail, public safety, and finance.

**Figure 20: 20 Largest Projected Growth Occupations
2008 to 2018 – Local Workforce Area 8**

SOC Code	Occupation Title	2008	2018	New Jobs
29-1111	Registered Nurses	11,149	15,017	3,868
35-3021	Comb Food Prep/Service Workers, Fast Food	10,038	12,548	2,510
43-4051	Customer Service Representatives	13,368	15,767	2,399
25-2021	Elem. School Teachers, excluding Special Ed	7,093	9,467	2,374
31-1012	Nursing Aides, Orderlies/Attendants	6,844	9,089	2,245
43-9061	Office Clerks, General	13,965	16,075	2,110
13-1199	Business Operations Specialists, AO	13,725	15,728	2,003
41-2031	Retail Salespersons	24,636	26,632	1,996
13-2011	Accountants and Auditors	7,762	9,675	1,913
35-3031	Waiters and Waitresses	9,455	11,051	1,596
31-1011	Home Health Aides	2,607	4,173	1,566
33-3051	Police & Sheriff's Patrol Officers	2,734	4,299	1,565
47-2061	Construction Laborers	7,408	8,921	1,513
11-9199	Managers, All Other	12,493	13,920	1,427
43-6011	Executive Secretaries & Admin Assistants	9,714	11,123	1,409
37-2011	Janitors & Cleaners, excluding Maid/Housekeeper	11,512	12,851	1,339
37-3011	Landscaping/Grounds keeping Workers	5,055	6,379	1,324
25-2031	Secondary School Teachers, excluding Special or Vocational Education	4,898	6,147	1,249
43-3031	Bookkeeping/Accounting/Auditing Clerks	9,403	10,609	1,206
43-4171	Receptionists & Information Clerks	6,543	7,744	1,201
25-2041	Special Education Teachers, Preschool & Elementary	892	1,263	371

Source: Illinois Department of Employment Security, LWA 8

It is noteworthy that both elementary and secondary school teachers are included in the top 20 occupations. This category excludes special education teachers and it has been noted the schools are hiring special education teachers at a greater pace. Although this area of expertise is not in the top 20, they are projected to grow by 371 positions, 41.6%, between 2008 and 2018.

Most of the churning in the largest occupational categories is occurring in low skill jobs that typically require only on-the-job preparation and a high school diploma or less. As illustrated in Figure 21, these types of occupations are experiencing the most growth and the most loss. The other extreme are the occupations requiring an advanced academic or professional degree. This sector of the labor market is either stable or growing modestly. The occupations that fall between these two extremes, the middle-skill occupations, offer the most stable or growth careers. These jobs require the types of credentials offered by community colleges and four-year institutions.

**Figure 21: 25 Largest Projected Growth Occupations Aggregated by Job Preparation Level
Local Workforce Area 8 - 2008-2018**

Preparation Level	Stable/Growing Occupations		Declining Occupations		Overall Total Occupations	
	Number	%	Number	%	Number	%
Short-term on-the-job training	92	18.18%	35	29.17%	127	20.29%
Moderate-term on-the-job training	91	17.98%	44	36.67%	135	21.57%
Long-term on-the-job training	54	10.67%	19	15.83%	73	11.66%
Work experience in a related occupation	32	6.32%	6	5.00%	38	6.07%
Postsecondary vocational award	37	7.31%	7	5.83%	44	7.03%
Associate degree	33	6.52%	2	1.67%	35	5.59%
Bachelor's degree	98	19.37%	6	5.00%	104	16.61%
Bachelor's or higher degree, plus experience	29	5.73%	0	0.00%	29	4.63%
Master's degree	25	4.94%	1	0.83%	26	4.15%
Doctoral degree	7	1.38%	0	0.00%	7	1.12%
First professional degree	8	1.58%	0	0.00%	8	1.28%

Based on 2006, 2007 and 2008 data from the American Community Survey data, U.S. Department of Commerce, Census Bureau. Source: Employment Projections Program, U.S. Department of Labor, U.S. Bureau of Labor Statistics

In addition to offering the largest number of solid career opportunities, middle-skill jobs also offer the prospect of a family-supporting wage. Figure 22 provides median wage by occupational preparation level. The strong positive relationship between preparation and earnings is evident with the only two exceptions being a postsecondary vocational award and a master's degree. Every other increase in preparation level is accompanied by an increase in median wage. Individuals with an associate degree earned a median annual wage of \$60,439 in 2008, the most recent year for which this information is available.

Figure 22: Wage by Preparation Level - Local Workforce Area 8

Preparation Level	2008 Weighted Median Wage*
Short-term on-the-job training	\$24,061
Moderate-term on-the-job training	\$35,499
Long-term on-the-job training	\$55,834
Work experience in a related occupation	\$59,506
Postsecondary vocational award	\$36,987
Associate degree	\$60,439
Bachelor's degree	\$66,002
Bachelor's or higher degree, plus work experience	\$98,574
Master's degree	\$57,975
Doctoral degree	\$93,913
First professional degree	\$123,361

Source: Illinois Department of Employment Security, *Employment Projections & Wages*

* The preparation levels in boldface have a weighted median wage below the living wage threshold for a family of three.

It is important to note that many occupations requiring short- or moderate-term on the job training or postsecondary vocational credential pay wages that are not capable of supporting a family. Using cost of living figures developed by The Living Wage Project,¹² a family of two adults and one child living in Cook County in 2008 needed \$47,715 in pre-tax earnings to meet minimum standards of living.¹³ Occupations requiring only short- or moderate-term on-the-job training or a postsecondary vocational award fell short of this threshold. The preparation levels bolded in Figure 22 are those having a weighted median wage below the living wage threshold for a family of three.

¹² <http://www.livingwage.geog.psu.edu/>

¹³ See Appendix B for a description of the Cook County Living Wage Calculation.

INDUSTRY LOCATION QUOTIENTS

Location quotients (LQs) are useful in determining whether a specific geographic region has a higher or lower concentration of a specific industry in comparison to a larger reference area.¹⁴ For example, the concentration of information technology enterprises in Silicon Valley produces a high location quotient for that region in comparison to the balance of California. As Harper College pursues partnerships to develop programs in existing and emerging career areas, LQs have the potential to help identify dominant industries and patterns of growth or decline.

Comparing the distribution of industry in the counties in or adjacent to the Harper College district to that of Illinois as a whole yields LQs for the Harper region. LQs that are greater than 1.0 suggest a relative concentration of such industries and points to potential areas of specialization. Four industry LQs are of note in Figure 23: construction in McHenry County; financial activities in Cook County; manufacturing in McHenry, Kane and Lake Counties; and professional and business services in DuPage County. These findings reinforce the commuter data described earlier in this report and represent promising career areas for Harper College graduates.

Figure 23: 2009 Location Quotients by Industry by County in Comparison with Illinois

	McHenry County	Cook County	DuPage County	Kane County	Lake County	US Total
Construction	1.75	0.77	1.01	1.15	1.01	1.20
Education and Health Services	0.80	1.10	0.76	0.93	0.73	1.00
Financial Activities	0.50	1.22	1.01	0.73	0.96	0.92
Information	0.59	1.13	1.09	1.04	0.65	1.16
Leisure and Hospitality	1.05	0.99	0.82	1.07	0.99	1.11
Manufacturing	1.61	0.80	0.83	1.44	1.44	0.90
Natural Resources and Mining	1.21	0.09	0.17	0.99	0.45	3.15
Other Services	0.94	1.10	0.91	0.77	0.72	0.98
Professional and Business Services	0.72	1.16	1.33	0.96	1.03	0.93
Trade, Transportation, and Utilities	1.07	0.89	1.13	0.92	1.05	0.97
Unclassified	0.55	1.32	0.65	0.63	0.68	1.06

Source: Bureau of Labor Statistics, Annual Average for 2009

Red colored data are extreme values of interest.

¹⁴See Appendix C for a more detailed description of Location Quotients

FUTURE WORKPLACE SKILLS

The marketability of a community college career, as reflected in the median wage commanded by graduates possessing such a credential, is in part the product of a good understanding of the skill demand of local employers. However, community college and other postsecondary curricula may focus on present skill demands to the detriment of emerging and future skills.

A forward-looking view of trends that will reshape the work environment and give rise to new skill needs is offered in a study conducted by the Institute for the Future (IFTF) for the University of Phoenix Research Institute in early 2011.¹⁵ This report describes six key drivers of the workplace and 10 new essential work skills. The six drivers are:

- Extreme longevity – by 2025 it is estimated that the number of Americans over 60 years of age will increase by 70%. Over the next decade this will change the nature of careers and learning.
- The rise of smart machines and systems – workplace automation will push humans even further out of rote, repetitive tasks. This will require us to rethink the content of our work and our work processes and strategies.
- Computational world – the continued diffusion of sensors, communications, and processing power will yield unprecedented amounts of data and the opportunity to see new patterns and design systems.
- New media ecology – new multimedia technologies are transforming how we communicate. A new ecosystem will emerge around more sophisticated video production, digital animation, augmented reality, gaming and media editing technologies.
- Super-structured organizations – new technologies and social media platforms are allowing us to produce and create value outside of traditional organizational boundaries.
- Globally connected world – higher rates of growth in developing countries are being fueled by a lack of legacy infrastructure combined with rapidly growing markets.

These disruptive forces provide a context within which 10 new work skills of the future will become essential. These are identified by IFTF as:

1. Sense-making – the ability to determine the deeper meaning or significance of what is being expressed.
2. Social intelligence – the ability to connect to others in a deep and direct way, to sense and stimulate reactions and desired interactions.

¹⁵ Institute for the Future, 2011. *Future Skills 2020*.<http://www.phoenix.edu/research-institute/publications/2011/04/future-work-skills-2020.html>

3. Novel and adaptive thinking – proficiency at thinking and coming up with solutions and responses beyond that which is rote or rule-based.
4. Cross-cultural competency – the ability to operate in different cultural settings.
5. Computational thinking – the ability to translate vast amounts of data into abstract concepts and to understand data-based reasoning.
6. New media literacy – the ability to critically assess and develop content that uses new media forms, and to leverage these media for persuasive communication.
7. Transdisciplinarity – literacy in and ability to understand concepts across multiple disciplines.
8. Design mindset – ability to represent and develop tasks and work processes for desired outcomes.
9. Cognitive load management – ability to discriminate and filter information for importance and to understand how to maximize cognitive functioning using a variety of tools and techniques.
10. Virtual collaboration – ability to work productively, drive engagement, and demonstrate presence as a member of a virtual team.

SECTION 5: ACCOUNTABILITY

Harper College’s Strategic Plan describes this direction as creating a culture of innovation, accountability and transparency. Outcomes identified for this strategic direction include:

- Securing at least \$1.25 million in partnership funding over four years
- Providing constituents with updates on Harper’s progress toward its strategic goals

Trends and developments emerging in recent years that may have implications for this strategic direction include availability of funding, new accountability measures, and state data system building initiatives.

AVAILABILITY OF FUNDING

Economic trends at the local, state, and federal level are further limiting the affordability of postsecondary education for prospective Harper College students. As Figure 24 illustrates, median incomes for local communities are at a level where a tuition cost of \$6,150, the current in-district cost of a 60 credit hour associate’s degree, represents 10.5% of the annual median family income in Carpentersville, bringing the disposable income to the minimum living wage level. Even the relative affordability of a Harper College degree would present a financial challenge for many families residing within Harper College’s district. This is particularly significant given that 36% of graduates from high schools in Harper College’s district attend Harper College – a percentage that increases to almost 51% after 18 months of graduation.¹⁶

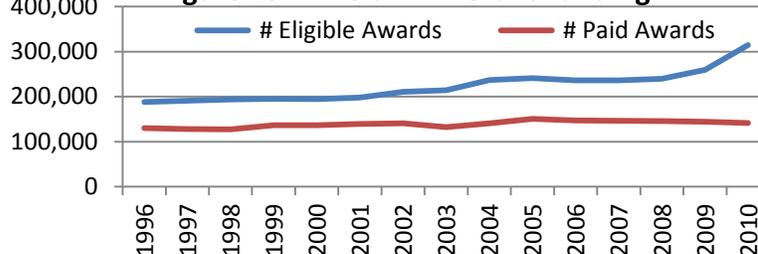
Figure 24: Median Household and Family Incomes in the Harper District

Municipality	Median Household Income	Median Family Income
Barrington	\$109,750	\$127,386
Buffalo Grove	\$86,269	\$102,033
Roselle	\$80,111	\$91,299
Arlington Heights	\$78,765	\$98,291
Hoffman Estates	\$76,171	\$87,691
Palatine	\$73,049	\$87,862
Elk Grove	\$72,879	\$88,746
Schaumburg	\$68,594	\$87,944
Hanover Park	\$67,261	\$70,333
Mount Prospect	\$66,645	\$81,836
Des Plaines	\$60,574	\$75,178
Rolling Meadows	\$57,648	\$74,477
Carpentersville	\$57,379	\$58,511

Source: U.S. Census Bureau, 2005-2009 American Community Survey

State level developments further constrain college affordability for local residents. The 2011 increase in Illinois personal tax rates from 3% to 5% will affect families’ disposable income levels. This is likely to place additional pressure on Illinois’ Monetary Award Program, a need-based program that provides educational grants to Illinois residents who attend approved Illinois schools. As

Figure 25: Illinois MAP Grant Funding



Source: ISAC, MAP Historical Awards and Payout Summary, Data Book

¹⁶ Harper College, n.d. *College Plan: 2010-2011*. Page 38.

Figure 25 illustrates, the number of paid awards has remained stable while the number of eligible awards has increased, particularly in the past several years.

At the federal level, few students from families with incomes above \$50,000 receive Pell Grants. According to the College Board, the \$619 increase in the maximum Pell Grant award, in combination with economic conditions, resulted in an increase in Pell Grant awards of more than 50% between 2008 and 2010.¹⁷ The \$16 billion infusion of federal stimulus funds in student financial aid and expansion of the Hope tax credit for educational expenses provided needed relief, but the future of federally funded student aid is uncertain as Congress faces intense pressure to balance the federal budget.

FAFSA completion data for high schools within the Harper District point to a dramatic drop-off between the times a prospective college student obtains the application and completes it. In the 2010-11 school year 3,759 students began the FAFSA application process and only 692, or 18.4%, completed it (see Figure 26). Of the high school seniors in the three districts that comprise the Harper College district, only 10.65% overall completed the FAFSA application process.

Figure 26: FAFSA Completions for High Schools in the Harper District

District	High School	# FAFSA Applications	# FAFSA Completed	FAFSA Completion Rate	Seniors 2010-11	Percent Complete
211	Hoffman Estates HS	277	57	20.58%	454	12.56%
214	Rolling Meadows HS	249	57	22.89%	457	12.47%
214	Buffalo Grove HS	291	60	20.62%	482	12.45%
214	Prospect HS	366	68	18.58%	555	12.25%
214	John Hersey HS	280	60	21.43%	494	12.15%
214	Elk Grove HS	284	59	20.77%	489	12.07%
214	Wheeling HS	217	52	23.96%	435	11.95%
211	J B Conant HS	349	62	17.77%	524	11.83%
211	Schaumburg HS	333	55	16.52%	582	9.45%
211	WmFremd HS	406	61	15.02%	647	9.43%
211	Palatine HS	338	53	15.68%	612	8.66%
220	Barrington HS	369	48	13.01%	765	6.27%
TOTALS		3,759	692	18.41%	6,496	10.65%

Source: Illinois Student Assistance Commission, 2011-2012 year, Data Accessed: 07/20/2011, <http://www.collegeillinois.org/home/fafsa/index.html#hs>

¹⁷College Board Advocacy and Policy Center, 2010. *Trends in Student Aid: 2010*. http://trends.collegeboard.org/downloads/Student_Aid_2010.pdf

An important trend in helping prospective students respond to these financial challenges is community college partnerships with nonprofit institutions to manage and blend diverse funding streams. In a recent Aspen Institute brief, the experience of six sites participating over a three-year period in the Courses to Employment initiative was profiled.¹⁸ A variety of resources were identified to fund program elements including case management, emergency supports, special tutoring, pre-college training, financial counseling, and motivational support as well as basic tuition, fees and other direct student costs.

In order of magnitude, the six partnerships used nine funding sources:

- Local public funding
- Regional/local philanthropic funding
- Federal public funding
- National philanthropic funding
- State public funding
- Fee for service
- Other
- Business/corporate contributions
- Individual donors

All partnerships tapped into at least a few and often many different funding streams, a diversification strategy that was essential given the unpredictable nature of funding cycles and the varying restrictions associated with each source.

NEW ACCOUNTABILITY MEASURES

As a participant in the National Community College Benchmark Project (NCCBP), Harper College is well-positioned to participate in current and emerging accountability efforts. Responding to requirements for inter-institutional comparisons, Johnson County Community College established the NCCBP with other colleges across the U.S. to standardize a nation-wide benchmark reporting process. Since 2004, 353 community colleges have participated in the current data collection and reporting process, with 268 community colleges participating in NCCBP in 2010. NCCBP participants receive reports on 25 benchmarks in the categories of institutional effectiveness, community and workforce development, and students and student outcomes.

¹⁸ Maureen Conway, February 2011. *The Price of Persistence: Now Nonprofit-Community College Partnerships Manage and Blend Diverse Funding Streams*. The Aspen Institute Workforce Strategies Initiative.

Another major community college-initiated accountability effort is the Voluntary Framework of Accountability (VFA). A three-phase initiative, the VFA is currently in Phase II which will end in fall 2011 with the completion of these products:

- A technical manual to define and instruct calculation of measures
- A framework for guiding colleges in the assessment of student learning outcomes
- A blueprint and mock-up of a data collection and display tool
- The preliminary results of pilot testing
- A strategic plan for college participation and engagement in the VFA

Six categories of metrics are under discussion. In the area of student progress and outcomes, measures will address college readiness, progress, and outcomes and success. In workforce, economic and community development, measures focus on career and technical education, non-credit courses, and adult basic education/GED.

The NCCBP and VFA initiatives position community colleges well to respond to national calls for improved accountability. For example, Complete College America, a national nonprofit organization established in 2009, has a goal that six out of 10 young adults in the U.S. will have a college degree or other certificate of value by 2020. Complete College America is funded by a number of major foundations supporting education: the Bill & Melinda Gates Foundation, Carnegie Corporation of New York, Ford Foundation, Lumina Foundation, and the W.K. Kellogg Foundation.¹⁹

To achieve this goal, Complete College America is calling for each state to set a specific graduate completion goal and to measure progress and success by using common metrics that inform and drive improvement in college completion. They are also calling for a shift to new funding models that tie funding to outcomes and provide incentives not just for enrollment, but for student success. The Illinois Community College Board is now participating in CCA and has recently generated statewide and individual college metrics as part of this participation. This data is supporting an application by Illinois for funding from the Bill and Melinda Gates Foundation for a statewide initiative for performance-based funding and improving developmental/remedial education.

¹⁹<http://www.completecollege.org>

More recently, in July 2010 the National Governors Association (NGA) adopted common metrics for their "Complete to Compete" initiative and recommended that governors make college completion a priority. NGA's metrics fall into five categories:

- Degree production (Associate, Bachelor's, Certificates)
- Graduation rates (Full-time, part-time, transfer by degree/certificate)
- Transfer out (Two-year colleges only)
- Percentage of cohort enrolling into a four-year institution
- Time to degree (Length of time to degree; number of credits accumulated to degree)

Harper College has responded to these initiatives and President Obama's goal for the nation's community colleges to graduate an additional five million students by 2020 by establishing its own "Challenge of 10,604." This goal represents Harper's proportional share of President Obama's goal and translates to an additional 1,000 graduates per year through 2020.²⁰

An important development in the accountability landscape is the recent issuance of regulations by the U.S. Department of Education (ED) addressing the reporting of student "Gainful Employment" information. Effective July 1, 2011, new ED regulations require institutions participating in financial assistance programs authorized under Title IV of the Higher Education Act to report specific student information. Educational programs covered under these regulations must lead to an associate, Bachelor's, graduate, or professional degree in preparing a student for gainful employment in recognized occupations. Specific reporting requirements include:

- The name and Standard Occupational Classification (SOC) code of the occupations that the program prepares students to enter, along with links to occupational profiles on the U.S. Department of Labor's O*NET Web site
- The on-time graduation rate for students completing the program
- The tuition and fees the institution charges a student for completing the program
- The typical costs for books and supplies (unless included as part of tuition and fees) and any applicable cost of room and board
- The job placement rate for students completing the program
- The median loan debt incurred by students who completed the program

²⁰ Harper College, n.d. *Building Community Through Student Success: Harper College Strategic Plan: 2010 – 2015*. Retrieved July 1, 2011, from <http://goforward.harpercollege.edu/uploaded/planning/16115StrategicPlanweb.pdf>

Although these provisions address only a subset of U.S. postsecondary programs, when combined with other initiatives to measure student progress and success, they signal a new level of accountability, transparency, and consumer information expectations.

STATE DATA SYSTEM BUILDING

Two federally-funded data system-building efforts have emerged in recent years that will support accountability efforts, but will also serve efforts to streamline educational systems, align curriculum, and prepare students for postsecondary education – outcomes associated with Harper’s “inspiration” strategic direction.

The first of these, the Statewide Longitudinal Data Systems Grant Program was authorized by Title II of the Educational Technical Assistance Act of 2002 and is designed to help state education agencies develop and implement longitudinal data systems. These systems are intended to strengthen the states’ ability to manage, analyze, and use education data to improve student learning and facilitate research to increase student achievement and close achievement gaps. These competitive, cooperative agreement grants extend for three to five years for up to \$20 million per grantee.

The Illinois State Board of Education has received two federal grants to design and develop the Illinois Longitudinal Data System (ILDS) in partnership with many stakeholder groups.²¹ When complete, the ILDS will link student test scores, length of enrollment, and graduation data over time. Other features include connections to career planning and resources and the potential to facilitate the application process for financial aid and student transfer.

The other major state-level data system-building initiative is the Workforce Data Quality Initiative (WDQI) that is intended to help states use the data they collect to improve workforce education and training programs. In Illinois this effort is being led by the Department of Commerce and Economic Opportunity and coordinated with the ILDS. The goal is to develop a federated education, workforce development, and human services data infrastructure under which each state agency will maintain its own data source consistent with “trustworthy standards.” These standards will ensure that privacy, security, quality, and reliability are addressed in a manner that meets all federal and state laws and regulations.²²

²¹<http://www.isbe.state.il.us/ILDS/htmls/project.htm>

²² Jason Tyszko, October 6, 2010. *Illinois Workforce Data Quality Initiative*. Power point presentation accessed on June 20, 2011 from http://www.google.com/url?sa=t&source=web&cd=1&sqi=2&ved=0CCoQFjAA&url=http%3A%2F%2Fwww.cmap.illinois.gov%2Fdocument_library%2Fget_file%3Fuuid%3D5ed1c0ec-7699-4948-b68e-f2fdeec5b21a%26groupId%3D20583&rct=j&q=illinois%20workforce%20data%20quality%20initiative&ei=tw8FTqzsLpHEgAfl79zaDQ&usg=AFQjCNF8YPQY24sDtAsL_UIA9tch3dXwxA&cad=rja

Three of the products to be generated through the Illinois WDQI are:

- A sector reporting system for selected healthcare occupations and baseline information on the performance of P-20 education pathways and workforce pipeline.
- A reporting system to facilitate transitions for veterans, including reports on access and utilization of programs and services.
- Training and reemployment strategies specific to demographic characteristics, prior employment history, and receipt of employment services.

Once implemented, the ILDS and Illinois WDQI represent a tremendous resource for institutions like Harper College that want to understand which educational strategies and resources work best with various learner populations.

SECTION 6: COMPLETION

Increasing completion and achievement of all students with a focus on underperforming student groups is the thrust of this strategic direction. Three associated goals were identified in the strategic plan:

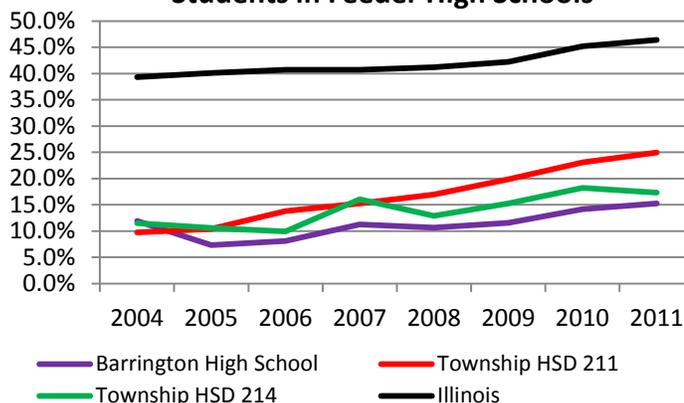
- Decreasing student achievement gaps of developmental, young male and black non-Hispanic students while increasing academic achievement for all
- Increasing the percentage of first-time, full-time freshmen from feeder high school districts who begin in credit-bearing courses
- Increasing the number of certificate and degree completers

Trends and developments in four areas may affect Harper College's completion activities: income and poverty, K-12 student achievement data, competition, and technology.

INCOME AND POVERTY

According to figures from the American Association of Community Colleges (AACC)²³, the nation's nearly 1,200 community colleges account for 44% of all U.S. undergraduate enrollments in the fall of 2008, the latest year for which this information is available. This total includes high concentrations of low-income students, students of color, and students who are the first in their families to attend college. Given that slightly more than one-half of high school graduates in the Harper district enroll in Harper College within 18 months of graduation, K-12 trends relating to percentages of low-income students are important.

Figure 27: Percentage of Low-Income Students in Feeder High Schools



Source: Illinois State Board of Education, 2010-2011 School Year

²³ American Association of Community Colleges. Retrieved on June 29, 2011, from <http://www.aacc.nche.edu/AboutCC/Pages/fastfacts.aspx>.

Figure 28: School Districts within Harper College District

Elementary Schools	# Schools
Arlington Heights SD 25	7
Barrington CUSD 220	8
Comm Cons SD 59	11
Mount Prospect SD 57	3
Palatine CCSD 15	15
Prospect Heights SD 23	3
River Trails SD 26	2
Schaumburg CCSD 54	22
Wheeling CCSD 21	9
Middle Schools	
Arlington Heights SD 25	2
Barrington CUSD 220	2
Comm Cons SD 59	3
Mount Prospect SD 57	1
Palatine CCSD 15	4
Prospect Heights SD 23	1
River Trails SD 26	1
Schaumburg CCSD 54	5
Wheeling CCSD 21	3
High Schools	
Barrington CUSD 220	1
Township HSD 211	5
Township HSD 214	6

The number of students living in low-income households within Harper College’s district has continued to increase, most notably in Township High School District 211. Both Township HSD 211 and Township HSD 214 are comprised of only high schools while the Barrington School District contains one high school, two middle schools, and eight elementary schools. There are many other elementary and junior high schools located throughout the Harper district outside of the Barrington CUSD as illustrated in Figure 28.

Although the schools in the Harper District have an overall percentage of low income students is 22.5%, considerably lower than the statewide rate of 46.4%, there are pockets of low income students within the district. The Community Consolidated School District 59 has the highest percentage of low income students among the school districts, 40.9%, which is still lower than the state average. Prospect Heights SD 23 and Mount Prospect SD 57 are the smallest districts and have very low rates of low income students of 9.9% and 7.2% respectively.

Figure 29: Total Enrollment and Students Receiving Low Income Benefits by School

District	Enrollment	Low Income Students	% Low Income Students
Comm Cons SD 59	6,219	2,543	40.9%
Wheeling CCSD 21	6,715	2,630	39.2%
River Trails SD 26	1,468	494	33.7%
Palatine CCSD 15	11,998	3,440	28.7%
Township HSD 211	12,574	2,879	22.9%
Township HSD 214	11,891	2,122	17.8%
Schaumburg CCSD 54	14,231	2,384	16.8%
Barrington CUSD 220	9,006	1,456	16.2%
Prospect Heights SD 23	1,464	144	9.9%
Arlington Heights SD 25	5,117	409	8.0%
Mount Prospect SD 57	2,141	154	7.2%
TOTAL	82,824	18,656	22.5%

Source: Illinois State Board of Education (2010-2011 Data)

However, for the 2010-11 school year there were eleven elementary, middle, and junior high schools in the Harper district with more than 50.0% students receiving free or reduced lunch (see Figure 30). Sunny Hill Elementary School, located in the most prosperous of Harper’s feeder districts, has the highest percentage of low income students at 86.8%. These students are more likely to lack the academic preparation and financial resources needed to attend and succeed in postsecondary education. The majority of low income students are highly concentrated within specific schools indicating a neighborhood-specific rather than a regional distribution.

Figure 30
Elementary Schools Within the Harper College District
with More than 50% Low Income Students

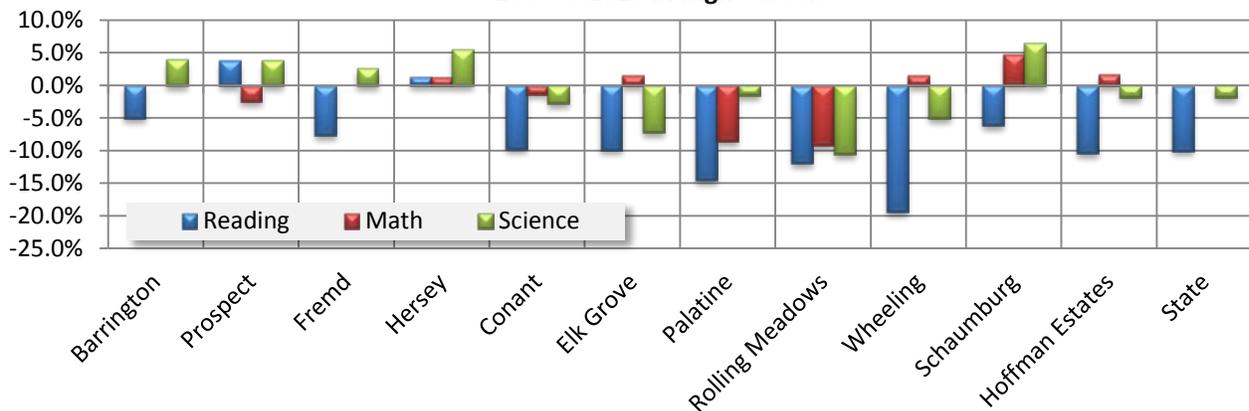
Sunny Hill Elem School	86.80%	Barrington CUSD 220
Walt Whitman Elem School	65.10%	Wheeling CCSD 21
John Jay Elem School	62.90%	Comm Cons SD 59
Oliver W Holmes Middle School	62.50%	Wheeling CCSD 21
Rupley Elem School	61.40%	Comm cons SD 59
Jane Addams Elem School	58.20%	Palatine CCSD 15
Euclid Elem School	58.00%	River Trails SD 26
Mark Twain Elem School	57.50%	Wheeling CCSD 21
Robert Frost Elem School	56.80%	Comm Cons SD 59
Eugene Field Elem School	52.90%	Wheeling CCSD 21
Winston Campus Jr High	52.40%	Palatine CCSD 15

Source: Illinois State Board of Education (2010-2011 Data)

K-12 STUDENT ACHIEVEMENT DATA

When compared to statewide K-12 academic performance levels, school districts within the Harper College district compare somewhat favorably. Only three of the 11 high schools performed worse than the state levels between 2005 and 2010. However, given the fact that student performance dropped by 10% in reading and approximately 2% in science, this is not encouraging. In fact, student achievement gaps are evident in at least one subject in all but Hersey High School.

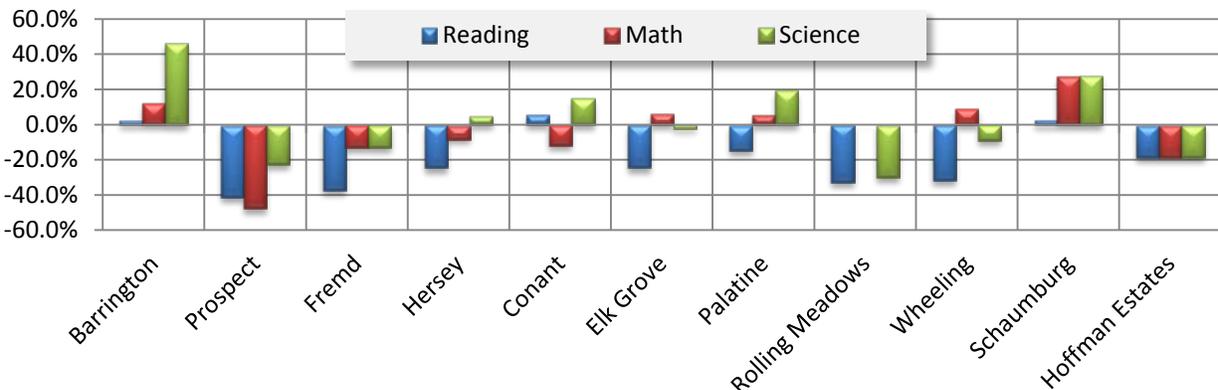
Figure 31: Percent Change in Students Meeting or Exceeding Standards on PSAE 2005 to 2010 in High Schools



Source: Illinois State Board of Education, Report Card Data, 2010

A focus on students who are eligible for free or reduced lunch reveals a much different picture across high schools. As illustrated in Figure 32, of the 11 high schools in the Harper College District, low income students performed better on the Prairie State Achievement Exam (PSAE) than all students in three schools (Barrington, Palatine and Schaumburg), but worse in five schools (Prospect, Fremd, Hersey, Rolling Meadows, and Hoffman Estates). Their performance was mixed in the remaining three high schools (Conant, Elk Grove, and Wheeling).

Figure 32: Percent Change in Low Income Students Meeting or Exceeding Standards on PSAE from 2005 to 2010 in High Schools



Source: Illinois State Board of Education, Report Card Data, 2010

Illinois schools that fail to make adequate yearly progress for two consecutive years are identified in the Illinois Interactive Report Card database as AEWS (Academic Early Warning Status) and are eligible for state sanctions. Schools that fail to make adequate yearly progress for another two years after being placed on AEWS are placed on Academic Watch Status (AWS) and become eligible for additional state sanctions, including restructuring.

Of the 114 elementary, middle and high schools in the Harper College district, 26 are on AEWS or AWS status (see Figure 32). For a detailed definition of these status codes please refer to Appendix D.

High schools made up the largest number with 9 on AWS levels 3, 4, or 5, which includes all high schools in the district. An additional three schools were AEW – 1. Eleven elementary schools were also in need of academic improvement: six were AEW-1 and five were AEW-2. These schools could benefit greatly from partnerships with Harper College aimed at college enrollment and success.

Although Illinois schools overall have significant student performance challenges, as measured by standardized test scores, there are many examples of improvement and excellence in the Harper area. Of the 93 Illinois schools receiving ISBE’s 2010 Academic Improvement awards, 47, or one-half, are located in the Harper College District area (see Appendix E for a list of these schools). These schools were recognized for attaining substantial performance gains. In addition, two schools in the Harper area – Plainfield Elementary School and Winston Campus Junior High -- were ISBE 2010 Spotlight Schools. These are high poverty schools that have succeeded in closing the achievement gap.

Figure 33: K-12 Schools in Harper College District by Academic Status

School	District	Academic Status & Year on Status
Barrington High	Barrington CUSD 220	AWS-4
Sunny Hill Elem	Barrington CUSD 220	AEW-2
Holmes Jr High	Comm Cons SD 59	AEW-1
Byrd Elem	Comm Cons SD 59	AEW-1
John Jay Elem	Comm Cons SD 59	AEW-2
Salt Creek Elem	Comm Cons SD 59	AEW-2
Jane Addams Elem	Palatine CCSD 15	AEW-2
Virginia Lake Elem	Palatine CCSD 15	AEW-1
Helen Keller JHS	Schaumburg CCSD 54	AEW-1
Lakeview Elem	Schaumburg CCSD 54	AEW-1
Cooper Middle	Wheeling CCSD 21	AEW-1
Oliver W Holmes Middle	Wheeling CCSD 21	AWS-3
Eugene Field Elem	Wheeling CCSD 21	AEW-2
Booth Tarkington Elem	Wheeling CCSD 21	AEW-1
Mark Twain Elem	Wheeling CCSD 21	AEW-2
Walt Whitman Elem	Wheeling CCSD 21	AWS-1
J B Conant High	Township HSD 211	AWS-4
Wm Fremd High	Township HSD 211	AEW-1
Palatine High	Township HSD 211	AWS-5
Schaumburg High	Township HSD 211	AWS-5
Hoffman Estates High	Township HSD 211	AWS-5
Elk Grove High	Township HSD 214	AWS-3
John Hersey High	Township HSD 214	AEW-1
Wheeling High	Township HSD 214	AWS-4
Rolling Meadows High	Township HSD 214	AWS-4
Buffalo Grove High	Township HSD 214	AWS-4

Source: Illinois State Board of Education, 2010-11 School Year

COMPETITION

The educational landscape in the area served by Harper College is rich in program providers. These include satellite campuses of four four-year institutions (DePaul University, Northern Illinois University, National Louis University, and Roosevelt University), nearby Oakton and Elgin Community Colleges, two major proprietary institutions (DeVry and the Illinois Institute of Art), and a myriad of public and private providers. In 2010, 330 postsecondary programs were identified by the Illinois Department of Commerce and Economic Opportunity and offered a range of career-related and academic certificates and degrees.²⁴ Appendices F and G to this report list the postsecondary educational programs available in the Harper College district and online.

As efforts toward greater institutional accountability and transparency take hold, consumers of education will increasingly be able to compare and contrast their options to determine which programs offer the most value for their investment. Tools like the College Navigator, developed by the National Center for Education Statistics²⁵ provide detailed information submitted by participating public, private non-profit, and private for-profit institutions. Available information ranges from general information about each institution to retention and graduation rates.

Another comparison tool is College Choices for Adults website²⁶ developed through the Transparency by Design initiative based in the Western Interstate Commission for Higher Education. This website helps adult learners become more informed consumers of regionally-accredited distance higher education institutions enrolling students 23 years and older.

Three features distinguish College Choices for Adults from other college search sites and voluntary systems of accountability:

1. Program-level learning outcomes are provided, including measures of those outcomes and how well student have performed. This allows adult learners to align their learning goals with programs of interest.
2. Data is reviewed by a third party for quality assurance purposes.
3. Their primary focus is on adult learners.

²⁴Illinois Workforce Development System, Department of Commerce and Economic Opportunity, <http://iwds.cmcf.state.il.us/>. A complete listing of area schools can be found in the appendix.

²⁵<http://nces.ed.gov/collegenavigator/>

<http://www2.ed.gov/offices/OSFAP/defaultmanagement/defaultrates.html>

²⁶<http://wcet.wiche.edu/advance/transparency-by-design>

TECHNOLOGY

Developments in technology and new applications to learning offer important strategies to enhance learning and college completion. The 2011 edition of the Horizon report,²⁷ collaboration between the EDUCAUSE Learning Initiative and the New Media Consortium, identified four essential technology trends that are shaping teaching, learning and creative inquiry:

- The abundance of resources and relationships made easily accessible via the Internet is increasingly challenging us to revisit our roles as educators in sense-making, coaching, and credentialing.
- People expect to be able to work, learn, and study whenever and wherever they want.
- The world of work is increasingly collaborative, giving rise to reflection about the way student projects are structured.
- The technologies we use are increasingly cloud-based, and our notions of IT support are decentralized.

The Advisory Board to the 2011 New Horizon Project identified four key challenges relevant to technology adoption:

- Digital media literacy continues its rise in importance as a key skill in every discipline and profession.
- Appropriate metrics of evaluation lag behind the emergence of new scholarly forms of authoring, publishing, and researching.
- Economic pressures and new models of education are presenting unprecedented competition to traditional models of postsecondary education
- Keeping pace with the rapid proliferation of information, software tools, and devices is challenging for students and teachers alike.

Six technologies were featured in the 2011 report that spanned three adoption horizons. The near-term horizon assumed a likelihood of mainstream adoption within 12 months and included electronic books and mobile devices. The second adoption horizon considers technologies expected to gain widespread usage within two to three years and the two technologies highlighted included augmented reality, i.e. the layering of information over a representation of the normal world, and game-based learning. Opportunities on the far-term horizon, four to five years from now, focused on gesture-based computing and learning analytics. Gesture-based computing uses new input devices to move the control of computers from a mouse and keyboard to motions of the body. Learning analytics encompasses a variety

²⁷Johnson, L., Smith, R., Willis, H., Levine, A., and Haywood, K., (2011). *The Horizon Report: 2011 Edition*. Austin, Texas: The New Media Consortium. <http://www.nmc.org/publications/2011-horizon-report>

of data-gathering tools and analytical techniques to use what is learned about student performance to revise curricula, teaching, and assessment in real time.

Figure 34: Future Technological Innovations Affecting Education

Time Horizon	Technology	Description
Near-term (within 12 months)	Electronic books	Electronic readers that support research and note-taking
	Mobiles	Handheld devices that enable access to information, social networks, learning tools and other resources
Mid-term (within 2-3 years)	Augmented reality	Layering information over a representation of the normal world
	Game-based learning	Educational games that foster collaboration, problem-solving, and procedural thinking
Far-term (in 4-5 years)	Gesture-based computing	New input devices use body motions to control the computer
	Learning analytics	Real-time use of data analysis tools to revise curricula, teaching and assessment

Source: *The Horizon Report, 2011 Edition*.

HISTORY OF PER CAPITA COST

Year	Tuition	State Apportionment	Local & Other Revenue	Per Capita * Cost
1967-68	\$8.00	\$11.50	\$35.50	\$55.00
1968-69	8.00	11.50	34.50	54.00
1969-70	8.00	11.50	24.76	44.26
1970-71	10.00	15.50	22.54	48.04
1971-72	12.00	15.50	21.85	49.35
1972-73	12.00	16.50	22.83	51.33
1973-74	14.00	18.50	20.55	53.05
1974-75	14.00	18.12	17.22	49.34
1975-76	14.00	17.61	21.28	52.89
1976-77	15.00	19.40	22.79	57.19
1977-78	15.00	20.49	28.81	64.30
1978-79	17.00	21.32	27.55	65.87
1979-80	18.00	23.72	26.31	68.03
1980-81	19.00	25.08	24.15	68.23
1981-82	22.00	26.31	21.13	69.44
1982-83	22.00	22.86	37.84	82.70
1983-84	25.00	21.76	37.94	84.70
1984-85	27.00	21.61	40.55	89.16
1985-86	27.00	24.22	55.45	106.67
1986-87	27.00	22.99	73.60	123.59
1987-88	27.00	27.20	80.64	134.84
1988-89	30.00	28.60	85.69	144.29
1989-90	30.00	29.67	85.87	145.54
1990-91	30.00	32.14	89.02	151.16
1991-92	30.00	34.45	105.88	170.33
1992-93	33.00	28.02	124.03	185.05
1993-94	36.00	27.35	126.66	190.01
1994-95	36.00	27.97	129.34	193.31
1995-96	40.00	28.71	147.53	216.24
1996-97	42.00	29.70	159.65	231.35
1997-98	46.00	33.53	160.18	239.71
1998-99	50.00	35.98	177.92	263.90
1999-00	54.00	36.81	183.58	274.39
2000-01	54.00	39.07	184.22	277.29
2001-02	58.00	41.88	198.54	298.42
2002-03	62.00	39.76	258.16	359.92
2003-04	67.00	31.97	249.33	348.30
2004-05	71.00	28.93	243.68	343.61
2005-06	75.00	26.73	260.02	361.75
2006-07	81.00	26.15	280.75	387.90
2007-08	85.00	25.84	287.95	398.79
2008-09	90.00	26.28	291.00	407.28
2009-10	90.00	25.51	315.56	431.07
2010-11	98.50	22.84	304.51	425.85
2011-12	102.50	21.27	312.10	435.87
2012-13	106.50	20.86	333.92	461.28

* Does NOT include non-capital State and Grant funds per semester hour.

HISTORY OF PERCENTAGE OF PER CAPITA COST

Year	Tuition	State Apportionment	Local & Other Revenue	Per Capita * Cost
1967-68	14.5%	20.9%	64.5%	100%
1968-69	14.8	21.3	63.9	100
1969-70	18.1	26.0	55.9	100
1970-71	20.8	32.3	46.9	100
1971-72	24.3	31.4	44.3	100
1972-73	23.4	32.1	44.5	100
1973-74	26.4	34.9	38.7	100
1974-75	28.4	36.7	34.9	100
1975-76	26.5	33.3	40.2	100
1976-77	26.2	33.9	39.8	100
1977-78	23.3	31.9	44.8	100
1978-79	25.8	32.4	41.8	100
1979-80	26.5	34.9	38.7	100
1980-81	27.8	36.8	35.4	100
1981-82	31.7	37.9	30.4	100
1982-83	26.6	27.6	45.8	100
1983-84	29.5	25.7	44.8	100
1984-85	30.3	24.2	45.5	100
1985-86	25.3	22.7	52.0	100
1986-87	21.8	18.6	59.6	100
1987-88	20.0	20.2	59.8	100
1988-89	20.8	19.8	59.4	100
1989-90	20.6	20.4	59.0	100
1990-91	19.8	21.3	58.9	100
1991-92	17.6	20.2	62.2	100
1992-93	17.8	15.1	67.0	100
1993-94	18.9	14.4	66.7	100
1994-95	18.6	14.5	66.9	100
1995-96	18.5	13.3	68.2	100
1996-97	18.2	12.8	69.0	100
1997-98	19.2	14.0	66.8	100
1998-99	19.0	13.6	67.4	100
1999-00	19.7	13.4	66.9	100
2000-01	19.5	14.1	66.4	100
2001-02	19.4	14.0	66.5	100
2002-03	17.2	11.0	71.7	100
2003-04	19.2	9.2	71.6	100
2004-05	20.7	8.4	70.9	100
2005-06	20.7	7.4	71.9	100
2006-07	20.9	6.7	72.4	100
2007-08	21.3	6.5	72.2	100
2008-09	22.1	6.5	71.4	100
2009-10	20.9	5.9	73.2	100
2010-11	23.1	5.4	71.5	100
2011-12	23.5	4.9	71.6	100
2012-13	23.1	4.5	72.4	100

* Does NOT include non-capital State and Grant funds per semester hour.

PERSONNEL HEADCOUNT-THREE YEAR HISTORY AND CURRENT YEAR PROJECTED

As of 6/30/13

	ADMINISTRATIVE											
	As of June, 30 2011			As of June, 30 2012			As of June, 30 2013			Budgeted FY 14		
	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total
<u>PRESIDENT</u>												
PRESIDENT'S OFFICE	1		1	1		1	1		1	1		1
TOTAL PRESIDENT	1	-	1	1	-	1	1	-	1	1	-	1
<u>PROVOST</u>												
PROVOST	2		2	2		2	2		2	2		2
ACADEMIC ENRICHMENT AND ENGAGEMENT	2		2	2		2	2		2	2		2
BUSINESS & SOCIAL SCIENCE & CHILD CENTER	1		1	1		1	1		1	1		1
CAREER PROGRAMS	2		2	2		2	2		2	1		1
HEALTH CAREERS	2		2			-			-	2		2
LIBERAL ARTS	2		2	1		1	1		1	1		1
MATH & SCIENCE	1		1	1		1	1		1	1		1
RESOURCES FOR LEARNING/CII	2		2	2		2	2		2	2		2
REGISTRAR'S OFFICE	1		1	1		1	1		1	1		1
ADMISSIONS PROCESSING & ASSESSMENT CNTR	-		-	-		-	-		-	-		-
STUDENT RECRUITMENT & OUTREACH	1		1	1		1	1		1	1		1
OFFICE OF STUDENT FINANCIAL ASSISTANCE	1		1	1		1	1		1	1		1
CENTER FOR NEW STUDENTS	1		1	1		1	1		1	1		1
STUDENT AFFAIRS & WCA	2		2	2		2	2		2	2		2
EVENTS MANAGEMENT	-		-	-		-	-		-	-		-
HEALTH SERVICES	1		1	1		1	1		1	1		1
OFFICE OF STUDENT INVOLVMT	1		1	1		1	1		1	1		1
STUDENT DEVELOPMENT	1		1	1		1	1		1	1		1
ACADEMIC ADVISING AND COUNSELING CNTR	1		1	1		1	1		1	1		1
ACCESS & DISABILITY SVCS	1		1	1		1	1		1	1		1
CAREER CENTER & WOMEN'S PROGRAM	1		1	1		1	1		1	1		1
MULTICULTURAL LEARNING CENTER	1		1	1		1	1		1	1		1
ASSOC PROVOST INTRDISCIPLNRY PRGRMS	1		1	1		1	1		1	2		2
CENTER FOR ADJUNCT ENGAGEMENT	-		-	2		2	2		2	2		2
TOTAL PROVOST	28	-	28	27	-	27	27	-	27	29	-	29
<u>EVP FINANCE & ADMINISTRATIVE SERVICES</u>												
EVP OFFICE	1		1	1		1	1		1	1		1
ACCOUNTING SVCS/BUSINESS OFFICE	1		1	1		1	1		1	1		1
PURCHASING	-		-	-		-	-		-	-		-
BOOKSTORE	-		-	-		-	-		-	-		-
DINING & CONFERENCE SERVICES	-		-	-		-	-		-	-		-
PHYSICAL PLANT & CONSTRUCTION	3		3	3		3	3		3	3		3
HARPER POLICE	-		-	-		-	-		-	-		-
CHIEF INFORMATION OFFICER	1		1	1		1	1		1	1		1
ENTERPRISE SYSTEMS	1		1	1		1	1		1	1		1
CLIENT SERVICES	1		1	1		1	1		1	1		1
TECHNICAL SERVICES	1		1	1		1	1		1	1		1
HUMAN RESOURCES	1		1	1		1	1		1	1		1
TOTAL EVP FINANCE & ADMIN SERVICES	10	-	10	10	-	10	10	-	10	10	-	10
<u>PLANNING & INSTITUTIONAL EFFECTIVENESS</u>												
STRATEGIC PLANNING & INST. EFFECTIVENESS	2		2	2		2	2		2	2		2
INSTITUTIONAL RESEARCH	1		1	1		1	1		1	1		1
TOTAL INSTITUTIONAL EFFECTIVENESS	3		3	3		3	3		3	3		3
<u>ADVANCEMENT</u>												
COMMUNITY RELATIONS & FOUNDATION	2		2	-		-	-		-	-		-
GRANTS	-		-	-		-	-		-	-		-
ADVANCEMENT/ALUMNI/DEVELOPMENT	-		-	2		2	1		1	1		1
TOTAL ADVANCEMENT	2		2	2		2	1		1	1		1
<u>COMMUNICATIONS</u>												
MEDIA COMM GOV'T RELATIONS	1		1	1		1	1		1	1		1
MARKETING SVCS CENTER	1		1	1		1	1		1	1		1
COMMUNITY RELATIONS (as of FY 13)	-		-	-		-	-		-	-		-
TOTAL COMMUNICATIONS	2		2	2		2	2		2	2		2
<u>WORKFORCE AND STRATEGIC ALLIANCES</u>												
SR EXEC TO PRES/BOARD LIAISON	1		1	1		1	1		1	1		1
FAST TRACK	-		-	-		-	-		-	-		-
WORKFORCE AND ECONOMIC DEVELOPMENT	1		1	1		1	1		1	1		1
CONTINUING EDUCATION	1		1	1		1	1		1	1		1
HARPER COLLEGE FOR BUSINESSES	1		1	-		-	-		-	-		-
TOTAL WORKFORCE AND STRATEGIC ALL	4	-	4	3	-	3	3	-	3	3	-	3
GRAND TOTAL	50	-	50	48	-	48	47	-	47	49	-	49

PERSONNEL HEADCOUNT-THREE YEAR HISTORY AND CURRENT YEAR PROJECTED

As of 6/30/13

	FACULTY											
	As of June, 30 2011			As of June, 30 2012			As of June, 30 2013			Budgeted FY 14		
	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total
<u>PRESIDENT</u>												
PRESIDENT'S OFFICE	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PRESIDENT												
<u>PROVOST</u>												
PROVOST	1		1	1		1	-		-	-		-
ACADEMIC ENRICHMENT AND ENGAGEMENT	22		22	22		22	22		22	22		22
BUSINESS & SOCIAL SCIENCE & CHILD CENTER	38		38	37		37	37		37	37		37
CAREER PROGRAMS	15		15	44		44	45		45	17		17
HEALTH CAREERS	27		27	-		-	-		-	28		28
LIBERAL ARTS	52		52	53		53	53		53	53		53
MATH & SCIENCE	47		47	48		48	49		49	50		50
RESOURCES FOR LEARNING/CII	6		6	6		6	6		6	6		6
REGISTRAR'S OFFICE	-		-	-		-	-		-	-		-
ADMISSIONS PROCESSING & ASSESSMENT CNTR	-		-	-		-	-		-	-		-
STUDENT RECRUITMENT & OUTREACH	-		-	-		-	-		-	-		-
OFFICE OF STUDENT FINANCIAL ASSISTANCE	-		-	-		-	-		-	-		-
CENTER FOR NEW STUDENTS	2		2	2		2	2		2	2		2
STUDENT AFFAIRS & WCA	4		4	4		4	4		4	4		4
EVENTS MANAGEMENT	-		-	-		-	-		-	-		-
HEALTH SERVICES	1		1	-		-	-		-	-		-
OFFICE OF STUDENT INVOLVMT	-		-	-		-	-		-	-		-
STUDENT DEVELOPMENT	-		-	1		1	1		1	1		1
ACADEMIC ADVISING AND COUNSELING CNTR	6		6	6		6	6		6	6		6
ACCESS & DISABILITY SVCS	2		2	2		2	2		2	2		2
CAREER CENTER & WOMEN'S PROGRAM	2		2	2		2	2		2	2		2
MULTICULTURAL LEARNING CENTER	4		4	4		4	4		4	4		4
ASSOC PROVOST INTRDISCIPLNRY PRGRMS	-		-	-		-	-		-	-		-
CENTER FOR ADJUNCT ENGAGEMENT	-		-	-		-	-		-	-		-
TOTAL PROVOST	229	-	229	232	-	232	233	-	233	234	-	234
<u>EVP FINANCE & ADMINISTRATIVE SERVICES</u>												
EVP OFFICE												
ACCOUNTING SVCS/BUSINESS OFFICE												
PURCHASING												
BOOKSTORE												
DINING & CONFERENCE SERVICES												
PHYSICAL PLANT & CONSTRUCTION												
HARPER POLICE												
CHIEF INFORMATION OFFICER												
ENTERPRISE SYSTEMS												
CLIENT SERVICES												
TECHNICAL SERVICES												
HUMAN RESOURCES												
TOTAL EVP FINANCE & ADMIN SERVICES												
<u>PLANNING & INSTITUTIONAL EFFECTIVENESS</u>												
STRATEGIC PLANNING & INST. EFFECTIVENESS												
INSTITUTIONAL RESEARCH												
TOTAL INSTITUTIONAL EFFECTIVENESS												
<u>ADVANCEMENT</u>												
COMMUNITY RELATIONS & FOUNDATION												
GRANTS												
ADVANCEMENT/ALUMNI/DEVELOPMENT												
TOTAL ADVANCEMENT												
<u>COMMUNICATIONS</u>												
MEDIA COMM GOV'T RELATIONS												
MARKETING SVCS CENTER												
COMMUNITY RELATIONS (as of FY 13)												
TOTAL COMMUNICATIONS												
<u>WORKFORCE AND STRATEGIC ALLIANCES</u>												
SR EXEC TO PRES/BOARD LIAISON												
FAST TRACK												
WORKFORCE AND ECONOMIC DEVELOPMENT												
CONTINUING EDUCATION												
HARPER COLLEGE FOR BUSINESSES												
TOTAL WORKFORCE AND STRATEGIC ALL												
GRAND TOTAL	229	-	229	232	-	232	233	-	233	234	-	234

PERSONNEL HEADCOUNT-THREE YEAR HISTORY AND CURRENT YEAR PROJECTED

As of 6/30/13

	PROFESSIONAL/ TECHNICAL											
	As of June, 30 2011			As of June, 30 2012			As of June, 30 2013			Budgeted FY 14		
	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total
<u>PRESIDENT</u>												
PRESIDENT'S OFFICE	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PRESIDENT	-	-	-	-	-	-	-	-	-	-	-	-
<u>PROVOST</u>												
PROVOST	1		1	1		1	-		-	-		-
ACADEMIC ENRICHMENT AND ENGAGEMENT	8	2	10	9	2	11	8	2	10	8	2	10
BUSINESS & SOCIAL SCIENCE & CHILD CENTER	-	1	1	-	1	1	-	1	1	-	1	1
CAREER PROGRAMS	1	3	4	1	6	7	3	4	7	3	1	4
HEALTH CAREERS	-	3	3	-	-	-	-	-	-	1	2	3
LIBERAL ARTS	-		-	-		-	-		-	-		-
MATH & SCIENCE	3	4	7	4	3	7	4	3	7	4	3	7
RESOURCES FOR LEARNING/CII	10		10	10	1	11	10	1	11	10	1	11
REGISTRAR'S OFFICE	1	1	2	1	1	2	2	2	4	2	2	4
ADMISSIONS PROCESSING & ASSESSMENT CNTR	3		3	4		4	4		4	4		4
STUDENT RECRUITMENT & OUTREACH	5		5	5		5	5		5	5		5
OFFICE OF STUDENT FINANCIAL ASSISTANCE	-		-	-		-	-		-	-		-
CENTER FOR NEW STUDENTS	2		2	2		2	2		2	2		2
STUDENT AFFAIRS & WCA	2		2	2		2	2		2	2		2
EVENTS MANAGEMENT	2		2	2		2	2		2	2		2
HEALTH SERVICES	-	3	3	-	3	3	-	3	3	-	2	2
OFFICE OF STUDENT INVOLVMT	2		2	2		2	2		2	2		2
STUDENT DEVELOPMENT	-		-	-		-	-		-	-		-
ACADEMIC ADVISING AND COUNSELING CNTR	1		1	1		1	1		1	1		1
ACCESS & DISABILITY SVCS	-	7	7	-	9	9	-	10	10	-	9	9
CAREER CENTER & WOMEN'S PROGRAM	4	1	5	4	1	5	4	1	5	4	1	5
MULTICULTURAL LEARNING CENTER	-		-	-		-	-		-	-		-
ASSOC PROVOST INTRDISCIPLNRY PRGRMS	-		-	-		-	-		-	-		-
CENTER FOR ADJUNCT ENGAGEMENT	-		-	-		-	-		-	-		-
TOTAL PROVOST	45	25	70	48	27	75	49	27	76	50	24	74
<u>EVP FINANCE & ADMINISTRATIVE SERVICES</u>												
EVP OFFICE	-		-	-		-	-		-	-		-
ACCOUNTING SVCS/BUSINESS OFFICE	-		-	-		-	-		-	-		-
PURCHASING	-		-	-		-	-		-	-		-
BOOKSTORE	-		-	-		-	-		-	-		-
DINING & CONFERENCE SERVICES	2		2	2		2	3		3	3		3
PHYSICAL PLANT & CONSTRUCTION	-		-	-		-	-		-	-		-
HARPER POLICE	-		-	-		-	-		-	-		-
CHIEF INFORMATION OFFICER	-		-	-		-	-		-	-		-
ENTERPRISE SYSTEMS	8		8	13		13	13		13	13		13
CLIENT SERVICES	18		18	16	4	20	15	4	19	12	4	16
TECHNICAL SERVICES	22		22	20	4	24	20	3	23	22	3	25
HUMAN RESOURCES	1		1	-		-	-		-	-		-
TOTAL EVP FINANCE & ADMIN SERVICES	51	-	51	51	8	59	51	7	58	50	7	57
<u>PLANNING & INSTITUTIONAL EFFECTIVENESS</u>												
STRATEGIC PLANNING & INST. EFFECTIVENESS	-		-	-		-	-		-	-		-
INSTITUTIONAL RESEARCH	3		3	3		3	3		3	3		3
TOTAL INSTITUTIONAL EFFECTIVENESS	3		3	3		3	3		3	3		3
<u>ADVANCEMENT</u>												
COMMUNITY RELATIONS & FOUNDATION	-		-	-		-	-		-	-		-
GRANTS	-		-	-		-	1		1	-		-
ADVANCEMENT/ALUMNI/DEVELOPMENT	-		-	-		-	-		-	-		-
TOTAL ADVANCEMENT	-		-	-		-	1		1	-		-
<u>COMMUNICATIONS</u>												
MEDIA COMM GOV'T RELATIONS	-		-	-		-	-		-	-		-
MARKETING SVCS CENTER	6		6	6		6	7	1	8	7	1	8
COMMUNITY RELATIONS (as of FY 13)	-		-	-		-	-		-	-		-
TOTAL COMMUNICATIONS	6		6	6		6	7	1	8	7	1	8
<u>WORKFORCE AND STRATEGIC ALLIANCES</u>												
SR EXEC TO PRES/BOARD LIAISON	1		1	-		-	-		-	-		-
FAST TRACK	-		-	-		-	-		-	-		-
WORKFORCE AND ECONOMIC DEVELOPMENT	1		1	2		2	2		2	2		2
CONTINUING EDUCATION	8		8	8	2	10	8	6	14	8	6	14
HARPER COLLEGE FOR BUSINESSES	3		3	3		3	3		3	2		2
TOTAL WORKFORCE AND STRATEGIC ALL	13	-	13	13	2	15	13	6	19	12	6	18
GRAND TOTAL	118	25	143	121	37	158	124	41	165	122	38	160

PERSONNEL HEADCOUNT-THREE YEAR HISTORY AND CURRENT YEAR PROJECTED

As of 6/30/13

	SUPERVISORY/MANAGEMENT											
	As of June, 30 2011			As of June, 30 2012			As of June, 30 2013			Budgeted FY 14		
	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total
<u>PRESIDENT</u>												
PRESIDENT'S OFFICE	1		1	1		1	1		1	1		1
TOTAL PRESIDENT	1	-	1	1	-	1	1		1	-		1
<u>PROVOST</u>												
PROVOST	-		-	-		-	-		-	-		-
ACADEMIC ENRICHMENT AND ENGAGEMENT	1		1	1		1	1		1			1
BUSINESS & SOCIAL SCIENCE & CHILD CENTER	1		1	1		1	1		1			1
CAREER PROGRAMS	-		-	-		-	-		-			-
HEALTH CAREERS	-		-	-		-	-		-			-
LIBERAL ARTS	-		-	-		-	-		-			-
MATH & SCIENCE	-		-	-		-	-		-			-
RESOURCES FOR LEARNING/CII	2		2	2		2	2	1	3	2	1	3
REGISTRAR'S OFFICE	2		2	2		2	2		2	2		2
ADMISSIONS PROCESSING & ASSESSMENT CNTR	1		1	3		3	3		3	3		3
STUDENT RECRUITMENT & OUTREACH	2		2	2		2	2		2	2		2
OFFICE OF STUDENT FINANCIAL ASSISTANCE	2		2	2		2	2		2	2		2
CENTER FOR NEW STUDENTS	-		-	1		1	1		1	1		1
STUDENT AFFAIRS & WCA	2		2	2		2	2		2	2		2
EVENTS MANAGEMENT	2		2	2		2	2		2	2		2
HEALTH SERVICES	-		-	-		-	-		-	-		-
OFFICE OF STUDENT INVOLVMT	1		1	-		-	-		-	-		-
STUDENT DEVELOPMENT	-		-	-		-	-		-	-		-
ACADEMIC ADVISING AND COUNSELING CNTR	-		-	-		-	-		-	-		-
ACCESS & DISABILITY SVCS	1		1	1		1	1		1	1		1
CAREER CENTER & WOMEN'S PROGRAM	-		-	-		-	-		-	-		-
MULTICULTURAL LEARNING CENTER	-		-	-		-	-		-	-		-
ASSOC PROVOST INTRDISCIPLNRY PRGRMS	1		1	-		-	-		-	-		-
CENTER FOR ADJUNCT ENGAGEMENT	-		-	-		-	-		-	-		-
TOTAL PROVOST	18	-	18	19	-	19	19	1	20	20	1	21
<u>EVP FINANCE & ADMINISTRATIVE SERVICES</u>												
EVP OFFICE	-		-	-		-	-		-	-		-
ACCOUNTING SVCS/BUSINESS OFFICE	6		6	6		6	5	1	6	5	1	6
PURCHASING	1		1	1		1	1		1	1		1
BOOKSTORE	3		3	3		3	3		3	3		3
DINING & CONFERENCE SERVICES	2		2	2		2	4		4	5		5
PHYSICAL PLANT & CONSTRUCTION	11		11	11	1	12	12	1	13	12	1	13
HARPER POLICE	2		2	2		2	2		2	2		2
CHIEF INFORMATION OFFICER	-		-	-		-	-		-	-		-
ENTERPRISE SYSTEMS	6		6	9	1	10	9	1	10	9	1	10
CLIENT SERVICES	3		3	4		4	4		4	5		5
TECHNICAL SERVICES	8		8	5		5	4		4	4		4
HUMAN RESOURCES	3	1	4	3	1	4	3	1	4	3	1	4
TOTAL EVP FINANCE & ADMIN SERVICES	45	1	46	46	3	49	47	4	51	46	4	50
<u>PLANNING & INSTITUTIONAL EFFECTIVENESS</u>												
STRATEGIC PLANNING & INST. EFFECTIVENESS	1		1	1		1	2		2	2		2
INSTITUTIONAL RESEARCH	1		1	1		1	1		1	1		1
TOTAL INSTITUTIONAL EFFECTIVENESS	2		2	2		2	3		3	3		3
<u>ADVANCEMENT</u>												
COMMUNITY RELATIONS & FOUNDATION	3	1	4	-		-	-		-	-		-
GRANTS	1		1	1		1	1		1	1		1
ADVANCEMENT/ALUMNI/DEVELOPMENT	-		-	3	1	4	5		5	5		5
TOTAL ADVANCEMENT	4	1	5	4	1	5	6	-	6	6	-	6
<u>COMMUNICATIONS</u>												
MEDIA COMM GOV'T RELATIONS	1		1	2		2	2		2	2		2
MARKETING SVCS CENTER	4		4	4		4	5		5	5		5
COMMUNITY RELATIONS (as of FY 13)	-		-	-		-	1		1	1		1
TOTAL COMMUNICATIONS	5		5	6		6	8		8	8		8
<u>WORKFORCE AND STRATEGIC ALLIANCES</u>												
SR EXEC TO PRES/BOARD LIAISON	-		-	-		-	1		1	1		1
FAST TRACK	-		-	1		1	1		1	1		1
WORKFORCE AND ECONOMIC DEVELOPMENT	-		-	2		2	1		1	1		1
CONTINUING EDUCATION	4		4	3		3	3		3	3		3
HARPER COLLEGE FOR BUSINESSES	1		1	1		1	1		1	1		1
TOTAL WORKFORCE AND STRATEGIC ALL	5	-	5	7	-	7	7	-	7	7	-	7
GRAND TOTAL	80	2	82	85	4	89	91	5	96	91	5	96

PERSONNEL HEADCOUNT-THREE YEAR HISTORY AND CURRENT YEAR PROJECTED

As of 6/30/13

	CLASSIFIED STAFF											
	As of June, 30 2011			As of June, 30 2012			As of June, 30 2013			Budgeted FY 14		
	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total
<u>PRESIDENT</u>												
PRESIDENT'S OFFICE			-			-			-			-
TOTAL PRESIDENT	-	-	-	-	-	-	-	-	-	-	-	-
<u>PROVOST</u>												
PROVOST	2		2	3		3	1		1	1	-	1
ACADEMIC ENRICHMENT AND ENGAGEMENT	6	5	11	6	8	14	7	8	15	8	9	17
BUSINESS & SOCIAL SCIENCE & CHILD CENTER	4	6	10	4	9	13	4	9	13	4	9	13
CAREER PROGRAMS	3	1	4	6	5	11	7	6	13	1	1	2
HEALTH CAREERS	6	1	7	-	-	-	-	-	-	6	3	9
LIBERAL ARTS	4	1	5	4	1	5	4	1	5	4	1	5
MATH & SCIENCE	2	3	5	3	13	16	3	3	6	3	12	15
RESOURCES FOR LEARNING/CII	14	7	21	14	69	83	14	10	24	14	11	25
REGISTRAR'S OFFICE	6	2	8	6	6	12	7	6	13	7	6	13
ADMISSIONS PROCESSING & ASSESSMENT CNTR	6	7	13	4	9	13	4	9	13	4	9	13
STUDENT RECRUITMENT & OUTREACH	1		1	1	4	5	1	3	4	1	1	2
OFFICE OF STUDENT FINANCIAL ASSISTANCE	8		8	9	3	12	10	3	13	10	3	13
CENTER FOR NEW STUDENTS	1	2	3	1	3	4	1	3	4	1	3	4
STUDENT AFFAIRS & WCA	6		6	6	9	15	6	10	16	6	11	17
EVENTS MANAGEMENT	-	2	2	-	2	2	-	2	2	-	2	2
HEALTH SERVICES	2	1	3	2	2	4	2	2	4	2	1	3
OFFICE OF STUDENT INVOLVMT	2	1	3	2	1	3	2	1	3	2	1	3
STUDENT DEVELOPMENT	1	1	2	1	1	2	1	1	2	1	2	3
ACADEMIC ADVISING AND COUNSELING CNTR	1	3	4	1	4	5	1	4	5	1	4	5
ACCESS & DISABILITY SVCS	-	2	2	-	6	6	-	3	3	-	3	3
CAREER CENTER & WOMEN'S PROGRAM	2	2	4	2	2	4	2	2	4	2	2	4
MULTICULTURAL LEARNING CENTER	1	1	2	1	1	2	1	1	2	1	1	2
ASSOC PROVOST INTRDISCIPLNRY PRGRMS	1		1	1		1	3		3	2	-	2
CENTER FOR ADJUNCT ENGAGEMENT	-		-	1		1	1	1	2	1	1	2
TOTAL PROVOST	79	48	127	78	158	236	82	88	170	82	96	178
<u>EVP FINANCE & ADMINISTRATIVE SERVICES</u>												
EVP OFFICE	1		1	1		1	1		1	1	-	1
ACCOUNTING SVCS/BUSINESS OFFICE	11	2	13	11	4	15	11	4	15	11	3	14
PURCHASING	1		1	1		1	1		1	1	-	1
BOOKSTORE	7	1	8	7	2	9	7	2	9	-	-	-
DINING & CONFERENCE SERVICES	5	8	13	4	36	40	3	36	39	3	34	37
PHYSICAL PLANT & CONSTRUCTION	2		2	2	1	3	2	1	3	2	1	3
HARPER POLICE	-		-	-		-	-		-	-	-	-
CHIEF INFORMATION OFFICER	1		1	1		1	1		1	1	-	1
ENTERPRISE SYSTEMS	1		1	-		-	-		-	-	-	-
CLIENT SERVICES	-		-	3	9	12	4	7	11	4	7	11
TECHNICAL SERVICES	6		6	3	3	6	2	3	5	2	2	4
HUMAN RESOURCES	5	2	7	5	2	7	5	2	7	5	2	7
TOTAL EVP FINANCE & ADMIN SERVICES	40	13	53	38	57	95	37	55	92	30	49	79
<u>PLANNING & INSTITUTIONAL EFFECTIVENESS</u>												
STRATEGIC PLANNING & INST. EFFECTIVENESS	-	1	1	-	2	2	-	2	2	1	1	2
INSTITUTIONAL RESEARCH	-	2	2	-	2	2	-	2	2	-	2	2
TOTAL INSTITUTIONAL EFFECTIVENESS	-	3	3	-	4	4	-	4	4	1	3	4
<u>ADVANCEMENT</u>												
COMMUNITY RELATIONS & FOUNDATION	1	1	2	-		-	-		-	-	-	-
GRANTS	-		-	-		-	-		-	-	-	-
ADVANCEMENT/ALUMNI/DEVELOPMENT	-		-	2		2	2		2	2	-	2
TOTAL ADVANCEMENT	1	1	2	2		2	2		2	2	-	2
<u>COMMUNICATIONS</u>												
MEDIA COMM GOV'T RELATIONS	-		-	-	3	3	-	2	2	1	1	2
MARKETING SVCS CENTER	9		9	9		9	7	2	9	7	3	10
COMMUNITY RELATIONS (as of FY 13)	-		-	-		-	-		-	-	-	-
TOTAL COMMUNICATIONS	9		9	9	3	12	7	4	11	8	4	12
<u>WORKFORCE AND STRATEGIC ALLIANCES</u>												
SR EXEC TO PRES/BOARD LIAISON	2		2	1		1	2		2	2	-	2
FAST TRACK	-		-	1		1	2		2	2	-	2
WORKFORCE AND ECONOMIC DEVELOPMENT	2		2	6	3	9	1	-	1	1	-	1
CONTINUING EDUCATION	8	5	13	4	52	56	4	14	18	4	12	16
HARPER COLLEGE FOR BUSINESSES	2		2	2	1	3	2	-	2	2	-	2
TOTAL WORKFORCE AND STRATEGIC ALL	14	5	19	14	56	70	11	14	25	11	12	23
GRAND TOTAL	143	70	213	141	278	419	139	165	304	134	164	298

PERSONNEL HEADCOUNT-THREE YEAR HISTORY AND CURRENT YEAR PROJECTED

As of 6/30/13

	SECURITY											
	As of June, 30 2011			As of June, 30 2012			As of June, 30 2013			Budgeted FY 14		
	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total
<u>PRESIDENT</u>												
PRESIDENT'S OFFICE												
TOTAL PRESIDENT												
<u>PROVOST</u>												
PROVOST												
ACADEMIC ENRICHMENT AND ENGAGEMENT												
BUSINESS & SOCIAL SCIENCE & CHILD CENTER												
CAREER PROGRAMS												
HEALTH CAREERS												
LIBERAL ARTS												
MATH & SCIENCE												
RESOURCES FOR LEARNING/CII												
REGISTRAR'S OFFICE												
ADMISSIONS PROCESSING & ASSESSMENT CNTR												
STUDENT RECRUITMENT & OUTREACH												
OFFICE OF STUDENT FINANCIAL ASSISTANCE												
CENTER FOR NEW STUDENTS												
STUDENT AFFAIRS & WCA												
EVENTS MANAGEMENT												
HEALTH SERVICES												
OFFICE OF STUDENT INVOLVMT												
STUDENT DEVELOPMENT												
ACADEMIC ADVISING AND COUNSELING CNTR												
ACCESS & DISABILITY SVCS												
CAREER CENTER & WOMEN'S PROGRAM												
MULTICULTURAL LEARNING CENTER												
ASSOC PROVOST INTRDISCIPLNRY PRGRMS												
CENTER FOR ADJUNCT ENGAGEMENT												
TOTAL PROVOST												
<u>EVP FINANCE & ADMINISTRATIVE SERVICES</u>												
EVP OFFICE												
ACCOUNTING SVCS/BUSINESS OFFICE												
PURCHASING												
BOOKSTORE												
DINING & CONFERENCE SERVICES												
PHYSICAL PLANT & CONSTRUCTION												
HARPER POLICE	15		15	16	16	32	16	17	33	16	17	33
CHIEF INFORMATION OFFICER												
ENTERPRISE SYSTEMS												
CLIENT SERVICES												
TECHNICAL SERVICES												
HUMAN RESOURCES												
TOTAL EVP FINANCE & ADMIN SERVICES	15	-	15	16	16	32	16	17	33	16	17	33
<u>PLANNING & INSTITUTIONAL EFFECTIVENESS</u>												
STRATEGIC PLANNING & INST. EFFECTIVENESS												
INSTITUTIONAL RESEARCH												
TOTAL INSTITUTIONAL EFFECTIVENESS												
<u>ADVANCEMENT</u>												
COMMUNITY RELATIONS & FOUNDATION												
GRANTS												
ADVANCEMENT/ALUMNI/DEVELOPMENT												
TOTAL ADVANCEMENT												
<u>COMMUNICATIONS</u>												
MEDIA COMM GOV'T RELATIONS												
MARKETING SVCS CENTER												
COMMUNITY RELATIONS (as of FY 13)												
TOTAL COMMUNICATIONS												
<u>WORKFORCE AND STRATEGIC ALLIANCES</u>												
SR EXEC TO PRES/BOARD LIAISON												
FAST TRACK												
WORKFORCE AND ECONOMIC DEVELOPMENT												
CONTINUING EDUCATION												
HARPER COLLEGE FOR BUSINESSES												
TOTAL WORKFORCE AND STRATEGIC ALL												
GRAND TOTAL	15	-	15	16	16	32	16	17	33	16	17	33

PERSONNEL HEADCOUNT-THREE YEAR HISTORY AND CURRENT YEAR PROJECTED

As of 6/30/13

	CUSTODIAL/MAINTENANCE											
	As of June, 30 2011			As of June, 30 2012			As of June, 30 2013			Budgeted FY 14		
	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total
<u>PRESIDENT</u>												
PRESIDENT'S OFFICE												
TOTAL PRESIDENT												
<u>PROVOST</u>												
PROVOST												
ACADEMIC ENRICHMENT AND ENGAGEMENT												
BUSINESS & SOCIAL SCIENCE & CHILD CENTER												
CAREER PROGRAMS												
HEALTH CAREERS												
LIBERAL ARTS												
MATH & SCIENCE												
RESOURCES FOR LEARNING/CII												
REGISTRAR'S OFFICE												
ADMISSIONS PROCESSING & ASSESSMENT CNTR												
STUDENT RECRUITMENT & OUTREACH												
OFFICE OF STUDENT FINANCIAL ASSISTANCE												
CENTER FOR NEW STUDENTS												
STUDENT AFFAIRS & WCA												
EVENTS MANAGEMENT												
HEALTH SERVICES												
OFFICE OF STUDENT INVOLVMT												
STUDENT DEVELOPMENT												
ACADEMIC ADVISING AND COUNSELING CNTR												
ACCESS & DISABILITY SVCS												
CAREER CENTER & WOMEN'S PROGRAM												
MULTICULTURAL LEARNING CENTER												
ASSOC PROVOST INTRDISCIPLNRY PRGRMS												
CENTER FOR ADJUNCT ENGAGEMENT												
TOTAL PROVOST												
<u>EVP FINANCE & ADMINISTRATIVE SERVICES</u>												
EVP OFFICE												
ACCOUNTING SVCS/BUSINESS OFFICE												
PURCHASING												
BOOKSTORE												
DINING & CONFERENCE SERVICES												
PHYSICAL PLANT & CONSTRUCTION	97	4	101	97	5	102	97	5	102	97	5	102
HARPER POLICE												
CHIEF INFORMATION OFFICER												
ENTERPRISE SYSTEMS												
CLIENT SERVICES												
TECHNICAL SERVICES												
HUMAN RESOURCES												
TOTAL EVP FINANCE & ADMIN SERVICES	97	4	101	97	5	102	97	5	102	97	5	102
<u>PLANNING & INSTITUTIONAL EFFECTIVENESS</u>												
STRATEGIC PLANNING & INST. EFFECTIVENESS												
INSTITUTIONAL RESEARCH												
TOTAL INSTITUTIONAL EFFECTIVENESS												
<u>ADVANCEMENT</u>												
COMMUNITY RELATIONS & FOUNDATION												
GRANTS												
ADVANCEMENT/ALUMNI/DEVELOPMENT												
TOTAL ADVANCEMENT												
<u>COMMUNICATIONS</u>												
MEDIA COMM GOV'T RELATIONS												
MARKETING SVCS CENTER												
COMMUNITY RELATIONS (as of FY 13)												
TOTAL COMMUNICATIONS												
<u>WORKFORCE AND STRATEGIC ALLIANCES</u>												
SR EXEC TO PRES/BOARD LIAISON												
FAST TRACK												
WORKFORCE AND ECONOMIC DEVELOPMENT												
CONTINUING EDUCATION												
HARPER COLLEGE FOR BUSINESSES												
TOTAL WORKFORCE AND STRATEGIC ALL												
GRAND TOTAL	97	4	101	97	5	102	97	5	102	97	5	102

PERSONNEL HEADCOUNT-THREE YEAR HISTORY AND CURRENT YEAR PROJECTED

As of 6/30/13

	TOTALS											
	As of June, 30 2011			As of June, 30 2012			As of June, 30 2013			Budgeted FY 14		
	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total
<u>PRESIDENT</u>												
PRESIDENT'S OFFICE	2	-	2	2	-	2	2	-	2	2	-	2
TOTAL PRESIDENT	2	-	2	2	-	2	2	-	2	2	-	2
<u>PROVOST</u>												
PROVOST	6	-	6	7	-	7	3	-	3	3	-	3
ACADEMIC ENRICHMENT AND ENGAGEMENT	39	7	46	40	10	50	40	10	50	41	11	52
BUSINESS & SOCIAL SCIENCE & CHILD CENTER	44	7	51	43	10	53	43	10	53	43	10	53
CAREER PROGRAMS	21	4	25	53	11	64	57	10	67	22	2	24
HEALTH CAREERS	35	4	39	-	-	-	-	-	-	37	5	42
LIBERAL ARTS	58	1	59	58	1	59	58	1	59	58	1	59
MATH & SCIENCE	53	7	60	56	16	72	57	6	63	59	15	74
RESOURCES FOR LEARNING/CII	34	7	41	34	70	104	34	12	46	34	13	47
REGISTRAR'S OFFICE	10	3	13	10	7	17	12	8	20	12	8	20
ADMISSIONS PROCESSING & ASSESSMENT CNTR	10	7	17	11	9	20	11	9	20	11	9	20
STUDENT RECRUITMENT & OUTREACH	9	-	9	9	4	13	9	3	12	9	1	10
OFFICE OF STUDENT FINANCIAL ASSISTANCE	11	-	11	12	3	15	13	3	16	13	3	16
CENTER FOR NEW STUDENTS	6	2	8	7	3	10	7	3	10	7	3	10
STUDENT AFFAIRS & WCA	16	-	16	16	9	25	16	10	26	16	11	27
EVENTS MANAGEMENT	4	2	6	4	2	6	4	2	6	4	2	6
HEALTH SERVICES	4	4	8	3	5	8	3	5	8	3	3	6
OFFICE OF STUDENT INVOLVMT	6	1	7	5	1	6	5	1	6	5	1	6
STUDENT DEVELOPMENT	2	1	3	3	1	4	3	1	4	3	2	5
ACADEMIC ADVISING AND COUNSELING CNTR	9	3	12	9	4	13	9	4	13	9	4	13
ACCESS & DISABILITY SVCS	4	9	13	4	15	19	4	13	17	4	12	16
CAREER CENTER & WOMEN'S PROGRAM	9	3	12	9	3	12	9	3	12	9	3	12
MULTICULTURAL LEARNING CENTER	6	1	7	6	1	7	6	1	7	6	1	7
ASSOC PROVOST INTRDISCIPLNRY PRGRMS	3	-	3	2	-	2	4	-	4	4	-	4
CENTER FOR ADJUNCT ENGAGEMENT	-	-	-	3	-	3	3	1	4	3	1	4
TOTAL PROVOST	399	73	472	404	185	589	410	116	526	415	121	536
<u>EVP FINANCE & ADMINISTRATIVE SERVICES</u>												
EVP OFFICE	2	-	2	2	-	2	2	-	2	2	-	2
ACCOUNTING SVCS/BUSINESS OFFICE	18	2	20	18	4	22	17	5	22	17	4	21
PURCHASING	2	-	2	2	-	2	2	-	2	2	-	2
BOOKSTORE	10	1	11	10	2	12	10	2	12	-	-	-
DINING & CONFERENCE SERVICES	9	8	17	8	36	44	10	36	46	11	34	45
PHYSICAL PLANT & CONSTRUCTION	113	4	117	113	7	120	114	7	121	114	7	121
HARPER POLICE	17	-	17	18	16	34	18	17	35	18	17	35
CHIEF INFORMATION OFFICER	2	-	2	2	-	2	2	-	2	2	-	2
ENTERPRISE SYSTEMS	16	-	16	23	1	24	23	1	24	23	1	24
CLIENT SERVICES	22	-	22	24	13	37	24	11	35	22	11	33
TECHNICAL SERVICES	37	-	37	29	7	36	27	6	33	29	5	34
HUMAN RESOURCES	10	3	13	9	3	12	9	3	12	9	3	12
TOTAL EVP FINANCE & ADMIN SERVICES	258	18	276	258	89	347	258	88	346	249	82	331
<u>PLANNING & INSTITUTIONAL EFFECTIVENESS</u>												
STRATEGIC PLANNING & INST. EFFECTIVENESS	3	1	4	3	2	5	4	2	6	5	1	6
INSTITUTIONAL RESEARCH	5	2	7	5	2	7	5	2	7	5	2	7
TOTAL INSTITUTIONAL EFFECTIVENESS	8	3	11	8	4	12	9	4	13	10	3	13
<u>ADVANCEMENT</u>												
COMMUNITY RELATIONS & FOUNDATION	6	2	8	-	-	-	-	-	-	-	-	-
GRANTS	1	-	1	1	-	1	2	-	2	1	-	1
ADVANCEMENT/ALUMNI/DEVELOPMENT	-	-	-	7	1	8	8	-	8	8	-	8
TOTAL ADVANCEMENT	7	2	9	8	1	9	10	-	10	9	-	9
<u>COMMUNICATIONS</u>												
MEDIA COMM GOV'T RELATIONS	2	-	2	3	3	6	3	2	5	4	1	5
MARKETING SVCS CENTER	20	-	20	20	-	20	20	3	23	20	4	24
COMMUNITY RELATIONS (as of FY 13)	-	-	-	-	-	-	1	-	1	1	-	1
TOTAL COMMUNICATIONS	22	-	22	23	3	26	24	5	29	25	5	30
<u>WORKFORCE AND STRATEGIC ALLIANCES</u>												
SR EXEC TO PRES/BOARD LIAISON	4	-	4	2	-	2	4	-	4	4	-	4
FAST TRACK	-	-	-	2	-	2	3	-	3	3	-	3
WORKFORCE AND ECONOMIC DEVELOPMENT	4	-	4	11	3	14	5	-	5	5	-	5
CONTINUING EDUCATION	21	5	26	16	54	70	16	20	36	16	18	34
HARPER COLLEGE FOR BUSINESSES	7	-	7	6	1	7	6	-	6	5	-	5
TOTAL WORKFORCE AND STRATEGIC ALL	36	5	41	37	58	95	34	20	54	33	18	51
GRAND TOTAL	732	101	833	740	340	1,080	747	233	980	743	229	972

ACADEMIC TRANSFER ORIENTED AND CAREER PROGRAMS

Program Name	Transfer-Oriented						Career	
	AA	AATM	AS	AFA	AES	AGS	AAS	Certificate
Accounting Assistant							X	X
Accounting Bookkeeper/Clerk								X
Advanced Accounting Bookkeeper/Clerk								X
Advanced Management								X
Advanced Manufacturing Technology							X	
Advanced Patternmaking								X
Advanced Welding								X
Alternative Electrical Energy								X
Apparel Construction								X
Architectural 2-D CAD								X
Architectural 3-D CAD								X
Architectural Studies							X	
Architectural Design								X
Architectural Technical								X
Art				X				
Art Education	X							
Astronomy			X					
Basic Maintenance								X
Basic Pipe Welding								X
Basic Welding (MNT→MFT)								X
Biological Sciences			X					
Bread and Pastry Arts								X
Building Codes and Enforcement								X
Business Administration	X							
Cardiographic Technician (DCS)								X
Certified Nursing Assistant								X
Chemistry			X					
Commercial Maintenance								X
Computer Information Systems--Accessible Web Design and Compliance								X
Computer Information Systems--Business Software Specialist								X
Computer Information Systems--Computer Support Specialist								X
Computer Information Systems--Computers in Business							X	X
Computer Information Systems--Database Management								X
Computer Information Systems--Network Administration								X
Computer Information Systems--Network Support Technician								X
Computer Information Systems--Networking Fundamentals								X
Computer Information Systems--Software Development							X	X
Computer Information Systems--Web Development							X	X
Computer Information Systems--Web Visual Design								X
Computer Numerical Control Operator I								X
Computer Numerical Control Operator II								X
Computer Science--Information Systems Emphasis			X					
Computer Science--Technical Emphasis			X					
Computerized Tomography (RAD)**								X
Culinary Arts								X
Dental Hygiene							X	
Diagnostic Cardiac Sonography (formerly Cardiac Technology)							X	
Diagnostic Medical Sonography							X	
Dietary Manager								X
Dietetic Technician							X	
Domestic Refrigeration and Heating								X

ACADEMIC TRANSFER ORIENTED AND CAREER PROGRAMS

Program Name	Transfer-Oriented						Career	
	AA	AATM	AS	AFA	AES	AGS	AAS	Certificate
E-Commerce Business								X
Early Childhood Education: Before/After School Care								X
Early Childhood Education Administrator								X
Early Childhood Education	X						X	
Early Childhood Education Assistant Teacher								X
Early Childhood Education Teacher								X
Early Childhood Education: Special Education Paraprofessional								X
Early Childhood Education: Infant/Toddler								X
Early Childhood Education--Family Child Care								X
Electrical Maintenance (ELT)								X
Electronics Engineering Technology							X	X
Elementary Education	X							
Emergency and Disaster Management							X	X
Emergency Medical Services							X	
EMT-Basic								X
Engineering					X			
English	X							
Environmental Studies			X					
Fashion Design							X	
Fashion Graphic Arts (GRA)								X
Fashion Merchandising							X	
Financial Management								X
Fire Science Technology							X	
Food Service Management								X
Forensic Science (LEJ)							X	
Forensic Science Technician (LEJ)								X
General Management								X
General Studies*						X		
Geography	X							
Geology			X					
Graphic Arts							X	X
Graphic Arts Design								X
Graphic Arts Desktop Publishing								X
Graphic Arts Digital Photography								X
Graphic Arts Interactive Technology								X
Graphic Arts Package Design								X
Graphic Arts Variable Data								X
Graphic Arts Web Design								X
Health Care Office Manager							X	
Health Care Office Assistant								X
Health Education	X							
Health Information Technology							X	X
Health Insurance Specialist								X
Heating Services								X
History	X							
Hospitality Management							X	
Hotel Management								X
Human Resource Management								X
Human Services							X	
Humanities	X							
Industrial Electronics Maintenance								X

ACADEMIC TRANSFER ORIENTED AND CAREER PROGRAMS

Program Name	Transfer-Oriented						Career	
	AA	AATM	AS	AFA	AES	AGS	AAS	Certificate
Interior Design							X	
Interior Design Technology								X
International Business								X
Inventory/Production Control (SCM)								X
Kinesiology (formerly Physical Education)			X					
Kitchen and Bath Specialty (IND)								X
Law Enforcement	X						X	
Liberal Arts	X							
Literature	X							
Maintenance							X	
Mammography (RAD)								X
Manufacturing Basic (MNT)								X
Manufacturing Production (MFT)								X
Marketing								X
Marketing Research								X
Mass Communication	X							
Mathematics			X					
Mathematics-Secondary Education		X						
Mechatronics (ELT)								X
Media Writing and Design (MCM)								X
Medical Assistant								X
Medical Transcriptionist								X
Music--Music Emphasis				X				
Music--Piano Pedagogy Emphasis				X				
Music Education				X				
Nursing			X				X	
Online Communications (MCM)								X
Paralegal Studies							X	X
Paramedic								X
Paraprofessional Educator							X	X
Perspective and Rendering (IND)								X
Philosophy	X							
Phlebotomy								X
Physical Distribution (SCM)								X
Physics			X					
Political Science	X							
Practical Nursing								X
Professional Accounting--CPA Preparation (ACC)								X
Psychology	X							
Public Dispatcher (EMG)								X
Public Relations (MCM)							X	X
Public Relations for the Web (MCM)								X
Purchasing (SCM)								X
Radio Frequency Identification Electronics (ELT)								X
Radiologic Technology							X	
Refrigeration Service								X
Refrigeration and Air Conditioning Technology							X	
Refrigeration and Air Conditioning Service								X
Residential Comfort Systems								X
Retail Merchandising								X
Sales Management								X

ACADEMIC TRANSFER ORIENTED AND CAREER PROGRAMS

Program Name	Transfer-Oriented						Career	
	AA	AATM	AS	AFA	AES	AGS	AAS	Certificate
Secondary Education	X							
Sign Language Interpreting								X
Small Business Management								X
Sociology	X							
Special Education	X							
Speech Communication	X							
Supervisory Maintenance								X
Supply Chain Management								X
Sustainability Design Certificate (IND)								X
Textiles (FAS)								X
Theatre Arts	X							
Welding Technology							X	
Welding Fabrication								X
World Languages	X							
<i>*Program for adult students</i>								
<i>**Pending ICCB approval</i>								

**HARPER COLLEGE
GRANTS REPORT FY2014
JULY 1, 2013 - JUNE 30, 2014**

Granting Agency	Title	Department	Grant Manager	Agency	Amount	Start Date	End Date	Description
COMPETITIVE GRANTS								
U.S. Department of Labor	Trade Adjustment Assistance Community College & Career Training (TAACCCT)	Workforce & Strategic Alliance	Maria Coons	Federal	\$2,873,038	10/1/12	9/30/16	Partnership with 21 Illinois Community Colleges to develop Illinois Network for Advanced Manufacturing (iNAM) and fulfill workforce and employer needs for high-paying, high-demand jobs. Harper is fiscal agent overseeing total grant award of \$12,639,459.
Il Dept of Commerce & Economic Opportunity (DCEO)	Small Business Development Center	Harper College for Businesses	Maria Coons	Federal/State	\$90,000	1/1/13	12/31/14	Funding for Illinois Small Business Development Center.
Secretary of State/Illinois State Library Literacy Office	On-site Workforce English as a Second Language	Harper College for Businesses	Maria Coons	State	\$50,000	7/1/13	6/30/14	Workforce ESL classes for three employers.
Fashion Group International of Chicago (a.k.a., FGI Foundation)	Fashion Group International of Chicago Scholarship Fund	Fashion Design	Sally Griffith	Private Foundation	\$25,000	11/30/12	11/29/17	Annual current use scholarship to be awarded to one or two fashion design students selected on a combination of merit and need (\$5,000 per year).
COMPETITIVE GRANTS					\$3,038,038			
AGENCY ALLOCATED GRANTS								
ICCB * Illinois Community College Board	Innovations Grant	Career Programs	Sally Griffith	Federal/State	\$17,345	7/1/13	6/30/14	Support career and technical education.
ICCB * Illinois Community College Board	Adult Education & Family Literacy Grant	Academic Enrichment & Language Studies	Darice Trout	Federal/State	\$521,930	7/1/13	6/30/14	Supports Adult Education Development Education programs
ICCB * Illinois Community College Board	Program Improvement	Career Programs	Sally Griffith	State	\$36,855	7/1/13	6/30/14	Supports career and technical education.
ICCB * Illinois Community College Board	Perkins	Career Programs	Sally Griffith	State	\$413,713	7/1/13	6/30/14	Supports career and technical education.
ICCB * Illinois Community College Board	Foreign Language Assistance Program (FLAP)	Liberal Arts	Sheila Quirk Baile	Federal	\$16,500	9/1/09	8/31/14	Partnership between Harper College, township High School District 214, Arlington Heights District #25, Michigan State University Mandarin Chinese Language Program for \$1.3 million.
IDHS Illinois Department of Human Services	Disability Services Deaf Program	Access & Disability Services	Scott Friedman	State	\$175,000	7/1/13	6/30/14	Provides services to students with disabilities.
AGENCY ALLOCATED GRANTS					\$1,181,343			
SUBCONTRACTOR / PARTNER in GRANT								
SUBCONTRACTOR/PARTNER IN GRANT								
					\$0			
* pending State budget approval								
FY14 Total All Grants: as of July 30, 2013					\$4,219,381			

Glossary of Terms

Abatement

A complete or partial cancellation of a tax levy imposed by a government.

Academic Support (see Program)

Accrual Basis of Accounting

An accounting system that records revenues when earned and expenditures when a liability is created, regardless of the accounting period in which cash payment is actually made. An encumbrance system can be used in conjunction with an accrual basis accounting system.

Assessed Valuation

The valuation set upon real estate and certain personal property by the Assessor as a basis for levying property taxes.

Auxiliary Services (see Program)

Bond

A long-term I.O.U. or promise to pay. It is a promise to repay a specified amount of money (the face amount of the bond) on a particular date (the maturity date), along with periodic interest payments at a rate specified in the bond. Bonds are primarily used to finance capital projects. In the budget document, the payments are listed on the Schedule of Debt Maturities located in the Appendix.

General Obligation (G.O.) Bond – This type of bond is backed by the full faith, credit and taxing power of the government.

Revenue Bond – This type of bond is backed only by the revenues from a specific enterprise or project.

Limited Tax Bond – This type of bond is a form of non-referendum bonding authority granted by Illinois PA 89-385 allowing the College to issue additional debt for projects initiated after October 1, 1991. Limited Tax Bonds can be issued to the extent that the total debt service requirements of any new debt, when combined with existing debt service, do not exceed the debt service extension base established by the Act.

Budget

A plan of financial activity for a specified period of time indicating all planned revenues and expenditures for the budget period.

Budget Calendar

A schedule of key dates which a government follows in the preparation and adoption of the budget.

Capital Outlay (see Object)

Capital Project

Major construction, acquisition, or renovation activities which add value to a government's physical assets or significantly increase their useful life. Also called capital improvements.

Chargeback

Resident students desiring to pursue a certificate or degree program not available through the College may apply for chargeback tuition if they attend another public community college in Illinois which offers that program. Students approved for chargeback will pay the resident tuition of the receiving institution; the College will reimburse the receiving institution for the remainder of the non-district tuition cost.

Consumer Price Index (CPI)

A statistical description of price levels provided by the U.S. Department of Labor. The index is used as a measure of the increase in the cost of living (i.e., economic inflation).

Contractual Services (see Object)**Cost Center**

A fiscal and accounting entity which is segregated for the purpose of carrying on specific activities or attaining certain objectives in accordance with special regulations, restrictions or limitations.

Credit Hour

One contact hour (50 minutes) per week based on a 16-week term or a total of 800 minutes per semester.

Debt Service

The cost of paying principal and interest on borrowed money according to a predetermined payment schedule.

Distinguished Budget Presentation Awards Program

A voluntary awards program administered by the Government Finance Officers Association to encourage governments to prepare effective budget documents.

Employee Benefits (See Object)**Expenditure**

The outflow of cash, a promise to pay, or other financial resources in return for goods and services that have been received.

Federal Government (see Revenues)**Fiscal Year**

A twelve-month period designated as the operating year for accounting and budgeting purposes in an organization. The fiscal year at William Rainey Harper College is July 1 to June 30.

Foundation

The William Rainey Harper College Educational Foundation is a nonprofit, tax-exempt educational corporation organized under Illinois law to receive gifts, grants, loans, bequests and scholarships on behalf of the students, staff or the institution. Gifts received through the Foundation are tax deductible for the donor.

Full Time Equivalent (FTE)

Number of credit hours generated in a semester divided by 15.

Fund

A fiscal and accounting entity with revenues and expenses which are segregated for the purpose of carrying out a specific purpose or activity.

Fund Balance

That which is left in a fund at the end of a fiscal year that may be expressed with a negative or a positive figure.

General Materials and Supplies (see Object)**Gifts**

Money received by the College generally from private and/or corporate sources. Used primarily for student financial aid and/or special programs and equipment.

Grant

Money awarded to the College in response to a proposal for specific purposes. Money is generally from state or federal sources.

Institutional Support (see Program)**Instruction** (see Program)**Investment Income**

Income to the College derived from the investment of current funds.

Levy

To impose taxes for the support of government activities.

Local Government (see Revenues)**Object**

A term used in connection with the classification of expenditures. The materials purchased or the service obtained, rather than the purpose for which the materials or service was purchased or obtained.

Capital Outlay

Capital outlay includes all expenses associated with site acquisition or improvement, construction of new facilities, major repairs or renovations to existing facilities, and fixed and moveable equipment.

Contractual Services

Charges for services rendered by firms or individuals not employed by the College.

Employee Benefits

The College's cost to provide comprehensive benefits to full-time employees which currently include: health insurance, short and long term disability insurance, dental, life insurance, earned vacation days, earned sick and personal leave, bereavement or emergency leaves and professional development monies. The specific fringes depend upon the employee group and union contract.

Fixed Charges

Charges include rentals of facilities and equipment, debt principal and interest, and general insurance.

General Materials and Supplies

Expendable materials and operating supplies necessary to conduct College operations, including office and instructional supplies, printing, and maintenance supplies.

Other Expenditures

Includes expenditures unrelated to any other category. Examples include student grants and scholarships, tuition chargebacks, and financial charges and adjustments.

Provision for Contingency

A budgetary reserve set aside for emergencies or unforeseen expenditures not otherwise budgeted.

Salaries

Salaries and wages paid to an employee, before any deductions, for personal services rendered to the College.

Transfers

Amounts transferred from one fund to another to assist in financing the services for the recipient fund.

Travel and Meeting

Includes expenses associated with conference registration fees, costs for hosting or attending meetings, and travel costs related to College business/activities.

Utilities

Includes all utility costs necessary to operate the physical plant and other ongoing services, including gas, electricity, water, telephone, and refuse disposal.

Operation and Maintenance (see Program)

Other Revenue Sources (see Revenues)

Program

A level in the program classification structure hierarchy representing the collection of program elements serving a common set of objectives that reflect the major institutional

missions and related support objectives. This structure, established by the ICCB, is a means of grouping related activities performed by the College for the purpose of accomplishing a function for which the College is responsible.

Academic Support

Academic support includes the operation of the library, instructional materials center, and communication systems used in the learning process. It also includes all equipment, materials, supplies and costs that are necessary to support this function.

Auxiliary Services

Provides for the operation of the cafeteria, bookstore, student organizations, athletics, and other related activities. It also includes all equipment, materials, supplies, and costs that are necessary to support this function.

Institutional Support

Institutional support consists of those costs that benefit the entire College and are not readily assignable to a particular cost center. Appropriate cost allocations will be made at the end of the fiscal year. The President's Office, Business Office, Information Systems and Personnel Services are included in this function. It also includes all equipment, materials, supplies and costs that are necessary to support this function.

Instruction

Instruction consists of those activities dealing directly with or aiding in the teaching of students. It includes the activities of the faculty in the baccalaureate-oriented transfer-occupational technical careers, general studies, and remedial and ABE/ASE programs (associate degree credit and certificate credit). It also includes all equipment, materials, supplies, and costs that are necessary to implement the instructional.

Operation & Maintenance of Plant

Consists of housekeeping activities necessary in order to keep the physical facilities open and ready to use. Maintenance of plant consists of those activities necessary to keep the grounds, buildings, and equipment operating efficiently. This function also provides for campus security and plant utilities as well as equipment, materials, supplies, and costs that are necessary to support this function.

Public Service

The public service function includes the services provided to the general community, governmental agencies, and business and industry for non-credit community education and community service activities. Community education focuses on the individual participant and, thus, requires an individual registration and class completion record-keeping procedure. Community education includes non-credit short courses, professional review classes, workshops, and seminars that provide an educational service to the residents of the community. Community service is a structured activity that provides a beneficial service to the public. Community service focuses on group participation and, thus, does not require an individual registration and completion record-keeping procedure. Community service includes college-sponsored seminars, workshops, forums, lecture series, cultural exhibits and

events and consulting services provided through college-operated institutes and centers. (See ICCB Rule 1501.301.)

Scholarships, Student Grants, and Waivers

This category includes activities in the form of grants to students, prizes and awards, chargebacks, and aid to students in the form of state-mandated and institutional tuition and fee waivers. Employees/family tuition waivers are not included in this category.

Student Services

The student services function provides assistance in the areas of financial aid, admissions and records, health, placement, testing, counseling, and student activities. It includes all equipment, materials, supplies and costs that are necessary to support this function.

Professional Development

Monies budgeted and set aside to promote the professional development of individual staff and faculty members. Included within the scope of this allowance are travel, professional dues, course work, conferences, seminars, developmental materials and equipment.

Property Tax

Compulsory charges levied on real property by the College district for the purpose of funding College operation.

Provision for Contingency (see Object)

Public Service (see Program)

Revenues

Sources of income financing the operations of the College.

Federal Government – Revenues from all agencies of the federal government and pass-through agencies including Department of Education grants and certain grants administered by ISBE and IDHS as a pass-through agencies.

Local Government – Revenues from district taxes (property taxes), chargebacks, and from all governmental agencies below the state level.

Other Sources – Revenues include sales and services fees from cafeteria, bookstore, customized training; investment revenue; facilities revenue, and miscellaneous.

State Government – Revenues from all state governmental agencies, including ICCB operating and other restricted grants, ISBE grants, Department of Veterans Affairs, and Illinois Student Assistance Commission.

Transfers - Amounts transferred from one fund to another to assist in financing the services for the recipient fund.

Tuition and Fees - Revenues to the College assessed against students for educational and general purposes. Tuition may be charged on a per course or per credit hour basis. Fees include those costs not covered by tuition, such as activity fees, application fees, registration fees, and laboratory fees.

Salaries (see Object)

State Appropriations (include supplemental appropriations)

Revenue to the College derived from a formula established by the State of Illinois.

State Government (see Revenues)

Student Services (see Program)

Target budget

Desirable expenditure levels provided to departments in developing the coming year's budget.

Tax Increment Financing (TIF) Illinois

A governmental body established by the State of Illinois to receive and disburse tax dollars generated as a result of the increase in valuation caused by property improvement and rehabilitation within the College district.

Transfers (see Object)

Travel and Meeting (see Object)

Tuition and Fees (see Revenue)

Utilities (see Object)

Acronyms

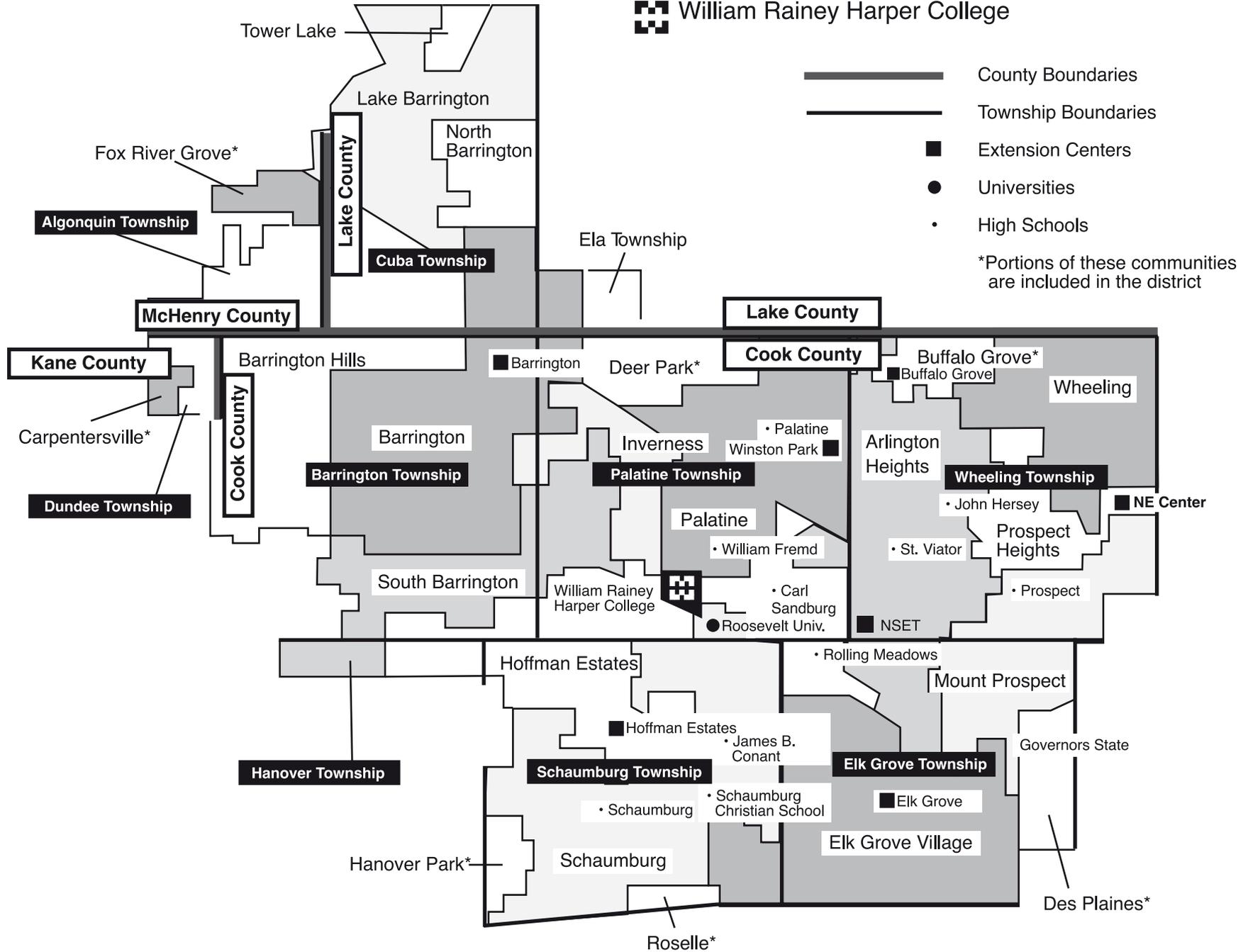
AA	Associate in Arts
AACC	American Association of Community Colleges
AAS	Associate in Applied Science
ACUPCC	American College & University Presidents' Climate Commitment
ADA	Americans with Disabilities Act
ADS	Access and Disability Services
AED	Adult Education Development
AES	Associate in Engineering Science
AEWS	Academic Early Warning Status
AFA	Associate in Fine Arts
ARRA	American Recovery & Reinvestment Act
AS	Associate in Science
ASME	American Society of Mechanical Engineers
AtD	Achieving the Dream
AWS	Academic Watch Status
BIT	Behavioral Intervention Plan
BTU	British thermal unit
C.N.A	Certified Nursing Assistant

CAB	Campus Activities Board
CCA	Complete College America
CCRC	Community College Research Center
CCSSE	Community College Survey of Student Engagement
CCSSO	Council of Chief State School Officers
CDB	Capital Development Board
CE	Continuing Education
COMPASS	College Placement Tests
CPI	Consumer Price Index
CPI-U	Consumer Price Index - Urban
CPPRT	Corporate Personal Property Replacement Tax
CTE	Career & Technical Education
CUSD	Community Unit School District
DBI	Dashboard Information
DCEO	Department of Commerce and Economic Opportunity
EAV	Equalized Assessed Value
ECCO	Early College and Career Orientation
ECE	Early Childhood Education
EMS	Energy Management System
EOP	Emergency Operation Plan
EPIC	Educational Policy Improvement
ERP	Enterprise Resource Planning
ESL	English as a Second Language
EVP	Executive Vice President
FAFSA	Free Application for Federal Student Aid
FTE	Full Time Equivalent
FY	Fiscal Year
GASB	Government Accounting Standards Board
GED	General Educational Development
HARTE	Harper Academy for Research and Teaching Excellence
HEAT	Harper Early Alert Team
HCPD	Harper College Police Department
HLC	Higher Learning Commission
HLI	Harper Leadership Institute
HPC	Harper Professional Center
HSD	High School District
HSGP	Homeland Security Grant Program
IBHE	Illinois Board of Higher Education
ICCB	Illinois Community College Board
ICCCA	Illinois Council of Community College Administrators
ICOPS	Illinois Council of Police
IDHS	Illinois Department of Human Services
IEA/NEA	Illinois Education Association
IEM	Institutional Effectiveness Measures
IFTF	Institute for the Future
ILDS	Illinois Longitudinal Data System
IPC	Institutional Planning Committee
IPEDS	Integrated Postsecondary Education Data System
ISAC	Illinois Student Assistance Commission
ISBE	Illinois State Board of Education

IT/CS	Information Technology/Client Services
LQ	Location Quotient
MAP	Monetary Award Program
MSA	Metropolitan Statistical Area
NACADA	National Academic Advising Association
NASBO	National Association of State Budget Officials
NCCBP	National Community College Benchmark Project
NEC	Northeast Center
NGA	National Governors Association
NJCAA	National Junior College Athletics Association
NSF	National Science Foundation
OSFA	Office of Student Financial Assistance
OSHA	Occupational Safety & Health Administration
PTAB	Property Tax Appeal Board
PTELL	Property Tax Extension Limitation Law
PTK	Phi Theta Kappa
RAMP	Resource Allocation Management Plan
REACH	Retention Efforts for Academic Completion at Harper
RFL	Resources for Learning
RVS	Reimbursable Vocational Services
SFMP	Site & Facilities Master Plan
SIS	Student Information System
SOC	Standard Occupational Classification
SURS	State University Retirement System
SWOT	Strengths, Weaknesses, Opportunities, Threats
VFA	Voluntary Framework of Accountability
WCA	Wellness & Campus Activities
WDQI	Workforce Data Quality Initiative

Community College District 512

 William Rainey Harper College





Access and Disability	Building D , Room D119 Phone: 847.925.6266 Videophone: 866.327.1630
Admissions Outreach	Building C , Room C103 Phone 847.925.6700
Business Office	Building A , Room A214 Phone 847.925.6880
Center for New Students	Building C , Room C104 Phone 847.925.6208
Continuing Education Registration	Building W , Lobby Phone 847.925.6300
English as a Second Language	Building F , Room F340 Phone 847.925.6226
Information Desk	Building A , Lobby Phone 847.925.6707
Library	Building F Phone 847.925.6184
Office of Registrar	Building A , Room A213 Phone 847.925.6500
Office of Student Financial Assistance	Building C , Room C102 Phone 847.925.6248
Police	Building B , Room B101 Phone 847.925.6330
Testing and Assessment	Building A , Room A148 Phone 847.925.6541

For additional location information please call or visit the Information Desk, download the Harper College mobile app or visit harpercollege.edu.