

# College Plan

2014-2015



1200 West Algonquin Road  
Palatine, Illinois 60067-7398

# **College Plan 2014-2015**

# WILLIAM RAINEY HARPER COLLEGE

Community College District #512

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**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, 2013

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, 2013**

Executive Director

## MEMORANDUM

**To:** Board of Trustees  
**From:** Kenneth L. Ender, Ph. D.  
**Date:** August 20, 2014  
**Re:** FY2015 College Plan

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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 fourth 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: in FY14 we conferred 3,743 degrees and certificates. This puts the College 689 credentials ahead of our annual target of 3,054. Currently we are 67% to our goal of 10,604 additional degrees and certificates by 2020.

This year several initiatives will focus on our commitment to improve the success of our students. The First Year Seminar (FYS) will re-pilot and include two approaches to the seminar. One with a one credit hour of additional student success support and the other will improve on the three credit hour approach piloted last year. Both versions of FYS will result in 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 and 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. Additionally, we will not allow students to enroll in classes that have already started, they will instead be registered in a 14-week semester and use the additional time to prepare for the semester. This practice has also shown positive impacts at other community colleges. This year will see the launch of our new One Million Degrees partnership which focuses on the success of our low income students. We will continue to develop career pathways, align our high school English course expectations and focus on improving the success of students during their first 15 credit hours by assessing and improving our target gatekeeper courses.

We have made significant progress with our Campus Master Plan initiative to date. State-of-the-art learning and gathering spaces, enhancements to vehicular and pedestrian travel and increased environmental awareness will continue to drive how we best use our capital improvement dollars. The east end of Building D with its large lecture halls, open space and connections to H, and the first two floors of the new east campus parking garage is now complete and ready for use. The top two floors of

the parking garage will open in mid-October. The second phase of the Building D project begins in January and will be a complete renovation of one of our oldest assets on campus. The adjacent, newly reconfigured Parking Lot 6 will offer safer navigation throughout (including an improved child care drop-off) and also open at the same time. This will significantly improve parking options on the east side of campus, which has been in much greater demand in recent years. New landscaping, including the use of more native and environmentally-friendly plantings, will further enhance the surrounding project areas.

Finally, the Canning Center project at Building A is currently in design and will house a long-awaited “one-stop” student service center and related support areas along with a completed renovated main dining venue, hospitality program and a variety of spaces for student clubs, organizations and social spaces. Construction is scheduled to begin in July 2015. This project will quickly become a very vibrant destination for our entire campus community and ultimately serve as the “heart” of Harper College.

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

- Complete the mission statement development process
- Engage the College and community in the development of the College’s 2016-2020 Strategic Plan
- Launch the fundraising, business recruitment, high school outreach, and marketing and communications activities for the Promise Program
- Create a comprehensive enrollment management plan
- Finalize the program plan and architectural schematics for Building M
- Create institutional dashboards that reflect the refocused Institutional Effectiveness Measures (IEMs)

The *College Plan* also provides information on the FY2015 budget. Below is a brief overview of the Annual Budget and Capital Plan.

### **Fiscal Year 2015 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 2015-2019 in December 2013. 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**

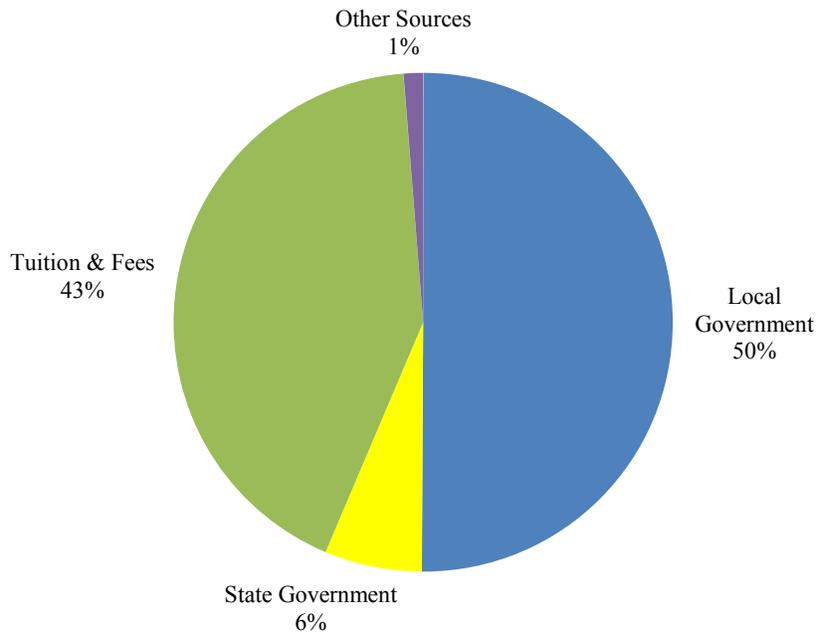
The Tax-Capped Funds have three major sources of revenue: local government, tuition and fees, and state government. Budgeted revenues for FY2015 are \$111,557,646 compared to a budget of \$110,386,673 for FY2014. This represents an increase of \$1,170,973, or 1.1%, driven by an increase in local government property taxes tied to the percentage change in the national Consumer Price Index for all urban consumers, as allowed under the Property Tax Extension Limitation Law.

#### **Expenditures**

Building the expenditure side of a budget is a coordinated process across all College departments. The Tax-Capped Funds have a balanced budget in FY2015, with \$106,983,674 of expenditures, \$4,565,520 for

planned operating transfers, and \$8,452 added to the fund balance. The FY 2015 expenditures budget, compared to \$107,387,688 for FY2014, represents a decrease of \$404,014, or 0.4%, due to reductions in vacant positions budgeted, partially offset by increases in annual salaries and benefits.

### Tax-Capped Funds FY 2015 Budgeted Revenues



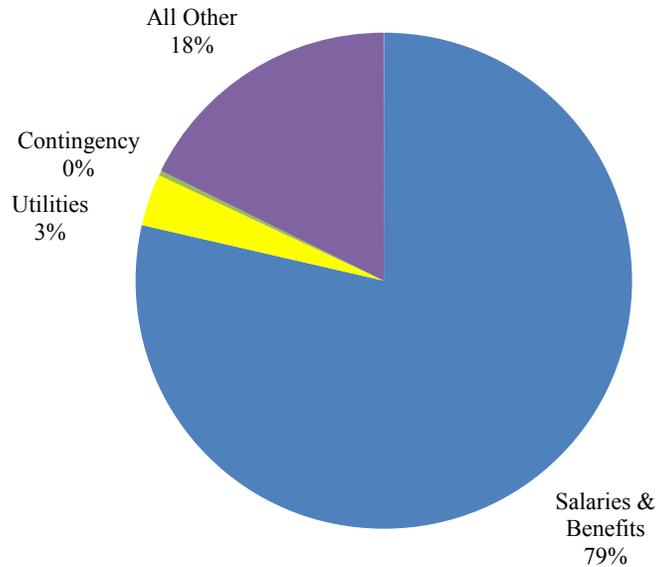
**Local government** represents 50% of the total budgeted revenues for the Tax-Capped Funds. The majority of this is property tax revenue, which is capped at 5% of the prior year tax extension, or the Consumer Price Index-Urban (CPI-U), whichever is less. Overall local revenues will increase from \$54,828,244 in FY2014 to \$55,868,387 in FY2015, or 1.9%.

**Tuition and fees** make up 43% of total budgeted revenues. In February 2014, the Board of Trustees approved an in-district tuition increase of \$1.75 per credit hour, from \$108.50 to \$110.25 for FY2015. After experiencing enrollment declines for the last three years, the budget reflects no increase in enrollment for FY2015. Budgeted tuition and fees for the Tax-Capped Funds will decrease from \$47,955,000 in FY2014 to \$47,250,000 in FY2015, or 1.5%, 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 6.3% of total revenues. The budget for State funding is projected to increase from \$6,590,888 in FY2014 to \$7,029,860 in FY2015, which represents no increase from the actual FY 2014 funding.

**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 0.01% to 0.27%. Investment income has declined from a high of \$2.5 million in FY2007 to a projected \$82,000 in FY2015.

## Tax-Capped Funds FY 2015 Budgeted Expenditures



**Salaries and benefits** represent 79% 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 2013 CPI-U increase was the basis for establishing a 2% increase for unrepresented groups. The College has estimated the calendar year 2015 medical insurance rates to increase 10%. Combined salaries and benefits have increased from \$80,938,696 in FY2014 to \$84,096,621 in FY2015, or about 3.9%, primarily due to annual salary increases and projected medical premiums.

**Utilities** increased from \$3,535,080 in FY2014 to \$3,615,580 in FY2015, or 2.3%, due to the projected needs of new buildings. Utilities are 3% of budgeted expenditures.

**Contingency** in FY 2015 remained the same as FY 2014, with a budget of \$350,000, 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 decrease from the prior year of \$3,642,439, or 16.1%, due to a \$5,000,000 reduction for projected expense savings, based on historical spending trends. These expenditures represent 18% 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. Several top prioritized projects, which include the Building H renovation, Building D renovation and addition, Canning 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 FY2015 includes planned infrastructure projects of \$14.4 million.

	Project Estimated Cost	FY15 Budget Request
Building Integrity	\$ 2,931,050	\$ 1,114,200
Sustainability	198,000	50,000
Renewal	1,387,700	1,085,000
Program Support	161,584,000	49,524,500
Safety and Statutory	25,781,750	7,653,000
System Reliability	20,973,935	11,141,735
Contingency		3,000,000
<b>Total Capital Projects</b>	<b>\$ 212,856,435</b>	<b>\$ 73,568,435</b>

As the table above shows, \$49.5 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 Program (RAMP).

- Renovation of instructional Building H – Projected to be completed in the fall of 2014, the FY2015 budgeted project cost is \$14.7 million. The total estimated project cost is \$38.1 million, which includes a state contribution of \$20.4 million.
- Construction of the new Canning Center - Currently in the design phase, the FY2015 budgeted project cost is \$5.5 million. The total estimated project cost is \$61.6 million, which includes a state contribution of \$40.7 million.
- Funds to address the Hospitality program facilities. The FY2015 budgeted project cost is \$0.2 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 Harper Learning and Career Center in Prospect Heights.

Other major multi-year projects included in this budget are \$22 million for Building D addition and renovations, and \$2.6 million for the completion of a parking structure on the east side of campus.

A detailed list of all budgeted capital projects is provided in the Capital section of this document.

### **Conclusion**

Although 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 including the further definition of Building M, the re-pilot of the First Year Seminar and the development of our new mission statement. Additionally, we will undertake strategic activities including an enrollment marketing plan, new institutional-level dashboards, refocused IEM's and the development of our new Strategic Plan. A major initiative for us will be the Promise program, which will pay dividends to our students and this district for the next generation to come. 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, all of 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 21,000 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 22% 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 48% intend to transfer to a 4-year college or university. Student success increases each year, currently with a 20% graduation rate and a 29% 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 a FY 2014 full-time equivalent (FTE) enrollment of 21,119 as well as a full-time staff of 758 employees, including 240 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 1,278 residents to Arlington Heights' 75,777 residents. An estimated 535,000 people live within the district. Of these, approximately 23% were age 17 and under, and 26% were age 55 and over. A majority of residents are Caucasian (68%). Of the remaining population, 16% are Hispanic, 12% are Asian, and 2% are African-American. The demographics in the district are changing, with an 8.3% decrease in its Caucasian population, a 4.4% increase in Hispanic, 2.8% increase in Asian and .3% increase in African-American from 2000 to 2010.

Household incomes in Harper's district communities are striking in both their range and in the changes that have occurred between 2008 and 2013. In 2013, median household income varied from a low of \$58,376 in Prospect Heights to a high of \$160,736 in South Barrington. Median incomes in all communities were above the Illinois median of \$56,853 and the U.S. median of \$53,046. However, incomes in all but two of the communities decreased between 2008 and 2013, ranging from a decline of 2% to 39%. Most communities with the highest median incomes in 2008 had the largest declines—in excess of 20%. 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 92% satisfaction rate from its career graduates and 98% 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 108 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 8<sup>th</sup> 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 Harper Learning and Career Center in Prospect Heights. Our main campus is comprised of 23 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 four-year \$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.

	<b>Institutional Effectiveness Measures</b>	<b>College Strategic Plan</b>	<b>College Operational Plan</b>	<b>College Budget and Capital Plan</b>	<b>Department Annual Plan</b>
<b>Cycle</b>	Ongoing	5 year	Annual	Annual	Annual Plan (Depart /Admin)
<b>Contents</b>	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
<b>Reporting</b>	Annual	Annual	Annual	Annual	Annual
<b>Description</b>	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/leadership/accountability/iem/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 FY2015. 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 that 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 website.

## **Presidential Priorities**

Harper's Presidential Priorities for this year include:

- Complete the mission statement development process.
- Engage the college and community in the development of the College's 2016-2020 Strategic Plan.
- Launch the fundraising, business recruitment, high school outreach, and marketing and communications activities for the Promise Program.
- Create a comprehensive enrollment management plan.
- Finalize the program plan and architectural schematics for Building M.
- Create institutional dashboards that reflect the refocused Institutional Effectiveness Measures.

## **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, Senior Executive to the President for Board Support and Vice President of Workforce Development and Strategic Alliances, and Special Assistant to the President for Diversity and Inclusion/Assistant Provost.

The goal of the organization's design is to integrate functions to improve efficiency and service levels. 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. Institutional coordination, strategic planning, institutional research, accreditation and outcomes assessment are included in the President's Office. 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. Newly created in 2014 is the office for Diversity and Inclusion. As our community continues to grow in diversity, this will ensure that the College is intentional about diversity and inclusion. The primary responsibility of this area is to ensure that diversity and inclusion is promoted on campus in all areas. 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 FY2015 Provost Budget (All Funds) \$81,720,273

#### ***Direct Reports***

Brian Knetl, 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

Kathy Bruce, Dean, Math and Science  
Kimberly Chavis, Dean, Health Careers  
Ashley Knight, Dean, Student Affairs  
Mary Ottinger, Dean, Career and Technical Programs  
Jeff Przybylo, Interim Dean, Liberal Arts  
Kathryn Rogalski, Dean, Business/Social Science

### ***FY2015 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; Facilities Management 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 FY2015 Finance and Administrative Services Budget (All Funds) \$41,134,008

#### ***Direct Reports***

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

### ***FY2015 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.
- Develop a data warehouse to support advanced student analytics.

### ***College Advancement (Harper College Educational Foundation)***

This area of the College, led by Laura Brown, 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 FY2015 College Advancement Budget (All Funds) \$1,031,861

***Direct Reports***

Fredia Martin, Director, Alumni Relations and Special Events  
Suzette Tolentino, Director, Advancement Services  
Angela Vining, Scholarships and Special Projects Coordinator  
Heather Zoldak, Associate Executive Director for Major Gifts

***FY2015 Priorities***

- Raise funds to support Harper Promise Program.
- Raise \$3 million dollars in major gifts planned gifts and fund raising activities.
- Expand outreach for Alumni Relations.
- 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 FY2015 Planning and Institutional Effectiveness Budget (All Funds) \$1,340,826

***Direct Reports***

Katherine Coy, Director, Institutional Research  
Darlene Schlenbecker, Director, Institutional Effectiveness/Outcomes Assessment

***FY2015 Priorities***

- Review the College's Mission statement.
- Design and launch new institutional dashboards.
- Finalize HLC support teams and begin analysis.
- Facilitate processes toward developing a new Strategic Plan.
- Conduct Community College Survey of Student Engagement.

***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 FY2015 Communication and Legislative Relations Budget (All Funds) \$3,783,169

### ***Direct Reports***

Mike Barzacchini, Director, Marketing Services  
Amie Granger, Community Relations Manager  
Carolynn Muci, Manager of Internal Communications  
Kim Pohl, Media Relations Manager

### ***FY2015 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.
- Advocate for the continued flow of state capital funding for Building H renovation, Hospitality program area and One Stop/Student Center.

### ***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 and Business Outreach, Harper College for Businesses, the Illinois Small Business Development Center at Harper College, Workforce Board Support, Job Placement and Adult Fast Track programming. It currently manages two Department of Labor TAACCCT grants to increase the number of credential holders in manufacturing and supply chain management.

### ***Budget***

Total FY2015 Workforce and Strategic Alliances Budget (All Funds) \$9,231,738

### ***Direct Reports***

Rebecca Lake, Dean Workforce and Economic Development  
Mark Mrozinski, Dean, Continuing Education and Business Outreach/Assistant to President Special Projects, Continuing Education  
Maggi Franks, Manager, Fast Track

### ***FY2015 Priorities***

- Define a university center concept for the College.
- Expand Fast Track program offerings.
- Increase student on-campus employment opportunities.
- Offer new programming in non-credit areas.
- Raise money through public sector support.

### ***Diversity & Inclusion***

Newly created in 2014, this area of the College, led by Michelé Robinson, provides services to Harper College administration, staff and faculty that are vital for the overall success of our institution, employees and, particularly, our students. The primary responsibility of this area is to ensure that diversity and inclusion is promoted on campus in all areas. As our community continues to grow in diversity, this will ensure that the College is intentional about diversity and inclusion.

### ***Budget***

Total FY2015 Diversity & Inclusion Budget (All Funds) \$338,866

### ***Direct Reports***

None

### ***FY2015 Priorities***

- Provide resources for our affinity employee groups.
- Develop a Diversity Score Card.
- Develop a Diverse Employee Recruitment plan.
- Develop a standardized approach for employee Search Committee processes.
- Determine a College-wide Diversity Training process/protocol for all employees.
- Monitor the implementation of 360 degree evaluations for administrators in collaboration with the Chief Human Resources Officer.
- Monitor the Diverse Teaching Faculty Fellowship program.

# **HARPER COLLEGE BOARD OF TRUSTEES**

**Diane Hill, Chair**

**Gregory Dowell, Vice-Chair**

**Walt Mundt, Secretary**

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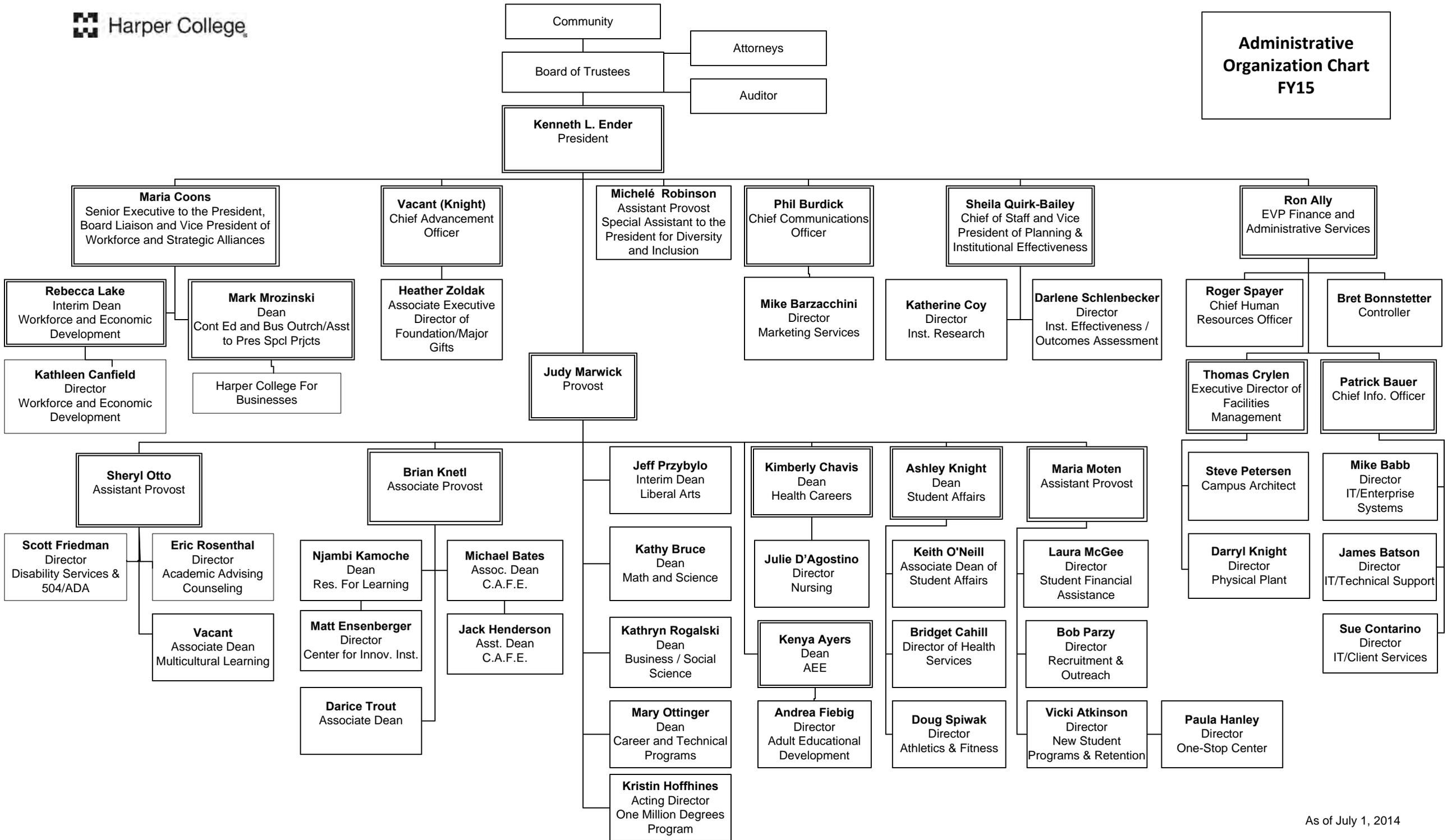
**William Kelley**

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**Laurie Stone**

**Colin Weber, Student Trustee**

**Administrative Organization Chart  
FY15**



## **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 2014. One of the operational goals of the College this past year was to update the Environmental Scan. The executive summary from the updated Environmental Scan follows. The full report can be found in the Appendix.

The nation has experienced dramatic change in the last five years, driven primarily by a global economic recession that began in 2008. While there are signs of improvement, the slow recovery has hampered families' ability to return their incomes to pre-recession levels. Unemployment rates, housing values, wages, and many other financial indicators suggest that the resources needed to pay for postsecondary education have been directly impacted as the residents rebuild lost savings and home equity throughout the country.

Yet, at the end of 2013, economic indicators showed unmistakable signs of improvement. Consumer spending, job growth, retail inventories, and overall economic growth all suggested that the national economy was rebounding and is positioned for stronger growth in 2014. However, until fiscal certainty is restored to Illinois, the state's bond rating will not improve and scarce general revenues will be needed for debt payments leading to stagnant or lower levels of funding for other areas.

The Harper district weathered the economic crisis better than the state or national economies. The total wages have been on the rise and the region has been noted as having some of the state's largest increases in the total wages paid. The cost of consumable goods has remained fairly stable in the region and energy prices have steadily declined since 2010. The unemployment, while still high, has been decreasing and it is anticipated to continue the decline. However, it is difficult to ascertain the numbers of discouraged workers that are not included in the unemployment calculation. The Economic Policy Institute estimates there are over 5.7 million discouraged workers across the nation, and it is difficult to determine the number of working age residents in the Harper district who are no longer seeking employment opportunities. Prolonged unemployment is straining the nation's social safety net and is deferring achievement of college and homeownership for many families.

The overall workforce shrank by 4% from 2007 to 2012, but there are opportunities for reskilling to align with growing industries. It is likely that the Health Care and Social Assistance and the Management of Companies and Enterprises industries in the Harper district will continue to have a high growth potential and a highly concentrated presence. Select industries are already experiencing a shortage of qualified workers and those numbers are anticipated to grow.

The district is able to cater to residents along with those who commute into the district for work every day. Of the 335,725 jobs in the Harper district, only 27% are filled by residents leaving 73% filled by workers commuting into the district. An estimated 174,500 residents commute out of the district for their jobs. This trend is likely to continue as more jobs than resident workers are present in the district providing larger markets for professional development and reskilling for local companies.

Workers over the age of 55 experienced a loss of their investments due to the economic decline and have chosen to remain in the workforce longer to recover financially before retirement. This phenomenon has left fewer job openings for entry level workers leading to higher unemployment for the youngest generation ready to begin their career path. The trend is likely to continue until the economy is more favorable for retirees.

There have been many changes in the population in and surrounding the Harper district. Non-Hispanic Whites have been moving out and are being replaced by primarily Hispanic residents and an increasing number of Asian residents. The Harper region is also aging as Baby Boomers, born between 1946 and 1964, are now reaching retirement age putting greater strains on public programs. First generation immigrants make up an estimated 25.6% of the Harper district population which is much greater than the statewide proportion of 14.3%. Immigrants tend to create more small businesses which may account for the faster rate of economic improvement in the Harper region. Household incomes have experienced a stark decline as a result of lost employment leading to increased rates of foreclosures in the area. All but two municipalities in the Harper region lost buying power from 2008 to 2013. However, the area has a much higher median household income than the state as a whole. The higher income levels could sustain significant losses and still remain comparatively high.

The underfunding of Illinois' pension system has a ripple effect in state funding streams as a higher proportion of discretionary funding will go towards the pension funds to bring them current, diverting funds from other domestic priorities such as higher education. Higher education funding increased 15.6% from 2007 to 2012, but this was necessary for pension support and not higher education operations. The state also has the 11<sup>th</sup> highest tax burden of all 50 states translating to fewer discretionary funds to pay for higher education by households throughout the state. The Harper district has the advantage of households having higher incomes leading to more discretionary spending.

Birth rates are at an all-time low which is being felt in the public schools as enrollment is down in kindergarten and first grade. There is almost a 1,200 difference in enrollments between kindergarten and the seniors when aggregating all school districts in the Harper district. The enrollments are similar to the overall population in that the numbers of Hispanic and Asian students are increasing in the schools. The performance of Harper sender schools are well above the state averages along with having well below the state average in dropouts and truancy rates.

Higher education is exploring the boundaries of existing technology as new devices, applications, and teaching strategies undergo exponential growth. To remain competitive in a dense educational landscape, Harper will need to stay on the cutting edge of this technology and knowledgeable about how these tools can support learning. MOOCs have found their place in the toolkit of technology-enabled teaching and learning as the value of hybrid learning and face-to-face interaction continues to be tested and validated. Studies are finding that students can only be successful with these methodologies if they are disciplined enough to stick with the program. Currently 30% of all enrollments are for online coursework, an increase from 10% in 2002. New pedagogical methodologies such as flipped classrooms are gaining in popularity, but require faculty to remain current on how to deploy technology appropriately in the classroom. The collection of data on student progress enables new analytics to better prepare curriculum and programs for improved student success.

Data security will become increasingly critical as Harper students move even more of their learning online. Community college IT departments will be challenged to provide needed technical support for rapidly increasing numbers and types of mobile devices, while continuing to address the learning technology needs of less resourced students.

Distant global changes, most notably in China and India, are impacting the Harper district locally. As these countries continue to industrialize and create a robust middle class with their attendant demands for products, the environment will be increasingly stressed and natural resources threatened. These pressures will test Americans' commitment to sustainability, alternative energy, and environmental protection.

Having a location in a more wealthy area of Illinois has somewhat insulated the more devastating impacts of the recession. The Harper district has not been immune as much of the data shows there have been repercussions, but overall the localized impacts have been relatively low. Harper College's challenge is shared by every other higher education institution in the U.S.: continue to offer the best education and workforce preparation value in its market for an increasingly diverse array of aspiring students.

## Key Trends and Considerations

### Employment & Work Force

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**Trend #1:** The great recession that began in 2008 is over and a slow recovery is under way. It is anticipated that the Harper region will continue to participate in the economic recovery and some indicators suggest the Chicago region will recover at a faster pace than most.

Likelihood that the Trend Will Continue Over the Next 3 to 5 Years: Moderate

Supporting Rationale:

- Total wages declined until 2010 but are showing signs of improvement. The Harper region experienced the state's largest increase in total wages paid.
- The consumer price index (excluding energy costs) for the Chicago Metropolitan area has remained fairly stable in the last three years.
- Energy costs have fluctuated greatly in the last decade but have steadily declined since 2010.
- As global factors increasingly drive gasoline prices, the share of the total cost that may be controlled at the state and local level is decreasing.

Sources:

- Illinois Department of Employment Security. Quarterly Census of Employment and Wages (QCEW) data. <http://www.ides.illinois.gov/page.aspx?item=914>.
- Bureau of Labor Statistics. Consumer Price Index data. <http://www.bls.gov/news.release/cpi.toc.htm>.

**Trend #2:** Unemployment has improved in the Harper region, but many discouraged workers are not reflected in the numbers.

Likelihood that the Trend Will Continue Over the Next 3 to 5 Years: Moderate

Supporting Rationale:

- Unemployment in the Chicago Metropolitan area decreased from 8.9% in October 2013 to 8.7% in November 2013, with expectations it will continue to improve
- An estimated 5.7 million discouraged workers nationally are not considered when calculating the unemployment rate.

Sources:

- Illinois Department of Employment Security. Local Area Unemployment Statistics, 2012.
- Economic Policy Institute. Discouraged Workers. Accessed online: <http://go.epi.org/2013-missing-workers>.

**Trend #3:** While total employment in the Chicago Metropolitan Area shrank by 4% from 2007 to 2012, select industries are experiencing a shortage of qualified workers, which is expected to grow.

Likelihood that the Trend Will Continue Over the Next 3 to 5 Years: High

Supporting Rationale:

- Health care and social assistance and management of companies and enterprises are relatively concentrated in the Harper region and have good growth potential.

Sources:

- Illinois Department of Employment Security, Local Employment Dynamics, 2007 & 2012

**Trend #4:** More employees are employed in the Harper district than reside in the Harper district. About 27% of the 335,725 jobs in the Harper district are filled by residents with the remainder filled by commuters into the district. An estimated 174,500 Harper area residents work outside of the district.

Likelihood that the Trend Will Continue Over the Next 3 to 5 Years: High

Supporting Rationale:

- This trend has remained consistent from 2002 through 2011.
- Many workers over 55 are remaining in the workforce to recover lost investments and shore up income, leaving fewer job openings for entry level workers.

Sources:

- Illinois Department of Employment Security and U.S. Census Bureau, OnTheMap Application, 2002 through 2011
- Illinois Department of Employment Security, Local Employment Dynamics, 2007 & 2012

## District Demographics

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**Trend #5:** The Harper district population is becoming more diverse in age, race, ethnicity, primary language spoken in the home, and birth place.

Likelihood that the Trend Will Continue Over the Next 3 to 5 Years: High

Supporting Rationale:

- Between 2000 and 2010, non-Hispanic white residents in the Harper region decreased by almost 45,000, non-Hispanic Asians increased by 15,000, and Hispanics increased by 24,000.
- First generation immigrants make up an estimated 25.6% of the Harper district population, much greater than the statewide proportion of 14.3%.
- The population is aging with a greater proportion – the Baby Boomers - being over the age of 45.

Sources:

- US Census Bureau, American Community Survey, 2008 and 2011 One Year Estimates
- iPUMS Data, Steven Ruggles, J. Trent Alexander, Katie Genadek, Ronald Goeken, Matthew B. Schroeder, and Matthew Sobek. Integrated Public Use Microdata Series: Version 5.0 [Machine-readable database]. Minneapolis: University of Minnesota, 2010.
- Easi Analytics, Inc.

**Trend #6:** Median household income has decreased across the Harper district. Household incomes are not keeping up with inflation and the loss of employment contributes to declining household incomes.

Likelihood that the Trend Will Continue Over the Next 3 to 5 Years: Moderate

Supporting Rationale:

- All but two municipalities in the Harper region lost buying power between 2008 and 2013.

Sources:

- Easi Analytics, 2008 & 2013 data

### **Financing of the College**

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**Trend #7:** The underfunding of Illinois' pension system is impacting higher education. The lack of a long-term solution for Illinois' chronically underfunded pension system has resulted in the downgrading of Illinois' bond ratings. Increased borrowing costs will divert state funds from other domestic priorities including higher education.

Likelihood that the Trend Will Continue Over the Next 3 to 5 Years: High

Supporting Rationale:

- Illinois increased support for higher education 15.6% from 2007 to 2012, but this was for pension payments – not educational services.
- Illinois has the 11th highest tax burden of all states in the U.S. which translates to fewer discretionary funds to pay for higher education.

Sources:

- State Higher Education Executive Officers Association. State Higher Education Finance Report. FY2012. Accessed online: <http://www.sheeo.org/sites/default/files/publications/SHEF%20FY%2012-20130322rev.pdf>.

**Trend #8:** Funding for financing postsecondary education is inadequate to meet the need, increasing pressure to identify alternative revenue sources. State-level cutbacks in financial aid are occurring at the same time as tuition and fees are increasing to make up for shortfalls in institutional revenues.

Likelihood that the Trend Will Continue Over the Next 3 to 5 Years: High

Supporting Rationale:

- State support across the nation dropped 7.6% in the 2012 fiscal year.
- In Illinois, the gap is widening between those who are eligible for grants and those who receive grant funding.

Sources:

- Society for College and University Planning, Planning for Higher Education Journal, 2012 & 2013
- Illinois Student Assistance Commission, Table 2.4c of the 2012 ISAC Data Book for Public 2-Year Institutions

### **Sender Districts**

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**Trend #9:** Youth in district sender pipelines continue to decrease in number and increase in diversity. The proportion of Non-Hispanic White students is decreasing and enrollments in the early grades are declining which could have long term implications for Harper enrollments.

Likelihood that the Trend Will Continue Over the Next 3 to 5 Years: High

Supporting Rationale:

- There was almost a 1,200 student difference between kindergarten and senior level enrollments in the Harper region in 2013.
- As with the overall population, the numbers of Hispanic and Asian students are increasing in the schools.

Sources:

- Illinois State Board of Education, Report Card Data, Accessed Online 12/02/2013

**Trend #10:** Performance in Harper's sender high school districts is better than average with increasing rates of college readiness. The three Harper region high school districts are performing well compared to statewide averages.

Likelihood that the Trend Will Continue Over the Next 3 to 5 Years: Moderate

Supporting Rationale:

- PSAT test results and graduation and attendance rates in the high school districts are well above the state average.
- Dropout and truancy rates are well below the state average.

Sources:

- Illinois State Board of Education, Report Card Data, Accessed Online 12/02/2013

## Technology

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**Trend #11:** Higher education is implementing technology-centric pedagogical models. Higher education continues to use teaching methodologies that use more technology in the classrooms.

Likelihood that the Trend Will Continue Over the Next 3 to 5 Years: High

Supporting Rationale:

- Massive Open Online Courses (MOOCs) present a challenge to students who are not disciplined enough to stick with the program.
- An estimated 30% of all enrollments are online, up from 10% in 2002.
- Faculty will be challenged to stay ahead of students in teaching students how to use technology in the classroom.
- Data security will increasingly become a liability for higher education.
- Flipped classrooms that post lectures and rote materials online are gaining in popularity.
- Student analytics.

Sources:

- Society for College and University Planning, Planning for Higher Education Journal, 2012 & 2013

## Sustainability

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**Trend #12:** The global political climate will increase pressures to conserve energy and focus on sustainability. The rate of energy and natural resource consumption will continue to increase with the rapid growth in the middle class in developing countries, such as China and India.

Likelihood that the Trend Will Continue Over the Next 3 to 5 Years: Moderate

Supporting Rationale:

- Natural resources are becoming threatened as growing populations consume resources at an increasing pace.
- While 40% of American consumers claim they are interested in purchasing green products, only 4% actually follow through.

Sources:

- Society for College and University Planning, Planning for Higher Education Journal, 2012 & 2013

## SWOT Analysis

The College is reaching the end its five-year Strategic Plan. The SWOT that informed the development of the current Strategic Plan is included below. This analysis will be updated based on the 2013 Environmental Scan as well as our Community Survey, Community College Survey of Student Engagement (CCSSE) results, Student Success Report and the National Community College Benchmark Project (NCCBP) results in preparation of the new Strategic Plan for 2016.

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 Strategic Planning and Accountability Committee (SPA) reviews key institutional data. In order to inform our analysis of external Opportunities and Threats, the SPA Committee 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.

### **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.<sup>1</sup>

##### 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).

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<sup>1</sup> Data Team Report, 2009, p. 5

**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). 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 3<sup>rd</sup> 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 4<sup>th</sup> 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 11<sup>th</sup> 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.<sup>2</sup> In addition, Harper College reports all crime to the Federal Bureau of Investigation, Uniform Crime Report, as mandated by federal law.<sup>3</sup>

The College has a comprehensive Emergency Operations Plan (EOP)<sup>4</sup> 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,<sup>5</sup> 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.<sup>6</sup>
- 176 high school students took classes as concurrent students in FY2010.<sup>7</sup>
- 98 percent of career graduates and nearly 90% of transfer graduates said they would recommend Harper to friends and family.<sup>8</sup>

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<sup>2</sup> [http://goforward.harpercollege.edu/uploaded/police/pdf/2009\\_Annual\\_Report.pdf](http://goforward.harpercollege.edu/uploaded/police/pdf/2009_Annual_Report.pdf)

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

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

<sup>5</sup> 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](https://myharper.harpercollege.edu/pls/portal/docs/PAGE/MY_HARPER/ADMINISTRATIVE_SERVICES_HOME_PAGE/PHYSICAL_PLANT_AND_AUX_SERVICES/EHSMANUALSEPT2007B.DOC)

<sup>6</sup> Admission Office Annual Report, July 2010

<sup>7</sup> Center for New Students and Orientation, July 2010

<sup>8</sup> Harper College 2007 Transfer and Career Graduate Surveys, May 2009

- 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.<sup>9</sup>
- Harper had higher enrollment of district high school graduates in fall 2008 than 90 percent of the 182 colleges.<sup>10</sup>
- 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.<sup>11</sup>
- Developed and implemented a credit by examination program in accounting and management that involved 238 students with 62 students earning the resulting college credit.<sup>12</sup>
- 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,<sup>13</sup> 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.”<sup>14</sup> 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%.<sup>15</sup>
- 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.”<sup>16</sup>

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<sup>9</sup> Office of Academic Affairs for Career Programs, 2011

<sup>10</sup> 2010 National Community College Benchmark Project

<sup>11</sup> CE Enrollment Report, 2011

<sup>12</sup> Office of Academic Affairs for Career Programs, 2010

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

<sup>14</sup> Sightlines FY10 Benchmark Study, p. 4

<sup>15</sup> Sightlines FY10 Benchmark Study, p. 11

<sup>16</sup> Sightlines FY10 Benchmark Study, p. 4

## **Strength 6: Commitment to Professional Development**

### **Item Description:**

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 90<sup>th</sup> percentile among 170 public community colleges as reported in the 2010 National Community College Benchmark Project.<sup>17</sup>
- Expended over \$459,872 for employee professional development.<sup>18</sup>
- 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.<sup>19</sup>
- 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.

	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>
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
<b>Total</b>	<b>20,835</b>	<b>20,918</b>	<b>21,344</b>	<b>21,913</b>	<b>23,509</b>

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.

<sup>17</sup> National Community College Benchmark Project, 2010

<sup>18</sup> Office of Accounting Services, July 2010

<sup>19</sup> Office of Faculty Development, July 2010

### 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 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.<sup>20</sup>
- 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.<sup>21</sup>
- 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.<sup>22</sup>
- 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.

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<sup>20</sup> Institutional Outcomes Report, 2007-2008, p. 72

<sup>21</sup> Institutional Outcomes Report, 2009-2010, p. 72

<sup>22</sup> 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.<sup>23</sup>

#### 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 29<sup>th</sup> 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 Harper<sup>24</sup>.
- 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 28<sup>th</sup> 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 Reading<sup>25</sup> than Harper.

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<sup>23</sup> Achieving the Dream Data Team Report, 2010

<sup>24</sup> National Community College Benchmark Report, 2010

<sup>25</sup> 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 45<sup>th</sup> 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.<sup>26</sup>

### **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* students<sup>27</sup>.
- 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 34,208<sup>28</sup> 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.

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<sup>26</sup> National Community College Benchmark Report, 2010

<sup>27</sup> Achieving the Dream Data Team Report, 2010

<sup>28</sup> 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.<sup>29</sup>
- 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."<sup>30</sup>
- Harper College peers consume 70,000 BTU per gross square foot less than harper consumes.<sup>31</sup>
- 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%.<sup>32</sup>

### **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.<sup>33</sup>

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.

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<sup>29</sup> Sightlines FY10 Benchmark Study, p. 6

<sup>30</sup> Illinois Delays College Construction Projects, March 28, 2011, Illinois Statehouse News

<sup>31</sup> Sightlines FY10 Benchmark Study, p. 9

<sup>32</sup> Campus Master Plan, January 2011, p. 78

<sup>33</sup> 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.<sup>34</sup>

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.<sup>35</sup>

In addition, a diverse employee base brings benefits to the institution through shared governance; curriculum, course and program development as well as mentoring.<sup>36</sup> 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.<sup>37</sup> Nationwide, 80% of students who enter a developmental math sequence never successfully complete it.<sup>38</sup> 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%.

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

<sup>35</sup> 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

<sup>36</sup> 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](http://www.aft.org/pubs-reports/american_academic/issues/mar08/Shollen_Bland_etal.pdf)

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

<sup>38</sup> 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."<sup>39</sup> 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 colleges<sup>40</sup> 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 86<sup>th</sup> 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 colleges<sup>41</sup> 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.<sup>42</sup>
- 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.

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

<sup>40</sup> National Community College Benchmark Report, 2010

<sup>41</sup> National Community College Benchmark Report, 2010

<sup>42</sup> Harper Self-Study Higher Learning Commission Report 2007, p. 43

- Reviewing full-time applicants and mentoring new faculty.<sup>43</sup>

### **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%,<sup>44</sup> which is almost in the 80<sup>th</sup> 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 17<sup>th</sup> 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 13<sup>th</sup> percentile, which is low when compared when compared to the other community colleges who reported this measure to NCCBP.

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<sup>43</sup> Faculty Handbook, December 2006, p.26-28

<sup>44</sup> 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.<sup>45</sup> 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.<sup>46</sup> “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.”<sup>47</sup>

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.<sup>48</sup>

#### 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.<sup>49</sup>

Possible Impact: Financial and educational programs.

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<sup>45</sup> 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](http://www.salary.com/learning/layouthtmls/leal_display_nocat_Ser284_Par405.html)

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

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

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

<sup>49</sup> <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.<sup>50</sup>

“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.”<sup>51</sup>

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.<sup>52</sup>

“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.”<sup>53</sup>

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.

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<sup>50</sup> Harper College website

<sup>51</sup> *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)

<sup>52</sup> 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)

<sup>53</sup> Class Differences: Online Education in the United States, 2010  
([http://sloanconsortium.org/publications/survey/class\\_differences](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.<sup>54</sup> 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.”<sup>55</sup> Currently, Harper has 4,923 companies in district with the Business EdVantage program allowing their employees to attend Harper while paying in-district rates.<sup>56</sup>

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.<sup>57</sup>

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

<sup>54</sup> U.S. Census Bureau, American Fact Finder, 2009, American Community Survey

<sup>55</sup> Harper College Environmental Scan 2008, p. xiv

<sup>56</sup> Harper College Admissions Office, April 2010

<sup>57</sup> 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 Projections<sup>58</sup>**

				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
				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
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

<sup>58</sup> 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).<sup>59</sup> Although total population in the Harper district declined slightly from 2006 to 2007, the Hispanic population experienced a 5.3% increase.<sup>60</sup>

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.<sup>61</sup>

*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.<sup>62</sup>

*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.

<sup>59</sup> Metro Chicago Immigration fact Book, June 2003

<sup>60</sup> 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

<sup>61</sup> Harper College Environmental Scan 2008

<sup>62</sup> 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.<sup>63</sup> 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.<sup>64</sup> 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.<sup>65</sup> 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 an \$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.<sup>66</sup>

**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.<sup>67</sup>

**Possible Impact:** All Harper operations.

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<sup>63</sup> Environmental Scan Appendix A, pages 57-62, November 2008

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

<sup>65</sup> FY2007 Board Budget Memo

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

<sup>67</sup> 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.”<sup>68</sup> 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.<sup>69</sup> 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.

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<sup>68</sup> National Commission on Accountability in Higher Education Report, March 2005

<sup>69</sup> 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 FY2015, we are 4,575 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.

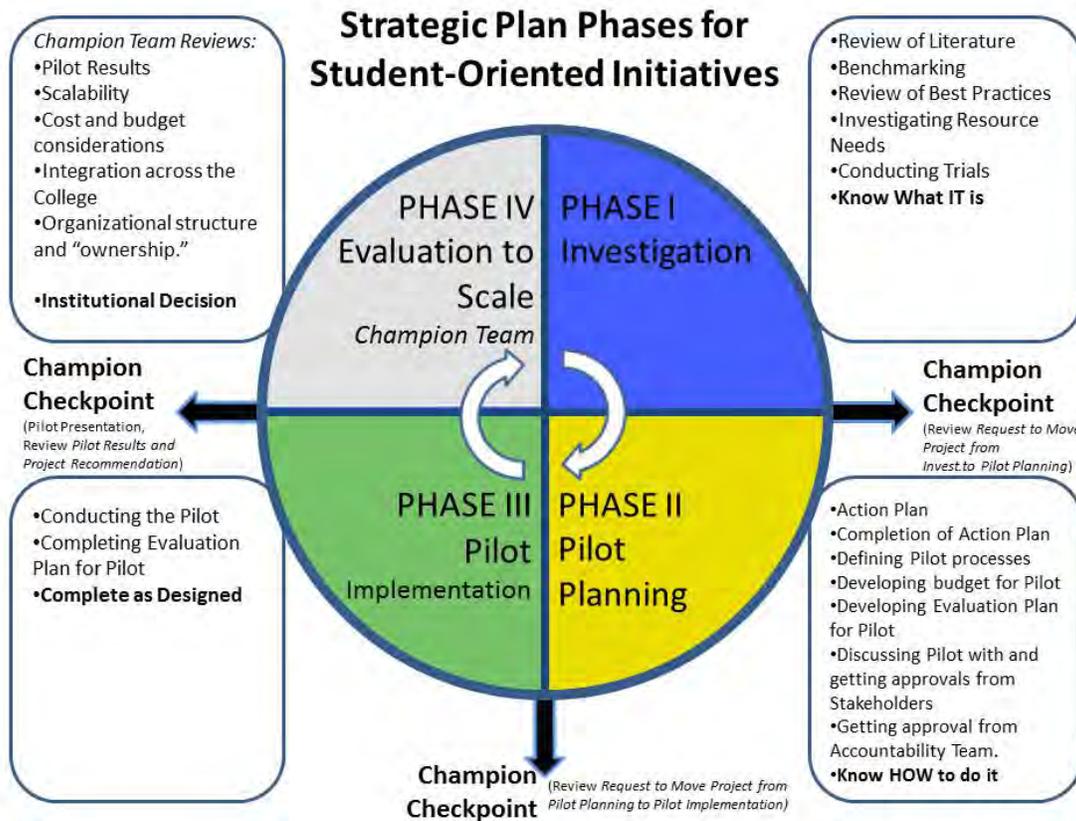
## Strategic Planning Management Structure

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: Mary Beth Ottinger and Judi Zaplatynsky
  - Career Readiness: Mark Mrozinski and Jennifer Bell
  - Funding: Laura Brown and Tom Dowd
  - Accountability: Darlene Schlenbecker and Kelly Page
  - Achievement Gaps: Brian Knetl 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
  - 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
  - Adelante Academy: Michelé Robinson and Shanté Bishop
  - Project Excel: Michelé Robinson 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 piloting 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 FY2014:

### INSTITUTIONALIZED INITIATIVES

#### **Alliance for College Readiness (Inspiration)**

Alliance for College Readiness formalized a partnership to allow Harper College and its sender 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 sender 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 the mission statement development process.
- Engage the college and community in the development of the College's 2016-2020 Strategic Plan.
- Launch the fundraising, business recruitment, high school outreach, and marketing and communications activities for the Promise Program.
- Create a comprehensive enrollment management plan.
- Finalize the program plan and architectural schematics for Building M.
- Create institutional dashboards that reflect the refocused Institutional Effectiveness Measures.

## **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 sender 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 FY2015.

In FY2014 the Accountability Team launched 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	Target Achieved		
		"Inspire" Videos	Target Achieved		
		Elementary/Middle School Campus Tours	In Progress - Needs Attention	Target Not Met	
		Inspire U	Target Achieved		
	P-20 Curriculum Alignment	Faculty Leaders for Promoting Alignment	Target Achieved		
		Strategies for Faculty	Target Achieved		
		Alignment Projects	Target Achieved		
	Faculty Workshop Participation	In Progress - Needs Attention	Target Not Met		
Partnership	Stackable Careers	Career Pathways	Target Achieved		
	Career Readiness	Bridge to First College-Level Course	Target Achieved		
		Integrated Career Readiness Skills	Target Not Met		
		Workforce Certifications	In Progress - Needs Attention	Target Not Met	
Accountability	Funding	Resource Needs	Target Achieved		
		Case for Support	Target Achieved		
		Secure Support - Government and Private	Target Achieved		
	Accountability	IEM Targets	Target Achieved		
		Strategic Plan Goal Targets	Target Achieved		
		IEM Dashboard	Target Achieved		
		Strategic Plan Dashboard	Target Achieved		
		Evaluation Plans	Target Achieved		
Completion	Decrease Student Achievement Gaps	Persistence Rate - Degree-Seeking	In Progress - Needs Attention	Target Not Met	
		Persistence Rate - Special Populations	In Progress - Needs Attention	Target Not Met	
		Developmental Success - Degree-Seeking	In Progress - Needs Attention	Target Not Met	
		Developmental Success - Special Populations	Target Achieved		
		Gatekeeper from Dev-Degree-Seeking	In Progress - Needs Attention	Target Not Met	
		Gatekeeper from Dev-Special Populations	In Progress - Needs Attention	Target Not Met	
		Gatekeeper Success - Degree-Seeking	In Progress - Needs Attention	Target Not Met	
		Gatekeeper Success - Special Populations	In Progress - Needs Attention	Target Not Met	
		Enter in Credit-Bearing Courses	Target Achieved		
	Increase % Freshmen	Dual-Degree Programs	Target Achieved		
		Degrees/Certificates Conferred	Target Achieved		

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 Targets and FY2015 Objectives: Inspire

**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.

Target	In Progress Needs Attention	In Progress On Target	Target Achieved
Plan and hold the annual College and Career Expo with a goal of 800 attendees.			
Develop five “Inspire” videos annually.			
Facilitate eight campus tours for approximately 800 elementary and middle school students each year.			
Plan and hold the annual Inspire U event for adult learners, attracting 200-250 attendees.			

In FY2015 the Inspire Team plans to:

- Plan and hold the annual College and Career expo with the goal of attracting 800 attendees.
- Develop three “Inspire” videos targeting adult learners.
- Facilitate 10 campus tours for middle and elementary school students.
- Plan and hold the annual Inspire U event for adult learners, attracting 250 attendees.
- Recruit and train eight Harper students to serve as Inspire ambassadors so that they may assist with tours and events.

## Inspiration Targets and FY2015 Objectives: P-20

**Strategic Direction – Inspire**  
 Develop programs with educational partners that inspire postsecondary education and career readiness as a life goal.

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

Target	In Progress Needs Attention	In Progress On Target	Target Achieved
Identify two faculty members in math, science and English who will have working knowledge of the Common Core State Standards Initiative (CCSS) and serve as leaders for promoting curriculum alignment with high school and four-year partners.	█		
Compile a list of 10 strategies that provide faculty with ways to help students who arrive at college lacking essential academic behaviors (time management, appropriate communication decorum with faculty, etc.).	█		
Complete three successful alignment projects in math, science and English with our sender high school districts. Alignment projects could involve any of the following: dual-credit, course outcomes, joint assessments, standardized rubrics, etc.	█		
Encourage both full-time and part-time Harper faculty to participate in workshops that contribute to the strategies that help students learn essential academic behaviors. Provide all Harper faculty members with access to those strategies. 35% of faculty will participate in these workshops.	█		
In FY2015 the P-20 Team plans to:			
<ul style="list-style-type: none"> <li>• Identify two science faculty members, in collaboration with the Dean and Department Chairs, who will investigate possible alignment projects in one of the sciences.</li> <li>• Pursue a science alignment project with our partner high schools.</li> <li>• Continue math and English alignment projects with our partner high schools.</li> <li>• Complete the list of 10 strategies that provide faculty with guidance on assisting students who arrive at college lacking essential academic behaviors by fall 2014.</li> <li>• Provide opportunities for Harper faculty to engage in discussions regarding the list of 10 strategies, and provide all faculty members with access to the strategies as a resource. Outreach will take place in spring 2015 and will be accomplished through workshops and other collaborative efforts with the Academy for Teaching Excellence, the Center for Innovative Instruction, the First Year Seminar Team, and other groups on campus.</li> </ul>			

Strategy: Math Alignment Strategy Team (MAST)

In FY2015 the Math Alignment Team plans to:

- Investigate alternate methods for incorporating high school exam grades into the math placement criteria.
- Continue to compare gatekeeper math success rates for students who met the prerequisite by scoring at least a 70% on the MTH080 final in high school versus students who met the prerequisite by earning at least a C in Harper's MTH080 class.
- Use a common subset of questions on each unit exam in MTH080. Compare how students perform on those on unit exams and again on the final exam.
- Continue to analyze the percentage of Harper students who received a grade in MTH080 that was more than two letter grades above their final exam score.
- Create a common subset of questions for unit exams in MTH082.
- Explore additional dual credit course possibilities for partner high schools as well as any additional requirements the high school mathematics teachers would have to meet.

## Partnership Targets and FY2015 Objectives: Stackable Careers

**Strategic Direction – Partnership**  
 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.

Target	In Progress Needs Attention	In Progress On Target	Target Achieved
Students and the general public will have access to at least 25 career programs presented in a coherent, labor-market driven career ladder or lattice format both in print and online.	<div style="background-color: #0070c0; width: 100px; height: 15px; margin: 0 auto;"></div>		
In FY2015 the Stackable Career and Academic Pathways Team plans to:			
<ul style="list-style-type: none"> <li>Institutionalize the project by adding the career paths to Harper College website.</li> <li>Inform the Harper College community about the availability of the career paths.</li> <li>Create print materials for distribution to students, advisors and high school partners.</li> </ul>			

## Partnership Targets and FY2015 Objectives: Career Readiness

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

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

Target	In Progress Needs Attention	In Progress On Target	Target Achieved
75% of Bridge students who successfully complete a bridge will also successfully complete a college-level course.			
50% of adult Fast Track programs and 10% of the general (non-adult exclusive) career programs will include integrated career readiness skills.	Target not met		
Embed workforce certifications (e.g., National Career Readiness Certification or NCRC) into appropriate educational programs that serve adult students.			
In FY2015 the Career Readiness Team plans to:			
<ul style="list-style-type: none"> <li>Manage trial and analysis of data from Career Readiness Certification project.</li> <li>Submit recommendation for Career Readiness Certification to be institutionalized or moved to inactive status.</li> </ul>			

Strategy: Career Readiness Certification

In FY2015 the Career Readiness Certification Team plans to:

- Complete trial of the National Career Readiness Certification (NCRC) using select GED and Non-Native Literacy (NNL) classes and faculty in fall 2014.
- Analyze data from trial. Determine efficacy of widespread implementation among AED students.
- Based on the results of the trial, move to pilot planning and pilot phases.

## Accountability Targets and FY2015 Objectives: Funding

**Strategic Direction – Accountability**  
 Create a culture of innovation, accountability and transparency at Harper College.

Goal: Identify funding and leverage partner resources for innovative projects.			
Target	In Progress Needs Attention	In Progress On Target	Target Achieved
Build a case for support and grant narrative to articulate resource needs to be leveraged for grant writing and to cultivate/solicit private donors.			
Determine a process for assessing, assimilating and articulating the external resource needs of the College.			
Secure support from government and private sources to meet the funding and partnership needs of the Strategic Plan activities.			
In FY2015 the Funding Team plans to:			
<ul style="list-style-type: none"> <li>Leverage \$230,000 in scholarships.</li> <li>Leverage \$100,000 in Resource for Excellence grants.</li> </ul>			

## Accountability Targets and FY2015 Objectives: Accountability

**Strategic Direction – Accountability**  
Create a culture of innovation, accountability and transparency at Harper College.

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

Target	In Progress Needs Attention	In Progress On Target	Target Achieved
Identify IEM targets.			
Identify Strategic Plan Goal targets.			
Deploy IEM dashboard.			
Deploy Strategic Plan dashboard.			
Collaborate with goal and strategy teams to develop and review evaluation plans.			

In FY2015 the Accountability Team plans to:

- 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.
- Review the role of the Accountability Goal Team in the strategic planning process.

## Completion Targets and FY2015 Objectives: Decrease Achievement Gaps

**Strategic 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.

Target	In Progress Needs Attention	In Progress On Target	Target Achieved
Increase semester to semester persistence: New, degree-seeking students increase by 3%			
Increase semester to semester persistence: Special populations (developmental, young male, black non-Hispanic) increase by 5%			
Increase success in developmental course/sequence: New, degree-seeking students increase by 3%			
Increase success in developmental course/sequence: Special populations (young male, black non-Hispanic) increase by 5%			
Increase success rate of students who enter gatekeeper from developmental courses: New, degree-seeking students increase by 3%			
Increase success rate of students who enter gatekeeper from developmental courses: Special populations (young male, black non-Hispanic) increase by 5%			
Increase success in gatekeeper courses: New, degree-seeking students increase by 3%			
Increase success in gatekeeper courses: Special populations (developmental, young male, black non-Hispanic) increase by 5%			

In FY2015 the Achievement Team plans to:

- Examine additional approaches that may be effective in reaching the target populations. Determine which, if any, of these approaches represent scalable student-centered interventions.
- Continue to pursue general (First Year Seminar) and focused (Diverse Student Engagement) interventions aimed at retaining students and at increasing student success rates.

Strategy: Diverse Student Engagement

In FY2015 the Diverse Student Engagement Team plans to:

- Trial E.L.I.T.E. for a second year with 15 new full-time students.
- Track persistence from fall to spring, credit hours taken and GPA as well as engagement levels with faculty mentors, counselors and program coordinators.
- Assist students with employment on and off campus via career seminars and coaching.
- Assist students with the development of personal and professional short-term and long-term goals.
- Revise E.L.I.T.E. contract components, and track and monitor engagement levels.
- Track and monitor overall effectiveness of E.L.I.T.E. program. Submit recommendation for E.L.I.T.E. to be piloted or moved to inactive status.

Strategy: Student On-Campus Employment

In FY2015 the Student On-Campus Employment Team plans to:

- Continue Student Worker Initiative for Underrepresented Students.
- Work with Accountability Team and Champion Team to institutionalize Student Worker Training project.

Strategy: First Year Seminars

In FY2015 the First Year Seminars Team plans to:

- Offer 13 pilot sections of the First Year Seminar (FYS) course during the fall 2014 semester, seven of which will be offered in the 3-credit-hour format and six of which will be in the 1-credit-hour format linked to a content course.
- Complete an evaluation of the FYS pilots, which will include a course-level assessment project.
- Offer a professional development series for faculty teaching the FYS courses that meets the needs of new and returning faculty as well as addressing the unique features of the 3-credit-hour and 1-credit-hour formats.
- Based on the fall 2014 pilot and evaluation results, submit a recommendation about and prepare for FYS courses for the fall 2015 semester.

## Completion Targets and FY2015 Objectives: Increase % in Credit

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

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

Target	In Progress Needs Attention	In Progress On Target	Target Achieved
60% of all first-time, full-time students from our sender high schools will enter Harper in credit-bearing course work.			
In FY2015 the Completion Team plans to:			
<ul style="list-style-type: none"> <li>Work with strategy teams to evaluate summer 2014 Adelante Academy and Project Excel pilots.</li> <li>Recruit additional team members to assist with data collection and processing.</li> <li>Submit recommendations for Adelante Academy and Project Excel to be institutionalized or moved to inactive status.</li> <li>Based on Champion Team decisions, oversee moves to institutionalization or inactive status.</li> </ul>			

Strategy: Adelante Academy

In FY2015 the Adelante Team plans to:

- Complete and evaluate the summer 2014 pilot of Adelante Academy, including analysis of retention, persistence and GPA information.
- Case manage students during the 2014-15 academic year.
- Work with Barrington High School and the Northwest Educational Council for Student Success (NECSS) to submit a recommendation for Adelante Academy to be institutionalized or moved to inactive status.
- Based on Champion Team decision, determine process for institutionalization of project or communication of move to inactive status.
- Contingent on institutionalization, determine stakeholders to house the project, develop a plan for informing other sender high school districts about the opportunity, determine future funding responsibilities, and launch Adelante Academy in summer 2015.

Strategy: Project Excel

In FY2015 the Project Excel Team plans to:

- Complete and evaluate summer 2014 pilot of Project Excel.
- Work with Palatine High School and District 211 to submit a recommendation for Project Excel to be institutionalized or moved to inactive status.
- Based on Champion Team decision, determine process for institutionalization of project or communication of move to inactive status.

## Completion Targets and FY2015 Objectives: Increase Completers

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

Goal: Increase the number of certificate and degree completers.

Target	In Progress Needs Attention	In Progress On Target	Target Achieved
Continue to expand dual-degree programs with other four-year institutions.			
Increase the number of degrees and certificates conferred to over 3,000 annually.			

In FY2015 the Increase Completers Team plans to:

- Continue to expand dual degree programs with four-year institutions.
- Exceed established annual completion goal of 3,205 by 3%.
- Develop a comprehensive plan to communicate and promote the completion agenda. Coordinate communication efforts targeted specifically to students enrolled at Harper.
- Monitor completion rates for students who take advantage of newly updated requirements for the Associate in General Studies (AGS) degree.

Strategy: 0-15 Milestone to Success

In FY2015 the 0-15 Milestone to Success Team plans to:

- Gather annual reports from all 11 targeted course teams, documenting progress on assessment of student learning and plans for the next steps in outcomes assessment in FY2015.
- Implement strategies designed to improve student course success rates in all 11 courses.
- Monitor success rates for individual courses, aggregate of all 11 courses and overall course success and degree completion rates at the College.

## Harper College Operational Plan for FY2015

The College's Operational Plan delineates the operational goals to be completed in FY2015. Each goal has an identified performance target, Executive Council lead, institutional lead, IEM/Risk category, and fund in which its support activities are budgeted.

The Operational Goal categories for the FY2015 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 FY2015

### 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
1	Ensure student learning outcomes assessment is conducted and results utilized to improve student success.	Complete the course-level assessment cycle for all departments by June 30, 2015. Complete the program-level assessment cycle for all instructional programs and student support/administrative units by June 30, 2015. Complete the general education outcomes assessment cycle by June 30, 2015.	Judy Marwick Sheila Quirk-Bailey	Darlene Schlenbecker Deans	Risk A: <i>Graduation Rate/Outcomes Assessment</i>	Education Fund
2	Ensure requirements of Higher Learning Commission (HLC) accreditation are met.	Submit HLC Institutional Update by October 15, 2014. Establish Criterion Teams by December 2014. Collect evidence, gather input, and start building the assurance argument by June 30, 2015. Draft Quality Initiative Project report by June 30, 2015.	Sheila Quirk-Bailey	Darlene Schlenbecker	None	Education Fund

## Operational Plan FY2015

#	Goal	Target	Exec Council Lead	Institutional Lead	IEM/Risk	Budgeted In
3	Evaluate Accountability frameworks and recommend improvements to the IEMs.	Complete proposal by December 2014.	Sheila Quirk-Bailey	Kathy Coy Darlene Schlenbecker	All	Education Fund
4	Hold the community-based Strategic Planning Conference.	Complete Strategic Planning Conference by March 2015.	Ken Ender Sheila Quirk-Bailey	Strategic Planning and Accountability Committee		Strategic Fund
5	Recommend new Strategic Plan and mission statement.	Make mission statement recommendation to Policy Councils by December 2014. Make strategic plan recommendation to Policy Councils by June 2015.	Ken Ender Sheila Quirk-Bailey	Strategic Planning and Accountability Committee	All	Strategic Fund
6	Conduct Community College Survey of Student Engagement (CCSSE).	Complete survey and share data by June 30, 2015.	Sheila Quirk-Bailey	Kathy Coy	Persistence Rate Graduation Rate	Education Fund

## Operational Plan FY2015

### 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
7	Produce compelling marketing materials and website 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 website by June 30, 2015. 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, 2015 (current Share of Voice is .7%).	Phil Burdick	Mike Barzacchini	Market Penetration	Education Fund \$150,000
8	Implement new employee portal to improve employee communications.	Implement the new employee portal by fall 2014. Explore social media components of the new employee portal and make recommendations by January 30, 2015. Increase employee satisfaction with internal communications from spring 2014 baselines.	Phil Burdick	Phil Burdick Linda Mueller Carolynn Muci	None	Education Fund
9	Improve community relations with key stakeholders in the district.	Implement new Community Relations Operational Plan by August 1, 2014.	Phil Burdick	Phil Burdick	Market Penetration	Education Fund

## Operational Plan FY2015

#	Goal	Target	Exec Council Lead	Institutional Lead	IEM/Risk	Budgeted In
		Develop metrics to measure effectiveness of community relations and establish baselines for measurement by January 2015. Form a Presidential Advisory Board, made up of key C-level external stakeholders by January 2015.				
10	Execute local and state media outreach.	Increase story counts by 5% by June 30, 2015 (baseline is 276). Explore media measurement tools to track local and national media coverage and establish measurement baselines.	Phil Burdick	Phil Burdick	Market Penetration	Education Fund
11	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, 2015 (baseline is 11).	Phil Burdick	Phil Burdick	None	Education Fund
12	Continue to build a strong support base with elected public officials.	Ensure at least three meaningful interactions between the president and federal lawmakers and policy leaders by June 30, 2015.	Phil Burdick	Phil Burdick	None	Education Fund
13	Implement strategic plan to build Alumni Association.	Conduct alumni reunion in another state by June 30, 2015. Hold at least two alumni events by June 30, 2015.	Laura Brown	Laura Brown Fredia Martin	Market Penetration	Education Fund

## Operational Plan FY2015

#	Goal	Target	Exec Council Lead	Institutional Lead	IEM/Risk	Budgeted In
14	Build “Friends of Harper” support group.	Recruit 100 new community individuals and new business partners.	Laura Brown	Laura Brown Michael Adzovic	Market Penetration	Foundation Funds
15	Identify new major gift donors.	Hold three prospective donor receptions by June 30, 2015.	Laura Brown	Laura Brown Heather Zoldak	Market Penetration	Foundation Funds
16	Develop a plan for the major gifts campaign.	Develop plan and receive approval by June 30, 2015.	Laura Brown	Laura Brown	None	Education Fund

### 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
17	Design a Diversity Scorecard for the College and all departments.	Implement across campus and departments by April 2015. Report findings to the president by June 30, 2015.	Michelé Robinson	Michelé Robinson	Employee Diversity	Education Fund
18	Implement the Diverse Teaching Fellowship Program.	Announce fall 2015 cohort of Diverse Teaching Fellows by May 30, 2015.	Michelé Robinson	Michelé Robinson Kathy Bruce Dean, Liberal Arts	None	Strategic Initiatives Funds
19	Review and make required modifications to Search Committee practices that align with and incorporate the College Goals around Diversity & Inclusion and our Core Values.	Standardize processes for all employee searches on campus by December 2014. Review and select a Diversity training program as required training for all employees seeking to serve on search committees or be involved in the hiring process. Target	Michelé Robinson Ron Ally	Michelé Robinson Roger Spayer	Employee Diversity	Education Fund

## Operational Plan FY2015

#	Goal	Target	Exec Council Lead	Institutional Lead	IEM/Risk	Budgeted In
		launch date is January 2015.				
20	Develop Diverse Employee Recruitment plan.	Develop plan and receive approval by September 30, 2014.	Michelé Robinson Ron Ally	Michelé Robinson Roger Spayer	Employee Diversity	Education Fund
21	Implement the new 360 degree evaluation process for a subset of College administrators.	Build tool and prepare for implementation at the President's level by September 1, 2014. Provide training for all administrators and prepare for launch by December 2014. Ensure a subset of administrators have received a 360 degree evaluation by April 1, 2015.	Michelé Robinson Ron Ally	Michelé Robinson Roger Spayer	None	Education Fund
22	Establish Employee Resource Groups (ERGs) to advance diversity goals.	Establish groups by September 30, 2014. ERG annual plans received by October 31, 2014. ERG annual reports received by May 15, 2015.	Michelé Robinson	Michelé Robinson	Employee Diversity	Education Fund

## Operational Plan FY2015

### **Employee Relations:**

Ensure employee recruitment, development and retention through appropriate processes.

#	Goal	Target	Exec Council Lead	Institutional Lead	IEM/Risk	Budgeted In
23	Negotiate and finalize a mutually-satisfactory collective-bargaining agreement with IEA-NEA, Custodial-Maintenance Unit.	Complete collective-bargaining agreement by June 30, 2015.	Ron Ally	Roger Spayer	None	Education Fund
24	In collaboration with the IEA-NEA, Custodial-Maintenance Unit, review and redesign a new wage rate structure to be effective July 1, 2015.	Complete wage rate structure by March 30, 2015.	Ron Ally	Roger Spayer	None	Education Fund
25	Conduct a compensation study for the IEA-NEA, Classified and Supervisor/Manager positions.	Complete compensation study by March 31, 2015.	Ron Ally	Roger Spayer	None	Education Fund
26	Develop an employee mentoring/coaching plan.	Complete employee mentoring/coaching plan by December 31, 2014.	Ron Ally	Roger Spayer	None	Education Fund

## Operational Plan FY2015

### **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
27	Manage overall College enrollment.	Maintain current level of enrollment at 25,630 for credit students (includes CE reimbursables) by June 30, 2015.	Judy Marwick Phil Burdick	Maria Moten	Market Penetration	Education Fund
28	Maintain market penetration rates for the First Time in College (FTIC).	Maintain the high school penetration rate of 39.8% (inclusive of dual credit students) by June 30, 2015.	Judy Marwick Phil Burdick	Maria Moten Bob Parzy Vicki Atkinson Mike Barzacchini	Market Penetration	Education Fund
29	Implement a plan to enhance outreach, enrollment, persistence and completion for adult students.	Implement a series of adult-focused initiatives to support the unique needs of adult students. <ul style="list-style-type: none"> <li>• Market seven online certifications and select programs.</li> <li>• Implement adult-focused orientation and College onboarding.</li> </ul>	Maria Coons Judy Marwick	Maria Coons Maria Moten Bob Parzy Vicki Atkinson Academic Deans	None	Education and Auxiliary Funds

## Operational Plan FY2015

#	Goal	Target	Exec Council Lead	Administrative Lead	IEM/Risk	Budgeted In
30	Increase market penetration rates for dual credit students.	Ensure the following results by June 30, 2015: Increase dual credit enrollment in transfer classes by 2% (baseline is 271). Increase dual credit enrollment in Career and Technical Education programs by 2% (baseline is 272).	Judy Marwick Sheila Quirk-Bailey	Maria Moten Deans	Market Penetration	Education Fund
31	Improve student persistence rates.	Ensure the following results by June 30, 2015: Realize a fall to spring persistence rate of at least 76%. Realize a ratio of earned versus attempted fall semester credits of at least 76%.	Judy Marwick	Sheryl Otto	Persistence Rate	Education Fund
32	Increase financial aid awareness and ensure that all funds allocated are awarded to qualifying students in a timely manner.	Ensure the following results by June 30, 2015: Award 95% of institutional scholarships. Award 95% of foundation scholarships. Award 95% of the \$300,000 funded for the Student Success Opportunity Grant to qualified students.	Judy Marwick Laura Brown	Laura McGee Maria Moten Angela Vining		Education Fund  \$300,000

## Operational Plan FY2015

#	Goal	Target	Exec Council Lead	Administrative Lead	IEM/Risk	Budgeted In
33	Develop a strategic enrollment plan.	Convene team by August 2014. Develop plan that includes a timeline, objectives and tactics by January 2015.	Ken Ender Maria Moten	Brian Knetl Marias Coons Michelé Robinson	Market Penetration	Education Fund

### 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
34	Obtain full occupancy for Building H.	Complete comprehensive move plan for all affected areas by November 30, 2014. Complete all required moves and have all affected areas fully functioning by January 31, 2015.	Ron Ally	Tom Crylen	Net Asset Value Index	Operations and Maintenance Restricted Fund
35	Complete balance of construction documents with Capital Development Board (CDB) for Canning Center.	Complete construction documents by March 31, 2015.	Ron Ally	Tom Crylen	Net Asset Value Index	Operations and Maintenance Restricted Fund
36	Begin construction of Building D Phase II.	Begin demolition by January 31, 2015.	Ron Ally	Tom Crylen	Net Asset Value Index	Operations and Maintenance Restricted Fund
37	Complete construction documents for Hospitality project in Canning Center.	Award Architectural/Engineering contract by August 31, 2014.	Ron Ally	Tom Crylen	Net Asset Value Index	Operations and Maintenance Restricted Fund

## Operational Plan FY2015

#	Goal	Target	Exec Council Lead	Institutional Lead	IEM/Risk	Budgeted In
38	Complete construction documents for outdoor amphitheater and south lake pedestrian mall.	Complete construction documents by June 30, 2015.	Ron Ally	Tom Crylen	Net Asset Value Index	Operations and Maintenance Restricted Fund
39	Implement approved Campus Infrastructure Master Plan projects.	Complete 100% of the east campus regional generator project by August 31, 2014. Complete construction documents for west campus regional generator project by March 31, 2015.	Ron Ally	Tom Crylen	Total Asset Reinvestment Backlog	Operations and Maintenance Restricted Fund
40	Meet the fourth year requirements of the America College & University President's Climate Commitment (ACUPCC-green initiative).	Submit Climate Action Plan Progress Report by January 15, 2015.	Ron Ally	Darryl Knight Facilities Committee	Current Energy Consumption	Operations and Maintenance and/or Operations and Maintenance Restricted Fund
41	Complete construction for East Campus Parking Structure and reconstruction of Parking Lot 6.	Achieve 100% completion of the first two floors of the East Campus Parking Structure and Parking Lot 6 by August 15, 2014. Achieve 100% completion of the balance of the East Campus Parking Structure by October 31, 2014.	Ron Ally	Tom Crylen	Net Asset Value Index	Operations and Maintenance Restricted Fund
42	Begin construction of the Advanced Manufacturing Lab at Building H.	Award contract to Construction Manager by March 31, 2015.	Ron Ally	Tom Crylen	Net Asset Value Index	Operations and Maintenance Restricted Fund

## Operational Plan FY2015

#	Goal	Target	Exec Council Lead	Institutional Lead	IEM/Risk	Budgeted In
43	Prepare construction documents for Building M improvements.	Select Architectural/Engineering firm by March 31, 2015. Complete programming by June 30, 2015.	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
44	Issue General Obligation Limited Bonds.	Issue General Obligation Limited Bonds up to the allowable amount under the Debt Service Extension Base. The FY2015 budgeted amount is \$4.7 million.	Ron Ally	Bret Bonnstetter	None	Education Fund, Operations and Maintenance Restricted Fund
45	Raise funds to support the College.	Raise \$3 million by June 30, 2015. Establish three new planned gifts.	Ken Ender Laura Brown	Laura Brown		Education Fund Foundation Funds
46	Raise money through public sector support.	By June 30, 2014: Achieve federal, state and local business support and grants. Targeted amount \$700,000.	Laura Brown Maria Coons	Laura Brown	All	Education Fund
47	Create endowed scholarships.	Create five new endowed scholarships by June 2015.	Laura Brown	Angela Vining	All	Education Fund

## Operational Plan FY2015

#	Goal	Target	Exec Council Lead	Institutional Lead	IEM/Risk	Budgeted In
48	Ensure 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, 2015 (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

### **Safety:**

Ensure the safety of the Harper Community.

#	Goal	Target	Exec Council Lead	Institutional Lead	IEM/Risk	Budgeted In
49	Exercise the College's Emergency Operations Plan by conducting a table-top exercise.	Conduct table-top exercise of the Emergency Operations plan by June 30, 2015.	Ron Ally	Paul LeBreck	Risk D: <i>Disaster Preparedness</i>	Operations Fund
50	Update and practice the College's Crisis Communication Plan.	Update Crisis Communication Plan by January 2015. Hold a simulated crisis exercise by June 30, 2015. Select a public relations firm to supplement the College's external relations during a major crisis. Load test the Harper College external website by June 2015.	Phil Burdick Ron Ally	Phil Burdick Paul LeBreck	Risk C: <i>Crisis Communications</i> Risk D: <i>Disaster Preparedness</i>	Education Fund

## Operational Plan FY2015

### Student Success:

Operationalize student success initiatives.

#	Goal	Target	Exec Council Lead	Institutional Lead	IEM/Risk	Budgeted In
51	Improve the college readiness of recent high school graduates.	Align high school and College English curriculum by June 30, 2015. Pilot with District 211. Plan with Districts 214 and 220.	Judy Marwick Sheila Quirk-Bailey	Brian Knetl	Graduation Rate Persistence Rates	Restricted Purposes Fund
52	Monitor the new policy requiring enrollment in needed developmental courses of students who place into developmental coursework.	By June 30, 2015, 75% of students needing a developmental course will enroll in at least one developmental course during their first semester. Develop a communication plan for students who will need to continue the developmental level sequence past their first semester of enrollment by December 2014.	Judy Marwick Ron Ally	Maria Moten Patrick Bauer	Progress of Developmental Students	Restricted Purposes Fund

## Operational Plan FY2015

#	Goal	Target	Exec Council Lead	Institutional Lead	IEM/Risk	Budgeted In
53	Increase student on-campus employment opportunities.	<p>Increase the number of student employees by 2% by June 30, 2015 (baseline is 388).</p> <p>Increase the number of African American students who work on campus by 5% by June 30, 2015 (baseline is 41).</p> <p>Compare the success of students employed on campus with the success rate of all students by May 31, 2015.</p>	Maria Coons	Rebecca Lake	Student Progress Measures	Education Fund
54	Increase the number of degree and certificate completers.	Exceed established goal of 3,205 completers by 2% (3,269) by June 30, 2015.	Judy Marwick	Maria Moten	Graduation Rate	Strategic Initiative Funds
55	Align programming with community needs for Harper's Learning and Career Center (LCC).	<p>Implement the strategic plan for the Learning and Career Center.</p> <p>Attract wrap-around service partners for integrated services model for LCC.</p> <p>Complete physical space upgrades to align with programmatic needs.</p> <p>Strengthen role of LCC Advisory Board.</p>	Judy Marwick	Kenya Ayers	Student Progress Workforce Development	Education Fund \$200,000

## Operational Plan FY2015

#	Goal	Target	Exec Council Lead	Institutional Lead	IEM/Risk	Budgeted In
56	Improve student success through learning support services.	<p>By June 30, 2015:            Increase usage of learning support services:</p> <ul style="list-style-type: none"> <li>• Tutoring by 1% from a baseline of 28,805.</li> <li>• Success Services by 1% from a baseline of 3,377.</li> <li>• Writing Center by 1% from a baseline of 8,149.</li> </ul> <p>Increase peer Supplemental Instruction participation by 1% from a baseline of 425.</p>	Judy Marwick	Njambi Kamoche	Student Progress Measures	Education Fund
57	Improve student success through engagement opportunities.	<p>Increase the number of students participating in clubs, organizations and leadership and civic engagement opportunities by 3% from 3,039 (FY14 baseline) by June 30, 2015.</p> <p>Compare the success of students involved in clubs, organizations and leadership and civic engagement opportunities with the success rate of all students by June 30, 2015.</p>	Judy Marwick	Ashley Knight Keith O'Neill	Persistence Rate: Fall to Spring, Persistence Rate: Fall of Year One to Fall of Year Two Student Progress Measures	Auxiliary (Student Involvement)

## Operational Plan FY2015

#	Goal	Target	Exec Council Lead	Institutional Lead	IEM/Risk	Budgeted In
58	Improve program quality through the ICCB program review process.	Conduct 16 FY2015 program reviews resulting in program improvement plans. Pilot improved program review process. Develop improvement plan for all reviewed programs.	Judy Marwick Sheila Quirk-Bailey	Deans Sheryl Otto Darlene Schlenbecker	None	Education Fund
59	Offer new programming in credit and non-credit areas <ul style="list-style-type: none"> <li>• Review existing courses and programs and make improvements where needed while investigating new courses, degrees and programs via the curriculum process.</li> <li>• Offer new programming in non-credit.</li> </ul>	By June 30, 2015: <ul style="list-style-type: none"> <li>• Investigate four new degrees and/or certificates.</li> <li>• Implement new Computerized Tomography certificate.</li> <li>• Offer one-to-three new programs in Continuing Education.</li> </ul>	Judy Marwick Maria Coons Michelé Robinson	All Deans	None	Education and Auxiliary Funds
60	Improve the placement methods into and progress through developmental education for students resulting in more student completions of all needed developmental outcomes.	Pilot the ALEKS math placement software. Pilot modularized Math 050 series. Pilot computerized instructional options for developmental mathematics. Pilot ALP method of instruction for English 101.	Judy Marwick	Patrick Bauer Kathy Bruce Brian Knetl Maria Moten Matt McLaughlin		

## Operational Plan FY2015

#	Goal	Target	Exec Council Lead	Institutional Lead	IEM/Risk	Budgeted In
61	Improve completion and transfer opportunities for students.	By June 30, 2015: Increase the number of and improve transfer agreements: <ul style="list-style-type: none"> <li>• Develop at least one additional dual-degree agreement (currently have five).</li> <li>• Develop at least one 3 + 1 agreement (currently have six).</li> <li>• Develop a pathways program to the Doctorate in Pharmacy with Roosevelt University.</li> </ul>	Judy Marwick	Maria Moten Sheryl Otto Eric Rosenthal Mark Mrozinski	Graduation Rate, Transfer Out Rate, Student Advancement Rate	Education Fund
62	Implement Harper's Promise Program.	Launch Promise campaign by January 2015. Define criteria implementation by March 15, 2015.	Ken Ender Laura Brown	Phil Burdick Sheila Quirk-Bailey	None	Education Fund
63	Implement an approach to faculty development that aligns with College goals and strategic initiatives.	Expand scope of faculty development offerings and refine processes to ensure responsive programming. Implement a coordinated, comprehensive multi-year faculty development plan. Develop a framework for a multi-tiered adjunct faculty professional development system.	Judy Marwick	Richard Middleton-Kaplan Matt Ensenberger Brian Knetl Michael Bates	None	Education Fund

## Operational Plan FY2015

### 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
64	Develop a data warehouse that provides a single source of data to support analytics and reporting.	Complete the development and implementation phases by March 2015.	Shelia Quirk-Bailey Ron Ally	Kathy Coy Patrick Bauer Michael Babb	All Risk J: <i>Data Integrity</i>	Restricted Purposes Fund
65	Investigate and design the next generation student portal.	Obtain feedback from students on ways in which they access the College's services (e.g. registration and payment); investigate solutions by December 31, 2014. As appropriate, develop a selection, integration and implementation plan by June 30, 2015.	Ron Ally Judy Marwick	Patrick Bauer Michael Babb Matt McLaughlin	All	Restricted Purposes Fund (\$750,000)
66	Provide students with advanced career, academic and financial planning tools (Harper Map).	Continue with activities to complete the development and implementation of tools that include: Career Planning; Financial Planning; Job Prospects; Orientation, Student Life; Educational Planning. Complete Phase 1 by September 30, 2014. Complete Phase 2 by June 30, 2015.	Ron Ally Judy Marwick	Sheryl Otto Patrick Bauer Michael Babb	All	Restricted Purposes Fund (\$1,250,000) Expended to date (\$268,223)

## Operational Plan FY2015

#	Goal	Target	Exec Council Lead	Institutional Lead	IEM/Risk	Budgeted In
67	Support the Student Success focus of the College through advanced student analytics.	Assess, develop requirements, design, develop and launch a student analytics system by June 30, 2015.	Ron Ally Shelia Quirk-Bailey	Patrick Bauer Michael Babb Kathy Coy Sheryl Otto	All	Restricted Purposes Fund
68	Determine the feasibility of taking attendance electronically to leverage the data in student analytics.	Complete test and selection by December 31, 2014. Complete pilot process by March 30, 2015. Provide recommendation by May 31, 2015.	Ron Ally Shelia Quirk-Bailey	Patrick Bauer Michael Babb Kathy Coy Sheryl Otto	Graduation Rate Persistence Rate	Technology Plan

### **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	Administrative Lead	IEM/Risk	Budgeted In
69	Define the university center concept.	Develop a business model concept for a university center at Harper College by June 30, 2015.	Maria Coons	Mark Mrozinski	Graduation Rate	Education Fund
70	Expand Fast Track program offerings.	Offer 2 academic programs not currently offered via the Fast Track support area by June 30, 2015.	Maria Coons	Maria Coons	Graduation Rate	Education Fund

## Operational Plan FY2015

### Executive Council/Institutional Lead and Related Department

<b>Exec Council/Institutional Lead</b>	<b>Department</b>
Academic Deans	Academic Enrichment & Engagement, Business/Social Science, Career and Technical Programs, Health Careers, Liberal Arts, Math and Science, Resources for Learning, Student Affairs
Michael Adzovic	Advancement/Foundation
Ron Ally	Finance and Administrative Services
Vicki Atkinson	Center for New Students and Orientation
Kenya Ayers	Academic Enrichment & Engagement
Michael Babb	Information Technology/Enterprise Systems
Michael Bates	Center for Adjunct Faculty Engagement
Mike Barzacchini	Marketing Services
Patrick Bauer	Information Technology
Bret Bonnstetter	Accounting Services
Laura Brown	Advancement/Foundation
Kathy Bruce	Math and Science
Phil Burdick	Communications
Maria Coons	Workforce and Strategic Alliances
Kathy Coy	Institutional Research
Tom Crylen	Facilities Management
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
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, Student Affairs
Njambi Kamoche	Resources for Learning
Brian Knetl	Interdisciplinary Student Success/Liberal Arts
Darryl Knight	Physical Plant
Ashley Knight	Student Affairs
Rebecca Lake	Workforce and Economic Development
Paul LeBreck	Police Department
Fredia Martin	Advancement/Foundation

## Operational Plan FY2015

<b>Exec Council/Institutional Lead</b>	<b>Department</b>
Judy Marwick	Provost's Office
Laura McGee	Office of Student Financial Assistance
Matt McLaughlin	Admissions Processing
Richard Middleton-Kaplan	Academy for Teaching Excellence
Maria Moten	Enrollment Services
Mark Mrozinski	Continuing Education and Business Outreach
Carolyn Muci	Communications
Linda Mueller	Information Technology/Client Services
Keith O'Neill	Wellness & Campus Activities
Sheryl Otto	Student Development
Bob Parzy	Student Recruitment and Outreach
Sheila Quirk-Bailey	Planning and Institutional Effectiveness
Michelé Robinson	Diversity and Inclusion
Eric Rosenthal	Academic Advising and Counseling Center
Darlene Schlenbecker	Institutional Effectiveness/Outcomes Assessment
Roger Spayer	Human Resources
Strategic Planning and Accountability 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
Angela Vining	Advancement/Foundation
Heather Zoldak	Advancement/Foundation

## Operational Plan FY2015

### **Identified Risk Areas:**

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

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

# **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 6/20/12*

### **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 6/20/12*

### **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, is 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 the executive council is asked for their input in setting these target dates and commitment from their respective areas to meet these deadlines.

In November, before the calendar has even been finalized, a preliminary five-year financial plan, with updated revenue and expense assumptions, is being evaluated at executive meetings. In addition, priorities are being set for spending in the areas of capital, technology, and personnel.

In February, decisions regarding the major revenue sources of property taxes and tuition and fees are made. Enrollment projections using the model from the Office of Institutional Research are discussed. The budget intranet portal page is updated with the calendar, instructions, and any related forms for requesting funds in the areas of facilities, furniture, computer needs, personnel, and other needs of a permanent or temporary nature.

The process of building the salary and benefits budget for permanent full and part-time positions begins in late February. An extract of current personnel is used as a starting point and placeholders are entered for any vacant positions. By the end of March estimated changes for salary and benefits are entered, pending board approval. A target expenditure 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 and permanent part-time salaries and benefits) and which they have the flexibility to change. Budget information sessions are held in March to review the budget instructions and the forms available for new requests, and to discuss changes for the new budget year. Starting in April, the Client Services department of the Information Technology division conducts new-user and refresher training sessions on inputting the budget into the accounting system.

The budget module is opened the first week of April 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 May, 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 \$53 million, the limit for transfers is \$5.3 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 2015 BUDGET**

	DUE DATE	ACTIVITY/TASK DESCRIPTION	RESPONSIBILITY
1	10/01/13 Tue	Begin developing Five Year Financial Plan	EVP
2	10/28/13 Mon	Begin submitting facility remodeling and furniture requests through FAMIS	Deans/Directors
3	11/20/13 Wed	Board designates persons to prepare budget	Board of Trustees
4	12/03/13 Tue	Present preliminary Five Year Financial Plan to Executive Council	EVP
5	12/11/13 Wed	Present Five Year Financial Plan to Board	EVP
6	12/18/13 Wed	Final day Deans/Directors submit facility remodeling requests for estimates through FAMIS	Deans/Directors
7	12/18/13 Wed	Final day Deans/Directors submit furniture requests through FAMIS	Deans/Directors
8	12/20/13 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	01/09/14 Thu	Budget instructions, technology requests, budget request forms and internal charges price lists available on portal	Budget Manager/IT/CS
10	01/14/14 Tue	Controller brings proposed budget planning calendar to President's Cabinet for review	Controller
11	01/14/14 Tue	Final day for adding departments/divisions to budget hierarchy	Divisions/Depts
12	01/21/14 Tue	EVP informs Executive Council of tuition and fees based on Board Policy	EVP
13	01/22/14 Wed	Preliminary reviewed and prioritized list of furniture and facility requests to Physical Plant for estimating	Executive Council member
14	02/13/14 Thu	EVP presents recommendation for tuition and fees to Committee of the Whole	EVP
15	02/17/14 Mon	Resources for Excellence Grant requests submitted to Foundation	Deans/Directors
16	02/19/14 Wed	Board of Trustees vote on tuition and fees	Board of Trustees
17	02/25/14 Tue	EVP provides initial budget parameters to Executive Council	EVP
18	02/25/14 Tue	Budget information session	Budget Manager
19	02/26/14 Wed	Budget information session	Budget Manager
20	02/28/14 Fri	Provost divisions budget exceptions, instructional capital, and personnel requests due to Assistant Provost	Provost Divisions
21	02/28/14 Fri	Vocational grant requests submitted to Dean of Career Programs	Deans/Directors
22	03/10/14 Mon	Final day date for entering Technology Requests (TR) to be considered during budget cycle	Deans/Directors
23	03/12/14 Wed	Initial budget set-up completed in preparation for training	Budget Manager
24	03/14/14 Fri	Budget exceptions and personnel requests due to Executive Council member	Deans/Directors
25	03/14/14 Fri	Completed estimates for furniture requests returned for Executive Council member approval	Physical Plant
26	03/14/14 Fri	Completed estimates for remodeling/repair projects and Facility Remodeling Request (FRR) returned to Dean/Director for Executive Council member approval	Physical Plant
27	03/21/14 Fri	Budget training begins	Adm Ser/IT/CS
28	03/24/14 Mon	Database of Projects/Technology Requests (TR) completed; Feedback Summary Report sent to Deans/Directors/Executive Council	IT/CS
29	03/24/14 Mon	Executive Council member reviews budget exceptions and prioritizes for their area	Executive Council member
30	04/01/14 Tue	Resources for Excellence Grant awards communicated to recipients	Foundation
31	04/01/14 Tue	Budget files opened for input by departments and divisions	Budget Manager
32	04/07/14 Mon	Projects/Technology Requests (TR) prioritized by area & resubmitted to IT/CS	Deans/Directors
33	04/07/14 Mon	Open budgeted position report submitted to Executive Vice President for Exec Council budget meeting	Budget Manager

**WILLIAM RAINY HARPER COLLEGE****PLANNING CALENDAR FOR FISCAL YEAR 2015 BUDGET**

	DUE DATE	ACTIVITY/TASK DESCRIPTION	RESPONSIBILITY
34	04/09/14 Wed	Executive Council member submits budget exceptions, furniture, and facility remodeling requests for their area to Budget Manager	Executive Council member
35	04/10/14 Thu	Projects/Technology Requests (TR), budget exceptions, furniture and facility remodeling requests submitted to Executive Vice President for Exec Council budget meeting	Budget Manager/IT
36	04/15/14 Tue	Executive Council reviews blended budget exceptions, furniture and facility remodeling requests, IT projects/technology requests	Executive Council
37	04/29/14 Tue	Executive Council final review of all funds and requests	Executive Council
38	05/01/14 Thu	Budget closed for input for all funds	Budget Manager
39	05/09/14 Fri	Any approved budget exceptions entered	Budget Manager
40	05/14/14 Wed	Controller presents budget parameters to Committee of the Whole	Controller
41	05/20/14 Tue	Board exhibit due for preliminary legal budget	EVP/Budget Manager
42	06/04/14 Wed	Deans/Directors receive feedback regarding all budget requests	Executive Council member
43	06/04/14 Wed	Approved Facility Remodeling Requests submitted to Physical Plant for scheduling	Budget Manager
44	06/04/14 Wed	Approved furniture requests submitted to Physical Plant for purchasing	Budget Manager
45	06/11/14 Wed	Preliminary budget presentation to Board at Committee of the Whole meeting	Controller
46	06/18/14 Wed	Board of Trustees adopts preliminary budget	Board of Trustees
47	06/19/14 Thu	Legal budget posted for public view	Budget Manager
48	07/24/14 Thu	All materials for College Plan in final form	Chief of Staff/Budget Manager
49	07/31/14 Thu	Electronic draft of College Plan submitted for Board review	Budget Manager/Board Liaison
50	08/13/14 Wed	Draft of College Plan reviewed at Committee of the Whole	Executive Council
51	08/20/14 Wed	Public hearing and Board adoption of the legal budget (minimum 30 days after posting) and approval of College Plan	Board of Trustees
52	08/20/14 Wed	Final bound version of College Plan distributed to Board	Chief of Staff
53	09/19/14 Fri	Submit budget to ICCB and counties	EVP/Adm Ser
54	09/30/14 Tue	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**

- Continue the current practice of maintaining a balanced budget across the tax-capped funds, which include the Education, Operations and Maintenance, Audit, and Liability, Protection, and Settlement Funds.
- Maintain the 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.
- Continue the 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.
- Support quality teaching and learning through sound financial practices consistent with maintaining a Aaa bond rating.

William Rainey Harper College						
All Funds *						
Five Year Projection						
	Base Year FY 2014 Budget	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
<b>Revenues</b>						
Local Tax Revenue	\$ 70,715,807	\$ 72,825,334	\$ 74,334,755	\$ 76,398,492	\$ 78,948,623	\$ 80,822,179
All other local revenue	1,140,000	1,140,000	1,140,000	1,140,000	1,140,000	1,140,000
ICCB grants	7,323,180	7,762,152	7,762,152	7,762,152	7,762,152	7,762,152
All other state revenue 1	25,511,000	23,085,000	18,085,000	8,085,000	3,085,000	3,085,000
Federal revenue	19,770,153	20,086,075	20,467,235	19,365,022	19,771,162	20,205,578
Student tuition and fees	52,713,797	52,546,908	53,509,074	54,793,129	56,090,586	57,493,354
All other revenue	6,599,692	6,681,126	6,585,649	6,628,370	6,673,563	6,752,124
Unanticipated revenue	600,000	600,000	600,000	600,000	600,000	600,000
<b>Total Revenues</b>	<b>184,373,629</b>	<b>184,726,595</b>	<b>182,483,865</b>	<b>174,772,165</b>	<b>174,071,086</b>	<b>177,860,387</b>
<b>Expenditures</b>						
Salaries	75,643,890	77,560,535	79,316,809	80,944,959	82,644,803	84,462,986
Benefits 1	13,547,911	14,860,397	16,223,104	18,206,159	20,436,153	22,944,386
Contractual Services	15,111,065	11,588,865	10,946,353	10,868,477	11,044,215	11,232,188
General Materials & Supplies	9,100,352	8,700,352	7,948,560	8,115,480	8,285,906	8,468,196
Conference & Meeting	1,616,059	1,616,059	1,646,764	1,681,346	1,716,654	1,754,421
Fixed Charges	16,880,242	18,056,745	18,842,610	18,865,590	20,355,596	21,152,294
Utilities	3,531,300	3,531,300	3,598,395	3,673,961	3,751,114	3,833,639
Capital Outlay	86,684,206	50,784,456	39,111,111	24,197,445	14,285,592	14,379,874
Other Expenditures	27,583,029	27,583,029	28,107,002	26,757,233	27,319,019	27,919,916
Contingency	410,000	410,000	411,140	412,424	413,735	415,137
Offset for unanticipated revenue	600,000	600,000	600,000	600,000	600,000	600,000
Expense Adjustment	-	(5,000,000)	(5,000,000)	(5,000,000)	(5,000,000)	(5,000,000)
New Buildings Costs	-	100,000	101,900	155,090	388,072	396,610
<b>Total Expenditures</b>	<b>250,708,054</b>	<b>210,391,738</b>	<b>201,853,748</b>	<b>189,478,164</b>	<b>186,240,859</b>	<b>192,559,647</b>
<b>Excess (Deficiency) of Revenue over Expenditures</b>	<b>(66,334,425)</b>	<b>(25,665,143)</b>	<b>(19,369,883)</b>	<b>(14,705,999)</b>	<b>(12,169,773)</b>	<b>(14,699,260)</b>
<b>Other financing sources (uses):</b>						
Proceeds from bond issue	-	4,700,000	-	4,700,000	-	4,700,000
<b>Total other financing sources (uses)</b>	<b>-</b>	<b>4,700,000</b>	<b>-</b>	<b>4,700,000</b>	<b>-</b>	<b>4,700,000</b>
<b>Excess (Deficiency) of Revenue over Expenditures and other Financing Sources (uses)</b>	<b>(66,334,425)</b>	<b>(20,965,143)</b>	<b>(19,369,883)</b>	<b>(10,005,999)</b>	<b>(12,169,773)</b>	<b>(9,999,260)</b>
Beginning Fund Balance	277,447,778	211,113,353	190,148,210	170,778,327	160,772,328	148,602,555
<b>Ending Fund Balance</b>	<b>\$ 211,113,353</b>	<b>\$ 190,148,210</b>	<b>\$ 170,778,327</b>	<b>\$ 160,772,328</b>	<b>\$ 148,602,555</b>	<b>\$ 138,603,295</b>
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 2014 Budget	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
<b>Revenues</b>						
Local Tax Revenue	\$ 53,688,244	\$ 54,745,956	\$ 55,854,073	\$ 57,125,965	\$ 58,483,773	\$ 59,903,389
All other local revenue	1,140,000	1,140,000	1,140,000	1,140,000	1,140,000	1,140,000
ICCB grants	6,590,888	7,029,860	7,029,860	7,029,860	7,029,860	7,029,860
Federal revenue	25,000	25,000	25,000	25,000	25,000	25,000
Student tuition and fees	47,955,000	47,729,510	48,611,395	49,802,072	51,004,236	52,305,270
All other revenue	387,541	397,891	397,891	397,891	397,891	397,891
Unanticipated revenue	600,000	600,000	600,000	600,000	600,000	600,000
<b>Total Revenues</b>	<b>110,386,673</b>	<b>111,668,217</b>	<b>113,658,219</b>	<b>116,120,788</b>	<b>118,680,760</b>	<b>121,401,410</b>
<b>Expenditures</b>						
Salaries	69,076,810	71,030,411	72,637,778	74,171,614	75,729,218	77,395,258
Benefits	11,861,886	13,005,770	14,586,648	16,365,146	18,365,014	20,614,354
Contractual Services	5,968,764	5,968,764	6,082,170	6,209,896	6,340,304	6,479,791
General Materials & Supplies	5,893,551	5,893,551	6,005,529	6,131,645	6,260,410	6,398,139
Conference & Meeting	1,270,536	1,270,536	1,294,676	1,321,864	1,349,623	1,379,315
Fixed Charges	961,332	961,332	979,598	1,000,170	1,021,174	1,043,640
Utilities	3,531,300	3,531,300	3,598,395	3,673,961	3,751,114	3,833,639
Capital Outlay	1,754,560	1,754,560	1,787,897	1,825,443	1,863,778	1,904,781
Other Expenditures	6,118,949	6,118,949	6,235,209	6,366,148	6,499,837	6,642,833
Contingency	350,000	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
Expense Adjustment	-	(5,000,000)	(5,000,000)	(5,000,000)	(5,000,000)	(5,000,000)
New Buildings Costs	-	100,000	101,900	155,090	388,072	396,610
<b>Total Expenditures</b>	<b>107,387,688</b>	<b>105,585,173</b>	<b>109,259,800</b>	<b>113,170,977</b>	<b>117,518,544</b>	<b>122,038,360</b>
Excess (Deficiency) of Revenue over Expenditures	2,998,985	6,083,044	4,398,419	2,949,811	1,162,216	(636,950)
<b>Other financing sources (uses):</b>						
Transfers (to) from other funds	(2,843,900)	(6,046,910)	(4,796,910)	(4,810,793)	(4,824,751)	(4,838,775)
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources (uses)	155,085	36,134	(398,491)	(1,860,982)	(3,662,535)	(5,475,725)
Beginning Fund Balance	53,999,922	54,155,007	54,191,141	53,792,650	51,931,668	48,269,133
Ending Fund Balance	\$ 54,155,007	\$ 54,191,141	\$ 53,792,650	\$ 51,931,668	\$ 48,269,133	\$ 42,793,408
Local Revenue/Total Revenue	49.7%	50.0%	50.1%	50.2%	50.2%	50.3%
ICCB Grants/Total Revenue	6.0%	6.3%	6.2%	6.1%	5.9%	5.8%
Student tuition and fees/Total Revenue	43.4%	42.7%	42.8%	42.9%	43.0%	43.1%
Salaries and Benefits/Total Expenditures	75.4%	79.6%	79.8%	80.0%	80.1%	80.3%
Fund Balance/Budgeted Expenditures	49.1%	48.5%	47.2%	44.0%	39.5%	33.7%

William Rainey Harper College							
Five-Year Financial Plan							
All Tax Capped Funds							
Revenue Major Assumptions							
Local Tax Revenue - Levy Year							
	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	
CPI-U Change	1.7%	1.6%	1.9%	2.1%	2.1%	2.2%	
New Construction	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	
Other Revenues							
			<u>FY 2015</u>	<u>FY 2016</u>	<u>FY 2017</u>	<u>FY 2018</u>	<u>FY 2019</u>
ICCB Grants			0.0%	0.0%	0.0%	0.0%	0.0%
Credit Hour Enrollment			0.0%	0.0%	0.5%	0.5%	0.5%
Credit Hour Based Tuition and Fees	<u>FY 2014 Base</u>	<u>Increase</u>	<u>Increase</u>	<u>Increase</u>	<u>Increase</u>	<u>Increase</u>	<u>Increase</u>
Tuition	\$108.50	\$2.00	\$2.50	\$2.75	\$2.75	\$3.00	
Technology Plan	7.00	-	-	-	-	-	
Construction and Renovation Fee	9.00	-	-	-	-	-	
<b>Total Credit Hour Based Tuition and Fees</b>	<b>\$124.50</b>	<b>\$126.50</b>	<b>\$129.00</b>	<b>\$131.75</b>	<b>\$134.50</b>	<b>\$137.50</b>	
Expenditure Major Assumptions							
			<u>FY 2015</u>	<u>FY 2016</u>	<u>FY 2017</u>	<u>FY 2018</u>	<u>FY 2019</u>
Salaries - Full-Time Faculty <sup>1</sup>			3.50%	2.00%	2.10%	2.10%	2.20%
Salaries - Adjunct Faculty <sup>2</sup>			2.00%	3.00%	2.10%	2.10%	2.20%
Salaries - Professional/Technical <sup>3</sup>			2.00%	3.00%	2.10%	2.10%	2.20%
Salaries - IEA/NEA Service Staff <sup>4</sup>			3.00%	2.00%	2.10%	2.10%	2.20%
Salaries - ICOPS Service Staff <sup>5</sup>			2.00%	2.00%	3.00%	2.10%	2.20%
Salaries - All other employee groups			2.00%	2.00%	2.10%	2.10%	2.20%
Benefits - Education and Operations & Maintenance Funds			10.00%	12.50%	12.50%	12.50%	12.50%
Benefits - Liability, Protection and Settlement Fund			0.00%	1.90%	2.10%	2.10%	2.20%
Contractual Services			0.00%	1.90%	2.10%	2.10%	2.20%
General Materials and Supplies			0.00%	1.90%	2.10%	2.10%	2.20%
Conference and Meeting			0.00%	1.90%	2.10%	2.10%	2.20%
Fixed Charges			0.00%	1.90%	2.10%	2.10%	2.20%
Utilities			0.00%	1.90%	2.10%	2.10%	2.20%
Capital Outlay			0.00%	1.90%	2.10%	2.10%	2.20%
Other Expenditures			0.00%	1.90%	2.10%	2.10%	2.20%
<sup>1</sup> Based on contract through FY 2015							
<sup>2</sup> Based on contract through FY 2016							
<sup>3</sup> Based on contract through FY 2016							
<sup>4</sup> Based on contract through FY 2015							
<sup>5</sup> Based on contract through FY 2017							

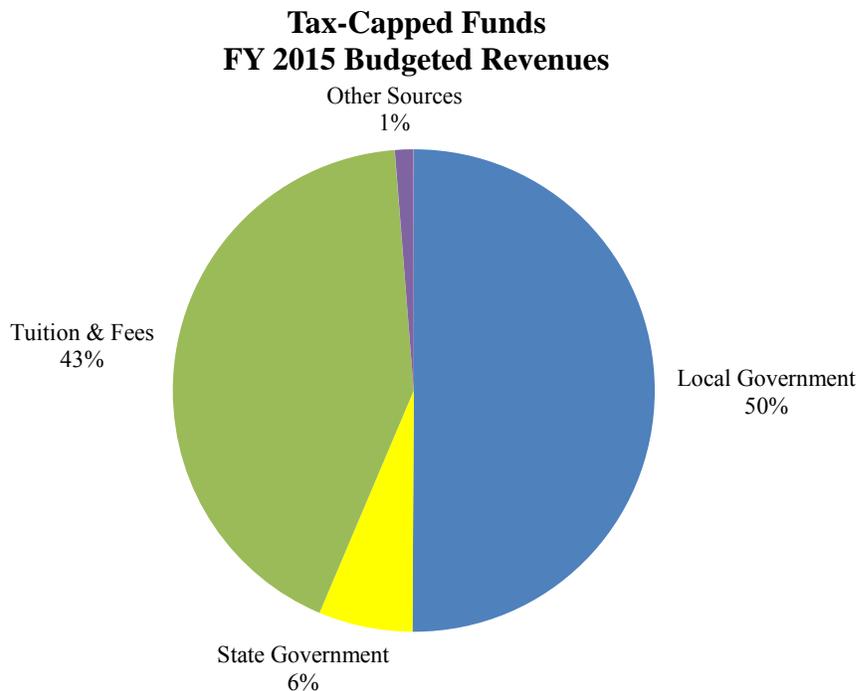
## Overview of Revenues and Expenditures – Budget Assumptions and Historical Trends

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 2015’s budget.

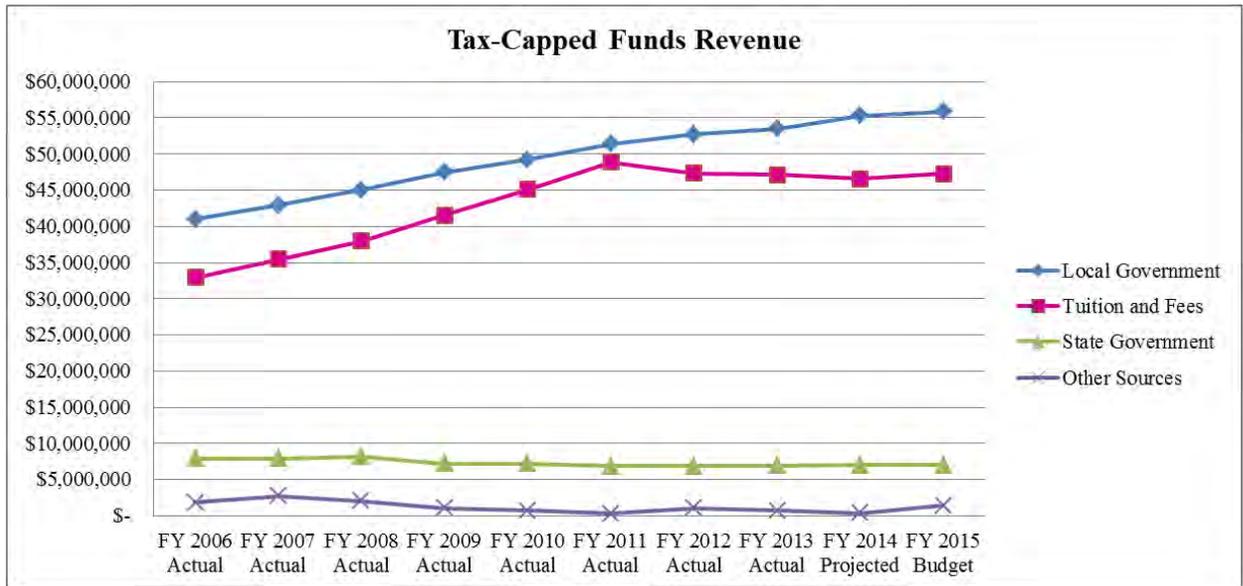
### Revenue

The Tax Capped Funds have three major sources of revenue: local government, tuition and fees, and state government. Budgeted revenues for FY 2015 are \$111,557,646 compared to a budget of \$110,386,673 for FY 2014. This represents an increase of \$1,170,973, or 1.1%, driven by an increase in local government property taxes.



The following table and graph show historical revenues for the previous nine years as well as the budgeted revenues for FY 2015. The graph below shows the dependence on local government revenues in the last several years as the other types of revenue decline or remain flat.

Tax-Capped Funds Revenues- History and FY 2015 Budget										
	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Projected	Budget
Local Government	\$ 40,951,450	\$ 42,948,590	\$ 45,014,553	\$ 47,514,344	\$ 49,225,826	\$ 51,396,124	\$ 52,733,896	\$ 53,464,061	\$ 55,317,505	\$ 55,868,387
Tuition and Fees	32,943,088	35,439,204	37,970,854	41,567,868	45,095,699	48,881,774	47,308,123	47,127,296	46,577,181	47,250,400
State Government	7,944,203	7,922,301	8,221,040	7,215,056	7,187,128	6,887,420	6,904,640	6,938,432	7,035,549	7,029,860
Other Sources	1,805,195	2,733,362	2,077,995	1,074,272	745,048	299,456	1,037,698	749,459	365,420	1,408,999
Total Revenues	\$ 83,643,936	\$ 89,043,457	\$ 93,284,442	\$ 97,371,540	\$ 102,253,701	\$ 107,464,774	\$ 107,984,357	\$ 108,279,248	\$ 109,295,655	\$ 111,557,646



### 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 \$54,828,244 in FY 2014 to \$55,868,387 in FY 2015, or 1.9%.

### 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 2013 was 1.5%, which will affect the 2014 tax levy and approximately half of the tax revenues budgeted for FY 2015.

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.

<b>Tax Year</b>	2006	2007	2008	2009	2010	2011	2012	2013	2014
<b>CPI</b>	3.4%	2.5%	4.1%	0.1%	2.7%	1.5%	3.0%	1.7%	1.5%

The 2013 CPI-U increase of 1.5% 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 2015 set at 99.25%. Refunds paid in FY 2014, which are deducted from current year tax distributions, totaled \$2.2 million. The College is remaining conservative in the setting of the provision for refunds. For FY 2015 it is set at 115% of the actual refunds paid in the previous fiscal year, which amounts to \$2.5 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 district's maximum legal rate. Further restrictions may apply based upon the tax cap legislation.

Harper assesses its levy upon real estate within four counties as follows:

<b>2013 TAX YEAR VALUATIONS</b>					
	<u>COOK</u>	<u>LAKE</u>	<u>McHENRY</u>	<u>KANE</u>	<u>TOTAL</u>
EAV for 2013 levy	\$ 15,313,884,665	1,148,120,681	140,767,451	39,276,186	\$ 16,642,048,983
Final EAV for 2012 tax year	\$ 17,600,259,080	1,213,605,246	155,914,924	41,971,259	\$ 19,011,750,509
Increase from prior year	-12.99%	-5.40%	-9.72%	-6.42%	-12.46%
Percentage of total 2013 EAV by county	92.0%	6.9%	0.9%	0.2%	100.05%

The pie chart illustrates the distribution of the 2013 Estimated Annual Valuation (EAV) across four counties. Cook County represents the vast majority at 92.0%, followed by Lake County at 6.9%, McHenry County at 0.9%, and Kane County at 0.2%.

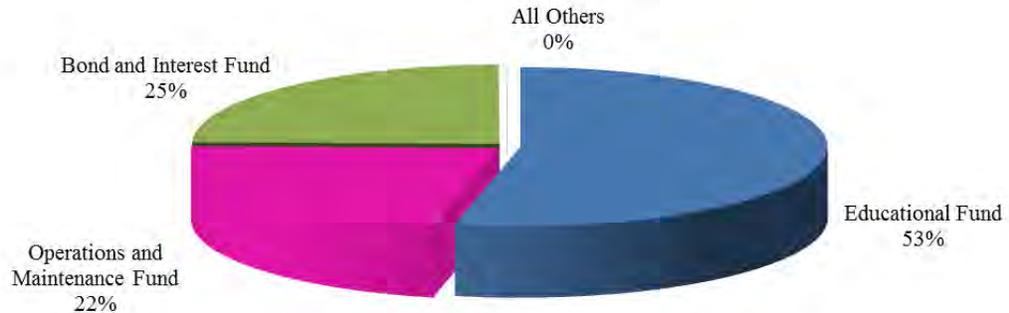
Tax rates and extensions are determined by each individual county. Cook County uses prior year EAV for determining the maximum allowable levy, whereas the other district counties use the current year EAV for both levy and rate determination. This process causes rates to vary by county.

Below are the blended extensions and rates by fund for all counties in the district, of which Cook County represents 92%.

<b>2013 TAX RATES BY FUND</b>								
	2013	% of	2013	2012	% of	2012	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>2013/2012</u>
Education	\$ 39,408,371	53.4%	0.2368	\$ 38,156,583	53.6%	0.2007	0.7500	3.28%
Operation and Maintenance	16,209,355	22.0%	0.0974	16,217,023	22.8%	0.0853	0.1000	-0.05%
Liability Protection and Settlement	16,642	0.0%	0.0001	19,011	0.0%	0.0001	none	-12.46%
Audit	16,642	0.0%	0.0001	19,011	0.0%	0.0001	0.0050	-12.46%
Subtotal Tax-Capped Funds	\$ 55,651,010	75.4%	0.3344	\$ 54,411,628	76.4%	0.2862		2.28%
Bond and Interest	18,138,002	24.6%	0.1090	16,770,847	23.6%	0.0882	none	8.15%
<b>Total</b>	<b>\$ 73,789,012</b>	<b>100.0%</b>	<b>0.4434</b>	<b>\$ 71,182,475</b>	<b>100.0%</b>	<b>0.3744</b>		<b>3.66%</b>

## Distribution of each 2013 Tax Dollar

### 2013 Levy as Extended by Fund



Illinois community colleges are on a June 30 fiscal year, with fiscal year 2015 covering the period between July 1, 2014 and June 30, 2015. 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 2015, approximately  $\frac{1}{2}$  of the property tax revenue is from the calendar year 2013 levy, and  $\frac{1}{2}$  from the 2014 estimated levy.

The 2014 real estate levy must be filed with the County Clerk's office during December, 2014 and applies to the property values as of December 31, 2014. Those property values will be determined during calendar year 2014, with first installment tax bills mailed by the counties during spring 2015. Each county allows installment payments, with 50% due in the spring, and 50% due in late summer or early fall of 2014. 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 2015, net of projected refunds.

## 2013 Calendar Year Levy by Fund and Amounts Anticipated for Fiscal Year 2015

	2013 Adopted Levy	2013 Final Extension	FY 15 Anticipated Revenue from 2013 Levy	FY 15 Anticipated Revenue from 2014 Levy
Education	\$ 39,300,000	\$ 39,408,371	\$ 18,733,960	\$ 19,670,370
Operation and Maintenance	16,700,000	16,209,355	7,915,703	8,358,656
Liability Protection and Settlement	20,000	16,642	9,839	10,010
Audit	20,000	16,642	9,839	10,010
Subtotal Tax-Capped Funds	56,040,000	55,651,010	26,669,341	28,049,046
Bond and Interest	17,274,288	18,138,002	8,700,983	9,378,395
Total	\$ 73,314,288	\$ 73,789,012	\$ 35,370,324	\$ 37,427,441

Following is a nine-year history and FY 2015 budget of property tax revenues in the tax-capped funds and percentage changes.

Property Tax Revenue										
	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
	Actual	Projected	Budget							
	\$40,788,350	\$42,789,282	\$44,860,568	\$46,430,214	\$48,194,092	\$50,118,717	\$51,557,775	\$52,250,963	\$54,184,719	\$54,718,387
\$ Change		4.9%	4.8%	3.5%	3.8%	4.0%	2.9%	1.3%	3.7%	1.0%

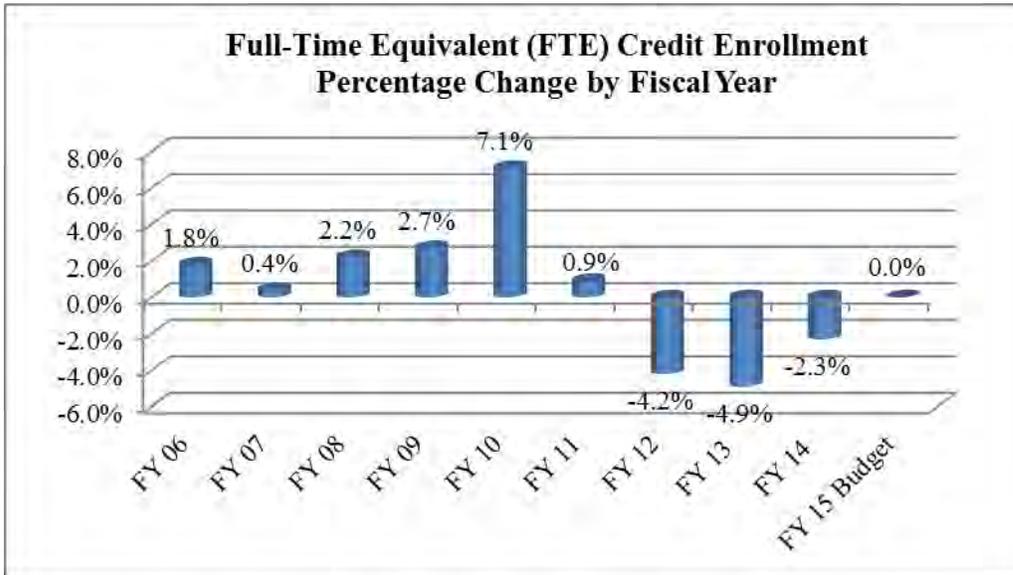
### Enrollment and Tuition and Fees

Tuition and fees account for 43% of total budgeted revenues. In May 2012 the tuition board policy was revised to limit 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 statute limitation. Decisions are made each February regarding tuition and fee rates for the following fiscal year. In February 2014 the Board of Trustees approved an in-district tuition increase of \$1.75 per credit hour, from \$108.50 to \$110.25, effective summer 2014. This was based on the December 2013 CPI-U increase of 1.5%, applied to the sum of the in-district tuition rate (\$108.50) and per credit hour fees (\$16.00), rounded to the nearest quarter.

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 a slight increase of 0.9%, FY 2012 ending with a decrease of 4.2%, FY 2013 a decrease of 4.9%, and FY 2014 a decrease of 2.3%.

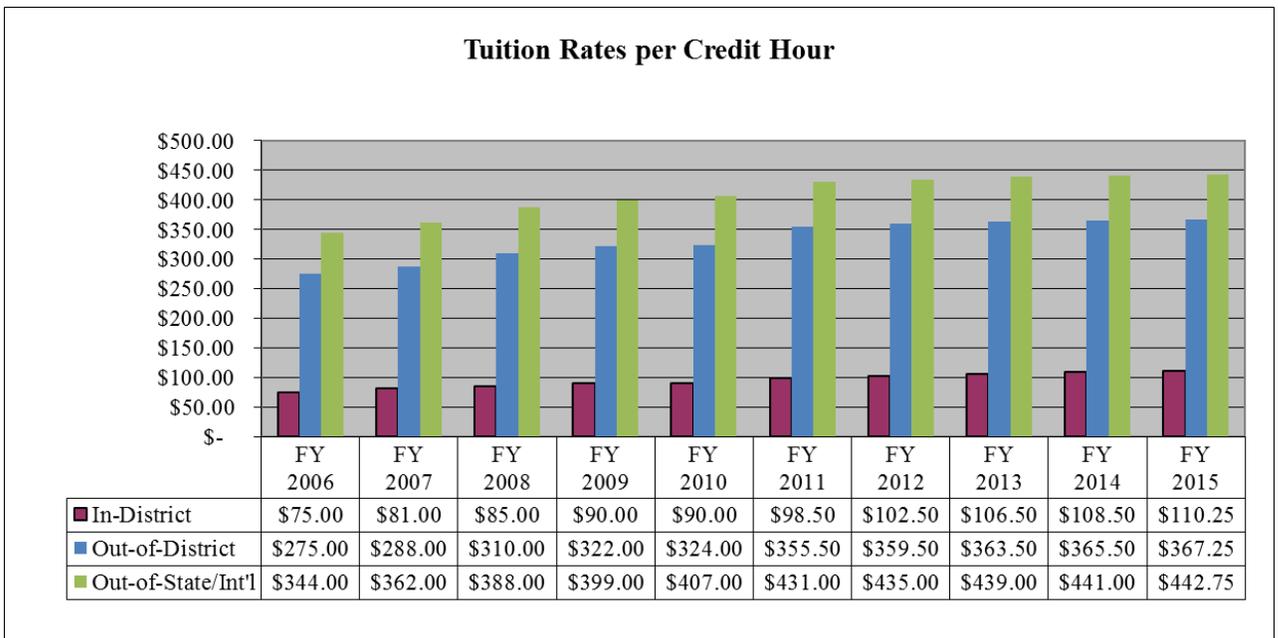
The tables below provide a history of FTE counts and percentage changes by year. Fiscal year 2015 enrollment is projected to be flat, but given the current economic climate enrollment remains uncertain.

Budgeted tuition and fees for the Tax Capped Funds will decrease from \$47,955,000 in FY 2014 to \$47,250,000 in FY 2015, or 1.5%, 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	FY 2015 Budget
20,464	20,837	20,921	21,383	21,961	23,516	23,719	22,722	21,615	21,119	21,125

The following charts show the tuition rates per credit hour, changes of in-district rates, and history and FY 2015 budget of tuition and fee revenues.



In-District Rate Dollar and Percentage Change									
FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
\$4.00	\$6.00	\$4.00	\$5.00	\$0.00	\$8.50	\$4.00	\$4.00	\$2.00	\$1.75
5.6%	8.0%	4.9%	5.9%	0.0%	9.4%	4.1%	3.9%	1.9%	1.6%

Tuition and Fees Revenue										
	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
	Actual	Projected	Budget							
	\$32,943,088	\$35,439,204	\$37,970,854	\$41,567,868	\$45,095,699	\$48,881,774	\$47,308,124	\$47,127,296	\$46,577,181	\$47,250,000
Percentage change	15.4%	7.6%	7.1%	9.5%	8.5%	8.4%	-3.2%	-0.4%	-1.2%	1.4%

## State Funding

State funding as a percentage of per capita costs continues to decline and, in FY 2014 at 4.5%, is the lowest percentage in Harper's history, representing only 6.3% of total revenues. The original concept of state funding for community colleges was that the State would fund one-third of the costs, with tuition and local sources funding the other two-thirds. That balance has not been achieved since 1981, as shown on the per capita chart in the Appendix.

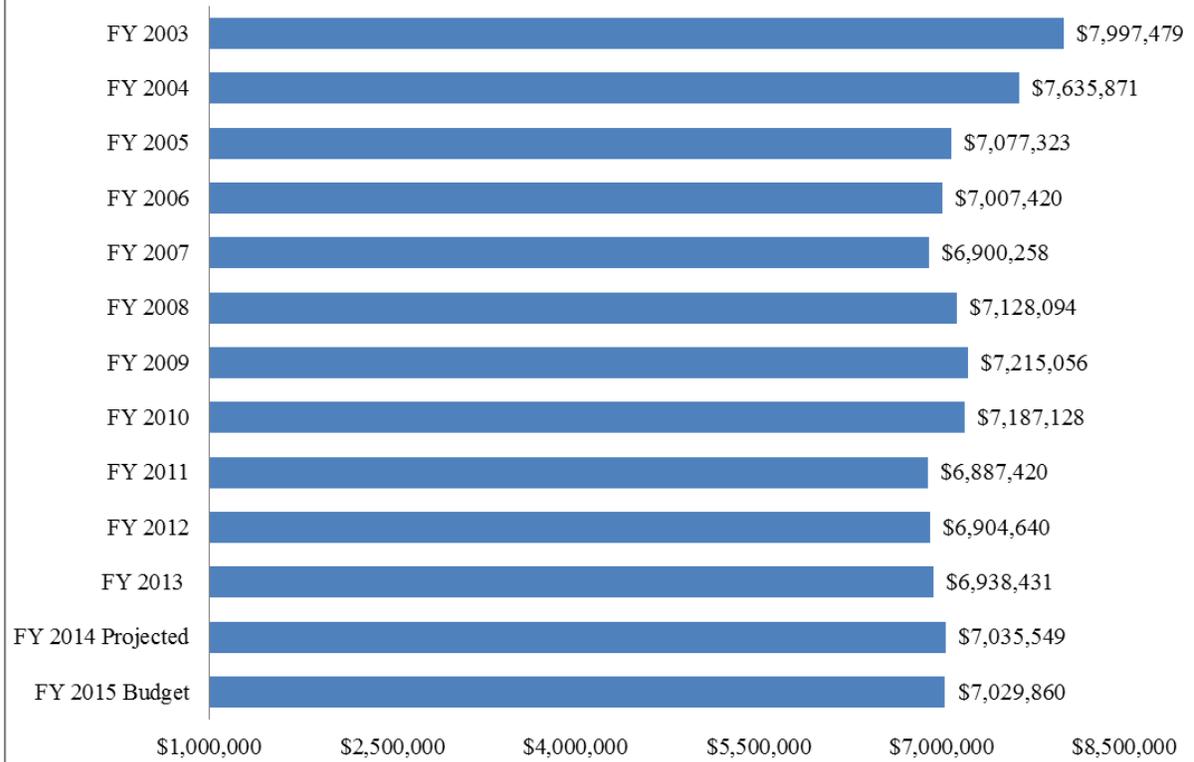
The base operating grant, which is the primary unrestricted source of funding from the State, is supposed to be distributed on a monthly basis. Although presently 2 months behind in the payments for FY 2014, the College has projected to receive 100% of its FY 2014 State appropriation, and has budgeted to receive all twelve of the monthly payments for FY 2015.

The budgeted State funding is projected to increase from \$6,590,888 in FY 2014 to \$7,029,860 in FY 2015, which represents no increase from the actual FY 2014 funding.

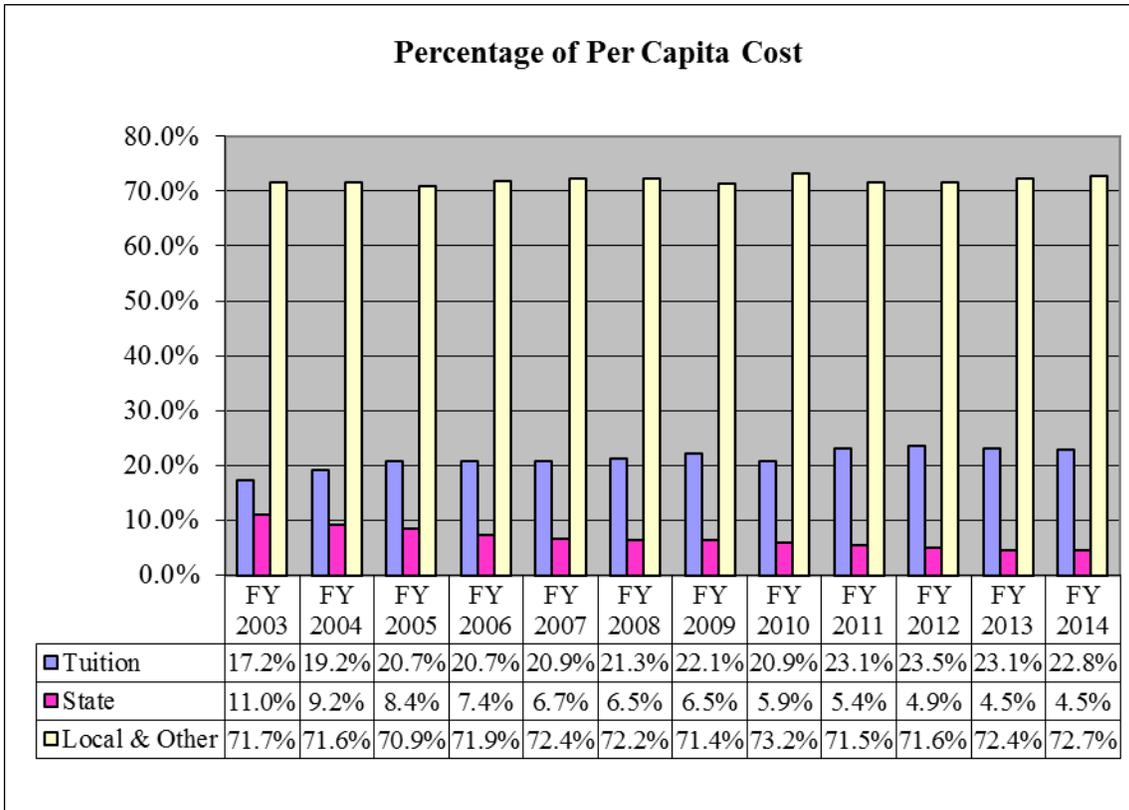
In addition to the reduction in the base operating grant, the College will be expected to absorb the unfunded Illinois Veterans' grants, which are estimated to be around \$475,000.

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

### State Funding-Unrestricted

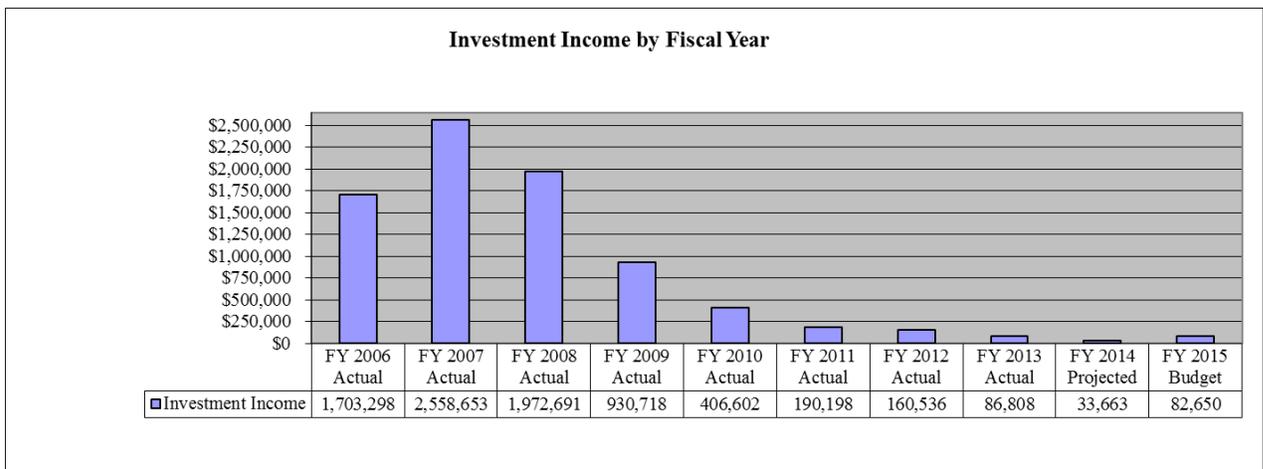


Fiscal Year	Unrestricted Funding	% of Total Revenues	% Change
FY 2003	\$ 7,997,479	11.9%	-4.3%
FY 2004	\$ 7,635,871	10.6%	-4.5%
FY 2005	\$ 7,077,323	9.2%	-7.3%
FY 2006	\$ 7,007,420	8.4%	-1.0%
FY 2007	\$ 6,900,258	7.7%	-1.5%
FY 2008	\$ 7,128,094	7.6%	3.3%
FY 2009	\$ 7,215,056	7.4%	1.2%
FY 2010	\$ 7,187,128	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 Projected	\$ 7,035,549	6.4%	1.4%
FY 2015 Budget	\$ 7,029,860	6.3%	-0.1%



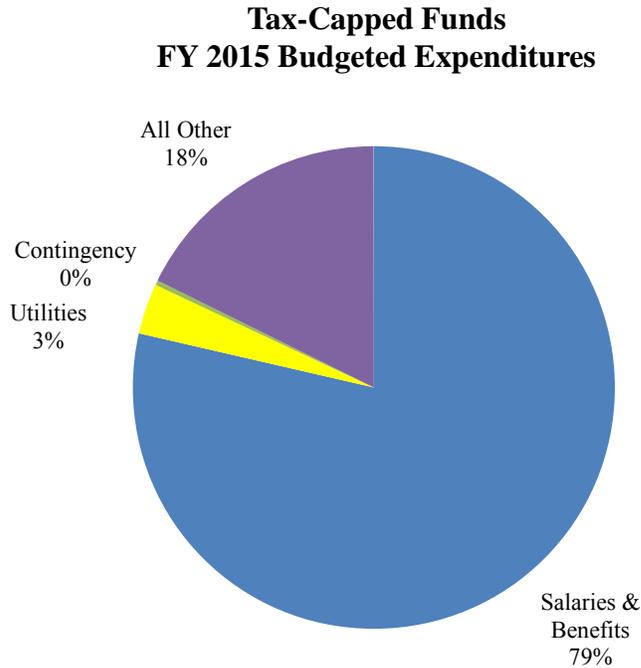
The full history of the percentage of per capita cost can be found in the Appendix.

**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 0.01% to 0.27%. Investment income has declined from a high of \$2.5 million in FY 2007 to \$82,650 projected for FY 2015, as shown by the below chart.



## Expenditures

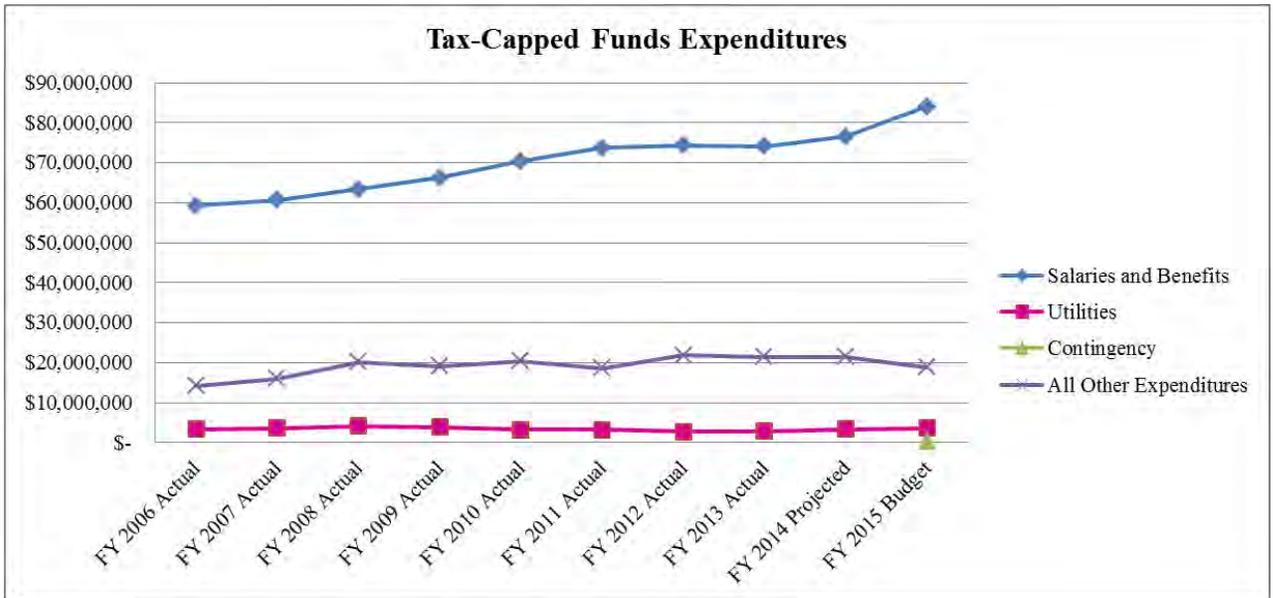
Building the expenditure side of a budget is a coordinated process across all College departments. Reallocation of existing budgets is always considered before funding any new budget requests. The Tax Capped Funds budgeted expenditures for FY 2015 are \$106,983,674 compared to \$107,387,688 for FY 2014. This represents a decrease of \$404,014, or 0.4%, due to reductions in vacant positions budgeted, partially offset by increases in annual salaries and benefits.



The following table and graph show historical expenditures for the previous nine years as well as the budgeted expenditures for FY 2015.

Tax-Capped Funds Expenditures- History and FY 2015 Budget										
	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
	Actual	Projected	Budget							
Salaries and Benefits	\$59,298,168	\$60,716,286	\$63,377,043	\$66,237,138	\$70,330,649	\$73,715,166	\$74,431,168	\$74,161,710	\$76,569,300	\$84,096,621
Utilities	3,432,752	3,603,699	4,104,429	3,898,956	3,250,777	3,215,619	2,701,140	2,824,850	3,397,639	3,615,580
Contingency										350,000
All Other Expenditures	14,166,068	16,033,446	20,111,610	19,145,057	20,394,153	18,604,357	21,850,486	21,399,663	21,424,294	18,921,473
Total Revenues	\$76,896,988	\$80,353,431	\$87,593,082	\$89,281,151	\$93,975,579	\$95,535,142	\$98,982,794	\$98,386,223	\$101,391,233	\$106,983,674

Contingency is budgeted each year, but transfers are made to the account where the 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 five unionized groups have settled contracts through at least FY 2015. Annual increases are based on the CPI-U increase for four contracts settled in FY 2013 as well as for all unrepresented groups. The current full-time faculty contract, originally due to end in FY 2015, was extended in May for two additional years, through FY 2017. 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 2015 medical insurance rates to increase 10.0%. All other benefits are projected to remain at FY 2014 levels.

Combined salaries and benefits have increased from \$80,938,696 in FY 2014 to \$84,096,621 in FY 2015, or about 3.9%, primarily due to annual salary increases and projected medical premiums.

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

<b>Personnel Headcount Summary</b>				
	FY 2012	FY 2013	FY 2014	FY 2015
Employee Group	Actual	Actual	Actual	Budget
Faculty - Full-Time	232	233	236	240
Administrators - Full-Time	48	47	51	51
Professional/Technical - Full-Time	121	124	125	124
Professional/Technical - Part-Time	37	41	43	40
Supervisory/Management - Full-Time	85	91	94	95
Supervisory/Management - Part-Time	4	5	3	3
Classified - Full-Time	141	139	136	137
Classified - Part-Time	278	165	138	138
Security - Full-Time	16	16	16	18
Security - Part-Time	16	17	17	17
Custodial/Maintenance - Full-Time	97	97	93	93
Custodial/Maintenance - Part-Time	5	5	5	5
<b>Totals - Permanent Employees*</b>	<b>1,080</b>	<b>980</b>	<b>957</b>	<b>961</b>
Instructional Adjunct Faculty	812	789	785	785
Non-Instructional Adjunct Faculty	42	46	50	50
Continuing Education Instructors	335	322	442	442
<b>Totals - Adjunct employees</b>	<b>1,189</b>	<b>1,157</b>	<b>1,277</b>	<b>1,277</b>
<b>Grand Totals</b>	<b>2,269</b>	<b>2,137</b>	<b>2,234</b>	<b>2,238</b>

\* The majority of changes to the headcount are due to the outsourcing of the College's dining services. Employees working on a temporary basis would not be included in this headcount summary. Other changes include the addition of seven faculty positions, including two faculty fellows positions; four new administrative positions, including the reclassification of two positions, one from faculty for a two-year assignment as the director for the One Million Degrees program and one from supervisory/management for the Associate Executive Director of Foundation/Major Gifts, a new Associate Dean for Interdisciplinary Programs, and a new Assistant Provost/Special Assistant to the President for Diversity and Inclusion; and two new security positions.

**Utilities** increased from a budget of \$3,535,080 in FY 2014 to \$3,630,080 in FY 2015, or 2.3%, due to the projected needs of the new buildings. Utilities are 3% of budgeted expenditures.

**Contingency** remained the same as FY 2014, with a budget of \$350,000, 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 decrease from the prior year of \$3,642,439, or 16.1%, due to a \$5,000,000 reduction for projected expense savings, based on historical spending trends. These expenditures represent 18% of the budget.

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## **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 2015 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						
<b>REVENUES</b>											
Local Government	\$ 39,554,330	\$ 16,274,359	\$ 19,849	\$ 19,849	\$ 55,868,387				\$ 18,079,378		\$ 73,947,765
ICCB Grants	7,029,860				7,029,860		720,425				7,750,285
All Other State Government <sup>1</sup>					-		28,773,067			20,000,000	48,773,067
Federal Government	25,000				25,000		19,660,218				19,685,218
Tuition and Fees	45,000,400	2,250,000			47,250,400	4,260,455	61,900			600,000	52,172,755
Sales and Services	500,043				500,043	1,872,210	43,300				2,415,553
Facilities Rental	-	131,306			131,306	668,000					799,306
Other Sources	620,000	130,000	250	2,400	752,650	251,260	275,600	23,000	16,500	610,950	1,929,960
<b>Total Revenues</b>	<b>92,729,633</b>	<b>18,785,665</b>	<b>20,099</b>	<b>22,249</b>	<b>111,557,646</b>	<b>7,051,925</b>	<b>49,534,510</b>	<b>23,000</b>	<b>18,095,878</b>	<b>21,210,950</b>	<b>207,473,909</b>
<b>EXPENDITURES</b>											
Instruction	38,432,785				38,432,785		1,939,945				40,372,730
Academic Support	9,431,444				9,431,444		915,239				10,346,683
Student Services	12,238,323				12,238,323	1,117,035	222,803				13,578,161
Public Service	113,504				113,504	4,709,579	1,446,797				6,269,880
Auxiliary Services					-	1,044,835					1,044,835
Operations and Maintenance		15,312,877			15,312,877	12,500					15,325,377
Institutional Support <sup>1</sup>	22,674,484	2,983,288	94,100	300,000	26,051,872	258,750	38,972,158		17,107,413	73,703,532	156,093,725
Scholarships, Student Grants, and Waivers	5,402,869				5,402,869	127,398	18,802,193				24,332,460
<b>Total Expenditures</b>	<b>88,293,409</b>	<b>18,296,165</b>	<b>94,100</b>	<b>300,000</b>	<b>106,983,674</b>	<b>7,270,097</b>	<b>62,299,135</b>	<b>-</b>	<b>17,107,413</b>	<b>73,703,532</b>	<b>267,363,851</b>
Excess (Deficiency) of Revenue over Expenditures	4,436,224	489,500	(74,001)	(277,751)	4,573,972	(218,172)	(12,764,625)	23,000	988,465	(52,492,582)	(59,889,942)
Other financing sources(uses)											
Proceeds from bond issue					-					4,700,000	4,700,000
Transfers(to) from other funds	(4,165,520)	(400,000)			(4,565,520)	665,520	2,100,000			1,800,000	-
<b>Total other financing sources</b>	<b>(4,165,520)</b>	<b>(400,000)</b>	<b>-</b>	<b>-</b>	<b>(4,565,520)</b>	<b>665,520</b>	<b>2,100,000</b>	<b>-</b>	<b>-</b>	<b>6,500,000</b>	<b>4,700,000</b>
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	270,704	89,500	(74,001)	(277,751)	8,452	447,348	(10,664,625)	23,000	988,465	(45,992,582)	(55,189,942)
Projected Fund Balance July 1, 2014	35,154,363	17,745,977	84,780	1,176,459	54,161,579	8,482,346	14,207,517	15,705,626	9,775,939	144,393,889	246,726,896
Projected Fund Balance June 30, 2015	\$ 35,425,067	\$ 17,835,477	\$ 10,779	\$ 898,708	\$ 54,170,031	\$ 8,929,694	\$ 3,542,892	\$ 15,728,626	\$ 10,764,404	\$ 98,401,307	\$ 191,536,954

<sup>1</sup> Includes SURS on behalf payments

\$ 25,000,000

**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.

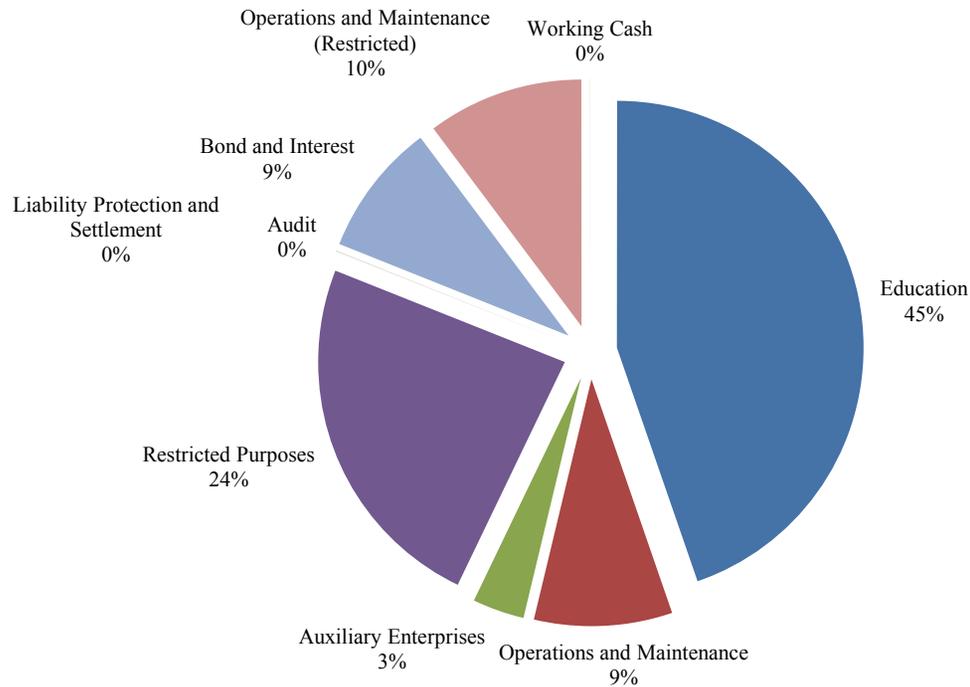
Audit Fund: Planned use of fund balance

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 2015 Revenues by Fund



**All Funds  
Expenditures by Object  
Fiscal Year 2015 Budget**

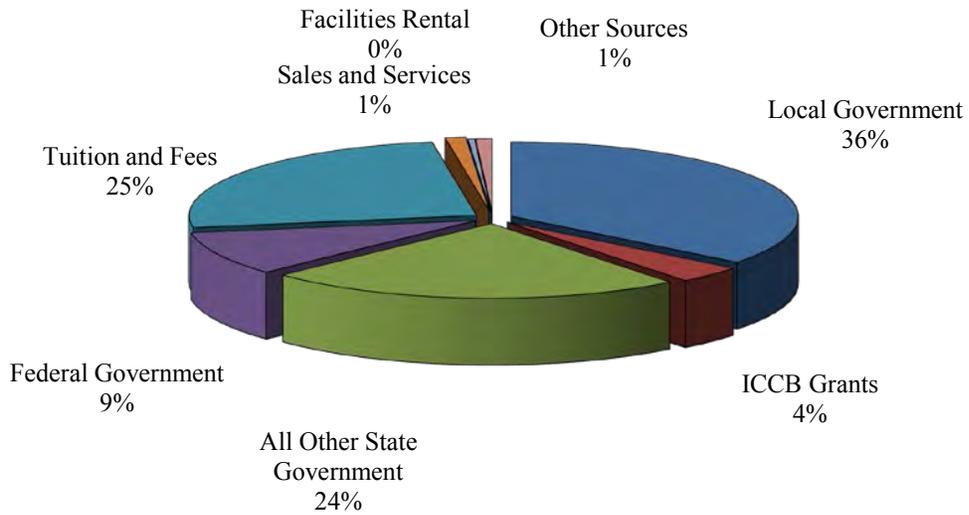
	Tax Capped					Auxiliary Enterprises	Restricted Purposes	Bond and Interest	Operations and Maintenance (Restricted )	Total All Funds
	Education	Operations and Maintenance	Audit	Liability Protection and Settlement	Total Tax- Capped Funds					
EXPENDITURES										
Salaries	\$ 64,517,399	\$ 7,039,012			\$ 71,556,411	\$ 4,021,996	\$ 2,840,497			\$ 78,418,904
Employee Benefits <sup>1</sup>	10,372,354	1,867,856		300,000	12,540,210	566,122	26,131,162			39,237,494
Contractual Services	3,753,588	2,563,529	94,100		6,411,217	889,417	4,274,599	3,618,890		15,194,123
General Materials/Supplies	4,827,915	1,266,618			6,094,533	699,599	1,528,945			8,323,077
Travel and Meeting	1,379,992	27,800			1,407,792	171,059	309,185			1,888,036
Fixed Charges	547,380	388,350			935,730	80,031	121,021	17,101,913	35,000	18,273,695
Utilities	4,280	3,611,300			3,615,580		15,000			3,630,580
Capital Outlay	1,032,906	1,431,700			2,464,606	90,953	7,291,108	70,024,642		79,871,309
Other	1,607,595				1,607,595	725,920	19,763,606	5,500	25,000	22,127,621
Contingency	250,000	100,000			350,000	25,000	24,012			399,012
<b>Total Expenditures</b>	<b>\$ 88,293,409</b>	<b>\$ 18,296,165</b>	<b>\$ 94,100</b>	<b>\$ 300,000</b>	<b>\$ 106,983,674</b>	<b>\$ 7,270,097</b>	<b>\$ 62,299,135</b>	<b>\$ 17,107,413</b>	<b>\$ 73,703,532</b>	<b>\$ 267,363,851</b>

<sup>1</sup> Includes SURS on behalf payments

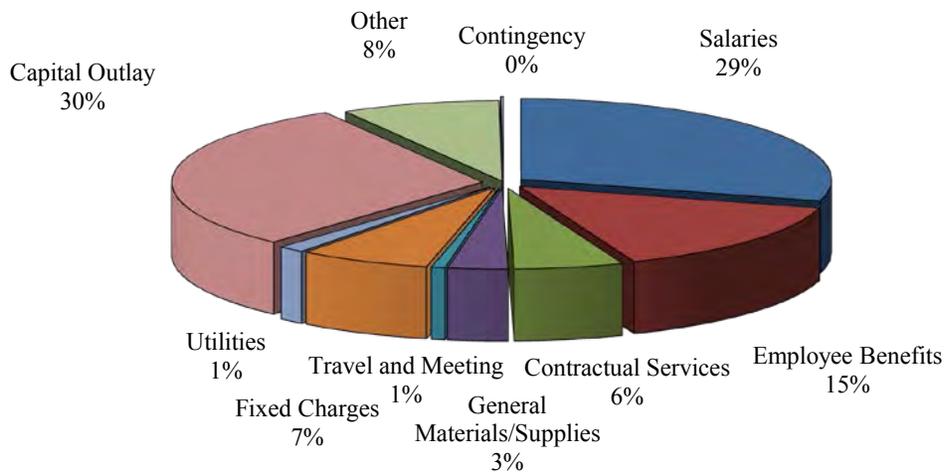
\$ 25,000,000

**REVENUE SOURCES AND EXPENDITURE USES**  
**All Funds**  
**Fiscal Year 2015 Budget**

**Revenues by Source**



**Expenditure Uses by Object**



**All Funds  
Revenues and Expenditures**

	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Budget	FY 2014 Projected	FY 2015 Budget	FY 2015 Percent to Total	Budget % Change FY 2014 to FY 2015
<b>REVENUES</b>										
Local Government	\$ 62,607,232	\$ 63,370,592	\$ 66,872,069	\$ 68,962,986	\$ 69,818,204	\$ 71,855,807	\$ 72,470,426	\$ 73,947,765	35.64%	2.8%
ICCB Grants	7,637,627	7,626,911	7,854,495	7,506,902	7,319,722	7,323,180	7,414,976	7,750,285	3.74%	5.5%
All Other State Government <sup>1</sup>	9,704,175	13,834,680	15,153,816	18,798,370	25,365,903	41,011,000	25,694,937	48,773,067	23.51%	15.9%
Federal Government	7,466,374	13,419,986	18,065,743	16,093,178	14,461,986	19,770,153	15,795,214	19,685,218	9.49%	-0.4%
Tuition and Fees	44,949,763	48,080,949	52,253,721	51,131,269	50,941,761	52,770,162	50,538,662	52,172,755	25.15%	-1.1%
Sales and Services	8,645,525	8,759,321	9,072,399	9,003,701	9,255,300	4,242,836	3,616,060	2,415,553	1.16%	-75.6%
Facilities Rental	724,336	739,974	806,197	915,203	830,479	921,891	801,410	799,306	0.39%	-15.3%
Other Sources	2,101,357	6,177,289	4,219,290	3,890,094	1,037,222	1,978,600	1,678,660	1,929,960	0.93%	-2.5%
<b>Total Revenues</b>	<b>143,836,389</b>	<b>162,009,702</b>	<b>174,297,730</b>	<b>176,301,703</b>	<b>179,030,577</b>	<b>199,873,629</b>	<b>178,010,345</b>	<b>207,473,909</b>	<b>100.00%</b>	<b>3.7%</b>
<b>EXPENDITURES</b>										
Instruction	32,139,620	33,841,259	36,477,971	37,201,389	37,067,552	39,482,530	39,159,445	40,372,730	15.10%	2.2%
Academic Support	7,696,940	8,268,447	8,331,535	8,781,605	8,528,739	9,716,439	8,407,479	10,346,683	3.87%	6.1%
Student Services	10,326,874	10,715,437	11,467,406	11,972,148	11,962,559	12,711,107	12,403,294	13,578,161	5.08%	6.4%
Public Service	4,364,128	3,867,334	4,563,053	4,544,049	4,085,171	4,894,345	4,508,795	6,269,880	2.35%	21.9%
Auxiliary Services	7,541,529	8,193,022	8,207,224	7,521,304	8,411,467	3,254,357	2,239,795	1,044,835	0.39%	-211.5%
Operations and Maintenance	12,330,327	12,428,045	12,652,761	12,759,497	12,190,037	14,764,519	13,692,160	15,325,377	5.73%	3.7%
Institutional Support <sup>1</sup>	61,011,294	67,071,912	61,902,044	67,049,386	78,857,682	156,717,087	106,681,328	156,093,725	58.38%	-0.4%
Scholarships, Student Grants, and Waivers	12,838,953	19,198,680	23,200,939	22,194,415	21,161,263	24,667,670	21,638,931	24,332,460	9.10%	-1.4%
<b>Total Expenditures</b>	<b>148,249,665</b>	<b>163,584,136</b>	<b>166,802,933</b>	<b>172,023,793</b>	<b>182,264,470</b>	<b>266,208,054</b>	<b>208,731,227</b>	<b>267,363,851</b>	<b>100.00%</b>	<b>0.4%</b>
Excess (Deficiency) of Revenue over Expenditures	(4,413,276)	(1,574,434)	7,494,797	4,277,910	(3,233,893)	(66,334,425)	(30,720,882)	(59,889,942)		-10.8%
Other financing sources(uses) Proceeds from bond issue	160,869,625	-	4,565,915	-	4,980,915	-	-	4,700,000		
<b>Total Other Financing Sources</b>	<b>160,869,625</b>	<b>-</b>	<b>4,565,915</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>4,700,000</b>		
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	156,456,349	(1,574,434)	12,060,712	4,277,910	1,747,022	(66,334,425)	(30,720,882)	(55,189,942)		-20.2%
<b>BEGINNING FUND BALANCE</b>	<b>104,480,219</b>	<b>260,936,568</b>	<b>259,362,134</b>	<b>271,422,846</b>	<b>275,700,756</b>	<b>277,447,778</b>	<b>277,447,778</b>	<b>246,726,896</b>		<b>-12.5%</b>
<b>ENDING FUND BALANCE</b>	<b>\$ 260,936,568</b>	<b>\$ 259,362,134</b>	<b>\$ 271,422,846</b>	<b>\$ 275,700,756</b>	<b>\$ 277,447,778</b>	<b>\$ 211,113,353</b>	<b>\$ 246,726,896</b>	<b>\$ 191,536,954</b>		<b>-10.2%</b>
<sup>1</sup> Includes SURS on behalf payments	\$ 6,794,823	\$ 10,670,636	\$ 12,203,522	\$ 15,483,931	22,946,299	\$ 15,500,000	\$ 23,000,000	\$ 25,000,000		

**All Funds  
Expenditures by Program**

	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Budget	FY 2014 Projected	FY 2015 Budget	FY 2015 Percent to Total	Budget % Change FY 2014 to FY 2015
<b>EXPENDITURES</b>										
<b>Instruction</b>										
Salaries	\$ 27,249,238	\$ 28,947,919	\$ 31,042,397	\$ 31,723,666	\$ 31,326,450	\$ 32,995,245	\$ 32,490,501	\$ 33,902,879	12.68%	2.8%
Employee Benefits	2,850,727	3,021,117	3,007,493	3,147,271	3,046,641	3,061,176	3,326,886	3,323,036	1.24%	8.6%
Contractual Services	516,034	524,788	732,301	671,218	932,504	1,330,861	1,259,548	1,138,887	0.43%	-14.4%
Materials and Supplies	840,503	739,442	854,241	873,247	947,773	1,076,369	1,018,598	1,283,771	0.48%	19.3%
Travel and Meeting	75,800	53,581	83,544	72,823	99,269	125,495	102,479	134,148	0.05%	6.9%
Fixed Charges	13,000	14,592	9,820	5,930	1,683	4,513	647	4,513	0.00%	0.0%
Capital Outlay	417,639	478,167	671,260	629,613	638,236	660,745	891,474	326,271	0.12%	-50.6%
Other	176,679	61,653	76,915	77,621	74,996	228,126	69,312	259,225	0.10%	13.6%
<b>Total Instruction</b>	<b>32,139,620</b>	<b>33,841,259</b>	<b>36,477,971</b>	<b>37,201,389</b>	<b>37,067,552</b>	<b>39,482,530</b>	<b>39,159,445</b>	<b>40,372,730</b>	<b>15.10%</b>	<b>2.3%</b>
<b>Academic Support</b>										
Salaries	5,681,414	6,130,346	6,087,586	6,443,396	6,185,886	7,206,742	6,248,673	7,537,887	2.82%	4.6%
Employee Benefits	953,261	944,790	922,744	964,352	934,073	1,015,685	919,231	1,128,849	0.42%	11.1%
Contractual Services	153,286	167,344	161,435	219,885	277,876	162,908	170,202	276,413	0.10%	69.7%
Materials and Supplies	728,715	769,469	748,712	893,341	880,652	839,601	830,965	987,107	0.37%	17.6%
Travel and Meeting	83,319	140,089	117,987	112,140	146,805	165,624	179,266	200,441	0.07%	21.0%
Fixed Charges	12	11,100	20,957	19,200	20,785	269,700	19,200	89,950	0.03%	-66.6%
Utilities	-	719	2,447	5,182	4,279	2,640	5,280	18,140	0.01%	587.1%
Capital Outlay	91,073	96,187	259,088	104,028	27,949	38,344	33,196	57,344	0.02%	49.6%
Other	5,860	8,403	10,579	20,081	50,434	15,195	1,466	26,540	0.01%	74.7%
Contingency								24,012	0.01%	100.0%
<b>Total Academic Support</b>	<b>7,696,940</b>	<b>8,268,447</b>	<b>8,331,535</b>	<b>8,781,605</b>	<b>8,528,739</b>	<b>9,716,439</b>	<b>8,407,479</b>	<b>10,346,683</b>	<b>3.86%</b>	<b>6.5%</b>
<b>Student Services</b>										
Salaries	7,850,045	8,331,051	8,640,762	9,026,006	9,159,769	9,938,542	9,461,927	10,536,279	3.94%	6.0%
Employee Benefits	1,094,712	1,103,420	1,082,362	1,199,968	1,209,891	1,268,190	1,255,560	1,451,402	0.54%	14.4%
Contractual Services	507,175	428,101	687,317	652,436	512,627	356,463	543,293	445,409	0.17%	25.0%
Materials and Supplies	381,571	438,035	395,061	531,249	529,914	593,608	571,563	548,327	0.21%	-7.6%
Travel and Meeting	297,713	257,907	347,284	304,143	311,123	311,023	302,834	325,303	0.12%	4.6%
Fixed Charges	1,509	3,875	4,775	1,761	25,824	11,746	1,449	11,746	0.00%	0.0%
Utilities	3,141	2,926	795	790	390	540	392	540	0.00%	0.0%
Capital Outlay	21,213	12,168	56,336	41,214	6,044	36,000	27,695	18,930	0.01%	-47.4%
Other	169,795	137,954	252,714	214,581	206,977	194,995	238,581	240,225	0.09%	23.2%
<b>Total Student Services</b>	<b>10,326,874</b>	<b>10,715,437</b>	<b>11,467,406</b>	<b>11,972,148</b>	<b>11,962,559</b>	<b>12,711,107</b>	<b>12,403,294</b>	<b>13,578,161</b>	<b>5.08%</b>	<b>6.8%</b>
<b>Public Service</b>										
Salaries	2,783,643	2,470,088	2,656,850	2,814,938	2,819,644	3,089,544	2,909,474	3,766,895	1.41%	21.9%
Employee Benefits	239,941	247,659	267,200	288,744	273,799	278,191	316,077	427,450	0.16%	53.7%
Contractual Services	454,008	429,580	1,098,506	860,474	493,621	618,011	498,207	715,343	0.27%	15.7%
Materials and Supplies	560,293	390,567	368,827	501,168	460,451	509,682	542,884	635,052	0.24%	24.6%
Travel and Meeting	62,255	43,026	36,002	41,069	21,334	26,300	40,143	65,645	0.02%	149.6%
Fixed Charges	12,732	12,135	9,459	11,136	11,942	17,750	75,268	138,802	0.05%	682.0%
Utilities	3,083	1,322	829	8	-	-	1,853	-	0.00%	
Capital Outlay	10,965	6,927	96,335	9,379	7,893	38,000	59,649	72,665	0.03%	91.2%
Other	237,208	266,030	29,045	17,133	(3,513)	316,867	65,240	448,028	0.17%	41.4%
<b>Total Public Service</b>	<b>4,364,128</b>	<b>3,867,334</b>	<b>4,563,053</b>	<b>4,544,049</b>	<b>4,085,171</b>	<b>4,894,345</b>	<b>4,508,795</b>	<b>6,269,880</b>	<b>2.35%</b>	<b>28.1%</b>

**All Funds  
Expenditures by Program**

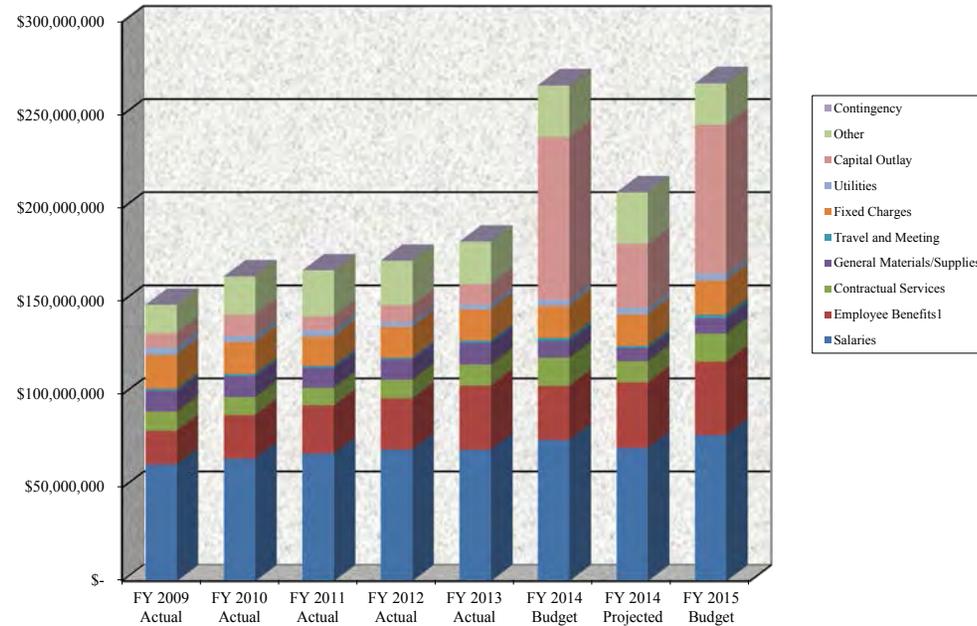
	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Budget	FY 2014 Projected	FY 2015 Budget	FY 2015 Percent to Total	Budget % Change FY 2014 to FY 2015
<b>Auxiliary Services</b>										
Salaries	1,645,255	1,680,610	1,729,101	1,809,533	1,941,864	1,429,426	894,640	629,495	0.24%	-56.0%
Employee Benefits	276,136	281,729	276,593	267,254	250,759	189,508	114,845	85,817	0.03%	-54.7%
Contractual Services	368,575	331,156	387,264	167,074	170,541	107,560	155,865	40,000	0.01%	-62.8%
Materials and Supplies	4,839,684	5,402,024	5,279,079	4,805,678	5,656,539	1,006,020	671,066	60,770	0.02%	-94.0%
Travel and Meeting	7,472	5,461	3,848	3,565	3,549	8,250	2,403	5,400	0.00%	-34.5%
Fixed Charges	99,756	38,968	21,525	2,138	3,564	2,500	2,940	2,000	0.00%	-20.0%
Utilities	336	296	84	-	-	-	1,562	-	0.00%	-
Capital Outlay	54,684	153,791	183,900	129,100	54,934	214,773	170,786	37,953	0.01%	-82.3%
Other	249,631	298,987	325,830	336,962	329,717	236,320	225,688	158,400	0.06%	-33.0%
Contingency	-	-	-	-	-	60,000	-	25,000	0.01%	-58.3%
<b>Total Auxiliary Service</b>	<b>7,541,529</b>	<b>8,193,022</b>	<b>8,207,224</b>	<b>7,521,304</b>	<b>8,411,467</b>	<b>3,254,357</b>	<b>2,239,795</b>	<b>1,044,835</b>	<b>0.39%</b>	<b>-67.9%</b>
<b>Operations and Maintenance</b>										
Salaries	5,446,759	5,706,665	5,709,479	5,861,215	5,767,933	6,464,068	5,823,262	6,636,390	2.48%	2.7%
Employee Benefits	1,155,579	1,156,764	1,124,421	1,161,812	1,111,470	1,404,979	1,174,180	1,520,748	0.57%	8.2%
Contractual Services	930,488	1,346,285	1,424,017	1,746,556	1,565,576	1,804,706	1,975,741	1,977,288	0.74%	9.6%
Materials and Supplies	1,090,790	1,077,627	1,010,493	1,190,607	907,778	1,243,473	1,156,871	1,192,458	0.45%	-4.1%
Travel and Meeting	9,217	10,612	11,120	24,974	18,639	25,800	16,879	27,800	0.01%	7.8%
Fixed Charges	12,971	12,529	6,000	36,773	81,154	110,693	83,877	110,693	0.04%	0.0%
Utilities	3,626,563	3,006,446	2,934,667	2,337,391	2,582,608	3,285,300	3,078,947	3,365,300	1.26%	2.4%
Capital Outlay	57,960	111,117	432,564	400,169	154,359	425,500	379,864	494,700	0.19%	16.3%
Other	-	-	-	-	520	-	2,539	-	-	-
<b>Total Operations and Maintenance</b>	<b>12,330,327</b>	<b>12,428,045</b>	<b>12,652,761</b>	<b>12,759,497</b>	<b>12,190,037</b>	<b>14,764,519</b>	<b>13,692,160</b>	<b>15,325,377</b>	<b>5.73%</b>	<b>3.8%</b>
<b>Institutional Support</b>										
Salaries	11,778,877	12,112,650	12,327,655	12,649,378	13,047,693	14,358,499	13,459,274	15,241,922	5.70%	6.2%
Employee Benefits <sup>1</sup>	11,435,919	16,581,887	19,054,590	20,597,171	27,716,394	21,830,182	27,992,298	31,300,192	11.71%	43.4%
Contractual Services	7,229,181	6,536,384	5,091,993	5,576,978	7,264,234	10,730,556	6,757,450	10,600,783	3.96%	-1.2%
Materials and Supplies	2,912,859	2,550,176	2,063,354	1,931,799	2,175,266	3,831,599	2,331,979	3,615,592	1.35%	-5.6%
Travel and Meeting	547,154	620,648	455,383	509,736	641,192	953,567	673,677	1,129,299	0.42%	18.4%
Fixed Charges	18,071,211	17,021,461	15,656,405	16,537,104	16,491,982	16,715,090	16,578,509	17,915,991	6.70%	7.2%
Utilities	272,393	243,504	277,710	357,777	237,572	246,600	313,405	246,600	0.09%	0.0%
Capital Outlay	6,905,764	10,588,233	5,933,992	7,612,665	10,031,839	85,870,844	32,977,919	78,863,446	29.50%	-8.2%
Other	1,857,936	816,969	1,040,962	1,276,778	1,251,510	1,830,150	5,596,817	(3,170,100)	-1.19%	-273.2%
Contingency	-	-	-	-	-	350,000	-	350,000	0.13%	0.0%
<b>Total Institutional Support</b>	<b>61,011,294</b>	<b>67,071,912</b>	<b>61,902,044</b>	<b>67,049,386</b>	<b>78,857,682</b>	<b>156,717,087</b>	<b>106,681,328</b>	<b>156,093,725</b>	<b>58.38%</b>	<b>-0.4%</b>
<b>Scholarships, Grants, and Waivers</b>										
Salaries	239,777	244,218	273,363	174,388	196,396	161,824	161,824	167,157	0.06%	3.3%
Other	12,599,176	18,954,462	22,927,576	22,020,027	20,964,867	24,505,846	21,477,107	24,165,303	9.04%	-1.4%
<b>Total Scholarships, Grants, and Waivers</b>	<b>12,838,953</b>	<b>19,198,680</b>	<b>23,200,939</b>	<b>22,194,415</b>	<b>21,161,263</b>	<b>24,667,670</b>	<b>21,638,931</b>	<b>24,332,460</b>	<b>9.10%</b>	<b>-1.4%</b>
<b>Total Expenditures</b>	<b>\$ 148,249,665</b>	<b>\$ 163,584,136</b>	<b>\$ 166,802,933</b>	<b>\$ 172,023,793</b>	<b>\$ 182,264,470</b>	<b>\$ 266,208,054</b>	<b>\$ 208,731,227</b>	<b>\$ 267,363,851</b>	<b>99.99%</b>	<b>0.4%</b>
<sup>1</sup> Includes SURS on behalf payments	\$ 6,794,823	\$ 10,670,636	\$ 12,203,522	\$ 15,483,931	\$ 22,946,299	\$ 15,500,000	\$ 23,000,000	\$ 25,000,000		

**All Funds  
Expenditures by Object**

	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Budget	FY 2014 Projected	FY 2015 Budget	FY 2015 Percent to Total	Budget % Change FY 2014 to FY2015
Salaries	\$ 62,675,008	\$ 65,623,547	\$ 68,467,193	\$ 70,502,520	\$ 70,445,634	\$ 75,643,890	\$ 71,449,575	\$ 78,418,904	29.33%	3.7%
Employee Benefits <sup>1</sup>	18,006,275	23,337,366	25,735,403	27,626,572	34,543,027	29,047,911	35,099,078	39,237,494	14.68%	35.1%
Contractual Services	10,158,747	9,763,638	9,582,833	9,894,621	11,216,977	15,111,065	11,360,305	15,194,123	5.68%	0.5%
General Materials/Supplies	11,354,415	11,367,340	10,719,767	10,727,089	11,558,375	9,100,352	7,123,928	8,323,077	3.11%	-8.5%
Travel and Meeting	1,082,930	1,131,324	1,055,168	1,068,450	1,241,913	1,616,059	1,317,679	1,888,036	0.71%	16.8%
Fixed Charges	18,211,191	17,114,660	15,728,941	16,614,042	16,636,934	17,131,992	16,761,890	18,273,695	6.83%	6.7%
Utilities	3,905,516	3,255,213	3,216,532	2,701,148	2,824,849	3,535,080	3,401,439	3,630,580	1.36%	2.7%
Capital Outlay	7,559,298	11,446,590	7,633,475	8,926,168	10,921,253	87,284,206	34,540,583	79,871,309	29.87%	-8.5%
Other	15,296,285	20,544,458	24,663,621	23,963,183	22,875,508	27,327,499	27,676,750	22,127,621	8.28%	-19.0%
Contingency	-	-	-	-	-	410,000	-	399,012	0.15%	-2.7%
<b>Total Expenditures</b>	<b>\$ 148,249,665</b>	<b>\$ 163,584,136</b>	<b>\$ 166,802,933</b>	<b>\$ 172,023,793</b>	<b>\$ 182,264,470</b>	<b>\$ 266,208,054</b>	<b>\$ 208,731,227</b>	<b>\$ 267,363,851</b>	<b>100.00%</b>	<b>0.4%</b>

<sup>1</sup> Includes SURS on behalf payments

	\$ 6,794,823	\$ 10,670,636	\$ 12,203,522	\$ 15,483,931	\$ 22,946,299	\$ 15,500,000	\$ 23,000,000	\$ 25,000,000		
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**All Funds Overview  
FY 2014 Budget**

	Tax Capped				Total Tax-Capped Funds	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							
<b>REVENUES</b>											
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 <sup>1</sup>					-		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
<b>Total Revenues</b>	<b>91,895,615</b>	<b>18,446,408</b>	<b>21,600</b>	<b>23,050</b>	<b>110,386,673</b>	<b>9,056,333</b>	<b>39,579,510</b>	<b>20,000</b>	<b>17,039,563</b>	<b>23,791,550</b>	<b>199,873,629</b>
<b>EXPENDITURES</b>											
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 <sup>1</sup>	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
<b>Total Expenditures</b>	<b>89,012,196</b>	<b>17,860,842</b>	<b>91,600</b>	<b>423,050</b>	<b>107,387,688</b>	<b>9,199,575</b>	<b>52,442,931</b>	<b>-</b>	<b>15,905,910</b>	<b>81,271,950</b>	<b>266,208,054</b>
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				-
<b>Total other financing sources</b>	<b>(2,843,900)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(2,843,900)</b>	<b>693,900</b>	<b>2,150,000</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
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	34,509,765	17,740,481	156,193	1,593,483	53,999,922	8,044,437	16,749,142	15,678,759	8,474,009	174,501,509	277,447,778
Projected Fund Balance June 30, 2014	\$ 34,549,284	\$ 18,326,047	\$ 86,193	\$ 1,193,483	\$ 54,155,007	\$ 8,595,095	\$ 6,035,721	\$ 15,698,759	\$ 9,607,662	\$ 117,021,109	\$ 211,113,353

<sup>1</sup> Includes SURS on behalf payments

\$ 15,500,000

**All Funds  
Expenditures by Object  
FY 2014 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	\$ 62,165,101	\$ 6,911,709			\$ 69,076,810	\$ 4,895,846	\$ 1,671,234			\$ 75,643,890
Employee Benefits <sup>1</sup>	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
<b>Total Expenditures</b>	<b>\$ 89,012,196</b>	<b>\$ 17,860,842</b>	<b>\$ 91,600</b>	<b>\$ 423,050</b>	<b>\$ 107,387,688</b>	<b>\$ 9,199,575</b>	<b>\$ 52,442,931</b>	<b>\$ 15,905,910</b>	<b>\$ 81,271,950</b>	<b>\$ 266,208,054</b>

<sup>1</sup> Includes SURS on behalf payments

\$ 15,500,000

**All Funds Overview  
FY 2014 Projected 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						
<b>REVENUES</b>											
Local Government	\$ 39,369,697	\$ 15,940,905	\$ 18,495	\$ (11,592)	\$ 55,317,505				\$ 17,152,921		\$ 72,470,426
ICCB Grants	7,035,549				7,035,549		379,427				7,414,976
All Other State Government <sup>1</sup>					-		25,694,937				25,694,937
Federal Government	26,977				26,977		15,768,237				15,795,214
Tuition and Fees	44,324,376	2,252,805			46,577,181	3,308,530	66,435			586,516	50,538,662
Sales and Services	139,083				139,083	3,390,077	86,900				3,616,060
Facilities Rental		127,178			127,178	669,232	5,000				801,410
Other Sources	32,008	37,494	292	2,388	72,182	169,114	262,449	26,867	19,751	1,128,297	1,678,660
<b>Total Revenues</b>	<b>90,927,690</b>	<b>18,358,382</b>	<b>18,787</b>	<b>(9,204)</b>	<b>109,295,655</b>	<b>7,536,953</b>	<b>42,263,385</b>	<b>26,867</b>	<b>17,172,672</b>	<b>1,714,813</b>	<b>178,010,345</b>
<b>EXPENDITURES</b>											
Instruction	36,396,899				36,396,899	322,084	2,440,462				39,159,445
Academic Support	8,238,813				8,238,813		168,666				8,407,479
Student Services	11,146,340				11,146,340	1,041,808	215,146				12,403,294
Public Service	64,872				64,872	3,819,454	624,469				4,508,795
Auxiliary Services					-	2,239,795					2,239,795
Operations and Maintenance		13,680,344			13,680,344	11,816					13,692,160
Institutional Support <sup>1</sup>	23,672,501	2,672,542	90,200	407,820	26,843,063	207,185	31,937,905		15,870,742	31,822,433	106,681,328
Scholarships, Student Grants, and Waivers	5,020,902				5,020,902	124,006	16,494,023				21,638,931
<b>Total Expenditures</b>	<b>84,540,327</b>	<b>16,352,886</b>	<b>90,200</b>	<b>407,820</b>	<b>101,391,233</b>	<b>7,766,148</b>	<b>51,880,671</b>	<b>-</b>	<b>15,870,742</b>	<b>31,822,433</b>	<b>208,731,227</b>
Excess (Deficiency) of Revenue over Expenditures	6,387,363	2,005,496	(71,413)	(417,024)	7,904,422	(229,195)	(9,617,286)	26,867	1,301,930	(30,107,620)	(30,720,882)
Other financing sources(uses)											
Proceeds from bond issue					-						-
Transfers(to) from other funds	(5,742,765)	(2,000,000)			(7,742,765)	667,104	7,075,661				-
<b>Total other financing sources</b>	<b>(5,742,765)</b>	<b>(2,000,000)</b>	<b>-</b>	<b>-</b>	<b>(7,742,765)</b>	<b>667,104</b>	<b>7,075,661</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	644,598	5,496	(71,413)	(417,024)	161,657	437,909	(2,541,625)	26,867	1,301,930	(30,107,620)	(30,720,882)
Projected Fund Balance July 1, 2013	34,509,765	17,740,481	156,193	1,593,483	53,999,922	8,044,437	16,749,142	15,678,759	8,474,009	174,501,509	277,447,778
Projected Fund Balance June 30, 2014	\$ 35,154,363	\$ 17,745,977	\$ 84,780	\$ 1,176,459	\$ 54,161,579	\$ 8,482,346	\$ 14,207,517	\$ 15,705,626	\$ 9,775,939	\$ 144,393,889	\$ 246,726,896

<sup>1</sup> Includes SURS on behalf payments

\$ 23,000,000

**All Funds  
Expenditures by Object  
FY 2014 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	\$ 59,243,848	\$ 6,317,479	\$ -	\$ -	\$ 65,561,327	\$ 4,106,717	\$ 1,759,225	\$ -	\$ 22,306	\$ 71,449,575
Employee Benefits <sup>1</sup>	9,115,567	1,484,586	-	407,820	11,007,973	618,684	23,472,421	-	-	35,099,078
Contractual Services	4,049,576	2,531,712	90,200	-	6,671,488	908,530	2,127,151	-	1,653,136	11,360,305
General Materials/Supplies	4,056,937	1,186,695	-	-	5,243,632	1,302,564	577,732	-	-	7,123,928
Travel and Meeting	1,098,635	17,762	-	-	1,116,397	85,523	115,759	-	-	1,317,679
Fixed Charges	486,116	287,055	-	-	773,171	19,960	58,248	15,865,222	45,289	16,761,890
Utilities	5,959	3,391,680	-	-	3,397,639	3,415	385	-	-	3,401,439
Capital Outlay	757,078	1,133,378	-	-	1,890,456	229,994	2,318,431	-	30,101,702	34,540,583
Other	5,726,611	2,539	-	-	5,729,150	490,761	21,451,319	5,520	-	27,676,750
	-	-	-	-	-	-	-	-	-	-
Total Expenditures	<u>\$ 84,540,327</u>	<u>\$ 16,352,886</u>	<u>\$ 90,200</u>	<u>\$ 407,820</u>	<u>\$ 101,391,233</u>	<u>\$ 7,766,148</u>	<u>\$ 51,880,671</u>	<u>\$ 15,870,742</u>	<u>\$ 31,822,433</u>	<u>\$ 208,731,227</u>

<sup>1</sup> Includes SURS on behalf payments

\$ 23,000,000

**All Funds Overview  
FY 2013 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						
<b>REVENUES</b>											
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 <sup>1</sup>					-		25,365,903				25,365,903
Federal Government	27,431				27,431		14,434,555				14,461,986
Tuition and Fees	44,833,815	2,293,481			47,127,296	3,158,121	58,207			598,137	50,941,761
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	406,349	28,145	267	2,084	436,845	106,924	304,361	17,237	8,873	162,982	1,037,222
<b>Total Revenues</b>	<b>89,939,382</b>	<b>18,275,495</b>	<b>18,581</b>	<b>52,484</b>	<b>108,285,942</b>	<b>12,967,396</b>	<b>40,635,867</b>	<b>17,237</b>	<b>16,363,016</b>	<b>761,119</b>	<b>179,030,577</b>
<b>EXPENDITURES</b>											
Instruction	35,458,519				35,458,519	335,575	1,273,458				37,067,552
Academic Support	8,360,501				8,360,501		168,238				8,528,739
Student Services	10,725,590				10,725,590	1,008,140	228,829				11,962,559
Public Service	64,347				64,347	3,724,734	296,090				4,085,171
Auxiliary Services					-	8,411,467					8,411,467
Operation and Maintenance		12,163,479			12,163,479	16,988	9,570				12,190,037
Institutional Support <sup>1</sup>	22,733,718	2,986,727	89,300	531,181	26,340,926	126,057	26,112,058		15,777,684	10,500,957	78,857,682
Scholarships, Student Grants, and Waivers	5,272,861				5,272,861	93,298	15,795,104				21,161,263
<b>Total Expenditures</b>	<b>82,615,536</b>	<b>15,150,206</b>	<b>89,300</b>	<b>531,181</b>	<b>98,386,223</b>	<b>13,716,259</b>	<b>43,883,347</b>	<b>-</b>	<b>15,777,684</b>	<b>10,500,957</b>	<b>182,264,470</b>
Excess (Deficiency) of Revenue over Expenditures	7,323,846	3,125,289	(70,719)	(478,697)	9,899,719	(748,863)	(3,247,480)	17,237	585,332	(9,739,838)	(3,233,893)
Other financing sources(uses)											
Proceeds from bond issue					-					4,980,915	4,980,915
Transfers(to) from other funds	(7,845,496)	(2,000,000)			(9,845,496)	685,552	7,159,944			2,000,000	-
<b>Total other financing sources</b>	<b>(7,845,496)</b>	<b>(2,000,000)</b>	<b>-</b>	<b>-</b>	<b>(9,845,496)</b>	<b>685,552</b>	<b>7,159,944</b>	<b>-</b>	<b>-</b>	<b>6,980,915</b>	<b>4,980,915</b>
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	(521,650)	1,125,289	(70,719)	(478,697)	54,223	(63,311)	3,912,464	17,237	585,332	(2,758,923)	1,747,022
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
Fund Balance June 30, 2013	\$ 34,509,765	\$ 17,740,481	\$ 156,193	\$ 1,593,483	\$ 53,999,922	\$ 8,044,437	\$ 16,749,142	\$ 15,678,759	\$ 8,474,009	\$ 174,501,509	\$ 277,447,778

<sup>1</sup> Includes SURS on behalf payments

\$ 22,946,299

**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						
<b>REVENUES</b>											
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 <sup>1</sup>					-		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
<b>Total Revenues</b>	<b>88,282,991</b>	<b>18,604,766</b>	<b>60,579</b>	<b>1,036,021</b>	<b>107,984,357</b>	<b>12,749,687</b>	<b>35,934,858</b>	<b>37,109</b>	<b>16,247,275</b>	<b>3,348,417</b>	<b>176,301,703</b>
<b>EXPENDITURES</b>											
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 <sup>1</sup>	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
<b>Total Expenditures</b>	<b>82,746,673</b>	<b>15,429,085</b>	<b>77,100</b>	<b>729,936</b>	<b>98,982,794</b>	<b>12,995,392</b>	<b>38,240,451</b>	<b>-</b>	<b>15,684,333</b>	<b>6,120,823</b>	<b>172,023,793</b>
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				-
<b>Total other financing sources</b>	<b>(5,116,254)</b>	<b>(2,024,219)</b>	<b>-</b>	<b>557,971</b>	<b>(6,582,502)</b>	<b>4,323,927</b>	<b>2,258,575</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
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

<sup>1</sup> Includes 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						
<b>REVENUES</b>											
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 <sup>1</sup>					-		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
<b>Total Revenues</b>	<b>87,793,498</b>	<b>18,095,943</b>	<b>103,925</b>	<b>1,471,408</b>	<b>107,464,774</b>	<b>13,050,067</b>	<b>34,798,617</b>	<b>74,666</b>	<b>15,506,496</b>	<b>3,403,110</b>	<b>174,297,730</b>
<b>EXPENDITURES</b>											
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 <sup>1</sup>	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
<b>Total Expenditures</b>	<b>78,654,400</b>	<b>15,326,957</b>	<b>131,100</b>	<b>1,422,685</b>	<b>95,535,142</b>	<b>13,654,955</b>	<b>37,176,165</b>	<b>-</b>	<b>14,859,049</b>	<b>5,577,622</b>	<b>166,802,933</b>
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	-
<b>Total other financing sources</b>	<b>(8,436,936)</b>	<b>(1,500,000)</b>	<b>-</b>	<b>-</b>	<b>(9,936,936)</b>	<b>683,386</b>	<b>4,848,550</b>	<b>-</b>	<b>-</b>	<b>8,970,915</b>	<b>4,565,915</b>
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
<b>Fund Balance July 1, 2010</b>	<b>33,909,189</b>	<b>14,194,744</b>	<b>270,608</b>	<b>1,159,401</b>	<b>49,533,942</b>	<b>3,951,028</b>	<b>10,412,694</b>	<b>15,549,747</b>	<b>6,678,288</b>	<b>173,236,435</b>	<b>259,362,134</b>
<b>Fund Balance June 30, 2011</b>	<b>\$ 34,611,351</b>	<b>\$ 15,463,730</b>	<b>\$ 243,433</b>	<b>\$ 1,208,124</b>	<b>\$ 51,526,638</b>	<b>\$ 4,029,526</b>	<b>\$ 12,883,696</b>	<b>\$ 15,624,413</b>	<b>\$ 7,325,735</b>	<b>\$ 180,032,838</b>	<b>\$ 271,422,846</b>

<sup>1</sup> Includes 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						
<b>REVENUES</b>											
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 <sup>1</sup>					-		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
<b>Total Revenues</b>	<b>83,184,182</b>	<b>17,469,887</b>	<b>113,889</b>	<b>1,485,743</b>	<b>102,253,701</b>	<b>12,489,736</b>	<b>27,868,941</b>	<b>119,033</b>	<b>14,196,946</b>	<b>5,081,345</b>	<b>162,009,702</b>
<b>EXPENDITURES</b>											
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 <sup>1</sup>	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
<b>Total Expenditures</b>	<b>75,900,217</b>	<b>16,066,026</b>	<b>99,600</b>	<b>1,909,736</b>	<b>93,975,579</b>	<b>13,275,258</b>	<b>31,269,641</b>	<b>-</b>	<b>16,089,590</b>	<b>8,974,068</b>	<b>163,584,136</b>
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	-
<b>Total other financing sources</b>	<b>(6,610,967)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(6,610,967)</b>	<b>164,156</b>	<b>3,422,571</b>	<b>-</b>	<b>524,240</b>	<b>2,500,000</b>	<b>-</b>
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

<sup>1</sup> Includes SURS on behalf payments

\$ 10,670,636

**All Funds Overview**  
**FY 2009 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						
<b>REVENUES</b>											
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 <sup>1</sup>					-		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
<b>Total Revenues</b>	<b>78,837,287</b>	<b>16,175,614</b>	<b>111,020</b>	<b>2,247,619</b>	<b>97,371,540</b>	<b>12,585,336</b>	<b>18,285,507</b>	<b>309,846</b>	<b>14,773,681</b>	<b>510,479</b>	<b>143,836,389</b>
<b>EXPENDITURES</b>											
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 <sup>1</sup>	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
<b>Total Expenditures</b>	<b>72,479,539</b>	<b>14,857,100</b>	<b>183,400</b>	<b>1,761,112</b>	<b>89,281,151</b>	<b>12,648,003</b>	<b>22,553,486</b>	<b>-</b>	<b>17,080,868</b>	<b>6,686,157</b>	<b>148,249,665</b>
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		-
<b>Total other financing sources</b>	<b>(3,859,581)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(3,859,581)</b>	<b>155,851</b>	<b>6,199,056</b>	<b>-</b>	<b>1,045,658</b>	<b>157,328,641</b>	<b>160,869,625</b>
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

<sup>1</sup> Includes SURS on behalf payments

\$ 6,794,823

## **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 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Budget	FY 2014 Projected	FY 2015 Budget	FY 2015 Percent to Total	Budget % Change FY 2014 to FY 2015
<b>REVENUES</b>										
Local Government	\$ 47,514,344	\$ 49,225,826	\$ 51,396,124	\$ 52,733,896	\$ 53,464,061	\$ 54,828,244	\$ 55,317,505	\$ 55,868,387	50.08%	1.9%
ICCB Grants	7,215,056	7,187,128	6,887,420	6,904,640	6,938,432	6,590,888	7,035,549	7,029,860	6.30%	6.2%
All Other State Government	-	-	-	-	-	-	-	-	0.00%	0.0%
Federal Government	32,596	265,408	32,754	27,777	27,431	25,000	26,977	25,000	0.02%	0.0%
Tuition and Fees	41,567,868	45,095,699	48,881,774	47,308,123	47,127,296	47,955,000	46,577,181	47,250,400	42.36%	-1.5%
Sales and Services	43,864	45,313	46,291	172,816	165,983	170,000	139,083	500,043	0.45%	66.0%
Facilities Rental	4,800	7,496	9,504	114,730	125,894	131,891	127,178	131,306	0.12%	-0.4%
Other Sources	993,012	426,831	210,907	722,375	436,845	685,650	72,182	752,650	0.67%	8.9%
<b>Total Revenues</b>	<b>97,371,540</b>	<b>102,253,701</b>	<b>107,464,774</b>	<b>107,984,357</b>	<b>108,285,942</b>	<b>110,386,673</b>	<b>109,295,655</b>	<b>111,557,646</b>	<b>100.00%</b>	<b>1.0%</b>
<b>EXPENDITURES</b>										
Instruction	30,874,035	32,198,128	34,672,065	35,659,344	35,458,519	37,018,980	36,396,899	38,432,785	35.92%	3.7%
Academic Support	7,501,436	8,053,461	8,098,121	8,611,493	8,360,501	9,374,239	8,238,813	9,431,444	8.82%	0.6%
Student Services	9,074,363	9,432,278	9,687,391	10,564,791	10,725,590	11,404,034	11,146,340	12,238,323	11.44%	6.8%
Public Service	35,411	-	62,803	67,637	64,347	104,479	64,872	113,504	0.11%	8.0%
Operations and Maintenance	12,329,415	12,425,872	12,442,784	12,697,370	12,163,479	14,752,019	13,680,344	15,312,877	14.31%	3.7%
Institutional Support	25,905,209	27,959,768	26,673,401	27,334,318	26,340,926	29,821,844	26,843,063	26,051,872	24.35%	-14.5%
Scholarships, Student Grants, and Waivers	3,561,282	3,906,072	3,898,577	4,047,841	5,272,861	4,912,093	5,020,902	5,402,869	5.05%	9.1%
<b>Total Expenditures</b>	<b>89,281,151</b>	<b>93,975,579</b>	<b>95,535,142</b>	<b>98,982,794</b>	<b>98,386,223</b>	<b>107,387,688</b>	<b>101,391,233</b>	<b>106,983,674</b>	<b>100.00%</b>	<b>-0.4%</b>
Excess (Deficiency) of Revenue over Expenditures	8,090,389	8,278,122	11,929,632	9,001,563	9,899,719	2,998,985	7,904,422	4,573,972		34.4%
Other financing sources(uses)										
Transfers(to) from other funds	(3,859,581)	(6,610,967)	(9,936,936)	(6,582,502)	(9,845,496)	(2,843,900)	(7,742,765)	(4,565,520)		37.7%
<b>Total Other Financing Sources</b>	<b>(3,859,581)</b>	<b>(6,610,967)</b>	<b>(9,936,936)</b>	<b>(6,582,502)</b>	<b>(9,845,496)</b>	<b>(2,843,900)</b>	<b>(7,742,765)</b>	<b>(4,565,520)</b>		<b>37.7%</b>
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	4,230,808	1,667,155	1,992,696	2,419,061	54,223	155,085	161,657	8,452		
<b>BEGINNING FUND BALANCE</b>	<b>43,635,979</b>	<b>47,866,787</b>	<b>49,533,942</b>	<b>51,526,638</b>	<b>53,945,699</b>	<b>53,999,922</b>	<b>53,999,922</b>	<b>54,161,579</b>		<b>0.3%</b>
<b>ENDING FUND BALANCE</b>	<b>\$ 47,866,787</b>	<b>\$ 49,533,942</b>	<b>\$ 51,526,638</b>	<b>\$ 53,945,699</b>	<b>\$ 53,999,922</b>	<b>\$ 54,155,007</b>	<b>\$ 54,161,579</b>	<b>\$ 54,170,031</b>		<b>0.0%</b>

**Tax-Capped Funds  
Expenditures by Program**

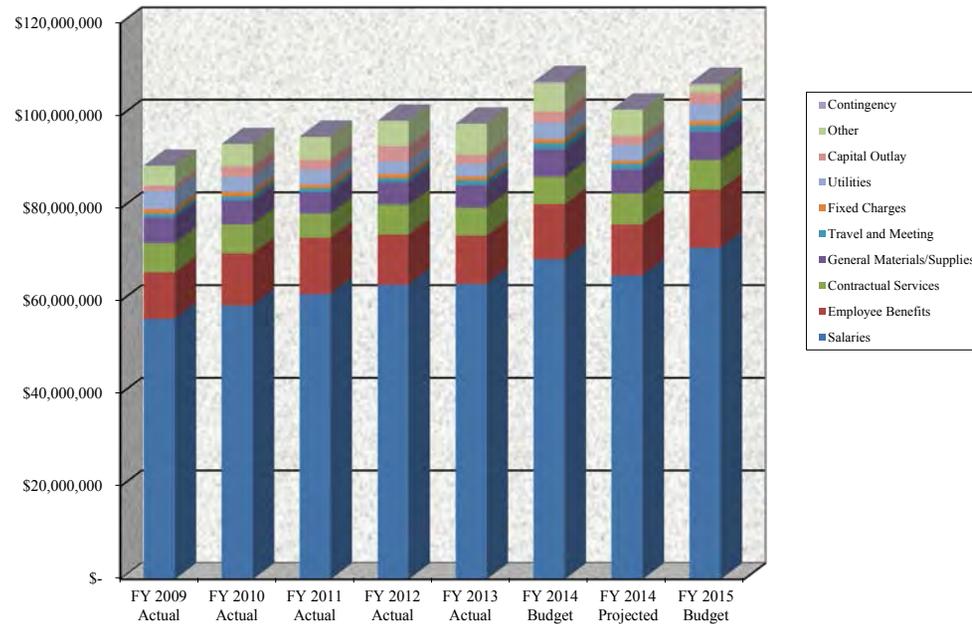
	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Budget	FY 2014 Projected	FY 2015 Budget	FY 2015 Percent to Total	Budget % Change FY 2014 to FY 2015
<b>EXPENDITURES</b>										
<b>Instruction</b>										
Salaries	\$ 26,519,516	\$ 27,930,361	\$ 30,000,769	\$ 30,760,649	\$ 30,443,563	\$ 32,209,165	\$ 31,507,284	\$ 33,113,834	30.95%	2.8%
Employee Benefits	2,818,459	2,978,670	2,961,801	3,107,094	3,001,204	3,004,558	3,273,036	3,269,559	3.06%	8.8%
Contractual Services	413,699	339,623	411,012	449,067	556,232	531,446	558,516	554,669	0.52%	4.4%
Materials and Supplies	740,125	602,819	663,307	726,636	764,532	946,902	829,214	1,132,446	1.06%	19.6%
Travel and Meeting	31,084	24,427	40,020	31,121	49,661	72,331	44,925	74,183	0.07%	2.6%
Fixed Charges	13,000	14,592	9,820	5,930	1,683	4,513	647	4,513	0.00%	0.0%
Capital Outlay	318,658	307,353	580,548	578,255	633,135	230,165	180,605	274,081	0.26%	19.1%
Other	19,494	283	4,788	592	8,509	19,900	2,672	9,500	0.01%	100.0%
<b>Total Instruction</b>	<b>30,874,035</b>	<b>32,198,128</b>	<b>34,672,065</b>	<b>35,659,344</b>	<b>35,458,519</b>	<b>37,018,980</b>	<b>36,396,899</b>	<b>38,432,785</b>	<b>35.92%</b>	<b>3.8%</b>
<b>Academic Support</b>										
Salaries	5,608,033	6,065,514	5,998,430	6,398,051	6,175,108	7,198,492	6,197,639	7,154,214	6.69%	-0.6%
Employee Benefits	943,281	935,978	913,669	954,749	934,039	1,015,685	917,359	1,022,964	0.96%	0.7%
Contractual Services	118,788	141,769	131,990	177,976	180,448	129,808	113,839	149,663	0.14%	15.3%
Materials and Supplies	703,791	718,596	719,372	863,363	854,607	808,451	811,205	851,983	0.80%	5.4%
Travel and Meeting	77,235	121,303	86,402	93,527	127,876	164,124	166,399	184,441	0.17%	12.4%
Fixed Charges	12	10,800	20,957	19,200	19,535	19,700	19,200	29,700	0.03%	50.8%
Utilities	-	719	2,447	5,182	4,279	2,640	4,895	3,140	0.00%	18.9%
Capital Outlay	44,436	56,647	226,275	79,514	14,383	20,144	6,895	20,144	0.02%	0.0%
Other	5,860	2,135	(1,421)	19,931	50,226	15,195	1,382	15,195	0.01%	0.0%
<b>Total Academic Support</b>	<b>7,501,436</b>	<b>8,053,461</b>	<b>8,098,121</b>	<b>8,611,493</b>	<b>8,360,501</b>	<b>9,374,239</b>	<b>8,238,813</b>	<b>9,431,444</b>	<b>8.82%</b>	<b>0.6%</b>
<b>Student Services</b>										
Salaries	7,205,559	7,676,287	7,766,815	8,283,470	8,499,511	9,146,416	8,759,763	9,779,351	9.14%	6.9%
Employee Benefits	985,847	996,930	975,115	1,085,255	1,101,787	1,143,504	1,149,793	1,340,375	1.25%	17.2%
Contractual Services	203,248	124,561	247,914	363,115	263,447	148,336	333,871	167,806	0.16%	13.1%
Materials and Supplies	258,462	248,973	231,505	367,621	375,886	471,797	442,764	456,000	0.43%	-3.3%
Travel and Meeting	227,669	211,291	255,427	242,099	243,840	252,414	241,696	251,244	0.23%	-0.5%
Fixed Charges	1,434	3,875	4,625	1,761	24,824	11,746	1,449	11,746	0.01%	0.0%
Utilities	-	108	795	790	390	540	392	540	0.00%	0.0%
Capital Outlay	3,713	9,768	22,745	25,586	822	27,000	22,600	16,930	0.02%	-37.3%
Other	188,431	160,485	182,450	195,094	215,083	202,281	194,012	214,331	0.20%	6.0%
<b>Total Student Services</b>	<b>9,074,363</b>	<b>9,432,278</b>	<b>9,687,391</b>	<b>10,564,791</b>	<b>10,725,590</b>	<b>11,404,034</b>	<b>11,146,340</b>	<b>12,238,323</b>	<b>11.44%</b>	<b>7.3%</b>
<b>Public Service</b>										
Salaries	30,037	-	56,756	59,691	56,767	97,501	58,178	100,810	0.09%	3.4%
Employee Benefits	5,374	-	6,047	7,946	7,580	6,978	6,694	12,694	0.01%	81.9%
<b>Total Public Service</b>	<b>35,411</b>	<b>-</b>	<b>62,803</b>	<b>67,637</b>	<b>64,347</b>	<b>104,479</b>	<b>64,872</b>	<b>113,504</b>	<b>0.11%</b>	<b>8.6%</b>

**Tax-Capped Funds  
Expenditures by Program**

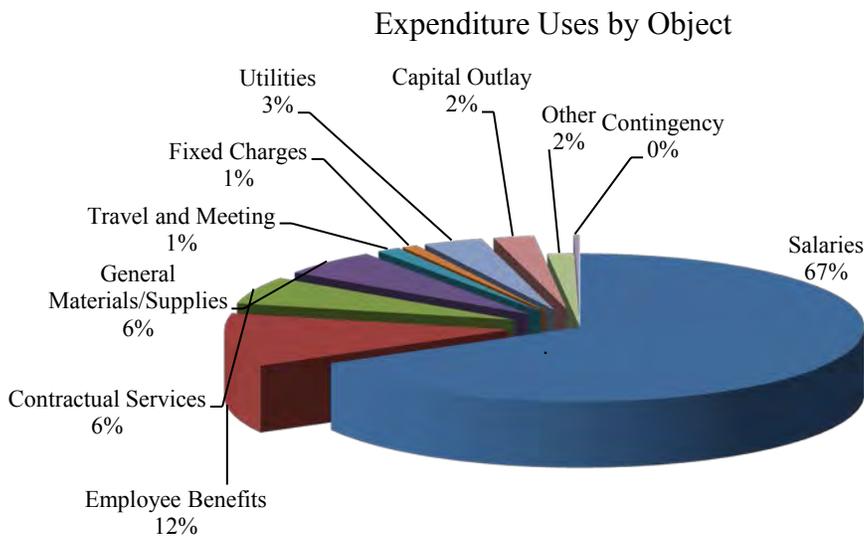
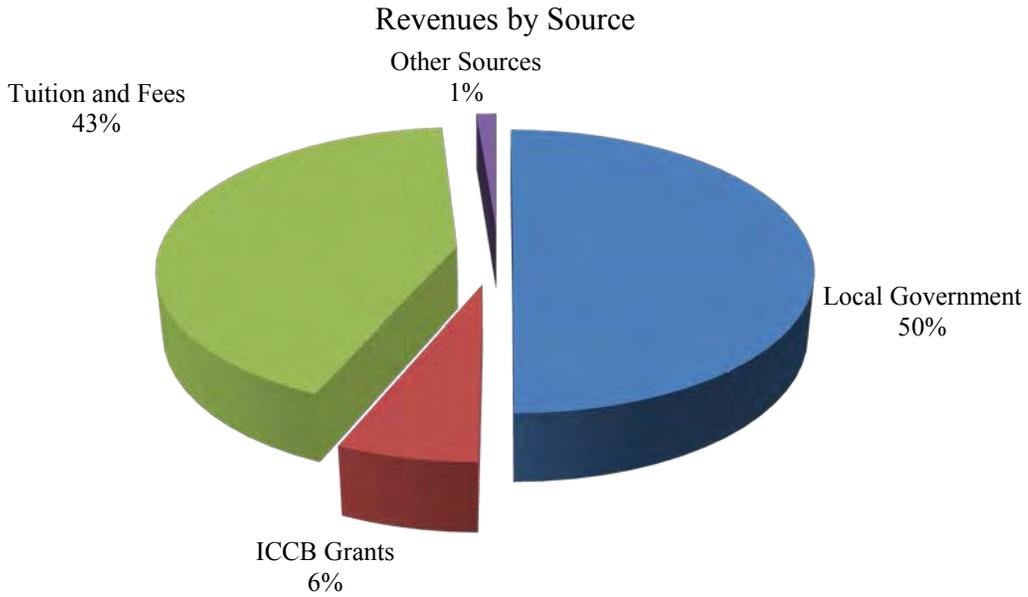
	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Budget	FY 2014 Projected	FY 2015 Budget	FY 2015 Percent to Total	Budget % Change FY 2014 to FY 2015
<b>Operations and Maintenance</b>										
Salaries	5,446,759	5,706,665	5,709,479	5,829,371	5,767,933	6,464,068	5,823,262	6,636,390	6.20%	2.7%
Employee Benefits	1,155,579	1,156,764	1,124,421	1,161,812	1,111,470	1,404,979	1,174,180	1,520,748	1.42%	8.2%
Contractual Services	930,488	1,346,285	1,236,329	1,739,858	1,556,006	1,802,206	1,975,741	1,974,788	1.85%	9.6%
Materials and Supplies	1,090,790	1,077,627	1,010,493	1,185,344	907,778	1,241,473	1,156,871	1,190,458	1.11%	-4.1%
Travel and Meeting	9,217	10,612	11,120	20,032	18,639	25,800	16,879	27,800	0.03%	7.8%
Fixed Charges	12,971	12,529	6,000	36,773	81,154	110,693	83,877	110,693	0.10%	0.0%
Utilities	3,626,563	3,006,446	2,934,667	2,337,391	2,582,608	3,285,300	3,078,947	3,365,300	3.15%	2.4%
Capital Outlay	57,048	108,944	410,275	386,789	137,371	417,500	368,048	486,700	0.45%	16.6%
Other	-	-	-	-	520	-	2,539	-		
<b>Total Operations and Maintenance</b>	<b>12,329,415</b>	<b>12,425,872</b>	<b>12,442,784</b>	<b>12,697,370</b>	<b>12,163,479</b>	<b>14,752,019</b>	<b>13,680,344</b>	<b>15,312,877</b>	<b>14.31%</b>	<b>3.8%</b>
<b>Institutional Support</b>										
Salaries	11,398,675	11,768,212	11,955,386	12,257,270	12,790,618	13,961,168	13,215,201	14,771,812	13.81%	5.8%
Employee Benefits	4,120,019	5,115,268	6,133,792	4,525,805	4,272,131	5,286,182	4,486,911	5,373,870	5.02%	1.7%
Contractual Services	4,604,262	4,322,977	3,216,844	3,640,338	3,486,097	3,356,968	3,689,522	3,564,291	3.33%	6.2%
Materials and Supplies	2,707,117	2,494,085	1,973,779	1,759,242	1,948,977	2,424,928	2,003,577	2,463,646	2.30%	1.6%
Travel and Meeting	537,154	533,400	440,822	479,426	609,059	755,867	646,498	870,124	0.81%	15.1%
Fixed Charges	992,848	937,826	800,007	858,667	684,375	814,680	667,998	779,078	0.73%	-4.4%
Utilities	272,393	243,504	277,710	357,777	237,572	246,600	313,405	246,600	0.23%	0.0%
Capital Outlay	679,741	1,733,632	937,596	2,186,256	1,098,658	1,659,751	1,312,308	1,666,751	1.56%	0.4%
Other	593,000	810,864	937,465	1,269,537	1,213,439	965,700	507,643	(4,034,300)	-3.77%	-517.8%
Contingency	-	-	-	-	-	350,000	-	350,000	0.33%	0.0%
<b>Total Institutional Support</b>	<b>25,905,209</b>	<b>27,959,768</b>	<b>26,673,401</b>	<b>27,334,318</b>	<b>26,340,926</b>	<b>29,821,844</b>	<b>26,843,063</b>	<b>26,051,872</b>	<b>24.35%</b>	<b>-12.6%</b>
<b>Scholarships, Grants, and Waivers</b>										
Other	3,561,282	3,906,072	3,785,893	4,047,841	5,272,861	4,912,093	5,020,902	5,402,869	5.05%	10.0%
<b>Total Scholarships, Grants, and Waivers</b>	<b>3,561,282</b>	<b>3,906,072</b>	<b>3,898,577</b>	<b>4,047,841</b>	<b>5,272,861</b>	<b>4,912,093</b>	<b>5,020,902</b>	<b>5,402,869</b>	<b>5.05%</b>	<b>10.0%</b>
<b>Total Expenditures</b>	<b>\$ 89,281,151</b>	<b>\$ 93,975,579</b>	<b>\$ 95,535,142</b>	<b>\$ 98,982,794</b>	<b>\$ 98,386,223</b>	<b>\$ 107,387,688</b>	<b>\$ 101,391,233</b>	<b>\$ 106,983,674</b>	<b>100.00%</b>	<b>-0.4%</b>

## Tax-Capped Funds Expenditures by Object

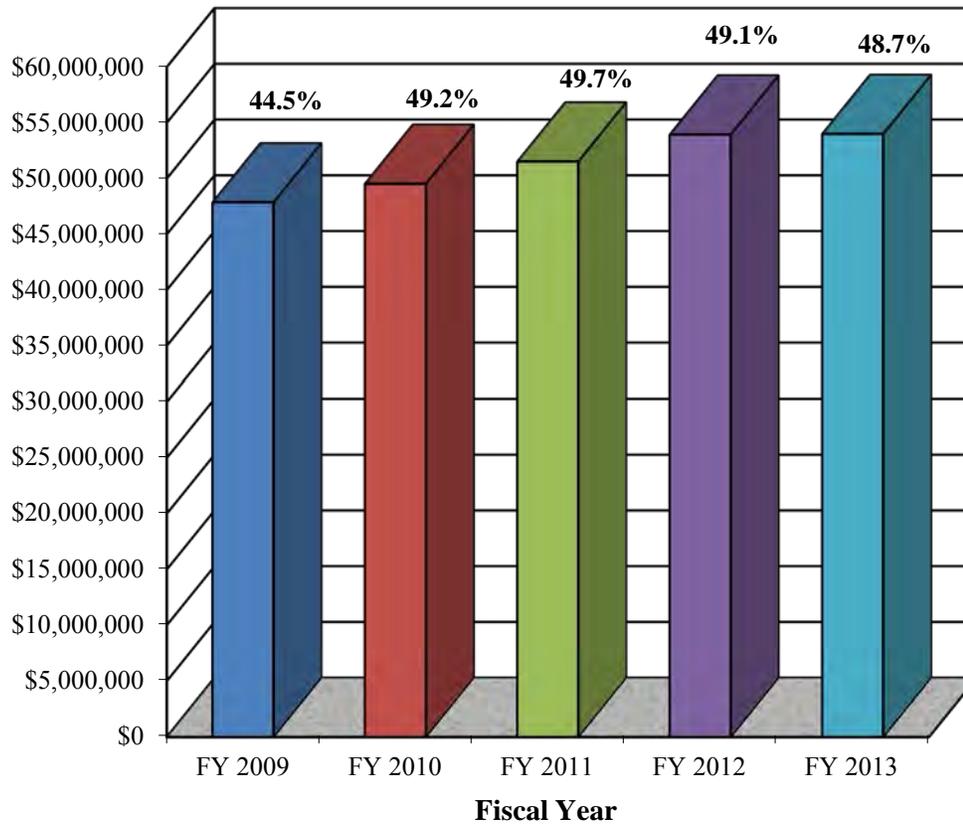
	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Budget	FY 2014 Projected	FY 2015 Budget	FY 2015 Percent to Total	Budget % Change FY 2014 to FY2015
Salaries	\$ 56,208,579	\$ 59,147,039	\$ 61,600,319	\$ 63,588,502	\$ 63,733,499	\$ 69,076,810	\$ 65,561,327	\$ 71,556,411	66.89%	3.6%
Employee Benefits	10,028,559	11,183,610	12,114,845	10,842,661	10,428,213	11,861,886	11,007,973	12,540,210	11.72%	5.7%
Contractual Services	6,270,485	6,275,215	5,244,089	6,370,354	6,042,230	5,968,764	6,671,488	6,411,217	5.99%	7.4%
General Materials/Supplies	5,500,285	5,142,100	4,598,456	4,902,206	4,851,780	5,893,551	5,243,632	6,094,533	5.70%	3.4%
Travel and Meeting	882,359	901,033	833,791	866,205	1,049,075	1,270,536	1,116,397	1,407,792	1.32%	10.8%
Fixed Charges	1,020,265	979,622	841,409	922,331	811,571	961,332	773,171	935,730	0.87%	-2.7%
Utilities	3,898,956	3,250,777	3,215,619	2,701,140	2,824,849	3,535,080	3,397,639	3,615,580	3.38%	2.3%
Capital Outlay	1,103,596	2,216,344	2,177,439	3,256,400	1,884,367	2,354,560	1,890,456	2,464,606	2.30%	4.7%
Other	4,368,067	4,879,839	4,909,175	5,532,995	6,760,639	6,115,169	5,729,150	1,607,595	1.50%	-73.7%
Contingency	-	-	-	-	-	350,000	-	350,000	0.33%	0.0%
<b>Total Expenditures</b>	<b>\$ 89,281,151</b>	<b>\$ 93,975,579</b>	<b>\$ 95,535,142</b>	<b>\$ 98,982,794</b>	<b>\$ 98,386,223</b>	<b>\$ 107,387,688</b>	<b>\$ 101,391,233</b>	<b>\$ 106,983,674</b>	<b>100.00%</b>	<b>-0.4%</b>



**REVENUE SOURCES AND EXPENDITURE USES**  
**Tax-Capped Funds**  
 Fiscal Year 2015 Budget



## Tax-Capped Funds Fund Balance History



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

**Education Fund  
Revenues and Expenditures**

	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Budget	FY 2014 Projected	FY 2015 Budget	FY 2015 Percent to Total	Budget % Change FY 2014 to FY 2015
<b>REVENUES</b>										
Local Government	\$ 31,557,698	\$ 32,764,234	\$ 34,301,291	\$ 36,082,915	\$ 37,561,208	\$ 38,887,727	\$ 39,369,697	\$ 39,554,330	42.66%	1.7%
ICCB Grants	7,215,056	7,187,128	6,887,420	6,904,640	6,938,432	6,590,888	7,035,549	7,029,860	7.58%	6.2%
Federal Government	32,596	265,408	32,754	27,777	27,431	25,000	26,977	25,000	0.03%	0.0%
Tuition and Fees	39,231,389	42,597,292	46,377,281	44,927,287	44,833,815	45,655,000	44,324,376	45,000,400	48.53%	-1.5%
Sales and Services	43,864	45,313	46,291	172,816	165,983	170,000	139,083	500,043	0.54%	66.0%
Facilities Rental	4,800	7,496	9,504	7,840	6,164	7,000	-	-	0.00%	-100.0%
Other Sources	751,884	317,311	138,957	159,716	406,349	560,000	32,008	620,000	0.67%	9.7%
<b>Total Revenues</b>	<b>78,837,287</b>	<b>83,184,182</b>	<b>87,793,498</b>	<b>88,282,991</b>	<b>89,939,382</b>	<b>91,895,615</b>	<b>90,927,690</b>	<b>92,729,633</b>	<b>100.00%</b>	<b>0.9%</b>
<b>EXPENDITURES</b>										
Instruction	30,874,035	32,198,128	34,672,065	35,659,344	35,458,519	37,018,980	36,396,899	38,432,785	43.53%	3.7%
Academic Support	7,501,436	8,053,461	8,098,121	8,611,493	8,360,501	9,374,239	8,238,813	9,431,444	10.68%	0.6%
Student Services	9,074,363	9,432,278	9,687,391	10,564,791	10,725,590	11,404,034	11,146,340	12,238,323	13.86%	6.8%
Public Service	35,411	-	62,803	67,637	64,347	104,479	64,872	113,504	0.13%	8.0%
Institutional Support	21,433,012	22,310,278	22,235,443	23,795,567	22,733,718	26,198,371	23,672,501	22,674,484	25.68%	-15.5%
Scholarships, Student Grants, and Waivers	3,561,282	3,906,072	3,898,577	4,047,841	5,272,861	4,912,093	5,020,902	5,402,869	6.12%	9.1%
<b>Total Expenditures</b>	<b>72,479,539</b>	<b>75,900,217</b>	<b>78,654,400</b>	<b>82,746,673</b>	<b>82,615,536</b>	<b>89,012,196</b>	<b>84,540,327</b>	<b>88,293,409</b>	<b>100.00%</b>	<b>-0.8%</b>
Excess (Deficiency) of Revenue over Expenditures	6,357,748	7,283,965	9,139,098	5,536,318	7,323,846	2,883,419	6,387,363	4,436,224		35.0%
Other financing sources(uses)										
Transfers(to) from other funds	(3,859,581)	(6,610,967)	(8,436,936)	(5,116,254)	(7,845,496)	(2,843,900)	(5,742,765)	(4,165,520)		31.7%
<b>Total Other Financing Sources</b>	<b>(3,859,581)</b>	<b>(6,610,967)</b>	<b>(8,436,936)</b>	<b>(5,116,254)</b>	<b>(7,845,496)</b>	<b>(2,843,900)</b>	<b>(5,742,765)</b>	<b>(4,165,520)</b>		<b>31.7%</b>
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	2,498,167	672,998	702,162	420,064	(521,650)	39,519	644,598	270,704		85.4%
<b>BEGINNING FUND BALANCE</b>	<b>30,738,024</b>	<b>33,236,191</b>	<b>33,909,189</b>	<b>34,611,351</b>	<b>35,031,415</b>	<b>34,509,765</b>	<b>34,509,765</b>	<b>35,154,363</b>		<b>1.8%</b>
<b>ENDING FUND BALANCE</b>	<b>\$ 33,236,191</b>	<b>\$ 33,909,189</b>	<b>\$ 34,611,351</b>	<b>\$ 35,031,415</b>	<b>\$ 34,509,765</b>	<b>\$ 34,549,284</b>	<b>\$ 35,154,363</b>	<b>\$ 35,425,067</b>		<b>2.5%</b>

**Education Fund  
Expenditures by Program**

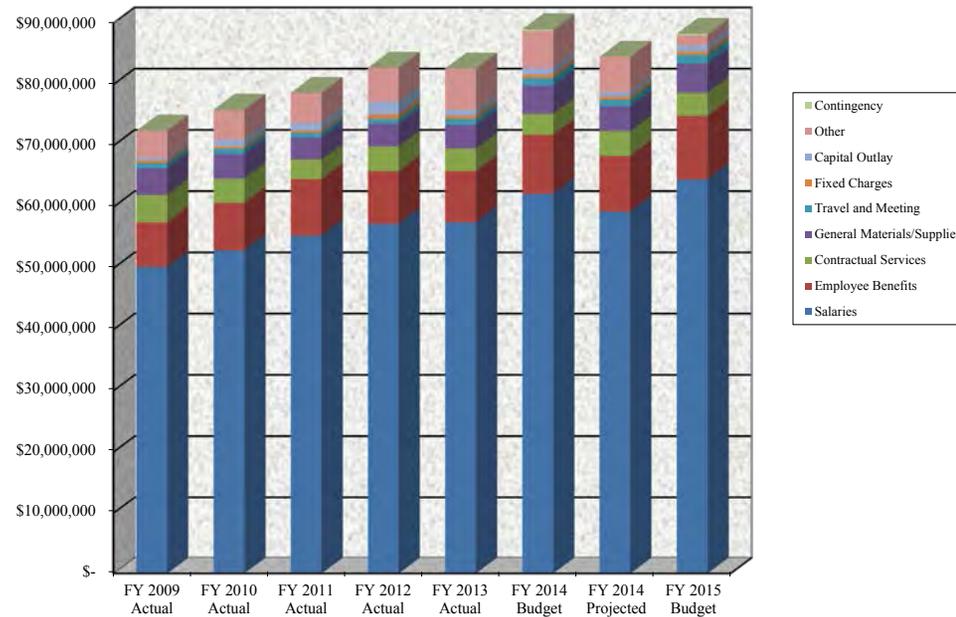
	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Budget	FY 2014 Projected	FY 2015 Budget	FY 2015 Percent to Total	Budget % Change FY 2014 to FY 2015
<b>EXPENDITURES</b>										
<b>Instruction</b>										
Salaries	\$ 26,519,516	\$ 27,930,361	\$ 30,000,769	\$ 30,760,649	\$ 30,443,563	\$ 32,209,165	\$ 31,507,284	\$ 33,113,834	37.50%	2.8%
Employee Benefits	2,818,459	2,978,670	2,961,801	3,107,094	3,001,204	3,004,558	3,273,036	3,269,559	3.70%	8.8%
Contractual Services	413,699	339,623	411,012	449,067	556,232	531,446	558,516	554,669	0.63%	4.4%
Materials and Supplies	740,125	602,819	663,307	726,636	764,532	946,902	829,214	1,132,446	1.28%	19.6%
Travel and Meeting	31,084	24,427	40,020	31,121	49,661	72,331	44,925	74,183	0.08%	2.6%
Fixed Charges	13,000	14,592	9,820	5,930	1,683	4,513	647	4,513	0.01%	0.0%
Capital Outlay	318,658	307,353	580,548	578,255	633,135	230,165	180,605	274,081	0.31%	19.1%
Other	19,494	283	4,788	592	8,509	19,900	2,672	9,500	0.01%	100.0%
<b>Total Instruction</b>	<b>30,874,035</b>	<b>32,198,128</b>	<b>34,672,065</b>	<b>35,659,344</b>	<b>35,458,519</b>	<b>37,018,980</b>	<b>36,396,899</b>	<b>38,432,785</b>	<b>43.53%</b>	<b>3.8%</b>
<b>Academic Support</b>										
Salaries	5,608,033	6,065,514	5,998,430	6,398,051	6,175,108	7,198,492	6,197,639	7,154,214	8.10%	-0.6%
Employee Benefits	943,281	935,978	913,669	954,749	934,039	1,015,685	917,359	1,022,964	1.16%	0.7%
Contractual Services	118,788	141,769	131,990	177,976	180,448	129,808	113,839	149,663	0.17%	15.3%
Materials and Supplies	703,791	718,596	719,372	863,363	854,607	808,451	811,205	851,983	0.96%	5.4%
Travel and Meeting	77,235	121,303	86,402	93,527	127,876	164,124	166,399	184,441	0.21%	12.4%
Fixed Charges	12	10,800	20,957	19,200	19,535	19,700	19,200	29,700	0.03%	50.8%
Utilities	-	719	2,447	5,182	4,279	2,640	4,895	3,140	0.00%	18.9%
Capital Outlay	44,436	56,647	226,275	79,514	14,383	20,144	6,895	20,144	0.02%	0.0%
Other	5,860	2,135	(1,421)	19,931	50,226	15,195	1,382	15,195	0.02%	0.0%
<b>Total Academic Support</b>	<b>7,501,436</b>	<b>8,053,461</b>	<b>8,098,121</b>	<b>8,611,493</b>	<b>8,360,501</b>	<b>9,374,239</b>	<b>8,238,813</b>	<b>9,431,444</b>	<b>10.68%</b>	<b>0.6%</b>
<b>Student Services</b>										
Salaries	7,205,559	7,676,287	7,766,815	8,283,470	8,499,511	9,146,416	8,759,763	9,779,351	11.08%	6.9%
Employee Benefits	985,847	996,930	975,115	1,085,255	1,101,787	1,143,504	1,149,793	1,340,375	1.52%	17.2%
Contractual Services	203,248	124,561	247,914	363,115	263,447	148,336	333,871	167,806	0.19%	13.1%
Materials and Supplies	258,462	248,973	231,505	367,621	375,886	471,797	442,764	456,000	0.52%	-3.3%
Travel and Meeting	227,669	211,291	255,427	242,099	243,840	252,414	241,696	251,244	0.28%	-0.5%
Fixed Charges	1,434	3,875	4,625	1,761	24,824	11,746	1,449	11,746	0.01%	0.0%
Utilities	-	108	795	790	390	540	392	540	0.00%	0.0%
Capital Outlay	3,713	9,768	22,745	25,586	822	27,000	22,600	16,930	0.02%	-37.3%
Other	188,431	160,485	182,450	195,094	215,083	202,281	194,012	214,331	0.24%	6.0%
<b>Total Student Services</b>	<b>9,074,363</b>	<b>9,432,278</b>	<b>9,687,391</b>	<b>10,564,791</b>	<b>10,725,590</b>	<b>11,404,034</b>	<b>11,146,340</b>	<b>12,238,323</b>	<b>13.86%</b>	<b>7.3%</b>
<b>Public Service</b>										
Salaries	30,037	-	56,756	59,691	56,767	97,501	58,178	100,810	0.11%	3.4%
Employee Benefits	5,374	-	6,047	7,946	7,580	6,978	6,694	12,694	0.01%	81.9%
Other	-	-	-	-	-	-	-	-	0.00%	-
<b>Total Public Service</b>	<b>35,411</b>	<b>-</b>	<b>62,803</b>	<b>67,637</b>	<b>64,347</b>	<b>104,479</b>	<b>64,872</b>	<b>113,504</b>	<b>0.13%</b>	<b>8.6%</b>

### Expenditures by Program

	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Budget	FY 2014 Projected	FY 2015 Budget	FY 2015 Percent to Total	Budget % Change FY 2014 to FY 2015
<b>Institutional Support</b>										
Salaries	10,862,709	11,272,155	11,434,509	11,778,356	12,339,205	13,513,527	12,720,984	14,369,190	16.27%	6.3%
Employee Benefits	2,541,876	2,850,633	4,313,175	3,442,979	3,313,061	4,463,393	3,768,684	4,726,762	5.35%	5.9%
Contractual Services	3,716,789	3,364,360	2,474,748	3,034,181	2,671,301	2,651,627	3,043,351	2,881,450	3.26%	8.7%
Materials and Supplies	2,676,786	2,396,231	1,934,377	1,740,286	1,899,750	2,340,468	1,973,754	2,387,486	2.70%	2.0%
Travel and Meeting	536,773	527,627	434,873	478,241	583,248	753,867	645,615	870,124	0.99%	15.4%
Fixed Charges	388,535	339,584	321,228	645,745	470,085	544,438	464,820	501,421	0.57%	-7.9%
Utilities	1,224	1,050	325	108	922	600	672	600	0.00%	100.0%
Capital Outlay	115,320	748,269	384,863	1,406,134	242,707	714,751	546,978	721,751	0.82%	1.0%
Other	593,000	810,369	937,345	1,269,537	1,213,439	965,700	507,643	(4,034,300)	-4.57%	-517.8%
Contingency	-	-	-	-	-	250,000	-	250,000	0.28%	0.0%
<b>Total Institutional Support</b>	<b>21,433,012</b>	<b>22,310,278</b>	<b>22,235,443</b>	<b>23,795,567</b>	<b>22,733,718</b>	<b>26,198,371</b>	<b>23,672,501</b>	<b>22,674,484</b>	<b>25.68%</b>	<b>-13.5%</b>
<b>Scholarships, Grants, and Waivers</b>										
Salaries	-	-	112,684	-	-	-	-	-	0.00%	
Other	3,561,282	3,906,072	3,785,893	4,047,841	5,272,861	4,912,093	5,020,902	5,402,869	6.12%	10.0%
<b>Total Scholarships, Grants, and Waivers</b>	<b>3,561,282</b>	<b>3,906,072</b>	<b>3,898,577</b>	<b>4,047,841</b>	<b>5,272,861</b>	<b>4,912,093</b>	<b>5,020,902</b>	<b>5,402,869</b>	<b>6.12%</b>	<b>10.0%</b>
<b>Total Expenditures</b>	<b>\$ 72,479,539</b>	<b>\$ 75,900,217</b>	<b>\$ 78,654,400</b>	<b>\$ 82,746,673</b>	<b>\$ 82,615,536</b>	<b>\$ 89,012,196</b>	<b>\$ 84,540,327</b>	<b>\$ 88,293,409</b>	<b>100.00%</b>	<b>-0.8%</b>

**Education Fund  
Expenditures by Object**

	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Budget	FY 2014 Projected	FY 2015 Budget	FY 2015 Percent to Total	Budget % Change FY 2014 to FY2015
Salaries	\$ 50,225,854	\$ 52,944,317	\$ 55,369,963	\$ 57,280,216	\$ 57,514,154	\$ 62,165,101	\$ 59,243,848	\$ 64,517,399	73.07%	3.8%
Employee Benefits	7,294,837	7,762,211	9,169,807	8,598,024	8,357,670	9,634,118	9,115,567	10,372,354	11.75%	7.7%
Contractual Services	4,452,524	3,970,313	3,265,664	4,024,339	3,671,428	3,461,217	4,049,576	3,753,588	4.25%	8.4%
General Materials/Supplies	4,379,164	3,966,619	3,548,561	3,697,906	3,894,775	4,567,618	4,056,937	4,827,915	5.47%	5.7%
Travel and Meeting	872,761	884,648	816,722	844,988	1,004,624	1,242,736	1,098,635	1,379,992	1.56%	11.0%
Fixed Charges	402,981	368,851	356,630	672,636	516,127	580,397	486,116	547,380	0.62%	-5.7%
Capital Outlay	482,127	1,122,037	1,214,431	2,089,488	891,047	992,060	757,078	1,032,906	1.17%	4.1%
Other	4,369,291	4,881,221	4,912,622	5,539,076	6,765,711	6,118,949	5,732,570	1,611,875	1.83%	-73.7%
Contingency	-	-	-	-	-	250,000	-	250,000	0.28%	0.0%
<b>Total Expenditures</b>	<b>\$ 72,479,539</b>	<b>\$ 75,900,217</b>	<b>\$ 78,654,400</b>	<b>\$ 82,746,673</b>	<b>\$ 82,615,536</b>	<b>\$ 89,012,196</b>	<b>\$ 84,540,327</b>	<b>\$ 88,293,409</b>	<b>100.00%</b>	<b>-0.8%</b>



**Operations and Maintenance Fund  
Revenues and Expenditures**

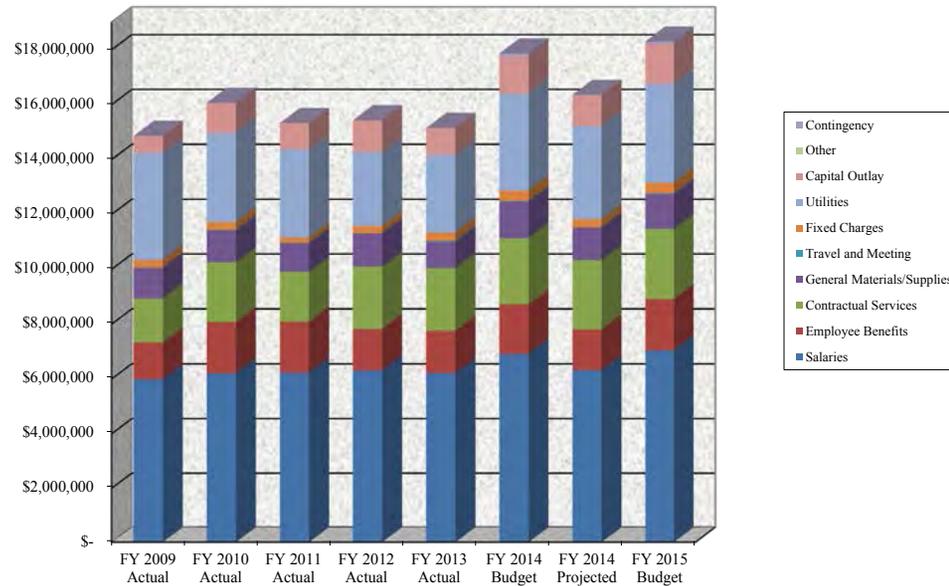
	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Budget	FY 2014 Projected	FY 2015 Budget	FY 2015 Percent to Total	Budget % Change FY 2014 to FY 2015
<b>REVENUES</b>										
Local Government	\$ 13,631,708	\$ 14,873,182	\$ 15,524,006	\$ 15,558,406	\$ 15,834,139	\$ 16,274,359	\$ 15,940,905	\$ 16,274,359	86.63%	0.0%
Tuition and Fees	2,336,479	2,498,407	2,504,493	2,380,836	2,293,481	2,250,000	2,252,805	2,250,000	11.98%	0.0%
Facilities Rental	-	-	-	106,890	119,730	131,306	127,178	131,306	0.70%	0.0%
Other Sources	207,427	98,298	67,444	558,634	28,145	130,000	37,494	130,000	0.69%	0.0%
<b>Total Revenues</b>	<b>16,175,614</b>	<b>17,469,887</b>	<b>18,095,943</b>	<b>18,604,766</b>	<b>18,275,495</b>	<b>18,785,665</b>	<b>18,358,382</b>	<b>18,785,665</b>	<b>100.00%</b>	<b>0.0%</b>
<b>EXPENDITURES</b>										
Operations and Maintenance	12,329,415	12,425,872	12,442,784	12,697,370	12,163,479	15,312,877	13,680,344	15,312,877	83.69%	0.0%
Institutional Support	2,527,685	3,640,154	2,884,173	2,731,715	2,986,727	2,983,288	2,672,542	2,983,288	16.31%	0.0%
<b>Total Expenditures</b>	<b>14,857,100</b>	<b>16,066,026</b>	<b>15,326,957</b>	<b>15,429,085</b>	<b>15,150,206</b>	<b>18,296,165</b>	<b>16,352,886</b>	<b>18,296,165</b>	<b>100.00%</b>	<b>0.0%</b>
Excess (Deficiency) of Revenue over Expenditures	1,318,514	1,403,861	2,768,986	3,175,681	3,125,289	489,500	2,005,496	489,500		0.0%
Other financing sources(uses)										
Proceeds from bond issue	-	-	-	-	-	-	-	-		
Transfers(to) from other funds	-	-	(1,500,000)	(2,024,219)	(2,000,000)	(400,000)	(2,000,000)	(400,000)		
<b>Total Other Financing Sources</b>	<b>-</b>	<b>-</b>	<b>(1,500,000)</b>	<b>(2,024,219)</b>	<b>(2,000,000)</b>	<b>(400,000)</b>	<b>(2,000,000)</b>	<b>(400,000)</b>		
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	1,318,514	1,403,861	1,268,986	1,151,462	1,125,289	89,500	5,496	89,500		0.0%
<b>BEGINNING FUND BALANCE</b>	<b>11,472,369</b>	<b>12,790,883</b>	<b>14,194,744</b>	<b>15,463,730</b>	<b>16,615,192</b>	<b>17,740,481</b>	<b>17,740,481</b>	<b>17,745,977</b>		<b>0.0%</b>
<b>ENDING FUND BALANCE</b>	<b>\$ 12,790,883</b>	<b>\$ 14,194,744</b>	<b>\$ 15,463,730</b>	<b>\$ 16,615,192</b>	<b>\$ 17,740,481</b>	<b>\$ 17,829,981</b>	<b>\$ 17,745,977</b>	<b>\$ 17,835,477</b>		<b>0.0%</b>

**Operations and Maintenance Fund  
Expenditures by Program**

	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Budget	FY 2014 Projected	FY 2015 Budget	FY 2015 Percent to Total	Budget % Change FY 2014 to FY 2015
<b>EXPENDITURES</b>										
<b>Operations and Maintenance</b>										
Salaries	\$ 5,446,759	\$ 5,706,665	\$ 5,709,479	\$ 5,829,371	\$ 5,767,933	\$ 6,464,068	\$ 5,823,262	\$ 6,636,390	36.27%	2.7%
Employee Benefits	1,155,579	1,156,764	1,124,421	1,161,812	1,111,470	1,404,979	1,174,180	1,520,748	8.31%	8.2%
Contractual Services	930,488	1,346,285	1,236,329	1,739,858	1,556,006	1,802,206	1,975,741	1,974,788	10.79%	9.6%
Materials and Supplies	1,090,790	1,077,627	1,010,493	1,185,344	907,778	1,241,473	1,156,871	1,190,458	6.51%	-4.1%
Travel and Meeting	9,217	10,612	11,120	20,032	18,639	25,800	16,879	27,800	0.15%	7.8%
Fixed Charges	12,971	12,529	6,000	36,773	81,154	110,693	83,877	110,693	0.61%	0.0%
Utilities	3,626,563	3,006,446	2,934,667	2,337,391	2,582,608	3,285,300	3,078,947	3,365,300	18.39%	2.4%
Capital Outlay	57,048	108,944	410,275	386,789	137,371	417,500	368,048	486,700	2.66%	16.6%
Other	-	-	-	-	520	-	2,539	-	0.00%	
<b>Total Operations and Maintenance</b>	<b>12,329,415</b>	<b>12,425,872</b>	<b>12,442,784</b>	<b>12,697,370</b>	<b>12,163,479</b>	<b>14,752,019</b>	<b>13,680,344</b>	<b>15,312,877</b>	<b>83.69%</b>	<b>3.8%</b>
<b>Institutional Support</b>										
Salaries	535,966	496,057	520,877	478,914	451,413	447,641	494,217	402,622	2.20%	-10.1%
Employee Benefits	182,945	710,297	727,095	352,890	427,889	399,739	310,407	347,108	1.90%	-13.2%
Contractual Services	683,380	829,015	580,670	529,057	725,496	613,741	555,971	588,741	3.22%	-4.1%
Materials and Supplies	30,331	97,854	39,402	18,956	49,227	84,460	29,823	76,160	0.42%	-9.8%
Travel and Meeting	381	5,773	5,949	1,185	25,811	2,000	883	-	0.00%	-100.0%
Fixed Charges	259,092	272,846	179,942	212,922	214,290	270,242	203,178	277,657	1.52%	2.7%
Utilities	271,169	242,454	277,385	357,669	236,650	246,000	312,733	246,000	1.34%	0.0%
Capital Outlay	564,421	985,363	552,733	780,122	855,951	945,000	765,330	945,000	5.17%	0.0%
Other	-	495	120	-	-	-	-	-	0.00%	
Contingency	-	-	-	-	-	100,000	-	100,000	0.55%	0.0%
<b>Total Institutional Support</b>	<b>2,527,685</b>	<b>3,640,154</b>	<b>2,884,173</b>	<b>2,731,715</b>	<b>2,986,727</b>	<b>3,108,823</b>	<b>2,672,542</b>	<b>2,983,288</b>	<b>16.31%</b>	<b>-4.0%</b>
<b>Total Expenditures</b>	<b>\$ 14,857,100</b>	<b>\$ 16,066,026</b>	<b>\$ 15,326,957</b>	<b>\$ 15,429,085</b>	<b>\$ 15,150,206</b>	<b>\$ 17,860,842</b>	<b>\$ 16,352,886</b>	<b>\$ 18,296,165</b>	<b>100.00%</b>	<b>2.4%</b>

## Operations and Maintenance Fund Expenditures by Object

	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Budget	FY 2014 Projected	FY 2015 Budget	FY 2015 Percent to Total	Budget % Change FY 2014 to FY 2015
Salaries	\$ 5,982,725	\$ 6,202,722	\$ 6,230,356	\$ 6,308,285	\$ 6,219,346	\$ 6,911,709	\$ 6,317,479	\$ 7,039,012	38.47%	1.8%
Employee Benefits	1,338,524	1,867,061	1,851,516	1,514,703	1,539,359	1,804,718	1,484,586	1,867,856	10.21%	3.5%
Contractual Services	1,613,868	2,175,300	1,816,999	2,268,915	2,281,502	2,415,947	2,531,712	2,563,529	14.01%	6.1%
General Materials/Supplies	1,121,121	1,175,481	1,049,895	1,204,300	957,005	1,325,933	1,186,695	1,266,618	6.92%	-4.5%
Travel and Meeting	9,598	16,385	17,069	21,217	44,450	27,800	17,762	27,800	0.15%	0.0%
Fixed Charges	272,063	285,375	185,942	249,695	295,445	380,935	287,055	388,350	2.12%	1.9%
Utilities	3,897,732	3,248,900	3,212,052	2,695,060	2,819,258	3,531,300	3,391,680	3,611,300	19.74%	2.3%
Capital Outlay	621,469	1,094,307	963,008	1,166,910	993,321	1,362,500	1,133,378	1,431,700	7.83%	5.1%
Other	-	495	120	-	520	-	2,539	-	0.00%	
Contingency	-	-	-	-	-	100,000	-	100,000	0.55%	0.0%
<b>Total Expenditures</b>	<b>\$ 14,857,100</b>	<b>\$ 16,066,026</b>	<b>\$ 15,326,957</b>	<b>\$ 15,429,085</b>	<b>\$ 15,150,206</b>	<b>\$ 17,860,842</b>	<b>\$ 16,352,886</b>	<b>\$ 18,296,165</b>	<b>100.00%</b>	<b>2.4%</b>



**Audit Fund  
Revenues and Expenditures**

	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Budget	FY 2014 Projected	FY 2015 Budget	FY 2015 Percent to Total	Budget % Change FY 2014 to FY 2015
<b>REVENUES</b>										
Local Government	\$ 103,040	\$ 111,329	\$ 102,483	\$ 59,844	\$ 18,314	\$ 21,350	\$ 18,495	\$ 19,849	98.76%	-7.0%
Other Sources	7,980	2,560	1,442	735	267	250	292	250	1.24%	0.0%
<b>Total Revenues</b>	<u>111,020</u>	<u>113,889</u>	<u>103,925</u>	<u>60,579</u>	<u>18,581</u>	<u>21,600</u>	<u>18,787</u>	<u>20,099</u>	<u>100.00%</u>	<u>-6.9%</u>
<b>EXPENDITURES</b>										
Institutional Support										
Contractual Services	183,400	99,600	131,100	77,100	89,300	91,600	90,200	94,100	100.00%	2.7%
<b>Total Institutional Support</b>	<u>183,400</u>	<u>99,600</u>	<u>131,100</u>	<u>77,100</u>	<u>89,300</u>	<u>91,600</u>	<u>90,200</u>	<u>94,100</u>	<u>100.00%</u>	<u>2.7%</u>
<b>Total Expenditures</b>	<u>183,400</u>	<u>99,600</u>	<u>131,100</u>	<u>77,100</u>	<u>89,300</u>	<u>91,600</u>	<u>90,200</u>	<u>94,100</u>	<u>100.00%</u>	<u>2.7%</u>
Excess (Deficiency) of Revenue over Expenditures	(72,380)	14,289	(27,175)	(16,521)	(70,719)	(70,000)	(71,413)	(74,001)		5.7%
Other financing sources(uses)										
Transfers(to) from other funds	-	-	-	-	-	-	-	-		
<b>Total Other Financing Sources</b>	<u>-</u>	<u>-</u>								
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	<u>(72,380)</u>	<u>14,289</u>	<u>(27,175)</u>	<u>(16,521)</u>	<u>(70,719)</u>	<u>(70,000)</u>	<u>(71,413)</u>	<u>(74,001)</u>		5.7%
<b>BEGINNING FUND BALANCE</b>	<u>328,699</u>	<u>256,319</u>	<u>270,608</u>	<u>243,433</u>	<u>226,912</u>	<u>156,193</u>	<u>156,193</u>	<u>84,780</u>		<u>-45.7%</u>
<b>ENDING FUND BALANCE</b>	<u>\$ 256,319</u>	<u>\$ 270,608</u>	<u>\$ 243,433</u>	<u>\$ 226,912</u>	<u>\$ 156,193</u>	<u>\$ 86,193</u>	<u>\$ 84,780</u>	<u>\$ 10,779</u>		<u>-87.5%</u>

**Liability Protection and Settlement Fund**  
**Revenues and Expenditures**

	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Budget	FY 2014 Projected	FY 2015 Budget	FY 2015 Percent to Total	Budget % Change FY 2014 to FY 2015
<b>REVENUES</b>										
Local Government	\$ 2,221,898	\$ 1,477,081	\$ 1,468,344	\$ 1,032,731	\$ 50,400	\$ 20,650	\$ (11,592)	\$ 19,849	89.21%	-3.9%
Other Sources	25,721	8,662	3,064	3,290	2,084	2,400	2,388	2,400	10.79%	0.0%
<b>Total Revenues</b>	<b>2,247,619</b>	<b>1,485,743</b>	<b>1,471,408</b>	<b>1,036,021</b>	<b>52,484</b>	<b>23,050</b>	<b>(9,204)</b>	<b>22,249</b>	<b>100.00%</b>	<b>-3.5%</b>
<b>EXPENDITURES</b>										
Institutional Support										
Employee Benefits*	1,395,198	1,554,338	1,093,522	729,936	531,181	423,050	407,820	300,000	100.00%	-29.1%
Contractual Services	20,693	30,002	30,326	-	-	-	-	-	0.00%	
Materials and Supplies	-	-	-	-	-	-	-	-	0.00%	
Fixed Charges	345,221	325,396	298,837	-	-	-	-	-	0.00%	
<b>Total Institutional Support</b>	<b>1,761,112</b>	<b>1,909,736</b>	<b>1,422,685</b>	<b>729,936</b>	<b>531,181</b>	<b>423,050</b>	<b>407,820</b>	<b>300,000</b>	<b>100.00%</b>	<b>-29.1%</b>
<b>Total Expenditures</b>	<b>1,761,112</b>	<b>1,909,736</b>	<b>1,422,685</b>	<b>729,936</b>	<b>531,181</b>	<b>423,050</b>	<b>407,820</b>	<b>300,000</b>	<b>100.00%</b>	<b>-29.1%</b>
Excess (Deficiency) of Revenue over Expenditures	486,507	(423,993)	48,723	306,085	(478,697)	(400,000)	(417,024)	(277,751)		-30.6%
Other financing sources(uses)										
Transfers(to) from other funds	-	-	-	557,971	-	-	-	-		
<b>Total Other Financing Sources</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>557,971</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>		
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	486,507	(423,993)	48,723	864,056	(478,697)	(400,000)	(417,024)	(277,751)		-30.6%
<b>BEGINNING FUND BALANCE</b>	<b>1,096,887</b>	<b>1,583,394</b>	<b>1,159,401</b>	<b>1,208,124</b>	<b>2,072,180</b>	<b>1,593,483</b>	<b>1,593,483</b>	<b>1,176,459</b>		<b>-26.2%</b>
<b>ENDING FUND BALANCE</b>	<b>\$ 1,583,394</b>	<b>\$ 1,159,401</b>	<b>\$ 1,208,124</b>	<b>\$ 2,072,180</b>	<b>\$ 1,593,483</b>	<b>\$ 1,193,483</b>	<b>\$ 1,176,459</b>	<b>\$ 898,708</b>		<b>-24.7%</b>

\* 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.

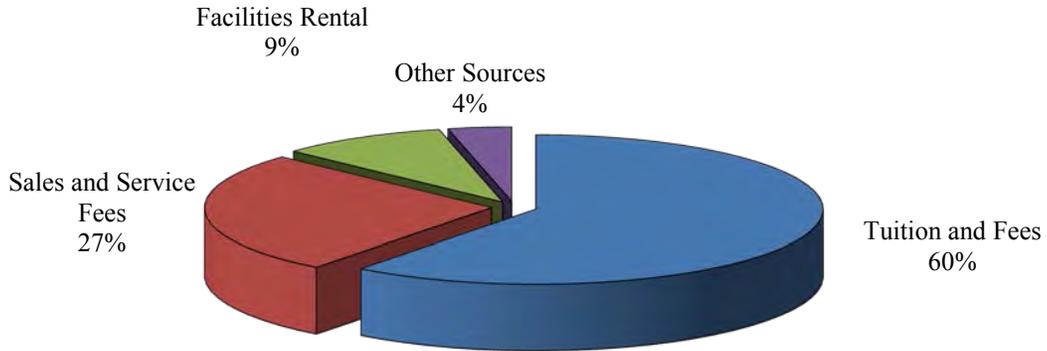
It is suggested that Protection, Health, and Safety levies, Building Bond Proceeds, Repair and Renovation Grants, and accumulation monies restricted from the Operations and Maintenance levy for building purposes be accounted for in a series of self-balancing accounts in this fund.

**Auxiliary Enterprises Fund  
Revenues and Expenditures**

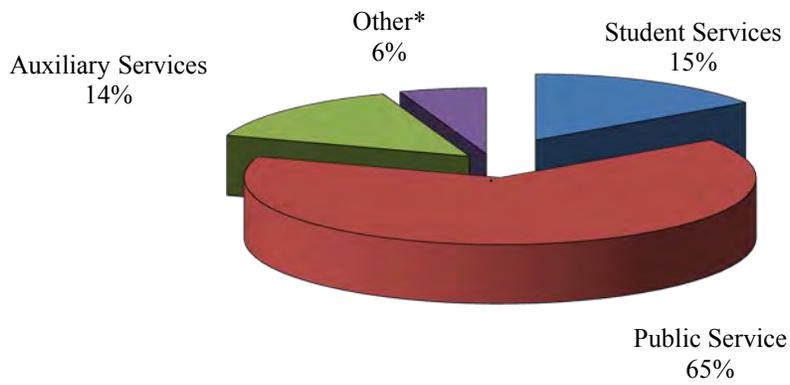
	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Budget	FY 2014 Projected	FY 2015 Budget	FY 2015 Percent to Total	Budget % Change FY 2014 to FY 2015
<b>REVENUES</b>										
Tuition and Fees	\$ 3,130,995	\$ 2,979,666	\$ 3,197,845	\$ 3,114,713	\$ 3,158,121	\$ 4,158,797	\$ 3,308,530	\$ 4,260,455	60.42%	2.4%
Sales and Services	8,547,476	8,649,430	8,940,598	8,730,182	8,997,766	4,026,536	3,390,077	1,872,210	26.55%	-53.5%
Facilities Rental	716,656	732,478	796,693	800,473	704,585	790,000	669,232	668,000	9.47%	-15.4%
Other Sources	190,209	128,162	114,931	104,319	106,924	81,000	169,114	251,260	3.56%	210.2%
<b>Total Revenues</b>	<b>12,585,336</b>	<b>12,489,736</b>	<b>13,050,067</b>	<b>12,749,687</b>	<b>12,967,396</b>	<b>9,056,333</b>	<b>7,536,953</b>	<b>7,051,925</b>	<b>100.00%</b>	<b>-22.1%</b>
<b>EXPENDITURES</b>										
Instruction	56,598	354,309	571,455	457,799	335,575	-	322,084	-	0.00%	
Student Services	1,018,016	1,039,673	1,055,651	1,070,682	1,008,140	1,119,270	1,041,808	1,117,035	15.36%	-0.2%
Public Service	3,848,305	3,358,013	3,503,436	3,706,387	3,724,734	4,607,566	3,819,454	4,709,579	64.78%	2.2%
Auxiliary Services	7,541,529	8,193,022	8,207,224	7,521,304	8,411,467	3,254,357	2,239,795	1,044,835	14.37%	-67.9%
Operations and Maintenance	912	2,173	22,289	13,380	16,988	12,500	11,816	12,500	0.17%	0.0%
Institutional Support	127,049	218,328	166,801	96,433	126,057	89,000	207,185	258,750	3.56%	190.7%
Scholarships, Student Grants, and Waivers	55,594	109,740	128,099	129,407	93,298	116,882	124,006	127,398	1.75%	9.0%
<b>Total Expenditures</b>	<b>12,648,003</b>	<b>13,275,258</b>	<b>13,654,955</b>	<b>12,995,392</b>	<b>13,716,259</b>	<b>9,199,575</b>	<b>7,766,148</b>	<b>7,270,097</b>	<b>100.00%</b>	<b>-21.0%</b>
Excess (Deficiency) of Revenue over Expenditures	(62,667)	(785,522)	(604,888)	(245,705)	(748,863)	(143,242)	(229,195)	(218,172)		52.3%
Other financing sources(uses)										
Transfers(to) from other funds	155,851	164,156	683,386	4,323,927	685,552	693,900	667,104	665,520		-4.1%
<b>Total Other Financing Sources</b>	<b>155,851</b>	<b>164,156</b>	<b>683,386</b>	<b>4,323,927</b>	<b>685,552</b>	<b>693,900</b>	<b>667,104</b>	<b>665,520</b>		<b>-4.1%</b>
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	93,184	(621,366)	78,498	4,078,222	(63,311)	550,658	437,909	447,348		-18.8%
<b>BEGINNING FUND BALANCE</b>	<b>4,479,210</b>	<b>4,572,394</b>	<b>3,951,028</b>	<b>4,029,526</b>	<b>8,107,748</b>	<b>8,044,437</b>	<b>8,044,437</b>	<b>8,482,346</b>		<b>5.4%</b>
<b>ENDING FUND BALANCE</b>	<b>\$ 4,572,394</b>	<b>\$ 3,951,028</b>	<b>\$ 4,029,526</b>	<b>\$ 8,107,748</b>	<b>\$ 8,044,437</b>	<b>\$ 8,595,095</b>	<b>\$ 8,482,346</b>	<b>\$ 8,929,694</b>		<b>3.9%</b>

**Auxiliary Enterprises Fund**  
**Revenue Sources and Expenditure Uses**  
Fiscal Year 2015 Budget

Revenues by Source



Expenditure Uses by Program



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

**Auxiliary Enterprises Fund  
Expenditures by Program**

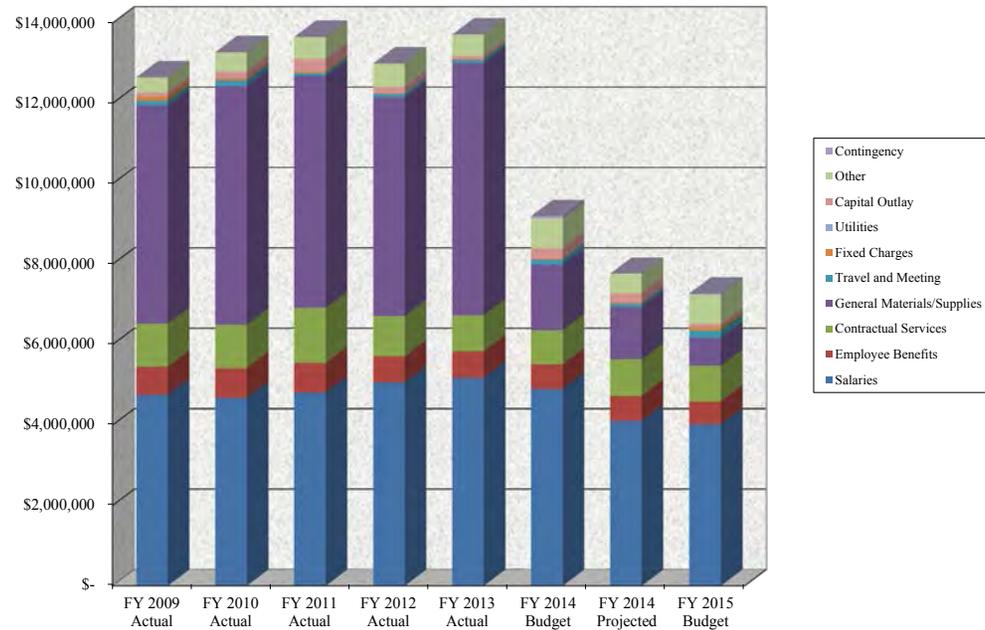
	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Budget	FY 2014 Projected	FY 2015 Budget	FY 2015 Percent to Total	Budget % Change FY 2014 to FY 2015
<b>EXPENDITURES</b>										
<b>Instruction</b>										
Salaries	\$ 56,591	\$ 244,983	\$ 287,719	\$ 250,595	\$ 159,231	\$ -	\$ 206,863	\$ -	0.00%	
Employee Benefits	7	19	7	1,082	2	-	264	-	0.00%	
Contractual Services	-	74,059	219,574	158,862	118,322	-	79,396	-	0.00%	
Materials and Supplies	-	35,224	63,993	47,260	57,837	-	35,374	-	0.00%	
Travel and Meeting	-	24	162	-	183	-	187	-	0.00%	
<b>Total Instruction</b>	<b>56,598</b>	<b>354,309</b>	<b>571,455</b>	<b>457,799</b>	<b>335,575</b>	<b>-</b>	<b>322,084</b>	<b>-</b>	<b>0.00%</b>	
<b>Student Services</b>										
Salaries	445,151	440,983	447,347	465,806	443,668	564,753	484,583	484,668	6.67%	-14.2%
Employee Benefits	89,278	84,279	85,502	90,634	88,513	105,443	88,989	90,087	1.24%	-14.6%
Contractual Services	265,940	289,903	258,778	237,285	231,339	193,140	197,237	259,700	3.57%	34.5%
Materials and Supplies	83,602	123,830	103,485	120,195	114,203	120,611	95,813	91,627	1.26%	-24.0%
Travel and Meeting	62,837	44,943	54,900	54,173	58,537	58,609	54,542	74,059	1.02%	26.4%
Fixed Charges	-	-	150	-	-	-	-	-	0.00%	
Utilities	3,141	2,818	-	-	-	-	-	-	0.00%	
Capital Outlay	15,551	2,400	23,048	15,628	5,222	9,000	5,095	2,000	0.03%	-77.8%
Other	52,516	50,517	82,441	86,961	66,658	67,714	115,549	114,894	1.58%	69.7%
<b>Total Student Services</b>	<b>1,018,016</b>	<b>1,039,673</b>	<b>1,055,651</b>	<b>1,070,682</b>	<b>1,008,140</b>	<b>1,119,270</b>	<b>1,041,808</b>	<b>1,117,035</b>	<b>15.36%</b>	<b>-0.2%</b>
<b>Public Service</b>										
Salaries	2,602,927	2,307,236	2,339,607	2,526,774	2,629,749	2,901,667	2,520,631	2,907,833	40.00%	0.2%
Employee Benefits	217,041	231,645	240,800	260,781	254,278	269,313	267,401	291,218	4.01%	8.1%
Contractual Services	433,974	390,166	477,623	379,640	317,611	549,967	416,032	487,467	6.71%	-11.4%
Materials and Supplies	511,736	368,037	319,665	470,842	449,511	495,452	500,310	545,202	7.50%	10.0%
Travel and Meeting	33,837	21,536	14,210	21,922	17,272	20,300	28,392	31,600	0.43%	55.7%
Fixed Charges	11,499	10,773	6,825	9,693	10,280	16,000	17,020	78,031	1.07%	387.7%
Utilities	3,083	1,322	829	8	-	-	1,853	-	0.00%	
Capital Outlay	9,779	6,927	92,725	9,379	7,893	38,000	42,297	43,000	0.59%	13.2%
Other	24,429	20,371	11,152	27,348	38,140	316,867	25,518	325,228	4.47%	2.6%
<b>Total Public Service</b>	<b>3,848,305</b>	<b>3,358,013</b>	<b>3,503,436</b>	<b>3,706,387</b>	<b>3,724,734</b>	<b>4,607,566</b>	<b>3,819,454</b>	<b>4,709,579</b>	<b>64.78%</b>	<b>2.2%</b>
<b>Auxiliary Services</b>										
Salaries	1,645,255	1,680,610	1,729,101	1,809,533	1,941,864	1,429,426	894,640	629,495	8.66%	-56.0%
Employee Benefits	276,136	281,729	276,593	267,254	250,759	189,508	114,845	85,817	1.18%	-54.7%
Contractual Services	368,575	331,156	387,264	167,074	170,541	107,560	155,865	40,000	0.55%	-62.8%
Materials and Supplies	4,839,684	5,402,024	5,279,079	4,805,678	5,656,539	1,006,020	671,066	60,770	0.84%	-94.0%
Travel and Meeting	7,472	5,461	3,848	3,565	3,549	8,250	2,403	5,400	0.07%	-34.5%
Fixed Charges	99,756	38,968	21,525	2,138	3,564	2,500	2,940	2,000	0.03%	-20.0%
Utilities	336	296	84	-	-	-	1,562	-	0.00%	
Capital Outlay	54,684	153,791	183,900	129,100	54,934	214,773	170,786	37,953	0.52%	-82.3%
Other	249,631	298,987	325,830	336,962	329,717	236,320	225,688	158,400	2.18%	-33.0%
Contingency	-	-	-	-	-	60,000	-	25,000	0.34%	-58.3%
<b>Total Auxiliary Service</b>	<b>7,541,529</b>	<b>8,193,022</b>	<b>8,207,224</b>	<b>7,521,304</b>	<b>8,411,467</b>	<b>3,254,357</b>	<b>2,239,795</b>	<b>1,044,835</b>	<b>14.37%</b>	<b>-67.9%</b>

**Auxiliary Enterprises Fund  
Expenditures by Program**

	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Budget	FY 2014 Projected	FY 2015 Budget	FY 2015 Percent to Total	Budget % Change FY 2014 to FY 2015
Operations and Maintenance										
Contractual Services	-	-	-	-	-	2,500	-	2,500	0.03%	0.0%
Materials and Supplies	-	-	-	-	-	2,000	-	2,000	0.03%	0.0%
Capital Outlay	912	2,173	22,289	13,380	16,988	8,000	11,816	8,000	0.11%	0.0%
Total Operations and Maintenance	<u>912</u>	<u>2,173</u>	<u>22,289</u>	<u>13,380</u>	<u>16,988</u>	<u>12,500</u>	<u>11,816</u>	<u>12,500</u>	<u>0.17%</u>	<u>0.0%</u>
Institutional Support										
Salaries	-	1,800	-	-	-	-	-	-	0.00%	
Employee Benefits	117,049	140,378	136,801	36,433	66,057	49,000	147,185	99,000	1.36%	102.0%
Contractual Services	-	-	30,000	60,000	60,000	-	60,000	99,750	1.37%	100.0%
Materials and Supplies	-	20	-	-	-	-	-	-	0.00%	
Travel and Meeting	10,000	76,130	-	-	-	40,000	-	60,000	0.83%	50.0%
Total Institutional Support	<u>127,049</u>	<u>218,328</u>	<u>166,801</u>	<u>96,433</u>	<u>126,057</u>	<u>89,000</u>	<u>207,185</u>	<u>258,750</u>	<u>3.56%</u>	<u>190.7%</u>
Scholarships, Grants, and Waivers										
Other	55,594	109,740	128,099	129,407	93,298	116,882	124,006	127,398	1.75%	9.0%
Total Scholarships, Grants, and Waivers	<u>55,594</u>	<u>109,740</u>	<u>128,099</u>	<u>129,407</u>	<u>93,298</u>	<u>116,882</u>	<u>124,006</u>	<u>127,398</u>	<u>1.75%</u>	<u>9.0%</u>
Total Expenditures	<u>\$ 12,648,003</u>	<u>\$ 13,275,258</u>	<u>\$ 13,654,955</u>	<u>\$ 12,995,392</u>	<u>\$ 13,716,259</u>	<u>\$ 9,199,575</u>	<u>\$ 7,766,148</u>	<u>\$ 7,270,097</u>	<u>100.00%</u>	<u>-21.0%</u>

### Auxiliary Enterprises Fund Expenditures by Object

	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Budget	FY 2014 Projected	FY 2015 Budget	FY 2015 Percent to Total	Budget % Change FY 2014 to FY 2015
Salaries	\$ 4,749,924	\$ 4,675,612	\$ 4,803,774	\$ 5,052,708	\$ 5,174,512	\$ 4,895,846	\$ 4,106,717	\$ 4,021,996	55.32%	-17.8%
Employee Benefits	699,511	738,050	739,703	656,183	659,610	613,264	618,684	566,122	7.79%	-7.7%
Contractual Services	1,068,489	1,085,284	1,373,239	1,002,860	897,813	853,167	908,530	889,417	12.23%	4.2%
General Materials/Supplies	5,435,022	5,929,135	5,766,222	5,443,976	6,278,090	1,624,083	1,302,564	699,599	9.62%	-56.9%
Travel and Meeting	114,146	148,094	73,120	79,660	79,541	127,159	85,523	171,059	2.35%	34.5%
Fixed Charges	111,255	49,741	28,500	11,831	13,844	18,500	19,960	80,031	1.10%	332.6%
Utilities	6,560	4,436	913	8	-	-	3,415	-	0.00%	-
Capital Outlay	80,926	165,291	321,962	167,488	85,037	269,773	229,994	90,953	1.25%	-66.3%
Other	382,170	479,615	547,522	580,678	527,812	737,783	490,761	725,920	9.99%	-1.6%
Contingency	-	-	-	-	-	60,000	-	25,000	0.34%	-58.3%
<b>Total Expenditures</b>	<b>\$ 12,648,003</b>	<b>\$ 13,275,258</b>	<b>\$ 13,654,955</b>	<b>\$ 12,995,392</b>	<b>\$ 13,716,259</b>	<b>\$ 9,199,575</b>	<b>\$ 7,766,148</b>	<b>\$ 7,270,097</b>	<b>100.00%</b>	<b>-21.0%</b>



**Auxiliary Enterprises Fund**  
**By Division and Department**  
Fiscal Year 2015 Budget

	<u>Revenue</u>	<u>Expenditures</u>	<u>Surplus/Deficit</u>
Provost			
Business & Social Science - Child Care	\$ 300,000	\$ 300,000	-
Resources for Learning - Library, Center for Innovative Instruction, Tutoring	11,000	11,000	-
Wellness & Campus Activities - Facilities Rental, Event Management	430,565	435,467	(4,902) <sup>1</sup>
Student Activities	757,520	834,533	(77,013) <sup>1</sup>
Student Development	9,900	9,900	-
Total Provost	<u>1,508,985</u>	<u>1,590,900</u>	<u>(81,915)</u>
Workforce and Strategic Alliances			
Continuing Education & Business Outreach	4,463,835	4,159,629	304,206
Harper College for Businesses	670,000	638,950	31,050
Total Workforce and Strategic Alliances	<u>5,133,835</u>	<u>4,798,579</u>	<u>335,256</u>
EVP Finance & Administrative Services			
Bookstore	162,750	137,538	25,212
Dining Services	222,570	39,900	182,670
Conference Center	231,040	243,250	(12,210) <sup>1</sup>
Conference & Event Management Rentals	487,050	500,215	(13,165) <sup>1</sup>
Institutional	270,250	258,750	11,500
Police	12,500	12,500	-
Total EVP Finance & Administrative Services	<u>1,386,160</u>	<u>1,192,153</u>	<u>194,007</u>
<b>FUND TOTALS</b>	<u><u>\$ 8,028,980</u></u>	<u><u>\$ 7,581,632</u></u>	<u><u>\$ 447,348</u></u>

Note:

<sup>1</sup> Approved program reinvestment

**Restricted Purposes Fund  
Revenues and Expenditures**

	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Budget	FY 2014 Projected	FY 2015 Budget	FY 2015 Percent to Total	Budget % Change FY 2014 to FY 2015
<b>REVENUES</b>										
ICCB Grants	\$ 422,571	\$ 439,783	\$ 967,075	\$ 602,262	\$ 381,290	\$ 732,292	\$ 379,427	\$ 720,425	1.45%	-1.6%
All Other State Government <sup>1</sup>	9,704,175	13,834,680	15,153,816	18,798,370	25,365,903	18,585,000	25,694,937	28,773,067	58.09%	54.8%
Federal Government	7,433,778	13,154,578	18,032,989	16,065,401	14,434,555	19,745,153	15,768,237	19,660,218	39.69%	-0.4%
Tuition and Fees	250,900	5,584	123,038	85,573	58,207	56,365	66,435	61,900	0.12%	9.8%
Sales and Services	54,185	64,578	85,510	100,703	91,551	46,300	86,900	43,300	0.09%	-6.5%
Facilities Rental	2,880	-	-	-	-	-	5,000	-	0.00%	
Other Sources	417,018	369,738	436,189	282,549	304,361	414,400	262,449	275,600	0.56%	-33.5%
<b>Total Revenues</b>	<b>18,285,507</b>	<b>27,868,941</b>	<b>34,798,617</b>	<b>35,934,858</b>	<b>40,635,867</b>	<b>39,579,510</b>	<b>42,263,385</b>	<b>49,534,510</b>	<b>100.00%</b>	<b>25.2%</b>
<b>EXPENDITURES</b>										
Instruction	1,208,987	1,288,822	1,234,451	1,084,246	1,273,458	2,463,550	2,440,462	1,939,945	3.11%	-21.3%
Academic Support	195,504	214,986	233,414	170,112	168,238	342,200	168,666	915,239	1.47%	167.5%
Student Services	234,495	243,486	724,364	336,675	228,829	187,803	215,146	222,803	0.36%	18.6%
Public Service	480,412	509,321	996,814	770,025	296,090	182,300	624,469	1,446,797	2.32%	693.6%
Operations and Maintenance	-	-	187,688	48,747	9,570	-	-	-	0.00%	
Institutional Support <sup>1</sup>	11,212,011	13,830,158	14,625,171	17,813,479	26,112,058	29,628,383	31,937,905	38,972,158	62.56%	31.5%
Scholarships, Student Grants, and Waivers	9,222,077	15,182,868	19,174,263	18,017,167	15,795,104	19,638,695	16,494,023	18,802,193	30.18%	-4.3%
<b>Total Expenditures</b>	<b>22,553,486</b>	<b>31,269,641</b>	<b>37,176,165</b>	<b>38,240,451</b>	<b>43,883,347</b>	<b>52,442,931</b>	<b>51,880,671</b>	<b>62,299,135</b>	<b>100.00%</b>	<b>18.8%</b>
Excess (Deficiency) of Revenue over Expenditures	(4,267,979)	(3,400,700)	(2,377,548)	(2,305,593)	(3,247,480)	(12,863,421)	(9,617,286)	(12,764,625)		-0.8%
Other financing sources(uses)										
Proceeds from bond issue	3,540,984	-	1,595,000	-	-	-	-	-		
Transfers(to) from other funds	2,658,072	3,422,571	3,253,550	2,258,575	7,159,944	2,150,000	7,075,661	2,100,000		-2.3%
<b>Total Other Financing Sources</b>	<b>6,199,056</b>	<b>3,422,571</b>	<b>4,848,550</b>	<b>2,258,575</b>	<b>7,159,944</b>	<b>2,150,000</b>	<b>7,075,661</b>	<b>2,100,000</b>		<b>-2.3%</b>
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	1,931,077	21,871	2,471,002	(47,018)	3,912,464	(10,713,421)	(2,541,625)	(10,664,625)		-0.5%
<b>BEGINNING FUND BALANCE</b>	<b>8,459,746</b>	<b>10,390,823</b>	<b>10,412,694</b>	<b>12,883,696</b>	<b>12,836,678</b>	<b>16,749,142</b>	<b>16,749,142</b>	<b>14,207,517</b>		<b>-15.2%</b>
<b>ENDING FUND BALANCE</b>	<b>\$ 10,390,823</b>	<b>\$ 10,412,694</b>	<b>\$ 12,883,696</b>	<b>\$ 12,836,678</b>	<b>\$ 16,749,142</b>	<b>\$ 6,035,721</b>	<b>\$ 14,207,517</b>	<b>\$ 3,542,892</b>		<b>-41.3%</b>
<sup>1</sup> Includes SURS on behalf payments	6,794,823	10,670,636	12,203,522	15,483,931	22,946,299	15,500,000	23,000,000	25,000,000		61.3%

**Restricted Purposes Fund  
Expenditures by Program**

	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Budget	FY 2014 Projected	FY 2015 Budget	FY 2015 Percent to Total	Budget % Change FY 2014 to FY 2015
<b>EXPENDITURES</b>										
<b>Instruction</b>										
Salaries	\$ 673,131	\$ 772,575	\$ 753,909	\$ 712,422	\$ 723,656	\$ 786,080	\$ 776,354	\$ 789,045	1.27%	0.4%
Employee Benefits	32,261	42,428	45,685	39,095	45,435	56,618	53,586	53,477	0.09%	-5.5%
Contractual Services	102,335	111,106	101,715	63,289	257,950	799,415	621,636	584,218	0.94%	-26.9%
Materials and Supplies	100,378	101,399	126,941	99,351	125,404	129,467	154,010	151,325	0.24%	16.9%
Travel and Meeting	44,716	29,130	43,362	41,702	49,425	53,164	57,367	59,965	0.10%	12.8%
Capital Outlay	98,981	170,814	90,712	51,358	5,101	430,580	710,869	52,190	0.08%	-87.9%
Other	157,185	61,370	72,127	77,029	66,487	208,226	66,640	249,725	0.40%	19.9%
<b>Total Instruction</b>	<b>1,208,987</b>	<b>1,288,822</b>	<b>1,234,451</b>	<b>1,084,246</b>	<b>1,273,458</b>	<b>2,463,550</b>	<b>2,440,462</b>	<b>1,939,945</b>	<b>3.11%</b>	<b>-21.3%</b>
<b>Academic Support</b>										
Salaries	73,381	64,832	89,156	45,345	10,778	8,250	51,034	383,673	0.62%	4550.6%
Employee Benefits	9,980	8,812	9,075	9,603	34	-	1,872	105,885	0.17%	100.0%
Contractual Services	34,498	25,575	29,445	41,909	97,428	33,100	56,363	126,750	0.20%	282.9%
Materials and Supplies	24,924	50,873	29,340	29,978	26,045	31,150	19,760	135,124	0.22%	333.8%
Travel and Meeting	6,084	18,786	31,585	18,613	18,929	1,500	12,867	16,000	0.03%	966.7%
Fixed Charges	-	300	-	-	1,250	250,000	-	60,250	0.10%	-75.9%
Capital Outlay	46,637	39,540	32,813	24,514	13,566	18,200	26,301	37,200	0.06%	104.4%
Other	-	6,268	12,000	150	208	-	84	11,345	0.02%	100.0%
Provision for Contingency	-	-	-	-	-	-	-	24,012	0.04%	100.0%
<b>Total Academic Support</b>	<b>195,504</b>	<b>214,986</b>	<b>233,414</b>	<b>170,112</b>	<b>168,238</b>	<b>342,200</b>	<b>168,666</b>	<b>915,239</b>	<b>1.43%</b>	<b>167.5%</b>
<b>Student Services</b>										
Salaries	199,335	213,781	426,600	276,730	216,590	227,373	217,581	272,260	0.44%	19.7%
Employee Benefits	19,587	22,211	21,745	24,079	19,591	19,243	16,778	20,940	0.03%	8.8%
Contractual Services	37,987	13,637	180,625	52,036	17,841	14,987	12,185	17,903	0.03%	19.5%
Materials and Supplies	39,507	65,232	60,071	43,433	39,825	1,200	32,986	700	0.00%	-41.7%
Travel and Meeting	7,207	1,673	36,957	7,871	8,746	-	6,596	-	0.00%	-
Fixed Charges	75	-	-	-	1,000	-	-	-	0.00%	-
Capital Outlay	1,949	-	10,543	-	-	-	-	-	0.00%	-
Other	(71,152)	(73,048)	(12,177)	(67,474)	(74,765)	(75,000)	(70,980)	(89,000)	-0.14%	18.7%
<b>Total Student Services</b>	<b>234,495</b>	<b>243,486</b>	<b>724,364</b>	<b>336,675</b>	<b>228,828</b>	<b>187,803</b>	<b>215,146</b>	<b>222,803</b>	<b>0.36%</b>	<b>18.6%</b>
<b>Public Service</b>										
Salaries	150,679	162,852	260,487	228,473	133,128	90,376	330,665	758,252	1.22%	739.0%
Employee Benefits	17,526	16,014	20,353	20,017	11,941	1,900	41,982	123,538	0.20%	6402.0%
Contractual Services	20,034	39,414	620,883	480,834	176,010	68,044	82,175	227,876	0.37%	234.9%
Materials and Supplies	48,557	22,530	49,162	30,326	10,940	14,230	42,574	89,850	0.14%	531.4%
Travel and Meeting	28,418	21,490	21,792	19,147	4,062	6,000	11,751	34,045	0.05%	467.4%
Fixed Charges	1,233	1,362	2,634	1,443	1,662	1,750	58,248	60,771	0.10%	3372.6%
Capital Outlay	1,186	-	3,610	-	-	-	17,352	29,665	0.05%	100.0%
Other	212,779	245,659	17,893	(10,215)	(41,653)	-	39,722	122,800	0.20%	100.0%
<b>Total Public Service</b>	<b>480,412</b>	<b>509,321</b>	<b>996,814</b>	<b>770,025</b>	<b>296,090</b>	<b>182,300</b>	<b>624,469</b>	<b>1,446,797</b>	<b>2.32%</b>	<b>693.6%</b>

**Restricted Purposes Fund  
Expenditures by Program**

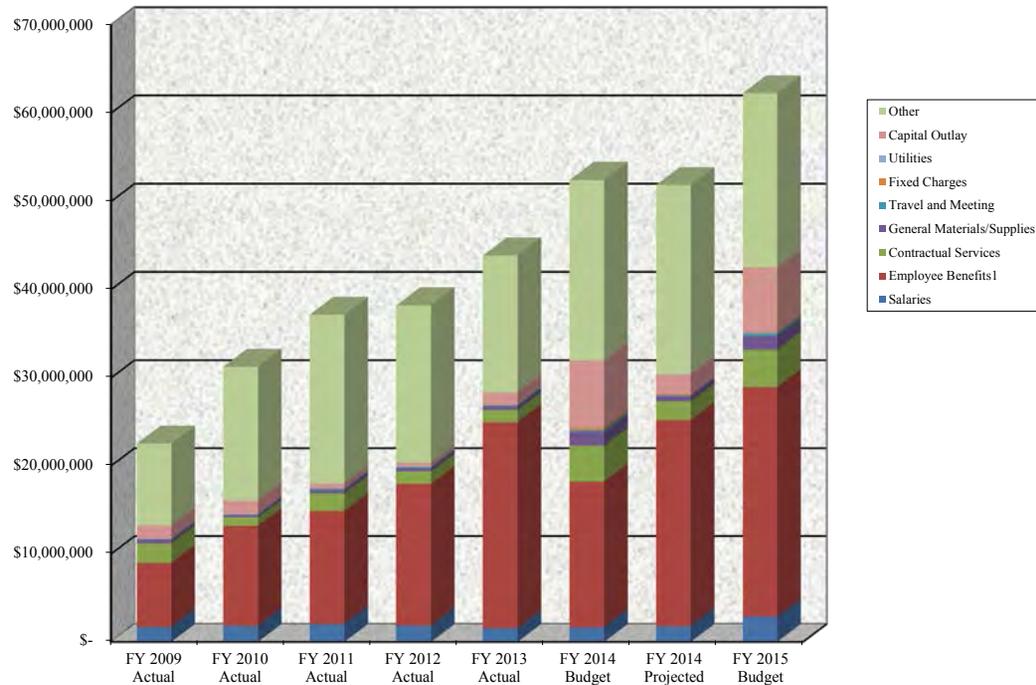
	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Budget	FY 2014 Projected	FY 2015 Budget	FY 2015 Percent to Total	Budget % Change FY 2014 to FY 2015
<b>Operations and Maintenance</b>										
Salaries	-	-	-	31,844	-	-	-	-	0.00%	
Employee Benefits	-	-	-	-	-	-	-	-	0.00%	
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	-	-	-	-	-	-	-	-		
<b>Total Operations and Maintenance</b>	<b>-</b>	<b>-</b>	<b>187,688</b>	<b>48,747</b>	<b>9,570</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>0.00%</b>	
<b>Institutional Support</b>										
Salaries	380,202	342,638	344,571	385,478	257,075	397,331	221,767	470,110	0.75%	18.3%
Employee Benefits <sup>1</sup>	7,211,289	11,326,241	12,783,997	16,034,933	23,378,206	16,495,000	23,358,202	25,827,322	41.46%	56.6%
Contractual Services	2,040,229	744,081	877,414	751,597	817,752	3,151,388	1,354,792	3,317,852	5.33%	5.3%
Materials and Supplies	188,306	43,583	89,575	172,557	226,289	1,406,671	328,402	1,151,946	1.85%	-18.1%
Travel and Meeting	-	11,118	14,561	30,310	32,133	157,700	27,179	199,175	0.32%	26.3%
Capital Outlay	1,365,656	1,362,347	485,117	437,259	1,391,018	7,161,343	1,563,909	7,172,053	11.51%	0.1%
Other	26,329	150	29,936	1,345	9,585	858,950	5,083,654	833,700	1.34%	-2.9%
<b>Total Institutional Support</b>	<b>11,212,011</b>	<b>13,830,158</b>	<b>14,625,171</b>	<b>17,813,479</b>	<b>26,112,058</b>	<b>29,628,383</b>	<b>31,937,905</b>	<b>38,972,158</b>	<b>62.56%</b>	<b>31.5%</b>
<b>Scholarships, Grants, and Waivers</b>										
Salaries	239,777	244,218	160,679	174,388	196,396	161,824	161,824	167,157	0.27%	3.3%
Other	8,982,300	14,938,650	19,013,584	17,842,779	15,598,707	19,476,871	16,332,199	18,635,036	29.91%	-4.3%
<b>Total Scholarships, Grants, and Waivers</b>	<b>9,222,077</b>	<b>15,182,868</b>	<b>19,174,263</b>	<b>18,017,167</b>	<b>15,795,103</b>	<b>19,638,695</b>	<b>16,494,023</b>	<b>18,802,193</b>	<b>30.18%</b>	<b>-4.3%</b>
<b>Total Expenditures</b>	<b>\$ 22,553,486</b>	<b>\$ 31,269,641</b>	<b>\$ 37,176,165</b>	<b>\$ 38,240,451</b>	<b>\$ 43,883,345</b>	<b>\$ 52,442,931</b>	<b>\$ 51,880,671</b>	<b>\$ 62,299,135</b>	<b>99.96%</b>	<b>18.8%</b>
<sup>1</sup> Includes SURS on behalf payments	6,794,823	10,670,636	12,203,522	15,483,931	22,946,299	15,500,000	23,000,000	25,000,000		

### Restricted Purposes Fund Expenditures by Object

	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Budget	FY 2014 Projected	FY 2015 Budget	FY 2015 Percent to Total	Budget % Change FY 2014 to FY2015
Salaries	\$ 1,716,505	\$ 1,800,896	\$ 2,035,402	\$ 1,854,680	\$ 1,537,622	\$ 1,671,234	\$ 1,759,225	\$ 2,840,497	4.56%	70.0%
Employee Benefits <sup>1</sup>	7,290,643	11,415,706	12,880,855	16,127,726	23,455,207	16,572,761	23,472,421	26,131,162	41.94%	57.7%
Contractual Services	2,235,083	933,813	1,997,770	1,396,363	1,376,552	4,066,934	2,127,151	4,274,599	6.86%	5.1%
General Materials/Supplies	401,672	283,617	355,089	380,909	428,503	1,582,718	577,732	1,528,945	2.45%	-3.4%
Travel and Meeting	86,425	82,197	148,257	122,587	113,294	218,364	115,759	309,185	0.50%	41.6%
Fixed Charges	1,308	1,662	2,634	1,443	3,912	251,750	58,248	121,021	0.19%	-51.9%
Utilities	-	-	-	-	-	-	385	15,000	0.02%	100.0%
Capital Outlay	1,514,409	1,572,701	622,795	513,131	1,409,685	7,610,123	2,318,431	7,291,108	11.70%	-4.2%
Other	9,307,441	15,179,049	19,133,363	17,843,612	15,558,570	20,469,047	21,451,319	19,763,606	31.72%	-3.4%
<b>Total Expenditures</b>	<b>\$ 22,553,486</b>	<b>\$ 31,269,641</b>	<b>\$ 37,176,165</b>	<b>\$ 38,240,451</b>	<b>\$ 43,883,345</b>	<b>\$ 52,442,931</b>	<b>\$ 51,880,671</b>	<b>\$ 62,299,135</b>	<b>100.00%</b>	<b>18.8%</b>

<sup>1</sup> Includes SURS on behalf payments

	\$ 6,794,823	\$ 10,670,636	\$ 12,203,522	\$ 15,483,931	\$ 22,946,299	\$ 15,500,000	\$ 23,000,000	\$ 25,000,000
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**Working Cash Fund  
Revenues and Expenditures**

	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2013 Actual	FY 2014 Budget	FY 2014 Projected	FY 2015 Budget	FY 2015 Percent to Total	Budget % Change FY 2014 to FY 2015
REVENUES										
Other Sources	\$ 309,846	\$ 119,033	\$ 74,666	\$ 37,109	\$ 17,237	\$ 20,000	\$ 26,867	\$ 23,000	100%	15.0%
Total Revenues	<u>309,846</u>	<u>119,033</u>	<u>74,666</u>	<u>37,109</u>	<u>17,237</u>	<u>20,000</u>	<u>26,867</u>	<u>23,000</u>	<u>100%</u>	15.0%
EXPENDITURES										
Total Expenditures	<u>-</u>									
Excess (Deficiency) of Revenue over Expenditures	<u>309,846</u>	<u>119,033</u>	<u>74,666</u>	<u>37,109</u>	<u>17,237</u>	<u>20,000</u>	<u>26,867</u>	<u>23,000</u>		15.0%
BEGINNING 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>15,678,759</u>	<u>15,678,759</u>	<u>15,705,626</u>		0.2%
ENDING FUND BALANCE	<u>\$ 15,430,714</u>	<u>\$ 15,549,747</u>	<u>\$ 15,624,413</u>	<u>\$ 15,661,522</u>	<u>\$ 15,678,759</u>	<u>\$ 15,698,759</u>	<u>\$ 15,705,626</u>	<u>\$ 15,728,626</u>		0.2%

**Bond and Interest Fund  
Revenues and Expenditures**

	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Budget	FY 2014 Projected	FY 2015 Budget	FY 2015 Percent to Total	Budget % Change FY 2014 to FY 2015
<b>REVENUES</b>										
Local Government	\$ 14,614,790	\$ 14,144,766	\$ 15,475,452	\$ 16,229,090	\$ 16,354,143	\$ 17,027,563	\$ 17,152,921	\$ 18,079,378	99.91%	6.2%
Other Sources	158,891	52,180	31,044	18,185	8,873	12,000	19,751	16,500	0.09%	37.5%
<b>Total Revenues</b>	<u>14,773,681</u>	<u>14,196,946</u>	<u>15,506,496</u>	<u>16,247,275</u>	<u>16,363,016</u>	<u>17,039,563</u>	<u>17,172,672</u>	<u>18,095,878</u>	<u>100.00%</u>	6.2%
<b>EXPENDITURES</b>										
Institutional Support										
Fixed Charges	17,078,363	16,083,635	14,856,398	15,678,437	15,774,813	15,900,410	15,865,222	17,101,913	99.97%	7.6%
Other	2,505	5,955	2,651	5,896	2,871	5,500	5,520	5,500	0.03%	0.0%
<b>Total Institutional Support</b>	<u>17,080,868</u>	<u>16,089,590</u>	<u>14,859,049</u>	<u>15,684,333</u>	<u>15,777,684</u>	<u>15,905,910</u>	<u>15,870,742</u>	<u>17,107,413</u>	<u>100.00%</u>	7.6%
<b>Total Expenditures</b>	<u>17,080,868</u>	<u>16,089,590</u>	<u>14,859,049</u>	<u>15,684,333</u>	<u>15,777,684</u>	<u>15,905,910</u>	<u>15,870,742</u>	<u>17,107,413</u>	<u>100.00%</u>	7.6%
Excess (Deficiency) of Revenue over Expenditures	<u>(2,307,187)</u>	<u>(1,892,644)</u>	<u>647,447</u>	<u>562,942</u>	<u>585,332</u>	<u>1,133,653</u>	<u>1,301,930</u>	<u>988,465</u>		-12.8%
Other financing sources(uses)										
Transfers(to) from other funds	1,045,658	524,240	-	-	-	-	-	-		
<b>Total Other Financing Sources</b>	<u>1,045,658</u>	<u>524,240</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>		
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	<u>(1,261,529)</u>	<u>(1,368,404)</u>	<u>647,447</u>	<u>562,942</u>	<u>585,332</u>	<u>1,133,653</u>	<u>1,301,930</u>	<u>988,465</u>		-12.8%
<b>BEGINNING FUND BALANCE</b>	<u>9,308,221</u>	<u>8,046,692</u>	<u>6,678,288</u>	<u>7,325,735</u>	<u>7,888,677</u>	<u>8,474,009</u>	<u>8,474,009</u>	<u>9,775,939</u>		15.4%
<b>ENDING FUND BALANCE</b>	<u>\$ 8,046,692</u>	<u>\$ 6,678,288</u>	<u>\$ 7,325,735</u>	<u>\$ 7,888,677</u>	<u>\$ 8,474,009</u>	<u>\$ 9,607,662</u>	<u>\$ 9,775,939</u>	<u>\$ 10,764,404</u>		12.0%

## 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 service extension base. The tax cap laws regulate debt and limit debt to 1994 levels (when tax caps were applied), unless a referendum is approved by the voters. Starting in 2009, the law was amended to allow a CPI factor to be applied to the debt service extension base. For 2013 the College's debt service extension base is \$2,312,628, based on the December 2013 CPI of 1.5%. 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. Limited bonds under the debt service extension base are expected to be sold in 2015 generating \$4.7 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 98% 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 5 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 \$478,458,908 based on 2.875% of the 2013 equalized assessed valuation of \$16,642,048,983, and the College's outstanding principal is \$178,095,000 (37%), still well below the limit. A schedule of debt maturities follows on the next two pages.

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 should 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.

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

Schedule of Debt Maturities (Unaudited)  
For the year ended June 30, 2014

<b>General Obligation Refunding Bonds - Series 2005A</b>				
	<b>Amounts</b>			
	<b>Interest Rate</b>	<b>due during year</b>		<b>Total</b>
		<b>Principal</b>	<b>Interest</b>	
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>\$ 1,848,184</u>	<u>\$ 9,678,184</u>

<b>General Obligation Refunding Bonds - Series 2006</b>				
	<b>Amounts</b>			
	<b>Interest Rate</b>	<b>due during year</b>		<b>Total</b>
		<b>Principal</b>	<b>Interest</b>	
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>\$ 18,270,000</u>	<u>\$ 2,361,788</u>	<u>\$ 20,631,788</u>

<b>General Obligation Bonds - Series 2009 A</b>				
	<b>Amounts</b>			
	<b>Interest Rate</b>	<b>due during year</b>		<b>Total</b>
		<b>Principal</b>	<b>Interest</b>	
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>\$ 145,525,000</u>	<u>\$ 63,538,988</u>	<u>\$ 209,063,988</u>

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

Schedule of Debt Maturities (Unaudited)  
For the year ended June 30, 2014

<b>Limited Tax Bonds – Series 2013</b>				
<b>Amounts</b>				
<b>due during year</b>				
	<b>Interest Rate</b>	<b>Principal</b>	<b>Interest</b>	<b>Total</b>
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		\$ 3,685,000	\$ 99,675	\$ 3,784,675

**Total Change in Bond Principal**

Balance at July 1, 2013	\$ 185,775,000
Bonds issued during the year	—
Bonds retired during the year	(7,680,000)
Balance at June 30, 2014	\$ 178,095,000

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

	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Budget	FY 2014 Projected	FY 2015 Budget	FY 2015 Percent to Total	Budget % Change FY 2014 to FY 2015
<b>REVENUES</b>										
Local Government	\$ 478,098	\$ -	\$ 493	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%	
All Other State Government	-	-	-	-	-	22,426,000	-	20,000,000	94.29%	-10.8%
Tuition and Fees	-	-	51,064	622,860	598,137	600,000	586,516	600,000	2.83%	0.0%
Other Sources	32,381	5,081,345	3,351,553	2,725,557	162,982	765,550	1,128,297	610,950	2.88%	-20.2%
<b>Total Revenues</b>	<b>510,479</b>	<b>5,081,345</b>	<b>3,403,110</b>	<b>3,348,417</b>	<b>761,119</b>	<b>23,791,550</b>	<b>1,714,813</b>	<b>21,210,950</b>	<b>100.00%</b>	<b>-10.8%</b>
<b>EXPENDITURES</b>										
Institutional Support										
Salaries	-	-	27,698	6,630	-	-	22,306	-	0.00%	
Employee Benefits	(12,438)	-	-	-	-	-	-	-	0.00%	
Contractual Services	584,690	1,469,326	967,735	1,125,043	2,900,385	4,222,200	1,653,136	3,618,890	4.91%	-14.3%
Materials and Supplies	17,436	12,488	-	-	-	-	-	-	0.00%	
Fixed Charges	-	-	-	-	32,794	-	45,289	35,000	0.05%	100.0%
Capital Outlay	4,860,367	7,492,254	4,511,279	4,989,150	7,542,163	77,049,750	30,101,702	70,024,642	95.01%	-9.1%
Other	1,236,102	-	70,910	-	25,615	-	-	25,000	0.03%	100.0%
<b>Total Institutional Support</b>	<b>6,686,157</b>	<b>8,974,068</b>	<b>5,577,622</b>	<b>6,120,823</b>	<b>10,500,957</b>	<b>81,271,950</b>	<b>31,822,433</b>	<b>73,703,532</b>	<b>100.00%</b>	<b>-9.3%</b>
<b>Total Expenditures</b>	<b>6,686,157</b>	<b>8,974,068</b>	<b>5,577,622</b>	<b>6,120,823</b>	<b>10,500,957</b>	<b>81,271,950</b>	<b>31,822,433</b>	<b>73,703,532</b>	<b>100.00%</b>	<b>-9.3%</b>
Excess (Deficiency) of Revenue over Expenditures	(6,175,678)	(3,892,723)	(2,174,512)	(2,772,406)	(9,739,838)	(57,480,400)	(30,107,620)	(52,492,582)		-8.7%
Other financing sources(uses)										
Proceeds from bond issue	157,328,641	-	2,970,915	-	4,980,915	-	-	4,700,000		
Transfers(to) from other funds	-	2,500,000	6,000,000	-	2,000,000	-	-	1,800,000		
<b>Total Other Financing Sources</b>	<b>157,328,641</b>	<b>2,500,000</b>	<b>8,970,915</b>	<b>-</b>	<b>6,980,915</b>	<b>-</b>	<b>-</b>	<b>6,500,000</b>		
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	151,152,963	(1,392,723)	6,796,403	(2,772,406)	(2,758,923)	(57,480,400)	(30,107,620)	(45,992,582)		-20.0%
<b>BEGINNING FUND BALANCE</b>	<b>23,476,195</b>	<b>174,629,158</b>	<b>173,236,435</b>	<b>180,032,838</b>	<b>177,260,432</b>	<b>174,501,509</b>	<b>174,501,509</b>	<b>144,393,889</b>		<b>-17.3%</b>
<b>ENDING FUND BALANCE</b>	<b>\$ 174,629,158</b>	<b>\$ 173,236,435</b>	<b>\$ 180,032,838</b>	<b>\$ 177,260,432</b>	<b>\$ 174,501,509</b>	<b>\$ 117,021,109</b>	<b>\$ 144,393,889</b>	<b>\$ 98,401,307</b>		<b>-15.9%</b>

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## 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/Facilities)*	1969 (additions 1984 & 2005)	27,460
Building C (New Student Services & Art Center)*	1969	23,908
Building D (Math and Academic Enrichment & Engagement)*	1969 (additions 1974 & 1985)	115,903
Building E (Instructional Delivery Center)*	1969	14,258
Building F (Academic Resource Center)*	1969	101,970
Buildings H (Engineering & 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 (Facilities/Information Technology)*	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)	41,673
(HLCC) Harper Learning and Career Center*	1973	56,270
<b>Total Square Feet</b>		<b>1,326,486</b>

Source: 2013 Submission to ICCB

\* Buildings older than 25 years

\*\* Portion of building owned by Harper College.

The College and ICCB have defined capital projects as anything over \$25,000. The budget for FY 2015 includes planned capital projects of \$70.6 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 Program (RAMP)**

The State of Illinois provides funding to community Colleges through a process called Resource Allocation Management Program (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 received funding. 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:	\$56.2 million
State contribution:	\$42.2 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

#### **Canning Center**

Project cost:	\$61.3 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, which supports many of our career programs, is progressing with exterior work in the final stages and interior finishes underway. This project is scheduled to be completed in fall 2014, with occupancy in spring semester 2015.

The new Canning Center will add much needed square footage to the campus, combining additions and renovations to A Building and K Wing. The Center will group all student services and related functions into one location on campus. This project will identify the “front door” for the campus. Design development has been completed and submitted to the Capital Development Board for review. Construction documents are expected to be completed in January 2015. Construction is scheduled to begin in July 2015 and be ready for occupancy by fall semester 2017.

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 the Harper Learning and Career 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 \$4.7 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 (newly named Canning Center), grouping all student services and related functions in one location on campus. The 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.

Of the master plan projects underway, Phase I of the Building D Renovations and Addition project is substantially complete and has been turned over to the College. Facilities Management and Information Technology will use the summer months to prepare this phase of the project for fall semester occupancy. Landscaping work will occur through the fall planting season, and Phase II demolition will occur after winter break, when all remaining occupants are relocated elsewhere on campus. The project is expected to be completed by spring 2016.

The East Campus Parking Structure will open two of its four levels of permit-based parking on August 25, with the remaining levels and warehouse to be finished in mid-October.

Building H, one of the state-run projects, is scheduled to be completed in fall 2014, with occupancy in spring semester 2015.

The Canning Center, another of the state-run projects, has completed the design development phase with construction documents expected in January 2015, and construction scheduled to begin in July 2015.

## **OPERATING BUDGET IMPACT**

Many of the projects scheduled to be completed in FY 2015 are remodeling projects that do not impact the operating budget.

Maintenance projects, such as maintenance of HVAC systems, parking lot and concrete repairs, and utility tunnel repairs 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. The FY 2015 facilities management budget has been increased by \$100,000 for utilities and maintenance services.

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, the new parking structure will open, which will require additional costs for utilities and maintenance. These incremental costs are expected to be recouped through permit fees charged to those who choose to park in the structure.

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 Canning 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 15 Capital Projects

		Project Description	Project Estimated Cost	FY15 Budget Request	FY16 Projected	FY17 Projected
<b><u>Building Integrity</u></b>						
New	Bldg Z: Vestibule	Construct vestibule at entry to long corridor from L - Avante	\$ 350,000	\$ 350,000		
	2014 Building Envelope Projects	Masonry restoration at Building E, Window and entrance replacement at Building E, Window replacement at classrooms along the south side of Building C, restroom improvements in Building P, exterior door improvements at Buildings L and W.	\$ 1,739,000	\$ 625,000		
	Roofing: Harper Learning and Career Center	Roofs have reached the end of their useful life. Replace roofing and insulation to meet energy code.	\$ 762,850	\$ 76,000		
	Roof Survey and Repairs	Roof survey and study followed by repairs to maintain the manufacturer's warranty where applicable and maintain water-tight roofs.	\$ 79,200	\$ 63,200		
<b>TOTAL</b>			<b>\$ 2,931,050</b>	<b>\$ 1,114,200</b>	<b>\$ -</b>	<b>\$ -</b>
<b><u>Sustainability</u></b>						
	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	\$ 48,000
<b>TOTAL</b>			<b>\$ 198,000</b>	<b>\$ 50,000</b>	<b>\$ 50,000</b>	<b>\$ 48,000</b>
<b><u>Renewal</u></b>						
New	Bldg A: Landscape Restoration Study	Feasibility study for landscape restoration along north side Bldg A that will be affected by the Student Center Project and the Building D Landscape restoration project	\$ 50,000	\$ 50,000		
	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	\$ 335,000		
Revised	Bldg E: Lecture Rooms & Lobby Upgrades	Bldg E: Replacement of the ceiling, lighting, and finishes in lecture rooms E107 and E108, and the lobby area E105. These lecture rooms are scheduled for roof replacement in the summer of 2014. The removal and replacement of the ceiling is required due to the method of suspending the existing ceiling.	\$ 750,000	\$ 485,000		
	Campus Exterior Directional Signs	Refresh Exterior Directional Signs across campus	\$ 50,000	\$ 48,000		
	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	\$ 30,000		
	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.	\$ 147,700	\$ 137,000		
<b>TOTAL</b>			<b>\$ 1,387,700</b>	<b>\$ 1,085,000</b>	<b>\$ -</b>	<b>\$ -</b>

## FY 15 Capital Projects

		Project Description	Project Estimated Cost	FY15 Budget Request	FY16 Projected	FY17 Projected
<b><u>Program Support</u></b>						
New	Bldgs J,X,V: Relocations	This project will include the reconfiguration of space in Building J, X and V to accommodate the relocation of Studio V from Building V to Building J, Continuing Education classes from Building V to Building X (X236), Information Technology equipment set up from Building X to Building V, and the build-out of X233 for a general classroom. Program and classroom space currently located in Building V is isolated and difficult to navigate.	\$ 850,000	\$ 850,000		
New	Bldg L: Provost Offices	The existing provost offices are required to be replaced due to the remodeling of building D Phase II. Create offices for the Provost and staff in Building L	\$ 300,000	\$ 300,000		
New	Temporary One Stop Office	Relocation of the Center for Multicultural Learning, the Women's Program, and the Student Development division office and creation of a mini One Stop to meet current needs	\$ 300,000	\$ 300,000		
New	Bldg X: Office Remodel X246	Remodel the current adjunct office area in building X (X246) to meet current adjunct standards and provide more efficient office space for Adjunct faculty and additional offices for faculty.	\$ 108,000	\$ 108,000		
New	Bldg C: Classroom	Provide improvements to the existing art lab to meet current program needs.	\$ 37,500	\$ 37,500		
New	HPC: Exterior Gathering Area	There currently no 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.	\$ 40,000	\$ 40,000		
New	Bldg X: Nursing Lab Expansion Study	The nursing program is evolving and a feasibility study is needed to identify the modifications needed to the existing classrooms and labs to support the program.	\$ 40,000	\$ 40,000		
New	Bldg X: Office Remodel X135	Remodel the existing storage prep room to provide more efficient space and an additional faculty office.	\$ 39,000	\$ 39,000		
	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	\$ 800,000	\$ 2,000,000	
	Bldgs D Temporary Relocation	Professional services for temporary departmental relocations construction documents to accommodate the Building D renovation project.	\$ 2,000,000	\$ 1,900,000	\$ -	
	Bldg H: Advanced Manufacturing Permanent Space	Bldg H: Advanced Manufacturing Permanent Space	\$ 1,300,000	\$ 890,000	\$ 350,000	
Revised	HPC: Certification Center	Remodel space at HPC into the certification center and CE computer training staff. Project to include furniture. Project scope has been refined and now includes remodel of newly purchased condo.	\$ 975,000	\$ 572,000		
	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		
Revised	Harper Learning and Career Center: Building Improvements	Building Improvements Phase I: new exterior entrance, building signage, lobby and reception desk.	\$ 550,000	\$ 525,000		

## FY 15 Capital Projects

	<b>Project Description</b>	<b>Project Estimated Cost</b>	<b>FY15 Budget Request</b>	<b>FY16 Projected</b>	<b>FY17 Projected</b>	
Revised	Harper Learning and Career Center: Building Improvements Interior	Building Improvements Phase II: interior remodeling to support new programs; front office, classroom and common space, and support services.	\$ 450,000	\$ 450,000	\$ -	
	Bldg D: Advanced Manufacturing Temporary Space	Bldg D Advanced Manufacturing Temporary Space	\$ 100,000	\$ 20,000		
	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 to C202b from hallway.	\$ 49,500	\$ 25,000		
Revised	Canning Center	The Master Plan proposes the Canning Center as a combination of additions and renovations of A and K Buildings. The Center shall group all student services and related functions into one location on campus. Project estimate increase due to cost escalation-no change in scope (CDB)	\$ 61,334,300	\$ 5,500,000	\$ 30,000,000	\$ 23,800,000
	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	\$ 22,000,000	\$ 4,105,000	
	H Building Renovations	Major construction to support career and technical programs. (CDB)	\$ 38,115,700	\$ 14,663,000		
	Hospitality Programming	Replacement or renovation of program facility due to age and space limitations. (CDB)	\$ 5,106,500	\$ 200,000	\$ 3,500,000	\$ 1,407,000
	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 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		
		<b>TOTAL</b>	<b>\$ 161,234,000</b>	<b>\$ 49,524,500</b>	<b>\$ 39,955,000</b>	<b>\$ 25,207,000</b>
<b><u>Safety and Statutory</u></b>						
New	Parking Lot #5	Reconfigure Parking Lot 5 to improve vehicular and pedestrian traffic flow. This is necessary to improve the 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.	\$ 450,000	\$ 150,000	\$ 300,000	
New	Infrastructure MEP: Underground Fuel Tanks	Remove and replace aging underground fuel storage tanks.	\$ 300,000	\$ 300,000		
New	HPC Washroom Renovations	Renovate and refresh restrooms at HPC (125 & 126) to meet current accessibility requirements.	\$ 250,000	\$ 250,000		
New	Bldg P: Concrete Repairs	Repair deteriorating concrete surfaces at the exterior exit stair at the north end of Building P.	\$ 100,000	\$ 100,000		
New	Campus Sidewalk & Curb Repairs	Routine periodic maintenance and replacement of sidewalks that were damaged or have heaved over the winter for safety.	\$ 80,000	\$ 80,000		

## FY 15 Capital Projects

		Project Description	Project Estimated Cost	FY15 Budget Request	FY16 Projected	FY17 Projected
New	Storm Water Structure Repairs at the North Pond	Repair pond outfall structures and restrictor plates as required by Metropolitan Water Reclamation District.	\$ 50,000	\$ 50,000		
New	Retaining Wall Study	The retaining wall along Roselle Road is deteriorating and a feasibility study is need to identify the most cost effective replacement.	\$ 35,000	\$ 35,000		
New	Bldg X: Rad Tech Lab X134b	New energized equipment in Radiologic Tech surgical suite requires lead line walls to ensure safety from radiation exposure.	\$ 35,000	\$ 35,000		
New	Safety Committee Projects	Miscellaneous safety issues identified by the Safety Committee during the year. (railings, guard rails, ladder extensions, etc.)	\$ 30,000	\$ 30,000		
Annual	Parking Lot Maintenance 2015	Routine periodic maintenance of the parking lots and roadways for safety and to extend the life of the surfaces.	\$ 365,000	\$ 365,000	\$ 383,250	\$ 422,533
	Warehouse - Parking Structure	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.	\$ 1,775,000	\$ 800,000		
	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	\$ 540,000		
	Parking Lot Maintenance 2014	Routine periodic maintenance of the parking lots and roadways for safety and to extend the life of the surfaces.	\$ 491,650	\$ 200,000		
	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.	\$ 14,127,000	\$ 2,634,000		
	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	\$ 2,750,000	\$ 155,000
	Parking Lot Reconstruction: HPC & HLCC	Parking Lot Reconstruction - HPC & HLCC Capital Development Board Project. Capital renewal funds.	\$ 1,370,100	\$ 1,300,000		
	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	\$ 150,000		
	Life Safety Asbestos Removal	Multi year project, asbestos removal 2014 and beyond.	\$ 633,000	\$ 150,000		
	HVAC Equipment Removal	Remove abandoned chillers, cooling towers, pumps, and associated piping at multiple locations.	\$ 100,000	\$ 90,500		
	Bldg B: Concrete Repairs	Repair deteriorated concrete area in front of the dock doors. The pavement is beyond its useful life.	\$ 75,000	\$ 53,500		
	Bldg A: Mechanical Repairs Design	The existing HVAC system does not meet current codes and outside air requirements. Modifications are required to bring the system up to code.	\$ 115,000	\$ 90,000		

## FY 15 Capital Projects

Project Description			Project Estimated Cost	FY15 Budget Request	FY16 Projected	FY17 Projected	
			<b>TOTAL</b>	<b>\$ 25,781,750</b>	<b>\$ 7,653,000</b>	<b>\$ 3,433,250</b>	<b>\$ 577,533</b>
<b><u>System Reliability</u></b>							
New	Bldg A: West Chiller Plant & Emergency Power	Projects identified from the 2013 Campus Infrastructure Master Plan include the following: development of a centralized chilled water plant which will serve buildings A, B, C, M, S, and W, installation of a standby generator which will serve buildings A, C, E, and W, and the resulting utility relocation that is required to allow for the construction of these items and to accommodate the Canning Center Project.	\$ 10,000,000	\$ 2,000,000	\$ 8,000,000		
New	Bldg B: Deaerator	Bldg B: Replace deaerator treating makeup water to boiler DA-2 in B111b	\$ 900,000	\$ 900,000			
New	Bldg A: Make Ready Projects	Existing infrastructure in Building A is aged beyond its useful life. It is necessary to complete the repair/replacement of the following infrastructure projects to ensure the facility functionality while providing equipment that will bridge from the existing into the new facility. Included in the scope of this work are the following items: Air Handler replacement, Steam heat exchanger and control equipment replacement, Heating water pump replacement, Steam and heating water pipe testing, Building Automation System upgrade.	\$ 850,000	\$ 650,000	\$ 200,000		
New	Bldg E: Air Handling Units	Bldg E: Replace air handling unit 3 & 4	\$ 400,000	\$ 400,000			
New	HLCC Chiller Replacement	Replace the HLCC chiller	\$ 192,000	\$ 192,000			
New	Bldg Z: IT Closet 3rd Floor	The existing network closet is at capacity and an additional network closet is required to provide the additional infrastructure for the technology that is required for the Curriculum in Building Z.	\$ 188,400	\$ 188,400			
New	Campus Infrastructure: AHU fan improvement	Install soft start drives on air handling unit fans	\$ 102,000	\$ 102,000			
New	Campus Infrastructure: IT closet upgrades	Upgrade IT closet HVAC and Power throughout campus	\$ 100,000	\$ 100,000			
New	Bldg S: HVAC upgrade	Replace 2 roof top units	\$ 100,000	\$ 100,000			
New	Bldg A: Chiller rebuild	Bldg A: Rebuild 2 York centrifugal chillers	\$ 95,000	\$ 95,000			
New	Bldg B: Boiler economizer	Replace economizer on B Boiler to more effectively pre-heat makeup water and reduce energy costs	\$ 95,000	\$ 95,000			
New	Bldg P: Add filters to separator	Bldg P: Filters to chilled water HTG water loop separator	\$ 75,000	\$ 75,000			
New	Bldg F: Computer room systems	Bldg F: Replace 5 split system units in computer rooms 3rd floor	\$ 75,000	\$ 75,000			
New	Campus: HLCC Simplex System Upgrade	HLCC: Upgrade simplex system	\$ 54,400	\$ 54,400			

## FY 15 Capital Projects

		Project Description	Project Estimated Cost	FY15 Budget Request	FY16 Projected	FY17 Projected
New	Campus: Blue Pool Chlorine System	Replace and relocate chlorine system - blue pool	\$ 50,000	\$ 50,000		
New	Bldg M: Valve Replacements	Bldg M: Replace 3 anti scalding valves controlling domestic hot water to showers	\$ 40,000	\$ 40,000		
New	West Campus: Storm Sewer Flush	Power flush storm sewer piping on west side of campus.	\$ 35,000	\$ 35,000		
New	Bldg Y Wind Curtain	Bldg Y: Install wind curtain for roof top units	\$ 35,000	\$ 35,000		
New	Bldg A: Lift Pumps	Bldg A: Replace south lift station pumps	\$ 30,000	\$ 30,000		
Revised	Bldg A: Data Center Air Conditioning	In FY 14 funds were allocated to replace a failing unit and design a solution for continuous coverage. The air conditioning system that serves the data center in K Wing will be upgraded to provide redundant air conditioning when the existing unit requires repairs or maintenance. The data center requires continuous cooling, and a redundant system is needed to maintain operation of the equipment that provides telephone and data services throughout the campus.	\$ 809,700	\$ 703,000		
	Campus: 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	\$ 2,000,000	\$ 872,000	
	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	\$ 1,155,000		
	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.	\$ 757,500	\$ 460,000		
Revised	Bldg I & J HVAC Upgrades	Using FY 14 unallocated MEP master plan funds to partially fund this newly identified MEP project. The existing mechanical systems that provide water for cooling and heating for Buildings I & J are approaching the end of their useful life. Extend the chilled water and steam/condensate piping into Building I and place them into service to handle the cooling and heating loads for Building I and J.	\$ 620,935	\$ 620,935		
	Campus: Utility Sub Metering	Main Campus Utility Sub Metering	\$ 250,000	\$ 250,000		
	Life Safety Tunnel Mechanical work	Repair or replace steam pipes, racks, etc. associated with corrosion causing erosion increasing the risk of possible utility failure. Provide conduit for IT lines.	\$ 350,000	\$ 350,000		
	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	\$ 50,000	\$ 50,000	\$ 30,000
	HLCC: Water Piping	Replace all corroded and leaking domestic hot and cold water pipes	\$ 125,000	\$ 125,000		
	HLCC: 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		
	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	\$ 111,000		
<b>TOTAL</b>			<b>\$ 20,973,935</b>	<b>\$ 11,141,735</b>	<b>\$ 9,122,000</b>	<b>\$ 30,000</b>

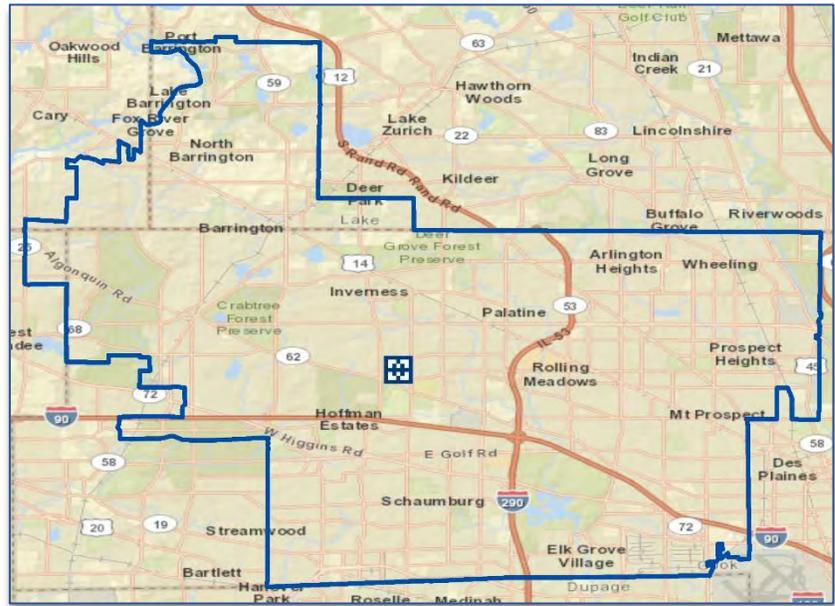
# FY 15 Capital Projects

Project Description	Project Estimated Cost	FY15 Budget Request	FY16 Projected	FY17 Projected
<b>Building Integrity</b>	\$ 2,931,050	\$ 1,114,200	\$ -	\$ -
<b>Sustainability</b>	\$ 198,000	\$ 50,000	\$ 50,000	\$ 48,000
<b>Renewal</b>	\$ 1,387,700	\$ 1,085,000	\$ -	\$ -
<b>Program Support</b>	\$ 161,234,000	\$ 49,524,500	\$ 39,955,000	\$ 25,207,000
<b>Safety and Statutory</b>	\$ 25,781,750	\$ 7,653,000	\$ 3,433,250	\$ 577,533
<b>System Reliability</b>	\$ 20,973,935	\$ 11,141,735	\$ 9,122,000	\$ 30,000
<b>Grand Total</b>	<u>\$ 212,506,435</u>	<u>\$ 70,568,435</u>	<u>\$ 52,560,250</u>	<u>\$ 25,862,533</u>
<b>Contingency</b>		\$ 3,000,000	\$ -	\$ -
<b>Total Budget Request</b>		<u>\$ 73,568,435</u>	<u>\$ 52,560,250</u>	<u>\$ 25,862,533</u>

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4/7/2014

# Harper College Environmental Scan



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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.

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## *Executive Summary*

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The nation has experienced dramatic change in the last five years, driven primarily by a global economic recession that began in 2008. While there are signs of improvement, the slow recovery has hampered families' ability to return their incomes to pre-recession levels. Unemployment rates, housing values, wages, and many other financial indicators suggest that the resources needed to pay for postsecondary education have been directly impacted as the residents rebuild lost savings and home equity throughout the country.

Yet, at the end of 2013, economic indicators showed unmistakable signs of improvement. Consumer spending, job growth, retail inventories, and overall economic growth all suggested that the national economy was rebounding and is positioned for stronger growth in 2014. However, until fiscal certainty is restored to Illinois, the state's bond rating will not improve and scarce general revenues will be needed for debt payments leading to stagnant or lower levels of funding for other areas.

The Harper district weathered the economic crisis better than the state or national economies. The total wages have been on the rise and the region has been noted as having some of the state's largest increases in the total wages paid. The cost of consumable goods has remained fairly stable in the region and energy prices have steadily declined since 2010. The unemployment, while still high, has been decreasing and it is anticipated to continue the decline. However, it is difficult to ascertain the numbers of discouraged workers that are not included in the unemployment calculation. The Economic Policy Institute estimates there are over 5.7 million discouraged workers across the nation, and it is difficult to determine the number of working age residents in the Harper district who are no longer seeking employment opportunities. Prolonged unemployment is straining the nation's social safety net and is deferring achievement of college and homeownership for many families.

The overall workforce shrank by 4% from 2007 to 2012, but there are opportunities for reskilling to align with growing industries. It is likely that the Health Care and Social Assistance and the Management of Companies and Enterprises industries in the Harper district will continue to have a high growth potential and a highly concentrated presence. Select industries are already experiencing a shortage of qualified workers and those numbers are anticipated to grow.

The district is able to cater to residents along with those who commute into the district for work every day. Of the 335,725 jobs in the Harper district, only 27% are filled by residents leaving 73% filled by workers commuting into the district. An estimated 174,500 residents commute out of the district for their jobs. This trend is likely to continue as more jobs than resident workers are present in the district providing larger markets for professional development and reskilling for local companies.

Workers over the age of 55 experienced a loss of their investments due to the economic decline and have chosen to remain in the workforce longer to recover financially before retirement. This phenomenon has left fewer job openings for entry level workers leading to higher unemployment for the youngest generation ready to begin their career path. The trend is likely to continue until the economy is more favorable for retirees.

There have been many changes in the population in and surrounding the Harper district. Non-Hispanic Whites have been moving out and are being replaced by primarily Hispanic residents and an increasing number of Asian residents. The Harper region is also aging as Baby Boomers, born between 1946 and 1964, are now reaching retirement age putting greater strains on public programs. First generation immigrants make up an estimated 25.6% of the Harper district population which is much greater than the statewide proportion of 14.3%. Immigrants tend to create more small businesses which may account for the faster rate of economic improvement in the Harper region. Household incomes have experienced a stark decline as a result of lost employment leading to increased rates of foreclosures in the area. All but two municipalities in the Harper region lost buying power from 2008 to 2013. However, the area has a much higher median household income than the state as a whole. The higher income levels could sustain significant losses and still remain comparatively high.

The underfunding of Illinois' pension system has a ripple effect in state funding streams as a higher proportion of discretionary funding will go towards the pension funds to bring them current, diverting funds from other domestic priorities such as higher education. Higher education funding increased 15.6% from 2007 to 2012, but this was necessary for pension support and not higher education operations. The state also has the 11<sup>th</sup> highest tax burden of all 50 states translating to fewer discretionary funds to pay for higher education by households throughout the state. The Harper district has the advantage of households having higher incomes leading to more discretionary spending.

Birth rates are at an all-time low which is being felt in the public schools as enrollment is down in kindergarten and first grade. There is almost a 1,200 difference in enrollments between kindergarten and the seniors when aggregating all school districts in the Harper district. The enrollments are similar to the overall population in that the numbers of Hispanic and Asian students are increasing in the schools. The performance of Harper sender schools are well above the state averages along with having well below the state average in dropouts and truancy rates.

Higher education is exploring the boundaries of existing technology as new devices, applications, and teaching strategies undergo exponential growth. To remain competitive in a dense educational landscape, Harper will need to stay on the cutting edge of this technology and knowledgeable about how these tools can support learning. MOOCs have found their place in the toolkit of technology-enabled teaching and learning as the value of hybrid learning and face-to-face interaction continues to be tested and validated. Studies are finding that students can only be successful with these methodologies if they are disciplined enough to stick with the program. Currently 30% of all enrollments is for online coursework, an increase from 10% in 2002. New pedagogical methodologies such as flipped classrooms are gaining in popularity, but require faculty to remain current on how to deploy technology appropriately in the classroom. The collection of data on student progress enables new analytics to better prepare curriculum and programs for improved student success.

Data security will become increasingly critical as Harper students move even more of their learning online. Community college IT departments will be challenged to provide needed technical support for rapidly increasing numbers and types of mobile devices, while continuing to address the learning technology needs of less resourced students.

Distant global changes, most notably in China and India, are impacting the Harper district locally. As these countries continue to industrialize and create a robust middle class with their attendant demands for products, the environment will be increasingly stressed and natural resources threatened. These pressures will test Americans' commitment to sustainability, alternative energy, and environmental protection.

Having a location in a more wealthy area of Illinois has somewhat insulated the more devastating impacts of the recession. The Harper district has not been immune as much of the data shows there have been repercussions, but overall the localized impacts have been relatively low. Harper College's challenge is shared by every other higher education institution in the U.S.: continue to offer the best education and workforce preparation value in its market for an increasingly diverse array of aspiring students.

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## Key Trends and Considerations

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### Employment & Work Force

**Trend #1: The great recession that began in 2008 is over and a slow recovery is under way.** It is anticipated that the Harper region will continue to participate in the economic recovery and some indicators suggest the Chicago region will recover at a faster pace than most.

**Likelihood that the Trend Will Continue Over the Next 3 to 5 Years:** Moderate

**Supporting Rationale:**

- Total wages declined until 2010 but are showing signs of improvement. The Harper region experienced the state's largest increase in total wages paid.
- The consumer price index (excluding energy costs) for the Chicago Metropolitan area has remained fairly stable in the last three years.
- Energy costs have fluctuated greatly in the last decade but have steadily declined since 2010.
- As global factors increasingly drive gasoline prices, the share of the total cost that may be controlled at the state and local level is decreasing.

**Sources:**

- Illinois Department of Employment Security. Quarterly Census of Employment and Wages (QCEW) data. <http://www.ides.illinois.gov/page.aspx?item=914>.
- Bureau of Labor Statistics. Consumer Price Index data. <http://www.bls.gov/news.release/cpi.toc.htm>.

**Trend #2: Unemployment has improved in the Harper region, but many discouraged workers are not reflected in the numbers.**

**Likelihood that the Trend Will Continue Over the Next 3 to 5 Years:** Moderate

**Supporting Rationale:**

- Unemployment in the Chicago Metropolitan area decreased from 8.9% in October 2013 to 8.7% in November 2013, with expectations it will continue to improve
- An estimated 5.7 million discouraged workers nationally are not considered when calculating the unemployment rate.

**Sources:**

- Illinois Department of Employment Security. Local Area Unemployment Statistics, 2012.
- Economic Policy Institute. Discouraged Workers. Accessed online: <http://go.epi.org/2013-missing-workers>.

**Trend #3: While total employment in the Chicago Metropolitan Area shrank by 4% from 2007 to 2012, select industries are experiencing a shortage of qualified workers, which is expected to grow.**

**Likelihood that the Trend Will Continue Over the Next 3 to 5 Years:** High

**Supporting Rationale:**

- Health care and social assistance and management of companies and enterprises are relatively concentrated in the Harper region and have good growth potential.

**Sources:**

- Illinois Department of Employment Security, Local Employment Dynamics, 2007 & 2012

**Trend #4: More employees are employed in the Harper district than reside in the Harper district.** About 27% of the 335,725 jobs in the Harper district are filled by residents with the remainder filled by commuters into the district. An estimated 174,500 Harper area residents work outside of the district.

**Likelihood that the Trend Will Continue Over the Next 3 to 5 Years:** High

**Supporting Rationale:**

- This trend has remained consistent from 2002 through 2011.
- Many workers over 55 are remaining in the workforce to recover lost investments and shore up income, leaving fewer job openings for entry level workers.

**Sources:**

- Illinois Department of Employment Security and U.S. Census Bureau, OnTheMap Application, 2002 through 2011
- Illinois Department of Employment Security, Local Employment Dynamics, 2007 & 2012

## District Demographics

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**Trend #5: The Harper district population is becoming more diverse in age, race, ethnicity, primary language spoken in the home, and birth place.**

**Likelihood that the Trend Will Continue Over the Next 3 to 5 Years:** High

**Supporting Rationale:**

- Between 2000 and 2010, non-Hispanic white residents in the Harper region decreased by almost 45,000, non-Hispanic Asians increased by 15,000, and Hispanics increased by 24,000.
- First generation immigrants make up an estimated 25.6% of the Harper district population, much greater than the statewide proportion of 14.3%.
- The population is aging with a greater proportion – the Baby Boomers - being over the age of 45.

**Sources:**

- US Census Bureau, American Community Survey, 2008 and 2011 One Year Estimates

- iPUMS Data, Steven Ruggles, J. Trent Alexander, Katie Genadek, Ronald Goeken, Matthew B. Schroeder, and Matthew Sobek. Integrated Public Use Microdata Series: Version 5.0 [Machine-readable database]. Minneapolis: University of Minnesota, 2010.
- Easi Analytics, Inc.

**Trend #6: Median household income has decreased across the Harper district.** Household incomes are not keeping up with inflation and the loss of employment contributes to declining household incomes.

**Likelihood that the Trend Will Continue Over the Next 3 to 5 Years:** Moderate

**Supporting Rationale:**

- All but two municipalities in the Harper region lost buying power between 2008 and 2013.

**Sources:**

- Easi Analytics, 2008 & 2013 data

## Financing of the College

**Trend #7: The underfunding of Illinois' pension system is impacting higher education.** The lack of a long-term solution for Illinois' chronically underfunded pension system has resulted in the downgrading of Illinois' bond ratings. Increased borrowing costs will divert state funds from other domestic priorities including higher education.

**Likelihood that the Trend Will Continue Over the Next 3 to 5 Years:** High

**Supporting Rationale:**

- Illinois increased support for higher education 15.6% from 2007 to 2012, but this was for pension payments – not educational services.
- Illinois has the 11<sup>th</sup> highest tax burden of all states in the U.S. which translates to fewer discretionary funds to pay for higher education.

**Sources:**

- State Higher Education Executive Officers Association. *State Higher Education Finance Report*. FY2012.  
Accessed online: <http://www.sheeo.org/sites/default/files/publications/SHEF%20FY%2012-20130322rev.pdf>.

**Trend #8: Funding for financing postsecondary education is inadequate to meet the need, increasing pressure to identify alternative revenue sources.** State-level cutbacks in financial aid are occurring at the same time as tuition and fees are increasing to make up for shortfalls in institutional revenues.

**Likelihood that the Trend Will Continue Over the Next 3 to 5 Years:** High

**Supporting Rationale:**

- State support across the nation dropped 7.6% in the 2012 fiscal year.
- In Illinois, the gap is widening between those who are eligible for grants and those who receive grant funding.

**Sources:**

- Society for College and University Planning, *Planning for Higher Education Journal*, 2012 & 2013
- Illinois Student Assistance Commission, Table 2.4c of the *2012 ISAC Data Book for Public 2-Year Institutions*

## Sender Districts

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**Trend #9: Youth in district sender pipelines continue to decrease in number and increase in diversity.**

The proportion of Non-Hispanic White students is decreasing and enrollments in the early grades are declining which could have long term implications for Harper enrollments.

**Likelihood that the Trend Will Continue Over the Next 3 to 5 Years:** High

**Supporting Rationale:**

- There was almost a 1,200 student difference between kindergarten and senior level enrollments in the Harper region in 2013.
- As with the overall population, the numbers of Hispanic and Asian students are increasing in the schools.

**Sources:**

- Illinois State Board of Education, Report Card Data, Accessed Online 12/02/2013

**Trend #10: Performance in Harper's sender high school districts is better than average with increasing rates of college readiness.** The three Harper region high school districts are performing well compared to statewide averages.

**Likelihood that the Trend Will Continue Over the Next 3 to 5 Years:** Moderate

**Supporting Rationale:**

- PSAT test results and graduation and attendance rates in the high school districts are well above the state average.
- Dropout and truancy rates are well below the state average.

**Sources:**

- Illinois State Board of Education, Report Card Data, Accessed Online 12/02/2013

## Technology

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**Trend #11: Higher education is implementing technology-centric pedagogical models.** Higher education continues to use teaching methodologies that use more technology in the classrooms.

**Likelihood that the Trend Will Continue Over the Next 3 to 5 Years:** High

**Supporting Rationale:**

- Massive Open Online Courses (MOOCs) present a challenge to students who are not disciplined enough to stick with the program.
- An estimated 30% of all enrollments is online, up from 10% in 2002.
- Faculty will be challenged to stay ahead of students in teaching students how to use technology in the classroom.
- Data security will increasingly become a liability for higher education.
- Flipped classrooms that post lectures and rote materials online are gaining in popularity.
- Student analytics.

**Sources:**

- Society for College and University Planning, *Planning for Higher Education Journal*, 2012 & 2013

## Sustainability

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**Trend #12: The global political climate will increase pressures to conserve energy and focus on sustainability.** The rate of energy and natural resource consumption will continue to increase with the rapid growth in the middle class in developing countries, such as China and India.

**Likelihood that the Trend Will Continue Over the Next 3 to 5 Years:** Moderate

**Supporting Rationale:**

- Natural resources are becoming threatened as growing populations consume resources at an increasing pace.
- While 40% of American consumers claim they are interested in purchasing green products, only 4% actually follow through.

**Sources:**

- Society for College and University Planning, *Planning for Higher Education Journal*, 2012 & 2013

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## *Introduction*

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The environmental scan is intended to provide a baseline of information for Harper College's next strategic planning process to begin in 2014. Understanding the implications of the Great Recession and other relevant trends and dynamics at the local, regional, state, national and global levels will assist Harper in charting the best course of future action.

The nation has experienced dramatic change in the last five years, driven primarily by a global economic recession that began in 2008. While there are signs of improvement, the slow recovery has hampered families' ability to return their incomes to pre-recession levels. Unemployment rates, housing values, wages, and many other financial indicators suggest that the resources needed to pay for postsecondary education have been directly impacted as the residents rebuild lost savings and home equity. Other economic, demographic, workforce, technological, and political trends are important to identify and consider, as they all have implications for how postsecondary education responds to opportunities and challenges.

The scan provides an overview of the key economic, housing, population, workforce, technology, political and postsecondary education trends that are shaping the environment within which Harper College operates. Many of these trends have been identified by the Society for College and University Planning. Each section in this report provides available data for the Harper district and larger geographies for comparison purposes. Large tables and long lists of information are provided in the appendices to this scan.

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## Economic Trends

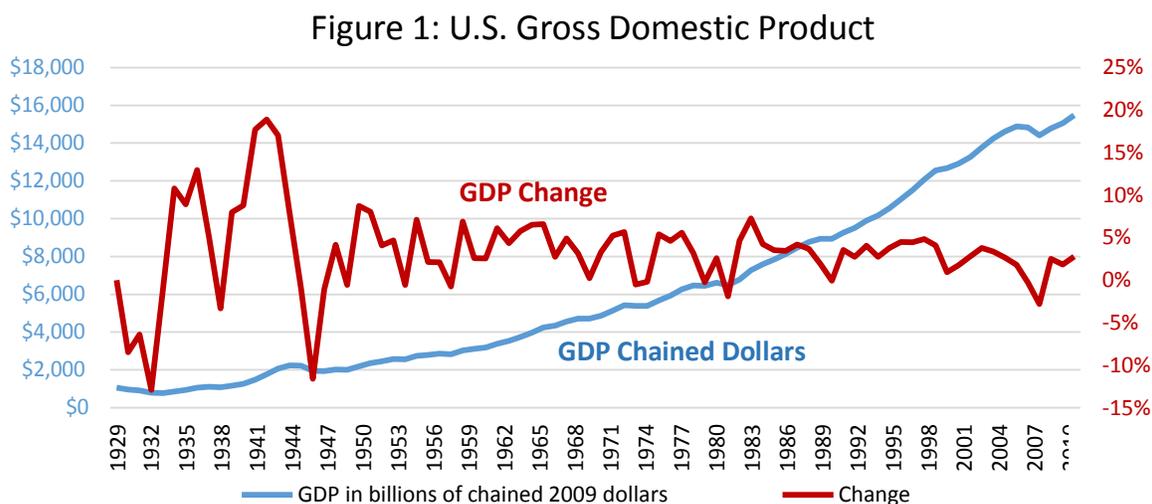
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Economic forces have myriad implications for higher education. Federal and state budgets directly impact the funding that flows to postsecondary institutions, and the economy at all levels shapes employment and earning opportunities that translate to income available for college tuition.

### National Recession

The nation has been undergoing a slow recovery from a deep recession that began in 2008. Unemployment has hit record highs since the 1980s, and while the unemployment rate is slowly decreasing, the number of workers who are discouraged from seeking work has been on the rise. Many countries around the globe are experiencing economic malaise. Wall Street is claiming to be in recovery, but Main Street still struggles with the lack of employment, stagnant wages, and rising prices.

A recession is defined primarily by negative economic growth. As illustrated in Figure 1, the Great Recession began in 2008 as a large dip in the Gross Domestic Product (GDP). The red line represents the percent change over time, and when compared with the recession of 1980, the subsequent loss in 1982 was not as great as the 2008 recession. However, GDP has been increasing since 2009 indicating the economy is in recovery, albeit a slow one.



Source: Bureau of Economic Analysis, Gross Domestic Product in Billions of Chained 2009 Dollars

In response to the perfect storm of financial distress that included the pop of the housing bubble, mortgages going into default, declining home values, high unemployment, and lower consumer spending, there have been cutbacks across the board by state and federal agencies. High unemployment and foreclosure rates translated to a decrease in local spending, perpetuating a negative spiral as consumer confidence declined and household spending continued to decrease.

Total wages have not rebounded from the declines that began in 2001, thus pumping fewer dollars into the local economy, as seen in Figure 2.

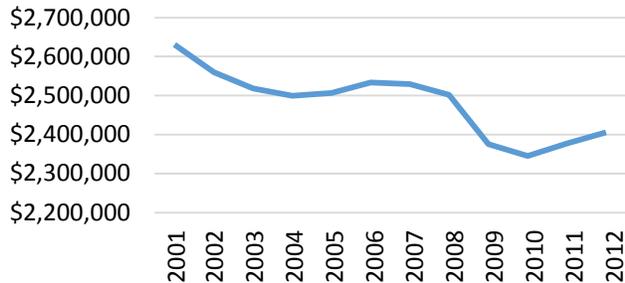
However, there is some good news. According to the Bureau of Labor Statistics, in the fourth quarter of 2012 “McHenry, Lake, and Cook Counties experienced the state's largest wage increases, ranking 7th, 28th, and 60th, respectively, among the nation's 328 largest counties.”<sup>1</sup> The next year will reveal the pace and sustainability of the economic recovery for the Harper region.

### Gasoline Prices

The price of gasoline impacts not just the cost of driving a car, but petroleum is used to transport goods and manufacture other goods. The rising price of gasoline causes all other prices to rise. Because the price of oil is set globally, the only component in local, state, and federal control is how much tax is applied.

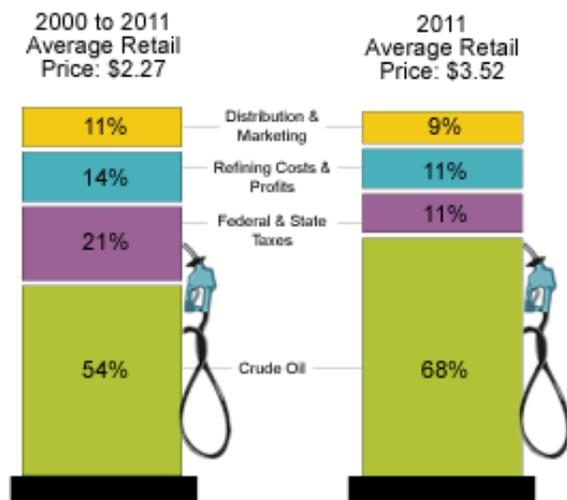
In the last several years the average gas price in the region has continued to rise, along with the cost of utilities. There is no relief in sight according to the U.S. Department of Energy. The potential for state or local relief measures, including the reduction in taxation on pumped gas, is declining as the majority of the price increase has been the cost of crude oil itself. As seen in Figure 3, the average tax from 2000 to 2011 was 21%. In 2011 that same tax dropped to 11% of the total cost per gallon, but the cost per gallon increased by 55%. The federal gasoline tax is 18.4 cents per gallon, while Illinois tacks on an additional 19 cents per gallon – a rate that is among the lowest in the nation. Crude oil pricing is determined by a global market that continues to grow as China and India purchase more cars and demand more consumable goods. Therefore, the price we pay at the pump is a function of global supply and demand. This has

**Figure 2: Cook County Total Wages Paid**



Source: Illinois Department of Employment Security, Unadjusted dollars

**Figure 3: What Do We Pay for a Gallon of Regular Unleaded Gasoline?**



Source: U.S. Energy Information Administration, averages based on Gasoline and Diesel Fuel Update.

<sup>1</sup> Bureau of Labor Statistics. Press Release. Accessed Online: <http://www.bls.gov/ro5/qcewil.htm>

direct implications for commuter students who may need to make fewer trips to campus or enroll in more online courses.

### Impact of Illinois Pensions

In fiscal year 2012, Illinois cut state agency budgets across the board in an effort to help fill the \$100 billion pension shortfall. An increase in state income and corporate tax rates have helped generate additional revenue (see Table 1), but these rates are set to expire in 2015 unless new legislation is passed.

The downgrading of Illinois' bond ratings (Table 2) will require the State to pay more in interest for its borrowing. Table 2 shows the current ratings for Illinois general and special obligation bonds. While credit agencies vary in their ratings,

in general an AAA rating is considered prime with lesser ratings qualifying borrowers for high grade, upper medium grade, and lower medium grade interest rates. The situation is not unique to Illinois, as Standard & Poor's recently downgraded the creditworthiness of the U.S. government and other states have been downgraded. However, as debt payments increase, the availability of funds for other state priorities, such as education, will decrease. As a result, institutions of higher education are having to increase tuition and fees to cover the shortfall at a time when unemployment and high tax rates are reducing income available for education.

	<b>Individual</b>	<b>Corporate</b>
<b>2015</b>	3.75%	7.75%
<b>2011</b>	5.00%	9.50%
<b>1993</b>	3.00%	4.80%
<b>1989</b>	3.00%	4.80%
<b>1984</b>	2.50%	4.00%
<b>1983</b>	3.00%	4.80%
<b>1969</b>	2.50%	4.00%

Source: Illinois Department of Revenue

**Table 2: 2013 Illinois Bond Ratings**    **Fitch Ratings**    **Moody's Investors Service**    **Standard & Poor's**

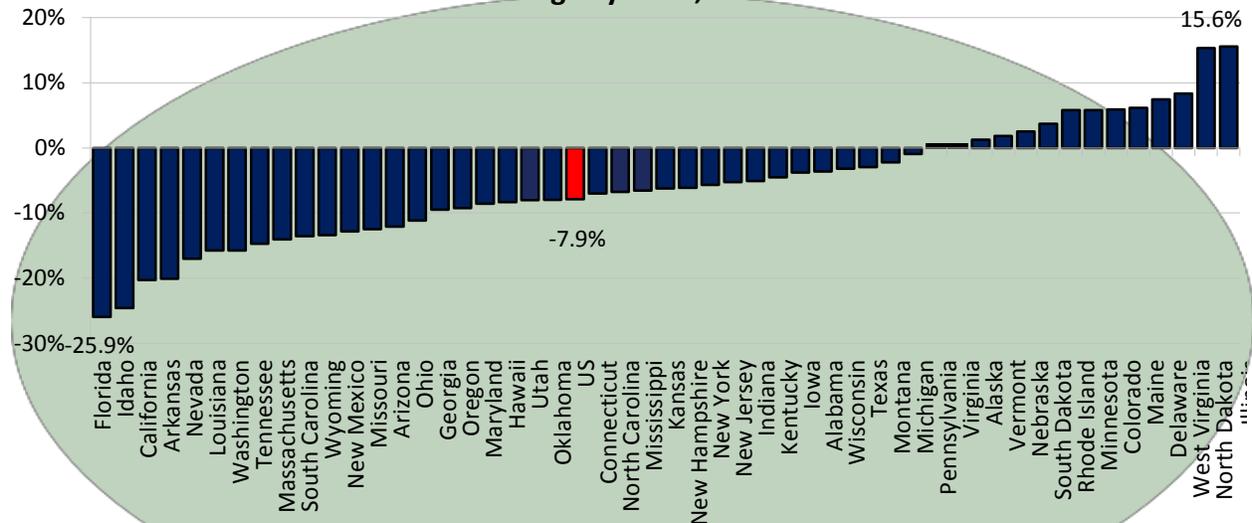
	<b>Fitch Ratings</b>	<b>Moody's Investors Service</b>	<b>Standard &amp; Poor's</b>
<b>General Obligation</b>	A- Negative	A3 Negative	A- Negative
<b>Special Obligation</b>	AA+ Stable	A3 Negative	AAA Stable

Source: Illinois Comptroller's Office, 2013

## Higher Education Funding

States fund higher education at varying levels. Illinois displayed the largest increase of all the states in total educational revenue per FTE (see Figure 4) between 2007 and 2012: a 15.6% increase compared to an average national decrease of 7.9%. However, much of the increase is for payments to shore up the pension fund and will not be used to provide educational services.

**Figure 4: Total Educational Revenue per FTE  
Percent Change by State, Fiscal 2007-2012**



**Note:** Dollars adjusted by 2012 HECA, Cost of Living Adjustment, and Enrollment Mix; total educational revenue excludes net tuition revenue used for capital debt service. Accessed online:

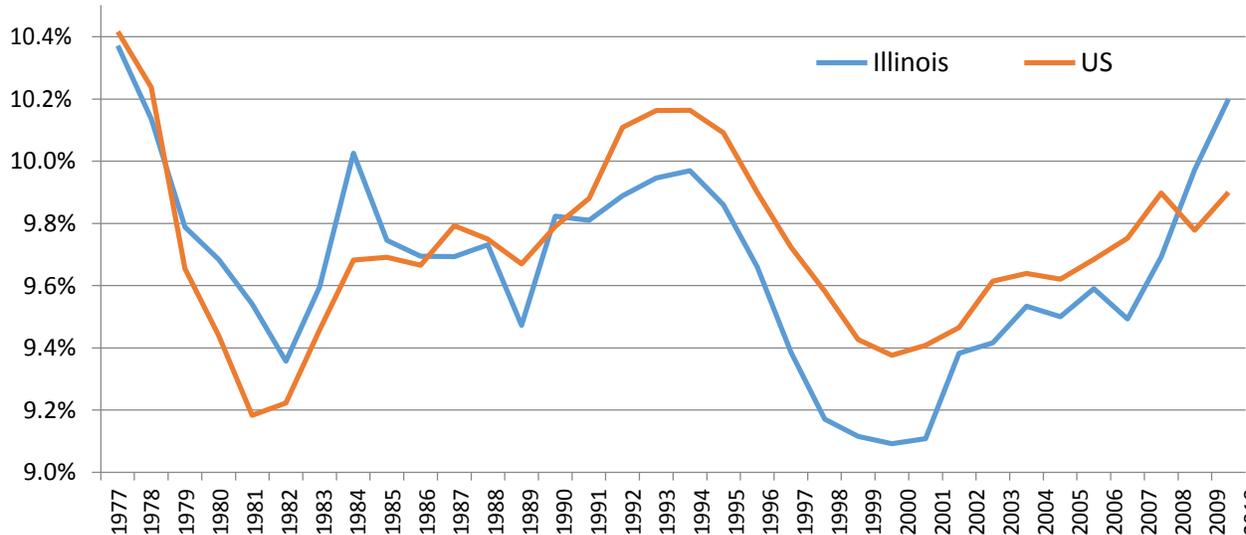
<http://www.sheeo.org/sites/default/files/publications/SHEF%20FY%202012-20130322rev.pdf>

**Source:** State Higher Education Executive Officers

Illinois is not the only state with pension troubles. The Government Accounting Standards Board (GASB) is recommending new rules to govern the funding of public pension systems and to apply standards to the recording of pension liability in the long term. The new measures will be effective on June 16, 2014 and will help avoid future pension underfunding. However, Illinois has a long way to go in order to make up for the underfunding over the last decades.

At a local level, the ability of families to pay for higher education continues to be a challenge. In recent years, Illinois' tax burden has exceeded that of the country as a whole and has reached levels not seen since 1978. High tax rates reduce the amount of discretionary funds available for families to use on such commodities as education (see Figure 5).

**Figure 5: State-Local Tax Burden (1977-2010)**

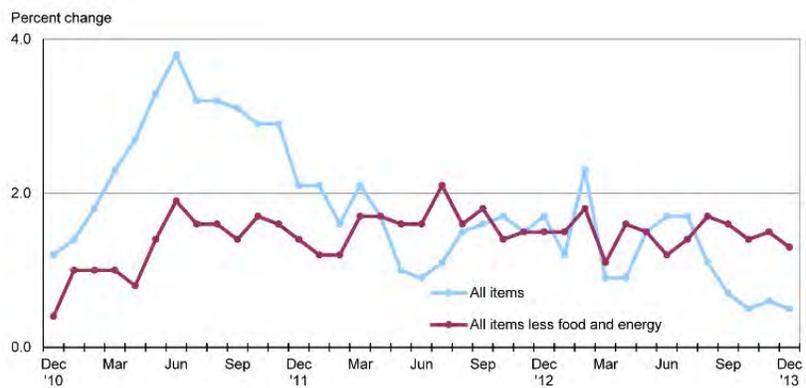


Source: Tax Foundation calculations based on data from the Bureau of Economic Analysis, the Census Bureau, the Council on State Taxation, the Travel Industry Association, Department of Energy, and others.

The Consumer Price Index (CPI) is a measure utilized by the Bureau of Labor Statistics to determine the buying power of the dollar across the country. The Metropolitan Area<sup>2</sup> is experiencing a return to levels from before December 2010. Figure 6 illustrates the changes in the CPI in the last three years. Because the gas price fluctuates greatly, there are two measures, one including the energy pricing and one without. The dark red line

indicates the price of a bundle of goods without consideration of energy costs and it is apparent the CPI is fairly stable. A stable CPI is better when wages are not increasing so that necessary consumables are affordable.

**Figure 6: CPI Percent Change for Chicago MSA**



Source: U.S. Bureau of Labor Statistics.

<sup>2</sup> The MSA is the Chicago-Gary-Kenosha region. Bureau of Labor Statistics, News Release, Midwest Information Office, Chicago, Illinois, January 16, 2014.

## Economic Conclusion

At the end of 2013, economic indicators suggested that while the economy recovery was still fragile, there were unmistakable signs of improvement. Consumer spending, job growth, retail inventories, and overall economic growth all suggest that the economy was rebounding at the end of last year and is positioned for stronger growth in 2014. As pension reform legislation passed in late 2013 faces certain legal challenges, uncertainty about the state's pension funding gap lingers. Until fiscal certainty is restored to Illinois, the state's bond rating will not improve and scarce general revenues will be diverted to support debt payments. Families remain hard-pressed to find the resources to pay for basic needs, such as gasoline for commuting to work or school, and for college tuition.

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## Housing Trends

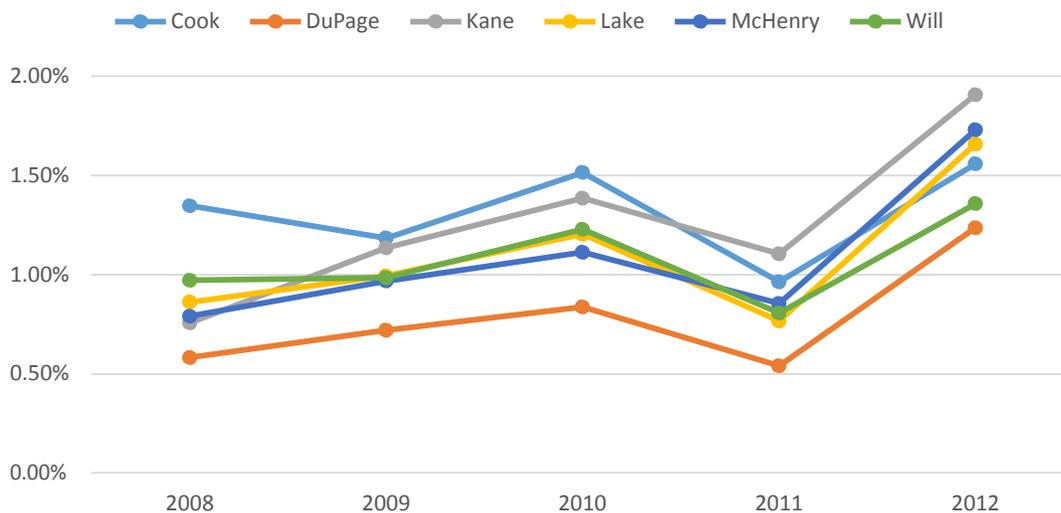
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Healthy neighborhoods affect higher education in many ways. Safe and stable communities translate to higher property values, a principal source of education funding. Strong communities can also support healthy families that provide quality learning environments for students of all ages. Housing is a key indicator of neighborhood quality and is the main focus of this section. Since the housing crisis began in 2008, many homeowners have seen their housing values plummet and others have lost their homes altogether. This type of turnover can significantly increase the mobility of families and disrupt student learning, particularly in the K-12 sender schools within the Harper district.

### Foreclosures

Foreclosures are a crucial indicator of community well-being and the Chicago region has been hit hard. Counties in the Harper district all experienced dramatically increased foreclosure rates in 2010 and then another large increase in 2012, see Figure 7. Recent reports suggest that 2013 was a better year and the market may be returning to lower rates. Kane County is usually very low in comparison and is now experiencing the greatest increases.

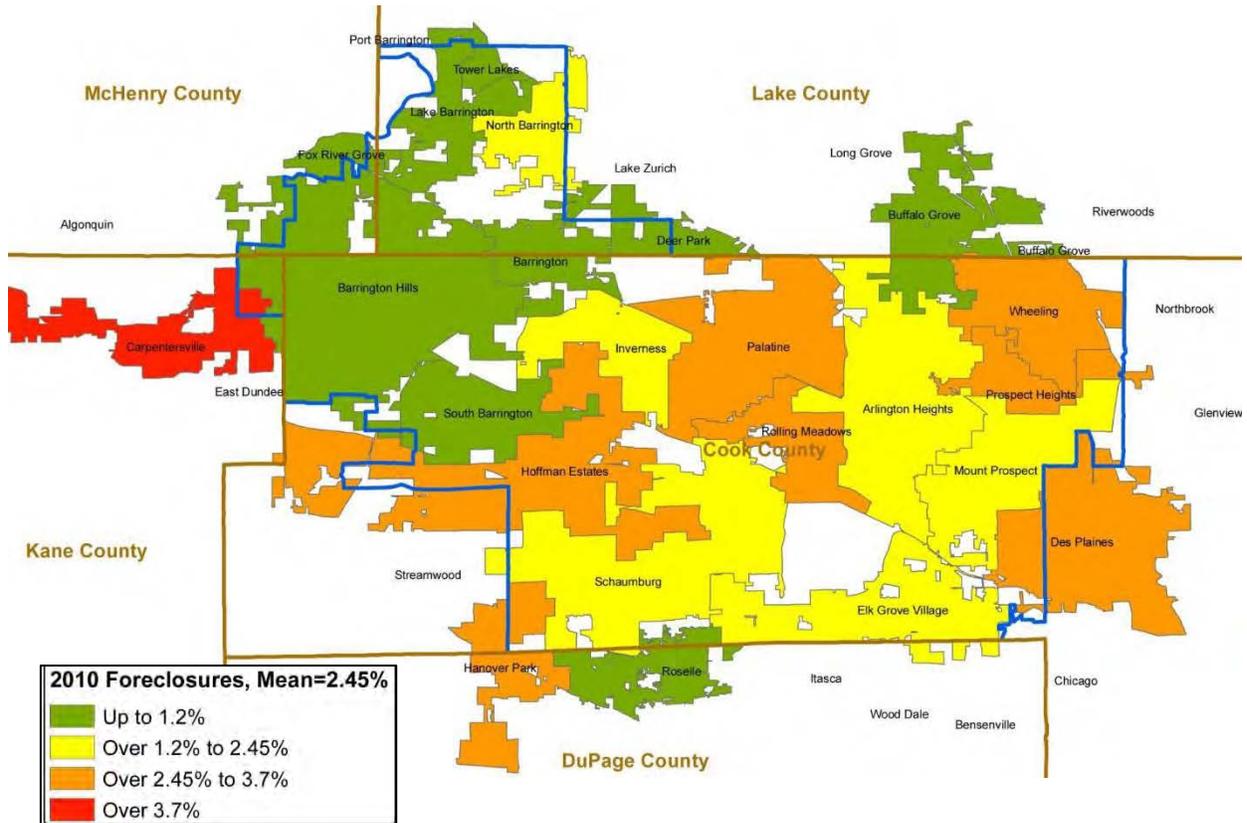
**Figure 7: Foreclosure Rate in Harper Region**



Source: Woodstock Institute, Foreclosure Filing and Auction Data, 2013

Carpentersville is the only municipality, primarily in Kane County, that intersects the Harper district and has a high foreclosure rate of 3.7%, the highest in the Harper district in 2012 (see Figure 8). Foreclosure rates provide insight into the ability of families to afford or even consider higher education for their children. High foreclosure rates often result in increased student mobility, a disruptive phenomenon that is challenging for students and teachers alike.

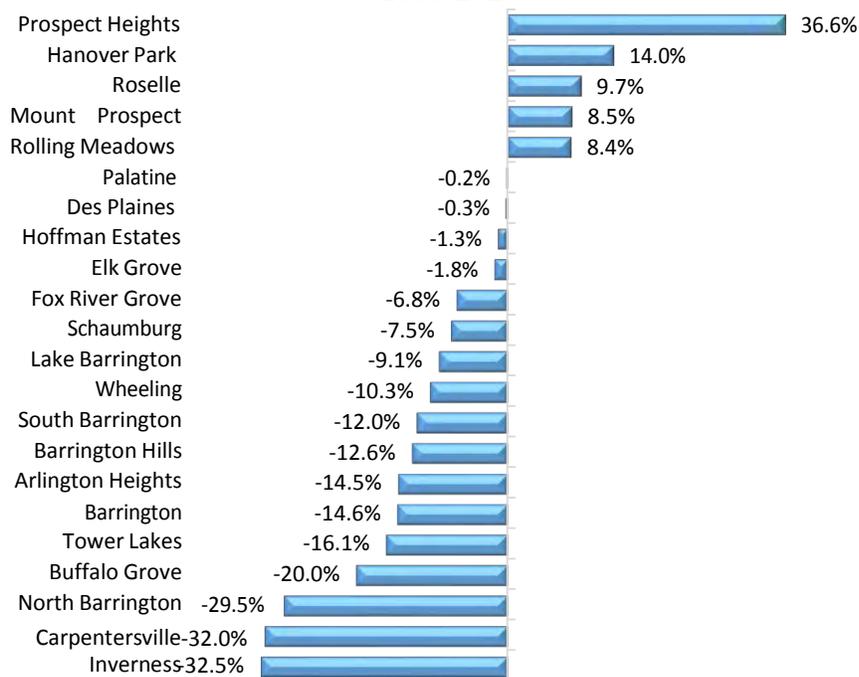
**Figure 8: Foreclosure Rate by Municipality in the Harper District**



### Home Values

Between 2008 and 2013, declines in perceived housing value occurred in a majority of communities within the Harper district (see Figure 9). Of the 22 municipalities that overlap the Harper district (Deer Park is excluded as the data are not available for 2008), only five reported an increase in housing values: Roselle, Prospect Heights, Rolling Meadows, Mount Prospect and Hanover Park. Prospect Heights rose by 36.6%, or from \$197,013 to \$269,111. Only one municipality, North Barrington, showed an increase in rental price from \$1,190 to \$1,571 which could be accounted for by a new upscale rental complex. All other municipalities reported decreases in value and rents being paid. South Barrington has the largest decrease in rental price of 40.6%, or \$2,000 to \$1,188. Inverness has the highest decrease in housing value of 32.5%, or \$828,186 to \$558,910.

Figure 9: Perception of Housing Value Change  
2008-2013



Source: EASI Analytics, 2008 & 2013

It is important to note that the perceived housing values are based on surveys of owners living in these units. However, the Illinois Realtor’s Association is seeing the same downward trend in home values by those sold. In the third quarter of 2008 the median year-to-date value of homes sold was \$244,900 and in 2013 the comparable figure is only \$179,000, a 36.8% loss<sup>3</sup> throughout the entire Chicagoland area.

Another important housing measure is the number of high interest loans<sup>4</sup> being approved. High interest

loans provided mortgages to those with less than stellar credit histories. Charging a higher interest rate is accepted practice in the hopes that the stability of homeownership would improve the homeowner’s financial situation, allowing for refinancing when lower interest rates were available. However, the housing market crashed due to the abuses of approving mortgage loans without checking creditworthiness, knowing in many cases that the buyer could not maintain the payments. Many of these originated mortgages were quickly bundled and sold to other banks who assumed they were vetted, when in fact they were not. Housing prices dropped, payments could not be maintained, and the notes these mortgages were written on were no longer of value.

The practice of subprime mortgaging is being monitored now, but it is too late to repair the damage already done. Throughout the nation, many homeowners found themselves with mortgages that were much higher than the value of their homes and, unable to afford their payments, went into foreclosure. Evidence of this in the Harper region is found in the decline in owner-occupied homes between 2007 and 2012 (see Table 3).

A recent study conducted by RealtyTrac in December 2013 reported that the Chicago-Naperville-Joliet metropolitan area is still struggling. The loan to value

	Cook County	Lake County	McHenry County
<b>2007</b>	62.3%	78.7%	84.6%
<b>2012</b>	57.1%	74.6%	80.1%

Source: US Census Bureau, American Community Survey, 2007 & 2012

<sup>3</sup> Illinois Realtor’s Association, Market Stats Reports for 2008 and 2013, Third quarter year-to-date median sales price of all sales in the Chicago PMSA.

<sup>4</sup> Woodstock Institute. Data Accessed Online: <http://www.woodstockinst.org/content/mortgage-purchase> on December 10, 2014

ratio (LTV) is 125% for approximately one-third of mortgaged properties. The majority of these properties tend to be on the south side or within Chicago city limits, but overall Illinois is ranked third in the nation for over-mortgaged properties after Nevada and Florida.<sup>5</sup>

The issuance of high interest, or subprime, mortgages have dropped dramatically in the Harper district from a high of 18.5% in 2007 to only 1% in 2011 as a result of stricter regulation on the creditworthiness of applicants. There has been substantial turnover in mortgage origination, whether initial mortgages or refinance, and the number of new loans has been cut almost in half since a high in 2009. The low interest rates should be attractive to buyers, but the demand has dramatically slowed due to the new and more restrictive credit requirements. The result is a buyers' market as there will be more homes available than buyers who qualify to purchase.

According to the Illinois Realtor's Association, a reduction in the number of homes on the market as foreclosures slow and low interest rates will improve housing sales. However, the lack of lower priced housing stock is causing many families to spend a larger proportion of their income on a mortgage reducing their discretionary funds. The Association predicts that foreclosures will "return to pre-bubble levels by August 2015"<sup>6</sup> in Illinois. The return will improve perceptions and stability to neighborhoods experiencing high volumes of vacancies and turnover.

The availability for new homeowners to purchase a home in the area is going to be more difficult due to the new restrictions. Foreclosures are slowing, which is a good sign. However, there are many homes on the market along with many others now owned by banks that are not being maintained contributing to the decline in home values, both perceived and in reality.

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<sup>5</sup> Anderson, Mark W. *Real Estate Market in Illinois and Chicago Remain in Crisis*. NBC Chicago. January 10, 2014. Published online: <http://www.nbcchicago.com/blogs/ward-room/Real-Estate-Market-in-Illinois-and-Chicago-Still-in-Crisis-239482491.html>

<sup>6</sup> Illinois Realtor's Association Infographic, available at <http://images.illinoisrealtor.org/Dec2013infographic.pdf>

## Vacancies

Housing vacancies can be an indicator of neighborhood stress. The Harper region is showing some improvement from the 2008 housing bust, but more areas are increasing in the number of vacant homes as illustrated in Table 4. Northwest Cook County has a vacancy rate of 2.69% as almost three homes for every 100 are vacant. The high in the area is South Cook County at 6.55% and the lowest is McHenry County at 1.62%. The percent change in vacancies from 2011 to 2012 for the Northwest Cook County area increased by almost 4%. Of those homes, 58% have been long term vacancies.

<b>Table 4: Housing Trends by County</b>	<b>Vacancy Rate (2012)</b>	<b>Percent Change in Vacancies (2011-2012)</b>	<b>Percent Long Term Vacancies (2012)</b>	<b>Housing Units (2012)</b>	<b>Owner Occupied (2012)</b>
<b>McHenry County</b>	1.62	1.20	34.99	115,558	78.6
<b>DuPage County</b>	2.27	9.99	51.83	356,175	71.5
<b>North Cook County</b>	2.66	-0.72	60.33	165,047	71.5
<b>Northwest Cook County</b>	2.69	3.98	57.84	259,678	71.0
<b>Kane County</b>	2.76	-1.11	44.36	180,761	71.8
<b>Southwest Cook County</b>	2.81	7.82	58.69	179,922	75.4
<b>Lake County</b>	3.10	9.34	51.72	259,358	71.8
<b>Six County Region (total)</b>	3.74	0.58	53.41	3,325,587	60.3
<b>West Cook County</b>	4.06	1.98	49.32	213,478	62.4
<b>City of Chicago (total)</b>	5.41	-2.79	52.96	1,198,141	40.4
<b>South Cook County</b>	6.55	9.40	57.79	161,252	62.9

Source: The Woodstock Institute

## Housing Conclusion

The Harper district is weathering the housing crisis better than the larger Chicago metropolitan region. However, foreclosure rates have risen while housing values have declined. The combination has caused many families to move out of their homes and, without new buyers qualifying for mortgages, many homes are remaining vacant. While the foreclosure rates are slowing, it will take some time for vacant homes to be reoccupied and neighborhoods stabilized.

## Population Trends

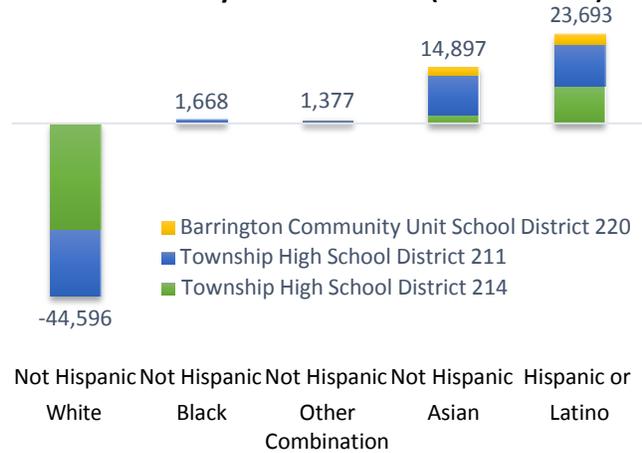
The population of the Harper district is changing. Understanding these changes helps Harper anticipate growth or decline in student enrollments and to adjust educational programming to meet residents' needs. The population discussed in this section pertains to all residents or those who work within the district rather than Harper students specifically.

### Race-Ethnicity Changes

There is a more diverse population than ever before as Non-Hispanic Whites leave the area and are replaced by a mix of other races and ethnicities, most notably Asians and Hispanics as seen in Figure 10 and Table 5. The transformation is similar to the rest of the

state. Whites have slightly increased in number statewide, but have slightly decreased in the proportion they represent, from 73.5% to 71.5%. Hispanics have increased in proportion of the total population, from 10.1% to 15.2%, and their numbers increased by 23,693 people or 4.4%. Asians have also increased statewide, but not as much as in the Harper district. The Harper district added almost 15,000 Non-Hispanic Asians. However, a significant development for the Harper district is the loss of Non-Hispanic Whites. There were almost 45,000 that moved out of the area; both Township High School districts saw significant decreases and only Barrington Consolidated School District saw a slight increase.

**Figure 10: Change in Race/Ethnicity in Harper District Resident Population by Secondary School Districts (2000 to 2010)**



Source: US Census Bureau, Decennial Census, 2000 & 2010

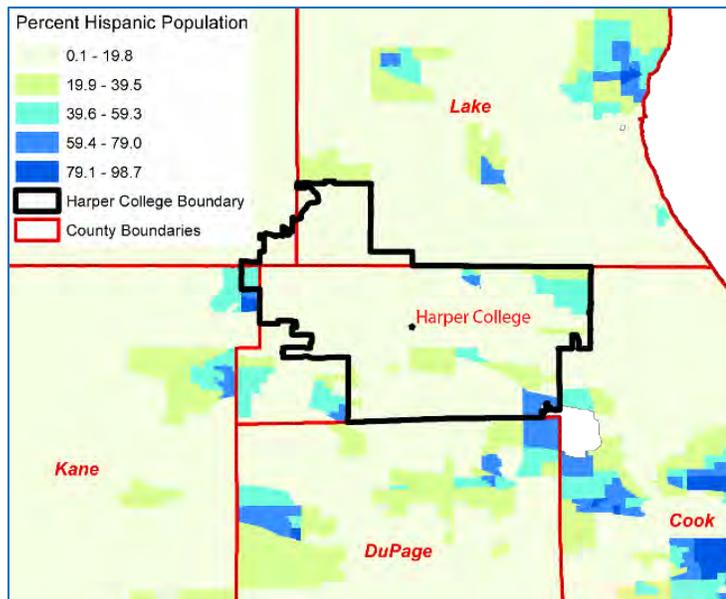
**Table 5: Change in Race & Ethnicity in Harper District Population (2000 – 2010)**

	Township High School District 214	Township High School District 211	Barrington Community Unit School District 220	Harper District
<b>Not Hispanic</b>				
White	-10.5% (-27,867)	-7.4% (-17,118)	1.0% (389)	-8.3% (44,596)
Black	0.1% (167)	0.5% (1,233)	0.7% (268)	0.3% (1,668)
Asian	0.9% (2,478)	4.5% (10,301)	5.6% (2,118)	2.8% (14,897)
Other Race or Combination	0.1% (258)	0.3% (801)	0.8% (318)	0.3% (1,377)
<b>Hispanic or Latino</b>	3.7% (9,926)	4.7% (10,796)	7.8% (2,971)	4.4% (23,693)

Source: US Census Bureau, 2000 & 2010 Decennial Census, Extracted using Alteryx Census Data Engine

High percentages of Hispanics reside in the Wheeling-Prospect Heights area, in the northeast along with the Elk Grove-Bensenville area surrounding O’Hare airport in the southeast section (see Figure 11). There is also a high percentage on the far west side in Carpentersville and part of Barrington Hills. Along I-90 there are higher concentrations, with many of these areas close to industrial and commercial properties. According to the Society for College and University Planning in 2013, “Fifty-three percent of U.S. preschool students, four years old and under, are Hispanic; of college students, 12 percent are Hispanic. In 2008, it was estimated that eight percent of the births in the US were to parents who did not have legal status.” These trends are anticipated to continue.

**Figure 11: Hispanic Population Percentages**



### Languages & Foreign Born

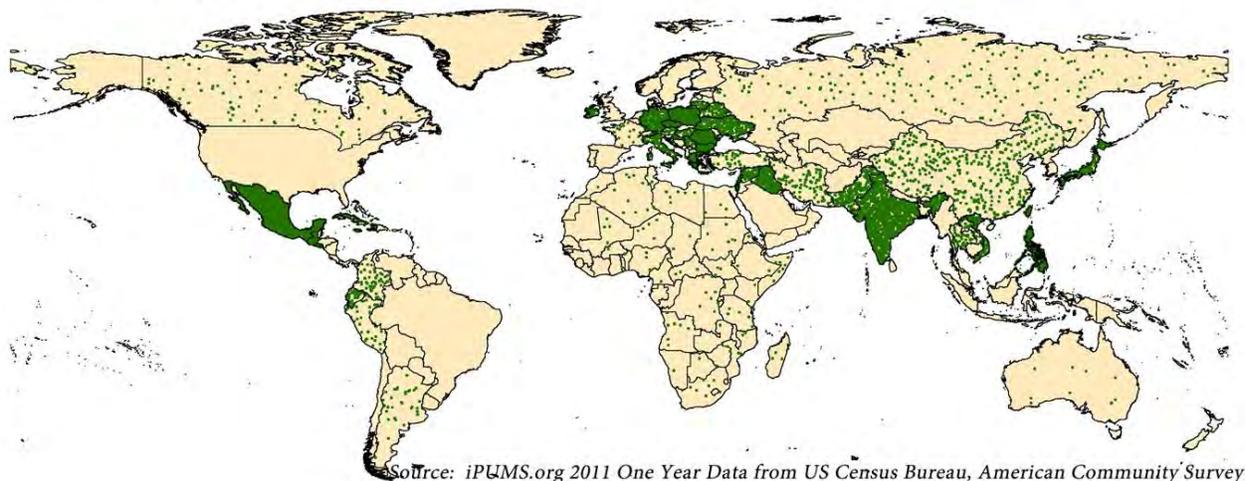
English language acquisition can be a challenge for those needing to continue their education. In the Harper region those who do not speak English at all or not well remained stable at 6%. The languages that are spoken vary, but the most common is Spanish (13.6%), Hindi (3.6%), and Polish (3.2%) as illustrated in Table 6 (Ruggles, et al., 2010). Forty-eight different languages were reported in 2011 for the Harper district reflecting the diverse origins of residents in the region. Immigrants are an important source of small business start-ups and contribute to local economic development.

Table 6: Primary Languages in the Harper Region	2008		2011	
	Number	Percent	Number	Percent
English	526,903	62.6%	509,665	60.7%
Spanish	104,311	12.4%	113,773	13.6%
Polish	28,457	3.4%	27,038	3.2%
Hindi and related	26,589	3.2%	30,391	3.6%
Russian	14,521	1.7%	14,052	1.7%
Korean	12,088	1.4%	12,805	1.5%

Source: US Census Bureau, American Community Survey, 2008 & 2011 1 Year Estimates

Figure 12 is a map of Harper area residents and where they were born if not in the United States or territories. Each dot represents 25 people. The largest concentrations of foreign-born come from Mexico (19.8%), India (12.6%) and Poland (11.6%). When aggregating by country, almost 40% are coming from Asia. First generation immigrants make up an estimated 25.6% of Harper area residents, much greater than the statewide proportion of 14.3% (Ruggles, et al., 2010). This is not surprising given that the vast majority of immigrants live in highly urbanized areas, such as the Harper region (Corbett, 2011).

**Figure 12: Harper College Foreign Born Population Origination**



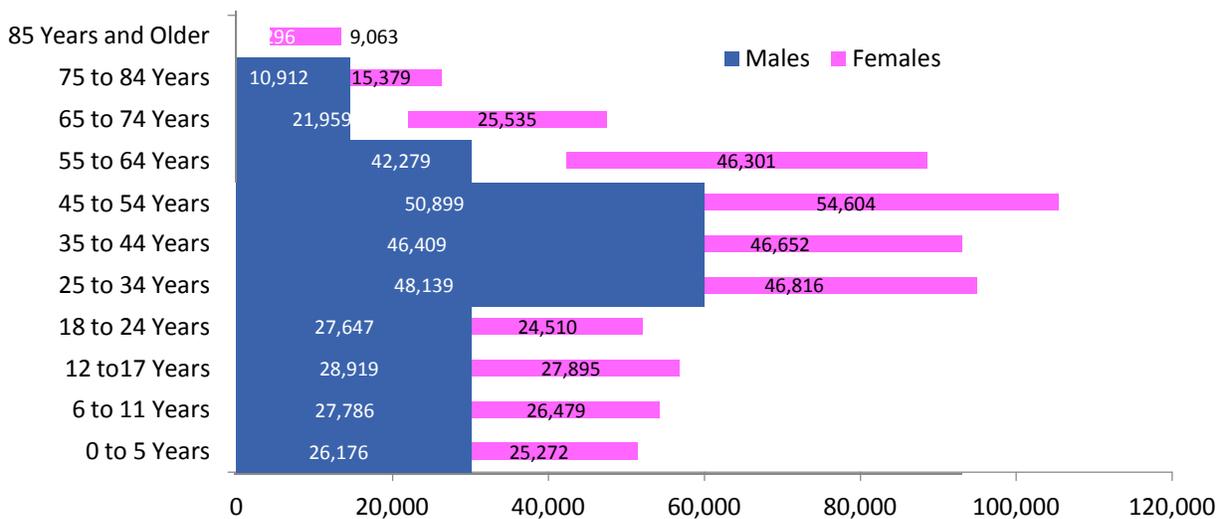
College plays a unique role in exposing students to new ideas and perspectives through engagement in a racially diverse student body. When people from segregated backgrounds are introduced to diverse environments they change, a process often leading to intellectual and socio-emotional growth (Gurin, Dey, Gurin, & Hurtado, 2004). Diversity on higher educational campuses can enrich the educational experience and produce a work force better able to thrive in a global economy. The challenge for Harper and other institutions serving diversifying populations is to attract a student body and faculty that mirrors their regions.

### Age Composition

The movement of Baby Boomers through the workforce is creating both challenges and opportunities for employers, younger workers, the health care and social security systems, and the Boomers themselves. The Baby Boomer generation is the name given to those born between 1946 and 1964, now aged 49 through 67. As many move into retirement or decide to launch a new career, they take with them considerable skills and institutional knowledge that are difficult to replace. Other Baby Boomers, whose retirement savings were decimated by the Great Recession or who haven't the resources to retire, are remaining in the workforce and limiting access to employment opportunities by younger generations.

Below is a breakdown of Harper district residents by age (Figure 13). The Baby Boomers dominate the distribution, followed closely by their children, the “Echo Boomers”. However, in sharp contrast are the much smaller numbers of residents 24 and younger who will be expected to fill the positions vacated by older workers. Another challenge is the impending plunge in workers supporting a large and growing group of retirees. The retirement security of Baby Boomers retirees may need to be shored up with additional funding through Medicare, Medicaid and Social Security, three programs already experiencing funding difficulties (Rowett, 2013).

**Figure 13: Age Groups of Residential Population in the Harper Region - 2012**

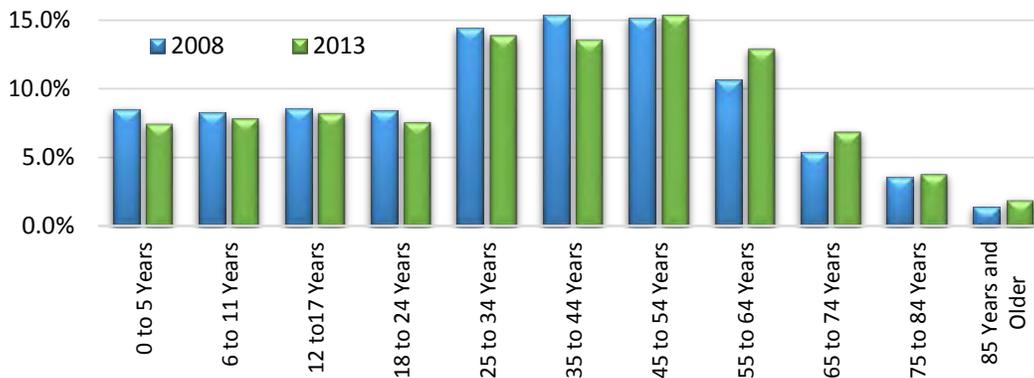


Source: Easi Analytics, Inc., 2012

Baby Boomers represent a significant and growing market for higher education. Many will need to seek professional development in their present careers to remain competitive. Others that have been edged out due to technological advances or shrinking of the workforce in various industries will need to be retrained for new careers to remain in the workforce. The education and training needs and preferences of mature workers, including the Traditionalists (born before 1945) and the Boomers, are often different than those of young and mid-skill workers, such as the Generation X’ers (born between 1965 and 1980) and the Millennials (born between 1981 and 1999). Each generation has its own ideas, behaviors, expectations and motivators that should be taken into account when developing programming. These differences may be reflected in individual communication and learning styles, comfort with technology, and the need for scheduling flexibility.

Baby Boomers were born from 1946 through 1964 after World War II causing a larger than normal birth rate during that period. Now those Baby Boomers are reaching retirement age (49 through 68 years of age) bringing to light the pension and Medicare funding issues. The Baby Boomer generation can be seen when looking at the population age cohorts over time in the Harper region. From 2008 to 2013, each group has decreased in both percentage and absolute change in the Harper region. It is not until 45 years of age that there is an increase in numbers and proportion (Figure 14).

**Figure 14: Population Age Cohorts**

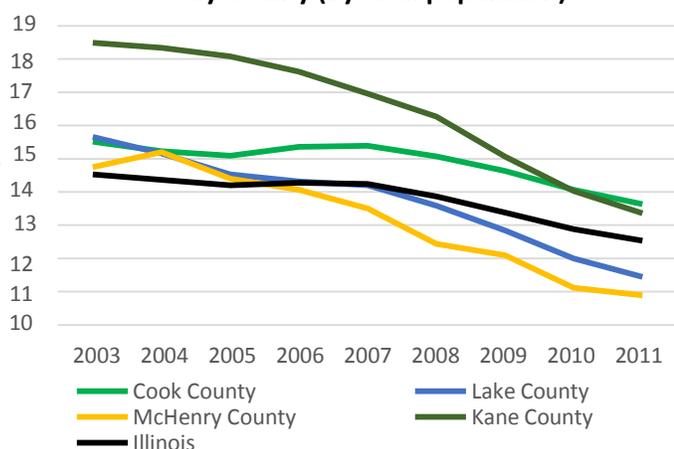


Source: Easi Analytics, 2008 & 2013

The Great Recession, the erosion in property values, and loss of retirement savings has caused many mature workers to postpone retirement and remain in the workforce that would have historically been made available for those entering the workforce. Internships for Harper students will be more difficult to secure while employment after graduation will continue to be a challenge.

Birth rates across the developing world have been on the decline since 2007 (Figure 15). Prior to 2007 there were some decreases primarily due to couples waiting to have children. However, since 2007 the economy is playing a larger role. Immigration has increased to help fill that gap. According to SCUP, some states are taking measures to further enhance immigration to shore up the younger age groups. In-state tuition is being offered in some cases and others have changed admissions standards that weight minority or legacy status to those based on socioeconomic status.<sup>7</sup> These are some considerations for Harper College if the younger age groups remain low in numbers.

**Figure 15: Birth Rates in the Harper Region by County (by total population)**



Source: United States Department of Health and Human Services (US DHHS), Centers for Disease Control and Prevention (CDC), National Center for Health Statistics (NCHS), Division of Vital Statistics, Natality public-use data on CDC WONDER Online Database, years 2003-2006 published March 2009, and years 2007-2011 published November 2013.

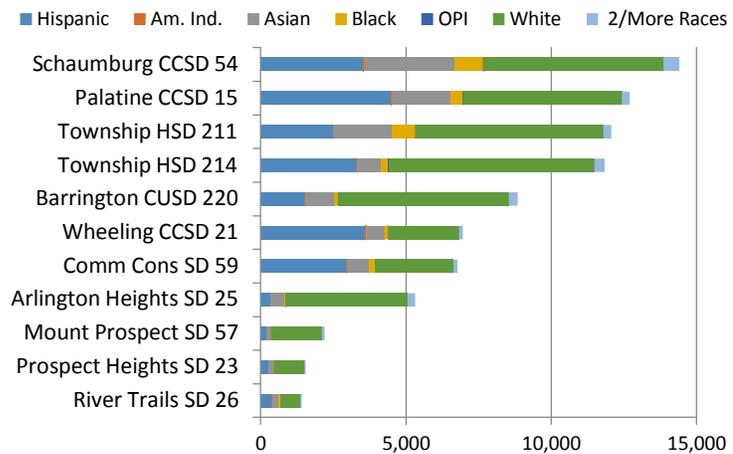
<sup>7</sup> Society for College and University Planning, *Planning for Higher Education Journal*, 2012

The same phenomenon is occurring in Lake and McHenry counties as they experience greater declines in birth rates than the State overall. Enrollments in Pre-K and kindergarten are already decreasing in the Harper district, suggesting that school districts may need to invest in cohort-based population projections and scenario development in the future. These types of studies take birth rates, in- and out-migration, household formations, and other population statistics into account to generate very detailed student projections. This information can enhance decision-making for future capital projects and planning. The long term implications for the Harper district may be fewer high school students applying to Harper College over the next 10-12 years.

### Elementary and Primary Students

The Harper district includes all or part of 11 districts, two of which are high school districts. The largest district is Schaumburg Community Consolidated District #54 with an enrollment of 14,409 students in 2014. The River Trails School District #26 is the smallest with 1,410 students. Districts are becoming more diverse with increases in Hispanic and Asian populations (see Figure 16). The 11 districts total 84,022 students in public schools.

**Figure 16: Public School Enrollments by Race-2014**

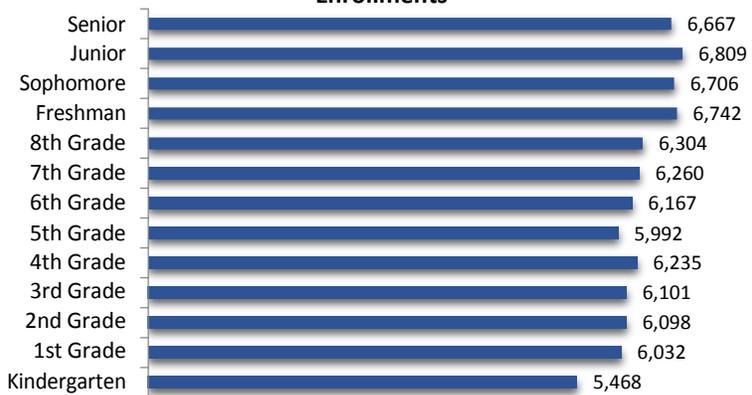


Source: Illinois State Board of Education, Fall Enrollment Counts 2014

Since 2011 there have been several changes in the schools within the districts. Three elementary schools were closed in the Schaumburg school district: Douglas MacArthur (K-6), Edwin Aldrin (PK-6) and Herbert Hoover (K-6). Nine new elementary schools have opened: one each in Palatine CCSD #15, Wheeling CCSD #21, and Barrington CUSD #220; two schools in Township HSD #211; and four new schools in Township HSD #214. A total of 123 schools are operating in these overlapping districts.

As was discussed previously in connection with Baby Boomers, the younger age cohorts in the Harper district are much smaller than those between 25 and 64 years old. As a result, enrollments in schools in the Harper district are on the decline (see Figure 17), a trend which is occurring across the nation. Fall enrollments show a decrease of 564 in kindergarten registrations over the previous

**Figure 17: Harper District Public School 2013-14 Enrollments**



Source: Illinois State Board of Education, Fall Enrollment Counts, 2013-14

year. There is approximately a 1,200 student difference between this year’s seniors and kindergarten registrations.

### High School Student Performance

Despite economic stresses that may impact the community, family, and individual, students attending the sender high school districts to Harper College have performed well above the statewide average. The Barrington district has had marked success in achieving high percentages of students who met or exceeded the national benchmarks. Although township districts 211 and 214 have consistently scored lower than Barrington, both districts are well above the statewide percentages and all have seen significant upticks in Prairie State Achievement Exam (PSAE) reading scores (see Figure 18). The three high school districts are preparing a greater proportion of their students for college than most Illinois schools.

**Figure 18: Harper Public High School District Performance**

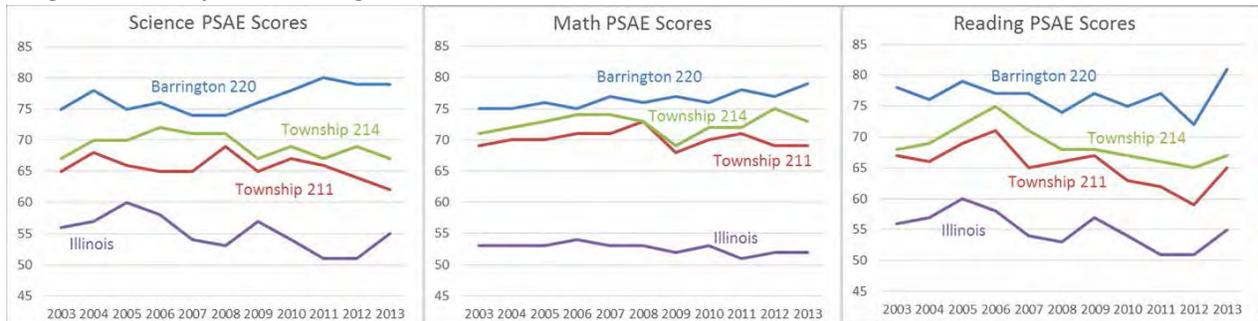


Table 7 shows indicators associated with graduation rates for the 12 high schools in the Harper district along with the statewide figures. Harper district schools are performing significantly better than the statewide average in dropout, truancy, and overall graduation rates.

There has been a push from the national level to increase the number of students who begin and complete the Free Application for Federal Student Aid (FAFSA) application while in high school. Eight of the high schools in

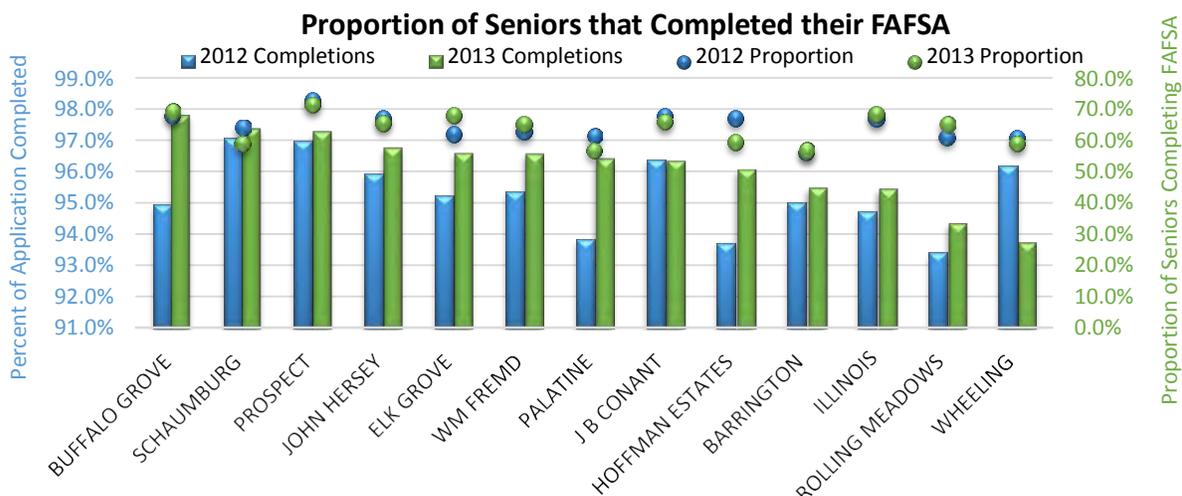
the Harper [redacted] have [redacted] in [redacted] their completion from 2012 to [redacted] with only [redacted] remaining the state average. A measure of FAFSA completions is the percentage of all enrolled seniors that completed the FAFSA. Figure 19

Table 7: High School Indicators	Dropout Rate	Truancy Rate	Mobility Rate	Attendance Rate	Grad Rate
Wm Fremd High School	0.4	0.7	3.0	95.8	96.6
Barrington High School	0.3	0.7	2.7	95.7	95.7
J B Conant High School	0.5	0.4	4.3	95.4	95.0
Hoffman Estates High School	0.8	1.1	6.5	94.7	93.5
Prospect High School	1.1	2.2	4.7	94.1	92.9
Buffalo Grove High School	1.1	4.4	9.7	93.9	92.6
John Hersey High School	0.9	1.9	9.3	94.1	92.4
Schaumburg High School	0.9	1.6	4.8	93.9	91.8
Elk Grove High School	0.8	2.1	12.4	94.4	91.8
Rolling Meadows High School	1.0	4.4	16.0	93.2	90.7
Palatine High School	1.2	3.2	5.6	93.6	88.7
Wheeling High School	1.5	4.9	14.8	92.9	88.4
<b>State</b>	<b>2.4</b>	<b>9.8</b>	<b>12.8</b>	<b>94.2</b>	<b>83.2</b>

Source: Illinois State Board of Education, Report Card Data, Accessed Online 12/02/2013

provides FAFSA completion data for all 12 high schools in the Harper district and the State of Illinois. All but one high school improved their percentage of FAFSA applications that were begun and completed, while there were more schools that saw increases rather than decreases in the percentage of seniors that completed the FAFSA. While many factors are involved in the decision to attend college, there is a strong correlation between FAFSA completion and college enrollment. Financial aid is becoming even more important as the cost of college continues to increase.<sup>8</sup>

**Figure 19: 2012 to 2013 Percent of FAFSA Applications Completed and**



Source: Illinois State Board of Education, Illinois Report Card Data, 2012 & 2013

### Low Income Students in Primary and Secondary Schools

In the Harper district, all three sender high school districts have seen increases in the numbers of low income students, with High School District 211 having the highest percentage at almost 30%. The trend is not unique to the Harper region as the economy is impacting schools across the country. As a comparison, the current statewide percentage of low income students is much higher at 50%.

This increase in low income students reflects a larger phenomenon of growing suburban poverty that is characteristic of Chicago and many other American urban centers. A tipping point has occurred as a result of a struggling economy, shifts in affordable housing and jobs, immigration, and population dynamics. As a result, between 2000 and 2010 the suburbs in the Chicago metropolitan area witnessed an increase in poor residents from 39% to 76%, compared with an increase of only 10% in the region's urban hubs. By 2010, a majority of the Chicago region's poor lived in the suburbs.<sup>9</sup>

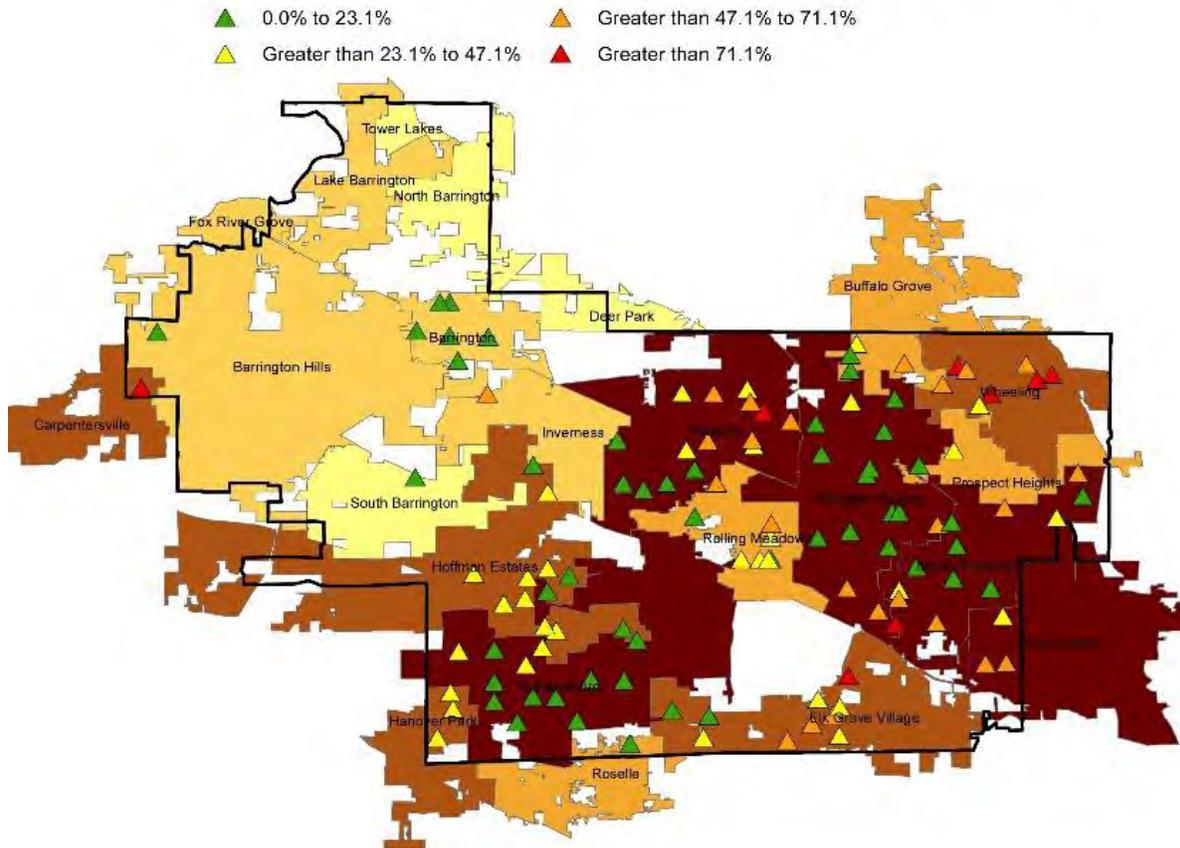
<sup>8</sup> "FAFSA Completion by High School." Federal Student Aid, U.S. Department of Education.

<http://studentaid.ed.gov/about/data-center/student/application-volume/fafsa-completion-high-school>

<sup>9</sup> Kneebone, E. & Berube, A. (2013). *Confronting Suburban Poverty in America*. Washington, D.C.: The Brookings Institution.

Figure 20 shows each school within the Harper district and the percentage of low income students as measured by those who qualify for free or reduced lunch. According to the fall 2013 enrollment counts, there were 31 schools in the Harper district with percentages of low income students that were higher than the statewide average of 49.9%. Ninety-five schools fell below the state average according to the 2013 fall enrollments. The full listing is included in Appendix B.

**Figure 20: Low Income Student Percentages by School in Harper District - 2013**



### Student Retention

Graduation rates have become a standard measure of educational performance at all levels. After decreasing at one-third of four-year colleges between 2003 and 2008, graduation rates have become a major focus at the postsecondary level. Improving graduation rates requires attention to student persistence and retention, both of which are cornerstones for increasing the rate at which students complete certificates and degrees. SCUP has highlighted recent research that sheds light on various ideas of student retention with mixed results. These include:

- Providing low-income parents 'pay for performance' (i.e., based on grades earned, unrestricted funds could be garnered) in community colleges in Ohio increased the number of credits earned, although it appeared to have no effect on retention.
- A study in Wisconsin, using random assignment of additional need-based financial aid for Pell Grant recipients in 13 public universities, found that it increased persistence for students who were most likely to leave, while those who were already most likely to persist exhibited no effects of the additional cash transfer.

- Two separate studies of community college students reinforced the importance of engaging students in their first year with a defined program of study or concentration to increase persistence and completion.
- A recent study indicates that, unlike earlier research, there is no statistical difference in the likelihood of graduation within six years between 'rising juniors' and community college transfer students.
- Completion may be higher than most standard reports show. A recent report from the National Student Clearinghouse which tracks students across institutions indicated that 75% of all full-time students graduate within six years.
- The decision to withdraw from college may be based on a series of events that create 'shocks' to a student; if enough occur, the student withdraws.

### Population Conclusion

There have been many changes in the population in and surrounding the Harper district. Non-Hispanic Whites have been moving out and being replaced by primarily Hispanic or Latino residents and an increasing number of Asian residents. Those speaking Spanish have increased by 1.2%, or 9,462 additional people. The Harper region is also aging. Baby Boomers, born between 1946 and 1964, are now reaching retirement age and are hanging onto their jobs, leaving fewer entry-level employment opportunities. Birth rates are at an all-time low which is already being felt in the public schools as enrollment is down in kindergarten and first grade. It is unknown when the birth rate will track upwards again as many decisions to start or grow a family are dependent upon the economy. The performance of the public schools is much higher than the statewide average and the schools have been experiencing higher completion rates overall of the FAFSA, leading to a larger pool of college applications. Students qualifying for the free or reduced lunch program come from all communities in all of the schools. Carpentersville, Elk Grove, Wheeling, and Palatine have schools with the highest percentages of low income students, but the percentages are mixed across the Harper district. Researchers conclude that the academic achievement gap has widened with rising income inequality over the past four decades.<sup>10</sup>

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<sup>10</sup> Reardon, S.F. (2011). "The widening academic achievement gap between the rich and the poor: New evidence and possible explanations" in R. Murnane and G. Duncan (Eds) *Whither Opportunity? Rising Inequality and the Uncertain Life Chances of Low-Income Children*. New York: Russell Sage Foundation Press

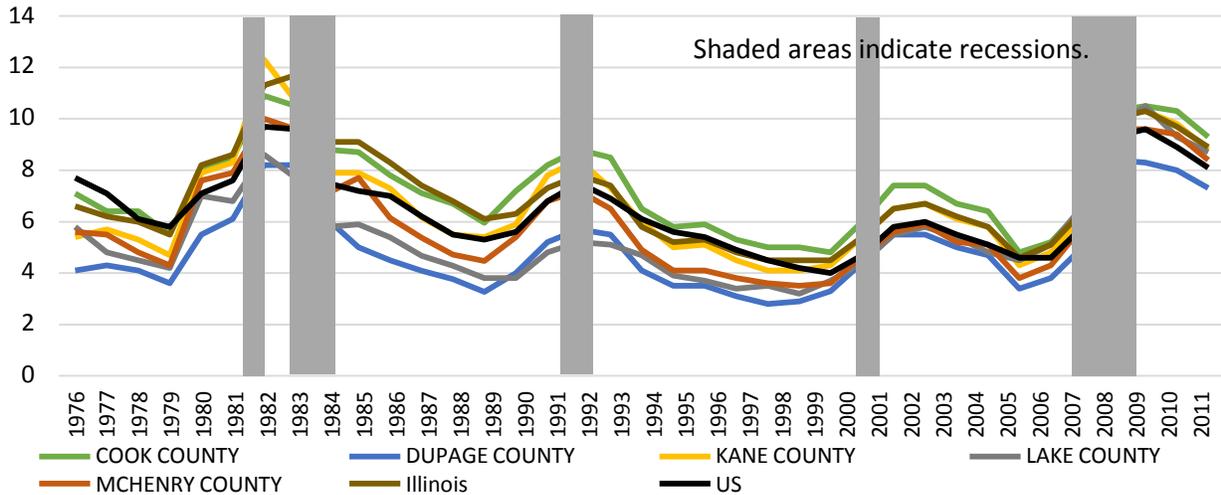
## Workforce Trends

There has been much change in the workforce since 2008. While the recession is over, unemployment has been lagging. The 2013 rate reflects an improvement in joblessness, but the numbers of discouraged workers are increasing and potentially canceling any gains. This section looks at unemployment trends, the necessary hourly wage to sustain a family, and household income trends in the municipalities within the Harper district.

### Unemployment

The Chicago metropolitan area had a November 2013 unemployment rate of 8.7%, an improvement over the seasonally adjusted October 2013 rate of 8.9%.<sup>11</sup> Figure 21 shows the fluctuations that have taken place over several decades that include two major and two lesser recessions. The 2008 recession resulted in across-the-board increases in annual unemployment, with some counties in the Harper region, such as DuPage and Lake, reaching record highs in unemployment. While these two counties have only a small portion of their territory overlapping the Harper district, the labor shed, or area from which Harper area employers draw their workers, includes a much wider region.

**Figure 21: Harper Area Average Annual Unemployment Rate**

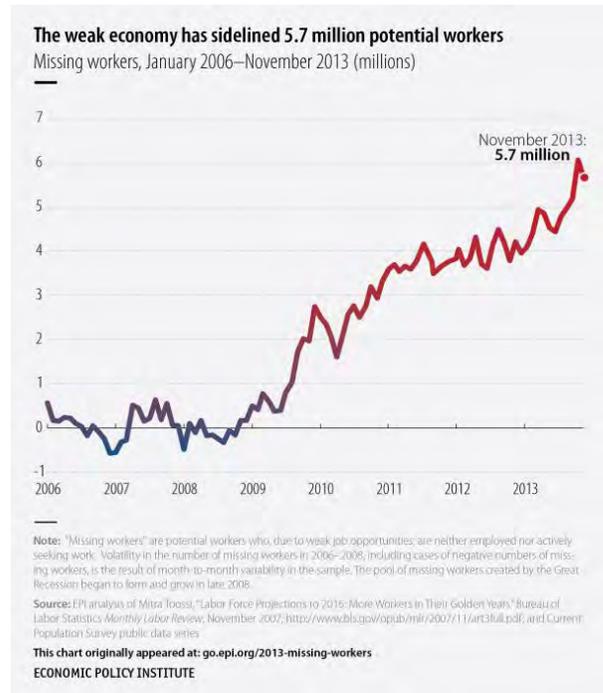


Source: Illinois Department of Employment Security, Local Area Unemployment Statistics, 2012

<sup>11</sup> Illinois Department of Employment Security, Revised 2008-2012 estimates published in March 2013.

It is important to note that unemployment rates exclude people who have unsuccessfully sought employment over a long period of time and have stopped looking: the “discouraged worker”. In a period of prolonged economic hardship the numbers of discouraged workers typically increase. The Economic Policy Institute measures discouraged workers by the employment to population ratio of those of working age. When there is a significant drop in the proportion working or seeking work, there is an increase in those who are considered discouraged. During a recession it is anticipated there would be an increase in discouraged workers due to the lack of available jobs. The Economic Policy Institute estimates there is the potential of 5.7 million workers that have given up on searching for a job, which is a significant increase since 2009 as seen in Figure 22.

**Figure 22: Discouraged Workers**



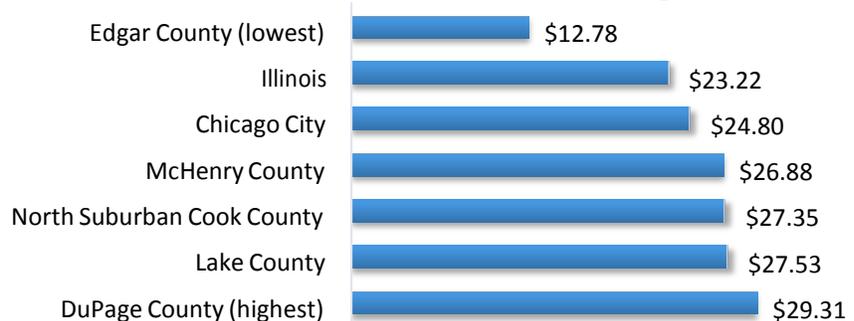
### Wages

A national discussion is taking place around whether to raise the minimum wage. Illinois currently has one of the highest minimum wages in the country at \$8.25, 14% higher than the national rate of \$7.25 that took effect in July 2009. Supporters argue that the minimum wage would have to be increased significantly to reflect a sustainable wage.

As an example, the Heartland Alliance publishes a self-sufficiency standard by county that would be necessary for a single parent to support a preschooler and a school-age child (see Figure 23). “Typical” hourly wages by county vary due to the difference in the cost of living. However, North Suburban Cook is one of the highest in the state at \$27.35 per hour.

One indication that wage levels are inadequate to support families is provided by the percentages of workers by occupation who rely on food stamps to supplement their incomes. For example, 4.9% of all retail salespersons receive food stamps as do 10.3% of all janitors (see Appendix C for a complete listing). Many of the occupations with the highest percentages of food stamp recipients are in the service sector which includes many of the low wage, low skill jobs that support our economy.

**Figure 23: Hourly Wage Needed to Support a Single Parent with a Preschooler and a School-Age Child**



Source: The Heartland Alliance, Illinois Self-Sufficiency Report, Accessed Online 01-30-2014, <http://www.heartlandalliance.org/research/research-illinois-self-sufficiency-standard/reports-and-fact-sheets/local-fact-sheets.html>

## Household Income

Households in the Harper district have seen their incomes erode since the onset of the Great Recession. Table 8 presents the change in inflation-adjusted median household income for all communities in the Harper district between 2008 and 2013. Only Fox River Grove and Roselle displayed an increase during this period. Incomes in every other community saw decreases that ranged from 1.8% to 39.2%. In general, with the exception of Barrington, communities with the highest median incomes experienced the largest decreases.

Table 8:

Median Household Income	2008 Median HH Income	2008 in 2013 Dollars	2013 Median HH Income	Numeric Change	Percent Change
<i>Fox River Grove</i>	\$78,441	\$84,716	\$97,821	\$13,105	15.5%
<i>Roselle</i>	\$78,656	\$84,948	\$86,342	\$1,394	1.6%
<i>Barrington</i>	\$105,112	\$113,521	\$111,478	\$2,043	-1.8%
<i>Des Plaines</i>	\$65,032	\$70,235	\$68,503	\$-1,732	-2.5%
<i>Mount Prospect</i>	\$70,129	\$75,739	\$73,819	\$-1,920	-2.5%
<i>Arlington Heights</i>	\$80,224	\$86,642	\$83,869	\$-2,773	-3.2%
<i>Hanover Park</i>	\$70,995	\$76,675	\$73,864	\$-2,811	-3.7%
<i>Hoffman Estates</i>	\$80,520	\$86,962	\$80,175	\$-6,787	-7.8%
<i>Palatine</i>	\$78,360	\$84,629	\$77,476	\$-7,153	-8.5%
<i>Schaumburg</i>	\$74,522	\$80,484	\$73,379	\$-7,105	-8.8%
<i>Prospect Heights</i>	\$59,398	\$64,150	\$58,376	\$-5,774	-9.0%
<i>Rolling Meadows</i>	\$70,220	\$75,838	\$68,665	\$-7,173	-9.5%
<i>Lake Barrington</i>	\$118,750	\$128,250	\$113,934	\$-14,316	-11.2%
<i>Elk Grove Village</i>	\$76,206	\$82,302	\$72,597	\$-9,705	-11.8%
<i>Buffalo Grove</i>	\$102,647	\$110,859	\$94,493	\$-16,366	-14.8%
<i>Tower Lakes</i>	\$156,481	\$168,999	\$143,750	\$-25,249	-14.9%
<i>Wheeling</i>	\$69,768	\$75,349	\$63,746	\$-11,603	-15.4%
<i>Carpentersville</i>	\$70,901	\$76,573	\$64,429	\$-12,144	-15.9%
<i>North Barrington</i>	\$162,842	\$175,869	\$139,087	\$-36,782	-20.9%
<i>Inverness</i>	\$153,892	\$166,203	\$128,802	\$-37,401	-22.5%
<i>South Barrington</i>	\$237,435	\$256,430	\$160,736	\$-95,694	-37.3%
<i>Barrington Hills</i>	\$175,307	\$189,332	\$115,203	\$-74,129	-39.2%
<i>Deer Park*</i>	N/A	N/A	131,250		

Source: Easi Analytics, 2008 & 2013

\* Data was not available for Deer Park in 2008

## Workforce Trends Conclusion

Despite signs of economic recovery, unemployment rates remain high as employers are wary of rehiring laid-off workers and many others are unable to find workers with the needed skills and qualifications. Prolonged unemployment is straining the nation's social safety net and is deferring achievement of the American Dream for many families. The available jobs for graduating Harper students will be a challenge as those already in the workforce that are eligible for retirement continue to hang onto their jobs.

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## Technology Trends

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There is no question that online learning is changing the learning landscape and fostering a competitive environment that is vastly different than the public education model. The University of Phoenix has bricks-and-mortar facilities in all 50 states and is now the largest higher education provider in the U.S. Convenience, self-paced learning, and lower cost are features that make these models attractive to working adults, people located in more remote areas, individuals with limited financial resources, and persons with disabilities. However, the hoped-for improvements in efficiency and effectiveness that were predicted to arise from increased technology have not yet materialized in postsecondary education. SCUP observed that the online model only works for those who are disciplined enough to follow through or those seeking personal development. Further, the personal interaction and connections made during face-to-face learning experiences are emerging as important components of effective learning. As a result, Udacity and Coursera are changing their educational models to include in-person instruction – a model of blended learning at which community colleges and other postsecondary institutions excel. By contrast, the learning-related return on investment for massive open online learning courses (MOOCs) has yet to be determined.<sup>12</sup>

Another emerging technology-based teaching and learning strategy is “flipped classrooms” wherein lectures and rote materials are posted online for students to access at their own pace while in-class time is used for interactive collaborative activities. According to a 2012 survey conducted by CDW-G of high school and college students, faculty, and IT professionals, just under one-half of faculty reported they are transforming their teaching methods away from the traditional lecture. Students reported their preference for hands-on, independent study, distance or virtual learning and individual tutoring as opposed to the traditional lecture model<sup>13</sup>. Community colleges offer students opportunities for real-time, face-to-face interaction with peers to broaden knowledge and gain social skills – features that are not available through MOOCs and providers on correspondence-type online-only instruction.

SCUP estimates that current enrollments in online courses represent 30% of all enrollments, up from only 10% in 2002, and reports that the global e-learning market is predicted to reach \$107 billion by 2015. However, the future of for-profit educational providers is uncertain. On one hand, a collaboration between the Saylor Foundation, which maintains a catalog of free, online college courses, and Straighterline, a for-profit, online course-provider, will allow students to take the free course and then enroll and take the exam via Straighterline for American Council on Education (ACE) credit. George Mason University and Northern Virginia Community College then offer an easy transfer of credit. In a similar vein, the ACE is working with Coursera to determine if a pilot group of MOOCs are eligible for credit through ACE. However, Bloomberg Business News reported that the University of Phoenix is under scrutiny from the Higher Learning Commission, even as its earnings drop with its stock price.

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<sup>12</sup> Westervelt, Eric. The Online Education Revolution Drifts Off Course. National Public Radio. December 31, 2013. Accessed online: <http://www.npr.org/2013/12/31/258420151/the-online-education-revolution-drifts-off-course>.

<sup>13</sup> CDW-G, CDW Newsroom, Power Point Presentation, June 26, 2012, Accessed Online 01/31/2014: <http://www.cdwnewsroom.com/wp-content/uploads/2013/08/CDW-G-Learn-Now-Lecture-Later-062612.pdf>

As the e-learning market expands, increasingly we'll see successful providers, for-profit and non-profit alike, focusing on using data to personalize learning and on offering credit for prior experience/learning. Community colleges like Harper will need to clarify and market their competitive advantage, because increases in the cost of attending a community college are associated with a higher percentage of students choosing to enroll in a for-profit. When tuition increases from \$1,000 to \$1,400, students are one percent more likely to enroll in a for-profit school, even though for-profits generally charge higher tuition.

One potential strategic advantage is the capacity that community colleges offer in postsecondary certificates. The U.S. Government Accounting Office reports that for-profit school students had higher graduation rates for certificate programs, equivalent rates for associate degrees, and lower rates for bachelor's degrees. The postsecondary certificate has become a cost-effective tool for increasing postsecondary educational attainment and gainful employment. Certificates vary widely in their benefits, but two out of every three workers who have a certificate and a college degree earned the certificate first, an indication that certificates can serve as a stepping stone on the way to a college degree.<sup>14</sup>

Educause conducted a survey of undergraduates to gain insight into how they perceive technology use in the classroom. Among their main findings were that the blended-learning environments best support how the students learn and a belief that their academic progress information should be readily available on their various devices.<sup>15</sup> SCUP is predicting that "analytics for student tracking and success, including what students do on the web, is likely to fall into IT's lap in some form," representing yet another significant challenge.

As the demands of technology increase and become more complex, information technology staff will become even more challenged. Ensuring adequate wi-fi accessibility for the variety of devices being utilized is one such challenge. It is estimated that "85 percent of all broadband service will be mobile, instead of fixed, because there are now more smart phones (472 million) in the U.S. than PCs (353 million)."<sup>16</sup> The transformation to a mobile society also is challenging website developers to maintain compatibility with the rapid proliferation of tablets, laptops, and mobile phones; provide for adequate storage of data that is increasing at an exponential rate; ensure the security of these systems; and facilitate convenient and reliable access to course work, including compliance with web site standards set forth under the Americans with Disabilities Act.<sup>17</sup> Instructional faculty will also be challenged to develop and maintain their competency in incorporating these new technologies in their classrooms and helping their students do the same.

Institutions will need to be deliberate about how they use technology in instruction and in how they help students benefit from it. SCUP has identified the following developments as significant.

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<sup>14</sup> Carnevale, A.P., Rose, S.J., & Hanson, S.R. (2012). *Certificates: Gateway to Gainful Employment and College Degrees*. Washington, DC: Georgetown University, Center on Education and the Workforce.

<sup>15</sup> Dahlstrom, Eden (2012). *ECAR Study of Undergraduate Students and Information Technology, 2012* (Research Report). Louisville, CO: EDUCAUSE Center for Applied Research, September 2012, available from <http://www.educause.edu/ecar>.

<sup>16</sup> Society for College and University Planning, *Planning Journal*, Accessed online: Subscription Based, [http://www.scup.org/page/resources/SCUP\\_PHE](http://www.scup.org/page/resources/SCUP_PHE), 2013

<sup>17</sup> Society for College and University Planning, *Planning Journal*, Accessed subscription online, [http://www.scup.org/page/resources/SCUP\\_PHE](http://www.scup.org/page/resources/SCUP_PHE), 2012

- With over half of high school students having access to a smart phone, student wants include the ability to personalize their learning and to use social media for collaboration.
- A review of 40 years of research on the effects of technology on learning indicates that when technology supports instruction, rather than being the sole means of delivering content, it has a moderate and consistently positive impact on learning.
- A study in a history class (262 students) on the use of 10-minute podcasts with graphics and audio versus just the transcript of the podcast found no substantial difference in class performance. However, when gender was considered, male students who listened to the podcasts improved their pre-test results on the post-test, while female students showed no difference.
- Students who delayed at least five minutes before answering texted questions sent by the researchers during a video lecture scored 85 percent or more; those who answered quickly, scored 75 percent or less.
- Students who were permitted to use instant messaging (IM) while reading a passage in a psychology course took 22 to 59 percent longer to complete the reading than groups that only used IM before or after reading. That result came even after the researchers subtracted the time students spent on IM while doing the reading.

Of the many technology challenges described above, data security is foremost. In a SCUP survey of public IT executives, reported incidents of security breaches have increased by 659% from 2006 to 2010. The activities of “hacktivists”, whose sole purpose is to hack into servers to see what information can be collected and leak the results publicly to advance their agendas, are on the rise and postsecondary education is not immune.<sup>18</sup> Resources will be needed to providing the necessary data security and providing the hardware needed to maintain digital classrooms, placing additional demands for scarce resources on institutions of higher education.

Other technology trends identified by SCUP include the following:

- Students are “bringing it with them,” mobile technologies are the future landscape for learning; and they’ll include gesture, search, voice, and video capacities.
- K-12 students perceive mobile devices as presenting significantly greater opportunities for learning in their classrooms than do either their teachers or IT administrators.
- There is likely to be an under supply of IT professionals, let alone librarians, to manage and curate all that data.
- How will faculty members help students effectively use this vast amount of data? Curation is becoming an issue for everyone, not just archivists.
- When children under 12 were asked to predict the future of technology, their answers reflected trends that are already emerging—the use of embedded sensors, image and the Internet of Things (IoT).
- Student respondents to a recent survey by CourseSmart™ indicated that they used an average of three different digital devices on a daily basis, with 98% indicating that they own a digital device.

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<sup>18</sup> Woodhouse, Kellie. *University of Michigan servers hacked as part of political statement on higher education*. The Ann Arbor News. October 3, 2012. Accessed online: <http://www.annarbor.com/news/university-of-michigan-servers-hacked-as-part-of-political-statement-on-higher-education/#.UG2N1pjAefk>.

- Higher education is using social media, but mostly for admissions' purposes.
- A Pew Research Center report from August indicated that 57% of recent college graduates reported using a laptop, smartphone, or tablet device in class at least sometime.
- The merging of mobile devices and learning in traditional institutions has yet to be realized. Some educators have been effective, but the vast majority are not even thinking about it.
- The amount of time people spend reading online is nearly equal to the amount of time they spend reading print.
- By 2015, more people in the US will access online content through mobile devices than through wired Internet connections.
- The digital divide will remain. Among lower-income children, 27% have a parent with a smart phone; among upper-income children it's 57%. In fact, 38% of lower-income parents report they don't know what an 'app' is compared with just 3% of upper-income parents.
- Increasingly, institutions need to consider how to handle the intellectual property rights of students. Undergraduate research, an emphasis on entrepreneurship, and the digital revolution have now made such policies mandatory.
- The push to create a uniform data sharing system for K-20 education has meant that the Family Educational Rights and Privacy Act (FERPA) rules have been rewritten and require that everyone who has access to student data be held to the same privacy and security requirements.
- As institutions move some services to outside providers and the cloud, their ability to directly monitor or enforce compliance with privacy policies is compromised. When tablet devices are taken into account, campus IT has an even bigger problem with securing data and privacy.

### Technology Trends Conclusion

Higher education is exploring the boundaries of existing technology as new devices, applications, and teaching strategies undergo exponential growth. To remain competitive in a dense educational landscape, Harper will need to stay on the cutting edge of this technology and knowledgeable about how these tools can support learning. MOOCs are finding their place in the toolkit of technology-enabled teaching and learning as the value of hybrid learning and face-to-face interaction continues to be validated. Data security will become increasingly critical as Harper students move even more of their learning online. Community college IT departments will be challenged to provide needed technical support for rapidly increasing numbers and types of mobile devices, while continuing to address the learning technology needs of less resourced students.

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## Political Trends

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### Environmental Changes

Rapid population growth in developing countries around the world will increase demand for both natural resources and manmade goods. China and India, the world's two most populous countries, are fast-forwarding through an industrial revolution and creating a robust middle-class society. The demand for better working conditions and higher wages have led to the demand for improved housing, cars, and a general increase in the quality of life. However, with those improvements there is a cost. SCUP reports predictions that China could run out of drinkable water by 2030 and the increased demand for products and service will further strain available resources. Global shifts in resource consumption will play out in different ways, but the impacts on energy production and processes will be felt everywhere.

The American public is no longer as green: only 4% of consumers actually purchase green products when 40% claim that they will<sup>19</sup>. The sacrifices necessary to achieve a sustainable lifestyle are not being made. Expansion of technology will increase the need for energy to keep it running. It is hoped that wind power will be a lower cost alternative to meet energy demand, but it is not ready for large scale deployment.<sup>20</sup>

### Regulatory Trends

There will be increasing standardization and regulation at the local, state and federal levels. Increasing accountability will come with decreasing funds, requiring creative solutions to compliance. Some states are basing their higher education funding allocations on outcome-based metrics such as credit hours, completions, and gainful employment. Primary and secondary education are experiencing new mandates in attempts to find improved educational outcomes. The Common Core State Standards have been implemented and will now be included in the SAT exam. Proponents assert that standardized performance expectations will help level the playing field, identify effective educational practices, and help ensure that all students are prepared for college and the workforce. Detractors question the effectiveness of the standards and whether the opportunity costs associated with the implementation of the Common Core warrant the investment.

According to SCUP, research has been conducted to determine the effectiveness of state teacher licensure tests and the results have not correlated licensure with student success in the classroom. New research may be needed to determine the best combination of academic performance standards and teacher preparation.<sup>21</sup>

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<sup>19</sup> Society for College and University Planning, *Planning Journal*, Accessed online: Subscription Based, [http://www.scup.org/page/resources/SCUP\\_PHE](http://www.scup.org/page/resources/SCUP_PHE), 2012

<sup>20</sup> Society for College and University Planning, *Planning Journal*, Accessed online: Subscription Based, [http://www.scup.org/page/resources/SCUP\\_PHE](http://www.scup.org/page/resources/SCUP_PHE), 2013

<sup>21</sup> Society for College and University Planning, *Planning Journal*, Accessed online: Subscription Based, [http://www.scup.org/page/resources/SCUP\\_PHE](http://www.scup.org/page/resources/SCUP_PHE), 2013

### Political Trends Conclusion

Distant global changes, most notably in China and India, are impacting the Harper district locally. As these countries continue to industrialize and create a robust middle class with their attendant demands for products, the environment will be increasingly stressed and natural resources threatened. These pressures will be felt throughout the U.S. as America's commitment to sustainability, alternative energy, and environmental protection is challenged.

Accountability in higher education remains a focus as outcome-based metrics are increasingly being used to determine funding. A national trend toward a rigorous core K-12 curriculum is reflected in Illinois in the adoption of the Common Core State Standards. As these standards are translated into primary and secondary schools in the Harper district, it is expected that more students will be ready for college-level learning.

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## *Postsecondary Educational Trends*

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### Credentialing and Documentation of Competency

The question of what students learn in college, not just whether they graduate, will likely further stimulate discussion and debate. For-profit businesses will continue to find ways to help people document their skills in ways accepted by employers. SCUP has identified recent developments in the past three years that presage future trends:

- The Lumina Foundation released a draft of a degree qualifications profile in 2011 in an effort to spark discussions on what a college graduate should know and be able to do.
- ACT continues to promote options for people to document workforce skills so they can stack credentials that are transferable. This will go a long way to transforming the role of higher education beyond certification.
- The MacArthur Foundation and Mozilla have partnered to create a digital badge system that would help holders identify the competencies gained via informal learning.
- Online learning portals that allow students to have their skills assessed by college professors for credit through providers like Learning Counts and Knext will likely become increasingly acceptable to employers as proof of competency.
- Open courseware is likely to be accepted and available on every campus as a support to traditional learning and, increasingly, as a substitute for sitting in a classroom.

### Global Education

If they are increasing college graduates then by definition they are retaining them. Maybe: Nearly every nation in the world is aware that they must increase their numbers of college graduates, which requires effective strategies for recruitment, enrollment, and retention to completion. SCUP has identified strategies being adopted by other countries to better compete in the global education marketplace.

- Australia has relaxed its visa requirements seeking to revitalize its once thriving international student population.
- India and China now treat each other's degrees as equivalent, except in medicine and pharmacy.
- The U.S., Europe, and China each contribute 20% of the world's researchers, but the economic crisis has caused a decrease in R&D in developed nations, so research is expected to continue to increase in China, India, and Brazil.
- Student, faculty, and researcher mobility will continue to reduce the hold that English-speaking nations have had on attracting international talent.
- China announced plans to increase from its present 8 million higher education students to 200 million by 2020 and students will be judged more on merit and skills than affiliation with the Communist Party.
- Bilateral trade has been found to be a significant predictor of overseas student flows, which could spell trouble for the U.S. if trade relations with China don't improve soon.
- In the fall of 2013, Southeast Asian nations began piloting a credit transfer system similar to Erasmus, the European Union's flagship education and training program promoting student mobility throughout Europe.

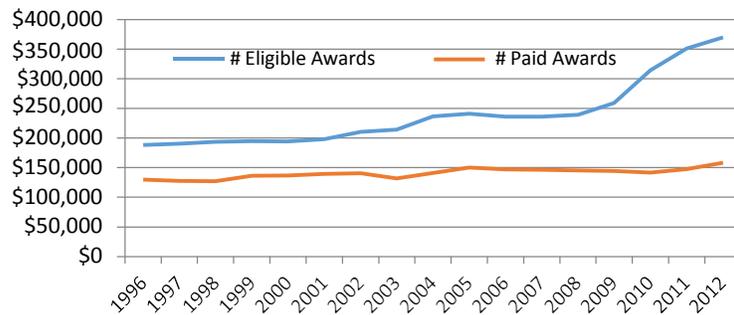
U.S. colleges and universities are diversifying their campus by attracting students from other countries and offering online courses that reach students from around the world. However, the rate of growth in international student enrollment in the U.S. has lagged that of other destination nations such as Australia (125%) and Canada (189%). Immigration policy in the U.S. can help simplify the process for foreign students who wish to remain in the U.S. after graduation to work, many of whom are highly qualified doctoral and master's students who would like to stay.

The upshot is that schools in the U.S. are not faring well globally. According to the Program for International Student Assessment (PISA) which measures student proficiency in core academic subjects, the U.S. ranks 36<sup>th</sup> in math, 28<sup>th</sup> in science, and 24<sup>th</sup> in reading. There were 18 education systems that scored higher than the U.S. in all three subjects: Australia, Canada, Chinese Taipei, Estonia, Finland, Germany, Hong Kong-China, Ireland, Japan, Liechtenstein, Macao-China, Netherlands, New Zealand, Poland, Republic of Korea, Shanghai-China, Singapore, and Switzerland (Kelly & Xie, 2012).

### Education Finance

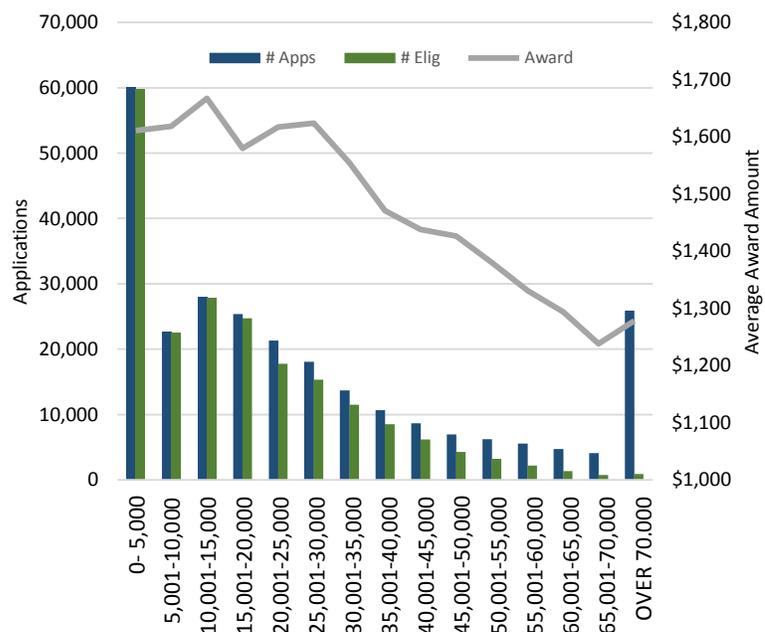
State funding available to help students with the cost of postsecondary education has not kept pace with need. Although there has been a shortfall in meeting students' financial needs since the inception of the Illinois Monetary Awards Program (MAP) in 1996, the gap has widened dramatically since the recession began in 2008 (Figure 24). A breakdown of MAP awards in 2012 illustrates that the most grants were awarded to students with the lowest incomes. The amount of the awards ranged between \$1,700 and \$1,250 (Figure 25).

Figure 24: Illinois MAP Grant Funding



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

Figure 25: Monetary Award Eligibility by Income Level in Public 2 Year Illinois Institutions - 2012



Source: Illinois Student Assistance Commission, Table 2.4c of the 2012 ISAC Data Book for Public 2-Year Institutions

The cost of attending college continues to be the subject of considerable discussion in the U.S. and around the world as the model of public funding has rapidly shifted to individual payers. SCUP reports that:

- Among the wealthiest families in the US, 19% don't believe college is worth the investment.
- The latest figures from the UK show a drop of 5.6% in applications from 2011, when they first declined as a result of the introduction of fees of up to £9,000 (approximately US \$14,800) a year.
- The share of first-time, full-time students receiving aid at four-year colleges was 85% for the 2009–2010 academic year.

Student loan debt and need are colliding. A majority of student loan borrowers, 53%, do not believe they will be able to repay their student loan debt which is \$25,000 on average, an increase of 25% over the last decade. Excessive student debt was found to interfere with academic performance for 32% of first-year students and 36% of seniors participating in the National Survey of Student Engagement. Concerns about cost also influenced the decision by 27% of freshmen and 34% of seniors to not purchase required academic material. Other effects, such as excessive student debt, were reported by SCUP include delayed marriage and lower birth rates.

Support of institutional missions has become increasingly difficult due to precarious finances. Consider these SCUP trends:

- Moody's Investors Service's tuition survey found that one-third of US colleges and universities expect net tuition revenue to either decline or grow at a rate below inflation.
- State support for U.S. colleges fell 7.6% in the 2012 fiscal year.
- The disinvestment trend is even targeting the 'sacred cow' of STEM support. A National Science Foundation review found that total state support for public research universities dropped 10% from 2002 to 2010, with 75% of those universities receiving cuts.
- Tuition discounting—the factor that determines the rate that a new, first-year student actually pays—has continued to rise, cutting dangerously into net tuition revenue. The average rate rose to 36.4% in 2012 and was expected to reach 37.2% in 2013.
- Two-thirds of chief financial and business officers reported that their institutions were in “good” or “excellent” financial health, but 70% said that increasing net tuition revenue was a key strategy for raising revenue in the near term.
- State and local revenues have finally climbed or stabilized, but those government entities are investing in hiring their own employees, not in funding higher education.

### Postsecondary Education Conclusion

This is a challenging time for higher education. Never has postsecondary education been more important to the health and competitiveness of our economy and individual workers, yet current and prospective students are finding college prohibitively expensive. Excessive student loan debt not only is saddling learners with obligations that will take years and even decades to repay, but is interfering with academic performance, further widening the achievement gap for low income students, and forcing families to decide which basic needs can be addressed. An uncertain financial future for educational funding at the state and federal levels only exacerbates this situation.

On the pedagogical side, the situation is brighter. Technology has expanded access to information and quality instructional material, and institutions are rapidly learning to balance consumer demand with proven teaching strategies. Illinois' Common Core Standards are anticipated to help ensure that high school graduates are ready to learn at the college level, reducing the need for remediation and enhancing the likelihood of on-time completion. Community colleges again stand to benefit from the ever-growing demand for certificates, which offer the dual benefits of increasing graduation rates and serving as a stepping stone to a college degree. Finally, a history of transparency and accountability with respect to student outcomes provides community colleges with a competitive advantage over many for-profit institutions.

Harper College's challenge is shared by every other higher education institution in the U.S.: continue to offer the best education and workforce preparation value in its market for a diverse array of aspiring students.

## Meeting the Needs of Business and Industry

Determining what types of skills are needed by local employers and offering curriculum, credentials, and work experience to fill those needs is a continuous challenge for community colleges. This section presents current and projected workforce demand of employers and industries and the supply of education and training programs in the region.

### Current Workforce

Employment opportunities for workers have been increasing throughout the Chicago Metropolitan Area but at a very slow pace. Manufacturing remains an industry sector of great strategic importance to the state and the region, but tops the list of biggest job losses (Table 9). Between 2007 and 2012, manufacturing lost 16% of its employment base or 69,446 jobs in the Chicago Metropolitan Area (Illinois

<b>Table 9: Industry Employment and Specialization (2007-2012)</b>	<b>2007 Chicago Metro Employment</b>	<b>2012 Chicago Metro Employment</b>	<b>Chicago Metro Percent Change 2007-2012</b>	<b>State Percent Change 2007-2012</b>	<b>Chicago Metro 2007 LQ</b>	<b>Chicago Metro 2012 LQ</b>
Health Care and Social Assistance	453,073	496,872	9.7%	8.1%	.93	.95
Educational Services	345,413	371,974	7.7%	4.9%	.94	.96
Management of Companies and Enterprises	77,626	80,280	3.4%	3.0%	1.12	1.12
Accommodation and Food Services	284,884	293,088	2.9%	0.8%	.96	.98
Other Services	139,824	142,640	2.0%	0.9%	1.03	1.04
Arts, Entertainment, and Recreation	73,006	74,240	1.7%	0.2%	1.11	1.13
Utilities	15,772	15,848	0.5%	-1.3%	.81	.83
Adm and Support and Waste Mgt	300,166	293,306	-2.3%	-2.4%	1.13	1.14
Professional, Scientific and Technical Services	305,264	296,087	-3.0%	-1.9%	1.20	1.19
Transportation and Warehousing	175,725	168,813	-3.9%	-2.2%	1.05	1.03
Retail Trade	445,984	427,789	-4.1%	-4.9%	.99	1.00
Wholesale Trade	239,554	223,010	-6.9%	-6.1%	1.10	1.09
Information	98,896	89,977	-9.0%	-11.4%	1.08	1.11
Public Administration	124,649	112,673	-9.6%	-7.3%	.74	.72
Finance and Insurance	252,917	219,470	-13.2%	-10.9%	1.11	1.08
Agriculture, Forestry, Fishing and Hunting	3,000	2,563	-14.6%	5.0%	.34	.28
Manufacturing	434,627	365,181	-16.0%	-15.8%	.90	.90
Real Estate and Rental and Leasing	67,124	55,611	-17.2%	-16.3%	1.16	1.15
Mining, Quarrying, and Oil and Gas Extraction	1,739	1,176	-32.4%	0.5%	.26	.17
Construction	172,671	108,393	-37.2%	-31.5%	1.01	.93
<b>TOTAL</b>	<b>4,011,914</b>	<b>3,838,991</b>	<b>-4.0%</b>	<b>-4.3%</b>		

Source: Illinois Department of Employment Security, Local Employment Dynamics, 2007 & 2012

only). Conversely, health care and social assistance experienced the largest net gain in jobs at 43,799, or an average of 8,760 jobs per year. Educational services, management of companies and enterprises, and accommodation and food services have also added significant numbers of jobs. However, the net employment change over the five-year period for all industry sectors was an annual loss of 34,585 jobs or 4%, slightly better than the comparable state rate of -4.3%.

### Location Quotients

Regions tend to specialize in certain industry sectors. A location quotient compares an industry's share of regional employment with its share of national employment and can reveal what makes a region's industry profile unique. If a location quotient is 1.0, then the employment is the same proportion as it is across the nation. An LQ less than 1.0 has less employment than would be expected, and greater than 1.0 has more employment, indicating some level of specialization and export orientation of that industry.

In the Harper region, see Table 10, the management of companies and enterprises has the highest LQ of all industries, and employment has increased by 1.5%, or an additional 1,396 jobs. Educational services is also promising with an LQ of 1.35 in 2011 and an increase of 11,773 jobs, or 4.8%. Health care and social assistance grew the most in employment, adding another 30,392 jobs, but has an LQ of .95. If it continues to grow, this sector could emerge as an export industry and be positioned to bring money into the region. Nationally, the health care and social assistance industry is projected to grow by 5.0 million becoming the largest industry by 2022<sup>22</sup>. The Harper region seems to be following suit as it already is the largest industry when combining Cook, Lake and McHenry Counties. However, due to the LQ being lower than 1.0 it can be assumed that a portion of those jobs that could be filled internally do not exist. The level of employment in that industry necessary to supply the services in demand is low, so there is room to grow.

	2006	2011	2011 Employment	Percent Change
Management of companies and enterprises	1.41	1.45	2,921,669	1.5%
Educational services	1.34	1.35	3,386,047	4.8%
Professional, scientific, and technical services	1.32	1.25	7,929,910	-8.2%
Finance and insurance	1.35	1.25	5,886,602	-19.7%
Transportation and warehousing	1.21	1.18	4,106,359	-8.8%
Wholesale trade	1.20	1.17	5,626,328	-10.2%
Administrative and support and waste management and remediation services	0.95	1.06	9,389,950	3.2%
Other services (except public administration)	1.05	1.01	5,181,801	-10.2%
Information	0.96	0.99	3,121,317	-6.1%
Health care and social assistance	0.95	0.95	18,059,112	8.4%
Manufacturing	0.97	0.95	10,984,361	-22.2%
Real estate and rental and leasing	1.05	0.92	1,917,640	-25.1%
Arts, entertainment, and recreation	0.80	0.90	2,003,129	12.2%
Accommodation and food services	0.86	0.88	11,556,285	2.2%
Retail trade	0.84	0.82	14,698,563	-10.4%
Construction	0.71	0.65	5,190,921	-36.6%
Agriculture, forestry, fishing and hunting	0.06	0.06	156,520	-10.3%

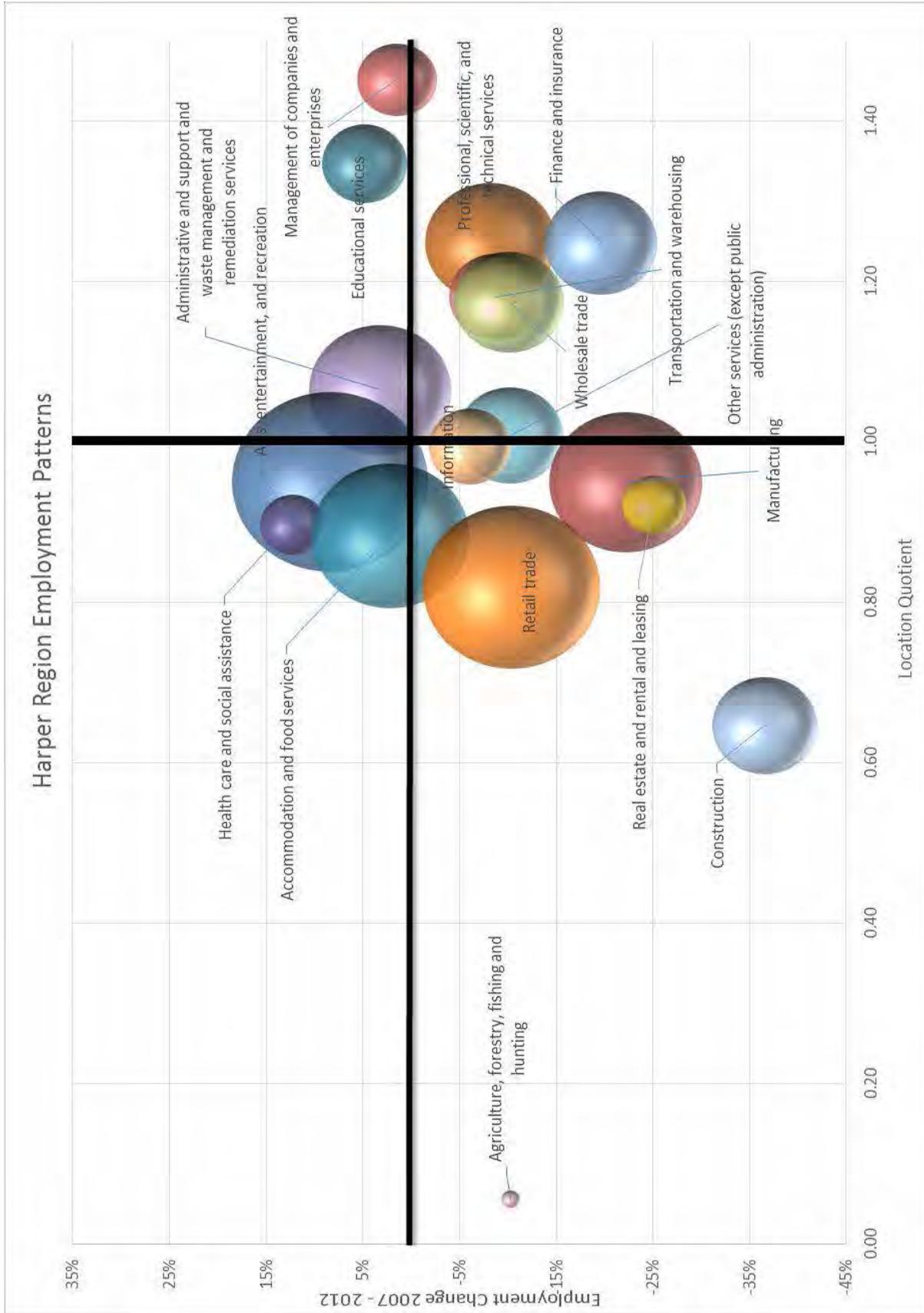
Source: US Census Bureau, County Business Patterns, 2006 & 2011. LQ Calculated against National figures.

<sup>22</sup> Bureau of Labor Statistics, Publication. January 2014. Accessed online 02-01-2014 at [http://www.bls.gov/opub/ted/2014/ted\\_20140110.htm](http://www.bls.gov/opub/ted/2014/ted_20140110.htm).

The graphic on the next page, Figure 26, is a visualization of this information. The size of the bubble is proportionate to employment in 2011. The location quotient is located on the X axis, while the percent change in employment from 2006 to 2011 is on the Y axis. The graphic is divided into four quadrants. Those within the upper right quadrant are those industries with specialization along with an expanding workforce. Specialization is determined by the LQ, as the proportion of those employed within those industries is greater than would be found nationally. Therefore, those industries are meeting the demand in the Harper region and are exporting to areas outside the Harper region, bringing more economic advantage to the three counties. Industries in the lower right, or quadrant 2, have more specialization than would be expected, but have a contracting workforce, such as the Finance and insurance industry. The employment proportion is still greater than what is seen across the country, so some of their services are still being exported, but the employment level is on the decline. The upper left, quadrant 3, has an expanding workforce, but less employment than would be expected in the area, so those industries have promise for growth to meet the demand, such as Health care and social assistance. As previously discussed, it is anticipated this industry in particular will eventually become the largest industry as the Baby Boomers require more services. Those industries falling in to the lower left, quadrant 4, are contracting in the workforce as well as having less than expected employment, such as Construction, which is still struggling to return to pre-2008 levels of employment due to the housing crisis wiping out a large proportion of those jobs. These industries have opportunity for growth to meet demand as some of their services must be imported from outside the three counties.

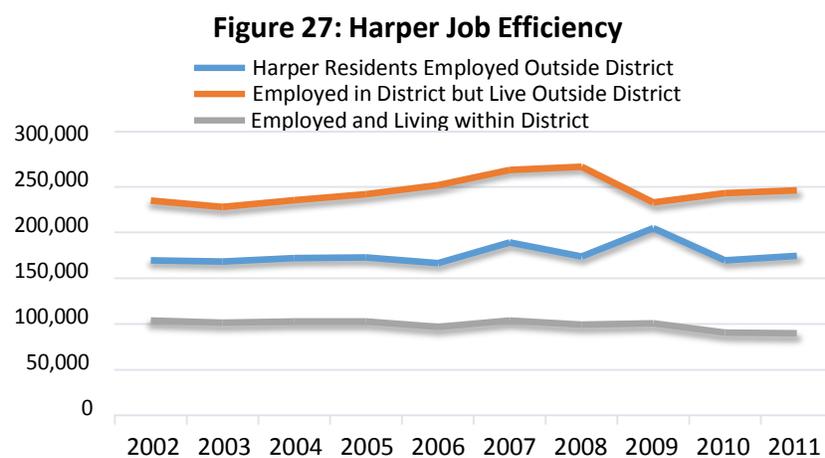
The Manufacturing industry also falls into the fourth quadrant and while the workforce is contracting and has been for many years, there are many replacements needed to fill retirements and other workers who leave the industry. The LQs are only to help determine how the proportions of the local industries compare to the proportion of the country. They are not intended to be an indicator of industries not worthy of attention by higher education institutions. The LQ is a way of determining how concentrated, or clustered, a particular industry is in the region and what makes it unique.

Figure 26: Location Quotients by Industry Employment



## Commuter Patterns

The Harper district has a defined boundary. However, because in-district tuition is provided to those who also work within the district the actual “labor shed” of the district extends beyond the established boundary. There are three groups of workers to consider: those who live in the district but commute outside the district to work, people who live outside the Harper district but work within the district, and those who live and work within the Harper district (Figure 27).



Source: Illinois Department of Employment Security, Local Employment Household Dynamics, OnTheMap 2002-2011, All Jobs

In 2011, there were 174,546 residents who worked outside the district, 245,961 jobs filled by those living outside the district, and a total of 89,764 jobs in the Harper district filled by those who also lived within the district in 2011. These numbers fluctuate over time but in the last decade there have always been more jobs in the district than residents available to fill them. In 2009 as the number of jobs declined

in the Harper district, many residents were forced to seek jobs outside of the district causing an uptick for those commuting workers. Numbers of those who both live and work within the district have also been declining, particularly since 2008.

All three commuter categories experienced net decreases between 2002 and 2012 in the three broad industry groups listed in Table 11, with major exceptions in the “All Other Services” category. The gains in that category for residents commuting outside the district and people residing outside the district and commuting in were 14.1% and 21.0%, respectively. It is noteworthy that 26,451 workers are commuting

	Commuter Origination	Numeric Change	Percent Change
Workers in the "Goods Producing" Industry Class	Residents Commuting Outside the District	-7,055	-23.5%
	Commuters into the District	-15,044	-29.1%
	Residents working within District	-5,047	-30.6%
Workers in the "All Other Services" Industry Class	Residents Commuting Outside the District	13,187	14.1%
	Commuters into the District	26,451	21.0%
	Residents working within District	-6,016	-8.7%
Workers in the "Trade, Transportation, and Utilities" Industry Class	Residents Commuting Outside the District	-1,270	-2.8%
	Commuters into the District	-398	-0.7%
	Residents working within District	-3,093	-16.7%

Source: US Census Bureau, Local Origination Destination Employment Data, 2002-2012, All Jobs

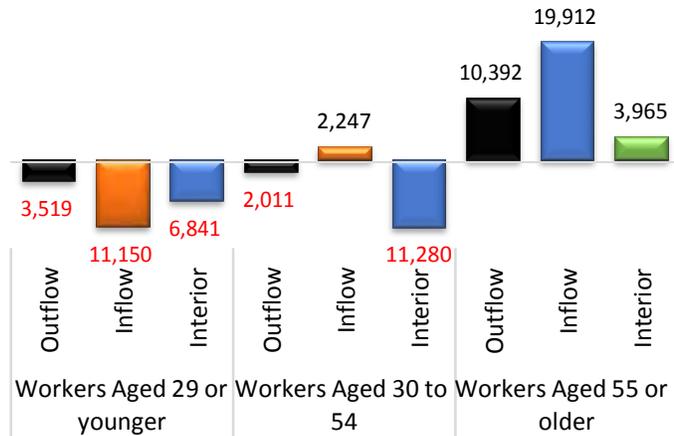
to jobs in the Harper region from outside, jobs that potentially could be filled by qualified workers within the region. Decreases in the “Goods Producing” industries reflect the loss of manufacturing jobs throughout the region.

Because older workers are remaining in the workforce longer and since there are more of them due to the Baby Boomer generation, age factors into the commuter profile. Figure 28 shows commuter origination data by age and all have declined with the exception of those 55 or older and a small number of middle aged workers who are commuting into the district. These numbers reflect changes between 2002 and 2011, so there is an additional 34,269 workers over the age of 55 in the Harper district. The net loss of workers under age 55 represents 32,554 jobs, the majority of which are workers under the age of 29.

However, what about the proportion of those aged 55 or older compared to the remaining Harper market? In 2002 the proportion of jobs held by those aged 55 or older was 14.3% or 72,768 jobs. Workers aged 29 or younger were at 25.9%, or 131,725 jobs, and those middle-aged held the remaining 59.8%, or 304,063. In 2011 the middle aged group remained fairly steady at 57.4%, or 293,019 jobs. Young workers fell to 21.6%, or 110,215 jobs. Those aged 55 or older increased to 21.0% of the workforce, or 107,037 jobs.

The same trend can be seen when looking at second jobs. Due to the decline in the economy, workers are picking up second jobs to fill the gap between paychecks. Those aged 55 or older have almost doubled in numbers since 2002, from 4,294 to 7,749 additional jobs. The secondary jobs are overwhelmingly in the “All Other Services” sector.

**Figure 28: Commuting Pattern by Age of Worker 2002 - 2011**

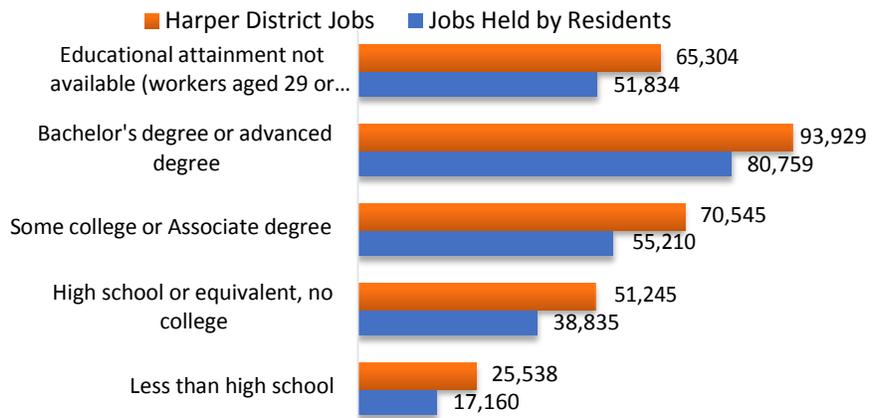


Source: US Census Bureau, Local Household Employment Dynamics, 2013, All Jobs

### Worker Education Attainment

Educational attainment of workers in 2011 reveals that the majority of jobs are held by those with a postsecondary credential (Figure 29). There are 306,561 jobs within the Harper district and 53.7% of them, or 164,474 jobs, are held by those with at least some college experience. Of the jobs occupied by workers who live within the Harper district, 55.8% are held by persons with at least some college experience. In comparison, statewide the percentages are 49.2% and 49.0% respectively.

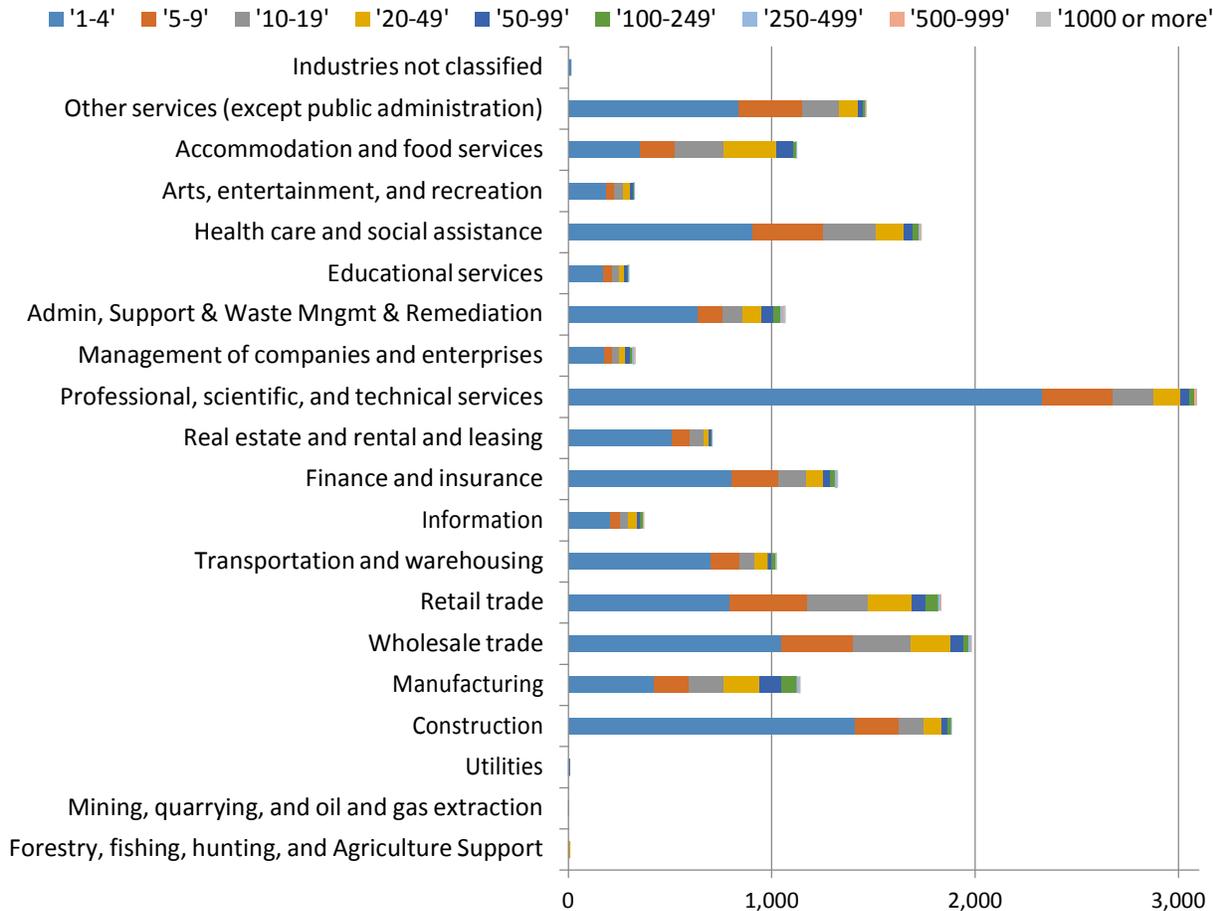
**Figure 29: Workforce Education Attainment - 2011**



Source: US Census Bureau, Local Household Employment Dynamics, 2011, All Primary

The overwhelming establishment size is small, five to nine employees overall, 58% of all establishments fall into the smallest category (Figure 28). According to the Census Bureau, from 2010 to 2011, there also was an increase in small companies in the Chicago Metropolitan area that have only one to four paid employees, data which are not collected by the Illinois Department of Employment Security. The estimate has been rising as a proportion of all establishments from a low of 54.8% in 2004 to 57.3% in 2010. Entrepreneurialism of small companies is growing in the Harper region.

**Figure 30: Lake, McHenry and Cook County Firms by Employment Size and Industry - 2013 1st Quarter**



Source: Illinois Department of Employment Security, Quarterly Census of Employment & Wages (QCEW), 2013 1st Quarter

## Currently Available Jobs

The Illinois Department of Employment Security subscribes to a service that uses web spider crawling technology to scrape job posting data from online job boards, newspapers, and other sites to get an idea of which occupations are most in demand. The top advertised occupations in the Chicago Metropolitan Area have consistently been in the computer and mathematical fields since IDES began subscribing to these data (Table 12).

Management and sales occupation have also been in high demand. This job posting data can be useful in identifying immediate workforce needs of local employers. However, it is to be noted that some industries tend to advertise online more often than others who rely on word-of-mouth, professional associations, or other outlets to market openings.

**Table 12: Help Wanted Online Ads - Chicago Metropolitan Area**

**December-13**

	December-13
Computer and Mathematical Occupations	22,027
Management Occupations	21,200
Sales and Related Occupations	19,206
Office and Administrative Support Occupations	15,127
Business and Financial Operations Occupations	14,788
Healthcare Practitioners and Technical Occupations	10,873
Transportation and Material Moving Occupations	6,648
Food Preparation and Serving Related Occupations	4,560
Arts, Design, Entertainment, Sports and Media Occupations	4,269
Architecture and Engineering Occupations	4,377
Education, Training and Library Occupations	4,334
Installation, Maintenance and Repair Occupations	3,821
Production Occupations	3,550
Healthcare Support Occupations	2,601
Community and Social Services Occupations	2,192
Personal Care and Service Occupations	2,660
Legal Occupations	1,464
Life, Physical and Social Science Occupations	1,388
Building and Grounds Cleaning and Maintenance Occupations	1,185
Protective Service Occupations	1,079
Construction and Extraction Occupations	928
Farming, Fishing and Forestry Occupations	29
Military Specific Occupations	5

Source: The Conference Board Help Wanted OnLine® Data Series prepared by the Illinois Department of Employment Security – Economic Information & Analysis Division

## Future Workforce

Manufacturing may be losing the most jobs, but it is still the largest industry sector in the Harper district. Large employers continually need to replace workers who leave due to retirement or for other reasons. An industry could be contracting in size but require a significant number of replacements. The top ten occupations, including replacements and anticipated new jobs, are listed below in Table 13. The majority of those occupations with high replacement rates are those requiring little to no education or training. For example, cashier jobs are not expected to grow but almost half are expected to turn over with 30,380 replacements. Elementary school teachers are among the occupations requiring at least some college that have the greatest demand. The projected replacement is 8,230 jobs by 2020 and, combined with another 5,844 new jobs, will total 14,074 jobs projected to become available between 2010 and 2020 (the full list of occupations are presented in Appendix D).

**Table 13: Top 10 Occupation Projections 2010-2020 (Cook, Lake and McHenry Counties)**

	Education	Weighted Median Wage	2010 Employment	Replacements	Growth	Total Job Potential
Cashiers	Less than high school	\$19,463	66,951	30,380	163	30,543
Combined food preparation and serving workers, including fast food	Less than high school	\$18,862	57,160	15,950	12,911	28,861
Retail salespersons	Less than high school	\$20,467	84,739	24,890	2,684	27,574
Waiters and waitresses	Less than high school	\$18,902	38,705	19,320	6,325	25,645
Laborers and freight, stock and material movers, hand	Less than high school	\$23,156	57,301	18,320	2,558	20,878
Customer service representatives	High school diploma or equivalent	\$35,318	54,448	15,470	2,971	18,441
Office clerks, general	High school diploma or equivalent	\$29,986	68,975	12,210	4,826	17,036
Janitors and cleaners & except maids and housekeeping cleaners	Less than high school	\$24,368	54,737	10,320	4,980	15,300
Elementary school teachers, except special education	Bachelor's degree	\$60,750	37,455	8,230	5,844	14,074
Business operations specialists	High school diploma or equivalent	\$59,688	47,225	9,050	3,383	12,433

Source: Illinois Department of Employment Security, Employment Projections, Occupations – Long Term, 2010-2020

The 10 years from 2010 to 2020 are projected to add a total of 197,316 jobs to Cook, Lake, and McHenry counties in 974 occupations (Table 14). Another 663,780 jobs will need to be filled as a result of replacements. The total job potential is 861,096 over 10 years, or approximately 86,000 per year. An astounding two-thirds or 67.9% of these jobs are in occupations requiring a high school degree or less. With the exception of 0.5% of jobs for which the required level of education is unknown, the remaining 276,111 jobs to be filled will require at least some college credit.

**Table 14: 2010 to 2020 Occupation Projections by Education Required (Cook, Lake and McHenry Counties)**

	2010 Employment	Replacements	Growth	Total Job Potential	Occupation Count
Less than high school	754,676	218,740	69,376	288,116	98
High school diploma or equivalent	1,167,137	256,250	40,619	296,869	358
Some college, no degree	22,225	5,050	2,022	7,072	5
Postsecondary non-degree award	128,892	26,940	10,476	37,416	39
Associate's degree	48,351	9,760	4,830	14,590	49
Bachelor's degree	533,068	118,430	54,949	173,379	166
Master's degree	41,120	9,540	4,492	14,032	39
Doctoral or professional degree	82,083	15,860	9,244	25,104	64
Unknown	12,217	3,210	1,308	4,518	156
<b>TOTAL</b>	<b>2,789,769</b>	<b>663,780</b>	<b>197,316</b>	<b>861,096</b>	<b>974</b>

Source: Illinois Department of Employment Security, Employment Projections, Occupations – Long Term, 2010-2020

In comparison, the state is projected to experience a much higher turnover in those occupations requiring a high school diploma or less (Table 15). A more equal distribution of occupations among all education attainment categories exists in the Harper district, although the highest turnover is projected in those occupations with less than high school education required.

**Table 15: Turnover in Occupations by Education Required Statewide and in Cook, Lake and McHenry Counties 2010 to 2020**

	Statewide	Harper Region
Less than high school	51.4%	29.0%
High school diploma or equivalent	58.8%	22.0%
Some college, no degree	1.2%	22.7%
Postsecondary non-degree award	6.3%	20.9%
Associate's degree	2.1%	20.2%
Bachelor's degree	25.2%	22.2%
Master's degree	2.2%	23.2%
Doctoral or professional degree	3.5%	19.3%
Unknown	0.7%	26.3%
<b>Summary total</b>	<b>15.8%</b>	<b>23.8%</b>

Source: Illinois Department of Employment Security, Employment Projections, 2010-2020

### Meeting the Needs of Business and Industry Conclusion

Harper College serves a diverse industry and employer base representing a wealth of career opportunities for its students. Manufacturing remains an industry sector of great strategic importance despite its loss of jobs over the last five years. Health care and social assistance,

educational services, management of companies and enterprises, and accommodation and food services also offer significant employment opportunities. As Harper continues to partner with area employers and offer quality education and training programs for its students, a major challenge will be to help connect students with local employers and actual job opportunities. Further, with two-thirds of projected jobs requiring only a high school degree or less, Harper can play a role in helping students

plan careers that begin with an entry-level job but grow into careers with expanded earnings potential. Harper can also play a role in strengthening the connections between local employers and Harper graduates. Commuter data show that almost 175,000 Harper district residents commute to jobs outside the district, while another 246,000 jobs within the district are held by people who live outside the district. By preparing students for jobs within its district, Harper provides employers with quality workers and its graduates with employment that is closer to home.

### 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
2013-14	108.50	21.37	346.00	475.87

\* Does NOT include non-capital State and Grant funds per semester hour.

**HISTORY OF PERCENTAGE OF PER CAPITA COST**

<b>Year</b>	<b>Tuition</b>	<b>State Apportionment</b>	<b>Local &amp; Other Revenue</b>	<b>Per Capita * Cost</b>
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
2013-14	22.8	4.5	72.7	100

\* Does NOT include non-capital State and Grant funds per semester hour.

# PERSONNEL HEADCOUNT-THREE YEAR HISTORY AND CURRENT YEAR PROJECTED

As of 6/30/14

	ADMINISTRATIVE											
	As of June, 30 2012			As of June, 30 2013			As of June, 30 2014			Budgeted FY 15		
	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total
<b><u>PRESIDENT</u></b>												
PRESIDENT'S OFFICE	1		1	1		1	1		1	1		1
DIVERSITY AND INCLUSION	-	-	-	-	-	-	1	-	1	1	-	1
TOTAL PRESIDENT	1	-	1	1	-	1	2	-	2	2	-	2
<b><u>PROVOST</u></b>												
PROVOST	2		2	2		2	1	-	1	1	-	1
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 & TECHNICAL PRGMS	2		2	2		2	1	-	1	1	-	1
HEALTH CAREERS			-			-	2	-	2	2	-	2
LIBERAL ARTS	1		1	1		1	1	-	1	1	-	1
MATH & SCIENCE	1		1	1		1	1	-	1	1	-	1
RESOURCES FOR LEARNING	2		2	2		2	2	-	2	2	-	2
ENROLLMENT SERVICES							1	-	1	1	-	1
REGISTRAR'S OFFICE	1		1	1		1	-	-	-	-	-	-
ADMISSIONS PROC & 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/WOMEN'S PROG	1		1	1		1	1	-	1	1	-	1
ONE-STOP CENTER			-			-	1	-	1	1	-	1
STUDENT AFFAIRS	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	2	-	2	2	-	2
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 (reorg)	1		1	1		1			-			-
MULTICULTURAL LEARNING CENTER	1		1	1		1	-	-	-	-	-	-
INTRDISCIPLNRY PRGRMS/CII	1		1	1		1	2	-	2	2	-	2
CENTER FOR ADJUNCT ENGAGEMENT	2		2	2		2	2	-	2	2	-	2
TOTAL PROVOST	27	-	27	27	-	27	28	-	28	28	-	28
<b><u>EVP FINANCE &amp; ADMINISTRATIVE SERVICES</u></b>												
EVP OFFICE	1		1	1		1	1	-	1	1	-	1
ACCOUNTING SVCS/BUSINESS OFFICE	1		1	1		1	1	-	1	1	-	1
PURCHASING			-			-	-	-	-	-	-	-
BOOKSTORE			-			-	-	-	-	-	-	-
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
<b><u>PLANNING &amp; INSTITUTIONAL EFFECTIVENESS</u></b>												
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
<b><u>ADVANCEMENT</u></b>												
COMMUNITY RELATIONS & FOUNDATION			-			-	-	-	-	-	-	-
GRANTS			-			-	-	-	-	-	-	-
ADVANCEMENT/ALUMNI/DEVELOPMENT	2		2	1		1	2	-	2	2	-	2
TOTAL ADVANCEMENT	2		2	1		1	2	-	2	2	-	2
<b><u>COMMUNICATIONS</u></b>												
MEDIA COMM GOVT 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
<b><u>WORKFORCE AND STRATEGIC ALLIANCES</u></b>												
SR EXEC TO PRES/BOARD LIAISON	1		1	1		1	1	-	1	1	-	1
FAST TRACK			-			-	-	-	-	-	-	-
WORKFORCE AND ECONOMIC DEVELOPMENT	1		1	1		1	2	-	2	2	-	2
CONTINUING EDUCATION	1		1	1		1	1	-	1	1	-	1
HARPER COLLEGE FOR BUSINESSES			-			-	-	-	-	-	-	-
TOTAL WORKFORCE AND STRATEGIC ALL	3	-	3	3	-	3	4	-	4	4	-	4
GRAND TOTAL	48	-	48	47	-	47	51	-	51	51	-	51

# PERSONNEL HEADCOUNT-THREE YEAR HISTORY AND CURRENT YEAR PROJECTED

As of 6/30/14

	FACULTY											
	As of June, 30 2012			As of June, 30 2013			As of June, 30 2014			Budgeted FY 15		
	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total
<b><u>PRESIDENT</u></b>												
PRESIDENT'S OFFICE	-		-	-		-		-	-		-	
DIVERSITY AND INCLUSION												
TOTAL PRESIDENT												
<b><u>PROVOST</u></b>												
PROVOST	1		1	-		-		-	-		-	
ACADEMIC ENRICHMENT AND ENGAGEMENT	22		22	22		22	20		20	20		20
BUSINESS & SOCIAL SCIENCE & CHILD CENTER	37		37	37		37	29		29	30		30
CAREER & TECHNICAL PRGMS	44		44	45		45	25		25	24		24
HEALTH CAREERS	-		-	-		-	28		28	30		30
LIBERAL ARTS	53		53	53		53	54		54	55		55
MATH & SCIENCE	48		48	49		49	57		57	59		59
RESOURCES FOR LEARNING	6		6	6		6	6		6	6		6
ENROLLMENT SERVICES												
REGISTRAR'S OFFICE	-		-	-		-	-		-	-		-
ADMISSIONS PROC & ASSESSMENT CNTR	-		-	-		-	-		-	-		-
STUDENT RECRUITMENT & OUTREACH	-		-	-		-	-		-	-		-
OFFICE OF STUDENT FINANCIAL ASSISTANCE	-		-	-		-	-		-	-		-
CENTER FOR NEW STUDENTS/WOMEN'S PROG	2		2	2		2	2		2	2		2
ONE-STOP CENTER	-		-	-		-	-		-	-		-
STUDENT AFFAIRS	4		4	4		4	-		-	-		-
EVENTS MANAGEMENT	-		-	-		-	-		-	-		-
HEALTH SERVICES	-		-	-		-	-		-	-		-
OFFICE OF STUDENT INVOLVMT	-		-	-		-	-		-	-		-
STUDENT DEVELOPMENT	1		1	1		1	1		1	1		1
ACADEMIC ADVISING AND COUNSELING CNTR	6		6	6		6	8		8	7		7
ACCESS & DISABILITY SVCS	2		2	2		2	2		2	2		2
CAREER CENTER & WOMEN'S PROGRAM (reorg)	2		2	2		2	-		-	-		-
MULTICULTURAL LEARNING CENTER	4		4	4		4	4		4	4		4
INTRDISCIPLNRY PRGRMS/CII	-		-	-		-	-		-	-		-
CENTER FOR ADJUNCT ENGAGEMENT	-		-	-		-	-		-	-		-
TOTAL PROVOST	232	-	232	233	-	233	236	-	236	240	-	240
<b><u>EVP FINANCE &amp; ADMINISTRATIVE SERVICES</u></b>												
EVP OFFICE												
ACCOUNTING SVCS/BUSINESS OFFICE												
PURCHASING												
BOOKSTORE												
CONFERENCE SERVICES												
PHYSICAL PLANT & CONSTRUCTION												
HARPER POLICE												
CHIEF INFORMATION OFFICER												
ENTERPRISE SYSTEMS												
CLIENT SERVICES												
TECHNICAL SERVICES												
HUMAN RESOURCES												
TOTAL EVP FINANCE & ADMIN SERVICES												
<b><u>PLANNING &amp; INSTITUTIONAL EFFECTIVENESS</u></b>												
STRATEGIC PLANNING & INST. EFFECTIVENESS												
INSTITUTIONAL RESEARCH												
TOTAL INSTITUTIONAL EFFECTIVENESS												
<b><u>ADVANCEMENT</u></b>												
COMMUNITY RELATIONS & FOUNDATION												
GRANTS												
ADVANCEMENT/ALUMNI/DEVELOPMENT												
TOTAL ADVANCEMENT												
<b><u>COMMUNICATIONS</u></b>												
MEDIA COMM GOV'T RELATIONS												
MARKETING SVCS CENTER												
COMMUNITY RELATIONS (as of FY 13)												
TOTAL COMMUNICATIONS												
<b><u>WORKFORCE AND STRATEGIC ALLIANCES</u></b>												
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	232	-	232	233	-	233	236	-	236	240	-	240

# PERSONNEL HEADCOUNT-THREE YEAR HISTORY AND CURRENT YEAR PROJECTED

As of 6/30/14

	PROFESSIONAL/TECHNICAL											
	As of June, 30 2012			As of June, 30 2013			As of June, 30 2014			Budgeted FY 15		
	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total
<b><u>PRESIDENT</u></b>												
PRESIDENT'S OFFICE	-	-	-	-	-	-	-	-	-	-	-	-
DIVERSITY AND INCLUSION	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PRESIDENT	-	-	-	-	-	-	-	-	-	-	-	-
<b><u>PROVOST</u></b>												
PROVOST	1	-	1	-	-	-	-	-	-	-	-	-
ACADEMIC ENRICHMENT AND ENGAGEMENT	9	2	11	8	2	10	7	2	9	7	2	9
BUSINESS & SOCIAL SCIENCE & CHILD CENTER	-	1	1	-	1	1	-	-	-	-	-	-
CAREER & TECHNICAL PRGMS	1	6	7	3	4	7	3	2	5	3	2	5
HEALTH CAREERS	-	-	-	-	-	-	1	2	3	1	2	3
LIBERAL ARTS	-	-	-	-	-	-	-	-	-	-	-	-
MATH & SCIENCE	4	3	7	4	3	7	4	3	7	4	3	7
RESOURCES FOR LEARNING	10	1	11	10	1	11	4	1	5	4	1	5
ENROLLMENT SERVICES	-	-	-	-	-	-	2	-	2	2	-	2
REGISTRAR'S OFFICE	1	1	2	2	2	4	1	2	3	1	2	3
ADMISSIONS PROC & ASSESSMENT CNTR	4	-	4	4	-	4	3	-	3	3	-	3
STUDENT RECRUITMENT & OUTREACH	5	-	5	5	-	5	5	-	5	5	-	5
OFFICE OF STUDENT FINANCIAL ASSISTANCE	-	-	-	-	-	-	1	-	1	1	-	1
CENTER FOR NEW STUDENTS/WOMEN'S PROG	2	2	4	2	-	2	5	1	6	5	1	6
ONE-STOP CENTER	-	-	-	-	-	-	-	-	-	-	-	-
STUDENT AFFAIRS	2	-	2	2	-	2	1	-	1	1	-	1
EVENTS MANAGEMENT	2	2	4	2	2	4	3	-	3	3	-	3
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	2	-	2	2	-	2
ACCESS & DISABILITY SVCS	-	9	9	-	10	10	-	10	10	-	10	10
CAREER CENTER & WOMEN'S PROGRAM (reorg)	4	1	5	4	1	5	-	-	-	-	-	-
MULTICULTURAL LEARNING CENTER	-	-	-	-	-	-	-	-	-	-	-	-
INTRDISCIPLNRY PRGRMS/CI	-	-	-	-	-	-	7	-	7	7	-	7
CENTER FOR ADJUNCT ENGAGEMENT	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PROVOST	48	27	75	49	27	76	51	26	77	51	25	76
<b><u>EVP FINANCE &amp; ADMINISTRATIVE SERVICES</u></b>												
EVP OFFICE	-	-	-	-	-	-	-	-	-	-	-	-
ACCOUNTING SVCS/BUSINESS OFFICE	-	-	-	-	-	-	-	-	-	-	-	-
PURCHASING	-	-	-	-	-	-	-	-	-	-	-	-
BOOKSTORE	-	-	-	-	-	-	-	-	-	-	-	-
CONFERENCE SERVICES	2	-	2	3	-	3	2	-	2	2	-	2
PHYSICAL PLANT & CONSTRUCTION	-	-	-	-	-	-	-	-	-	-	-	-
HARPER POLICE	-	-	-	-	-	-	-	-	-	-	-	-
CHIEF INFORMATION OFFICER	-	-	-	-	-	-	-	-	-	-	-	-
ENTERPRISE SYSTEMS	13	-	13	13	-	13	13	-	13	13	-	13
CLIENT SERVICES	16	4	20	15	4	19	12	4	16	13	4	17
TECHNICAL SERVICES	20	4	24	20	3	23	21	4	25	21	4	25
HUMAN RESOURCES	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EVP FINANCE & ADMIN SERVICES	51	8	59	51	7	58	48	8	56	49	8	57
<b><u>PLANNING &amp; INSTITUTIONAL EFFECTIVENESS</u></b>												
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
<b><u>ADVANCEMENT</u></b>												
COMMUNITY RELATIONS & FOUNDATION	-	-	-	-	-	-	-	-	-	-	-	-
GRANTS	-	-	-	1	-	1	-	-	-	-	-	-
ADVANCEMENT/ALUMNI/DEVELOPMENT	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ADVANCEMENT	-	-	-	1	-	1	-	-	-	-	-	-
<b><u>COMMUNICATIONS</u></b>												
MEDIA COMM GOVT RELATIONS	-	-	-	-	-	-	-	-	-	-	-	-
MARKETING SVCS CENTER	6	-	6	7	1	8	7	2	9	7	2	9
COMMUNITY RELATIONS (as of FY 13)	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL COMMUNICATIONS	6	-	6	7	1	8	7	2	9	7	2	9
<b><u>WORKFORCE AND STRATEGIC ALLIANCES</u></b>												
SR EXEC TO PRES/BOARD LIAISON	-	-	-	-	-	-	-	-	-	-	-	-
FAST TRACK	-	-	-	-	-	-	1	-	1	1	-	1
WORKFORCE AND ECONOMIC DEVELOPMENT	2	-	2	2	-	2	5	1	6	2	-	2
CONTINUING EDUCATION	8	2	10	8	6	14	7	6	13	8	5	13
HARPER COLLEGE FOR BUSINESSES	3	-	3	3	-	3	3	-	3	3	-	3
TOTAL WORKFORCE AND STRATEGIC ALL	13	2	15	13	6	19	16	7	23	14	5	19
GRAND TOTAL	121	37	158	124	41	165	125	43	168	124	40	164

# PERSONNEL HEADCOUNT-THREE YEAR HISTORY AND CURRENT YEAR PROJECTED

As of 6/30/14

	SUPERVISORY/MANAGEMENT											
	As of June, 30 2012			As of June, 30 2013			As of June, 30 2014			Budgeted FY 15		
	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total
<b><u>PRESIDENT</u></b>												
PRESIDENT'S OFFICE	1		1	1		1	1		1	1		1
DIVERSITY AND INCLUSION												
TOTAL PRESIDENT	1		1	1		1	1		1	1		1
<b><u>PROVOST</u></b>												
PROVOST							1		1	1		1
ACADEMIC ENRICHMENT AND ENGAGEMENT	1		1	1		1	2		2	2		2
BUSINESS & SOCIAL SCIENCE & CHILD CENTER	1		1	1		1	1		1	1		1
CAREER & TECHNICAL PRGMS												
HEALTH CAREERS												
LIBERAL ARTS												
MATH & SCIENCE							1		1	1		1
RESOURCES FOR LEARNING	2		2	2	1	3	2	1	3	2	1	3
ENROLLMENT SERVICES												
REGISTRAR'S OFFICE	2		2	2		2	2		2	2		2
ADMISSIONS PROC & ASSESSMENT CNTR	3		3	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/WOMEN'S PROG	1		1	1		1	1		1	1		1
ONE-STOP CENTER										1		1
STUDENT AFFAIRS	2		2	2		2	3		3	2		2
EVENTS MANAGEMENT	2		2	2		2	3		3	3		3
HEALTH SERVICES												
OFFICE OF STUDENT INVOLVMT												
STUDENT DEVELOPMENT										1		1
ACADEMIC ADVISING AND COUNSELING CNTR												
ACCESS & DISABILITY SVCS	1		1	1		1	1		1	1		1
CAREER CENTER & WOMEN'S PROGRAM (reorg)												
MULTICULTURAL LEARNING CENTER												
INTRDISCIPLNRY PRGRMS/CI												
CENTER FOR ADJUNCT ENGAGEMENT												
TOTAL PROVOST	19		19	19	1	20	24	1	25	25	1	26
<b><u>EVP FINANCE &amp; ADMINISTRATIVE SERVICES</u></b>												
EVP OFFICE												
ACCOUNTING SVCS/BUSINESS OFFICE	6		6	5	1	6	7		7	7		7
PURCHASING	1		1	1		1	1		1	1		1
BOOKSTORE	3		3	3		3						
CONFERENCE SERVICES	2		2	4		4						
PHYSICAL PLANT & CONSTRUCTION	11	1	12	12	1	13	13		13	12		12
HARPER POLICE	2		2	2		2	2		2	2		2
CHIEF INFORMATION OFFICER												
ENTERPRISE SYSTEMS	9	1	10	9	1	10	8	1	9	8	1	9
CLIENT SERVICES	4		4	4		4	5		5	5		5
TECHNICAL SERVICES	5		5	4		4	4		4	5		5
HUMAN RESOURCES	3	1	4	3	1	4	3	1	4	3	1	4
TOTAL EVP FINANCE & ADMIN SERVICES	46	3	49	47	4	51	43	2	45	43	2	45
<b><u>PLANNING &amp; INSTITUTIONAL EFFECTIVENESS</u></b>												
STRATEGIC PLANNING & INST. EFFECTIVENESS	1		1	2		2	2		2	2		2
INSTITUTIONAL RESEARCH	1		1	1		1	1		1	1		1
TOTAL INSTITUTIONAL EFFECTIVENESS	2		2	3		3	3		3	3		3
<b><u>ADVANCEMENT</u></b>												
COMMUNITY RELATIONS & FOUNDATION												
GRANTS	1		1	1		1	1		1	1		1
ADVANCEMENT/ALUMNI/DEVELOPMENT	3	1	4	5		5	5		5	5		5
TOTAL ADVANCEMENT	4	1	5	6		6	6		6	6		6
<b><u>COMMUNICATIONS</u></b>												
MEDIA COMM GOV'T RELATIONS	2		2	2		2	2		2	2		2
MARKETING SVCS CENTER	4		4	5		5	5		5	5		5
COMMUNITY RELATIONS (as of FY 13)				1		1	1		1	1		1
TOTAL COMMUNICATIONS	6		6	8		8	8		8	8		8
<b><u>WORKFORCE AND STRATEGIC ALLIANCES</u></b>												
SR EXEC TO PRES/BOARD LIAISON				1		1						
FAST TRACK	1		1	1		1	1		1	1		1
WORKFORCE AND ECONOMIC DEVELOPMENT	2		2	1		1	2		2	2		2
CONTINUING EDUCATION	3		3	3		3	5		5	5		5
HARPER COLLEGE FOR BUSINESSES	1		1	1		1	1		1	1		1
TOTAL WORKFORCE AND STRATEGIC ALL	7		7	7		7	9		9	9		9
GRAND TOTAL	85	4	89	91	5	96	94	3	97	95	3	98

# PERSONNEL HEADCOUNT-THREE YEAR HISTORY AND CURRENT YEAR PROJECTED

As of 6/30/14

	CLASSIFIED STAFF											
	As of June, 30 2012			As of June, 30 2013			As of June, 30 2014			Budgeted FY 15		
	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total
<b><u>PRESIDENT</u></b>												
PRESIDENT'S OFFICE	-	-	-	-	-	-	-	-	-	-	1	1
DIVERSITY AND INCLUSION							1	-	1	1	-	1
TOTAL PRESIDENT	-	-	-	-	-	-	1	-	1	1	1	2
<b><u>PROVOST</u></b>												
PROVOST	3		3	1		1	-	-	-	-	-	-
ACADEMIC ENRICHMENT AND ENGAGEMENT	6	8	14	7	8	15	8	8	16	8	8	16
BUSINESS & SOCIAL SCIENCE & CHILD CENTER	4	9	13	4	9	13	3	8	11	6	5	11
CAREER & TECHNICAL PRGMS	6	5	11	7	6	13	2	2	4	2	3	5
HEALTH CAREERS	-	-	-	-	-	-	6	4	10	6	-	6
LIBERAL ARTS	4	1	5	4	1	5	4	1	5	4	1	5
MATH & SCIENCE	3	13	16	3	3	6	3	3	6	3	10	13
RESOURCES FOR LEARNING	14	69	83	14	10	24	13	10	23	13	10	23
ENROLLMENT SERVICES										2	-	2
REGISTRAR'S OFFICE	6	6	12	7	6	13	7	7	14	5	6	11
ADMISSIONS PROC & ASSESSMENT CNTR	4	9	13	4	9	13	4	9	13	4	9	13
STUDENT RECRUITMENT & OUTREACH	1	4	5	1	3	4	1	3	4	1	3	4
OFFICE OF STUDENT FINANCIAL ASSISTANCE	9	3	12	10	3	13	10	3	13	8	3	11
CENTER FOR NEW STUDENTS/WOMEN'S PROG	1	3	4	1	3	4	2	3	5	2	3	5
ONE-STOP CENTER										1	-	1
STUDENT AFFAIRS	6	9	15	6	10	16	5	14	19	5	14	19
EVENTS MANAGEMENT	-	2	2	-	2	2	-	2	2	-	2	2
HEALTH SERVICES	2	2	4	2	2	4	2	1	3	2	2	4
OFFICE OF STUDENT INVOLVMT	2	1	3	2	1	3	2	1	3	2	-	2
STUDENT DEVELOPMENT	1	1	2	1	1	2	1	2	3	1	2	3
ACADEMIC ADVISING AND COUNSELING CNTR	1	4	5	1	4	5	1	4	5	1	4	5
ACCESS & DISABILITY SVCS	-	6	6	-	3	3	-	4	4	-	4	4
CAREER CENTER & WOMEN'S PROGRAM (reorg)	2	2	4	2	2	4						
MULTICULTURAL LEARNING CENTER	1	1	2	1	1	2	1	1	2	1	1	2
INTRDISCIPLNRY PRGRMS/CII	1		1	3		3	4	1	5	4	1	5
CENTER FOR ADJUNCT ENGAGEMENT	1		1	1	1	2	1	1	2	1	1	2
TOTAL PROVOST	78	158	236	82	88	170	80	92	172	82	92	174
<b><u>EVP FINANCE &amp; ADMINISTRATIVE SERVICES</u></b>												
EVP OFFICE	1		1	1		1	1	-	1	1	-	1
ACCOUNTING SVCS/BUSINESS OFFICE	11	4	15	11	4	15	11	5	16	11	5	16
PURCHASING	1		1	1		1	1	-	1	1	-	1
BOOKSTORE	7	2	9	7	2	9						
CONFERENCE SERVICES	4	36	40	3	36	39	2	-	2	2	-	2
PHYSICAL PLANT & CONSTRUCTION	2	1	3	2	1	3	2	4	6	2	4	6
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	3	8	11	3	7	10
TECHNICAL SERVICES	3	3	6	2	3	5	2	3	5	2	3	5
HUMAN RESOURCES	5	2	7	5	2	7	5	2	7	5	2	7
TOTAL EVP FINANCE & ADMIN SERVICES	38	57	95	37	55	92	28	23	51	28	21	49
<b><u>PLANNING &amp; INSTITUTIONAL EFFECTIVENESS</u></b>												
STRATEGIC PLANNING & INST. EFFECTIVENESS	-	2	2		2	2	1	1	2	1	1	2
INSTITUTIONAL RESEARCH	-	2	2		2	2	-	2	2	-	2	2
TOTAL INSTITUTIONAL EFFECTIVENESS	-	4	4	-	4	4	1	3	4	1	3	4
<b><u>ADVANCEMENT</u></b>												
COMMUNITY RELATIONS & FOUNDATION	-		-	-		-	-		-	-		-
GRANTS	-		-	-		-	-		-	-		-
ADVANCEMENT/ALUMNI/DEVELOPMENT	2		2	2		2	1		1	1		1
TOTAL ADVANCEMENT	2	-	2	2	-	2	1	-	1	1	-	1
<b><u>COMMUNICATIONS</u></b>												
MEDIA COMM GOVT RELATIONS	-	3	3		2	2	1	1	2	1	1	2
MARKETING SVCS CENTER	9		9	7	2	9	7	4	11	7	4	11
COMMUNITY RELATIONS (as of FY 13)	-		-	-		-	-		-	-		-
TOTAL COMMUNICATIONS	9	3	12	7	4	11	8	5	13	8	5	13
<b><u>WORKFORCE AND STRATEGIC ALLIANCES</u></b>												
SR EXEC TO PRES/BOARD LIAISON	1		1	2		2	1	-	1	1	-	1
FAST TRACK	1		1	2		2	2	1	3	2	1	3
WORKFORCE AND ECONOMIC DEVELOPMENT	6	3	9	1	-	1	5	3	8	5	2	7
CONTINUING EDUCATION	4	52	56	4	14	18	8	11	19	7	13	20
HARPER COLLEGE FOR BUSINESSES	2	1	3	2	-	2	1	-	1	1	-	1
TOTAL WORKFORCE AND STRATEGIC ALL	14	56	70	11	14	25	17	15	32	16	16	32
GRAND TOTAL	141	278	419	139	165	304	136	138	274	137	138	275

# PERSONNEL HEADCOUNT-THREE YEAR HISTORY AND CURRENT YEAR PROJECTED

As of 6/30/14

	SECURITY											
	As of June, 30 2012			As of June, 30 2013			As of June, 30 2014			Budgeted FY 15		
	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total
<b><u>PRESIDENT</u></b>												
PRESIDENT'S OFFICE												
DIVERSITY AND INCLUSION												
TOTAL PRESIDENT												
<b><u>PROVOST</u></b>												
PROVOST												
ACADEMIC ENRICHMENT AND ENGAGEMENT												
BUSINESS & SOCIAL SCIENCE & CHILD CENTER												
CAREER & TECHNICAL PRGMS												
HEALTH CAREERS												
LIBERAL ARTS												
MATH & SCIENCE												
RESOURCES FOR LEARNING												
ENROLLMENT SERVICES												
REGISTRAR'S OFFICE												
ADMISSIONS PROC & ASSESSMENT CNTR												
STUDENT RECRUITMENT & OUTREACH												
OFFICE OF STUDENT FINANCIAL ASSISTANCE												
CENTER FOR NEW STUDENTS/WOMEN'S PROG												
ONE-STOP CENTER												
STUDENT AFFAIRS												
EVENTS MANAGEMENT												
HEALTH SERVICES												
OFFICE OF STUDENT INVOLVMT												
STUDENT DEVELOPMENT												
ACADEMIC ADVISING AND COUNSELING CNTR												
ACCESS & DISABILITY SVCS												
CAREER CENTER & WOMEN'S PROGRAM (reorg)												
MULTICULTURAL LEARNING CENTER												
INTRDISCIPLNRY PRGRMS/CII												
CENTER FOR ADJUNCT ENGAGEMENT												
TOTAL PROVOST												
<b><u>EVP FINANCE &amp; ADMINISTRATIVE SERVICES</u></b>												
EVP OFFICE												
ACCOUNTING SVCS/BUSINESS OFFICE												
PURCHASING												
BOOKSTORE												
CONFERENCE SERVICES												
PHYSICAL PLANT & CONSTRUCTION												
HARPER POLICE	16	16	32	16	17	33	16	17	33	18	17	35
CHIEF INFORMATION OFFICER												
ENTERPRISE SYSTEMS												
CLIENT SERVICES												
TECHNICAL SERVICES												
HUMAN RESOURCES												
TOTAL EVP FINANCE & ADMIN SERVICES	16	16	32	16	17	33	16	17	33	18	17	35
<b><u>PLANNING &amp; INSTITUTIONAL EFFECTIVENESS</u></b>												
STRATEGIC PLANNING & INST. EFFECTIVENESS												
INSTITUTIONAL RESEARCH												
TOTAL INSTITUTIONAL EFFECTIVENESS												
<b><u>ADVANCEMENT</u></b>												
COMMUNITY RELATIONS & FOUNDATION												
GRANTS												
ADVANCEMENT/ALUMNI/DEVELOPMENT												
TOTAL ADVANCEMENT												
<b><u>COMMUNICATIONS</u></b>												
MEDIA COMM GOV'T RELATIONS												
MARKETING SVCS CENTER												
COMMUNITY RELATIONS (as of FY 13)												
TOTAL COMMUNICATIONS												
<b><u>WORKFORCE AND STRATEGIC ALLIANCES</u></b>												
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	16	16	32	16	17	33	16	17	33	18	17	35

# PERSONNEL HEADCOUNT-THREE YEAR HISTORY AND CURRENT YEAR PROJECTED

As of 6/30/14

	CUSTODIAL/MAINTENANCE											
	As of June, 30 2012			As of June, 30 2013			As of June, 30 2014			Budgeted FY 15		
	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total
<b><u>PRESIDENT</u></b>												
PRESIDENT'S OFFICE												
DIVERSITY AND INCLUSION												
TOTAL PRESIDENT												
<b><u>PROVOST</u></b>												
PROVOST												
ACADEMIC ENRICHMENT AND ENGAGEMENT												
BUSINESS & SOCIAL SCIENCE & CHILD CENTER												
CAREER & TECHNICAL PRGMS												
HEALTH CAREERS												
LIBERAL ARTS												
MATH & SCIENCE												
RESOURCES FOR LEARNING												
ENROLLMENT SERVICES												
REGISTRAR'S OFFICE												
ADMISSIONS PROC & ASSESSMENT CNTR												
STUDENT RECRUITMENT & OUTREACH												
OFFICE OF STUDENT FINANCIAL ASSISTANCE												
CENTER FOR NEW STUDENTS/WOMEN'S PROG												
ONE-STOP CENTER												
STUDENT AFFAIRS												
EVENTS MANAGEMENT												
HEALTH SERVICES												
OFFICE OF STUDENT INVOLVMT												
STUDENT DEVELOPMENT												
ACADEMIC ADVISING AND COUNSELING CNTR												
ACCESS & DISABILITY SVCS												
CAREER CENTER & WOMEN'S PROGRAM (reorg)												
MULTICULTURAL LEARNING CENTER												
INTRDISCIPLNRY PRGRMS/CII												
CENTER FOR ADJUNCT ENGAGEMENT												
TOTAL PROVOST												
<b><u>EVP FINANCE &amp; ADMINISTRATIVE SERVICES</u></b>												
EVP OFFICE												
ACCOUNTING SVCS/BUSINESS OFFICE												
PURCHASING												
BOOKSTORE												
CONFERENCE SERVICES												
PHYSICAL PLANT & CONSTRUCTION	97	5	102	97	5	102	93	5	98	93	5	98
HARPER POLICE												
CHIEF INFORMATION OFFICER												
ENTERPRISE SYSTEMS												
CLIENT SERVICES												
TECHNICAL SERVICES												
HUMAN RESOURCES												
TOTAL EVP FINANCE & ADMIN SERVICES	97	5	102	97	5	102	93	5	98	93	5	98
<b><u>PLANNING &amp; INSTITUTIONAL EFFECTIVENESS</u></b>												
STRATEGIC PLANNING & INST. EFFECTIVENESS												
INSTITUTIONAL RESEARCH												
TOTAL INSTITUTIONAL EFFECTIVENESS												
<b><u>ADVANCEMENT</u></b>												
COMMUNITY RELATIONS & FOUNDATION												
GRANTS												
ADVANCEMENT/ALUMNI/DEVELOPMENT												
TOTAL ADVANCEMENT												
<b><u>COMMUNICATIONS</u></b>												
MEDIA COMM GOV'T RELATIONS												
MARKETING SVCS CENTER												
COMMUNITY RELATIONS (as of FY 13)												
TOTAL COMMUNICATIONS												
<b><u>WORKFORCE AND STRATEGIC ALLIANCES</u></b>												
SR EXEC TO PRES/BOARD LIAISON												
FAST TRACK												
WORKFORCE AND ECONOMIC DEVELOPMENT												
CONTINUING EDUCATION												
HARPER COLLEGE FOR BUSINESSES												
TOTAL WORKFORCE AND STRATEGIC ALL												
<b>GRAND TOTAL</b>	97	5	102	97	5	102	93	5	98	93	5	98

# PERSONNEL HEADCOUNT-THREE YEAR HISTORY AND CURRENT YEAR PROJECTED

As of 6/30/14

	TOTALS											
	As of June, 30 2012			As of June, 30 2013			As of June, 30 2014			Budgeted FY 15		
	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total
<b><u>PRESIDENT</u></b>												
PRESIDENT'S OFFICE	2	-	2	2	-	2	2	-	2	2	1	3
DIVERSITY AND INCLUSION	-	-	-	-	-	-	2	-	2	2	-	2
TOTAL PRESIDENT	2	-	2	2	-	2	4	-	4	4	1	5
<b><u>PROVOST</u></b>												
PROVOST	7	-	7	3	-	3	2	-	2	2	-	2
ACADEMIC ENRICHMENT AND ENGAGEMENT	40	10	50	40	10	50	39	10	49	39	10	49
BUSINESS & SOCIAL SCIENCE & CHILD CENTER	43	10	53	43	10	53	34	8	42	38	5	43
CAREER & TECHNICAL PRGMS	53	11	64	57	10	67	31	4	35	30	5	35
HEALTH CAREERS	-	-	-	-	-	-	37	6	43	39	2	41
LIBERAL ARTS	58	1	59	58	1	59	59	1	60	60	1	61
MATH & SCIENCE	56	16	72	57	6	63	66	6	72	68	13	81
RESOURCES FOR LEARNING	34	70	104	34	12	46	27	12	39	27	12	39
ENROLLMENT SERVICES							3	-	3	5	-	5
REGISTRAR'S OFFICE	10	7	17	12	8	20	10	9	19	8	8	16
ADMISSIONS PROC & ASSESSMENT CNTR	11	9	20	11	9	20	10	9	19	10	9	19
STUDENT RECRUITMENT & OUTREACH	9	4	13	9	3	12	9	3	12	9	3	12
OFFICE OF STUDENT FINANCIAL ASSISTANCE	12	3	15	13	3	16	14	3	17	12	3	15
CENTER FOR NEW STUDENTS/WOMEN'S PROG	7	3	10	7	3	10	11	4	15	11	4	15
ONE-STOP CENTER							1	-	1	3	-	3
STUDENT AFFAIRS	16	9	25	16	10	26	11	14	25	10	14	24
EVENTS MANAGEMENT	4	2	6	4	2	6	6	2	8	6	2	8
HEALTH SERVICES	3	5	8	3	5	8	3	4	7	3	4	7
OFFICE OF STUDENT INVOLVMT	5	1	6	5	1	6	5	1	6	5	-	5
STUDENT DEVELOPMENT	3	1	4	3	1	4	4	2	6	5	2	7
ACADEMIC ADVISING AND COUNSELING CNTR	9	4	13	9	4	13	12	4	16	11	4	15
ACCESS & DISABILITY SVCS	4	15	19	4	13	17	4	14	18	4	14	18
CAREER CENTER & WOMEN'S PROGRAM (reorg)	9	3	12	9	3	12	-	-	-	-	-	-
MULTICULTURAL LEARNING CENTER	6	1	7	6	1	7	5	1	6	5	1	6
INTRDISCIPLNRY PRGRMS/CI	2	-	2	4	-	4	13	1	14	13	1	14
CENTER FOR ADJUNCT ENGAGEMENT	3	-	3	3	1	4	3	1	4	3	1	4
TOTAL PROVOST	404	185	589	410	116	526	419	119	538	426	118	544
<b><u>EVP FINANCE &amp; ADMINISTRATIVE SERVICES</u></b>												
EVP OFFICE	2	-	2	2	-	2	2	-	2	2	-	2
ACCOUNTING SVCS/BUSINESS OFFICE	18	4	22	17	5	22	19	5	24	19	5	24
PURCHASING	2	-	2	2	-	2	2	-	2	2	-	2
BOOKSTORE	10	2	12	10	2	12	-	-	-	-	-	-
CONFERENCE SERVICES	8	36	44	10	36	46	4	-	4	4	-	4
PHYSICAL PLANT & CONSTRUCTION	113	7	120	114	7	121	111	9	120	110	9	119
HARPER POLICE	18	16	34	18	17	35	18	17	35	20	17	37
CHIEF INFORMATION OFFICER	2	-	2	2	-	2	2	-	2	2	-	2
ENTERPRISE SYSTEMS	23	1	24	23	1	24	22	2	24	22	1	23
CLIENT SERVICES	24	13	37	24	11	35	21	12	33	22	11	33
TECHNICAL SERVICES	29	7	36	27	6	33	28	7	35	29	7	36
HUMAN RESOURCES	9	3	12	9	3	12	9	3	12	9	3	12
TOTAL EVP FINANCE & ADMIN SERVICES	258	89	347	258	88	346	238	55	293	241	53	294
<b><u>PLANNING &amp; INSTITUTIONAL EFFECTIVENESS</u></b>												
STRATEGIC PLANNING & INST. EFFECTIVENESS	3	2	5	4	2	6	5	1	6	5	1	6
INSTITUTIONAL RESEARCH	5	2	7	5	2	7	5	2	7	5	2	7
TOTAL INSTITUTIONAL EFFECTIVENESS	8	4	12	9	4	13	10	3	13	10	3	13
<b><u>ADVANCEMENT</u></b>												
COMMUNITY RELATIONS & FOUNDATION	-	-	-	-	-	-	-	-	-	-	-	-
GRANTS	1	-	1	2	-	2	1	-	1	1	-	1
ADVANCEMENT/ALUMNI/DEVELOPMENT	7	1	8	8	-	8	8	-	8	8	-	8
TOTAL ADVANCEMENT	8	1	9	10	-	10	9	-	9	9	-	9
<b><u>COMMUNICATIONS</u></b>												
MEDIA COMM GOV'T RELATIONS	3	3	6	3	2	5	4	1	5	4	1	5
MARKETING SVCS CENTER	20	-	20	20	3	23	20	6	26	20	6	26
COMMUNITY RELATIONS (as of FY 13)	-	-	-	1	-	1	1	-	1	1	-	1
TOTAL COMMUNICATIONS	23	3	26	24	5	29	25	7	32	25	7	32
<b><u>WORKFORCE AND STRATEGIC ALLIANCES</u></b>												
SR EXEC TO PRES/BOARD LIAISON	2	-	2	4	-	4	2	-	2	2	-	2
FAST TRACK				3	-	3	4	1	5	4	1	5
WORKFORCE AND ECONOMIC DEVELOPMENT	11	3	14	5	-	5	14	4	18	11	2	13
CONTINUING EDUCATION	16	54	70	16	20	36	21	17	38	21	18	39
HARPER COLLEGE FOR BUSINESSES	6	1	7	6	-	6	5	-	5	5	-	5
TOTAL WORKFORCE AND STRATEGIC ALL	35	58	93	34	20	54	46	22	68	43	21	64
GRAND TOTAL	738	340	1,078	747	233	980	751	206	957	758	203	961

**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 Studies							X	
Architectural Design								X
Architectural Technical								X
Art				X				
Art Education	X							
Astronomy			X					
Basic Maintenance								X
Basic Pipe Welding								X
Basic Welding								X
Biological Sciences			X					
Bread and Pastry Arts								X
Building Codes and Enforcement								X
Business Administration	X						X	
Cardiographic Technician (DCS/CGT)								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					
Computed 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
E-Commerce Business								X

**ACADEMIC TRANSFER ORIENTED AND CAREER PROGRAMS**

Program Name	Transfer-Oriented						Career	
	AA	AATM	AS	AFA	AES	AGS	AAS	Certificate
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
Interior Design							X	

**ACADEMIC TRANSFER ORIENTED AND CAREER PROGRAMS**

Program Name	Transfer-Oriented						Career	
	AA	AATM	AS	AFA	AES	AGS	AAS	Certificate
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 Coding (HIT) (Spring 2015)**								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
Private Security (LEJ)**								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 FY2015  
JULY 1, 2014 - JUNE 30, 2015**

Granting Agency	Title	Department	Grant Manager	Agency	Amount	Start Date	End Date	Description
<b>COMPETITIVE GRANTS</b>								
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.
U.S. Department of Labor	Trade Adjustment Assistance Community College & Career Training (TAACCCT)	Career Programs	Mary Ottinger	Federal	\$1,151,774	10/1/13	9/30/17	Partnership with LINCS consortium led by Broward College in Florida for Supply Chain Management
U.S. Department of Education	Title III Strengthening Institutions Program (SIP)	Planning & Institutional Effectiveness	Sheila Quirk-Bailey	Federal	\$2,000,000	10/1/14	9/30/19	Strengthen academic and student support services and experiences & build technology capacity
Il Dept of Commerce & Economic Opportunity (DCEO)	Small Business Development Center	Harper College for Businesses	Maria Coons	Federal	\$90,000	1/1/14	12/31/14	Funding for Illinois Small Business Development Center.
Il Dept of Commerce & Economic Opportunity (DCEO)	Employer Training Investment Program (ETIP)	Harper College for Businesses	Maria Coons	State	\$135,000	7/1/13	12/31/14	Contract training with area employers
Will County & the Will County WIB	Metro Suburban Accelerated Training for Illinois Manufacturing Program	Workforce & Strategic Alliance	Maria Coons	Federal/State	\$85,700	9/16/13	5/31/15	Tuition & Fees dollars students can use to attend Welding & CNC programs
Secretary of State/Illinois State Library Literacy Office	On-site Workforce English as a Second Language	Harper College for Businesses	Maria Coons	State	\$36,270	7/1/14	6/30/15	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	Mary Ottinger	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).
<b>COMPETITIVE GRANTS</b>					<b>\$6,396,782</b>			
<b>AGENCY ALLOCATED GRANTS</b>								
ICCB Illinois Community College Board	Adult Education & Family Literacy Grant	Academic Enrichment & Language Studies	Kenya Ayers	Federal/State	\$557,867	7/1/14	6/30/15	Supports Adult Education Development Education programs
ICCB Illinois Community College Board	Program Improvement	Career Programs	Mary Ottinger	State	\$36,326	7/1/14	6/30/15	Supports career and technical education.
ICCB Illinois Community College Board	Perkins	Career Programs	Mary Ottinger	State	\$415,182	7/1/14	6/30/15	Supports career and technical education.
IDOT Illinois Department of Transportation	Motorcycle Safety Program	Continuing Education	Mark Mrozinski	State	\$1,209,297	12/1/13	11/30/14	Cycle Rider Training Program for the State of Illinois
IDHS Illinois Department of Human Services	Disability Services Deaf Program	Access & Disability Services	Scott Friedman	State	\$210,000	7/1/14	6/30/15	Provides services to students with disabilities.
<b>AGENCY ALLOCATED GRANTS</b>					<b>\$2,428,672</b>			
<b>* pending State budget approval</b>								
<b>FY15 Total All Grants: as of July 1, 2014</b>					<b>\$8,825,454</b>			

## 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**

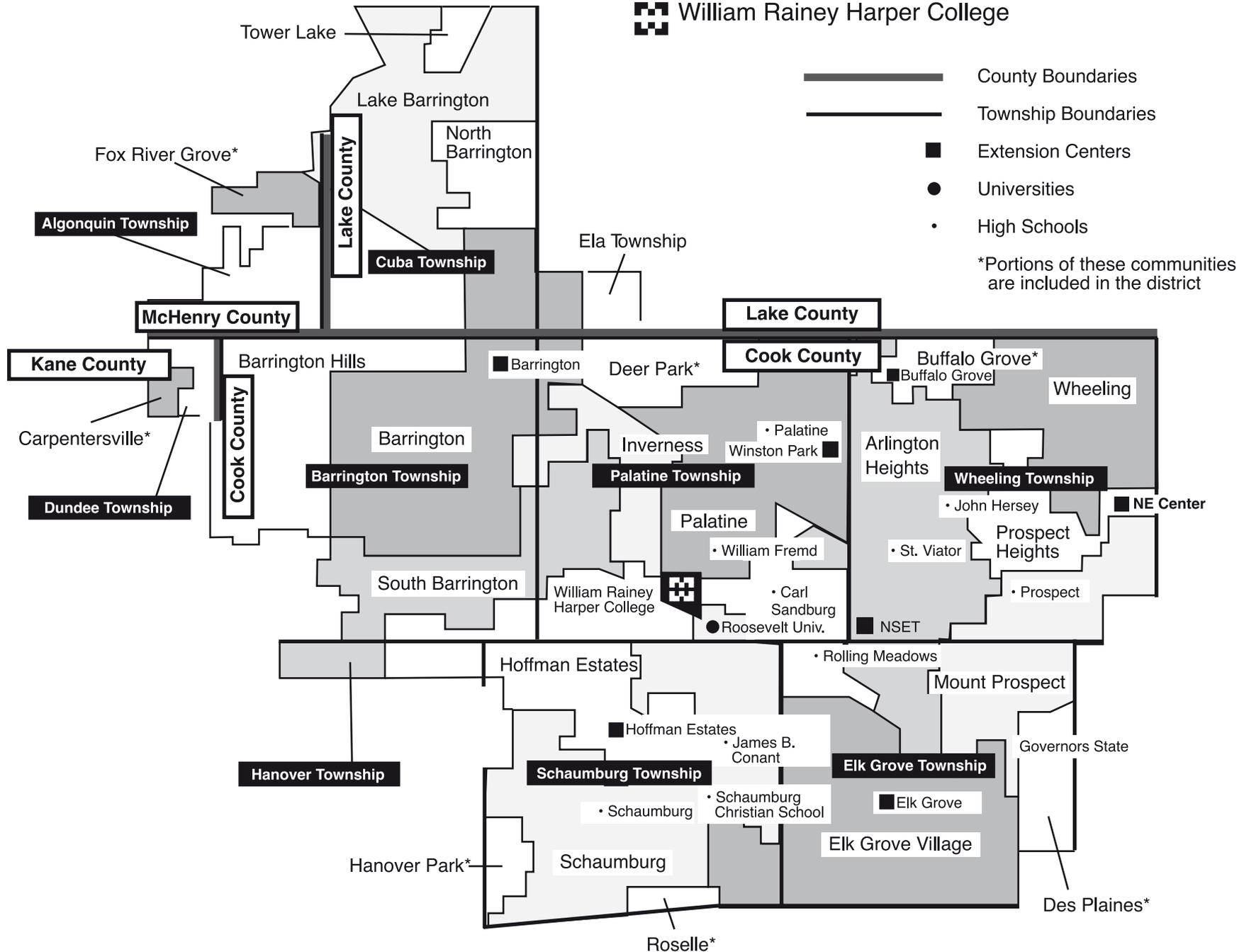
AA	Associate in Arts
AACC	American Association of Community Colleges
AAS	Associate in Applied Science
AATM	Associate in Arts in Teaching Secondary Mathematics
ACA	Affordable Care Act
ACE	American Council on Education
ACUPCC	American College & University Presidents' Climate Commitment
ADA	Americans with Disabilities Act
ADS	Access and Disability Services
AED	Adult Education Development
AEE	Adult Education and Engagement
AES	Associate in Engineering Science
AFA	Associate in Fine Arts
AGS	Associate in General Studies
AS	Associate in Science
AtD	Achieving the Dream
BIT	Behavioral Intervention Plan

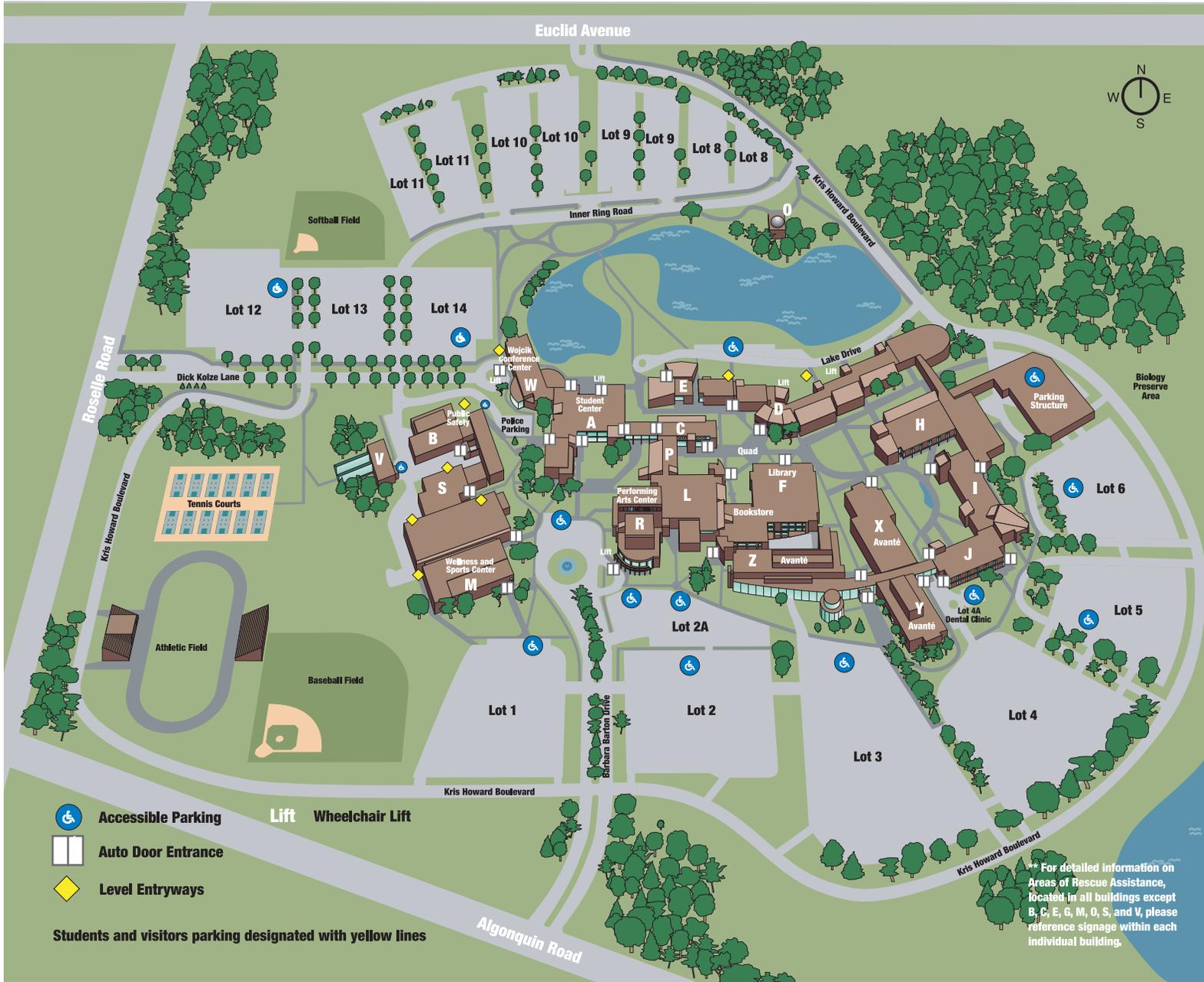
BTU	British thermal unit
CAFÉ	Center for Adjunct Faculty Engagement
CCRC	Community College Research Center
CCSS	Common Core State Standards
CCSSE	Community College Survey of Student Engagement
CDB	Capital Development Board
CE	Continuing Education
COMPASS	College Placement Tests
CPI	Consumer Price Index
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
DOL	Department of Labor
EAV	Equalized Assessed Value
E.L.I.T.E.	Engagement and Leadership Initiative to Transition Effectively
EMS	Energy Management System
EOP	Emergency Operation Plan
ERP	Enterprise Resource Planning
ESL	English as a Second Language
ETIP	Employer Training Investment Program
EVP	Executive Vice President
FAFSA	Free Application for Federal Student Aid
FERPA	Family Educational Rights and Privacy Act
FTE	Full Time Equivalent
FTIS	First Time in College
FY	Fiscal Year
FYS	First Year Seminar
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
HLCC	Harper Learning and Career 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
IDES	Illinois Department of Employment Security
IDHS	Illinois Department of Human Services
IDOT	Illinois Department of Transportation
IEA/NEA	Illinois Education Association
IEM	Institutional Effectiveness Measures

INAM	Illinois Network for Advanced Manufacturing
IPC	Institutional Planning Committee
IPEDS	Integrated Postsecondary Education Data System
ISAC	Illinois Student Assistance Commission
ISBE	Illinois State Board of Education
IT	Information Technology
LQ	Location Quotient
MAP	Monetary Award Program
MSA	Metropolitan Statistical Area
MOOC	Massive Open Online Courses
NACADA	National Academic Advising Association
NCRC	National Career Readiness Certification
NCCBP	National Community College Benchmark Project
NEC	Northeast Center
NECSS	Northwest Educational Council for Student Success
NJCAA	National Junior College Athletics Association
OSHA	Occupational Safety & Health Administration
PSAE	Prairie State Achievement Exam
PTAB	Property Tax Appeal Board
PTELL	Property Tax Extension Limitation Law
RAMP	Resource Allocation Management Program
REACH	Retention Efforts for Academic Completion at Harper
RFL	Resources for Learning
RVS	Reimbursable Vocational Services
SCUP	Society for College and University Planning
SIS	Student Information System
SURS	State University Retirement System
SWOT	Strengths, Weaknesses, Opportunities, Threats
TAACCCT	Trade Adjustment Assistance Community College and Career Training
WCA	Wellness & Campus Activities

# Community College District 512

 William Rainey Harper College





-  Accessible Parking
-  Lift
-  Wheelchair Lift
-  Auto Door Entrance
-  Level Entryways

Students and visitors parking designated with yellow lines

\*\* For detailed information on Areas of Rescue Assistance, located in all buildings except B, C, E, G, M, O, S, and V, please reference signage within each individual building.

## harpercollege.edu

<b>Access and Disability Services</b>	<b>Building D</b> , Room D119 Phone: 847.925.6266 Videophone: 224.836.5048
<b>Admissions Outreach</b>	<b>Building C</b> , Room C103 Phone 847.925.6700
<b>Business Office</b>	<b>Building A</b> , Room A214 Phone 847.925.6880
<b>Center for New Students</b>	<b>Building C</b> , Room C104 Phone 847.925.6208
<b>Continuing Education Registration</b>	<b>Building W</b> , Lobby Phone 847.925.6300
<b>English as a Second Language</b>	<b>Building F</b> , Room F340 Phone 847.925.6226
<b>HarperStore</b>	<b>Building L</b> Phone 847.925.6275
<b>Information Desk</b>	<b>Building A</b> , Lobby Phone 847.925.6707
<b>Library</b>	<b>Building F</b> Phone 847.925.6184
<b>Office of Registrar</b>	<b>Building A</b> , Room A213 Phone 847.925.6500
<b>Office of Student Financial Assistance</b>	<b>Building C</b> , Room C102 Phone 847.925.6248
<b>Police</b>	<b>Building B</b> , Room B101 Phone 847.925.6330
<b>Testing Center</b>	<b>Building A</b> , 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.