

Palatine, Illinois

College Plan

2018-2019

MISSION

Harper College enriches its diverse communities by providing quality, affordable, and accessible education. Harper College, in collaboration with its partners, inspires the transformation of individual lives, the workforce, and society.

VISION STATEMENT

We will be an innovative and inclusive institution, the community's first choice, and a national leader for student success.

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.

CORE VALUES

INTEGRITY

Result: An environment where relationships and practices are based on trust. Key Action: Be responsible and accountable for your own actions.

RESPECT

Result: Interactions which add dignity to ourselves, our relationships with others and our organization. Key Action: Value and celebrate the uniqueness of individuals.

EXCELLENCE

Result: Student, employee and organizational success through a creative and responsive work environment by exceeding the needs and expectations of all. Key Action: Effectively anticipate, identify and respond to learner, employee and organizational needs.

COLLABORATION

Result: Accomplishment of better results by working together than otherwise likely to occur by working alone. Key Action: Address issues as they arise and take necessary actions to productively resolve them.



1200 West Algonquin Road
Palatine, Illinois 60067-7398

College Plan 2018-2019

WILLIAM RAINEY HARPER COLLEGE

Community College District #512

College Plan 2018-2019 TABLE OF CONTENTS

Best Practices in Community College Budgeting Program	i
--	----------

INTRODUCTION

Letter from President Ender	1
Introduction	3
District Map	6
Organized for Student Success	7
Organization Chart	13

CHALLENGES AND ACCOUNTABILITY

Analysis of Harper's Environment	15
Accountability for Continuous Improvement	25

PLANNING

Strategic Plan	35
Operational Plan	46

BUDGET AND ALLOCATION OF FUNDS

Basis of Accounting and Fund Descriptions	75
Budget Preparation Process	76
Budget Planning Calendar	80
FY 2019 Budget Summary	82
All Funds Overview FY 2019 Budget	85
All Funds Expenditures By Object FY 2019 Budget	87
All Funds FY 2019 Revenue Sources and Expenditure Uses	88
All Funds Budget to Actual	89
<i>Tax-Capped Funds</i>	
Tax-Capped Funds Descriptions	91
Tax-Capped Funds Budget to Actual	92
Tax-Capped Funds FY 2019 Revenue Sources and Expenditure Uses	94
Tax-Capped Funds - Fund Balance History	95
Education Fund Budget to Actual	96
Operations and Maintenance Fund Budget to Actual	98
Audit Fund Budget to Actual	100
Liability Protection and Settlement Fund Budget to Actual	101

<i>Other Funds</i>	
Other Funds Descriptions	102
Auxiliary Enterprises Fund Budget to Actual	103
Auxiliary Enterprises Fund FY 2019 Budget by Division	105
Restricted Purposes Fund Budget to Actual	106
Working Cash Budget to Actual	108
Debt Obligations	109
Schedule of Debt Maturities	110
Bond and Interest Fund Budget to Actual	111
Master Planning and Capital Projects	112
Operations and Maintenance (Restricted) Fund Budget to Actual	114
FY 2019 Capital Projects	115

FINANCIAL PLANNING AND MONITORING

Financial Forecasting and Long Range Planning	121
Enrollment Projections	125
Budget Assumptions and Historical Trends	126

APPENDIX

SWOT Analysis	139
FY 2019 Budget Board Resolution	166
Personnel Headcount – History & Budget	185
Operational Analysis Credit Program Cost Comparison FY 2015-2017	194
Academic Transfer Oriented and Career Programs	195
Glossary of Terms	198



Government Finance Officers Association

**PARTICIPANT IN GFOA'S
BEST PRACTICES IN COMMUNITY
COLLEGE BUDGETING PROGRAM**

**William Rainey Harper College
Illinois**

For Fiscal Year Beginning
July 1, 2017

Christopher P. Morill

EXECUTIVE DIRECTOR/CEO

The above community college has applied for the Award for Best Practices in Community College Budgeting; however, GFOA has not yet completed the review of its application and has provided this certificate to acknowledge that this community college has made efforts to implement the new budget process guidelines.

Budget processes are evaluated based on a number of criteria that focus on alignment of resources towards student achievement focusing on collaboration, communication, and rigorous development, evaluation, and prioritization of strategies to achieve a college's goals and objectives. In addition, the criteria includes recommendations for conveying the results of this budget process through the budget presentation and also utilizing continuous improvement approaches to monitor outcomes.



Kenneth L. Ender, Ph.D.
President

1200 West Algonquin Road
Palatine, Illinois 60067

847.925.6611
847.925.6034 fax
kender@harpercollege.edu

Letter of Introduction from the President

Harper College has long distinguished itself through its innovations in curriculum, teaching practices, and support services. Harper is committed to reducing gaps in student achievement and increasing program completion, transfer, and graduation rates. To aid in accomplishing these objectives, the College has a four-year student success focused Strategic Plan. We continue to implement new initiatives aligned with the Strategic Plan to help students achieve their educational goals.

In FY 2019, we will continue to assign students to academic advisors using a case management approach. The College will also operationalize Areas of Interest (AoI) as an organizing framework to help students select an academic pathway. This means establishing core teams comprised of faculty, advisors, and staff, dedicated to a specific AoI. Additionally, and as a result of recommendations made by a task force focused on our growing Latinx community, the College will develop a Parent University and explore grants which would increase our capacity to serve this student population effectively.

The Promise Program, launched in FY 2016, will continue to be a major focus as the College prepares to welcome the first students who have met all the criteria and have earned their first semester of tuition-free education at Harper. To date we have raised more than \$12 million to fund this program, and will continue to engage donors with a goal of raising an additional \$2 million in FY 2019.

We continue to make significant progress with our Campus Master Plan. In FY 2019, we will complete major renovations to Building M, which includes the Health and Recreation Center and a regional urgent care facility. This unique building represents collaboration between Harper College, Northwest Community Healthcare, the Palatine Park District, and Centers Management to create a new center focused on wellness and recreation. We have been waiting for State of Illinois funding to be released for the Canning Center renovations, as well as for our Hospitality Program facilities. This project was included in the latest State budget, but it is unclear as to whether the funds will be appropriated and released.

A major research project in FY 2019 is the Community Scan, which focuses on the community's attitudes and opinions toward Harper College. Data is collected with the use of two surveys, the Community Survey for community residents and the Employer Survey for community businesses. The College utilizes this information to better understand the needs of the community, measure the community's awareness of Harper's initiatives, and inform the College of potential changes that may benefit both Harper and the community.

The College continues its focus on a four-year Strategic Plan that was approved in FY 2016 and includes five overall goals. Three of these goals were identified within the overarching theme of student success, which drives the overall direction of the College. These goals include Curriculum and Instruction, which

focuses on teaching and learning within the classroom, Academic Planning and Pathways, which assists students in understanding their academic area of interest, and Student Experience, which reinforces a culture of care throughout the organization. These three goals are all supported by a fourth goal, Aligning Employee Skills, which seeks to ensure faculty and staff participate in professional development activities that ensure the strategic goals are met. A fifth goal of Stewardship focuses on scaling promising practices.

As the College concludes the final year of the strategic plan, two initiatives will help inform development of the next plan. First, the Strategic Planning and Accountability Committee of the shared governance system will review key pieces of data to develop Strengths, Weaknesses, Opportunities, and Threats (SWOT) that will be considered when the new strategic plan is developed. This SWOT analysis will be thoroughly vetted by constituents. Also, a Core Values Task Force is charged with reviewing the current Core Values of the College (Integrity, Respect, Excellent, Collaboration) to determine if they should remain or be modified.

In addition to the priorities outlined in the Strategic Plan, Operational Plan, and Institutional Effectiveness Measures, annual Presidential Priorities are established. These priorities are mapped to the College's operational goals and include:

1. Ensuring that all students pursuing a credential complete a first year class/experience that results in the development of an education and career plan that will guide them to completion.
2. Developing a system where all students are assigned to a student advocate that will assist them in navigating their experience at Harper.
3. Completing the refurbishment of the Canning Center, Building F and Building M, which represent the final three priorities established in the 2010 Campus Master Plan.
4. Ensuring that the Promise Program is fully funded at the \$10 million level and beyond to ensure sustainability of the program.
5. Designing a system to improve distance education offerings.

Harper College must continue to adapt to meet the evolving needs of our community, students, and the workforce. The 21st century economy demands that our graduates be technologically proficient, have communication and critical thinking skills, and are able to access training and credentialing to upgrade their skills over a lifetime of work. While we continue to strive to provide access to education to the entire community, our goals are more closely aligned with increasing the number of students who are successful at Harper.

Critical to these efforts will be recruiting and hiring the next president of Harper College. I will conclude ten years of leading this fine institution and believe the groundwork has been laid to foster continued improvements with one goal in mind: to help more students succeed and realize their dreams. That is the hallmark of an exceptional community college.

Kenneth L. Ender, Ph.D. President
August, 2018

Introduction

Profile of William Rainey Harper College

William Rainey Harper College is a comprehensive community college located in Palatine, Illinois, 30 miles northwest of Chicago, serving High School Districts 211, 214, and Unit District 220. Established in 1966, Harper College serves more than 25,000 credit students each year from 23 suburban communities. Harper is dedicated to student success and is committed to its mission of enriching its diverse communities by providing quality, affordable, and accessible education. Harper College, in collaboration with its partners, inspires the transformation of individual lives, the workforce, and society. Harper College awards seven Associate degrees, numerous transfer options and a large number of certificate programs to meet specific needs of the community and area industry.

More than 43% of Harper's students are Hispanic, Asian American, or African American. Nearly 22% of students receive Pell grants. Sixty-five percent of the student body enrolls on a part-time basis. Roughly 47% of students are between the ages of 19 and 24, and 54% intend to transfer to a four-year college or university. Student success increases each year, currently with a 28% graduation rate and a 30% 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 regionally accredited by the Higher Learning Commission.

Harper's operating revenue comes from tuition and fees (41%), state subsidy (7%), local taxes (51%), 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 48 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. Since then enrollment has grown to over 25,000 (credit) students. With a full-time equivalent (FTE) enrollment of approximately 9,700, as well as a full-time faculty and staff of 712 employees, including 204 full-time faculty, Harper is the third largest community college in the state.

Harper's 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 College is implementing its second strategic plan under the Ender presidency. The 2016-2019 plan commits the College to three strategic directions: Inclusion, Engagement and Achievement.

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. The municipalities that are located within Harper's district range in size from Tower Lake's 1,249 residents to Arlington Heights' 75,525 residents. An estimated 535,000 people live within the district. Of these, approximately 23% are age 17 and under, and 28% are age 55 and over. A majority of residents are Caucasian (65%). Of the remaining population, 17% are Hispanic, 14% are Asian, and 2% are African American.

Household incomes in Harper's district communities are striking in both their range and in the changes that have occurred between 2010 and 2015. In 2015, median household income varied from a low of \$56,110 in Wheeling to a high of \$173,650 in South Barrington. Median incomes in 16 of the 23 communities were above the Illinois median of \$57,574. However, incomes in all but seven of the communities decreased between 2010 and 2015, ranging from a decline of 1% to 25%. It is not clear whether these shifts were the result of the move 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. The College has achieved a 96% satisfaction rate from its graduates. In fall 2008, Harper College 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 seven associate degrees, five of which are designed for students who will transfer to a four-year college or university to complete a bachelor's degree. The five are the Associate in Arts (A.A.), the Associate in Science (A.S.), the Associate in Fine Arts–Art (A.F.A.), the Associate in Fine Arts–Music (A.F.A.), and the Associate in Engineering Science (A.E.S.) degrees, which comprise the first two years of study toward degrees in a broad range of arts- related or science-related disciplines. The sixth, the Associate in General Studies (A.G.S.) degree program, is designed as an individualized program option meeting needs not met by other degree programs, or as a capstone for occupational certificate programs. The seventh, the Associate in Applied Science (A.A.S.) 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 certificate programs, typically one year in length, that are designed with prescribed courses to meet specific needs of the community, including area businesses and industries. In addition, the College offers contract training to local industry employees through Harper Business Solutions, provides non-credit learning opportunities for students of all ages through Continuing Education, and supports students who need high school equivalency and ESL services through its Liberal Arts Division.

Because Harper is an open door, open enrollment learning institution, it provides an array of student services to meet student needs, including access and disability services, multicultural 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 and resources.

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 Learning and Career Center in Prospect Heights. The 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 Conference Center.

Conclusion

To uphold its historic and continuing success, Harper College must continue to change to meet the evolving needs of our community, students, and the workforce. Today's new economy demands that our completers 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.

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. Supporting student success is the chief organizing theme with the goal of the organization's design to integrate functions for improved services and efficiencies. The executive staff of the College includes the Provost, Executive Vice President of Finance and Administration, Chief of Staff and Vice President of Institutional Planning and Strategic Alliances, Vice President and Chief Advancement Officer, Vice President of Workforce Solutions and Associate Provost for Curriculum, and Special Assistant to the President for Diversity and Inclusion. 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 students from application to graduation. The area combines the functions of Academic Affairs, Student Services, and Enrollment Management.

Programs are managed and delivered via academic divisions including Math and Sciences, Liberal Arts, Business and Social Science, Career and Technical Programs, Health Careers, and Resources for Learning. This area also focuses on providing services, programs, and co-curricular opportunities 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, Center for Multicultural Learning, Student Development, New Student Program, Recruitment and Outreach, Student Financial Assistance, One Stop Center, Women's Program, Athletic and Fitness Programs, Events Management, Health and Wellness, and Enrollment Services. Enrollment Services provides outreach to credit students, processes applications, processes financial aid, completes the enrollment process, and supports new students. The Provost's area also supports teaching and learning through the Academy for Teaching Excellence and Interdisciplinary Studies.

Budget

Total FY 2019 Provost Budget (All Funds) \$82,618,542

Direct Reports

Brian Knetl, Associate Provost, Interdisciplinary Student Success
Dr. Claudia Mercado, Assistant Provost, Dean of Enrollment Services
Sheryl Otto, Assistant Provost, Dean of Student Development
Dr. Kathy Bruce, Dean, Math and Sciences
Dr. Kimberly Chavis, Dean, Health Careers
Dr. Travaris Harris, Dean, Student Affairs
Jaime Long, Dean, Liberal Arts
Dr. Mary Beth Ottinger, Dean, Career and Technical Programs
Dean, Business/Social Science

FY2019 Priorities

- Integrate the Areas of Interest structure throughout the work of the College.
- Ensure and improve the quality of instruction in online and blended courses.
- Develop a strategic plan for the delivery of programs and courses via distance education.
- Develop and implement a professional development program for faculty chairs and coordinators.
- Develop a cohort scheduling model for part-time A.A.S. or certificate-seeking students.
- Expand and engage more faculty and staff in Start Smart opportunities.
- Assist degree-seeking students to develop an electronic academic plan.
- Recommend a proposal requiring a Start Smart experience for all first-time degree-seeking students.
- Assign each first-time, degree-seeking student an advisor who will assist them in navigating their Harper experience through degree completion.

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 support enable them in better serving students. This area is responsible for Information Technology, Human Resources, Facilities Management including Maintenance and Risk Management, the Harper College Police Department, and Retail Services (HarperStore, Dining Services, and Conference and Event Management).

Budget

Total FY 2019 Finance and Administrative Services Budget (All Funds) \$39,763,232

Direct Reports

Patrick Bauer, Chief Information Officer
Bret Bonnstetter, Controller
Claude Casaletto, Chief of Police
Darryl Knight, Executive Director of Physical Plant
Roger Spayer, Chief Human Resources Officer

FY2019 Priorities

- Manage the College's financial results to meet stated goals.
- Upgrade and improve the Student Information System through Banner 9 module implementation.
- Evaluate the potential replacement of Oracle EBS Financial and Human Resources systems.
- Complete the Building M renovation.
- Create Canning Center for "One Stop" and other services (subject to state approval).
- Develop roof safety program per OSHA regulations.
- Review Human Resources structure, services, and resources, and make recommendation for improved alignment.
- Develop Flight of the Hawks orientation as part of new employee onboarding and training.
- Implement a job coaching and job shadowing program for the College.
- Prevent sexual harassment on campus and ensure compliance with state and federal regulations on sexual harassment amongst students, faculty, and staff.
- Exercise the College's Emergency Operations Plan (EOP) by conducting an emergency exercise and drill.

Institutional Planning and Strategic Alliances

Function

This area of the College, led by Dr. Maria Coons, provides oversight for institutional planning, accountability, research, and strategic partnerships. Responsibilities also include the role of Chief of Staff and Board Liaison. Functions include institutional effectiveness, institutional research, outcomes assessment, and strategic planning. Higher Learning Commission accreditation is also managed through this area. The annual College Plan, Accountability Report, and Fact Book are produced by this division to guide the College's efforts and report to the community on its outcomes. This area also maintains external dashboards for the Institutional Effectiveness Measures, Strategic Plan, and General Education Outcomes Assessment, further ensuring transparency and accountability. Annual General Education Outcomes Assessment projects as well as large-scale research projects are managed by this area and include the Community Scan, Environmental Scan, Community College Survey of Student Engagement, and Employee Climate Survey.

Budget

Total FY 2019 Planning and Strategic Alliances Budget (All Funds) \$1,415,501

Direct Reports

Darlene Schlenbecker, Executive Director for Planning, Research and Institutional Effectiveness

FY2019 Priorities

- Complete the ICCB self-study.
- Host onsite evaluators for ICCB recognition progress.
- Respond to the ICCB Recognition Report.
- Support the work of strategic planning goal teams.
- Conduct a large scale assessment of the Communication general education learning outcome.
- Complete the Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis.
- Conduct the Community Scan and Employer Survey.
- Communicate results of the Community College Survey of Student Engagement (CCSSE) and Community College Faculty Survey of Student Engagement (CCFSSE) surveys conducted in FY 2018.

Marketing, Communications, Advancement and Community Relations

Function

This area of the College, led by Laura Brown, is responsible for marketing, legislative affairs, communications, community relations, grants, and fundraising. The fundraising is performed through the Educational Foundation, which is a separate legal entity with its own governing board and more than \$22 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. This unit also includes the Harper Alumni Program. The Grants department pursues both public and private grant funds on behalf of the College.

Marketing, communications, and community relations functions ensure an integrated approach that creates a seamless experience for engagement of stakeholders, ranging across employees, students, community members, and businesses.

Budget

Total FY 2019 College Advancement Budget (All Funds) \$4,675,721

Direct Reports

Mike Barzacchini, Director of Marketing Services

Susanne Brock, Director of Grants

Jeff Julian, Executive Director of Communications

Suzette Tolentino, Director of Advancement Services

Heather Zoldak, Associate Executive Director for Major Gifts

FY2019 Priorities

- Raise funds to support Harper Promise Program.
- Raise \$3 million in major gifts, planned gifts, and fundraising activities.
- Implement the College Community Engagement Outreach Plan.
- Implement the Legislative Affairs Plan.
- Develop and implement marketing and communications strategies and tactics to help the College achieve its enrollment goals, focusing on new student enrollment and supporting retention.

Workforce Solutions

Function

This area of the College, led by Michelé Smith, provides oversight for workforce partnerships and adult accelerated learning. The division includes Continuing Education, Harper Business Solutions, the Illinois Small Business Development Center, Workforce Board Support, the Job Placement Resource Center, Fast Track, and youth programming. It currently manages an American Apprenticeship Initiative (AAI) grant to increase the number of apprenticeship programs at the College. Executive oversight for the operation of the Harper Promise Scholarship Program and college-wide curriculum also falls under this area. Finally, this area provides direction for the College's work in the area of diversity and inclusion.

Budget

Total FY 2019 Workforce Solutions Budget (All Funds) \$10,352,733

Direct Reports

Dr. Mark Mrozinski, Assistant Vice President of Workforce Development and Executive Dean of Community Education

Dr. Pearl Ratunil, Special Assistant to the President for Diversity and Inclusion

FY2019 Priorities

- Develop Workforce Solutions Engagement Plan inclusive of enhancing and expanding the College's relationship with at least 18 local business partners.
- Re-envision the operational focus of the Job Placement Resource Center toward job placement.
- Analyze and explore the budget structure for Continuing Education, seeking opportunities where the College budget might be allocated differently to better support credit and non-credit collaborations.
- Develop a process and protocol for building Continuing Education programming in conjunction with new credit program development.
- Develop priorities for the Workforce Solutions division.
- Design a plan to institutionalize the apprenticeship program following the end of the AAI grant in 2020.

HARPER COLLEGE BOARD OF TRUSTEES

Gregory Dowell, Chair

Pat Stack, Vice-Chair

Dr. Nancy Robb, Secretary

Diane Hill

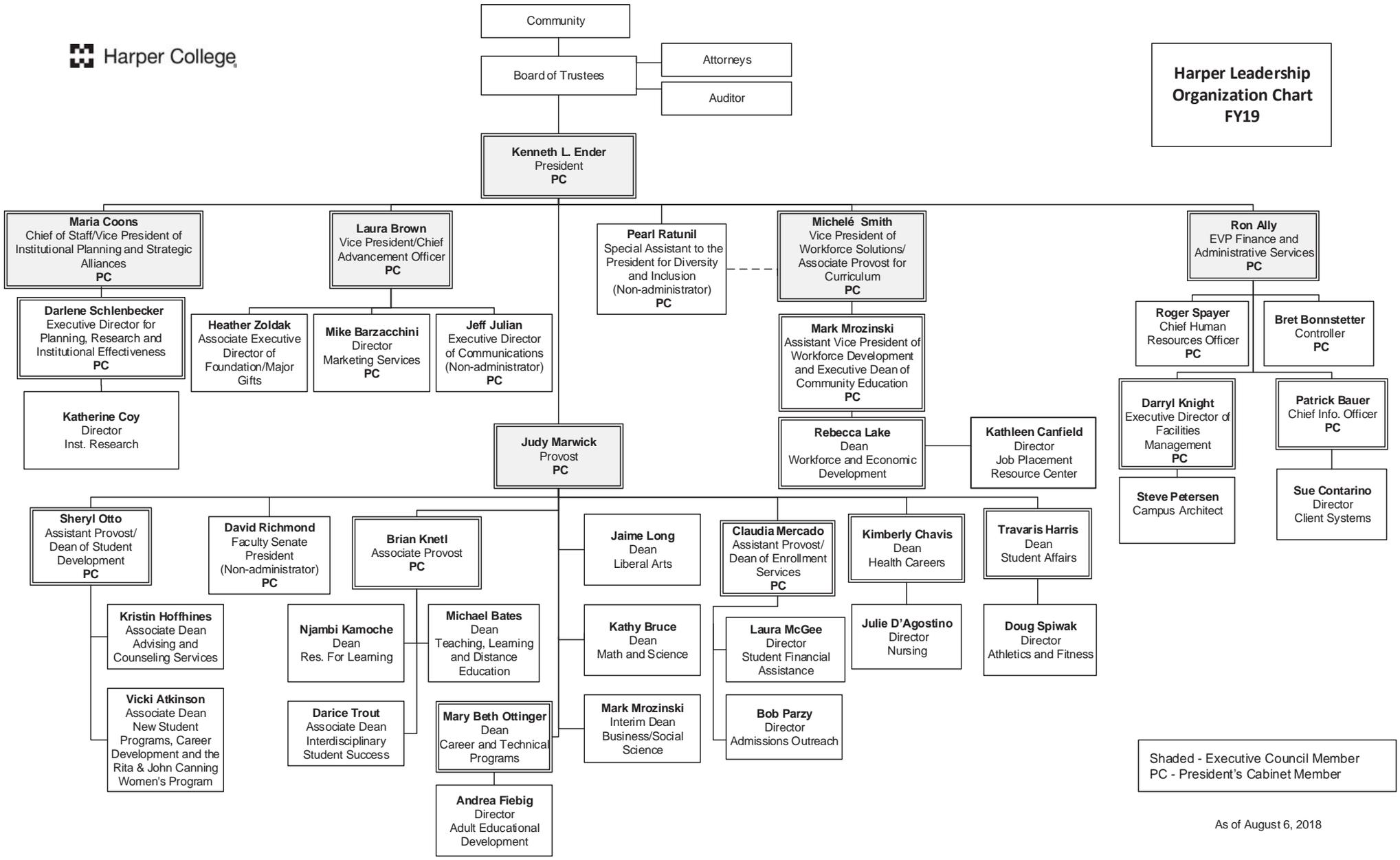
Herb Johnson

William Kelley

Walt Mundt

Lavleen Mal, Student Trustee

**Harper Leadership
Organization Chart
FY19**



Shaded - Executive Council Member
PC - President's Cabinet Member

As of August 6, 2018

This page left blank intentionally

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 Strategic Plan. The next section contains an analysis of Harper College and its community, conducted in 2016.

Demographic changes in Illinois affect the Harper College district and are permeating each and every neighborhood. Birth rates are declining, young couples are waiting longer to have children, recovery from the 2008 recession has yet to return to pre-recession levels, and the housing industry still struggles to recover. As a result, school enrollments are declining while the student body becomes more diverse thus presenting new educational challenges. Funding for public schools and higher education is being reduced and threatened with further cuts, though additional services will be needed to meet the demands of the changing diversity. Yet performance indicators for sender high schools have been higher than the statewide averages. And, low income for school-aged children is estimated at 25%, which is only half of the statewide figure.

The district is losing residents from the white community but gaining residents from the Hispanic community. Foreclosures have returned to an even lower rate than was experienced before the recession thereby allowing neighborhoods to return to more stable investments. Unemployment has returned to healthy levels, but the labor force participation rate remains on the decline. The baby boomer generation lost considerable savings for retirement in the recession, so they are remaining in the workforce longer and this makes it more difficult for new graduates to find entry level positions. Unemployment remains higher than 10% for those without at least a high school diploma, and for those without any higher educational experience, unemployment is over 7%. The critical importance of higher education is that it provides much better job security.

Earnings in Cook County have been improving for all industries except for educational services, arts, entertainment, and recreation. From 2010-2014, the largest industries that made great strides in the improvement of earnings include manufacturing, professional and technical services, and finance and insurance. Healthcare practitioners and technicians is an occupational class that is paying higher annual wage levels while at the same time expanding, thereby providing promising job opportunities for new graduates in these areas.

There is no doubt that much of the economy hangs in the balance as the current recovery has been slow in comparison with previous recoveries or in comparison to other regions of the country. Maintaining a focus on where the Harper district will be in the next ten years will be crucial in responding to the needs and demands of incoming enrollees to ensure a return on their investment on their futures.

Illinois and the nation have experienced dramatic changes in the past decade. These include the aging and diversification of the population and workforce, increasing globalization and unprecedented technological advancement, and heightened concerns over terrorism and security both domestically and internationally. In addition, the impacts of economic recession of 2008-2009 continue to linger as many households and businesses remain cautious. While there are signs of improvement, the slow economic growth has hampered their ability to spend, borrow and invest as they did prior to the recession.

Economic indicators such as unemployment rates, housing values, wages, and many others, suggest that the resources needed to invest in postsecondary education have been directly impacted. This is a critical consideration for institutional planning. Campaign rhetoric in 2016 discussed the feasibility of offering students the first two years of community college for free. This would represent a potential game-changer for postsecondary education. However, funding concerns are likely to stall or prevent implementation, if even considered by the President. Other economic, demographic, workforce, technological, and political trends are important to consider as they all shape the opportunities and challenges before Harper Community College.

This environmental scan is intended to provide a baseline of information for Harper College's next strategic planning process. Understanding the current operating environment and future trends at the local, state, national and global levels will assist Harper's leaders and stakeholders in choosing the best course of action.

Primary data sources used for this scan included public agencies such as the Illinois Department of Employment Security, Illinois State Board of Education, U.S. Bureau of Labor Statistics, U.S. Census Bureau, the National Center for Education Statistics, and the Illinois Department of Revenue. Additional resources also came from private institutions providing freely accessible data, such as the Woodstock Institute research on foreclosures. Several subscription-based data resources were from private vendors such as EASI Analytics and Labor Insight's Burning Glass. An additional data source is the Society for College and University Planning (SCUP).

Key Trends and Considerations

Economic Trends

Trend #1: Economic conditions in the country have shown signs of recovery. However, in Illinois the recovery has been slower than that of other states.

The loss of net worth has hit primarily middle class families, affecting their ability to pay for their children's higher education.

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

Supporting Rationale:

- Nationally middle class households have lost nearly \$63,000 in median net worth after adjusting for inflation from 2007 to 2013.
- The past years of underfunding the Illinois pension system continues to plague Illinois recovery and budget impasse.
- Illinois bond ratings continue to be downgraded which will increase the costs to the state to operate.
- Higher education funding will be negatively impacted until Illinois is back on stable financial grounds.
- The higher state income tax rate was allowed to sunset further complicating Illinois finances.

Sources:

- Pew Research Center, 2015.
- Illinois Department of Employment Security, 2015.
- Illinois Comptroller's Office, 2016.
- State Higher Education Executive Officers, 2015.

Housing Trends

Trend #2: Foreclosures in the Harper district have been on the decline.

The effects of the economic recession in 2008 is still having impacts on housing in the Harper district.

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

Supporting Rationale:

- Only two, out of 23 municipalities, have foreclosure rates greater than 1%.
- The overall foreclosure rate for all municipalities that overlap the Harper district is 0.54%, still slightly higher than the state and national rates, but a strong improvement.

Sources:

- Woodstock Institute, 2015.
- US Census Bureau.

Trend #3: While real estate sales improve, perceptions of housing values still low.

Home ownership is critical to the Harper district due to the revenue generation through property taxes. Low home values and many homes being vacated or rented can be indicators of some communities becoming destabilized that could lead to property tax reductions.

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

Supporting Rationale:

- Harper residents in municipalities reported having much lower perceived home value than may be reality.
- Median sales prices have steadily increased from 2010 to 2016.
- Owner occupancy rates are still lower in 2015 than in 2010 due to more transitioning into rentals or vacancies.
- Vacancy rates steadily improve except for three municipalities that remain much higher than the statewide average.

Sources:

- US Census Bureau, American Community Survey.
- Illinois Realtor's Association

Population Trends

Trend #4: The Harper district population is becoming more diverse in race and ethnicity.
The country is becoming more diverse.

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

Supporting Rationale:

- Minorities represent 33.8% of the Harper population in 2015 compared to 30.7% in 2010.
- The Asian population has grown by an additional 11,341 residents from 2010 to 2015 primarily concentrated in the Schaumburg and Hoffman Estates areas.
- The Hispanic population has also increased by 5,642 residents from 2010 to 2015 primarily concentrating on the district boundary.
- The White Non-Hispanic population decreased by 10,866 residents.

Sources:

- US Census Bureau, American Community Survey.

Trend #5: The Harper district is attracting those that speak languages other than English and/or are born in other countries.

Immigrants tend to move to urban centers, and Harper is poised to attract new immigrants and foreign-born residents due to its geographic location close to Chicago.

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

Supporting Rationale:

- Township HSD 211 is experiencing a drastic increase in other languages being spoken other than Spanish, from 2,000 to almost 21,000 residents. Slight increases in the other two districts.
- The population of residents over five years of age has increased, but the number of residents that speak only English have decreased.
- Those speaking Asian and Pacific Islander languages have increased from 29,000 to 38,000 since 2010 due to the influx of new Asian residents.
- Foreign born residents are primarily from Mexico (33.0%), India (14.6%) and Poland (9.5%).

Source:

- US Census Bureau, American Community Survey.

Trend #6: Birth rates have been declining for many years.

Due to the economic recession in 2008 and couples waiting until they are older to have children, is being seen in decreased enrollment in the lower grades of the public schools.

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

Supporting Rationale:

- Median age of the district population is increasing due to the lack of younger children to offset the Baby Boomer generation.
- The greatest number of youths range in age from 10 to 14 years old in 2015. The subsequent five-year cohorts have decreased in number.
- Enrollments in 1st grade are the lowest among all grades in schools located in Harper's district.

Sources:

- US Census Bureau, American Community Survey.
- Illinois State Board of Education.

Trend #7: Performance in the three sender districts to Harper remain high.

While the high schools have undergone changes in college readiness exam methodologies, the overall performance remains high compared to the statewide averages.

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

- The average four-year graduation rate for district public high schools was 93.5%, much higher than Illinois' 86.0%.
- Low income eligibility in the Harper district has increased in the last few years, but is still much lower than the statewide average.
- Only three high schools have a mobility rate greater than the statewide average as an indicator of community stability.
- The district high school dropout rates are much lower than the statewide average.
- The four-year graduation rates are higher than the statewide average for every district, some significantly.

Sources:

- Illinois State Board of Education, Report Card Data, Accessed Online.

Workforce Trends

Trend #8: Despite signs of economic recovery and falling unemployment rates, many employers are reluctant to hire new employees or rehire laid-off workers.

While unemployment rates have fallen substantially over the past seven years since the last recession ended, labor force participation among key working aged populations continues to decline and the numbers of discouraged workers is growing.

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

- Even though unemployment rates continue to decline, much of this can be attributed to falling labor force participation. Although labor force participation has been declining nationwide since the mid-1990s, it has declined sharply since the past recession. The slow pace of the recovery has led many of the long-term unemployed to drop out of the labor force.

- The Economic Policy Institute estimates that as many as 2.3 million individuals of working age nationwide were unemployed and have given up on searching for a job, as of 2016.
- Important industry sectors in the Chicago metro area such as Construction, Manufacturing, Finance, Insurance and Real Estate were deeply impacted by the last recession and continue to suffer job losses since then. In addition, many losing jobs in those industries have skill-sets that are not readily transferable to growth industries like Healthcare, Education, and Business and Professional Services making it more challenging to get dislocated workers back into gainful employment.

Sources:

- Illinois Department of Employment Security.
- Economic Policy Institute.

Trend #9: Wage and Income growth continues to struggle, threatening economic growth.

While the Harper district encompasses one of the more affluent parts of the Chicago metropolitan area, wage and income have stagnated or fallen in many communities. This creates a drag on the overall economy, pushing many in lower skilled occupations into the social safety net when the higher costs of living are taken into consideration.

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

Supporting Rationale:

- Median household income declined in 16 of the 23 communities in the Harper district between 2010 and 2015. Eight communities experienced a greater decline than the State average of -5.2%.
- Median family income declined in 14 of the 23 communities in the Harper district between 2010 and 2015. Ten communities experienced a greater decline than the State average of -3.8%.

Source:

- American Community Survey, U.S. Census Bureau.

Postsecondary Trends

Trend #10: Return on Investment for a Harper education. Study shows a Harper education has a high return on the investment in comparison to those not pursuing higher education at all.

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

Supporting Rationale:

- Increased earnings over time after graduation show, on average, an accumulated total of almost \$500,000 difference between a Harper degree and not having any higher education degree.
- Despite the decrease in grants available for two-year programs, the value of a Harper education is strong.

Sources:

- Illinois Student Assistance Commission
- Northern Illinois University, Center for Governmental Studies

Meeting the Needs of Business and Industry

Trend #11. Post-Recession Job Growth has been slow and some key industry sectors continue to struggle. The Healthcare, Education and Business and Professional Services sectors have enjoyed substantial job growth over the past five years, boosting overall employment in the Chicago metro area. However, other important sectors such as Construction, Manufacturing, Finance, Insurance and Real Estate are continuing to suffer job losses.

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

Supporting Rationale:

- Although local factors can play a significant role in job gains and losses, it appears that changes in the global economy, technology and industry restructuring are having a greater influence.
- Because many of the jobs being created or lost between these industries require vastly different skill-sets, the demand for education and training for dislocated workers should be strong.

Sources:

- Illinois Department of Employment Security.
- EASI Analytics, Inc.

Trend #12. Most of the demand for workers over the next decade will stem from the need to fill existing positions rather than from new jobs.

As the population continues to age and employers face a wave of retirements the demand for workers to replace them will grow. Job openings from existing positions will outpace new job openings.

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

Supporting Rationale:

- 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.
- 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.

Source:

- Illinois Department of Employment Security.

SWOT Analysis

In preparation for the development of the 2016-2019 Strategic Plan, Harper College invested significant time and energy in conducting an assessment of internal Strengths and Weaknesses as well as an external review of Opportunities and Threats – a SWOT Analysis. The SWOT Analysis provides an evaluation that can focus institutional attention and inform planning processes. The analysis began with the identification and critical review of key institutional data. These key data sources included:

- College Plan
- Accountability Report
- Fact Book
- Student Success Report
- Environmental Scan
- Community Survey
- Sightlines Facilities Benchmarking
- Community College Survey of Student Engagement (CCSSE) results
- National Community College Benchmark Project (NCCBP)
- Personal Assessment of the College Environment (PACE) results
- Graduate employment data
- Recent task force reports

As a result of the review of these documents the College's strengths, weaknesses, opportunities and threats began to surface. The analysis identified the current state of affairs, while highlighting areas in which Harper is strong as well as those that need our focused attention.

Further research was conducted to gather additional data on external forces influencing Harper as opportunities or threats. Items that surfaced were evaluated using three criteria:

- Institutional Level - The item is at the institutional level, not one relating solely to a particular division, department or program.
- Data Driven - Once the institutional criterion was met, the item was reviewed to determine if its data are documentable and measurable.
- Peer Review - If applicable, the data was reviewed to see how Harper compares to similar institutions.

An initial draft document was created and reviewed by the Strategic Planning and Accountability (SPA) Committee. The second draft was presented to the campus community as part of the fall 2014 Friday Dialogue Sessions during which faculty and staff had the opportunity to provide additional feedback.

The weaknesses identified in the SWOT Analysis are included on the next page, along with how they are being addressed. The full SWOT Analysis is included in the Appendix.

Weaknesses

#	Name	Item Description	Addressing the Weakness
1	Stagnant Student Persistence Rates	Although both the graduation rate and the number of credentials conferred are increasing, Harper is experiencing a decline in student persistence rates. Due largely to lack of persistence, the student advancement rate which represents the percentage of students who graduate, transfer or continue to enroll at the College within three years of initial enrollment is not showing progress. Despite efforts to improve student success and overall student progress, student persistence and the advancement rate are not steadily increasing.	<ul style="list-style-type: none"> • Operational Plan: Student Success • Strategic Plan: Engagement, Curriculum & Instruction, Student Experience, Academic Planning & Pathways • IEMs: Advancement, Student Persistence, Annual Completions • Title III work: Educational Planning, Early Alert, Start Smart
2	Insufficient Employee Diversity	The ethnic diversity of the Harper College faculty and staff is not representative of the community it serves. While attention has been placed on increasing the diversity of both faculty and staff, Harper College is struggling to achieve a level of employee diversity that reflects the increasingly diverse student body and district populations.	<ul style="list-style-type: none"> • Strategic Plan: Inclusion • IEM: Employee Diversity • Organizational Change: Special Assistant to the President for Diversity & Inclusion
3	Inadequate Levels of Student Engagement	Student engagement with the learning process is directly related to student persistence in higher education. Harper College uses the Community College Survey of Student Engagement.	<ul style="list-style-type: none"> • Operational Plan: Accountability, Institutional Effectiveness, Transparency & Governance • Strategic Plan: Engagement, Student Experience • Title III work: Student Portal
4	Student Achievement Gaps	Although Harper College has increased success and completion rates for many students, that success is not shared equally across student groups. Some demographic groups continue to underperform when compared with their peers. These student achievement gaps are an area of concern for the College, independent of similar gaps that may be seen within peer institutions. Continued efforts to decrease gaps based on race/ethnicity, gender and age are essential to providing equitable opportunities for students.	<ul style="list-style-type: none"> • Operational Plan: Student Success • Strategic Plan: Achievement, Curriculum & Instruction, Student Experience, Academic Planning & Pathways • IEMs: Developmental Education, Success in Gateway Courses, Advancement, Student Persistence, Annual Completions

5	Employee Climate Concerns Regarding Communication and Advancement	Although the results of the Personal Assessment of the College Environment (PACE) revealed that “the overall results from the 2013 administration of the PACE instrument indicate a healthy campus climate, yielding an overall 3.78 mean score or high Consultative System,” ⁴⁵ two areas have been identified as needing improvement: internal communication and a supportive environment with opportunities for advancement. The results of the Harper Cultural Values Assessment are consistent with these concerns.	<ul style="list-style-type: none"> • Operational Plan: Employee Relations • Strategic Plan: Inclusion • Organizational Change: Special Assistant to the President for Diversity & Inclusion
6	Physical Plant and Infrastructure	Although Harper College is outperforming its peers in many aspects of its physical environment, the current age of many campus buildings remains an institutional concern.	<ul style="list-style-type: none"> • Operational Plan: Facilities • IEM: Facilities

Institutional Effectiveness and Accountability for Continuous Improvement

Accountability at Harper College reflects a commitment to the continuous improvement of all aspects of our mission, vision, and values. To illustrate our commitment to accountability and transparency, this section provides outcomes on three areas of accountability: Institutional Effectiveness Measures (IEMs); Strategic Plan; and Operational Plan. During FY2018, the College monitored targets for the IEMs and Strategic Goals. Progress against these targets, as well as outcomes on the Operational Plan targets, are conveyed in this section. Examples of the use of the results from this assessment are offered at the conclusion of this section.

College Accountability Structure

The College’s integrated accountability structure is represented by the chart below. This accountability structure represents three key components.

	Component 1 Institutional Effectiveness Measures	Component 2 College Strategic Plan	Component 3 College Operational Plan
Cycle	Ongoing	4 year	Annual
Contents	Set of measures and related indicators	Strategic Directions Goals	Goal Category Goal
Reporting	Annual	Annual	Annual
Description	Measures of effectiveness that are key to the College’s mission, benchmarkable with other community colleges, and provide targets for performance.	Sets the College’s direction and delineates goals that will move the College’s agenda forward. Requires College-wide commitment and typically cannot be accomplished by a single organizational unit.	Lists the institutional-level goals to be completed each year including performance targets.

Results from FY2018 are summarized below.

Component 1: Institutional Effectiveness Measures

Institutional effectiveness is a process that involves the entire institution in the assessment of the College's performance on key indicators, called Institutional Effectiveness Measures (IEMs). These measures align with the mission and vision of Harper College as well as the needs and expectations of the College's internal and external stakeholders.

The Board of Trustees first approved and adopted IEMs for Harper College in FY2011. In FY2012 constituents from across the College joined in a campus conversation to recommend long-term IEM targets to be achieved in 2016. Progress to these targets was reported at the end of FY2017. At that time, historical data were examined in order to select recommended FY2020 targets for the IEMs. Current institutional priorities and initiatives also guided the development of these targets. Recommended targets were set using a framework that includes three categories:

- **Expected** – If we continue on our current path, this target represents the expected outcome.
- **Improvement** – A challenging, yet attainable target that can be achieved through increased effort.
- **Stretch** – A target achieved only if the measure is prioritized and institutional focus is placed on dramatic improvement.

The IEMs detail the College's progress in academic as well as non-academic areas. There are five measures in each category and within each measure are specific indicators that are monitored. Those in the academic areas are referred to as student success measures, and the non-academic areas are clustered in the institutional success measures.

Progress on targets for each of the indicators is reported as:

- **In Progress – Needs Attention:** This status indicates that based on current and trend data additional attention and effort is needed if the target is to be achieved by 2020.
- **In Progress – On Target:** This status indicates that based on current and trend data it is projected that 2020 target will be achieved.
- **Target Achieved:** This status will not be selected until 2020 data is available.

Overall, 61.5% (8/13) of student success indicators are on target to meet the 2020 targets and 66.7% (8/12) of institutional success indicators are on target to meet the 2020 targets. Among all indicators, 24% (6/25) have expected targets, 64% (16/25) have improvement targets, and 12% (3/25) have stretch targets.

The charts below summarize the measures and indicators, and also illustrate the status of each indicator at the end of FY2018.

Student Success IEMs

The student success IEMs detail the academic achievement of Harper College students. The student success measures are developmental education success, success in gateway courses, advancement, student persistence, and annual completions.

Below is a representation of the status of the student success IEMs.

Measure	Indicator	In Progress Needs Attention	In Progress On Target	Target Achieved
Developmental Education Success	Developmental Math Success			
	Developmental Writing Success			
Success in Gateway Courses	Gateway Math Success			
	Gateway English Success			
	Success in 0 to 15			
Advancement	Graduation Rate			
	Transfer Rate			
	Still Enrolled			
	Advancement Rate			
Student Persistence	Persistence Rate: Fall to Fall (Full-Time)			
	Persistence Rate: Fall to Fall (Part-Time)			
Annual Completions	Credentials Conferred			
	Completers			

Institutional Success IEMs

The institutional success IEMs detail the College’s progress in non-academic areas. The measures of institutional success are employee diversity, high school market penetration, facilities, instructional cost, and information technology.

Below is a representation of status of the institutional success IEMs.

Measure	Indicator	In Progress Needs Attention	In Progress On Target	Target Achieved
Employee Diversity	Diverse New Hires			
	Underrepresented Employee Separations			
High School Market Penetration	Dual/Concurrent Credit Penetration Rate			
	Post-High School Penetration Rate			
	New in College Penetration Rate			
Facilities	Major Capital Expenditures			
	Major Preventative Maintenance Expenditures			
	Energy Consumption			
Instructional Cost	Cost Per Credit Hour			
Information Technology	Student Success Technologies			
	E-learning			
	Classroom			

Additional information on the IEMs can be found [here](#).

Component 2: College Strategic Plan Goal Team Progress to Targets

The College maintains a Strategic Plan dashboard to ensure the transparency and detail the progress being made toward achieving the goals of the Strategic Plan. Each Strategic Goal is represented along with the progress that has been made toward meeting each goal's defined targets. Progress on the goal targets is identified as:

- **In Progress – Needs Attention:** Indicates that additional attention and effort is needed if the 2019 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 2019 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.

Strategic Plan Dashboard
Progress Toward FY2016-2019 Goal Targets

Goal	Target	In Progress Needs Attention	In Progress On Target	Target Achieved
<u>Academic Planning and Pathways</u>	Areas of Interest			
	Undecided at Application			
	Undecided at Registration			
<u>Alignment of Employee Skills</u>	Barriers to Professional Development			
	Process of Scaling Up			
	Climate of Professional Development			
	Professional Development Dashboard			
	Flight of the Hawks			
<u>Curriculum and Instruction</u>	Online/Blended Courses			
	Student Course Retention			
	High-Impact Teaching Practices			
	0-15 Course Improvements			
	Action Research			
	Open Educational Resources			
<u>Stewardship</u>	Cost Impact Rubric			
	Initiative Cost Analysis			
<u>Student Experience</u>	Channels of Communication			
	Culture of Care			
	Visual Roadmap			

Additional information on the progress of the Strategic Plan can be found [here](#).

Component 3: College Operational Plan (SMARTER Goals)

The College's Operational Plan delineates the goals that address the College priorities as well as the activities that support the Strategic Plan. Each goal includes an identified Executive Council leader and administrative leader(s). Performance targets are identified for each goal, and performance is tied to the evaluation of the administrator.

The Operational Goal categories for the FY2018 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.

Overall accomplishments in FY2018 as a result of the College Operational Plan include the following:

- Attained continued accreditation from the Higher Learning Commission (HLC) with the next reaffirmation of accreditation in 2027-28. The College received a positive comprehensive review with no findings or follow-up reporting.
- Completed a yearlong celebration of the College's 50th Anniversary. This included hosting a gala, which raised more than \$1,000,000 in support of the Promise Scholarship program, and publishing a book documenting the history of the College.
- Increased persistence rates for both full-time and part-time students. Since 2012-13, fall to fall persistence rates have increase by 5.5% for full-time students and 5.0% for part-time students.
- Registered 5,582 district high school freshmen as the third cohort of Promise Scholars, with 2,806 sophomores and 1,985 juniors continuing to meet Promise criteria.
- Secured from donors an additional \$1,023,486 for the Promise Scholarship Program that was matched by the Board, up to one million dollars, resulting in an additional \$2,023,486.
- Achieved a graduation rate of 28.8%, a 7.4% increase since 2014 and the highest rate in Harper's recorded history.
- Awarded the 2018 Senator Paul Simon Spotlight Award for our efforts in internationalizing our campus and curricula.
- Reaffirmed Harper's Aaa Moody credit rating.
- Expanded the case-management advising model and experienced increases in the percent of students meeting with an advisor, creating an educational plan, and persisting from fall to spring.
- Received the Circle of Excellence Gold Award for Donor Stewardship from the Council for Advancement and Support of Education (CASE).
- Continued major advances to the 2010 Campus Master Plan with the completion of the David K. Hill Family Library and substantial completion of the Health and Recreation Center.

The following items were not completed or the target was not met in FY2018:

- Begin construction on Canning Center pending release of state funds. Status: Funds not released.
- Increase the average class fill rate to 80%. Status: The average class fill rate for FY2018 was 78%.
- Ensure lists of required course materials for 95% of all course sections are available to students seven weeks prior to the start of the semester. Status: Materials for 80% of spring 2018 course sections were made available seven weeks prior to the semester start.
- Minimize projected enrollment decrease of 1.8%. Status: The College experienced a 3.1% decrease in enrollment for FY2018.

More information on the results of the FY2018 Operational Plan can be found in the [Institutional Accountability Report](#).

Use of Results for Continuous Improvement

As a result of the College's institutional effectiveness assessment processes, budgetary and programmatic changes were made and are reflected in the FY2019 budget. Below is a summary of the modifications.

Partnership/Reorganization

The College partnered with Palatine Park District and Northwest Community Healthcare to renovate and transform Building M into the new Health and Recreation Center and create a community center with a focus on health and wellness. The Palatine Park District contributed \$9 million toward the renovation, will pay a share of the building's operating costs, operate the indoor pool, and provide adult fitness and recreation programs. Northwest Community Healthcare will lease 10,000 square feet of space to provide a variety of health care services to students, staff, and the community. As a result of the services offered by Northwest Community Healthcare, the College's Health Services Office was eliminated.

This partnership/reorganization provides our students and community with enhanced services and capabilities without additional financial commitment by the College.

Case Management Advisor/Counselor Model

The recent Environmental Scan revealed changes in our district demographics, specifically an increase in the number of first-generation college students attending Harper. First-generation students often experience challenges navigating the College experience and may not persist towards completion of their educational goals. In response to demographic changes and student challenges, a goal was established to develop a system where all new, credential-seeking students are assigned an advisor to assist in navigating the educational experience at Harper. This advisor serves as a point-person for the student and a support in achieving educational goals. In order to assign all new, credential-seeking students an advisor, additional advisor positions were created and filled.

Cost of the Case Management Advisor/Counselor Model: Five new positions were created out of three vacated position with a saving of \$11,000 for the College.

Hispanic Strategic Enrollment Management Task Force

In response to recruitment and retention declines among Latinx students, a task force was created to develop recommendations that will allow Latinx students to enroll, persist, and progress towards meeting their educational objectives. Recommendations for implementation in FY2019 include:

- Identifying grant opportunities to support Latinx work
- Improving success of Latinx students who begin in developmental coursework
- Development of a Parent University
- Increasing the number of Latinx student receiving scholarships and/or financial aid
- Increase faculty cultural awareness
- Develop a part-time schedule model

Cost of implementing recommendations: \$25,000 budgeted with additional funding to be achieved through grant opportunities.

Modification of Academic Programs

The Operational Plan includes a goal to complete reviews of programs. As a result, the following academic programs were modified. All actions were taken through the College's shared governance system via the Curriculum Committee.

- Architectural CAD Certificate
- Cardiographic Technician Certificate
- Community Health Worker Certificate
- Diagnostic Cardiac Sonography A.A.S.
- Electrical Maintenance Certificate
- Fashion Design A.A.S.
- Geographic Information Systems Certificate
- Heating, Ventilation, Air Conditioning, and Refrigeration A.A.S.
- Human Services A.A.S.
- Advanced Manufacturing Technology-Metal Fabrication A.A.S.
- Computer Numerical Control Operator II Certificate
- Maintenance Technology A.A.S.
- Maintenance Mechanic Certificates (2)
- Basic Manufacturing Certificate
- Medical Corpsman to Practical Nurse Certificate
- Paralegal Studies A.A.S.
- Practical Nursing Certificate
- Physical Therapist Assistant A.A.S.
- Radiology Technology A.A.S.
- Supply Chain Management A.A.S.
- Welding Technology A.A.S.
- Advanced Welding Certificate
- Welding Fabrication Certificate
- Basic Welding Certificate
- Basic Pipe Welding Certificate

New programs:

- Interior Design Assistant Certificate
- Personal Training Certificate

Strategic Planning Process Background

William Rainey Harper College utilizes a broad, collaborative, community-based strategic planning process to ensure the College continues to meet the changing needs of our students and community. Harper College engages in frequent assessment of the students and the community we serve. Prior to development of the Strategic Plan, an Environmental Scan was completed. The results of this scan highlighted the demographic changes occurring in our district. In recent years, the district experienced a sizable decrease in household income and a notable increase in historically underrepresented populations. Additionally, these district changes were happening during a time of decreased state funding, local property tax caps, and shrinking high school graduation class sizes. It became clear that the College needed to engage in an extensive evaluation to inform development of a Strategic Plan that addressed a major change agenda. This would enable the College to produce higher levels of student achievement and increase student support, all while reprioritizing current resources.

The College utilized the following process to develop its community-based Strategic Plan with the guidance of the Strategic Planning and Accountability Committee (SPA), a shared governance committee. The process included:

- A broad-based assessment of the progress made and the challenges encountered in the previous Strategic Plan, and a review of community and student data.
- Four dialogue sessions to invite broad-based campus discussion on the issues facing the Institution. The dialogue sessions included presentations from industry experts, as well as expert panelists of Harper faculty and staff. Employee feedback was a critical component of these sessions and included discussion, input groups and survey opportunities. The four sessions included Harper's Changing District; Strengths, Weaknesses, Opportunities, and Threats (SWOT); Approaches to the Adult Market; and Student Engagement.
- A strategic planning conference for internal and external stakeholders with a goal of producing strategic directions and goal themes for the new strategic plan. The conference brought together educators, community and business leaders, and other strategic thinkers to help us define broad directions for the College and ensure alignment with community partners. Resource materials were provided for all conference attendees to ensure an understanding of the issues facing Harper College and its students. These resources highlighted best practices in higher education and community colleges as well as documented the results from the four dialogue sessions. Three Strategic Directions and five goal themes were identified during the conference.
- The three Strategic Directions and five goal themes were developed into statements and supporting paragraphs by the SPA Committee and its ad hoc work groups, after additional discourse with internal and external stakeholders.
- In fall 2015, the new Strategic Plan was approved by the Board of Trustees and implemented by the College.

Strategic Planning Management Structure

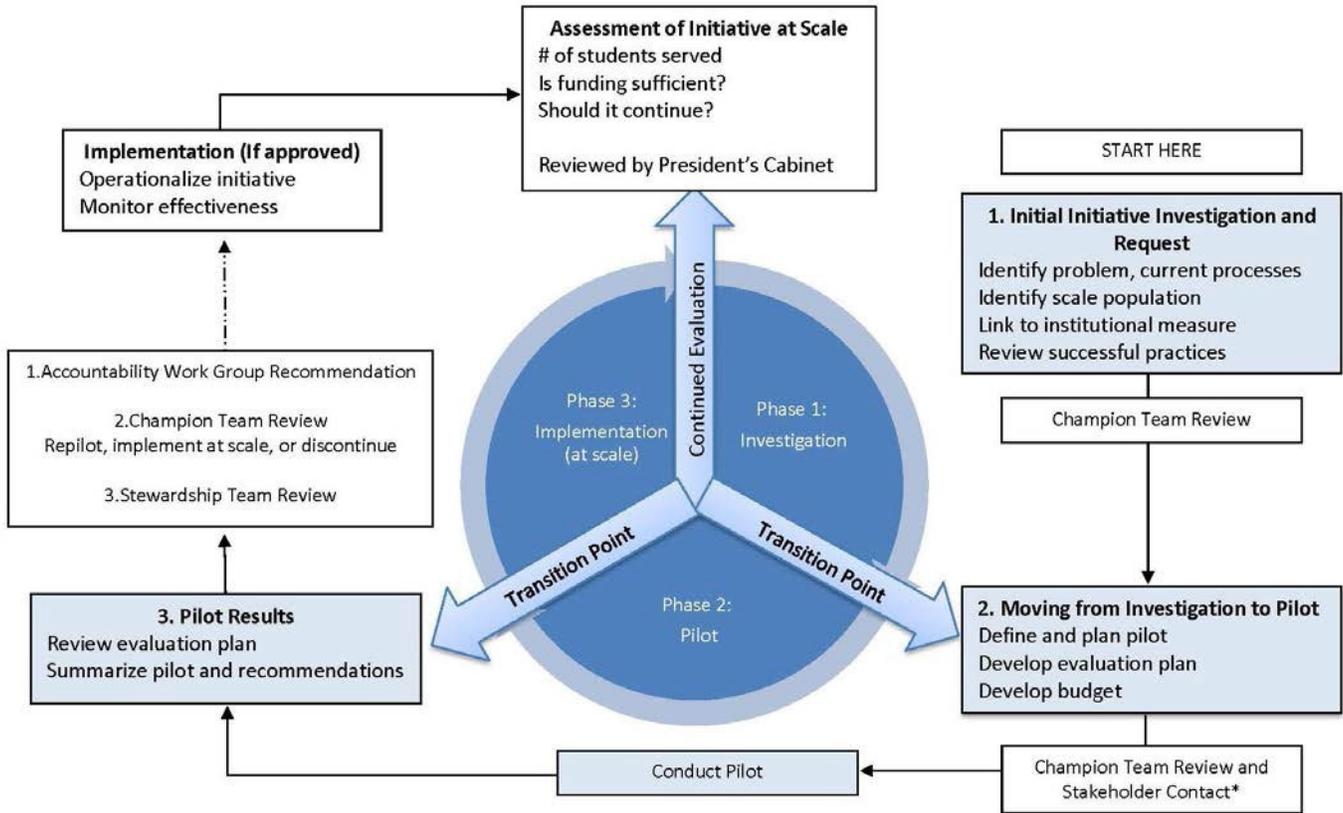
The FY2016-2019 Strategic Plan has several groups assigned to be responsible for advancing various planning elements. The roles and their functions are described below:

- **Champion Team:** Provides oversight for implementation of the Strategic Plan. The team is comprised of three administrative leaders and three faculty members. This team recommends actions to the College President, works to make certain that efforts across the plan are aligned, communicates planning information, sets outcomes, approves strategic planning initiatives and associated budgets, and reviews evaluation of initiatives to determine next steps.
- **Goal Team Leaders:** Provide oversight on all initiatives under a goal. Goal teams are co-led by an administrator and a faculty member. Their charge is to develop and meet specific outcomes utilizing proven policies and practices to ensure progress is being made against the strategic goals. Responsibilities include planning, evaluation, and budgeting. Goal Leaders also coordinate efforts across initiatives. Some of these teams provide college-wide coordination of activities, while other teams produce the goal outcomes through strategic initiatives. In some cases, the goal team can be responsible for both. Each team's goal statement, supporting paragraph, targets, and plans for FY2019 are listed on the pages that follow.
- **Strategic Initiatives Coordinating Council:** Responsible for college-wide coordination of initiatives. This council is charged with ensuring wide-reaching collaboration across the College in pursuit of its institutional initiatives and includes leadership from the Strategic Plan, Title III grant, Higher Learning Commission accreditation steering committee, Frontier Set Grant, and the College's Enrollment Management Task Force. These leaders work together to ensure broad communication and alignment of initiatives.

Strategic Planning Student-Based Initiatives Model

Student success initiatives are incorporated within this structure and follow a three-step process, represented in the following diagram:

Three-Phase Innovation Process 2016-2019



*NOTE: Although the Champion Team will contact stakeholders as part of this review, the team may engage Shared Governance committees or other stakeholders at any point in the process, as appropriate.

Each initiative has an evaluation plan to address the outcomes, criteria for success and results. The evaluation plan is approved by both the Accountability Work Group and Champion Team prior to approval to pilot or process implementation. The evaluation plan includes the measures and data that are utilized to measure the initiative's effectiveness.

Strategic Directions

The Strategic Directions and Supporting Paragraphs resulting from the Strategic Planning Conference and subsequent planning sessions are as follows:

Inclusion

Foster an environment that values and respects each member of Harper's diverse community and actively encourages cross-cultural engagement.

Supporting Paragraph:

Harper is committed to a culturally responsive environment that makes all members of our community feel confident that the full extent of their humanity and contributions are recognized and honored. An environment that welcomes, values, and respects all members of the College's diverse community—across the spectrums of ability, academic preparedness, age, ethnicity, faith, gender expression, identities, race, and more—fosters a culture where all feel safe to participate, in open and respectful discourse, without fear of discrimination or marginalization.

Engagement

Foster and support a culture of engagement throughout the College.

Supporting Paragraph:

Engagement refers to students' active participation in and out of the classroom and collective ownership of the learning process by students, faculty, staff, community partners, and residents. A "culture of engagement" expects and empowers everyone to take responsibility for building and maintaining positive connections throughout the Harper community. Harper College aims to achieve equity in engagement across all student groups according to their needs.

Achievement

Enhance and support the academic environment in ways that lead to increased student achievement and facilitate greater equity of student success across demographic groups.

Supporting Paragraph:

Achievement comes in many forms (academic and personal) and directly refers to supporting an academic environment that leads to greater equity. The ultimate objective of the direction is to provide the type of academic environment that leads to student success and improves academic achievement across diverse communities of students. Diverse communities are defined in the Inclusion Strategic Direction and include spectrums of ability, academic preparedness, age, ethnicity, faith, gender expression, identities, race, and more.

Strategic Goals

The Strategic Goals and Supporting Paragraphs resulting from the Strategic Planning Conference and subsequent planning sessions are as follows:

Achieving Educational Goals: Academic Planning and Pathways

Establish practices that empower and support students in exploring and identifying academic options for effective planning and progress toward achieving their educational goals.

Supporting Paragraph:

At Harper College, this refers to developing and providing our students with forms of communication, information, and guidance to support them in effectively identifying and completing their educational goals. The intent of this goal is not to limit the educational options of our students, but to provide resources that contribute to students' progress toward their goals.

Alignment of Employee Skills with Strategic Directions

Expand and support professional development opportunities to enhance employee knowledge and skills with respect to the strategic directions and goals.

Supporting Paragraph:

The enrichment of skills extends to all employees and includes the ability to pursue appropriate forms of relevant professional development. This goal places emphasis on inclusion for all employees, while promoting the acquisition of the knowledge and skills needed to support the College's strategic plan. There should be consideration for allocating sufficient financial resources in order to afford a variety of learning opportunities to engage in relevant professional development, and it should be recognized that Harper College is indeed fortunate to include unique employees with unique needs.

Curriculum and Instruction

Evaluate curriculum and assess outcomes to provide optimal and diverse educational opportunities for Harper students.

Supporting Paragraph:

Faculty-directed curriculum development and evaluation provide Harper College with enriching courses and programs of study. Continual evaluation at course and program levels maintains curriculum currency and relevance. Curriculum will continue to be evaluated with deliberation, care, and collaboration to ensure that it meets intended outcomes and evolving student, community, transfer, workforce, and global needs. Various forms of discipline-specific assessment at Harper College encourage reflection, responsiveness, and adjustment, toward helping all students master the knowledge and skills needed to achieve their educational goals.

Stewardship

Dedicate resources, both human and financial, to optimize student success, while remaining responsive to external trends and issues that have documented effects on the College.

Supporting Paragraph:

Harper's core mission is to responsibly serve students and the Harper community. Stewardship focuses on the dedication and allocation of resources that ensure Harper optimizes strategies that lead to student success while responding to external factors including but not limited to economic, regulatory, social, competitive, and technological, that have documented impact on the College. Resources are both human and financial and are dedicated by the College and external entities partnered or affiliated with the College.

Student Experience

Provide experiences that support the ongoing needs of our diverse student community through purposeful interactions and college-wide responsiveness to meet student goals.

Supporting Paragraph:

This goal encompasses the entire experience, from first contact to completion of goals, for all Harper College students. Regardless of their reasons for attending, all students will receive equitable and responsive support, both in and out of the classroom. All Harper College employees will provide experiences college-wide that engage all students as active partners in their success.

Goal: Achieving Educational Goals: Academic Planning and Pathways

Establish practices that empower and support students in exploring and identifying academic options for effective planning and progress toward achieving their educational goals.

Target	In Progress Needs Attention	In Progress On Target	Target Achieved
Implement Areas of Interest (AoI) by August 2017.			
Reduce the number of “undecided” students at time of application from 25% to 15% by fall 2018.			
Reduce the number of “undecided” students at time of registration from 8% to 5% by fall 2018.			
<p>In FY2019 the Academic Planning and Pathways team plans to:</p> <ul style="list-style-type: none"> • Implement AoI Core Teams in August 2018, including election of team chairs. • Offer 46 First Year Seminar (FYS) sections in fall 2018 that are aligned with AoI, including ten “Focus on Your Future” sections for students who have selected an AoI but have not yet decided on a specific program within an AoI. • Continue to support integration of AoI in various areas across campus including in the application, New Student Orientation, and Advising and Counseling. 			

Goal: Alignment of Employee Skills with Strategic Directions

Expand and support professional development opportunities to enhance employee knowledge and skills with respect to the strategic directions and goals.

Target	In Progress Needs Attention	In Progress On Target	Target Achieved
Identify barriers to employee participation in professional development.			
Implement a process for scaling up employee skills in relation to other teams' initiatives by fall 2017.			
Increase the percent of employees who are satisfied with support, recognition, and value of professional development at Harper College by 5% from fall 2016 to fall 2019 (as measured by Personal Assessment of the College Environment (PACE) survey items).			
Design an online dashboard to communicate professional development opportunities.			
Develop materials and resources to train employees on the Flight of the Hawks for greater awareness of roles in supporting students.			
In FY2019 the Alignment of Employee Skills with Strategic Directions team plans to:			
<ul style="list-style-type: none"> • Conduct survey to identify barriers related to employee participation in professional development in fall 2018. • Evaluate use of Professional Development Planning Form. • Pilot Professional Development Dashboard in select departments. • Develop resources for training new and existing employees regarding using Flight of the Hawks to improve the student experience and also educate employees on ways that they can support students by connecting them with available resources. 			

Goal: Curriculum and Instruction

Evaluate curriculum and assess outcomes to provide optimal and diverse educational opportunities for Harper students.

Target	In Progress Needs Attention	In Progress On Target	Target Achieved
Implement a process for quality assurance in online/blended courses.			
Provide a program to support faculty intervention in student course retention.			
Identify 2-3 high-impact teaching practices effective across disciplines.			
Implement course-level changes in select 0-15 courses.			
Implement Action Research professional development opportunities for faculty by June 2019.			
Implement Open Educational Resources (OER) pilot with at least ten faculty members by June 2019.			
In FY2019 the Curriculum and Instruction team plans to:			
<ul style="list-style-type: none">• Continue Help One More Student Stay course retention project, including offering information sessions during fall orientation week.• Support implementation of course-level changes in English 101 Accelerated Learning Program and one additional 0-15 course.• Implement and evaluate Action Research professional development project with a focus on non-tenured faculty.• Establish a grant process for faculty who implement the Open Educational Resources student retention project.			

Goal: Stewardship

Dedicate resources, both human and financial, to optimize student success, while remaining responsive to external trends and issues that have documented effects on the College.

Target	In Progress Needs Attention	In Progress On Target	Target Achieved
Develop a rubric to analyze the cost impacts of Strategic Plan initiatives.			
Analyze the impact of Strategic Plan initiatives based on cost per successful credit hour.			
In FY2019 the Stewardship team plans to:			
<ul style="list-style-type: none">• Complete second pilot of rubric by August 31, 2018.• Analyze pilot results and submit to Accountability Work Group and Champion Team in fall 2018.• Evaluate the impact of Strategic Plan initiatives as they are forwarded to the Stewardship Team for analysis.			

Goal: Student Experience

Provide experiences that support the ongoing needs of our diverse student community through purposeful interactions and college-wide responsiveness to meet student goals.

Target	In Progress Needs Attention	In Progress On Target	Target Achieved
Identify technology to streamline, prioritize, and redesign communication channels and centralize student engagement touchpoints by June 2017.			
Identify a Culture of Care Model for the College by December 2017.			
Create a visual Roadmap for all degree- and certificate-seeking students noting key student touchpoints with the institution from Day 1 through the end of the first term by June 2018.			
Evaluate texting as a tool to improve communications with students.			
Implement Culture of Care activities for students and employees by June 2019.			
In FY2019 the Student Experience team plans to:			
<ul style="list-style-type: none">• Expand texting pilot to determine how texting can be used to improve communications with students.• Develop and implement Culture of Care branding for student events and professional development offerings.• Implement and evaluate additional Culture of Care events and workshops throughout the academic year.• Support engagement of students around the Areas of Interest during Welcome Back Week and at student club and organization meetings.• Collaborate with the Employee Skills team to implement the Flight of the Hawks framework during the employee onboarding process.			

Overview

The College's Operational Plan delineates the goals that address the College priorities as well as the activities that support the Strategic Plan. Each goal includes an identified Executive Council leader and administrative leader. Performance targets are identified for each goal, and performance is tied to the evaluation of the administrator.

This report provides the outcomes against these goals and their performance targets. The report includes the following information: operational goal, performance target, person responsible, completion status, and related comments.

The Operational Goal categories for the FY2019 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.

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	Executive Council Lead	Institutional Lead	Priority Strategic Plan Title III IEM/Risk	Budgeted In
1	Ensure the requirements of the Illinois Community College Board (ICCB) Recognition are met.	Complete ICCB Self-Study by October 2018. Prepare campus for site visit by March 2019. Host on-site evaluators by April 2019. Respond to draft ICCB Recognition Report by June 2019.	Maria Coons	Darlene Schlenbecker	<i>Strategic Plan:</i> Engagement, Inclusion, Achievement, Academic Planning & Pathways, Stewardship, Employee Skills, Curriculum & Instruction, Student Experience	Education Fund
2	Conduct the Community Scan, which includes the Community and Employer Surveys.	Select vendor to conduct Scan by August 2018. Complete Scan by March 2019. Report results by May 2019.	Maria Coons	Darlene Schlenbecker Kathy Coy	<i>Strategic Plan:</i> Engagement, Achievement	Education Fund
3	Communicate results of Community College Survey of Student Engagement (CCSSE) and Community College Faculty Survey of Student Engagement (CCFSSE) conducted in spring 2018.	Receive results by August 2018. Create final report by September 2018. Share results with campus community by November 2018.	Maria Coons	Darlene Schlenbecker Kathy Coy	<i>Strategic Plan:</i> Engagement, Inclusion, Student Experience <i>IEM:</i> Student Persistence	Education Fund

	Goal	Target	Executive Council Lead	Institutional Lead	Priority Strategic Plan Title III IEM/Risk	Budgeted In
4	Ensure student learning outcomes assessment is conducted and results utilized to improve student success.	<p>Complete the course-level assessment cycle for all departments by June 2019.</p> <p>Complete the program-level assessment cycle for all instructional programs and student support/administrative units by June 2019.</p> <p>Conduct a large-scale general education assessment of the Communication outcome by June 2019.</p> <p>Conduct a follow-up assessment of the Quantitative Reasoning general education outcome by June 2019.</p>	Judy Marwick Maria Coons	Darlene Schlenbecker Faon Grandinetti Kathy Bruce Kimberly Chavis Jaime Long Mary Beth Ottinger Dean, BUS/SS	<p><i>Strategic Plan:</i> Curriculum & Instruction</p> <p><i>IEM:</i> Success in Gateway Courses</p>	Education Fund
5	Review the College's core values to determine if they should be reaffirmed or changed.	<p>Form a work group of the Strategic Planning and Accountability Committee to review the core values by July 2018.</p> <p>Complete input to determine relevancy of the current core values by September 2018.</p> <p>Make recommendation to affirm or revise the core values by December 2018.</p>	Maria Coons Michelé Smith	Mark Mrozinski	<i>Strategic Plan:</i> Inclusion, Engagement	Education Fund

Communications and Community Relations:

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

	Goal	Target	Executive Council Lead	Institutional Lead	Priority Strategic Plan Title III IEM/Risk	Budgeted In
6	Increase donor development and major gift fundraising for the Promise Scholarship Program.	Secure from donors an additional \$1,000,000 for the Promise Scholarship Program that would be matched by the Board of Trustees, resulting in an additional \$2,000,000 by June 2019.	Laura Brown Ken Ender	Heather Zoldak	<i>Priority:</i> Fully Fund Promise Program <i>Strategic Plan:</i> Stewardship	Foundation
7	Execute local, state, and national media outreach.	Create and/or facilitate 36 local stories that incorporate one or more key messages related to institutional communication goals of awareness, accountability, and affordability by June 2019. Ensure share of voice by exceeding local story count as compared to peer community colleges by June 2019. Place 18 trade journal articles by June 2019.	Laura Brown	Jeff Julian Kim Pohl	<i>Strategic Plan:</i> Engagement	Education Fund
8	Continue to build a strong support base with elected and public officials by implementing a legislative engagement plan and involving Board members and other key individuals.	Attend 12 legislative functions with elected officials by June 2019.	Laura Brown	Jeff Julian Kim Pohl	<i>Strategic Plan:</i> Engagement	Education Fund

	Goal	Target	Executive Council Lead	Institutional Lead	Priority Strategic Plan Title III IEM/Risk	Budgeted In
9	Support the work of the Community Task Force as they review long-term facilities' needs.	Develop a recommendation to the Board of Trustees on funding for future facilities improvement projects by August 2018.	Ken Ender Maria Coons Laura Brown Michelé Smith	Jeff Julian Mike Barzacchini Kim Pohl	<i>Strategic Plan:</i> Curriculum & Instruction, Student Experience <i>IEM:</i> Facilities	Education Fund

Diversity:

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

	Goal	Target	Executive Council Lead	Institutional Lead	Priority Strategic Plan Title III IEM/Risk	Budgeted In
10	Implement (in collaboration with Human Resources) a Job Coaching and Job Shadowing program for the College.	<p>Begin pilot Job Shadowing program by October 2018.</p> <p>Review pilot for changes and recommendations by March 2019.</p> <p>Launch a campus-wide program by April 2019.</p>	<p>Michelé Smith Ron Ally</p>	<p>Pearl Ratunil Roger Spayer</p>	<i>IEM: Diversity</i>	Education Fund
11	Revise communication portal for the Office of Diversity and Inclusion.	<p>Design and implement a communication and marketing plan to improve the branding/marketing of the Office of Diversity and Inclusion by October 2018.</p> <p>Begin re-design of the Diversity and Inclusion pages on the HIP and external website by December 2018.</p> <p>Complete redesign of HIP and the website by June 2019.</p>	<p>Michelé Smith Ron Ally Laura Brown</p>	<p>Pearl Ratunil Jeff Julian Patrick Bauer</p>	<i>Strategic Plan: Inclusion</i>	Education Fund
12	Implement pilot for Social Justice Leadership Certificate.	<p>Onboard first cohort of faculty and staff by September 2018.</p> <p>Design an assessment and evaluation plan by December 2018.</p>	<p>Michelé Smith</p>	<p>Pearl Ratunil</p>	<i>Strategic Plan: Inclusion</i>	Education Fund

	Goal	Target	Executive Council Lead	Institutional Lead	Priority Strategic Plan Title III IEM/Risk	Budgeted In
		Recruit second cohort of faculty and staff by February 2019. Evaluate the first year pilot and make recommendations for year two by June 2019.				
13	Administer Cultural Values Assessment (CVA).	Administer CVA in February 2019. Report results by April 2019.	Michelé Smith	Pearl Ratunil Kathy Coy	<i>Strategic Plan:</i> Inclusion <i>IEM:</i> Diversity	Education Fund

Employee Relations:

Ensure employee recruitment, development, and retention through appropriate processes.

	Goal	Target	Executive Council Lead	Institutional Lead	Priority Strategic Plan Title III IEM/Risk	Budgeted In
14	Finalize a mutually satisfactory collective bargaining agreement with the Professional-Technical Unit, Cook County College Teachers Union.	Complete contract and present contract for Board approval by June 2019.	Ron Ally	Roger Spayer Patrick Bauer	<i>Strategic Plan:</i> Stewardship	Education, Operations and Maintenance Funds
15	Develop Flight of the Hawks orientation as part of new employee onboarding and employee training.	Review and select appropriate format for development of training program by September 2018. Select instructional designer by September 2018. Identify pilot group and conduct first cycle of training and development by December 2018. Implement modifications or new modules by June 2019.	Ron Ally Judy Marwick	Roger Spayer Sheryl Otto Matt McLaughlin Vicki Atkinson	<i>Strategic Plan:</i> Engagement, Employee Skills	Education, Operations and Maintenance Funds
16	Implement the new performance review forms for classified and administration/ management.	Select performance management software by October 2018. Recommend software to President's Cabinet by November 2018. Implement software by January 2019.	Ron Ally	Roger Spayer Patrick Bauer	<i>Strategic Plan:</i> Employee Skills	Education Fund

	Goal	Target	Executive Council Lead	Institutional Lead	Priority Strategic Plan Title III IEM/Risk	Budgeted In
		Conduct training on use of new system for classified and administration/management by March 2019.				
17	Review Human Resources structure, services and resources and make recommendations for improved alignment.	Review and consider consultant's report and any recommendations for change by August 2018. Make recommendations for change by February 2019. Implement changes by June 2019.	Ron Ally	Roger Spayer	<i>Strategic Plan: Stewardship</i>	Education Fund
18	Select vendor for online delivery of leadership training.	Form a committee to develop criteria for online leadership training by July 2018. Review vendors that offer online training options and select the best option for Harper by December 2018. Implement online leadership training by January 2019.	Ron Ally	Roger Spayer	<i>Strategic Plan: Employee Skills</i>	Education Fund
19	Develop Supervisor/ Manager Toolkit.	Form a committee to develop content modules for the Supervisor/Manager Toolkit by August 2018. Choose an instructional designer to work with content experts and develop the	Ron Ally	Roger Spayer	<i>Strategic Plan: Employee Skills</i>	Education Fund

	Goal	Target	Executive Council Lead	Institutional Lead	Priority Strategic Plan Title III IEM/Risk	Budgeted In
		<p>structure and content of modules by March 2019.</p> <p>Pilot the Supervisor/Manager Toolkit with new managers by June 2019.</p>				
20	Implement the Level II Adjunct Faculty Engagement Program.	<p>Enroll at least 15 adjunct faculty into the required Reflective Educator Course by July 2018.</p> <p>Form Cross-Functional Review Committee to review e-portfolio submissions by July 2018.</p> <p>Ensure that appropriate procedures and communications are in place to accommodate Level II incentives by October 2018.</p> <p>Evaluate pilot year of program with Adjunct Faculty Advisory Team, Provost and Review Committee by January 2019.</p>	Judy Marwick	Brian Knetl Mike Bates	<i>Strategic Plan:</i> Engagement, Employee Skills	Education Fund

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	Executive Council Lead	Institutional Lead	Priority Strategic Plan Title III IEM/Risk	Budgeted In
21	Increase the adoption of Open Educational Resources (OER) to reduce textbook costs.	<p>Audit current OER implementation by August 2018.</p> <p>Develop an OER strategic plan by September 2018.</p> <p>Increase number of students impacted by OER by 50% by June 2019.</p> <p>Provide professional development and support for at least 10 faculty to convert fully to OER in one or more course sections by June 2019.</p>	Judy Marwick Ron Ally	David Richmond Kathy Bruce Kimberly Chavis Jaime Long Mary Beth Ottinger Dean, BUS/SS Mike Bates Bret Bonnstetter	<i>Strategic Plan:</i> Stewardship	Auxiliary Enterprises Fund, Education Fund
22	Manage overall College enrollment.	<p>Maintain enrollment at a flat level by targeting the following audiences by June 2019:</p> <ul style="list-style-type: none"> • Persistence: Increase fall to spring persistence of new degree-seeking students by 1% via introduction of advisors to new degree-seeking students. • Apprenticeship Programs: Increase enrollment by 30 FTEs. • AcceleratED Pathways Partnership: Increase enrollment by 90 FTEs. 	Judy Marwick Michelé Smith	Claudia Mercado Mike Barzacchini Bob Parzy Rebecca Lake Maggi Franks Kathy Bruce Kimberly Chavis Jaime Long Travaris Harris Mary Beth Ottinger Dean, BUS/SS Sheryl Otto Kris Hoffhines Darice Trout	<p>Strategic Plan: Engagement, Inclusion</p> <p><i>IEM:</i> Market Penetration, Student Persistence</p>	Education Fund

	Goal	Target	Executive Council Lead	Institutional Lead	Priority Strategic Plan Title III IEM/Risk	Budgeted In
		<ul style="list-style-type: none"> Hispanic Population: Increase enrollment by 25 annualized FTEs via new efforts promoting targeted activities to students of Hispanic background. New with Prior College: Increase enrollment by 15 annualized FTEs via new efforts promoting transfer credit or credit for prior learning. Continue collaboration with Elgin Community College at the Education and Work Center in Hanover Park. Review the findings of the Community Survey and develop a plan for credit and non-credit offerings that will serve the needs of local employers and community members. 		Mark Mrozinski Jennifer Brennan		
23	Manage the transition of high school Promise Scholars.	<p>Pilot Promise Program processes with early high school graduates by August 2018.</p> <p>Conduct search, hire, and onboard the new Promise Program Manager by September 2018.</p> <p>Develop and begin implementation of an</p>	Michelé Smith	Carolynn Muci	<p><i>Strategic Plan:</i> Inclusion, Engagement</p> <p><i>IEM:</i> Student Persistence</p>	Education Fund

	Goal	Target	Executive Council Lead	Institutional Lead	Priority Strategic Plan Title III IEM/Risk	Budgeted In
		<p>onboarding plan for the first full Promise cohort by September 2018.</p> <p>Ensure Harper areas are informed of Promise requirements and have the resources needed to serve these students by November 2018.</p> <p>Ensure new Promise Program Manager has fully transitioned into the role by January 2019.</p> <p>Identify employer engagement opportunities for Promise Scholars by June 2019.</p>				
24	Implement recommendations of the Hispanic Strategic Enrollment Management Task Force.	<p>Grant Opportunities:</p> <ul style="list-style-type: none"> • Research grant opportunities to assist with funding Latinx activities by December 2018. • Identify two grant opportunities by June 2019. <p>Parent University (PU):</p> <ul style="list-style-type: none"> • Develop infrastructure to collect data on Latinx influencers by December 2018. • Use data to develop a plan for a PU by March 2019. • Launch PU by June 2019. 	Maria Coons Judy Marwick Laura Brown Michelé Smith	Claudia Mercado Kathy Coy Susanne Brock Brian Knetl Bob Parzy Laura McGee Lauren Chilvers Michael Bates Pearl Ratunil	<i>Strategic Plan:</i> Engagement, Inclusion, Achievement	Education Fund

	Goal	Target	Executive Council Lead	Institutional Lead	Priority Strategic Plan Title III IEM/Risk	Budgeted In
		<p>Develop a First Year Seminar course for students placing in developmental education by February 2019.</p> <p>Increase the number of Latinx students who apply for federal aid and/or scholarships and receive aid and/or scholarships by 5% over FY2018.</p> <p>Facilitate cultural awareness opportunities through dialogues/presentations to faculty on Latinx and Hispanic Serving Institutions by June 2019.</p> <p>Develop a predictive part-time scheduling model by June 2019.</p>				

Facilities:

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

	Goal	Target	Executive Council Lead	Institutional Lead	Priority Strategic Plan Title III IEM/Risk	Budgeted In
25	Create Canning Center in Buildings A/K for “One Stop” and other services.	Complete construction documents by June 2019 pending release of current hold on project by State of Illinois by July 2018.	Ron Ally	Darryl Knight Steve Petersen	<i>Priority:</i> Complete Buildings F, M, Canning Center <i>IEM:</i> Facilities	Operations and Maintenance (Restricted) Fund
26	Complete Building M renovation.	Achieve substantial completion by July 2018. Open building by August 2018.	Ron Ally Ken Ender Laura Brown Judy Marwick Michelé Smith	Darryl Knight Travaris Harris Mark Mrozinski Kathy Bruce Steve Petersen	<i>Priority:</i> Complete Buildings F, M, Canning Center <i>IEM:</i> Facilities	Operations and Maintenance (Restricted) Fund

Financial:

Effectively develop, plan, and manage our financial resources.

	Goal	Target	Executive Council Lead	Institutional Lead	Priority Strategic Plan Title III IEM/Risk	Budgeted In
27	Issue General Obligation Limited Bonds.	Issue General Obligation Limited Bonds up to the allowable amount under the Debt Service Extension Base by March 2019 (approximately \$5 million).	Ron Ally	Bret Bonnstetter	<i>Strategic Plan:</i> Stewardship	Bond and Interest Fund
28	Evaluate dining services agreement prior to the initial term expiration in December 2018.	Evaluate vendor performance and recommend an annual contract extension or RFP process by August 2018. If RFP process is recommended, complete the RFP process for operation of dining services and select a vendor by October 2018.	Ron Ally	Bret Bonnstetter Rich Seiler	<i>Strategic Plan:</i> Stewardship, Student Experience	Auxiliary Enterprises Fund
29	Develop strategies that help contain the cost/credit hour.	Increase the average class fill rate to 80% by June 2019.	Judy Marwick	Kathy Bruce Kimberly Chavis Jaime Long Mary Beth Ottinger Dean, BUS/SS	<i>Strategic Plan:</i> Stewardship <i>IEM:</i> Instructional Cost	Education Fund

Safety:

Ensure the safety of the Harper Community.

	Goal	Target	Executive Council Lead	Institutional Lead	Priority Strategic Plan Title III IEM/Risk	Budgeted In
30	Exercise the College's Emergency Operations Plan (EOP) by conducting an emergency exercise and drill.	Hold a fire evacuation drill by October 2018. Hold an active shooter drill by March 2019. Hold a campus-wide tornado drill by June 2019.	Ron Ally	Claude Casaletto Sara Gibson	<i>Risk:</i> Crisis Communications, Disaster Preparedness	Education Fund
31	Prevent sexual harassment on campus and ensure compliance with state and federal regulations on sexual harassment amongst both students, faculty, and staff.	Develop a faculty professional development opportunity by June 2019. Conduct a workshop addressing legal issues on Title IX between the federal and state regulations by June 2019.	Ron Ally Judy Marwick	Sara Gibson Bev Riley Travaris Harris	<i>Strategic Plan:</i> Student Experience <i>Risk:</i> Sexual Harassment	Education Fund
32	Develop roof safety program per OSHA regulations.	Complete Phase 1 installation of roof guards and fall protection by June 2019. Complete roof access written program with training by June 2019.	Ron Ally	Darryl Knight Sara Gibson		Education Fund
33	Reduce the risk to minors on campus.	Establish a procedure with Palatine Park District and Centers for minors using the pool and fitness center by June 2019.	Judy Marwick Ron Ally Michelé Smith	Travaris Harris Mark Mrozinski Sara Gibson	<i>Risk:</i> Minors on Campus	Education Fund

Student Success:

Operationalize student success initiatives.

	Goal	Target	Executive Council Lead	Institutional Lead	Priority Strategic Plan Title III IEM/Risk	Budgeted In
34	Complete the ICCB program review process.	Conduct 21 program reviews resulting in program improvement plans by June 2019: <ul style="list-style-type: none"> • Accounting • Financial Management • Interior Design • Heating Ventilation and Air Conditioning • Graphic Arts Design • Package Design/Print Production/Web Design • Digital Photography • Fashion • Computer Numerical Control • Welding • Phlebotomy • Developmental English • Continuing Education • Biology • Chemistry • Physical Science/Engineering • Integrative Learning • Office of International Education • Student Development Courses • Center for New Students and Orientation • Financial Aid 	Judy Marwick Maria Coons Michelé Smith	Kathy Bruce Kimberly Chavis Jaime Long Mary Beth Ottinger Dean, BUS/SS Travaris Harris Njambi Kamoche Claudia Mercado Sheryl Otto Darlene Schlenbecker Kathy Coy Mike Bates Rich Johnson Darice Trout Vicki Atkinson Mark Mrozinski	<i>Strategic Plan:</i> Curriculum & Instruction	Education Fund

	Goal	Target	Executive Council Lead	Institutional Lead	Priority Strategic Plan Title III IEM/Risk	Budgeted In
35	Implement new programming in credit and non-credit areas.	<p>Admit 20 students into the Surgical Technology program by August 2018.</p> <p>Enroll 10 students in the Personal Trainer Certificate Program by August 2018.</p> <p>Enroll 30 students in the Physical Therapy Assistant Program by January 2019.</p> <p>Offer one-to-three new programs in Continuing Education by June 2019.</p>	Judy Marwick Michelé Smith	Kathy Bruce Kimberly Chavis Rebecca Lake Mark Mrozinski Mary Beth Ottinger Dean, BUS/SS	<i>Strategic Plan:</i> Curriculum & Instruction	Education Fund Auxiliary Fund
36	Investigate the need for a placement floor in mathematics.	Make a recommendation on a test score to serve as a floor for placement into developmental mathematics by June 2019 (Academic Standards Committee).	Judy Marwick	Kathy Bruce	<i>Strategic Plan:</i> Curriculum & Instruction <i>IEM:</i> Developmental Education Success, Success in Gateway Courses	Education Fund
37	Increase the number of degree and certificate completers.	Award 3,680 degrees and certificates by June 2019 (target aligned with IEM).	Judy Marwick	Claudia Mercado	<i>Strategic Plan:</i> Achievement <i>IEM:</i> Annual Completions, Advancement	Education Fund

	Goal	Target	Executive Council Lead	Institutional Lead	Priority Strategic Plan Title III IEM/Risk	Budgeted In
38	Implement new advising structure.	<p>Provide assigned advisors/ counselors for 6,000 currently enrolled credential-seeking students by February 2019 (an increase of 3,000 over FY2018).</p> <p>Achieve higher persistence rates in students with assigned advisors as compared to the overall College rates for:</p> <ul style="list-style-type: none"> • fall 2017 to fall 2018 • fall 2018 to spring 2019 	Judy Marwick	Sheryl Otto Vicki Atkinson Kris Hoffhines Matt McLaughlin	<p><i>Priority:</i> Student Advocate/Coach</p> <p><i>Strategic Plan:</i> Engagement, Achievement, Academic Planning & Pathways, Student Experience</p> <p><i>IEM:</i> Student Persistence</p>	Education Fund
39	Implement Areas of Interest program.	<p>Deliver at least one First Year Seminar (FYS) course or Start Smart experience for each Area of Interest by June 2019.</p> <p>Increase the percentage of first time in college degree-seeking students who develop an electronic plan by 5% over the FY2018 baseline of 70% by June 2019.</p> <p>Maintain a rate of 90% of students completing a Start Smart experience (fall 2018 and spring 2019) who develop an electronic educational plan to completion in Degree Works by June 2019.</p>	Judy Marwick	Brian Knetl Kathy Bruce Darice Trout	<p><i>Priority:</i> First Year Seminar/ Educational Plan</p> <p><i>Strategic Plan:</i> Engagement, Achievement, Academic Planning & Pathways, Student Experience</p> <p><i>Title III:</i> Start Smart, Educational Planning</p> <p><i>IEM:</i> Student Persistence</p>	Education Fund

	Goal	Target	Executive Council Lead	Institutional Lead	Priority Strategic Plan Title III IEM/Risk	Budgeted In
		Develop a plan (Core Teams) to assess the effectiveness of the Areas of Interest structure by June 2019.				
40	Design a system to improve online courses.	<p>Identify opportunities to increase summer online offerings by December 2018.</p> <p>Continue to implement the course design review process for 15% of total online course sections by June 2019.</p> <p>Train at least 20 new online instructors by June 2019.</p> <p>Schedule and advertise the Associates in Arts degree and other certificates identified by partners in the AcceleratEd Pathways Program by June 2019.</p>	Judy Marwick	Brian Knetl Mike Bates	<p><i>Priority:</i> Improve Distance Education Offerings</p> <p><i>Strategic Plan:</i> Achievement, Curriculum & Instruction, Student Experience</p> <p><i>IEM:</i> Student Persistence</p>	Education Fund
41	Re-envision the operational focus of the Learning and Career Center (LCC) towards an Integrated Career and Academic Preparation System (ICAPS) Model.	<p>Create an LCC Task Force by August 2018.</p> <p>Gather information from campus stakeholders on processes/relationships needed for strengthening cross-divisional connections and around LCC certificates by September 2018.</p> <p>Recommend and schedule two additional ICAPS cohorts at</p>	Judy Marwick Michelé Smith	Brian Knetl Darice Trout Mary Beth Ottinger Andrea Fiebig Jennifer Brennan Melissa MacGregor	<p><i>Strategic Plan:</i> Engagement, Inclusion, Achievement</p>	Education Fund

	Goal	Target	Executive Council Lead	Institutional Lead	Priority Strategic Plan Title III IEM/Risk	Budgeted In
		LCC for spring 2019 by October 2018. Train needed faculty on the ICAPS Model by November 2018.				

Technology:

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

	Goal	Target	Executive Council Lead	Institutional Lead	Priority Strategic Plan Title III IEM/Risk	Budgeted In
42	Evaluate the potential replacement of the Oracle EBS Financial and Human Resources systems.	Investigate and evaluate replacement options by April 2019. Select a replacement product by June 2019.	Ron Ally	Patrick Bauer Bret Bonnstetter Roger Spayer	<i>Strategic Plan:</i> Engagement, Inclusion	Education Fund
43	Upgrade and improve the Student Information System through implementation of Banner 9 modules.	Implement Student Self-Service and self-service modules by June 2019.	Ron Ally Judy Marwick	Patrick Bauer Claudia Mercado	<i>Strategic Plan:</i> Inclusion, Achievement, Academic Planning & Pathways, Curriculum & Instruction <i>IEM:</i> Information Technology	Restricted Purposes Fund

Workforce Development/Economic Development:

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

	Goal	Target	Executive Council Lead	Administrative Lead	Priority Strategic Plan Title III IEM/Risk	Budgeted In
44	Complete implementation of Phase II of the University Center concept.	<p>Develop and implement a collaborative database for partner student prospecting by December 2018.</p> <p>Develop and implement a joint integrated marketing and communication campaign to promote the University Center programs by December 2018.</p> <p>Secure 500 new student inquiries by June 2019.</p> <p>Enroll 50 new student participants in University Center programs by June 2019.</p> <p>Pilot Seamless Transfer Pathways Initiative within the University Center by June 2019.</p>	Michelé Smith Judy Marwick	Mark Mrozinski Bob Parzy	<p><i>Strategic Plan:</i> Achievement, Academic Planning & Pathways, Curriculum & Instruction, Student Experience</p> <p><i>IEM:</i> Advancement, Annual Completions</p>	Education Fund Auxiliary Fund
45	Re-envision the operational focus of the Job Placement Resource Center (JPRC) toward job placement.	<p>Review Job Placement Task Force report and 2018 program review document by October 2018.</p> <p>Conduct focus groups with students to understand their needs regarding job placement by November 2018.</p>	Michelé Smith	Mark Mrozinski Rebecca Lake	<i>Strategic Plan:</i> Achievement	Education Fund

	Goal	Target	Executive Council Lead	Administrative Lead	Priority Strategic Plan Title III IEM/Risk	Budgeted In
		<p>Conduct focus groups with employers to envision how job placement should function by December 2018.</p> <p>Conduct focus groups with faculty to envision how job placement should function by February 2019.</p> <p>Redesign the mission of JPRC (if necessary) by May 2019.</p>				
46	Develop processes for strengthening pathways to careers based on Achieving the Dream Pathways to Careers Summit.	<p>Share follow-up report from Summit by August 2018.</p> <p>Gather information from campus stakeholders on processes for strengthening pathways to careers by September 2018.</p> <p>Gather information from employers by November 2018.</p> <p>Develop pilot to move students through non-credit to credit pathways by January 2019.</p> <p>Develop pilot for curriculum development across credit and non-credit modalities by March 2019.</p> <p>Develop marketing program for credit/non-credit programs via</p>	<p>Michelé Smith</p> <p>Judy Marwick</p>	<p>Mark Mrozinski</p> <p>Dean, BUS/SS</p> <p>Mary Beth Ottinger</p>	<i>Strategic Plan: Achievement</i>	Education Fund

	Goal	Target	Executive Council Lead	Administrative Lead	Priority Strategic Plan Title III IEM/Risk	Budgeted In
		continuing education catalog by April 2019.				
47	Implement a Workforce Engagement Plan.	<p>Develop work group of campus stakeholders who work directly with business and industry by September 2018.</p> <p>Create a plan of engagement for business and industry by December 2018.</p> <p>Recommend options for supporting the work of the Workforce Engagement Plan with customer relationship management software by March 2019.</p>	Michelé Smith	Mark Mrozinski Rebecca Lake Mary Beth Ottinger	<i>Strategic Plan:</i> Engagement, Achievement	Education Fund

Executive Council/Institutional Lead and Related Department

Executive Council / Institutional Lead	Department
Ron Ally	Finance and Administrative Services
Vicki Atkinson	Student Development
Mike Barzacchini	Marketing Services
Mike Bates	Academy for Teaching Excellence
Patrick Bauer	Information Technology
Bret Bonnsetter	Accounting Services
Jennifer Brennan	Learning and Career Center
Susanne Brock	Advancement/Foundation
Laura Brown	Advancement/Foundation
Kathy Bruce	Mathematics and Science
Claude Casaletto	Police Department
Kimberly Chavis	Health Careers
Maria Coons	Institutional Planning and Strategic Alliances
Kathy Coy	Institutional Research
Ken Ender	President's Office
Andrea Fiebig	Adult Education Development
Maggi Franks	Workforce Development
Sara Gibson	Facilities Management
Faon Grandinetti	Institutional Effectiveness and Outcomes Assessment
Travaris Harris	Student Affairs
Kris Hoffhines	Academic Advising and Counseling
Rich Johnson	Liberal Arts
Jeff Julian	Communication
Njambi Kamoche	Resources for Learning
Brian Knetl	Interdisciplinary Student Success
Darryl Knight	Facilities Management
Rebecca Lake	Workforce and Economic Development
Jaime Long	Liberal Arts
Melissa MacGregor	Workforce and Economic Development
Judy Marwick	Provost's Office
Matt McLaughlin	Student Development
Claudia Mercado	Enrollment Services
Mark Mrozinski	Workforce and Strategic Alliances
Carolynn Muci	Communication
Mary Beth Ottinger	Career and Technical Programs
Sheryl Otto	Student Development
Bob Parzy	Admissions Outreach
Steve Petersen	Facilities Management
Kim Pohl	Communications
Pearl Ratunil	President's Office/Diversity and Inclusion
David Richmond	Faculty Senate President
Bev Riley	Human Resources
Darlene Schlenbecker	Planning, Research and Institutional Effectiveness
Rich Seiler	Accounting Services
Michel�e Smith	Workforce and Strategic Alliances
Roger Spayer	Human Resources
Darice Trout	Interdisciplinary Student Success
Heather Zoldak	Advancement/Foundation
Dean, BUS/SS	Business and Social Science

Identified Risk Areas

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

Risk Area	Addresses Item/Responsibility
Crisis Communications	Crisis Communications Plan Kim Pohl and Jeff Julian
Disaster Preparedness	Protection of People/Life Safety Claude Casaletto
Sexual Harassment	Compliance with Title IX of the Education Amendments including Cleary Act and State Laws and “Me Too” issues in the workplace Travaris Harris, Bev Riley, Terese Craig
Minors on Campus	Minors on Campus Travaris Harris, Mark Mrozinski

Operational Plan Cross-Reference

	Operational Plan Item Number
IEM	
Advancement	37, 44
Annual Completions	37, 44
Developmental Education Success	36
Employee Diversity	10, 13
Facilities	9, 25, 26
High School Market Penetration	22
Information Technology	43
Instructional Cost	29
Student Persistence	3, 22, 23, 38, 39, 40
Success in Gateway Courses	4, 36
Presidential Priorities	
First Year Seminar and Educational Plan	39
New Model for Student Advocates/Coaches	38
Complete Buildings F, M, and Canning Center	25, 26
Fully Fund Promise Program	6
Improve Distance Education Offerings	40
Risk	
Crisis Communications	30
Disaster Preparedness	30
Minors on Campus	33
Sexual Harassment	31
Strategic Plan	
Engagement	1, 2, 3, 5, 7, 8, 15, 20, 22, 23, 24, 38, 39, 41, 42, 47
Inclusion	1, 3, 5, 11, 12, 13, 22, 23, 24, 41, 42, 43
Achievement	1, 2, 24, 37, 38, 39, 40, 41, 43, 44, 45, 46, 47
Alignment of Employee Skills	1, 15, 16, 18, 19, 20
Curriculum and Instruction	1, 4, 9, 34, 35, 36, 40, 43, 44
Pathways	1, 38, 39, 43, 44
Stewardship	1, 6, 14, 17, 21, 27, 28, 29
Student Experience	1, 3, 9, 28, 31, 38, 39, 40, 44
Title III	
Educational Planning	39
Start Smart	39

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 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.

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, Audit Fund, and 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 are inventoried and/or appraised on a 5 year cycle. This includes the condition and value of the buildings and contents. The result of this work, in conjunction with the Campus Master Plan, provides the basis for approval by the Board and submission to the State for funding through the Resource Allocation Management Program (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, grants and other creative sources within the mission of the College to support the basic mission of the College.

Tuition and Fees

Tuition and Per Credit Hour Fees

Tuition is set by the Board. In December, 2015 the Board policy was amended to limit the annual tuition and per credit hour fee increases to 5% of total tuition and fees or the Illinois statute limitation using the Higher Education Cost Adjustment (HECA) rate change as a guideline, as appropriate, to promote a balanced budget for Harper College and financial consistency for Harper students.

Board policy 07.01.04 Revised 12/16/15

Fees

The College charges other fees to support a variety of services and activities including student activities, registration fees, application fees, and distance learning fees. Course fees may be assessed as needed to offset the cost of specialized course materials or experiences that are consumed during the semester.

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/or 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 support quality teaching and learning through sound financial practices consistent with maintaining a Aaa bond rating. This includes maintaining a fund balance in the Tax-Capped Funds between 40% and 60% of the budgeted 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, 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 expenditure assumptions, is evaluated at executive meetings. In addition, priorities are 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 February to review the budget instructions, the processes for new requests, and to discuss changes for the new budget year. Starting in April, the Budget Office 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 four 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.

Following is a summary of the key budget process activities by month.

November	<ul style="list-style-type: none"> • Budget process begins with the development of the Five-Year Financial Plan • Course fee changes are reviewed • Facility remodeling and furniture requests are submitted
December	<ul style="list-style-type: none"> • Five-Year Financial Plan presented to Board • Final course fee requests submitted to Provost • Facility remodeling and furniture requests closed for submission
January	<ul style="list-style-type: none"> • Final CPI-U rate for estimated property taxes is published • HECA rate is determined as guidance for tuition increases
February	<ul style="list-style-type: none"> • Tuition and fee rates approved by Board
March	<ul style="list-style-type: none"> • Budget requests due to Executive Council members
April	<ul style="list-style-type: none"> • Oracle Budget opened for department input • Executive Council reviews all budget requests, facility and furniture requests
May	<ul style="list-style-type: none"> • Oracle Budget closed for input and all approved requests entered • All funds summary of preliminary budgeted created
June	<ul style="list-style-type: none"> • Preliminary budget adopted at June Board meeting
July	<ul style="list-style-type: none"> • College Plan documentation finalized
August	<ul style="list-style-type: none"> • Budget adopted at August Board meeting
September	<ul style="list-style-type: none"> • Budget is submitted to Illinois Community College Board (ICCB), counties and Government Finance Officers Association (GFOA)

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 the Illinois Community College Board (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 \$95 million, the limit for transfers is \$9.5 million for that fund. Transfers between funds after the budget is approved are also subject to this 10% limit.

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

WILLIAM RAINY HARPER COLLEGE			
PLANNING CALENDAR FOR FISCAL YEAR 2019 BUDGET			
	DUE DATE	ACTIVITY/TASK DESCRIPTION	RESPONSIBILITY
1	09/01/17 Fri	Begin developing Five Year Financial Plan	EVP
2	10/20/17 Fri	Begin submitting facility remodeling and furniture requests to Facilities Management	Departments
3	11/15/17 Wed	Board designates persons to prepare budget and adopts resolution for estimated tax levy	Board of Trustees
4	11/20/17 Mon	Review of course fees for increases/decreases needed in Provost area	Deans
5	11/29/17 Wed	Executive Vice President (EVP) presents preliminary Five Year Financial Plan to Executive Council	EVP
6	12/04/17 Mon	EVP presents Five Year Financial Plan to Board	EVP
7	12/11/17 Mon	Finance Committee reviews Five Year Financial Plan assumptions	Finance Committee
8	12/15/17 Fri	Proposed course fee changes to Provost	Deans
9	12/18/17 Mon	Final day to submit facility remodeling/furniture requests for estimates to Facilities Management	Departments
10	01/08/18 Mon	Controller brings proposed budget planning calendar to President's Cabinet for review	Controller
11	01/17/18 Wed	EVP informs Executive Council of tuition and fees based on Board Policy	EVP
12	01/17/18 Wed	Compiled lists of furniture and facility requests sent to Executive Council member for preliminary review and prioritization	Facilities Management
13	01/19/18 Fri	Budget instructions, calendar, budget request forms and internal charges price lists available on portal	Budget Manager/IT/CS
14	01/19/18 Fri	Final day for adding departments/divisions to budget hierarchy	Deans/Directors
15	01/22/18 Mon	Finance Committee reviews tuition and fees recommendation from EVP	Finance Committee
16	01/26/18 Fri	EVP determines feasibility of mid-year exceptions for FY 2018	EVP
17	02/05/18 Mon	Preliminary reviewed and prioritized list of furniture and facility requests to Facilities Management for estimating	Executive Council member
18	02/06/18 Tue	Budget information session	Budget Manager
19	02/09/18 Fri	Final day date for entering Technology Requests (TR) to be considered during budget cycle	Departments
20	02/14/18 Wed	EVP provides initial budget parameters to Executive Council	EVP
21	02/14/18 Wed	EVP presents recommendation for tuition and fees to Committee of the Whole	EVP
22	02/15/18 Thu	Budget information session	Budget Manager
23	02/21/18 Wed	Board of Trustees vote on tuition and fees	Board of Trustees
24	02/22/18 Thu	Database of Projects/Technology Requests (TR) completed; Feedback Summary Report sent to Provost	IT/CS
25	03/02/18 Fri	Resources for Excellence Grant requests submitted to Foundation	Deans/Directors
26	03/02/18 Fri	Vocational grant requests submitted to Dean of Career Programs	Deans/Directors
27	03/05/18 Mon	Projects/Technology Requests (TR) prioritized by area & resubmitted to IT/CS	Provost Divisions
28	03/07/18 Wed	Initial budget set-up completed in preparation for training	Budget Manager
29	03/08/18 Thu	Budget exceptions, instructional capital, technology and vehicle requests due to Executive Council member	Deans/Directors
30	03/08/18 Thu	Completed estimates for facility remodeling/furniture requests returned for Executive Council member approval	Facilities Management
31	03/08/18 Thu	Approved Projects/Technology Requests (TR) list submitted to Provost	IT/CS
32	03/12/18 Mon	Finance Committee reviews initial budget parameters from EVP	Finance Committee
33	03/21/18 Wed	Budget training begins	Budget Office/IT/CS
34	03/21/18 Wed	Executive Council member reviews budget requests and prioritizes for their area	Executive Council member

35	04/02/18 Mon	Budget files opened for input by departments and divisions	Budget Manager
36	04/02/18 Mon	Open budgeted position report submitted to Executive Vice President for Executive Council budget meeting	Budget Manager
37	04/05/18 Thu	Executive Council member submits budget exceptions, instructional capital, technology, vehicle, furniture, and facility remodeling requests for their area to Budget Manager	Executive Council member
38	04/11/18 Wed	All budget requests blended and submitted to Executive Vice President for Executive Council budget meeting	Budget Manager
39	04/11/18 Wed	Controller presents budget parameters to Committee of the Whole	Controller
40	04/18/18 Wed	Executive Council preliminary review of all blended budget requests	Executive Council
41	04/20/18 Fri	Resources for Excellence Grant awards communicated to recipients	Foundation
42	04/25/18 Wed	Executive Council final review of all funds and requests	Executive Council
43	05/01/18 Tue	Budget closed for input for all funds	Budget Manager
44	05/04/18 Fri	Any approved budget exceptions entered	Budget Manager
45	05/14/18 Mon	Finance Committee reviews preliminary budget	Finance Committee
46	05/21/18 Mon	Board exhibit due to EVP for preliminary legal budget	Budget Manager
47	06/01/18 Fri	Deans/Directors receive feedback regarding all budget requests	Executive Council member
48	06/01/18 Fri	Approved facility remodeling and furniture requests submitted to Facilities Management for scheduling	Budget Manager
49	06/13/18 Wed	Preliminary budget presentation to Board at Committee of the Whole meeting	Controller
50	06/20/18 Wed	Board of Trustees adopts preliminary budget	Board of Trustees
51	06/21/18 Thu	Legal budget posted for public view	Budget Manager
52	08/15/18 Wed	All materials for College Plan document in final form	Chief of Staff/Budget Manager
53	08/15/18 Wed	Public hearing and Board adoption of the legal budget (minimum 30 days after posting)	Board of Trustees
54	08/25/18 Sat	College Plan to print shop for proof copies	Budget Manager
55	09/04/18 Tue	Electronic draft of College Plan submitted for Board review	Budget Manager/Board Liaison
56	09/12/18 Wed	Final bound version of College Plan distributed to Board	Chief of Staff
57	10/15/18 Mon	Submit budget to ICCB and counties	EVP
58	10/15/18 Mon	Submit College Plan to GFOA for budget awards program	Budget Manager

Fiscal Year 2019 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 2019-2023 in December 2017. Preliminary estimates are used in the financial plan for revenue and expenditure lines, based on various assumptions over that five-year period. 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.

Enrollment declines and the uncertainty around State of Illinois funding have continued to challenge the College's finances. The College has taken action to reduce its reliance on State funding by budgeting in FY 2019 only 25% of the FY 2018 appropriation. Plans are to continue reducing the operating budgets' reliance on the State. The lack of stability in State funding has placed pressure on the other revenue sources of property taxes and tuition and fees, however caps on property taxes limit the ability to raise additional funds from that source, and Board Policy and state statute limit tuition and per credit hour fee rate increases. The College continues to look for ways to contain costs to maintain a balanced budget.

The following comments refer to the combined Tax-Capped Funds budgets, which are the main operating funds for the College. This includes the Education, Operations & Maintenance, Audit and Liability, Protection and Settlement Funds.

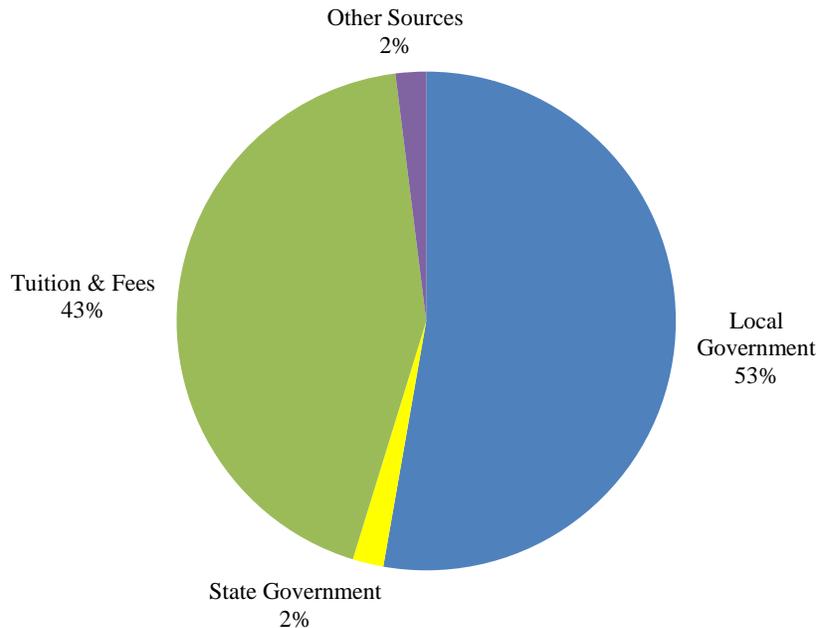
Revenues

The Tax-Capped Funds have three major sources of revenue: local government, tuition and fees, and state government. Budgeted revenues for FY 2019 are \$112,918,646 compared to a budget of \$112,665,068 for FY 2018. This represents an increase of \$253,578, or 0.2%. Budgeted increases for local government and other sources were offset by decreases in state government.

Expenditures

Building the expenditure side of a budget is a coordinated process across all College departments. The Tax-Capped Funds have budgeted expenditures of \$110,568,661, and \$2,349,985 of planned operating transfers, for a balanced budget in FY 2019. Compared to the expenditure budget of \$110,024,091 for FY 2018, this represents an increase of \$544,570, or 0.5%, driven primarily by increases in annual salaries and benefits.

Tax-Capped Funds FY 2019 Budgeted Revenues



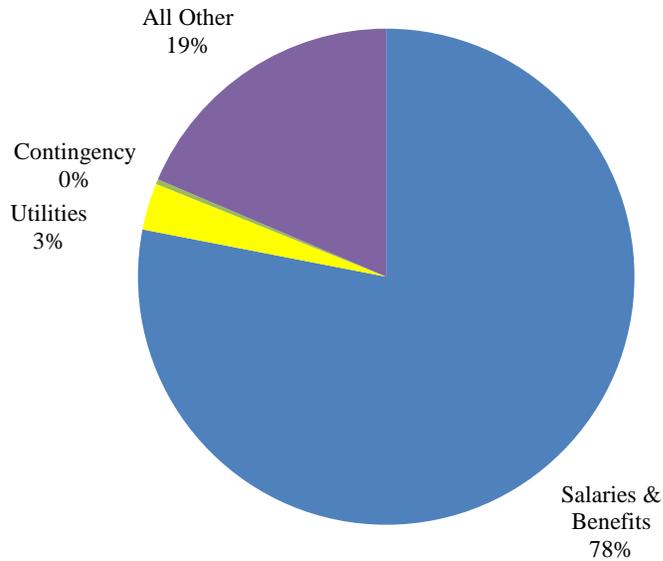
Local government represents 53% of the total budgeted revenues for the Tax-Capped Funds. The majority of this is property tax revenue, which is capped at 5% of the prior year tax extension, or the Consumer Price Index-Urban (CPI-U), whichever is less, plus any new property coming onto the tax rolls. Overall local revenues will increase from \$58,264,216 in FY 2018 to \$59,570,154 in FY 2019, or 2.2%.

Tuition and fees make up 43% of total budgeted revenues. In February 2018, an in-district tuition increase of \$4.75 per credit hour was approved effective Summer 2018, from \$125.00 to \$129.75. Enrollment is budgeted to decrease 0.5% in FY 2019. Budgeted tuition and fees for the Tax-Capped Funds will decrease from \$48,996,762 in FY 2018 to \$48,855,632 in FY 2019, or 0.3%.

State funding represents only 2% of total budgeted revenues. Due to the uncertainty of State funding, the College is reducing its reliance on State funding to provide a balanced or better budget, with only 25% of the previous year's appropriation budgeted in FY 2019, driving a 43.7% decrease from the \$4,015,000 budgeted in FY 2018 to \$2,260,000 in FY 2019.

Other sources make up 2.0% of total revenues. This category includes investment revenue which, with yields on the rise, accounts for the increase from \$1,389,090 budgeted in FY 2018 to \$2,232,860 in FY 2019, or 60.7%.

Tax-Capped Funds FY 2019 Budgeted Expenditures



Salaries and benefits represent 78% of the College’s expenditures. Approximately 65% of the College’s salary and benefit expenditures are covered by collective bargaining agreements. The College has estimated the calendar year 2019 medical insurance rates to increase 8%. Combined salaries and benefits have increased from \$84,808,691 in FY 2018 to \$86,303,323 in FY 2019, or about 1.8%, due to annual salary increases and projected medical premiums.

All other expenditures, which include contractual services, materials and supplies, travel and meeting, fixed charges, utilities, capital outlay, contingency, and other combined for a decrease from the prior year of \$950,062, or 3.8%. This is primarily due to reductions in institutional waiver expenditures that are offsets to reductions in tuition and fee revenue for adult education and dual credit enrollment. These expenditures represent 22% of the budget.

**All Funds Overview
Fiscal Year 2019 Budget**

	Tax Capped					Auxiliary Enterprises	Restricted Purposes	Working Cash	Bond and Interest	Operations and Maintenance (Restricted)	Total All Funds
	Education	Operations and Maintenance	Audit	Liability Protection and Settlement	Total Tax- Capped Funds						
REVENUES											
Local Government	\$ 47,505,705	\$ 12,034,665	\$ 14,892	\$ 14,892	\$ 59,570,154				\$ 20,357,307	\$ 1,121,348	\$ 81,048,809
ICCB Grants	2,260,000				2,260,000		\$ 562,668				2,822,668
All Other State Government ¹					-		44,131,337			20,394,500	64,525,837
Federal Government	25,000				25,000		17,759,128				17,784,128
Tuition and Fees	46,789,542	2,066,090			48,855,632	\$ 4,700,000	25,000			535,000	54,115,632
Sales and Services	276,000				276,000	2,338,682	1,000				2,615,682
Facilities Rental		39,360			39,360	905,186					944,546
Other Sources	1,417,500	475,000			1,892,500	531,000	250,000	\$ 190,000	120,000	386,500	3,370,000
Total Revenues	98,273,747	14,615,115	14,892	14,892	112,918,646	8,474,868	62,729,133	190,000	20,477,307	22,437,348	227,227,302
EXPENDITURES											
Instruction	38,564,252				38,564,252	715,000	1,262,144				40,541,396
Academic Support	9,615,306				9,615,306	150,026	1,127,177				10,892,509
Student Services	13,308,821				13,308,821	912,001	-				14,220,822
Public Service	122,180				122,180	4,583,627	2,430,460				7,136,267
Auxiliary Services					-	3,270,058					3,270,058
Operations and Maintenance		14,542,391			14,542,391	12,500					14,554,891
Institutional Support ¹	25,918,802	2,581,717	14,892	14,892	28,530,303	6,801,500	52,134,478		26,811,775	53,319,072	167,597,128
Scholarships, Student Grants, and Waivers	5,885,408				5,885,408	105,000	16,271,997				22,262,405
Total Expenditures	93,414,769	17,124,108	14,892	14,892	110,568,661	16,549,712	73,226,256	-	26,811,775	53,319,072	280,475,476
Excess (Deficiency) of Revenue over Expenditures	4,858,978	(2,508,993)	-	-	2,349,985	(8,074,844)	(10,497,123)	190,000	(6,334,468)	(30,881,724)	(53,248,174)
Other financing sources(uses)											
Proceeds from bond issue					-					12,100,000	12,100,000
Transfers(to) from other funds	(2,349,985)				(2,349,985)	433,900	1,916,085				-
Total other financing sources	(2,349,985)	-	-	-	(2,349,985)	433,900	1,916,085	-	-	12,100,000	12,100,000
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	2,508,993	(2,508,993)	-	-	-	(7,640,944)	(8,581,038)	190,000	(6,334,468)	(18,781,724)	(41,148,174)
Projected Fund Balance July 1, 2018	34,367,660	20,623,122	-	-	54,990,782	15,167,660	11,530,184	16,044,887	14,363,949	36,124,650	148,222,112
Projected Fund Balance June 30, 2019	\$ 36,876,653	\$ 18,114,129	\$ -	\$ -	\$ 54,990,782	\$ 7,526,716	\$ 2,949,146	\$ 16,234,887	\$ 8,029,481	\$ 17,342,926	\$ 107,073,938

¹ Includes SURS on behalf payments

\$ 40,000,000

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.

Operations and Maintenance: Planned use of fund balance

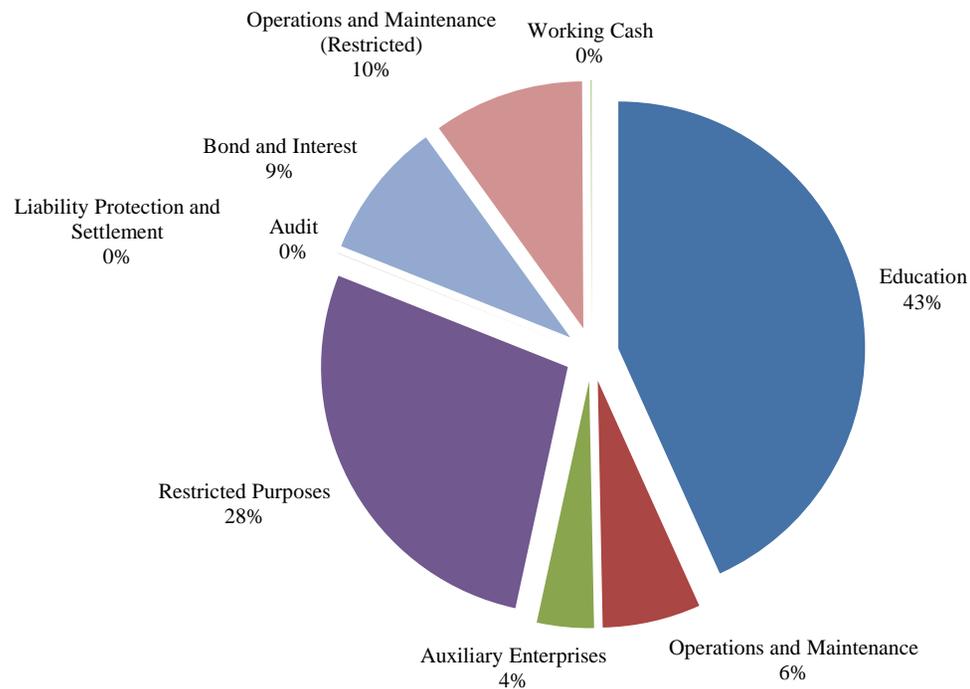
Bond & Interest: Planned use of fund balance

Auxiliary Enterprises: Planned use of fund balance

Restricted Purposes: Planned use of fund balance for strategic initiatives, academic capital equipment, technology and ERP projects, and projects budgeted in prior year but not expended

Operations and Maintenance (Restricted): Planned use for capital projects

Fiscal Year 2019 Revenues by Fund



**All Funds
Expenditures by Object
Fiscal Year 2019 Budget**

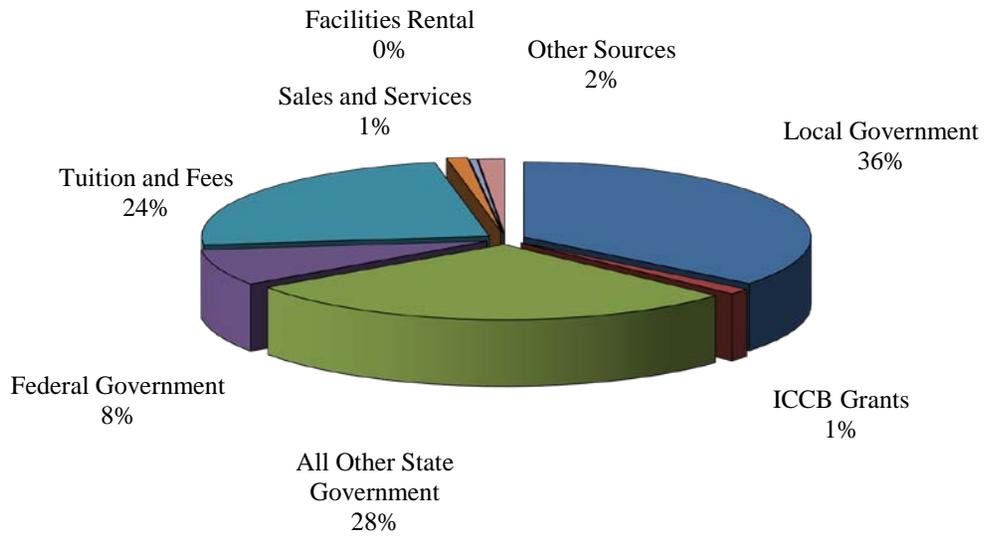
	Tax Capped					Auxiliary Enterprises	Restricted Purposes	Bond and Interest	Operations and Maintenance (Restricted)	Total All Funds
	Education	Operations and Maintenance	Audit	Liability Protection and Settlement	Total Tax- Capped Funds					
EXPENDITURES										
Salaries	\$ 65,069,302	\$ 6,692,083			\$ 71,761,385	\$ 4,289,089	\$ 3,150,998			\$ 79,201,472
Employee Benefits ¹	12,650,658	1,876,388		14,892	14,541,938	650,818	41,060,233			56,252,989
Contractual Services	4,105,531	2,558,230	14,892		6,678,653	2,293,106	4,195,575	\$ 3,594,566		16,761,900
General Materials/Supplies	4,392,023	1,166,531			5,558,554	1,018,572	1,248,406			7,825,532
Travel and Meeting	1,196,923	26,234			1,223,157	335,192	201,816			1,760,165
Fixed Charges	384,991	255,756			640,747	143,500	183,514	\$ 26,806,275		27,774,036
Utilities	960	3,370,800			3,371,760	398,997	13,350			3,784,107
Capital Outlay	1,253,054	1,078,086			2,331,140	646,348	5,424,397		48,519,506	56,921,391
Other	4,111,327				4,111,327	6,714,090	17,597,967	5,500	205,000	28,633,884
Contingency	250,000	100,000			350,000	60,000	150,000		1,000,000	1,560,000
Total Expenditures	\$ 93,414,769	\$ 17,124,108	\$ 14,892	\$ 14,892	\$ 110,568,661	\$ 16,549,712	\$ 73,226,256	\$ 26,811,775	\$ 53,319,072	\$ 280,475,476

¹ Includes SURS on behalf payments

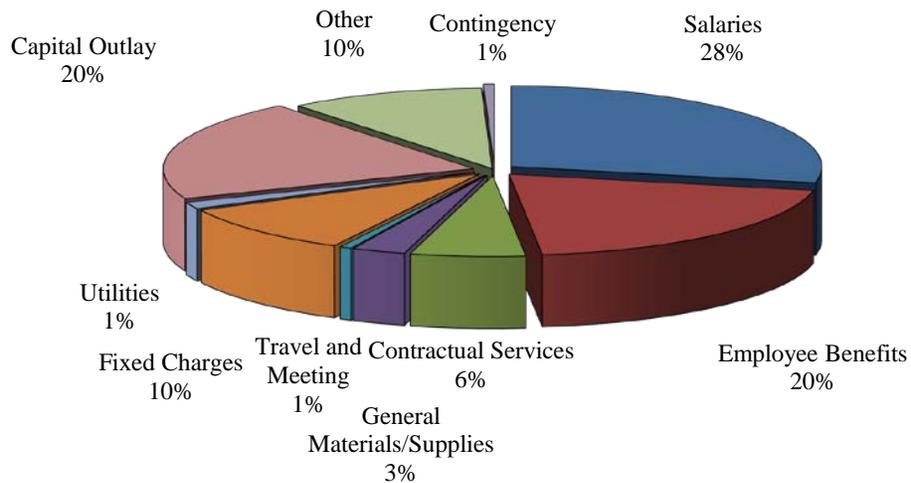
\$ 40,000,000

REVENUE SOURCES AND EXPENDITURE USES
All Funds
Fiscal Year 2019 Budget

Revenues by Source



Expenditure Uses by Object

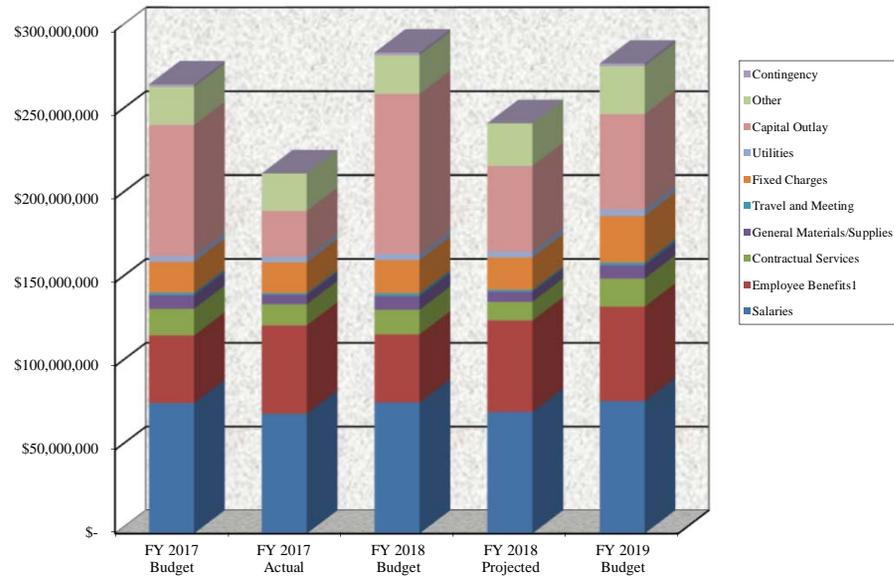


**All Funds
Revenues and Expenditures**

	FY 2017 Budget	FY 2017 Actual	FY 2018 Budget	FY 2018 Projected	FY 2019 Budget	FY 2019 Percent to Total	Budget % Change FY 2018 to FY 2019
REVENUES							
Local Government	\$ 84,875,799	\$ 77,849,094	\$ 86,165,491	\$ 83,874,217	\$ 81,048,809	35.67%	-5.9%
ICCB Grants	6,226,465	8,874,499	4,478,570	8,184,835	2,822,668	1.24%	-37.0%
All Other State Government ¹	48,017,345	41,806,250	49,823,487	44,370,348	64,525,837	28.40%	29.5%
Federal Government	18,376,814	15,477,951	18,245,379	16,300,440	17,784,128	7.83%	-2.5%
Tuition and Fees	52,522,697	50,444,769	53,481,347	50,267,320	54,115,632	23.82%	1.2%
Sales and Services	2,307,731	2,113,792	2,871,660	2,078,191	2,615,682	1.15%	-8.9%
Facilities Rental	617,040	597,262	446,100	405,755	944,546	0.42%	111.7%
Other Sources	1,424,210	1,871,273	2,160,500	2,887,177	3,370,000	1.48%	56.0%
Total Revenues	214,368,101	199,034,890	217,672,534	208,368,283	227,227,302	100.00%	4.4%
EXPENDITURES							
Instruction	39,987,218	38,207,163	39,535,756	39,279,602	40,541,396	14.45%	2.5%
Academic Support	10,448,874	9,140,637	10,588,051	9,324,879	10,892,509	3.88%	2.9%
Student Services	14,171,165	13,337,471	14,776,966	13,725,949	14,220,822	5.07%	-3.8%
Public Service	6,111,097	5,359,256	7,304,788	5,812,936	7,136,267	2.54%	-2.3%
Auxiliary Services	891,510	788,970	1,114,269	894,160	3,270,058	1.17%	193.5%
Operations and Maintenance	14,623,267	12,840,997	14,555,915	12,651,348	14,554,891	5.19%	0.0%
Institutional Support ¹	159,413,214	114,365,607	176,312,038	140,483,744	167,597,128	59.75%	-4.9%
Scholarships, Student Grants, and Waivers	22,356,477	20,964,303	22,800,211	22,697,604	22,262,405	7.94%	-2.4%
Total Expenditures	268,002,822	215,004,404	286,987,994	244,870,222	280,475,476	100.00%	-2.3%
Excess (Deficiency) of Revenue over Expenditures	(53,634,721)	(15,969,514)	(69,315,460)	(36,501,939)	(53,248,174)		23.2%
Other financing sources(uses)							
Proceeds from bond issue	5,100,000	5,120,800	-	122,223,805	12,100,000		
Payment to escrow agent for refunded bonds	-	-	-	(121,665,354)	-		
Total Other Financing Sources	5,100,000	5,120,800	-	558,451	12,100,000		
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	(48,534,721)	(10,848,714)	(69,315,460)	(35,943,488)	(41,148,174)		40.6%
BEGINNING FUND BALANCE	195,014,314	195,014,314	184,165,600	184,165,600	148,222,112		-19.5%
ENDING FUND BALANCE	\$ 146,479,593	\$ 184,165,600	\$ 114,850,140	\$ 148,222,112	\$ 107,073,938		-6.8%
¹ Includes SURS on behalf payments	\$ 25,000,000	\$ 38,799,701	\$ 25,000,000	\$ 36,188,946	\$ 40,000,000		

**All Funds
Expenditures by Object**

	FY 2017 Budget	FY 2017 Actual	FY 2018 Budget	FY 2018 Projected	FY 2019 Budget	FY 2019 Percent to Total	Budget % Change FY 2018 to FY 2019
Salaries	\$ 78,012,071	\$ 71,627,139	\$ 78,416,776	\$ 72,671,182	\$ 79,201,472	28.24%	1.0%
Employee Benefits ¹	40,319,550	52,753,241	40,574,233	54,582,754	56,252,989	20.06%	38.6%
Contractual Services	15,899,986	12,559,211	14,671,260	11,156,133	16,761,900	5.98%	14.2%
General Materials/Supplies	7,995,536	5,537,171	8,045,268	5,908,092	7,825,532	2.79%	-2.7%
Travel and Meeting	1,580,052	1,092,278	1,686,906	1,235,047	1,760,165	0.63%	4.3%
Fixed Charges	18,470,936	18,338,582	19,985,657	19,358,452	27,774,036	9.90%	39.0%
Utilities	3,436,690	3,202,855	3,432,290	3,325,522	3,784,107	1.35%	10.3%
Capital Outlay	78,050,755	27,475,610	95,528,445	51,178,269	56,921,391	20.29%	-40.4%
Other	22,787,246	22,418,317	23,117,159	25,454,771	28,633,884	10.21%	23.9%
Contingency	1,450,000	-	1,530,000	-	1,560,000	0.56%	2.0%
Total Expenditures	\$ 268,002,822	\$ 215,004,404	\$ 286,987,994	\$ 244,870,222	\$ 280,475,476	100.00%	-2.3%
¹ Includes SURS on behalf payments	\$ 25,000,000	\$ 38,799,701	\$ 25,000,000	\$ 36,188,946	\$ 40,000,000		



Tax-Capped Funds Descriptions

Funds for which local property taxes can be levied, subject to the Illinois 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)

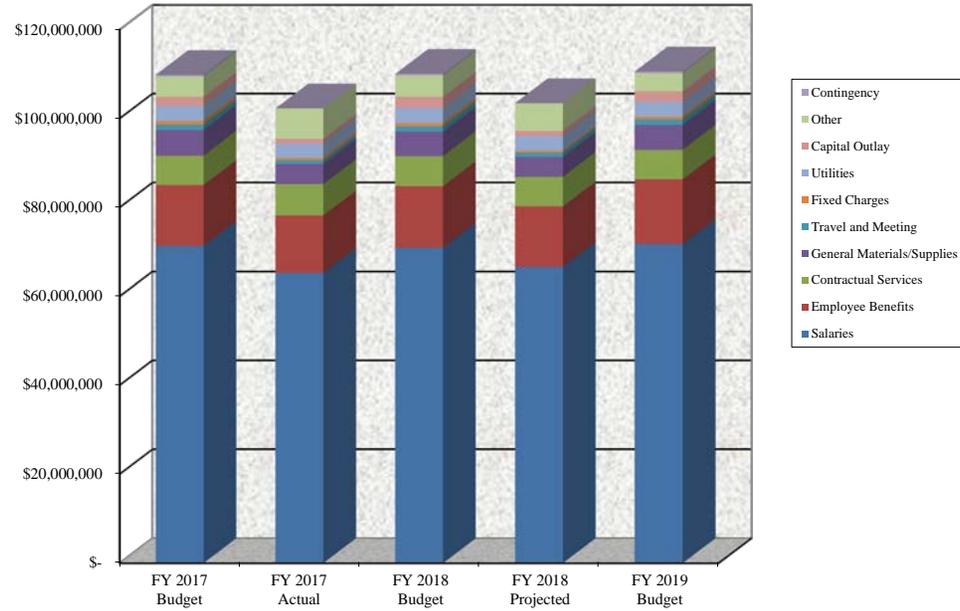
This fund is established by Chapter 85, Section 9-107 of Illinois Revised Statutes. The tort liability, unemployment insurance and worker's compensation levy should be recorded in this fund. The monies in this fund, including interest earned on the assets of this fund, should be used only for the purposes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

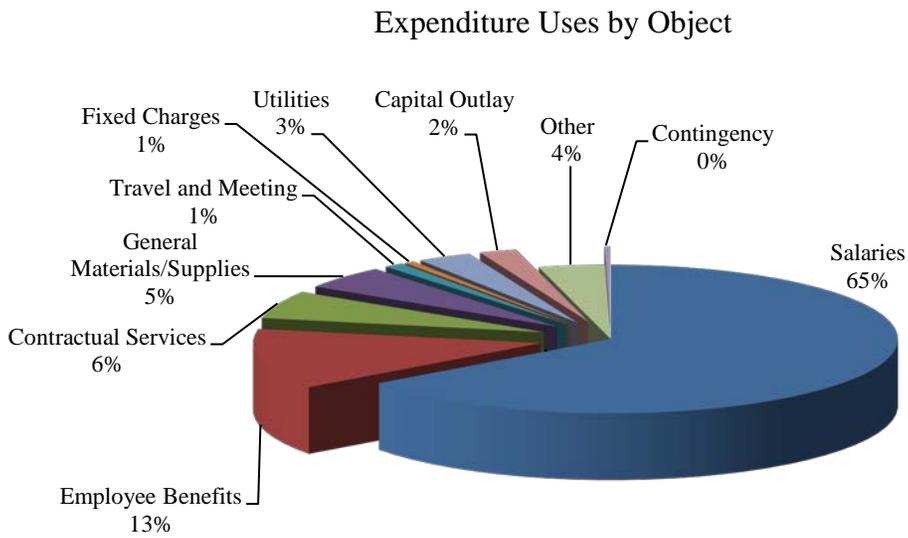
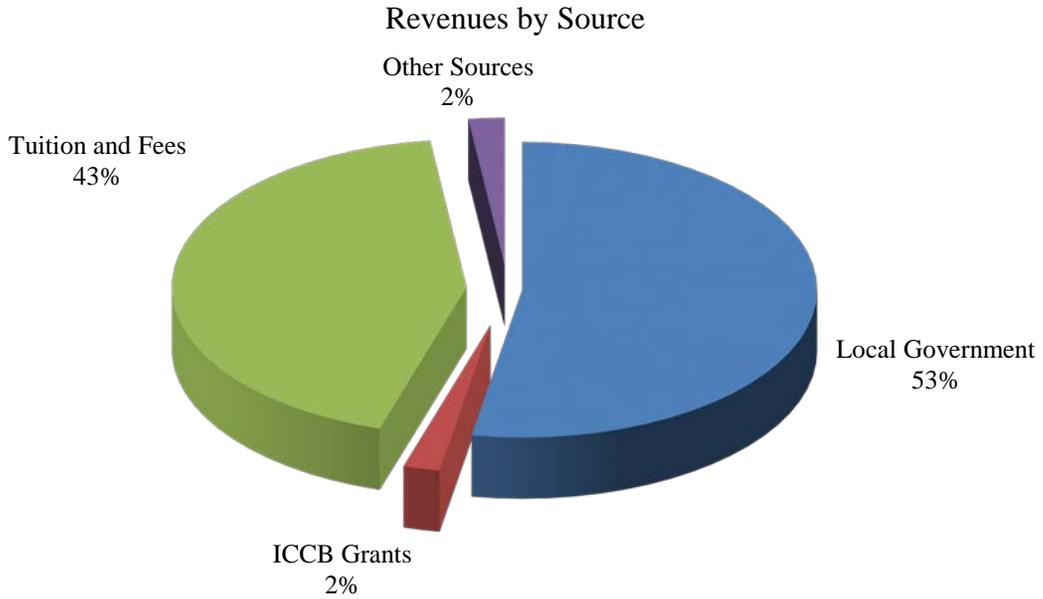
	FY 2017 Budget	FY 2017 Actual	FY 2018 Budget	FY 2018 Projected	FY 2019 Budget	FY 2019 Percent to Total	Budget % Change FY 2018 to FY 2019
REVENUES							
Local Government	\$ 57,167,546	\$ 57,862,117	\$ 58,264,216	\$ 58,331,093	\$ 59,570,154	52.75%	2.2%
ICCB Grants	5,735,000	8,418,809	4,015,000	7,538,647	2,260,000	2.00%	-77.7%
Federal Government	25,000	29,575	25,000	27,441	25,000	0.02%	0.0%
Tuition and Fees	48,189,772	46,990,717	48,996,762	46,839,619	48,855,632	43.27%	-0.3%
Sales and Services	415,760	408,239	394,730	371,227	276,000	0.24%	-43.0%
Facilities Rental	69,930	63,588	39,360	35,856	39,360	0.03%	0.0%
Other Sources	730,750	549,676	930,000	1,203,243	1,892,500	1.68%	50.9%
Total Revenues	112,333,758	114,322,721	112,665,068	114,347,126	112,918,646	100.00%	0.2%
EXPENDITURES							
Instruction	38,933,024	36,624,960	37,651,256	36,992,448	38,564,252	34.88%	2.4%
Academic Support	9,054,384	7,905,454	9,121,448	8,237,468	9,615,306	8.70%	5.4%
Student Services	12,673,796	12,078,138	13,508,091	12,670,723	13,308,821	12.04%	-1.5%
Public Service	119,553	111,814	120,103	114,516	122,180	0.11%	1.7%
Operations and Maintenance	14,610,767	12,838,536	14,543,415	12,641,495	14,542,391	13.15%	0.0%
Institutional Support	28,242,472	26,601,844	28,541,909	27,166,304	28,530,303	25.80%	0.0%
Scholarships, Student Grants, and Waivers	6,187,869	6,089,091	6,537,869	5,621,309	5,885,408	5.32%	-10.0%
Total Expenditures	109,821,865	102,249,837	110,024,091	103,444,263	110,568,661	100.00%	0.5%
Excess (Deficiency) of Revenue over Expenditures	2,511,893	12,072,884	2,640,977	10,902,863	2,349,985		-11.0%
Other financing sources(uses)							
Transfers(to) from other funds	(2,511,893)	(11,460,663)	(2,470,977)	(10,369,283)	(2,349,985)		4.9%
Total Other Financing Sources	(2,511,893)	(11,460,663)	(2,470,977)	(10,369,283)	(2,349,985)		4.9%
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	-	612,221	170,000	533,580	-		
BEGINNING FUND BALANCE	53,844,981	53,844,981	54,457,202	54,457,202	54,990,782		1.0%
ENDING FUND BALANCE	\$ 53,844,981	\$ 54,457,202	\$ 54,627,202	\$ 54,990,782	\$ 54,990,782		0.7%

Tax-Capped Funds Expenditures by Object

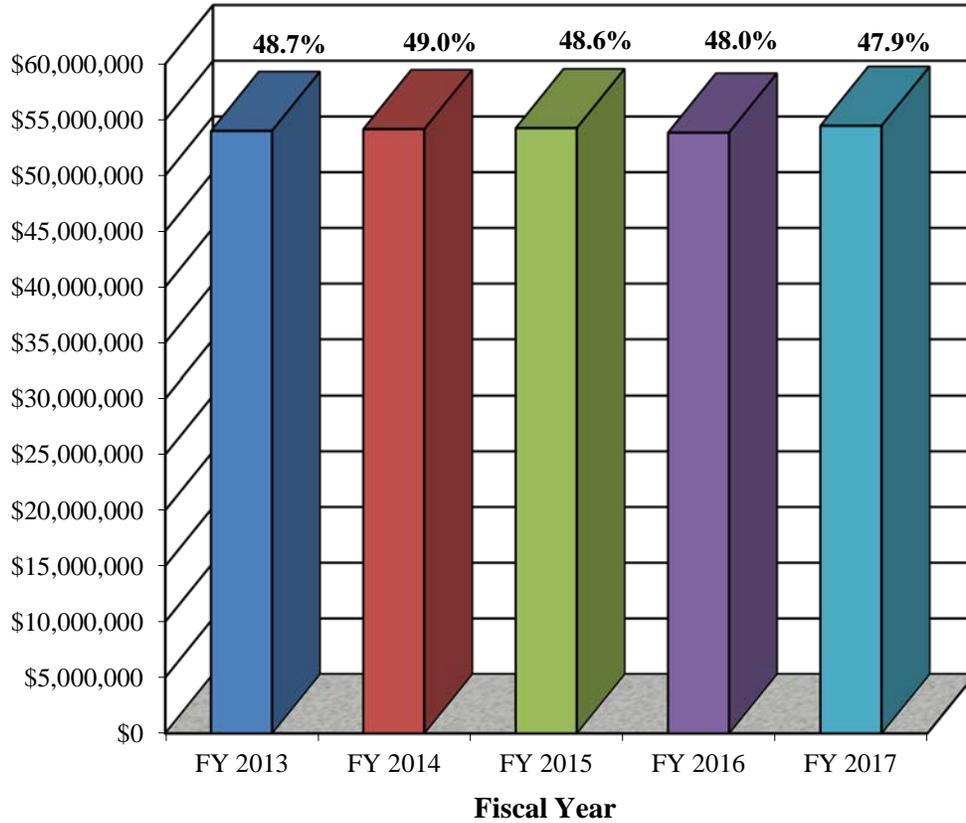
	FY 2017 Budget	FY 2017 Actual	FY 2018 Budget	FY 2018 Projected	FY 2019 Budget	FY 2019 Percent to Total	Budget % Change FY 2018 to FY 2019
Salaries	\$ 71,326,341	\$ 65,254,881	\$ 70,924,489	\$ 66,618,030	\$ 71,761,385	64.90%	1.2%
Employee Benefits	13,701,733	12,934,693	13,884,202	13,599,796	14,541,938	13.15%	4.7%
Contractual Services	6,628,864	7,068,922	6,756,946	6,687,465	6,678,653	6.04%	-1.2%
General Materials/Supplies	5,763,867	4,516,490	5,463,572	4,439,662	5,558,554	5.03%	1.7%
Travel and Meeting	1,227,548	825,379	1,222,456	947,234	1,223,157	1.11%	0.1%
Fixed Charges	779,398	565,120	703,644	439,568	640,747	0.58%	-8.9%
Utilities	3,417,940	3,183,851	3,417,940	3,305,639	3,371,760	3.05%	-1.4%
Capital Outlay	2,024,219	1,041,221	2,480,254	1,155,490	2,331,140	2.11%	-6.0%
Other	4,601,955	6,859,280	4,820,588	6,251,379	4,111,327	3.72%	-14.7%
Contingency	350,000	-	350,000	-	350,000	0.32%	0.0%
Total Expenditures	\$ 109,821,865	\$ 102,249,837	\$ 110,024,091	\$ 103,444,263	\$ 110,568,661	100.00%	0.5%



REVENUE SOURCES AND EXPENDITURE USES
Tax-Capped Funds
 Fiscal Year 2019 Budget



Tax-Capped Funds Fund Balance History



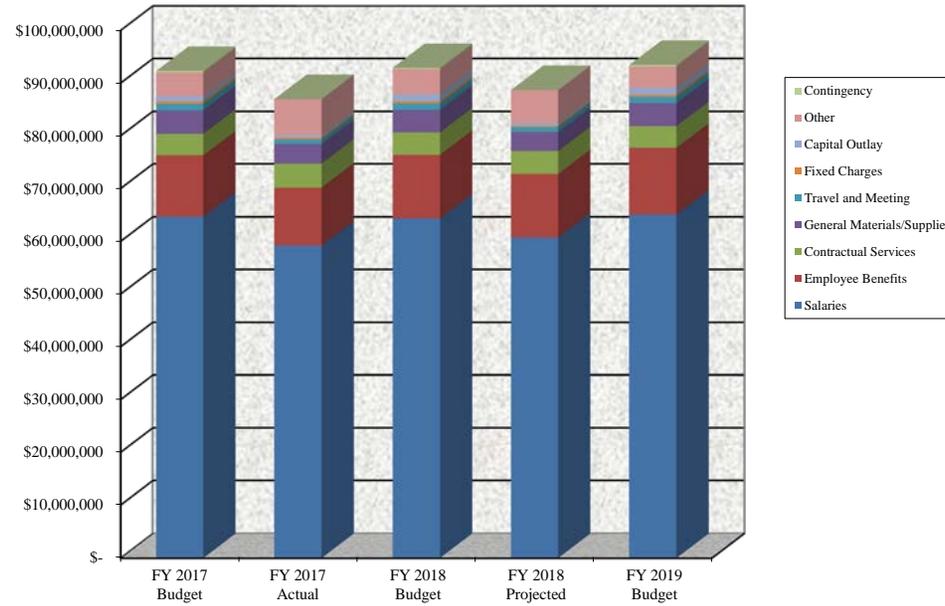
Note: Percentages represent fund balance as a percentage of budgeted expenditures

Education Fund
Revenues and Expenditures

	FY 2017 Budget	FY 2017 Actual	FY 2018 Budget	FY 2018 Projected	FY 2019 Budget	FY 2019 Percent to Total	Budget % Change FY 2018 to FY 2019
REVENUES							
Local Government	\$ 42,153,000	\$ 44,134,777	\$ 45,965,000	\$ 46,378,469	\$ 47,505,705	48.34%	3.4%
ICCB Grants	5,735,000	8,418,809	4,015,000	7,538,647	2,260,000	2.30%	-43.7%
Federal Government	25,000	29,575	25,000	27,441	25,000	0.03%	0.0%
Tuition and Fees	46,037,972	44,882,038	46,877,392	44,791,911	46,789,542	47.61%	-0.2%
Sales and Services	415,760	408,239	394,730	371,227	276,000	0.28%	-30.1%
Other Sources	590,000	406,010	730,000	914,158	1,417,500	1.44%	94.2%
Total Revenues	94,956,732	98,279,448	98,007,122	100,021,853	98,273,747	100.00%	0.3%
EXPENDITURES							
Instruction	38,933,024	36,624,960	37,651,256	36,992,448	38,564,252	41.28%	2.4%
Academic Support	9,054,384	7,905,454	9,121,448	8,237,468	9,615,306	10.29%	5.4%
Student Services	12,673,796	12,078,138	13,508,091	12,670,723	13,308,821	14.25%	-1.5%
Public Service	119,553	111,814	120,103	114,516	122,180	0.13%	1.7%
Institutional Support	25,317,365	24,158,241	25,942,794	25,027,766	25,918,802	27.75%	-0.1%
Scholarships, Student Grants, and Waivers	6,187,869	6,089,091	6,537,869	5,621,309	5,885,408	6.30%	-10.0%
Total Expenditures	92,285,991	86,967,698	92,881,561	88,664,230	93,414,769	100.00%	0.6%
Excess (Deficiency) of Revenue over Expenditures	2,670,741	11,311,750	5,125,561	11,357,623	4,858,978		-5.2%
Other financing sources(uses)							
Transfers(to) from other funds	(2,511,893)	(10,460,663)	(2,470,977)	(10,369,283)	(2,349,985)		4.9%
Total Other Financing Sources	(2,511,893)	(10,460,663)	(2,470,977)	(10,369,283)	(2,349,985)		4.9%
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	158,848	851,087	2,654,584	988,340	2,508,993		-5.5%
BEGINNING FUND BALANCE	32,528,233	32,528,233	33,379,320	33,379,320	34,367,660		3.0%
ENDING FUND BALANCE	\$ 32,687,081	\$ 33,379,320	\$ 36,033,904	\$ 34,367,660	\$ 36,876,653		2.3%

Education Fund Expenditures by Object

	FY 2017 Budget	FY 2017 Actual	FY 2018 Budget	FY 2018 Projected	FY 2019 Budget	FY 2019 Percent to Total	Budget % Change FY 2018 to FY 2019
Salaries	\$ 64,659,695	\$ 59,191,495	\$ 64,320,750	\$ 60,709,558	\$ 65,069,302	69.66%	1.2%
Employee Benefits	11,634,992	11,003,570	12,052,539	12,040,505	12,650,658	13.54%	5.0%
Contractual Services	4,065,032	4,515,639	4,242,341	4,350,281	4,105,531	4.39%	-3.2%
General Materials/Supplies	4,508,505	3,736,453	4,304,610	3,594,713	4,392,023	4.70%	2.0%
Travel and Meeting	1,199,748	819,335	1,194,656	936,081	1,196,923	1.28%	0.2%
Fixed Charges	448,205	333,285	426,083	289,193	384,991	0.41%	-9.6%
Capital Outlay	916,719	506,724	1,268,854	489,365	1,253,054	1.34%	-1.2%
Other	4,603,095	6,861,197	4,821,728	6,254,534	4,112,287	4.40%	-14.7%
Contingency	250,000	-	250,000	-	250,000	0.27%	0.0%
Total Expenditures	\$ 92,285,991	\$ 86,967,698	\$ 92,881,561	\$ 88,664,230	\$ 93,414,769	100.00%	0.6%

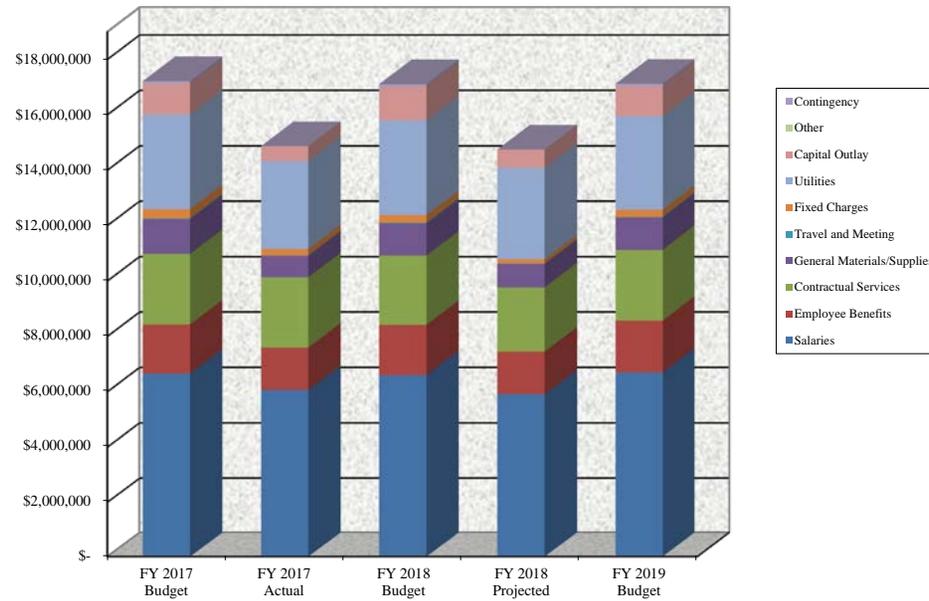


**Operations and Maintenance Fund
Revenues and Expenditures**

	FY 2017 Budget	FY 2017 Actual	FY 2018 Budget	FY 2018 Projected	FY 2019 Budget	FY 2019 Percent to Total	Budget % Change FY 2018 to FY 2019
REVENUES							
Local Government	\$ 14,984,000	\$ 13,695,182	\$ 12,269,038	\$ 11,922,000	\$ 12,034,665	82.34%	-1.9%
Tuition and Fees	2,151,800	2,108,679	2,119,370	2,047,708	2,066,090	14.14%	-2.5%
Facilities Rental	69,930	63,588	39,360	35,856	39,360	0.27%	0.0%
Other Sources	140,000	143,462	200,000	289,085	475,000	3.25%	137.5%
Total Revenues	<u>17,345,730</u>	<u>16,010,911</u>	<u>14,627,768</u>	<u>14,294,649</u>	<u>14,615,115</u>	<u>100.00%</u>	-0.1%
EXPENDITURES							
Operations and Maintenance	14,610,767	12,838,536	14,543,415	12,641,495	14,542,391	84.92%	0.0%
Institutional Support	2,609,834	2,031,201	2,568,937	2,107,914	2,581,717	15.08%	0.5%
Total Expenditures	<u>17,220,601</u>	<u>14,869,737</u>	<u>17,112,352</u>	<u>14,749,409</u>	<u>17,124,108</u>	<u>100.00%</u>	0.1%
Excess (Deficiency) of Revenue over Expenditures	125,129	1,141,174	(2,484,584)	(454,760)	(2,508,993)		1.0%
Other financing sources(uses)							
Transfers(to) from other funds	-	(1,000,000)	-	-	-		
Total Other Financing Sources	<u>-</u>	<u>(1,000,000)</u>	<u>-</u>	<u>-</u>	<u>-</u>		
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	<u>125,129</u>	<u>141,174</u>	<u>(2,484,584)</u>	<u>(454,760)</u>	<u>(2,508,993)</u>		1.0%
BEGINNING FUND BALANCE	<u>20,936,708</u>	<u>20,936,708</u>	<u>21,077,882</u>	<u>21,077,882</u>	<u>20,623,122</u>		-2.2%
ENDING FUND BALANCE	<u>\$ 21,061,837</u>	<u>\$ 21,077,882</u>	<u>\$ 18,593,298</u>	<u>\$ 20,623,122</u>	<u>\$ 18,114,129</u>		-2.6%

Operations and Maintenance Fund Expenditures by Object

	FY 2017 Budget	FY 2017 Actual	FY 2018 Budget	FY 2018 Projected	FY 2019 Budget	FY 2019 Percent to Total	Budget % Change FY 2018 to FY 2019
Salaries	\$ 6,666,646	\$ 6,063,386	\$ 6,603,739	\$ 5,908,472	\$ 6,692,083	39.08%	1.3%
Employee Benefits	1,766,741	1,534,800	1,816,574	1,543,979	1,876,388	10.96%	3.3%
Contractual Services	2,548,559	2,537,204	2,499,516	2,321,872	2,558,230	14.94%	2.3%
General Materials/Supplies	1,255,362	780,037	1,158,962	844,949	1,166,531	6.81%	0.7%
Travel and Meeting	27,800	6,044	27,800	11,153	26,234	0.15%	-5.6%
Fixed Charges	331,193	231,835	277,561	150,375	255,756	1.49%	-7.9%
Utilities	3,416,800	3,182,759	3,416,800	3,304,559	3,370,800	19.68%	-1.3%
Capital Outlay	1,107,500	534,497	1,211,400	666,125	1,078,086	6.30%	-11.0%
Other	-	(825)	-	(2,075)	-	0.00%	
Contingency	100,000	-	100,000	-	100,000	0.58%	0.0%
Total Expenditures	\$ 17,220,601	\$ 14,869,737	\$ 17,112,352	\$ 14,749,409	\$ 17,124,108	100.00%	0.1%



Audit Fund
Revenues and Expenditures

	FY 2017 Budget	FY 2017 Actual	FY 2018 Budget	FY 2018 Projected	FY 2019 Budget	FY 2019 Percent to Total	Budget % Change FY 2018 to FY 2019
REVENUES							
Local Government	\$ 15,273	\$ 16,079	\$ 15,089	\$ 15,312	\$ 14,892	100.00%	-1.3%
Total Revenues	<u>15,273</u>	<u>16,079</u>	<u>15,089</u>	<u>15,312</u>	<u>14,892</u>	<u>100.00%</u>	-1.3%
EXPENDITURES							
Institutional Support							
Contractual Services	<u>15,273</u>	<u>16,079</u>	<u>15,089</u>	<u>15,312</u>	<u>14,892</u>	<u>100.00%</u>	-1.3%
Total Institutional Support	<u>15,273</u>	<u>16,079</u>	<u>15,089</u>	<u>15,312</u>	<u>14,892</u>	<u>100.00%</u>	-1.3%
Total Expenditures	<u>15,273</u>	<u>16,079</u>	<u>15,089</u>	<u>15,312</u>	<u>14,892</u>	<u>100.00%</u>	-1.3%
Excess (Deficiency) of Revenue over Expenditures	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>		
BEGINNING FUND BALANCE	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>		
ENDING FUND BALANCE	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>		

Liability Protection and Settlement Fund
Revenues and Expenditures

	FY 2017 Budget	FY 2017 Actual	FY 2018 Budget	FY 2018 Projected	FY 2019 Budget	FY 2019 Percent to Total	Budget % Change FY 2018 to FY 2019
REVENUES							
Local Government	\$ 15,273	\$ 16,079	\$ 15,089	\$ 15,312	\$ 14,892	100.00%	-1.3%
Other Sources	750	204	-	-	-	0.00%	
Total Revenues	<u>16,023</u>	<u>16,283</u>	<u>15,089</u>	<u>15,312</u>	<u>14,892</u>	<u>100.00%</u>	-1.3%
EXPENDITURES							
Institutional Support							
Employee Benefits*	<u>300,000</u>	<u>396,323</u>	<u>15,089</u>	<u>15,312</u>	<u>14,892</u>	<u>100.00%</u>	-1.3%
Total Institutional Support	<u>300,000</u>	<u>396,323</u>	<u>15,089</u>	<u>15,312</u>	<u>14,892</u>	<u>100.00%</u>	-1.3%
Total Expenditures	<u>300,000</u>	<u>396,323</u>	<u>15,089</u>	<u>15,312</u>	<u>14,892</u>	<u>100.00%</u>	-1.3%
Excess (Deficiency) of Revenue over Expenditures	<u>(283,977)</u>	<u>(380,040)</u>	<u>-</u>	<u>-</u>	<u>-</u>		
BEGINNING FUND BALANCE	<u>380,040</u>	<u>380,040</u>	<u>-</u>	<u>-</u>	<u>-</u>		
ENDING FUND BALANCE	<u>\$ 96,063</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>		

* Benefits consist of workers compensation and unemployment insurance, which starting in FY 2018 are primarily reported in the Education Fund

Other Funds

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.

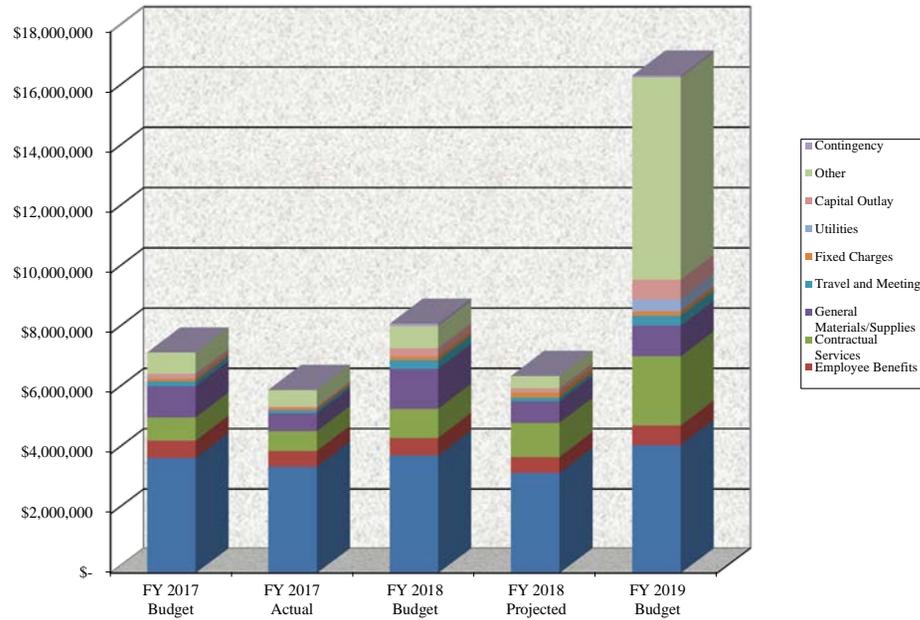
It is suggested that Protection, Health, and Safety levies, Building Bond Proceeds, Repair and Renovation Grants, and accumulation monies restricted from the Operations and Maintenance levy for building purposes be accounted for in a series of self-balancing accounts in this fund.

Auxiliary Enterprises Fund
Revenues and Expenditures

	FY 2017 Budget	FY 2017 Actual	FY 2018 Budget	FY 2018 Projected	FY 2019 Budget	FY 2019 Percent to Total	Budget % Change FY 2018 to FY 2019
REVENUES							
Tuition and Fees	\$ 3,732,925	\$ 2,893,344	\$ 3,914,585	\$ 2,886,099	\$ 4,700,000	55.46%	20.1%
Sales and Services	1,885,671	1,702,234	2,475,930	1,706,964	2,338,682	27.60%	-5.5%
Facilities Rental	547,110	533,674	406,740	369,899	905,186	10.68%	122.5%
Other Sources	228,260	335,532	550,500	442,793	531,000	6.27%	-3.5%
Total Revenues	6,393,966	5,464,784	7,347,755	5,405,755	8,474,868	100.00%	15.3%
EXPENDITURES							
Instruction	-	292,381	715,000	454,013	715,000	4.32%	0.0%
Academic Support	-	15,238	-	-	150,026	0.91%	100.0%
Student Services	1,252,169	983,657	1,233,875	1,014,810	912,001	5.51%	-26.1%
Public Service	4,639,164	3,734,298	4,533,782	3,806,840	4,583,627	27.70%	1.1%
Auxiliary Services	891,510	788,970	1,114,269	894,160	3,270,058	19.76%	193.5%
Operations and Maintenance	12,500	2,461	12,500	9,853	12,500	0.08%	0.0%
Institutional Support	438,000	229,613	580,885	401,814	6,801,500	41.10%	1070.9%
Scholarships, Student Grants, and Waivers	127,398	76,459	127,398	689	105,000	0.63%	-17.6%
Total Expenditures	7,360,741	6,123,077	8,317,709	6,582,179	16,549,712	100.00%	99.0%
Excess (Deficiency) of Revenue over Expenditures	(966,775)	(658,293)	(969,954)	(1,176,424)	(8,074,844)		-732.5%
Other financing sources(uses) Transfers(to) from other funds	510,093	503,021	501,607	7,480,319	433,900		-13.5%
Total Other Financing Sources	510,093	503,021	501,607	7,480,319	433,900		-13.5%
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	(456,682)	(155,272)	(468,347)	6,303,895	(7,640,944)		1531.5%
BEGINNING FUND BALANCE	9,019,037	9,019,037	8,863,765	8,863,765	15,167,660		71.1%
ENDING FUND BALANCE	\$ 8,562,355	\$ 8,863,765	\$ 8,395,418	\$ 15,167,660	\$ 7,526,716		-10.3%

Auxiliary Enterprises Fund Expenditures by Object

	FY 2017 Budget	FY 2017 Actual	FY 2018 Budget	FY 2018 Projected	FY 2019 Budget	FY 2019 Percent to Total	Budget % Change FY 2018 to FY 2019
Salaries	\$ 3,858,169	\$ 3,571,551	\$ 3,943,016	\$ 3,363,899	\$ 4,289,089	25.92%	8.8%
Employee Benefits	577,703	526,291	587,456	530,698	650,818	3.93%	10.8%
Contractual Services	769,980	653,527	963,570	1,132,399	2,293,106	13.86%	138.0%
General Materials/Supplies	1,045,282	594,524	1,328,438	721,906	1,018,572	6.15%	-23.3%
Travel and Meeting	159,489	101,242	287,389	124,195	335,192	2.03%	16.6%
Fixed Charges	95,631	73,819	127,331	154,284	143,500	0.87%	12.7%
Utilities	6,950	8,859	6,950	9,678	398,997	2.41%	5641.0%
Capital Outlay	140,947	34,129	259,371	141,705	646,348	3.91%	149.2%
Other	706,590	559,135	734,188	403,415	6,714,090	40.57%	814.5%
Contingency	-	-	80,000	-	60,000	0.36%	-25.0%
Total Expenditures	\$ 7,360,741	\$ 6,123,077	\$ 8,317,709	\$ 6,582,179	\$ 16,549,712	100.00%	99.0%



Auxiliary Enterprises Fund
By Division and Department
Fiscal Year 2019 Budget

	<u>Revenue</u>	<u>Expenditures</u>	<u>Surplus/Deficit</u>
Provost			
Business & Social Science - Child Care	\$ 350,000	\$ 350,000	-
Resources for Learning - Library, Tutoring	6,500	6,500	-
Student Affairs - Athletic Facilities Rental, Event Management, Health & Recreation Center	1,558,271	2,387,131	(828,860) ¹
Liberal Arts - Mass Communications		150,026	(150,026) ¹
Enrollment Services - Assessment & Testing	-	81,520	(81,520) ¹
Student Involvement	451,900	455,481	(3,581) ¹
Student Development	-	20,000	(20,000) ¹
Total Provost	<u>2,366,671</u>	<u>3,450,658</u>	<u>(1,083,987)</u>
Workforce Solutions			
Continuing Education	4,289,523	4,146,127	143,396
Workforce & Economic Development - Apprenticeship Program	715,000	715,000	-
Harper Business Solutions	541,000	541,000	-
University Center	64,572	44,595	19,977
Total Workforce and Strategic Alliances	<u>5,610,095</u>	<u>5,446,722</u>	<u>163,373</u>
EVP Finance & Administrative Services			
Harper Store	161,850	149,203	12,647
Dining Services	203,600	115,333	88,267
Conference & Event Management Rentals	388,900	687,644	(298,744) ¹
Institutional	279,000	6,801,500	(6,522,500) ¹
Police	12,500	12,500	-
Total EVP Finance & Administrative Services	<u>1,045,850</u>	<u>7,766,180</u>	<u>(6,720,330)</u>
FUND TOTALS	<u><u>\$ 9,022,616</u></u>	<u><u>\$ 16,663,560</u></u>	<u><u>\$ (7,640,944)</u></u>

Note:

¹ Approved program reinvestment

**Restricted Purposes Fund
Revenues and Expenditures**

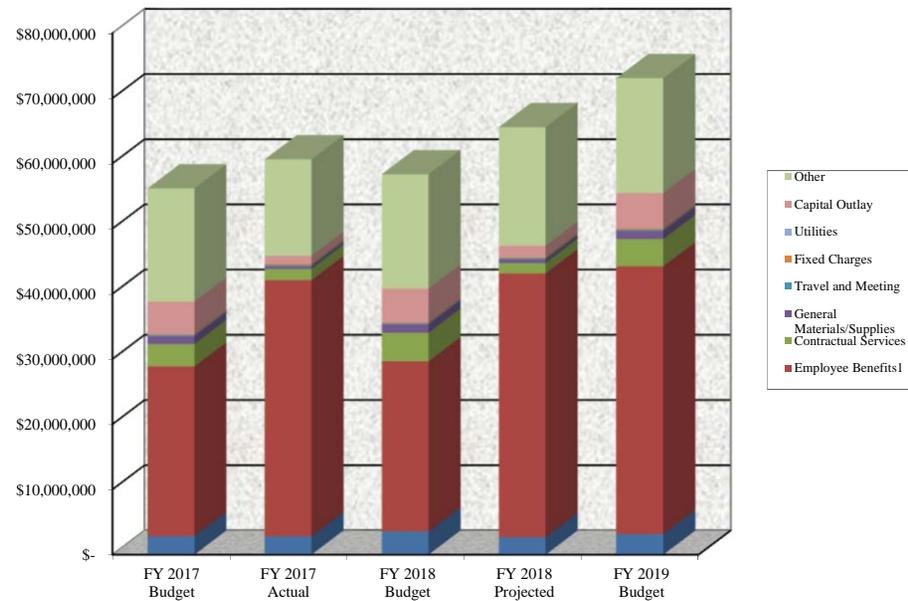
	FY 2017 Budget	FY 2017 Actual	FY 2018 Budget	FY 2018 Projected	FY 2019 Budget	FY 2019 Percent to Total	Budget % Change FY 2018 to FY 2019
REVENUES							
ICCB Grants	\$ 491,465	\$ 455,690	\$ 463,570	\$ 646,188	\$ 562,668	0.90%	21.4%
All Other State Government ¹	27,628,395	41,806,250	29,428,987	44,370,348	44,131,337	70.35%	50.0%
Federal Government	18,351,814	15,448,376	18,220,379	16,272,999	17,759,128	28.31%	-2.5%
Tuition and Fees	25,000	15,516	25,000	15,679	25,000	0.04%	0.0%
Sales and Services	6,300	3,319	1,000	-	1,000	0.00%	0.0%
Other Sources	304,600	412,798	285,000	294,328	250,000	0.40%	-12.3%
Total Revenues	46,807,574	58,141,949	48,423,936	61,599,542	62,729,133	100.00%	29.5%
EXPENDITURES							
Instruction	1,054,194	1,289,822	1,169,500	1,833,141	1,262,144	1.72%	7.9%
Academic Support	1,394,490	1,219,945	1,466,603	1,087,411	1,127,177	1.54%	-23.1%
Student Services	245,200	275,676	35,000	40,416	-	0.00%	-100.0%
Public Service	1,352,380	1,513,144	2,650,903	1,891,580	2,430,460	3.32%	-8.3%
Institutional Support ¹	36,193,806	41,536,447	36,992,992	43,648,199	52,134,478	71.20%	40.9%
Scholarships, Student Grants, and Waivers	16,041,210	14,798,753	16,134,944	17,075,606	16,271,997	22.22%	0.8%
Total Expenditures	56,281,280	60,633,787	58,449,942	65,576,353	73,226,256	100.00%	25.3%
Excess (Deficiency) of Revenue over Expenditures	(9,473,706)	(2,491,838)	(10,026,006)	(3,976,811)	(10,497,123)		-4.7%
Other financing sources(uses) Transfers(to) from other funds	2,001,800	3,457,642	1,969,370	2,888,964	1,916,085		-2.7%
Total Other Financing Sources	2,001,800	3,457,642	1,969,370	2,888,964	1,916,085		-2.7%
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	(7,471,906)	965,804	(8,056,636)	(1,087,847)	(8,581,038)		-6.5%
BEGINNING FUND BALANCE	11,652,227	11,652,227	12,618,031	12,618,031	11,530,184		-8.6%
ENDING FUND BALANCE	\$ 4,180,321	\$ 12,618,031	\$ 4,561,395	\$ 11,530,184	\$ 2,949,146		-35.3%
¹ Includes SURS on behalf payments	25,000,000	38,799,701	25,000,000	36,188,946	40,000,000		

Restricted Purposes Fund Expenditures by Object

	FY 2017 Budget	FY 2017 Actual	FY 2018 Budget	FY 2018 Projected	FY 2019 Budget	FY 2019 Percent to Total	Budget % Change FY 2018 to FY 2019
Salaries	\$ 2,827,561	\$ 2,800,707	\$ 3,549,271	\$ 2,689,253	\$ 3,150,998	4.30%	-11.2%
Employee Benefits ¹	26,040,114	39,292,257	26,102,575	40,452,260	41,060,233	56.07%	57.3%
Contractual Services	3,431,067	1,737,831	4,387,282	1,596,343	4,195,575	5.73%	-4.4%
General Materials/Supplies	1,186,387	403,754	1,253,258	550,205	1,248,406	1.70%	-0.4%
Travel and Meeting	193,015	165,657	177,061	163,618	201,816	0.28%	14.0%
Fixed Charges	134,640	211,581	156,745	186,114	183,514	0.25%	17.1%
Utilities	11,800	10,145	7,400	10,205	13,350	0.02%	80.4%
Capital Outlay	4,973,495	1,208,845	5,159,467	1,724,173	5,424,397	7.41%	5.1%
Other	17,383,201	14,803,010	17,556,883	18,204,182	17,597,967	24.03%	0.2%
Contingency	100,000	-	100,000	-	150,000	0.20%	50.0%
Total Expenditures	\$ 56,281,280	\$ 60,633,787	\$ 58,449,942	\$ 65,576,353	\$ 73,226,256	100.00%	25.3%

¹ Includes SURS on behalf payments

	\$ 25,000,000	\$ 38,799,701	\$ 25,000,000	\$ 36,188,946	\$ 40,000,000
--	---------------	---------------	---------------	---------------	---------------



**Working Cash Fund
Revenues and Expenditures**

	FY 2017 Budget	FY 2017 Actual	FY 2018 Budget	FY 2018 Projected	FY 2019 Budget	FY 2019 Percent to Total	Budget % Change FY 2018 to FY 2019
REVENUES							
Other Sources	\$ 25,000	\$ 90,584	\$ 80,000	\$ 193,811	\$ 190,000	100%	137.5%
Total Revenues	<u>25,000</u>	<u>90,584</u>	<u>80,000</u>	<u>193,811</u>	<u>190,000</u>	<u>100%</u>	137.5%
EXPENDITURES							
Total Expenditures	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>		
Excess (Deficiency) of Revenue over Expenditures	<u>25,000</u>	<u>90,584</u>	<u>80,000</u>	<u>193,811</u>	<u>190,000</u>		137.5%
BEGINNING FUND BALANCE	<u>15,760,492</u>	<u>15,760,492</u>	<u>15,851,076</u>	<u>15,851,076</u>	<u>16,044,887</u>		1.2%
ENDING FUND BALANCE	<u><u>\$ 15,785,492</u></u>	<u><u>\$ 15,851,076</u></u>	<u><u>\$ 15,931,076</u></u>	<u><u>\$ 16,044,887</u></u>	<u><u>\$ 16,234,887</u></u>		1.9%

Debt Obligations

In the tax-capped portions of Illinois, the only bonded debt that can be incurred without voter approval are alternative revenue bonds and the bonding authority available within the debt service extension base. The tax cap laws 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 tax levy year 2017 the College's debt service extension base is \$2,437,488, based on the December 2016 CPI of 2.1%. The College has a long term financial plan which includes utilizing these funds for necessary expenditures. A limited bond sale of approximately \$5 million is planned for FY 2019 under the debt service extension base to help fund capital projects identified in the campus master plan.

Two successful referendums, an \$88.8 million referendum in November of 2000 and \$153.6 million in November, 2008 account for 96% of the outstanding debt. Both series of bonds have been refunded, resulting in millions in interest savings. These referendums provided a funding stream for building, and the repair and replacement of physical plant assets.

The College's debt is modest compared to limits set by the state statute. The debt limit set by law is \$550.8 million based on 2.875% of the 2017 equalized assessed valuation of \$19.2 billion. The College's outstanding principal is \$126.9 million, well below the statutory limitation. A schedule of debt maturities follows on the next page.

Principal and interest payments on debt are paid from the Bond and Interest Fund. A financial summary of that fund follows the debt maturities schedule.

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 fall of 2017. Moody's has issued credit ratings for approximately 140 community colleges nationwide.

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 financial uncertainty. 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 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, 2018

General Obligation Refunding Bonds - Series 2015B

	Interest Rate	Amounts		Total
		due during year		
		Principal	Interest	
2018-2019	5.000	3,450,000	483,250	3,933,250
2019-2020	5.000	3,690,000	304,750	3,994,750
2020-2021	5.000	4,250,000	106,250	4,356,250
Total		<u>\$ 11,390,000</u>	<u>\$ 894,250</u>	<u>\$ 12,284,250</u>

General Obligation Bonds - Series 2009A

	Interest Rate	Amounts		Total
		due during year		
		Principal	Interest	
2018-2019	3.25-5.00	7,530,000	148,388	7,678,388
Total		<u>\$ 7,530,000</u>	<u>\$ 148,388</u>	<u>\$ 7,678,388</u>

General Obligation Refunding Bonds - Series 2017B

	Interest Rate	Amounts		Total
		due during year		
		Principal	Interest	
2018-2019	5.000	490,000	5,160,250	5,650,250
2019-2020	5.000	8,200,000	4,943,000	13,143,000
2020-2021	5.000	9,870,000	4,491,250	14,361,250
2021-2022	5.000	8,385,000	4,034,875	12,419,875
2022-2023	5.000	9,000,000	3,600,250	12,600,250
2023-2024	5.000	9,635,000	3,134,375	12,769,375
2024-2025	5.000	10,145,000	2,639,875	12,784,875
2025-2026	5.000	10,775,000	2,116,875	12,891,875
2026-2027	5.000	11,500,000	1,560,000	13,060,000
2027-2028	5.000	12,310,000	964,750	13,274,750
2028-2029	5.000	13,140,000	328,500	13,468,500
Total		<u>\$ 103,450,000</u>	<u>\$ 32,974,000</u>	<u>\$ 136,424,000</u>

Limited Tax Bonds – Series 2017A

	Interest Rate	Amounts		Total
		due during year		
		Principal	Interest	
2018-2019	5.000	2,210,000	171,000	2,381,000
2019-2020	5.000	2,315,000	57,875	2,372,875
Total		<u>\$ 4,525,000</u>	<u>\$ 228,875</u>	<u>\$ 4,753,875</u>

Total Change in Bond Principal

Balance at July 1, 2017	\$ 153,255,000
Bonds issued during the year	103,450,000
Bonds retired during the year	<u>(129,810,000)</u>
Balance at June 30, 2018	<u>\$ 126,895,000</u>

**Bond and Interest Fund
Revenues and Expenditures**

	FY 2017 Budget	FY 2017 Actual	FY 2018 Budget	FY 2018 Projected	FY 2019 Budget	FY 2019 Percent to Total	Budget % Change FY 2018 to FY 2019
REVENUES							
Local Government	\$ 18,708,253	\$ 18,870,896	\$ 19,951,275	\$ 19,608,043	\$ 20,357,307	99.41%	2.0%
Other Sources	25,000	82,138	60,000	193,069	120,000	0.59%	100.0%
Total Revenues	18,733,253	18,953,034	20,011,275	19,801,112	20,477,307	100.00%	2.3%
EXPENDITURES							
Institutional Support							
Fixed Charges	17,461,267	17,455,780	18,997,937	18,578,316	26,806,275	99.98%	41.1%
Other	5,500	2,256	5,500	556,195	5,500	0.02%	0.0%
Total Institutional Support	17,466,767	17,458,036	19,003,437	19,134,511	26,811,775	100.00%	41.1%
Total Expenditures	17,466,767	17,458,036	19,003,437	19,134,511	26,811,775	100.00%	41.1%
Excess (Deficiency) of Revenue over Expenditures	1,266,486	1,494,998	1,007,838	666,601	(6,334,468)		-728.5%
Other financing sources(uses)							
Proceeds from bond issue	-	-	-	122,223,805	-		
Payment to escrow agent for refunded bonds	-	-	-	(121,665,354)	-		
Total Other Financing Sources	-	-	-	558,451	-		
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	1,266,486	1,494,998	1,007,838	1,225,052	(6,334,468)		-728.5%
BEGINNING FUND BALANCE	11,643,899	11,643,899	13,138,897	13,138,897	14,363,949		9.3%
ENDING FUND BALANCE	\$ 12,910,385	\$ 13,138,897	\$ 14,146,735	\$ 14,363,949	\$ 8,029,481		-43.2%

Master Planning and Capital Projects

In the fall of 2008, Harper College’s district passed a \$153.6 million capital bond referendum. The 2010 Campus Master Plan provided the vision to utilize these funds to update the College’s physical plant through 2020. Every five years the Master Plan is updated, with the latest being finalized in February 2017 looking forward to 2020 and beyond. The updated Master Plan identified several common themes: continuing to work towards creating a welcoming campus, supporting growth of academic programs, flexibility for changing programs, and creating 21st century learning environments built around cost-effectiveness and sustainability. Master Plan projects that have been provided for in the capital budget are renovations and additions for the Canning Center, Building F, and Building M. These projects, along with planned infrastructure projects, are projected to exhaust the remaining referendum funds over the next year.

Other sources of funding for capital projects include non-referendum limited obligation bonds issued every two years yielding around \$5 million, operating surpluses, and an annual small project operating budget of \$250,000 used for projects under \$25,000.

The capital projects budget is provided for in the Operations and Maintenance (Restricted) Fund. The budget for FY 2019 includes planned infrastructure projects of \$19 million.

	Project Estimated Cost	FY 2019 Budget Request
Building Integrity	\$ 2,328,878	\$ 1,959,383
Sustainability	130,000	130,000
Renewal	1,057,158	657,158
Program Support	143,747,257	31,533,825
Safety and Statutory	9,516,334	8,660,134
System Reliability	16,742,439	9,182,311
Contingency		1,000,000
Total Capital Projects	\$ 173,522,066	\$ 53,122,811

As the table above shows, \$31.5 million is estimated for projects that support academic programs. Two of those projects, which are described below, are part of the State’s Resource Allocation Management Program (RAMP). These projects were included in the recently passed State budget, and are waiting on further notice from the State.

- Construction of the new Canning Center – Prior to the State hold, the construction documents were completed and the project had been ready for bidding. The FY 2019 budgeted project cost is \$18.6 million. The total estimated project cost is \$61.7 million, which includes a state contribution of \$40.7 million.
- Funds to address the Hospitality program facilities. The FY 2019 budgeted project cost is \$1.8 million. The total estimated project cost is \$5.3 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. This project is waiting on further notice from the State.

Another major multi-year project included in this budget is \$5.6 million to complete Building M.

Many of the projects scheduled to be completed in FY 2019 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.

This budget includes a project for utility sub-metering to enable the College to better measure and control its utility usage and support green initiatives on campus.

Other projects that will impact operating costs are those that will add square footage to the campus. The College currently has two projects underway that will impact future expenditures.

Increased operating costs for the Building M project are expected to be partially offset by increased per credit hour fees starting in spring 2018.

The State-run Canning Center project is expected to add additional costs from the 66,400 square foot addition for utilities, contractual services, and materials. The earliest operating budget impact would be FY 2021.

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

A financial summary of the Operations and Maintenance (Restricted) Fund and detailed list of all budgeted capital projects follows.

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

	FY 2017 Budget	FY 2017 Actual	FY 2018 Budget	FY 2018 Projected	FY 2019 Budget	FY 2019 Percent to Total	Budget % Change FY 2018 to FY 2019
REVENUES							
Local Government	\$ 9,000,000	\$ 1,116,081	\$ 7,950,000	\$ 5,935,081	\$ 1,121,348	5.00%	-85.9%
All Other State Government	20,388,950	-	20,394,500	-	20,394,500	90.90%	0.0%
Tuition and Fees	575,000	545,192	545,000	525,923	535,000	2.38%	-1.8%
Other Sources	110,600	400,545	255,000	559,933	386,500	1.72%	51.6%
Total Revenues	<u>30,074,550</u>	<u>2,061,818</u>	<u>29,144,500</u>	<u>7,020,937</u>	<u>22,437,348</u>	<u>100.00%</u>	-23.0%
EXPENDITURES							
Institutional Support							
Contractual Services	5,070,075	3,098,931	2,563,462	1,739,926	3,594,566	6.74%	40.2%
Materials and Supplies	-	22,403	-	196,319	-	0.00%	
Fixed Charges	-	32,282	-	170	-	0.00%	
Capital Outlay	70,912,094	25,191,415	87,629,353	48,156,901	48,519,506	91.00%	-44.6%
Other	90,000	194,636	-	39,600	205,000	0.38%	100.0%
Provision for Contingency	1,000,000	-	1,000,000	-	1,000,000	1.88%	0.0%
Total Institutional Support	<u>77,072,169</u>	<u>28,539,667</u>	<u>91,192,815</u>	<u>50,132,916</u>	<u>53,319,072</u>	<u>100.00%</u>	-41.5%
Total Expenditures	<u>77,072,169</u>	<u>28,539,667</u>	<u>91,192,815</u>	<u>50,132,916</u>	<u>53,319,072</u>	<u>100.00%</u>	-41.5%
Excess (Deficiency) of Revenue over Expenditures	(46,997,619)	(26,477,849)	(62,048,315)	(43,111,979)	(30,881,724)		50.2%
Other financing sources(uses)							
Proceeds from bond issue	5,100,000	5,120,800	-	-	12,100,000		
Transfers(to) from other funds	-	7,500,000	-	-	-		
Total Other Financing Sources	<u>5,100,000</u>	<u>12,620,800</u>	<u>-</u>	<u>-</u>	<u>12,100,000</u>		
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	<u>(41,897,619)</u>	<u>(13,857,049)</u>	<u>(62,048,315)</u>	<u>(43,111,979)</u>	<u>(18,781,724)</u>		69.7%
BEGINNING FUND BALANCE	<u>93,093,678</u>	<u>93,093,678</u>	<u>79,236,629</u>	<u>79,236,629</u>	<u>36,124,650</u>		-54.4%
ENDING FUND BALANCE	<u>\$ 51,196,059</u>	<u>\$ 79,236,629</u>	<u>\$ 17,188,314</u>	<u>\$ 36,124,650</u>	<u>\$ 17,342,926</u>		0.9%

FY 2019 Capital Projects

		Project Description	Project Estimated Cost	FY 2019 Preliminary Budget	FY 2020 Projected
<u>Building Integrity</u>					
New	LCC Building Envelope	Maintenance of LCC building envelope to include tuckpointing and replacement of any damaged interior drywall	\$ 1,089,478	\$ 1,089,478	
New	Bldg R Roof Replacment	Building R Roof replacement	268,300	268,300	
New	Roof Survey and Repairs	Annual roof survey followed by repairs to maintain the manufacturer's warranty where applicable and maintain water-tight roofs.	150,000	150,000	
	Bldg P Exterior Envelope and Stairs Project	Building P Exterior Envelope and Stairs Project: Masonry restoration, window replacement, exposed concrete restoration, replace exterior concrete stairs	672,000	369,600	
	Bldg B Police Entrance Improvements	Building B: Replace windows, doors, and radiant heat fin tube at police entry	149,100	82,005	
TOTAL			\$ 2,328,878	\$ 1,959,383	\$ -
<u>Sustainability</u>					
New	Indoor Lighting Level Control Installations	Provide annual maintenance for lighting controls in class and conference rooms throughout the college to allow for various light required light levels.	\$ 50,000	\$ 50,000	
New	Bldg U Energy Optimization Measures	Implement projects in identified from the monitoring based commissioning program	50,000	50,000	
New	Irrigation Controllers	Replace failing irrigation controllers to meet institutional effectiveness measure for water consumption reduction.	30,000	30,000	
TOTAL			\$ 130,000	\$ 130,000	\$ -
<u>Renewal</u>					
New	Tennis Courts Refurbishment	Tennis courts refurbishment to extend useful life by 5 years	\$ 377,500	\$ 377,500	
New	Bldg R Lobby	Replace carpet in Performing Arts Center lobby	79,658	79,658	
New	Exterior Signage Maintenance	Annual refurbishing of vehicular and external directional signage across campus.	50,000	50,000	
New	Exterior Gathering Areas	Improvements to exterior gathering areas to include tables, benches, trash and recycling containers	50,000	50,000	
	Canning Center (Bldg A) Landscaping	Landscaping around the Canning Center, (does not include north side.)	500,000	100,000	\$ 400,000
TOTAL			\$ 1,057,158	\$ 657,158	\$ 400,000

FY 2019 Capital Projects

		Project Description	Project Estimated Cost	FY 2019 Preliminary Budget	FY 2020 Projected
Program Support					
New	Mass Communication Lab	Build-out of Bldg D shell space for mass communication lab to include studio space, classroom, sound isolation, and storage (includes Auxiliary funding)	\$ 459,276	\$ 442,276	
New	Bldg F Post Occupancy	Provide for post occupancy needs for Bldg F	250,000	250,000	
New	Bldg M Post Occupancy	Provide for post occupancy needs for Bldg M	250,000	250,000	
New	Bldg A Advisors' Office Space	Remodel A364 to provide office space for academic advisors	225,000	225,000	
New	Bldg M Gym Floor	Replacement of gym floor	220,000	220,000	
New	Bldg D Math Classroom	Build-out of Bldg D shell space for math classroom	160,300	160,300	
New	Bldg H Entrepreneurship	Remodel H230 to support Entrepreneurship	139,800	139,800	
New	Bldg M Gym Panels	Refinishing of exterior metal panels in gym	130,008	130,008	
New	Bldg X Dental Hygiene Clinic Work Station	Pipe water to work station in DHY clinic X102	119,300	119,300	
New	Bldg Y Online Testing	Convert Y203f for online testing for Nursing program	116,000	116,000	
New	Bldg X Limited Enrollment Specialists Office Space	Remodel Health Careers division office to add two office spaces for limited enrollment specialists	112,000	112,000	
New	Bldg X Nursing Debriefing Room	Conversion of X264 from locker room to debriefing room for Nursing Program	73,710	73,710	
New	Bldg H Modular Wall	Construct modular wall in H149 to divide classroom seating area from project area for Maintenance program	62,000	62,000	
New	Bldg W Dining Room Shades	Install blinds or shades in the Wojcik Dining Room to prevent glare during meetings and presentations	47,250	47,250	
New	Bldg L Artwork Display Lighting	Install track lighting hallway first floor Bldg L for art displays	42,000	42,000	
New	Bldg X Dietetic Tech Ovens	Install six electric ovens in X229 for dietetic tech program	40,000	40,000	
New	Bldg X Workroom/Classroom	Install wall and door for X134a between workroom and classroom	36,900	36,900	
New	Bldg Y Overhead Electrical Outlet	Install overhead electrical outlet in Y118 to correct tripping hazard	31,200	31,200	
New	Bldg H Gas Storage	Construct separate gas storage room in H174 for refrigerant gas used in HVAC classes	25,000	25,000	
	Canning Center	The Master Plan proposes the Canning Center as a combination of additions and renovations of Buildings A and K. The Center shall group all student services and related functions into one location on campus. Capital Development Board (CDB) project	61,683,650	18,615,000	\$ 40,004,900

FY 2019 Capital Projects

	Project Description	Project Estimated Cost	FY 2019 Preliminary Budget	FY 2020 Projected	
Bldg M Master Plan Remodeling	The Master Plan calls for Building M to be renovated and expanded as a key academic building on Campus. Building M houses the Wellness and Campus Activities Department. The renovations and additions will provide for a broad variety of academic spaces that have specific space requirements, including classrooms, departmental offices, class laboratories and studios.	39,763,051	5,621,738		
Hospitality Programming	Replacement or renovation of program facility in Building A due to age and space limitations. Capital Development Board (CDB) project	5,259,700	1,765,000	3,494,700	
Department Temporary Relocation Services	Professional services for temporary departmental relocations to accommodate renovation projects. Remaining funds reserved for Canning Center	2,000,000	1,003,442		
Canning Center IT Build-out	The renovations to the Student Center repurpose the current Information Technology Departmental Offices. This project is for the build out of the basement area in the new student center addition for the IT department.	2,187,500	687,500	1,500,000	
Bldg F Master Plan Remodeling	The Master Plan calls for Building F to be renovated and expanded as a key academic resource building on Campus. Building F with the renovations and additions will be flexible to provide for a broad variety of academic support programs, study spaces, Tutoring Center, Writing Center, Library, departmental offices and other support spaces.	27,482,099	500,000		
Bldg H Advanced Manufacturing Lab	Add canopy for steel storage south of bridge to the garage	262,500	251,339		
Bldg Z Faculty Offices & Bldg C Classroom Upgrades	Remodel of Z-229 into one full-time faculty office and an adjunct office area; Install acoustical panels for sound and echo control in C201, 202, 203, and 204	258,775	142,326		
Bldg D Artwork	Post-occupancy artwork	144,000	138,092		
Bldg H B.E.S.T. Teaching Lab	Post-occupancy work to support career and technical programs commercial teaching lab	1,869,940	107,747		
Bldg X Physical Therapy Assistant Lab	Create Physical Therapy Assistant lab/classroom in X122.	139,650	56,061		
Bldg B Police Operations Center	Update police operations center to include new computer station and hardware and additional furniture	55,848	55,848		
Bldg X Dental Hygiene Remodel	Remodel of Dental Hygiene areas to include removing storage cubicles, replacing old countertops and sinks, and rework area to accommodate computers and wall-mounted monitor.	68,800	39,988		
Bldg C Classroom Exhaust System	Install new exhaust system in C202B 2D Art Studio to eliminate fumes.	32,000	27,000		
		TOTAL	\$ 143,747,257	\$ 31,533,825	\$ 44,999,600

FY 2019 Capital Projects

		Project Description	Project Estimated Cost	FY 2019 Preliminary Budget	FY 2020 Projected
<u>Safety and Statutory</u>					
New	Bridge Bldg M and A	Construct pedestrian bridge between Buildings M and A to be completed with the Canning Center project	\$ 2,399,800	\$ 2,399,800	
New	OSHA Roof Compliance	Install guards, anchors on roofs to comply with OSHA requirement	1,061,918	500,000	\$ 561,918
New	Parking Lot Maintenance 2019	Annual maintenance of the parking lots and roadways for safety and to extend the life of the surfaces.	427,448	427,448	
New	Sidewalk Maintenance 2019	Annual maintenance and replacement of sidewalks that were damaged over the winter	388,560	388,560	
New	Arc Flash Study	Arc Flash study required per recent code update to be performed over multiple years	200,000	100,000	100,000
New	Chiller Plant Refrigeration Leak Detection	Leak detection system for chiller plant	160,000	160,000	
New	Bldg Y Data Center Air Conditioning	Tie data center air conditioning in Y211 to fire suppression system	75,000	75,000	
New	Exterior Stairs and Retaining Wall Study	Exterior stairs and retaining wall study for Bldgs J, M, X, Y, & Z	40,000	40,000	
New	Bldg B Restrooms	Identify solution for remodeling Bldg B restrooms for compliance with Illinois Plumbing Code and accessibility	35,000	35,000	
New	Bldg J Ceiling Replacement	Replace ceiling on second floor corridor from Bldg J to I	30,000	30,000	
Revised	Parking Lot #1 Replacement	Replacement of Parking Lot 1	2,105,500	2,023,405	
	Parking Lot Reconstruction: HPC & LCC	Parking Lot Reconstruction - HPC & LCC Capital Development Board project, capital renewal funds	1,370,100	1,329,500	
	Sidewalk and Parking Lot Maintenance 2018	Annual maintenance of the sidewalks, parking lots and roadways for safety and to extend the life of the surfaces.	775,008	775,008	
	HPC Washroom Renovations	Renovate and refresh restrooms at HPC (125 & 126) to meet current accessibility requirements.	285,000	238,276	
	HVAC Equipment Removal	Remove abandoned chillers, cooling towers, pumps, and associated piping at multiple locations.	100,000	75,137	
	Parking Structure Artwork	Post-occupancy work for artwork	63,000	63,000	
			TOTAL	\$ 9,516,334	\$ 8,660,134
					\$ 661,918

System Reliability

New	Variable Speed Drives HVAC Systems	Replace failing variable speed drives for HVAC in Bldgs R, W, and X, Y, Z	\$ 550,000	\$ 550,000	
New	Tunnels Fiber Optic Cable	Expand fiber optic cable in tunnels between datacenters in Bldgs A, Y, and D	246,000	246,000	
New	Lennel System Upgrades	Upgrade and integrate access systems (keys and proximity cards) and equipment with Lennel	82,028	82,028	

FY 2019 Capital Projects

		Project Description	Project Estimated Cost	FY 2019 Preliminary Budget	FY 2020 Projected	
New	Tunnels Removal of Cable and Conduit	Removal of fiber/copper cable and conduits abandoned in tunnel during recent building renovations	75,000	75,000		
New	Lennel System Maintenance	Annual maintenance of the card access system including hardware components and software upgrades to maintain the reliability of the system to maintain safety and security	50,000	50,000		
New	Building Automation Systems Maintenance	Recurring BAS hardware/software updating and maintenance	50,000	50,000		
New	Avante Chiller Study	Study to identify solution for rebuilding chillers in Avante	35,000	35,000		
New	Campus Infrastructure: Piping Insulation	Campus-wide piping insulation. Annual requirement	30,000	30,000		
New	Bldg D Rotunda Heating Controls	Study for Bldg D isolation controls for baseboard heat in rotunda area	30,000	30,000		
Revised Scope	Tunnel Assessment & Repairs	Tunnel assessment and repairs: Scope of work will include a comprehensive analysis of the following components of the tunnels: structural, water-proofing, utilities piping and supports. FY 2019 revised estimate for first two phases of repairs	1,042,286	967,613		
	West Campus Infrastructure	Projects identified from the 2013 Campus Infrastructure Master Plan include upgrades to building P chiller plant for chilled water to serve Buildings A, C, and W, installation of a standby generator which will serve Buildings A, C, E, and W, Building A loading dock improvements, and the resulting utility relocation that is required to allow for the construction of these items and to accommodate the Canning Center Project.	10,617,200	6,130,112		
	Campus Building Automation Systems (BAS)	Install, replace, upgrade building automation systems to Campus standard to reduce energy usage, reduce the Campus carbon footprint, and increase the life expectancy of the mechanical equipment.	3,119,500	345,931		
	Campus Utility Sub Metering	Main Campus Utility Sub Metering	250,000	229,899		
	Campus Infrastructure: AHU fan improvement and Avante HVAC Controls	Install soft start drives on air handling unit fans. Avante replace motorized dampers and controls for three HVAC units	212,100	202,600		
	Campus Infrastructure: IT closet upgrades	Upgrade IT closet HVAC and Power throughout campus. Funds approved in FY 2016 budget were reallocated for Bldg M Heat Exchanger	105,000	89,250		
	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.	248,325	68,878		
			TOTAL	\$ 16,742,439	\$ 9,182,311	\$ -
Building Integrity			\$ 2,328,878	\$ 1,959,383	\$ -	
Sustainability			130,000	130,000	-	
Renewal			1,057,158	657,158	400,000	
Program Support			143,747,257	31,533,825	44,999,600	
Safety and Statutory			9,516,334	8,660,134	661,918	
System Reliability			16,742,439	9,182,311	-	
Grand Total			\$ 173,522,066	\$ 52,122,811	\$ 46,061,518	
Contingency				\$ 1,000,000	\$ -	
Total Budget Request				\$ 53,122,811	\$ 46,061,518	

This page left blank intentionally

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 contains the following:

- Executive Summary and Financial Policies and Guidelines
- Historical Information
- Five-Year Projections by Fund and Fund Groupings
- 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 are 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. Excerpts from the December 2017 financial plan follow.

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.
- Limit annual tuition and per credit hour fee increases to 5% of total tuition and fees or the Illinois statute limitation using the Higher Education Cost Adjustment (HECA) rate change as a guideline, as appropriate, to promote a balanced budget for Harper College and financial consistency for Harper students.
- 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 Property Tax Appeal Board 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 2018 Budget	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Revenues						
Local Tax Revenue	\$ 77,355,491	\$ 79,756,652	\$ 82,275,380	\$ 81,498,879	\$ 80,080,860	\$ 82,184,404
All other local revenue	860,000	860,000	860,000	860,000	860,000	860,000
ICCB grants	4,785,570	4,785,570	4,785,570	4,785,570	4,785,570	4,785,570
All other state revenue 1	24,516,487	17,621,987	11,621,987	4,121,987	4,121,987	4,121,987
Federal revenue	18,245,379	18,664,448	19,074,516	19,531,704	19,999,865	20,479,262
Student tuition and fees	53,456,347	54,255,340	56,577,935	58,970,951	61,253,783	63,509,102
Building M additional incremental revenue	-	744,000	863,000	1,005,000	1,095,000	1,157,000
All other revenue	12,853,260	4,984,376	4,918,642	5,012,592	5,108,796	5,207,309
Unanticipated revenue	600,000	600,000	600,000	600,000	600,000	600,000
Total Revenues	192,672,534	182,272,373	181,577,030	176,386,683	177,905,861	182,904,634
Expenditures						
Salaries	78,416,776	80,721,637	82,834,777	85,128,479	87,481,337	89,580,888
Benefits 1	15,574,233	16,977,771	18,504,607	20,168,838	21,982,836	23,960,062
Contractual Services	14,671,260	11,111,012	10,311,536	10,535,069	10,763,988	10,998,403
General Materials & Supplies	8,045,268	8,045,268	8,222,264	8,419,598	8,621,668	8,828,588
Conference & Meeting	1,686,906	1,686,906	1,724,018	1,765,395	1,807,764	1,851,150
Fixed Charges	19,980,657	20,625,608	20,635,639	22,294,352	16,082,572	16,350,852
Utilities	3,416,800	3,416,800	3,491,970	3,575,777	3,661,596	3,749,474
Capital Outlay	94,928,445	26,999,092	10,360,672	7,929,327	7,999,632	8,071,624
Other Expenditures	25,817,649	25,017,649	25,567,916	26,181,414	26,809,636	27,452,935
Contingency	1,350,000	1,350,000	1,350,000	1,350,000	1,350,000	1,350,000
Offset for Unanticipated Revenue	600,000	600,000	600,000	600,000	600,000	600,000
Building M Incremental Expense	-	1,554,000	1,658,000	1,786,000	1,872,000	1,934,000
Expense Adjustment	(2,500,000)	(2,500,000)	(2,500,000)	(2,500,000)	(2,500,000)	(2,500,000)
Total Expenditures	261,987,994	195,605,743	182,761,399	187,234,249	186,533,029	192,227,976
Excess (Deficiency) of Revenue over Expenditures	(69,315,460)	(13,333,370)	(1,184,369)	(10,847,566)	(8,627,168)	(9,323,342)
Other financing sources (uses):						
Proceeds from bond issue	-	5,100,000	-	5,100,000	-	5,100,000
Total other financing sources (uses)	-	5,100,000	-	5,100,000	-	5,100,000
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources (uses)	(69,315,460)	(8,233,370)	(1,184,369)	(5,747,566)	(8,627,168)	(4,223,342)
Beginning Fund Balance	184,165,600	114,850,140	106,616,770	105,432,401	99,684,835	91,057,667
Ending Fund Balance	\$ 114,850,140	\$ 106,616,770	\$ 105,432,401	\$ 99,684,835	\$ 91,057,667	\$ 86,834,325
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 2018 Budget	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Revenues						
Local Tax Revenue	\$ 57,404,216	\$ 59,362,981	\$ 60,967,496	\$ 62,646,817	\$ 64,434,528	\$ 66,272,294
All other local revenue	860,000	860,000	860,000	860,000	860,000	860,000
ICCB grants	4,015,000	4,015,000	4,015,000	4,015,000	4,015,000	4,015,000
Federal revenue	25,000	25,000	25,000	25,000	25,000	25,000
Student tuition and fees	48,996,762	48,928,935	51,145,981	53,422,377	55,588,401	57,723,994
All other revenue	764,090	764,090	764,090	764,090	764,090	764,090
Unanticipated revenue	600,000	600,000	600,000	600,000	600,000	600,000
Total Revenues	112,665,068	114,556,006	118,377,567	122,333,284	126,287,019	130,260,378
Expenditures						
Salaries	70,924,489	73,056,609	75,000,650	77,105,917	79,265,801	81,168,180
Benefits	13,884,202	15,135,637	16,496,681	17,980,199	19,597,220	21,359,740
Contractual Services	6,756,946	6,760,160	6,908,965	7,074,837	7,244,710	7,418,662
General Materials & Supplies	5,463,572	5,463,572	5,583,770	5,717,780	5,855,006	5,995,526
Conference & Meeting	1,222,456	1,222,456	1,249,350	1,279,335	1,310,039	1,341,480
Fixed Charges	703,644	703,644	719,124	736,383	754,056	772,154
Utilities	3,416,800	3,416,800	3,491,970	3,575,777	3,661,596	3,749,474
Capital Outlay	1,880,254	1,880,254	1,921,620	1,967,738	2,014,964	2,063,324
Other Expenditures	7,321,728	7,321,728	7,482,806	7,662,393	7,846,290	8,034,601
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	(2,500,000)	(2,500,000)	(2,500,000)	(2,500,000)	(2,500,000)	(2,500,000)
Total Expenditures	110,024,091	113,410,860	117,304,936	121,550,359	125,999,682	130,353,141
Excess (Deficiency) of Revenue over Expenditures	2,640,977	1,145,146	1,072,631	782,925	287,337	(92,763)
Other financing sources (uses):						
Transfers (to) from other funds	(2,470,977)	(2,383,097)	(2,383,097)	(2,378,372)	(2,361,874)	(2,345,493)
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources (uses)	170,000	(1,237,951)	(1,310,466)	(1,595,447)	(2,074,537)	(2,438,256)
Beginning Fund Balance	54,457,202	54,627,202	53,389,251	52,078,785	50,483,338	48,408,801
Ending Fund Balance	\$ 54,627,202	\$ 53,389,251	\$ 52,078,785	\$ 50,483,338	\$ 48,408,801	\$ 45,970,545
Local Revenue/Total Revenue						
	51.7%	52.6%	52.2%	51.9%	51.7%	51.5%
ICCB Grants/Total Revenue						
	3.6%	3.5%	3.4%	3.3%	3.2%	3.1%
Student tuition and fees/Total Revenue						
	43.5%	42.7%	43.2%	43.7%	44.0%	44.3%
Salaries and Benefits/Total Expenditures						
	77.1%	77.8%	78.0%	78.2%	78.5%	78.7%
Fund Balance/Budgeted Expenditures						
	47.2%	44.6%	42.0%	39.3%	36.5%	34.6%

William Rainey Harper College						
Five-Year Financial Plan						
All Tax Capped Funds						
Revenue Major Assumptions						
Local Tax Revenue - Levy Year						
	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
CPI-U Change	2.1%	2.3%	2.2%	2.4%	2.4%	2.4%
New Construction	0.4%	0.4%	0.4%	0.4%	0.4%	0.4%
Other Revenues						
	<u>FY 2019</u>	<u>FY 2020</u>	<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023</u>	
ICCB Grants	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Credit Hour Enrollment	-0.5%	0.0%	-0.2%	-0.7%	-0.7%	
(see next page for detailed enrollment projections)						
Credit Hour Based Tuition and Fees	<u>FY 2018 Base</u>	<u>Increase</u>	<u>Increase</u>	<u>Increase</u>	<u>Increase</u>	<u>Increase</u>
Percentage Increase		4.6%	4.9%	5.0%	5.0%	4.8%
Tuition	\$125.00	\$5.00	\$7.25	\$7.75	\$8.25	\$8.25
Universal Fee - Beginning Spring 2018	17.50	1.50	-	-	-	-
Total Credit Hour Based Tuition and Fees	\$142.50	\$149.00	\$156.25	\$164.00	\$172.25	\$180.50
Expenditure Major Assumptions						
	<u>FY 2019</u>	<u>FY 2020</u>	<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023</u>	
Salaries - Full-Time Faculty ¹	3.60%	3.60%	3.60%	3.60%	2.40%	
Salaries - Adjunct Faculty ²	2.30%	2.20%	2.40%	2.40%	2.40%	
Salaries - Professional/Technical ³	2.30%	2.20%	2.40%	2.40%	2.40%	
Salaries - IEA/NEA Service Staff	2.30%	2.20%	2.40%	2.40%	2.40%	
Salaries - ICOPS Service Staff ⁴	2.25%	2.25%	3.00%	2.40%	2.40%	
Salaries - All other employee groups	2.30%	2.20%	2.40%	2.40%	2.40%	
Benefits - Education and Operations & Maintenance Funds	9.00%	9.00%	9.00%	9.00%	9.00%	
Benefits - Liability, Protection and Settlement Fund	0.00%	2.20%	2.40%	2.40%	2.40%	
Contractual Services	0.00%	2.20%	2.40%	2.40%	2.40%	
General Materials and Supplies	0.00%	2.20%	2.40%	2.40%	2.40%	
Conference and Meeting	0.00%	2.20%	2.40%	2.40%	2.40%	
Fixed Charges	0.00%	2.20%	2.40%	2.40%	2.40%	
Utilities	0.00%	2.20%	2.40%	2.40%	2.40%	
Capital Outlay	0.00%	2.20%	2.40%	2.40%	2.40%	
Other Expenditures	0.00%	2.20%	2.40%	2.40%	2.40%	
¹ Based on contract through FY 2022						
² Based on contract through FY 2021						
³ Based on contract through FY 2019						
⁴ Based on contract through FY 2021						

Enrollment Projections FY 2019 - 2023

Fiscal Year FTE Totals

	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21	FY22	FY23
Summer FTE	3,110	3,195	3,161	2,838	2,779	2,652	2,565	2,341	2,251	2,197	2,126	2,090	2,055	2,021
Summer % Chng		2.7%	-1.1%	-10.2%	-2.1%	-4.6%	-3.3%	-8.7%	-3.9%	-2.4%	-3.3%	-1.7%	-1.7%	-1.7%
Fall FTE	10,351	10,543	10,169	9,546	9,443	9,089	8,747	8,474	8,228	8,197	8,136	8,076	8,017	7,961
Fall % Change		1.9%	-3.5%	-6.1%	-1.1%	-3.7%	-3.8%	-3.1%	-2.9%	-0.4%	-0.8%	-0.7%	-0.7%	-0.7%
Spring FTE	10,027	9,976	9,388	9,232	8,894	8,714	8,611	8,535	8,268	8,182	8,138	8,095	8,053	8,013
Spring % Chng		-0.5%	-5.9%	-1.7%	-3.7%	-2.0%	-1.2%	-0.9%	-3.1%	-1.0%	-0.5%	-0.5%	-0.5%	-0.5%

Projected New Sources of Enrollment

Promise	-	-	-	-	-	-	-	-	-	-	60	110	110	110
New Programs	-	-	-	-	-	-	-	-	-	40	64	64	64	64
Annualized FTE	11,743	11,857	11,359	10,808	10,558	10,228	9,962	9,675	9,374	9,328	9,324	9,304	9,237	9,171
FY Total % Chng		1.0%	-4.2%	-4.9%	-2.3%	-3.1%	-2.6%	-2.9%	-3.1%	-0.5%	0.0%	-0.2%	-0.7%	-0.7%

	Annualized FTE													
	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21	FY22	FY23
New HS Grad	2,153	2,066	1,976	1,879	1,934	1,840	1,821	1,733	1,709	1,701	1,696	1,696	1,696	1,696
New 20-	524	533	497	480	470	452	428	426	374	392	387	382	378	374
Cont 20-	2,971	2,915	2,697	2,570	2,514	2,507	2,489	2,393	2,388	2,368	2,362	2,357	2,351	2,346
21+ / < 6 Hours	1,044	1,073	1,065	1,001	958	916	905	861	809	781	758	735	713	692
21+ / 6-11 Hours	2,108	2,369	2,345	2,154	2,082	2,018	1,949	1,925	1,845	1,792	1,756	1,733	1,711	1,690
21+ / 12+ Hours	1,940	1,992	1,832	1,630	1,525	1,383	1,235	1,168	1,168	1,158	1,144	1,130	1,117	1,104
AED	760	689	650	688	640	627	551	445	441	447	447	447	447	447
CE Reimb	119	99	116	124	142	118	119	100	93	99	99	99	99	99
Concurrent	24	27	31	21	21	21	16	17	20	20	20	20	20	20
Dual	100	94	152	260	272	344	449	607	528	530	530	530	530	530

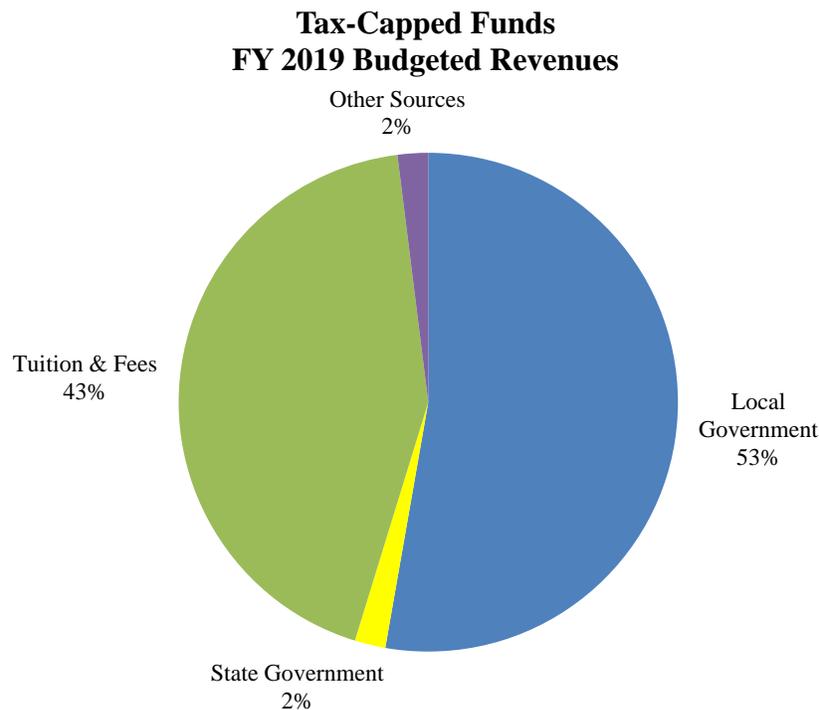
Overview of Revenues and Expenditures – Budget Assumptions and Historical Trends

The Five-Year Financial Plan lays the groundwork for the many financial decisions to be made, as the initial step in building the next year’s budget. Preliminary estimates are used in the financial plan for revenue and expenditure lines, and assumptions could change for the next budget year, as more information becomes available in areas such as property taxes, enrollment, 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 2019’s budget.

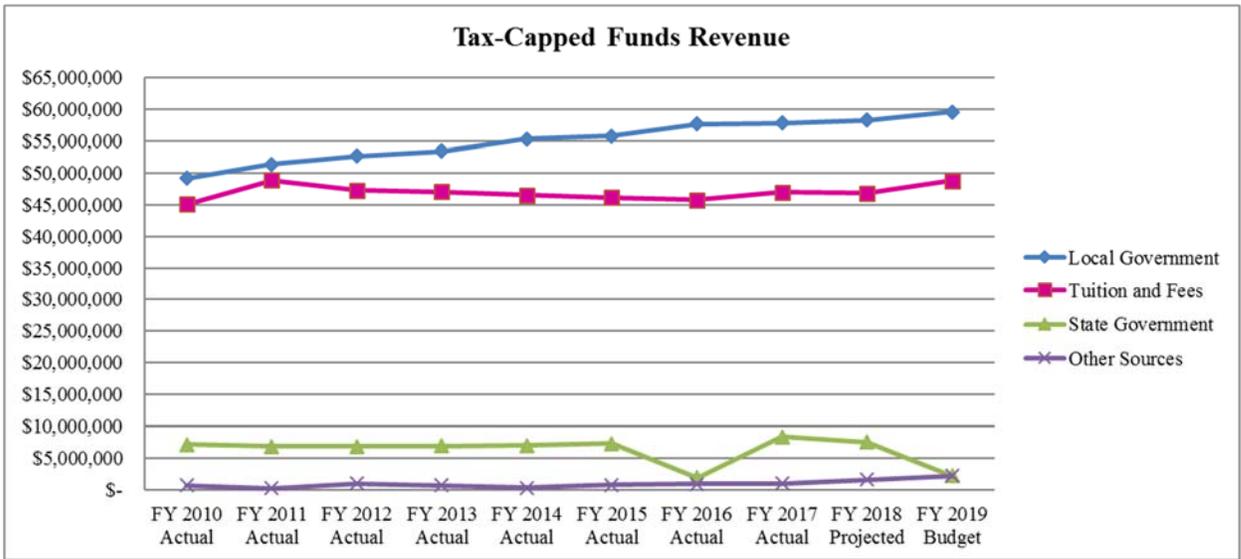
Revenue

The Tax Capped Funds have three major sources of revenue: local government, tuition and fees, and state government. Budgeted revenues for FY 2019 are \$112,918,646 compared to a budget of \$112,665,068 for FY 2018. This represents an increase of \$253,578, or 0.2%. Budgeted increases for local government and other sources were offset by decreases in state government.



The following table and graph show revenues for the previous nine years, as well as the budgeted revenues for FY 2019. The graph below shows the dependence on local government revenues in the last several years as the other sources of revenue decline or remain relatively flat.

Tax-Capped Funds Revenues- History and FY 2019 Budget										
	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
	Actual	Projected	Budget							
Local Government	\$ 49,225,826	\$ 51,396,124	\$ 52,733,896	\$ 53,464,061	\$ 55,317,505	\$ 55,813,661	\$ 57,675,831	\$ 57,862,117	\$ 58,331,093	\$ 59,570,154
Tuition and Fees	45,095,699	48,881,774	47,308,123	47,127,296	46,577,180	46,203,422	45,802,519	46,990,717	46,839,619	48,855,632
State Government	7,187,128	6,887,420	6,904,640	6,938,432	7,035,549	7,359,309	1,992,338	8,418,809	7,538,647	2,260,000
Other Sources	745,048	299,456	1,037,698	749,459	365,421	818,947	957,857	1,051,078	1,637,767	2,232,860
Total Revenues	\$ 102,253,701	\$ 107,464,774	\$ 107,984,357	\$ 108,279,248	\$ 109,295,655	\$ 110,195,339	\$ 106,428,545	\$ 114,322,721	\$ 114,347,126	\$ 112,918,646



Local Government

Local government represents 53% 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 \$58,264,216 in FY 2018 to \$59,570,154 in FY 2019, or 2.2%.

Property Taxes

The Consumer Price Index for All Urban Consumers (CPI-U), which is the primary driver of property tax revenue increases, is released in mid-January, for the previous calendar year. The CPI-U for 2017 was 2.1%, which will affect the 2018 tax levy and approximately half of the tax revenues budgeted for FY 2019.

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

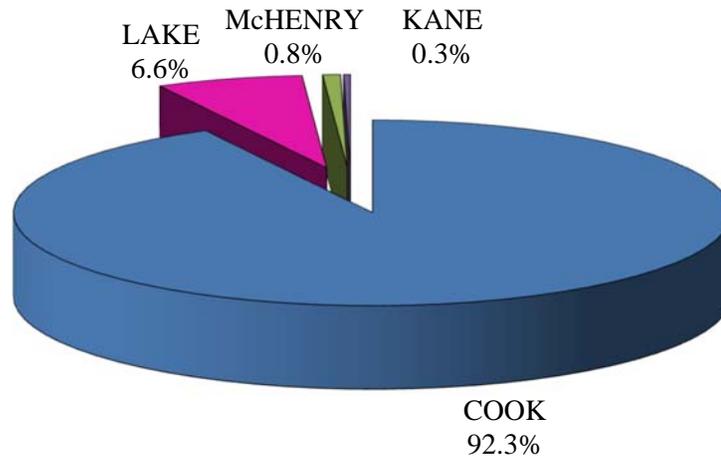
Tax Year	2010	2011	2012	2013	2014	2015	2016	2017	2018
CPI	2.7%	1.5%	3.0%	1.7%	1.5%	0.8%	0.7%	2.1%	2.1%

The 2017 CPI-U increase of 2.1% will provide a modest increase in property tax revenue, however there remains downward pressure on this major revenue source due to property tax refunds from successful assessment appeals. Refunds paid in FY 2018, which are deducted from current year tax distributions, totaled \$2.7 million.

Real estate property values, as determined by the County Assessors' offices, are the basis upon which local taxing bodies 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:

2017 TAX YEAR VALUATIONS					
	<u>COOK</u>	<u>LAKE</u>	<u>McHENRY</u>	<u>KANE</u>	<u>TOTAL</u>
EAV for 2017 levy	\$ 17,691,505,431	1,255,062,210	158,086,464	54,174,967	\$ 19,158,829,072
EAV for 2016 tax year	\$ 17,500,911,186	1,217,833,770	149,732,654	48,066,575	\$ 18,916,544,185
Change from prior year	1.1%	3.1%	5.6%	12.7%	1.3%
Percentage of total 2017 EAV by county	92.3%	6.6%	0.8%	0.3%	100.00%



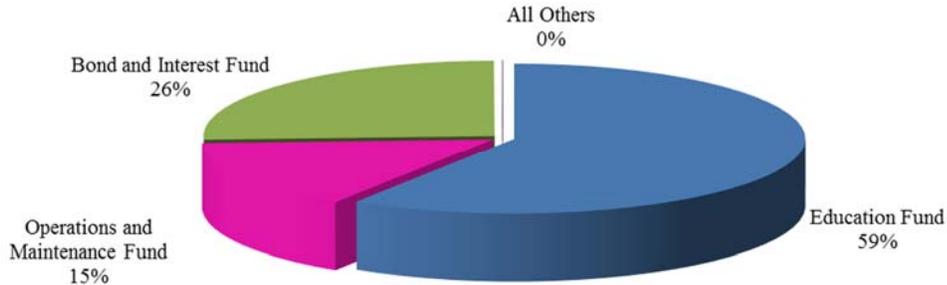
Tax rates and extensions are determined by each individual county. Cook County uses prior year EAV for determining the maximum allowable levy, whereas the other district counties use the current year EAV for both levy and rate determination. This process causes rates to vary by county.

Below are the blended extensions and rates by fund for all counties in the district, of which Cook County represents 92.3%.

2017 TAX RATES BY FUND								
	2017	% of	2017	2016	% of	2016	Max Legal	% Change
	<u>Extensions</u>	<u>Total</u>	<u>Tax Rates</u>	<u>Extensions</u>	<u>Total</u>	<u>Tax Rates</u>	<u>Rates</u>	<u>2017/2016</u>
Education	\$ 47,790,496	59.1%	0.2494	\$ 45,920,503	58.5%	0.2428	0.7500	4.07%
Operation and Maintenance	12,244,875	15.1%	0.0639	12,481,501	15.9%	0.0660	0.1000	-1.90%
Liability Protection and Settlement	18,013	0.0%	0.0001	17,735	0.0%	0.0001	none	1.57%
Audit	18,013	0.0%	0.0001	17,735	0.0%	0.0001	0.0050	1.57%
Subtotal Tax-Capped Funds	\$ 60,071,397	74.3%	0.3135	\$ 58,437,474	74.5%	0.3089		2.80%
Bond and Interest	20,809,248	25.7%	0.1086	20,006,430	25.5%	0.1058	none	4.01%
Total	\$ 80,880,645	100.0%	0.4222	\$ 78,443,904	100.0%	0.4147		3.11%

Distribution of each 2017 Tax Dollar

2017 Levy as Extended by Fund



Illinois community colleges are on a June 30 fiscal year, with fiscal year 2019 covering the period between July 1, 2018 and June 30, 2019. 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 2019, approximately $\frac{1}{2}$ of the property tax revenue is from the calendar year 2017 levy, and $\frac{1}{2}$ from the 2018 estimated levy.

The 2018 real estate levy must be filed with the County Clerk's office during December, 2018 and applies to the property values as of December 31, 2018. Those property values will be determined during calendar year 2018, with first installment tax bills mailed by the counties during spring 2019. Each county allows installment payments, with 50% due in the spring, and 50% due in late summer or early fall of 2018. 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 and August.

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 the 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 2019, net of projected refunds.

2017 Calendar Year Levy by Fund and Amounts Anticipated for Fiscal Year 2019

	2017 Adopted Levy	2017 Final Extension	FY 19 Anticipated Revenue from 2017 Levy	FY 19 Anticipated Revenue from 2018 Levy
Education	\$ 48,000,000	\$ 47,790,496	\$ 22,421,550	\$ 24,364,155
Operation and Maintenance	12,300,000	12,244,875	5,791,190	6,243,475
Liability Protection and Settlement	20,000	18,013	7,196	7,696
Audit	20,000	18,013	7,196	7,696
Subtotal Tax-Capped Funds	60,340,000	60,071,397	28,227,132	30,623,022
Bond and Interest	19,873,185	20,809,248	9,920,963	10,436,344
Total	\$ 80,213,185	\$ 80,880,645	\$ 38,148,095	\$ 41,059,366

Following is a nine-year history and the FY 2019 budget of property tax revenues in the tax-capped funds and percentage changes.

	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Actual	FY 2015 Actual	FY 2016 Actual	FY 2017 Actual	FY 2018 Projected	FY 2019 Budget
	\$48,194,092	\$50,118,717	\$51,557,775	\$52,250,963	\$54,184,718	\$54,669,281	\$56,622,586	\$56,765,994	\$ 57,477,710	\$58,850,154
% Change		4.0%	2.9%	1.3%	3.7%	0.9%	3.6%	0.3%	1.3%	2.4%

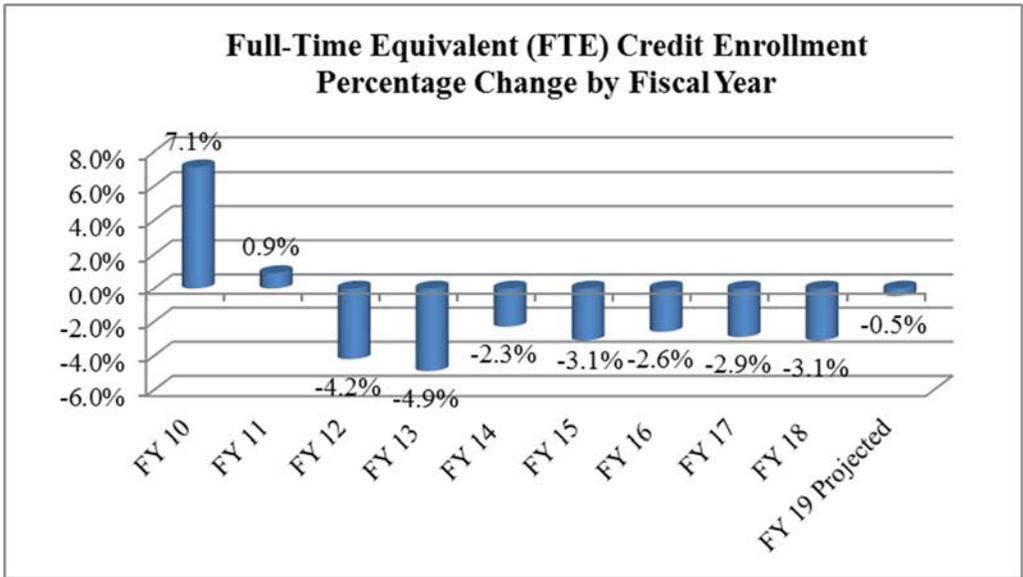
Enrollment and Tuition and Fees

Tuition and fees account for 43% of total budgeted revenues. The tuition board policy limits the annual tuition and per credit hour fee increases to 5% of total tuition and fees or the Illinois statute limitation using the Higher Education Cost Adjustment (HECA) rate change as a guideline, as appropriate, to promote a balanced budget for Harper College and financial consistency for Harper students. HECA is an inflationary index developed by the State Higher Education Executive Officers Association. The index is used to estimate inflation in the costs paid by colleges and universities, which are primarily personnel. It is constructed from two federally maintained price indices, the Employment Costs Index (ECI) which makes up 75% of the HECA rate, and the Gross Domestic Product Implicit Price Deflator (GDP-IPD) which makes up 25% of the rate. These percentages mirror the breakdown of college and university costs, 75% for salaries and benefits, and 25% for all other. The ECI tracks employer compensation costs including salaries and benefits, while the GDP IPD tracks general price inflation in the U.S. economy.

Decisions are made each February regarding tuition and fee rates for the following fiscal year. In February 2018 the Board of Trustees approved an in-district tuition increase of \$4.75 per credit hour, from \$125.00 to \$129.75, effective summer 2018. The previous February 2017, an increase of \$1.50 to the universal fee had been approved to be effective summer 2018, from \$17.50 to \$19.00. The combined tuition and fee increases, for a total of \$148.75 for tuition and per credit hour fees, is a 4.4% increase over the combined FY 2018 tuition and fee rate of \$142.50 (tuition rate of \$125.00 plus per credit hour fees of \$17.50).

Enrollment projections begin with a model maintained by the Institutional Research department, which looks at trends and projects future enrollments. The College utilizes this model as a guide for beginning the process of estimating full-time equivalent (FTE) credit enrollment for budgeting purposes. Other external factors within the first time in college, young adult, and adult market segments are then considered when estimating enrollment, as well as the impact of any program changes. The tables below provide a history of FTE counts and percentage changes by year. Enrollments continue to decline with FY 2019 projected to decrease 0.5%.

Budgeted tuition and fees for the Tax Capped Funds will decrease from \$48,996,762 in FY 2018 to \$48,855,632 in FY 2019, or 0.3%.



FTE History										FY 2019
FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	Budget
10,980	11,758	11,859	11,361	10,808	10,560	10,229	9,961	9,676	9,376	9,329

The following charts show the tuition rates per credit hour, changes of in-district rates, and history and FY 2019 budget for tuition and fee revenues.

Tuition Rates per Credit Hour



In-District Rate Dollar and Percentage Change

FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
\$0.00	\$8.50	\$4.00	\$4.00	\$2.00	\$1.75	\$3.50	\$5.50	\$5.75	\$4.75
0.0%	9.4%	4.1%	3.9%	1.9%	1.6%	3.2%	4.8%	4.8%	3.8%

Tuition and Fees Revenue

	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
	Actual	Projected	Budget							
	\$45,095,699	\$48,881,774	\$47,308,124	\$47,127,296	\$46,577,180	\$46,203,422	\$45,802,519	\$46,990,717	\$46,839,619	\$48,855,632
Percentage change	8.5%	8.4%	-3.2%	-0.4%	-1.2%	-0.8%	-0.9%	2.6%	-0.3%	4.3%

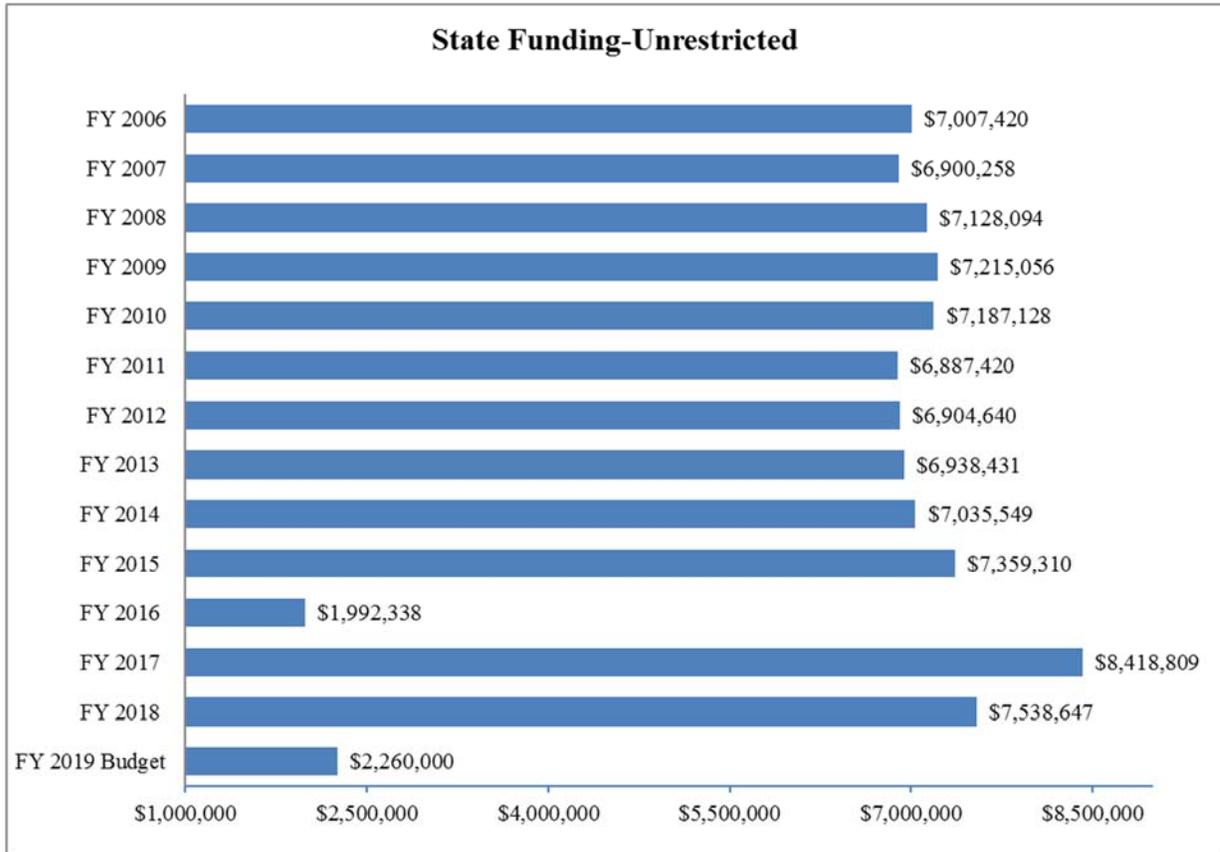
State Funding

State funding as a percentage of per capita costs remains the same and is estimated in FY 2018 to be 4.8%. As a percentage of total Tax-Capped funds revenue, it is estimated to be around 6.6% for FY 2018. 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.

The unrestricted funding from the State, of which the base operating grant is the primary source, is budgeted at 25% of the previous year. The College is reducing its reliance on State funding because of the uncertainties surrounding the finances of the State of Illinois. The budget has been reduced from \$4,015,000 in FY 2018 to \$2,260,000 in FY 2019.

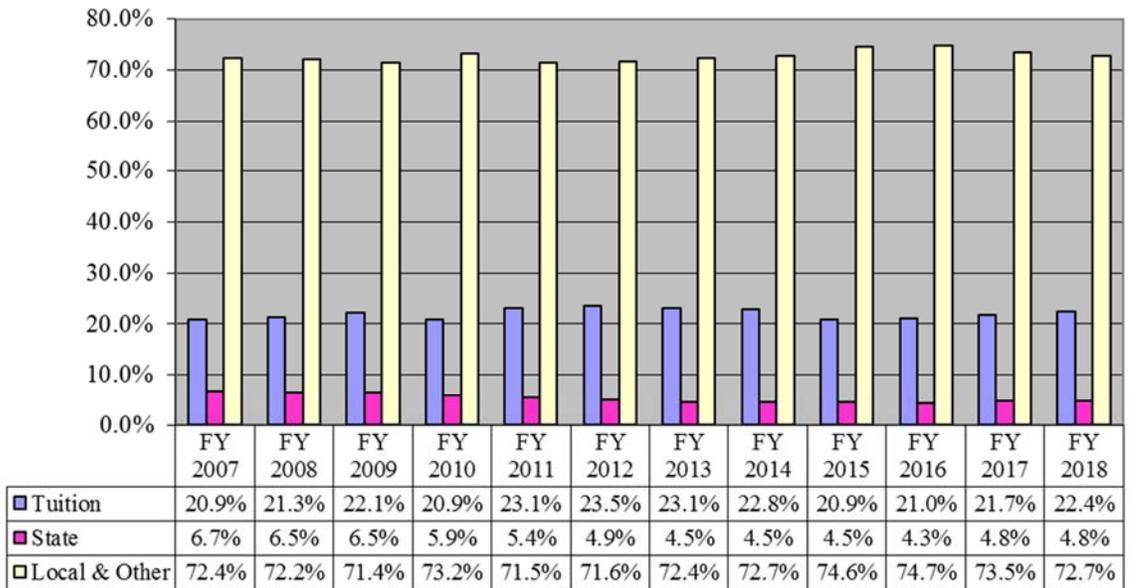
In addition to uncertainty in funding for the base operating grant, the College will be expected to absorb the unfunded Illinois Veterans' grants, which are estimated to be approximately \$300,000.

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.



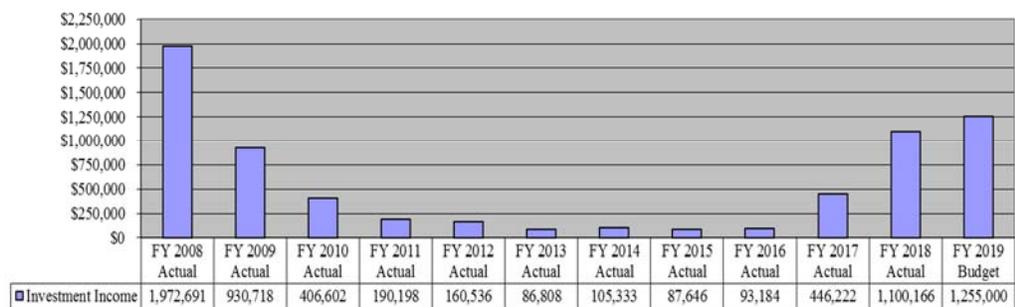
State Funding Percentage of Revenues and Change														
	FY 06	FY 07	FY 08	FY 09	FY 10	FY 11	FY 12	FY 13	FY 14	FY 15	FY 16	FY 17	FY 18	FY 19 Budget
Percentage of Total Revenues	8.4%	7.7%	7.6%	7.4%	7.0%	6.4%	6.4%	6.4%	6.4%	6.7%	1.9%	7.4%	6.6%	2.0%
Percentage change	-1.0%	-1.5%	3.3%	1.2%	-0.4%	-4.2%	0.3%	0.5%	1.4%	4.6%	-72.9%	322.6%	-10.5%	-70.0%

Percentage of Per Capita Cost



All other revenue sources make up 2.0% of total revenues. Yields on typical quality investments are rising and, with recent interest rate hikes, investment income is showing signs of improvement. Investment income in the past year was \$1,100,166, a level not seen since FY 2009. An increase to \$1,255,000 is budgeted for FY 2019.

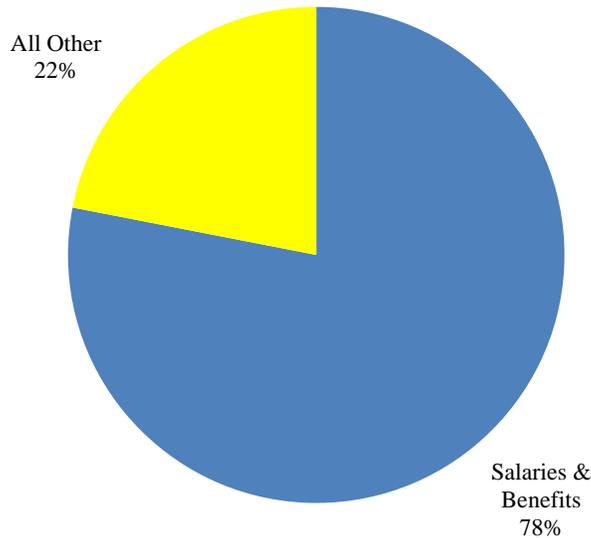
Investment Income by Fiscal Year



Expenditures

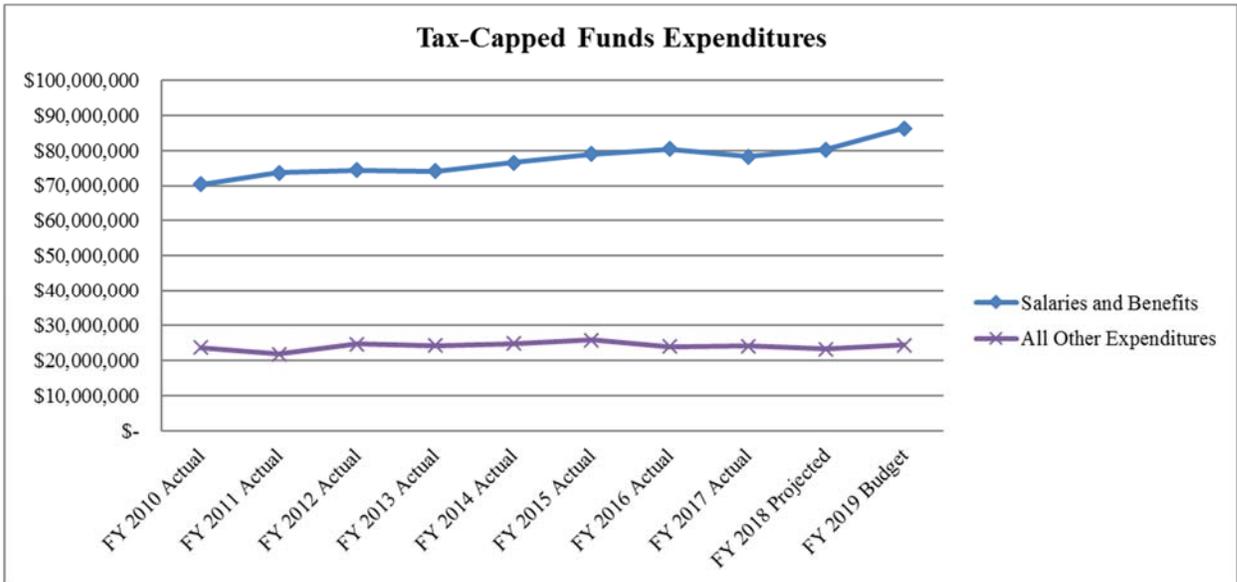
Building the expenditure side of the budget is a coordinated process across all College departments. Reallocation of existing budgets is always considered before funding any new budget requests. The Tax Capped Funds budgeted expenditures for FY 2019 are \$110,568,661 compared to \$110,024,091 for FY 2018. This represents an increase of \$544,570, or 0.5%, driven primarily by increases in annual salaries and benefits, offset by reductions in other expenditures to balance the budget.

Tax-Capped Funds FY 2019 Budgeted Expenditures



The following table and graph show historical expenditures, exclusive of fund transfers, for the previous nine years, as well as the budgeted expenditures for FY 2019.

Tax-Capped Funds Expenditures- History and FY 2019 Budget										
	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Actual	FY 2015 Actual	FY 2016 Actual	FY 2017 Actual	FY 2018 Projected	FY 2019 Budget
Salaries and Benefits	\$ 70,330,649	\$ 73,715,166	\$ 74,431,168	\$ 74,161,710	\$ 76,569,300	\$ 78,919,149	\$ 80,481,863	\$ 78,189,574	\$ 80,217,826	\$ 86,303,323
All Other Expenditures	23,644,930	21,819,976	24,551,626	24,224,513	24,821,933	25,788,327	23,846,403	24,060,263	23,226,437	24,265,338
Total Expenditures	\$ 93,975,579	\$ 95,535,142	\$ 98,982,794	\$ 98,386,223	\$ 101,391,233	\$ 104,707,476	\$ 104,328,266	\$ 102,249,837	\$ 103,444,263	\$ 110,568,661



Salaries and Benefits

Salaries and benefits represent 78% of the College’s expenditures. Approximately 65% of the College’s salaries and benefits are driven by collective bargaining agreements making the budget process relatively straightforward in most years. All of the College’s five unionized groups have settled contracts through at least FY 2019. Vacant positions are budgeted at the expected annual salary needed to fill the position.

Health insurance benefits for employees are budgeted based on current benefit elections and any expected change in the benefit rates. The College has estimated the calendar year 2019 medical insurance rates to increase 8%.

Combined salaries and benefits have increased from \$84,808,691 in FY 2018 to \$86,303,323 in FY 2019, or about 1.8%, 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.

Personnel Headcount Summary				
Employee Group	FY 2016 Actual	FY 2017 Actual	FY 2018 Actual	FY 2019 Budget
Faculty - Full-Time	238	233	228	224
Administrators - Full-Time	51	43	39	38
Professional/Technical - Full-Time	138	142	152	163
Professional/Technical - Part-Time	45	39	32	30
Supervisory/Management - Full-Time	94	99	103	109
Supervisory/Management - Part-Time	2	2	2	2
Classified - Full-Time	136	127	128	122
Classified - Part-Time	111	89	83	76
Security - Full-Time	18	18	17	17
Security - Part-Time	17	15	15	15
Custodial/Maintenance - Full-Time	93	84	84	84
Custodial/Maintenance - Part-Time	5	4	4	4
Totals - Permanent Employees	948	895	887	884
Instructional Adjunct Faculty	759	695	657	644
Non-Instructional Adjunct Faculty	34	28	21	39
Continuing Education Instructors	339	322	428	398
Totals - Adjunct employees	1,132	1,045	1,106	1,081
Grand Totals	2,080	1,940	1,993	1,965

All other expenditures, which include contractual services, materials and supplies, travel and meeting, fixed charges, utilities, capital outlay, contingency, and other combined for a decrease from the prior year of \$950,062 or 3.8%. This is primarily due to reductions in institutional waiver expenditures that are offsets to reductions in tuition and fee revenue for adult education and dual credit enrollment. These expenditures represent 22% of the budget.

SWOT Analysis

In preparation for the development of the 2016-2019 Strategic Plan, Harper College invested significant time and energy in conducting an assessment of internal Strengths and Weaknesses as well as an external review of Opportunities and Threats – a SWOT Analysis. The SWOT Analysis provides an evaluation that can focus institutional attention and inform planning processes. The analysis began with the identification and critical review of key institutional data. These key data sources included:

- College Plan
- Accountability Report
- Fact Book
- Student Success Report
- Environmental Scan
- Community Survey
- Sightlines Facilities Benchmarking
- Community College Survey of Student Engagement (CCSSE) results
- National Community College Benchmark Project (NCCBP)
- Personal Assessment of the College Environment (PACE) results
- Graduate employment data
- Recent task force reports

As a result of the review of these documents the College's strengths, weaknesses, opportunities and threats began to surface. The analysis identified the current state of affairs, while highlighting areas in which Harper is strong as well as those that need our focused attention. Further research was conducted to gather additional data on external forces influencing Harper as opportunities or threats. Items that surfaced were evaluated using three criteria:

- Institutional Level - The item is at the institutional level, not one relating solely to a particular division, department or program.
- Data Driven - Once the institutional criterion was met, the item was reviewed to determine if its data are documentable and measurable.
- Peer Review - If applicable, the data was reviewed to see how Harper compares to similar institutions.

An initial draft document was created and reviewed by the Strategic Planning and Accountability (SPA) Committee. The second draft was presented to the campus community as part of the fall 2014 Friday Dialogue Sessions during which faculty and staff had the opportunity to provide additional feedback. The final SWOT Analysis begins on the next page.

STRENGTHS

(A strength is a positive internal institutional attribute.)

Strength 1: Increasing Levels of Student Degree Completion/Credentials Earned

Item Description:

Completion rates and credentials awarded have been increasing since the implementation of strategies associated with the 2010-2015 Strategic Plan. While the current rate itself has not reached the desired level the dramatic growth in both overall graduation rate and number of credentials conferred are positive outcomes and a strength of the College.

Supporting Comments:

The College's three-year Integrated Postsecondary Education Data System (IPEDS) graduation rate has increased by 10.22% over the last four years. Harper's graduation rate was well above the peer group average for 2011 and 2012. The peer group average has ranged from 15.40% to 16.90%. While many colleges in the peer group have seen increases in graduation rates, the rate of increase is higher for Harper than for the peers.

Graduation Rate*				
Year	2010	2011	2012	2013
Harper	13.90%	19.00%	20.40%	24.12%
Peer Average	15.40%	15.80%	16.90%	Not yet available

*Graduation rate as measured by IPEDS is the percent of full-time, first-time, degree/certificate-seeking students who completed a degree or certificate within three years of initial enrollment.

President Obama has challenged community colleges to produce five million additional completions by 2020. Additionally, the Association for Community College Trustees (ACCT), the Center for Community College Student Engagement (CCCSE), the League for Innovation in the Community College, the National Institute for Staff and Organizational Development (NISOD), and the Phi Theta Kappa Honor Society set as their goal to confer 50% more high-quality degrees and certificates by 2020.¹ In support of this national initiative, Harper has committed to realizing 10,604 additional degrees and/or certificates earned by 2020. At the end of FY2014 the College is well ahead of schedule; 67% to the 2020 goal of 10,604 additional degrees and certificates.

Harper Degrees and Certificates Awarded				
2010	2011	2012	2013	2014
2,552	3,838	4,487	3,930	3,743

Strategies to increase the number of completions have impacted the growth in graduation rate and completions.

- Implemented a "completion pledge" in partnership with Phi Theta Kappa, which students sign indicating their commitment to working toward completing a Harper credential, and outlining the College's pledge of its own efforts to help them succeed.

¹ McPhail, C. J. (2011). The completion agenda: A call to action. American Association of Community Colleges p. 2 http://www.aacc.nche.edu/Publications/Reports/Documents/CompletionAgenda_report.pdf

- Increased focus on dual degree agreements that not only allow students to transfer from the two-year institution to a four-year, but also facilitate the exchange of student data in both directions, as a result, students who transfer prior to completing a Harper credential can reverse their credits back to Harper to finish here, as well.
- Updated the College website to allow students to self-audit progress toward a credential each term and connect them more easily with resources to help them finish.
- Created a completion concierge position which is responsible for:
 - Identifying students who are close to completing degree requirements
 - Organizing the preparation of information needed for graduation evaluations
 - Utilizing the degree audit module and communicating results with the student population
 - Tracking student progress as they continue through successful completion of a degree or certificate program
 - Working with academic counselors to ensure proper course placement.

Strength 2: National Model for Addressing Workforce Gaps

Item Description:

Harper is focused on building new partnerships as a strategic direction in the current strategic plan. Its first major partnership to develop from this focus was the statewide manufacturing alliance of community colleges to address the shortage of manufacturing technicians in the state. Harper College's ability to develop and sustain this type of model serves the institution and the region.

Supporting Comments:

The revitalized manufacturing program is a statewide program that has been regarded as a national model by the Department of Labor, the White House and the Manufacturing Institute. This partnership model is currently being replicated in Minnesota, Michigan and Ohio. There are four primary advantages with this type of model.

- Strong statewide higher education collaboration
 - Harper College led a consortium of 21 geographically-dispersed Illinois community colleges called the Illinois Network for Advanced Manufacturing (INAM).
 - INAM has created a project with an overarching goal to “Expand and improve the delivery of education and career training programs leading to industry-recognized certificates or associate degrees that can be completed in two years or less and prepare Trade Adjustment Assistance (TAA)-eligible and other workers for employment in high-wage, high-skill advanced manufacturing occupations.”²
- Development of a replicable model
 - Specific target population - The project, Earn and Learn Advanced Manufacturing Career Lattice Program, specifically targets TAA workers, veterans, incumbent workers, the unemployed and others who seek additional training to secure and/or maintain employment within the manufacturing sector.

² INAM, 2014. Mission. <http://inam.net/>

- Credential realignment - The Earn and Learn Program allows participants to earn stackable, portable certificates and degrees that lead to high paying jobs within advanced manufacturing while simultaneously working in the industry. These industry-recognized credentials obtained through the Manufacturing Skills Standards Council (MSSC), the National Institute for Metalworking Skills (NIMS) and American Welding Society (AWS); provide quality assurance that employees possess the necessary skills and competencies to pursue various positions within advanced manufacturing. This partnership received a \$13 million Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant from the Department of Labor.
- Functional business partnerships
 - This partnership also includes 75 local manufacturers offering paid internships.
 - Additionally, the College is beginning a partnership in the supply chain industry through another TAACCCT grant from the Department of Labor.
- National model recognition
 - Harper was select by Secretary of Commerce Penny Pritzker and the White House to represent community colleges in the national Advanced Manufacturing Partnership (AMP) as one of only two community colleges in the country. The group is comprised of university and college presidents, chief executive officers from the nation’s most successful manufacturing firms, labor leaders and policymakers across the federal government.
 - The Aspen Institute is featuring this model in their workforce partnership section of their upcoming community college Best Practices Guide publication.³ The partnership has also been designated by the Manufacturing Institute as an M-List School. The M-List recognizes high schools, community colleges, technical schools, and universities that are teaching manufacturing students to industry standards.⁴ Only 79 institutions achieved this national standing.⁵

Strength 3: Partnerships with Sender High Schools

Item Description:

Harper College has created a nationally recognized model for high school community college partnerships that includes program alignment, increased college readiness, integrated college credit and the ability to earn college scholarships.

Supporting Comments:

The Northwest Educational Council for Student Success (NECSS) is a partnership between Harper and our sender high schools. This unique partnership focuses on student success and was developed based on the approval of the Harper Board as well as the boards of our three sender high school districts. The purpose of NECSS is to “develop programs, share talent and data, and leverage joint resources to ensure that every elementary, high school and college graduate will have the opportunity to be prepared for a global society, 21st century careers, and postsecondary readiness/success.”⁶

³ Aspen, 2014 – Planned Publication Early 2015

⁴ <http://blog.stemconnector.org/manufacturing-institute-launches-m-list-one-source-skills>

⁵ Manufacturing Institute, 2013 <http://www.themanufacturinginstitute.org/Skills-Certification/M-List/M-List.aspx>

⁶ Guiding Document for NECSS, p. 2, http://www.necsspartnership.com/wp-content/uploads/Guiding_Document.pdf

The NECSS organizational structure contains five committees, one Council and one Board, each with the authority to create initiative, project, and/or program subcommittees. The five committees can request funds to explore, plan and implement initiatives, projects, and/or programs from the Council. The Council can also request funds from the Board for activities they would like to pursue. The Board will approve the activity and the funding. Activities should specifically address student learning and support efforts that increase college and career readiness and decrease the number of students placing into developmental education. Activities include those that:

- Increase the number of first-generation students who aspire to achieve postsecondary degrees;
- Increase the number of students of color who aspire to and achieve postsecondary degrees;
- Increase the number of males who achieve postsecondary degrees;
- Increase overall graduation rates and reduce attrition;
- Decrease student achievement gaps.⁷

An example of an initiative of NECSS is found in the cross-district approach to increasing college readiness in math. The partners are currently:

- Testing high school juniors using the COMPASS test.
- Promoting high school seniors to take math their senior year (Illinois only requires three years of math).
- Offering a new Algebra 3 course that is the equivalent to Harper's MTH080. High school students in this course, who meet the threshold of the commonly developed (high school and college faculty) final exam, are deemed college ready in math and do not need to retest.
- For those high school students who are college ready and do not want to pursue the calculus track, we offer a dual credit College statistics course at the high schools.

This program has been offered to over 2,000 high school students and has resulted in a 21% increase in the percentage of recent high school graduates beginning in college math.⁸ NECSS is also in the process of developing an English alignment program, a Promise Program, and the Power of 15 Program.

The Daily Herald, in its editorial of October 10, 2010, called this partnership a “groundbreaking alliance”.⁹ The partnership was also highlighted in a spotlight session at the American Association of Community Colleges Annual conference as an exemplary partnership.¹⁰ The Illinois Board of Higher Education and the Illinois P-20 Council requested a presentation on NECSS and concluded it was a model for the state.¹¹ The Aspen Institute has identified this partnership to be featured in the high school partnership section of their upcoming community college Best Practices Guide publication.¹²

⁷ Guiding Document for NECSS, p. 2, http://www.necsspartnership.com/wp-content/uploads/Guiding_Document.pdf

⁸ Harper College *Student Success Report*, 2013-14 p. 2

⁹ Daily Herald, October 10, 2010, p. 14

¹⁰ AACC 2014 Conference Program guide Spotlight Session

¹¹ IBHE, combined Board Meeting – P-20 Council Meeting, July 25, 2012

¹² Aspen, 2014 – Planned Publication Early 2015

The NECSS model is being replicated in New Mexico and at Illinois Valley Community College in Illinois. The New Mexico project is being highlighted at the 2014 American Community College Trustees Association Conference. The College has been asked to present this model by the American Association of Community Colleges, American Community College Trustees Association, the School Superintendents Association and Achieving the Dream. The model was also noted by the White House in the publications that resulted from the White House Summit on Community Colleges.¹³

Strength 4: Support for Professional Development

Item Description:

Harper College provides employees with institutional support and encouragement to pursue opportunities for professional development. The support, both monetary and programmatic, for professional development provided by the College is a strength of the institution.

Supporting Comments:

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

- Expended \$550 per FTE employee in FY2012, ranking above the 75th percentile among 171 public community colleges as reported in the 2013 National Community College Benchmark Project (NCCBP).¹⁴
- Expended over \$548,000 in employee professional development in FY2014.
- Provided professional development workshops to further develop faculty teaching skills. In FY2014, 83 workshops on 67 different topics were offered with a total enrollment of 1,287.
- Expanded employee technical skills with training provided by Information Technology. In FY2014, 194 technical skills training classes were held with 397 employees attending.
- Established the Harper Leadership Institute, which is designed to enhance professional effectiveness and provide a pathway to future leadership opportunities. The first cohort comprised of 29 employees representing diverse employee groups and varying levels of leadership completed the year-long program in FY2014. A total of 30 employees were selected to participate in the second-year of the program.
- Created the Center for Adjunct Faculty Engagement which promotes student success by providing instructional support, resources, and professional development for adjunct faculty.
- Instituted the Academy for Teaching Excellence which takes an integrated approach to faculty development that aligns with the College goals and strategic initiatives. The Academy develops original professional development opportunities and forms partnerships with all areas of the campus that provide professional development in order to create one clearinghouse for all faculty professional development.

¹³ The White House. Commitments to Action on College Opportunity. January 2014. p. 25
http://www.whitehouse.gov/sites/default/files/docs/college_opportunity_commitments_1-16-2014_final.pdf

¹⁴ 2013 National Community College Benchmark Project, Report of National Aggregate Data

- Established the Harper Academy for Research and Teaching Excellence (HARTE) Fellowship. The HARTE Fellowship was designed to provide faculty and staff with an opportunity to engage in scholarly research to inform the planning and implementation of the College’s strategic initiatives by providing an opportunity for doctoral study. Fellows will research topics directly related to the strategic goals and share their research with the College to inform our practice.
- Created the Staff Professional Enrichment Training Series. The goal of the training is to combine the managers “needs” for specific skills for their staff with the training “wants” of employees. The program offers a series of three and a half hour long courses offered through Development Dimensions International. Participation rates in 2013 included 74 supervisors/managers and 122 staff.

Strength 5: Community Awareness/Participation

Item Description:

District residents have a high awareness of Harper College as their community college and high rates of participation in both credit coursework and cultural activities.

Supporting Comments:

Community survey results continue to demonstrate that awareness of Harper is an institutional strength. Results of the most recent community surveys, conducted in 2010 and 2013, indicate that Harper had the highest unaided recall (first mention) with the residents in the district. According to the survey administrators, the most accurate assessment of awareness is an assessment of unaided recall.¹⁵

- In 2010 and 2013, 33% of the district residents mentioned Harper College first when inquiring about local area colleges. This awareness rate is approximately 10% higher than the rate for other colleges of similar size.¹⁶
- Harper, with an unaided awareness rate of 33%, is well above the other 2013 responses: 14% Northwestern University; 7% University of Illinois; 6% Northern Illinois University; 5% Oakton Community College; 5% University of Chicago; 4% Elgin Community College; 4% DePaul University; 4% Roosevelt University; 3% College of DuPage; and 2% Loyola University.¹⁷
- In the 2013 responses, Harper College was the most frequently recalled college or university with 58% of survey respondents mentioning Harper when asked about local area colleges.¹⁸
- In 2013, Harper has high overall familiarity rates with 69% recognizing Harper as their community college.¹⁹

¹⁵ Community Survey 2013, p. 7

¹⁶ Clarus email, September 2014

¹⁷ Community Survey 2013, p. 8

¹⁸ Community Survey 2013, p. 10

¹⁹ Community Survey 2013, p. 13

Harper College ranks high in community participation, according to data from the National Community College Benchmark Project (NCCBP), as compared to over 200 other community colleges.^{20 21}

- Community participation in cultural activities was at the 94th percentile in 2012 and 92nd percentile in 2013.
- Students from our district high schools attend Harper at high rates. Harper was at the 90th percentile for high school penetration rate in 2012 and the 78th percentile in 2013.
- Overall credit student penetration rate is high compared to our peers; at the 82nd percentile in 2012 and the 81st percentile in 2013.

Learning Resources Network (LERN) is the premier association in continuing education and lifelong learning.²²

- For academic year 2014-15, Harper College's Continuing education program is one of the top five online providers in the LERN association.
- Harper College has been LERN Certified since 2003 and at the time of certification we had earned the highest rating of any program in the nation.

²⁰ 2012 National Community College Benchmark Project, Report of National Aggregate Data

²¹ 2013 National Community College Benchmark Project, Report of National Aggregate Data

²² Email communication with Mark Mrozinski, 12/4/14; LERN web address: www.lern.org

WEAKNESSES

(A weakness is an institutional attribute requiring improvement.)

Weakness 1: Stagnant Student Persistence Rates

Item Description:

Although both the graduation rate and the number of credentials conferred are increasing, Harper College is experiencing a decline in student persistence rates. Due largely to lack of persistence, the student advancement rate which represents the percentage of students who graduate, transfer or continue to enroll at the College within three years of initial enrollment is not showing progress. Despite efforts to improve student success and overall student progress, student persistence and the advancement rate are not steadily increasing.

Supporting Comments:

Student persistence rates have declined in recent years. Although efforts to increase the persistence of Harper students have been implemented, the fall to spring and fall to fall persistence rates are not improving. While persistence rates remain above the peer group average, the decrease in rates in conjunction with the increased efforts to retain students is an area of weakness for the College.

Persistence Rate: Fall to Spring ²³				
2010	2011	2012	2013	2014
70.48%	76.23%	76.96%	73.46%	73.94%

Persistence Rate: Fall to Fall ²⁴				
2010	2011	2012	2013	2014
49.88%	50.77%	57.78%	53.16%	49.84%

Student advancement rate is a comprehensive measure of student progress. Harper’s student advancement rate decreased steadily from 2010 to 2012 and increased slightly in 2013. The student advancement rate is well below the Harper target rate of 77-78%.

Student Advancement Rate ²⁵				
Year	2010	2011	2012	2013
Harper	69.86%	65.43%	62.92%	65.01%
Peer Average	68.32%	61.42%	63.20%	Not yet available

Weakness 2: Insufficient Employee Diversity

Item Description:

The ethnic diversity of the Harper College faculty and staff is not representative of the community it serves. While attention has been placed on increasing the diversity of both faculty and staff, Harper College is struggling to achieve a level of employee diversity that reflects the increasingly diverse student body and district populations.

²³ Harper College *Institutional Accountability Report*, 2013-14. p. 7

²⁴ Harper College *Institutional Accountability Report*, 2013-14. p. 8

²⁵ Harper College *Institutional Accountability Report*, 2013-14. p. 9

Supporting Comments:

A racially and culturally diverse faculty and staff offer significant advantages to community college students and to the College as a whole. A diverse employee base increases the likelihood of students having a successful experience while in school.²⁶

Recent studies of institutions of higher education have concluded 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.²⁷

There are numerous sources that highlight the need to improve Harper’s employee diversity. The most recent Institutional Effectiveness Measures (IEMs) show that district diversity has increased from 31.4% in 2010 to 32.4% in 2013, while the percentage of diverse new hires has decreased from 29.85% in 2010 to 21.82% in 2013. Additionally, the underrepresented employee separation rate has increased from 7.48% in 2010 to 9.44% in 2013. Data shared by the Task Force on Diversity and Inclusion show the percentage of full-time diverse employees by Equal Employment Opportunity Commission (EEOC) group in 2013:

Percentage of Full-Time Diverse Employees, Fall 2013

	Total Harper²⁸	Harper District (2010)²⁹
African American	2.9%	2.4%
Asian	4.6%	12.1%
Hispanic	5.3%	16.3%

Percentage Diverse Faculty to Students, Fall 2013

	Harper Faculty³⁰	Harper Credit Students³¹
African American	1.6%	4.6%
Asian	3.7%	10.3%
Hispanic	2.8%	20.1%

As indicated by the data above, a large gap exists between the diversity of our employee population and that of those we serve.

Weakness 3: Inadequate Levels of Student Engagement

Item Description:

Student engagement with the learning process is directly related to student persistence in higher education.³² Harper College uses the Community College Survey of Student Engagement

²⁶ Jacobson, Jennifer “Scaling the Ivory Tower,” AFT On Campus, Jan-Feb 2008, p. 10-11

²⁷ Umbach, Paul D. “The Contribution of Faculty of Color to Undergraduate Education” Research in Higher Education, Vol 47, No. 3, May 2006, p. 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, p. 249-281

²⁸ Source: ICCB C1 Files, 2013

²⁹ Source: American Community Survey Estimates

³⁰ Source: ICCB C1 Files, 2013

³¹ Source: ICCB E1 Files, 2013

³² Tinto, V. (1993). *Leaving college: Rethinking the causes and cures of student attrition, 2nd edition*. Chicago: University of Chicago Press

(CCSSE) to assess student engagement as a key indicator of learning and engagement. The survey is comprised of items that assess institutional practices and student behaviors that are highly correlated with student learning and student retention.

Supporting Comments:

In 2012, 2013 and 2014 approximately 438,756 students at 684 colleges in 48 states, the District of Columbia, three Canadian provinces, plus Bermuda, Micronesia, and the Northern Marianas participated in CCSSE.³³ Based on these survey results, the Center for Community College Student Engagement (CCCSE) determined that student engagement is critical to student success and noted that “Promoting student engagement is the overarching feature of successful program design, and all other features support it. In design and implementation of the collegiate experience, colleges must make engagement inescapable for their students.”³⁴

CCSSE has been conducted at Harper every three years since 2006. Harper College has consistently scored below or at average with most of the CCSSE defined benchmarks tracking student academic engagement. In addition, according to the most recent administration, Harper College student scores have fallen at or below the 25th percentile for three of the five benchmarks. Finally, percentile ranks for four out of five benchmarks have decreased from the 2008-09 administration to the 2011-12 administration.³⁵

CCSSE Benchmarks \ Definitions	2008-09 Administration			2011-12 Administration			Change in Rank
	Score	Rank	Median	Score	Rank	Median	
Active & Collaborative Learning The extent to which students participate in class, interact with other students, and extend learning outside of the classroom.	46.2	16%	49.6	45.6	10%	49.2	-6%
Student Effort Time on task, preparation, and use of student services.	48.4	32%	50.0	47.6	27%	49.8	-5%
Academic Challenge The extent to which students engage in challenging mental activities, such as evaluation and synthesis, as well as the quantity and rigor of their academic work.	50.3	62%	49.7	49.6	50%	49.6	-12%
Student-Faculty Interaction The extent to which students and faculty communicate about academic performance, career plans, and course content, etc.	47.9	16%	50.8	48.0	17%	50.2	1%
Support for Learners Students’ perceptions of their college and their use of advising and counseling services.	49.2	43%	49.5	47.7	24%	50.1	-19%

Blue shading indicates at or below the 25th percentile.

³³ Community College Survey of Student Engagement, 2014. National College Characteristics. <http://www.ccsse.org/survey/national.cfm>

³⁴ Center for Community College Student Engagement. (2012). A Matter of Degrees: Promising Practices for Community College Student Success (A First Look). Austin, TX: The University of Texas at Austin, Community College Leadership Program

³⁵ NCCBP Benchmarking tool; <http://www.nccbp.org/content/benchmarks>

Weakness 4: Student Achievement Gaps

Item Description:

Although Harper College has increased success and completion rates for many students, that success is not shared equally across student groups. Some demographic groups continue to underperform when compared with their peers. These student achievement gaps are an area of concern for the College, independent of similar gaps that may be seen within peer institutions. Continued efforts to decrease gaps based on race/ethnicity, gender and age are essential to providing equitable opportunities for students.

Supporting Comments:

Student achievement gaps exist in the areas of persistence, developmental course success, college-level course success, and completion and transfer:

Persistence: Black and Hispanic students and students age 20 and over persist at rates below the College's overall persistence rates.

- In the 2011 cohort, black student fall to fall persistence (28.7%) and Hispanic student fall to fall persistence (52.8%) were below the overall Harper persistence rate (56.9%).³⁶
- Students age 20 and over had average fall to fall persistence rates 14.7-16.6% lower than the overall Harper persistence rate.³⁷

Developmental courses: Black students and male students do not perform as well as their peers in developmental math, reading, and English.

- Black student developmental course completion falls approximately 20% below the Harper average in all three subjects.³⁸
- Male students consistently underperform in developmental courses in comparison to females, with success rates 2.4-6.1% below the college average for the 2010 cohort.³⁹

College-level courses: Black, Hispanic, and male students also underperform in relation to their peers in gatekeeper courses.

- Success rates for black students ranged from 8.7% (math) to 13.0% (English) below the Harper average for the 2010 cohort. Hispanic students consistently performed below the Harper average in gatekeeper English (3.0%) for the 2010 cohort.⁴⁰
- Males also consistently underperform in gatekeeper courses, with rates 3.5-5.7% lower than the Harper average for the 2010 cohort.⁴¹

Completion and Transfer: Completion rates remain low for male, black, and Hispanic students, in addition to students age 20-24. Additionally, Hispanic students and students age 25 and over tend to have low transfer rates in comparison to their peers.

³⁶ Harper College *Student Success Report*, 2013-14, p. 36

³⁷ Harper College *Student Success Report*, 2013-14, p. 39

³⁸ Harper College *Student Success Report*, 2013-14, p. 43, 49, 55

³⁹ Harper College *Student Success Report*, 2013-14, p. 42, 48, 54

⁴⁰ Harper College *Student Success Report*, 2013-14, p. 91, 98

⁴¹ Harper College *Student Success Report*, 2013-14, p. 90, 97

- Male students complete credentials at lower rates relative to female students. For the 2010 cohort, the male completion rate (15.3%) was 11.5% lower than the female completion rate (26.8%).⁴²
- Although the overall Harper completion rate was 21.2% for the 2010 AtD cohort, black students completed at a rate of 14.2% and Hispanic students completed at a rate of 18.2%. Additionally, the Hispanic transfer rate (28.7%) was 7.4% below the Harper average (36.1%).⁴³
- Students age 30 and over outperform their peers in completion (26.1%), but students age 20-24 complete at lower rates than any other age group (16.5%). For the 2010 cohort, the overall Harper transfer rate was 36.1% but students age 25-29 transferred at 28.5% and students age 30 and over transferred at 20.9%.⁴⁴

Weakness 5: Employee Climate Concerns Regarding Communication and Advancement

Item Description:

Although the results of the Personal Assessment of the College Environment (PACE) revealed that “the overall results from the 2013 administration of the PACE instrument indicate a healthy campus climate, yielding an overall 3.78 mean score or high Consultative System,”⁴⁵ two areas have been identified as needing improvement: internal communication and a supportive environment with opportunities for advancement. The results of the Harper Cultural Values Assessment are consistent with these concerns.⁴⁶

Supporting Comments:

From the 2011 and 2013 administrations of the PACE instrument, the following items were rated the lowest across the majority of employee groups surveyed:

- Internal Communication
 - Information is shared within the institution.
 - Open and ethical communication is practiced at this institution.
 - My work is guided by clearly defined administrative processes.
- Supportive Environment with Opportunities for Advancement
 - Decisions are made at the appropriate level at this institution.
 - I am able to appropriately influence the direction of this institution.
 - This institution has been successful in positively motivating my performance.
 - A spirit of cooperation exists at this institution.
 - This institution is appropriately organized.
 - I have the opportunity for advancement within this institution.

From the spring 2013 Harper Cultural Values Assessment the following issues were revealed:

- Internal Communication
 - There is a lack of clear and open communication, and people may feel as if they are working against one another at times.

⁴² Harper College *Student Success Report*, 2013-14, p. 125

⁴³ Harper College *Student Success Report*, 2013-14, p. 126, 134

⁴⁴ Harper College *Student Success Report*, 2013-14, p. 129, 136

⁴⁵ Personal Assessment of College Environment. Harper College Results Report. October 2013, p. 2

⁴⁶ Harper College Cultural Values Assessment, February, 2013

- Supportive Environment with Opportunities for Advancement
 - Participants are feeling overworked and faced with navigating rigid internal structures, systems and processes in their efforts to get the job done.
 - Budget restrictions may be compromising quality or sustainability, and causing employees to be concerned for their future employment.
 - There may be a lack of empowerment and hesitation to embrace new ideas.
 - Some people may be given unfair advantage while others may be made to feel inadequate or criticized.

Weakness 6: Physical Plant and Infrastructure

Item Description:

Although Harper College is outperforming its peers in many aspects of its physical environment, the current age of many campus buildings remains an institutional concern.

Supporting Comments:

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

- Fifty-five percent of Harper’s campus is between 25-50 years of age. According to Sightlines, “The balanced campus profile will see a shift in the next 5-7 years into higher risk categories, requiring strategic investments into new and old space with different operational demands.” Ensuring renovations in line with the Master Plan (including Buildings M, F, A, D and H) will move the College to a more balanced age profile by FY2018, with 26% of space between 25-50 years of age.⁴⁷
- Although the College has made improvements in planned maintenance (PM) to preserve the quality of campus space, the College lags behind best practices in this area. According to Sightlines, “Best practice institutions invest 10-12% of their budget on PM; Harper is investing 5%.”⁴⁸
- Harper College has 4.5% of its space dedicated to study space, which is lower than local peers: College of Lake County (6.9%), Oakton Community College (6.2%), College of DuPage (6.1%) and Elgin Community College (5.9%).⁴⁹

⁴⁷ Sightlines FY2013 ROPA Presentation to the Harper College Board of Trustees, August 2014. Slide 3

⁴⁸ Sightlines FY2013 ROPA Presentation to the Harper College Board of Trustees, August 2014. Slide 8

⁴⁹ Illinois Community College Board, 2013 Data and Characteristics of the Illinois Public Community College System, Table V-4 - Total Net Assignable Square Footage by Room Use Classification

OPPORTUNITIES

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

Opportunity 1: Alternate Methods for Earning College Credit

Item Description:

In many accredited public and private universities across the United States, credit may be given for adequately documented and validated experiential equivalent learning of a postsecondary nature. Examples are: credit for business experience, achievements in a related profession, competency-based learning, military training or other postsecondary-level equivalent experience.

Supporting Comments:

Providing alternative means for students to earn college credit would make enrollment at Harper College advantageous over other programs in the area and decrease both the cost and time for obtaining a degree or certificate.

Credit for prior learning is the granting of college credit for what an individual has learned through life or work experiences.⁵⁰

- According to the National Center for Education Statistics, the number of colleges that award credit for life experience has increased 35% from 2004 to 2010 to more than 2,000 schools.⁵¹
- Students are finding that many higher education institutions are open to granting college credit for documented life and work experiences. In 2006, the Council on Adult Experiential Learning (CAEL) conducted a study on the assessment of prior learning as a means of earning college credit. Results indicated that 70% of responding institutions accepted credit for corporate or military training, and 66% developed provisions for faculty evaluation of student portfolios indicative of prior learning (Klein-Collins & Hein, 2009).⁵²

Competency-based learning provides a method for earning college credit in an adaptive way, allowing the student to progress as mastery of learning is demonstrated.

- Competency-based learning often incorporates credit for prior experience by granting students the opportunity to demonstrate knowledge or skill acquired through these prior experiences.
- In addition to increasing efficiency and reducing cost, “competency-based systems also create multiple pathways to graduation, make better use of technology, support new staffing patterns that utilize teacher skills and interests differently, take advantage of learning opportunities outside of school hours and walls, and help identify opportunities to target interventions to meet the specific learning needs of students”.⁵³

⁵⁰ <http://goforward.harpercollege.edu/careerpaths/#glos9>

⁵¹ http://www.washingtonmonthly.com/college_guide/blog/credit_for_life.php

⁵² Klein-Collins, B & Hein, P. (2009). Prior learning assessment: How institutions use portfolio assessments. *The Journal of Continuing Higher Education*, 57, 187-189

⁵³ <http://www.ed.gov/oii-news/competency-based-learning-or-personalized-learning>

- Competency-based learning is an unexplored methodology at Harper College.

Opportunity 2: Workforce Partnerships with Business and Industry

Item Description:

The White House, the Department of Labor, the Department of Education, the American Association of Community Colleges, and The Aspen Institute have all focused on the importance of community colleges and business and industry partnerships over the last several years. Grant money, excellence awards and white papers have all documented the importance and impact of integrated workforce systems that include community colleges, regional employers and workforce systems.

Supporting Comments:

In 2010, the White House published a report calling on business leaders and community college boards to focus on community partnerships to increase opportunity for individuals and grow local economies. This report identifies steps that employers, business leaders and community college boards can take to promote community colleges as a way to raise the level of skill in the American workforce, including partnering in the development of curriculum and training programs.⁵⁴ The report notes that “as employers and business leaders get more involved in workforce development, they must link with strong faculty and administrators to build effective partnerships with community colleges. Community college boards must stand fully behind this important work. The board must create the conditions in which partnerships can thrive.”⁵⁵

The Aspen Institute notes that “for millions of Americans, community colleges provide an essential pathway to well-paying jobs and continuing higher education. The Aspen Prize for Community College Excellence honors institutions that strive for and achieve exceptional levels of success for all students, while they are in college and after they graduate.”⁵⁶ The measures for the prize include both student success and workforce outcomes.

Federal grants are increasingly addressing workforce-based educational opportunities and partnerships, giving priority to projects that include business partners – if not outright requiring them. The White House and federal agencies are promoting the inclusion of workforce outcomes in the growing performance-based funding movement for community colleges. The White House report encouraged community college boards to “Advocate at the state level for aggressive performance funding that offers incentives for workforce and job placement outcomes—not funding based solely on number of enrollments.”⁵⁷

⁵⁴ White House Summit on Community Colleges: A Call to Action for Employers and Community College Boards: How to Create High-Impact Partnerships for Jobs & Economic Vitality in the U.S. 2010
<http://knowledgecenter.completionbydesign.org/sites/default/files/71%20Bus%20Champions%202010.pdf>

⁵⁵ White House Summit on Community Colleges: A Call to Action for Employers and Community College Boards: How to Create High-Impact Partnerships for Jobs & Economic Vitality in the U.S. 2010, p. 11
<http://knowledgecenter.completionbydesign.org/sites/default/files/71%20Bus%20Champions%202010.pdf>

⁵⁶ The Aspen Institute. 2013. The 2013 Aspen Prize for Community College Excellence, p. 1

⁵⁷ White House Summit on Community Colleges: A Call to Action for Employers and Community College Boards: How to Create High-Impact Partnerships for Jobs & Economic Vitality in the U.S. 2010, p. 12

Opportunity 3: Underserved District Populations

Item Description:

Student demographics suggest that segments of the district population are currently underserved by Harper College. These underserved populations are adult students age 25 and over, first-generation immigrants, and commuters who live outside of the district but work within district boundaries. Opportunities exist for the College to focus greater attention on these markets, which would allow Harper to increase enrollment and enhance service to community members and local businesses.

Supporting Comments:

Adult residents, first-generation immigrants, and individuals who commute to the Harper district for employment are areas of potential market growth. Harper has the opportunity to fully develop these student pipelines to increase enrollment and provide better service to the community.

- Adult students: Approximately 46% of district residents over the age of 25 have less than an associate’s degree. In contrast, since fall 2009 only 38% of credit enrollments were attributed to adult students ages 25 and over indicating that there is a large population of adults in the district that might benefit from enrolling at the College. Nationally, 38% of those enrolled in higher education are over the age of 25, and 25% are over the age of 30. The share of all students who are over age 25 is projected to increase another 23% by 2019.⁵⁸

Educational Attainment ⁵⁹	18-24	25-34	35-44	45-64	65+	Total
Less than 9th grade	0.07%	0.55%	0.92%	1.26%	1.30%	4.10%
9th to 12th grade, no diploma	0.77%	0.67%	0.58%	0.86%	1.38%	4.25%
High school graduate, GED, or alternative	2.19%	2.52%	3.15%	8.33%	7.19%	23.37%
Some college, no degree	3.57%	2.77%	2.91%	7.47%	4.05%	20.76%
Associate's degree	0.65%	1.16%	1.47%	3.51%	0.94%	7.74%
Bachelor's degree	1.75%	6.28%	5.79%	10.14%	2.75%	26.71%
Graduate or professional degree	0.18%	3.19%	3.18%	5.20%	1.31%	13.07%
Total	9.17%	17.14%	18.00%	36.76%	18.92%	100.00%

Source: American Community Survey, 2012

- First-generation immigrants: First-generation immigrants account for an estimated 25.6% of the Harper district population, much greater than the statewide proportion of 14.3%.⁶⁰
- Commuters: “About 27% of the 335,725 jobs in the Harper district are filled by residents with the remainder filled by commuters into the district.”⁶¹

⁵⁸ <http://www.theatlantic.com/business/archive/2011/09/old-school-colleges-most-important-trend-is-on-the-rise-of-the-adult-student/245823>

⁵⁹ American Community Survey, 2012

⁶⁰ Harper College *Environmental Scan*, 2014, p. 28

⁶¹ Harper College *Environmental Scan*, 2014, p. 10

Opportunity 4: Responding to the Region’s Skills Gap

Item Description:

Many employers in Harper’s region are unable to find skilled workers to fill open positions. Although the College offers degrees and certificates in many high-growth occupations, there may be opportunities to expand programming by increasing capacity, developing new programs, and partnering with other post-secondary institutions.

Supporting Comments:

According to the Center on Education and the Workforce, “The United States has been under-producing college-going workers since 1980. Supply has failed to keep pace with growing demand, and as a result, income inequality has grown precipitously.”⁶² Over the next decade, U.S. jobs requiring some level of postsecondary education are expected to grow to 63%. By 2018, the United States is projected to need 22 million new college degrees and over 4.7 million additional workers with postsecondary certificates, but will fall short of these needs by over 3 million post-secondary credentials.⁶³

The Bureau of Labor Statistics predicts that 60% of the top 10 fastest-growing occupations between 2004 and 2014 will require at least a completed certificate.⁶⁴ Community colleges must develop new and strengthen existing career programs to meet the growing industry need.

- Although total employment in the Chicago metropolitan area shrank by 4% from 2007 to 2012, some industries have experienced shortages of qualified workers.⁶⁵ Many of these areas are expected to grow in the next three to five years, providing opportunities in health care, social assistance and management.
- The table below displays the occupations for which at least some college is required and are predicted to realize the greatest rate of growth in Illinois by 2020.⁶⁶

Occupation	2010	2020	Change	#Change
Registered Nurses*	124100	140750	13%	16650
Nursing Aides, Orderlies, and Attendants	60470	65430	8%	4960
Computer Support Specialists	22890	25890	13%	3000
Emergency Medical Technicians and Paramedics	12860	15610	21%	2750
Licensed Practical and Licensed Vocational Nurses	23410	25630	10%	2220
Paralegals and Legal Assistants	10000	12170	22%	2170
Dental Assistants	12430	14300	15%	1870
Dental Hygienists	8670	10500	21%	1830
Preschool Teachers, Except Special Education	13720	15340	12%	1620
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	6850	8180	20%	1330
Radiologic Technologists and Technicians	8460	9630	14%	1170
Firefighters	15970	17020	7%	1050

Note: *Registered Nurses include Nurse Anesthetists, Nurse Midwives, and Nurse Practitioners.

⁶² Carnevale & Rose, 2011, p. 3. Carnevale, A., & Rose, S. (2011). *The undereducated American*. Center on Education and the Workforce. <http://cew.georgetown.edu/undereducated/>

⁶³ Carnevale, A., Smith, N., & Strohl, J. (2010). *Help wanted: Projections of jobs and education requirements through 2018*. Center on Education and the Workforce. <https://georgetown.app.box.com/s/ursjbxaym2np1v8mgrv7>

⁶⁴ *The Future of U.S. Workforce* report (2012)

⁶⁵ Harper College *Environmental Scan*, 2014, p. 6

⁶⁶ Career One-Stop Database (February, 2014)

Partnerships with other post-secondary institutions could provide the additional credentials needed to meet the job market demands. According to the Career One Stop database, which is sponsored by the U.S. Department of Labor, there are a number of fast growing occupations in Illinois for which a bachelor's degree is required.

- The table below displays the occupations for which at least a bachelor's degree is required and are predicted to realize high demand in Illinois by 2020.⁶⁷

Occupation	2010	2020	Change	#Change
General and Operations Managers	91660	100910	10%	9250
Management Analysts	31220	38030	22%	6810
Software Developers, Applications	25460	31860	25%	6400
Accountants and Auditors	48010	53620	12%	5610
Computer Systems Analysts	18090	22860	26%	4770
Market Research Analysts and Marketing Specialists	15090	19730	31%	4640
Software Developers, Systems Software	15230	18860	24%	3630
Computer Programmers	21640	24560	14%	2920
Personal Financial Advisors	11140	13750	23%	2610
Human Resources Specialists	15370	17500	14%	2130
Computer and Information Systems Managers	13730	15810	15%	2080

- Current partnerships with Eastern Illinois University, DePaul University, Governors State University, Rasmussen College, and Roosevelt University could be used as models for additional partnerships or for expansion of current offerings.

⁶⁷ Career One-Stop Database (February, 2014)

THREATS

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

Threat 1: Response to District Demographic Changes

Item Description:

Significant demographic changes require a response from the College to examine and address the needs and desires of the changing district population. District changes include declining enrollments in elementary schools, increasing racial and ethnic diversity, and decreases in household income. As the college of the community, Harper has a responsibility to respond to these changes and attend to the needs of the changing district population.

Supporting Comments:

The Harper College district population is becoming more diverse in race, ethnicity, primary language spoken in the home, and birth place.⁶⁸ The Hispanic population is the largest minority in Harper's district at 16.3%.⁶⁹ Along with these district demographic changes, lower birth rates and an aging population have caused a decrease in primary school enrollments; there were nearly 1,200 fewer kindergarten than 12th grade enrollments in the Harper region in 2013. However, increases in district immigration have led to an increase in the number of Hispanic and Asian students in district schools.⁷⁰

Median household income is decreasing and low income populations are increasing within the district and across Illinois. Within the district, 91% of communities saw a decrease in median household income between 2008 and 2013. According to the fall 2013 enrollment counts, approximately 25% of schools in the Harper district had percentages of low income students that were higher than the statewide average of 49.9%.

Despite these changes, the student population enrolled at Harper from fall 2009 to fall 2013 has remained consistent across race/ethnicity, gender, and age groups. The district has shifted, but those shifts have not been reflected in the Harper student body. Thus, Harper should adapt its policies and practices to better meet the needs of changing district demographics.

The American Association of Community Colleges (AACC) has shared several challenges regarding the conditions that current community college policies and practices place on students—conditions which disproportionately affect Hispanic, black, Native American, and low-income students.⁷¹ These conditions include credits that do not lead to completion or transfer, students who do not have goals or an understanding of how to reach their goals, students with difficulties completing developmental sequences, a lack of coherence across student services, and difficulty transitioning from high school to college or college to the workforce. Thus, the AACC argues that colleges should redefine policies and practices that are barriers to success and completion. Colleges should also improve services to help students successfully transition from

⁶⁸ Harper College *Environmental Scan*, 2014, p. 10

⁶⁹ Harper College *Fact Book*, 2013, Exhibit 1.3

⁷⁰ Harper College *Environmental Scan*, 2014, p. 26

⁷¹ American Association of Community Colleges. (2012). *Reclaiming the American Dream: A report from the 21st-Century Commission on the Future of Community Colleges*. Washington, DC. Available at www.aacc21stcenturycenter.org

high school to college and from college to the workforce as well as increase faculty engagement in the development of “experiences that lead to improved learning outcomes and success for a student population that is increasingly diverse in terms of race and ethnicity, learning styles, level of academic preparedness, and life experiences.”⁷² Attention to the changes in district demographics through a redesign of Harper’s policies and practices will be vital for Harper’s ability to effectively serve its student and district populations.

Colleges that have devoted significant attention to designing services for underrepresented and low-income students have enabled important improvements in student access and success. Walla Walla Community College has implemented enrollment and retention efforts that include required visits to academic advisors. In 2011, new graduates earned \$41,548 on average—nearly twice the amount of other new hires in the region.⁷³ At Kingsborough Community College, 61% of students receive Pell Grants, and 47% of students are from underrepresented minority groups. Kingsborough has adopted a variety of approaches that address the developmental and financial needs of students, including a center to provide students with services such as transportation assistance and welfare applications. Kingsborough achieves a transfer rate to four-year institutions of 60%.⁷⁴

Threat 2: Higher Education in an Increasingly Competitive Environment

Item Description:

The public increasingly sees education as a competitive commodity. To remain competitive in this landscape, Harper must be able to adopt new pedagogical models and new technologies to meeting the demands and learning styles of modern students.

Supporting Comments:

Harper College's 2014 Environmental Scan points to over 100 education providers within 25 miles of Harper’s main campus, offering over 1,000 degree, certificate, or other training programs.⁷⁵ Additionally, because of the availability of websites such as the College Navigator, provided by the National Center for Educational Statistics, students can more easily compare educational institutions.

Additional evidence of the need to attend to new technologies and related pedagogical models includes:

- The Society for College and University Planning (SCUP) estimates 30% of all enrollments are in online courses an increase from only 10% in 2002. SCUP expects the global e-learning market to reach \$107 billion by 2015.⁷⁶
- Harper’s distance education credit hours and credit sections both rank below the 25th percentile as reported by the 2013 National Community College Benchmark Project (NCCBP) Aggregate Report. Blue shading in the following table indicates areas where Harper is at or below the 25th percentile. A low percentile ranking indicates that the

⁷² American Association of Community Colleges. (2014). *Empowering community colleges to build the nation’s future: An implementation guide*. Washington, DC. Available at www.aacc21stcenturycenter.org

⁷³ Aspen Institute. (2013.) The 2013 Aspen Prize for Community College Excellence. Washington, DC. http://www.aspeninstitute.org/sites/default/files/content/upload/AspenPrize_2013FINAL.pdf

⁷⁴ Aspen Institute. (2013.) The 2013 Aspen Prize for Community College Excellence. Washington, DC. http://www.aspeninstitute.org/sites/default/files/content/upload/AspenPrize_2013FINAL.pdf

⁷⁵ Harper College *Environmental Scan*, 2014, p. 94

⁷⁶ Harper College *Environmental Scan*, 2014, p. 39

College offers fewer distance education opportunities when compared to the other community colleges that reported this measure to NCCBP.⁷⁷

Distance Learning	2010		2013		Change in Rank
	%	Rank	%	Rank	
Credit Hours	5.36%	19%	7.43%	17%	-2%
Total Credit Sections	9.13%	40%	8.00%	20%	-20%

- Faculty will be challenged to stay ahead of students in use of technology in the classroom. In a 2012 survey conducted by CDW-G approximately half of faculty reported a transformation away from the traditional lecture. Additionally, students reported a preference for hands-on, independent study, distance or virtual learning and individual tutoring as opposed to traditional lecture.⁷⁸
- Increasingly, students are using, and expecting to use, new technologies such as mobile apps in the classroom,⁷⁹ and colleges are beginning to respond with new technologies to promote students success.⁸⁰
- The College serves a community with diverse backgrounds and ages, and these differences may be reflected in individual communication and learning styles as well as comfort with technology in and out of the classroom.⁸¹
- Additional use of online technology will also present data security as an increasing liability for higher education.⁸²
- Massive Open Online Courses (MOOCs) may change the way students earn a degree. In the future, it is expected that entirely free MOOC-based programs of study will lead to degrees from accredited institutions. These changes have the potential to undermine or completely replace college and universities' traditional business models.⁸³
- The University of Denver Strategic Issues Panel on Higher Education noted that "...disruptive technologies and pedagogical innovation can create alternatives to traditional models of education. The combination of these conditions...has the potential to redefine the landscape of higher education and expand the number and nature of the educational competitors."⁸⁴

⁷⁷ NCCBP Benchmarking tool; <http://www.nccbp.org/content/benchmarks>

⁷⁸ Harper College *Environmental Scan*, 2014, p. 39

⁷⁹ <http://www.ccdaily.com/Pages/Technology/How-mobile-learning-devices-are-changing-the-face-of-higher-ed.aspx>

⁸⁰ <http://www.ccdaily.com/Pages/Technology/Colleges-use-technology-to-promote-student-success-.aspx>

⁸¹ Harper College *Environmental Scan*, 2014, p. 29

⁸² Harper College *Environmental Scan*, 2014, p. 7

⁸³ Source The MOOC Model: Challenging Traditional Education, EDUCAUSE Review Online (January/February 2013),

<http://www.educause.edu/ero/article/mooc-model-challenging-traditional-education>

⁸⁴ Unsettling Times: Higher Education in an Era of Change, Strategic Questions for College and University Leaders; Report of the University of Denver Strategic Issues Panel on Higher Education, September 2014

Threat 3: Educational Funding

Item Description:

Funding for the financing of postsecondary education is inadequate to meet the need, increasing pressure to identify alternative revenue sources. These funding challenges impact both the institutions that provide education and the individuals seeking postsecondary education opportunities.

Supporting Comments:

State support for community colleges has been reduced over time, and local tax revenue cannot completely close the resulting gap. As tax supports decrease, Harper College must increase its reliance on other funding sources such as tuition.

- Across the country state support for higher education dropped 7.6% in FY2012.⁸⁵
- Illinois funding for community colleges has not kept pace with inflation and is lower in FY2015 at \$345 million than it was in FY2002 at \$368 million. FY2015 state funding for the College is \$1.1 million lower than in FY2002.
- Federal support for Adult Education and Career and Technical Education remains lower than FY2002 levels.
- Property taxes, which are Harper's primary source of local funding, are limited by the tax-cap laws. In addition, tax appeals have resulted in an \$18.3 million loss since FY2002.
- Unfunded state mandates for veterans' programs cost the College close to \$0.5 million per year.⁸⁶
- In Illinois, the gap is widening between those who are eligible for grants and those who receive grant funding.⁸⁷ Household incomes are declining, resulting in increased eligibility for grants at the same time as the number of available grants is decreasing.
- State-level cutbacks in financial aid are occurring at the same time tuition and fees are increasing to make up for shortfalls in institutional revenues. The result is increased cost of higher education for students.
- Lower levels of state support have resulted in a strain on campus infrastructure. In order to complete renovations according to the Campus Master Plan, the College will need to pursue alternate funding sources such as a building referendum and partnerships with community businesses and other organizations.

⁸⁵ Society for College and University Planning, Planning for Higher Education Journal, 2012&2013

⁸⁶ Received from Laurie Dietz, at the direction of Bret Bonnstetter, in an email dated August 15, 2014

⁸⁷ Illinois Student Assistance Commission, Table 2.4c of the 2012 ISAC Data Book for Public 2-Year Institutions

Threat 4: Pension Liability

Item Description:

The lack of a long-term solution for the underfunding of the Illinois pension systems has affected higher education and resulted in the downgrading of the Illinois bond ratings.⁸⁸ Additionally, the implementation of the most recent pension legislation has been postponed due to litigation regarding Public Act 98-599, the pension reform law passed December 5, 2013.⁸⁹ Although the overall impact of the pension issue is unclear, increased borrowing costs and pension liabilities divert both funding and attention away from higher education priorities.

Supporting Comments:

- Although Illinois increased support for higher education 15.6% from 2007 to 2012, the increase was in pension payments not educational services.⁹⁰
- In 2012, Illinois had the 11th highest tax burden of all states in the United States, translating to fewer discretionary funds to pay for higher education.⁹¹
- Forty-seven percent of Harper College SURS eligible employees participate in the Self-Managed Plan (SMP) which has been offered since 1998. In recent years, an increasing number of new employees who do not have previous SURS credit have selected the SMP, which is partially attributed to the addition of a “Tier II” SURS-annuitant designation.⁹²
- Pensions vs. schools: Higher education which examines pension costs compared to higher education spending, states that:
 - Higher education retirement costs will continue to increase.
 - The jump in pension payments will continue to cause higher education retirement expenditures to eclipse other state support.
 - In the five-year period from 2005 to 2010, approximately 80% of all new state funding for higher education has gone toward retirement expenditures.⁹³

⁸⁸ Harper College *Environmental Scan*, 2014, p. 11

⁸⁹ <http://www.surs.com/news-article/072314/judge-halts-implementation-pa-98-599>

⁹⁰ Harper College *Environmental Scan*, 2014, p. 11

⁹¹ Harper College *Environmental Scan*, 2014, p. 11

⁹² Roger Spayer, Chief Human Resources Officer, email dated September 9, 2014

⁹³ Illinois Policy Institute, <http://www.illinoispolicy.org/simplereport/pensions-vs-schools-chicago-public-schools/>

Threat 5: Increasing Call for Accountability

Item Description:

Harper College engages in mandatory reporting to several oversight organizations, including the U.S. Department of Education (through the Integrated Postsecondary Education Data System, or IPEDS), the Illinois Community College Board (ICCB) and the Higher Learning Commission (HLC). The amount of mandatory reporting to each of these organizations has increased in recent years, in part due to state and national budget constraints that have resulted in additional pressure to ensure the production of quality education with fewer resources.⁹⁴ National discussions around education reform consistently reference the need for greater transparency and accountability, improved student achievement and better use of public funds.

Supporting Comments:

Accountability requirements for Harper College include:

- To ensure Harper College continues to receive Title IV funds (federal financial aid) for its students information is submitted to state and federal governmental agencies. Over the past five years, these reporting requirements have increased in both the types of information and the amount of information required on an annual basis.
 - ICCB requires multiple submissions of student's unit record data, as well as information about employees and facilities on an annual basis.
 - National Center for Educational Statistics (NCES) through IPEDS requires annual summary submissions about student demographics, credit hour production, and student success indicators.
 - U.S. Department of Education requires annual submission about program completion and post-graduation outcomes for many of Harper College's career programs.
- Many states, including Illinois, have legislated performance-based funding in higher education that would grant funds based on completion and other student success factors rather than enrollment.
- Beginning in 2011, the U.S. Department of Education began requiring colleges to disclose certain information for any financial aid eligible program that "prepare[s] students for gainful employment in a recognized occupation."⁹⁵ These requirements include program costs; completion rates, debt to income ratio, occupational profiles and job placement data.
- The College's regional accreditor, the Higher Learning Commission, has endorsed the New Leadership Alliance for Student Learning and Accountability's quality guidelines for both assessment and accountability, published by the New Leadership Alliance for Student Learning and Accountability. The guidelines help colleges and universities improve the quality of a college degree by asking them to set clear goals for student achievement, regularly gather and use evidence that measures performance against those goals, report evidence of student learning, and continuously work to improve results.
- The U.S. Department of Education requires accrediting bodies to assure that all its member institutions comply with the expectations of specific regulations. HLC must enforce these regulations as a part of their federal recognition. HLC is also required to review the

⁹⁴ Zarkesh, M., & Beas, A.M. (2004). UCLA Community College Review: Performance indicators and performance based-funding in community colleges. *Community College Review*, 31 (4), 62-76.

⁹⁵ Hamilton, J. (2011). Obama Administration Announces New Steps to Protect Students from Ineffective Career College Programs. <http://www.ed.gov/news/press-releases/gainful-employment-regulations>

institution's compliance with Title IV program responsibilities.⁹⁶

- The Higher Education Opportunity Act of 2008 increased the amount of statutory requirements that HLC must ensure its accredited institutions meet. The Department of Education defines and implements these requirements through regulations that are frequently updated. Such requirements have increased the compliance reporting required by the institution.⁹⁷
- The College's governing board, as well as members of the local and state community, has expectations for transparency and accountability. Data detailing the effective use of tax dollars for educational programs, the quality of those programs, and overall student outcomes are accountability requests of the public.
- Although not mandated, the College can improve its position for funding and grant opportunities through participation in certain voluntary accountability initiatives. For example, Harper's status as an Achieving the Dream Leader College demonstrates sustained student success improvement that may open additional grant opportunities for the institution.

Threat 6: Lack of Employment Data

Item Description:

Community colleges are increasingly held accountable for post-graduate employment outcomes. Although employment and wages information is collected via graduates self-report, access to federal and state employment record databases is very limited in scope. Harper College's ability to remain competitive and be accountable to its students is dependent on reliable access to employment data.

Supporting Comments:

Access to employment data that is linked directly with students in specific programs is critical if Harper expects to be accountable at multiple levels—at the College and in the community, as well as statewide and nationally.

- Employment data is needed to ensure that current programming at Harper is current and relevant. The College needs to confirm that career graduates are employable and that jobs exist in each field. This information is currently collected using alumni surveys. Although these self-reported data provide some information, it is not enough to meet our accountability needs.
- Federal financial aid regulations require disclosure of placement data to continue to secure Title IV aid for our career and technical certificate programs.
- The Aspen Prize for Community College Excellence includes employment and earnings as one of its four success measures: “Labor Market Outcomes: Institutional practices and policies aligned with labor market needs and student labor market success, resulting in high rates of employment and earnings for graduates.”⁹⁸ Additionally, the Governing Institute on Student Success, in which our Board was trained, advises that colleges “ensure that metrics for institutional performance and student success incorporate employment and wage data for college graduates.”⁹⁹

⁹⁶ Higher Learning Commission, Federal Compliance Program Packet (2014). <https://www.ncahlc.org/Policies/federal-compliance-program.html>

⁹⁷ Higher Learning Commission, Federal Compliance Program Packet (2014). <https://www.ncahlc.org/Policies/federal-compliance-program.html>

⁹⁸ <http://www.aspeninstitute.org/policy-work/college-excellence/selection/selection-criteria>

⁹⁹ <http://www.governance-institute.org/policy-agenda-a-call-to-action>

- Future participation in the Voluntary Framework of Accountability will require us to report:
 - The percentage of Career and Technical Education (CTE) students that complete program (both credit and noncredit) or earned 90 contact hours and are employed with a livable wage.
 - The median wage growth of CTE students.¹⁰⁰

Despite efforts made in recent years, Harper College has not been able to secure access to consistent employment data about its graduates at the level of individual programs and across various student demographics.

- The Illinois Community College Board and the Center for Governmental Studies at Northern Illinois University partnered in the fall of 2013 to develop the Career Tech Education Analysis Portal. The portal provides employment and retention data for all public two-year colleges in Illinois. While this is a valuable resource there are a number of limitations.
 - The information is dated (approximately 2-year time lag) and the update cycle has not been defined.
 - Full-time versus part-time employment is not differentiated.
 - Employment in general rather than employment in the student's field of study is reported.

Illinois Department of Employment Security reports various statistics, but these data are based on communities rather than linked to Harper College's graduates.

¹⁰⁰ <http://vfa.aacc.nche.edu/Documents/VFABrochureLowResolution.pdf>

ADOPTION OF BUDGET RESOLUTION

Member Johnson moved, seconded by **Member Kelley**

WHEREAS, the Board of Trustees of William Rainey Harper College, Community College District No. 512, Counties of Cook, Kane, Lake and McHenry, State of Illinois, caused to be prepared in tentative form a budget for the fiscal year July 1, 2018 to June 30, 2019, and the Secretary of this Board has made the same conveniently available for public inspection for at least thirty (30) days prior to final action thereon:

AND WHEREAS, a public hearing was held as to such budget on the **15th day of August, 2018**, notice of said hearing being published in the Arlington Heights Herald, Barrington Herald, Buffalo Grove Herald, Daily Courier News, Des Plaines Herald, Elk Grove Herald, Hanover Park Herald, Hoffman Estates Herald, Mount Prospect Herald, Palatine Herald, Rolling Meadows Herald, Schaumburg Herald, Streamwood Herald, and Wheeling Herald, newspapers published or distributed in this College district, at least thirty (30) days prior thereto as required by law, and all other legal requirements having been complied with:

NOW THEREFORE, BE IT RESOLVED by the Board of Trustees of Community College District No. 512, Counties of Cook, Kane, Lake and McHenry, State of Illinois, as follows:

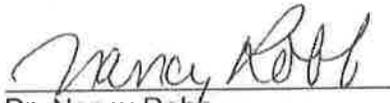
- Section 1. That the fiscal year of the College district be and the same is hereby fixed and declared to begin on the 1st day of July, 2018 and end on the 30th day of June, 2019.

Section 2. That the following budget containing an estimate of amounts available in the Education; Operations and Maintenance; Restricted Purposes; Audit; Liability, Protection and Settlement; Bond and Interest; Operations and Maintenance Restricted; Auxiliary Enterprises; and Working Cash Funds, each separately, and of expenditures from each of the aforementioned funds, be and the same is hereby adopted as the budget of this community college district for the said fiscal year.

August 15, 2018



Gregory Dowell
Chair, Board of Trustees



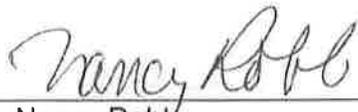
Dr. Nancy Robb
Secretary, Board of Trustees

CERTIFICATION

THE UNDERSIGNED DO HEREBY CERTIFY that they are respectively, the Secretary of the Board of Trustees of Community College District No. 512, Counties of Cook, Kane, Lake, and McHenry, State of Illinois, and the Chief Fiscal Officer thereof.

IT IS HEREBY CERTIFIED that attached hereto is a true, correct, complete and certified copy of the budget resolution as adopted on August 15, 2018 by the Board of Trustees of said Community College District for the fiscal year beginning July 1, 2018 and ending June 30, 2019, and an estimate of revenues, by source, anticipated to be received by the College in the 2018-19 fiscal year, which estimate of revenue is hereby certified as being true and correct by the Chief Fiscal Officer of said College District.

IN WITNESS WHEREOF, we have affixed our official signatures to this Certification as of August 15, 2018.



Dr. Nancy Robb
Secretary, Board of Trustees



Ronald N. Ally
Chief Fiscal Officer

Illinois Community College Board

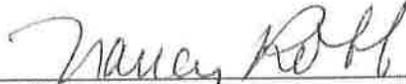
FISCAL YEAR 2019 RESOLUTION

The Board of Trustees of Harper College formally adopted the Fiscal Year 2019 Budget with the following resolution:

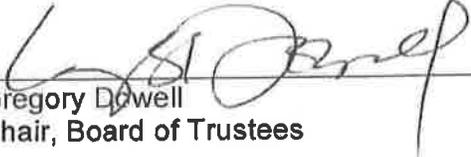
See Attached

A copy of the adopted budget is enclosed.

ATTEST:



Dr. Nancy Robb
Secretary, Board of Trustees



Gregory Dowell
Chair, Board of Trustees

STATE OF ILLINOIS
COMMUNITY COLLEGE DISTRICT #512

Annual Budget for Fiscal Year 2019

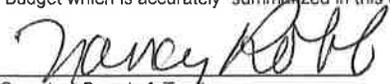
William Rainey Harper College
1200 W. Algonquin Road
Palatine, IL 60067

William Rainey Harper College
SUMMARY OF FISCAL YEAR 2019 BUDGET BY FUND

	General		Special Revenue		
	Education Fund	Operations & Maintenance Fund	Restricted Purposes Fund	Audit Fund	Liability, Protection & Settlement Fund
Beginning Balance	\$ 33,500,000	\$ 20,600,000	\$ 12,300,000	\$ -	\$ -
Budgeted Revenues	98,273,747	14,615,115	62,729,133	14,892	14,892
Budgeted Expenditures	93,414,769	17,124,108	73,226,256	14,892	14,892
Budgeted Net Transfers from (to) Other Funds	(2,349,985)		1,916,085		
Budgeted Ending Balance	\$ 36,008,993	\$ 18,091,007	\$ 3,718,962	\$ -	\$ -
Net Change: Increase/(Decrease)	\$ 2,508,993	\$ (2,508,993) ¹	\$ (8,581,038) ²	\$ -	\$ -

	Debt Service	Capital Projects	Proprietary	Permanent
	Bond and Interest Fund	Operations & Maintenance Fund (Restricted)	Auxiliary Enterprises Fund	Working Cash Fund
Beginning Balance	\$ 11,140,000	\$ 37,900,000	\$ 14,840,000	\$ 16,230,000
Budgeted Revenues	20,477,307	34,537,348	8,474,868	190,000
Budgeted Expenditures	26,811,775	53,319,072	16,549,712	
Budgeted Net Transfers from (to) Other Funds			433,900	
Budgeted Ending Balance	\$ 4,805,532	\$ 19,118,276	\$ 7,199,056	\$ 16,420,000
Net Change: Increase/(Decrease)	\$ (6,334,468) ³	\$ (18,781,724) ⁴	\$ (7,640,944) ⁵	\$ 190,000

The Official Budget which is accurately summarized in this document was approved by the Board of Trustees on 8/15/18.

ATTEST: 
Secretary, Board of Trustees

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

- 1: Planned use of fund balance
- 2: Planned use of fund balance for strategic initiatives, technology and ERP projects, and projects budgeted in prior year but not expended
- 3: Planned use of fund balance
- 4: Planned use of fund balance for capital projects
- 5: Planned use of fund balance

William Rainey Harper College
SUMMARY OF FISCAL YEAR 2019 OPERATING BUDGETED REVENUES

	Education Fund	Operations & Maintenance Fund	Total Operating Funds
<u>OPERATING REVENUE BY SOURCE</u>			
Local Government			
Current Taxes	\$46,785,705	\$12,034,665	\$58,820,370
Corporate Personal Property Replacement Taxes	720,000		720,000
TOTAL LOCAL GOVERNMENT	<u>47,505,705</u>	<u>12,034,665</u>	<u>59,540,370</u>
State Government			
ICCB Base Operating Grants	1,755,000		1,755,000
ICCB-Career & Technical Education	505,000		505,000
TOTAL STATE GOVERNMENT	<u>2,260,000</u>		<u>2,260,000</u>
Federal Government			
Dept. of Education	25,000		25,000
TOTAL FEDERAL GOVERNMENT	<u>25,000</u>		<u>25,000</u>
Student Tuition & Fees			
Tuition	39,085,875		39,085,875
Fees	7,703,667	2,066,090	9,769,757
TOTAL TUITION & FEES	<u>46,789,542</u>	<u>2,066,090</u>	<u>48,855,632</u>
Other Sources			
Sales and Service Fees	276,000		276,000
Facilities Rental		39,360	39,360
Investment Revenue	880,000	375,000	1,255,000
Other Revenue	537,500	100,000	637,500
TOTAL OTHER SOURCES	<u>1,693,500</u>	<u>514,360</u>	<u>2,207,860</u>
TRANSFERS FROM OTHER FUNDS			
TOTAL FY 2019 REVENUE	<u>98,273,747</u>	<u>14,615,115</u>	<u>112,888,862</u>
Less Non-operating items*:			
Tuition Chargeback Revenue			
Instructional Service Contracts Revenue			
ADJUSTED REVENUE	<u>\$98,273,747</u>	<u>\$14,615,115</u>	<u>\$112,888,862</u>

*Interdistrict revenues that do not generate related local college credit hours are subtracted to allow for statewide comparisons.

William Rainey Harper College
SUMMARY OF FISCAL YEAR 2019 OPERATING BUDGETED EXPENDITURES

	Education Fund	Operations & Maintenance Fund	Total Operating Funds
<u>BY PROGRAM</u>			
Instruction	\$38,564,252		\$38,564,252
Academic Support	9,615,306		9,615,306
Student Services	13,308,821		13,308,821
Public Service/ Continuing Education	122,180		122,180
Operation & Maint. of Plant		\$14,542,391	14,542,391
Institutional Support	25,918,802	2,581,717	28,500,519
Scholarships, Student Grants and Waivers	5,885,408		5,885,408
TRANSFERS TO OTHER FUNDS	<u>2,349,985</u>		<u>2,349,985</u>
TOTAL 2019 BUDGETED EXPENDITURES	<u>95,764,754</u>	<u>17,124,108</u>	<u>112,888,862</u>
Less Non-operating items*: Tuition Chargeback Instructional Service Contracts			
ADJUSTED EXPENDITURES	<u>\$95,764,754</u>	<u>\$17,124,108</u>	<u>\$112,888,862</u>
<u>BY OBJECT</u>			
Salaries	\$65,069,302	\$6,692,083	\$71,761,385
Employee Benefits	12,650,658	1,876,388	14,527,046
Contractual Services	4,105,531	2,558,230	6,663,761
General Materials & Supplies	4,392,023	1,166,531	5,558,554
Conference & Meeting Expense	1,196,923	26,234	1,223,157
Fixed Charges	384,991	255,756	640,747
Utilities	960	3,370,800	3,371,760
Capital Outlay	1,253,054	1,078,086	2,331,140
Other	4,111,327		4,111,327
Provision for Contingency	250,000	100,000	350,000
TRANSFERS TO OTHER FUNDS	<u>2,349,985</u>		<u>2,349,985</u>
TOTAL 2019 BUDGETED EXPENDITURES	<u>95,764,754</u>	<u>17,124,108</u>	<u>112,888,862</u>
Less Non-operating items*: Tuition Chargeback Instructional Service Contracts			
ADJUSTED EXPENDITURES	<u>\$95,764,754</u>	<u>\$17,124,108</u>	<u>\$112,888,862</u>

*Interdistrict expenses that do not generate related local college credit hours are subtracted to allow for statewide comparisons.

William Rainey Harper College
FISCAL YEAR 2019 BUDGETED EXPENDITURES

<u>EDUCATION FUND</u>	<u>Appropriations</u>	<u>Totals</u>
INSTRUCTION		
Salaries	\$32,520,222	
Employee Benefits	3,729,220	
Contractual Services	729,862	
General Materials & Supplies	977,111	
Conference & Meeting Expense	58,134	
Fixed Charges	3,613	
Capital Outlay	535,000	
Other	<u>11,090</u>	\$38,564,252
ACADEMIC SUPPORT		
Salaries	7,191,897	
Employee Benefits	1,049,260	
Contractual Services	207,921	
General Materials & Supplies	891,900	
Conference & Meeting Expense	216,157	
Fixed Charges	10,500	
Capital Outlay	29,373	
Other	<u>18,298</u>	9,615,306
STUDENT SERVICES		
Salaries	10,569,054	
Employee Benefits	1,799,665	
Contractual Services	262,762	
General Materials & Supplies	303,673	
Conference & Meeting Expense	229,500	
Fixed Charges	41,746	
Utilities	360	
Capital Outlay	13,730	
Other	<u>88,331</u>	13,308,821
PUBLIC SERVICE/CONTINUING EDUCATION		
Salaries	107,422	
Employee Benefits	<u>14,758</u>	122,180
INSTITUTIONAL SUPPORT		
Salaries	14,680,707	
Employee Benefits	6,057,755	
Contractual Services	2,904,986	
General Materials & Supplies	2,219,339	
Conference & Meeting Expense	693,132	
Fixed Charges	329,132	
Utilities	600	
Capital Outlay	674,951	
Other	(1,891,800)	
Provision for Contingency	<u>250,000</u>	25,918,802
SCHOLARSHIPS, STUDENT GRANTS AND WAIVERS		
Other	<u>5,885,408</u>	5,885,408
TRANSFERS		
		<u>2,349,985</u>
GRAND TOTAL		
		<u><u>\$95,764,754</u></u>

William Rainey Harper College
FISCAL YEAR 2019 BUDGETED EXPENDITURES

<u>OPERATIONS AND MAINTENANCE FUND</u>	<u>Appropriations</u>	<u>Totals</u>
OPERATION & MAINTENANCE OF PLANT		
Salaries	\$6,327,539	
Employee Benefits	1,568,979	
Contractual Services	1,920,775	
General Materials & Supplies	1,099,871	
Conference & Meeting Expense	26,234	
Fixed Charges	35,693	
Utilities	3,120,800	
Capital Outlay	<u>442,500</u>	\$14,542,391
INSTITUTIONAL SUPPORT		
Salaries	364,544	
Employee Benefits	307,409	
Contractual Services	637,455	
General Materials & Supplies	66,660	
Fixed Charges	220,063	
Utilities	250,000	
Capital Outlay	635,586	
Provision for Contingency	<u>100,000</u>	2,581,717
Transfers		<u> </u>
GRAND TOTAL		<u><u>\$17,124,108</u></u>

William Rainey Harper College
FISCAL YEAR 2019 BUDGETED REVENUES

<u>OPERATIONS AND MAINTENANCE (RESTRICTED) FUND</u>	<u>Revenues</u>	<u>Totals</u>
Local Government Sources		\$13,221,348
State Government Other IL Government Sources (CDB)		20,394,500
Student Tuition & Fees Fees Other-Construction & Renovation		535,000
Other Sources Investment Revenue		386,500
Transfers		
GRAND TOTAL		<u><u>\$34,537,348</u></u>

FISCAL YEAR 2019 BUDGETED EXPENDITURES

<u>OPERATIONS AND MAINTENANCE (RESTRICTED) FUND</u>	<u>Appropriations</u>	<u>Totals</u>
INSTITUTIONAL SUPPORT		
Contractual Services	\$3,594,566	
Capital Outlay	48,519,506	
Other	205,000	
Provision for Contingency	<u>1,000,000</u>	<u>\$53,319,072</u>
GRAND TOTAL		<u><u>\$53,319,072</u></u>

William Rainey Harper College
FISCAL YEAR 2019 BUDGETED REVENUES

<u>BOND AND INTEREST FUND</u>	<u>Revenues</u>	<u>Totals</u>
Local Governmental Sources		
Current Taxes		\$20,357,307
Other Sources		
Investment Revenue		<u>120,000</u>
GRAND TOTAL		<u><u>\$20,477,307</u></u>

FISCAL YEAR 2019 BUDGETED EXPENDITURES

<u>BOND AND INTEREST FUND</u>	<u>Appropriations</u>	<u>Totals</u>
INSTITUTIONAL SUPPORT		
Bond Principal Retired	\$20,680,000	
Interest on Bonds	6,126,275	
Financial Charges and Adjustments	<u>5,500</u>	<u>\$26,811,775</u>
GRAND TOTAL		<u><u>\$26,811,775</u></u>

William Rainey Harper College
FISCAL YEAR 2019 BUDGETED REVENUES

<u>AUXILIARY ENTERPRISES FUND</u>	<u>Revenues</u>	<u>Totals</u>
Student Tuition and Fees	\$4,700,000	
Sales and Service Fees	2,338,682	
Facilities Revenue	905,186	
Investment Revenue	100,000	
Other Sources	431,000	\$8,474,868
Transfers		547,748
GRAND TOTAL		<u>\$9,022,616</u>

FISCAL YEAR 2019 BUDGETED EXPENDITURES

<u>AUXILIARY ENTERPRISES FUND</u>	<u>Appropriations</u>	<u>Totals</u>
INSTRUCTION		
Salaries	\$335,000	
Contractual Services	65,000	
General Materials & Supplies	240,000	
Conference & Meeting Expense	10,000	
Fixed Charges	5,000	
Provision for Contingency	60,000	\$715,000
ACADEMIC SUPPORT		
Contractual Services	20,000	
Capital Outlay	130,026	150,026
STUDENT SERVICES		
Salaries	464,903	
Employee Benefits	108,993	
Contractual Services	39,750	
General Materials & Supplies	145,702	
Conference & Meeting Expense	31,009	
Capital Outlay	25,000	
Other	96,644	912,001
PUBLIC SERVICE		
Salaries	2,761,270	
Employee Benefits	382,472	
Contractual Services	445,307	
General Materials & Supplies	476,080	
Conference & Meeting Expense	27,073	
Fixed Charges	120,000	
Utilities	10,197	
Capital Outlay	46,000	
Other	315,228	4,583,627

William Rainey Harper College
FISCAL YEAR 2019 BUDGETED EXPENDITURES

AUXILIARY SERVICES		
Salaries	691,916	
Employee Benefits	68,853	
Contractual Services	1,295,549	
General Materials & Supplies	154,790	
Conference & Meeting Expense	17,110	
Fixed Charges	23,500	
Utilities	388,800	
Capital Outlay	437,322	
Other	<u>192,218</u>	3,270,058
OPERATION & MAINTENANCE OF PLANT		
Contractual Services	2,500	
General Materials & Supplies	2,000	
Capital Outlay	<u>8,000</u>	12,500
INSTITUTIONAL SUPPORT		
Salaries	36,000	
Employee Benefits	90,500	
Contractual Services	425,000	
Conference & Meeting Expense	250,000	
Other	<u>6,000,000</u>	6,801,500
SCHOLARSHIPS, STUDENT GRANTS AND WAIVERS		
Other	<u>105,000</u>	105,000
Transfers		113,848
GRAND TOTAL		<u><u>\$16,663,560</u></u>

William Rainey Harper College
FISCAL YEAR 2019 BUDGETED REVENUES

<u>RESTRICTED PURPOSES FUND</u>	<u>Revenues</u>	<u>Totals</u>
State Governmental Sources		
ICCB Adult Ed	\$499,367	
ICCB Program Improvement	63,301	
Other ICCB Grants	251,000	
Illinois Student Assistance Commission	1,615,000	
Other IL Governmental Sources	<u>42,265,337</u>	\$44,694,005
Federal Governmental Sources		
Department of Education	13,922,036	
Department of Ed-ICCB Pass-Through	759,500	
Department of Labor-Direct	1,287,153	
Department of Labor-Pass-Through	450,000	
Department of Health & Human Svcs-Pass-Through	370,000	
U. S. Department of Veterans Affairs	580,000	
Small Business Administration-DCEO Pass-Through	140,000	
Other Federal Governmental Sources	<u>250,439</u>	17,759,128
Other Sources		
Other Tuition and Fees	25,000	
Sales and Service Fees	1,000	
Nongovernmental Gifts, Grants & Bequests	<u>250,000</u>	276,000
Transfers		<u>1,916,085</u>
GRAND TOTAL		<u><u>\$64,645,218</u></u>

William Rainey Harper College
FISCAL YEAR 2019 BUDGETED REVENUES

<u>AUDIT FUND</u>	<u>Revenues</u>	<u>Totals</u>
Local Governmental Sources		
Current Taxes		<u>\$14,892</u>
GRAND TOTAL		<u><u>\$14,892</u></u>

FISCAL YEAR 2019 BUDGETED EXPENDITURES

<u>AUDIT FUND</u>	<u>Appropriations</u>	<u>Totals</u>
INSTITUTIONAL SUPPORT		
Audit Services		<u>\$14,892</u>
GRAND TOTAL		<u><u>\$14,892</u></u>

William Rainey Harper College
FISCAL YEAR 2019 BUDGETED REVENUES

<u>LIABILITY, PROTECTION AND SETTLEMENT FUND</u>	<u>Revenues</u>	<u>Totals</u>
Local Governmental Sources		
Current Taxes		<u>\$14,892</u>
GRAND TOTAL		<u><u>\$14,892</u></u>

FISCAL YEAR 2019 BUDGETED EXPENDITURES

<u>LIABILITY, PROTECTION AND SETTLEMENT FUND</u>	<u>Appropriations</u>	<u>Totals</u>
INSTITUTIONAL SUPPORT		
Employee Benefits		<u>\$14,892</u>
GRAND TOTAL		<u><u>\$14,892</u></u>

William Rainey Harper College
FISCAL YEAR 2019 BUDGETED REVENUES

<u>WORKING CASH FUND</u>	<u>Revenues</u>	<u>Totals</u>
Other Sources		
Investment Revenue		<u>\$190,000</u>
GRAND TOTAL		<u><u>\$190,000</u></u>

As of 7/1/18

	ADMINISTRATIVE											
	As of June, 30 2016			As of June, 30 2017			As of June, 30 2018			Budgeted FY 19		
	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total
<u>PRESIDENT</u>												
PRESIDENT'S OFFICE	1	-	1	1	-	1	1	-	1	1	-	1
DIVERSITY AND INCLUSION	1	-	1	1	-	1	-	-	-	-	-	-
TOTAL PRESIDENT	2	-	2	2	-	2	1	-	1	1	-	1
<u>PROVOST</u>												
PROVOST	1	-	1	1	-	1	1	-	1	1	-	1
BUSINESS & SOCIAL SCIENCE/CHILD CENTER	1	-	1	1	-	1	1	-	1	1	-	1
CAREER & TECHNICAL PROGRAMS & AEE (combined FY18)	1	-	1	1	-	1	1	-	1	2	-	2
ACADEMY for TEACHING EXCELLENCE	2	-	2	1	-	1	1	-	1	1	-	1
HEALTH CAREERS	2	-	2	2	-	2	2	-	2	2	-	2
INTRDISCIPLNRY PRGRMS	3	-	3	2	-	2	2	-	2	2	-	2
LIBERAL ARTS & AEE	3	-	3	2	-	2	2	-	2	1	-	1
MATH & SCIENCE	1	-	1	1	-	1	1	-	1	1	-	1
RESOURCES FOR LEARNING/ACADEMIC SUPPORT CNTRS	1	-	1	1	-	1	1	-	1	1	-	1
ENROLLMENT SERVICES	1	-	1	1	-	1	1	-	1	1	-	1
REGISTRAR'S OFFICE	-	-	-	-	-	-	-	-	-	-	-	-
ADMISSIONS PROC & ASSESSMENT CNTR	-	-	-	-	-	-	-	-	-	-	-	-
ADMISSIONS OUTREACH	1	-	1	1	-	1	1	-	1	1	-	1
OFFICE OF STUDENT FINANCIAL ASSISTANCE	1	-	1	1	-	1	1	-	1	1	-	1
ONE-STOP CENTER	1	-	1	1	-	1	1	-	1	-	-	-
STUDENT AFFAIRS	2	-	2	2	-	2	2	-	2	2	-	2
EVENTS MANAGEMENT	-	-	-	-	-	-	-	-	-	-	-	-
HEALTH SERVICES	1	-	1	1	-	1	-	-	-	-	-	-
OFFICE OF STUDENT INVOLVMT	1	-	1	1	-	1	-	-	-	-	-	-
STUDENT DEVELOPMENT	2	-	2	2	-	2	1	-	1	1	-	1
ACADEMIC ADVISING AND COUNSELING CNTR	1	-	1	1	-	1	1	-	1	1	-	1
ACCESS & DISABILITY SVCS	-	-	-	-	-	-	-	-	-	-	-	-
CNSO/WOMEN'S PROG	1	-	1	1	-	1	1	-	1	1	-	1
MULTICULTURAL LEARNING CENTER	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PROVOST	27	-	27	24	-	24	21	-	21	20	-	20
<u>EVP FINANCE & ADMINISTRATIVE SERVICES</u>												
EVP OFFICE	1	-	1	1	-	1	1	-	1	1	-	1
ACCOUNTING SVCS/BUSINESS OFFICE	1	-	1	1	-	1	1	-	1	1	-	1
PURCHASING	-	-	-	-	-	-	-	-	-	-	-	-
CONFERENCE SERVICES	-	-	-	-	-	-	-	-	-	-	-	-
FACILITIES MGMT	3	-	3	2	-	2	2	-	2	2	-	2
HARPER POLICE	1	-	1	1	-	1	-	-	-	-	-	-
CHIEF INFORMATION OFFICER	1	-	1	1	-	1	1	-	1	1	-	1
CLIENT SYSTEMS	2	-	2	1	-	1	1	-	1	1	-	1
INFRASTRUCTURE SERVICES	1	-	1	-	-	-	-	-	-	-	-	-
HUMAN RESOURCES	1	-	1	1	-	1	1	-	1	1	-	1
TOTAL EVP FINANCE & ADMIN SERVICES	11	-	11	8	-	8	7	-	7	7	-	7
<u>PLANNING & INSTITUTIONAL EFFECTIVENESS</u>												
CHIEF OF STAFF/VP OF STRATEGIC ALLIANCES	-	-	-	-	-	-	1	-	1	1	-	1
STRATEGIC PLANNING & INST. EFFECTIVENESS	2	-	2	1	-	1	1	-	1	1	-	1
INSTITUTIONAL RESEARCH	1	-	1	1	-	1	1	-	1	1	-	1
TOTAL INSTITUTIONAL EFFECTIVENESS	3	-	3	2	-	2	3	-	3	3	-	3
<u>MKTG, COMM, ADVGMT & COMM RLNTS</u>												
MARKETING SVCS CENTER	1	-	1	1	-	1	1	-	1	1	-	1
ENGAGMT, COMMUN & LEGISLTV AFFRS	1	-	1	-	-	-	-	-	-	-	-	-
ADVANCEMENT/FOUNDATION	2	-	2	2	-	2	2	-	2	2	-	2
TOTAL MKTG, COMM, ADVGMT & COMM RLNTS	4	-	4	3	-	3	3	-	3	3	-	3
<u>WORKFORCE SOLUTIONS</u>												
VP WKFC SOLUTIONS	1	-	1	1	-	1	1	-	1	1	-	1
CONTINUING EDUCATION	1	-	1	1	-	1	1	-	1	1	-	1
FAST TRACK	-	-	-	-	-	-	-	-	-	-	-	-
HARPER BUSINESS SOLUTIONS	-	-	-	-	-	-	-	-	-	-	-	-
WORKFORCE AND ECONOMIC DEVELOPMENT/JPRC	2	-	2	2	-	2	2	-	2	2	-	2
TOTAL WORKFORCE AND STRATEGIC ALL	4	-	4	4	-	4	4	-	4	4	-	4
GRAND TOTAL	51	-	51	43	-	43	39	-	39	38	-	38

As of 7/1/18

	FACULTY											
	As of June, 30 2016			As of June, 30 2017			As of June, 30 2018			Budgeted FY 19		
	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total
<u>PRESIDENT</u>												
PRESIDENT'S OFFICE							-	-	-	-	-	-
DIVERSITY AND INCLUSION							1	-	1	1	-	1
TOTAL PRESIDENT							1	-	1	1	-	1
<u>PROVOST</u>												
PROVOST	-	-	-	-	-	-	-	-	-	-	-	-
BUSINESS & SOCIAL SCIENCE/CHILD CENTER	32	-	32	31	-	31	30	-	30	29	-	29
CAREER & TECHNICAL PROGRAMS & AEE (combined FY18)	22	-	22	21	-	21	22	-	22	26	-	26
ACADEMY for TEACHING EXCELLENCE	-	-	-	-	-	-	-	-	-	-	-	-
HEALTH CAREERS	32	-	32	32	-	32	32	-	32	33	-	33
INTRDISCIPLNRY PRGRMS	-	-	-	-	-	-	-	-	-	-	-	-
LIBERAL ARTS & AEE	73	-	73	73	-	73	68	-	68	61	-	61
MATH & SCIENCE	57	-	57	58	-	58	57	-	57	58	-	58
RESOURCES FOR LEARNING/ACADEMIC SUPPORT CNTRS	6	-	6	5	-	5	5	-	5	5	-	5
ENROLLMENT SERVICES	-	-	-	-	-	-	-	-	-	-	-	-
REGISTRAR'S OFFICE	-	-	-	-	-	-	-	-	-	-	-	-
ADMISSIONS PROC & ASSESSMENT CNTR	-	-	-	-	-	-	-	-	-	-	-	-
ADMISSIONS OUTREACH	-	-	-	-	-	-	-	-	-	-	-	-
OFFICE OF STUDENT FINANCIAL ASSISTANCE	-	-	-	-	-	-	-	-	-	-	-	-
ONE-STOP CENTER	-	-	-	-	-	-	-	-	-	-	-	-
STUDENT AFFAIRS	-	-	-	-	-	-	-	-	-	-	-	-
EVENTS MANAGEMENT	-	-	-	-	-	-	-	-	-	-	-	-
HEALTH SERVICES	-	-	-	-	-	-	-	-	-	-	-	-
OFFICE OF STUDENT INVOLVMT	-	-	-	-	-	-	-	-	-	-	-	-
STUDENT DEVELOPMENT	1	-	1	1	-	1	12	-	12	10	-	10
ACADEMIC ADVISING AND COUNSELING CNTR	7	-	7	7	-	7	-	-	-	-	-	-
ACCESS & DISABILITY SVCS	2	-	2	2	-	2	1	-	1	1	-	1
CNSO/WOMEN'S PROG	2	-	2	1	-	1	-	-	-	-	-	-
MULTICULTURAL LEARNING CENTER	4	-	4	2	-	2	-	-	-	-	-	-
TOTAL PROVOST	238	-	238	233	-	233	227	-	227	223	-	223
<u>EVP FINANCE & ADMINISTRATIVE SERVICES</u>												
EVP OFFICE												
ACCOUNTING SVCS/BUSINESS OFFICE												
PURCHASING												
CONFERENCE SERVICES												
FACILITIES MGMT												
HARPER POLICE												
CHIEF INFORMATION OFFICER												
CLIENT SYSTEMS												
INFRASTRUCTURE SERVICES												
HUMAN RESOURCES												
TOTAL EVP FINANCE & ADMIN SERVICES												
<u>PLANNING & INSTITUTIONAL EFFECTIVENESS</u>												
CHIEF OF STAFF/VP OF STRATEGIC ALLIANCES												
STRATEGIC PLANNING & INST. EFFECTIVENESS												
INSTITUTIONAL RESEARCH												
TOTAL INSTITUTIONAL EFFECTIVENESS												
<u>MKTG, COMM, ADVCMT & COMM RLTN</u>												
MARKETING SVCS CENTER												
ENGAGEMENT, COMMUN & LEGISLTV AFFRS												
ADVANCEMENT/FOUNDATION												
TOTAL MKTG, COMM, ADVCMT & COMM RLTN												
<u>WORKFORCE SOLUTIONS</u>												
VP WKFC SOLUTIONS												
CONTINUING EDUCATION												
FAST TRACK												
HARPER BUSINESS SOLUTIONS												
WORKFORCE AND ECONOMIC DEVELOPMENT/JPRC												
TOTAL WORKFORCE AND STRATEGIC ALL												
GRAND TOTAL	238	-	238	233	-	233	228	-	228	224	-	224

As of 7/1/18

	PROFESSIONAL/TECHNICAL											
	As of June, 30 2016			As of June, 30 2017			As of June, 30 2018			Budgeted FY 19		
	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total
<u>PRESIDENT</u>												
PRESIDENT'S OFFICE												
DIVERSITY AND INCLUSION												
TOTAL PRESIDENT												
<u>PROVOST</u>												
PROVOST	-	-	-	-	-	-	-	-	-	-	-	-
BUSINESS & SOCIAL SCIENCE/CHILD CENTER	-	-	-	-	-	-	-	-	-	-	-	-
CAREER & TECHNICAL PROGRAMS & AEE (combined FY18)	4	6	10	4	6	10	5	4	9	8	5	13
ACADEMY for TEACHING EXCELLENCE	-	-	-	5	-	5	5	-	5	5	-	5
HEALTH CAREERS	5	1	6	4	-	4	4	-	4	5	-	5
INTRDISCIPLNRY PRGRMS	6	-	6	2	-	2	2	-	2	2	-	2
LIBERAL ARTS & AEE	7	2	9	3	1	4	3	1	4	1	-	1
MATH & SCIENCE	4	3	7	4	3	7	4	3	7	5	2	7
RESOURCES FOR LEARNING/ACADEMIC SUPPORT CNTRS	4	1	5	2	1	3	2	1	3	2	1	3
ENROLLMENT SERVICES	2	-	2	1	-	1	1	-	1	2	-	2
REGISTRAR'S OFFICE	2	1	3	2	1	3	2	1	3	2	1	3
ADMISSIONS PROC & ASSESSMENT CNTR	1	-	1	1	-	1	1	-	1	1	-	1
ADMISSIONS OUTREACH	5	-	5	6	-	6	6	-	6	6	-	6
OFFICE OF STUDENT FINANCIAL ASSISTANCE	1	-	1	1	-	1	1	-	1	1	-	1
ONE-STOP CENTER	5	1	6	6	2	8	6	2	8	6	2	8
STUDENT AFFAIRS	1	-	1	5	-	5	1	-	1	1	-	1
EVENTS MANAGEMENT	3	-	3	4	-	4	4	-	4	4	-	4
HEALTH SERVICES	-	2	2	-	1	1	-	1	1	-	-	-
OFFICE OF STUDENT INVOLVMT	2	-	2	-	-	-	-	-	-	-	-	-
STUDENT DEVELOPMENT	1	-	1	1	-	1	1	-	1	2	-	2
ACADEMIC ADVISING AND COUNSELING CNTR	2	-	2	7	-	7	17	-	17	23	-	23
ACCESS & DISABILITY SVCS	-	10	10	-	10	10	-	7	7	1	7	8
CNSO/WOMEN'S PROG	8	1	9	8	1	9	11	1	12	8	1	9
MULTICULTURAL LEARNING CENTER	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PROVOST	63	28	91	66	26	92	76	21	97	85	19	104
<u>EVP FINANCE & ADMINISTRATIVE SERVICES</u>												
EVP OFFICE	-	-	-	-	-	-	-	-	-	-	-	-
ACCOUNTING SVCS/BUSINESS OFFICE	-	-	-	-	-	-	-	-	-	-	-	-
PURCHASING	-	-	-	-	-	-	-	-	-	-	-	-
CONFERENCE SERVICES	2	-	2	1	-	1	1	-	1	1	-	1
FACILITIES MGMT	-	-	-	-	-	-	-	-	-	-	-	-
HARPER POLICE	-	-	-	-	-	-	-	-	-	-	-	-
CHIEF INFORMATION OFFICER	-	-	-	-	-	-	-	-	-	-	-	-
CLIENT SYSTEMS	26	4	30	32	5	37	27	5	32	28	5	33
INFRASTRUCTURE SERVICES	21	4	25	15	-	15	20	-	20	19	-	19
HUMAN RESOURCES	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EVP FINANCE & ADMIN SERVICES	49	8	57	48	5	53	48	5	53	48	5	53
<u>PLANNING & INSTITUTIONAL EFFECTIVENESS</u>												
CHIEF OF STAFF/VP OF STRATEGIC ALLIANCES												
STRATEGIC PLANNING & INST. EFFECTIVENESS	-	-	-	1	-	1	1	-	1	1	-	1
INSTITUTIONAL RESEARCH	3	-	3	4	-	4	4	-	4	4	-	4
TOTAL INSTITUTIONAL EFFECTIVENESS	3	-	3	5	-	5	5	-	5	5	-	5
<u>MKTG, COMM, ADVCMT & COMM RLTN</u>												
MARKETING SVCS CENTER	7	2	9	7	2	9	7	2	9	8	2	10
ENGAGMT, COMMUN & LEGISLTV AFFRS	-	-	-	-	-	-	-	-	-	-	-	-
ADVANCEMENT/FOUNDATION	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL MKTG, COMM, ADVCMT & COMM RLTN	7	2	9	7	2	9	7	2	9	8	2	10
<u>WORKFORCE SOLUTIONS</u>												
VP WKFC SOLUTIONS	-	-	-	-	-	-	-	-	-	-	-	-
CONTINUING EDUCATION	9	6	15	10	5	15	10	4	14	11	4	15
FAST TRACK	-	-	-	-	-	-	-	-	-	-	-	-
HARPER BUSINESS SOLUTIONS	2	-	2	3	-	3	3	-	3	3	-	3
WORKFORCE AND ECONOMIC DEVELOPMENT/JPRC	5	1	6	3	1	4	3	-	3	3	-	3
TOTAL WORKFORCE AND STRATEGIC ALL	16	7	23	16	6	22	16	4	20	17	4	21
GRAND TOTAL	138	45	183	142	39	181	152	32	184	163	30	193

As of 7/1/18

	SUPERVISORY/MANAGEMENT											
	As of June, 30 2016			As of June, 30 2017			As of June, 30 2018			Budgeted FY 19		
	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total
<u>PRESIDENT</u>												
PRESIDENT'S OFFICE	1	-	1	1	-	1	1	-	1	1	-	1
DIVERSITY AND INCLUSION	-	-	-	1	-	1	-	-	-	-	-	-
TOTAL PRESIDENT	1	-	1	2	-	2	1	-	1	1	-	1
<u>PROVOST</u>												
PROVOST	1	-	1	1	-	1	1	-	1	1	-	1
BUSINESS & SOCIAL SCIENCE/CHILD CENTER	1	-	1	1	-	1	2	-	2	2	-	2
CAREER & TECHNICAL PROGRAMS & AEE (combined FY18)	-	-	-	1	-	1	1	-	1	1	-	1
ACADEMY for TEACHING EXCELLENCE	-	-	-	-	-	-	-	-	-	1	-	1
HEALTH CAREERS	1	-	1	1	-	1	1	-	1	1	-	1
INTRDISCIPLINARY PRGRMS	-	-	-	2	-	2	1	-	1	1	-	1
LIBERAL ARTS & AEE	2	-	2	2	-	2	2	-	2	2	-	2
MATH & SCIENCE	1	-	1	1	-	1	1	-	1	1	-	1
RESOURCES FOR LEARNING/ACADEMIC SUPPORT CNTRS	2	1	3	3	1	4	3	1	4	3	1	4
ENROLLMENT SERVICES	-	-	-	-	-	-	-	-	-	-	-	-
REGISTRAR'S OFFICE	2	-	2	1	-	1	1	-	1	1	-	1
ADMISSIONS PROC & ASSESSMENT CNTR	2	-	2	2	-	2	2	-	2	2	-	2
ADMISSIONS OUTREACH	2	-	2	1	-	1	1	-	1	1	-	1
OFFICE OF STUDENT FINANCIAL ASSISTANCE	2	-	2	2	-	2	2	-	2	2	-	2
ONE-STOP CENTER	-	-	-	-	-	-	-	-	-	1	-	1
STUDENT AFFAIRS	3	-	3	1	-	1	1	-	1	2	-	2
EVENTS MANAGEMENT	3	-	3	2	-	2	2	-	2	2	-	2
HEALTH SERVICES	-	-	-	-	-	-	-	-	-	-	-	-
OFFICE OF STUDENT INVOLVMT	-	-	-	1	-	1	2	-	2	2	-	2
STUDENT DEVELOPMENT	2	-	2	2	-	2	2	-	2	2	-	2
ACADEMIC ADVISING AND COUNSELING CNTR	-	-	-	-	-	-	1	-	1	1	-	1
ACCESS & DISABILITY SVCS	2	-	2	2	-	2	2	-	2	2	-	2
CNSO/WOMEN'S PROG	-	-	-	-	-	-	-	-	-	-	-	-
MULTICULTURAL LEARNING CENTER	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PROVOST	26	1	27	26	1	27	28	1	29	31	1	32
<u>EVP FINANCE & ADMINISTRATIVE SERVICES</u>												
EVP OFFICE	-	-	-	-	-	-	-	-	-	-	-	-
ACCOUNTING SVCS/BUSINESS OFFICE	7	-	7	7	-	7	7	-	7	8	-	8
PURCHASING	1	-	1	1	-	1	1	-	1	1	-	1
CONFERENCE SERVICES	-	-	-	1	-	1	1	-	1	1	-	1
FACILITIES MGMT	12	-	12	12	-	12	12	-	12	13	-	13
HARPER POLICE	1	-	1	1	-	1	3	-	3	3	-	3
CHIEF INFORMATION OFFICER	-	-	-	-	-	-	-	-	-	-	-	-
CLIENT SYSTEMS	12	1	13	9	1	10	9	1	10	9	1	10
INFRASTRUCTURE SERVICES	4	-	4	8	-	8	8	-	8	8	-	8
HUMAN RESOURCES	4	-	4	4	-	4	4	-	4	4	-	4
TOTAL EVP FINANCE & ADMIN SERVICES	41	1	42	43	1	44	45	1	46	47	1	48
<u>PLANNING & INSTITUTIONAL EFFECTIVENESS</u>												
CHIEF OF STAFF/VP OF STRATEGIC ALLIANCES	-	-	-	-	-	-	1	-	1	1	-	1
STRATEGIC PLANNING & INST. EFFECTIVENESS	3	-	3	1	-	1	1	-	1	1	-	1
INSTITUTIONAL RESEARCH	1	-	1	1	-	1	-	-	-	-	-	-
TOTAL INSTITUTIONAL EFFECTIVENESS	4	-	4	2	-	2	2	-	2	2	-	2
<u>MKTG, COMM, ADVCMT & COMM RLTN</u>												
MARKETING SVCS CENTER	5	-	5	5	-	5	5	-	5	5	-	5
ENGAGEMENT, COMMUN & LEGISLTV AFFRS	3	-	3	4	-	4	5	-	5	5	-	5
ADVANCEMENT/FOUNDATION	5	-	5	5	-	5	5	-	5	5	-	5
TOTAL MKTG, COMM, ADVCMT & COMM RLTN	13	-	13	14	-	14	15	-	15	15	-	15
<u>WORKFORCE SOLUTIONS</u>												
VP WKFC SOLUTIONS	-	-	-	1	-	1	1	-	1	2	-	2
CONTINUING EDUCATION	5	-	5	7	-	7	7	-	7	7	-	7
FAST TRACK	1	-	1	1	-	1	1	-	1	1	-	1
HARPER BUSINESS SOLUTIONS	1	-	1	1	-	1	1	-	1	1	-	1
WORKFORCE AND ECONOMIC DEVELOPMENT/JPRC	2	-	2	2	-	2	2	-	2	2	-	2
TOTAL WORKFORCE AND STRATEGIC ALL	9	-	9	12	-	12	12	-	12	13	-	13
GRAND TOTAL	94	2	96	99	2	101	103	2	105	109	2	111

As of 7/1/18

	CLASSIFIED STAFF											
	As of June, 30 2016			As of June, 30 2017			As of June, 30 2018			Budgeted FY 19		
	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total
<u>PRESIDENT</u>												
PRESIDENT'S OFFICE	-	1	1	-	1	1	-	1	1	-	1	1
DIVERSITY AND INCLUSION	1	-	1	-	-	-	-	-	-	-	-	-
TOTAL PRESIDENT	1	1	2	-	1	1	-	1	1	-	1	1
<u>PROVOST</u>												
PROVOST	-	-	-	-	-	-	-	-	-	-	-	-
BUSINESS & SOCIAL SCIENCE/CHILD CENTER	5	4	9	5	4	9	4	4	8	4	4	8
CAREER & TECHNICAL PROGRAMS & AEE (combined FY18)	2	4	6	1	5	6	1	5	6	4	5	9
ACADEMY for TEACHING EXCELLENCE	2	1	3	3	-	3	3	-	3	3	-	3
HEALTH CAREERS	4	1	5	4	2	6	4	2	6	4	1	5
INTRDISCIPLINARY PRGRMS	4	1	5	4	2	6	4	2	6	4	2	6
LIBERAL ARTS & AEE	12	6	18	7	1	8	7	1	8	4	1	5
MATH & SCIENCE	3	3	6	2	2	4	2	1	3	2	1	3
RESOURCES FOR LEARNING/ACADEMIC SUPPORT CNTRS	13	10	23	12	11	23	12	11	23	12	10	22
ENROLLMENT SERVICES	2	-	2	2	-	2	2	-	2	1	-	1
REGISTRAR'S OFFICE	5	3	8	5	2	7	5	2	7	5	2	7
ADMISSIONS PROC & ASSESSMENT CNTR	5	9	14	4	10	14	7	7	14	7	7	14
ADMISSIONS OUTREACH	-	2	2	-	1	1	-	1	1	-	1	1
OFFICE OF STUDENT FINANCIAL ASSISTANCE	7	2	9	7	2	9	7	2	9	7	2	9
ONE-STOP CENTER	-	-	-	-	-	-	-	-	-	-	-	-
STUDENT AFFAIRS	5	9	14	4	4	8	4	4	8	4	1	5
EVENTS MANAGEMENT	-	2	2	-	2	2	-	2	2	-	2	2
HEALTH SERVICES	2	1	3	2	1	3	2	1	3	-	-	-
OFFICE OF STUDENT INVOLVMT	2	-	2	2	-	2	2	-	2	2	-	2
STUDENT DEVELOPMENT	2	1	3	2	1	3	1	1	2	2	1	3
ACADEMIC ADVISING AND COUNSELING CNTR	1	4	5	1	4	5	1	3	4	1	3	4
ACCESS & DISABILITY SVCS	-	5	5	-	5	5	-	5	5	-	5	5
CNSO/WOMEN'S PROG	2	3	5	1	3	4	1	4	5	1	4	5
MULTICULTURAL LEARNING CENTER	1	1	2	1	1	2	1	1	2	1	1	2
TOTAL PROVOST	79	72	151	69	63	132	70	59	129	68	53	121
<u>EVP FINANCE & ADMINISTRATIVE SERVICES</u>												
EVP OFFICE	1	-	1	1	-	1	1	-	1	1	-	1
ACCOUNTING SVCS/BUSINESS OFFICE	11	5	16	11	4	15	11	4	15	10	4	14
PURCHASING	1	-	1	2	-	2	2	-	2	2	-	2
CONFERENCE SERVICES	2	-	2	1	-	1	1	-	1	1	-	1
FACILITIES MGMT	4	2	6	5	1	6	5	1	6	4	1	5
HARPER POLICE	-	-	-	-	-	-	-	-	-	-	-	-
CHIEF INFORMATION OFFICER	1	-	1	1	-	1	1	-	1	1	-	1
CLIENT SYSTEMS	3	8	11	3	4	7	3	5	8	3	5	8
INFRASTRUCTURE SERVICES	2	3	5	1	2	3	1	1	2	1	1	2
HUMAN RESOURCES	5	-	5	5	-	5	5	-	5	5	-	5
TOTAL EVP FINANCE & ADMIN SERVICES	30	18	48	30	11	41	30	11	41	28	11	39
<u>PLANNING & INSTITUTIONAL EFFECTIVENESS</u>												
CHIEF OF STAFF/VP OF STRATEGIC ALLIANCES	-	-	-	-	-	-	-	-	-	-	-	-
STRATEGIC PLANNING & INST. EFFECTIVENESS	1	1	2	1	2	3	1	2	3	1	2	3
INSTITUTIONAL RESEARCH	1	1	2	1	-	1	1	-	1	1	-	1
TOTAL INSTITUTIONAL EFFECTIVENESS	2	2	4	2	2	4	2	2	4	2	2	4
<u>MKTG, COMM, ADVCMT & COMM RLTN</u>												
MARKETING SVCS CENTER	7	4	11	7	1	8	7	1	8	6	1	7
ENGAGEMENT, COMMUN & LEGISLTV AFFRS	1	-	1	1	-	1	1	-	1	1	-	1
ADVANCEMENT/FOUNDATION	1	-	1	1	-	1	1	-	1	1	-	1
TOTAL MKTG, COMM, ADVCMT & COMM RLTN	9	4	13	9	1	10	9	1	10	8	1	9
<u>WORKFORCE SOLUTIONS</u>												
VP WKFC SOLUTIONS	1	-	1	-	-	-	-	-	-	-	-	-
CONTINUING EDUCATION	8	11	19	11	8	19	11	7	18	10	6	16
FAST TRACK	2	-	2	1	-	1	1	-	1	1	-	1
HARPER BUSINESS SOLUTIONS	1	-	1	1	-	1	1	-	1	1	-	1
WORKFORCE AND ECONOMIC DEVELOPMENT/JPRC	3	3	6	4	3	7	4	2	6	4	2	6
TOTAL WORKFORCE AND STRATEGIC ALL	15	14	29	17	11	28	17	9	26	16	8	24
GRAND TOTAL	136	111	247	127	89	216	128	83	211	122	76	198

As of 7/1/18

	SECURITY											
	As of June, 30 2016			As of June, 30 2017			As of June, 30 2018			Budgeted FY 19		
	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total
<u>PRESIDENT</u>												
PRESIDENT'S OFFICE												
DIVERSITY AND INCLUSION												
TOTAL PRESIDENT												
<u>PROVOST</u>												
PROVOST												
BUSINESS & SOCIAL SCIENCE/CHILD CENTER												
CAREER & TECHNICAL PROGRAMS & AEE (combined FY18												
ACADEMY for TEACHING EXCELLENCE												
HEALTH CAREERS												
INTRDISCIPLNRY PRGRMS												
LIBERAL ARTS & AEE												
MATH & SCIENCE												
RESOURCES FOR LEARNING/ACADEMIC SUPPORT												
CNTRS												
ENROLLMENT SERVICES												
REGISTRAR'S OFFICE												
ADMISSIONS PROC & ASSESSMENT CNTR												
ADMISSIONS OUTREACH												
OFFICE OF STUDENT FINANCIAL ASSISTANCE												
ONE-STOP CENTER												
STUDENT AFFAIRS												
EVENTS MANAGEMENT												
HEALTH SERVICES												
OFFICE OF STUDENT INVOLVMT												
STUDENT DEVELOPMENT												
ACADEMIC ADVISING AND COUNSELING CNTR												
ACCESS & DISABILITY SVCS												
CNSO/WOMEN'S PROG												
MULTICULTURAL LEARNING CENTER												
TOTAL PROVOST												
<u>EVP FINANCE & ADMINISTRATIVE SERVICES</u>												
EVP OFFICE												
ACCOUNTING SVCS/BUSINESS OFFICE												
PURCHASING												
CONFERENCE SERVICES												
FACILITIES MGMT												
HARPER POLICE	18	17	35	18	15	33	17	15	32	17	15	32
CHIEF INFORMATION OFFICER												
CLIENT SYSTEMS												
INFRASTRUCTURE SERVICES												
HUMAN RESOURCES												
TOTAL EVP FINANCE & ADMIN SERVICES	18	17	35	18	15	33	17	15	32	17	15	32
<u>PLANNING & INSTITUTIONAL EFFECTIVENESS</u>												
CHIEF OF STAFF/VP OF STRATEGIC ALLIANCES												
STRATEGIC PLANNING & INST. EFFECTIVENESS												
INSTITUTIONAL RESEARCH												
TOTAL INSTITUTIONAL EFFECTIVENESS												
<u>MKTG, COMM, ADVCMT & COMM RLTN</u>												
MARKETING SVCS CENTER												
ENGAGEMENT, COMMUN & LEGISLTV AFFRS												
ADVANCEMENT/FOUNDATION												
TOTAL MKTG, COMM, ADVCMT & COMM RLTN												
<u>WORKFORCE SOLUTIONS</u>												
VP WKFC SOLUTIONS												
CONTINUING EDUCATION												
FAST TRACK												
HARPER BUSINESS SOLUTIONS												
WORKFORCE AND ECONOMIC DEVELOPMENT/JPRC												
TOTAL WORKFORCE AND STRATEGIC ALL												
GRAND TOTAL	18	17	35	18	15	33	17	15	32	17	15	32

As of 7/1/18

	CUSTODIAL/MAINTENANCE											
	As of June, 30 2016			As of June, 30 2017			As of June, 30 2018			Budgeted FY 19		
	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total
<u>PRESIDENT</u>												
PRESIDENT'S OFFICE												
DIVERSITY AND INCLUSION												
TOTAL PRESIDENT												
<u>PROVOST</u>												
PROVOST												
BUSINESS & SOCIAL SCIENCE/CHILD CENTER												
CAREER & TECHNICAL PROGRAMS & AEE (combined FY18												
ACADEMY for TEACHING EXCELLENCE												
HEALTH CAREERS												
INTRDISCIPLNRY PRGRMS												
LIBERAL ARTS & AEE												
MATH & SCIENCE												
RESOURCES FOR LEARNING/ACADEMIC SUPPORT												
CNTRS												
ENROLLMENT SERVICES												
REGISTRAR'S OFFICE												
ADMISSIONS PROC & ASSESSMENT CNTR												
ADMISSIONS OUTREACH												
OFFICE OF STUDENT FINANCIAL ASSISTANCE												
ONE-STOP CENTER												
STUDENT AFFAIRS												
EVENTS MANAGEMENT												
HEALTH SERVICES												
OFFICE OF STUDENT INVOLVMT												
STUDENT DEVELOPMENT												
ACADEMIC ADVISING AND COUNSELING CNTR												
ACCESS & DISABILITY SVCS												
CNSO/WOMEN'S PROG												
MULTICULTURAL LEARNING CENTER												
TOTAL PROVOST												
<u>EVP FINANCE & ADMINISTRATIVE SERVICES</u>												
EVP OFFICE												
ACCOUNTING SVCS/BUSINESS OFFICE												
PURCHASING												
CONFERENCE SERVICES												
FACILITIES MGMT	93	5	98	84	4	88	84	4	88	84	4	88
HARPER POLICE												
CHIEF INFORMATION OFFICER												
CLIENT SYSTEMS												
INFRASTRUCTURE SERVICES												
HUMAN RESOURCES												
TOTAL EVP FINANCE & ADMIN SERVICES	93	5	98	84	4	88	84	4	88	84	4	88
<u>PLANNING & INSTITUTIONAL EFFECTIVENESS</u>												
CHIEF OF STAFF/VP OF STRATEGIC ALLIANCES												
STRATEGIC PLANNING & INST. EFFECTIVENESS												
INSTITUTIONAL RESEARCH												
TOTAL INSTITUTIONAL EFFECTIVENESS												
<u>MKTG, COMM, ADVCMT & COMM RLTN</u>												
MARKETING SVCS CENTER												
ENGAGEMENT, COMMUN & LEGISLTV AFFRS												
ADVANCEMENT/FOUNDATION												
TOTAL MKTG, COMM, ADVCMT & COMM RLTN												
<u>WORKFORCE SOLUTIONS</u>												
VP WKFC SOLUTIONS												
CONTINUING EDUCATION												
FAST TRACK												
HARPER BUSINESS SOLUTIONS												
WORKFORCE AND ECONOMIC DEVELOPMENT/JPRC												
TOTAL WORKFORCE AND STRATEGIC ALL												
GRAND TOTAL	93	5	98	84	4	88	84	4	88	84	4	88

As of 7/1/18

	TOTALS											
	As of June, 30 2016			As of June, 30 2017			As of June, 30 2018			Budgeted FY 19		
	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total
<u>PRESIDENT</u>												
PRESIDENT'S OFFICE	2	1	3	2	1	3	2	1	3	2	1	3
DIVERSITY AND INCLUSION	2	-	2	2	-	2	1	-	1	1	-	1
TOTAL PRESIDENT	4	1	5	4	1	5	3	1	4	3	1	4
<u>PROVOST</u>												
PROVOST	2	-	2	2	-	2	2	-	2	2	-	2
BUSINESS & SOCIAL SCIENCE/CHILD CENTER	39	4	43	38	4	42	37	4	41	36	4	40
CAREER & TECHNICAL PROGRAMS & AEE (combined FY18)	29	10	39	28	11	39	30	9	39	41	10	51
ACADEMY for TEACHING EXCELLENCE	4	1	5	9	-	9	9	-	9	10	-	10
HEALTH CAREERS	44	2	46	43	2	45	43	2	45	45	1	46
INTRDISCIPLNRY PRGRMS	13	1	14	10	2	12	9	2	11	9	2	11
LIBERAL ARTS & AEE	97	8	105	87	2	89	82	2	84	69	1	70
MATH & SCIENCE	66	6	72	66	5	71	65	4	69	67	3	70
RESOURCES FOR LEARNING/ACADEMIC SUPPORT CNTRS	26	12	38	23	13	36	23	13	36	23	12	35
ENROLLMENT SERVICES	5	-	5	4	-	4	4	-	4	4	-	4
REGISTRAR'S OFFICE	9	4	13	8	3	11	8	3	11	8	3	11
ADMISSIONS PROC & ASSESSMENT CNTR	8	9	17	7	10	17	10	7	17	10	7	17
ADMISSIONS OUTREACH	8	2	10	8	1	9	8	1	9	8	1	9
OFFICE OF STUDENT FINANCIAL ASSISTANCE	11	2	13	11	2	13	11	2	13	11	2	13
ONE-STOP CENTER	6	1	7	7	2	9	7	2	9	7	2	9
STUDENT AFFAIRS	11	9	20	12	4	16	8	4	12	9	1	10
EVENTS MANAGEMENT	6	2	8	6	2	8	6	2	8	6	2	8
HEALTH SERVICES	3	3	6	3	2	5	2	2	4	-	-	-
OFFICE OF STUDENT INVOLVMT	5	-	5	4	-	4	4	-	4	4	-	4
STUDENT DEVELOPMENT	8	1	9	8	1	9	17	1	18	17	1	18
ACADEMIC ADVISING AND COUNSELING CNTR	11	4	15	16	4	20	20	3	23	26	3	29
ACCESS & DISABILITY SVCS	4	15	19	4	15	19	3	12	15	4	12	16
CNSO/WOMEN'S PROG	13	4	17	11	4	15	13	5	18	10	5	15
MULTICULTURAL LEARNING CENTER	5	1	6	3	1	4	1	1	2	1	1	2
TOTAL PROVOST	433	101	534	418	90	508	422	81	503	427	73	500
<u>EVP FINANCE & ADMINISTRATIVE SERVICES</u>												
EVP OFFICE	2	-	2	2	-	2	2	-	2	2	-	2
ACCOUNTING SVCS/BUSINESS OFFICE	19	5	24	19	4	23	19	4	23	19	4	23
PURCHASING	2	-	2	3	-	3	3	-	3	3	-	3
CONFERENCE SERVICES	4	-	4	3	-	3	3	-	3	3	-	3
FACILITIES MGMT	112	7	119	103	5	108	103	5	108	103	5	108
HARPER POLICE	20	17	37	20	15	35	20	15	35	20	15	35
CHIEF INFORMATION OFFICER	2	-	2	2	-	2	2	-	2	2	-	2
CLIENT SYSTEMS	43	13	56	45	10	55	40	11	51	41	11	52
INFRASTRUCTURE SERVICES	28	7	35	24	2	26	29	1	30	28	1	29
HUMAN RESOURCES	10	-	10	10	-	10	10	-	10	10	-	10
TOTAL EVP FINANCE & ADMIN SERVICES	242	49	291	231	36	267	231	36	267	231	36	267
<u>PLANNING & INSTITUTIONAL EFFECTIVENESS</u>												
CHIEF OF STAFF/VP OF STRATEGIC ALLIANCES	-	-	-	-	-	-	2	-	2	2	-	2
STRATEGIC PLANNING & INST. EFFECTIVENESS	6	1	7	4	2	6	4	2	6	4	2	6
INSTITUTIONAL RESEARCH	6	1	7	7	-	7	6	-	6	6	-	6
TOTAL INSTITUTIONAL EFFECTIVENESS	12	2	14	11	2	13	12	2	14	12	2	14
<u>MKTG, COMM, ADVGMT & COMM RLNS</u>												
MARKETING SVCS CENTER	20	6	26	20	3	23	20	3	23	20	3	23
ENGAGMT, COMMUN & LEGISLTV AFFRS	5	-	5	5	-	5	6	-	6	6	-	6
ADVANCEMENT/FOUNDATION	8	-	8	8	-	8	8	-	8	8	-	8
TOTAL MKTG, COMM, ADVGMT & COMM RLNS	33	6	39	33	3	36	34	3	37	34	3	37
<u>WORKFORCE SOLUTIONS</u>												
VP WKFC SOLUTIONS	2	-	2	2	-	2	2	-	2	3	-	3
CONTINUING EDUCATION	23	17	40	29	13	42	29	11	40	29	10	39
FAST TRACK	3	-	3	2	-	2	2	-	2	2	-	2
HARPER BUSINESS SOLUTIONS	4	-	4	5	-	5	5	-	5	5	-	5
WORKFORCE AND ECONOMIC DEVELOPMENT/JPRC	12	4	16	11	4	15	11	2	13	11	2	13
TOTAL WORKFORCE AND STRATEGIC ALL	44	21	65	49	17	66	49	13	62	50	12	62
GRAND TOTAL	768	180	948	746	149	895	751	136	887	757	127	884

FY 2015-2017 Operational Analysis Cost Comparison														
Sorted by Department														
			2015	2016	2017		2015	2016	2017		2015	2016 ⁽¹⁾	2017	Variance
Division	Dept	Dept #	Total FTE	Total FTE	Total FTE		Cost per FTE	Cost per FTE	Cost per FTE		Dept Surplus or (Deficit)	Dept Surplus or (Deficit)	Dept Surplus or (Deficit)	
BUS/SS	Accounting	111	276	274	279		\$2,051	\$2,163	\$2,372		\$656,271	\$526,620	\$646,684	
LIB ARTS	Adult Ed Development	611	627	553	447		3,737	4,097	4,068		(1,465,083)	(1,625,143)	(789,274)	
BUS/SS	Anthropology	151	61	55	60		4,092	4,680	4,675		16,823	(45,749)	2,314	
LIB ARTS	Art	218	226	224	225		4,031	4,273	4,598		60,108	(73,708)	17,144	
MS	Biology	311	702	728	745		3,062	3,000	3,176		996,581	844,767	1,252,856	
CP	Building Design & Technology	524	20	15	14		15,156	19,274	11,626		(206,604)	(228,555)	(85,393)	
HC	Cert Nursing Assistant	351	142	143	161		2,896	2,687	2,567		454,151	340,847	648,346	
MS	Chemistry	516	337	342	330		4,991	5,058	5,249		(143,347)	(276,955)	(109,468)	
LIB ARTS	Communication Arts	212	360	365	392		3,222	3,386	3,170		375,981	182,708	531,732	
HC	Community Health Worker	327		1	1			1,751	2,245			1,119	1,875	
CP	Computer Info Systems	116	260	243	215		4,662	4,894	4,681		66,296	(117,216)	150,558	
MS	Computer Science	520	43	52	64		3,054	2,911	2,504		61,356	70,239	144,512	
HC	Dental Hygiene	315	41	47	50		23,462	20,934	20,721		(515,673)	(497,688)	(452,679)	
MS	Developmental Math	511	309	248	124		3,417	4,235	6,498		166,238	(97,343)	(280,073)	
HC	Dietetic Technician	318	99	68	59		2,698	3,390	3,865		173,300	47,991	61,196	
BUS/SS	Early Childhood Education	322	79	89	75		3,545	3,349	2,613		74,241	80,617	176,875	
BUS/SS	Economics	114	223	221	199		2,226	2,388	2,244		480,646	364,243	496,323	
BUS/SS	Education	152	46	38	39		3,761	4,808	4,824		23,619	(30,141)	(7,240)	
CP	Electronics	518	68	57	51		4,668	5,047	4,600		57,633	(23,808)	45,837	
CP	Emergency Management	360	12	9	11		3,830	4,245	3,789		28,870	(4,328)	19,197	
HC	Emergency Medical Services	320	59	70	70		4,629	4,137	4,326		116,155	85,165	164,619	
MS	Engineering	519	25	32	26		7,723	6,840	8,160		(88,947)	(86,277)	(75,812)	
LIB ARTS	English/Literature	211	814	885	874		3,710	3,760	4,171		403,067	130,996	302,478	
LIB ARTS	English/Second Lang	612	278	283	274		5,709	5,224	4,577		(233,412)	(159,585)	80,060	
CP	Fashion Design	221	44	38	45		7,707	8,644	7,350		(96,223)	(143,878)	(62,905)	
BUS/SS	Financial Management	118	9	7	4		1,868	2,302	2,292		25,376	14,007	12,859	
CP	Fire Science	517	71	67	65		4,517	4,301	4,807		101,926	37,239	96,760	
STU DEV	First Year Experience	653	15	17	8		1,728	1,575	2,590		39,369	44,474	51,962	
BUS/SS	Geography	153	126	119	116		2,710	3,064	3,255		202,904	129,016	177,129	
CP	Graphic Art Tech	509	78	77	94		6,598	6,437	6,528		(84,840)	(143,382)	(96,282)	
HC	Health Information Technology	325	30	31	39		4,924	5,770	5,086		7,998	(35,042)	15,682	
HC	Health Science Core	314	129	117	111		2,201	2,451	2,207		347,426	213,711	343,871	
BUS/SS	History	154	167	170	159		2,521	2,683	2,420		294,906	206,528	349,060	
CP	Hospitality Management	117	66	63	71		5,482	5,967	4,896		(34,715)	(112,449)	47,119	
HC	Human Services	526	25	30	28		4,643	4,432	5,104		1,923	(7,304)	1,926	
LIB ARTS	Humanities	214	228	216	210		2,150	2,244	2,485		473,666	349,376	435,881	
CP	Interior Design	222	27	29	28		9,944	4,912	8,213		(137,757)	(24,272)	(72,811)	
LIB ARTS	Interpretation/Trans	614	7	4	3		10,654	19,466	22,869		(23,900)	(54,454)	(50,315)	
MS	Kinesiology & Health Ed	411	144	131	109		4,402	4,446	4,532		(10,298)	(52,354)	29,677	
CP	Law Enforcement & Justice	316	141	132	137		2,218	2,458	2,426		346,349	200,933	336,180	
LIB ARTS	Learning Skills	679	34	40	33		5,040	4,394	3,057		(22,883)	(16,488)	49,765	
CP	Maintenance Technology	521	17	18	17		12,214	11,010	4,652		(110,056)	(109,467)	19,295	
BUS/SS	Management	112	228	235	220		2,322	2,315	2,100		494,824	417,077	564,425	
CP	Manufacturing Technology	527	79	91	108		3,021	2,924	4,079		235,923	188,380	241,970	
BUS/SS	Marketing	113	58	37	34		2,783	3,931	4,568		109,354	13,023	11,900	
HC	Massage Therapy	329			10				6,946				(108)	
MS	Mathematics	512	894	945	1,009		2,111	1,965	1,870		1,878,653	1,871,166	2,720,544	

FY 2015-2017 Operational Analysis Cost Comparison														
Sorted by Department														
			2015	2016	2017		2015	2016	2017		2015	2016 ⁽¹⁾	2017	Variance
Division	Dept	Dept #	Total FTE	Total FTE	Total FTE		Cost per FTE	Cost per FTE	Cost per FTE		Dept Surplus or (Deficit)	Dept Surplus or (Deficit)	Dept Surplus or (Deficit)	
HC	Medical Office Assistant	324	47	38	25		6,827	5,394	6,783		(70,418)	(31,999)	(35,109)	
LIB ARTS	Music	219	108	109	82		8,530	8,530	9,967		(394,951)	(431,690)	(397,683)	
HC	Nursing	312	145	137	157		13,812	14,876	12,817		(624,758)	(895,321)	(453,516)	
CP	Paralegal Studies	155	51	49	36		4,097	4,428	5,619		44,923	(3,198)	(7,989)	
LIB ARTS	Philosophy	215	346	317	304		2,482	2,844	2,985		623,460	364,662	498,022	
HC	Phlebotomy	357	12	16	17		10,902	7,770	8,123		(56,254)	(34,552)	(8,807)	
MS	Physical Sciences	508	257	260	242		4,686	4,869	5,291		(51,060)	(178,249)	(73,828)	
BUS/SS	Political Science	156	60	58	62		2,957	3,197	3,119		91,530	43,703	91,564	
HC	Practical Nursing	326	12	18	27		14,822	8,614	3,093		(65,269)	619	191,613	
BUS/SS	Psychology	157	473	429	423		2,348	2,545	2,586		905,694	608,403	852,533	
HC	Radiologic Tech	358	34	41	40		8,961	8,443	8,930		10,694	(13,640)	39,889	
CP	Refrig/Air Cond	522	37	39	42		9,809	10,243	10,635		(179,053)	(227,459)	(179,585)	
BUS/SS	Sociology	158	243	225	219		1,634	1,966	2,025		622,471	443,454	567,918	
HC	Sonography	412	32	36	42		13,493	12,961	7,604		(124,034)	(168,901)	93,719	
STU DEV	Student Career Development	651	15	16	14		1,733	1,707	2,269		43,541	41,600	34,648	
STU DEV	Student Development Diversity	655	29	29	27		1,338	1,310	1,450		83,514	72,718	86,761	
STU DEV	Student Psych Humanistic Develop	652	9	7	9		2,085	2,969	1,732		20,139	7,513	25,112	
CP	Supply Chain Management	119	25	35	38		4,277	4,359	3,798		106,735	122,329	99,513	
CP	Welding	528	50	50	63		3,774	4,009	5,603		96,991	56,123	336,652	
LIB ARTS	World Languages	216	308	276	251		3,192	3,560	3,842		373,620	112,582	234,820	
	Grand Totals		10,017	9,841	9,563	Avg	\$5,290	\$5,285	\$5,133		\$7,055,710	\$2,283,353	\$10,162,498	\$7,879,145
	Percentage Change		-2.85%	-1.76%	-2.82%		8.88%	-0.09%	-2.87%		-7.46%	-67.64%	345.07%	
BUS/SS	TOTALS		2,049	1,957	1,889	Avg	\$2,678	\$3,030	\$3,007		\$3,998,659	\$2,770,801	\$3,942,344	\$1,171,543
CP	TOTALS		1,046	1,012	1,035	Avg	6,373	6,447	5,831		236,398	(533,008)	888,116	1,421,124
HC	TOTALS		807	793	837	Avg	8,790	7,401	6,694		(344,759)	(994,995)	612,517	1,607,512
LIB ARTS	TOTALS		3,336	3,272	3,095	Avg	4,769	5,616	5,981		169,673	(1,220,744)	912,630	2,133,374
MS	TOTALS		2,711	2,738	2,649	Avg	4,181	4,166	4,660		2,809,176	2,094,994	3,608,408	1,513,414
STU DEV	TOTALS		68	69	58	Avg	1,721	1,890	2,010		186,563	166,305	198,483	32,178
	Grand Totals		10,017	9,841	9,563	Avg	\$5,290	\$5,285	\$5,133		\$7,055,710	\$2,283,353	\$10,162,498	\$7,879,145
⁽¹⁾ Department surplus/deficits negatively affected by lack of State funding in FY 2016														

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
Business Management								X
Advanced Manufacturing Technology							X	
Advanced Welding								X
Alternative Electrical Energy								X
Apparel Construction								X
Architectural Studies			X					
Architectural 2-D CAD								X
Art				X				
Art Education	X							
Astronomy			X					
Basic Manufacturing (MFT)								X
Basic Pipe Welding								X
Basic Welding								X
Biological Sciences			X					
Bread and Pastry Arts								X
Business Administration	X						X	
Cardiographic Technician (DCS/CGT)								X
Certified Nursing Assistant								X
Chemistry			X					
Community Health Worker								X
Computer Information Systems--Computer Support Technician								X
Computer Information Systems--Computers in Business								X
Computer Information Systems--Network Administration								X
Computer Information Systems--Network Support Technician								X
Computer Information Systems--Networking Fundamentals								X
CIS -- Office Assistant								X
CIS -- Administrative Assistant								X
Computer Information Systems--Software Development								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							X	
Diagnostic Medical Sonography							X	
Dietary Manager								X
Dietetic Technician							X	
Domestic Refrigeration and Heating								X
e-Marketing								X
Early Childhood Education: Before/After School Care								X
Early Childhood Education	X						X	
Early Childhood Education Assistant Teacher								X
Early Childhood Education Teacher								X
Early Childhood Education: Infant/Toddler								X
Early Childhood Education--Family Child Care I								X
Early Childhood Education--Family Child Care II								X
Electrical Maintenance (ELT)								X
Electronics Engineering Technology (ELT)							X	X
Elementary Education	X							
Emergency and Disaster Management							X	X
Emergency Medical Services							X	

Program Name	Transfer-Oriented						Career	
	AA	AATM	AS	AFA	AES	AGS	AAS	Certificate
Emergency Medical Technician								X
Engineering					X			
English	X							
Entrepreneurship								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 Studies*						X		
Geographic Information Systems (GEG)								X
Geography	X							
Geology			X					
Graphic Arts Technology							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 (MOA)							X	
Health Education	X							
Health Information Technology							X	
Health Insurance Specialist (MOA)								X
Heating Services (RAC)								X
History	X							
Hospitality Management (FSM)							X	
Hotel Management (FSM)								X
Human Resource Management								X
Human Services							X	
Humanities	X							
Information Systems							X	
Information Technology							X	
Industrial Electronics Maintenance (ELT)								X
Insurance								X
Interior Design							X	
Interior Design Assistant								X
Inventory/Production Control (SCM)								X
Kinesiology			X					
Kitchen and Bath Specialty (IND)								X
Law Enforcement	X						X	
Liberal Arts	X							
Literature	X							
Logistics (SCM)								X
Maintenance Technology							X	
Magnetic Resonance Imaging (MRI) (RAD)								X
Maintenance Mechanic I								X
Maintenance Mechanic II								X
Mammography (RAD)								X
Manufacturing Production (MFT)								X
Marketing								X

Program Name	Transfer-Oriented						Career	
	AA	AATM	AS	AFA	AES	AGS	AAS	Certificate
Mass Communication	X							
Massage Therapy Assistant								X
Mathematics			X					
Mechatronics (ELT)								X
Medical Assistant								X
Medical Coding (HIT)								X
Medical Corpsman to Practical Nurse (NUR)								X
Medical Receptionist (MOA)								X
Music--Music Emphasis				X				
Music Education				X				
Nursing			X				X	
Paralegal Studies							X	X
Paramedic								X
Paraprofessional Educator							X	X
Personal Training (KIN)								X
Perspective and Rendering (IND)								X
Philosophy	X							
Phlebotomy								X
Physics			X					
Political Science	X							
Practical Nursing								X
Private Security (LEJ)								X
Procurement (SCM)								X
Professional Accounting--CPA Preparation (ACC)								X
Psychology	X							
Public Dispatcher (EMG)								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
Secondary Education	X							
Sign Language Interpreting								X
Sociology	X							
Special Education	X							
Speech Communication	X							
Supervisory Maintenance								X
Supply Chain Management								X
Surgical Technology							X	
Tax Accounting Assistant (ACC)								X
TESOL (Teaching English to Speakers of Other Languages)								X
Textiles (FAS)								X
Theatre Arts	X							
Web Development							X	X
Web Design and Interactive Media							X	X
Welding Technology							X	
Welding Fabrication								X
World Languages	X							
<i>*Program for adult students</i>								

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
ACT	American College Testing
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
ALEKS	Assessment and Learning in Knowledge Spaces
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
CVA	Cultural Values Assessment
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
FTIC	First Time in College
FY	Fiscal Year
FYS	First Year Seminar
GASB	Government Accounting Standards Board
GED	General Educational Development
GFOA	Government Finance Officers Association
GPA	Grade Point Average
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
NSF	National Science Foundation
OSHA	Occupational Safety & Health Administration
OMD	One Million Degrees
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
RFP	Request for Proposal
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