

Palatine, Illinois

# College Plan

2020-2021

## 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

*We value **Respect, Integrity, Collaboration and Excellence.***

*We guide our work and support our philosophy, mission and vision by these core values.*

### RESPECT

We demonstrate Respect by interacting with and caring for others in a way that adds dignity to ourselves, our relationships and our organization by:

- valuing and celebrating the uniqueness of individuals and their strengths;
- expressing appreciation for our colleagues' time, efforts and contributions;
- encouraging multiple perspectives.

### INTEGRITY

We demonstrate Integrity by supporting an honest and ethical environment by:

- respecting confidentiality and acting in a trustworthy manner;
- being accountable for our actions and adhering to policies and procedures;
- making decisions that are fiscally and socially responsible.

### COLLABORATION

We demonstrate Collaboration by working internally and externally toward shared goals to create a more positive outcome by:

- actively listening, responding to others with empathy;
- practicing open and honest communication and sharing information that is essential for success;
- using positive humor to foster a healthy and enjoyable environment.

### EXCELLENCE

We demonstrate Excellence by setting and pursuing high standards of professionalism and competency by:

- providing exceptional service to all while demonstrating pride in our work;
- welcoming new challenges and seeking opportunities for growth and development;
- encouraging and empowering each of us to achieve our best.



1200 West Algonquin Road  
Palatine, Illinois 60067-7398

# **College Plan 2020-2021**



**Government Finance Officers Association**

# **AWARD FOR BEST PRACTICES IN COMMUNITY COLLEGE BUDGETING**

Presented to:

**William Rainey Harper College  
Illinois**

For Fiscal Year Ending  
June 30, 2020

*Christopher P. Morill*

EXECUTIVE DIRECTOR/CEO

The Award for Best Practices in Community College Budgeting is presented by the Government Finance Officers Association (GFOA) annually to community colleges demonstrating a budget process aligned with GFOAs' best practice recommendations. 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 award includes criteria for conveying the results of this budget process through the budget presentation and also utilizing continuous improvement approaches to monitor outcomes.



# WILLIAM RAINEY HARPER COLLEGE

Community College District #512

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## **Letter of Introduction from the President**

As we plan for the coming year, we acknowledge the global impact of COVID-19 and the social and economic inequities further revealed by this pandemic. It is critically important to embrace what we have learned during these unprecedented times. This year we move *forward together* with the launch of Harper College's FY2021 - 2024 Strategic Plan. The *Forward Together* theme continues the collaborative work in which the College engaged during the plan development process. The strategic plan is centered around four themes that emerged through a variety of input and feedback opportunities - College Culture, Equity, Excellence in Teaching and Learning, and Partnerships and Outreach. In response to these themes, six strategic goals were developed. These goals serve as the foundation for planning and will guide the College towards achieving excellent outcomes, for students, employees, the workforce, and the larger community we serve.

The COVID-19 pandemic has most certainly caused us to expand our priorities. We have become even more focused on meeting the growing basic needs of our students, providing additional supports, and ensuring that our online offerings are of the highest quality. Through this challenging period, Harper College remains committed to increasing student success, reducing gaps in student achievement, and increasing the rate of program completion and graduation. We continually adapt to the impact of the pandemic while implementing initiatives that support the College's mission of providing "quality, accessible and affordable education."

Annually, the College conducts at least one major research project. In FY 2021, the Community College Survey of Student Engagement (CCSSE) will be conducted. The purpose of CCSSE is to elicit information from students about their perceptions of Harper's programs and services, identify areas where improvements can be made, and use this information to develop and implement action plans.

In addition to the priorities outlined in the Operational Plan, Strategic Plan and the Institutional Effectiveness Measures, Presidential Goals will be pursued as follows:

1. Execute the FY2021-2024 Strategic Plan
2. Improve recruitment and retention of diverse faculty and staff
3. Enhance distance learning programs
4. Develop new partnerships and strengthen current relationships
5. Increase standards of risk management for the College
6. Review/update the Board Policy Manual to ensure continued compliance with state and federal statutes

Harper College will continue to implement initiatives that enhance the success of our students and the culture of our college. This includes addressing student basic needs, enhancing a sense of belonging in both students and employees, building a campus culture of equity, and removing barriers to student success. The *Forward Together* strategic plan will provide focus as we strive to be an innovative and inclusive institution, the community's first choice and a national leader for student success.

Avis Proctor, Ed.D., President  
August 2020

## **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 23,000 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, provides numerous transfer options, and offers a large number of certificate programs to meet specific needs of the community and area industry.

More than 45% of Harper's students are Hispanic, Asian American, or African American. Nearly 24% of students receive Pell grants. Sixty-six percent of the student body enrolls on a part-time basis. Roughly 52% of students are between the ages of 19 and 24, and 55% intend to transfer to a four-year college or university. Student success increases each year and the College's current graduation rate is nearly 33%, up from 14% in 2010.

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 (40%), state subsidy (7%), local taxes (51%), and other sources (2%).

### **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 more than 23,000 (credit) students. With a full-time equivalent (FTE) enrollment of approximately 9,100, as well as a full-time faculty and staff of 729 employees, including 201 full-time faculty, Harper is the second largest community college in the state.

Harper's current President, Dr. Avis Proctor, was appointed in July 2019 as the institution's sixth president. This year, under Dr. Proctor's leadership, the College will implement the FY2021–2024 Strategic Plan, "Forward Together." This plan is the result of a year-long development process that engaged constituents in robust dialogue and critical data review to reveal four themes: college culture; equity; excellence in teaching and learning; and partnerships and outreach from which six strategic goals were developed. As the College launched the strategic plan in fall 2020, the current challenges of the pandemic highlight the need to continue our focus on meeting student needs, enhancing online instruction, ensuring access, and continued academic excellence now and in the future.

## **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, Hoffman 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 1,235 residents to Arlington Heights' 75,249 residents. An estimated 535,000 people live within the district. Of these, approximately 23% were age 17 and under, and 29% were 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 2013 and 2018. In 2018, median household income varied from a low of \$62,620 in Carpentersville to a high of \$180,541 in Inverness. Median incomes in 22 of the 23 communities were above the Illinois median of \$63,575. However, incomes in five of the communities decreased between 2013 and 2018, ranging from a decline of 1% to 14%. Though specific reasons are unclear, several factors may have contributed to a decrease in household incomes, including increased unemployment rates, a decrease in two wage-earner families, and lower income families moving into more affluent communities. 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 98% satisfaction rate from its graduates. In fall 2018, Harper College district voters passed a \$180 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 offered 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 through its Career and Technical Education Division, and English as a Second Language services through its Liberal Arts Division.

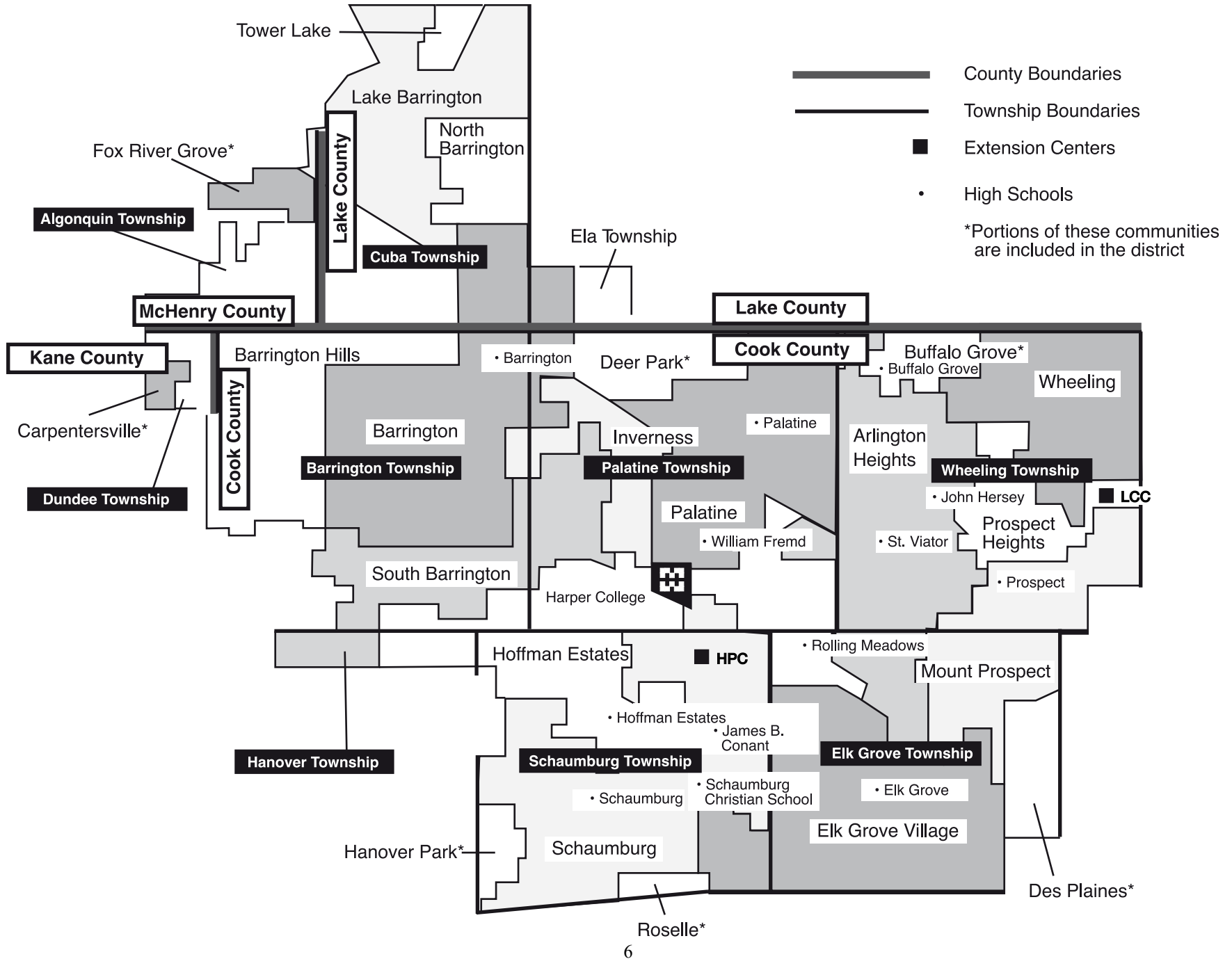
Because Harper is an open door, open enrollment learning institution, it provides an array of services to meet student needs, including access and disability services, multicultural enrichment and support services, summer bridge programming to prepare students for college-level rigor, student clubs and 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**

Harper College is facing unprecedented times. To uphold its historic and continuing success, the College must continue to change to meet the evolving needs of the community, students, and the workforce. As schools, businesses, and our communities are having to respond to the economic and societal impacts of the pandemic, Harper will have to continue ensuring that graduates are 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. The College will have to focus its efforts on the needs of rising college freshmen, especially low-income, first-generation students, and students of color. The pandemic has only exacerbated the challenges these already vulnerable groups face in succeeding in higher education. Harper is continually adapting to meet these new realities. While the College strives for strong enrollment, its goals are closely aligned with 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. The executive staff of the College includes the Chief of Staff; Interim Vice President of Diversity, Equity, and Inclusion; Executive Vice President of Finance and Administration; Vice President and Chief Advancement Officer; Vice President of Planning, Research, and Institutional Effectiveness; Provost; Vice President of Strategic Alliances and Innovation; and Vice President of Workforce Solutions. The organizational alignment combines functions that leverage resources, create operational efficiencies, and support student success. The administrative organization chart follows this section.

### **Chief of Staff and Legislative Affairs**

#### **Function**

This area of the College, led by Jeff Julian, is responsible for driving the engagement and implementation of policies and key operational strategies to ensure institutional priorities are met. This role is responsible for the College's legislative affairs and government relations program.

#### **Budget**

Total FY 2021 Chief of Staff and Legislative Affairs Budget (All Funds) \$264,739

#### **Direct Reports**

None

#### **FY 2021 Priorities**

- Support the FY 2021 Presidential Priorities.
- Execute the FY 2021 legislative affairs and government relations activities.
  - Complete review and implementation of staffing, program, and contract with PACE for shuttle bus program by March 2021.
  - Support the institutional COVID-19 response with county, state, and federal governments.
- Ensure new leadership team structure functions well together and regularly monitor team commitments for Executive Cabinet.

## **Diversity, Equity and Inclusion**

### **Function**

This area of the College, led by Dr. Claudia Mercado, focuses on diversity, equity, and inclusion for employees and students. The area strives to increase educational attainment of students from marginalized communities by evaluating and removing barriers, systems, and policies thereby improving economic mobility. Culturally responsive pedagogical approaches are provided by this area to serve a diverse student body by embedding systematic supports to faculty. Diversity, equity, and inclusion training is delivered by this area to all employees to infuse cultural competency for all by developing institutional capacity. Physical, virtual, and even emotional spaces are created by this area which helps to attract, retain, and uplift diverse students and employees. This area evaluates institutional and community data to improve College diversity, equity, and inclusion performance metrics surrounding employee and students.

### **Budget**

Total FY 2021 Diversity, Equity and Inclusion Budget (All Funds) \$512,1234

### **Direct Reports**

None

### **FY 2021 Priorities**

- Establishing framework and programs to reduce the achievement gaps of African American/Black, Latinx, and low-income students.
- Open a cultural center to build sense of belonging for students and employees.
- Develop recruitment and retention strategies to achieve parity (student and community representation) for diverse employee hires.
- Establishing campus culture incident reporting structure to simplify process and empower students and employees to share their concerns.
- Develop a Social Justice Task Force to address cultural competency training for faculty, build anti-racist curriculum, and develop allyship in the classroom.

## **Finance and Administrative Services**

### **Function**

This area of the College, led by Rob Galick, provides services to administration, staff, and faculty that support them in serving students. This area is responsible for Information Technology, Human Resources, Facilities Management (Capital Planning and Projects, Maintenance, and Risk Management), the Harper Police Department, and Accounting Services (Retail Services, Business Office, Accounting, and Purchasing).

### **Budget**

Total FY 2021 Finance and Administrative Services Budget (All Funds) \$40,312,347

### **Direct Reports**

Sue Contarino, Interim Chief Information Officer  
Bob Grapenthien, Interim Controller  
Darryl Knight, Executive Director of Facilities Management  
Kurt Metzger, Deputy Chief of Police  
Roger Spayer, Chief Human Resources Officer

## **FY 2021 Priorities**

- Administer the planning to create Canning Center for “One Stop” and other services (subject to state funding).
- Develop the 2021 Campus Master Plan.
- Ensure a safe and sanitary campus during the COVID-19 pandemic.
- Complete assessment of emergency management services and develop implementation plan.
- Negotiate successor contracts with the following unions: IEA-NEA (Custodial-Maintenance), ICOPS, and Adjunct Faculty Unit.
- Operationalize the Supervisor/Manager Toolkit.
- Extend or renegotiate dining and catering services agreement.
- Issue general obligation bonds.
- Complete RFP for auditing services.
- Complete implementation of Oracle Cloud Finance and Human Resource system.
- Assess technology resources and support in the online working/learning environment.

## **Marketing and Communications, Educational Foundation**

### **Function**

This area of the College, led by Laura Brown, is responsible for marketing, communications, community relations, and fundraising. The fundraising is performed through the Educational Foundation, which is a separate legal entity with its own governing board and more than \$30 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. 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 2021 College Marketing and Communication, Educational Foundation Budget (All Funds)  
\$4,577,571

### ***Direct Reports***

Mike Barzacchini, Director of Marketing Services  
Amie Granger, Community Relations Manager  
Kim Pohl, Director of Communications  
Suzette Tolentino, Senior Director of Finance and Operations  
Heather Zoldak, Associate Executive Director for Major Gifts

### ***FY 2021 Priorities***

- Launch the Foundations four-year strategic plan.
- Support the College’s Strategic and Operational Plans.
- Support enrollment goals, focusing on new student enrollment and retention.
- Expand the philanthropic opportunities for individual and corporate donors.

## **Planning and Institutional Effectiveness**

### ***Function***

This area of the College, led by Darlene Schlenbecker, provides oversight for institutional planning, accountability, and research. Functions include institutional effectiveness, institutional research, outcomes assessment, and strategic planning. Regional accreditation and state board recognition processes are also managed through this area. The College Plan, Accountability Report, and Fact Book are produced by this area to guide the College's efforts and report outcomes to the community. This area creates and maintains a multitude of dashboards, providing the Harper community with access to data for planning and decision making. Annual general education assessment activities as well as large-scale research projects are managed by this area and include the Employee Climate Survey, Community Scan, Environmental Scan, and the Community College Survey of Student Engagement.

### ***Budget***

Total FY 2021 Planning and Institutional Effectiveness Budget (All Funds) \$1,164,479

### ***Direct Reports***

Kathy Coy, Director of Institutional Research

Deann Surdo, Director of Outcomes Assessment and Institutional Effectiveness

### ***FY 2021 Priorities***

- Develop and implement an institution-wide integrated planning approach that aligns strategic, operational, division, and departmental plans.
- Implement FY2021-2024 Strategic Plan.
- Conduct Community College Survey of Student Engagement (CCSSE).
- Communicate results of the Environmental Scan and Personal Assessment of Campus Environment (PACE) conducted in FY 2020.
- Conduct a large-scale assessment of the Quantitative Reasoning general education learning outcome.
- Develop and offer a Data Literacy badge.
- Recommend new targets for the Institutional Effectiveness Measures (IEMs).

## **Provost's Area**

### **Function**

This area of the College, led by Dr. MaryAnn Janosik, is responsible for student success. The area combines the functions of Academic Affairs, Student Affairs, and Enrollment Management. Programs are managed and delivered via academic divisions including Math and Science, Liberal Arts, Business and Social Science, Career and Technical Programs, Health Careers, and Resources for Learning. This area also provides services, programs, and opportunities that enhance the learning environment and the whole person. Supporting departments include: Access and Disability Services, Student Involvement, Academic Advising and Counseling, Testing Center, Student Development, New Student Program, Recruitment and Outreach, Student Financial Assistance, One Stop Center, Women's Program, Athletic Programs, Events Management, and Health and Wellness. Enrollment Services provides outreach to credit students, processes applications and financial aid, completes the enrollment process, and supports new students. This area also supports teaching and learning through the Academy for Teaching Excellence and Interdisciplinary Studies.

### **Budget**

Total FY 2021 Provost Budget (All Funds) \$88,600,372

### **Direct Reports**

Dr. Kathy Bruce, Interim Associate Provost, Academic Affairs

Dr. Kimberly Chavis, Dean, Health Careers

Dr. Travaris Harris, Dean, Business and Social Sciences

Dr. Joanne Ivory, Dean, Career and Technical Programs

Bob Parzy, Interim Assistant Provost, Enrollment Services

Kimberley Polly, Interim Dean, Math and Sciences

Jaime Riewerts, Dean, Liberal Arts

Vacant, Associate Provost Student Affairs

### **FY 2021 Priorities**

- Explore and expand distance learning opportunities including pedagogy, professional development, use of new software, and development of a strategic plan for delivery, support, and scheduling of distance education.
- Develop and integrate new academic programs including drone certification and music technology.
- Review and, where appropriate, recommend changes to Provost's organizational chart.
- Collaborate with Workforce Solutions on credit and non-credit bearing initiatives.
  - Secure new partnerships; expand opportunities with existing partners.
  - Discuss options for creating the micro-credential, targeted at adult learners needing specific professional skill development.
- Increase University Center partnerships/programs including Respiratory Care Initiative with Roosevelt University and MS in Management with DePaul University.
- Determine credentialing standards for adjunct faculty and dual credit faculty.
  - Complete dual credit endorsement document.
  - Begin development of a dual credit handbook.
- Enhance resources for student success.
  - Develop centralized location for student resources, including technology, food insecurities, mental health initiatives.
  - Implement ProtoCall as resource for tele-mental health.
  - Expand capacity for "Basic Needs" with HawksCare through existing funding.
  - Work with community partners to address COVID and post-COVID needs.

## **Strategic Alliances and Innovation**

This area of the college, led by Dr. Maria Coons, is responsible for connecting the College with strategic partners and innovative programming. This area includes the Grants Department which researches and pursues grant opportunities and ensures compliance of both public and private grant funds on behalf of the College.

### **Budget**

Total FY 2021 Strategic Alliances and Innovation Budget (All Funds) \$582,513

### **Direct Reports**

Susanne Brock, Director of Grants

### **FY 2021 Priorities**

- Increase the number of strategic partners locally and nationally that bring new programming, innovation, and opportunities to the College.
- Increase the awareness of the functions and responsibilities of a centralized Grants Office for pre- and post-award grant administration and management.
- Increase external grant funding awarded to support College projects, the Strategic Plan, and presidential priorities.

## **Workforce Solutions**

### **Function**

This area of the College, led by Dr. Michelé Smith, provides oversight for workforce partnerships and community education classes. The division includes Harper Business Solutions, the Job Placement Resource Center, the Workforce Certification Center, the Illinois Small Business Development Center, Community Education classes inclusive of Youth Programs, the Illinois Motorcycle Safety Program for the northern region of the state, and oversight for coordination of the College's apprenticeship programs. Executive oversight for the operation of the Harper Promise Scholarship Program, and provide economic development opportunities for the future is also part of the Workforce Solutions Division.

### **Budget**

Total FY 2021 Workforce Solutions Budget (All Funds) \$8,259,804

### **Direct Reports**

Kathleen Canfield, Director of the Job Placement Resource Center

Dr. Scott Cashman, Manager of Community Education and Personal Enrichment

Thomas Cassell, Manager of the Small Business Development Center

Martha Karavitis, Manager of the Workforce Certification Center

Dr. Melissa MacGregor, Manager of Workforce Initiatives

Sean Warren-Crouch, Promise Scholarship Program Manager

### **FY 2021 Priorities**

- Establish the operational goals and a cadence of accountability for the Business Strategy Team so that the College will have a unified approach for engaging area businesses.
- Ensure the placement, through the Job Placement Resource Center, of 100 students and alumni in family-sustaining wage jobs and/or internships by June 2021.
- Increase the level of engagement for area employers across all five engagement levels.
- Collaborate with the local Business and Careers Services (BCS) One Stop office to ensure that unemployed members of the Harper College District can find a path to re-careering.
- Update marketing and communications strategy in collaboration with sender high schools to inform the high school class of 2025 Promise Scholars of new sign up criteria.

# **HARPER COLLEGE BOARD OF TRUSTEES**

**Pat Stack, Chair**

**William Kelley, Vice-Chair**

**Dr. Nancy Robb, Secretary**

**Greg Dowell**

**Diane Hill**

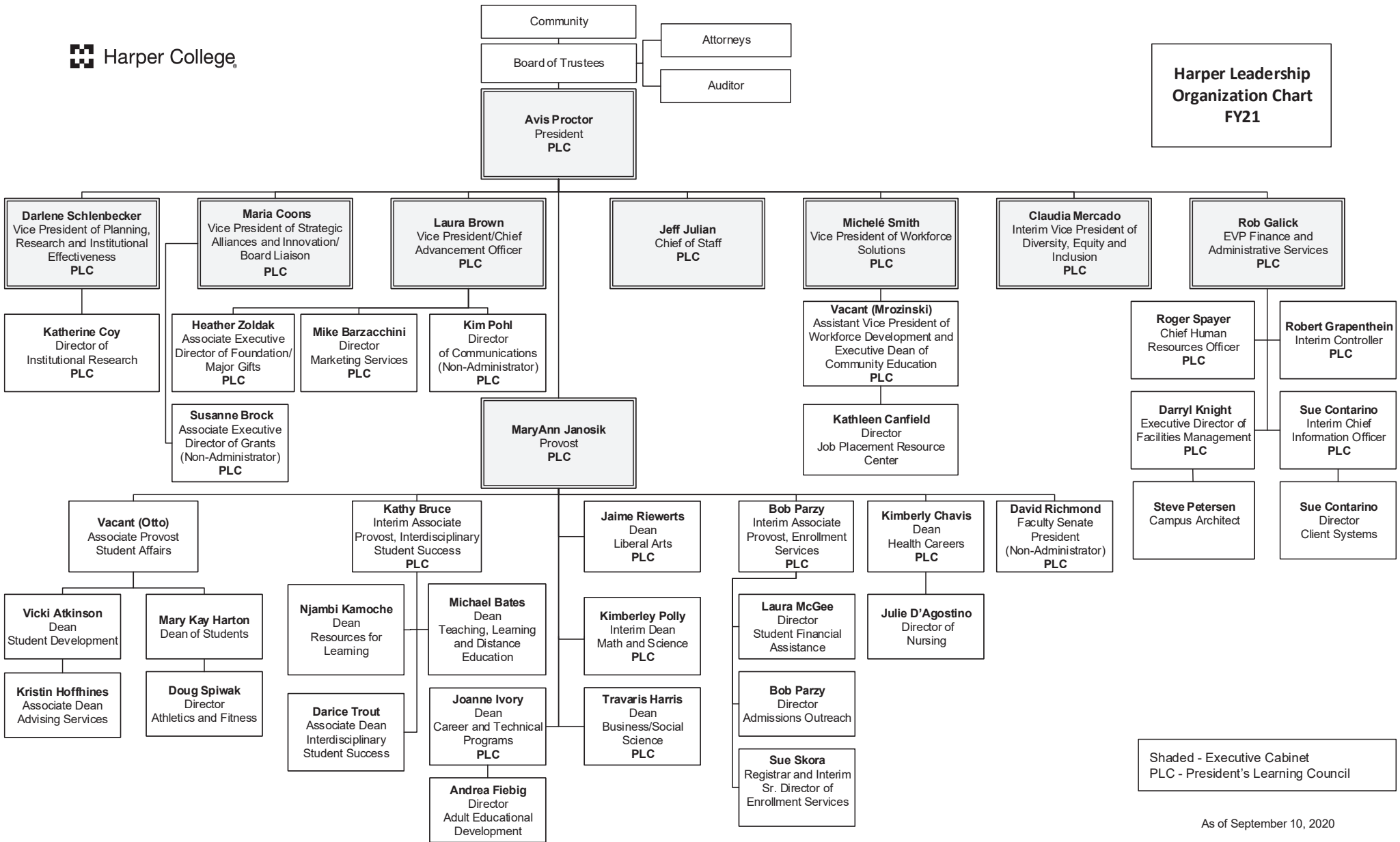
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**Herb Johnson**

**Walt Mundt**

**Dylan Hildebrand, Student Trustee**

**Harper Leadership  
Organization Chart  
FY21**



Shaded - Executive Cabinet  
PLC - President's Learning Council

As of September 10, 2020



## **Analysis of Harper's Environment**

Harper College continues to study its environment and outcomes to identify issues to be responded to. The next section contains an analysis of Harper College and its community, published in spring 2020. At the time of publication, the world is experiencing a catastrophic global pandemic. The magnitude and duration of the impacts are unclear, but in the near-term are having dramatic effects on educational institutions. While it is too early to make exact predictions, it is worth noting that a prolonged recession or a shift to re-shoring of industrial supply-chains could result in increased demand for training. It is also evident that distance learning and education-related technologies will receive a major boost and those institutions that are planning and investing wisely will be at a competitive advantage. There is no data available at this stage to convey how the pandemic will impact the Harper region, but it is clear there will be great impacts to the national and global economies.

Higher education in Illinois is facing a challenging environment. It holds abundant opportunities for preparing a new generation of workers for rewarding careers, as well as helping mid- and late-career workers to remain productive and competitive as new technologies continue to reshape the economy and workforce. Harper, along with its peer institutions, will also face ongoing challenges in changing demographics, slow and uneven economic growth, fiscal uncertainty, and rapidly changing demands for educational programs and platforms. This report provides the basis for strategic planning by presenting relevant data and analysis necessary for Harper College stakeholders to make better informed decisions about the future goals, priorities, and direction of the institution.

Despite the district's location in one of the State's remaining growth areas, a sizable youth population, and the aging of the population is shifting market demand for higher education in the direction of serving mid- and late career working adults. The competition between institutions for declining numbers of high school graduates and other young adults will increase. In addition, the district's changing racial and ethnic composition will necessitate marketing and programming changes to reach and serve the needs of a more diverse constituency. Coupled with the continued influx of foreign-born populations, this suggests that support programs, such as English language learning, will need to expand to attract and retain students.

Harper has the advantage of being part the Chicago metropolitan area, one of the largest and most dynamic labor markets in North America. The rapid advance of automation in the workplace presents the district with the challenge of serving the education and training needs of local employers while offering residents, as well as commuting workers, educational opportunities that will help them compete for jobs throughout the region. At the same time, innovations in delivering education and training to students gives Harper numerous options for maintaining, expanding, or creating new programs.

Although there are many factors in favor of Harper's continued growth, it is not immune to the many challenges faced by the rest of the State. Changing demographics and recent economic trends, combined with Illinois' ongoing fiscal distress, portend significant challenges for primary and secondary school systems, as well as institutions of higher education. As income and property values continue to fluctuate, the budgets of public institutions are being reduced and threatened with further cuts. Moving forward the pressure on colleges and universities to deliver

relevant, high-quality education and training opportunities while operating cost-effectively and remaining affordable will increase.

This environmental scan is intended to provide a baseline of information for Harper College's FY2021-2024 Strategic Plan. 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. The environmental scan provides insight on many indicators and trends in the areas of demographics, economics, K-12 sender districts, housing, workforce, apprenticeships, and a program gap analysis.

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) used to create thought-provoking discussions on additional topics throughout the scan.

Whenever possible, data are provided for communities within Harper district boundaries. However, some data are not available at the district level, in which case other geographies were used as a proxy, as indicated with the data visualizations. For example, county-level data are used for workforce information.

The most current data are used in the environmental scan, but even the most current data may lag by one or two years, due to the time it takes agencies to process and publish the data. The U.S. Census Bureau data is from the American Community Survey five-year estimates, which is necessary because the populations of the sender districts are too small to have one-year data available to produce annual trends.

## **Key Trends and Considerations**

### **Demographic Trends**

**Trend #1: Birth rates continue to decline, death rates continue to increase, while the net count of Illinois residents moving in and out of the state continues to decline, causing the Illinois population to decline overall since 2013.**

**Likelihood that the trend will continue over the next 3 to 5 years: High**

#### **Supporting rationale:**

- Birth rates have been declining over the last decade.
- Death rates and numbers are increasing as the Baby Boomers reach the end of their life spans; there are more Baby Boomers in comparison to other generations.
- Domestic migration has been negative, and the rate of loss continues to increase throughout the state.
- Harper has large population growth in the Asian population who are replacing the residents who are moving out of the area, creating a stagnant population change.

**Sources:**

- U.S. Census Bureau, American Community Survey
- U.S. Census Bureau, Population Estimates
- Center for Disease Control, WONDER database

**Trend #2: The Harper district is becoming more diverse.**

**Likelihood that the trend will continue over the next 3 to 5 years: High**

**Supporting rationale:**

- One in twenty White residents are moving out of the Harper district.
- While the Harper district lost 16,421 White residents, they were primarily replaced by new Asian (11,021), Latinx (3,111), and other races or combinations (2,146) creating stagnant population growth.
- Residents are becoming more linguistically diverse: primarily Asian & Pacific Islander languages.

**Sources:**

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

**Trend #3: The proportion of Harper residents obtaining an associate degree or higher is increasing among those over the age of 24.**

**Likelihood that the trend will continue over the next 3 to 5 years: Moderate**

**Supporting rationale:**

- Sixty percent of those aged 25 and older have at least an associate degree in the Harper district compared to 42.1% of the Illinois population.
- The Asian population has a tendency towards higher education achievements and employment in high-tech and high-wage positions. Their increasingly growing community is contributing to the higher education attainment.

**Sources:**

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

**Trend #4: Due to the aging population, the median age has increased, on average, by two years in the four-county region.**

**Likelihood that the trend will continue over the next 3 to 5 years: High**

**Supporting rationale:**

- The Baby Boomer generation is the largest generation in number, and they are now reaching retirement age skewing the median age towards the upper end.
- The younger generations are not having as many children as prior generations so there are not enough children to offset declines in the older generation.

**Sources:**

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

**Economic Trends**

**Trend #5: Median household income nationally has recovered and improved for those in the upper income levels, but mid- and lower levels are struggling to reach pre-recession levels.**

**Likelihood that the trend will continue over the next 3 to 5 years: Moderate**

**Supporting rationale:**

- From 2007 to 2016, the median household net worth by income for the upper-income levels have increased by \$70,700. The lower-income levels have declined by \$7,700 and the middle-income levels lost \$53,200.
- Cook County wages finally surpassed the December 2000 level in June 2018.

**Sources:**

- U.S. Census Bureau, American Community Survey
- Illinois Department of Employment Security

**Trend #6: The U.S. gross domestic product has been trending over 2.0% on average annually since 2009, while Illinois just climbed to 2.1% in 2018.**

**Likelihood that the trend will continue over the next 3 to 5 years: Low**

**Supporting rationale:**

- Illinois had the highest GDP growth in the 2017-18 year since 2005-06. Affected greatly by the Great Recession the Illinois economy struggles to regain strong sustained growth.
- While Illinois has had growth since the 2009-10 year, it is unclear if the 2.1% growth in the 2017-18 year is a new, higher trend, or a blip.
- The unknown of Coronavirus impacts could greatly change the GDP trajectory in Illinois, nationally, and globally.

**Sources:**

- Bureau of Economic Analysis

**Trend #7: The pensions continue to weigh down the budget in Illinois as new sources are tapped to shore up the pension fund. The State University Retirement System unfunded liability is \$133.5 billion in 2018, an increase of \$47.9 billion since 2010.**

**Likelihood that the trend will continue over the next 3 to 5 years: High**

**Supporting rationale:**

- Illinois increased higher education funding by 29.7% from 2008 to 2018, almost twice the amount as the next greatest increase in North Dakota.
- The Baby Boomer generation is reaching retirement age and due to there being more of them in numbers, the pressure on the pension system will continue.

- Further exacerbating the problem is the loss of enrollments in Illinois of 13.3% since the Great Recession, the greatest decline in the country.

**Sources:**

- State Higher Education Executive Officers Association

**Sender District Trends**

**Trend #8: The schools continue to diversify as the resident population evolves. The White student population remains a majority in the Harper district, but many Latinx and Asian students are moving into the districts.**

**Likelihood that the trend will continue over the next 3 to 5 years: High**

**Supporting rationale:**

- Illinois is continuing to diversify, primarily growing the Latinx community.
- The Harper region remains attractive for affordable housing for high tech employment bringing new residents from diverse backgrounds with families.
- The high performance of the sender schools will continue to attract families.
- Many of the new residents are replacing those in the White community that are leaving.

**Sources:**

- Illinois State Board of Education, Report Card
- U.S. Census Bureau

**Trend #9: Public school enrollments are stagnant since 2017.**

**Likelihood that the trend will continue over the next 3 to 5 years: High**

**Supporting rationale:**

- Illinois has been losing population overall since 2013, primarily due to the White community moving elsewhere and not having enough other communities to replace them.
- The Harper region has maintained population due to the increase in new residents among the Asian community to replace the declining White community, but not to the point of increasing enrollments.

**Sources:**

- Illinois State Board of Education, Report Card
- U.S. Census Bureau

**Trend #10: The minorities, when combined, make up the majority in Wheeling CCSD 21, CCSD 59, Palatine CCSD 15, Schaumburg CCSD 54, and Township HSD 211.**

**Likelihood that the trend will continue over the next 3 to 5 years: High**

**Supporting rationale:**

- The trend of minorities becoming the majority is occurring throughout the country but primarily in the younger age groups.
- As the Harper region continues to diversify the minorities will become a greater proportion of the student population.

**Sources:**

- Illinois State Board of Education, Report Card
- U.S. Census Bureau

**Trend #11: Performance indicators dropout rates have increased for all high schools in 2019 but remain below the state average.**

**Likelihood that the trend will continue over the next 3 to 5 years: Medium**

**Supporting rationale:**

- The performance of the Harper schools remains above average and the dropout rate, while spiking in the 2019 school year, did not surpass the state average.

**Sources:**

- Illinois State Board of Education, Report Card

**Trend #12: Many high schools experienced a drop in the four-year graduation rates but remain well above the statewide average.**

**Likelihood that the trend will continue over the next 3 to 5 years: High**

**Supporting rationale:**

- The high schools in the Harper district have historically had high graduation rates in comparison to the state average.
- Many of the high schools experienced a decrease in the graduation rate for the 2019 school year (eight schools), while the remaining four schools reported an increase.

**Sources:**

- Illinois State Board of Education, Report Card

**Housing Trends**

**Trend #13: Foreclosures are down to lower rates than before the recession, lending stability to neighborhoods.**

**Likelihood that the trend will continue over the next 3 to 5 years: Low**

**Supporting rationale:**

- The Harper district housing has recovered from the Great Recession to lower foreclosure rates.
- The impact of COVID-19 could have a great impact to increasing foreclosure numbers as residents lose their jobs during the shut-down of society.

**Sources:**

- Woodstock Institute
- Illinois Realtor's Association

**Trend #14: There have been 4,388 previously owner-occupied housing units transitioned into rental units since 2012 to meet demand after the recession. The trend reduces homeownership stability and equity for large purchases such as tuition.**

**Likelihood that the trend will continue over the next 3 to 5 years: Low**

**Supporting rationale:**

- During periods of lost homeownership, mortgage companies will transition homes into rentals due to the decline in demand to purchase.
- Baby Boomer style of large homes are not as attractive to younger generations who are looking for smaller, open concept homes decreasing the larger homes to much lower prices to sell, in some instances to half their value.

**Sources:**

- U.S. Census Bureau
- Illinois Realtor's Association

**Workforce Trends**

**Trend #15: Although unemployment remains at record lows, many employers are struggling to find qualified workers.**

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

**Supporting Rationale:**

- Although unemployment rates continue to decline, much of this can be attributed to falling labor force participation. At the same time, many employers are struggling to find qualified workers. The mismatch between the skills and experience required for available jobs and those of job seekers continues to be a barrier.
- Important industry sectors, including manufacturing, are still experiencing job losses. This is due to competitive pressures and business climate issues with the state of Illinois, as well as uncertainty in the global economy.
- The increasing out-migration of youth and working age adults from Illinois in recent years is having a serious impact on employers throughout the state of Illinois and may be a factor in businesses leaving the state or choosing to expand elsewhere.
- Many unemployed workers have skill sets that are not readily transferable to growth industries like healthcare and professional and business services, making it more challenging to get dislocated workers back into gainful employment.
- The quickening pace of automation across all industries is going to impact not only the number of jobs opportunities, but also create a critical demand for new training courses and programs to help current and future workers to remain competitive in the labor market.

**Sources:**

- Economic Modeling Specialists, Inc.
- Illinois Department of Employment Security
- McKinsey Global Institute

## **Meeting the Needs of Business and Industry**

**Trend #16: Job growth continues to lag the U.S. average and some industry sectors continue to struggle.**

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

### **Supporting Rationale:**

- Many of the service sectors, such as healthcare, transportation and warehousing, and business and professional services have enjoyed substantial job growth over the past decade. However, other important sectors such as construction and manufacturing are continuing to experience slow job growth or job losses.
- 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.
- State business climate factors and the continuing out-migration of youth and working-aged populations are also a factor.
- 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
- Economic Modeling Specialists, Inc.

**Trend #17: Most of the demand for workers over the next decade will stem from the need to fill existing positions rather than from new jobs.**

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

### **Supporting Rationale:**

- 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 by a ratio of 2 to 1 overall.
- With two-thirds of projected jobs requiring only a high school degree or GED, 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 declining share of employment.
- Health care and social assistance, transportation and warehousing, 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.

### **Sources:**

- Illinois Department of Employment Security
- Economic Modeling Specialists, Inc.



## SWOT Analysis

In preparation for future planning, 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:

- Accountability Report
- College Plan
- Campus Master Plan
- Community College Survey of Student Engagement (CCSSE) results
- Community Scan
- Cultural Values Assessment results
- Environmental Scan
- Fact Book
- Follow-up Survey results
- National Community College Benchmark Project (NCCBP)
- Personal Assessment of the College Environment (PACE) results
- Post-Harper Employment and Wage Outcomes
- 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 - The item is at the institutional level, not one relating solely to a particular division, department, or program.
- Data Driven - Once the institutional criterion is met, the item is reviewed to determine if its data are documentable and measurable.
- Peer Comparison - If applicable, Harper can be compared to similar institutions.

An initial draft document was created and reviewed by the Strategic Planning and Accountability Shared Governance Committee. The draft was then presented to the campus community via the portal and during the March 14, 2019 Dialogue Session. Faculty and staff were able to provide feedback on the draft at the session and in an online survey. This final document incorporates the campus 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	Achievement Gaps	While persistence and completion rates have increased for most demographic groups, many of the achievement gaps identified in the 2014 SWOT still exist. Efforts supporting student success include improved placement methods, strengthened partnerships with high schools, and assigned advisors for credential-seeking students. Despite these efforts, gaps have only reduced for Hispanic students in some cases, but other groups continue to underperform when compared to their peers. Continued efforts to decrease gaps based on race/ethnicity, gender, and age are a priority of the College and essential to providing equitable opportunities for all students.	<ul style="list-style-type: none"> <li>• Operational Plan: Student Success</li> <li>• IEMs: Developmental Education, Success in Gateway Courses, Advancement, Student Persistence, Annual Completion</li> <li>• Strategic Plan work: Equity, Student Success</li> </ul>
2	Employee Climate Concerns	Although Harper College has taken steps to improve employee climate, data suggest employees may not be fully invested in the College. Results of the Personal Assessment of the College Environment (PACE) call attention to issues in institutional structure, climate, communication, and feelings of efficacy. Similar issues were identified in the 2016 administration of the Cultural Values Assessment (CVA).	<ul style="list-style-type: none"> <li>• Operational Plan: Diversity, Employee Relations and Wellness</li> <li>• Strategic Plan work: Core Values</li> </ul>
3	Employee Diversity	The racial/ethnic diversity of Harper College faculty and staff is not representative of the community it serves. While attention has been placed on increasing employee diversity, Harper is challenged to achieve a representative workforce within the College, and failure to do so could negatively impact student success and College climate.	<ul style="list-style-type: none"> <li>• IEM: Employee Diversity</li> <li>• Organizational Advancement: Vice President of Diversity, Equity &amp; Inclusion</li> <li>• Operational Plan: Diversity</li> <li>• Strategic Plan work: Equity</li> </ul>
4	Enrollment	Harper's credit student enrollment has steadily declined in recent years, and the decline is projected to continue. Declining enrollment, along with uncertain state funding, places substantial strain on the College's financial resources.	<ul style="list-style-type: none"> <li>• Operational Plan: Enrollment and Financial Aid</li> <li>• IEM: High School Market Penetration</li> <li>• Strategic Plan work: Awareness/Outreach</li> </ul>

## 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 FY2020, the College monitored targets for the IEMs and developed Strategic Goals for FY2021-24. Progress against the IEM 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.

	<b>Component 1 Institutional Effectiveness Measures</b>	<b>Component 2 College Strategic Plan</b>	<b>Component 3 College Operational Plan</b>
<b>Cycle</b>	Ongoing	4 year	Annual
<b>Contents</b>	Set of measures and related indicators	Strategic Goals	Goal Category Goal
<b>Reporting</b>	Annual	Annual	Annual
<b>Description</b>	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 FY2020 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, 69.2% (9/13) of student success indicators are on target to meet the 2020 targets and 50.0% (6/12) 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 FY2020.

## 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. Within each measure are indicators that provide specific data associated with the given student success measure.

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

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

## 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. Within each measure are indicators that provide specific data associated with the given institutional success measure.

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

Measure	Indicator	In Progress Needs Attention	In Progress On Target
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**

As mentioned in the introduction to this section, during FY2020 the College focused on developing the FY2021-2024 Strategic Plan. The following information details the process that occurred to develop this plan. The Board of Trustees approved the FY2021-2024 Strategic Plan goals in June 2020.

### **Strategic Planning Process**

William Rainey Harper College utilizes a broad, collaborative, community-based strategic planning process to ensure the College continues to meet the changing needs of its students and the community. Harper College engages in frequent assessment of the students and the community it serves to inform the planning process.

In August 2019, Dr. Proctor charged the Strategic Planning and Accountability (SPA) Committee with:

- attending and supporting as many input sessions as possible
- synthesizing the input from the qualitative and quantitative convenings
- developing broad themes that will be available for the Spring 2020 All-Campus Meeting and the Strategic Planning Conference

To meet this charge and ensure broad participation in the strategic planning process, a phase model was developed in early fall 2019. This phase model incorporated feedback from the previous planning process and places a focus on inclusion and communication. The model includes six phases:

- Dialogues
- Data Summits
- Synthesis
- Conference
- Review/Approve
- Launch

As part of the ongoing responsibilities of the SPA Committee, pre-phase work began prior to fall 2019 with the review of the College's foundational statements. The process began with the revision of the College's mission statement in February 2015, the revision of the College's vision statement in June 2018 and the reaffirmation of the College's core values in 2018. Additionally, a SWOT Analysis was completed in May 2019. A SWOT Analysis is essential as it serves to focus the institution's attention and inform the planning work of the College. The SWOT Analysis provides a foundation upon which plans can be built. The SWOT Analysis was developed through a critical review of key institutional data as well as external data. As a result of this review the College's internal strengths and weaknesses, as well as external opportunities and threats surfaced.

#### **Phase 1: Dialogues**

Dialogues were the first phase of the process and included Dialogue Sessions in fall 2019, a Board of Trustees session in December 2019, and student focus groups in January 2020. Four Dialogue Sessions were held to engage the campus community in exploring perceptions, attitudes and interest, and connect them to the changing needs of the community, students, employees, and employers. More than 300 unique individuals attended the Dialogue Sessions, with the majority attending more than one session. The sessions were attended by faculty, staff, students, the Board of Trustees, and community partners.

Dialogue Session 1: Professional Growth and Service: “How does Harper ensure all employees continue to grow and learn professionally?”

Dialogue Session 2: Education in the 21<sup>st</sup> Century: “How should the College respond to changes in education and the learners we serve?”

Dialogue Session 3: The Changing Landscape of Work: “How have expectations in the workplace changed?”

Dialogue Session 4: The Changing Landscape of the Community: “How does the College respond to the changing community?”

#### Phase 2: Data Summits

Data Summits were held in fall 2019 to engage the campus community in the examination of data critical to the work of the College and to provide an opportunity to offer insights on current data related to students, employers, employees, and the community. The Data Summits were held in a world café format where participants had the opportunity to discuss questions around 16 given data points and table hosts recorded themes. Four summits were held with a total of 220 unique participants.

Data examined included:

- Student Data:
  - Course success rates, persistence rates, completion rates, engagement, and basic needs
- Community Data:
  - Educational attainment level, district demographics, resident attitudes about higher education, and community assessment of Harper on key attributes
- Employee Data:
  - Employee separation rate, assessment of campus climate, assessment of Harper’s cultural values, and engagement in professional development
- Employer Data:
  - Hiring challenges of district employers, district employer’s knowledge of Harper offerings, and education needs of employees in Harper’s district

#### Phase 3: Synthesis

During synthesis, the SPA committee reviewed the outcomes from the first two phases of the process, including:

- White papers for each of the four Dialogue Sessions
- Feedback forms completed for each of the four Dialogue Sessions
- Summaries for each data point (16) from each of the four Data Summits
- Feedback forms completed for each of the four Data Summits
- Feedback from the Board of Trustee input session
- Focus group report for the two student focus groups

The review and synthesis of outcomes was accomplished through individual, small group, and full SPA Committee examination and discussion. Outcome documents were reviewed, and draft themes were identified first by individual SPA members, and then in small groups prior to the large group review and discussion. From this work four overarching themes were identified: College Culture, Equity, Excellence in Teaching and Learning, and Partnerships and Outreach. These themes guided the development of the strategic planning conference and the resulting strategic goals.



#### Phase 4: Conference

The Strategic Planning Conference was held on February 27, 2020 and engaged nearly 200 stakeholders in breakout sessions centered around the four themes. All employees were invited to attend the conference and invitations were sent to the Board of Trustees, student representatives, and a variety of business, community, and educational partners. After an introductory presentation by Dr. Proctor on “The Community’s College,” an overview of the strategic planning work conducted thus far, and an overview of the four themes, attendees participated in breakout sessions on each theme. These sessions gave all attendees the opportunity to engage in meaningful dialogue.

Within each of the breakout rooms, SPA Committee members facilitated small group discussion around several questions. Data and information were available at each table to further engage individuals and support the conversation. Table representatives shared high-level comments with the larger group and a SPA Committee member summarized and consolidated information from all tables and sessions.

On February 28, 2020 and during subsequent committee meetings, the SPA Committee synthesized the outcomes from the Strategic Planning Conference. The synthesis included discussion around the items that conference attendees shared as important for inclusion in goal statements (related to the themes).

Goal statements were drafted by the SPA committee based on identified topic areas. Goal statements were not written under any individual theme, as common topics can be seen across two or more themes. Rather, the four strategic themes serve as the guiding direction for the goals.

#### Phase 5: Review/Approve

A campus-wide survey was distributed in April 2020 to gather feedback on the draft goal statements. Survey respondents were asked to provide feedback on whether the goal statement exemplifies one or more of the themes; if the statement was clearly written; and if the statement could be used to guide future strategies. Survey results indicated 96% agreement with the plan goals. The final strategic goals incorporated the campus feedback and were finalized in May 2020. The FY2021-2024 Strategic Plan Goal recommendation then followed the shared governance process for approval. Through this process both the administrative and faculty leadership supported the recommendation, as did the broader College community and the Shared Governance Policy Councils. The goal statements were approved by the Board of Trustees in June 2020.

### **FY2021-2024 Strategic Plan Goals**

1. Implement practices that promote Harper’s core values of respect, integrity, collaboration, and excellence.
2. Implement innovative and inclusive teaching and learning.
3. Identify and remove barriers to student success.
4. Build institutional capacity to support equity, diversity, and inclusion.
5. Advance relationships among education, community, and workforce partners.
6. Enhance awareness of and access to Harper College programming, resources, events, and partnerships.

The SPA Committee included in their recommendation suggested target areas. These are potential areas of focus for which strategies could be developed and performance targets set. The strategic plan goal teams will use this information to guide their work.

Suggested target areas for “Implement practices that promote Harper’s core values of respect, integrity, collaboration, and excellence”:

- Create a culture of professional development (Core value: Excellence)
- Increase student and employee satisfaction (Core value: Respect)
- Enhance employee recognition/appreciation (Core value: Respect)
- Break down silos across the College to increase collaboration (Core value: Collaboration)
- Ensure accountability around the strategic plan (Core value: Integrity)

Suggested target areas for “Implement innovative and inclusive teaching and learning”:

- Create programming that is responsive to student, workforce, and community needs
- Ensure students leave Harper with the essential skills needed for success in future endeavors
- Provide quality alternative, flexible and accelerated delivery methods as well as a variety of scheduling options
- Employ culturally competent practices in the classroom
- Grow paths to transfer and/or careers post-Harper

Suggested target areas for “Identify and remove barriers to student success”:

- Decrease achievement gaps (include specific student populations and gap areas)
- Increase completion for all students
- Evaluate educational policies/procedures through an equity lens and adjust as needed
- Provide faculty and student support professionals with professional development opportunities to ensure equitable practices in and out of the classroom
- Implement or support services that increase student success and address basic needs/bandwidth demands

Suggested target areas for “Build institutional capacity to support equity, diversity, and inclusion”:

- Implement inclusive common language
- Ensure budget to support College efforts around equity, diversity, and inclusion
- Grow community partnerships that support equity, diversity, and inclusion efforts
- Review non-academic policies/practices through an equity lens and adjust as needed
- Construct cohesive education and training
- Build a culture of equity, diversity, and inclusion

Suggested target areas for “Advance relationships among education, community, and workforce partners”:

- Grow partnerships with K-12, higher education, business, and community organizations
- Leverage partnerships to provide resources that meet student needs
- Develop programs and delivery options that respond to the needs of the workforce and the community
- Boost partnership outcomes
- Collaborate with employers to identify and address skills gaps in the workforce

Suggested target areas for “Enhance awareness of and access to Harper College programming, resources, events, and partnerships”:

- Assess current outreach approaches/develop holistic outreach plan
- Increase outreach to a variety of different groups/audiences
- Implement a variety of targeted outreach strategies
- Educate internal constituents on Harper programs and services
- Increase enrollment/participation in Harper College programming (credit and non-credit)
- Expand usage of College services/resources

Additional information on 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 FY2020 plan included:

#### **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 and Wellness:**

Ensure employee recruitment, development, and retention through appropriate processes. Enhance the overall well-being of employees through a variety of programs, initiatives, and materials.

#### **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 FY2020 as a result of the College Operational Plan include, but are not limited to, the following:

- Achieved a graduation rate of 33.7%, the highest rate in Harper’s recorded history.
- Created a Student Emergency Relief Fund and secured just over \$300,000 to aid 575 students who were financially impacted by the COVID-19 pandemic.
- Engaged the community in the inclusive “Your Voice, Our Potential” process to develop the College’s next strategic plan. The FY2021-2024 Strategic Plan was approved in June 2020.
- Prepared more than 250 faculty for online instruction through courses and supported additional faculty through workshops. The Academy for Teaching Excellence also responded to more than 700 requests for online instruction design or support since moving to a remote learning environment.
- Awarded Leader College of Distinction by Achieving the Dream for gains in student persistence and completion as well as progress made in narrowing achievement gaps for Hispanic and low-income students.
- Reduced textbook and course material costs for students by implementing Open Educational Resource (OER) course materials in an additional 222 course sections. More than 5,000 (duplicated) students used OER materials with an estimated total savings of \$450,000.
- Welcomed the first cohort of 421 Promise Scholars in fall 2019. The Promise Scholars made excellent progress and outperformed their peers in course completion, grade point average and credit hours earned.
- Approved 12 Student Success Initiatives allocating \$1.2M to address student needs. Projects included Finish Line Micro grants to provide tuition assistance to students close to completion, Last Dollar Scholarships for One Million Degree students, Hawks Care Plus to provide resources that address student basic needs, and the Equity in Technology loaner program.

The following items were not achieved in FY2020:

- Maintain enrollment at a flat level. Status: Experienced a 0.4% enrollment decrease for FY2020.
- Create Canning Center for “One Stop” and other services pending the release of state funds. Status: The state of Illinois did not release funds.
- Implement recommendations of the Hispanic Strategic Enrollment Management Task Force to develop a predictive part-time scheduling model. Status: A predictive part-time scheduling model was not completed due to a shift in priorities to address the move to online instruction.
- Exercise the College’s Emergency Operations Plan (EOP) and conduct an active shooter drill, a tornado drill, and an emergency exercise of the EOP. Status: Drills were not completed due to campus closing in response to the COVID-19 pandemic.
- Develop and scale-up a train the trainer program for Title IX bystander training. Status: Did not complete “train the trainer” due to campus closing in response to the COVID-19 pandemic.
- Implement three employer engagement opportunities for Promise Scholars. Status: One employer engagement opportunity was implemented. The remaining two events did not occur due to campus closing in response to the COVID-19 pandemic.

More information on the results of the FY2020 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 FY2021 budget. Below is a summary of the modifications.

### ***Support of Learning***

The College reallocated resources to support enhancements to current programs of study, support diversity, equity, and inclusion efforts, and comply with HB2152 Mental Health Early Action Bill. The following projects required redistribution of resources to ensure quality education and student support, which align with Harper's mission.

- Revamping of the Dietetic Technician lab to create a new Nutrition lab, including replacement and disposal of antiquated equipment to properly retool the Nutrition lab.  
Project continues, total estimated cost \$498,000
- Upgrade Siemens equipment in the Sonography program to ensure students are learning on state-of-the-art instrumentation, common in the workplace.  
\$175,000
- Upgrade of Hospitality program kitchen to address equipment failures and ensure students are learning in a safe environment.  
\$500,000
- Convert existing classroom space to an 18-unit simulation lab with dental simulators, computers, and broadcast system, to ensure Dental Hygiene students are learning in a state-of-the-art environment.  
\$1,821,000
- Creation of a Cultural Center on campus to support diversity, equity, and inclusion efforts for students, faculty, and staff.  
\$400,000
- Compliance with HB2152 Mental Health Early Action Bill to include: student orientation session regarding general mental health awareness; student information regarding online mental health self-screening tool; designation of an expert advisory panel on mental health; mental health first aid training for designated employees; peer-support program; partnership agreement with community mental health service provider to augment on-campus capacity; and support ratio of 1 : 1,250 "clinical mental health provider" to students.  
\$147,020

### ***Software for Operational Efficiencies***

Funding for the purchase of a Customer Relationship Management Tool to be used to manage communication with students and prospective students.

\$116,020

Funding for the ongoing use of Starfish Advising and Early Alert software which allows faculty and advisors to support students, address academic concerns, and improve student performance/persistence.

\$63,000

### ***Safety and Security***

Harper is focused on ensuring a safe and engaging learning and work environment. As such, funding was reallocated to support the following:

- Security camera transition from a failing platform to a new video platform for 205 cameras.  
\$283,000
- Develop a back-up system for the Computer Data Center in Building Y to ensure redundancy in case of failure. This ensures data integrity for key systems including student, financial, and human resources.  
Project continues, total cost \$1.1 million

### ***Allocation of FY20 Surplus Funds to Support Student Success***

The FY 2020 budget realized operating surpluses in the tax-capped funds. These excess funds have been allocated to meet the future needs of the College and include \$4.9M to support student success, innovation, and employee development.

### ***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.

- Business Administration AAS
- Business Management Certificate
- Community Health Worker Certificate
- Dental Hygiene AAS
- Early Childhood Education: Infant/Toddler Teacher Assistant Certificate
- e-Marketing Certificate
- Entrepreneurial Maker Certificate
- Fashion Design AAS
- Apparel Construction Certificate
- Textile Certificate
- Financial Management Certificate
- Graphic Arts Technology AAS
- Graphic Arts Certificate
- Graphic Arts Desktop Publishing Certificate
- Graphic Arts Design Certificate
- Human Resource Management Certificate
- Information Technology AAS
- Information Systems AAS
- Insurance Management
- Interior Design AAS
- Maintenance Mechanic II Certificate
- Medical Corpsman to Practical Nursing Certificate
- Retail Merchandising Certificate

- Software Development Certificate
- Web Development AAS

New programs:

- Dietetic Internship Certificate
- Drone Technology and Applications Certificate
- Early Childhood Education: Infant/Toddler Teacher Certificate
- ESL Endorsement Certificate
- Fashion Design Certificate
- Sterile Processing and Distribution Certificate



## Strategic Planning

William Rainey Harper College utilizes a broad, collaborative, community-based strategic planning process to ensure the College continues to meet the changing needs of its students and the community. Harper College engages in frequent assessment of the students and the community we serve. Prior to development of a strategic plan, the College conducts a thorough 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 informs the planning process.

During FY 2020, building on the items identified in the SWOT Analysis, the College engaged in a year-long strategic plan development process detailed on page 29. This process resulted in approval of the FY2021-2024 Strategic Plan.



### FY2021-2024 Strategic Plan Goals

1. Implement practices that promote Harper’s core values of respect, integrity, collaboration, and excellence.
2. Implement innovative and inclusive teaching and learning.
3. Identify and remove barriers to student success.
4. Build institutional capacity to support equity, diversity, and inclusion.
5. Advance relationships among education, community, and workforce partners.
6. Enhance awareness of and access to Harper College programming, resources, events, and partnerships.



Core Values



Teaching and Learning



Student Success



Equity

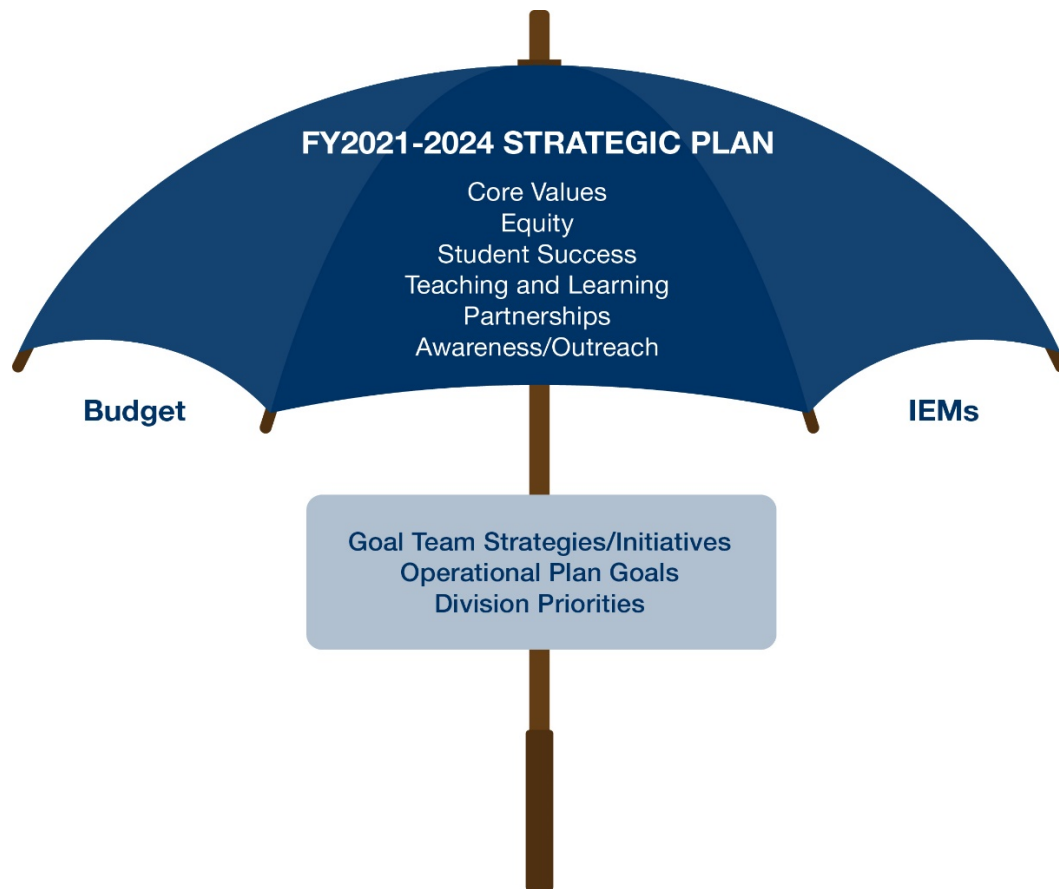


Partnerships



Awareness/Outreach

The FY2021-2024 Strategic Plan launched in September 2020 with a week of engagement around the strategic plan goals. The Strategic Plan is the foundation for planning at the College and serves as the overarching umbrella for the budget, the operational plan, and division plans. The purpose of the Strategic Plan is to effect change. The Strategic Plan is focused on future success and daily operational decisions are approached with the plan in mind. Additionally, resource allocation is aligned with the Strategic Plan. The work associated with all planning at the College is aligned with and supports achievement of the College’s strategic goals.



The Strategic Planning and Accountability (SPA) Committee, supported by the Planning Office and in collaboration with Executive Cabinet, is responsible for oversight of the strategic plan. The Planning Office works with College leadership to ensure prioritization of strategic goals throughout the College plans. The SPA Committee, or an appropriate workgroup of the committee, collaborates with goal teams to develop evaluation plans for initiatives/strategies as needed. Initiatives are brought to SPA for review. For those initiatives needing funding, SPA makes recommendations to Executive Cabinet.

During this first year of the FY2021-2024 Strategic Plan, the focus is on development of goal teams, setting targets for the strategic goals, and initial implementation of strategies to impact the goals of Core Values, Equity, Student Success, Teaching and Learning, Partnerships, and Awareness/Outreach. Progress towards these goals will be reported at the end of each fiscal year.

# Harper College Operational Plan for FY2021 (SMARTER Goals)

## Overview

The College's Operational Plan delineates the operational goals to be completed in FY2021. Each goal includes an identified Executive Council leader and institutional leader, IEM/Risk/Strategic Goal alignment and fund in which its support activities are budgeted. Performance targets are identified for each goal, and performance is tied to the evaluation of the leaders.

The Operational Goal categories for the FY2021 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 and Wellness:**

Ensure employee recruitment, development, and retention through appropriate processes. Enhance the overall well-being of employees through a variety of programs, initiatives, and materials.

### **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:**

	<b>Goal</b>	<b>Target</b>	<b>Executive Lead</b>	<b>Institutional Lead</b>	<b>IEM, Risk, Strategic Goal</b>	<b>Budgeted In</b>
1	Conduct large institutional surveys and communicate results.	<p>Personal Assessment of the Campus Climate (PACE):</p> <ul style="list-style-type: none"> <li>• Share results and key findings of the PACE survey with campus community by August 2020.</li> <li>• Consult on use of PACE data with key groups by December 2020.</li> <li>• Develop PACE dashboard, including current and trend data by December 2020.</li> </ul> <p>Environmental Scan:</p> <ul style="list-style-type: none"> <li>• Share key trends from Environmental Scan with campus community by October 2020.</li> <li>• Consult on leveraging Environmental Scan data by December 2020.</li> </ul> <p>Community College Survey of Student Engagement (CCSSE):</p> <ul style="list-style-type: none"> <li>• Administer CCSSE by April 2021.</li> </ul>	Darlene Schlenbecker	*Kathy Coy	<p><i>Strategic Goals:</i></p> <p>Awareness/Outreach Core Values Student Success Teaching/Learning</p>	Education Fund

	<b>Goal</b>	<b>Target</b>	<b>Executive Lead</b>	<b>Institutional Lead</b>	<b>IEM, Risk, Strategic Goal</b>	<b>Budgeted In</b>
2	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 2021.</p> <p>Complete the program-level assessment cycle for all instructional programs and student support/administrative units by June 2021.</p> <p>Conduct a large-scale general education assessment of the Quantitative Reasoning outcome by June 2021.</p> <p>Conduct a follow-up general education assessment of the Critical Thinking outcome by June 2021.</p>	MaryAnn Janosik Darlene Schlenbecker	*Deann Surdo Kimberly Chavis Travaris Harris Joanne Ivory Kimberley Polly Jaime Riewerts	<p><i>IEM:</i> Success in Gateway Courses</p> <p><i>Strategic Goals:</i> Student Success Teaching/Learning</p>	Education Fund
3	Increase data accessibility and usage.	<p>Develop curriculum for a Data Literacy badge by November 2020.</p> <p>Offer Data Literacy badge by January 2021.</p> <p>Share outcomes from Data Literacy badge earners by June 2021.</p> <p>Enhance available data visualizations including dashboards and infographics by June 2021.</p>	Darlene Schlenbecker	*Deann Surdo Kathy Coy	<p><i>IEMs:</i> All</p> <p><i>Strategic Goals:</i> All</p>	Education Fund

	<b>Goal</b>	<b>Target</b>	<b>Executive Lead</b>	<b>Institutional Lead</b>	<b>IEM, Risk, Strategic Goal</b>	<b>Budgeted In</b>
4	Implement FY2021-2024 Strategic Plan.	<p>Communicate strategic plan structure by August 2020.</p> <p>Identify goal team leads by August 2020.</p> <p>Launch FY2021-2024 Strategic Plan by September 2020.</p> <p>Set goal targets by December 2020.</p> <p>Develop a strategic plan dashboard to track and communicate progress by June 2021.</p>	<p>Avis Proctor</p> <p>*Darlene Schlenbecker</p> <p>Jeff Julian</p>	<p>Strategic Planning and Accountability Committee</p> <p>Deann Surdo</p>	<p><i>Strategic Goals:</i></p> <p>All</p>	<p>Education Fund</p>

	<b>Goal</b>	<b>Target</b>	<b>Executive Lead</b>	<b>Institutional Lead</b>	<b>IEM, Risk, Strategic Goal</b>	<b>Budgeted In</b>
5	Recommend new targets for the College's Institutional Effectiveness Measures (IEMs).	<p>Conduct benchmarking of community college key performance indicators by October 2020.</p> <p>Identify changes in IEMs and/or data sources by February 2021.</p> <p>Review historical, trend and peer data to determine long-term IEM targets by March 2021.</p> <p>Collect feedback on recommended IEM targets by April 2021.</p> <p>Make recommendation on IEM targets by June 2021.</p>	Darlene Schlenbecker	*Deann Surdo Kathy Coy Strategic Planning and Accountability Committee	<i>Strategic Goals:</i> All	Education Fund
6	Conduct a legal review of the Board Policy Manual.	<p>Develop a schedule with legal counsel for review of the Policy Manual by September 2020.</p> <p>Continue review of Policy Manual according to the schedule developed by June 2021.</p>	Maria Coons	*Maria Coons	<i>Strategic Goal:</i> Core Values	Education Fund

**Communications and Community Relations:**

	<b>Goal</b>	<b>Target</b>	<b>Executive Lead</b>	<b>Institutional Lead</b>	<b>IEM, Risk, Strategic Goal</b>	<b>Budgeted In</b>
7	Increase transparency and knowledge of current community partnerships.	<p>Create internal resource on HIP that identifies current education and community partners by January 2021.</p> <p>Create and post a detailed information document on partner organizations including services and communities served, internal partnerships, Harper representatives and positions maintained within organizations on HIP by January 2021.</p> <p>Define levels of engagement with partner organizations by January 2021.</p> <p>Develop rubric that will identify level of engagement with listed organizations by June 2021.</p> <p>Develop dashboard that outlines the level of engagement with community organizations by June 2021.</p>	<p>Laura Brown MaryAnn Janosik Darlene Schlenbecker</p>	<p>*Amie Granger Vicki Atkinson Kathy Coy Carolynn Muci</p>	<p><i>Strategic Goals:</i> Awareness/Outreach Partnerships</p>	<p>Education Fund</p>



	<b>Goal</b>	<b>Target</b>	<b>Executive Lead</b>	<b>Institutional Lead</b>	<b>IEM, Risk, Strategic Goal</b>	<b>Budgeted In</b>
8	Identify community needs through collaboration with community partners.	<p>Develop community advisory committee that consists of 10-15 community and partner organization leaders by June 2021.</p> <ul style="list-style-type: none"> <li>• Target list complete by October 2020.</li> <li>• Invitations sent by November 2020.</li> <li>• Committee members confirmed by December 2020.</li> <li>• Quarterly meetings begin January 2021.</li> </ul> <p>Align information collected from advisory committee with 2019 Environmental Scan and Community Scan by June 2021.</p>	Laura Brown MaryAnn Janosik	*Amie Granger Vicki Atkinson Andrea Fiebig Joanne Ivory Bob Parzy	<i>Strategic Goals:</i> Awareness/Outreach Partnerships	Education Fund

	<b>Goal</b>	<b>Target</b>	<b>Executive Lead</b>	<b>Institutional Lead</b>	<b>IEM, Risk, Strategic Goal</b>	<b>Budgeted In</b>
9	Leverage partnerships to provide resources to meet student needs.	<p>Develop communication piece to support outreach efforts by January 2021.</p> <p>Identify student needs by February 2021.</p> <p>Host information sessions for 10-15 strategic partners by March 2021.</p> <p>Conduct internal information sessions with Student Development, Student Engagement and Adult Education (AED) by March 2021.</p> <p>Create list of current community organizations (partners and non-partners) by June 2021.</p> <p>Create document that aligns community organizations with identified student needs by June 2021.</p> <p>Develop multi-tier plan to align community organizations with appropriate Harper departments by June 2021.</p>	Laura Brown MaryAnn Janosik	*Amie Granger Vicki Atkinson Mike Barzacchini Jennifer Brennan Andrea Fiebig	<i>Strategic Goals:</i> Awareness/Outreach Partnerships	Education Fund

	<b>Goal</b>	<b>Target</b>	<b>Executive Lead</b>	<b>Institutional Lead</b>	<b>IEM, Risk, Strategic Goal</b>	<b>Budgeted In</b>
10	Develop and execute communications to community partners about college services and resources.	<p>Create community relations marketing material that highlights Harper’s value to the community as an educational institution and community resource by January 2021.</p> <p>Distribute marketing materials to a minimum of 20 organizations by January 2021.</p> <p>Implement monthly e-newsletter for community and civic organization leaders highlighting current topics, feel good stories and resources available to the community by January 2021.</p> <ul style="list-style-type: none"> <li>• Maintain distribution list of at least 60 contacts.</li> <li>• Average open rate of at least 30%.</li> <li>• Average click through rate of at least 4%.</li> </ul> <p>Identify enhancements to current community relations webpage by February 2021.</p> <p>Implement enhancement to community relations webpage by June 2021.</p> <p>Increase community relations page views by 3%, from 1,245 to 1,282 by June 2021.</p>	Laura Brown Michelé Smith	*Amie Granger Mike Barzacchini Susan Mulvey	<i>Strategic Goal:</i> Awareness/Outreach	Education Fund

**Diversity:**

	<b>Goal</b>	<b>Target</b>	<b>Executive Lead</b>	<b>Institutional Lead</b>	<b>IEM, Risk, Strategic Goal</b>	<b>Budgeted In</b>
11	Implement Diversity, Equity and Inclusion (DEI) improvements per suggestions of the program assessment.	<p>Present final report by July 2020.</p> <p>Share out recommendations of the DEI consultants by October 2020.</p> <p>Create a strategy for the recommendation(s) by January 2021.</p> <p>Implement at least one recommendation by June 2021.</p>	<p>*Claudia Mercado MaryAnn Janosik Jeff Julian Darlene Schlenbecker</p>	<p>Mike Bates Mary Kay Harton Roger Spayer Deann Surdo</p>	<p><i>IEM:</i> Diversity</p> <p><i>Strategic Goals:</i> Equity Core Values</p>	Education Fund
12	Create a cultural center.	<p>Identify location of new cultural center by August 2020.</p> <p>Develop space requirements and design by October 2020.</p> <p>Open new cultural center by March 2021.</p>	<p>*Claudia Mercado Rob Galick</p>	<p>Darryl Knight Steve Petersen</p>	<p><i>IEM:</i> Diversity</p> <p><i>Strategic Goals:</i> Equity Student Success Core Values</p>	Education Fund

	<b>Goal</b>	<b>Target</b>	<b>Executive Lead</b>	<b>Institutional Lead</b>	<b>IEM, Risk, Strategic Goal</b>	<b>Budgeted In</b>
13	Build equity culture.	<p>Define the term equity by October 2020.</p> <p>Identify student achievement gaps by November 2020.</p> <p>Evaluate processes and policies to identify institutional barriers by leveraging the National Assessment of Collegiate Campus Climates or Family Friendly Campus surveys by December 2020.</p> <p>Develop strategies to address student equity gaps for fall 2021 implementation by April 2021.</p>	<p>*Claudia Mercado Rob Galick MaryAnn Janosik Jeff Julian Darlene Schlenbecker</p>	<p>Kimberly Chavis Travaris Harris Joanne Ivory Kimberley Polly Jaime Riewerts Roger Spayer Deann Surdo</p>	<p><i>IEM:</i> Diversity</p> <p><i>Strategic Goals:</i> Equity Student Success Core Values</p>	Education Fund
14	Utilize Cultural Values Assessment (CVA) results and Culture and Climate Team recommendations to improve campus climate.	<p>Develop work groups to address recommendations from CVA and Culture and Climate Teams by August 2020.</p> <p>Implement strategies by January 2021.</p> <p>Collect preliminary data on implemented strategies by June 2021.</p>	<p>*Claudia Mercado</p>	<p>Melissa Gawron Joanne Ivory Sean Warren-Crouch</p>	<p><i>IEM:</i> Diversity</p> <p><i>Strategic Goals:</i> Core Values Equity</p>	Education Fund

**Employee Relations and Wellness:**

	<b>Goal</b>	<b>Target</b>	<b>Executive Lead</b>	<b>Institutional Lead</b>	<b>IEM, Risk Strategic Goal</b>	<b>Budgeted In</b>
15	Negotiate successor contracts with collective bargaining units.	Finalize collective bargaining agreement with the IEA-NEA, Custodial-Maintenance by July 2020.  Finalize collective bargaining agreement with the ICOPS by June 2021.  Begin negotiations with the Adjunct Faculty Unit by June 2021.	Rob Galick MaryAnn Janosik	*Roger Spayer Darryl Knight Kurt Metzger	<i>Strategic Goal:</i> Core Values	Education, Operations and Maintenance Funds
16	Enhance professional development opportunities for employees.	Offer a professional development day focused on campus climate by April 2021.  Recommend pathways to advanced degrees for employees by June 2021.  Offer a Linked-In Learning certificate program by June 2021.	Rob Galick MaryAnn Janosik Jeff Julian	*Roger Spayer Mike Bates Bob Parzy Bev Riley	<i>Strategic Goal:</i> Core Values	Education Fund

	<b>Goal</b>	<b>Target</b>	<b>Executive Lead</b>	<b>Institutional Lead</b>	<b>IEM, Risk Strategic Goal</b>	<b>Budgeted In</b>
17	Operationalize the Supervisor/Manager Toolkit.	<p>Assign Linked-in Learning Paths to new managers by September 2020.</p> <p>Assign buddy to new manager by September 2020.</p> <p>Add departmental introduction videos to New Supervisor Tool Kit Teams Site by January 2021.</p> <p>Roll out First Day Welcome Kit to new managers by March 2021.</p> <p>Add Oracle How To's Departmental content to New Supervisor Tool Kit Teams Site by May 2021.</p>	Rob Galick	*Bev Riley Roger Spayer	<i>Strategic Goal:</i> Core Values	Education Fund
18	Implement Oracle Cloud training.	<p>Conduct project team training by October 2020.</p> <p>Conduct end-user training (finance and human resources) by October 2020.</p>	Rob Galick	*Roger Spayer Bob Grapenthien Regan Myers	<i>Strategic Goal:</i> Core Values	Education Fund

	<b>Goal</b>	<b>Target</b>	<b>Executive Lead</b>	<b>Institutional Lead</b>	<b>IEM, Risk Strategic Goal</b>	<b>Budgeted In</b>
19	Encourage the campus community to engage in health and wellness activities at the Foglia Health and Recreation Center.	<p>Create an annual holistic wellness certificate program for students that includes the eight dimensions of wellness by August 2020.</p> <p>Develop an annual employee wellness programming calendar that includes one program from each of the eight dimensions by October 2020.</p> <p>Share results of previous needs assessment and make recommendations for programming for both employees and students by October 2020.</p>	<p>Rob Galick</p> <p>MaryAnn Janosik</p>	<p>*Mary Kay Harton</p> <p>Beth Ripperger</p> <p>Roger Spayer</p>	<p><i>Strategic Goal:</i></p> <p>Core Values</p>	<p>Education Fund</p>



**Enrollment and Financial Aid:**

	<b>Goal</b>	<b>Target</b>	<b>Executive Lead</b>	<b>Institutional Lead</b>	<b>IEM, Risk, Strategic Goal</b>	<b>Budgeted In</b>
20	Manage overall College enrollment.	<p>Maintain overall enrollment at FY2020 level by June 2021.</p> <p>Maintain an overall fall 2019 to fall 2020 persistence rate of 64% by December 2020.</p> <p>Maintain an overall spring 2020 to fall 2020 persistence rate of 66% by December 2020.</p> <p>Enroll 25 students in online programs by December 2020.</p> <p>Conduct a mid-year review of overall enrollment goal by December 2020.</p> <p>Increase University Center enrollment by 10%, from 188 to 207 by June 2021.</p> <p>Maintain high school penetration rate of 30.2% by June 2021.</p> <p>Maintain an overall fall 2020 to spring 2021 persistence rate of 71% by June 2021.</p> <p>Achieve 1.6 course enrollment equivalent to the FY2019 rate (2,282 credit hours) by June 2021.</p>	MaryAnn Janosik	<p>*Bob Parzy            Vicki Atkinson            Mike Barzacchini            Jennifer Brennan            Kathy Bruce            Kimberly Chavis            Maggi Franks            Travaris Harris            Mary Kay Harton            Kris Hoffhines            Joanne Ivory            Kimberley Polly            Jaime Riewerts            Darice Trout</p>	<p><i>IEMs:</i>            Market Penetration            Student Persistence</p> <p><i>Strategic Goal:</i>            Awareness/Outreach</p>	Education Fund

	<b>Goal</b>	<b>Target</b>	<b>Executive Lead</b>	<b>Institutional Lead</b>	<b>IEM, Risk, Strategic Goal</b>	<b>Budgeted In</b>
21	Implement recommendations of the Hispanic Strategic Enrollment Management Task Force.	<p>Develop mentor program by December 2020.</p> <p>Increase awareness of certificate programs and stackable credentials by February 2021 as indicated by a 3% increase in Latinx applicants (baseline FY2020 certificate application = 422).</p> <p>Implement new mentor training program by June 2021.</p>	*Claudia Mercado	Bob Parzy	<p><i>IEM:</i> Diversity</p> <p><i>Strategic Goals:</i> Equity Awareness/Outreach Core Values</p>	Education Fund

**Facilities:**

	<b>Goal</b>	<b>Target</b>	<b>Executive Lead</b>	<b>Institutional Lead</b>	<b>IEM, Risk Strategic Goal</b>	<b>Budgeted In</b>
22	Create Canning Center in Buildings A/K for “One Stop” and other services.	Identify new Steering Committee within 90 days after the State approves and releases funding.  Begin professional services selection within 90 days after formation of the Steering Committee.	Rob Galick	*Darryl Knight Steve Petersen	<i>IEM:</i> Facilities  <i>Strategic Goals:</i> Student Success Core Values	Operations and Maintenance (Restricted) Fund
23	Develop the 2021 Campus Master Plan to comply with Illinois Community College Board requirements.	Begin master planning process with architect by August 2020.  Present Campus Master Plan to Board for approval by June 2021.	Rob Galick	*Darryl Knight Steve Petersen	<i>IEM:</i> Facilities  <i>Strategic Goals:</i> All	Operations and Maintenance (Restricted) Fund

**Financial:**

	<b>Goal</b>	<b>Target</b>	<b>Executive Lead</b>	<b>Institutional Lead</b>	<b>IEM, Risk Strategic Goal</b>	<b>Budgeted In</b>
24	Evaluate dining and catering services agreement.	Evaluate dining and catering services vendor performance by September 2020.  Agree to third extension term or renegotiate agreement prior to the second extension term expiration in December 2020.	Rob Galick	*Bob Grapenthien Rich Seiler		Auxiliary Enterprises Fund
25	Issue General Obligation Bonds.	Issue General Obligation short-term bonds, up to the allowable amount under the Debt Service Extension Base, by March 2021 (amount approximately \$5M).  Issue General Obligation 20-year bonds, as approved by the voters of the district, by March 2021 (amount approximately \$180M).	Rob Galick	*Bob Grapenthien		Bond and Interest Fund
26	Complete a request for proposal (RFP) process for auditing services.	Complete an RFP for auditing services by December 2020.  Select an auditing firm by March 2021.	Rob Galick	*Bob Grapenthien		Education Fund
27	Evaluate impact of double tuition on limited enrollment health careers programs.	Establish a task force by August 2020.  Make recommendations regarding double tuition charges by October 2020.	Rob Galick MaryAnn Janosik	*Kimberly Chavis Bob Grapenthien Kathi Hock Laura McGee Leslye Smith	<i>Strategic Goals:</i> Equity Student Success	Education Fund

**Safety:**

	<b>Goal</b>	<b>Target</b>	<b>Executive Lead</b>	<b>Institutional Lead</b>	<b>IEM, Risk Strategic Goal</b>	<b>Budgeted In</b>
28	Exercise the College's Emergency Operations Plan (EOP) by conducting an emergency exercise and drills.	<p>Hold an active shooter drill by February 2021.</p> <p>Hold a campus wide tornado drill by April 2021.</p> <p>Conduct an emergency exercise of the EOP by June 2021.</p>	Laura Brown Rob Galick	*Kurt Metzger Sara Gibson Kim Pohl	<p><i>Risks:</i> Crisis Communications Disaster Preparedness</p> <p><i>Strategic Goal:</i> Core Values</p>	Education Fund
29	Engage emergency management services in a full assessment of the College.	<p>Select an emergency management services firm by September 2020.</p> <p>Receive Phase 1 assessment report by December 2020.</p> <p>Receive Phase 2 assessment report by February 2021.</p> <p>Determine implementation plan and timeline by May 2021.</p>	Laura Brown Rob Galick	*Kim Pohl Kurt Metzger	<p><i>Risks:</i> Crisis Communications Disaster Preparedness</p> <p><i>Strategic Goal:</i> Core Values</p>	Education Fund

	<b>Goal</b>	<b>Target</b>	<b>Executive Lead</b>	<b>Institutional Lead</b>	<b>IEM, Risk Strategic Goal</b>	<b>Budgeted In</b>
30	Ensure compliance with new Title IX regulations.	<p>Implement 2020 Title IX regulations by August 2020.</p> <p>Offer train the trainer session by December 2020.</p> <p>Complete marketing plan, website and training schedule for spring 2021 by December 2020.</p> <p>Implement campus bystander program by January 2021.</p>	<p>Rob Galick</p> <p>MaryAnn Janosik</p>	<p>*Mary Kay Harton (students)</p> <p>*Bev Riley (faculty and staff)</p> <p>Sara Gibson</p>	<p><i>Risk:</i> Sexual Harassment</p> <p><i>Strategic Goal:</i> Core Values</p>	<p>Education Fund</p>

**Student Success:**

	<b>Goal</b>	<b>Target</b>	<b>Executive Lead</b>	<b>Institutional Lead</b>	<b>IEM, Risk Strategic Goal</b>	<b>Budgeted In</b>
31	Reduce textbook and course material costs for students.	<p>Establish a revised Open Educational Resource (OER) grant application and process through the Faculty Development Committee by October 2020.</p> <p>Implement OER/no cost/low cost course materials in 50 additional course sections (baseline = 258 sections) by February 2020.</p>	<p>Rob Galick MaryAnn Janosik</p>	<p>*Mike Bates Kathy Bruce Kimberly Chavis Travaris Harris Joanne Ivory Kimberley Polly David Richmond Jaime Riewerts</p>	<p><i>IEMs:</i> Student Persistence Gateway Course Success</p> <p><i>Strategic Goals:</i> Student Success Teaching/Learning</p>	<p>Auxiliary Enterprises Fund, Education Fund</p>
32	Increase the number of degree and certificate completions.	Award 4,368 degrees and certificates, level with FY2020, by June 2021.	MaryAnn Janosik	<p>*Bob Parzy Sue Skora</p>	<p><i>IEMs:</i> Advancement Annual Completions</p> <p><i>Strategic Goal:</i> Student Success</p>	<p>Education Fund</p>

	<b>Goal</b>	<b>Target</b>	<b>Executive Lead</b>	<b>Institutional Lead</b>	<b>IEM, Risk Strategic Goal</b>	<b>Budgeted In</b>
33	Complete the Illinois Community College Board (ICCB) program review process.	Conduct 26 program reviews resulting in program improvement plans by June 2021: <ul style="list-style-type: none"> <li>• Economics</li> <li>• History</li> <li>• Political Science</li> <li>• Psychology</li> <li>• Sociology</li> <li>• Anthropology</li> <li>• Geography</li> <li>• Geographic Information Systems</li> <li>• Education</li> <li>• Early Childhood Educator</li> <li>• Paraprofessional Educator</li> <li>• Manufacturing</li> <li>• Computer Numerical Control</li> <li>• Medical Assistant</li> <li>• Emergency Medical Technician</li> <li>• Human Services</li> <li>• Physical Therapy Assistant</li> <li>• TESOL</li> <li>• Kinesiology</li> <li>• Personal Training</li> <li>• Health Education</li> <li>• Athletics</li> <li>• Student Involvement</li> <li>• Events Management</li> <li>• Testing Center</li> <li>• Business Services</li> </ul>	MaryAnn Janosik Darlene Schlenbecker	*Mike Bates Vicki Atkinson Kimberly Chavis Kathy Coy Travaris Harris Mary Kay Harton Joanne Ivory Njambi Kamoche Jaime Riewerts Darice Trout	<i>IEM:</i> Gateway Course Success  <i>Strategic Goal:</i> Teaching/Learning	Education Fund



	<b>Goal</b>	<b>Target</b>	<b>Executive Lead</b>	<b>Institutional Lead</b>	<b>IEM, Risk Strategic Goal</b>	<b>Budgeted In</b>
34	Implement new programming.	<p>Work with a consultant and develop curriculum for a Music Technology Certificate by May 2021.</p> <p>Develop plans for part-time/ weekend program in Dental Hygiene.</p> <ul style="list-style-type: none"> <li>• Submit part-time proposal to CODA by May 2021.</li> </ul> <p>Develop Medical Cannabis certificate for credit by June 2021.</p> <p>Develop Respiratory Therapy degree by June 2021.</p> <p>Implement Universal Aerial Systems, Drone certificate by June 2021.</p> <p>Increase the number of programs offered by University Center partners by at least two by June 2021.</p>	*MaryAnn Janosik	<p>Kathy Bruce</p> <p>Kimberly Chavis</p> <p>Travaris Harris</p> <p>Joanne Ivory</p> <p>Bob Parzy</p> <p>Kimberley Polly</p> <p>Jaime Riewerts</p>	<i>Strategic Goal:</i> Teaching/Learning	Education Fund

	<b>Goal</b>	<b>Target</b>	<b>Executive Lead</b>	<b>Institutional Lead</b>	<b>IEM, Risk Strategic Goal</b>	<b>Budgeted In</b>
35	Offer inaugural Summer Launch transitional bridge program.	<p>Enroll 50 new students in the Summer Launch online “Focus on Your Future” FY101 course for summer 2020.</p> <ul style="list-style-type: none"> <li>• Of those enrolled, at least 70% will successfully complete the course with a grade of “C” or better.</li> <li>• Of those who persist to fall 2020, at least 70% will enroll in needed developmental courses by enrollment census one.</li> </ul>	MaryAnn Janosik	*Vicki Atkinson Megan Dallianis Kris Hoffhines Matt McLaughlin	<p><i>IEM:</i> Student Persistence</p> <p><i>Strategic Goals:</i> Equity Student Success Teaching/Learning</p>	Education Fund
36	Leverage case managed advising for student success.	<p>Include at least 40% of students enrolled in fall 2020 0-15 and developmental courses in early alert surveys by October 2020.</p> <p>Increase the percentage of enrolled, credential-seeking students assigned to an advisor by 5%, from 85% to 90%, by May 2021.</p>	MaryAnn Janosik	*Vicki Atkinson Megan Dallianis Kris Hoffhines Matt McLaughlin	<p><i>IEM:</i> Student Persistence</p> <p><i>Strategic Goals:</i> Equity Student Success</p>	Education Fund

	<b>Goal</b>	<b>Target</b>	<b>Executive Lead</b>	<b>Institutional Lead</b>	<b>IEM, Risk Strategic Goal</b>	<b>Budgeted In</b>
37	Improve advising engagement for first-time in college degree-seeking African American/Black students.	<p>Increase developmental education enrollment compliance of African American/Black students by five percentage points, from 59% to 64%, by September 2020.</p> <p>Increase the advisor seen rates of African American/Black students by three percentage points, from 69% to 72%, by January 2021.</p> <p>Increase the development of personalized educational plan for African American/Black students by three percentage points, from 72% to 75%, by January 2021.</p>	MaryAnn Janosik Claudia Mercado	*Vicki Atkinson Megan Dallianis Kris Hoffhines Matt McLaughlin	<p><i>IEM:</i> Student Persistence</p> <p><i>Strategic Goals:</i> Equity Student Success</p>	Education Fund

	<b>Goal</b>	<b>Target</b>	<b>Executive Lead</b>	<b>Institutional Lead</b>	<b>IEM, Risk Strategic Goal</b>	<b>Budgeted In</b>
38	Support the continuous improvement of online and blended courses.	<p>Launch online GECC/AA degree by August 2020.</p> <p>Complete implementation of Ally for Blackboard (accessibility checker) by August 2020.</p> <p>Complete pilot of Ally for Blackboard with 10 faculty by December 2020.</p> <p>Continue to implement the course design review process for an additional 100 course sections (baseline = 194 sections) by June 2021.</p>	MaryAnn Janosik	*Mike Bates *Kimberley Polly	<p><i>IEM:</i> Student Persistence</p> <p><i>Strategic Goals:</i> Student Success Teaching/Learning</p>	Education Fund
39	Develop high school math and English alignment processes. (ICCB grant)	<p>Hold collaborative meetings to develop transitional English curriculum by December 2020.</p> <p>Send English curriculum to the state portability panel by March 2021.</p> <p>Complete a signed memorandum of understanding with the high school districts for fall 2021 course offering by June 2021.</p>	MaryAnn Janosik	*Kathy Bruce Kimberley Polly Jaime Riewerts	<p><i>IEMs:</i> Developmental Education Success Success in Gateway Courses</p> <p><i>Strategic Goals:</i> Partnerships Student Success</p>	Education Fund

	<b>Goal</b>	<b>Target</b>	<b>Executive Lead</b>	<b>Institutional Lead</b>	<b>IEM, Risk Strategic Goal</b>	<b>Budgeted In</b>
40	Create faculty development opportunities that ensure cultural competency in the classroom (equity in the classroom).	<p>Develop two new graduate equivalency courses (GEC) with outcomes focused on inclusive practices and equity pedagogies by December 2020.</p> <p>Review and revise existing GEC and workshop curriculum to increase focus on inclusive practices and equity pedagogies by February 2021.</p> <p>Offer six workshops that include outcomes related to inclusive practices and equity pedagogies by May 2021.</p>	MaryAnn Janosik	*Mike Bates	<i>Strategic Goals:</i> Teaching/Learning Equity	Education Fund
41	Implement the recommendations of the Dual Credit Task Force.	<p>Conduct a review of faculty credentials to ensure alignment with the Higher Learning Commission (HLC) and ICCB requirements by December 2020.</p> <p>Develop a process to ensure quality dual credit instruction in the high schools by December 2020.</p>	MaryAnn Janosik	*Kathy Bruce	<i>Strategic Goals:</i> Partnerships Teaching/Learning	Education Fund

	<b>Goal</b>	<b>Target</b>	<b>Executive Lead</b>	<b>Institutional Lead</b>	<b>IEM, Risk Strategic Goal</b>	<b>Budgeted In</b>
42	Develop a comprehensive approach to addressing student mental health and basic needs by launching the Hawks Care Resource Center.	<p>Establish an advisory council to include representatives from DEI, the Harper Educational Foundation, Student Involvement, the Learning and Career Center and external advisory partners by July 2020.</p> <p>Create a plan for Harper’s advocacy and resource center model by August 2020.</p> <p>Build Hawks Care communication plan by August 2020.</p> <p>Initiate rapid response protocol for basic needs referrals by August 2020.</p> <p>Create training timeline to deliver Phase I of Mental Health First Aid training to student-facing employees by December 2020.</p> <p>Receive final report and recommendations from the Hawks Care Advisory Council regarding partnerships, programs and services to launch in fall 2021 by May 2021.</p>	MaryAnn Janosik Claudia Mercado	*Vicki Atkinson Cindy Washburn	<i>Strategic Goals:</i> Student Success Equity Core Values Partnerships	Education Fund

	<b>Goal</b>	<b>Target</b>	<b>Executive Lead</b>	<b>Institutional Lead</b>	<b>IEM, Risk Strategic Goal</b>	<b>Budgeted In</b>
43	Review accessibility policies and practices to ensure robust learning experiences for all students.	<p>Create an institution-wide digital accessibility task force by August 2020.</p> <p>Ensure that senior leadership and deans gain a basic understanding of ADA/504 laws and digital accessibility compliance by providing an educational seminar on disability law and digital compliance by December 2020.</p> <p>Review all accessibility policies and practices by December 2020.</p> <p>Develop a two-year strategic road map, identify best practices and quality indicator measurements, draft an institution-wide digital accessibility policy, and identify potential training opportunities for the appropriate departments on campus by May 2021.</p>	MaryAnn Janosik	*Jason Altmann Vicki Atkinson	<i>Strategic Goals:</i> Equity Teaching/Learning Student Success	Education Fund

**Technology:**

	<b>Goal</b>	<b>Target</b>	<b>Executive Lead</b>	<b>Institutional Lead</b>	<b>IEM, Risk Strategic Goal</b>	<b>Budgeted In</b>
44	Replace the current Oracle EBS Financial and Human Resources systems.	Track and meet the milestones and project plan timeline established for the go-live date of the Human Capital Management and Financial systems by October 2020.  Complete implementation of the Oracle Cloud Finance and Human Resources system by January 2021.	Rob Galick	*Bob Grapenthien (Finance and Payroll) *Regan Myers (IT) *Roger Spayer (HR)		Education Fund
45	Implement a Customer Relationship Management (CRM) system.	Complete installation of CRM system by May 2021.	Rob Galick MaryAnn Janosik	*Bob Parzy Sue Contarino	<i>Strategic Goal:</i> Awareness/Outreach	Education Fund



	<b>Goal</b>	<b>Target</b>	<b>Executive Lead</b>	<b>Institutional Lead</b>	<b>IEM, Risk Strategic Goal</b>	<b>Budgeted In</b>
46	Assess technology resources and support in the online working/ learning environment.	<p>Assess Harper-supported instructional technologies for distance learning purposes by August 2020.</p> <p>Assess collaboration software (e.g. Office 365, Teams) available for remote work by August 2020.</p> <p>Provide recommendations for using/enhancing instructional technology and collaboration software by September 2020.</p> <p>Implement recommendations by December 2020.</p> <p>Enable robust call features for remote call centers by November 2020.</p> <p>Update the Citrix environment to bring the secure network access environment to the most current version by March 2021.</p> <p>Implement Multi-Factor Authentication (MFA) in the Citrix environment by March 2021.</p>	Rob Galick MaryAnn Janosik	*Mike Bates *Sue Contarino	<i>Strategic Goal:</i> Teaching/Learning	Education Fund

**Workforce Development/Economic Development:**

	<b>Goal</b>	<b>Target</b>	<b>Executive Lead</b>	<b>Institutional Lead</b>	<b>IEM, Risk Strategic Goal</b>	<b>Budgeted In</b>
47	Make recommendations for improving the College’s business engagement practices to position Harper as the preferred provider for its business partners.	<p>Develop common collateral marketing folder and common set of slides for business presentations by September 2020.</p> <p>Develop a strategic timeline for offering sector summits, business roundtables, or executive forums by October 2020.</p> <p>Develop a playbook for employer engagement by November 2020.</p>	*Michéle Smith	Business Strategy Team	<i>Strategic Goals:</i> Partnerships Awareness/Outreach	Education Fund
48	Implement Job Placement Resource Center placement strategy.	<p>Develop (in collaboration with Business and Career Services at Illinois Worknet Center), a ‘Return to Employment’ strategy designed to help community members to upskill and re-tool as they prepare to return to work in the midst of COVID-19 by August 2020.</p> <p>Place 100 students and alumni in family-sustaining wage jobs and/or internships by June 2021.</p>	Michéle Smith	*Kathleen Canfield	<i>Strategic Goals:</i> Partnerships Awareness/Outreach	Education Fund

	<b>Goal</b>	<b>Target</b>	<b>Executive Lead</b>	<b>Institutional Lead</b>	<b>IEM, Risk Strategic Goal</b>	<b>Budgeted In</b>
49	Increase the level of engagement for area employers/businesses.	<p>Increase the level of engagement from level 1 to level 2 for 20% of currently engaged businesses by June 2021.</p> <p>Increase the level of engagement from level 2 to level 3 for 10% of currently engaged businesses by June 2021.</p> <p>Increase the level of engagement from level 3 to level 4 for 5% of currently engaged businesses by June 2021.</p> <p>Increase the level of engagement from level 4 to level 5 for 5% of currently engaged businesses by June 2021.</p>	Michèle Smith	*Melissa MacGregor	<i>Strategic Goals:</i> Partnerships Awareness/Outreach	Auxiliary Fund

**Leads and Related Departments**

<b>Lead</b>	<b>Department</b>
Jason Altmann	Access and Disability Services
Vicki Atkinson	Student Development
Mike Barzacchini	Marketing Services
Mike Bates	Academy for Teaching Excellence
Jennifer Brennan	Learning and Career Center
Laura Brown	Advancement/Foundation
Kathy Bruce	Interdisciplinary Student Success
Kathleen Canfield	Job Placement Resource Center
Kimberly Chavis	Health Careers
Sue Contarino	Information Technology
Maria Coons	Strategic Alliances and Innovation
Kathy Coy	Institutional Research
Megan Dallianis	Center for New Students, Orientation and Women's Program
Andrea Fiebig	Adult Education Development
Maggi Franks	Workforce Development
Rob Galick	Finance and Administrative Services
Melissa Gawron	Facilities Management
Sara Gibson	Facilities Management
Amie Granger	Communications
Bob Grapenthien	Accounting Services
Travaris Harris	Business and Social Science
Mary Kay Harton	Student Engagement
Kathi Hock	Health Careers
Kris Hoffhines	Student Development
Joanne Ivory	Career and Technical Programs
MaryAnn Janosik	Provost Office
Jeff Julian	President's Office
Njambi Kamoche	Resources for Learning
Darryl Knight	Facilities Management
Melissa MacGregor	Workforce and Economic Development
Laura McGee	Office of Student Financial Assistance
Matt McLaughlin	Student Affairs
Claudia Mercado	President's Office
Kurt Metzger	Police Department
Carolynn Muci	Communications
Susan Mulvey	Harper Business Solutions
Regan Myers	Infrastructure Services

<b>Lead</b>	<b>Department</b>
Bob Parzy	Enrollment Services
Steve Petersen	Facilities Management
Kim Pohl	Communications
Kimberley Polly	Math and Science
Avis Proctor	President's Office
David Richmond	Faculty Senate President
Jaime Riewerts	Liberal Arts
Bev Riley	Human Resources
Beth Ripperger	Student Engagement
Darlene Schlenbecker	Planning, Research and Institutional Effectiveness
Rich Seiler	Accounting Services
Sue Skora	Registrar's Office
Leslye Smith	Health Careers
Michelé Smith	Workforce Solutions
Roger Spayer	Human Resources
Deann Surdo	Institutional Effectiveness Outcomes Assessment
Darice Trout	Interdisciplinary Student Success
Sean Warren-Crouch	Workforce Solutions
Cindy Washburn	Student Development

**Identified Risk Area**

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

<b><u>Risk Area</u></b>	<b><u>Addresses Item/Responsibility</u></b>
<b>Crisis Communications</b>	<b>Crisis Communications Plan</b> Laura Brown
<b>Disaster Preparedness</b>	<b>Protection of People/Life Safety</b> Kurt Metzger
<b>Sexual Harassment</b>	<b>Compliance with Title IX of the Education Amendments including Cleary Act and State Laws and “Me Too” issues in the workplace</b> Mary Kay Harton, Bev Riley
<b>Minors on Campus</b>	<b>Minors on Campus</b> Mary Kay Harton

**Operational Plan Cross Reference**

	<b>Operational Plan Item Number</b>
<b>IEM</b>	
Advancement	3, 32
Annual Completions	3, 32
Developmental Education Success	3, 32, 39
Employee Diversity	3, 11, 12, 13, 14, 21
Facilities	3, 22, 23
High School Market Penetration	3, 20
Information Technology	3
Instructional Cost	3
Student Persistence	3, 20, 31, 35, 36, 37, 38
Success in Gateway Courses	2, 3, 31, 33, 39
<b>Risk</b>	
Crisis Communications	28, 29
Disaster Preparedness	28, 29
Minors on Campus	
Sexual Harassment	30
<b>Strategic Goal</b>	
Awareness/Outreach	1, 3, 4, 5, 7, 8, 9, 10, 20, 21, 23, 45, 47, 48, 49
Core Values	1, 3, 4, 5, 6, 11, 12, 13, 14, 15, 16, 17, 18, 19, 21, 22, 23, 28, 29, 30, 42
Equity	3, 4, 5, 11, 12, 13, 14, 21, 23, 27, 35, 36, 37, 40, 42, 43
Partnerships	3, 4, 5, 7, 8, 9, 23, 39, 41, 42, 47, 48, 49
Student Success	1, 2, 3, 4, 5, 12, 13, 22, 23, 27, 31, 32, 35, 36, 37, 38, 39, 42, 43
Teaching & Learning	1, 2, 3, 4, 5, 23, 31, 33, 34, 35, 38, 40, 41, 43, 46

## **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**

### **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 funding 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.

### **Revenue Diversification**

The Board shall continue to manage 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.

### **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 Enterprises 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.

## **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.

## **Board Financial Policies**

### **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*

### **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 June Board.

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

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

## Adopting the Budget

The preliminary legal budget is approved at the June Board meeting, after which it is posted for public view. In August, 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 2021 BUDGET**

	DUE DATE	ACTIVITY/TASK DESCRIPTION	RESPONSIBILITY
1	09/16/19 Mon	Begin developing Five Year Financial Plan	EVP
2	10/23/19 Wed	Begin submitting facility remodeling and furniture requests to Facilities Management	Departments
3	11/20/19 Wed	Board designates persons to prepare budget and adopts resolution for estimated tax levy	Board of Trustees
4	11/20/19 Wed	Review of course fees for increases/decreases needed in Provost area	Deans
5	11/20/19 Wed	Executive Vice President (EVP) presents preliminary Five Year Financial Plan to Executive Council	EVP
6	12/04/19 Wed	EVP presents Five Year Financial Plan to Board	EVP
7	12/19/19 Thu	Final day to submit facility remodeling/furniture requests for estimates to Facilities Management	Departments
8	01/03/20 Fri	Proposed course fee changes to Provost	Deans
9	01/06/20 Mon	Controller brings proposed budget planning calendar to President's Cabinet for review	Controller
10	01/15/20 Wed	Compiled lists of furniture and facility requests sent to Executive Council member for preliminary review and prioritization	Facilities Management
11	01/21/20 Tue	Budget instructions, calendar, budget request forms and internal charges price lists available on portal	Budget Manager
12	01/21/20 Tue	Final day for adding departments/divisions to budget hierarchy	Deans/Directors
13	01/27/20 Mon	Finance Committee reviews Five Year Financial Plan assumptions	Finance Committee
14	01/31/20 Fri	EVP informs Executive Council of tuition and fees based on Board Policy	EVP
15	02/03/20 Mon	Preliminary reviewed and prioritized list of furniture and facility requests to Facilities Management for estimating	Executive Council member
16	02/07/20 Fri	Budget information session	Budget Manager
17	02/07/20 Fri	Final day date for entering Technology Requests (TR) to be considered during budget cycle	Departments
18	02/10/20 Mon	Finance Committee reviews tuition and fees recommendation from EVP	Finance Committee
19	02/12/20 Wed	EVP provides initial budget parameters to Executive Council	EVP
20	02/13/20 Thu	Budget information session	Budget Manager
21	02/19/20 Wed	EVP presents recommendation for tuition and fees to Committee of the Whole	EVP
22	02/20/20 Thu	Database of Projects/Technology Requests (TR) completed; Feedback Summary Report sent to Provost	IT/CS
23	02/21/20 Fri	EVP determines feasibility of mid-year exceptions for FY 2020	EVP
24	02/26/20 Wed	Board of Trustees vote on tuition and fees	Board of Trustees
25	03/02/20 Mon	Career and Technical Education grant requests submitted to the Perkins Administrator (Dean of Career and Technical Programs)	Deans/Directors
26	03/02/20 Mon	Projects/Technology Requests (TR) prioritized by area & resubmitted to IT/CS	Provost Divisions
27	03/06/20 Fri	Resources for Excellence Grant requests submitted to Foundation	Deans/Directors
28	03/06/20 Fri	Initial budget set-up completed in preparation for training	Budget Manager
29	03/09/20 Mon	Completed estimates for facility remodeling/furniture requests returned for Executive Council member approval	Facilities Management
30	03/09/20 Mon	Approved Projects/Technology Requests (TR) list submitted to Provost	IT/CS
31	03/09/20 Mon	Budget exceptions, instructional capital, technology and vehicle requests due to Executive Council member	Deans/Directors
32	03/16/20 Mon	Finance Committee reviews initial budget parameters from EVP	Finance Committee
33	03/18/20 Wed	Executive Council member reviews budget requests and prioritizes for their area	Executive Council member

34	03/20/20	Fri	Budget training begins	Budget Office/IT/CS
35	04/01/20	Wed	Budget files opened for input by departments and divisions	Budget Manager
36	04/01/20	Wed	Open budgeted position report submitted to Executive Vice President for Executive Council budget meeting	Budget Manager
37	04/02/20	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	04/08/20	Wed	All budget requests blended and submitted to Executive Vice President for Executive Council budget meeting	Budget Manager
39	04/08/20	Wed	Controller presents budget parameters to Committee of the Whole	Controller
40	04/15/20	Wed	Executive Council preliminary review of all blended budget requests	Executive Council
41	04/22/20	Wed	Executive Council final review of all funds and requests	Executive Council
42	05/01/20	Fri	Budget closed for input for all funds	Budget Manager
43	05/04/20	Mon	Any approved budget exceptions entered	Budget Manager
44	05/06/20	Wed	Resources for Excellence Grant awards communicated to recipients	Foundation
45	05/11/20	Mon	Finance Committee reviews preliminary budget	Finance Committee
46	05/18/20	Mon	Board exhibit due to EVP for preliminary legal budget	Budget Manager
47	06/01/20	Mon	Deans/Directors receive feedback regarding all budget requests	Executive Council member
48	06/02/20	Tue	Approved facility remodeling and furniture requests submitted to Facilities Management for scheduling	Budget Manager
49	06/10/20	Wed	Preliminary budget presentation to Board at Committee of the Whole meeting	Controller
50	06/17/20	Wed	Board of Trustees adopts preliminary budget	Board of Trustees
51	06/18/20	Thu	Legal budget posted for public view	Budget Manager
52	08/12/20	Wed	Public hearing and Board adoption of the legal budget (minimum 30 days after posting)	Board of Trustees
53	08/20/20	Thu	All materials for College Plan document in final form	Chief of Staff/Budget Manager
54	08/28/20	Fri	College Plan to print shop for proof copies	Budget Manager
55	09/02/20	Wed	Electronic draft of College Plan submitted for Board review	Budget Manager/Board Liaison
56	09/09/20	Wed	Final bound version of College Plan distributed to Board	Chief of Staff
57	10/05/20	Mon	Submit College Plan to GFOA for budget awards program	Budget Manager
58	10/12/20	Mon	Submit budget to ICCB and counties	EVP

## **Fiscal Year 2021 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 2021-2025 in December 2019. 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 continues to reduce its reliance on State funding by budgeting in FY 2021 only 25% of the FY 2020 appropriation. The lack of stability in the State's finances 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.

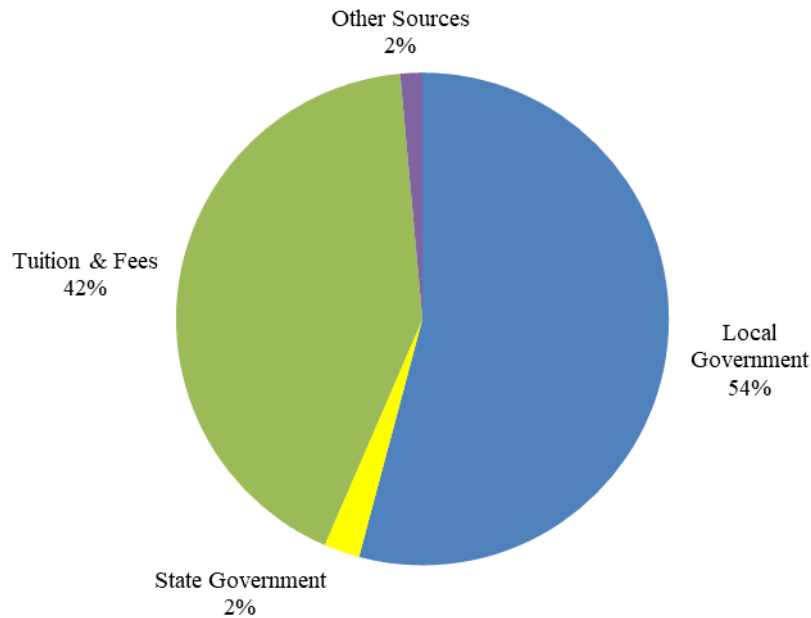
### **Revenues**

The Tax-Capped Funds have three major sources of revenue: local government, tuition and fees, and state government. Budgeted revenues for FY 2021 are \$117,514,306 compared to a budget of \$116,026,482 for FY 2020. This represents an increase of \$1,487,824, or 1.3%. The increase is primarily due to local 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 \$115,147,001, and \$2,367,305 of planned transfers, for a balanced budget in FY 2021. Compared to the expenditure budget of \$111,699,339 for FY 2020, this represents an increase of \$3,447,662, or 3.0%, driven primarily by increases in annual salaries and benefits.

## Tax-Capped Funds FY 2021 Budgeted Revenues



**Local government** represents 54% 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 \$61,132,815 in FY 2020 to \$63,633,193 in FY 2021, or 4.1%.

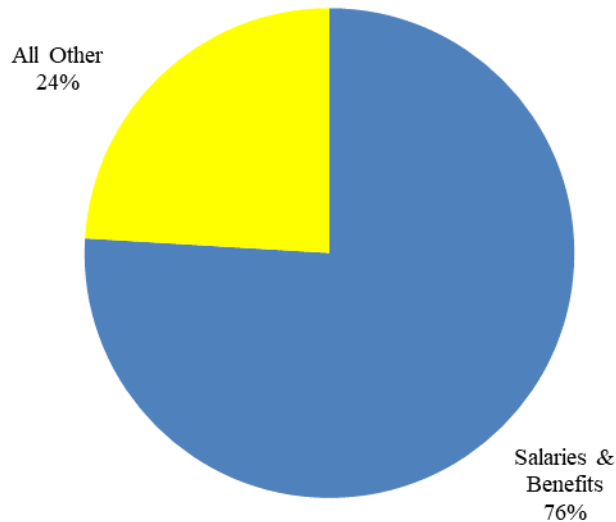
**Tuition and fees** make up 42% of total budgeted revenues. There was no increase in the tuition rate and per credit hour fees for FY 2021. Enrollment is budgeted to be flat in FY 2021, though early indications are that due to the pandemic and move to remote learning there will be a decline for the fall semester. Budgeted tuition and fees for the Tax-Capped Funds will increase from \$49,385,355 in FY 2020 to \$49,419,477 in FY 2021, or 0.1%.

**State funding** represents only 2% of total budgeted revenues. Due to the uncertainty of State funding, the College has reduced its reliance on State funding to provide a balanced or better budget, with only 25% of the current year's appropriation budgeted in FY 2021, with an increase from \$2,490,000 budgeted in FY 2020 to \$2,765,636 in FY 2021, or 11.1%.

**Other sources** make up 2.0% of total revenues. This category includes investment revenue which, with yields sharply declining over the last year, accounts for the decrease from \$3,018,312 budgeted in FY 2020 to \$1,696,000 in FY 2021, or 43.8%.



## Tax-Capped Funds FY 2021 Budgeted Expenditures



**Salaries and benefits** represent 76% of the College’s expenditures. Approximately 66% of the College’s salary and benefit expenditures are covered by collective bargaining agreements. The College has estimated the calendar year 2021 medical insurance rates to increase 8%. Combined salaries and benefits budgets have decreased from \$89,155,313 in FY 2020 to \$87,459,592 in FY 2021, or about 1.9%. This is due to reducing the budget in these categories by \$3,500,000 to account for estimated surpluses. The impact without this adjustment would have been a 2.0% increase.

**All other** expenditures, which include contractual services, materials and supplies, travel and meeting, fixed charges, utilities, capital outlay, contingency and other, combined for an increase from \$22,544,026 in FY 2020 to \$27,687,409 in FY 2021, or 22.8%. This increase is due to shifting \$3,500,000 million of FY 2020 budget reductions from this category to the salaries and benefits categories, to account for estimated surpluses. The increase without this adjustment would have been 7.3%. These expenditures represent 24% of the budget.

**All Funds Overview**  
**Fiscal Year 2021 Budget**

	Tax Capped					Auxiliary Enterprises	Restricted Purposes	Working Cash	Bond and Interest	Operations and Maintenance (Restricted)	Total All Funds
	Education	Operations and Maintenance	Audit	Liability Protection and Settlement	Total Tax- Capped Funds						
<b>REVENUES</b>											
Local Government	\$ 51,197,003	\$ 12,399,894	\$ 18,148	\$ 18,148	\$ 63,633,193				\$ 22,384,750	\$ 45,000	\$ 86,062,943
ICCB Grants	2,765,636				2,765,636		\$ 536,845				3,302,481
All Other State Government <sup>1</sup>					-		46,191,362			21,341,820	67,533,182
Federal Government	20,000				20,000		18,098,691				18,118,691
Tuition and Fees	47,378,967	2,040,510			49,419,477	\$ 2,814,674	5,000			526,408	52,765,559
Sales and Services	164,500				164,500	2,085,543	500				2,250,543
Facilities Rental		31,500			31,500	561,383					592,883
Other Sources	1,215,000	265,000			1,480,000	368,000	291,850	\$ 140,000	40,000	665,000	2,984,850
<b>Total Revenues</b>	<b>102,741,106</b>	<b>14,736,904</b>	<b>18,148</b>	<b>18,148</b>	<b>117,514,306</b>	<b>5,829,600</b>	<b>65,124,248</b>	<b>140,000</b>	<b>22,424,750</b>	<b>22,578,228</b>	<b>233,611,132</b>
<b>EXPENDITURES</b>											
Instruction	41,229,999				41,229,999	573,855	1,575,780				43,379,634
Academic Support	10,388,667				10,388,667	151,145	867,515				11,407,327
Student Services	13,903,936				13,903,936	818,099	83,548				14,805,583
Public Service	109,735				109,735	2,887,476	3,334,363				6,331,574
Auxiliary Services					-	2,470,902					2,470,902
Operations and Maintenance		14,869,925			14,869,925	12,500					14,882,425
Institutional Support <sup>1</sup>	25,016,401	2,545,041	18,148	18,148	27,597,738	615,000	52,648,900		21,198,875	56,045,696	158,106,209
Scholarships, Student Grants, and Waivers	7,047,001				7,047,001	10,000	18,252,126				25,309,127
<b>Total Expenditures</b>	<b>97,695,739</b>	<b>17,414,966</b>	<b>18,148</b>	<b>18,148</b>	<b>115,147,001</b>	<b>7,538,977</b>	<b>76,762,232</b>	<b>-</b>	<b>21,198,875</b>	<b>56,045,696</b>	<b>276,692,781</b>
Excess (Deficiency) of Revenue over Expenditures	5,045,367	(2,678,062)	-	-	2,367,305	(1,709,377)	(11,637,984)	140,000	1,225,875	(33,467,468)	(43,081,649)
<b>Other financing sources(uses)</b>											
Proceeds from bond issue					-					185,000,000	185,000,000
Transfers(to) from other funds	(2,367,305)				(2,367,305)	436,795	1,930,510			-	-
<b>Total other financing sources</b>	<b>(2,367,305)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(2,367,305)</b>	<b>436,795</b>	<b>1,930,510</b>	<b>-</b>	<b>-</b>	<b>185,000,000</b>	<b>185,000,000</b>
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	2,678,062	(2,678,062)	-	-	-	(1,272,582)	(9,707,474)	140,000	1,225,875	151,532,532	141,918,351
Projected Fund Balance July 1, 2020	37,836,722	19,292,959	-	-	57,129,681	9,234,821	18,909,730	16,689,270	10,248,920	42,943,919	155,156,341
Projected Fund Balance June 30, 2021	\$ 40,514,784	\$ 16,614,897	\$ -	\$ -	\$ 57,129,681	\$ 7,962,239	\$ 9,202,256	\$ 16,829,270	\$ 11,474,795	\$ 194,476,451	\$ 297,074,692

<sup>1</sup> 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.

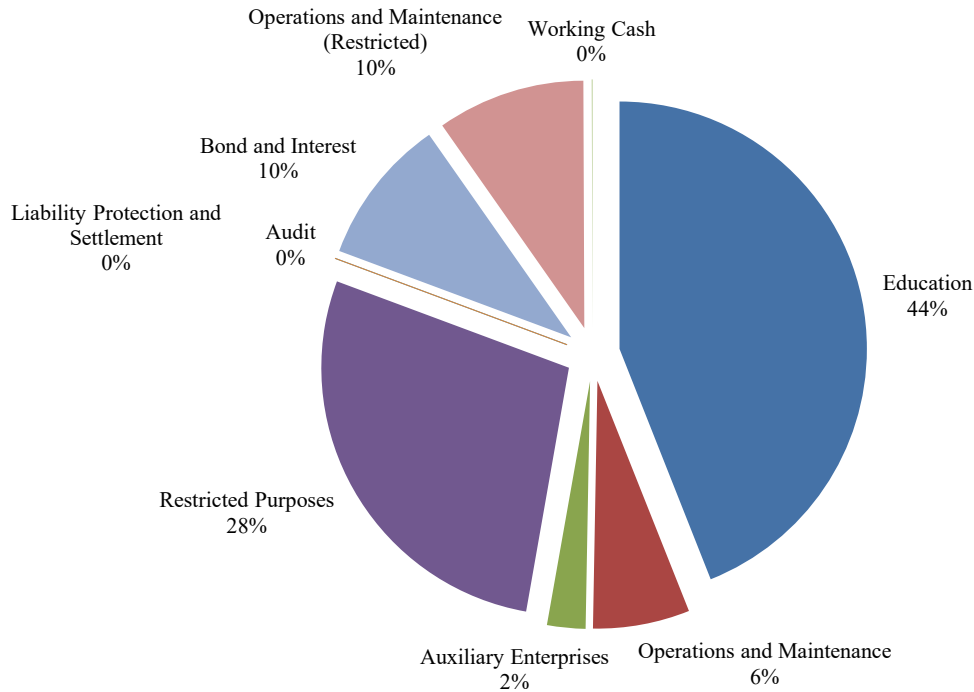
Operations and Maintenance: Planned use of fund balance

Auxiliary Enterprises: Planned use of fund balance

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

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

### Fiscal Year 2021 Revenues by Fund



**All Funds  
Expenditures by Object  
Fiscal Year 2021 Budget**

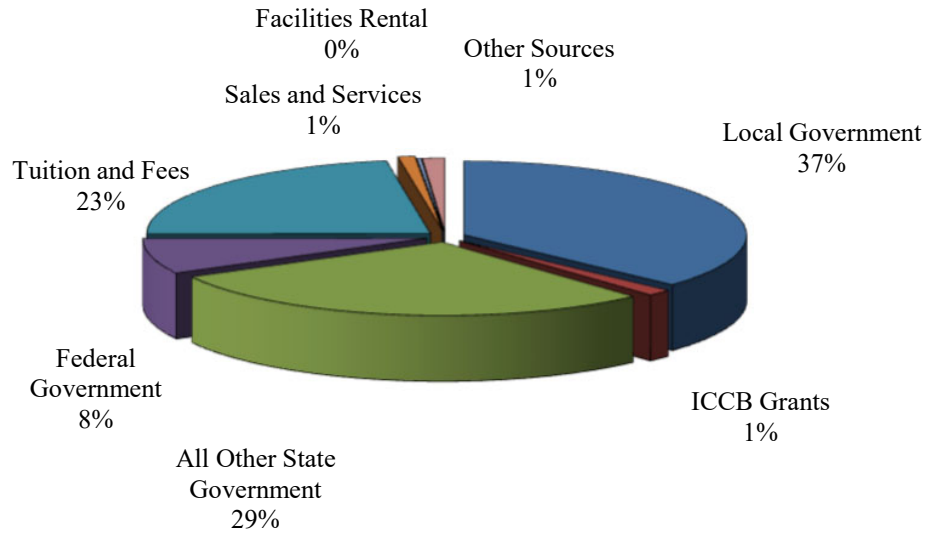
	Tax Capped				Total Tax-Capped Funds	Auxiliary Enterprises	Restricted Purposes	Bond and Interest	Operations and Maintenance (Restricted )	Total All Funds
	Education	Operations and Maintenance	Audit	Liability Protection and Settlement						
EXPENDITURES										
Salaries	\$ 65,467,621	\$ 6,901,227			\$ 72,368,848	\$ 2,836,377	\$ 3,372,540			\$ 78,577,765
Employee Benefits <sup>1</sup>	13,037,329	2,035,267		18,148	15,090,744	476,921	41,027,462			56,595,127
Contractual Services	4,444,555	2,679,949	18,148		7,142,652	1,999,087	5,414,328	\$ 5,257,242		19,813,309
General Materials/Supplies	4,817,835	1,126,531			5,944,366	917,556	1,239,128			8,101,050
Travel and Meeting	1,393,293	24,634			1,417,927	197,102	150,113			1,765,142
Fixed Charges	393,337	292,058			685,395	52,665	410,700	\$ 21,193,375		22,342,135
Utilities		3,295,800			3,295,800	130,000	53,265			3,479,065
Capital Outlay	1,249,301	959,500			2,208,801	295,059	4,635,179		48,188,454	55,327,493
Other	6,642,468				6,642,468	604,210	20,459,517	5,500	1,600,000	29,311,695
Contingency	250,000	100,000			350,000	30,000	-		1,000,000	1,380,000
<b>Total Expenditures</b>	<b>\$ 97,695,739</b>	<b>\$ 17,414,966</b>	<b>\$ 18,148</b>	<b>\$ 18,148</b>	<b>\$ 115,147,001</b>	<b>\$ 7,538,977</b>	<b>\$ 76,762,232</b>	<b>\$ 21,198,875</b>	<b>\$ 56,045,696</b>	<b>\$ 276,692,781</b>

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

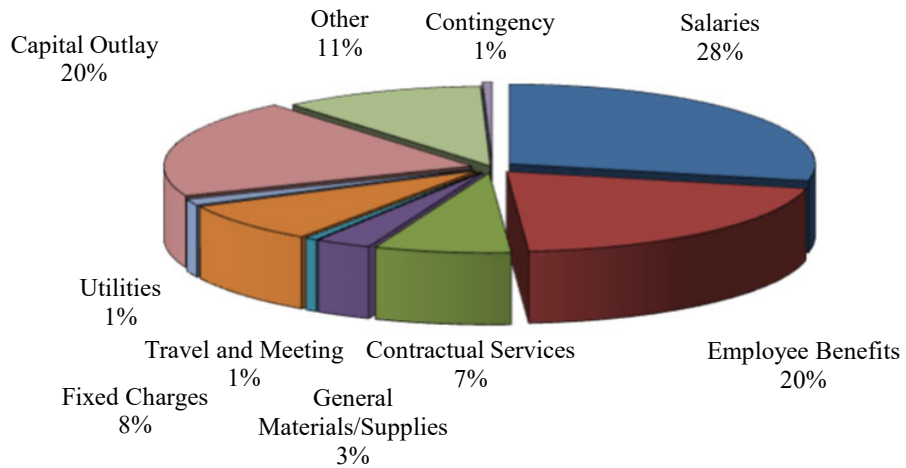
\$ 40,000,000

**REVENUE SOURCES AND EXPENDITURE USES**  
**All Funds**  
**Fiscal Year 2021 Budget**

**Revenues by Source**



**Expenditure Uses by Object**



**All Funds  
Revenues and Expenditures**

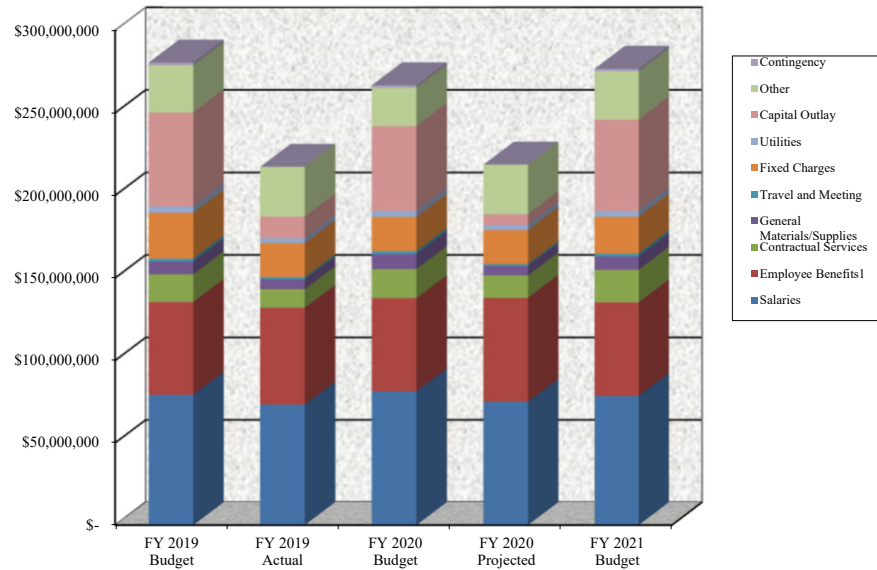
	FY 2019 Budget	FY 2019 Actual	FY 2020 Budget	FY 2020 Projected	FY 2021 Budget	FY 2021 Percent to Total	Budget % Change FY 2020 to FY 2021
<b>REVENUES</b>							
Local Government	\$ 81,048,809	\$ 82,899,354	\$ 82,476,629	\$ 84,000,426	\$ 86,062,943	36.84%	4.3%
ICCB Grants	2,822,668	8,597,285	3,003,674	9,607,128	3,302,481	1.41%	9.9%
All Other State Government <sup>1</sup>	64,525,837	48,414,545	67,156,351	52,624,153	67,533,182	28.91%	0.6%
Federal Government	17,784,128	16,178,126	17,045,293	19,109,750	18,118,691	7.76%	6.3%
Tuition and Fees	54,115,632	50,944,902	54,122,855	52,030,792	52,765,559	22.59%	-2.5%
Sales and Services	2,615,682	2,308,780	2,641,339	2,249,143	2,250,543	0.96%	-14.8%
Facilities Rental	944,546	631,119	909,044	498,242	592,883	0.25%	-34.8%
Other Sources	3,370,000	4,263,603	4,577,791	3,642,685	2,984,850	1.28%	-34.8%
<b>Total Revenues</b>	<b>227,227,302</b>	<b>214,237,714</b>	<b>231,932,976</b>	<b>223,762,319</b>	<b>233,611,132</b>	<b>100.00%</b>	<b>0.7%</b>
<b>EXPENDITURES</b>							
Instruction	40,541,396	39,070,277	42,107,137	39,886,283	43,379,634	15.68%	3.0%
Academic Support	10,892,509	9,971,963	11,043,344	10,640,038	11,407,327	4.12%	3.3%
Student Services	14,220,822	13,089,393	14,506,526	12,920,865	14,805,583	5.35%	2.1%
Public Service	7,136,267	5,376,307	8,113,079	4,436,356	6,331,574	2.29%	-22.0%
Auxiliary Services	3,270,058	1,945,656	2,767,784	1,693,097	2,470,902	0.89%	-10.7%
Operations and Maintenance	14,554,891	13,051,268	14,702,145	12,499,384	14,882,425	5.38%	1.2%
Institutional Support <sup>1</sup>	167,597,128	111,818,338	150,135,683	109,248,170	158,106,209	57.14%	5.3%
Scholarships, Student Grants, and Waivers	22,262,405	23,005,214	23,358,270	27,304,277	25,309,127	9.15%	8.4%
<b>Total Expenditures</b>	<b>280,475,476</b>	<b>217,328,416</b>	<b>266,733,968</b>	<b>218,628,470</b>	<b>276,692,781</b>	<b>100.00%</b>	<b>3.7%</b>
Excess (Deficiency) of Revenue over Expenditures	(53,248,174)	(3,090,702)	(34,800,992)	5,133,849	(43,081,649)		-23.8%
Other financing sources(uses)							
Proceeds from bond issue	12,100,000	4,891,082	-	-	185,000,000		
<b>Total Other Financing Sources</b>	<b>12,100,000</b>	<b>4,891,082</b>	<b>-</b>	<b>-</b>	<b>185,000,000</b>		
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	(41,148,174)	1,800,380	(34,800,992)	5,133,849	141,918,351		507.8%
<b>BEGINNING FUND BALANCE</b>	<b>148,222,112</b>	<b>148,222,112</b>	<b>150,022,492</b>	<b>150,022,492</b>	<b>155,156,341</b>		<b>3.4%</b>
<b>ENDING FUND BALANCE</b>	<b>\$ 107,073,938</b>	<b>\$ 150,022,492</b>	<b>\$ 115,221,500</b>	<b>\$ 155,156,341</b>	<b>\$ 297,074,692</b>		<b>157.8%</b>
<sup>1</sup> Includes SURS on behalf payments	\$ 40,000,000	\$ 43,870,609	\$ 40,000,000	\$ 47,870,293	\$ 40,000,000		

### All Funds Expenditures by Object

	FY 2019 Budget	FY 2019 Actual	FY 2020 Budget	FY 2020 Projected	FY 2021 Budget	FY 2021 Percent to Total	Budget % Change FY 2020 to FY 2021
Salaries	\$ 79,201,472	\$ 73,341,196	\$ 81,212,293	\$ 75,031,535	\$ 78,577,765	28.40%	-3.2%
Employee Benefits <sup>1</sup>	56,252,989	58,605,963	56,546,668	62,940,374	56,595,127	20.45%	0.1%
Contractual Services	16,761,900	11,217,805	17,590,363	13,539,524	19,813,309	7.16%	12.6%
General Materials/Supplies	7,825,532	6,058,458	9,160,775	5,799,183	8,101,050	2.93%	-11.6%
Travel and Meeting	1,760,165	1,303,372	1,718,261	1,142,069	1,765,142	0.64%	2.7%
Fixed Charges	27,774,036	20,589,813	20,823,028	20,634,030	22,342,135	8.07%	7.3%
Utilities	3,783,147	3,058,002	3,499,299	2,870,255	3,479,065	1.26%	-0.6%
Capital Outlay	56,921,391	13,042,504	51,479,038	6,716,890	55,327,493	20.00%	7.5%
Other	28,634,844	30,111,303	23,294,243	29,954,610	29,311,695	10.59%	25.8%
Contingency	1,560,000	-	1,410,000	-	1,380,000	0.50%	-2.1%
<b>Total Expenditures</b>	<b>\$ 280,475,476</b>	<b>\$ 217,328,416</b>	<b>\$ 266,733,968</b>	<b>\$ 218,628,470</b>	<b>\$ 276,692,781</b>	<b>100.00%</b>	<b>3.7%</b>

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

	\$ 40,000,000	\$ 43,870,609	\$ 40,000,000	\$ 47,870,293	\$ 40,000,000
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## **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.

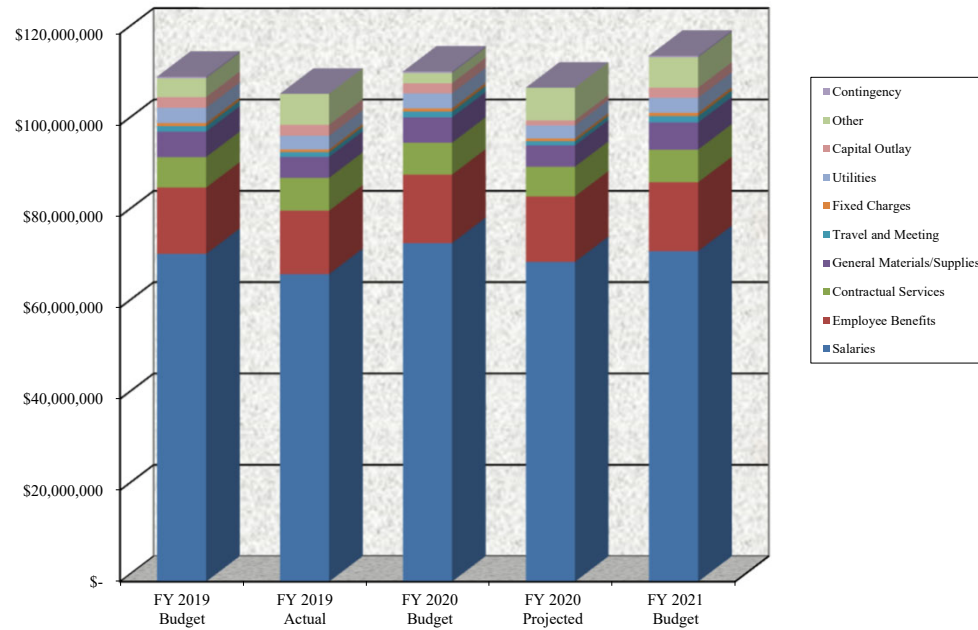


**Tax-Capped Funds  
Revenues and Expenditures**

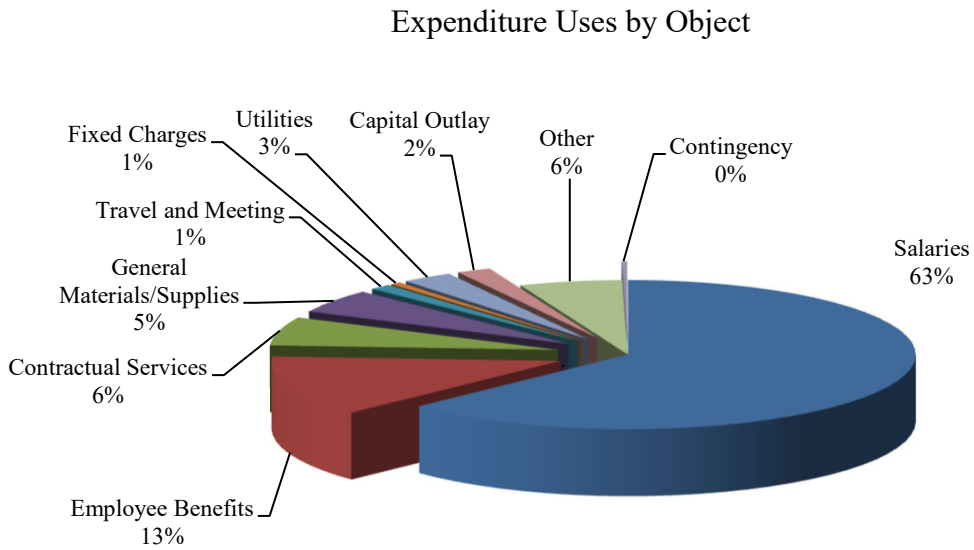
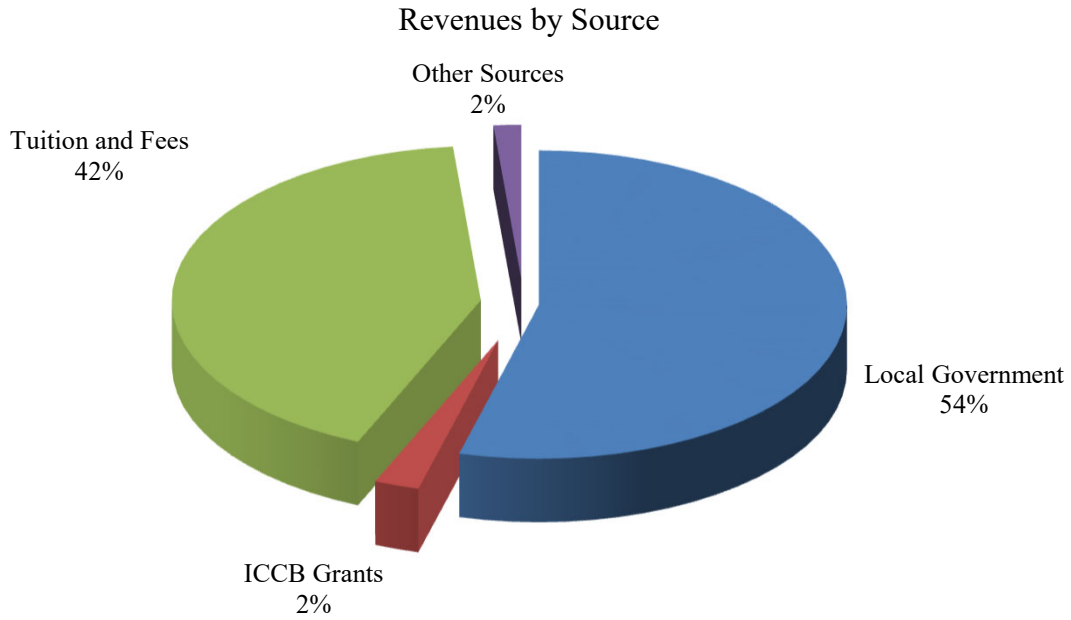
	FY 2019 Budget	FY 2019 Actual	FY 2020 Budget	FY 2020 Projected	FY 2021 Budget	FY 2021 Percent to Total	Budget % Change FY 2020 to FY 2021
<b>REVENUES</b>							
Local Government	\$ 59,570,154	\$ 60,529,923	\$ 61,132,815	\$ 62,613,751	\$ 63,633,193	54.15%	3.9%
ICCB Grants	2,260,000	8,097,810	2,490,000	8,981,135	2,765,636	2.35%	10.0%
Federal Government	25,000	18,830	20,000	19,470	20,000	0.02%	0.0%
Tuition and Fees	48,855,632	47,304,600	49,385,355	49,142,827	49,419,477	42.05%	0.1%
Sales and Services	276,000	306,805	196,150	204,897	164,500	0.14%	-19.2%
Facilities Rental	39,360	29,719	32,162	31,495	31,500	0.03%	-2.1%
Other Sources	1,892,500	2,352,184	2,770,000	2,137,139	1,480,000	1.26%	-87.2%
<b>Total Revenues</b>	<b>112,918,646</b>	<b>118,639,871</b>	<b>116,026,482</b>	<b>123,130,714</b>	<b>117,514,306</b>	<b>100.00%</b>	<b>1.3%</b>
<b>EXPENDITURES</b>							
Instruction	38,564,252	37,430,265	39,970,663	38,236,458	41,229,999	35.81%	3.2%
Academic Support	9,615,306	8,953,791	9,914,195	9,599,670	10,388,667	9.02%	4.8%
Student Services	13,308,821	12,263,283	13,653,384	12,220,012	13,903,936	12.07%	1.8%
Public Service	122,180	104,334	818,951	106,473	109,735	0.10%	-86.6%
Operations and Maintenance	14,542,391	13,029,063	14,689,645	12,492,784	14,869,925	12.91%	1.2%
Institutional Support	28,530,303	28,868,484	26,469,810	28,967,630	27,597,738	23.97%	4.3%
Scholarships, Student Grants, and Waivers	5,885,408	6,191,145	6,182,691	6,559,453	7,047,001	6.12%	14.0%
<b>Total Expenditures</b>	<b>110,568,661</b>	<b>106,840,365</b>	<b>111,699,339</b>	<b>108,182,480</b>	<b>115,147,001</b>	<b>100.00%</b>	<b>3.1%</b>
Excess (Deficiency) of Revenue over Expenditures	2,349,985	11,799,506	4,327,143	14,948,234	2,367,305		-45.3%
Other financing sources(uses)							
Transfers(to) from other funds	(2,349,985)	(11,263,246)	(4,327,143)	(13,345,595)	(2,367,305)		45.3%
<b>Total Other Financing Sources</b>	<b>(2,349,985)</b>	<b>(11,263,246)</b>	<b>(4,327,143)</b>	<b>(13,345,595)</b>	<b>(2,367,305)</b>		<b>45.3%</b>
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	-	536,260	-	1,602,639	-		
<b>BEGINNING FUND BALANCE</b>	<b>54,990,782</b>	<b>54,990,782</b>	<b>55,527,042</b>	<b>55,527,042</b>	<b>57,129,681</b>		<b>2.9%</b>
<b>ENDING FUND BALANCE</b>	<b>\$ 54,990,782</b>	<b>\$ 55,527,042</b>	<b>\$ 55,527,042</b>	<b>\$ 57,129,681</b>	<b>\$ 57,129,681</b>		<b>2.9%</b>

## Tax-Capped Funds Expenditures by Object

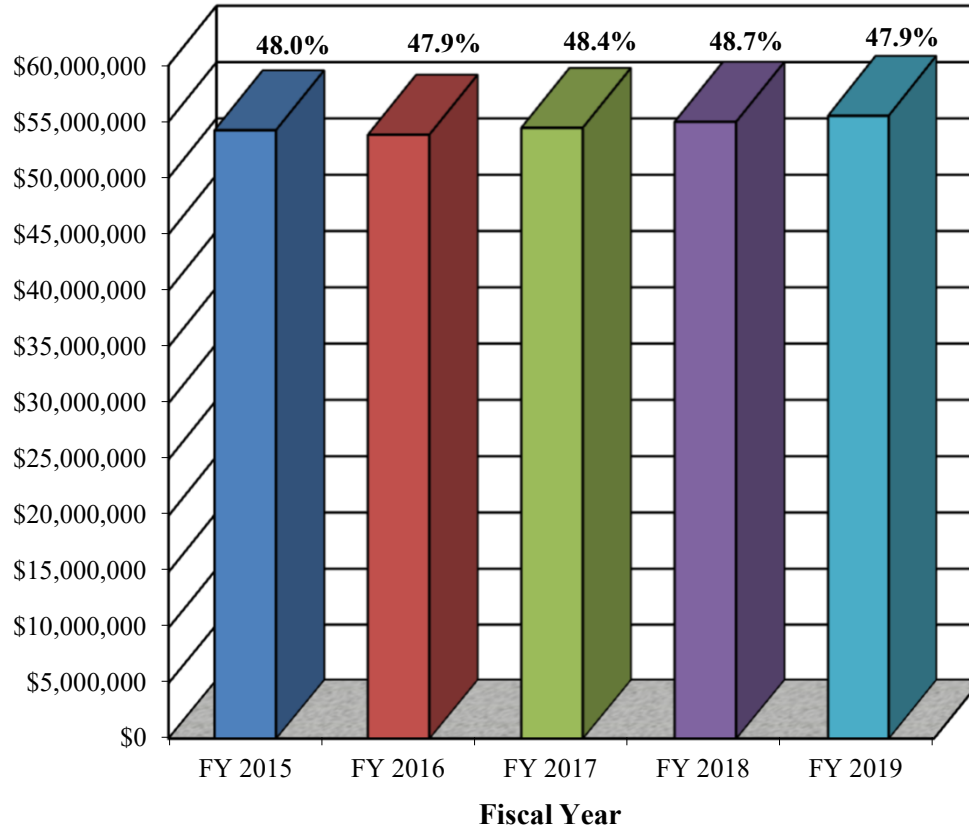
	FY 2019 Budget	FY 2019 Actual	FY 2020 Budget	FY 2020 Projected	FY 2021 Budget	FY 2021 Percent to Total	Budget % Change FY 2020 to FY 2021
Salaries	\$ 71,761,385	\$ 67,353,613	\$ 74,137,430	\$ 70,012,501	\$ 72,368,848	62.85%	-2.4%
Employee Benefits	14,541,938	13,882,028	15,017,883	14,362,470	15,090,744	13.11%	0.5%
Contractual Services	6,678,653	7,184,236	6,938,831	6,486,967	7,142,652	6.20%	2.9%
General Materials/Supplies	5,558,554	4,594,522	5,564,251	4,666,488	5,944,366	5.16%	6.8%
Travel and Meeting	1,223,157	1,025,056	1,280,910	929,041	1,417,927	1.23%	10.7%
Fixed Charges	640,747	577,179	660,379	578,579	685,395	0.60%	3.8%
Utilities	3,370,800	3,015,422	3,320,800	2,832,313	3,295,800	2.86%	-0.8%
Capital Outlay	2,331,140	2,407,281	2,211,301	1,141,939	2,208,801	1.92%	-0.1%
Other	4,112,287	6,801,028	2,217,554	7,172,182	6,642,468	5.77%	199.5%
Contingency	350,000	-	350,000	-	350,000	0.30%	0.0%
<b>Total Expenditures</b>	<b>\$ 110,568,661</b>	<b>\$ 106,840,365</b>	<b>\$ 111,699,339</b>	<b>\$ 108,182,480</b>	<b>\$ 115,147,001</b>	<b>100.00%</b>	<b>3.1%</b>



**REVENUE SOURCES AND EXPENDITURE USES**  
**Tax-Capped Funds**  
Fiscal Year 2021 Budget



## Tax-Capped Funds Fund Balance History



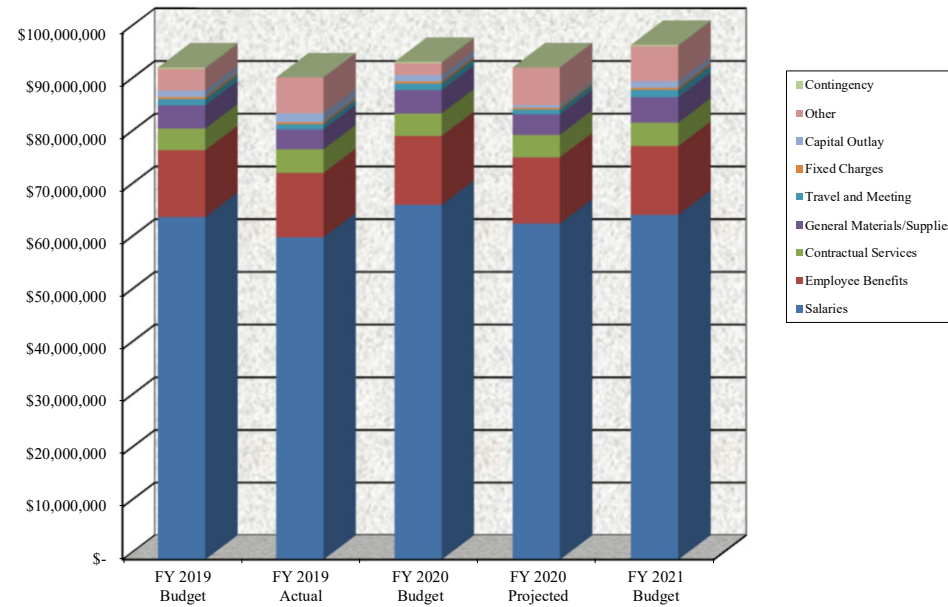
Note: Percentages represent fund balance as a percentage of budgeted expenditures

**Education Fund  
Revenues and Expenditures**

	FY 2019 Budget	FY 2019 Actual	FY 2020 Budget	FY 2020 Projected	FY 2021 Budget	FY 2021 Percent to Total	Budget % Change FY 2020 to FY 2021
<b>REVENUES</b>							
Local Government	\$ 47,505,705	\$ 48,679,655	\$ 49,044,103	\$ 50,718,406	\$ 51,197,003	49.83%	4.4%
ICCB Grants	2,260,000	8,097,810	2,490,000	8,981,135	2,765,636	2.69%	11.1%
Federal Government	25,000	18,830	20,000	19,470	20,000	0.02%	0.0%
Tuition and Fees	46,789,542	45,309,754	47,375,841	47,113,449	47,378,967	46.11%	0.0%
Sales and Services	276,000	306,805	196,150	204,897	164,500	0.16%	-16.1%
Other Sources	1,417,500	1,860,633	2,220,000	1,741,851	1,215,000	1.18%	-45.3%
<b>Total Revenues</b>	<b>98,273,747</b>	<b>104,273,487</b>	<b>101,346,094</b>	<b>108,779,208</b>	<b>102,741,106</b>	<b>100.00%</b>	<b>1.4%</b>
<b>EXPENDITURES</b>							
Instruction	38,564,252	37,430,265	39,970,663	38,236,458	41,229,999	42.20%	3.2%
Academic Support	9,615,306	8,953,791	9,914,195	9,599,670	10,388,667	10.63%	4.8%
Student Services	13,308,821	12,263,283	13,653,384	12,220,012	13,903,936	14.23%	1.8%
Public Service	122,180	104,334	818,951	106,473	109,735	0.11%	-86.6%
Institutional Support	25,918,802	26,600,602	23,938,987	26,709,306	25,016,401	25.61%	4.5%
Scholarships, Student Grants, and Waivers	5,885,408	6,191,145	6,182,691	6,559,453	7,047,001	7.21%	14.0%
<b>Total Expenditures</b>	<b>93,414,769</b>	<b>91,543,420</b>	<b>94,478,871</b>	<b>93,431,372</b>	<b>97,695,739</b>	<b>100.00%</b>	<b>3.4%</b>
Excess (Deficiency) of Revenue over Expenditures	4,858,978	12,730,067	6,867,223	15,347,836	5,045,367		-26.5%
Other financing sources(uses)							
Transfers(to) from other funds	(2,349,985)	(11,263,246)	(4,327,143)	(13,345,595)	(2,367,305)		45.3%
<b>Total Other Financing Sources</b>	<b>(2,349,985)</b>	<b>(11,263,246)</b>	<b>(4,327,143)</b>	<b>(13,345,595)</b>	<b>(2,367,305)</b>		<b>45.3%</b>
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	2,508,993	1,466,821	2,540,080	2,002,241	2,678,062		5.4%
<b>BEGINNING FUND BALANCE</b>	<b>34,367,660</b>	<b>34,367,660</b>	<b>35,834,481</b>	<b>35,834,481</b>	<b>37,836,722</b>		<b>5.6%</b>
<b>ENDING FUND BALANCE</b>	<b>\$ 36,876,653</b>	<b>\$ 35,834,481</b>	<b>\$ 38,374,561</b>	<b>\$ 37,836,722</b>	<b>\$ 40,514,784</b>		<b>5.6%</b>

## Education Fund Expenditures by Object

	FY 2019 Budget	FY 2019 Actual	FY 2020 Budget	FY 2020 Projected	FY 2021 Budget	FY 2021 Percent to Total	Budget % Change FY 2020 to FY 2021
Salaries	\$ 65,069,302	\$ 61,208,635	\$ 67,354,273	\$ 63,807,538	\$ 65,467,621	67.01%	-2.8%
Employee Benefits	12,650,658	12,203,147	13,079,579	12,565,792	13,037,329	13.34%	-0.3%
Contractual Services	4,105,531	4,477,664	4,258,946	4,266,927	4,444,555	4.55%	4.4%
General Materials/Supplies	4,392,023	3,790,596	4,421,720	3,876,401	4,817,835	4.93%	9.0%
Travel and Meeting	1,196,923	1,003,219	1,256,276	916,779	1,393,293	1.43%	10.9%
Fixed Charges	384,991	338,144	388,722	322,422	393,337	0.40%	1.2%
Capital Outlay	1,253,054	1,721,281	1,251,801	503,331	1,249,301	1.28%	-0.2%
Other	4,112,287	6,800,734	2,217,554	7,172,182	6,642,468	6.80%	199.5%
Contingency	250,000	-	250,000	-	250,000	0.26%	0.0%
<b>Total Expenditures</b>	<b>\$ 93,414,769</b>	<b>\$ 91,543,420</b>	<b>\$ 94,478,871</b>	<b>\$ 93,431,372</b>	<b>\$ 97,695,739</b>	<b>100.00%</b>	<b>3.4%</b>

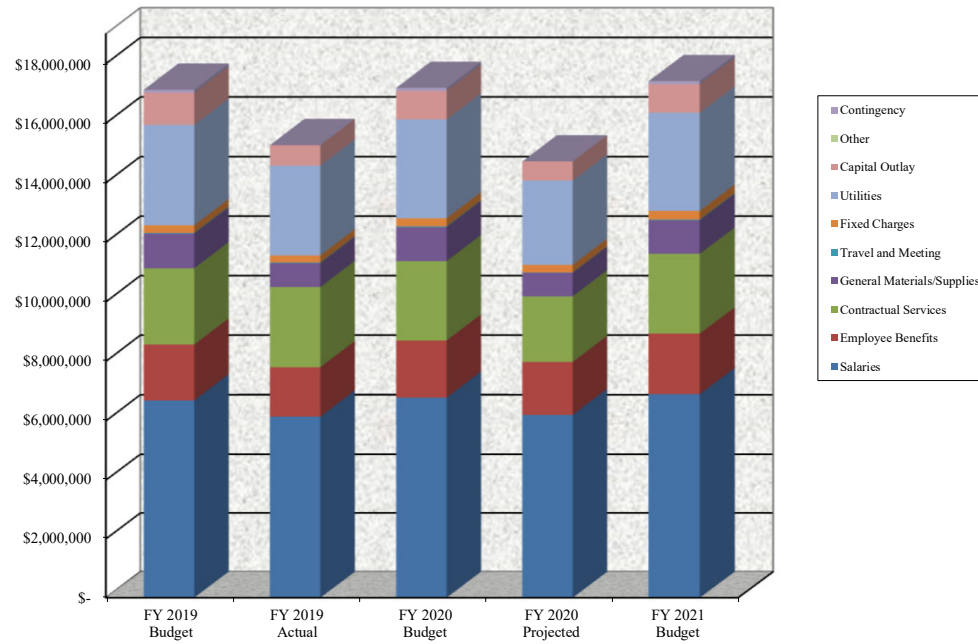


**Operations and Maintenance Fund  
Revenues and Expenditures**

	FY 2019 Budget	FY 2019 Actual	FY 2020 Budget	FY 2020 Projected	FY 2021 Budget	FY 2021 Percent to Total	Budget % Change FY 2020 to FY 2021
<b>REVENUES</b>							
Local Government	\$ 12,034,665	\$ 11,818,850	\$ 12,054,840	\$ 11,861,835	\$ 12,399,894	84.14%	2.9%
Tuition and Fees	2,066,090	1,994,846	2,009,514	2,029,378	2,040,510	13.85%	1.5%
Facilities Rental	39,360	29,719	32,162	31,495	31,500	0.21%	-2.1%
Other Sources	475,000	491,551	550,000	395,288	265,000	1.80%	-51.8%
<b>Total Revenues</b>	<b>14,615,115</b>	<b>14,334,966</b>	<b>14,646,516</b>	<b>14,317,996</b>	<b>14,736,904</b>	<b>100.00%</b>	<b>0.6%</b>
<b>EXPENDITURES</b>							
Operations and Maintenance	14,542,391	13,029,063	14,689,645	12,492,784	14,869,925	85.39%	1.2%
Institutional Support	2,581,717	2,236,464	2,496,951	2,224,814	2,545,041	14.61%	1.9%
<b>Total Expenditures</b>	<b>17,124,108</b>	<b>15,265,527</b>	<b>17,186,596</b>	<b>14,717,598</b>	<b>17,414,966</b>	<b>100.00%</b>	<b>1.3%</b>
Excess (Deficiency) of Revenue over Expenditures	(2,508,993)	(930,561)	(2,540,080)	(399,602)	(2,678,062)		5.4%
Other financing sources(uses)							
Transfers(to) from other funds	-	-	-	-	-		
<b>Total Other Financing Sources</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>		
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	(2,508,993)	(930,561)	(2,540,080)	(399,602)	(2,678,062)		5.4%
<b>BEGINNING FUND BALANCE</b>	<b>20,623,122</b>	<b>20,623,122</b>	<b>19,692,561</b>	<b>19,692,561</b>	<b>19,292,959</b>		-2.0%
<b>ENDING FUND BALANCE</b>	<b>\$ 18,114,129</b>	<b>\$ 19,692,561</b>	<b>\$ 17,152,481</b>	<b>\$ 19,292,959</b>	<b>\$ 16,614,897</b>		-3.1%

**Operations and Maintenance Fund  
Expenditures by Object**

	FY 2019 Budget	FY 2019 Actual	FY 2020 Budget	FY 2020 Projected	FY 2021 Budget	FY 2021 Percent to Total	Budget % Change FY 2020 to FY 2021
Salaries	\$ 6,692,083	\$ 6,144,978	\$ 6,783,157	\$ 6,204,963	\$ 6,901,227	39.63%	1.7%
Employee Benefits	1,876,388	1,663,172	1,921,368	1,779,923	2,035,267	11.69%	5.9%
Contractual Services	2,558,230	2,690,863	2,662,949	2,203,285	2,679,949	15.39%	0.6%
General Materials/Supplies	1,166,531	803,926	1,142,531	790,087	1,126,531	6.47%	-1.4%
Travel and Meeting	26,234	21,837	24,634	12,262	24,634	0.14%	0.0%
Fixed Charges	255,756	239,035	271,657	256,157	292,058	1.68%	7.5%
Utilities	3,370,800	3,015,422	3,320,800	2,832,313	3,295,800	18.93%	-0.8%
Capital Outlay	1,078,086	686,000	959,500	638,608	959,500	5.51%	0.0%
Other	-	294	-	-	-	0.00%	
Contingency	100,000	-	100,000	-	100,000	0.57%	0.0%
<b>Total Expenditures</b>	<b>\$ 17,124,108</b>	<b>\$ 15,265,527</b>	<b>\$ 17,186,596</b>	<b>\$ 14,717,598</b>	<b>\$ 17,414,966</b>	<b>100.00%</b>	<b>1.3%</b>





**Audit Fund**  
**Revenues and Expenditures**

	FY 2019 Budget	FY 2019 Actual	FY 2020 Budget	FY 2020 Projected	FY 2021 Budget	FY 2021 Percent to Total	Budget % Change FY 2020 to FY 2021
REVENUES							
Local Government	\$ 14,892	\$ 15,709	\$ 16,936	\$ 16,755	\$ 18,148	100.00%	7.2%
Total Revenues	<u>14,892</u>	<u>15,709</u>	<u>16,936</u>	<u>16,755</u>	<u>18,148</u>	<u>100.00%</u>	7.2%
EXPENDITURES							
Institutional Support							
Contractual Services	<u>14,892</u>	<u>15,709</u>	<u>16,936</u>	<u>16,755</u>	<u>18,148</u>	<u>100.00%</u>	7.2%
Total Institutional Support	<u>14,892</u>	<u>15,709</u>	<u>16,936</u>	<u>16,755</u>	<u>18,148</u>	<u>100.00%</u>	7.2%
Total Expenditures	<u>14,892</u>	<u>15,709</u>	<u>16,936</u>	<u>16,755</u>	<u>18,148</u>	<u>100.00%</u>	7.2%
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 2019 Budget	FY 2019 Actual	FY 2020 Budget	FY 2020 Projected	FY 2021 Budget	FY 2021 Percent to Total	Budget % Change FY 2020 to FY 2021
<b>REVENUES</b>							
Local Government	\$ 14,892	\$ 15,709	\$ 16,936	\$ 16,755	\$ 18,148	100.00%	7.2%
Total Revenues	<u>14,892</u>	<u>15,709</u>	<u>16,936</u>	<u>16,755</u>	<u>18,148</u>	<u>100.00%</u>	7.2%
<b>EXPENDITURES</b>							
Institutional Support							
Employee Benefits*	14,892	15,709	16,936	16,755	18,148	100.00%	7.2%
Total Institutional Support	14,892	15,709	16,936	16,755	18,148	100.00%	7.2%
Total Expenditures	<u>14,892</u>	<u>15,709</u>	<u>16,936</u>	<u>16,755</u>	<u>18,148</u>	<u>100.0%</u>	7.2%
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>		

\* Benefits consist of workers compensation which is 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.

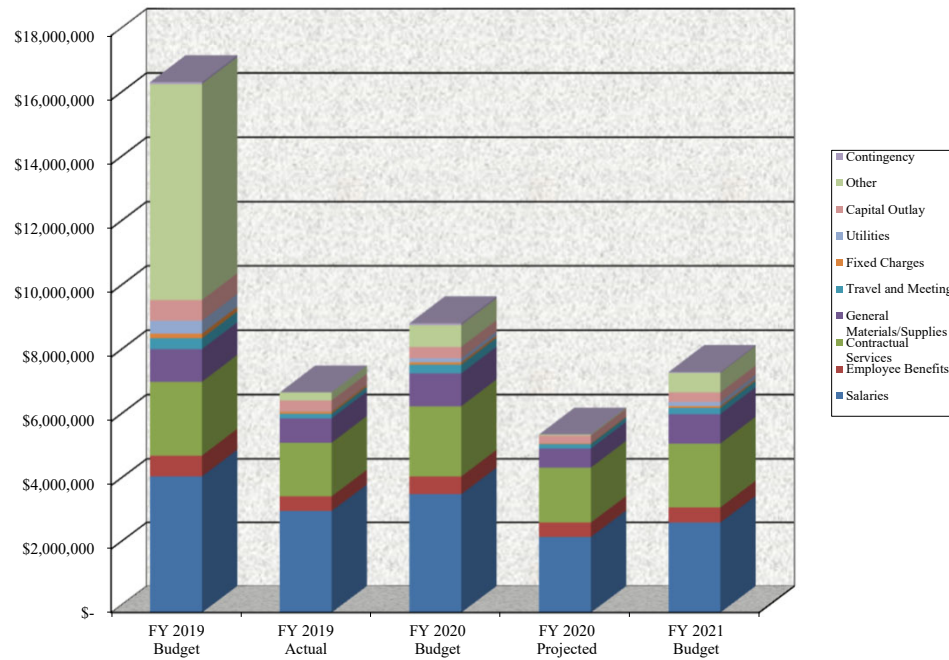
It is suggested that Protection, Health, and Safety levies, Building Bond Proceeds, Repair and Renovation Grants, and accumulation monies restricted from the Operations and Maintenance levy for building purposes be accounted for in a series of self-balancing accounts in this fund.

**Auxiliary Enterprises Fund  
Revenues and Expenditures**

	FY 2019 Budget	FY 2019 Actual	FY 2020 Budget	FY 2020 Projected	FY 2021 Budget	FY 2021 Percent to Total	Budget % Change FY 2020 to FY 2021
<b>REVENUES</b>							
Tuition and Fees	\$ 4,700,000	\$ 3,114,543	\$ 4,205,500	\$ 2,361,456	\$ 2,814,674	48.28%	-33.1%
Sales and Services	2,338,682	2,001,975	2,444,689	2,044,246	2,085,543	35.78%	-14.7%
Facilities Rental	905,186	601,400	876,882	466,747	561,383	9.63%	-36.0%
Other Sources	531,000	620,126	507,303	496,437	368,000	6.31%	-27.5%
<b>Total Revenues</b>	<b>8,474,868</b>	<b>6,338,044</b>	<b>8,034,374</b>	<b>5,368,886</b>	<b>5,829,600</b>	<b>100.00%</b>	<b>-27.4%</b>
<b>EXPENDITURES</b>							
Instruction	715,000	461,758	770,000	298,742	573,855	7.61%	-25.5%
Academic Support	150,026	103,192	26,000	-	151,145	2.00%	481.3%
Student Services	912,001	784,166	817,654	627,970	818,099	10.85%	0.1%
Public Service	4,583,627	3,191,698	4,053,227	2,474,082	2,887,476	38.30%	-28.8%
Auxiliary Services	3,270,058	1,945,656	2,767,784	1,693,097	2,470,902	32.78%	-10.7%
Operations and Maintenance	12,500	22,205	12,500	6,600	12,500	0.17%	0.0%
Institutional Support	6,801,500	392,429	501,500	494,513	615,000	8.16%	22.6%
Scholarships, Student Grants, and Waivers	105,000	1,479	105,000	-	10,000	0.13%	-90.5%
<b>Total Expenditures</b>	<b>16,549,712</b>	<b>6,902,583</b>	<b>9,053,665</b>	<b>5,595,004</b>	<b>7,538,977</b>	<b>100.00%</b>	<b>-16.7%</b>
Excess (Deficiency) of Revenue over Expenditures	(8,074,844)	(564,539)	(1,019,291)	(226,118)	(1,709,377)		-67.7%
Other financing sources(uses)							
Transfers(to) from other funds	433,900	(5,581,824)	427,629	439,642	436,795		2.1%
<b>Total Other Financing Sources</b>	<b>433,900</b>	<b>(5,581,824)</b>	<b>427,629</b>	<b>439,642</b>	<b>436,795</b>		<b>2.1%</b>
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	(7,640,944)	(6,146,363)	(591,662)	213,524	(1,272,582)		115.1%
<b>BEGINNING FUND BALANCE</b>	<b>15,167,660</b>	<b>15,167,660</b>	<b>9,021,297</b>	<b>9,021,297</b>	<b>9,234,821</b>		<b>2.4%</b>
<b>ENDING FUND BALANCE</b>	<b>\$ 7,526,716</b>	<b>\$ 9,021,297</b>	<b>\$ 8,429,635</b>	<b>\$ 9,234,821</b>	<b>\$ 7,962,239</b>		<b>-5.5%</b>

### Auxiliary Enterprises Fund Expenditures by Object

	FY 2019 Budget	FY 2019 Actual	FY 2020 Budget	FY 2020 Projected	FY 2021 Budget	FY 2021 Percent to Total	Budget % Change FY 2020 to FY 2021
Salaries	\$ 4,289,089	\$ 3,198,779	\$ 3,728,184	\$ 2,381,951	\$ 2,836,377	37.62%	-23.9%
Employee Benefits	650,818	461,535	558,595	453,861	476,921	6.33%	-14.6%
Contractual Services	2,293,106	1,675,928	2,185,696	1,728,093	1,999,087	26.52%	-8.5%
General Materials/Supplies	1,018,572	763,593	1,023,124	595,146	917,556	12.17%	-10.3%
Travel and Meeting	335,192	143,754	273,585	140,035	197,102	2.61%	-28.0%
Fixed Charges	143,500	64,776	70,850	21,453	52,665	0.70%	-25.7%
Utilities	398,997	12,034	125,000	-	130,000	1.72%	4.0%
Capital Outlay	646,348	331,561	351,234	241,487	295,059	3.91%	-16.0%
Other	6,714,090	250,623	677,397	32,978	604,210	8.01%	-10.8%
Contingency	60,000	-	60,000	-	30,000	0.40%	-50.0%
<b>Total Expenditures</b>	<b>\$ 16,549,712</b>	<b>\$ 6,902,583</b>	<b>\$ 9,053,665</b>	<b>\$ 5,595,004</b>	<b>\$ 7,538,977</b>	<b>100.00%</b>	<b>-16.7%</b>



**Auxiliary Enterprises Fund**  
**By Division and Department**  
Fiscal Year 2021 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, Community Tutoring	6,500	6,500	-
Student Engagement - Athletic Facilities Rental, Event Management, Health & Recreation Center	810,147	1,748,041	(937,894) <sup>1</sup>
Enrollment Services - Assessment & Testing	-	39,387	(39,387) <sup>2</sup>
Enrollment Services - University Center	250,000	115,991	134,009
Student Involvement - Student Activities	452,795	421,517	31,278
Student Development	-	17,195	(17,195) <sup>2</sup>
Total Provost	<u>1,869,442</u>	<u>2,698,631</u>	<u>(829,189)</u>
Workforce Solutions			
Continuing Education	2,596,200	2,574,333	21,867
Workforce & Economic Development - Apprenticeship Program	710,000	710,000	-
Harper Business Solutions	321,643	321,643	-
Total Workforce Solutions	<u>3,627,843</u>	<u>3,605,976</u>	<u>21,867</u>
EVP Finance & Administrative Services			
Harper Store	52,600	47,600	5,000
Dining Services	214,500	158,974	55,526
Conference & Event Management Rentals	376,010	442,796	(66,786) <sup>3</sup>
Institutional	156,000	615,000	(459,000) <sup>4</sup>
Police	12,500	12,500	-
Total EVP Finance & Administrative Services	<u>811,610</u>	<u>1,276,870</u>	<u>(465,260)</u>
FUND TOTALS	<u>\$ 6,308,895</u>	<u>\$ 7,581,477</u>	<u>\$ (1,272,582)</u>

Notes:

<sup>1</sup> Approved use of fund balance for capital reinvestment and institutional initiatives

<sup>2</sup> Approved use of fund balance from programs moved to operating budgets

<sup>3</sup> Approved use of fund balance for capital reinvestment

<sup>4</sup> Approved use of fund balance for institutional initiatives

**Restricted Purposes Fund  
Revenues and Expenditures**

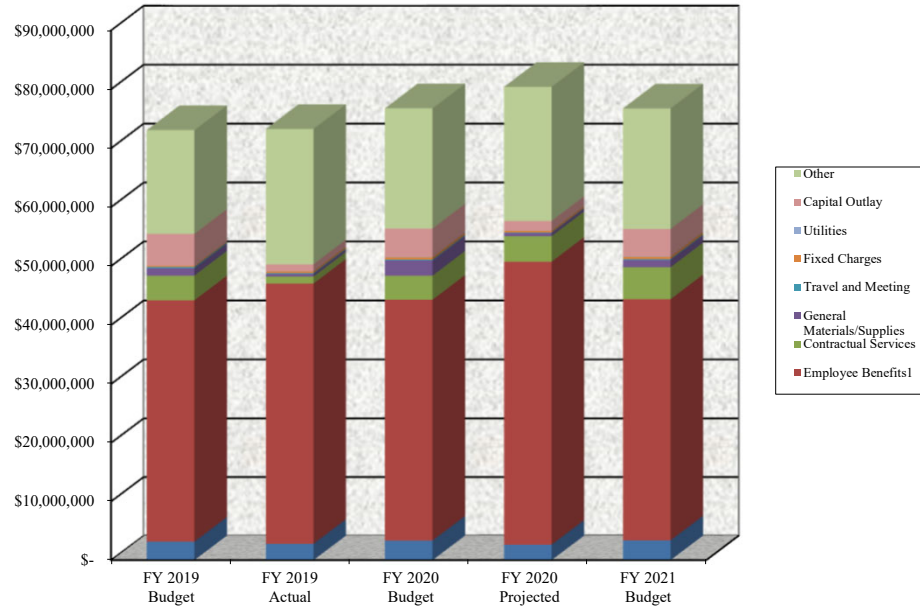
	FY 2019 Budget	FY 2019 Actual	FY 2020 Budget	FY 2020 Projected	FY 2021 Budget	FY 2021 Percent to Total	Budget % Change FY 2020 to FY 2021
<b>REVENUES</b>							
ICCB Grants	\$ 562,668	\$ 499,475	\$ 513,674	\$ 625,993	\$ 536,845	0.82%	4.5%
All Other State Government <sup>1</sup>	44,131,337	48,414,545	46,100,181	52,624,153	46,191,362	70.93%	0.2%
Federal Government	17,759,128	16,159,296	17,025,293	19,090,280	18,098,691	27.79%	6.3%
Tuition and Fees	25,000	13,557	15,000	4,494	5,000	0.01%	-66.7%
Sales and Services	1,000	-	500	-	500	0.00%	0.0%
Other Sources	250,000	210,175	525,488	180,919	291,850	0.45%	-44.5%
<b>Total Revenues</b>	<b>62,729,133</b>	<b>65,297,048</b>	<b>64,180,136</b>	<b>72,525,839</b>	<b>65,124,248</b>	<b>100.00%</b>	<b>1.5%</b>
<b>EXPENDITURES</b>							
Instruction	1,262,144	1,178,254	1,366,474	1,351,083	1,575,780	2.05%	15.3%
Academic Support	1,127,177	914,980	1,103,149	1,040,368	867,515	1.13%	-21.4%
Student Services	-	41,944	35,488	72,883	83,548	0.11%	135.4%
Public Service	2,430,460	2,080,275	3,240,901	1,855,801	3,334,363	4.34%	2.9%
Institutional Support <sup>1</sup>	52,134,478	52,252,334	53,957,238	55,348,908	52,648,900	68.59%	-2.4%
Scholarships, Student Grants, and Waivers	16,271,997	16,812,590	17,070,579	20,744,824	18,252,126	23.78%	6.9%
<b>Total Expenditures</b>	<b>73,226,256</b>	<b>73,280,377</b>	<b>76,773,829</b>	<b>80,413,867</b>	<b>76,762,232</b>	<b>100.00%</b>	<b>0.0%</b>
Excess (Deficiency) of Revenue over Expenditures	(10,497,123)	(7,983,329)	(12,593,693)	(7,888,028)	(11,637,984)		7.6%
Other financing sources(uses)							
Transfers(to) from other funds	1,916,085	14,345,070	1,899,514	8,905,833	1,930,510		1.6%
<b>Total Other Financing Sources</b>	<b>1,916,085</b>	<b>14,345,070</b>	<b>1,899,514</b>	<b>8,905,833</b>	<b>1,930,510</b>		<b>1.6%</b>
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	(8,581,038)	6,361,741	(10,694,179)	1,017,805	(9,707,474)		9.2%
<b>BEGINNING FUND BALANCE</b>	<b>11,530,184</b>	<b>11,530,184</b>	<b>17,891,925</b>	<b>17,891,925</b>	<b>18,909,730</b>		<b>5.7%</b>
<b>ENDING FUND BALANCE</b>	<b>\$ 2,949,146</b>	<b>\$ 17,891,925</b>	<b>\$ 7,197,746</b>	<b>\$ 18,909,730</b>	<b>\$ 9,202,256</b>		<b>27.8%</b>
<sup>1</sup> Includes SURS on behalf payments	40,000,000	43,870,609	40,000,000	47,870,293	40,000,000		

**Restricted Purposes Fund  
Expenditures by Object**

	FY 2019 Budget	FY 2019 Actual	FY 2020 Budget	FY 2020 Projected	FY 2021 Budget	FY 2021 Percent to Total	Budget % Change FY 2020 to FY 2021
Salaries	\$ 3,150,998	\$ 2,788,804	\$ 3,346,679	\$ 2,637,083	\$ 3,372,540	4.39%	0.8%
Employee Benefits <sup>1</sup>	41,060,233	44,262,400	40,970,190	48,124,043	41,027,462	53.45%	0.1%
Contractual Services	4,195,575	1,183,331	4,071,561	4,335,716	5,414,328	7.05%	33.0%
General Materials/Supplies	1,248,406	453,682	2,573,400	537,549	1,239,128	1.61%	-51.8%
Travel and Meeting	201,816	134,562	163,766	72,993	150,113	0.20%	-8.3%
Fixed Charges	183,514	296,708	409,000	305,214	410,700	0.54%	0.4%
Utilities	13,350	30,546	53,499	37,942	53,265	0.07%	-0.4%
Capital Outlay	5,424,397	1,172,109	4,791,942	1,616,252	4,635,179	6.04%	-3.3%
Other	17,597,967	22,958,235	20,393,792	22,747,075	20,459,517	26.65%	0.3%
Contingency	150,000	-	-	-	-	0.00%	#DIV/0!
<b>Total Expenditures</b>	<b>\$ 73,226,256</b>	<b>\$ 73,280,377</b>	<b>\$ 76,773,829</b>	<b>\$ 80,413,867</b>	<b>\$ 76,762,232</b>	<b>100.00%</b>	<b>0.0%</b>

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

	\$ 40,000,000	\$ 43,870,609	\$ 40,000,000	\$ 47,870,293	\$ 40,000,000
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**Working Cash Fund  
Revenues and Expenditures**

	FY 2019 Budget	FY 2019 Actual	FY 2020 Budget	FY 2020 Projected	FY 2021 Budget	FY 2021 Percent to Total	Budget % Change FY 2020 to FY 2021
<b>REVENUES</b>							
Other Sources	\$ 190,000	\$ 346,409	\$ 335,000	\$ 297,974	\$ 140,000	100%	-58.2%
Total Revenues	<u>190,000</u>	<u>346,409</u>	<u>335,000</u>	<u>297,974</u>	<u>140,000</u>	<u>100%</u>	-58.2%
<b>EXPENDITURES</b>							
Total Expenditures	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>		
Excess (Deficiency) of Revenue over Expenditures	<u>190,000</u>	<u>346,409</u>	<u>335,000</u>	<u>297,974</u>	<u>140,000</u>		-58.2%
BEGINNING FUND BALANCE	<u>16,044,887</u>	<u>16,044,887</u>	<u>16,391,296</u>	<u>16,391,296</u>	<u>16,689,270</u>		1.8%
ENDING FUND BALANCE	<u>\$ 16,234,887</u>	<u>\$ 16,391,296</u>	<u>\$ 16,726,296</u>	<u>\$ 16,689,270</u>	<u>\$ 16,829,270</u>		0.6%

## 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 2019 the College's debt service extension base is \$2,535,960, based on the December 2018 CPI of 1.9%. 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 2021 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 94% 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. In November 2018 a new \$180 million referendum was passed, with bonds to be sold in FY 2021.

The College's debt is modest compared to limits set by the state statute. The debt limit set by law is \$617.3 million based on 2.875% of the 2019 equalized assessed valuation of \$21.5 billion. The College's outstanding principal is \$103.6 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 October 2020. 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, 2020

**General Obligation Refunding Bonds - Series 2015B**

	Interest Rate	Amounts		
		due during year		Total
		Principal	Interest	
2020-2021	5.000	4,250,000	106,250	4,356,250
Total		\$ 4,250,000	\$ 106,250	\$ 4,356,250

**General Obligation Refunding Bonds - Series 2017B**

	Interest Rate	Amounts		
		due during year		Total
		Principal	Interest	
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		\$ 94,760,000	\$ 22,870,750	\$ 117,630,750

**Limited Tax Bonds – Series 2019**

	Interest Rate	Amounts		
		due during year		Total
		Principal	Interest	
2020-2021	5.000	2,305,000	170,875	2,475,875
2021-2022	5.000	2,265,000	56,625	2,321,625
Total		\$ 4,570,000	\$ 227,500	\$ 4,797,500

**Total Change in Bond Principal**

Balance at July 1, 2019	\$ 117,785,000
Bonds issued during the year	—
Bonds retired during the year	(14,205,000)
Balance at June 30, 2020	<u>\$ 103,580,000</u>

**Bond and Interest Fund  
Revenues and Expenditures**

	FY 2019 Budget	FY 2019 Actual	FY 2020 Budget	FY 2020 Projected	FY 2021 Budget	FY 2021 Percent to Total	Budget % Change FY 2020 to FY 2021
<b>REVENUES</b>							
Local Government	\$ 20,357,307	\$ 20,420,593	\$ 21,298,814	\$ 21,341,675	\$ 22,384,750	99.82%	5.1%
Other Sources	120,000	282,288	130,000	194,643	40,000	0.18%	-69.2%
<b>Total Revenues</b>	<b>20,477,307</b>	<b>20,702,881</b>	<b>21,428,814</b>	<b>21,536,318</b>	<b>22,424,750</b>	<b>100.00%</b>	<b>4.6%</b>
<b>EXPENDITURES</b>							
Institutional Support							
Fixed Charges	26,806,275	19,621,763	19,682,799	19,728,784	21,193,375	99.97%	7.7%
Other	5,500	1,306	5,500	2,375	5,500	0.03%	0.0%
<b>Total Institutional Support</b>	<b>26,811,775</b>	<b>19,623,069</b>	<b>19,688,299</b>	<b>19,731,159</b>	<b>21,198,875</b>	<b>100.00%</b>	<b>7.7%</b>
<b>Total Expenditures</b>	<b>26,811,775</b>	<b>19,623,069</b>	<b>19,688,299</b>	<b>19,731,159</b>	<b>21,198,875</b>	<b>100.00%</b>	<b>7.7%</b>
Excess (Deficiency) of Revenue over Expenditures	(6,334,468)	1,079,812	1,740,515	1,805,159	1,225,875		-29.6%
Other financing sources(uses)							
Proceeds from bond issue	-	-	-	-	-		
Transfers(to) from other funds	-	(7,000,000)	-	-	-		
Payment to escrow agent for refunded bonds	-	-	-	-	-		
<b>Total Other Financing Sources</b>	<b>-</b>	<b>(7,000,000)</b>	<b>-</b>	<b>-</b>	<b>-</b>		
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	(6,334,468)	(5,920,188)	1,740,515	1,805,159	1,225,875		-29.6%
<b>BEGINNING FUND BALANCE</b>	<b>14,363,949</b>	<b>14,363,949</b>	<b>8,443,761</b>	<b>8,443,761</b>	<b>10,248,920</b>		<b>21.4%</b>
<b>ENDING FUND BALANCE</b>	<b>\$ 8,029,481</b>	<b>\$ 8,443,761</b>	<b>\$ 10,184,276</b>	<b>\$ 10,248,920</b>	<b>\$ 11,474,795</b>		<b>12.7%</b>

## Master Planning and Capital Projects

In the fall of 2018, Harper College’s district passed a \$180 million capital bond referendum. This will fund the capital project priorities of continued renovations of aging buildings and maintaining and improving campus infrastructure that will be identified in the updated Campus Master Plan, expected to be finalized in June 2021. Every five years the Master Plan is updated, with the latest being finalized in February 2017, which was looking forward to 2020 and beyond. The FY 2021 budget includes previously identified Master Plan projects for renovations and additions to the Canning Center, a bridge connecting Building M and the Canning Center, and funds to begin design work for the University/Innovation Center.

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 2021 includes planned infrastructure projects of \$21 million.

	Project Estimated Cost	FY 2021 Budget Request
Building Integrity	\$ 1,239,478	\$ 1,225,378
Sustainability	242,000	226,993
Renewal	1,311,000	911,000
Program Support	81,578,893	30,549,055
Safety and Statutory	10,834,824	9,416,463
System Reliability	19,283,711	11,071,807
Contingency		1,000,000
<b>Total Capital Projects</b>	<b>\$ 114,489,906</b>	<b>\$ 54,400,696</b>

As the table above shows, \$30.5 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). The Canning Center project is included in the Rebuild Illinois Capital Plan recently announced by the Governor.

- 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 2021 budgeted project cost is \$18.6 million. The total estimated project cost is \$61.7 million, which includes a state contribution of \$42 million.
- Funds to address the Hospitality program facilities. The FY 2021 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 \$1.4 million is budgeted for reconstruction of the parking lot at the Harper Professional Center in Schaumburg. This project is waiting on further notice from the State.

Other projects budgeted in FY 2021 include \$1.1 million for building envelope maintenance for the Learning and Career Center, \$1.8 million for a dental hygiene simulation lab, and a \$2.4 million for a pedestrian bridge connecting Building M and A to be completed with the Canning Center project.

Many of the projects scheduled to be completed in FY 2021 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 costlier repairs and replacements due to shortened useful life and system failures.

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

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

The State-run Canning Center project is expected to add additional costs for utilities, contractual services, and materials from the 66,400 square foot addition. The earliest operating budget impact would be FY 2023.

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 2019 Budget	FY 2019 Actual	FY 2020 Budget	FY 2020 Projected	FY 2021 Budget	FY 2021 Percent to Total	Budget % Change FY 2020 to FY 2021
<b>REVENUES</b>							
Local Government	\$ 1,121,348	\$ 1,948,838	\$ 45,000	\$ 45,000	\$ 45,000	0.20%	0.0%
All Other State Government	20,394,500	-	21,056,170	-	21,341,820	94.52%	1.4%
Tuition and Fees	535,000	512,202	517,000	522,015	526,408	2.33%	1.8%
Other Sources	386,500	452,421	310,000	335,573	665,000	2.95%	114.5%
<b>Total Revenues</b>	<b>22,437,348</b>	<b>2,913,461</b>	<b>21,928,170</b>	<b>902,588</b>	<b>22,578,228</b>	<b>100.00%</b>	<b>3.0%</b>
<b>EXPENDITURES</b>							
<b>Institutional Support</b>							
Contractual Services	3,594,566	1,174,310	4,394,275	988,748	5,257,242	9.38%	19.6%
Materials and Supplies	-	246,661	-	-	-	0.00%	
Fixed Charges	-	29,387	-	-	-	0.00%	
Capital Outlay	48,519,506	9,131,553	44,124,561	3,717,212	48,188,454	85.98%	9.2%
Other	205,000	100,111	-	-	1,600,000	2.85%	100.0%
Provision for Contingency	1,000,000	-	1,000,000	-	1,000,000	1.78%	0.0%
<b>Total Institutional Support</b>	<b>53,319,072</b>	<b>10,682,022</b>	<b>49,518,836</b>	<b>4,705,960</b>	<b>56,045,696</b>	<b>100.00%</b>	<b>13.2%</b>
<b>Total Expenditures</b>	<b>53,319,072</b>	<b>10,682,022</b>	<b>49,518,836</b>	<b>4,705,960</b>	<b>56,045,696</b>	<b>100.00%</b>	<b>13.2%</b>
Excess (Deficiency) of Revenue over Expenditures	(30,881,724)	(7,768,561)	(27,590,666)	(3,803,372)	(33,467,468)		-21.3%
<b>Other financing sources(uses)</b>							
Proceeds from bond issue	12,100,000	4,891,082	-	-	185,000,000		
Transfers(to) from other funds	-	9,500,000	2,000,000	4,000,120	-		
<b>Total Other Financing Sources</b>	<b>12,100,000</b>	<b>14,391,082</b>	<b>2,000,000</b>	<b>4,000,120</b>	<b>185,000,000</b>		
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	(18,781,724)	6,622,521	(25,590,666)	196,748	151,532,532		692.1%
<b>BEGINNING FUND BALANCE</b>	<b>36,124,650</b>	<b>36,124,650</b>	<b>42,747,171</b>	<b>42,747,171</b>	<b>42,943,919</b>		<b>0.5%</b>
<b>ENDING FUND BALANCE</b>	<b>\$ 17,342,926</b>	<b>\$ 42,747,171</b>	<b>\$ 17,156,505</b>	<b>\$ 42,943,919</b>	<b>\$ 194,476,451</b>		<b>1033.5%</b>

## FY 2021 Capital Projects

		Project Description	Project Estimated Cost	FY 2021 Preliminary Budget	FY 2022 Projected
<b><u>Building Integrity</u></b>					
	LCC Building Envelope	Maintenance of LCC building envelope to include tuckpointing and replacement of any damaged interior drywall	\$ 1,089,478	\$ 1,075,378	
Annual	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	
			<b>TOTAL</b>	<b>\$ 1,225,378</b>	<b>\$ -</b>
<b><u>Sustainability</u></b>					
New	Solar Feasibility Study	Investigate the options for solar power and develop an implementation strategy	\$ 52,000	\$ 52,000	
Annual	Indoor Lighting Level Control Installations	Lighting upgrades to LED and annual maintenance for controls throughout the college	60,000	60,000	
	Energy Optimization Measures	Implement projects in identified from the monitoring based commissioning program	100,000	100,000	
	Irrigation Controllers	Replace failing irrigation controllers to meet institutional effectiveness measure for water consumption reduction	30,000	14,993	
			<b>TOTAL</b>	<b>\$ 226,993</b>	<b>\$ -</b>
<b><u>Renewal</u></b>					
New	Avante Floor Covering Replacement	Replace carpet in heavy traffic area of Avante main concourse with rubber flooring	\$ 381,000	\$ 381,000	
New	LCC Carpet Replacement	Learning and Career Center's primary carpeting dates from a building remodel in approximately 2001 Includes feasibility study to identify scope of work and verify budget (17,000 SF)	310,000	310,000	
Annual	Exterior Signage Maintenance	Annual refurbishing of vehicular and external directional signage across campus	50,000	50,000	
Annual	Exterior Gathering Areas	Improvements to exterior gathering areas to include tables, benches, trash and recycling containers, plus graduation event expenses	70,000	70,000	
	Canning Center (Bldg A) Landscaping	Landscaping around the Canning Center (does not include north side)	500,000	100,000	\$ 400,000
			<b>TOTAL</b>	<b>\$ 911,000</b>	<b>\$ 400,000</b>
<b><u>Program Support</u></b>					
New	Campus Master Plan	Develop the 2021 Campus Master Plan to comply with Illinois Community College Board. The principal goal of the Master Plan is to guide the future development of the College campus in a planned and orderly manner to achieve the objectives of the Strategic Plan, the college mission statement, and vision statement while expressing the core values.	\$ 935,000	\$ 935,000	
New	Hospitality Program Kitchen Upgrades	Upgrades to address failing equipment	500,000	500,000	
New	HawksCare 2.0 Space	Develop a space to service student needs	500,000	500,000	
New	Center for Multicultural Learning	Space for Center for Multicultural Learning to include offices, meeting rooms, lounge area, computer stations, and kitchen Includes feasibility study to verify budget	400,000	400,000	



## FY 2021 Capital Projects

		Project Description	Project Estimated Cost	FY 2021 Preliminary Budget	FY 2022 Projected
New	Cannabis Laboratory Build-Out	Identify a location for a Cannabis Laboratory-build out space to yet to be determined specifications Includes feasibility study to identify space and verify budget	400,000	400,000	
New	Box Office Relocation to PAC	Box Office Services relocation from Bldg J to the Performing Arts Center (PAC) to consolidate with Box Office operations there Feasibility study completed in FY 20	156,000	156,000	
New	J Theatre Lighting Upgrades	Replace theatrical lighting pigtailed in J Theatre catwalks and lighting board Includes feasibility study to verify budget	149,000	149,000	
New	Bldg W Third Floor Work Room Upgrades	W343 Work room upgrades to include island with storage, two work stations, work surface for general use Feasibility study completed in FY 20	98,500	98,500	
New	Kiln Room Ventilation	Ventilation of kiln room-current airflow insufficient/ triggers carbon monoxide detector Includes feasibility study to verify budget and determine airflow requirements	86,000	86,000	
New	Bldg R Sound System Replacement	Existing sound system is past its life expectancy and requires replacement Additional funding requested to supplement project funding from Auxiliary fund balance	75,000	75,000	
New	Baseball Field Hitter's Backdrop	Backdrop to protect batter	72,000	72,000	
New	Bldg H Manufacturing Program Project Room Power	Add power for large equipment in project room H149 Feasibility study completed in FY 20	58,000	58,000	
New	Police Evidence Room and Kitchen	Construction of an evidence room with lockers and table and kitchen in B104	56,000	56,000	
New	ESL/World Languages Classroom	Convert old Developmental Math space into ESL/World Language Classroom	48,000	48,000	
New	Building Design Program Lockers	Install locker doors on cubbyholes in H231 currently used as open storage	36,000	36,000	
New	Bldg E Lecture Film Screening Rooms Feasibility Study	Feasibility study for Building E lecture film screening rooms	36,000	36,000	
New	Massage Therapy Program Feasibility Study	Feasibility study for massage therapy program	35,000	35,000	
Increase	Bldg X DHY Lab	Convert existing classroom space ( X-143) to an 18 unit simulation lab with dental simulators, computers, broadcast system, etc. Additional budget needed based on feasibility study completed in FY 20 (FY20 budget 769,000) Total funding required = \$1,821,000	1,821,000	1,810,893	
Increase	Bldg B Police Operations Center	Update police operations center to include new computer station and hardware and additional furniture and bring toilet rooms up to code FY 21 increase adds relocation of locker rooms and an office	696,743	294,233	
	Bldg M Gym Floor	Replacement of gym floor	1,445,000	561,358	
	Bldg X Nutrition Lab	Remodel nutrition lab X229	498,100	327,413	
	Bldg Y ELT Lab	Additional lab (Y120) to support increased enrollment and new curriculum (ELT240), and reconfigure other overcrowded labs	280,000	201,850	
	Bldg X,Y Convert Moveable Walls & MS Div Ofc	Make moveable walls between X228B, X228C, and X228D permanent walls with doorways and electrical Remodel Y103 Math and Science division office and conference Room	276,700	182,065	
	Bldg F Post Occupancy	Provide for post occupancy needs for Bldg F	250,000	117,280	

## FY 2021 Capital Projects

	Project Description	Project Estimated Cost	FY 2021 Preliminary Budget	FY 2022 Projected
Bldg F Group Study Rooms	Convert F311 and F362 microfilm area into group study rooms	192,000	40,220	
Bldg D Artwork	Post-occupancy artwork	144,000	144,000	
Bldg M Athletics Display Cases	Athletics hallway - custom display cases, trophy cases, graphics, touch-screen video display	132,000	118,800	
Bldg X Steam Sterilizer Surg Tech Lab	Provide and install steam sterilizer in the Surgical Tech Lab X228H	122,000	97,600	
Bldg B Police Simplex Console Upgrades	Upgrade outdated Simplex console and program (Record Managements System & Computer Aided Dispatch) to integrate with a digital radio system to ensure effective and reliant communications in cases of emergency	110,000	94,050	
Hold University Center	Provide space needs for the University Center, the Professional Center, the Innovation and Entrepreneurship Hub, and the Testing and Certification Center. (2020 Total Estimate \$28,589,600) FY21 request for Professional Services through Design	840,000	840,000	
Hold Canning Center	The current 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	\$ 39,860,000
Hold 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
Hold 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
Hold Department Temporary Relocation Services	Professional services for temporary departmental relocations to accommodate renovation projects Remaining funds reserved for Canning Center	2,000,000	1,011,293	
		<b>TOTAL \$ 81,578,893</b>	<b>\$ 30,549,055</b>	<b>\$ 44,854,700</b>

### Safety and Statutory

New	Parking Lot Maintenance 2021	Annual maintenance of the parking lots and roadways for safety and to extend the life of the surfaces	\$ 462,328	\$ 462,328
New	Sidewalk Maintenance 2021	Annual maintenance and replacement of sidewalks that were damaged over the winter	433,450	433,450
New	Parking Garage Maintenance 2021	Annual inspection and maintenance of the parking garage for safety and to extend the life of the structure	200,000	200,000
New	Security Cameras Upgrade	Security Camera transition from a failing video platform (Video Viewer) to updated video platform Avigilon, 205 current cameras	261,800	261,800
New	Parking Garage Stairway and Elevator Vestibules Heat	Add heat to stairway and vestibules at elevator Includes feasibility study to verify budget	160,000	160,000
New/ Annual	Exterior Stair and Retaining Wall Repairs- Annual	Exterior stair and retaining wall repairs	150,000	150,000
New	Bldg Z Acid Neutralization Tank Ventilation System	Acid Neutralization tank ventilation system.	62,000	62,000

## FY 2021 Capital Projects

	Project Description	Project Estimated Cost	FY 2021 Preliminary Budget	FY 2022 Projected	
Increase	OSHA Roof Compliance	Multi-year project to install guards and anchors on roofs to comply with OSHA requirements Additional funds needed to complete Buildings A, E, F, G, L, P, S, T, U and V.	1,450,893	693,860	
Increase	Chiller Plant Refrigeration Leak Detection	Leak detection system for chiller plant Increase for Phase III for Bldg X	334,105	224,193	
Annual	Track Maintenance	Annual repairs to running track	92,000	92,000	
Annual	Accessibility Upgrades	Accessible upgrades to comply with 2010 Americans with Disabilities Act (ADA) Standards for Accessible Design Annual project plus funds for old openers upgrade and replacement	75,000	75,000	
	Campus Infrastructure: IT closet upgrades	Upgrade IT closet HVAC and power throughout campus.	1,051,100	1,051,100	
	Sidewalk, Stairs, Retng Walls Maintenance 2020	Sidewalks, Exterior Stairs, and Retaining Walls Maintenance 2020: Annual maintenance and replacement	766,702	727,952	
	Parking Lot and Garage Maintenance 2020	Annual inspection and maintenance of the parking lots, garage, and roadways for safety and to extend the life of the surfaces	544,546	517,470	
	Bldg B System Upgrades	Building B - HVAC System Upgrades and Electrical Panel Replacement- Panels that are original to the building are at the end of their useful life and should be replaced Existing code deficiencies (Transformers located below panels) should be remedied during this time	573,000	191,510	
	HVAC Equipment Removal	Remove abandoned chillers, cooling towers, pumps, and associated piping at multiple locations.	100,000	30,624	
	Parking Structure Artwork	Post-occupancy work for artwork	63,000	63,000	
Hold	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	
Hold	Parking Lot Reconstruction: HPC	Parking Lot Reconstruction - HPC Capital Development Board (CDB) project, capital renewal funds	1,370,100	1,370,100	
Hold	HPC Washroom Renovations	Renovate and refresh restrooms at HPC (125 & 126) to meet current accessibility requirements.	285,000	250,276	
		<b>TOTAL</b>	<b>\$ 10,834,824</b>	<b>\$ 9,416,463</b>	<b>\$ -</b>

### System Reliability

New	Bldg B Motor Control Center Replacement	Building B - Motor Control Center Replacement (MCC-1): The MCC-1 in Building B is 46 years old and at the end of its useful life Includes feasibility study to verify budget	\$ 382,500	\$ 382,500	
New	Bldg B Steam System Upgrades	Building B Steam System Upgrades: Replace four condensate stations, associated piping and valves Includes feasibility study to verify budget	260,000	260,000	
New	Bldg V Greenhouse HVAC System Upgrades	Building V - Greenhouse HVAC system upgrades Feasibility study completed.	242,000	242,000	
New	Boiler 1 Tubes	Boiler 1 Tubes: Replace select tubes per boiler inspection requirements.	120,000	120,000	
New	Bldg M Pool Equipment Room and Mechanical Loft Improvements	Building M Pool Equipment Room and Mechanical Loft Improvements: Add roof access for routine maintenance, install hoist for loft, chemical system for pool Includes feasibility study to verify budget	87,000	87,000	

## FY 2021 Capital Projects

		Project Description	Project Estimated Cost	FY 2021 Preliminary Budget	FY 2022 Projected	
New	Bldg L Restroom Sinks Replacements	Bldg L Restroom Sinks Replacements	46,000	46,000		
Increase	Air Handling Unit Improvements	Multi-year project to replace failing variable speed drives for HVAC units in Buildings R, X, Y & Z: Phase II Buildings R and Y AHU-3	1,740,600	1,623,955		
Annual	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	96,000	96,000		
Annual	Building Automation Systems Maintenance	Recurring BAS hardware/software updating and maintenance	100,000	100,000		
Annual	Campus Steam Line, Piping, and Valve Maintenance	Campus Infrastructure - Steam line and piping maintenance, insulation, and steam and boiler valves	145,000	145,000		
	Utility Tunnel Repairs Phase II	Utility tunnels repairs Phase II: replacement of expansion joints, condensate piping, gate valves, pipe supports, and demolition of abandoned components Capital Development Board (CDB) project	1,140,583	951,675		
	Utility Tunnel Repairs Phase III	Utility tunnels repairs Phase III: replacement of expansion joints, condensate piping, gate valves, pipe supports, and demolition of abandoned components Capital Development Board (CDB) project	543,300	498,758		
	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	261,031		
	Tunnels Fiber Optic Cable	Expand fiber optic cable in tunnels between data centers in Bldgs A, Y, and D	246,000	235,829		
	Bldg D HVAC control enhancements	Install HVAC control enhancements throughout building	234,600	206,389		
	Bldg W Water Infiltration Repairs	Correct water infiltration at Amphitheater Bldg W	192,500	184,369		
	Lennel System Upgrades	Upgrade and integrate access systems (keys and proximity cards) and equipment with Lennel	82,028	69,824		
	Campus Utility Sub Metering	Main Campus Utility Sub Metering	250,000	26,991		
Hold	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.	10,256,100	5,534,486		
			<b>TOTAL</b>	<b>\$ 19,283,711</b>	<b>\$ 11,071,807</b>	<b>\$ -</b>
<b>Building Integrity</b>			\$ 1,239,478	\$ 1,225,378	\$ -	
<b>Sustainability</b>			242,000	226,993	-	
<b>Renewal</b>			1,311,000	911,000	400,000	
<b>Program Support</b>			81,578,893	30,549,055	44,854,700	
<b>Safety and Statutory</b>			10,834,824	9,416,463	-	
<b>System Reliability</b>			19,283,711	11,071,807	-	
<b>Grand Total</b>			<b>\$ 114,489,906</b>	<b>\$ 53,400,696</b>	<b>\$ 45,254,700</b>	
<b>Contingency</b>				\$ 1,000,000	\$ -	
<b>Total Budget Request</b>				<b>\$ 54,400,696</b>	<b>\$ 45,254,700</b>	

## 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 2019 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. (*Board Policy 07.01.04 Revised 12/16/15*)
- 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. (*Board Policy 07.01.04 Revised 6/20/12*)
- Support quality teaching and learning through sound financial practices consistent with maintaining a Aaa bond rating. (*Board Policy 07.01.04*)

William Rainey Harper College						
All Funds *						
Five Year Projection						
	Base Year FY 2020 Budget	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
<b>Revenues</b>						
Local Tax Revenue	\$ 81,576,629	\$ 84,609,276	\$ 86,618,532	\$ 88,768,440	\$ 91,074,217	\$ 93,482,394
All other local revenue	855,000	855,000	855,000	855,000	855,000	855,000
ICCB grants	3,003,674	3,003,674	3,003,674	3,003,674	3,003,674	3,003,674
All other state revenue <sup>1</sup>	27,156,351	19,600,181	13,600,181	6,100,181	6,100,181	6,100,181
Federal revenue	17,045,293	17,368,774	17,785,145	18,229,274	18,684,506	19,151,119
Student tuition and fees	54,107,855	54,832,740	55,964,717	56,987,900	58,049,658	59,126,878
All other revenue	7,588,174	7,716,202	10,423,071	10,537,065	10,653,909	10,773,674
Unanticipated revenue	600,000	600,000	600,000	600,000	600,000	600,000
<b>Total Revenues</b>	<b>191,932,976</b>	<b>188,585,847</b>	<b>188,850,320</b>	<b>185,081,534</b>	<b>189,021,145</b>	<b>193,092,920</b>
<b>Expenditures</b>						
Salaries	81,212,293	83,498,838	85,878,190	88,106,461	90,309,119	92,566,848
Benefits <sup>1</sup>	16,546,668	17,491,212	19,064,724	20,779,331	22,648,229	24,685,291
Contractual Services	17,590,363	14,707,956	13,758,291	12,924,818	11,698,021	11,978,057
General Materials & Supplies	9,160,775	7,160,775	7,332,634	7,515,950	7,703,849	7,896,446
Conference & Meeting	1,718,261	1,718,261	1,759,499	1,803,487	1,848,574	1,894,789
Fixed Charges	20,823,028	25,822,452	23,029,137	23,300,720	23,595,535	23,999,741
Utilities	3,445,800	3,445,800	3,528,499	3,616,711	3,707,129	3,799,807
Capital Outlay	50,879,038	38,554,477	35,246,985	22,295,660	9,646,801	9,750,471
Other Expenditures	27,847,742	25,847,742	26,467,956	27,129,517	27,807,618	28,502,670
Contingency	1,410,000	1,410,000	1,411,440	1,412,976	1,414,550	1,416,164
Offset for Unanticipated Revenue	600,000	600,000	600,000	600,000	600,000	600,000
Expense Adjustment	(4,500,000)	(4,500,000)	(4,500,000)	(4,500,000)	(4,500,000)	(4,500,000)
<b>Total Expenditures</b>	<b>226,733,968</b>	<b>215,757,513</b>	<b>213,577,355</b>	<b>204,985,631</b>	<b>196,479,425</b>	<b>202,590,284</b>
Excess (Deficiency) of Revenue over Expenditures	(34,800,992)	(27,171,666)	(24,727,035)	(19,904,097)	(7,458,280)	(9,497,364)
<b>Other financing sources (uses):</b>						
Proceeds from bond issue	-	184,800,000	-	4,800,000	-	4,800,000
Total other financing sources (uses)	-	184,800,000	-	4,800,000	-	4,800,000
Excess (Deficiency) of Revenue over Expenditures	(34,800,992)	157,628,334	(24,727,035)	(15,104,097)	(7,458,280)	(4,697,364)
Beginning Fund Balance	150,022,492	115,221,500	272,849,834	248,122,799	233,018,702	225,560,422
Ending Fund Balance	\$ 115,221,500	\$272,849,834	\$ 248,122,799	\$ 233,018,702	\$ 225,560,422	\$ 220,863,058
<sup>1</sup> 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 2020 Budget	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
<b>Revenues</b>						
Local Tax Revenue	\$ 60,277,815	\$ 62,185,848	\$ 63,816,752	\$ 65,684,432	\$ 67,638,581	\$ 69,649,400
All other local revenue	855,000	855,000	855,000	855,000	855,000	855,000
ICCB grants	2,490,000	2,490,000	2,490,000	2,490,000	2,490,000	2,490,000
Federal revenue	20,000	20,000	20,000	20,000	20,000	20,000
Student tuition and fees	49,385,355	49,253,650	50,265,700	51,162,918	52,094,933	53,039,580
All other revenue	2,398,312	2,398,312	2,398,312	2,398,312	2,398,312	2,398,312
Unanticipated revenue	600,000	600,000	600,000	600,000	600,000	600,000
<b>Total Revenues</b>	<b>116,026,482</b>	<b>117,802,810</b>	<b>120,445,764</b>	<b>123,210,662</b>	<b>126,096,826</b>	<b>129,052,292</b>
<b>Expenditures</b>						
Salaries	74,137,430	76,278,761	78,478,168	80,514,002	82,526,850	84,590,021
Benefits	15,017,883	16,369,836	17,842,424	19,447,024	21,196,014	23,102,377
Contractual Services	6,938,831	6,940,699	7,107,820	7,285,585	7,467,807	7,654,587
General Materials & Supplies	5,564,251	5,564,251	5,697,793	5,840,238	5,986,244	6,135,901
Conference & Meeting	1,280,910	1,280,910	1,311,652	1,344,444	1,378,055	1,412,507
Fixed Charges	660,379	660,379	676,228	693,133	710,461	728,222
Utilities	3,320,800	3,320,800	3,400,499	3,485,511	3,572,649	3,661,965
Capital Outlay	1,611,301	1,611,301	1,649,972	1,691,221	1,733,501	1,776,838
Other Expenditures	6,717,554	6,717,554	6,878,775	7,050,744	7,227,013	7,407,688
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	(4,500,000)	(4,500,000)	(4,500,000)	(4,500,000)	(4,500,000)	(4,500,000)
<b>Total Expenditures</b>	<b>111,699,339</b>	<b>115,194,491</b>	<b>119,493,331</b>	<b>123,801,902</b>	<b>128,248,594</b>	<b>132,920,106</b>
Excess (Deficiency) of Revenue over Expenditures	4,327,143	2,608,319	952,433	(591,240)	(2,151,768)	(3,867,814)
<b>Other financing sources (uses):</b>						
Transfers (to) from other funds	(4,327,143)	(4,326,014)	(4,319,082)	(4,302,952)	(4,289,223)	(4,273,306)
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources (uses)	-	(1,717,695)	(3,366,649)	(4,894,192)	(6,440,991)	(8,141,120)
Beginning Fund Balance	55,527,042	55,527,042	53,809,347	50,442,698	45,548,506	39,107,515
Ending Fund Balance	\$ 55,527,042	\$ 53,809,347	\$ 50,442,698	\$ 45,548,506	\$ 39,107,515	\$ 30,966,395
Local Revenue/Total Revenue	52.7%	53.5%	53.7%	54.0%	54.3%	54.6%
ICCB Grants/Total Revenue	2.1%	2.1%	2.1%	2.0%	2.0%	1.9%
Student tuition and fees/Total Revenue	42.6%	41.8%	41.7%	41.5%	41.3%	41.1%
Salaries and Benefits/Total Expenditures	79.8%	80.4%	80.6%	80.7%	80.9%	81.0%
Fund Balance/Budgeted Expenditures	46.5%	43.5%	39.4%	34.4%	28.5%	22.6%

William Rainey Harper College						
Five-Year Financial Plan						
All Tax Capped Funds						
Revenue Major Assumptions						
Local Tax Revenue - Levy Year						
	2019	2020	2021	2022	2023	2023
CPI-U Change	1.9%	1.9%	2.4%	2.5%	2.5%	2.5%
New Construction	0.4%	0.4%	0.4%	0.4%	0.4%	0.4%
Other Revenues						
		FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
ICCB Grants		0.0%	0.0%	0.0%	0.0%	0.0%
Credit Hour Enrollment		0.0%	-0.3%	-0.7%	-0.6%	-0.7%
(see next page for detailed enrollment projections)						
Credit Hour Based Tuition and Fees	FY 2020 Base	Increase	Increase	Increase	Increase	Increase
Percentage Increase		1.9%	2.4%	2.5%	2.5%	2.5%
Tuition	\$133.50	\$3.00	\$3.75	\$4.00	\$4.00	\$4.25
Universal Fee	19.00	-	-	-	-	-
<b>Total Credit Hour Based Tuition and Fees</b>	<b>\$152.50</b>	<b>\$155.50</b>	<b>\$159.25</b>	<b>\$163.25</b>	<b>\$167.25</b>	<b>\$171.50</b>
Expenditure Major Assumptions						
		FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
Salaries - Full-Time Faculty <sup>1</sup>		3.60%	3.60%	2.50%	2.50%	2.50%
Salaries - Adjunct Faculty <sup>2</sup>		1.90%	2.40%	2.50%	2.50%	2.50%
Salaries - Professional/Technical <sup>3</sup>		2.90%	3.00%	3.15%	2.50%	2.50%
Salaries - IEA/NEA Service Staff		1.90%	2.40%	2.50%	2.50%	2.50%
Salaries - ICOPS Service Staff <sup>4</sup>		3.00%	2.40%	2.50%	2.50%	2.50%
Salaries - All other employee groups		1.90%	2.40%	2.50%	2.50%	2.50%
Benefits - Education and Operations & Maintenance Funds		9.00%	9.00%	9.00%	9.00%	9.00%
Benefits - Liability, Protection and Settlement Fund		0.00%	2.40%	2.50%	2.50%	2.50%
Contractual Services		0.00%	2.40%	2.50%	2.50%	2.50%
General Materials and Supplies		0.00%	2.40%	2.50%	2.50%	2.50%
Conference and Meeting		0.00%	2.40%	2.50%	2.50%	2.50%
Fixed Charges		0.00%	2.40%	2.50%	2.50%	2.50%
Utilities		0.00%	2.40%	2.50%	2.50%	2.50%
Capital Outlay		0.00%	2.40%	2.50%	2.50%	2.50%
Other Expenditures		0.00%	2.40%	2.50%	2.50%	2.50%
<sup>1</sup> Based on contract through FY 2022						
<sup>2</sup> Based on contract through FY 2021						
<sup>3</sup> Based on contract through FY 2023						
<sup>4</sup> Based on contract through FY 2021						



# Enrollment Projections

FY 2021 - 2025

## Fiscal Year FTE Totals

	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21	FY22	FY23	FY24	FY25
Summer FTE	3,110	3,195	3,161	2,838	2,779	2,652	2,565	2,341	2,248	2,204	2,113	2,051	1,990	1,931	1,874	1,820
Summer % Chng		2.7%	-1.1%	-10.2%	-2.1%	-4.6%	-3.3%	-8.7%	-4.0%	-1.9%	-4.1%	-2.9%	-3.0%	-3.0%	-3.0%	-2.9%
Fall FTE	10,351	10,543	10,168	9,546	9,443	9,089	8,746	8,474	8,243	8,008	7,981	7,953	7,888	7,770	7,658	7,551
Fall % Change		1.9%	-3.6%	-6.1%	-1.1%	-3.7%	-3.8%	-3.1%	-2.7%	-2.9%	-0.3%	-0.4%	-0.8%	-1.5%	-1.4%	-1.4%
Spring FTE	10,027	9,976	9,388	9,232	8,894	8,714	8,609	8,535	8,261	8,104	8,119	8,071	8,003	7,901	7,804	7,711
Spring % Chng		-0.5%	-5.9%	-1.7%	-3.7%	-2.0%	-1.2%	-0.9%	-3.2%	-1.9%	0.2%	-0.6%	-0.8%	-1.3%	-1.2%	-1.2%
<b>Annualized FTE</b>	<b>11,743</b>	<b>11,857</b>	<b>11,358</b>	<b>10,808</b>	<b>10,558</b>	<b>10,228</b>	<b>9,960</b>	<b>9,675</b>	<b>9,376</b>	<b>9,158</b>	<b>9,107</b>	<b>9,038</b>	<b>8,941</b>	<b>8,801</b>	<b>8,668</b>	<b>8,541</b>
<b>FY Total % Chng</b>		<b>1.0%</b>	<b>-4.2%</b>	<b>-4.8%</b>	<b>-2.3%</b>	<b>-3.1%</b>	<b>-2.6%</b>	<b>-2.9%</b>	<b>-3.1%</b>	<b>-2.3%</b>	<b>-0.6%</b>	<b>-0.8%</b>	<b>-1.1%</b>	<b>-1.6%</b>	<b>-1.5%</b>	<b>-1.5%</b>

	Annualized FTE															
	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21	FY22	FY23	FY24	FY25
New HS Grad	2,154	2,067	1,976	1,880	1,933	1,840	1,822	1,732	1,768	1,702	1,804	1,804	1,804	1,804	1,804	1,804
New 20-	524	533	497	480	470	452	426	426	372	362	370	368	366	357	348	340
Cont 20-	2,971	2,915	2,696	2,569	2,514	2,507	2,488	2,394	2,360	2,287	2,315	2,376	2,410	2,402	2,394	2,386
21+ / < 6 Hours	1,044	1,073	1,065	1,001	958	916	905	861	802	771	739	712	684	657	631	606
21+ / 6-11 Hours	2,107	2,370	2,345	2,154	2,082	2,019	1,949	1,927	1,861	1,859	1,813	1,789	1,761	1,733	1,706	1,680
21+ / 12+ Hours	1,939	1,992	1,832	1,630	1,525	1,383	1,236	1,167	1,158	1,049	968	911	856	805	757	713

AED	760	689	650	688	640	627	551	445	427	442	385	366	348	331	315	300
CE Reimb	119	99	116	124	142	118	119	101	83	64	68	68	68	68	68	68
Concurrent	24	27	31	21	21	21	16	17	21	20	19	19	19	19	19	19
Dual (off campus)	50	39	103	215	231	312	411	569	487	565	588	587	587	587	587	587
Dual (on campus)	50	55	49	45	42	32	39	37	36	36	38	38	38	38	38	38

<b>Total</b>	<b>11,743</b>	<b>11,857</b>	<b>11,358</b>	<b>10,808</b>	<b>10,558</b>	<b>10,228</b>	<b>9,960</b>	<b>9,675</b>	<b>9,376</b>	<b>9,158</b>	<b>9,107</b>	<b>9,038</b>	<b>8,941</b>	<b>8,801</b>	<b>8,668</b>	<b>8,541</b>
												<b>FTE</b>	<b>FTE</b>	<b>FTE</b>	<b>FTE</b>	<b>FTE</b>
New Programs												10	30	50	70	90
Growth 1.6												10	20	40	60	75
Operational Changes												14	18	20	26	30
Retention												25	45	65	85	95
Dual Credit												5	15	25	35	45
AED Changes												5	15	20	25	30
<b>TOTAL</b>												<b>69</b>	<b>143</b>	<b>220</b>	<b>301</b>	<b>365</b>
Revised Forecast												9,107	9,084	9,021	8,969	8,906
Revised % Change												0%	-0.26%	-0.70%	-0.59%	-0.73%

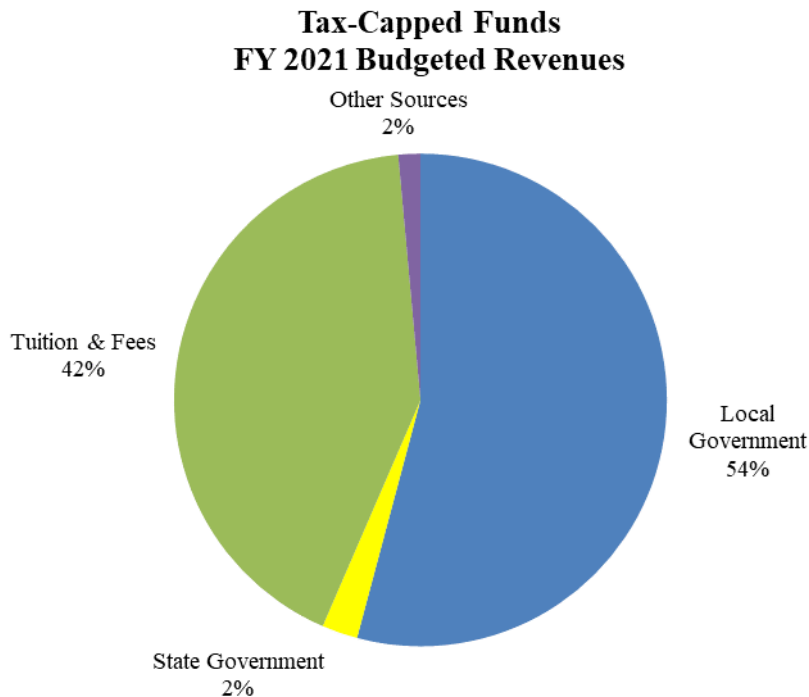
## Overview of Revenues and Expenditures – Budget Assumptions and Historical Trends

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 2021’s budget.

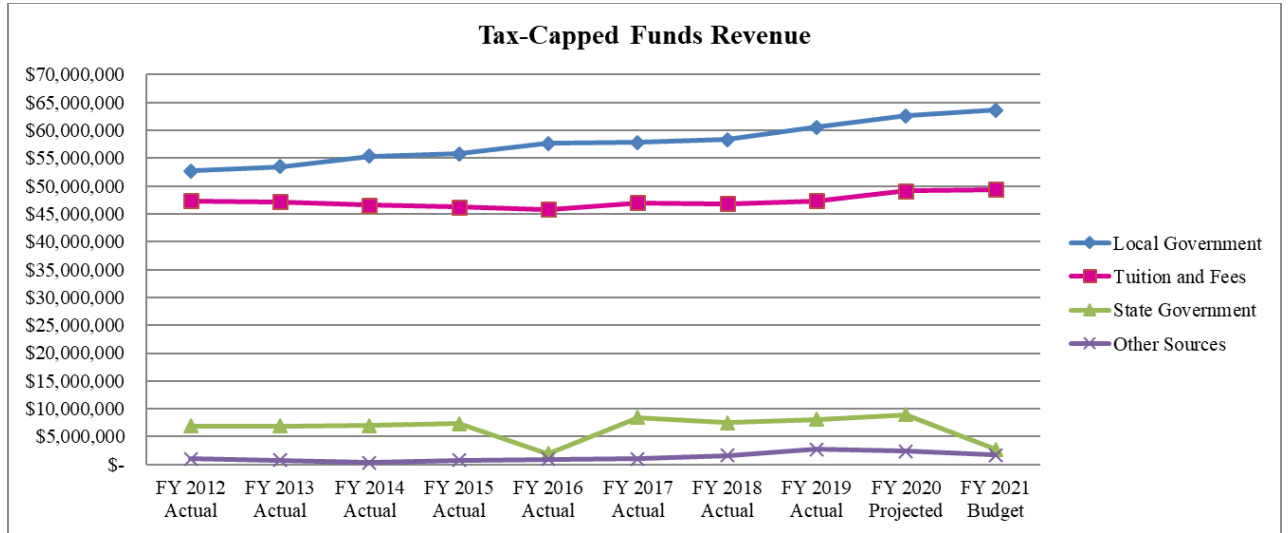
### Revenue

The Tax Capped Funds have three major sources of revenue: local government, tuition and fees, and state government. Budgeted revenues for FY 2021 are \$117,514,306 compared to a budget of \$116,026,482 for FY 2020. This represents an increase of \$1,487,824, or 1.3%. The increase is primarily due to local government.



The following table and graph show revenues for the previous nine years, as well as the budgeted revenues for FY 2021. 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 2021 Budget										
	FY 2012 Actual	FY 2013 Actual	FY 2014 Actual	FY 2015 Actual	FY 2016 Actual	FY 2017 Actual	FY 2018 Actual	FY 2019 Actual	FY 2020 Projected	FY 2021 Budget
Local Government	\$ 52,733,896	\$ 53,464,061	\$ 55,317,505	\$ 55,813,661	\$ 57,675,831	\$ 57,862,117	\$ 58,331,093	\$ 60,529,923	\$ 62,613,751	\$ 63,633,193
Tuition and Fees	47,308,123	47,127,296	46,577,180	46,203,422	45,802,519	46,990,717	46,839,619	47,304,600	49,142,827	49,419,477
State Government	6,904,640	6,938,432	7,035,549	7,359,309	1,992,338	8,418,809	7,538,647	8,097,810	8,981,135	2,765,636
Other Sources	1,037,698	749,459	365,421	818,947	957,857	1,051,078	1,637,767	2,707,538	2,393,001	1,696,000
<b>Total Revenues</b>	<b>\$ 107,984,357</b>	<b>\$ 108,279,248</b>	<b>\$ 109,295,655</b>	<b>\$ 110,195,339</b>	<b>\$ 106,428,545</b>	<b>\$ 114,322,721</b>	<b>\$ 114,347,126</b>	<b>\$ 118,639,871</b>	<b>\$ 123,130,714</b>	<b>\$ 117,514,306</b>



### Local Government

Local government represents 54% 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 \$61,132,815 in FY 2020 to \$63,633,193 in FY 2021, or 4.1%.

### 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 2019 was 2.3%, which will affect the 2020 tax levy and approximately half of the tax revenues budgeted for FY 2021.

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

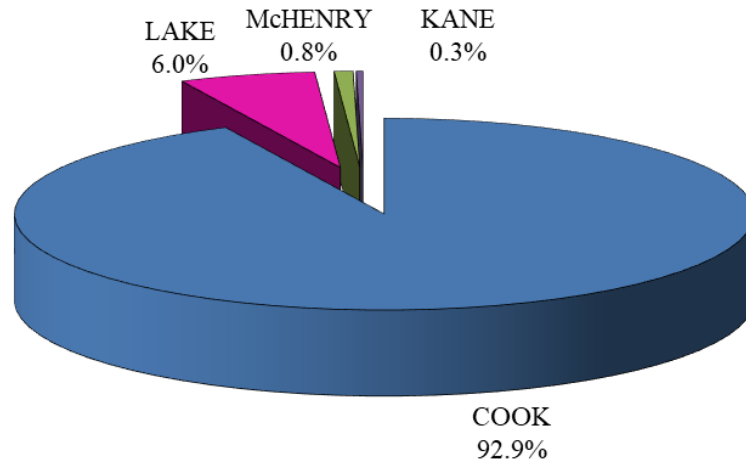
<b>Tax Year</b>	2012	2013	2014	2015	2016	2017	2018	2019	2020
<b>CPI</b>	3.0%	1.7%	1.5%	0.8%	0.7%	2.1%	2.1%	1.9%	2.3%

The 2019 CPI-U increase of 2.3% 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 2020, which are deducted from current year tax distributions, totaled \$2 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:

<b>2019 TAX YEAR VALUATIONS</b>					
	<u>COOK</u>	<u>LAKE</u>	<u>McHENRY</u>	<u>KANE</u>	<u>TOTAL</u>
EAV for 2019 levy	\$ 19,956,247,914	1,276,615,965	175,707,828	63,153,602	\$ 21,471,725,309
EAV for 2018 levy	\$ 17,388,796,587	1,268,924,339	166,418,545	58,035,041	\$ 18,882,174,512
Change from prior year	14.8%	0.6%	5.6%	8.8%	13.7%
Percentage of total 2019 EAV by county	92.9%	6.0%	0.8%	0.3%	100.00%



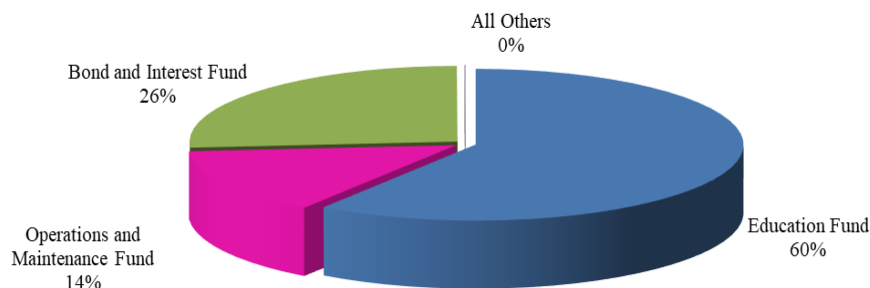
Tax rates and extensions are determined by each individual county. Cook County uses prior year EAV for determining the maximum allowable levy, whereas the other district counties use the current year EAV for both levy and rate determination. This process causes rates to vary by county.

Below are the blended extensions and rates by fund for all counties in the district, of which Cook County represents 92.9%.

<b>2019 TAX RATES BY FUND</b>								
	2019	% of	2019	2018	% of	2018	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>2019/2018</u>
Education	\$ 51,378,877	59.6%	0.2393	\$ 49,779,576	60.2%	0.2636	0.7500	3.21%
Operation and Maintenance	12,195,060	14.1%	0.0568	12,005,199	14.5%	0.0636	0.1000	1.58%
Liability Protection and Settlement	18,838	0.0%	0.0001	17,789	0.0%	0.0001	none	5.90%
Audit	18,838	0.0%	0.0001	17,789	0.0%	0.0001	0.0050	5.90%
Subtotal Tax-Capped Funds	\$ 63,611,613	73.8%	0.2963	\$ 61,820,353	74.8%	0.3274		2.90%
Bond and Interest	22,623,573	26.2%	0.1054	20,865,493	25.2%	0.1105	none	8.43%
Total	\$ 86,235,186	100.0%	0.4016	\$ 82,685,846	100.0%	0.4379		4.29%

## Distribution of each 2019 Tax Dollar

### 2019 Levy as Extended by Fund



Illinois community colleges are on a June 30 fiscal year, with fiscal year 2021 covering the period between July 1, 2020 and June 30, 2021. 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 2021, approximately  $\frac{1}{2}$  of the property tax revenue is from the calendar year 2019 levy, and  $\frac{1}{2}$  from the 2020 estimated levy.

The 2020 real estate levy must be filed with the County Clerk's office during December, 2020 and applies to the property values as of December 31, 2020. Those property values will be determined during calendar year 2020, with first installment tax bills mailed by the counties during spring 2021. Each county allows installment payments, with 50% due in the spring, and 50% due in late summer. 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 2021, net of projected refunds.

## 2019 Calendar Year Levy by Fund and Amounts Anticipated for Fiscal Year 2021

	2019 Adopted Levy	2019 Final Extension	FY 21 Anticipated Revenue from 2019 Levy	FY 21 Anticipated Revenue from 2020 Levy
Education	\$ 51,400,000	\$ 51,378,877	\$ 24,275,215	\$ 25,921,788
Operation and Maintenance	12,200,000	12,195,060	5,757,286	6,642,608
Liability Protection and Settlement	20,000	18,838	8,895	9,253
Audit	20,000	18,838	8,895	9,253
Subtotal Tax-Capped Funds	63,640,000	63,611,613	30,050,291	32,582,902
Bond and Interest	21,604,000	22,623,573	10,826,355	11,558,395
Total	\$ 85,244,000	\$ 86,235,186	\$ 40,876,646	\$ 44,141,297

Following is a nine-year history and the FY 2021 budget of property tax revenues in the tax-capped funds and percentage changes.

	FY 2012 Actual	FY 2013 Actual	FY 2014 Actual	FY 2015 Actual	FY 2016 Actual	FY 2017 Actual	FY 2018 Actual	FY 2019 Actual	FY 2020 Projected	FY 2021 Budget
	\$ 51,557,775	\$ 52,250,963	\$ 54,184,718	\$ 54,669,281	\$ 56,622,586	\$ 56,765,994	\$ 57,477,710	\$ 59,580,279	\$ 61,586,915	\$ 62,633,193
% Change		1.3%	3.7%	0.9%	3.6%	0.3%	1.3%	3.7%	3.4%	1.7%

### Enrollment and Tuition and Fees

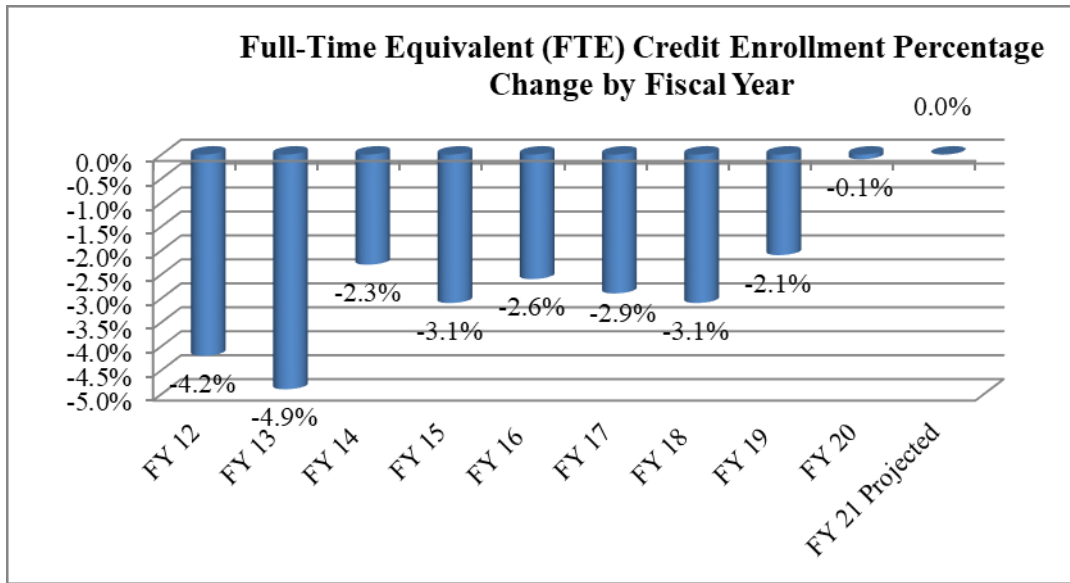
Tuition and fees account for 42% of total budgeted revenues. The tuition board policy limits the annual tuition and per credit hour fee increases to 5% of total tuition and fees or the Illinois statute limitation using the Higher Education Cost Adjustment (HECA) rate change as a guideline, as appropriate, 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. For FY 2021 there was no increase in the tuition and fee rates. The combined tuition and per credit hour fees of \$152.50 (tuition rate of \$133.50 plus per credit hour fees of \$19.00) remains the same as FY 2020.

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 2021 budgeted to remain flat, though early indications are that due to the pandemic and move to online learning there will be a decline for the fall semester.

Budgeted tuition and fees for the Tax Capped Funds will increase from \$49,385,355 in FY 2020 to \$49,419,477 in FY 2021, or 0.1%.

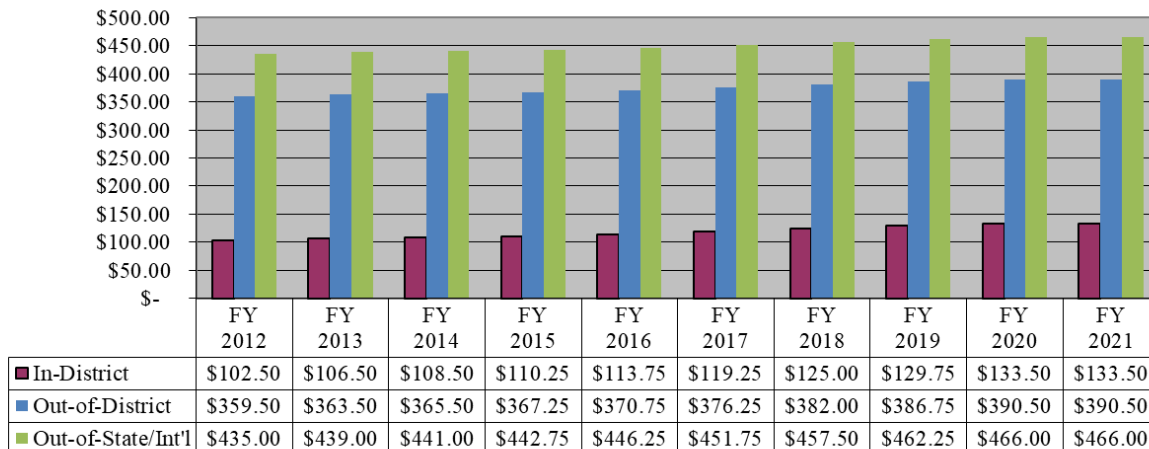


FTE History											
	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021 Budget
	11,859	11,361	10,808	10,560	10,229	9,961	9,676	9,376	9,096	9,083	9,083

The following charts show the tuition rates per credit hour, changes of in-district rates, and history and FY 2021 budget for tuition and fee revenues.



### Tuition Rates per Credit Hour



#### In-District Rate Dollar and Percentage Change

FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
\$4.00	\$4.00	\$2.00	\$1.75	\$3.50	\$5.50	\$5.75	\$4.75	\$3.75	\$0.00
4.1%	3.9%	1.9%	1.6%	3.2%	4.8%	4.8%	3.8%	2.9%	0.0%

#### Tuition and Fees Revenue

	FY 2012 Actual	FY 2013 Actual	FY 2014 Actual	FY 2015 Actual	FY 2016 Actual	FY 2017 Actual	FY 2018 Actual	FY 2019 Actual	FY 2020 Projected	FY 2021 Budget
	\$ 47,308,124	\$ 47,127,296	\$ 46,577,180	\$ 46,203,422	\$ 45,802,519	\$ 46,990,717	\$ 46,839,619	\$ 47,304,600	\$ 49,142,827	\$ 49,419,477
Percentage change	-3.2%	-0.4%	-1.2%	-0.8%	-0.9%	2.6%	-0.3%	1.0%	3.9%	0.6%

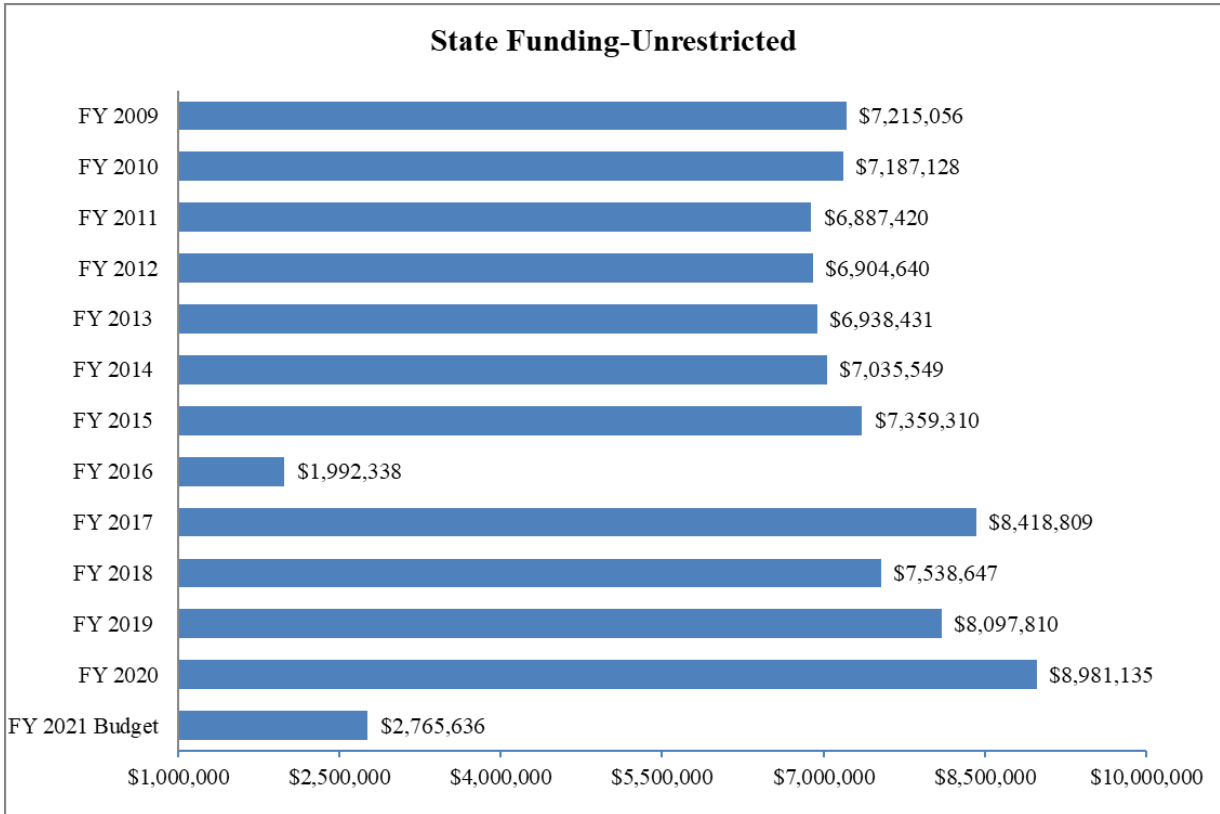
## State Funding

State funding as a percentage of per capita costs is estimated in FY 2020 to be 5%. As a percentage of total Tax-Capped funds revenue, it is estimated to be 7.3% for FY 2020. 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 current year's appropriation. The College has reduced its reliance on State funding because of the uncertainties surrounding the finances of the State of Illinois. The budget will increase from \$2,490,000 in FY 2020 to \$2,765,636 in FY 2021.

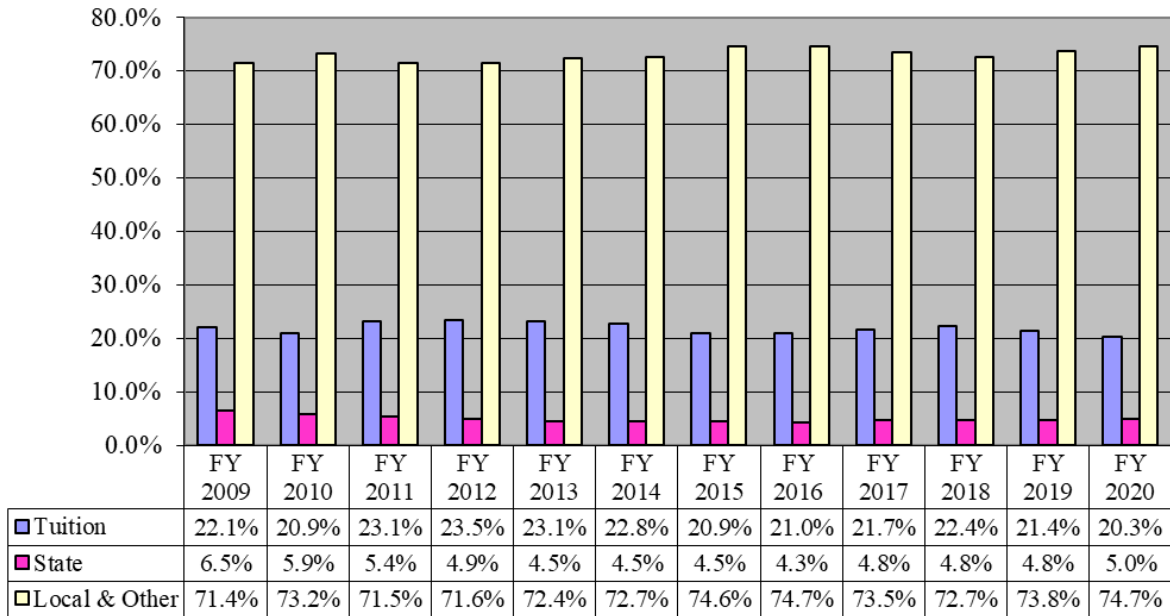
In addition to uncertainty in funding for the base operating grant, the College will be expected to absorb any unfunded Illinois Veterans' grants, which are estimated to be approximately \$200,000.

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.



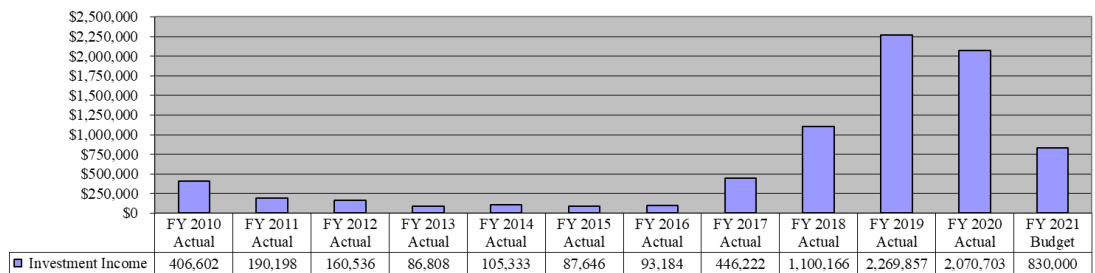
State Funding Percentage of Revenues and Change													
	FY 09	FY 10	FY 11	FY 12	FY 13	FY 14	FY 15	FY 16	FY 17	FY 18	FY 19	FY 20	FY 21 Budget
Percentage of Total Revenues	7.4%	7.0%	6.4%	6.4%	6.4%	6.4%	6.7%	1.9%	7.4%	6.6%	7.2%	7.3%	2.4%
Percentage change	1.2%	-0.4%	-4.2%	0.3%	0.5%	1.4%	4.6%	-72.9%	322.6%	-10.5%	7.4%	10.9%	-69.2%

### Percentage of Per Capita Cost



**All other revenue** sources make up 2.0% of total revenues. Yields on typical quality investments have declined sharply over the past year. Investment income in the past year was \$2,070,703 and is budgeted to be \$830,000 in FY 2021.

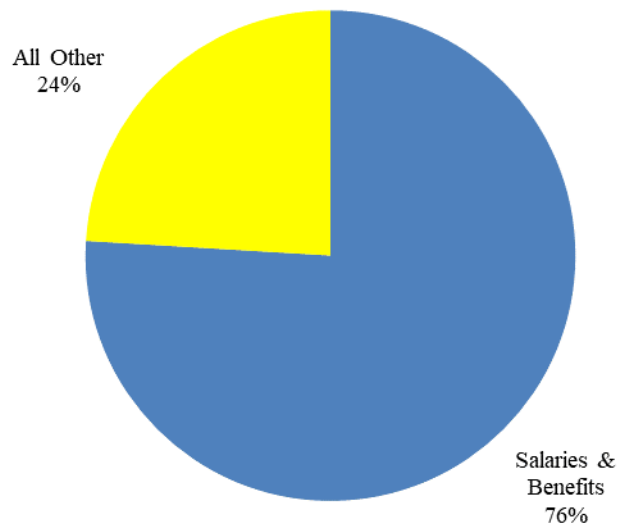
### Investment Income by Fiscal Year



## Expenditures

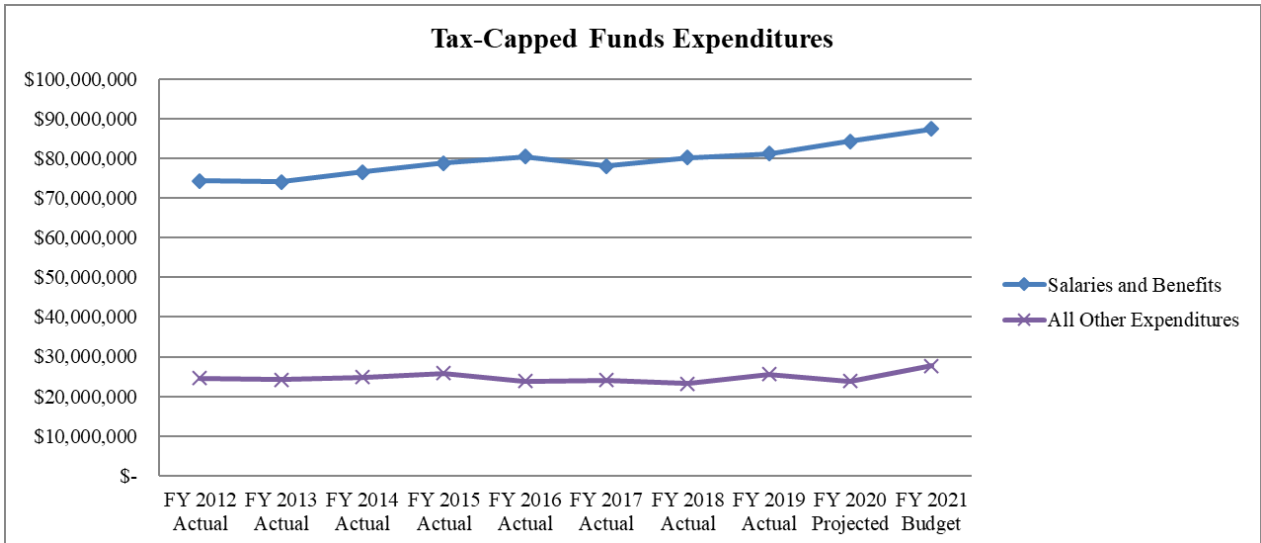
Building the expenditure side of the budget is a coordinated process across all College departments. Reallocation of existing budgets is always considered before funding any new budget requests. The Tax Capped Funds budgeted expenditures for FY 2021 are \$115,147,001 compared to \$111,699,339 for FY 2020. This represents an increase of \$3,447,662, or 3.0%, driven primarily by increases in annual salaries and benefits.

### Tax-Capped Funds FY 2021 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 2021.

Tax-Capped Funds Expenditures- History and FY 2021 Budget										
	FY 2012 Actual	FY 2013 Actual	FY 2014 Actual	FY 2015 Actual	FY 2016 Actual	FY 2017 Actual	FY 2018 Actual	FY 2019 Actual	FY 2020 Projected	FY 2021 Budget
Salaries and Benefits	\$ 74,431,168	\$ 74,161,710	\$ 76,569,300	\$ 78,919,149	\$ 80,481,863	\$ 78,189,574	\$ 80,217,826	\$ 81,235,641	\$ 84,374,972	\$ 87,459,592
All Other Expenditures	24,551,626	24,224,513	24,821,933	25,788,327	23,846,403	24,060,263	23,226,437	25,604,724	23,807,508	27,687,409
Total Expenditures	\$ 98,982,794	\$ 98,386,223	\$ 101,391,233	\$ 104,707,476	\$ 104,328,266	\$ 102,249,837	\$ 103,444,263	\$ 106,840,365	\$ 108,182,480	\$ 115,147,001



### Salaries and Benefits

Salaries and benefits represent 76% of the College’s expenditures. Approximately 66% of the College’s salaries and benefits are driven by collective bargaining agreements making the budget process relatively straightforward in most years. All but one, currently under negotiations, of the College’s unionized groups have settled contracts through at least FY 2021. 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 2021 medical insurance rates to increase 8%.

Combined salaries and benefits budgets have decreased from \$89,155,313 in FY 2020 to \$87,459,592 in FY 2021, or about 1.9%. This is due to reducing the budget in these categories by \$3,500,000 to account for estimated surpluses due to vacant positions. The impact without this adjustment would have been a 2.0% increase.

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

<b>Personnel Headcount Summary</b>				
	FY 2018	FY 2019	FY 2020	FY 2021
Employee Group	Actual	Actual	Budget	Budget
Faculty - Full-Time	228	223	224	222
Administrators - Full-Time	39	38	38	40
Professional/Technical - Full-Time	152	167	167	176
Professional/Technical - Part-Time	32	28	28	31
Supervisory/Management - Full-Time	103	111	111	113
Supervisory/Management - Part-Time	2	2	2	2
Classified - Full-Time	128	122	126	121
Classified - Part-Time	83	72	64	61
Security - Full-Time	17	17	17	17
Security - Part-Time	15	15	15	15
Custodial/Maintenance - Full-Time	84	84	84	86
Custodial/Maintenance - Part-Time	4	4	4	4
<b>Totals - Permanent Employees</b>	<b>887</b>	<b>883</b>	<b>880</b>	<b>888</b>
Instructional Adjunct Faculty	657	644	600	585
Non-Instructional Adjunct Faculty	21	39	31	17
Continuing Education Instructors	428	398	424	358
<b>Totals - Adjunct employees</b>	<b>1,106</b>	<b>1,081</b>	<b>1,055</b>	<b>960</b>
<b>Grand Totals</b>	<b>1,993</b>	<b>1,964</b>	<b>1,935</b>	<b>1,848</b>

**All other expenditures**, which include contractual services, materials and supplies, travel and meeting, fixed charges, utilities, capital outlay, contingency, and other combined for an increase from \$22,544,026 in FY 2020 to \$27,687,409 in FY 2021, or 22.8%. This increase is due to shifting \$3,500,000 million of FY 2020 budget reductions from this category to the salaries and benefits categories, to account for estimated surpluses. The increase without this adjustment would have been 7.3%. These expenditures represent 24% of the budget.

## 2019 SWOT ANALYSIS OVERVIEW

In preparation for future planning, Harper College invested significant time and effort to conduct a thorough 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:

- Accountability Report
- Campus Master Plan
- College Plan
- Community College Survey of Student Engagement (CCSSE) results
- Community Scan
- Cultural Values Assessment results
- Environmental Scan
- Fact Book
- Follow-up Survey results
- National Community College Benchmark Project (NCCBP) results
- Personal Assessment of the College Environment (PACE) results
- Post-Harper Employment and Wage Outcomes
- 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 focused attention. Further research was conducted to gather additional data on external factors influencing Harper as opportunities or threats. Items that surfaced were evaluated using three criteria:

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

An initial draft document was created and reviewed by the Strategic Planning and Accountability Shared Governance Committee. The draft was then presented to the campus community via the portal and during the March 14, 2019 Dialogue Session. Faculty and staff were able to provide feedback on the draft at the session and in an online survey. This final document incorporates the campus feedback.

## STRENGTHS

A strength is a positive internal institutional attribute.

### Strength 1: Increasing Levels of Student Success – Persistence and Completion

#### Item Description:

Persistence rates have increased for both full-time and part-time students since 2012-13. Efforts to retain students, both inside and outside of the classroom, appear to be producing the desired effect. Additionally, completion rates continue to show improvement with graduation rates at their highest in recorded history. While room for improvement in both persistence and completion still exist, the growth in both of these areas, ultimately representing an increase in the success of Harper students, is a reflection of the academic excellence of the College.

#### Supporting Information:

Harper College has experienced an increase in persistence rates for both full-time and part-time students. Since 2012-13, persistence rates are more than five percent higher for full-time students and five percent higher for part-time students.<sup>1</sup>

Persistence Rate (fall to fall)*					
Year	2012-13	2013-14	2014-15	2015-16	2016-17
Harper full-time	68.4%	68.4%	69.7%	72.9%	73.9%
Harper part-time	44.6%	47.4%	45.8%	47.5%	49.6%

\*IPEDS fall to fall persistence rate measures first-time, full-time, degree/certificate-seeking students who first enroll at Harper in the given fall semester and return the following fall.

When compared to Harper's peer group, persistence of first-time, full-time credential seeking students from first fall term to second fall term is higher for Harper students (74%) than the peer group (70%).<sup>2</sup> Additionally, both full-time and part-time students persist to the next term and the following fall at rates higher than peers (fall 2016 cohort).<sup>3</sup>

The College's graduation rate has also improved over time, more than doubling since 2010, and is currently at its highest rate in recorded history. Harper's graduation rate has also remained above the Illinois peer group average since 2011.

Graduation Rate*									
Year	2010	2011	2012	2013	2014	2015	2016	2017	2018
Harper	13.9%	19.0%	20.4%	24.1%	21.4%	26.3%	28.4%	28.8%	32.7%
Peer Average	15.4%	15.8%	16.9%	18.3%	18.5%	20.5%	24.2%	24.4%	Not Yet Available

\*IPEDS Graduation Rate measures first-time, full-time, degree/certificate-seeking students who completed a credential within three years of enrolling at Harper.

In addition, when compared with more than 200 community colleges nationwide, Harper's full-time completion rates at two-years, three-years, and six-years are at or above the 72<sup>nd</sup> percentile.<sup>4</sup>

<sup>1</sup> Harper College *Institutional Accountability Report 2017-2018*, p. i.

<sup>2</sup> National Center for Education Statistics. 2018. *IPEDS Data Feedback Report 2018*, p. 5.

<sup>3</sup> 2018 *National Community College Benchmark Report*, p. 2.

<sup>4</sup> Ibid.



Harper College continues to respond to former President Obama's 2010 American Graduation Initiative, which challenged the nation to produce an additional five million credentials by 2020. Harper College calculated its share of this five million at 10,604 additional credentials. The College surpassed this goal in FY2017, and by the end of FY2018 conferred an additional 12,218 credentials.<sup>5</sup> Harper confers more degree and certificates than the peer group – 3,607 for Harper as compared to the peer group average of 2,466.<sup>6</sup>

Improved persistence and completion have been the result of the College's focus on academic excellence as well as the implementation of a multitude of campus efforts:

- Expanded the Early Alert system (Starfish) to include all new degree-seeking students. Starfish is a system used by faculty and advisors to identify students at-risk and intervene with needed supports or resources.
- Redesigned the MyHarper Student Portal to provide essential information in a user-friendly manner. Increased the ease with which students can register for classes, pay tuition, and find services.
- Ensured completion of an Educational Plan for all new degree-seeking students.
- Implemented a Case Management Advising Model that assigns all new degree-seeking students with a point person.
- Stackable credentials are offered in a variety of career programs and provide opportunities for students to earn additional certificates.
- Students who have earned a degree/certificate and those who are close to meeting degree/certificate requirements are identified and notified of this status. Additionally, certificates are auto awarded to students who earn A.A.S. degrees in a stackable career program, once program requirements are met.
- Ongoing work with sender high schools continues to result in increased college readiness thereby increasing the likelihood of persisting and reducing the time to completion.

<sup>5</sup> Harper College *Institutional Accountability Report 2017-2018*, p. i.

<sup>6</sup> National Center for Education Statistics. 2018. *IPEDS Data Feedback Report 2018*, p. 3.

## **Strength 2: Institutional Focus on Diversity and Inclusion**

### Item Description:

Institutional priority has been given to matters of diversity and inclusion since 2012 when a presidential task force was appointed to examine employee attitudes and beliefs, review best practices, and recommend a goal for the College's Institutional Effectiveness Measure (IEM) on diversity. Many initiatives have been implemented and Harper has since been recognized for its diversity and inclusion work.

### Supporting Information:

Harper has taken many steps in support of diversity and inclusion, including creation of a Diversity and Inclusion Officer position to further Harper's diversity, equity, and inclusion initiatives.<sup>7</sup>

Implemented supports for diverse employees including:

- Established and implemented a protocol for bias incident reporting.<sup>8</sup>
- Employee Resource Groups: DREAM serving employees of color; LAND serving those with disabilities/accommodations; and SAFE @ Harper serving LGBTQIA+ employees.<sup>9</sup>

Diversity and inclusion remains an institutional focus as indicated by:

- Two IEMs, Diverse New Hires and Underrepresented Employee Separations.<sup>10</sup> Progress on these metrics is reported annually on the College's public website.
- A Diversity Scorecard, serving as an accountability tool, measuring recruitment/ advancement, retention, service/professional development, and student opinion/satisfaction.<sup>11</sup>
- Goals that support recruitment/retention of Hispanic/Latino students, recommended by the Hispanic Strategic Enrollment Task Force and included in the FY2019 Operational Plan.<sup>12</sup>
- Administration of the Cultural Values Assessment (CVA) every three years. After the most recent administration in 2016, 16 small group sessions were conducted with 270 employees to review and discuss the results of the CVA.<sup>13</sup>

Updated hiring and feedback practices that support diversity and inclusion including<sup>14</sup>:

- A diverse employee recruitment plan focused on increasing applicant diversity, increasing the percent of diverse applicants interviewed from 11% in FY2015 to 14.7% in FY2016.
- Use of an outside vendor to conduct all exit interviews.
- Implementation of a 360-feedback process for managers and administrators.
- The Diverse Faculty Fellows program, beginning in January 2015 with nine Faculty Fellows participating in the program to date. Three fellows have continued as full-time faculty and one as adjunct faculty. Fellows have taught 1,451 students with 95 of those students taking more than one course with a fellow.

<sup>7</sup> Harper College *A Way Forward: Report of the President's Task Force on Diversity and Inclusion 2013*, p. 31.

<sup>8</sup> "Bias Incident Reporting," <https://hip.harpercollege.edu/ourcollege/diversity-inclusion/Pages/Bias-Incident-Reporting.aspx>, accessed January 11, 2019.

<sup>9</sup> "Office of Diversity & Inclusion November 2014 Pardon Our Dust," last modified November 2014, accessed January 11, 2019, <https://hipexternal.harpercollege.edu/news/Pages/DiversityandInclusionNovember2014.aspx>.

<sup>10</sup> Ibid.

<sup>11</sup> "Diversity Scorecard," last modified August 16, 2018, accessed January 11, 2019

<https://hip.harpercollege.edu/ourcollege/AssessingOurCollege/Pages/Diversity-Scorecard.aspx>.

<sup>12</sup> Harper College *College Plan 2018-2019*, p. 58-59.

<sup>13</sup> Harper College *Institutional Accountability Report 2016-2017*, p.48.

<sup>14</sup> "Office of Diversity & Inclusion November 2014 Pardon Our Dust," last modified November 2014, accessed January 11, 2019, <https://hipexternal.harpercollege.edu/news/Pages/DiversityandInclusionNovember2014.aspx>.

- Since 2007, 393 employees have attended the Cultural Competency Workshop and 413 employees have attended the Search Process Workshop, both required to be eligible to serve on a supervisory, faculty, or administrator search committee.<sup>15</sup>

#### Professional development opportunities provided for all employees:

- Diversity and Inclusion Dialogue Workshops provide occasion to engage and connect with diversity and inclusion issues. In FY2018, 149 employees participated in these workshops.<sup>16</sup>
- A Social Justice Leadership Certificate Program pilot in FY2019, focusing on building employee skills and capacities to lead and support diversity and inclusion initiatives.<sup>17</sup>
- Since 2014, six Diversity Symposiums have been held with more than 1,400 employees attending.

#### Recognition for the College’s work on Diversity and Inclusion:

- 2017 Equity and Diversity Award – Illinois Community College Trustees Association
- 2017 Central Region Equity Award – American Community College Trustees Association
- 2017 and 2018 INSIGHT Into Diversity Higher Education Excellence in Diversity Award.<sup>18</sup>
- 2018 Senator Paul Simon Spotlight Award for Campus Internationalization

#### Student satisfaction, learning, and outcomes related to diversity are also part of Harper’s focus:

- Graduate surveys indicate an environment that values diversity and inclusion:
  - FY2017 Follow-Up Survey<sup>19</sup> – 88.3% responded “definitely yes/yes” when asked if their experiences at Harper resulted in “a better appreciation for diversity and different cultures and values.” In addition, 81.6% responded that their education at Harper College helped them examine diverse perspectives and cultures.
- Student learning outcomes and degree requirements include diversity and inclusion:
  - The Diverse Perspectives and Cultures general education outcome states that degree completers will be able to “examine diverse perspectives and cultures as they relate to the individual, the community, and the global society.”<sup>20</sup>
  - The World Cultures and Diversity Graduation Requirement ensures students complete a World Cultures and Diversity course prior to degree completion.<sup>21</sup>
- Hispanic Strategic Enrollment Task Force created to address recruitment/retention declines.<sup>22</sup>
- Participation in the Achieving the Dream network has enhanced Harper’s use of data by creating a practice of examining disaggregated data to determine where student achievement gaps exist. This practice has resulted in the College focusing efforts on increasing success for specific student populations.<sup>23 24</sup>

<sup>15</sup> Workshop Attendees, accessed April 16, 2018, <https://hip.harpercollege.edu/careerbenefits/recruitment/hiring/Documents/Workshop%20Attendees.pdf>

<sup>16</sup> Harper College *Diversity and Inclusion Scorecard FY2018*, p. 1.

<sup>17</sup> “The Social Justice Leadership Certificate,” last modified November 6, 2018, accessed January 14, 2019, <https://hip.harpercollege.edu/ourcollege/diversity-inclusion/Pages/The-Social-Justice-Leadership-Certificate.aspx>.

<sup>18</sup> “Harper College receives second Higher Education Excellence in Diversity Award,” last modified October 10, 2018, accessed January 14, 2019, <https://www.harpercollege.edu/about/news/archives/2018/posts/101118.php>.

<sup>19</sup> “Harper College 2017 Follow Up Survey Dashboard,” last modified August 22, 2018, accessed January 14, 2019, <https://hip.harpercollege.edu/ourcollege/IR/Documents/Follow%20Up%20Survey%20Dashboard%202017.xlsm>.

<sup>20</sup> “General Education Learning Outcomes,” last updated October, 16, 2018, accessed January 4, 2019, <https://www.harpercollege.edu/about/leadership/accountability/genedoutcomes.php>.

<sup>21</sup> “World Cultures and Diversity Requirement,” last updated November 2, 2018, accessed January 14, 2019, [https://www.harpercollege.edu/catalog/current/zz\\_requirements/diversity.php](https://www.harpercollege.edu/catalog/current/zz_requirements/diversity.php).

<sup>22</sup> Harper College *Latinx Success: A Vision for Harper College, May 2018*.

<sup>23</sup> Harper College *Institutional Accountability Report 2014-2015*, p.37.

<sup>24</sup> Harper College *Institutional Accountability Report 2017-2018*, p.29.

### **Strength 3: Institutional Transparency and Fiscal Stewardship**

#### Item Description:

Harper College demonstrates, to our external constituents, a commitment of transparency and fiscal responsibility in a variety of ways including: transparent budgeting, an exceptional bond rating, accountability metrics, and clean audit reports.

#### Supporting Information:

Harper presents itself clearly and completely. This is evidenced through engagement in a transparent and public budget process, which demonstrates both fiscal responsibility and accountability to its diverse community. Harper consistently develops a balanced or better than balanced budget for tax capped funds. The College received an unmodified opinion from the independent audit of its Comprehensive Annual Financial Report (CAFR).<sup>25</sup> The unmodified opinion states that the financial statements present fairly, in all material respects, the respective financial position of the College.

Harper has been awarded the Certificate of Achievement for Excellence in Financial Reporting, by the Government Finance Officers Association for seven consecutive years.<sup>26</sup> To receive this award, a government organization must publish an easily readable and efficiently organized comprehensive annual financial report that satisfies both generally accepted accounting principles and applicable legal requirements.

The College's financial stewardship is also reflected in its bond rating and Composite Financial Index (CFI). Despite recent state budget concerns, the College has maintained a Moody's Aaa bond rating for more than 15 years, the highest rating awarded. Harper has consistently maintained this Aaa rating because of its healthy operating reserves, low dependence on state appropriations, and an annual budget process that ensures appropriate allocation of funds, maintenance of a balanced budget, and collaboration with the Board of Trustees.<sup>27</sup> Additionally, Harper has maintained a CFI ranging between 2.35 and 3.80 over the past seven fiscal years. This score is reported to the Higher Learning Commission and combines four principal ratios: primary reserve ratio, net operating revenue ratio, return on net assets, and viability ratio. Harper's number demonstrates adequate financial resources.<sup>28</sup>

Harper's proactive response to fiscal challenges demonstrates its ability to maintain a balanced budget without sacrificing the educational experience of its students. The College manages resources appropriately to support the advancement of its physical and technological infrastructures, which has resulted in the expansion and enhancement of instructional support, learning, and study spaces for students. The community recognizes these efforts and overwhelmingly supports the work of the College as demonstrated through passing a 2018 referendum to sell capital bonds in the amount of \$180 million to support the Campus Master Plan.<sup>29</sup>

Major capital projects demonstrate the College's commitment to maintaining an excellent physical

<sup>25</sup> Harper College *Comprehensive Annual Financial Report for the Fiscal Year Ended June 30, 2018*, p. 120.

<sup>26</sup> *Ibid*, p. 10.

<sup>27</sup> "Moody's Rating Action," last modified November 10, 2017, accessed January 11, 2019, [https://www.moodys.com/research/Moodys-Assigns-Aaa-rating-to-CCD-512-William-Rainey-Harper--PR\\_904284125](https://www.moodys.com/research/Moodys-Assigns-Aaa-rating-to-CCD-512-William-Rainey-Harper--PR_904284125).

<sup>28</sup> *Higher Learning Commission Assurance Argument*, February 5, 2018, p.86,

[https://hip.harpercollege.edu/ourcollege/Documents/Harper College Assurance Argument February 2018.pdf](https://hip.harpercollege.edu/ourcollege/Documents/Harper%20College%20Assurance%20Argument%20February%202018.pdf).

<sup>29</sup> Harper College *Minutes of Board Meeting of Wednesday, November 14, 2018*, p. 8.

infrastructure in a fiscally responsible manner. Large projects that provide innovative spaces for educational programs, student support, and learning resources are consistently completed on-time and at or under budget. Projects include:

- Building H: Career and Technical Education Center – \$38 million renovation providing new classrooms and labs for Harper career programs. Additionally, with support from a \$500,000 grant from the Fabricators and Manufacturers Association, a \$1.78 million state-of-the-art Metal Fabrication Lab for the Advanced Manufacturing Program was constructed.<sup>30</sup>
- Duchossois Family Educational Center – Renovations to create updated, appropriately-sized classrooms that offer faculty and students more opportunities for teaching and learning.<sup>31</sup>
- David K. Hill Family Library – Renovations to update and expand this building providing numerous spaces for students to study, convene, and engage in the learning experience. This building also houses student academic support services and the Academy for Teaching Excellence.<sup>32</sup>
- Foglia Foundation Health & Recreation Center – Renovations to transform the building into an engaging educational facility that encourages a culture of health and wellness.<sup>33</sup>

The College also demonstrates its commitment to fiscal responsibility, transparency, and accountability through its effectiveness, planning, and assessment activities. Harper’s Institutional Effectiveness Measures (IEMs) are key performance indicators for which the College sets goals and publicly reports progress.<sup>34</sup> Included in the IEMs are metrics on both student success and institutional success, such as Persistence, Completion, Employee Diversity, and Instructional Cost.

Harper uses a broad, collaborative, community-based strategic planning process that includes the review of internal and external data, on-campus dialogue sessions, a strategic planning conference for internal and external stakeholders, and shared governance revision and review. The process leads to the adoption of a comprehensive Strategic Plan. Progress toward achieving Strategic Plan goals is made available to the public on the Strategic Plan Dashboard.<sup>35</sup>

Outcomes assessment at Harper is the process of using data about student learning to focus institutional efforts on improving student learning and achievement. General education assessment results and improvement plans are publically available through the Evidence of Student Learning Dashboard. This dashboard was developed with transparency in mind. As a result of the College’s commitment to student learning and transparency, Harper was named as a 2018 Excellence in Assessment designee.<sup>36</sup>

<sup>30</sup> Perkins Eastman. 2017. *Harper College Campus Master Plan 2016 Update*, p. 2.

<sup>31</sup> Perkins Eastman. 2017. *Harper College Campus Master Plan 2016 Update*, p. 2.

<sup>32</sup> Harper College *Institutional Accountability Report 2017-2018*, p. iv.

<sup>33</sup> Ibid.

<sup>34</sup> “Institutional Effectiveness Measure Dashboard,” last modified October 16, 2018, accessed January 18, 2019, <https://www.harpercollege.edu/about/leadership/accountability/iem/index.php>.

<sup>35</sup> “Strategic Plan Dashboard – 2016-2019,” last modified October 16, 2018, accessed January 18, 2019, [https://www.harpercollege.edu/about/leadership/planning/college\\_plan/iea-2016-2019/index.php](https://www.harpercollege.edu/about/leadership/planning/college_plan/iea-2016-2019/index.php).

<sup>36</sup> “National Institute for Learning Outcomes Assessment,” accessed January 18, 2019, [http://www.learningoutcomesassessment.org/eiadesignation\\_2018.html](http://www.learningoutcomesassessment.org/eiadesignation_2018.html).

## Strength 4: Meeting Community Needs through Innovative and Affordable Education

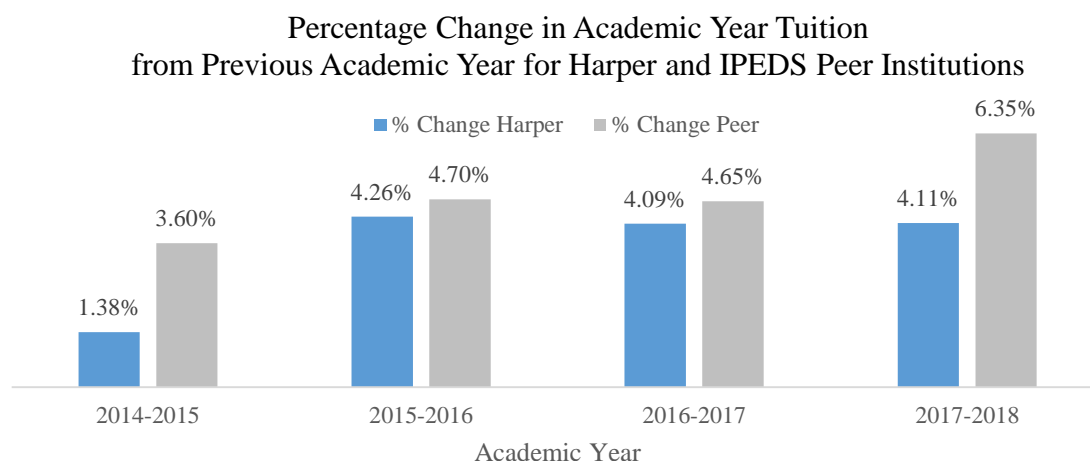
### Item Description:

Harper continues to meet the education needs of its community in innovative and affordable ways. Harper maintains low tuition and fees and awards grants and scholarships to aid in keeping the cost of education affordable. New scholarships, such as the Promise Program, continue this commitment to affordability. Additionally, newly-completed renovations have expanded both the community outreach at Harper as well as the programs that can be offered. Finally, strong evidence exists that Harper credentials are valuable in the marketplace.

### Supporting Information:

As stated in the College mission, Harper is committed to providing affordable education. To maintain this affordability, the College is conservative in tuition increases and generous with institutional grant and scholarship opportunities.

- The net price of attending Harper continues to decline for full-time students awarded grant or scholarship aid, from \$7,659 in FY2015 to \$6,616 in FY2017.<sup>37</sup>
- Harper students received more grant aid in 2016-17 per student than the peer group average. This includes federal, Pell, state/local, and institutional grants.<sup>38</sup>
- Harper made a commitment to cover Illinois Monetary Awards Program (MAP) grants for students when state funding was uncertain.
- In the 2013 and 2016 Community Scans, when asked “What is Harper College best known for?” the community’s consistent response was affordability.<sup>39</sup>
- Harper’s annual tuition is increasing at a slower pace than its peer institutions as shown below.<sup>40</sup>



Harper also has expanded the number of ways a credential can be earned. Through its Registered Apprenticeship Programs, students complete Harper coursework while employed and mentored by a local employer. Additionally, the employer covers the education costs of the program, allowing the student to complete the apprenticeship debt-free. The College’s Fast Track program allows motivated students to complete select credentials with classes offered in 5- or 8-week formats. The Fast Track program offerings include an Associate of Applied Science Degree in Business Administration and

<sup>37</sup> National Center for Education Statistics. 2018. *IPEDS Data Feedback Report 2018*, p. 4.

<sup>38</sup> Ibid.

<sup>39</sup> Clarus Corporation. 2016. *Harper College Community Survey, April 2016*, p. 17.

<sup>40</sup> Ibid and National Center for Education Statistics. 2017. *IPEDS Data Feedback Report 2017*, p. 4.

certificates in Entrepreneurship, Health Information Technology Medical Coding, Human Resource Management, and Supply Chain Management.

Campus renovations also allow the College to expand innovative program offerings in state-of-the-art facilities.

- The renovated Building H contains the College's Advanced Manufacturing Lab. Harper's manufacturing program has partnered with about 170 area companies that offer apprenticeships, paid internships, financial support, and expertise. The program has received approximately \$2 million in funding and donated equipment from its partner companies including a laser cutter, robotic welding cell, and computer numerical control (CNC) machines. Harper also was selected as home of the Fabricators and Manufacturers Association Metal Fabrication Lab, a state-of-the-art training facility for metal fabrication and welding.
- The University Center was created in response to demand from the community to make bachelor's degrees accessible on the Harper campus.<sup>41</sup> Students can now earn select bachelor's degrees from DePaul University, Northern Illinois University, and Roosevelt University on Harper's campus. DePaul University discounts tuition by 25% and Roosevelt University by 35%.
- The newly renovated Foglia Foundation Health and Recreation Center represents an innovative partnership with the Palatine Park District and Northwest Community Healthcare. The new fitness center enabled the creation of a Personal Trainer certificate, as well as community-focused health and fitness courses and access to professional medical care on campus.

Harper continues to meet community education needs as indicated by the labor market value of a Harper credential. As compared to students who leave Harper prior to earning a credential, students who leave with a credential are employed at higher rates and have higher average wages over a five-year period. For example, five years post departure, students leaving Harper with a credential had an average monthly wage of nearly \$800 more than those never earning a credential.<sup>42</sup> Additionally, 72.1%<sup>43</sup> of career graduates report being employed in a field related to their Harper area of study, further evidence of the College's commitment to providing education that meets community needs.

<sup>41</sup> Clarus Corporation. 2016. *Harper College Community Survey, April 2016*, p. 24.

<sup>42</sup> Harper College *Employment and Wage Outcomes for Harper College Students Fiscal Year 2012 Cohort*, p. 7.

<sup>43</sup> *2018 National Community College Benchmark Report*, p. 4.

## Strength 5: Student Satisfaction with Education and Services

### Item Description:

Harper is committed to providing high quality education and student services. This commitment is demonstrated in the wide range of student support services available and the positive feedback from students regarding these services and their impact on educational growth.

### Supporting Information:

Harper College measures student satisfaction in various ways. Instruments that have been used to gauge satisfaction with support services and the institution include the Follow-Up Survey, the Community College Survey of Student Engagement (CCSSE), and Student Opinionaire of Instruction (SOI).

The Follow-Up Survey is an annual survey administered to Harper degree and certificate completers to measure student views on Harper and the services provided toward their educational advancement. Follow-up surveys are conducted for students who complete career and transfer programs. Survey results indicate:

- Both career and transfer completers would recommend Harper, with at least 97% of transfer<sup>44</sup> and career completers<sup>45</sup> stating “definitely yes/yes” in 2015, 2016, and 2017.

	2015	2016	2017
<b>Would recommend Harper</b>			
Transfer Completers	97%	98%	97%
Career Completers	99%	97%	99%

- Career and transfer completers rate library services and availability of computers high, when measured on a four-point scale.<sup>46 47</sup>

	2015	2016	2017
<b>Satisfaction rating of library/audio visual services</b>			
Transfer Completers	3.63	3.73	3.70
Career Completers	3.69	3.69	3.70
<b>Satisfaction rating for the availability of computers for out-of class use</b>			
Transfer Completers	3.59	3.74	3.80

- Both career and transfer completers would return to Harper for education or personal enrichment courses, with 86%-92% of transfer<sup>48</sup> and career completers<sup>49</sup> stating “definitely yes/yes.”

	2015	2016	2017
<b>Would return to Harper for education or personal enrichment courses</b>			
Transfer Completers	86%	88%	90%
Career Completers	91%	89%	92%

<sup>44</sup> Harper College *Follow Up Survey Transfer Credential Earners Fiscal Year 2017*, p. 27.

<sup>45</sup> Harper College *Follow Up Survey Career Credential Earners Fiscal Year 2017*, p. 26.

<sup>46</sup> Harper College *Follow Up Survey Transfer Credential Earners Fiscal Year 2017*, p. 9; *FY2016*, p. 9; *FY2015*, p. 10.

<sup>47</sup> Harper College *Follow Up Survey Career Credential Earners Fiscal Year 2017*, p. 19; *FY2016*, p. 20; *FY2015*, p. 20.

<sup>48</sup> Harper College *Follow Up Survey Transfer Credential Earners Fiscal Year 2017*, p. 28.

<sup>49</sup> Harper College *Follow Up Survey Career Credential Earners Fiscal Year 2017*, p. 27.



CCSSE is administered to a randomly-selected cross-section of students every three years, in order to gauge student engagement with academic and support services, as well as the overall educational environment. The CCSSE results indicate:

- As compared to peers, Harper’s benchmark score for Academic Challenge has been above the peer average for the 2015 and 2018 administrations of the survey, at 51.8 and 52.0 respectively. With CCSSE benchmark scores, 50.0 is a normalized score among all colleges conducting CCSSE that year, with scores higher than 50 considered positive.

Students also report high levels of satisfaction with courses and instruction through the Student Opinionaires of Instruction (SOI) that are conducted for credit courses. Results indicate general satisfaction with organization of courses and performance of the instructors:

<b>SOI Results</b>				
<b>Responding “mostly agree” to</b>	<b>Fall 2016</b>	<b>Spring 2017</b>	<b>Fall 2017</b>	<b>Spring 2018</b>
Satisfaction with the general organization of the course	88.5% (5,321/6,015)	85.0% (4,716/5,546)	85.9% (9,151/10,654)	87.0% (7,706/8,854)
Satisfaction with the overall performance of the instruction	90.0% (5,362/5,961)	87.4% (4,784/5,476)	89.3% (9,319/10,436)	86.4% (7,869/9,105)

Employees perceive the campus environment as positively focused on student success. The Personal Assessment of the College Environment (PACE) is a survey administered to employees to assess the climate of the institution from the perspective of different education-based categories. Within PACE, the Student Focus category “considers the centrality of students to the actions of the institution as well as the extent to which students are prepared for post-institution endeavors.”<sup>50</sup> Harper employee ratings have identified Student Focus as collaborative for the past three administrations of the survey.<sup>51</sup> According to PACE, collaborative is the most positive rating, followed by to consultative, competitive, and coercive.

<sup>50</sup> “Survey Instruments,” accessed January 23, 2019, <https://nilie.ncsu.edu/nilie/pace-survey/survey-instrument/>.

<sup>51</sup> King, G., and Garland, L. The National Initiative for Leadership & Institutional Effectiveness. 2016, Harper College: Personal Assessment of the College Environment (PACE) Quantitative Analysis, p. 15.

## WEAKNESSES

A weakness is an internal attribute requiring improvement.

### Weakness 1: Achievement Gaps

#### Item Description:

While persistence and completion rates have increased for most demographic groups, many of the achievement gaps identified in the 2014 SWOT still exist. Efforts supporting student success include improved placement methods, strengthened partnerships with high schools, and assigned advisors for credential-seeking students. Despite these efforts, gaps have only reduced for Hispanic students in some cases, but other groups continue to underperform when compared to their peers. Continued efforts to decrease gaps based on race/ethnicity, gender, and age are a priority of the College and essential to providing equitable opportunities for all students.

#### Supporting Information:

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

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

- The fall 2016 to fall 2017 full-time persistence rate for Black/African American students is 51.6% as compared to the overall rate of 73.9%.<sup>52</sup>
- The fall 2016 to fall 2017 full-time persistence rate for students age 20 and over is 7.2%-21.6% lower than the overall rate of 73.9%.<sup>53</sup>
- Student engagement, both inside and outside of the classroom is related to retention. Ratings on the Community College Survey of Student Engagement continue to be low for the Active and Collaborative Learning benchmark.<sup>54</sup> While overall ratings are low at 46.2<sup>55</sup> (mean = 50.0), ratings for Black/African American students are even lower at 43.4,<sup>56</sup> having a potential negative impact on retention.

Developmental course success: Black/African American students and male students do not perform as well as their peers in developmental math. Success is defined as earning a C or higher in the given developmental math course.

- The developmental math course success rate for Black/African American students in fall 2017 was 46.9% versus the overall at 60.1%.<sup>57</sup>
- In fall 2017, male student developmental math course success rate was 55.7%, 4.4% below the overall rate of 60.1%.<sup>58</sup>

<sup>52</sup> IEM Dashboard, accessed January 4, 2019, [https://edmsp.harpercollege.edu/Institutional/Dashboards/StudentSuccess/Persistence/StudentSuccess\\_PersistenceRate\\_FalltoFallFullTime\\_Demographics.aspx](https://edmsp.harpercollege.edu/Institutional/Dashboards/StudentSuccess/Persistence/StudentSuccess_PersistenceRate_FalltoFallFullTime_Demographics.aspx).

<sup>53</sup> Ibid.

<sup>54</sup> Understanding Survey Results, Benchmark, accessed January 22, 2019, <http://www.ccsse.org/survey/reports/2017/understanding.cfm#benchmark>.

<sup>55</sup> *Community College Survey of Student Engagement (CCSSE) 2018 Benchmark*, p. 1.

<sup>56</sup> *Community College Survey of Student Engagement (CCSSE) 2018 Custom Breakout Report by race/ethnicity*, p. 1.

<sup>57</sup> IEM Dashboard, accessed January 4, 2019, [https://edmsp.harpercollege.edu/Institutional/Dashboards/StudentSuccess/Developmental/StudentSuccess\\_Developmental\\_Math\\_Demographics.aspx](https://edmsp.harpercollege.edu/Institutional/Dashboards/StudentSuccess/Developmental/StudentSuccess_Developmental_Math_Demographics.aspx).

<sup>58</sup> Ibid.

0-15 course success: Black/African American, Hispanic/Latino, and male students underperform in comparison to their peers in 0-15 courses. The 0-15 courses are typically 100-level, high-enrollment courses with success rates below the college-level course average. Success is defined as earning a C or higher in a 0-15 course.

- Male students consistently perform below female students in 0-15 courses. In 2017, male student success rates were 65.2% versus 72.1% for female students.<sup>59</sup>
- 0-15 course success rates for Black/African American (52.6%) and Hispanic/Latino (62.1%) students are below the overall success rate of 68.5%.<sup>60</sup>

Completion: Completion, graduation, and advancement rates are consistently lower for male students than female students. Additionally, graduation rates for Black/African American students are consistently lower than their peers, and student advancement rates for both Black/African American and Hispanic/Latino students are lower than their peers.

- Male students earn credentials at consistently lower rates than female students. In 2017, the completion rate for male students was 36.3% versus 62.6% for females, a 26.3% difference.<sup>61</sup>
- The graduation rate gap between males (24.0%) and females (34.5%) was 10.5% in 2017.<sup>62</sup>
- Although the overall College graduation rate was 28.8% in 2017, the graduation rate for Black/African American students remained much lower at 16.7%.<sup>63</sup>
- Advancement rate is the percent of students who graduate, transfer or are still enrolled at three years. In 2017, advancement rates were lower for Black/African American (60.6%) and Hispanic/Latino (61.0%) students compared to the overall rate of 67.7%.<sup>64</sup>
- The gap in advancement rate between male (62.7%) and female (74.3%) students was 11.6% in 2017.<sup>65</sup>

<sup>59</sup> IEM Dashboard, accessed January 4, 2019, [https://edmsp.harpercollege.edu/Institutional/Dashboards/StudentSuccess/Gateway/StudentSuccess\\_Gateway\\_015Courses\\_Demographics.aspx](https://edmsp.harpercollege.edu/Institutional/Dashboards/StudentSuccess/Gateway/StudentSuccess_Gateway_015Courses_Demographics.aspx).

<sup>60</sup> Ibid.

<sup>61</sup> IEM Dashboard, accessed January 4, 2019, [https://edmsp.harpercollege.edu/Institutional/Dashboards/StudentSuccess/AnnualCompletions/StudentSuccess\\_AnnualCompletions\\_Completers\\_Demographics.aspx](https://edmsp.harpercollege.edu/Institutional/Dashboards/StudentSuccess/AnnualCompletions/StudentSuccess_AnnualCompletions_Completers_Demographics.aspx).

<sup>62</sup> IEM Dashboard, accessed January 4, 2019, [https://edmsp.harpercollege.edu/Institutional/Dashboards/StudentSuccess/Advancement/StudentSuccess\\_Advancement\\_GraduationRate\\_Demographics.aspx](https://edmsp.harpercollege.edu/Institutional/Dashboards/StudentSuccess/Advancement/StudentSuccess_Advancement_GraduationRate_Demographics.aspx).

<sup>63</sup> Ibid.

<sup>64</sup> IEM Dashboard, accessed January 4, 2019, [https://edmsp.harpercollege.edu/Institutional/Dashboards/StudentSuccess/Advancement/StudentSuccess\\_Advancement\\_AdvancementRate\\_Demographics.aspx](https://edmsp.harpercollege.edu/Institutional/Dashboards/StudentSuccess/Advancement/StudentSuccess_Advancement_AdvancementRate_Demographics.aspx).

<sup>65</sup> Ibid.

## Weakness 2: Employee Climate Concerns

### Item Description:

Although Harper College has taken steps to improve employee climate, data suggest employees may not be fully invested in the College. Results of the Personal Assessment of the College Environment (PACE) call attention to issues in institutional structure, climate, communication, and feelings of efficacy.<sup>66</sup> Similar issues were identified in the 2016 administration of the Cultural Values Assessment (CVA).

### Supporting Information:

Although Harper College has consistently demonstrated a consultative management style as measured by the PACE survey, employee perceptions have shown a steady decline and are moving towards the competitive management style. A decline in this area may have a negative impact on employee engagement.<sup>67</sup> The four items on the PACE survey that have ranked the lowest over the past three administrations of the survey are included in the table below.<sup>68</sup> The scores for each of these items have decreased over time, and the 2016 Harper rating is below that of the large two-year college peer group.

Item	2016	2013	2011	2016 (Large 2yr colleges)
<i>The extent to which:</i>				
I am able to appropriately influence the direction of this institution.	2.89	2.99	3.14	3.13
I have the opportunity for advancement within this institution.	3.02	3.04	3.13	3.14
decisions are made at the appropriate level at this institution.	3.07	3.22	3.29	3.31
information is shared within the institution.	3.08	3.24	3.27	3.29

The degree of cultural entropy at Harper, as measured by the CVA, has increased from 37% in 2013 to 44% in 2016.<sup>69</sup> According to the Barrett Values Center, high levels of cultural entropy indicate a decrease in the level of trust and internal cohesion which may lead to a lack of employee investment in the organization, often demonstrated by employees not using their full skills and talents at work. This cultural entropy suggests that Harper employees may be experiencing a crisis situation in the workplace.<sup>70</sup> Further data from the 2016 CVA has identified newly emerging cultural values including:<sup>71</sup>

- Territorial behavior
- Silo mentality
- Favoritism
- Job insecurity
- Micro-management

<sup>66</sup> King, G., and Garland, L. The National Initiative for Leadership & Institutional Effectiveness. 2016, Harper College: Personal Assessment of the College Environment (PACE) Qualitative Analysis, p. 37.

<sup>67</sup> King, G., and Garland, L. The National Initiative for Leadership & Institutional Effectiveness. 2016, Harper College: Personal Assessment of the College Environment (PACE) Quantitative Analysis, p. 33.

<sup>68</sup> Ibid, p. 17.

<sup>69</sup> Barrett Values Centre. 2016, Harper College Group Results Cultural Evolution Report, p 4.

<sup>70</sup> Ibid, p. 8.

<sup>71</sup> Ibid, p. 6.

Open-ended results of the 2016 CVA suggest:<sup>72</sup>

- Distrust of communication and information hoarding
- Feeling a lack of value and respect
- Silo mentality and an interest in collaboration

Separations from the College can also result from concerns regarding employee climate. Data from the National Community College Benchmarking Project (NCCBP) suggest that full-time employees at Harper are departing at rates higher than peer institutions. In FY2018, 11.5% of regular full-time employees departed from the College. This percentage puts Harper at the 85<sup>th</sup> percentile as compared to the 174 community colleges reporting.<sup>73</sup>

<sup>72</sup> Harper College *Cultural Values Assessment Qualitative Results*. 2016.

<sup>73</sup> 2018 *National Community College Benchmark Report*, p. 5.

### Weakness 3: Employee Diversity

**Item Description:**

The racial/ethnic diversity of Harper College faculty and staff is not representative of the community it serves. While attention has been placed on increasing employee diversity, Harper is challenged to achieve a representative workforce within the College, and failure to do so could negatively impact student success and College climate.

**Supporting Information:**

A similar weakness was identified in the 2014 SWOT. As described then, research indicates that having a racially and culturally diverse faculty and staff greatly benefits students and the College as a whole. Through this diversity, minority students gain mentors and role models, while all students benefit from the diverse backgrounds and perspectives of faculty and staff.<sup>74</sup>

Although a strength of the College is its commitment to efforts around diversity and inclusion, Harper employees do not racially/ethnically represent the community. In referencing the recent National Community College Benchmark Project data on the ratio of minority employees to constituent population, Harper’s ratio is 0.39 – the closer to 1.0 the more representative of the community population. This places Harper in the 15<sup>th</sup> percentile as compared to 200 community colleges.<sup>75</sup>

While diverse new hires have increased over time from 21.8% in 2013 to 30.8% in 2018,<sup>76</sup> the percentage of diverse employees (23.3%)<sup>77</sup> is not yet representative of the community (34.8%)<sup>78</sup> or student (46%)<sup>79</sup> diversity. Additionally, certain employee groups are less diverse than others, as shown below.<sup>80</sup>

Employee Group	Diverse		White		Unknown		Total
	N	%	N	%	N	%	
Academic Support	6	13.64%	35	79.50%	3	6.80%	44
Administrative	8	19.51%	31	75.60%	2	4.90%	41
Classified	38	20.32%	148	79.10%	1	0.50%	187
Custodial - Maintenance	35	36.08%	59	60.80%	3	3.10%	97
Professional Technical	45	26.01%	127	73.40%	1	0.60%	173
Supervisory	13	13.68%	76	80.00%	6	6.30%	95
Teaching Faculty	80	11.92%	532	79.30%	59	8.80%	671
Other	17	9.83%	67	38.70%	89	51.40%	173

Adapted from 2017-2018 Fact Book, Exhibit 7.7

Further, the Institutional Effectiveness Measure (IEM) related to underrepresented employee separations *needs attention*. The College’s target for this IEM is to achieve a separation rate for

<sup>74</sup> Harper College *SWOT*, p. 11.

<sup>75</sup> 2018 *National Community College Benchmark Report*, p. 5.

<sup>76</sup> Harper College *Institutional Accountability Report 2017-2018*, p. 17.

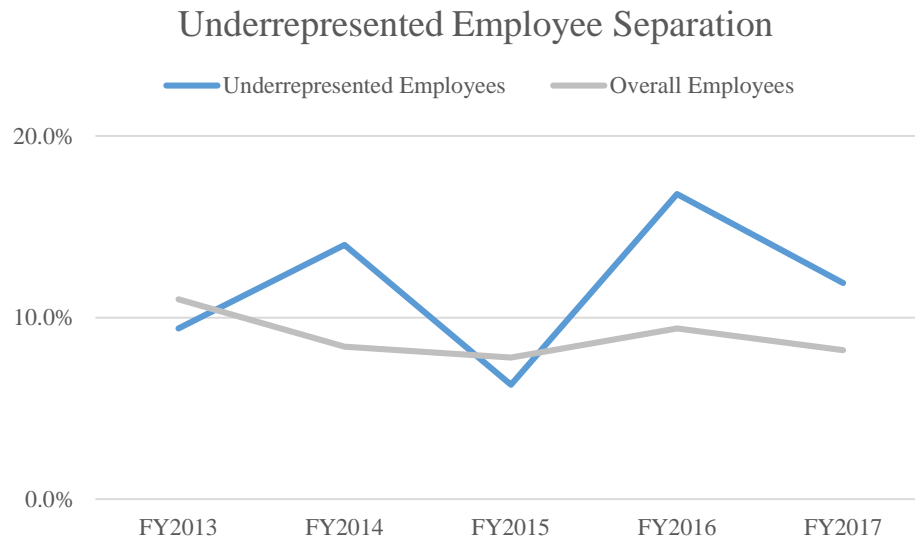
<sup>77</sup> Harper College *Diversity and Inclusion Scorecard FY2018*, p. 1.

<sup>78</sup> Harper College *Fact Book 2018-2019*, p. 7.

<sup>79</sup> Harper College *Diversity and Inclusion Scorecard FY2018*, p. 1.

<sup>80</sup> Harper College *Fact Book 2018-2019*, p. 64.

underrepresented employees that is equal to or lower than the overall employee separation rate. Trend data indicate this target was met in FY2013 and FY2015, but achievement has not been sustained.<sup>81</sup>



<sup>81</sup> Harper College *Institutional Accountability Report 2017-2018*, p. 18.

## Weakness 4: Enrollment

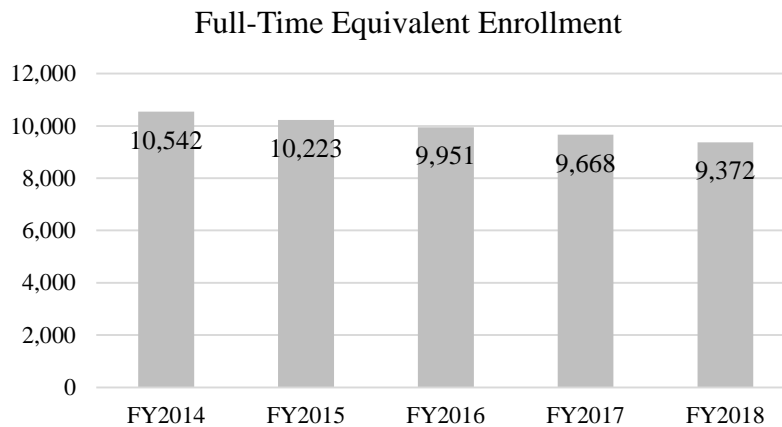
### Item Description:

Harper's credit student enrollment has steadily declined in recent years, and the decline is projected to continue. Declining enrollment, along with uncertain state funding, places substantial strain on the College's financial resources.

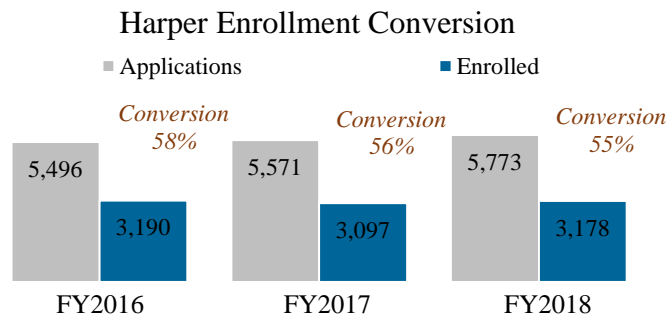
### Supporting Information:

Harper's enrollment has decreased over the past several years and continues to fall below budget.<sup>82</sup> While Harper has experienced enrollment increases in many individual market segments, such as the Hispanic student population, Apprenticeship programs, and Fast Track, overall College enrollment continues to decline. FY2018 data indicates:

- Full-time equivalent (FTE) enrollment is down 3.1 percentage points, while Harper College budgeted for a 1.8 percentage point decrease.
- Enrollment shows a -6.2% change in unduplicated headcount from FY2017.<sup>83</sup>
- Enrollment of new students with prior college decreased by 28.2 annualized FTEs, while the College planned for its efforts to result in a 40 annualized FTE increase in enrollment for this group.



Application and enrollment numbers indicate that while applications have increased, the enrollment conversion rate has decreased slightly.<sup>84</sup>



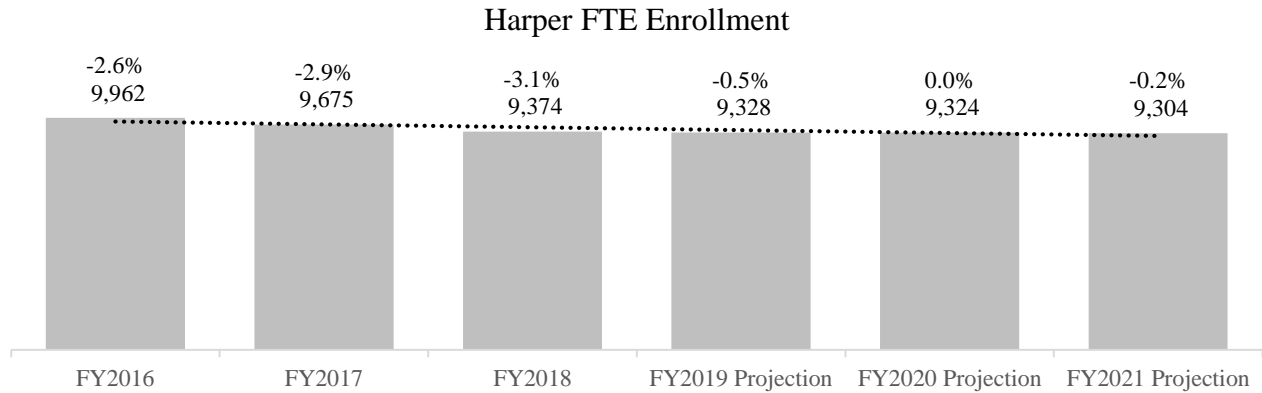
<sup>82</sup> Harper College *Institutional Accountability Report 2017-2018*, p. 54.

<sup>83</sup> Fiscal Year 2018 Official Final Enrollment Report, accessed January 15, 2019, <https://hip.harpercollege.edu/ourstudents/enrollment/Documents/FY%202018%20Official%20Enrollment.pdf>.

<sup>84</sup> Harper College *Admissions Snapshot report: Enrollment Conversion Fall 2018*.



Research indicates that enrollment will continue decreasing for community colleges. While students from underserved communities are enrolling at higher rates, overall community college enrollment is at a decline and expected to remain low, then drop dramatically by 2025.<sup>85</sup> Harper’s annualized FTE enrollment trend data and projections<sup>86</sup> also suggest enrollment will continue to decline slightly from previous fiscal years.



<sup>85</sup> Ashley A. Smith, “Community college enrollment rates expected to keep falling.” Inside Higher Ed, June 21, 2018. Retrieved from <https://www.insidehighered.com/news/2018/06/21/community-college-enrollment-rates-expected-keep-falling?width=775&height=500&iframe=true>.

<sup>86</sup> Harper College *College Plan 2018-2019*, p. 125.

## OPPORTUNITIES

An opportunity is an external trend or situation that, if acted upon, may have a positive impact on the institution.

### **Opportunity 1: Alternative Means of Earning Credit and Alternative Delivery Methods**

#### 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. Providing alternative means for students to earn college credit decreases both the cost and time for obtaining a credential or reaching other educational goals. Key drivers to the expansion of alternative credentials are low unemployment rates and concerns about rising student debt levels.<sup>87</sup>

#### Supporting Information:

##### **Alternative Means for Earning College Credit**

Competency-based education (CBE) has become an increasingly common means of earning college credit and has caught the attention of federal and state policymakers, foundations, and higher education institutions.<sup>88</sup> Broadly defined, CBE is a form of education in which credit is provided based on student learning rather than credit or clock hours. CBE programs are often a far more affordable route to college credit and credentials than traditional programs.<sup>89</sup> CBE takes two primary forms:<sup>90</sup>

- Prior learning assessments, granting credit for content previously mastered; and
- Competency-based coursework, where mastery of academic content is demonstrated.

An opportunity exists for higher education providers to broaden the availability of CBE, for example by engaging employers as partners in these programs. Specifically, employers working more directly with educational institutions can provide the inputs needed to effectively create, clarify, and assess competencies, providing connections to careers that deliver a beneficial return on investment to students who complete CBE programs.<sup>91</sup> Additionally, employer enthusiasm for CBE programming positively correlates with awareness. As employers learn more about CBE and its advantages to students and business, they become more eager to hire CBE graduates.<sup>92</sup>

In addition to recognizing and offering competency-based education, institutions of higher education are beginning to credential various forms of “informal” learning. New versions of academic transcripts are emerging with credit given for achievement of learning outcomes related to co-curricular activities and well as identification of areas of mastery and competency.<sup>93</sup> These transcripts are referred to as “comprehensive student records” and communicate what students know and are able to do in ways that traditional academic transcripts do not.

Industry recognized credentials aligned to postsecondary programs are another means of awarding

<sup>87</sup> Paul Fain, “On-Ramps and Off-Ramps: Alternative Credentials and Emerging Pathways Between Education and Work,” Inside Higher Ed, 2018, p. 8.

<sup>88</sup> Robert Kelchen, “The Landscape of Competency-Based Education,” Center on Higher Education Reform American Enterprise Institute, January 2015, p. 1.

<sup>89</sup> Ibid, p. 8.

<sup>90</sup> Ibid, p. 2.

<sup>91</sup> Chip Franklin and Robert Lytle, “Employer Perspectives on Competency-Based Education,” Center on Higher Education Reform American Enterprise Institute, April 2015, p. 1-2.

<sup>92</sup> Ibid, p. 3.

<sup>93</sup> Work Group Report, “Connecting Credentials Building Learning-Based Credentialing Systems,” November 2017, p. 7.

credit. Often, these credentials are required by employers to affirm competency in the knowledge, skills and abilities required in jobs within specific areas such as finance, manufacturing, information technology and healthcare. Alignment of credentials creates educational pathways from high school to community colleges and ultimately to four-year institutions that connect to employment.<sup>94</sup>

### **Alternative Delivery Methods**

Alternative methods for delivering higher education represent additional opportunities. Accelerated delivery options and online programming are the leading alternative delivery methods. When adults in Harper’s district were asked about preferred formats for earning a certificate or degree, 58% were interested in attending accelerated or online programs, 54% were interested in programs with a class offered the same night each week for a year, 46% were interested in programs meeting once a month with online work, and 36% were interested in attending weekend programs.<sup>95</sup>

In 2016, 71% of district employers used online training, citing its convenience, efficiency, topic specificity, and timeliness as reasons for choosing this modality.<sup>96</sup> Employers believe that alternative degree formats would make their employees more likely to enroll in degree programs.

- Accelerated degree programs: 55% of smaller employers (100 or less than employees) and 64% of larger employers (more than 100 employees) reported they believe their employees would be more likely to seek a degree if an accelerated degree program was available.
- Online degree programs: 59% of smaller employers and 74% of larger employees indicated they believe their employees would be more likely to seek a degree if an online degree was offered. Additionally, 53% of smaller employers and 73% percent of the larger employers also agreed that their employees would be more likely to enroll in a degree program if it met locally once a month and had online work associated with it.<sup>97</sup>

Online programs can offer decreased cost and time to completion for students.<sup>98</sup> Examples include programs at Arizona State University and the University of Arkansas:

- Arizona State University (ASU) offers students free, ASU-designed courses on edX. Upon successful completion of online, synchronous courses and a proctored exam, students can choose to pay \$600 per course for ASU course credit. These credits can be applied to a degree after enrolling at the University or another institution.<sup>99</sup>
- The University of Arkansas System created a fully online eVersity to remove barriers for adult students who commonly enroll with large numbers of credits from other institutions.<sup>100</sup>

Higher education has the opportunity to increase online offerings as new forms of credentialing are introduced. If experts are correct, the online education field will continue to expand, with early adopters, from community colleges to research universities, separating themselves from the rest.<sup>101</sup>

<sup>94</sup> New Skills for Youth. 2018. *Credential Currency: How States can Identify and Promote Credentials of Value*, pp 2-3.

<sup>95</sup> Clarus Corporation. 2016. *Harper College Community Survey, April 2016*, p. 38.

<sup>96</sup> Ibid, p. 70.

<sup>97</sup> Ibid, p. 84.

<sup>98</sup> Paul Fain, “On-Ramps and Off-Ramps: Alternative Credentials and Emerging Pathways Between Education and Work,” Inside Higher Ed, 2018, p. 29.

<sup>99</sup> Ibid, p. 32.

<sup>100</sup> Ibid, p. 34.

<sup>101</sup> Ibid, p. 6.

## Opportunity 2: Changing District and Student Demographics

### Item Description:

Harper's changing district demographics present an opportunity to assess and address the needs of the changing community. Diversity in the Harper community is increasing, bringing with it additional changes, such as decreases in household income and increases in foreign born residents. As a result of district changes, Harper's student population is changing. As an emerging Hispanic Serving Institution, Harper has an opportunity to increase the completion and retention rates of Hispanic students, the majority of whom enroll at community colleges.

### Supporting Information:

The Harper College district population continues to become more diverse in numerous ways:

- Harper's district population is 33.8% non-white, an increase of 3.7% from 2010 to 2015.<sup>102</sup>
- Asian and Hispanic populations have seen large increases from 2010-2015, while the White non-Hispanic population has experienced a large decrease.<sup>103</sup>
- District families reporting annual income of less than \$30,000 increased from 2.5% in 2013 to 9.3% in 2016.<sup>104</sup>
- Residents reporting a primary language other than English spoken in the home increased from 5.5% in 2013 to 11.2% in 2016.<sup>105</sup>
- Harper's district has seen large increases in foreign-born students arriving from Mexico, India and Poland.<sup>106</sup>
- Residents who have lived in the district for less than five years has increased from 6.5% in 2013 to 12.8% in 2016.<sup>107</sup>

These district changes have contributed to changes in the Harper student population:

- Enrollment of Hispanic students has increased from 25.9% in fall 2015 to 28.3% in fall 2018, during the same time, enrollment of White students decreased from 53.8% to 49.5%.<sup>108</sup>
- Enrollment shifts bring more first-generation students to Harper as 82% of Hispanic students are first-generation, compared to 47% of non-Hispanic students.<sup>109</sup>
- Many Harper students are experiencing basic needs insecurity. In FY2017, 405 students completed a survey with results indicating 45% of respondents identifying as food insecure and 44% responding as housing insecure.<sup>110</sup>

Given these changing demographics, colleges and universities need to adjust and discover alternative ways to support the students, inside and outside of the classroom. Students with "nontraditional" backgrounds will become more prevalent and traditional methods for meeting their needs will no longer prove effective.

<sup>102</sup> Northern Illinois University, Center for Governmental Studies. 2017, *Harper College Environmental Scan*, February 2017, p. 26.

<sup>103</sup> Ibid, p. 27.

<sup>104</sup> Clarus Corporation. 2016. *Harper College Community Survey, April 2016*, p. 33.

<sup>105</sup> Ibid.

<sup>106</sup> Northern Illinois University, Center for Governmental Studies. 2017, *Harper College Environmental Scan*, February 2017, p. 31.

<sup>107</sup> Clarus Corporation. 2016. *Harper College Community Survey, April 2016*, p. 32.

<sup>108</sup> Harper College *Fact Book 2018-2019*, p. 23.

<sup>109</sup> Harper College *Latinx Success, A vision for Harper College*, May 2018, p. 5.

<sup>110</sup> Wisconsin Hope Lab. Report for Fall 2016 Survey of Student Basic Needs, p. 2.

### **Opportunity 3: Partnerships with Educational Institutions, Business and Industry**

#### Item Description:

Partnerships with educational institutions, as well as businesses and industry, are vital to providing relevant educational opportunities to students, meeting workforce needs of the district, and ensuring the College's role as a leader in community college education. Partnerships across all levels are critical for designing coherent education and career systems.<sup>111</sup>

#### Supporting Information:

Harper has developed partnerships with a variety of external organizations. Partnerships with K-12 educational institutions include elementary and middle school participation in campus tours, the ambassador school program, efforts to increase college-readiness for district high school graduates, development of the Promise Scholarship Program, and increased dual credit offerings. Partnerships with other higher education providers can be seen in the development of the University Center and the Education and Work Center. Additionally, partnerships with business and industry include apprenticeship programs, clinical sites for students, and program advisory committees.

While Harper and the community have benefited from strong existing partnerships, maintaining, enhancing, and growing partnerships is essential to advancing the community college mission.

- **College-Readiness/Remediation:** Partnerships with K-12 educational institutions can help students by increasing college-readiness, decreasing the need for remediation, and ensuring alignment of curricula.<sup>112</sup>
- **Quality/Accessibility/Affordability:** Partnerships with other community colleges can lead to shared curricula,<sup>113</sup> resource pooling and collaborative supports for students,<sup>114</sup> and cost reduction through cost-sharing initiatives.<sup>115</sup> Partnerships between community colleges and four-year institutions can benefit students by decreasing costs, reducing the number of credits lost, and improving retention and completion rates.<sup>116</sup>
- **Workforce Needs/Skill Development:** Partnerships with business and industry can help meet the needs of the workforce. District employers identified the availability of qualified employees as their most significant barrier to growth,<sup>117</sup> followed by current employee skill level.<sup>118</sup> These needs are echoed by national research.<sup>119</sup> <sup>120</sup> Partnerships with business and industry should focus on matching education and training with jobs, reviewing labor market

<sup>111</sup> "Empowering Community Colleges To Build the Nation's Future, an Implementation Guide," American Association of Community Colleges, 2014, p. 43.

<sup>112</sup> Ibid, p. 15.

<sup>113</sup> Ibid, p. 24.

<sup>114</sup> Ibid, p. 28.

<sup>115</sup> Douglas J. Guth, "Coming Out of the Dark," America Association of Community Colleges, *Community College Journal*, October/November 2018.

<sup>116</sup> "These 2-Year and 4-Year College Partnerships Keep Students From Falling Through the Cracks," last modified April 30, 2018, accessed January 28, 2019, <https://www.chronicle.com/article/These-2-Year4-Year/243283>.

<sup>117</sup> Clarus Corporation. 2016. *Harper College Community Survey, April 2016*, p. 50.

<sup>118</sup> Ibid.

<sup>119</sup> "Empowering Community Colleges To Build the Nation's Future, an Implementation Guide," American Association of Community Colleges, 2014.

<sup>120</sup> Dennis Pierce, "Use What You've Got Community Colleges are Finding Creative Ways to Grow Revenues," American Association of Community College, October/November 2018.

trends and employers' needs, and closing the skills gap.<sup>121</sup> <sup>122</sup> For example, the College might create customized programming for local employers in high-demand skills<sup>123</sup> or work with local businesses to ensure employees can take advantage of tuition assistance benefits.<sup>124</sup> The College might also offer customized information sessions, financial aid planning, on-site enrollment, and academic advising at job sites.<sup>125</sup> Furthermore, partnering with industry provides faculty with the opportunity to better embed industry standards into the curriculum and provides students the opportunity to have real-world experiences with actual industry clients.<sup>126</sup> Finally, the industries benefit from the students' work in areas of innovation and client relations.

<sup>121</sup> "Empowering Community Colleges To Build the Nation's Future, an Implementation Guide," American Association of Community Colleges, 2014, p. 20-21.

<sup>122</sup> Dennis Pierce, "Use What You've Got Community Colleges are Finding Creative Ways to Grow Revenues," American Association of Community College, October/November 2018.

<sup>123</sup> *Ibid.*, p. 25.

<sup>124</sup> *Ibid.*, p. 26.

<sup>125</sup> *Ibid.*

<sup>126</sup> "The NMC Horizon Report: 2018 Higher Education Edition," New Media Consortium and the EDUCAUSE Learning Initiative, 2018, p. 11.

## Opportunity 4: Strategies to Attract and Retain Students

### Item Description:

Community colleges continue to experience declines in enrollment and low completion rates. With the traditional-aged college-going population decreasing, the opportunity exists to attract students from different demographic populations. Additionally, once students are enrolled it is essential to implement programs that will positively impact persistence and completion.

### Supporting Information:

National enrollment projections continue to show a decrease in traditional-aged students.<sup>127</sup> In Harper's district and elsewhere, birthrates and K-12 enrollments are declining, negatively impacting enrollment. To increase enrollment, community colleges need to attract non-traditional students. This includes baby boomers, dual-credit, veterans, and reverse transfers.<sup>128</sup> A large potential growth market is adults as 37 million Americans have some college credit but no degree.<sup>129</sup>

Community colleges are a quality, affordable sector of higher education. Marketing their affordably, especially to non-traditional student populations, may increase enrollments. Community colleges have lower tuition rates and smaller annual increases in tuition than four-year colleges and universities. Recent data indicate that the average in-district tuition/fees at a community college is less than half of the average in-state tuition/fees at a public, four-year university, \$3,570 and \$9,970, respectively.<sup>130</sup> Additionally, community college students have lower debt than their four-year counterparts, with 59% being debt free.

Colleges can implement strategies that increase affordability, thereby attracting students. Such strategies include:

- Promise programs which provide low or no-cost education for the first two-years of college.<sup>131</sup>
- Adoption of Open Educational Resources (OER) in the classroom dramatically decreases the cost of textbooks for students.<sup>132</sup>
- Z-Degree programs, those with zero textbook costs for students, build on the use of OER. In addition to saving students money, Z-Degree programs reduce the number of dropped courses and increase course success rates.<sup>133</sup>
- Acceleration of developmental course sequencing.<sup>134</sup>

Colleges can implement strategies that increase retention and completion of those enrolled. Pathways is an example of a strategy that can positively address enrollment and completion, as well as

<sup>127</sup> Paul Fain, "On-Ramps and Off-Ramps: Alternative Credentials and Emerging Pathways Between Education and Work," Inside Higher Ed, 2018, p. 8.

<sup>128</sup> Grace Chen, "7 Trends in Community Colleges, Community College Review," August 17, 2017. Retrieved from <https://www.communitycollegereview.com/blog/7-trends-in-community-colleges>.

<sup>129</sup> Paul Fain, "On-Ramps and Off-Ramps: Alternative Credentials and Emerging Pathways Between Education and Work," Inside Higher Ed, 2018, p. 9.

<sup>130</sup> "Fast Facts 2018," American Association of Community Colleges, accessed January 22, 2019, <https://www.aacc.nche.edu/research-trends/fast-facts/>.

<sup>131</sup> "About the College Promise Movement," accessed January 22, 2019, <http://collegepromise.org/the-promise/>.

<sup>132</sup> "Open Educational Resources (OER) Degree Initiative," accessed January 22, 2019, <https://www.achievingthedream.org/resources/initiatives/open-educational-resources-oer-degree-initiative>.

<sup>133</sup> "Proliferation of Open Educational Resources." NMC Horizon Report 2018 Higher Education Edition, p. 15.

<sup>134</sup> "California's new effort to fix remedial education," The Hechinger Report, accessed May 9, 2019, <https://hechingerreport.org/californias-new-effort-fix-remedial-education/>.

workforce skills gaps.<sup>135</sup> Pathways provide a framework for the College’s interaction with the student and are a partnership between student and institution, with expectations for both parties. Critical to their success is the construction of coherent, structured pathways to certificate and degree completion, and ensuring that students enter a pathway soon after beginning.<sup>136</sup> When students develop clearly articulated education plans and enter pathways, they make informed decisions about coursework, future employment and potential earnings.<sup>137</sup> Early research regarding the impact of pathways on retention and completion is positive. For example, since implementation of guided pathways, completion rates at Georgia State University have increased almost 20% for white students and more than 30% for African American and Hispanic students.<sup>138</sup> The City University of New York has experienced similar increases for students in their Accelerate Study program.<sup>139</sup>

Colleges can increase student persistence and completion rates by focusing on careers and job placement.<sup>140</sup> Community colleges need to ensure alignment of program offerings with workforce needs and projected job growth. Education in preparation for employment is receiving bipartisan support as it is clear the nation needs skilled workers and education is the vehicle to develop these workers.<sup>141</sup> Community colleges play a critical role in developing a skilled workforce. Job opportunities for graduates are improving in fields where community colleges have robust programs: manufacturing, professional and technical services, finance and industry, and health care. Community colleges must develop, sustain, and market programs in areas with job growth and strong wages.

<sup>135</sup> “Empowering Community Colleges, To Build the Nation’s Future, an Implementation Guide,” American Association of Community Colleges, 2014, p. 6.

<sup>136</sup> *Ibid.*, p. 8.

<sup>137</sup> *Ibid.*, p. 11.

<sup>138</sup> Rob Johnstone, “Guided Pathways Demystified: Exploring Ten Commonly Asked Questions about Implementing Pathways,” National Center for Inquiry & Improvement, November 2017, p. 6.

<sup>139</sup> *Ibid.*

<sup>140</sup> Grace Chen, “7 Trends in Community Colleges, Community College Review,” August 17, 2017. Retrieved from <https://www.communitycollegereview.com/blog/7-trends-in-community-colleges>.

<sup>141</sup> John Colbert and Leander J. Folley III, “Emerging trends to watch in Washington,” American Association of Community College, October/November 201, p. 5.



## THREATS

A threat is an external trend or situation that, if not acted upon, may have a negative impact on the institution.

### Threat 1: Funding and Financing Higher Education

#### Item Description:

The reduction in state funding of higher education coupled with changes in federal regulations, places financial burdens on educational institutions and students. With two of the three community college revenue sources, state appropriations and property taxes, decreasing or projected to decrease, colleges are forced to find alternative revenue sources or rely on the remaining source of revenue, which is student tuition and fees. This comes at a time when those who have the most need for higher education are least likely to be able to pay.

#### Supporting Information:

Funding for higher education has been negatively impacted by a reduction in state appropriations and an increase in pension liability.

- Despite steadily growing student demand for higher education since the mid-1970s, state fiscal investment in higher education has been declining since 1980. Based on funding trends since 1980, average state fiscal support for higher education will reach zero by 2059.<sup>142</sup>
- Of the 49 states analyzed, 44 states spent less per student in 2017 than in 2008, with Illinois experiencing a -36.9% change.<sup>143</sup> The only states spending more in 2017 were Indiana, Montana, Nebraska, North Dakota, and Wyoming.<sup>144</sup>
- Although Illinois increased support for higher education between 2010 and 2015, over one third of the increase was to shore up pension funds rather than to provide educational services.<sup>145</sup>
- Threats to shift state pension obligations back to the employee could result in significant annual costs to the College.<sup>146</sup>

Individual ability to finance higher education has decreased as a result of cuts to state and federal aid, high state taxes, and declining household incomes.

- Higher education federal policy appears to be heading towards deregulation, student aid cuts, and the gutting of programs that help the neediest students, including PELL grants.<sup>147</sup>
- The gap between those who are eligible for funds from the Illinois Monetary Awards Program (MAP), but did not receive an award, continues to widen. Among those who are eligible, only 36% were awarded, leaving more than 219,000 Illinois students without MAP assistance.<sup>148</sup>

<sup>142</sup> Thomas G. Mortenson, "State Funding: A Race to the Bottom," American Council on Education, Winter 2012. Retrieved from <https://www.acenet.edu/the-presidency/columns-and-features/Pages/state-funding-a-race-to-the-bottom.aspx>.

<sup>143</sup> Michael Mitchell, Michael Leachman, and Kathleen Masterson, "A Lost Decade in Higher Education Funding," Center on Budget and Policy Priorities, August 23, 2017, p. 5.

<sup>144</sup> Ibid, p. 2.

<sup>145</sup> Northern Illinois University, Center for Governmental Studies. 2017, *Harper College Environmental Scan*, February 2017, p. 18.

<sup>146</sup> Jose Sanchez, "Examining Another Plan to Shift Pension Cost Back to Schools," Better Government Association, March 27, 2018, Retrieved from <https://www.bettergov.org/news/examining-another-plan-to-shift-pension-costs-back-to-schools>.

<sup>147</sup> Karen A. Stout, "Top 15 Trends in Community College Student Success and Philanthropy," Achieving the Dream, September 1, 2017, p. 1 item #3.

<sup>148</sup> Northern Illinois University, Center for Governmental Studies. 2017, *Harper College Environmental Scan*, February 2017, p. 57.

- The state income tax increase resulted in a large increase in the overall tax burden. The State's tax burden is currently the 5<sup>th</sup> highest in the nation. Illinois ranks as one of the highest in property tax rankings, putting an additional financial burden on taxpayers.<sup>149</sup>
- Median household income declined in 16 of the 23 communities in the Harper district between 2010 and 2015. Incomes in these communities experienced decreases as large as 24.6%. Ten communities experienced a greater rate of decline than the State average 5.2%.<sup>150</sup>

<sup>149</sup> Northern Illinois University, Center for Governmental Studies. 2017, *Harper College Environmental Scan*, February 2017, p. 19.

<sup>150</sup> *Ibid*, p. 12 and 27.

## Threat 2: Higher Education in a Competitive Market

### Item Description:

In today's interconnected world, education is an increasingly competitive commodity.<sup>151 152 153</sup> To remain relevant in an environment where alternative credentials and education providers are growing, colleges and universities must offer quality education in ways that meet the needs and demands of students and employers.

### Supporting Information:

Population decreases coupled with large numbers of education providers have created an increasingly competitive market. Illinois' population, for example, has decreased by over 27,000 residents since the 2010 census.<sup>154</sup> Additionally, the *Chronicle of Higher Education* projects a 13.0% decrease in high school graduates in Illinois from 2018-19 to 2028-29.<sup>155</sup> Further, the College's recent Environmental Scan points to more than 70 education providers within 25 miles of Harper's main campus, offering approximately 600 degree, certificate, or other training programs.<sup>156</sup> Competition for students also exists outside of this radius. Public and private institutions in nearby states are enrolling large numbers of Illinois freshman. In fall 2017, nearly 17,000 Illinois first-time students enrolled at a public or private institution in Iowa, Indiana, Michigan, Missouri, or Wisconsin.<sup>157</sup> In addition to the competition from both in-state and out-of-state traditional brick and mortar education providers, the growth of online and non-traditional education providers further complicate the higher education landscape. As such, colleges need to adapt and innovate in order to remain relevant.

According to recent research, a third wave of postsecondary education, termed demand-driven education, is occurring. In this setting, postsecondary education must adapt to the needs of workers over the course of their lifetimes.<sup>158</sup> This convergence between education and employment must be met by higher education institutions in order to remain viable in the global economy. Other organizations, both inside and outside of higher education, are already expanding their work with a variety of students in order to meet these demands. For example, Southern New Hampshire University has partnered with a non-profit that serves disadvantaged populations in order to create new learning and workforce strategies such as micro-credentials, badges, and playlists.<sup>159</sup> Additionally, IBM has issued more than 500,000 badges or micro-credentials to both employees and external learners who want to build skills and develop competency-based portfolios.<sup>160</sup>

<sup>151</sup> "Universities must prepare for a technology-enabled future," last modified January 9, 2018, accessed January 28, 2019, [https://theconversation.com/universities-must-prepare-for-a-technology-enabled-future-89354?xid=PS\\_smithsonian](https://theconversation.com/universities-must-prepare-for-a-technology-enabled-future-89354?xid=PS_smithsonian).

<sup>152</sup> Gary W. Matkin, "Alternative Digital Credentials: An Imperative for Higher Education," February 2018, accessed January 28, 2019 <https://cshe.berkeley.edu/sites/default/files/publications/rops.cshe.2.2018.matkin.altdigitalcredential.1.30.2018.pdf>.

<sup>153</sup> "Universities Must Expand Reach to Stay Competitive," last modified February 12, 2018, accessed January 28, 2019, <https://scs.georgetown.edu/news-and-events/article/7116/universities-must-expand-reach-stay-competitive>.

<sup>154</sup> "United States Census Bureau," accessed May 20, 2019, <https://www.census.gov/>.

<sup>155</sup> "Compare the States," last modified August 19, 2018, accessed January 28, 2019, <https://www.chronicle.com/interactives/almanac-2018?cid=cp218>.

<sup>156</sup> Northern Illinois University, Center for Governmental Studies, *Harper College Environmental Scan*, February 2017, p. 110-126.

<sup>157</sup> "National Center for Education Statistics," Fall 2017 enrollment data retrieved May 2019, <https://nces.ed.gov/ipeds/use-the-data>.

<sup>158</sup> Joe Deegan and Nathan Martin, "Merging work & learning to develop the human skills that matter," Pearson, p. 6.

<sup>159</sup> "#2: SNHU's new program reimagines the concept of college," Robert Lerosé, last modified December 28, 2018, accessed, January 28, 2019, <https://www.ecampusnews.com/2018/12/28/2-snhus-new-program-reimagines-the-concept-of-college/>.

<sup>160</sup> Work Group Report, "Connecting Credentials Building Learning-Based Credentialing Systems," November 2017, p. 4.

The number of providers of alternative credentials, both accredited and non-accredited, has grown with large numbers of students engaging in non-traditional approaches to higher education.<sup>161</sup> Many corporations, professional organizations, and labor unions are working to address the educational needs of their employees by offering industry-specific competency-based offerings, either with or without a higher education partner.<sup>162</sup> Additionally, certificates are being issued by employers and other non-college education providers. These credentials often take less than two years to complete and feature assessments that are based on job-relevant skills.<sup>163</sup>

Institutions of higher education need to be adaptive and work with employers to develop employee skills, or they will be left behind.<sup>164</sup> To remain competitive in the education market, colleges and universities need to acknowledge that not all students want or need a traditional degree. Student needs vary and require alternative paths to success, and employers require skills over degrees.<sup>165</sup> As employers move towards competencies required for job roles and career paths, higher education must align itself with these needs. In a recent survey of colleges and universities, 94% of institutions reported awarding some form of alternative credential, with 70% offering noncredit training, 20% awarding digital badges, and 13% offering a form of micro-credential.<sup>166</sup>

Nationwide, online enrollments are increasing while overall postsecondary enrollments are falling.<sup>167</sup> In recent years, the growth rate of online credit course enrollments has been approximately ten times the overall growth rate of higher education enrollments.<sup>168</sup> The percent of all students enrolled in postsecondary education who take at least one online course has grown from 24.8% in 2012 to 33.1% in 2017.<sup>169</sup> <sup>170</sup> This 33.1% equates to approximately 7 million students nationwide, the majority of whom are community college students.<sup>171</sup> Additionally, the largest growth in online education is occurring in public and private nonprofit institutions, rather than for-profit institutions. At public institutions, from 2016 to 2017, the percent of students enrolled exclusively in online courses increased 7.2%, as did the percent enrolled in some online. At private nonprofit institutions during the same time period, the percent of students enrolled exclusively in online courses increased 8.2% and those enrolled in some online courses increased by 6.6%.<sup>172</sup> With decreasing enrollments overall, colleges need to expand opportunities for students to learn via an online platform in order to remain competitive in the digital era.

<sup>161</sup> Michelle R. Weise, "Alternative Credentials and the Pathway to an Unbundled Higher Ed Environment," last modified September 2016, accessed January 28, 2019, [https://evollution.com/managing-institution/higher\\_ed\\_business/alternative-credentials-and-the-pathway-to-an-unbundled-higher-ed-environment/](https://evollution.com/managing-institution/higher_ed_business/alternative-credentials-and-the-pathway-to-an-unbundled-higher-ed-environment/).

<sup>162</sup> Paul Fain, "On-Ramps and Off-Ramps: Alternative Credentials and Emerging Pathways Between Education and Work," Inside Higher Ed, 2018, p. 5.

<sup>163</sup> *Ibid.*, p. ii.

<sup>164</sup> Michelle R. Weise, "Alternative Credentials and the Pathway to an Unbundled Higher Ed Environment," last modified September 2016, accessed January 28, 2019, [https://evollution.com/managing-institution/higher\\_ed\\_business/alternative-credentials-and-the-pathway-to-an-unbundled-higher-ed-environment/](https://evollution.com/managing-institution/higher_ed_business/alternative-credentials-and-the-pathway-to-an-unbundled-higher-ed-environment/).

<sup>165</sup> *Ibid.*

<sup>166</sup> Paul Fain, "On-Ramps and Off-Ramps: Alternative Credentials and Emerging Pathways Between Education and Work," Inside Higher Ed, 2018, p. 8.

<sup>167</sup> Doug Lederman, "Online Education Ascends," last modified November 2018, accessed January 28, 2019, <https://www.insidehighered.com/digital-learning/article/2018/11/07/new-data-online-enrollments-grow-and-share-overall-enrollment>.

<sup>168</sup> Peter Shea and Temi Bidjerano "Does online learning impede degree completion?" last modified 2014, accessed January 29, 2019, <http://www.sunyresearch.net/hplo/wp-content/uploads/2014/03/c-e-paper-2014.pdf>, p. 103.

<sup>169</sup> Doug Lederman, "Online Education Ascends," last modified November 2018, accessed January 28, 2019, <https://www.insidehighered.com/digital-learning/article/2018/11/07/new-data-online-enrollments-grow-and-share-overall-enrollment>.

<sup>170</sup> Doug Lederman, "Who is Studying Online (and where)," last modified January 5, accessed January 29, 2019,

<https://www.insidehighered.com/digital-learning/article/2018/01/05/new-us-data-show-continued-growth-college-students-studying>.

<sup>171</sup> Peter Shea and Temi Bidjerano "Does online learning impede degree completion?" last modified 2014, accessed January 29, 2019, <http://www.sunyresearch.net/hplo/wp-content/uploads/2014/03/c-e-paper-2014.pdf>, p. 103.

<sup>172</sup> Doug Lederman, "Online Education Ascends," last modified November 2018, accessed January 28, 2019,

<https://www.insidehighered.com/digital-learning/article/2018/11/07/new-data-online-enrollments-grow-and-share-overall-enrollment>.

### **Threat 3: Uncertain State of Higher Education**

#### Item Description:

The state of higher education at the national level continues to be uncertain. The future of higher education is uncertain and will be impacted by actions and decisions on policies related to the Deferred Action for Childhood Arrivals (DACA) and the DREAM Act, and review and/or removal of previously enacted Department of Education rules. Additionally, changing perspectives on the value of higher education have the potential to negatively impact the College.

#### Supporting Information:

##### **Value of Higher Education**

Anxiety around higher education is growing in America. Historically, a degree has been the key to a good job. But rising fees and increasing student debt, combined with shrinking financial and educational returns, are undermining the perception that earning a degree is a good investment. Today, nearly half of all students who begin college do not graduate within six years. Additionally, students who borrow for college but never graduate are three times more likely to default on loans.<sup>173</sup>

With the Higher Education Act overdue for reauthorization, it is inevitable that policymakers rewrite federal higher education policy in the next few years. However, the development of new policies based on the same assumptions about the individual and economic benefits of debt-financed education will only continue to deepen our country's student debt crisis.<sup>174</sup>

Some question if a college degree still has value. The consensus is a resounding yes. Researchers estimate college graduates earn about \$1 million more over their lifetime than those without a degree.<sup>175</sup> Additionally the college wage "premium" – the difference in average earnings between college graduates and those with just a high school diploma – has averaged approximately 56% over the last three decades. When digging deeper into the data it becomes clear that, although the premium has remained stable, the value of a degree is eroding. While there is evidence that a higher education provides a gateway to a better paying job, the return on a college degree can vary widely. Thus, pursuing a postsecondary education remains a risky and expensive investment for families – and one whose value diminishes if costs increase faster than wages.<sup>176</sup>

##### **Immigration and Deferred Action for Childhood Arrivals (DACA)**

The DACA policy was implemented in 2012 to protect individuals who entered the United States from foreign countries as children.<sup>177</sup> This protection includes work authorization and deferred removal action. Many of those protected by DACA are enrolled in institutions of higher education. In 2017, the President of the United States declared an end to DACA with no new applications accepted.<sup>178</sup> While in the appeal process, DACA holders can apply to renew DACA status. This is a

<sup>173</sup> Office of Federal Student Aid (FSA) analysis.

<sup>174</sup> Julie Margetta Morgan and Marshall Steinbaum, "The Student Debt Crisis, Labor Market Credentialization, and Racial Inequality," Roosevelt Institute, October 2018, p. 34.

<sup>175</sup> Jaison R. Abel and Richard Deitz, "Do the Benefits of College Still Outweigh the Costs?" Federal Reserve Bank of New York, Volume 20, Number 3, 2014 p. 4.

<sup>176</sup> Ibid.

<sup>177</sup> "Secretary Napolitano Announces Deferred Action Process for Young People Who are Low Enforcement Priorities," last modified June 15, 2012, last accessed January 30, 2019, <https://www.dhs.gov/news/2012/06/15/secretary-napolitano-announces-deferred-action-process-young-people-who-are-low>.

<sup>178</sup> "Trump Ends DACA Program, No New Applications Accepted," last modified September 5, 2017, last accessed January 30, 2019, <https://www.nbcnews.com/politics/immigration/trump-dreamers-daca-immigration-announcement-n798686>.

positive step for immigrant families, but not a permanent solution. Until there is a clean DREAM Act that provides Dreamers with resolution, the future of DACA, and those impacted by it, is uncertain.

### **Deregulation of Education**

The Department of Education is reviewing rules and considering deregulation as a method to bolster the development of alternative credential pathways. This deregulation includes adjustments to rules that govern accreditation, the faculty role in online programs, the outsourcing of programs to non-accredited education providers, and the definition of the credit hour.<sup>179</sup>

The Department of Education is aiming to reimagine higher education and promote innovation by changing the rules for accreditors and the providers of competency-based and online programs.<sup>180</sup> These changes would include adjustments to rules regarding access to federal financial aid. Current regulations state that in order to access federal aid, academic programs must be offered by accredited colleges or universities with no more than 50% of a program contracted out to a non-accredited provider.

While deregulation has seen modest bipartisan support as a means to grow funding options for online and nontraditional credentials, concerns exist about the lack of oversight. Deregulation could lead to abuse, by both for-profit and nonprofit education providers, especially if additional federal funds are directed towards these programs.<sup>181</sup>

<sup>179</sup> Paul Fain, "On-Ramps and Off-Ramps: Alternative Credentials and Emerging Pathways Between Education and Work," *Inside Higher Ed*, 2018, p. 51.

<sup>180</sup> *Ibid*, p. 53.

<sup>181</sup> *Ibid*, p. 11.

ADOPTION OF BUDGET RESOLUTION

Member Johnson moved, seconded by Member Mundt

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, 2020 to June 30, 2021, 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 **23rd day of September, 2020**, 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, 2020 and end on the 30th day of June, 2021.

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.

September 23, 2020



Pat Stack  
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 September 23, 2020 by the Board of Trustees of said Community College District for the fiscal year beginning July 1, 2020 and ending June 30, 2021, and an estimate of revenues, by source, anticipated to be received by the College in the 2020-21 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 September 23, 2020.

  
\_\_\_\_\_  
Dr. Nancy Robb  
Secretary, Board of Trustees

  
\_\_\_\_\_  
Rob Galick  
Chief Fiscal Officer

Illinois Community College Board

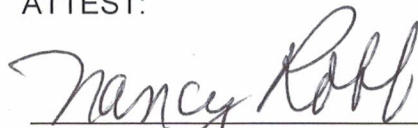
**FISCAL YEAR 2021 RESOLUTION**


The Board of Trustees of Harper College formally adopted the Fiscal Year 2021 Budget with the following resolution:

**See Attached**

A copy of the adopted budget is enclosed.

ATTEST:

  
\_\_\_\_\_  
Dr. Nancy Robb  
Secretary, Board of Trustees

  
\_\_\_\_\_  
Pat Stack  
Chair, Board of Trustees

**STATE OF ILLINOIS**

**COMMUNITY COLLEGE DISTRICT #512**

**Annual Budget for Fiscal Year 2021**

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

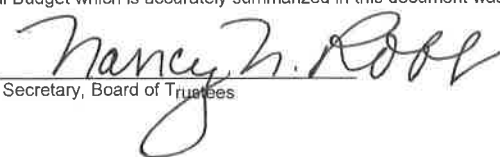
William Rainey Harper College  
SUMMARY OF FISCAL YEAR 2021 BUDGET BY FUND

	General		Special Revenue		
	Education Fund	Operations & Maintenance Fund	Restricted Purposes Fund	Audit Fund	Liability, Protection & Settlement Fund
Beginning Balance	\$ 37,100,000	\$ 19,300,000	\$ 18,800,000	\$ -	\$ -
Budgeted Revenues	102,741,106	14,736,904	65,124,248	18,148	18,148
Budgeted Expenditures	97,695,739	17,414,966	76,762,232	18,148	18,148
Budgeted Net Transfers from (to) Other Funds	(2,367,305)		1,930,510		
Budgeted Ending Balance	\$ 39,778,062	\$ 16,621,938	\$ 9,092,526	\$ -	\$ -
Net Change: Increase/(Decrease)	\$ 2,678,062	\$ (2,678,062) <sup>1</sup>	\$ (9,707,474) <sup>2</sup>	\$ -	\$ -

	Debt Service	Capital Projects	Proprietary	Permanent
	Bond and Interest Fund	Operations & Maintenance Fund (Restricted)	Auxiliary Enterprises Fund	Working Cash Fund
Beginning Balance	\$ 10,200,000	\$ 40,600,000	\$ 9,300,000	\$ 16,700,000
Budgeted Revenues	22,424,750	207,578,228	5,829,600	140,000
Budgeted Expenditures	21,198,875	56,045,696	7,538,977	
Budgeted Net Transfers from (to) Other Funds		0	436,795	
Budgeted Ending Balance	\$ 11,425,875	\$ 192,132,532	\$ 8,027,418	\$ 16,840,000
Net Change: Increase/(Decrease)	\$ 1,225,875	\$ 151,532,532	\$ (1,272,582) <sup>3</sup>	\$ 140,000

The Official Budget which is accurately summarized in this document was approved by the Board of Trustees on 9-23-20

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 and student initiatives, technology and ERP projects, and projects budgeted in prior year but not expended
- 3: Planned use of fund balance

William Rainey Harper College  
SUMMARY OF FISCAL YEAR 2021 OPERATING BUDGETED REVENUES

	Education Fund	Operations & Maintenance Fund	Total Operating Funds
<u>OPERATING REVENUE BY SOURCE</u>			
Local Government			
Current Taxes	\$50,197,003	\$12,399,894	\$62,596,897
Corporate Personal Property Replacement Taxes	1,000,000		1,000,000
<b>TOTAL LOCAL GOVERNMENT</b>	<u>51,197,003</u>	<u>12,399,894</u>	<u>63,596,897</u>
State Government			
ICCB Base Operating Grants	2,130,636		2,130,636
ICCB-Career & Technical Education	635,000		635,000
<b>TOTAL STATE GOVERNMENT</b>	<u>2,765,636</u>		<u>2,765,636</u>
Federal Government			
Dept. of Education	20,000		20,000
<b>TOTAL FEDERAL GOVERNMENT</b>	<u>20,000</u>		<u>20,000</u>
Student Tuition & Fees			
Tuition	39,465,794		39,465,794
Fees	7,913,173	2,040,510	9,953,683
<b>TOTAL TUITION &amp; FEES</b>	<u>47,378,967</u>	<u>2,040,510</u>	<u>49,419,477</u>
Other Sources			
Sales and Service Fees	164,500		164,500
Facilities Rental		31,500	31,500
Investment Revenue	665,000	165,000	830,000
Other Revenue	550,000	100,000	650,000
<b>TOTAL OTHER SOURCES</b>	<u>1,379,500</u>	<u>296,500</u>	<u>1,676,000</u>
<b>TRANSFERS FROM OTHER FUNDS</b>			
<b>TOTAL FY 2021 REVENUE</b>	<u>102,741,106</u>	<u>14,736,904</u>	<u>117,478,010</u>
Less Non-operating items*:			
Tuition Chargeback Revenue			
Instructional Service Contracts Revenue			
<b>ADJUSTED REVENUE</b>	<u>\$102,741,106</u>	<u>\$14,736,904</u>	<u>\$117,478,010</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 2021 OPERATING BUDGETED EXPENDITURES

	Education Fund	Operations & Maintenance Fund	Total Operating Funds
<b><u>BY PROGRAM</u></b>			
Instruction	\$41,229,999		\$41,229,999
Academic Support	10,388,667		10,388,667
Student Services	13,903,936		13,903,936
Public Service/ Continuing Education	109,735		109,735
Operation & Maint. of Plant		\$14,869,925	14,869,925
Institutional Support	25,016,401	2,545,041	27,561,442
Scholarships, Student Grants and Waivers	7,047,001		7,047,001
TRANSFERS TO OTHER FUNDS	<u>2,367,305</u>		<u>2,367,305</u>
TOTAL 2021 BUDGETED EXPENDITURES	<u>100,063,044</u>	<u>17,414,966</u>	<u>117,478,010</u>
Less Non-operating items*: Tuition Chargeback Instructional Service Contracts			
ADJUSTED EXPENDITURES	<u>\$100,063,044</u>	<u>\$17,414,966</u>	<u>\$117,478,010</u>
<b><u>BY OBJECT</u></b>			
Salaries	\$65,467,621	\$6,901,227	\$72,368,848
Employee Benefits	13,037,329	2,035,267	15,072,596
Contractual Services	4,444,555	2,679,949	7,124,504
General Materials & Supplies	4,817,835	1,126,531	5,944,366
Conference & Meeting Expense	1,393,293	24,634	1,417,927
Fixed Charges	393,337	292,058	685,395
Utilities	1,320	3,295,800	3,297,120
Capital Outlay	1,249,301	959,500	2,208,801
Other	6,641,148		6,641,148
Provision for Contingency	250,000	100,000	350,000
TRANSFERS TO OTHER FUNDS	<u>2,367,305</u>		<u>2,367,305</u>
TOTAL 2021 BUDGETED EXPENDITURES	<u>100,063,044</u>	<u>17,414,966</u>	<u>117,478,010</u>
Less Non-operating items*: Tuition Chargeback Instructional Service Contracts			
ADJUSTED EXPENDITURES	<u>\$100,063,044</u>	<u>\$17,414,966</u>	<u>\$117,478,010</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 2021 BUDGETED EXPENDITURES

<u>EDUCATION FUND</u>	<u>Appropriations</u>	<u>Totals</u>
<b>INSTRUCTION</b>		
Salaries	\$34,407,992	
Employee Benefits	4,000,954	
Contractual Services	755,503	
General Materials & Supplies	1,465,611	
Conference & Meeting Expense	48,459	
Fixed Charges	3,890	
Capital Outlay	536,500	
Other	<u>11,090</u>	\$41,229,999
<b>ACADEMIC SUPPORT</b>		
Salaries	7,675,423	
Employee Benefits	1,153,610	
Contractual Services	267,992	
General Materials & Supplies	886,278	
Conference & Meeting Expense	343,744	
Fixed Charges	10,500	
Capital Outlay	24,620	
Other	<u>26,500</u>	10,388,667
<b>STUDENT SERVICES</b>		
Salaries	10,643,060	
Employee Benefits	1,950,353	
Contractual Services	486,982	
General Materials & Supplies	364,832	
Conference & Meeting Expense	267,073	
Fixed Charges	41,746	
Utilities	720	
Capital Outlay	12,730	
Other	<u>136,440</u>	13,903,936
<b>PUBLIC SERVICE/CONTINUING EDUCATION</b>		
Salaries	95,159	
Employee Benefits	<u>14,576</u>	109,735
<b>INSTITUTIONAL SUPPORT</b>		
Salaries	12,575,904	
Employee Benefits	5,917,836	
Contractual Services	2,934,078	
General Materials & Supplies	2,101,114	
Conference & Meeting Expense	734,017	
Fixed Charges	337,201	
Utilities	600	
Capital Outlay	675,451	
Other	(509,800)	
Provision for Contingency	<u>250,000</u>	25,016,401
<b>SCHOLARSHIPS, STUDENT GRANTS AND WAIVERS</b>		
Salaries	70,083	
Other	<u>6,976,918</u>	7,047,001
<b>TRANSFERS</b>		<u>2,367,305</u>
<b>GRAND TOTAL</b>		<u><u>\$100,063,044</u></u>

William Rainey Harper College  
FISCAL YEAR 2021 BUDGETED EXPENDITURES

<u>OPERATIONS AND MAINTENANCE FUND</u>	<u>Appropriations</u>	<u>Totals</u>
OPERATION & MAINTENANCE OF PLANT		
Salaries	\$6,557,298	
Employee Benefits	1,716,221	
Contractual Services	1,930,908	
General Materials & Supplies	1,101,871	
Conference & Meeting Expense	24,634	
Fixed Charges	13,693	
Utilities	3,070,800	
Capital Outlay	<u>454,500</u>	\$14,869,925
INSTITUTIONAL SUPPORT		
Salaries	343,929	
Employee Benefits	319,046	
Contractual Services	749,041	
General Materials & Supplies	24,660	
Fixed Charges	278,365	
Utilities	225,000	
Capital Outlay	505,000	
Provision for Contingency	<u>100,000</u>	2,545,041
Transfers		<u>-</u>
GRAND TOTAL		<u><u>\$17,414,966</u></u>



William Rainey Harper College  
FISCAL YEAR 2021 BUDGETED REVENUES

<u>OPERATIONS AND MAINTENANCE (RESTRICTED) FUND</u>	<u>Revenues</u>	<u>Totals</u>
Local Government Sources		\$185,045,000
State Government Other IL Government Sources (CDB)		21,341,820
Student Tuition & Fees Fees Other-Construction & Renovation		526,408
Other Sources Investment Revenue		665,000
Transfers		
GRAND TOTAL		<u><u>\$207,578,228</u></u>

FISCAL YEAR 2021 BUDGETED EXPENDITURES

<u>OPERATIONS AND MAINTENANCE (RESTRICTED) FUND</u>	<u>Appropriations</u>	<u>Totals</u>
INSTITUTIONAL SUPPORT		
Contractual Services	\$5,257,242	
Capital Outlay	48,188,454	
Financial Charges and Adjustments	1,600,000	
Provision for Contingency	<u>1,000,000</u>	<u>\$56,045,696</u>
GRAND TOTAL		<u><u>\$56,045,696</u></u>

William Rainey Harper College  
FISCAL YEAR 2021 BUDGETED REVENUES

<u>BOND AND INTEREST FUND</u>	<u>Revenues</u>	<u>Totals</u>
Local Governmental Sources		
Current Taxes		\$22,384,750
Other Sources		
Investment Revenue		<u>40,000</u>
GRAND TOTAL		<u><u>\$22,424,750</u></u>

FISCAL YEAR 2021 BUDGETED EXPENDITURES

<u>BOND AND INTEREST FUND</u>	<u>Appropriations</u>	<u>Totals</u>
INSTITUTIONAL SUPPORT		
Bond Principal Retired	\$16,425,000	
Interest on Bonds	4,768,375	
Financial Charges and Adjustments	<u>5,500</u>	<u>\$21,198,875</u>
GRAND TOTAL		<u><u>\$21,198,875</u></u>

William Rainey Harper College  
FISCAL YEAR 2021 BUDGETED REVENUES

<u>AUXILIARY ENTERPRISES FUND</u>	<u>Revenues</u>	<u>Totals</u>
Student Tuition and Fees	\$2,814,674	
Sales and Service Fees	2,085,543	
Facilities Revenue	561,383	
Investment Revenue	100,000	
Other Sources	268,000	\$5,829,600
Transfers		479,295
<b>GRAND TOTAL</b>		<b><u><u>\$6,308,895</u></u></b>

FISCAL YEAR 2021 BUDGETED EXPENDITURES

<u>AUXILIARY ENTERPRISES FUND</u>	<u>Appropriations</u>	<u>Totals</u>
<b>INSTRUCTION</b>		
Salaries	\$203,745	
Contractual Services	78,355	
General Materials & Supplies	233,755	
Conference & Meeting Expense	18,000	
Other	10,000	
Provision for Contingency	30,000	\$573,855
<b>ACADEMIC SUPPORT</b>		
Salaries	122,593	
Benefits	28,552	151,145
<b>STUDENT SERVICES</b>		
Salaries	451,354	
Employee Benefits	89,092	
Contractual Services	54,475	
General Materials & Supplies	108,597	
Conference & Meeting Expense	50,502	
Capital Outlay	17,195	
Other	46,884	818,099
<b>PUBLIC SERVICE</b>		
Salaries	1,540,353	
Employee Benefits	218,974	
Contractual Services	407,921	
General Materials & Supplies	346,500	
Conference & Meeting Expense	26,800	
Fixed Charges	21,000	
Capital Outlay	4,500	
Other	321,428	2,887,476

William Rainey Harper College  
FISCAL YEAR 2021 BUDGETED EXPENDITURES

AUXILIARY SERVICES		
Salaries	518,332	
Employee Benefits	80,303	
Contractual Services	1,275,836	
General Materials & Supplies	176,704	
Conference & Meeting Expense	26,800	
Fixed Charges	31,665	
Utilities	130,000	
Capital Outlay	265,364	
Other	<u>(34,102)</u>	2,470,902
OPERATION & MAINTENANCE OF PLANT		
Contractual Services	2,500	
General Materials & Supplies	2,000	
Capital Outlay	<u>8,000</u>	12,500
INSTITUTIONAL SUPPORT		
Employee Benefits	60,000	
Contractual Services	180,000	
General Materials & Supplies	50,000	
Conference & Meeting Expense	75,000	
Other	<u>250,000</u>	615,000
SCHOLARSHIPS, STUDENT GRANTS AND WAIVERS		
Other	<u>10,000</u>	10,000
Transfers		42,500
GRAND TOTAL		<u><u>\$7,581,477</u></u>

William Rainey Harper College  
FISCAL YEAR 2021 BUDGETED REVENUES

<u>RESTRICTED PURPOSES FUND</u>	<u>Revenues</u>	<u>Totals</u>
State Governmental Sources		
ICCB Adult Ed	\$536,845	
Other ICCB Grants	167,346	
Dept Commerce and Economic Opportunity	355,000	
Illinois Student Assistance Commission	2,615,000	
Other IL Governmental Sources	<u>43,054,016</u>	\$46,728,207
Federal Governmental Sources		
Department of Education	14,906,478	
Department of Ed-ICCB Pass-Through	1,038,935	
Department of Labor	450,828	
Department of Health & Human Srvcs-Direct	644,000	
Department of Health & Human Srvcs-Pass-Through	350,000	
U. S. Department of Veterans Affairs	580,000	
Small Business Administration-DCEO Pass-Through	60,000	
Other Federal Governmental Sources	<u>68,450</u>	18,098,691
Other Sources		
Other Tuition and Fees	5,000	
Sales and Service Fees	500	
Nongovernmental Gifts, Grants & Bequests	<u>291,850</u>	297,350
Transfers		<u>1,930,510</u>
GRAND TOTAL		<u><u>\$67,054,758</u></u>

William Rainey Harper College  
FISCAL YEAR 2021 BUDGETED EXPENDITURES

<u>RESTRICTED PURPOSES FUND</u>	<u>Appropriations</u>	<u>Totals</u>
<b>INSTRUCTION</b>		
Salaries	\$945,429	
Employee Benefits	54,689	
Contractual Services	216,932	
General Materials & Supplies	111,561	
Conference & Meeting Expense	29,700	
Capital Outlay	173,070	
Other	44,399	
	<hr/>	\$1,575,780
<b>ACADEMIC SUPPORT</b>		
Salaries	37,472	
Employee Benefits	10,952	
Contractual Services	671,784	
General Materials & Supplies	26,175	
Conference & Meeting Expense	7,117	
Fixed Charges	60,000	
Utilities	14,185	
Other	39,830	
	<hr/>	867,515
<b>STUDENT SERVICES</b>		
Salaries	36,014	
Employee Benefits	14,375	
Contractual Services	8,500	
General Materials & Supplies	6,165	
Conference & Meeting Expense	494	
Other	18,000	
	<hr/>	83,548
<b>PUBLIC SERVICE</b>		
Salaries	1,833,377	
Employee Benefits	300,446	
Contractual Services	334,521	
General Materials & Supplies	211,483	
Conference & Meeting Expense	63,802	
Fixed Charges	230,700	
Utilities	16,760	
Capital Outlay	31,000	
Other	312,274	
	<hr/>	3,334,363
<b>INSTITUTIONAL SUPPORT</b>		
Salaries	319,000	
Employee Benefits	40,647,000	
Contractual Services	4,182,591	
General Materials & Supplies	883,744	
Conference & Meeting Expense	49,000	
Fixed Charges	120,000	
Utilities	22,320	
Capital Outlay	4,431,109	
Other	1,994,136	
	<hr/>	52,648,900
<b>SCHOLARSHIPS, STUDENT GRANTS AND WAIVERS</b>		
Salaries	201,248	
Other	18,050,878	
	<hr/>	18,252,126
Transfers		<hr/> -
<b>GRAND TOTAL</b>		<hr/> <hr/> <b>\$76,762,232</b>

William Rainey Harper College  
FISCAL YEAR 2021 BUDGETED REVENUES

<u>AUDIT FUND</u>	<u>Revenues</u>	<u>Totals</u>
Local Governmental Sources		
Current Taxes		<u>\$18,148</u>
GRAND TOTAL		<u><u>\$18,148</u></u>

FISCAL YEAR 2021 BUDGETED EXPENDITURES

<u>AUDIT FUND</u>	<u>Appropriations</u>	<u>Totals</u>
INSTITUTIONAL SUPPORT		
Audit Services		<u>\$18,148</u>
GRAND TOTAL		<u><u>\$18,148</u></u>

William Rainey Harper College  
FISCAL YEAR 2021 BUDGETED REVENUES

<u>LIABILITY, PROTECTION AND SETTLEMENT FUND</u>	<u>Revenues</u>	<u>Totals</u>
Local Governmental Sources		
Current Taxes		<u>\$18,148</u>
GRAND TOTAL		<u><u>\$18,148</u></u>

FISCAL YEAR 2021 BUDGETED EXPENDITURES

<u>LIABILITY, PROTECTION AND SETTLEMENT FUND</u>	<u>Appropriations</u>	<u>Totals</u>
INSTITUTIONAL SUPPORT		
Employee Benefits		<u>\$18,148</u>
GRAND TOTAL		<u><u>\$18,148</u></u>



William Rainey Harper College  
FISCAL YEAR 2021 BUDGETED REVENUES

<u>WORKING CASH FUND</u>	<u>Revenues</u>	<u>Totals</u>
Other Sources		
Investment Revenue		<u>\$140,000</u>
GRAND TOTAL		<u><u>\$140,000</u></u>

**PERSONNEL HEADCOUNT-THREE YEAR HISTORY AND CURRENT YEAR PROJECTED**

As of 7/1/20

	ADMINISTRATIVE											
	As of June, 30 2018			As of June, 30 2019			As of June, 30 2020			Budgeted FY 21		
	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total
<b><u>PRESIDENT</u></b>												
PRESIDENT'S OFFICE	1	-	1	1	-	1	1	-	1	1	-	1
DIVERSITY EQUITY AND INCLUSION	-	-	-	-	-	-	1	-	1	1	-	1
TOTAL PRESIDENT	1	-	1	1	-	1	2	-	2	2	-	2
<b><u>PROVOST</u></b>												
PROVOST	1	-	1	1	-	1	1	-	1	1	-	1
BUSINESS & SOCIAL SCIENCE/CHILD CENTER/FAST TR	1	-	1	1	-	1	1	-	1	1	-	1
CAREER & TECH PROGRAMS/AEE (combined FY19)	1	-	1	2	-	2	2	-	2	2	-	2
ACADEMY for TEACHING EXCELLENCE	1	-	1	1	-	1	1	-	1	1	-	1
HEALTH CAREERS	2	-	2	2	-	2	2	-	2	2	-	2
INTRDISCIPLNRY PRGRMS	2	-	2	2	-	2	2	-	2	2	-	2
LIBERAL ARTS	2	-	2	1	-	1	1	-	1	1	-	1
MATH & SCIENCE	1	-	1	1	-	1	1	-	1	1	-	1
RESOURCES FOR LEARNING/ACADEMIC SUPPORT												
CNTRS	1	-	1	1	-	1	1	-	1	1	-	1
ENROLLMENT SERVICES	1	-	1	1	-	1	1	-	1	1	-	1
REGISTRAR'S OFFICE	-	-	-	-	-	-	1	-	1	1	-	1
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	-	-	-	-	-	-	-	-	-
STUDENT AFFAIRS	2	-	2	1	-	1	1	-	1	1	-	1
EVENTS MANAGEMENT	-	-	-	-	-	-	-	-	-	-	-	-
HEALTH SERVICES (dept eliminated)	-	-	-	-	-	-	-	-	-	-	-	-
STUDENT ENGAGEMENT/INVOLVEMENT	-	-	-	2	-	2	2	-	2	2	-	2
STUDENT DEVELOPMENT	1	-	1	1	-	1	1	-	1	1	-	1
ADVISING SERVICES	1	-	1	1	-	1	1	-	1	1	-	1
ACCESS & DISABILITY SVCS	-	-	-	-	-	-	-	-	-	-	-	-
CNSO/WOMEN'S PROG	1	-	1	-	-	-	-	-	-	-	-	-
MULTICULTURAL LEARNING CNTR (eliminated)	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PROVOST	21	-	21	20	-	20	21	-	21	21	-	21
<b><u>EVP FINANCE &amp; ADMINISTRATIVE SERVICES</u></b>												
EVP OFFICE	1	-	1	1	-	1	1	-	1	1	-	1
ACCOUNTING SVCS/BUSINESS OFFICE	1	-	1	1	-	1	1	-	1	1	-	1
PURCHASING	-	-	-	-	-	-	-	-	-	-	-	-
CONFERENCE SERVICES	-	-	-	-	-	-	-	-	-	-	-	-
FACILITIES MGMT	2	-	2	2	-	2	2	-	2	2	-	2
HARPER POLICE	-	-	-	-	-	-	-	-	-	-	-	-
CHIEF INFORMATION OFFICER	1	-	1	1	-	1	1	-	1	1	-	1
CLIENT SYSTEMS	1	-	1	1	-	1	1	-	1	1	-	1
INFRASTRUCTURE SERVICES	-	-	-	-	-	-	-	-	-	-	-	-
HUMAN RESOURCES	1	-	1	1	-	1	1	-	1	1	-	1
TOTAL EVP FINANCE & ADMIN SERVICES	7	-	7	7	-	7	7	-	7	7	-	7
<b><u>PLANNING &amp; INSTITUTIONAL EFFECTIVENESS</u></b>												
CHIEF OF STAFF/VP OF STRATEGIC ALLIANCES	1	-	1	1	-	1	1	-	1	1	-	1
STRATEGIC PLANNING & INST. EFFECTIVENESS	1	-	1	1	-	1	1	-	1	1	-	1
INSTITUTIONAL RESEARCH	1	-	1	1	-	1	1	-	1	1	-	1
TOTAL INSTITUTIONAL EFFECTIVENESS	3	-	3	3	-	3	3	-	3	3	-	3
<b><u>MKTG. COMM. ADVCMT &amp; COMM RLNS</u></b>												
MARKETING SVCS CENTER	1	-	1	1	-	1	1	-	1	1	-	1
ENGAGEMENT, COMMUN & LEGISLTV AFFRS	-	-	-	-	-	-	-	-	-	-	-	-
ADVANCEMENT/FOUNDATION	2	-	2	2	-	2	2	-	2	2	-	2
TOTAL MKTG, COMM, ADVCMT & COMM RLNS	3	-	3	3	-	3	3	-	3	3	-	3
<b><u>WORKFORCE SOLUTIONS</u></b>												
VP WKFC SOLUTIONS	1	-	1	1	-	1	1	-	1	1	-	1
CONTINUING EDUCATION	1	-	1	1	-	1	1	-	1	1	-	1
FAST TRACK (moved to BUS/SS)	-	-	-	-	-	-	-	-	-	-	-	-
HARPER BUSINESS SOLUTIONS	-	-	-	-	-	-	-	-	-	-	-	-
WORKFORCE AND ECONOMIC DEVELMT/JPRC	2	-	2	2	-	2	2	-	2	1	-	1
TOTAL WORKFORCE AND STRATEGIC ALL	4	-	4	4	-	4	4	-	4	3	-	3
<b><u>STRATEGIC ALLIANCES AND INNOVATION</u></b>												
STRATEGIC ALLIANCES AND INNOVATION										1	-	1
TOTAL STRATEGIC ALLIANCES AND INNOVATION	-	-	-	-	-	-	-	-	-	1	-	1
<b>GRAND TOTAL</b>	<b>39</b>	<b>-</b>	<b>39</b>	<b>38</b>	<b>-</b>	<b>38</b>	<b>40</b>	<b>-</b>	<b>40</b>	<b>40</b>	<b>-</b>	<b>40</b>

**PERSONNEL HEADCOUNT-THREE YEAR HISTORY AND CURRENT YEAR PROJECTED**

As of 7/1/20

	FACULTY											
	As of June, 30 2018			As of June, 30 2019			As of June, 30 2020			Budgeted FY 21		
	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total
<b><u>PRESIDENT</u></b>												
PRESIDENT'S OFFICE	-	-	-	-	-	-	-	-	-	-	-	-
DIVERSITY EQUITY AND INCLUSION	1	-	1	1	-	1	-	-	-	-	-	-
TOTAL PRESIDENT	1	-	1	1	-	1	-	-	-	-	-	-
<b><u>PROVOST</u></b>												
PROVOST	-	-	-	1	-	1	1	-	1	2	-	2
BUSINESS & SOCIAL SCIENCE/CHILD CENTER/FAST TRAC	30	-	30	28	-	28	28	-	28	29	-	29
CAREER & TECH PROGRAMS/AEE (combined FY19)	22	-	22	26	-	26	27	-	27	26	-	26
ACADEMY for TEACHING EXCELLENCE	-	-	-	-	-	-	-	-	-	-	-	-
HEALTH CAREERS	32	-	32	33	-	33	33	-	33	33	-	33
INTRDISCIPLNRY PRGRMS	-	-	-	-	-	-	-	-	-	-	-	-
LIBERAL ARTS	68	-	68	61	-	61	62	-	62	62	-	62
MATH & SCIENCE	57	-	57	58	-	58	57	-	57	56	-	56
RESOURCES FOR LEARNING/ACADEMIC SUPPORT CNTRS	5	-	5	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 (dept eliminated)	-	-	-	-	-	-	-	-	-	-	-	-
STUDENT ENGAGEMENT/INVOLVEMENT	-	-	-	-	-	-	-	-	-	-	-	-
STUDENT DEVELOPMENT	12	-	12	9	-	9	8	-	8	8	-	8
ADVISING SERVICES	-	-	-	-	-	-	-	-	-	-	-	-
ACCESS & DISABILITY SVCS	1	-	1	1	-	1	1	-	1	1	-	1
CNSO/WOMEN'S PROG	-	-	-	-	-	-	-	-	-	-	-	-
MULTICULTURAL LEARNING CNTR (eliminated)	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PROVOST	227	-	227	222	-	222	222	-	222	222	-	222
<b><u>EVP FINANCE &amp; ADMINISTRATIVE SERVICES</u></b>												
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												
<b><u>PLANNING &amp; INSTITUTIONAL EFFECTIVENESS</u></b>												
CHIEF OF STAFF/VP OF STRATEGIC ALLIANCES												
STRATEGIC PLANNING & INST. EFFECTIVENESS												
INSTITUTIONAL RESEARCH												
TOTAL INSTITUTIONAL EFFECTIVENESS												
<b><u>MKTG. COMM. ADVCMT &amp; COMM RLNS</u></b>												
MARKETING SVCS CENTER												
ENGAGEMT, COMMUN & LEGISLTV AFFRS												
ADVANCEMENT/FOUNDATION												
TOTAL MKTG, COMM, ADVCMT & COMM RLNS												
<b><u>WORKFORCE SOLUTIONS</u></b>												
VP WKFC SOLUTIONS												
CONTINUING EDUCATION												
FAST TRACK (moved to BUS/SS)												
HARPER BUSINESS SOLUTIONS												
WORKFORCE AND ECONOMIC DEVELMT/JPRC												
TOTAL WORKFORCE AND STRATEGIC ALL												
<b><u>STRATEGIC ALLIANCES AND INNOVATION</u></b>												
STRATEGIC ALLIANCES AND INNOVATION												
TOTAL STRATEGIC ALLIANCES AND INNOVATION	-	-	-	-	-	-	-	-	-	-	-	-
<b>GRAND TOTAL</b>	<b>228</b>	<b>-</b>	<b>228</b>	<b>223</b>	<b>-</b>	<b>223</b>	<b>222</b>	<b>-</b>	<b>222</b>	<b>222</b>	<b>-</b>	<b>222</b>

**PERSONNEL HEADCOUNT-THREE YEAR HISTORY AND CURRENT YEAR PROJECTED**

As of 7/1/20

	PROFESSIONAL/TECHNICAL											
	As of June, 30 2018			As of June, 30 2019			As of June, 30 2020			Budgeted FY 21		
	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total
<b><u>PRESIDENT</u></b>												
PRESIDENT'S OFFICE	-	-	-	-	-	-	-	-	-	-	-	-
DIVERSITY EQUITY AND INCLUSION	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PRESIDENT												
<b><u>PROVOST</u></b>												
PROVOST	-	-	-	-	-	-	-	-	-	-	-	-
BUSINESS & SOCIAL SCIENCE/CHILD CENTER/FAST TRAC	-	-	-	-	-	-	-	1	1	-	1	1
CAREER & TECH PROGRAMS/AEE (combined FY19)	5	4	9	8	4	12	10	7	17	10	7	17
ACADEMY for TEACHING EXCELLENCE	5	-	5	5	-	5	6	-	6	6	-	6
HEALTH CAREERS	4	-	4	6	-	6	6	-	6	6	-	6
INTRDISCIPLNRY PRGRMS	2	-	2	2	-	2	1	-	1	1	1	2
LIBERAL ARTS	3	1	4	1	-	1	1	-	1	1	-	1
MATH & SCIENCE	4	3	7	5	1	6	5	1	6	5	1	6
RESOURCES FOR LEARNING/ACADEMIC SUPPORT CNTRS	2	1	3	2	1	3	2	1	3	2	1	3
ENROLLMENT SERVICES	1	-	1	1	-	1	1	-	1	2	-	2
REGISTRAR'S OFFICE	2	1	3	3	1	4	3	1	4	2	1	3
ADMISSIONS PROC & ASSESSMENT CNTR	1	-	1	1	-	1	1	-	1	1	-	1
ADMISSIONS OUTREACH	6	-	6	7	-	7	7	-	7	7	-	7
OFFICE OF STUDENT FINANCIAL ASSISTANCE	1	-	1	1	-	1	1	-	1	1	-	1
ONE-STOP CENTER	6	2	8	6	2	8	6	2	8	6	2	8
STUDENT AFFAIRS	1	-	1	1	-	1	1	-	1	1	-	1
EVENTS MANAGEMENT	4	-	4	4	-	4	4	-	4	4	-	4
HEALTH SERVICES (dept eliminated)	-	1	1	-	-	-	-	-	-	-	-	-
STUDENT ENGAGEMENT/INVOLVEMENT	-	-	-	1	-	1	2	-	2	2	-	2
STUDENT DEVELOPMENT	1	-	1	-	-	-	-	-	-	-	-	-
ADVISING SERVICES	17	-	17	21	-	21	22	-	22	24	-	24
ACCESS & DISABILITY SVCS	-	7	7	4	6	10	4	6	10	4	6	10
CNSO/WOMEN'S PROG	11	1	12	13	-	13	16	-	16	14	-	14
MULTICULTURAL LEARNING CNTR (eliminated)	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PROVOST	76	21	97	92	15	107	99	19	118	99	20	119
<b><u>EVP FINANCE &amp; ADMINISTRATIVE SERVICES</u></b>												
EVP OFFICE	-	-	-	-	-	-	-	-	-	-	-	-
ACCOUNTING SVCS/BUSINESS OFFICE	-	-	-	-	-	-	-	-	-	-	-	-
PURCHASING	-	-	-	-	-	-	1	-	1	1	-	1
CONFERENCE SERVICES	1	-	1	1	-	1	1	-	1	1	-	1
FACILITIES MGMT	-	-	-	-	-	-	-	-	-	-	-	-
HARPER POLICE	-	-	-	-	-	-	-	-	-	-	-	-
CHIEF INFORMATION OFFICER	-	-	-	-	-	-	-	-	-	-	-	-
CLIENT SYSTEMS	27	5	32	27	5	32	28	5	33	29	5	34
INFRASTRUCTURE SERVICES	20	-	20	19	-	19	18	-	18	17	-	17
HUMAN RESOURCES	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EVP FINANCE & ADMIN SERVICES	48	5	53	47	5	52	48	5	53	48	5	53
<b><u>PLANNING &amp; INSTITUTIONAL EFFECTIVENESS</u></b>												
CHIEF OF STAFF/VP OF STRATEGIC ALLIANCES	-	-	-	-	-	-	-	-	-	-	-	-
STRATEGIC PLANNING & INST. EFFECTIVENESS	1	-	1	1	-	1	1	-	1	1	-	1
INSTITUTIONAL RESEARCH	4	-	4	4	-	4	4	-	4	4	-	4
TOTAL INSTITUTIONAL EFFECTIVENESS	5	-	5	5	-	5	5	-	5	5	-	5
<b><u>MKTG. COMM. ADVCMT &amp; COMM RLNS</u></b>												
MARKETING SVCS CENTER	7	2	9	7	3	10	7	3	10	8	3	11
ENGAGEMENT, COMMUN & LEGISLTV AFFRS	-	-	-	-	-	-	-	-	-	-	-	-
ADVANCEMENT/FOUNDATION	-	-	-	-	-	-	2	-	2	-	-	-
TOTAL MKTG, COMM, ADVCMT & COMM RLNS	7	2	9	7	3	10	9	3	12	8	3	11
<b><u>WORKFORCE SOLUTIONS</u></b>												
VP WKFC SOLUTIONS	-	-	-	-	-	-	-	-	-	-	-	-
CONTINUING EDUCATION	10	4	14	10	5	15	8	3	11	8	3	11
FAST TRACK (moved to BUS/SS)	-	-	-	-	-	-	-	-	-	-	-	-
HARPER BUSINESS SOLUTIONS	3	-	3	3	-	3	3	-	3	3	-	3
WORKFORCE AND ECONOMIC DEVELMT/JPRC	3	-	3	3	-	3	3	-	3	3	-	3
TOTAL WORKFORCE AND STRATEGIC ALL	16	4	20	16	5	21	14	3	17	14	3	17
<b><u>STRATEGIC ALLIANCES AND INNOVATION</u></b>												
STRATEGIC ALLIANCES AND INNOVATION	-	-	-	-	-	-	-	-	-	2	-	2
TOTAL STRATEGIC ALLIANCES AND INNOVATION	-	-	-	-	-	-	-	-	-	2	-	2
<b>GRAND TOTAL</b>	<b>152</b>	<b>32</b>	<b>184</b>	<b>167</b>	<b>28</b>	<b>195</b>	<b>175</b>	<b>30</b>	<b>205</b>	<b>176</b>	<b>31</b>	<b>207</b>

**PERSONNEL HEADCOUNT-THREE YEAR HISTORY AND CURRENT YEAR PROJECTED**

As of 7/1/20

	SUPERVISORY/MANAGEMENT											
	As of June, 30 2018			As of June, 30 2019			As of June, 30 2020			Budgeted FY 21		
	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total
<b><u>PRESIDENT</u></b>												
PRESIDENT'S OFFICE	1	-	1	1	-	1	1	-	1	1	-	1
DIVERSITY EQUITY AND INCLUSION	-	-	-	-	-	-	-	-	-	1	-	1
TOTAL PRESIDENT	1	-	1	1	-	1	1	-	1	2	-	2
<b><u>PROVOST</u></b>												
PROVOST	1	-	1	1	-	1	1	-	1	1	-	1
BUSINESS & SOCIAL SCIENCE/CHILD CENTER/FAST TR	2	-	2	3	-	3	4	-	4	4	-	4
CAREER & TECH PROGRAMS/AEE (combined FY19)	1	-	1	1	-	1	3	-	3	3	-	3
ACADEMY for TEACHING EXCELLENCE	-	-	-	1	-	1	1	-	1	1	-	1
HEALTH CAREERS	1	-	1	1	-	1	1	-	1	1	-	1
INTRDISCIPLNRY PRGRMS	1	-	1	1	-	1	-	-	-	-	-	-
LIBERAL ARTS	2	-	2	2	-	2	2	-	2	2	-	2
MATH & SCIENCE	1	-	1	1	-	1	1	-	1	1	-	1
RESOURCES FOR LEARNING/ACADEMIC SUPPORT												
CNTRS	3	1	4	3	1	4	3	1	4	3	1	4
ENROLLMENT SERVICES	-	-	-	-	-	-	-	-	-	-	-	-
REGISTRAR'S OFFICE	1	-	1	1	-	1	1	-	1	-	-	-
ADMISSIONS PROC & ASSESSMENT CNTR	2	-	2	2	-	2	2	-	2	2	-	2
ADMISSIONS OUTREACH	1	-	1	1	-	1	1	-	1	1	-	1
OFFICE OF STUDENT FINANCIAL ASSISTANCE	2	-	2	2	-	2	2	-	2	2	-	2
ONE-STOP CENTER	-	-	-	1	-	1	1	-	1	1	-	1
STUDENT AFFAIRS	1	-	1	1	-	1	1	-	1	1	-	1
EVENTS MANAGEMENT	2	-	2	2	-	2	2	-	2	2	-	2
HEALTH SERVICES (dept eliminated)	-	-	-	-	-	-	-	-	-	-	-	-
STUDENT ENGAGEMENT/INVOLVEMENT	2	-	2	4	-	4	4	-	4	4	-	4
STUDENT DEVELOPMENT	2	-	2	2	-	2	2	-	2	1	-	1
ADVISING SERVICES	1	-	1	1	-	1	1	-	1	2	-	2
ACCESS & DISABILITY SVCS	2	-	2	2	-	2	2	-	2	2	-	2
CNSO/WOMEN'S PROG	-	-	-	1	-	1	1	-	1	1	-	1
MULTICULTURAL LEARNING CNTR (eliminated)	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PROVOST	28	1	29	34	1	35	36	1	37	35	1	36
<b><u>EVP FINANCE &amp; ADMINISTRATIVE SERVICES</u></b>												
EVP OFFICE	-	-	-	-	-	-	-	-	-	-	-	-
ACCOUNTING SVCS/BUSINESS OFFICE	7	-	7	8	-	8	8	-	8	8	-	8
PURCHASING	1	-	1	1	-	1	1	-	1	1	-	1
CONFERENCE SERVICES	1	-	1	1	-	1	1	-	1	1	-	1
FACILITIES MGMT	12	-	12	13	-	13	13	-	13	13	-	13
HARPER POLICE	3	-	3	3	-	3	3	-	3	3	-	3
CHIEF INFORMATION OFFICER	-	-	-	-	-	-	-	-	-	-	-	-
CLIENT SYSTEMS	9	1	10	9	1	10	11	1	12	11	1	12
INFRASTRUCTURE SERVICES	8	-	8	8	-	8	7	-	7	7	-	7
HUMAN RESOURCES	4	-	4	4	-	4	5	-	5	5	-	5
TOTAL EVP FINANCE & ADMIN SERVICES	45	1	46	47	1	48	49	1	50	49	1	50
<b><u>PLANNING &amp; INSTITUTIONAL EFFECTIVENESS</u></b>												
CHIEF OF STAFF/VP OF STRATEGIC ALLIANCES	1	-	1	1	-	1	1	-	1	1	-	1
STRATEGIC PLANNING & INST. EFFECTIVENESS	1	-	1	1	-	1	1	-	1	1	-	1
INSTITUTIONAL RESEARCH	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTITUTIONAL EFFECTIVENESS	2	-	2	2	-	2	2	-	2	2	-	2
<b><u>MKTG. COMM. ADVCMT &amp; COMM RLNS</u></b>												
MARKETING SVCS CENTER	5	-	5	5	-	5	5	-	5	5	-	5
ENGAGEMENT, COMMUN & LEGISLTV AFFRS	5	-	5	5	-	5	5	-	5	4	-	4
ADVANCEMENT/FOUNDATION	5	-	5	5	-	5	5	-	5	4	-	4
TOTAL MKTG, COMM, ADVCMT & COMM RLNS	15	-	15	15	-	15	15	-	15	13	-	13
<b><u>WORKFORCE SOLUTIONS</u></b>												
VP WKFC SOLUTIONS	1	-	1	2	-	2	2	-	2	2	-	2
CONTINUING EDUCATION	7	-	7	6	-	6	5	-	5	5	-	5
FAST TRACK (moved to BUS/SS)	1	-	1	1	-	1	-	-	-	-	-	-
HARPER BUSINESS SOLUTIONS	1	-	1	1	-	1	1	-	1	1	-	1
WORKFORCE AND ECONOMIC DEVELMT/JPRC	2	-	2	2	-	2	2	-	2	2	-	2
TOTAL WORKFORCE AND STRATEGIC ALL	12	-	12	12	-	12	10	-	10	10	-	10
<b><u>STRATEGIC ALLIANCES AND INNOVATION</u></b>												
STRATEGIC ALLIANCES AND INNOVATION	-	-	-	-	-	-	-	-	-	2	-	2
TOTAL STRATEGIC ALLIANCES AND INNOVATION	-	-	-	-	-	-	-	-	-	2	-	2
GRAND TOTAL	103	2	105	111	2	113	113	2	115	113	2	115

**PERSONNEL HEADCOUNT-THREE YEAR HISTORY AND CURRENT YEAR PROJECTED**

As of 7/1/20

	CLASSIFIED STAFF											
	As of June, 30 2018			As of June, 30 2019			As of June, 30 2020			Budgeted FY 21		
	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total
<b><u>PRESIDENT</u></b>												
PRESIDENT'S OFFICE	-	1	1	-	1	1	-	1	1	-	1	1
DIVERSITY EQUITY AND INCLUSION	-	-	-	-	-	-	-	-	-	1	-	1
TOTAL PRESIDENT	-	1	1	-	1	1	-	1	1	1	1	2
<b><u>PROVOST</u></b>												
PROVOST	-	-	-	-	-	-	-	-	-	-	-	-
BUSINESS & SOCIAL SCIENCE/CHILD CENTER/FAST TR	4	4	8	4	4	8	5	4	9	5	4	9
CAREER & TECH PROGRAMS/AEE (combined FY19)	1	5	6	4	5	9	5	5	10	5	7	12
ACADEMY for TEACHING EXCELLENCE	3	-	3	2	-	2	2	-	2	2	-	2
HEALTH CAREERS	4	2	6	4	2	6	5	1	6	5	1	6
INTRDISCIPLNRY PRGRMS	4	2	6	4	2	6	4	-	4	4	-	4
LIBERAL ARTS	7	1	8	4	1	5	4	1	5	4	1	5
MATH & SCIENCE	2	1	3	2	1	3	2	-	2	2	-	2
RESOURCES FOR LEARNING/ACADEMIC SUPPORT												
CNTRS	12	11	23	12	10	22	13	8	21	13	8	21
ENROLLMENT SERVICES	2	-	2	1	-	1	1	-	1	-	-	-
REGISTRAR'S OFFICE	5	2	7	5	2	7	5	2	7	5	2	7
ADMISSIONS PROC & ASSESSMENT CNTR	7	7	14	7	7	14	7	7	14	6	8	14
ADMISSIONS OUTREACH	-	1	1	-	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	4	4	8	-	1	1	1	-	1	1	-	1
EVENTS MANAGEMENT	-	2	2	-	2	2	-	2	2	-	2	2
HEALTH SERVICES (dept eliminated)	2	1	3	-	-	-	-	-	-	-	-	-
STUDENT ENGAGEMENT/INVOLVEMENT	2	-	2	6	1	7	5	2	7	5	2	7
STUDENT DEVELOPMENT	1	1	2	3	3	6	4	3	7	3	1	4
ADVISING SERVICES	1	3	4	1	2	3	-	-	-	1	2	3
ACCESS & DISABILITY SVCS	-	5	5	1	3	4	2	2	4	2	2	4
CNSO/WOMEN'S PROG	1	4	5	2	3	5	2	3	5	2	3	5
MULTICULTURAL LEARNING CNTR (eliminated)	1	1	2	-	-	-	-	-	-	-	-	-
TOTAL PROVOST	70	59	129	69	52	121	74	43	117	72	46	118
<b><u>EVP FINANCE &amp; ADMINISTRATIVE SERVICES</u></b>												
EVP OFFICE	1	-	1	1	-	1	1	-	1	1	-	1
ACCOUNTING SVCS/BUSINESS OFFICE	11	4	15	10	4	14	10	4	14	10	4	14
PURCHASING	2	-	2	2	-	2	1	-	1	1	-	1
CONFERENCE SERVICES	1	-	1	1	-	1	1	-	1	1	-	1
FACILITIES MGMT	5	1	6	4	1	5	4	1	5	4	1	5
HARPER POLICE	-	-	-	-	-	-	-	-	-	-	-	-
CHIEF INFORMATION OFFICER	1	-	1	1	-	1	1	-	1	1	-	1
CLIENT SYSTEMS	3	5	8	3	4	7	2	4	6	2	4	6
INFRASTRUCTURE SERVICES	1	1	2	1	1	2	2	1	3	2	1	3
HUMAN RESOURCES	5	-	5	5	-	5	5	-	5	5	-	5
TOTAL EVP FINANCE & ADMIN SERVICES	30	11	41	28	10	38	27	10	37	27	10	37
<b><u>PLANNING &amp; INSTITUTIONAL EFFECTIVENESS</u></b>												
CHIEF OF STAFF/VP OF STRATEGIC ALLIANCES	-	-	-	-	-	-	-	-	-	-	-	-
STRATEGIC PLANNING & INST. EFFECTIVENESS	1	2	3	1	2	3	1	2	3	1	2	3
INSTITUTIONAL RESEARCH	1	-	1	1	-	1	1	-	1	1	-	1
TOTAL INSTITUTIONAL EFFECTIVENESS	2	2	4	2	2	4	2	2	4	2	2	4
<b><u>MKTG. COMM. ADVCMT &amp; COMM RLNS</u></b>												
MARKETING SVCS CENTER	7	1	8	6	1	7	6	1	7	6	1	7
ENGAGEMENT, COMMUN & LEGISLTV AFFRS	1	-	1	1	-	1	1	-	1	-	-	-
ADVANCEMENT/FOUNDATION	1	-	1	1	-	1	1	-	1	1	-	1
TOTAL MKTG, COMM, ADVCMT & COMM RLNS	9	1	10	8	1	9	8	1	9	7	1	8
<b><u>WORKFORCE SOLUTIONS</u></b>												
VP WKFC SOLUTIONS	-	-	-	-	-	-	-	-	-	-	-	-
CONTINUING EDUCATION	11	7	18	9	4	13	8	2	10	8	1	9
FAST TRACK (moved to BUS/SS)	1	-	1	1	-	1	-	-	-	-	-	-
HARPER BUSINESS SOLUTIONS	1	-	1	1	-	1	1	-	1	1	-	1
WORKFORCE AND ECONOMIC DEVELMT/JPRC	4	2	6	4	2	6	4	1	5	3	-	3
TOTAL WORKFORCE AND STRATEGIC ALL	17	9	26	15	6	21	13	3	16	12	1	13
<b><u>STRATEGIC ALLIANCES AND INNOVATION</u></b>												
STRATEGIC ALLIANCES AND INNOVATION	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL STRATEGIC ALLIANCES AND INNOVATION	-	-	-	-	-	-	-	-	-	-	-	-
GRAND TOTAL	128	83	211	122	72	194	124	60	184	121	61	182

**PERSONNEL HEADCOUNT-THREE YEAR HISTORY AND CURRENT YEAR PROJECTED**

As of 7/1/20

	SECURITY									Budgeted FY 21		
	As of June, 30 2018			As of June, 30 2019			As of June, 30 2020			F/T	P/T	Total
	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total			
<b><u>PRESIDENT</u></b>												
PRESIDENT'S OFFICE												
DIVERSITY EQUITY AND INCLUSION												
TOTAL PRESIDENT												
<b><u>PROVOST</u></b>												
PROVOST												
BUSINESS & SOCIAL SCIENCE/CHILD CENTER/FAST TRACK												
CAREER & TECH PROGRAMS/AEE (combined FY19)												
ACADEMY for TEACHING EXCELLENCE												
HEALTH CAREERS												
INTRDISCIPLINARY PRGRMS												
LIBERAL ARTS												
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 (dept eliminated)												
STUDENT ENGAGEMENT/INVOLVEMENT												
STUDENT DEVELOPMENT												
ADVISING SERVICES												
ACCESS & DISABILITY SVCS												
CNSO/WOMEN'S PROG												
MULTICULTURAL LEARNING CNTR (eliminated)												
TOTAL PROVOST												
<b><u>EVP FINANCE &amp; ADMINISTRATIVE SERVICES</u></b>												
EVP OFFICE												
ACCOUNTING SVCS/BUSINESS OFFICE												
PURCHASING												
CONFERENCE SERVICES												
FACILITIES MGMT												
HARPER POLICE	17	15	32	17	15	32	17	15	32	17	15	32
CHIEF INFORMATION OFFICER												
CLIENT SYSTEMS												
INFRASTRUCTURE SERVICES												
HUMAN RESOURCES												
TOTAL EVP FINANCE & ADMIN SERVICES	17	15	32	17	15	32	17	15	32	17	15	32
<b><u>PLANNING &amp; INSTITUTIONAL EFFECTIVENESS</u></b>												
CHIEF OF STAFF/VP OF STRATEGIC ALLIANCES												
STRATEGIC PLANNING & INST. EFFECTIVENESS												
INSTITUTIONAL RESEARCH												
TOTAL INSTITUTIONAL EFFECTIVENESS												
<b><u>MKTG. COMM. ADVCMT &amp; COMM RLTN</u></b>												
MARKETING SVCS CENTER												
ENGAGEMENT, COMMUN & LEGISLATIVE AFFRS												
ADVANCEMENT/FOUNDATION												
TOTAL MKTG, COMM, ADVCMT & COMM RLTN												
<b><u>WORKFORCE SOLUTIONS</u></b>												
VP WKFC SOLUTIONS												
CONTINUING EDUCATION												
FAST TRACK (moved to BUS/SS)												
HARPER BUSINESS SOLUTIONS												
WORKFORCE AND ECONOMIC DEVELOPMENT/JPRC												
TOTAL WORKFORCE AND STRATEGIC ALL												
<b><u>STRATEGIC ALLIANCES AND INNOVATION</u></b>												
STRATEGIC ALLIANCES AND INNOVATION												
TOTAL STRATEGIC ALLIANCES AND INNOVATION	-	-	-	-	-	-	-	-	-	-	-	-
<b>GRAND TOTAL</b>	17	15	32	17	15	32	17	15	32	17	15	32

**PERSONNEL HEADCOUNT-THREE YEAR HISTORY AND CURRENT YEAR PROJECTED**

As of 7/1/20

	CUSTODIAL/MAINTENANCE											
	As of June, 30 2018			As of June, 30 2019			As of June, 30 2020			Budgeted FY 21		
	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total
<b><u>PRESIDENT</u></b>												
PRESIDENT'S OFFICE												
DIVERSITY EQUITY AND INCLUSION												
TOTAL PRESIDENT												
<b><u>PROVOST</u></b>												
PROVOST												
BUSINESS & SOCIAL SCIENCE/CHILD CENTER/FAST TRACK												
CAREER & TECH PROGRAMS/AEE (combined FY19)												
ACADEMY for TEACHING EXCELLENCE												
HEALTH CAREERS												
INTRDISCIPLNRY PRGRMS												
LIBERAL ARTS												
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 (dept eliminated)												
STUDENT ENGAGEMENT/INVOLVEMENT												
STUDENT DEVELOPMENT												
ADVISING SERVICES												
ACCESS & DISABILITY SVCS												
CNSO/WOMEN'S PROG												
MULTICULTURAL LEARNING CNTR (eliminated)												
TOTAL PROVOST												
<b><u>EVP FINANCE &amp; ADMINISTRATIVE SERVICES</u></b>												
EVP OFFICE												
ACCOUNTING SVCS/BUSINESS OFFICE												
PURCHASING												
CONFERENCE SERVICES												
FACILITIES MGMT	84	4	88	84	4	88	86	4	90	86	4	90
HARPER POLICE												
CHIEF INFORMATION OFFICER												
CLIENT SYSTEMS												
INFRASTRUCTURE SERVICES												
HUMAN RESOURCES												
TOTAL EVP FINANCE & ADMIN SERVICES	84	4	88	84	4	88	86	4	90	86	4	90
<b><u>PLANNING &amp; INSTITUTIONAL EFFECTIVENESS</u></b>												
CHIEF OF STAFF/VP OF STRATEGIC ALLIANCES												
STRATEGIC PLANNING & INST. EFFECTIVENESS												
INSTITUTIONAL RESEARCH												
TOTAL INSTITUTIONAL EFFECTIVENESS												
<b><u>MKTG. COMM. ADVCMT &amp; COMM RLTN</u></b>												
MARKETING SVCS CENTER												
ENGAGEMENT, COMMUN & LEGISLTV AFFRS												
ADVANCEMENT/FOUNDATION												
TOTAL MKTG, COMM, ADVCMT & COMM RLTN												
<b><u>WORKFORCE SOLUTIONS</u></b>												
VP WKFC SOLUTIONS												
CONTINUING EDUCATION												
FAST TRACK (moved to BUS/SS)												
HARPER BUSINESS SOLUTIONS												
WORKFORCE AND ECONOMIC DEVELMT/JPRC												
TOTAL WORKFORCE AND STRATEGIC ALL												
<b><u>STRATEGIC ALLIANCES AND INNOVATION</u></b>												
STRATEGIC ALLIANCES AND INNOVATION												
TOTAL STRATEGIC ALLIANCES AND INNOVATION	-	-	-	-	-	-	-	-	-	-	-	-
GRAND TOTAL	84	4	88	84	4	88	86	4	90	86	4	90



**PERSONNEL HEADCOUNT-THREE YEAR HISTORY AND CURRENT YEAR PROJECTED**

As of 7/1/20

	TOTALS											
	As of June, 30 2018			As of June, 30 2019			As of June, 30 2020			Budgeted FY 21		
	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total
<b><u>PRESIDENT</u></b>												
PRESIDENT'S OFFICE	2	1	3	2	1	3	2	1	3	2	1	3
DIVERSITY EQUITY AND INCLUSION	1	-	1	1	-	1	1	-	1	3	-	3
TOTAL PRESIDENT	3	1	4	3	1	4	3	1	4	5	1	6
<b><u>PROVOST</u></b>												
PROVOST	2	-	2	3	-	3	3	-	3	4	-	4
BUSINESS & SOCIAL SCIENCE/CHILD CENTER/FAST TRA	37	4	41	36	4	40	38	5	43	39	5	44
CAREER & TECH PROGRAMS/AEE (combined FY19)	30	9	39	41	9	50	47	12	59	46	14	60
ACADEMY for TEACHING EXCELLENCE	9	-	9	9	-	9	10	-	10	10	-	10
HEALTH CAREERS	43	2	45	46	2	48	47	1	48	47	1	48
INTRDISCIPLNRY PRGRMS	9	2	11	9	2	11	7	-	7	7	1	8
LIBERAL ARTS	82	2	84	69	1	70	70	1	71	70	1	71
MATH & SCIENCE	65	4	69	67	2	69	66	1	67	65	1	66
RESOURCES FOR LEARNING/ACADEMIC SUPPORT CNTRS	23	13	36	23	12	35	24	10	34	24	10	34
ENROLLMENT SERVICES	4	-	4	3	-	3	3	-	3	3	-	3
REGISTRAR'S OFFICE	8	3	11	9	3	12	10	3	13	8	3	11
ADMISSIONS PROC & ASSESSMENT CNTR	10	7	17	10	7	17	10	7	17	9	8	17
ADMISSIONS OUTREACH	8	1	9	9	1	10	9	1	10	9	1	10
OFFICE OF STUDENT FINANCIAL ASSISTANCE	11	2	13	11	2	13	11	2	13	11	2	13
ONE-STOP CENTER	7	2	9	7	2	9	7	2	9	7	2	9
STUDENT AFFAIRS	8	4	12	3	1	4	4	-	4	4	-	4
EVENTS MANAGEMENT	6	2	8	6	2	8	6	2	8	6	2	8
HEALTH SERVICES (dept eliminated)	2	2	4	-	-	-	-	-	-	-	-	-
STUDENT ENGAGEMENT/INVOLVEMENT	4	-	4	13	1	14	13	2	15	13	2	15
STUDENT DEVELOPMENT	17	1	18	15	3	18	15	3	18	13	1	14
ADVISING SERVICES	20	3	23	24	2	26	24	-	24	28	2	30
ACCESS & DISABILITY SVCS	3	12	15	8	9	17	9	8	17	9	8	17
CNSO/WOMEN'S PROG	13	5	18	16	3	19	19	3	22	17	3	20
MULTICULTURAL LEARNING CNTR (eliminated)	1	1	2	-	-	-	-	-	-	-	-	-
TOTAL PROVOST	422	81	503	437	68	505	452	63	515	449	67	516
<b><u>EVP FINANCE &amp; ADMINISTRATIVE SERVICES</u></b>												
EVP OFFICE	2	-	2	2	-	2	2	-	2	2	-	2
ACCOUNTING SVCS/BUSINESS OFFICE	19	4	23	19	4	23	19	4	23	19	4	23
PURCHASING	3	-	3	3	-	3	3	-	3	3	-	3
CONFERENCE SERVICES	3	-	3	3	-	3	3	-	3	3	-	3
FACILITIES MGMT	103	5	108	103	5	108	105	5	110	105	5	110
HARPER POLICE	20	15	35	20	15	35	20	15	35	20	15	35
CHIEF INFORMATION OFFICER	2	-	2	2	-	2	2	-	2	2	-	2
CLIENT SYSTEMS	40	11	51	40	10	50	42	10	52	43	10	53
INFRASTRUCTURE SERVICES	29	1	30	28	1	29	27	1	28	26	1	27
HUMAN RESOURCES	10	-	10	10	-	10	11	-	11	11	-	11
TOTAL EVP FINANCE & ADMIN SERVICES	231	36	267	230	35	265	234	35	269	234	35	269
<b><u>PLANNING &amp; INSTITUTIONAL EFFECTIVENESS</u></b>												
CHIEF OF STAFF/VP OF STRATEGIC ALLIANCES	2	-	2	2	-	2	2	-	2	2	-	2
STRATEGIC PLANNING & INST. EFFECTIVENESS	4	2	6	4	2	6	4	2	6	4	2	6
INSTITUTIONAL RESEARCH	6	-	6	6	-	6	6	-	6	6	-	6
TOTAL INSTITUTIONAL EFFECTIVENESS	10	2	12	12	2	14	12	2	14	12	2	14
<b><u>MKTG. COMM. ADVCMT &amp; COMM RLNS</u></b>												
MARKETING SVCS CENTER	20	3	23	19	4	23	19	4	23	20	4	24
ENGAGEMENT, COMMUN & LEGISLTV AFFRS	6	-	6	6	-	6	6	-	6	4	-	4
ADVANCEMENT/FOUNDATION	8	-	8	8	-	8	10	-	10	7	-	7
TOTAL MKTG, COMM, ADVCMT & COMM RLNS	34	3	37	33	4	37	35	4	39	31	4	35
<b><u>WORKFORCE SOLUTIONS</u></b>												
VP WKFC SOLUTIONS	2	-	2	3	-	3	3	-	3	3	-	3
CONTINUING EDUCATION	29	11	40	26	9	35	22	5	27	22	4	26
FAST TRACK (moved to BUS/SS)	2	-	2	2	-	2	-	-	-	-	-	-
HARPER BUSINESS SOLUTIONS	5	-	5	5	-	5	5	-	5	5	-	5
WORKFORCE AND ECONOMIC DEVELMT/JPRC	11	2	13	11	2	13	11	1	12	9	-	9
TOTAL WORKFORCE AND STRATEGIC ALL	49	13	62	47	11	58	41	6	47	39	4	43
<b><u>STRATEGIC ALLIANCES AND INNOVATION</u></b>												
STRATEGIC ALLIANCES AND INNOVATION	-	-	-	-	-	-	-	-	-	5	-	5
TOTAL STRATEGIC ALLIANCES AND INNOVATION	-	-	-	-	-	-	-	-	-	5	-	5
GRAND TOTAL	749	136	885	762	121	883	777	111	888	775	113	888

FY 2017-2019 Operational Analysis Cost Comparison														
Sorted by Department														
			2017	2018	2019		2017	2018	2019		2017	2018	2019	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	279	277	276		\$2,372	\$2,515	\$2,486		\$646,684	\$672,939	\$742,590	
CTP	Adult Ed Development	611	447	429	445		4,068	4,398	4,438		(789,274)	(809,803)	(1,091,072)	
BUS/SS	Anthropology	151	60	56	44		4,675	5,250	4,871		2,314	(21,958)	1,424	
LIB ARTS	Art	218	225	234	249		4,598	4,859	4,884		17,144	5,820	64,160	
MS	Biology	311	745	723	695		3,176	3,247	3,392		1,252,856	1,311,459	1,275,347	
CTP	Building Design & Technology	524	42	38	48		9,351	10,102	8,625		(158,204)	(183,045)	(126,744)	
HC	Cert Nursing Assistant	351	161	157	145		2,567	2,669	2,563		648,346	581,847	662,454	
MS	Chemistry	516	330	335	319		5,249	5,536	5,467		(109,468)	(150,525)	(72,610)	
LIB ARTS	Communication Arts	212	392	424	421		3,170	3,096	3,033		531,732	689,852	812,448	
MS	Community Health Worker	327	1	1	1		2,245	2,190	10,326		1,875	63	(5,297)	
CTP	Computer Info Systems	116	215	185	202		4,681	5,793	5,183		150,558	(59,705)	72,680	
MS	Computer Science	520	64	62	53		2,504	2,507	3,747		144,512	164,004	83,211	
HC	Dental Hygiene	315	50	53	49		20,721	20,312	22,310		(452,679)	(455,262)	(460,943)	
HC	Dietetic Technician	318	59	53	48		3,865	3,164	3,455		61,196	97,318	86,202	
BUS/SS	Early Childhood Education	322	75	72	75		2,613	2,850	3,212		176,875	147,326	156,492	
BUS/SS	Economics	114	199	217	208		2,244	2,392	2,473		496,323	528,998	525,264	
BUS/SS	Education	152	39	44	46		4,824	4,585	3,684		(7,240)	7,828	42,219	
CTP	Electronics	518	51	55	60		4,600	4,996	4,525		45,837	42,899	88,002	
CTP	Emergency Management	360	11	7	11		3,789	4,399	3,624		19,197	9,197	25,537	
HC	Emergency Medical Services	320	70	61	66		4,326	4,731	3,681		164,619	120,918	96,910	
MS	Engineering	519	26	29	24		8,160	7,897	9,680		(75,812)	(85,371)	(103,108)	
LIB ARTS	English/Literature	211	874	819	775		4,171	4,399	4,515		302,478	275,437	339,288	
LIB ARTS	English/Second Lang	612	274	263	242		4,577	4,843	5,305		80,060	124,102	(84,995)	
CTP	Fashion Design	221	45	41	39		7,350	7,356	8,231		(62,905)	(65,953)	(81,957)	
CTP	Fire Science	517	65	57	59		4,807	5,437	4,955		96,760	62,625	86,746	
STU DEV	First Year Experience	653	8	31	20		2,590	1,759	1,825		51,962	93,908	62,210	
BUS/SS	Geography	153	116	121	130		3,255	3,300	3,182		177,129	211,386	263,218	
CTP	Graphic Art Tech	509	94	93	108		6,528	6,460	5,819		(96,282)	(79,552)	37,168	
HC	Health Information Technology	325	39	39	36		5,086	5,481	5,495		15,682	(4,426)	18,058	
HC	Health Science Core	314	111	110	125		2,207	2,289	2,424		343,871	328,272	437,839	
BUS/SS	History	154	159	137	112		2,420	3,234	3,717		349,060	219,633	131,403	
CTP	Hospitality Management	117	71	75	65		4,896	4,733	5,219		47,119	53,666	58,589	
HC	Human Services	526	28	21	13		5,104	6,423	8,150		1,926	(29,563)	(33,538)	
LIB ARTS	Humanities	214	210	199	198		2,485	2,615	2,652		435,881	438,426	460,381	
MS	Kinesiology & Health Ed	411	109	93	88		4,532	4,158	4,410		29,677	84,755	71,603	
CTP	Law Enforcement & Justice	316	137	139	149		2,426	2,508	2,525		336,180	366,244	410,378	
LIB ARTS	Learning Skills	679	33	20	15		3,057	5,290	6,985		49,765	(9,060)	(25,318)	
CTP	Maintenance Technology	521	17	16	9		4,652	4,688	2,584		19,295	17,887	34,590	
BUS/SS	Management	112	258	232	216		2,428	2,613	2,734		589,184	520,954	555,684	
CTP	Manufacturing Technology	527	108	85	108		4,079	4,627	3,588		241,970	129,084	214,512	
HC	Massage Therapy	329	10	14	20		6,946	7,813	9,823		(108)	(18,691)	(38,800)	
MS	Mathematics & Dev Math	512	1,133	1,100	1,062		2,377	2,618	2,642		2,440,471	2,314,821	2,502,372	
HC	Medical Office Assistant	324	25	22	25		6,783	7,167	6,044		(35,109)	(28,013)	11,572	
LIB ARTS	Music	219	82	82	78		9,967	10,060	11,409		(397,683)	(398,449)	(464,208)	
HC	Nursing	312	157	157	158		12,817	12,848	14,605		(453,516)	(459,008)	(608,180)	

FY 2017-2019 Operational Analysis Cost Comparison														
Sorted by Department														
			2017	2018	2019		2017	2018	2019		2017	2018	2019	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)	
CTP	Paralegal Studies	155	36	50	32		5,619	4,936	7,768		(7,989)	27,671	(65,243)	
LIB ARTS	Philosophy	215	304	290	271		2,985	3,081	2,878		498,022	503,063	554,016	
HC	Phlebotomy	357	17	16	18		8,123	7,750	7,706		(8,807)	(8,948)	(1,711)	
MS	Physical Sciences	508	242	226	215		5,291	5,880	6,159		(73,828)	(170,213)	(172,428)	
BUS/SS	Political Science	156	62	53	58		3,119	3,719	3,591		91,564	59,948	87,595	
HC	Practical Nursing	326	27	29	27		3,093	5,910	6,708		191,613	115,141	125,111	
BUS/SS	Psychology	157	423	428	432		2,586	2,623	2,490		852,533	939,535	1,127,348	
HC	Radiologic Tech	358	40	41	44		8,930	10,310	10,257		39,889	5,352	17,876	
CTP	Refrig/Air Cond	522	42	37	28		10,635	10,329	14,438		(179,585)	(183,960)	(211,490)	
BUS/SS	Sociology	158	219	217	210		2,025	2,253	2,569		567,918	547,387	513,443	
HC	Sonography	412	42	41	41		7,604	7,791	12,680		93,719	78,414	(88,523)	
STU DEV	Student Career Development	651	14	11	10		2,269	2,410	2,153		34,648	31,087	30,392	
STU DEV	Student Development Diversity	655	27	23	20		1,450	1,606	1,645		86,761	76,352	69,062	
STU DEV	Student Psych Humanistic Develop	652	9	8	9		1,732	1,794	2,387		25,112	24,356	22,953	
CTP	Supply Chain Management	119	38	45	41		3,798	3,978	4,072		99,513	77,997	71,073	
HC	Surgical Tech	328		2	10			36,727	14,800			(57,328)	(41,007)	
CTP	Welding	528	63	66	57		5,603	5,987	7,070		336,652	48,816	(18,552)	
LIB ARTS	World Languages	216	251	235	240		3,842	2,620	2,535		234,820	515,974	594,235	
	Grand Totals		9,560	9,296	9,098	Avg	\$3,895	\$4,083	\$4,214		\$10,212,813	\$9,393,928	\$9,847,931	\$454,003
	Percentage Change		-2.82%	-2.77%	-2.12%		0.80%	4.83%	3.19%		335.04%	-8.02%	4.83%	
BUS/SS	TOTALS		1,889	1,854	1,807	Avg	\$2,590	\$2,791	\$2,812		\$3,942,344	\$3,833,976	\$4,146,680	\$312,704
CTP	TOTALS		1,482	1,418	1,461	Avg	4,788	5,103	5,019		98,842	(545,932)	(495,783)	\$50,149
HC	TOTALS		836	816	825	Avg	6,837	7,289	7,962		610,642	266,023	183,320	(\$82,703)
LIB ARTS	TOTALS		2,645	2,566	2,489	Avg	3,965	4,009	4,091		1,752,219	2,145,165	2,250,007	\$104,842
MS	TOTALS		2,650	2,569	2,457	Avg	3,373	3,575	3,687		3,610,283	3,468,993	3,579,090	\$110,097
STU DEV	TOTALS		58	73	59	Avg	1,849	1,810	1,881		198,483	225,703	184,617	(\$41,086)
	Grand Totals		9,560	9,296	9,098	Avg	\$3,895	\$4,083	\$4,214		\$10,212,813	\$9,393,928	\$9,847,931	\$454,003

## Art, Design & Performing Arts (AOIA)

Interest	Degree	Certificate
Associate in Arts	Associate in Arts <b>AA</b>	
Art and Design	Associate in Fine Arts with Art Emphasis <b>AFAA</b>	
	Art and Design <b>AA</b>	
Architectural Studies	Architectural Studies <b>AS</b>	Architectural CAD Certificate <b>A2CC</b>
Fashion Design	Fashion Design AAS <b>FASH</b>	Apparel Construction <b>FASA</b>
	Fashion Entrepreneurship AAS <b>FASE</b>	Fashion Design Certificate <b>FASC</b>
		Textiles Certificate <b>FAST</b>
Fashion Merchandising	Fashion Merchandising AAS <b>FASM</b>	
Graphic Arts Technology	Graphic Design AAS <b>GRAD</b>	Fashion Graphic Arts <b>GAFC</b>
	Package Design AAS <b>GRAK</b>	Graphic Arts <b>GRAC</b>
	Print Graphics/Production AAS <b>GRAP</b>	Graphic Arts Design <b>GADC</b>
	Web Design AAS <b>GRAW</b>	Graphic Arts Desktop Publishing <b>GADP</b>
		Graphic Arts Digital Photography <b>GDPC</b>
		Graphic Arts Interactive Technology <b>GAIT</b>
		Graphic Arts Package Design <b>GAPD</b>
		Graphic Arts Variable Data <b>GVDC</b>
		Graphic Arts Web Design <b>GAWD</b>
Interior Design	Interior Design AAS <b>IND</b>	Architectural CAD <b>A2CC</b>
		Interior Design Assistant <b>INDA</b>
		Kitchen and Bath Specialty <b>KBSC</b>
		Perspective and Rendering <b>INDP</b>
Music	Associate in Fine Arts-Music <b>AFAM</b>	
Theatre Arts	Theatre <b>AA</b>	
Web Development	Web Development AAS <b>WBDV</b>	Web Development Certificate <b>WDVC</b>
	Web Design and Interactive Media AAS <b>WDIM</b>	Web Design and Interactive Media Certificate <b>WDMC</b>

## Business, Entrepreneurship and Information Technology (AOIB)

Interest	Degree	Certificate
Associate in Arts	Associate in Arts <b>AA</b>	
Associate in Science	Associate in Science <b>AS</b>	
Accounting	Accounting Associate AAS <b>ACAS</b>	Accounting Assistant Certificate <b>ACCA</b>
	Accounting <b>AA</b>	Accounting Bookkeeper/Clerk Certificate <b>ACCC</b>
		Advanced Accounting Bookkeeper/Clerk Certificate <b>AABC</b>
		Professional Accounting (CPA) Preparation Certificate <b>CPA2</b>
		Tax Accounting Assistant Certificate <b>TAAC</b>
Business Administration	eMarketing AAS <b>BAEM</b>	Business Management Certificate <b>BMGT</b>
	Entrepreneurship AAS <b>BAEN</b>	eMarketing Certificate <b>EMKT</b>
	Financial Management AAS <b>BAFM</b>	Entrepreneurial Maker Certificate <b>ENTM</b>
	Human Resource Management AAS <b>BAHR</b>	Entrepreneurship Certificate <b>ENTC</b>
	Insurance AAS <b>BAIN</b>	Financial Management Certificate <b>FNMC</b>
	Management AAS <b>BAMG</b>	Human Resource Management Certificate <b>HRM</b>
	Social Commerce and Sales <b>BASS</b>	Insurance Certificate <b>INSC</b>
	Retail Merchandising Certificate <b>RMER</b>	
	Social Commerce and Sales Certificate <b>SCSC</b>	
Hospitality Management	Food Service Operations Management AAS <b>HOSF</b>	Bread and Pastry Arts Certificate <b>BRPA</b>
	Hotel Operations Management AAS <b>HOSH</b>	Culinary Arts Certificate <b>CUL2</b>
		Food Service Management Certificate <b>FS</b>
		Hotel Management Certificate <b>HOTM</b>
Information Technology	Information Systems AAS <b>ISD</b>	Software Development Certificate <b>CSDC</b>
	IT Computer Support AAS <b>ITCS</b>	IT Computer Support Technician Certificate <b>CSTC</b>
	IT Network Administration AAS <b>ITNA</b>	IT Support Technician Certificate <b>ISTC</b>
		IT Network Administration Certificate <b>CNAC</b>
		IT Network Support Technician Certificate <b>NSTC</b>
		Administrative Assistant Certificate <b>ADMA</b>
		Office Assistant Certificate <b>OFCA</b>
Supply Chain Management	Supply Chain Management AAS <b>SCM</b>	Inventory/Production Control Certificate <b>IPC</b>
	Manufacturing Technology AAS/ Supply Chain/Logistics Emphasis <b>MFTS</b>	Logistics Certificate <b>LOGC</b>
		Procurement Certificate <b>PROC</b>
	Supply Chain Management Certificate <b>SCMC</b>	
Web Development	Web Development AAS <b>WBDV</b>	Web Development Certificate <b>WDVC</b>
	Web Design and Interactive Media AAS <b>WDIM</b>	Web Design and Interactive Media Certificate <b>WDMC</b>

## Education (AOIC)

Interest	Degree	Certificate
Associate in Arts	Associate in Arts <b>AA</b>	
Associate in Science	Associate in Science <b>AS</b>	
Early Childhood Education	Early Childhood Director AAS <b>ECED</b>	Assistant Teacher Certificate <b>EAST</b>
	Early Childhood Teacher AAS <b>ECET</b>	Before/After School Care Certificate <b>ECHB</b>
		Family Child Care I Certificate <b>EFC1</b>
		Family Child Care II Certificate <b>EFC2</b>
		Teacher Certificate <b>ECHT</b>
		Infant/Toddler Teacher <b>EITT</b>
		Infant/Toddler Teacher Assistant <b>EITA</b>
Elementary Education	Elementary Education <b>AA</b>	
Paraprofessional Educator	Paraprofessional Educator AAS <b>EDUP</b>	Paraprofessional Educator Certificate <b>EDPC</b>
	Paraprofessional Educator <b>AA</b>	
Secondary Education	Secondary Education <b>AA</b>	
Special Education	Special Education <b>AA</b>	
TESOL		Teaching English to Speakers of Other Languages Certificate <b>TESO</b>
		Endorsement Certificate <b>ESLE</b>

## Engineering, Math and Computer Science (AOID)

Interest	Degree	Certificate
Computer Science	Computer Science <b>AS</b>	
Engineering	Engineering Science <b>AS</b>	
	Associate in Engineering Science <b>AES</b>	
Mathematics	Mathematics <b>AS</b>	

Health Science (AOIE)		
Interest	Degree	Certificate
Associate in Arts	Associate in Arts <b>AA</b>	
Associate in Science	Associate in Science <b>AS</b>	
Pre-Health Career	Pre-Health Career <b>PHC</b>	
Cardiographic Technician		Cardiographic Technician Certificate <b>PHC</b>
Community Health Worker		Community Health Worker Certificate <b>CHWC</b>
Dental Hygiene	Dental Hygiene AAS <b>PHC</b>	
Diagnostic Cardiac Sonography	Diagnostic Cardiac Sonography AAS <b>PHC</b>	
Diagnostic Medical Sonography	Diagnostic Medical Sonography AAS <b>PHC</b>	
Health Education	Health Education <b>AA</b>	
Health Information Technology	Health Information Technology AAS <b>HITD</b>	
Massage Therapy		Massage Therapy Certificate <b>MTPC</b>
Medical Office Admin/Medical Assisting	Health Care Office Manager AAS <b>HCOM</b>	Medical Assistant Certificate <b>MOAC</b>
Nursing	Nursing AAS <b>PHC</b>	Certified Nursing Assistant Certificate <b>CNA</b>
		Practical Nursing Certificate <b>PHC</b>
		Military Medical Corpsman to Practical Nurse Certificate <b>PHC</b>
Nutrition	Nutrition <b>AS</b>	
Phlebotomy		Phlebotomy Certificate <b>PHLB</b>
Physical Therapist Assistant	Physical Therapist AAS <b>PHC</b>	
Radiologic Technology	Radiologic Technology AAS <b>PHC</b>	Computed Tomography Certificate <b>PHC</b>
		Magnetic Resonance Imaging Certificate <b>PHC</b>
		Mammography Certificate <b>PHC</b>
Surgical Technology	Surgical Technology AAS <b>PHC</b>	Sterile Processing and Distribution Certificate <b>SPDC</b>

## Liberal Arts, Language and Communication (AOIF)

Interest	Degree	Certificate
Associate in Arts	Associate in Arts <b>AA</b>	
Associate in Science	Associate in Science <b>AS</b>	
General Studies	Associate Degree in General Studies <b>AGS</b>	
English	English <b>AA</b>	
Humanities	Humanities <b>AA</b>	
Linguistics	Linguistics <b>AA</b>	Teaching English to Speakers of Other Languages Certificate <b>TESO</b>
Mass Communication	Mass Communication <b>AA</b>	
Philosophy	Philosophy <b>AA</b>	
Speech Communication	Speech Communication <b>AA</b>	
World Languages	World Languages <b>AA</b>	

## Manufacturing and Construction (AOIG)

Interest	Degree	Certificate
Associate in Arts	Associate in Arts <b>AA</b>	
Associate in Science	Associate in Science <b>AS</b>	
Electronics Engineering Technology	Electronics Engineering Technology AAS <b>ELT</b>	Electrical Maintenance Certificate <b>ELM</b>
		Electronics Certificate <b>ELTC</b>
		Industrial Electronics Maintenance Certificate <b>IEM</b>
		Mechatronics Certificate <b>ELTM</b>
Heating, Ventilation, A/C & Refrigeration	Refrigeration and Air Conditioning Technology AAS <b>RAC</b>	Air Conditioning and Refrigeration Service Certificate <b>ACRS</b>
		Heating Service Certificate <b>HTGS</b>
		Refrigeration Service Certificate <b>RACR</b>
		Residential Comfort Systems Certificate <b>RCS</b>
		Residential Heating, Air Conditioning and Refrigeration Certificate <b>RHAR</b>
Maintenance Technology	Maintenance Technology AAS <b>MNT</b>	Maintenance Mechanic I Certificate <b>MMC1</b>
		Maintenance Mechanic II Certificate <b>MMC2</b>
Manufacturing Technology	Mechatronics/Automation AAS <b>MFTM</b>	Computer Numerical Control (CNC) Operator I Certificate <b>CNC1</b>
	Metal Fabrication AAS <b>MFTF</b>	Computer Numerical Control (CNC) Operator II Certificate <b>CNC2</b>
	Precision Machining AAS <b>MFTP</b>	Manufacturing Basic Certificate <b>MFTB</b>
	Manufacturing Technology AAS/ Supply Chain/Logistics Emphasis <b>MFTS</b>	Manufacturing Production Certificate <b>MFTC</b>



Supply Chain Management	Supply Chain Management AAS <b>SCM</b>	Inventory/Production Control Certificate <b>IPC</b>
		Logistics Certificate <b>LOGC</b>
		Procurement Certificate <b>PROC</b>
		Supply Chain Management Certificate <b>SCMC</b>
Welding Technology	Welding Technology AAS <b>WLDD</b>	Advanced Welding Certificate <b>WLDA</b>
		Basic Pipe Welding Certificate <b>WLDP</b>
		Basic Welding Certificate <b>WLDB</b>
		Welding Fabrication Certificate <b>WLDF</b>

Physical and Life Science (AOIH)		
Interest	Degree	Certificate
Associate in Science	Associate in Science <b>AS</b>	
Biological Science	Biological Science <b>AS</b>	
Chemistry	Chemistry <b>AS</b>	
Earth Science	Earth Science <b>AS</b>	
Kinesiology	Kinesiology <b>AS</b>	Personal Training Certificate <b>PTC</b>
Nutrition	Nutrition <b>AS</b>	
Physics & Astronomy	Physics & Astronomy <b>AS</b>	

Public Service (AOII)		
Interest	Degree	Certificate
Associate in Arts	Associate in Arts <b>AA</b>	
Emergency and Disaster Management	Emergency and Disaster Management AAS <b>EDMD</b>	Emergency and Disaster Management Certificate <b>EDMC</b> Public Safety Dispatcher Certificate <b>PSDC</b>
Emergency Medical Services	Emergency Medical Services AAS <b>EMS</b>	Emergency Medical Technician Certificate <b>PHC</b> Paramedic Certificate <b>PHC</b>
Fire Science Technology	Fire Science Technology AAS <b>FIS</b>	
Forensic Science	Forensic Science AAS <b>FSD</b>	Forensic Science Technician <b>FST2</b>
Law Enforcement and Justice Administration	Law Enforcement and Justice Administration AAS <b>LEJ</b>	Private Security Certificate <b>PSC</b> Public Safety Dispatcher Certificate <b>PSDC</b> Forensic Science Technician Certificate <b>FST2</b>
Paralegal Studies	Paralegal Studies AAS <b>PLS</b>	Paralegal Studies Certificate <b>PLSC</b>
Public Health	Public Health <b>AA</b>	Community Health Worker <b>CHWC</b>

Social Science (AOIJ)		
Interest	Degree	Certificate
Associate in Arts	Associate in Arts <b>AA</b>	
Anthropology	Anthropology <b>AA</b>	
Economics	Economics <b>AA</b>	
Geography/Geographic Information Systems	Geography/Geographic Information Systems <b>AA</b>	Geographic Information Systems Certificate <b>GISC</b>
History	History <b>AA</b>	
Political Science	Political Science <b>AA</b>	
Psychology	Psychology <b>AA</b>	
Sociology	Sociology <b>AA</b>	

Academic/Career Exploration (AOIK)		
Interest	Degree	Certificate
Undecided	Undecided <b>UND</b>	Undeclared <b>UNX</b>

## Glossary of Terms

### **Abatement**

A complete or partial cancellation of a tax levy imposed by a government.

**Academic Support** (see Program)

### **Accrual Basis of Accounting**

An accounting system that records revenues when earned and expenditures when a liability is created, regardless of the accounting period in which cash payment is actually made. An encumbrance system can be used in conjunction with an accrual basis accounting system.

### **Assessed Valuation**

The valuation set upon real estate and certain personal property by the Assessor as a basis for levying property taxes.

**Auxiliary Services** (see Program)

### **Bond**

A long-term I.O.U. or promise to pay. It is a promise to repay a specified amount of money (the face amount of the bond) on a particular date (the maturity date), along with periodic interest payments at a rate specified in the bond. Bonds are primarily used to finance capital projects. In the budget document, the payments are listed on the Schedule of Debt Maturities located in the Appendix.

**General Obligation (G.O.) Bond** – This type of bond is backed by the full faith, credit and taxing power of the government.

**Revenue Bond** – This type of bond is backed only by the revenues from a specific enterprise or project.

**Limited Tax Bond** – This type of bond is a form of non-referendum bonding authority granted by Illinois PA 89-385 allowing the College to issue additional debt for projects initiated after October 1, 1991. Limited Tax Bonds can be issued to the extent that the total debt service requirements of any new debt, when combined with existing debt service, do not exceed the debt service extension base established by the Act.

### **Budget**

A plan of financial activity for a specified period of time indicating all planned revenues and expenditures for the budget period.

### **Budget Calendar**

A schedule of key dates which a government follows in the preparation and adoption of the budget.

**Capital Outlay** (see Object)

**Capital Project**

Major construction, acquisition, or renovation activities which add value to a government's physical assets or significantly increase their useful life. Also called capital improvements.

**Chargeback**

Resident students desiring to pursue a certificate or degree program not available through the College may apply for chargeback tuition if they attend another public community college in Illinois which offers that program. Students approved for chargeback will pay the resident tuition of the receiving institution; the College will reimburse the receiving institution for the remainder of the non-district tuition cost.

**Consumer Price Index (CPI)**

A statistical description of price levels provided by the U.S. Department of Labor. The index is used as a measure of the increase in the cost of living (i.e., economic inflation).

**Contractual Services (see Object)****Cost Center**

A fiscal and accounting entity which is segregated for the purpose of carrying on specific activities or attaining certain objectives in accordance with special regulations, restrictions or limitations.

**Credit Hour**

One contact hour (50 minutes) per week based on a 16-week term or a total of 800 minutes per semester.

**Debt Service**

The cost of paying principal and interest on borrowed money according to a predetermined payment schedule.

**Distinguished Budget Presentation Awards Program**

A voluntary awards program administered by the Government Finance Officers Association to encourage governments to prepare effective budget documents.

**Employee Benefits (See Object)****Expenditure**

The outflow of cash, a promise to pay, or other financial resources in return for goods and services that have been received.

**Federal Government (see Revenues)****Fiscal Year**

A twelve-month period designated as the operating year for accounting and budgeting purposes in an organization. The fiscal year at William Rainey Harper College is July 1 to June 30.

**Foundation**

The William Rainey Harper College Educational Foundation is a nonprofit, tax-exempt educational corporation organized under Illinois law to receive gifts, grants, loans, bequests and scholarships on behalf of the students, staff or the institution. Gifts received through the Foundation are tax deductible for the donor.

**Full Time Equivalent (FTE)**

Number of credit hours generated in a semester divided by 15.

**Fund**

A fiscal and accounting entity with revenues and expenses which are segregated for the purpose of carrying out a specific purpose or activity.

**Fund Balance**

That which is left in a fund at the end of a fiscal year that may be expressed with a negative or a positive figure.

**General Materials and Supplies** (see Object)**Gifts**

Money received by the College generally from private and/or corporate sources. Used primarily for student financial aid and/or special programs and equipment.

**Grant**

Money awarded to the College in response to a proposal for specific purposes. Money is generally from state or federal sources.

**Institutional Support** (see Program)**Instruction** (see Program)**Investment Income**

Income to the College derived from the investment of current funds.

**Levy**

To impose taxes for the support of government activities.

**Local Government** (see Revenues)**Object**

A term used in connection with the classification of expenditures. The materials purchased or the service obtained, rather than the purpose for which the materials or service was purchased or obtained.

**Capital Outlay**

Capital outlay includes all expenses associated with site acquisition or improvement, construction of new facilities, major repairs or renovations to existing facilities, and fixed and moveable equipment.

**Contractual Services**

Charges for services rendered by firms or individuals not employed by the College.

**Employee Benefits**

The College's cost to provide comprehensive benefits to full-time employees which currently include: health insurance, short and long term disability insurance, dental, life insurance, earned vacation days, earned sick and personal leave, bereavement or emergency leaves and professional development monies. The specific fringes depend upon the employee group and union contract.

**Fixed Charges**

Charges include rentals of facilities and equipment, debt principal and interest, and general insurance.

**General Materials and Supplies**

Expendable materials and operating supplies necessary to conduct College operations, including office and instructional supplies, printing, and maintenance supplies.

**Other Expenditures**

Includes expenditures unrelated to any other category. Examples include student grants and scholarships, tuition chargebacks, and financial charges and adjustments.

**Provision for Contingency**

A budgetary reserve set aside for emergencies or unforeseen expenditures not otherwise budgeted.

**Salaries**

Salaries and wages paid to an employee, before any deductions, for personal services rendered to the College.

**Transfers**

Amounts transferred from one fund to another to assist in financing the services for the recipient fund.

**Travel and Meeting**

Includes expenses associated with conference registration fees, costs for hosting or attending meetings, and travel costs related to College business/activities.

**Utilities**

Includes all utility costs necessary to operate the physical plant and other ongoing services, including gas, electricity, water, telephone, and refuse disposal.

**Operation and Maintenance** (see Program)

**Other Revenue Sources** (see Revenues)

## **Program**

A level in the program classification structure hierarchy representing the collection of program elements serving a common set of objectives that reflect the major institutional missions and related support objectives. This structure, established by the ICCB, is a means of grouping related activities performed by the College for the purpose of accomplishing a function for which the College is responsible.

### **Academic Support**

Academic support includes the operation of the library, instructional materials center, and communication systems used in the learning process. It also includes all equipment, materials, supplies and costs that are necessary to support this function.

### **Auxiliary Services**

Provides for the operation of the cafeteria, bookstore, student organizations, athletics, and other related activities. It also includes all equipment, materials, supplies, and costs that are necessary to support this function.

### **Institutional Support**

Institutional support consists of those costs that benefit the entire College and are not readily assignable to a particular cost center. Appropriate cost allocations will be made at the end of the fiscal year. The President's Office, Business Office, Information Systems and Personnel Services are included in this function. It also includes all equipment, materials, supplies and costs that are necessary to support this function.

### **Instruction**

Instruction consists of those activities dealing directly with or aiding in the teaching of students. It includes the activities of the faculty in the baccalaureate-oriented transfer-occupational technical careers, general studies, and remedial and ABE/ASE programs (associate degree credit and certificate credit). It also includes all equipment, materials, supplies, and costs that are necessary to implement the instructional.

### **Operation & Maintenance of Plant**

Consists of housekeeping activities necessary in order to keep the physical facilities open and ready to use. Maintenance of plant consists of those activities necessary to keep the grounds, buildings, and equipment operating efficiently. This function also provides for campus security and plant utilities as well as equipment, materials, supplies, and costs that are necessary to support this function.

### **Public Service**

The public service function includes the services provided to the general community, governmental agencies, and business and industry for non-credit community education and community service activities. Community education focuses on the individual participant and, thus, requires an individual registration and class completion record-keeping procedure. Community education includes non-credit short courses, professional review classes, workshops, and seminars that provide an educational service to the residents of the community. Community service is a structured activity that provides a beneficial service to the public. Community service focuses on group participation and, thus, does not require an individual

registration and completion record-keeping procedure. Community service includes college-sponsored seminars, workshops, forums, lecture series, cultural exhibits and events and consulting services provided through college-operated institutes and centers. (See ICCB Rule 1501.301.)

### **Scholarships, Student Grants, and Waivers**

This category includes activities in the form of grants to students, prizes and awards, chargebacks, and aid to students in the form of state-mandated and institutional tuition and fee waivers. Employees/family tuition waivers are not included in this category.

### **Student Services**

The student services function provides assistance in the areas of financial aid, admissions and records, health, placement, testing, counseling, and student activities. It includes all equipment, materials, supplies and costs that are necessary to support this function.

### **Professional Development**

Monies budgeted and set aside to promote the professional development of individual staff and faculty members. Included within the scope of this allowance are travel, professional dues, course work, conferences, seminars, developmental materials and equipment.

### **Property Tax**

Compulsory charges levied on real property by the College district for the purpose of funding College operation.

### **Provision for Contingency (see Object)**

### **Public Service (see Program)**

### **Revenues**

Sources of income financing the operations of the College.

**Federal Government** – Revenues from all agencies of the federal government and pass-through agencies including Department of Education grants and certain grants administered by ISBE and IDHS as a pass-through agencies.

**Local Government** – Revenues from district taxes (property taxes), chargebacks, and from all governmental agencies below the state level.

**Other Sources** – Revenues include sales and services fees from cafeteria, bookstore, customized training; investment revenue; facilities revenue, and miscellaneous.

**State Government** – Revenues from all state governmental agencies, including ICCB operating and other restricted grants, ISBE grants, Department of Veterans Affairs, and Illinois Student Assistance Commission.

**Transfers** - Amounts transferred from one fund to another to assist in financing the services for the recipient fund.



**Tuition and Fees** - Revenues to the College assessed against students for educational and general purposes. Tuition may be charged on a per course or per credit hour basis. Fees include those costs not covered by tuition, such as activity fees, application fees, registration fees, and laboratory fees.

**Salaries** (see Object)

**State Appropriations (include supplemental appropriations)**

Revenue to the College derived from a formula established by the State of Illinois.

**State Government** (see Revenues)

**Student Services** (see Program)

**Target budget**

Desirable expenditure levels provided to departments in developing the coming year's budget.

**Tax Increment Financing (TIF) Illinois**

A governmental body established by the State of Illinois to receive and disburse tax dollars generated as a result of the increase in valuation caused by property improvement and rehabilitation within the College district.

**Transfers** (see Object)

**Travel and Meeting** (see Object)

**Tuition and Fees** (see Revenue)

**Utilities** (see Object)

### **Acronyms**

AA	Associate in Arts
AACC	American Association of Community Colleges
AAS	Associate in Applied Science
AATM	Associate in Arts in Teaching Secondary Mathematics
ACA	Affordable Care Act
ACE	American Council on Education
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