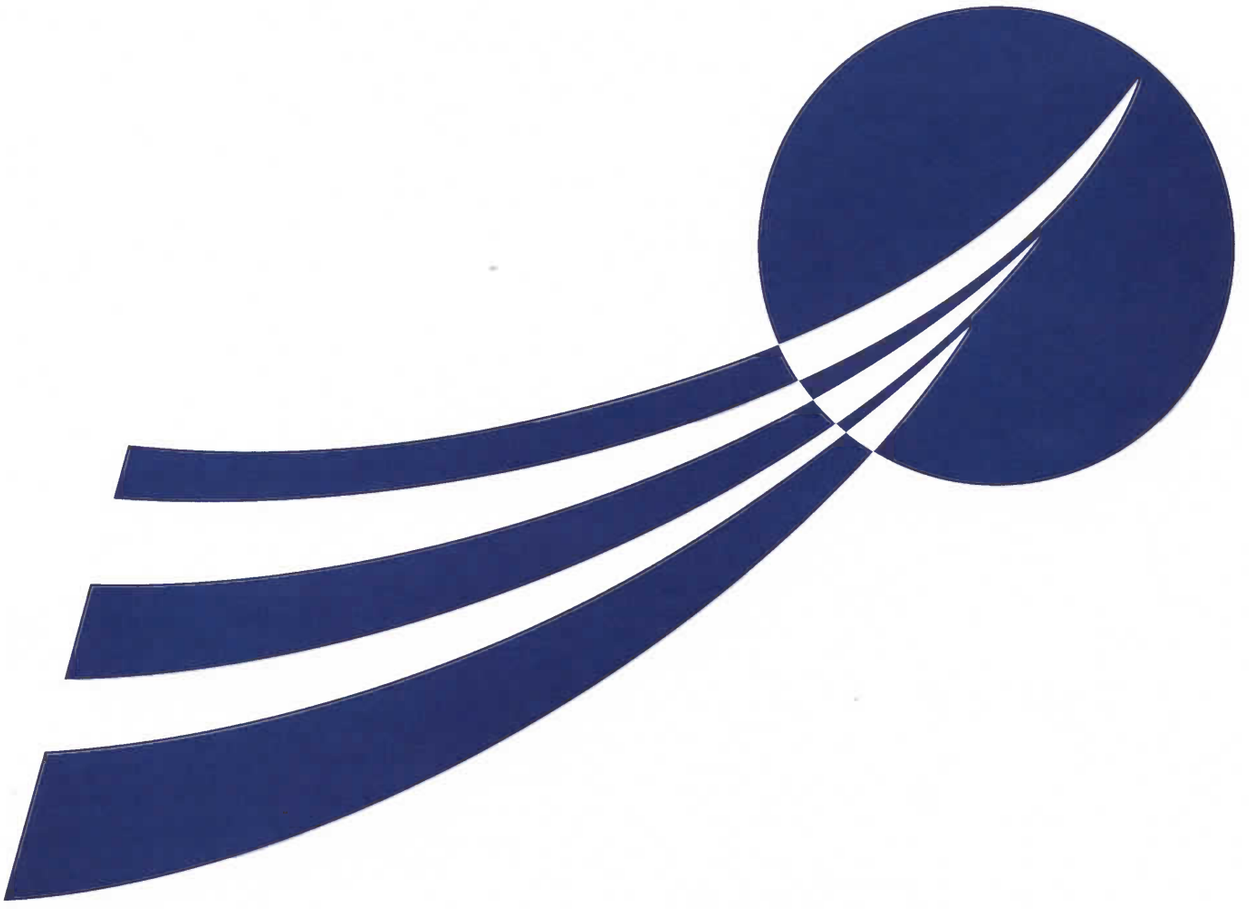
Harper College



Fact Book
2001

2001 Fact Book

Produced by the Office of Research

Laura R. Crane, PhD, Acting Director

December 2001

William Rainey Harper College
1200 West Algonquin Road
Palatine IL 60067-9987

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PREFACE

The Office of Research in conjunction with the Registrar's Office has redesigned the third edition to the Harper College Fact Book. We have added additional demographic information about the Harper District, based on the 2000 census. We have also added student retention information in the credit students section. Finally, in addition to the new binding, we have added some color graphics to accompany several of the tables. We hope that you will find this edition better and easier to use.

The Fact Book is designed to provide concise information about Harper College. It contains eight sections: general information, organization and administration, credit students, non-credit students, finances, facilities, human resources, and support services. Individuals from every area of the College provided information contained in sections of the Fact Book and we want to acknowledge and thank all the individuals and units of the College for all their cooperation and assistance.

Questions and comments regarding the Fact Book are encouraged, as we want to make the Fact Book even more useful next year. To do that, we need to hear from you. Please E-mail your comments and suggestions to lcrane@harper.cc.il.us or call the office at 847-925-6955.

David Smalley, Research Analyst
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CHAPTER I

GENERAL INFORMATION

William Rainey Harper College
Institutional Profile 2000-2001

Location:	1200 West Algonquin Road Palatine, IL 60067-7398
Phone:	VOICE: (847) 925-6000 FAX: (847) 925-6034
World Wide Web Address:	www.harper.cc.il.us and www.harpercollege.com
Institutional Type:	Comprehensive Community College
Institutional Accreditation:	The Higher Learner Commission of the North Central Association of Colleges and Secondary Schools
Enrollment:	Annual credit enrollment for 2000-2001 was 25,266 students
Faculty:	219 full-time, approximately 600 part-time
Non-faculty:	538 full and part-time
Academic Calendar:	Semester-Fall/Spring (16 weeks each) Summer (8 weeks)
Finances:	2000-2001 total operating budget $61,254,983
Degrees Awarded:	Associate in Arts (AA) Associate in Engineering Science (AES) Associate in Fine Arts (AFA) Associate in Science (AS) Associate in Applied Science (AAS) Certificates

Academic Divisions:

Academic Enrichment and Language Studies
Business and Social Science
Resources for Learning
Liberal Arts
Life Science and Human Services
Student Development
Technology, Mathematics and Physical Sciences
Wellness and Human Performance

Campus Sites:

Main Campus
1200 West Algonquin Road
Palatine, IL 60067-7398
(847) 925-6000

Northeast Center
1375 South Wolf Road
Prospect Heights, IL 60070
(847) 537-8660

Harper College TECH Center
Hilltop Professional Center
650 E. Higgins Rd.
Schaumburg, IL 60070
(847) 925-6066

Main Campus Buildings:

(A) Student and Administration Center
(B) Public Safety Center
(C) New Student Services and Art Center
(D) Science, Math and Health Careers Center
(E) Instructional Delivery Center
(F) Academic Resource Center
(G,H) Engineering and Applied Technology Center
(I,J) Business and Social Science Center
(L) Liberal Arts Center
(M) Wellness and Sports Center
(O) Observatory
(P) Music Instruction Center
(S) Marketing Services Center
(T) Parks Management Shop
(U) Roads and Grounds Shop
(V) Plant Science Center
Performing Arts Center (Opening 2002)
Instructional Center (Opening 2002)

History of
William Rainey Harper College

The story of William Rainey Harper College parallels the history of the community college movement in Illinois, an educational phenomenon in the late 1960s.

Late in 1964, while legislators in Springfield were adding the final revisions to the Illinois Community College Act enabling citizens to form their own college districts, concerned citizens in Chicago's northwest suburban communities petitioned for a referendum to vote on the establishment of a college. Within a matter of days after the legislation passed, voters in the four-township area of Elk Grove, Palatine, Schaumburg and Wheeling approved a referendum establishing the Harper district on March 27, 1965.

Groundwork for the referendum to establish a two-year college had been laid early in the 1960s with a survey of student needs and the establishment of a Concerned Citizens Committee. The success of the committee was exhibited in a 3-2 margin at the polls. Voters returned to the polls 34 days after approving the referendum to elect seven citizens, from among 48 candidates, as the first board of the new college.

Two years later, Barrington School District 224 (now Unit School District 220) annexed to the Harper district, and the boundaries of Harper's 200-square-mile-constituency were established to become Illinois Community College District 512.

Since its inception, Harper College has been most fortunate in having trustees possessing the capacity to work together in planning programs, solving problems and establishing goals unique in the annals of the northwest suburbs. The first board meeting was held in May 1965. The College had no name, no staff and no facilities, but it did have seven dedicated individuals determined to establish a community college worthy of the area it serves.

During the first year, a president was hired, architects were selected to design and plan a campus, the campus site was chosen and a decision was made to adopt the name of William Rainey Harper College in honor of the "father" of the two-year-college concept.

Voters in the district approved a $7,375,000 building referendum 4-1 to begin Harper's second year. By September 1967, the College was staffed and operating with more than 1,700 students attending evening classes in mobile classes at Elk Grove High School, and ground had been broken for a new campus. Harper College was a reality, and the northwest suburbs had the first college in a 125-year history.

Harper serves as a cornerstone in Illinois educational history as the first two-year institution to complete Phase I of its building construction and the first to receive unqualified full accreditation, only six years after its founding, in the shortest possible time in 1971.

Throughout its brief history, Harper has had a record of monumental growth. The 1967 enrollment of 1,725 students jumped to 3,700 in one year, double the projections. When the doors opened on Harper's new campus in fall, 1969, 5,350 students were enrolled. In the 2001 school year, the college enrolled over 25,000 students.

The College employed numerous off-campus locations, instituted a Weekend College program, and opened an extension campus at Willow Park Center in 1975 to provide additional classroom space for day and evening offerings. The Northeast Center subsequently moved to the Hawthorne School in Wheeling, and in the fall of 1982, to the Stevenson School in Prospect Heights.

A successful referendum held in September 1975 provided funds for the College to proceed with completion of the present campus, purchase land for a second site, and construct the first phase of buildings on that site when required by enrollment increases.

Buildings G and H (now the Engineering and Applied Technology Center) were completed and classes begun in the facilities in 1977. Building M, Wellness and Sports Center, and Buildings I and J (now the Business and Social Science Center) opened to classes in the 1979-80 academic year. All plans were subject to approval by the Illinois Community College Board and the Illinois Board of Higher Education.

In 1982, the College established a training center in cooperation with high technology firms in the area. The center was designed to provide instruction and resource materials relating to computer aided design and manufacturing. The innovative educational program of the CAD Center was structured to assist high technology firms in training their employees, as well as to provide some instruction in this developing technology to students in Harper programs. In 1986, the CAD Center was relocated from a Schaumburg office to the Engineering and Applied Technology Center at the campus.

In February 1985, residents of the college district approved a tax rate increase for operation of the College. This was the first increase in tax support for the educational programs, services and operating expenses of Harper College in the 20 years since the College was established.

Changes in population trends over the past 10 years indicated that a second campus would not be needed to accommodate projected enrollment, and the decision was made to sell the property, which had been purchased in Arlington Heights. The sale was finalized in 1986.

In August 1993, the College opened the Marketing Services Center. In the spring of 1994, the Liberal Arts Building was opened. This building includes the Liberal Arts division office, classrooms and faculty offices as well as the College Bookstore. First floor space includes a "black box" theatre for instructional use and three-dimensional art studios devoted to ceramics, sculpture, stagecraft and metal work. The two buildings

were part of a building phase that also included renovation plans in existing buildings. The Academic Resource Center was completely renovated in 1994-95 to provide for space on the third floor for the departments and programs of the Academic Enrichment and Language Studies Division and to give appropriate space for the Learning Resource Center on the first and second floors. Occupancy was taken in the spring and fall of 1995. Renovations completed in 1996 included the addition of a large computer lab in Building I and updating of Building V.

The Board of Trustees approved the first and the second phase of the Technology Plan in 1995 and 1996. The campus computer network was completed in 1996, providing links between offices and classrooms and the Internet with a variety of network resources to position Harper for higher education in the next century. In 1998, the College embarked upon implementing a new shared governance structure and the publication of the College's first comprehensive strategic long-range plan.

Groundbreaking for the new Performing Arts Center and Instructional Conference Center was held on May 18, 2000. The new buildings, with an estimated completion in Summer 2002, were partially funded by the Illinois Capital Development Board. The Instructional Conference Center will house one of the largest business amphitheaters in the northwest suburbs and will offer an array of resources for companies and organizations to provide professional development and interactive education activities to their employees. In addition to providing new expanded educational opportunities for students, the new Performing Arts Center will continue to provide the tradition of attracting well-known entertainers and celebrities to campus.

During the summer of 2000, Harper College held "Discovery Sessions" with various community members, business leaders and students and talked about some of the key challenges facing the College to "discover" what the community really wanted from Harper. The Community Response Team (CRT), which was subsequently formed, presented several recommendations to the Board of Trustees, which identified science, technology and healthcare as top priorities for the College to address.

At its special board meeting on August 16, 2000, the Harper College Board of Trustees was presented with the first comprehensive long range Campus Master Plan in the history of the College. The plan, which represents a vision for the next twelve years and included the CRT's priorities, is a dynamic plan intended to guide the College into the future. It will be revised periodically to see that it still reflects the needs of the College and the community it serves.

On November 7, 2000, the Harper College district residents resoundingly voted to pass the $88.8 million referendum to construct one new building on Harper's campus for science, emerging technologies and health care studies.

On August 29, 2001, Harper College opened a new facility in Schaumburg for the TECH (Technical Education and Consulting at Harper) program. It is centrally located to provide easy access for students who work or live in the Schaumburg area.

Philosophy, Mission and Vision Statements

Philosophy Statement

William Rainey Harper College is an institution of higher learning, which believes that student success is achieved through academic excellence. In order to help prepare students for the challenges of life and work, the College offers an extensive curriculum taught by dedicated faculty and supported by qualified staff committed to teaching and learning. The College also recognizes the importance of the community it serves and enriches the cultural and intellectual life as well as the economic development of the Harper district. Finally, the College believes that the education of students must occur in an ethical climate which values diversity and promotes respect for all people.

Mission Statement

William Rainey Harper College is a comprehensive community college dedicated to providing excellent education at an affordable cost, promoting personal growth, enriching the local community and meeting the challenges of a global society. The specific purposes of the College are:

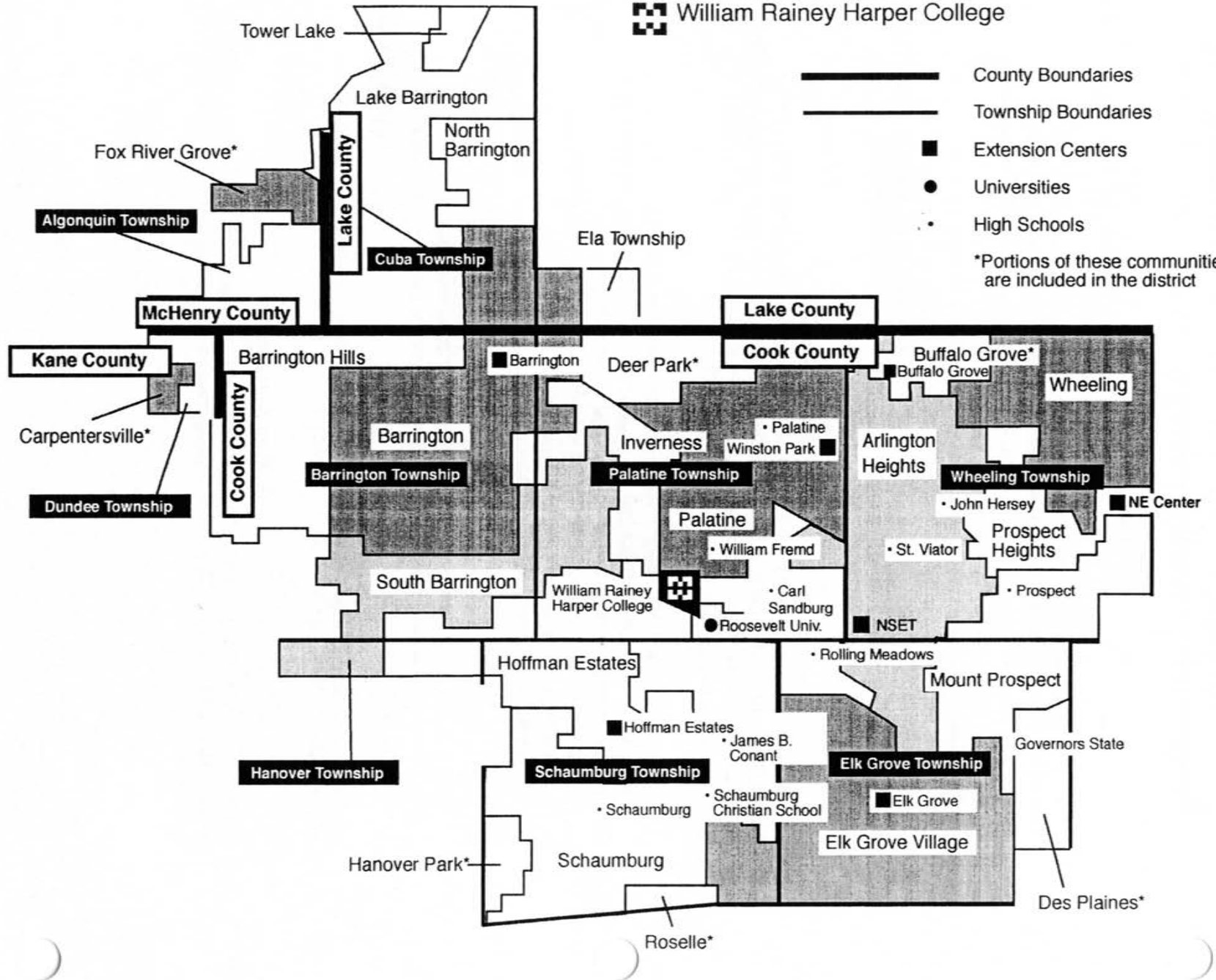
1. To provide the first two years of baccalaureate education in the liberal and fine arts, the natural and social sciences and pre-professional curricula designed to prepare students to transfer to four-year colleges and universities;
2. To provide educational opportunities that enable students to acquire the knowledge and skills necessary to enter a specific career;
3. To provide continuing educational opportunities for professional job training, retraining and upgrading of skills and for personal enrichment and wellness;
4. To provide developmental instruction for under prepared students and educational opportunities for those who wish to improve their academic abilities and skills;
5. To provide co-curricular opportunities that enhance the learning environment and develop the whole person.

Essential to achieving these purposes are all of the College's resources, support programs and services.

Vision Statement

Committed to academic integrity and excellence, William Rainey Harper College will be a leader in teaching and learning, transforming lives by responding to the needs of the individual and the community.

Community College District 512



Communities Served by William Rainey Harper College

Arlington Heights
Barrington
Barrington Hills
Inverness
Buffalo Grove*
Carpentersville*
Deer Park*
Des Plaines*
Elk Grove Village
Fox River Grove*
Hanover Park*
Hoffman Estates
Lake Barrington
Mount Prospect
North Barrington
Palatine
Prospect Heights
Rolling Meadows
Roselle*
Schaumburg
South Barrington
Tower Lakes
Wheeling

* Portions of these communities are included in the district

U.S. Census Information for Harper's District

Table I-1 Gender By Age for Harper's District

Census Age Groups	Male		Female		Total Population	
	N	Percent	N	Percent	N	Percent
Under 5	19,001	6.9%	17,825	6.3%	36,826	6.6%
5-9	19,848	7.2%	19,001	6.8%	38,849	7.0%
10-14	19,970	7.3%	19,011	6.8%	38,981	7.0%
15-17	11,859	4.3%	11,267	4.0%	23,126	4.2%
18-19	6,574	2.4%	5,262	1.9%	11,836	2.1%
20	2,934	1.1%	2,381	0.8%	5,315	1.0%
21	2,800	1.0%	2,315	0.8%	5,115	0.9%
22-24	10,933	4.0%	10,255	3.6%	21,188	3.8%
25-29	21,665	7.9%	19,606	7.0%	41,271	7.4%
30-34	22,151	8.1%	21,136	7.5%	43,287	7.8%
35-39	23,380	8.5%	23,989	8.5%	47,369	8.5%
40-44	23,850	8.7%	24,602	8.7%	48,452	8.7%
45-49	20,943	7.6%	21,928	7.8%	42,871	7.7%
50-54	18,348	6.7%	19,643	7.0%	37,991	6.8%
55-59	14,095	5.1%	15,320	5.4%	29,415	5.3%
60-61	4,492	1.6%	4,880	1.7%	9,372	1.7%
62-64	5,914	2.2%	6,467	2.3%	12,381	2.2%
65-66	3,436	1.3%	3,874	1.4%	7,310	1.3%
67-69	4,909	1.8%	5,703	2.0%	10,612	1.9%
70-74	6,913	2.5%	8,977	3.2%	15,890	2.9%
75-79	5,188	1.9%	7,444	2.6%	12,632	2.3%
80-84	2,786	1.0%	5,225	1.9%	8,011	1.4%
85+	1,852	0.7%	5,238	1.9%	7,090	1.3%
Total Gender	**273,841**	**49.3%**	**281,349**	**50.7%**	**555,190**	**100.0%**

Source: US Census Bureau, Census 2000 Blockgroups,P12

Table I-2 Race/Ethnicity for Harper's District

Race/Ethnicity		N	Percent
Hispanic or Latino		**60,450**	**10.9%**
Not Hispanic or Latino	White alone	424,956	76.5%
	African American alone	12,022	2.2%
	American Indian alone	503	0.1%
	Asian alone	49,831	9.0%
	Native Hawaiian other Pacific Islander alone	193	0.0%
	Some other race alone	607	0.1%
	Two or more races	6,628	1.2%
	Total Not Hispanic	**494,740**	**89.1%**
Grand Total		**555,190**	**100.0%**

Source: US Census Bureau, Census 2000 Blockgroups,P4, Q7 by Q8.

Chart I-3 District Residents Served By Harper for FY 2001

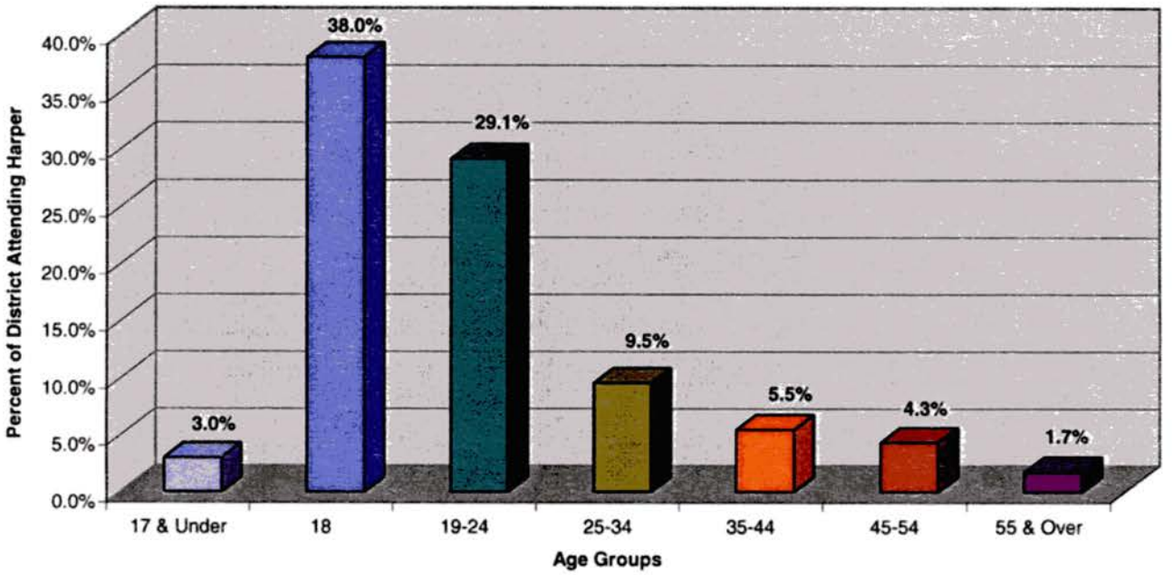


Table I-3 District Residents Served By Harper

Age Groups	Harper's District Population		All In-District Enrollment-FY 2001		Percent of All In-district Students Attending Harper
	N	Percent	N	Percent	
17 & Under	137,782	24.8%	4,107	11.1%	**3.0%**
18	6,405	1.2%	2,432	6.6%	**38.0%**
19-24	37,049	6.7%	10,788	29.2%	**29.1%**
25-34	84,558	15.2%	8,068	21.8%	**9.5%**
35-44	95,821	17.3%	5,225	14.1%	**5.5%**
45-54	80,862	14.6%	3,502	9.5%	**4.3%**
55 & Over	112,713	20.3%	1,967	5.3%	**1.7%**

Source: US Census Bureau, Census 2000 Blockgroups,P12 & ICCB A1, N1 files

Accreditation

All William Rainey Harper College courses and educational programs are fully accredited by the Higher Learner Commission of the North Central Association of Colleges and Secondary Schools. The relationship between William Rainey Harper College and North Central Association began in 1968 when the College requested and was assigned correspondent status. The College was granted full accreditation in 1971, the first year it was eligible for such status. In 1981, 1987 and again in 1997, the Commission extended continued accreditation to William Rainey Harper College.

The College's business related programs of Accounting, Banking, Finance and Credit, Computer Information Systems, Hospitality Management, Insurance, Management, Marketing, Materials/Logistics Management, Office Careers and Real Estate are accredited by the Association of Collegiate Business Schools and Programs.

In addition, the Harper Dental Hygiene career program is accredited by the Commission on Dental Education of the American Dental Association; the Harper Music Department is accredited as a Community/Junior College Member of the National Association of Schools of Music; the Harper Paralegal Studies Program is accredited by the American Bar Association; the Harper Real Estate Program holds a Certificate of Real Estate School, Department of Registration and Education School Approval #46; the Harper Nursing Program is accredited by the National League for Nursing and approved by the Illinois Department of Professional Regulation; the Harper Dietetic Technician Program is granted Developmental Accreditation by the Commission on Accreditation/Approval for Dietetics Education of the American Dietetic Association a specialized accreditation body recognized by the Commission on Recognition of Post-secondary Accreditation and the United States Department of Education.

The Medical Office Assistant certificate and degree programs have been accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), on recommendation of the Committee on Accreditation for Medical Assistant Education, also known as The Curriculum Review Board of the American Association of Medical Assistants' Endowment (AAMAE).

Illinois Community College System Overview*

William Rainey Harper College is one of the colleges in the Illinois Community College System that consists of 39 community college districts (48 colleges) covering the entire state. Illinois community colleges provide educational programs designed for job entry into many technical fields and for transfer to baccalaureate degree programs. The system also has a business/industry center in every college district to assist local businesses and industries with employment training and upgrading needs. Learning new trades, updating work skills and broadening horizons are all a part of the community college system's mission. Illinois community colleges serve more than 650,000 students through college credit courses and more than 320,000 students in non-credit instruction annually. The Illinois Community College Board (ICCB) serves as the state coordinating agency.

The Board consists of eleven members appointed by the Governor and confirmed by the Senate for six-year terms. The ICCB Student Advisory Committee selects one student member for a one-year term. The Governor selects the Board Chair. Board meetings are held six to eight times a year.

The Illinois Community College Board utilizes the advice and counsel of all constituent groups of the community college system in establishing policies necessary to implement state statutes. Four organizations representing various community college constituents in the state have been designated as official advisory groups to the Illinois Community College Board (ICCB). These four organizations are the Illinois Presidents Council, The Illinois Community College Trustees Association, The Illinois Community College Faculty Association and the ICCB Student Advisory Committee.

Mission and Vision

The mission of the Illinois Community College Board (ICCB), as the state coordinating board for community colleges, is to administer the Public Community College Act in a manner that maximizes the ability of the community colleges to serve their communities, promotes collaboration within the system, and accommodates those state initiatives that are appropriate for community colleges.

In carrying out its mission, the ICCB affirms its commitment to the "educational development of all persons to the limit of their capacities" as established in the Illinois Constitution. The ICCB further affirms its commitment to providing leadership and direction to the community college system in ways that maximize local autonomy but which assure that each local institution is allowed an equal chance of success.

The ICCB accepts its role as a coordinating agency and believes that, in this role, it is an integral partner with local boards of trustees in providing a framework for successful

learning experiences for all Illinois residents. The ICCB commits itself to the following principles in implementing its coordinating responsibilities for the community college system.

- Society's values can and must be shaped and revised by community colleges, where leadership, integrity, humanity, dignity, pride, and caring are purposefully taught and modeled.
- The focus of all activities within the system should be quality and excellence.
- Expressions and manifestations of bigotry, prejudice, and denigration of character are intolerable in the Illinois community college system.
- Experiences of community college students should be directed at developing each individual into an informed, responsible, and contributing citizen.
- No individual is inherently more important than another, and each must be provided an equal opportunity to achieve success regardless of heritage or environmental condition.
- The Illinois community college system has a responsibility to assist communities in identifying and solving those problems that undermine and destroy the fiber of the community.
- The Illinois community college system has a responsibility to be accountable, both for its activities and its stewardship of public funds.

* – Based on information from ICCB's web site.

William Rainey Harper College Educational Foundation

The Harper College Educational Foundation was established in 1973. This non-profit organization, whose members are appointed by the Harper College Educational Foundation Board of Directors, provides additional funding for the College. Funds are used to provide various types of support including scholarships and awards, excellence in teaching and learning programs and construction and renovation projects. The Foundation manages over 120 scholarships and 62 project funds. These scholarships were created by individuals and corporations dedicated to providing an opportunity for everyone to receive higher education.

MISSION

The Harper College Educational Foundation is a non-profit (501[c][3]) organization that provides funding and resources for Harper College not available through normal government and tax sources. Money and resources raised by the Foundation are used to provide an edge of excellence to College programs.

PURPOSE

- Support the educational goals of the College;
- Assist the College in providing broader educational opportunities for students, alumni, citizens and employees;
- Acquire additional assets for the College and administer these assets for the good of the College;
- Encourage corporations, foundations and individuals to bestow on the College gifts, grants or bequests of money or property to be used for special instruction, research, scholarships, enrichment and development programs.

William Rainey Harper College Education Foundation Board of Directors

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Dir of Development & Global Electronic
Commerce
3 Com Corporation
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847/262-2066 FAX 847/262-0172

Educational Foundation Account Funding Opportunities

Scholarships Available by Division:

- Student Affairs
- Academic Enrichment and Language Studies
- Business and Social Science
- Learning Resource Center\Liberal Arts/Life Science and Human Services
- Student Development
- Technology, Mathematics and Physical Sciences
- Wellness and Human Performance

Scholarships By Student Groups

- Entering Freshman
- Currently Enrolled Students
- Harper Students Preparing for Transfer to a 4-Year College or University

A Partial List of Scholarships and Projects

Endowed Scholarships

Amersham Endowment
Betty and Matt Cockrell Endowment
Carol A. Zack Memorial Fine Arts Endowment
Cheryl M. Dwyer Memorial Endowed
Donald G. Albrecht Memorial Endowment
Elizabeth Schmik Hull
Eugenia S. Chapman Memorial
Geraldine Cosby Endowed Scholarship
Glenda F. Nuccio Memorial Scholarship
Glenn A. Reich Computer Science Scholarship
Harold Cunningham Memorial Endowed
Harper Nursing Student Endowment
IACAC Endowed
James J. McGrath Humanities
John Louis Papendrea Liberal Arts Memorial
Kathleen Fagan Memorial Nursing Scholarship
Lawrence Francione Memorial Scholarship
Midge C. Smith Memorial Endowment
Motorola Award for Excellence
Nils Andrew Johnson Memorial Culinary Arts
Northrop Grumman Engineering
Renee Windle Danforth Memorial Endowment
Roy G. Kearns Memorial Endowment
Sharlene Marchiori Memorial Nursing
Square D Engineering Endowed
Timothy A. Kolze Memorial Endowment
Walter E. and Elizabeth M. Schroeder Memorial

Special Scholarships and Awards

Access to Opportunity
Beverly Kiss Memorial
Donald and Patricia Torisky Endowment
Fine Arts Scholarship
Gene and Hildegarde Evans Memorial
Scholarship for Continuing Education
Glenn A. Reich Faculty Award for Instructional Technology
Jacob and Iris Wolf Sign Language Interpreting
Kathleen N. Graber
Latinos Unidos Student Organization
Minority Access to Higher Education
Motorola Award for Teaching Excellence
Wilford C. Papenthien Memorial

Projects and Programs

Access and Disability Services
English As A Second Language
Harper Symphony Orchestra
Instructional Conference Center
Meteorite and Planetary Studies
Model Office Project
Music Academy
Neighborhood Literacy
Performing Arts Center
Wellness Program
Women's History Week
Young Artists' Competition

William Rainey Harper College Alumni Association

The Harper Alumni Association was established in 1995. More than 33,000 Harper students have met the criteria defining "alumni." At Harper, alumni are those who have received an associates degree or a certificate.

The mission of the Alumni Association is to develop closer relationships among the alumni members of the College; to support the educational mission of the College; to promote the growth, reputation and resources of Harper College; and to provide broader educational opportunities for students, alumni, citizens and employees.

Grants Office

The Harper College Grants Office assists in the acquisition of funds from external sources.

MISSION

To assist in the acquisition of funds from external sources for new and existing educational programs.

PURPOSE

- To provide research for potential funding sources.
- To assist with proposal development and submissions.
- To assist with proposal management.

Table I-1 Grants Received

Years 1996-1997 through 2000-2001	96-97	97-98	98-99	99-00	00-01
Amount of Grant	$3,244,377	$2,574,935	$3,170,244	$2,678,078	$4,672,698

Chapter II
Organization and Administration

The administrative structure of William Rainey Harper College is organized into seven functional areas: Academic Affairs, Administrative Services, Human Resources and Internal Affairs, Information Technology, Institutional Advancement, Marketing and Advancement, and Student Affairs. The President chairs and is assisted by the President's Council, an advisory body composed of the Vice President Academic Affairs, Vice President Administrative Services, Vice President Human Resources and Internal Affairs, Vice President Information Technology, Vice President Marketing and Advancement, Vice President Student Affairs, Assistant Vice President Strategic Alliances, Assistant Vice President for Development and Executive Director of Foundation and the Special Assistant to the President.

This section of the Fact Book graphically displays the College's organizational structure and presents the governance structure of the College.

President's Council

Dr. Robert L. Breuder
President

Dr. Margaret Skold
Vice President - Academic Affairs

Judy Thorson
Vice President - Administrative Services

Dr. Bonnie Henry
Vice President - Human Resources/Internal Affairs

David McShane
Vice President - Information Technology

Colleen Murphy
Vice President - Marketing and Advancement

Sheila Quirk
Assistant Vice President, Strategic Alliances

Joan Kindle
Vice President – Student Affairs

Linda Kolbusz
Special Assistant to the President

Catherine Brod
Executive Director Foundation,
Asst. Vice President - Development

Institutional Core Values

Consistent with its philosophy, mission and vision, we- the employees and public servants of William Rainey Harper College, have chosen values that we will work by. These values are as follows:

1) INTEGRITY

Result: An environment where relationships and practices are based on trust.

Key Actions:

1. Demonstrate behavior and make decisions which are consistent with the highest ethical standards
2. Be responsible and accountable for your own actions
3. Respect confidentiality

2) RESPECT

Result: Interactions which add dignity to ourselves, our relationships with others and our organization.

Key Actions:

1. Continuously seek to build and maintain positive internal and external relationships
2. Express appreciation and recognize people for their positive efforts and contributions
3. Value and celebrate the uniqueness of individuals

3) EXCELLENCE

Result: Student, employee and organizational success through a creative and responsive work environment by exceeding the needs and expectations of all.

Key Actions:

1. Effectively anticipate, identify, and respond to learner, employee and organizational needs
2. Continually seek learning opportunities for growth & development which improve personal and institutional performance
3. Encourage and empower all to achieve their personal best
4. Be resourceful and fiscally sound
5. Deliver exceptional service which benefits all

4) COLLABORATION

Result: Accomplishment of better results by working together than otherwise likely to occur by working alone.

Key Actions:

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

All of our values are the basis for the ongoing achievement of Harper's mission and vision. These values are intended for use in making decisions and performing in ways that benefit all of our constituencies. The key actions listed above are the foundation for accomplishing the result for each of our shared core values. Our values and their key actions are prioritized to enable the optimal achievement of our organization's mission and vision.

Shared Governance

The internal governance system at William Rainey Harper College features a shared governance structure with committees that examine, discuss and make recommendations on issues ranging from curriculum to long range planning.

The Harper College Shared Governance Structure is the result of a collaborative and cooperative effort. It was completed during the summer of 1998, from May through August. It represents many meetings of the Oversight Committee and Guidelines Committee, as well as meetings with all the committee chairs to construct the data sheets and address the committee roster. The Structure is composed of interrelating committees and elected and appointed bodies of government and officials. The committees are academic, college assembly and programmatic committees. This constitution is a living document and will be revised as appropriate on a regular basis so that it can be flexible and adjust to the changing needs of the College committee structure.

The enduring strength of a William Rainey Harper College education resides in the exceptional body of professionals who make up its faculty and administration. The excellence in our academic programs is supported by excellence in our support staff, who make it possible for our students to receive an excellent education. The Harper College Shared Governance Structure assures that those with primary responsibility and expertise in each area help make the decisions. It weaves a fabric of uncommon strength and beauty as it taps the intellectual resources and talents of each member of our College community.

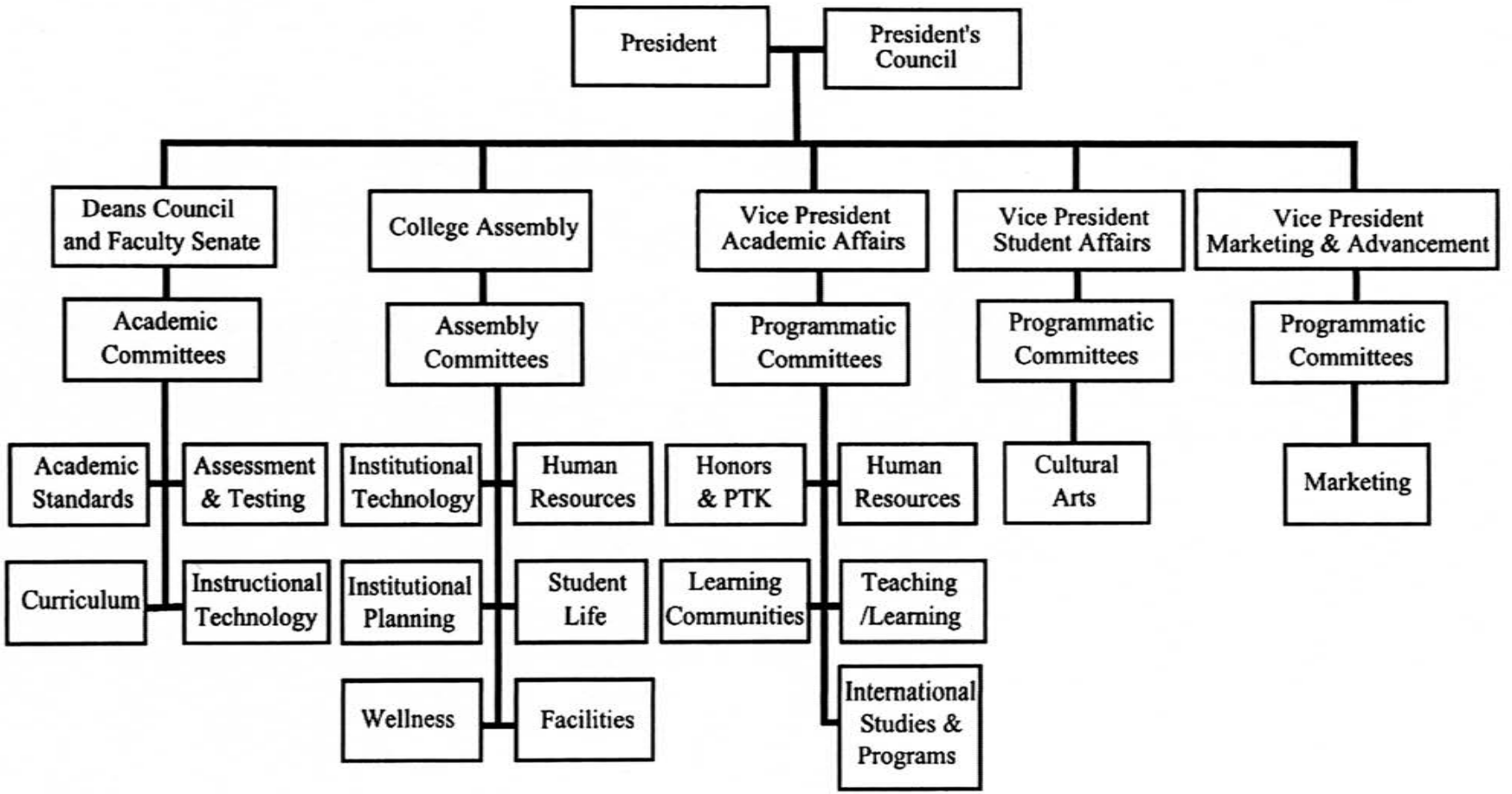
The crucial premises of Shared Governance at Harper College are a belief in our communal purpose, trust in our valued colleagues, and recognition that the student must be at the center of our community. The Guidelines and Structure demonstrate our belief in the values of our institution: collaboration, cooperation, compassion, fairness, honesty, integrity, open communication, respect, shared responsibility, timeliness, trust and collegiality.

An important strength of a Shared Governance Structure is that it offers checks and balances through the committee structure. Committee membership includes a representative group of permanent employees from all areas of the College: Faculty, Administration, Professional-Technical, Classified, Supervisory/Confidential and Physical Plant employees, as appropriate.

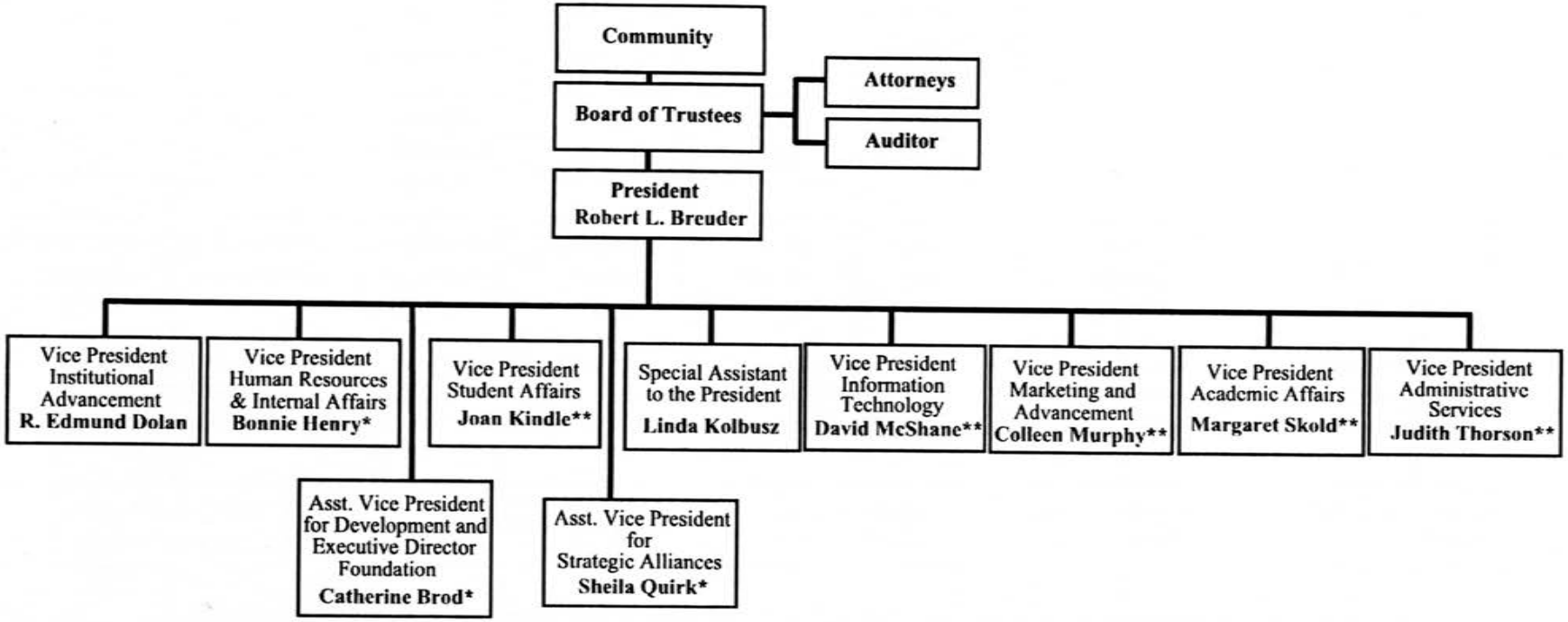
In good decision-making, committee members examine ideas, rationales and consequences regarding an issue. Shared Governance enables the varied constituencies to influence the planning and growth of the College and promotes personal commitment to the College goals. The more participation there is by constituents in decision-making, the more likely decisions will be supported. Participation promotes a healthy climate in which the Shared Governance Structure will function effectively.

For Shared Governance to succeed, it is important that all Harper College employees be active participants as appropriate. No group will be slighted or ignored.

Shared Governance Structure

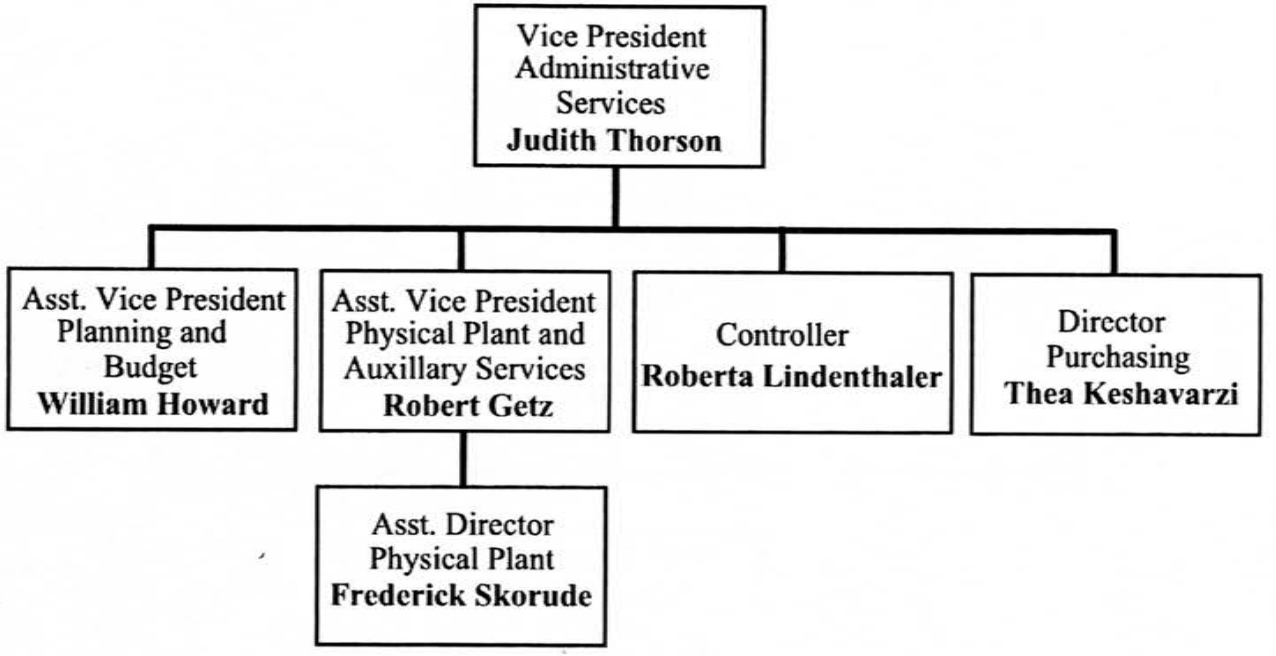


Administrative Organizational Chart

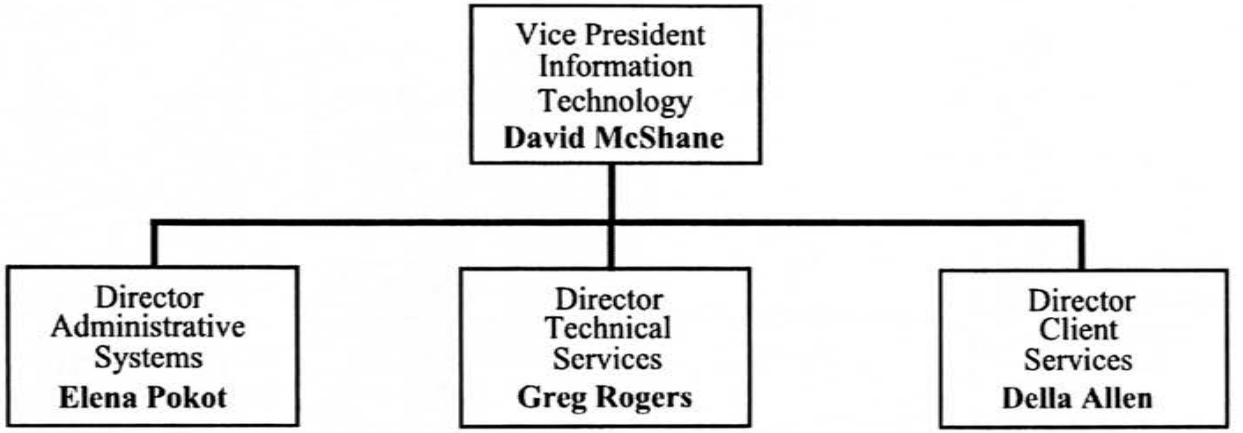


* See added detail on page 32
** See individual VP area charts

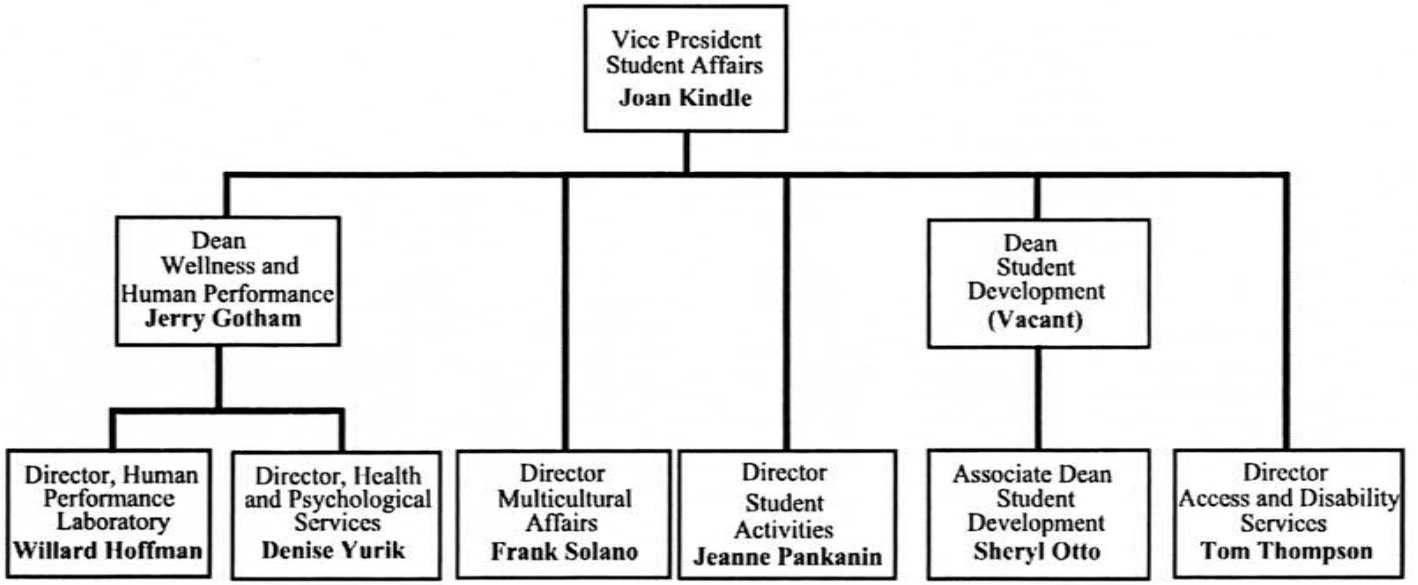
Office of Vice President Administrative Services



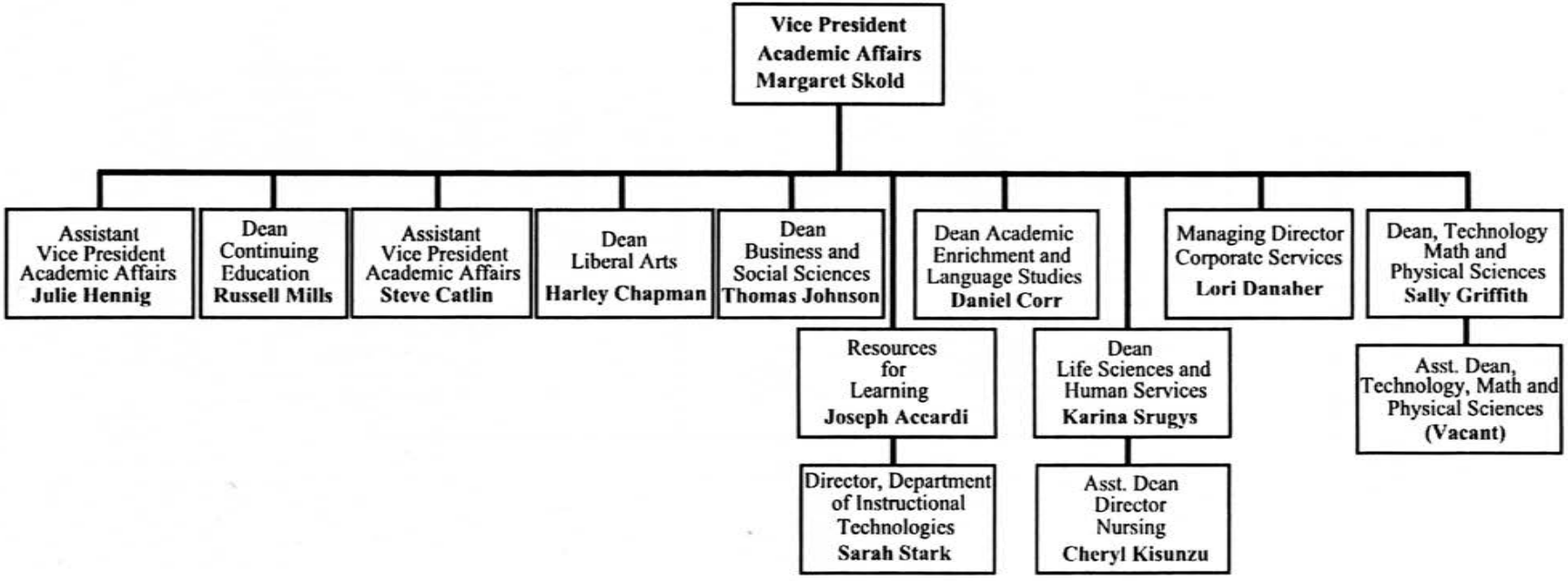
Office of Vice President Information Technology



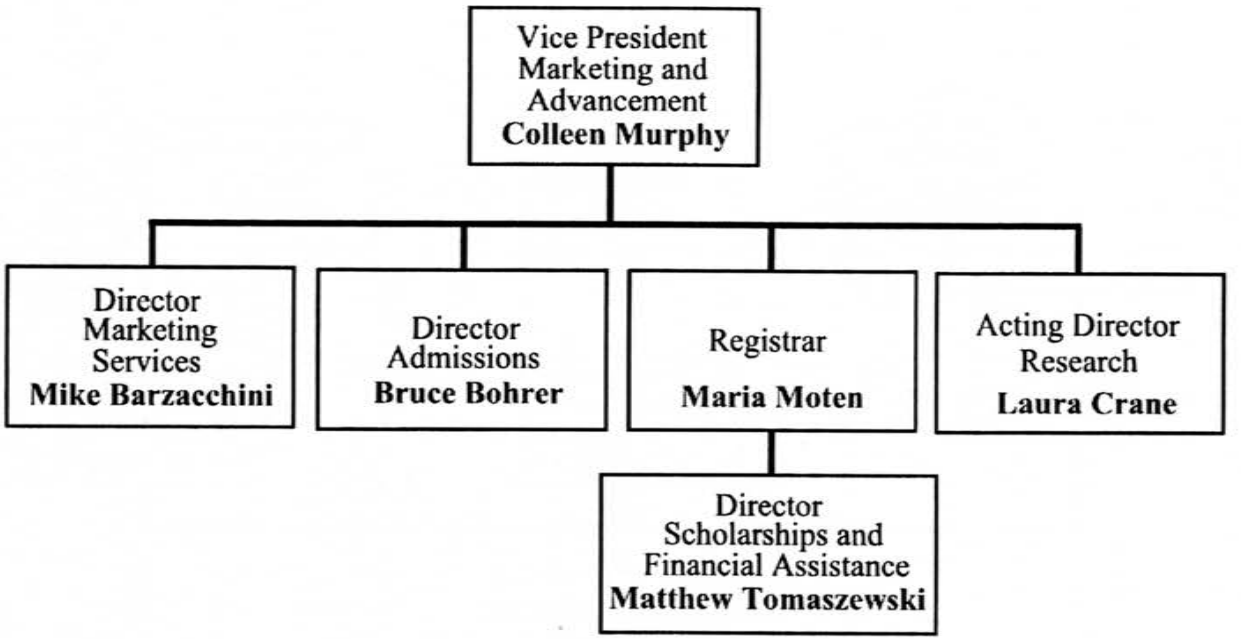
Office of Vice President Student Affairs



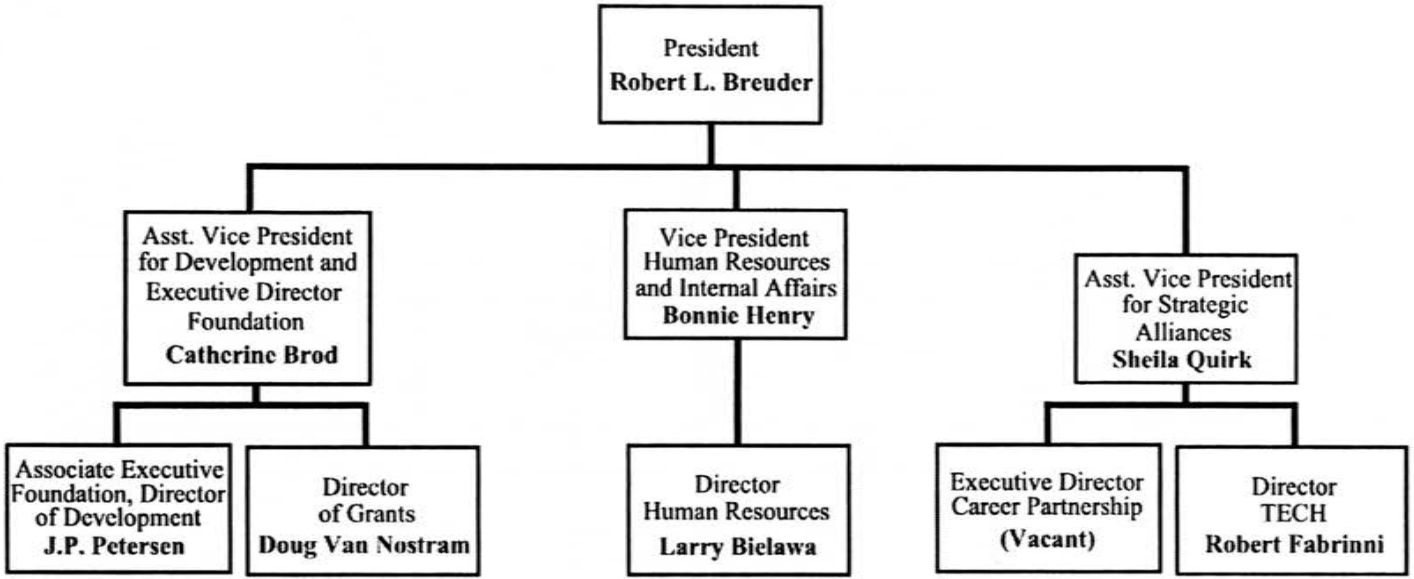
Office of Vice President Academic Affairs



Office of Vice President Marketing and Advancement



Organizational Chart Additional Detail



CHAPTER III

CREDIT STUDENTS

The chapter is divided into six parts: Fall Semester Profile of Enrolled Credit Students, Annual Credit Enrollments, Annual Profile of Enrolled Credit Students, Retention Analysis, Degrees and Certificates Awarded, and Profile of Students Awarded Degrees or Certificates.

SECTION III-A

FALL SEMESTER PROFILE OF ENROLLED CREDIT STUDENTS

Table III-A1

Enrollment Status of Credit Students

Fall 2001		
Status	**Number**	**Percent**
Continuing student	8,164	56.2%
First time student in college-level coursework	3,298	22.7%
Returning student	1,792	12.3%
Transfer student	1,039	7.2%
New pre-college student	221	1.5%
Total Enrollment	**14,514**	**100.0%**

Source: ICCB E1 File

Table III-A2

Intent of Credit Students

Fall 2001		
Intent	**Number**	**Percent**
Prepare for transfer to 4 year school	4,581	31.6%
For personal interest/Self development	2,870	19.8%
Prepare for a future job immediately after attending college	1,329	9.2%
Improve skills for my present job	913	6.3%
Prepare for the GED or improve basic skills	363	2.5%
Unknown/Other	4,458	30.7%

Source: ICCB E1 File

Table III-A3

Number of Credit Students By Residency Status

Fall 2001		
Residency	**Number**	**Percent**
In District	12,648	87.1%
Out of District	1,762	12.1%
Out of State	5	0.1%
International	99	0.7%

Source: ICCB E1 File

Table III-A4
Age Group of Credit Students

Fall 2001		
Age Group	**Number**	**Percent**
18 and Under	2,354	16.2%
19-24	5,859	40.4%
25-28	1,510	10.4%
29-33	1,430	9.9%
34-38	1,051	7.2%
39-42	726	5.0%
43-47	716	4.9%
48-52	436	3.0%
53-57	229	1.6%
58 and Over	177	1.2%
Unspecified	26	0.2%

Source: ICCB E1 File

Table III-A5
Full-Time/Part-Time Status of Credit Students

Fall 2001		
Status	**Number**	**Percent**
Full-Time (12 or more credit hours)	4,710	32.5%
Part-Time (Less than 12 credit hours)	9,804	67.5%

Source: ICCB E1 File

Table III-A6
Gender of Credit Students

Fall 2001		
Gender	**Number**	**Percent**
Female	8,265	56.9%
Male	6,248	43.0%
Unspecified	1	0.1%

Source: ICCB E1 File

Table III-A7
Race/Ethnicity of Credit Students

Fall 2001		
Race/Ethnicity	**Number**	**Percent**
Asian or Pacific Islander	1,925	13.26%
American Indian or Alaskan	35	0.24%
Black (Non-Hispanic)	452	3.11%
Hispanic	2,226	15.34%
White (Non-Hispanic)	8,739	60.21%
International	69	0.48%
Other	225	1.55%
Unknown/Unspecified/Refused	843	5.81%

Source: ICCB E1 File

Table III-A8
Number of Credit Students By City

Fall 2001		
Rank	**City**	**Number**
1	Schaumburg	2,094
2	Palatine	2,011
3	Arlington Heights	1,427
4	Hoffman Estates	1,394
5	Mt Prospect	987
6	Wheeling	861
7	Elk Grove Village	779
8	Rolling Meadows	728
9	Barrington	460
10	Prospect Heights	370

Source: ICCB E1 File

Table III-A9
Number of Credit Students From In-District High Schools

Fall 2001		
Rank	**School**	**Number**
1	Conant	686
2	Schaumburg	649
3	Palatine	545
4	Hoffman Estates	543
5	Fremd	535
6	Elk Grove	481
7	Hersey	445
8	Wheeling	445
9	Rolling Meadows	441
10	Buffalo Grove	435

Source: ICCB E1 File

Table III-A10
Number of Credit Students From Out of District High Schools

Fall 2001		
Rank	**School**	**Number**
1	Lake Zurich	118
2	Streamwood	114
3	Lake Park	93
4	Stevenson	93
5	Maine West	82
6	Cary Grove	69
7	Maine East	69
8	Harry D. Jacobs	59
9	Elgin	49
10	Fenton	40

Source: ICCB E1 File

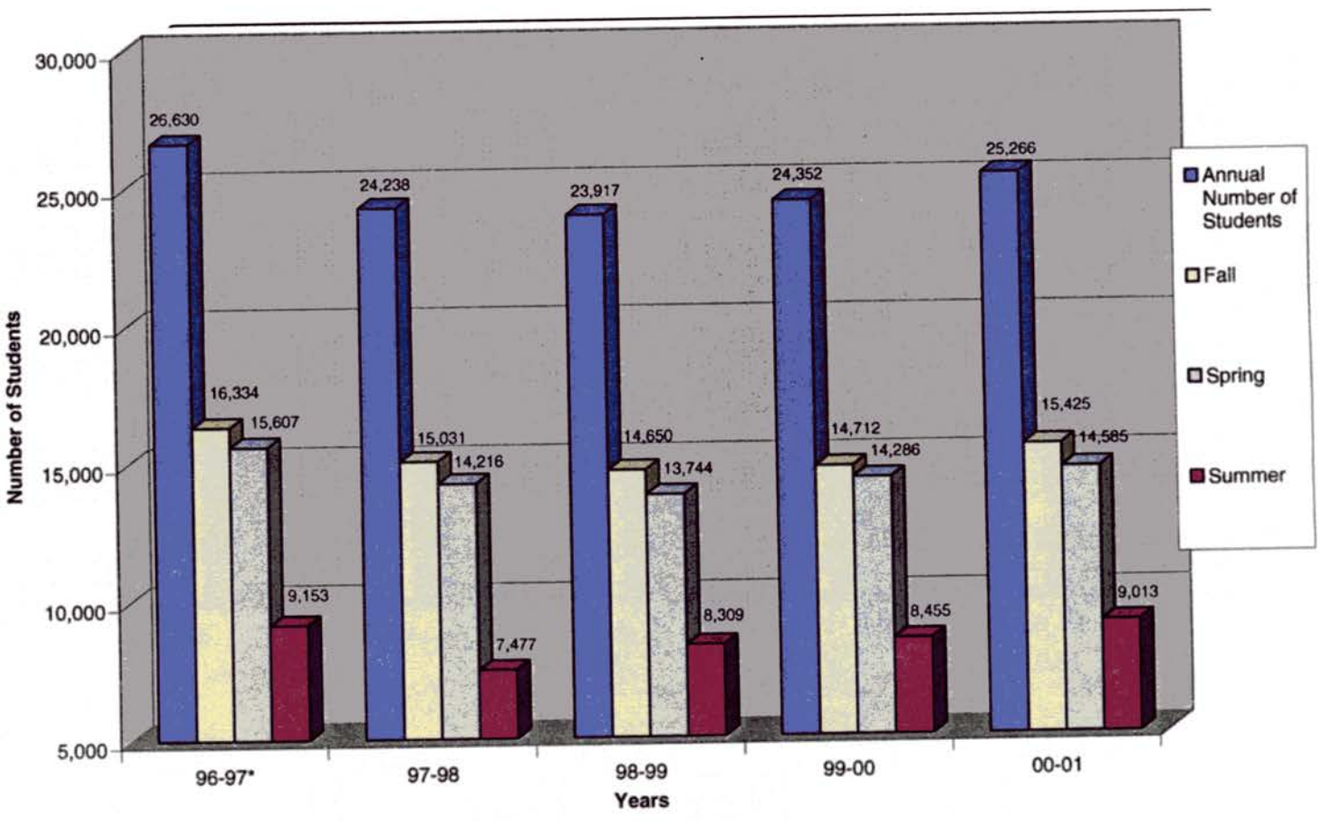
SECTION III-B
ANNUAL CREDIT ENROLLMENTS

Table III-B1 Credit Student Headcounts

Years 1996-1997 through 2000-2001	96-97*	97-98	98-99	99-00	00-01
Annual Number of Students	**26,630 ***	**24,238**	**23,917**	**24,352**	**25,266**
By Semester					
Summer	9,153 *	7,477	8,309	8,455	9,013
Fall	16,334 *	15,031	14,650	14,712	15,425
Spring	15,607 *	14,216	13,744	14,286	14,585

Source: ICCB A1 files

Chart III-B1 Credit Student Headcounts



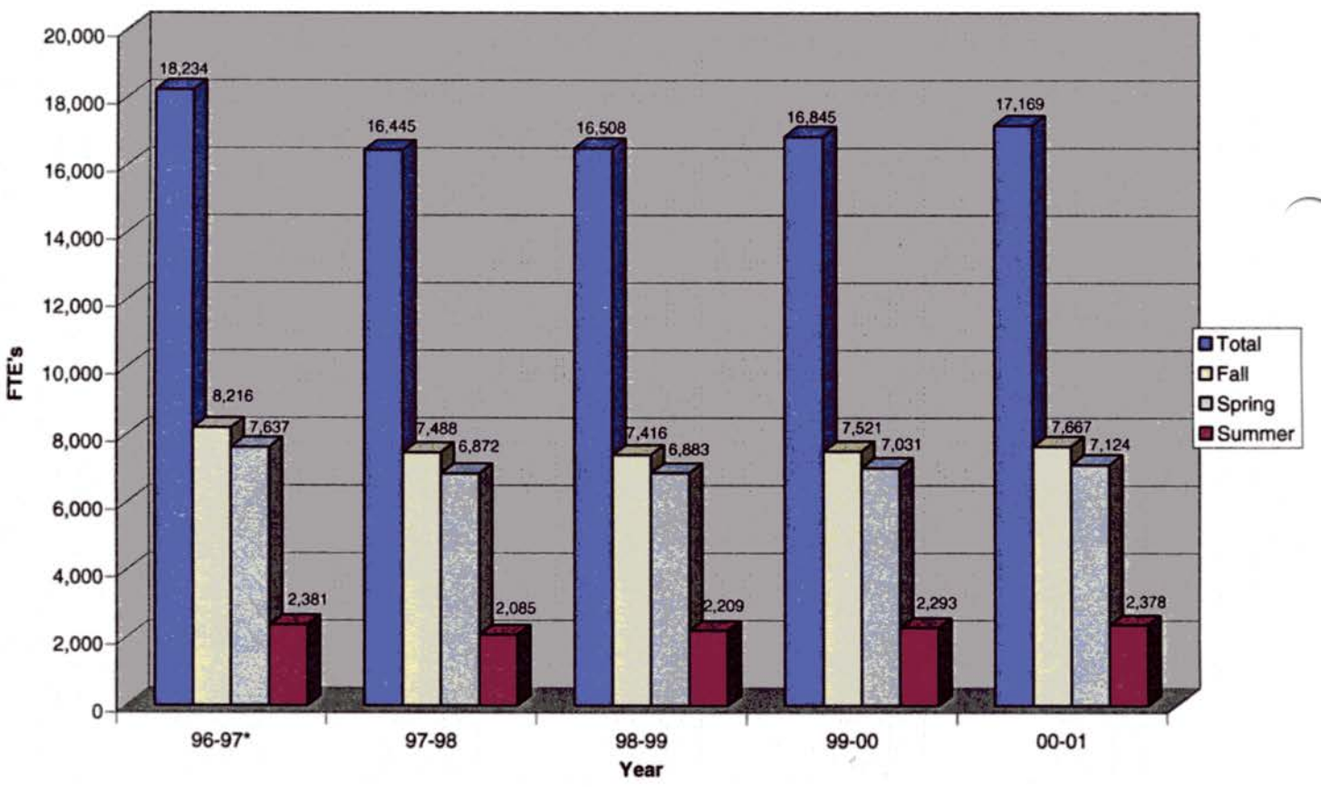
*Note: For Years 1996-97 A1 files used end of registration counts. Thereafter, final end of term counts are used.

Table III-B2 Credit Full-Time Equivalent (FTE) of Credit Students By Semester

Years 1996-1997 through 2000-2001	96-97*	97-98	98-99	99-00	00-01
Summer	2,381 *	2,085	2,209	2,293	2,378
Fall	8,216 *	7,488	7,416	7,521	7,667
Spring	7,637 *	6,872	6,883	7,031	7,124
Total	**18,234 ***	**16,445**	**16,508**	**16,845**	**17,169**

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

Chart III-B2 Credit Full-Time Equivalent (FTE) By Semester



*Note: For Years 1996-97 A1 files used end of registration counts. Thereafter, final end of term counts are used.

SECTION III-C
ANNUAL PROFILE OF ENROLLED CREDIT STUDENTS

Table III-C1 Number of Credit Students by Age Groups

Years 1996-1997 through 2000-2001	96-97		97-98		98-99		99-00		00-01	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
18 & Under	3,033	11.4%	2,900	12.0%	3,113	13.0%	3,135	12.9%	3,424	13.6%
19-24	10,432	39.2%	9,717	40.1%	9,725	40.7%	9,972	40.9%	10,530	41.7%
25-28	3,344	12.6%	2,949	12.2%	2,864	12.0%	2,831	11.6%	2,861	11.3%
29-33	2,808	10.5%	2,430	10.0%	2,429	10.2%	2,515	10.3%	2,592	10.3%
34-38	2,345	8.8%	2,047	8.4%	1,845	7.7%	1,906	7.8%	1,940	7.7%
39-42	1,488	5.6%	1,355	5.6%	1,311	5.5%	1,259	5.2%	1,233	4.9%
43-47	1,401	5.3%	1,223	5.0%	1,161	4.9%	1,238	5.1%	1,274	5.0%
48-52	864	3.2%	754	3.1%	703	2.9%	739	3.0%	681	2.7%
53-57	454	1.7%	411	1.7%	377	1.6%	387	1.6%	392	1.6%
58 & Over	407	1.5%	353	1.5%	343	1.4%	323	1.3%	298	1.2%
Unknown	54	0.2%	99	0.4%	46	0.2%	47	0.2%	41	0.2%
Total Enrollment	26,630	100.0%	24,238	100.0%	23,917	100.0%	24,352	100.0%	25,266	100.0%

Source:ICCB A1 Files

Table III-C2

Full-Time/Part-Time Credit Students and Average Credit Hour Per Semester

Years 1996-1997 through 2000-2001		96-97		97-98		98-99		99-00		00-01	
		N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Summer	PT	7,133	77.9%	5,794	77.5%	6,386	76.9%	6,429	76.0%	6,990	77.6%
	FT	2,020	22.1%	1,684	22.5%	1,923	23.1%	2,026	24.0%	2,023	22.4%
Fall	PT	11,458	70.1%	10,559	70.2%	10,190	69.6%	10,113	68.7%	10,817	70.1%
	FT	4,876	29.9%	4,472	29.8%	4,460	30.4%	4,599	31.3%	4,608	29.9%
Spring	PT	11,354	72.7%	10,407	73.2%	9,719	70.7%	10,341	72.4%	10,565	72.4%
	FT	4,253	27.3%	3,809	26.8%	4,025	29.3%	3,945	27.6%	4,020	27.6%
Average Credit Load											
Summer	PT	3.0		3.1		3.1		3.1		3.0	
	FT	7.2		7.3		7.2		7.3		7.3	
Fall	PT	4.8		4.9		4.9		4.9		4.8	
	FT	13.9		13.7		13.7		13.7		13.6	
Spring	PT	4.8		4.9		4.9		4.9		4.9	
	FT	14.1		13.8		13.7		13.8		13.7	

Source:ICCB A1 Files

Table III-C3 Gender of Credit Students

Years 1996-1997 through 2000-2001	96-97		97-98		98-99		99-00		00-01	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Female	15,063	56.7%	13,611	56.2%	13,417	56.1%	13,717	56.3%	14,104	55.8%
Male	11,481	43.3%	10,623	43.8%	10,484	43.8%	10,619	43.6%	11,162	44.2%
Unknown	0	0.0%	0	0.0%	15	0.1%	16	0.1%	0	0.0%

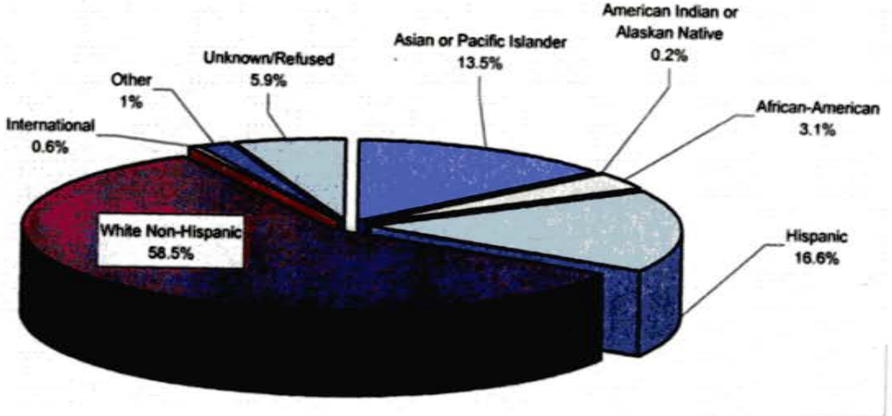
Source:ICCB A1 Files

Table III-C4 Ethnicity of Credit Students

Years 1996-1997 through 2000-2001	96-97		97-98		98-99		99-00		00-01	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Asian or Pacific Islander	2,512	9.4%	2,627	10.8%	2,824	11.8%	3,192	13.1%	3,406	13.5%
American Indian or Alaskan Native	54	0.2%	35	0.1%	44	0.2%	53	0.2%	55	0.2%
African-American	759	2.9%	696	2.9%	741	3.1%	742	3.0%	793	3.1%
Hispanic	3,392	12.7%	3,208	13.2%	3,367	14.1%	3,805	15.6%	4,200	16.6%
White Non-Hispanic	16,655	62.5%	15,268	63.0%	14,857	62.1%	14,666	60.2%	14,790	58.5%
International	426	1.6%	276	1.1%	248	1.0%	168	0.7%	144	0.6%
Other	332	1.2%	305	1.3%	290	1.2%	327	1.3%	377	1.5%
Unknown/Refused	2,500	9.4%	1,823	7.5%	1,546	6.5%	1,399	5.7%	1,501	5.9%

Source:ICCB A1 Files

Chart III-C4
Ethnicity of Credit Students for 2000-2001



SECTION III-D
RETENTION ANALYSIS

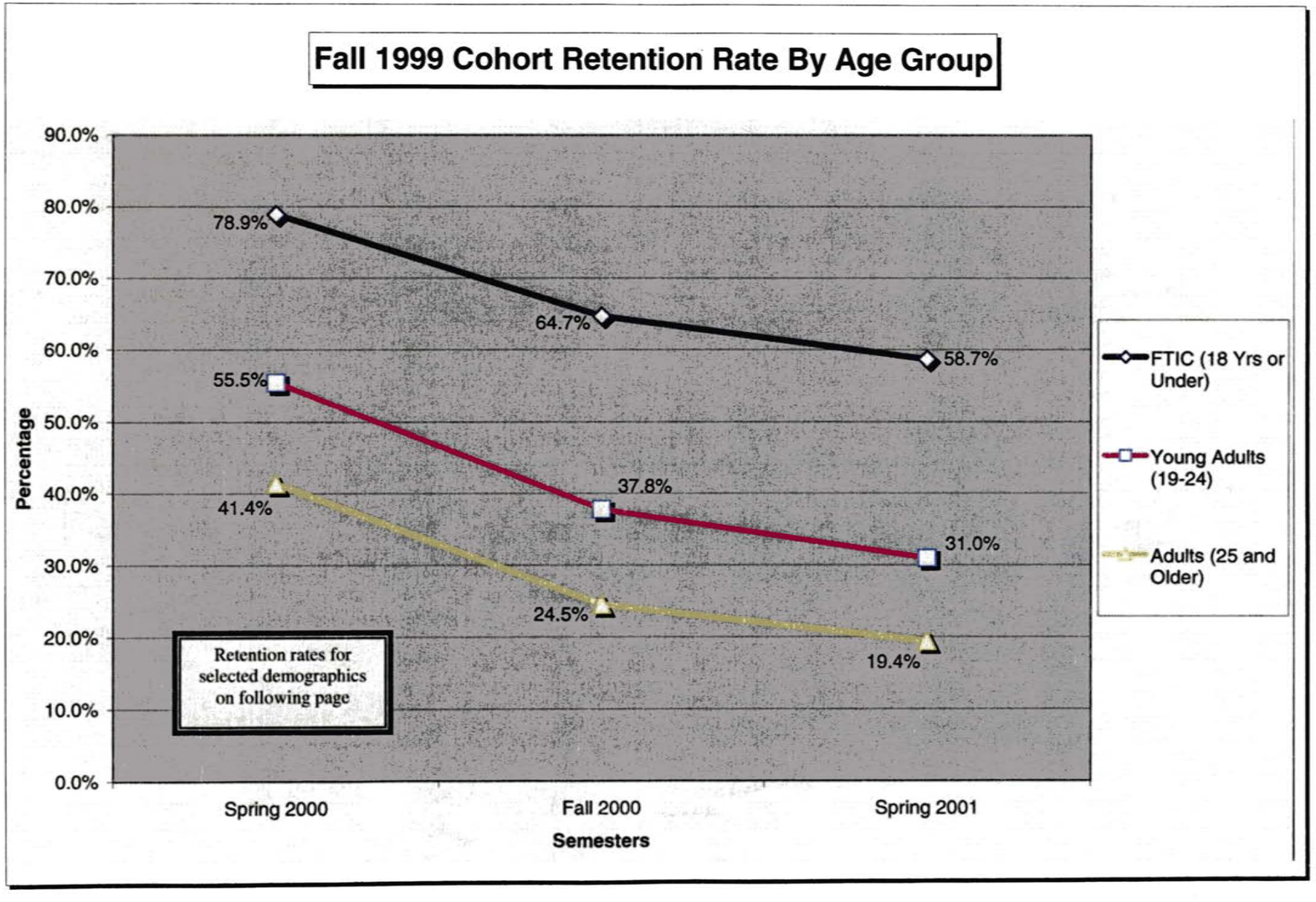


Table III-D Retention by Credit Student Demographics

Fall 1999 Cohort (N = 3517)								
Profile of Students Who Returned the Specified Semester								
Demographic Information		N	Spring 2000		Fall 2000		Spring 2001	
			N	Percent	N	Percent	N	Percent
Age Groups	FTIC (18 & Under)	1415	1116	78.9%	915	64.7%	830	58.7%
	Young Adults (19-24)	938	521	55.5%	355	37.8%	291	31.0%
	Adults (25 & Over)	1164	482	41.4%	285	24.5%	226	19.4%
Student Intent	Transfer	1632	1194	73.2%	918	56.3%	810	49.6%
	Improve skills in present job	408	141	34.6%	71	17.4%	57	14.0%
	Prepare for future job	413	206	49.9%	138	33.4%	109	26.4%
	Improve basic skills	17	9	52.9%	8	47.1%	7	41.2%
	Personal interest/Self development	838	451	53.8%	334	39.9%	285	34.0%
	Unknown/Other	209	118	56.5%	86	41.1%	79	37.8%
Gender	Female	1918	1163	60.6%	886	46.2%	763	39.8%
	Male	1599	956	59.8%	669	41.8%	584	36.5%
Race/Ethnicity	Asian	462	245	53.0%	169	36.6%	142	30.7%
	American Indian/Alaskan	10	6	60.0%	5	50.0%	4	40.0%
	African American	139	71	51.1%	43	30.9%	27	19.4%
	Hispanic	264	163	61.7%	122	46.2%	118	44.7%
	White	2444	1521	62.2%	1129	46.2%	977	40.0%
	Unspecified	198	113	57.1%	87	43.9%	79	39.9%
Full/Part Time	Full-time	1211	1034	85.4%	837	69.1%	753	62.2%
	Part-time	2306	1085	47.1%	718	31.1%	594	25.8%
Academic Goal	Associates Degree	1410	998	70.8%	777	55.1%	671	47.6%
	Certificate	382	175	45.8%	109	28.5%	77	20.2%
	Non-degree	1714	943	55.0%	668	39.0%	598	34.9%
	No Answer	11	3	27.3%	1	9.1%	1	9.1%
GPA group	GPA less than 2.0	1182	479	40.5%	350	29.6%	276	23.4%
	GPA equal or greater than 2.0	2335	1640	70.2%	1205	51.6%	1071	45.9%

SECTION III-E
DEGREES AND CERTIFICATES AWARDED

Chart III-E1 Degrees and Certificates Awarded

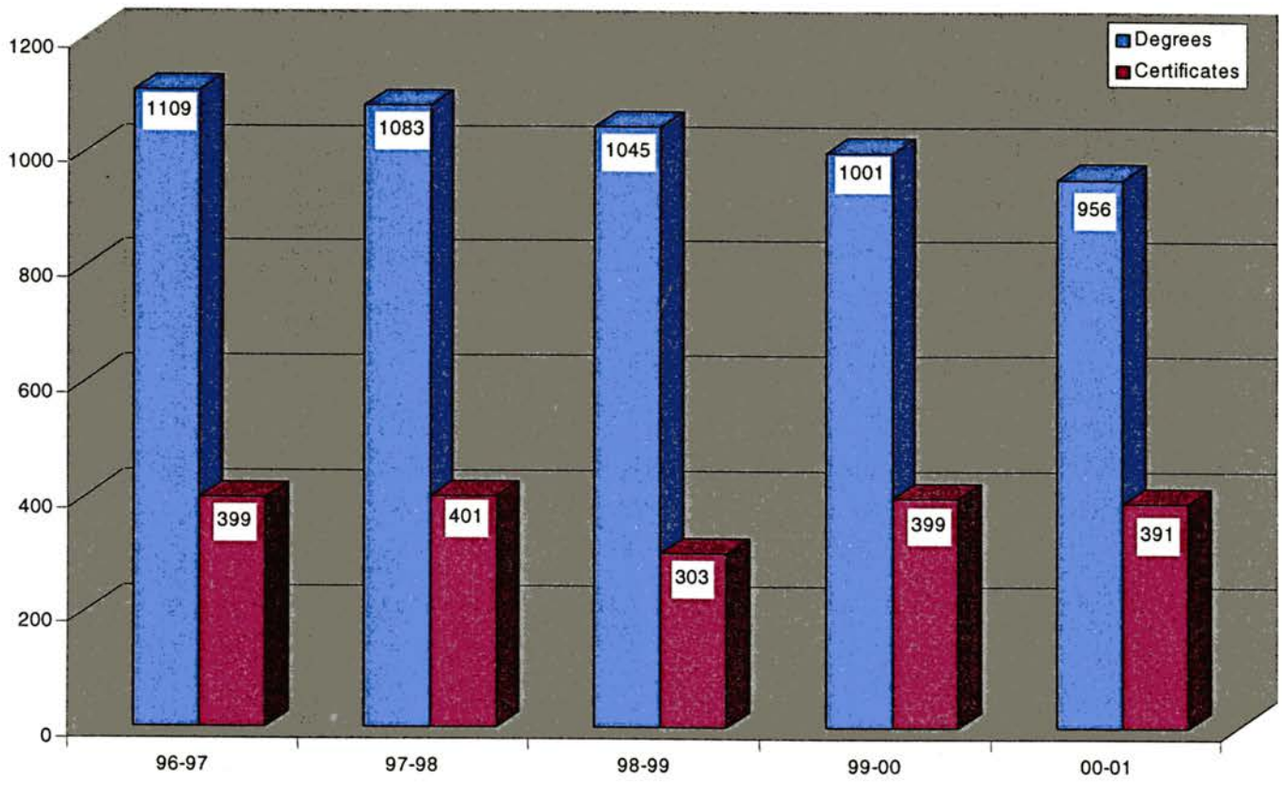


Table III-E1 Degrees and Certificates Awarded

Years 1996-1997 through 2000-2001	96-97	97-98	98-99	99-00	00-01
Degrees	1109	1083	1045	1001	956
Certificates	399	401	303	399	391

Source: Harper College Regent System

Table III-E2 Type of Degrees Awarded

Years 1996-1997 through 2000-2001	96-97	97-98	98-99	99-00	00-01
AA - Associate in Arts	609	577	561	527	580
AAS - Associate In Applied Science	322	315	319	325	273
AS - Associate In Science	178	185	152	139	89
AFA -Associates in Fine Arts	N/A	3	6	7	10
AES - Associate In Engineering Science	N/A	0	1	3	4

Source: Harper College Regent System; N/A = Degree not yet available

SECTION III-F
PROFILE OF STUDENTS AWARDED DEGREES AND CERTIFICATES

Chart III-F1 Gender of Students Awarded Degrees or Certificates

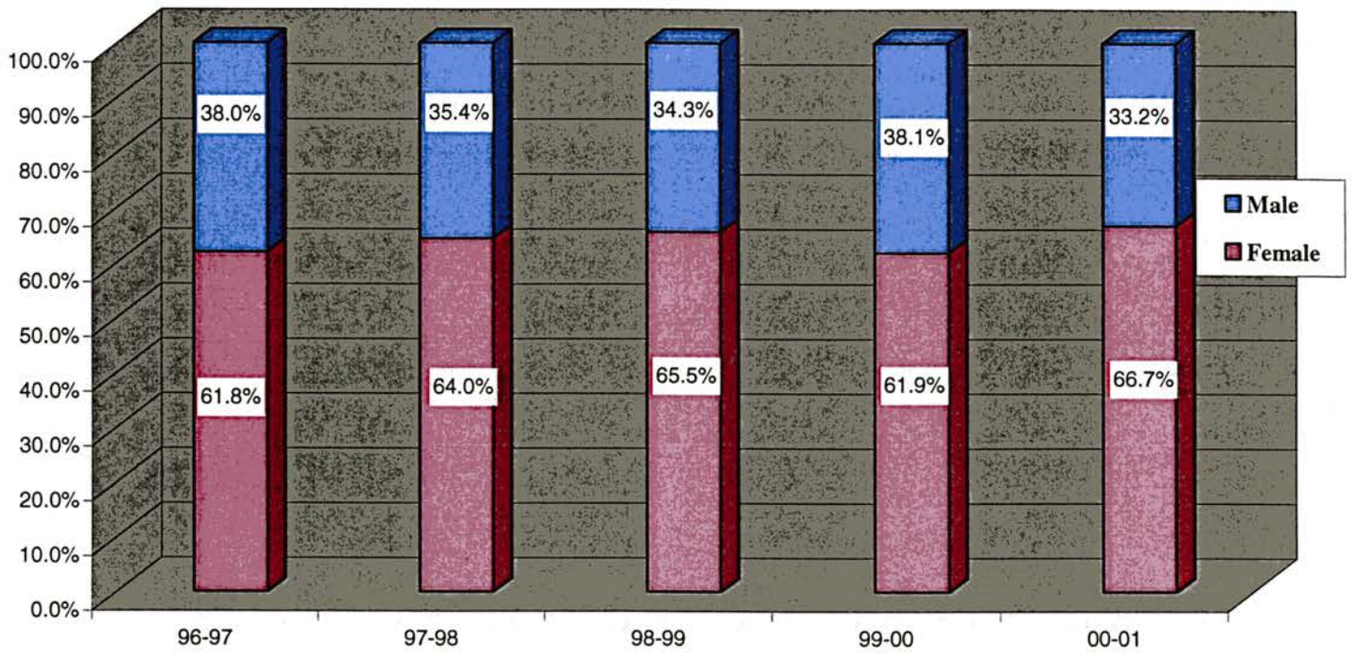


Table III-F1 Gender of Students Awarded Degrees or Certificates

Years 1996-1997 through 2000-2001	96-97		97-98		98-99		99-00		00-01	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Female	932	61.8%	953	64.0%	886	65.5%	866	61.9%	899	66.7%
Male	573	38.0%	527	35.4%	464	34.3%	533	38.1%	447	33.2%
Unknown	3	0.2%	9	0.6%	2	0.1%	0	0.0%	1	0.1%

Source: Harper College Regent System

Table III-F2 Race/Ethnicity of Students Awarded Degrees or Certificates

Years 1996-1997 through 2000-2001	96-97		97-98		98-99		99-00		00-01	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Asian or Pacific Islander	108	7.6%	137	9.8%	134	10.5%	146	11.0%	117	9.4%
American Indian or Alaskan Native	3	0.2%	4	0.3%	3	0.2%	5	0.4%	0	0.0%
African-American	19	1.3%	30	2.2%	32	2.5%	29	2.2%	27	2.2%
Hispanic	51	3.6%	63	4.5%	59	4.6%	83	6.3%	72	5.8%
White Non-Hispanic	1195	84.5%	1122	80.7%	1001	78.8%	1030	77.7%	1012	80.9%
International	22	1.6%	22	1.6%	23	1.8%	17	1.3%	13	1.0%
Other	17	1.2%	13	0.9%	19	1.5%	15	1.1%	10	0.8%
Does Not Wish to Respond	23	1.6%	36	2.6%	34	2.7%	33	2.5%	39	3.1%
Unspecified	70	4.9%	70	5.0%	46	3.6%	41	3.1%	57	4.6%

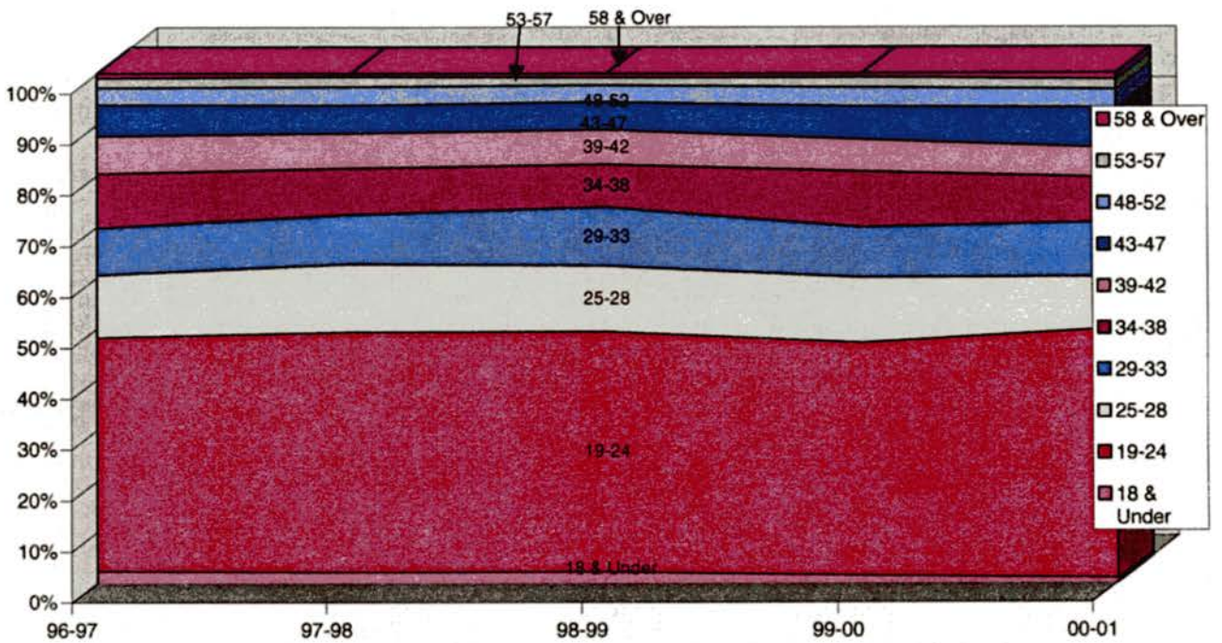
Source: Harper College Regent System

Table III-F3 Age Groups of Students Awarded Degrees or Certificates

Years 1996-1997 through 2000-2001	96-97		97-98		98-99		99-00		00-01	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
18 & Under	34	2.3%	30	2.0%	29	2.1%	19	1.4%	11	0.8%
19-24	685	45.8%	697	47.1%	636	47.1%	638	45.7%	661	49.1%
25-28	185	12.4%	200	13.5%	175	13.0%	180	12.9%	138	10.2%
29-33	137	9.2%	143	9.7%	156	11.6%	138	9.9%	144	10.7%
34-38	160	10.7%	134	9.1%	112	8.3%	153	11.0%	117	8.7%
39-42	110	7.4%	101	6.8%	92	6.8%	88	6.3%	78	5.8%
43-47	92	6.2%	81	5.5%	74	5.5%	90	6.4%	107	7.9%
48-52	51	3.4%	55	3.7%	45	3.3%	53	3.8%	49	3.6%
53-57	28	1.9%	30	2.0%	20	1.5%	28	2.0%	26	1.9%
58 & Over	13	0.9%	8	0.5%	10	0.7%	10	0.7%	16	1.2%
Unspecified	13	0.9%	10	0.7%	3	0.2%	2	0.1%	0	0.0%

Source: Harper College Regent System

Chart III-F3 Age Group of Students Awarded Degrees and Certificates



Chapter IV
Non-Credit Students

Chapter IV is divided into two parts; Continuing Education and Corporate Services. The Continuing Education section presents a brief description of the division and summary tables that show the number of students served, program areas offered and duplicated headcount by program area.

The section on Corporate Services describes the services of the division and presents tables that show the number of companies and employees served and the number of programs delivered as well as gross sales.

SECTION IV-A
CONTINUING EDUCATION

The Continuing Education division of William Rainey Harper College offers classes designed to promote personal growth and provide professional development. This unit of the College responds quickly to needs for new professional skills, trends in leisure activity and advances in technology by providing non-credit classes and certificates. Students of all ages from children to older adults are offered classes that enrich and enhance their life experiences. Day and evening classes are offered at the main campus and at several extension sites within the College's service region.

The following section presents summary tables that show the number of students served, program areas offered and duplicated headcount by department.

Table IV - A1 Gender Distribution of Continuing Education Students

Years 1996-1997 through 2000-2001	96-97		97-98		98-99		99-00		00-01	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Male	5,224	37.2%	5,557	38.1%	6,113	39.8%	5,971	40.3%	5,992	42.4%
Female	8,727	62.2%	9,005	61.7%	9,170	59.7%	8,763	59.1%	8,047	56.9%
Unknown	74	0.5%	40	0.3%	89	0.6%	89	0.6%	91	0.6%
Total	14,025		14,602		15,372		14,823		14,130	

Source: Continuing Education

Table IV - A2 Enrollment of Continuing Education Students By Semester

Years 1996-1997 through 2000-2001	96-97		97-98		98-99		99-00		00-01	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Summer	5,823	24.9%	6,377	25.9%	7,340	26.6%	7,598	27.0%	9,498	35.3%
Fall	8,895	38.1%	8,342	33.9%	9,581	34.7%	9,100	32.3%	8,558	31.8%
Spring	8,639	37.0%	9,870	40.1%	10,714	38.8%	11,474	40.7%	8,857	32.9%
Total	23,357		24,589		27,635		28,172		26,913	

Source: Continuing Education

(Continued)

Table IV - A3 Enrollment of Continuing Education Students By Semester

Years 1996-1997 through 2000-2001	96-97		97-98		98-99		99-00		00-01	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Summer	4,281	25.6%	4,533	26.3%	4,850	26.0%	4,647	25.8%	5,075	29.8%
Fall	6,152	36.8%	5,878	34.1%	6,623	35.5%	6,012	33.4%	6,010	35.2%
Spring	6,271	37.5%	6,820	39.6%	7,180	38.5%	7,336	40.8%	5,970	35.0%
Total	16,704		17,231		18,653		17,995		17,055	
Unduplicated Total*	14,026		14,602		15,374		14,823		14,130	

* Unduplicated Total counts each student only once for the fiscal year. Source: Continuing Education

Table IV - A4 Enrollment of Continuing Education Students By Program Area

Years 1996-1997 through 2000-2001	96-97		97-98		98-99		99-00		00-01	
	N	Pecent	N	Pecent	N	Pecent	N	Pecent	N	Pecent
Computer Training-non TECH	2,861	12.2%	3,168	12.9%	3,758	13.6%	3,859	13.7%	2,912	10.8%
Personal Enrichment	6,040	25.9%	6,147	25.0%	6,407	23.2%	6,530	23.2%	4,807	17.9%
Physical Fitness	5,796	24.8%	5,591	22.7%	6,152	22.3%	6,069	21.5%	5,523	20.5%
Professional Development	5,242	22.4%	5,427	22.1%	5,203	18.8%	4,875	17.3%	4,491	16.7%
TECH	732	3.1%	1,346	5.5%	2,279	8.2%	2,635	9.4%	2,036	7.6%
Youth Programs	2,686	11.5%	2,910	11.8%	3,836	13.9%	4,204	14.9%	7,144	26.5%
Total	23,357		24,589		27,635		28,172		26,913	

Source: Continuing Education

SECTION IV-B
CORPORATE SERVICES

The Corporate Services Division of Harper College is dedicated to serving the training, education and consulting needs of area employers. All of the solutions can be customized to meet the company's specific business objectives, flexibly scheduled and delivered at the company's location. Additionally, Corporate Services can deliver college credit, continuing education and certification courses on-site; it serves as a gateway to the vast resources and learning opportunities Harper College has to offer.

Mission Statement

To exceed the expectations of organizations in the development of their people, we are dedicated to:

- Identifying customer needs and creating solutions using a consultative partnership approach;
- Providing comprehensive, responsive product and service offerings;
- Providing flexible, efficient delivery options sourcing only expert workforce instructors and consultants;
- Developing highly motivated employees who place customer satisfaction first;
- Providing leadership in workforce and organizational development.

We are a service organization; the success of our customers defines our future.

Table IV - B1 Corporate Services

Years 1996-1997 through 2000-2001	96-97	97-98	98-99	99-00	00-01
Total Companies Served	81	100	92	95	111
Number of New Clients	45	53	40	36	61
Programs or Services Delivered	398	420	622	552	531
Employees Served	6,096	6,415	8,797	5,990	5,594
Gross Sales	$1,127,100	$1,325,934	$1,372,141	$1,241,606	$1,440,319

Source: Corporate Services

Chapter V
Finances

Chapter V presents the College's fiscal resources. Tables and charts that show trends in tuition and institutional revenues and expenditures are provided.

Chart V-1 Tuition For Credit Courses Per Semester Hour By Residency

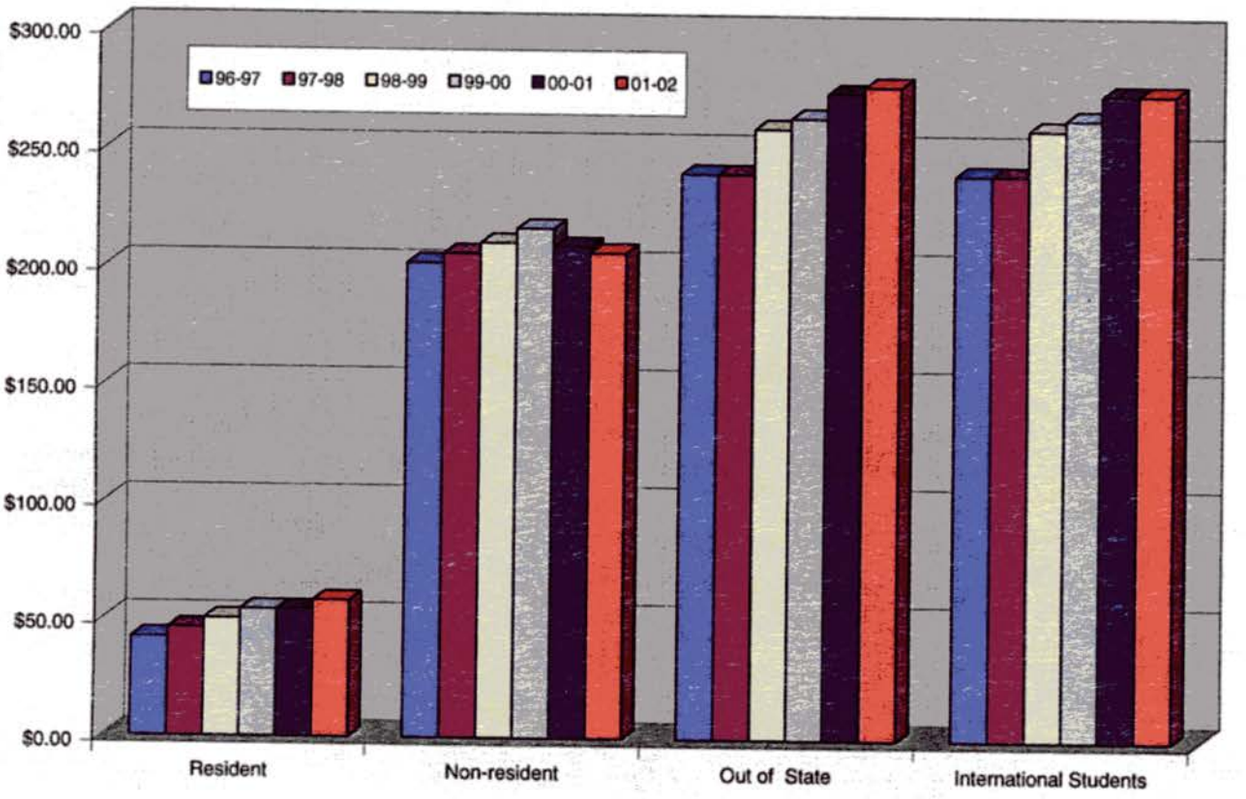


Table V-1 Tuition for Credit Courses Per Semester Hour By Residency

Years 1996-1997 through 2001-2002	96-97	97-98	98-99	99-00	00-01	01-02
Resident	$42.00	$46.00	$50.00	$54.00	$54.00	$58.00
Non-resident	$201.65	$205.65	$210.18	$216.40	$208.81	$206.26
Out of State	$239.91	$239.91	$259.31	$263.90	$274.39	$277.29
International Students	$239.91	$239.91	$259.31	$263.90	$274.39	$274.39

Source: William Rainey Harper College catalogs

Table V-2 Operating Funds Revenues

WILLIAM RAINEY HARPER COLLEGE, COMMUNITY COLLEGE DISTRICT NO. 512

For the year ended June 30, 2001

Operating Revenue by Source:	Education Fund	Operations and Maintenance Fund	Total Operating Funds
Local Government Revenue:			
Local taxes	$21,914,164	$9,382,740	$31,296,904
Chargeback revenue	$185,439	—	$185,439
Other	—	—	—
Total Local Government Revenue	$22,099,603	$9,382,740	$31,482,343
State Government Revenue:			
ICCB Credit Hour grants	$7,474,254	—	$7,474,254
ISBE – Vocational Education	$238,680	—	$238,680
ISBE – Adult Education	$237,258	—	$237,258
CPPTRR	$464,487	$250,108	$714,595
Other	$18,239	—	$18,239
Total State Government Revenue	$8,432,918	$250,108	$8,683,026
Federal Government Revenue:			
Department of Education	$177,049	$5,370	$182,419
Total Federal Government Revenue	$177,049	$5,370	$182,419
Student Tuition and Fees:			
Tuition	$12,370,135	$2,143,989	$14,514,124
Fees	$3,027,238	$500,448	$3,527,686
Other student assessments	$16,315	—	$16,315
Total Student Tuition and Fees	$15,413,688	$2,644,437	$18,058,125
Other sources:			
Sales and service fees	$44,951	—	$44,951
Investment revenue	$1,462,828	$446,812	$1,909,640
Nongovernmental grants	—	—	—
Other	$51,414	$5,580	$56,994
Total Other Revenue	$1,559,193	$452,392	$2,011,585
Total Revenue	**$47,682,451**	**$12,735,047**	**$60,417,498**
Less – Nonoperating items:*			
Tuition chargeback revenue	$185,439	—	$185,439
Instruction service contracts	—	—	—
Adjusted Revenue	**$47,497,012**	**$12,735,047**	**$60,232,059**

* Intercollege revenue that does not generate related college credit hours is subtracted to allow for statewide comparisons.

Chart V-2
William Rainey Harper College
Community College District No. 512
Operating Funds Revenue

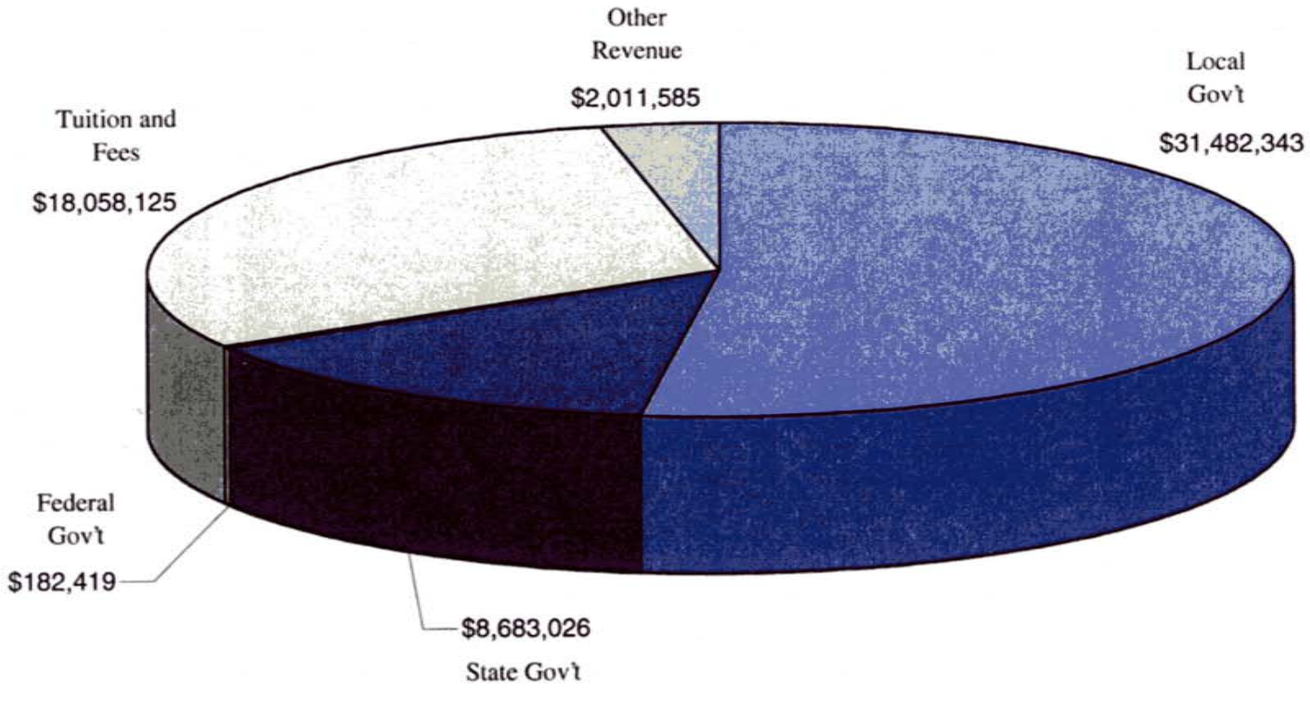


Table V-3 Operating Funds Expenditures

WILLIAM RAINEY HARPER COLLEGE, COMMUNITY COLLEGE DISTRICT NO. 512

For the year ended June 30, 2001

	Education Fund	Operations and Maintenance Fund	Total Operating Funds
Operating Expenditures By Program:			
Instruction	$22,486,235	—	$22,486,235
Academic support	$5,160,456	—	$5,160,456
Student services	$5,642,822	—	$5,642,822
Public service / continuing education	$134,445	—	$134,445
Operations and maintenance	—	$7,270,725	$7,270,725
Institutional support	$13,487,505	$2,738,182	$16,225,687
Transfers	$3,145,826	$959,116	$4,104,942
Total Operating Expenditures	**$50,057,289**	**$10,968,023**	**$61,025,312**
Less – Nonoperating items:*			
Tuition chargebacks	$86,162	—	$86,162
Transfers to nonoperating funds	$3,145,826	$959,116	$4,104,942
Adjusted Operating Expenditures	**$46,825,301**	**$10,008,907**	**$56,834,208**
Operating Expenditures By Object:			
Salaries	$34,508,711	$3,511,304	$38,020,015
Employee benefits	$4,952,847	$705,196	$5,658,043
Contractual services	$2,090,538	$1,161,261	$3,251,799
General materials and supplies	$3,127,013	$754,346	$3,881,359
Conference and meeting expense	$550,563	$20,130	$570,693
Fixed charges	$244,692	$180,148	$424,840
Utilities	—	$2,305,607	$2,305,607
Capital outlay	$648,252	$1,363,177	$2,011,429
Other	$788,847	$7,738	$796,585
Transfers	$3,145,826	$959,116	$4,104,942
Total Operating Expenditures	**$50,057,289**	**$10,968,023**	**$61,025,312**
Less – Nonoperating items:*			
Tuition chargebacks	$86,162	—	$86,162
Transfers to nonoperating funds	$3,145,826	$959,116	$4,104,942
Adjusted Operating Expenditures	**$46,825,301**	**$10,008,907**	**$56,834,208**

* Intercollege revenue that does not generate related college credit hours is subtracted to allow for statewide comparisons.

Chart V-3
William Rainey Harper College
Community College District No. 512
Operating Funds Expenditure

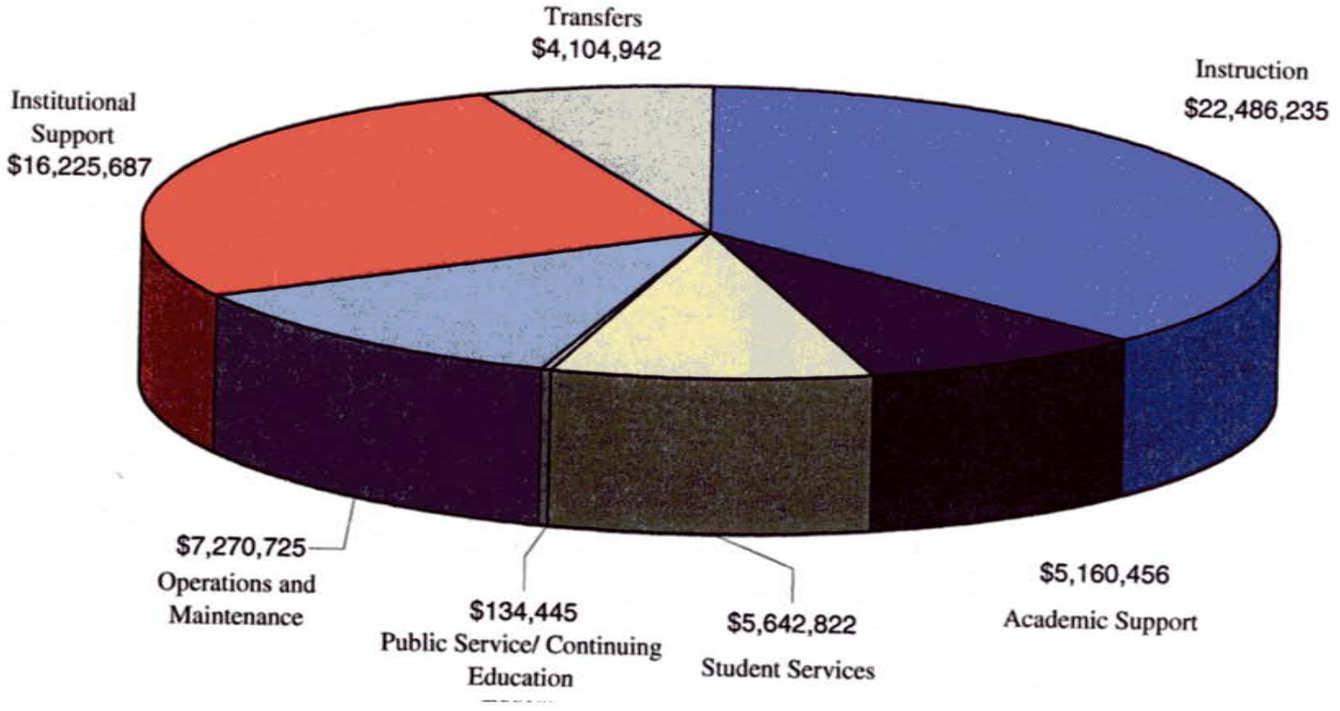


Table V-4 Historical Assessed Valuations and Taxes Extended

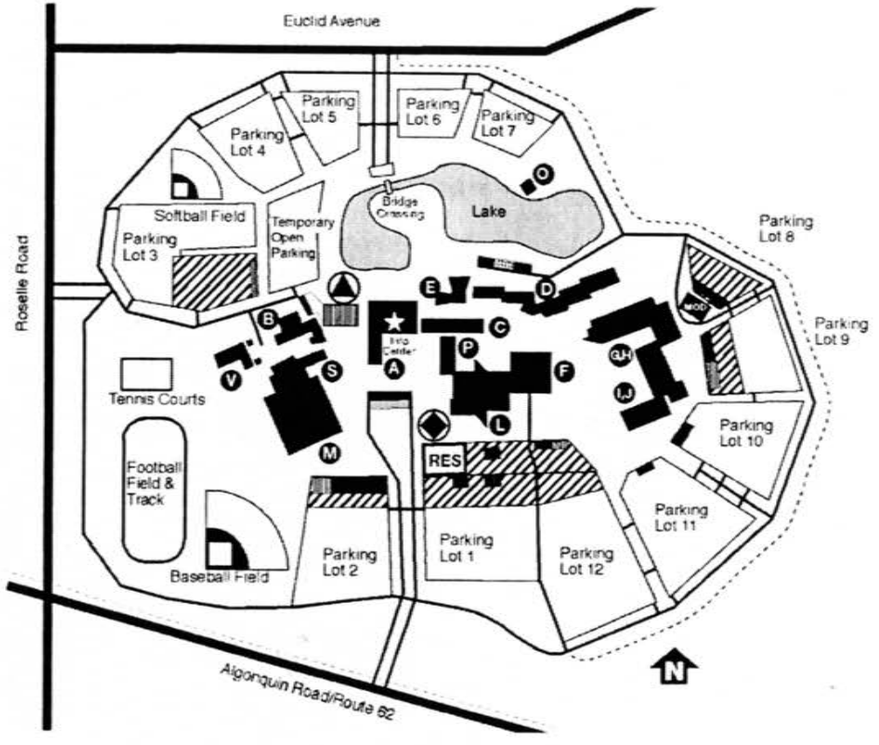
WILLIAM RAINEY HARPER COLLEGE, COMMUNITY COLLEGE DISTRICT NO. 512

Governmental Fund Types	2000	1999	1998	1997	1996	1995	1994	1993	1992	1991
Equalized Assessed Valuations (000's)	13,436,668	13,398,774	12,862,707	11,999,378	11,944,246	11,674,577	10,801,599	10,911,252	10,583,888	9,317,442
Tax Rates:										
Education Fund	0.1750	0.1609	0.1655	0.1751	0.1667	0.1624	0.1753	0.1703	0.1544	0.1718
Operations & Maintenance Fund	0.0750	0.0689	0.0709	0.0750	0.0715	0.0696	0.0751	0.0730	0.0662	0.0736
Operations & Maintenance Restricted Fund	0.0096	0.0178	0.0100	0.0101	0.0098	0.0103	0.0113	0.0105	0.0097	0.0111
Bond & Interest Fund	0.0810	0.0167	0.0206	0.0222	0.0223	0.0229	0.0246	0.0238	0.0201	0.0230
Audit Fund	0.0005	0.0005	0.0005	0.0004	0.0004	0.0006	0.0003	0.0003	0.0004	0.0004
Liability, Protection, & Settlement Fund	0.0054	0.0082	0.0094	0.0084	0.0103	0.0132	0.0094	0.0092	0.0097	0.0111
Total	0.3465	0.2730	0.2769	0.2912	0.2810	0.2790	0.2960	0.2871	0.2605	0.2910
Taxes Extended:										
Education Fund	23,514,170	21,558,627	21,357,244	20,998,911	19,955,812	18,974,605	18,902,798	17,285,894	16,382,442	15,912,210
Operations & Maintenance Fund	10,077,501	9,231,755	9,153,105	8,999,533	8,556,673	8,131,974	8,101,199	7,408,240	7,021,047	6,819,990
Operations & Maintenance Restricted Fund	1,290,322	2,384,982	1,285,462	1,208,797	1,173,589	1,208,797	1,212,820	1,061,854	1,029,974	1,030,000
Bond & Interest Fund	10,882,531	2,237,595	2,663,678	2,659,748	2,660,030	2,673,678	2,656,523	2,423,916	2,130,022	2,127,410
Audit Fund	72,100	66,994	61,804	51,503	49,082	66,950	36,050	33,512	41,200	41,200
Liability, Protection, & Settlement Fund	720,259	1,098,699	1,203,040	1,009,400	1,232,763	1,545,000	1,009,400	938,338	1,030,000	1,030,000
Total	46,556,883	36,578,653	35,724,333	34,927,892	33,627,949	32,601,004	31,918,790	29,151,754	27,634,685	26,960,810

CHAPTER VI
Facilities

Harper's main campus in Palatine includes 19 buildings with a total of more than 890,000 square feet. The following chapter gives a brief overview of the campus. It includes a campus map, list of buildings, total square footage by type of use, a land and parking summary, and a list of extension centers.

Campus Map



Parking

- Student
- Handicap
- Visitors
- Administrators
- Faculty and Staff
- Dental Hygiene
- Buildings, Roads and Athletic Structures
- MOD Modular Building
- RES Restricted Parking Permission Required 925.6611
- Bicycle Path

Buildings Under Construction

- Performing Arts Center
- Instructional Conference Center

- **A Student and Administration Center** *(Room numbers beginning with A)*
- **B Public Safety Center** *(Room numbers beginning with B)*
- **C New Student Services and Art Center** *(Room numbers beginning with C)*
- **D Science, Math and Health Careers Center** *(Room numbers beginning with D)*
- **E Instructional Delivery Center** *(Room numbers beginning with E)*
- **F Academic Resource Center** *(Room numbers beginning with F)*
- **G,H Engineering and Applied Technology Center** *(Room numbers beginning with G or H)*
- **I,J Business and Social Science Center** *(Room numbers beginning with I or J)*
- **L Liberal Arts Center** *(Room numbers beginning with L)*
- **M Wellness and Sports Center** *(Room numbers beginning with M)*
- **MOD Modular Building**
- **O Karl G. Henize Observatory**
- **P Music Instruction Center** *(Room numbers beginning with P)*
- **S Marketing Services Center** *(Room numbers beginning with S)*
- **T Park Management Shop** *(Room numbers beginning with T)*
- **U Roads and Grounds Shop** *(Room numbers beginning with U)*
- **V Plant Science Center** *(Room numbers beginning with V)*
- **Instructional Conference Center**
- **Performing Arts Center**

Table VI-2 Campus Buildings and Acceptance Dates

Building Name	Acceptance Dates
(A) Student and Administration Center	1969
(B) Public Safety Center	1969 (additions 1984)
(C) New Student Services and Art Center	1969
(D) Sciences, Math and Health Careers Center	1969 (additions 1974 &1985)
(E) Instructional Delivery Center	1969
(F) Academic Resources Center	1969
(G,H) Engineering and Applied Technology Center	1977
(I,J) Business and Social Science Center	1980
(L) Liberal Arts Center	1994
(M) Wellness and Sports Center	1980
(O) Observatory	1990
(P) Music Instruction Center	1974
(S) Marketing Services Center	1993
(T) Park Management Shop	1973
(U) Roads and Grounds Shop	1974
(V) Plant Science Center	1975
(HPC) Harper Professional Center	2001
(MOD) Modular Classrooms	1999
(NEC) Northeast Center	1994

Source: Physical Plant

Table VI-3 Square Footage of Facilities

Fiscal Years 2000 - 2001		
Room Use		**Square Feet**
Classroom		92,442
Laboratory		155,734
Office		114,366
Study		37,048
Special Use	Athletic/P.E.	63,668
	All Other Special Use Facilities	16,342
General Use	Theatre/Auditorium	4,122
	All Other General Use Facilities	42,564
Supporting Facilities		36,609
Health Care		829
Total Net Assignable Square Footage		**563,724**
Total Gross Square Footage		**914,614**
NASF/GSF Ratio		**61.6%**

Source: Resource Allocation and Management Plan (RAMP) documents

Table VI-4 Land and Parking Summary

Fiscal Years 2000 - 2001	
Category	**Acres**
Landscaped Grounds	54.5
Physical Education and Athletic Fields	21
Building and Attached Structure	35
Other Instructional Areas	7
Parking Lots	37.5
Total Number of on Campus Parking Spaces	4540
Roadways	18
Pond Retention and Drainage	10
Other	17
Total Assigned Area	**200**
Currently Unassigned	**0**
Total Acres	**200**

Source: Resource Allocation and Management Plan (RAMP) documents

Table VI-5 Extension Center Locations

Barrington High School-BHS
616 West Main Street
Barrington, IL 60010

James B Conant High School - CHS
700 East Cougar Trail
Hoffman Estates, IL 60194

Edgebrook Community Center at
Baldwin Greens
1926 Edgebrook Drive
Palatine, IL 60067

Elk Grove High School - EGHS
500 West Elk Grove Blvd.
Elk Grove Village, IL 60007

Harper College TECH
Hilltop Professional Center
650 East Higgins Road
Schaumburg, IL 60173

Hoffman Estates High School
1100 West Higgins Road
Hoffman Estates, IL 60195

Illinois Employment
and Training Center - IETC
723 West Algonquin Road
Arlington Heights, IL 60005

Northeast Center - NEC
1375 Wolf Road
Prospect Heights, IL 60070

Northeast Palatine
Community Center -NPCC
1275 Rand Road
Palatine, IL 60067

Palatine High School - PHS
1111 N. Rohlwing Road
Palatine, IL 6007

Police Neighborhood
Resource Center - PNRC
2272 West Algonquin Parkway
Rolling Meadows, IL 60008

TechnologyDotCom – TEC
975 East Nerge Road
Schaumburg, IL 60172

Wheeling High School - WHS
900 South Elmhurst Road
Wheeling, IL 60090

Winston Park Junior High School -
WPJH
900 East Palatine Road
Palatine, IL 60067

Chapter VII
Human Resources

Chapter VII presents tables reflecting data on full-time faculty and full and part-time regular employees by job category for fiscal years 1997 to 2001. Tables showing percentage of full-time contact hours covered by full-time faculty are also provided.

Table VII-1 Faculty Demographic Breakdown

Education Level

Years 1996-1997 through 2000-2001	96-97		97-98		98-99		99-00		00-01	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Associate's	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Bachelor's	11	5.2%	7	3.3%	7	3.3%	7	3.6%	7	3.4%
Master's	164	78.1%	163	76.9%	160	76.6%	155	78.7%	160	78.4%
Doctorate	35	16.7%	42	19.8%	42	20.1%	35	17.8%	37	18.1%
Vacant	*11*		*7*		*10*		*22*		*15*	
TOTAL	**221**	**100%**	**219**	**100%**	**219**	**100%**	**219**	**100%**	**219**	**100%**

Professional Title

Years 1996-1997 through 2000-2001	96-97		97-98		98-99		99-00		00-01	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Professor	70	33.3%	70	33.0%	69	33.0%	53	26.9%	56	27.5%
Assoc Prof	54	25.7%	57	26.9%	53	25.4%	55	27.9%	57	27.9%
Asst Prof	47	22.4%	47	22.2%	48	23.0%	49	24.9%	50	24.5%
Instructor	39	18.6%	38	17.9%	39	18.7%	40	20.3%	41	20.1%
Vacant	*11*		*7*		*10*		*22*		*15*	
TOTAL	**221**	**100%**	**219**	**100%**	**219**	**100%**	**219**	**100%**	**219**	**100%**

Gender

Years 1996-1997 through 2000-2001	96-97		97-98		98-99		99-00		00-01	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Female	112	53.3%	115	54.2%	116	55.5%	118	59.9%	121	59.3%
Male	98	46.7%	97	45.8%	93	44.5%	79	40.1%	83	40.7%
Vacant	*11*		*7*		*10*		*22*		*15*	
TOTAL	**221**	**100%**	**219**	**100%**	**219**	**100%**	**219**	**100%**	**219**	**100%**

Race/Ethnicity

Years 1996-1997 through 2000-2001	96-97		97-98		98-99		99-00		00-01	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Asian	5	2.4%	5	2.4%	5	2.4%	6	3.0%	7	3.4%
African-American	7	3.3%	6	2.8%	5	2.4%	3	1.5%	3	1.5%
Hispanic	2	1.0%	2	0.9%	2	1.0%	2	1.0%	3	1.5%
American Indian Native	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	196	93.3%	199	93.9%	197	94.3%	186	94.4%	191	93.6%
Vacant	*11*		*7*		*10*		*22*		*15*	
TOTAL	**221**	**100%**	**219**	**100%**	**219**	**100%**	**213**	**100%**	**219**	**100%**

Source: Personnel Department

Table VII-2
Full and Part-Time Regular Employees by Job Category
As of June 30, 2000

Job Category	Number	Non-minority		Minority		Percent	
		Male	Female	Male	Female	Female	Minority
Executive, Administrative, Managerial	45	22	19	2	2	46.7%	8.9%
Faculty - Instructional	172	68	96	3	5	58.7%	4.7%
Faculty - Non-Instructional	21	5	12	1	3	71.4%	19.0%
Other Professionals	54	13	38	1	2	74.1%	5.6%
Technical and Paraprofessional	101	40	55	0	6	60.4%	5.9%
Clerical and Secretarial	209	21	169	9	10	85.6%	9.1%
Skilled Crafts	16	16	0	0	0	0.0%	0.0%
Service/Maintenance	92	42	24	20	6	32.6%	28.3%
TOTAL	**710**	**152**	**413**	**36**	**34**	**63.0%**	**9.9%**

Source: Personnel Office

Table VII-3
Full and Part-Time Regular Employees by Job Category
As of June 30, 2001

Job Category	Number	Non-minority		Minority		Percent	
		Male	Female	Male	Female	Female	Minority
Executive, Administrative, Managerial	46	21	21	2	2	50.0%	8.7%
Faculty - Instructional	186	74	103	3	6	58.6%	4.8%
Faculty - Non-Instructional	21	6	11	1	3	66.7%	19.0%
Other Professionals	46	9	35	0	2	80.4%	4.3%
Technical and Paraprofessional	125	48	67	4	6	58.4%	8.0%
Clerical and Secretarial	207	22	164	9	12	85.0%	10.1%
Skilled Crafts	16	16	0	0	0	0.0%	0.0%
Service/Maintenance	94	40	23	23	8	33.0%	33.0%
TOTAL	**741**	**152**	**424**	**42**	**39**	**62.5%**	**10.9%**

Source: Personnel Office

Table VII-4 Percent of Contact Hours Covered by Full Time Faculty

Division	Semester	Fiscal Years 1996-1997 through 2000-2001				
		1996-97	1997-98	1998-99	1999-2000	2000-2001
AE/LS	Fall	49.3%	44.4%	46.8%	33.1%	41.9%
AE/LS	Spring	57.6%	41.3%	47.8%	60.0%	56.9%
BUS/SS	Fall	39.1%	37.2%	43.5%	35.4%	38.3%
BUS/SS	Spring	41.1%	43.0%	44.2%	30.5%	37.4%
LIB ARTS	Fall	42.1%	42.8%	41.2%	49.3%	43.3%
LIB ARTS	Spring	41.9%	43.4%	44.5%	41.4%	48.1%
LS/HS	Fall	44.7%	41.2%	50.3%	56.4%	41.9%
LS/HS	Spring	49.1%	43.0%	46.8%	41.9%	54.6%
STU DEV	Fall	36.9%	34.1%	34.0%	40.8%	71.0%
STU DEV	Spring	16.7%	19.5%	0.0%	54.4%	68.8%
TM/PS	Fall	43.9%	46.3%	52.3%	42.5%	48.8%
TM/PS	Spring	51.1%	41.1%	43.5%	41.4%	46.6%
WHP	Fall	32.6%	23.2%	18.3%	31.9%	17.0%
WHP	Spring	20.8%	23.0%	20.7%	20.2%	18.6%

Source: Academic Affairs

Chapter VIII
Support Services

William Rainey Harper College offers various support services to the College community. This section presents tables on academic, student and technical support services provided.

Section VIII-A Academic Support Services

Table VIII-A Academic Support Services

Support Service Area	Books (Titles)	Current Periodical Subscription	Media Titles	Microfilm
Library Services (FY 2002)	147,205	5,790	18,000	358

Years 1996-1997 to 2000-2001					
Support Service Area	96-97	97-98	98-99	99-00	00-01
Tutoring Center Student Contact	20,573	19,540	16,277	14,017	14,164
Success Services Student Contact	1,117	1,139	1,146	1,338	1,391
Writing Center Student Contact	68,377	67,374	67,512	68,134	72,315

Section VIII-B Student Support Services

Table VIII-B1 Student Support Services

Years 1996-1997 to 2000-2001						
Support Service Area			96-97	97-98	98-99	99-00	00-01
Academic Advising and Counseling Centers		Student Contacts	NA	60,835	62,276	64,935	71,322
		Multicultural Affairs	NA	NA	5,873	8,135	NLC
Access and Disability Services	Numbers Served	Students	452	401	508	536	578
		Employees	16	15	18	18	12
		Others	1,696	1,752	1,800	1,839	1,709
	By Disability	Learning Disability	245	198	335	315	260
		Deaf/Hard of Hearing	72	76	57	60	80
		Attention Deficit Disorders	26	37	23	35	83
		Psychological Disorders	25	31	14	19	43
		Visually Impaired	13	12	12	15	8
		Physical Disability	22	23	18	24	43
		Head Injury	12	11	12	12	11
		Others	37	13	37	56	50
Assessment Services		Tests Administered	NA	NA	18,139	22,909	24,826
Career Centers		Student/ Employer Contacts	NA	NA	36,404	38,632	36,562
Center for New Students		Student Contacts	51,407	52,420	50,976	44,467	51,548
Health and Psychological Services		Psychological Services	NA	NA	6,380	6,533	6,451
		Health Services (Students)	NA	NA	9,497	12,965	15,176
		Health Services (Students/Employees and Community)	NA	NA	NA	20,436	22,158
Meeting, Exhibit & Convention Services		Student & Community Contacts	NA	165,365	166,033	158,252	160,159
Women's Program		Student & Community Contacts	NA	NA	15,139	13,484	12,597

NA = Not Available, NLC = No Longer Collected Separately

Table VIII-B2-1 Financial Aid Student Support Services

Years 1996-1997 to 2000-2001						
Financial Aid Awards		**96-97**	**97-98**	**98-99**	**99-00**	**00-01**
Number of Awards By Type	Pell Grant	717	740	922	926	971
	Work Study	46	120	115	104	85
	SEOG	147	305	368	325	510
	Perkins	0	0	0	0	0
	Family Ed. Loan	356	365	348	346	377
	ISAC	646	618	648	812	851
	Il. Vets	429	456	444	467	432
	Total Number of Awards	2,341	2,604	2,845	2,978	3226
Amount of Awards By Type	Pell Grant	$868,036	$1,048,893	$1,447,226	$1,478,821	$1,614,478
	Work Study	$53,393	$106,794	$124,126	$131,106	$102,786
	SEOG	$61,171	$129,227	$93,147	$97,243	$141,654
	Perkins	$0	$0	$0	$0	$0
	Family Ed. Loan	$782,734	$856,953	$907,862	$1,125,554	$1,221,760
	ISAC	$473,342	$498,499	$658,270	$792,847	$864,766
	Il. Vets	$520,045	$753,358	$1,032,407	$1,288,094	$1,234,944
	Total Amount of Awards	$2,758,721	$393,724	$4,263,038	$4,913,665	$5,180,388

Source: Financial Aid Office

Table VIII-B2-2 Race/Ethnicity of Financial Aid Recipients

Years 1996-1997 through 2000-2001	96-97		97-98		98-99		99-00		00-01	
	N	**Percent**	**N**	**Percent**	**N**	**Percent**	**N**	**Percent**	**N**	**Percent**
Asian or Pacific Islander	181	10.6%	248	11.8%	294	13.0%	324	14.1%	343	14.6%
American Indian or Alaskan Native	6	0.4%	5	0.2%	9	0.4%	13	0.6%	8	0.3%
African-American	137	8.0%	184	8.8%	197	8.7%	190	8.3%	199	8.5%
Hispanic	133	7.8%	148	7.0%	173	7.7%	199	8.7%	223	9.5%
White Non-Hispanic	1,012	59.4%	1,264	60.1%	1,286	57.1%	1,241	54.1%	1,262	53.7%
Unknown/Refused	235	13.8%	253	12.0%	294	13.0%	327	14.3%	317	13.5%
Total	1,704	100.0%	2,102	100.0%	2,253	100.0%	2,294	100.0%	2,352	100.0%

Source:ICCB A1 Files

Section VIII-C
Information Technology

Table VIII-C1 Harper Computer Labs

Name	Location	Ext.	Workstations	Special Features
Mega Lab	I223	2372	66	1 Macintosh, 4 Printers
Math & Chemistry Lab	D131	2669	37	Math and Nursing Software,The Sky, Exceed, Cache, Autocad, Griffo
Engineering and Applied Technology Center	G150, G160 & G162	2418	30 Client/Servers	Windows XP, 2000, NT and Novell and Linux
Writing Center	F303	2719	22	1 Macintosh
AutoCAD Labs	H210	2209	18	AutoCAD 2002, Accurender, 3D Studio Viz and plotter access
Journalism Lab	A376	2581	21	21 Macintosh's, Quark Express, PageMaker, Photoshop Illustrator
Extension Sites				
Northeast Center	NEC	925-6001	172	10 labs: 9 running Windows and 1 running Mac
Police Neighborhood Resource Center	PNRC	925-6001	32	ESL & Adult Education Classes
Hilltop Professional Center	HPC	925-6001	20	Continuing Education
North East Palatine Community Center	NEPCC	925-6001	25	ESL & Adult Education Classes

Source: Information Technology Department

Table VIII-C2 Media Services

Years 1997-1998 through 2000-2001	97-98	98-99	99-00	00-01
Equipment Delivery	16,507	15,445	7,320	5,157
Lecture Halls/Tech. Assists	2,069	1,523	1,384	1,543
CCTV Distributions	199	77	35	8
Off-air Recordings	40	15	20	25
Satellite Downlinks	82	61	135	75
Telecourses Broadcast	72	78	78	74
Audio/Video Tape Duplication	247	136	122	123
Interactive Video Classes	14	16	11	10
Special Events	112	130	193	167
Videotapings	23	1	3	3
Help Desk Tickets Closed	N/A	N/A	306	322

Source: Information Technology Department

Table VIII-C3 Technical and Administrative Services

Technical Services			Administrative Services
Network Services	**Repair Services**	**Telecommunications**	**Support of Information Services and Applications**
2 DS3 Internet Connections	2282 Desktop Computers	1453 Phones on Campus	Harper's Integrated Information Systems/Regent
68 Subnets	295 Laptop Computers	48 Cellular Phones	Library (Voyager)
21 Network Rooms	69 Servers	82 Two-Way Radios	Enrollment Management (EMAS)
29 Individual Classroom Closet Racks	434 Printers	90 Pagers	Voice Response (Touchtone)
3 Wireless Access Points	21 PDA's	8,829 calls a day proccessed	WEB
2553 Active Network Connections			
187 Hubs in Service			

Source: Information Technology Department

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