Harper College Fact Book
Updated April 2010

Institutional Research
Harper College
1200 West Algonquin Road
Palatine, IL 60067-9987

PREFACE

The Fact Book is designed to provide easy access to commonly asked questions about Harper College. It contains eight chapters: General Information, Organization and Administration, Credit Students, Noncredit 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 their cooperation and assistance.

Questions and comments regarding the Fact Book are encouraged, as we want to continually improve the annual Fact Book. To do that, we need to hear from you. Please e-mail your comments and suggestions to deasterl@harpercollege.edu or call the office at 847.925.6955.

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General Information

Harper College
Institutional Profile

Location:	1200 West Algonquin Road Palatine, IL 60067-7398
Phone:	Voice: 847.925.6000; Fax: 847.925.6034
Web Address:	harpercollege.edu
Extension Centers:	Northeast Center 1375 South Wolf Road Prospect Heights, IL 60070 847.537.8660 Harper Professional Center 650 East Higgins Road Schaumburg, IL 60070 847.925.6066
Institutional Type:	Comprehensive Community College
District:	Community College District 512: comprised of Township High School Districts 211 & 214, & Community Unit School District 220 Population: 510,000 (2008 estimate) Municipalities: Arlington Heights, Lake Barrington, Barrington, Mount Prospect, Barrington Hills, North Barrington, Buffalo Grove*, Palatine, Carpentersville*, Prospect Heights, Deer Park*, Rolling Meadows, Des Plaines*, Roselle*, Elk Grove Village, Schaumburg*, Fox River Grove*, South Barrington, Hanover Park*, Tower Lakes, Hoffman Estates, Wheeling, Inverness *not all of municipality included in district
Institutional Accreditation:	The Higher Learning Commission of North Central Association of Colleges and Secondary Schools
Enrollment:	15,711 (6,988/45% full-time; 8,723/55% part-time) Fall 2009 10th day enrollment census

Student Characteristics: Fall 2009 (10th day census)

Gender:	55% Female 45% Male
Race/ethnicity:	11% Asian 5% Black Non-Hispanic 16% Hispanic 59% Caucasian 9% Other
Residency status:	88% In-district 11% Out-of-district Other: 1%
Age:	12% 18 & under 50% 19-24 38% >25
Student Intent:	51% transfer 18% career 9% GED 22% other

Student Success:	16% graduation rate; 34% transfer rate (based on tracking 2005 cohort of first-time, full-time, degree/certificate-seeking &/or intending to transfer out through to Spring 2008)
Employees:	1, 359 (November 1, 2009) Faculty: 853 (200 Full-Time; 653 Part-Time) Non-Faculty: 606 (495 Full-Time; 111 Part-Time)
Academic Calendar:	Semester -- Fall/Spring/Summer
Finances:	$91,196,220 Total Operating Expenses 2008-2009
Tuition Per Credit Hour, 2009-10:	In-District: $90 In-State: $324 Out-of State: $407 Required fees: $450
Students Receiving Financial Aid:	22% grants; 10% loans (2007-08)
Degrees/Certificates Awarded:	Associate in Arts (AA) Associate in Engineering Science (AES) Associate in Fine Arts, Art (AFA-A) Associate in Fine Arts, Music (AFA-M) Associate in Fine Arts, Piano (AFA-P) Associate in General Studies (AGS) Associate in Science (AS) Associate in Applied Science (AAS) Certificates (Various)
Academic Divisions:	Academic Enrichment and Language Studies Business and Social Science Career and Technical Programs Health Careers Liberal Arts Resources for Learning Student Development Mathematics and Science Wellness and Human Performance

Institutional Core Values

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

1) INTEGRITY
   An environment where relationships and practices are based on trust.
   - Demonstrate behavior and make decisions which are consistent with the highest ethical standards.
   - Be responsible and accountable for your own actions.
   - Respect confidentiality.

2) RESPECT
   Interactions which add dignity to ourselves, our relationships with others, and our organization.
   - Continuously seek to build and maintain positive internal and external relationships.
   - Express appreciation and recognize people for their positive efforts and contributions.
   - Value and celebrate the uniqueness of individuals.

3) EXCELLENCE
   Student, employee, and organizational success through a creative and responsive work environment by exceeding the needs and expectations of all.
   - Effectively anticipate, identify, and respond to learner, employee and organizational needs.
   - Continually seek learning opportunities for growth & development which improve personal and institutional performance.
   - Encourage and empower all to achieve their personal best.
   - Be resourceful and fiscally sound.
   - Deliver exceptional service which benefits all.

4) COLLABORATION
   Accomplishment of better results by working together than otherwise likely to occur by working alone.
   - Demonstrate consistent commitment to our mission and vision in order to unite the efforts of all.
   - Address issues as they arise and take necessary actions to productively resolve them.
   - Openly listen and respond to others with empathy.
   - Use positive humor to affirm a healthy and enjoyable work and learning environment.

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.

History of
Harper College

The story of Harper College parallels the history of the community college movement in Illinois, an educational phenomenon in the 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 out early in the 1960s with a survey of student needs and the establishment of a Concerned Citizens Committee. Thanks to the hard work of committee members, the referendum establishing the Harper district passed by a 3-2 margin. Voters returned to the polls 34 days later and elected seven citizens from 48 candidates to serve on 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 No. 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 by a margin of 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 at Elk Grove High School and ground had been broken for a new campus. Harper College was a reality.

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 (1971).

Throughout its 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. In fall 1969, when the doors opened on Harper's new campus, 5,350 students were enrolled. In the 2003 school year, the College enrolled nearly 25,000 (credit) 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 were completed and classes began in the facilities in 1977. The Wellness and Sports Center and Buildings I and J 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 (CAD) 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 Building H 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 Publications and Communication Services building, now called the Marketing Services Center. In the spring of 1994, Building L 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 3-D 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. Building F 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 to 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 were partially funded by the Illinois Capital Development Board.

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 health care as top priorities for the College to address.

At a 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 12 years and includes 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 an $88.8 million referendum to build a new facility to house Harper's growing science, technology and health care programs. Construction of the science, emerging technology, and health career center began in the fall of 2001.

On August 29, 2001, Harper College opened a new facility in Schaumburg for the TECH (Technical Education and Consulting at Harper) program. Today, the facility now called the Harper Professional Center, is the site for the new Fast Track program, as well as TECH. It is centrally located to provide easy access for students who work or live in the Schaumburg area.

In the fall of 2002, the conference center opened and was named the Wojcik Conference Center in recognition of a $1.1 million member initiative grant given to Harper by Illinois State Representative Kay Wojcik. The Wojcik Conference Center houses one of the largest business amphitheaters in the northwest suburbs and offers an array of resources for companies and organizations to provide professional development and interactive education activities to their employees.

The Performing Arts Center opened in the spring of 2003. In addition to providing new expanded educational opportunities for students, the Performing Arts Center will continue to attract well-known entertainers and celebrities to campus.

In 2004, Harper College served a total of 37,338 credit and noncredit students during the summer, fall, and spring terms making Harper one of the largest community colleges in the country.

In the fall of 2004, Harper College opened Avanté, Center for Science, Health Careers, and Emerging Technologies. The state-of-art learning facility encompasses 288,500 square feet of space, an area equal to six and one-half acres. Avanté houses 10 major academic programs including nursing, dental hygiene, medical imaging, cardiac care, electronics, computer science, biology, and chemistry.

The name Avanté implies "advancement" or "moving forward," and that is the purpose of the building; to create an inspiring environment to advance teaching and learning in the sciences, technology, and health care for current and future generations.

In 2005, Avanté was selected as a Merit Award finalist by the Chicago Building Congress (CBC). The CBC praised Avanté for its distinctive design, outstanding construction and its positive impact on the surrounding community.

In 2006, Harper College was granted authority by the Higher Learning Commission to grant on-line degrees and grant degrees from two off-campus locations, Northeast Center (NEC) and Harper Professional Center (HPC). The College also received the only National Science Foundation Undergraduate Research grant awarded to a community college.

In 2008, Harper College district voters approved a $153.6 million capital bond referendum allowing the College to repair and renovate campus buildings over the next ten years.

Philosophy, Mission and Vision Statements

PHILOSOPHY STATEMENT

We at Harper College believe that our charge is to facilitate active learning and foster the knowledge, critical thinking, and life/work skills required for participation in our global society. We work with our community partners to enrich the intellectual, cultural, and economic fabric of our district. We believe that excellence in education must occur in an ethical climate of integrity and respect. We hold that the strength of our society is rooted in our diversity and that it is through synergy that we achieve excellence.

MISSION STATEMENT

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

- To provide the first two years of baccalaureate education in the liberal and fine arts, the natural and social sciences and pre-professional curricula designed to prepare students to transfer to four-year colleges and universities.

- To provide educational opportunities that enable students to acquire the knowledge and skills necessary to enter a specific career.

- To provide continuing educational opportunities for professional job training, retraining and upgrading of skills, and for personal enrichment and wellness.

- To provide developmental instruction for under-prepared students and educational opportunities for those who wish to improve their academic abilities and skills.

- 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, Harper College will be a leader in teaching and learning, transforming lives by responding to the needs of the individual and the community.

Communities Served by
Harper College District No. 512

Harper College serves all or part of the following communities:

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

Community College District 512
High Schools

Legend:
- Harper District
- County Boundary
- High Schools

Harper College

McHenry
Fox River Valley Gardens
Tower Lakes
Lake Barrington
North Barrington
Fox River Grove
Lake
Deer Park
Buffalo Grove
Barrington Hills
Barrington
Wheeling
Inverness
Palatine
Prospect Heights
Kane
South Barrington
Arlington Heights
Harper
Rolling Meadows
Mount Prospect
Des Plaines
Hoffman Estates
Cook
Schaumburg
Elk Grove Village
Roselle
DuPage

ArcGIS8 Development Team
March 2000

Source: ESRI Data & Maps CD
Created in ArcGIS8 using ArcMap

2000 U.S. Census Information for Harper College District No. 512

Exhibit 1.1. Gender by Age for Harper's District

Census Age Groups	Male		Female		Total Population	
	N	%	N	%	N	%
Under 5	19,002	6.94%	17,813	6.33%	36,815	6.63%
5-9	19,846	7.25%	19,005	6.76%	38,851	7.00%
10-14	19,966	7.29%	19,007	6.76%	38,973	7.02%
15-17	11,865	4.33%	11,263	4.00%	23,128	4.17%
18-19	6,576	2.40%	5,264	1.87%	11,840	2.13%
20	2,931	1.07%	2,380	0.85%	5,311	0.96%
21	2,796	1.02%	2,313	0.82%	5,109	0.92%
22-24	10,932	3.99%	10,249	3.64%	21,181	3.82%
25-29	21,655	7.91%	19,603	6.97%	41,258	7.43%
30-34	22,137	8.09%	21,120	7.51%	43,257	7.79%
35-39	23,361	8.53%	23,965	8.52%	47,326	8.53%
40-44	23,833	8.70%	24,589	8.74%	48,422	8.72%
45-49	20,933	7.65%	21,948	7.80%	42,881	7.72%
50-54	18,366	6.71%	19,663	6.99%	38,029	6.85%
55-59	14,114	5.15%	15,336	5.45%	29,450	5.31%
60-61	4,494	1.64%	4,875	1.73%	9,369	1.69%
62-64	5,908	2.16%	6,465	2.30%	12,373	2.23%
65-66	3,441	1.26%	3,876	1.38%	7,317	1.32%
67-69	4,907	1.79%	5,701	2.03%	10,608	1.91%
70-74	6,914	2.53%	8,972	3.19%	15,886	2.86%
75-79	5,184	1.89%	7,442	2.65%	12,626	2.27%
80-84	2,785	1.02%	5,221	1.86%	8,006	1.44%
85 +	1,850	0.68%	5,234	1.86%	7,084	1.28%
Total Gender	**273,796**	**100%**	**281,304**	**100%**	**555,100**	**100%**

Source: US Census Bureau, Census 2000 Block Groups, #P12

Exhibit 1.2. Gender by Age for the Population Under 20 Years Old for Harper's District

Census Age Groups	Male		Female		Total Population	
	N	%	N	%	N	%
Under 1	3,758	4.86%	3,626	5.01%	7,384	4.94%
1	3,766	4.87%	3,427	4.74%	7,193	4.81%
2	3,750	4.85%	3,484	4.82%	7,234	4.84%
3	3,849	4.98%	3,606	4.98%	7,455	4.98%
4	3,879	5.02%	3,670	5.07%	7,549	5.05%
5	3,916	5.07%	3,720	5.14%	7,636	5.10%
6	3,813	4.94%	3,731	5.16%	7,544	5.04%
7	3,987	5.16%	3,830	5.29%	7,817	5.23%
8	4,044	5.23%	3,810	5.27%	7,854	5.25%
9	4,086	5.29%	3,914	5.41%	8,000	5.35%
10	4,012	5.19%	3,966	5.48%	7,978	5.33%
11	4,095	5.30%	3,860	5.34%	7,955	5.32%
12	4,106	5.31%	3,696	5.11%	7,802	5.21%
13	3,829	4.96%	3,707	5.12%	7,536	5.04%
14	3,924	5.08%	3,778	5.22%	7,702	5.15%
15	3,891	5.04%	3,777	5.22%	7,668	5.13%
16	3,856	4.99%	3,711	5.13%	7,567	5.06%
17	4,118	5.33%	3,775	5.22%	7,893	5.28%
18	3,551	4.60%	2,856	3.95%	6,407	4.28%
19	3,025	3.92%	2,408	3.33%	5,433	3.63%
Total Gender	**77,255**	**100%**	**72,352**	**100%**	**149,607**	**100%**

Source: US Census Bureau, Census 2000 Block Groups, #P14, Age as of April 2000

Harper College

McHenry

Lake

N

Kane

Harper

Cook

DuPage

District Population Median Age
Census 2000

ArcGIS 8 Development Team
March 2000

0 0.4 0.8   1.6   2.4
Miles

Source: ESRI Data & Maps CD
Created in ArcGIS 8 using ArcMap

Harper College

McHenry

Lake

Kane

Harper

Cook

DuPage

N

District Population Age 17 or Under
Census 2000

17 OR UNDER

- 0.00% - 0.17%
- 0.18% - 0.30%
- 0.31% - 0.51%
- 0.52% - 0.83%
- 0.84% - 1.41%

Albers Projection

ArcGIS 8 Development Team
March 2000

Source: ESRI Data & Maps CD
Created in ArcGIS 8 using ArcMap

Prepared by Institutional Research - Fact Book 2009

District Residents Served by Harper in 2001
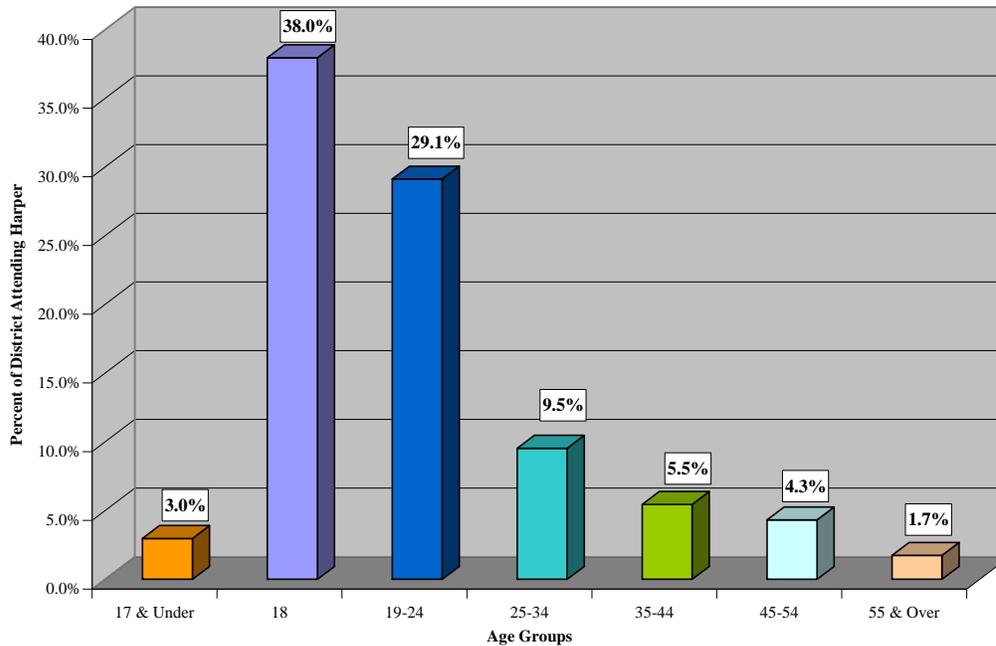
Exhibit 1.3. District Residents Served by Harper

Census Age Groups	Harper's District Population		All In-District Enrollment (FY 2001)*		Percent of All In-District Students Attending Harper
	N	%	N	%	
17 and Under	137,767	24.82%	4,107	11.38%	2.98%
18	6,407	1.15%	2,432	6.74%	37.96%
19-24	37,034	6.67%	10,788	29.89%	29.13%
25-34	84,515	15.23%	8,068	22.36%	9.55%
35-44	95,748	17.25%	5,225	14.48%	5.46%
45-54	80,910	14.58%	3,502	9.70%	4.33%
55 and Over	112,719	20.31%	1,967	5.45%	1.75%
Total	**555,100**	**100%**	**36,089**	**100%**	6.50%

Source: US Census Bureau, Census 2000 Block Groups, #P12 and ICCB A1 and N1 Files

* The results of the last US Census were reported publicly in FY 2001. Therefore, Harper's FY 2001 enrollment is the most comparable data.

District Population Hispanic Census 2000

Harper College

McHenry

Lake

Kane

Harper

Cook

DuPage

N
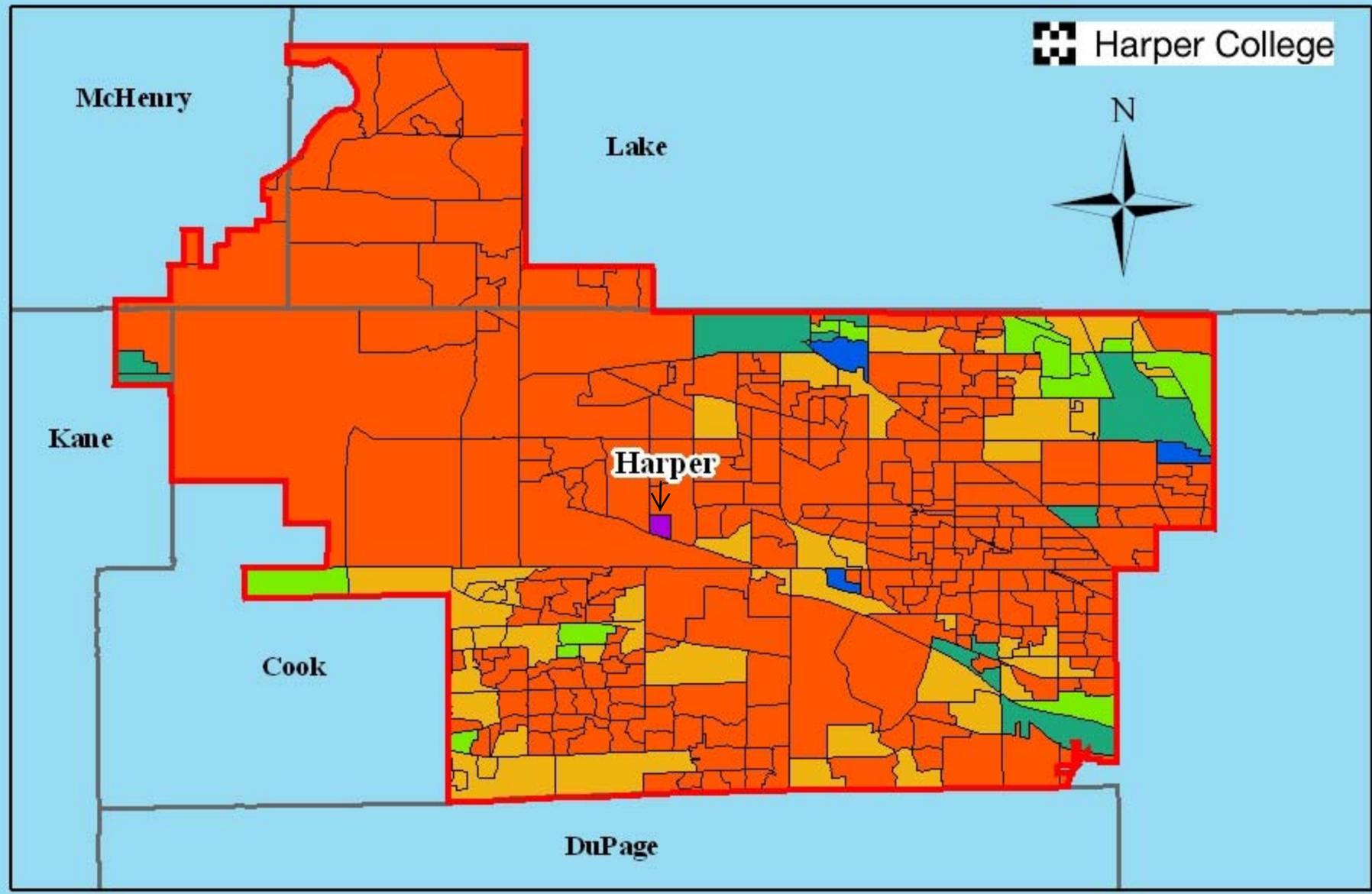
HISPANIC -- CENSUS 2000
- 0.00% - 0.22%
- 0.23% - 0.63%
- 0.64% - 1.26%
- 1.27% - 2.63%
- 2.64% - 4.85%

Albers Projection

ArcGIS 8 Development Team
March 2000

Source: ESRI Data & Maps CD
Created in ArcGIS 8 using ArcMap

Harper College

McHenry

Lake

Kane

Harper

Cook

DuPage

N

District Population Asian
Census 2000
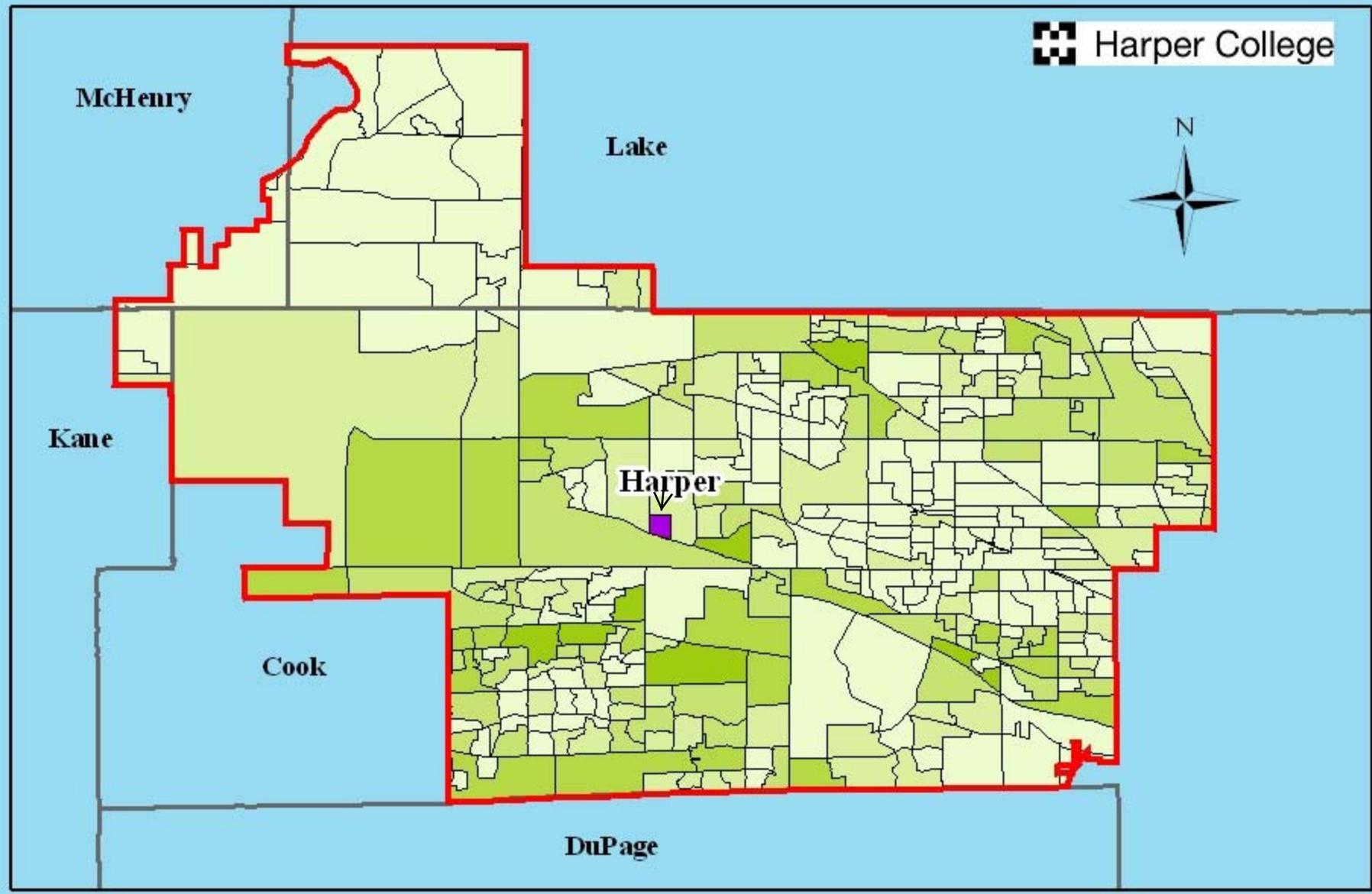
ASIAN – CENSUS 2000
- 0.00% - 0.16%
- 0.17% - 0.37%
- 0.38% - 0.66%
- 0.67% - 1.35%
- 1.36% - 2.68%

Albers Projection

ArcGIS 8 Development Team
March 2000

Source: ESRI Data & Maps CD
Created in ArcGIS 8 using ArcMap

McHenry

Lake

Kane

Harper

Cook

DuPage
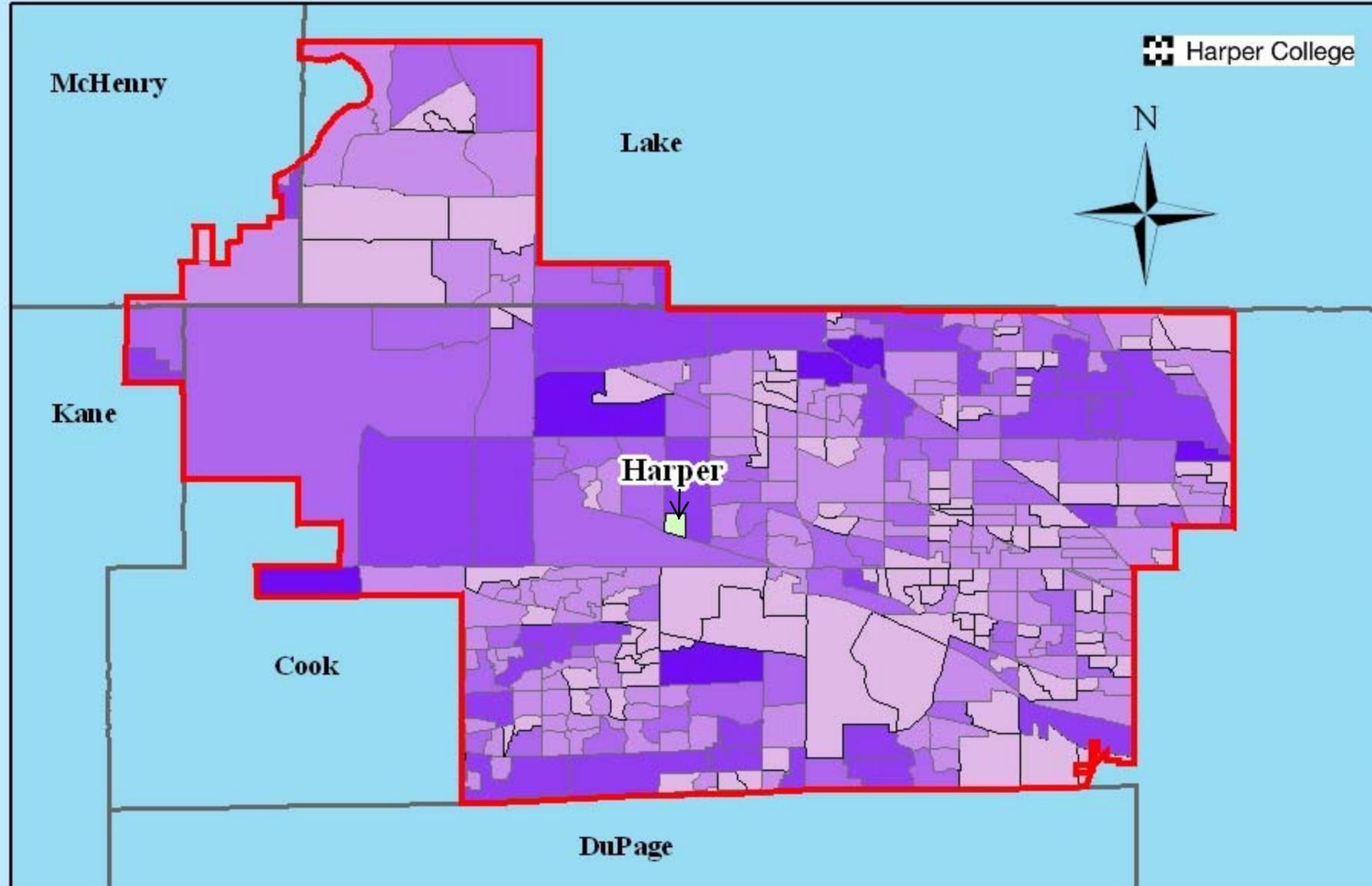
MARRIED WITH CHILDREN
- 0.00 % - 0.17%
- 0.18 % - 0.29%
- 0.30 % - 0.46%
- 0.47 % - 0.77%
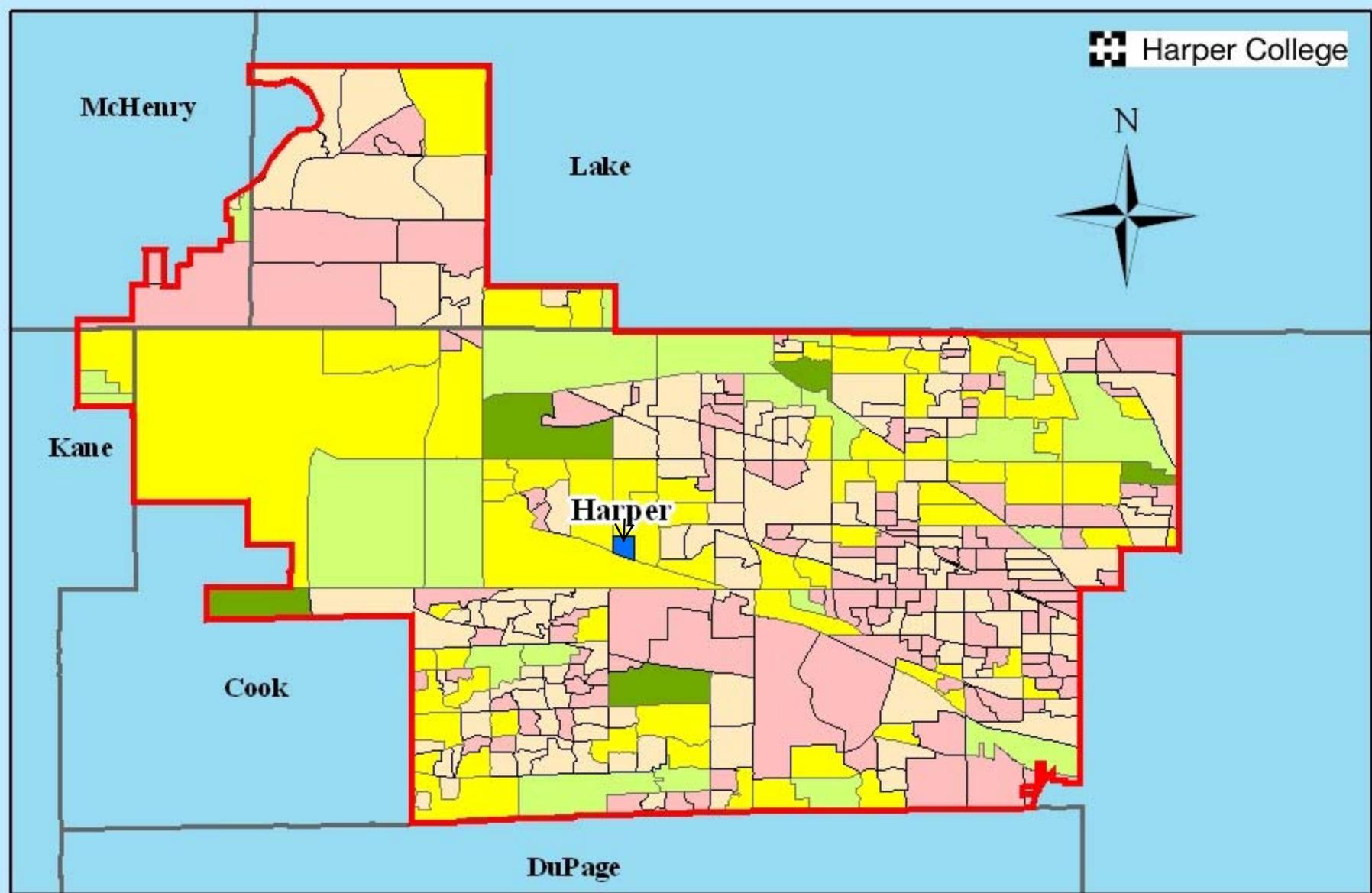- 0.78 % - 1.24%

Albers Projection

**District Population
Married With Children
Census 2000**

ArcGIS 8 Development Team
March 2000

Source: ESRI Data & Maps CD
Created in ArcGIS 8 using ArcMap

Exhibit 1.4. Race/Ethnicity for Harper's District (2000 Census)

Race/Ethnicity		N	%
Hispanic or Latino		**60,442**	**10.9%**
Not Hispanic or Latino	White Alone	424,878	76.5%
	African American Alone	12,026	2.2%
	American Indian Alone	502	0.1%
	Asian Alone	49,833	9.0%
	Native Hawaiian or Other Pacific Islander Alone	193	0.0%
	Some Other Race Alone	603	0.1%
	Two or More Races	6,623	1.2%
	Total Not Hispanic	**494,658**	**89.1%**
Grand Total		**555,100**	**100.0%**

Source: US Census Bureau, Census 2000 Block Groups, #P4, Q7 by Q8

Exhibit 1.5. Race/Ethnicity for Harper's District (2008 Estimates)

Race/Ethnicity		N	%
Hispanic American*		**68,435**	**13.4%**
Including Hispanic or Latino	Caucasian American	409,568	80.2%
	African American	11,114	2.2%
	Native American	595	0.1%
	Asian American	47,120	9.2%
	Pacific Islanders	922	0.2%
	Other American	31,709	6.2%
	Two or More Ethnic Categories	9,755	1.9%
Grand Total		**510,783**	**100.00%**

*Hispanic Americans are included in the other ethnic categories as well as being separated by Hispanic surname into a category called "Hispanic American". Percents are not comparable to Table 4 percentages.

Source: SIU Estimates for District 512

NOTE:

Table 4 numbers are from Census 2000 Block Groups that contain Harper College District 512 residents. Table 5 numbers are obtained from SIU estimates for Harper College, District 512 using Census updates (estimated). The two processes for "mapping" the district result in different total population estimates; as estimated by SIU, the total population residing in Harper College District 512 is lower than in Table 4.

Exhibit 1.6. Educational Attainment (25 years and over) 2000 Census

Geography	Total Population 25 Years and Over (Number)	Bachelor's Degree (Percent)	Graduate or Professional Degree (Percent)	Bachelor's Degree or Higher (Percent)
Illinois	**7,973,671**	**16.5**	**9.5**	**26.0**
Chicago Metropolitan Area *	**5,835,442**	**18.2**	**10.7**	**28.9**
Arlington Heights	54,025	30.2	16.3	46.5
Barrington	6,631	34.2	24.0	58.2
Barrington Hills	2,952	38.9	28.9	67.8
Elk Grove Village	23,742	22.8	8.8	31.6
Hoffman Estates	31,543	24.3	11.6	35.9
Inverness	4,482	31.2	22.7	53.9
Lake Barrington	3,650	32.3	24.1	56.4
Mount Prospect	39,184	23.4	11.9	35.3
North Barrington	1,962	39.7	22.9	62.6
Palatine	43,592	27.4	14.0	41.4
Prospect Heights	11,684	19.4	9.2	28.6
Rolling Meadows	16,274	21.5	9.5	31.0
Schaumburg	52,141	26.6	12.3	38.9
South Barrington	2,385	32.7	29.9	62.6
Tower Lakes	858	36.4	28.1	64.5
Wheeling	22,907	21.6	10.5	32.1

Source: US Census Bureau, Census 2000

* Chicago, IL — Gary, IL — Kenosha, WI (CMSA)

Exhibit 1.7. Housing Status of District Residents

Housing Status	Number	Percent
Owner Occupied	158,196	73.0%
Renter Occupied	52,730	24.3%
Vacant	5,790	2.7%
Housing Units	**216,716**	**100.0%**

Source: US Census Bureau, Census 2000 Block Groups

Exhibit 1.8. Household Information of Harper District Residents

Household Size, Household Type, and Presence of Children				N	%
1 Person Household	Male Householder			22,702	10,8%
	Female Householder			31,203	14.8%
	Sub-Total			**53,905**	**25.6%**
2 or More Person Household	Family Households	Married Couple Family	With Own Children Under 18	58,928	27.9%
			No Own Children Under 18	63,429	30.1%
			Sub-Total	**122,357**	**58.0%**
		Other Family	Male Householder, No Wife Present — No Own Children Under 18	4,158	2.0%
			Male Householder, No Wife Present — With Own Children Under 18	2,465	1.2%
			Sub-Total	**6,623**	**3.1%**
			Female Householder, No Husband Present — No Own Children Under 18	8,202	3.9%
			Female Householder, No Husband Present — With Own Children Under 18	8,505	4.0%
			Sub-Total	**16,707**	**7.9%**
			Sub-Total	**23,330**	**11.1%**
		Sub-Total		**145,687**	**69.1%**
	Non-Family Households	Male Householder		6,719	3.2%
		Female Householder		4,615	2.2%
		Sub-Total		11,334	5.4%
	Sub-Total			**157,021**	**74.4%**
Total Households				**210,926**	**100.0%**

Source: US Census Bureau, Census 2000 Block Groups, #P12

Exhibit 1.9. Population Trend for Municipalities in Harper College District*

Municipality	2008 estimate	2000 Census	Change	% Change
Arlington Heights village	73,399	76,031	(2,632)	-3.5%
Barrington village	10,374	10,168	206	2.0%
Barrington Hills village	4,354	3,915	439	11.2%
Elk Grove Village village	33,320	34,727	(1,407)	-4.1%
Hoffman Estates village	53,641	49,495	4,146	8.4%
Inverness village	7,673	6,749	924	13.7%
Lake Barrington village	4,975	4,757	218	4.6%
Mount Prospect village	53,338	56,265	(2,927)	-5.2%
North Barrington village	3,237	2,918	319	10.9%
Palatine village	67,080	65,479	1,601	2.4%
Prospect Heights city	16,047	17,081	(1,034)	-6.1%
Rolling Meadows city	23,463	24,604	(1,141)	-4.6%
Schaumburg village	71,716	75,386	(3,670)	-4.9%
South Barrington village	4,461	3,760	701	18.6%
Tower Lakes village	1,302	1,310	(8)	-0.6%
Wheeling village	36,063	34,496	1,567	4.5%
Totals	**464,443**	**467,141**	**(2,698)**	**-0.6%**

Source: U. S. Bureau of the Census Population Estimates, Illinois Incorporated Places
       & Minor Civil Divisions

*There are approximately an additional 46,000 (9% of total district population of 510,000) residents in these municipalities that are partially in Harper's district: Buffalo Grove, Carpentersville, Deer Park, Des Plaines, Fox River Grove, Roselle, and Hanover Park.

Exhibit 1.10. Unemployment Rates

Village or City with Population of 25,000 or More	Labor Force May 2008	Unemployed May 2008		Labor Force May 2009	Unemployed May 2009		Labor Force October 2009	Unemployed October 2009		
		N	Rate		N	Rate		N	Rate	
Arlington Hts.	42,072	1,892	4.50%	41,477	3,393	8.20%	41,078	3,296	8.00%	*
Elk Grove	20,530	998	4.90%	20,434	1,921	9.40%	20,198	1,832	9.10%	*
Hoffman Estates	31,410	1,553	4.90%	31,172	2,873	9.20%	30,590	2,515	8.20%	*
Mount Prospect	30,791	1,375	4.50%	30,433	2,552	8.40%	30,139	2,479	8.20%	*
Palatine	41,461	1,980	4.80%	41,106	3,685	9.00%	40,492	3,367	8.30%	*
Schaumburg	46,149	2,351	5.10%	45,664	4,151	9.10%	45,030	3,846	8.50%	*
Wheeling	22,078	1,023	4.60%	21,895	1,938	8.90%	21,632	1,834	8.50%	*
Chicago PMSA	**4,940,285**	**299,514**	**6.10%**	**4,914,354**	**513,359**	**10.40%**	**4,863,174**	**500,712**	**10.30%**	*
Illinois	**6,716,675**	**414,022**	**6.20%**	**6,645,111**	**656,242**	**9.90%**	**6,633,769**	**697,903**	**10.50%**	*
USA	**154,003,000**	**8,076,000**	**5.20%**	**154,336,000**	**13,973,000**	**9.10%**	**153,635,000**	**14,547,000**	**9.50%**	

Source: US Department of Labor: www.bls.gove   * Oct 2009 Preliminary

Accreditation

All courses and educational programs, including counseling services and distance learning programs, are fully accredited by The Higher Learning Commission of the North Central Association of Colleges and Secondary Schools (NCA)

> 30 North LaSalle, Suite 2400
> Chicago, IL 60602-2502
> 312.263.0456
> 800.621.7440

- The Harper College business-related programs of Accounting, Computer Information Systems, Financial Services, Hospitality Management, Management, Marketing, and Supply Chain Management are accredited by the Association of Collegiate Business Schools and Programs.

- The Harper College Music Department is accredited as a Community/Junior College Member of the National Association of Schools of Music.

- The Harper College Paralegal Studies Program is approved by the American Bar Association.

- The Harper College Real Estate Program is licensed by the State of Illinois Department of Professional Regulations as a Real Estate Pre-License School (#110000046), a Licensed Appraiser–Education Provider (#155000165), a Licensed Home Inspector–Education Provider (#052000106), a Continuing Education School for Real Estate Sales and Brokerage, a Continuing Education School for Real Estate Sales and Brokerage (license 162.0000220).

- The Harper College Child Learning Center is accredited by the National Association for the Education of Young Children (NAEYC).

- The Harper College Early Childhood Education program's A.A.S. Teacher degree is accredited by the National Association for the Education of Young Children Commission on Early Childhood Associate Degree.

- The Harper College Nursing Program is accredited by the:
  > National League for Nursing Accrediting Commission (NLNAC), Inc.
  > 3433 Peachtree Road NE, Suite 500
  > Atlanta, GA   30325
  > 404.975.5000

- The Harper College Certified Nursing Assistant Program is accredited by the:
  > Illinois Department of Financial and Professional Regulations

James R. Thompson Center
100 West Randolph, Suite 9-300
Chicago, IL 60601   312.814.4500

- The Harper College English as a Second Language Intensive English Program is accredited by the Commission on English Language Program Accreditation (CEA).

- The Harper College general Diagnostic Medical Sonography Programs (DMS Degree and DMS Certificate) are accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP)
    1361 Park St.
    Clearwater, FL 33756   772.210.2350

- The Harper College Cardiac Diagnostic Medical Sonography Programs (Cardiac Technology Degree and Diagnostic Cardiac Sonographer Certificate) are accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP)
    1361 Park St.
    Clearwater, FL 33756   772.210.2350

- The Harper College Dental Hygiene Program is accredited by the:
    American Dental Association (ADA)
    Commission on Dental Accreditation (CODA)
    211 East Chicago Avenue
    Chicago, IL 60611-2678   312.440.2500

- The Harper College Dietetic Technician Program is accredited by the:
    Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association
    120 South Riverside Plaza, Suite 2000
    Chicago, IL 60606-6995   312.899.0040

- The Harper College Fire Science Technology Program is accredited with course approval by the Office of the Illinois State Fire Marshall, Division of Personnel Standards and Education.
    1035 Stevenson Drive
    Springfield, IL 62703-4259   217.782.4542

- The Harper College Medical Assisting Certificate Program is accredited by the:
    Commission on Accreditation of Allied Health Education Programs (www.CAAHEP.org) upon the recommendation of the Medical Assisting Education Review Board (MAERB)
    The Commission on Accreditation of Allied Health Education Programs
    1361 Park St
    Clearwater, FL 33756   727.210.2350

- The Harper College Radiologic Technology Program is accredited by the:
  Joint Review Committee on Education in Radiologic Technology
  20 N. Wacker Drive, Suite 2850
  Chicago, IL 60606-3182   312.704.5300

- The Harper College Cardiac Rehabilitation Services is accredited by the:
  Joint Commission Accreditation of Healthcare Organizations
  One Renaissance Boulevard
  Oakbrook Terrace, IL 60181   630.792.5000

- Illinois Department of Financial and Professional Regulations:
  Registered Public Accounting Continuing Professional Education sponsor
  Licensed Real Estate Pre-license School

- The Harper College General Diagnostic Medical Sonography Programs at Harper College (DMS Degree and DMS Certificate) are accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP)
  1361 Park St.
  Clearwater, FL 33756   722.210.2350

- The Harper College Cardiac Diagnostic Medical Sonography Programs and Harper College (Cardiac Technology Degree and certificate and Diagnostic Cardiac Sonographer Certificate) are accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP)
  1361 Park St
  Clearwater, FL 33756   722.210.2350

- The Harper College Department of Interior Design is accredited by the National Kitchen and Bath Association
  687 Willow Grove St
  Hackettstown, NJ 07840   800.843.6522

Source: Harper College Academic Affairs

Affiliations

Academic Enrichment and Language Studies Division

- Member, Adult Numeracy Network
- Member, Association of International Educators (NAFSA)
- Member, Association of International Student Educators (NAFSA)
- Member, College Reading and Learning Association
- Member, Commission on Adult Basic Education (COABE).
- Member, Commission on English Language Program Accreditation (CEA)
- Member, Emily Dickenson International Society
- Member, Illinois Reading Council (IRC)
- Member, Illinois TESOL/Bilingual Education (ITBE)
- Member, International Reading Association (IRA)
- Member, National Association for Developmental Education (NADE)
- Member, National Association for Multicultural Education (NAME)
- Member, National Council of Teachers of English (NCTE)
- Member, National Council of Teachers of Mathematics (NCTM)
- Member, Association of International Educators (NAFSA)
- Member, NASFA Chicago Roundtable
- Member, Network of Intensive English Programs: Illinois, Indiana and Wisconsin
- Member, Northern Illinois Consortium of Community College International Advisors (NICCCIA)
- Member, Teachers of English to Speakers of Other Languages (TESOL)
- Northeast Suburban Council for Community Services

Business and Social Science Division

- The Harper College Child Learning Center is licensed by the Department of Children and Family Services
- Member, American Association for Paralegal Education
- Member, American Culinary Federation (ACF)
- Member, American Hotel & Lodging Association (AH & LA)
- Member, Illinois Paralegal Association
- Member, Illinois Restaurant Association (IRA)
- Member, International Food Services Executives Association (IFSEA)
- Member, National Restaurant Association (NRA)
- Member, Northwest Suburban Bar Association
- Registered by the State of Illinois as a Public Accountant Continuing Professional Education Sponsor (CPA classes)

- Student Chapter of American Production and Inventory Control Society
- Student Chapter of Kappa Beta Delta, the national business honor society (ACBSP)
- Student Chapter of Lambda Epsilon Chi, the national paralegal honor society

Career and Technical Programs Division

- American Institute of Architects (AIA)
- American Radio Relay League (ARRL)
- American Society for Engineering Education (ASEE)
- American Technical Education Association
- American Welding Society
- Association of Graphic Solutions Providers, The (IPA)
- Association of Licensed Architects
- AutoCAD Users Group (AUGI)
- Building Officials and Code Administrators (BOCA)
- Building Officials and Code Administrators – International Code Council (BOCA – ICC)
- Consortium for Design and Construction Careers
- Fire Department Safety Officers Association
- Illinois Advisory Commission on Arson Prevention
- Illinois Association of Architecture Instructors
- Illinois Building Commission (IBC)
- Illinois Council of Air Conditioning and Refrigeration Educators (ICARE)
- Illinois Fire Chiefs Association
- Illinois Office of the State Fire Marshal (IL OSFM)
- Illinois Professional Firefighters Association
- Illinois Society of Fire Service Instructors
- Illinois Society of Professional Engineers (ISPE)
- Institute of Electrical and Electronics Engineers (IEEE)
- International Design Educators Council
- National Association of Photoshop Professionals (NAPP)
- National Fire Academy Alumni Association
- National Fire Protection Association (NFPA)
- National Kitchen and Bath Association (NKBA)
- National Society of Professional Engineers (NSPE)
- Northwest Building Officials and Code Administrators (NWBOCA)
- Northwest Emergency Management System
- PIA/GATF – Printing Industries of America (PIA)/Graphic Arts Technical Foundation (GATF)
- Prepress Training Solutions
- Printing Industry of Illinois and Indiana Association (PII)
- Radio Amateur Satellite Corporation (AMSAT)
- Radio Club of America (RCA)
- Society of Broadcast Engineers (SBE)
- Suburban Law Enforcement Academy (SLEA)

- United State Green Building Council (USGBC)

Continuing Education Division

- American Heart Association
- American Massage Therapy Association
- Animal Trigger Point Myotherapists Association, Inc.
- Authorized Autodesk Training Center
- CompTIA Learning Alliance – Education to Career Programs (E2C)
- Illinois Association of Nonprofit Organization
- Member, Illinois Colleges Real Estate Consortium
- Member, Real Estate Educators Association
- Microsoft Partner for Learning Solutions
- Novell Academic Partner
- Oracle Academic Initiative Workforce Development Program
- Sun Microsystems Academic Initiative
- The Community Music Center is a member of the National Guild of Community Schools of the Arts.

Harper College for Businesses Department

- AchieveGlobal: Leadership, Customer Service, Sales Performance
- Certification in Production and Inventory Management (CPIM Review)
- Certification in Purchasing Management (CPM Review)
- CISCO: Cisco Certified Network Associate (CCNA)
- Command Spanish
- Comprehensive Adult Student Assessment System (CASAS): ESL, Basic Skills
- Development Dimensions International (DDI): Leadership, Customer Service
- Integrity Systems: Integrity Selling and Integrity Service
- National Safety Council
- Resource Associate Corp.: Goal Setting, Attitude Development, Skills Improvement
- Tests of Adult Basic Education (TABE)

Health Careers Division

- American Dental Association (ADA)
- Commission on Accreditation for Allied Health Education Programs (CAAHEP)
- Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association
- Dietary Managers Association (DMA)
- Illinois Coalition for Nursing Resources (ICNR)
- Joint Commission Accreditation of Healthcare Organizations

- Joint Review Commission for Education in Radiologic Technology (JRCERT)
- National League for Nursing (NLN)
- National League for Nursing Accrediting Commission (NLNAC), Inc.
- The American Association of Medical Assistants

Liberal Arts Division

- Accredited by the National Guild of Community Music Schools
- American Symphony Orchestra League
- Association of Departments of English (ADE)
- Association of Illinois Music Schools (AIMS)
- Community College Humanities Association (CCHA)
- Illinois Council of Orchestras
- Institutional Chapter of Phi Theta Kappa, international honor society for two-year institutions; student chapter
- Modern Language Association (MLA)
- National Association of Schools of Music (NASM)

Mathematics and Sciences Division

- American Academy of Actuaries
- American Association of Physics Teachers
- American Astronomical Society
- American Chemical Society (ACS), Division of Chemical Education
- American Mathematical Society (AMS)
- American Mathematics Association of Two-Year Colleges (AMATYC)
- American Physical Society
- American Society for Engineering Education
- American Society of Microbiologists
- American Statistical Association
- Association for Computing Machinery (ACM)
- Association for the Education of Teachers of Science (AETS)
- Association of College and University Biology Educators
- Association of Environmental and Engineering Geologist
- Association of Mathematics Teacher Educators (AMTE)
- Astronomical Society of the Pacific
- Casualty Actuarial Society (CAS)
- Chicago Section American Association of Physics Teachers
- Committee on Chemistry of the Two-Year College, Division of Chemical Education, American Chemical Society ($2YC_3$)
- Consortium for Computing in Small Colleges (Northwest Conference)
- Consortium for Mathematics and Its Applications, The (COMAP)

- Ecological Restoration
- Ecological Society of America
- EDS PLM Solutions
- Explorers Club
- Human Anatomy and Physiology Society
- Illinois Academy of Science
- Illinois Association of Chemistry Teachers (IACT)
- Illinois Association of Community College Biologists
- Illinois Council of Teachers of Mathematics (ICTM)
- Illinois Education Association (IEA)
- Illinois Lake Management Association
- Illinois Learning Specialists and Developmental Educators (ILSADE)
- Illinois Mathematics Association of Community Colleges (IMACC)
- Illinois Mathematics Teacher Educators (IMTE)
- Illinois Ornithological Society
- Illinois Science Teachers Association (ISTA)
- Illinois Section America Association of Physics Teachers (ISAAPT)
- Illinois Section of the Mathematics Association of America (ISMAA)
- Illinois Society of Professional Engineers (ISPE)
- Institute of Electrical and Electronics Engineers (IEEE)
- Institute of Mathematical Statistics
- Mathematics Association of America (MAA)
- Metropolitan Mathematics Club of Chicago (MMC), The
- National Association for Developmental Education (NADE)
- National Association for Research in Science Teaching (NARST)
- National Association of Biology Teachers
- National Council of Teachers of Mathematics (NCTM)
- National Science Teachers Association (NSTA)
- Natural Areas Association
- Natural Lands Institute
- Physics Northwest
- Project Kaleidoscope (PKAL)
- Refrigeration Service Engineers Society (RSES)
- Society for College Science Teachers (SCST)
- Society of the Directed Energy Directorate
- TeX User's Group (TUG)

Resources for Learning Division

- American Library Association (ALA)
- Illinois Community Colleges Online (ILCCO)
- Member, Consortium of Academic and Research Libraries in Illinois (CARLI)
- Member, Illinois Library Association (ILA)
- Member, Illinois OCLC Users Group

- Member, Instructional Technology Council (ITC)
- Member, International Writing Centers Association
- Member, Library Orientation Exchange (LOEX) Clearinghouse for Library Instruction
- Member, Midwest Writing Centers Association
- Member, Missouri Library Network Corporation (MLNC)
- Member, National Tutoring Association
- Member, Network of Illinois Learning Resources in Community Colleges (NILRC)
- Member, North Suburban Library System (NSLS)
- Member, Online Computer Library Center (OCLC)
- Member, Sloan Consortium

Student Development Division

- National Association of Colleges and Employers
- National Association of Student Personnel Administrators
- Women's Work!

Wellness and Human Performance Division

- American Red Cross
- American Sport Education Program (ASEP)
- Member, American Alliance of Health, Physical Education, Recreation and Dance (AAHPERD)
- Member, American College of Sports Medicine (ACSM)
- Member, American Council on Exercise (ACE)
- Member, Illinois Association of Health, Physical Education, Recreation and Dance (IAHPERD)
- National Junior College Athletics Association (NJCAA)
- Member, National Strength and Conditioning Association (NSCA)
- National Wellness Association
- North Central Community College Conference (N4C)

Source: Harper College Academic Affairs

Certifications

- **Cisco**
  Cisco Certified Network Associate (CCNA)
  Cisco Certified Network Professional (CCNP)
  Cisco Certified Design Associate (CCDA)

- **CompTIA Learning Alliance**
  A+
  Convergence +
  Network+
  Security+
  Project+
  Linux+

- **Microsoft Partner for Learning Solutions**
  Microsoft Certified Application Developer (MCAD)
  Microsoft Certified Application Specialist (MCAS)
  Microsoft Certified Database Administrator (MCDBA)
  Microsoft Certified Desktop Support Technician (MCDST)
  Microsoft Certified IT Professional (MCITP)
  Microsoft Certified Professional (MCP)
  Microsoft Certified Professional Developer (MCPD)
  Microsoft Certified Solution Developer (MCSD)
  Microsoft Certified Systems Administrator (MCSA)
  Microsoft Certified Systems Engineer (MCSE)
  Microsoft Certified Technology Specialist (MCTS)
  Microsoft Office Specialist (MOS)

- **Oracle Academic Initiative**
  Oracle Certified Database Associate
  Oracle Certified Database Administrator Professional

- **Sun Microsystems Academic Initiative**
  Sun Certified Programmer for the Java 2
  Sun Certified Enterprise Architect

- **Premier AutoDesk Training Center (ATC)**
  Certified AutoCAD Trainer
  AutoCAD Professional
  Autodesk Inventor
  Autodesk Architecture

- **Authorized Prometric Testing Center**

- **Certiport Testing Center**

- **Project Management**
  Project Management Professional (PMP)

Source: Harper College Academic Affairs

Illinois Community College System Overview

Harper College is one of the colleges in the Illinois Community College System. In 1965, the Illinois General Assembly established the Illinois Community College Board to create a system of public community colleges that would be within easy reach of every resident. Forty years later, the Illinois Community College System covers the entire state with 48 colleges and one multi-community college center in 39 community college districts. Community colleges serve nearly one million Illinois residents each year in credit and noncredit courses and many more through their public service programs.[1]

Currently, there are 40 public community college districts composed of 49 colleges. Thirty-eight of the districts have a single college while two districts are multi-college. Since July 1990, the entire state has been included within community college district boundaries.[2]

- The first community college in the nation was established in Illinois -- Joliet Junior College -- in 1901.
- Illinois is the third largest community college system in the nation.
- 39 community college districts, which contain 48 community colleges statewide, serve the diverse needs of Illinois' adult population.
- The average community college full-time student pays only $2.350 per year in tuition and fees.
- Community colleges offer training in over 240 different occupations.
- Almost three-fourths of the occupational program graduates are employed in the community college district where they were trained.
- Community colleges helped to create and retain over 135,000 Illinois jobs in the last five years through economic development initiatives.[3]

The Illinois Community College Board consists of 11 members appointed by the Governor and confirmed by the Senate for six-year terms. One student member is selected by the ICCB Student Advisory Committee for a one-year term. The Board Chair is selected by the Governor. Board meetings are held six times per year (January, March, May, June, September, and November). July and December meetings are scheduled on a subject-to-call basis.[4]

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[1]From the ICCB's Web site http://www.iccb.state.il.us/thesystem.html , 11/23/09.
[2]From the ICCB's Web site http://www.iccb.state.il.us/history.html , 11/23/09.
[3]From the ICCB's Web site http://www.iccb.state.il.us/facts.html , 11/23/09.
[4]From the ICCB's Web site http://www.iccb.state.il.us/theboard.html , 11/23/09.

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 fibre of the community.
- The Illinois community college system has a responsibility to be accountable, both for its activities and its stewardship of public funds.[5]

[5]From the ICCB's Web site http://www.iccb.state.il.us/history.html , 11/23/09.

Harper College
Educational Foundation

The Harper College Educational Foundation was established in 1973. This nonprofit 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 more than 175 scholarships, awards and program development funds that were created by individuals and corporations dedicated to providing an opportunity for everyone to receive higher education.

The Harper College Educational Foundation is a nonprofit 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.

Members

Educational Foundation Funding Opportunities for Students, Programs and Faculty and Staff

Scholarships and Awards Available by Division/Program

Academic Enrichment & Linguistic Studies/International Students

Jean B. Chapman International Student Scholarship Fund

John and Melanie Frieburg ESL Scholarship

Business and Social Science

Donald G. Albrecht Memorial Endowment Scholarship *(Academic recognition)*

Lou Buchenot Scholarship *(Students in Hospitality Mangement Classes)*

Business/Social Science Fund *(Academic recognition)*

Business/Social Science Staff Scholarship (*Academic recognition*)

Executive Secretary Scholarship *(Academic recognition)*

International Air Cargo Association of Chicago Scholarship *(Academic recognition)*

Nils Andrew Johnson Memorial Culinary Arts Scholarship

Jim McGuire Memorial Scholarship *(IT students with financial need)*

Robert R. Randall Endowment Scholarship *(Students seeking career in Banking/Finance)*

Continuing Education

Gene & Hildegarde Evans Memorial Scholarship *(Must be enrolled in Continuing Ed classes)*

James E. Finke Memorial Scholarship *(Student must have community service/leadership experience)*

General

A&T Philia Foundation Scholarship *(Academic recognition)*

Bright Futures Scholarship *(Academic recognition)*

Eugenia S. Chapman Memorial Endowment Scholarship *(Academic recognition)*

Garrett Family Foundation

General Endowment Scholarship *(Academic recognition)*

Ernie Rilki Memorial Endowed Scholarship *(Non-traditional age students)*

William Simpson Memorial/Wheeling Rotary Scholarship for NEC *(Residents of Wheeling/Prospect Heights)*

Anne Rodgers Scott Endowment for Student Success *(Continuing Education students)*

Health Careers and Public Safety

Cheryl M. Dwyer Memorial Endowed Scholarship *(2nd year student in Cardiac Technology Program)*

Criminal Justice Scholarship

Kathleen Fagan Memorial Nursing Scholarship Endowment

Harper Nursing Student Endowment Scholarship

Harper Cardiac Rehabilitation Endowment Fund

Illinois Health Improvement Association Scholarship

Justin Hart Memorial Scholarship *(Enrolled in Criminal Justice courses)*

Kathy Johnson Award for Excellence in Nursing

Sharlene Marchiori Memorial Nursing Scholarship

William H. Osbourne III Memorial Endowed Scholarship *(Must be enrolled in Health Career program)*

Radiologic Technology Scholarship for Working Students

Dr. Charles Shaner Memorial Scholarship *(Dental Hygiene)*

Liberal Arts

Diane Tomcheff Callin Endowed Memorial Scholarship *(Enrolled in English course)*

Marilyn Shiely Coste Memorial Endowed Scholarship *(Must be enrolled in Fashion Design classes)*

John W. Davis Spanish Travel Scholarship

Henry Meier German Scholarship *(Students enrolled in German classes)*

Open Book Scholarship *(To be awarded to a student who has passed Reading 099, and has achieved good academic standing the following semester.)*

Sears Fashion Merchandising Scholarship

Jacob and Iris Wolf Endowed Sign Language Interpreting Scholarship

Technology, Math and Science

Architectural Technology Endowed Scholarship

James F. & Valerie D. Arnesen Biology Endowment Scholarship

Harold Cunningham Mathematics Memorial Scholarship

Lawrence Francione Memorial Scholarship *(Must be enrolled in Electronics courses)*

JBM Endowed Scholarship Fund *(Must be enrolled in Electronics courses)*

Math League Awards

Edward Moran Memorial Computer Science Award (*Academic recognition)*

Northrop Grumman Engineering Scholarship (2 + 1 program)

The Otter Chemistry Endowment

Wilford C. Papenthien Memorial Fund *(Students in architecture related CAD course)*

Glenn A. Reich Computer Science Scholarship Endowment

Margaret Scott Memorial Math Scholarship

Square D 2+1 Engineering Endowed Scholarship

George and Christine Winandy Distinguished Scholarship for Math, Science and Technology

Betty Windham Scholarship (*Female students in Physical Sciences*)

Performing and Visual Arts

Harley Chapman Music Performance Scholarship *(Previous performance experience, audition required.)*

Community Music Center Scholarship

Renee Windle Danforth Memorial Fine Arts Award

Ronald Dourlet Memorial Scholarship *(Community Music Center students with financial need)*

Fine Arts Scholarship

Fine Arts Scholarship for Women

Linda J. Lang Endowed Speech Team Scholarship

Eugenia Makowski Endowed Scholarship *(Students enrolled in a 3-D sculpture art course)*

Barbara Minner-Fuhr Memorial Scholarship *(Art students)*

Mary Jo Willis Theatre Scholarship Endowment

Carol A. Zack Memorial Fine Arts Scholarship (*Art, music or theater major*)

Transfer

Harper Employee Transfer Scholarship

James J. McGrath Humanities Scholarship

John Louis Papandrea Liberal Arts Memorial Scholarship *(Student must be planning to graduate and transfer to 4-year college)*

Vocational

Barrington Breakfast Rotary Club Scholarship *(Barrington residents in vocational programs)*

Education to Careers Scholarship

Timothy A. Kolze Memorial Endowment Scholarship *(Enrolled in vocational/technology program and graduate of Fremd, Conant, Schaumburg or Palatine High Schools)*

Wellness and Human Services

Roy G. Kearns Memorial Scholarship *(Physical Education or Health Education majors)*

Scholarships/Awards Available by Student Groups

Distinguished Scholars and Student Leaders
Amersham Endowment Scholarship

Geraldine Cosby Endowed Government Service Scholarship

Dr. Ernest B. & Mrs. D. Kris Howard Endowment for Community Service

Motorola Award for Excellence

Patrick Botterman Scholarship for Student Leadership

Walter E. and Elizabeth M. Schroeder Memorial Endowment for Honors Students

Student Leader Endowed Scholarship *(Students in the Excel Leadership Program)*

George and Christine Winandy Distinguished Scholarship for Math, Science and Technology

Faculty/Staff Development
Harper 512 IEA/NEA Association Scholarship

Motorola Distinguished Faculty Award

Glenn A. Reich Faculty Award for Instructional Technology *(Academic recognition)*

Joan R. Young Scholarship *(Harper employees and their dependents.)*

GED Scholars
GED Graduate Scholarship

Elizabeth Schmik Hull Fund *(Student received GED and is enrolled in Harper Honors Program.)*

Minority Retention Scholars
Kathleen N. Graber Scholarship

Kolbusz-Kosan Endowed Scholarship *(Under-represented students)*

Shirley Gross Moore Endowment for Underrepresented Students

Latinos Unidos Student Organization Scholarship *(Student must be Hispanic)*

Minority Access to Higher Education Grant (scholarship)

Students with Disabilities
ADS Alumni Scholarship

Deaf/Hard of Hearing Scholarship

Phillip P. and Glenda F. Nuccio Memorial Scholarship

Midge C. Smith Memorial Scholarship

Donald and Patricia Torisky Endowment Fund

Rita and John Canning Women's Program at Harper College

Rita and John Canning Women's Program Scholarship

Displaced Homemakers Scholarship

Royal American Bank Displaced Homemakers Scholarship

AAUW Audrey Tjepkema Memorial Fund *(Students planning to transfer to 4-year college)*

Women's Program Scholarship

Working Students

The Assurance Caring Together Scholarship

Women in Careers Jean Black Scholarship

Betty and Matt Cockrell Endowed Scholarship

Kimball Hill Homes Endowed Scholarship for Working Students

Programs and Projects

Access and Disability Services

Art Collection

Community Music Center

Distinguished Scholars

English as a Second Language

Harper College Archives

Harper Symphony Orchestra

Karl G. Henize Observatory

Kimball Hill Family Deaf Institute

Lifelong Learning Institute

Performing Arts Center

Police Department

Resources for Excellence Grants:

    Diversity Initiatives

    Faculty and Staff Development

    Leadership Development

    Retention and Recruitment Programs

    Teaching and Learning Programs

    Technology Initiatives

Speech Team

Summer Bridge Program

Wellness Program

Rita and John Canning Women's Program at Harper College

Additional information concerning the Foundation can be found at the following Web page:
http://goforward.harpercollege.edu/page.cfm?p=5266

Legislators
Harper College District

U. S. Senators

Richard Durbin (D)
230 S. Dearborn
Suite 3892
Chicago, IL 60604
312.353.4952

Roland Burris (D)
Kluczynski Federal Building
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U. S. Representatives

Congressional District 6
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Bloomingdale, IL 60108
630.893.9670

Congressional District 10
Mark Kirk (R)
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Northbrook, IL 60062
847.940.0202

Congressional District 8
Melissa Bean (D)
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Schaumburg, IL 60173
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State Senators

IL Senate District 22
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IL Senate District 32
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IL Senate District 28
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IL Senate District 33
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IL House District 43
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847.566.5115

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IL House District 52
Mark Beaubien (R)
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Wauconda, IL 60084
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Rosemary Mulligan (R)
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Des Plaines, IL 60016
847.297.6533

IL House District 53
Sidney Mathias (R)
4256 N. Arlington Hts. Rd., Ste.104
Arlington Heights, IL 60004
847.222.0061

IL House District 66
Mark Walker (D)
2015 S. Arlington Heights Rd, 104
Arlington Heights, IL 60005
847. 640.8645

IL House District 54
Suzanne Bassi (R)
331 W. Northwest Highway,Suite 102
Palatine, IL 60067
847.776.1880

Chapter II
Organization and Administration

The administrative structure of Harper College is organized into eight functional areas: Academic Affairs, Administrative Services, Community Relations, Enrollment and Marketing, Information Technology, Strategic Planning and Alliances, Student Affairs and Human Resources/Diversity and Organizational Development. The President chairs and is assisted by the Senior Staff, an advisory body composed of the Vice President Academic Affairs, Interim Vice President Administrative Services, Interim Vice President for Human Resources/Diversity and Organizational Development, Vice President for Community Relations and Executive Director of Foundation, Interim Vice President Enrollment and Marketing, Interim Vice President Information Technology, Vice President Strategic Planning and Alliances, Vice President Student Affairs and Assistant to the President, and the Assistant Vice President for Communication and Legislative Relations.

Senior Staff

Dr. Kenneth Ender
President

Patrick Bauer
Interim Vice President
Information Technology

Mia Igyarto
Interim Vice President
HR/Diversity and Organizational
Development

Catherine Brod
Vice President
Community Relations and
Executive Director Foundation

Sheila Quirk-Bailey
Vice President
Strategic Planning and Alliances

Phil Burdick
Assistant Vice President
Communication and
Legislative Relations

Tammy Rust
Interim Vice President
Administrative Services

Maria Coons
Interim Vice President
Enrollment and Marketing

Dr. Margaret Skold
Vice President
Academic Affairs

Joan Kindle
Vice President
Student Affairs and
Assistant to the President

Shared Governance

PURPOSE[1]

The Shared Governance System is composed of interrelating committees with members who are elected or appointed representatives from various college constituencies. Four components comprise the system and include the Oversight Committee, the Academic Committees, Deans Council and Faculty Senate, the College Assembly and Assembly Committees and the Programmatic Committees. The structure and this document will be revised as appropriate by the Oversight Committee in order to adjust to the changing needs of the College.

PHILOSOPHY

The Harper College Shared Governance Structure assures that those with primary responsibility and expertise in each area help make the decisions. Recognizing that the student must be at the center of our community, the system and the following document demonstrate our belief in the core values of our institution: Respect, Integrity, Collaboration, and Excellence.

The strength of Shared Governance rests in the checks and balances offered through the committee structure. It is intended that committee membership include representatives of all permanent employee groups from all areas of the College and students as appropriate. 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. Participation promotes a healthy climate in which Shared Governance functions effectively.

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[1]Full text may be found on the Harper HIP Governance page, Governance System, Shared Governance Structure and Guidelines (http://hip/gov/ - as of 11/21/08).

COMMITTEE SOLICITATION AND APPOINTMENT

For Shared Governance to succeed, it is important that *all* Harper College employees become active participants as appropriate. Each spring, the Oversight Committee will post on the Harper Internal Publications (HIP) Web site a listing of committee vacancies and brief descriptions of each committee. A Committee Appointment Request Form will also be posted and those interested in being appointed to a committee may complete the form and submit it to the appropriate party as listed on the form.

Committee appointments will be made by the appropriate constituency. Membership on Academic Committees, College Assembly Committees and Programmatic Committees may be shared to facilitate communication.

CONSENSUS BUILDING

A group reaches consensus when one conclusion is preferred over others. A committee takes this position for the well being of the whole committee and not for individual interests. Seeking consensus enhances group cohesiveness and increases commitment to decisions. Consensus building can be a time consuming process. In recognition of this fact, if consensus cannot be reached after two meetings, a vote may be taken.

A false consensus may occur when committee members agree to or vote on decision but do not actually support it and will work to undermine the decision. If this situation occurs, conflict resolution must resolve the situation.

SHARED GOVERNANCE COMMITTEES AND THEIR PURPOSE/CHARGE[2]

Oversight Committee
To work collaboratively to see that the Shared Governance structure works smoothly and to address any issues of general concern.

Academic Committees

Academic Standards
To establish and maintain high academic standards and provide systems for faculty and students to monitor student achievement.

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[2] Full text may be found on the Harper HIP Governance page, Governance System, Shared Governance Structure and Guidelines (http://hip/gov/ - as of 11/21/08).

Assessment and Testing
To develop and coordinate College programs and procedures for placing students in classes and awarding credit by examination.

Curriculum
To review and make recommendations concerning associate degree and/or certificate courses and programs and to serve as an institutional resource for curriculum planning and development.

Instructional Technology
To promote the integration of technology into the teaching and learning objectives of the College.

College Assembly Committees

College Assembly
To consider issues of campus-wide interest that have budgetary and policy implications.

Facilities
To monitor the physical environment of the College which affects the accessibility, safety and the appearance of the College.

Human Resources
To develop and coordinate programs and procedures that enhance the capability and proficiency of College employees to carry out the College's mission.

Institutional Planning
To research, discuss, review, evaluate, and make recommendations related to institutional planning.

Institutional Technology Planning
To research, discuss, review, evaluate, and make recommendations related to institutional technology issues.

Student Life
To review issues and events which affect student life at the College.

Wellness
To develop those programs and activities which contribute to the physical, intellectual, spiritual, psychological, environmental, and social well-being of the College community. To monitor those aspects of the physical environment for factors which affect the health, safety, and well-being of those who work at and utilize Harper College.

Diversity
To assist in coordinating, implementing, and further developing the College's Diversity Plan.

Programmatic Committees

Cultural Arts
To plan programs for the College and community which are representative of the various arts -- drama, art, dance, film, music, and literary arts -- and sponsor forums for the discussion of issues and ideas.

Graduation
To plan and conduct the annual commencement and academic convocation ceremonies.

Honors/Phi Theta Kappa
To coordinate and implement the Honors Program and the Phi Theta Kappa honors society at Harper College.

International Studies and Programs
To coordinate the development, growth, and effectiveness of international and diversity issues and programs.

Learning
To coordinate and implement Learning Communities at Harper College.

Marketing
To provide input into the strategic marketing and enrollment plan of the College as defined by the Marketing and Enrollment goals set forth by the annual priorities in the Strategic Long Range Plan.

Teaching and Learning
To coordinate, support, and implement initiatives to support the teaching and learning agenda of the College.

Chapter III

Credit Students

The chapter is divided into seven parts: Achieving The Dream Cohorts, Fall Semester Profile of Enrolled Credit Students, Annual Credit Enrollments, Annual Profile of Enrolled Credit Students, Retention Analyses, Degrees and Certificates Awarded, and Profile of Students Awarded Degrees or Certificates.

MEET THE *ACHIEVING THE DREAM* COHORTS: COMPARISONS TO OVERALL STUDENT BODY

As part of its student success initiative, Harper College chose to participate in a growing national effort by community colleges to improve learning and success called *Achieving the Dream: Community Colleges Count.* More than 100 colleges and universities in 22 states have now joined this effort. *Achieving the Dream (AtD)* asks participating colleges to commit to five goals to enable students to:

- Successfully complete remedial or developmental instruction and advance to credit-bearing courses
- Enroll in and successfully complete the initial college-level or gatekeeper courses in subjects such as math and English
- Complete the college-level courses they take with a grade of C or better
- Persist from one term to the next
- Complete a certificate or an associate degree and/or transfer to a baccalaureate institution

Since the emphasis of *AtD* is on moving students through to completion of credentials (certificates or degrees) and/or transfer on the baccalaureate institutions, each participating college must submit to **AtD cohorts of credential-seeking students who enroll on a full- or part-time basis at the college for their first college experience in the fall term of the last three academic years prior to the academic year in which the college joined AtD**. These cohorts form the basis of a national database that is being used to track to student progress in terms of the five *AtD* goals listed above. The cohorts that Harper has submitted so far are for students who entered in Fall 2006, Fall 2007, and Fall 2008.

So why are we using just these cohorts when Harper and most other community colleges serve a wider diversity of students who attend for many different reasons other than completing credentials and/or transferring? The premise underlying the use of these cohorts is that these students are the most likely to graduate and/or transfer and therefore should be the most useful group from which to learn about issues that may impact student success. The tables that follow compare how the three AtD cohorts that Harper has begun to analyze with compare Harper's overall student population. Going forward, Harper will be submitting cohorts for students who entered in Fall 2009 and subsequent Fall terms thereafter. As the progress of the students in these cohorts is tracked over time, more meaningful data than what has been used to date will be available for making decisions about student learning and success.

**Exhibit 3.1: Achieving the Dream Cohorts Compared to Total College Enrollment: Demographic Profile
Size, Enrollment status, Gender**

Cohort definition: degree or certificate-seeking students enrolled full- or part-time for first-time in college in specified Fall semester

| | | | | Enrollment status | | | | Gender | | | | | | | |
| | | | | cohort full-time | | College enrollment full-time | | cohort male | | College enrollment male | | cohort female | | College enrollment female | |
Cohort Year	Cohort size	College fall enrollment	% cohort of college enrollment	N	%	N	%	N	%	N	%	N	%	N	%
2006	2,490	15,053	17%	1,561	63%	6,267	42%	1,203	48%	6,625	44%	1,282	51%	8,428	56%
2007	2,594	15,156	17%	1,662	64%	6,538	43%	1,235	48%	6,638	44%	1,356	52%	8,514	56%
2008	2,503	15,250	16%	1,683	67%	6,753	44%	1,226	49%	6,799	45%	1,275	51%	8,446	55%

Sources: Office of Institutional Research, ICCB E1 (10th day fall enrollment) files

Observations

- Like the overall college enrollment, the size of the cohorts remained relatively unchanged over these three years.

- The cohorts had a considerably higher proportion of full-time students than the college overall.

- The cohorts had a higher proportion of males and a lower proportion of females than the college overall.

Exhibit 3.2: Achieving the Dream Cohorts Compared to Total College Enrollment: Demographic Profile – age

Cohort definition: degree or certificate-seeking students enrolled full- or part-time for first-time in college in specified Fall semester

Cohort Year	Cohort size	College fall enrlmt	Age Group												
			Cohort 20<		College 20<		Cohort 20-24		College 20-24		Cohort 25+		College 25+	
			N	%	N	%	N	%	N	%	N	%	N	%
2006	2,490	15,053	1,657	67%	4,593	31%	351	14%	4,808	32%	477	24%	5,652	38%
2007	2,594	15,156	1,680	65%	4,711	31%	435	17%	4,866	32%	476	18%	5,579	37%
2008	2,503	15,250	1,023	41%	4,747	31%	937	37%	4,947	32%	541	22%	5,556	36%

Sources: Institutional Research, ICCB E1 (10th day fall enrollment) files

Observations:

- The 2006 and 2007 cohorts had a higher proportion of students age 20 or younger than the college overall.

- The 2008 cohort had a considerable decline in the number of students age 20 or younger.

- Despite the decline in the youngest group of students in the 2008 cohort, there was still a higher proportion of that age group than in the overall college enrollment for Fall 2008.

- The 20-24 age group increased from the 2006 to 2007 cohort and then increased considerably in the 2008 cohort.

- While the 20-24 age group increased in the cohorts, the proportion of that group in the overall college enrollment was stable.

**Exhibit 3.3: Achieving the Dream Cohorts Compared to Total College
Enrollment: Demographic Profile -- race/ethnicity**

Cohort definition: degree or certificate-seeking students enrolled full- or part-time for first-time in college in specified Fall semester.

							Race/ethnicity						
	Cohort Asian	College Asian	Cohort Black Non-Hispanic	College Black Non-Hispanic	Cohort Hispanic	College Hispanic	Cohort White Non-Hispanic	College White Non-Hispanic	Cohort other	College other	Cohort unknown	College unknown
Cohort Year	%	%	%	%	%	%	%	%	%	%	%	%
2006	10%	12%	6%	4%	11%	16%	63%	59%	2%	0.8%	9%	8%
2007	10%	12%	6%	4%	12%	16%	63%	59%	2%	1%	7%	8%
2008	8%	12%	6%	4%	9%	17%	47%	59%	8%	1%	0%	7%

Sources: Institutional Research, ICCB E1 (10th day fall enrollment) files

- The proportion of **Black Non-Hispanic** students in the cohort as well as in the overall college enrollment remained unchanged.

- The proportion of **Hispanic** students in the cohorts increased slightly from 2006 to 2007 and then declined for 2008.   Meanwhile this group nearly doubled as a proportion of the overall college enrollment.

- There was a considerable decline in the proportion of **White Non-Hispanic** students in the 2008 cohort from the

2006 and 2007 cohorts even though the group's proportion of the overall college enrollment remained unchanged over the three-year period.

- There was a considerable increase in the **"other"** category as a proportion of the 2008 cohort after that group remained unchanged in the overall college enrollment.

Fall Semester (10th Day) Profile of Enrolled Credit Students

Exhibit 3.4. Degree Objective of Credit Students*

	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009	
	N	%	N	%	N	%	N	%	N	%
To Complete One or Several Courses - Not Pursuing Degree	6,158	41%	6,260	42%	6,062	40%	5,941	39%	6,540	41%
To Complete Certificate	1,226	8%	1,179	8%	1,230	8%	1,235	8%	1,225	8%
To Complete Associate Degree	7,642	51%	7,614	51%	7,864	52%	8,074	53%	7,946	51%
Total	**15,026**	**100%**	**15,053**	**100%**	**15,156**	**100%**	**15,250**	**100%**	**15,711**	**100%**

Source: ICCB E1 Submission (10th Day Enrollment)

Exhibit 3.5. Number of Credit Students by Residency Status*

	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009	
			N	%	N	%	N	%	N	%
In District	13,031	87%	12,996	86%	13,173	87%	13,359	88%	13,860	88%
Out of District	1,911	13%	1,946	13%	1,871	12%	1,753	11%	1,737	11%
Out of State	26	<1%	13	<1%	14	<1%	14	<1%	17	<1%
International	58	<1%	98	1%	98	1%	124	1%	97	<1%
Total	**15,026**	**100%**	**15,053**	**100%**	**15,156**	**100%**	**15,250**	**100%**	**15,711**	**100%**

Source: ICCB E1 Submission (10th Day Enrollment)

Exhibit 3.6. Number of Credit Students by Full-Time/Part-Time Status*

	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009	
	N	%	N	%	N	%	N	%	N	%
6 to Less Than 12 Hours	4,079	27%	3,999	27%	3,994	26%	4,167	27%	4,425	28%
Less Than 6 Hours	4,773	32%	4,787	32%	4,624	31%	4,330	29%	4,298	27%
Total Part-Time	8,852	59%	8,786	58%	8,618	57%	8,497	56%	8,723	55%
Total Full-Time	6,174	41%	6,267	42%	6,538	43%	6,753	44%	6,988	45%
Total All Students	**15,026**	**100%**	**15,053**	**100%**	**15,156**	**100%**	**15,250**	**100%**	**15,711**	**100%**

Source: ICCB E1 Submission (10th Day Enrollment)

*NOTE: Official counts submitted to ICCB may differ from official Enrollment Services (Registrar) counts due to different reporting requirements.

Exhibit 3.7. Number of Credit Students by Student Enrollment Status And Full-Time/Part-Time*

	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
First-time Student in College-level Coursework	2,063	1,240	2,046	1,227	2,107	1,188	2,122	1,088	2,173	1,331
	33.4%	14.0%	32.6%	14.0%	32.2%	13.8%	31.4%	12.8%	31.7%	17.1%
New Pre-college Student	4	317	9	349	4	393	3	270	849	455
	0.1%	3.6%	0.1%	4.0%	0.1%	4.6%	0.0%	3.2%	12.4%	5.9%
Transfer Student	316	922	441	860	412	651	539	864	573	1,074
	5.1%	10.4%	7.0%	9.8%	6.3%	7.6%	8.0%	10.2%	8.4%	13.9%
General Studies or Vocational Skills Student							0	114		
							0.0%	1.3%		
Continuing Student	3,424	5,047	3,416	5,045	3,623	4,896	3,699	4,915	3,072	4,545
	55.5%	57.0%	54.5%	57.4%	55.4%	56.8%	54.8%	57.8%	44.9%	58.7%
Returning Student	367	1,326	355	1,305	392	1,490	390	1,246	177	343
	5.9%	15.0%	5.7%	14.9%	6.0%	17.3%	5.8%	14.7%	2.6%	4.4%
	6,174	8,852	6,267	8,786	6,538	8,618	6,753	8,497	6,844	7,748
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Source: ICCB E1 Submission (10th Day Enrollment)

Exhibit 3.8. Age Groups of Credit Students*

	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009	
	N	%	N	%	N	%	N	%	N	%
18 & Under	2,400	16%	2,590	17%	2,639	17%	2,650	17%	1,855	12%
19-24	6,823	45%	6,811	45%	6,938	46%	7,044	46%	7,846	50%
25-28	1,489	10%	1,470	10%	1,487	10%	1,561	10%	1,699	11%
29-33	1,188	8%	1,153	8%	1,212	8%	1,148	8%	1,192	7%
34-38	928	6%	930	6%	867	6%	849	6%	865	6%
39-42	631	4%	563	4%	553	4%	556	4%	568	4%
43-47	699	5%	608	4%	589	4%	580	4%	641	4%
48-52	473	3%	507	3%	455	3%	411	3%	489	3%
53-57	223	1%	220	1%	221	2%	249	2%	300	1%
58 & Over	169	1%	195	1%	190	1%	199	1%	235	2%
Unknown	3	<1%	6	<1%	5	<1%	3	<1%	21	<1%
Total	15,026	100%	15,053	100%	15,156	100%	15,250	100%	15,711	100%
Average Age	26		26		26		26		26	
Standard Deviation**	10.3		10.4		10.3		10.3		10.5	

Source: ICCB E1 Submission (10th Day Enrollment)

*NOTE: Official counts submitted to ICCB may differ from official Enrollment Services (Registrar) counts due to different reporting requirements.

**Standard Deviation = A measure of how much the data varies. When the standard deviation is large (especially relative to the mean), the data is spread out with high and low values. When the standard deviation is small, the data tend to be clustered closer to the mean value.

Exhibit 3.9. Gender of Credit Students*

	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009	
	N	%	N	%	N	%	N	%	N	%
Male	6,495	43%	6,625	44%	6,638	44%	6,799	45%	7,058	45%
Female	8,524	57%	8,428	56%	8,514	56%	8,446	55%	8,653	55%
Unknown	7	<1%	0	0%	4	<1%	5	<1%	0	0%
Total	**15,026**	**100%**	**15,053**	**100%**	**15,156**	**100%**	**15,250**	**100%**	**15,711**	**100%**

Source: ICCB E1 Submission (10th Day Enrollment)

Exhibit 3.10. Race/Ethnicity of Credit Students*

	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009	
	N	%	N	%	N	%	N	%	N	%
Asian or Pacific Islander	1,861	12%	1,872	12%	1,797	12%	1,783	12%	1,779	11%
American Indian or Alaskan Native	40	<1%	41	<1%	42	<1%	35	<1%	36	<1%
African-American	579	4%	619	4%	622	4%	623	4%	734	5%
Hispanic	2,139	14%	2,336	16%	2,394	16%	2,577	17%	2,572	16%
White Non-Hispanic	9,077	60%	8,843	59%	8,960	59%	8,938	59%	9,291	59%
International	88	1%	116	1%	148	1%	158	1%	96	<1%
Unknown	1,242	8%	1,226	8%	1,193	8%	1,136	7%	1,203	8%
Total	**15,026**	**100%**	**15,053**	**100%**	**15,156**	**100%**	**15,250**	**100%**	**15,711**	**100%**

Source: ICCB E1 Submission (10th Day Enrollment)

Exhibit 3.11. Race/Ethnicity by Gender of Credit Students*

Fall 2009	Male		Female		Unknown		Total	
	N	%	N	%	N	%		
Asian or Pacific Islander	790	11%	989	11%	0	0%	1,779	11%
American Indian or Alaskan Native	13	<1%	23	<1%	0	0%	36	<1%
African-American	336	5%	398	5%	0	0%	734	5%
Hispanic	1,144	16%	1,428	17%	0	0%	2,572	16%
White Non-Hispanic	4,205	60%	5,086	59%	0	0%	9,291	59%
International	35	<1%	61	<1%	0	0%	96	<1%
Unknown	535	8%	668	8%	0	0%	1,203	8%
Total	**7,058**	**100%**	**8,653**	**100%**	0	0%	**15,711**	**100%**

Source: ICCB E1 Submission (10th Day Enrollment)

*NOTE: Official counts submitted to ICCB may differ from official Enrollment Services (Registrar) counts due to different reporting requirements.

Exhibit 3.12. Age Group by Gender of Credit Students*

Fall 2009	Male		Female		Unknown		Total	
	N	%	N	%	N	%		
18 & Under	973	13.8%	882	10.2%	0	0%	1,855	11.8%
19-24	3,968	56.2%	3,878	44.8%	0	0%	7,846	49.9%
25-28	705	10.0%	994	11.5%	0	0%	1,699	10.8%
29-33	463	6.6%	729	8.4%	0	0%	1,192	7.6%
34-38	279	4.0%	586	6.8%	0	0%	865	5.5%
39-42	176	2.5%	392	4.5%	0	0%	568	3.6%
43-47	159	2.3%	482	5.6%	0	0%	641	4.1%
48-52	151	2.1%	338	3.9%	0	0%	489	3.1%
53-57	85	1.2%	215	2.5%	0	0%	300	1.9%
58 & Over	87	1.2%	148	1.7%	0	0%	235	1.5%
Unknown	12	<1%	9	<1%	0	0%	21	<1%
Total	**7,058**	**100%**	**8,653**	**100%**	0	0%	**15,711**	**100%**

Source: ICCB E1 Submission (10th Day Enrollment)

Exhibit 3.13. Market Segment by Gender of Credit Students*

Fall 2009	Male		Female		Unknown		Total	
	N	%	N	%	N	%		
FTIC (18 & Under)	973	13.8%	882	10.2%	0	0%	1,855	11.8%
Young Adult (19-24)	3,968	56.2%	3,878	44.8%	0	0%	7,846	50.0%
Adults (25 & Over)	2,105	29.8%	3,884	44.9%	0	0%	5,989	38.1%
Unknown	12	.2%	9	.1%	0	0%	21	.1%
Total	**7,058**	**100%**	**8,653**	**100%**	0	0%	**15,711**	**100%**

Source: ICCB E1 Submission (10th Day Enrollment)

Exhibit 3.14. Age Groups by Ethnicity of Credit Students*

Fall 2009	Asian or Pacific Islander		American Indian or Alaskan Native		African-American		Hispanic		White Non-Hispanic		International		Unknown	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
18 & Under	174	10%	4	11%	105	14%	317	12%	1,153	12%	1	1%	101	8%
19-24	924	52%	25	69%	328	45%	1,113	43%	4,789	51%	62	65%	605	50%
25-28	221	12%	2	5%	69	9%	308	12%	993	11%	7	8%	99	8%
29-33	158	9%	2	6%	66	9%	269	11%	603	7%	4	4%	90	7%
34-38	113	7%	1	3%	56	8%	208	8%	421	5%	6	6%	60	5%
39-42	72	4%	1	3%	37	5%	127	5%	284	3%	4	4%	43	4%
43-47	57	3%	0	0%	36	5%	111	4%	379	4%	4	4%	54	5%
48-52	25	1%	0	0%	19	3%	58	2%	313	3%	4	4%	70	6%
53-57	17	1%	0	0%	13	2%	40	1.6%	192	2%	3	3%	35	3%
58 & Over	18	1%	1	3%	5	<1%	20	<1%	159	2%	1	1%	31	3%
Unknown	0	0%	0	0%	0	0%	1	<1%	5	<1%	0	0%	15	1%
Total	**1,779**	**100%**	**36**	**100%**	**734**	**100%**	**2,572**	**100%**	**9,291**	**100%**	**96**	**100%**	**1,203**	**100%**

Source: ICCB E1 Submission (10th Day Enrollment)

*NOTE: Official counts submitted to ICCB may differ from official Enrollment Services (Registrar) counts due to different reporting requirements.

Exhibit 3.15. Ethnicity by Market Segment of Credit Students*

Fall 2009	FTIC (18 & Under)		Young Adult (19-24)		Adults (25 & Over)		Unknown	
	N	%	N	%	N	%	N	%
Asian or Pacific Islander	174	9.4%	924	11.8%	681	11.4%	0%	0%
American Indian or Alaskan Native	4	0.2%	25	.3%	7	.1%	0%	0%
African-American	105	5.6%	328	4.2%	301	5%	0%	0%
Hispanic	317	17.1%	1,113	14.2%	1,141	19.1%	1%	4.8%
White Non-Hispanic	1,153	62.2%	4,789	61.0%	3,344	55.8%	5%	23.8%
International	1	.1%	62	.8%	33	.6%	0%	0%
Unknown	101	5.4%	605	7.7%	482	8%	15%	71.4%
Total	**1,855**	**100%**	**7,846**	**100%**	**5,989**	**100%**	**21%**	**100.00**

Source: ICCB E1 Submission (10th Day Enrollment)

Exhibit 3.16. Credit Full-Time Equivalent (FTE) by Market Segment*

	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009	
	N	%	N	%	N	%	N	%	N	%
FTIC (18 & Under)	1,825	21%	1,954	22%	1,988	22%	2,076	22%	1,855	12%
Young Adult (19-24)	4,682	54%	4,689	53%	4,870	54%	4,931	54%	7,846	50%
Adults (25 & Over)	2,218	25%	2,148	24%	2,155	24%	2,175	24%	5,989	38%
Unknown	1	<1%	2	<1%	2	<1%	5	<1%	21	<1%
Total	**8,727**	**100%**	**8,793**	**100%**	**9,015**	**100%**	**9,187**	**100%**	**15,711**	**100%**

Source: ICCB E1 Submission (10th Day Enrollment)

Exhibit 3.17. Gender by Full-Time/Part-Time Credit Students*

Fall 2009	Full-Time		Part-Time		Total	
	N	%	N	%	N	%
Male	3,649	52%	3,409	39%	7,058	45%
Female	3,339	48%	5,314	61%	8,653	55%
Unknown	0	0%	0	0%	0	0%
Total	**6,988**	**100%**	**8,723**	**100%**	**15,711**	**100%**

Source: ICCB E1 Submission (10th Day Enrollment)

*NOTE: Official counts submitted to ICCB may differ from official Enrollment Services (Registrar) counts due to different reporting requirements.

Exhibit 3.18. Gender of Credit Students by Credit Hours Taken*

Fall 2009	12 or More Hours		6 to Less Than 12 Hours		Less Than 6 Hours	
	N	%	N	%	N	%
Male	3,649	52%	1,745	39%	1,664	39%
Female	3,339	48%	2,680	61%	2,634	61%
Unknown	0	0%	0	0%	0	0%
Total	**6,988**	**100%**	**4,425**	**100%**	**4,298**	**100%**

Source: ICCB E1 Submission (10th Day Enrollment)

Exhibit 3.19. Race/Ethnicity of Credit Students by Credit Hours Taken*

Fall 2009	12 or More Hours		6 to Less Than 12 Hours		Less Than 6 Hours	
	N	%	N	%	N	%
Asian or Pacific Islander	833	12%	543	12%	403	9%
American Indian or Alaskan Native	23	<1%	7	<1%	6	<1%
African-American	372	5%	232	5%	130	3%
Hispanic	803	12%	657	15%	1,112	26%
White Non-Hispanic	4,418	63%	2,623	59%	2,250	52%
International	47	<1%	32	<1%	17	<1%
Unknown	492	7%	331	8%	380	9%
Total	**6,988**	**100%**	**4,425**	**100%**	**4,298**	**100%**

Source: ICCB E1 Submission (10th Day Enrollment)

Exhibit 3.20. Number of Credit Students from In-District High Schools*

Fall 2009			
Rank	High School	N (15,711)	Percent
1	Schaumburg	848	6.1%
2	Palatine	724	5.2%
3	Conant	712	5.1%
4	Hoffman Estates	662	4.8%
5	William Fremd	645	4.7%
6	Rolling Meadows	634	4.6%
7	Elk Grove	597	4.3%
8	John Hersey	552	4.0%
9	Buffalo Grove	550	4.0%
10	Wheeling	534	3.9%
11	Prospect	497	3.6%
12	Barrington	461	3.3%
13	Saint Viator	108	0.8%
14	Christian Liberty Academy	43	0.3%
15	Schaumburg Christian School	9	0.1%
Total		**7,576**	**54.8%**

Source: ICCB E1 File & Regent System ***NOTE:**   Official counts submitted to ICCB may differ from official Enrollment Services (Registrar) counts due to different reporting requirements.

**Exhibit 3.21. Number of Credit Students from the
Top 10 Out-of-District High Schools***

Fall 2009			
Rank	High School	N (15,711)	Percent
1	Streamwood	191	1.2%
2	Lake Zurich	161	1.0%
3	Maine West	121	0.8%
4	Adlai E. Stevenson	116	0.7%
5	Lake Park	106	0.7%
6	Harry D Jacobs	91	0.6%
7	Cary Grove	85	0.5%
8	Dundee-Crown	68	0.4%
9	Elgin	55	0.4%
10	Crystal Lake South	55	0.4%
Total		**1,049**	**6.7%**

Source: ICCB E1 File & Regent System

**Exhibit 3.22. Number of Credit Students from the
Top 10 In-District Municipalities***

Fall 2009			
Rank	City	N (15,711)	Percent
1	Schaumburg	2,181	13.9%
2	Palatine	2,097	13.3%
3	Arlington Heights	1,727	11.0%
4	Hoffman Estates**	1,523	9.7%
5	Mount Prospect	1,151	7.3%
6	Wheeling	949	6.0%
7	Elk Grove Village	903	5.7%
8	Rolling Meadows	694	4.4%
9	Hanover Park**	433	2.8%
10	Buffalo Grove**	418	2.7%
Total		**12,076**	76.8%

Source: ICCB E1 File & Regent System; Top 10 Cities

*NOTE: Official counts submitted to ICCB may differ from official Enrollment Services (Registrar) counts due to different reporting requirements.

**Partially In-District.

Exhibit 3.23. Number of Credit Students from the Top 10 In-District Zip Codes*

	Fall 2009		
Rank	Zip Code	N (15,711)	Percent
1	60074	1,214	8.8%
2	60056	1,138	8.2%
3	60193	1,133	8.2%
4	60004	1,104	8.0%
5	60169	1,012	7.3%
6	60090	940	6.8%
7	60067	905	6.5%
8	60007	901	6.5%
9	60008	688	5.0%
10	60010	645	4.7%
Total		9,680	70%

Source: ICCB E1 File & Regent System; Top 10 Zip Codes

*NOTE: Official counts submitted to ICCB may differ from official Enrollment Services (Registrar) counts due to different reporting requirements.

Exhibit 3.24. Annual (2008 – 2009) Enrollment from Top 10 Cities Within the Harper District

Rank	City	
1	Palatine	3,792
2	Schaumburg	3,362
3	Arlington Heights	3,047
4	Hoffman Estates	2,568
5	Mount Prospect	1,866
6	Wheeling	1,676
7	Elk Grove Village	1,471
8	Rolling Meadows	1,252
9	Prospect Heights	802
10	Barrington	683
Total		20,519

Source: ICCB E1 File & Regent System; Top 10 Cities

*NOTE: Official counts submitted to ICCB may differ from official Enrollment Services (Registrar) counts due to different reporting requirements.

Annual Credit Enrollments

Exhibit 3.25. Annual Credit Student Headcounts*

	2004-05	2005-06	2006-07	2007-08	2008-09
Annual Number of Students	25,841	25,815	25,314	25,817	26,441
By Semester					
Summer	9,435	9,523	9,511	9,613	9,869
Fall	16,264	16,259	16,171	16,454	16,621
Spring	15,933	15,915	15,441	15,760	15,992

Source: ICCB A1 Files

*NOTE: Official counts submitted to ICCB may differ from official Enrollment Services (Registrar) counts due to different reporting requirements.

Exhibit 3.26. Credit Full-Time Equivalent (FTE) by Semester*

	2004-05	2005-06	2006-07	2007-08	2008-09
Summer	2,660	2,674	2,720	2,756	2,843
Fall	9,104	9,309	9,385	9,635	9,867
Spring	8,697	8,852	8,813	8,953	9,413
Total	**20,461**	**20,835**	**20,918**	**21,344**	**22,123**

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

*NOTE: Official counts submitted to ICCB may differ from official Enrollment Services (Registrar) counts due to different reporting requirements.

Credit Full-Time Equivalent (FTE) By Semester

Year	Total	Spring	Fall	Summer
2008-09	22,123	9,413	9,867	2,843
2007-08	21,344	8,953	9,635	2,756
2006-07	20,918	8,813	9,385	2,720
2005-06	20,835	8,852	9,309	2,674
2004-05	20,461	8,697	9,104	2,660

Legend: Total, Spring, Fall, Summer

Annual Profile of Enrolled Credit Students

Exhibit 3.27. Full-Time/Part-Time Credit Students and Average Credit Hours per Semester*

		2004-05		2005-06		2006-07		2007-08		2008-09	
		N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Summer	PT	6,873	72.8%	6,906	72.5%	6,942	73.0%	6,707	71.2%	7,089	71.8%
	FT	2,562	27.2%	2,617	27.5%	2,569	27.0%	2,707	28.8%	2,780	28.2%
Fall	PT	10,090	62.0%	9,850	60.6%	9,673	59.8%	9,498	58.5%	9,626	57.9%
	FT	6,174	38.0%	6,409	39.4%	6,498	40.2%	6,740	41.5%	6,995	42.1%
Spring	PT	10,366	65.1%	10,218	64.2%	9,699	62.8%	9,625	62.0%	9,855	61.6%
	FT	5,567	34.9%	5,697	35.8%	5,742	37.2%	5,904	38.0%	6,137	38.4%
Total	PT	27,329	65.6%	26,974	64.7%	26,314	64.0%	25,830	62.7%	26,570	62.5%
	FT	14,303	34.4%	14,723	35.3%	14,809	36.0%	15,351	37.3%	15,912	37.5%

Credit Load

		2004-05		2005-06		2006-07		2007-08		2008-09	
		Avg.	**Std. Dev.**	**Avg.**	**Std. Dev.**	**Avg.**	**Std. Dev.**	**Avg.**	**Std. Dev.**	**Avg.**	**Std. Dev.**
Summer	PT	3.1	0.9	3.1	0.9	3.2	0.9	3.3	0.8	3.2	.9
	FT	7.2	1.8	7.1	1.7	7.2	1.9	7.1	1.8	7.2	2.0
Fall	PT	5.2	2.6	5.3	2.6	5.3	2.6	5.5	2.6	5.4	2.6
	FT	13.6	1.6	13.6	1.7	13.7	1.7	13.7	1.8	13.7	1.8
Spring	PT	5.2	2.6	5.4	2.6	5.5	2.6	5.5	2.6	5.5	2.6
	FT	13.7	1.8	13.7	1.8	13.7	1.8	13.7	1.8	13.7	1.8
Overall	PT	8.0	5.4	8.1	5.5	8.4	5.6	8.7	6.1	6.4	4.6
	FT	28.7	4.1	28.6	4.1	28.7	4.0	29.3	4.0	21.7	8.7

Source: ICCB A1 Files

*NOTE: Official counts submitted to ICCB may differ from official Enrollment Services (Registrar) counts due to different reporting requirements.

Std. Dev. (Standard Deviation) = A measure of how much the data varies. When the standard deviation is large (especially relative to the mean), the data is spread out with high and low values. When the standard deviation is small, the data tend to be clustered closer to the mean value.

Exhibit 3.28. Number of Credit Students by Age Group*

	2004-05		2005-06		2006-07		2007-08		2008-09	
	N	%	N	%	N	%	N	%	N	%
18 & Under	3,439	13%	3,415	13%	3,603	14.2%	3,678	14.2%	514	1.9%
19-24	11,863	45.9%	11,977	46.4%	11,793	46.6%	12,068	46.7%	14,257	53.9%
25-28	2,676	10.4%	2,685	10.4%	2,607	10.3%	2,707	10.5%	3,350	12.7%
29-33	2,211	8.6%	2,225	8.6%	2,066	8.2%	2,148	8.3%	2,400	9.1%
34-38	1,680	6.5%	1,661	6.4%	1,622	6.4%	1,523	5.9%	1,667	6.3%
39-42	1,144	4.4%	1,111	4.3%	979	3.9%	969	3.8%	1,061	4.0%
43-47	1,261	4.9%	1,202	4.7%	1,110	4.4%	1,030	4.0%	1,124	4.3%
48-52	807	3.1%	807	3.1%	816	3.2%	813	3.1%	880	3.3%
53-57	434	1.7%	394	1.5%	383	1.5%	363	1.4%	539	2.0%
58 & Over	308	1.2%	325	1.3%	332	1.3%	342	1.3%	505	1.9%
Unknown	18	<1%	13	<1%	3	<1%	176	.7%	144	<1%
Total Enrollment	**25,841**	**100%**	**25,815**	**100%**	**25,314**	**100%**	**25,817**	**100%**	**26,441**	**100%**
Average Age	27		27		27		26		27.8	
Standard Dev.	10.4		10.3		10.3		10.2		10.5	

Source: ICCB A1 Files

Exhibit 3.29. Gender of Credit Students*

	2004-05		2005-06		2006-07		2007-08		2008-09	
	N	%	N	%	N	%	N	%	N	%
Female	14,629	57%	14,531	56%	14,176	56%	14,379	56%	14,564	55.1%
Male	11,212	43%	11,284	44%	11,138	44%	11,438	44%	11,875	44.9%
Unknown	0	0%	0	0%	0	0%	0	0%	2	<1%
Total	**25,841**	**100%**	**25,815**	**100%**	**25,314**	**100%**	**25,817**	**100%**	**26,441**	**100%**

Source: ICCB A1 Files

Exhibit 3.30. Ethnicity of Credit Students*

	2004-05		2005-06		2006-07		2007-08		2008-09	
	N	%	N	%	N	%	N	%	N	%
Asian or Pacific Islander	3,201	12%	3,166	12%	3,070	12%	3,011	12%	2,967	11%
American Indian or Alaskan Native	54	<1%	59	<1%	60	<1%	62	<1%	62	<1%
African-American	1,002	4%	989	4%	1,030	4%	1,038	4%	1,068	4%
Hispanic	4,339	17%	4,474	17%	4,469	18%	4,588	18%	4,759	18%
White Non-Hispanic	15,182	59%	14,821	57%	14,479	57%	14,769	57%	14,572	55%
International	97	<1%	166	1%	199	1%	223	1%	235	<1%
Unknown	1,966	8%	2,140	8%	2,007	8%	2,126	8%	2,778	11%
Total	**25,841**	**100%**	**25,815**	**100%**	**25,314**	**100%**	**25,817**	**100%**	**26,441**	**100%**

Source: ICCB A1 Files

*NOTE: Official counts submitted to ICCB may differ from official Enrollment Services (Registrar) counts due to different reporting requirements.

Ethnicity of Credit Students for 2008-09

- Unknown 10.5%
- International 0.9%
- Asian or Pacific Islander 11.2%
- American Indian or Alaskan Native 0.2%
- African-American 4.0%
- Hispanic 18.0%
- White Non-Hispanic 55.1%
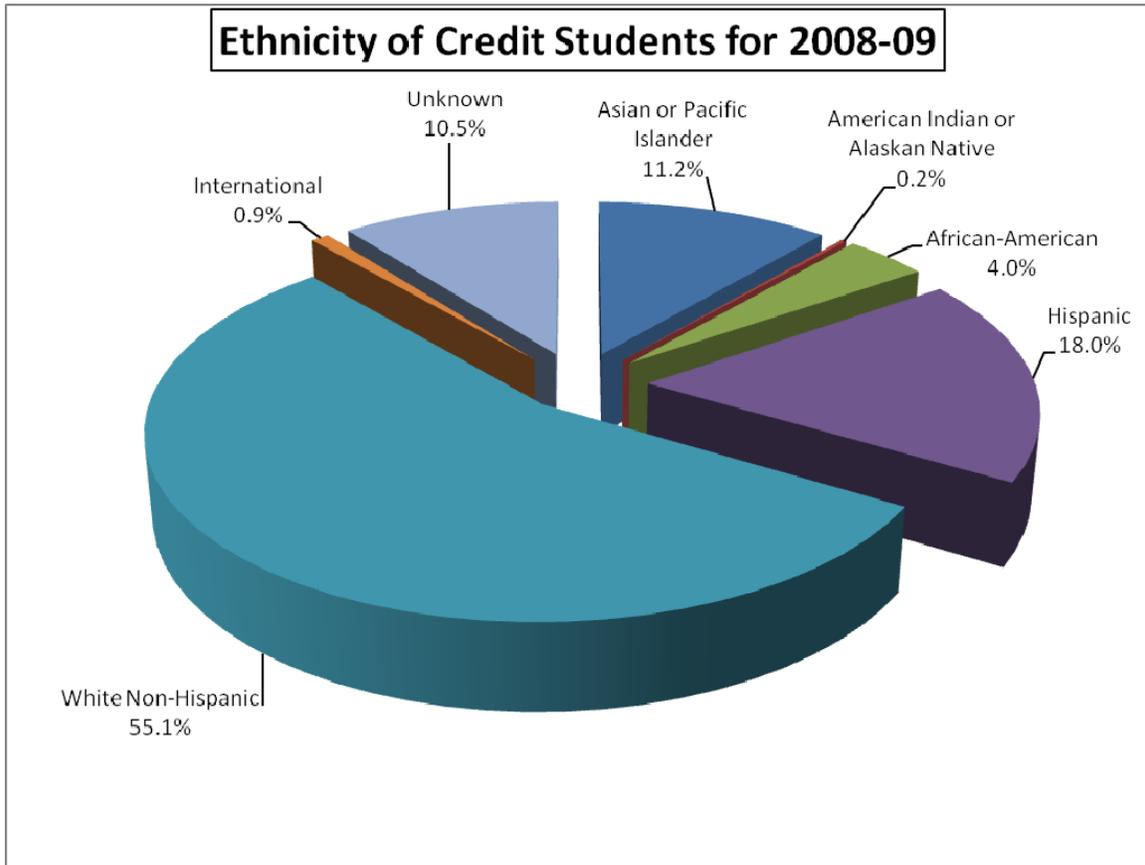
Exhibit 3.31. Race/Ethnicity by Gender of Credit Students*

FY 2009	Male		Female		Unknown		Total	
	N	%	N	%	N	%	N	%
Asian or Pacific Islander	1,334	11.2%	1,633	11.2%	0	0%	2,967	11.2%
American Indian or Alaskan Native	23	.2%	39	.3%	0	0%	62	.2%
African-American	465	3.9%	603	4.1%	0	0%	1,068	4.0%
Hispanic	2,263	19.1%	2,495	17.1%	1	50%	4,759	18.0%
White Non-Hispanic	6,432	54.1 %	8,139	55.9%	1	50%	14,572	55.3 %
International	92	.8%	143	1.0%	0	0%	235	.8%
Unknown	1,266	10.7%	1,512	10.4%	0	0%	2,778	10.5%
Total	**11,875**	**100%**	**14,564**	**100%**	**2**	**100%**	**26,441**	**100%**

Source: ICCB A1 Files

*NOTE: Official counts submitted to ICCB may differ from official Enrollment Services (Registrar) counts due to different reporting requirements.

Exhibit 3.32. Age Group by Gender*

FY 2009	Male		Female		Unknown		Total	
	N	%	N	%	N	%	N	%
18 & Under	225	1.9%	289	2.0%	0	0%	514	1.9%
19-24	7,144	60.3%	7,112	48.9%	1	50%	14,257	54.0%
25-28	1,504	12.7%	1,846	12.7%	0	0%	3,350	12.7%
29-33	1,015	8.5%	1,384	9.5%	1	50%	2,400	9.1%
34-38	598	5.0%	1,069	7.3%	0	0%	1,667	6.3%
39-42	369	3.1%	692	4.8%	0	0%	1,061	4.0%
43-47	324	2.7%	800	5.5%	0	0%	1,124	4.3%
48-52	262	2.2%	618	4.2%	0	0%	880	3.3%
53-57	175	1.5%	364	2.5%	0	0%	539	2.0%
58 & Over	207	1.7%	298	2.0%	0	0%	505	1.9%
Unknown	52	.4%	92	.6%	0	0%	144	.5%
Total	**11,875**	**100%**	**14,564**	**100%**	**2**	**100%**	**26,441**	**100%**

Source: ICCB A1 Files

Exhibit 3.33. Market Segment by Gender*

FY 2009	Male		Female		Unknown		Total	
	N	%	N	%	N	%	N	%
FTIC (18 & Under)	225	1.9%	289	2.0%	0	0%	514	2.0%
Young Adult (19-24)	7,144	60.2%	7,112	48.8%	1	50%	14,257	53.9%
Adults (25 & Over)	4,454	37.5%	7,071	48.6%	1	50%	11,526	43.6%
Unknown	52	.4%	92	.6%	0	0%	144	.5%
Total	**11,875**	**100%**	**14,564**	**100%**	**2**	**100%**	**26,441**	**100%**

Source: ICCB A1 Files

Exhibit 3.34. Age Group by Ethnicity*

FY 2009	Asian or Pacific Islander		American Indian or Alaskan Native		African-American		Hispanic		White Non-Hispanic		International		Unknown	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
18&Under	50	1.7%	0	0%	24	2.2%	92	1.9%	253	1.7%	1	<1%	94	3.4%
19-24	1,614	54.5%	46	74.2%	488	45.7%	1,992	41.9%	8,552	58.7%	155	66.0%	1,410	50.6%
25-28	441	14.9%	6	9.7%	116	10.9%	757	15.9%	1,767	12.1%	19	8.1%	244	8.8%
29-33	289	9.7%	2	3.2%	142	13.3%	624	13.1%	1,137	7.8%	10	4.3%	196	7.1%
34-38	224	7.5%	4	6.5%	104	9.7%	523	11.0%	672	4.6%	9	3.8%	131	4.7%
39-42	129	4.3%	2	3.2%	50	4.7%	291	6.1%	479	3.3%	10	4.3%	100	3.6%
43-47	86	2.9%	0	0%	71	6.6%	228	4.8%	582	4.0%	11	4.7%	146	5.3%
48-52	67	2.3%	1	1.6%	43	4.0%	117	2.5%	511	3.5%	9	3.8%	132	4.8%
53-57	33	1.1%	0	0%	16	1.5%	66	1.4%	332	2.3%	3	1.3%	89	3.2%
58&Over	34	1.1%	1	1.6%	13	1.2%	63	1.3%	281	1.9%	7	3.0%	106	3.8%
Unknown	0	0%	0	0%	1	<1%	6	<1%	6	<1%	1	<1%	130	4.7%
Total	**2,967**	**100%**	**62**	**100%**	**1,068**	**100%**	**4,759**	**100%**	**14,572**	**100%**	**235**	**100%**	**2,778**	**100%**

Source: ICCB A1 Submission

*NOTE: Official counts submitted to ICCB may differ from official Enrollment Services (Registrar) counts due to different reporting requirements.
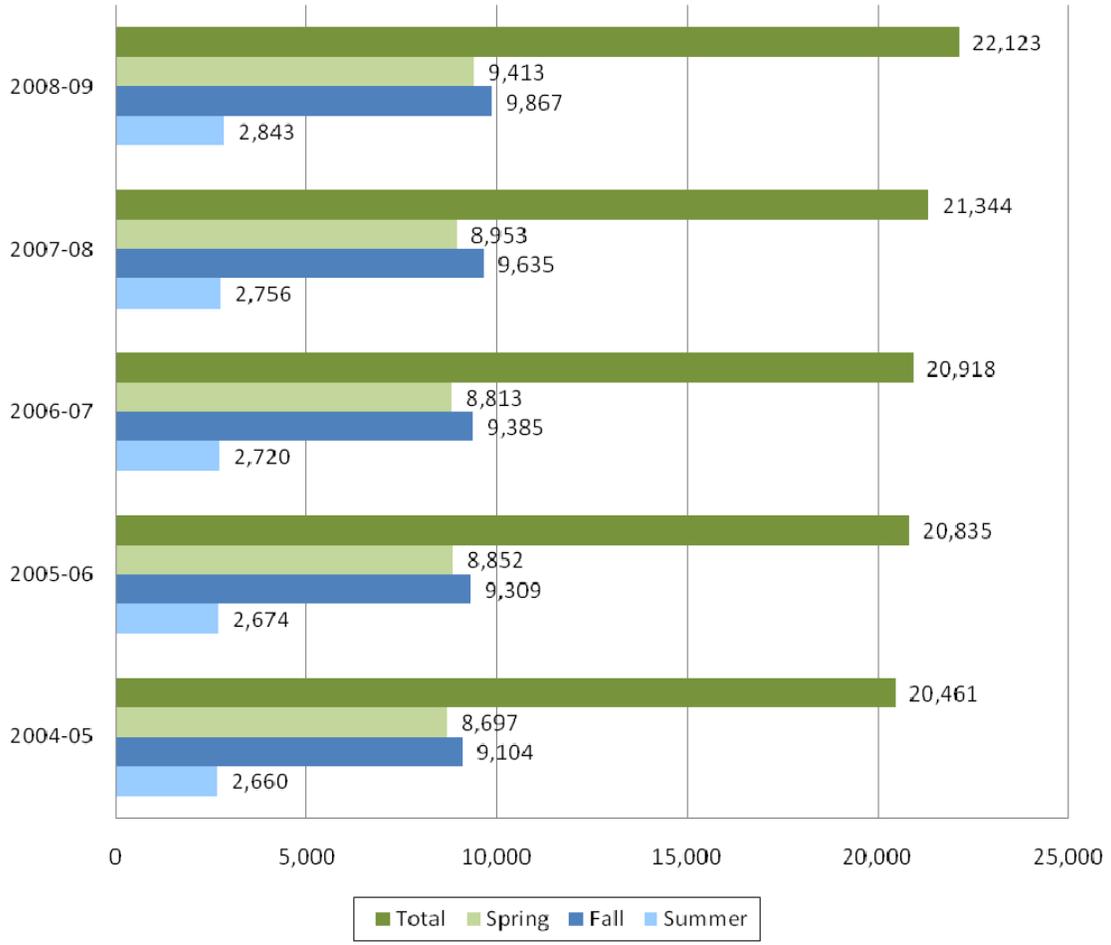
Exhibit 3.35. Ethnicity by Market Segment*

FY 2009	FTIC (18 & Under)		Young Adult (19-24)		Adults (25 & Over)		Unknown	
	N	%	N	%	N	%	N	%
Asian or Pacific Islander	50	1.7%	1,614	54.4%	1,303	43.9%	0	0%
American Indian or Alaskan Native	0	0%	46	74.2%	16	25.8%	0	0%
African-American	24	2.2	488	45.7%	555	52.0%	1	<1%
Hispanic	92	1.9%	1,992	41.9%	2,669	56.1%	6	<1%
White Non-Hispanic	253	1.7%	8,552	58.7%	5,761	39.5%	6	<1%
International	1	<1%	155	66.0%	78	33.2%	1	<1%
Unknown	94	3.4%	1,410	50.7%	1,144	41.2%	130	4.7%
Total	514	1.9%	14,257	53.9%	11,526	43.6%	144	<1%

Source: ICCB A1 Submission

*NOTE: Official counts submitted to ICCB may differ from official Enrollment Services (Registrar) counts due to different reporting requirements.

Retention and Completion Report
Fall 2004 through Fall 2008 New Student Cohorts

The annual retention and completion report provides a variety of new student retention and certificate and associate degree completion rates for the five most recent new student cohorts. All figures reported were based on the fall enrollment (E1) and annual enrollment and completion (A1) data except the race and ethnicity information which was from Harper's Regent student information system.

Definitions

A new student cohort consists of students taking credit courses, excluding ESL and AED, who were new to Harper during the fall semester or who were new to Harper during the summer semester and continued at Harper in the fall. Students that took only ESL or AED courses initially but later began other credit courses were included in the fall cohort where non-AED and non-ESL credit courses were first taken. Cohorts are named for the fall semester started. For example, the Fall 2006 Cohort refers to the new credit students starting during the Fall 2006 semester (or Summer 2006 semester if they continued during the fall semester).

Retention rate is defined as the percent of students in the cohort that returned the semester specified. Two key retention rates reported are fall-to-spring and fall-to-fall. Fall-to-spring retention refers to the percent of students returning the spring semester immediately following the fall semester started. Fall-to-fall refers to the percent of students returning the next fall semester after starting.

Completion rate is defined as the percent of students in the cohort that had earned a certificate or associate degree by the semester specified. Overall completion rates are subdivided into two categories: students that indicated the intent to earn a certificate or associate degree and students that did not indicate the intent to earn a certificate or associate degree.

It should be noted that retention and completion rates are not necessarily comparable to rates reported by other institutions. The definition of the new student cohort is critical to whether or not rates are comparable. Furthermore, the cohorts used in the Retention and Completion Report are **<u>NOT</u>** the same as the cohorts used for Achieving the Dream. Those cohorts are defined as including only certificate- or degree-seeking studnts.

Key Findings

Fall-to-spring overall retention continued the steady, upward, trend from 69% in the Fall 2004 cohort to 72% in the Fall 2007 cohort. However, the Fall 2008 cohort exhibited a sharp drop to 68%.

- Fall-to-Spring retention slightly increased from Fall 2004 to Fall 2007 before dropping in Fall 2008.
- The FTIC market segment continued to have the highest fall-to-spring retention rate of the three market segments in the range from 81% to 83% except for Fall 2008 where retention dropped to 78%. The young adult segment followed with a rate ranging from 65% to 66% until Fall 2008 where retention dropped to 63%. The adult segment had the lowest retention ranging from 54% to 57% prior to Fall 2008 where the retention dropped to 50%. All three market segments exhibited a drop in Fall 2008, with the adult segment having the largest drop of 5%.
- Hispanic and Asian students exhibited the largest drop in fall-to-spring retention from Fall 2007 to Fall 2008 (11% and 8% respectively). African American students had a 7% increase in retention from Fall 2007 to Fall 2008. White students showed a decrease of 2%.

Fall-to-fall overall retention reached a high of 52% for the Fall 2006 cohort before dropping to 50% for the Fall 2007 cohort.
- The FTIC students' fall-to-fall retention, ranging from 63% to 66%, was the highest of the three market segments.
- The young adult fall-to-fall retention was in the 41% to 44% range.
- The adult fall-to-fall retention ranged from 32% to 35%.
- The Hispanic student fall-to-fall retention rates seesawed from a high of 53% in Fall 2004 to a low of 47% in Fall 2008.
- The Asian and African American student fall-to-fall retention dropped 5% and 12% respectively from Fall 2006 to Fall 2007.
- White student fall-to-fall retention rates dropped 2% to 53% in 2007 from 55% in 2006.

Overall certificate and associate degree completion rate was at 17% at the end of the five-year period for the 2004 cohort, a 1% decrease from the 2003 cohort.
- FTIC students had the highest overall completion rate at 22%, followed by young adults at 13% and adults at 13%.
White students had the highest overall completion rate (20%), followed by Asian (14%), Hispanic (14%), and African American (7%) students.

Retention Analyses

Semester Completion Rates

Semester completion rates refer to percent of students remaining enrolled in at least one course during a semester.

Exhibit 3.36. Fall Completion Rates (2004–2008)

Race/Ethnicity	Fall 2004			Fall 2005			Fall 2006			Fall 2007			Fall 2008		
	Total N	Completer	%	Total N	Completer	%	Total N	Completer	%	Total N	Completer	%	Total N	Completer	%
Asian/Pacific Islander	1,995	1,885	94.5	1,941	1,823	93.9	1,940	1,843	95.0	1,843	1,732	94.0	1,840	1,763	95.8
American Indian/ Alaskan Native	32	30	93.8	43	38	88.4	44	42	95.5	44	42	95.5	36	35	97.2
African-American	638	576	90.3	656	580	88.4	684	609	89.0	677	607	89.7	684	625	91.4
Hispanic	2,743	2,251	82.1	2,728	2,215	81.2	2,829	2,333	82.5	2,919	2,443	83.7	3,143	2,619	83.3
White Non-Hispanic	9,569	9,026	94.3	9,465	8,897	94.0	9,256	8,740	94.4	9,290	8,790	94.6	9,307	8,808	94.6
International	57	53	93.0	91	87	95.6	123	112	91.1	150	137	91.3	168	158	94.0
Unspecified/Unknown	1,236	1,168	94.4	1,336	1,241	92.9	1,298	1,212	93.4	1,258	1,174	93.3	1,155	1,083	93.8
Gender	Total N	Completer	%	Total N	Completer	%	Total N	Completer	%	Total N	Completer	%	Total N	Completer	%
Male	6,978	6,377	91.4	7,159	6,472	90.4	7,160	6,572	91.8	7,158	6,564	91.7	7,356	6,743	91.7
Female	9,278	8,602	92.7	9,093	8,403	92.4	9,005	8,311	92.3	9,019	8,357	92.7	8,970	8,344	93.0
Unknown	14	10	71.4	8	6	75.0	9	8	88.9	4	4	100.0	7	4	57.1
Market Segments	Total N	Completer	%	Total N	Completer	%	Total N	Completer	%	Total N	Completer	%	Total N	Completer	%
FTIC (18 & Under)	2,612	2,479	94.9	2,500	2,354	94.2	2,697	2,564	95.1	2,765	2,647	95.7	2,808	2,686	95.7
Young Adult (19-24)	7,004	6,507	92.9	7,218	6,661	92.3	7,083	6,586	93.0	7,291	6,828	93.6	7,388	6,921	93.7
Adult (25 +)	6,646	5,995	90.2	6,534	5,862	89.7	6,388	5,737	89.8	6,115	5,441	89.0	6,127	5,477	89.4
Unknown	8	8	100.0	8	4	50.0	6	4	66.7	10	9	90.0	10	7	70.0
FT/PT Status	Total N	Completer	%	Total N	Completer	%	Total N	Completer	%	Total N	Completer	%	Total N	Completer	%
Full-Time	6,179	6,024	97.5	6,410	6,197	96.7	6,503	6,310	97.0	6,742	6,561	97.3	7,006	6,846	97.7
Part-Time	10,091	8,965	88.8	9,850	8,684	88.2	9,671	8,581	88.7	9,439	8,364	88.6	9,327	8,245	88.4
Total	**16,270**	**14,989**	**92.1**	**16,260**	**14,881**	**91.5**	**16,174**	**14,891**	**92.1**	**16,181**	**14,925**	**92.2**	**16,333**	**15,091**	**92.4**

Source: Institutional Research

Exhibit 3.37. Spring Completion Rates (2004–2008)

Race/Ethnicity	Spring 2004			Spring 2005			Spring 2006			Spring 2007			Spring 2008		
	Total N	Completer	%	Total N	Completer	%	Total N	Completer	%	Total N	Completer	%	Total N	Completer	%
Asian/Pacific Islander	1,901	1,795	94.4	1,948	1,833	94.1	1,960	1,832	93.5	1,860	1,757	94.5	1,711	1,615	94.4
American Indian/ Alaskan Native	38	35	92.1	41	40	97.6	32	32	100.0	36	32	88.9	37	35	94.6
African-American	627	545	86.9	640	580	90.6	660	577	87.4	667	579	86.8	606	544	89.8
Hispanic	2,759	2,273	82.4	2,652	2,139	80.7	2,841	2,291	80.6	2,676	2,142	80.0	2,945	2,376	80.7
White Non-Hispanic	9,217	8,667	94.0	9,317	8,773	94.2	8,990	8,474	94.3	8,833	8,324	94.2	8,834	8,339	94.4
International	62	56	90.3	56	51	91.1	99	93	93.9	118	114	96.6	124	115	92.7
Unspecified/Unknown	1,152	1,067	92.6	1,280	1,201	93.8	1,331	1,239	93.1	1,252	1,175	93.8	1,170	1,091	93.2
Gender	Total N	Completer	%	Total N	Completer	%	Total N	Completer	%	Total N	Completer	%	Total N	Completer	%
Male	6,728	6,134	91.2	6,934	6,307	91.0	6,932	6,283	90.6	6,848	6,203	90.6	6,825	6,165	90.3
Female	9,019	8,295	92.0	8,990	8,300	92.3	8,973	8,247	91.9	8,586	7,916	92.2	8,592	7,943	92.4
Unknown	9	9	100.0	10	10	100.0	8	8	100.0	8	4	50.0	10	7	70.0
Market Segments	Total N	Completer	%	Total N	Completer	%	Total N	Completer	%	Total N	Completer	%	Total N	Completer	%
FTIC (18 & Under)	2,618	2,466	94.2	2,596	2,470	95.1	2,630	2,472	94.0	2,728	2,551	93.5	2,756	2,618	95.0
Young Adult (19-24)	6,339	5,844	92.2	6,692	6,187	92.5	6,703	6,187	92.3	6,539	6,068	92.8	6,640	6,129	92.3
Adult (25 +)	6,789	6,118	90.1	6,636	5,950	89.7	6,573	5,876	89.4	6,174	5,503	89.1	6,016	5,358	89.1
Unknown	10	10	100.0	10	10	100.0	7	3	42.9	1	1	100.0	15	10	66.7
FT/PT Status	Total N	Completer	%	Total N	Completer	%	Total N	Completer	%	Total N	Completer	%	Total N	Completer	%
Full-Time	5,134	4,998	97.4	5,565	5,410	97.2	5,698	5,538	97.2	5,742	5,570	97.0	5,904	5,735	97.1
Part-Time	10,622	9,440	88.9	10,369	9,207	88.8	10,215	9,000	88.1	9,700	8,553	88.2	9,523	8,380	88.0
Total	**15,756**	**14,438**	**91.6**	**15,934**	**14,617**	**91.7**	**15,913**	**14,538**	**91.4**	**15,442**	**14,123**	**91.5**	**15,427**	**14,115**	**91.5**

Source: Institutional Research

Retention Rates for New Student Cohorts

A "new student cohort" consists of students taking credit courses, excluding ESL and AED, who were new to Harper during the fall semester or who were new to Harper during the summer semester and continued at Harper in the fall. Students that took only ESL or AED courses initially but later began other credit courses were included in the fall cohort where non-AED and non-ESL credit courses were first taken. Cohorts are named for the fall semester started. For example, the Fall 2008 Cohort refers to the new credit student starting during the Fall 2008 semester (or summer 2008 semester if they continued during the fall semester).

Overall Retention Rates for New Student Cohorts
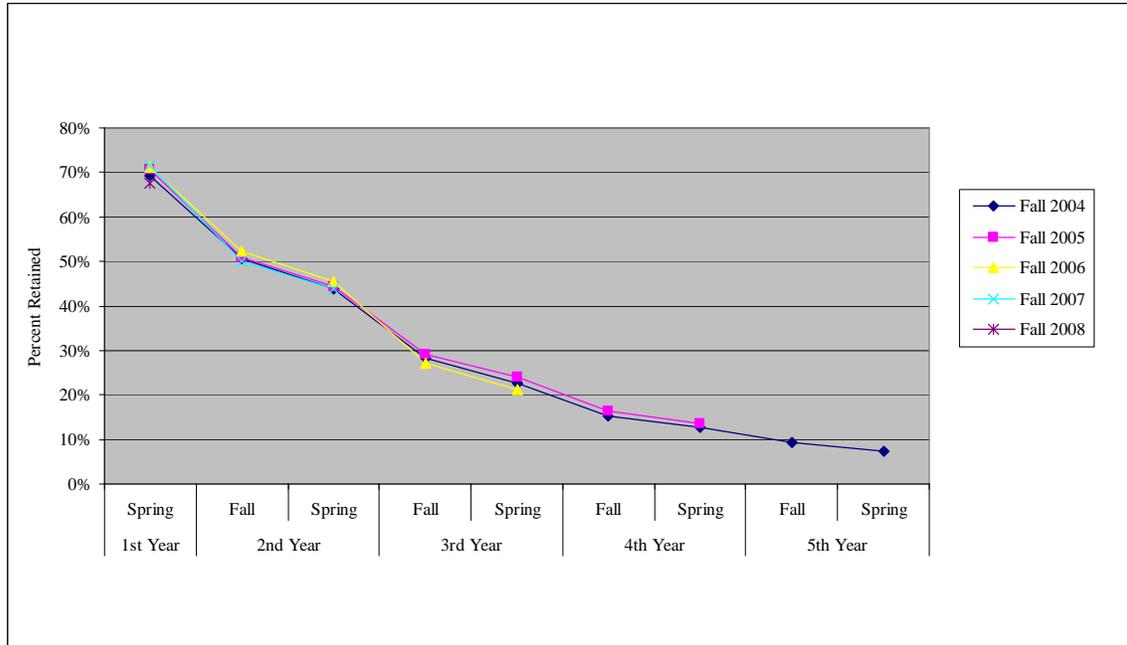
Exhibit 3.38. Overall Retention Rates for New Student Cohorts

Cohort	Total N	1st Year Spring N	2nd Year Fall N	Spring N	3rd Year Fall N	Spring N	4th Year Fall N	Spring N	5th Year Fall N	Spring N
Fall 2004	4073	2816	2065	1786	1156	925	627	515	376	304
Fall 2005	3971	2804	2016	1767	1160	952	649	539		
Fall 2006	3940	2807	2057	1798	1071	840				
Fall 2007	3839	2750	1918	1683						
Fall 2008	4074	2758								

Cohort	Total N	1st Year Spring %	2nd Year Fall %	Spring %	3rd Year Fall %	Spring %	4th Year Fall %	Spring %	5th Year Fall %	Spring %
Fall 2004	4073	69.1%	50.7%	43.8%	28.4%	22.7%	15.4%	12.6%	9.2%	7.5%
Fall 2005	3971	70.6%	50.8%	44.5%	29.2%	24.0%	16.3%	13.6%		
Fall 2006	3940	71.2%	52.2%	45.6%	27.2%	21.3%				
Fall 2007	3839	71.6%	50.0%	43.8%						
Fall 2008	4074	67.7%								

Source: ICCB E1/A1 submissions and Harper's Regent system through Fall '08 and Banner beginning Spring '09

Exhibit 3.39. Profile of Students in the Fall 2006 Cohort Who Returned the Specified Semester (Numbers)

		N	1st Year Spring N	2nd Year Fall N	2nd Year Spring N	3rd Year Fall N	3rd Year Spring N
	Total	3940	2807	2057	1798	1071	840
Market Segment	18 or under (FTIC)	1872	1520	1225	1095	649	521
	19-24 (Young Adults)	1230	814	544	458	274	202
	25 or over (Adults)	838	473	288	245	148	117
	Unknown						
Gender	Female	1998	1428	1054	922	542	432
	Male	1942	1379	1003	876	529	408
Race/ Ethnicity	African-American	203	140	79	58	34	27
	American Indian/ Alaskan Native	15	11	4	6	2	0
	Asian	436	327	232	208	123	98
	Hispanic	381	258	191	173	97	79
	International	46	33	27	18	11	6
	Unknown	579	376	270	240	160	130
	White	2280	1662	1254	1095	644	500
Full/Part Time	Full-Time	1927	1635	1235	1096	601	468
	Part-Time	2013	1172	822	702	470	372
GPA Group	Greater than/equal to 2.0	2528	2051	1496	1343	759	595
	Less than 2.0	1349	750	556	450	308	240
	Unknown	63	6	5	5	4	5
Academic Goal	Associate	2320	1795	1386	1231	728	577
	Certificate	383	268	176	153	86	72
	Courses	1237	744	495	414	257	191
Student Intent	Basic academic skills (GED/ESL)	24	15	9	9	7	6
	Improve skills for present job	244	119	53	47	30	24
	Personal interest/self development	727	459	325	290	181	135
	Prepare for future job	675	471	348	302	172	149
	Transfer	2199	1697	1285	1118	668	516
	Unknown	71	46	37	32	13	10

Source: ICCB E1/A1 submissions and Harper's Regent system through Fall '08 and Banner beginning Spring '09

Exhibit 3.40. Profile of Students in the Fall 2006 Cohort Who Returned the Specified Semester (Percents)

		N	1st Year Spring %	2nd Year		3rd Year	
				Fall %	Spring %	Fall %	Spring %
	Total	3940	71.2%	52.2%	45.6%	27.2%	21.3%
Market Segment	18 or under (FTIC)	1872	81.2%	65.4%	58.5%	34.7%	27.8%
	19-24 (Young Adults)	1230	66.2%	44.2%	37.2%	22.3%	16.4%
	25 or over (Adults)	838	56.4%	34.4%	29.2%	17.7%	14.0%
	Unknown	0					
Gender	Female	1998	71.5%	52.8%	46.1%	27.1%	21.6%
	Male	1942	71.0%	51.6%	45.1%	27.2%	21.0%
Race/ Ethnicity	African-American	203	69.0%	38.9%	28.6%	16.7%	13.3%
	American Indian/ Alaskan Native	15	73.3%	26.7%	40.0%	13.3%	0.0%
	Asian	436	75.0%	53.2%	47.7%	28.2%	22.5%
	Hispanic	381	67.7%	50.1%	45.4%	25.5%	20.7%
	International	46	71.7%	58.7%	39.1%	23.9%	13.0%
	Unknown	579	64.9%	46.6%	41.5%	27.6%	22.5%
	White	2280	72.9%	55.0%	48.0%	28.2%	21.9%
Full/Part Time	Full-Time	1927	84.8%	64.1%	56.9%	31.2%	24.3%
	Part-Time	2013	58.2%	40.8%	34.9%	23.3%	18.5%
GPA Group	Greater than/equal to 2.0	2528	81.1%	59.2%	53.1%	30.0%	23.5%
	Less than 2.0	1349	55.6%	41.2%	33.4%	22.8%	17.8%
	Unknown	63	9.5%	7.9%	7.9%	6.3%	7.9%
Academic Goal	Associate	2320	77.4%	59.7%	53.1%	31.4%	24.9%
	Certificate	383	70.0%	46.0%	39.9%	22.5%	18.8%
	Courses	1237	60.1%	40.0%	33.5%	20.8%	15.4%
Student Intent	Basic academic skills (GED/ESL)	24	62.5%	37.5%	37.5%	29.2%	25.0%
	Improve skills for present job	244	48.8%	21.7%	19.3%	12.3%	9.8%
	Personal interest/self development	727	63.1%	44.7%	39.9%	24.9%	18.6%
	Prepare for future job	675	69.8%	51.6%	44.7%	25.5%	22.1%
	Transfer	2199	77.2%	58.4%	50.8%	30.4%	23.5%
	Unknown	71	64.8%	52.1%	45.1%	18.3%	14.1%

Source: ICCB E1/A1 submissions and Harper's Regent system through Fall '08 and Banner beginning Spring '09

Exhibit 3.41. Profile of Students in the Fall 2007 Cohort Who Returned the Specified Semester (Numbers)

		N	1st Year Spring N	2nd Year Fall N	2nd Year Spring N
	Total	3839	2750	1918	1683
Market Segment	18 or under (FTIC)	1912	1566	1196	1088
	19-24 (Young Adults)	1209	787	494	412
	25 or over (Adults)	718	397	228	183
	Unknown	0			
Gender	Female	1979	1409	989	861
	Male	1860	1341	929	822
Race/ Ethnicity	African-American	214	131	58	55
	American Indian/ Alaskan Native	18	14	12	12
	Asian	385	285	187	173
	Hispanic	414	290	195	156
	International	54	35	28	23
	Unknown	412	277	204	190
	White	2342	1718	1234	1074
Full/Part Time	Full-Time	1903	1596	1165	1036
	Part-Time	1936	1154	753	647
GPA Group	Greater than/equal to 2.0	2467	2019	1425	1277
	Less than 2.0	1333	728	491	402
	Unknown	39	3	2	4
Academic Goal	Associate	2423	1887	1380	1201
	Certificate	305	192	130	110
	Courses	1111	671	408	372
Student Intent	Basic academic skills (GED/ESL)	28	20	7	7
	Improve skills for present job	179	74	49	37
	Personal interest/self development	711	492	334	303
	Prepare for future job	622	410	285	236
	Transfer	2090	1629	1167	1040
	Unknown	209	125	76	60

Source: ICCB E1/A1 submissions and Harper's Regent system through Fall '08 and Banner beginning Spring '09

Exhibit 3.42. Profile of Students in the Fall 2007 Cohort Who Returned the Specified Semester (Percents)

		N	1st Year Spring %	2nd Year Fall %	2nd Year Spring %
	Total	3839	71.6%	50.0%	43.8%
Market Segment	18 or under (FTIC)	1912	81.9%	62.6%	56.9%
	19-24 (Young Adults)	1209	65.1%	40.9%	34.1%
	25 or over (Adults)	718	55.3%	31.8%	25.5%
	Unknown	0			
Gender	Female	1979	71.2%	50.0%	43.5%
	Male	1860	72.1%	49.9%	44.2%
Race/ Ethnicity	African-American	214	61.2%	27.1%	25.7%
	American Indian/ Alaskan Native	18	77.8%	66.7%	66.7%
	Asian	385	74.0%	48.6%	44.9%
	Hispanic	414	70.0%	47.1%	37.7%
	International	54	64.8%	51.9%	42.6%
	Unknown	412	67.2%	49.5%	46.1%
	White	2342	73.4%	52.7%	45.9%
Full/Part Time	Full-Time	1903	83.9%	61.2%	54.4%
	Part-Time	1936	59.6%	38.9%	33.4%
GPA Group	Greater than/equal to 2.0	2467	81.8%	57.8%	51.8%
	Less than 2.0	1333	54.6%	36.8%	30.2%
	Unknown	39	7.7%	5.1%	10.3%
Academic Goal	Associate	2423	77.9%	57.0%	49.6%
	Certificate	305	63.0%	42.6%	36.1%
	Courses	1111	60.4%	36.7%	33.5%
Student Intent	Basic academic skills (GED/ESL)	28	71.4%	25.0%	25.0%
	Improve skills for present job	179	41.3%	27.4%	20.7%
	Personal interest/self development	711	69.2%	47.0%	42.6%
	Prepare for future job	622	65.9%	45.8%	37.9%
	Transfer	2090	77.9%	55.8%	49.8%
	Unknown	209	59.8%	36.4%	28.7%

Source: ICCB E1/A1 submissions and Harper's Regent system through Fall '08 and Banner beginning Spring '09

Exhibit 3.43. Profile of Students in the Fall 2008 Cohort Who Returned the Specified Semester

		N	1st Year	
			N	%
	Total	4074	2758	67.7%
Market Segment	18 or under (FTIC)	1996	1549	77.6%
	19-24 (Young Adults)	1251	793	63.4%
	25 or over (Adults)	826	416	50.4%
	Unknown	1	0	0.0%
Gender	Female	2082	1385	66.5%
	Male	1992	1373	68.9%
Race/Ethnicity	African-American	267	182	68.2%
	American Indian/Alaskan Native	10	7	70.0%
	Asian	457	301	65.9%
	Hispanic	487	287	58.9%
	International	64	46	71.9%
	Unknown	320	179	55.9%
	White	2469	1756	71.1%
Full/Part Time	Full-Time	2015	1593	79.1%
	Part-Time	2059	1165	56.6%
GPA Group	Greater than/equal to 2.0	2748	2077	75.6%
	Less than 2.0	1279	673	52.6%
	Unknown	47	8	17.0%
Academic Goal	Associate	2466	1759	71.3%
	Certificate	374	233	62.3%
	Courses	1234	766	62.1%
Student Intent	Basic academic skills (GED/ESL)	19	2	10.5%
	Improve skills for present job	207	96	46.4%
	Personal interest/ self development	793	495	62.4%
	Prepare for future job	639	405	63.4%
	Transfer	2393	1759	73.5%
	Unknown	23	1	4.3%

Source: ICCB E1/A1 submissions and Harper's Regent system through Fall '08 and Banner beginning Spring '09

Exhibit 3.44. Degrees and Certificates Awarded

	FY05	FY06 *	FY07	FY08	FY09
Degrees	1,052	1,203	1,293	1,231	1,235
Certificates	480	958	1,109	1,099	1,080
Total	**1,532**	**2,161**	**2,402**	**2,330**	**2,315**

Degrees and Certificates Awarded
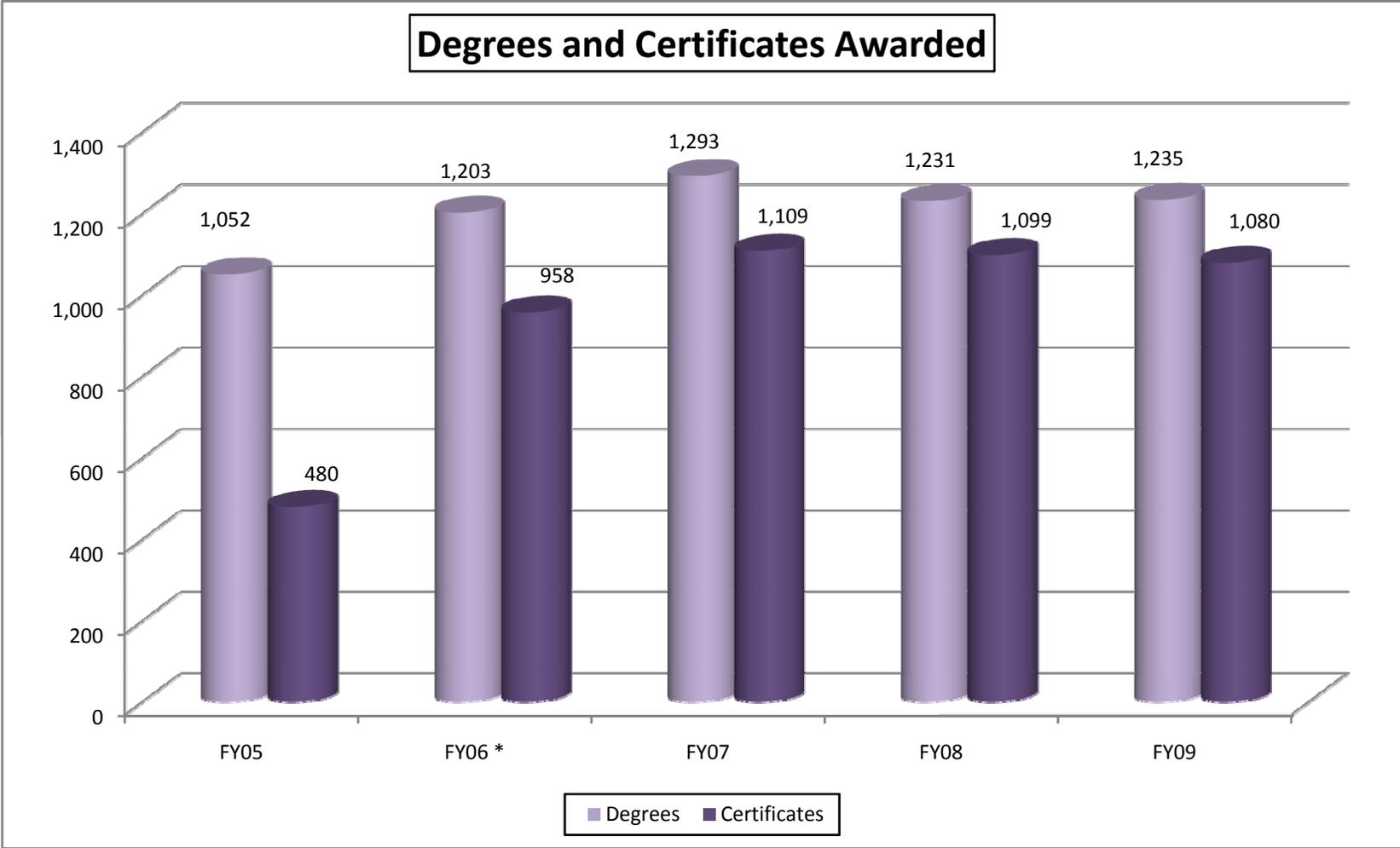
Exhibit 3.45. Types of Degrees Awarded

Degrees	FY 05	FY 06	FY 07	FY 08	FY 09
Associate in Arts (AA)	623	744	715	738	718 *
Associate in Applied Science (AAS)	328	364	459	392	426
Associate in Engineering Science (AES)	4	0	8	4	2
Associate in Fine Arts - Art (AFA-A)	1	6	4	5	1
Associate in Fine Arts - Music (AFA-M)	3	1	2	0	2
Associate in Fine Arts - Piano (AFA-P)	3	0	0	0	2
Associate in General Studies (AGS)	0	0	0	17	24
Associate in Science (AS)	90	88	105	75	60
Total	**1,052**	**1,203**	**1,293**	**1,231**	**1,235**

Source: Harper's Regent system through Fall '08 and Banner beginning Spring '09

sociate in Arts for 2009 is total of 339 Associate in Arts and 379 General Education

Exhibit 3.46. Number of Career Certificates and Applied Science Degrees Awarded, FY05-09

PROGRAM	Degrees Awarded				
	FY05	FY06	FY07	FY08	FY09
Plant Science Technology - Horticulture	2	5	3	4	4
Plant Science - Landscape Design	1	0	5	0	0
Golf Course and Athletic Field Maintenance	0	3	2	0	2
Journalism	2	0	0	1	0
Graphic Arts	0	0	3	8	3
CIS - Programming	6	2	1	2	1
CIS - Telecommunications	12	7	14	5	10
CIS - Web Application Development	5	6	3	2	2
NetPrep Network Technology	0	0	0	2	0
Electronics Engineering Technology	8	5	8	10	10
Mechanical Engineering	0	1	0	0	0
Digital Electronics and Microprocessor Technology	0	2	1	0	0
Architectural Technical	5	4	6	4	3
Early Child Education	4	7	19	4	7
Fashion Design	12	5	3	5	6
Law Office Administrative Assistant	0	0	1	1	0
Paralegal Studies	12	20	21	14	14
Law Enforcement and Justice Administration	18	16	17	19	24
Fire Science Technology	23	25	31	43	32
Maintenance Technology	0	0	0	2	3
HVAC	1	0	1	3	0
Interior Design	13	24	15	8	15
Dental Hygiene	29	34	31	31	28
Health Care Office Manager	5	0	2	9	11
Medical Office Administration	8	6	6	0	0
Emergency Medical Services	0	3	1	0	0
Cardiac Technology	14	28	23	29	13
Diagnostic Medical Sonography	0	0	0	0	24
Radiologic Technology	0	0	21	17	19

Exhibit 3.46. Number of Career Certificates and Applied Science Degrees Awarded, FY05-09

PROGRAM	FY05	FY06	FY07	FY08	FY09
			Degrees Awarded		
Nursing	89	91	125	98	106
Dietetic Technician	11	4	5	9	5
Management	3	16	33	28	31
Accounting	7	9	20	13	11
Administrative Assistant	4	7	5	1	5
Supply Chain Phys Distribution	3	3	0	3	0
Managment: Small Business	1	0	3	3	1
Financial Services	3	2	1	1	14
Commercial Credit Mgmt	0	0	0	0	0
Hospitality Management	14	7	13	6	9
International Business	0	5	5	1	0
Marketing	9	10	8	3	6
Fashion Merchandising	4	7	3	3	7
Total Degrees	**328**	**364**	**459**	**392**	**426**

Exhibit 3.46. Number of Career Certificates and Applied Science Degrees Awarded, FY05-09

PROGRAM	Certificates Awarded				
	FY05	FY06	FY07	FY08	FY09
Plant Science Technology - Horticulture	3	2	7	14	0
Plant Science - Landscape Design	8	4	5	7	2
Garden Center Operations	13	7	7	4	0
Golf Course and Athletic Field Maintenance	5	15	7	12	0
Floral Design	9	13	5	7	1
Arboriculture	2	3	5	7	0
Journalism	5	0	0	0	0
Graphic Arts: Desktop Publisher	0	0	1	0	0
Graphic Arts	0	0	0	1	5
CIS - Programming	3	6	4	6	14
CIS - Telecommunications	2	1	6	24	12
CIS - Web Application Development	10	8	9	3	11
NetPrep Network Technology	9	12	32	25	4
Computers: MS Ntwk Admin	0	0	0	0	1
Computers: Networking	3	6	1	5	3
CIS - Computer Network Security	0	0	0	1	0
Bread and Pastry Arts	1	3	8	5	4
Culinary Arts	5	5	3	6	5
Food Service Management	3	5	5	7	5
Electronics Engineering Technology	0	0	0	0	1
Architectural Technical	15	20	25	23	17
Sign Language Interpreting	14	3	12	9	4
Early Child Education	28	37	133	81	39
Fashion Design	2	4	3	21	10
Law Office Administrative Assistant	0	0	1	1	0
Paralegal Studies	62	73	56	71	40
Managment: Advanced	0	0	0	0	17
Forensic Science Technician	0	0	0	0	3
Law Enforcement and Justice Administration	1	3	9	6	0

Exhibit 3.46. Number of Career Certificates and Applied Science Degrees Awarded, FY05-09

PROGRAM	Certificates Awarded				
	FY05	FY06	FY07	FY08	FY09
Fire Science Technology	1	0	0	0	0
Maintenance Technology	2	4	2	6	7
Building Codes and Enforcement	5	7	4	3	7
Electrical Maintenance	15	34	51	25	23
Electronics	17	25	31	29	16
HVAC	52	74	118	67	56
Welding Maintenance	0	0	0	10	11
Medical Transcriptionist	6	3	4	4	6
Health Insurance Billing Specialist	19	13	15	16	17
Health Care Office Manager	3	4	0	4	3
Medical Office Administration	15	9	21	25	22
Emergency Medical Services/EMT Basic	0	14	62	3	75
Cardiac Technology	2	4	2	0	3
Diagnostic Medical Sonography	0	0	0	0	1
Phlebotomy	5	22	17	20	17
Licensed Practical Nursing	18	39	28	25	21
Certified Nursing Assistant	2	213	242	192	468
Dietetic Technician	10	5	7	11	1
Management	12	20	60	123	21
Purchasing	6	5	2	15	4
E-Commerce Business (Marketing)	0	2	2	0	1
CPA Preparation	0	0	1	5	5
Accounting	22	61	43	84	69
Office Technology	9	10	6	2	2
Administrative Assistant	7	7	1	0	0
General Office (Assistant)	11	6	12	0	0
Supply Chain Phys Distribution	18	12	1	27	4
Managment: Small Business	2	1	1	4	1
Financial Services	1	7	6	5	2

Exhibit 3.46. Number of Career Certificates and Applied Science Degrees Awarded, FY05-09

	Certificates Awarded				
PROGRAM	FY05	FY06	FY07	FY08	FY09
Commercial Credit Mgmt	0	0	2	0	1
Hotel Management	0	6	7	4	3
Human Resource Management	3	10	7	4	9
International Business	1	4	0	1	0
Real Estate	2	101	7	1	1
Sales Management and Development	7	3	2	6	1
Marketing	4	3	1	32	4
Total Certificates	**480**	**958**	**1109**	**1099**	**1080**
Grand Total Career Degrees & Certificates	**808**	**1322**	**1568**	**1491**	**1506**

Note: Certificates and degrees have been aggregated by the Classification of Instruction (CIP) code.
For a more detailed breakout of individual certificates and degrees within each CIP code for each fiscal year,
contact Institutional Research.

Profile of Students Awarded Degrees or Certificates

Exhibit 3.47. Gender of Students Awarded Degrees or Certificates

	2003-04		2004-05		2005-06		2006-07		2007-08		2008-09	
	N	%	N	%	N	%	N	%	N	%	N	%
Female	936	65%	968	63%	1,373	63%	1,503	63%	1,453	62%	1,369	64%
Male	510	35%	563	37%	787	37%	896	37%	877	38%	759	36%
Unknown	0	0%	1	<1%	1	<1%	3	<1%	0	0%	0	0%
Total	**1,446**	**100%**	**1,532**	**100%**	**2,161**	**100%**	**2,402**	**100%**	**2,330**	**100%**	**2,128**	**100%**

Source: Harper College Regent System through Fall '08 and Banner beginning Spring '09

Gender of Students Awarded Degrees or Certificates
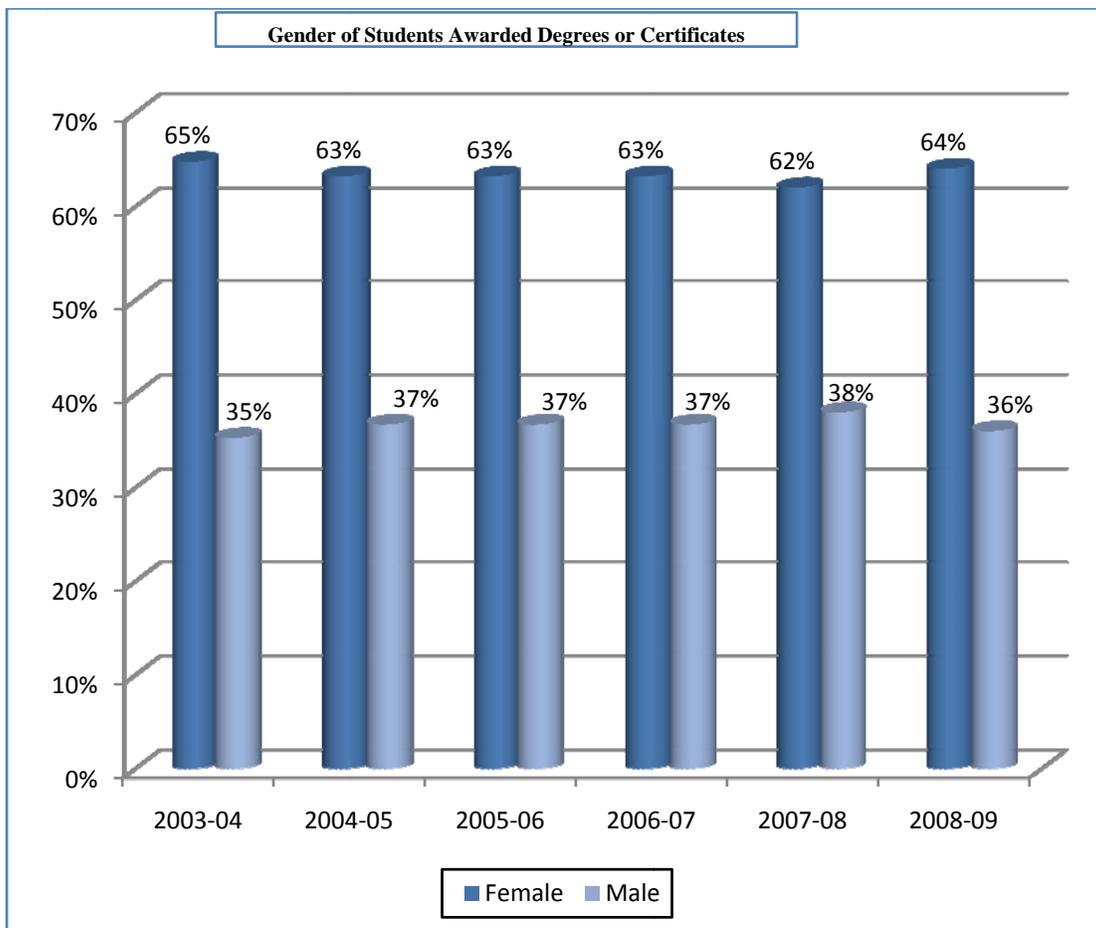
Exhibit 3.48. Age Groups of Students Awarded Degrees or Certificates

	2003-04		2004-05		2005-06		2006-07		2007-08		2008-09	
	N	%	N	%	N	%	N	%	N	%	N	%
18 & Under	20	1%	12	1%	67	3%	33	1%	83	4%	28	1%
19-24	715	49%	816	53%	1,040	48%	1,171	49%	1,079	46%	966	45%
25-28	158	11%	134	9%	224	10%	289	12%	267	11%	341	16%
29-33	149	10%	140	9%	204	9%	185	8%	212	9%	213	10%
34-38	116	8%	113	7%	183	8%	233	10%	185	8%	140	7%
39-42	75	5%	87	6%	121	6%	154	6%	136	6%	110	5%
43-47	110	8%	106	7%	159	7%	147	6%	152	7%	123	6%
48-52	60	4%	71	5%	94	4%	122	5%	124	5%	95	5%
53-57	36	2%	41	3%	45	2%	40	2%	55	2%	73	3%
58 & Over	7	<1%	12	1%	24	1%	28	1%	36	2%	38	2%
Unspecified	0	0%	0	0%	0	0%	0	0%	1	0%	1	<1%
Total	**1,446**	**100%**	**1,532**	**100%**	**2,161**	**100%**	**2,402**	**100%**	**2,330**	**100%**	**2,128**	**100%**

Source: Harper College Regent System through Fall '08 and Banner beginning Spring '09

Age Group of Students Awarded Degrees or Certificates

Legend:
- 18 & Under
- 19-24
- 25-28
- 29-33
- 34-38
- 39-42
- 43-47
- 48-52
- 53-57
- 58 & Over
- Unknown

Exhibit 3.49. Race/Ethnicity of Students Awarded Degrees or Certificates

	2003-04		2004-05		2005-06		2006-07		2007-08		2008-09	
	N	%	N	%	N	%	N	%	N	%	N	%
Asian or Pacific Islander	169	12%	154	10%	237	11%	255	11%	205	9%	202	9%
American Indian or Alaskan Native	3	0%	1	0%	4	0%	5	0%	5	0%	2	1%
African-American	57	4%	38	2%	65	3%	77	3%	83	4%	74	3%
Hispanic	101	7%	120	8%	174	8%	190	8%	225	10%	185	9%
White Non-Hispanic	1,041	72%	1,095	71%	1,480	68%	1,682	70%	1,602	69%	1474	69%
International	10	1%	6	0%	11	1%	22	1%	12	1%	0	0%
Unknown	65	4%	118	8%	190	9%	171	7%	198	8%	192	9%
Total	**1,446**	**100%**	**1,532**	**100%**	**2,161**	**100%**	**2,402**	**100%**	**2,330**	**100%**	**2,128**	**100%**

Race/Ethnicity of Students Awarded Degrees or Certificates
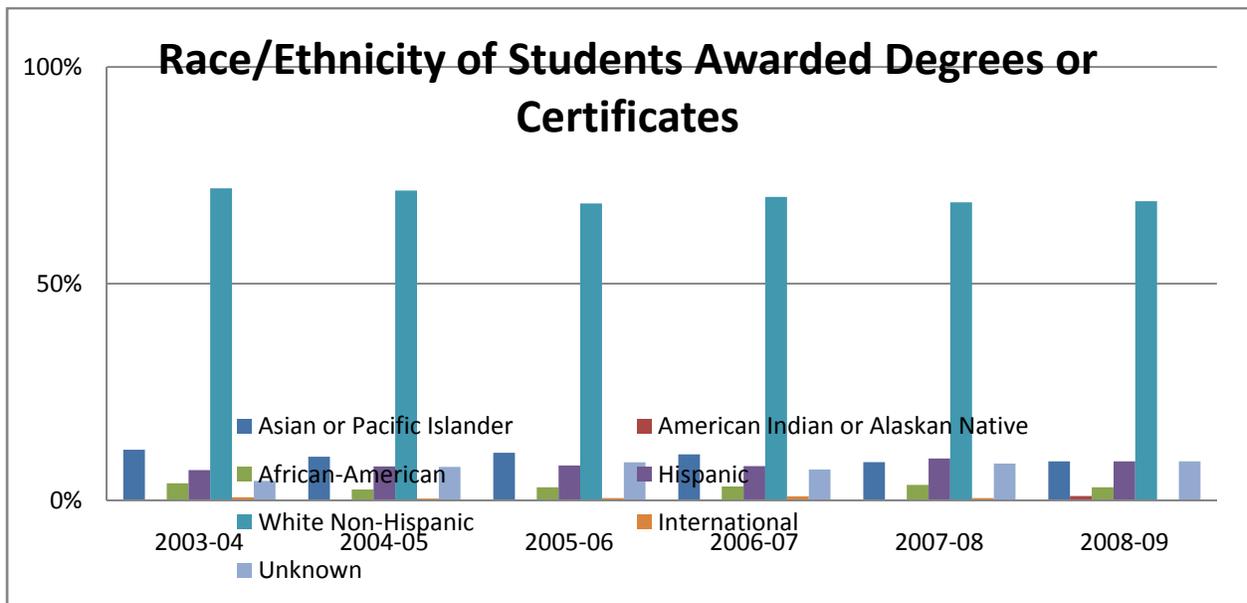
Chapter IV
Noncredit Students

Chapter IV is divided into two parts: Continuing Education and Harper College for Businesses. 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 Harper College for Businesses describes its services and presents the mission statement and the highlights from fiscal years 2008 and 2009.

Continuing Education

The Continuing Education Division of 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 noncredit 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.

Exhibit 4.1. Age Groups of Continuing Education Students

	2004-05		2005-06		2006-07		2007-08*		2008-09	
	N	%	N	%	N	%	N	%	N	%
17 & Under	2,952	26%	2,965	27%	2,573	26%	2,334	27%	2,192	29%
18	108	1%	76	1%	92	1%	74	1%	58	1%
19-24	764	7%	731	7%	706	7%	638	7%	503	6%
25-34	1,925	17%	1,663	15%	1,575	16%	1,348	15%	1,046	13%
35-44	1,811	16%	1,634	15%	1,508	15%	1,211	14%	860	11%
45-54	1,911	17%	1,784	16%	1,633	16%	1,422	16%	1,068	14%
55 & Over	1,666	15%	1,600	14%	1,486	15%	1,489	17%	1,446	19%
Unknown	271	2%	702	6%	392	4%	238	3%	381	5%
Unduplicated Total**	**11,408**	**100%**	**11,155**	**100%**	**9,965**	**100%**	**8,754**	**100%**	**7,554**	**100%**

Source: N1 File

* The reduction in headcount is due in part to the conversion of selected non-credit courses to reimbursable
  vocational skills credit courses. This enrollments are now included in the credit enrollment tables (chapter III).

 ** Unduplicated total counts each student only once for the fiscal year.

Exhibit 4.2. Enrollment of Continuing Education Students
by Semester (Duplicated)

	2004-05		2005-06		2006-07		2007-08*		2008-09	
	N	%	N	%	N	%	N	%	N	%
Summer	8,781	38%	8,939	39%	8,209	40%	7,596	42%	7,429	44%
Fall	7,044	30%	6,760	29%	5,828	29%	5,262	29%	4,880	29%
Spring	7,318	32%	7,484	32%	6,331	31%	5,327	29%	4,562	27%
Total	**23,143**	**100%**	**23,183**	**100%**	**20,368**	**100%**	**18,185**	**100%**	**16,871**	**100%**

Source: N1 File

* The reduction in headcount is due in part to the conversion of selected non-credit courses to reimbursable
  vocational skills credit courses. This enrollments are now included in the credit enrollment tables (chapter III).

**Exhibit 4.3. Enrollment of Continuing Education Students
Annually and by Semester (Unduplicated**)**

	2004-05	2005-06	2006-07	2007-08*	2008-09
Annual Number of Continuing Education Students	**11,408**	**11,155**	**9,965**	**8,754**	**7,554**
Summer	4,427	4,099	3,912	3,512	3,309
Fall	4,456	4,321	3,786	3,431	3,158
Spring	4,800	4,778	4,086	3,517	2,803

Source: N1 File

* The reduction in headcount this year is due in part to the conversion of selected non-credit courses to reimbursable vocational skills credit courses. This enrollments are now included in the credit enrollment tables (chapter III).

** Unduplicated total counts each student once for the fiscal year and once for each semester.

**Exhibit 4.4. Enrollment of Continuing Education Students
by Program Area (Duplicated)**

	2004-05		2005-06		2006-07		2007-08*		2008-09	
	N	%	N	%	N	%	N	%	N	%
Computer Training	2,083	9%	1,961	9%	1,663	8%	1,117	6%	1,326	8%
Personal Enrichment	5,739	25%	5,177	22%	5,075	25%	4,670	26%	4,143	25%
Physical Fitness	3,433	15%	3,027	13%	2,539	12%	2,427	13%	1,914	11%
Professional Development	4,700	20%	4,681	20%	3,970	19%	3,221	18%	2,446	15%
Youth Programs	7,188	31%	8,337	36%	7,121	35%	6,750	37%	7,042	41%
Total	**23,143**	**100%**	**23,183**	**100%**	**20,368**	**100%**	**18,185**	**100%**	**16,871**	**100%**

Source: Continuing Education

* The reduction in headcount this year is due in part to the conversion of selected non-credit courses to reimbursable vocational skills credit courses. This enrollments are now included in the credit enrollment tables (chapter III).

Harper College for Businesses

As a true partner to the business community, Harper College for Businesses helps organizations translate business strategies into bottom line results through employee development. Harper College for Businesses is a major player in the learning arena. Harper College for Businesses listens to the needs of organizations and then designs solutions that meet those unique needs.

Exhibit 4.5. Highlights

FY 2007-08	FY 2008-09
Launched an Illinois Small Business Development Center in January resulting in: - 132 clients served - 38 jobs created - 13 jobs retained - $432,600 financing secured	Illinois Small Business Development Center: - 328 clients served - 57 businesses started - 75 jobs retained - 148 jobs created - $4,215,650 financing secured
Trained 4,300 employees at 48 different companies.	Trained 4,500 employees at 34 different companies.
Delivered 65 credit classes which resulted in 66.8 FTE: - 1.6 vocational credit classes: 57 sections with 51.27 FTE - Traditional credit classes – 8 sections with 15.53 FTE	Delivered 45 credit classes which resulted in 68.4 FTE: - 1.6 vocational credit classes: 40 sections with 59 FTE - Traditional credit classes: 5 sections with 9.4 FTE
Served 11 companies (644 participants) by conducting 53 sections of Workforce Language classes including ESL, Workplace Spanish and German.	Served 9 companies (458 participants) by conducting 40 sections of Workforce Language classes including ESL, Workplace Spanish and German.
Generated over $500,000 in sales with state grants which supported training efforts at 17 companies.	Generated over $470,000 in sales with state grants which supported training efforts at 12 companies.

Source: Harper College for Businesses

Chapter V
Finances

Chapter V presents the College's fiscal resources. Tuition charges by residency for the last five fiscal years, fiscal 2009 revenue and expenditure tables and charts, and historical assessed valuations and taxes extended table are in this section.

Tuition for Credit Courses per Semester Hour by Residency
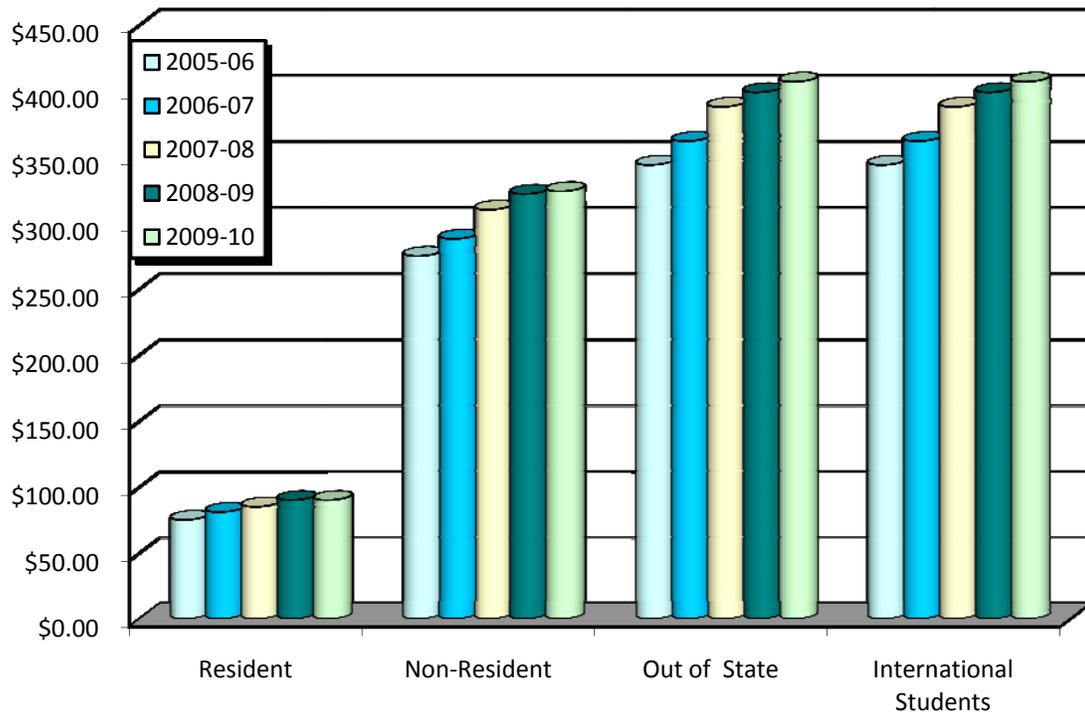
Exhibit 5.1. Tuition for Credit Courses per Semester Hour by Residency

	2005-06	2006-07	2007-08	2008-09	2009-10
Resident	$75.00	$81.00	$85.00	$90.00	$90.00
Non-Resident	$275.00	$288.00	$310.00	$322.00	$324.00
Out of State	$344.00	$362.00	$388.00	$399.00	$407.00
International Students	$344.00	$362.00	$388.00	$399.00	$407.00

Source: Harper College Catalog

Exhibit 5.2. Operating Funds Revenues

HARPER COLLEGE, COMMUNITY COLLEGE DISTRICT NO. 512

For the year ended June 30, 2009

Operating Revenue by Source:	Education Fund	Operations and Maintenance Fund	Total Operating Funds
Local Government Revenue:			
Local taxes	$30,808,194	$13,297,081	$44,105,275
Chargeback revenue	$128,054		$128,054
Other			
Total Local Government Revenue	$30,936,248	$13,297,081	$44,233,329
State Government Revenue:			
ICCB Credit Hour grants	$6,956,362		$6,956,362
CPPTRR	$621,450	$334,627	$956,077
Other	$258,694		$258,694
Total State Government Revenue	$7,836,506	$334,627	$8,171,133
Federal Government Revenue:			
Department of Education	$32,596		$32,596
Other			
Total Federal Government Revenue	$32,596	$0	$32,596
Student Tuition and Fees:			
Tuition	$31,140,035		$31,140,035
Fees	$8,091,354	$2,336,479	$10,427,833
Other student assessments			
Total Student Tuition and Fees	$39,231,389	$2,336,479	$41,567,868
Other sources:			
Sales and service fees	$43,864		$43,864
Investment revenue	$689,590	$207,427	$897,017
Other	$67,094		$67,094
Transfers			
Total Other Revenue	$800,548	$207,427	$1,007,975
Total Revenue	**$78,837,287**	**$16,175,614**	**$95,012,901**
Less – Nonoperating items:*			
Tuition chargeback revenue	$128,054		$128,054
Transfers from nonoperating funds			
Adjusted Revenue	**$78,709,233**	**$16,175,614**	**$94,884,847**

Source: Harper College Finance Department

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

Harper College, Community College District No. 512
Operating Funds Revenues FY09

Other Revenue
$1,007,975

Local Government
$44,233,329

Tuition and Fees
$41,567,868

Federal Government
$32,596

State Government
$8,171,133
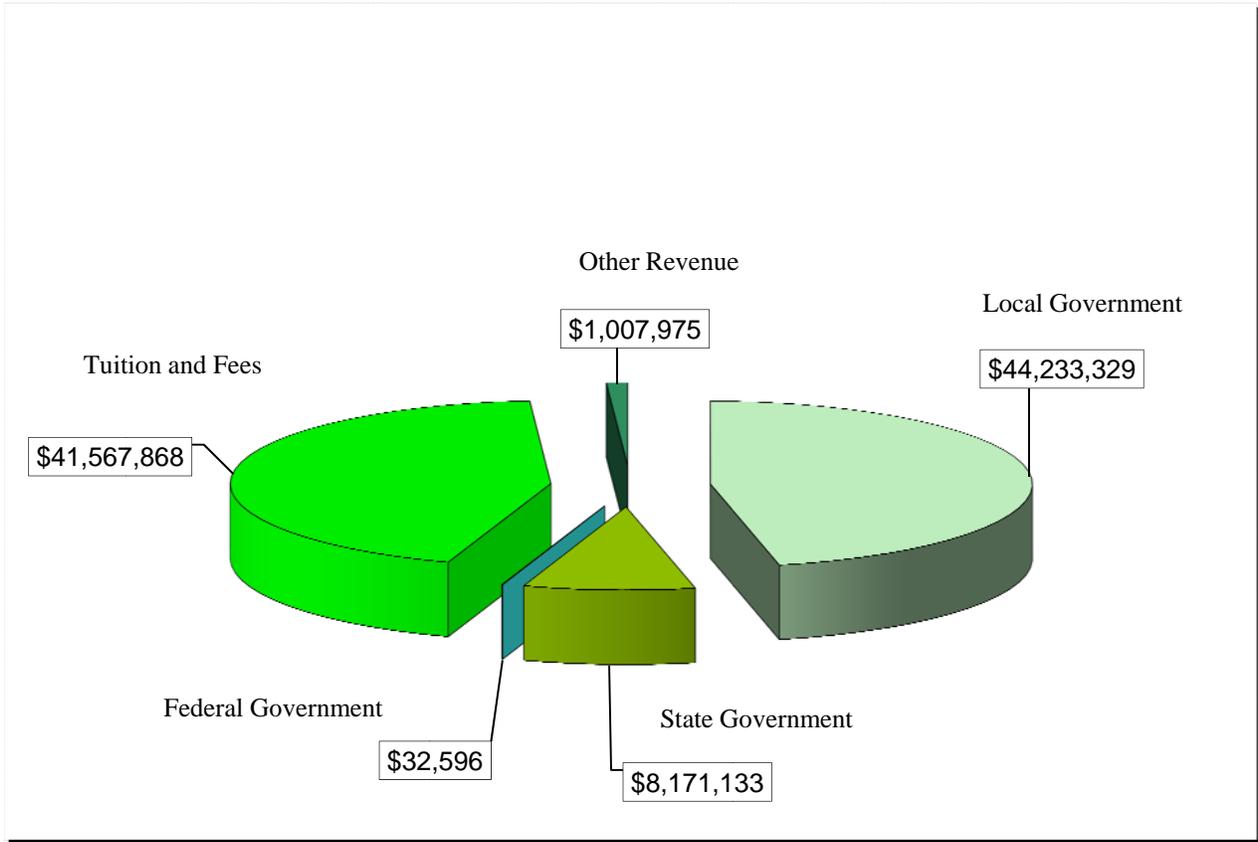
Exhibit 5.3. Operating Funds Expenditures

	Education Fund	Operations and Maintenance Fund	Total Operating Funds
HARPER COLLEGE, COMMUNITY COLLEGE DISTRICT NO. 512			
For the year ended June 30, 2009			
Operating Expenditures By Program:			
Instruction	$30,849,442		$30,849,442
Academic support	$7,501,436		$7,501,436
Student services	$9,074,363		$9,074,363
Public service / continuing education	$35,411		$35,411
Operations and maintenance		$12,329,415	$12,329,415
Institutional support	$21,433,012	$2,527,685	$23,960,697
Scholarships/grants/waivers	$3,561,282		$3,561,282
Transfers	$3,884,174		$3,884,174
Total Operating Expenditures	**$76,339,120**	**$14,857,100**	**$91,196,220**
Less – Nonoperating items:*			
Tuition chargebacks	$132,191		$132,191
Transfers to nonoperating funds	$3,884,174		$3,884,174
Adjusted Operating Expenditures	**$72,322,755**	**$14,857,100**	**$87,179,855**
Operating Expenditures By Object:			
Salaries	$50,225,855	$5,982,725	$56,208,580
Employee benefits	$7,294,837	$1,338,524	$8,633,361
Contractual services	$4,452,524	$1,613,867	$6,066,391
General materials and supplies	$4,379,165	$1,121,121	$5,500,286
Conference and meeting expense	$872,762	$9,598	$882,360
Fixed charges	$402,981	$272,063	$675,044
Utilities	$1,224	$3,897,732	$3,898,956
Capital outlay	$482,126	$621,470	$1,103,596
Other	$4,343,472		$4,343,472
Transfers	$3,884,174		$3,884,174
Total Operating Expenditures	**$76,339,120**	**$14,857,100**	**$91,196,220**
Less – Nonoperating items:*			
Tuition chargebacks	$132,191		$132,191
Transfers to nonoperating funds	$3,884,174		$3,884,174
Adjusted Operating Expenditures	**$72,322,755**	**$14,857,100**	**$87,179,855**

Source: Harper College Finance Department

* Intercollege expenses are subtracted to allow for statewide comparisons.

Harper College, Community College District No. 512
Operating Funds Expenditures FY09

Institutional Support — $23,960,697

Scholarships Grants, Waivers — $3,561,282

Transfers — $3,884,174

Instruction — $30,849,442

Operations and Maintenance — $12,329,415

Public Service/ Continuing Education — $35,411

Student Services — $9,074,363

Academic Support — $7,501,436
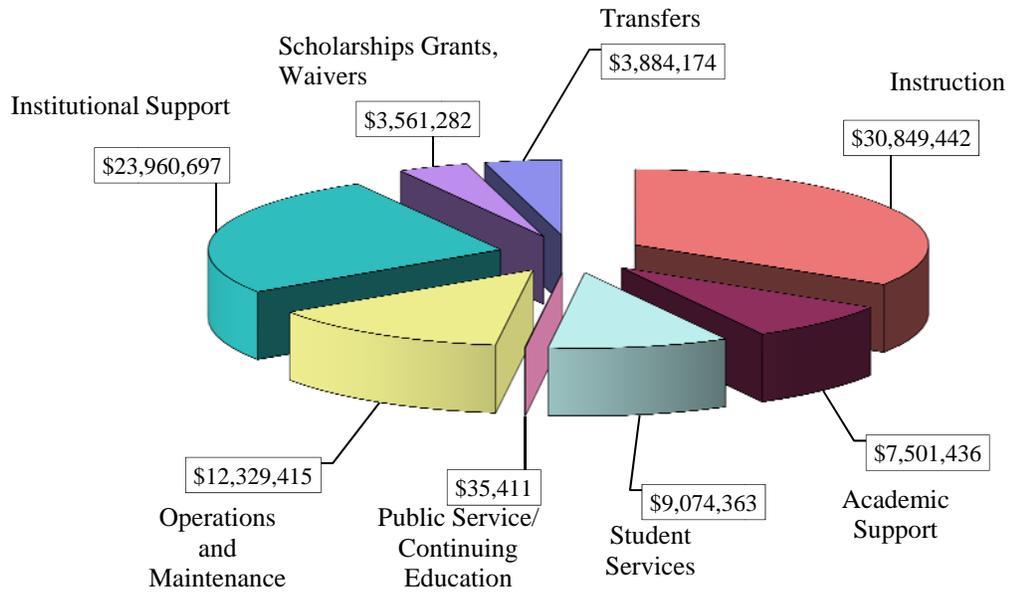
Exhibit 5.4. Historical Assessed Valuations and Taxes Extended

HARPER COLLEGE						
COMMUNITY COLLEGE DISTRICT NO. 512						
Governmental Fund Types	**2003**	**2004**	**2005**	**2006**	**2007**	**2008**
Equalized Assessed Valuations (000's)	16,674,766	18,880,755	20,154,589	20,445,486	23,623,584	24,953,107
Tax Rates:						
Education Fund	0.1570	0.1380	0.1416	0.1437	0.1295	0.1303
Operations & Maintenance Fund	0.0670	0.0590	0.0602	0.0601	0.0538	0.0583
Operations & Maintenance Restricted Fund	0.0037	0.0038	0.0031	0.0050	0.0041	
Bond & Interest Fund	0.0680	0.0608	0.0676	0.0668	0.0626	0.0609
Audit Fund	0.0008	0.0007	0.0006	0.0006	0.0004	0.0005
Liability, Protection, & Settlement Fund	0.0110	0.0166	0.0079	0.0131	0.0107	0.0079
Total	**0.3075**	**0.2789**	**0.2810**	**0.2893**	**0.2611**	**0.2579**
Taxes Extended:						
Education Fund	26,175,597	26,055,007	28,531,000	29,380,750	30,591,000	32,506,800
Operations & Maintenance Fund	11,179,036	11,136,427	12,133,400	12,282,750	12,720,798	14,538,938
Operations & Maintenance Restricted Fund	620,561	721,000	626,908	1,030,000	957,900	
Bond & Interest Fund	11,345,348	11,472,499	13,616,567	13,664,609	14,790,287	15,207,982
Audit Fund	128,750	128,750	128,750	129,832	97,850	113,300
Liability, Protection, & Settlement Fund	1,835,460	3,128,182	1,599,590	2,687,270	2,546,160	1,987,900
Total	**51,284,752**	**52,641,865**	**56,636,215**	**59,175,211**	**61,703,995**	**64,354,920**

Source: Harper College Finance Department

Chapter VI
Facilities

Harper's main campus in Palatine includes 23 buildings. The main campus buildings and two extension sites account for more than one million square feet of space. The following chapter gives a brief overview of the campus. It includes a campus map, a map and list of extension sites, list of buildings' acceptance dates and their square footage, total square footage by type of use, and a land and parking summary.

Harper College

Accessibility Map

Labels and Roads

Euclid Avenue Entrance
Kris Howard Boulevard
North Drive
Roselle Avenue Entrance
Dick Kolze Lane
Lake Drive
Biology Preserve Area
Barbara Barton Drive
Kris Howard Boulevard
Algonquin Road Entrance
Kris Howard Boulevard

Parking Lots

Lot 10, Lot 9, Lot 8, Lot 11, Lot 13, Lot 12, Lot 7, Lot 6, Lot 5, Lot 4, Lot 3, Lot 2, Lot 1, Lot 14 (Restricted), Lot 2A (Visitor Parking), Lot 4A (Dental Clinic)

Buildings

Wojcik Conference Center
Public Safety
Student Center
Performing Arts Center
Wellness Sports Center
Library
Bookstore
Quad
Avanté
Dental Clinic
Tennis Courts
Observatory (O)

Buildings: W, A, B, V, S, M, R, L, P, C, E, D, F, H, G, I, J, X, Z, Y, MOD

Legend

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

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

Directory

DESTINATION	BLDG
Academic Advising & Counseling	I
Academic Enrichment & Language Studies Division Office	F
Access & Disability Services	D
Administration & Executive Offices	W
Admissions Outreach	C
Admissions Processing	A
Adult Education	F
Art Gallery	C
Assessment & Testing Center	A
Athletics	M
Bookstore	L
Box Office	J, R
Business Office	A
Business & Social Science Division Office	J
Career Center	A
Center for New Students & Orientation	C
Child Learning Center	I
Cafeteria/Cockrell Dining Hall	A
Continuing Education Division Office	C
Harper College for Businesses	W
Dental Clinic	X
Drama Lab	L
English as a Second Language	F
Fitness Center	M
Gymnasium	M
Health Careers and Public Safety Division	X
Health & Psychological Services	A
Human Resources	A
Information Center	A
J143 Theatre	J
Liberal Arts Division Office	L
Library	F
Marketing Services	S
Massage Clinic	X
MegaLab	I, J
Multicultural Learning Center	D
Nursing	X
Observatory – Karl G. Henize	O
Performing Arts Center	R
Plant Science Center	V
Public Safety	B
Receiving	B
Registrar & Records	A
Scholarships & Financial Assistance	C
Science Programs	Z
Student Activities	A
Student Center	A
Student Development Division Office	A
Technology, Mathematics, & Sciences Division Office	H
Tutoring Center	F
Wellness & Human Performance Division	M
Wojcik Conference Center	W
Women's Program	A

Smoking Policy: Harper College maintains a smoke/tobacco free environment consistent with its effort to promote wellness and a healthy campus environment. Specific smoking areas are designated throughout the campus.

Extension Center Locations

Harper Professional Center - HPC 650 E. Higgins Road Schaumburg, IL 60173	Northeast Center - NEC 1375 S. Wolf Road Prospect Heights, IL 60070

Other Service Locations

Illinois WorkNet Center – IETC 723 W. Algonquin, Room 107 Arlington Heights, IL 60005	Police Neighborhood Resource Center – PNRC 2272 W. Algonquin Parkway Rolling Meadows, IL 60008 (AED only)
Palatine Opportunity Center – POC 1585 N. Rand Road Palatine, IL 60067 (AED only)	Salem Ridge Community Center – SRCC 700 Salem Drive Apartment 120 Hoffman Estates, IL 60194 (AED only)

Harper College

Fox River Valley Gardens

Tower Lakes

McHenry

Lake Barrington

North Barrington

Lake

Fox River Grove

Deer Park

Buffalo Grove

RGVCC *

Wheeling

Barrington Hills

Barrington

Inverness

Palatine

POC

Prospect Heights

Kane

South Barrington

Arlington Heights

NEC

Harper

Rolling Meadows

Mount Prospect

SRCC

HPC

PNRC

IETC

Des Plaines

Hoffman Estates

Cook

Schaumburg

Elk Grove Village

Roselle

DuPage

N

Harper District

County Boundary

Extension Sites/

Community College District 512
Extension Sites/Other Service Locations

ArcGIS8 Development Team
March 2000

Source: ESRI Data & Maps CD
Created in ArcGIS8 using ArcMap

*RGVCC location now closed.

Exhibit 6.1. Campus Buildings and Acceptance Dates and Gross Square Feet

Building Name	Acceptance Dates	Gross Square Footage
Building A	1969	132,593
Building B	1969 (additions 1984)	27,060
Building C	1969	23,908
Building D	1969 (additions 1974 & 1985)	115,903
Building E	1969	14,258
Building F	1969	101,970
Buildings G, H	1977	82,157
Buildings I, J	1980	92,947
Building L	1994	88,860
Building M (Wellness and Sports Center)	1980	97,100
Building O (Observatory)	1990	784
Building P	1974	26,799
Building R (Performing Arts Center)	2002	44,942
Building S	1993	12,151
Building T	1973	5,175
Building U	1974	5,774
Building V	1974	12,714
Building W (Wojcik Conference Center)	2002	50,122
Building X (Health Careers Center)	2004	98,071
Building Y (Center for Emerging Technology)	2004	53,113
Building Z (Science Center)	2004	141,742
(HPC) Harper Professional Center*	1982 (purchased in 2001)	23,576
(MOD) Modular Classrooms	1999	3,648
(NEC) Northeast Center	1973	56,270
Total Square Feet		**1,307,989**

Source: 2009 Submission to ICCB

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

Exhibit 6.2. Square Footage of Facilities

Fiscal Years 2008-2009		
Room Use		**Square Feet**
Classroom		157,563
Laboratory		228,813
Office		150,851
Study		34,659
Special Use	Athletic/P.E.	58,814
	All Other Special Use Facilities	13,996
General Use		88,332
Supporting Facilities		43,123
Health Care		1,485
Unclassified Facilities		4,632
Total Net Assignable Square Footage		782,268
NASF/GSF Ratio		60%
Total Gross Square Footage		**1,307,873**

Source: Table C1 Compiled by ICCB from data submission 2009

Exhibit 6.3. Land and Parking Summary

Fiscal Years 2008-2009	
Category	**Acres**
Landscaped Grounds	34.9
Physical Education and Athletic Fields	21.0
Building and Attached Structure	41.4
Experimental Plots	0.0
Other Instructional Areas	7.0
Parking Lots	38.9
Total Number of Parking Spaces on Campus	4,586
Number of Parking Spaces Listed on "Parking Lots" in which the State Participated	2,579
Roadways	18.0
Pond Retention and Drainage	10.0
Other	17.0
Total Assigned Area	188.2
Currently Unassigned	0.0
Total Acres	**188.2**
Number of Acres Paid by the State	**90.6**

Source: Physical Plant (Table C1.3)

Chapter VII
Human Resources

Chapter VII presents tables reflecting data on full-time faculty and full-time and part-time regular employees by job category for fiscal years 2005 to 2009. Tables showing percentage of full-time contact hours covered by full-time faculty also are provided.

Exhibit 7.1. Full and Part-Time Regular Employees by Job Category (Ns)

Job Category*		As of June 30,				
		2005	2006	2007	2008	2009
Executive, Administrative, Managerial (Administrative)						
Number		45	48	46	47	48
Non-Minority	Male	16	16	17	17	16
	Female	23	25	22	24	24
Minority	Male	3	3	2	1	1
	Female	3	4	5	5	7
Faculty-Instructional (Teaching Faculty)						
Number		193	194	194	192	191
Non-Minority	Male	72	75	71	70	73
	Female	105	102	104	103	100
Minority	Male	6	6	8	8	7
	Female	10	11	11	11	11
Faculty-Non-Instructional (Academic Support)						
Number		22	23	23	21	23
Non-Minority	Male	6	6	7	7	6
	Female	10	10	10	8	11
Minority	Male	1	2	2	2	2
	Female	5	5	4	4	4
Other Professionals (Supervisory)						
Number		48	49	49	50	47
Non-Minority	Male	12	14	16	14	14
	Female	32	29	28	28	27
Minority	Male	0	0	0	1	1
	Female	4	6	5	7	5
Technical and Paraprofessional (Professional/Technical)						
Number		143	138	144	137	142
Non-Minority	Male	54	55	56	50	49
	Female	66	61	62	66	67
Minority	Male	12	10	14	13	15
	Female	11	12	12	8	11
Clerical and Secretarial						
Number		196	186	182	179	186
Non-Minority	Male	18	18	18	18	20
	Female	155	149	147	139	139
Minority	Male	6	5	6	7	9
	Female	17	14	11	15	18
Skilled Crafts**						
Number		28	25	25	29	30
Non-Minority	Male	25	21	21	24	25
	Female	2	2	2	2	2
Minority	Male	1	2	2	3	3
	Female	0	0	0	0	0
Service/Maintenance						
Number		104	104	96	94	98
Non-Minority	Male	34	33	34	32	35
	Female	24	22	17	16	17
Minority	Male	32	34	30	30	27
	Female	14	15	15	16	19
Overall Total						
Number		779	767	759	749	765
Non-Minority	Male	237	238	240	232	238
	Female	417	400	392	386	387
Minority	Male	61	62	64	65	65
	Female	64	67	63	66	75

Source: Human Resources

*ICCB categories are provided in parentheses where different.
**Included in custodial/maintenance by ICCB.

Exhibit 7.2. Full and Part-Time Regular Employees by Job Category (%s)

Job Category*		As of June 30,				
		2005	2006	2007	2008	2009
Executive, Administrative, Managerial (Administrative)						
Total		100.0%	100.0%	100.0%	100.0%	100%
Non-Minority	Male	35.6%	33.3%	37.0%	36.2%	33.3%
	Female	51.1%	52.1%	47.8%	51.1%	50%
Minority	Male	6.7%	6.3%	4.3%	2.1%	2.1%
	Female	6.7%	8.3%	10.9%	10.6%	14.6%
Faculty-Instructional (Teaching Faculty)						
Total		100.0%	100.0%	100.0%	100.0%	100%
Non-Minority	Male	37.3%	38.7%	36.6%	36.5%	38.2%
	Female	54.4%	52.6%	53.6%	53.6%	52.4%
Minority	Male	3.1%	3.1%	4.1%	4.2%	3.7%
	Female	5.2%	5.7%	5.7%	5.7%	5.7%
Faculty-Non-Instructional (Academic Support)						
Total		100.0%	100.0%	100.0%	100.0%	100%
Non-Minority	Male	27.3%	26.1%	30.4%	33.3%	26.1%
	Female	45.5%	43.5%	43.5%	38.1%	47.8%
Minority	Male	4.5%	8.7%	8.7%	9.5%	8.7%
	Female	22.7%	21.7%	17.4%	19.0%	17.4%
Other Professionals (Supervisory)						
Total		100.0%	100.0%	100.0%	100.0%	100%
Non-Minority	Male	25.0%	28.6%	32.7%	28.0%	29.8%
	Female	66.7%	59.2%	57.1%	56.0%	57.5%
Minority	Male	0.0%	0.0%	0.0%	2.0%	2.1%
	Female	8.3%	12.2%	10.2%	14.0%	10.6%
Technical and Paraprofessional (Professional/Technical)						
Total		100.0%	100.0%	100.0%	100.0%	100%
Non-Minority	Male	37.8%	39.9%	38.9%	36.5%	34.5%
	Female	46.2%	44.2%	43.1%	48.2%	47.2%
Minority	Male	8.4%	7.2%	9.7%	9.5%	10.6%
	Female	7.7%	8.7%	8.3%	5.8%	7.7%
Clerical and Secretarial						
Total		100.0%	100.0%	100.0%	100.0%	100%
Non-Minority	Male	9.2%	9.7%	9.9%	10.1%	10.8%
	Female	79.1%	80.1%	80.8%	77.7%	74.7%
Minority	Male	3.1%	2.7%	3.3%	3.9%	4.8%
	Female	8.7%	7.5%	6.0%	8.4%	9.7%
Skilled Crafts**						
Total		100.0%	100.0%	100.0%	100.0%	100%
Non-Minority	Male	89.3%	84.0%	84.0%	82.8%	83.3%
	Female	7.1%	8.0%	8.0%	6.9%	6.7%
Minority	Male	3.6%	8.0%	8.0%	10.3%	10.0%
	Female	0.0%	0.0%	0.0%	0.0%	0.0%
Service/Maintenance						
Total		100.0%	100.0%	100.0%	100.0%	100%
Non-Minority	Male	32.7%	31.7%	35.4%	34.0%	35.7%
	Female	23.1%	21.2%	17.7%	17.0%	17.3%
Minority	Male	30.8%	32.7%	31.3%	31.9%	27.6%
	Female	13.5%	14.4%	15.6%	17.0%	19.4%
Overall Total						
Total		100.0%	100.0%	100.0%	100.0%	100%
Non-Minority	Male	30.4%	31.0%	31.6%	31.0%	31.1%
	Female	53.5%	52.2%	51.6%	51.5%	50.6%
Minority	Male	7.8%	8.1%	8.4%	8.7%	8.5%
	Female	8.2%	8.7%	8.3%	8.8%	9.8%

Source: Human Resources

*ICCB categories are provided in parentheses where different.

**Included in custodial/maintenance by ICCB.

Exhibit 7.3. Percent of Contact Hours Covered by Full-Time Faculty

Division	Semester	Fiscal Years 2004-05	2005-06	2006-07	2007-08	2008-09
AE/LS	Fall	34.2%	26.1%	30.4%	31.8%	31.3%
AE/LS	Spring	32.1%	30.0%	32.4%	33.6%	34.9%
BUS/SS	Fall	41.8%	38.2%	36.0%	38.7%	41.5%
BUS/SS	Spring	43.6%	34.8%	38.8%	37.8%	40.5%
CTP	Fall				29.7%	32.2%
CTP	Spring				30.1%	32.2%
HC	Fall	47.2%	43.8%	39.0%	37.1%	37.7%
HC	Spring	52.1%	47.0%	38.4%	40.4%	38.7%
LIB ARTS	Fall	39.6%	42.4%	41.2%	39.6%	41.2%
LIB ARTS	Spring	40.3%	42.4%	42.3%	38.2%	41.1%
MS	Fall	48.8%	51.1%	47.6%	55.1%	48.4%
MS	Spring	47.6%	51.8%	51.5%	56.6%	49.8%
STU DEV	Fall	79.2%	65.0%	62.3%	68.7%	54.9%
STU DEV	Spring	75.6%	66.7%	74.0%	68.4%	59.3%
WHP	Fall	46.0%	43.3%	44.8%	47.3%	25.6%
WHP	Spring	43.0%	35.5%	40.5%	30.2%	19.6%

Source: Academic Affairs

Exhibit 7.4. Full-Time Faculty Demographic Breakdowns

Education Level	2005-06 N	%	2006-07 N	%	2007-08 N	%	2008-09 N	%	2009-10 N	%
Associate	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Bachelor's	7	3.2%	7	3.3%	8	3.7%	7	3.3%	7	3.1%
Master's	171	78.8%	168	78.5%	165	76.8%	160	74.7%	174	77.0%
Doctorate	39	18.0%	39	18.2%	42	19.5%	47	22.0%	45	19.9%
Total	**217**	**100%**	**214**	**100%**	**215**	**100%**	**214**	**100%**	**226**	**100%**
Professor	46	21.2%	45	21.0%	45	20.9%	41	19.1%	48	21.2%
Associate Professor	66	30.4%	69	32.2%	71	33.0%	74	34.6%	69	30.5%
Assistant Professor	54	24.9%	55	25.7%	58	27.0%	53	24.8%	58	25.7%
Instructor	51	23.5%	45	21.0%	41	19.1%	46	21.5%	51	22.6%
Total	**217**	**100%**	**214**	**100%**	**215**	**100%**	**214**	**100%**	**226**	**100.%**
Female	129	59.4%	128	59.8%	128	59.6%	126	58.9%	135	59.7%
Male	88	40.6%	86	40.2%	87	40.4%	88	41.1%	91	40.3%
Total	**217**	**100%**	**214**	**100%**	**215**	**100%**	**214**	**100%**	**226**	**100%**
Asian	9	4.1%	11	5.1%	11	5.1%	10	4.6%	10	4.4%
African-American	8	3.7%	8	3.7%	8	3.7%	7	3.3%	9	4.0%
Hispanic	6	2.8%	6	2.8%	6	2.8%	7	3.3%	8	3.5%
American Indian Native	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	194	89.4%	189	88.3%	190	88.4%	190	88.8%	199	88.1%
Total	**217**	**100%**	**214**	**100%**	**215**	**100%**	**214**	**100%**	**226**	**100%**

Source: Academic Affairs

Chapter VIII
Support Services

Harper College offers various support services to the College community. This section presents tables on academic support services, student support services, information technology, enterprise systems, client services, and technical services.

Academic Support Services

Exhibit 8.1. Resources for Learning

Library Services	2004-05	2005-06	2006-07	2007-08	2008-09
Patron Services					
Print and Media Circulation	59,357	58,785	61,089	69,548	61,543
E-Resource Searches	468,492	635,146	521,694	578,626	545,670
Reference Requests	22,053	23,305	23,375	20,819	22,274
Library Instruction:					
Classes Supported	324	331	347	350	291
Students Served	5,612	5,687	5,528	5,658	4,602
Resource Sharing	6,390	8,691	8,440	8,670	10,756
Gate Count	624,024	621,132	598,347	649,713	598,641
Web Views	306,754	490,979	521,694	430,501	-
Collections (Titles)					
Print Collection	126,875	126,209	127,787	131,771	131,753
Electronic Resources	8,194	8,194	8,194	8,224	26,163
Media Resources	28,469	28,461	28,990	29,718	23,421
Microfilm	106	105	105	104	104

Source: Library Services, Academic Affairs

Exhibit 8.2. Instructional Technology

Department of Instructional Technology	2004-05	2005-06	2006-07	2007-08	2008-09
Workshops Delivered	79	63	61	65	99
Blackboard Course Websites Supported	483	541	657	852	1,084
Distance Course Development Requests	20	47	47	37	33
Technical Support Requests	3,076	4,491	3,388	5,467	2,633

Source: Department of Instructional Technology, Academic Affairs

Exhibit 8.3. Tutoring Center/Success Services/Writing Center

Tutoring Center/ Success Services/ Writing Center/	2004-05	2005-06	2006-07	2007-08	2008-09
Tutoring Center (student contacts)	18,302	20,854	17,838	17,885	21,200
Success Services (student contacts)	2,073	2,017	2,354	2,269	2,382
Writing Center (student contacts)	4,427	5,551	6,044	7,719	8,119

Source: Tutoring Center/Success Services/Writing Center, Academic Affairs

Student Support Services

Exhibit 8.4. Student Support Services

Support Service Area		2004-05	2005-06	2006-07	2007-08	2008-09
Academic Advising and Counseling Center	Student and Community Contacts	63,036	62,763	67,019	64,191	81,452
Access and Disability Services	Student and Community Contacts	47,539	43,857	61,538	62,840	67,551
Assessment Center	Tests Administered	30,530	32,159	32,201	34,314	33,936
Career Center	Student, Community, and Employer Contacts	34,968	39,497	39,790	48,295	52,929
Center for Multicultural Learning	Student and Community Contacts	36,596	30,143	33,358	33,083	31,579
Center for New Students and Orientation	Student and Community Contacts	57,743	60,866	71,853	77,084	81,588
Health and Psychological Services	Psychological Services	7,463	8,025	6,703	6,225	5,603**
	Health Services (Student, Employee and Community Contacts)	32,722	35,065	28,082	29,435	28,258**
Meeting, Exhibit and Convention	Student and Community Contacts	128,419	131,959	129,562	115,051*	112,219*
Women's Program	Student and Community Contacts	10,928	10,038	9,993	14,725	13,059

Source: Student Affairs

*Meeting, Exhibit and Convention total no longer includes A Building Facilities Rentals.
**Number is estimated due to transition to a new tracking system.

Exhibit 8.5. Federal and State Financial Aid Support to Students

Financial Aid Awards		2004-05	2005-06	2006-07	2007-08	2008-09
Number of Awards by Type	Pell Grant	1,887	1,982	1,937	2,095	2258
	ACG*				62	36
	Work Study	125	126	117	97	105
	SEOG	507	602	601	623	499
	Family Ed. Loan	920	1,503	1,462	1,632	1422
	ISAC	1,436	1,809	1,768	1,818	1604
	II.Vets	367	401	375	354	318
	Total Number of Awards**	5,242	6,423	7,316	6,681	6242
Amount of Awards by Type	Pell Grant	$4,157,935	$4,353,675	$4,199,338	$4,937,554	$5,845,099
	ACG				$40,050	$26,325
	Work Study	$197,249	$194,283	$179,280	$170,482	$230,253
	SEOG	$191,641	$226,114	$262,940	$268,500	$203,125
	Family Ed. Loan	$3,153,377	$3,673,776	$3,715,922	$4,668,740	$7,293,481
	ISAC	$1,511,613	$2,022,396	$2,082,128	$2,138,976	$1,970,415
	II.Vets	$801,694	$884,678	$715,959	$736,363	$710,952
	Total Amount of Awards	$10,013,509	$11,354,922	$11,155,567	$12,960,665	$16,279,650

Source: Financial Aid Office

*New program for 2006-2007.
** Duplicated count (students may receive more than one type award).

NOTE: Federal methodology changed for Pell Grant awards in FY07, thus reduced eligibility for application. Also, Federal allocation for Work Study awards reflect a reduction starting in FY07.

Exhibit 8.6. Race/Ethnicity of Financial Aid for All Recipients*

	2008-09	
	N	%
Asian or Pacific Islander	733	11%
American Indian or Alaskan Native	26	0%
African-American	599	9%
Hispanic	857	13%
White Non-Hispanic	3530	55%
Unknown/Refused	733	11%
Total	6478	100%

Source: Financial Aid Office

* Unduplicated counts.

Information Technology

Technical Services

Systems and services include:

- The Harper College Computing Network (HCCN) that interconnects all student, lab, and administrative systems and provides external Internet connectivity.
- Telecommunication services supporting both voice and data communications within the main campus and connections to remote sites.
- Shared and dedicated system servers supporting basic desktop computing services such as file and print, e-mail, and calendaring.
- Administrative system servers providing database and application support for key systems such as Regent and the Oracle ERP (Phoenix) Applications and the Harper internal Web sites.
- Production support services providing 24 x 5 system monitoring, off-site back-up rotation, and output services such as report distribution and mass mailings.

Exhibit 8.7. Server Resources (Infrastructure and Services)

Service Type	2004-05	2005-06	2006-07	2007-08	2008-09
Total File/Database/Application Servers in Production	103	107	134	186	210
Staff/Faculty Accounts	2,246	2,411	1,950	1,800	1600
Total Storage Capacity	13.7 TB	13.98 TB	20 TB	27 TB	39.6 TB
Student E-mail Accounts	50,000	50,000	55,000	61,000	36,457 New Gmail

Exhibit 8.8. Network Services

Service Type	Number of Connections 2004-05	Number of Connections 2005-06	Number of Connections 2006-07	Number of Connections 2007-08	Number of Connections 2008-09
DS3 Internet	2	1	1	1	0
Internet Ethernet MAN		1	3	3	4
Subnets	132	236	246	250	273
Network Rooms	28	28	29	29	31
Wireless Access Points	84	86	90	100	105
Active Network Nodes	4,422	4,641	4,750	4,810	4,828

Exhibit 8.9. Media Services

Permanently Assigned Media Projection Equipment – Smart Media Rich Type	2005-06	2006-07	2007-08	2008-09
Lectern (CPU, VHS, DVD)	1	1	1	25
Lectern (CPU, VHS, DVD, Doc Cam)	12	12	12	12
Projector	15	8	8	0
TV	1	0	0	0
TV, VHS	3	40	34	11
Type 1 Lectern	67	107	119	160
Type 1a Lectern	4	4	5	5
Type 2 Lectern	17	17	17	17
Type 3 Lectern	2	2	2	2
Type 4a Lectern	1	1	1	1
Type 4b Lectern	2	2	2	2
Type 4c Lectern	1	1	1	1
Type 4e Lectern	2	2	2	2
Type 5 Lectern	1	1	1	1

Exhibit 8.10. Computer Open Lab Software

Application Software in Open Labs - (I223, Y203, F303, F315)		
20/20 v64	Domestic Violence	Phlebotomy Tutor
Abdominal Sonography Interactive CD Exam	Dorland's Electronic Medical Speller	PHStat2
AccuRender	Efffective Communication: The Helping Interview Series-Basic Components, Helper Qualities, Attending Skills	Putty
Acrobat Reader	Essentials of Pharmacology for Health Occupations	Quark Xpress
Administering Inter Muscular Injections (IM Inject)	Font Agent Pro (Mac and PC)	Quark Xpress for Mac
Adobe Creative SuitePremium CS 3 (Photoshop, Illustrator, InDesign)	FrontPage 2003	Quickbooks Pro 2007
Adobe Creative SuitePremium CS 3 for Mac (Photoshop, Illustrator, InDesign)	General Ledger & Peachtree Complete	QuickTime
Adobe Creative Web Premium CS4 (Dreamweaver, Fireworks, Photoshop, Illustrator)	Google Earth (Google Sky)	Real Enterprise
Adobe Type Classics for Learning	Hammond Atlas of the World	Redhat Linux
Anatomy - Tooth Morphology	Holes Essentials of Human Anatomy and Physiology, Essential Study Partner	SAM
ArcGIS	Java Programming (Testtaker.jar, Jarmaker, Format Java) jEdit, jSwat	Sketch Up
AutoCAD	Jaws	Sol y Viento
Autodesk Architectural Desktop	Keyboarding Pro	Solid Edge
Autodesk Revit MEP	Logger Pro	Starry Night Pro
Autodesk VIZ	Magic	Suitcase (Server)
Basic College Mathematics 7e	Maple	Texthelp! Read & Write 6.0
BlueJ	Master Juggler	Textpad Editor
Cache	Math XL Player plug-in	Thumbs Up
Cardiac Case Studies	MaxIm DL/CCD	Turbo Assembler
Chart Smart II	Medical Terminology - A Student-Centered Approach	UGS Imageware
Chem Draw Standard	Medical Transcription (HillCrest Medical Center)	UGS NX
CLEA: Astrometry of Asteroids	Microsoft .NET Framework SDK v2.0	UGS NX I-Deas
CLEA: Classification of Stellar Spectra (Spectral Classification of Stars)	Microsoft Visual Studio 2005	UGS NX-Nastron
CLEA: Flow of Energy out of the Sun	Minitab	Virtual Astronomy Laboratory
CLEA: Hubble Red Shift Distance Relation	Mosby Basic Nursing Skills	Visio
CLEA: Laboratory Exercises in Astronomy	Mosby Intermediate Nursing Skills	Visual Logic
CLEA: Large Scale Structure of the Universe	Mozilla Firefox	Vmware
CLEA: Period of Rotation of the Sun	Mozilla FireFox Browser	VMware Player
CLEA: Photoelectric Photometry of Pleiades	MS Project	WinDaq Waveform Browser
CLEA: Radar Measurement of the Rotation Rate of Mercury	MSDN Library for Visual Studio 2005	Windows 2003 Enterprise Server
CLEA: Radio Astronomy of Pulsars	Nursing Assessment of the New Family	Windows 2003 Server
CLEA: Revolution of the Moons of Jupiter	OB/GYN Sonography Interacive CD Exam	Windows Vista VM
CLEA: Transits Of Venus And Mercury (January 2006)	Office 2007	Windows XP Pro
CLEA: VIREO (Virtual Educational Observatory)	Office 2008 for Mac	WiziWYG Plus (Praxisoft LLC)
Communication Skills Identifying Underlying Anxiety	Omnipage Pro	WS-FTP
Converge	Open Mind	XML Spy Pro
Cygwin	PDS Nursing Scenarios Concepts and Skills (Adult Health,Clinical Nursing,Critical Care,Maternity Nursing)	ZoomText Magnifiers/Screen Reader
Derive	PDS: Med Surg Mania, Peds Mania, Psych Mania	
Diet Analysis Plus	Peachtree Accounting 2008	

Exhibit 8.11. Computer Open Labs - For Students

Main Campus Open Computer Lab	FY 05 Number of Computers	FY 05 Hours Open per week	FY 06 Number of Computers	FY 06 Hours Open per week	FY 07 Number of Computers	FY 07 Hours Open per week	FY 08 Number of Computers	FY 08 Hours Open per week	FY 09 Number of Computers	FY 09 Hours Open per week
I223 Mega Lab	66	92	66	92	66	92	66	92	65	92
F303 Writing Center	22	50	22	50	22	50	22	50	22	50
NEC	18	18	18	18	18	22	18	22	18	22
Y203	107	92	107	92	107	92	114	92	88	92
Total	**213**	**252**	**213**	**252**	**213**	**256**	**220**	**256**	**193**	**256**

Note 1: In addition, there are 378 laptops in various classrooms for student use.

Note 2: In addition, there are 31 workstations in 2 Internet Café areas on campus.

Exhibit 8.12. Service Desk

	FY 05	FY 06	FY 07	FY 08	FY 09
Number of Calls	21,381	20,646	22,677	25,827	63,528
Employee Technical Skills Training (Hardware and Software)*					
Number of Seminars	149	321	430	377	566
Number of Participants	618	1,030	683	756	782

*Does not include Oracle training.

Exhibit 8.13. Service Requests

Category	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009
Client Services Ticket/Service Requests					
Acquisitions	2,112	2,323	1,377	1,248	2,380
Media Support	6,555	3,772	5,374	4,208	3,500
Media Events	418	396	409	358	447
Total	**9,085**	**6,491**	**7,160**	**5,814**	**6,327**

Exhibit 8.14. Total Number of Computers - For Instructional Use

Building/Center	Number of Computers
A – Student and Administration Center	119
C – New Student Services and Art Center	26
D – Science, Math and Health Careers Center	72
F – Academic Resources Center	264
G – Engineering and Applied Technology Center	12
H – Engineering and Applied Technology Center	53
HPC – Harper Professional Center (650 Higgins)	77
I – Business and Social Science Center	242
J – Business and Social Science Center	11
L – Liberal Arts	16
M – Wellness and Sports Center	5
NEC – Northeast Center	63
P – Music Instruction Center	37
PNRC – Police Neighbor Resource Center	24
POC – Palatine Opportunity Center	33
V – Plant Science Center	0
W -	2
X – Health Careers Center	93
Y – Technology Center	332
Z – Science Center	311
Total	**1,792**

Exhibit 8.15. Standard Administrative Workstation Software

Standard Employee Desktop Software:		
Software Product	**PC**	**Macintosh**
Operating System:	Windows XP	Mac OS X
Office Suite:	Microsoft Office 2007 *Includes: Access, Excel, PowerPoint, Publisher, SharePoint Designer, and Word (Visio included on request)	Microsoft Office 2008 *Includes: Word, Excel, PowerPoint and Entourage
Web Browser:	Internet Explorer 8 (rollout in progress) FireFox 2	Safari FireFox 2
Plug-ins or Additional Applications:	Acrobat Reader 8 Apple QuickTime 7 Real Player Enterprise Edition Macromedia Flash and Shockwave Players Windows Media Player 10	Acrobat Reader 8 Apple QuickTime 7 Real Player Enterprise Edition Macromedia Flash and Shockwave Players Windows Media Player 10
Alternative Connectivity to Additional Harper Applications:	Citrix	Citrix
E-mail:	Microsoft Outlook 2007	Entourage 2008 Microsoft Outlook 2007 via Parallels
FTP:	Exceed Host Explorer	Built-In
Telnet:	Exceed Host Explorer	Built-In
Calendar:	Microsoft Outlook 2007	Entourage 2008 Microsoft Outlook 2007 via Parallels
Classroom Grading:	Micrograde 6.02 Micrograde 6.1.3 (for upload of grades to Blackboard only)	Micrograde 6.02 Micrograde 6.1.3 (for upload of grades to Blackboard only)
File Compression:	Built in to Windows XP	Stuff-it Expander

Exhibit 8.16. Standard Administrative Laptop Software

Standard Employee Laptop Software:		
Software Product	**PC**	**Macintosh**
Operating System:	Windows XP	Mac OS X
Office Suite:	Microsoft Office 2007 *Includes: Access, Excel, PowerPoint, Publisher, SharePoint Designer, and Word (Visio included on request)	Microsoft Office 2008 *Includes: Word, Excel, PowerPoint
Web Browser:	Internet Explorer 6 (rollout to IE8 in progress) FireFox 2	Safari FireFox 2
Plug-ins or Additional Applications:	Acrobat Reader 8 Apple QuickTime 7 Real Player Enterprise Edition Macromedia Flash and Shockwave Players Windows Media Player 10	Acrobat Reader 8 Apple QuickTime 7 Real Player Enterprise Edition Macromedia Flash and Shockwave Players Windows Media Player 10
Alternative Connectivity to Additional Harper Applications:	Citrix and VPN software	Citrix

Exhibit 8.17. Standard Lab Software

Standard Lab (desktop or laptop) Software:

Software Product	PC	Macintosh
Operating System:	Windows XP	Mac OS X
Office Suite:	Microsoft Office 2007 *Includes: Access, Excel, PowerPoint, Publisher, SharePoint Designer, and Word (Visio included on request)	Microsoft Office 2008 *Includes: Word, Excel, PowerPoint
Web Browser:	Internet Explorer 6/IE8 depending on curriculum needs FireFox 2	Safari FireFox 2
Plug-ins or Additional Applications:	Acrobat Reader 8 Apple QuickTime 7 Real Player Enterprise Edition Macromedia Flash and Shockwave Players Windows Media Player 10	Acrobat Reader 8 Apple QuickTime 7 Real Player Enterprise Edition Macromedia Flash and Shockwave Players Windows Media Player 10
Alternative Connectivity to Additional Harper Applications:	Citrix/VPN	
File Compression:	Built in to Windows XP	Stuff-it Expander

Exhibit 8.18. Enterprise Systems – Applications Supported

Business Systems Applications	Student Systems Applications
Banner Self-Service Web Tailor	Banner (Student, AR, & Financial Aid)
Banner Self-Service Residency Determination	Banner BDMS
Blackbaud - Raiser's Edge and Financial Edge	Banner EDW
CVS (Source code management)	Banner EMS
Box Office (tickets.com/Provenue)	Banner ODS
Event Business Management System (EBMS)	Blackboard (course, faculty, student)
FAMIS (Facilities management)	Compass (Windows and Internet)
Google Analytics	Dental Hygiene
Higher Learning Commission (HLC)	Electronic Medical Records (EMR)
Luminis Group Studio	Financial Aid applications
Luminis SIS Portal	ILSCO Library Consortium
Luminis "Forgot Password"	Ingenuix
Luminis "Username Look-Up"	Math Lab Tracker
MetaCommunications Virtual Ticket/Job Manager	Nebraska Bookstore
Oracle Finance/HR/Payroll /Budget/Purchasing	Nelnet
Oracle OID	QAS (Batch and desktop)
Oracle Portal/Content Management System	Resource25
QAS w/SSB (Postal address management)	SARS Grid
Record Management (Harper Police Dept.)	STAIRS
Residency Determination (integrated w/SSB)	Student Opinionnaire of Instruction
Strategic Long Range Planning (SLRP)	Tutoring Center Tracker
Telemagic	ID Number database
IPARQ	Open Track
Vianet (ID card viewer)	
Web Trends	
Zerox Print Copy (iWay for Print Shop)	
Aloha Dining Services Point of Sale	
Lenel On Guard (door security)	
Pharos (access to printers)	

Exhibit 8.18. Continued

Interfaces with Major Systems	
EBS - Asset Center	Banner - Admissions Application modifications
EBS - Banner General Person	Banner - CE Marketing Services course extract
EBS - Banner Student Refund Process (check #)	Banner - Compass
EBS - Banner WorkStudy hours	Banner - Course Search
EBS - Blue Cross benefit enrollment	Banner - Drop for Non-Payment
EBS - Faculty Letters	Banner - EZProxy interface w/OID
EBS - Faculty Upload - Banner to Oracle Payroll	Banner – ICCB reporting
EBS – ICCB reporting	Banner - ID Number database
EBS - ID Number database	Banner - Illinois State Grant
EBS – Identity Management (IDM)	Banner - MARS (students enrolled in Unix classes)
EBS - Optio check printing	Banner - Math Lab
EBS – State University Retirement System (SURS)	Banner - Micrograde
EBS - W'2s	Banner - Nebraska Bookstore (course data)
	Banner - Nebraska Bookstore (vouchers)
	Banner - Nelnet Application Fee pay program
	Banner - Nelnet Payment Plans
	Banner - Nelnet Student Accts
	Banner - Parent data SSB push to INB for CE
	Banner - SARS Extract for ESL
	Banner - Senior Waivers
	Banner - SOI extract
	Banner - Student AR to Oracle EBS GL
	Banner - Student Refund Process - Banner to EBS
	Banner - Tutoring Center data extract
	Banner - 1098T vendor
Business Systems **Application**	**Student Systems** **Application**
Reporting Tools	
Discoverer	Cognos 8
Oracle Reports	Impromptu
XML Publisher	
Optio for Payroll and AP checks	
PMO/Process Supporting Systems	
Work Place Manager	
Peregrine	