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 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.

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: 534,984 (Source: American Community Survey Estimates (2006-08)) 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:	16,060 (6,964/43% full-time; 9,096/57% part-time) Fall 2010 10th day enrollment census

Student Characteristics: Fall 2010 (10th day census)

Gender:	56% Female 44% Male
Race/ethnicity:	11% Asian 5% Black Non-Hispanic 17% Hispanic
	59% Caucasian 8% Other
Residency status:	89% In-district 11% Out-of-district
Age:	15% 18 & under 47% 19-24 38% >25
Student Intent:	50% transfer 21% career 8% GED 21% other

Student Success: 16% graduation rate; 34% transfer rate (based on tracking 2006 cohort of first-time, full-time, degree/certificate-seeking &/or intending to transfer out through to Spring 2009)

Employees: 1, 582 (November 1, 2010)
Faculty: 889 (204 Full-Time; 685 Part-Time)
Non-Faculty: 693 (496 Full-Time; 111 Part-Time)

Academic Calendar: Semester -- Fall/Spring/Summer

Finances: $98,577,210 Total Operating Expenses 2009-2010

Tuition Per Credit Hour, 2010-11: In-District: $98.50   Out-of-District: $355.50
Out-of-State: $431   Required fees: $450

Students Receiving Financial Aid: 53% grants; 46% loans (2009-10)

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

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.

In July of 2009, the Harper College Board of Trustees appointed Dr. Kenneth Ender as the fifth President of Harper College. Dr. Ender set out a new strategic plan to increase graduation rates and other measures of success. The plan, entitled "Building Community Through Student Success," commits the college to four new strategic directions:

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

Accountability Create a culture of innovation, accountability and transparency.

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

Inspiration Develop programs with educational partners that inspire postsecondary education and career readiness as a life goal.

The strategic plan is designed to ensure that Harper continues its role as one of the leading community colleges in the country and that Harper's curriculum, programs and facilities respond effectively to the demands of the 21st century knowledge-based economy.

Philosophy Statement

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

Mission Statement

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

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

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

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

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

- To provide co-curricular opportunities that enhances the learning environment and develops the whole person.

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

Vision Statement

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

Institutional Core Values

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

1) **INTEGRITY**

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

2) **RESPECT**

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

3) **EXCELLENCE**

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

4) **COLLABORATION**

   Accomplishment of better results by working together rather than 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.

Exhibit 1.1 Gender By Age for Harper's District

Census Age Groups	Male N	Male %	Female N	Female %	Total Population N	Total Population %
Under 5	18,538	7.02%	17,596	6.50%	36,134	6.75%
5-9	19,192	7.27%	17,706	6.54%	36,898	6.90%
10-14	18,757	7.10%	17,177	6.34%	35,934	6.72%
15-17	10,238	3.88%	11,326	4.18%	21,564	4.03%
18-19	7,823	2.96%	6,282	2.32%	14,105	2.64%
20	3,010	1.14%	2,114	0.78%	5,124	0.96%
21	2,958	1.12%	2,369	0.87%	5,327	1.00%
22-24	9,744	3.69%	8,765	3.24%	18,509	3.46%
25-29	14,559	5.51%	12,498	4.61%	27,057	5.06%
30-34	18,773	7.11%	17,235	6.36%	36,008	6.73%
35-39	19,430	7.36%	19,646	7.25%	39,076	7.30%
40-44	21,624	8.19%	21,508	7.94%	43,132	8.06%
45-49	22,783	8.63%	24,042	8.88%	46,825	8.75%
50-54	20,326	7.70%	20,545	7.58%	40,871	7.64%
55-59	16,376	6.20%	18,616	6.87%	34,992	6.54%
60-61	5,431	2.06%	6,341	2.34%	11,772	2.20%
62-64	7,023	2.66%	7,565	2.79%	14,588	2.73%
65-66	4,116	1.56%	4,548	1.68%	8,664	1.62%
67-69	4,781	1.81%	5,951	2.20%	10,732	2.01%
70-74	6,689	2.53%	8,828	3.26%	15,517	2.90%
75-79	5,469	2.07%	7,078	2.61%	12,547	2.35%
80-84	4,095	1.55%	6,074	2.24%	10,169	1.90%
85+	2,362	0.89%	7,077	2.61%	9,439	1.76%
Total Gender	**264,097**	**100%**	**270,887**	**100%**	**534,984**	**100%**

Source: American Community Survey Estimates (2006-08) of HS Dists. 211, 214, 220

Composite Margin of Error: +/-9,911

Exhibit 1.2. Percent District Residents by Age Group Served By Harper

Age Groups	Harper's District Population		All In-District Enrollment (FY 2010)*		Percent of <u>All</u> In-district Students Attending Harper
	N	%	N	%	
17 & Under	130,530	24.4%	1,894	5.8%	**1.5%**
18-24	43,065	8.0%	15,420	46.9%	**35.8%**
25-34	63,065	11.8%	6,850	20.8%	**10.9%**
35-44	82,208	15.4%	3,562	10.8%	**4.3%**
45-54	87,696	16.4%	2,775	8.4%	**3.2%**
55 & Over	128,420	24.0%	2,355	7.2%	**1.8%**
Total	**534,984**	**100.0%**	**32,856**	**100.0%**	**6.1%**

Source: American Community Survey Estimates (2006-08) of HS Dists. 211, 214, 220 and Cognos ODS [Enrollment]

Composite Margin of Error: +/-9,911

* Age calculated at end of FY in order to minimize discrepencies in age group variation

Exhibit 1.3. Race/Ethnicity of Harper's District by Component School Districts

Race/Ethnicity		Dist. 211		Dist. 214		Dist. 220		Harper District	
		N	%	N	%	N	%	N	%
Hispanic or Latino		**34,589**	**14.6%**	**42,233**	**16.8%**	**4,167**	**9.4%**	**80,989**	**15.2%**
Not Hispanic or Latino	White alone	151,531	64.1%	178,109	70.9%	34,854	79.0%	364,494	68.6%
	African American alone	8,688	3.7%	4,130	1.6%	478	1.1%	13,296	2.5%
	American Indian or Alaska Native alone	274	0.1%	207	0.1%	46	0.1%	527	0.1%
	Asian alone	36,822	15.6%	23,042	9.2%	3,905	8.8%	63,769	12.0%
	Native Hawaiian or other Pacific Islander alone	53	0.0%	51	0.0%	3	0.0%	107	0.0%
	Some other race alone	300	0.1%	299	0.1%	54	0.1%	653	0.1%
	Two or more races	3,973	1.7%	3,132	1.2%	625	1.4%	7,730	1.5%
	Total Not Hispanic	**201,641**	**85.4%**	**208,970**	**83.2%**	**39,965**	**90.6%**	**450,576**	**84.8%**
Grand Total		**236,230**	**100.0%**	**251,203**	**100.0%**	**44,132**	**100.0%**	**531,565**	**100.0%**

Source: 2010 Census

Exhibit 1.4. Race/Ethnicity for Harper's District
(2009 Estimates)

Race/Ethnicity		N	%
Hispanic American*		**67,594**	**13.3%**
Including Hispanic or Latino	Caucasian American	400,046	78.5%
	African American	11,479	2.3%
	Native American	2,602	0.5%
	Asian American	61,822	12.2%
	Pacific Islanders	1,291	0.3%
	Other American	28,345	5.6%
	Two or More Ethnic Categories	3,192	0.6%
Grand Total		**508,777**	**100.0%**

*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 Exhibit 1.3 percentages.

Source: SIU Estimates for District 512

NOTE:

Exhibit 1.3 numbers are from the American Community Survey 2006-08 Estimates of High School Districts 211, 214, and 220. Exhibit 1.4 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 Exhibit 1.3.   .

Exhibit 1.5. Educational Attainment (25 years and over)

Geography	Total Population 25 years and Over (Number)	Bachelor's Degree (Percent)	Graduate or Professional Degree (Percent)	Bachelor's Degree or Higher (Percent)
Illinois	**8,336,919**	**18.5%**	**11.1%**	**29.5%**
Chicago Metropolitan Area *	**6,275,215**	**19.9%**	**12.2%**	**32.0%**
District 211	155,640	28.0%	15.0%	43.0%
Distrct 214	176,890	25.2%	13.7%	38.9%
Distrct 220	28,859	36.0%	24.1%	60.1%
Total (Harper District)	**361,389**	**27.3%**	**15.1%**	**42.3%**

Source: American Community Survey Estimates (2006-08)

Composite Margin of Error: +/- 6,162

* Chicago--Naperville--Michigan City IL-IN-WI MSA

<u>Exhibit 1.6. Status of Housing Units in Harper District by High School District</u>

Housing Status	Number	Percent
District 211 Housing Units	**95,711**	**44.2%**
Owner Occupied	67,177	70.2%
Renter Occupied	22,830	23.9%
Vacant	5,704	6.0%
District 214 Housing Units	**104,670**	**48.3%**
Owner Occupied	74,398	71.1%
Renter Occupied	24,577	23.5%
Vacant	5,695	5.4%
District 220 Housing Units	**16,297**	**7.5%**
Owner Occupied	13,875	85.1%
Renter Occupied	1,457	8.9%
Vacant	965	5.9%
Total Housing Units in Harper District	**216,678**	**100.0%**
Owner Occupied	**155,450**	**71.7%**
Renter Occupied	**48,864**	**22.5%**
Vacant	**12,364**	**5.8%**

Source: American Community Survey Estimates (2006-08)

Composite Margin of Error: +/- 2,329

Exhibit 1.7. Household Information of Harper District Residents

Household Size, Household Type, and Presence of Children				N	%
1 Person Household	Male Householder			24,190	11.8%
	Female Householder			33,632	16.5%
	Sub-Total			**57,822**	**28.3%**
2 or More Person Household	Family Households	Married Couple Family	With Own Children Under 18	55,100	27.0%
			No Own Children Under 18	59,331	29.0%
			Sub-Total	**114,431**	**56.0%**
		Other Family	Male Householder, No Wife Present — No Own Children Under 18	4,012	2.0%
			Male Householder, No Wife Present — With Own Children Under 18	2,897	1.4%
			Sub-Total	**6,909**	**3.4%**
			Female Householder, No Husband Present — No Own Children Under 18	7,061	3.5%
			Female Householder, No Husband Present — With Own Children Under 18	9,955	4.9%
			Sub-Total	**17,016**	**8.3%**
		Sub-Total		**23,925**	**11.7%**
	Sub-Total			**138,356**	**67.7%**
	Non-Family Households	Male Householder		4,765	2.3%
		Female Householder		3,371	1.6%
		Sub-Total		8,136	4.0%
	Sub-Total			**146,492**	**71.7%**
Total Households				**204,314**	**100.0%**

Source: American Community Survey Estimates (2006-08) HS Dists. 211, 214, 220

Composite Margin of Error: +/- 2,329

Exhibit 1.8. Population Estimates of Harper District Municipalities

Geography	Total Population in 2000 (Number)	Total Population in 2009 (Number)*	Change in Population, 2000-2009 (Percent)
Illinois	**12,419,293**		**-100.00**
Arlington Heights	76,031	73,153	-3.79
Barrington	10,168	10,334	1.63
Barrington Hills	3,915	4,375	11.75
Elk Grove Village	34,727	33,124	-4.62
Hoffman Estates	49,495	53,655	8.40
Inverness	6,749	7,649	13.34
Lake Barrington	4,757	4,973	4.54
Mount Prospect	56,265	53,050	-5.71
North Barrington	2,918	3,234	10.83
Palatine	65,479	66,690	1.85
Prospect Heights	17,081	15,959	-6.57
Rolling Meadows	24,604	23,324	-5.20
Schaumburg	75,386	71,303	-5.42
South Barrington	3,760	4,494	19.52
Tower Lakes	1,310	1,320	0.76
Wheeling	34,496	35,912	4.10

Source: US Census Bureau Population Estimates, Illinois Subcounty Population Dataset

*Population estimate for 7/1/09

Exhibit 1.9. Unemployment Rates

Village or City with Population of 25,000 or More	Labor Force May 2010	Unemployed May 2010		Labor Force October 2010	Unemployed October 2010		Labor Force Feb. 2011	Unemployed February 2011	
		N	Rate		N	Rate		N	Rate
Arlington Hts.	40520	3,129	7.70%	40,441	2,632	6.50%	39,965	2,478	6.20%
Elk Grove	19,945	1,867	9.40%	19,682	1,402	7.10%	19,428	1,304	6.70%
Hoffman Estates	30,945	2,687	8.70%	30,809	2,235	7.30%	30,428	2,098	6.90%
Mount Prospect	29,691	2,454	8.30%	29,520	1,979	6.70%	29,278	1,972	6.70%
Palatine	40,156	3,489	8.70%	39,902	2,825	7.10%	39,990	3,230	8.10%
Schaumburg	44,266	3,688	8.30%	44,186	3,154	7.10%	43,686	3,005	6.90%
Wheeling	21,521	1,898	8.80%	21,275	1,432	6.70%	21,466	1,793	8.40%
Chicago PMSA	**4,868,520**	**503,724**	**10.30%**	**4,845,311**	**431,577**	**8.90%**	**4,793,710**	**440,840**	**9.20%**
Illinois	**6,624,746**	**667,664**	**10.10%**	**6,638,385**	**597,244**	**9.00%**	**6,532,580**	**615,878**	**9.40%**
USA	**153,866,000**	**14,369,000**	**9.30%**	**153,652,000**	**13,903,000**	**9.00%**	**152,635,000**	**14,542,000**	**9.50%**

Source: US Department of Labor: www.bls.gov

Exhibit 1.10. Income and Benefits by High School Districts in Harper District

Income Level	Dist. 211		Dist. 214		Dist. 220		Harper	
	N	%	N	%	N	%	N	%
Less than $10,000	2,988	3.3%	3,411	3.4%	471	3.1%	6870	3.4%
$10,000 to $14,999	2,428	2.7%	3,388	3.4%	249	1.6%	6065	3.0%
$15,000 to $24,999	5,542	6.2%	7,802	7.9%	355	2.3%	13699	6.7%
$25,000 to $34,999	6,371	7.1%	8,434	8.5%	706	4.6%	15511	7.6%
$35,000 to $49,999	11,176	12.4%	13,287	13.4%	942	6.1%	25405	12.4%
$50,000 to $74,999	16,927	18.8%	19,431	19.7%	1,913	12.5%	38271	18.7%
$75,000 to $99,999	14,165	15.7%	15,165	15.3%	1,713	11.2%	31043	15.2%
$100,000 to $149,999	17,698	19.7%	15,908	16.1%	3,038	19.8%	36644	17.9%
$150,000 to $199,999	6,611	7.3%	6,339	6.4%	2,079	13.6%	15029	7.4%
$200,000 or more	6,101	6.8%	5,810	5.9%	3,866	25.2%	15777	7.7%
Total households	**90,007**	**100.0%**	**98,975**	**100.0%**	**15,332**	**100.0%**	**204,314**	**100.0%**
Median household income (dollars)	74,396		65,863		120,221		N/A	
Mean household income (dollars)	92,210		83,996		179,306		N/A	

Source: American Community Survey Estimates (2006-08)

(in 2008 inflation-adjusted dollars; benefits defined as Social Security, retirement pensions, Supplemental Security, and public assistance)

Exhibit 1.11. Poverty Levels in Harper District by High School District

	Poverty Levels			
	Dist. 211	Dist. 214	Dist. 220	Harper
All families	4.5%	4.1%	2.8%	3.8%
With related children under 18 years	6.6%	6.8%	4.0%	5.8%
With related children under 5 years only	4.6%	6.6%	0.0%	3.7%
Married couple families	2.6%	2.7%	1.8%	2.4%
With related children under 18 years	3.5%	4.6%	1.9%	3.3%
With related children under 5 years only	0.9%	2.7%	0.0%	1.2%
present	13.0%	14.3%	14.8%	14.0%
With related children under 18 years	21.7%	21.1%	22.3%	21.7%
With related children under 5 years only	24.9%	29.6%	0.0%	18.2%
All people	5.9%	6.0%	3.6%	5.2%
Under 18 years	8.5%	8.0%	5.0%	7.2%
Related children under 18 years	8.4%	7.7%	4.9%	7.0%
Related children under 5 years	8.9%	8.9%	10.7%	9.5%
Related children 5 to 17 years	8.3%	7.3%	3.5%	6.4%
18 years and over	5.0%	5.3%	3.0%	4.4%
18 to 64 years	4.9%	5.2%	3.1%	4.4%
65 years and over	5.9%	5.7%	2.3%	4.6%
People in families	5.0%	4.6%	2.9%	4.2%
Unrelated individuals 15 years and over	10.2%	12.7%	11.6%	11.5%

Source: American Community Survey Estimates (2006-08)

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.
  > 3343 Peachtree Road NE, Suite 500
  > Atlanta, GA   30325
  > 404.975.5000

- The Harper College Certified Nursing Assistant Program is approved by the:
  Illinois Department of Public Health
  Training and Technical Direction Unit
  LTC Field Operations
  525 W Jefferson, 4th floor
  Springfield, IL 62761   217.785.5569

- 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 Diagnostic Medical Sonography Programs is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP)
  1361 Park St.
  Clearwater, FL 33756   772.210.2350

- The Harper College Diagnostic Cardiac Sonography Program (Cardiac Technology) is 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   772.210.2350

- 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

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

- 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

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 Learning Specialist and Developmental Educators (ILSADE)
- 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, National College Transition Network (NCTN)
- 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
- Harper College is an Illinois Gateways to Opportunity Credential Entitled Institution

Career and Technical Programs Division

- American Institute of Architects (AIA)
- American Judicature Society (AJS)
- American Radio Relay League (ARRL)
- American Society for Engineering Education (ASEE)
- American Society of Law Enforcement Trainers (ISLET)
- 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
- Flexographic Technical Association (FTA)
- Idealliance (IDEA)
- Illinois Academy of Criminology (IAC)
- 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 Association for the Study of Organized Crime (IASOC)
- International Association of Auto Theft Detectives (IAATI)
- International Association of Chiefs of Police (IACP)
- International Association of Intelligence Analysts (IALEIA)
- International Design Educators Council
- International Homicide Investigators Association (IHIA)
- Lake County Chiefs of Police Association

- 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
- Northwest Suburban Chiefs of Police Association
- 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
- 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.
- VMware IT Academy

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 Association of Medical Assistants, The
- American Dental Association (ADA)
- American Dietetic Association (ADA)
- American Health Information Management Association (AHIMA)
- American Society of Radiologic Technologist (ASRT)
- Association of Educators in Imaging and Radiologic Science (AEIRS)
- Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association
- Dietary Managers Association (DMA)
- Illinois Coalition for Nursing Resources (ICNR)
- Illinois State Society of Radiologic Technology (ISSRT)
- National League for Nursing (NLN)
- National League for Nursing Accrediting Commission (NLNAC), Inc.
- National Organization of Associate Degree Nursing (NOADN)

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 for the Advancement of Science (AAAS)
- American Association of Physics Teachers

- American Society of Safety Engineers
- American Astronomical Society
- American Chemical Society (ACS), Division of Chemical Education
- American Geophysical Union
- 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
- Geological Society of America
- 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 of Chemical Hygiene Officers
- 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, Illinois Online Network (ION)
- Member, Instructional Technology Council (ITC)
- 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
- Association for Higher Education and Disability

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)

Certifications

- **Cisco**
  Cisco Certified Network Associate (CCNA)
  Cisco Certified Network Associate (CCNA) Specializations: Security, Voice,
  Wireless
  Cisco Certified Network Professional (CCNP)
  Cisco Certified Design Associate (CCDA)

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

- **Microsoft Partner for Learning Solutions**
  Microsoft Certified IT Professional (MCITP)
  Microsoft Certified Professional (MCP)
  Microsoft Certified Professional Developer (MCPD)
  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
  Sun Certified Java Developer
  Sun Certified Enterprise Architect

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

- **VMware IT Academy**
  VM Ware Certified Professional

- **Green Building Certification Institute (GBCI)**
  LEED Green Associate

- **Authorized Prometric Testing Center**

- **Certiport Testing Center**

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

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 and its students. Funds raised from private sources are used to provide student scholarships, awards for excellence in teaching, seed monies for innovative learning and student support programs. The Educational Foundation manages more than 175 scholarship, award, and program funds established by the philanthropic intent of 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.

Directors

Martha A. Bell
Principal
Tilton, Kelly + Bell, L.L.C.

Michael R. Bohn
Senior Vice President Regional Manager
Gilbane Building Company

Jeffery J. Bowden
Senior Vice President
Bank of America Merrill Lynch

Gerald P. Campagna
President
The MOST Inc.

Luz N. Canino-Baker
Managing Director Marketing/Programs
Hispanic Alliance for Career Enhancement
(HACE)

Mark W. Cleary
Director Business Management
Northrop Grumman Corporation

Kathleen A. Gilmer
(Retired) Director Outreach Centers
Northern Illinois University

Robert H. Glorch
Law Offices of Robert H. Glorch

Derrick F. Hamilton
VP U-Verse Field Operations-Midwest
AT&T

Richard P. Hohol
President
Chartered Consultants, Inc.

Kris Howard Jensen
(Retired) Girl Scouts – Illinois Crossroads
Council
(Retired) Harper College Board of Trustees

Carol C. Pankros
President
CCP, Inc.

George J. Powers
Senior Vice President, Human Resources &
Administration
Square D/Schneider Electric

Thomas M. Pyra
President
Aberdeen Partners, Inc.

Jim W. Schwantz
Mayor – Village of Palatine and
National Account Sales Manager
Von Sydow's Moving and Storage, Inc.

Gerald J. Smoller
Principal
Kovitz Shifrin Nesbit

Robert P. Stanojev
(Retired) Senior Partner
Ernst & Young Consulting

Richard Wilson
Vice President Food Service Midwest
Business Unit
Pepsi Beverages Company

Emeritus Directors

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 Management 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)*

Adult Institute Fund

Jeffrey & Marcia Bowden Endowment

Bright Futures Scholarship *(Academic recognition)*

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

General Endowment Scholarship *(Academic recognition)*

Green Fund

Ernie and Hazel Rilki Lifelong Learning 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)*

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

Sylvia Krawiec Memorial Nursing Scholarship

Sharlene Marchiori Memorial Nursing Scholarship

William H. Osborne 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)*

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

Mathematics and Science Endowment

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

Jackie Bukacek Endowment Scholarship for Students in the 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)*

Sue L. Schultz Memorial Endowment Fund

Sunderbruch Speech and Debate Scholarship

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

James Brown Honors Transfer 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.)*

Lane and Patricia Moyer Endowment for GED Scholars

Minority Retention Scholars

Delanois Family Endowed Scholarship

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

Shirley Gross Moore Endowment for Underrepresented Students

Multicultural Learning Center Emergency Fund

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

AAUW Audrey Tjepkema Memorial Fund *(Students in Women's Program planning to transfer to 4-year college)*

Rita and John Canning Women's Program Scholarship

Displaced Homemakers Scholarship

Kathleen N. Graber Scholarship

Royal American Bank Displaced Homemakers Scholarship

Women's Program Scholarship

100 Influential Women 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

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] 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 $2.521 per year in tuition and fees.
- Community colleges offer training in over 300 different occupations.
- Almost 70% of the occupational program graduates are employed in the community college district where they were trained.
- Community colleges helped to create and retain over 17,000 Illinois jobs in Fiscal Year 2009 [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]

---

[1] From the ICCB's Web site http://www.iccb.state.il.us/thesystem.html , 1/21/11.
[2] From the ICCB's Web site http://www.iccb.state.il.us/history.html , 1/21/11.
[3] From the ICCB's Web site http://www.iccb.state.il.us/facts.html , 1/21/11.
[4] From the ICCB's Web site http://www.iccb.state.il.us/theboard.html , 1/21/11.

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 , 1/21/11.

Legislators
Harper College District

FEDERAL LEGISLATORS

U. S. Senators

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

Mark Kirk (R)
230 South Dearborn
Suite 3900
Chicago, IL 60604
312-886-3506

U. S. Representatives

Congressional District 6
Peter Roskam (R)
150 S. Bloomingdale Rd., Ste. 200
Bloomingdale, IL 60108
630.893.9670

Congressional District 10
Robert Dold (R)
212 Cannon House Office Building,
District of Columbia 20515-1310
(202) 225-4835

Congressional District 8
Joe Walsh (R)
432 Cannon House Office Building
Washington, DC, 20515-1308
(202) 225-3711

State Senators

IL Senate District 22
Michael Noland (D)
100 E. Chicago St., Ste. 302
Elgin, IL 60120
847.214.8864

IL Senate District 29
Susan Garrett (D)
425 N. Sheridan Rd.
Highwood, IL 60040
847.433.2002

IL Senate District 26
Dan Duffy (R)
330 E. Main Street, Suite 301
Barrington, IL 60010
847.277.7100

IL Senate District 30
Terry Link (D)
906 Muir Ave.
Lake Bluff, IL 60044
847.735.8181

IL Senate District 27
Matt Murphy (R)
17 E. Northwest Hwy. - Suite 4
Palatine, IL 60067
847.776.1490

IL Senate District 32
Pamela Althoff (R)
One N. Virginia St.
Crystal Lake, IL 60014
815.455.6330

IL Senate District 28
John J. Millner (R)
290 Springfield Drive, Ste. 225
Bloomingdale, IL 60108
630.351.9340

IL Senate District 33
Dan Kotowski (D)
1300 West Higgins Road, Suite 210
Park Ridge, IL 60068
847.797.1192

State Representatives

IL House District 43
Keith Farnham (D)
216 Prairie Street, Suite 1
Elgin, IL 60120
847.841.7130

IL House District 56
Michelle Mussman (D)
15 W. Weathersfield Way
Schaumburg, IL 60193
847. 923.9104.

IL House District 44
Fred Crespo (D)
1014 E. Schaumburg Rd.
Streamwood, IL 60107
630.372.3340

IL House District 57
Elaine Nekritz (D)
24 S. Des Plaines River Road, Ste. 400
Des Plaines, IL 60016
847.257.0450

IL House District 51
Ed Sullivan, Jr. (R)
506 E. Hawley St.
Mundelein, IL 60060
847.566.5115

IL House District 59
Carol Sente (D)
50 Lakeview Parkway, Suite 114
Vernon Hills, IL 60061
847.680.5909

IL House District 52
Mark Beaubien (R)
124-A E. Liberty St.
Wauconda, IL 60084
847.487.5252

IL House District 65
Rosemary Mulligan (R)
932 Lee St., Ste. 201
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
 David Harris (R)
(address not available at time of printing)

IL House District 54
Tom Morrison (R)
(address not available at time of printing)

Harper College Executive Council

- Dr. Ken Ender, President
- Dr. Ronald Ally, Executive Vice President of Finance and Administrative Services
- Catherine Brod, Chief Advancement Officer
- Phillip Burdick, Chief Communications Officer
- Maria Coons, Senior Executive to the President
- Dr. Judith Marwick, Provost
- Sheila Quirk-Bailey, Chief of Staff

Harper College

Community

Board of Trustees

Attorneys

Auditor

Dr. Ken Ender
President

Senior Executive to the President
Maria Coons

Chief Advancement Officer
Cathy Brod

Chief Communications Officer
Phil Burdick

Chief of Staff
Sheila Quirk-Bailey

Foundation
Katherine Sawyer
Assoc. Executive Director

Marketing Services
Mike Barzacchini
Director

Inst. Effectiveness/Outcomes Assessment
Darlene Schlenbecker
Director

Inst. Research
Doug Easterling
Director

Provost
Dr. Judy Marwick

EVP Finance and Administrative Services
Dr. Ron Ally

Associate Provost Student Services
Joan Kindle

Assistant Provost Support Services
Dr. Diana Sharp

Continuing Education
Dr. Mark Mrozinski
Dean

Adult Learning
Nancy Wajler
Director

Enrollment Services
Maria Moten
Dean

Student Development
Sheryl Otto
Dean

AELS
Keiko Kimura
Dean

Business/Soc. Science
Michele' Robinson
Dean

Math/Science
Dr. Diana Sharp
Interim Dean

Liberal Arts
Dr. Dennis Weeks
Dean

Res. For Learning
Njambi Kamoche
Dean

Recruitment + Outreach
Bob Parzy
Director

Academic Advising + Counseling
Dr. Eric Rosenthal
Director

AELS
Darice Trout
Associate Dean

Liberal Arts
Brian Knetl
Associate Dean

Center Innov. Inst.
Sarah Stark
Director

New Student Programs + Retention
Vicki Atkinson
Director

Career Services + Women's Program
Kathleen Canfield
Director

Student Financial Assistance
Earl Dowling
Director

Disability Services + ADA Officer
Tom Thompson
Director

Interim Controller
Bret Bonnstetter

Chief HR Officer
Vacant

Interim Chief Info. Officer
Patrick Bauer

Executive Director of Facilities Management
Vacant

Multicultural Learning
Laura LaBauve-Maher
Associate Dean

IT/Enterprise Systems
Mike Babb
Director

Physical Plant
Jim Ma
Director

Assist. Provost/Dean Career/Tech Programs
Sally Griffith

Student Affairs + WCA Dean
Ashley Knight

IT/Technical Support
Regan Myers
Director

Campus Architect
Steve Petersen

John Smith
Associate Dean

Student Activities
Mike Nejman
Director

IT/Client Services
Della Allen
Director

Health Careers
Vacant
Dean

Athletics + Fitness
Doug Spiwak
Director

Health Careers
Barb Small
Associate Dean

Wellness/Director Health Services
Shannon Lengerich
Associate Dean

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, Fall 2008, and Fall 2009.

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							
						College				College				College	
		College	% cohort of	cohort		enrollment		cohort		enrollment		cohort		enrollment	
Cohort	Cohort	fall	college	full-time		full-time		male		male		female		female	
Year	size	enrollment	enrollment	N	%	N	%	N	%	N	%	N	%	N	%
2006	2,639	15,053	17%	1,656	79%	6,267	42%	1,274	48%	6,625	44%	1,365	51%	8,428	56%
2007	2,742	15,156	17%	1,749	80%	6,538	43%	1,309	48%	6,638	44%	1,433	52%	8,514	56%
2008	2,700	15,250	16%	1,795	82%	6,753	44%	1,313	49%	6,799	45%	1,387	51%	8,446	55%
2009	3,090	15,711	20%	1,922	82%	6,844	44%	1,537	50%	7,058	45%	1,552	50%	8,653	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	2,639	15,053	1,838	69%	4,593	31%	344	13%	4,808	32%	482	18%	5,652	38%
2007	2,742	15,156	1,828	67%	4,711	31%	428	16%	4,866	32%	486	18%	5,579	37%
2008	2,700	15,250	1,834	68%	4,747	31%	376	14%	4,947	32%	490	18%	5,556	36%
2009	3,090	15,711	1,958	63%	4,266	27%	448	15%	5,434	35%	664	22%	5,989	38%

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 Year	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
	%	%	%	%	%	%	%	%	%	%	%	%
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	10%	12%	7%	4%	14%	17%	57%	59%	10%	1%	3%	7%
2009	10%	11%	9%	5%	17%	16%	60%	59%	1%	1%	3%	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 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	N	%	N	%	N	%	N	%	N	%
To Only Complete One or Several Courses	6,260	42%	6,062	40%	5,941	39%	6,540	41%	6,653	42%
To Complete Certificate	1,179	8%	1,230	8%	1,235	8%	1,225	8%	1,287	8%
To Complete Associate Degree	7,614	51%	7,864	52%	8,074	53%	7,946	51%	8,091	50%
Missing									29	<1%
Total	**15,053**	**100%**	**15,156**	**100%**	**15,250**	**100%**	**15,711**	**100%**	**16,060**	**100%**

Source: ICCB E1 Submission (10th Day Enrollment)

Exhibit 3.5. Number of Credit Students by Residency Status*

	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	N	%	N	%	N	%	N	%	N	%
In District	12,996	86%	13,173	87%	13,359	88%	13,860	88%	14,132	88%
Out of District	1,946	13%	1,871	12%	1,753	11%	1737	11%	1,810	11%
Continuing Students	13	<1%	14	<1%	14	<1%	17	<1%	13	<1%
Foreign Country	98	1%	98	1%	124	1%	97	<1%	105	<1%
Total	**15,053**	**100%**	**15,156**	**100%**	**15,250**	**100%**	**15,711**	**100%**	**16,060**	**100%**

Source: ICCB E1 Submission (10th Day Enrollment)

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

	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	N	%	N	%	N	%	N	%	N	%
6 to Less Than 12 Hours	3,999	27%	3,994	26%	4,167	27%	4,425	28%	4,939	31%
Less Than 6 Hours	4,787	32%	4,624	31%	4,330	29%	4,298	27%	4,157	26%
Total Part-Time	8,786	58%	8,618	57%	8,497	56%	8,723	55%	9,096	57%
Total Full-Time	6,267	42%	6,538	43%	6,753	44%	6,988	45%	6,964	43%
Total All Students	**15,053**	**100%**	**15,156**	**100%**	**15,250**	**100%**	**15,711**	**100%**	**16,060**	**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 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	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	2,046	1,227	2,107	1,188	2,122	1,088	2,173	1,331	2,185	1,540
	32.6%	14.0%	32.2%	13.8%	31.4%	12.8%	31.7%	17.1%	31.0%	17.0%
New Pre-college Student	9	349	4	393	3	270	849	455	1,452	1,034
	0.1%	4.0%	0.1%	4.6%	0.0%	3.2%	12.4%	5.9%	21.0%	11.4%
Transfer Student	441	860	412	651	539	864	573	1,074	711	1,226
	7.0%	9.8%	6.3%	7.6%	8.0%	10.2%	8.4%	13.9%	10.0%	13.5%
Previous Degree									167	1,005
									2.0%	11.0%
Continuing Student	3,416	5,045	3,623	4,896	3,699	4,915	3,072	4,545	2,267	3,923
	54.5%	57.4%	55.4%	56.8%	54.8%	57.8%	44.9%	58.7%	33.0%	43.1%
Returning Student	355	1,305	392	1,490	390	1,246	177	343	182	368
	5.7%	14.9%	6.0%	17.3%	5.8%	14.7%	2.6%	4.4%	3.0%	4.0%
	6,267	8,786	6,538	8,618	6,753	8,497	6,844	7,748	6,964	9,096
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 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	N	%	N	%	N	%	N	%	N	%
18 & Under	2,590	17%	2,639	17%	2,650	17%	1,855	12%	2,402	15%
19-24	6,811	45%	6,938	46%	7,044	46%	7,846	50%	7,594	47%
25-28	1,470	10%	1,487	10%	1,561	10%	1,699	11%	1,752	11%
29-33	1,153	8%	1,212	8%	1,148	8%	1,192	7%	1,244	8%
34-38	930	6%	867	6%	849	6%	865	6%	873	5%
39-42	563	4%	553	4%	556	4%	568	4%	606	4%
43-47	608	4%	589	4%	580	4%	641	4%	602	4%
48-52	507	3%	455	3%	411	3%	489	3%	472	3%
53-57	220	1%	221	2%	249	2%	300	1%	286	2%
58 & Over	195	1%	190	1%	199	1%	235	2%	229	1%
Unknown	6	<1%	5	<1%	3	<1%	21	<1%	0	0%
Total	**15,053**	**100%**	**15,156**	**100%**	**15,250**	**100%**	**15,711**	**100%**	**16,060**	**100%**
Average Age	26		26		26		26		26	
Standard Deviation **	10.4		10.3		10.3		10.5		10.3	

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 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	N	%	N	%	N	%	N	%	N	%
Male	6,625	44%	6,638	44%	6,799	45%	7,058	45%	7,113	44%
Female	8,428	56%	8,514	56%	8,446	55%	8,653	55%	8,947	56%
Unknown	0	0%	4	<1%	5	<1%	0	0%	0	0%
Total	**15,053**	**100%**	**15,156**	**100%**	**15,250**	**100%**	**15,711**	**100%**	**16,060**	**100%**

Source: ICCB E1 Submission (10th Day Enrollment)

Exhibit 3.10. Race/Ethnicity of Credit Students*

	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	N	%	N	%	N	%	N	%	N	%
Asian or Pacific Islander	1,872	12%	1,797	12%	1,783	12%	1,779	11%	1,723	11%
American Indian or Alaskan Native	41	<1%	42	<1%	35	<1%	36	<1%	40	<1%
African-American	619	4%	622	4%	623	4%	734	5%	859	5%
Hispanic	2,336	16%	2,394	16%	2,577	17%	2,572	16%	2,722	17%
White Non-Hispanic	8,843	59%	8,960	59%	8,938	59%	9,291	59%	9,533	59%
Nonresident Alien	116	1%	148	1%	158	1%	96	<1%	58	<1%
Unknown	1,226	8%	1,193	8%	1,136	7%	1,203	8%	1,125	7%
Total	15,053	100%	15,156	100%	15,250	100%	15,711	100%	16,060	100%

Source: ICCB E1 Submission (10th Day Enrollment)

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

Fall 2010	Male		Female		Unknown		Total	
	N	%	N	%	N	%	N	%
Asian or Pacific Islander	756	11%	967	11%	0	0%	1,723	11%
American Indian or Alaskan Native	17	<1%	23	<1%	0	0%	40	<1%
African-American	358	5%	501	6%	0	0%	859	5%
Hispanic	1,156	16%	1,566	18%	0	0%	2,722	17%
White Non-Hispanic	4,327	61%	5,206	58%	0	0%	9,533	59%
International	14	<1%	44	<1%	0	0%	58	<1%
Unknown	485	7%	640	7%	0	0%	1,125	7%
Total	**7,113**	**100%**	**8,947**	**100%**	0	0%	**16,060**	**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 2010	Male		Female		Unknown		Total	
	N	%	N	%	N	%		
18 & Under	1,201	17%	1,201	13%	0	0%	2,402	15%
19-24	3,863	54%	3,731	42%	0	0%	7,594	47%
25-28	716	10%	1,036	11%	0	0%	1,752	11%
29-33	473	7%	771	9%	0	0%	1,244	8%
34-38	266	4%	607	7%	0	0%	873	5%
39-42	171	2%	435	5%	0	0%	606	4%
43-47	134	2%	468	5%	0	0%	602	4%
48-52	117	2%	355	4%	0	0%	472	3%
53-57	86	1%	200	2%	0	0%	286	2%
58 & Over	86	1%	143	2%	0	0%	229	1%
Unknown	0	0%	0	0%	0	0%	0	0%
Total	**7,113**	**100%**	**8,947**	**100%**	0	0%	**16,060**	**100%**

Source: ICCB E1 Submission (10th Day Enrollment)

Exhibit 3.13. Market Segment by Gender of Credit Students*

Fall 2010	Male		Female		Unknown		Total	
	N	%	N	%	N	%		
FTIC (18 & Under)	1,201	17%	1,201	13%	0	0%	2,402	15%
Young Adult (19-24)	3,863	54%	3,731	42%	0	0%	7,594	47%
Adults (25 & Over)	2,049	29%	4,015	45%	0	0%	6,064	38%
Unknown	0	0%	0	0%	0	0%	0	0%
Total	**7,113**	**100%**	**8,947**	**100%**	0	0%	**16,060**	**100%**

Source: ICCB E1 Submission (10th Day Enrollment)

Exhibit 3.14. Age Groups by Ethnicity of Credit Students*

Fall 2010	Asian or Pacific Islander		American Indian or Alaskan Native		Black Non-Hispanic		Hispanic		White Non-Hispanic		Nonresident Alien		Unknown	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
18 & Under	211	12%	6	15%	175	20%	405	15%	1,426	15%	0	0%	179	16%
19-24	892	52%	20	50%	316	37%	1173	43%	4,685	49%	28	48%	480	43%
25-28	190	11%	3	7%	88	10%	309	11%	1,024	11%	5	9%	133	12%
29-33	139	8%	4	10%	75	9%	271	10%	670	7%	4	7%	81	7%
34-38	102	6%	1	2.5%	72	8%	208	8%	426	5%	6	10%	58	5%
39-42	68	4%	3	8%	37	4%	143	5%	315	3%	4	7%	36	3%
43-47	49	3%	1	2.5%	47	6%	95	4%	358	4%	5	9%	47	4%
48-52	38	2%	1	2.5%	22	3%	55	2%	308	3%	4	7%	44	4%
53-57	15	<1%	0	0%	16	2%	36	1%	187	2%	1	1.5%	31	3%
58 & Over	19	1%	1	2.5%	11	1%	27	1%	134	1%	1	1.5%	36	3%
Unknown	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Total	**1723**	**100%**	**40**	**100%**	**859**	**100%**	**2,722**	**100%**	**9,533**	**100%**	**58**	**100%**	**1125**	**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 2010	FTIC (18 & Under)		Young Adult (19-24)		Adults (25 & Over)		Unknown	
	N	%	N	%	N	%	N	%
Asian or Pacific Islander	211	9%	892	12%	620	10%	0	0%
American Indian or Alaskan Native	6	<1%	20	<1%	14	<1%	0	0%
Black Non-Hispanic	175	7%	316	4%	368	6%	0	0%
Hispanic	405	17%	1,173	15%	1,144	19%	0	0%
White Non-Hispanic	1,426	59%	4,685	62%	3,422	56%	0	0%
Nonresident Alien	0	0%	28	<1%	30	<1%	0	0%
Unknown	179	7%	480	6%	466	8%	0	0%
Total	**2,402**	**100%**	**7,594**	**100%**	**6,064**	**100%**	**0**	**0%**

Source: ICCB E1 Submission (10th Day Enrollment)

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

	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
FTIC (18 & Under)	1,954	22%	1,988	22%	2,076	22%	1,433	12%	1,879	19%
Young Adult (19-24)	4,689	53%	4,870	54%	4,931	54%	5,686	50%	5,357	55%
Adults (25 & Over)	2,148	24%	2,155	24%	2,175	24%	2,395	38%	2,529	26%
Unknown	2	<1%	2	<1%	5	<1%	10	<1%	0	0%
Total	**8,793**	**100%**	**9,015**	**100%**	**9,187**	**100%**	**9,524**	**100%**	**9,765**	**100%**

Source: ICCB E1 Submission (10th Day Enrollment)

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

Fall 2010	Full-Time		Part-Time		Total	
	N	%	N	%	N	%
Male	3,635	52%	3,478	38%	7,113	44%
Female	3,329	48%	5,618	62%	8,947	56%
Unknown	0	0%	0	0%	0	0%
Total	**6,964**	**100%**	**9,096**	**100%**	**16,060**	**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 2010	12 or More Hours		6 to Less Than 12 Hours		Less Than 6 Hours	
	N	%	N	%	N	%
Male	3,635	52%	2,007	41%	1,471	35%
Female	3,329	48%	2,932	59%	2,686	65%
Unknown	0	0%	0	0%	0	0%
Total	**6,964**	**100%**	**4,939**	**100%**	**4,157**	**100%**

Source: ICCB E1 Submission (10th Day Enrollment)

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

Fall 2010	12 or More Hours		6 to Less Than 12 Hours		Less Than 6 Hours	
	N	**%**	**N**	**%**	**N**	**%**
Asian or Pacific Islander	803	12%	541	11%	379	9%
American Indian or Alaskan Native	13	<1%	13	<1%	14	<1%
Black Non-Hispanic	428	6%	298	6%	133	3%
Hispanic	864	12%	769	16%	1,089	26%
White Non-Hispanic	4,361	63%	2,939	60%	2,233	54%
Nonresident Alien	18	<1%	20	<1%	20	<1%
Unknown	477	7%	359	7%	289	7%
Total	**6,964**	**100%**	**4,939**	**100%**	**4,157**	**100%**

Source: ICCB E1 Submission (10th Day Enrollment)

Exhibit 3.20: Harper Market Share of Current Year High School Graduates by District
27-Oct-10

District	2008 high school graduates	2008 grads enrolled at Harper	% of 2008 grads enrolled at Harper	2009 high school graduates	2009 grads enrolled at Harper	% of 2009 grads enrolled at Harper	2010 high school graduates	2010 grads enrolled at Harper	% of 2010 grads enrolled at Harper
211	3100	1075	34.68%	3062	1057	34.52%	2998	1039	34.66%
214	2944	1125	38.21%	2939	1023	34.81%	*2873*	1031	35.89%
220	755	161	21.32%	708	191	26.98%	718	179	24.93%
Total public	6799	2361	34.73%	6709	2271	33.85%	6589	2249	34.13%
St Viator	264	32	12.12%	250	21	8.40%	265	*28*	**10.57%**
TOTAL	**7063**	**2393**	**33.88%**	**6959**	**2292**	**32.94%**	**6854**	**2277**	**33.22%**

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

Fall 2010			
Rank	**High School**	**N (16,060)**	**Percent**
1	Streamwood	194	1.2%
2	Lake Zurich	179	1.1%
3	Adlai E. Stevenson	127	0.8%
4	Cary Grove	110	0.7%
5	Lake Park	109	0.7%
6	Maine West	108	0.7%
7	Harry D Jacobs	101	0.6%
8	Maine East	92	0.6%
9	Dundee-Crown	71	0.4%
10	Bartlett	68	0.4%
Total		**1,159**	**7.2%**

Source: ICCB E1 File & Banner System

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

	Fall 2010		
Rank	**City**	**N (16,060)**	**Percent**
1	Schaumburg	2,260	14.1%
2	Palatine	2,165	13.5%
3	Arlington Heights	1,720	10.7%
4	Hoffman Estates**	1,637	10.2%
5	Mount Prospect	1,046	6.5%
6	Wheeling	988	6.2%
7	Elk Grove Village	889	5.5%
8	Rolling Meadows	694	4.3%
9	Hanover Park**	460	2.9%
10	Buffalo Grove**	429	2.7%
Total		**12,288**	**76.6%**

Source: ICCB E1 File & Banner 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 2010			
Rank	**Zip Code**	**N (16,060)**	**Percent**
1	60074	1,247	7.8%
2	60056	1,180	7.3%
3	60169	1,177	7.3%
4	60193	1,156	7.2%
5	60004	1,105	6.9%
6	60090	987	6.1%
7	60067	983	6.1%
8	60007	891	5.5%
9	60008	695	4.3%
10	60010	688	4.3%
Total		**10,109**	**62.8%**

Source: ICCB E1 File & Banner 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 (2009 – 2010) Enrollment
from Top 10 Cities Within the Harper District**

Rank	City	N
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 A1 File & Banner 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*

	2005-06	2006-07	2007-08	2008-09	2009-10
Annual Number of Students	25,815	25,314	25,817	26,441	27,733
By Semester					
Summer	9,523	9,511	9,613	9,869	10,636
Fall	16,259	16,171	16,454	16,621	17,484
Spring	15,915	15,441	15,760	15,992	17,215

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*

	2005-06	2006-07	2007-08	2008-09	2009-10
Summer	2,674	2,720	2,756	2,843	3,113
Fall	9,309	9,385	9,635	9,867	10,347
Spring	8,852	8,813	8,953	9,413	10,027
Total	**20,835**	**20,918**	**21,344**	**22,123**	**23,487**

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	Summer	Fall	Spring	Total
2009-10	3,113	10,347	10,027	23,487
2008-09	2,843	9,867	9,413	22,123
2007-08	2,756	9,635	8,953	21,344
2006-07	2,720	9,385	8,813	20,918
2005-06	2,674	9,309	8,852	20,835

Annual Profile of Enrolled Credit Students

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

		2005-06		2006-07		2007-08		2008-09		2009-10	
		N	%	N	%	N	%	N	%	N	%
Summer	PT	6,906	72.5%	6,942	73.0%	6,707	71.2%	7,089	71.8%	7,500	70.5%
	FT	2,617	27.5%	2,569	27.0%	2,707	28.8%	2,780	28.2%	3,136	29.5%
Fall	PT	9,850	60.6%	9,673	59.8%	9,498	58.5%	9,626	57.9%	10,167	58.2%
	FT	6,409	39.4%	6,498	40.2%	6,740	41.5%	6,995	42.1%	7,317	41.8%
Spring	PT	10,218	64.2%	9,699	62.8%	9,625	62.0%	9,855	61.6%	10,578	61.4%
	FT	5,697	35.8%	5,742	37.2%	5,904	38.0%	6,137	38.4%	6,637	38.6%
Total	PT	26,974	64.7%	26,314	64.0%	25,830	62.7%	26,570	62.5%	28,245	62.3%
	FT	14,723	35.3%	14,809	36.0%	15,351	37.3%	15,912	37.5%	17,090	37.7%

Credit Load

		2005-06		2006-07		2007-08		2008-09		2009-10	
		Avg.	Std. Dev.	Avg.	Std. Dev.	Avg.	Std. Dev.	Avg.	Std. Dev.	Avg.	Std. Dev.
Summer	PT	3.1	0.9	3.2	0.9	3.3	0.8	3.2	0.9	3.2	0.9
	FT	7.1	1.7	7.2	1.9	7.1	1.8	7.2	2.0	6.1	2.3
Fall	PT	5.3	2.6	5.3	2.6	5.5	2.6	5.4	2.6	5.1	2.5
	FT	13.6	1.7	13.7	1.7	13.7	1.8	13.7	1.8	12.7	3.0
Spring	PT	5.4	2.6	5.5	2.6	5.5	2.6	5.5	2.6	5.2	2.5
	FT	13.7	1.8	13.7	1.8	13.7	1.8	13.7	1.8	12.5	3.2
Overall	PT	8.1	5.5	8.4	5.6	8.7	6.1	6.4	4.6	6.7	4.7
	FT	28.6	4.1	28.7	4.0	29.3	4.0	21.7	8.7	21.6	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. Annual Number of Credit Students by Age Group*

	2005-06		2006-07		2007-08		2008-09		2009-10	
	N	%	N	%	N	%	N	%	N	%
18 & Under	3,415	13%	3,603	14.2%	3,678	14.2%	514	1.9%	759	2.7%
19-24	11,977	46.4%	11,793	46.6%	12,068	46.7%	14,257	53.9%	14,841	53.5%
25-28	2,685	10.4%	2,607	10.3%	2,707	10.5%	3,350	12.7%	3,382	12.2%
29-33	2,225	8.6%	2,066	8.2%	2,148	8.3%	2,400	9.1%	2,412	8.7%
34-38	1,661	6.4%	1,622	6.4%	1,523	5.9%	1,667	6.3%	1,721	6.2%
39-42	1,111	4.3%	979	3.9%	969	3.8%	1,061	4.0%	1,112	4.0%
43-47	1,202	4.7%	1,110	4.4%	1,030	4.0%	1,124	4.3%	1,205	4.3%
48-52	807	3.1%	816	3.2%	813	3.1%	880	3.3%	980	3.5%
53-57	394	1.5%	383	1.5%	363	1.4%	539	2.0%	619	2.2%
58 & Over	325	1.3%	332	1.3%	342	1.3%	505	1.9%	563	2.0%
Unknown	13	<1%	3	<1%	176	.7%	144	<1%	139	<1%
Total Enrollment	**25,815**	**100%**	**25,314**	**100%**	**25,817**	**100%**	**26,441**	**100%**	**27,733**	**100%**
Average Age	27		27		26		27.8		27.8	
Standard Dev.	10.3		10.3		10.2		10.5		10.7	

Source: ICCB A1 Files

Exhibit 3.29. Annual Gender of Credit Students*

	2005-06		2006-07		2007-08		2008-09		2009-10	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Female	14,531	56%	14,176	56%	14,379	56%	14,564	55.1%	15,187	54.8%
Male	11,284	44%	11,138	44%	11,438	44%	11,875	44.9%	12,546	45.2%
Unknown	0	0%	0	0%	0	0%	2	<1%	0	0%
Total	**25,815**	**100%**	**25,314**	**100%**	**25,817**	**100%**	**26,441**	**100%**	**27,733**	**100%**

Source: ICCB A1 Files

Exhibit 3.30. Annual Ethnicity of Credit Students*

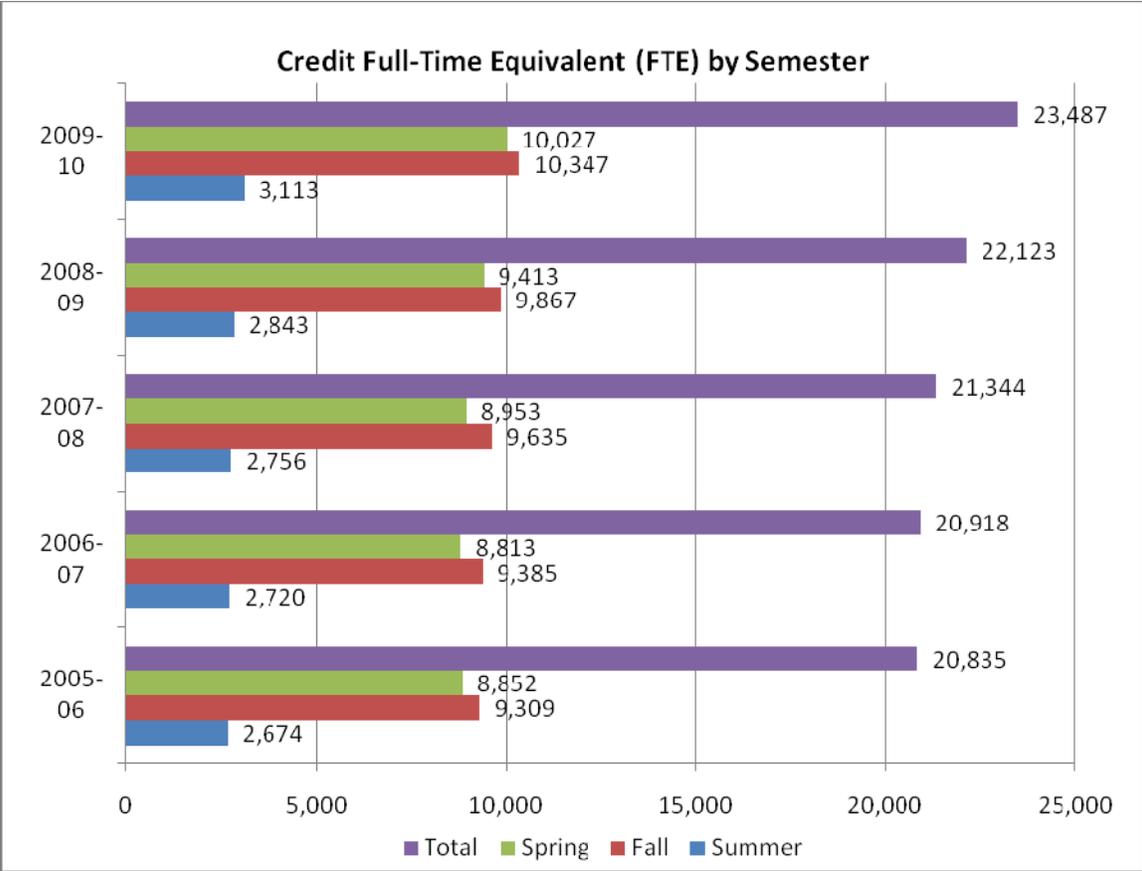|	2005-06		2006-07		2007-08		2008-09		2009-10	
	N	%	N	%	N	%	N	%	N	%
Asian or Pacific Islander	3,166	12%	3,070	12%	3,011	12%	2,967	11%	2,994	10.8%
American Indian or Alaskan Native	59	<1%	60	<1%	62	<1%	62	<1%	64	<1%
Black Non-Hispanic	989	4%	1,030	4%	1,038	4%	1,068	4%	1,292	4.7%
Hispanic	4,474	17%	4,469	18%	4,588	18%	4,759	18%	4,867	17.5%
White Non-Hispanic	14,821	57%	14,479	57%	14,769	57%	14,572	55%	15,966	57.6%
Nonresident Alien	166	1%	199	1%	223	1%	235	<1%	140	<1%
Unknown	2,140	8%	2,007	8%	2,126	8%	2,778	11%	2,410	8.7%
Total	**25,815**	**100%**	**25,314**	**100%**	**25,817**	**100%**	**26,441**	**100%**	**27,733**	**100%**

Source: ICCB A1 Files

*NOTE: Official counts submitted to ICCB may differ from official Enrollment Services (Registrar) counts due to different reporting requirements.
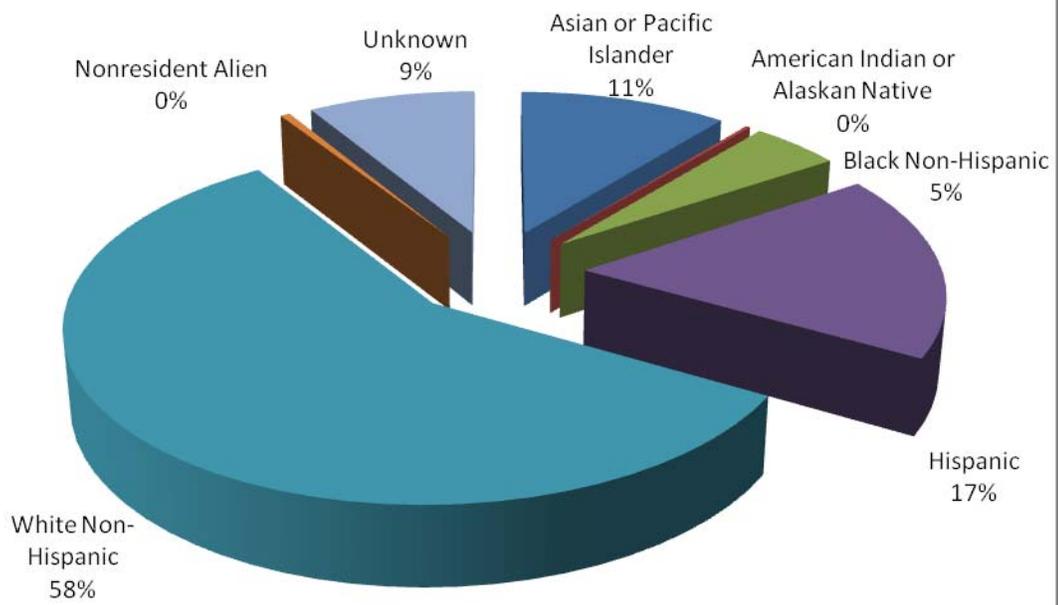
Annual Ethnicity of Credit Students for 2009-10

Nonresident Alien 0%
Unknown 9%
Asian or Pacific Islander 11%
American Indian or Alaskan Native 0%
Black Non-Hispanic 5%
Hispanic 17%
White Non-Hispanic 58%

Exhibit 3.32. Annual Age Group by Gender*

FY 2010	Male		Female		Unknown		Total	
	N	%	N	%	N	%	N	%
18 & Under	359	2.9%	400	2.6%	0	0%	759	2.7%
19-24	7,428	59.2%	7,413	48.8%	0	0%	14,841	53.5%
25-28	1,528	12.2%	1,854	12.2%	0	0%	3,382	12.2%
29-33	1,019	8.1%	1,393	9.2%	0	0%	2,412	8.7%
34-38	643	5.1%	1,078	7.1%	0	0%	1,721	6.2%
39-42	402	3.2%	710	4.7%	0	0%	1,112	4.0%
43-47	358	2.9%	847	5.6%	0	0%	1,205	4.3%
48-52	304	2.4%	676	4.5%	0	0%	980	3.5%
53-57	206	1.6%	413	2.7%	0	0%	619	2.2%
58 & Over	226	1.8%	337	2.2%	0	0%	563	2.0%
Unknown	73	<1%	66	<1%	0	0%	139	<1%
Total	**12,546**	**100%**	**15,187**	**100%**	**0**	**0%**	**27,733**	**100%**

Source: ICCB A1 Files

Exhibit 3.33. Annual Market Segment by Gender*

FY 2010	Male		Female		Unknown		Total	
	N	%	N	%	N	%	N	%
FTIC (18 & Under)	359	2.9%	400	2.6%	0	0%	759	2.7%
Young Adult (19-24)	7,428	59.2%	7,413	48.8%	0	0%	14,841	53.5%
Adults (25 & Over)	4,686	37.4%	7,308	48.1%	0	0%	11,994	43.2%
Unknown	73	<1%	66	<1%	0	0%	139	<1%
Total	**12,546**	**100%**	**15,187**	**100%**	**0**	**0%**	**27,733**	**100%**

Source: ICCB A1 Files

Exhibit 3.34. Annual Age Group by Ethnicity*

FY 2010	Asian or Pacific Islander		American Indian or Alaskan Native		Black Non-Hispanic		Hispanic		White Non-Hispanic		Nonresident Alien		Unknown	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
18&Under	71	2.4%	1	1.6%	35	2.7%	158	3.2%	428	2.7%	0	0%	66	2.7%
19-24	1,646	55.0%	43	67.0%	604	46.7%	2,069	42.5%	9,345	58.5%	80	57.1%	1,054	43.7%
25-28	412	13.8%	8	12.5%	133	10.3%	682	14.0%	1,860	11.6%	13	9.3%	274	11.4%
29-33	283	9.5%	4	6.3%	148	11.5%	632	13.0%	1,158	7.3%	7	5.0%	180	7.5%
34-38	216	7.2%	3	4.7%	132	10.2%	502	10.3%	732	4.6%	9	6.5%	127	5.3%
39-42	137	4.6%	1	1.6%	64	5.0%	310	6.4%	486	3.0%	8	5.7%	106	4.4%
43-47	104	3.5%	1	1.6%	94	7.3%	226	4.6%	641	4.0%	6	4.3%	133	5.5%
48-52	59	2.0%	0	0%	44	3.4%	143	2.9%	597	3.7%	8	5.7%	129	5.3%
53-57	27	<1%	1	1.6%	19	1.5%	77	1.6%	388	2.4%	3	2.1%	104	4.3%
58&Over	36	1.2%	2	3.1%	18	1.4%	62	1.3%	324	2.0%	6	4.3%	115	4.8%
Unknown	3	<1%	0	0%	1	<1%	6	<1%	7	<1%	0	0%	122	5.1%
Total	**2,994**	**100%**	**64**	**100%**	**1,292**	**100%**	**4,867**	**100%**	**15,966**	**100%**	**140**	**100%**	**2,410**	**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. Annual Ethnicity by Market Segment*

FY 2010	FTIC (18 & Under)		Young Adult (19-24)		Adults (25 & Over)		Unknown	
	N	%	N	%	N	%	N	%
Asian or Pacific Islander	71	9.4%	1,646	11.1%	1,274	10.6%	3	2.2%
American Indian or Alaskan Native	1	<1%	43	<1%	20	<1%	0	0%
Black Non-Hispanic	35	4.6%	604	4.1%	652	5.4%	1	<1%
Hispanic	158	20.8%	2,069	13.9%	2,634	22.0%	6	4.3%
White Non-Hispanic	428	56.4%	9,345	63.0%	6,186	51.6%	7	5.0%
Nonresident Alien	0	0.0%	80	<1%	60	<1%	0	0.0%
Unknown	66	8.7%	1,054	7.1%	1,168	9.7%	122	87.8%
Total	759	100%	14,841	100%	11,994	100%	139	100%

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 2005 through Fall 2009 New Student Cohorts

Introduction

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 are based on the fall enrollment (E1) and annual enrollment and completion (A1) data. With the new student system fully implemented, design of the report including cohort selection has been changed. In the past, new student cohorts were selected based on the E-1 file (10th day census count) only, excluding new students enrolling after that time. The current report includes all new students taking at least one fall college credit course regardless of when enrollment occurred. The other major change is the inclusion of first-time fall semester completers as part of the completion count in the spring semester of the first year. As a result of these changes, the new Retention Completion Report should not be compared with previous reports.

Definitions

A new student cohort consists of students taking at least one college credit course, excluding ESL, AED, and RVS 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. 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 an associate degree or a certificate and students that did not indicate the intent to earn either an associate degree or a certificate.

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.

Key Findings

Retention

- Fall-to-spring overall retention showed an upward trend from 71.5% in the Fall 2007 cohort to 75.6% in the Fall 2009 cohort.
- There is a consistent difference among the retention rates for the three market segment groups. FTIC students have about a 10 percentage point higher return rate in the first spring semester than the Young Adult students who have about a 10 percentage point higher return rate than Adult students.
- First year fall-to spring retention, while improving over the last three years overall, shows the greatest percentage point gains were from African American students (8.2 percentage points) and Hispanic students (7.3 percentage points). In contrast, Asian students gained 2.9 percentage points and White students gained 5.0 percentage points.
- Fall-to-fall (and thereafter) retention decreased each year beginning with the Fall 2006 cohort.
- FTIC students have less of a drop, about 20 percentage points from the spring to the fall semester (of the second year) than either Young Adult or Adult students, which dropped closer to 30 percentage points. By spring semester of the fifth year, both FTIC and Young Adult students have about 10% returning compared to about 5% of the Adult students returning.
- While all racial/ethnic subgroups experience a sharp drop from 1st year spring semester to 2nd year fall semester it is apparent that the drop is much sharper for African American and Hispanic (for some cohorts) students.

Completions

- The Fall 2009 cohort has the highest 1st year completion rate of the five cohorts, the Fall 2008 cohort is higher than previous year cohorts as well. There appears to be a slight, increasing trend in completion from the Fall 2006 Cohort to the Fall 2009 Cohort for first year completions and from the Fall 2006 Cohort to the Fall 2008 Cohort for second year completions.
- Older students tend to have higher completion rates for the first three years. FTIC and Young Adult Students have similar rates (especially the Fall 2007 and Fall2008 Cohorts) that are considerably lower than the Adult student completion rates. Some of the higher rates for Adult students may be attributed to certificate completion and transfer on the part of younger students. However, by the fifth year, FTIC students have the highest completion rate.
- Asian and White students tend to have higher completion rates than African American and Hispanic students but there are exceptions, particularly in the first two years. After the first two semesters, White students have higher completion rates than Asian

students. With some exceptions, Hispanic students have higher completion rates than African American students.

- Female student completion rates tend to be about six percentage points higher than male completion rates.

- Students wanting to earn either an Associate Degree or Certificate consistently showed more than twice the completion rates than rates for students not pursuing a degree or certificate. Completion rates for students pursuing a certificate tend to be higher than completion rates for students pursuing a degree. In part, this may be due to students transferring to four-year colleges before completing a degree. It should be noted that a number of students not pursuing a degree or certificate do complete a degree or certificate.

- Part-time students tend to have higher completion rates the first two semesters (spring and fall). This is likely due to students competing certificates. By the end of the 2nd year, students that started full-time have higher completion rates and by the end of the 3rd year, completion rates are more than double the completion rates for part-time students.
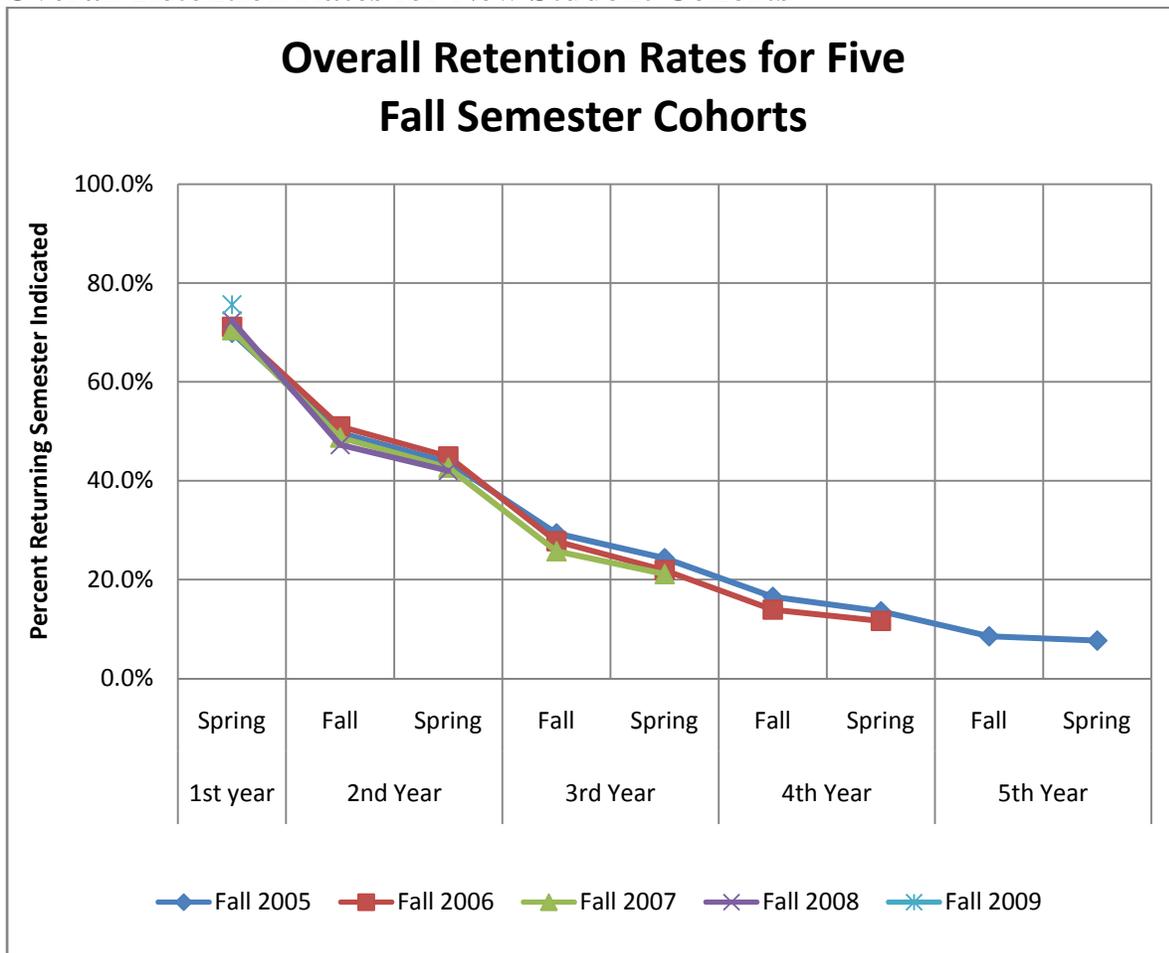
Overall Retention Rates for New Student Cohorts

Exhibit 3.36 Overall Retention Rates for New Student Cohorts

Cohort	Total N	1st Year Spring %	2nd Year Fall %	2nd Year Spring %	3rd Year Fall %	3rd Year Spring %	4th Year Fall %	4th Year Spring %	5th Year Fall %	5th Year Spring %
Fall 2005	4343	70.0%	49.7%	43.8%	29.4%	24.3%	16.5%	13.6%	8.5%	7.6%
Fall 2006	4342	71.1%	51.0%	44.9%	27.8%	21.9%	13.9%	11.6%		
Fall 2007	4431	70.5%	48.7%	42.7%	25.7%	21.1%				
Fall 2008	4329	72.3%	47.3%	42.0%						
Fall 2009	4196	75.6%								

Overall Completion Rates for New Student Cohorts

Overall Completion Rates for Five
Fall Semester Cohorts

Percent Completing Degree or Certificate

	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
	1st year	2nd Year		3rd Year		4th Year		5th Year	

Fall 2005   Fall 2006   Fall 2007   Fall 2008   Fall 2009

Exhibit 3.37 Overall Completion Rates for New Student Cohorts

Cohort	Total N	1st Year Spring %	2nd Year Fall %	2nd Year Spring %	3rd Year Fall %	3rd Year Spring %	4th Year Fall %	4th Year Spring %	5th Year Fall %	5th Year Spring %
Fall 2005	4343	2.2%	3.0%	6.4%	9.8%	12.3%	13.9%	15.3%	16.8%	17.8%
Fall 2006	4342	1.1%	2.1%	5.3%	8.7%	11.2%	12.9%	14.8%		
Fall 2007	4431	1.9%	2.7%	5.4%	9.3%	12.6%				
Fall 2008	4329	3.1%	4.7%	7.9%						
Fall 2009	4196	4.7%								

Exhibit 3.38 Profile of Students in the Fall 2007 Cohort Who Returned the Specified Semester (Percent)

		N	1st Year Spring %	2nd Year Fall %	2nd Year Spring %	3rd Year Fall %	3rd Year Spring %
	Total	4431	70.5%	48.7%	42.7%	25.7%	21.1%
Market Segment	18 or under (FTIC)	2301	78.9%	58.4%	52.7%	32.0%	25.3%
	19-24 (Young Adults)	1283	64.2%	41.0%	34.4%	22.2%	19.5%
	25 or over (Adults)	846	57.0%	34.4%	28.0%	13.9%	12.1%
	Unknown	1	100.0%				
Gender	Female	2305	69.8%	49.0%	42.1%	25.2%	20.3%
	Male	2126	71.2%	48.5%	43.2%	26.3%	21.9%
Race/ Ethnicity	African-American	249	61.0%	27.3%	24.9%	15.7%	14.1%
	American Indian/ Alaskan Native	20	70.0%	60.0%	60.0%	35.0%	40.0%
	Asian	431	71.7%	49.2%	46.4%	29.7%	24.4%
	Hispanic	511	67.9%	46.8%	36.2%	25.0%	21.7%
	International	56	71.4%	51.8%	44.6%	26.8%	19.6%
	Unknown	377	68.2%	44.3%	40.3%	22.3%	16.4%
	White	2787	71.9%	51.4%	45.0%	26.5%	21.6%
Full/Part Time	Full-Time	1940	84.3%	61.4%	54.5%	33.4%	25.8%
	Part-Time	2491	59.7%	38.9%	33.4%	19.8%	17.4%
GPA Group	Greater than/equal to 2.0	3004	79.6%	54.8%	49.0%	26.6%	21.8%
	Less than 2.0	1427	51.2%	36.0%	29.4%	23.9%	19.7%
	Unknown	0					
Academic Goal	Associate	2555	77.8%	58.1%	50.5%	32.3%	26.5%
	Certificate	370	63.8%	41.6%	34.9%	18.1%	14.1%
	Courses	1506	59.6%	34.6%	31.3%	16.5%	13.7%
Student Intent	Basic academic skills (GED/ESL)	12	83.3%	41.7%	50.0%	33.3%	25.0%
	Improve skills for present job	261	48.3%	30.3%	23.0%	9.6%	8.8%
	Personal interest/self development	1058	66.7%	42.2%	37.3%	22.4%	18.4%
	Prepare for future job	678	66.5%	46.0%	38.2%	24.3%	21.2%
	Transfer	2254	77.7%	56.7%	50.6%	31.4%	25.2%
	Unknown	168	46.4%	24.4%	17.3%	1.2%	0.6%

Source: ICCB A1 submissions

Exhibit 3.39 Profile of Students in the Fall 2008 Cohort Who Returned the Specified Semester (Percent)

		N	1st Year Spring %	2nd Year Fall %	2nd Year Spring %
	Total	**4329**	**72.3%**	**47.3%**	**42.0%**
Market Segment	18 or under (FTIC)	2245	80.4%	57.1%	51.6%
	19-24 (Young Adults)	1258	68.1%	41.8%	35.8%
	25 or over (Adults)	813	56.9%	29.4%	25.8%
	Unknown	13	53.8%	0.0%	0.0%
Gender	Female	2207	71.3%	47.3%	42.8%
	Male	2122	73.4%	47.3%	41.2%
Race/ Ethnicity	African-American	288	67.7%	37.2%	36.8%
	American Indian/ Alaskan Native	10	70.0%	70.0%	60.0%
	Asian	451	75.6%	53.9%	48.3%
	Hispanic	536	70.0%	37.9%	34.0%
	International	67	71.6%	64.2%	52.2%
	Unknown	328	64.3%	31.7%	26.5%
	White	2649	73.8%	50.5%	44.7%
Full/Part Time	Full-Time	2023	84.8%	61.6%	55.7%
	Part-Time	2306	61.4%	34.6%	30.1%
GPA Group	Greater than/equal to 2.0	2998	79.9%	52.2%	46.8%
	Less than 2.0	1331	55.4%	36.1%	31.3%
	Unknown	0			
Academic Goal	Associate	2462	77.4%	55.2%	49.6%
	Certificate	380	65.5%	40.5%	33.2%
	Courses	1487	65.7%	35.8%	31.7%
Student Intent	Basic academic skills (GED/ESL)	13	30.8%	7.7%	23.1%
	Improve skills for present job	226	57.5%	23.5%	19.9%
	Personal interest/self development	708	68.9%	52.8%	47.2%
	Prepare for future job	624	65.2%	42.3%	37.0%
	Transfer	2444	77.9%	55.4%	49.3%
	Unknown	314	63.7%	0.3%	0.3%

Source: ICCB A1 submissions

**Exhibit 3.40 Profile of Students in the Fall 2009 Cohort Who
Returned the Specified Semester (Percent)**

		N	1st Year Spring %
	Total	**4196**	**75.6%**
Market Segment	18 or under (FTIC)	2173	85.1%
	19-24 (Young Adults)	1152	70.2%
	25 or over (Adults)	871	59.1%
	Unknown	0	
Gender	Female	2047	74.9%
	Male	2149	76.3%
Race/Ethnicity	African-American	314	68.2%
	American Indian/Alaskan Native	14	50.0%
	Asian	425	74.6%
	Hispanic	585	75.2%
	International	2	100.0%
	Unknown	181	75.7%
	White	2675	76.9%
Full/Part Time	Full-Time	2416	86.2%
	Part-Time	1780	61.2%
GPA Group	Greater than/equal to 2.0	2914	82.1%
	Less than 2.0	1282	60.8%
	Unknown	0	
Academic Goal	Associate	2245	80.9%
	Certificate	387	65.4%
	Courses	1564	70.5%
Student Intent	Basic academic skills (GED/ESL)	12	66.7%
	Improve skills for present job	215	50.7%
	Personal interest/ self development	89	47.2%
	Prepare for future job	763	69.6%
	Transfer	2272	81.4%
	Unknown	845	75.0%

Source: ICCB A1 submissions

Exhibit 3.41. Degrees and Certificates Awarded

	FY06	FY07 *	FY08	FY09	FY10
Degrees	1,203	1,297	1,231	1,235	1,239
Certificates	958	1,105	1,099	1,080	1,016
Total	**2,161**	**2,402**	**2,330**	**2,315**	**2,255**
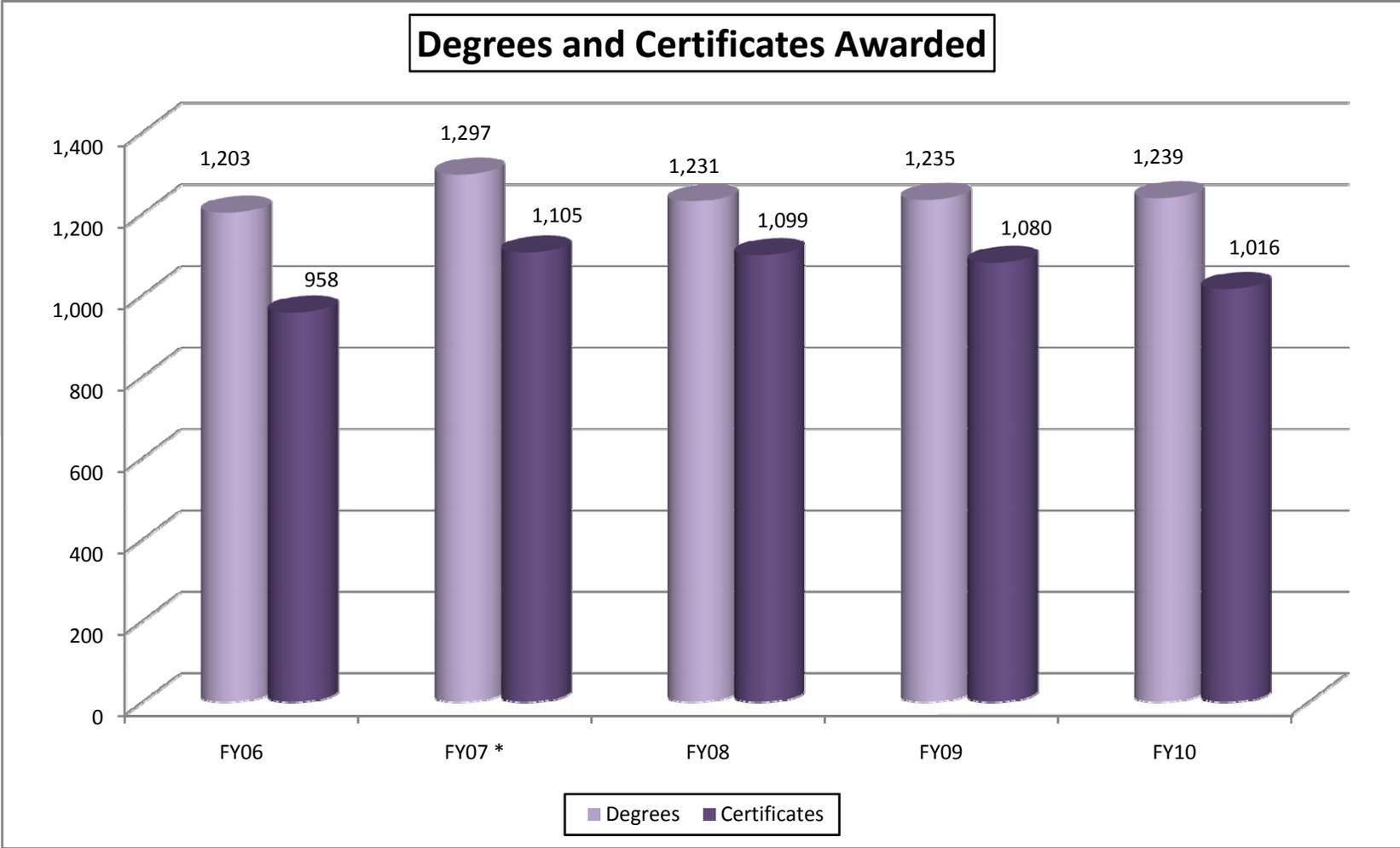
Degrees and Certificates Awarded

Source: Harper's Regent system through Fall '08 , Banner beginning Spring '09 and ICCB A1 FY 10 data.

Exhibit 3.42. Types of Degrees Awarded

Degrees	FY 06	FY 07	FY 08	FY 09	FY 10
Associate in Arts (AA)	744	715	738	718	754
Associate in Applied Science (AAS)	364	463	392	426	371
Associate in Engineering Science (AES)	0	8	4	2	4
Associate in Fine Arts - Art (AFA-A)	6	4	5	1	5
Associate in Fine Arts - Music (AFA-M)	1	2	0	2	0
Associate in Fine Arts - Piano (AFA-P)	0	0	0	2	0
Associate in General Studies (AGS)	0	0	17	24	36
Associate in Science (AS)	88	105	75	60	69
Total	**1,203**	**1,297**	**1,231**	**1,235**	**1,239**

Source: Harper's Regent system through Fall '08 , Banner beginning Spring '09 and ICCB A1 FY 10 data.

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

Exhibit 3.43 Gender of Students Awarded Degrees or Certificates

	2005-06		2006-07		2007-08		2008-09		2009-010	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Female	1,373	63%	1,503	63%	1,453	62%	1,369	62%	1,458	65%
Male	787	37%	896	37%	877	38%	759	38%	797	35%
Unknown	1	<1%	3	<1%	0	0%	0	0%	0	0%
Total	**2,161**	**100%**	**2,402**	**100%**	**2,330**	**100%**	**2,128**	**100%**	**2,255**	**100%**

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

Gender of Students Awarded Degrees or Certificates

	2005-06	2006-07	2007-08	2008-09	2009-10
Female	63%	63%	62%	62%	65%
Male	37%	37%	38%	38%	35%

■ Female   ■ Male
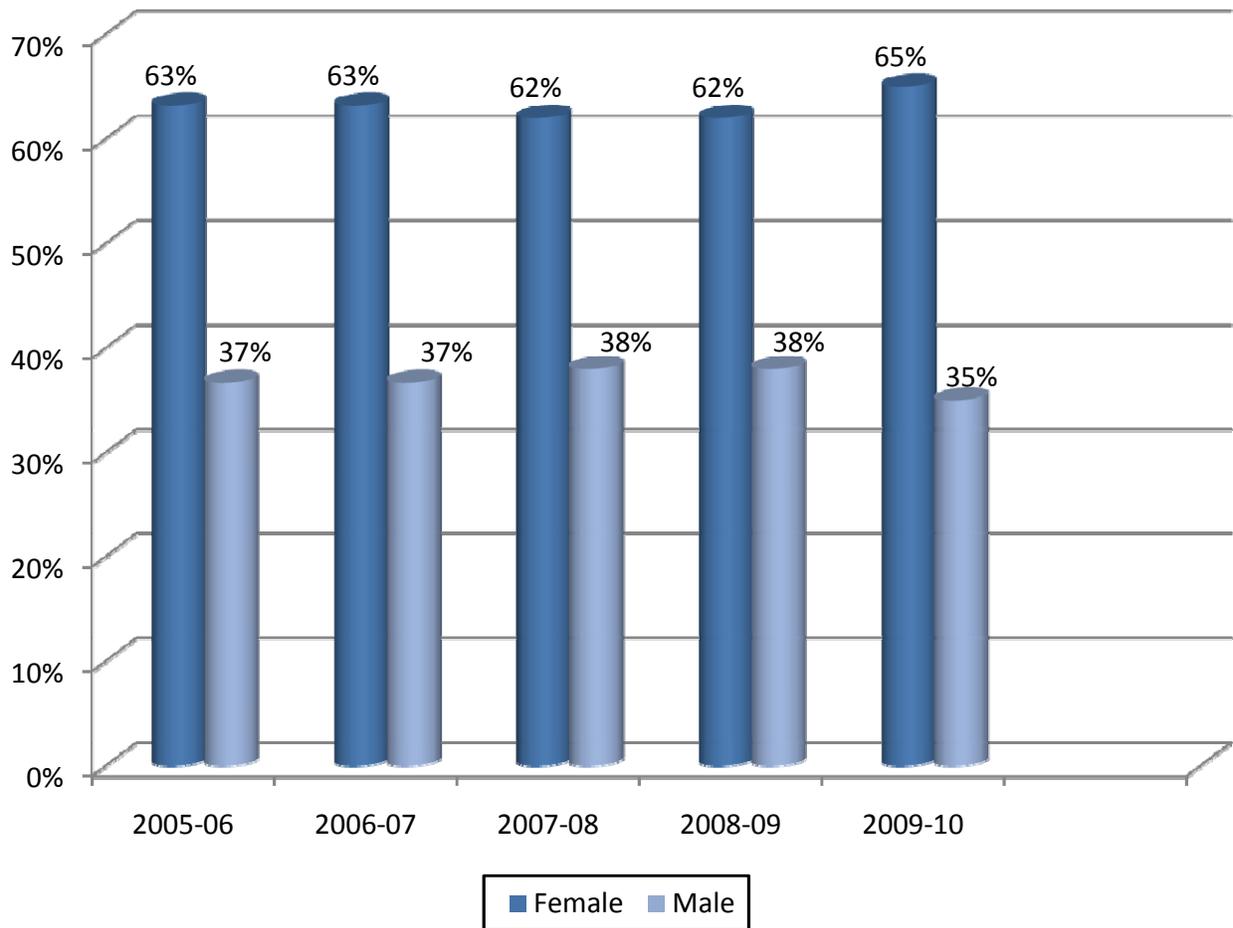
Exhibit 3.44 Age Groups of Students Awarded Degrees or Certificates

	2005-06		2006-07		2007-08		2008-09		2009-10	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
18 & Under	67	5%	33	1%	83	4%	28	1%	55	2%
19-24	1,040	72%	1,171	49%	1,079	46%	966	45%	1,061	47%
25-28	224	15%	289	12%	267	11%	341	16%	334	15%
29-33	204	14%	185	8%	212	9%	213	10%	228	10%
34-38	183	13%	233	10%	185	8%	140	7%	140	6%
39-42	121	8%	154	6%	136	6%	110	5%	100	4%
43-47	159	11%	147	6%	152	7%	123	6%	119	5%
48-52	94	7%	122	5%	124	5%	95	5%	116	5%
53-57	45	3%	40	2%	55	2%	73	3%	72	3%
58 & Over	24	2%	28	1%	36	2%	38	2%	29	1%
Unspecified	0	0%	0	0%	1	<1%	1	<1%	1	<1%
Total	**2,161**	**149%**	**2,402**	**100%**	**2,330**	**100%**	**2,128**	**100%**	**2,255**	**100%**

Age Group of Students Awarded Degrees or Certificates

■ 18 & Under ■ 19-24 ■ 25-28 ■ 29-33 ■ 34-38 ■ 39-42 ■ 43-47 ■ 48-52 ■ 53-57 ■ 58 & Over ■ Unknown
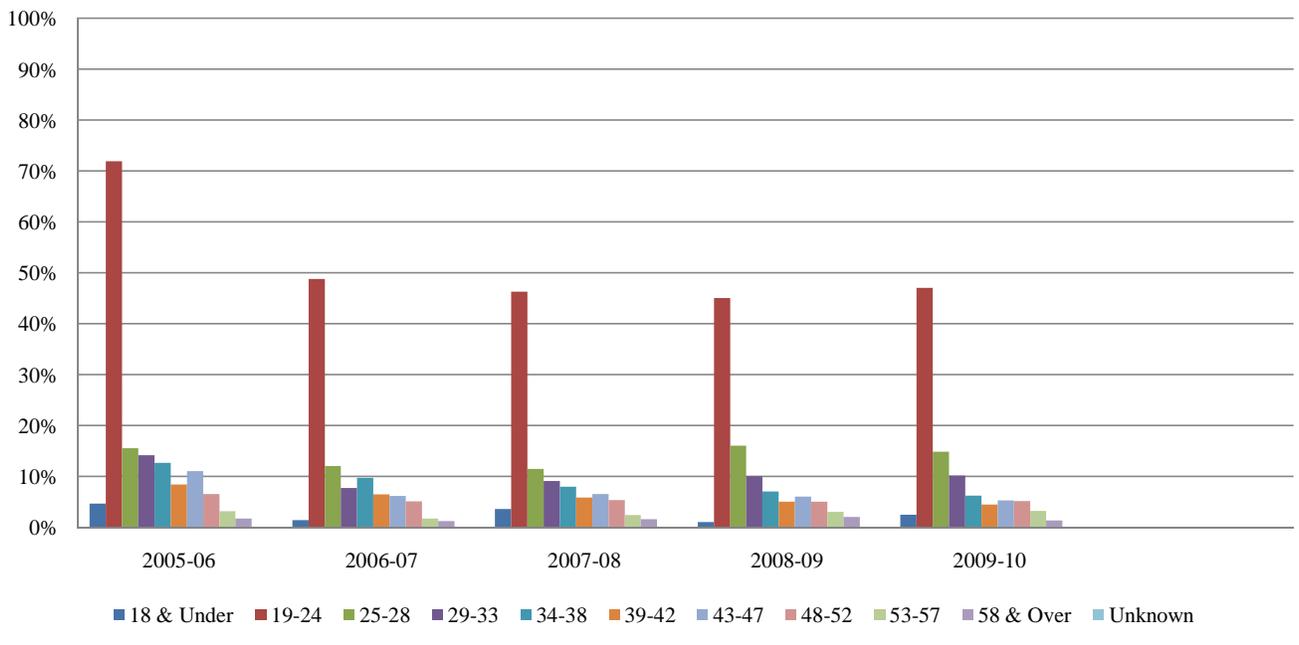
Exhibit 3.45 Race/Ethnicity of Students Awarded Degrees or Certificates

	2005-06		2006-07		2007-08		2008-09		2009-10	
	N	%	N	%	N	%	N	%	N	%
Asian or Pacific Islander	237	11%	255	11%	205	9%	202	9%	234	10%
American Indian or Alaskan Native	4	<1%	5	<1%	5	<1%	2	1%	6	<1%
African-American	65	3%	77	3%	83	4%	74	3%	90	4%
Hispanic	174	8%	190	8%	225	10%	185	9%	239	11%
White Non-Hispanic	1,480	68%	1,682	70%	1,602	69%	1,474	69%	1,482	66%
International	11	1%	22	1%	12	1%	0	0%	17	1%
Unknown	190	9%	171	7%	198	8%	192	9%	187	8%
Total	**2,161**	**100%**	**2,402**	**100%**	**2,330**	**100%**	**2,129**	**100%**	**2,255**	**100%**

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

Race/Ethnicity of Students Awarded Degrees or Certificates

	2005-06	2006-07	2007-08	2008-09	2009-10

Legend: ■ Asian or Pacific Islander ■ American Indian or Alaskan Native ■ African-American ■ Hispanic ■ White Non-Hispanic ■ International ■ Unknown
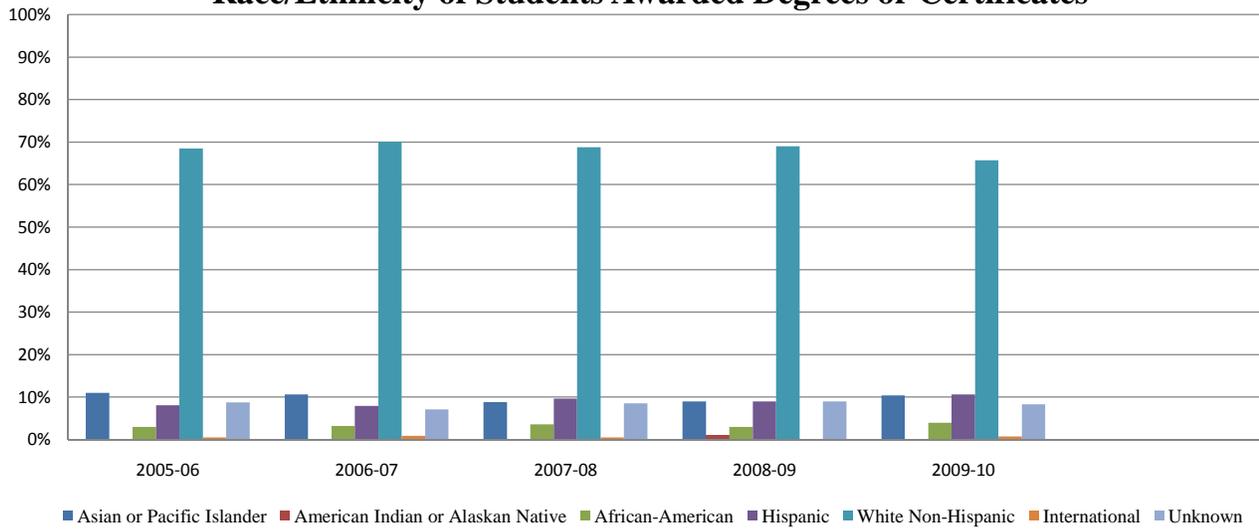
Continuing Education

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

	2005-06		2006-07		2007-08*		2008-09*		2009-10	
	N	%	N	%	N	%	N	%	N	%
17 & Under	2,965	27%	2,573	26%	2,334	27%	2,192	29%	1,740	26.87%
18	76	1%	92	1%	74	1%	58	1%	48	0.74%
19-24	731	7%	706	7%	638	7%	503	6%	403	6.22%
25-34	1,663	15%	1,575	16%	1,348	15%	1,046	13%	830	12.82%
35-44	1,634	15%	1,508	15%	1,211	14%	860	11%	759	11.72%
45-54	1,784	16%	1,633	16%	1,422	16%	1,068	14%	949	14.66%
55 & Over	1,600	14%	1,486	15%	1,489	17%	1,446	19%	1,541	23.80%
Unknown	702	6%	392	4%	238	3%	381	5%	205	3.17%
Unduplicated Total**	**11,155**	**100%**	**9,965**	**100%**	**8,754**	**100%**	**100%**	**7,554**	**6,475**	**100.00%**

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)

	2005-06		2006-07		2007-08*		2008-09*		2009-10	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Summer	8,939	39%	8,209	40%	7,596	42%	7,429	44%	5,353	36.75%
Fall	6,760	29%	5,828	29%	5,262	29%	4,880	29%	4,539	31.16%
Spring	7,484	32%	6,331	31%	5,327	29%	4,562	27%	4,673	32.08%
Total	**23,183**	**100%**	**20,368**	**100%**	**18,185**	**100%**	**16,871**	**100%**	**14,565**	**100.00%**

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**)

	2005-06	2006-07	2007-08*	2008-09*	2009-10
Annual Number of Continuing Education Students	**11,155**	**9,965**	**8,754**	**7,554**	**6,475**
Summer	4,099	3,912	3,512	3,309	2,426
Fall	4,321	3,786	3,431	3,158	2,674
Spring	4,778	4,086	3,517	2,803	3,042

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)

	2005-06		2006-07		2007-08*		2008-09*		2009-10	
	N	%	N	%	N	%	N	%	N	%
Computer Training	1,961	9%	1,663	8%	1,117	6%	1,326	8%	1,189	8.16%
Personal Enrichment	5,177	22%	5,075	25%	4,670	26%	4,143	25%	4,202	28.85%
Physical Fitness	3,027	13%	2,539	12%	2,427	13%	1,914	11%	1,471	10.10%
Professional Development	4,681	20%	3,970	19%	3,221	18%	2,446	15%	2,101	14.42%
Youth Programs	8,337	36%	7,121	35%	6,750	37%	7,042	41%	5,602	38.47%
Total	**23,183**	**100%**	**20,368**	**100%**	**18,185**	**100%**	**16,871**	**100%**	**14,565**	**100.00%**

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 2008-09	FY 2009-10
Illinois Small Business Development Center: - 328 clients served - 57 businesses started - 75 jobs retained - 148 jobs created - $4,215,650 financing secured	Illinois Small Business Development Center: - 356 clients served - 23 businesses started - 114 jobs created - 89 jobs retained - $4,463,017 financing secured
Trained 4,500 employees at 34 different companies.	Trained 3,250 employees at 36 different companies.
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	Delivered 45 credit classes which resulted in 48.5 FTE: - 1.6 vocational credit classes: 35 sections with 42.3 FTE - Traditional credit classes: 3 sections with 6.2 FTE
Served 9 companies (458 participants) by conducting 40 sections of Workforce Language classes including ESL, Workplace Spanish and German.	Served 7 companies (408 participants) by conducting 40 sections of Workforce Language classes including ESL, Workplace Spanish and German.
Generated over $470,000 in sales with state grants which supported training efforts at 12 companies.	Generated over $320,000 in sales with state grants which supported training efforts at 12 companies.

Source: Harper College for Businesses

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

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Resident	$75.00	$81.00	$85.00	$90.00	$90.00	$98.50
Non-Resident	$275.00	$288.00	$310.00	$322.00	$324.00	$355.50
Out of State	$344.00	$362.00	$388.00	$399.00	$407.00	$431.00
International Students	$344.00	$362.00	$388.00	$399.00	$407.00	$431.00

Source: Harper College Catalog

Tuition for Credit Courses per Semester Hour
by Residency

Legend:
- 2005-06
- 2006-07
- 2007-08
- 2008-09
- 2009-10
- 2010-11

Y-axis: $0.00, $50.00, $100.00, $150.00, $200.00, $250.00, $300.00, $350.00, $400.00, $450.00

X-axis categories: Resident, Non-Resident, Out of State, International Students
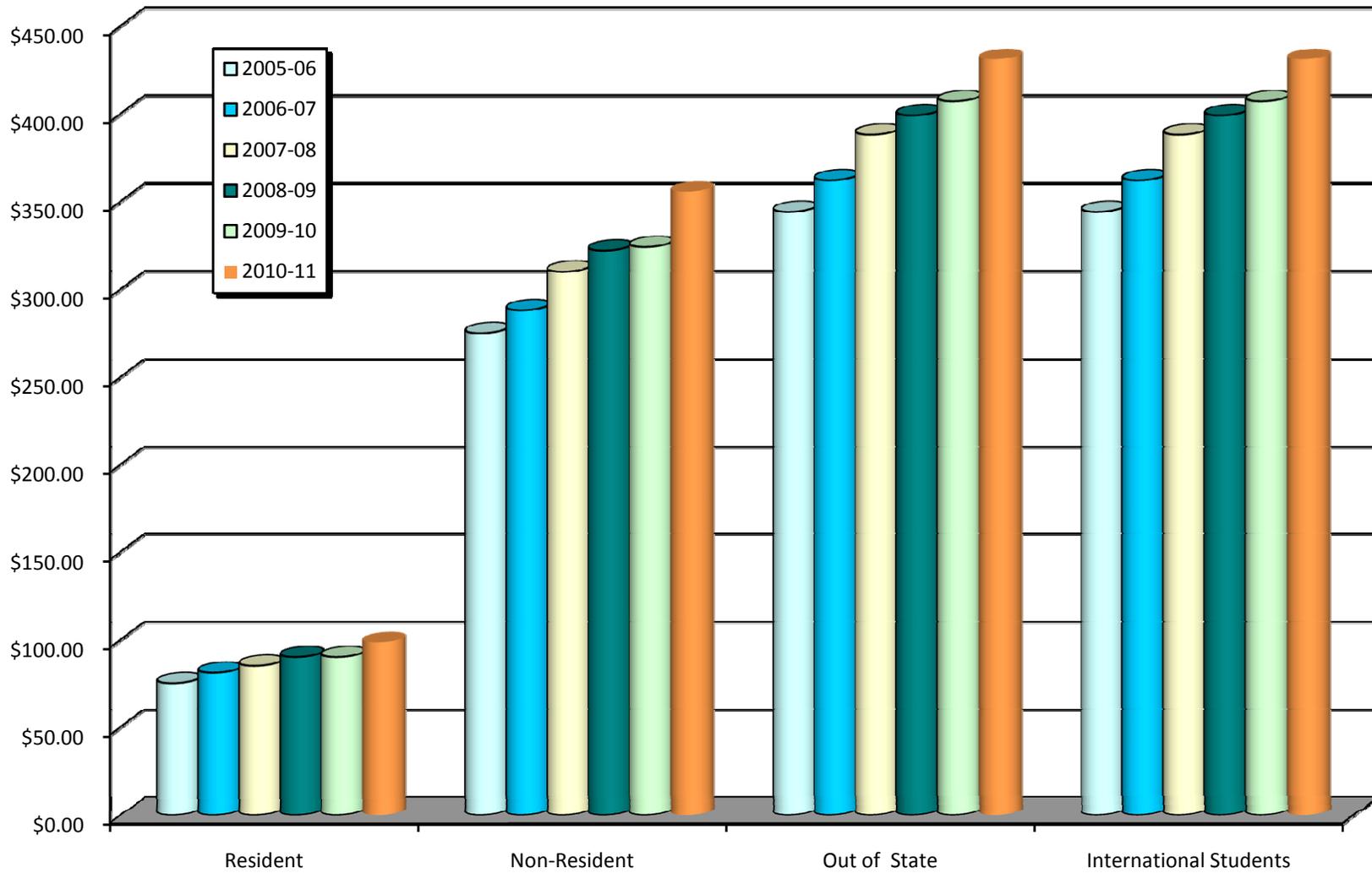
Exhibit 5.2. Operating Funds Revenues

		Operations and	Total
	Education	**Maintenance**	**Operating**
Operating Revenue by Source:	**Fund**	**Fund**	**Funds**
Local Government Revenue:			
Local taxes	$32,505,958	$14,873,182	$47,379,140
Chargeback revenue	$258,276		$258,276
Other			
Total Local Government Revenue	$32,764,234	$14,873,182	$47,637,416
State Government Revenue:			
ICCB Credit Hour grants	$6,775,669		$6,775,669
Other	$411,459		$411,459
Total State Government Revenue	$7,187,128	$0	$7,187,128
Federal Government Revenue:			
Department of Education	$265,408		$265,408
Other			
Total Federal Government Revenue	$265,408	$0	$265,408
Student Tuition and Fees:			
Tuition	$33,878,181		$33,878,181
Fees	$8,719,111	$2,498,407	$11,217,518
Other student assessments			
Total Student Tuition and Fees	$42,597,292	$2,498,407	$45,095,699
Other sources:			
Sales and service fees	$45,313		$45,313
Investment revenue	$297,083	$98,298	$395,381
Other	$27,724		$27,724
Transfers			
Total Other Revenue	$370,120	$98,298	$468,418
Total Revenue	**$83,184,182**	**$17,469,887**	**$100,654,069**
Less – Nonoperating items:*			
Tuition chargeback revenue	$258,276		$258,276
Transfers from nonoperating funds			
Adjusted Revenue	**$82,925,906**	**$17,469,887**	**$100,395,793**

HARPER COLLEGE, COMMUNITY COLLEGE DISTRICT NO. 512

For the year ended June 30, 2010

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 FY10

Other
Revenue

Local
Government

$468,418

$47,637,416

Tuition
and Fees

$45,095,699

Federal Government

$265,408

State
Government

$7,187,128
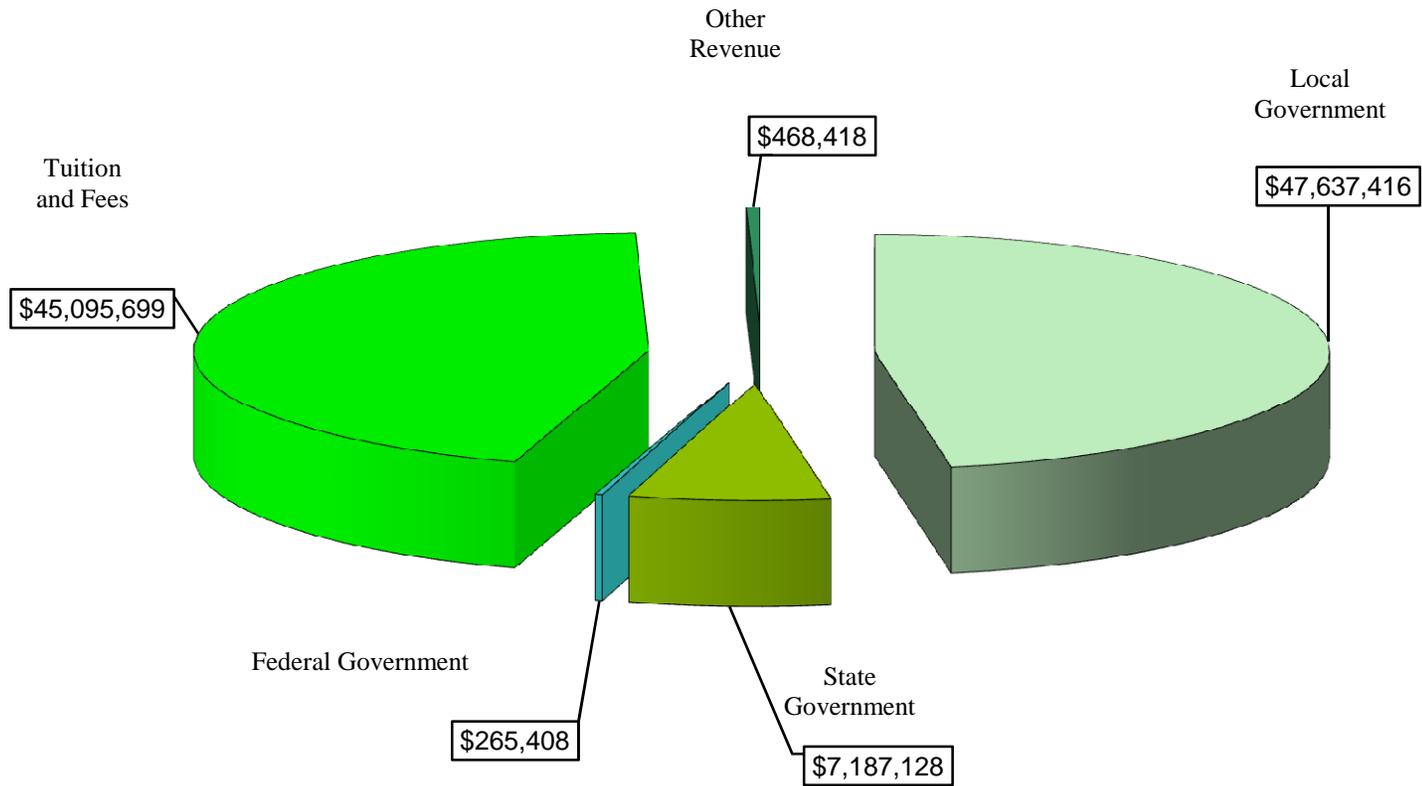
Exhibit 5.3. Operating Funds Expenditures

HARPER COLLEGE, COMMUNITY COLLEGE DISTRICT NO. 512			
For the year ended June 30, 2010			
	Education Fund	**Operations and Maintenance Fund**	**Total Operating Funds**
Operating Expenditures By Program:			
Instruction	$32,198,128		$32,198,128
Academic support	$8,053,461		$8,053,461
Student services	$9,432,278		$9,432,278
Public service / continuing education			$0
Operations and maintenance		$12,425,872	$12,425,872
Institutional support	$22,310,278	$3,640,154	$25,950,432
Scholarships/grants/waivers	$3,906,072		$3,906,072
Transfers	$6,610,967		$6,610,967
Total Operating Expenditures	**$82,511,184**	**$16,066,026**	**$98,577,210**
Less – Nonoperating items:*			
Tuition chargebacks	$154,434		$154,434
Transfers to nonoperating funds	$6,610,967		$6,610,967
Adjusted Operating Expenditures	**$75,745,783**	**$16,066,026**	**$91,811,809**
Operating Expenditures By Object:			
Salaries	$52,944,316	$6,202,721	$59,147,037
Employee benefits	$7,762,212	$1,867,061	$9,629,273
Contractual services	$3,970,313	$2,175,300	$6,145,613
General materials and supplies	$3,966,619	$1,175,482	$5,142,101
Conference and meeting expense	$884,647	$16,385	$901,032
Fixed charges	$368,851	$285,375	$654,226
Utilities	$1,917	$3,248,899	$3,250,816
Capital outlay	$1,122,037	$1,094,307	$2,216,344
Other	$4,879,305	$496	$4,879,801
Transfers	$6,610,967		$6,610,967
Total Operating Expenditures	**$82,511,184**	**$16,066,026**	**$98,577,210**
Less – Nonoperating items:*			
Tuition chargebacks	$154,434		$154,434
Transfers to nonoperating funds	$6,610,967		$6,610,967
Adjusted Operating Expenditures	**$75,745,783**	**$16,066,026**	**$91,811,809**

Source: Harper College Finance Department

* Intercollege expenses are subtracted to allow for statewide comparisons.

Harper College, Community College District No. 512
Operating Funds Expenditures FY10

Scholarships Grants, Waivers
$3,906,072

Transfers
$6,610,967

Instruction
$32,198,128

Institutional Support
$25,950,432

$12,425,872

Operations and Maintenance

$9,432,278

Student Services

$8,053,461

Academic Support
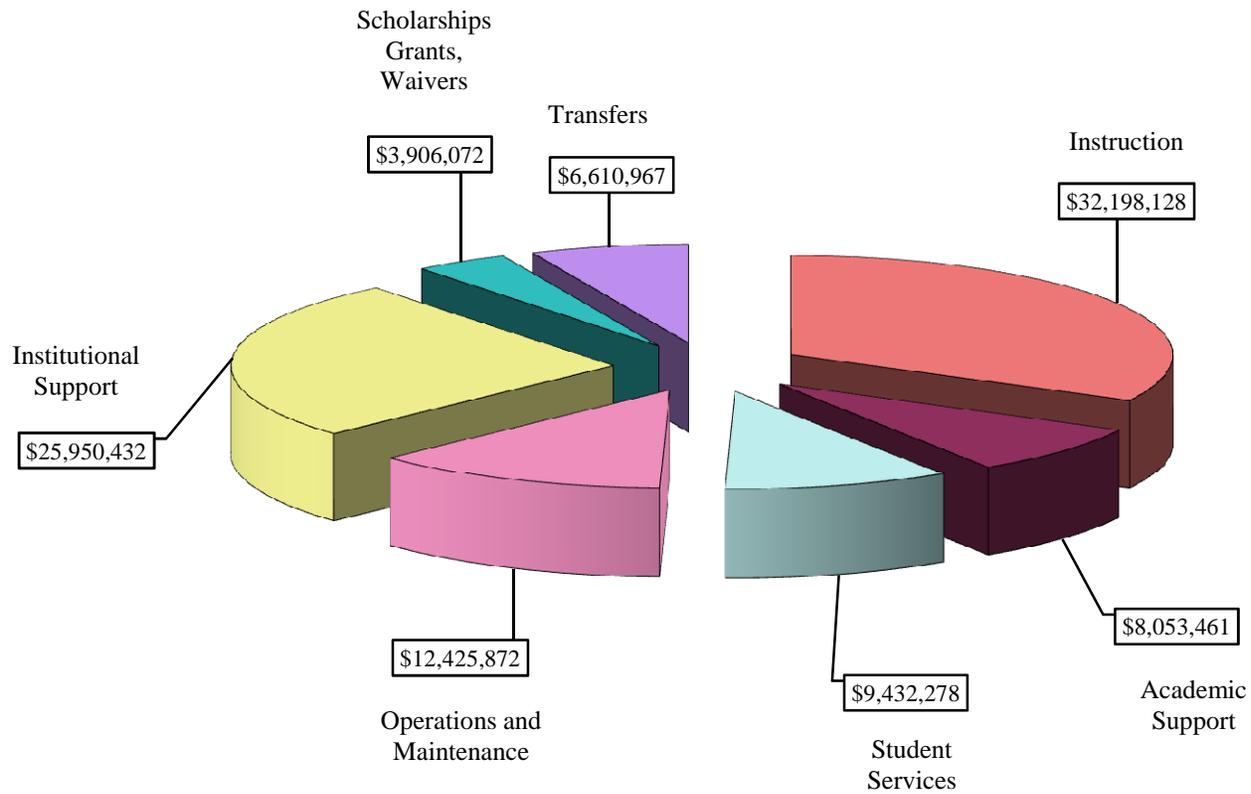
Exhibit 5.4. Historical Assessed Valuations and Taxes Extended

HARPER COLLEGE					
COMMUNITY COLLEGE DISTRICT NO. 512					
Governmental Fund Types	**2004**	**2005**	**2006**	**2007**	**2008**	**2009**
Equalized Assessed Valuations (000's)	18,880,755	20,154,589	20,445,486	23,623,584	24,954,621	24,973,397
Tax Rates:						
Education Fund	0.1380	0.1416	0.1437	0.1295	0.1303	0.1320
Operations & Maintenance Fund	0.0590	0.0602	0.0601	0.0538	0.0583	0.0623
Operations & Maintenance Restricted Fund	0.0038	0.0031	0.0050	0.0041		
Bond & Interest Fund	0.0608	0.0676	0.0668	0.0626	0.0609	0.0609
Audit Fund	0.0007	0.0006	0.0006	0.0004	0.0005	0.0005
Liability, Protection, & Settlement Fund	0.0166	0.0079	0.0131	0.0107	0.0079	0.0040
Total	**0.2789**	**0.2810**	**0.2893**	**0.2611**	**0.2579**	**0.2597**
Taxes Extended:						
Education Fund	26,055,007	28,531,000	29,380,750	30,591,000	32,506,800	32,960,000
Operations & Maintenance Fund	11,136,427	12,133,400	12,282,750	12,720,798	14,538,908	15,548,095
Operations & Maintenance Restricted Fund	721,000	626,908	1,030,000	957,900		
Bond & Interest Fund	11,472,499	13,616,567	13,664,609	14,790,287	15,207,982	15,201,166
Audit Fund	128,750	128,750	129,832	97,850	113,300	113,300
Liability, Protection, & Settlement Fund	3,128,182	1,599,590	2,687,270	2,546,160	1,987,900	1,004,251
Total	**52,641,865**	**56,636,215**	**59,175,211**	**61,703,995**	**64,354,890**	**64,826,812**

Source: Harper College Finance Department

Harper College

harpercollege.edu

Map labels

Euclid Avenue Entrance

Roselle Avenue Entrance

Kris Howard Boulevard

North Drive

Lot 10
Lot 9
Lot 11
Lot 8
Lot 12
Lot 13
Lot 7
Lot 6
Lot 5
Lot 4
Lot 3
Lot 2
Lot 2A
Lot 1
Lot 4A Dental Clinic

Lake Drive

Biology Preserve Area

Dick Kolze Lane

Tennis Courts

Barbara Barton Drive

Kris Howard Boulevard

Algonquin Road Entrance

Wojcik Conference Center
Public Safety
Restricted Lot 14
Student Center
Quad
Library
Bookstore
Performing Arts Center
Wellness and Sports Center
Avanté

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

Lift

Legend

- ♿ Accessible Parking
- ▢ Auto Door Entrance
- Students and visitors parking designated with white lines
- ◆ Level Entryways
- Lift — Wheelchair Lift
- ▲ Designated Smoking Area

** 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.

DESTINATION — BLDG

Academic Offices
Destination	BLDG
Academic and Enrichment and Language Studies Division Office	F332
Business and Social Science Division Office	J249
Career and Technical Programs Division Office	H119
Continuing Education Division Office	C103
English as a Second Language	F340
GED Preparation (Adult Education)	F338
Health Careers Division Office	X250
Liberal Arts Division Office	L203
Math and Science Division Office	Y103
Wellness and Human Performance Division Office	M219

Academic Resources
Destination	BLDG
Bookstore	L260
Library	F
MegaLab	I223,Y203
Multicultural Learning Center	D142
Tutoring Center	F315

Administrative Offices
Destination	BLDG
Administration and Executive Offices	W300
Human Resources	A320
Marketing Services	S101
Receiving	B116

Campus and Community Services
Destination	BLDG
Athletics	M219
Cafeteria/Cockrell Dining Hall	A133
Child Learning Center	I131
Dental Clinic	X102
Fitness Center	M162
Harper College for Businesses	W
Harper College Police Department	B101
Gymnasium	M
Massage Clinic	X105
Observatory — Karl G. Henize	O
Student Activities	A336
Student Center	A
Wojcik Conference Center	W

Cultural Arts
Destination	BLDG
Art Gallery	C200
Box Office	J135,R
Drama Lab	L109
Performing Arts Center	R
J Theatre	J143

Enrollment and Student Support Services
Destination	BLDG
Admissions Outreach	C102
Admissions Processing	A137
Access and Disability Services	D119
Academic Advising and Counseling	I117
Assessment and Testing Center	A148
Business Office	A214
Career Center	A347
Center for New Students and Orientation	C104
Continuing Education Registration	C103
Health and Psychological Services	A364
Information Center	A
Registrar and Records	A213
Scholarships and Financial Assistance	C102
Student Development Division Office	A347
Rita and John Canning Women's Program	A347

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
Owned by Harper College

Harper Professional Center - HPC 650 E. Higgins Road Schaumburg, IL 60173 (847)925-6072	Northeast Center - NEC 1375 S. Wolf Road Prospect Heights, IL 60070 (847)925-6001

Additional Service Locations

Illinois WorkNet Center – IETC 723 W. Algonquin, Room 107 Arlington Heights, IL 60005	Harper College Rolling Meadows-RM 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)
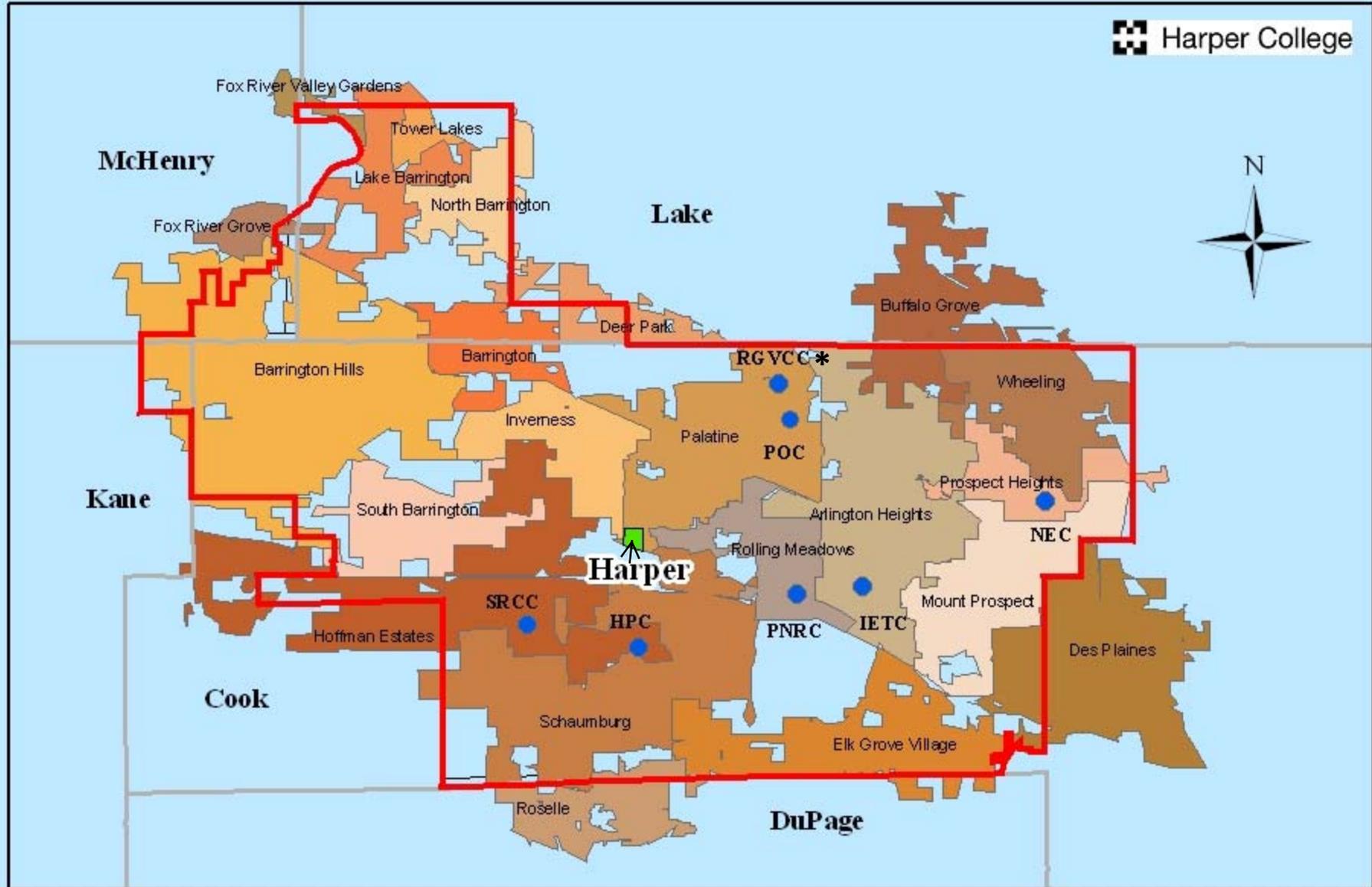
Community College District 512
Extension Sites/Other Service Locations

*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 & 2005)	27,548
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)	24,807
(NEC) Northeast Center	1973	56,270
Total Square Feet		**1,309,708**

Source: 2010 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 2009-2010		Square Feet
Room Use		**Square Feet**
Classroom		161,339
Laboratory		224,500
Office		148,644
Study		34,983
Special Use	Athletic/P.E.	58,814
	All Other Special Use Facilities	13,996
General Use		87,155
Supporting Facilities		44,750
Health Care		1,938
Unclassified Facilities		0
Total Net Assignable Square Footage		776,119
NASF/GSF Ratio		59%
Total Gross Square Footage		**1,307,989**

Source: Table C1 Compiled by ICCB from data submission 2010

Exhibit 6.3. Land and Parking Summary

Fiscal Years 2009-2010	
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)

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

Job Category*		2006	2007	2008	2009	2010
Executive, Administrative, Managerial (Administrative)						
Number		48	46	47	48	46
Non-Minority	Male	16	17	17	16	16
Non-Minority	Female	25	22	24	24	23
Minority	Male	3	2	1	1	1
Minority	Female	4	5	5	7	6
Faculty-Instructional (Teaching Faculty)						
Number		194	194	192	191	197
Non-Minority	Male	75	71	70	73	75
Non-Minority	Female	102	104	103	100	102
Minority	Male	6	8	8	7	8
Minority	Female	11	11	11	11	12
Faculty-Non-Instructional (Academic Support)						
Number		23	23	21	23	24
Non-Minority	Male	6	7	7	6	6
Non-Minority	Female	10	10	8	11	11
Minority	Male	2	2	2	2	2
Minority	Female	5	4	4	4	5
Other Professionals (Supervisory)						
Number		49	49	50	47	49
Non-Minority	Male	14	16	14	14	14
Non-Minority	Female	29	28	28	27	25
Minority	Male	0	0	1	1	3
Minority	Female	6	5	7	5	7
Technical and Paraprofessional (Professional/Technical)						
Number		138	144	137	142	147
Non-Minority	Male	55	56	50	49	51
Non-Minority	Female	61	62	66	67	71
Minority	Male	10	14	13	15	14
Minority	Female	12	12	8	11	11
Clerical and Secretarial						
Number		186	182	179	186	188
Non-Minority	Male	18	18	18	20	23
Non-Minority	Female	149	147	139	139	139
Minority	Male	5	6	7	9	8
Minority	Female	14	11	15	18	18
Skilled Crafts**						
Number		25	25	29	30	30
Non-Minority	Male	21	21	24	25	24
Non-Minority	Female	2	2	2	2	2
Minority	Male	2	2	3	3	4
Minority	Female	0	0	0	0	0
Service/Maintenance						
Number		104	96	94	98	99
Non-Minority	Male	33	34	32	35	34
Non-Minority	Female	22	17	16	17	17
Minority	Male	34	30	30	27	30
Minority	Female	15	15	16	19	18
Overall Total						
Number		767	759	749	765	780
Non-Minority	Male	238	240	232	238	243
Non-Minority	Female	400	392	386	387	390
Minority	Male	62	64	65	65	70
Minority	Female	67	63	66	75	77

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*		2005	2006	2007	2008	2009
Executive, Administrative, Managerial (Administrative)						
Total		100.00%	100.00%	100.00%	100.00%	100.00%
	Male	35.60%	33.30%	37.00%	36.20%	33.30%
Non-Minority	Female	51.10%	52.10%	47.80%	51.10%	50.00%
	Male	6.70%	6.30%	4.30%	2.10%	2.10%
Minority	Female	6.70%	8.30%	10.90%	10.60%	14.60%
Faculty-Instructional (Teaching Faculty)						
Total		100.00%	100.00%	100.00%	100.00%	100.00%
	Male	37.30%	38.70%	36.60%	36.50%	38.20%
Non-Minority	Female	54.40%	52.60%	53.60%	53.60%	52.40%
	Male	3.10%	3.10%	4.10%	4.20%	3.70%
Minority	Female	5.20%	5.70%	5.70%	5.70%	5.70%
Faculty-Non-Instructional (Academic Support)						
Total		100.00%	100.00%	100.00%	100.00%	100.00%
	Male	27.30%	26.10%	30.40%	33.30%	26.10%
Non-Minority	Female	45.50%	43.50%	43.50%	38.10%	47.80%
	Male	4.50%	8.70%	8.70%	9.50%	8.70%
Minority	Female	22.70%	21.70%	17.40%	19.00%	17.40%
Other Professionals (Supervisory)						
Total		100.00%	100.00%	100.00%	100.00%	100.00%
	Male	25.00%	28.60%	32.70%	28.00%	29.80%
Non-Minority	Female	66.70%	59.20%	57.10%	56.00%	57.50%
	Male	0.00%	0.00%	0.00%	2.00%	2.10%
Minority	Female	8.30%	12.20%	10.20%	14.00%	10.60%
Technical and Paraprofessional (Professional/Technical)						
Total		100.00%	100.00%	100.00%	100.00%	100.00%
	Male	37.80%	39.90%	38.90%	36.50%	34.50%
Non-Minority	Female	46.20%	44.20%	43.10%	48.20%	47.20%
	Male	8.40%	7.20%	9.70%	9.50%	10.60%
Minority	Female	7.70%	8.70%	8.30%	5.80%	7.70%
Clerical and Secretarial						
Total		100.00%	100.00%	100.00%	100.00%	100.00%
	Male	9.20%	9.70%	9.90%	10.10%	10.80%
Non-Minority	Female	79.10%	80.10%	80.80%	77.70%	74.70%
	Male	3.10%	2.70%	3.30%	3.90%	4.80%
Minority	Female	8.70%	7.50%	6.00%	8.40%	9.70%
Skilled Crafts**						
Total		100.00%	100.00%	100.00%	100.00%	100.00%
	Male	89.30%	84.00%	84.00%	82.80%	83.30%
Non-Minority	Female	7.10%	8.00%	8.00%	6.90%	6.70%
	Male	3.60%	8.00%	8.00%	10.30%	10.00%
Minority	Female	0.00%	0.00%	0.00%	0.00%	0.00%
Service/Maintenance						
Total		100.00%	100.00%	100.00%	100.00%	100.00%
	Male	32.70%	31.70%	35.40%	34.00%	35.70%
Non-Minority	Female	23.10%	21.20%	17.70%	17.00%	17.30%
	Male	30.80%	32.70%	31.30%	31.90%	27.60%
Minority	Female	13.50%	14.40%	15.60%	17.00%	19.40%
Overall Total						
Total		100.00%	100.00%	100.00%	100.00%	100.00%
	Male	30.40%	31.00%	31.60%	31.00%	31.10%
Non-Minority	Female	53.50%	52.20%	51.60%	51.50%	50.60%
	Male	7.80%	8.10%	8.40%	8.70%	8.50%
Minority	Female	8.20%	8.70%	8.30%	8.80%	9.80%

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				
		2005-06	2006-07	2007-08	2008-09	2009-10
AE/LS	Fall	26.1%	30.4%	31.8%	31.3%	33.0%
AE/LS	Spring	30.0%	32.4%	33.6%	34.9%	34.6%
BUS/SS	Fall	38.2%	36.0%	38.7%	41.5%	38.8%
BUS/SS	Spring	34.8%	38.8%	37.8%	40.5%	37.7%
CTP	Fall			29.7%	32.2%	37.4%
CTP	Spring			30.1%	32.2%	31.3%
HC	Fall	43.8%	39.0%	37.1%	37.7%	58.2%
HC	Spring	47.0%	38.4%	40.4%	38.7%	60.0%
LIB ARTS	Fall	42.4%	41.2%	39.6%	41.2%	41.0%
LIB ARTS	Spring	42.4%	42.3%	38.2%	41.1%	43.0%
MS	Fall	51.1%	47.6%	55.1%	48.4%	52.7%
MS	Spring	51.8%	51.5%	56.6%	49.8%	49.7%
STU DEV	Fall	65.0%	62.3%	68.7%	54.9%	65.4%
STU DEV	Spring	66.7%	74.0%	68.4%	59.3%	70.9%
WHP	Fall	43.3%	44.8%	47.3%	25.6%	36.3%
WHP	Spring	35.5%	40.5%	30.2%	19.6%	38.2%

Source: Academic Affairs

Exhibit 7.4. Full-Time Faculty Demographic Breakdowns

Education Level	2006-07 N	2006-07 %	2007-08 N	2007-08 %	2008-09 N	2008-09 %	2009-10 N	2009-10 %	2010-11 N	2010-11 %
Associate	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.4%
Bachelor's	7	3.3%	8	3.7%	7	3.3%	7	3.1%	6	2.6%
Master's	168	78.5%	165	76.8%	160	74.7%	174	77.0%	169	74.5%
Doctorate	39	18.2%	42	19.5%	47	22.0%	45	19.9%	51	22.5%
Total	**214**	**100%**	**215**	**100%**	**214**	**100%**	**226**	**100%**	**227**	**100%**
Professor	45	21.0%	45	20.9%	41	19.1%	48	21.2%	51	22.5%
Associate Professor	69	32.2%	71	33.0%	74	34.6%	69	30.5%	78	34.3%
Assistant Professor	55	25.7%	58	27.0%	53	24.8%	58	25.7%	51	22.5%
Instructor	45	21.0%	41	19.1%	46	21.5%	51	22.6%	47	20.7%
Total	**214**	**100%**	**215**	**100%**	**214**	**100%**	**226**	**100.%**	**227**	**100%**
Female	128	59.8%	128	59.6%	126	58.9%	135	59.7%	131	57.7%
Male	86	40.2%	87	40.4%	88	41.1%	91	40.3%	96	42.3%
Total	**214**	**100%**	**215**	**100%**	**214**	**100%**	**226**	**100%**	**227**	**100%**
Asian	11	5.1%	11	5.1%	10	4.6%	10	4.4%	10	4.4%
African-American	8	3.7%	8	3.7%	7	3.3%	9	4.0%	9	4.0%
Hispanic	6	2.8%	6	2.8%	7	3.3%	8	3.5%	7	3.1%
American Indian Native	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	189	88.3%	190	88.4%	190	88.8%	199	88.1%	201	88.5%
Total	**214**	**100%**	**215**	**100%**	**214**	**100%**	**226**	**100%**	**227**	**100%**

Source: Academic Affairs

Academic Support Services

Exhibit 8.1. Resources for Learning

Library Services	2005-06	2006-07	2007-08	2008-09	2009-10
Patron Services					
Print and Media Circulation	58,785	61,089	69,548	62,830	56,246
E-Resource Searches	635,146	521,694	578,626	767,308	837,528
Reference Requests	23,305	23,375	20,819	22,274	22,724
Library Instruction:					
Class Supported	331	347	350	291	345
Students Served	5,687	5,528	5,658	4,602	5,355
Resource Sharing	8,691	8,440	8,670	10,756	9,819
Gate Count	621,132	598,347	649,713	598,641	594,104
Web Views	490,979	521,694	430,501	-	-
Collections (Titles)					
Print Collection	126,209	127,787	131,771	131,753	129,447
Electronic Resources	8,194	8,194	8,224	26,163	28,102
Media Resources	28,461	28,990	29,718	23,421	22,838
Microfilm	105	105	104	104	101

Source: Library Services, Academic Affairs

Academic Support Services

Exhibit 8.2. Innovative Instruction

Center for Innovative Instruction	2005-06	2006-07	2007-08	2008-09	2009-10
Workshops Delivered	63	61	65	99	181
Blackboard Course Websites Supported	541	657	852	1,084	1,997
Distance Course Development Requests	47	47	37	33	36
Technical Support Requests	4,491	3,388	5,467	2,633	4,648

Source: Center for Innovative Instruction, Academic Affairs

Academic Support Services

Exhibit 8.3. Tutoring Center/Success Services/Writing Center

Tutoring Center/Success Services/ Writing Center	2005-06	2006-07	2007-08	2008-09	2009-10
Tutoring Center (student contacts)	20,854	17,838	17,885	21,200	24,437
Success Services (student contacts)	2,017	2,354	2,269	2,382	2,950
Writing Center (student contacts)	5,551	6,044	7,719	8,119	8,597

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

Student Support Services

Exhibit 8.4. Student Support Services

Support Service Area		2005-06	2006-07	2007-08	2008-09	2009-10
Academic Advising and Counseling Center	Student and Community Contacts	62,763	67,019	64,191	81,452	84,884
Access and Disability Services	Student and Community Contacts	43,857	61,538	62,840	67,551	78,316
Assessment Center	Tests Administered	32,159	32,201	34,314	33,936	34,635
Career Center	Student, Community, and Employer Contacts	39,497	39,790	48,295	52,929	47,187
Center for Multicultural Learning	Student and Community Contacts	30,143	33,358	33,083	31,579	41,140
Center for New Students and Orientation	Student and Community Contacts	60,866	71,853	77,084	81,588	89,225
Meeting, Exhibit and Convention	Student and Community Contacts	131,959	129,562	115,051*	112,219*	125,872*
Women's Program	Student and Community Contacts	10,038	9,993	14,725	13,059	9,333

Source: Student Affairs

*Meeting, Exhibit and Convention total no longer includes A Building Facilities Rentals.

Financial Aid

Exhibit 8.5. Federal and State Financial Aid Support to Students

Financial Aid Awards		2005-06	2006-07	2007-08	2008-09	2009-10
Number of Awards by Type	Pell Grant	1,982	1,937	2,095	2258	3,586
	ACG*			62	36	60
	Work Study	126	117	97	105	153
	SEOG	602	601	623	499	560
	Federal Stafford Loan**	1,503	1,462	1,632	1422	2,294
	ISAC	1,809	1,768	1,818	1604	1,584
	II.Vets	401	375	354	318	214
	Total Number of Awards***	6,423	7,316	6,681	6242	8,451
Amount of Awards by Type	Pell Grant	$4,353,675	$4,199,338	$4,937,554	$5,845,099	$11,057,259
	ACG			$40,050	$26,325	$46,637
	Work Study	$194,283	$179,280	$170,482	$230,253	$243,040
	SEOG	$226,114	$262,940	$268,500	$203,125	$233,421
	Federal Stafford Loan	$3,673,776	$3,715,922	$4,668,740	$7,293,481	$12,075,657
	ISAC	$2,022,396	$2,082,128	$2,138,976	$1,970,415	$2,255,324
	II.Vets	$884,678	$715,959	$736,363	$710,952	$450,470
	Total Amount of Awards	$11,354,922	$11,155,567	$12,960,665	$16,279,650	$26,361,808

Source: Financial Aid Office

*New program for 2006-2007.
**Harper College began participation in Federal Direct Lending for 2009-10.
***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.

Financial Aid

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

	2009-10	
	N	**%**
Asian or Pacific Islander	883	11%
American Indian or Alaskan Native	23	0%
African-American	823	10%
Hispanic	1,148	15%
White Non-Hispanic	4,423	56%
Unknown/Refused	661	8%
Total	7,961	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 providing both voice and data communications within the main campus with connections to remote sites including external Internet connectivity.
- Shared and dedicated system servers supporting basic desktop computing services such as file and print, e-mail, and calendaring.
- Desktop and printing device installation, refresh and repair.
- Administrative system servers providing database and application support for key systems such as Student Information Systems and E-business Suite as well as Academic applications.
- Production support services providing system monitoring, off-hour job scheduling and processing and off-site data protection.

Exhibit 8.7. Server Resources (Infrastructure and Services)

Service Type	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Total File/Database/Application Servers in Production	103	107	134	186	210	210
Staff/Faculty Accounts	2,246	2,411	1,950	1,800	1,600	1,565
Total Storage Capacity	13.7 TB	13.98 TB	20 TB	27 TB	39.6 TB	42 TB
Student E-mail Accounts	50,000	50,000	55,000	61,000	36,457 New Gmail	45,000 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	Number of Connections 2009-10
Internet Ethernet MAN		1	3	3	4	4
Network Rooms	28	28	29	29	31	32
Subnets	132	236	246	250	273	278
Switches in Service	198	208	210	286	293	297
Wireless Access Points	84	86	90	100	105	120

Exhibit 8.9. Media Services

Permanently Assigned Media Projection Equipment – Smart Media Rich Type	2005-06	2006-07	2007-08	2008-09	2009-10
Lectern (CPU, VHS, DVD)	1	1	1	25	0
Lectern (CPU, VHS, DVD, Doc Cam)	12	12	12	12	5
Projector	15	8	8	0	0
TV	1	0	0	0	0
TV, VHS	3	40	34	11	6
Type 1 Lectern	67	107	119	160	169
Type 1a Lectern	4	4	5	5	5
Type 2 Lectern	17	17	17	17	17
Type 3 Lectern	2	2	2	2	5
Type 4a Lectern	1	1	1	1	1
Type 4b Lectern	2	2	2	2	2
Type 4c Lectern	1	1	1	1	1
Type 4e Lectern	2	2	2	2	2
Type 5 Lectern	1	1	1	1	1
Total	**129**	**198**	**205**	**239**	**214**

Exhibit 8.10. Computer Open Lab Software

Application Software in Open Labs - (I223, Y203, F303, F315)		
20/20 v64	FrontPage 2003	Open Mind
Abdominal Sonography Interactive CD Exam	GMG FlexProof	Open Office
AccuRender	Gnome Terminal	Opera Browser
Acrobat Reader	Google Chrome Browser	OS X
Administering Inter Muscular Injections (IM Inject)	Google Earth (Google Sky)	P.A.S.S. - Power Accounting System Software - Managerial Accounting 8e, Corporate Financial Accounting 8e, Financial and Managerial Accounting 8e)
Adobe Creative Suite Design Premium CS 4 (Photoshop, Illustrator, InDesign, GoLive, Acrobat Pro)	Google Sketch Up	PDS Nursing Scenarios Concepts and Skills (Adult Health,Clinical Nursing,Critical Care,Maternity Nursing,Perioperative,Psychiatric)
Adobe Creative Suite Design Premium CS 4 for Mac (Photoshop, Illustrator, InDesign, GoLive, Acrobat Pro)	Hammond Atlas of the World	PDS: Med Surg Mania
Adobe Creative Web Premium CS4 (Acrobat 9, Contribute, Device Central, Drive, Fireworks, Flash, Illustrator, Media Encoder, Photoshop, Pixel Bender, Soundbooth	Holes Essentials of Human Anatomy and Physiology, Essential Study Partner	PDS: Peds Mania
Adobe Flash Player	HP DeskScan II	PDS: Psych Mania
Adobe Font Folio	HP PrecisionScan Pro	Peachtree Accounting 2008
Adobe Type Classics for Learning	HTML-Kit	Phlebotomy Tutor
AltaPoint Medical Demo	Intermediate Algebra Student	PHStat2
Anatomy - Tooth Morphology	Internet Explorer	Print Smith
ArcGIS	iTunes	Profile Maker
Audacity	Java Programming (Testtaker.jar, Jarmaker, Format Java)	Putty
AutoCAD	Java SDK/JRE	Python
Autodesk 3D Studio Max	Jaws	qedoc computer competency exam
Autodesk Architectural Desktop	Jedit	Quark Xpress
Autodesk Revit Architecture	jSwat	Quark Xpress for Mac
Autodesk Revit MEP	Keyboarding Pro	Quickbooks Pro 2007
Basic College Mathematics 7e	Logger Pro	QuickTime Player
BlueJ	Magic	Real Player
BrowseAloud	Maple	RealPlayer Enterprise
Cardiac Case Studies	Math XL Player plug-in	SAM
Care Of The Patient With Multiple Sclerosis	MaxIm DL/CCD	Scigress
Chart Smart II	McAfee VirusScan	Shockwave Player MX Plugin (for IE and Netscape)
Chem Draw Standard	Medical Terminology - A Student-Centered Approach	Sol y Viento
Chem Draw Ultra	Medical Transcription (HillCrest Medical Center)	Solid Edge
Citrix Presentation Client	Microsoft .NET Framework	Starry Night Pro
CLEA Software	Microsoft Expression 2	Technology in Action, 6th Edition
College Algebra Student	Minitab	TermPlus
Colorlab	Mosby Basic Nursing Skills	Texthelp! Read & Write 6.0
ColorPort	Mosby Intermediate Nursing Skills	Textpad Editor
Communication Skills Identifying Underlying Anxiety	Mozilla FireFox Browser	Thumbs Up
COMPASS/ESL Internet Version	MS Project	TLC Medical Center Application
Converge	MS Windows Media Player	Turbo Assembler
Cygwin	NCLEX-RN	UGS Imageware
Derive	nedit	UGS NX
Diet Analysis Plus	Notepad++	UGS NX I-Deas
Domestic Violence	Nursing Assessment of the New Family v2.0 (Physical Assessment of the Newborn), (Gestational Age Assessment of the Newborn), Nursing Assessment of the Postpartum Patient) - Series #1011	UGS NX-Nastron
Dorland's Electronic Medical Speller	OB/GYN Sonography Interacive CD Exam	Virtual Anatomy
eCompass	Office 2003 Word, Excel, Powerpoint, Access	
Entourage	Office 2007 Word, Excel, Powerpoint, Access	
Essentials of Pharmacology for Health Occupations	Office 2008 for Mac	
Font Agent Pro (Mac)	Office X for MAC	
Font Agent Pro (PC)	Omnipage Pro	

Exhibit 8.11. Computer Open Labs - For Students

Main Campus Open Computer Lab	FY 05		FY 06		FY 07		FY 08		FY 09		FY 10	
	Number of Computers	Hours Open per week	Number of Computers	Hours Open per week	Number of Computers	Hours Open per week	Number of Computers	Hours Open per week	Number of Computers	Hours Open per week	Number of Computers	Hours Open per week
F303 Writing Center	22	50	22	50	22	50	22	50	23	50	23	
I223 Mega Lab	66	92	66	92	66	92	66	92	65	92	65	92
NEC	18	18	18	18	18	22	18	22	18	22	18	
Y203	107	92	107	92	107	92	114	92	88	92	88	92
Total	**213**	**252**	**213**	**252**	**213**	**256**	**220**	**256**	**194**	**256**	**194**	**184**

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	FY 10
Number of Calls	21,381	20,646	22,677	25,827	63,528	74,551
Employee Technical Skills Training (Hardware and Software)*						
Number of Seminars	149	321	430	377	566	142
Number of Participants	618	1,030	683	756	782	448

*Does not include Oracle training.

Exhibit 8.13. Service Requests

Client Services Ticket/Service Requests						
Category	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010
Acquisitions	2,112	2,323	1,377	1,248	2,380	2,757
Media Support	6,555	3,772	5,374	4,208	3,500	2,689
Media Events	418	396	409	358	447	388
Total	**9,085**	**6,491**	**7,160**	**5,814**	**6,327**	**5,834**

Exhibit 8.14. Total Number of Computers - For Instructional Use

Building/Center	Number of Computers
A – Student and Administration Center	104
C – New Student Services and Art Center	26
D – Science, Math and Health Careers Center	103
F – Academic Resources Center	294
G – Engineering and Applied Technology Center	
H – Engineering and Applied Technology Center	
HPC – Harper Professional Center (650 Higgins)	77
I – Business and Social Science Center	254
J – Business and Social Science Center	12
L – Liberal Arts	16
M – Wellness and Sports Center	5
NEC – Northeast Center	63
P – Music Instruction Center	21
HCRM - Harper College Rolling Meadows	24
POC – Palatine Opportunity Center	33
W -	2
X – Health Careers Center	107
Y – Technology Center	333
Z – Science Center	324
Total	**1,798**

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 3	Safari FireFox 3
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: **FTP:**	Microsoft Outlook 2007 Exceed Host Explorer	Entourage 2008 Microsoft Outlook 2007 via Parallels Built-In
Telnet:	Exceed Host Explorer	Built-In
Calendar: **Classroom Grading:**	Microsoft Outlook 2007 Micrograde 6.02 Micrograde 6.1.3 (for upload of grades to Blackboard only)	Entourage 2008 Microsoft Outlook 2007 via Parallels 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 8 FireFox 3	Safari FireFox 3
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 8 FireFox 3	Safari FireFox 3
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
Aloha Dining Services Point of Sale	Banner BDMS
Banner Residency Determination	Banner EDW
Banner Self-Service Web Tailor	Banner - Event Management
Blackbaud - Accounting for Nonprofits 6.4 Fixed Assets	Banner - Job Submission
Blackbaud - Raiser's Edge and Financial Edge	Banner ODS
Box Office (tickets.com/Provenue)	Banner (Student, AR, & Financial Aid)
CVS (Source code management)	Blackboard (course, faculty, student)
Event Business Management System (EBMS)	Compass (Windows and Internet)
FAMIS (Facilities management)	Dental Hygiene
Higher Learning Commission (HLC)	Electronic Medical Records (EMR)
IPARQ	Financial Aid applications
Kronos Time and Attendance	ID Number database
Lenel On Guard (door security)	Ingenuix
Luminis Group Studio	Math Lab Tracker
Luminis SIS Portal	Nebraska Bookstore
Luminis "Forgot Password"	Nelnet
Luminis "Username Look-Up"	Open Track
MetaCommunications Virtual Ticket/Job Manager	QAS (Batch and desktop)
Oracle Finance/HR/Payroll /Budget/Purchasing	Resource25
Oracle OID	SARS Grid
Oracle Portal/Content Management System	STAIRS
Pharos (access to printers)	Student Opinionnaire of Instruction
QAS w/SSB (Postal address management)	Tutoring Center Tracker
Record Management (Harper Police Dept.)	
Strategic Long Range Planning (SLRP)	
Telemagic	
Web ID (ID card viewer)	
Web Trends	
Print Shop Pro	
Interfaces with Major Systems	
EBS - Banner General Person	Banner - Admissions Application modifications
EBS - Banner Student Refund Process (check #)	Banner - CE Marketing Services course extract
EBS - Banner WorkStudy hours	Banner - Compass
EBS - Blue Cross benefit enrollment	Banner - Course Search
EBS - Faculty Letters	Banner - Drop for Non-Payment
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 - Kronos	Banner - Math Lab
EBS - Optio check printing	Banner - Nebraska Bookstore (course data)
EBS – State University Retirement System (SURS)	Banner - Nebraska Bookstore (vouchers)
EBS - W'2s	Banner - Nelnet Application Fee pay program
Kronos - EBS	

Exhibit 8.18. Enterprise Systems – Applications Supported

Interfaces with Major Systems (continued-)	
	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	
BI Publisher	Banner Job Submission
Discoverer	Cognos 8
Optio for printing Payroll Checks	Impromptu
Oracle Reports	Oracle SQL Developer
	UniCenter Job Scheduling
PMO/Process Supporting Systems	
Manage Engine Service Desk Plus	
Work Place Manager	