

# College Plan

## 2015-2016



1200 West Algonquin Road  
Palatine, Illinois 60067-7398

# **College Plan 2015-2016**

# **WILLIAM RAINEY HARPER COLLEGE**

Community College District #512

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**THE GOVERNMENT FINANCE  
OFFICERS ASSOCIATION  
OF THE UNITED STATES AND CANADA (GFOA)**

Presented a

**DISTINGUISHED BUDGET PRESENTATION AWARD**

To

**WILLIAM RAINEY HARPER COLLEGE**

District #512  
Palatine, Illinois

For its Annual Budget  
For the fiscal year beginning July 1, 2014

In order to receive this award,  
a government unit must publish a budget document  
that meets program criteria  
as a policy document,  
as an operation guide,  
as a financial plan,  
and as a communications device.

This award is valid for a period of one year only. We believe our current budget continues to conform to program requirements, and we are submitting it to GFOA to determine its eligibility for another award.



GOVERNMENT FINANCE OFFICERS ASSOCIATION

*Distinguished  
Budget Presentation  
Award*

PRESENTED TO

**William Rainey Harper College  
Illinois**

For the Fiscal Year Beginning

**July 1, 2014**

Executive Director

## MEMORANDUM

**To:** Board of Trustees  
**From:** Kenneth L. Ender, Ph. D.  
**Date:** September 16, 2015  
**Re:** FY 2016 College Plan

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Annually, the College undertakes several important planning activities which are summarized in this comprehensive document referred to as the *College Plan*. Planning activities at the College include a four-year Strategic Plan focused on student completion and success, an Operational Plan delineating annual functional goals and targets, and the FY 2016 Budget which includes planned capital expenditures. While this detailed document reflects best practices in reporting, its comprehensiveness can make it less than user friendly. From a Board perspective, the following sections of this plan reflect the key governance information for FY 2016:

- Institutional Effectiveness Measures Page 12
- Strategic Plan Pages 57-69
- Operational Plan Pages 71-105
- All Funds Budget Overview Pages 132-135
- Tax Capped Budget Overview Pages 150, 154
- Capital Budget Overview Pages 189-193

The College has just completed the final year of the five-year Strategic Plan which was grounded in the overall theme of student success referenced in our marketing slogan “*Finish.*” As you are aware, the cornerstone of our Strategic Plan is to realize an additional 10,604 certificate and degree completions by 2020, in support of the national initiative to once again establish our nation as the most educated in the world. Our work is producing results: in FY 2015 we conferred 3,636 degrees and certificates. This puts the College 431 credentials ahead of our annual target of 3,205. Currently we are 80% to our goal of 10,604 additional degrees and certificates by 2020. Since 2010, we have achieved positive outcomes including a 10.2% increase in the College’s graduation rate and a 23.9% increase in the number of recent high school graduates beginning college-ready in math.

Through our experiences over the last five years, we recognize the importance of intentionally engaging students and bringing our strategic initiatives to scale as part of a concerted effort to increase college completion rates going forward. In an era of changing student profiles, shrinking revenues and greater accountability, meeting this challenge requires singular focus. Harper College must ensure that every effort made, every dollar allocated, every policy set, and every initiative implemented will make success and completion a reality for large numbers of our students. As such, our new plan will continue our focus on student success through the strategic directions of Inclusion, Engagement and Achievement. It is critical that all of our employees are involved in welcoming and giving individual attention to our



students through their general experience on campus and the onboarding process. Additionally, each student will need to be engaged in the classroom as well as outside the classroom. Whether it is through a stimulating classroom simulation, student club, supplemental instruction or a pickup basketball game, we need to be intentional about helping all of our students connect with the College, both academically and socially.

The goals in the Strategic Plan deal with the Student Experience, Curriculum and Instruction, Alignment of Employee Skills with Strategic Directions, Stewardship and Achieving Educational Goals: Academic Planning and Pathways. This year we will launch our new Strategic Plan and develop teams to implement strategies to meet them. Several of our major initiatives are focused on taking successful initiatives from the previous plan to larger groups of students on our way to scale. Start Smart (previously First Year Seminar) will expand to include 400 students this fall. The initiative will also include the development of academic plans for students utilizing Degree Works, an automated academic planning system. We will also expand our Early Alert Program to include all of our developmental students, accounting for 25% of our first time in college degree seeking students. We will also launch phase I of our analytics project that will include a consolidation of all student data as well as our Institutional Effectiveness Data. This year will see the doubling (from 40 to 80) of our One Million Degrees partnership which focuses on the success of our low income students. We will continue to develop career pathways, align our high school English course expectations and focus on improving the success of students during their first 15 credit hours by assessing and improving our target gatekeeper courses.

We will continue to make significant progress with our Campus Master Plan. The second phase of the Building D project is well underway and expected to be delivered for occupancy this fiscal year. We are also excited about the delivery of our outdoor amphitheater and pedestrian mall in time for the Spring 16 graduation. Currently the Canning Center and the Hospitality Project are both on hold as the state has suspended funding capital projects, pending the resolution of the FY 2016 budget.

In addition to our Strategic and Operational Plans, each year we establish Presidential Priorities. This year, these include:

- Build processes that promote collaborative leadership between and among the College's management and leadership personnel and the faculty.
- Refocus programming for Building M to ensure it provides the greatest impact on the largest number of students. This will serve as a prototype for aligning current resource allocations with changing student needs and institutional priorities.
- Implement the Enrollment Management Plan.
- Operationalize and launch the College's Strategic Plan.

The *College Plan* also provides information on the FY 2016 budget. Below is a brief overview of the Annual Budget and Capital Plan.

### **Fiscal Year 2016 Budget Summary**

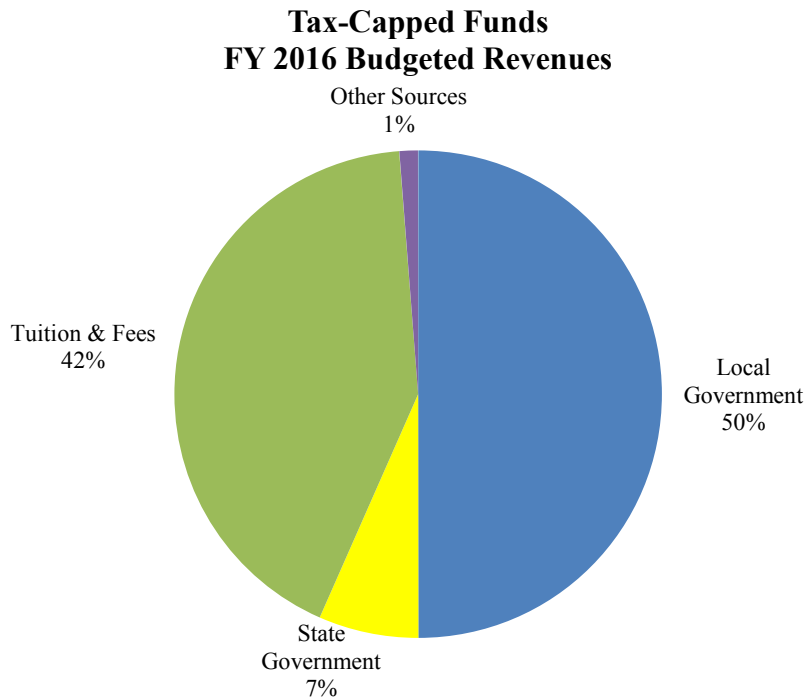
Each year the budget is guided by the Five-Year Financial Plan, which was presented to the Board of Trustees for fiscal years 2016-2020 in December 2014. Preliminary estimates are used in the financial plan for revenue and expenditure lines, based on various assumptions over that five year period. To develop the current year's budget, the College uses historical trend analysis, known external factors, conservative estimates, and assumptions based on current economic conditions. The following comments refer to the combined Tax-Capped Funds budgets, which are the main operating funds for the College.

## Revenues

The Tax-Capped Funds have three major sources of revenue: local government, tuition and fees, and state government. Budgeted revenues for FY 2016 are \$113,048,658 compared to a budget of \$111,557,646 for FY 2015. This represents an increase of \$1,491,012, or 1.3%, driven primarily by an increase in local property taxes, whose growth is limited by the Property Tax Extension Limitation Law to the increase in the Consumer Price Index-Urban plus any new property coming onto the tax rolls.

## Expenditures

Building the expenditure side of a budget is a coordinated process across all College departments. The Tax-Capped Funds have a balanced budget in FY 2016, with \$110,429,118 of expenditures, \$2,619,540 for planned operating transfers, with no change to the fund balance. Compared to an expenditure budget of \$106,983,674 for FY 2015, this represents an increase of \$3,445,444, or 3.2%, driven primarily by increases in annual salaries and benefits.



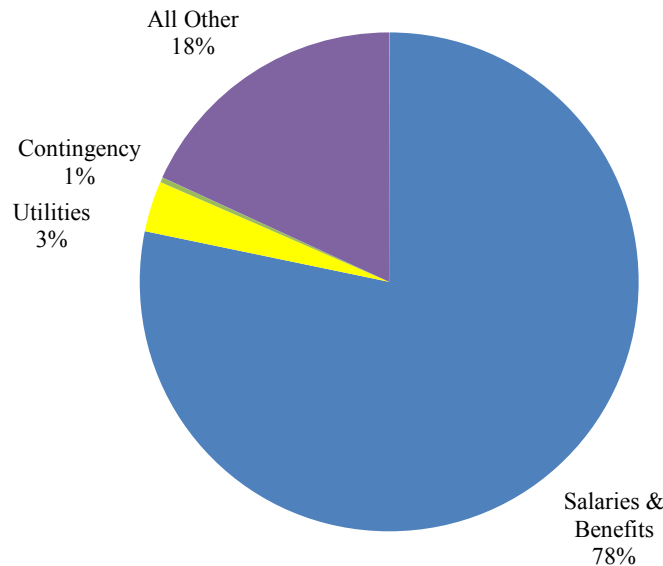
**Local government** represents 50% of the total budgeted revenues for the Tax-Capped Funds. The majority of this is property tax revenue, which is capped at 5% of the prior year tax extension, or the Consumer Price Index-Urban (CPI-U), whichever is less, plus any new property coming onto the tax rolls. Overall local revenues will increase from \$55,868,387 in FY 2015 to \$56,517,520 in FY 2016, or 1.2%.

**Tuition and fees** make up 42% of total budgeted revenues. In February 2015, an in-district tuition increase of \$3.50 per credit hour was approved for FY 2016, from \$110.25 to \$113.75. After experiencing enrollment declines for the last four years, the budget reflects a slight increase in enrollment for FY 2016. Budgeted tuition and fees for the Tax-Capped Funds will increase from \$47,250,400 in FY 2015 to \$47,642,973 in FY 2016, or 0.8%.

**State funding** represents only 7% of total revenues. The budget for State funding is projected to increase from \$7,029,860 in FY 2015 to \$7,490,000 in FY 2016, which represents no increase from the actual FY 2015 appropriation.

**Other sources** make up 1.0% of total revenues. Yields on typical quality investments have declined over the past few years and remain low. Investment income has declined from a high of \$2.5 million in FY 2007 to a projected \$92,000 in FY 2016.

### **Tax-Capped Funds FY 2016 Budgeted Expenditures**



**Salaries and benefits** represent 78% of the College's expenditures. The majority of the College's salaries are driven by contracts making the budget process relatively straightforward. The College has estimated the calendar year 2016 medical insurance rates to increase 8%. Combined salaries and benefits have increased from \$84,096,621 in FY 2015 to \$86,419,411 in FY 2016, or about 2.8%, due to annual salary increases and projected medical premiums.

**Utilities** increased from \$3,615,580 in FY 2015 to \$3,632,080 in FY 2016, or 0.5%. Utilities are 3% of budgeted expenditures.

**Contingency** in FY 2016 remained the same as FY 2015, with a budget of \$350,000, representing 0.3% of the budgeted expenditures.

**All other** expenditures, which include contractual services, materials and supplies, travel and meeting, fixed charges, capital outlay, and other combined for a net increase from the prior year of \$1,106,154, or 5.8%/ These expenditures represent 18% of the budget.

## Master Planning and Capital Projects

In the fall of 2008, Harper College passed a \$153.6 million capital bond referendum. In order to properly steward these funds, the Campus Master Plan was updated in 2010 to provide a comprehensive vision for the Harper College physical plant through 2020. The Master Plan was designed to achieve the following four strategic goals: a more effective and welcoming campus, space for academic programs to meet current and future needs, space for student services to meet current and future needs, and cost effectiveness. Current Master Plan projects provided for in the capital budget are renovations for Phase II of the Building D, Canning Center, the Library, and Building M.

The Operations and Maintenance (Restricted) Fund, which includes proceeds from the referendum has begun to address much needed infrastructure projects. The budget for FY 2016 includes planned infrastructure projects of \$15.5 million.

	Project Estimated Cost	FY16 Budget Request
Building Integrity	\$ 554,200	\$ 476,280
Sustainability	198,000	50,000
Renewal	1,008,280	622,700
Program Support	212,440,089	66,031,390
Safety and Statutory	20,982,265	5,044,365
System Reliability	16,665,100	11,741,300
Contingency		1,000,000
<b>Total Capital Projects</b>	<b>\$ 251,847,934</b>	<b>\$ 84,966,035</b>

As the table above shows, \$66 million is estimated for projects that support academic programs. Two of those projects, which are described below, are part of the State’s Resource Allocation Management Program (RAMP). These projects, while provided for in the budget, are currently on hold until further notice from the State.

- Construction of the new Canning Center - Currently in the construction document review phase, the FY 2016 budgeted project cost is \$30 million. The total estimated project cost is \$61.7 million, which includes a state contribution of \$40.7 million.
- Funds to address the Hospitality program facilities. The FY 2016 budgeted project cost is \$0.3 million. The total estimated project cost is \$5.3 million, which includes a state contribution of \$3.9 million.

The College has set aside the required matching funds for these projects. These projects will position the College to better serve our students with excellent facilities and accommodate new programs.

Other state funding for capital renewal totaling \$1.4 million is budgeted for reconstruction of parking lots at the Harper Professional Center in Schaumburg, and the Harper Learning and Career Center in Prospect Heights. This project is also on hold until further notice from the State.

Other major multi-year projects included in this budget are \$22 million for Phase II of Building D renovations, \$1.5 million to begin design work on the Library, and \$4 million to begin work on Building M.

A detailed list of all budgeted capital projects is provided in the Capital section of this document.

### **Conclusion**

Although we complete major initiatives each year, there are always pressing next steps that need to be undertaken. This year we will implement multiple new initiatives that are a result of our last strategic plan. Additionally, we will undertake strategic activities including an implementing our enrollment management plan and refocusing Building M on student engagement and wellness for all students and employees. We will launch the Promise program with our first freshman cohort, which will pay dividends to our students and this district for generations to come. All of this will be accomplished in a transparent and fiscally responsible manner and the outcomes of this work will be evaluated and shared with our community. Most importantly, all of this work either supports or lays the groundwork for improving the success of our students. Harper College is fulfilling its part of the national initiative to graduate five million additional students by 2020. All of our efforts will be grounded in our ability to include and engage our students in ways that result in their achievement. This simple yet powerful approach is critical to our community's and nation's success.

## **Introduction**

### **Profile of William Rainey Harper College**

William Rainey Harper College is a comprehensive community college located in Palatine, Illinois, 60 miles northwest of Chicago, serving High School Districts 211, 214, and Unit District 220. Established in 1966, Harper College serves more than 25,000 credit full-time equivalent students each year from 23 suburban communities. Harper is dedicated to student success initiatives focused on three strategic directions: Inclusion, Engagement and Achievement and is committed to its mission of enriching its diverse communities by providing quality, affordable, and accessible education. Harper College, in collaboration with its partners, inspires the transformation of individual lives, the workforce, and society. Harper College awards eight Associate degrees, transfer options in more than 50 programs, and a number of certificate programs to meet specific needs of the community and area industry.

Nearly 40% of Harper's students are Hispanic, Asian American, or African American. Nearly 35% of students receive Pell grants. Sixty-four percent of the student body enrolls on a part-time basis. Roughly 51% of students are between the ages of 19 and 24, and 49% intend to transfer to a 4-year college or university. Student success increases each year, currently with a 24% graduation rate and a 29% transfer rate.

Harper College is governed by a seven-member Board of Trustees, elected by the voters in its district, and one student representative, who has an advisory role and is elected by the student body. The College is accredited by The Higher Learning Commission of the North Central Association of Colleges and Schools.

Harper's operating revenue comes from tuition and fees (42%), state subsidy (7%), local taxes (50%), and other sources (1%).

### **History**

Named for the originator of the community college concept, William Rainey Harper College is a comprehensive, open door community college—one of 49 in the state that make up the Illinois Community College System. The College's District No. 512 was established by voter referendum in 1965, and Harper offered its first classes in 1967.

Throughout its history, Harper has had a record of monumental growth. The initial 1967 enrollment of 1,725 students jumped to 3,700 in one year, doubling projections. When the doors opened on Harper's newly acquired campus in 1969, 5,350 students were enrolled. Since then enrollment has grown to over 25,000 (credit) students. With a FY 2015 full-time equivalent (FTE) enrollment of 10,229, as of July 30, 2015, as well as a full-time staff of 758 employees, including 238 faculty, Harper is the third largest community college in the state.

Harper's current President, Dr. Kenneth Ender, was appointed in July 2009 as the institution's fifth president. Dr. Ender and the College Board of Trustees set out to develop a new strategic plan to increase student success. The College is now embarking on its second strategic plan

under the Ender presidency. The resulting 2015-2019 plan commits the College to three new strategic directions; Inclusion, Engagement and Achievement.

### **The Community**

The Harper College District No. 512 includes portions of four counties: Cook (which makes up the majority of the area and population of Harper's district), Lake, Kane, and McHenry. The communities include Arlington Heights, Barrington, Barrington Hills, Elk Grove Village, Hoffmann Estates, Inverness, Lake Barrington, Mount Prospect, North Barrington, Palatine, Prospect Heights, Rolling Meadows, Schaumburg, South Barrington, Tower Lakes, Wheeling and portions of Buffalo Grove, Carpentersville, Deer Park, Des Plaines, Fox River Grove, Hanover Park and Roselle. These municipalities that are located within Harper's district range in size from Tower Lake's 1,277 residents to Arlington Heights' 75,994 residents. An estimated 535,000 people live within the district. Of these, approximately 23% were age 17 and under, and 27% were age 55 and over. A majority of residents are Caucasian (68%). Of the remaining population, 16% are Hispanic, 12% are Asian, and 2% are African American. The demographics in the district are changing, with an 8.3% decrease in its Caucasian population, a 4.4% increase in Hispanic, 2.8% increase in Asian and .3% increase in African American from 2000 to 2010.

Household incomes in Harper's district communities are striking in both their range and in the changes that have occurred between 2008 and 2013. In 2013, median household income varied from a low of \$58,376 in Prospect Heights to a high of \$160,736 in South Barrington. Median incomes in all communities were above the Illinois median of \$56,853 and the U.S. median of \$53,046. However, incomes in all but two of the communities decreased between 2008 and 2013, ranging from a decline of 2% to 39%. Most communities with the highest median incomes in 2008 had the largest declines—in excess of 20%. It is not clear whether these shifts were the result of the in-migration of lower-income families to more affluent communities or due to increased unemployment rates and reduced earnings. Regardless of the reason, these trends represent a drop in the amount of household income in the Harper district available for education.

Harper College and its community enjoy a fruitful and successful relationship. The College has achieved a 97% satisfaction rate from its graduates. In fall 2008, Harper College district voters passed a \$153.6 million capital bond referendum to support the facilities enhancements. In addition, the non-profit Harper College Educational Foundation actively raises funds for the College through individual, foundation, and corporate donors. The large number of manufacturing, financial services, and healthcare institutions in the district are among Harper's supporters.

### **Services Offered**

William Rainey Harper College offers associate degrees, certificate programs, and the first two years of a baccalaureate degree.

The College offers eight associate degrees, six of which are designed for students who will transfer to a four-year college or university to complete a bachelor's degree. The six are the Associate in Arts (AA), the Associate in Science (AS), the Associate in Arts in Teaching – Secondary Mathematics (AATM), the Associate in Fine Arts–Art (AFA), the Associate in Fine

Arts–Music (AFA) and the Associate in Engineering Science (AES) degrees, which comprise the first two years of study toward degrees in a broad range of arts-related or science-related disciplines. The seventh, the Associate in General Studies (AGS) degree program, is designed to meet three specific intents—as a Liberal Studies program, as an individualized program meeting needs not met by other degree programs, or as a capstone for occupational certificate programs. The eighth, the Associate in Applied Science (AAS) degree, is awarded upon completion of a two-year career program and is designed to prepare the graduate for immediate entry into a specific career field.

Harper also provides 107 certificate programs, normally one year in length, that are designed with prescribed courses to meet specific needs of the community, including area businesses and industries. The College was recently named the 8<sup>th</sup> highest conferrer of certificates nationally for 2012 by Community College Week. In addition, the College offers contract training to local industry employees through the Harper College for Businesses, provides non-credit learning opportunities for students of all ages through its Continuing Education Division, and supports students who need GED and ESL services through its Academic Enrichment and Engagement Division.

Because Harper is an open door, open enrollment learning institution, it provides an array of student services to meet any student need, including access and disability services, multi-cultural enrichment and support services, summer bridge programming to prepare students for college-level rigor, student clubs and activities, sports and recreation teams, and many other opportunities.

### **Facilities**

William Rainey Harper College supports a wide range of programs with a 200-acre campus in Palatine and two satellite facilities: the Harper Professional Center in Schaumburg and the Harper Learning and Career Center in Prospect Heights. The campus is comprised of 24 buildings and offers state-of-the art science and technology laboratories and classrooms, a comprehensive library and learning resources center, computer labs, lecture halls, theaters, a wellness and sports center and the Wojcik Conference Center.

### **Conclusion**

Despite its historic and continuing success, Harper College must continue to change to meet the evolving needs of our community, students and the workforce. Today’s new economy demands that our completers be technologically proficient, have communication and critical thinking skills and, most importantly, have access to training and credentialing to upgrade their skills over a lifetime of work. Harper is continually adapting to meet this new reality. While we continue to strive for strong enrollment, our goals are more closely aligned to increasing the number of students who are successful at Harper.



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The College planning and accountability cycle includes all of the College’s institutional planning functions during a given fiscal year. These plans include the Strategic Plan, Operational Plan and the College Budget and Capital Plan. The Institutional Effectiveness Measures are a part of our accountability structure and can be found in the annual Accountability Report. Additionally, the Strategic Plan and Operational Plan include annual targets that are reported on at the end of the plan year in the Accountability Report. The departmental Annual Plans are not included in the College Plan, as they are not institutional in scope. The College’s planning structure is defined below.

### **College Planning and Accountability Structure**

The College’s integrated planning structure is represented by the chart below. This integrated approach includes both institutional and departmental planning and has five key components.

	<b>Institutional Effectiveness Measures</b>	<b>College Strategic Plan</b>	<b>College Operational Plan</b>	<b>College Budget and Capital Plan</b>	<b>Department Annual Plan</b>
<b>Cycle</b>	Ongoing	4 year	Annual	Annual	Annual Plan (Depart /Admin)
<b>Contents</b>	Set of measures including rollup measures over time	Strategic Directions Goals Strategies	Goal Category Goals	Budget Analysis Category Project Cost Estimate	Strategic Operational Department Personal
<b>Reporting</b>	Annual	Annual	Annual	Annual	Annual
<b>Description</b>	Measures of effectiveness that are key to our mission; benchmarkable with other community colleges and provide targets for performance accountability.	Sets the College's direction and delineates goals that will move our agenda forward. Cannot be accomplished by a single organizational unit and requires College-wide commitment and include targets for accountability.	Lists the institutional level tasks to be completed each year including performance targets.	Defines budgeting processes that tie planning to budget and delineates annual Capital Plan.	Departmental planning by administrator. Administrators develop goals in four categories: Strategic, Operational, Departmental and Professional Development.

An overview of each of the planning components is defined below.

## **Institutional Effectiveness Measures**

Institutional effectiveness involves the assessment and evaluation of the College's performance on key indicators, called Institutional Effectiveness Measures (IEMs). The College's second version of Institutional Effectiveness Measures was adopted by the Board of Trustees in 2014. The measures below are being implemented with this new Strategic Plan in 2015. The institutional effectiveness activities at Harper College measure the quality of the institution in two categories: Student Success and Institutional Success.

### **Student Success Measures**

#### **Measure 1: Developmental Education Success**

Developmental education success measures the academic success of students in the developmental education courses of math, reading, and writing.

#### **Measure 2: Success in Gateway Courses**

Success in gateway courses measures the academic success of students in college-level courses.

#### **Measure 3: Advancement Rate**

Advancement rate measures the academic achievements of students by providing the percentage of students who have graduated, transferred or are still enrolled after 3 years.

#### **Measure 4: Student Persistence**

Student persistence measures the percent of students who re-enroll at Harper College from semester to semester.

#### **Measure 5: Annual Completers**

Annual completers measures credentials conferred and the number of students who received them in a given fiscal year.

### **Institutional Success Measures**

#### **Measure 1: Diversity**

Diversity measures both the hiring and separation rates of diverse employees.

#### **Measure 2: High School Market Penetration**

High school market penetration measures the enrollment of our district high school students both with and without including dual credit students.

#### **Measure 3: Facilities**

Facilities contain measures on expended monies for preventative maintenance and energy consumption.

#### **Measure 4: Instructional Cost**

Instructional cost provides measures related to the total direct instructional expenditures.

#### **Measure 5: Information Technology**

Information Technology identifies the utilization of best practice technology.

The College is currently developing an interactive Dashboard that will display our IEM data on demand.

## **College Strategic Plan**

The Strategic Plan covers the 2015 – 2019 years and is the result of a community-based planning process led by the president, Dr. Kenneth Ender. William Rainey Harper College utilizes a broad, collaborative, community-based strategic planning process to ensure the College continues to meet the changing needs of our students and community. The results of our recent Environmental Scan highlighted the demographic changes occurring in Harper’s district. In recent years, the district experienced a sizable decrease in household income and a notable increase in historically underrepresented populations. Additionally, these district changes were happening during a time of decreased state funding, local property tax caps and shrinking high school graduation class sizes. It became clear that the College needed to engage in a broad based evaluation of our situation and craft a Strategic Plan that addressed a major change agenda. This would enable the College to produce higher levels of student achievement and increase student support, all while reprioritizing current resources. The College also determined this was an appropriate time to review our mission and vision statements.

The College utilizes the following process to develop its community based Strategic Plan with the guidance of the Strategic Planning and Accountability Committee (SPA), a shared governance committee. The process included a broad based assessment of the concluding plan, a review of community and student data, all employee dialogue sessions based on resulting issues, developing pre-reading materials to support conference attendees and holding a 100 person strategic planning conference that included both internal and external stakeholders. The conference built upon the reviews, data and dialogues. The conference resulted in strategic directions and goal themes. These strategic direction and goal themes are then developed into statements by the SPA Committee with input from internal and external stakeholders. The plan includes three strategic directions and five goals.

## **College Operational Plan**

This plan identifies the operational goals and tasks to be completed in FY2016. These operational goals address this year’s College priorities as well as this year’s activities to support the Strategic Plan and Title III. The plan was developed by the Executive Council in consultation with the administrative team. Each of the tasks identifies the Executive Council member who is responsible along with an institutional lead(s) and the operating fund in which its supporting resources are budgeted. The plan is also cross-referenced against the Institutional Priorities, Strategic Plan Goals, Title III Initiatives and Institutional Risks. Each operational goal has identified performance targets and is also tied to the performance evaluation of the lead administrator.

## **College Budget and Capital Plan**

This plan delineates the budget that supports the College’s Strategic and Operational plans. The operational goals and tasks are tied to the appropriate fund. The College also has a 10-year Campus Master Plan the guides the annual Capital Plan’s construction and asset protection activities. Individual capital projects have been planned for and approved by the Board of Trustees in the College Budget.

## **Departmental Annual Plans**

Each College administrator produces an Annual Plan for their department. The Annual Plan contains four types of goals: Strategic (that tie to the College's Strategic Plan), Operational (that tie to the College's Operational Plan), Departmental (which outline goals specific to that department) and Personal (which addresses professional development and planning goals). The Annual Plan comprises the basis for the administrators' annual evaluation.

## **College Plan Accountability**

The College Plan has multiple levels of accountability. The first is the previously described Institutional Effectiveness Measures (IEMs). The College will create goal teams for each of its five strategic goals. These teams complete Action Plans delineating the team membership, outcomes, budget and work plans. Each goal/strategy team also produces an Evaluation Plan. The College will identify faculty and administrative co-leaders for each of the strategic goals. Progress against the goals will be monitored monthly by the College President in a Strategic Initiatives Coordinating Council. At the end of each fiscal year a progress update on this body of work is provided in the Accountability Report. The report delineates progress against the Strategic Goals, the status of the goals and targets in the Operational Plan (completed, not completed, target met, target not met, postponed or in progress) as well as an update on the Institutional Effectiveness Measures.

All of these results are available in the Accountability Report, available to the public via the Harper College website.

## **Presidential Priorities**

- Build processes that promote collaborative leadership between and among the College's management and leadership personnel and the faculty.
- Refocus programming for Building M (Wellness and Sports Center) to ensure it provides the greatest impact on the largest number of students. This will serve as a prototype for aligning current resource allocations with changing student needs and institutional priorities.
- Implement the Enrollment Management Plan.
- Operationalize and launch the College's Strategic Plan.

## **Organized for Student Success**

The College's organizational design authorizes the executive officers to lead and manage the daily operations of the College under the direction of the President. Enabling student success is the chief organizing theme. The executive staff of the College includes the Provost, Executive Vice President of Finance and Administration, Chief of Staff and Vice President of Planning and Institutional Effectiveness, Vice President and Chief Advancement Officer, Senior Executive to the President for Board Support and Vice President of Workforce Development and Strategic Alliances, and Special Assistant to the President for Diversity and Inclusion/Assistant Provost.

The goal of the organization's design is to integrate functions to improve efficiency and service levels. This structure consolidates Academic Affairs, Student Affairs and Enrollment Services under a single leader, the Provost. Likewise, one organizational structure exists for Finance and Administration, Information Technology, Human Resources and Facilities Management. Institutional coordination, strategic planning, institutional research, accreditation and outcomes assessment are included in the President's Office. A single unit for business and professional education consolidated the business outreach, professional and personal development, adult learning and the workforce board partnerships. All of the community relationship and communication efforts including Marketing Services, the development efforts and grants are centralized into the Advancement Office.

Created in 2014 is the Office of Diversity and Inclusion. As Harper's community continues to grow in diversity, this will ensure that the College is intentional about diversity and inclusion. The primary responsibility of this area is to ensure that diversity and inclusion is promoted on campus in all areas. The organizational alignment combines functions that leverage resources in new ways and create efficiencies in the daily operation of the College. The administrative organization chart follows this section.

### **Provost's Area**

#### ***Function***

This area of the College, led by Dr. Judith Marwick, is responsible for the students from application to graduation. The area combines the functions of Academic Affairs, Student Affairs and Enrollment Management, which previously were three separate areas. This area has the primary responsibility for student success. Programs are managed and delivered via academic divisions including Math and Sciences, Liberal Arts, Academic Enrichment and Engagement, Business and Social Science, Career and Technical Programs, Health Careers, Resources for Learning, and Student Affairs. This area also focuses on providing services, programs, and co-curricular opportunities and courses that enhance the learning environment as well as the whole person. Supporting departments include: Access and Disability Services, Student Involvement, Academic Advising and Counseling, Testing Center, Center for Multicultural Learning, Student Development, New Student Program, Recruitment and Outreach, Student Financial Assistance, On-Stop Center, Women's Program, Athletic and Fitness Programs, Events Management, Health Services and Enrollment Services. Enrollment Services also provides outreach to credit students, processes applications, provides financial aid processing, completes the enrollment process and provides support to new students. The Provost's area also supports teaching and learning through the Center for Innovation Instruction, Interdisciplinary Studies and the Center for Adjunct Faculty Engagement.

#### ***Budget***

Total FY 2016 Provost Budget (All Funds) \$80,884,021

### ***Direct Reports***

Brian Knetl, Associate Provost, Interdisciplinary Student Success  
Maria Moten, Assistant Provost, Dean of Enrollment Services  
Sheryl Otto, Assistant Provost, Dean of Student Development  
Dr. Kenya Ayers, Dean, Academic Enrichment and Engagement  
Dr. Kathy Bruce, Dean, Math and Sciences  
Kimberly Chavis, Dean, Health Careers  
Dr. Travaris Harris, Interim Dean, Student Affairs  
Dr. Mary Beth Ottinger, Dean, Career and Technical Programs  
Dr. Jennifer Berne, Dean, Liberal Arts  
Kathryn Rogalski, Dean, Business/Social Science

### ***FY 2016 Priorities***

- Pilot First Year Seminar to improve student success, retention and completion.
- Increase transfer and completion opportunities for students.
- Improve placement into and progress through developmental coursework.
- Continue strategies with secondary partners to improve the college readiness of recent high school graduates.
- Manage overall College enrollment.

### ***Finance and Administrative Services***

#### ***Function***

This area of the College, led by Dr. Ronald Ally, provides services to Harper College administration, staff and faculty that enable them to better serve students. This area is responsible for Information Technology, Human Resources, Facilities Management including Maintenance and Risk Management, Financial Services including Purchasing and Retail Services (HarperStore, Dining Services, and Conference and Event Management), and the Harper College Police Department.

#### ***Budget***

Total FY 2016 Finance and Administrative Services Budget (All Funds) \$39,591,187

### ***Direct Reports***

Patrick Bauer, Chief Information Officer  
Bret Bonnstetter, Controller  
Tom Crylen, Executive Director of Physical Plant  
Paul LeBreck, Chief of Police  
Roger Spayer, Chief Human Resources Officer

### ***FY 2016 Priorities***

- Manage the College's financial results to meet stated goals.
- Continue construction on Building D, begin construction of the Canning Center (subject to State approval) and continue planning for Buildings F and M.
- Monitor impact of and compliance with the Affordable Care Act.
- Develop a data warehouse to support advanced student analytics.

## **Office of Diversity and Inclusion**

### ***Function***

This area of the College, led by Michelé Robinson, provides services to Harper College administration, staff and faculty that are vital for the overall success of our institution, employees and, particularly, our students. The primary responsibility of this area is to ensure that diversity and inclusion is promoted on campus in all areas. As our community continues to grow in diversity, this will ensure that the College is intentional about diversity and inclusion.

### ***Budget***

Total FY 2016 Diversity & Inclusion Budget (All Funds) \$346,977

### ***Direct Reports***

None

### ***FY 2016 Priorities***

- Develop a Diversity Score Card.
- Implement a Diverse Employee Recruitment Plan.
- Administer a Cultural Values Assessment to employees.
- Recommend a College-wide diversity training program.

## **Marketing, Communications, Advancement and Community Relations**

### ***Function***

This area of the College, led by Laura Brown, is responsible for College Marketing, Communication, Community Relations and Fundraising. The fundraising is performed through the Educational Foundation which is a separate legal entity with its own governing board and nearly \$15 million in assets. The Foundation focuses on securing corporate and private philanthropy. Foundation fundraising efforts support student success by direct scholarships to students and funding programs designed to improve student success. The Foundation accepts gifts in the forms of single donations, multi-year pledges, donated assets, gifts in kind and planned gifts. This unit also includes the Harper Alumni Program as well as the grant office, which pursues both public and private grant funds on behalf of the College.

Marketing, Communications and Community Relations functions ensure an integrated marketing and communication approach that creates a seamless experience for engagement of consumers, ranging from employees, students, community members and businesses.

### ***Budget***

Total FY 2016 College Advancement Budget (All Funds) \$4,808,956

### ***Direct Reports***

Mike Barzacchini, Director of Marketing Services  
Phil Burdick, Chief Media and Community Relations Officer  
Fredia Martin, Director, Alumni Relations and Special Events  
Suzette Tolentino, Director, Advancement Services  
Angela Vining, Scholarships and Special Projects Coordinator



Heather Zoldak, Associate Executive Director for Major Gifts  
Open, Manager of Internal Communications

***FY 2016 Priorities***

- Raise funds to support Harper Promise Program.
- Raise \$3 million dollars in major gifts planned gifts and fund raising activities.
- Expand outreach for Alumni Relations.
- Increase revenues from grants awarded by 5%.

***Planning and Institutional Effectiveness***

***Function***

This area of the College, led by Dr. Sheila Quirk-Bailey, provides oversight to the institutional planning and accountability processes at the College. This division also includes the institutional research and outcomes evaluation and institutional effectiveness functions of the College. The relationship with the Higher Learning Commission (HLC) is managed through this area as well. This unit produces the College Plan, Accountability Report, Fact Book and Student Success Report annually to guide the College's efforts and report to the community on its outcomes.

***Budget***

Total FY 2016 Planning and Institutional Effectiveness Budget (All Funds) \$1,343,877

***Direct Reports***

Dr. Katherine Coy, Director, Institutional Research  
Darlene Schlenbecker, Director, Institutional Effectiveness/Outcomes Assessment

***FY 2016 Priorities***

- Review the College's Vision statement.
- Launch new institutional dashboards.
- Finalize HLC support teams and begin analysis.
- Manage HLC quality initiative.
- Launch and implement teams for new Strategic Plan.
- Conduct Community Survey.

***Workforce and Strategic Alliances***

***Function***

This area of the College, led by Dr. Maria Coons, provides noncredit and workforce programming that adds value and supports the economic vitality of the community and beyond through internal and external partnerships. The division includes Continuing Education and Business Outreach, the Illinois Small Business Development Center at Harper College, Workforce Board Support, Job Placement and Fast Track programming. It currently manages two Department of Labor TAACCCT grants to increase the number of credential holders in manufacturing and supply chain management and supports apprenticeship programs at Harper College.

***Budget***

Total FY 2016 Workforce and Strategic Alliances Budget (All Funds) \$9,299,585

***Direct Reports***

Dr. Rebecca Lake, Dean, Workforce and Economic Development

Dr. Mark Mrozinski, Dean, Continuing Education and Business Outreach/Assistant to President  
Special Projects, Continuing Education

Maggi Franks, Manager, Fast Track

***FY 2016 Priorities***

- Implement Phase 1 of the university center plan for the College.
- Expand Fast Track program offerings.
- Increase student on-campus employment opportunities.
- Offer new programming in non-credit areas.

# **HARPER COLLEGE BOARD OF TRUSTEES**

**Gregory Dowell, Chair**

**Walt Mundt, Vice-Chair**

**Nancy Robb, Secretary**

**James Gallo**

**Diane Hill**

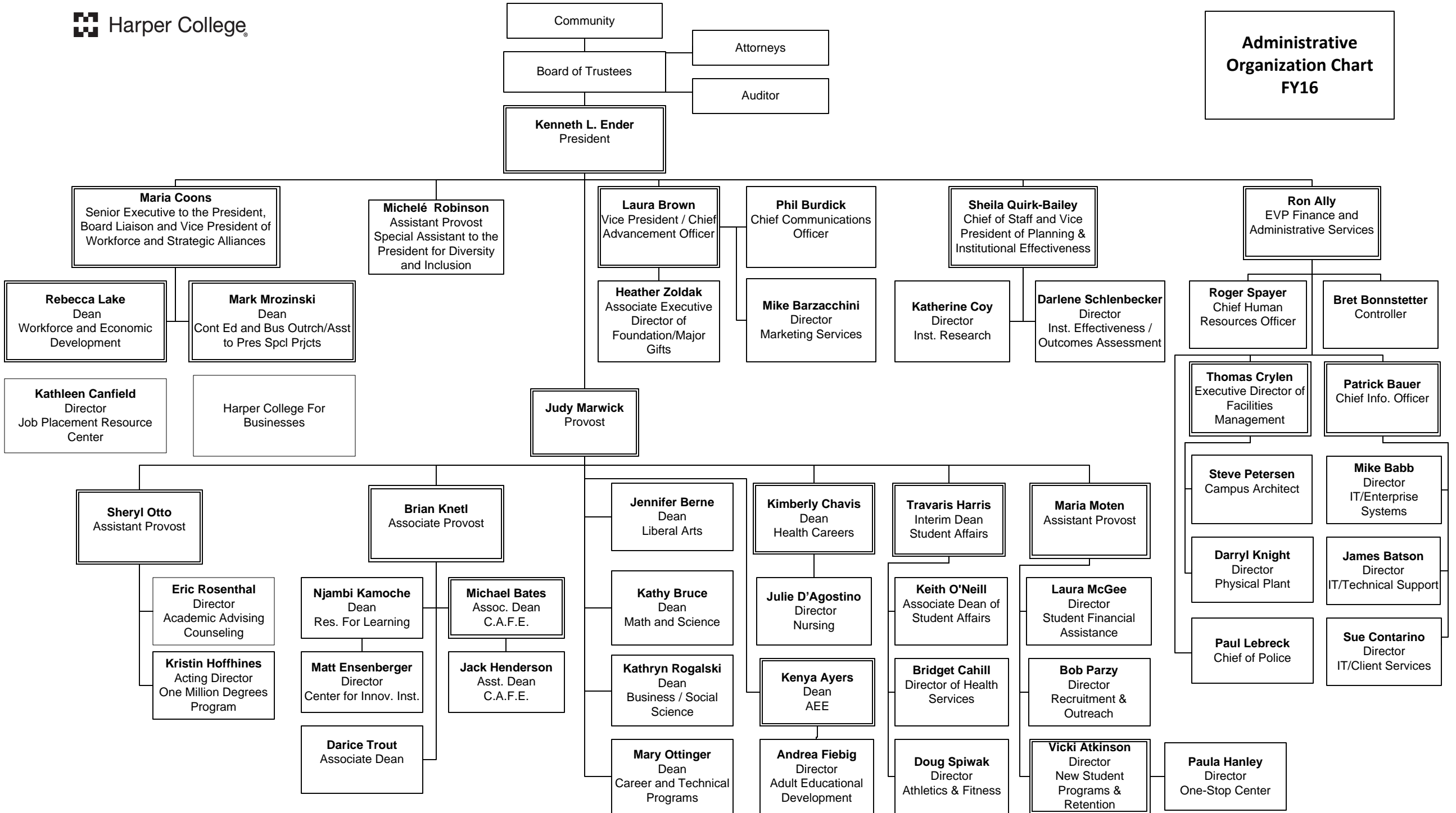
**William Kelley**

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**Pat Stack**

**Joseph Haynes, Student Trustee**

**Administrative  
Organization Chart  
FY16**



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

As with the past plans, Harper College continues to study its environment and outcomes to identify issues to be responded to by the Strategic Plan. The next section contains an analysis of Harper College and its community, conducted in 2013.

The nation has experienced dramatic change in the last five years, driven primarily by a global economic recession that began in 2008. While there are signs of improvement, the slow recovery has hampered families' ability to return their incomes to pre-recession levels. Unemployment rates, housing values, wages, and many other financial indicators suggest that the resources needed to pay for postsecondary education have been directly impacted as the residents rebuild lost savings and home equity throughout the country.

Yet, at the end of 2013, economic indicators showed unmistakable signs of improvement. Consumer spending, job growth, retail inventories, and overall economic growth all suggested that the national economy was rebounding and is positioned for stronger growth. However, until fiscal certainty is restored to Illinois, the state's bond rating will not improve and scarce general revenues will be needed for debt payments leading to stagnant or lower levels of funding for other areas.

The Harper district weathered the economic crisis better than the state or national economies. The total wages have been on the rise and the region has been noted as having some of the state's largest increases in the total wages paid. The cost of consumable goods has remained fairly stable in the region and energy prices have steadily declined since 2010. The unemployment, while still high, has been decreasing and it is anticipated to continue the decline. However, it is difficult to ascertain the numbers of discouraged workers that are not included in the unemployment calculation. The Economic Policy Institute estimates there are more than 5.7 million discouraged workers across the nation, and it is difficult to determine the number of working age residents in the Harper district who are no longer seeking employment opportunities. Prolonged unemployment is straining the nation's social safety net and is deferring achievement of college and home ownership for many families.

The overall workforce shrank by 4% from 2007 to 2012, but there are opportunities for reskilling to align with growing industries. It is likely that the Health Care and Social Assistance and the Management of Companies and Enterprises industries in the Harper district will continue to have a high growth potential and a highly concentrated presence. Select industries are already experiencing a shortage of qualified workers, and those numbers are anticipated to grow.

The district is able to cater to residents in addition to those who commute into the district for work every day. Of the 335,725 jobs in the Harper district only 27% are filled by residents, leaving 73% filled by workers commuting into the district. An estimated 174,500 residents commute out of the district for their jobs. This trend is likely to continue as more jobs than resident workers are present in the district, providing larger markets for professional development and reskilling for local companies.

Workers over the age of 55 experienced a loss of their investments due to the economic decline and have chosen to remain in the workforce longer to recover financially before retirement. This phenomenon has left fewer job openings for entry-level workers leading to higher unemployment for the youngest generation ready to begin their career path. The trend is likely to continue until the economy is more favorable for retirees.

There have been many changes in the population in and surrounding the Harper district. Non-Hispanic Whites have been moving out and are being replaced by primarily Hispanic residents and an increasing number of Asian residents. The Harper region is also aging as Baby Boomers, born between 1946 and 1964, are now reaching retirement age and putting greater strains on public programs. First generation immigrants make up an estimated 25.6% of the Harper district population which is much greater than the statewide proportion of 14.3%. Immigrants tend to create more small businesses which may account for the faster rate of economic improvement in the Harper region. Household incomes have experienced a stark decline as a result of lost employment leading to increased rates of foreclosures in the area. All but two municipalities in the Harper region lost buying power from 2008 to 2013. However, the area has a much higher median household income than the state as a whole. The higher income levels could sustain significant losses and still remain comparatively high.

The underfunding of Illinois' pension system has a ripple effect in state funding streams as a higher proportion of discretionary funding will go towards the pension funds to bring them current, diverting funds from other domestic priorities such as higher education. Higher education funding increased 15.6% from 2007 to 2012, but this was necessary for pension support and not higher education operations. The state also has the 11th highest tax burden of all 50 states translating to fewer discretionary funds to pay for higher education by households throughout Illinois. The Harper district has the advantage of households having higher incomes leading to more discretionary spending.

Birth rates are at an all-time low which is being felt in the public schools as enrollment is down in kindergarten and first grade. There is a difference of almost 1,200 in enrollments between kindergarten and high school seniors when aggregating all school districts in the Harper district. The enrollments are similar to the overall population in that the numbers of Hispanic and Asian students are increasing in the schools. The performance of Harper sender schools are well above the state averages in addition to being well below the state average in dropout and truancy rates.

Higher education is exploring the boundaries of existing technology as new devices, applications, and teaching strategies undergo exponential growth. To remain competitive in a dense educational landscape, Harper will need to stay on the cutting edge of this technology and be knowledgeable about how these tools can support learning. Massive Open Online Courses (MOOCs) have found their place in the toolkit of technology-enabled teaching and learning as the value of hybrid learning and face-to-face interaction continues to be tested and validated. Studies find that students can only be successful with these methodologies if they are disciplined enough to stick with the program. Currently 30% of all enrollments is for online coursework, an increase from 10% in 2002. New pedagogical methodologies such as flipped classrooms are gaining in popularity, but require faculty to remain current on how to

deploy technology appropriately in the classroom. The collection of data on student progress enables new analytics to better prepare curriculum and programs for improved student success.

Data security will become increasingly critical as Harper students move even more of their learning online. Community college IT departments will be challenged to provide needed technical support for rapidly increasing numbers and types of mobile devices, while continuing to address the learning technology needs of less resourced students.

Distant global changes, most notably in China and India, are impacting the Harper district locally. As these countries continue to industrialize and create a robust middle class with their attendant demands for products, the environment will be increasingly stressed and natural resources threatened. These pressures will test Americans' commitment to sustainability, alternative energy, and environmental protection.

Having a location in a more wealthy area of Illinois has somewhat insulated the more devastating impacts of the recession. The Harper district has not been immune as much of the data shows. There have been repercussions, but overall the localized impacts have been relatively low. Harper College's challenge is shared by every other higher education institution in the United States - continue to offer the best education and workforce preparation value in its market for an increasingly diverse array of aspiring students.

## **Key Trends and Considerations**

### **Employment and Work Force**

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**Trend #1:** The great recession that began in 2008 is over and a slow recovery is underway. It is anticipated that the Harper region will continue to participate in the economic recovery and some indicators suggest the Chicago region will recover at a faster pace than most.

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

Supporting Rationale:

- Total wages declined until 2010 but are showing signs of improvement. The Harper region experienced the state's largest increase in total wages paid.
- The consumer price index (excluding energy costs) for the Chicago Metropolitan area has remained fairly stable in the last three years.
- Energy costs have fluctuated greatly in the last decade but have steadily declined since 2010.
- As global factors increasingly drive gasoline prices, the share of the total cost that may be controlled at the state and local level is decreasing.

Sources:

- Illinois Department of Employment Security. Quarterly Census of Employment and Wages (QCEW) data. <http://www.ides.illinois.gov/page.aspx?item=914>.
- Bureau of Labor Statistics. Consumer Price Index data. <http://www.bls.gov/news.release/cpi.toc.htm>.

**Trend #2:** Unemployment has improved in the Harper region, but many discouraged workers are not reflected in the numbers.

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

Supporting Rationale:

- Unemployment in the Chicago Metropolitan area decreased from 8.9% in October 2013 to 8.7% in November 2013, with expectations it will continue to improve
- An estimated 5.7 million discouraged workers nationally are not considered when calculating the unemployment rate.

Sources:

- Illinois Department of Employment Security. Local Area Unemployment Statistics, 2012.
- Economic Policy Institute. Discouraged Workers. Accessed online: <http://go.epi.org/2013-missing-workers>.

**Trend #3:** While total employment in the Chicago Metropolitan Area shrank by 4% from 2007 to 2012, select industries are experiencing a shortage of qualified workers, which is expected to grow.

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

Supporting Rationale:

- Health care and social assistance and management of companies and enterprises are relatively concentrated in the Harper region and have good growth potential.

Sources:

- Illinois Department of Employment Security, Local Employment Dynamics, 2007 & 2012

**Trend #4:** More employees are employed in the Harper district than reside in the Harper district. About 27% of the 335,725 jobs in the Harper district are filled by residents with the remainder filled by commuters into the district. An estimated 174,500 Harper area residents work outside of the district.

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

Supporting Rationale:

- This trend has remained consistent from 2002 through 2011.
- Many workers over 55 are remaining in the workforce to recover lost investments and shore up income, leaving fewer job openings for entry level workers.

Sources:

- Illinois Department of Employment Security and U.S. Census Bureau, OnTheMap Application, 2002 through 2011
- Illinois Department of Employment Security, Local Employment Dynamics, 2007 & 2012



## **District Demographics**

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**Trend #5:** The Harper district population is becoming more diverse in age, race, ethnicity, primary language spoken in the home, and birth place.

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

Supporting Rationale:

- Between 2000 and 2010, non-Hispanic white residents in the Harper region decreased by almost 45,000, non-Hispanic Asians increased by 15,000, and Hispanics increased by 24,000.
- First generation immigrants make up an estimated 25.6% of the Harper district population, much greater than the statewide proportion of 14.3%.
- The population is aging with a greater proportion – the Baby Boomers - being over the age of 45.

Sources:

- US Census Bureau, American Community Survey, 2008 and 2011 One Year Estimates
- iPUMS Data, Steven Ruggles, J. Trent Alexander, Katie Genadek, Ronald Goeken, Matthew B. Schroeder, and Matthew Sobek. Integrated Public Use Microdata Series: Version 5.0 [Machine- readable database]. Minneapolis: University of Minnesota, 2010.
- Easi Analytics, Inc.

**Trend #6:** Median household income has decreased across the Harper district. Household incomes are not keeping up with inflation and the loss of employment contributes to declining household incomes.

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

Supporting Rationale:

- All but two municipalities in the Harper region lost buying power between 2008 and 2013.

Sources:

- Easi Analytics, 2008 & 2013 data

## **Financing of the College**

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**Trend #7:** The underfunding of Illinois' pension system is impacting higher education. The lack of a long-term solution for Illinois' chronically underfunded pension system has resulted in the downgrading of Illinois' bond ratings. Increased borrowing costs will divert state funds from other domestic priorities including higher education.

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

Supporting Rationale:

- Illinois increased support for higher education 15.6% from 2007 to 2012, but this was for pension payments – not educational services.
- Illinois has the 11th highest tax burden of all states in the U.S. which translates to fewer

discretionary funds to pay for higher education.

Sources:

- State Higher Education Executive Officers Association. State Higher Education Finance Report. FY2012. Accessed online: <http://www.sheeo.org/sites/default/files/publications/SHEF%20FY%2012-20130322rev.pdf>.

**Trend #8:** Funding for financing postsecondary education is inadequate to meet the need, increasing pressure to identify alternative revenue sources. State-level cutbacks in financial aid are occurring at the same time as tuition and fees are increasing to make up for shortfalls in institutional revenues.

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

Supporting Rationale:

- State support across the nation dropped 7.6% in the 2012 fiscal year.
- In Illinois, the gap is widening between those who are eligible for grants and those who receive grant funding.

Sources:

- Society for College and University Planning, Planning for Higher Education Journal, 2012 & 2013
- Illinois Student Assistance Commission, Table 2.4c of the 2012 ISAC Data Book for Public 2-Year Institutions

### Sender Districts

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**Trend #9:** Youth in district sender pipelines continue to decrease in number and increase in diversity. The proportion of Non-Hispanic White students is decreasing and enrollments in the early grades are declining which could have long term implications for Harper enrollments.

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

Supporting Rationale:

- There was almost a 1,200 student difference between kindergarten and senior level enrollments in the Harper region in 2013.
- As with the overall population, the numbers of Hispanic and Asian students are increasing in the schools.

Sources:

- Illinois State Board of Education, Report Card Data, Accessed Online 12/02/2013

**Trend #10:** Performance in Harper's sender high school districts is better than average with increasing rates of college readiness. The three Harper region high school districts are performing well compared to statewide averages.

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

Supporting Rationale:

- PSAT test results and graduation and attendance rates in the high school districts are well above the state average.
- Dropout and truancy rates are well below the state average.

Sources:

- Illinois State Board of Education, Report Card Data, Accessed Online 12/02/2013

## **Technology**

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**Trend #11:** Higher education is implementing technology-centric pedagogical models. Higher education continues to use teaching methodologies that use more technology in the classrooms.

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

Supporting Rationale:

- Massive Open Online Courses (MOOCs) present a challenge to students who are not disciplined enough to stick with the program.
- An estimated 30% of all enrollments is online, up from 10% in 2002.
- Faculty will be challenged to stay ahead of students in teaching students how to use technology in the classroom.
- Data security will increasingly become a liability for higher education.
- Flipped classrooms that post lectures and rote materials online are gaining in popularity.
- Student analytics.

Sources:

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

## **Sustainability**

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**Trend #12:** The global political climate will increase pressures to conserve energy and focus on sustainability. The rate of energy and natural resource consumption will continue to increase with the rapid growth in the middle class in developing countries, such as China and India.

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

Supporting Rationale:

- Natural resources are becoming threatened as growing populations consume resources at an increasing pace.
- While 40% of American consumers claim they are interested in purchasing green products, only 4% actually follow through.

Sources:

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

## SWOT Analysis

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

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

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

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

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

## STRENGTHS

(A strength is a positive internal institutional attribute.)

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

Item Description:

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

Supporting Comments:

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

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

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

President Obama has challenged community colleges to produce five million additional completions by 2020. Additionally, the Association for Community College Trustees (ACCT), the Center for Community College Student Engagement (CCCSE), the League for Innovation in the Community College, the National Institute for Staff and Organizational Development (NISOD), and the Phi Theta Kappa Honor Society set as their goal to confer 50% more high-quality degrees and certificates by 2020.<sup>1</sup> In support of this national initiative, Harper has committed to realizing 10,604 additional degrees and/or certificates earned by 2020. At the end of FY2014 the College is well ahead of schedule; 67% to the 2020 goal of 10,604 additional degrees and certificates.

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

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

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

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

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

## **Strength 2: National Model for Addressing Workforce Gaps**

### Item Description:

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

### Supporting Comments:

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

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

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

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

### **Strength 3: Partnerships with Sender High Schools**

#### Item Description:

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

#### Supporting Comments:

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

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<sup>3</sup> Aspen, 2014 – Planned Publication Early 2015

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

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

<sup>6</sup> Guiding Document for NECSS, p. 2, [http://www.necsspартnership.com/wp-content/uploads/Guiding\\_Document.pdf](http://www.necsspартnership.com/wp-content/uploads/Guiding_Document.pdf)

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

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

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

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

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

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

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<sup>7</sup> Guiding Document for NECSS, p. 2, [http://www.necsspartnership.com/wp-content/uploads/Guiding\\_Document.pdf](http://www.necsspartnership.com/wp-content/uploads/Guiding_Document.pdf)

<sup>8</sup> Harper College *Student Success Report*, 2013-14 p. 2

<sup>9</sup> Daily Herald, October 10, 2010, p. 14

<sup>10</sup> AACC 2014 Conference Program guide Spotlight Session

<sup>11</sup> IBHE, combined Board Meeting – P-20 Council Meeting, July 25, 2012

<sup>12</sup> Aspen, 2014 – Planned Publication Early 2015



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

#### **Strength 4: Support for Professional Development**

##### Item Description:

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

##### Supporting Comments:

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

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

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<sup>13</sup> The White House. Commitments to Action on College Opportunity. January 2014. p. 25  
[http://www.whitehouse.gov/sites/default/files/docs/college\\_opportunity\\_commitments\\_1-16-2014\\_final.pdf](http://www.whitehouse.gov/sites/default/files/docs/college_opportunity_commitments_1-16-2014_final.pdf)

<sup>14</sup> 2013 National Community College Benchmark Project, Report of National Aggregate Data

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

### **Strength 5: Community Awareness/Participation**

#### Item Description:

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

#### Supporting Comments:

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

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

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<sup>15</sup> Community Survey 2013, p. 7

<sup>16</sup> Clarus email, September 2014

<sup>17</sup> Community Survey 2013, p. 8

<sup>18</sup> Community Survey 2013, p. 10

<sup>19</sup> Community Survey 2013, p. 13

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

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

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

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

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<sup>20</sup> 2012 National Community College Benchmark Project, Report of National Aggregate Data

<sup>21</sup> 2013 National Community College Benchmark Project, Report of National Aggregate Data

<sup>22</sup> Email communication with Mark Mrozinski, 12/4/14; LERN web address: [www.lern.org](http://www.lern.org)

## WEAKNESSES

(A weakness is an institutional attribute requiring improvement.)

### Weakness 1: Stagnant Student Persistence Rates

**Item Description:**

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

**Supporting Comments:**

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

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

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

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

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

### Weakness 2: Insufficient Employee Diversity

**Item Description:**

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

<sup>23</sup> Harper College *Institutional Accountability Report*, 2013-14. p. 7

<sup>24</sup> Harper College *Institutional Accountability Report*, 2013-14. p. 8

<sup>25</sup> Harper College *Institutional Accountability Report*, 2013-14. p. 9

**Supporting Comments:**

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

Recent studies of institutions of higher education have concluded that minority students can benefit from faculty and staff who can serve as personal mentors and role models, and all students benefit from faculty who can offer diverse backgrounds and perspectives.<sup>27</sup>

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

**Percentage of Full-Time Diverse Employees, Fall 2013**

	<b>Total Harper<sup>28</sup></b>	<b>Harper District (2010)<sup>29</sup></b>
<b>African American</b>	2.9%	2.4%
<b>Asian</b>	4.6%	12.1%
<b>Hispanic</b>	5.3%	16.3%

**Percentage Diverse Faculty to Students, Fall 2013**

	<b>Harper Faculty<sup>30</sup></b>	<b>Harper Credit Students<sup>31</sup></b>
<b>African American</b>	1.6%	4.6%
<b>Asian</b>	3.7%	10.3%
<b>Hispanic</b>	2.8%	20.1%

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

**Weakness 3: Inadequate Levels of Student Engagement**

**Item Description:**

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

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

<sup>27</sup> Umbach, Paul D. “The Contribution of Faculty of Color to Undergraduate Education” Research in Higher Education, Vol 47, No. 3, May 2006, p. 317-345, <http://www.springerlink.com/content/j776638797607x11/>  
Cole, Darnell, “Do Interracial Interactions Matter? An Examination of Student-Faculty Contact and Intellectual Self-Concept,” Journal of Higher Education, Vol 78, No. 3, May-June 2007, p. 249-281

<sup>28</sup> Source: ICCB C1 Files, 2013

<sup>29</sup> Source: American Community Survey Estimates

<sup>30</sup> Source: ICCB C1 Files, 2013

<sup>31</sup> Source: ICCB E1 Files, 2013

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

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

**Supporting Comments:**

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

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

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

Blue shading indicates at or below the 25<sup>th</sup> percentile.

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

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

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

## Weakness 4: Student Achievement Gaps

### Item Description:

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

### Supporting Comments:

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

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

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

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

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

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

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

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

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<sup>36</sup> Harper College *Student Success Report*, 2013-14, p. 36

<sup>37</sup> Harper College *Student Success Report*, 2013-14, p. 39

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

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

<sup>40</sup> Harper College *Student Success Report*, 2013-14, p. 91, 98

<sup>41</sup> Harper College *Student Success Report*, 2013-14, p. 90, 97

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

### **Weakness 5: Employee Climate Concerns Regarding Communication and Advancement**

#### Item Description:

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

#### Supporting Comments:

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

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

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

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

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<sup>42</sup> Harper College *Student Success Report*, 2013-14, p. 125

<sup>43</sup> Harper College *Student Success Report*, 2013-14, p. 126, 134

<sup>44</sup> Harper College *Student Success Report*, 2013-14, p. 129, 136

<sup>45</sup> Personal Assessment of College Environment. Harper College Results Report. October 2013, p. 2

<sup>46</sup> Harper College Cultural Values Assessment, February, 2013



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

### **Weakness 6: Physical Plant and Infrastructure**

Item Description:

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

Supporting Comments:

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

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

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

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

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

## OPPORTUNITIES

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

### Opportunity 1: Alternate Methods for Earning College Credit

#### Item Description:

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

#### Supporting Comments:

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

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

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

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

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

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

<sup>51</sup> [http://www.washingtonmonthly.com/college\\_guide/blog/credit\\_for\\_life.php](http://www.washingtonmonthly.com/college_guide/blog/credit_for_life.php)

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

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

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

## **Opportunity 2: Workforce Partnerships with Business and Industry**

### Item Description:

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

### Supporting Comments:

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

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

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

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

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

<sup>56</sup> The Aspen Institute. 2013. The 2013 Aspen Prize for Community College Excellence, p. 1

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

### Opportunity 3: Underserved District Populations

Item Description:

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

Supporting Comments:

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

- Adult students: Approximately 46% of district residents over the age of 25 have less than an associate’s degree. In contrast, since fall 2009 only 38% of credit enrollments were attributed to adult students ages 25 and over indicating that there is a large population of adults in the district that might benefit from enrolling at the College. Nationally, 38% of those enrolled in higher education are over the age of 25, and 25% are over the age of 30. The share of all students who are over age 25 is projected to increase another 23% by 2019.<sup>58</sup>

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

Source: American Community Survey, 2012

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

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

<sup>59</sup> American Community Survey, 2012

<sup>60</sup> Harper College *Environmental Scan*, 2014, p. 28

<sup>61</sup> Harper College *Environmental Scan*, 2014, p. 10

## Opportunity 4: Responding to the Region’s Skills Gap

### Item Description:

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

### Supporting Comments:

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

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

- Although total employment in the Chicago metropolitan area shrank by 4% from 2007 to 2012, some industries have experienced shortages of qualified workers.<sup>65</sup> Many of these areas are expected to grow in the next three to five years, providing opportunities in health care, social assistance and management.
- The table below displays the occupations for which at least some college is required and are predicted to realize the greatest rate of growth in Illinois by 2020.<sup>66</sup>

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

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

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

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

<sup>64</sup> *The Future of U.S. Workforce* report (2012)

<sup>65</sup> Harper College *Environmental Scan*, 2014, p. 6

<sup>66</sup> Career One-Stop Database (February, 2014)

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

- The table below displays the occupations for which at least a bachelor's degree is required and are predicted to realize high demand in Illinois by 2020.<sup>67</sup>

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

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

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<sup>67</sup> Career One-Stop Database (February, 2014)

## THREATS

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

### Threat 1: Response to District Demographic Changes

#### Item Description:

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

#### Supporting Comments:

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

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

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

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

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<sup>68</sup> Harper College *Environmental Scan*, 2014, p. 10

<sup>69</sup> Harper College *Fact Book*, 2013, Exhibit 1.3

<sup>70</sup> Harper College *Environmental Scan*, 2014, p. 26

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

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

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

## **Threat 2: Higher Education in an Increasingly Competitive Environment**

### Item Description:

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

### Supporting Comments:

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

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

- The Society for College and University Planning (SCUP) estimates 30% of all enrollments are in online courses an increase from only 10% in 2002. SCUP expects the global e-learning market to reach \$107 billion by 2015.<sup>76</sup>
- Harper’s distance education credit hours and credit sections both rank below the 25th percentile as reported by the 2013 National Community College Benchmark Project (NCCBP) Aggregate Report. Blue shading in the following table indicates areas where Harper is at or below the 25th percentile. A low percentile ranking indicates that the

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

<sup>73</sup> Aspen Institute. (2013.) The 2013 Aspen Prize for Community College Excellence. Washington, DC. [http://www.aspeninstitute.org/sites/default/files/content/upload/AspenPrize\\_2013FINAL.pdf](http://www.aspeninstitute.org/sites/default/files/content/upload/AspenPrize_2013FINAL.pdf)

<sup>74</sup> Aspen Institute. (2013.) The 2013 Aspen Prize for Community College Excellence. Washington, DC. [http://www.aspeninstitute.org/sites/default/files/content/upload/AspenPrize\\_2013FINAL.pdf](http://www.aspeninstitute.org/sites/default/files/content/upload/AspenPrize_2013FINAL.pdf)

<sup>75</sup> Harper College *Environmental Scan*, 2014, p. 94

<sup>76</sup> Harper College *Environmental Scan*, 2014, p. 39



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

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

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

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

<sup>78</sup> Harper College *Environmental Scan*, 2014, p. 39

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

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

<sup>81</sup> Harper College *Environmental Scan*, 2014, p. 29

<sup>82</sup> Harper College *Environmental Scan*, 2014, p. 7

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

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

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

### **Threat 3: Educational Funding**

#### Item Description:

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

#### Supporting Comments:

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

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

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<sup>85</sup> Society for College and University Planning, *Planning for Higher Education Journal*, 2012&2013

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

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

## Threat 4: Pension Liability

### Item Description:

The lack of a long-term solution for the underfunding of the Illinois pension systems has affected higher education and resulted in the downgrading of the Illinois bond ratings.<sup>88</sup> Additionally, the implementation of the most recent pension legislation has been postponed due to litigation regarding Public Act 98-599, the pension reform law passed December 5, 2013.<sup>89</sup> Although the overall impact of the pension issue is unclear, increased borrowing costs and pension liabilities divert both funding and attention away from higher education priorities.

### Supporting Comments:

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

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<sup>88</sup> Harper College *Environmental Scan*, 2014, p. 11

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

<sup>90</sup> Harper College *Environmental Scan*, 2014, p. 11

<sup>91</sup> Harper College *Environmental Scan*, 2014, p. 11

<sup>92</sup> Roger Spayer, Chief Human Resources Officer, email dated September 9, 2014

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

## **Threat 5: Increasing Call for Accountability**

### Item Description:

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

### Supporting Comments:

Accountability requirements for Harper College include:

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

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

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

institution's compliance with Title IV program responsibilities.<sup>96</sup>

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

### **Threat 6: Lack of Employment Data**

#### Item Description:

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

#### Supporting Comments:

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

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

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

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

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

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

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

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

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

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

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

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## Strategic Planning Process Background

William Rainey Harper College utilizes a broad, collaborative, community-based strategic planning process to ensure the College continues to meet the changing needs of our students and community. Harper College engages in frequent assessment of the students and the community we serve. In FY2014, the most recent Environmental Scan was completed. The results of this scan highlighted the demographic changes occurring in our district. In recent years, the district experienced a sizable decrease in household income and a notable increase in historically underrepresented populations. Additionally, these district changes were happening during a time of decreased state funding, local property tax caps and shrinking high school graduation class sizes. It became clear that the College needed to engage in a broad based evaluation of our situation and craft a Strategic Plan that addressed a major change agenda. This would enable the College to produce higher levels of student achievement and increase student support, all while reprioritizing current resources. The College also determined this was an appropriate time to review our mission and vision statements. The College utilized the following process to develop its community based Strategic Plan with the guidance of the Strategic Planning and Accountability Committee (SPA), a shared governance committee. The process included a broad based assessment of the concluding plan, review of community and student data, all employee dialogue sessions based on resulting issues, developing pre-reading materials to support conference attendees and holding a 100 person strategic planning conference that included both internal and external stakeholders. The conference built upon the reviews, data and dialogues. The conference resulted in strategic direction and goal themes. These strategic direction and goal themes are then developed into statements by the SPA Committee with input from internal and external stakeholders.

For this plan, the College sought to build upon the progress accomplished and meet the challenges identified in our retiring Strategic Plan while considering our changing community and students. In launching the process for the development of the new Strategic Plan, the College first assessed the progress made and the challenges encountered in the retiring plan. This assessment represents feedback from the College employees who volunteered for one of the teams that implemented the plan.

### Accomplishments

The major success outcomes resulting from the plan's four strategic directions are described below:

#### Inspiration:

- Created middle school and adult career fairs, provided elementary and middle school campus experiences and assigned Harper Ambassadors to all district schools with high rates of low-income students that experience a 50% or more free or reduced lunch rate; all of which is designed to inspire college completion for all.
- Redesigned our Northeast Educational Center in partnership with local community leaders, to better align with changing community needs including English language skills and short-term employment certificates. The Learning and Career Center in Prospect Heights provides access to holistic student support with partnering agencies.
- Created a new course site to provide access for low socioeconomic and limited English speaking adult students on the western side of the district in partnership with Elgin Community College and the Village of Hanover Park.

#### Partnership:

- Improved by 27% the number of recent district high school graduates beginning credit-ready in math from 45.8% to 67.1%. This increase was a result of partnerships with the high schools including testing the math college readiness of juniors and offering an aligned High School Algebra III with Harper's MTH080 course for non-college ready seniors taught in their buildings by high school teachers, as well as offering college-level math courses in the high schools for qualified seniors.



- Realized a 39.8% market penetration rate from our sender high schools' recent graduates. This rate includes dual credit students and represents our highest rate ever achieved.
- Increased dual credit enrollment by 53% between 2012 and 2014 through increased curriculum alignment and collaboration in new program development.
- Received more than \$14 million in partnership-focused grant dollars from the Department of Labor's Round II and III TAACCCT grant: \$12.9 million to address a statewide skills shortage in advanced manufacturing in partnership with colleges and manufacturers; and \$1.2 million as a partner in a \$24.5 million grant to address skill shortages in supply chain management.
- Received the first ever Outstanding College/Corporate Partnership Award, presented by the American Association of Community Colleges (AACC), for our national partnership model between Harper College and Motorola Solutions.

#### Accountability:

- Created 24 Institutional Effectiveness Measures that are updated annually, benchmarked against peers and shared publicly on an Institutional Effectiveness Dashboard.
- Created a four-step process to encourage innovative initiatives by cross functional teams to improve student success outcomes that includes investigation, planning, pilot and evaluation.
- Developed an electronic, interactive Student Success Report that keeps College employees up to date on our student success outcomes, and includes the ability to sort by multiple demographic criteria.

#### Completion:

- Improved the College IPEDS graduation rate by 9% from 15% for the 2006 cohort to 24% for the 2010 cohort. New initiatives focused on impacting completion included Developmental Summer Bridge programs, Early Alert program, First Year Seminar, the Completion Concierge and new policies on taking developmental courses during the first semester.
- Conferred 3,636 degrees and certificates in the 2014/15 academic year. This put the College 431 credentials ahead of our annual target of 3,205. The College is 80.1% to its goal of 10,604 additional degrees and certificates by 2020.
- Created an electronic, stackable career program pathway resource site from High School to Harper certificates and degrees to transfer universities that provides student academic plans, job descriptions, average pay rates and employment opportunities.
- Received the Gates/EDUCAUSE Next Generation Learning Challenge Grant, which resulted in \$150,000 for Project Discover. This project includes a student analytics system, first year seminar course, educational planning tools and an upgraded student portal.

#### Challenges

The issues that challenged the College to make progress are described below:

- **Persistence Rates**  
While new initiatives increased persistence for those involved in each program, those programs never reached enough students to impact the overall rate. Despite variations over time, at 60% the fall to fall persistence rate is approximately the same as it was in 2010.
- **Classroom Environment**  
None of the strategies focused on classroom instructional approaches. The focus, based on strategies developed by the teams, was on student service improvements and innovation.

- **Lack of Adult Focus**  
None of the strategies focused directly on adult enrollment and success; rather, the focus was on alignment with district high schools.
- **Number of Goals**  
It was the consensus of the strategic planning teams that more focus on fewer goals would produce better integration and scale.
- **Impacting the Achievement Gap**  
While new initiatives decreased the achievement gaps for African American and Hispanic students in the program, those programs never impacted enough students to change the institutional level metrics.

Based on this assessment, the College hosted four dialogue sessions to invite broad based campus discussion on the issues facing the institution. The dialogue Sessions included presentations from industry experts, as well as expert panelists of Harper faculty and staff who responded to the presentations. Employee feedback was a critical component of these sessions and included discussion, input groups and survey opportunities. These sessions are summarized below; additionally a separate report on each session was created. These four sessions included Harper’s Changing District, Strengths, Weaknesses, Opportunities, and Threats (SWOT), Approaches to the Adult Market and Student Engagement. An overview of each session is provided below:

**Harper’s Changing District Dialogue Session**

This session was based on the findings of the College’s Environmental Scan, which details the economic, workforce and population trends occurring in the Harper district. Trends discussed included:

- Economic Conditions
  - Increasing costs and declining financial support. These are being experienced by both students and colleges.
  - Decreasing household income - 91% of district communities experience a decrease in household income between 2008 and 2013.
  - Underfunded pension system - \$100 billion pension shortfall.
- Workforce/Employment
  - Unemployment - decreasing unemployment rate but increasing underemployed.
  - Discouraged or “missing” workers - increasing number of adults dropping out of workforce due to poor opportunities (6 million workers).
  - Employment “shrinkage” - fewer available jobs, but still too few qualified workers.
- Population Changes
  - Decrease in birthrate/increase in resident age – fewer number of high school graduates and average age of district increasing (42% of the district is age 45 and over).
  - Education levels – the percentage of degreed residents is decreasing.
  - Race/ethnicity shifts – increases in African American, Hispanic, Asian and recent immigrant residents, while decreasing number of white residents.

Panelists and attendees responded to the data presentation and provided feedback on its impact on the College and our students. The perspectives shared included:

- Student Diversity: The diversity of students has a powerful impact on their college experience. We need to train faculty/staff to create a welcoming environment for diverse students and increase the diversity of our own employees.
- Student Needs: Change our approaches to reflect student needs, including scheduling, access, financial support, and the transition to college. Offer adaptive/flexible scheduling options, provide services for evening and weekend students, increase transportation options, and provide technology training/resources.
- Skills Gaps and Industry Alignment: There is a mismatch between the training students are receiving and the jobs available. We need to align programs with industry needs and provide transitions to employment. Additionally, while the economy seems to be making a recovery and unemployment is down, the number of discouraged adult workers requires attention.
- Personalized Experience: Students are juggling multiple responsibilities – work, school, and family – often with limited resources and income. All students do not come to us with the same experiences. We need to individualize our approaches and encourage a sense of community within and outside of the classroom, and encourage meaningful faculty/student relationships.
- Affordability and Accessibility: Harper must provide financial aid resources and additional funding options/opportunities to help students meet the cost of attendance - tuition, fees and books.

### **Strengths, Weaknesses, Opportunities, and Threats (SWOT) Dialogue Session**

Harper's SWOT analysis detailed institutional level items within the strengths, weaknesses, opportunities and threats categories. Following an overview of the SWOT analysis, attendees participated in a series of small group dialogue sessions in which each participant had the opportunity to provide feedback about the presented SWOT items and to suggest revisions, clarifications and/or additional SWOT items for consideration. After incorporating feedback from the sessions, the final SWOT analysis included the following 21 items.

**Strengths** - A strength is a positive internal institutional attribute.

- Increasing Levels of Student Degree Completion/Credentials Earned
- National Model for Addressing Workforce Gaps
- Partnerships with Sender High Schools
- Support for Professional Development
- Community Awareness/Participation

**Weaknesses** - A weakness is an institutional attribute requiring improvement.

- Stagnant Student Persistence Rates
- Insufficient Employee Diversity
- Inadequate Levels of Student Engagement
- Student Achievement Gaps
- Employee Climate Concerns Regarding Communication and Advancement
- Physical Plant and Infrastructure

**Opportunities** - An opportunity is an external situation outside of Harper's control that has no negative impact if not acted upon.

- Alternate Methods for Earning College Credit
- Workforce Partnerships with Business and Industry
- Underserved District Populations
- Responding to the Region's Skills Gap

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

- Response to District Demographic Changes
- Higher Education in an Increasingly Competitive Environment
- Educational Funding
- Pension Liability
- Increasing Call for Accountability
- Lack of Employment Data

### **Approaches to the Adult Market Dialogue Session**

This session began with a review of Harper data pertaining to adult students. Speakers from Noel-Levitz and the Council for Adult and Experiential Learning (CAEL) spoke regarding the unique opportunities and challenges of serving adult students. The following information on college adult enrollment was shared:

- During the economic recovery, enrollment rates decreased across the state, among our peer colleges, and at Harper. The adult market has seen the largest decline in enrollment, and adult students are also retained at a lower rate than other students.
- Nationally, the 25+ age group will reach 10 million students by 2021 (43% of all enrollments).
- Workers with a bachelor's degree or higher gained jobs during the recession and gained 2 million additional jobs during the recovery. Workers with a high school diploma or less lost more than 5 million jobs during the recession and did not regain those jobs during the recovery.
- In Illinois, 58% of those aged 25-64 have not earned an associate's degree or higher.

Based on this background information, strategies that appeal to adult students were explored:

- Prior Learning Assessment (PLA), which is a process for evaluating knowledge and skills in order to award college credit for learning from job training, military service, community service, and independent study. PLA is evaluated through student portfolios, standardized tests, non-college training, and industry-recognized certificates. Studies show that baccalaureate students are 2 ½ times more likely to persist to graduation if they have also earned PLA credit.
- Competency-based programs are based on what students know and can do. Groupings of competencies are accumulated to confer degrees and certificates.

- Studies by CAEL indicate that adult students require improved career and educational advising, expanded online options, flexible scheduling, and options for PLA and competency-based education.
- The “Adult Market” is very diverse in terms of age, race/ethnicity, and job and educational experience. This diversity means the College will need a variety of outreach and engagement efforts to ensure the success of our adult students.
- Adult students can be helped by providing additional packaged career programs and clear paths to completion as well as high-touch advising and counseling. The College should focus on strong relationships with industry to ensure it is attentive to the needs of the business community as well as its students.
- The College needs to increase flexibility in course scheduling and provide additional defined paths to completion.

### **Student Engagement Dialogue Session**

Harper data, internal experts and speakers from the Center for Community College Student Engagement (CCCSE) examined the following steps to student engagement:

1. Understand each student’s goals: complete a degree, transfer to a four-year institution, or build skills in a new area.
2. Build channels for assessment and feedback.
3. Create personal connections and opportunities for student support.
4. Plan pathways for success through curriculum, advising, and engaged learning opportunities.

After this discussion, the panel and audience discussed how to incorporate these steps at Harper College:

- Connect students to the institution through faculty, staff, and other students. Harper must become a community for students to feel supported and committed to their educational goals.
- Build trust and creating a welcoming environment takes work from the entire staff. We must strive to build a positive environment in and out of the classroom.
- Design the classroom experience to actively support and engage learning,
- Provide assessment in a continuous loop, so students feel involved in the process and see that their feedback is valued.
- Require academic plans of all students as well as intrusive learning, so students experience higher expectations for success and accountability.

Other highlights included discussions on early-alert systems, intrusive advising, student responsibilities, co-curricular activities and classroom innovation. Major challenges to student engagement were also identified. These challenges include time management, life responsibilities, faculty attitudes, external influences, preparedness, and attendance.

Armed with these discussions and data, the College hosted a Strategic Planning Conference for internal and external stakeholders. The conference brought together educators, community and business leaders, and other strategic thinkers to help us define broad directions for the College and ensure that we are critically aligned with our community partners. The ultimate goal of the conference is to produce the strategic directions and goal themes for the new strategic plan. This convening allows for important dialogue with businesses, students, educators, and elected officials. Resource materials were provided for all conference attendees to ensure an understanding of the issues facing Harper College and its students. These resources highlighted best practices in higher education and community colleges as well as documented the results from the four dialogue sessions held by the College in the fall of 2014 to launch the discourse of and reflection on these issues. The Appendix contains the program brochure for the Strategic Planning Conference.

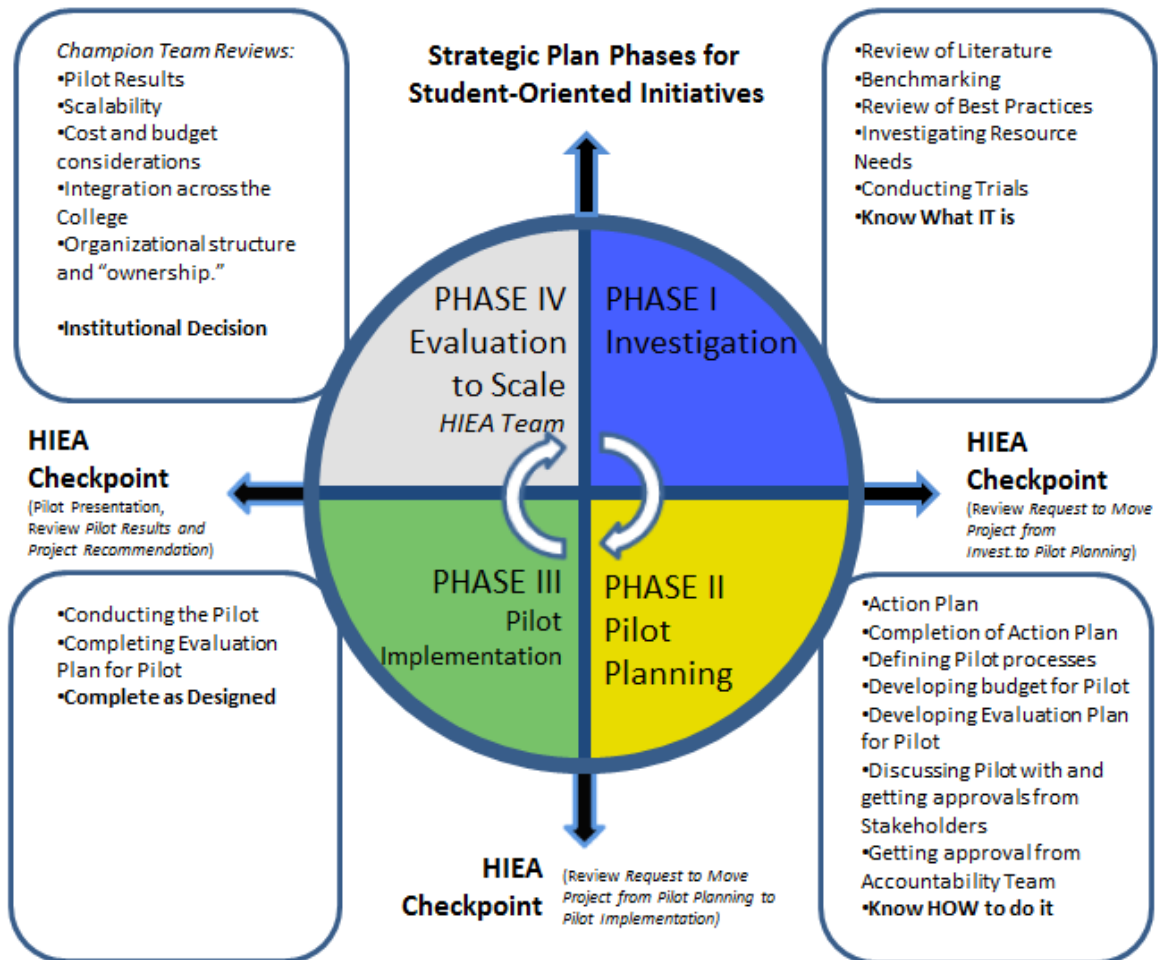
## **Strategic Planning Management Structure**

Each level of the Strategic Plan has a group assigned to be responsible for advancing that planning element. The roles and their functions are described below:

- **Harper Inclusion, Engagement, and Achievement Leadership Team (HIEA):** Provides oversight for the implementation of the Strategic Plan. The team, comprised of three College executives and three faculty members, will recommend actions to the College President.
- **Goal Team Leaders:** Provide oversight on all initiatives under a goal. Their charge is to meet specific outcomes utilizing proven policies and practices to ensure progress is being made against institutional goals and to coordinate efforts across strategy teams. Responsibilities include accountability and budget. Goal teams are co-led by an administrator and a faculty member. Some of these teams provide college wide coordination of activities that are being implemented at the department level while other teams produce the goal outcomes through strategy teams. In some cases the goal team can be responsible for both.
- **Strategy Team Leaders:** Responsible for strategy team and producing results against action plans. Strategy teams are co-led by an administrator and a faculty member.

## Strategic Planning Student Based Initiatives Model

Quarterly meetings are held with the Harper Inclusion, Engagement, and Achievement Leadership Team (HIEA) and the goal leaders to report on outcomes, problem solve and review resource allocations. Student success initiatives are incorporated within this structure and follow a four-step process, represented in the following diagram:



Each of our piloting student success initiatives has an evaluation plan, which addresses the pilot outcomes, criteria for success and results. The evaluation plan is approved by both the Accountability and HIEA Teams prior to approval to pilot. The evaluation plan includes the assessment measures and data that will be utilized to measure the initiative’s effectiveness.

# **Harper College**

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

## **Vision Statement**

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 than otherwise likely to occur by working alone.*

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

## Presidential Priorities

- Build processes that promote collaborative leadership between and among the College's management and leadership personnel and the faculty.
- Refocus programming for Building M (Wellness and Sports Center) to ensure it provides the greatest impact on the largest number of students. This will serve as a prototype for aligning current resource allocations with changing student needs and institutional priorities.
- Implement the Enrollment Management Plan.
- Operationalize and launch the College's Strategic Plan.

## Strategic Directions

- **Inclusion**  
Foster an environment that values and respects each member of Harper's diverse community and actively encourages cross-cultural engagement.
- **Engagement**  
Foster and support a culture of engagement throughout the College.
- **Achievement**  
Enhance and support the academic environment in ways that lead to increased student achievement and facilitate greater equity of student success across demographic groups.

## Strategic Goals

We will demonstrate our progress in these directions by accomplishing the following goals:

- **Student Experience**  
Provide experiences that support the ongoing needs of our diverse student community through purposeful interactions and college-wide responsiveness to meet student goals.
- **Curriculum and Instruction**  
Evaluate curriculum and assess outcomes to provide optimal and diverse educational opportunities for Harper students.
- **Stewardship**  
Dedicate resources, both human and financial, to optimize student success, while remaining responsive to external trends and issues that have documented effects on the College.

- **Alignment of Employee Skills with Strategic Directions**  
Expand and support professional development opportunities to enhance employee knowledge and skills with respect to the strategic directions and goals.
- **Achieving Educational Goals: Academic Planning and Pathways**  
Establish practices that empower and support students in exploring and identifying academic options for effective planning and progress toward achieving their educational goals.

The SPA Committee's work groups developed the following narrative statements to provide context for each of the strategic directions and goals.

- **Inclusion**  
Harper is committed to a culturally responsive environment that makes all members of our community feel confident that the full extent of their humanity and contributions are recognized and honored. An environment that welcomes, values and respects all members of the college's diverse community—across the spectrums of ability, academic preparedness, age, ethnicity, faith, gender expression, identities, race, and more—fosters a culture where all feel safe to participate, in open and respectful discourse, without fear of discrimination or marginalization.
- **Engagement**  
Engagement refers to students' active participation in and out of the classroom and collective ownership of the learning process by students, faculty, staff, community partners, and residents. A "culture of engagement" expects and empowers everyone to take responsibility for building and maintaining positive connections throughout the Harper community. Harper College aims to achieve equity in engagement across all student groups according to their needs.
- **Achievement**  
Achievement comes in many forms (academic and personal) and directly refers to supporting an academic environment that leads to greater equity. The ultimate objective of the direction is to provide the type of academic environment that leads to student success and improves academic achievement across diverse communities of students. Diverse communities are defined in the Inclusion Strategic Direction and include spectrums of ability, academic preparedness, age, ethnicity, faith, gender expression, identities, race, and more.
- **Student Experience**  
This goal encompasses the entire experience, from first contact to completion of goals, for all Harper College students. Regardless of their reasons for attending, all students will receive equitable and responsive support, both in and out of the classroom. All Harper College employees will provide experiences college-wide that engage all students as active partners in their success.
- **Curriculum and Instruction**  
Faculty-directed curriculum development and evaluation provide Harper College with enriching courses and programs of study. Continual evaluation at course and program

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

- **Stewardship**

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

- **Alignment of Employee Skills with Strategic Directions**

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

- **Achieving Educational Goals: Academic Planning and Pathways**

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

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## Harper College Operational Plan for FY2016

The College's Operational Plan delineates the operational goals to be completed in FY2016. Each goal has an identified performance target, Executive Council lead, institutional lead, Priority/strategic plan/Title III/IEM/risk category, and fund in which its support activities are budgeted.

The Operational Goal categories for the FY2016 plan include:

**Accountability, Institutional Effectiveness, Transparency and Governance:**

Foster a culture of data informed decision-making and accountability by creating a system of effectiveness measures, outcomes assessment, strategic planning, evaluation and shared governance.

**Communications and Community Relations:**

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

**Diversity:**

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

**Employee Relations:**

Ensure employee recruitment, development and retention through appropriate processes.

**Enrollment and Financial Aid:**

Develop and implement a cohesive set of strategies inclusive of recruitment, enrollment and retention to support enrollment goals for credit and non-credit programs; and provide financial aid to all eligible students.

**Facilities:**

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

**Financial:**

Effectively develop, plan and manage our financial resources.

**Safety:**

Ensure the safety of the Harper Community.

**Student Success:**

Operationalize student success initiatives.

**Technology:**

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

**Workforce Development/Economic Development:**

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

## Operational Plan FY2016

### Accountability, Institutional Effectiveness, Transparency and Governance:

Foster a culture of data informed decision-making and accountability by creating a system of effectiveness measures, outcomes assessment, strategic planning, evaluation, and shared governance.

	<b>Goal</b>	<b>Target</b>	<b>Executive Council Lead</b>	<b>Institutional Lead</b>	<b>Priority Strategic Plan Title III IEM/Risk</b>	<b>Budgeted In</b>
1	Ensure student learning outcomes assessment is conducted and results utilized to improve student success.	<p>Complete the course-level assessment cycle for all departments by June 30, 2016.</p> <p>Complete the program-level assessment cycle for all instructional programs and student support/administrative units by June 30, 2016.</p> <p>Conduct a large scale assessment of at least one general education outcome by June 30, 2016.</p> <p>Evaluate outcomes of the 0 to 15 courses by June 30, 2016.</p> <p>Implement the updated general education learning outcomes by December 2015.</p>	Judy Marwick Sheila Quirk-Bailey	Darlene Schlenbecker Jennifer Berne Kathy Bruce Kimberly Chavis Andrea Fiebig Travaris Harris Njambi Kamoche Rebecca Lake Mark Mrozinski Mary Beth Ottinger Kathryn Rogalski	Strategic Plan G IEM D IEM E Risk A	Education Fund
2	Ensure requirements of Higher Learning Commission (HLC) accreditation are met.	<p>Draft Quality Initiative Project Report (Phases 1-3) by June 30, 2016.</p> <p>Collect evidence, gather input, and build assurance argument by June 30, 2016.</p> <p>Conduct campus-wide input, feedback and information sessions by June 30, 2016.</p> <p>Prepare a report and host location visits at the Learning and Career</p>	Sheila Quirk-Bailey	Darlene Schlenbecker Julie Ellefson-Kuehn	Priority D Strategic Plan G Strategic Plan H Risk A	Education Fund

## Operational Plan FY2016

	Goal	Target	Executive Council Lead	Institutional Lead	Priority Strategic Plan Title III IEM/Risk	Budgeted In
		Center and Northwest Community Hospital by December 1, 2015.				
3	Recommend new vision statement.	Make vision statement recommendation to Policy Councils by April 2016.	Ken Ender Sheila Quirk-Bailey	Strategic Planning and Accountability Committee	Priority D Risk A	Strategic Fund
4	Conduct Community Survey.	Complete survey and share data by April 2016.	Sheila Quirk-Bailey	Kathy Coy	Priority D Strategic Plan B	Education Fund
5	Implement the College's new Institutional Effectiveness Measures (IEMs).	Report previous year's outcomes to Board by September 2015. Develop new IEM dashboard by December 2015.	Sheila Quirk-Bailey	Darlene Schlenbecker	Priority D Title III G	Education Fund
6	Implement the College's 2015-2019 Strategic Plan.	Provide Strategic Plan to Board in September 2015. Finalize Implementation Teams by January 2016. Provide strategies with outcomes and timelines by May 2016.	Ken Ender Sheila Quirk-Bailey	Strategic Planning and Accountability Committee Goal Leaders Strategy Leaders	Priority D Strategic Plan A-H	Education Fund Strategic Fund
7	Reconfigure the management team structure to include both administration and faculty.	Communicate to all faculty the invitations to join four leadership teams by August 2015. Invite Faculty Senate Exec to fill the eight slots identified in the structure by August 2015. Request Faculty Senate in include the President/Provost in Faculty Senate meetings by August 2015.	Ken Ender		Priority A	Education Fund



## Operational Plan FY2016

### Communications and Community Relations:

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

	<b>Goal</b>	<b>Target</b>	<b>Executive Council Lead</b>	<b>Institutional Lead</b>	<b>Priority Strategic Plan Title III IEM/Risk</b>	<b>Budgeted In</b>
8	Improve community relations with key stakeholders in the district.	Establish full year baseline of community relations tracking and metrics by June 2016. Increase the number of school tours from FY2015 by 5% from 34 to 36 by June 2016. Develop a community relations outreach plan for the Harper College Trustees by December 2015.	Laura Brown Harper Board Foundation Board	Phil Burdick Amie Granger	Strategic Plan B	Education Fund
9	Execute local, state and national media outreach.	Increase story counts by 5% (from 240 to 252) by June 30, 2016. Implement a media measurement tool to track local and national media coverage and establish measurement baselines by June 30, 2016. Meet at least once with the Daily Herald Editorial Board by June 30, 2016.	Laura Brown	Phil Burdick Kimberly Pohl	Strategic Plan A	Education Fund
10	Increase placement of stories about student success initiatives in national and trade media.	Increase the number of national and trade journal articles by 5% (from 14 to 15) by June 30, 2016.	Laura Brown	Phil Burdick	Strategic Plan A	Education Fund

## Operational Plan FY2016

	<b>Goal</b>	<b>Target</b>	<b>Executive Council Lead</b>	<b>Institutional Lead</b>	<b>Priority Strategic Plan Title III IEM/Risk</b>	<b>Budgeted In</b>
11	Continue to build a strong support base with elected public officials.	<p>Develop a Harper legislative agenda for state and federal elected officials by November 30, 2015.</p> <p>Seek continued funding for ongoing state funded capital projects (Hospitality renovation and Canning Center) by June 30, 2016.</p> <p>Organize Board participation in the annual ACCT Legislative Summit in Washington D.C. by October 2015.</p>	Laura Brown	Phil Burdick	Strategic Plan A	Education Fund
12	Increase the outreach to and connections with alumni.	<p>Reach out to new graduates within one month of graduation, by June 30, 2016.</p> <p>Increase the number of alumni in the active database by 25% (from 150 to 188) by June 30, 2016.</p> <p>Increase the number of alumni opening newsletter by 30% (from 730 to 950) by June 30, 2016.</p> <p>Increase the number of alumni attending events by 10% (from 180 to 200).</p>	Laura Brown	Fredia Martin	Strategic Plan A	Education Fund
13	Track the Marketing and Communication Plan outcomes.	<p>Establish a baseline measurement utilizing the following criteria by June 30, 2016:</p> <ul style="list-style-type: none"> <li>• Open rates of electronic communication.</li> </ul>	Laura Brown	Laura Brown Michael Barzacchini Heather Zoldak	Priority C	Education Fund

## Operational Plan FY2016

	Goal	Target	Executive Council Lead	Institutional Lead	Priority Strategic Plan Title III IEM/Risk	Budgeted In
		<ul style="list-style-type: none"> <li>• Responses from electronic and print.</li> <li>• Returns on direct mail appeals.</li> </ul>				
14	Offer the Resource for Excellence grants supporting the strategic directions established by the College.	Provide RE funding (between \$80,000 - \$100,000) by April 2016. Increase the number of departments submitting for RE funding from 10 to 20 applicants by April 2016.	Laura Brown	Laura Brown Allison Grippe Judy Marwick	Priority D Strategic Plan E	Foundation
15	Increase Donor development and major gift fundraising.	Secure Promise Scholarship support of \$2,000,000 by June 30, 2016. Secure \$675,000 of Corporate support for University Center and program sponsorship by June 30, 2016.	Laura Brown Ken Ender	Laura Brown Heather Zoldak Michael Adzovic	Strategic Plan E	Foundation
16	Increase Foundation donor retention.	Increase the repeat donor retention by 25%, from (490 to 612) by June 30, 2016. Establish a benchmark comparison by June 30, 2016 to: <ul style="list-style-type: none"> <li>• increase 10-year net donor growth by 5% (48 donors);</li> <li>• decrease 5-year net donor loss by 1.5% (16 donors);</li> <li>• increase first year net donor growth by 17% (180 donors) over FY2015 levels.</li> </ul>	Laura Brown	Heather Zoldak Michael Adzovic	Strategic Plan E	Foundation

## Operational Plan FY2016

	Goal	Target	Executive Council Lead	Institutional Lead	Priority Strategic Plan Title III IEM/Risk	Budgeted In
17	Expand the Alumni Affinity Groups.	Establish a benchmark comparison for year-to-year comparisons utilizing the following tracking by June 30, 2016: <ul style="list-style-type: none"> <li>• New group members;</li> <li>• New prospect contacts;</li> <li>• Event and outreach opportunities;</li> <li>• Amount of donations.</li> </ul>	Laura Brown	Fredia Martin	Strategic Plan E	Education Fund Foundation
18	Maintain the scholarship allocation/award rate established in FY2015.	Allocate 99% of fall scholarships by December 2015. Allocate 90% of spring scholarships by March 2016. Establish 7 new endowed scholarships / minimum of \$70,000 by June 30, 2016. Establish 5 current-use scholarships of \$30,000 by June 30, 2016.	Laura Brown Judy Marwick	Angela Vining Maria Moten Laura McGee	Strategic Plan B Risk G	Foundation
19	Increase the grants Foundation receives annually by 5%.	Annually track the academic areas for those applying for and securing grants. Annually track the dollars and percentages of grants received (Federal, State, Private, or Corporate). Received \$175,500 in Foundation grants.	Laura Brown Maria Coons Shelia Quirk-Bailey	Allison Grippe Judy Marwick	Strategic Plan E	Education Fund Foundation

## Operational Plan FY2016

### Diversity:

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

	<b>Goal</b>	<b>Target</b>	<b>Executive Council Lead</b>	<b>Institutional Lead</b>	<b>Priority Strategic Plan Title III IEM/Risk</b>	<b>Budgeted In</b>
20	Develop a Diversity Scorecard.	Design and develop a draft scorecard by August 2015. Revise scorecard based on input received from campus by December 2015. Review and vet document with Board of Trustees by January 31, 2016. Implement across campus and in departments by March 2016.	Michelé Robinson	Kathy Coy	IEM F	Education Fund
21	Administer Cultural Values Assessment (CVA).	Administer in April 2016. Report results to the College and the Board by June 2016.	Michelé Robinson	Kathy Coy	IEM F	Education Fund
22	Implement Diverse Employee Recruitment Plan.	Contact 7 flagship universities to invite recent graduates to apply for open faculty positions for fall 2016 by November 30, 2015. Assess yield rates from employment recruitment sources utilized and determine which of those recruitment sources will most likely provide the greatest yield of historically underrepresented applicants for job openings by June 30, 2016. Maintain or increase the number of applicants from historically underrepresented backgrounds who are advanced to the interview stage	Michelé Robinson	Roger Spayer	IEM F	Education Fund

## Operational Plan FY2016

	Goal	Target	Executive Council Lead	Institutional Lead	Priority Strategic Plan Title III IEM/Risk	Budgeted In
		<p>of the search and selection process for all faculty and administrator vacancies by June 30, 2016. Baseline = 11% (Of the 13 faculty and administrator searches during the FY15, there were 689 total applicants of which 144 self-identified as being diverse. A total of 16 self-identified diverse applicants were interviewed).</p> <p>Maintain or increase the number of applicants from historically underrepresented backgrounds for all Regular employment vacancies by June 30, 2016. Baseline = 26% (FY 15: all applicants for Regular positions self-identified as diverse).</p>				
23	Recommend College-wide Diversity Training program.	Review vendors by September 2015. Recommend vendor by December 2015.	Michelé Robinson	Roger Spayer	IEM F	Education Fund

## Operational Plan FY2016

### **Employee Relations:**

Ensure employee recruitment, development and retention through appropriate processes.

	<b>Goal</b>	<b>Target</b>	<b>Executive Council Lead</b>	<b>Institutional Lead</b>	<b>Priority Strategic Plan Title III IEM/Risk</b>	<b>Budgeted In</b>
24	Finalize a mutually satisfactory collective bargaining agreement with IEA-NEA, Adjunct Faculty Unit.	Present contract for Board approval by June 30, 2016.	Ron Ally Judy Marwick	Roger Spayer Brian Knetl	Strategic Plan E IEM I	Education Fund
25	Finalize a mutually satisfactory collective bargaining agreement with IFT Local 512 Professional/Technical Unit.	Complete contract and present contract for Board approval by June 30, 2016.	Ron Ally	Roger Spayer	Strategic Plan E IEM I	Education Fund
26	Meet all 2016 employer milestones to be compliant with the Affordable Care Act (ACA).	In advance of the coming “Cadillac Tax” imposed by ACA in 2018, accomplish the following: <ul style="list-style-type: none"> <li>• Program Oracle system to restrict new enrollment into the legacy PPO plan for Open Enrollment 2016 by November 1, 2016.</li> <li>• Communicate changes to all non-union and union (Pro-Tech, ICOPS, IEA) employee groups by September 30, 2016.</li> <li>• Schedule quarterly strategy sessions with healthcare provider and broker to effectively and</li> </ul>	Ron Ally	Roger Spayer	Strategic Plan E IEM I	Education, Operations and Maintenance, Auxiliary, Restricted Purposes Funds

## Operational Plan FY2016

	Goal	Target	Executive Council Lead	Institutional Lead	Priority Strategic Plan Title III IEM/Risk	Budgeted In
		competitively consider benefit plan redesign by June 30, 2016. Monitor impacts of ACA and any changes in legislation by June 30, 2016. Provide updates to the President and Board of Trustees as appropriate by June 30, 2016.				

### Enrollment and Financial Aid:

Develop and implement a cohesive set of strategies inclusive of recruitment, enrollment and retention to support enrollment goals for credit and non-credit programs; and provide financial aid to all eligible students.

	Goal	Target	Executive Council Lead	Institutional Lead	Priority Strategic Plan Title III IEM/Risk	Budgeted In
27	Manage overall College enrollment.	Increase credit student enrolment by .8%, or 82 full time equivalent students (FTE.) including CE reimbursables by June 30, 2016. This will be accomplished by meeting the following target by target audience: <ul style="list-style-type: none"> <li>• <b>New Students:</b> Increase new student enrollments by 1% yielding 49 new FTEs.</li> </ul>	Judy Marwick Laura Brown	Maria Moten Mike Barzacchini	Priority C IEM B IEM H	Education Fund



## Operational Plan FY2016

	Goal	Target	Executive Council Lead	Institutional Lead	Priority Strategic Plan Title III IEM/Risk	Budgeted In
		<ul style="list-style-type: none"> <li>• <b>Continuing Students:</b> Increasing persistence of current students by .5% yielding 34 FTEs.</li> <li>• <b>Dual Credit Students:</b> Increase dual credit enrollment by 1% yielding 12 FTEs.</li> </ul> <p>Implement specific initiatives recommended by the Enrollment Task Force as follows:</p> <ul style="list-style-type: none"> <li>• Create an Enrollment Steering Committee to oversee enrollment/retention initiatives by September 30, 2015.</li> <li>• Conduct BlackBoard calling project for stopped out students to result in at least a 3% return or 44 FTE September 30, 2015.</li> <li>• Name a Retention Officer for the College who will monitor and communicate on efforts to retain currently/previously enrolled students by September 30, 2015.</li> <li>• Investigate implementing the Ellucian Registration</li> </ul>				

## Operational Plan FY2016

	Goal	Target	Executive Council Lead	Institutional Lead	Priority Strategic Plan Title III IEM/Risk	Budgeted In
		<p>Module and make recommendation by May 31, 2016.</p> <ul style="list-style-type: none"> <li>• Establish a scheduling format that ensures a two-year sequence of classes is available for student completion of programs of study by May 31, 2016.</li> <li>• Investigate current and new student –relationship-management system to track student interactions which can integrate into new student communication systems and make recommendation by May 31, 2016.</li> </ul>				
28	Increase dual credit enrollment.	<p>Increase dual credit enrollments leading to an improved high school penetration rate from 44.9% to 46%.</p> <p>Offer newly developed “Power of 15” dual credit courses with District 214 inclusive of ENG101, MTH101 and 103, SPE101, and PHS101 by January 2016.</p>	Judy Marwick Sheila Quirk-Bailey	Maria Moten Jennifer Berne Kathy Bruce Mary Beth Ottinger	Priority C IEM H	Education Fund

## Operational Plan FY2016

	<b>Goal</b>	<b>Target</b>	<b>Executive Council Lead</b>	<b>Institutional Lead</b>	<b>Priority Strategic Plan Title III IEM/Risk</b>	<b>Budgeted In</b>
29	Improve student persistence rates.	<p>Increase continuing student persistence by 0.5%, yielding 34 FTE by June 30, 2016:</p> <p>Realize a Fall to Spring persistence rate of at least 90% for the 70 students enrolled in One Million Degrees.</p> <p>Realize a Fall to Spring persistence rate of 79% for students who are flagged and see a counselor as part of Early Alert.</p> <p>Realize a fall to spring persistence rate of 79% for 400+ students enrolled in a Start Smart course. This is 5% higher than the 2015 college wide persistence rate of 74%.</p>	Judy Marwick	Brian Knetl	Priority C Strategic Plan A Title III B IEM B	Education Fund

## Operational Plan FY2016

**Facilities:**

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

	<b>Goal</b>	<b>Target</b>	<b>Executive Council Lead</b>	<b>Institutional Lead</b>	<b>Priority Strategic Plan Title III IEM/Risk</b>	<b>Budgeted In</b>
30	Construct Canning Center to house “One-Stop” and other student-centric services.	Complete and obtain all necessary approvals for temporary department relocations by October 2015. Identify schedule for each relocation necessary by March 31, 2016. Start construction by November 2015 (CDB contingent.)	Ron Ally	Tom Crylen	IEM G	Operations and Maintenance (Restricted) Fund
31	Construct/renovate Phase 2 of Building D for Math, AEE, and general classroom space.	Have move-in strategy and procurement of all furniture, fixtures and equipment (FFE) complete by end of March 2016. Achieve substantial completion by May 2016.	Ron Ally	Tom Crylen Marjorie Allen Andy Geary	IEM G	Operations and Maintenance (Restricted) Fund
32	Create Outdoor Amphitheater and Pedestrian Mall to provide permanent venue for graduation, student activities, and select community events.	Complete construction of amphitheater stage and sod by end of fall planting season 2015. Complete stage canopy and all remaining landscaping during spring 2016 planting season. Complete entire project for Graduation 2016.	Ron Ally	Tom Crylen	IEM G	Operations and Maintenance (Restricted) Fund

## Operational Plan FY2016

	Goal	Target	Executive Council Lead	Institutional Lead	Priority Strategic Plan Title III IEM/Risk	Budgeted In
33	Renovate Building F in accordance with Campus Master Plan.	Obtain design development approval by December 31, 2015. Complete construction documents by June 30, 2016.	Ron Ally	Tom Crylen Brian Knetl	IEM G	Operations and Maintenance (Restricted) Fund
34	Renovate Building M to accommodate the College's vision for a new student/community-centric wellness, athletic, and recreational facility.	Pending Board approval of Committee's proposal by September 30, 2015, achieve 50% completion of construction documents by June 30, 2016.	Ron Ally Ken Ender	Sheila Quirk-Bailey Judy Marwick Tom Crylen Julie Ellefson-Kuehn Bridget Cahill Travaris Harris Mark Mrozinski Kathy Bruce	Priority B IEM G	Education Fund Auxiliary Fund

**Financial:**

Effectively develop, plan and manage our financial resources.

	Goal	Target	Executive Council Lead	Institutional Lead	Priority Strategic Plan Title III IEM/Risk	Budgeted In
35	Develop the College's annual financial budget and capital projects plan.	Adopt the annual budget by the legally required due date of September 30, 2015. Provide year-to-date budget-to-actual updates to the Board at scheduled Committee of the Whole meetings.	Ron Ally	Bret Bonnstetter	Strategic Plan E IEM I Risk K	Education Fund

## Operational Plan FY2016

	<b>Goal</b>	<b>Target</b>	<b>Executive Council Lead</b>	<b>Institutional Lead</b>	<b>Priority Strategic Plan Title III IEM/Risk</b>	<b>Budgeted In</b>
36	Complete an annual external financial audit for the College.	Schedule and ensure completion of the Comprehensive Annual Financial Report (CAFR) by October 31, 2015. Submit the completed CAFR to the Government Finance Officers Association for review by December 31, 2015.	Ron Ally	Bret Bonnstetter	IEM I Risk G Risk J Risk K	Audit Fund
37	Review the current Financial Policy regarding tuition and per credit hour fees.	Through the Finance Committee review the current Financial Policy regarding tuition and per credit hour fees, and recommend any proposed changes through the Shared Governance process by October 31, 2015.	Ron Ally	Bret Bonnstetter	IEM I Risk K	Education Fund

## Operational Plan FY2016

**Safety:**

Ensure the safety of the Harper Community.

	<b>Goal</b>	<b>Target</b>	<b>Executive Council Lead</b>	<b>Institutional Lead</b>	<b>Priority Strategic Plan Title III IEM/Risk</b>	<b>Budgeted In</b>
38	Exercise the College's Emergency Operations Plan (EOP) by conducting a Table Top exercise.	Conduct a Table Top exercise of the EOP by December 31, 2015. Hold a campus-wide tornado drill by June 30, 2016.	Ron Ally	Paul LeBreck Sara Gibson	Risk C Risk D	Operations Fund
39	Improve safety of interactions for minors on campus to reduce the risk and liability to the College.	Finalize policy for supervision of children on campus by June 30, 2016.	Ron Ally	Sara Gibson	Risk E Risk H	Education Fund
40	Improve non-science lab safety to reduce the risk and liability to the College.	Implement identified employee safety training by June 30, 2016. Implement classroom safety agreements by June 30, 2016.	Ron Ally	Sara Gibson	Risk B	Education Fund
41	Reduce Harper's risk of transportation off campus with procedures and programs.	Implement Field Trip Waiver program by June 30, 2016.	Ron Ally	Sara Gibson	Risk F	Education Fund

## Operational Plan FY2016

**Student Success:**

Operationalize student success initiatives.

	<b>Goal</b>	<b>Target</b>	<b>Executive Council Lead</b>	<b>Institutional Lead</b>	<b>Priority Strategic Plan Title III IEM/Risk</b>	<b>Budgeted In</b>
42	Improve the college readiness of recent high school graduates in English.	Align the high school English curriculum with Harper’s English curriculum: <ul style="list-style-type: none"> <li>• Increase the number of sections of the aligned high school course offered in District 211 from a baseline of 4 in FY15 by December 30, 2015.</li> <li>• Complete the necessary alignment work to offer at least one aligned high school course in either District 214 or District 220 by January 31, 2015.</li> <li>• Compare the success rates of students in ENG101 (‘C’ or better). Students who were placed into ENG101 by completing E423 in D211 are as successful or more successful than a comparison group of D211 students who placed directly into ENG101 as a result of ACT or COMPASS scores by June 30, 2016.</li> </ul>	Judy Marwick Sheila Quirk-Bailey	Brian Knetl Jennifer Berne	IEM B IEM E IEM H	Restricted Purposes Fund



## Operational Plan FY2016

	Goal	Target	Executive Council Lead	Institutional Lead	Priority Strategic Plan Title III IEM/Risk	Budgeted In
43	Increase the number of degree and certificate completers.	Exceed established goal of 3,362 completers by 2% by June 30, 2016. Develop at least two new reverse transfer/dual degree agreements with university partners by June 30, 2016.	Judy Marwick	Maria Moten	Priority C Strategic Plan C Title III A-G IEM C	
44	Align programming with community needs for Harper's Learning and Career Center (LCC).	Establish agreements with at least three wrap-around service providers to offer onsite services by June 2016. Increase enrollments by 2% across all certificate programs at the center. Credit: Phlebotomy, CNA, Early Childhood Education, Office Manager, Hotel Management, Human Resources Management; CE: Veterinary Assistant, Physical Therapy Aide Certificate, Pharmacy Assistant, Sanitation Certificate, Truck Driver Training, Tanker Training Certificate by May 2016. Produce an annual report aligned with established LCC metrics in enrollment,	Judy Marwick	Darice Trout Kimberly Chavis Kathryn Rogalski Mark Mrozinski	Priority C Strategic Plan B Strategic Plan C Strategic Plan H IEM C IEM E	44

## Operational Plan FY2016

	Goal	Target	Executive Council Lead	Institutional Lead	Priority Strategic Plan Title III IEM/Risk	Budgeted In
		employment and completions by June 2016.				
45	Improve student success through learning support services.	Increase usage of learning support services in all areas by June 30, 2016: <ul style="list-style-type: none"> <li>• Increase Tutoring Center usage by 1% from a baseline of 30,667 (from 30,667 to 30,973).</li> <li>• Increase Writing Center usage by 1% from a baseline of 12,293 (from 12,293 to 12,415).</li> <li>• Increase Success Services usage by 1% from a baseline of 4,031 (from 4,031 to 4,071).</li> </ul>	Judy Marwick	Njambi Kamoche Brian Knetl	Strategic Plan C Title III D IEM A IEM B IEM C	Education Fund
46	Improve student success through extra-curricular engagement opportunities.	Achieve a 5% higher rate of success (determined by fall-to-spring persistence and semester GPA) for students involved in clubs, organizations and leadership and civic engagement opportunities, as compared to the overall student population by June 30, 2016.	Judy Marwick	Travaris Harris Keith O'Neill	Strategic Plan A Strategic Plan B IEM B IEM E	Auxiliary (Student Involvement)
47	Complete the ICCB program review process.	Conduct 26 FY2016 program reviews resulting in program improvement plans by June	Judy Marwick Sheila Quirk-Bailey	Jennifer Berne Kathy Bruce Kimberly	Strategic Plan G IEM D Risk A	Education Fund

## Operational Plan FY2016

	Goal	Target	Executive Council Lead	Institutional Lead	Priority Strategic Plan Title III IEM/Risk	Budgeted In
		30, 2016: <ul style="list-style-type: none"> <li>• Social and Behavioral Sciences</li> <li>• Transfer Functions and Programs (AA, AS, AAT, AFA, AES, AGS)</li> <li>• Economics</li> <li>• History</li> <li>• Political Science</li> <li>• Psychology</li> <li>• Sociology</li> <li>• Anthropology</li> <li>• Geography</li> <li>• Education</li> <li>• Early Childhood Education</li> <li>• Paraprofessional Educator</li> <li>• Entrepreneurship</li> <li>• Human Resource Management</li> <li>• Manufacturing Basic</li> <li>• Medical Assistant</li> <li>• Human Services</li> <li>• EMT-Basic</li> <li>• Kinesiology</li> <li>• Health Education</li> <li>• Library</li> <li>• Center for Multicultural Learning</li> <li>• Academic Advising</li> <li>• Psychological Services</li> <li>• Access and Disability</li> </ul>		Chavis Andrea Fiebig Travaris Harris Njambi Kamoche Rebecca Lake Maria Moten Mark Mrozinski Mary Beth Ottinger Kathryn Rogalski Sheryl Otto Darlene Schlenbecker		

## Operational Plan FY2016

	Goal	Target	Executive Council Lead	Institutional Lead	Priority Strategic Plan Title III IEM/Risk	Budgeted In
		<ul style="list-style-type: none"> <li>• Assessment &amp; Testing Center</li> <li>Implement the following program improvements based on last year's reviews:</li> <li>• Humanities And Fine Arts</li> <li>• Vocational Skills</li> <li>• Marketing</li> <li>• Retail Merchandising</li> <li>• Sales Management &amp; Development</li> <li>• Fashion Merchandising</li> <li>• Hospitality</li> <li>• Alternative Electric Energy</li> <li>• Nursing/CNA</li> <li>• Art/Fine Art</li> <li>• Humanities</li> <li>• Music</li> <li>• Philosophy</li> <li>• Sign Language</li> <li>• World Languages</li> <li>• Financial Aid</li> <li>• Student Development Courses</li> </ul>				

## Operational Plan FY2016

	<b>Goal</b>	<b>Target</b>	<b>Executive Council Lead</b>	<b>Institutional Lead</b>	<b>Priority Strategic Plan Title III IEM/Risk</b>	<b>Budgeted In</b>
48	Implement new programming in credit and non-credit areas.	<p>By June 30, 2016:            Investigate a new Surgical Technologist and Engineering Technologist programs.            Apply for accreditation for a new Physical Therapist Assistant Program.            Offer the new Resonance Imaging, Geography Information Systems and Community Health Worker certificates.            Identify transfer pathway for Biomedical Technology.            Offer one-to-three new programs in Continuing Education.</p>	Judy Marwick Maria Coons Michel� Robinson	Jennifer Berne Kathy Bruce Kimberly Chavis Travaris Harris Njambi Kamoche Rebecca Lake Mark Mrozinski Mary Beth Ottinger Kathryn Rogalski	Priority C Strategic Plan C Strategic Plan G	Education Fund Auxiliary Fund
49	Improve placement methods.	<p>Implement the ALEKS math placement software by December 2015.            By June 2016:</p> <ul style="list-style-type: none"> <li>• Pilot new placement methods for reading and writing</li> <li>• Pilot an ACT score of 22 (rather than 23) to qualify for college-level.</li> <li>• Investigate the use of high school GPA and diagnostic essays for placement into the English curriculum.</li> </ul>	Judy Marwick	Patrick Bauer Kathy Bruce Brian Knetl Maria Moten Matt McLaughlin Jennifer Berne	Strategic Plan A Title III A IEM A IEM D	Education Fund

## Operational Plan FY2016

	<b>Goal</b>	<b>Target</b>	<b>Executive Council Lead</b>	<b>Institutional Lead</b>	<b>Priority Strategic Plan Title III IEM/Risk</b>	<b>Budgeted In</b>
50	Implement new math and English curriculum.	Implement new curriculum by June 30, 2016: <ul style="list-style-type: none"> <li>• Modularize Math 050 series.</li> <li>• Pilot Accelerated Learning Program method of instruction for English 101.</li> <li>• Complete implementation the statway path for developmental mathematics.</li> </ul>			Strategic Plan C Strategic Plan G IEM A Risk A	
51	Increase transfer opportunities for students.	Increase the number of and improve transfer agreements by June 30, 2016: <ul style="list-style-type: none"> <li>• Develop at least one additional major-specific dual admission agreement to bring the total to 4.</li> <li>• Develop at least two additional reverse transfer agreements to bring the total to 7.</li> </ul>	Judy Marwick	Maria Moten Sheryl Otto Eric Rosenthal	Strategic Plan D IEM D IEM E	Education Fund
52	Implement an approach to faculty development that aligns with College goals and strategic initiatives.	Develop and pilot a multi-tiered adjunct faculty professional development system by June 30, 2016. Develop and offer professional development opportunities for faculty by June 30, 2016.	Judy Marwick	Matt Ensenberger Brian Knetl Michael Bates	Strategic Plan F	Education Fund

## Operational Plan FY2016

	<b>Goal</b>	<b>Target</b>	<b>Executive Council Lead</b>	<b>Institutional Lead</b>	<b>Priority Strategic Plan Title III IEM/Risk</b>	<b>Budgeted In</b>
53	Investigate and design a College Readiness summer program for sender district high school students.	Analyze results of the summer 2015 Adelante Academy, Project Excel and REACH Summer Bridge programs by September 2015. Obtain feedback from stakeholders and complete needs assessment for College Readiness programming for students in our district by November 2015. Design a College Readiness summer program for summer 2016 registration by December 2015.	Michèle Robinson	Sheryl Otto Michael Bates	Strategic Plan B Title III A IEM A IEM H	Education Fund
54	Expand One Million Degree (OMD) students and evaluate performance.	Establish an additional cohort of 40 students into the OMD program by August 1, 2015. Provide support and programming for 30 students who will be continuing in the OMD program from FY2015. Develop a business plan/ recommendation regarding the continuation of a scaled up initiative targeting Pell-eligible, first generation students by February 1, 2016.	Judy Marwick	Sheryl Otto Kris Hoffhines	Strategic Plan B IEM B IEM C IEM E	Education Fund Strategic Fund

## Operational Plan FY2016

	<b>Goal</b>	<b>Target</b>	<b>Executive Council Lead</b>	<b>Institutional Lead</b>	<b>Priority Strategic Plan Title III IEM/Risk</b>	<b>Budgeted In</b>
55	Plan, develop and begin the build of a new Student Portal that includes enhanced MyPlan (Harper Map) features.	<p>Complete the development of a Request for Proposal (RFP) for an integrated Student Portal/MyPlan system by September 1, 2015.</p> <p>Complete the RFP process and make recommendation for an integrated system by January 31, 2016.</p> <p>Enhance and expand MyPlan (Harper Map) features with a particular focus on student survey questions, personalized tips, academic assessment profile and educational plans by June 30, 2016.</p>	Judy Marwick Ron Ally	Sheryl Otto Michel Babb	Strategic Plan A Strategic Plan B Title III C Title III F	Title III



## Operational Plan FY2016

	<b>Goal</b>	<b>Target</b>	<b>Executive Council Lead</b>	<b>Institutional Lead</b>	<b>Priority Strategic Plan Title III IEM/Risk</b>	<b>Budgeted In</b>
56	Implement Phase I of the Early Alert expansion.	<p>By September 4, 2015, expand the FY2016 Early Alert cohort to include:</p> <ul style="list-style-type: none"> <li>• 25% of new FTIC degree-seeking students which includes those with two developmental courses or sequence of developmental courses.</li> </ul> <p>Pilot new approach that includes differentiated interventions for students identified with low versus high concerns by September 15, 2015.</p> <p>Begin integration of students' Early Alert data into the data warehouse and counselor dashboard by June 30, 2016.</p>	Judy Marwick Ron Ally	Sheryl Otto Patrick Bauer Kathy Coy Bo'Lynne Modzelewski	Title III D Title III G IEM B IEM E	Title III
57	Increase the number of students with an electronic educational plan.	Ensure that 80% of students completing a Start Smart course in Fall 2015 or Spring 2016 will develop an electronic educational plan to completion in Degree Works by May 2016.	Judy Marwick	Sheryl Otto Eric Rosenthal	Strategic Plan A Title III B Title III C	Title III

## Operational Plan FY2016

	<b>Goal</b>	<b>Target</b>	<b>Executive Council Lead</b>	<b>Institutional Lead</b>	<b>Priority Strategic Plan Title III IEM/Risk</b>	<b>Budgeted In</b>
58	Research and identify a College-wide approach to the mentoring/coaching students at scale.	Review existing mentorship and coaching models both inside and outside of Harper by September 30, 2015. Identify software to support student mentoring/coaching by December 2015. Complete a student coaching/mentoring plan by April 2016.	Judy Marwick	Travaris Harris	Title III E IEM B IEM E	Title III
59	Align entrepreneurship credit curriculum with programming in the Small Business Development Center.	Complete alignment by June 30, 2016.	Judy Marwick Maria Coons	Kathryn Rogalski Tom Cassell	Strategic Plan G	Education Fund Auxiliary Fund

### **Technology:**

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

	<b>Goal</b>	<b>Target</b>	<b>Executive Council Lead</b>	<b>Institutional Lead</b>	<b>Priority Strategic Plan Title III IEM/Risk</b>	<b>Budgeted In</b>
60	Develop a data warehouse that provides a single source of data to support analytics and reporting.	Continue and complete the development and implementation phases by November 2015.	Shelia Quirk-Bailey Ron Ally	Patrick Bauer Michael Babb Katherine Coy	Strategic Plan A Title III A Title III G Risk J	Title III Strategic Funds

## Operational Plan FY2016

	<b>Goal</b>	<b>Target</b>	<b>Executive Council Lead</b>	<b>Institutional Lead</b>	<b>Priority Strategic Plan Title III IEM/Risk</b>	<b>Budgeted In</b>
61	Support the success focus of the College through advanced student analytics.	Assess and develop requirements, and as appropriate, design, develop, and implement a student analytics system by January 1, 2016.	Ron Ally Sheila Quirk-Bailey	Patrick Bauer Michael Babb Katherine Coy	Strategic Plan A Title III G	Restricted Purposes Fund
63	Reduce Harper's cyber liability risk with procedures and programs.	Conduct "Employee Security Awareness Campaign by December 31, 2015. Implement loss control programs by June 30, 2016.	Ron Ally	Sara Gibson	Risk I	Education Fund

### **Workforce Development/Economic Development:**

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

	<b>Goal</b>	<b>Target</b>	<b>Executive Council Lead</b>	<b>Administrative Lead</b>	<b>Priority Strategic Plan Title III IEM/Risk</b>	<b>Budgeted In</b>
64	Implement Phase I of the university center concept.	Provide classroom space on campus to universities that enter into 3+1 agreements by December 2015.	Maria Coons Judy Marwick	Mark Mrozinski Eric Rosenthal	Strategic Plan C Strategic Plan D IEM C IEM E	Education Fund
65	Develop and implement competency-based education program in collaboration with College for America.	Finalize plan by December 2015. Develop and implement operational plan by May 2016.	Maria Coons	Mark Mrozinski Brian Knetl	Strategic Plan B Strategic Plan G IEM B IEM C	Auxiliary Fund
66	Develop a comprehensive	Establish a process to develop	Maria Coons	Mark Mrozinski	Strategic Plan G	Auxiliary Fund

## Operational Plan FY2016

	<b>Goal</b>	<b>Target</b>	<b>Executive Council Lead</b>	<b>Administrative Lead</b>	<b>Priority Strategic Plan Title III IEM/Risk</b>	<b>Budgeted In</b>
	instructional program plan that includes new program development in credit and non-credit areas to eliminate redundancies.	a comprehensive instructional master plan that spans 2-3 years where new programs are vetted across divisions by June 30, 2016.	Judy Marwick	Rebecca Lake Jennifer Berne Kathy Bruce Kimberly Chavis Travaris Harris Njambi Kamoche Mary Beth Ottinger Kathryn Rogalski	IEM C IEM E	Education Fund
67	Establish apprenticeship program.	Develop process and procedures to manage an apprenticeship program in Manufacturing by January 2016; the goal is to place 12 students into an apprentice cohort.	Maria Coons Judy Marwick	Rebecca Lake Mary Beth Ottinger Kathryn Rogalski	Strategic Plan G IEM B IEM C IEM E	Education Fund

## Operational Plan FY2016

### Executive Council/Institutional Lead and Related Department

<b>Exec Council/Institutional Lead</b>	<b>Department</b>
Michael Adzovic	Advancement/Foundation
Ron Ally	Finance and Administrative Services
Vicki Atkinson	Center for New Students and Orientation
Michael Babb	Information Technology/Enterprise Systems
Michael Bates	Center for Adjunct Faculty Engagement
Mike Barzacchini	Marketing Services
Patrick Bauer	Information Technology
Jennifer Berne	Liberal Arts
Bret Bonnstetter	Accounting Services
Laura Brown	Advancement/Foundation
Kathy Bruce	Mathematics and Science
Phil Burdick	Communications
Bridget Cahill	Health Services
Kimberly Chavis	Health Careers
Tom Cassell	Small Business Development Center
Maria Coons	Workforce and Strategic Alliances
Kathy Coy	Institutional Research
Tom Crylen	Facilities Management
Julie Ellefson-Kuehn	Mathematics and Science
Ken Ender	President's Office
Matt Ensenberger	Center for Innovative Instruction
Andrea Fiebig	Adult Educational Development
Sara Gibson	Facilities Management
Amie Granger	Communications
Allison Grippe	Advancement/Foundation
Travaris Harris	Student Development
Kris Hoffhines	Student Development
Njambi Kamoche	Resources for Learning
Brian Knetl	Interdisciplinary Student Success
Rebecca Lake	Workforce and Economic Development
Paul LeBreck	Police Department
Fredia Martin	Advancement/Foundation

## Operational Plan FY2016

<b>Exec Council/Institutional Lead</b>	<b>Department</b>
Judy Marwick	Provost's Office
Laura McGee	Office of Student Financial Assistance
Matt McLaughlin	Testing Center and Process Improvement/Planning & Institutional Effectiveness
Richard Middleton-Kaplan	Academy for Teaching Excellence
Bo'Lynne Modzelewski	Information Technology/Enterprise Systems
Maria Moten	Enrollment Services
Mark Mrozinski	Continuing Education and Business Outreach
Keith O'Neill	Student Affairs
Mary Beth Ottinger	Career and Technical Programs
Sheryl Otto	Student Development
Kimberly Pohl	Communications
Sheila Quirk-Bailey	Planning and Institutional Effectiveness
Michel�e Robinson	Diversity and Inclusion
Kathryn Rogalski	Business and Social Science
Eric Rosenthal	Academic Advising and Counseling Center
Darlene Schlenbecker	Institutional Effectiveness/Outcomes Assessment
Roger Spayer	Human Resources
Darice Trout	Interdisciplinary Student Success/AEE
Angela Vining	Advancement/Foundation
Heather Zoldak	Advancement/Foundation
Goal Leaders	
Strategy Leaders	
Strategic Planning and Accountability Committee	Accounting Services, Business/Social Science, Continuing Education and Business Outreach, Health Careers, Information Technology, Institutional Research, Liberal Arts, Math and Science, Physical Plant, Resources for Learning, Student Development

## Operational Plan FY2016

### Identified Risk Areas

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

<b>Risk</b>	<b>Area</b>	<b>Addresses Item/Responsibility</b>
<b>A</b>	<b>Graduation Rates/Outcomes Assessment</b>	<b>Assessment/Higher Learning Commission (HLC)</b> Judy Marwick, Darlene Schlenbecker
<b>B</b>	<b>Lab Safety</b>	<b>Non-Science Labs, i.e. Art, Career Programs</b> Jennifer Berne, Mary Beth Ottinger, Kimberly Chavis
<b>C</b>	<b>Crisis Communications</b>	<b>Crisis Communications Plan</b> Phil Burdick
<b>D</b>	<b>Disaster Preparedness</b>	<b>Protection of People/Life Safety</b> Paul LeBreck, Tom Crylen
<b>E</b>	<b>Minors on Campus</b>	<b>Mandatory Reporting</b> Mark Mrozinski (CE Youth Programs), Michelé Robinson (Child Care), Roger Spayer (Mandatory Reporting)
<b>F</b>	<b>Off Campus Group Transportation</b>	<b>Transportation of Groups Off-Campus</b> Sara Gibson
<b>G</b>	<b>Financial Aid</b>	<b>Financial Aid Compliance</b> Bret Bonnstetter, Laura McGee
<b>H</b>	<b>Molestation Prevention</b>	<b>Minors on Campus/Mandatory Reporting</b> Mark Mrozinski (CE Youth Programs), Michelé Robinson (Child Care), Roger Spayer (Mandatory Reporting)
<b>I</b>	<b>Data Protection</b>	<b>Identity Theft</b> Patrick Bauer
<b>J</b>	<b>Data Integrity</b>	<b>Assuring Correct Data in System</b> Patrick Bauer, Kathy Coy
<b>K</b>	<b>Internal Controls</b>	<b>Asset Security and Compliance with Investment Policy</b> Bret Bonnstetter

# Operational Plan FY2016

## Operational Plan Cross-Reference

Category		Operational Plan Item Number
<b>FY2016 Priority</b>		
A	Build Collaborative Leadership	7
B	Refocus of Building M	34
C	Implement Enrollment Management	13, 27, 28, 29, 43, 44, 48
D	Launch College Strategic Plan	2, 3, 4, 5, 6, 14
<b>Strategic Plan</b>		
A	Engagement	6, 9, 10, 11, 12, 29, 46, 49, 55, 57, 60, 61
B	Inclusion	4, 6, 8, 18, 44, 46, 53, 54, 55, 60, 62, 65
C	Achievement	6, 43, 44, 45, 48, 50, 64
D	Pathways	6, 51, 64
E	Stewardship	6, 14, 15, 16, 17, 19, 24, 25, 26, 35
F	Aligned Professional Development	6, 52
G	Curriculum and Instruction	1, 2, 6, 47, 48, 50, 59, 65, 66, 67
H	Student Experience	2, 6, 44
<b>Title III</b>		
A	Holistic Assessment	43, 49, 53, 60, 62
B	Start Smart	29, 43, 57
C	Educational Planning	43, 55, 57
D	Early Alert	43, 45, 56
E	Coaching	43, 58
F	Portal/MyPlan	43, 55, 62
G	Student Analytics	5, 43, 56, 60, 61, 62
<b>IEM</b>		
A	Development Course Success	45, 49, 50, 53
B	Persistence Rates	27, 29, 42, 45, 46, 54, 56, 58, 65, 67
C	Annual Completion	43, 44, 45, 54, 64, 65, 66, 67
D	Gatekeeper Course Success	1, 47, 49, 51
E	Student Advancement Rate	1, 42, 44, 46, 51, 54, 56, 58, 64, 66, 67
F	Employee Diversity	20, 21, 22, 23
G	Facilities	30, 31, 32, 33, 34
H	High School Penetration	27, 28, 42, 53
I	Cost Per Credit Hour	24, 25, 26, 35, 36, 37
J	Information Technology	
<b>Risk</b>		
A	Graduation Rate/Outcomes Assessment/HLC	1, 2, 3, 47, 50
B	Lab Safety	40
C	Crisis Communications	38
D	Disaster Preparedness	38
E	Minors On Campus	39
F	Off-Campus Group Transportation	41
G	Financial Aid	18, 36
H	Molestation Prevention	39
I	Data Protection	63
J	Data Integrity	36, 60
K	Internal Controls	35, 36, 37



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# **BUDGET PREPARATION PROCESS**

## **Board Financial Guidelines and Policies**

### **Balanced Budget**

The Board shall strive to maintain a balanced budget in the Tax-Capped Funds, which consist of the Education Fund, Operations and Maintenance Fund, the Audit Fund, and the Liability, Protection and Settlement Fund. The term *balanced budget* shall apply only to the Tax-Capped Funds in the aggregate.

The other funds often support projects where revenue is generated (i.e. bond sales) in one year and spent in succeeding years. Accumulated fund balances can be designated, when the need arises, for special one-time uses such as construction expenses, projects or special equipment purchases. This is considered good planning and the budget shall still be considered balanced.

Unbalanced shall mean that the revenue coming into the fund is insufficient to pay all of the *operational or ongoing* expense of that year.

### **Asset Inventory and Appraisal**

The assets of the College are inventoried and/or appraised on a 3 to 5 year cycle. This includes the condition and value of the buildings and contents. The result of this work, in conjunction with the Campus Master Plan, provides the basis for approval by the Board and submission to the State for funding through the RAMP process.

### **Revenue Diversification**

The Board shall continue to maximize its three major sources of revenue: local government, tuition and fees, and state appropriations. The Board's most direct control is over tuition and fee revenue. The College shall continue to develop other revenue streams from bookstore, food service, continuing education and other creative sources within the mission of the College to support the basic mission of the College.

## **Tuition and Fees**

### **Tuition**

Tuition is set by the Board. The Board policy is to limit the annual tuition and per credit hours fee increases to a maximum of the change in the annual December Consumer Price Index (CPI-U) rate plus 2%, but not to exceed either 5% of total tuition and fees or the Illinois statute limitation.

The Finance Committee is currently reviewing options to change the tuition policy, and will be submitting a recommendation in the fall of 2015.

*Board policy 07.01.04 Revised 6/20/12*

### **Fees**

Recent years have seen a decrease in both state appropriations and property taxes through Property Tax Appeal Board appeals. Fees are added as necessary in make up for losses from these sources.

### **Use of One Time Revenue**

The Board shall not use one time revenues for ongoing expenditures, but rather target these funds for one time expenditures.

### **Use of Unpredictable Revenue**

The College shall use the Auxiliary Fund to record revenue and expense from activities that are expected to break even or better and/or have unpredictable sources of revenue.

Expenses should be of a flexible nature and designed to rise and fall with the revenues. Programs or services that no longer break even must be restructured or discontinued.

### **Debt**

The College will not exceed the debt limits set by state statute (2.875% of EAV) nor exceed bonding authority within the limits of the tax cap. See the other funds section of this document for more detail on debt and its limits in Illinois.

### **Fund Balance Definition and Target**

Fund balance will be defined as the dollars left in a fund at the end of a fiscal year. The College will continue to act in a prudent fiscal manner in all decisions in order to maintain its Aaa bond rating. This includes maintaining a fund balance in the Tax-Capped Funds between 40% and 60% of the budgeted annual expenditures.

*Board policy 07.01.04 Revised 6/20/12*

### **Accountability**

The Board of Trustees shall receive a monthly report of the actual expenditures compared to the budget for each Tax-Capped Fund. The Board of Trustees shall also receive a monthly report of investments. The Board of Trustees shall maintain state required levels of Treasurer's Bonds.

*Board policy 07.01.05*

## **Budget Planning Calendar & Process**

One of the first steps in the development of the budget is for the Budget Office, under the direction of the Executive Vice President of Finance and Administrative Services, is to develop a planning calendar. The Executive Vice President is responsible for directing the budget process through the adoption of the legal budget. Target dates are established for the completion of major tasks that will result in the adoption of the legal budget document. Each member of the Executive Council is asked for their input in setting these target dates and commitment from their respective areas to meet these deadlines.

In November, before the calendar has even been finalized, a preliminary five-year financial plan, with updated revenue and expenditure assumptions, is evaluated at executive meetings. In addition, priorities are set for spending in the areas of capital, technology, and personnel.

In February, decisions regarding the major revenue sources of property taxes and tuition and fees are made. Enrollment projections using the model from the Office of Institutional Research are discussed. The budget intranet portal page is updated with the calendar, instructions, and any related forms for requesting funds in the areas of facilities, furniture, computer needs, personnel, and other needs of a permanent or temporary nature.

The process of building the salary and benefits budget for permanent full and part-time positions begins in late February. An extract of current personnel is used as a starting point and placeholders are entered for any vacant positions. By the end of March estimated changes for salary and benefits are entered, pending board approval. A target expenditure budget is then established for each area, and is closely monitored by the Budget Office throughout the budget development process. Within each area, decisions are made as to how to allocate the available resources in their respective target budget. Any deviations from the target budget must be explained and approved.

Because the individual departments are allowed access to the budget module at certain levels, it is necessary to provide instructions as to which areas are pre-determined (such as full-time and permanent part-time salaries and benefits) and which they have the flexibility to change. Budget information sessions are held in March to review the budget instructions and the forms available for new requests, and to discuss changes for the new budget year. Starting in April, the Budget Office conducts new-user and refresher training sessions on inputting the budget into the accounting system.

The budget module is opened the first week of April for input by the departments for a period of approximately five weeks. After this time it is closed for further input except by the Budget Office. By the first week of May, any additional approved changes are completed and the Budget Office prepares the preliminary legal budget to go to the Board.

November	<ul style="list-style-type: none"> <li>• Budget process begins with the development of the Five-Year Financial Plan</li> <li>• Course fee changes are reviewed</li> <li>• Facility remodeling and furniture requests are submitted</li> </ul>
December	<ul style="list-style-type: none"> <li>• Five-Year Financial Plan presented to Board</li> <li>• Final course fee requests submitted to Provost</li> <li>• Facility remodeling and furniture requests closed for submission</li> </ul>
January	<ul style="list-style-type: none"> <li>• Final CPI-U rate for calculating tuition increase and estimated property taxes is published</li> </ul>
February	<ul style="list-style-type: none"> <li>• Tuition and fee rates approved by Board</li> <li>• Budget exception requests due to Provost</li> </ul>
March	<ul style="list-style-type: none"> <li>• Budget exception requests due to Executive Council members other than Provost</li> <li>• Technology Purchase Requests are submitted</li> </ul>
April	<ul style="list-style-type: none"> <li>• Oracle Budget opened for department input</li> <li>• Executive Council reviews all budget exceptions, facility and furniture requests</li> <li>• Technology Purchase Requests are finalized by IT</li> </ul>
May	<ul style="list-style-type: none"> <li>• Oracle Budget closed for input and all approved requests entered</li> <li>• All funds summary of preliminary budgeted created</li> </ul>
June	<ul style="list-style-type: none"> <li>• Preliminary budget adopted at June Board meeting</li> </ul>
July	<ul style="list-style-type: none"> <li>• College Plan documentation finalized</li> </ul>
August	<ul style="list-style-type: none"> <li>• Budget adopted at August Board meeting</li> </ul>
September	<ul style="list-style-type: none"> <li>• Budget is submitted to ICCB, counties and GFOA</li> </ul>

## Adopting the Budget

The preliminary legal budget is approved at the June Board meeting, after which it is posted for public view. In August or September, a public hearing takes place where the Board adopts the legal budget, which is then submitted to the Illinois Community College Board (ICCB).

## Budget Amendment

An amendment to the budget is required when transfers between programs or object groups within a fund exceed 10% of the fund's total budget. For example, if the Education Fund's budgeted expenditures are \$53 million, the limit for transfers is \$5.3 million for that fund. Transfers between funds after the budget is approved are also subject to this 10% limit.

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

<b>WILLIAM RAINY HARPER COLLEGE</b>			
<b>PLANNING CALENDAR FOR FISCAL YEAR 2016 BUDGET</b>			
	DUE DATE	ACTIVITY/TASK DESCRIPTION	RESPONSIBILITY
1	10/01/14 Wed	Begin developing Five Year Financial Plan	EVP
2	11/03/14 Mon	Begin submitting facility remodeling and furniture requests through FAMIS system	Departments
3	11/19/14 Wed	Board designates persons to prepare budget and adopts resolution for estimated tax levy	Board of Trustees
4	11/28/14 Fri	Review of course fees for increases/decreases needed in Provost area	Deans
5	12/02/14 Tue	Executive Vice President (EVP) presents preliminary Five Year Financial Plan to Executive Council	EVP
6	12/15/14 Mon	Proposed course fee changes to Provost	Deans
7	12/18/14 Thu	Final day to submit facility remodeling requests for estimates through FAMIS	Departments
8	12/18/14 Thu	Final day to submit furniture requests through FAMIS	Departments
9	01/06/15 Tue	EVP presents Five Year Financial Plan to Board	EVP
10	01/12/15 Mon	Finance Committee reviews Five Year Financial Plan assumptions	Finance Committee
11	01/13/15 Tue	Compiled lists of furniture and facility requests from FAMIS sent to Executive Council member for preliminary review and prioritization	Facilities Management
12	01/15/15 Thu	Budget instructions, calendar, budget request forms and internal charges price lists available on portal	Budget Manager/IT/CS
13	01/15/15 Thu	Final day for adding departments/divisions to budget hierarchy	Deans/Directors
14	01/20/15 Tue	EVP informs Executive Council of tuition and fees based on Board Policy	EVP
15	01/22/15 Thu	Preliminary reviewed and prioritized list of furniture and facility requests to Facilities Management for estimating	Executive Council member
16	01/26/15 Mon	Finance Committee reviews tuition and fees recommendation from EVP	Finance Committee
17	01/27/15 Tue	Controller brings proposed budget planning calendar to President's Cabinet for review	Controller
18	01/30/15 Fri	EVP determines feasibility of mid-year exceptions for FY 2015	EVP
19	02/16/15 Mon	Resources for Excellence Grant requests submitted to Foundation	Deans/Directors
20	02/18/15 Wed	EVP presents recommendation for tuition and fees to Committee of the Whole	EVP
21	02/24/15 Tue	EVP provides initial budget parameters to Executive Council	EVP
22	02/25/15 Wed	Board of Trustees vote on tuition and fees	Board of Trustees
23	02/25/15 Wed	Budget information session	Budget Manager
24	02/26/15 Thu	Budget information session	Budget Manager
25	02/27/15 Fri	Provost divisions budget exceptions, instructional capital, and personnel requests due to Assistant Provost	Provost Divisions
26	02/27/15 Fri	Vocational grant requests submitted to Dean of Career Programs	Deans/Directors
27	03/09/15 Mon	Final day date for entering Technology Requests (TR) to be considered during budget cycle	Departments
28	03/09/15 Mon	Finance Committee reviews initial budget parameters from EVP	Finance Committee
29	03/11/15 Wed	Initial budget set-up completed in preparation for training	Budget Manager
30	03/13/15 Fri	Budget exceptions and personnel requests due to Executive Council member	Deans/Directors
31	03/13/15 Fri	Completed estimates for furniture requests returned for Executive Council member approval	Facilities Management
32	03/13/15 Fri	Completed estimates for remodeling/repair projects and Facility Remodeling Request (FRR) returned to Dean/Director for Executive Council member approval	Facilities Management
33	03/20/15 Fri	Budget training begins	Budget Office/IT/CS
34	03/23/15 Mon	Database of Projects/Technology Requests (TR) completed; Feedback Summary Report sent to Provost	IT/CS
35	03/23/15 Mon	Executive Council member reviews budget exceptions and prioritizes for their area	Executive Council member

<b>WILLIAM RAINY HARPER COLLEGE</b>			
<b>PLANNING CALENDAR FOR FISCAL YEAR 2016 BUDGET</b>			
	DUE DATE	ACTIVITY/TASK DESCRIPTION	RESPONSIBILITY
36	04/01/15 Wed	Resources for Excellence Grant awards communicated to recipients	Foundation
37	04/01/15 Wed	Budget files opened for input by departments and divisions	Budget Manager
38	04/06/15 Mon	Projects/Technology Requests (TR) prioritized by area & resubmitted to IT/CS	Provost Divisions
39	04/06/15 Mon	Open budgeted position report submitted to Executive Vice President for Executive Council budget meeting	Budget Manager
40	04/06/15 Mon	Executive Council member submits budget exceptions, furniture, and facility remodeling requests for their area to Budget Manager	Executive Council member
41	04/09/15 Thu	Blended budget exceptions, furniture and facility remodeling requests submitted to Executive Vice President for Executive Council budget meeting	Budget Manager
42	04/14/15 Tue	Approved Projects/Technology Requests (TR) list submitted to Provost	IT/CS
43	04/14/15 Tue	Executive Council preliminary review of blended budget exceptions, furniture and facility remodeling requests	Executive Council
44	04/28/15 Tue	Executive Council final review of all funds and requests	Executive Council
45	05/01/15 Fri	Budget closed for input for all funds	Budget Manager
46	05/08/15 Fri	Any approved budget exceptions entered	Budget Manager
47	05/11/15 Mon	Finance Committee reviews preliminary budget	Finance Committee
48	05/13/15 Wed	Controller presents budget parameters to Committee of the Whole	Controller
49	05/18/15 Mon	Board exhibit due to EVP for preliminary legal budget	Budget Manager
50	06/03/15 Wed	Deans/Directors receive feedback regarding all budget requests	Executive Council member
51	06/03/15 Wed	Approved facility remodeling requests submitted to Facilities Management for scheduling	Budget Manager
52	06/03/15 Wed	Approved furniture requests submitted to Facilities Management for purchasing	Budget Manager
53	06/10/15 Wed	Preliminary budget presentation to Board at Committee of the Whole meeting	Controller
54	06/17/15 Wed	Board of Trustees adopts preliminary budget	Board of Trustees
55	06/18/15 Thu	Legal budget posted for public view	Budget Manager
56	07/24/15 Fri	All materials for College Plan document in final form	Chief of Staff/Budget Manager
57	07/31/15 Fri	College Plan to print shop for proof copies	Budget Manager
58	08/05/15 Wed	Electronic draft of College Plan submitted for Board review	Budget Manager/Board Liaison
59	08/12/15 Wed	College Plan reviewed at Committee of the Whole	EVP
60	08/12/15 Wed	Final bound version of College Plan distributed to Board	Chief of Staff
61	08/19/15 Wed	Public hearing and Board adoption of the legal budget (minimum 30 days after posting) and approval of College Plan	Board of Trustees
62	09/18/15 Fri	Submit budget to ICCB and counties	EVP
63	09/30/15 Wed	Submit College Plan to GFOA for budget awards program	Budget Manager

## Financial Forecasting and Long Range Financial Planning

The College devotes considerable time and resources to long range strategic and operational planning as described in the planning section of this document. The College is equally committed to long range financial planning. Each fall the Five-Year Financial Plan is updated, forecasting financial trends into the future.

The Five-Year Financial Plan is presented in four sections as follows:

- Section One – Executive Summary and Financial Policies and Guidelines
- Sections Two – Historical Information
- Sections Three – Five-Year Projections by Fund and Fund Groupings
- Section Four – Financial Plan Alternatives

The purpose of the Five-Year Financial Plan is to create a framework which allows the College and the Board of Trustees to examine the long range financial implications of the many major financial decisions that are made. The Five-Year Financial Plan is not intended to be a detailed line item budget for five years, but rather, it is intended to provide a “broad brush” overview of the financial position and the resulting impact of the financial decisions that must be made. The Five-Year Financial Plan is also intended to look prospectively at expenditures, the means of financing those expenditures, and the financial position over a longer period of time than the traditional one-year budget. An excerpt from the financial plan is presented below.

### Financial Guidelines

- Continue the current practice of maintaining a balanced budget across the tax-capped funds, which include the Education, Operations and Maintenance, Audit, and Liability, Protection, and Settlement Funds.
- Maintain the board policy of limiting the annual tuition and per credit hour fee increases to a maximum of the change in the annual December Consumer Price Index (CPI-U) rate plus 2%, but not to exceed either 5% of total tuition and fees or the Illinois statutory limitation. *This policy is currently under review by the Finance Committee and a change recommendation is expected in the fall of 2015.*
- Maintain current practice of increasing and/or adding fees to make up for shortfalls in other revenue sources including state funding and property tax reductions due to successful Property Tax Appeal Board appeals.
- Continue the board policy of maintaining a fund balance in the combined Tax Capped Funds (Education, Operations and Maintenance, Audit, and Liability, Protection, and Settlement Funds) between 40% and 60% of the budgeted annual expenditures.
- Support quality teaching and learning through sound financial practices consistent with maintaining a Aaa bond rating.



William Rainey Harper College						
All Funds *						
Five Year Projection						
	Base Year FY 2015 Budget	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
<b>Revenues</b>						
Local Tax Revenue	\$ 72,797,765	\$ 74,461,193	\$ 76,557,146	\$ 79,080,284	\$ 80,894,879	\$ 83,238,928
All other local revenue	1,150,000	1,150,000	1,150,000	1,150,000	1,150,000	1,150,000
ICCB grants	7,750,285	8,215,419	8,215,419	8,215,419	8,215,419	8,215,419
All other state revenue <sup>1</sup>	23,773,067	21,273,067	13,773,067	3,773,067	3,773,067	3,773,067
Federal revenue	19,685,218	20,078,422	18,968,044	19,346,905	19,752,665	20,186,674
Student tuition and fees	52,110,855	51,932,101	53,004,920	54,206,894	55,336,985	56,562,541
All other revenue	4,606,719	4,606,564	4,599,514	4,590,587	4,611,352	4,637,043
Unanticipated revenue	600,000	600,000	600,000	600,000	600,000	600,000
<b>Total Revenues</b>	<b>182,473,909</b>	<b>182,316,766</b>	<b>176,868,110</b>	<b>170,963,156</b>	<b>174,334,367</b>	<b>178,363,672</b>
<b>Expenditures</b>						
Salaries	78,418,904	80,658,777	82,442,373	83,938,221	85,700,924	87,586,343
Benefits <sup>1</sup>	14,237,494	15,421,143	17,317,586	19,450,123	21,848,897	24,547,153
Contractual Services	15,194,123	12,060,733	11,438,583	11,500,056	11,689,056	11,891,216
General Materials & Supplies	8,323,077	7,746,618	7,220,123	7,364,526	7,519,181	7,684,602
Conference & Meeting	1,888,036	1,883,036	1,922,580	1,961,032	2,002,214	2,046,262
Fixed Charges	18,238,695	18,978,625	19,006,817	20,498,628	21,294,839	21,344,846
Utilities	3,611,300	3,611,300	3,687,137	3,760,880	3,839,858	3,924,335
Capital Outlay	79,271,309	49,177,751	27,325,584	12,372,095	12,421,909	12,475,192
Other Expenditures	27,205,913	26,905,913	25,938,061	26,455,511	27,009,702	27,602,475
Contingency	375,000	375,000	375,525	376,036	376,583	377,168
Offset for unanticipated revenue	600,000	600,000	600,000	600,000	600,000	600,000
Expense Adjustment	(5,000,000)	(4,000,000)	(3,000,000)	(2,000,000)	(1,000,000)	-
New Buildings Costs	-	-	50,000	280,500	286,391	292,692
<b>Total Expenditures</b>	<b>242,363,851</b>	<b>213,418,896</b>	<b>194,324,369</b>	<b>186,557,608</b>	<b>193,589,554</b>	<b>200,372,284</b>
<b>Excess (Deficiency) of Revenue over Expenditures</b>	<b>(59,889,942)</b>	<b>(31,102,130)</b>	<b>(17,456,259)</b>	<b>(15,594,452)</b>	<b>(19,255,187)</b>	<b>(22,008,612)</b>
<b>Other financing sources (uses):</b>						
Proceeds from bond issue	4,700,000	-	4,700,000	-	4,700,000	-
<b>Total other financing sources (uses)</b>	<b>4,700,000</b>	<b>-</b>	<b>4,700,000</b>	<b>-</b>	<b>4,700,000</b>	<b>-</b>
<b>Excess (Deficiency) of Revenue over Expenditures and other Financing Sources (uses)</b>	<b>(55,189,942)</b>	<b>(31,102,130)</b>	<b>(12,756,259)</b>	<b>(15,594,452)</b>	<b>(14,555,187)</b>	<b>(22,008,612)</b>
Beginning Fund Balance	246,726,896	191,536,954	160,434,824	147,678,565	132,084,113	117,528,926
<b>Ending Fund Balance</b>	<b>\$ 191,536,954</b>	<b>\$ 160,434,824</b>	<b>\$ 147,678,565</b>	<b>\$ 132,084,113</b>	<b>\$ 117,528,926</b>	<b>\$ 95,520,314</b>
<sup>1</sup> Excludes SURS on behalf payments						
* This includes all funds of the College. This is not an additional budget but merely a convenient way of looking at the budget.						

William Rainey Harper College						
All Tax Capped Funds (Education, Operations and Maintenance, Audit, and Liability, Protection, and Settlement Funds)						
Five Year Projection						
	Base Year FY 2015 Budget	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
<b>Revenues</b>						
Local Tax Revenue	\$ 54,718,387	\$ 55,981,723	\$ 57,284,629	\$ 58,616,721	\$ 59,979,983	\$ 61,435,368
All other local revenue	1,150,000	1,150,000	1,150,000	1,150,000	1,150,000	1,150,000
ICCB grants	7,029,860	7,494,994	7,494,994	7,494,994	7,494,994	7,494,994
Federal revenue	25,000	25,000	25,000	25,000	25,000	25,000
Student tuition and fees	47,250,400	47,015,577	47,996,567	49,107,517	50,141,421	51,264,172
All other revenue	783,999	781,349	781,349	781,349	781,349	781,349
Unanticipated revenue	600,000	600,000	600,000	600,000	600,000	600,000
<b>Total Revenues</b>	<b>111,557,646</b>	<b>113,048,643</b>	<b>115,332,539</b>	<b>117,775,581</b>	<b>120,172,747</b>	<b>122,750,883</b>
<b>Expenditures</b>						
Salaries	71,556,411	73,682,416	75,441,583	76,950,414	78,566,373	80,294,834
Benefits	12,540,210	13,764,231	15,453,560	17,353,094	19,489,739	21,893,101
Contractual Services	6,411,217	6,339,717	6,472,851	6,602,309	6,740,957	6,889,258
General Materials & Supplies	6,094,533	5,960,074	6,085,236	6,206,941	6,337,287	6,476,707
Conference & Meeting	1,407,792	1,402,792	1,432,251	1,460,896	1,491,575	1,524,389
Fixed Charges	935,730	935,730	955,380	974,488	994,952	1,016,841
Utilities	3,611,300	3,611,300	3,687,137	3,760,880	3,839,858	3,924,335
Capital Outlay	1,864,606	1,645,690	1,680,250	1,713,855	1,749,846	1,788,343
Other Expenditures	6,611,875	6,311,875	6,444,424	6,573,312	6,711,352	6,859,002
Contingency	350,000	350,000	350,000	350,000	350,000	350,000
Offset for unanticipated revenue	600,000	600,000	600,000	600,000	600,000	600,000
Expense Adjustment	(5,000,000)	(4,000,000)	(3,000,000)	(2,000,000)	(1,000,000)	-
New Buildings Costs	-	-	50,000	280,500	286,391	292,692
<b>Total Expenditures</b>	<b>106,983,674</b>	<b>110,603,825</b>	<b>115,652,672</b>	<b>120,826,689</b>	<b>126,158,330</b>	<b>131,909,502</b>
Excess (Deficiency) of Revenue over Expenditures	4,573,972	2,444,818	(320,133)	(3,051,108)	(5,985,583)	(9,158,619)
<b>Other financing sources (uses):</b>						
Transfers (to) from other funds	(4,565,520)	(2,697,476)	(2,700,150)	(2,710,871)	(2,716,256)	(2,721,650)
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources (uses)	8,452	(252,658)	(3,020,283)	(5,761,979)	(8,701,839)	(11,880,269)
Beginning Fund Balance	54,161,579	54,170,031	53,917,373	50,897,090	45,135,111	36,433,272
Ending Fund Balance	\$ 54,170,031	\$ 53,917,373	\$ 50,897,090	\$ 45,135,111	\$ 36,433,272	\$ 24,553,003
<b>Local Revenue/Total Revenue</b>						
	50.1%	50.5%	50.7%	50.7%	50.9%	51.0%
<b>ICCB Grants/Total Revenue</b>						
	6.3%	6.6%	6.5%	6.4%	6.2%	6.1%
<b>Student tuition and fees/Total Revenue</b>						
	42.4%	41.6%	41.6%	41.7%	41.7%	41.8%
<b>Salaries and Benefits/Total Expenditures</b>						
	78.6%	79.1%	78.6%	78.0%	77.7%	77.5%
<b>Fund Balance/Budgeted Expenditures</b>						
	48.6%	47.6%	43.0%	36.5%	28.3%	18.2%

William Rainey Harper College							
Five-Year Financial Plan							
All Tax Capped Funds							
Revenue Major Assumptions							
Local Tax Revenue - Levy Year							
	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	
CPI-U Change	1.5%	2.0%	2.1%	2.0%	2.1%	2.2%	
New Construction	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	
Other Revenues							
			<u>FY 2016</u>	<u>FY 2017</u>	<u>FY 2018</u>	<u>FY 2019</u>	<u>FY 2020</u>
ICCB Grants			0.0%	0.0%	0.0%	0.0%	0.0%
Credit Hour Enrollment			0.8%	0.1%	0.4%	0.2%	0.2%
Credit Hour Based Tuition and Fees	<u>FY 2015 Base</u>	<u>Increase</u>	<u>Increase</u>	<u>Increase</u>	<u>Increase</u>	<u>Increase</u>	<u>Increase</u>
Tuition	\$110.25	\$2.50	\$2.75	\$2.75	\$2.75	\$2.75	\$3.00
Technology Plan	7.00	-	-	-	-	-	-
Construction and Renovation Fee	9.00	-	-	-	-	-	-
<b>Total Credit Hour Based Tuition and Fees</b>	<b>\$126.25</b>	<b>\$128.75</b>	<b>\$131.50</b>	<b>\$134.25</b>	<b>\$137.00</b>	<b>\$140.00</b>	
Expenditure Major Assumptions							
			<u>FY 2016</u>	<u>FY 2017</u>	<u>FY 2018</u>	<u>FY 2019</u>	<u>FY 2020</u>
Salaries - Full-Time Faculty <sup>1</sup>			3.50%	2.96%	2.00%	2.10%	2.20%
Salaries - Adjunct Faculty <sup>2</sup>			3.00%	2.10%	2.00%	2.10%	2.20%
Salaries - Professional/Technical <sup>3</sup>			3.00%	2.10%	2.00%	2.10%	2.20%
Salaries - IEA/NEA Service Staff			2.00%	2.10%	2.00%	2.10%	2.20%
Salaries - ICOPS Service Staff <sup>4</sup>			2.00%	3.00%	2.00%	2.10%	2.20%
Salaries - All other employee groups			2.00%	2.10%	2.00%	2.10%	2.20%
Benefits - Education and Operations & Maintenance Funds			10.00%	12.50%	12.50%	12.50%	12.50%
Benefits - Liability, Protection and Settlement Fund			0.00%	2.10%	2.00%	2.10%	2.20%
Contractual Services			0.00%	2.10%	2.00%	2.10%	2.20%
General Materials and Supplies			0.00%	2.10%	2.00%	2.10%	2.20%
Conference and Meeting			0.00%	2.10%	2.00%	2.10%	2.20%
Fixed Charges			0.00%	2.10%	2.00%	2.10%	2.20%
Utilities			0.00%	2.10%	2.00%	2.10%	2.20%
Capital Outlay			0.00%	2.10%	2.00%	2.10%	2.20%
Other Expenditures			0.00%	2.10%	2.00%	2.10%	2.20%
<sup>1</sup> Based on contract through FY 2017							
<sup>2</sup> Based on contract through FY 2016							
<sup>3</sup> Based on contract through FY 2016							
<sup>4</sup> Based on contract through FY 2017							

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

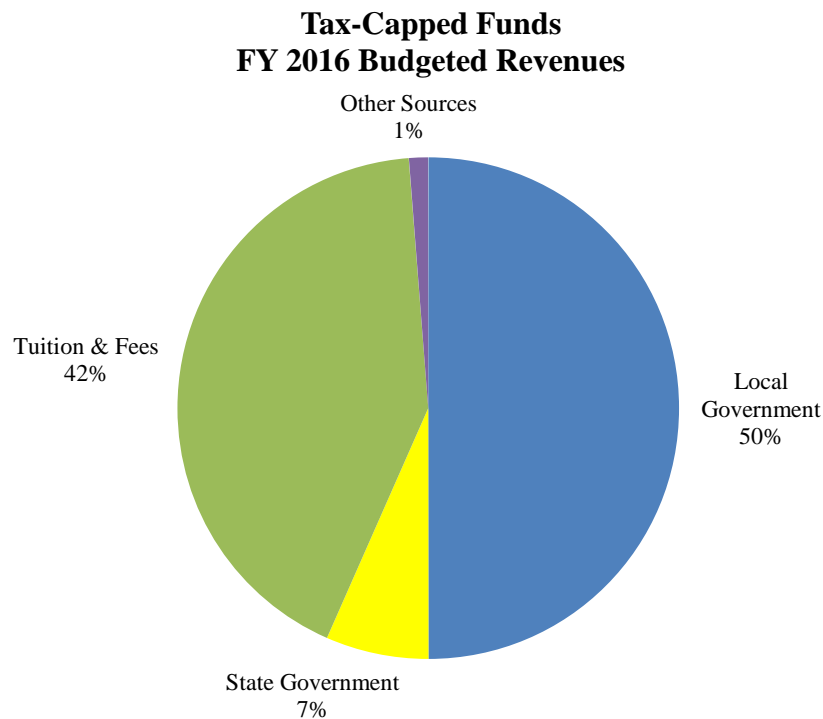
The Five-Year Financial Plan lays the groundwork for the many financial decisions to be made, as the initial step in building the next year’s budget. Preliminary estimates are used in the financial plan for revenue and expenditure lines, and assumptions could change for the next budget year, as more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

The following narrative refers to the combined Tax Capped Funds, which include the Education, Operations and Maintenance, Audit, and Liability, Protection and Settlement Funds, and are considered the main operating funds of the College. These are the funds for which local property taxes can be levied, and that are subject to the Property Tax Extension Limitation Law.

The discussion includes historical information, as well as assumptions for Fiscal Year 2016’s budget.

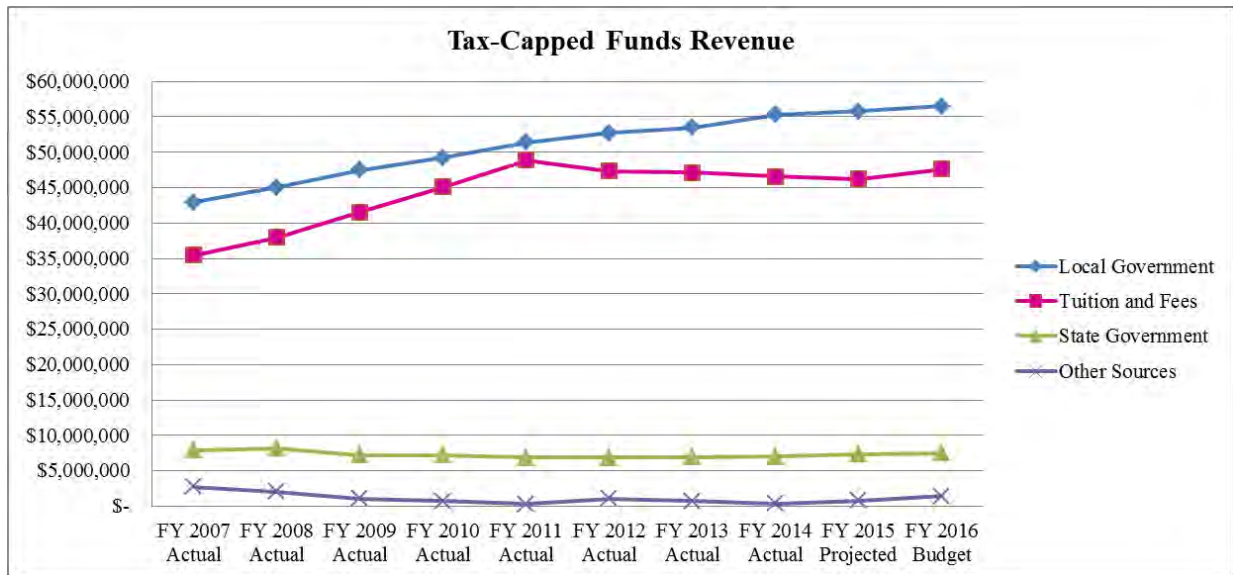
### Revenue

The Tax Capped Funds have three major sources of revenue: local government, tuition and fees, and state government. Budgeted revenues for FY 2016 are \$113,048,658 compared to a budget of \$111,557,646 for FY 2015. This represents an increase of \$1,491,012, or 1.3%, primarily driven by an increase in local government property taxes.



The following table and graph show revenues for the previous nine years, as well as the budgeted revenues for FY 2016. The graph below shows the dependence on local government revenues in the last several years as the other sources of revenue decline or remain flat.

Tax-Capped Funds Revenues- History and FY 2016 Budget										
	FY 2007 Actual	FY 2008 Actual	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Actual	FY 2015 Projected	FY 2016 Budget
Local Government	\$42,948,590	\$45,014,553	\$47,514,344	\$49,225,826	\$51,396,124	\$52,733,896	\$53,464,061	\$55,317,505	\$55,814,000	\$56,517,520
Tuition and Fees	35,439,204	37,970,854	41,567,868	45,095,699	48,881,774	47,308,123	47,127,296	46,577,180	46,203,000	47,642,973
State Government	7,922,301	8,221,040	7,215,056	7,187,128	6,887,420	6,904,640	6,938,432	7,035,549	7,359,000	7,490,000
Other Sources	2,733,362	2,077,995	1,074,272	745,048	299,456	1,037,698	749,459	365,421	819,000	1,398,165
Total Revenues	\$89,043,457	\$93,284,442	\$97,371,540	\$102,253,701	\$107,464,774	\$107,984,357	\$108,279,248	\$109,295,655	\$110,195,000	\$113,048,658



### Local Government

Local government represents 50% of the total budgeted revenues for the Tax Capped Funds. The majority of this is property tax revenue. Overall budgeted local revenues will increase from \$55,868,387 in FY 2015 to \$56,517,520 in FY 2016, or 1.2%.

### Property Taxes

The Consumer Price Index for All Urban Consumers (CPI-U), which is the primary driver of property tax revenue, is released in mid-January, for the previous calendar year. The CPI-U for 2014 was 0.8%, which will affect the 2015 tax levy and approximately half of the tax revenues budgeted for FY 2016.

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

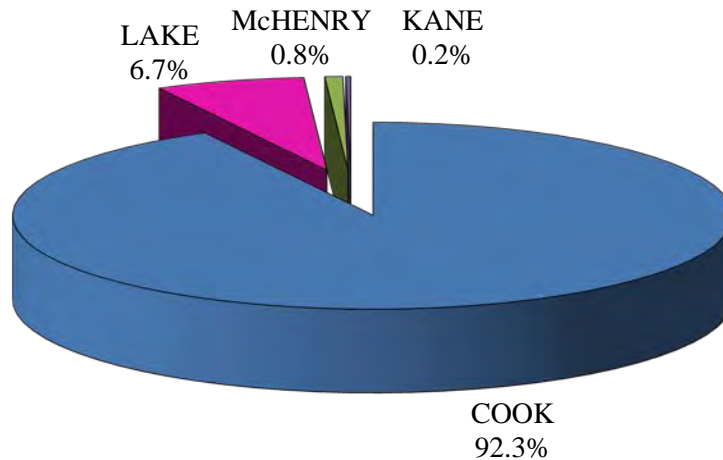
<b>Tax Year</b>	2007	2008	2009	2010	2011	2012	2013	2014	2015
<b>CPI</b>	2.5%	4.1%	0.1%	2.7%	1.5%	3.0%	1.7%	1.5%	0.8%

The 2014 CPI-U increase of 0.8% will provide a modest increase in property tax revenue, however there remains downward pressure on this major revenue source due to the uncertainty of collections related to the economy and increasing property tax refunds from successful assessment appeals. Tax collection projections remain at a conservative level, with FY 2016 set at 99.25%. Refunds paid in FY 2015, which are deducted from current year tax distributions, totaled \$2.1 million. The College is remaining conservative in the setting of the provision for refunds. For FY 2016 it is set at 115% of the actual refunds paid in the previous fiscal year, which amounts to \$2.5 million.

Real estate property values, as determined by the County Assessors' offices, are the basis upon which local taxing bodies obtain their annual tax revenues. Under state law, the College may levy an annual tax upon the taxable real estate within its jurisdiction. The amount of the levy is divided by the equalized assessed value (EAV) of the real estate to determine the tax rate. The rate as calculated may not exceed the district's maximum legal rate. Further restrictions may apply based upon the tax cap legislation.

Harper assesses its levy upon real estate within four counties as follows:

2014 TAX YEAR VALUATIONS					
	<u>COOK</u>	<u>LAKE</u>	<u>McHENRY</u>	<u>KANE</u>	<u>TOTAL</u>
EAV for 2014 levy	\$ 15,524,741,153	1,127,445,458	134,384,206	37,853,315	\$ 16,824,424,132
Final EAV for 2013 tax year	\$ 15,313,884,665	1,148,120,681	140,767,451	39,276,186	\$ 16,642,048,983
Change from prior year	1.38%	-1.80%	-4.53%	-3.62%	1.10%
Percentage of total 2014 EAV by county	92.3%	6.7%	0.8%	0.2%	100.00%



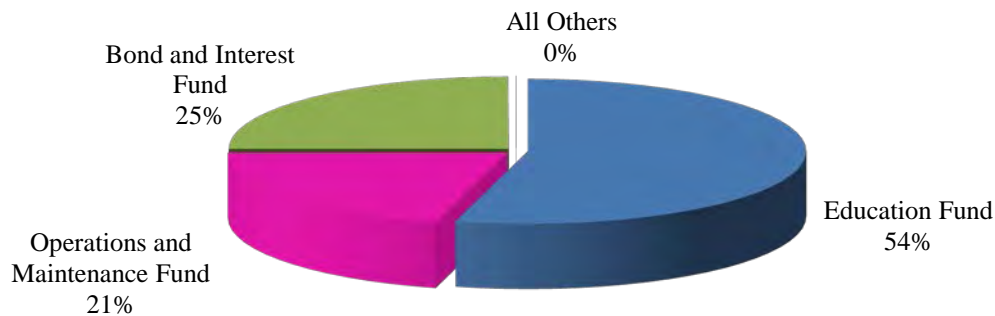
Tax rates and extensions are determined by each individual county. Cook County uses prior year EAV for determining the maximum allowable levy, whereas the other district counties use the current year EAV for both levy and rate determination. This process causes rates to vary by county.

Below are the blended extensions and rates by fund for all counties in the district, of which Cook County represents 92%.

2014 TAX RATES BY FUND								
	2014	% of	2014	2013	% of	2013	Max Legal	% Change
	<u>Extensions</u>	<u>Total</u>	<u>Tax Rates</u>	<u>Extensions</u>	<u>Total</u>	<u>Tax Rates</u>	<u>Rates</u>	<u>2014/2013</u>
Education	\$ 40,950,648	54.1%	0.2434	\$ 39,408,371	53.4%	0.2368	0.7500	3.91%
Operation and Maintenance	15,764,485	20.8%	0.0937	16,209,355	22.0%	0.0974	0.1000	-2.74%
Liability Protection and Settlement	16,824	0.0%	0.0001	16,642	0.0%	0.0001	none	1.09%
Audit	16,824	0.0%	0.0001	16,642	0.0%	0.0001	0.0050	1.09%
Subtotal Tax-Capped Funds	\$ 56,748,781	75.0%	0.3373	\$ 55,651,010	75.4%	0.3344		1.97%
Bond and Interest	18,894,721	25.0%	0.1123	18,138,002	24.6%	0.1090	none	4.17%
Total	\$ 75,643,502	100.0%	0.4496	\$ 73,789,012	100.0%	0.4434		2.51%

## Distribution of each 2014 Tax Dollar

### 2014 Levy as Extended by Fund



Illinois community colleges are on a June 30 fiscal year, with fiscal year 2016 covering the period between July 1, 2015 and June 30, 2016. County assessments and tax levies are based on a calendar year. Because of this, tax levies and related collections affect two budget years. For fiscal year 2016, approximately  $\frac{1}{2}$  of the property tax revenue is from the calendar year 2014 levy, and  $\frac{1}{2}$  from the 2015 estimated levy.

The 2015 real estate levy must be filed with the County Clerk's office during December, 2015 and applies to the property values as of December 31, 2015. Those property values will be determined during calendar year 2015, with first installment tax bills mailed by the counties during spring 2016. Each county allows installment payments, with 50% due in the spring, and 50% due in late summer or early fall of 2015. Only Cook County follows the practice of issuing estimated tax bills for the first installment, based on 55% of the previous year's tax bill. The final and actual tax bill is sent out by Cook County between July 1 and October 1.

Recognition of real estate taxes in local government revenue are determined and affected by collections during the fiscal and year-end audit adjustments, based upon the information released by the counties prior to the audit cut-off. It is not unusual for actual real estate tax revenues to deviate from the budget due to the annual fluctuation in Cook County's issuance of tax rates, variances between budgeted collection rates and actual collections, and volume of property tax refunds.

Below is the anticipated tax revenue to be received in fiscal year 2016, net of projected refunds.



## 2014 Calendar Year Levy by Fund and Amounts Anticipated for Fiscal Year 2016

	2014 Adopted Levy	2013 Final Extension	FY 16 Anticipated Revenue from 2014 Levy	FY 16 Anticipated Revenue from 2015 Levy
Education	\$ 41,300,000	\$ 40,950,648	\$ 19,485,000	\$ 20,520,000
Operation and Maintenance	15,900,000	15,764,485	7,520,000	7,875,000
Liability Protection and Settlement	20,000	16,824	7,880	8,380
Audit	20,000	16,824	7,880	8,380
Subtotal Tax-Capped Funds	57,240,000	56,748,781	27,020,760	28,411,760
Bond and Interest	17,996,281	18,894,721	9,026,505	9,401,456
<b>Total</b>	<b>\$ 75,236,281</b>	<b>\$ 75,643,502</b>	<b>\$ 36,047,265</b>	<b>\$ 37,813,216</b>

Following is a nine-year history and FY 2016 budget of property tax revenues in the tax-capped funds and percentage changes.

Property Tax Revenue										
	FY 2007 Actual	FY 2008 Actual	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Actual	FY 2015 Projected	FY 2016 Budget
	\$42,789,282	\$44,860,568	\$46,430,214	\$48,194,092	\$50,118,717	\$51,557,775	\$52,250,963	\$54,184,718	\$54,669,281	\$55,432,520
% Change		4.8%	3.5%	3.8%	4.0%	2.9%	1.3%	3.7%	0.9%	1.4%

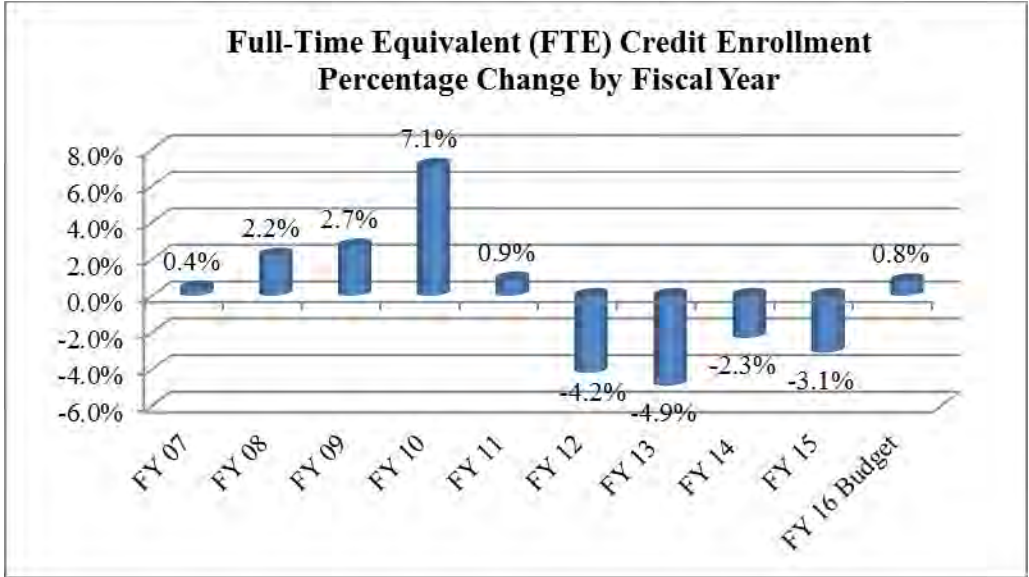
### Enrollment and Tuition and Fees

Tuition and fees account for 42% of total budgeted revenues. In May 2012, the tuition board policy was revised to limit the annual tuition and per credit hour fee increases to a maximum of the change in the annual December Consumer Price Index (CPI-U) rate plus 2%, but not to exceed either 5% of total tuition and fees or the Illinois statute limitation. The Shared Governance Finance Committee is currently reviewing options to change the tuition policy, and will be submitting a recommendation in the fall of 2015.

Decisions are made each February regarding tuition and fee rates for the following fiscal year. In February 2015 the Board of Trustees approved an in-district tuition increase of \$3.50 per credit hour, from \$110.25 to \$113.75, effective summer 2015. This was based on the December 2014 CPI-U increase of 0.8% plus 2%, applied to the sum of the in-district tuition rate (\$110.25) and per credit hour fees (\$16.00), rounded to the nearest quarter.

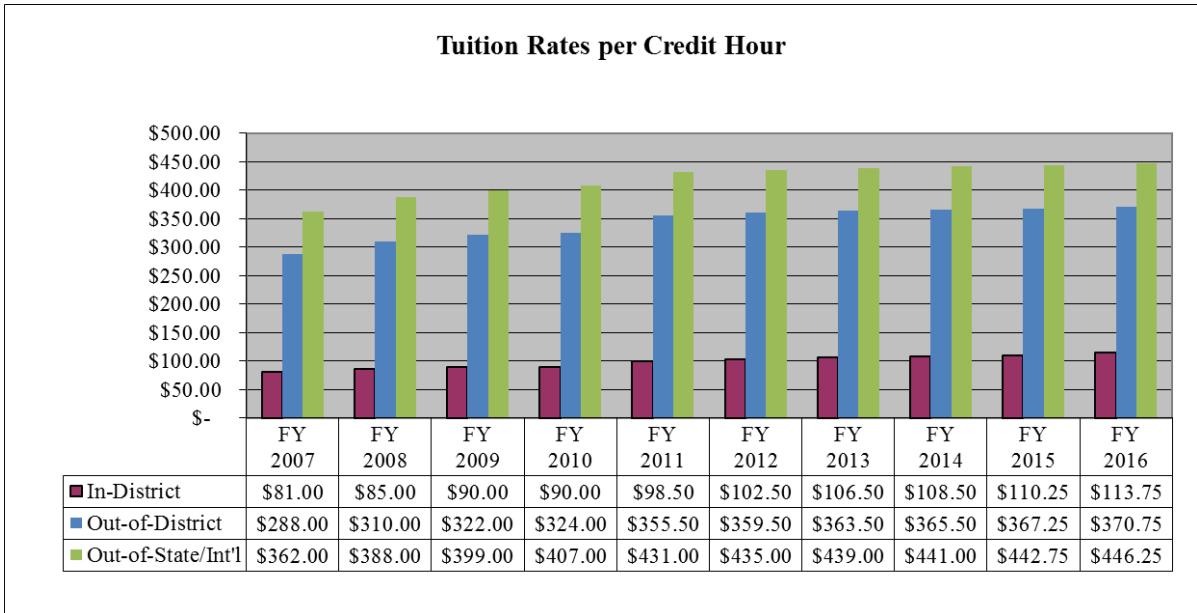
Enrollment projections begin with a model maintained by the Institutional Research department, which looks at trends and projects future enrollments. The College utilizes this model as a guide for beginning the process of estimating full-time equivalent (FTE) credit enrollment for budgeting purposes. Other external factors within the first time in college, young adult, and adult market segments are then considered when estimating enrollment. The tables below provide a history of FTE counts and percentage changes by year. After four years of declines, Fiscal Year 2016 enrollment projections reflect a slight increase.

Budgeted tuition and fees for the Tax Capped Funds will increase from \$47,250,000 in FY 2015 to \$47,642,973 in FY 2016, or 0.8%.



FTE History										
FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016 Budget
10,418	10,461	10,692	10,980	11,758	11,859	11,361	10,808	10,560	10,229	10,311

The following charts show the tuition rates per credit hour, changes of in-district rates, and history and FY 2016 budget of tuition and fee revenues.



In-District Rate Dollar and Percentage Change									
FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
\$6.00	\$4.00	\$5.00	\$0.00	\$8.50	\$4.00	\$4.00	\$2.00	\$1.75	\$3.50
8.0%	4.9%	5.9%	0.0%	9.4%	4.1%	3.9%	1.9%	1.6%	3.2%

Tuition and Fees Revenue										
	FY 2007 Actual	FY 2008 Actual	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Actual	FY 2015 Projected	FY 2016 Budget
	\$35,439,204	\$37,970,854	\$41,567,868	\$45,095,699	\$48,881,774	\$47,308,124	\$47,127,296	\$46,577,180	\$46,203,000	\$47,643,000
Percentage change	7.6%	7.1%	9.5%	8.5%	8.4%	-3.2%	-0.4%	-1.2%	-0.8%	3.1%

## State Funding

State funding as a percentage of per capita costs continues to decline and, in FY 2015 at 4.5%, is the lowest percentage in Harper's history, representing only 7% of total revenues. The original concept of state funding for community colleges was that the State would fund one-third of the costs, with tuition and local sources funding the other two-thirds. That balance has not been achieved since 1981, as shown on the per capita chart in the Appendix.

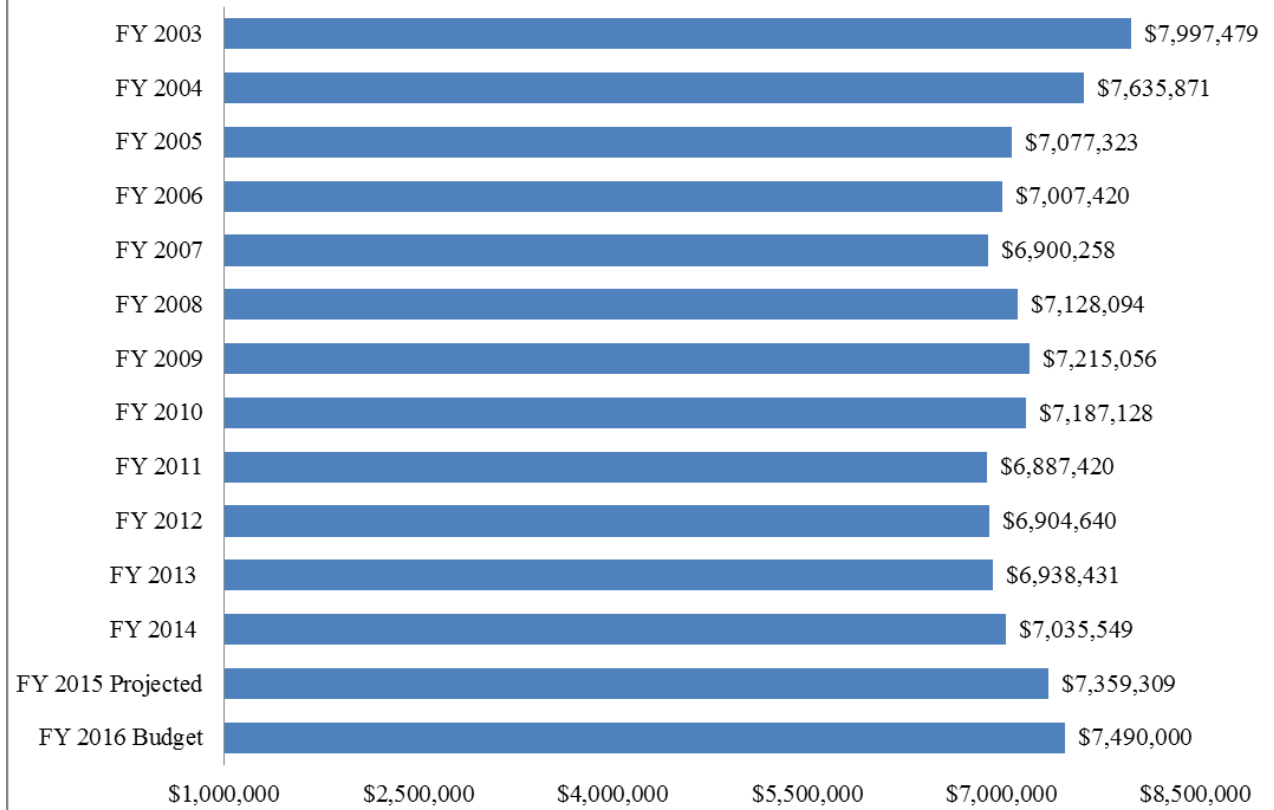
The base operating grant, which is the primary unrestricted source of funding from the State, is supposed to be distributed on a monthly basis. Although presently one month behind in the payments for FY 2015, the College has projected to receive 100% of its FY 2015 State appropriation, and has budgeted to receive all twelve of the monthly payments for FY 2016.

The budgeted State funding is projected to increase from \$7,029,860 in FY 2015 to \$7,490,000 in FY 2016, which represents no increase from the actual FY 2015 appropriation.

In addition to level funding for the base operating grant, the College will be expected to absorb the unfunded Illinois Veterans' grants, which are estimated to be approximately \$350,000.

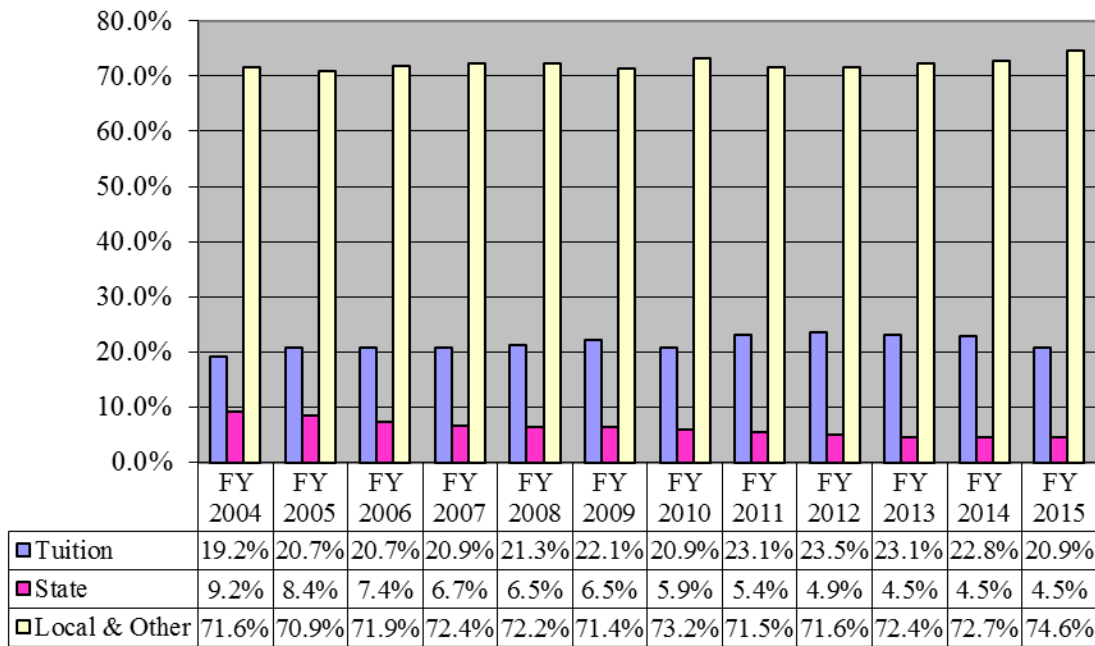
The tables below show the history and budget of the unrestricted State funding, percentage of total revenues and change, and percentage of per capita cost for each source of revenues.

### State Funding-Unrestricted



Fiscal Year	Unrestricted Funding	% of Total Revenues	% Change
FY 2003	\$ 7,997,479	11.9%	-4.3%
FY 2004	\$ 7,635,871	10.6%	-4.5%
FY 2005	\$ 7,077,323	9.2%	-7.3%
FY 2006	\$ 7,007,420	8.4%	-1.0%
FY 2007	\$ 6,900,258	7.7%	-1.5%
FY 2008	\$ 7,128,094	7.6%	3.3%
FY 2009	\$ 7,215,056	7.4%	1.2%
FY 2010	\$ 7,187,128	7.0%	-0.4%
FY 2011	\$ 6,887,420	6.4%	-4.2%
FY 2012	\$ 6,904,640	6.4%	0.3%
FY 2013	\$ 6,938,432	6.4%	0.5%
FY 2014	\$ 7,035,549	6.4%	1.4%
FY 2015 Projected	\$ 7,359,309	6.6%	4.6%
FY 2016 Budget	\$ 7,490,000	6.6%	1.8%

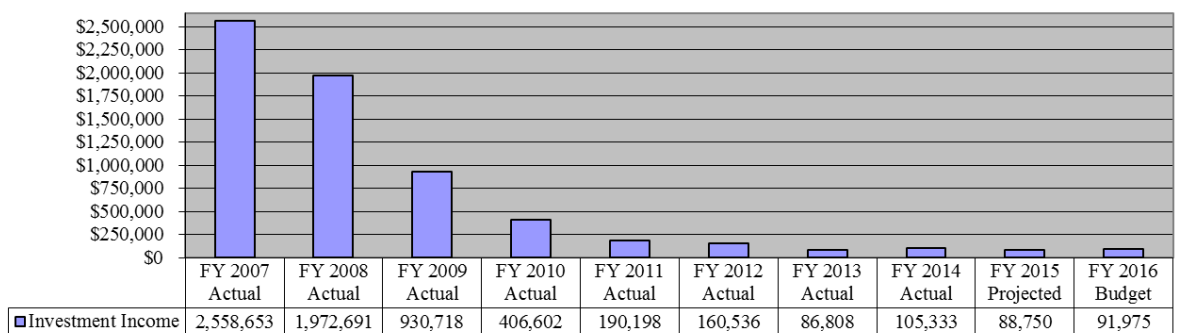
### Percentage of Per Capita Cost



The full history of the percentage of per capita cost can be found in the Appendix.

**All other revenue** sources make up 1.0% of total revenues. Yields on typical quality investments have declined over the past few years and remain low. Investment income has declined from a high of \$2.5 million in FY 2007 to \$91,975 projected for FY 2016, as shown by the below chart.

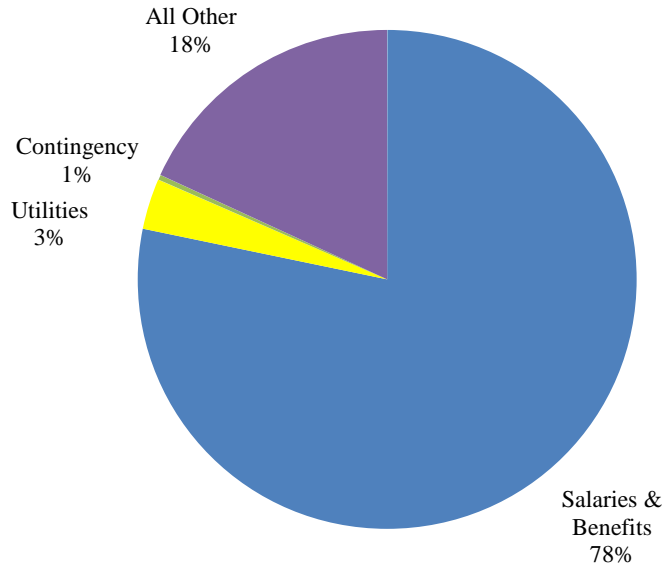
### Investment Income by Fiscal Year



## Expenditures

Building the expenditure side of the budget is a coordinated process across all College departments. Reallocation of existing budgets is always considered before funding any new budget requests. The Tax Capped Funds budgeted expenditures for FY 2016 are \$110,429,118 compared to \$106,983,674 for FY 2015. This represents an increase of \$3,445,444, or 3.2%, driven primarily by increases in annual salaries and benefits.

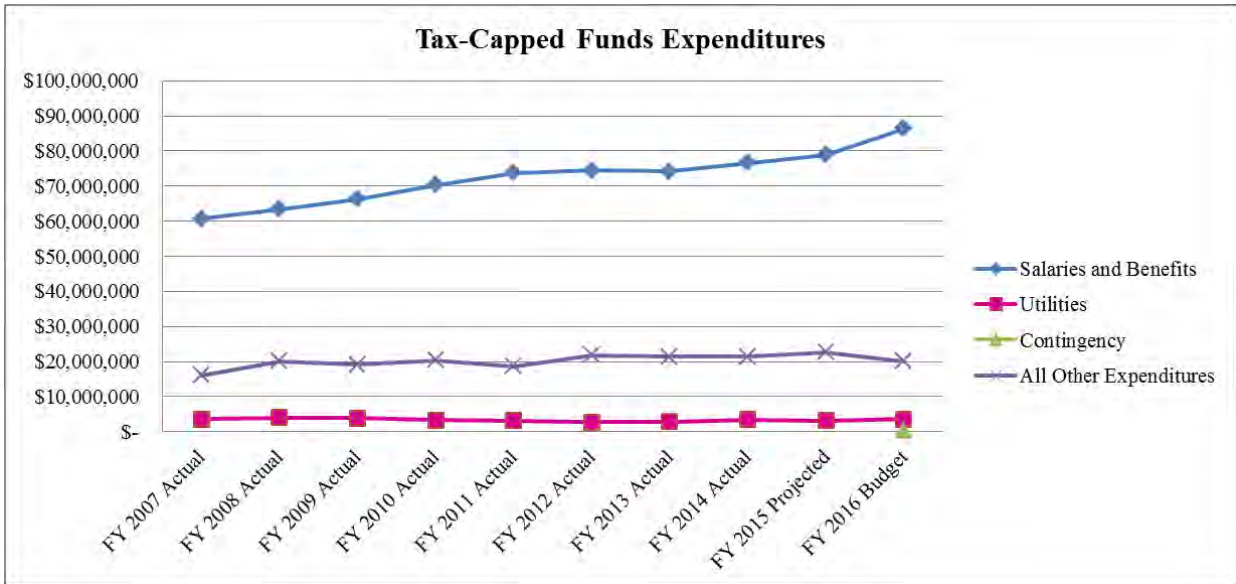
### Tax-Capped Funds FY 2016 Budgeted Expenditures



The following table and graph show historical expenditures, exclusive of fund transfers, for the previous nine years, as well as the budgeted expenditures for FY 2016.

Tax-Capped Funds Expenditures- History and FY 2016 Budget										
	FY 2007 Actual	FY 2008 Actual	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Actual	FY 2015 Projected	FY 2016 Budget
Salaries and Benefits	\$ 60,716,286	\$ 63,377,043	\$ 66,237,138	\$ 70,330,649	\$ 73,715,166	\$ 74,431,168	\$ 74,161,710	\$ 76,569,300	\$ 78,920,000	\$ 86,419,411
Utilities	3,603,699	4,104,429	3,898,956	3,250,777	3,215,619	2,701,140	2,824,850	3,397,639	3,130,000	3,632,080
Contingency										350,000
All Other Expenditures	16,033,446	20,111,610	19,145,057	20,394,153	18,604,357	21,850,486	21,399,663	21,424,294	22,658,000	20,027,627
Total Revenues	\$ 80,353,431	\$ 87,593,082	\$ 89,281,151	\$ 93,975,579	\$ 95,535,142	\$ 98,982,794	\$ 98,386,223	\$ 101,391,233	\$ 104,708,000	\$ 110,429,118

Contingency is budgeted each year, but if used, transfers are made to the account where the actual spending is recorded.



### Salaries and Benefits

Salaries and benefits represent 78% of the College’s expenditures. The majority of the College’s salaries are driven by set contracts making the budget process relatively straightforward in most years. All but one of the College’s five unionized groups have settled contracts through at least FY 2016. The current full-time faculty contract, originally due to end in FY 2015, was extended in May for two additional years, through FY 2017. Vacant positions are budgeted at the expected annual salary needed to fill the position.

Health insurance benefits for employees are budgeted based on current benefit elections and any expected change in the benefit rates. The College has estimated the calendar year 2016 medical insurance rates to increase 8%.

Combined salaries and benefits have increased from \$84,096,621 in FY 2015 to \$86,419,411 in FY 2016, or about 2.8%, due to annual salary increases and projected medical premiums.

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

<b>Personnel Headcount Summary</b>				
Employee Group	FY 2013 Actual	FY 2014 Actual	FY 2015 Actual	FY 2016 Budget
Faculty - Full-Time	233	236	238	238
Administrators - Full-Time	47	51	51	51
Professional/Technical - Full-Time	124	125	131	131
Professional/Technical - Part-Time	41	43	47	47
Supervisory/Management - Full-Time	90	93	96	96
Supervisory/Management - Part-Time	5	3	2	2
Classified - Full-Time	139	136	131	131
Classified - Part-Time	165	138	126	125
Security - Full-Time	16	16	18	18
Security - Part-Time	17	17	17	17
Custodial/Maintenance - Full-Time	97	93	93	93
Custodial/Maintenance - Part-Time	5	5	5	5
<b>Totals - Permanent Employees*</b>	<b>979</b>	<b>956</b>	<b>955</b>	<b>954</b>
Instructional Adjunct Faculty	789	785	785	759
Non-Instructional Adjunct Faculty	46	50	50	34
Continuing Education Instructors	322	442	442	339
<b>Totals - Adjunct employees</b>	<b>1,157</b>	<b>1,277</b>	<b>1,277</b>	<b>1,132</b>
<b>Grand Totals</b>	<b>2,136</b>	<b>2,233</b>	<b>2,232</b>	<b>2,086</b>

\* While there were many reclassifications between employee groups, the total headcount decreased by one. There were two faculty and two security positions added, offset by the elimination of one full-time classified, three part-time classified, and one part-time professional technical position. All of the eliminated positions were vacant and absorbed through reorganization. Employees working on a temporary basis are not included in this headcount summary.

**Utilities** increased from a budget of \$3,615,580 in FY 2015 to \$3,632,080 in FY 2016, or 0.5%. Utilities are 3% of budgeted expenditures.

**Contingency** remained the same as FY 2015, with a budget of \$350,000, representing 0.3% of the budgeted expenditures. .

**All other expenditures**, which include contractual services, materials and supplies, travel and meeting, fixed charges, capital outlay, and other combined for a net increase from the prior year of \$1,106,154, or 5.8%. These expenditures represent 18% of the budget.



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## **Basis of Accounting and Budgeting, and Fund Descriptions**

The accounting policies of William Rainey Harper College – Community District No. 512 (the College) conform to generally accepted accounting principles applicable to Government units and Illinois Community Colleges. The Governmental Accounting Standards Board (GASB) is the accepted standard setting body for establishing accounting and financial reporting principles. Financial statements are prepared on an accrual basis of accounting, which means that revenues are recorded when earned and expenditures when a liability is created, regardless of the accounting period in which cash payment is actually made.

The College budgets on the same basis as its financial reporting with the exception of depreciation. All capital asset purchases are budgeted as expenses, instead of budgeting for annual depreciation on those assets.

The College records budgets and corresponding transactions in the following funds:

- The Education, Operations and Maintenance Audit and Liability, Protection and Settlement Funds are considered the general operating funds of the College. These are funds that are tax-capped, for which local property taxes can be levied but are subject to the Property Tax Extension Limitation Law. By law, taxes in the Audit Fund are restricted only for the payment of auditing expenditures, and the Liability, Protections and Settlement Fund is restricted only for the payment of tort liability, unemployment insurance, and workers' compensation insurance and claims.
- The Auxiliary Enterprises Fund is an enterprise fund, used to account for operations that are financed and operated in a manner similar to private business enterprise. Examples recorded under this fund would be the Harper Store, Dining and Conference Services, and Continuing Education.
- The Restricted Purposes Fund is a special revenue fund, used to account for the proceeds of specific revenue sources that are legally restricted to expenditures for specific purposes. The majority of this fund accounts for grants and financial aid.
- The Bond and Interest Fund is a debt service fund, restricted to account for the accumulation of resources for and the payment of principal, interest and related costs.
- The Operations and Maintenance (Restricted) Fund is a capital projects fund, used to account for financial resources to be used for the acquisition or construction of major capital facilities.
- The Working Cash Fund is a permanent fund, of which only the accumulated earned interest may be transferred to other funds to meet one-time needs.

Additional fund information can be found at the beginning of the Tax-Capped Funds and All Other Funds sections of this document.

**All Funds Overview  
Fiscal Year 2016 Budget**

	Tax Capped					Auxiliary Enterprises	Restricted Purposes	Working Cash	Bond and Interest	Operations and Maintenance (Restricted)	Total All Funds
	Education	Operations and Maintenance	Audit	Liability Protection and Settlement	Total Tax- Capped Funds						
<b>REVENUES</b>											
Local Government	\$ 41,090,000	\$ 15,395,000	\$ 16,260	\$ 16,260	\$ 56,517,520				\$ 18,427,961		\$ 74,945,481
ICCB Grants	7,490,000				7,490,000		753,105				8,243,105
All Other State Government <sup>1</sup>					-		28,077,408			26,612,800	54,690,208
Federal Government	25,000				25,000		18,391,134				18,416,134
Tuition and Fees	45,437,973	2,205,000			47,642,973	4,322,720	25,000			575,000	52,565,693
Sales and Services	473,000				473,000	1,891,110	6,300				2,370,410
Facilities Rental	-	138,190			138,190	585,925					724,115
Other Sources	620,000	140,000	175	1,800	761,975	226,260	309,100	25,000	19,000	809,000	2,150,335
<b>Total Revenues</b>	<b>95,135,973</b>	<b>17,878,190</b>	<b>16,435</b>	<b>18,060</b>	<b>113,048,658</b>	<b>7,026,015</b>	<b>47,562,047</b>	<b>25,000</b>	<b>18,446,961</b>	<b>27,996,800</b>	<b>214,105,481</b>
<b>EXPENDITURES</b>											
Instruction	39,547,020				39,547,020		1,729,460				41,276,480
Academic Support	9,831,089				9,831,089		1,139,069				10,970,158
Student Services	12,448,625				12,448,625	1,119,845	245,200				13,813,670
Public Service	116,839				116,839	4,664,476	1,469,053				6,250,368
Auxiliary Services					-	987,513					987,513
Operations and Maintenance		15,141,317			15,141,317	12,500					15,153,817
Institutional Support <sup>1</sup>	24,206,930	2,755,516	23,517	300,000	27,285,963	215,500	37,537,440		17,893,635	85,013,632	167,946,170
Scholarships, Student Grants, and Waivers	6,058,265				6,058,265	137,398	16,197,404				22,393,067
<b>Total Expenditures</b>	<b>92,208,768</b>	<b>17,896,833</b>	<b>23,517</b>	<b>300,000</b>	<b>110,429,118</b>	<b>7,137,232</b>	<b>58,317,626</b>	<b>-</b>	<b>17,893,635</b>	<b>85,013,632</b>	<b>278,791,243</b>
Excess (Deficiency) of Revenue over Expenditures	2,927,205	(18,643)	(7,082)	(281,940)	2,619,540	(111,217)	(10,755,579)	25,000	553,326	(57,016,832)	(64,685,762)
<b>Other financing sources(uses)</b>											
Proceeds from bond issue					-						-
Transfers(to) from other funds	(2,619,540)				(2,619,540)	564,540	2,055,000				-
<b>Total other financing sources</b>	<b>(2,619,540)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(2,619,540)</b>	<b>564,540</b>	<b>2,055,000</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	307,665	(18,643)	(7,082)	(281,940)	-	453,323	(8,700,579)	25,000	553,326	(57,016,832)	(64,685,762)
Projected Fund Balance July 1, 2015	35,043,643	18,365,155	7,082	830,362	54,246,242	8,695,596	12,612,767	15,733,343	10,761,477	121,937,530	223,986,955
Projected Fund Balance June 30, 2016	\$ 35,351,308	\$ 18,346,512	\$ -	\$ 548,422	\$ 54,246,242	\$ 9,148,919	\$ 3,912,188	\$ 15,758,343	\$ 11,314,803	\$ 64,920,698	\$ 159,301,193

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

\$ 25,000,000

**Note:**

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

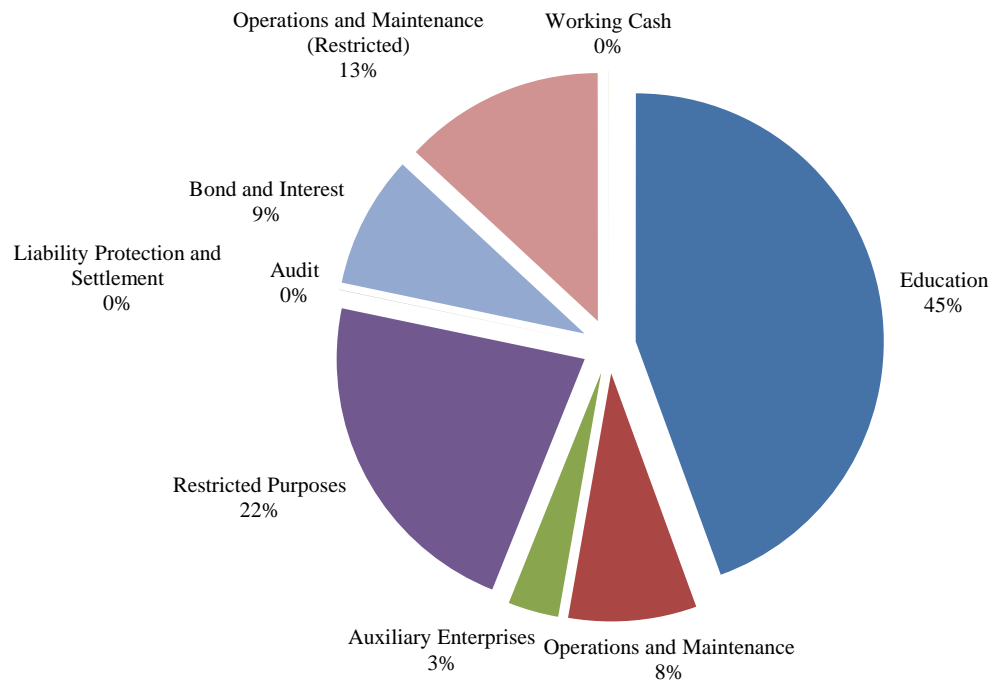
Audit Fund: Planned use of fund balance

Liability Protection and Settlement: Planned use of fund balance

Restricted Purposes: \$6,478,156 for Tech Plan and ERP; \$979,869 for strategic initiatives; \$400,000 for academic capital equipment plan; \$500,000 for health insurance reserve due to Affordable Care Act; \$250,000 for extension site pilot project; \$92,554 for projects budgeted but not expended; budget includes \$25,000,000 for State SURS retirement plan contribution

Operations and Maintenance (Restricted): \$57,016,832 for capital projects

### Fiscal Year 2016 Revenues by Fund



**All Funds  
Expenditures by Object  
Fiscal Year 2016 Budget**

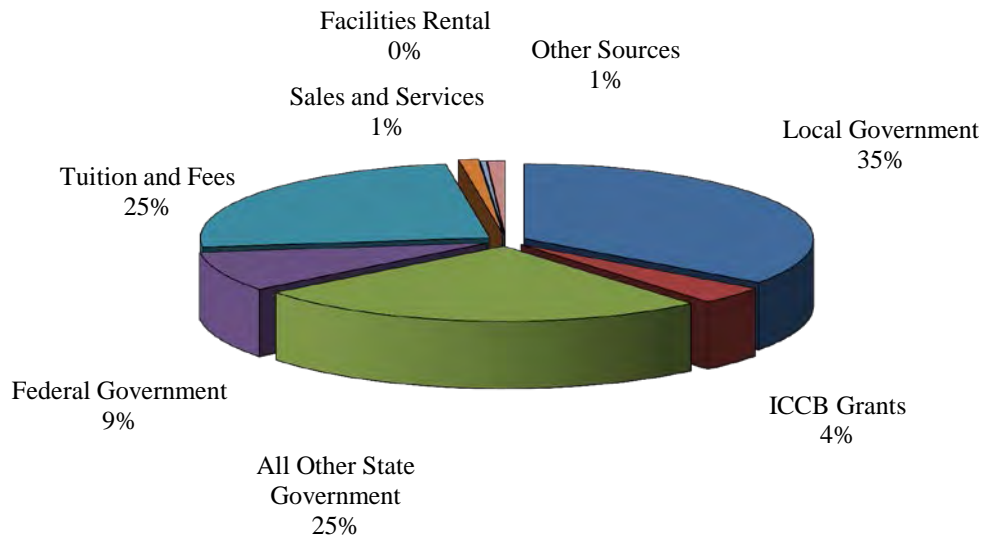
	Tax Capped					Auxiliary Enterprises	Restricted Purposes	Bond and Interest	Operations and Maintenance (Restricted )	Total All Funds
	Education	Operations and Maintenance	Audit	Liability Protection and Settlement	Total Tax- Capped Funds					
<b>EXPENDITURES</b>										
Salaries	\$ 66,009,233	\$ 6,953,377			\$ 72,962,610	\$ 4,093,488	\$ 3,209,012			\$ 80,265,110
Employee Benefits <sup>1</sup>	11,327,845	1,828,956		300,000	13,456,801	592,297	26,091,026			40,140,124
Contractual Services	4,062,576	2,481,185	23,517		6,567,278	742,698	4,039,901	6,036,360		17,386,237
General Materials/Supplies	4,676,268	1,260,362			5,936,630	769,516	1,347,249			8,053,395
Travel and Meeting	1,380,890	27,800			1,408,690	92,939	281,030			1,782,659
Fixed Charges	506,305	339,853			846,158	83,531	121,195	17,888,135	-	18,939,019
Utilities	4,280	3,627,800			3,632,080	180	16,000			3,648,260
Capital Outlay	948,990	1,277,500			2,226,490	88,023	5,735,878	77,977,272		86,027,663
Other	3,042,381	-			3,042,381	674,560	17,426,335	5,500	-	21,148,776
Contingency	250,000	100,000			350,000	-	50,000	1,000,000		1,400,000
<b>Total Expenditures</b>	<b>\$ 92,208,768</b>	<b>\$ 17,896,833</b>	<b>\$ 23,517</b>	<b>\$ 300,000</b>	<b>\$ 110,429,118</b>	<b>\$ 7,137,232</b>	<b>\$ 58,317,626</b>	<b>\$ 17,893,635</b>	<b>\$ 85,013,632</b>	<b>\$ 278,791,243</b>

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

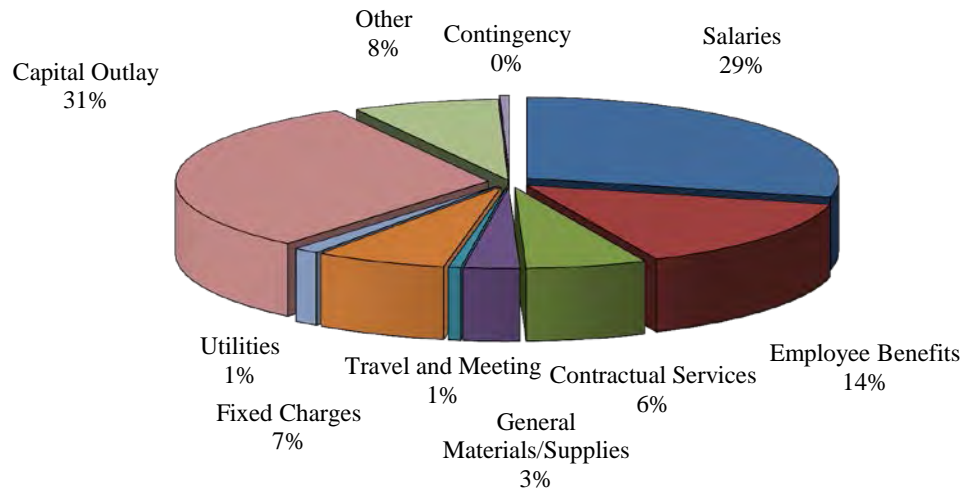
\$ 25,000,000

**REVENUE SOURCES AND EXPENDITURE USES**  
**All Funds**  
**Fiscal Year 2016 Budget**

**Revenues by Source**



**Expenditure Uses by Object**



**All Funds  
Revenues and Expenditures**

	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Actual	FY 2015 Budget	FY 2015 Projected	FY 2016 Budget	FY 2016 Percent to Total	Budget % Change FY 2015 to FY 2016
<b>REVENUES</b>										
Local Government	\$ 63,370,592	\$ 66,872,069	\$ 68,962,986	\$ 69,818,204	\$ 72,470,426	\$ 73,947,765	\$ 73,840,494	\$ 74,945,481	35.00%	1.3%
ICCB Grants	7,626,911	7,854,495	7,506,902	7,319,722	7,414,976	7,750,285	7,761,444	8,243,105	3.85%	6.0%
All Other State Government <sup>1</sup>	13,834,680	15,153,816	18,798,370	25,365,903	26,074,137	48,773,067	27,926,963	54,690,208	25.54%	10.8%
Federal Government	13,419,986	18,065,743	16,093,178	14,461,986	15,795,214	19,685,218	16,274,877	18,416,134	8.60%	-6.9%
Tuition and Fees	48,080,949	52,253,721	51,131,269	50,941,761	50,538,661	52,172,755	49,938,457	52,565,693	24.55%	0.7%
Sales and Services	8,759,321	9,072,399	9,003,701	9,255,300	3,616,061	2,415,553	2,412,074	2,370,410	1.11%	-1.9%
Facilities Rental	739,974	806,197	915,203	830,479	801,410	799,306	852,151	724,115	0.34%	-10.4%
Other Sources	6,177,289	4,219,290	3,890,094	1,037,222	1,678,660	1,929,960	1,023,238	2,150,335	1.00%	10.2%
<b>Total Revenues</b>	<b>162,009,702</b>	<b>174,297,730</b>	<b>176,301,703</b>	<b>179,030,577</b>	<b>178,389,545</b>	<b>207,473,909</b>	<b>180,029,698</b>	<b>214,105,481</b>	<b>100.00%</b>	<b>3.1%</b>
<b>EXPENDITURES</b>										
Instruction	33,841,259	36,477,971	37,201,389	37,067,552	39,159,445	40,372,730	38,904,693	41,276,480	14.81%	2.2%
Academic Support	8,268,447	8,331,535	8,781,605	8,528,739	8,407,478	10,346,683	9,611,341	10,970,158	3.93%	5.7%
Student Services	10,715,437	11,467,406	11,972,148	11,962,559	12,403,295	13,578,161	13,202,487	13,813,670	4.95%	1.7%
Public Service	3,867,334	4,563,053	4,544,049	4,085,171	4,508,794	6,269,880	5,172,216	6,250,368	2.24%	-0.3%
Auxiliary Services	8,193,022	8,207,224	7,521,304	8,411,467	2,239,796	1,044,835	878,670	987,513	0.35%	-5.8%
Operations and Maintenance	12,428,045	12,652,761	12,759,497	12,190,037	13,692,161	15,325,377	13,649,179	15,153,817	5.44%	-1.1%
Institutional Support <sup>1</sup>	67,071,912	61,902,044	67,049,386	78,857,682	107,060,527	156,093,725	104,455,808	167,946,170	60.24%	7.1%
Scholarships, Student Grants, and Waivers	19,198,680	23,200,939	22,194,415	21,161,263	21,638,931	24,332,460	22,002,400	22,393,067	8.03%	-8.7%
<b>Total Expenditures</b>	<b>163,584,136</b>	<b>166,802,933</b>	<b>172,023,793</b>	<b>182,264,470</b>	<b>209,110,427</b>	<b>267,363,851</b>	<b>207,876,794</b>	<b>278,791,243</b>	<b>100.00%</b>	<b>4.1%</b>
Excess (Deficiency) of Revenue over Expenditures	(1,574,434)	7,494,797	4,277,910	(3,233,893)	(30,720,882)	(59,889,942)	(27,847,096)	(64,685,762)		-7.4%
Other financing sources(uses) Proceeds from bond issue	-	4,565,915	-	4,980,915	-	4,700,000	5,107,155	-		
<b>Total Other Financing Sources</b>	<b>-</b>	<b>4,565,915</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>4,700,000</b>	<b>5,107,155</b>	<b>-</b>		
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	(1,574,434)	12,060,712	4,277,910	1,747,022	(30,720,882)	(55,189,942)	(22,739,941)	(64,685,762)		-14.7%
<b>BEGINNING FUND BALANCE</b>	<b>260,936,568</b>	<b>259,362,134</b>	<b>271,422,846</b>	<b>275,700,756</b>	<b>277,447,778</b>	<b>246,726,896</b>	<b>246,726,896</b>	<b>223,986,955</b>		<b>-10.2%</b>
<b>ENDING FUND BALANCE</b>	<b>\$ 259,362,134</b>	<b>\$ 271,422,846</b>	<b>\$ 275,700,756</b>	<b>\$ 277,447,778</b>	<b>\$ 246,726,896</b>	<b>\$ 191,536,954</b>	<b>\$ 223,986,955</b>	<b>\$ 159,301,193</b>		<b>-20.2%</b>
<sup>1</sup> Includes SURS on behalf payments	\$ 10,670,636	\$ 12,203,522	\$ 15,483,931	22,946,299	\$ 23,379,200	\$ 25,000,000	\$ 25,000,000	\$ 25,000,000		

**All Funds  
Expenditures by Program**

	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Actual	FY 2015 Budget	FY 2015 Projected	FY 2016 Budget	FY 2016 Percent to Total	Budget % Change FY 2015 to FY 2016
<b>EXPENDITURES</b>										
<b>Instruction</b>										
Salaries	\$ 28,947,919	\$ 31,042,397	\$ 31,723,666	\$ 31,326,450	\$ 32,490,501	\$ 33,902,879	\$ 32,423,936	\$ 34,703,964	12.45%	2.4%
Employee Benefits	3,021,117	3,007,493	3,147,271	3,046,641	3,326,886	3,323,036	3,478,107	3,593,393	1.29%	8.1%
Contractual Services	524,788	732,301	671,218	932,504	1,259,548	1,138,887	1,241,396	1,198,946	0.43%	5.3%
Materials and Supplies	739,442	854,241	873,247	947,773	1,018,598	1,283,771	1,116,978	1,229,120	0.44%	-4.3%
Travel and Meeting	53,581	83,544	72,823	99,269	102,479	134,148	143,775	162,411	0.06%	21.1%
Fixed Charges	14,592	9,820	5,930	1,683	647	4,513	1,775	4,513	0.00%	0.0%
Capital Outlay	478,167	671,260	629,613	638,236	891,474	326,271	472,649	210,165	0.08%	-35.6%
Other	61,653	76,915	77,621	74,996	69,312	259,225	26,077	173,968	0.06%	-32.9%
<b>Total Instruction</b>	<b>33,841,259</b>	<b>36,477,971</b>	<b>37,201,389</b>	<b>37,067,552</b>	<b>39,159,445</b>	<b>40,372,730</b>	<b>38,904,693</b>	<b>41,276,480</b>	<b>14.81%</b>	<b>2.2%</b>
<b>Academic Support</b>										
Salaries	6,130,346	6,087,586	6,443,396	6,185,886	6,248,673	7,537,887	6,862,202	7,962,571	2.86%	5.6%
Employee Benefits	944,790	922,744	964,352	934,073	919,231	1,128,849	1,043,843	1,236,115	0.44%	9.5%
Contractual Services	167,344	161,435	219,885	277,876	170,202	276,413	303,747	427,293	0.15%	54.6%
Materials and Supplies	769,469	748,712	893,341	880,652	830,965	987,107	879,002	984,844	0.35%	-0.2%
Travel and Meeting	140,089	117,987	112,140	146,805	179,266	200,441	172,628	209,376	0.08%	4.5%
Fixed Charges	11,100	20,957	19,200	20,785	19,200	89,950	92,626	89,500	0.03%	0.0%
Utilities	719	2,447	5,182	4,279	5,280	18,140	17,275	19,140	0.01%	5.5%
Capital Outlay	96,187	259,088	104,028	27,949	33,196	57,344	193,308	20,144	0.01%	-64.9%
Other	8,403	10,579	20,081	50,434	1,466	26,540	46,710	20,725	0.01%	-21.9%
Contingency	-	-	-	-	-	24,012	-	-	0.00%	-100.0%
<b>Total Academic Support</b>	<b>8,268,447</b>	<b>8,331,535</b>	<b>8,781,605</b>	<b>8,528,739</b>	<b>8,407,479</b>	<b>10,346,683</b>	<b>9,611,341</b>	<b>10,970,158</b>	<b>3.93%</b>	<b>6.0%</b>
<b>Student Services</b>										
Salaries	8,331,051	8,640,762	9,026,006	9,159,769	9,461,927	10,536,279	10,097,178	10,674,669	3.83%	1.3%
Employee Benefits	1,103,420	1,082,362	1,199,968	1,209,891	1,255,560	1,451,402	1,470,949	1,544,790	0.55%	6.4%
Contractual Services	428,101	687,317	652,436	512,627	543,293	445,409	490,442	377,026	0.14%	-15.4%
Materials and Supplies	438,035	395,061	531,249	529,914	571,563	548,327	512,509	651,398	0.23%	18.8%
Travel and Meeting	257,907	347,284	304,143	311,123	302,834	325,303	290,960	310,296	0.11%	-4.6%
Fixed Charges	3,875	4,775	1,761	25,824	1,449	11,746	2,052	11,746	0.00%	0.0%
Utilities	2,926	795	790	390	392	540	435	540	0.00%	0.0%
Capital Outlay	12,168	56,336	41,214	6,044	27,695	18,930	23,528	18,930	0.01%	0.0%
Other	137,954	252,714	214,581	206,976	238,582	240,225	314,434	224,275	0.08%	-6.6%
<b>Total Student Services</b>	<b>10,715,437</b>	<b>11,467,406</b>	<b>11,972,148</b>	<b>11,962,558</b>	<b>12,403,295</b>	<b>13,578,161</b>	<b>13,202,487</b>	<b>13,813,670</b>	<b>4.95%</b>	<b>1.7%</b>
<b>Public Service</b>										
Salaries	2,470,088	2,656,850	2,814,938	2,819,644	2,909,474	3,766,895	3,261,716	3,859,195	1.38%	2.5%
Employee Benefits	247,659	267,200	288,744	273,799	316,077	427,450	364,622	452,324	0.16%	5.8%
Contractual Services	429,580	1,098,506	860,474	493,621	498,207	715,343	453,538	485,052	0.17%	-32.2%
Materials and Supplies	390,567	368,827	501,168	460,451	542,884	635,052	481,929	620,156	0.22%	-2.3%
Travel and Meeting	43,026	36,002	41,069	21,334	40,143	65,645	39,571	60,155	0.02%	-8.4%
Fixed Charges	12,135	9,459	11,136	11,942	75,268	138,802	141,198	138,976	0.05%	0.1%
Utilities	1,322	829	8	-	1,853	-	6,696	-	0.00%	-
Capital Outlay	6,927	96,335	9,379	7,893	59,649	72,665	176,471	186,790	0.07%	157.1%
Other	266,030	29,045	17,133	(3,513)	65,240	448,028	246,475	447,720	0.16%	-0.1%
<b>Total Public Service</b>	<b>3,867,334</b>	<b>4,563,053</b>	<b>4,544,049</b>	<b>4,085,171</b>	<b>4,508,795</b>	<b>6,269,880</b>	<b>5,172,216</b>	<b>6,250,368</b>	<b>2.24%</b>	<b>-0.3%</b>



**All Funds  
Expenditures by Program**

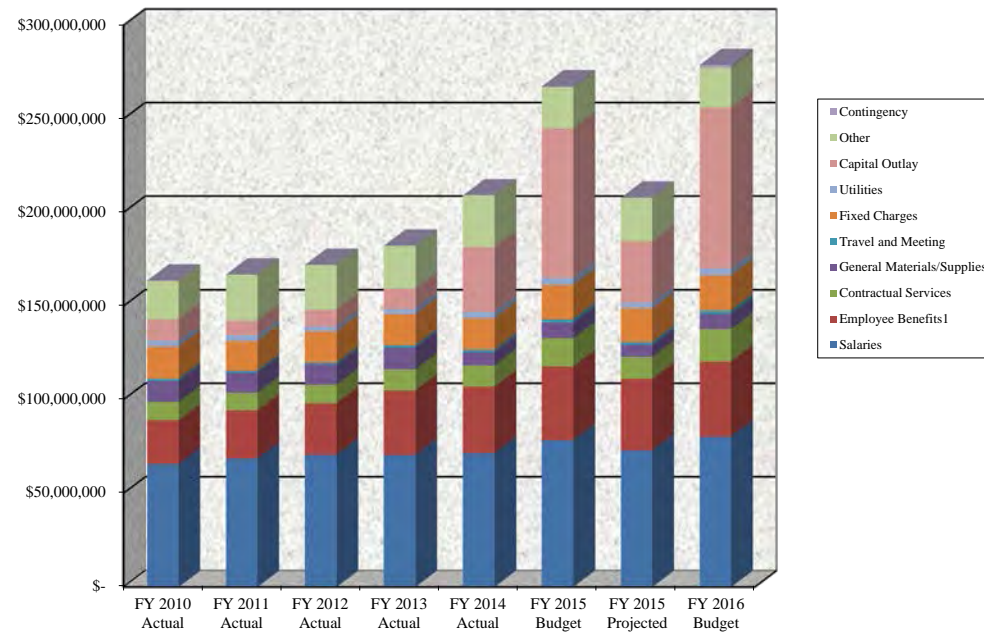
	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Actual	FY 2015 Budget	FY 2015 Projected	FY 2016 Budget	FY 2016 Percent to Total	Budget % Change FY 2015 to FY 2016
<b>Auxiliary Services</b>										
Salaries	1,680,610	1,729,101	1,809,533	1,941,864	894,640	629,495	499,381	611,553	0.22%	-2.9%
Employee Benefits	281,729	276,593	267,254	250,759	114,845	85,817	63,277	82,237	0.03%	-4.2%
Contractual Services	331,156	387,264	167,074	170,541	155,865	40,000	63,498	52,180	0.02%	30.5%
Materials and Supplies	5,402,024	5,279,079	4,805,678	5,656,539	671,066	60,770	35,864	72,450	0.03%	19.2%
Travel and Meeting	5,461	3,848	3,565	3,549	2,403	5,400	4,318	4,400	0.00%	-18.5%
Fixed Charges	38,968	21,525	2,138	3,564	2,940	2,000	9,062	5,500	0.00%	175.0%
Utilities	296	84	-	-	1,562	-	311	180	0.00%	100.0%
Capital Outlay	153,791	183,900	129,100	54,934	170,786	37,953	22,187	39,023	0.01%	2.8%
Other	298,987	325,830	336,962	329,717	225,688	158,400	180,772	119,990	0.04%	-24.2%
Contingency	-	-	-	-	-	25,000	-	-	0.00%	-100.0%
<b>Total Auxiliary Service</b>	<b>8,193,022</b>	<b>8,207,224</b>	<b>7,521,304</b>	<b>8,411,467</b>	<b>2,239,795</b>	<b>1,044,835</b>	<b>878,670</b>	<b>987,513</b>	<b>0.35%</b>	<b>-5.5%</b>
<b>Operations and Maintenance</b>										
Salaries	5,706,665	5,709,479	5,861,215	5,767,933	5,823,262	6,636,390	6,033,581	6,548,506	2.35%	-1.3%
Employee Benefits	1,156,764	1,124,421	1,161,812	1,111,470	1,174,180	1,520,748	1,240,766	1,503,372	0.54%	-1.1%
Contractual Services	1,346,285	1,424,017	1,746,556	1,565,576	1,975,741	1,977,288	2,013,282	1,904,944	0.68%	-3.7%
Materials and Supplies	1,077,627	1,010,493	1,190,607	907,778	1,156,871	1,192,458	1,001,508	1,201,202	0.43%	0.7%
Travel and Meeting	10,612	11,120	24,974	18,639	16,879	27,800	14,585	27,800	0.01%	0.0%
Fixed Charges	12,529	6,000	36,773	81,154	83,877	110,693	87,463	110,693	0.04%	0.0%
Utilities	3,006,446	2,934,667	2,337,391	2,582,608	3,078,947	3,365,300	2,916,199	3,381,800	1.21%	0.5%
Capital Outlay	111,117	432,564	400,169	154,359	379,864	494,700	341,620	475,500	0.17%	-3.9%
Other	-	-	-	520	2,539	-	175	-	-	-
<b>Total Operations and Maintenance</b>	<b>12,428,045</b>	<b>12,652,761</b>	<b>12,759,497</b>	<b>12,190,037</b>	<b>13,692,160</b>	<b>15,325,377</b>	<b>13,649,179</b>	<b>15,153,817</b>	<b>5.44%</b>	<b>-1.1%</b>
<b>Institutional Support</b>										
Salaries	12,112,650	12,327,655	12,649,378	13,047,693	13,459,274	15,241,922	13,598,041	15,732,233	5.64%	3.2%
Employee Benefits <sup>1</sup>	16,581,887	19,054,590	20,597,171	27,716,394	28,371,498	31,300,192	30,470,426	31,727,893	11.38%	1.4%
Contractual Services	6,536,384	5,091,993	5,576,978	7,264,234	6,757,450	10,600,783	7,201,919	12,940,796	4.64%	22.1%
Materials and Supplies	2,550,176	2,063,354	1,931,799	2,175,266	2,331,979	3,615,592	2,457,095	3,294,225	1.18%	-8.9%
Travel and Meeting	620,648	455,383	509,736	641,192	673,677	1,129,299	806,476	1,008,221	0.36%	-10.7%
Fixed Charges	17,021,461	15,656,405	16,537,104	16,491,982	16,578,509	17,915,991	17,700,634	18,577,641	6.66%	3.7%
Utilities	243,504	277,710	357,777	237,572	313,405	246,600	214,282	246,600	0.09%	0.0%
Capital Outlay	10,588,233	5,933,992	7,612,665	10,031,839	32,977,919	78,863,446	31,239,808	85,077,111	30.52%	7.9%
Other	816,969	1,040,962	1,276,778	1,251,510	5,596,817	(3,170,100)	767,127	(2,058,550)	-0.74%	-35.1%
Contingency	-	-	-	-	-	350,000	-	1,400,000	0.50%	300.0%
<b>Total Institutional Support</b>	<b>67,071,912</b>	<b>61,902,044</b>	<b>67,049,386</b>	<b>78,857,682</b>	<b>107,060,528</b>	<b>156,093,725</b>	<b>104,455,808</b>	<b>167,946,170</b>	<b>60.24%</b>	<b>7.6%</b>
<b>Scholarships, Grants, and Waivers</b>										
Salaries	244,218	273,363	174,388	196,396	161,824	167,157	160,078	172,419	0.06%	3.1%
Other	18,954,462	22,927,576	22,020,027	20,964,866	21,477,107	24,165,303	21,842,322	22,220,648	7.97%	-8.0%
<b>Total Scholarships, Grants, and Waivers</b>	<b>19,198,680</b>	<b>23,200,939</b>	<b>22,194,415</b>	<b>21,161,262</b>	<b>21,638,931</b>	<b>24,332,460</b>	<b>22,002,400</b>	<b>22,393,067</b>	<b>8.03%</b>	<b>-8.0%</b>
<b>Total Expenditures</b>	<b>\$ 163,584,136</b>	<b>\$ 166,802,933</b>	<b>\$ 172,023,793</b>	<b>\$ 182,264,468</b>	<b>\$ 209,110,428</b>	<b>\$ 267,363,851</b>	<b>\$ 207,876,794</b>	<b>\$ 278,791,243</b>	<b>100.00%</b>	<b>4.3%</b>
<sup>1</sup> Includes SURS on behalf payments	\$ 10,670,636	\$ 12,203,522	\$ 15,483,931	\$ 22,946,299	\$ 23,379,200	\$ 25,000,000	\$ 25,000,000	\$ 25,000,000		

**All Funds  
Expenditures by Object**

	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Actual	FY 2015 Budget	FY 2015 Projected	FY 2016 Budget	FY 2016 Percent to Total	Budget % Change FY 2015 to FY2016
Salaries	\$ 65,623,547	\$ 68,467,193	\$ 70,502,520	\$ 70,445,634	\$ 71,449,574	\$ 78,418,904	\$ 72,936,113	\$ 80,265,110	28.79%	2.4%
Employee Benefits <sup>1</sup>	23,337,366	25,735,403	27,626,572	34,543,027	35,478,277	39,237,494	38,131,992	40,140,124	14.40%	2.3%
Contractual Services	9,763,638	9,582,833	9,894,621	11,216,977	11,360,304	15,194,123	11,767,822	17,386,237	6.24%	14.4%
General Materials/Supplies	11,367,340	10,719,767	10,727,089	11,558,375	7,123,928	8,323,077	6,484,884	8,053,395	2.89%	-3.2%
Travel and Meeting	1,131,324	1,055,168	1,068,450	1,241,913	1,317,683	1,888,036	1,472,313	1,782,659	0.64%	-5.6%
Fixed Charges	17,114,660	15,728,941	16,614,042	16,636,934	16,761,890	18,273,695	18,034,809	18,939,019	6.79%	3.6%
Utilities	3,255,213	3,216,532	2,701,148	2,824,849	3,401,439	3,630,580	3,155,197	3,648,260	1.31%	0.5%
Capital Outlay	11,446,590	7,633,475	8,926,168	10,921,253	34,540,582	79,871,309	32,469,570	86,027,663	30.86%	7.7%
Other	20,544,458	24,663,621	23,963,183	22,875,508	27,676,750	22,127,621	23,424,094	21,148,776	7.59%	-4.4%
Contingency	-	-	-	-	-	399,012	-	1,400,000	0.50%	250.9%
<b>Total Expenditures</b>	<b>\$ 163,584,136</b>	<b>\$ 166,802,933</b>	<b>\$ 172,023,793</b>	<b>\$ 182,264,470</b>	<b>\$ 209,110,427</b>	<b>\$ 267,363,851</b>	<b>\$ 207,876,794</b>	<b>\$ 278,791,243</b>	<b>100.00%</b>	<b>4.3%</b>

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

	\$ 10,670,636	\$ 12,203,522	\$ 15,483,931	\$ 22,946,299	\$ 23,379,200	\$ 25,000,000	\$ 25,000,000	\$ 25,000,000		
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**All Funds Overview  
FY 2015 Budget**

	Tax Capped				Total Tax-Capped Funds	Auxiliary Enterprises	Restricted Purposes	Working Cash	Bond and Interest	Operations and Maintenance (Restricted)	Total All Funds
	Education	Operations and Maintenance	Audit	Liability Protection and Settlement							
<b>REVENUES</b>											
Local Government	\$ 39,554,330	\$ 16,274,359	\$ 19,849	\$ 19,849	\$ 55,868,387				\$ 18,079,378		\$ 73,947,765
ICCB Grants	7,029,860				7,029,860		720,425				7,750,285
All Other State Government <sup>1</sup>					-		28,773,067			20,000,000	48,773,067
Federal Government	25,000				25,000		19,660,218				19,685,218
Tuition and Fees	45,000,400	2,250,000			47,250,400	4,260,455	61,900			600,000	52,172,755
Sales and Services	500,043				500,043	1,872,210	43,300				2,415,553
Facilities Rental	-	131,306			131,306	668,000					799,306
Other Sources	620,000	130,000	250	2,400	752,650	251,260	275,600	23,000	16,500	610,950	1,929,960
<b>Total Revenues</b>	<b>92,729,633</b>	<b>18,785,665</b>	<b>20,099</b>	<b>22,249</b>	<b>111,557,646</b>	<b>7,051,925</b>	<b>49,534,510</b>	<b>23,000</b>	<b>18,095,878</b>	<b>21,210,950</b>	<b>207,473,909</b>
<b>EXPENDITURES</b>											
Instruction	38,432,785				38,432,785		1,939,945				40,372,730
Academic Support	9,431,444				9,431,444		915,239				10,346,683
Student Services	12,238,323				12,238,323	1,117,035	222,803				13,578,161
Public Service	113,504				113,504	4,709,579	1,446,797				6,269,880
Auxiliary Services					-	1,044,835					1,044,835
Operations and Maintenance		15,312,877			15,312,877	12,500					15,325,377
Institutional Support <sup>1</sup>	22,674,484	2,983,288	94,100	300,000	26,051,872	258,750	38,972,158		17,107,413	73,703,532	156,093,725
Scholarships, Student Grants, and Waivers	5,402,869				5,402,869	127,398	18,802,193				24,332,460
<b>Total Expenditures</b>	<b>88,293,409</b>	<b>18,296,165</b>	<b>94,100</b>	<b>300,000</b>	<b>106,983,674</b>	<b>7,270,097</b>	<b>62,299,135</b>	<b>-</b>	<b>17,107,413</b>	<b>73,703,532</b>	<b>267,363,851</b>
Excess (Deficiency) of Revenue over Expenditures	4,436,224	489,500	(74,001)	(277,751)	4,573,972	(218,172)	(12,764,625)	23,000	988,465	(52,492,582)	(59,889,942)
Other financing sources(uses)											
Proceeds from bond issue					-					4,700,000	4,700,000
Transfers(to) from other funds	(4,165,520)	(400,000)			(4,565,520)	665,520	2,100,000			1,800,000	-
<b>Total other financing sources</b>	<b>(4,165,520)</b>	<b>(400,000)</b>	<b>-</b>	<b>-</b>	<b>(4,565,520)</b>	<b>665,520</b>	<b>2,100,000</b>	<b>-</b>	<b>-</b>	<b>6,500,000</b>	<b>4,700,000</b>
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	270,704	89,500	(74,001)	(277,751)	8,452	447,348	(10,664,625)	23,000	988,465	(45,992,582)	(55,189,942)
Projected Fund Balance July 1, 2014	35,154,363	17,745,977	84,780	1,176,459	54,161,579	8,482,346	14,207,517	15,705,626	9,775,939	144,393,889	246,726,896
Projected Fund Balance June 30, 2015	\$ 35,425,067	\$ 17,835,477	\$ 10,779	\$ 898,708	\$ 54,170,031	\$ 8,929,694	\$ 3,542,892	\$ 15,728,626	\$ 10,764,404	\$ 98,401,307	\$ 191,536,954

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

\$ 25,000,000

**All Funds  
Expenditures by Object  
FY 2015 Budget**

	Tax Capped				Total Tax- Capped Funds	Auxiliary Enterprises	Restricted Purposes	Bond and Interest	Operatons and Maintenance (Restricted)	Total All Funds
	Education	Operations and Maintenance	Audit	Liability Protection and Settlement						
<b>EXPENDITURES</b>										
Salaries	\$ 64,517,399	\$ 7,039,012			\$ 71,556,411	\$ 4,021,996	\$ 2,840,497			\$ 78,418,904
Employee Benefits <sup>1</sup>	10,372,354	1,867,856		300,000	12,540,210	566,122	26,131,162			39,237,494
Contractual Services	3,753,588	2,563,529	94,100		6,411,217	889,417	4,274,599		3,618,890	15,194,123
General Materials/Supplies	4,827,915	1,266,618			6,094,533	699,599	1,528,945			8,323,077
Travel and Meeting	1,379,992	27,800			1,407,792	171,059	309,185			1,888,036
Fixed Charges	547,380	388,350			935,730	80,031	121,021	17,101,913	35,000	18,273,695
Utilities	4,280	3,611,300			3,615,580	-	15,000			3,630,580
Capital Outlay	1,032,906	1,431,700			2,464,606	90,953	7,291,108		70,024,642	79,871,309
Other	1,607,595	-			1,607,595	725,920	19,763,606	5,500	25,000	22,127,621
Contingency	250,000	100,000			350,000	25,000	24,012		-	399,012
<b>Total Expenditures</b>	<b>\$ 88,293,409</b>	<b>\$ 18,296,165</b>	<b>\$ 94,100</b>	<b>\$ 300,000</b>	<b>\$ 106,983,674</b>	<b>\$ 7,270,097</b>	<b>\$ 62,299,135</b>	<b>\$ 17,107,413</b>	<b>\$ 73,703,532</b>	<b>\$ 267,363,851</b>

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

\$ 25,000,000

**All Funds Overview  
FY 2015 Projected Actual**

	Tax Capped					Auxiliary Enterprises	Restricted Purposes	Working Cash	Bond and Interest	Operations & Maintenance (Restricted)	Total All Funds
	Education	Operations and Maintenance	Audit	Liability Protection and Settlement	Total Tax- Capped Funds						
<b>REVENUES</b>											
Local Government	\$ 40,057,573	\$ 15,740,451	\$ 17,038	\$ (1,401)	\$ 55,813,661				\$ 18,026,833		\$ 73,840,494
ICCB Grants	7,359,309				7,359,309		402,135				7,761,444
All Other State Government <sup>1</sup>					-		27,926,963				27,926,963
Federal Government	23,291				23,291		16,251,586				16,274,877
Tuition and Fees	44,017,412	2,186,010			46,203,422	3,115,865	50,031			569,139	49,938,457
Sales and Services	496,594				496,594	1,855,590	59,890				2,412,074
Facilities Rental	-	134,715			134,715	717,436					852,151
Other Sources	122,988	39,407	164	1,787	164,346	264,029	354,557	27,717	22,331	190,258	1,023,238
<b>Total Revenues</b>	<b>92,077,167</b>	<b>18,100,583</b>	<b>17,202</b>	<b>386</b>	<b>110,195,338</b>	<b>5,952,920</b>	<b>45,045,162</b>	<b>27,717</b>	<b>18,049,164</b>	<b>759,397</b>	<b>180,029,698</b>
<b>EXPENDITURES</b>											
Instruction	36,630,390				36,630,390	357,401	1,916,902				38,904,693
Academic Support	8,750,975				8,750,975		860,366				9,611,341
Student Services	11,905,105				11,905,105	1,042,970	254,412				13,202,487
Public Service	114,961				114,961	3,758,059	1,299,196				5,172,216
Auxiliary Services					-	868,670	10,000				878,670
Operations and Maintenance		13,639,415			13,639,415	9,764					13,649,179
Institutional Support <sup>1</sup>	24,858,871	2,441,990	94,900	346,483	27,742,244	129,965	28,397,062		17,063,626	31,122,911	104,455,808
Scholarships, Student Grants, and Waivers	5,924,387				5,924,387	131,666	15,946,347				22,002,400
<b>Total Expenditures</b>	<b>88,184,689</b>	<b>16,081,405</b>	<b>94,900</b>	<b>346,483</b>	<b>104,707,477</b>	<b>6,298,495</b>	<b>48,684,285</b>	<b>-</b>	<b>17,063,626</b>	<b>31,122,911</b>	<b>207,876,794</b>
Excess (Deficiency) of Revenue over Expenditures	3,892,478	2,019,178	(77,698)	(346,097)	5,487,861	(345,575)	(3,639,123)	27,717	985,538	(30,363,514)	(27,847,096)
Other financing sources(uses)											
Proceeds from bond issue					-					5,107,155	5,107,155
Transfers(to) from other funds	(4,003,198)	(1,400,000)			(5,403,198)	558,825	2,044,373			2,800,000	-
<b>Total other financing sources</b>	<b>(4,003,198)</b>	<b>(1,400,000)</b>	<b>-</b>	<b>-</b>	<b>(5,403,198)</b>	<b>558,825</b>	<b>2,044,373</b>	<b>-</b>	<b>-</b>	<b>7,907,155</b>	<b>5,107,155</b>
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	(110,720)	619,178	(77,698)	(346,097)	84,663	213,250	(1,594,750)	27,717	985,538	(22,456,359)	(22,739,941)
Fund Balance July 1, 2014	35,154,363	17,745,977	84,780	1,176,459	54,161,579	8,482,346	14,207,517	15,705,626	9,775,939	144,393,889	246,726,896
<b>Projected Fund Balance June 30, 2015</b>	<b>\$ 35,043,643</b>	<b>\$ 18,365,155</b>	<b>\$ 7,082</b>	<b>\$ 830,362</b>	<b>\$ 54,246,242</b>	<b>\$ 8,695,596</b>	<b>\$ 12,612,767</b>	<b>\$ 15,733,343</b>	<b>\$ 10,761,477</b>	<b>\$ 121,937,530</b>	<b>\$ 223,986,955</b>

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

\$ 25,000,000

**All Funds  
Expenditures by Object  
FY 2015 Projected Actual**

	Tax Capped					Auxiliary Enterprises	Restricted Purposes	Bond and Interest	Operations and Maintenance (Restricted)	Total All Funds
	Education	Operations and Maintenance	Audit	Liability Protection and Settlement	Total Tax- Capped Funds					
EXPENDITURES										
Salaries	\$ 60,429,794	\$ 6,402,550			\$ 66,832,344	\$ 3,646,593	\$ 2,419,539		37,637	\$ 72,936,113
Employee Benefits <sup>1</sup>	10,195,419	1,544,904		346,483	12,086,806	496,907	25,548,279			38,131,992
Contractual Services	4,360,353	2,652,630	94,900		7,107,883	702,339	1,823,408		2,134,192	11,767,822
General Materials/Supplies	4,195,021	1,049,180			5,244,201	561,443	679,240			6,484,884
Travel and Meeting	1,107,981	31,676			1,139,657	104,334	228,322			1,472,313
Fixed Charges	457,279	293,336			750,615	71,133	142,353	17,060,756	9,952	18,034,809
Utilities	6,382	3,129,881			3,136,263	6,487	12,447			3,155,197
Capital Outlay	611,368	977,073			1,588,441	193,389	1,836,864		28,850,876	32,469,570
Other	6,821,092	175			6,821,267	515,870	15,993,833	2,870	90,254	23,424,094
	-	-			-	-	-		-	-
Total Expenditures	\$ 88,184,689	\$ 16,081,405	\$ 94,900	\$ 346,483	\$ 104,707,477	\$ 6,298,495	\$ 48,684,285	\$ 17,063,626	\$ 31,122,911	\$ 207,876,794

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

\$ 25,000,000

**All Funds Overview  
FY 2014 Actual**

	Tax Capped					Auxiliary Enterprises	Restricted Purposes	Working Cash	Bond and Interest	Operations & Maintenance (Restricted)	Total All Funds
	Education	Operations and Maintenance	Audit	Liability Protection and Settlement	Total Tax- Capped Funds						
<b>REVENUES</b>											
Local Government	\$ 39,369,697	\$ 15,940,905	\$ 18,495	\$ (11,592)	\$ 55,317,505				\$ 17,152,921		\$ 72,470,426
ICCB Grants	7,035,549				7,035,549		379,427				7,414,976
All Other State Government <sup>1</sup>					-		26,074,137				26,074,137
Federal Government	26,977				26,977		15,768,237				15,795,214
Tuition and Fees	44,324,375	2,252,805			46,577,180	3,308,530	66,435			586,516	50,538,661
Sales and Services	139,084				139,084	3,390,077	86,900				3,616,061
Facilities Rental		127,178			127,178	669,232	5,000				801,410
Other Sources	32,008	37,494	292	2,388	72,182	169,114	262,449	26,867	19,751	1,128,297	1,678,660
<b>Total Revenues</b>	<b>90,927,690</b>	<b>18,358,382</b>	<b>18,787</b>	<b>(9,204)</b>	<b>109,295,655</b>	<b>7,536,953</b>	<b>42,642,585</b>	<b>26,867</b>	<b>17,172,672</b>	<b>1,714,813</b>	<b>178,389,545</b>
<b>EXPENDITURES</b>											
Instruction	36,396,899				36,396,899	322,084	2,440,462				39,159,445
Academic Support	8,238,812				8,238,812		168,666				8,407,478
Student Services	11,146,341				11,146,341	1,041,808	215,146				12,403,295
Public Service	64,872				64,872	3,819,453	624,469				4,508,794
Auxiliary Services					-	2,239,796					2,239,796
Operation and Maintenance		13,680,345			13,680,345	11,816					13,692,161
Institutional Support <sup>1</sup>	23,672,501	2,672,541	90,200	407,820	26,843,062	207,185	32,317,105		15,870,742	31,822,433	107,060,527
Scholarships, Student Grants, and Waivers	5,020,902				5,020,902	124,006	16,494,023				21,638,931
<b>Total Expenditures</b>	<b>84,540,327</b>	<b>16,352,886</b>	<b>90,200</b>	<b>407,820</b>	<b>101,391,233</b>	<b>7,766,148</b>	<b>52,259,871</b>	<b>-</b>	<b>15,870,742</b>	<b>31,822,433</b>	<b>209,110,427</b>
Excess (Deficiency) of Revenue over Expenditures	6,387,363	2,005,496	(71,413)	(417,024)	7,904,422	(229,195)	(9,617,286)	26,867	1,301,930	(30,107,620)	(30,720,882)
Other financing sources(uses)											
Proceeds from bond issue					-						-
Transfers(to) from other funds	(5,742,765)	(2,000,000)			(7,742,765)	667,104	7,075,661				-
<b>Total other financing sources</b>	<b>(5,742,765)</b>	<b>(2,000,000)</b>	<b>-</b>	<b>-</b>	<b>(7,742,765)</b>	<b>667,104</b>	<b>7,075,661</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	644,598	5,496	(71,413)	(417,024)	161,657	437,909	(2,541,625)	26,867	1,301,930	(30,107,620)	(30,720,882)
Fund Balance July 1, 2013	34,509,765	17,740,481	156,193	1,593,483	53,999,922	8,044,437	16,749,142	15,678,759	8,474,009	174,501,509	277,447,778
Fund Balance June 30, 2014	\$ 35,154,363	\$ 17,745,977	\$ 84,780	\$ 1,176,459	\$ 54,161,579	\$ 8,482,346	\$ 14,207,517	\$ 15,705,626	\$ 9,775,939	\$ 144,393,889	\$ 246,726,896

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

\$ 23,379,200

**All Funds Overview  
FY 2013 Actual**

	Tax Capped					Auxiliary Enterprises	Restricted Purposes	Working Cash	Bond and Interest	Operations & Maintenance (Restricted)	Total All Funds
	Education	Operations and Maintenance	Audit	Liability Protection and Settlement	Total Tax- Capped Funds						
<b>REVENUES</b>											
Local Government	\$ 37,561,208	\$ 15,834,139	\$ 18,314	\$ 50,400	\$ 53,464,061				\$ 16,354,143		\$ 69,818,204
ICCB Grants	6,938,432				6,938,432		381,290				7,319,722
All Other State Government <sup>1</sup>					-		25,365,903				25,365,903
Federal Government	27,431				27,431		14,434,555				14,461,986
Tuition and Fees	44,833,815	2,293,481			47,127,296	3,158,121	58,207			598,137	50,941,761
Sales and Services	165,983				165,983	8,997,766	91,551				9,255,300
Facilities Rental	6,164	119,730			125,894	704,585					830,479
Other Sources	406,349	28,145	267	2,084	436,845	106,924	304,361	17,237	8,873	162,982	1,037,222
<b>Total Revenues</b>	<b>89,939,382</b>	<b>18,275,495</b>	<b>18,581</b>	<b>52,484</b>	<b>108,285,942</b>	<b>12,967,396</b>	<b>40,635,867</b>	<b>17,237</b>	<b>16,363,016</b>	<b>761,119</b>	<b>179,030,577</b>
<b>EXPENDITURES</b>											
Instruction	35,458,519				35,458,519	335,575	1,273,458				37,067,552
Academic Support	8,360,501				8,360,501		168,238				8,528,739
Student Services	10,725,590				10,725,590	1,008,140	228,829				11,962,559
Public Service	64,347				64,347	3,724,734	296,090				4,085,171
Auxiliary Services					-	8,411,467					8,411,467
Operation and Maintenance		12,163,479			12,163,479	16,988	9,570				12,190,037
Institutional Support <sup>1</sup>	22,733,718	2,986,727	89,300	531,181	26,340,926	126,057	26,112,058		15,777,684	10,500,957	78,857,682
Scholarships, Student Grants, and Waivers	5,272,861				5,272,861	93,298	15,795,104				21,161,263
<b>Total Expenditures</b>	<b>82,615,536</b>	<b>15,150,206</b>	<b>89,300</b>	<b>531,181</b>	<b>98,386,223</b>	<b>13,716,259</b>	<b>43,883,347</b>	<b>-</b>	<b>15,777,684</b>	<b>10,500,957</b>	<b>182,264,470</b>
Excess (Deficiency) of Revenue over Expenditures	7,323,846	3,125,289	(70,719)	(478,697)	9,899,719	(748,863)	(3,247,480)	17,237	585,332	(9,739,838)	(3,233,893)
Other financing sources(uses)											
Proceeds from bond issue					-					4,980,915	4,980,915
Transfers(to) from other funds	(7,845,496)	(2,000,000)			(9,845,496)	685,552	7,159,944			2,000,000	-
<b>Total other financing sources</b>	<b>(7,845,496)</b>	<b>(2,000,000)</b>	<b>-</b>	<b>-</b>	<b>(9,845,496)</b>	<b>685,552</b>	<b>7,159,944</b>	<b>-</b>	<b>-</b>	<b>6,980,915</b>	<b>4,980,915</b>
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	(521,650)	1,125,289	(70,719)	(478,697)	54,223	(63,311)	3,912,464	17,237	585,332	(2,758,923)	1,747,022
Fund Balance July 1, 2012	35,031,415	16,615,192	226,912	2,072,180	53,945,699	8,107,748	12,836,678	15,661,522	7,888,677	177,260,432	275,700,756
Fund Balance June 30, 2013	\$ 34,509,765	\$ 17,740,481	\$ 156,193	\$ 1,593,483	\$ 53,999,922	\$ 8,044,437	\$ 16,749,142	\$ 15,678,759	\$ 8,474,009	\$ 174,501,509	\$ 277,447,778

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

\$ 22,946,299



**All Funds Overview  
FY 2012 Actual**

	Tax Capped					Auxiliary Enterprises	Restricted Purposes	Working Cash	Bond and Interest	Operations & Maintenance (Restricted)	Total All Funds
	Education	Operations and Maintenance	Audit	Liability Protection and Settlement	Total Tax- Capped Funds						
<b>REVENUES</b>											
Local Government	\$ 36,082,915	\$ 15,558,406	\$ 59,844	\$ 1,032,731	\$ 52,733,896				\$ 16,229,090		\$ 68,962,986
ICCB Grants	6,904,640				6,904,640		602,262				7,506,902
All Other State Government <sup>1</sup>					-		18,798,370			-	18,798,370
Federal Government	27,777				27,777		16,065,401				16,093,178
Tuition and Fees	44,927,287	2,380,836			47,308,123	3,114,713	85,573			622,860	51,131,269
Sales and Services	172,816				172,816	8,730,182	100,703				9,003,701
Facilities Rental	7,840	106,890			114,730	800,473					915,203
Other Sources	159,716	558,634	735	3,290	722,375	104,319	282,549	37,109	18,185	2,725,557	3,890,094
<b>Total Revenues</b>	<b>88,282,991</b>	<b>18,604,766</b>	<b>60,579</b>	<b>1,036,021</b>	<b>107,984,357</b>	<b>12,749,687</b>	<b>35,934,858</b>	<b>37,109</b>	<b>16,247,275</b>	<b>3,348,417</b>	<b>176,301,703</b>
<b>EXPENDITURES</b>											
Instruction	35,659,344				35,659,344	457,799	1,084,246				37,201,389
Academic Support	8,611,493				8,611,493		170,112				8,781,605
Student Services	10,564,791				10,564,791	1,070,682	336,675				11,972,148
Public Service	67,637				67,637	3,706,387	770,025				4,544,049
Auxiliary Services					-	7,521,304					7,521,304
Operation and Maintenance		12,697,370			12,697,370	13,380	48,747				12,759,497
Institutional Support <sup>1</sup>	23,795,567	2,731,715	77,100	729,936	27,334,318	96,433	17,813,479		15,684,333	6,120,823	67,049,386
Scholarships, Student Grants, and Waivers	4,047,841				4,047,841	129,407	18,017,167				22,194,415
<b>Total Expenditures</b>	<b>82,746,673</b>	<b>15,429,085</b>	<b>77,100</b>	<b>729,936</b>	<b>98,982,794</b>	<b>12,995,392</b>	<b>38,240,451</b>	<b>-</b>	<b>15,684,333</b>	<b>6,120,823</b>	<b>172,023,793</b>
Excess (Deficiency) of Revenue over Expenditures	5,536,318	3,175,681	(16,521)	306,085	9,001,563	(245,705)	(2,305,593)	37,109	562,942	(2,772,406)	4,277,910
Other financing sources(uses)											
Proceeds from bond issue					-						-
Transfers(to) from other funds	(5,116,254)	(2,024,219)		557,971	(6,582,502)	4,323,927	2,258,575				-
<b>Total other financing sources</b>	<b>(5,116,254)</b>	<b>(2,024,219)</b>	<b>-</b>	<b>557,971</b>	<b>(6,582,502)</b>	<b>4,323,927</b>	<b>2,258,575</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	420,064	1,151,462	(16,521)	864,056	2,419,061	4,078,222	(47,018)	37,109	562,942	(2,772,406)	4,277,910
Fund Balance July 1, 2011	34,611,351	15,463,730	243,433	1,208,124	51,526,638	4,029,526	12,883,696	15,624,413	7,325,735	180,032,838	271,422,846
Fund Balance June 30, 2012	\$ 35,031,415	\$ 16,615,192	\$ 226,912	\$ 2,072,180	\$ 53,945,699	\$ 8,107,748	\$ 12,836,678	\$ 15,661,522	\$ 7,888,677	\$ 177,260,432	\$ 275,700,756

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

\$ 15,483,931

**All Funds Overview  
FY 2011 Actual**

	Tax Capped					Auxiliary Enterprises	Restricted Purposes	Working Cash	Bond and Interest	Operations & Maintenance (Restricted)	Total All Funds
	Education	Operations and Maintenance	Audit	Liability Protection and Settlement	Total Tax- Capped Funds						
<b>REVENUES</b>											
Local Government	\$ 34,301,291	\$ 15,524,006	\$ 102,483	\$ 1,468,344	\$ 51,396,124				\$ 15,475,452	\$ 493	\$ 66,872,069
ICCB Grants	6,887,420				6,887,420		967,075				7,854,495
All Other State Government <sup>1</sup>					-		15,153,816				15,153,816
Federal Government	32,754				32,754		18,032,989				18,065,743
Tuition and Fees	46,377,281	2,504,493			48,881,774	3,197,845	123,038			51,064	52,253,721
Sales and Services	46,291				46,291	8,940,598	85,510				9,072,399
Facilities Rental	9,504				9,504	796,693					806,197
Other Sources	138,957	67,444	1,442	3,064	210,907	114,931	436,189	74,666	31,044	3,351,553	4,219,290
<b>Total Revenues</b>	<b>87,793,498</b>	<b>18,095,943</b>	<b>103,925</b>	<b>1,471,408</b>	<b>107,464,774</b>	<b>13,050,067</b>	<b>34,798,617</b>	<b>74,666</b>	<b>15,506,496</b>	<b>3,403,110</b>	<b>174,297,730</b>
<b>EXPENDITURES</b>											
Instruction	34,672,065				34,672,065	571,455	1,234,451				36,477,971
Academic Support	8,098,121				8,098,121		233,414				8,331,535
Student Services	9,687,391				9,687,391	1,055,651	724,364				11,467,406
Public Service	62,803				62,803	3,503,436	996,814				4,563,053
Auxiliary Services					-	8,207,224					8,207,224
Operation and Maintenance		12,442,784			12,442,784	22,289	187,688				12,652,761
Institutional Support <sup>1</sup>	22,235,443	2,884,173	131,100	1,422,685	26,673,401	166,801	14,625,171		14,859,049	5,577,622	61,902,044
Scholarships, Student Grants, and Waivers	3,898,577				3,898,577	128,099	19,174,263				23,200,939
<b>Total Expenditures</b>	<b>78,654,400</b>	<b>15,326,957</b>	<b>131,100</b>	<b>1,422,685</b>	<b>95,535,142</b>	<b>13,654,955</b>	<b>37,176,165</b>	<b>-</b>	<b>14,859,049</b>	<b>5,577,622</b>	<b>166,802,933</b>
Excess (Deficiency) of Revenue over Expenditures	9,139,098	2,768,986	(27,175)	48,723	11,929,632	(604,888)	(2,377,548)	74,666	647,447	(2,174,512)	7,494,797
Other financing sources(uses)											
Proceeds from bond issue					-		1,595,000			2,970,915	4,565,915
Transfers(to) from other funds	(8,436,936)	(1,500,000)			(9,936,936)	683,386	3,253,550			6,000,000	-
<b>Total other financing sources</b>	<b>(8,436,936)</b>	<b>(1,500,000)</b>	<b>-</b>	<b>-</b>	<b>(9,936,936)</b>	<b>683,386</b>	<b>4,848,550</b>	<b>-</b>	<b>-</b>	<b>8,970,915</b>	<b>4,565,915</b>
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	702,162	1,268,986	(27,175)	48,723	1,992,696	78,498	2,471,002	74,666	647,447	6,796,403	12,060,712
Fund Balance July 1, 2010	33,909,189	14,194,744	270,608	1,159,401	49,533,942	3,951,028	10,412,694	15,549,747	6,678,288	173,236,435	259,362,134
Fund Balance June 30, 2011	\$ 34,611,351	\$ 15,463,730	\$ 243,433	\$ 1,208,124	\$ 51,526,638	\$ 4,029,526	\$ 12,883,696	\$ 15,624,413	\$ 7,325,735	\$ 180,032,838	\$ 271,422,846

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

\$ 12,203,522

**All Funds Overview  
FY 2010 Actual**

	Tax Capped					Auxiliary Enterprises	Restricted Purposes	Working Cash	Bond and Interest	Operations and Maintenance (Restricted)	Total All Funds
	Education	Operations and Maintenance	Audit	Liability Protection and Settlement	Total Tax- Capped Funds						
<b>REVENUES</b>											
Local Government	\$ 32,764,234	\$ 14,873,182	\$ 111,329	\$ 1,477,081	\$ 49,225,826				\$ 14,144,766		\$ 63,370,592
ICCB Grants	7,187,128				7,187,128		439,783				7,626,911
All Other State Government <sup>1</sup>					-		13,834,680				13,834,680
Federal Government	265,408				265,408		13,154,578				13,419,986
Tuition and Fees	42,597,292	2,498,407			45,095,699	2,979,666	5,584				48,080,949
Sales and Services	45,313				45,313	8,649,430	64,578				8,759,321
Facilities Rental	7,496				7,496	732,478					739,974
Other Sources	317,311	98,298	2,560	8,662	426,831	128,162	369,738	119,033	52,180	5,081,345	6,177,289
<b>Total Revenues</b>	<b>83,184,182</b>	<b>17,469,887</b>	<b>113,889</b>	<b>1,485,743</b>	<b>102,253,701</b>	<b>12,489,736</b>	<b>27,868,941</b>	<b>119,033</b>	<b>14,196,946</b>	<b>5,081,345</b>	<b>162,009,702</b>
<b>EXPENDITURES</b>											
Instruction	32,198,128				32,198,128	354,309	1,288,822				33,841,259
Academic Support	8,053,461				8,053,461		214,986				8,268,447
Student Services	9,432,278				9,432,278	1,039,673	243,486				10,715,437
Public Service					-	3,358,013	509,321				3,867,334
Auxiliary Services					-	8,193,022					8,193,022
Operation and Maintenance		12,425,872			12,425,872	2,173					12,428,045
Institutional Support <sup>1</sup>	22,310,278	3,640,154	99,600	1,909,736	27,959,768	218,328	13,830,158		16,089,590	8,974,068	67,071,912
Scholarships, Student Grants, and Waivers	3,906,072				3,906,072	109,740	15,182,868				19,198,680
<b>Total Expenditures</b>	<b>75,900,217</b>	<b>16,066,026</b>	<b>99,600</b>	<b>1,909,736</b>	<b>93,975,579</b>	<b>13,275,258</b>	<b>31,269,641</b>	<b>-</b>	<b>16,089,590</b>	<b>8,974,068</b>	<b>163,584,136</b>
Excess (Deficiency) of Revenue over Expenditures	7,283,965	1,403,861	14,289	(423,993)	8,278,122	(785,522)	(3,400,700)	119,033	(1,892,644)	(3,892,723)	(1,574,434)
Other financing sources(uses)											
Proceeds from bond issue					-						-
Transfers(to) from other funds	(6,610,967)				(6,610,967)	164,156	3,422,571		524,240	2,500,000	-
<b>Total other financing sources</b>	<b>(6,610,967)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(6,610,967)</b>	<b>164,156</b>	<b>3,422,571</b>	<b>-</b>	<b>524,240</b>	<b>2,500,000</b>	<b>-</b>
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	672,998	1,403,861	14,289	(423,993)	1,667,155	(621,366)	21,871	119,033	(1,368,404)	(1,392,723)	(1,574,434)
Fund Balance July 1, 2009	33,236,191	12,790,883	256,319	1,583,394	47,866,787	4,572,394	10,390,823	15,430,714	8,046,692	174,629,158	260,936,568
Fund Balance June 30, 2010	\$ 33,909,189	\$ 14,194,744	\$ 270,608	\$ 1,159,401	\$ 49,533,942	\$ 3,951,028	\$ 10,412,694	\$ 15,549,747	\$ 6,678,288	\$ 173,236,435	\$ 259,362,134

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

\$ 10,670,636

## **Tax-Capped Funds Descriptions**

Funds for which local property taxes can be levied, subject to Property Tax Extension Limitation Law

### **Education Fund (0001)**

The Education Fund is established by Section 103-1 of the Illinois Public Community College Act. The statutory maximum tax rate for the Education Fund is 75 cents per \$100 of equalized assessed valuation for community college districts in cities with less than 500,000 inhabitants.

The Education Fund is used to account for the revenues and expenditures of the academic and service programs of the College. It includes the cost of instructional, administrative and professional salaries; supplies and equipment; library books and materials; maintenance of instructional and administrative equipment; and other costs pertaining to the educational program of the College. (See Sections 103-20.3 and 107-18 of the Illinois Public Community College Act.)

The local Board of Trustees may make a determination within the budget for the distribution of unrestricted revenues other than local property taxes among the operating funds, i.e., the Education Fund, the Operations and Maintenance Fund, and the Public building Commission Operation and Maintenance Fund.

### **Operations and Maintenance Fund (0002)**

The Operations and Maintenance Fund is established by Section 103-1 and Section 103-20.3 of the Illinois Public Community College Act. The statutory maximum tax rate is set at 10 cents per \$100 equalized assessed valuation for community college districts in cities with less than 500,000 inhabitants.

This fund is used to account for expenditures for the improvement, maintenance, repair, or benefit of buildings and property, including the cost of interior decorating and the installation, improvement, or repair, replacement, and maintenance of building fixtures; rental of buildings and property for community college purposes; payment of all premiums for insurance upon buildings and building fixtures; salaries of janitors, engineers, or other custodial employees; all costs of fuel, lights, gas, water, telephone service, custodial supplies, and equipment; and professional surveys of the condition of College buildings. (See Section 103-20.3 of the Illinois Public Community College Act.) The local Board of Trustees of any district may make a determination within the budget for the distribution of unrestricted revenues other than local property taxes among the operating funds, i.e., the Education Fund or the Operations and Maintenance Fund.

### **Audit Fund (0011)**

The Audit Fund is established by Chapter 85, Section 709 of the Illinois revised Statutes for recording the payment or auditing expenses. The audit tax levy should be used only for the payment of auditing expenses.

### **Liability, Protection and Settlement Fund (0012)**

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

**Tax-Capped Funds  
Revenues and Expenditures**

	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Actual	FY 2015 Budget	FY 2015 Projected	FY 2016 Budget	FY 2016 Percent to Total	Budget % Change FY 2015 to FY 2016
<b>REVENUES</b>										
Local Government	\$ 49,225,826	\$ 51,396,124	\$ 52,733,896	\$ 53,464,061	\$ 55,317,505	\$ 55,868,387	\$ 55,813,661	\$ 56,517,520	49.99%	1.1%
ICCB Grants	7,187,128	6,887,420	6,904,640	6,938,432	7,035,549	7,029,860	7,359,309	7,490,000	6.63%	6.1%
Federal Government	265,408	32,754	27,777	27,431	26,977	25,000	23,291	25,000	0.02%	0.0%
Tuition and Fees	45,095,699	48,881,774	47,308,123	47,127,296	46,577,180	47,250,400	46,203,422	47,642,973	42.14%	0.8%
Sales and Services	45,313	46,291	172,816	165,983	139,084	500,043	496,594	473,000	0.42%	-5.7%
Facilities Rental	7,496	9,504	114,730	125,894	127,178	131,306	134,715	138,190	0.12%	5.0%
Other Sources	426,831	210,907	722,375	436,845	72,182	752,650	164,346	761,975	0.67%	1.2%
<b>Total Revenues</b>	<b>102,253,701</b>	<b>107,464,774</b>	<b>107,984,357</b>	<b>108,285,942</b>	<b>109,295,655</b>	<b>111,557,646</b>	<b>110,195,338</b>	<b>113,048,658</b>	<b>100.00%</b>	<b>1.3%</b>
<b>EXPENDITURES</b>										
Instruction	32,198,128	34,672,065	35,659,344	35,458,519	36,396,899	38,432,785	36,630,390	39,547,020	35.81%	2.8%
Academic Support	8,053,461	8,098,121	8,611,493	8,360,501	8,238,812	9,431,444	8,750,975	9,831,089	8.90%	4.1%
Student Services	9,432,278	9,687,391	10,564,791	10,725,590	11,146,341	12,238,323	11,905,105	12,448,625	11.27%	1.7%
Public Service	-	62,803	67,637	64,347	64,872	113,504	114,961	116,839	0.11%	2.9%
Operations and Maintenance	12,425,872	12,442,784	12,697,370	12,163,479	13,680,345	15,312,877	13,639,415	15,141,317	13.71%	-1.1%
Institutional Support	27,959,768	26,673,401	27,334,318	26,340,926	26,843,062	26,051,872	27,742,244	27,285,963	24.71%	4.5%
Scholarships, Student Grants, and Waivers	3,906,072	3,898,577	4,047,841	5,272,861	5,020,902	5,402,869	5,924,387	6,058,265	5.49%	10.8%
<b>Total Expenditures</b>	<b>93,975,579</b>	<b>95,535,142</b>	<b>98,982,794</b>	<b>98,386,223</b>	<b>101,391,233</b>	<b>106,983,674</b>	<b>104,707,477</b>	<b>110,429,118</b>	<b>100.00%</b>	<b>3.1%</b>
Excess (Deficiency) of Revenue over Expenditures	8,278,122	11,929,632	9,001,563	9,899,719	7,904,422	4,573,972	5,487,861	2,619,540		-74.6%
Other financing sources(uses)										
Transfers(to) from other funds	(6,610,967)	(9,936,936)	(6,582,502)	(9,845,496)	(7,742,765)	(4,565,520)	(5,403,198)	(2,619,540)		-74.3%
<b>Total Other Financing Sources</b>	<b>(6,610,967)</b>	<b>(9,936,936)</b>	<b>(6,582,502)</b>	<b>(9,845,496)</b>	<b>(7,742,765)</b>	<b>(4,565,520)</b>	<b>(5,403,198)</b>	<b>(2,619,540)</b>		<b>-74.3%</b>
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	1,667,155	1,992,696	2,419,061	54,223	161,657	8,452	84,663	-		
<b>BEGINNING FUND BALANCE</b>	<b>47,866,787</b>	<b>49,533,942</b>	<b>51,526,638</b>	<b>53,945,699</b>	<b>53,999,922</b>	<b>54,161,579</b>	<b>54,161,579</b>	<b>54,246,242</b>		<b>0.2%</b>
<b>ENDING FUND BALANCE</b>	<b>\$ 49,533,942</b>	<b>\$ 51,526,638</b>	<b>\$ 53,945,699</b>	<b>\$ 53,999,922</b>	<b>\$ 54,161,579</b>	<b>\$ 54,170,031</b>	<b>\$ 54,246,242</b>	<b>\$ 54,246,242</b>		<b>0.1%</b>

**Tax-Capped Funds  
Expenditures by Program**

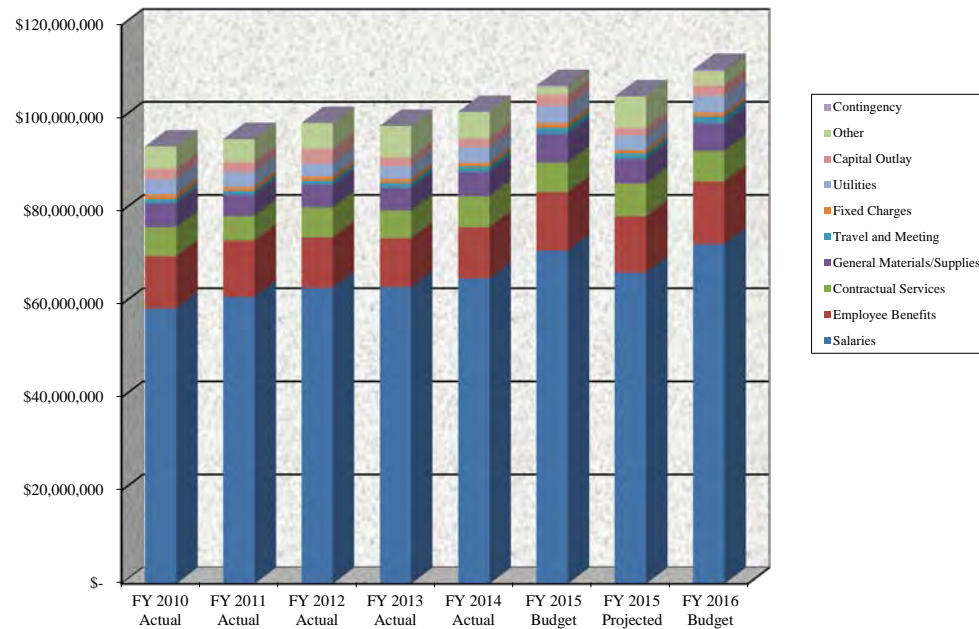
	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Actual	FY 2015 Budget	FY 2015 Projected	FY 2016 Budget	FY 2016 Percent to Total	Budget % Change FY 2015 to FY 2016
<b>EXPENDITURES</b>										
<b>Instruction</b>										
Salaries	\$ 27,930,361	\$ 30,000,769	\$ 30,760,649	\$ 30,443,563	\$ 31,507,284	\$ 33,113,834	\$ 31,407,123	\$ 33,933,940	30.73%	2.5%
Employee Benefits	2,978,670	2,961,801	3,107,094	3,001,204	3,273,036	3,269,559	3,421,492	3,537,286	3.20%	8.2%
Contractual Services	339,623	411,012	449,067	556,232	558,516	554,669	640,797	765,945	0.69%	38.1%
Materials and Supplies	602,819	663,307	726,636	764,532	829,214	1,132,446	864,427	1,013,595	0.92%	-10.5%
Travel and Meeting	24,427	40,020	31,121	49,661	44,925	74,183	60,493	70,486	0.06%	-5.0%
Fixed Charges	14,592	9,820	5,930	1,683	647	4,513	1,775	4,513	0.00%	0.0%
Capital Outlay	307,353	580,548	578,255	633,135	180,605	274,081	233,505	210,165	0.19%	-23.3%
Other	283	4,788	592	8,509	2,672	9,500	778	11,090	0.01%	16.7%
<b>Total Instruction</b>	<b>32,198,128</b>	<b>34,672,065</b>	<b>35,659,344</b>	<b>35,458,519</b>	<b>36,396,899</b>	<b>38,432,785</b>	<b>36,630,390</b>	<b>39,547,020</b>	<b>35.81%</b>	<b>2.9%</b>
<b>Academic Support</b>										
Salaries	6,065,514	5,998,430	6,398,051	6,175,108	6,197,639	7,154,214	6,623,998	7,439,255	6.74%	4.0%
Employee Benefits	935,978	913,669	954,749	934,039	917,359	1,022,964	1,011,636	1,081,161	0.98%	5.7%
Contractual Services	141,769	131,990	177,976	180,448	113,839	149,663	94,521	173,993	0.16%	16.3%
Materials and Supplies	718,596	719,372	863,363	854,607	811,205	851,983	807,052	884,575	0.80%	3.8%
Travel and Meeting	121,303	86,402	93,527	127,876	166,399	184,441	142,444	185,626	0.17%	0.6%
Fixed Charges	10,800	20,957	19,200	19,535	19,200	29,700	29,400	29,700	0.03%	0.0%
Utilities	719	2,447	5,182	4,279	4,895	3,140	5,348	3,140	0.00%	0.0%
Capital Outlay	56,647	226,275	79,514	14,383	6,895	20,144	31,330	20,144	0.02%	0.0%
Other	2,135	(1,421)	19,931	50,226	1,382	15,195	5,246	13,495	0.01%	-11.2%
<b>Total Academic Support</b>	<b>8,053,461</b>	<b>8,098,121</b>	<b>8,611,493</b>	<b>8,360,501</b>	<b>8,238,813</b>	<b>9,431,444</b>	<b>8,750,975</b>	<b>9,831,089</b>	<b>8.90%</b>	<b>4.2%</b>
<b>Student Services</b>										
Salaries	7,676,287	7,766,815	8,283,470	8,499,511	8,759,763	9,779,351	9,370,242	9,911,121	8.98%	1.3%
Employee Benefits	996,930	975,115	1,085,255	1,101,787	1,149,793	1,340,375	1,363,803	1,422,447	1.29%	6.1%
Contractual Services	124,561	247,914	363,115	263,447	333,871	167,806	313,611	169,691	0.15%	1.1%
Materials and Supplies	248,973	231,505	367,621	375,886	442,764	456,000	404,525	452,962	0.41%	-0.7%
Travel and Meeting	211,291	255,427	242,099	243,840	241,696	251,244	211,651	241,857	0.22%	-3.7%
Fixed Charges	3,875	4,625	1,761	24,824	1,449	11,746	2,052	11,746	0.01%	0.0%
Utilities	108	795	790	390	392	540	435	540	0.00%	0.0%
Capital Outlay	9,768	22,745	25,586	822	22,600	16,930	18,119	16,930	0.02%	0.0%
Other	160,485	182,450	195,094	215,083	194,012	214,331	220,667	221,331	0.20%	3.3%
<b>Total Student Services</b>	<b>9,432,278</b>	<b>9,687,391</b>	<b>10,564,791</b>	<b>10,725,590</b>	<b>11,146,340</b>	<b>12,238,323</b>	<b>11,905,105</b>	<b>12,448,625</b>	<b>11.27%</b>	<b>1.7%</b>
<b>Public Service</b>										
Salaries	-	56,756	59,691	56,767	58,178	100,810	101,487	104,367	0.09%	3.5%
Employee Benefits	-	6,047	7,946	7,580	6,694	12,694	13,173	12,472	0.01%	-1.7%
Travel and Meeting	-	-	-	-	-	-	301	-	0.00%	-
<b>Total Public Service</b>	<b>-</b>	<b>62,803</b>	<b>67,637</b>	<b>64,347</b>	<b>64,872</b>	<b>113,504</b>	<b>114,961</b>	<b>116,839</b>	<b>0.11%</b>	<b>2.9%</b>

**Tax-Capped Funds  
Expenditures by Program**

	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Actual	FY 2015 Budget	FY 2015 Projected	FY 2016 Budget	FY 2016 Percent to Total	Budget % Change FY 2015 to FY 2016
<b>Operations and Maintenance</b>										
Salaries	5,706,665	5,709,479	5,829,371	5,767,933	5,823,262	6,636,390	6,033,581	6,548,506	5.93%	-1.3%
Employee Benefits	1,156,764	1,124,421	1,161,812	1,111,470	1,174,180	1,520,748	1,240,766	1,503,372	1.36%	-1.1%
Contractual Services	1,346,285	1,236,329	1,739,858	1,556,006	1,975,741	1,974,788	2,013,282	1,902,444	1.72%	-3.7%
Materials and Supplies	1,077,627	1,010,493	1,185,344	907,778	1,156,871	1,190,458	999,706	1,199,202	1.09%	0.7%
Travel and Meeting	10,612	11,120	20,032	18,639	16,879	27,800	13,693	27,800	0.03%	0.0%
Fixed Charges	12,529	6,000	36,773	81,154	83,877	110,693	87,463	110,693	0.10%	0.0%
Utilities	3,006,446	2,934,667	2,337,391	2,582,608	3,078,947	3,365,300	2,916,199	3,381,800	3.06%	0.5%
Capital Outlay	108,944	410,275	386,789	137,371	368,048	486,700	334,550	467,500	0.42%	-3.9%
Other	-	-	-	520	2,539	-	175	-		
<b>Total Operations and Maintenance</b>	<b>12,425,872</b>	<b>12,442,784</b>	<b>12,697,370</b>	<b>12,163,479</b>	<b>13,680,344</b>	<b>15,312,877</b>	<b>13,639,415</b>	<b>15,141,317</b>	<b>13.71%</b>	<b>-1.1%</b>
<b>Institutional Support</b>										
Salaries	11,768,212	11,955,386	12,257,270	12,790,618	13,215,201	14,771,812	13,295,912	15,025,421	13.61%	1.7%
Employee Benefits	5,115,268	6,133,792	4,525,805	4,272,131	4,486,911	5,373,870	5,035,935	5,900,063	5.34%	9.8%
Contractual Services	4,322,977	3,216,844	3,640,338	3,486,097	3,689,522	3,564,291	4,045,671	3,555,205	3.22%	-0.3%
Materials and Supplies	2,494,085	1,973,779	1,759,242	1,948,977	2,003,577	2,463,646	2,168,491	2,386,296	2.16%	-3.1%
Travel and Meeting	533,400	440,822	479,426	609,059	646,498	870,124	711,075	882,921	0.80%	1.5%
Fixed Charges	937,826	800,007	858,667	684,375	667,998	779,078	629,926	689,506	0.62%	-11.5%
Utilities	243,504	277,710	357,777	237,572	313,405	246,600	214,282	246,600	0.22%	0.0%
Capital Outlay	1,733,632	937,596	2,186,256	1,098,658	1,312,308	1,666,751	970,938	1,511,751	1.37%	-9.3%
Other	810,864	937,465	1,269,537	1,213,439	507,643	(4,034,300)	670,014	(3,261,800)	-2.95%	-19.1%
Contingency	-	-	-	-	-	350,000	-	350,000	0.32%	0.0%
<b>Total Institutional Support</b>	<b>27,959,768</b>	<b>26,673,401</b>	<b>27,334,318</b>	<b>26,340,926</b>	<b>26,843,063</b>	<b>26,051,872</b>	<b>27,742,244</b>	<b>27,285,963</b>	<b>24.71%</b>	<b>4.7%</b>
<b>Scholarships, Grants, and Waivers</b>										
Other	3,906,072	3,785,893	4,047,841	5,272,861	5,020,902	5,402,869	5,924,387	6,058,265	5.49%	12.1%
<b>Total Scholarships, Grants, and Waivers</b>	<b>3,906,072</b>	<b>3,898,577</b>	<b>4,047,841</b>	<b>5,272,861</b>	<b>5,020,902</b>	<b>5,402,869</b>	<b>5,924,387</b>	<b>6,058,265</b>	<b>5.49%</b>	<b>12.1%</b>
<b>Total Expenditures</b>	<b>\$ 93,975,579</b>	<b>\$ 95,535,142</b>	<b>\$ 98,982,794</b>	<b>\$ 98,386,223</b>	<b>\$ 101,391,233</b>	<b>\$ 106,983,674</b>	<b>\$ 104,707,477</b>	<b>\$ 110,429,118</b>	<b>100.00%</b>	<b>3.2%</b>

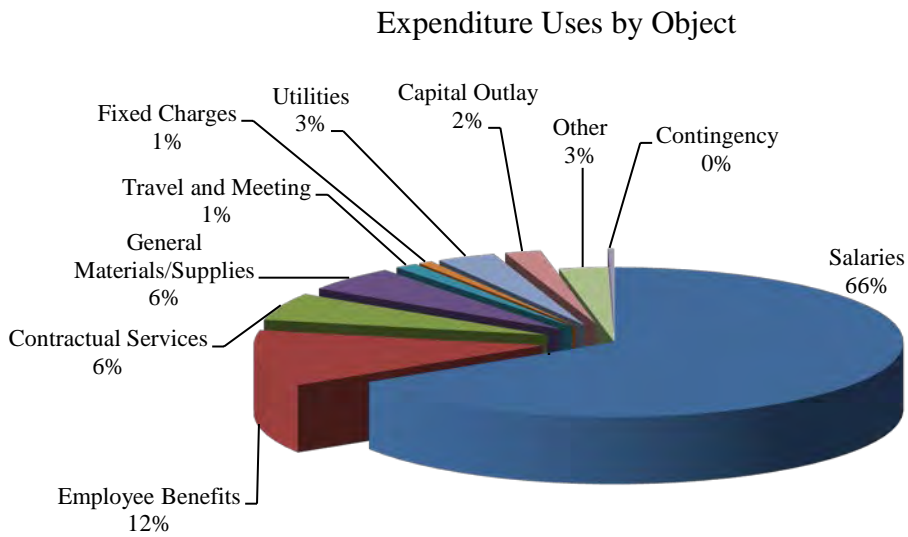
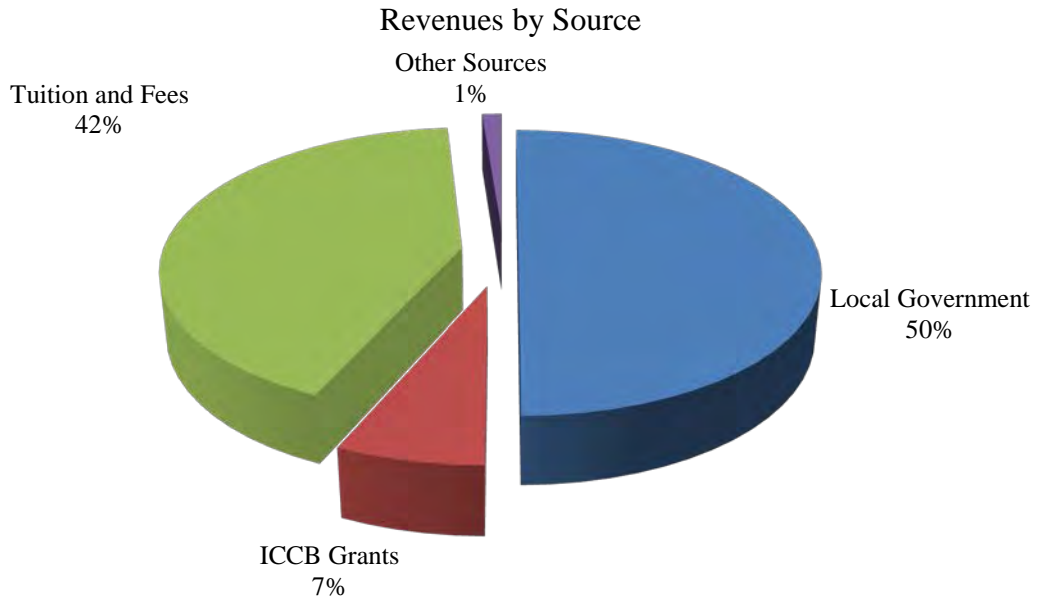
## Tax-Capped Funds Expenditures by Object

	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Actual	FY 2015 Budget	FY 2015 Projected	FY 2016 Budget	FY 2016 Percent to Total	Budget % Change FY 2015 to FY2016
Salaries	\$ 59,147,039	\$ 61,600,319	\$ 63,588,502	\$ 63,733,500	\$ 65,561,326	\$ 71,556,411	\$ 66,832,344	\$ 72,962,610	66.07%	2.0%
Employee Benefits	11,183,610	12,114,845	10,842,661	10,428,211	11,007,975	12,540,210	12,086,806	13,456,801	12.19%	7.3%
Contractual Services	6,275,215	5,244,089	6,370,354	6,042,230	6,671,489	6,411,217	7,107,883	6,567,278	5.95%	2.4%
General Materials/Supplies	5,142,100	4,598,456	4,902,206	4,851,780	5,243,631	6,094,533	5,244,201	5,936,630	5.38%	-2.6%
Travel and Meeting	901,033	833,791	866,205	1,049,075	1,116,397	1,407,792	1,139,657	1,408,690	1.28%	0.1%
Fixed Charges	979,622	841,409	922,331	811,571	773,171	935,730	750,615	846,158	0.77%	-9.6%
Utilities	3,250,777	3,215,619	2,701,140	2,824,849	3,397,639	3,615,580	3,136,263	3,632,080	3.29%	0.5%
Capital Outlay	2,216,344	2,177,439	3,256,400	1,884,369	1,890,454	2,464,606	1,588,441	2,226,490	2.02%	-9.7%
Other	4,879,839	4,909,175	5,532,995	6,760,638	5,729,151	1,607,595	6,821,267	3,042,381	2.76%	89.3%
Contingency	-	-	-	-	-	350,000	-	350,000	0.32%	0.0%
<b>Total Expenditures</b>	<b>\$ 93,975,579</b>	<b>\$ 95,535,142</b>	<b>\$ 98,982,794</b>	<b>\$ 98,386,223</b>	<b>\$ 101,391,233</b>	<b>\$ 106,983,674</b>	<b>\$ 104,707,477</b>	<b>\$ 110,429,118</b>	<b>100.00%</b>	<b>3.2%</b>

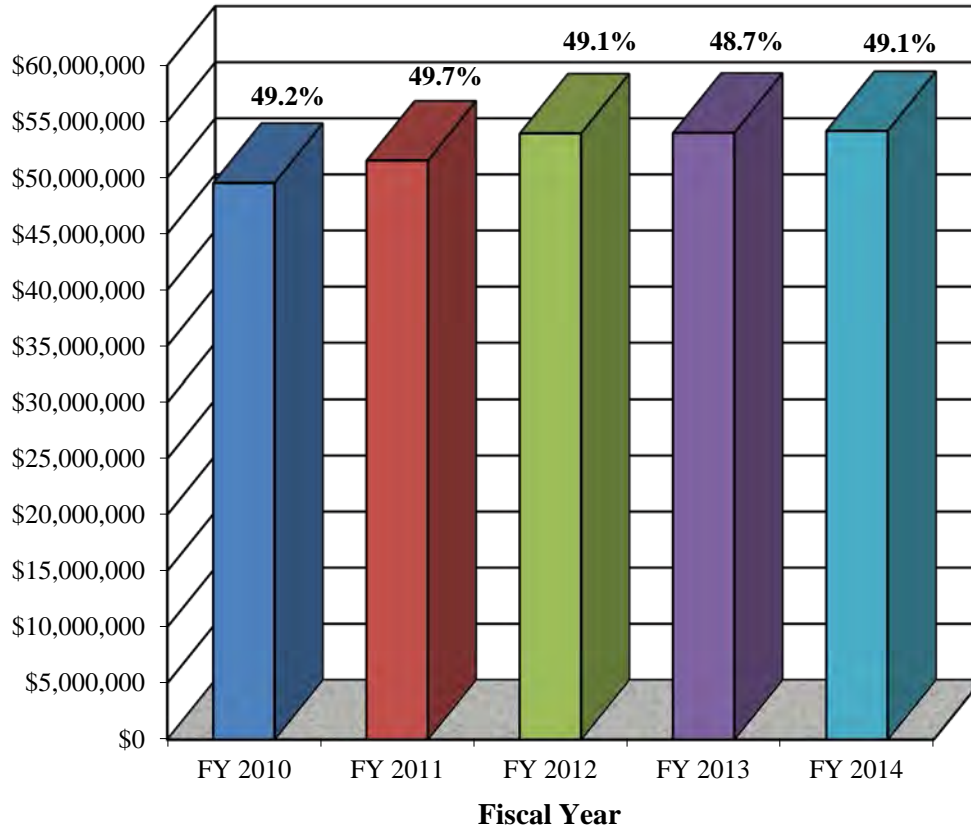




**REVENUE SOURCES AND EXPENDITURE USES**  
**Tax-Capped Funds**  
 Fiscal Year 2016 Budget



## Tax-Capped Funds Fund Balance History



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

**Education Fund  
Revenues and Expenditures**

	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Actual	FY 2015 Budget	FY 2015 Projected	FY 2016 Budget	FY 2016 Percent to Total	Budget % Change FY 2015 to FY 2016
<b>REVENUES</b>										
Local Government	\$ 32,764,234	\$ 34,301,291	\$ 36,082,915	\$ 37,561,208	\$ 39,369,697	\$ 39,554,330	\$ 40,057,573	\$ 41,090,000	43.19%	3.7%
ICCB Grants	7,187,128	6,887,420	6,904,640	6,938,432	7,035,549	7,029,860	7,359,309	7,490,000	7.87%	6.1%
Federal Government	265,408	32,754	27,777	27,431	26,977	25,000	23,291	25,000	0.03%	0.0%
Tuition and Fees	42,597,292	46,377,281	44,927,287	44,833,815	44,324,375	45,000,400	44,017,412	45,437,973	47.76%	1.0%
Sales and Services	45,313	46,291	172,816	165,983	139,084	500,043	496,594	473,000	0.50%	-5.7%
Facilities Rental	7,496	9,504	7,840	6,164	-	-	-	-		
Other Sources	317,311	138,957	159,716	406,349	32,008	620,000	122,988	620,000	0.65%	0.0%
<b>Total Revenues</b>	<b>83,184,182</b>	<b>87,793,498</b>	<b>88,282,991</b>	<b>89,939,382</b>	<b>90,927,690</b>	<b>92,729,633</b>	<b>92,077,167</b>	<b>95,135,973</b>	<b>100.00%</b>	<b>2.5%</b>
<b>EXPENDITURES</b>										
Instruction	32,198,128	34,672,065	35,659,344	35,458,519	36,396,899	38,432,785	36,630,390	39,547,020	42.89%	2.8%
Academic Support	8,053,461	8,098,121	8,611,493	8,360,501	8,238,812	9,431,444	8,750,975	9,831,089	10.66%	4.1%
Student Services	9,432,278	9,687,391	10,564,791	10,725,590	11,146,341	12,238,323	11,905,105	12,448,625	13.50%	1.7%
Public Service	-	62,803	67,637	64,347	64,872	113,504	114,961	116,839	0.13%	2.9%
Institutional Support	22,310,278	22,235,443	23,795,567	22,733,718	23,672,501	22,674,484	24,858,871	24,206,930	26.25%	6.3%
Scholarships, Student Grants, and Waivers	3,906,072	3,898,577	4,047,841	5,272,861	5,020,902	5,402,869	5,924,387	6,058,265	6.57%	10.8%
<b>Total Expenditures</b>	<b>75,900,217</b>	<b>78,654,400</b>	<b>82,746,673</b>	<b>82,615,536</b>	<b>84,540,327</b>	<b>88,293,409</b>	<b>88,184,689</b>	<b>92,208,768</b>	<b>100.00%</b>	<b>4.2%</b>
Excess (Deficiency) of Revenue over Expenditures	7,283,965	9,139,098	5,536,318	7,323,846	6,387,363	4,436,224	3,892,478	2,927,205		-51.6%
Other financing sources(uses)										
Transfers(to) from other funds	(6,610,967)	(8,436,936)	(5,116,254)	(7,845,496)	(5,742,765)	(4,165,520)	(4,003,198)	(2,619,540)		-59.0%
<b>Total Other Financing Sources</b>	<b>(6,610,967)</b>	<b>(8,436,936)</b>	<b>(5,116,254)</b>	<b>(7,845,496)</b>	<b>(5,742,765)</b>	<b>(4,165,520)</b>	<b>(4,003,198)</b>	<b>(2,619,540)</b>		<b>-59.0%</b>
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	672,998	702,162	420,064	(521,650)	644,598	270,704	(110,720)	307,665		12.0%
<b>BEGINNING FUND BALANCE</b>	<b>33,236,191</b>	<b>33,909,189</b>	<b>34,611,351</b>	<b>35,031,415</b>	<b>34,509,765</b>	<b>35,154,363</b>	<b>35,154,363</b>	<b>35,043,643</b>		<b>-0.3%</b>
<b>ENDING FUND BALANCE</b>	<b>\$ 33,909,189</b>	<b>\$ 34,611,351</b>	<b>\$ 35,031,415</b>	<b>\$ 34,509,765</b>	<b>\$ 35,154,363</b>	<b>\$ 35,425,067</b>	<b>\$ 35,043,643</b>	<b>\$ 35,351,308</b>		<b>-0.2%</b>

**Education Fund  
Expenditures by Program**

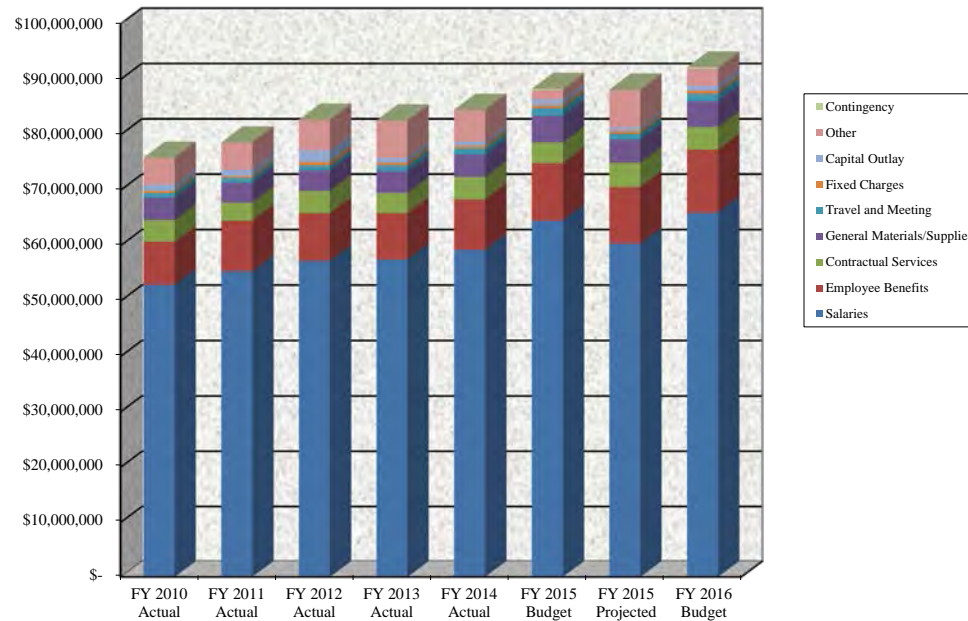
	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Actual	FY 2015 Budget	FY 2015 Projected	FY 2016 Budget	FY 2016 Percent to Total	Budget % Change FY 2015 to FY 2016
<b>EXPENDITURES</b>										
<b>Instruction</b>										
Salaries	\$ 27,930,361	\$ 30,000,769	\$ 30,760,649	\$ 30,443,563	\$ 31,507,284	\$ 33,113,834	\$ 31,407,123	\$ 33,933,940	36.80%	2.5%
Employee Benefits	2,978,670	2,961,801	3,107,094	3,001,204	3,273,036	3,269,559	3,421,492	3,537,286	3.84%	8.2%
Contractual Services	339,623	411,012	449,067	556,232	558,516	554,669	640,797	765,945	0.83%	38.1%
Materials and Supplies	602,819	663,307	726,636	764,532	829,214	1,132,446	864,427	1,013,595	1.10%	-10.5%
Travel and Meeting	24,427	40,020	31,121	49,661	44,925	74,183	60,493	70,486	0.08%	-5.0%
Fixed Charges	14,592	9,820	5,930	1,683	647	4,513	1,775	4,513	0.00%	0.0%
Capital Outlay	307,353	580,548	578,255	633,135	180,605	274,081	233,505	210,165	0.23%	-23.3%
Other	283	4,788	592	8,509	2,672	9,500	778	11,090	0.01%	16.7%
<b>Total Instruction</b>	<b>32,198,128</b>	<b>34,672,065</b>	<b>35,659,344</b>	<b>35,458,519</b>	<b>36,396,899</b>	<b>38,432,785</b>	<b>36,630,390</b>	<b>39,547,020</b>	<b>42.89%</b>	<b>2.9%</b>
<b>Academic Support</b>										
Salaries	6,065,514	5,998,430	6,398,051	6,175,108	6,197,639	7,154,214	6,623,998	7,439,255	8.07%	4.0%
Employee Benefits	935,978	913,669	954,749	934,039	917,359	1,022,964	1,011,636	1,081,161	1.17%	5.7%
Contractual Services	141,769	131,990	177,976	180,448	113,839	149,663	94,521	173,993	0.19%	16.3%
Materials and Supplies	718,596	719,372	863,363	854,607	811,205	851,983	807,052	884,575	0.96%	3.8%
Travel and Meeting	121,303	86,402	93,527	127,876	166,399	184,441	142,444	185,626	0.20%	0.6%
Fixed Charges	10,800	20,957	19,200	19,535	19,200	29,700	29,400	29,700	0.03%	0.0%
Utilities	719	2,447	5,182	4,279	4,895	3,140	5,348	3,140	0.00%	0.0%
Capital Outlay	56,647	226,275	79,514	14,383	6,895	20,144	31,330	20,144	0.02%	0.0%
Other	2,135	(1,421)	19,931	50,226	1,382	15,195	5,246	13,495	0.01%	-11.2%
<b>Total Academic Support</b>	<b>8,053,461</b>	<b>8,098,121</b>	<b>8,611,493</b>	<b>8,360,501</b>	<b>8,238,813</b>	<b>9,431,444</b>	<b>8,750,975</b>	<b>9,831,089</b>	<b>10.66%</b>	<b>4.2%</b>
<b>Student Services</b>										
Salaries	7,676,287	7,766,815	8,283,470	8,499,511	8,759,763	9,779,351	9,370,242	9,911,121	10.75%	1.3%
Employee Benefits	996,930	975,115	1,085,255	1,101,787	1,149,793	1,340,375	1,363,803	1,422,447	1.54%	6.1%
Contractual Services	124,561	247,914	363,115	263,447	333,871	167,806	313,611	169,691	0.18%	1.1%
Materials and Supplies	248,973	231,505	367,621	375,886	442,764	456,000	404,525	452,962	0.49%	-0.7%
Travel and Meeting	211,291	255,427	242,099	243,840	241,696	251,244	211,651	241,857	0.26%	-3.7%
Fixed Charges	3,875	4,625	1,761	24,824	1,449	11,746	2,052	11,746	0.01%	0.0%
Utilities	108	795	790	390	392	540	435	540	0.00%	0.0%
Capital Outlay	9,768	22,745	25,586	822	22,600	16,930	18,119	16,930	0.02%	0.0%
Other	160,485	182,450	195,094	215,083	194,012	214,331	220,667	221,331	0.24%	3.3%
<b>Total Student Services</b>	<b>9,432,278</b>	<b>9,687,391</b>	<b>10,564,791</b>	<b>10,725,590</b>	<b>11,146,340</b>	<b>12,238,323</b>	<b>11,905,105</b>	<b>12,448,625</b>	<b>13.50%</b>	<b>1.7%</b>
<b>Public Service</b>										
Salaries	-	56,756	59,691	56,767	58,178	100,810	101,487	104,367	0.11%	3.5%
Employee Benefits	-	6,047	7,946	7,580	6,694	12,694	13,173	12,472	0.01%	-1.7%
Travel and Meeting	-	-	-	-	-	-	301	-	0.00%	-
<b>Total Public Service</b>	<b>-</b>	<b>62,803</b>	<b>67,637</b>	<b>64,347</b>	<b>64,872</b>	<b>113,504</b>	<b>114,961</b>	<b>116,839</b>	<b>0.13%</b>	<b>2.9%</b>

### Expenditures by Program

	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Actual	FY 2015 Budget	FY 2015 Projected	FY 2016 Budget	FY 2016 Percent to Total	Budget % Change FY 2015 to FY 2016
<b>Institutional Support</b>										
Salaries	11,272,155	11,434,509	11,778,356	12,339,205	12,720,984	14,369,190	12,926,944	14,620,550	15.86%	1.7%
Employee Benefits	2,850,633	4,313,175	3,442,979	3,313,061	3,768,684	4,726,762	4,385,314	5,274,479	5.72%	11.6%
Contractual Services	3,364,360	2,474,748	3,034,181	2,671,301	3,043,351	2,881,450	3,311,424	2,952,947	3.20%	2.5%
Materials and Supplies	2,396,231	1,934,377	1,740,286	1,899,750	1,973,754	2,387,486	2,119,017	2,325,136	2.52%	-2.6%
Travel and Meeting	527,627	434,873	478,241	583,248	645,615	870,124	693,092	882,921	0.96%	1.5%
Fixed Charges	339,584	321,228	645,745	470,085	464,820	501,421	424,052	460,346	0.50%	-8.2%
Utilities	1,050	325	108	922	672	600	600	600	0.00%	0.0%
Capital Outlay	748,269	384,863	1,406,134	242,707	546,978	721,751	328,414	701,751	0.76%	-2.8%
Other	810,369	937,345	1,269,537	1,213,439	507,643	(4,034,300)	670,014	(3,261,800)	-3.54%	-19.1%
Contingency	-	-	-	-	-	250,000	-	250,000	0.27%	0.0%
<b>Total Institutional Support</b>	<b>22,310,278</b>	<b>22,235,443</b>	<b>23,795,567</b>	<b>22,733,718</b>	<b>23,672,501</b>	<b>22,674,484</b>	<b>24,858,871</b>	<b>24,206,930</b>	<b>26.25%</b>	<b>6.8%</b>
<b>Scholarships, Grants, and Waivers</b>										
Salaries	-	112,684	-	-	-	-	-	-		
Other	3,906,072	3,785,893	4,047,841	5,272,861	5,020,902	5,402,869	5,924,387	6,058,265	6.57%	12.1%
<b>Total Scholarships, Grants, and Waivers</b>	<b>3,906,072</b>	<b>3,898,577</b>	<b>4,047,841</b>	<b>5,272,861</b>	<b>5,020,902</b>	<b>5,402,869</b>	<b>5,924,387</b>	<b>6,058,265</b>	<b>6.57%</b>	<b>12.1%</b>
<b>Total Expenditures</b>	<b>\$ 75,900,217</b>	<b>\$ 78,654,400</b>	<b>\$ 82,746,673</b>	<b>\$ 82,615,536</b>	<b>\$ 84,540,327</b>	<b>\$ 88,293,409</b>	<b>\$ 88,184,689</b>	<b>\$ 92,208,768</b>	<b>100.00%</b>	<b>4.4%</b>

**Education Fund  
Expenditures by Object**

	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Actual	FY 2015 Budget	FY 2015 Projected	FY 2016 Budget	FY 2016 Percent to Total	Budget % Change FY 2015 to FY2016
Salaries	\$ 52,944,317	\$ 55,369,963	\$ 57,280,216	\$ 57,514,154	\$ 59,243,848	\$ 64,517,399	\$ 60,429,794	\$ 66,009,233	71.59%	2.3%
Employee Benefits	7,762,211	9,169,807	8,598,024	8,357,670	9,115,567	10,372,354	10,195,419	11,327,845	12.28%	9.2%
Contractual Services	3,970,313	3,265,664	4,024,339	3,671,428	4,049,576	3,753,588	4,360,353	4,062,576	4.41%	8.2%
General Materials/Supplies	3,966,619	3,548,561	3,697,906	3,894,775	4,056,937	4,827,915	4,195,021	4,676,268	5.07%	-3.1%
Travel and Meeting	884,648	816,722	844,988	1,004,624	1,098,635	1,379,992	1,107,981	1,380,890	1.50%	0.1%
Fixed Charges	368,851	356,630	672,636	516,127	486,116	547,380	457,279	506,305	0.55%	-7.5%
Capital Outlay	1,122,037	1,214,431	2,089,488	891,047	757,078	1,032,906	611,368	948,990	1.03%	-8.1%
Other	4,881,221	4,912,622	5,539,076	6,765,711	5,732,570	1,611,875	6,827,474	3,046,661	3.30%	89.0%
Contingency	-	-	-	-	-	250,000	-	250,000	0.27%	0.0%
<b>Total Expenditures</b>	<b>\$ 75,900,217</b>	<b>\$ 78,654,400</b>	<b>\$ 82,746,673</b>	<b>\$ 82,615,536</b>	<b>\$ 84,540,327</b>	<b>\$ 88,293,409</b>	<b>\$ 88,184,689</b>	<b>\$ 92,208,768</b>	<b>100.00%</b>	<b>4.4%</b>



**Operations and Maintenance Fund  
Revenues and Expenditures**

	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Actual	FY 2015 Budget	FY 2015 Projected	FY 2016 Budget	FY 2016 Percent to Total	Budget % Change FY 2015 to FY 2016
<b>REVENUES</b>										
Local Government	\$ 14,873,182	\$ 15,524,006	\$ 15,558,406	\$ 15,834,139	\$ 15,940,905	\$ 16,274,359	\$ 15,740,451	\$ 15,395,000	86.11%	-5.7%
Tuition and Fees	2,498,407	2,504,493	2,380,836	2,293,481	2,252,805	2,250,000	2,186,010	2,205,000	12.33%	-2.0%
Facilities Rental	-	-	106,890	119,730	127,178	131,306	134,715	138,190	0.77%	5.0%
Other Sources	98,298	67,444	558,634	28,145	37,494	130,000	39,407	140,000	0.78%	7.1%
<b>Total Revenues</b>	<b>17,469,887</b>	<b>18,095,943</b>	<b>18,604,766</b>	<b>18,275,495</b>	<b>18,358,382</b>	<b>18,785,665</b>	<b>18,100,583</b>	<b>17,878,190</b>	<b>100.00%</b>	<b>-5.1%</b>
<b>EXPENDITURES</b>										
Operations and Maintenance	12,425,872	12,442,784	12,697,370	12,163,479	13,680,345	15,312,877	13,639,415	15,141,317	84.60%	-1.1%
Institutional Support	3,640,154	2,884,173	2,731,715	2,986,727	2,672,541	2,983,288	2,441,990	2,755,516	15.40%	-8.3%
<b>Total Expenditures</b>	<b>16,066,026</b>	<b>15,326,957</b>	<b>15,429,085</b>	<b>15,150,206</b>	<b>16,352,886</b>	<b>18,296,165</b>	<b>16,081,405</b>	<b>17,896,833</b>	<b>100.00%</b>	<b>-2.2%</b>
Excess (Deficiency) of Revenue over Expenditures	1,403,861	2,768,986	3,175,681	3,125,289	2,005,496	489,500	2,019,178	(18,643)		-2725.7%
Other financing sources(uses) Transfers(to) from other funds	-	(1,500,000)	(2,024,219)	(2,000,000)	(2,000,000)	(400,000)	(1,400,000)	-		
<b>Total Other Financing Sources</b>	<b>-</b>	<b>(1,500,000)</b>	<b>(2,024,219)</b>	<b>(2,000,000)</b>	<b>(2,000,000)</b>	<b>(400,000)</b>	<b>(1,400,000)</b>	<b>-</b>		
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	1,403,861	1,268,986	1,151,462	1,125,289	5,496	89,500	619,178	(18,643)		-580.1%
<b>BEGINNING FUND BALANCE</b>	<b>12,790,883</b>	<b>14,194,744</b>	<b>15,463,730</b>	<b>16,615,192</b>	<b>17,740,481</b>	<b>17,745,977</b>	<b>17,745,977</b>	<b>18,365,155</b>		<b>3.4%</b>
<b>ENDING FUND BALANCE</b>	<b>\$ 14,194,744</b>	<b>\$ 15,463,730</b>	<b>\$ 16,615,192</b>	<b>\$ 17,740,481</b>	<b>\$ 17,745,977</b>	<b>\$ 17,835,477</b>	<b>\$ 18,365,155</b>	<b>\$ 18,346,512</b>		<b>2.8%</b>

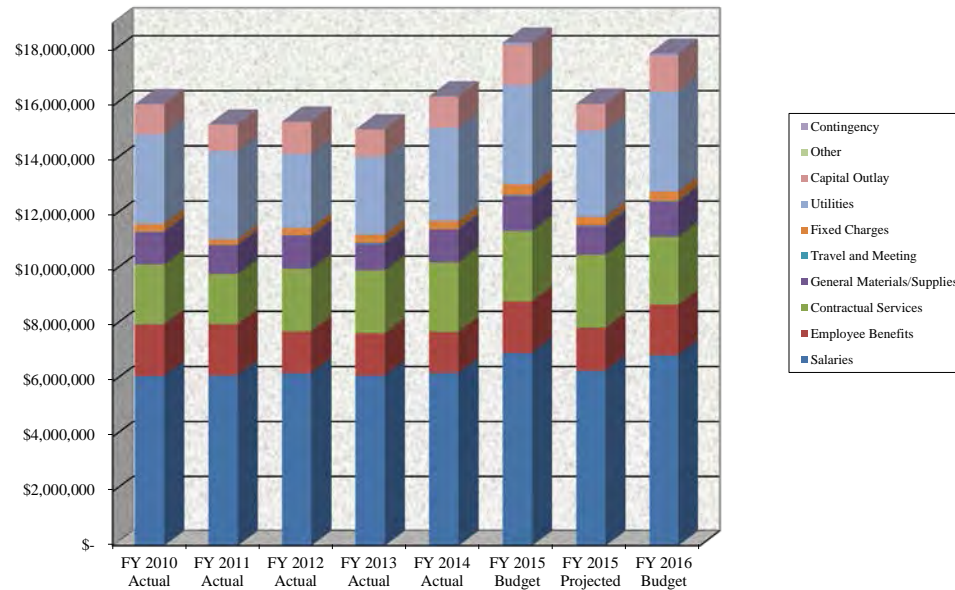
**Operations and Maintenance Fund**  
**Expenditures by Program**

	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Actual	FY 2015 Budget	FY 2015 Projected	FY 2016 Budget	FY 2016 Percent to Total	Budget % Change FY 2015 to FY 2016
<b>EXPENDITURES</b>										
<b>Operations and Maintenance</b>										
Salaries	\$ 5,706,665	\$ 5,709,479	\$ 5,829,371	\$ 5,767,933	\$ 5,823,262	\$ 6,636,390	\$ 6,033,581	\$ 6,548,506	36.59%	-1.3%
Employee Benefits	1,156,764	1,124,421	1,161,812	1,111,470	1,174,180	1,520,748	1,240,766	1,503,372	8.40%	-1.1%
Contractual Services	1,346,285	1,236,329	1,739,858	1,556,006	1,975,741	1,974,788	2,013,282	1,902,444	10.63%	-3.7%
Materials and Supplies	1,077,627	1,010,493	1,185,344	907,778	1,156,871	1,190,458	999,706	1,199,202	6.70%	0.7%
Travel and Meeting	10,612	11,120	20,032	18,639	16,879	27,800	13,693	27,800	0.16%	0.0%
Fixed Charges	12,529	6,000	36,773	81,154	83,877	110,693	87,463	110,693	0.62%	0.0%
Utilities	3,006,446	2,934,667	2,337,391	2,582,608	3,078,947	3,365,300	2,916,199	3,381,800	18.90%	0.5%
Capital Outlay	108,944	410,275	386,789	137,371	368,048	486,700	334,550	467,500	2.61%	-3.9%
Other	-	-	-	520	2,539	-	175	-	-	-
Total Operations and Maintenance	<u>12,425,872</u>	<u>12,442,784</u>	<u>12,697,370</u>	<u>12,163,479</u>	<u>13,680,344</u>	<u>15,312,877</u>	<u>13,639,415</u>	<u>15,141,317</u>	<u>84.60%</u>	-1.1%
<b>Institutional Support</b>										
Salaries	496,057	520,877	478,914	451,413	494,217	402,622	368,968	404,871	2.26%	0.6%
Employee Benefits	710,297	727,095	352,890	427,889	310,407	347,108	304,138	325,584	1.82%	-6.2%
Contractual Services	829,015	580,670	529,057	725,496	555,971	588,741	639,347	578,741	3.23%	-1.7%
Materials and Supplies	97,854	39,402	18,956	49,227	29,823	76,160	49,474	61,160	0.34%	-19.7%
Travel and Meeting	5,773	5,949	1,185	25,811	883	-	17,983	-	-	-
Fixed Charges	272,846	179,942	212,922	214,290	203,178	277,657	205,874	229,160	1.28%	-17.5%
Utilities	242,454	277,385	357,669	236,650	312,733	246,000	213,682	246,000	1.37%	0.0%
Capital Outlay	985,363	552,733	780,122	855,951	765,330	945,000	642,524	810,000	4.53%	-14.3%
Other	495	120	-	-	-	-	-	-	-	-
Contingency	-	-	-	-	-	100,000	-	100,000	0.56%	0.0%
Total Institutional Support	<u>3,640,154</u>	<u>2,884,173</u>	<u>2,731,715</u>	<u>2,986,727</u>	<u>2,672,542</u>	<u>2,983,288</u>	<u>2,441,990</u>	<u>2,755,516</u>	<u>15.40%</u>	-7.6%
Total Expenditures	<u>\$ 16,066,026</u>	<u>\$ 15,326,957</u>	<u>\$ 15,429,085</u>	<u>\$ 15,150,206</u>	<u>\$ 16,352,886</u>	<u>\$ 18,296,165</u>	<u>\$ 16,081,405</u>	<u>\$ 17,896,833</u>	<u>100.00%</u>	-2.2%



## Operations and Maintenance Fund Expenditures by Object

	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Actual	FY 2015 Budget	FY 2015 Projected	FY 2016 Budget	FY 2016 Percent to Total	Budget % Change FY 2015 to FY 2016
Salaries	\$ 6,202,722	\$ 6,230,356	\$ 6,308,285	\$ 6,219,346	\$ 6,317,479	\$ 7,039,012	\$ 6,402,550	\$ 6,953,377	38.85%	-1.2%
Employee Benefits	1,867,061	1,851,516	1,514,703	1,539,359	1,484,586	1,867,856	1,544,904	1,828,956	10.22%	-2.1%
Contractual Services	2,175,300	1,816,999	2,268,915	2,281,502	2,531,712	2,563,529	2,652,630	2,481,185	13.86%	-3.2%
General Materials/Supplies	1,175,481	1,049,895	1,204,300	957,005	1,186,695	1,266,618	1,049,180	1,260,362	7.04%	-0.5%
Travel and Meeting	16,385	17,069	21,217	44,450	17,762	27,800	31,676	27,800	0.16%	0.0%
Fixed Charges	285,375	185,942	249,695	295,445	287,055	388,350	293,336	339,853	1.90%	-12.5%
Utilities	3,248,900	3,212,052	2,695,060	2,819,258	3,391,680	3,611,300	3,129,881	3,627,800	20.27%	0.5%
Capital Outlay	1,094,307	963,008	1,166,910	993,321	1,133,378	1,431,700	977,073	1,277,500	7.14%	-10.8%
Other	495	120	-	520	2,539	-	175	-	-	-
Contingency	-	-	-	-	-	100,000	-	100,000	0.56%	0.0%
<b>Total Expenditures</b>	<b>\$ 16,066,026</b>	<b>\$ 15,326,957</b>	<b>\$ 15,429,085</b>	<b>\$ 15,150,206</b>	<b>\$ 16,352,886</b>	<b>\$ 18,296,165</b>	<b>\$ 16,081,405</b>	<b>\$ 17,896,833</b>	<b>100.00%</b>	<b>-2.2%</b>



**Audit Fund  
Revenues and Expenditures**

	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Actual	FY 2015 Budget	FY 2015 Projected	FY 2016 Budget	FY 2016 Percent to Total	Budget % Change FY 2015 to FY 2016
<b>REVENUES</b>										
Local Government	\$ 111,329	\$ 102,483	\$ 59,844	\$ 18,314	\$ 18,495	\$ 19,849	\$ 17,038	\$ 16,260	98.94%	-18.1%
Other Sources	2,560	1,442	735	267	292	250	164	175	1.06%	-30.0%
<b>Total Revenues</b>	<u>113,889</u>	<u>103,925</u>	<u>60,579</u>	<u>18,581</u>	<u>18,787</u>	<u>20,099</u>	<u>17,202</u>	<u>16,435</u>	<u>100.00%</u>	-18.2%
<b>EXPENDITURES</b>										
Institutional Support										
Contractual Services	99,600	131,100	77,100	89,300	90,200	94,100	94,900	23,517	100.00%	-75.0%
<b>Total Institutional Support</b>	<u>99,600</u>	<u>131,100</u>	<u>77,100</u>	<u>89,300</u>	<u>90,200</u>	<u>94,100</u>	<u>94,900</u>	<u>23,517</u>	<u>100.00%</u>	-75.0%
<b>Total Expenditures</b>	<u>99,600</u>	<u>131,100</u>	<u>77,100</u>	<u>89,300</u>	<u>90,200</u>	<u>94,100</u>	<u>94,900</u>	<u>23,517</u>	<u>100.00%</u>	-75.0%
Excess (Deficiency) of Revenue over Expenditures	14,289	(27,175)	(16,521)	(70,719)	(71,413)	(74,001)	(77,698)	(7,082)		90.4%
Other financing sources(uses)										
Transfers(to) from other funds	-	-	-	-	-	-	-	-		
<b>Total Other Financing Sources</b>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>		
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	<u>14,289</u>	<u>(27,175)</u>	<u>(16,521)</u>	<u>(70,719)</u>	<u>(71,413)</u>	<u>(74,001)</u>	<u>(77,698)</u>	<u>(7,082)</u>		90.4%
<b>BEGINNING FUND BALANCE</b>	<u>256,319</u>	<u>270,608</u>	<u>243,433</u>	<u>226,912</u>	<u>156,193</u>	<u>84,780</u>	<u>84,780</u>	<u>7,082</u>		-91.6%
<b>ENDING FUND BALANCE</b>	<u>\$ 270,608</u>	<u>\$ 243,433</u>	<u>\$ 226,912</u>	<u>\$ 156,193</u>	<u>\$ 84,780</u>	<u>\$ 10,779</u>	<u>\$ 7,082</u>	<u>\$ -</u>		-100.0%

**Liability Protection and Settlement Fund  
Revenues and Expenditures**

	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Actual	FY 2015 Budget	FY 2015 Projected	FY 2016 Budget	FY 2016 Percent to Total	Budget % Change FY 2015 to FY 2016
<b>REVENUES</b>										
Local Government	\$ 1,477,081	\$ 1,468,344	\$ 1,032,731	\$ 50,400	\$ (11,592)	\$ 19,849	\$ (1,401)	\$ 16,260	90.03%	-18.1%
Other Sources	8,662	3,064	3,290	2,084	2,388	2,400	1,787	1,800	9.97%	-25.0%
<b>Total Revenues</b>	<b>1,485,743</b>	<b>1,471,408</b>	<b>1,036,021</b>	<b>52,484</b>	<b>(9,204)</b>	<b>22,249</b>	<b>386</b>	<b>18,060</b>	<b>100.00%</b>	<b>-18.8%</b>
<b>EXPENDITURES</b>										
Institutional Support										
Employee Benefits*	1,554,338	1,093,522	729,936	531,181	407,820	300,000	346,483	300,000	100.00%	0.0%
Contractual Services	30,002	30,326	-	-	-	-	-	-	0.00%	
Fixed Charges	325,396	298,837	-	-	-	-	-	-	0.00%	
<b>Total Institutional Support</b>	<b>1,909,736</b>	<b>1,422,685</b>	<b>729,936</b>	<b>531,181</b>	<b>407,820</b>	<b>300,000</b>	<b>346,483</b>	<b>300,000</b>	<b>100.00%</b>	<b>0.0%</b>
<b>Total Expenditures</b>	<b>1,909,736</b>	<b>1,422,685</b>	<b>729,936</b>	<b>531,181</b>	<b>407,820</b>	<b>300,000</b>	<b>346,483</b>	<b>300,000</b>	<b>100.0%</b>	<b>0.0%</b>
Excess (Deficiency) of Revenue over Expenditures	(423,993)	48,723	306,085	(478,697)	(417,024)	(277,751)	(346,097)	(281,940)		-1.5%
Other financing sources(uses)										
Transfers(to) from other funds	-	-	557,971	-	-	-	-	-		
<b>Total Other Financing Sources</b>	<b>-</b>	<b>-</b>	<b>557,971</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>		
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	(423,993)	48,723	864,056	(478,697)	(417,024)	(277,751)	(346,097)	(281,940)		-1.5%
<b>BEGINNING FUND BALANCE</b>	<b>1,583,394</b>	<b>1,159,401</b>	<b>1,208,124</b>	<b>2,072,180</b>	<b>1,593,483</b>	<b>1,176,459</b>	<b>1,176,459</b>	<b>830,362</b>		<b>-29.4%</b>
<b>ENDING FUND BALANCE</b>	<b>\$ 1,159,401</b>	<b>\$ 1,208,124</b>	<b>\$ 2,072,180</b>	<b>\$ 1,593,483</b>	<b>\$ 1,176,459</b>	<b>\$ 898,708</b>	<b>\$ 830,362</b>	<b>\$ 548,422</b>		<b>-39.0%</b>

\* Benefits consist of workers compensation and unemployment insurance

### **Auxiliary Enterprises Fund (0005)**

The Auxiliary Enterprises Fund is established by Section 103-31.1 of the Illinois Public Community College Act and accounts for College services where a fee is charged to students or staff. Each enterprise/service should be accounted for separately using a group of self-balancing accounts within the fund. Examples of accounts in this fund include food services, student stores, and Corporate Services.

Only monies over which the institution has complete control should be included in this fund. Subsidies for auxiliary services by the Education Fund should be shown as transfers to the appropriate account.

### **Restricted Purposes Fund (0006)**

The Restricted Purposes Fund, established by ICCB Rules 1501.508 and 1501.509, is for the purpose of accounting for monies that have restrictions regarding their use. Each specific project should be accounted for separately using a complete group of self-balancing accounts within the Restricted Purposes Fund. Care should be taken in establishing each group of self-balancing accounts so that the accounting and reporting requirements of the grantor are met. If the grantor provides an accounting manual, it should be followed for the group of self-balancing accounts.

### **Working Cash Fund (0007)**

The Working Cash Fund is established by Chapter 110, Act 805, Section 3-33.1 of the Illinois Compiled Statutes. This fund is first established without voter approval by resolution of the local Board of Trustees for the purpose of enabling the district to have on hand at all times sufficient cash to meet the demands for ordinary and necessary expenditures. Additional bonds may not be issued without voter approval.

This fund is used to account for the proceeds of working cash bonds. By making temporary transfers, the fund is used as a source of working capital by other funds. Such temporary transfers assist operating funds in meeting the demands for ordinary and necessary expenditures during periods of temporary low cash balances.

Payments for the principal or interest of Working Cash Bonds should be made from within the Bond and Interest Fund.

### **Bond and Interest Fund (0004)**

The Bond and Interest Fund is established by Section 103A-1 of the Illinois Public Community College Act. This fund is used to account for payment of principal, interest, and related charges on any outstanding bonds. Debt service for each bond must be accounted for separately using a group of self-balancing accounts within the fund.

### **Operations and Maintenance Fund (Restricted) (0003)**

Sections 103-14 of the Illinois Public Community College Act allows the local board of trustees to establish this fund by permitting an accumulation of funds for building purposes and the site acquisition not to exceed an amount equal to five percent of the district's equalized assessed valuation. Monies in this fund cannot be permanently transferred or loaned to any other fund or used for any other purpose.

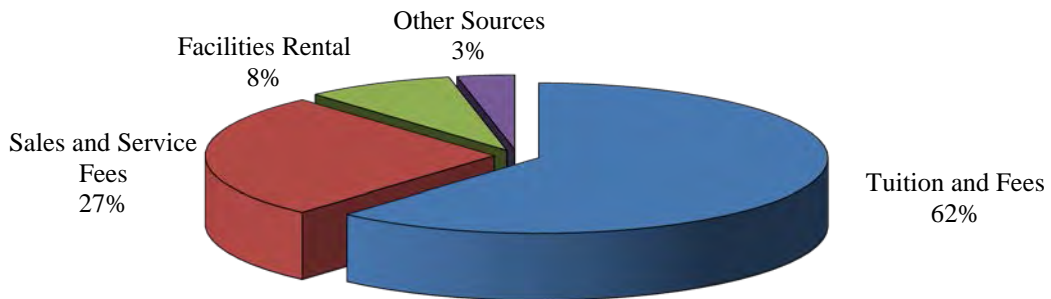
It is suggested that Protection, Health, and Safety levies, Building Bond Proceeds, Repair and Renovation Grants, and accumulation monies restricted from the Operations and Maintenance levy for building purposes be accounted for in a series of self-balancing accounts in this fund.

**Auxiliary Enterprises Fund  
Revenues and Expenditures**

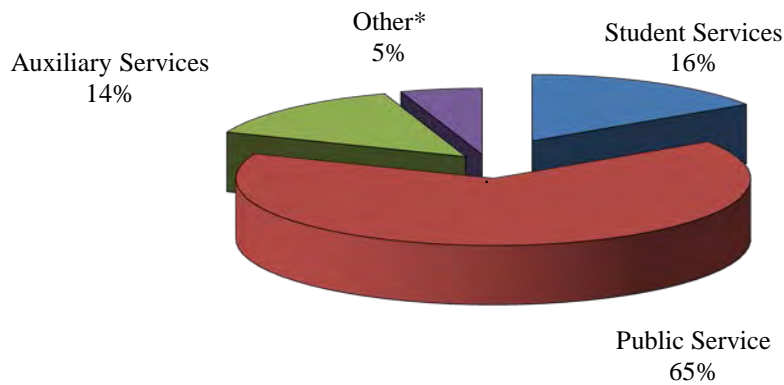
	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Actual	FY 2015 Budget	FY 2015 Projected	FY 2016 Budget	FY 2016 Percent to Total	Budget % Change FY 2015 to FY 2016
<b>REVENUES</b>										
Tuition and Fees	\$ 2,979,666	\$ 3,197,845	\$ 3,114,713	\$ 3,158,121	\$ 3,308,530	\$ 4,260,455	\$ 3,115,865	\$ 4,322,720	61.52%	1.5%
Sales and Services	8,649,430	8,940,598	8,730,182	8,997,766	3,390,077	1,872,210	1,855,590	1,891,110	26.92%	1.0%
Facilities Rental	732,478	796,693	800,473	704,585	669,232	668,000	717,436	585,925	8.34%	-12.3%
Other Sources	128,162	114,931	104,319	106,924	169,114	251,260	264,029	226,260	3.22%	-9.9%
<b>Total Revenues</b>	<b>12,489,736</b>	<b>13,050,067</b>	<b>12,749,687</b>	<b>12,967,396</b>	<b>7,536,953</b>	<b>7,051,925</b>	<b>5,952,920</b>	<b>7,026,015</b>	<b>100.00%</b>	<b>-0.4%</b>
<b>EXPENDITURES</b>										
Instruction	354,309	571,455	457,799	335,575	322,084	-	357,401	-		
Student Services	1,039,673	1,055,651	1,070,682	1,008,140	1,041,808	1,117,035	1,042,970	1,119,845	15.69%	0.3%
Public Service	3,358,013	3,503,436	3,706,387	3,724,734	3,819,453	4,709,579	3,758,059	4,664,476	65.35%	-1.0%
Auxiliary Services	8,193,022	8,207,224	7,521,304	8,411,467	2,239,796	1,044,835	868,670	987,513	13.84%	-5.5%
Operations and Maintenance	2,173	22,289	13,380	16,988	11,816	12,500	9,764	12,500	0.18%	0.0%
Institutional Support	218,328	166,801	96,433	126,057	207,185	258,750	129,965	215,500	3.02%	-16.7%
Scholarships, Student Grants, and Waivers	109,740	128,099	129,407	93,298	124,006	127,398	131,666	137,398	1.93%	7.8%
<b>Total Expenditures</b>	<b>13,275,258</b>	<b>13,654,955</b>	<b>12,995,392</b>	<b>13,716,259</b>	<b>7,766,148</b>	<b>7,270,097</b>	<b>6,298,495</b>	<b>7,137,232</b>	<b>100.00%</b>	<b>-1.8%</b>
Excess (Deficiency) of Revenue over Expenditures	(785,522)	(604,888)	(245,705)	(748,863)	(229,195)	(218,172)	(345,575)	(111,217)		49.0%
Other financing sources(uses)										
Transfers(to) from other funds	164,156	683,386	4,323,927	685,552	667,104	665,520	558,825	564,540		-15.2%
<b>Total Other Financing Sources</b>	<b>164,156</b>	<b>683,386</b>	<b>4,323,927</b>	<b>685,552</b>	<b>667,104</b>	<b>665,520</b>	<b>558,825</b>	<b>564,540</b>		<b>-15.2%</b>
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	(621,366)	78,498	4,078,222	(63,311)	437,909	447,348	213,250	453,323		1.3%
<b>BEGINNING FUND BALANCE</b>	<b>4,572,394</b>	<b>3,951,028</b>	<b>4,029,526</b>	<b>8,107,748</b>	<b>8,044,437</b>	<b>8,482,346</b>	<b>8,482,346</b>	<b>8,695,596</b>		<b>2.5%</b>
<b>ENDING FUND BALANCE</b>	<b>\$ 3,951,028</b>	<b>\$ 4,029,526</b>	<b>\$ 8,107,748</b>	<b>\$ 8,044,437</b>	<b>\$ 8,482,346</b>	<b>\$ 8,929,694</b>	<b>\$ 8,695,596</b>	<b>\$ 9,148,919</b>		<b>2.5%</b>

**Auxiliary Enterprises Fund**  
**Revenue Sources and Expenditure Uses**  
Fiscal Year 2016 Budget

Revenues by Source



Expenditure Uses by Program



Note: Other includes institutional support, operations and maintenance, and scholarships

**Auxiliary Enterprises Fund  
Expenditures by Program**

	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Actual	FY 2015 Budget	FY 2015 Projected	FY 2016 Budget	FY 2016 Percent to Total	Budget % Change FY 2015 to FY 2016
<b>EXPENDITURES</b>										
<b>Instruction</b>										
Salaries	\$ 244,983	\$ 287,719	\$ 250,595	\$ 159,231	\$ 206,863	\$ -	\$ 206,584	\$ -	0.00%	
Employee Benefits	19	7	1,082	2	264	-	16	-	0.00%	
Contractual Services	74,059	219,574	158,862	118,322	79,396	-	84,722	-	0.00%	
Materials and Supplies	35,224	63,993	47,260	57,837	35,374	-	65,246	-	0.00%	
Travel and Meeting	24	162	-	183	187	-	833	-	0.00%	
<b>Total Instruction</b>	<b>354,309</b>	<b>571,455</b>	<b>457,799</b>	<b>335,575</b>	<b>322,084</b>	<b>-</b>	<b>357,401</b>	<b>-</b>	<b>0.00%</b>	
<b>Student Services</b>										
Salaries	440,983	447,347	465,806	443,668	484,583	484,668	467,761	487,766	6.83%	0.6%
Employee Benefits	84,279	85,502	90,634	88,513	88,989	90,087	89,181	101,360	1.42%	12.5%
Contractual Services	289,903	258,778	237,285	231,339	197,237	259,700	144,730	200,600	2.81%	-22.8%
Materials and Supplies	123,830	103,485	120,195	114,203	95,813	91,627	77,615	172,736	2.42%	88.5%
Travel and Meeting	44,943	54,900	54,173	58,537	54,542	74,059	75,351	63,439	0.89%	-14.3%
Fixed Charges	-	150	-	-	-	-	-	-	0.00%	
Utilities	2,818	-	-	-	-	-	-	-	0.00%	
Capital Outlay	2,400	23,048	15,628	5,222	5,095	2,000	5,409	2,000	0.03%	0.0%
Other	50,517	82,441	86,961	66,658	115,549	114,894	182,923	91,944	1.29%	-20.0%
<b>Total Student Services</b>	<b>1,039,673</b>	<b>1,055,651</b>	<b>1,070,682</b>	<b>1,008,140</b>	<b>1,041,808</b>	<b>1,117,035</b>	<b>1,042,970</b>	<b>1,119,845</b>	<b>15.69%</b>	<b>0.3%</b>
<b>Public Service</b>										
Salaries	2,307,236	2,339,607	2,526,774	2,629,749	2,520,631	2,907,833	2,472,867	2,994,169	41.95%	3.0%
Employee Benefits	231,645	240,800	260,781	254,278	267,401	291,218	277,136	309,700	4.34%	6.3%
Contractual Services	390,166	477,623	379,640	317,611	416,032	487,467	346,870	370,918	5.20%	-23.9%
Materials and Supplies	368,037	319,665	470,842	449,511	500,310	545,202	380,917	522,330	7.32%	-4.2%
Travel and Meeting	21,536	14,210	21,922	17,272	28,392	31,600	22,940	25,100	0.35%	-20.6%
Fixed Charges	10,773	6,825	9,693	10,280	17,020	78,031	62,071	78,031	1.09%	0.0%
Utilities	1,322	829	8	-	1,853	-	6,176	-	0.00%	
Capital Outlay	6,927	92,725	9,379	7,893	42,297	43,000	168,722	39,000	0.55%	-9.3%
Other	20,371	11,152	27,348	38,140	25,518	325,228	20,360	325,228	4.56%	0.0%
<b>Total Public Service</b>	<b>3,358,013</b>	<b>3,503,436</b>	<b>3,706,387</b>	<b>3,724,734</b>	<b>3,819,454</b>	<b>4,709,579</b>	<b>3,758,059</b>	<b>4,664,476</b>	<b>65.35%</b>	<b>-1.0%</b>
<b>Auxiliary Services</b>										
Salaries	1,680,610	1,729,101	1,809,533	1,941,864	894,640	629,495	499,381	611,553	8.57%	-2.9%
Employee Benefits	281,729	276,593	267,254	250,759	114,845	85,817	63,277	82,237	1.15%	-4.2%
Contractual Services	331,156	387,264	167,074	170,541	155,865	40,000	63,498	52,180	0.73%	30.5%
Materials and Supplies	5,402,024	5,279,079	4,805,678	5,656,539	671,066	60,770	35,864	72,450	1.02%	19.2%
Travel and Meeting	5,461	3,848	3,565	3,549	2,403	5,400	4,318	4,400	0.06%	-18.5%
Fixed Charges	38,968	21,525	2,138	3,564	2,940	2,000	9,062	5,500	0.08%	175.0%
Utilities	296	84	-	-	1,562	-	311	180	0.00%	100.0%
Capital Outlay	153,791	183,900	129,100	54,934	170,786	37,953	12,187	39,023	0.55%	2.8%
Other	298,987	325,830	336,962	329,717	225,688	158,400	180,772	119,990	1.68%	-24.2%
Contingency	-	-	-	-	-	25,000	-	-	0.00%	-100.0%
<b>Total Auxiliary Service</b>	<b>8,193,022</b>	<b>8,207,224</b>	<b>7,521,304</b>	<b>8,411,467</b>	<b>2,239,795</b>	<b>1,044,835</b>	<b>868,670</b>	<b>987,513</b>	<b>13.84%</b>	<b>-5.5%</b>

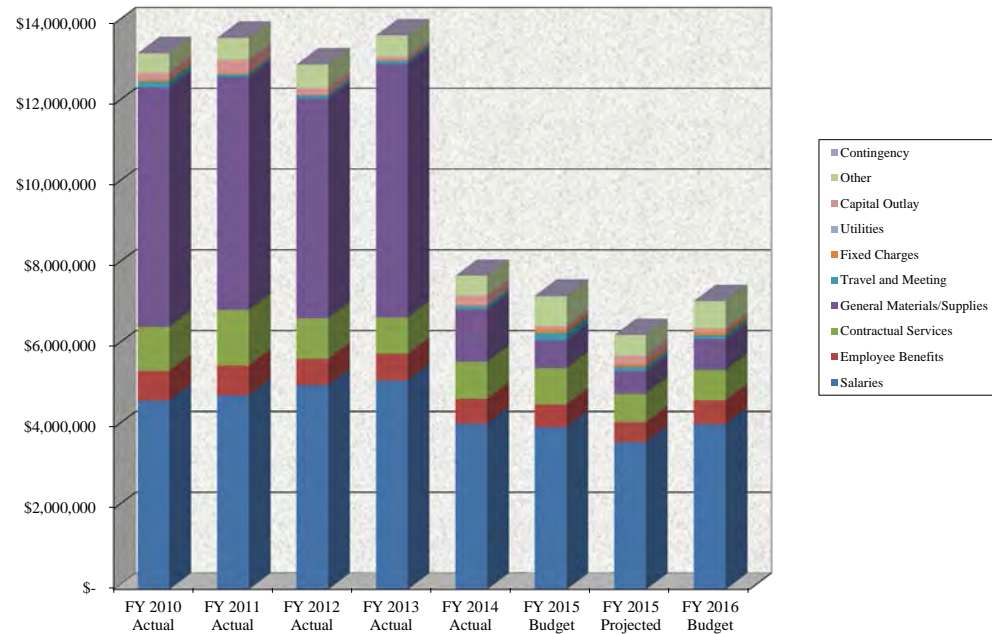
**Auxiliary Enterprises Fund  
Expenditures by Program**

	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Actual	FY 2015 Budget	FY 2015 Projected	FY 2016 Budget	FY 2016 Percent to Total	Budget % Change FY 2015 to FY 2016
Operations and Maintenance										
Contractual Services	-	-	-	-	-	2,500	-	2,500	0.04%	0.0%
Materials and Supplies	-	-	-	-	-	2,000	1,802	2,000	0.03%	0.0%
Travel and Meeting	-	-	-	-	-	-	892	-	0.00%	
Capital Outlay	2,173	22,289	13,380	16,988	11,816	8,000	7,070	8,000	0.11%	0.0%
Total Operations and Maintenance	<u>2,173</u>	<u>22,289</u>	<u>13,380</u>	<u>16,988</u>	<u>11,816</u>	<u>12,500</u>	<u>9,764</u>	<u>12,500</u>	<u>0.18%</u>	<u>0.0%</u>
Institutional Support										
Salaries	1,800	-	-	-	-	-	-	-	0.00%	
Employee Benefits	140,378	136,801	36,433	66,057	147,185	99,000	67,296	99,000	1.39%	0.0%
Contractual Services	-	30,000	60,000	60,000	60,000	99,750	62,520	116,500	1.63%	16.8%
Materials and Supplies	20	-	-	-	-	-	-	-	0.00%	
Travel and Meeting	76,130	-	-	-	-	60,000	-	-	0.00%	-100.0%
Other	-	-	-	-	-	-	149	-	0.00%	
Total Institutional Support	<u>218,328</u>	<u>166,801</u>	<u>96,433</u>	<u>126,057</u>	<u>207,185</u>	<u>258,750</u>	<u>129,965</u>	<u>215,500</u>	<u>3.02%</u>	<u>-16.7%</u>
Scholarships, Grants, and Waivers										
Other	109,740	128,099	129,407	93,298	124,006	127,398	131,666	137,398	1.93%	7.8%
Total Scholarships, Grants, and Waivers	<u>109,740</u>	<u>128,099</u>	<u>129,407</u>	<u>93,298</u>	<u>124,006</u>	<u>127,398</u>	<u>131,666</u>	<u>137,398</u>	<u>1.93%</u>	<u>7.8%</u>
Total Expenditures	<u>\$ 13,275,258</u>	<u>\$ 13,654,955</u>	<u>\$ 12,995,392</u>	<u>\$ 13,716,259</u>	<u>\$ 7,766,148</u>	<u>\$ 7,270,097</u>	<u>\$ 6,298,495</u>	<u>\$ 7,137,232</u>	<u>100.00%</u>	<u>-1.8%</u>



### Auxiliary Enterprises Fund Expenditures by Object

	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Actual	FY 2015 Budget	FY 2015 Projected	FY 2016 Budget	FY 2016 Percent to Total	Budget % Change FY 2015 to FY2016
Salaries	\$ 4,675,612	\$ 4,803,774	\$ 5,052,708	\$ 5,174,512	\$ 4,106,717	\$ 4,021,996	\$ 3,646,593	\$ 4,093,488	57.35%	1.8%
Employee Benefits	738,050	739,703	656,183	659,610	618,684	566,122	496,907	592,297	8.30%	4.6%
Contractual Services	1,085,284	1,373,239	1,002,860	897,813	908,530	889,417	702,339	742,698	10.41%	-16.5%
General Materials/Supplies	5,929,135	5,766,222	5,443,976	6,278,090	1,302,564	699,599	561,443	769,516	10.78%	10.0%
Travel and Meeting	148,094	73,120	79,660	79,541	85,523	171,059	104,334	92,939	1.30%	-45.7%
Fixed Charges	49,741	28,500	11,831	13,844	19,960	80,031	71,133	83,531	1.17%	4.4%
Utilities	4,436	913	8	-	3,415	-	6,487	180	0.00%	100.0%
Capital Outlay	165,291	321,962	167,488	85,037	229,994	90,953	193,389	88,023	1.23%	-3.2%
Other	479,615	547,522	580,678	527,812	490,761	725,920	515,870	674,560	9.45%	-7.1%
Contingency	-	-	-	-	-	25,000	-	-	0.00%	-100.0%
<b>Total Expenditures</b>	<b>\$ 13,275,258</b>	<b>\$ 13,654,955</b>	<b>\$ 12,995,392</b>	<b>\$ 13,716,259</b>	<b>\$ 7,766,148</b>	<b>\$ 7,270,097</b>	<b>\$ 6,298,495</b>	<b>\$ 7,137,232</b>	<b>100.00%</b>	<b>-1.8%</b>



**Auxiliary Enterprises Fund**  
**By Division and Department**  
Fiscal Year 2016 Budget

	<u>Revenue</u>	<u>Expenditures</u>	<u>Surplus/Deficit</u>
<b>Provost</b>			
Business & Social Science - Child Care	\$ 330,000	\$ 330,000	-
Resources for Learning - Library, Center for Innovative Instruction, Tutoring	11,000	11,000	-
Wellness & Campus Activities - Facilities Rental, Event Management	419,030	419,030	-
Enrollment Services - Assessment & Testing	-	80,000	(80,000) <sup>1</sup>
Student Activities	634,400	727,077	(92,677) <sup>1</sup>
Student Development	11,000	10,166	834
<b>Total Provost</b>	<u>1,405,430</u>	<u>1,577,273</u>	<u>(171,843)</u>
<b>Workforce and Strategic Alliances</b>			
Continuing Education & Business Outreach	4,616,300	4,122,429	493,871
Harper College for Businesses	670,000	641,047	28,953
<b>Total Workforce and Strategic Alliances</b>	<u>5,286,300</u>	<u>4,763,476</u>	<u>522,824</u>
<b>EVP Finance &amp; Administrative Services</b>			
Bookstore	152,950	140,081	12,869
Dining Services	212,670	46,290	166,380
Conference Center	165,390	224,593	(59,203) <sup>1</sup>
Conference & Event Management Rentals	394,775	414,529	(19,754) <sup>1</sup>
Institutional	217,550	215,500	2,050
Police	12,500	12,500	-
<b>Total EVP Finance &amp; Administrative Services</b>	<u>1,155,835</u>	<u>1,053,493</u>	<u>102,342</u>
<b>FUND TOTALS</b>	<u>\$ 7,847,565</u>	<u>\$ 7,394,242</u>	<u>\$ 453,323</u>

Note:

<sup>1</sup> Approved program reinvestment

**Restricted Purposes Fund  
Revenues and Expenditures**

	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Actual	FY 2015 Budget	FY 2015 Projected	FY 2016 Budget	FY 2016 Percent to Total	Budget % Change FY 2015 to FY 2016
<b>REVENUES</b>										
ICCB Grants	\$ 439,783	\$ 967,075	\$ 602,262	\$ 381,290	\$ 379,427	\$ 720,425	\$ 402,135	\$ 753,105	1.58%	4.5%
All Other State Government <sup>1</sup>	13,834,680	15,153,816	18,798,370	25,365,903	26,074,137	28,773,067	27,926,963	28,077,408	59.03%	-2.4%
Federal Government	13,154,578	18,032,989	16,065,401	14,434,555	15,768,237	19,660,218	16,251,586	18,391,134	38.67%	-6.5%
Tuition and Fees	5,584	123,038	85,573	58,207	66,435	61,900	50,031	25,000	0.05%	-59.6%
Sales and Services	64,578	85,510	100,703	91,551	86,900	43,300	59,890	6,300	0.01%	-85.5%
Facilities Rental	-	-	-	-	5,000	-	-	-	0.00%	
Other Sources	369,738	436,189	282,549	304,361	262,449	275,600	354,557	309,100	0.65%	12.2%
<b>Total Revenues</b>	<b>27,868,941</b>	<b>34,798,617</b>	<b>35,934,858</b>	<b>40,635,867</b>	<b>42,642,585</b>	<b>49,534,510</b>	<b>45,045,162</b>	<b>47,562,047</b>	<b>100.00%</b>	<b>-4.0%</b>
<b>EXPENDITURES</b>										
Instruction	1,288,822	1,234,451	1,084,246	1,273,458	2,440,462	1,939,945	1,916,902	1,729,460	2.97%	-10.9%
Academic Support	214,986	233,414	170,112	168,238	168,666	915,239	860,366	1,139,069	1.95%	24.5%
Student Services	243,486	724,364	336,675	228,829	215,146	222,803	254,412	245,200	0.42%	10.1%
Public Service	509,321	996,814	770,025	296,090	624,469	1,446,797	1,299,196	1,469,053	2.52%	1.5%
Auxiliary Services	-	-	-	-	-	-	10,000	-	0.00%	
Operations and Maintenance	-	187,688	48,747	9,570	-	-	-	-	0.00%	
Institutional Support <sup>1</sup>	13,830,158	14,625,171	17,813,479	26,112,058	32,317,105	38,972,158	28,397,062	37,537,440	64.37%	-3.7%
Scholarships, Student Grants, and Waivers	15,182,868	19,174,263	18,017,167	15,795,104	16,494,023	18,802,193	15,946,347	16,197,404	27.77%	-13.9%
<b>Total Expenditures</b>	<b>31,269,641</b>	<b>37,176,165</b>	<b>38,240,451</b>	<b>43,883,347</b>	<b>52,259,871</b>	<b>62,299,135</b>	<b>48,684,285</b>	<b>58,317,626</b>	<b>100.00%</b>	<b>-6.4%</b>
Excess (Deficiency) of Revenue over Expenditures	(3,400,700)	(2,377,548)	(2,305,593)	(3,247,480)	(9,617,286)	(12,764,625)	(3,639,123)	(10,755,579)		15.7%
Other financing sources(uses)										
Proceeds from bond issue	-	1,595,000	-	-	-	-	-	-		
Transfers(to) from other funds	3,422,571	3,253,550	2,258,575	7,159,944	7,075,661	2,100,000	2,044,373	2,055,000		-2.1%
<b>Total Other Financing Sources</b>	<b>3,422,571</b>	<b>4,848,550</b>	<b>2,258,575</b>	<b>7,159,944</b>	<b>7,075,661</b>	<b>2,100,000</b>	<b>2,044,373</b>	<b>2,055,000</b>		<b>-2.1%</b>
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	21,871	2,471,002	(47,018)	3,912,464	(2,541,625)	(10,664,625)	(1,594,750)	(8,700,579)		18.4%
<b>BEGINNING FUND BALANCE</b>	<b>10,390,823</b>	<b>10,412,694</b>	<b>12,883,696</b>	<b>12,836,678</b>	<b>16,749,142</b>	<b>14,207,517</b>	<b>14,207,517</b>	<b>12,612,767</b>		<b>-11.2%</b>
<b>ENDING FUND BALANCE</b>	<b>\$ 10,412,694</b>	<b>\$ 12,883,696</b>	<b>\$ 12,836,678</b>	<b>\$ 16,749,142</b>	<b>\$ 14,207,517</b>	<b>\$ 3,542,892</b>	<b>\$ 12,612,767</b>	<b>\$ 3,912,188</b>		<b>10.4%</b>
<sup>1</sup> Includes SURS on behalf payments	10,670,636	12,203,522	15,483,931	22,946,299	23,379,200	25,000,000	25,000,000	25,000,000		

**Restricted Purposes Fund  
Expenditures by Program**

	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Actual	FY 2015 Budget	FY 2015 Projected	FY 2016 Budget	FY 2016 Percent to Total	Budget % Change FY 2015 to FY 2016
<b>EXPENDITURES</b>										
<b>Instruction</b>										
Salaries	\$ 772,575	\$ 753,909	\$ 712,422	\$ 723,656	\$ 776,354	\$ 789,045	\$ 810,229	\$ 770,024	1.32%	-2.4%
Employee Benefits	42,428	45,685	39,095	45,435	53,586	53,477	56,599	56,107	0.10%	4.9%
Contractual Services	111,106	101,715	63,289	257,950	621,636	584,218	515,877	433,001	0.74%	-25.9%
Materials and Supplies	101,399	126,941	99,351	125,404	154,010	151,325	187,305	215,525	0.37%	42.4%
Travel and Meeting	29,130	43,362	41,702	49,425	57,367	59,965	82,449	91,925	0.16%	53.3%
Capital Outlay	170,814	90,712	51,358	5,101	710,869	52,190	239,144	-	0.00%	-100.0%
Other	61,370	72,127	77,029	66,487	66,640	249,725	25,299	162,878	0.28%	-34.8%
<b>Total Instruction</b>	<b>1,288,822</b>	<b>1,234,451</b>	<b>1,084,246</b>	<b>1,273,458</b>	<b>2,440,462</b>	<b>1,939,945</b>	<b>1,916,902</b>	<b>1,729,460</b>	<b>2.97%</b>	<b>-10.9%</b>
<b>Academic Support</b>										
Salaries	64,832	89,156	45,345	10,778	51,034	383,673	238,204	523,316	0.90%	36.4%
Employee Benefits	8,812	9,075	9,603	34	1,872	105,885	32,207	154,954	0.27%	100.0%
Contractual Services	25,575	29,445	41,909	97,428	56,363	126,750	209,226	253,300	0.43%	99.8%
Materials and Supplies	50,873	29,340	29,978	26,045	19,760	135,124	71,950	100,269	0.17%	-25.8%
Travel and Meeting	18,786	31,585	18,613	18,929	12,867	16,000	30,184	23,750	0.04%	48.4%
Fixed Charges	300	-	-	1,250	-	60,250	63,226	60,250	0.10%	0.0%
Utilities	-	-	-	-	385	15,000	11,927	16,000	0.03%	6.7%
Capital Outlay	39,540	32,813	24,514	13,566	26,301	37,200	161,978	-	0.00%	-100.0%
Other	6,268	12,000	150	208	84	11,345	41,464	7,230	0.01%	-36.3%
Provision for Contingency	-	-	-	-	-	24,012	-	-	0.00%	-100.0%
<b>Total Academic Support</b>	<b>214,986</b>	<b>233,414</b>	<b>170,112</b>	<b>168,238</b>	<b>168,666</b>	<b>915,239</b>	<b>860,366</b>	<b>1,139,069</b>	<b>1.95%</b>	<b>24.5%</b>
<b>Student Services</b>										
Salaries	213,781	426,600	276,730	216,590	217,581	272,260	259,175	275,782	0.47%	1.3%
Employee Benefits	22,211	21,745	24,079	19,591	16,778	20,940	17,965	20,983	0.04%	0.2%
Contractual Services	13,637	180,625	52,036	17,841	12,185	17,903	32,101	6,735	0.01%	-62.4%
Materials and Supplies	65,232	60,071	43,433	39,825	32,986	700	30,369	25,700	0.04%	3571.4%
Travel and Meeting	1,673	36,957	7,871	8,746	6,596	-	3,958	5,000	0.01%	100.0%
Fixed Charges	-	-	-	1,000	-	-	-	-	0.00%	-
Capital Outlay	-	10,543	-	-	-	-	-	-	0.00%	-
Other	(73,048)	(12,177)	(67,474)	(74,765)	(70,980)	(89,000)	(89,156)	(89,000)	-0.15%	0.0%
<b>Total Student Services</b>	<b>243,486</b>	<b>724,364</b>	<b>336,675</b>	<b>228,828</b>	<b>215,146</b>	<b>222,803</b>	<b>254,412</b>	<b>245,200</b>	<b>0.42%</b>	<b>10.1%</b>
<b>Public Service</b>										
Salaries	162,852	260,487	228,473	133,128	330,665	758,252	687,362	760,659	1.30%	0.3%
Employee Benefits	16,014	20,353	20,017	11,941	41,982	123,538	74,313	130,152	0.22%	5.4%
Contractual Services	39,414	620,883	480,834	176,010	82,175	227,876	106,668	114,134	0.20%	-49.9%
Materials and Supplies	22,530	49,162	30,326	10,940	42,574	89,850	101,012	97,826	0.17%	8.9%
Travel and Meeting	21,490	21,792	19,147	4,062	11,751	34,045	16,330	35,055	0.06%	3.0%
Fixed Charges	1,362	2,634	1,443	1,662	58,248	60,771	79,127	60,945	0.10%	0.3%
Utilities	-	-	-	-	-	-	520	-	0.00%	-
Capital Outlay	-	3,610	-	-	17,352	29,665	7,749	147,790	0.25%	398.2%
Other	245,659	17,893	(10,215)	(41,653)	39,722	122,800	226,115	122,492	0.21%	-0.3%
<b>Total Public Service</b>	<b>509,321</b>	<b>996,814</b>	<b>770,025</b>	<b>296,090</b>	<b>624,469</b>	<b>1,446,797</b>	<b>1,299,196</b>	<b>1,469,053</b>	<b>2.52%</b>	<b>1.5%</b>

**Restricted Purposes Fund  
Expenditures by Program**

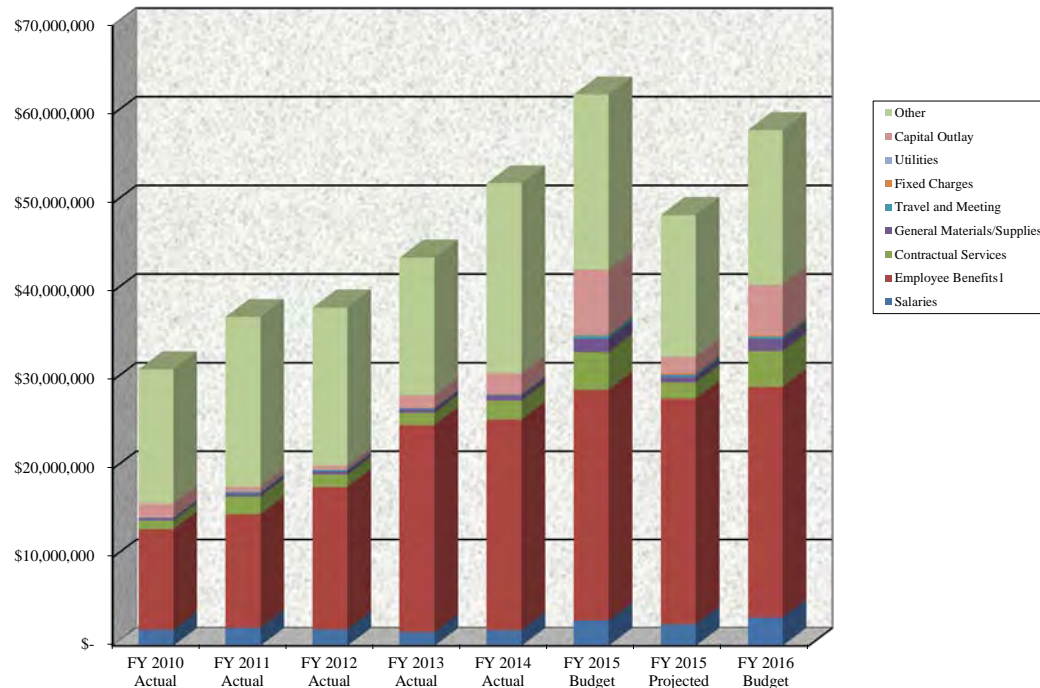
	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Actual	FY 2015 Budget	FY 2015 Projected	FY 2016 Budget	FY 2016 Percent to Total	Budget % Change FY 2015 to FY 2016
<b>Auxiliary Services</b>										
Capital Outlay	-	-	-	-	-	-	10,000	-	0.00%	
<b>Total Auxiliary Service</b>	-	-	-	-	-	-	10,000	-	0.00%	
<b>Operations and Maintenance</b>										
Salaries	-	-	31,844	-	-	-	-	-	0.00%	
Contractual Services	-	187,688	6,698	9,570	-	-	-	-	0.00%	
Materials and Supplies	-	-	5,263	-	-	-	-	-	0.00%	
Travel and Meeting	-	-	4,942	-	-	-	-	-	0.00%	
<b>Total Operations and Maintenance</b>	-	187,688	48,747	9,570	-	-	-	-	0.00%	
<b>Institutional Support</b>										
Salaries	342,638	344,571	385,478	257,075	221,767	470,110	264,492	706,812	1.21%	50.4%
Employee Benefits <sup>1</sup>	11,326,241	12,783,997	16,034,933	23,378,206	23,737,402	25,827,322	25,367,195	25,728,830	44.12%	-0.4%
Contractual Services	744,081	877,414	751,597	817,752	1,354,792	3,317,852	959,536	3,232,731	5.54%	-2.6%
Materials and Supplies	43,583	89,575	172,557	226,289	328,402	1,151,946	288,604	907,929	1.56%	-21.2%
Travel and Meeting	11,118	14,561	30,310	32,133	27,179	199,175	95,401	125,300	0.21%	-37.1%
Capital Outlay	1,362,347	485,117	437,259	1,391,018	1,563,909	7,172,053	1,417,994	5,588,088	9.58%	-22.1%
Other	150	29,936	1,345	9,585	5,083,654	833,700	3,840	1,197,750	2.05%	43.7%
<b>Total Institutional Support</b>	<u>13,830,158</u>	<u>14,625,171</u>	<u>17,813,479</u>	<u>26,112,058</u>	<u>32,317,105</u>	<u>38,972,158</u>	<u>28,397,062</u>	<u>37,537,440</u>	<u>64.37%</u>	<u>-3.7%</u>
<b>Scholarships, Grants, and Waivers</b>										
Salaries	244,218	160,679	174,388	196,396	161,824	167,157	160,078	172,419	0.30%	3.1%
Other	14,938,650	19,013,584	17,842,779	15,598,707	16,332,199	18,635,036	15,786,269	16,024,985	27.48%	-14.0%
<b>Total Scholarships, Grants, and Waivers</b>	<u>15,182,868</u>	<u>19,174,263</u>	<u>18,017,167</u>	<u>15,795,103</u>	<u>16,494,023</u>	<u>18,802,193</u>	<u>15,946,347</u>	<u>16,197,404</u>	<u>27.77%</u>	<u>-13.9%</u>
<b>Total Expenditures</b>	<u>\$ 31,269,641</u>	<u>\$ 37,176,165</u>	<u>\$ 38,240,451</u>	<u>\$ 43,883,345</u>	<u>\$ 52,259,871</u>	<u>\$ 62,299,135</u>	<u>\$ 48,684,285</u>	<u>\$ 58,317,626</u>	<u>100.00%</u>	<u>-6.4%</u>
<sup>1</sup> Includes SURS on behalf payments	10,670,636	12,203,522	15,483,931	22,946,299	23,379,200	25,000,000	25,000,000	25,000,000		

### Restricted Purposes Fund Expenditures by Object

	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Actual	FY 2015 Budget	FY 2015 Projected	FY 2016 Budget	FY 2016 Percent to Total	Budget % Change FY 2015 to FY2016
Salaries	\$ 1,800,896	\$ 2,035,402	\$ 1,854,680	\$ 1,537,622	\$ 1,759,225	\$ 2,840,497	\$ 2,419,539	\$ 3,209,012	5.50%	13.0%
Employee Benefits <sup>1</sup>	11,415,706	12,880,855	16,127,726	23,455,207	23,851,621	26,131,162	25,548,279	26,091,026	44.74%	-0.2%
Contractual Services	933,813	1,997,770	1,396,363	1,376,552	2,127,151	4,274,599	1,823,408	4,039,901	6.93%	-5.5%
General Materials/Supplies	283,617	355,089	380,909	428,503	577,732	1,528,945	679,240	1,347,249	2.31%	-11.9%
Travel and Meeting	82,197	148,257	122,587	113,294	115,759	309,185	228,322	281,030	0.48%	-9.1%
Fixed Charges	1,662	2,634	1,443	3,912	58,248	121,021	142,353	121,195	0.21%	0.1%
Utilities	-	-	-	-	385	15,000	12,447	16,000	0.03%	6.7%
Capital Outlay	1,572,701	622,795	513,131	1,409,685	2,318,431	7,291,108	1,836,864	5,735,878	9.84%	-21.3%
Other	15,179,049	19,133,363	17,843,612	15,558,570	21,451,319	19,763,606	15,993,833	17,426,335	29.88%	-11.8%
<b>Total Expenditures</b>	<b>\$ 31,269,641</b>	<b>\$ 37,176,165</b>	<b>\$ 38,240,451</b>	<b>\$ 43,883,345</b>	<b>\$ 52,259,871</b>	<b>\$ 62,299,135</b>	<b>\$ 48,684,285</b>	<b>\$ 58,317,626</b>	<b>100.00%</b>	<b>-6.4%</b>

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

	\$ 10,670,636	\$ 12,203,522	\$ 15,483,931	\$ 22,946,299	\$ 23,379,200	\$ 25,000,000	\$ 25,000,000	\$ 25,000,000		
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**Working Cash Fund  
Revenues and Expenditures**

	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Actual	FY 2015 Budget	FY 2015 Projected	FY 2016 Budget	FY 2016 Percent to Total	Budget % Change FY 2015 to FY 2016
<b>REVENUES</b>										
Other Sources	\$ 119,033	\$ 74,666	\$ 37,109	\$ 17,237	\$ 26,867	\$ 23,000	\$ 27,717	\$ 25,000	100%	8.7%
Total Revenues	<u>119,033</u>	<u>74,666</u>	<u>37,109</u>	<u>17,237</u>	<u>26,867</u>	<u>23,000</u>	<u>27,717</u>	<u>25,000</u>	<u>100%</u>	8.7%
<b>EXPENDITURES</b>										
Total Expenditures	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>		
Excess (Deficiency) of Revenue over Expenditures	119,033	74,666	37,109	17,237	26,867	23,000	27,717	25,000		8.7%
BEGINNING FUND BALANCE	<u>15,430,714</u>	<u>15,549,747</u>	<u>15,624,413</u>	<u>15,661,522</u>	<u>15,678,759</u>	<u>15,705,626</u>	<u>15,705,626</u>	<u>15,733,343</u>		0.2%
ENDING FUND BALANCE	<u>\$ 15,549,747</u>	<u>\$ 15,624,413</u>	<u>\$ 15,661,522</u>	<u>\$ 15,678,759</u>	<u>\$ 15,705,626</u>	<u>\$ 15,728,626</u>	<u>\$ 15,733,343</u>	<u>\$ 15,758,343</u>		0.2%

**Bond and Interest Fund  
Revenues and Expenditures**

	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Actual	FY 2015 Budget	FY 2015 Projected	FY 2016 Budget	FY 2016 Percent to Total	Budget % Change FY 2015 to FY 2016
<b>REVENUES</b>										
Local Government	\$ 14,144,766	\$ 15,475,452	\$ 16,229,090	\$ 16,354,143	\$ 17,152,921	\$ 18,079,378	\$ 18,026,833	\$ 18,427,961	99.90%	1.9%
Other Sources	52,180	31,044	18,185	8,873	19,751	16,500	22,331	19,000	0.10%	15.2%
<b>Total Revenues</b>	<b>14,196,946</b>	<b>15,506,496</b>	<b>16,247,275</b>	<b>16,363,016</b>	<b>17,172,672</b>	<b>18,095,878</b>	<b>18,049,164</b>	<b>18,446,961</b>	<b>100.00%</b>	<b>1.9%</b>
<b>EXPENDITURES</b>										
Institutional Support										
Fixed Charges	16,083,635	14,856,398	15,678,437	15,774,813	15,865,222	17,101,913	17,060,756	17,888,135	99.97%	4.6%
Other	5,955	2,651	5,896	2,871	5,520	5,500	2,870	5,500	0.03%	0.0%
<b>Total Institutional Support</b>	<b>16,089,590</b>	<b>14,859,049</b>	<b>15,684,333</b>	<b>15,777,684</b>	<b>15,870,742</b>	<b>17,107,413</b>	<b>17,063,626</b>	<b>17,893,635</b>	<b>100.00%</b>	<b>4.6%</b>
<b>Total Expenditures</b>	<b>16,089,590</b>	<b>14,859,049</b>	<b>15,684,333</b>	<b>15,777,684</b>	<b>15,870,742</b>	<b>17,107,413</b>	<b>17,063,626</b>	<b>17,893,635</b>	<b>100.00%</b>	<b>4.6%</b>
Excess (Deficiency) of Revenue over Expenditures	(1,892,644)	647,447	562,942	585,332	1,301,930	988,465	985,538	553,326		-44.0%
Other financing sources(uses)										
Transfers(to) from other funds	524,240	-	-	-	-	-	-	-		
<b>Total Other Financing Sources</b>	<b>524,240</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>		
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	(1,368,404)	647,447	562,942	585,332	1,301,930	988,465	985,538	553,326		-44.0%
<b>BEGINNING FUND BALANCE</b>	<b>8,046,692</b>	<b>6,678,288</b>	<b>7,325,735</b>	<b>7,888,677</b>	<b>8,474,009</b>	<b>9,775,939</b>	<b>9,775,939</b>	<b>10,761,477</b>		<b>10.1%</b>
<b>ENDING FUND BALANCE</b>	<b>\$ 6,678,288</b>	<b>\$ 7,325,735</b>	<b>\$ 7,888,677</b>	<b>\$ 8,474,009</b>	<b>\$ 9,775,939</b>	<b>\$ 10,764,404</b>	<b>\$ 10,761,477</b>	<b>\$ 11,314,803</b>		<b>5.1%</b>



## Debt Obligations

In the tax-capped portions of Illinois, the only bonded debt that can be incurred without voter approval are alternative revenue bonds and the bonding authority available within the debt service extension base. The tax cap laws regulate debt and limit debt to 1994 levels (when tax caps were applied), unless a referendum is approved by the voters. Starting in 2009, the law was amended to allow a CPI factor to be applied to the debt service extension base. For tax levy year 2014 the College's debt service extension base is \$2,351,943, based on the December 2013 CPI of 1.5%. The College has a long term financial plan which includes utilizing these funds for necessary expenditures. Limited bonds of \$4.9 million were sold in 2015 under the debt service extension base to help fund capital projects identified in the campus master plan.

Two successful referendums, an \$88.8 million referendum in November of 2000 and \$153.6 million in November, 2008 account for 96% of the outstanding debt. These referendums have provided a funding stream for building, and the repair and replacement of physical plant assets that will continue for the next several years.

The College's debt is modest compared to limits set by the state statute. The debt limit set by law is \$483.7 million based on 2.875% of the 2014 equalized assessed valuation of \$16.8 billion. The College's outstanding principal is \$170.9 million, well below the statutory limitation. A schedule of debt maturities follows on the next two pages.

The College continues to have an outstanding financial reputation as evidenced by its Aaa bond rating issued by Moody's, which is the highest rating it awards. At the time the rating was originally issued in 2001, the College was one of only three community colleges in the United States, and the only one in Illinois, to be granted the Aaa rating. This rating has been maintained and was most recently reaffirmed by Moody's in the spring of 2015. Moody's has issued credit ratings for approximately 140 community colleges nationwide.

The College's credit rating should result in lower interest rates on the College's future bond issuances. The Aaa credit rating is especially important to the taxpayers of the district at this time of financial uncertainty. Districts that have lower ratings will not only pay more interest, but it inhibits their ability to attract buyers for their bonds, because the insurance used to provide coverage for poorer ratings is either no longer available or is considered suspect by bond buyers.

Moody's is a credit-rating service that renders opinions on the ability of a bond-issuer to repay its debt obligations. The criterion that go into analyzing a community college's debt focus on the college's role in providing educational services to its market, the level of financial stability provided by its reserves, its relative debt burden, and its ability to generate consistent operating results.

**WILLIAM RAINEY HARPER COLLEGE  
COMMUNITY COLLEGE DISTRICT NO. 512**

Schedule of Debt Maturities (Unaudited)  
For the year ended June 30, 2015

**General Obligation Refunding Bonds - Series 2005A**

	Amounts			
	Interest Rate	due during year		Total
		Principal	Interest	
2015-2016			303,413	303,413
2016-2017			303,413	303,413
2017-2018			303,413	303,413
2018-2019			303,413	303,413
2019-2020	3.875	3,200,000	241,413	3,441,413
2020-2021	3.875	4,630,000	89,706	4,719,706
Total		<u>\$ 7,830,000</u>	<u>\$ 1,544,771</u>	<u>\$ 9,374,771</u>

**General Obligation Refunding Bonds - Series 2006**

	Amounts			
	Interest Rate	due during year		Total
		Principal	Interest	
2015-2016	5.000	2,795,000	619,450	3,414,450
2016-2017	5.000	2,945,000	475,950	3,420,950
2017-2018	5.000	3,460,000	315,825	3,775,825
2018-2019	5.000	3,830,000	133,575	3,963,575
2019-2020	4.250	890,000	18,913	908,913
Total		<u>\$ 13,920,000</u>	<u>\$ 1,563,713</u>	<u>\$ 15,483,713</u>

**General Obligation Bonds - Series 2009 A**

	Amounts			
	Interest Rate	due during year		Total
		Principal	Interest	
2015-2016	2.50-4.00	5,265,000	6,507,038	11,772,038
2016-2017	2.75-5.00	5,425,000	6,297,819	11,722,819
2017-2018	3.00-5.00	6,730,000	6,056,163	12,786,163
2018-2019	3.25-5.00	7,530,000	5,790,775	13,320,775
2019-2020	5.000	7,760,000	5,448,388	13,208,388
2020-2021	3.75-5.00	9,365,000	5,039,950	14,404,950
2021-2022	5.000	8,240,000	4,619,513	12,859,513
2022-2023	5.000	8,650,000	4,197,263	12,847,263
2023-2024	5.000	10,615,000	3,715,638	14,330,638
2024-2025	5.000	11,975,000	3,150,888	15,125,888
2025-2026	4.50-4.75	12,575,000	2,556,075	15,131,075
2026-2027	4.500	14,890,000	1,925,613	16,815,613
2027-2028	4.50-5.00	16,495,000	1,201,656	17,696,656
2028-2029	4.50-5.00	17,270,000	406,363	17,676,363
Total		<u>\$ 142,785,000</u>	<u>\$ 56,913,138</u>	<u>\$ 199,698,138</u>

**WILLIAM RAINEY HARPER COLLEGE  
COMMUNITY COLLEGE DISTRICT NO. 512**

Schedule of Debt Maturities (Unaudited)  
For the year ended June 30, 2015

<b>Limited Tax Bonds – Series 2013</b>				
	<b>Interest Rate</b>	<b>Amounts</b>		<b>Total</b>
		<b>due during year</b>		
		<b>Principal</b>	<b>Interest</b>	
2015-2016	2.000	1,510,000	15,100	1,525,100
Total		<u>\$ 1,510,000</u>	<u>\$ 15,100</u>	<u>\$ 1,525,100</u>

<b>Limited Tax Bonds – Series 2015</b>				
	<b>Interest Rate</b>	<b>Amounts</b>		<b>Total</b>
		<b>due during year</b>		
		<b>Principal</b>	<b>Interest</b>	
2015-2016	2.000	710,000	163,134	873,134
2016-2017	3.000	2,245,000	91,725	2,336,725
2017-2018	3.000	1,935,000	29,025	1,964,025
Total		<u>\$ 4,890,000</u>	<u>\$ 283,884</u>	<u>\$ 5,173,884</u>

**Total Change in Bond Principal**

Balance at July 1, 2014	\$ 175,310,000
Bonds issued during the year	4,890,000
Bonds retired during the year	<u>(9,265,000)</u>
Balance at June 30, 2015	<u>\$ 170,935,000</u>

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

	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Actual	FY 2015 Budget	FY 2015 Projected	FY 2016 Budget	FY 2016 Percent to Total	Budget % Change FY 2015 to FY 2016
<b>REVENUES</b>										
Local Government	\$ -	\$ 493	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
All Other State Government	-	-	-	-	-	20,000,000	-	26,612,800	95.06%	33.1%
Tuition and Fees	-	51,064	622,860	598,137	586,516	600,000	569,139	575,000	2.05%	-4.2%
Other Sources	5,081,345	3,351,553	2,725,557	162,982	1,128,297	610,950	190,258	809,000	2.89%	32.4%
<b>Total Revenues</b>	<b>5,081,345</b>	<b>3,403,110</b>	<b>3,348,417</b>	<b>761,119</b>	<b>1,714,813</b>	<b>21,210,950</b>	<b>759,397</b>	<b>27,996,800</b>	<b>100.00%</b>	<b>32.0%</b>
<b>EXPENDITURES</b>										
Institutional Support										
Salaries	-	27,698	6,630	-	22,306	-	37,637	-		
Contractual Services	1,469,326	967,735	1,125,043	2,900,385	1,653,136	3,618,890	2,134,192	6,036,360	7.10%	66.8%
Materials and Supplies	12,488	-	-	-	-	-	-	-		
Fixed Charges	-	-	-	32,794	45,289	35,000	9,952	-	0.00%	-100.0%
Capital Outlay	7,492,254	4,511,279	4,989,150	7,542,163	30,101,702	70,024,642	28,850,876	77,977,272	91.72%	11.4%
Other	-	70,910	-	25,615	-	25,000	90,254	-	0.00%	-100.0%
Provision for Contingency	-	-	-	-	-	-	-	1,000,000	1.18%	100.0%
<b>Total Institutional Support</b>	<b>8,974,068</b>	<b>5,577,622</b>	<b>6,120,823</b>	<b>10,500,957</b>	<b>31,822,433</b>	<b>73,703,532</b>	<b>31,122,911</b>	<b>85,013,632</b>	<b>100.00%</b>	<b>15.3%</b>
<b>Total Expenditures</b>	<b>8,974,068</b>	<b>5,577,622</b>	<b>6,120,823</b>	<b>10,500,957</b>	<b>31,822,433</b>	<b>73,703,532</b>	<b>31,122,911</b>	<b>85,013,632</b>	<b>100.00%</b>	<b>15.3%</b>
Excess (Deficiency) of Revenue over Expenditures	(3,892,723)	(2,174,512)	(2,772,406)	(9,739,838)	(30,107,620)	(52,492,582)	(30,363,514)	(57,016,832)		-8.6%
Other financing sources(uses)										
Proceeds from bond issue	-	2,970,915	-	4,980,915	-	4,700,000	5,107,155	-		
Transfers(to) from other funds	2,500,000	6,000,000	-	2,000,000	-	1,800,000	2,800,000	-		
<b>Total Other Financing Sources</b>	<b>2,500,000</b>	<b>8,970,915</b>	<b>-</b>	<b>6,980,915</b>	<b>-</b>	<b>6,500,000</b>	<b>7,907,155</b>	<b>-</b>		
Excess (Deficiency) of Revenue over Expenditures and other Financing Sources	(1,392,723)	6,796,403	(2,772,406)	(2,758,923)	(30,107,620)	(45,992,582)	(22,456,359)	(57,016,832)		-24.0%
<b>BEGINNING FUND BALANCE</b>	<b>174,629,158</b>	<b>173,236,435</b>	<b>180,032,838</b>	<b>177,260,432</b>	<b>174,501,509</b>	<b>144,393,889</b>	<b>144,393,889</b>	<b>121,937,530</b>		<b>-15.6%</b>
<b>ENDING FUND BALANCE</b>	<b>\$ 173,236,435</b>	<b>\$ 180,032,838</b>	<b>\$ 177,260,432</b>	<b>\$ 174,501,509</b>	<b>\$ 144,393,889</b>	<b>\$ 98,401,307</b>	<b>\$ 121,937,530</b>	<b>\$ 64,920,698</b>		<b>-34.0%</b>

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## CAPITAL IMPROVEMENT PLAN AND SOURCES OF FUNDS

The College's main campus physical plant consists of 200 acres, including 24 facilities. These facilities are of various sizes and ages. The chart below provides the information related to the facilities. The campus map, which is in the Appendix, shows the layout of the various buildings at the main campus.

Building Name	Acceptance Dates	Gross Square Footage
Building A (Student and Administration Center)*	1969	132,035
Building B (Public Safety Center/Facilities)*	1969 (additions 1984 & 2005)	36,964
Building C (New Student Services & Art Center)*	1969	23,244
Building D (Math and Academic Enrichment & Engagement)*	1969 (additions 1974 & 1985)	115,903
Building E (Instructional Delivery Center)*	1969	14,741
Building G (Parking Garage)	2014	284,933
Building F (Academic Resource Center)*	1969	101,989
Buildings H (Career and Technical Education Center)	1977 (remodeled 2014)	92,539
Buildings I, J (Business and Social Science Center)*	1980	85,806
Building L (Liberal Arts Center)	1994	90,124
Building M (Wellness and Sports Center)*	1980	101,150
Building O (Observatory)	1990	918
Building P (Music Instruction Center)*	1974	25,871
Building R (Performing Arts Center)	2002	44,805
Building S (Marketing Services Center)	1993	13,690
Building T (Park Management Shop)*	1973	5,576
Building U (Roads and Grounds Shop)*	1974	3,007
Building V (Facilities/Information Technology)*	1974	13,694
Building W (Wojcik Conference Center)	2002	51,861
Building X (Health Careers Center)	2004	99,779
Building Y (Center for Emerging Technology)	2004	52,792
Building Z (Science Center)	2004	143,481
(HPC) Harper Professional Center**	1982 (purchased in 2001)	41,914
(HLCC) Harper Learning and Career Center*	1973	58,483
<b>Total Square Feet</b>		<b>1,635,299</b>

Source: College Facilities Management records

\* Buildings older than 25 years

\*\* Portion of building owned by Harper College.

The College and ICCB have defined capital projects as anything over \$25,000. The budget for FY 2016 includes planned capital projects of \$84 million, plus a \$1 million contingency. The details of the projects follow this narrative.

## **SOURCES OF FUNDS FOR HARPER CAPITAL IMPROVEMENT PLAN**

The funding sources for capital improvements are numerous and are outlined below.

### **State Funding**

#### **Resource Management Allocation Program (RAMP)**

The State of Illinois provides funding to community Colleges through a process called Resource Allocation Management Program (RAMP). In this process, colleges submit their requests for major capital projects each year to be considered in the State annual budgeting cycle. The Illinois Community College Board (ICCB) then reviews all the requests that are submitted and produces a prioritized funding list that is recommended to the Illinois Board of Higher Education (IBHE), which incorporates community colleges' needs with university needs and then submits a prioritized listing to the Governor for consideration. If a project is funded in the final State budget, the State provides 75% of the dollars, and the College must provide 25%.

The College currently has submitted one project to the State for approval and two other budgeted projects have received funding. Once the State provides the amount, the College will establish the needed trust account for its share of the projects. The projects are administered by the Capital Development Board (CDB). At periodic points, the State provides capitalization reports so that the value of the asset can be added to the College financial records.

The one project submitted for approval is:

#### **Wellness and Sports Center / Bldg M Renovations and Addition**

Project cost:	\$57.7 million
State contribution:	\$43.3 million

The two approved projects are as follows:

#### **Canning Center**

Project cost:	\$61.7 million
State contribution:	\$40.7 million (includes State credits)

#### **Renovation of Hospitality program facility**

Project cost:	\$5.3 million
State contribution:	\$3.9 million

The Wellness and Sports Renovations and Addition (Building M) project consists of the renovation of 97,100 gross square feet and a new addition of 24,560 gross square feet. This project includes the addition of new classrooms, laboratory space and support facilities, as well as renovation of existing space. The project also incorporates new locker rooms, support facilities, and exterior bleachers located at the campus stadium, as well as extensive work to existing ball fields. Building M is two stories with an area of 70,299 net square feet. The existing building includes a swimming pool, gymnasium, labs, classrooms, offices and other support facilities.

The new Canning Center will add much needed square footage to the campus, combining additions and renovations to Building A and K Wing. The Center will group all student services and related functions into one location on campus. This project will identify the “front door” for the campus. Construction documents are completed and the project is on hold until further notice from the State.

The Hospitality program facility project will renovate or replace temporary facilities used by hospitality services. Given the location of the existing main kitchen and supporting infrastructure in Building A, the Master Plan recommends renovating portions of Building A to support this expanded program. This project is on hold until further notice from the State.

### **Capital Renewal Funds**

In addition to money for college-specified major projects funded through the RAMP process, the State also allocates “capital renewal money” for the colleges to use as needed. Though no allocation has been made since 2004, in FY 2010 an appropriation was made for \$27.3 million. Harper’s share of this is \$1.4 million, and included in this budget is a project to reconstruct parking lots at the Harper Professional Center in Schaumburg, and the Learning and Career Center in Prospect Heights. The project, to be completed by the State Capital Development Board, is on hold until further notice from the State.



## **Local Funding**

The College also has local funding alternatives for capital expenditures.

## **Referendum(s)**

In November 2008, the Board of Trustees placed a “No Tax Rate Increase” question on the ballot and, due to the community’s support, the referendum was successful. Bonds were sold in February of 2009, generating approximately \$153.6 million to support infrastructure improvements and other capital needs. Within this source of funds the College has provided for the 25% match required for the projects approved through the State’s RAMP process, annual facilities infrastructure maintenance, and support for many of the recommendations of the master plan.

## **Operations and Maintenance**

The College also has the ability to levy funds for operations and maintenance. This fund is primarily used for the day-to-day operation of the physical plant, but includes a small project budget of \$250,000. The College uses this budget for small projects under \$25,000.

## **Limited Obligation Bond Funds**

The College, under the tax cap, has the ability to issue non-referendum bonds up to a principal and interest payment of approximately \$2.2 million per year. The College is now on a cycle to issue \$5 million in bonds every two years, with about a three year payback. Recent focus has been to utilize these bonds for capital projects. The next anticipated bond issuance is in 2017.

## **Fund Balances**

The College has fund balances that can be directed to capital projects. It will continue to use this source of funding to leverage other State or federal funds as they become available or for projects that have no other funding source.

## **CAMPUS MASTER PLAN**

In FY 2010, having passed a successful referendum and three capital projects approved for State funding, the College embarked on a new Campus Master Planning process.

The 2010 Master Plan, adopted by the Board of Trustees in January 2011, has been developed to address the physical needs of the College through 2020. The Master Plan design team conducted extensive analyses of Harper’s academic programs and its campus. As a result four Master Plan goals emerged, as follows:

- **A More Effective and Welcoming Campus:** The Master Plan strives to improve the effectiveness of the campus in attracting and retaining students and in making the resources of the campus more available, usable, and environmentally sustainable

- **Space for Academic Programs to Meet Current and Future Needs:** To understand Harper’s current utilization of space, as well as needs for future programs, data was collected on existing classroom inventory, academic programs, and projected enrollment growth. New general classroom space will be needed by 2015 and through 2020, as well as other space for academic programs including class labs, studios, and faculty offices. These needs are addressed in additions, new buildings, and upgrades to existing buildings proposed in the Master Plan.
- **Space for Student Services to Meet Current and Future Needs:** One of the top priorities for the campus is a new Student Center (newly named Canning Center), grouping all student services and related functions in one location on campus. The Center should be easy to find for visitors and first-time students. Reinforcing the importance of the need for support space on campus, the program analysis revealed that spaces for academic resources such as the library, tutoring, counseling, study space, and student services are currently undersized relative to other community colleges. Given the College’s commitment to “increasing completion and achievement of all students,” enhanced spaces and facilities are needed for these resources.
- **A Strategic, Cost-Effective Approach to the Entire Campus:** New buildings and additions proposed in the Master Plan will further strengthen the compact configuration of the College’s existing buildings and campus. The Master Plan calls for the retention and renovation of Building D and the renovation of the Library as well as Building M for wellness/athletic activities and community events. It also calls for the completion of a system of enclosed passageways linking academic buildings on campus. Professional cost estimates of each element and a detailed phasing plan have been developed to assist the College in implementing the Master Plan. The Master Plan implementation strategy is flexible, recognizing that the College will proceed with projects based on available funding.

Of the master plan projects underway, Phase II of the Building D Renovations and Addition project is underway and expected to be completed by spring 2016.

The Canning Center, a state-run project, is on hold until further notice from the State. Construction documents have been completed for this project, and construction was expected to begin in July 2015.

Programming for the Library renovation is completed and the project is now in the design phase. The project is scheduled to be completed in spring of 2018.

Programming for the Building M renovation is completed, and this budget provides for funds to begin the design phase.

## **OPERATING BUDGET IMPACT**

Many of the projects scheduled to be completed in FY 2016 are remodeling projects that do not impact the operating budget.

Maintenance projects, such as maintenance of HVAC systems, parking lot and concrete repairs, and utility tunnel repairs do not have an immediate savings, but prevent more costly replacements due to shortened useful life.

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

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

Other projects that will impact operating costs are those that will add square footage to the campus. The College currently has two projects underway that, starting in FY 2017, will impact expenditures.

In FY 2017, the 9,200 square foot addition to Building D is expected to add additional costs for utilities and materials.

In FY 2018, the 66,400 square foot addition to Building A for the Canning Center is expected to add additional costs for utilities, contractual services, and materials.

The current five-year financial plan has provided for incremental increases in both FY 2017 and FY 2018 in the Operations and Maintenance fund to provide for the additional costs. The impact on the operating budget will be monitored and adjusted on an annual basis.

The following is the complete list of capital projects that are planned for this year.

## FY 2016 Capital Projects

			Project Estimated Cost	FY16 Budget Request	FY17 Projected	FY18 Projected
<u>Project Description</u>						
<b><u>Building Integrity</u></b>						
New	Tunnel Assessment & Feasibility Study	Tunnel assessment and Feasibility Study: The scope of work will include a comprehensive analysis of the following components of the tunnels: Structural, Water-proofing, Utilities piping and supports. The study will include a implementation strategy and budget to correct any deficiencies in the tunnels.	\$ 200,000	\$ 200,000		
Revised Estimate	Bldg Z Vestibule	Construct vestibule at entry to long corridor from L - Avante	\$ 275,000	\$ 205,000		
	Roof Survey and Repairs	Roof survey and study followed by repairs to maintain the manufacturer's warranty where applicable and maintain water-tight roofs.	\$ 79,200	\$ 71,280		
<b>TOTAL</b>			<b>\$ 554,200</b>	<b>\$ 476,280</b>	<b>\$ -</b>	<b>\$ -</b>
<b><u>Sustainability</u></b>						
	Indoor Lighting Level Control Installations	Provide lighting controls for class and conference rooms throughout the college to allow for various light required light levels. This is a multi-year project, approx. \$50,000 per year.	\$ 198,000	\$ 50,000	\$ 53,100	
<b>TOTAL</b>			<b>\$ 198,000</b>	<b>\$ 50,000</b>	<b>\$ 53,100</b>	<b>\$ -</b>
<b><u>Renewal</u></b>						
New	Campus Signage Feasibility Study	Feasibility study to Identify signage throughout campus that will require updating upon completion of planned construction projects. Additional funding will be requested for implementation.	\$ 66,000	\$ 66,000		
New	Canning Center (Bldg A) Landscaping	Landscaping around the Canning Center, (does not include north side.)	\$ 500,000	\$ 250,000	\$ 250,000	
	Pedestrian Bridge Restoration	Restore the pedestrian bridge on the north side of the campus. Raise height of bridge to prevent flooding in future.	\$ 352,280	\$ 246,600		
	Campus Exterior Directional Signs	Refresh Exterior Directional Signs across campus	\$ 50,000	\$ 20,100		
	Bldg L Faculty Offices	Bldg L: Faculty Offices 2nd floor replace carpet, paint ceiling, and update furniture in L256, 257, 258, 259, 260	\$ 40,000	\$ 40,000		
<b>TOTAL</b>			<b>\$ 1,008,280</b>	<b>\$ 622,700</b>	<b>\$ 250,000</b>	<b>\$ -</b>
<b><u>Program Support</u></b>						
New	Bldg F Master Plan Remodeling	The Master Plan calls for Building F to be renovated and expanded as a key academic resource building on Campus. Building F with the renovations and additions will be flexible to provide for a broad variety of academic support programs, study spaces, Tutoring Center, Writing Center, Library, departmental offices and other support spaces.	\$ 27,115,000	\$ 1,500,000	\$ 18,000,000	\$ 7,615,000
New	Canning Center IT Build-out	The renovations to the Student Center repurpose the current Information Technology Departmental Offices. This project is for the build out of the basement area in the new student center addition for the IT department.	\$ 2,187,500	\$ 687,500	\$ 1,500,000	

## FY 2016 Capital Projects

		<b>Project Description</b>	<b>Project Estimated Cost</b>	<b>FY16 Budget Request</b>	<b>FY17 Projected</b>	<b>FY18 Projected</b>
New	Bldg M Master Plan Remodeling	The Master Plan calls for Building M to be renovated and expanded as a key academic building on Campus. Building M houses the Wellness and Campus Activities Department. The renovations and additions will provide for a broad variety of academic spaces that have specific space requirements, including classrooms, departmental offices, class laboratories and studios. (project estimate includes the \$1.2 million previously approved for pool repairs and upgrades)	\$ 24,000,000	\$ 4,000,000	\$ 15,000,000	\$ 5,000,000
New	Bldg X Nursing Lab Remodel Phase I	Nursing lab remodeling Phase I implementation Projects to be identified from 2015 feasibility study. Additional funding will be requested for Phase II.	\$ 350,000	\$ 350,000		
New	Bldg J Classroom J166 update	Install six collaboration tables in J166, each with a capacity for 6 students. Provide power and data in furniture.	\$ 165,000	\$ 165,000		
	Bldg I & J RAMP	The State of Illinois provides capital funding to community colleges through the RAMP process. If the project is funded, the State provides 75% percent of the dollars and the College must provide 25%. The College is recommending the preparation of the RAMP document for the renovations to Buildings I & J for submission. The scope of work for this project will be based on the 2010 Campus Master Plan	\$ 86,000	\$ 86,000		
Revised Scope	Bldg X Office Remodel X246	Remodel the current adjunct office area in building X (X246) to meet current adjunct standards and provide more efficient office space for Adjunct faculty and additional offices for faculty.	\$ 186,000	\$ 132,000		
	Bldg C Classroom	Provide improvements to the existing art lab to meet current program needs.	\$ 37,500	\$ 37,500		
	Bldg X Nursing Lab Expansion Study	The nursing program is evolving and a feasibility study is needed to identify the modifications needed to the existing classrooms and labs to support the program.	\$ 40,000	\$ 36,000		
	Bldg D Landscape Restoration	Landscape restoration at D Bldg including the graduation area and the area along the lake and minor improvements at H bldg. and Parking structure	\$ 2,850,000	\$ 2,422,500		
	Bldgs A & D Temporary Relocation	Professional services for temporary departmental relocations construction documents to accommodate the Building D renovation project and Canning Student Center	\$ 2,000,000	\$ 1,138,100		
	Bldg H Advanced Manufacturing Permanent Space	Bldg H: Advanced Manufacturing Permanent Space	\$ 1,775,545	\$ 1,509,215		
	Reconfiguration of Steam Lines & Boiler Replacement	Reconfiguration of Steam Lines & Boiler Replacement to provide adequate source for Chemistry department student lab experiments to meet demand	\$ 165,000	\$ 157,875		
	Canning Center	The Master Plan proposes the Canning Center as a combination of additions and renovations of A and K Buildings. The Center shall group all student services and related functions into one location on campus. Capital Development Board (CDB) project	\$ 61,683,644	\$ 30,000,000	\$ 23,800,000	\$ 4,799,445
	Bldg D Renovation and Additions	The Master Plan calls for D Building to be renovated and expanded as a key academic building on Campus. D Building with the renovations and additions will be flexible to provide for a broad variety of academic program, including general classrooms, departmental offices, class laboratories and studios.	\$ 46,423,500	\$ 22,000,000	\$ 391,000	

## FY 2016 Capital Projects

		<b>Project Description</b>	<b>Project Estimated Cost</b>	<b>FY16 Budget Request</b>	<b>FY17 Projected</b>	<b>FY18 Projected</b>
Bldg H Renovations		Capital Development Board (CDB) major construction project to support career and technical programs. Post-occupancy work expected to be completed in FY 2016	\$ 38,115,700	\$ 1,550,000		
Hospitality Programming		Replacement or renovation of program facility due to age and space limitations. CDB project	\$ 5,259,700	\$ 259,700	\$ 2,000,000	\$ 3,000,000
<b>TOTAL</b>			<b>\$ 212,440,089</b>	<b>\$ 66,031,390</b>	<b>\$ 60,691,000</b>	<b>\$ 20,414,445</b>

### **Safety and Statutory**

New	Avante Stairs and Sidewalk Repairs	Replace stairs, precast pieces and annual sidewalk repairs; construct bulk salt storage area	\$ 650,000	\$ 650,000		
New	Ring Road Reconstruction	Ring Road reconstruction	\$ 554,400	\$ 554,400		
New	Biology Nature Area Deck Replacement	The Classroom observation deck located in the Biology nature area is in need of replacement. A new deck will be constructed that will meet current accessibility and building codes.	\$ 168,750	\$ 168,750		
New	Fire Panel Relocation	Relocate backup fire panel PC to east side of campus. Location to be determined.	\$ 35,000	\$ 35,000		
New	Bldg E Fire Sprinkler System	Replace fire sprinkler system	\$ 85,000	\$ 85,000		
	Parking Lot #5	Reconfigure Parking Lot 5 to improve vehicular and pedestrian traffic flow. This is necessary to improve the safe ingress and egress from this surface parking area and child care drop-off point as well as creating much needed improvements with regard to storm water management and sustainability efforts throughout campus.	\$ 450,000	\$ 433,500		
	Infrastructure MEP: Underground Fuel Tanks	Remove and replace aging underground fuel storage tanks.	\$ 300,000	\$ 278,400		
Revised Scope	HPC Washroom Renovations	Renovate and refresh restrooms at HPC (125 & 126) to meet current accessibility requirements.	\$ 285,000	\$ 260,000		
	Bldg P Concrete Repairs	Repair deteriorating concrete surfaces at the exterior exit stair at the north end of Building P.	\$ 100,000	\$ 95,000		
	Campus Sidewalk & Curb Repairs	Routine periodic maintenance and replacement of sidewalks that were damaged or have heaved over the winter for safety.	\$ 392,175	\$ 274,475		
	Retaining Wall Study	The retaining wall along Roselle Road is deteriorating and a feasibility study is need to identify the most cost effective replacement.	\$ 35,000	\$ 35,000		
	Bldg X Rad Tech Lab X134b	New energized equipment in Radiologic Tech surgical suite requires lead line walls to ensure safety from radiation exposure.	\$ 35,000	\$ 32,000		
Annual	Parking Lot Maintenance 2016	Routine periodic maintenance of the parking lots and roadways for safety and to extend the life of the surfaces.	\$ 380,000	\$ 380,000	\$ 399,000	
	Parking Lot Maintenance 2015	Routine periodic maintenance of the parking lots and roadways for safety and to extend the life of the surfaces.	\$ 266,840	\$ 160,140		
	Parking Lot #6	Reconfigure Parking Lot 6 to complement new vehicular and pedestrian traffic flow that will occur upon completion of the new parking structure. Completion of landscaping planned for FY16	\$ 900,000	\$ 35,000		

## FY 2016 Capital Projects

	<b>Project Description</b>	<b>Project Estimated Cost</b>	<b>FY16 Budget Request</b>	<b>FY17 Projected</b>	<b>FY18 Projected</b>
Parking Structure	Construct a parking structure at Lot 7 East side of campus to accommodate future parking needs from the anticipated parking loss from various Master Plan Projects. Addition of Artwork and completion of post occupancy work budgeted in FY16	\$ 14,127,000	\$ 93,000		
Parking Lot Reconstruction: HPC & HLCC	Parking Lot Reconstruction - HPC & HLCC Capital Development Board Project. Capital renewal funds.	\$ 1,370,100	\$ 1,329,500		
Life Safety Asbestos Removal	Multi year project, asbestos removal 2014 and beyond.	\$ 633,000	\$ 43,000		
HVAC Equipment Removal	Remove abandoned chillers, cooling towers, pumps, and associated piping at multiple locations.	\$ 100,000	\$ 82,200		
Bldg A Mechanical Repairs Design	The existing HVAC system does not meet current codes and outside air requirements. Modifications are required to bring the system up to code.	\$ 115,000	\$ 20,000		
<b>TOTAL</b>		<b>\$ 20,982,265</b>	<b>\$ 5,044,365</b>	<b>\$ 399,000</b>	<b>\$ -</b>

### System Reliability

New	Avante Storm Water System	Avante underground storm water detention system inspection and maintenance. Required for proper operation of the detention system. Additional funding will be requested for implementation.	\$ 70,000	\$ 70,000		
	West Campus Infrastructure	Projects identified from the 2013 Campus Infrastructure Master Plan include the following: development of a centralized chilled water plant which will serve buildings A, B, C, M, S, and W, installation of a standby generator which will serve buildings A, C, E, and W, and the resulting utility relocation that is required to allow for the construction of these items and to accommodate the Canning Center Project.	\$ 10,417,200	\$ 6,312,900	\$ 1,500,000	
	Bldg B Deaerator	Bldg B Replace deaerator treating makeup water to boiler DA-2 in B111b	\$ 900,000	\$ 900,000		
	Bldg E Air Handling Units	Bldg E Replace air handling unit 3 & 4	\$ 400,000	\$ 400,000		
	HLCC Chiller Replacement	Replace the HLCC chiller	\$ 192,000	\$ 192,000		
	Campus Infrastructure: AHU fan improvement	Install soft start drives on air handling unit fans	\$ 102,000	\$ 102,000		
	Campus Infrastructure: IT closet upgrades	Upgrade IT closet HVAC and Power throughout campus	\$ 100,000	\$ 100,000		
	Bldg S HVAC upgrade	Replace 2 roof top units	\$ 100,000	\$ 100,000		
	Bldg A Chiller rebuild	Bldg A Rebuild 2 York centrifugal chillers	\$ 95,000	\$ 95,000		
	Bldg B Boiler economizer	Replace economizer on B Boiler to more effectively pre-heat makeup water and reduce energy costs	\$ 95,000	\$ 95,000		
	Bldg P Add filters to separator	Bldg P Filters to chilled water HTG water loop separator	\$ 75,000	\$ 75,000		
	Bldg F Computer room systems	Bldg F Replace 5 split system units in computer rooms 3rd floor	\$ 75,000	\$ 75,000		
	Campus HLCC Simplex System Upgrade	HLCC Upgrade simplex system	\$ 54,400	\$ 54,400		

## FY 2016 Capital Projects

		<u>Project Description</u>	<u>Project Estimated Cost</u>	<u>FY16 Budget Request</u>	<u>FY17 Projected</u>	<u>FY18 Projected</u>
Revised Estimate	Bldg M Valve Replacements	Bldg M Replace 3 anti scalding valves controlling domestic hot water to showers	\$ 60,000	\$ 37,400		
	Bldg A Lift Pumps	Bldg A Replace south lift station pumps	\$ 30,000	\$ 30,000		
Revised Scope	Campus Building Automation Systems (BAS)	Install, replace, upgrade building automation systems to Campus standard to reduce energy usage, reduce the Campus's carbon footprint, and increase the life expectancy of the mechanical equipment.	\$ 3,119,500	\$ 2,521,500	\$ 678,500	
	Campus Utility Sub Metering	Main Campus Utility Sub Metering	\$ 250,000	\$ 250,000		
	Life Safety Tunnel Mechanical work	Repair or replace steam pipes, racks, etc. associated with corrosion causing erosion increasing the risk of possible utility failure. Provide conduit for IT lines.	\$ 350,000	\$ 191,100		
	HLCC Network Room Reconfigure	Provide additional HVAC & Power capacity to the main network room as required to meet the requirements of the new equipment.	\$ 100,000	\$ 100,000		
Revised Estimate	Blue Reflecting Pool Repairs	The blue reflecting pool plumbing system has failed and several leaks have developed in the piping and the pool.	\$ 80,000	\$ 40,000		
<b>TOTAL</b>			<u>\$ 16,665,100</u>	<u>\$ 11,741,300</u>	<u>\$ 2,178,500</u>	<u>\$ -</u>
<b>Building Integrity</b>			\$ 554,200	\$ 476,280	\$ -	\$ -
<b>Sustainability</b>			\$ 198,000	\$ 50,000	\$ 53,100	\$ -
<b>Renewal</b>			\$ 1,008,280	\$ 622,700	\$ 250,000	\$ -
<b>Program Support</b>			\$ 212,440,089	\$ 66,031,390	\$ 60,691,000	\$ 20,414,445
<b>Safety and Statutory</b>			\$ 20,982,265	\$ 5,044,365	\$ 399,000	\$ -
<b>System Reliability</b>			\$ 16,665,100	\$ 11,741,300	\$ 2,178,500	\$ -
<b>Grand Total</b>			<u>\$ 251,847,934</u>	<u>\$ 83,966,035</u>	<u>\$ 63,571,600</u>	<u>\$ 20,414,445</u>
<b>Contingency</b>				\$ 1,000,000	\$ -	\$ -
<b>Total Budget Request</b>				<u>\$ 84,966,035</u>	<u>\$ 63,571,600</u>	<u>\$ 20,414,445</u>



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**Strategic Planning**  
CONFERENCE

**March 4-6, 2015**  
Eaglewood Resort, Itasca, IL

*Program Agenda*



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and all of their policies, procedures, and practices  
must be aligned with that mission  
if our institutions are to remain relevant."**

*George R. Boggs*

*President and CEO emeritus of the American Association of Community Colleges  
and clinical professor for the Roueche Graduate Center at National American University*



## Welcome to the Harper College Strategic Planning Conference

March 4-6, 2015  
Eaglewood Resort  
Itasca, IL

### **Mr. Rick Maher – Facilitator and Moderator**

Please accept our gratitude for attending Harper's Strategic Planning Conference. By listening to differing perspectives, and by dialoging together, we are confident that we can discover the key strategic directions that will guide our efforts on student success.

### **William Rainey Harper College Board of Trustees**

Diane Hill  
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Jim Gallo

Gregory Dowell  
Vice-Chair

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Laurie Stone

Walt Mundt  
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Marisa Andreuccetti  
Student Trustee

Rita Canning

### **William Rainey Harper College President**

Kenneth L. Ender, Ph.D.



## Program Agenda

### Wednesday, March 4, 2015 – Red Oak Ballroom

- 12:00-1:00 p.m. Lunch available in Burnham's Restaurant
- 1:00-1:40 p.m. **Welcome and Opening**  
Dr. Ken Ender, President, Harper College  
Dr. James Applegate, Executive Director, Illinois Board of Higher Education
- 1:40-2:20 p.m. **Keynote: Higher Education in an Era of Change**  
Dr. James Griesemer, Dean Emeritus of the Daniels College of Business, and  
Director of the Strategic Issues Program, University of Denver  
Video conference
- 2:20-3:05 p.m. **Panel: Higher Education in an Era of Change**
- Dr. Karen Hunter Anderson, Executive Director, Illinois Community College Board
  - Dr. Doug Baker, President, Northern Illinois University
  - Dr. Brian Harris, Superintendent, High School District 220
  - Dr. David Sam, President, Elgin Community College
- 3:05-3:20 p.m. Break
- 3:20-4:00 p.m. **Keynote: Aligning Workforce and Community Needs**  
Ms. Karin Norington-Reaves, CEO, Chicago Cook Workforce Partnership
- 4:00-4:45 p.m. **Panel: Aligning Workforce and Community Needs**
- Dr. Daniel Cates, Superintendent, High School District 211
  - Mr. Rodney Craig, Village President, Village of Hanover Park
  - Ms. Marianne Stanke, Client Relations Executive, Deloitte
  - Mr. Ed Youdell, President and CEO, Fabricators and Manufacturers Association, International
- 4:45-5:40 p.m. **Small Group Breakout Activity**
- 5:40-6:00 p.m. **Wrap-up and Debrief**  
Mr. Rick Maher
- 6:00-7:00 p.m. **Reception in Prairie River**  
Hosted by Power Construction
- 7:00 p.m. **Dinner in Burnham's Restaurant**

## **Thursday, March 5, 2015 – Red Oak Ballroom**

- 6:30-8:00 a.m. Breakfast available in Burnham's Restaurant
- 8:00-8:30 a.m. **Recap and Today's Agenda**  
Mr. Rick Maher
- 8:30-9:10 a.m. **Keynote: *What Excellent Community Colleges Do***  
Mr. Josh Wyner, Vice President and Executive Director of the College Excellence Program, The Aspen Institute
- 9:10-9:45 a.m. **Panel: *What Excellent Community Colleges Do***
- Dr. David Sam, President, Elgin Community College
  - Dr. David Schuler, Superintendent, High School District 214
  - Dr. Mary Rittling, President, Davidson County Community College
  - Dr. Steve VanAusdle, President, Walla Walla Community College
- 9:45-10:00 a.m. **Break**
- 10:00-11:00 a.m. **Small Group Breakout Activity**
- 11:00-12:15 p.m. **Group Report Out**
- 12:15-12:30 p.m. **Wrap-up and Debrief**  
Mr. Rick Maher
- 12:30-1:30 p.m. **Lunch Available in Burnham's Restaurant**
- 1:30-1:45 p.m. **Reconvene with Harper Staff**  
**Recap Day 1 and 2 and Next Steps**  
Mr. Rick Maher
- 1:45-2:45 p.m. **Keynote: *Completion by Design***  
Dr. Mary Rittling, President, Davidson County Community College  
Susan Burleson, Vice President, Student Success and Communication
- 2:45-5:00 p.m. **Small Group Breakout Activity**  
*Includes break time*
- 5:00-6:00 p.m. **Group Report Out and Debrief**
- 6:00-6:45 p.m. **Reception in Prairie River**  
Hosted by Power Construction
- 7:00 p.m. **Dinner in Burnham's Restaurant**

\*Reminder – tomorrow in Linden Ballroom

**Friday, March 6, 2015 – Linden Ballroom**

- 6:30-8:00 a.m. Breakfast available in Burnham’s Restaurant
- 8:00-8:15 a.m. **Recap and Today’s Agenda**  
Mr. Rick Maher
- 8:15-10:00 a.m. **Small Group Breakout Activity**  
*Includes break time*
- 10:00-10:45 a.m. **Group Report Out and Debrief**
- 10:45-11:45 a.m. **Large Group Process Activity**
- 11:45-12:00 p.m. **Next Steps**  
Dr. Ken Ender
- 12:00 p.m. **Adjourn and Lunch**



**“...much of our country’s future rests - and will increasingly rely - on community colleges...”**

*Anthony P. Carnevale  
Research Professor and Director  
The Georgetown University Center  
on Education and the Workforce*

## Keynote Speaker and Panelist Biographies



**Dr. Karen Hunter Anderson**, Executive Director for the Illinois Community College Board (ICCB), joined the ICCB in 1999. Advancing from the position of Vice President of the ICCB, Dr. Anderson is the first ICCB staff person to be selected for the permanent position of Executive Director. This new assignment began on July 1, 2013. The other positions held by Dr. Anderson within the ICCB include, Vice President for Adult Education and Institutional Support, Senior Director for Student and Instructional Development, Director of Career and Technical Education, and Associate Director of Education to Careers.

During her tenure at ICCB, Dr. Anderson has worked, supervised others, provided leadership, and has served as an administrator for nearly all the Board's functions in the divisions related to workforce, career & technical education, student services, minority affairs, accountability and assessment, adult education, institutional research, education technology, international education, and academic affairs.

Dr. Anderson's experience includes 16 years at ICCB, 11 years with campus administration, and 12 years teaching experience, for a total of over 38 years of educational experience. Prior to her work at the ICCB, Dr. Anderson was the principal and president of Ursuline Academy in Springfield; provost, registrar, and acting president of Springfield College in Illinois; assistant professor of English at Milliken University; and a professor and coordinator of the Bilingual Business Studies Program at Midway College.

Dr. Anderson received her M.A. in English and Ph.D. in Rhetoric and Composition from the University of Louisville in Louisville, Kentucky. Dr. Anderson is also the author of an ESL college-level textbook. In November, 2010, Dr. Anderson received an award from the Illinois Council of Community College Administrators, recognizing her outstanding service to the community college system. She speaks four languages and has two sons.



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**Dr. James L. Applegate** currently serves as the Executive Director for the Illinois Board of Higher Education. As the state higher education executive officer, Jim leads efforts to dramatically expand college opportunity in Illinois, especially for low income, first generation, adult and students of color. He also works to increase higher education's contributions to Illinois' economic and civic health as part of advancing Illinois' Public Agenda.

Prior to assuming this position Jim served as Vice President for the Lumina Foundation, the largest U.S. foundation solely focused on improving higher education. In his role as head of grant making, he led development of new approaches to strategically invest Lumina's more than \$50 million annual



grant budget to support increased degree production, fairness, and productivity in the American higher education system. He served as an important external advocate for improving higher education delivering more than 40 keynotes and presentations annually before federal and state policy makers, higher education and business leaders, and philanthropic groups.

From 2000-2008, Jim was the chief academic officer for the state of Kentucky. There he supported reforms that resulted in Kentucky leading the nation in higher education attainment increases from 2000-2009. Jim was a professor, department head, and university senate chair at the University of Kentucky. He has served as an American Council on Education Fellow and on advisory boards for ACT, ACE, and numerous higher education organizations. He was a University Fellow and received his Ph.D. from the University of Illinois. Jim also has worked throughout his career as a consultant and speaker helping education, government, and business organizations improve performance.



**Douglas D. Baker**, NIU's 12th chief executive officer, brings a rich background in business, organizational management and higher education leadership to DeKalb. As provost and executive vice president of the University of Idaho from 2005 to 2013, Dr. Baker guided the development, implementation and revision of the institution's strategic plan during a period of fiscal challenges.

Members of the Faculty Senate at the University of Idaho applauded Baker's work to shape and oversee a complex and collaborative academic program prioritization process that created a stronger and more efficient organization.

Born in Hood River, Oregon, and the son of two teachers, Baker earned bachelor's and master's degrees in business-industrial relations and management from Colorado State University. He earned his Ph.D. in business (organizational behavior and theory) in 1983 from the University of Nebraska. His teaching career began in 1981 at Washington State University-Pullman, where he was an assistant professor of management. He eventually was appointed to lead the Office of Undergraduate Education and vice provost for academic affairs for the Washington State University system before being appointed executive vice president and provost at the University of Idaho. Baker taught courses in management, organizational behavior, organizational design, strategic planning, human resource management and research methods.

He won MBA Faculty Teaching Excellence Awards – the honors were based on a vote of the MBA students – five times: Teacher of the Year (1992-93), Teacher of the Semester (Spring 1995, Spring 1993 and Fall 1990) and Outstanding Teacher (1989-90). He also won Shell Oil Distinguished (Undergraduate) Teaching Awards in 1990 and 1984 from the College of Business and Economics at Washington State University.

His research includes numerous publications on organization strategy and structure, motivation and leadership and sexual harassment. In 2010, he made conference presentations on "Transformation: A

Tale of Successful Planning and Prioritizing” and “Strategic Planning and Implementation Under Fiscal Stress.”

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As the Vice President of Student Success and Communications, **Susan Burleson** and her team is responsible for exploring new opportunities to bring creative and innovative best practices to Davidson County Community College to impact student completion; providing research, design, evaluation and planning services; leading the accreditation process and grant seeking efforts; facilitating the strategic vision for the college’s marketing and communication efforts; and coordinating planning for college events.

Susan was the campus lead for the planning year of Completion by Design and continues to facilitate much of the work happening around the student success initiatives. Additionally, as a former faculty member and academic leader, she has successfully collaborated with faculty to review student learning outcomes and programs of study to comprehensively redesign student pathways into more coherent and structured educational experiences.

Susan began her career at DCCC in August 2003 as Faculty, Psychology. She has also served the College as Department Chair, Social Sciences, and Associate Dean, General Studies & Academic Support. Prior to coming the DCCC, Burleson was a faculty member at Alamance Community College.

Burleson earned her Bachelor of Arts degree in Psychology at N.C. State University and her Master of Arts in Psychology degree from the University of North Carolina at Greensboro. She has completed additional graduate studies at UNCG.

Burleson and her husband, Wade D. Burleson, Jr., live in Lexington with their three children Cameron, Lucas, and Emily.

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**Dan Gates** was named the seventh superintendent of schools in District 211 in October 2013, effective July 1, 2014. Prior to being named superintendent, he was the District’s associate superintendent for administrative services, a position he held since 2011. Dan joined District 211 in 1992 as a psychologist at William Fremd High School. In 1998, he moved to the administration center as assistant to the director of special education, and was promoted to director of special education in 2001.

Dr. Cates graduated with his bachelor's degree from the University of Notre Dame in 1987. He received his doctorate from Indiana University in 1994. In 2008, he was honored with a Those Who Excel Award for his position as director of special education in District 211.

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**Rod Craig**, in his third term as Mayor for the Village of Hanover Park, is an advocate for public safety and community development. During his time as Village President, Rod has worked to streamline village operations, increase transparency, and promote cooperation between the village government, schools, park district, and other organizations within the village. Over the last seven years, Hanover Park has seen a reduction in crime, built a new police headquarters, and instituted Community Policing and Crime Free Housing. Rod's philosophy has been to bring people together to address problems and modernize the Village's technology capabilities and systems to become more efficient and responsive to serve the residents of Hanover Park.

He and his family have resided in Hanover Park since 1974, following Rod's six-year tour of duty in the United States Navy. Upon leaving the Navy, Rod worked on Systems Operations with the Federal Aviation Administration in the Air Traffic Control environment. He retired with 39 years of public service in 2009. As Mayor, Rod has utilized his knowledge of infrastructure and systems relating to public transportation to benefit his community by providing access to jobs for Hanover Park and the region.

In addition to volunteering in community and church groups, President Craig first entered public service when he was appointed as a Trustee of the Hanover Park Fire Protection District in 1995. In 1999, he became the Fire Protection District President. In June of 2000, he provided leadership in the transition from a Fire District to a municipal Fire Department. In 2000, he was recognized as Citizen of the Year, and appointed Village Trustee in 2001, until his election as Village President in 2007. He was subsequently re-elected in 2009 and 2013.

As Village President, Rod represents Hanover Park on regional and inter-governmental organizations. As Past President of DuPage Mayor & Managers Conference, he currently chairs the Inter-Governmental Committee. He is also active with the Northwest Municipal Conference Transportation Committee, Metropolitan Mayor's Caucus and its Regional Economic Development Committee, and Choose DuPage Executive Board. Additionally, he is the Secretary on the Campanelli YMCA Board of Directors, a member with the Schaumburg School District 54 Foundation, and serves on the Illinois Municipal League as Vice-President.



**Jim Griesemer** is professor and dean emeritus at the University of Denver and serves as director of the University's Strategic Issues Program. He is also a trustee of the University of Denver where he chairs the Board of Trustees Strategy Committee.

His background includes extensive public sector executive experience and over 25 years of experience in higher education. During his career he has taught management and strategy at the University of Denver, the University of Colorado and Aurora University in Illinois.

From 1994 to 2004 Dr. Griesemer served as dean of the Daniels College of Business. During his tenure the College increased its enrollment by 70 percent, quintupled its endowment, constructed a new state-of-the-art building, saw a major expansion in degree programs and gained a national reputation for excellence.

While he was serving as dean, the Daniels College was recognized as one of the top 50 business schools by the Wall Street Journal in 2003; in 2004 the Journal ranked Daniels as one of the top 10 regional business schools in the U.S. and ranked its business ethics program one of the top five in the world. The Daniels College continues to be a ranked business school.

Before becoming dean, Dr. Griesemer served as chief financial officer of the University of Denver, where he helped lead the financial turnaround of the University in the early 1990s. Prior to joining the University he had extensive experience in public administration, serving as city manager of several cities including Downers Grove, Illinois and Aurora, Colorado. During his years in public service he was the recipient of national and regional awards for excellence and was named Outstanding Public Administrator in Colorado.

Jim holds bachelor and master's degrees from Northern Illinois University and a doctorate in public administration from the University of Colorado. He is the author of two books and numerous articles on management, strategy and public policy. Over the years, he has been active in the community serving on a number of educational, philanthropic and community boards.



**Dr. Brian Harris** is superintendent of the Barrington 220 School District in the Northwest suburbs of Chicago, IL. His leadership of this nationally recognized public school system began May 30, 2014. Dr. Harris' responsibilities encompass more than 9,000 students and 1,500 staff in 12 schools spanning 72-square miles, 12 distinct communities and four counties, making this one of the 25 largest unit (K-12) public school districts in Illinois. *Newsweek*, the *Washington Post* and *U.S.*

*News & World Report* consistently rank Barrington High School among the top secondary schools in the United States. Barrington 220 is widely known for its state-of-the-art Early Learning Center, its unique high school business incubator curriculum and *Project Horsepower*, a partnership with

Comcast Cable that provides free home wireless Internet access to students of low-income households.

Educationally, more than 90 percent of Barrington 220 students meet or exceed performance standards on the annual Illinois State Achievement Test. Financially, Barrington 220 is one of only eight public school systems in the U.S. to receive the elite 'AAA' "strong" bond rating from Standard and Poor's Financial Management Assessment. The Illinois State Board of Education and the International Association of School Business Officials have also honored Barrington 220 for its combined educational and financial accomplishments.

Before joining Barrington 220, Dr. Harris was an administrator with several respected large suburban school districts in the Chicago area. He was superintendent of School District 200 in Wheaton-Warrenville and was an area superintendent of Secondary Education for School District 303 in St. Charles. He was also a junior high school principal in Mt. Prospect and a middle school assistant principal and curriculum coordinator in Barrington. He began his career as a classroom teacher, coach and assistant principal for schools in Yorkville and Waterman.

Dr. Harris earned his bachelor's degree in education from the University of Illinois at Champaign-Urbana and his master's and doctoral degrees in educational leadership from Northern Illinois University at DeKalb, Ill. He is often a featured speaker and guest columnist for various conferences and publications.



**Karin Norington-Reaves** is the CEO of the Chicago Cook Workforce Partnership. Since her appointment by Chicago Mayor Rahm Emanuel and Cook County Board President Toni Preckwinkle in July 2012, Karin has been actively engaged in convening leaders from government, academia, non-profit and private sectors identifying collaborative initiatives to improve workforce development resources for job seekers and employers. Karin brings more than 10 years of experience in education, community/economic development, and workforce development to her role as CEO. In this capacity she oversees the administration of federal, state and philanthropic funds and is charged with creating and vitalizing a "*demand-driven*" environment for business and economic growth in these challenging times.

Prior to her role as CEO, Karin demonstrated her propensity for leadership as Director of Cook County Works; Deputy Director of the Office of Urban Assistance for the Illinois Department of Commerce and Economic Opportunity (DCEO) and Chief of Staff for the City of Chicago's 20th Ward. In addition to Karin's reputation for outstanding professional outcomes, she continues to demonstrate her commitment to community engagement and public service through her participation on panels, public forums, and conferences. Karin presents at state, local, regional, and national venues to share her experience in shaping government policy and efforts to develop

sustainable initiatives for a stronger global economy through education, a strong workforce, and strategic community planning.

Karin holds a J.D. from Southern Methodist University School of Law in Dallas, Texas and a B.A. in Spanish Language and Literature from Northwestern University in Evanston, Illinois.

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**Dr. Mary E. Rittling** was named the third president of Davidson County Community College (DCCC) in August 2003. With a full-time faculty and staff of almost 300 and approximately 400 adjunct instructors and part-time staff members, DCCC serves close to 17,000 students each year at its two campuses and three satellite education centers in Davidson and Davie counties.

Prior to her service at DCCC, Rittling served four years as Regional Vice President of West Virginia University, where she also was President of Potomac State College of West Virginia University. In addition, Rittling spent seven years as a senior administrator at the State University of New York at Delhi, where she served as Interim President of the College of Technology and Vice President for Academic Programs and Services, among other roles.

Her teaching experience includes eight years as a Professor and Associate Professor of Nursing at the State University of New York College of Technology at Delhi. Rittling, who completed the Harvard University Institute for New Presidents in 1999, earned a Doctor of Education degree in Higher and Adult Education from Columbia University after completing her Master of Arts degree. In addition, she earned a Master of Science degree in Nursing from Binghamton University and a Bachelor of Science degree in Nursing from D'Youville College in Buffalo.

She and her husband, Jim, live in Thomasville and have three grown daughters and four grandchildren.

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**Dr. David Sam** began his tenure February 12, 2007, as the eighth president of Elgin Community College. Dr. Sam has outstanding professional career experience. His previous appointment was as president of North Harris College in Houston, Texas, where he was responsible for one of the five colleges and two satellite centers in the Lone Star College System, formerly known as North Harris Montgomery Community College District. Prior to his presidency in Houston, he was dean of the community and technical college as well as a professor of social science and business management at the University of Akron, Ohio. He previously served as vice president for faculty and instruction at Harrisburg Area Community College in Pennsylvania, as well as both acting vice president for academic affairs and dean of natural and social sciences at Mott



Community College in Michigan. Additionally, Dr. Sam has held professional and teaching positions at College of DuPage and Harold Washington College, both in Illinois.

Dr. Sam is well-versed in the complexities of funding educational facilities while maintaining quality in the classroom. Students are a top priority. He believes in the transformational power of education to enhance and change lives and says, "The world is so interdependent that we have to ensure that education is relevant and that students are ready for this kind of world. To that end, I enjoy working with all constituencies to advance the mission of the college."

A native of Ghana, West Africa, Dr. Sam has impressive academic credentials. He is a cum laude graduate of Illinois State University with Bachelor of Arts degrees in economics, political science and history. He holds an M.A. in law and diplomacy and a Ph.D. in international economic and political relations from the Fletcher School of Law and Diplomacy at Tufts University. Additionally, he holds an M.B.A. in finance and marketing from the Kellogg School of Management at Northwestern University and a J.D. degree from the University of Akron Law School, and an L.L.M., Energy Law and Policy, Center for Energy, Petroleum and Mineral Law and Policy at University of Dundee, United Kingdom.

Dr. Sam is currently a member of the board of directors of the Elgin Area Chamber of Commerce, the Greater Elgin Area YMCA and United Way of Elgin, as well as a member of Rotary Club of Elgin. He is also a member of the District of Columbia Bar, American Bar Association and Illinois State Bar Association. Dr. Sam and his wife, Julie, have two children.



In 2005, **Dr. David R. Schuler** became superintendent of High School District 214, the second-largest high school system in the state of Illinois. The nationally recognized District delivers relevant, innovative education to more than 12,000 students in six comprehensive high schools and four alternative programs in Chicago's northwest suburbs. Under Dr. Schuler's leadership, achievement levels have soared amid changing demographics: the Class of 2014 ACT composite score is at a record high of 23.5, well above the state and national average, and the number of students taking Advanced Placement tests more than doubled.

Dr. Schuler's work in forging community partnerships and the innovative pursuit of grant funding also led to more career pathways and dual-credit opportunities, allowing District 214 students to earn more than 600 career certifications since 2008 in areas including computer programming, manufacturing and healthcare while still in high school.

Dr. Schuler is President-Elect of the American Association of School Administrators and Past President of the national Suburban School Superintendents Association. He has been an adjunct

associate professor at Carroll University, the University of Illinois at Chicago and North Park University and is vice president of the board of directors for the Wisconsin American Legion Badger Boys State program. He speaks throughout the country on a variety of issues including student achievement, closing the achievement gap, removing barriers to student success, superintendent transitions, higher education affordability and innovative instructional technology.

Dr. Schuler earned his bachelor's degree from Carroll University and his master's and doctoral degrees from the University of Wisconsin-Madison, where his doctoral research focused on leadership theory and the building of credible relationships between superintendents and their administrative teams.

He began his career as a social studies teacher, athletic coach, activity adviser and director of athletics and activities before becoming a high school principal and then, in 2000, a superintendent.

With a classroom and administrative background, he believes in inspiring students to find their passion and reach their full potential, preparing them for futures none of us can yet imagine.



As a Client Relations Executive for Deloitte, **Marianne Stanke** is focused on identifying and integrating best practices and solutions in Telecommunications, Media and Technology. Previously employed at Motorola Solutions as Director of Strategy, she worked with the *Skills for America's Future* and led many of the program's initiatives. She was a leader for the Women's Business Council which develops employees and contributes to education in the community.

Prior to joining Motorola Solutions, Marianne was Vice President at Deutsche Telekom/T-Systems and led the Network Planning department. Other experiences include Operations, Marketing and Engineering positions within AT&T (previously Ameritech/SBC) and corporate merger expertise at both Deutsche Telekom and AT&T. Marianne received a BS in Engineering from the University of Illinois Urbana/Champaign and an MBA from DePaul Graduate School of Business, Chicago, Illinois.

Marianne serves on the Harper College Educational Foundation board and is involved in a program that works to incorporate corporate experiences in the educational environment. In addition, Marianne serves on the board for the Chicago Academy of Science Peggy Notebaert Nature Museum which supports educational programs in the schools. The Governor appointed Marianne to the Illinois Century Network Policy Board where she served for three years. Marianne is a licensed Community Association Manager in Illinois. Currently, Marianne holds eleven patents in telecommunications.





**Steven VanAusdle** has served as president of Walla Walla Community College since 1984. His vision has enabled the College to provide innovative education and training in a wide variety of programs, including the nationally recognized Center for Enology and Viticulture, which is credited for its role in developing a premium red wine industry with over 6,800 jobs created and \$250 million in earnings. In 2013, WWCC was named co-winner as the Top Community College in the Nation by the Aspen Institute for Community College Excellence.

Dr. VanAusdle served as Vice Chairman of the Washington State Economic Development Commission and is currently a member of the National Council on Competitiveness, the Pacific Power Advisory Board, and the Port of Walla Walla Economic Development Committee.

He earned B.S. and M.A. degrees in Agriculture Economics from Washington State University and a Ph.D. in Education from The Ohio State University.

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**Joshua Wyner** is Vice President and Executive Director of the College Excellence Program at the Aspen Institute. The Program highlights exceptional community colleges and works to align the hiring and professional development of college presidents with the goal of improving student success. Josh has spent the past two decades as a nonprofit leader in education, recently authoring the book *What Excellent Community Colleges Do: Preparing All Students for Success* (Harvard Education Press). He has a B.A. in History from Vassar College, a Masters in Public Administration from Syracuse University, and a J.D. from the NYU School of Law.



**Ed Youdell** became President and CEO of Fabricators & Manufacturers Association, International® (FMA), FMA Communications, and FMA's charitable foundation, Nuts, Bolts & Thingamajigs® in December 2011. Ed joined FMA in 2007 as group publisher of FMA Communications, Inc., after serving more than 18 years in the publishing and trade show industries.

Based in Rockford, Ill., FMA is a professional organization with nearly 2,500 members working together to improve the metal processing, forming, and fabricating industry through technology councils, educational programs, networking events, seven industry-specific trade publications and the FABTECH® tradeshow.

Ed earned a B.S. in Business Administration from Central Michigan University in Mount Pleasant, MI. He currently serves on NAM's Council of Manufacturing Associations board of directors and in

2013 received their annual Leadership Award for creating the concept of a national Manufacturing Day and bringing together other industry leading organizations such as NAM, the Manufacturing Institute and the U.S. Commerce Department's Hollings Manufacturing Extension Partnership (MEP) to collaborate as co-producers.

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## Our Facilitator and Moderator



**Richard D. ("Rick") Maher** is a veteran of the human resources industry, and a recognized leader in the fields of managing organizational change and the strategic management of human capital. As President and CEO of Maher & Maher, Rick is responsible for setting the Firm's strategic direction and supporting each of the Practice Areas to meet and exceed our clients' expectations.

Over the past 25 years, Rick has overseen many of the Firm's most notable change initiatives, including the Nation's first deployment of high-speed internet services, the first online corporate university in the cable television industry, and the communications and training plan to deploy O\*NET (the Occupational Information Network), which has become the common language for discussing competencies in the American workforce.

Maher has been at the forefront of workforce system transformation and policy guidance – working throughout the United States and internationally. He helped to design and deploy Workforce3 One, the Department of Labor's first online Community of Practice, to build capacity of both workforce and educational professionals. Maher helped formulate the technical assistance plans for WIRED (Workforce Investment in Regional Economic Development) and led the effort to build collaboration between the workforce, economic development, and education sectors – speaking about the need to see talent development as the “supply chain” for economic prosperity. He has worked with numerous regional consortia to build collaboration between workforce and educational system leaders, including Newton, Iowa's Innovation Corridor, which was recently visited by President Obama and recognized for its pioneering approach to educational and economic renewal.

Rick has led strategic planning activities in community college systems across the U.S., promoting cross-collaboration between secondary and post-secondary institutions to align strategic objectives to curriculum. He has been the keynote speaker at numerous conferences, including presenting his ideas about talent development as the new “global currency” to a gathering of leaders from 3 continents and 12 countries at St. George's College at Windsor Castle, England in October 2012.

## **Harper College Strategic Planning Conference 2015 Pre-reading Materials**

Thank you for your participation in Harper College's Strategic Planning Conference. Your input is important to us as we develop our next Strategic Plan.

This packet contains materials to assist you in becoming familiar with issues facing Harper College and its students. These resources highlight best practices in higher education and community colleges as well as document the results from four Dialogue Sessions held by the College in the fall of 2014 to launch the discourse of and reflection on these issues. The Dialogue Sessions included presentations from industry experts, as well as expert panelists of Harper faculty and staff who responded to the presentations. Employee feedback was a critical component of these sessions and included discussion, input groups and survey opportunities. All of the resources provided have been summarized for your convenience with links provided to the original documents for those who prefer a detailed picture of the issues.

First, we provide Harper College institutional information. Next, resources were identified to provide context for the conference discussions. These resource materials are presented to align with the order of the conference agenda and the presentations they inform.

The resource outline and the corresponding documents can be found on this website [www.harpercollege.edu/spc2015](http://www.harpercollege.edu/spc2015):

### **Institutional Information**

- Mission Statement
- 2010-2015 Strategic Plan Outcomes: Accomplishments and Challenges
- Institutional Profile

### **Higher Education in an Era of Change Resources:**

- Unsettling Times: Higher Education in an Era of Change: Strategic Questions for College and University Leaders from the University of Denver Strategic Issues Panel
- Through the Learning Lens-Colleges should end outdated policies that don't put students first by George Boggs
- Harper Strategic Enrollment Management Task Force Report January 2015

### **Aligning Workforce and Community Needs Resources:**

- Harper's Changing District Dialogue Session
- Strengths, Weaknesses, Opportunities, and Threats (SWOT) Dialogue Session
- Approaches to the Adult Market Dialogue Session

### **What Excellent Community Colleges Do Resources:**

- A Matter of Degrees: Practices to Pathways: High Impact Practices for Community College Student Success from the Center for Community College Student Engagement (CCCSE)
- Defining Excellence: Lessons from the 2013 Aspen Prize Finalists from The Aspen Institute
- It's a Matter of Time: Low-Income Students and Community Colleges by Mullin/American Association of Community Colleges (AACC)

### **Completion by Design Resources:**

- Designing for Completion: The Practice and the Progress of the Completion by Design Initiative – by Completion by Design
- Student Engagement Dialogue Session
- The Shapeless River: Does a Lack of Structure Inhibit Students' Progress at Community Colleges? by Judith Scott-Clayton

## **INSTITUTIONAL INFORMATION**

### **Mission Statement**

Harper College has revised its mission statement over the last 18 months. The mission statement below was developed based on extensive input and review from both internal and external stakeholders:

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

### **2010-2015 Strategic Plan Outcomes: Accomplishments and Challenges**

#### **Accomplishments**

The major success outcomes resulting from the plan's four strategic directions are described below:

Inspiration:

- Created middle school and adult career fairs, provided elementary and middle school campus experiences and assigned Harper Ambassadors to all district schools with high rates of low-income students that experience a 50% or more free or reduced lunch rate; all of which is designed to inspire college completion for all.
- Redesigned our Northeast Educational Center in partnership with local community leaders, to better align with changing community needs including English language skills and short-term employment certificates. The Learning and Career Center provides access to holistic student support with partnering agencies.

- Created a new course site to provide access for low socioeconomic and limited English speaking adult students on the western side of the district in partnership with Elgin Community College and the Village of Hanover Park.

#### Partnership:

- Improved by 27% the number of recent district high school graduates beginning credit-ready in math from 45.8% to 67.1%. This increase was a result of partnerships with the high schools including testing the math college readiness of juniors and offering an aligned High School Algebra III with Harper's MTH080 course for non-college ready seniors taught in their buildings by high school teachers, as well as offering college-level math courses in the high schools for qualified seniors.
- Realized a 39.8% market penetration rate from our sender high schools' recent graduates. This rate includes dual-credit students and represents our highest rate ever achieved.
- Increased dual-credit enrollment by 53% between 2012 and 2014 through increased curriculum alignment and collaboration in new program development.
- Received over \$14 million in partnership-focused grant dollars from the Department of Labor's Round II and III TAACCCT grant: \$12.9 million to address a statewide skills shortage in advanced manufacturing in partnership with colleges and manufacturers; and \$1.2 million as a partner in a \$24.5 million grant to address skill shortages in supply chain management.
- Received the first ever Outstanding College/Corporate Partnership Award, presented by the AACC, for our national partnership model between Harper College and Motorola Solutions.

#### Accountability:

- Created 24 Institutional Effectiveness Measures that are updated annually, benchmarked against peers and shared publicly on an Institutional Effectiveness Dashboard.
- Created a 4-step process to encourage innovative initiatives by cross functional teams to improve student success outcomes that includes investigation, planning, pilot and evaluation.
- Developed an electronic, interactive Student Success Report that keeps college employees up to date on our student success outcomes, and includes the ability to sort by multiple demographic criteria.

#### Completion:

- Improved the College IPEDS graduation rate by 9% from 15% for the 2006 cohort to 24% for the 2010 cohort. New initiatives focused on impacting completion included Developmental Summer Bridge programs, Early Alert program, First Year Seminar, the Completion Concierge and new policies on taking developmental courses during the first semester.
- Conferred 3,743 degrees and certificates in the 2013/14 academic year. This put the College 689 credentials ahead of our annual target of 3,054. The College is 67% to its goal of 10,604 additional degrees and certificates by 2020.

- Created an electronic, stackable career program pathway resource site from High School to Harper certificates and degrees to transfer universities that provides student academic plans, job descriptions, average pay rates and employment opportunities.
- Received the Gates/EDUCAUSE Next Generation Learning Challenge Grant, which resulted in \$150,000 for Project Discover. This project includes a student analytics system, first year seminar course, educational planning tools and an upgraded student portal.

### Challenges

The issues that challenged the College to make progress are described below:

- **Persistence Rates**

While new initiatives increased persistence for those involved in each program, those programs never reached enough students to impact the overall rate. Despite variations over time, at 60% the fall to fall persistence rate is approximately the same as it was in 2010.

- **Classroom Environment**

None of our strategies focused on classroom instructional approaches. The focus, based on strategies developed by the teams, was on student service improvements and innovation.

- **Lack of Adult Focus**

None of our strategies focused directly on adult enrollment and success; rather the focus was on alignment with district high schools.

- **Number of Goals**

It was the consensus of the strategic planning teams that more focus on fewer goals would produce better integration and scale.

- **Impacting the Achievement Gap**

While new initiatives decreased the achievement gaps for African American and Hispanic students in the program, those programs never impacted enough students to change the institutional level metrics.

### Institutional Profile

<p><b>Locations:</b></p> <p><i>Main Campus</i> 1200 West Algonquin Road Palatine, IL 60067-7398 (847) 925-6000</p> <p><i>Harper Professional Center - HPC</i> 650 E. Higgins Road Schaumburg, IL 60173 (847) 925-6072</p> <p><i>Learning and Career Center - LCC</i> 1375 S. Wolf Road Prospect Heights, IL 60070 (847) 925-6001</p> <p><i>Education and Work Center</i> 6704 Barrington Road Hanover Park, IL 60133 (630) 634-7400</p>	<p><b>Student Characteristics:</b></p> <p>Fall 2014 (10th day census) <i>Gender:</i> 55% Female, 45% Male <i>Race/ethnicity:</i> 11% Asian, 5% Black Non-Hispanic, 23% Hispanic, 59% Caucasian, 2% Other <i>Residency status:</i> 88% In-district, 11% Out-of-district, Other 1% <i>Age:</i> 13% 18 &amp; under, 51% 19-24, 36% 25 &amp; over <i>Student Intent:</i> 49% transfer, 18% career, 8% GED, 25% other <i>Persistence:</i> Fall-to-fall for first time full-time freshmen is 61.7%</p> <p><b>Student Success:</b> 24% graduation rate; 29% transfer rate (2010 IPEDS cohort)</p> <p><b>Employees:</b> 1,650 (Fall 2014)</p>
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<p>Institutional Type: Comprehensive Community College</p> <p>District: Community College District 512: comprised of Township High School Districts 211, 214, and Community Unit School District 220</p> <p>Population: 475,689 (2013 estimate)</p> <p>Municipalities: Arlington Heights, Barrington, Barrington Hills, Buffalo Grove*, Carpentersville*, Deer Park*, Des Plaines*, Elk Grove Village, Fox River Grove*, Hanover Park*, Hoffman Estates, Inverness, Lake Barrington, Mount Prospect, North Barrington, Palatine, Prospect Heights, Rolling Meadows, Roselle*, Schaumburg*, South Barrington, Tower Lakes, Wheeling <i>*not all of municipality included in district</i></p> <p>Institutional Accreditation: The Higher Learning Commission</p> <p>Enrollment: 14,957 (5,391/36% full-time; 9,566/64% part-time) Fall 2014</p>	<p><i>Faculty: 785 (210 Full-Time; 575 Part-Time)</i> <i>Non-Faculty: 865 (511 Full-Time; 354 Part-Time)</i></p> <p>Academic Calendar Semester-Fall/Spring/Summer</p> <p>Finances: \$100,893,213 Total Operating Expenses 2013-14</p> <p>Tuition per Credit Hour, 2014-15: <i>In-District: \$110.25, In-State: \$367.25, Out-of State: \$442.75, Required fees: \$562</i></p> <p>Students Receiving Financial Aid: 35% Pell grants; 9% loans (2012-13)</p> <p>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 of General Studies (AGS), Associate in Science (AS), Associate in Applied Science (AAS), Associate in Arts in Teaching-Secondary Mathematics, Certificates (Various)</p> <p>Academic Divisions: Academic Enrichment and Engagement, Business and Social Science, Career and Technical Programs, Enrollment Services, Health Careers, Interdisciplinary Student Success, Liberal Arts, Mathematics and Science, Resources for Learning/Library Services, Student Affairs, Student Development</p>
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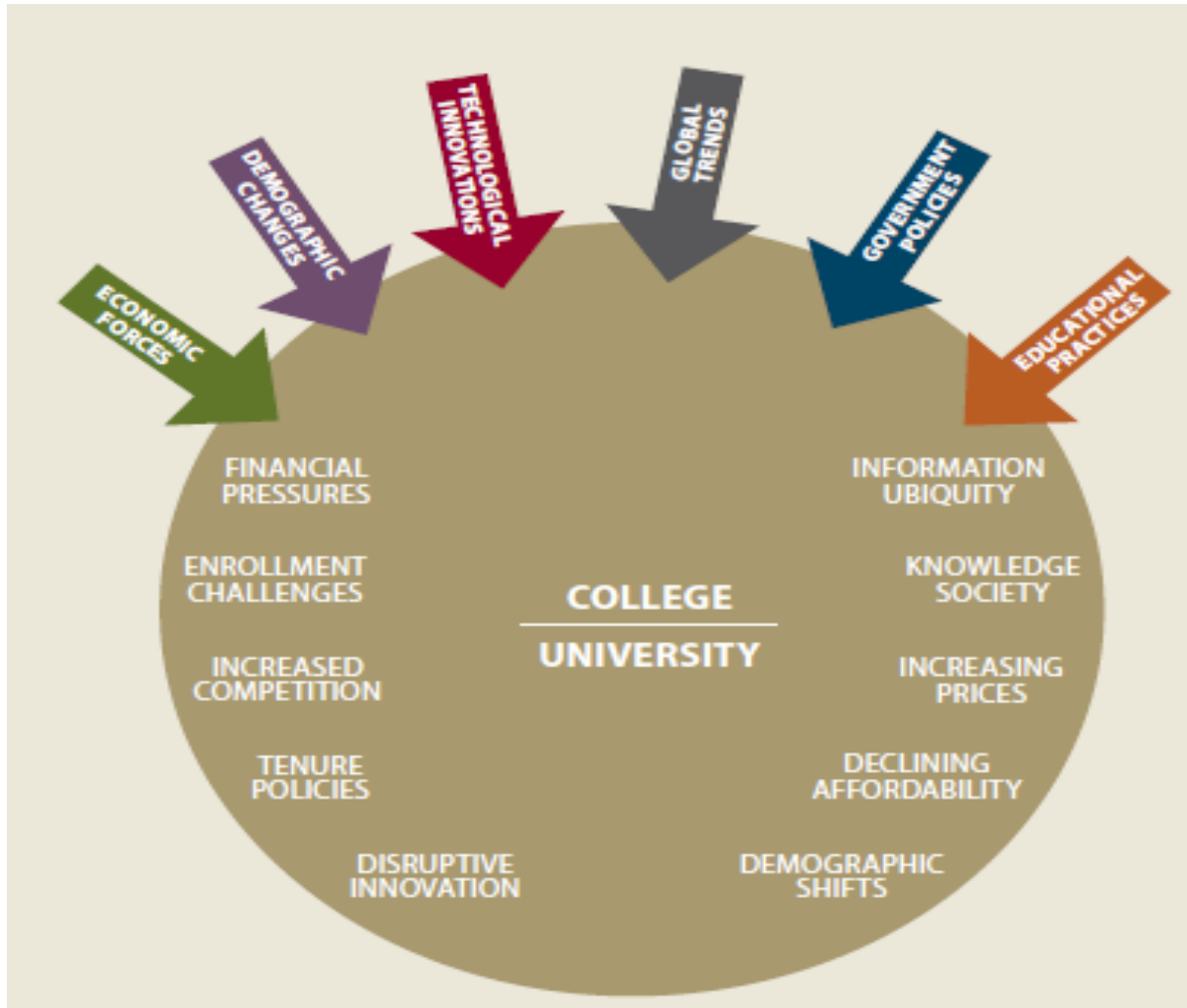
**HIGHER EDUCATION in an ERA of CHANGE**

**Unsettling Times: Higher Education in an Era of Change: Strategic Questions for College and University Leaders from University of Denver Strategic Issues Panel**

Dr. James Griesemer, University of Denver Strategic Issues Program Director

Dr. Ken Ender has noted that this study is one of the best he has seen on the issues impacting higher education. Rising costs, declining affordability, disruptive technologies, for-profit competitors and other concerns have created a growing sense of unease in higher education. The changes that lie on the educational horizon are likely to be profound. In recent years, one publication after another has chronicled a growing list of perceived shortcomings in American higher education. Foremost among these concerns are the rapidly rising cost of tuition and the alleged failure of colleges and universities to actually provide a meaningful education for students.

A transformation in higher education is beginning to occur, and it could have an impact on higher education similar to that of the Internet on the publishing industry. A Harper College Leadership Team review of this report supported that the College reevaluate programs and services to ensure they support students and are required, create clear pathways to success and ensure programs are market relevant. The forces of the change and their impact on the college environment are identified in the following chart:



**Through the Learning Lens-Colleges should end outdated policies that don't put students first by George Boggs**

George R. Boggs is the president and CEO emeritus of the American Association of Community Colleges (AACC).

American higher education today is increasingly criticized for increasing costs and low completion rates. Higher education costs have risen at a faster rate than health care costs; student indebtedness has skyrocketed to nearly \$1 trillion; and college completion rates in the United States have fallen to 16<sup>th</sup> in the world. In addition, new technologies and innovations may soon threaten established practices. American higher education is focused on and protective of its processes, but it is also facing



both significant challenges and potentially disruptive innovation. Potentially disruptive innovations include the increasing use of social media and other open education resources (OER) for learning, the quick access to information made possible by advances in technology, and the potential for a shift from the Carnegie unit to documented competencies as the primary way to measure student progression. One of today's most significant challenges to higher education is the increased focus on student success. What would we do differently if, rather than identifying with our processes, we identified with our overarching mission - student learning? When viewed through the lens of student learning, we may begin to question many of the processes that we currently rely upon and the decisions we make.

### **Harper College Strategic Enrollment Management Task Force Report 2015**

Enrollment at Harper College has not met budget expectations during the past few years. This is important because tuition and fees, which are aligned with enrollment, account for 43% of Harper's overall operating revenue. As such, in the fall of 2014, Dr. Ender charged the newly created Strategic Enrollment Management Task Force with the development of bold recommendations that can be operationalized, scaled, and measured. Strategies were recommended to improve Harper's enrollment of adult students and to improve retention and completion rates for all Harper credit-earning students. The most critical recommendations included creating a two-year grid schedule for program courses; adopting a new College-wide service philosophy; increasing faculty-student engagement; scaling the First Year Seminar program options to include adults; and providing adult desired policies like Credit For Prior Learning and complete online programs.

## **ALIGNING WORKFORCE and COMMUNITY NEEDS**

### **Harper's Changing District Dialogue Session**

This session was based on the findings of the College's Environmental Scan, which details the economic, workforce and population trends occurring in the Harper district. Trends discussed included:

- Economic Conditions
  - Increasing costs and declining financial support. These are being experienced by both students and colleges.
  - Decreasing household income - 91% of district communities experience a decrease in household income between 2008 and 2013.
  - Underfunded pension system - \$100 billion pension shortfall.
- Workforce/Employment
  - Unemployment - decreasing unemployment rate but increasing underemployed.
  - Discouraged or "missing" workers - increasing number of adults dropping out of workforce due to poor opportunities (6 million workers).
  - Employment "shrinkage" - fewer available jobs, but still too few qualified workers.

- Population Changes
  - Decrease in birthrate/increase in resident age – fewer number of high school graduates and average age of district increasing (42% of the district is 45 and over).
  - Education levels – the percentage of degreed residents is decreasing.
  - Race/ethnicity shifts – increases in African American, Hispanic, Asian and recent immigrant residents, while decreasing number of white residents.

Panelists and attendees responded to the data presentation and provided feedback on its impact on the College and our students. The perspectives shared included:

- Student Diversity: The diversity of students has a powerful impact on their college experience. We need to train faculty/staff to create a welcoming environment for diverse students and increase the diversity of our own employees.
- Student Needs: Change our approaches to reflect student needs, including scheduling, access, financial support, and the transition to college. Offer adaptive/flexible scheduling options, provide services for evening and weekend students, increase transportation options, and provide technology training/resources.
- Skills Gaps and Industry Alignment: There is a mismatch between the training students are receiving and the jobs available. We need to align programs with industry needs and provide transitions to employment. Additionally, while the economy seems to be making a recovery and unemployment is down, the number of discouraged adult workers requires attention.
- Personalized Experience: Students are juggling multiple responsibilities – work, school, and family – often with limited resources and income. All students do not come to us with the same experiences. We need to individualize our approaches and encourage a sense of community within and outside of the classroom, and encourage meaningful faculty/student relationships.
- Affordability and Accessibility: Harper must provide financial aid resources and additional funding options/opportunities to help students meet the cost of attendance - tuition, fees and books.

### **Strengths, Weaknesses, Opportunities, and Threats (SWOT) Dialogue Session**

Harper's SWOT analysis detailed institutional level items within the strengths, weaknesses, opportunities and threats categories. Following an overview of the SWOT analysis, attendees participated in a series of small group dialogue sessions in which each participant had the opportunity to provide feedback about the presented SWOT items and to suggest revisions, clarifications and/or additional SWOT items for consideration. After incorporating feedback from the sessions, the final SWOT analysis included the following 21 items.

**Strengths** - A strength is a positive internal institutional attribute.

- Increasing Levels of Student Degree Completion/Credentials Earned
- National Model for Addressing Workforce Gaps

- Partnerships with Sender High Schools
- Support for Professional Development
- Community Awareness/Participation

**Weaknesses** - A weakness is an institutional attribute requiring improvement.

- Stagnant Student Persistence Rates
- Insufficient Employee Diversity
- Inadequate Levels of Student Engagement
- Student Achievement Gaps
- Employee Climate Concerns Regarding Communication and Advancement
- Physical Plant and Infrastructure

**Opportunities** - An opportunity is an external situation outside of Harper's control that has no negative impact if not acted upon.

- Alternate Methods for Earning College Credit
- Workforce Partnerships with Business and Industry
- Underserved District Populations
- Responding to the Region's Skills Gap

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

- Response to District Demographic Changes
- Higher Education in an Increasingly Competitive Environment
- Educational Funding
- Pension Liability
- Increasing Call for Accountability
- Lack of Employment Data

### **Approaches to the Adult Market Dialogue Session**

This session began with a review of Harper data pertaining to adult students. Speakers from Noel-Levitz and the Council for Adult and Experiential Learning (CAEL) spoke regarding the unique opportunities and challenges of serving adult students. The following information on college adult enrollment was shared:

- During the economic recovery, enrollment rates decreased across the state, among our peer colleges, and at Harper. The adult market has seen the largest decline in enrollment, and adult students are also retained at a lower rate than other students.
- Nationally, the 25+ age group will reach 10 million students by 2021 (43% of all enrollments).
- Workers with a bachelor's degree or higher gained jobs during the recession and gained 2 million additional jobs during the recovery. Workers with a high school diploma or less lost more than 5 million jobs during the recession and did not regain those jobs during the recovery.
- In Illinois, 58% of those aged 25-64 have not earned an associate's degree or higher.

Based on this background information, strategies that appeal to adult students were explored:

- Prior Learning Assessment (PLA), which is a process for evaluating knowledge and skills in order to award college credit for learning from job training, military service, community service, and independent study. PLA is evaluated through student portfolios, standardized tests, non-college training, and industry-recognized certificates. Studies show that baccalaureate students are 2 ½ times more likely to persist to graduation if they have also earned PLA credit.
- Competency-based programs are based on what students know and can do. Groupings of competencies are accumulated to confer degrees and certificates.
- Studies by CAEL indicate that adult students require improved career and educational advising, expanded online options, flexible scheduling, and options for PLA and competency-based education.
- The “Adult Market” is very diverse in terms of age, race/ethnicity, and job and educational experience. This diversity means the College will need a variety of outreach and engagement efforts to ensure the success of our adult students.
- Adult students can be helped by providing additional packaged career programs and clear paths to completion as well as high-touch advising and counseling. The College should focus on strong relationships with industry to ensure it is attentive to the needs of the business community as well as its students.
- The College needs to increase flexibility in course scheduling and provide additional defined paths to completion.

## WHAT EXCELLENT COMMUNITY COLLEGES DO

### **A Matter of Degrees: Practices to Pathways: High-Impact Practices for Community College Student Success from the Center for Community College Student Engagement (CCCSE)**

This report focuses on the critical next-level challenge in community college work: strengthening student success by identifying the educational practices that matter most and integrating them into coherent academic and career pathways *for all students*. AACCC describes a pathway as “a highly structured, coherent educational experience that is built around and through an area of study.” Through intentional design, pathways incorporate engagement into a rational, research-based experience for every student. In this way, effective pathways can guide students to completion - and to success. The high-impact practices and structured group learning experiences presented include Orientation, Accelerated or fast-track developmental education, First-year experience, Student success course, Learning community, Academic goal setting and planning, Experiential learning beyond the classroom, Tutoring, and Supplemental instruction.

## **Defining Excellence: Lessons from the 2013 Aspen Prize Finalists from The Aspen Institute College Excellence Program, The Aspen Institute**

The Aspen Institute's College Excellence Program (CEP) works to identify and replicate college practices and policies aimed at significantly improving student outcomes. A central way CEP pursues this goal is through the Aspen Prize for Community College Excellence. To administer the prize each year, CEP gathers quantitative data about student success at the nation's community colleges, and then uses qualitative information about institutions that are achieving high and/or improving levels of student success in four areas: learning, completion, labor market, and equitable outcomes.

Based on their findings, excellent community colleges:

- focus on teaching and learning
- are systematic and innovative in their quest to improve
- build bridges
- show students how their education will lead directly to the next step
- understand that community college students need support
- always think about how to reach and serve the neediest students

## **It's a Matter of Time: Low-Income Students and Community Colleges by Christopher Mullin: AACCC Policy Brief**

This study focuses on time-to-degree as a key element of higher education analysis, particularly at a time of constrained resources and a growing emphasis on completion. Community colleges should consider the influence of time on student success. Potential methods include, but are not limited to, offering courses at times when students need them (even midnight courses), reframing instruction to ensure students are active as opposed to passive participants in their learning, employing more precise diagnostic testing combined with modularized learning, providing and encouraging participation in structured programs of study, offering courses online, and offering accelerating learning opportunities. It is also important to note, however, that we cannot apply these approaches to every program or course. Institutions need the autonomy and flexibility to implement whatever innovations they deem appropriate in consultation with the communities they serve, while relying upon available evidence.

## **COMPLETION by DESIGN**

### **Designing for Completion: The Practice and the Progress of the Completion by Design Initiative from Completion by Design**

Completion by Design (CBD) helps community colleges boost completion rates for students, by focusing on comprehensive institutional transformation at scale. The project designs connected solutions across students' entire educational experiences—from the day they first step on campus to the day they earn their credential. It focuses on redesigning academic pathways with increased structure, implementing intentional advising approaches when new students arrive and continuing throughout their pathway, integrating student support structures with instruction, and refining

approaches that help students succeed in transfer-level math and English courses.

Lessons learned include:

- Campus engagement and communication should be flexible and thoughtful.
- A completion agenda is both a driver and umbrella for systemic cultural change.
- Investing in large-scale professional development and training is paramount.
- Alignment and learning across institutions is a critical lever for improvement.
- Policy innovation and institutional change must be aligned for maximum impact.

### **Student Engagement Dialogue Session**

Harper data, internal experts and speakers from the Center for Community College Student

Engagement examined the following steps to student engagement:

1. Understand each student's goals: complete a degree, transfer to a four-year institution, or build skills in a new area.
2. Build channels for assessment and feedback.
3. Create personal connections and opportunities for student support.
4. Plan pathways for success through curriculum, advising, and engaged learning opportunities.

After this discussion, the panel and audience discussed how to incorporate these steps at Harper College:

- Connect students to the institution through faculty, staff, and other students. Harper must become a community for students to feel supported and committed to their educational goals.
- Build trust and creating a welcoming environment takes work from the entire staff. We must strive to build a positive environment in and out of the classroom.
- Design the classroom experience to actively support and engage learning.
- Provide assessment in a continuous loop, so students feel involved in the process and see that their feedback is valued.
- Require academic plans of all students as well as intrusive learning, so students experience higher expectations for success and accountability.

Other highlights included discussions on early-alert systems, intrusive advising, student responsibilities, co-curricular activities and classroom innovation. Major challenges to student engagement were also identified. These challenges include time management, life responsibilities, faculty attitudes, external influences, preparedness, and attendance.

### **The Shapeless River: Does a Lack of Structure Inhibit Students' Progress at Community Colleges? Judith Scott-Clayton, Community College Research Center (CCRC)**

For many students at community colleges, finding a path to degree completion is the equivalent of navigating a river on a dark night. Without signposts or a guide to follow, many students make false starts, take wrong turns, and hit unexpected obstacles. This paper addresses the issue of student persistence and concludes that community college students will be more likely to persist and succeed in programs that are tightly and consciously structured, with relatively little room for individuals to unintentionally deviate from paths toward completion, and with limited bureaucratic obstacles for students to circumnavigate.

The evidence suggests that the lack of structure in many community colleges is likely to result in less-than-optimal decisions by students about whether and how to persist toward a credential. This paper highlights several promising approaches including improving information access and navigation, integrated curricula, and instructional program coherence. The study concludes that meaningful and lasting change requires overhauling the organization so that all aspects of the institution are aligned to promote student success.



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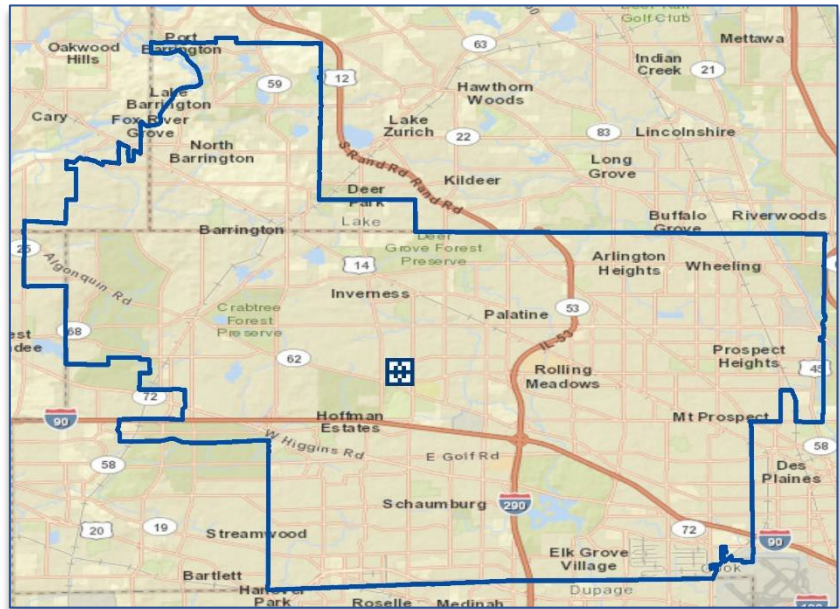
**“Student pathways provide a visible, flexible, and sustainable roadmap for a student’s journey through the educational experience. The same pathway can also frame the college’s strategic plan so that what colleges do is what students do, and what students do is what colleges do.”**

*Terry O’Banion  
President Emeritus, League for Innovation and the Community College Chair  
of the Graduate Faculty National American University*



4/7/2014

# Harper College Environmental Scan



Report prepared by:  
Sherrie Taylor and Diana Robinson  
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The findings and conclusions presented in this report are those of the authors alone and do not necessarily reflect the views, opinions, or policies of the officers and/or trustees of Northern Illinois University.

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## *Executive Summary*

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The nation has experienced dramatic change in the last five years, driven primarily by a global economic recession that began in 2008. While there are signs of improvement, the slow recovery has hampered families' ability to return their incomes to pre-recession levels. Unemployment rates, housing values, wages, and many other financial indicators suggest that the resources needed to pay for postsecondary education have been directly impacted as the residents rebuild lost savings and home equity throughout the country.

Yet, at the end of 2013, economic indicators showed unmistakable signs of improvement. Consumer spending, job growth, retail inventories, and overall economic growth all suggested that the national economy was rebounding and is positioned for stronger growth in 2014. However, until fiscal certainty is restored to Illinois, the state's bond rating will not improve and scarce general revenues will be needed for debt payments leading to stagnant or lower levels of funding for other areas.

The Harper district weathered the economic crisis better than the state or national economies. The total wages have been on the rise and the region has been noted as having some of the state's largest increases in the total wages paid. The cost of consumable goods has remained fairly stable in the region and energy prices have steadily declined since 2010. The unemployment, while still high, has been decreasing and it is anticipated to continue the decline. However, it is difficult to ascertain the numbers of discouraged workers that are not included in the unemployment calculation. The Economic Policy Institute estimates there are over 5.7 million discouraged workers across the nation, and it is difficult to determine the number of working age residents in the Harper district who are no longer seeking employment opportunities. Prolonged unemployment is straining the nation's social safety net and is deferring achievement of college and homeownership for many families.

The overall workforce shrank by 4% from 2007 to 2012, but there are opportunities for reskilling to align with growing industries. It is likely that the Health Care and Social Assistance and the Management of Companies and Enterprises industries in the Harper district will continue to have a high growth potential and a highly concentrated presence. Select industries are already experiencing a shortage of qualified workers and those numbers are anticipated to grow.

The district is able to cater to residents along with those who commute into the district for work every day. Of the 335,725 jobs in the Harper district, only 27% are filled by residents leaving 73% filled by workers commuting into the district. An estimated 174,500 residents commute out of the district for their jobs. This trend is likely to continue as more jobs than resident workers are present in the district providing larger markets for professional development and reskilling for local companies.

Workers over the age of 55 experienced a loss of their investments due to the economic decline and have chosen to remain in the workforce longer to recover financially before retirement. This phenomenon has left fewer job openings for entry level workers leading to higher unemployment for the youngest generation ready to begin their career path. The trend is likely to continue until the economy is more favorable for retirees.



There have been many changes in the population in and surrounding the Harper district. Non-Hispanic Whites have been moving out and are being replaced by primarily Hispanic residents and an increasing number of Asian residents. The Harper region is also aging as Baby Boomers, born between 1946 and 1964, are now reaching retirement age putting greater strains on public programs. First generation immigrants make up an estimated 25.6% of the Harper district population which is much greater than the statewide proportion of 14.3%. Immigrants tend to create more small businesses which may account for the faster rate of economic improvement in the Harper region. Household incomes have experienced a stark decline as a result of lost employment leading to increased rates of foreclosures in the area. All but two municipalities in the Harper region lost buying power from 2008 to 2013. However, the area has a much higher median household income than the state as a whole. The higher income levels could sustain significant losses and still remain comparatively high.

The underfunding of Illinois' pension system has a ripple effect in state funding streams as a higher proportion of discretionary funding will go towards the pension funds to bring them current, diverting funds from other domestic priorities such as higher education. Higher education funding increased 15.6% from 2007 to 2012, but this was necessary for pension support and not higher education operations. The state also has the 11<sup>th</sup> highest tax burden of all 50 states translating to fewer discretionary funds to pay for higher education by households throughout the state. The Harper district has the advantage of households having higher incomes leading to more discretionary spending.

Birth rates are at an all-time low which is being felt in the public schools as enrollment is down in kindergarten and first grade. There is almost a 1,200 difference in enrollments between kindergarten and the seniors when aggregating all school districts in the Harper district. The enrollments are similar to the overall population in that the numbers of Hispanic and Asian students are increasing in the schools. The performance of Harper sender schools are well above the state averages along with having well below the state average in dropouts and truancy rates.

Higher education is exploring the boundaries of existing technology as new devices, applications, and teaching strategies undergo exponential growth. To remain competitive in a dense educational landscape, Harper will need to stay on the cutting edge of this technology and knowledgeable about how these tools can support learning. MOOCs have found their place in the toolkit of technology-enabled teaching and learning as the value of hybrid learning and face-to-face interaction continues to be tested and validated. Studies are finding that students can only be successful with these methodologies if they are disciplined enough to stick with the program. Currently 30% of all enrollments is for online coursework, an increase from 10% in 2002. New pedagogical methodologies such as flipped classrooms are gaining in popularity, but require faculty to remain current on how to deploy technology appropriately in the classroom. The collection of data on student progress enables new analytics to better prepare curriculum and programs for improved student success.

Data security will become increasingly critical as Harper students move even more of their learning online. Community college IT departments will be challenged to provide needed technical support for rapidly increasing numbers and types of mobile devices, while continuing to address the learning technology needs of less resourced students.

Distant global changes, most notably in China and India, are impacting the Harper district locally. As these countries continue to industrialize and create a robust middle class with their attendant demands for products, the environment will be increasingly stressed and natural resources threatened. These pressures will test Americans' commitment to sustainability, alternative energy, and environmental protection.

Having a location in a more wealthy area of Illinois has somewhat insulated the more devastating impacts of the recession. The Harper district has not been immune as much of the data shows there have been repercussions, but overall the localized impacts have been relatively low. Harper College's challenge is shared by every other higher education institution in the U.S.: continue to offer the best education and workforce preparation value in its market for an increasingly diverse array of aspiring students.

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## *Key Trends and Considerations*

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### Employment & Work Force

**Trend #1: The great recession that began in 2008 is over and a slow recovery is under way.** It is anticipated that the Harper region will continue to participate in the economic recovery and some indicators suggest the Chicago region will recover at a faster pace than most.

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

**Supporting Rationale:**

- Total wages declined until 2010 but are showing signs of improvement. The Harper region experienced the state's largest increase in total wages paid.
- The consumer price index (excluding energy costs) for the Chicago Metropolitan area has remained fairly stable in the last three years.
- Energy costs have fluctuated greatly in the last decade but have steadily declined since 2010.
- As global factors increasingly drive gasoline prices, the share of the total cost that may be controlled at the state and local level is decreasing.

**Sources:**

- Illinois Department of Employment Security. Quarterly Census of Employment and Wages (QCEW) data. <http://www.ides.illinois.gov/page.aspx?item=914>.
- Bureau of Labor Statistics. Consumer Price Index data. <http://www.bls.gov/news.release/cpi.toc.htm>.

**Trend #2: Unemployment has improved in the Harper region, but many discouraged workers are not reflected in the numbers.**

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

**Supporting Rationale:**

- Unemployment in the Chicago Metropolitan area decreased from 8.9% in October 2013 to 8.7% in November 2013, with expectations it will continue to improve
- An estimated 5.7 million discouraged workers nationally are not considered when calculating the unemployment rate.

**Sources:**

- Illinois Department of Employment Security. Local Area Unemployment Statistics, 2012.
- Economic Policy Institute. Discouraged Workers. Accessed online: <http://go.epi.org/2013-missing-workers>.

**Trend #3: While total employment in the Chicago Metropolitan Area shrank by 4% from 2007 to 2012, select industries are experiencing a shortage of qualified workers, which is expected to grow.**

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

**Supporting Rationale:**

- Health care and social assistance and management of companies and enterprises are relatively concentrated in the Harper region and have good growth potential.

**Sources:**

- Illinois Department of Employment Security, Local Employment Dynamics, 2007 & 2012

**Trend #4: More employees are employed in the Harper district than reside in the Harper district.** About 27% of the 335,725 jobs in the Harper district are filled by residents with the remainder filled by commuters into the district. An estimated 174,500 Harper area residents work outside of the district.

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

**Supporting Rationale:**

- This trend has remained consistent from 2002 through 2011.
- Many workers over 55 are remaining in the workforce to recover lost investments and shore up income, leaving fewer job openings for entry level workers.

**Sources:**

- Illinois Department of Employment Security and U.S. Census Bureau, OnTheMap Application, 2002 through 2011
- Illinois Department of Employment Security, Local Employment Dynamics, 2007 & 2012

## District Demographics

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**Trend #5: The Harper district population is becoming more diverse in age, race, ethnicity, primary language spoken in the home, and birth place.**

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

**Supporting Rationale:**

- Between 2000 and 2010, non-Hispanic white residents in the Harper region decreased by almost 45,000, non-Hispanic Asians increased by 15,000, and Hispanics increased by 24,000.
- First generation immigrants make up an estimated 25.6% of the Harper district population, much greater than the statewide proportion of 14.3%.
- The population is aging with a greater proportion – the Baby Boomers - being over the age of 45.

**Sources:**

- US Census Bureau, American Community Survey, 2008 and 2011 One Year Estimates

- iPUMS Data, Steven Ruggles, J. Trent Alexander, Katie Genadek, Ronald Goeken, Matthew B. Schroeder, and Matthew Sobek. Integrated Public Use Microdata Series: Version 5.0 [Machine-readable database]. Minneapolis: University of Minnesota, 2010.
- Easi Analytics, Inc.

**Trend #6: Median household income has decreased across the Harper district.** Household incomes are not keeping up with inflation and the loss of employment contributes to declining household incomes.

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

**Supporting Rationale:**

- All but two municipalities in the Harper region lost buying power between 2008 and 2013.

**Sources:**

- Easi Analytics, 2008 & 2013 data

## Financing of the College

**Trend #7: The underfunding of Illinois' pension system is impacting higher education.** The lack of a long-term solution for Illinois' chronically underfunded pension system has resulted in the downgrading of Illinois' bond ratings. Increased borrowing costs will divert state funds from other domestic priorities including higher education.

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

**Supporting Rationale:**

- Illinois increased support for higher education 15.6% from 2007 to 2012, but this was for pension payments – not educational services.
- Illinois has the 11<sup>th</sup> highest tax burden of all states in the U.S. which translates to fewer discretionary funds to pay for higher education.

**Sources:**

- State Higher Education Executive Officers Association. *State Higher Education Finance Report*. FY2012.  
Accessed online: <http://www.sheeo.org/sites/default/files/publications/SHEF%20FY%2012-20130322rev.pdf>.

**Trend #8: Funding for financing postsecondary education is inadequate to meet the need, increasing pressure to identify alternative revenue sources.** State-level cutbacks in financial aid are occurring at the same time as tuition and fees are increasing to make up for shortfalls in institutional revenues.

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

**Supporting Rationale:**

- State support across the nation dropped 7.6% in the 2012 fiscal year.
- In Illinois, the gap is widening between those who are eligible for grants and those who receive grant funding.

**Sources:**

- Society for College and University Planning, *Planning for Higher Education Journal*, 2012 & 2013
- Illinois Student Assistance Commission, Table 2.4c of the *2012 ISAC Data Book for Public 2-Year Institutions*

## Sender Districts

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**Trend #9: Youth in district sender pipelines continue to decrease in number and increase in diversity.**

The proportion of Non-Hispanic White students is decreasing and enrollments in the early grades are declining which could have long term implications for Harper enrollments.

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

**Supporting Rationale:**

- There was almost a 1,200 student difference between kindergarten and senior level enrollments in the Harper region in 2013.
- As with the overall population, the numbers of Hispanic and Asian students are increasing in the schools.

**Sources:**

- Illinois State Board of Education, Report Card Data, Accessed Online 12/02/2013

**Trend #10: Performance in Harper's sender high school districts is better than average with increasing rates of college readiness.** The three Harper region high school districts are performing well compared to statewide averages.

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

**Supporting Rationale:**

- PSAT test results and graduation and attendance rates in the high school districts are well above the state average.
- Dropout and truancy rates are well below the state average.

**Sources:**

- Illinois State Board of Education, Report Card Data, Accessed Online 12/02/2013

## Technology

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**Trend #11: Higher education is implementing technology-centric pedagogical models.** Higher education continues to use teaching methodologies that use more technology in the classrooms.

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

**Supporting Rationale:**

- Massive Open Online Courses (MOOCs) present a challenge to students who are not disciplined enough to stick with the program.
- An estimated 30% of all enrollments is online, up from 10% in 2002.
- Faculty will be challenged to stay ahead of students in teaching students how to use technology in the classroom.
- Data security will increasingly become a liability for higher education.
- Flipped classrooms that post lectures and rote materials online are gaining in popularity.
- Student analytics.

**Sources:**

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

## Sustainability

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**Trend #12: The global political climate will increase pressures to conserve energy and focus on sustainability.** The rate of energy and natural resource consumption will continue to increase with the rapid growth in the middle class in developing countries, such as China and India.

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

**Supporting Rationale:**

- Natural resources are becoming threatened as growing populations consume resources at an increasing pace.
- While 40% of American consumers claim they are interested in purchasing green products, only 4% actually follow through.

**Sources:**

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

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## *Introduction*

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The environmental scan is intended to provide a baseline of information for Harper College's next strategic planning process to begin in 2014. Understanding the implications of the Great Recession and other relevant trends and dynamics at the local, regional, state, national and global levels will assist Harper in charting the best course of future action.

The nation has experienced dramatic change in the last five years, driven primarily by a global economic recession that began in 2008. While there are signs of improvement, the slow recovery has hampered families' ability to return their incomes to pre-recession levels. Unemployment rates, housing values, wages, and many other financial indicators suggest that the resources needed to pay for postsecondary education have been directly impacted as the residents rebuild lost savings and home equity. Other economic, demographic, workforce, technological, and political trends are important to identify and consider, as they all have implications for how postsecondary education responds to opportunities and challenges.

The scan provides an overview of the key economic, housing, population, workforce, technology, political and postsecondary education trends that are shaping the environment within which Harper College operates. Many of these trends have been identified by the Society for College and University Planning. Each section in this report provides available data for the Harper district and larger geographies for comparison purposes. Large tables and long lists of information are provided in the appendices to this scan.



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## Economic Trends

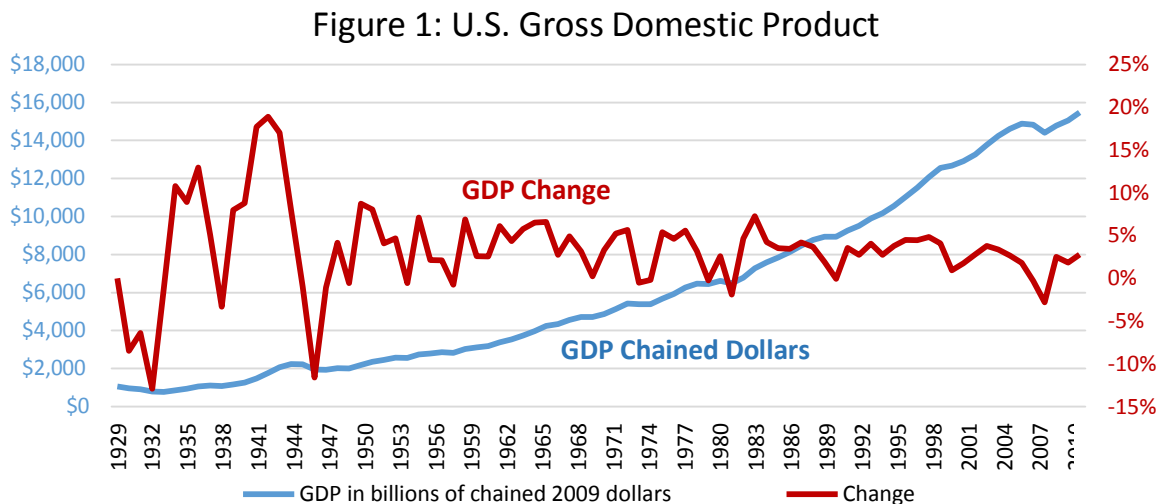
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Economic forces have myriad implications for higher education. Federal and state budgets directly impact the funding that flows to postsecondary institutions, and the economy at all levels shapes employment and earning opportunities that translate to income available for college tuition.

### National Recession

The nation has been undergoing a slow recovery from a deep recession that began in 2008. Unemployment has hit record highs since the 1980s, and while the unemployment rate is slowly decreasing, the number of workers who are discouraged from seeking work has been on the rise. Many countries around the globe are experiencing economic malaise. Wall Street is claiming to be in recovery, but Main Street still struggles with the lack of employment, stagnant wages, and rising prices.

A recession is defined primarily by negative economic growth. As illustrated in Figure 1, the Great Recession began in 2008 as a large dip in the Gross Domestic Product (GDP). The red line represents the percent change over time, and when compared with the recession of 1980, the subsequent loss in 1982 was not as great as the 2008 recession. However, GDP has been increasing since 2009 indicating the economy is in recovery, albeit a slow one.



Source: Bureau of Economic Analysis, Gross Domestic Product in Billions of Chained 2009 Dollars

In response to the perfect storm of financial distress that included the pop of the housing bubble, mortgages going into default, declining home values, high unemployment, and lower consumer spending, there have been cutbacks across the board by state and federal agencies. High unemployment and foreclosure rates translated to a decrease in local spending, perpetuating a negative spiral as consumer confidence declined and household spending continued to decrease.

Total wages have not rebounded from the declines that began in 2001, thus pumping fewer dollars into the local economy, as seen in Figure 2.

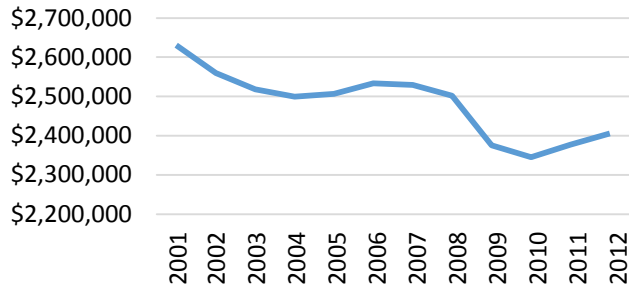
However, there is some good news. According to the Bureau of Labor Statistics, in the fourth quarter of 2012 “McHenry, Lake, and Cook Counties experienced the state's largest wage increases, ranking 7th, 28th, and 60th, respectively, among the nation's 328 largest counties.”<sup>1</sup> The next year will reveal the pace and sustainability of the economic recovery for the Harper region.

### Gasoline Prices

The price of gasoline impacts not just the cost of driving a car, but petroleum is used to transport goods and manufacture other goods. The rising price of gasoline causes all other prices to rise. Because the price of oil is set globally, the only component in local, state, and federal control is how much tax is applied.

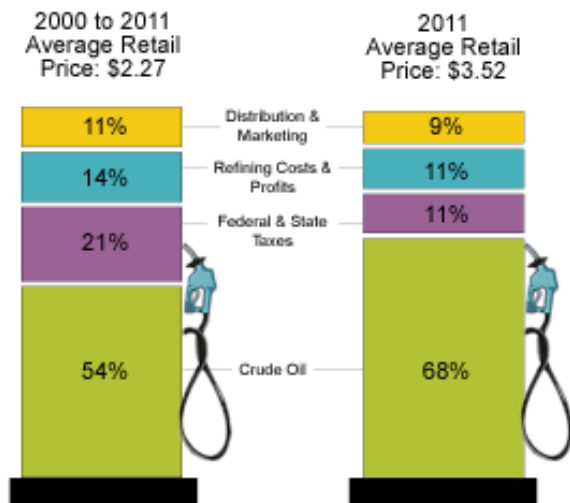
In the last several years the average gas price in the region has continued to rise, along with the cost of utilities. There is no relief in sight according to the U.S. Department of Energy. The potential for state or local relief measures, including the reduction in taxation on pumped gas, is declining as the majority of the price increase has been the cost of crude oil itself. As seen in Figure 3, the average tax from 2000 to 2011 was 21%. In 2011 that same tax dropped to 11% of the total cost per gallon, but the cost per gallon increased by 55%. The federal gasoline tax is 18.4 cents per gallon, while Illinois tacks on an additional 19 cents per gallon – a rate that is among the lowest in the nation. Crude oil pricing is determined by a global market that continues to grow as China and India purchase more cars and demand more consumable goods. Therefore, the price we pay at the pump is a function of global supply and demand. This has

**Figure 2: Cook County Total Wages Paid**



Source: Illinois Department of Employment Security, Unadjusted dollars

**Figure 3: What Do We Pay for a Gallon of Regular Unleaded Gasoline?**



Source: U.S. Energy Information Administration, averages based on Gasoline and Diesel Fuel Update.

<sup>1</sup> Bureau of Labor Statistics. Press Release. Accessed Online: <http://www.bls.gov/ro5/qcewil.htm>

direct implications for commuter students who may need to make fewer trips to campus or enroll in more online courses.

### Impact of Illinois Pensions

In fiscal year 2012, Illinois cut state agency budgets across the board in an effort to help fill the \$100 billion pension shortfall. An increase in state income and corporate tax rates have helped generate additional revenue (see Table 1), but these rates are set to expire in 2015 unless new legislation is passed.

The downgrading of Illinois' bond ratings (Table 2) will require the State to pay more in interest for its borrowing. Table 2 shows the current ratings for Illinois general and special obligation bonds. While credit agencies vary in their ratings, in general an AAA rating is considered prime with lesser ratings qualifying borrowers for high grade, upper medium grade, and lower medium grade interest rates. The situation is not unique to Illinois, as Standard & Poor's recently downgraded the creditworthiness of the U.S. government and other states have been downgraded. However, as debt payments increase, the availability of funds for other state priorities, such as education, will decrease. As a result, institutions of higher education are having to increase tuition and fees to cover the shortfall at a time when unemployment and high tax rates are reducing income available for education.

**Table 1: Illinois Individual Corporate Income Tax**

	Individual	Corporate
<b>2015</b>	3.75%	7.75%
<b>2011</b>	5.00%	9.50%
<b>1993</b>	3.00%	4.80%
<b>1989</b>	3.00%	4.80%
<b>1984</b>	2.50%	4.00%
<b>1983</b>	3.00%	4.80%
<b>1969</b>	2.50%	4.00%

Source: Illinois Department of Revenue

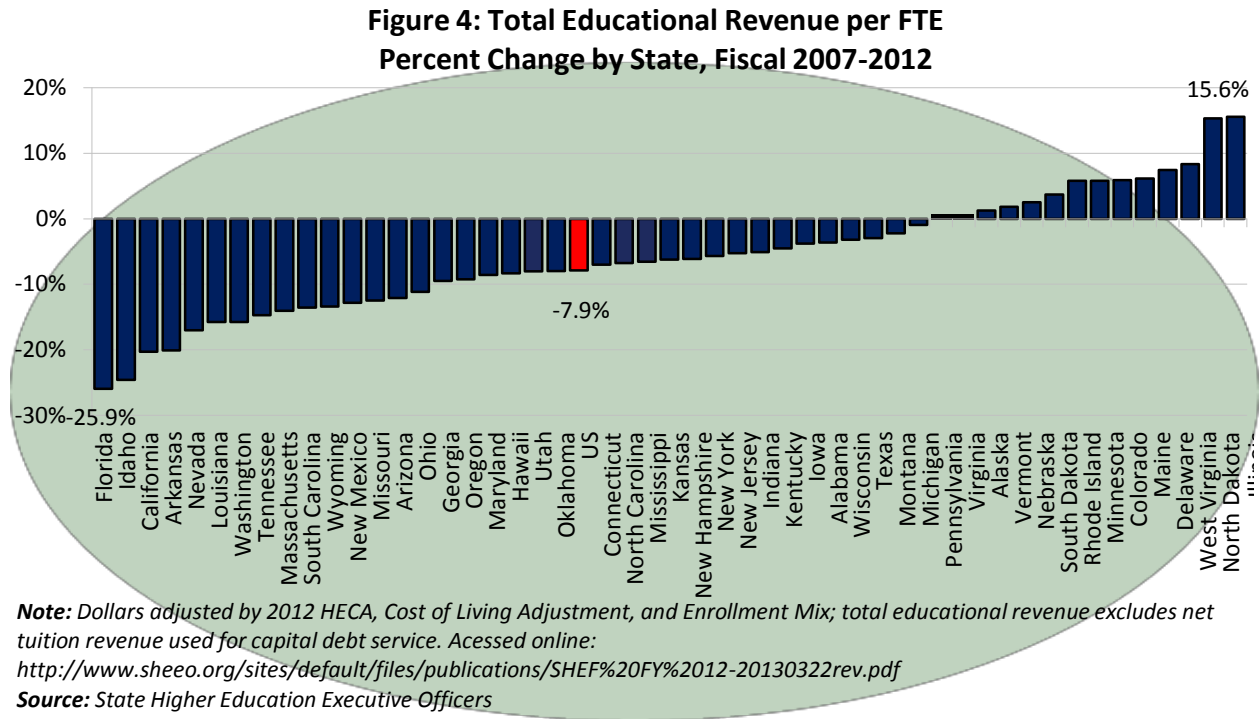
**Table 2: 2013 Illinois Bond Ratings Fitch Ratings Moody's Investors Service Standard & Poor's**

	Fitch Ratings	Moody's Investors Service	Standard & Poor's
<b>General Obligation</b>	A-Negative	A3 Negative	A-Negative
<b>Special Obligation</b>	AA+ Stable	A3 Negative	AAA Stable

Source: Illinois Comptroller's Office, 2013

## Higher Education Funding

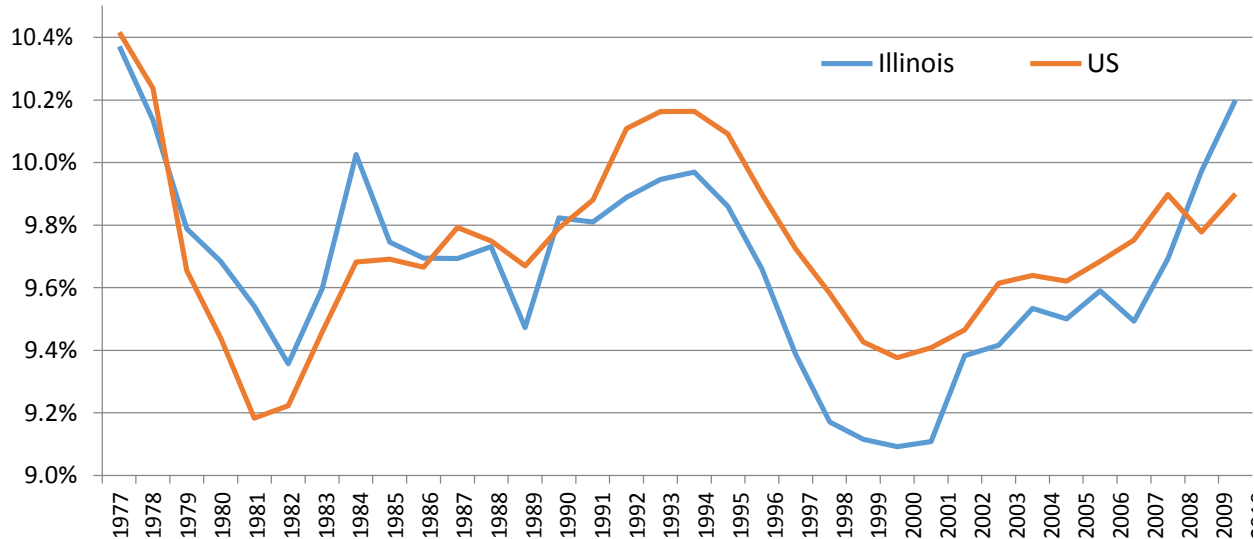
States fund higher education at varying levels. Illinois displayed the largest increase of all the states in total educational revenue per FTE (see Figure 4) between 2007 and 2012: a 15.6% increase compared to an average national decrease of 7.9%. However, much of the increase is for payments to shore up the pension fund and will not be used to provide educational services.



Illinois is not the only state with pension troubles. The Government Accounting Standards Board (GASB) is recommending new rules to govern the funding of public pension systems and to apply standards to the recording of pension liability in the long term. The new measures will be effective on June 16, 2014 and will help avoid future pension underfunding. However, Illinois has a long way to go in order to make up for the underfunding over the last decades.

At a local level, the ability of families to pay for higher education continues to be a challenge. In recent years, Illinois' tax burden has exceeded that of the country as a whole and has reached levels not seen since 1978. High tax rates reduce the amount of discretionary funds available for families to use on such commodities as education (see Figure 5).

**Figure 5: State-Local Tax Burden (1977-2010)**

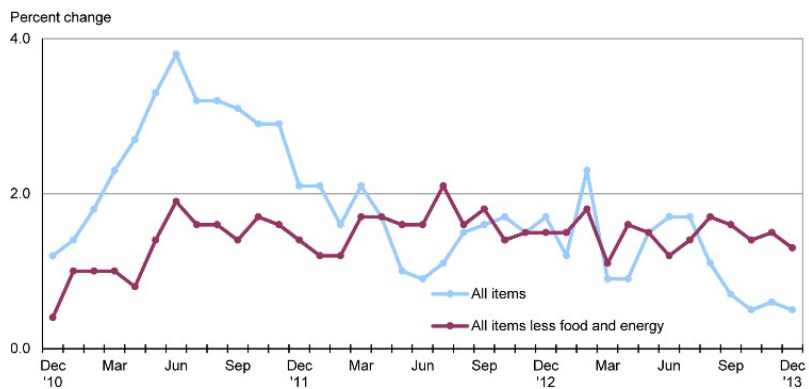


Source: Tax Foundation calculations based on data from the Bureau of Economic Analysis, the Census Bureau, the Council on State Taxation, the Travel Industry Association, Department of Energy, and others.

The Consumer Price Index (CPI) is a measure utilized by the Bureau of Labor Statistics to determine the buying power of the dollar across the country. The Metropolitan Area<sup>2</sup> is experiencing a return to levels from before December 2010. Figure 6 illustrates the changes in the CPI in the last three years. Because the gas price fluctuates greatly, there are two measures, one including the energy pricing and one without. The dark red line

indicates the price of a bundle of goods without consideration of energy costs and it is apparent the CPI is fairly stable. A stable CPI is better when wages are not increasing so that necessary consumables are affordable.

**Figure 6: CPI Percent Change for Chicago MSA**



Source: U.S. Bureau of Labor Statistics.

<sup>2</sup> The MSA is the Chicago-Gary-Kenosha region. Bureau of Labor Statistics, News Release, Midwest Information Office, Chicago, Illinois, January 16, 2014.

## Economic Conclusion

At the end of 2013, economic indicators suggested that while the economy recovery was still fragile, there were unmistakable signs of improvement. Consumer spending, job growth, retail inventories, and overall economic growth all suggest that the economy was rebounding at the end of last year and is positioned for stronger growth in 2014. As pension reform legislation passed in late 2013 faces certain legal challenges, uncertainty about the state's pension funding gap lingers. Until fiscal certainty is restored to Illinois, the state's bond rating will not improve and scarce general revenues will be diverted to support debt payments. Families remain hard-pressed to find the resources to pay for basic needs, such as gasoline for commuting to work or school, and for college tuition.

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## Housing Trends

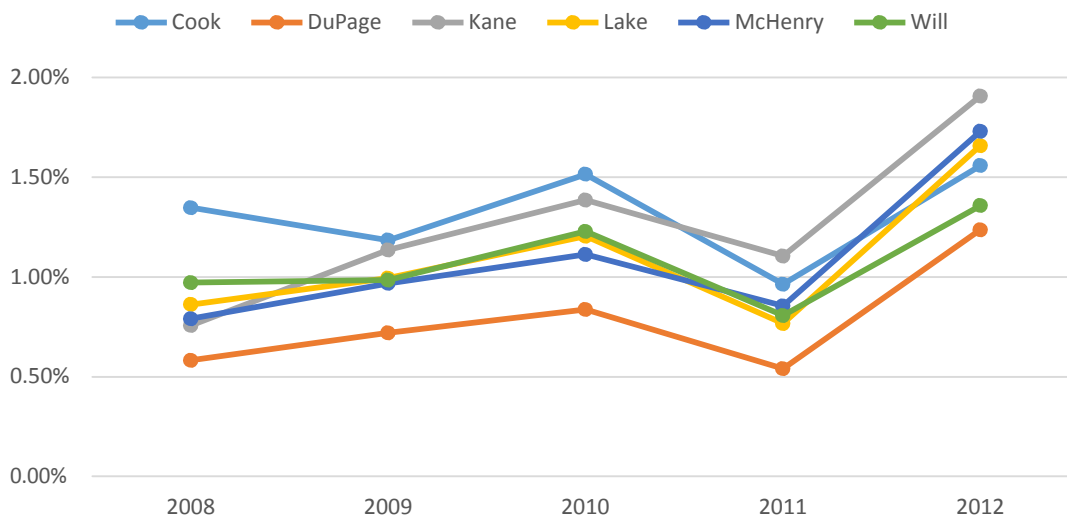
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Healthy neighborhoods affect higher education in many ways. Safe and stable communities translate to higher property values, a principal source of education funding. Strong communities can also support healthy families that provide quality learning environments for students of all ages. Housing is a key indicator of neighborhood quality and is the main focus of this section. Since the housing crisis began in 2008, many homeowners have seen their housing values plummet and others have lost their homes altogether. This type of turnover can significantly increase the mobility of families and disrupt student learning, particularly in the K-12 sender schools within the Harper district.

### Foreclosures

Foreclosures are a crucial indicator of community well-being and the Chicago region has been hit hard. Counties in the Harper district all experienced dramatically increased foreclosure rates in 2010 and then another large increase in 2012, see Figure 7. Recent reports suggest that 2013 was a better year and the market may be returning to lower rates. Kane County is usually very low in comparison and is now experiencing the greatest increases.

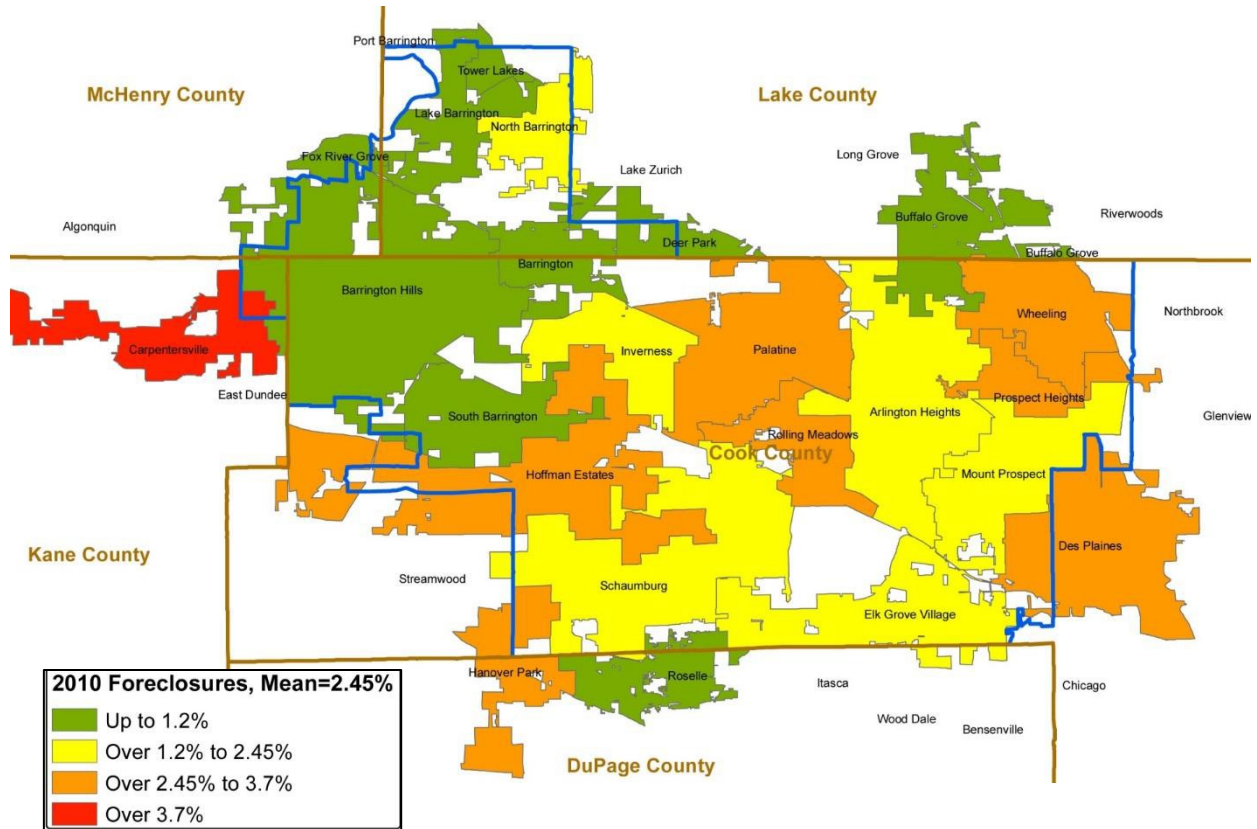
**Figure 7: Foreclosure Rate in Harper Region**



Source: Woodstock Institute, Foreclosure Filing and Auction Data, 2013

Carpentersville is the only municipality, primarily in Kane County, that intersects the Harper district and has a high foreclosure rate of 3.7%, the highest in the Harper district in 2012 (see Figure 8). Foreclosure rates provide insight into the ability of families to afford or even consider higher education for their children. High foreclosure rates often result in increased student mobility, a disruptive phenomenon that is challenging for students and teachers alike.

**Figure 8: Foreclosure Rate by Municipality in the Harper District**

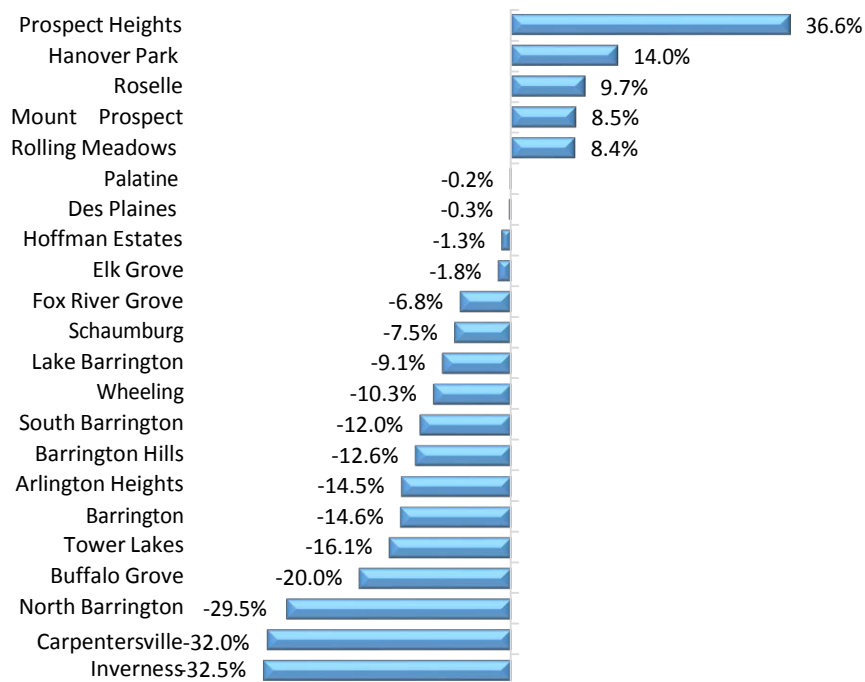


### Home Values

Between 2008 and 2013, declines in perceived housing value occurred in a majority of communities within the Harper district (see Figure 9). Of the 22 municipalities that overlap the Harper district (Deer Park is excluded as the data are not available for 2008), only five reported an increase in housing values: Roselle, Prospect Heights, Rolling Meadows, Mount Prospect and Hanover Park. Prospect Heights rose by 36.6%, or from \$197,013 to \$269,111. Only one municipality, North Barrington, showed an increase in rental price from \$1,190 to \$1,571 which could be accounted for by a new upscale rental complex. All other municipalities reported decreases in value and rents being paid. South Barrington has the largest decrease in rental price of 40.6%, or \$2,000 to \$1,188. Inverness has the highest decrease in housing value of 32.5%, or \$828,186 to \$558,910.



Figure 9: Perception of Housing Value Change  
2008-2013



Source: EASI Analytics, 2008 & 2013

It is important to note that the perceived housing values are based on surveys of owners living in these units. However, the Illinois Realtor’s Association is seeing the same downward trend in home values by those sold. In the third quarter of 2008 the median year-to-date value of homes sold was \$244,900 and in 2013 the comparable figure is only \$179,000, a 36.8% loss<sup>3</sup> throughout the entire Chicagoland area.

Another important housing measure is the number of high interest loans<sup>4</sup> being approved. High interest

loans provided mortgages to those with less than stellar credit histories. Charging a higher interest rate is accepted practice in the hopes that the stability of homeownership would improve the homeowner’s financial situation, allowing for refinancing when lower interest rates were available. However, the housing market crashed due to the abuses of approving mortgage loans without checking creditworthiness, knowing in many cases that the buyer could not maintain the payments. Many of these originated mortgages were quickly bundled and sold to other banks who assumed they were vetted, when in fact they were not. Housing prices dropped, payments could not be maintained, and the notes these mortgages were written on were no longer of value.

The practice of subprime mortgaging is being monitored now, but it is too late to repair the damage already done. Throughout the nation, many homeowners found themselves with mortgages that were much higher than the value of their homes and, unable to afford their payments, went into foreclosure. Evidence of this in the Harper region is found in the decline in owner-occupied homes between 2007 and 2012 (see Table 3).

A recent study conducted by RealtyTrac in December 2013 reported that the Chicago-Naperville-Joliet metropolitan area is still struggling. The loan to value

	Cook County	Lake County	McHenry County
<b>2007</b>	62.3%	78.7%	84.6%
<b>2012</b>	57.1%	74.6%	80.1%

Source: US Census Bureau, American Community Survey, 2007 & 2012

<sup>3</sup> Illinois Realtor’s Association, Market Stats Reports for 2008 and 2013, Third quarter year-to-date median sales price of all sales in the Chicago PMSA.

<sup>4</sup> Woodstock Institute. Data Accessed Online: <http://www.woodstockinst.org/content/mortgage-purchase> on December 10, 2014

ratio (LTV) is 125% for approximately one-third of mortgaged properties. The majority of these properties tend to be on the south side or within Chicago city limits, but overall Illinois is ranked third in the nation for over-mortgaged properties after Nevada and Florida.<sup>5</sup>

The issuance of high interest, or subprime, mortgages have dropped dramatically in the Harper district from a high of 18.5% in 2007 to only 1% in 2011 as a result of stricter regulation on the creditworthiness of applicants. There has been substantial turnover in mortgage origination, whether initial mortgages or refinance, and the number of new loans has been cut almost in half since a high in 2009. The low interest rates should be attractive to buyers, but the demand has dramatically slowed due to the new and more restrictive credit requirements. The result is a buyers' market as there will be more homes available than buyers who qualify to purchase.

According to the Illinois Realtor's Association, a reduction in the number of homes on the market as foreclosures slow and low interest rates will improve housing sales. However, the lack of lower priced housing stock is causing many families to spend a larger proportion of their income on a mortgage reducing their discretionary funds. The Association predicts that foreclosures will "return to pre-bubble levels by August 2015"<sup>6</sup> in Illinois. The return will improve perceptions and stability to neighborhoods experiencing high volumes of vacancies and turnover.

The availability for new homeowners to purchase a home in the area is going to be more difficult due to the new restrictions. Foreclosures are slowing, which is a good sign. However, there are many homes on the market along with many others now owned by banks that are not being maintained contributing to the decline in home values, both perceived and in reality.

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<sup>5</sup> Anderson, Mark W. *Real Estate Market in Illinois and Chicago Remain in Crisis*. NBC Chicago. January 10, 2014. Published online: <http://www.nbcchicago.com/blogs/ward-room/Real-Estate-Market-in-Illinois-and-Chicago-Still-in-Crisis-239482491.html>

<sup>6</sup> Illinois Realtor's Association Infographic, available at <http://images.illinoisrealtor.org/Dec2013infographic.pdf>

## Vacancies

Housing vacancies can be an indicator of neighborhood stress. The Harper region is showing some improvement from the 2008 housing bust, but more areas are increasing in the number of vacant homes as illustrated in Table 4. Northwest Cook County has a vacancy rate of 2.69% as almost three homes for every 100 are vacant. The high in the area is South Cook County at 6.55% and the lowest is McHenry County at 1.62%. The percent change in vacancies from 2011 to 2012 for the Northwest Cook County area increased by almost 4%. Of those homes, 58% have been long term vacancies.

<b>Table 4: Housing Trends by County</b>	<b>Vacancy Rate (2012)</b>	<b>Percent Change in Vacancies (2011-2012)</b>	<b>Percent Long Term Vacancies (2012)</b>	<b>Housing Units (2012)</b>	<b>Owner Occupied (2012)</b>
<b>McHenry County</b>	1.62	1.20	34.99	115,558	78.6
<b>DuPage County</b>	2.27	9.99	51.83	356,175	71.5
<b>North Cook County</b>	2.66	-0.72	60.33	165,047	71.5
<b>Northwest Cook County</b>	2.69	3.98	57.84	259,678	71.0
<b>Kane County</b>	2.76	-1.11	44.36	180,761	71.8
<b>Southwest Cook County</b>	2.81	7.82	58.69	179,922	75.4
<b>Lake County</b>	3.10	9.34	51.72	259,358	71.8
<b>Six County Region (total)</b>	3.74	0.58	53.41	3,325,587	60.3
<b>West Cook County</b>	4.06	1.98	49.32	213,478	62.4
<b>City of Chicago (total)</b>	5.41	-2.79	52.96	1,198,141	40.4
<b>South Cook County</b>	6.55	9.40	57.79	161,252	62.9

Source: The Woodstock Institute

## Housing Conclusion

The Harper district is weathering the housing crisis better than the larger Chicago metropolitan region. However, foreclosure rates have risen while housing values have declined. The combination has caused many families to move out of their homes and, without new buyers qualifying for mortgages, many homes are remaining vacant. While the foreclosure rates are slowing, it will take some time for vacant homes to be reoccupied and neighborhoods stabilized.

## Population Trends

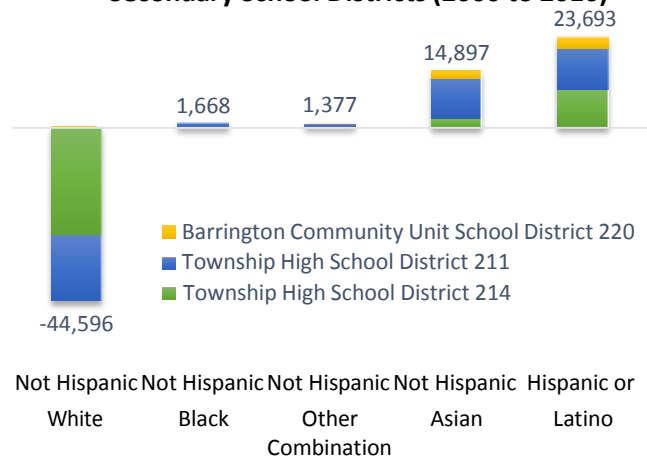
The population of the Harper district is changing. Understanding these changes helps Harper anticipate growth or decline in student enrollments and to adjust educational programming to meet residents' needs. The population discussed in this section pertains to all residents or those who work within the district rather than Harper students specifically.

### Race-Ethnicity Changes

There is a more diverse population than ever before as Non-Hispanic Whites leave the area and are replaced by a mix of other races and ethnicities, most notably Asians and Hispanics as seen in Figure 10 and Table 5. The transformation is similar to the rest of the

state. Whites have slightly increased in number statewide, but have slightly decreased in the proportion they represent, from 73.5% to 71.5%. Hispanics have increased in proportion of the total population, from 10.1% to 15.2%, and their numbers increased by 23,693 people or 4.4%. Asians have also increased statewide, but not as much as in the Harper district. The Harper district added almost 15,000 Non-Hispanic Asians. However, a significant development for the Harper district is the loss of Non-Hispanic Whites. There were almost 45,000 that moved out of the area; both Township High School districts saw significant decreases and only Barrington Consolidated School District saw a slight increase.

**Figure 10: Change in Race/Ethnicity in Harper District Resident Population by Secondary School Districts (2000 to 2010)**



Source: US Census Bureau, Decennial Census, 2000 & 2010

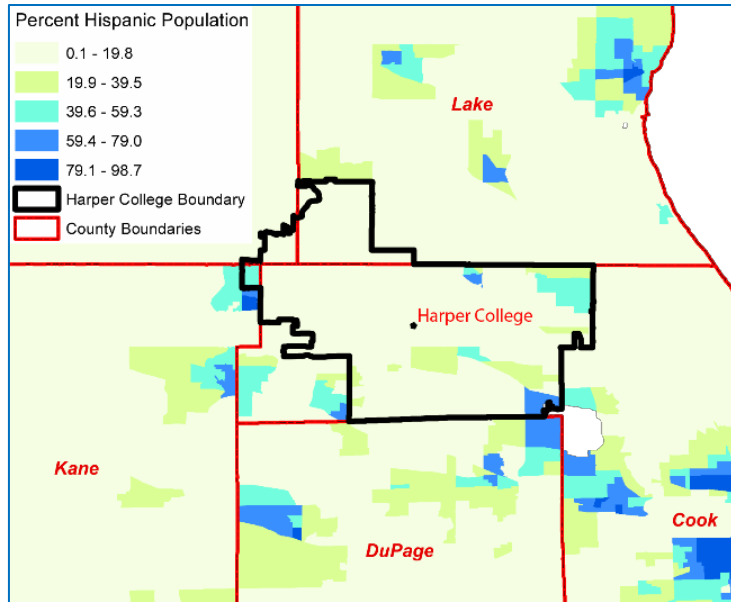
**Table 5: Change in Race & Ethnicity in Harper District Population (2000 – 2010)**

	Township High School District 214	Township High School District 211	Barrington Community Unit School District 220	Harper District
<b>Not Hispanic</b>				
White	-10.5% (-27,867)	-7.4% (-17,118)	1.0% (389)	-8.3% (44,596)
Black	0.1% (167)	0.5% (1,233)	0.7% (268)	0.3% (1,668)
Asian	0.9% (2,478)	4.5% (10,301)	5.6% (2,118)	2.8% (14,897)
Other Race or Combination	0.1% (258)	0.3% (801)	0.8% (318)	0.3% (1,377)
<b>Hispanic or Latino</b>	3.7% (9,926)	4.7% (10,796)	7.8% (2,971)	4.4% (23,693)

Source: US Census Bureau, 2000 & 2010 Decennial Census, Extracted using Alteryx Census Data Engine

High percentages of Hispanics reside in the Wheeling-Prospect Heights area, in the northeast along with the Elk Grove-Bensenville area surrounding O'Hare airport in the southeast section (see Figure 11). There is also a high percentage on the far west side in Carpentersville and part of Barrington Hills. Along I-90 there are higher concentrations, with many of these areas close to industrial and commercial properties. According to the Society for College and University Planning in 2013, "Fifty-three percent of U.S. preschool students, four years old and under, are Hispanic; of college students, 12 percent are Hispanic. In 2008, it was estimated that eight percent of the births in the US were to parents who did not have legal status." These trends are anticipated to continue.

**Figure 11: Hispanic Population Percentages**



### Languages & Foreign Born

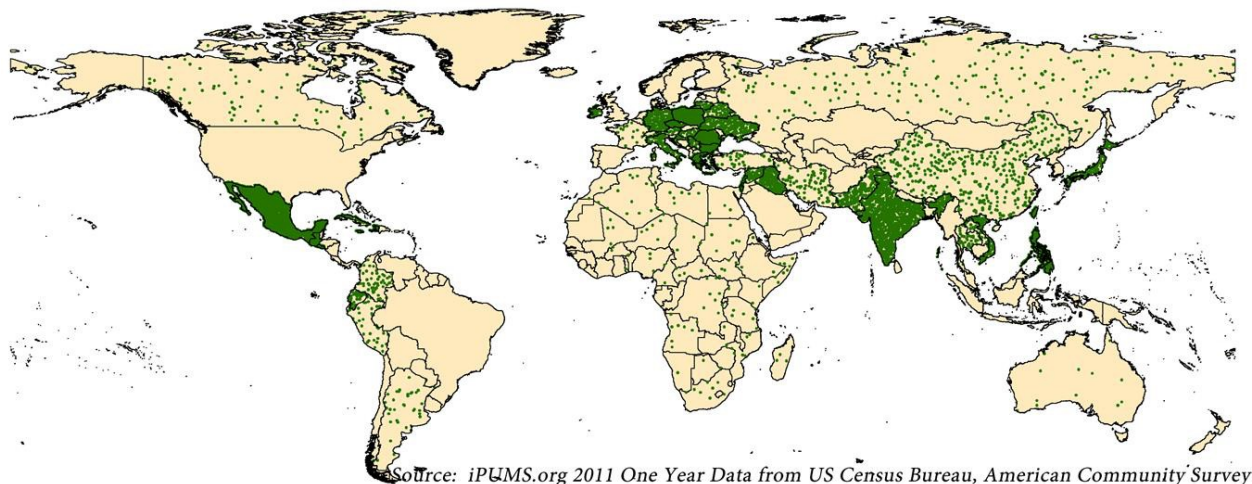
English language acquisition can be a challenge for those needing to continue their education. In the Harper region those who do not speak English at all or not well remained stable at 6%. The languages that are spoken vary, but the most common is Spanish (13.6%), Hindi (3.6%), and Polish (3.2%) as illustrated in Table 6 (Ruggles, et al., 2010). Forty-eight different languages were reported in 2011 for the Harper district reflecting the diverse origins of residents in the region. Immigrants are an important source of small business start-ups and contribute to local economic development.

Table 6: Primary Languages in the Harper Region	2008		2011	
	Number	Percent	Number	Percent
English	526,903	62.6%	509,665	60.7%
Spanish	104,311	12.4%	113,773	13.6%
Polish	28,457	3.4%	27,038	3.2%
Hindi and related	26,589	3.2%	30,391	3.6%
Russian	14,521	1.7%	14,052	1.7%
Korean	12,088	1.4%	12,805	1.5%

Source: US Census Bureau, American Community Survey, 2008 & 2011 1 Year Estimates

Figure 12 is a map of Harper area residents and where they were born if not in the United States or territories. Each dot represents 25 people. The largest concentrations of foreign-born come from Mexico (19.8%), India (12.6%) and Poland (11.6%). When aggregating by country, almost 40% are coming from Asia. First generation immigrants make up an estimated 25.6% of Harper area residents, much greater than the statewide proportion of 14.3% (Ruggles, et al., 2010). This is not surprising given that the vast majority of immigrants live in highly urbanized areas, such as the Harper region (Corbett, 2011).

**Figure 12: Harper College Foreign Born Population Origination**



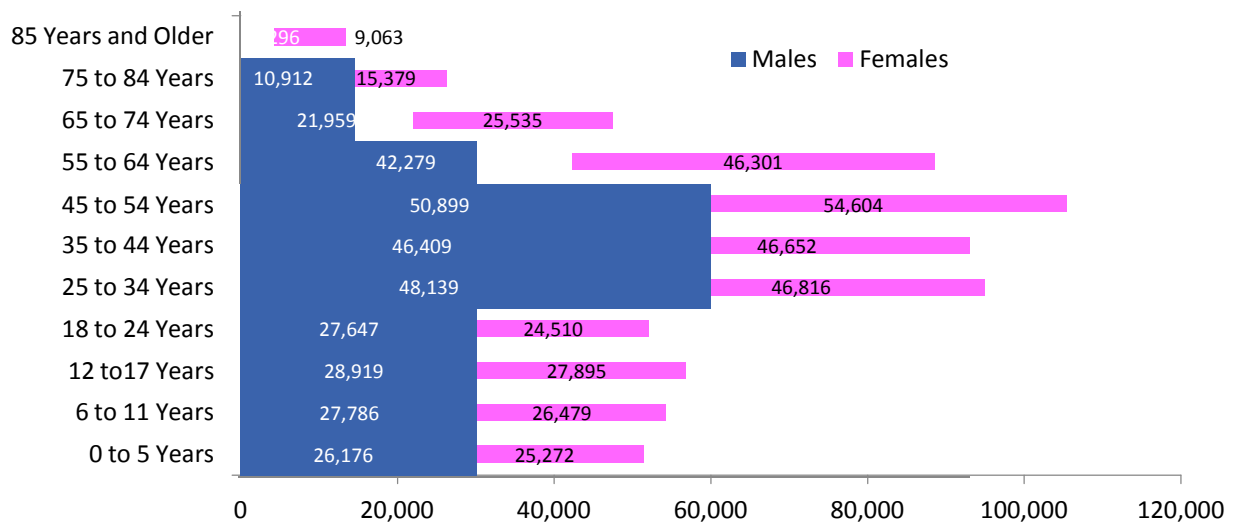
College plays a unique role in exposing students to new ideas and perspectives through engagement in a racially diverse student body. When people from segregated backgrounds are introduced to diverse environments they change, a process often leading to intellectual and socio-emotional growth (Gurin, Dey, Gurin, & Hurtado, 2004). Diversity on higher educational campuses can enrich the educational experience and produce a work force better able to thrive in a global economy. The challenge for Harper and other institutions serving diversifying populations is to attract a student body and faculty that mirrors their regions.

### Age Composition

The movement of Baby Boomers through the workforce is creating both challenges and opportunities for employers, younger workers, the health care and social security systems, and the Boomers themselves. The Baby Boomer generation is the name given to those born between 1946 and 1964, now aged 49 through 67. As many move into retirement or decide to launch a new career, they take with them considerable skills and institutional knowledge that are difficult to replace. Other Baby Boomers, whose retirement savings were decimated by the Great Recession or who haven't the resources to retire, are remaining in the workforce and limiting access to employment opportunities by younger generations.

Below is a breakdown of Harper district residents by age (Figure 13). The Baby Boomers dominate the distribution, followed closely by their children, the “Echo Boomers”. However, in sharp contrast are the much smaller numbers of residents 24 and younger who will be expected to fill the positions vacated by older workers. Another challenge is the impending plunge in workers supporting a large and growing group of retirees. The retirement security of Baby Boomers retirees may need to be shored up with additional funding through Medicare, Medicaid and Social Security, three programs already experiencing funding difficulties (Rowett, 2013).

**Figure 13: Age Groups of Residential Population in the Harper Region - 2012**

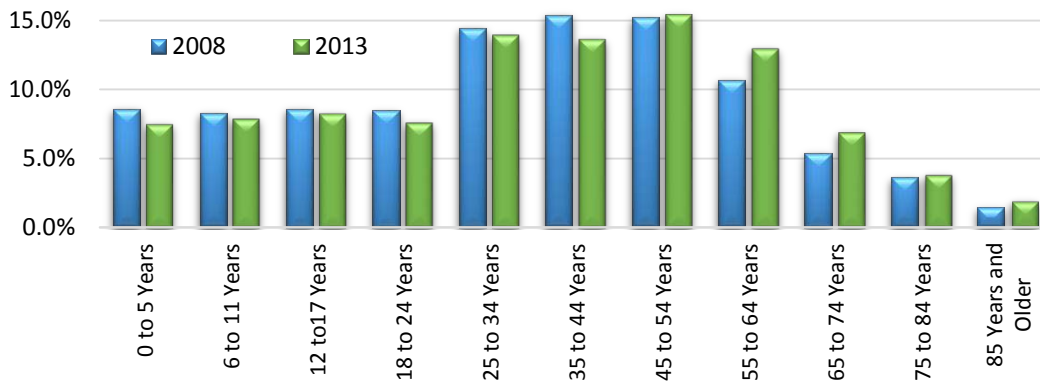


Source: Easi Analytics, Inc., 2012

Baby Boomers represent a significant and growing market for higher education. Many will need to seek professional development in their present careers to remain competitive. Others that have been edged out due to technological advances or shrinking of the workforce in various industries will need to be retrained for new careers to remain in the workforce. The education and training needs and preferences of mature workers, including the Traditionalists (born before 1945) and the Boomers, are often different than those of young and mid-skill workers, such as the Generation X’ers (born between 1965 and 1980) and the Millennials (born between 1981 and 1999). Each generation has its own ideas, behaviors, expectations and motivators that should be taken into account when developing programming. These differences may be reflected in individual communication and learning styles, comfort with technology, and the need for scheduling flexibility.

Baby Boomers were born from 1946 through 1964 after World War II causing a larger than normal birth rate during that period. Now those Baby Boomers are reaching retirement age (49 through 68 years of age) bringing to light the pension and Medicare funding issues. The Baby Boomer generation can be seen when looking at the population age cohorts over time in the Harper region. From 2008 to 2013, each group has decreased in both percentage and absolute change in the Harper region. It is not until 45 years of age that there is an increase in numbers and proportion (Figure 14).

**Figure 14: Population Age Cohorts**

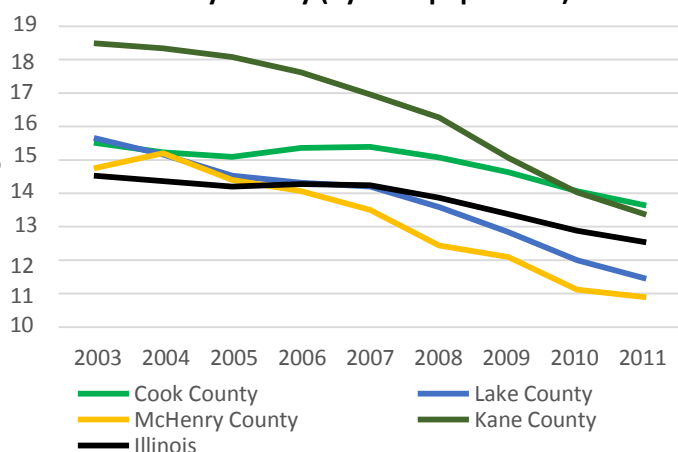


Source: Easi Analytics, 2008 & 2013

The Great Recession, the erosion in property values, and loss of retirement savings has caused many mature workers to postpone retirement and remain in the workforce that would have historically been made available for those entering the workforce. Internships for Harper students will be more difficult to secure while employment after graduation will continue to be a challenge.

Birth rates across the developing world have been on the decline since 2007 (Figure 15). Prior to 2007 there were some decreases primarily due to couples waiting to have children. However, since 2007 the economy is playing a larger role. Immigration has increased to help fill that gap. According to SCUP, some states are taking measures to further enhance immigration to shore up the younger age groups. In-state tuition is being offered in some cases and others have changed admissions standards that weight minority or legacy status to those based on socioeconomic status.<sup>7</sup> These are some considerations for Harper College if the younger age groups remain low in numbers.

**Figure 15: Birth Rates in the Harper Region by County (by total population)**



Source: United States Department of Health and Human Services (US DHHS), Centers for Disease Control and Prevention (CDC), National Center for Health Statistics (NCHS), Division of Vital Statistics, Natality public-use data on CDC WONDER Online Database, years 2003-2006 published March 2009, and years 2007-2011 published November 2013.

<sup>7</sup> Society for College and University Planning, *Planning for Higher Education Journal*, 2012

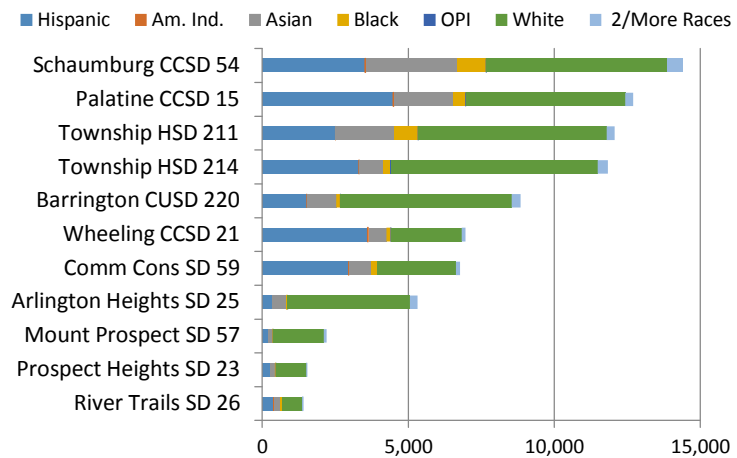


The same phenomenon is occurring in Lake and McHenry counties as they experience greater declines in birth rates than the State overall. Enrollments in Pre-K and kindergarten are already decreasing in the Harper district, suggesting that school districts may need to invest in cohort-based population projections and scenario development in the future. These types of studies take birth rates, in- and out-migration, household formations, and other population statistics into account to generate very detailed student projections. This information can enhance decision-making for future capital projects and planning. The long term implications for the Harper district may be fewer high school students applying to Harper College over the next 10-12 years.

### Elementary and Primary Students

The Harper district includes all or part of 11 districts, two of which are high school districts. The largest district is Schaumburg Community Consolidated District #54 with an enrollment of 14,409 students in 2014. The River Trails School District #26 is the smallest with 1,410 students. Districts are becoming more diverse with increases in Hispanic and Asian populations (see Figure 16). The 11 districts total 84,022 students in public schools.

**Figure 16: Public School Enrollments by Race-2014**

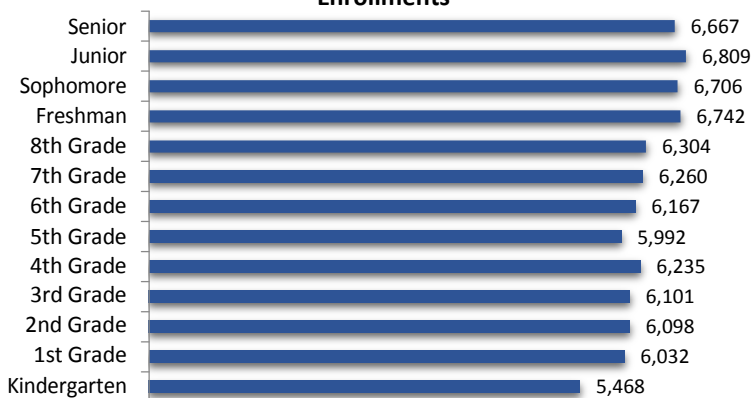


Source: Illinois State Board of Education, Fall Enrollment Counts 2014

Since 2011 there have been several changes in the schools within the districts. Three elementary schools were closed in the Schaumburg school district: Douglas MacArthur (K-6), Edwin Aldrin (PK-6) and Herbert Hoover (K-6). Nine new elementary schools have opened: one each in Palatine CCSD #15, Wheeling CCSD #21, and Barrington CUSD #220; two schools in Township HSD #211; and four new schools in Township HSD #214. A total of 123 schools are operating in these overlapping districts.

As was discussed previously in connection with Baby Boomers, the younger age cohorts in the Harper district are much smaller than those between 25 and 64 years old. As a result, enrollments in schools in the Harper district are on the decline (see Figure 17), a trend which is occurring across the nation. Fall enrollments show a decrease of 564 in kindergarten registrations over the previous

**Figure 17: Harper District Public School 2013-14 Enrollments**



Source: Illinois State Board of Education, Fall Enrollment Counts, 2013-14

year. There is approximately a 1,200 student difference between this year’s seniors and kindergarten registrations.

### High School Student Performance

Despite economic stresses that may impact the community, family, and individual, students attending the sender high school districts to Harper College have performed well above the statewide average. The Barrington district has had marked success in achieving high percentages of students who met or exceeded the national benchmarks. Although township districts 211 and 214 have consistently scored lower than Barrington, both districts are well above the statewide percentages and all have seen significant upticks in Prairie State Achievement Exam (PSAE) reading scores (see Figure 18). The three high school districts are preparing a greater proportion of their students for college than most Illinois schools.

**Figure 18: Harper Public High School District Performance**

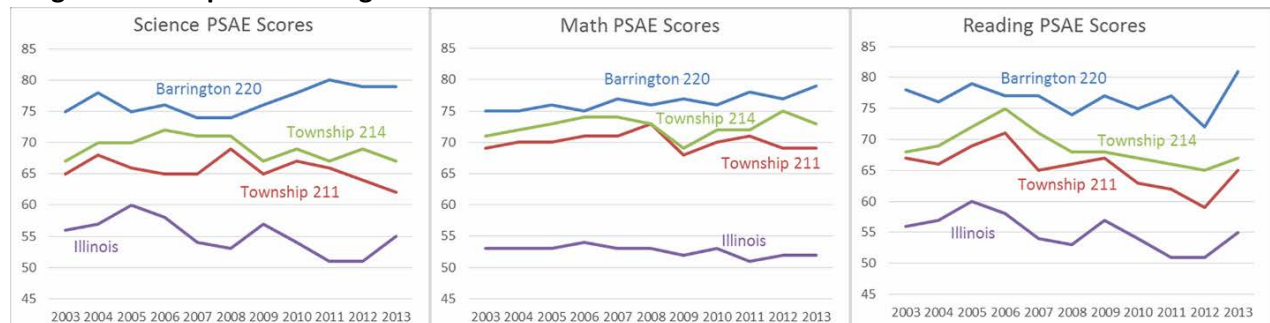


Table 7 shows indicators associated with graduation rates for the 12 high schools in the Harper district along with the statewide figures. Harper district schools are performing significantly better than the statewide average in dropout, truancy, and overall graduation rates.

There has been a push from the national level to increase the number of students who begin and complete the Free Application for Federal Student Aid (FAFSA) application while in high school. Eight of the high schools in

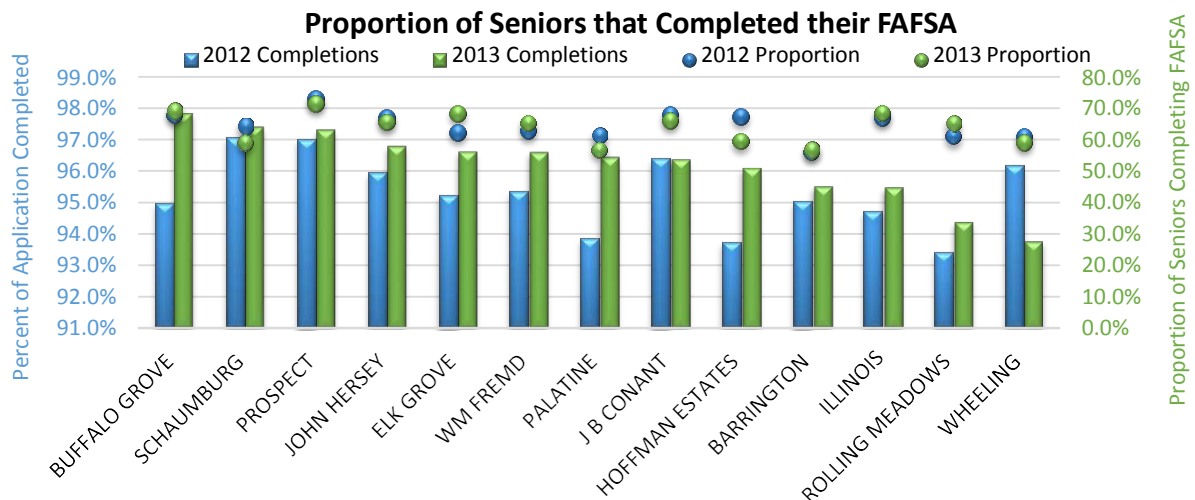
the Harper [redacted] have [redacted] in [redacted] their completion from 2012 to [redacted] with only [redacted] remaining the state average. A measure of FAFSA completions is the percentage of all enrolled seniors that completed the FAFSA. Figure 19

Table 7: High School Indicators	Dropout Rate	Truancy Rate	Mobility Rate	Attendance Rate	Grad Rate
Wm Fremd High School	0.4	0.7	3.0	95.8	96.6
Barrington High School	0.3	0.7	2.7	95.7	95.7
J B Conant High School	0.5	0.4	4.3	95.4	95.0
Hoffman Estates High School	0.8	1.1	6.5	94.7	93.5
Prospect High School	1.1	2.2	4.7	94.1	92.9
Buffalo Grove High School	1.1	4.4	9.7	93.9	92.6
John Hersey High School	0.9	1.9	9.3	94.1	92.4
Schaumburg High School	0.9	1.6	4.8	93.9	91.8
Elk Grove High School	0.8	2.1	12.4	94.4	91.8
Rolling Meadows High School	1.0	4.4	16.0	93.2	90.7
Palatine High School	1.2	3.2	5.6	93.6	88.7
Wheeling High School	1.5	4.9	14.8	92.9	88.4
<b>State</b>	<b>2.4</b>	<b>9.8</b>	<b>12.8</b>	<b>94.2</b>	<b>83.2</b>

Source: Illinois State Board of Education, Report Card Data, Accessed Online 12/02/2013

provides FAFSA completion data for all 12 high schools in the Harper district and the State of Illinois. All but one high school improved their percentage of FAFSA applications that were begun and completed, while there were more schools that saw increases rather than decreases in the percentage of seniors that completed the FAFSA. While many factors are involved in the decision to attend college, there is a strong correlation between FAFSA completion and college enrollment. Financial aid is becoming even more important as the cost of college continues to increase.<sup>8</sup>

**Figure 19: 2012 to 2013 Percent of FAFSA Applications Completed and**



Source: Illinois State Board of Education, Illinois Report Card Data, 2012 & 2013

### Low Income Students in Primary and Secondary Schools

In the Harper district, all three sender high school districts have seen increases in the numbers of low income students, with High School District 211 having the highest percentage at almost 30%. The trend is not unique to the Harper region as the economy is impacting schools across the country. As a comparison, the current statewide percentage of low income students is much higher at 50%.

This increase in low income students reflects a larger phenomenon of growing suburban poverty that is characteristic of Chicago and many other American urban centers. A tipping point has occurred as a result of a struggling economy, shifts in affordable housing and jobs, immigration, and population dynamics. As a result, between 2000 and 2010 the suburbs in the Chicago metropolitan area witnessed an increase in poor residents from 39% to 76%, compared with an increase of only 10% in the region's urban hubs. By 2010, a majority of the Chicago region's poor lived in the suburbs.<sup>9</sup>

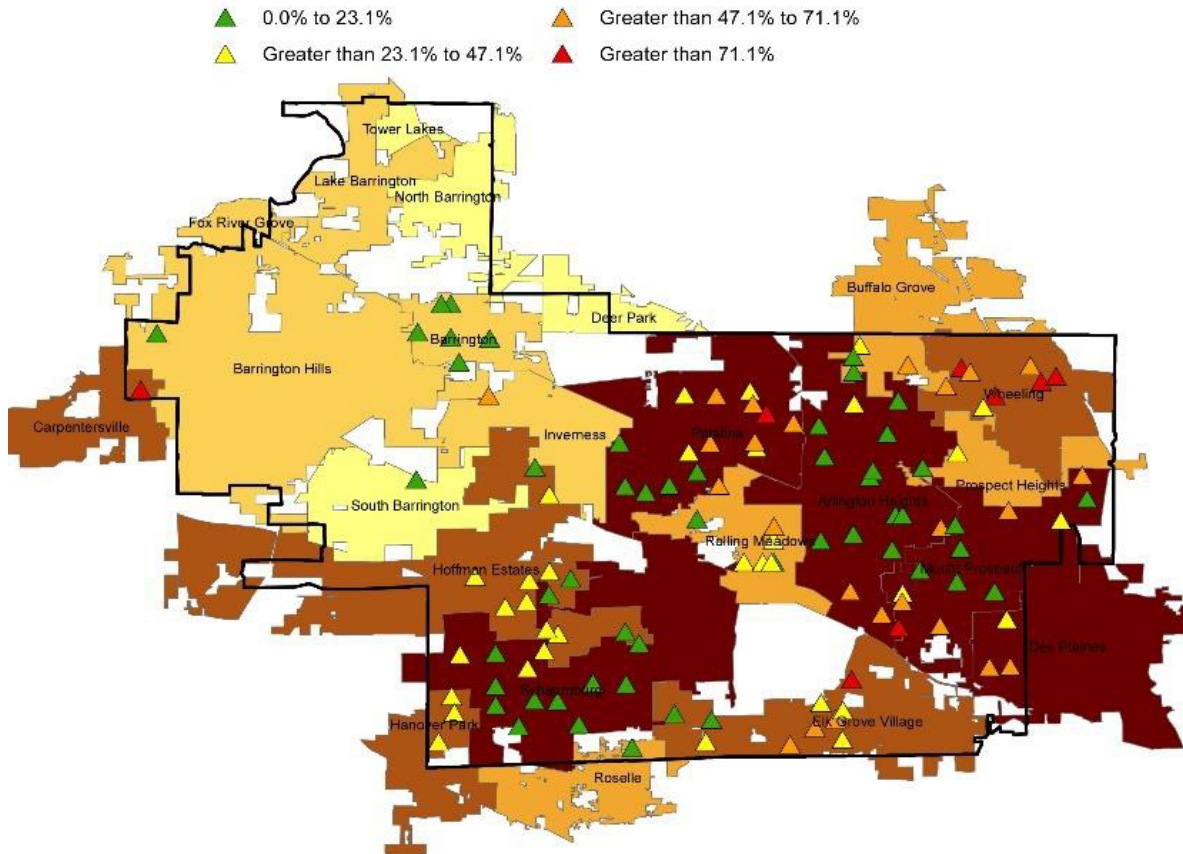
<sup>8</sup> "FAFSA Completion by High School." Federal Student Aid, U.S. Department of Education.

<http://studentaid.ed.gov/about/data-center/student/application-volume/fafsa-completion-high-school>

<sup>9</sup> Kneebone, E. & Berube, A. (2013). *Confronting Suburban Poverty in America*. Washington, D.C.: The Brookings Institution.

Figure 20 shows each school within the Harper district and the percentage of low income students as measured by those who qualify for free or reduced lunch. According to the fall 2013 enrollment counts, there were 31 schools in the Harper district with percentages of low income students that were higher than the statewide average of 49.9%. Ninety-five schools fell below the state average according to the 2013 fall enrollments. The full listing is included in Appendix B.

**Figure 20: Low Income Student Percentages by School in Harper District - 2013**



### Student Retention

Graduation rates have become a standard measure of educational performance at all levels. After decreasing at one-third of four-year colleges between 2003 and 2008, graduation rates have become a major focus at the postsecondary level. Improving graduation rates requires attention to student persistence and retention, both of which are cornerstones for increasing the rate at which students complete certificates and degrees. SCUP has highlighted recent research that sheds light on various ideas of student retention with mixed results. These include:

- Providing low-income parents ‘pay for performance’ (i.e., based on grades earned, unrestricted funds could be garnered) in community colleges in Ohio increased the number of credits earned, although it appeared to have no effect on retention.
- A study in Wisconsin, using random assignment of additional need-based financial aid for Pell Grant recipients in 13 public universities, found that it increased persistence for students who were most likely to leave, while those who were already most likely to persist exhibited no effects of the additional cash transfer.

- Two separate studies of community college students reinforced the importance of engaging students in their first year with a defined program of study or concentration to increase persistence and completion.
- A recent study indicates that, unlike earlier research, there is no statistical difference in the likelihood of graduation within six years between 'rising juniors' and community college transfer students.
- Completion may be higher than most standard reports show. A recent report from the National Student Clearinghouse which tracks students across institutions indicated that 75% of all full-time students graduate within six years.
- The decision to withdraw from college may be based on a series of events that create 'shocks' to a student; if enough occur, the student withdraws.

### Population Conclusion

There have been many changes in the population in and surrounding the Harper district. Non-Hispanic Whites have been moving out and being replaced by primarily Hispanic or Latino residents and an increasing number of Asian residents. Those speaking Spanish have increased by 1.2%, or 9,462 additional people. The Harper region is also aging. Baby Boomers, born between 1946 and 1964, are now reaching retirement age and are hanging onto their jobs, leaving fewer entry-level employment opportunities. Birth rates are at an all-time low which is already being felt in the public schools as enrollment is down in kindergarten and first grade. It is unknown when the birth rate will track upwards again as many decisions to start or grow a family are dependent upon the economy. The performance of the public schools is much higher than the statewide average and the schools have been experiencing higher completion rates overall of the FAFSA, leading to a larger pool of college applications. Students qualifying for the free or reduced lunch program come from all communities in all of the schools. Carpentersville, Elk Grove, Wheeling, and Palatine have schools with the highest percentages of low income students, but the percentages are mixed across the Harper district. Researchers conclude that the academic achievement gap has widened with rising income inequality over the past four decades.<sup>10</sup>

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<sup>10</sup> Reardon, S.F. (2011). "The widening academic achievement gap between the rich and the poor: New evidence and possible explanations" in R. Murnane and G. Duncan (Eds) *Whither Opportunity? Rising Inequality and the Uncertain Life Chances of Low-Income Children*. New York: Russell Sage Foundation Press

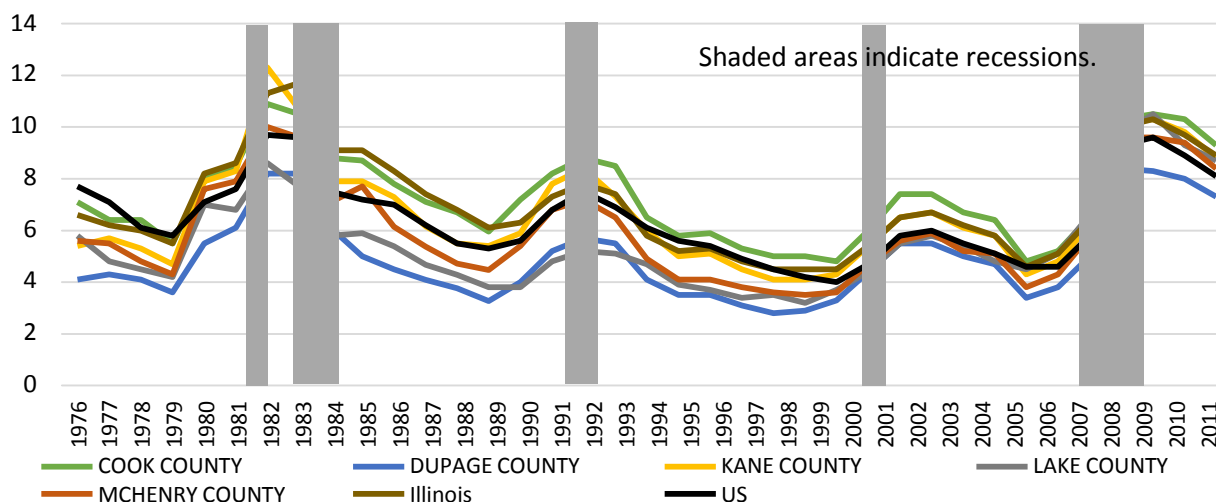
## Workforce Trends

There has been much change in the workforce since 2008. While the recession is over, unemployment has been lagging. The 2013 rate reflects an improvement in joblessness, but the numbers of discouraged workers are increasing and potentially canceling any gains. This section looks at unemployment trends, the necessary hourly wage to sustain a family, and household income trends in the municipalities within the Harper district.

### Unemployment

The Chicago metropolitan area had a November 2013 unemployment rate of 8.7%, an improvement over the seasonally adjusted October 2013 rate of 8.9%.<sup>11</sup> Figure 21 shows the fluctuations that have taken place over several decades that include two major and two lesser recessions. The 2008 recession resulted in across-the-board increases in annual unemployment, with some counties in the Harper region, such as DuPage and Lake, reaching record highs in unemployment. While these two counties have only a small portion of their territory overlapping the Harper district, the labor shed, or area from which Harper area employers draw their workers, includes a much wider region.

**Figure 21: Harper Area Average Annual Unemployment Rate**



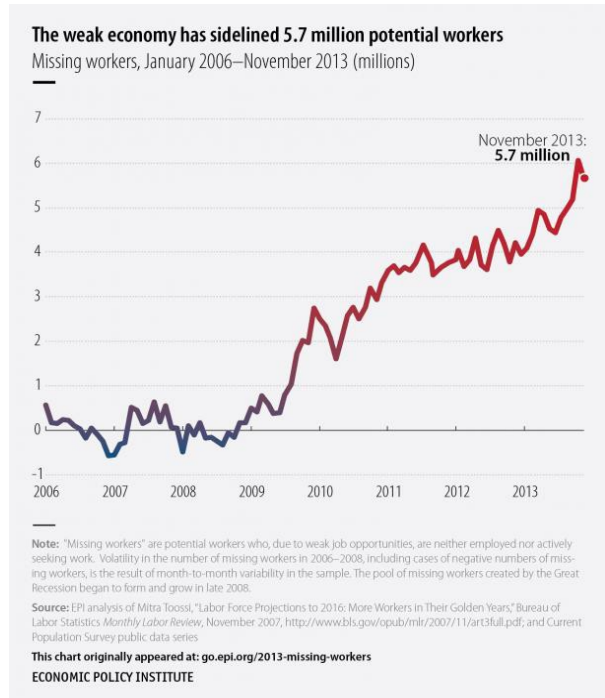
Source: Illinois Department of Employment Security, Local Area Unemployment Statistics, 2012

<sup>11</sup> Illinois Department of Employment Security, Revised 2008-2012 estimates published in March 2013.



It is important to note that unemployment rates exclude people who have unsuccessfully sought employment over a long period of time and have stopped looking: the “discouraged worker”. In a period of prolonged economic hardship the numbers of discouraged workers typically increase. The Economic Policy Institute measures discouraged workers by the employment to population ratio of those of working age. When there is a significant drop in the proportion working or seeking work, there is an increase in those who are considered discouraged. During a recession it is anticipated there would be an increase in discouraged workers due to the lack of available jobs. The Economic Policy Institute estimates there is the potential of 5.7 million workers that have given up on searching for a job, which is a significant increase since 2009 as seen in Figure 22.

**Figure 22: Discouraged Workers**



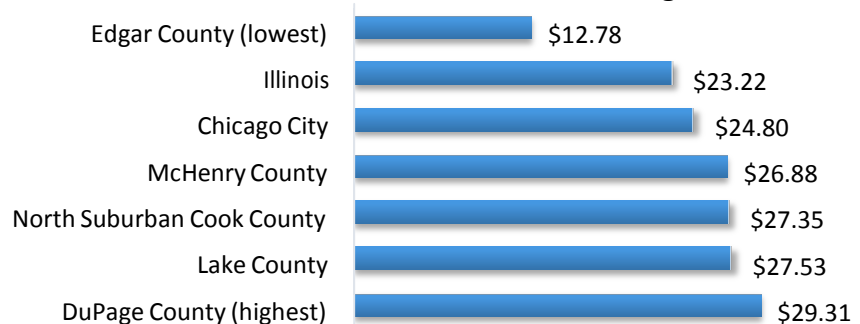
### Wages

A national discussion is taking place around whether to raise the minimum wage. Illinois currently has one of the highest minimum wages in the country at \$8.25, 14% higher than the national rate of \$7.25 that took effect in July 2009. Supporters argue that the minimum wage would have to be increased significantly to reflect a sustainable wage.

As an example, the Heartland Alliance publishes a self-sufficiency standard by county that would be necessary for a single parent to support a preschooler and a school-age child (see Figure 23). “Typical” hourly wages by county vary due to the difference in the cost of living. However, North Suburban Cook is one of the highest in the state at \$27.35 per hour.

One indication that wage levels are inadequate to support families is provided by the percentages of workers by occupation who rely on food stamps to supplement their incomes. For example, 4.9% of all retail salespersons receive food stamps as do 10.3% of all janitors (see Appendix C for a complete listing). Many of the occupations with the highest percentages of food stamp recipients are in the service sector which includes many of the low wage, low skill jobs that support our economy.

**Figure 23: Hourly Wage Needed to Support a Single Parent with a Preschooler and a School-Age Child**



Source: The Heartland Alliance, Illinois Self-Sufficiency Report, Accessed Online 01-30-2014, <http://www.heartlandalliance.org/research/research-illinois-self-sufficiency-standard/reports-and-fact-sheets/local-fact-sheets.html>

## Household Income

Households in the Harper district have seen their incomes erode since the onset of the Great Recession. Table 8 presents the change in inflation-adjusted median household income for all communities in the Harper district between 2008 and 2013. Only Fox River Grove and Roselle displayed an increase during this period. Incomes in every other community saw decreases that ranged from 1.8% to 39.2%. In general, with the exception of Barrington, communities with the highest median incomes experienced the largest decreases.

Table 8:

Median Household Income	2008 Median HH Income	2008 in 2013 Dollars	2013 Median HH Income	Numeric Change	Percent Change
<i>Fox River Grove</i>	\$78,441	\$84,716	\$97,821	\$13,105	15.5%
<i>Roselle</i>	\$78,656	\$84,948	\$86,342	\$1,394	1.6%
<i>Barrington</i>	\$105,112	\$113,521	\$111,478	\$2,043	-1.8%
<i>Des Plaines</i>	\$65,032	\$70,235	\$68,503	\$-1,732	-2.5%
<i>Mount Prospect</i>	\$70,129	\$75,739	\$73,819	\$-1,920	-2.5%
<i>Arlington Heights</i>	\$80,224	\$86,642	\$83,869	\$-2,773	-3.2%
<i>Hanover Park</i>	\$70,995	\$76,675	\$73,864	\$-2,811	-3.7%
<i>Hoffman Estates</i>	\$80,520	\$86,962	\$80,175	\$-6,787	-7.8%
<i>Palatine</i>	\$78,360	\$84,629	\$77,476	\$-7,153	-8.5%
<i>Schaumburg</i>	\$74,522	\$80,484	\$73,379	\$-7,105	-8.8%
<i>Prospect Heights</i>	\$59,398	\$64,150	\$58,376	\$-5,774	-9.0%
<i>Rolling Meadows</i>	\$70,220	\$75,838	\$68,665	\$-7,173	-9.5%
<i>Lake Barrington</i>	\$118,750	\$128,250	\$113,934	\$-14,316	-11.2%
<i>Elk Grove Village</i>	\$76,206	\$82,302	\$72,597	\$-9,705	-11.8%
<i>Buffalo Grove</i>	\$102,647	\$110,859	\$94,493	\$-16,366	-14.8%
<i>Tower Lakes</i>	\$156,481	\$168,999	\$143,750	\$-25,249	-14.9%
<i>Wheeling</i>	\$69,768	\$75,349	\$63,746	\$-11,603	-15.4%
<i>Carpentersville</i>	\$70,901	\$76,573	\$64,429	\$-12,144	-15.9%
<i>North Barrington</i>	\$162,842	\$175,869	\$139,087	\$-36,782	-20.9%
<i>Inverness</i>	\$153,892	\$166,203	\$128,802	\$-37,401	-22.5%
<i>South Barrington</i>	\$237,435	\$256,430	\$160,736	\$-95,694	-37.3%
<i>Barrington Hills</i>	\$175,307	\$189,332	\$115,203	\$-74,129	-39.2%
<i>Deer Park*</i>	N/A	N/A	131,250		

Source: Easi Analytics, 2008 & 2013

\* Data was not available for Deer Park in 2008

## Workforce Trends Conclusion

Despite signs of economic recovery, unemployment rates remain high as employers are wary of rehiring laid-off workers and many others are unable to find workers with the needed skills and qualifications. Prolonged unemployment is straining the nation's social safety net and is deferring achievement of the American Dream for many families. The available jobs for graduating Harper students will be a challenge as those already in the workforce that are eligible for retirement continue to hang onto their jobs.



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## Technology Trends

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There is no question that online learning is changing the learning landscape and fostering a competitive environment that is vastly different than the public education model. The University of Phoenix has bricks-and-mortar facilities in all 50 states and is now the largest higher education provider in the U.S. Convenience, self-paced learning, and lower cost are features that make these models attractive to working adults, people located in more remote areas, individuals with limited financial resources, and persons with disabilities. However, the hoped-for improvements in efficiency and effectiveness that were predicted to arise from increased technology have not yet materialized in postsecondary education. SCUP observed that the online model only works for those who are disciplined enough to follow through or those seeking personal development. Further, the personal interaction and connections made during face-to-face learning experiences are emerging as important components of effective learning. As a result, Udacity and Coursera are changing their educational models to include in-person instruction – a model of blended learning at which community colleges and other postsecondary institutions excel. By contrast, the learning-related return on investment for massive open online learning courses (MOOCs) has yet to be determined.<sup>12</sup>

Another emerging technology-based teaching and learning strategy is “flipped classrooms” wherein lectures and rote materials are posted online for students to access at their own pace while in-class time is used for interactive collaborative activities. According to a 2012 survey conducted by CDW-G of high school and college students, faculty, and IT professionals, just under one-half of faculty reported they are transforming their teaching methods away from the traditional lecture. Students reported their preference for hands-on, independent study, distance or virtual learning and individual tutoring as opposed to the traditional lecture model<sup>13</sup>. Community colleges offer students opportunities for real-time, face-to-face interaction with peers to broaden knowledge and gain social skills – features that are not available through MOOCs and providers on correspondence-type online-only instruction.

SCUP estimates that current enrollments in online courses represent 30% of all enrollments, up from only 10% in 2002, and reports that the global e-learning market is predicted to reach \$107 billion by 2015. However, the future of for-profit educational providers is uncertain. On one hand, a collaboration between the Saylor Foundation, which maintains a catalog of free, online college courses, and Straighterline, a for-profit, online course-provider, will allow students to take the free course and then enroll and take the exam via Straighterline for American Council on Education (ACE) credit. George Mason University and Northern Virginia Community College then offer an easy transfer of credit. In a similar vein, the ACE is working with Coursera to determine if a pilot group of MOOCs are eligible for credit through ACE. However, Bloomberg Business News reported that the University of Phoenix is under scrutiny from the Higher Learning Commission, even as its earnings drop with its stock price.

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<sup>12</sup> Westervelt, Eric. The Online Education Revolution Drifts Off Course. National Public Radio. December 31, 2013. Accessed online: <http://www.npr.org/2013/12/31/258420151/the-online-education-revolution-drifts-off-course>.

<sup>13</sup> CDW-G, CDW Newsroom, Power Point Presentation, June 26, 2012, Accessed Online 01/31/2014: <http://www.cdwnewsroom.com/wp-content/uploads/2013/08/CDW-G-Learn-Now-Lecture-Later-062612.pdf>

As the e-learning market expands, increasingly we'll see successful providers, for-profit and non-profit alike, focusing on using data to personalize learning and on offering credit for prior experience/learning. Community colleges like Harper will need to clarify and market their competitive advantage, because increases in the cost of attending a community college are associated with a higher percentage of students choosing to enroll in a for-profit. When tuition increases from \$1,000 to \$1,400, students are one percent more likely to enroll in a for-profit school, even though for-profits generally charge higher tuition.

One potential strategic advantage is the capacity that community colleges offer in postsecondary certificates. The U.S. Government Accounting Office reports that for-profit school students had higher graduation rates for certificate programs, equivalent rates for associate degrees, and lower rates for bachelor's degrees. The postsecondary certificate has become a cost-effective tool for increasing postsecondary educational attainment and gainful employment. Certificates vary widely in their benefits, but two out of every three workers who have a certificate and a college degree earned the certificate first, an indication that certificates can serve as a stepping stone on the way to a college degree.<sup>14</sup>

Educause conducted a survey of undergraduates to gain insight into how they perceive technology use in the classroom. Among their main findings were that the blended-learning environments best support how the students learn and a belief that their academic progress information should be readily available on their various devices.<sup>15</sup> SCUP is predicting that "analytics for student tracking and success, including what students do on the web, is likely to fall into IT's lap in some form," representing yet another significant challenge.

As the demands of technology increase and become more complex, information technology staff will become even more challenged. Ensuring adequate wi-fi accessibility for the variety of devices being utilized is one such challenge. It is estimated that "85 percent of all broadband service will be mobile, instead of fixed, because there are now more smart phones (472 million) in the U.S. than PCs (353 million)."<sup>16</sup> The transformation to a mobile society also is challenging website developers to maintain compatibility with the rapid proliferation of tablets, laptops, and mobile phones; provide for adequate storage of data that is increasing at an exponential rate; ensure the security of these systems; and facilitate convenient and reliable access to course work, including compliance with web site standards set forth under the Americans with Disabilities Act.<sup>17</sup> Instructional faculty will also be challenged to develop and maintain their competency in incorporating these new technologies in their classrooms and helping their students do the same.

Institutions will need to be deliberate about how they use technology in instruction and in how they help students benefit from it. SCUP has identified the following developments as significant.

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<sup>14</sup> Carnevale, A.P., Rose, S.J., & Hanson, S.R. (2012). *Certificates: Gateway to Gainful Employment and College Degrees*. Washington, DC: Georgetown University, Center on Education and the Workforce.

<sup>15</sup> Dahlstrom, Eden (2012). *ECAR Study of Undergraduate Students and Information Technology, 2012* (Research Report). Louisville, CO: EDUCAUSE Center for Applied Research, September 2012, available from <http://www.educause.edu/ecar>.

<sup>16</sup> Society for College and University Planning, *Planning Journal*, Accessed online: Subscription Based, [http://www.scup.org/page/resources/SCUP\\_PHE](http://www.scup.org/page/resources/SCUP_PHE), 2013

<sup>17</sup> Society for College and University Planning, *Planning Journal*, Accessed subscription online, [http://www.scup.org/page/resources/SCUP\\_PHE](http://www.scup.org/page/resources/SCUP_PHE), 2012

- With over half of high school students having access to a smart phone, student wants include the ability to personalize their learning and to use social media for collaboration.
- A review of 40 years of research on the effects of technology on learning indicates that when technology supports instruction, rather than being the sole means of delivering content, it has a moderate and consistently positive impact on learning.
- A study in a history class (262 students) on the use of 10-minute podcasts with graphics and audio versus just the transcript of the podcast found no substantial difference in class performance. However, when gender was considered, male students who listened to the podcasts improved their pre-test results on the post-test, while female students showed no difference.
- Students who delayed at least five minutes before answering texted questions sent by the researchers during a video lecture scored 85 percent or more; those who answered quickly, scored 75 percent or less.
- Students who were permitted to use instant messaging (IM) while reading a passage in a psychology course took 22 to 59 percent longer to complete the reading than groups that only used IM before or after reading. That result came even after the researchers subtracted the time students spent on IM while doing the reading.

Of the many technology challenges described above, data security is foremost. In a SCUP survey of public IT executives, reported incidents of security breaches have increased by 659% from 2006 to 2010. The activities of “hacktivists”, whose sole purpose is to hack into servers to see what information can be collected and leak the results publicly to advance their agendas, are on the rise and postsecondary education is not immune.<sup>18</sup> Resources will be needed to providing the necessary data security and providing the hardware needed to maintain digital classrooms, placing additional demands for scarce resources on institutions of higher education.

Other technology trends identified by SCUP include the following:

- Students are “bringing it with them,” mobile technologies are the future landscape for learning; and they’ll include gesture, search, voice, and video capacities.
- K-12 students perceive mobile devices as presenting significantly greater opportunities for learning in their classrooms than do either their teachers or IT administrators.
- There is likely to be an under supply of IT professionals, let alone librarians, to manage and curate all that data.
- How will faculty members help students effectively use this vast amount of data? Curation is becoming an issue for everyone, not just archivists.
- When children under 12 were asked to predict the future of technology, their answers reflected trends that are already emerging—the use of embedded sensors, image and the Internet of Things (IoT).
- Student respondents to a recent survey by CourseSmart™ indicated that they used an average of three different digital devices on a daily basis, with 98% indicating that they own a digital device.

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<sup>18</sup> Woodhouse, Kellie. *University of Michigan servers hacked as part of political statement on higher education*. The Ann Arbor News. October 3, 2012. Accessed online: <http://www.annarbor.com/news/university-of-michigan-servers-hacked-as-part-of-political-statement-on-higher-education/#.UG2N1pjAefk>.

- Higher education is using social media, but mostly for admissions' purposes.
- A Pew Research Center report from August indicated that 57% of recent college graduates reported using a laptop, smartphone, or tablet device in class at least sometime.
- The merging of mobile devices and learning in traditional institutions has yet to be realized. Some educators have been effective, but the vast majority are not even thinking about it.
- The amount of time people spend reading online is nearly equal to the amount of time they spend reading print.
- By 2015, more people in the US will access online content through mobile devices than through wired Internet connections.
- The digital divide will remain. Among lower-income children, 27% have a parent with a smart phone; among upper-income children it's 57%. In fact, 38% of lower-income parents report they don't know what an 'app' is compared with just 3% of upper-income parents.
- Increasingly, institutions need to consider how to handle the intellectual property rights of students. Undergraduate research, an emphasis on entrepreneurship, and the digital revolution have now made such policies mandatory.
- The push to create a uniform data sharing system for K-20 education has meant that the Family Educational Rights and Privacy Act (FERPA) rules have been rewritten and require that everyone who has access to student data be held to the same privacy and security requirements.
- As institutions move some services to outside providers and the cloud, their ability to directly monitor or enforce compliance with privacy policies is compromised. When tablet devices are taken into account, campus IT has an even bigger problem with securing data and privacy.

### Technology Trends Conclusion

Higher education is exploring the boundaries of existing technology as new devices, applications, and teaching strategies undergo exponential growth. To remain competitive in a dense educational landscape, Harper will need to stay on the cutting edge of this technology and knowledgeable about how these tools can support learning. MOOCs are finding their place in the toolkit of technology-enabled teaching and learning as the value of hybrid learning and face-to-face interaction continues to be validated. Data security will become increasingly critical as Harper students move even more of their learning online. Community college IT departments will be challenged to provide needed technical support for rapidly increasing numbers and types of mobile devices, while continuing to address the learning technology needs of less resourced students.

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## Political Trends

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### Environmental Changes

Rapid population growth in developing countries around the world will increase demand for both natural resources and manmade goods. China and India, the world's two most populous countries, are fast-forwarding through an industrial revolution and creating a robust middle-class society. The demand for better working conditions and higher wages have led to the demand for improved housing, cars, and a general increase in the quality of life. However, with those improvements there is a cost. SCUP reports predictions that China could run out of drinkable water by 2030 and the increased demand for products and service will further strain available resources. Global shifts in resource consumption will play out in different ways, but the impacts on energy production and processes will be felt everywhere.

The American public is no longer as green: only 4% of consumers actually purchase green products when 40% claim that they will<sup>19</sup>. The sacrifices necessary to achieve a sustainable lifestyle are not being made. Expansion of technology will increase the need for energy to keep it running. It is hoped that wind power will be a lower cost alternative to meet energy demand, but it is not ready for large scale deployment.<sup>20</sup>

### Regulatory Trends

There will be increasing standardization and regulation at the local, state and federal levels. Increasing accountability will come with decreasing funds, requiring creative solutions to compliance. Some states are basing their higher education funding allocations on outcome-based metrics such as credit hours, completions, and gainful employment. Primary and secondary education are experiencing new mandates in attempts to find improved educational outcomes. The Common Core State Standards have been implemented and will now be included in the SAT exam. Proponents assert that standardized performance expectations will help level the playing field, identify effective educational practices, and help ensure that all students are prepared for college and the workforce. Detractors question the effectiveness of the standards and whether the opportunity costs associated with the implementation of the Common Core warrant the investment.

According to SCUP, research has been conducted to determine the effectiveness of state teacher licensure tests and the results have not correlated licensure with student success in the classroom. New research may be needed to determine the best combination of academic performance standards and teacher preparation.<sup>21</sup>

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<sup>19</sup> Society for College and University Planning, *Planning Journal*, Accessed online: Subscription Based, [http://www.scup.org/page/resources/SCUP\\_PHE](http://www.scup.org/page/resources/SCUP_PHE), 2012

<sup>20</sup> Society for College and University Planning, *Planning Journal*, Accessed online: Subscription Based, [http://www.scup.org/page/resources/SCUP\\_PHE](http://www.scup.org/page/resources/SCUP_PHE), 2013

<sup>21</sup> Society for College and University Planning, *Planning Journal*, Accessed online: Subscription Based, [http://www.scup.org/page/resources/SCUP\\_PHE](http://www.scup.org/page/resources/SCUP_PHE), 2013

### Political Trends Conclusion

Distant global changes, most notably in China and India, are impacting the Harper district locally. As these countries continue to industrialize and create a robust middle class with their attendant demands for products, the environment will be increasingly stressed and natural resources threatened. These pressures will be felt throughout the U.S. as America's commitment to sustainability, alternative energy, and environmental protection is challenged.

Accountability in higher education remains a focus as outcome-based metrics are increasingly being used to determine funding. A national trend toward a rigorous core K-12 curriculum is reflected in Illinois in the adoption of the Common Core State Standards. As these standards are translated into primary and secondary schools in the Harper district, it is expected that more students will be ready for college-level learning.

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## *Postsecondary Educational Trends*

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### Credentialing and Documentation of Competency

The question of what students learn in college, not just whether they graduate, will likely further stimulate discussion and debate. For-profit businesses will continue to find ways to help people document their skills in ways accepted by employers. SCUP has identified recent developments in the past three years that presage future trends:

- The Lumina Foundation released a draft of a degree qualifications profile in 2011 in an effort to spark discussions on what a college graduate should know and be able to do.
- ACT continues to promote options for people to document workforce skills so they can stack credentials that are transferable. This will go a long way to transforming the role of higher education beyond certification.
- The MacArthur Foundation and Mozilla have partnered to create a digital badge system that would help holders identify the competencies gained via informal learning.
- Online learning portals that allow students to have their skills assessed by college professors for credit through providers like Learning Counts and Knext will likely become increasingly acceptable to employers as proof of competency.
- Open courseware is likely to be accepted and available on every campus as a support to traditional learning and, increasingly, as a substitute for sitting in a classroom.

### Global Education

If they are increasing college graduates then by definition they are retaining them. Maybe: Nearly every nation in the world is aware that they must increase their numbers of college graduates, which requires effective strategies for recruitment, enrollment, and retention to completion. SCUP has identified strategies being adopted by other countries to better compete in the global education marketplace.

- Australia has relaxed its visa requirements seeking to revitalize its once thriving international student population.
- India and China now treat each other's degrees as equivalent, except in medicine and pharmacy.
- The U.S., Europe, and China each contribute 20% of the world's researchers, but the economic crisis has caused a decrease in R&D in developed nations, so research is expected to continue to increase in China, India, and Brazil.
- Student, faculty, and researcher mobility will continue to reduce the hold that English-speaking nations have had on attracting international talent.
- China announced plans to increase from its present 8 million higher education students to 200 million by 2020 and students will be judged more on merit and skills than affiliation with the Communist Party.
- Bilateral trade has been found to be a significant predictor of overseas student flows, which could spell trouble for the U.S. if trade relations with China don't improve soon.
- In the fall of 2013, Southeast Asian nations began piloting a credit transfer system similar to Erasmus, the European Union's flagship education and training program promoting student mobility throughout Europe.

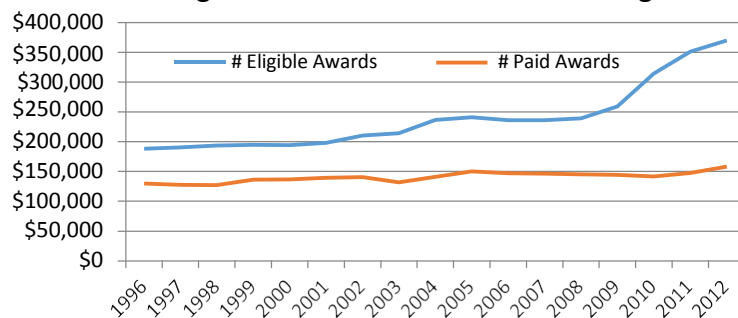
U.S. colleges and universities are diversifying their campus by attracting students from other countries and offering online courses that reach students from around the world. However, the rate of growth in international student enrollment in the U.S. has lagged that of other destination nations such as Australia (125%) and Canada (189%). Immigration policy in the U.S. can help simplify the process for foreign students who wish to remain in the U.S. after graduation to work, many of whom are highly qualified doctoral and master's students who would like to stay.

The upshot is that schools in the U.S. are not faring well globally. According to the Program for International Student Assessment (PISA) which measures student proficiency in core academic subjects, the U.S. ranks 36<sup>th</sup> in math, 28<sup>th</sup> in science, and 24<sup>th</sup> in reading. There were 18 education systems that scored higher than the U.S. in all three subjects: Australia, Canada, Chinese Taipei, Estonia, Finland, Germany, Hong Kong-China, Ireland, Japan, Liechtenstein, Macao-China, Netherlands, New Zealand, Poland, Republic of Korea, Shanghai-China, Singapore, and Switzerland (Kelly & Xie, 2012).

### Education Finance

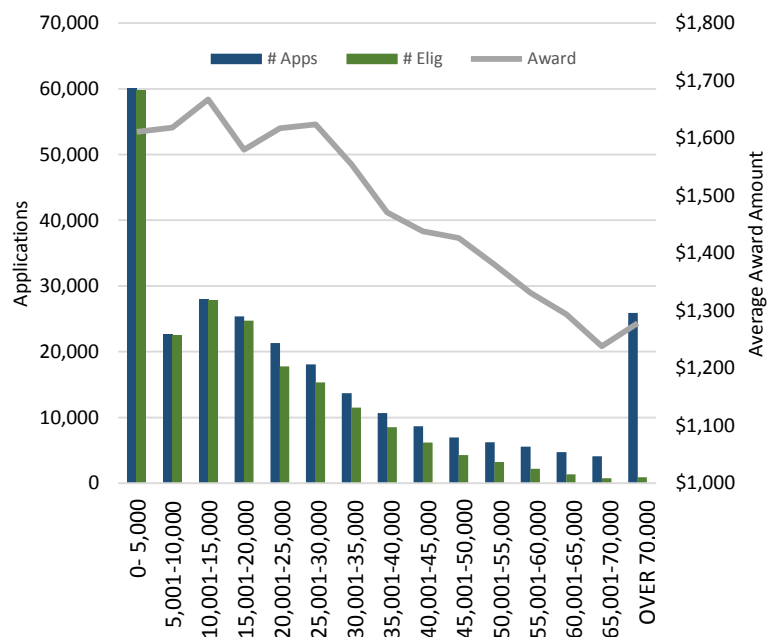
State funding available to help students with the cost of postsecondary education has not kept pace with need. Although there has been a shortfall in meeting students' financial needs since the inception of the Illinois Monetary Awards Program (MAP) in 1996, the gap has widened dramatically since the recession began in 2008 (Figure 24). A breakdown of MAP awards in 2012 illustrates that the most grants were awarded to students with the lowest incomes. The amount of the awards ranged between \$1,700 and \$1,250 (Figure 25).

Figure 24: Illinois MAP Grant Funding



Source: ISAC, MAP Historical Awards and Payout Summary, Data Book

Figure 25: Monetary Award Eligibility by Income Level in Public 2 Year Illinois Institutions - 2012



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



The cost of attending college continues to be the subject of considerable discussion in the U.S. and around the world as the model of public funding has rapidly shifted to individual payers. SCUP reports that:

- Among the wealthiest families in the US, 19% don't believe college is worth the investment.
- The latest figures from the UK show a drop of 5.6% in applications from 2011, when they first declined as a result of the introduction of fees of up to £9,000 (approximately US \$14,800) a year.
- The share of first-time, full-time students receiving aid at four-year colleges was 85% for the 2009–2010 academic year.

Student loan debt and need are colliding. A majority of student loan borrowers, 53%, do not believe they will be able to repay their student loan debt which is \$25,000 on average, an increase of 25% over the last decade. Excessive student debt was found to interfere with academic performance for 32% of first-year students and 36% of seniors participating in the National Survey of Student Engagement. Concerns about cost also influenced the decision by 27% of freshmen and 34% of seniors to not purchase required academic material. Other effects, such as excessive student debt, were reported by SCUP include delayed marriage and lower birth rates.

Support of institutional missions has become increasingly difficult due to precarious finances. Consider these SCUP trends:

- Moody's Investors Service's tuition survey found that one-third of US colleges and universities expect net tuition revenue to either decline or grow at a rate below inflation.
- State support for U.S. colleges fell 7.6% in the 2012 fiscal year.
- The disinvestment trend is even targeting the 'sacred cow' of STEM support. A National Science Foundation review found that total state support for public research universities dropped 10% from 2002 to 2010, with 75% of those universities receiving cuts.
- Tuition discounting—the factor that determines the rate that a new, first-year student actually pays—has continued to rise, cutting dangerously into net tuition revenue. The average rate rose to 36.4% in 2012 and was expected to reach 37.2% in 2013.
- Two-thirds of chief financial and business officers reported that their institutions were in “good” or “excellent” financial health, but 70% said that increasing net tuition revenue was a key strategy for raising revenue in the near term.
- State and local revenues have finally climbed or stabilized, but those government entities are investing in hiring their own employees, not in funding higher education.

### Postsecondary Education Conclusion

This is a challenging time for higher education. Never has postsecondary education been more important to the health and competitiveness of our economy and individual workers, yet current and prospective students are finding college prohibitively expensive. Excessive student loan debt not only is saddling learners with obligations that will take years and even decades to repay, but is interfering with academic performance, further widening the achievement gap for low income students, and forcing families to decide which basic needs can be addressed. An uncertain financial future for educational funding at the state and federal levels only exacerbates this situation.

On the pedagogical side, the situation is brighter. Technology has expanded access to information and quality instructional material, and institutions are rapidly learning to balance consumer demand with proven teaching strategies. Illinois' Common Core Standards are anticipated to help ensure that high school graduates are ready to learn at the college level, reducing the need for remediation and enhancing the likelihood of on-time completion. Community colleges again stand to benefit from the ever-growing demand for certificates, which offer the dual benefits of increasing graduation rates and serving as a stepping stone to a college degree. Finally, a history of transparency and accountability with respect to student outcomes provides community colleges with a competitive advantage over many for-profit institutions.

Harper College's challenge is shared by every other higher education institution in the U.S.: continue to offer the best education and workforce preparation value in its market for a diverse array of aspiring students.

## Meeting the Needs of Business and Industry

Determining what types of skills are needed by local employers and offering curriculum, credentials, and work experience to fill those needs is a continuous challenge for community colleges. This section presents current and projected workforce demand of employers and industries and the supply of education and training programs in the region.

### Current Workforce

Employment opportunities for workers have been increasing throughout the Chicago Metropolitan Area but at a very slow pace. Manufacturing remains an industry sector of great strategic importance to the state and the region, but tops the list of biggest job losses (Table 9). Between 2007 and 2012, manufacturing lost 16% of its employment base or 69,446 jobs in the Chicago Metropolitan Area (Illinois

<b>Table 9: Industry Employment and Specialization (2007-2012)</b>	<b>2007 Chicago Metro Employment</b>	<b>2012 Chicago Metro Employment</b>	<b>Chicago Metro Percent Change 2007-2012</b>	<b>State Percent Change 2007-2012</b>	<b>Chicago Metro 2007 LQ</b>	<b>Chicago Metro 2012 LQ</b>
Health Care and Social Assistance	453,073	496,872	9.7%	8.1%	.93	.95
Educational Services	345,413	371,974	7.7%	4.9%	.94	.96
Management of Companies and Enterprises	77,626	80,280	3.4%	3.0%	1.12	1.12
Accommodation and Food Services	284,884	293,088	2.9%	0.8%	.96	.98
Other Services	139,824	142,640	2.0%	0.9%	1.03	1.04
Arts, Entertainment, and Recreation	73,006	74,240	1.7%	0.2%	1.11	1.13
Utilities	15,772	15,848	0.5%	-1.3%	.81	.83
Adm and Support and Waste Mgt	300,166	293,306	-2.3%	-2.4%	1.13	1.14
Professional, Scientific and Technical Services	305,264	296,087	-3.0%	-1.9%	1.20	1.19
Transportation and Warehousing	175,725	168,813	-3.9%	-2.2%	1.05	1.03
Retail Trade	445,984	427,789	-4.1%	-4.9%	.99	1.00
Wholesale Trade	239,554	223,010	-6.9%	-6.1%	1.10	1.09
Information	98,896	89,977	-9.0%	-11.4%	1.08	1.11
Public Administration	124,649	112,673	-9.6%	-7.3%	.74	.72
Finance and Insurance	252,917	219,470	-13.2%	-10.9%	1.11	1.08
Agriculture, Forestry, Fishing and Hunting	3,000	2,563	-14.6%	5.0%	.34	.28
Manufacturing	434,627	365,181	-16.0%	-15.8%	.90	.90
Real Estate and Rental and Leasing	67,124	55,611	-17.2%	-16.3%	1.16	1.15
Mining, Quarrying, and Oil and Gas Extraction	1,739	1,176	-32.4%	0.5%	.26	.17
Construction	172,671	108,393	-37.2%	-31.5%	1.01	.93
<b>TOTAL</b>	<b>4,011,914</b>	<b>3,838,991</b>	<b>-4.0%</b>	<b>-4.3%</b>		

Source: Illinois Department of Employment Security, Local Employment Dynamics, 2007 & 2012

only). Conversely, health care and social assistance experienced the largest net gain in jobs at 43,799, or an average of 8,760 jobs per year. Educational services, management of companies and enterprises, and accommodation and food services have also added significant numbers of jobs. However, the net employment change over the five-year period for all industry sectors was an annual loss of 34,585 jobs or 4%, slightly better than the comparable state rate of -4.3%.

## Location Quotients

Regions tend to specialize in certain industry sectors. A location quotient compares an industry's share of regional employment with its share of national employment and can reveal what makes a region's industry profile unique. If a location quotient is 1.0, then the employment is the same proportion as it is across the nation. An LQ less than 1.0 has less employment than would be expected, and greater than 1.0 has more employment, indicating some level of specialization and export orientation of that industry.

In the Harper region, see Table 10, the management of companies and enterprises has the highest LQ of all industries, and employment has increased by 1.5%, or an additional 1,396 jobs. Educational services is also promising with an LQ of 1.35 in 2011 and an increase of 11,773 jobs, or 4.8%. Health care and social assistance grew the most in employment, adding another 30,392 jobs, but has an LQ of .95. If it continues to grow, this sector could emerge as an export industry and be positioned to bring money into the region. Nationally, the health care and social assistance industry is projected to grow by 5.0 million becoming the largest industry by 2022<sup>22</sup>. The Harper region seems to be following suit as it already is the largest industry when combining Cook, Lake and McHenry Counties. However, due to the LQ being lower than 1.0 it can be assumed that a portion of those jobs that could be filled internally do not exist. The level of employment in that industry necessary to supply the services in demand is low, so there is room to grow.

	2006	2011	2011 Employment	Percent Change
Management of companies and enterprises	1.41	1.45	2,921,669	1.5%
Educational services	1.34	1.35	3,386,047	4.8%
Professional, scientific, and technical services	1.32	1.25	7,929,910	-8.2%
Finance and insurance	1.35	1.25	5,886,602	-19.7%
Transportation and warehousing	1.21	1.18	4,106,359	-8.8%
Wholesale trade	1.20	1.17	5,626,328	-10.2%
Administrative and support and waste management and remediation services	0.95	1.06	9,389,950	3.2%
Other services (except public administration)	1.05	1.01	5,181,801	-10.2%
Information	0.96	0.99	3,121,317	-6.1%
Health care and social assistance	0.95	0.95	18,059,112	8.4%
Manufacturing	0.97	0.95	10,984,361	-22.2%
Real estate and rental and leasing	1.05	0.92	1,917,640	-25.1%
Arts, entertainment, and recreation	0.80	0.90	2,003,129	12.2%
Accommodation and food services	0.86	0.88	11,556,285	2.2%
Retail trade	0.84	0.82	14,698,563	-10.4%
Construction	0.71	0.65	5,190,921	-36.6%
Agriculture, forestry, fishing and hunting	0.06	0.06	156,520	-10.3%

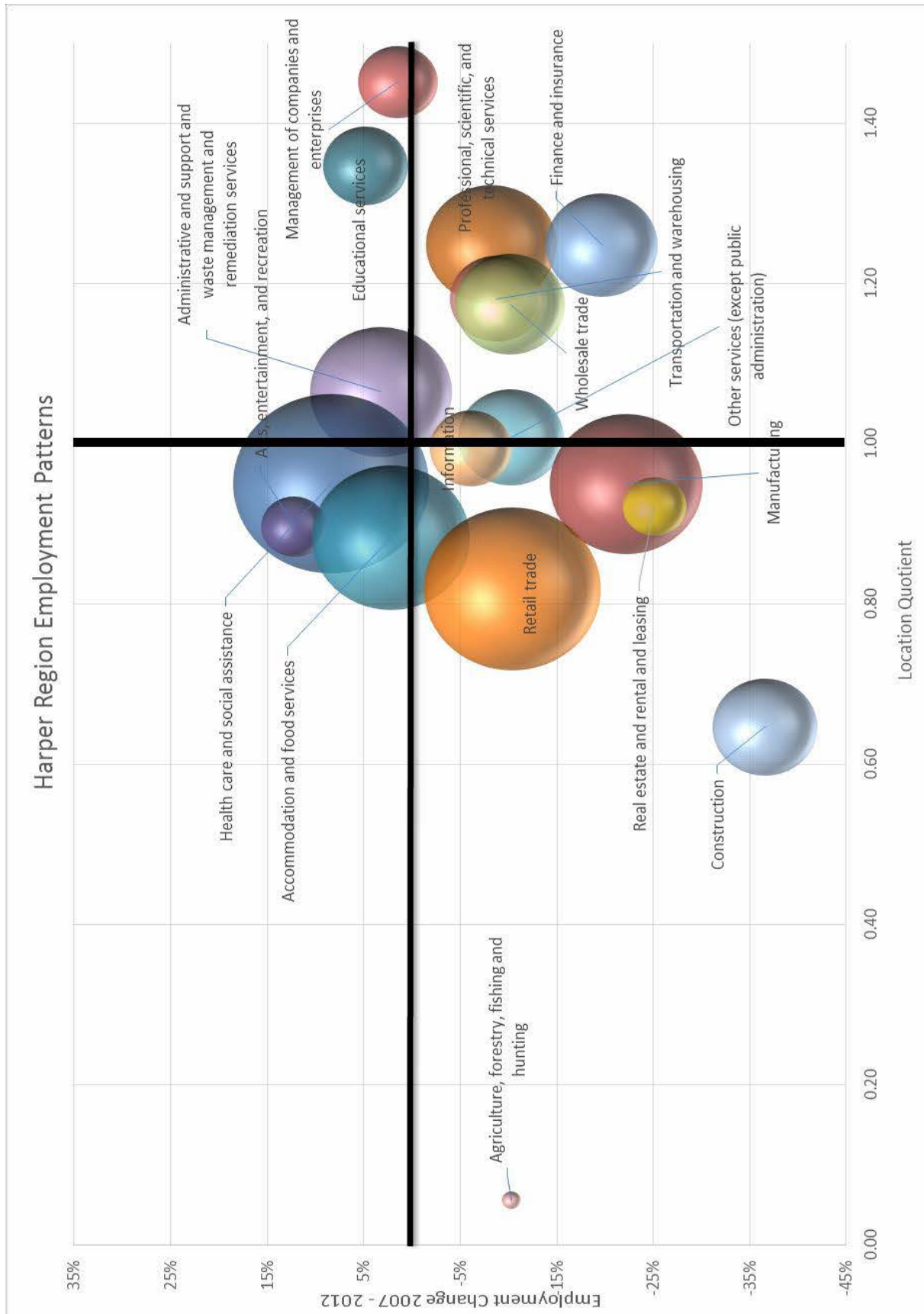
Source: US Census Bureau, County Business Patterns, 2006 & 2011. LQ Calculated against National figures.

<sup>22</sup> Bureau of Labor Statistics, Publication. January 2014. Accessed online 02-01-2014 at [http://www.bls.gov/opub/ted/2014/ted\\_20140110.htm](http://www.bls.gov/opub/ted/2014/ted_20140110.htm).

The graphic on the next page, Figure 26, is a visualization of this information. The size of the bubble is proportionate to employment in 2011. The location quotient is located on the X axis, while the percent change in employment from 2006 to 2011 is on the Y axis. The graphic is divided into four quadrants. Those within the upper right quadrant are those industries with specialization along with an expanding workforce. Specialization is determined by the LQ, as the proportion of those employed within those industries is greater than would be found nationally. Therefore, those industries are meeting the demand in the Harper region and are exporting to areas outside the Harper region, bringing more economic advantage to the three counties. Industries in the lower right, or quadrant 2, have more specialization than would be expected, but have a contracting workforce, such as the Finance and insurance industry. The employment proportion is still greater than what is seen across the country, so some of their services are still being exported, but the employment level is on the decline. The upper left, quadrant 3, has an expanding workforce, but less employment than would be expected in the area, so those industries have promise for growth to meet the demand, such as Health care and social assistance. As previously discussed, it is anticipated this industry in particular will eventually become the largest industry as the Baby Boomers require more services. Those industries falling in to the lower left, quadrant 4, are contracting in the workforce as well as having less than expected employment, such as Construction, which is still struggling to return to pre-2008 levels of employment due to the housing crisis wiping out a large proportion of those jobs. These industries have opportunity for growth to meet demand as some of their services must be imported from outside the three counties.

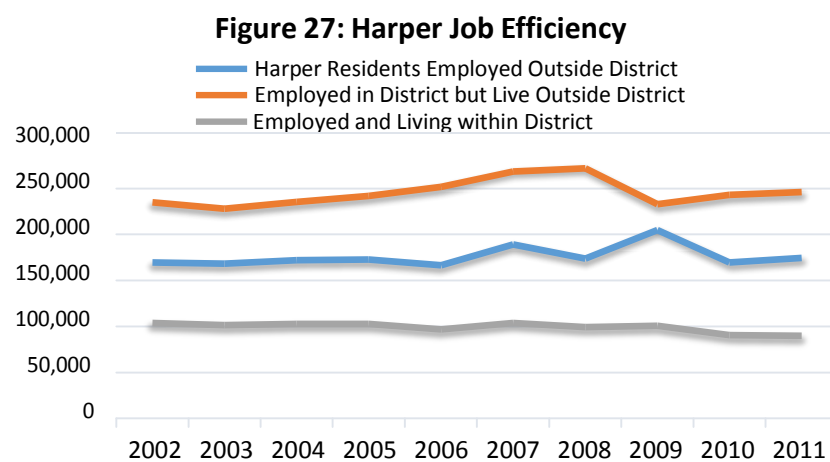
The Manufacturing industry also falls into the fourth quadrant and while the workforce is contracting and has been for many years, there are many replacements needed to fill retirements and other workers who leave the industry. The LQs are only to help determine how the proportions of the local industries compare to the proportion of the country. They are not intended to be an indicator of industries not worthy of attention by higher education institutions. The LQ is a way of determining how concentrated, or clustered, a particular industry is in the region and what makes it unique.

Figure 26: Location Quotients by Industry Employment



## Commuter Patterns

The Harper district has a defined boundary. However, because in-district tuition is provided to those who also work within the district the actual “labor shed” of the district extends beyond the established boundary. There are three groups of workers to consider: those who live in the district but commute outside the district to work, people who live outside the Harper district but work within the district, and those who live and work within the Harper district (Figure 27).



Source: Illinois Department of Employment Security, Local Employment Household Dynamics, OnTheMap 2002-2011, All Jobs

In 2011, there were 174,546 residents who worked outside the district, 245,961 jobs filled by those living outside the district, and a total of 89,764 jobs in the Harper district filled by those who also lived within the district in 2011. These numbers fluctuate over time but in the last decade there have always been more jobs in the district than residents available to fill them. In 2009 as the number of jobs declined

in the Harper district, many residents were forced to seek jobs outside of the district causing an uptick for those commuting workers. Numbers of those who both live and work within the district have also been declining, particularly since 2008.

All three commuter categories experienced net decreases between 2002 and 2012 in the three broad industry groups listed in Table 11, with major exceptions in the “All Other Services” category. The gains in that category for residents commuting outside the district and people residing outside the district and commuting in were 14.1% and 21.0%, respectively. It is noteworthy that 26,451 workers are commuting

	Commuter Origination	Numeric Change	Percent Change
Workers in the "Goods Producing" Industry Class	Residents Commuting Outside the District	-7,055	-23.5%
	Commuters into the District	-15,044	-29.1%
	Residents working within District	-5,047	-30.6%
Workers in the "All Other Services" Industry Class	Residents Commuting Outside the District	13,187	14.1%
	Commuters into the District	26,451	21.0%
	Residents working within District	-6,016	-8.7%
Workers in the "Trade, Transportation, and Utilities" Industry Class	Residents Commuting Outside the District	-1,270	-2.8%
	Commuters into the District	-398	-0.7%
	Residents working within District	-3,093	-16.7%

Source: US Census Bureau, Local Origination Destination Employment Data, 2002-2012, All Jobs

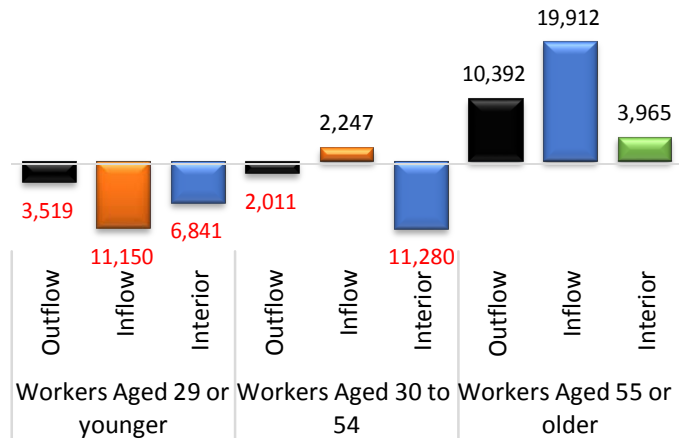
to jobs in the Harper region from outside, jobs that potentially could be filled by qualified workers within the region. Decreases in the “Goods Producing” industries reflect the loss of manufacturing jobs throughout the region.

Because older workers are remaining in the workforce longer and since there are more of them due to the Baby Boomer generation, age factors into the commuter profile. Figure 28 shows commuter origination data by age and all have declined with the exception of those 55 or older and a small number of middle aged workers who are commuting into the district. These numbers reflect changes between 2002 and 2011, so there is an additional 34,269 workers over the age of 55 in the Harper district. The net loss of workers under age 55 represents 32,554 jobs, the majority of which are workers under the age of 29.

However, what about the proportion of those aged 55 or older compared to the remaining Harper market? In 2002 the proportion of jobs held by those aged 55 or older was 14.3% or 72,768 jobs. Workers aged 29 or younger were at 25.9%, or 131,725 jobs, and those middle-aged held the remaining 59.8%, or 304,063. In 2011 the middle aged group remained fairly steady at 57.4%, or 293,019 jobs. Young workers fell to 21.6%, or 110,215 jobs. Those aged 55 or older increased to 21.0% of the workforce, or 107,037 jobs.

The same trend can be seen when looking at second jobs. Due to the decline in the economy, workers are picking up second jobs to fill the gap between paychecks. Those aged 55 or older have almost doubled in numbers since 2002, from 4,294 to 7,749 additional jobs. The secondary jobs are overwhelmingly in the “All Other Services” sector.

**Figure 28: Commuting Pattern by Age of Worker 2002 - 2011**

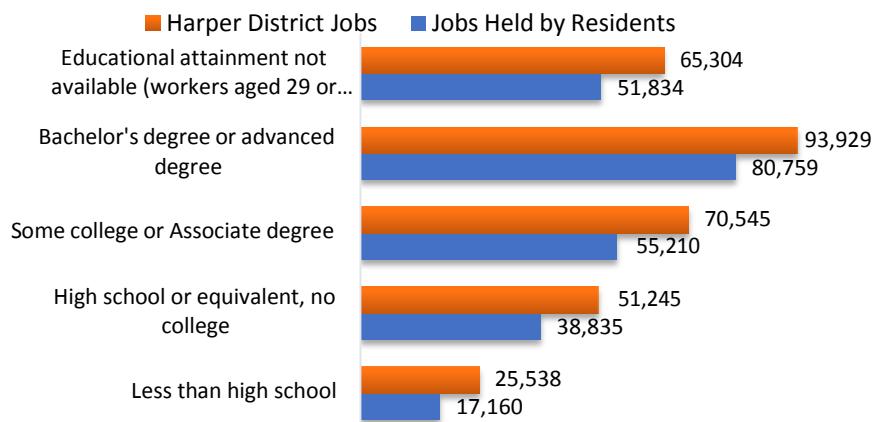


Source: US Census Bureau, Local Household Employment Dynamics, 2013, All Jobs

### Worker Education Attainment

Educational attainment of workers in 2011 reveals that the majority of jobs are held by those with a postsecondary credential (Figure 29). There are 306,561 jobs within the Harper district and 53.7% of them, or 164,474 jobs, are held by those with at least some college experience. Of the jobs occupied by workers who live within the Harper district, 55.8% are held by persons with at least some college experience. In comparison, statewide the percentages are 49.2% and 49.0% respectively.

**Figure 29: Workforce Education Attainment - 2011**

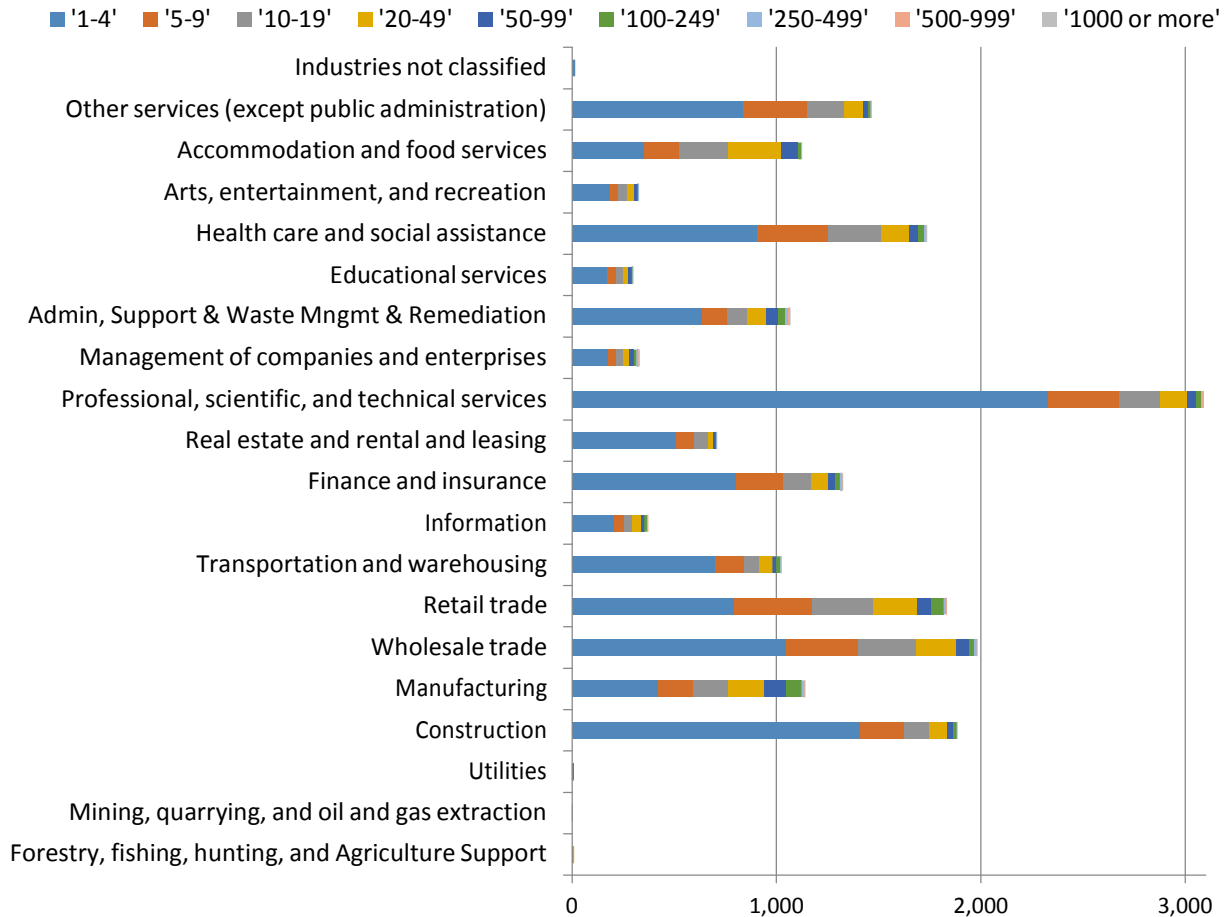


Source: US Census Bureau, Local Household Employment Dynamics, 2011, All Primary



The overwhelming establishment size is small, five to nine employees overall, 58% of all establishments fall into the smallest category (Figure 28). According to the Census Bureau, from 2010 to 2011, there also was an increase in small companies in the Chicago Metropolitan area that have only one to four paid employees, data which are not collected by the Illinois Department of Employment Security. The estimate has been rising as a proportion of all establishments from a low of 54.8% in 2004 to 57.3% in 2010. Entrepreneurialism of small companies is growing in the Harper region.

**Figure 30: Lake, McHenry and Cook County Firms by Employment Size and Industry - 2013 1st Quarter**



Source: Illinois Department of Employment Security, Quarterly Census of Employment & Wages (QCEW), 2013 1st Quarter

### Currently Available Jobs

The Illinois Department of Employment Security subscribes to a service that uses web spider crawling technology to scrape job posting data from online job boards, newspapers, and other sites to get an idea of which occupations are most in demand. The top advertised occupations in the Chicago Metropolitan Area have consistently been in the computer and mathematical fields since IDES began subscribing to these data (Table 12).

Management and sales occupation have also been in high demand. This job posting data can be useful in identifying immediate workforce needs of local employers. However, it is to be noted that some industries tend to advertise online more often than others who rely on word-of-mouth, professional associations, or other outlets to market openings.

**Table 12: Help Wanted Online Ads - Chicago Metropolitan Area**

**December-13**

Computer and Mathematical Occupations	22,027
Management Occupations	21,200
Sales and Related Occupations	19,206
Office and Administrative Support Occupations	15,127
Business and Financial Operations Occupations	14,788
Healthcare Practitioners and Technical Occupations	10,873
Transportation and Material Moving Occupations	6,648
Food Preparation and Serving Related Occupations	4,560
Arts, Design, Entertainment, Sports and Media Occupations	4,269
Architecture and Engineering Occupations	4,377
Education, Training and Library Occupations	4,334
Installation, Maintenance and Repair Occupations	3,821
Production Occupations	3,550
Healthcare Support Occupations	2,601
Community and Social Services Occupations	2,192
Personal Care and Service Occupations	2,660
Legal Occupations	1,464
Life, Physical and Social Science Occupations	1,388
Building and Grounds Cleaning and Maintenance Occupations	1,185
Protective Service Occupations	1,079
Construction and Extraction Occupations	928
Farming, Fishing and Forestry Occupations	29
Military Specific Occupations	5

Source: The Conference Board Help Wanted OnLine® Data Series prepared by the Illinois Department of Employment Security – Economic Information & Analysis Division

## Future Workforce

Manufacturing may be losing the most jobs, but it is still the largest industry sector in the Harper district. Large employers continually need to replace workers who leave due to retirement or for other reasons. An industry could be contracting in size but require a significant number of replacements. The top ten occupations, including replacements and anticipated new jobs, are listed below in Table 13. The majority of those occupations with high replacement rates are those requiring little to no education or training. For example, cashier jobs are not expected to grow but almost half are expected to turn over with 30,380 replacements. Elementary school teachers are among the occupations requiring at least some college that have the greatest demand. The projected replacement is 8,230 jobs by 2020 and, combined with another 5,844 new jobs, will total 14,074 jobs projected to become available between 2010 and 2020 (the full list of occupations are presented in Appendix D).

**Table 13: Top 10 Occupation Projections 2010-2020 (Cook, Lake and McHenry Counties)**

	Education	Weighted Median Wage	2010 Employment	Replacements	Growth	Total Job Potential
Cashiers	Less than high school	\$19,463	66,951	30,380	163	30,543
Combined food preparation and serving workers, including fast food	Less than high school	\$18,862	57,160	15,950	12,911	28,861
Retail salespersons	Less than high school	\$20,467	84,739	24,890	2,684	27,574
Waiters and waitresses	Less than high school	\$18,902	38,705	19,320	6,325	25,645
Laborers and freight, stock and material movers, hand	Less than high school	\$23,156	57,301	18,320	2,558	20,878
Customer service representatives	High school diploma or equivalent	\$35,318	54,448	15,470	2,971	18,441
Office clerks, general	High school diploma or equivalent	\$29,986	68,975	12,210	4,826	17,036
Janitors and cleaners & except maids and housekeeping cleaners	Less than high school	\$24,368	54,737	10,320	4,980	15,300
Elementary school teachers, except special education	Bachelor's degree	\$60,750	37,455	8,230	5,844	14,074
Business operations specialists	High school diploma or equivalent	\$59,688	47,225	9,050	3,383	12,433

Source: Illinois Department of Employment Security, Employment Projections, Occupations – Long Term, 2010-2020

The 10 years from 2010 to 2020 are projected to add a total of 197,316 jobs to Cook, Lake, and McHenry counties in 974 occupations (Table 14). Another 663,780 jobs will need to be filled as a result of replacements. The total job potential is 861,096 over 10 years, or approximately 86,000 per year. An astounding two-thirds or 67.9% of these jobs are in occupations requiring a high school degree or less. With the exception of 0.5% of jobs for which the required level of education is unknown, the remaining 276,111 jobs to be filled will require at least some college credit.

**Table 14: 2010 to 2020 Occupation Projections by Education Required (Cook, Lake and McHenry Counties)**

	2010 Employment	Replacements	Growth	Total Job Potential	Occupation Count
Less than high school	754,676	218,740	69,376	288,116	98
High school diploma or equivalent	1,167,137	256,250	40,619	296,869	358
Some college, no degree	22,225	5,050	2,022	7,072	5
Postsecondary non-degree award	128,892	26,940	10,476	37,416	39
Associate's degree	48,351	9,760	4,830	14,590	49
Bachelor's degree	533,068	118,430	54,949	173,379	166
Master's degree	41,120	9,540	4,492	14,032	39
Doctoral or professional degree	82,083	15,860	9,244	25,104	64
Unknown	12,217	3,210	1,308	4,518	156
<b>TOTAL</b>	<b>2,789,769</b>	<b>663,780</b>	<b>197,316</b>	<b>861,096</b>	<b>974</b>

Source: Illinois Department of Employment Security, Employment Projections, Occupations – Long Term, 2010-2020

In comparison, the state is projected to experience a much higher turnover in those occupations requiring a high school diploma or less (Table 15). A more equal distribution of occupations among all education attainment categories exists in the Harper district, although the highest turnover is projected in those occupations with less than high school education required.

**Table 15: Turnover in Occupations by Education Required Statewide and in Cook, Lake and McHenry Counties 2010 to 2020**

	Statewide	Harper Region
Less than high school	51.4%	29.0%
High school diploma or equivalent	58.8%	22.0%
Some college, no degree	1.2%	22.7%
Postsecondary non-degree award	6.3%	20.9%
Associate's degree	2.1%	20.2%
Bachelor's degree	25.2%	22.2%
Master's degree	2.2%	23.2%
Doctoral or professional degree	3.5%	19.3%
Unknown	0.7%	26.3%
<b>Summary total</b>	<b>15.8%</b>	<b>23.8%</b>

Source: Illinois Department of Employment Security, Employment Projections, 2010-2020

### Meeting the Needs of Business and Industry Conclusion

Harper College serves a diverse industry and employer base representing a wealth of career opportunities for its students. Manufacturing remains an industry sector of great strategic importance despite its loss of jobs over the last five years. Health care and social assistance,

educational services, management of companies and enterprises, and accommodation and food services also offer significant employment opportunities. As Harper continues to partner with area employers and offer quality education and training programs for its students, a major challenge will be to help connect students with local employers and actual job opportunities. Further, with two-thirds of projected jobs requiring only a high school degree or less, Harper can play a role in helping students

plan careers that begin with an entry-level job but grow into careers with expanded earnings potential. Harper can also play a role in strengthening the connections between local employers and Harper graduates. Commuter data show that almost 175,000 Harper district residents commute to jobs outside the district, while another 246,000 jobs within the district are held by people who live outside the district. By preparing students for jobs within its district, Harper provides employers with quality workers and its graduates with employment that is closer to home.

## HISTORY OF PER CAPITA COST

Year	Tuition	State Apportionment	Local & Other Revenue	Per Capita * Cost
1967-68	\$8.00	\$11.50	\$35.50	\$55.00
1968-69	8.00	11.50	34.50	54.00
1969-70	8.00	11.50	24.76	44.26
1970-71	10.00	15.50	22.54	48.04
1971-72	12.00	15.50	21.85	49.35
1972-73	12.00	16.50	22.83	51.33
1973-74	14.00	18.50	20.55	53.05
1974-75	14.00	18.12	17.22	49.34
1975-76	14.00	17.61	21.28	52.89
1976-77	15.00	19.40	22.79	57.19
1977-78	15.00	20.49	28.81	64.30
1978-79	17.00	21.32	27.55	65.87
1979-80	18.00	23.72	26.31	68.03
1980-81	19.00	25.08	24.15	68.23
1981-82	22.00	26.31	21.13	69.44
1982-83	22.00	22.86	37.84	82.70
1983-84	25.00	21.76	37.94	84.70
1984-85	27.00	21.61	40.55	89.16
1985-86	27.00	24.22	55.45	106.67
1986-87	27.00	22.99	73.60	123.59
1987-88	27.00	27.20	80.64	134.84
1988-89	30.00	28.60	85.69	144.29
1989-90	30.00	29.67	85.87	145.54
1990-91	30.00	32.14	89.02	151.16
1991-92	30.00	34.45	105.88	170.33
1992-93	33.00	28.02	124.03	185.05
1993-94	36.00	27.35	126.66	190.01
1994-95	36.00	27.97	129.34	193.31
1995-96	40.00	28.71	147.53	216.24
1996-97	42.00	29.70	159.65	231.35
1997-98	46.00	33.53	160.18	239.71
1998-99	50.00	35.98	177.92	263.90
1999-00	54.00	36.81	183.58	274.39
2000-01	54.00	39.07	184.22	277.29
2001-02	58.00	41.88	198.54	298.42
2002-03	62.00	39.76	258.16	359.92
2003-04	67.00	31.97	249.33	348.30
2004-05	71.00	28.93	243.68	343.61
2005-06	75.00	26.73	260.02	361.75
2006-07	81.00	26.15	280.75	387.90
2007-08	85.00	25.84	287.95	398.79
2008-09	90.00	26.28	291.00	407.28
2009-10	90.00	25.51	315.56	431.07
2010-11	98.50	22.84	304.51	425.85
2011-12	102.50	21.27	312.10	435.87
2012-13	106.50	20.86	333.92	461.28
2013-14	108.50	21.37	346.00	475.87
2014-15	110.25	23.50	393.28	527.03

\* Does NOT include non-capital State and Grant funds per semester hour.

**HISTORY OF PERCENTAGE OF PER CAPITA COST**

<b>Year</b>	<b>Tuition</b>	<b>State Apportionment</b>	<b>Local &amp; Other Revenue</b>	<b>Per Capita * Cost</b>
1967-68	14.5%	20.9%	64.5%	100%
1968-69	14.8	21.3	63.9	100
1969-70	18.1	26.0	55.9	100
1970-71	20.8	32.3	46.9	100
1971-72	24.3	31.4	44.3	100
1972-73	23.4	32.1	44.5	100
1973-74	26.4	34.9	38.7	100
1974-75	28.4	36.7	34.9	100
1975-76	26.5	33.3	40.2	100
1976-77	26.2	33.9	39.8	100
1977-78	23.3	31.9	44.8	100
1978-79	25.8	32.4	41.8	100
1979-80	26.5	34.9	38.7	100
1980-81	27.8	36.8	35.4	100
1981-82	31.7	37.9	30.4	100
1982-83	26.6	27.6	45.8	100
1983-84	29.5	25.7	44.8	100
1984-85	30.3	24.2	45.5	100
1985-86	25.3	22.7	52.0	100
1986-87	21.8	18.6	59.6	100
1987-88	20.0	20.2	59.8	100
1988-89	20.8	19.8	59.4	100
1989-90	20.6	20.4	59.0	100
1990-91	19.8	21.3	58.9	100
1991-92	17.6	20.2	62.2	100
1992-93	17.8	15.1	67.0	100
1993-94	18.9	14.4	66.7	100
1994-95	18.6	14.5	66.9	100
1995-96	18.5	13.3	68.2	100
1996-97	18.2	12.8	69.0	100
1997-98	19.2	14.0	66.8	100
1998-99	19.0	13.6	67.4	100
1999-00	19.7	13.4	66.9	100
2000-01	19.5	14.1	66.4	100
2001-02	19.4	14.0	66.5	100
2002-03	17.2	11.0	71.7	100
2003-04	19.2	9.2	71.6	100
2004-05	20.7	8.4	70.9	100
2005-06	20.7	7.4	71.9	100
2006-07	20.9	6.7	72.4	100
2007-08	21.3	6.5	72.2	100
2008-09	22.1	6.5	71.4	100
2009-10	20.9	5.9	73.2	100
2010-11	23.1	5.4	71.5	100
2011-12	23.5	4.9	71.6	100
2012-13	23.1	4.5	72.4	100
2013-14	22.8	4.5	72.7	100
2014-15	20.9	4.5	74.6	100

\* Does NOT include non-capital State and Grant funds per semester hour.

# PERSONNEL HEADCOUNT-THREE YEAR HISTORY AND CURRENT YEAR PROJECTED

As of 6/30/15

	ADMINISTRATIVE											
	As of June, 30 2013			As of June, 30 2014			As of June, 30 2015			Budgeted FY 16		
	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total
<b><u>PRESIDENT</u></b>												
PRESIDENT'S OFFICE	1	-	1	1	-	1	1	-	1	1	-	1
DIVERSITY AND INCLUSION	-	-	-	1	-	1	1	-	1	1	-	1
TOTAL PRESIDENT	1	-	1	2	-	2	2	-	2	2	-	2
<b><u>PROVOST</u></b>												
PROVOST	2	-	2	1	-	1	1	-	1	1	-	1
ACADEMIC ENRICHMENT AND ENGAGEMENT	2	-	2	2	-	2	2	-	2	2	-	2
BUSINESS & SOCIAL SCIENCE/CHILD CENTER	1	-	1	1	-	1	1	-	1	1	-	1
CAREER & TECHNICAL PROGRAMS	2	-	2	1	-	1	1	-	1	1	-	1
HEALTH CAREERS	-	-	-	2	-	2	2	-	2	2	-	2
LIBERAL ARTS	1	-	1	1	-	1	1	-	1	1	-	1
MATH & SCIENCE	1	-	1	1	-	1	1	-	1	1	-	1
RESOURCES FOR LEARNING	2	-	2	2	-	2	1	-	1	1	-	1
ENROLLMENT SERVICES	-	-	-	1	-	1	1	-	1	1	-	1
REGISTRAR'S OFFICE	1	-	1	-	-	-	-	-	-	-	-	-
ADMISSIONS PROC & ASSESSMENT CNTR	-	-	-	-	-	-	-	-	-	-	-	-
STUDENT RECRUITMENT & OUTREACH	1	-	1	1	-	1	1	-	1	1	-	1
OFFICE OF STUDENT FINANCIAL ASSISTANCE	1	-	1	1	-	1	1	-	1	1	-	1
CENTER FOR NEW STUDENTS/WOMEN'S PROG	1	-	1	1	-	1	1	-	1	1	-	1
ONE-STOP CENTER	-	-	-	1	-	1	1	-	1	1	-	1
STUDENT AFFAIRS	2	-	2	2	-	2	2	-	2	2	-	2
EVENTS MANAGEMENT	-	-	-	-	-	-	-	-	-	-	-	-
HEALTH SERVICES	1	-	1	1	-	1	1	-	1	1	-	1
OFFICE OF STUDENT INVOLVMT	1	-	1	1	-	1	1	-	1	1	-	1
STUDENT DEVELOPMENT	1	-	1	2	-	2	2	-	2	2	-	2
ACADEMIC ADVISING AND COUNSELING CNTR	1	-	1	1	-	1	1	-	1	1	-	1
ACCESS & DISABILITY SVCS	1	-	1	1	-	1	-	-	-	-	-	-
CAREER CENTER & WOMEN'S PROGRAM (reorg)	1	-	1	-	-	-	-	-	-	-	-	-
MULTICULTURAL LEARNING CENTER	1	-	1	-	-	-	-	-	-	-	-	-
INTRDISCIPLNRY PRGRMS/CI	1	-	1	2	-	2	3	-	3	3	-	3
CENTER FOR ADJUNCT ENGAGEMENT	2	-	2	2	-	2	2	-	2	2	-	2
TOTAL PROVOST	27	-	27	28	-	28	27	-	27	27	-	27
<b><u>EVP FINANCE &amp; ADMINISTRATIVE SERVICES</u></b>												
EVP OFFICE	1	-	1	1	-	1	1	-	1	1	-	1
ACCOUNTING SVCS/BUSINESS OFFICE	1	-	1	1	-	1	1	-	1	1	-	1
PURCHASING	-	-	-	-	-	-	-	-	-	-	-	-
BOOKSTORE	-	-	-	-	-	-	-	-	-	-	-	-
CONFERENCE SERVICES	-	-	-	-	-	-	-	-	-	-	-	-
FACILITIES MGMT	3	-	3	3	-	3	3	-	3	3	-	3
HARPER POLICE	-	-	-	-	-	-	1	-	1	1	-	1
CHIEF INFORMATION OFFICER	1	-	1	1	-	1	1	-	1	1	-	1
ENTERPRISE SYSTEMS	1	-	1	1	-	1	1	-	1	1	-	1
CLIENT SERVICES	1	-	1	1	-	1	1	-	1	1	-	1
TECHNICAL SERVICES	1	-	1	1	-	1	1	-	1	1	-	1
HUMAN RESOURCES	1	-	1	1	-	1	1	-	1	1	-	1
TOTAL EVP FINANCE & ADMIN SERVICES	10	-	10	10	-	10	11	-	11	11	-	11
<b><u>PLANNING &amp; INSTITUTIONAL EFFECTIVENESS</u></b>												
STRATEGIC PLANNING & INST. EFFECTIVENESS	2	-	2	2	-	2	2	-	2	2	-	2
INSTITUTIONAL RESEARCH	1	-	1	1	-	1	1	-	1	1	-	1
TOTAL INSTITUTIONAL EFFECTIVENESS	3	-	3	3	-	3	3	-	3	3	-	3
<b><u>MKTG. COMM. ADVCMT &amp; COMM RLTN</u></b>												
MARKETING SVCS CENTER	1	-	1	1	-	1	1	-	1	1	-	1
MEDIA & COMMUNITY RELATIONS	1	-	1	1	-	1	1	-	1	1	-	1
COMMUNICATIONS	-	-	-	-	-	-	-	-	-	-	-	-
GRANTS	-	-	-	-	-	-	-	-	-	-	-	-
ADVANCEMENT/FOUNDATION	1	-	1	2	-	2	2	-	2	2	-	2
TOTAL MKTG, COMM, ADVCMT & COMM RLTN	3	-	3	4	-	4	4	-	4	4	-	4
<b><u>WORKFORCE AND STRATEGIC ALLIANCES</u></b>												
SR EXEC TO PRES/BOARD LIAISON	1	-	1	1	-	1	1	-	1	1	-	1
FAST TRACK	-	-	-	-	-	-	-	-	-	-	-	-
WORKFORCE AND ECONOMIC DEVELOPMENT/IPRC	1	-	1	2	-	2	2	-	2	2	-	2
CONTINUING EDUCATION	1	-	1	1	-	1	1	-	1	1	-	1
HARPER COLLEGE FOR BUSINESSES	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL WORKFORCE AND STRATEGIC ALL	3	-	3	4	-	4	4	-	4	4	-	4
GRAND TOTAL	47	-	47	51	-	51	51	-	51	51	-	51



# PERSONNEL HEADCOUNT-THREE YEAR HISTORY AND CURRENT YEAR PROJECTED

As of 6/30/15

	FACULTY											
	As of June, 30 2013			As of June, 30 2014			As of June, 30 2015			Budgeted FY 16		
	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total
<b><u>PRESIDENT</u></b>												
PRESIDENT'S OFFICE												
DIVERSITY AND INCLUSION												
TOTAL PRESIDENT												
<b><u>PROVOST</u></b>												
PROVOST												
ACADEMIC ENRICHMENT AND ENGAGEMENT												
BUSINESS & SOCIAL SCIENCE/CHILD CENTER												
CAREER & TECHNICAL PROGRAMS												
HEALTH CAREERS												
LIBERAL ARTS												
MATH & SCIENCE												
RESOURCES FOR LEARNING												
ENROLLMENT SERVICES												
REGISTRAR'S OFFICE												
ADMISSIONS PROC & ASSESSMENT CNTR												
STUDENT RECRUITMENT & OUTREACH												
OFFICE OF STUDENT FINANCIAL ASSISTANCE												
CENTER FOR NEW STUDENTS/WOMEN'S PROG												
ONE-STOP CENTER												
STUDENT AFFAIRS												
EVENTS MANAGEMENT												
HEALTH SERVICES												
OFFICE OF STUDENT INVOLVMT												
STUDENT DEVELOPMENT												
ACADEMIC ADVISING AND COUNSELING CNTR												
ACCESS & DISABILITY SVCS												
CAREER CENTER & WOMEN'S PROGRAM (reorg)												
MULTICULTURAL LEARNING CENTER												
INTRDISCIPLNRY PRGRMS/CII												
CENTER FOR ADJUNCT ENGAGEMENT												
TOTAL PROVOST												
<b><u>EVP FINANCE &amp; ADMINISTRATIVE SERVICES</u></b>												
EVP OFFICE												
ACCOUNTING SVCS/BUSINESS OFFICE												
PURCHASING												
BOOKSTORE												
CONFERENCE SERVICES												
FACILITIES MGMT												
HARPER POLICE												
CHIEF INFORMATION OFFICER												
ENTERPRISE SYSTEMS												
CLIENT SERVICES												
TECHNICAL SERVICES												
HUMAN RESOURCES												
TOTAL EVP FINANCE & ADMIN SERVICES												
<b><u>PLANNING &amp; INSTITUTIONAL EFFECTIVENESS</u></b>												
STRATEGIC PLANNING & INST. EFFECTIVENESS												
INSTITUTIONAL RESEARCH												
TOTAL INSTITUTIONAL EFFECTIVENESS												
<b><u>MKTG. COMM. ADVCMT &amp; COMM RLNS</u></b>												
MARKETING SVCS CENTER												
MEDIA & COMMUNITY RELATIONS												
COMMUNICATIONS												
GRANTS												
ADVANCEMENT/FOUNDATION												
TOTAL MKTG, COMM, ADVCMT & COMM RLNS												
<b><u>WORKFORCE AND STRATEGIC ALLIANCES</u></b>												
SR EXEC TO PRES/BOARD LIAISON												
FAST TRACK												
WORKFORCE AND ECONOMIC DEVELOPMENT/JPRC												
CONTINUING EDUCATION												
HARPER COLLEGE FOR BUSINESSES												
TOTAL WORKFORCE AND STRATEGIC ALL												
GRAND TOTAL												
233			236			238			238			

# PERSONNEL HEADCOUNT-THREE YEAR HISTORY AND CURRENT YEAR PROJECTED

As of 6/30/15

	PROFESSIONAL/TECHNICAL											
	As of June, 30 2013			As of June, 30 2014			As of June, 30 2015			Budgeted FY 16		
	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total
<b><u>PRESIDENT</u></b>												
PRESIDENT'S OFFICE												
DIVERSITY AND INCLUSION												
TOTAL PRESIDENT												
<b><u>PROVOST</u></b>												
PROVOST	-	-	-	-	-	-	-	-	-	-	-	-
ACADEMIC ENRICHMENT AND ENGAGEMENT	8	2	10	7	2	9	7	2	9	7	2	9
BUSINESS & SOCIAL SCIENCE/CHILD CENTER	-	1	1	-	-	-	-	-	-	-	-	-
CAREER & TECHNICAL PROGRAMS	3	4	7	3	2	5	4	5	9	4	5	9
HEALTH CAREERS	-	-	-	1	2	3	4	2	6	4	2	6
LIBERAL ARTS	-	-	-	-	-	-	-	-	-	-	-	-
MATH & SCIENCE	4	3	7	4	3	7	4	3	7	4	3	7
RESOURCES FOR LEARNING	10	1	11	4	1	5	4	1	5	4	1	5
ENROLLMENT SERVICES	-	-	-	2	-	2	1	-	1	1	-	1
REGISTRAR'S OFFICE	2	2	4	1	2	3	2	2	4	2	2	4
ADMISSIONS PROC & ASSESSMENT CNTR	4	-	4	3	-	3	1	-	1	1	-	1
STUDENT RECRUITMENT & OUTREACH	5	-	5	5	-	5	5	-	5	5	-	5
OFFICE OF STUDENT FINANCIAL ASSISTANCE	-	-	-	1	-	1	1	-	1	1	-	1
CENTER FOR NEW STUDENTS/WOMEN'S PROG	2	-	2	5	1	6	5	1	6	5	1	6
ONE-STOP CENTER	-	-	-	-	-	-	4	1	5	4	1	5
STUDENT AFFAIRS	2	-	2	1	-	1	1	-	1	1	-	1
EVENTS MANAGEMENT	2	-	2	3	-	3	3	-	3	3	-	3
HEALTH SERVICES	-	3	3	-	3	3	-	2	2	-	2	2
OFFICE OF STUDENT INVOLVMT	2	-	2	2	-	2	2	-	2	2	-	2
STUDENT DEVELOPMENT	-	-	-	-	-	-	-	1	1	-	1	1
ACADEMIC ADVISING AND COUNSELING CNTR	1	-	1	2	-	2	2	-	2	2	-	2
ACCESS & DISABILITY SVCS	-	10	10	-	10	10	-	10	10	-	10	10
CAREER CENTER & WOMEN'S PROGRAM (reorg)	4	1	5	-	-	-	-	-	-	-	-	-
MULTICULTURAL LEARNING CENTER	-	-	-	-	-	-	-	-	-	-	-	-
INTRDISCIPLNRY PRGRMS/CII	-	-	-	7	-	7	7	-	7	7	-	7
CENTER FOR ADJUNCT ENGAGEMENT	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PROVOST	49	27	76	51	26	77	57	30	87	57	30	87
<b><u>EVP FINANCE &amp; ADMINISTRATIVE SERVICES</u></b>												
EVP OFFICE	-	-	-	-	-	-	-	-	-	-	-	-
ACCOUNTING SVCS/BUSINESS OFFICE	-	-	-	-	-	-	-	-	-	-	-	-
PURCHASING	-	-	-	-	-	-	-	-	-	-	-	-
BOOKSTORE	-	-	-	-	-	-	-	-	-	-	-	-
CONFERENCE SERVICES	3	-	3	2	-	2	2	-	2	2	-	2
FACILITIES MGMT	-	-	-	-	-	-	-	-	-	-	-	-
HARPER POLICE	-	-	-	-	-	-	-	-	-	-	-	-
CHIEF INFORMATION OFFICER	-	-	-	-	-	-	-	-	-	-	-	-
ENTERPRISE SYSTEMS	13	-	13	13	-	13	13	-	13	12	-	12
CLIENT SERVICES	15	4	19	12	4	16	12	4	16	13	4	17
TECHNICAL SERVICES	20	3	23	21	4	25	21	4	25	21	4	25
HUMAN RESOURCES	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EVP FINANCE & ADMIN SERVICES	51	7	58	48	8	56	48	8	56	48	8	56
<b><u>PLANNING &amp; INSTITUTIONAL EFFECTIVENESS</u></b>												
STRATEGIC PLANNING & INST. EFFECTIVENESS	-	-	-	-	-	-	-	-	-	-	-	-
INSTITUTIONAL RESEARCH	3	-	3	3	-	3	3	-	3	3	-	3
TOTAL INSTITUTIONAL EFFECTIVENESS	3	-	3	3	-	3	3	-	3	3	-	3
<b><u>MKTG. COMM. ADVCMT &amp; COMM RLNS</u></b>												
MARKETING SVCS CENTER	7	1	8	7	2	9	7	2	9	7	2	9
MEDIA & COMMUNITY RELATIONS	-	-	-	-	-	-	-	-	-	-	-	-
COMMUNICATIONS	-	-	-	-	-	-	-	-	-	-	-	-
GRANTS	1	-	1	-	-	-	-	-	-	-	-	-
ADVANCEMENT/FOUNDATION	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL MKTG, COMM, ADVCMT & COMM RLNS	8	1	9	7	2	9	7	2	9	7	2	9
<b><u>WORKFORCE AND STRATEGIC ALLIANCES</u></b>												
SR EXEC TO PRES/BOARD LIAISON	-	-	-	-	-	-	-	-	-	-	-	-
FAST TRACK	-	-	-	1	-	1	-	-	-	-	-	-
WORKFORCE AND ECONOMIC DEVELOPMENT/JPRC	2	-	2	5	1	6	5	1	6	5	1	6
CONTINUING EDUCATION	8	6	14	7	6	13	9	6	15	9	6	15
HARPER COLLEGE FOR BUSINESSES	3	-	3	3	-	3	2	-	2	2	-	2
TOTAL WORKFORCE AND STRATEGIC ALL	13	6	19	16	7	23	16	7	23	16	7	23
GRAND TOTAL	124	41	165	125	43	168	131	47	178	131	47	178

# PERSONNEL HEADCOUNT-THREE YEAR HISTORY AND CURRENT YEAR PROJECTED

As of 6/30/15

	SUPERVISORY/MANAGEMENT											
	As of June, 30 2013			As of June, 30 2014			As of June, 30 2015			Budgeted FY 16		
	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total
<b><u>PRESIDENT</u></b>												
PRESIDENT'S OFFICE	1	-	1	1	-	1	1	-	1	1	-	1
DIVERSITY AND INCLUSION	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PRESIDENT	1	-	1	1	-	1	1	-	1	1	-	1
<b><u>PROVOST</u></b>												
PROVOST	-	-	-	1	-	1	1	-	1	1	-	1
ACADEMIC ENRICHMENT AND ENGAGEMENT	1	-	1	2	-	2	2	-	2	2	-	2
BUSINESS & SOCIAL SCIENCE/CHILD CENTER	1	-	1	1	-	1	1	-	1	1	-	1
CAREER & TECHNICAL PROGRAMS	-	-	-	-	-	-	-	-	-	-	-	-
HEALTH CAREERS	-	-	-	-	-	-	1	-	1	1	-	1
LIBERAL ARTS	-	-	-	-	-	-	-	-	-	-	-	-
MATH & SCIENCE	-	-	-	1	-	1	1	-	1	1	-	1
RESOURCES FOR LEARNING	2	1	3	2	1	3	2	1	3	2	1	3
ENROLLMENT SERVICES	-	-	-	-	-	-	-	-	-	-	-	-
REGISTRAR'S OFFICE	2	-	2	2	-	2	2	-	2	2	-	2
ADMISSIONS PROC & ASSESSMENT CNTR	3	-	3	3	-	3	3	-	3	3	-	3
STUDENT RECRUITMENT & OUTREACH	2	-	2	2	-	2	2	-	2	2	-	2
OFFICE OF STUDENT FINANCIAL ASSISTANCE	2	-	2	2	-	2	2	-	2	2	-	2
CENTER FOR NEW STUDENTS/WOMEN'S PROG	1	-	1	1	-	1	1	-	1	1	-	1
ONE-STOP CENTER	-	-	-	-	-	-	-	-	-	-	-	-
STUDENT AFFAIRS	2	-	2	3	-	3	3	-	3	3	-	3
EVENTS MANAGEMENT	2	-	2	3	-	3	3	-	3	3	-	3
HEALTH SERVICES	-	-	-	-	-	-	-	-	-	-	-	-
OFFICE OF STUDENT INVOLVMT	-	-	-	-	-	-	-	-	-	-	-	-
STUDENT DEVELOPMENT	-	-	-	-	-	-	2	-	2	2	-	2
ACADEMIC ADVISING AND COUNSELING CNTR	-	-	-	-	-	-	-	-	-	-	-	-
ACCESS & DISABILITY SVCS	1	-	1	1	-	1	2	-	2	2	-	2
CAREER CENTER & WOMEN'S PROGRAM (reorg)	-	-	-	-	-	-	-	-	-	-	-	-
MULTICULTURAL LEARNING CENTER	-	-	-	-	-	-	-	-	-	-	-	-
INTRDISCIPLNRY PRGRMS/CII	-	-	-	-	-	-	-	-	-	-	-	-
CENTER FOR ADJUNCT ENGAGEMENT	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PROVOST	19	1	20	24	1	25	28	1	29	28	1	29
<b><u>EVP FINANCE &amp; ADMINISTRATIVE SERVICES</u></b>												
EVP OFFICE	-	-	-	-	-	-	-	-	-	-	-	-
ACCOUNTING SVCS/BUSINESS OFFICE	5	1	6	7	-	7	7	-	7	7	-	7
PURCHASING	1	-	1	1	-	1	1	-	1	1	-	1
BOOKSTORE	3	-	3	-	-	-	-	-	-	-	-	-
CONFERENCE SERVICES	4	-	4	-	-	-	-	-	-	-	-	-
FACILITIES MGMT	12	1	13	13	-	13	12	-	12	12	-	12
HARPER POLICE	2	-	2	2	-	2	1	-	1	1	-	1
CHIEF INFORMATION OFFICER	-	-	-	-	-	-	-	-	-	-	-	-
ENTERPRISE SYSTEMS	9	1	10	8	1	9	8	1	9	8	1	9
CLIENT SERVICES	4	-	4	5	-	5	5	-	5	5	-	5
TECHNICAL SERVICES	4	-	4	4	-	4	4	-	4	4	-	4
HUMAN RESOURCES	3	1	4	3	1	4	4	-	4	4	-	4
TOTAL EVP FINANCE & ADMIN SERVICES	47	4	51	43	2	45	42	1	43	42	1	43
<b><u>PLANNING &amp; INSTITUTIONAL EFFECTIVENESS</u></b>												
STRATEGIC PLANNING & INST. EFFECTIVENESS	2	-	2	2	-	2	2	-	2	2	-	2
INSTITUTIONAL RESEARCH	1	-	1	1	-	1	1	-	1	1	-	1
TOTAL INSTITUTIONAL EFFECTIVENESS	3	-	3	3	-	3	3	-	3	3	-	3
<b><u>MKTG. COMM. ADVCMT &amp; COMM RL'TNS</u></b>												
MARKETING SVCS CENTER	5	-	5	5	-	5	5	-	5	5	-	5
MEDIA & COMMUNITY RELATIONS	3	-	3	3	-	3	3	-	3	2	-	2
COMMUNICATIONS	-	-	-	-	-	-	-	-	-	1	-	1
GRANTS	1	-	1	1	-	1	1	-	1	1	-	1
ADVANCEMENT/FOUNDATION	4	-	4	4	-	4	4	-	4	4	-	4
TOTAL MKTG, COMM, ADVCMT & COMM RL'TNS	13	-	13	13	-	13	13	-	13	13	-	13
<b><u>WORKFORCE AND STRATEGIC ALLIANCES</u></b>												
SR EXEC TO PRES/BOARD LIAISON	1	-	1	-	-	-	-	-	-	-	-	-
FAST TRACK	1	-	1	1	-	1	1	-	1	1	-	1
WORKFORCE AND ECONOMIC DEVELOPMENT/IPRC	1	-	1	2	-	2	2	-	2	2	-	2
CONTINUING EDUCATION	3	-	3	5	-	5	5	-	5	5	-	5
HARPER COLLEGE FOR BUSINESSES	1	-	1	1	-	1	1	-	1	1	-	1
TOTAL WORKFORCE AND STRATEGIC ALL	7	-	7	9	-	9	9	-	9	9	-	9
GRAND TOTAL	90	5	95	93	3	96	96	2	98	96	2	98

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

As of 6/30/15

	CLASSIFIED STAFF											
	As of June, 30 2013			As of June, 30 2014			As of June, 30 2015			Budgeted FY 16		
	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total
<b><u>PRESIDENT</u></b>												
PRESIDENT'S OFFICE	-	-	-	-	-	-	-	1	1	-	1	1
DIVERSITY AND INCLUSION	-	-	-	1	-	1	1	-	1	1	-	1
TOTAL PRESIDENT	-	-	-	1	-	1	1	1	2	1	1	2
<b><u>PROVOST</u></b>												
PROVOST	1	-	1	-	-	-	-	-	-	-	-	-
ACADEMIC ENRICHMENT AND ENGAGEMENT	7	8	15	8	8	16	8	6	14	8	6	14
BUSINESS & SOCIAL SCIENCE/CHILD CENTER	4	9	13	3	8	11	4	6	10	4	6	10
CAREER & TECHNICAL PROGRAMS	7	6	13	2	2	4	2	4	6	2	4	6
HEALTH CAREERS	-	-	-	6	4	10	4	-	4	4	-	4
LIBERAL ARTS	4	1	5	4	1	5	4	1	5	4	1	5
MATH & SCIENCE	3	3	6	3	3	6	3	3	6	3	3	6
RESOURCES FOR LEARNING	14	10	24	13	10	23	13	10	23	13	10	23
ENROLLMENT SERVICES	-	-	-	-	-	-	2	-	2	2	-	2
REGISTRAR'S OFFICE	7	6	13	7	7	14	4	7	11	4	6	10
ADMISSIONS PROC & ASSESSMENT CNTR	4	9	13	4	9	13	5	9	14	4	10	14
STUDENT RECRUITMENT & OUTREACH	1	3	4	1	3	4	-	2	2	-	2	2
OFFICE OF STUDENT FINANCIAL ASSISTANCE	10	3	13	10	3	13	7	3	10	7	3	10
CENTER FOR NEW STUDENTS/WOMEN'S PROG	1	3	4	2	3	5	2	3	5	2	3	5
ONE-STOP CENTER	-	-	-	-	-	-	-	-	-	-	-	-
STUDENT AFFAIRS	6	10	16	5	14	19	5	14	19	5	14	19
EVENTS MANAGEMENT	-	2	2	-	2	2	-	2	2	-	2	2
HEALTH SERVICES	2	2	4	2	1	3	2	1	3	2	1	3
OFFICE OF STUDENT INVOLVMT	2	1	3	2	1	3	2	-	2	2	-	2
STUDENT DEVELOPMENT	1	1	2	1	2	3	1	2	3	1	2	3
ACADEMIC ADVISING AND COUNSELING CNTR	1	4	5	1	4	5	1	4	5	1	4	5
ACCESS & DISABILITY SVCS	-	3	3	-	4	4	-	4	4	-	4	4
CAREER CENTER & WOMEN'S PROGRAM (reorg)	2	2	4	-	-	-	-	-	-	-	-	-
MULTICULTURAL LEARNING CENTER	1	1	2	1	1	2	1	1	2	1	1	2
INTRDISCIPLNRY PRGRMS/CII	3	-	3	4	1	5	4	1	5	4	1	5
CENTER FOR ADJUNCT ENGAGEMENT	1	1	2	1	1	2	1	1	2	1	1	2
TOTAL PROVOST	82	88	170	80	92	172	75	84	159	74	84	158
<b><u>EVP FINANCE &amp; ADMINISTRATIVE SERVICES</u></b>												
EVP OFFICE	1	-	1	1	-	1	1	-	1	1	-	1
ACCOUNTING SVCS/BUSINESS OFFICE	11	4	15	11	5	16	11	5	16	11	5	16
PURCHASING	1	-	1	1	-	1	1	-	1	1	-	1
BOOKSTORE	7	2	9	-	-	-	-	-	-	-	-	-
CONFERENCE SERVICES	3	36	39	2	-	2	2	-	2	2	-	2
FACILITIES MGMT	2	1	3	2	4	6	2	4	6	3	3	6
HARPER POLICE	-	-	-	-	-	-	-	-	-	-	-	-
CHIEF INFORMATION OFFICER	1	-	1	1	-	1	1	-	1	1	-	1
ENTERPRISE SYSTEMS	-	-	-	-	1	1	-	1	1	-	1	1
CLIENT SERVICES	4	7	11	3	8	11	3	7	10	3	7	10
TECHNICAL SERVICES	2	3	5	2	3	5	2	3	5	2	3	5
HUMAN RESOURCES	5	2	7	5	2	7	5	1	6	5	1	6
TOTAL EVP FINANCE & ADMIN SERVICES	37	55	92	28	23	51	28	21	49	29	20	49
<b><u>PLANNING &amp; INSTITUTIONAL EFFECTIVENESS</u></b>												
STRATEGIC PLANNING & INST. EFFECTIVENESS	-	2	2	1	1	2	1	1	2	1	1	2
INSTITUTIONAL RESEARCH	-	2	2	-	2	2	1	1	2	1	1	2
TOTAL INSTITUTIONAL EFFECTIVENESS	-	4	4	1	3	4	2	2	4	2	2	4
<b><u>MKTG. COMM. ADVCMT &amp; COMM RLNS</u></b>												
MARKETING SVCS CENTER	7	2	9	7	4	11	7	4	11	7	4	11
MEDIA & COMMUNITY RELATIONS	-	2	2	1	1	2	1	-	1	1	-	1
COMMUNICATIONS	-	-	-	-	-	-	-	-	-	-	-	-
GRANTS	-	-	-	-	-	-	-	-	-	-	-	-
ADVANCEMENT/FOUNDATION	2	-	2	1	-	1	1	-	1	1	-	1
TOTAL MKTG, COMM, ADVCMT & COMM RLNS	9	4	13	9	5	14	9	4	13	9	4	13
<b><u>WORKFORCE AND STRATEGIC ALLIANCES</u></b>												
SR EXEC TO PRES/BOARD LIAISON	2	-	2	1	-	1	1	-	1	1	-	1
FAST TRACK	2	-	2	2	1	3	2	-	2	2	-	2
WORKFORCE AND ECONOMIC DEVELOPMENT/JPRC	1	-	1	5	3	8	4	3	7	4	3	7
CONTINUING EDUCATION	4	14	18	8	11	19	8	11	19	8	11	19
HARPER COLLEGE FOR BUSINESSES	2	-	2	1	-	1	1	-	1	1	-	1
TOTAL WORKFORCE AND STRATEGIC ALL	11	14	25	17	15	32	16	14	30	16	14	30
GRAND TOTAL	139	165	304	136	138	274	131	126	257	131	125	256

# PERSONNEL HEADCOUNT-THREE YEAR HISTORY AND CURRENT YEAR PROJECTED

As of 6/30/15

	SECURITY											
	As of June, 30 2013			As of June, 30 2014			As of June, 30 2015			Budgeted FY 16		
	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total
<b><u>PRESIDENT</u></b>												
PRESIDENT'S OFFICE												
DIVERSITY AND INCLUSION												
TOTAL PRESIDENT												
<b><u>PROVOST</u></b>												
PROVOST												
ACADEMIC ENRICHMENT AND ENGAGEMENT												
BUSINESS & SOCIAL SCIENCE/CHILD CENTER												
CAREER & TECHNICAL PROGRAMS												
HEALTH CAREERS												
LIBERAL ARTS												
MATH & SCIENCE												
RESOURCES FOR LEARNING												
ENROLLMENT SERVICES												
REGISTRAR'S OFFICE												
ADMISSIONS PROC & ASSESSMENT CNTR												
STUDENT RECRUITMENT & OUTREACH												
OFFICE OF STUDENT FINANCIAL ASSISTANCE												
CENTER FOR NEW STUDENTS/WOMEN'S PROG												
ONE-STOP CENTER												
STUDENT AFFAIRS												
EVENTS MANAGEMENT												
HEALTH SERVICES												
OFFICE OF STUDENT INVOLVMT												
STUDENT DEVELOPMENT												
ACADEMIC ADVISING AND COUNSELING CNTR												
ACCESS & DISABILITY SVCS												
CAREER CENTER & WOMEN'S PROGRAM (reorg)												
MULTICULTURAL LEARNING CENTER												
INTRDISCIPLNRY PRGRMS/CII												
CENTER FOR ADJUNCT ENGAGEMENT												
TOTAL PROVOST												
<b><u>EVP FINANCE &amp; ADMINISTRATIVE SERVICES</u></b>												
EVP OFFICE												
ACCOUNTING SVCS/BUSINESS OFFICE												
PURCHASING												
BOOKSTORE												
CONFERENCE SERVICES												
FACILITIES MGMT												
HARPER POLICE	16	17	33	16	17	33	18	17	35	18	17	35
CHIEF INFORMATION OFFICER												
ENTERPRISE SYSTEMS												
CLIENT SERVICES												
TECHNICAL SERVICES												
HUMAN RESOURCES												
TOTAL EVP FINANCE & ADMIN SERVICES	16	17	33	16	17	33	18	17	35	18	17	35
<b><u>PLANNING &amp; INSTITUTIONAL EFFECTIVENESS</u></b>												
STRATEGIC PLANNING & INST. EFFECTIVENESS												
INSTITUTIONAL RESEARCH												
TOTAL INSTITUTIONAL EFFECTIVENESS												
<b><u>MKTG. COMM. ADVCMT &amp; COMM RLNS</u></b>												
MARKETING SVCS CENTER												
MEDIA & COMMUNITY RELATIONS												
COMMUNICATIONS												
GRANTS												
ADVANCEMENT/FOUNDATION												
TOTAL MKTG, COMM, ADVCMT & COMM RLNS												
<b><u>WORKFORCE AND STRATEGIC ALLIANCES</u></b>												
SR EXEC TO PRES/BOARD LIAISON												
FAST TRACK												
WORKFORCE AND ECONOMIC DEVELOPMENT/JPRC												
CONTINUING EDUCATION												
HARPER COLLEGE FOR BUSINESSES												
TOTAL WORKFORCE AND STRATEGIC ALL												
<b>GRAND TOTAL</b>	16	17	33	16	17	33	18	17	35	18	17	35

# PERSONNEL HEADCOUNT-THREE YEAR HISTORY AND CURRENT YEAR PROJECTED

As of 6/30/15

	CUSTODIAL/MAINTENANCE											
	As of June, 30 2013			As of June, 30 2014			As of June, 30 2015			Budgeted FY 16		
	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total
<b><u>PRESIDENT</u></b>												
PRESIDENT'S OFFICE												
DIVERSITY AND INCLUSION												
TOTAL PRESIDENT												
<b><u>PROVOST</u></b>												
PROVOST												
ACADEMIC ENRICHMENT AND ENGAGEMENT												
BUSINESS & SOCIAL SCIENCE/CHILD CENTER												
CAREER & TECHNICAL PROGRAMS												
HEALTH CAREERS												
LIBERAL ARTS												
MATH & SCIENCE												
RESOURCES FOR LEARNING												
ENROLLMENT SERVICES												
REGISTRAR'S OFFICE												
ADMISSIONS PROC & ASSESSMENT CNTR												
STUDENT RECRUITMENT & OUTREACH												
OFFICE OF STUDENT FINANCIAL ASSISTANCE												
CENTER FOR NEW STUDENTS/WOMEN'S PROG												
ONE-STOP CENTER												
STUDENT AFFAIRS												
EVENTS MANAGEMENT												
HEALTH SERVICES												
OFFICE OF STUDENT INVOLVMT												
STUDENT DEVELOPMENT												
ACADEMIC ADVISING AND COUNSELING CNTR												
ACCESS & DISABILITY SVCS												
CAREER CENTER & WOMEN'S PROGRAM (reorg)												
MULTICULTURAL LEARNING CENTER												
INTRDISCIPLNRY PRGRMS/CII												
CENTER FOR ADJUNCT ENGAGEMENT												
TOTAL PROVOST												
<b><u>EVP FINANCE &amp; ADMINISTRATIVE SERVICES</u></b>												
EVP OFFICE												
ACCOUNTING SVCS/BUSINESS OFFICE												
PURCHASING												
BOOKSTORE												
CONFERENCE SERVICES												
FACILITIES MGMT	97	5	102	93	5	98	93	5	98	93	5	98
HARPER POLICE												
CHIEF INFORMATION OFFICER												
ENTERPRISE SYSTEMS												
CLIENT SERVICES												
TECHNICAL SERVICES												
HUMAN RESOURCES												
TOTAL EVP FINANCE & ADMIN SERVICES	97	5	102	93	5	98	93	5	98	93	5	98
<b><u>PLANNING &amp; INSTITUTIONAL EFFECTIVENESS</u></b>												
STRATEGIC PLANNING & INST. EFFECTIVENESS												
INSTITUTIONAL RESEARCH												
TOTAL INSTITUTIONAL EFFECTIVENESS												
<b><u>MKTG. COMM. ADVCMT &amp; COMM RLTN</u></b>												
MARKETING SVCS CENTER												
MEDIA & COMMUNITY RELATIONS												
COMMUNICATIONS												
GRANTS												
ADVANCEMENT/FOUNDATION												
TOTAL MKTG, COMM, ADVCMT & COMM RLTN												
<b><u>WORKFORCE AND STRATEGIC ALLIANCES</u></b>												
SR EXEC TO PRES/BOARD LIAISON												
FAST TRACK												
WORKFORCE AND ECONOMIC DEVELOPMENT/JPRC												
CONTINUING EDUCATION												
HARPER COLLEGE FOR BUSINESSES												
TOTAL WORKFORCE AND STRATEGIC ALL												
<b>GRAND TOTAL</b>	97	5	102	93	5	98	93	5	98	93	5	98

# PERSONNEL HEADCOUNT-THREE YEAR HISTORY AND CURRENT YEAR PROJECTED

As of 6/30/15

	TOTALS											
	As of June, 30 2013			As of June, 30 2014			As of June, 30 2015			Budgeted FY 16		
	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total	F/T	P/T	Total
<b><u>PRESIDENT</u></b>												
PRESIDENT'S OFFICE	2	-	2	2	-	2	2	1	3	2	1	3
DIVERSITY AND INCLUSION	-	-	-	2	-	2	2	-	2	2	-	2
TOTAL PRESIDENT	2	-	2	4	-	4	4	1	5	4	1	5
<b><u>PROVOST</u></b>												
PROVOST	3	-	3	2	-	2	2	-	2	2	-	2
ACADEMIC ENRICHMENT AND ENGAGEMENT	40	10	50	39	10	49	39	8	47	38	8	46
BUSINESS & SOCIAL SCIENCE/CHILD CENTER	43	10	53	34	8	42	36	6	42	37	6	43
CAREER & TECHNICAL PROGRAMS	57	10	67	31	4	35	31	9	40	30	9	39
HEALTH CAREERS	-	-	-	37	6	43	41	2	43	42	2	44
LIBERAL ARTS	58	1	59	59	1	60	59	1	60	59	1	60
MATH & SCIENCE	57	6	63	66	6	72	67	6	73	67	6	73
RESOURCES FOR LEARNING	34	12	46	27	12	39	26	12	38	26	12	38
ENROLLMENT SERVICES				3	-	3	4	-	4	4	-	4
REGISTRAR'S OFFICE	12	8	20	10	9	19	8	9	17	8	8	16
ADMISSIONS PROC & ASSESSMENT CNTR	11	9	20	10	9	19	9	9	18	8	10	18
STUDENT RECRUITMENT & OUTREACH	9	3	12	9	3	12	8	2	10	8	2	10
OFFICE OF STUDENT FINANCIAL ASSISTANCE	13	3	16	14	3	17	11	3	14	11	3	14
CENTER FOR NEW STUDENTS/WOMEN'S PROG	7	3	10	11	4	15	11	4	15	11	4	15
ONE-STOP CENTER				1	-	1	5	1	6	5	1	6
STUDENT AFFAIRS	16	10	26	11	14	25	11	14	25	11	14	25
EVENTS MANAGEMENT	4	2	6	6	2	8	6	2	8	6	2	8
HEALTH SERVICES	3	5	8	3	4	7	3	3	6	3	3	6
OFFICE OF STUDENT INVOLVMT	5	1	6	5	1	6	5	-	5	5	-	5
STUDENT DEVELOPMENT	3	1	4	4	2	6	6	3	9	6	3	9
ACADEMIC ADVISING AND COUNSELING CNTR	9	4	13	12	4	16	11	4	15	11	4	15
ACCESS & DISABILITY SVCS	4	13	17	4	14	18	4	14	18	4	14	18
CAREER CENTER & WOMEN'S PROGRAM (reorg)	9	3	12	-	-	-	5	1	6	5	1	6
MULTICULTURAL LEARNING CENTER	6	1	7	5	1	6						
INTRDISCIPLNRY PRGRMS/CII	4	-	4	13	1	14	14	1	15	14	1	15
CENTER FOR ADJUNCT ENGAGEMENT	3	1	4	3	1	4	3	1	4	3	1	4
TOTAL PROVOST	410	116	526	419	119	538	425	115	540	424	115	539
<b><u>EVP FINANCE &amp; ADMINISTRATIVE SERVICES</u></b>												
EVP OFFICE	2	-	2	2	-	2	2	-	2	2	-	2
ACCOUNTING SVCS/BUSINESS OFFICE	17	5	22	19	5	24	19	5	24	19	5	24
PURCHASING	2	-	2	2	-	2	2	-	2	2	-	2
BOOKSTORE	10	2	12	-	-	-	-	-	-	-	-	-
CONFERENCE SERVICES	10	36	46	4	-	4	4	-	4	4	-	4
FACILITIES MGMT	114	7	121	111	9	120	110	9	119	111	8	119
HARPER POLICE	18	17	35	18	17	35	20	17	37	20	17	37
CHIEF INFORMATION OFFICER	2	-	2	2	-	2	2	-	2	2	-	2
ENTERPRISE SYSTEMS	23	1	24	22	2	24	22	2	24	21	2	23
CLIENT SERVICES	24	11	35	21	12	33	21	11	32	22	11	33
TECHNICAL SERVICES	27	6	33	28	7	35	28	7	35	28	7	35
HUMAN RESOURCES	9	3	12	9	3	12	10	1	11	10	1	11
TOTAL EVP FINANCE & ADMIN SERVICES	258	88	346	238	55	293	240	52	292	241	51	292
<b><u>PLANNING &amp; INSTITUTIONAL EFFECTIVENESS</u></b>												
STRATEGIC PLANNING & INST. EFFECTIVENESS	4	2	6	5	1	6	5	1	6	5	1	6
INSTITUTIONAL RESEARCH	5	2	7	5	2	7	6	1	7	6	1	7
TOTAL INSTITUTIONAL EFFECTIVENESS	9	4	13	10	3	13	11	2	13	11	2	13
<b><u>MKTG. COMM. ADVCMT &amp; COMM RLTN</u></b>												
MARKETING SVCS CENTER	20	3	23	20	6	26	20	6	26	20	6	26
MEDIA & COMMUNITY RELATIONS	4	2	6	5	1	6	5	-	5	4	-	4
COMMUNICATIONS										1	-	1
GRANTS	2	-	2	1	-	1	1	-	1	1	-	1
ADVANCEMENT/FOUNDATION	7	-	7	7	-	7	7	-	7	7	-	7
TOTAL MKTG, COMM, ADVCMT & COMM RLTN	33	5	38	33	7	40	33	6	39	33	6	39
<b><u>WORKFORCE AND STRATEGIC ALLIANCES</u></b>												
SR EXEC TO PRES/BOARD LIAISON	4	-	4	2	-	2	2	-	2	2	-	2
FAST TRACK	3	-	3	4	1	5	3	-	3	3	-	3
WORKFORCE AND ECONOMIC DEVELOPMENT/JPRC	5	-	5	14	4	18	13	4	17	13	4	17
CONTINUING EDUCATION	16	20	36	21	17	38	23	17	40	23	17	40
HARPER COLLEGE FOR BUSINESSES	6	-	6	5	-	5	4	-	4	4	-	4
TOTAL WORKFORCE AND STRATEGIC ALL	34	20	54	46	22	68	45	21	66	45	21	66
GRAND TOTAL	746	233	979	750	206	956	758	197	955	758	196	954

**ACADEMIC TRANSFER ORIENTED AND CAREER PROGRAMS**

Program Name	Transfer-Oriented						Career	
	AA	AATM	AS	AFA	AES	AGS	AAS	Certificate
Accounting Assistant							X	X
Accounting Bookkeeper/Clerk								X
Advanced Accounting Bookkeeper/Clerk								X
Business Management								X
Advanced Manufacturing Technology							X	
Advanced Patternmaking								X
Advanced Welding								X
Alternative Electrical Energy								X
Apparel Construction								X
Architectural 2-D CAD								X
Art				X				
Art Education	X							
Astronomy			X					
Basic Maintenance								X
Basic Pipe Welding								X
Basic Welding								X
Biological Sciences			X					
Bread and Pastry Arts								X
Building Codes and Enforcement								X
Business Administration	X						X	
Cardiographic Technician								X
Certified Nursing Assistant								X
Chemistry			X					
Commercial Maintenance								X
Community Health Worker								X
Computer Information Systems--Accessible Web Design and Compliance								X
Computer Information Systems--Computer Support Specialist								X
Computer Information Systems--Computers in Business							X	X
Computer Information Systems--Database Management								X
Computer Information Systems--Network Administration								X
Computer Information Systems--Network Support Technician								X
Computer Information Systems--Networking Fundamentals								X
CIS -- Office Assistant I** (New/Eff Spr 16)								X
CIS -- Office Assistant II** (New/Eff Spr 16)								X
CIS -- Office Manager** (New/Eff Spr 16)								X
Computer Information Systems--Software Development							X	X
Computer Information Systems--Web Development							X	X
Computer Information Systems--Web Visual Design								X
Computer Numerical Control Operator I								X
Computer Numerical Control Operator II								X
Computer Science--Information Systems Emphasis			X					
Computer Science--Technical Emphasis			X					
Computed Tomography								X
Culinary Arts								X
Dental Hygiene							X	
Diagnostic Cardiac Sonography							X	
Diagnostic Medical Sonography							X	
Dietary Manager								X
Dietetic Technician							X	
Domestic Refrigeration and Heating								X
E-Commerce Business								X



**ACADEMIC TRANSFER ORIENTED AND CAREER PROGRAMS**

Program Name	Transfer-Oriented						Career	
	AA	AATM	AS	AFA	AES	AGS	AAS	Certificate
Early Childhood Education: Before/After School Care								X
Early Childhood Education Administrator								X
Early Childhood Education	X						X	
Early Childhood Education Assistant Teacher								X
Early Childhood Education Teacher								X
Early Childhood Education: Special Education Paraprofessional								X
Early Childhood Education: Infant/Toddler								X
Early Childhood Education--Family Child Care I								X
Early Childhood Education--Family Child Care II								X
Electrical Maintenance								X
Electronics Engineering Technology							X	X
Elementary Education	X							
Emergency and Disaster Management							X	X
Emergency Medical Services							X	
EMT-Basic								X
Engineering					X			
English	X							
Entrepreneurship								X
Environmental Studies			X					
Fashion Design							X	
Fashion Graphic Arts								X
Fashion Merchandising							X	
Financial Management								X
Fire Science Technology							X	
Food Service Management								X
Forensic Science							X	
Forensic Science Technician								X
General Studies*						X		
Geographic Information Systems								X
Geography	X							
Geology			X					
Graphic Arts							X	X
Graphic Arts Design								X
Graphic Arts Desktop Publishing								X
Graphic Arts Digital Photography								X
Graphic Arts Interactive Technology								X
Graphic Arts Package Design								X
Graphic Arts Variable Data								X
Graphic Arts Web Design								X
Health Care Office Manager							X	
Health Care Office Assistant								X
Health Education	X							
Health Information Technology							X	X
Health Insurance Specialist								X
Heating Services								X
History	X							
Hospitality Management							X	
Hotel Management								X
Human Resource Management								X
Human Services							X	
Humanities	X							

**ACADEMIC TRANSFER ORIENTED AND CAREER PROGRAMS**

Program Name	Transfer-Oriented						Career	
	AA	AATM	AS	AFA	AES	AGS	AAS	Certificate
Industrial Electronics Maintenance								X
Interior Design							X	
Interior Design Technology								X
Inventory/Production Control								X
Kinesiology			X					
Kitchen and Bath Specialty								X
Law Enforcement	X						X	
Liberal Arts	X							
Literature	X							
Maintenance							X	
Magnetic Resonance Imaging								X
Mammography								X
Manufacturing Basic								X
Manufacturing Production								X
Marketing								X
Mass Communication	X							
Mathematics			X					
Mathematics-Secondary Education		X						
Mechatronics								X
Medical Assistant								X
Medical Coding								X
Medical Corpsman to Practical Nurse **								X
Music--Music Emphasis				X				
Music Education				X				
Nursing			X				X	
Paralegal Studies							X	X
Paramedic								X
Paraprofessional Educator							X	X
Perspective and Rendering								X
Philosophy	X							
Phlebotomy								X
Physical Distribution								X
Physics			X					
Political Science	X							
Practical Nursing								X
Private Security								X
Professional Accounting--CPA Preparation								X
Psychology	X							
Public Dispatcher								X
Public Relations							X	X
Public Relations for the Web								X
Purchasing								X
Radio Frequency Identification Electronics								X
Radiologic Technology							X	
Refrigeration Service								X
Refrigeration and Air Conditioning Technology							X	
Refrigeration and Air Conditioning Service								X
Residential Comfort Systems								X
Retail Merchandising								X
Sales Management								X
Secondary Education	X							

**ACADEMIC TRANSFER ORIENTED AND CAREER PROGRAMS**

Program Name	Transfer-Oriented						Career	
	AA	AATM	AS	AFA	AES	AGS	AAS	Certificate
Sign Language Interpreting								X
Sociology	X							
Special Education	X							
Speech Communication	X							
Supervisory Maintenance								X
Supply Chain Management								X
Sustainability Design Certificate								X
Tax Accounting Assistant								X
Textiles								X
Theatre Arts	X							
Welding Technology							X	
Welding Fabrication								X
World Languages	X							
<i>*Program for adult students</i>								
<i>**Pending ICCB approval</i>								

**HARPER COLLEGE  
GRANTS REPORT FY 2016  
JULY 1, 2015 - JUNE 30, 2016**

Granting Agency	Title	Department	Grant Manager	Agency	Amount	Start Date	End Date	Description
<b>COMPETITIVE GRANTS</b>								
U.S. Department of Labor	Trade Adjustment Assistance Community College & Career Training (TAACCCT)	Workforce & Strategic Alliance	Maria Coons	Federal	\$2,873,038	10/1/12	9/30/16	Partnership with 21 Illinois Community Colleges to develop Illinois Network for Advanced Manufacturing (iNAM) and fulfill workforce and employer needs for high-paying, high-demand jobs. Harper is fiscal agent overseeing total grant award of \$12,639,459.
U.S. Department of Labor	Trade Adjustment Assistance Community College & Career Training (TAACCCT)	Career Programs	Mary Ottinger	Federal	\$1,151,774	10/1/13	9/30/17	Partnership with LINCS consortium led by Broward College in Florida for Supply Chain Management
U.S. Department of Education	Title III Strengthening Institutions Program (SIP)	Planning & Institutional Effectiveness	Sheila Quirk-Bailey	Federal	\$2,000,000	10/1/14	9/30/19	Strengthen academic and student support services and experiences & build technology capacity
Il Dept of Commerce & Economic Opportunity (DCEO)	Small Business Development Center	Harper College for Businesses	Maria Coons	Federal	\$90,000	1/1/15	12/31/15	Funding for Illinois Small Business Development Center.
Il Dept of Commerce & Economic Opportunity (DCEO)	Workforce Initiative (WIOA)	Workforce & Strategic Alliance	Maria Coons	Federal	\$376,000	10/1/14	9/30/16	Funding for consultant in partnership with ICCB to develop workforce education strategic plan
Il Dept of Commerce & Economic Opportunity (DCEO)	Misc State Grant - Entrepreneurial	Academic Enrichment & Language Studies	Kenya Ayers	State	\$200,000	12/1/14	11/30/16	Hanover Park Educational Center site operations
Secretary of State/Illinois State Library Literacy Office	On-site Workforce English as a Second Language	Harper College for Businesses	Maria Coons	State	\$36,270	7/1/14	6/30/15	Workforce ESL classes for three employers.
<b>COMPETITIVE GRANTS</b>					<b>\$6,727,082</b>			
<b>AGENCY ALLOCATED GRANTS</b>								
ICCB * Illinois Community College Board	Adult Education & Family Literacy Grant	Academic Enrichment & Language Studies	Kenya Ayers	Federal/ State	\$557,867	7/1/15	6/30/16	Supports Adult Education Development Education programs
ICCB * Illinois Community College Board	Program Improvement	Career Programs	Mary Ottinger	State	\$36,326	7/1/15	6/30/16	Supports career and technical education.
ICCB * Illinois Community College Board	Perkins	Career Programs	Mary Ottinger	State	\$401,552	7/1/15	6/30/16	Supports career and technical education.
IDOT Illinois Department of Transportation	Motorcycle Safety Program	Continuing Education	Mark Mrozinski	State	\$1,282,408	12/1/14	11/30/15	Cycle Rider Training Program for the State of Illinois
IDHS Illinois Department of Human Services	Disability Services Deaf Program	Access & Disability Services	Scott Friedman	State	\$210,000	7/1/15	6/30/16	Provides services to students with disabilities.
<b>AGENCY ALLOCATED GRANTS</b>					<b>\$2,488,153</b>			
<b>* pending State budget approval</b>								
<b>FY 2016 Total All Grants as of July 1, 2015</b>					<b>\$9,215,235</b>			

## **Glossary of Terms**

### **Abatement**

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

### **Academic Support** (see Program)

### **Accrual Basis of Accounting**

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

### **Assessed Valuation**

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

### **Auxiliary Services** (see Program)

### **Bond**

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

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

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

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

### **Budget**

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

### **Budget Calendar**

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

### **Capital Outlay** (see Object)

**Capital Project**

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

**Chargeback**

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

**Consumer Price Index (CPI)**

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

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

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

**Credit Hour**

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

**Debt Service**

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

**Distinguished Budget Presentation Awards Program**

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

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

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

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

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

**Foundation**

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

**Full Time Equivalent (FTE)**

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

**Fund**

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

**Fund Balance**

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

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

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

**Grant**

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

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

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

**Levy**

To impose taxes for the support of government activities.

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

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

**Capital Outlay**

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

**Contractual Services**

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

**Employee Benefits**

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

**Fixed Charges**

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

**General Materials and Supplies**

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

**Other Expenditures**

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

**Provision for Contingency**

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

**Salaries**

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

**Transfers**

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

**Travel and Meeting**

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

**Utilities**

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

**Operation and Maintenance** (see Program)

**Other Revenue Sources** (see Revenues)



## **Program**

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

### **Academic Support**

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

### **Auxiliary Services**

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

### **Institutional Support**

Institutional support consists of those costs that benefit the entire College and are not readily assignable to a particular cost center. Appropriate cost allocations will be made at the end of the fiscal year. The President's Office, Business Office, Information Systems and Personnel Services are included in this function. It also includes all equipment, materials, supplies and costs that are necessary to support this function.

### **Instruction**

Instruction consists of those activities dealing directly with or aiding in the teaching of students. It includes the activities of the faculty in the baccalaureate-oriented transfer-occupational technical careers, general studies, and remedial and ABE/ASE programs (associate degree credit and certificate credit). It also includes all equipment, materials, supplies, and costs that are necessary to implement the instructional.

### **Operation & Maintenance of Plant**

Consists of housekeeping activities necessary in order to keep the physical facilities open and ready to use. Maintenance of plant consists of those activities necessary to keep the grounds, buildings, and equipment operating efficiently. This function also provides for campus security and plant utilities as well as equipment, materials, supplies, and costs that are necessary to support this function.

### **Public Service**

The public service function includes the services provided to the general community, governmental agencies, and business and industry for non-credit community education and community service activities. Community education focuses on the individual participant and, thus, requires an individual registration and class completion record-keeping procedure. Community education includes non-credit short courses, professional review classes, workshops, and seminars that provide an educational service to the residents of the community. Community service is a structured activity that provides a beneficial service to the public. Community service focuses on group participation and, thus, does not require an individual

registration and completion record-keeping procedure. Community service includes college-sponsored seminars, workshops, forums, lecture series, cultural exhibits and events and consulting services provided through college-operated institutes and centers. (See ICCB Rule 1501.301.)

### **Scholarships, Student Grants, and Waivers**

This category includes activities in the form of grants to students, prizes and awards, chargebacks, and aid to students in the form of state-mandated and institutional tuition and fee waivers. Employees/family tuition waivers are not included in this category.

### **Student Services**

The student services function provides assistance in the areas of financial aid, admissions and records, health, placement, testing, counseling, and student activities. It includes all equipment, materials, supplies and costs that are necessary to support this function.

### **Professional Development**

Monies budgeted and set aside to promote the professional development of individual staff and faculty members. Included within the scope of this allowance are travel, professional dues, course work, conferences, seminars, developmental materials and equipment.

### **Property Tax**

Compulsory charges levied on real property by the College district for the purpose of funding College operation.

### **Provision for Contingency** (see Object)

### **Public Service** (see Program)

### **Revenues**

Sources of income financing the operations of the College.

**Federal Government** – Revenues from all agencies of the federal government and pass-through agencies including Department of Education grants and certain grants administered by ISBE and IDHS as a pass-through agencies.

**Local Government** – Revenues from district taxes (property taxes), chargebacks, and from all governmental agencies below the state level.

**Other Sources** – Revenues include sales and services fees from cafeteria, bookstore, customized training; investment revenue; facilities revenue, and miscellaneous.

**State Government** – Revenues from all state governmental agencies, including ICCB operating and other restricted grants, ISBE grants, Department of Veterans Affairs, and Illinois Student Assistance Commission.

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

**Tuition and Fees** - Revenues to the College assessed against students for educational and general purposes. Tuition may be charged on a per course or per credit hour basis. Fees include those costs not covered by tuition, such as activity fees, application fees, registration fees, and laboratory fees.

**Salaries** (see Object)

**State Appropriations (include supplemental appropriations)**

Revenue to the College derived from a formula established by the State of Illinois.

**State Government** (see Revenues)

**Student Services** (see Program)

**Target budget**

Desirable expenditure levels provided to departments in developing the coming year's budget.

**Tax Increment Financing (TIF) Illinois**

A governmental body established by the State of Illinois to receive and disburse tax dollars generated as a result of the increase in valuation caused by property improvement and rehabilitation within the College district.

**Transfers** (see Object)

**Travel and Meeting** (see Object)

**Tuition and Fees** (see Revenue)

**Utilities** (see Object)


### **Acronyms**

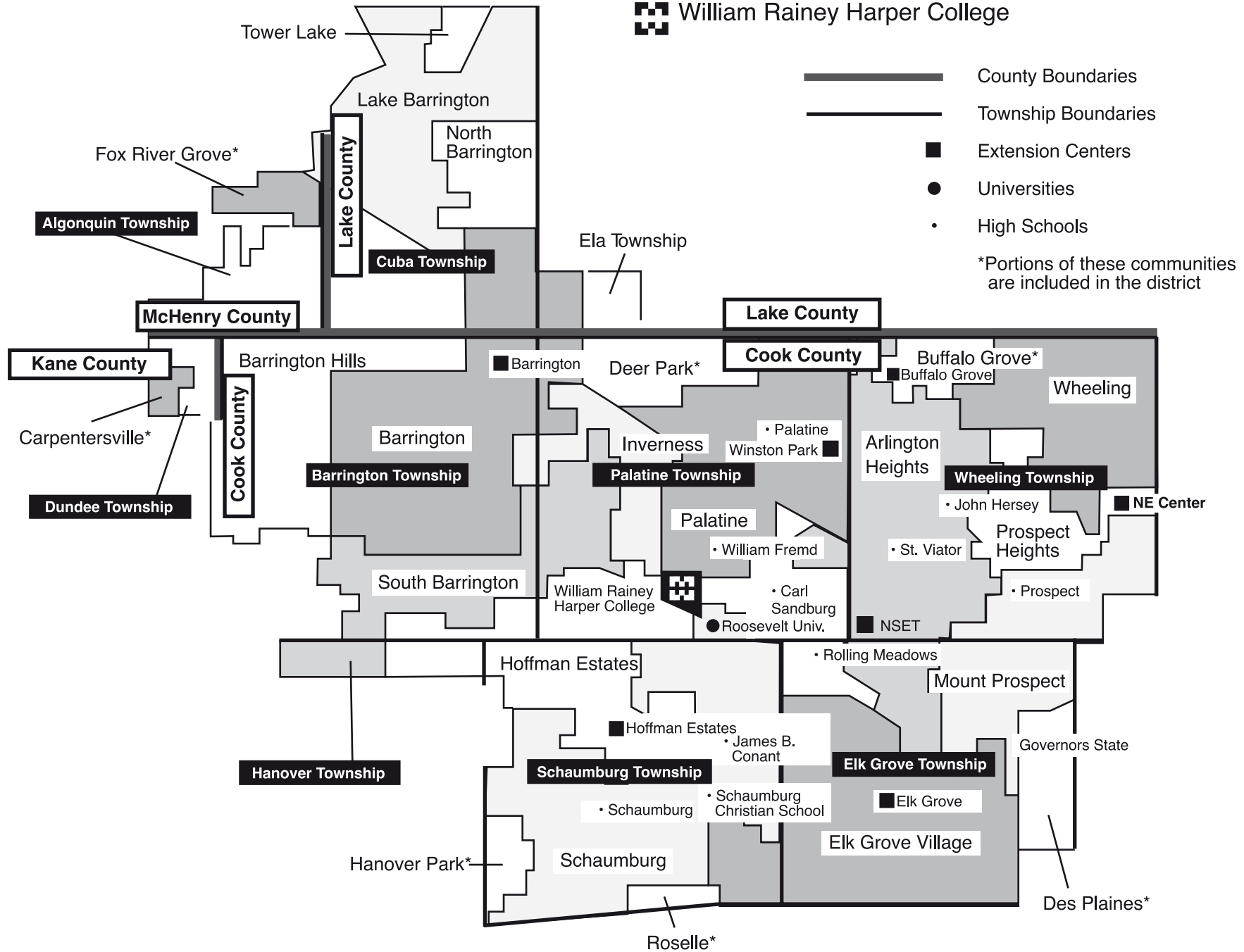
AA	Associate in Arts
AACC	American Association of Community Colleges
AAS	Associate in Applied Science
AATM	Associate in Arts in Teaching Secondary Mathematics
ACA	Affordable Care Act
ACE	American Council on Education
ACT	American College Testing
ACUPCC	American College & University Presidents' Climate Commitment
ADA	Americans with Disabilities Act
ADS	Access and Disability Services
AED	Adult Education Development
AEE	Adult Education and Engagement
AES	Associate in Engineering Science
AFA	Associate in Fine Arts
AGS	Associate in General Studies
ALEKS	Assessment and Learning in Knowledge Spaces
AS	Associate in Science

AtD	Achieving the Dream
BIT	Behavioral Intervention Plan
BTU	British thermal unit
CAFÉ	Center for Adjunct Faculty Engagement
CCRC	Community College Research Center
CCSS	Common Core State Standards
CCSSE	Community College Survey of Student Engagement
CDB	Capital Development Board
CE	Continuing Education
COMPASS	College Placement Tests
CPI	Consumer Price Index
CPI-U	Consumer Price Index - Urban
CPPRT	Corporate Personal Property Replacement Tax
CTE	Career & Technical Education
CUSD	Community Unit School District
CVA	Cultural Values Assessment
DBI	Dashboard Information
DCEO	Department of Commerce and Economic Opportunity
DOL	Department of Labor
EAV	Equalized Assessed Value
E.L.I.T.E.	Engagement and Leadership Initiative to Transition Effectively
EMS	Energy Management System
EOP	Emergency Operation Plan
ERP	Enterprise Resource Planning
ESL	English as a Second Language
ETIP	Employer Training Investment Program
EVP	Executive Vice President
FAFSA	Free Application for Federal Student Aid
FERPA	Family Educational Rights and Privacy Act
FTE	Full Time Equivalent
FTIC	First Time in College
FY	Fiscal Year
FYS	First Year Seminar
GASB	Government Accounting Standards Board
GED	General Educational Development
GPA	Grade Point Average
HARTE	Harper Academy for Research and Teaching Excellence
HEAT	Harper Early Alert Team
HCPD	Harper College Police Department
HLC	Higher Learning Commission
HLI	Harper Leadership Institute
HPC	Harper Professional Center
HLCC	Harper Learning and Career Center
HSD	High School District
HSGP	Homeland Security Grant Program
IBHE	Illinois Board of Higher Education
ICCB	Illinois Community College Board
ICCCA	Illinois Council of Community College Administrators
ICOPS	Illinois Council of Police
IDES	Illinois Department of Employment Security

IDHS	Illinois Department of Human Services
IDOT	Illinois Department of Transportation
IEA/NEA	Illinois Education Association
IEM	Institutional Effectiveness Measures
INAM	Illinois Network for Advanced Manufacturing
IPC	Institutional Planning Committee
IPEDS	Integrated Postsecondary Education Data System
ISAC	Illinois Student Assistance Commission
ISBE	Illinois State Board of Education
IT	Information Technology
LQ	Location Quotient
MAP	Monetary Award Program
MSA	Metropolitan Statistical Area
MOOC	Massive Open Online Courses
NACADA	National Academic Advising Association
NCRC	National Career Readiness Certification
NCCBP	National Community College Benchmark Project
NEC	Northeast Center
NECSS	Northwest Educational Council for Student Success
NJCAA	National Junior College Athletics Association
NSF	National Science Foundation
OSHA	Occupational Safety & Health Administration
OMD	One Million Degrees
PSAE	Prairie State Achievement Exam
PTAB	Property Tax Appeal Board
PTELL	Property Tax Extension Limitation Law
RAMP	Resource Allocation Management Program
REACH	Retention Efforts for Academic Completion at Harper
RFL	Resources for Learning
RFP	Request for Proposal
RVS	Reimbursable Vocational Services
SCUP	Society for College and University Planning
SIS	Student Information System
SURS	State University Retirement System
SWOT	Strengths, Weaknesses, Opportunities, Threats
TAACCCT	Trade Adjustment Assistance Community College and Career Training
WCA	Wellness & Campus Activities

# Community College District 512

 William Rainey Harper College



\*Portions of these communities are included in the district



## harpercollege.edu

<b>Access and Disability Services</b>	<b>Building I</b> , Room I103 Phone: 847.925.6266 Videophone: 224.836.5048
<b>Admissions Outreach</b>	<b>Building C</b> , Room C103 Phone 847.925.6700
<b>Business Office</b>	<b>Building A</b> , Room A214 Phone 847.925.6880
<b>Center for New Students</b>	<b>Building C</b> , Room C104 Phone 847.925.6208
<b>Continuing Education Registration</b>	<b>Building W</b> , Lobby Phone 847.925.6300
<b>English as a Second Language</b>	<b>Building F</b> , Room F340 Phone 847.925.6226
<b>HarperStore</b>	<b>Building L</b> Phone 847.925.6275
<b>Information Desk</b>	<b>Building A</b> , Lobby Phone 847.925.6707
<b>Library</b>	<b>Building F</b> Phone 847.925.6184
<b>Office of Registrar</b>	<b>Building A</b> , Room A213 Phone 847.925.6500
<b>One Stop</b>	<b>Building A</b> , Room A250 Phone 847.925.6710
<b>Police</b>	<b>Building B</b> , Room B101 Phone 847.925.6330
<b>Testing Center</b>	<b>Building A</b> , Room A148 Phone 847.925.6541



**Welcome to our Smoke-Free Campus**

For additional location information please call or visit the information desk, download the Harper College mobile app or visit [harpercollege.edu](http://harpercollege.edu).